



Yuen Long Merchants Association Secondary School

Annual School Report 2020 - 2021

學中會商朗元
YUEN LONG MERCHANTS ASSOCIATION SECONDARY SCHOOL

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1. Our School

1.1 A Brief Introduction

A ceremony laying the foundation stone of our school building was held on 21st January 1975. Classes started in September 1978 and since then, classrooms in the Yuen Long Chamber of Commerce No. 2 Primary School were temporarily used. We moved into the present school campus on 1st April 1979. The opening ceremony of the school was held on 23rd October 1979.

The School Management Board was established before September 1978. Mr. TANG Tung-kwong served as our Founding School Supervisor from September 1978, until the second School Supervisor, Mr. CHOI Chong-yip took over in January 1994. Mr. CHENG 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 founding School Principal was Mr. TIU Pui-kwong, who took office from 1978 and Ms NG Lai-wah served as the second School Principal from 2002. Ms. IP Wai-ching took over upon her retirement on 1st September 2015. The present School Principal is Mr. YAU Chi-leung, who took over on 1st September 2018.

The school established the Incorporated Management Committee on 1st April 2011. Led by the School Supervisor, the IMC consists of stakeholders of school managers, including parent, teacher and alumni managers.

1.2 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 it gradually increased to 30 classes in September 1984, with six classes in S.1, S.2 and S.3, four classes in S.4 and S.5, and two classes in S.6 and S.7. From September 1998 to July 2004, the school ran 29 classes from S.1 to S.7, with five classes in each level from S.1 to S.5, and two classes in S.6 and S.7. From September 2004 to July 2009, the total number of classes ran up to 30 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 altogether 29 classes 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.

1.3 School mission

- 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.

1.4 School's goals

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

1.5 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 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 sufficient tablets for students to borrow.

1.6 Major Concerns 2018-2021

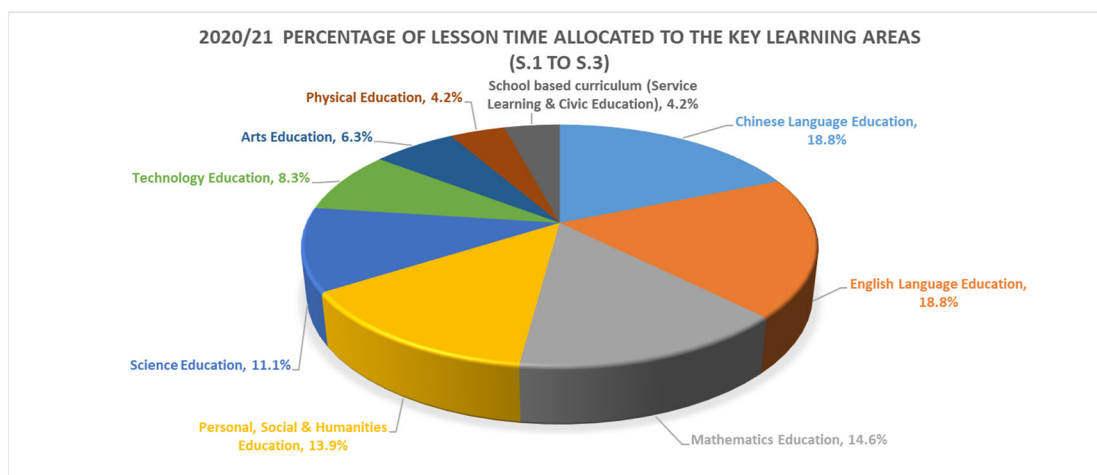
- Foster students to be self-regulated and deep learners.
- Cultivate students' positive values, and enhance students' learning motivation
- Enhance the synergy among teachers.

1.7 Student Information

I. Active School Days

The number of active school days was 166.

