C.C.C. Mong Man Wai College School Report 2018-19

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The Church of Christ in China Mong Man Wai College School Annual Report 2018-2019

Vision, Mission Statement and Core Value on Education

Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Value

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

School Mission

Embracing the HKCCCCC philosophy of "To minister and serve through schools", we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development. It is our aspiration that our students will always strive for excellence, exemplifying our school vision "Together we nurture fullness of life; Hand in hand we witness the love of Christ." From 2019-2022, we are upholding the school vision of "A future brightened with positivity cultivation; A chapter unveiled IT in education."

Our School

1 Brief History

C.C.C. Mong Man Wai College is one of the grammar schools run by the Church of Christ in China, the Hong Kong Council and it was founded in 1974. Since its establishment, the school acquired a good reputation from the community. The school is named "Mong Man Wai College" because of Dr. William Mong Man Wai's generous donation of HK\$ 300,000 in 1970. Dr. Mong had been showing his genuine concern and support to us until he passed away in July, 2010. Throughout the years, Dr. Mong donated money, facilities and scholarships to our school and we will never forget him. His son, Dr. Mong Tak-yeung, the Chairman and Managing Director of Shun Hing Group, has continued to show his support and concern to our school through continuous donations and personal visits. Shun Hing's representative has become our independent school manager since 2011/12.

2 Organization

2.1 Class Structure

Before September, 2011, our school adopted a 29-class structure with 5 classes for each form from S.1 to S.5 and 2 classes for each form from S.6 to S.7. However, with the implementation of the Voluntary Scheme of Optimization of Class Structure, EDB in September 2011, the number of classes has been reduced to 24 since 2016/17. In the past, S.5 students attended the HKCEE and then the HKAL if admitted to study in S.6 and S.7. The school system has been changed completely after the introduction of the New Senior Secondary (NSS) since 2009. Starting from 2012, students in S.6 take one public examination, namely HKDSE.

2.2 Teaching and Non-teaching Staff Members

In 2018/19, there were more than 90 teaching and non-teaching staffs in our school. They included teachers, teaching assistants, laboratory technicians and all supporting staff, including I.T. technicians. Starting from 2019/20, the school has two school social workers sending from the Christian Family Service Centre (C.F.S.C.). In the same year, a speech therapist of 1/3 of her working time stations in our school. Every year, 2 student school social workers from tertiary institute will have their placement practicum in our school for about 6 months. We also have some student teachers who take their practicum in our school every year.

3 Organization and Management

3.1 Establishment of Committees

Right from the beginning of the school in 1974, we had important roles of middle managers such as Discipline Master and Guidance Master to assist the school principal in running the school. In recent years, in order to cope with the

ever-changing challenges of the school, the Civic Education Committee, School Promotion Committee, the School Admin & I.T. Committee as well as the Other Learning Experiences Committee have been established. Under the leadership of the principal and the vice-principals, the Executive Committee comprising the above-mentioned Committee heads holds regular meetings for the management and administration of the school. Besides, the computerization of school administration such as joining the WEBSAMS, EDB has helped enhancing school administration efficiency over the past 20 years.

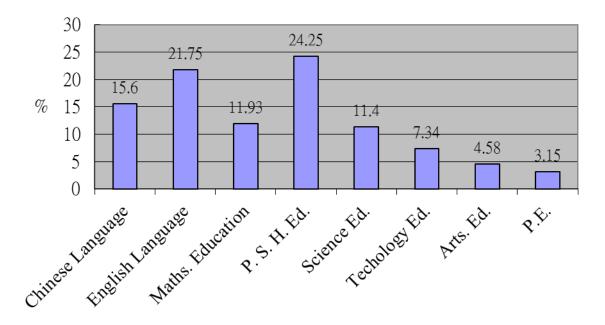
- 3.2 Establishment of SMC and IMC
- 3.3 With the introduction of school-based management from EDB in early 1990s, our school started to have School Management Committee in 1999, signifying an era of school-based management with the participation of both parents and teachers in managing the school. More significantly, the Incorporated Management Committee was established in September, 2011. This means the school is now having an independent legal entity which composes of school supervisor, school managers from the sponsoring body, parent school manager, teacher school manager, alumni school manager and an independent school manager. They all work together to lead and manage the school for the benefits of our students and the whole school has turned another new page of management. In the 2018-2019 school year, the IMC held three meetings respectively on 22 October 2018, 18 March 2019 and 8 July 2019.

4 School Campus and Facilities

Our school is situated in a quiet hillside place with a relatively spacious school campus of 6000 sq. metres. Because of the School Improvement Program, EDB, a new annex was built in 2001 which provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, the school also provides campus TV Room, Music Room, Visual Arts Room, Home Economics Room, Multi-media Learning Centres, English Learning Centre, Self-study Room, Student Activity Room and Band Room. Thankfully, throughout the years, the Shun Hing Education and Charity Fund (abbrev. Charity Fund) has been sponsoring and donating a variety of facilities to our school. In 2004, we received funding from the Charity Fund to have air-conditioners installed in the school hall. In 2008, we had the campus TV sponsored by the Charity Fund. In 2010, Dr. T. Y. Mong donated induction cooker for the cookery teaching of Home Economics to show his generosity and care to us. In 2014-2015, the Charity Fund donated 44 sets of air conditioners and network improvement facilities to our school equivalent to a sum of \$816,610. Since 2014, the Charity Fund has supported our students to represent Hong Kong to participate in the World Youth Scrabble Championships. The places for the competition included West Australia, Lille of France, Kuala Lumpur and Dubai. In 2016/17, the Charity Fund donated wireless microphone system valued at HK\$367,006.00. In 2017/18, the Charity Fund agreed to donate more than \$1,000,000 facilities including air-conditions and projectors to our school. Besides, we get approval from the EDB every year to have renovation construction works to be carried out in summer so as to keep the school new and well-maintained.

 Number of school days In 2018/19, the number of active school days was 190.

6. Lesson Time for 8 Key Learning Areas



Percentage of each KLA in the School Timetable

7. The Recent Development on STEM Education

2017/18 was an important year to plan and organize different activities of STEM to our students after joining the PDS, School-based Support Scheme, EDB, 2017/18. An historic STEM week was also organized in May, 2018. Students got good experience and learned a lot in joining the contests or activities of STEM both inside and outside school. To further STEM development, in 2018-19, the school applied for the Quality Education Fund (Dedicated Funding Programme) to implement STEM education and renovate a room as STEM Room to enhance STEM learning especially in junior forms.

8. The Endeavors to Our Students

In 2017/18 the EDB invited our school to join an educational trip to Singapore together with six other secondary schools from July 14 to July 21, 2018. In Nov 2018, students from Singapore came to Hong Kong and had reunion with our students. Some of them lived in the homes of our students and immersed in the local culture. This endeavor is also entirely new to us!

9. External School Review

After a smooth transition of the principalship in 2018/19, the EDB has informed our school that the External School Review will be conducted in November 2019.

10. 45th Anniversary

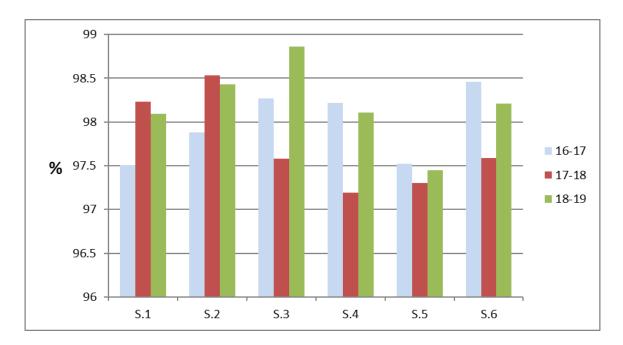
Our school will celebrate the 45th Anniversary in 2019/20. The theme of the Anniversary is "Growing Together, Bonding Forever". It is hoped that different generations of Mong Man Wai students and stakeholders can be linked up through different activities.

Our Students

1. Class Structure

Level	S .1	S .2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
Boys	76	81	77	68	63	64	429
Girls	51	44	47	53	56	53	304
Total	127	125	124	121	119	117	733
Enrolment							

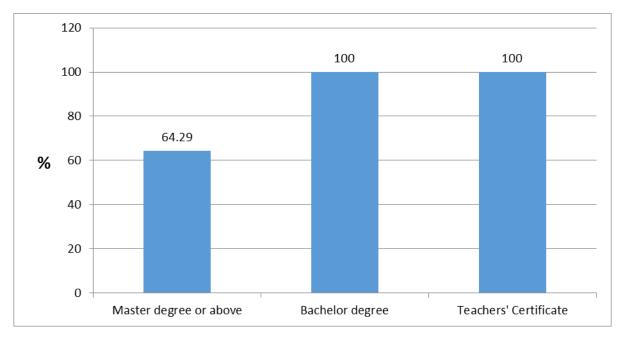
2. Student Attendance



3. Drop-out of Students

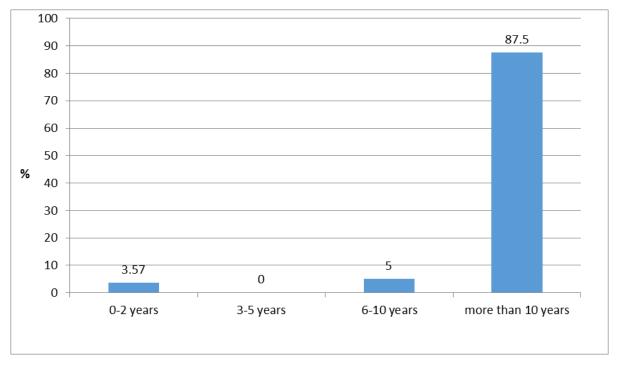
In 18/19, 1 in S.4, 1 in S.6

Our Teachers



1. (a) Teachers' Academic & Professional Qualifications

(b) Teaching Experience



C.C.C. Mong Man Wai College Review of the School's Major Concerns, 2018/19

1 Background & School Vision

After the previous five-year-plan 'To Improve Learning, To Actualize Potential' (優化學習, 盡展所能) 2011-16, the school decided to have a three-year-plan 'Achieve our Best with Self-directed Learning, Enrich our Life with Career and Life Planning' (自主學習可成材, 人生規劃添色彩), 2016-2019 after thorough discussion at various levels of teachers and finally decided by IMC in October 2016.

1.1 School Vision - Achieve our Best with Self-directed Learning, Enrich our Life with Career and Life Planning.

We uphold this school vision because we believe:

- 1.1.1 Students have good potential academically as they are Band 1 students. All of them should and can actualize their potential in learning through the cultivation of self-directed learning (SDL).
- 1.1.2 Students' passive learning attitude can be improved and changed through SDL. Gradually and consequently, they can learn more proactively and effectively on their own motivation.
- 1.1.3 Through the cultivation of self-directed learning, students can set self-initiated learning goals for themselves.
- 1.1.4 Through the cultivation of self-directed learning, students can have the ability to make review on their learning progress.
- 1.1.5 Self-directed learning (SDL) should not only be limited in academic studying but should also be applied in other areas of education at school such as ECA participation.
- 1.1.6 Career and life planning education can prepare students to make informed and responsible choices in facing the challenges and opportunities in the explosive growth of worldwide information and technology.
- 1.1.7 Career and life planning education can equip students with the knowledge, life skills and attitude to make informed choices in accordance with their interests, abilities and career/academic aspirations.
- 1.1.8 By integrating career and life planning education with subject learning, students are empowered to explore the possible pathways for further study and relationship between subjects and occupations in the world of work.
- 1.1.9 By curriculum-based or activity-based implementation in different subjects, students can be provided with broader horizons and experiences before making decision on their further study or work options.

2 Review & Reflection of School's Major Concern (1) Self-directed Learning (SDL)

Actually, this school's major concern is, to a large extent, an extended continuation of the last school's major concern 'Training Students to Learn Proactively', for we made preparation to implement it in 2014/15 and had formal and whole-school implementation only in 2015-16. We also renamed 'Training Students to Learn Proactively' into 'Training Students to have Self-directed Learning' in the preparation year of 2014/15 (**Appendix 1**). Simultaneously, we adopted a 3-pillar mode (**Appendix 2**) for the systematic and implementation for the cultivation of SDL among students with emphasis on S.1-S.4 students because in S.5-S.6, teachers are busy with HKDSE syllabus. In formulating the future vision during 2015-16, we decided to extend this major concern for the following three years 2016-19.

In 2018-19, our focus of SDL cultivation is to consolidate and sustain the 3-pillar mode of Self-directed Learning (SDL).

2.1 Review of what we achieved in 2018/19

- 2.1.1 Upon review, all subjects followed their annual plans and carried out policies concerning SDL with focus on 'After-class Follow-up' accordingly (Appendix 3: An overview of SDL and CLPE measures of each subject 2018-19). In fact, in lessons implementing SDL strategies, every subject followed the 3-pillar mode (pre-lesson preparation, classroom teaching and after-class follow-up).
- 2.1.2 Consolidation and sustainability of SDL was the main focus in 2018/19. The checklist (**Appendix 4**) showed that among all, 'teachers giving briefing on follow-up tasks' and 'students attempt follow-up assignments' were the two most commonly used SDL strategies adopted for 'after-class follow-up'.
- 2.1.3 Enhancement of professional sharing on the third staff development day of 10 May 2019: Teachers from Liberal Studies, Chemistry and Integrated Science shared with all teachers on implementing SDL. The feedback collected after the Staff Development Day showed a tendency toward positive feedback (Appendix 5). Professional sharing at panel level was generally arranged in the panel meetings as well as after the lesson observation.
- 2.1.4 To facilitate the major concern of SDL, the school principal conducted lesson observation for professional development on SDL. However, the school principal did not have time to conduct a post-lesson 15-minute discussion. In spite of this, teachers generally could adopt 3-pillar mode SDL strategies in teaching the lessons. It was observed that teachers were aware of providing extended learning activities as consolidation was the focus of SDL this year.
- 2.1.5 Students' feedback from S1-S6 focus group meetings: students in the focus group meetings of different forms reflected to the school that teachers had been generally using SDL strategies though deeper impression was on pre-lesson preparation and classroom teaching (**Appendix 6: S.2 minutes as an example**).

In brief, according to the success criteria for the implementation of the strategies listed in the document of School Major Concerns (2018-19) of our school (**Appendix 7**), the continuous implementation of SDL on 'pre-lesson preparation' and 'classroom teaching' as well as the implementation of SDL with focus on 'after-class follow-up' was basically achieved because the requirement of the success criteria was met. However, upon our evaluation and review done in different platforms and by different methods, the following reflections and suggestions have been put forward:

2.2 Reflection & Forward Looking

- 2.2.1 With the continuous effort made by teachers on the 'pre-lesson preparation' and 'classroom teaching', it is generally agreed that giving pre-lesson tasks to students has become a usual practice and students also echo about this (**Appendix 6**).
- 2.2.2 In 'classroom teaching', besides using group work and students-on-task worksheets, peer assessment strategy has become a more common SDL strategy.
- 2.2.3 As 'pre-lesson preparation' and 'classroom teaching' had been run for more than a year, teachers were more able to design learning activities for these two pillars. Generally speaking, colleagues found it difficult to define or understand 'after-lesson follow-ups' though it was generally agreed that these follow-up are for consolidation, application and checking. Therefore, on the one hand, 'after-school follow-up' assignments/activities needed clearer definition or concensus. And on the other hand, subject panels were encouraged to employ more and more strategies in this aspect in the coming 3-year development plan.
- 2.2.4 Though improvement has been made in the replacement of IT facilities such as projectors in classrooms, the need for school support in providing IT facilities like ipad and apps is again urged by colleagues. In fact, the school observed that more colleagues (though still limited in number) were using e-teaching as SDL strategy in the past year. It is hoped that appropriate training with authentic professional sharing can be done more at subject panel level so as to fit the specific teaching and learning needs of teachers. Against this background, e-learning has become a major concern of the next 3-year development plan.
- 2.2.5 Studets' learning ability enhanced generally: By lesson observation, it was found that the 3-pillar-mode SDL strategies were widely adopted in different subjects. Hence, self-directed learning habit is generally enhanced among students.

To conclude, after three years' (2016/17 - 2018/19) of implementation of the 3-pillar mode of SDL teaching by stages, colleagues generally believe that students' learning attitude and habit have been changed from passive to active. Their learning ability such as analytical power and communication ability has also been improved. Students' feedback collected from focus groups meetings and teachers' feedback in the Staff Development Day dated 1 November 2018 (**Appendix 8**) reflected that they had experienced SDL in teaching and learning and they were positive towards SDL.

The teachers' feedback collected in the school self-evaluation meeting reflected that SDL was an effective teaching strategy. Teachers expressed that it could help students' attitude in learning. It could also further integrate with other strategies (such as reading, e-learning) to enhance learning and teaching effectiveness. Regarding the annual report of Academic Committee, SDL strategy has been widely adopted in our teaching team. To further its cogency, SDL will continue to be one of the foci of the school major concern to strengthen SDL as a teaching strategy. It is expected that SDL will be developed and adopted in teaching different topics. Besides, the e-learning clement will be encouraged to use in the 3-pillar mode of SDL to enrich students' learning experience.

3 Review & Reflection of School's Major Concern (2) Career and Life Planning Education (CLPE)

Career and Life Planning Education was adopted as one of the school's major concerns in 2015/16 though that year was a trial and preparation. In 2016-17, concrete strategies were adopted and

implemented. In 2017-18, extension and sustainability of the concrete strategies were the foci of the CLPE development.

- Extension of comprehension plan of class teacher from S.1 S.3 to S.4 S.6 for better alignment of CLPE.
- Provision of professional training on infusing CLPE planning into subject learning through planned subject-oriented engagement activity.
- Implementation of sustainable strategies which had tried and attained positive outcomes in 2017-18.

Based on the review made concerning CLPE implementation in 2017/18, we made some adjustment to the three strategies in 2018/19 (**Appendix 9**).

3.1 Review on what we achieved

- 3.1.1 Extension of comprehension plan of class teacher period in S.4 S.6 for better alignment of CLPE.
 - 3.1.1.1 The comprehensive plan of CLPE was extended to the class teacher (CT) lessons of S.4 to S.6. Eleven CT lesson in S.4 and S.5 and twelve CT lessons in S.6 were allocated for CLPE in 2018/19. A number of topics were chosen (Appendix 10) to meet students' needs for the preparation of further education and career aspiration. As this is the first year to implement, some contents of a topic need to be modified based on the survey's results (Appendices 11 and 12).
 - 3.1.1.2 School-based log books were designed and used from S.1 to S.5 in the CT lessons. The contents of the log books are reviewed, revised and updated every year. The log books help illustrate the school-based curriculum of student growth into classroom learning and perform as a platform to conduct the CT lessons systematically and effectively. Besides, this platform assists the school to address the need of student growth at their different mental ages.
 - 3.1.1.3 CLPE is the major concern of the 3-year development plan of 2016-2019. Regarding its development, CLPE has infused to academic and non-academic development of the school. As positive education will become one of the major concerns of the coming 3-year development plan, the school has reviewed the essential learning elements of CLPE and integrated them into the student growth curriculum.

3.1.2 Arrangement of professional training on infusing CLP into subject through planned subject oriented engagement activity.

- 3.1.2.1 In 2018-19, two teachers were recommended by the school principal to attend a 20-hour basic course for CLPE but was finally rejected by the EDB.
- 3.1.2.2 A staff development day was arranged to visit two IVEs. One IVE is located in Chai Wan and another one is located in Shatin. The objectives of the visits are to understand about vocational, professional education and training and understand the latest development of industries through hands-on career-experience oriented activities. The feedback of teachers was very positive (**Appendix 15**).

