



**Yuen Long Merchants Association**

**Secondary School**

**School Report**

**2019 - 2020**

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# **Our School**

## **A Brief Introduction**

A ceremony laying the foundation stone of our school building was held on 21<sup>st</sup> January 1975. Classes started in September 1978 when we temporarily used classrooms in the Yuen Long Chamber of Commerce No. 2 Primary School, until 1<sup>st</sup> April 1979 when we moved into the present school building. The opening ceremony of the school building was held on 23<sup>rd</sup> October 1979.

The School Management Board was established before September 1978. The term of the first School Supervisor, Mr. TANG Tung-kwong, started from September 1978, until Mr. CHOI Chong-yip took over as the second School Supervisor in January 1994. Mr. CHENG For became the third School Supervisor starting from March 1997, Mr. TANG Kwok-sun became the fourth School supervisor from April 2004 and Mr. TAI Yiu-wah was our fifth School Supervisor from April 2010. The present School Supervisor is Mr. CHAN Kin-yip. The first School Principal was Mr. TIU Pui-kwong who took office from 1978. Ms NG Lai-wah was the second School Principal who took office from 2002. Ms. IP Wai-ching took over upon her retirement on 1<sup>st</sup> September 2015. The present School Principal is Mr. YAU Chi-leung, who took over on 1<sup>st</sup> September 2018.

The school established the Incorporated Management Committee on 1<sup>st</sup> April 2011. Led by the school supervisor, the IMC consisted of stakeholders of school managers, including parent, teacher and alumni managers.

## **School Type**

Our school is a government subsidized whole-day EMI co-educational secondary school, established by the Yuen Long Merchants Association in September 1978. There were eight S.1 classes in the first year, and gradually increased to 30 classes in September 1984 (the structure then consisted of six classes each in S.1, S.2 and S.3, four classes each in S.4 and S.5, and two classes each in S.6 and S.7). From September 1998 to July 2004, the school ran 29 classes from S.1 to S.7 (the structure consisted of five classes in each level from S.1 to S.5, and two classes each in S.6 and S.7). From September 2004 to July 2009, the school ran 30 classes again as the Education Bureau allocated one more class to our school as a one-off plan to cater for the excessive number of S.1 students in Yuen Long. In 2009-2010 and 2010-2011, there were 29 classes of students from S.1 to S.7 with five classes in each level from S.1 to S.5 and two classes each in S.6 and S.7. In 2011-2012, under the new senior secondary curriculum, there were 30 classes from S.1 to S.6 with five classes in each level from S.1 to S.5 and 2 classes in S.7. Starting from 2012-2013, there have been 30 classes from S.1 to S.6 with five classes in each level.

## **Mission Statements**

We will be collaborative in all respects to provide a positive, stimulating, supportive, aesthetic and harmonious learning environment.

We are committed to educating students in the areas of intellectual, physical, social, moral, aesthetic and emotional development.

We aim to fulfill the school motto 'Integrity, Simplicity, Diligence, Perseverance' by co-operating with parents in building the minds and characters of students.

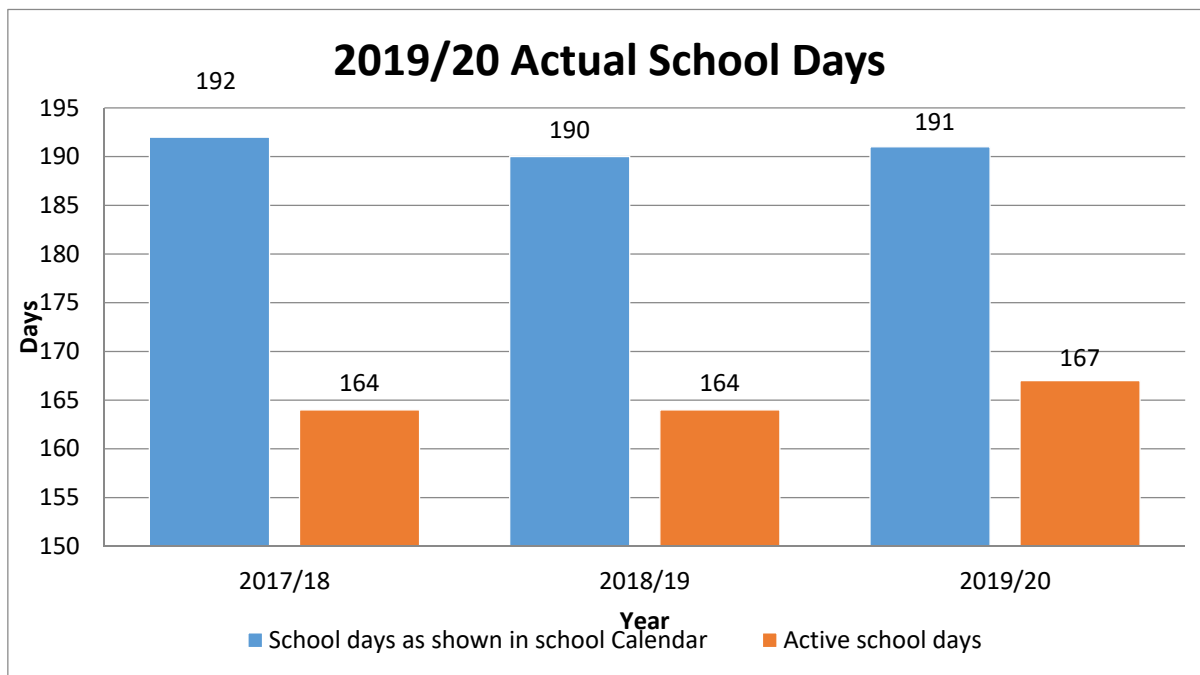
## **School Goals**

1. To develop our students' ability to use both Chinese and English as a successful tool of thought and communication.
2. To develop in our students a love for learning and a sense of life-long learning.
3. To build a school community in which teachers, students and non-teaching staff have a spirit of mutual respect and co-operation.
4. To develop in our students a desire to work for a just society.
5. To encourage our students to be generous in placing their knowledge and competence at the service of the community.