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



III. Class Structure

Secondary	1	2	3	4	5	6	Total
No. of Classes	5	5	5	5	5	5	30
No. of Students	165	165	160	160	156	149	955

IV. Students' Attendance

Secondary	1	2	3	4	5	6
Attendance Rate	99.4%	98.4%	98.8%	99.1%	97.5%	98.3%

1.8 Teacher Information

There was a total of 74 teachers last year. The details regarding the teaching qualifications and teaching experience of our teachers can be seen in the table below:

Educational Attainment	Number	Percentage
With tertiary non-degree qualification	0	0%
With degree qualification	73	100%
With Master or above qualification	41	56%

Teaching Experience	Number	Percentage
0 - 2 years	6	10%
3 - 5 years	9	15%
6 - 10 years	19	31%
> 10 years	40	66%

Language Proficiency Benchmark	Standing
English	All teachers met the required benchmark
Putonghua	All teachers met the required benchmark

2. 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.

Priority Task 1: Foster students to be self-regulated and deep learners.

Achievements

1.1 To strengthen students’ study habits and skills

- ✧ DSE sharing workshop conducted by alumni was conducted in December. Nearly 80% students agreed that the sharing could inspire them to be more well-prepared for DSE . They showed interest in the life of university and the ways to prepare notes for quick revision before DSE.
- ✧ Some subjects (e.g. English Language, Economics, Physics,) have guided students to reflect on their results. It is welcome for some subjects to take “Reflections” as a type of assignment.
- ✧ Apart from report cards, predicted grades and challenge grades report cards have been issued to senior form students. Both teachers and students are positive. They thought these could give stronger evidence to teachers, allowing them to know how to better prepare senior form students for DSE. It was stated that it’s a good way to guide students to move forward.
- ✧ Some subjects (e.g. Mathematics, Liberal Studies, Geography) have studied which kind of eLearning App is suitable for their subjects to develop blended L&T.
- ✧ On the SD Day in July, some teachers have shared their experience on how to strike a good balance between online and face-to-face learning.

1.2 To enhance students’ confidence with higher aspiration for learning

- ✧ Some subjects (e.g. BAFS, Economics, Geography) have tried to organise co-curricular activities either through online or face-to-face mode. Both students and teachers are positive about blended L&T activities.
- ✧ Liberal Studies and Careers and Life Planning Committee have cooperated to hold virtual tours to different countries (e.g. Turkey, Russia, enabling students to understand different cultures. Students thought that these were valuable experiences for them during Covid-19 pandemic.
- ✧ Teachers are positive about the vertical planning for S1-S6 OLE day. They thought that students could learn more effectively through authentic situations. Values education will adopt this experiential learning approach in the next school year.
- ✧ Some consolidation classes have been conducted before FE and during summer vacations. The survey reflects that the majority of students thought the arrangement of consolidation classes could help them prepare for FE well. Some have shown interest in joining it again even their academic results were not unsatisfactory. Some students have shown improvement in their academic results as well.
- ✧ Some enhancement programmes for junior forms and senior forms were conducted. It’s a good start to organise some programmes for the elite in school.
- ✧ Core subjects have organised consolidation classes with a clear focus before FE and during summer vacation.
- ✧ In order to enhance the elites’ performance, challenge parts have been added in the examination paper.
- ✧ Some subjects (e.g. Physics, CLIT) have developed different types of assignments to cater for different learning needs.

1.3 To shift students’ learning from surface to deep

- ✧ Some subjects (e.g. Liberal Studies, History) have tried to implement the curriculum with a good balance between teaching subject content knowledge and learning skills.
- ✧ A book fair was held in late May. The reading environment was enriched during this period of time.

- ❖ Some movable boards were used to promote reading during the pandemic. Students enjoyed reading the introduction of books in recess time.
- ❖ English Language department has confirmed that reading across curriculum would be implemented in the next school year to promote reading during English lessons.
- ❖ In 1st Term, some students were assigned to attend LAC consolidation classes. English department has cooperated with History, Science and Geography departments to develop LAC teaching materials.
- ❖ In 2nd Term, with the help of QSIP, English department has tried an LAC programme on comparative language focus. The implementation is quite successful.
- ❖ Some subjects (e.g. Chinese Language, BAFS, Biology) are proactive to try different strategies to tackle students' learning difficulties.