3.1.3 Implementation of sustainable modes of integration of CLPE in subjects

- 3.1.3.1 In 2018-19, more than 80% of the subject panels engaged in the exploration of at least two modes of integration of CLPE and around 40% subjects even engaged in all the three modes (i.e. empowering students on further studies, experiencing the possible relationship between subject and occupations and integration between subject learning and life skills) (Appendix 13). Overall, more subjects attempted the mode of life skills. For details, please refer to the 2018-19 annual report of Academic Committee (Subjects) and OLE Committee. Most of the subjects implemented sustainable modes of integration in different forms such as visits, seminars, workshop, etc.
- 3.1.3.2 Updated information and invitation to attend activities from post-secondary institutes were sent to subject panel heads by OLE Committee throughout the year. Hence, students had more opportunities to explore different programmes offered by tertiary institutions. Closer collaboration between OLE Committee and subject panels has been established (**Appendix 14**). Students' responses collected through the survey revealed that the collaboration has developed a better linkage between subject and future career/study.

3.2 Reflection and Forward Looking

3.2.1 Extension of comprehensive plan of Class Teacher Period in S.4 – S.6 for better alignment of Career and Life Planning Education

- 3.2.1.1 S.1 to S.6 comprehensive plans of class teacher periods and school-based log books (S.1 to S.5) are planned, implemented and evaluated. The log books are continued to be used in CT periods.
- 3.2.1.2 For junior forms, materials of PATHS and life education have been integrated into the curriculum of CT periods.
- 3.2.1.3 For senior forms, materials related to academic aspirations should be strengthened.

3.2.2 Arrangement of professional training on infusing CLP into subject through planned subject oriented engagement activity

- 3.2.2.1 One of the school's major concerns in 16-19 was the focus on 'Career and Life Planning Education'. This facilitates the collaboration between OLE Committee and other subject panels / committees in enriching the career and life education in a whole school approach.
- 3.2.2.2 Internal sharing can be continued in subject departments / committees.
- 3.2.2.3 The school will continue to nominate colleagues to receive professional training in CLPE when necessary.

3.2.3 Implementation of modes of integration of CLPE in subjects

3.2.3.1 CLPE will not be the major concern of the school in the next 3-year plan. However, it is expected that CLPE should become an intrinsic element in the teaching and learning of each subject. Therefore, panel heads are encouraged to continue any CLPE activities that are beneficial to students in the future.

4 Overall Conclusion

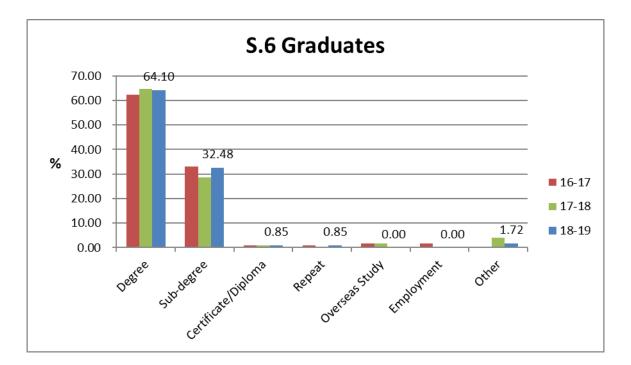
In 2018/19, the 3-pillar mode of SDL was fully implemented. All subject panels as well as teachers did try to implement the plans by giving pre-lesson, classroom teaching and after-class follow-up assignments or activities to students.

- 4.1 Besides, to consolidate and sustain what have been done or achieved in SDL 3-pillar mode of teaching, subject panels should even exert greater force in implementing all three parts in 2019/20 so that students' habit of SDL learning habit can be better developed.
- 4.2 E-learning can be explored to integrate the SDL teaching strategy in the coming 3-year plan.

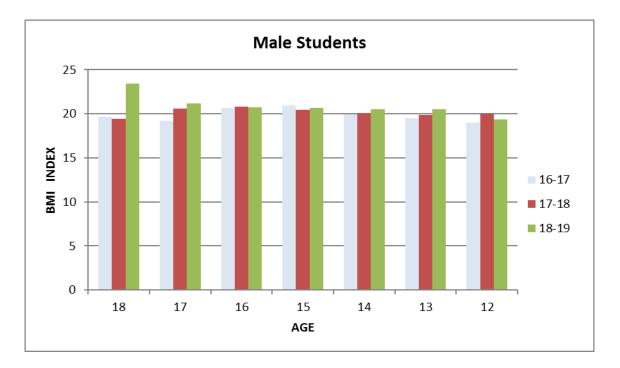
Regarding CLPE, in the past three years of full-stretched implementation, the school has achieved a lot in cultivating CLPE among students of different forms. Feedback from both teachers and students is encouraging. As the CLPE's development has become in a mature stage, the school has infused the essential elements of CLPE into class teacher periods, academic subjects and non-academic activities. It is hoped that students can have the CLPE learning from different learning platforms.

Our Students' Performance

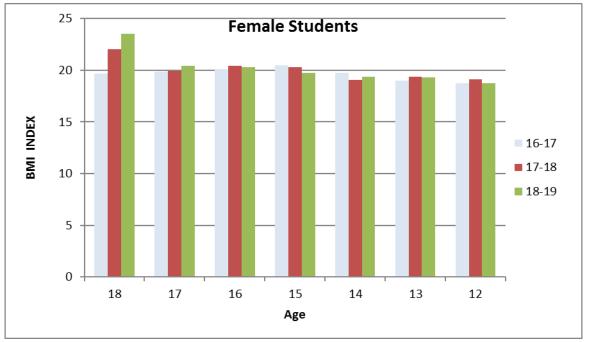
1. Destination of S.6 Graduates



2. Students' Physical Development



Optimum BMI Index Range (Male) : 19-24



Optimum BMI Index Range (Female) : 18-24

3. Reading Habits of Students

3.1 Frequency of borrowing books/materials

S .1	to	S.3
0.1	ιU	0.5

Frequency (%)	16/17	17/18	18/19
Weekly	0	0	0
Bi-weekly	0.5	2.1	0
Monthly	4.7	8.8	2.39
Less than once per month	76.1	65.2	80.59
Never	18.7	23.9	17.02

S.4 to S.6

		S.4			S.5			S.6		
Frequency (%)	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	
Weekly	0	0	0	0	0	0	0	0	0	
Bi-weekly	0.1	0	0.82	0	0	0	0	0	0	
Monthly	2.9	3	4.10	2.2	4.4	0.84	0	0	0	
Less than once	75	61.2	83.61	43.2	57.8	69.75	36.2	30	44.07	
per month										
Never	22	35.8	11.47	54.6	37.8	29.41	63.8	70	55.93	

3.2 Average no. of books/materials borrowed per year by a student

Stages of Learning	16/17	17/18	18/19
S.1 – S.3	12.9 *	16.9 *	6.6 #
S.4 – S.6	7.76 *	3.9 *	4.37 #

3.3 Total no. of times of books/materials borrowed by students

Stages of Learning	16/17	17/18	18/19
S.1 – S.3	4824 *	2933 #	2480 #
S.4 – S.6	2902 *	979 #	1570 #
Total	7726 *	3912 #	4050 #

3.4 Total click rate of e-books by students

Stages of Learning	17/18	18/19
S.1 – S.3	3411	2007
S.4 – S.6	455	116
Total	3866	2123

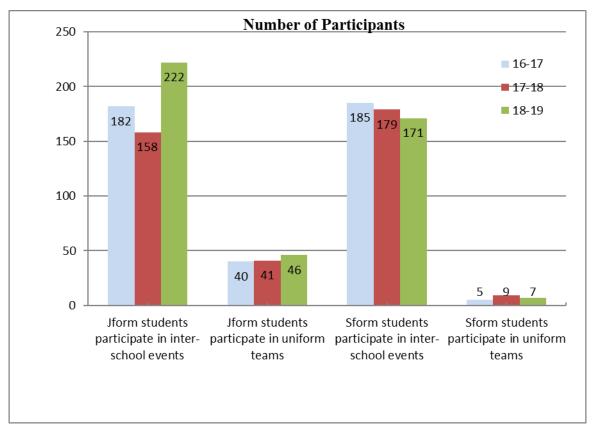
* including books/materials and e-books

excluding e-books

90 79.03_{77.03} 80 70.42 70 65.09_{62.89}64.53 61.77 55.71^{57.33} 60 50 16-17 % 17-18 40 18-19 30 20 10 0 Chinese English Mathematics

4. Pre-S.1 HKAT < Full Mark: 100>

5. Profile of Students Participating in Inter-school Events & Uniform Teams



C. C. C. MONG MAN WAI COLLEGE School-based After-school Learning and Support Program Evaluation 2018-19

AREA OF CONCERN	IMPLEMENTATION PLAN	TEACHER / COMMITTEE RESPONSIBLE	EVALUATION
Leadership Development	• A prefect training camp will be organized to strengthen the prefects' confidence in performing their duties, help them to understand the responsibilities of prefects and strengthen their relationship.	Discipline Committee	 The prefect training camp was held from 2019/9/6 to 2019/9/7. 52 students participate in the camp. It was successful. In the questionnaire, 97% of the participants reported that the training camp could help them to strengthen their confidence in performing their duties, which is much higher than the criteria 60%. 100% participates reported the camp can help them to understand the responsibilities of prefects. 100% of the participants strongly agreed and agreed that the training camp could help them to strengthen their relationship and understanding between them and the team members. All participants strongly agree or agree that the program of the camp is suitable for them. Moreover, the tutors of prefects reflected that this year the Head Prefects and prefects performed well in their duties.
Leadership Development	• Different leadership training programmes were organized to provide students with opportunities for character formation, realization of potential and leadership training.	ECA committee	 12 students participated in Outward Bound Student Leaders Training Programme. Positive feedback was given by students. 27 students participated in Adventure-Ship journey. All of the students gave positive feedback to the programme according to the questionnaire. 20 students form ECA prefect joined the programme of SCI Leadership Training Program. Positive feedback was given by students and teachers-in-charge. 25 clubs and societies organized different programmes by students leaders throughout the year. Most of the clubs and societies met the requirement of organizing 5 activities in the academic year.

Sports team training	• Different sports teams organized courses for students to enhance students' all-round development of spirit, mind and body.	ECA committee/PE Panel	а	267 students participated in 10 sports teams' training courses. The attendance rate was up to 80% overall. Positive feedback was given by the coach and teachers-in-charge.
Aesthetic Development – Dance	 In the first term, a dance course in preparation for the open dance competition was held whereas a summer dance course which started in the 2nd term and ended in mid July was held as well. The Dance Group joined the 55th Schools Dance Festival. 	Dance Group	t C I ≻ I c	22 dancers coming from S2-S5 joined the open dance competition at the 55 th Schools Dance Festival and the Dance Group got the Highly Commended Award (甲級獎). There was a dance show at the Learning Celebrations Ceremony. Dancers enjoyed the dance courses, dance show and joining the open dance competition and the participation rates were high. They were motivated to improve their dance moves and perform the best.
Aesthetic Development – Music	10 music classes for S.1-6 providing various kinds of musical instruments ranges from Western, Chinese and Pop instruments.	Music Panel	а	More than 90 students joined 10 music classes throughout the whole academic year on a weekly basis. The attendance rate was up to 85%. Positive feedback was given by students and the teacher instructors.
Aesthetic Development- Visual Arts	To provide a platform for students to learn from local artists. Foundation courses included: Drawing Workshop, Painting and Photography Workshop	Visual Arts Panel	F v t	All courses were held with over 80% attendance. Students had positive feedbacks towards the courses. Some reflected that they would join the courses in the next academic year. Tutors reflected hat students' artworks were satisfactory, and some of them improved heir drawing skills at the end of the courses. Good artworks were collected, framed and displayed in Sept.

Intellectual Development – KLA English	•	6 remedial courses for S.1-6 and 1 level-up course for S.6 will be organized to help the students improve their English performance.	English Panel		6 remedial and 1 level-up courses were held after school for S.1-6 to help students improve their English performance. The attendance rate was up to 80% overall. All courses were well-received by most of the participants and positive feedback on the effectiveness of the course was given by the tutors and the teachers-in-charge.
Intellectual Development- KLA Chinese Language	•	2 courses for S6 will be organized to help the students improve their Chinese performance.	Chinese Panel	>	Reading course and Writing course served 14 and 25 S6 students respectively. Over 90% students gave positive comment in both course.
Intellectual Development – KLA S1 Reading strategies and tutorial classes	•	to equip students with a series of effective reading strategies in order to enhance their understanding of reading and retention of what they read and learn 3 hours in total (2 sessions this year)	ACA committee	A	All form 1 students were asked to join this reading strategies workshop. The feedback was positive. The course could be kept next year.
Intellectual Development – KLA pre-exam tutorial classes [試前溫習班]	•	To help students in need to better prepare for the final examinations 8 S1-2 pre-exam tutorial classes taught by S6 graduates	ACA committee	A A A	In response to the great needs reflected in the Form Teachers' meeting, eight S1-2 Pre-exam tutorial classes were conducted from May to June in preparation for the final examination. There were 4 lessons in each class. The feedback on these classes was very positive. It was reflected by the high participation rates and positive results shown on their feedback forms. 96% of the student participants said that these classes should be held next year.
Cultural visits	•	To broaden students' horizon in their life experiences	S1-S6	>	Committees and departments organised a wide variety of visits. The participation rate was high and positive feedback was collected.

C. C. C. Mong Man Wai College Program Evaluation for DLG-funded Other Programs (Gifted Education) (2018–2019)

Programs	Objective(s)	Targets and selection mechanism	Duration/venue	Deliverables	Evaluation	Expenditure
S.4 Acrylic Painting Workshop	 To develop students' interests and skills in acrylic painting. To learn from a local artist. 	S.4 Visual Arts Elites screened by interviews	Dec 2018-July 2019	Exhibition of artworks	All students' painting skills were improved. Some works were of high quality and were displayed in the campus.	\$12,000
S.5 Figure Drawing and Oil Painting Course	 To develop students' interests and skills in figure drawing and oil painting. To learn from a local artist. 	S.5 Visual Arts Elites screened by interviews	Nov 2018-July 2019	Exhibition of artworks	All students' painting skills were improved. Some works were of high quality and were displayed in the campus.	\$12,000
S.4-6 Chinese debate training	 To enhance the debate skills and encourage potential students to participate in joint school debate competitions. 	S.4 – S.6Chinese Elites	Whole year	Debate competitions	Out of 17 participants, 4 of them were awarded the Best Debaters in different competitions while the team conquered 2 champion and 1 third place in the public competitions. The training is well- received.	\$15,580
S4-6 Public speaking training	• To provide public speaking training for elite students in senior forms	S.4 – S.6 English Elites, screened by auditions	Oct 2018 – Dec, 2018	Written speeches and public speaking performances	Out of 16 participants, 11 of them were awarded with merits in speech festival while 3 of them obtained places (i.e. 1 champion; 1 second place, 1 third place). The training is well-received.	\$8,080

S4-6 Editorial training	•		the team was formed	Sept, 2018 – Oct, 2018	Interview experiences and edited articles	A	Students had conducted several interviews with the new Principal and teachers. However, due to the packed study schedule of the students, the team ceased by Oct, 2019.	\$298
S.4-6 English debate training	•	To equip elite students with research and presentation skills in view of motions given.		Sept, 2018- April, 2019	Debate competitions	A	New debaters felt intimidated at the beginning. Once they got used to the debating format, they overcame the fear and got a very good performance. Our team finally got the champion in the second term.	\$3,900
(CROSS-KLA) S5 Elite training course (Applied Strategic Thinking programme, e.g. critical thinking skills & some effective study skills)	•	high-order thinking skills, e.g. critical thinking skills in order to facilitate / enhance their learning effectiveness	About 30 S5 students with very good academic performance throughout the year will be selected and nominated by the form teacher and class teachers. These elites are the top 30- 40 students academically in the form. A service supplier will be hired to provide the course.	15 May 2019	Students are able to be aware of some high-order skills and study skills which can help enhance their learning and cultivate their self- directed learning.	AAA	There were 25 participants in the course and the participation rate was very high (96%). The course was very well-received and students' feedback was very positive. They reflected that they learnt much from the course and obtained useful study skills.	\$9,900
(CROSS-KLA) Elite training courses or some short academic courses organised by the tertiary institutions (S4-S6)	•	Students can have more exposure to more learning opportunities and experiences outside school		Throughout the whole year	Students may conduct experience- sharing session(s) with their fellow schoolmates about what they have acquired in their	>	A new practice, asking the nominating teachers to fill out the nomination form, was tried out this year in response to an increasing demand for	\$7500

			or with teachers' nominations.		courses.		the nomination of elite studetns.	
C programming language training	•	1 1 0 0	S4 students who have studied ICT with potential.	Sept 2018 – Oct 2018	Hands-on programming (coding) and higher level of algorithm design.	A	Out of 7 participants, 4 of them are invited to join the external competition and gain good programming experiences. Students are satisfied with the course from the result of questionnaire.	\$4000
Music network programme	•	To provide music training for students who apply for DSE Music.	S6 students who sit for DSE Music examination	54 hours during Weekends	Lessons and practical assessments.	A	The student concerned attained level 4 at DSE Music in 2019.	\$4320
							Total:	\$77578

Timeline 2011-2016

2011/12	2012/13	2013/14	2014/15	2015/16	Major Concerns
Preparation Year for major concerns 3.1 & 3.2	\checkmark	\checkmark	\checkmark		3.1 Catering for Learner Diversity
5.2	~	~			3.2 Implementing school-based support scheme for students' all-round development
			\checkmark		3.3 40 th Anniversary Celebration
			Preparation and trial year for major concern 3.4	\checkmark	3.4 Training students to learn proactively (renamed Training students to have self-directed learning in 14/15)
				Preparation & trial year for major concern 3.5	3.5 Cultivation of students' careers and life planning education

3-pillar SDL Lesson Design

*Pre-lesson Preparation 課前備課

- Establishing Knowledge Links 知識鏈接
- Priming New Knowledge 新課啓蒙
- Summarising Contents 內容摘要
- Prompting Questions 問題思考

Classroom Teaching

課堂教學

- Showcasing learning 展示所學
- Cooperative Enquiry 合作探究
- Facilitating & Clarifying 點撥釋疑
- Organizing Knowledge 知識整理

After-class Follow-ups

課後練習

- Deliberate Practice 重覆練習
- Varied Practice 變式練習
- OPTIONAL:
- (1) Formative Assessment 進展性評估
- •(2) Enrichment 增潤拓展
- •(3) Reflection 反思改進

• * Lesson preparation can be in the form of (1) reading materials, (2) online internet search, (3) video clips, and (4) worksheets

An Overview of Self-directed Learning (SDL) and Career and Life Planning Education (CLPE) Measures of Each Subject Panel 2018-2019 (Source: Programme Plan)

Biblical Knowledge

SDL

中一部份課題由於時間問題,未能在課堂內完成,老師以「自主學習」形式,提供參考資料後,讓同學分組作自主學習,並滙報。

中二級在各課題後分組滙報特定深入探討題目,有關美術表達信仰、歷史資料真確性等等的討論。

CLPE

中六級有一課題有關「工作與公錢」,討論工作的意義和理想的工作。

Biology

SDL

Invite alumni who is pursuing the music industry to share about the opportunities and challenges of the music industry of Hong Kong (1st and 2nd term). Total of 85% of students in general had positive feedback in interest about the topic.

CLPE

Invite alumni who is pursuing the music industry to share about the opportunities and challenges of the music industry of Hong Kong (1st and 2nd term). Total of 85% of students in general had positive feedback in interest about the topic.

