C.C.C. Mong Man Wai College School Report 2019-20

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The Church of Christ in China Mong Man Wai College School Annual Report 2019-2020

Vision, Mission Statement and Core Values 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 Values

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 CEO 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 staff members 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

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.

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 Charity Fund (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 facilities worth more than \$1,000,000.00 including air-conditioners and projectors to our school. To celebrate the 45th Anniversary, Charity Fund donated facilities and equipment including upgrading campus TV system, rolling shutters to our school so that our students, teachers and staff have a good environment in the campus. 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.

5. Number of school days

In 2019/20, the planned number of school days was 192. Unfortunately, social event and COVID-19 pandemic had happened. With reference to the Education Bureau's guidelines, the actual number of school days was redistributed as follows:

115 days Face-to-face Schooling

59 days On-line Lessons

Class suspension periods:

- i. 5 days (14, 15, 18, 19 and 20 November 2019) due to social event in the first term.
- ii. 13 days (3 to 19 February 2020) due to the extension of the Chinese New Year holiday in the second term.
- 6. Lesson Time for 8 Key Learning Areas



Percentage of each KLA in the School Timetable

7. The Recent Development on STEM Education

The school year 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. A historic STEM week was also organized in May, 2018. Students got valuable 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. In 2019/20, the STEM elements have been planned and implemented in the science curriculum of the junior form levels.

8. The Endeavors to Our Students

In 2019/20, our school Rope Skipping Team went to Antwerp, a city of Belgium, to join the 4th World Inter-School Rope Skipping Competition. Our school team got the champion of the show competition.

9. External School Review (ESR)

The ESR team conducted the inspection on 27 November, 2 to 4 and 9 December 2019. The team made recognition to our school in student development and showed appreciation to our students for their achievement in sports and good performance in academic studies.

10. 45th Anniversary

Our school planned to celebrate the 45th Anniversary in 2019/20. The theme of the Anniversary is "Growing Together, Bonding Forever". Since the outbreak of COVID-19, the 45th Anniversary thanksgiving service will be held in 2020/21.

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	82	74	79	76	64	59	434
Girls	49	51	43	44	54	51	292
Total	131	125	122	120	118	110	726
Enrolment							

2. Student Attendance

The data for the school year 2019-2020 is based on 115 days face-to-face schooling.



3. Drop-out of Students

In 19/20, 2 in S.3, 2 in S.5

Our Teachers



1. (a) Teachers' Academic & Professional Qualifications

(b) Teaching Experience



Achievements and Reflection on Major Concerns 2019/20

In the school year 2018/19, consultation and discussions were carried out in the meetings of the Executive Committee, Academic Committee (Subjects) and Staff Meetings for the preparation of next three-year development plan. After that, a new three-year plan has been adopted since 2019/20. The theme of the present development plan is 'A future brightened with positivity cultivation; A chapter unveiled with IT in education.' The Chinese version is 正向培育耀人生,科技學習揭新章。However, due to two unprecedented events had happened, social events and the outbreak of COVID-19 pandemic, class suspension lasted for nearly about six months in the school year 2019/20. Thus, the strategies planned were seriously affected.

Based on the theme of the three-year school development plan, the major concerns are as follows:

Task 1: To nurture students to be motivated learners

1.1 To sustain self-directed learning (SDL) habits (3- pillar-mode in lessons)

Achievements

It is believed that self-directed learning habit is the essential learning skill for lifelong learners. Thus, the three-pillar learning mode (pre-lesson preparation, learning in lesson and consolidation after lesson) was advocated in the last three-year development plan and has been extended to the present one.

Two sessions of staff development on e-learning program were held. In October 2019, the topic was Google Education. In December 2019, the topic was Mobile Learning. The feedback of both sessions from teachers was good (*Appendix 1 and Appendix 2*) in general. However, a number of teachers were not confident to try out as the survey of this item was lower as compared to other items.

The COVID-19 occurred in January 2020. With the adoption of online lessons for the replacement of face-to-face lessons due to the pandemic, teachers have become more familiar with using e-Platform for online teaching and other e-learning materials to facilitate teaching and learning. Against this background, it is more common for teachers to use these e-tools to tailor make materials such as self-made videos to facilitate more interactive online learning activities. These materials are school-based teaching aids so that they are more able to address our students' learning needs.

The production of school-based learning materials helps to enlarge the stock of learning aids which can be utilized as pre-lesson teaching materials in future for SDL. Besides, QR code was widely used to encourage students to use more selected learning resources from the web to facilitate SDL.

Reflection

The outbreak of COVID-19 led to class suspension from February to end of May 2020. The

effectiveness to sustain self-directed learning habits may be adversely affected as the measures to monitor students' progress were reduced. Besides, teachers did not have enough teaching time to put newly designed SDL materials into use as online lessons need to be reorganized, rearranged and managed. Hence, the goal of this year, namely designing new materials to use in SDL materials, could be partly achieved for online lessons such as using Google Form to gauge students' pre-lesson understanding. Meanwhile, some pre-lesson preparation activities, which had been designed to be conducted by face-to-face teaching mode, could not be implemented as scheduled.

1.2 To develop e-learning to enhance learning effectiveness

Achievements

Since the outbreak of COVID-19, class suspension had lasted for about six months. To facilitate student learning at home, cultivating their learning habits and developing their learning routines, online lessons were implemented. Teachers attended a training workshop of online lessons in mid-February and immediately started online lessons.

In the annual meeting between individual teacher and the Principal, teachers responded that the progress of using e-Platform such as eClass and Google Classroom for online teaching was unprecedented fast. Besides, some of the tools for live-streamed lessons such as Zoom, and Google Meet are widely adopted to facilitate online teaching. The application of Apps such as Kahoot, Pear Deck and use of Google Form are common to enhance the interaction of online learning and teaching. The application was observed as the Principal visited some of the online lessons. Teachers were able to understand the students' needs and took prompt actions. The pandemic is a challenge, but it also helps team work's development of using e-materials for learning and teaching.

This unexpected pandemic has changed the teaching mode from face-to-face lessons to online line lessons. This urged teachers on using e-tools more extensively and allowed teachers to be better-equipped for e-learning in learning and teaching.

Reflection

E-learning requires e-tools such as iPad and other mobile learning device to facilitate learning and teaching especially for online lessons. However, the pandemic arrived all of a sudden. Some students faced technical problems of online lessons such as weak Wi-Fi and inadequate mobile device at home. Having known the situation, students were supported as some NGOs provided free SIM cards to those in need. The school also lent iPad to students for online lessons at home. In the long run, mobile device will be provided to some students through the 'Bring Your Own Device' Scheme.

Note: The achievements and reflection on the major concerns of 1.1 and 1.2 come from the annual reports of various subject departments and Academic Committee (Subjects).

Task 2: To foster positive education

2.1 To cultivate a positive school climate

Achievements

The school has the caring culture and it is confirmed by the ESR Team and stated in the ESR report (*Appendix 3*). Regarding the needs of our students, the caring culture was implemented in the school in a more systematic way through the implementation of positive education. For cultivating the school climate, it was clear that three-level-programs were the framework for the school to serve this purpose. They are teachers' level, students' level and whole school level.