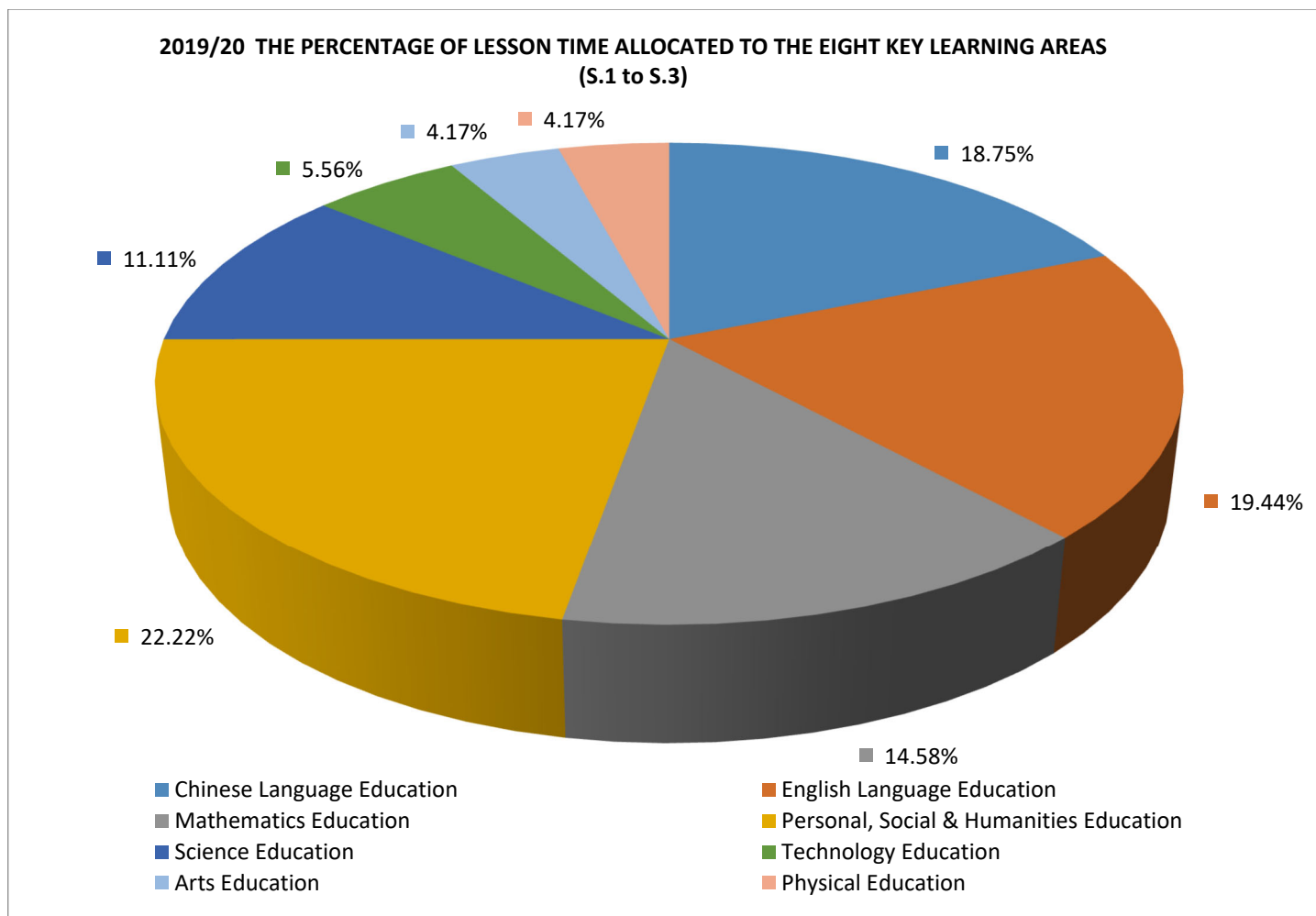
## **School Facilities**

With a new annex, there are 30 standard classrooms, nine supportive education rooms (including a long-distance learning room), a staff room, 16 special rooms (including an integrated science laboratory, a chemistry laboratory, a biology laboratory, a physics laboratory, a geography room, a library, a computer assisted learning centre, a multi-media learning centre, a language room, an English activity room, a student activity centre, a multi-purpose learning centre, a visual arts room, a cookery room, and a design and technology room and a lift.) All the classrooms and special rooms are air-conditioned. There is also a Principal's office, a school office, a discipline room, a counselling room, a medical room, a printing room, an academic and administrative room, a self-study room as well as a school hall and a mini-hall. On the ground floor there is a minor staff dormitory, a badminton court, a basketball court, a volleyball court and a covered playground. Our school has installed more than a hundred computers, and broadband Internet service is now in use. In addition, the school provides 58 notebook computers for students to borrow.

## Actual School Days

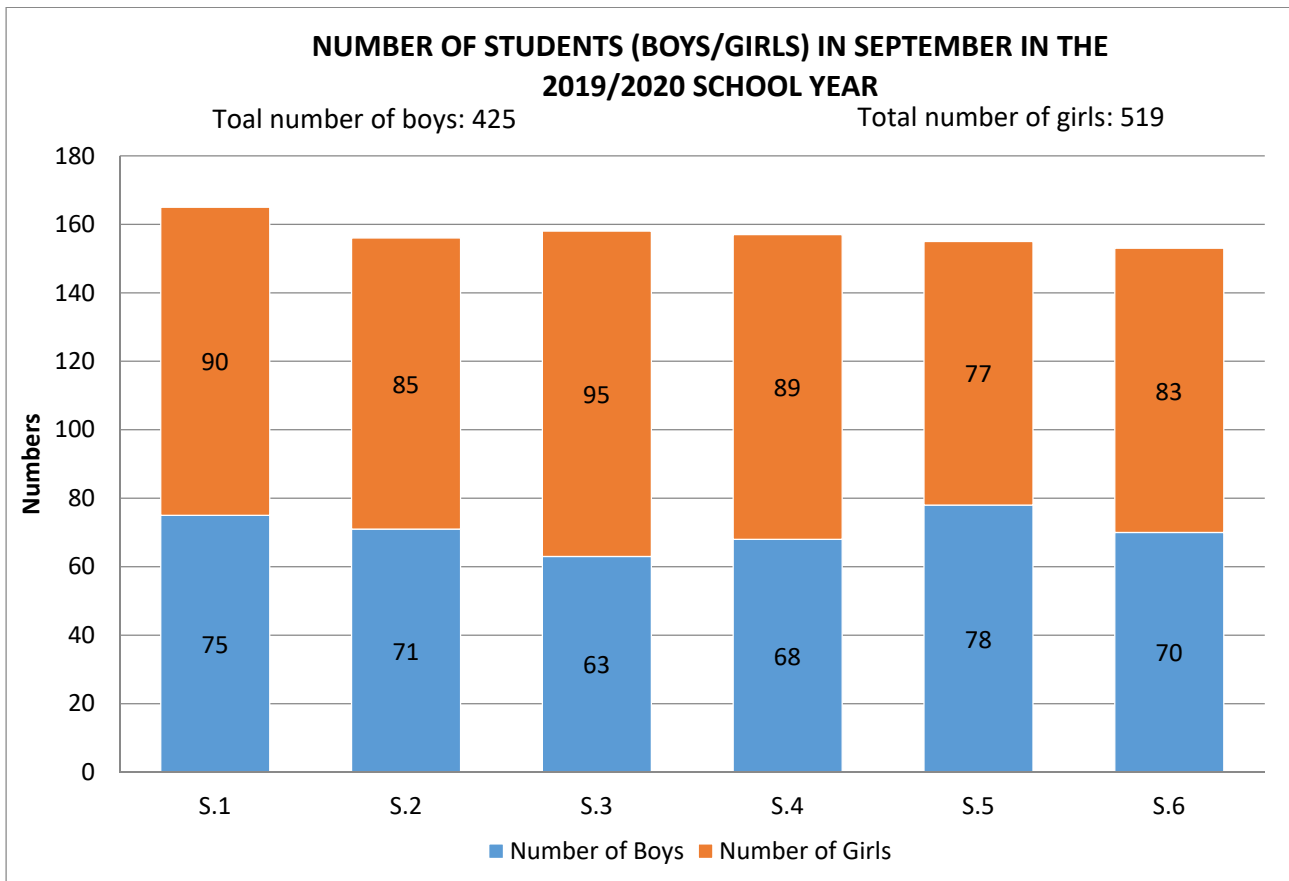


## The Percentage of Lesson Time Allocated to the Eight Key Learning Areas (S.1 To S.3)



# Our Students

## Class Structure



## **Achievements and Reflection on Major Concerns**

The three Major Concerns cater to the needs and development of the school, as well as those of the students. The school, subject and department programmes have aligned with the two major concerns. The school has made good use of the process of 'Planning-Implementation-Evaluation' (PIE) for sustained development and self-improvement.

### **First Major Concern: Foster students to be self-regulated and deep learners**

#### **1. To strengthen students' study habits and skills**

##### **1.1 To guide students to develop their own revision strategies with effective time management and do effective self-reflection**

Note-taking and self-reflection workshops were arranged for S.1 students to introduce effective learning habits and skills. They were also guided to plan on their revision timetable. Some subject teachers shared their experience and expectations on the general as well as subject-specific study habits and skills in the Staff Development Day in July 2020. They also highlighted the importance of enhancing students' IT competence.

#### **2. To enhance students' confidence with higher aspiration for learning**

##### **2.1 To engage students with diverse needs by different types of learning activities inside and outside classrooms**

Most of our subjects emphasize on engaging students with diverse needs by different types of learning activities inside and outside classrooms. Interdisciplinary approach co-curricular activities were arranged to extend students' learning. To cater for learning diversity, activities or school-based training are organized systematically, with vertical and horizontal planning taken into consideration. In order to enrich students' learning experience and enhance their exposure, Hong Kong local tours and virtual tours would be further studied as well.

##### **2.2 To assign learning tasks with different levels of difficulties and provide choices for students of different abilities**

Clear and appropriately challenging learning goals, together with assignments or learning tasks offering choices to students, were provided so as to cater for learning diversity.

##### **2.3 To adopt assessment strategies to enhance learning motivation**

With a heightened awareness of using item analysis data to give feedback to their teaching and students' learning, teachers used item analysis data to refine the curriculum and assessments of different subjects.

#### **3. To shift students' learning from surface to deep**

##### **3.1 To refine Junior Form Curriculum**

The Junior Form Curriculum of different subjects has been refined to enhance students' interests in learning and understanding on how learning is related to their daily life. In addition to knowledge of subject content, learning skills have also been emphasized and incorporated in the teaching of different subjects. With the reading schemes reviewed by the language subjects and the Reading Team, students' reading literacy were strengthened.

##### **3.2 To guide students to learn in scaffolding lessons with use of strategic teaching arrangements**

A variety of strategic teaching arrangements (e.g. group work, e-learning, etc.) have been applied to guide students to learn and tackle their learning difficulties. The collaborative lesson planning and student-centered lesson observations have been utilized to evaluate the effectiveness of the strategies used.

This major concern has been partially achieved. Vertical planning concerning the cultivation of students' IT competence should be taken into consideration. Apart from note-taking skills and self-reflection skills, bridging S.1 students to be EMI learners should be strengthened as well.