BAFS

SDL

Two topics, goodwill and overhead cost are put in elcass for pre lesson preparation.

Students have to complete worksheets in class.

Home assignments are given at lesson end

CLPE

F.4 bafs students joined workshop on accounting career organized by HKATT at 19/3/2019

F.4 and F.5 students joined life buddies program organized by HKEDB

F.5 bafs students joined workshop on HK international Trade challenge organized by HKJA at 4/5/2019

Chemistry

SDL

Students are given the opportunities in developing three major modes in CLPE.

Mode 1: Empower students on further study exploration Activity: MMWC X SAR PolyU Radiography Laboratory Tour 18 S.4 and S.5 Biology students were encouraged to join laboratory tour offered by PolyU on 17th Nov 2018. This activity included a talk about undergraduate programme related to Radiography and a tour guide to the Radiography Laboratory. Students gave positive feedback about the workshop. They found the tour useful as could know the most updated requirements for the programmes which will be offered by the universities in the coming year.

Mode 2: Experience the possible relationship between subject and occupation

Activity: Tree Management Training Workshops

2 S.4 students joined the Tree Management Training Workshops offered by the HKBU. The workshops equip students with the knowledge of arboriculture and horticulture. Students loved the experiences of climbing up the trees for the trimming work.

Mode 3: Integrate the subject learning into life skills

Activity: Urban Organic Farming - Organic Ambassador Training Programme

8 gardening club committees have joined the 'Organic Ambassador Training Programme'. The programme was successfully held. Local farmer was invited to hold workshops on 2nd Nov 2018 and 4th April 2018 in our school. Technical farming skills and management skills in holding an organic farm could be learnt by the students; Also, all gardening club committees visited local organic farms at least one time this year. They visited the local organic farms in Yuen Long and Tai Po on 15th Dec 2018 and 23rd March 2019 respectively. They enjoyed the farming activities a lot.

New topics for SDL were added to S.4 curriculum (Growth of Lucky Bamboo) and S.5 curriculum (DNA fingerprinting). The suggestion by AC committee on SDL (adding AT LEAST 1 new topic for SDL in the curriculum or update the teaching materials every year) was fulfilled.

CLPE

Implementation of SDL lessons

- Inclusion of pre-lab materials (video + exercise)
- Assessment of pre-lab work
- Operations with assessments
- Follow-up assignments
- With a SDL checklist
- Sharing in panel meetings
- Recommended topics:

1st term

- 4C: Rusting
- 2nd term
- S4: Titration
- S5: Energetics

Chinese History

SDL

設立中國歷史科獎勵計劃,以增加學生學習動機,按其興趣學習。

- 加強 E-CLASS 後延伸的內容,進一步豐富課後鞏固題,鼓勵學生自動下載及完成。
- 初中繼續訓練學生撰寫及整理筆記的習慣。
- 中一至中三:教授前/完成教授有關課題後,學生分組彙報其所負責的課題,由學生評議。
- 高中:定時於課題教授前完成預習。

CLPE

中三級:七十二行專題介紹。有關得獎作品,張貼於壁報板上作展示。

Chinese

3.1.1	1.1	自主學習教學實踐:通過課	檢查教	教師達到本	達標。10 位同事開放自主學習
		前讓學生準備;課堂讓學生	材庫、觀	科指標,全	的課堂,全年共14次自主學習
	1.4	多參與及互動;課後跟進等	課、課後	年每位教師	課堂,觀課達 24 人次。
		模式,培養學生自主學習。每	討論	1次。	
	1.6	位同事不限開發範疇,設計			
	1.7	教學流程,尋找該節課的難			
	1.7	點。在級的層面或跨級進行			
	1.8	觀課,並在課後交流意見,填			
		寫表格。			
3.1.2	1.1	初中自主學習教學實踐:初	檢查課	任教老師製	達標。全體同事均參與集體觀
		中進行作家研究,以工作紙	業、教材	作教材,學	課及課後交流,選讀4篇指定
	1.2	輔助,導讀後由學生自行探		生作品結集	作家的作品及 2 篇延伸閱讀。
		索老師選定的篇章(輸入),		成册,在校	中一級選讀小思作品,中二選
	1.4	進行匯報,以讀帶寫,進行仿		內分享學習	讀胡燕青作品,中三級選讀龍
	1.5	作(輸出)。		成果。	應台作品。學生的作品已結集
	1.5				成册。(見附件)
	1.6				
	1.7				
3.1.3	1.7	通過講座、友校探訪,探索自	檢查	全年在級會	達標。第三次科會議曾素玲老
		主學習的不同模式,在班試		議分享最少	師分享在中一級作家研究的成
		行,並在會議上分享。	紀錄	1次	果及心得。

CLPE

劃/活動	目標	推行	目標	參與		
/課題名 稱	(可選多於一項)	模式 (可選多 於一項)	學生	學生 人 數	評估方法	評估
香港電台			中一			3A 王鈺晶同學參加香
普通話台	協助學生探索升				學生回饋	港電台普通話台「新人
「新人類	學出路	課程	中二		七年期穷	類大世界」節目主持選
大世界」		 為本	√中三		老師觀察	拔活動,學生表現出
節目主持	協助學生探索學	~ ~			√其他:	色,獲邀擔任直播節目
活動	科與職業關係	√活動	中四	1人		主持。王同學在4月份
	結合學科與生活	為本			(請註明)	已進行早會分享。
	后子 什 兴 生 石 技能		中五			
	7又 月七				早會分享	
香港文學			中六			5C 陳祉均同學及4B 馬
音心义字 深度體驗			中一			盖玲同學分別於 3/16
不及 <u></u> 服 微 計劃:文	協助學生探索升				學生回饋	各 5/18 参加了文學讀
學大渡海	励助学生 (本京) 學出路		中二			第二次 5 月 5 月 5 月 5 月 5 月 5 月 5 月 5 月 5 月 5
文 學	7 11 -12	課程			老師觀察	作家趙曉彤女士及韓
	協助學生探索學	為本	中三		□	麗珠女士主講,學生須
坊	科與職業關係	√活動	√中四		√其他:	向主辦單位繳交作品
		▲ 山 助			(請註明)	一份·活動有助學生探
	結合學科與生活	~y /+-	√中五			索學科與職業的關係。
	技能				早會分享	馬同學在 5/27 已進行
			中六			早會分享。
				2人		
校本課			中一			配合中文科課程選修
	協助學生探索升		中二		學生回饋	單元,設綜合選修單
能力選修	學出路	√課程	1-			元,設計教材。中四學
單元	協助學生探索學	為本	中三		老師觀察	生能掌握自薦信、演講
	協助学生探索学 科與職業關係					辭等實用文的要求、格 式及寫作方法,懂得運
	11 六 74 未 19 15	活動	√中四	全級	√其他:(請	式反為作力法, 懂侍連 用一般套語。
	結合學科與生活 技能	為本	中五		註明) <u>評</u> <u>估</u>	/11 71又去 茹'。
			中六			

Economics

SDL

4 topics, elasticity of demand, types of production, factors of production, and business ownership are in eclass. F.4 students have to visit eclass before lesson and then complete worksheet / on line exercise in class. Home assignments are gjoven afterwards.

CLPE

F.4 and F5 students joined life buddies program organized by HKEDB

One hour talk on personal financial management was delivered to F.3 students at 14/9/2018

3 hrs workshop on career planning, delivered by TWGHs, was given to F4 students ay 10/10/2018

English

SDL

	Objectives	Measures/Strategies	Evaluation	Success	Schedule	PICs	Review
			methods	criteria			
4.1	3.1	Teachers will be required to integrate the elements of 'Self-directed learning' for peer and appraisal class visits.	Records of class visits	SDL elements integrated	Whole year	All English teachers	92.3% of students met the minimum requirement of activity marks while over 80 students were awarded with minor merits because they could obtain over 30 stamps.
4.9		Students can utilize the resources available at the English Centre to enhance self-learning e.g. books, DVDs, tablets, etc.	Utilization of English Centre	Satisfactory utilization of English Ce			

CLPE

Objective	Measures/	Evaluation methods	Success	Schedule	PICs	Review	
S	Strategies		criteria				
4.11	3.2	S.5 students will be required	Participation	Coursework	2 nd	S.5	The module was taught and the coursework was completed.
		to take an elective module	in class and	completed	term	teachers	It will be kept for next year.
		'Learning English through	coursework				
		Workplace Communication'					
		which helps them identify					
		personal aspirations and					
		learn useful workplace					
		knowledge.					
4.12		An individual project	Comments	Positive	2 nd	S.5	Project was completed with satisfactory performance. Students
		regarding 'My favourite	by ST and	comments	term	teachers	were
		job/industry' will be done	peers	given			able to gain a better understanding about the job/industry they
		by S.5 students.					worked
							on.
							Some materials in the project were utilized by students for SBA.
4.13		The writing syllabus of S.1-	Correction	Correction	Whol	S1-6	The writings concerned were completed. Useful feedback was
		6 will cover practical	by students	done and	e year	teachers	given to students by STs. Refer to the coursework policy reviews
		writings related to	and commen	positive			for details
		workplace communication	ts by ST	comments			
		e.g. S.6 self-account, letter		given			
		of complaint, letter of					
		application, etc.					
4.14		Elements of workplace	Participation	Active	2 nd	S.3	Complete. This is integrated as part of the curriculum in S.3.
		communication will be	in class and	participation	term	teachers	

Appendix 3

	c	l., .	I	I	I
	•				
	in exam	•			
S.3 e.g. writing application		performance			
letters.		in exam			
Selected students will be	Feedback by	Positive	Whol	TLM,	3 S.5 students were invited to take part in an English Studies
invited to take part in	students and	feedback	e year	YWL,	taster workshop by the City University of Hong Kong, and it
activities or outings	teachers	received		teachers	was well-received.
organized by the tertiary				concerned	
institutions to help them					
know more about future					
study and career					
opportunities.					
S.2 students will take part in	Feedback by	Positive	2nd	YWL, S.2	Funded by OLE, all S.2 students watched a drama, The Count
a drama outing with pre-	students and	feedback	term	teachers	of Monte Cristo, organised by AFTEC for free. With pre-show
activity and post-activity	teachers	received			and post-show workshops conducted by the actors and actresses,
work that helps them to					students got to know more about the real life of being an artist
explore about careers					and a stagehand in the theatre.
related to performing arts.					
'Workplace English/Jobs'	Design of	Some	1 st	TLM,	The theme "Workplace English/ Jobs" was used on both of the
will be the chosen theme for	activities	elements	and	YWL, all	English days. Students organised various activities that are related
the English days.		concerned	2 nd	PICs of	to jobs, ranging from "guess who I am" to "oral English used in
		integrated in	terms	activities	workplace."
		the game		concerned	
		stalls and/or			
	Selected students will be invited to take part in activities or outings organized by the tertiary institutions to help them know more about future study and career opportunities.S.2 students will take part in a drama outing with pre- activity and post-activity work that helps them to explore about careers related to performing arts.'Workplace English/Jobs' will be the chosen theme for	and speaking assessment of S.3 e.g. writing application letters.in examSelected students will be invited to take part in activities or outings organized by the tertiary institutions to help them know more about future study and career opportunities.Feedback by students and teachersS.2 students will take part in a drama outing with pre- activity and post-activity work that helps them to explore about careers related to performing arts.Feedback by students and teachers'Workplace English/Jobs' will be the chosen theme forDesign of activities	and speaking assessment of S.3 e.g. writing application letters.in examsatisfactory performance in examSelected students will be invited to take part in activities or outingsFeedback by students and feedback teachersPositive feedback receivedorganized by the tertiary institutions to help them know more about future study and career opportunities.Feedback by feedback by feedback teachersPositiveS.2 students will take part in a drama outing with pre- activity and post-activity work that helps them to explore about careers related to performing arts.Feedback by students and feedback teachersPositive feedback feedback teachers'Workplace English/Jobs' the English days.Design of activitiesSome activitiesSome activities	and speaking assessment of S.3 e.g. writing application letters.in examsatisfactory performance in examSelected students will be invited to take part in activities or outings organized by the tertiary institutions to help them know more about future study and career opportunities.Feedback by students and teachersPositive feedback receivedWhol e yearS.2 students will take part in a drama outing with pre- activity and post-activity work that helps them to explore about careers related to performing arts.Feedback by receivedPositive feedback teachers2nd term'Workplace English/Jobs' will be the chosen theme for the English days.Design of activitiesSome elements and terms the game stalls and/or other1st	and speaking assessment of S.3 e.g. writing application letters.in examsatisfactory performance in examwatisfactory performance in examSelected students will be invited to take part in activities or outings organized by the tertiary institutions to help them know more about future study and career opportunities.Feedback by students and teachersPositive feedback receivedWhol e yearTLM, e yearS.2 students will take part in a drama outing with pre- activity and post-activity work that helps them to explore about careers related to performing arts.Feedback by students and teachersPositive received2nd termYWL, S.2 teachers'Workplace English/Jobs' will be the chosen theme for the English days.Design of activitiesSome elements and teach teachersSome and terms1stTLM, teachers'Workplace English/Jobs' will be the chosen theme for the English days.Design of activitiesSome elements the game stalls and/or other1stTLM, terms

Geography

SDL

1. Junior forms

1.1 (S. 1): The students have great motivation in participation of the activities because they have found it is interesting.

1.2 (S. 2): The students paid attention in both the lessons and activities, but the overall academic result has no significant improvement while comparing with the S. 2 students' of last school year.

1.3 (S. 3): By using IT means as the teaching aids in the lessons, the students found that it is interesting and thus they have greater motivation in studying, especially in discussing and answering the questions collectively.

1.4 In the junior forms, the students are concentrating in lesson and are interested in any learning activities that are fun without too much effort and time, and are willing to invest in the event. But they are not too willing to consolidate what they have learned in the activity, so that they forget the knowledge they have learned before they owe it.

2. Senior forms

2.1: In the senior forms, there are some pre-unit quizzes in some topics. However, due to the lack of teaching time, the pre-unit quizzes became very extravagant. In addition, the students are not fully prepared, so the effect of pre-unit quizzes is not very satisfactory.

3. All forms

3.1: In all forms, e-learning is a good tool to help the implementation of self-directed learning.

CLPE

1. Senior form students are not very interested in the geography departments of the universities and the relevant pathways for further studies, because many students indicated that they did not plan to study geography at the university in the future.

2. Visiting seems to be a good way for students to learn more about different professions.

History

SDL

1.1 Implementation of Self-directed Learning (SDL)

1.1.1 Review / Completed

1.1.1.1 SDL was conducted in S1, S2. S3, S5.

1.1.1.2 Topics:

S1: Interpretation of historical source (new), travel guide (Dajiao Festival), Life in ancient Rome (new)

S2: Child Labour during the Industrial Revolution

S3: Weapons used in the First World War (new)

S5: International relation before the First World War

1.1.2 Suggestion and Reflection

1.1.2.1 Performance is good. Yet, some S1 and S3 failed to submit their works in e-class due to unfamiliarity with the system.

1.1.2.2 As SDL will continue to be a major concern in the next 3-year plan (2019-2022), the panel should continue to add more new topics so as to make SDL become a learning habit of students.

1.1.2.3 S1 and S3 students have to use internet to collect information and to submit their work through e-class.Such activities match the requirement of e-learning of our school and this practice should be maintained.CLPE

1.2 Implementation of Career and Life Planning Education (CLPE)

1.2.1 Review / Partially completed

1.2.1.1 conducted in S1, S2. S1 adopted the CLPE strategy of "relation with subject learning and occupation".S2 adopted the CLPE strategy of "relation with subject learning and life skill". It was planned in S5 to adopt the CLPE strategy of "relation with subject and further study". However, due to time constrain, the activity will be postponed to next year..

1.2.1.2 CLPE was merged with SDL in S1 and S2

1.2.2 Suggestion and Reflection

1.2.2.1 Performance of S1 students

Performance of students is good. Some students give detailed reflection. Most of them state that they will not choose writing travel guide as their future career because they find out that mastering a foreign language (in this case English) is not an easy task.

1.2.2.2 Performance of S2 students

Performance of students is good. The content of the powerpoint is rich and Students can present their works clearly. They can also give appropriate response to the questioning of the teacher during presentation.

1.2.2.3 Though CLPE will not be the major concern next year, the above activities will be continued as such activities are worthwhile.

Home Economics

SDL

3.3 Self-directed Learning

3.3.1 Food, Nutrition, and Food preparations

S1 food preparation lessons:

Before the lessons, students were to read certain chapters about food and nutrition in their reference books so as to familiarize themselves with the essential vocabulary. During the lessons, students were to answer questions about food and nutrition. After the lessons, they were to finish the worksheets about food, nutrition and health.

Students did try their best to prepare for the lessons, answer the questions in English and finish the worksheets. However, they were not familiar with the pronunciation of the subject vocabulary. In general, they paid much effort in finishing the worksheets.

S2 and S3 Meal Planning:

Before the lessons, students were to read certain chapters about the principles of meal planning and to borrow recipe books from the library. During the lessons, subject teacher would teach students about the principles of meal planning. Then, students were to work in groups to discuss, create and write a healthy and simple recipe. Besides, they were expected to try out the recipe at home and to make amendments before the presentation of their dish during the next H.E. lessons. Finally, students were to present and comment on their dishes after the preparing their dishes during the lessons. Subject teacher would mark and taste the dishes prepared by the students, and write comments on their recipes for further improvement.

S2 students could finish preparing one simple and healthy dish by themselves. In general, they showed interest in food preparation and paid effort in preparing a dish in groups. However, they needed more practice to improve their performance.

S3 students could finish preparing two simple and healthy dishes by themselves. They were motivated and paid much effort in preparing a dish in groups. In general, students' performance was good.

Given the limited number of class periods per cycle, the subject teacher and students did spend much extra time to prepare and finish their meal planning assignments. Besides students' preparation at home, free time before school morning assembly, during recesses, lunch time and after school were utilized. Students' effort was much appreciated.

3.3.2 Needlework

S1 Apron:

Students were to design the decorations and applique pattern on an apron. During the lessons, subject teacher would conduct demonstration of the basic and embroidery stitches. Students were to decorate the aprons with basic and embroidery stitches, applique pattern, various materials and accessories e.g. iron-on patterns patches and buttons and fashion spray and paint.

In general, S1 students who had limited knowledge or experience of basic sewing skills were not interested in embroidering on their aprons. However, they did their best to design and finish the decorations on their apron with at least one applique pattern.

Besides, various materials and accessories were provided, e.g. fashion spray and paint, iron-on patterns patches. Students did enjoy painting and decorating the aprons with fashion spray and paint.

S3 Shorts:

S3 students were to design decorations on the body of a pair of shorts with different types of sewing skills and techniques, materials and accessories, e.g. zips, iron-on patterns patches, fashion spray and paint, different types of fabric, eyelets and buttons, etc.

Most of the students were motivated and interested in learning different types of sewing skills and techniques to decorate a pair of shorts. They had creative ideas in designing decorations on the shorts. All the shorts were made to measure with unique and creative decorations. Students' performance were outstanding.

Given the limited number of class periods, about 11-12 lessons, the subject teacher and students did spend much extra time to finish their needlework assignments. Since Oct 2018, the free time before morning assembly and during lunch time were utilized. Their effort was much appreciated.

There were about 5-6 students who had finished their projects well before the scheduled time, hence they were given extra fabric and materials to sew up other articles by themselves, e.g. pencil case with zip, soft toy and jacket.