At teachers' level, in collaboration with the City University of Hong Kong, three workshops were planned and implemented to equip teachers for the implementation of positive education. The feedback from teachers was good (*Appendices 4, 5 and 6*).

As class suspension was enforced, Student Guidance Ambassadors (SGA) shifted their focus on serving in the school campus to the community. They sent cards and videos to cheer up the hospital staff and showed their support to the staff to fight for the virus. The action let students learn to care for the community especially in the mist of COVID-19. Even though there were a lot of limitations in the second term of the school year, teacher trainings were still underway. Banners of positive education and encouraging quotes have been posted around the school campus to help building up the positive atmosphere in school.

Reflection

At students' level, two more strategies have been planned for cultivating a positive school climate. They are (1) conducting morning sharing by teachers and students on positive attitude as the theme and (2) coordinating different school departments and committees to run activities and programs in their theme weeks. However, class suspension reduced the number of sharing from six to five times.

At whole school level, the coordination of different school departments and committees to run activities and programs in their theme weeks were also cancelled due to the pandemic.

As such, the strategies were reviewed, adjusted and would be implemented in the school year 2020/21.

2.2 To nurture and develop character strengths

Achievements

Class teacher (CT) trainings on conducting lessons of building up students' character strengths were carried out. Although the class teacher trainings in the second term were cancelled, class teachers were equipped with the basic knowledge and skills for positive education. It was planned that in the school year 2020/21, class teachers would conduct the CT lessons to build up students' character strengths instead of guidance teachers. It is hoped that class teachers can establish a

good rapport with the students.

Training camps and training programs for Student Guidance Ambassadors (SGAs) were held in the first term to develop their character strengths. SGAs served as student helpers and demonstrated their character strengths in carrying out the program 'Caring Hearts' for the new S1 students.

Reflection

More sharing from students could be organized to provide opportunities for students to nourish and stretch their strengths and potential in school. It is hoped that they can have healthy well-being and bring the synergy to the family and community.

Feedback on Future Planning

This is a special year to the school and Hong Kong secondary education as class suspension was lasted for a period of time and it had not happened before since the school's establishment.

To nurture students to be motivated learners

Teachers' Level

In the coming school year, teachers can use the prepared self-directed learning materials (SDL) of this year for future use so as to sustain students' SDL learning habits.

It is hoped that normal lesson observation can be conducted in this year and the focus of the observation is about SDL, which was planned to be implemented last year.

School Level

In the tentative schedule, the Bring Your Own Device (BYOD) Scheme would be ready by April 2021. Then, more students would have their own devices which can help facilitate e-learning. Meanwhile, the school purchased and installed facilities such as smart blackboards (in four S.1 classrooms, Computer Room (Room 110) and Visual Arts Room), a large LED Wall in the Hall and new iPad for students and teachers to borrow. In the coming school year, teachers can use these facilities for the implementation of e-learning. Besides, some Apps would be purchased to help teachers design more interactive learning activities to sustain students' learning motivation.

The COVID-19 still prevails. If class suspension happens again, teachers have already had the experience in conducting online lessons. Besides, teachers are better equipped to use e-Platform and other e-tools to facilitate learning and teaching.

Regarding the facilities and teachers' capabilities, it is hoped that students are better equipped to be motivated learners through deepening the SDL habits and developing e-learning.

To foster positive education

This is the preparation year for the positive education. They City University of Hong Kong arranged

three workshops for our teachers to enhance their understanding and skills of positive education. Besides, the materials of positive education are ready to use.

Guidance Committee (GC) takes the lead of this major concern and it functions as the core group and try-out different measures. After teachers' training in this year, the strategies of this major concern will be implemented not only by GC members but teachers. Teachers involve in class teacher periods and organizing activities in different committees for this major concern.

Class teacher periods will become an important platform to deliver the messages of positive education through using the materials prepared last year. Committees will plan activities which can also help nurture and develop students' character strengths and cultivate a positive school climate. Some subjects such as Biblical Knowledge and Chinese Language also help to develop positive education in school.

It was suggested that more experience on positive education from other schools could be introduced in the coming year. This suggestion can be put forward if worth-learning exemplars are available.

Our Students' Performance

1. Destination of S.6 Graduates



2. Students' Physical Development



Optimum BMI Index Range (Male): 18-22



Optimum BMI Index Range (Female): 18-21

3. Reading Habits of Students

3.1 Frequency of borrowing books/materials

S .1	to	S.3
0.1	ιU	0.5

Frequency (%)	17/18	18/19	19/20
Weekly	0	0	0
Bi-weekly	2.1	0	0
Monthly	8.8	2.39	0.51
Less than once per month	65.2	80.59	65.04
Never	23.9	17.02	34.45

S.4 to S.6

	S.4			S.5			S.6		
Frequency (%)	17/18	18/19	19/20	17/18	18/19	19/29	17/18	18/19	19/20
Weekly	0	0	0	0	0	0	0	0	0
Bi-weekly	0	0.82	0	0	0	0	0	0	0
Monthly	3	4.10	0	4.4	0.84	0	0	0	0
Less than once	61.2	83.61	71.54	57.8	69.75	75.22	30	44.07	49.09
per month									
Never	35.8	11.47	28.46	37.8	29.41	24.78	70	55.93	50.91

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

Stages of Learning	17/18	18/19	19/20
S.1 – S.3	16.9 *	6.6 #	1.61 #
S.4 – S.6	3.9 *	4.37 #	1.36 #

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

Stages of Learning	17/18	18/19	19/20
S.1 – S.3	2933 #	2480 #	814 #
S.4 – S.6	979 #	1570 #	1163 #
Total	3912 #	4050 #	1977 #

3.4 Total click rate of e-books by students

Stages of Learning	18/19	19/20
S.1 – S.3	2007	1565
S.4 - S.6	116	726
Total	2123	2291

* including books/materials and e-books

excluding e-books

90 79.27 77.03 80 70.42 62.89^{64.53}61.45 70 55.71^{57.33}54.94 60 50 17-18 % 18-19 40 19-20 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 Report on Use of Capacity Enhancement Grant (2019–2020)

Area of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Teacher assistant (Chinese)	teaching materials and as	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$197,400.00	Most of the teachers agree that their non- teaching workloads are relieved	 The TAs took up nearly all the substitute lessons for the teachers and helped to supervise detention classes
Teacher assistant (English)	teaching materials and as	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$188,475.00	Most of the teachers agree that their non- teaching workloads are relieved	 after school The TAs helped the teachers to organize the school activities
Teacher assistant (LS)	teaching materials and as	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$180,312.09	Most of the teachers agree that their non- teaching workloads are relieved	 The TAs helped to take minutes in the meetings and do a lot of clerical work in the subject panels and committees
Teacher assistant (OLE)	teaching materials and as	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$112,569.09	Most of the teachers agree that their non- teaching workloads are relieved	 The TAs helped to prepare teaching materials for the subject panels It was agreed that the above
Teacher assistant (General)	teaching materials and as	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$56,243.25	Most of the teachers agree that their non- teaching workloads are relieved	works can help to ease the workload of teachers to enhance teachers' effectiveness in teaching
Remedial Classes	Employing tutors from outside to help the students needed to review and consolidate the basic knowledge learned	To alleviate teachers' workload on monitoring students drilling	\$0.00	Over 80% attendance in the course and good students' feedback	 Cancelled, due to the pandemic of COVID19
			\$734,999.43		