In order to provide more opportunities and experiences for students, interdisciplinary approach co-curricular activities have been arranged. However, vertical planning of the activities should be taken into consideration. Local tours and virtual tours should also be further explored.

For the curriculum, teachers' awareness in catering for learning diversity via collaborative lesson planning during online teaching period should be raised. Pilot scheme for catering for learning diversity after school would be initiated by the L&T Committee, with basic requirements of each subject in different levels set.

In terms of subject specific learning skills, there should be more professional development on how to incorporate learning skills with subject content knowledge among subjects. Meanwhile, students' reading literacy should be further strengthened.

## **Second Major Concern: Cultivate students' positive values and enhance learning motivation for a fast-changing world**

### **1. To cultivate students' positive values: self-strengthening, restraint, gracefulness and responsibility**

#### **1.1 To refine the school-based Personal Growth curriculum (S.1-S.5 curriculum)**

In order to cultivate students' positive values in a more systematical way, the Student Development Committee has been refining the school-based materials for S.1-S.5 students. The S.6 curriculum has also been developed. Meanwhile, timeslots for class teachers to develop class-based activities have been arranged.

#### **1.2 To implement a mentorship programme for students**

Leadership programmes for chairpersons of different Houses and school clubs have been arranged to train up their leadership skills.

### **2. To enhance students' motivation, sense of achievement and confidence**

#### **2.1 To refine the award and recognition system**

Opportunities have been created to recognize the performance of students in different aspects. For instance, students with outstanding academic performance, excellent conduct or service usually receive recognition and appreciation in the school's Speech Day, Farewell Ceremony, etc.

### **3. To enhance students' self-management skills**

#### **3.1 To enrich the extra-curricular life of junior form students and provide equal opportunities for them to participate in**

An E-platform has been developed to keep track of the opportunities for each student to participate in extra-curricular activities.

### **4. To develop students' sense of serving the community**

#### **4.1 To enhance the learning elements of extra-curricular activities with emphasis on service learning**

Service learning has been extended to the S.2 curriculum in Liberal Studies and Civic Education. After-study tours (out of Hong Kong) have been planned to involve students to apply what they have learnt to contribute to the community.

This major concern has been partially achieved. Most class teachers find that the school-based materials are useful for students' personal growth. They also agree with the objectives of the S.6 school-based Personal Growth curriculum as well as the development of class-based activities. Together with the refined award as well as recognition system, it has been found that students' self-confidence has been enhanced and positive attitudes have been displayed. Meanwhile, students have shown a better understanding of the importance of service learning, and most teachers agree that it is useful for students to do reflection by looking backward and forward after each activity. However, due to the social unrest and



the COVID-19 pandemic during the academic year, many of the scheduled or planned activities or programmes were forced to postpone or cancel. It is expected there will be more collaboration among different subjects and different school clubs.

### **Third Major Concern: Enhance the synergy among teachers**

#### **1. To align visions and understanding and enhance collaboration among teachers for fostering students to be active learners**

##### **1.1 To facilitate teachers' paradigm shift by both internal sharing and external training**

There are regular meetings for academic and pastoral care committees so as to better the communication and align the visions of different school committees.

##### **1.2 To develop a coherent supporting network for student development and learning among academic and pastoral care committees**

Together with the regular meetings for academic and pastoral care committees, different types of sharing sessions have been arranged in staff meetings so as to bring teachers inspirations about ways to foster students to be active learners.

#### **2. To strengthen professional leadership of middle managers**

##### **2.1 To strengthen curriculum leadership of subject panel heads**

Training concerning the development of student-centered lesson observations and book inspections has been provided to subject panel heads. Peer lesson observations for professional development have also been carried out with the presence and support of QSHK experts in core subjects and some pilot subjects. Findings after lesson observations and book inspections have been summarized for subject departments' continuous improvement.

##### **2.2 To strengthen leadership of functional groups**

Training concerning establishing effective database systems (e.g. E-administration, the handling of big data in subject departments) has been provided.

##### **2.3 To strengthen the culture of evaluation**

Training concerning making good use of quantitative data and capturing qualitative evidence has been provided. Concrete feedbacks on the annual plan and the evaluation of subject departments have been given. The school has also held various workshops on how to prepare for ESR and other topics.

#### **3. To optimize the use of human resources to enhance teachers' capacity**

##### **3.1 To restructure the functional committees to improve the coherence, efficiency and effectiveness**

In order to facilitate work at school, school committees have been refined so as to enhance the coherence, efficiency and effectiveness among teachers.

##### **3.2 To use extra funding to employ more teachers and teaching assistants**

With the refined school committee structure, teaching assistants for different subjects (e.g. Chinese, English, Science and Mathematics) and functional groups (e.g. Academic – administrative) have been employed to facilitate teachers' work at school. E-administration has also been developed to boost the efficiency of work.

This major concern has been largely achieved. Most teachers agreed that regular meetings for academic and pastoral care committees are useful to align their visions. They are also inspired the sharing sessions and workshops to think about ways to foster students to be active learners. Workshops for middle managers have also successfully strengthened their leadership skills. They are familiar with summarizing the findings for subject development after lesson observations and book inspections. They have also used various kinds of data to evaluate the annual plan of different subjects and functional groups. Teachers have also found the refined school committee structure and the development of E-administration have facilitated work at school.

## Our Learning and Teaching

Our teachers are allocated work and duties based on their specialization and strengths so that they can fully utilize what they are best at. They are also encouraged to set students good examples of life-long learning by attending seminars and courses themselves. Besides, our school emphasizes the cultivation of a positive and ambitious attitude in our students. Through various regular curricula, learning programmes and extra-curricular activities, we aim to provide for our students different learning opportunities to explore and develop their potential and foster thinking, analytical, numerical, creativity and communication skills.

Most of our subjects emphasize pre-lesson preparation and many teachers encourage students to take notes and raise questions during and after lessons and ask students to do corrections to improve their learning performances. Many classes form after-school study groups and senior form students are encouraged to make better use of the Resource Library.

Subjects including English Language, Mathematics and science subjects encourage students to use the on-line programmes and resource materials in the e-class and Office 365 to consolidate their knowledge and skills. English Language, Chinese Language and Liberal Studies require students to read newspapers and journals to learn about current issues.

Collaborative teaching and the peer lesson observation schemes have been implemented in many of the subject departments these years. This encourages professional sharing and assists in the evaluation and development of teaching and learning approaches. This aims to enhance the efficacy of learning and teaching and attain the school goal of quality education for our students.

To promote the concept that language is best taught through the whole school approach in which all teachers have a role to play in students' English language development and to enhance professional collaboration between the English department and other subject departments, the school has promoted the Language Across the Curriculum. As a long-term policy, the school organizes various activities that provide an environment and an atmosphere that enhances the use of English in the school campus. Many subjects have devised subject-based glossary, data bank, questioning words and essay structure to include working language to teach students the language they need to use in understanding and answering questions of their subjects.

Subject departments designed subject-based learning activities to develop selected learning strategies. The Science subjects have promoted the scientific investigatory skills by project work and practical works. The PSHE KLA trains students to equip them with the ability and confidence to share and express their views from different perspectives.

To help our students lay a stable and solid foundation in the core subjects which include English Language, Chinese Language and Mathematics, small-class teaching is implemented in two of the mainstream classes in S.2 and S.3. A Pre-secondary One Summer Bridging course is designed and offered to all S.1 students so that they can better adapt to learning in an EMI school and be equipped with the language skills. This facilitates our school's focus on Language Across the Curriculum.

In addition to the school curricula, our school has implemented the following learning programmes for the enhancement of the academic attainments of our students:

1. Enrichment classes for more able students and remedial classes for less able students are operated to offer extra support so that their academic results can be enhanced.
2. The NETs of the school lead a variety of English activities to promote students' interest in English. Additional speaking training sessions are organized to prepare senior form students for the HKDSE speaking examinations. Our NETs also run extra training sessions to enhance the public speaking skills of both junior and senior form students.
3. Our school has also participated in the New Territories West Elite Student Training Scheme: we receive a sum of \$150,000 from the Sun Hung Kai Properties Charitable Funds Ltd. every year to sponsor programmes for the enhancement of students' performance in different aspects.
4. A tutorial scheme sponsored by the Sun Hung Kai Properties Charitable Funds Ltd. is organized for S.1

to S.6 students on Saturdays. The School-based After School Learning and Support Programme provided additional support for financially needy students who joined the tutorial scheme.