CLPE

3.4 Career Life Planning Education

3.4.1 Green Monday School Program

The school had enrolled in the Green Monday School Program. The idea of green, healthy and sustainable living, and how vegetarianism would benefit the environment and health were discussed. An exhibition, a game booth, a green snack cooking workshop and a talk were conducted in December 2018 and during the S3 H.E. lessons in January 2019. Students were motivated and interested in the above activities. They enjoyed riding the bike to blend up healthy and tasty smoothies. Besides, students did enjoy preparing and tasting the muffins in the Green Snack Workshop.

3.4.2 Green Common Visit

On 20th March 2019, a food labelling talk, and supermarket and food tasting tours were conducted in the Green Common restaurant in Tseung Kwan O. Students were attentive in the food labelling talk during the supermarket tour. Besides, they were interested in and enjoyed the food tasting section.

3.4.3 Confucian Academy Fashion Design Competition 2019

S3A Chan Ching Laam and S3C Lam Shu Ting enrolled in the fashion design competition organised by the Confucian Academy. Students were interested in fashion design and garment making. Besides, they enjoyed visiting the fabric market in Sham Shui Po. Their submission would be reviewed by a panel of judges of the Confucian Academy. The results would be announced later in August 2019.

3.4.4 Career Talk on Fashion Industry

A former student was invited to share her career path in Fashion Industry during the H.E./N.W. lessons. However, she had been working in China since her graduation. Hence, the career talk was cancelled.

Integrated Science

SDL

Evaluation of SDL :

1.A total of 4 colleagues were observed during the SDL lesson, including LPM, WWC, LYL, KWC2

2.

1st Term

S.1 Investigating the factors - affecting the rate of evaporation

Teachers will conduct the report to assist the students in completing the relevant topics. Also, it has questions for assessment and consideration of the students' understanding of the content.

S.2 Compare a different of a Mask

Most of the students are passive in the topic of "Compare a different of a Mask". They are only prepared for this report one day before. We will recommend that students do not have to buy real masks. They are allowed to collect information online. Also, the students use the information to compare and select the best one for the presentation.

2nd Term

S.1 Using energy sources other than fossil fuels

They have weaker expression skills in presentation and need more guidance and complete related topics.

S.2 Friction-Making a parachute

S.2 worksheets in "Friction-Making a parachute": Add mutual evaluation and improved design, enhancing the ability of students to evaluate each other and their self-improvement attitude.

CLPE

Evaluation of CLPE :

The book report has been carried out during the Easter holidays, and the worksheet of book report has improved. The teacher's revised review questionnaire is available at annual report APPENDIX V.

Visiting the Hong Kong Science Museum

i. Using the evaluation form to make assessments, the students said that they could visit from this time, which caused them to have a higher interest in learning. All the students completed the worksheet. The content of the review questionnaire for students is shown on in annual report APPENDIX IV.

ii. We will visit Ocean Park in the coming academic year.

The best three students in each class of science have visited Ocean Park on April 7. The content of the review questionnaire for students is shown on in annual report APPENDIX III.

Liberal Studies

SDL

--中四、五增設共同備課,老師一起設計自主學習教材,互相觀課,交流教學心得。

--本年度中四課題:個人成長(青少年的身份角色與人際關係)、中五課題:今日香港(香港人的身份和身份認同) --教師要求學生在課堂前完成練習。

--教師在上述練習給與學生指引,學生可按這些指引自行搜集相關資料完成練習;此外,教師可提供相關網站 或短片的資料,同學自行觀看網站的資料或短片的內容,亦可自行搜尋相類似的網站或其他短片,完成課前練 習。

--教師在課堂上要求學生進行口頭匯報,向其他同學分享其資料內容;教師亦可選取當中的重點,與整體學生 進行討論。由於答案來自學生,可提高同學的興趣,達致「以學生為中心」的教學目標。

--教師亦要求學生回家做完成延伸練習,以鞏固學生的知識。

--部份教師將 IES SAMPLE 上載到 GOOGLE CLASSROOM,學生自行下載參考

CLPE

--在教授個人成長的課題中,使學生更了解自己的優劣處,有助他們尋找自己的興趣。

--同事帶領學生到不同的機構參觀或參與校外活動。(立法會、荃灣社區團、南區社區團、清真寺、無線新聞部), 了解各職業的特性。

--同事帶領學生到劏房、天台屋,並參與不同的社會服務,以訓練學生不同的技巧,為未來工作做好準備。

Life and Society

SDL

--本科自主學習的重點主要在課前預習、課堂分享及課後策略。

--老師能在課堂前派發工作紙予學生作備課,教師在上述練習給與學生指引,學生可按這些指引自行搜集相關 資料完成練習。

--為達至自主學習,本科課堂多以合作學習方式分組上課、小組學習模式進行,老師能按學生能力分組,各組 有不同能力的學生,學生要帶領、參與及展示討論,透過討論及分享,學生能互相學習,提升思考及表達等技 能。

--學生作實地考察後,尋找相關的資料,並於課堂上的分組匯報,其他組別學生再作回饋。

--學生先完成預習工作紙,搜尋香港貧窮的新聞及資料,學生在堂上就著不同的持份者,匯報解決香港貧窮及 土地供應的方法,並完成相關的課業。學生亦需代入不同持份者,以討論不同土地供應方法的優劣處

--學生自訂探究題目,搜集資料,完成簡報,並於堂上分組匯報,其他組別同學給予回饋;課堂匯報後,同學 需再修訂相關簡報。

CLPE

--為配合 CLPE 的三個導向:探索升學出路、探索學科與職業關係、結合學科與生活技能

--在「探索升學出路」、「探索學科與職業關係」方面,本科同事已安排中一同學作校外參觀活動,從而了解各 組織的運作及各類職業的性質。

--「結合學科與生活技能」的部份,本科在中一、二教學內容上教授與個人成長及生活技能相關的課題,使學 生更了解個人的特性。中二亦舉辦「get \$et go!理財工作坊」活動,加深同學的理財智識,提升他們的生活技 能。

--在「探索學科與職業關係」方面,為中三同學舉辦「乘風航」,使同學認識非政府組織的運作,為未來作準備。同學亦能與不同學習需要人士合作、交流,從而了解香港弱勢社群所需,認識香港社福界的運作。

Mathematics

SDL

Consolidate the after-lesson follow up activities on SDL lesson

• All SDL lesson after-lesson follow up activities have been consolidated

Implement all successful SDL programs to the whole form

• All programs have been implemented to the whole form

Invite teacher to have sharing on SDL

• There are sharing from different teachers in the form meeting of Math panel

Encourage teachers to visit other school on SDL programs if available

• As there is no suitable SDL programs invitation from other school, there is no visit this year

Modify and update all SDL programs for sustainability

• All implemented SDL programs have been updated and modified

CLPE

Review topics about CLPE in whole year

- All forms have reviewed topics for CLPE in the form evaluation meeting but no extra topics are found Using examples/exercises to integrate learning into life skill
- S3 calculation of personal tax, S6 calculation of mortgage and comparison of saving plans

Give Elective Subject Talk of M1/M2 to all S.3 students who are interested in taking M1 or M2 and including some information about our subject and students' future study, career or life

- Corresponding information is included in the elective subject talk
- There are extra sharing in 3A, 3B and 3C by panel head about the selection of M1/M2 and the corresponding information is also include

Hold visit to the relative faculty of the university or invite representative from university to give students briefing

• A talk by lecturer of UST Math faculty is hold in our school and introduction of the corresponding university and faculty is included

Music

SDL

Form 2 and 3 students will present a self-designed music project such as "music for a photo" or "music for an advertisement" as term project. Students will be need to search in advance some images which inspired them to create a music project. More than 95% of students managed to submit the project with certain criteria.

CLPE

Invite alumni who is pursuing the music industry to share about the opportunities and challenges of the music industry of Hong Kong (1st and 2nd term). Total of 85% of students in general had positive feedback in interest about the topic.

Physical Education

SDL

Review on SDL mode in PE lessons

(1)S2. Boys -KWC

◆ A single knock-out S.2 inter-class table tennis competition in SDL mode was successfully held in February 2019. Prelesson

• A worksheet was given to students to find out the rules and regulations of competitions via the internet or reference books in the library.

◆ 7-8 students in a group, students were arranged to draft the fixture of competition, the duty of empires, as well as manpower for scoring Lesson • Students were able to run the whole competition under the teacher's supervision. The teacher gave instant and corrective feedback if students found any problems. Post-lesson

• Generally speaking, students were fond of participating in table tennis competition. With the help of worksheet, students expressed they had ideas about how to conduct a real table tennis game. However, they found difficulty in playing the empire role in a real game situation, especially in some critical situations.

Comments:

• The teacher is impressed by the students' ability to organise the competition and active participation in lessons.

• Teacher's instant and corrective feedback can solve the problem of the game.

Suggestions

♦ It will be carried on next year. Review on SDL mode in PE lessons (2) S.2 Girls -- LFM

• A single knock-out S.2 inter-class Badminton competition in SDL mode was successfully held from February to March 2019. Pre-lesson

• A worksheet was given to students to find out the rules and regulations of competitions via the internet or reference books in the library.

• Students were arranged to draft the fixture of competition, the duty of empires and line judges, as well as man-power for scoring Lesson • Students were able to run the whole competition under the teacher's supervision. The teacher gave instant and corrective feedback if students found any problems. Post-lesson

• Generally speaking, students were fond of participating in table tennis competition. With the help of worksheet, students expressed they had ideas about how to conduct a real table tennis game. However, they found difficulty in playing the empire role in a real game situation, especially in some critical situations.

Comments:

• The teacher is impressed by the students' ability to organise the competition and active participation in lessons.

• Teacher's instant and corrective feedback can solve the problem of the game.

Suggestions

♦ It will be carried on next year.

CLPE•

4A23 Leung Oskar and 5A02 Chang Wing Ki attended the BOCHK Sports Volunteer Scheme - Junior Sports Reporter Training Program organised by the Hong Kong School Sports Federation on June 29 • 4A12 Chan Hau Yan and 5D13 Lui Hoi Ki participated in the Hong Kong Education University from July 3rd to 5th
 - Sports Education Promotion Camp 2019

Reflection and Suggestion

• "Junior Sports Reporter Training Program" encourages students to explore sports and nurture their genuine interest in sports. Then, the program is free of charge.

• "Sports Education Promotion Camp 2019" provides an opportunity for students to experience and understand more about professional teacher training in Physical Education. They can learn more knowledge of PE.

• The school will join the program next year 4.2.2 Review on PE Talks Form Date Details Organization Review S.1 2018/11/01 First Aid HK Red Cross Done S.2 2018/11/01 運動補水及創傷 Otsuka Pharmaceutical (HK) Ltd Done S.3 2018/11/02 Exercise Prescription PE Dept. Done Reflection and Suggestion

• Talks were held successfully. The content is appropriate for students. Students can learn more professional knowledge in PE other than practical skills in sports. • All talks will be held next year.

Physics

SDL

1. Concave lens was introduced for S3 classes as a new topic. Totally 2 topics were selected for S3 SDL in the 2nd term.

CLPE

2. A visit to the City U for a talk held by Electronic Engineering Department was held for S6 students on November. Another talk by professor from HKUST was also arranged for S5 students. Admission requirement of science department and prospect of the graduates would be mentioned.

A 2-day innovation technology study tour was held in November 2018. More than twenty S5 and S6 physics and ICT students visited National supercomputer centre, China spallation neutron source, electric car recharging facility centre etc.

Putonghua

SDL 中一自主專題研習題目: 香港少數族群的傳統節日 香港的旅遊景點 中二自主專題研習題目: 猜猜燈謎.樂融融 及 義工活動設計 中三自主專題研習題目: 京劇臉譜創作 檢討:課程以三段自主學習模式設計,按科任老師的觀察,學生們基本上已經熟悉自主專題研習的流程。根據 學生們課後的工作紙上的回應,某一程度來說,我科發現「自主學習」項目的確能調動把語言應用在學習上的 效能。建議明年可以探討如何應用電子教學更進一步增強學生互動、自主學習的積極性。

CLPE

中三級 自主探索專題單元: 職學導向

檢討:

大部分同學們都對能按自己的語言能力找到可考取的公開考試文憑的途徑,並能說出不同文憑對他們升學與 就業方面的關係/幫助。為了更進一步鼓勵學生們參加公開試及增加他們應考的信心,明年本科組將會邀請舊 生及/或專家分析/分享不同公開考試應考的訣竅及心得。

Visual Arts

SDL

1. Most junior form students were inspired to do research on certain topics.

2. Senior form VA elective students were passive. Only 2/3 of their works were finished by S.4 and half finished by S.5.

CLPE

1. Two S.3 students joined the Elementary Workshops. 教育局商校合作計劃 2018 / 19

「商襄校園親親社群」計劃珠寶業初階工作坊

One S.3 student joined the Advanced Workshops. 珠寶創業先鋒証書課程

All with over 80% attendance.

Tutors had positive feedback towards our students.

Students showed great interests in the workshop.

2. Four S.4 and two S.5 students enrolled in PolyU Summer Design Program.

Four S.5 students attended the Drawing Workshop organized by JPUE (日本大學聯合學力測試) with positive feedback.

Students understood the programs of studies related to further studies in fine art and design.

C.C.C. Mong Man Wai College

Academic	Committee	(Sub	jects)
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Self-directed Learning (SDL) strategies check	dist
Name of Subject Teacher (initial)	Subject:
Name of Teacher filling the form(initial)	Class:
Topic of Professional Sharing	
Date of Professional Sharing Time	
Please tick the appropriate box(es) for the SDL strategies when ye	ou finish the sharing.
SDL Strategies	$\sqrt{1}$ if it is used
Pre-lesson preparation	
<u>Teacher</u>	
1. Designs pre-lesson tasks for student to complete	31
2. Gives feedback to students' pre-lesson preparation tasks	29
3. Monitors progress of students in completing pre-lesson	15
assignment	
<u>Students</u>	
4. Complete pre-lesson preparation tasks	31
<u>Classroom teaching</u>	
Teacher	
1. Gives feedback on students' performance on pre-lesson tasks	31
2. Designs tasks for students to do during lesson.	30
3. Gives debriefing on students' performance	26
<u>Students</u>	
4. Conduct oral presentation on the pre-lesson preparation tasks	27
5. Conduct group discussion	25
6. Give presentation	29
7. Give peer feedback	22
8. Complete worksheets / tasks during lesson.	25
Other Classroom teaching activities:	

After-class follow-ups [The following items can be checked during post-lesson						
discussion in addition to observation during class visit]						
<u>Teacher</u>						
1. Gives briefing on follow-ups tasks	28					
2. Monitors progress of students in completing follow-up task	7					
Students						
1. Attempt follow-up assignments	14					
2. Make self-reflection on what they have learned	4					
3. Give feedback	8					
4. Apply the knowledge they acquired for further self-study	8					
Other After-class follow-ups activities:						

Total lessons: 32

Session 1

Theme: Sharing on the implementation of the SDL / CLPE in the school Speaker(s): Colleagues

		Strongly Disagree	Disagree	Agree	Strongly Agree		
1.	The topic of this session is attractive.	1	10	33	1		
2.	The content of this session can help my professional development.	2	8	33	2		
3.	The content of this session can cater my needs.	1	12	29	2		
4.	The content of this session can inspire me.	2	9	31	3		
5.	The content of this session can be applied to my lessons.	4	10	29	2		
6.	The speaker(s) can clearly deliver the content.	1	5	36	3		
7.	I would like to know more about the content of this session.	0	14	29	2		
8.	I would like to try out, what I learnt in this session, in my lessons.	3	10	31	1		
9.	I am confident to try out, what I learnt in this session, in my lessons.	2	9	33	1		
10.	The content of this session can match my expectation.	2	9	33	1		
11	Comment or suggestion to the theme – Lack of concrete descriptio "consolidation".	n on furth	her streng	then the			
12	Comment or suggestion to the content – A lesson observation is more beneficiary – Some sharing is quite bad. Content is weak, nothing can be learnt.						
13	Comment or suggestion to the time or mode						
14	What support measures can the school provide if the content will be implement to the school?						

End of Evaluation Form of Session 1

中華基督教會蒙民偉書院

中二級面見學生內容

日期: 21 - 2 - 2019

地點:H02

時間:4:00-5:00

SDL

中二級同學代表:

2A03 顧雪盈	2A04 林希苗	2A05 梁樂迎	2B10 王芷媛	2B20 譚丞言	2B26 許宗迅
2C05 劉心怡	2C10 鄧明眷	2C21 劉家軒	2D11 邱淑茹	2D31 曾志陽	2D32 王俊其

注意:

▶ 以學校及級層面作討論

▶ 討論整體學校情況

訪問內容:

1 學習情況

2A:會問老師,但不會主動問,也不會在課堂發問。

2B:積極學習,會自主學習,同學都得專心運用不同工具學習。Google Classroom 很有用。

2C:數學堂積極發問,但反而英文不太積極。

2D:中文堂學習十分主動,因為老師運用 IT 作自主學習。

2 學習壓力

2.1 2A: 自我要求不高, 合格便可

- 2.2 2B:OK
- 2.3 2C:
- 2.4 2D:自己有要求
- 3 課堂行為

2A: 地理堂, 西史堂有 4-5 位同學用電話

2B: 不是主科的課堂較嘈

2C:被老師發現在課堂上使用手提,老師已處理。

4 EAC 課堂教學

2A:英文堂很多已學習過。

2B:主科未能學習的句子結構及解釋,在EAC 課堂會補充及解釋。EAC 有很詳細的解釋其他科目所用的詞彙。

- 2C:與2B相同
- 2D:很多時候解釋英文句子。
- 5 以英語學習所有科目的情況(EMI 政策)

2A:在課堂時會說一、兩句中文。

- 2B:較中一好,同學都願意運用英語在課堂上溝通。
- 2C:分2班上堂,同學能互相幫助。
- 2D:在課堂討論中,也會用英語溝通討論。

1. Self-directed Learning Strategy Schedule Success Criteria Methods of Assessment Main Responsible Person **Resources Needed** 1.1 Implementation of 9/18-6/19 Academic Committee Allocation of the 100% of the subject **Evaluation by Academic** the plans of the panels modify existing Committee (Subjects) and (Subjects) and Panel school manpower subject panels teaching-learning subject panels Heads regarding APASO materials or introduce **Teaching Staff** consolidation and Students' feedback new topics / sustainability of teaching-learning Self-directed materials in their SDL Learning (SDL) activities 1.2 Enhancement of 9/18-6/19 Academic Committee Professional sharing can **Evaluation by Academic** Arrangement of the Professional be carried out in school Committee and subject and Panel Heads platform of sharing Sharing and panel level. teachers Teaching Staff Professional sharing can be carried out after the lesson inspection.