School-based After-school Learning and Support Programmes 2019/20 s.y. School-based Grant - Programme Report

Name of School: C.C.C. Mong Man Wai College

Staff-in-charge: Miss Fok Pik Shan

Contact Telephone No.:

2727 6371

A. The number of students (count by heads) benefitted under the Grant is <u>11</u> (including A.<u>4</u>CSSA recipients, B.<u>7</u>SFAS full-grant recipients and C. <u>0</u> under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity		tual no ticipa eligibl udent	ting e	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)	
	А	В	С							
中六級說話能力提升課程		2		95%	6/11/19-4/12/19	450	Questionnaire			
中六級數學科能力提升班	2	4		90%	Oct 19 – Apr 20	1800	觀察			
中六級資訊及通訊科技提升	1	1		95%	Oct 19 – Jan 20	900	觀察			
中六化學科進階班	1			80%	Dec 2019	200	觀察			
Total no. of activities:										
@No. of man-times	4	7				3350				
**Total no. of man-times		11			Total Expenses					

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service,

adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA(A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C.Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

	Ir	nproved		No	Declining	Not Applicable
Please put a " \checkmark " against the most appropriate box.	Significant	Moderate	Slight	Change		
Learning Effectiveness						
a) Students' motivation for learning		✓				
b) Students' study skills		✓				
c) Students' academic achievement			✓			
d) Students' learning experience outside classroom			✓			
e) Your overall view on students' learning effectiveness			✓			
Personal and Social Development						
f) Students' self-esteem			✓			
g) Students' self-management skills			✓			
h) Students' social skills						✓
i) Students' interpersonal skills						✓
j) Students' cooperativeness with others						✓
k) Students' attitudes toward schooling						✓
1) Students' outlook on life						✓
m) Your overall view on students' personal and social development						~
Community Involvement						
n) Students' participation in extracurricular and voluntary activities						✓
o) Students' sense of belonging						✓
p) Students' understanding on the community						✓
q) Your overall view on students' community involvement						✓

D. Comments on the project conducted

Prob	Problems/difficulties encountered when implementing the project (You may tick more						
than	one box)						
	unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant); difficult to select						
	suitable non-eligible students to fill the discretionary quota;						
	eligible students unwilling to join the programmes (Please specify:);						
	the quality of service provided by partner/service provider not satisfactory; tutors inexperienced						
	and student management skills unsatisfactory;						
\checkmark	amount of administrative work leads to apparent increase on teachers' workload; complicated to fulfill th						
	requirements for handling funds disbursed by EDB;						
\checkmark	the reporting requirements too complicated and time-consuming; Others (Please						
	specify):						

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

According to the evaluation by teachers and students, they are satisfied with the service provided.

C. C. C. Mong Man Wai College Annual Programme Evaluation for DLG – Other Programmes: Gifted Education for the 2019/20 school year

Domain	Programme		Objective(s)	(N	Targets o. / level / selection)	Duration / Start Date		Deliverables	Evaluation Results		Actual Expenses
Visual Arts	Figure Drawing and Oil Painting Course	•	To teach students figure drawing and painting concepts and techniques	•	10 students S.4 students Nominated by the VA Department with specific criteria	Whole year	•	Artworks displayed in the school campus.	tutor.	were able to painting skills edbacks from the rerun in the next or S.5. tendance.; -	
Visual Arts	Acrylic Painting Workshop	•	To inspire students through observation and teach acrylic painting techniques	•	10 students S.5 students Nominated by the VA Department with specific criteria	Whole year	•	Artworks displayed in the school campus.	 All students' pair improved. Some high quality and in the campus. 	works were of	\$13,332-
Chinese Language	Chinese debate training	•	To enhance students' Chinese debating skills	•	10 students S.4 to S.6 students Nominated by the Chinese Language Department with specific criteria	Whole year	•	Improvement of students' debating skills. Take part in external debate competitions on behalf of the school.	 Due to the pand 19, all inter-scho were cancelled. 		\$0

Domain	Programme		Objective(s)	(N	Targets o. / level / selection)	Duration / Start Date		Deliverables	Eva	luation Results	Actual Expenses
English Language	Public speaking training	•	To enhance students' public speaking skills before taking part in the English Speech Festival	•	10 students S.4 to S.6 students Nominated by the English Language Department with specific criteria	Whole year	•	Improvement in public speaking skills. Take part in the public speaking event in English Speech festival.		Students completed the training and performed in the morning assembly. Their performance was appreciated by teachers and their improvement is significant. Due to the pandemic situation, only 1 student was able to join the competition and he got a 'merit', which is encouraging for a first time speaker.	\$13,680-
English Language	English debate training	•	To enhance students' English debating skills	•	10 students S.4 to S.6 students Nominated by the English Language Department with specific criteria	Whole year	•	Improvement of debating skills Take part in external debate competitions on behalf of the school.	•	Students were trained in the first term for competitions. Their speaking skills have been improved and self-confidence was enhanced.	\$1,661.6
Study Skills	Applied Strategic Thinking & Effective Study Skill Course	•	To teach and enhance student leaders study skills	•	30 students S.5 students Nominated by the ECA committee and Form Teachers with specific criteria	Whole year	•	Improvement of learning effectiveness.	•	Due to the long school suspension period caused by the unstable epidemic situation, the activities was cancelled.	0

Domain	Programme	Objective(s)	Targets (No. / level / selection)	Duration / Start Date		Deliverables	Evaluation Results	Actual Expenses
Learning c t	Elite courses organized by tertiary institutes	 To enrich students' learning experiences and encourage students targeting on University studies 	 20 students S.4 to S.6 students Nominated by the relevant subject department with specific criteria 	2020-07, 2020-08	•	Enrich students' learning experiences. Disseminate learning acquired in some sharing sessions to schoolmates.	 Due to the long school suspension period caused by the unstable epidemic situation, a lot of outings and activities were suspended or cancelled. This definitely might affect the number of elite students enrolling for the courses for elite training throughout the year. Only 1 student submitted the form of asking for subsidy for the payment of attending short academic courses organized by the tertiary institution. It was agreed that this item could be kept next year as there has been a greater need for applying for school subsidy because of the availability of more courses offered by different tertiary institutions these years. 	