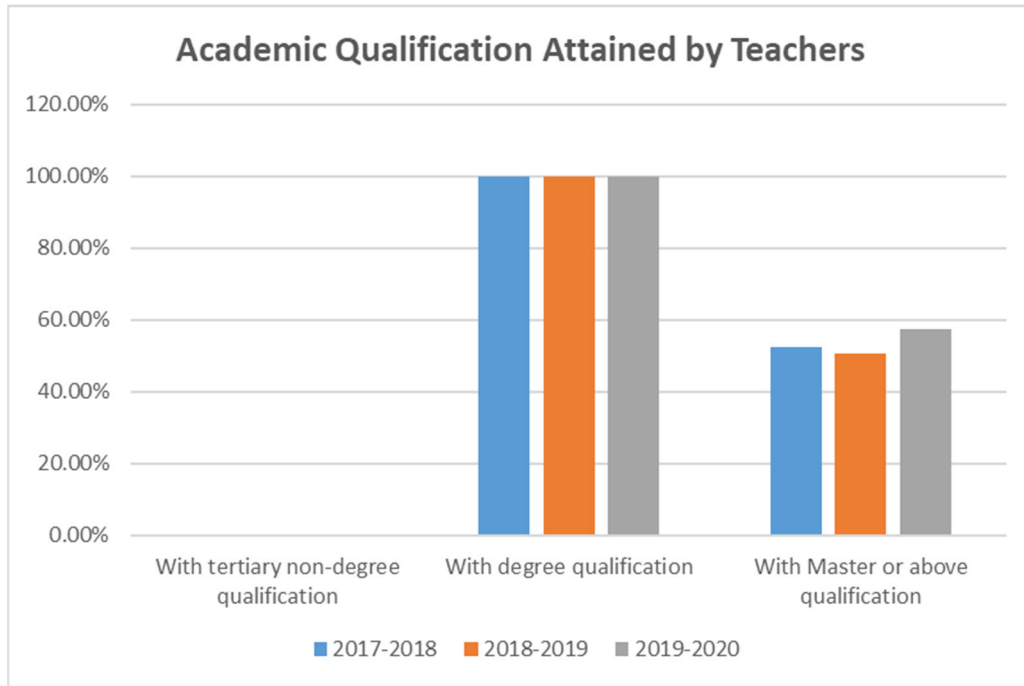
5. Inter-class English oral practices were arranged for S.3 and S.6 classes. Students with mixed abilities were grouped together and an authentic situation was created for them to have better preparation for the Oral Examination.
6. Two collections of students' writings, one in English and the other in Chinese, were published last school year. To encourage students to write more and to enhance their interest in writing and their writing skills, the school plans to publish other collections this year.
7. To provide additional support and better prepare our students for HKDSE, various subject departments and many subject teachers conducted tutorial lessons during the school holidays and summer vacation for S4, S5 and S6 students.
8. A Mathematics school team was formed by S1-S3 students recruited at the beginning of the school term to train for inter-school Mathematics competitions. Training sessions were held twice a week for S1 to S3 students and those with outstanding potential will be nominated to The Hong Kong Academy for Gifted Education for further Mathematics enhancement courses. For elite and interested students, the school nominates them to join courses at the Chinese University of Hong Kong and Hong Kong University of Science and Technology. For students needing financial support, the school arranges to apply for funds to support the tuition fees and travelling allowance.
9. The subject of Life and Society of S3 consisted of school-based learning and teaching resources and the contents were in line with 'Life and Society' Curriculum – Strand 5 of PSHE Curriculum & Mass Media and Corruption' in NSS Liberal Studies; the design of the curriculum matched with Economics' Department's Major Concern to instill in students self-learning motivation and skills.
10. Field trips and study trips were organized by various subject departments. For example, the Biology students joined the Summer Marine Ranger program organized by the World Wide Fund to explore incredible natural environments in Hoi Ha Wan Marine Park and appreciate the natural habitats while the students studying Geography joined a two-day fieldwork study course in Mui Wo and Cheung Chau to learn about the river features and geomorphology of different river sections and it cultivated students' awareness of the importance of sustainable development.
11. Morning Reading Session -- -- As part of our school's Rainbow Reading Programme, on every regular school day, from 8:40 am – 8:55am, all students are required to read English or Chinese books, newspapers or educational magazines silently in the classroom. Reading sharing sessions were held by the Library Club during lunch hours.

Besides, the school utilizes the following resources to foster students' learning:

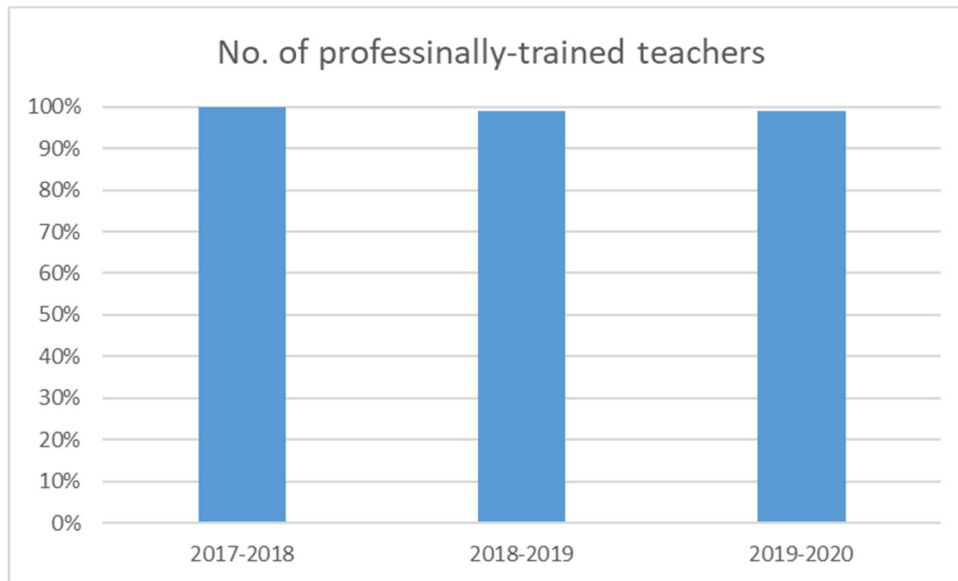
1. The school always encourages students to make as fully as possible adequate use of the school learning environment and facilities. A self-study room, in addition to the school library, is open for the use of students for study and revision.
2. The Parents and Teachers Association, in addition to strengthening the link between parents and teachers, provides welfare funds and assistance to help the school improve facilities and implement various learning programmes and extra-curricular activities.
3. With the Senior Secondary Curriculum Support Grant, the school runs a Resource Library especially for the use of the senior form students to facilitate their preparation for the Examination. Practice papers and examination skills reference books are provided and teaching assistants are to provide extra support.
4. The school offers many internal scholarships and recommends students for external scholarships and grants to encourage students to study hard or complete their studies.
5. Students with outstanding performance or potential in leadership, mathematics, sciences or humanities are nominated to join the Hong Kong Academy for Gifted Education to nurture and develop their potential and talents.
6. A Drama course was sponsored by the Sun Hung Kai Charitable Educational Funds and the After-school Learning and Support Programme for students keen on drama to enhance their drama skills. In the Hong Kong School Drama Festival, our school won six awards.
7. The school encourages and supports students from families with lower income to take an active part in extra-curricular activities and learning programmes, using the funding from the Sun Hung Kai Charitable Educational Funds, the After-school Learning and Support Programme and the Diversity Learning Grant.