C.C.C. Mong Man Wai College School Major Concern (2018-2019)

C.C.C. Mong Man Wai College

School Major Concern (2018-2019)

2.	Career and Life Planning Education	
	Strategy	Sche

	Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
2.1	Extension of comprehensive plan of Class Teacher Period in S. 4 – S.6 for better alignment of Career and Life Planning Education	9/18-6/19	 S4 – 6 comprehensive plan for implementation of Career and Life Planning Education in Class Teacher Period can be developed for Class Teachers School-based Student Log Books can be designed and implemented in S4 – 6 Class Teacher Periods 	 Evaluation by concerned committee heads, form masters and class teachers Performance and feedback of students 	 Vice Principal Committee heads Form Masters Class Teachers 	 Arrangement of the platform of discussion and evaluation
2.2	Arrangement of professional training on infusing CLP into subject through planned subject oriented engagement activity	9/18-6/19	 At least 1 professional sharing can be arranged At least 2 teachers attend 20- hour basic course for CLP 	 Feedback from colleagues Sharing done by teachers who attended the training course 	 Other Learning Experiences Committee Teaching staff Teachers attended the training course 	 Allocation of the school resource and manpower Allocation of the platform of sharing
Rer inte (1) (2) bet	Implementation of sustainable modes of integration of Career and Life Planning Education in subject mark: Three possible modes of gration: Empower students on further study Experience the possible relationship ween subject and occupations Integrate the subject learning into life Is	9/18-6/19	 At least 70% of the subject panels have developed sustainable modes and practices of infusing career and life planning into subject learning 	 Evaluation by Academic Committee (Subjects) and Head of Other Learning Experiences Committee Feedback from concerned subject teachers and students 	 Vice Principal Academic Committee (Subjects) and Panel Heads Head of Other Learning Experiences 	 Arrangement of the platform of discussion /sharing in Academic Committee (Subject) Provision of external resources to Subject Panels Collaboration between Subject Panels and OLE Committee

An Extract from the Formulation of the School Plan School Self-Evaluation

Review the Overall Performance of the School dated 1 Nov 2018

4. Student Learning and Teaching

- 4.1 Major Strength
 - 4.1.1 In general, students are discipline and attentive in the lesson. They can follow the instruction of teachers and participate in the class activities. They, especially the senior form students, would like to discuss with the teachers or ask for teacher's help when they find problems in their studies.
 - 4.1.2 As Self-direct learning, flip classroom, e-learning (through iPad, etc.) has become more popular in process of teaching and learning, class activities have become more student-centered. This can help to students to develop good attitude, motivation and interest in learning.
 - 4.1.3 As 'pre-lesson preparation' comprises one of the three main tiers of SDL, students are required to search the internet or going to the library to complete pre-lesson preparation assignment. This helps to cultivate a good reading habit.
 - 4.1.4 As 'Classroom teaching' comprises one of the three main tiers of SDL, students have to make use of what they have learned through pre-lesson preparation to complete the tasks in class. Students have more exposure in applying the knowledge and skills they have acquired in their learning.
 - 4.1.5 As "after lesson follow-up" comprises one of the three main tiers of SDL, teachers are well aware of the importance of strategy of assessment for learning and are willing to implement such strategy in the process of learning and teaching.
 - 4.1.6 As catering for learners' diversity was the major concern of the last three-year plan, teachers are well aware of the importance of such concept and have formulated subject-based policy which caters the need of elite and weak students.
 - 4.1.7 Group discussion, teacher and peer-feedback and other interactive lesson activities are encouraged through implementation of Self-directed learning (major school concern: 2016-2019).
 - 4.1.8 In line with the new trends in education and the learning patterns of students, more teachers adopt new media or tools, such as Apps and Google Classroom, for students' learning.
 - 4.1.9 At least one teacher from each DSE subject has to take up the post of marker in HKDSE and share the marking experience with other teachers in the panel.Subject teachers will be more well-equipped with subject knowledge.

Appendix 9

Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed	Annual Evaluation
2.1 Extension of comprehensive plan of Class Teacher Period in S. 4 – S.6 for better alignment of Career and Life Planning Education	9/18-6/19	 S4 – 6 comprehensive plan for implementation of Career and Life Planning Education in Class Teacher Period can be developed for Class Teachers School-based Student Log Books can be designed and implemented in S4 – 6 Class Teacher Periods 	 Evaluation by concerned committee heads, form masters and class teachers Performance and feedback of students 	 Vice Principal Committee heads Form Masters Class Teachers 	 Arrangement of the platform of discussion and evaluation 	 S1 – 6 comprehensive plans of Class Period and School-based Student Log Books (S1-5) are formulated. Appendix A Class Teachers' feedbacks on topics and material have been collected, details could be found in respective statistic. Students' feedback on Class Teacher Period have been collected, details could be found in respective statistic. For junior forms, material of PATHS and life education received more recommendations. For senior forms, material related to academic aspirations received more recommendations. Overall, material for reviewing of academic result could be further restructured. Issue of sustainable implementation was further mentioned. It was agreed that Form Masters were not the appropriate persons to coordinate/monitor the horizontal and vertical development of students' growth development.
2.2 Arrangement of professional training (and sharing) on infusing CLP into subject through planned	9/18-6/19	 At least 1 professional sharing can be arranged At least 2 teachers attend 	 Feedback from colleagues Sharing done by teachers who attended the training 	 Other Learning Experiences Committee 	 Allocation of the school resource and manpower 	One professional development programme was held on the 2 nd Staff Development Day. Teachers'

18-19 Mid-Term Evaluation on Major Concern (2) --- Career and Life Planning Education (CLPE) [updated on 5 Sep 2019]

Appendix 9

Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed	Annual Evaluation
Strategy subject oriented engagement activity 2.3 Implementation of sustainable modes of integration of Career and Life Planning Education in subject Remark: Three possible modes of integration: (1) Empower students on further study (2) Experience the possible relationship between subject and occupations (3) Integrate the subject learning into life skills	Schedule 9/18-6/19	Success Criteria 20-hour basic course for CLP • At least 70% of the subject panels have developed sustainable modes and practices of infusing career and life planning into subject learning	Methods of Assessment course • Evaluation by Academic Committee (Subjects) and Head of Other Learning Experiences Committee • Feedback from concerned subject teachers and students	-	 Resources Needed Allocation of the platform of sharing Arrangement of the platform of discussion /sharing in Academic Committee (Subject) Provision of external resources to Subject Panels Collaboration between Subject Panels and OLE Committee 	feedback could be found in Appendix B. • Applications of CLP basic course have been rejected by EDB. • OLE committee released up-to-date
						subject panels, subject panels were encouraged to collected students' feedback on specific implementation. OLE Committee provided some samples of questionnaire for collecting students' feedback.

Strategy 2.1 Extension of comprehensive plan of Class Teacher Period in S. 4 – S.6 for better alignment of Career and Life Planning Education

	中一	中二	中三	中四	中五	中六
班務	5	3	2	3	5	4
測考預備及檢討	8	8	7	3	3	0
成長課題	19	14	7	2	3	3
級活動/服務	0	0	0	0	0	0
科組借用	4	12	20	1	0	3
合共 (節數)	36	37	38	11	11	*12

18-19 Statistics on Class Teacher Periods (1 period = 35 min; assemblies are excluded)

*Class Teacher Period in the 1st Cycle is included.

For reference

17-18 Statistics on Class Teacher Periods (Assemblies are excluded)

	中一	中二	中三	中四	中五	中六
班務	7	5	7	8	6	3
測考預備及檢討	8	4	6	3	3	0
成長課題	14	6	2	2	2	2
級活動/服務	2	0	0	0	0	0
科組借用	7	12	23	1	2	5
合共 (節數)	38	37	38	14	13	10

	中	負責	中二	負責	中三	負責
學業發展	● 訂立不同的學習目標		 ● 計劃學習時間表 			
Academic	● 掌握有效的學習方法		● 反思學習效能			
Development	● 反思學習上不足之處					
個人發展	 認識自己,辨識在不同範疇的自我效能感。 		● 認識職業種類		● Find The Road 突破自己	
Personal	 ● 了解個人的情緒變化,並探討性格對個人的 		● 職業性向		 NSS Elective Subjects Selection 高 	
Development	影響				中選科	
群性與國民/公民	● 建立與健康成人和益友的聯繫		● 正向思維			
發展 Social	 提升分辨是非能力,並採取行動能力 		● 建立正確家庭關係			
Development			網絡禮儀			
1.	訂立目標	FM	訂立目標 / 善用學生手冊管理時間	FM	上學期測驗成績檢討	FM
2.	訂立測驗周溫習時間表及預計各科表現	FM	溫習策略:課堂筆記法	FM	上學期考試成績檢討	FM
3.	上學期測驗問成績檢討	FM	溫習時間表 (準備上學期測驗)	FM	下學期測驗成績檢討	FM
4.	訂立考試溫習時間表及預計各科表現,檢討學業及課 外活動訂立的目標	FM+ACA	檢討上學期測驗問	FM	認識高中選修科	ACA
5.	上學期考試成績檢討	FM	溫習時間表 (準備上學期考試)	FM	生命教育 (共2節)	輔導
6.	下學期測驗週成績檢討	FM	上學期考試目標及反思	FM+ACA	快樂巨升 (1) - 快樂, 你有得揀	輔導
7.	訂立考試溫習時間表及預計各科表現(下學期)	FM	檢討測驗周成績及預備考試	FM	快樂巨升 (2) - 發揮品格優點	輔導
8.	年終回顧及反思	FM	藥物資訊	輔導	快樂巨升 (3) - 未來會係點?	輔導
9.	Good Learning Attitude Awards Presentation 良好學習態度頒獎典禮及第一學期考試反思	ACA	正向工程 (共3節)	輔導	快樂巨升 (4) - 沉下去	輔導
10.	Learn Smart! 聰明學習法	ACA	喜樂同行(共2節)	輔導	快樂巨升 (5) - 出路	輔導
11.	互相認識、自我介紹	FT	生命教育 (共3節)	輔導	快樂巨升 (6) - 趕走負面思想	輔導
12.	升中適應	FT	至正網絡 (共2節)	輔導	課外活動與高中及大學的關係	ECA
13.	偷竊_一念之差	訓導	認知能力 思維型格大揭秘	PATHS	阿明的煩惱 (由班主任教授)	OLE
14.	生命教育	輔導	自我效能感 學習全攻略	PATHS	高中選科學長分享 (由班主任教授)	OLE
15.	喜樂同行	輔導	建立目標和抉擇能力一路向前	PATHS	翻舊賬 (由班主任教授)	OLE
16.	性教育:請勿性騷	輔導	建立目標和抉擇能力開心前行	PATHS	職業初探	OLE
17.	男女相處之道:拖拖拉拉	輔導	與健康成人和益友的聯繫_後街第 13 座	PATHS	高中學制及出路	OLE
18.	性格的力量	PATHS	Learning Celebrations 觀賞同學學習成果	ECA	自我認識	OLE
19.	情緒字典	PATHS	反思全年課外活動成果	ECA	其他學習經歷	OLE
20.	真情流露+學童自殺/處理壓力	PATHS	行業行情問答比賽	OLE	大學與聯招	OLE
21.	誰可先上車	PATHS	容易混淆的職業	OLE	選科問與答+小組輔導	OLE
22.	同一車廂內	PATHS	千種職業 十種性向	OLE		
23.	誰是富翁	PATHS	能力大發現	OLE		
24.	為我好、好心批評、如何啟齒	PATHS	夢想層層疊	OLE		
25.	人生處處是考場	FT	你想工作	OLE		
26.	Learning Celebrations 觀賞同學學習成果	ECA				

Statistics on Class Teacher Periods

	中一	中二	中三
斑務	5	3	2
測考預備及檢討	8	8	7
成長課題	19	14	7
級活動/服務	0	0	0
科組借用	4	12	20
合共 (節數)	38	37	38

生活技能發展 範疇
學業發展
事業發展
個人、群性與國民/公民發展

	中四	負責	中五	負責	中六	負責
學業發展 Academic Development	 Planning senior form studies 適應及規劃高 中生活 		● Time Management 時間管理		 Alumni Sharing on Study Strategies 學長備試分享 Study Plan and Time Management (before DSE) 學習計劃及時間管理 Stress Management 壓力管理 	
個人發展 Personal Development	● Self-exploration 反思及自我認識		 University Programme 大學課程 Work Value 工作價值觀 		 Preparation for further study and Mock Result Release 出路及模擬放榜 準備 	
群性與國民/公民 發展 Social Development	Emotional Management					
1.	高中簡介 NSS Briefing Session (OLE Arrangement + Elective Add/drop)	ACS OLE	高中簡介 NSS Briefing Session (OLE, SBA)	ACS	高中簡介 NSS Briefing Session (SLP, JUPAS, HKDSE application)	ACS OLE
2.	上學期測驗回顧 + 高中適應	OLE	模擬考試及放榜簡介 Briefing on Mock Exam and Result Release	OLE	學長備試分享	ACA
3.	上學期回顧 + 平衡發展	OLE	上學期測驗回顧 + 畢業與肄業	OLE	Study Plan and Time Management	ACA
4.	下學期測驗回顧 + 公開考試是?	OLE	上學期回顧 + 專注力	OLE	模擬放榜準備	OLE
5.	喜樂同行 (2節) (由委員會代表人班)	輔導	下學期測驗回顧 + 拖延症	OLE	升學抉擇 /老師面談	OLE
6.	我的特質(可選「個人特質」或「擇業傾向」	OLE	Time Management during the Busy S5 Life	ACA	非聯招報名及升學分享	OLE
7.	行業之最	OLE	認識大學課程	OLE	Stress Management	ACA, GC, RC
8.			「選」與「不選」	OLE		

Statistics on Class Teacher Periods (Assemblies are excluded)

	中四	中五	中六
班務	3	5	4
測考預備及檢討	3	3	0
成長課題	4	3	3
級活動/服務	0	0	0
科組借用	0	0	3
合共	11	11	*12

生活技能發展 範疇
學業發展
事業發展
個人、群性與國民/公民發展

Appendix F

18-19 年度 中四級

班主任課 玛

班主任問卷統計

第一份部份 與生涯規劃有關課題

	有否使用?		能否達	致目的?	*
	有	沒有	能	不能	— 意見 / 建議
1. 適應及規劃高中生活 (教材由 ACA 提供)	4B 4D(最初)	4A 4C 4D(後來)		4B 4D	 4A內容較沉悶。 4B教材較沉悶,單向播片教授。 4D學生較難投入,最後由班主任教授。沒有任何 互動,班主任最後沒用那片段。
 初中回顧及高中展望 目的:讓學生回想初中學習的情況,建立學生為高 中訂立積極的學習態度 	4A 4B 4C		4A 4B 4C		
 上學期測驗回顧 + 適應力 目的:引導學生反思由初中學習過渡到高中學習 的適應情況,幫助學生定時對學科學習及其他學習 經歷作回顧及反思 	4A 4B 4C		4A 4B 4C		 4B 若能加入: (1)面對不足,刻苦力學; (2)成績優異,戰勝心理關口; (3)Drop 科後悔/自修個案研討;
 上學期考試回顧 + 平衡發展 目的:引導學生反思高中學習的策略及技巧,幫助 學生定時對學科學習及其他學習經歷作回顧及反 思 	4A 4B 4C		4A 4B 4C		更能助學生尋找「出路」。
5.下學期統測回顧 +認識公開考試 目的: 藉文憑試月份,讓學生思考備公開考試 (DSE)的態度及策略,幫助學生定時對學科學習及 其他學習經歷作回顧及反思	4A 4C	4B	4C	4B 4A	4A 很多試卷未被派發。
 「我的特質」(個人特質版 或 職業性向版) 目的: 讓學生認識個人特質或擇業傾向 	4A 4B 4C		4B 4C		4C 同學較為感興趣。
7.「行業之最」 目的:以遊戲方式介紹職業,鼓勵學生多認識不同 行業	4A 4B 4C		4A 4B 4C		 4A 學生(大部份)能投入參與。 4B 學生反應積極投入。 4C 同學較為感興趣。 4D 內容有趣,有獎品,激發參與動力。

Appendix G 第一份部份

37

18-19 年度 中五級

與生涯規劃有關課題

班主任課

班主任問卷統計

	有否	使用?	? 能否達致目的?		立日 / 大学 / 大学
	有	沒有	能	不能	意見 / 建議
 1. 認識大學課程 目的: 讓學生對大學的學系、課程有初步的認識 	5C 5D 5A 5B		5C 5D 5A 5B		 5B 大部份同學都有在往後的日子到大學參觀,了解升學資訊 5C 學生初步理解各大院校開辦學科及計分方法。
2. Time Management during the Busy S5 Life (教材由 ACA 提供)	5C 5A 5B		5A 5B	5C	 5C 課程本意是良好的,但因影片及簡報質素較差,字型過細,聲線微弱,未能達到預期的效果。 5D 不適用。
 1. 上學期測驗回顧 + 畢業肄業 1. 白的: 讓了解中五及中六表現對畢業證書及學生推薦書的影響力,幫助學生定時對學科學習及其他學習經歷作回顧及反思 	5C 5D 5A 5B		5C 5D 5A 5B		 5B 很留心畢業的條件,但很難起到改過自新、發奮圖強的效果。 5C 但應置於中四級班主任課,使學生明白出席考勤的重要性。
 上學期考試回顧 + 專注力 目的:認識如何增加專注力,幫助學生定時對學 科學習及其他學習經歷作回顧及反思 	5C 5D 5A 5B		5C 5D 5A 5B		 5B 訊息正面,但比較老生常談,不太能引起同學興趣。 5C 使學生明白學習需專注,並介紹專注的方法。
 下學期測驗回顧 + 拖延症 目的:檢視個人的處事習慣,幫助學生定時對學 科學習及其他學習經歷作回顧及反思 	5C 5D 5B	5A	5C 5D 5B	5A	5B 有關傑出學生的片段對大部份同學感覺太遙遠,他們自動進入關機模式。拖延症的 video 很好,他們有同感,有關聯。 5C 學生回響較大,因大部分皆有此症
 「選與不選」 目的:透過職業咭遊戲,讓同學初步檢視自己擇業的取向 	5C 5D 5A 5B		5C 5D 5A 5B		 5B 雖然他們對各職業都有點認識,但就業對他們來說仍然是太遙遠。 5C 學生能了解自己個人的特質,對日後擇業有初步的理解。

第二份部份 新增 1 删去部份 歡迎提出針對中五級 或 來年中六 的需要,提出新增或删去的元素:

5A 5B 全盤由「正向教育」取代。

如果有 YouTube 的影片播放同學會比較留心。

第二份部份 新增 1 删去部份 歡迎提出針對中四級 或 來年中五 的需要,提出新增或删去的元素:

1. 關於學生情緒等支援教材似乎最後並沒有出現,或改為參與初中周會,並不理想。

2. 缺乏班主任時間。

1 -

4B

3. 篩選/整合校內職務/OLE 體驗活動。

4D 整體安排上的意見:

- 1. 原本 14/9 安排為 ACA 的班主任課,但因周會而調到 10 月才可進行。這類課題應越早安排給學生越好。
- 2. 4/10、2/1 原本安排為 Guidance Committee 的委員會入班,但印象中 4/10 沒有進行,2/1 入了禮堂,似乎與原意不符。4/10 由班主任上班 主任堂,但沒有任何支援。
- 同樣地,13/3為宗委會負責的「花藝與信仰」,但臨時取消。通知時間倉猝,也沒有給班主任任何支援,老是因突發事件(如講者不能出席, 尚可接受。),但若因為行政上的失誤,似乎說不過去。

Appendix 13

Strategy 2.3 Implementation of sustainable modes of integration of Career and Life Planning Education in subject

Core Subject

Strategy	CHIN	ENG	MATHS	LS
Empower students on further study exploration 探索升學出路		 English Studies Taster Workshop S.2 Drama Outing 	• Elective Subject Talk of M1/M2 to all S.3 students	
Experience the possible relationship between subject and occupations 探索學科與職業關係	 香港電台普通話台「新 人類大世界」節目主持 活動 香港文學深度體驗計 劃:文學大渡海文 學讀寫工作坊 	 Integrating the elective module - Workplace Communication - into S.5 and S.3 syllabuses (S5) Project on a self- chosen career/ industry 	 A talk by lecturer of UST Math faculty 	 參與校外活動(立法 會、荃灣社區團、南區 社區團、清真寺、無線 新聞部)
Integrate the subject learning into life skills 結合學科與生活技能	 (中四全級)校本課 程:綜合能力選修單元 	 S.5 Sales Presentation Competition & S.4 Singing Contest (S6) Teaching and editing students' Jupas Additional Information essay Writing & Listening assignments on practical writing 	 Using examples/exercises to integrate learning into life skill: S3 calculation of personal tax, S6 calculation of mortgage and comparison of saving plans 	 帶領學生到劏房、天台 屋,並參與不同的社會 服務 (中四全級) 個人成長的 課題中,使學生更了解 自己的優劣處,有助他 們尋找自己的興趣