Domain	Programme	Objective(s)	Targets (No. / level / selection)	Duration / Start Date	Deliverables	Evaluation Results	Actual Expenses
Study Skills	Elite training for the HKAGE students in the school	 To enhance students' high- order thinking skills 	 20 students S.4 to S.6 students Member of HKAGE 	Whole year •	 Students acquire skills in problem- solving skills, critical thinking skills, creative thinking, for cultivating proactive learning. 	 Due to the long school suspension period caused by the unstable epidemic situation, the activities was cancelled. 	0
ICT	C programming language training	 To teach students C programming language for broadening the scope of programming 	ICT Department	2019-09, 2019-10, 2019-11	 Students equipped the knowledge and skills on C programmin g and take part in programming competition on behalf of the school. 	 All participants were invited to join programming competitions organized by other schools or organizations Students got very good experience The questionnaires showed that the students were satisfied with the courses . 	\$5,200-

C.C.C. Mong Man Wai College Report on the Use of School Executive Officer Grant 2019/20

Area of Concern	Imp	plementation Plan	Resources	Success Criteria	Method of	Person-	Evaluation	Expenditure
			Required		Evaluation	in-charge		
	•	To support the	\$315000	Smooth running	Feedback	LYM	EO was able to liaise the	\$349,439
To provide the		operation of IMC		of the	from the		IMC members, support	
administrative	•	To assist in the executive		administrative	Principal and		the operation of IMC,	
support: Executive		functions of financial		work	Vice-		work independently for	
Officer (EO) has a		resources management			principals		the purchasing	
local bachelor's	•	To supervise and					procedures of the ordered	
degree		manage duties of non-					items, and manage the	
		teaching staff					operation of the office.	
To strengthen the	•	One report displays all	\$20000	Enhance the	Feedback	NWH	This is a tailor-made	\$0
administrative		discipline records of		efficiency of the	from SAIT	and SKL	computer programme	
support: Data		students		school	Committee		done by a company. As	
recording for	•	One text file or excel file		administration			some technical problems	
students' discipline		to migrate all discipline					occurred, this item was	
record migration		data					pending in this school	
							year.	
To enhance the	•	One file to upload the	\$16000	More analysis	Feedback	NWH	This is a tailor-made	\$0
school		attendance records in		can be obtained	from	and SKL	computer programme	
administrative		different time slots		to identify	Discipline		done by a company. As	
capacities:	•	Increase the category of		students' needs	Committee		some technical problems	
Statistics analysis		absence reason					occurred, this item was	
of students'	•	Statistical reports to					pending in this school	

absence records and discipline records	•	compare the discipline records with that of different years Report of specific period, month and year report of discipline					year.	
To strengthen the administrative support: Detention system modification	•	records Input the detention records without any pre- setting Report of detention of one student record in details	\$8500	Enhance the efficiency of the school administration	Feedback from SAIT Committee	NWH and SKL	This is a tailor-made computer programme done by a company. As some technical problems occurred, this item was pending in this school year.	\$0
To enhance the school administrative capacities: Award and Punishment system modification	•	Report to compare the award and punishment record with different years Input the award and punishment records by class and class number	\$4500	Detail students' records for tracking the effectiveness of award or punishment measures.	Feedback from Discipline Committee	NWH and SKL	This is a tailor-made computer programme done by a company. As some technical problems occurred, this item was pending in this school year.	\$0
Total Amount			\$364000					\$349,439

Funding \$507,960 (Adjustment: \$534,660)

C.C.C. Mong Man Wai College

Extra Senior Secondary Curriculum Support Grant (ESSCSG), 2019-2020 Report

Area of	Implementation Plan	Benefits Anticipated	Resources	Success Criteria	Evaluation	Expenditure
Concern			Required			
Teacher	Employ a teacher to release some	Relieve teachers some	HKD\$	Most of the teachers agree	• The teaching workload of teachers,	HKD\$
(Science	teachers' lessons for the	of the teaching loads for	397,900	that their teaching	who took the lead in implementing e-	397,900
Stream)	implementation of e-learning and	the implementation of e-		workloads are relieved.	learning and STEM education, were	
	STEM.	learning and STEM.			relieved.	
					• The temporary teacher also helped	
					implement e-learning in lessons and	
					gave feedback for evaluation.	
Teacher	Employ a teacher to release some	Relieve teachers some	HKD\$	Most of the teachers agree	• The teaching workload of teachers,	HKD\$
(Economics	teachers' lessons for the	of the teaching loads for	437,312	that their teaching	who took the lead in implementing	437,312
& BAFS)	implementation of positive	the implementation of		workloads are relieved.	positive education, were relieved.	
	education.	positive education.			• The temporary teacher also helped	
					implement positive education in class	
					teacher periods and gave feedback for	
					evaluation.	
Teaching	Employ a TA to help implement	Relieve teachers from	HKD\$	Most of the teachers agree	• The TA helped take students for	HKD\$
assistant	career and life planning activities,	non-teaching work so as	89,032	that their non-teaching	outside school activities and be	89,031
(Student	supervise detention classes,	to enhance teachers'		workloads are relieved.	substitute teacher for teachers taking	
Support)	prepare teaching materials and as	effectiveness in			sick leave.	
	substitute teachers.	teaching.			• Most of the teachers' teaching	
					workload were relieved.	
0.2 Teacher	Employ a teacher to release some	Relieve teachers some	HKD\$	Most of the teachers agree	• The teaching workload of teachers,	HKD\$
	teachers' lessons for the	of the teaching loads for	189,783	that their teaching	who took lead in implementing the	189,782
	implementation of school major	the implementation of		workloads are relieved.	major concerns, were relieved.	
	concerns	major concerns.				
	Total			HKD\$ 1,114,027	HKD\$ 1,114,025	

Others

Life-wide Learning Grant, 2019-20 Report has been uploaded to the school website.

Questionnaire for Staff Development Day e-Learning Program

Topic: Google Education

Total: 52 teachers the response the questionnaire

		Strongly	Agree	Disagree	Strongly
		Agree			Disagree
1	The topic of this session is attractive.	23%	71%	6 %	0 %
		(12 persons)	(37 persons)	(3 person)	(0 person)
2	The content of this session can help my	31%	58%	12%	0%
	professional development.	(16 persons)	(30 persons)	(6 persons)	(0 person)
3	The content of this session can cater my	21%	67%	12%	0%
	needs	(11 persons)	(35 persons)	(6 persons)	(0 person)
4	The content of this session can inspire me.	31%	62%	8%	0%
		(16 persons)	(32 persons)	(4 persons)	(0 person)
5	The content of this session can be applied to	31%	58%	12%	0%
	my lessons.	(16 persons)	(30 persons)	(6 persons)	(0 person)
6	The speaker(s) can clearly deliver the	48%	50%	2%	0%
	content.	(25 persons)	(26 persons)	(1 person)	(0 person)
7	I would like to know more about the content	35%	56%	10%	0%
	of this session.	(18 persons)	(29 persons)	(5 persons)	(0 person)
8	I would like to try out, what I learnt in this	29%	60%	12%	0%
	session, in my lessons.	(15 persons)	(31 persons)	(6 persons)	(0 person)
9	I am confident to try out, what I learnt in this	13%	62%	25%	0%
	session, in my lessons.	(7 persons)	(32 persons)	(13 persons)	(0 person)
10	The content of this session can match my	21%	69%	10%	0%
	expectation.	(11 persons)	(36 persons)	(5 persons)	(0 person)

Comment or suggestion to the theme

- The teacher is great but too much to learn and just couldn't understand it
- How to link it with my subject

Comment or suggestion to the content

- More focus to the subject
- Too easy and should be more advance

Comment or suggestion to the time or mode

- Longer time is expected
- More time to practice
- Just enough
- Too fast

What support measures can the school provide if the content will be implement to the school?