Reflections

- ❖ Vertical planning of study skills (including self-regulated learning skills) should be taken into consideration. Apart from general study skills, subject specific study skills should be enhanced as well. Vertical planning of IT competence should be taken into consideration. Professional development on blended education should be further enhanced.
- ❖ Teachers are positive about organising blended co-curricular activities. In order to strike a good balance between academic or non-academic experiences, vertical planning on the activities should be taken into consideration.
- ❖ Core subjects have started to hold consolidation classes which are mainly good for low achievers. Programmes for Elite should be further studied. More discussion on catering for learner diversity should be taken into consideration.
- ❖ The awareness of students' learning difficulties in picking up a variety of skills has been enhanced. Teachers should have more professional development on how to incorporate learning skills with subject content knowledge among subjects.
- ❖ It's a good start to promote reading last school year. Different kinds of reading activities should be organised. Training on reading ambassadors should be enriched as well.
- ❖ The awareness of helping S1 students adapt to EMI has been raised. The ability of using English to learn different EMI subjects effectively should be further strengthened. The awareness of students' learning difficulties has been raised. Panel heads should facilitate their panel members to have more professional development on how to help students tackle learning difficulties and be active learners in lessons as well.

Priority Task 2: Foster students to be self-regulated and deep learners.

Achievements

2.1 To cultivate students' positive values: self-strengthening, restrain, graceful and responsibility

- ✧ Student Development Committee has organized different programmes including Gratitude Lane, DJ Scratching Session, Calligraphy Jamming and Mindfulness workshop to provide students with various ways to reduce stress and develop a healthy and positive lifestyle.
- ✧ Discipline Committee has organized talks about Prevention of cyberbullying for both Junior and Senior Forms in assemblies.
- ✧ National Education including the National Security and the National Day has been conducted in class teacher periods. Students were also encouraged to join the 2021 National Security Education Day Online Quiz Competition.
- ✧ The theme of the Inter-class Display Board Competition 2021 is 'Graceful'. Students can show their understanding of the theme through decorating the display board.

2.2 To enhance students' motivation, sense of achievement and confidence

- ✧ Opportunities have been provided to recognize the effort of students in different aspects. Students with outstanding academic performance and ECA result will be recommended to participate in the JCI Yuen Long Outstanding Student Selection.
- ✧ We have organized various competitions, for instance, Creative Class Photo Competition, Writing Essay Competition, Photo-taking Competition, Chinese Tea Culture Programme, to discover students with different potentials.
- ✧ We have also encouraged and recommended students with different talents to participate in various off-campus competitions, e.g. Chinese Essay competition, Film making competition and dance competition.
- ✧ Discipline Committee has refined the award and recognition system. Students with excellent conduct can receive Excellent Conduct Prize, giving them a high recognition and appreciation.
- ✧ Case managers and class teachers have met students with learning difficulties to discuss their learning problem and offer learning support if needed.

2.3 To enhance students' self-management skills

- ✧ Before the 1st uniform test, Counselling Committee has invited student leaders from Six Houses to share their study skills and time-management skills with S1 students.
- ✧ Careers and Life Planning Committee has designed a Study Planner to help our students to develop a habit to work out a to-do-list and revision timetable.
- ✧ Some consolidation classes were conducted before FE and during summer vacations. These classes were designed to enhance student's self-management skills and improve their study habit. The overall attendance rate is more than 70 and students have shown improvement in their study habit.

2.4 To develop student's sense of serving the community

- ✧ SL&CE have refined the Community Service Project so students could apply what they had learnt from STEM education to design tools for the elderly.
- ✧ Student ambassadors have been trained to provide an online mock interview for primary school students.
- ✧ All these programmes can cultivate our students sense of responsibility and increase their willingness to serve the community.

Reflections

- ✧ Through promoting Massian traits to foster students' positive values and attitudes.
- ✧ Keep on organising consolidation classes that focus on study habit for students with learning problems.
- ✧ Promote the use of study tools to help students to develop a good study habit.
- ✧ To organize team-building and boosting day camp to foster class spirit and sense of belonging of students.
- ✧ Make use of the mobile TV stand to showcase students' achievement so as to enhance students' confidence.
- ✧ To organize activities or programmes with different departments to promote the importance of serving the community.