# Our Teachers

## 1. Teacher Qualification and Experience

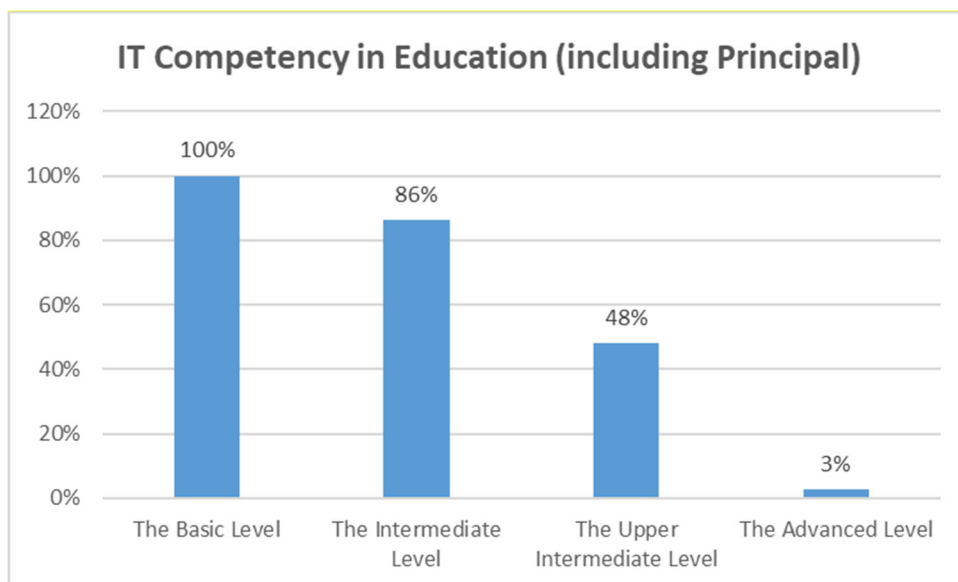


### Professionally-trained teachers

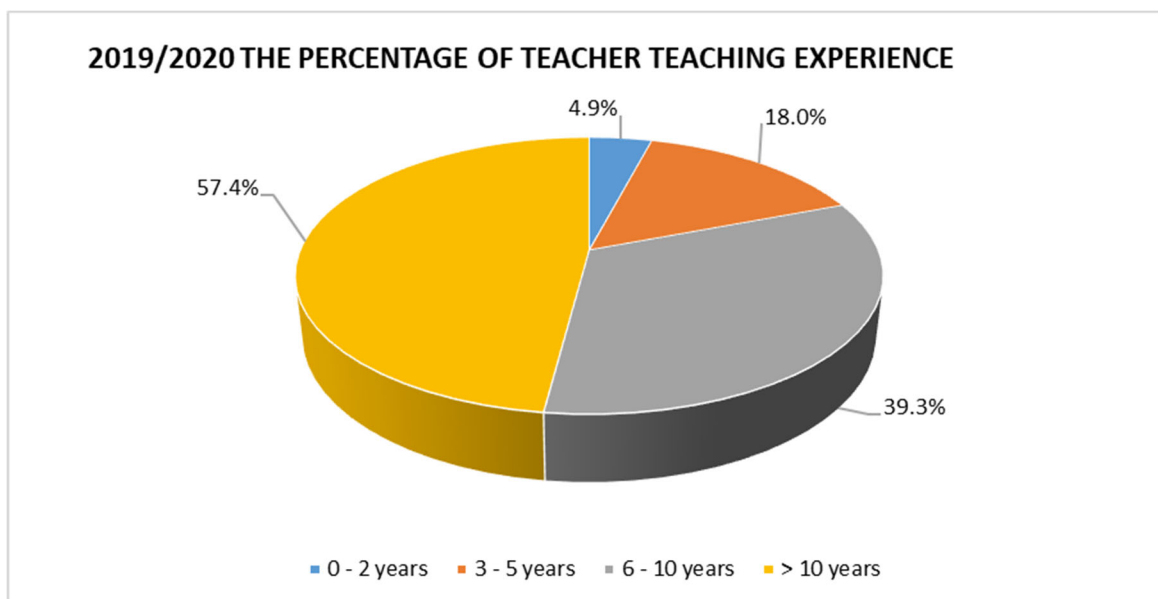


- Professionally trained teachers refer to teachers who have received any of the following teacher training programmes: post-graduate certificate/diploma in education, bachelor of education, certificate in education, and in-service course of teacher training (e.g. In-service Certificate in Teacher Training, ICTT) and qualified status granted through the NGTQA Scheme.

## 2. IT Competency in Education (Including Principal)



## Teaching Experience



### 3. Teachers' Professional Development

	2019-2020
Average no. of CPD hours undertaken by teachers (entire school year)	35
No. of CPD hours undertaken by principal (entire school year)	112
Budgeted expenditure for teaching staff (including teachers and the principal) on CPD in a school year (as at end October)	\$8,000
Actual expenditure for teaching staff (including teachers and the principal) on CPD in a school year (entire school year)	\$20,000

### 4. Apart from teaching our students, our teachers were invited by the Education Bureau and the Hong Kong Examination and Assessment Authority and other educational institutions to share their experiences and expertise with fellow teachers:

- (1) Ms. NG Fung-shan has served as the SBA District Co-ordinator for the Hong Kong Examinations and Assessment Authority and assisted in running training workshops for teachers in Yuen Long districts.
- (2) Our Business, Accounting and Financial Studies Head, Mr. LOK Ho-wai was invited by the Education Bureau to serve on the BAFS Textbook Review Panel (Secondary) of the Textbook Committee.
- (3) Our History Panel Head, Ms. CHUNG Wai Ching, was invited by the Education Bureau and the Hong Kong Examinations and Assessment Authority to serve on the History Textbook Review Panel (Secondary) of the Textbook Committee and the Subject Committee of History.
- (4) Our Mathematics teacher, Miss WONG See-yan, was invited by the Education Bureau to serve on the Mathematics Textbook Review Panel (Secondary) of the Textbook Committee.
- (5) Our Principal, Mr. YAU Chi-leung, and our Science teachers, Ms. CHAN Mei-wa, Ms. LEUNG Hoi-yan, Mr. KWAN Tsz-hon and Mr. SIN Ka-ho, were invited by Education Bureau to serve on the Science Textbook Review Panel (Secondary 1-3) of the Textbook Committee.
- (6) Our Vice-principal, Mrs. LAI CHUNG Choi-fun, was invited by the Hong Kong Examinations and Assessment Authority to serve on the Subject Committee of Geography.
- (7) Our Tourism and Hospitality Studies teacher-in-charge, Mr. CHIU Yun-fung, was invited by the Hong Kong Examinations and Assessment Authority to serve on the Subject Committee of Tourism and Hospitality Studies.
- (8) Our Chinese Language Panel Head, Ms. CHAN Yee-ling, was invited by the Hong Kong Examinations and Assessment Authority to serve on the Subject Committee of Chinese Language.
- (9) Our Chinese teacher, Ms. YU Ching-shan, was invited by the Education Bureau to serve on the Chinese Language and Chinese Literature Textbook Review Panel (Secondary) of the Textbook Committee.

## **Support for Student Development**

The school has actively explored and tapped external resources to enhance the efficacy in learning and teaching. Due to the social unrest in Term 1 and the COVID-19 pandemic in Term 2 of the academic year, many of the planned programmes or events were postponed or cancelled.

To explore students' potential and foster their generic skills, the school has implemented the following student development programmes by drawing in external resources:

1. The Student Development Committee launches the Harmonious School policy, pooling in external support from the Education Bureau, Tin Long Centre of the Evangelical Lutheran Church of Hong Kong, Yuen Long Secondary School Heads Association, Yuen Long Police and the Civil Aid Service. School-based leadership programmes included the Smart Teen Challenge Camp of the Enhanced Smart Teen Project jointly organized by the Education Bureau and Civil Aid Service, joint school prefect training camp, joint school anti-drug prefect training programme and Yuen Long Student Ambassador Programme.
2. The school joined the Community-based After-school Learning and Support Programme of the Choi Fai Club of the Chinese Christian Church to run Saturday tutorial programmes and sports training programmes during the term time.
3. A number of training sessions were organized for the school's Prefect Team throughout the school year to build up their team spirit and boost their leadership skills.