- Good
- Focus on using more other google product such as google form and google site
- Discuss in the subject panel meeting
- Class visit

Questionnaire for Staff Development Day e-Learning Program

Topic: Mobile Learning

Total: 52 teachers the response the questionnaire

		Strongly	Agree	Disagree	Strongly
		Agree			Disagree
1	The topic of this session is attractive.	25%	73%	2%	0%
		(13 persons)	(38 persons)	(1 person)	(0 person)
2	The content of this session can help my	33%	60%	8%	0%
	professional development.	(17 persons)	(31 persons)	(4 persons)	(0 person)
3	The content of this session can cater my	27%	63%	10%	0%
	needs	(14 persons)	(33 persons)	(5 persons)	(0 person)
4	The content of this session can inspire me.	33%	62%	6%	0%
		(17 persons)	(32 persons)	(3 persons)	(0 person)
5	The content of this session can be applied to	29%	54%	17%	0%
	my lessons.	(15 persons)	(28 persons)	(9 persons)	(0 person)
6	The speaker(s) can clearly deliver the	50%	48%	2%	0%
	content.	(26 persons)	(25 persons)	(1 person)	(0 person)
7	I would like to know more about the content	31%	62%	8%	0%
	of this session.	(16 persons)	(32 persons)	(4 persons)	(0 person)
8	I would like to try out, what I learnt in this	31%	56%	13%	0%
	session, in my lessons.	(16 persons)	(29 persons)	(7 persons)	(0 person)
9	I am confident to try out, what I learnt in this	21%	54%	25%	0%
	session, in my lessons.	(11 persons)	(28 persons)	(13 persons)	(0 person)
10	The content of this session can match my	25%	67%	8%	0%
	expectation.	(13 persons)	(35 persons)	(4 persons)	(0 person)

Comment or suggestion to the theme

- The teacher was great but too much to learn and just couldn't understand it
- Introduce many useful Apps for science
- Suitable for subject
- Can meet the need of teacher

Comment or suggestion to the content

- Fit to need in teaching and learning
- More apps suggested

Comment or suggestion to the time or mode

- Longer time is expected
- Good and suitable

What support measures can the school provide if the content will be implemented to the school?

- Good
- Focus on using some major apps
- Technical support on apps and account management
- Class visit

Extract of ESR Report

- **3.8** Students' development needs are aptly addressed. Good effort has been made in creating a warm and caring school atmosphere.
 - 3.8.1 Students' developmental needs are identified by making reference to both quantitative and qualitative data, such as students' sociability and their psychological and physiological needs. A regular form master meeting at each of the six-year levels is conducted to review students' performance in all aspects, which facilities the communication between front-line teachers and middle management. Through the meeting, the needs of students and classes are identified with appropriate support timely provided. With the well-planned CTP, students are equipped with essential life skills, such as emotion management, positive thinking and handling of peer pressure, to cope with the challenges at their developmental stage.

中華基督教會蒙民偉書院

教師發展日教師問卷

統計分析結果表

題號	題目	非常同意	同意	沒意見/ 中立	不認同	非常不認同	小計	
第1-	第1部份:是次工作坊整體意見:							
А	總的來說,我對這工作坊感到滿意	9	37	1	0	0	47	
В	工作坊的目標可以達到	8	38	1	0	0	47	
С	工作坊內容切合主題	14	32	1	0	0	47	
D	工作坊資料充足	14	31	2	0	0	47	
Е	講者具有適切的帶領技巧	18	29	0	0	0	47	
F	工作坊時間分配適切	8	37	1	1	0	47	
第2-	部份:是次工作坊的內容:							
А	工作坊能增加我對正向心理學的認識	13	31	3	0	0	47	
В	工作坊能增加我對正向心理學的興趣	11	33	3	0	0	47	
С	工作坊能增加我認識和運用正向情緒	9	35	3	0	0	47	
D	工作坊能令我對了解學生的成長動力	8	33	6	0	0	47	
Е	總的來說,是次工作坊對我有幫助	9	36	2	0	0	47	

第	3部份:	
A.	你覺得最得益的環節是:	正向心理技巧
		Interactive/ Game part (互動/遊戲部份)
		Learnt more about character strenghts (學到更多有關性格強項的知識)
		學會持久快樂的重要性
		讚賞方法
		開心
		遊戲及反思
		遊戲及正向價值問卷解釋
В	你認為哪些方法或策略可	鼓勵學習動機差的學生
	應用於 貴校/機構:	認識同學的性格強項
-	如果將來再次舉辦此類工 作坊,你希望可以包括哪	Apply into school system (應用於學校系統中)
	些主題及內容?	Similar contents (相類似的內容)
		輔導
		Please do not over-run the workshop. We have only limited time for lunch. 準
D	其他意見/建議:	時開始及結束! Thx for your understanding. (請不要令工作坊超時進行,我
		們只有有限時間用膳,準時開始及結束!感謝你的體諒。)
		Thank you very much (非常感謝)
		講員講解清晰,謝謝分享

中華基督教會蒙民偉書院 6/12 教師發展日教師問卷

統計分析結果表

題號	題目	非常同意	同意	不認同	非常不認同	小計				
講座-	講座一:									
認識」	認識正向心理學									
1	工作坊能增加我對 P.E.R.M.A 的認識	2	35	1	0	38				
2	工作坊能增加我對10個正向情緒的認識	4	34	0	0	38				
3	工作坊能增加我培養學生正向情緒的信心	4	31	3	0	38				
4	工作坊能增加我對神馳(Flow Theory)的認識	3	34	1	0	38				
5	工作坊能增加我對培養學生「全情投入」的信心	3	30	3	0	36				
6	工作坊能增加我對正向人際關係的認識	7	30	1	0	38				
7	工作坊能增加我對培養學生正向人際關係的信心	3	32	3	0	38				
8	工作坊能增加我對「主動和建設性回應」的認識	5	33	0	0	38				
9	工作坊能增加我對運用「主動和建設性回應」技	6	29	3	0	38				
	巧的信心	-		-	-					
10	工作坊對我發展學生的正向教育有幫助	5	30	3	0	38				
11	工作坊對我如何培養學生正能量增加了信心	4	32	2	0	38				

12.		培養學生關係	
	— —我覺得最得益的環節是: —	第2部分	
		Love Language (x2)	
		了解回應的重要性	
13	我認為哪些方法或策略可應用於本校:	學生關係	
14	如果將來再次舉辦此類工作坊,希望可以包括哪些	1	
14	主題及內容?	1	

中華基督教會蒙民偉書院 正向教育研究室 工作坊問卷統計 2020-06-23 下午

	1. 是次工作坊整體意見	非常同意	同意	不同意	非常 不同意
A.	總的來說,我對這工作坊感到滿意	8	31	4	0
B.	工作坊內容切合主題	5	36	2	0
С.	工作坊資料充足	7	32	4	0
D.	講者具有適切的帶領技巧	8	30	5	0
E.	工作坊時間分配適切	7	30	6	0

	2. 是次工作坊的内容:	非常同意	同意	不同意	非 常 同 意
A.	工作坊能增加我對真正快樂的認識	5	32	6	0
В.	工作坊能增加我正面地欣賞學生	6	33	4	0
C.	工作坊能增加我有效地讚賞學生	4	33	5	1
D.	工作坊能增加我對感恩的認識	4	31	7	1
Е.	工作坊能幫助我計劃委員會在未來一年配 合學校關注項目「正向教育」的工作	4	33	6	0
F.	總的來說,是次工作坊對我有幫助	4	34	5	0

3. 其他意見/建議:

1. 可多引用中學實例(x2)

2. 可以有更多互動時間為佳

C.C.C. Mong Man Wai College 2019-2020 Awards of Students

1. 2019~20 Non-academic Award List (presented in school-closing ceremony)