Appendix 13

HUMANITIES

Strategy	CHIST	ECON	GEOG	HIST	LAS
Empower students on further study exploration 探索升學出路	 推薦3位學生參加香港城市大學文學院「大學生生活體驗」 推薦2位學生參加「2019傑出學生暑期歷史文化課程」 		 (S6)subject teacher introduces the geography department of different universities in HK 		
Experience the possible relationship between subject and occupations 探索學與職業關係	● (中三全級) 七十二 行專題介紹	 16 F.4 students joined 'life buddies' scheme organized by EDB Workshop on aptitude and career delivered by TWGHs to all F4 student 	 (S4) Visits to Mai Po with the topic "Urban Planner @ Deep Bay" 	 (S1) Writing a tourist guide on Cheung Chau 	 (中一全級)校外參 觀活動,了解各(社 區)組織的運作及各 類職業的性質
Integrate the subject learning into life skills 結合學科與生活技能		 (S3) Talks on the use of credit card conducted by TWGH 	 (S4) Video show and discussion under the topic 'the contribution of studying geography in personal development' 	 (S2) Child labour in the Industrial Revolution 	 中一、二教學內容 上教授與個人成長 及生活技能相關的 課題,使學生更了 解個人的特性 (中二)「get \$et go!理財工作坊」活動,加深同學的理 財智識,提升他們 的生活技能 (中三-20 位學生) 「乘風航」,使同 學認識非政府組織 的運作,為未來作 準備。同學亦能與 不同學習需要人士 合作、交流,從而 了解香港弱勢社群 所需,認識香港社 福界的運作

SCIENCE

Strategy	BIO		CHEM		IS			PH	1	
Empower students on further study exploration 探索升學出路 Experience the possible relationship between subject and occupations 探索學與職業關係	 (18 S4-5 students)MMWC X SAR PolyU Radiography Laboratory Tour. (2 S4 students) Tree Management Training Workshops 	•	S3 subject selection talk (S6) S6 Analytical Chemistry Workshop.	•	NO information could be found in mark entry system.	• • •	Depa (S5) 2-day techn (廣州 索之 Natio centr neutr car re	rtmen falk by inno ology 東莞 旅), v nal su e, Chi on sou	k held Engin at CityU y HKU vation v study 創新科 isited apercor na spal urce, el ging fac	eering J ST tour 行技探 nputer lation ectric
Integrate the subject learning into life skills 結合學科與生活技能	 (8 S4-5 students) 'Organic Ambassadors Training Programme' 	•	(S4) PolyU Sportswears Innovation lecture for S4 students	-			centr	e) 		

TECHNOLOGY

Strategy	BAFS	HE	ІСТ	MUS	PE	VA
Empower students on further study exploration 探索升學出路		 Sharing by former students about university and the related career in fashion industry 				 PolyU Summer Design Program the Drawing Workshop organized by JPUE (日本大學 聯合學力測試)
Experience the possible relationship between subject and occupations 探索學與職業關係	 (S4) "Life Buddies Workshop" organized by EDB (S5) workshop on HK business environment organized by HKJA 		 visit to IT EXPO (S5-6) 2-day innovation technology study tour(廣 州東莞創新科 技探索之旅) 	 (S4 OLE Lesson) Understand Hong Kong's Popular Music Industry 	 (2 Senior Form Students) the BOCHK Sports Volunteer Scheme - Junior Sports Reporter Training Program (2 Senior Form Students) Sports Education Promotion Camp 2019 	 教育局商校合 作計劃 2018/19 「商襄校園親 親社群」計劃, 珠寶業初階工 作坊 及珠寶創 業先鋒証書課 程
Integrate the subject learning into life skills 結合學科與生活技能		 Green Monday Exhibitions Sugar Free Day exhibition and a game booth Introductory Talk and Green Snack Workshop Green 			 (S1) Definition of Fitness (S2) Sport injuries (S3) Exercise program 	

Appendix 13

Strategy	BAFS	HE	ІСТ	MUS	PE	VA
		 Common Visit Game booth (Smoothie Bike (踏出果昔) Confucian 				
		Academy Fashion Design Competition 2019				

OTHERS

Strategy	Putonghua	Biblical Knowledge		
Empower students on further study exploration 探索升學出路				
Experience the possible relationship between subject and occupations 探索學與職業關係	 (中三)介紹不同的專業考試及試做一些大部分同學們能力所及的公開模擬試卷,例如:GAPSK。另外,科任老師會在課堂上強調考完每一個專業試對升學或就業好處/出路 	 全年計劃 顯示 (中六) 工作的意義 – 金錢觀,年終報告未見相關檢討。 		
Integrate the subject learning into life skills 結合學科與生活技能				

5.1.1.6 For Subject Panels

5.1.1.6.1 Information Dissemination / Joint Venture Invitation

To explore possible support and collaboration with subject panels on implementation of Career and Life Planning Education, updated information and activity recruitment were sent to concerned subject panels throughout the year.

Key Learning Area	Target Subject	Event / Activities	Organization	Positive Response from
Lang	CHIN	中學生「大學生活體驗計劃 2019」	CityU 中文及歷史學系	√снім
Language	ENG	CityU LT (Linguistics and Translation) Wonderland 2019	CityU Department of Linguistics and Translation	×
	LS	中學生傳媒教育工作坊	√ LS	
	C. HIST HIST	中學生「大學生活體驗計劃 2019」	CityU 中文及歷史學系	√ с. нізт
Ŧ	C. HIST HIST	2019 傑出學生暑期歷史文化課程	團結香港基金與中國文化 研究院合辦、香港大學專業 進修學院	√ с. ніѕт
luma	BAFS	生涯規劃之《會計新丁》工作坊	VTC, 香港會計師公會	√ BAFS
Humanities	BAFS ECON	PolyU Computing "Career Talk on FinTech & Al"	PolyU	×
	BAFS ECON	HKUST Business Young Star (S4 - 5)	HKUST	NA
	GEOG	仁愛堂第 8 大洲探索之旅 2019 - 馬 達加斯加	仁愛堂	NA
	GEOG	HKUST 「海洋生態及保育」暑期課程	HKUST	NA
	MATHS PHY ICT	2-days PolyU Engineering Summer Programme	PolyU	√рнү, √іст
-	BIO	香港中文大學護理學士課程本科入學講 座(2月)	香港中文大學護理學	NA
Science	BIO	MMWC X SAR PolyU Radiography Laboratory Tour 蒙民偉書院 X 理大放 射治療實驗室導賞團	PolyU	
Ø	BIO	HKUST 「海洋生態及保育」暑期課程	HKUST	NA
-	BIO	全港中學醫藥常識問答比賽	School of Chinese Medicine of HKBU	NA
5.	РНҮ	探索機電業之旅	機電業行業培訓諮詢委 員會	×

Key Learning Area	Target Subject	Event / Activities	Organization	Positive Response from
PHY ICT		2 days University Experience Programme – "From Physics and ICT to Engineering"	PolyU	√рнү √іст
	BIO CHEM MATHS PHY	HKU Science Institute	НКИ	NA
	MATHS PHY IS	IVE 工程科技全接觸 (中一至中六)	VIC	×
	MATHS PHY IS	鐵路 101	MTR Academy	×
Tech	VA	教育局「商校合作計劃」2018/19 「第二 屆全港中學生珠寶設計比賽暨生涯規劃 教育區域發展網絡(九龍城及油尖旺區)啟 動禮」	EDB BSPP	√va
Technology	VA	18-19 年度「商襄校園 親親社群」計劃之 「珠寶業初階工作坊」	EDB BSPP	√ ∨A
R	VA	第二屆「恒隆 • 築跡——年輕建築師計 劃」	EDB BSPP 恒隆地產	√va

5.1.1.6.2 Collaboration with Subject Panels / external organizations

The following schemes were successfully organized by collaborating with different Subject Panels:

Scheme / Activity	Concerned Subject Panel and Organization	Duration	Number of Participants	Target StudentsSecond Tier: 15 S5 and S6 studentsThird Tier: 17 S4 students	
Life Buddies 「友。導向」師友計劃	● BAFs ● Deloitte hk (徳勤)	7/09/2018 – 13/07/2019	First Tier: 14 (S5-6) Second Tier: 15 (S4-5)		
生涯規劃之《會計新丁》 工作坊	 ● VTC, ● 香港會計師 公會 	19/03/2019	28 students (S4 BAFs)	S4 BAFs	
「綠衣天使」 醫院義務工作計劃	基督教聯合醫院	09/2018 - 07/2019	26 S4-5 Students	S4-5 Students	
Student Training in Entrepreneurship Program 賽馬會浩觀青少年創業培 訓畫	ICT Jockey Club CoCoon	STEP One: 創 業家分享 STEP Two: 意念建構工作 坊 STEP Three: 職 業影子工作坊 STEP Four: 企	Whole form	S4 Students (Whole Form)	

Scheme / Activity	Concerned Subject Panel and Organization	Duration	Number of Participants	Target Students
		業挑戰擂台		
'From Page to Stage' Programme 2019 (Workplace Visit and Drama Appreciation)	 English 	15/03/2019 10:15 am – 12:00 nn	S2 Students (Whole Form)	S2 Students (Whole Form)
中學生「大學生活體驗計 劃 2019」	 CHIN HISTORY CityU 	10-12 / 07 /2019	2	S4 Students
2019 傑出學生暑期歷史 文化課程	團結香港基金與中 國文化研究院合 辦、香港大學專業進 修學院	2-6/07/2019	2	S4 Students (from C.HIST Class)
MMWC X SAR PolyU Radiography Laboratory Tour 蒙民偉書院 X 理大放 射治療實驗室導賞團	PolyUBIO	17/11/2018	18	S5 Students (from BIO Class)
POLYU STEM DAY 2018	PolyUICT	19/12/2019	7	S4 Students
廣州、東莞創新科技探索 之旅	EDB ICT	22-23/11/2018	~48	S4-6 Students
2018/19 年度「敢。創。 未來」	HKFYGSTEM	1 year	1	S4 Students
第二屆「名師高徒」導師 計劃	 港科院 團結香港基 金 香港工程科 學會 香港科學會 	1 year	1	S4 Students
教育局「商校合作計劃」 2018/19 「第二屆全港中學 生珠寶設計比賽暨生涯規劃 教育區域發展網絡(九龍城及 油尖旺區)啟動禮」	VA EDB BSPP	17 / 11 / 2018 - 12/07/2019	1	S3 – 4 Students
18-19 年度「商襄校園 親親 社群」計劃之「珠寶業初階 工作坊」	VA EDB	8 / 12 /2018 – 4 / 05 / 2019 (5 workshops)	3	S2 – 3 students
中學生傳媒教育工作坊	LS EDB, 新聞教育基金	7/07/2019	10	S5 students

C.C.C. Mong Man Wai College 中華基督教會蒙民偉書院

	18-19 St	aff Development Day (II) Questionnaire 18-19 年度 教師發展日(II) 問卷調査
Aim		 Understand about Vocational and Professional Education and Training (VPET)
目的		認識 職業專才教育(VPET)
		 understand the latest development of industries through hands-on career-experience oriented activities
		<u>透過職業體驗活動</u> (hands-on workshop),認識相關行業的最新發展

回收問卷:44份;**有效問卷:42份**;空白問卷:2份

第一份部份 生涯規劃與職業專才教育(VPET)

		非常不同意 Strongly disagree 1	不同意 Disagree 2	同意 Agree 3	非常同意 Strongly agree 4
1.	講者講解清晰、條理。	1	0	21	20
	Presentation of speakers is clear and well-	(2.38%)	(0.00%)	(50.00%)	(47.62%)
	organized.	(2:30/0)	(0.0070)	(30.0070)	(47.02/0)
2.	內容能提升我對 職業專才教育(VPET) 的認		_		
	識。	0	1	14	27
	The workshops help me understand more about	(0.00%)	(2.38%)	(33.33%)	(64.29%)
	VPET.				
3.	內容能幫助我透過體驗活動認識行業的最新發				
	展。	0	1	22	19
	The workshops strengthen my understanding on	(0.00%)	(2.38%)	(52.38%)	(45.24%)
	the latest development of industries through	(0.0070)	(2.3070)	(32.30/0)	(+3.2470)
	career-experience oriented activities.				
4.	内容能幫助我透過以學科為本的延伸活動誘				
	發學生在相關學科的潛能。	0	6	25	11
	The presentation helps me on stretching	•	-		
	students' potential through subject-oriented	(0.00%)	(14.29%)	(59.52%)	(26.19%)
	expanded learning opportunities.				
5.	內容能幫助我辨識學科為本的延伸活動對學				
	生探索升學及擇業方向的重要性。				
	The presentation enhances my awareness on	1	2	27	12
	the importance of Subject-oriented	(2.38%)	(4.76%)	(64.29%)	(28.57%)
	Engagement Activities on students'				
	identification of study and career paths.				
6.	講座時間長度適中。	0	3	28	11
	The length of session is just right.	(0.00%)	(7.14%)	(66.67%)	(26.19%)
室一	份部份 其他意見 Other Suggestions:				1

第二份部份 其他意見 Other Suggestions:

1 非常好,謝!

2 希望能帶自己班的學生前來參觀

- 3 安排很好
- 4 與本科無關係!但今天發展日不錯。
- 5 行程太緊湊,亦請勿安排在出卷日子全日不在學校 Staff Development

C.C.C. Mong Man Wai College 2018-2019 Awards of Students

1. 2018~19 Non-academic Award List (presented in school-closing ceremony)

汪彼得牧師紀念獎學金

4A13 陳嘉男 5B22 鍾浩俊

楊家正博士傑出服務獎學金

5A29 李健諾 5B01 陳雅文 5B05 何綺霞

梅浩求校長紀念獎學金

4A17	朱宏章	4B02	張慧賢	4B12	劉綺晴	5A04	張穎茵	5A06	蔡恩琦	5A19	鍾銘輝
5A33	杜宏沖	5B03	張穎欣	5B13	鄧嘉怡	5B20	莊浚彥				

<u>何苑蕙老師紀念獎學金</u> 5B20 _{莊浚彦}

施彭年教聯獎學金

5A32 戴昊曌

樂程獎學金(領導才能)

5A32 戴昊曌

<u>樂程獎學金 (體育才能)</u>

4B17 黃穎賢

<u>2019 年「明日之星」計劃一上游獎學金</u> 3D10 盧樂怡 4A11 陳俊賢 5A18 張嘉裕

第十屆中華基督教會蒙民偉書院聯校 Scrabble 比賽

(初中組) 隊制 冠軍 :1C08 梁鎧伊、2A03 顧雪盈、2B01 郭可琳、2B06 施恩桐、2D17 張子顥 、 2D19 康海庭、2D29 蕭鎮劻、2D30 蘇展激、2D32 王俊其、3C19 趙沛恒
(初中組) 個人 第2名及最佳隊員 : 2D32 王俊其
(初中組) 個人 第3名 : 2D19 康海庭
(高中組) 隊制 亞軍 :4A19 洪嘉恩、4D24 何卓耀、5A25 劉偉強、5A28 李嘉祺、5A31 彭城偉、6A27 戴溢賢、6B21 鍾卓恒
(高中組) 個人 第2名及最佳隊員 : 6B21 鍾卓恆

2019協會盃聯校 Scrabble 比賽

(高中組) 隊制 冠軍: 4A19 洪嘉恩、4D24 何卓耀、5A08 林凱盈、5A25 劉偉強、5A28 李嘉祺、5A31 彭城偉、6B21 鍾卓恆 個人亞軍、最佳隊員及High Word :6B21 鍾卓恆 (個人第4名 :4D24 何卓耀
(初中組) 隊制 亞軍: 2D19 康海庭、2D29 蕭鎮劻、2D30 蘇展激、2D32 王俊其、3C19 趙沛恒 個人季軍及最佳隊員: 2D19 康海庭 個人第5名 : 2D32 王俊其

香港中學英語辯論比賽 (九龍及新界東)

下學期第一名: 3D08 梁熙怡 3D10 盧樂怡 4A24 麥頌廷 4B02 張慧賢 4B04 朱穎妍 4B14 馬善玲 4B18 王鈺晶 4B23 洪晨皓 5A18 張嘉裕 5A29 李健諾 5B27 林仁懿 5D21 高穎俊

第三十屆中學生好書龍榜書籤設計比賽

冠 軍 : 4D13 呂柏萱 優異獎: 5D01 陳藹婷

全港青少年數學挑戰賽 2019

銀 獎 : 4A18 何溢嵐

銅 獎 : 2D14 陳彥澤、4A27 倪浩宇、4B31 鄧釗洋

教師聯誼會獎學金(最佳進步獎)

1A32 周耀德	1B15 陳緣政	1C20 洪家桑	1D19 黃科樺
2A14 朱曉鋒	2B05 羅鈺淇	2C20 林梓鋒	2D36 曾新泰
3A10 鄧洛瑤	3B13 莊竣軒	3C12 陳靖洵	3D03 張嘉欣
4A34 楊啟名	4B31 鄧釗洋	4C04 王雅茹	4D21 周凱浚
5A25 劉偉強	5B21 朱啟邦	5C14 梁洛然	5D05 馮恩臨

校長盾-最佳表現獎

企業、會計及財務概論利	斗 5B26 林俊希	資訊及通訊科技科	5A32 戴昊曌	數學科 5A18 張嘉裕
英文科	5A29 李健諾	歷史科	5B16 黄 悌	視覺藝術科 5D01 陳藹婷
地理科	4A11 陳俊賢	經濟科	5A28 李嘉祺	物理科 5A28 李嘉祺
中文科	5B20 莊浚彥	化學科	5B28 劉智軒	通識教育科 5B20 莊浚彦
生物科	5B28 劉智軒			

學業成績獎

F 7	下ルい沢	ス							
	1A03	陳子欣	全級第三名	2D32	王俊其	中國歷史科	4B14	馬善玲	聖經科
			全班第一名	2D33	黄俊维	生活與社會科			數學單元一
			品學兼優獎	2D36		中文科	4B17		中國歷史科
	1A07		生活與社會科	3A08	李宜鎂	全級第一名	4B28	黎裕郴	全級第一名
	1A16	鄭寶熙	數學科			全班第一名			全班第一名
	1B05	廖謙瑜	全級第一名			化學科			生物科
			全班第一名			中國歷史科			企業、會計及財務概論科
			聖經科			中文科			品學兼優獎
			中國歷史科			經濟科	4B29	李玉龍	體藝獎(體育)
			中文科			品學兼優獎	4C07		全班第一名
			英文科	3A10	鄧洛瑤	體育科	4C19		品學兼優獎
			地理科	3B02	高綽晞		4D09		聖經科
			歷史科	3B28	蔡偉豪	全班第一名	4D14	吴敏瑩	歷史科
			綜合科學科			品學兼優獎	4D32	馬本德	全班第一名
			音樂科	3C04	關穎恩	體藝獎(家政)			品學兼優獎
			品學兼優獎	3C11		品學兼優獎	5A14	黄姬華	聖經科
	1C03	符蘊祈	體育科	3C14	陳晞	全班第一名	5A15	黄安兒	聖經科
	1C07		視覺藝術科	3D04	郭凱盈				體育科
	1C12	譚曉曼	家政科	3D09		普通話科	5A18	張嘉裕	全級第三名
			普通話科	3D10	盧樂怡	視覺藝術科			數學科
			品學兼優獎	3D18	周頌揚		5A28	李嘉祺	全級第二名
	1C23	龔衛浚	全班第一名	3D21	郭熙研	英文科			全班第一名
			歷史科			歷史科			數學單元二
	1C28		體育科	3D23	黎名朗	全級第三名			物理科
	1D17	范满森	全級第二名			生物科			品學兼優獎
			全班第一名			资讯及通讯科技科	5A29	李健諾	英文科
			資訊及通訊科技科			數學科	5A32		資訊及通訊科技科
			音樂科			品學兼優獎	5B04		體藝獎(音樂)
			品學兼優獎	3D32	孫慶霖	聖經科	5B16	黄悌	歷史科
	2A03	顧雪盈	全班第一名			音樂科	5B20	莊浚彦	全級第一名
			聖經科			體育科			全班第一名
			品學兼優獎	3D34	黄家駿	全級第二名			中文科
	2A04	林希苗	體育科			全班第一名			經濟科
	2B01	郭可琳	全班第一名			視覺藝術科			通識教育科
			品學兼優獎	4A02	鄺嘉文	聖經科			品學兼優獎
	2B11		視覺藝術科	4A11	陳俊賢	全級第二名	5B21		歷史科
	2B17		體育科			全班第一名	5B26	林俊希	企業、會計及財務概論科
	2C02	陳亦敏	全班第一名			中文科			數學單元一
			音樂科			地理科			體育科
			品學兼優獎			通識教育科	5B28	劉智軒	生物科
	2D03		家政科			品學兼優獎			化學科
	2D07	李宛幀	普通話科	4A12	陳厚仁		5C02		體藝獎(體育)
	2D09	黃韻穎	家政科	4A15	張灝天	數學單元二	5C10	方政	全班第一名