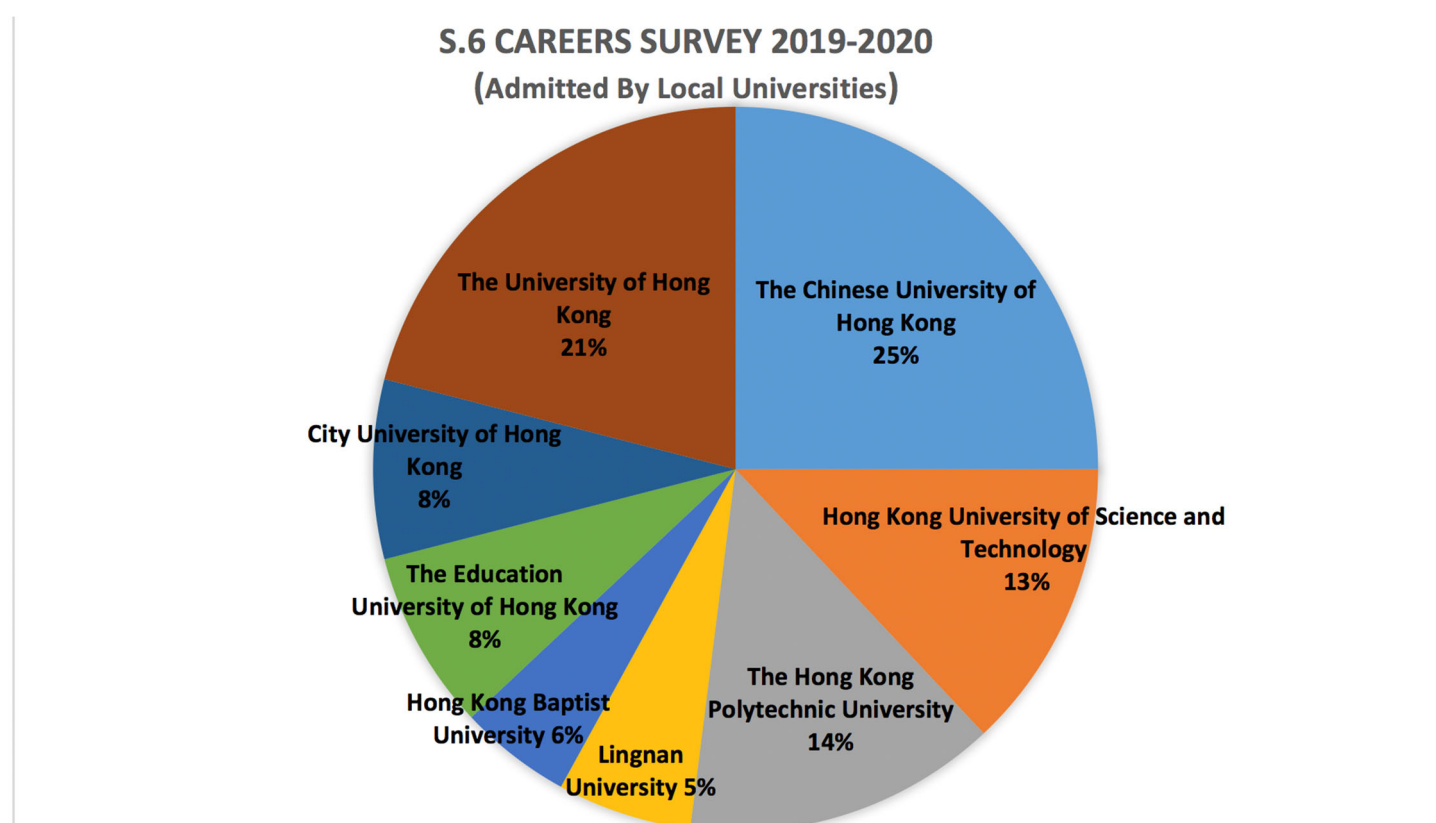
## Student Performance

### Students' Academic Performance

#### Hong Kong Diploma of Secondary Education Examination 2020

The overall percentage of Level 5\*\* to Level 2 or above is 95.1%. 141 out of 153 students are pursuing degree and associate degree programmes in local or overseas universities.

Among the outstanding students, CHEUNG Chun-chit attained 5\*\* in four subjects and 5\* in two subjects, JIM Tat-shing attained 5\*\* in two subjects and 5\* in two subjects, LAI Cheuk-ying attained 5\*\* in two subjects and 5\* in one subject, CHAN Pak-hei and CHAU Pui-yi attained 5\*\* in one subject and 5\* in 4 subjects.



#### International Competitions and Assessments for Schools 2020 (ICAS)

Due to the COVID-19 pandemic, the International Competitions and Assessments for Schools 2020 (ICAS) was cancelled.

## Students' Non-academic Performance

### 1 Students participating in inter-school events and other learning experiences:

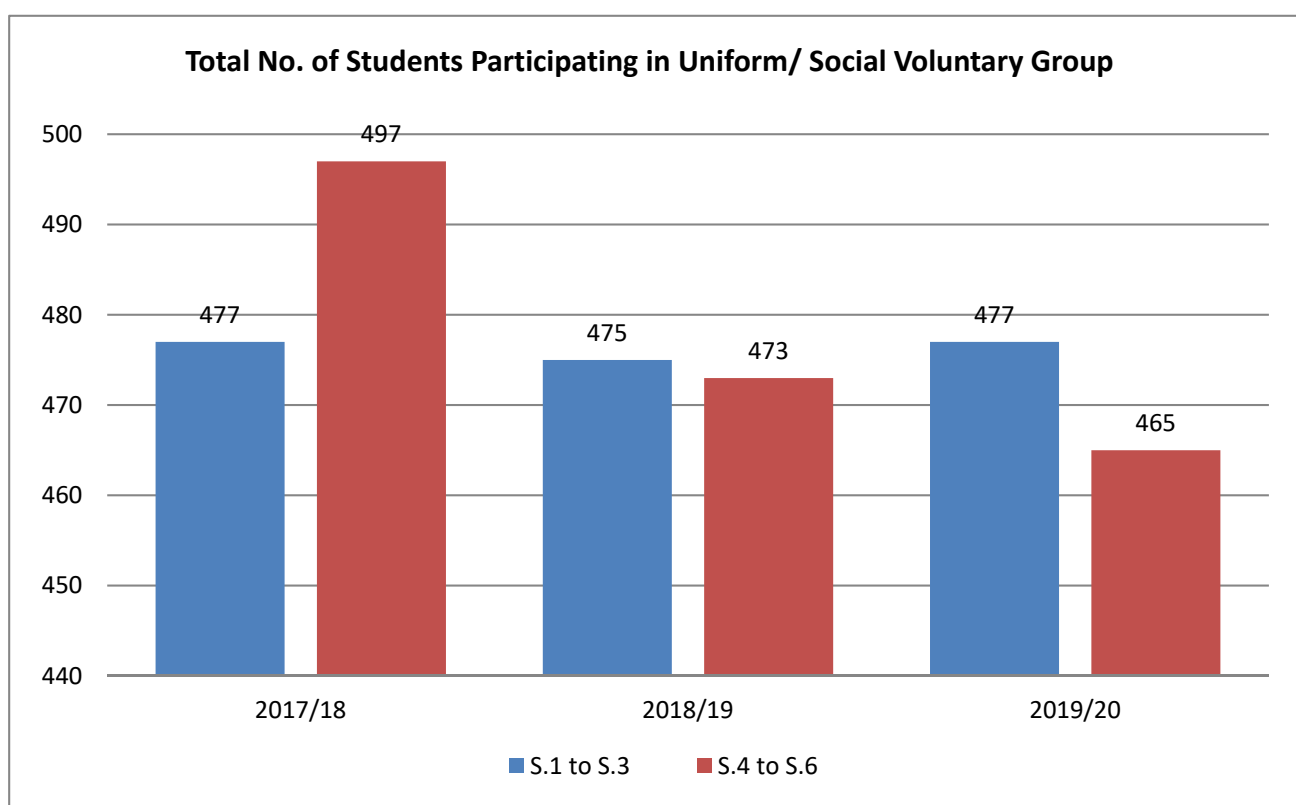
Our students are encouraged to take part in inter-school events so that they can have their horizons broadened and develop better social network and friendship while they can better explore and develop their potential and strengths and foster teamwork among themselves. The following other learning experiences were provided in 2019-2020 to enrich their school life and foster an all-round development.

<b>Intellectual Development</b>
<ol style="list-style-type: none"><li>1. Sir Edward Youde Memorial Fund Secondary School Students Awards</li><li>2. World Mathematical Games Open 2019</li><li>3. 2019 Asia International Mathematical Olympiad Open Contest</li><li>4. Vast Ocean Cup</li><li>5. Future Stars – Upward Mobility Scholarship</li><li>6. Hong Kong Biology Literacy Award 2019/2020</li><li>7. 2020 Hua Xia Cup National Mathematics Competition (HK Region)</li><li>8. American Chamber of Commerce Charitable Foundation Prize Book Award</li><li>9. HKICPA/HKABE Joint Scholarships for BAFS 2019/20</li><li>10. 2019-2020 Asian English Usage Contest</li><li>11. The Chemistry Online Self-Study Award Scheme 2019-2020</li><li>12. 2019 第五屆全港青少年進步獎</li><li>13. 2019-2020 中國中學生作文大賽（香港賽區）</li><li>14. 「漫長的疫假」全港中小學生徵文比賽</li></ol>
<b>Aesthetic Development</b>
<ol style="list-style-type: none"><li>1. 71<sup>st</sup> Hong Kong Schools Speech Festival</li><li>2. Canada Day Card Cover Design Contest 2020</li><li>3. World Editors Forum Photo Competition 2019</li><li>4. Yuen Long District Interschool Dance Competition 2019</li><li>5. Yuen Long District Arts Star Awards Scheme 2019/20</li><li>6. 第 26 屆全港公開學界龍獅藝錦標賽</li><li>7. 全港中學生時裝設計比賽</li><li>8. 第十二屆校園藝術大使</li></ol>
<b>Physical Development</b>
<ol style="list-style-type: none"><li>1. Yuen Long Inter-School Athletics Championships 2019-2020</li><li>2. Yuen Long Inter-School Swimming Championships 2019-2020</li><li>3. Yuen Long Inter-School Cross Country Competition 2019-2020</li><li>4. Yuen Long Inter-School Badminton Championships 2019-2020</li><li>5. Yuen Long Inter-School Handball Competition 2019-2020</li><li>6. 元朗區第三十七屆水運會</li></ol>
<b>Moral and Civic Education</b>
<ol style="list-style-type: none"><li>1. Enhanced Smart Teen Project</li></ol>
<b>Community Service/ Leadership</b>
<ol style="list-style-type: none"><li>1. Junior Police Call</li><li>2. Interact Club</li><li>3. Girl Guides</li><li>4. Scouts</li><li>5. St John Ambulance Cadets</li><li>6. Road Safety Patrol</li><li>7. Community Youth Club</li><li>8. The Hong Kong Award for Youth People</li><li>9. Hong Kong Youth Ambassador</li><li>10. The Healthy Information Student Ambassadors Scheme</li><li>11. The Yuen Long Student Ambassadors Scheme</li><li>12. Yuen Long District Outstanding Volunteer Award</li></ol>