<u> 汪彼得牧師紀念獎學金</u>

5B12 劉綺晴 5B14 馬善玲

何苑蕙老師紀念獎學金

5A06 梁芷珊

2020年「明日之	星」計劃-上游獎學金

4B07 李宜鎂 5A08 戴雅珊

教師聯誼會獎學金(最佳進步獎)

1A24 梁宇軒	1B09 黃凱怡	1C12 謝穎怡	1D17 蔡恩灝
2A20 巫嘉俊	2B21 黃科樺	2C25 梁健鋒	2D19 許垣傑
3A25 邱立威	3B27 許宗迅	3C17 林梓鋒	3D02 陳亦敏
4A04 林子淇	4B11 黃寶儀	4C05 麥倬鋤	4D21 許思逸
5A20 許日勤	5B10 李明儀	5C13 白家豪	5D25 何俊羲

校長盾-最佳表現獎

企業、會計及財務概論科	5B28 黎裕郴	資訊及通訊科技科	5A19 洪嘉恩	數學科 5A15 張灝天
英文科	5B28 黎裕郴	歷史科	5D14 吳敏瑩	5B31 鄧釗洋
地理科	4A21 郭熙研	經濟科	5A31 蔡宇軒	視覺藝術科 5A28 施鏌涵
中文科	5B28 黎裕郴	化學科	5A32 王家榮	物理科 5A34 楊啟名
生物科	5A25 麥浚軒	中國歷史科	5B14 馬善玲	通識教育科 5A32 王家榮
	5B28 黎裕郴			

學業成績獎

1A03	蔡沅伶	普通話科	2A07	廖謙瑜	全級第一名			品學兼優獎
1A15	陳曉翔	全班級第一名			全班第一名	3D01	陳海僑	體育科
		全級第二名			中文科	3D02	陳亦敏	音樂科
		英文科			英文科	3D09	黃韻穎	家政科
		品學兼優獎			地理科			體藝獎(家政)
1A26	文峻謙	全級第三名			家政科	3D15	陳彥銘	全級第一名
		中文科			生活與社會科			全班第一名
1B03	程思淇	體育科			品學兼優獎			聖經科
1B04	陳慧姍	視覺藝衛科	2A13	甄雅淇	視覺藝衛科			經濟科
1B08	羅聰媛	音樂科	2A21	吳仲言	資訊及通訊科技科			英文科
1B22	梁駿琛	全級第一名	2B17	鄭寶熙	綜合科學科			地理科
		全班第一名	2B19	范满森	全班第一名			歷史科
		地理科			全級第二名			資訊及通訊科技科
		綜合科學科			音樂科			物理科
		品學兼優獎			品學兼優獎			普通話科
1C02	陳凱婷	全班第一名	2C03	張芯瑜	數學科			品學兼優獎
		品學兼優獎	2C18	洪家燊	全班第一名	3D21	林銳恒	體育科
1C22	黄炳焕	體育科			全級第三名	3D30	曾志陽	全級第二名
1C29	曾俊誠	數學科			品學兼優獎			生物科
1D07	羅家熙	聖經科	2C29	黃鍵浠	中國歷史科			化學科
		生活與社會科	2C31	王心諾	體育科			中國歷史科
1D12	尤静婷	全班第一名	2D09	譚曉曼	普通話科			數學科
		中國歷史科	2D10	湯慶靈	普通話科	3D31	王俊其	全級第三名
		家政科	2D25	顏柏海	全班第一名			中文科
		資訊及通訊科技科			品學兼優獎	3D32	黄俊維	數學科
		品學兼優獎	3A03	顧雪盈	全班第一名	4A12	陳舒明	全班第一名
1D20	羅中澤	歷史科			品學兼優獎			全級第二名

1D22	呂宇昊	體育科	3A27	曾崇祐	體育科				通識教育科
2A06	林芷珊	聖經科	3B06	羅鈺淇	全班第·				物理科
		歷史科			品學兼				品學兼優獎
		體育科	3C10	黄雅靖	視覺藝		4A13	周頌揚	數學科
		視覺藝衛科	3C20	梁樂謙	全班第·				數學單元二
4A21	郭熙研	英文科		5A18	何溢嵐				
		地理科		5A19	洪嘉恩	資訊及通訊			
4A22	黎名朗	資訊及通訊科技科				體藝獎(音	樂)		
4A24	劉卓炫	歷史科		5A25	麥浚軒	生物科			
4A29	孫慶霖	體育科		5A28	施鏌涵	視覺藝衛利	+		
4A32	黄家駿	視覺藝衛科		5A31	蔡宇軒	經濟科			
		體藝獎(視覺藝術科)			數學單元-	-		
4B01	鄭珈琳	經濟科		5A32	王家榮	全級第二名	2		
4B03	郭凱盈	全級第三名				全班第一名	2		
4B06	梁凱晴	體育科				通識教育利	+		
4B07	李宜鎂	全級第一名		5A34	楊啟名	物理科			
		全班第一名		5B10	李明儀	體育科			
		生物科		5B28	黎裕郴	全級第一名	7		
		化學科				全班第一名	7		
		中文科				生物科			
		品學兼優獎				企業、會言	及財務	既論科	
4B11	黄寶儀	企業、會計及財務概	既論科			中文科			
		數學單元-				英文科			
4B20	賴港俊	聖經科				品學兼優獎			
4B23	李澤彬	中國歷史科		5B29	李玉龍	體藝獎(體	育)		
4C07	鄧洛瑤	全班第一名		5C01	林煜筠	聖經科			
		品學兼優獎		5C05	盤騏漪	體育科			
4D12	盧樂怡	全班第一名		5C18	楊頌希	全班第一名	2		
		品學兼優獎				品學兼優獎	A-C		
5A11	陳俊賢	全級第三名		5D07	郭藹嵐	體育科			
		地理科		5D12	李芷茵	全班第一名	7		
		品學兼優獎				品學兼優獎	¥.		
5A12	陳厚仁	體育科		5D14	吴敏瑩	歷史科			
5A15	張灝天	數學科		5D17	謝綽妍	體藝獎(體	育)		
		數學單元二		5D32	馬本德	中國歷史利			
		- '							

2. 71st Inter-school Speech Festival (Chinese) Award List

	班別學號/學生姓名	參賽項目	獎項
香港學校音樂及朗誦協會	3A01 陳若稀	二人朗誦-粤語	亞軍
香港學校音樂及朗誦協會	3A08 譚凱澄	二人朗誦-粤語	亞軍
香港學校音樂及朗誦協會	1C03 鄭嘉芷	二人朗誦-粤語	季軍
香港學校音樂及朗誦協會	1C11 謝慧琳	二人朗誦-粤語	季軍
香港學校音樂及朗誦協會	2A13 甄雅淇	詩詞獨誦-粵語	季軍
香港學校音樂及朗誦協會	4A07 陸穎賢	二人朗誦-粤語	季軍
香港學校音樂及朗誦協會	4B02 張嘉欣	二人朗誦-粤語	季軍
香港學校音樂及朗誦協會	1A05 劉希桐	二人朗誦-粤語	優良獎狀
香港學校音樂及朗誦協會	1A07 李雨錡	二人朗誦-粤語	優良獎狀
香港學校音樂及朗誦協會	1A12 張曉晴	詩詞獨誦-粵語	優良獎狀
香港學校音樂及朗誦協會	1C24 林家銘	散文獨誦-粤語	優良獎狀