2D15	陳彥銘	全級第一名	4A18	何溢嵐	化學科			品學兼優獎
		全班第一名	4A19	洪嘉恩	資訊及通訊科技科	5D04	鍾天恩	品學兼優獎
		英文科	4A24	麥頌廷	英文科	5D05	馮恩臨	視覺藝術科
		地理科	4A27	倪浩宇	經濟科	5D24	李建威	地理科
		歷史科			數學科	5D25	李栢賢	全班第一名
		资讯及通讯科技科	4A28	施鏌涵	視覺藝術科			中國歷史科
2D19	康海庭	綜合科學科			體藝獎(視覺藝術科)			體育科
		數學科	4A32	王家榮	全級第三名			
2D20	林銳恒	全級第三名	4A34	楊啟名	物理科			
2D31	曾志陽	全級第二名	4B05	方翠微	聖經科			
		品學兼優獎	4B10	李明儀	體育科			

2. 70th Inter-school Speech Festival (Chinese) Award List

	班別	學生姓名	參賽項目	獎項
香港學校音樂及朗誦協會	4A27	倪浩宇	散文獨誦	亞軍
香港學校音樂及朗誦協會	2C13	張耀楠	詩詞獨誦	季軍
香港學校音樂及朗誦協會	3D03	張嘉欣	二人朗誦	季軍
香港學校音樂及朗誦協會	3D05	郭芷桐	二人朗誦	季軍
香港學校音樂及朗誦協會	3D09	梁希妍	二人朗誦	季軍
香港學校音樂及朗誦協會	3D11	張嘉欣	二人朗誦	季軍
香港學校音樂及朗誦協會	6B19	陳鉅森	詩詞獨誦	季軍
香港學校音樂及朗誦協會	6D12	李青如	二人朗誦	季軍
香港學校音樂及朗誦協會	6D14	蔡植琳	二人朗誦	季軍
香港學校音樂及朗誦協會	1B03	關影蕎	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	1B13	甄雅淇	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	1C08	梁鎧伊	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	1C24	吳仲言	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	2A01	歐梓怡	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	2A02	陳若稀	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	2A08	譚凱澄	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	2A10	鄧惠心	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	2A10	鄧惠心	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	2B01	郭可琳	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	2B06	施恩桐	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	2B22	黄焯庭	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	2D20	林銳恒	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	3C11	謝嘉怡	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	3D07	林子淇	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	3D19	趙梓銘	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	3D29	梁銳	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	4A27	倪浩宇	詩詞獨誦	優良獎狀
香港學校音樂及朗誦協會	4B04	朱穎妍	詩詞獨誦	優良獎狀

香港學校音樂及朗誦協會	4B18	王鈺晶	散文獨誦	優良獎狀
香港學校音樂及朗誦協會	4D10	李孝慇	散文獨誦	優良獎狀
香港學校音樂及朗誦協會	5A01	張嘉雯	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	5A03	鄭榕	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	5A10	莫雅璇	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	5B02	陳映璇	二人朗誦	優良獎狀
香港學校音樂及朗誦協會	6B06	李國容	散文獨誦	優良獎狀
香港學校音樂及朗誦協會	3B24	伍俊軒	詩詞獨誦	良好獎狀

3. 70th Inter-school Speech Festival (Putonghua) Award List

	班別	姓名	參賽項目	獎狀
1	1B24	巫嘉俊	男子散文	優良
2	1C10	吳致嘉	女子散文	優良
3	1C20	洪家桑	男子詩詞	優良
4	1D19	黄科樺	男子詩詞	優良
5	2A02	陳若稀	女子詩詞	優良
6	2A08	譚凱澄	女子散文	優良
7	2C17	鄺文濠	男子散文	優良
8	3D19	趙梓銘	男子詩詞	優良

4. 中英文辩論組

Title	Organizations	Students	Awards
香港中學英語辯論比賽		5A29 李健諾	下學期冠軍
2018-19(九龍)		5B27 林仁懿	
Hong Kong Secondary		5D21 高穎俊	
Schools Debating			
Competition 2018-19			
(Kowloon)			
第十八屆《基本法》多面體	香港基本法推	4A32 王家榮	九龍賽區(六組)冠軍
——全港中學生辯論賽	介聯席會議		全港八強
(基本法盃)粤語組			全港初賽最佳辯論員
		4B17 黃穎賢	九龍賽區(六組)冠軍
			全港八強
			分區初賽最佳辯論員
		4B19 許曉琳	九龍賽區(六組)冠軍
			全港八強
			分區決賽最佳辯論員
		3D36 姚浩然	九龍賽區(六組)冠軍
			全港八強
		4A11 陳俊賢	九龍賽區(六組)冠軍

	全港八強
4A25 麥浚軒	九龍賽區(六組)冠軍
	全港八強
4B28 黎裕郴	九龍賽區(六組)冠軍
	全港八強
4D21 周凱浚	九龍賽區(六組)冠軍
	全港八強

第六屆觀塘區聯校辯論盃賽	觀塘區傑出學	4A11 陳俊賢	冠軍
	生聯會		分組賽最佳辯論員
			決賽最佳辯論員
		4B17 黃穎賢	冠軍
			分組賽最佳辯論員
		4A32 王家榮	冠軍
			分組賽最佳辯論員
		3D36 姚浩然	冠軍
		4A25 麥浚軒	冠軍
		4B06 方嘉兒	冠軍
		4B19 許曉琳	冠軍
		4D21 周凱浚	冠軍
扶輪中學校際辯論比賽	星島集團國際	4A32 王家榮	季軍
	扶輪 3450 地		初賽最佳交互答問辯論員
	區第八地域		初賽最佳辯論員
			半準決賽最佳辯論員
		4B17 黃穎賢	季軍
			初賽最佳交互答問辯論員
		9D01 truke B	<i>4 P</i>
		3D04 郭凱盈	季軍
		0D00 - E.A	初賽最佳交互答問辯論員
		6D22 高卓逸	季軍
		4A11 陳俊賢	季軍
		3D36 姚浩然	季軍

5. 70th Inter-school Speech Festival (English) Award List

Class No.	Name	Category	Certificate
5D 21	Ko Wing Chun	Public Speaking Solo	1^{st}
5B 02, 5D 16	Chan Ying Sheun, Wong Yee Ki	Dramatic Duologue	2^{nd}
3D 10	Lo Lok Yi	Solo Verse Speaking	2 nd
6B 12	Au Chun Yin	Public Speaking Solo	3 rd
6B 06	Li Kwok Yung	Solo Verse Speaking	3 rd
4B 12	Liu Qi Qiu	Solo Verse Speaking	3 rd
2D20, 2D32	Lam Yui Hang, Wong Chun Ki	Dramatic Duologue	Merit
5A 23, 5A 34	Lam King Him, Wong Kei Hang Ivan	Dramatic Duologue	Merit

4B 12, 4B 19	Liu Qi Qiu, Xu Hiu Lam	Dramatic Duologue	Merit
5A 29	Li Kin Lok	Public Speaking Solo	Merit
5B 28	Lau Chi Hin	Public Speaking Solo	Merit
6A 21	Lee Chi Kin	Public Speaking Solo	Merit
6D 07	Lee Ka Yi	Public Speaking Solo	Merit
6A 23	Lo Lok Man	Public Speaking Solo	Merit
5A 10	Mok Nga Suen	Public Speaking Solo	Merit
5A 18	Cheung Ka Yu	Public Speaking Solo	Merit
5B 20	Chong Tsun Yin	Public Speaking Solo	Merit
6B 07	Ng Yim Hung	Public Speaking Solo	Merit
3D 25	Lau Cheuk Yuen	Public Speaking Solo	Merit
3D 23	Lai Ming Long	Public Speaking Solo	Merit
1A 17	Cheung Kin Tung	Solo Verse Speaking	Merit
1D 17	Fan Mun Sum	Solo Verse Speaking	Merit
3C 02	Fung Kwan Tung	Solo Verse Speaking	Merit
2D 08	Lin Pui Yan	Solo Verse Speaking	Merit
2D 19	Hong Hoi Ting	Solo Verse Speaking	Merit
1A 06	Chung Pui Tung	Solo Verse Speaking	Merit
2D 17	Cheung Tsz Ho	Solo Verse Speaking	Merit
2D 30	So Chin Ngo	Solo Verse Speaking	Merit
6C 18	Chau Man Sum	Solo Verse Speaking	Merit
1D 12	Yung Kiu	Solo Verse Speaking	Merit
2D 30, 2D 19	So Chin Ngo, Hong Hoi Ting	Dramatic Duologue	Proficiency
6B 30	Yeung Ka Ho	Public Speaking Solo	Proficiency
2D 24	Leung Lok Him	Solo Verse Speaking	Proficiency
6D 16	Yam Chun	Public Speaking Solo	Proficiency

6. 71th Hong Kong School Music Festival Award List

Organizations	Students	Grades/Events	Awards
香港學校音樂及朗誦協會	2C12 陳樂謙	小提琴獨奏 - 五級	良好證書
香港學校音樂及朗誦協會	3D30 雷嘉豪	二胡獨奏 - 初級	良好證書
香港學校音樂及朗誦協會	3D04 郭凱盈	琵琶獨奏 - 初級	良好證書
香港學校音樂及朗誦協會	2A07 沈詩雅	中樂小組合奏 - 中學組	良好證書
香港學校音樂及朗誦協會	2C14 陳瀚源	中樂小組合奏 - 中學組	良好證書
香港學校音樂及朗誦協會	2D08 林培欣	中樂小組合奏 - 中學組	良好證書
香港學校音樂及朗誦協會	3A04 洪巧桐	中樂小組合奏 - 中學組	良好證書
香港學校音樂及朗誦協會	3D03 張嘉欣	中樂小組合奏 - 中學組	良好證書
香港學校音樂及朗誦協會	3D04 郭凱盈	中樂小組合奏 - 中學組	良好證書
香港學校音樂及朗誦協會	3D11 陸穎賢	中樂小組合奏 - 中學組	良好證書
香港學校音樂及朗誦協會	3D30 雷嘉豪	中樂小組合奏 - 中學組	良好證書
香港學校音樂及朗誦協會	4A14 陳貽超	中樂小組合奏 - 中學組	良好證書
香港學校音樂及朗誦協會	1A31 趙睿祺	長笛獨奏 - 初級	優良證書

香港學校音樂及朗誦協會	1A12 王靖雅	鋼琴獨奏 - 五級	優良證書
香港學校音樂及朗誦協會	4A08 戴雅珊	鋼琴獨奏 - 六級	優良證書
香港學校音樂及朗誦協會	3C19 趙沛恆	鋼琴獨奏 - 七級	優良證書

第33 屆觀塘區聯校音樂匯演

Organizations	Students	Grades/Events Awards
觀塘兒童合唱團	中學組	最受歡迎合唱團獎

7. Dance Group 舞蹈組

Title	Organization	Students		Grades/ Events	Awards
第五十五屆學校舞蹈節 2018/2019 中學組 爵士舞及街舞(群舞)	S Hong Kong Schools Dance Association Limited 香港學界舞蹈 協會有限公司	1B05 1D05 1D12 2B05 2B07 2D05 2D06 2D11 3C03 4C05 4D01 4D15 5A15 5B06 5B15 5C04 5D01 5D02 5D07 5D08 5D11 5D13	Liu Him Yu Kwok Tin Yan Yung Kiu Law Yuk Kei So Ching Laam Kam Hang Yi Leung Oi Ling Yau Shuk Yu Fung Yan Ching Yau Wing Kwan Chan Ka Yi Ng So Yin Wong On Yi Hon Tsz Yan Wong Po Ying Lau Cheuk Yiu Chan Oi Ting Cheng Ho Yee Lau Man Hei Lau Tsz Yuk Leung Sin Yee Lui Hoi Ki	Events 中學組 Secondary Section	Highly Commended Award (甲級獎)

8. Scholarships

蒙民	律博士	L教育基金	合獎學金	(2017	- 2018)
6A25	甘翊熹	6A30	李國樑	6B19	杜韻婷

尤德爵士紀念基金高中學生獎 (2018 - 2019)

6A12 蔡仁澤 6D23 林堅毅

品學兼優獎 (2018-2019)

6A30	温卓禧	6B26	伍海華	6C11	魏子晴	6D23	林堅毅

學利	+獎(2018-201	9)
6A30	溫卓禧	全級第一名
		全班第一名
		化學科
		經濟科
		物理科
6A31	王得浚	資訊及通訊科技科
		數學單元二
6B03	張潁琳	體育科
6B11	翁家詠	英文科
6B23	林樂維	全級第三名
		企業、會計及財務概論科
		數學科
		數學單元一
6B26	伍海華	全級第二名
		全班第一名
		生物科
		中文科
		通識教育科
6C11	魏子晴	全班第一名
		中國歷史科
		歷史科
	丘曉嵐	歷史科
	林珈妤	體育科
	張澤浩	視覺藝術科
	朱鎮饒	聖經科
	簡銘朗	體育科
6D23	林堅毅	全班第一名
		地理科

9. 第十四屆觀塘區傑出學生選舉得獎名單:

初中組傑出學生:	郭凱盈,	孫慶霖	
高中組優秀學生:	陳俊賢,	莊浚彦,	林俊希

10. Inter-School Bowling Team

			Boys Single,	2 nd runner-up,
~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~		4B27 Leung Siu Hin	Boys Trios	1 st runner-up
Country Club Inter-school Rowing		5A01 Chang Ka Man	Girls Single	2 nd runner-up
Bowling Tournament	Hong Kong Country Club	5A02 Cheng Mei Wai	Girls Single,	Champion,
2019 聯校保齡球錦標賽			Girls Trios	1 st runner-up
柳仪际网环和标复		5C18 Tseung Yee Kai,	Boys Single.	Champion,
		Justin	Boys Trios	1 st runner-up
Hong Kong	Dacos Bowling, US, Tsuen	5C02 Cheng Mei Wai	Girls Single	Champion

Inter-school Bowling Championships 2019 2019 全港學界保齡	Wan	6A18 Kwok Chin Pok	Teacher-student Double (with Mr. Ho Man Kai)	2 nd runner-up
球公開賽		6C01 Chan Ling Shan	Girls Single	3 rd runner-up
C.C.C. Inter-school	The Church of Christ in	4B27 Leung Siu Hin	Teacher-student	1 st runner-up
Bowling Competition	China (Hong Kong)	1027 Louing Stu Tim	Team of 4	i iumerup
中華基督教會香港	(1101g 1101g)		Student Trios	
區會中學校際保齡		5A16 Wong Po Yuk	Girls Single	2 nd runner-up
球錦標賽		5C02 Cheng Mei Wai	Teacher-student	3 rd runner-up
			Team of 4	
			Student Trios	Champion
			Girls Single	
		5C18 Tseung Yee Kai,	Teacher-student	1 st runner-up
		Justin	Team of 4	
			Student Trios	
		6A18 Kwok Chin Pok	Teacher-student	1 st runner-up
			Team of 4	
			Student Trios	
			Boys Single	ard
		6C01 Chan Ling Shan	Teacher-student	3 rd runner-up
			Team of 4	Classic
			Student Trios	Champion
		6C10 Lui Suet Ying	Girls Single Teacher-student	1 st runner-up 3 rd runner-up
		oc to Lui Suet Thig	Team of 4	5 Tunner-up
			Student Trios	Champion
		Miss Lee Wing Yan	Women Single	Champion
		Miss Lew Yuk Fong	Women Single	1 st runner-up
		Miss Chan Yee Ying	Women Single	2 nd runner-up
		Mr. Ho Man Kai	Men Single	1 st runner-up
HK Island & Kowloon Secondary Schools		5C02 Cheng Mei Wai	Girls Trios	Champion
Regional CommitteeBOCHK	The Hong Kong Schools	5C18 Tseung Yee Kai, Justin	Boys Single	6 th place
Tenpin Bowling Cup 2018-19	Sports Federation	6C01 Chan Ling Shan	Girls Trios	Champion
港島及九龍地域中學			Girls Single	3 rd runner-up
校際比賽 - 中銀香 港保齡球盃		6C10 Lui Suet Yin	Girls Trios	Champion
	n Ling Shan and Lui Suet Yi DGS in	ng broke the 11 th consecutiv Girls Trios.	ve championships 1	ecord of

11.Biology

Competitions	Organisations	Winners	Groups	Awards
Secondary School	PolyU	5B28 Lau Chi Hin	Biology	High Distinction
Mathematics and Science				
Competition 2019				

Secondary School Mathematics and Science Competition 2019	PolyU	5B19 Chow Chek Man	Biology	Distinction
Secondary School Mathematics and Science	PolyU	5B09 Ma Wing Yi	Biology	Credit
Competition 2019				

12. Physics

Competitions	Organisations	Winners	Groups	Awards
Secondary School	PolyU	5A 李嘉祺	Physics	Medal
Math and Science				
Competition 2019				
Secondary School	PolyU	5B 劉智軒	Physics	High distinction
Math and Science				
Competition 2019				
Secondary School	PolyU	5D 劉冠亨	Physics	Distinction
Math and Science				
Competition 2019				
Secondary School	PolyU	5A 李健諾	Physics	Credit
Math and Science	-			
Competition 2019				

13. Scrabble Award List (2018-2019)

Title	Organizations	Students	Grades/Events	Awards
9 th CCC Inter-School Scrabble Competition			Team Prize	Champion
9 th CCC Inter-School Scrabble Competition		2D Cheung Tsz Ho	Individual Prizes	High Word
9 th CCC Inter-School Scrabble Competition		2D Siu Chun Hong	Individual Prize	High Game
9 th CCC Inter-School Scrabble Competition	Principals	2A Ku Suet Ying	Individual Prize	Best Player
7 th Mini-Scrabble Competition	CCC Mong Man Wai College		Team Prize	Champion (Junior)
7 th Mini-Scrabble Competition	CCC Mong Man Wai College	2D Siu Chun Hong	Individual Prize	High Game and Bingo Machines
10 th CCC Mong Man Wai College Inter-School Scrabble Tournament (2019)	CCC Mong Man Wai College		Team Prize	Champion (Junior)