13. Yuen Long District Outstanding Student Election
14. Hok Yau Club Outstanding Student Leaders Award
<b>Career-related Experiences</b>
1. Careers Expo

## 2 Students participating in uniform/ voluntary social services groups

To cultivate a heart to serve and contribute to the community as well as to enhance their social, communication and leadership skills, our students are encouraged to join uniform and voluntary services groups. These include Girl Guides, Boy Scouts, Road Safety Patrol, The Community Youth Club, Junior Police Call, St. John's and Interact Club, etc.



## 3 Students' Achievements 2019-2020

Achievements of our students in different open competitions are summarized as follows:

### 1 Outstanding achievements of our Graduates 2019-2020

Name of Graduate	University / Awarding Institution	Award/Achievements
CHEUNG Shun Nok Faith	Associate of Arts (Cultural Studies), College of International Education, Hong Kong Baptist University	President's Honour Roll
CHAN Ar Ting	Associate of Science (Creative Digital Media Design), College of International Education, Hong Kong Baptist University	Dean's List
LAU Hiu Lam	Associate of Science (Creative Digital Media Design), College of International Education, Hong Kong Baptist University	Dean's List
LAU Hiu Nok	Associate of Art (Creative Communication), College of International Education, Hong Kong Baptist University	Dean's List

YEUNG Cheuk Ki	Associate of Science (Psychology), College of International Education, Hong Kong Baptist University	Dean's List
CHEUNG Shun Nok Faith	Associate of Arts (Cultural Studies), College of International Education, Hong Kong Baptist University	President's Honour Roll (2 <sup>nd</sup> Sem)
LAU Hiu Nok	Associate of Art (Creative Communication), College of International Education, Hong Kong Baptist University	President's Honour Roll (2 <sup>nd</sup> Sem)
CHAN Ar Ting	Associate of Science (Creative Digital Media Design), College of International Education, Hong Kong Baptist University	Dean's List (2 <sup>nd</sup> Sem)
LAU Hiu Lam	Associate of Science (Creative Digital Media Design), College of International Education, Hong Kong Baptist University	Dean's List (2 <sup>nd</sup> Sem)
YEUNG Cheuk Ki	Associate of Science (Psychology), College of International Education, Hong Kong Baptist University	Dean's List (2 <sup>nd</sup> Sem)
YEUNG Ching Lam Cherry	Wu Yee Sun College, The Chinese University of Hong Kong	Admission Scholarship
CHAN Wai Kuen	Interdisciplinary Major Programme in Global Economics and Finance, The Chinese University of Hong Kong	Admission Scholarship
CHUN Yuen Ting	Translation, The Chinese University of Hong Kong	Admission Scholarship
HO Kin Wai	Integrated Bachelor of Business Administration Programme, The Chinese University of Hong Kong	Admission Scholarship
LAM Pak Hong	Earth System Science (Atmospheric Science / Geophysics), The Chinese University of Hong Kong	Admission Scholarship
YEUNG Ching Lam	Chinese Language and Literature, The Chinese University of Hong Kong	Admission Scholarship

## 2. Academic activities

Organisers	Competition	Award	Winner
Wu Yee Sun College, The Chinese University of Hong Kong		Master's List	CHOW Chi Fan 周智芬 (Alumni)
		Admission Scholarship	YEUNG Ching Lam Cherry 楊青霖 (Alumni)
College of International Education Hong Kong Baptist University	Associate of Arts (Cultural Studies)	President's Honour Roll	CHEUNG Shun Nok Faith 張信諾 (Alumni)
	Associate of Science (Creative Digital Media Design)	Dean's List	CHAN Ar Ting 陳雅婷 (Alumni)
	Associate of Science (Creative Digital Media Design)	Dean's List	LAU Hiu Lam 劉曉霖 (Alumni)
	Associate of Art (Creative Communication)	Dean's List	LAU Hiu Nok 劉曉諾 (Alumni)
	Associate of Science (Psychology)	Dean's List	YEUNG Cheuk Ki 楊緯琪 (Alumni)
The Chinese University of Hong Kong	Interdisciplinary Major Programme in Global Economics and Finance	Admission Scholarship	CHAN Wai Kuen 陳偉權 (Alumni)
	Translation	Admission Scholarship	CHUN Yuen Ting 秦婉婷 (Alumni)
	Integrated Bachelor of Business Administration Programme	Admission Scholarship	HO Kin Wai 何健璋 (Alumni)
	Earth System Science (Atmospheric Science / Geophysics)	Admission Scholarship	LAM Pak Hong 林柏康 (Alumni)
	Chinese Language and Literature	Admission Scholarship	YEUNG Ching Lam 楊青霖 (Alumni)
TUNG WAH COLLEGE	Self-financing Post-Secondary Scholarship Scheme (SPSS)	Reaching Out Award (ROA)	Szeto Wing Sum 司徒穎芯 (Alumni)
香港數學奧林匹克協會	2019 世界數學遊戲公開賽	金獎	蓋思倫(4E)
	2019 亞洲國際數學奧林匹克公開賽 總決賽	銀獎	蓋思倫(4E)

奧海亞洲教育競賽有限公司	「奧海盃」數學競賽	一等獎	蓋思倫(4E)
杜葉錫恩教育基金	2019 第五屆全港青少年進步獎	優異嘉許獎 最佳進步獎	張巧妍(3E) 顏俊禮(2E) 周曉珊(4A)
Elsie Tu Education Fund	The 5 <sup>th</sup> Hong Kong Youth Improvement Award 2019	優異嘉許獎 最佳進步獎	Cheung Hau Yan(3E) Ngan Chun Lai(2E) Chow Hiu Shan(4A)
The Commission on Poverty 扶貧委員會	Future Stars - Upward Mobility Scholarship 「明日之星」計劃上游獎學金	Upward Mobility Scholarship 上游獎學金	Lo Wai Nga 勞慧雅(4A) Li Chin Ting 黎展廷(4A)
Sir Edward Youde Memorial Fund Council 尤德爵士紀念基金理事會	Sir Edward Youde Memorial Prizes 尤德爵士紀念基金	Sir Edward Youde Memorial Prizes For Senior Secondary School Students 高中學生獎	Yeung Pak Wing 楊柏榮(6M) Ng Ka Yan 吳嘉殷(6M)
Hong Kong Association for Science and Mathematics	Hong Kong Biology Literacy Award 2019/2020	Merit 優異獎	Ko Tsz Ching 高紫晴(5S) Ho Chun Long 何俊朗(5E)
Education 香港數理教育學會	生物學素養競賽 2019/2020	Third Class Honours 三等獎	Tang Sin Man 鄧善文(5E) Lo Ching Yee 盧靜儀(5E) Leung Chun Shing 梁竣盛(5E) Lai Ki Kit 黎其傑(5E) Ho Man Tak 何文德(5E) Pang Yan Ling 彭恩玲(5E)
香港數學奧林匹克協會 Hong Kong Mathematical Olympiad Association	2020「華夏盃」全國數學奧林匹克(香港賽區)初賽 2020 HuaXia Cup National Mathematics Competition (HK Region) Heat event	一等獎 1st Class Prize  二等獎 2nd Class Prize  三等獎 3rd Class Prize	Lam Yat Fung 林逸峰 (1M) Cheng Chun Kit 鄭俊傑(1M) Chan Hui Lok 陳翹樂 (2M) Kan Cheuk Wing 簡卓穎 (2M) Cheung Yau Chung 張佑充 (2M)  Tang Chun Lok 鄧俊樂 (1C) Wen Tsz Hei 溫子熙 (1S) Or Ho Yiu Nathan 柯皓耀 (1E) Cheuk Yau Hei 卓祐熙 (3M)  Lee Chi Kit 李智杰 (1C)
American Chamber of Commerce Charitable Foundation 香港美國商會慈善基金會	Prize Book Award 香港美國商會慈善基金會書籍獎	Prize Book Award 香港美國商會慈善基金會書籍獎	Chan Cheuk Shuen 陳芍璇(5S)
HKICPA/HKABE Joint Scholarships for BAFS (2019/20)	Hong Kong Institute of Certified Public Accountants, Hong Kong Association for Business Education Limited	HK\$300 cash prize scholarship	溫梓柔(5A)
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	71st Hong Kong Schools Speech Festival, Secondary 3 & 4 Choral Speaking Mixed Voice 第 71 屆香港學校朗誦節	Champion 冠軍	S.4 English Group 1
English Association of Asia 亞洲英文協會	2019-2020 Asian English Usage Contest  2019-20 亞洲英文大賽	Silver Award 銀獎  Bronze Award 銅獎	Pun Jessica 潘卓加(3E)  Lai Hiu Ching 黎曉晴(3M) Leung Sum Yee, Serena 梁心儀(3M) Zhou Jun Ya 周鈞雅(3M)
Consulate General of Canada in Hong Kong & Macao 加拿大駐香港及澳門總領事館	Canada Day Card Cover Design Contest 2020	Third Place of Jury Prize  Honourable Mentions	Man Ka Yuet 文嘉悅(3A)  Luk Sze Ki(2M) Chan Ka On(3A) Sin Yau Ting(4C) Chan Yuet Ying(4M)
EDB 教育局	Enhanced Smart Teen Project 「多元智能躍進計劃」	優秀學生	Hong Ming Kei 洪銘琦(2S) Lai Sum Yin 賴心然(2S) Shing Ching Yin 盛靜妍(2S) Sze Hoi Ching 施凱晴(2S)
香港中華文化促進中心	2019-2020 中國中學生作文大賽(香港賽區)	初中組金獎	Li Lam 李琳(3C)
大公報	「漫長的疫假」全港中小學生徵文比賽	嘉許狀	Hung Ling Fung Alpha 洪頌豐(1E)
Education Bureau	The Chemists Online Self-Study Award Scheme 2019-2020	Diamond	Leung Wai Ling(5E)