Priority Task 3: Enhance the synergy among teachers

Achievements

3.1 To align visions and understanding and enhance collaboration among teachers for fostering students to be active learners

- ✧ Teachers were satisfied with the Case Management System. There were two phases of consolidation classes and the majority of students have shown improvement in either their academic performance or learning habits.

3.2 To strengthen professional leadership of middle managers

- ✧ With the help of QSIP, panel heads of core subjects have arranged professional development workshops for all panel members after assignment inspections. They have tried to share some good practices and made suggestions in areas that have room for improvement.
- ✧ Geography, Computer literacy & Physics departments have done the shadowing lesson observations with QSIP. Their professional development has been enhanced through student-centered lesson observation.

3.3 To optimize the use of human resources to enhance teachers' capacity

- ✧ The majority of teachers stated that the Principal had given a clear direction for sustained school development. It is implied that teachers agreed with the refined school committee.
- ✧ Based on the KPM survey, teachers agreed that using big data effectively is good for giving feedback on L&T, implying teachers agreed with the use of big data.
- ✧ E-administration (e.g. Excels for collecting predicted grades and challenge grades, checking online timetables) has been developed. Many teachers agreed that it is more convenient.

Reflections

- ✧ In order to enhance professional development, the appraisal system should be refined and the sharing culture should be further enhanced in the coming school year.
- ✧ The awareness of summarizing the findings for subject development after lesson observation and book inspections has been enhanced. More sharing among panel heads on monitoring the implementation of work will be organised.
- ✧ Many teachers are satisfied with the use of big data and refined structure of school committees. E-administration should be further promoted and data driven approach will be used to enhance L&T efficiency.

3. Our Learning and Teaching

3.1 Learning and teaching

I. Self-regulated Skills & Study Skills

The implementation of self-regulated learning is a challenge. Training workshops have been conducted for S1 and S4 students. Students have been equipped with general study skills (e.g. note-taking skills, self-reflection, time management, etc.), so S1 students can jot down notes and organize the learning content with suitable graphic organizers., and S4 students can understand how to bridge the learning gaps between junior and senior form. Apart from that, subject specific study skills have been developed in each department and covered in their curriculum. Due to Covid-19 pandemic, IT competence should be taken into consideration. Vertical planning of study skills (including self-regulated learning skills) and IT competency should be further discussed.

II. Cater for Learner Diversity

Data bank, which can be used to enrich students' experiences through participating in competitions, joining external courses in HKAGE or other awards schemes, was established by Gifted education team last year. . Shooting stars programme in senior forms has been carried out. The target participants for such programme are the top 10 students in each form. Apart from that, optional questions that carry bonus marks (Max: 5% of full mark) were added in S1-S2 examination paper. The difficulty of the questions should cater for the need of the top 10% students. Follow-up analysis by different subject departments were done and explained in the evaluation report.

Case Management System has been developed to help low-achievers. Usually, they were guided in consolidation classes after school. Teachers understood the proficiency of their students so they were able to create materials that suit the students. The confidence of students was enhanced, allowing them to have higher aspiration.

III. Assessment & Professional Development

Assessment is used in different ways at school. Since our school highly emphasizes assessment for learning, formative assessment is adopted by teachers to gain an understanding of students' knowledge and skills. Assessment as learning, which focuses on students' metacognitive processes in order to evaluate their own learning and make necessary adjustments, is also used. In order to promote Assessment as Learning, report cards with predicted grades and challenge grades have been issued to senior form students. Both teachers and students like the practice as it can give stronger evidence to teachers, enabling them to know how to prepare senior form students for HKDSE, which is a good way to guide students to move forward. It also serves as an example of making use of big data to enhance learning and teaching.

Formative assessments inform teachers of how well students understand what has been covered in class and the variation of teaching progress is discussed in form meetings. Teachers are also encouraged to discuss not only the teaching progress but also effective strategies through the Professional Sharing sessions in Staff Meetings and Department meetings. Teachers can make use of the post-lesson peer-observation forms to help one another understand the strengths and areas to work on in the post lesson observation discussion in order to refine their pedagogy.