香港學校音樂及朗誦協會	1D17 蔡恩灝	二人朗誦-粤語	優良獎狀
香港學校音樂及朗誦協會	1D18 江珈希	二人朗誦-粤語	優良獎狀
香港學校音樂及朗誦協會	1D 全班	散文集誦-粤語	優良獎狀
香港學校音樂及朗誦協會	2A20 巫嘉俊	詩詞獨誦-粤語	優良獎狀
香港學校音樂及朗誦協會	3A10 鄧惠心	詩詞獨誦-粤語	優良獎狀
香港學校音樂及朗誦協會	3C12 張燿楠	詩詞獨誦-粵語	優良獎狀
香港學校音樂及朗誦協會	4A04 林子淇	二人朗誦-粤語	優良獎狀
香港學校音樂及朗誦協會	4A10 謝嘉怡	二人朗誦-粤語	優良獎狀
香港學校音樂及朗誦協會	4B04 郭芷桐	二人朗誦-粤語	優良獎狀
香港學校音樂及朗誦協會	4B08 梁希妍	二人朗誦-粤語	優良獎狀
香港學校音樂及朗誦協會	5A27 倪浩宇	散文獨誦-粵語	優良獎狀
香港學校音樂及朗誦協會	1C22 黄炳焕	詩詞獨誦-粵語	良好獎狀
香港學校音樂及朗誦協會	1D04 鄺鎧盈	二人朗誦-粤語	良好獎狀
香港學校音樂及朗誦協會	1D12 尤靜婷	二人朗誦-粤語	良好獎狀
香港學校音樂及朗誦協會	2A09 吳致嘉	二人朗誦-粤語	良好獎狀
香港學校音樂及朗誦協會	2B06 黃歆越	二人朗誦-粵語	良好獎狀
香港學校音樂及朗誦協會	2C02 陳沛霖	二人朗誦-粤語	良好獎狀
香港學校音樂及朗誦協會	2C07 郭嘉瀅	二人朗誦-粵語	良好獎狀
香港學校音樂及朗誦協會	3B23 黄焯庭	詩詞獨誦-粵語	良好獎狀

3. 71st Inter-school Speech Festival (English) Award List

Organizations	Students	Category	Awards
Hong Kong Schools Music and Speech Association	6B22 Chung Ho Chun, 6C07 Cheung Pak Lam	Dramatic Duologue	1 st
Hong Kong Schools Music and Speech Association	1D17 Choi Yan Ho, 1D18 Kong Ka Hei	Dramatic Duologue	3 rd
Hong Kong Schools Music and Speech Association	3C22 So Chin Ngo	Solo Verse Speaking	3 rd
Hong Kong Schools Music and Speech Association	1D18 Kong Ka Hei	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	2B03 Chiu Ka Man	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	4B22 Lei Chun Kit	Public Speaking Solo	Merit
Hong Kong Schools Music and Speech Association	6D10 Lui Hoi Ki, 6D13 Wong Yee Ki	Dramatic Duologue	Merit

4. Music

活動/比賽名稱	主辦機構	參賽學生	組別/項目	所獲獎項
音樂薈萃・學校創藝作品 2020	教育局及香港作	2A12 黃穎楠	中學精英組	傑出音樂獎
	曲家聯會			
音樂薈萃・學校創藝作品 2020	教育局及香港作	2B19 范满森	中學精英組	傑出音樂獎
	曲家聯會			
音樂薈萃・學校創藝作品 2020	教育局及香港作	2B30 趙睿祺	中學精英組	傑出音樂獎
	曲家聯會			
音樂薈萃・學校創藝作品 2020	教育局及香港作	3D13 黃韻穎	中學精英組	傑出音樂獎
	曲家聯會			
音樂薈萃・學校創藝作品 2020	教育局及香港作	4A30 王竣樂	中學精英組	傑出音樂獎
	曲家聯會			
音樂薈萃・學校創藝作品 2020	教育局及香港作	4B33 邱政賀	中學精英組	傑出音樂獎
	曲家聯會			
音樂薈萃・學校創藝作品 2020	教育局及香港作	4C11 徐浩鈞	中學精英組	傑出音樂獎
	曲家聯會		1 213 11 14 1	
音樂薈萃・學校創藝作品 2020	教育局及香港作	4D23 關智健	中學精英組	傑出音樂獎
	曲家聯會		1 (1) 1 1 1 1	144 1. 20 121 110
音樂薈萃・學校創藝作品 2020	教育局及香港作	5A19 洪嘉恩	中學精英組	傑出音樂獎
	曲家聯會	F104 to 15 ac	1. (31).+ .+ /	141 1 161 110
音樂薈萃・學校創藝作品 2020	教育局及香港作	5A24 麥頌廷	中學精英組	傑出音樂獎
ナルササ 切しとしたルマ 0000	曲家聯會		上的小十十八	14 1. + 16/ 40
音樂薈萃・學校創藝作品 2020	教育局及香港作	5A34 楊啟名	中學精英組	傑出音樂獎
+ 他がせ、 御上とは ル マ 0000	曲家聯會	CD01 JE 45 4	上的はせん	114 小 古 166 日夕
音樂薈萃・學校創藝作品 2020	教育局及香港作	6B04 馮綽欣	中學精英組	傑出音樂獎
	曲家聯會			

5. Scholarship

蒙民偉博士教育基金獎學金(2018-2019) Dr Mong Man Wai Education Fund Scholarship (2018-2019)

6A30 Wan Cheuk Hei 溫卓禧 6B23 Lam Lok Wai 林樂維

6B26 Ng Hoi Wah 伍海華 6B29 Tung Ki Wing 董其穎

尤德爵士紀念基金高中學生獎(2019-2020)

Sir Edward Youde Memorial Prizes for Senior Secondary School Students (2019–2020)

6A28 Li Ka Ki 李嘉祺 6B20 Chong Tsun Yin 莊浚彦

品學兼優獎 (2019-2020) Outstanding Student Award

6A28 Li Ka Ki 李嘉祺 6B20 Chong Tsun Yin 莊浚彥

6C15 Tseung Yee Ki 蔣以佳 6D04 Chong Tin Yin 鍾天恩

6.第十五屆觀塘區傑出學生選舉得獎名單:

初中組 優秀學生 Senior Division Distinguished Students' Award

4A02 Ku Suet Ying 顧雪盈 4B18 Lam Yui Hang 林銳恒

高中組 傑出學生 Junior Division Outstanding Students' Award

6B18 Wong Yuk Ching 王鈺晶 6B17 Wong Wing Yin 黃穎賢

高中組 優秀學生 Senior Division Distinguished Students' Award

6B02 Cheung Wai Yin 張慧賢 6B28 Li Yu Chen 黎裕郴

7. 2019-2020 Visual Arts Award List

	Organizations	Winners	Groups	Awards
Competitions				
Anyone"	District Fire Safety	3A Wong Sze Wai	Junior	First Runner-up
Fashion Design	Committee (Kwun	黄詩慧	Secondary	
Competition –	Tong District)			
任何仁服飾設	觀塘區防火委員會	4A Leung Shun Yin	Senior	Champion
計比賽		梁順賢	Secondary	
		4A Liu Lam Lam		First Runner-up
(Three S.3 and		劉霖琳		
eleven S.4		4C Mak Cheuk Yu		Second Runner-up
joined)		麥倬銣		
		4A Wong Ka Chun		Merit Award
		黄家駿		
		4D Fung Kwan Tung		Merit Award
		馮筠桐		
The Wharf HK	The Wharf Hong	5A Sze Mok Ham	Painting	Certificate of
Secondary	Kong	施鏌涵		Outstanding
School Art				Performance
Competition				
2019-2020				
九龍倉全港中				
學生繪畫比賽				
2019-2020				