### 3. Aesthetic / Artistic Activities:

Organisers	Competition	Award	Winner
香港中國國術龍獅總會	第26屆 全港公開學界龍獅藝錦標賽 2019 中學獅藝自選器材陣式組	亞軍	吳嘉敏(5M) 尤嘉賢(6A) 張詠心(6S) 廖愷嫻(6S) 黃愛琳(6S) 王譽霏(6S) 江碧喬(6S)
		優異獎	翁添文(6C) 葉俊濤(6S) 黃可宜(6A) 王振淦(5E) 張卓倫(6E) 梁伊健(3C) 陳景匡(5S) 黃可茵(4M)
National Youth Achievement Award Council	World Editors Forum Photo Competition 2019	冠軍	Kung Ka Hei 龔嘉熙(5E)
		亞軍	Chung Ka Lok 鍾嘉樂(6S)
		季軍	Lee Chun Ngai 李俊毅(4E)
元朗區文藝協進會 Yuen Long District Arts Committee	元朗區校際舞蹈比賽 2019 Yuen Long District Interschool Dance Competition 2019	金獎 Gold Award	Wong Tsz Man 黃芷汶(1A) Li Kai Yee 李佳儀(1A) Wong Yuet Ching 黃悅晴(1S) Lee Laam 李嵐(1M) Wong Ho Yan Yanni 黃灝欣(2C) Lam Cheuk Ni Cherry 林卓妮(2M) Chung Yuk Shan 鍾鈺嫻(3E) Lee Nga Wan 李雅韻(3E) Lai Hiu Ching 黎曉晴(3M) Li Tsz Yi 李梓怡(4E) Mok Sin Yan 莫倩妍(4E) To Hei Yi 杜希怡(4E) Yuen Suk Fan 袁淑芬(4E) Chan Hoi Ying 陳凱盈(5A)
元朗區文藝協進會 Yuen Long District Arts Committee	元朗區文藝之星嘉許計劃 2019/20 Yuen Long District Arts Star Awards Scheme 2019/20	元朗區文藝之星 Yuen Long District Arts Star	Chan Hoi Ying 陳凱盈(5A)
中港新世代協進會	全港中學生時裝設計比賽	優異獎 (獲一千港元獎學金)	Lam Yau 林郵(5A)
		優秀獎	Chan Yuet Ying 陳玥盈(5M) Tang Wing Yin 鄧穎賢(5S)
香港藝術發展局	第十二屆校園藝術大使	嘉許狀	Man Ching Yu 萬菁如(5M) Tang Ling Sum 鄧靈心(5M)

### 4. Sports activities

Organisers	Competition	Award	Winner
香港學界體育聯會 元朗區中學分會	校際游泳比賽	冠軍 男丙團體	本校
		冠軍女丙 50 蝶	葉雅林(1S)
		亞軍女乙 四式接力	邢藝菲(3M) 冼希桐(3S) 盧文蔚(2A) 梁愷懿(3E) 陳可柔(3S)
		亞軍男丙 四式接力	何駿希(2S) 莫景霖(2S) 洪展浪(2A) 王俊榮(2E) 胡嗣豪(1C)
		亞軍女丙 50 蝶	張凱婷(2S)
		亞軍女乙 100 自	冼希桐(3S)
		亞軍女乙 50 蝶	盧文蔚(2A)
		亞軍女乙 50 蛙	邢藝菲(3M)
		亞軍女丙 50 蛙	陳俊櫻(2S)
		亞軍女乙 50 背	冼希桐(3S)
		亞軍女丙 100 蛙	陳俊櫻(2S)
		亞軍男乙 50 蛙	袁誦希(3C)
		亞軍男丙 200 自	何駿希(2S)
		季軍女丙 四式接力	張凱婷(2S) 陳俊櫻(2S) 葉雅林(1S) 范思僮(1A) 杜彥柳(1C)
		季軍女甲 50 蝶	鄧穎賢(4S)
		季軍女乙 100 自	盧文蔚(2A)
		季軍男乙 200 個人四式	袁誦希(3C)
		季軍男丙 50 蝶	洪展浪(2A)
		殿軍女甲 50 自	鄧穎賢(4S)
		殿軍男丙 100 自	王俊榮(2E)
	校際田徑比賽	殿軍男丙 100 蛙	胡嗣豪(1C)
		殿軍男丙 50 蝶	王俊榮(2E)
		殿軍 女丙團體	本校
		第五名 女乙團體	本校
		第五名 男丙自由接力	王璟滔(2C) 陳守銳(2A) 黃浚羲(2S) 侯鐳珈(1E) 黃鐘民(1E)
		冠軍 男乙 標槍	倪志豐(4A)
		亞軍 男丙 跳遠	尹沛森(2A)
		亞軍 男乙 鉛球	倪志豐(4A)
		季軍 女乙 標槍	陳伊澄(3A)
		季軍 男丙 100 米	王璟滔(2C)
		殿軍 女丙 鉛球	黃紫悠(2A)
		殿軍 男甲 標槍	林澤文(4S)
		第五名 女甲鐵餅	賴禮翹(6A)
第五名 男甲標槍	王振淦(5E)		
第五名 女丙標槍	黃紫悠(2A)		

		第五名 女乙 400 米	陳樂瑤(3A)
		第六名 男乙跳高	陳俊毅(4M)
		第六名 女乙標槍	招梓彤(4A)
		第六名 女甲標槍	梁珮珊(6A)
		第七名 男丙鐵餅	林榮彥(1E)
	校際越野比賽	第五名 男丙個人	黃浚義(2S)
康樂及文化事務署 元朗區體育會	元朗區 第三十七屆水運會	冠軍 4x50 米自由接力 (男子青少年 HI 組)	黃鐘民(1E)
		亞軍 100 米蝶泳 (男子青少年 H 組)	
		亞軍 200 米個人四式 (男子青少年 H 組)	
香港學界體育聯會 元朗區中學分會	校際羽毛球比賽	殿軍(女子甲組)	本校
	校際手球比賽	季軍(男子甲組)	本校

## 5. Social services

Organisers	Competition	Award	Winner
教育局及 民眾安全服務隊	5 日 4 夜多元智能挑戰營	優秀學員 班代表	李浚皓(2S) 何宛靜(2S) 謝海俊(2S) 賴心然(2S)
香港女童軍	優秀隊伍選舉計劃	優秀隊伍	本校

## 6. Other activities

Organisers	Competition	Award	Winner
元朗區家庭生活教育宣 傳運動工作小組 及 元朗區議會 合辦	「家+愛語•樂」 創作及心聲表達比賽	中學組 季軍	陳祉霖(1S)