Title	Organizations	Students	Grades/Events	Awards
10 th CCC Mong Man Wai College Inter-School Scrabble Tournament (2019)	CCC Mong Man Wai College		Team Prize	1 st runner-up(Senior)
10 th CCC Mong Man Wai College Inter-School Scrabble Tournament (2019)	CCC Mong Man Wai College	6B Chung Cheuk Hang	Individual Prize	1 st runner-up & Best Player (Senior)
10 th CCC Mong Man Wai College Inter-School Scrabble Tournament (2019)	CCC Mong Man Wai College	2D Wong Chun Ki 2D Hong Hoi Ting	Individual Prize	1 st runner-up & Best Player (Junior) 2 nd runner-up (Junior)
2019 Inter-School Scrabble Championship	Scrabble Players Association		Team Prize	2 nd runner-up
2019 Inter-School Scrabble Championship	Scrabble Players Association	4D Ho Cheuk Yiu	Individual Prize	2 nd runner-up and Best Player
HK National Scrabble Championship 2019	HK Scrabble Players Association	5A Pang Shing Wai 4A Hong Jiaen	Individual Prize	2 nd runner-up and Best Player 3 rd runner-up
Association Cup 2019 Inter-School Scrabble Tournament	HK Scrabble Players Association and HKMA KS Lo College		Team Prize	1 st runner-up (Junior)
Association Cup 2019 Inter-School Scrabble Tournament	HK Scrabble Players Association and HKMA KS Lo College		Team Prize	Champion (Senior)
Association Cup 2019 Inter-School Scrabble Tournament	HK Scrabble Players Association and HKMA KS Lo College	6B Chung Cheuk Hang 4D Ho Cheuk Yiu	Individual Prize	1 st runner-up and Best Player and High Word 3 rd runner-up
Association Cup 2019 Inter-School Scrabble Tournament	HK Scrabble Players Association and HKMA KS Lo College	2D Hong Hoi Ting 2D Wong Chun Ki	Individual Prize	2 nd runner-up & Best Player 4 th runner-up
4 th Inter-School Scrabble Tournament for Novices	HK Scrabble Players Association	1C Leung Hoi Yi	Individual Prize	2 nd runner-up
4 th Inter-School Scrabble Tournament for Novices	HK Scrabble Players Association	2A Lam Hei Miu	Individual Prize	4 th runner-up

14. Information & Communication Technology

活動/比賽名稱	主辦機構		參賽學生	組別/項目	所獲獎項
2018 - 2019 年度全港中	香港四軸機競速會	2B23	Wong Chun Hei	/	First Runner-up
小學無人機大賽 2010 2010 左京 2 洪中					(group)
2018 - 2019 年度全港中 小學無人機大賽	香港四軸機競速會	2C23	Leung Yau Ming	/	First Runner-up
小字無八機八貨 2018 - 2019 年度全港中					(group) First Runner-up
小學無人機大賽	香港四軸機競速會	5A19	Chung Ming Fai	/	(group and solo)
2018 - 2019 年度全港中	香港四軸機競速會	5015	Leung Wing Hin	/	First Runner-up
小學無人機大賽		0010	200118 #1118 mm		(group)
第二十一屆「飛向北京一				チェクターーや	
飛向太空」全國青少年航 空航天模型教育競賽(香	香港航模協會	5A19	Chung Ming Fai	美嘉欣遙控四軸 飛行器競時賽	一等獎
至 航入候 型 叙 月 祝 費 (省 港區 選 拔 賽)				 那们	
泡。近极重) 第二十一屆「飛向北京—					
飛向太空」全國青少年航	✓ 112 1. 11±1.4. A	5010		美嘉欣遥控四軸	
空航天模型教育競賽(香	香港航模協會	5B18	Chau Cheuk Man	飛行器競時賽	一等獎
港區選拔賽)					
第二十一屆「飛向北京-					
飛向太空」全國青少年航	香港航模協會	2023	Leung Yau Ming	美嘉欣遥控四軸	二等獎
空航天模型教育競賽(香	日心小小天的自	2020	Loung rau ming	飛行器競時賽	一寸尖
港區選拔賽)					
第二十一屆「飛向北京一				y + 4 A 1 1	
飛向太空」全國青少年航 四約工世刊20万號(五	香港航模協會	2C26	Wong Kam Yiu	美嘉欣遥控四軸	二等獎
空航天模型教育競賽(香				飛行器競時賽	
港區選拔賽) 第二十一屆「飛向北京-					
飛向太空」全國青少年航				美嘉欣遥控四軸	
空航天模型教育競賽(香	香港航模協會	4A17	Chu Wang Cheung	飛行器競時賽	二等獎
港區選拔賽)				71611 88 786-1 頁	
第二十一屆「飛向北京-					
飛向太空」全國青少年航	千洪仙世协人	0000	Weren Chure Hai	美嘉欣遥控四軸	- + + + + + + + + + + + + + + + + + + +
空航天模型教育競賽(香	香港航模協會	2823	Wong Chun Hei	飛行器競時賽	三等獎
港區選拔賽)					
第二十一屆「飛向北京-					
飛向太空」全國青少年航	香港航模協會	5B22	Chung Ho Chun	美嘉欣遙控四軸	三等獎
空航天模型教育競賽(香				飛行器競時賽	- V X
港區選拔賽)					
第二十一屆「飛向北京一				关吉的这种四扎	
飛向太空」全國青少年航 空航天模型教育競賽(香	香港航模協會	2B22	Wong Cheuk Ting	美嘉欣遙控四軸 飛行器競時賽	優勝獎
至 航入候 型 叙 月 祝 費 (省 港區 選 拔 賽)				兆11 品 加吋食	
泡回送极货) 第二十一屆「飛向北京—					
^宋 一, 名 ^元 门之示 飛向太空」全國青少年航		0010		美嘉欣遥控四軸	
空航天模型教育競賽(香	香港航模協會	2013	Chang Yiu Nam	飛行器競時賽	優勝獎
港區選拔賽)					
第二十一屆「飛向北京-					
飛向太空」全國青少年航	香港航模協會	5015	Leung Wing Hin	美嘉欣遥控四軸	.
空航天模型教育競賽(香	百心机休閒智	9019	renne and unit	飛行器競時賽	優勝獎
港區選拔賽)					

15. 2018-2019 Visual Arts Award List

Competitions	Organizations	Winners	Groups	Awards
Bookmark Design Competition 第 30 屆中學生好 書龍虎榜書簽設 計比賽 (Sixteen S.1, four S.2, six S.4 and four S.5 students joined)	PTU 教協	4D Lui Pak Huen 呂柏萱 5D Chan Oi Ting 陳藹婷	N/A	Champion 冠軍 Commended Prize 優異獎
"Taiwan Impression" Bag Design Competition 「印象台灣」斜背 包設計比賽 (Twelve S.1, one S.2 and one S.3 students joined)	Chinese Culture Association 中國文化協會	1D Fan Mun Sum 范滿森	Secondary (Junior)	Third Prize 三等獎
The Wharf Hong Kong Secondary School Art Competition 九龍倉全港中學 生繪畫比賽	The Wharf Hong Kong 九龍倉	6C Hung Tsz Wai 洪梓維 6D Chu Tsz Yan 朱祉欣	N/A	Merit Award 優異獎 Merit Award 優異獎

16. Hong Kong School Drama Festival 2018-2019

Awards received by Chinese Drama Club Category: Chinese

Title	Organizations	Students	Awards
Hong Kong School Drama Festival 2018/19 香港學校戲劇節 2018/19	教育局	5D 黃綺琪 4D 李秀盈 3C 陳旭琳 4A 陳嘉男 1C 吳致嘉 3C 謝雪瑩 2B 葉盈影 1B 劉芷霖	Award for Outstanding Performer 傑出演員獎 Certificate of Merit
		中華基督教會蒙民偉書院	Award for Outstanding Stage Effect 傑出舞台效果獎

		Certificate of Merit
	中華基督教會蒙民偉書院	Award for Outstanding Cooperation 傑出合作獎 Certificate of Merit
	中華基督教會蒙民偉書院	Award for Commendable Overall Performance 傑出整體演出獎

17. Reading Award List

1.Popular Reading Award Scheme (教協普及閱讀獎勵計劃)

Green Badge of Honour (青章)			
<u>Class</u>	Name	Class	Name
1B 01	鄧巧明	1D 09	湯慶靈
2A 05	梁樂迎	2A 06	安梓瑩
2A 07	沈詩雅	2A 08	譚凱澄
2B 03	劉曉呈	2B 04	劉芷呈
2B 05	羅鈺淇	2B 07	蘇靖嵐
2B 08	蘇靜宜	2B 11	葉盈影
2B 12	陳灝軒	2B 13	陳錦珅
2B 14	何昇祐	2B 16	盧俊均
2B 17	馬漢達	2B 18	司徒承希
2B 20	譚承言	2B 28	余綽臻
2C 02	陳亦敏	2C 03	徐日彤
2C 05	劉心怡	2C 06	劉詠嫻
2C 10	鄧明眷	2C 11	黃雅靖
2C 15	傅懷恩	2C 19	林浩軒
2D 01	陳海僑	2D 02	周綺汶
2D 03	張巧凝	2D 04	鍾希悅
2D 05	甘幸兒	2D 06	梁愛玲
2D 07	李宛幀	2D 08	林培欣
2D 09	黃韻穎	2D 10	黃煥然
2D 11	邱淑茹	2D 13	陳力恒
2D 14	陳彥澤	2D 15	陳彥銘
2D 16	陳勇達	2D 17	張子顥

2D 18	崔浩斌	2D 20	林銳恒
2D 21	劉嘉豪	2D 23	李穎揚
2D 24	梁樂謙	2D 25	劉健翎
2D 26	陸宇鵬	2D 27	潘永樂
2D 28	秦子睿	2D 29	蕭鎮劻
2D 30	蘇展滶	2D 31	曾志陽
2D 32	王俊其	2D 34	黃啟新
2D 35	黃泳霖	2D 36	曾新泰,
2D 37	周耀祖	3A 08	李宜鎂
3A 20	李博義	3A 24	王竣樂
3A 29	袁龍曦,	3B 05	劉霖琳
3B 06	馬沚瀅	3B 07	伍穎欣
3B 09	黃鍵怡	3B 13	莊竣軒
3B 15	許俊傑	3B 28	蔡煒豪

Blue Badge of Honour (藍章)			
<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
2A 03	顧雪盈	2A 04	林希苗
2B 01	郭可琳	2A 06	施恩桐
2D 15	陳彥銘	2D 20	林銳恆
2D 24	梁樂謙	2D 27	潘永樂
3D 17	陳舒明	5D 05	馮恩臨
5D 06	黎曉晴		

Purple Badge of Honour (紫章)		
Class Name		
3D 03	張嘉欣	

2. S1-S2 Reading Award Scheme

Application of reading skills using e-book(s) & graphic organizer(s) – Best performance

Class	Name	Class	Name
1A 24	梁健鋒	2B 01	郭可琳
1B 02	黃鳳婷	2B 09	岑詠霖
1B 03	關影蕎	2D 36	曾新泰

Application of reading skills using e-book(s) & graphic organizer(s) – Good performance

Class	Name	Class	Name
1A 03	陳子欣	2A 29	阮漢生
1A 09	李嘉儀	2B 12	陳灝軒

1A 13	黃穎楠	2B 17	馬漢達
1C 17	鍾承汛	2B 18	司徒承希
1C 19	何業曦	2D 01	陳海僑
1D 06	林沅蕎	2D 06	梁愛玲
1D 17	范滿森	2D 08	林培欣

3. Book Mark Design Competition

香港教育專業人員協會-- 第 30 屆中學生好書龍虎榜選舉一書簽設計比賽校內得獎名單

冠軍	2D 13	陳力恒
亞軍	1A 07	林芷珊
優異	5D 05	馮恩臨
優異	1D 17	范滿森
優異	2B 11	葉盈影
優異	4A 04	李明玉
優異	4A 28	施鏌涵
優異	5D 01	陳藹婷

4. Top 10 Outstanding Student Librarians (1819)

得獎者	得獎者
1A 17 張建東	2A 03 顧雪盈
2A 04 林希苗	2B01 郭可琳
2B06 施恩桐	2D 28 秦子睿
4A 18 何溢嵐	4B13 盧銥琳
4B 14 馬善玲	5D 06 黎曉晴

5. Chinese Online Reading Award Scheme (智愛中文網上閱讀)

<u>5.1 個人獎項</u>

<u>上學期</u>

中-	一級
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獎項	得獎者
冠軍	1D 02 張芯瑜
亞軍	1A 31 趙睿祺
季軍	1C 20 洪家桑

þ	糿	ł
	v7/	~

1 102 4	
獎項	得獎者
冠軍	2D 20 林銳恒
亞軍	2D 37 周耀祖
季軍	2D 27 潘永樂

中三級

獎項	得獎者
冠軍	3A 13 方沛林
亞軍	3A 08 李宜鎂
季軍	3A 22 施淦瀚

<u>下學期</u>

中一級

獎項	得獎者
冠軍	1B05 廖謙瑜
亞軍	1D 02 張芯瑜
季軍	1C07 李慧思

中二級	
獎項	得獎者
冠軍	2D 36 曾新泰
亞軍	2D 20 林銳恒
季軍	2D 26 梁樂謙

中三級

獎項	得獎者
冠軍	3A13 方沛林
亞軍	3A 22 施淦瀚
季軍	3D 05 郭芷桐

中四級

獎項	得獎者
冠軍	4A 11 陳俊賢
亞軍	4A 25 麥浚軒
季軍	4A 17 朱宏章

中五級

1	
獎項	得獎者
冠軍	5C03 張瑋純
亞軍	5A 33 杜宏沖
季軍	5B03 張穎欣

5.2 班際獎項

上學期

中一級

獎項	得獎班別
冠軍	1B
亞軍	1C

中二級

獎項	得獎班別
冠軍	2A
亞軍	2D

中三級

獎項	得獎班別
冠軍	3C
亞軍	3A

中四級

獎項	得獎班別
冠軍	4B
亞軍	4D

中五級

<u> </u>		<u> </u>	
獎項 得獎班別		 獎項 得獎班別	
冠軍	5A+5B班部份同學所組成的第3組	冠軍	5A+5B班部份同學所組成的第3組
亞軍	5A+5B班部份同學所組成的第1組	亞軍	5D

18. Sports Award List

Title	Organizations	Students	Grades/Events	Awards
World Inter-school Rope		3D31 Mar Kwok Ho		
Skipping Championships	Ziberty Sports	4B07 Ho Sau Yan	Show	2 nd runner-up
2018	Studio	4C04 Wong Nag Yu	Competition	2 runner-up
世界校際跳繩錦標賽 2018		4D17 Tse Cheuk Yin		

中四級

十四級			
獎項	得獎者		
冠軍	4A 11 陳俊賢		
亞軍	4A 04 李明玉		
季軍	4D 21 周凱浚		

中五級

獎項	得獎者	
冠軍	5C12 林俊杰	
亞軍	5D05 馮恩臨	
季軍	5A 33 杜宏沖	

<u>下學期</u>

中一級	
獎項	得獎班別
冠軍	1C
亞軍	1B

中二級

1 10/2	
獎項	得獎班別
冠軍	2A
亞軍	2D

中三級

1	
獎項	得獎班別
冠軍	3C
亞軍	3A

中四級

獎項	得獎班別
冠軍	4D
亞軍	4B

山王姫

Title	Organizations	Students	Grades/Events	Awards
		4D22 Choi Chi Kit 6A04 Hung Sze Nga 6A25 Ng King Man 6C04 Cheung Sin Ying		
		2B17 Ma Hon Tat	D3 B Grade School Overall	3 rd runner-up
		2B26 Xu Chung Shun	D3 B Grade Individual & School Overall	6 th place, 3 rd runner-up
Inter School Cross Country	The Hong	3D24 Lam Kin Sang	D3 B Grade School Overall	3 rd runner-up
Inter-School Cross-Country Competition 中學校際越野比賽	Kong Schools Sports	4B 21 Hui Chi Chiu	D3 B Grade Individual & School Overall	9 th place, 3 rd runner-up
T子仪际越到比贫		4B22 Hui Chi Sum	D3 B Grade School Overall	3 rd runner-up
		4B29 Li Yuk Lung	D3 A Grade Individual	7 th place
		4B34 Yuen Wai Chung	D3 B Grade School Overall	3 rd runner-up
		1C03 Fu Wan Ki	幼年女子個人	亞軍
		2B17 Ma Hon Tat	林赤有 BBS MH 太平紳 士盃團體中學組	季軍
		3B27 Tang Kai Hong	林赤有 BBS MH 太平紳 士盃團體中學組	季軍
The 29 th [Anti-drug Shield] Central District Promenade	Central	3D18 Chau Chung Yeung Joseph	林赤有 BBS MH 太平紳 士盃團體中學組	季軍
Anti-crime Run 第二十九屆「禁毒盾」中區	Police Call (JPC)	4B21 Hui Chi Sum	林赤有 BBS MH 太平紳 士盃團體中學組	季軍
海濱滅罪跑		4B22 Hui Chi Chiu	林赤有 BBS MH 太平紳 士盃團體中學組	亞軍
		4B29 Li Yuk Lung	林赤有 BBS MH 太平紳 士盃團體中學組	亞軍
		5C11 Lai Kam Hei	林赤有 BBS MH 太平紳 士盃團體中學組	亞軍
		5D25 Li Pak Yin	林赤有 BBS MH 太平紳 士盃團體中學組	亞軍
Hong Kong Schools Rowing Championships 2018 2018 香港校際賽艇錦標賽	0 0,	3A06 Leung Hoi Ching	Division)	2 nd runner-up
		1C03 Fu Wan Ki	D3 Girls C 800m	1
			D3 Girls C 400m D3 Boys B	1 st runner-up 1 st runner-up
		2B17 Ma Hon Tat	4x400m Relay	Ĩ
			D3 Boys B 100m,	2 nd runner-up
Inter-school Athletics Meet 中學校際田徑錦標賽	Kong Schools Sports Federation		D3 Boys B 200m D3 Boys B	2 nd runner-up 2 nd runner-up
			School Overall D3 Boys B 400m	
		3B27 Tang Kai Hong	D3 Boys B 4x400m Relay	1 st runner-up
			D3 Boys B School Overall	2 nd runner-up
		4B21 Hui Chi Chiu	D3 Boys B 4x400m Relay,	1 st runner-up

Title	Organizations	Students	Grades/Events	Awards
			D3 Boys B	2 nd runner-up
			School Overall	
			D3 Boys B	1 st runner-up
		4B22 Hui Chi Sum	4x400m Relay,	
			D3 Boys B	2 nd runner-up
			School Overall	
			D3 Boys A	1 st runner-up
		4B29 Li Yuk Lung	5000m	
		4D27 LI TUK Lulig	D3 Boys A	3 rd runner-up
			4x400m Relay	
		5A32 Tai Ho Chiu,	D3 Boys A	3 rd runner-up
		Hero	4x400m Relay	
		5A17 Chan Hin Laam	D3 Boys A	3 rd runner-up
			4x400m Relay	
		5C11 Lai Kam Hei	D3 Boys A	3 rd runner-up
			4x400m Relay	
		5D25 Li Pak Yin	D3 Boys A	3 rd runner-up
			4x400m Relay	
HK Island & Kowloon Secondary Schools Regional CommitteeBOCHK Indoor Rowling Cup 2018-19 港島及九龍地域中學校際 比賽 - 中銀香港室內賽 艇盃	The Hong	3A06 Leung Hoi Ching	Girls B grade 1000m	5 th place