(One S.5 student joined)				
第二屆 Draw My Watch 錶面設計比賽	Gnet Star	1A Mok Hoi Yat Titus 莫凱壹	少年組	銅獎
(One S.1 student joined)				

8. Chinese

活動/比賽名稱	主辦機構	參賽學生	組別/項目	所獲獎項
2019 孔聖盃全港孔教儒家硬筆書法比賽	孔教學院及 香港孔教總會	6A33 杜宏沖	高中組(硬筆)	冠軍
2019 孔聖盃全港孔教儒家硬筆書法比賽	孔教學院及 香港孔教總會	4B23 李澤彬	初中組(硬筆)	優異獎
2019 孔聖盃全港孔教儒家硬筆書法比賽	孔教學院及 香港孔教總會	5A05 李曉琳	高中組(硬筆)	優異獎

9. Other Learning Experience

活動/比賽名稱	主辦機構	參賽學生	所獲獎項
恒隆·築跡—年輕建築師計劃	恒隆地產有限公司	5A 陳俊賢 5A 朱宏章 5A 鄧俊杰 5A 施鏌涵 5C 温栢榮	Merit Team

10. 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	<u>Class</u>	<u>Name</u>	
2A	陳詩淇	2A	葉晉顯	
2A	余智聰	2A	甄雅淇	
2A	彭穎彤	2A	廖謙瑜	
2A	黄鳳婷	2B	梁鎧伊	
2B	劉堃婷	2B	林芷珊	
2B	李慧思	2B	趙家汶	
2B	范满森	2B	張健東	
2B	張祉悠	2B	黄科樺	
2C	洪嘉燊	2C	郭智軒	
20	譚煒東	2C	張芯瑜	

20	陳緣政	2D	陳延鑫
2D	譚曉曼	2D	關影蕎
2D	張淑怡	3A	鄧惠心
3A	譚祉祺	3B	司徒峻鎰
3B	黄竣晞	3B	陳靖汶
30	陳曉晴	3C	林梓鋒
4A	林建生	4A	陳巧瑜
4A	徐世宗	4A	劉承彰
4B	施淦瀚	4C	趙栢賢
4C	林書婷	4D	陳梓楊
4D	梁嘉如	4D	吳卓謙
4D	林茵琪	4D	李綺彤
4D	顧桓丞	4D	馮茵晴
4D	關穎恩	4D	陳珈瑤
4D	黎埸顖	4D	陳學研

Blue Badge of Honour (藍章)			
<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
3D	陳勇達	3D	劉潤城
3D	蕭鎮劻	3D	陳力恒
3D	秦子睿	4A	陳嘉怡
4D	高綽晞	5A	陳俊賢

Purple Badge of Honour (紫章)		
<u>Class</u>	Name	
5B	馬善玲	
6B	譚咏琪	

2. 看漢中文網上閱讀

2.1 個人獎項 (全年)

冠軍

中一級

NV NV	
獎項	得獎者
冠軍	1D 羅中澤
亞軍	1C 吳逸曦
季軍	1A 陳梓軒
中三級	
獎項	得獎者

3D 潘永樂

中二級

1	
獎項	得獎者
冠軍	2C 洪家燊
亞軍	2D 譚曉曼
季軍	2C 張芯瑜
中四級	

一日返	
獎項	得獎者
冠軍	4A 陸穎賢

※百 2歳去			
中五級			
季軍	3C 田家銘		
亞軍	3D 崔浩斌		

亞軍	4D 陳靜嵐
季軍	4D 關穎恩

獎項	得獎者		
冠軍	5D 陳星而		
亞軍	5A 宋育顓		
季軍	5B 張嘉怡		

2.2 班際獎項(全年)

中一級

獎項	得獎班別	
冠軍	1 A	
亞軍	1D	

中二級			
獎項	得獎班別		
冠軍	2B		
亞軍	2A		

中三級

獎項	得獎班別
冠軍	3A
亞軍	3C

中	四級
	118

獎項	得獎班別	
冠軍	4A	
亞軍	4B	

中五級

獎項	得獎班別	
冠軍	5B	
亞軍	5D	

3. i-Learner English Programme, Cross-curricular programme

	The winner list (1st term)	The winner list (2nd term)		
Platinum	1B LEONG CHUN SAM 梁駿琛	1D LAW CHUNG CHAK 羅中澤		
	1D LAW CHUNG CHAK 羅中澤			
Gold	1B TAN CHI YAN 譚智仁	ID LUO KA HEI 羅家熙		
	1D CHOI YUET YI 蔡悅怡	3B GUO KE LIN 郭可琳		
	2B CHUNG PUI TUNG 鍾佩彤			
Outstanding	1B WU SHING HEI 吳承禧	1D WONG YIU HONG 黃耀康		
	1D CHOI CHUN HEI 蔡俊熙	1A LO MING KIT 盧銘傑		
		1B CHEUNG PAK SHING 張栢誠		
		2D LEE KA YEE 李嘉儀		

4. Top 10 Outstanding Student Librarians (1920)

得獎者	得獎者
2B 張健東	3A 顧雪盈
3A 林希苗	3B 郭可琳
3B 施恩桐	3D 潘永樂
5A 何溢嵐	5B 盧銥琳
5B 馬善玲	5D 韓采凝

11. Sports Award List

Title	Organizations	Students	Grades/Events	Awards
VESSEL Youth Indoor Rowing Competition 官塘「發現號」青年 室內賽艇邀請賽	HKALPS, VESSEL	4B06 Leung Hoi Ching 梁凱晴	Girls 500m	2 nd runner-up
4th World Inter-school Rope Skipping Championships 第四屆世界校際花式 跳繩錦標賽	World Inter-school Rope Skipping Organisation 世界花式跳繩總會	4B01 Cheng Ka Lam 鄭珈琳 4B05 Leung Hei Yi 梁熙怡 4B28 Mar Kwok Ho 馬國豪 5B07 Ho Sau Yan 何秀茵 5B09 Lau Kit Hei 劉詰絺 5B11 Leung Lai Yan 梁麗欣 5C06 Wong Nga Yu 王雅如 5D17 Tse Cheuk Yin 謝綽妍 5D22 Choi Chi Kit 蔡智傑 5D31 Leung Yu Ming 梁裕鉻	Show Competition	Champion
		4B01 Cheng Ka Lam 鄭珈琳 4B05 Leung Hei Yi 梁熙怡 5B09 Lau Kit Hei 劉詰絺 5D22 Choi Chi Kit 蔡智傑	Individual 30s speed Event	1 st runner up,