IV. e-Learning

Information technology and Covid-19 pandemic have caused a paradigm shift in modes of teaching and learning. YLMASS is dedicated to exploring the advantages of e-learning for students. With the tremendous support from the ITED Committee, most teachers have developed competence in this area. All teachers are well trained to use Microsoft Teams to conduct online lessons. They are encouraged to retain the effective online learning practices and pave a smooth transition from face-to-face learning to online learning.

E-learning was further developed with the implementation of Bring Your Own Device (BYOD) Pilot Programme starting from March 2021. The scheme has covered subjects such as English Language, Chinese Language, Mathematics and Liberal Studies. S3A and S5A students were able to make use of the tablets or notebooks as a daily learning tool in and beyond classrooms. The integration of such technology into the curriculum provides an interactive learning and teaching environment for teachers and students. In addition to showing notes, using webpages and Apps to facilitate teaching, students were also able to work out mind maps, receive instant feedback from teachers through polls, attempt short questions and short quizzes to make their learning more fruitful and interactive. Therefore, more students should benefit immensely from e-learning at YLMASS.

3.2 STEM

Apart from developing skills and consolidating knowledge in each individual subject, STEM education aims at developing students' ability to work across disciplines through authentic situations.

These approaches enable students to become familiar with the way that STEM skills and knowledge are used in workplace. In different industries and workplace, individuals and teams with various expertise and skills would work together to generate new knowledge, ideas and products. There are 3 tiers in YLMASS. The first tier is for all, which means that all students have to experience STEM education through Science, Computer Literacy, Mathematics and Design and Technology curricula. The second tier is for those who are interested in STEM and willing to spend more time beyond classroom. They will join scientific inquiry team and come up with their interesting topics for further study. The third tier is for elite who will be nominated to join different competitions related to STEM.

STEM learning is experienced in various ways, inspiring students to acquire different skills and capabilities: (1) problem solving and risk assessment; (2) interpreting and analyzing data and information; (3) collaboration and working across different fields and disciplines; (4) research and critical enquiry – to develop and test ideas; (5) creativity and innovation – to develop new products, approaches and skills.

3.3 Reading across curriculum

Excerpt readings were used in Morning Reading Period on Fridays to cultivate reading habits among students by providing them with various appropriate and interesting reading materials about different subjects, themes and topics.

Different KLAs and committees have prepared reading materials of two levels for each session. These two sets of reading materials are for students in junior and senior forms respectively. Apart from texts, comic strips, picture books, illustrations and so on are also accepted. Some basic information about the text that allows students to better understand the text were given. Guided reading prompts and guiding questions were provided as well.

Students had to read materials about different subjects, themes and topics to cultivate their interest in reading. Book fair was held in late May. The reading environment was enriched during this period of time. Apart from the excerpt readings, some movable boards were used to promote reading during the pandemic. Students enjoyed reading the introduction of books during recess time.

3.4 Language across curriculum

In order to help S1 students get prepared for the English-speaking environment, boost their English language proficiency and stimulate students' interest in studying English-related subjects, the bridging programme has been run throughout the year. Students were required to attend the bridging class after school. There were two lessons every week.

All teaching materials were contributed by the involved subject departments. English is the core component of the programme and it also provided support for other English-related subjects. Participants were selected based on their results of Form Tests or Half-yearly examination. The programme also allowed an opt-in and opt-out system. Students who are able to show noticeable improvements in test or HYE can opt out of the programme.

The majority of participants have shown improvements in both English and other English-related subjects, but teachers find that the coherence among different subjects can be further enhanced if the language across curriculum can be implemented for the whole form. With the professional support of QSIP, English Language Department has cooperated with History Department in the second term, trying to adjust their teaching schedules and share the same language focus – comparison with similar requirements. In the final examination, both subjects have assessed students' performances and students have shown their awareness of specific language focus. The majority of teachers were also satisfied with the use of comparison in students' language pattern.

4. Support for Student Development

- 4.1 Values Education**
- 4.2 Discipline**
- 4.3 Counselling**
- 4.4 Cater For Learner Diversity**
- 4.5 Moral & Civic Education**
- 4.6 Career-related Experiences**
- 4.7 Experiential Learnings (OLE)**

5. Student Performance

5.1 HKDSE

I. Outstanding Massians in HKDSE 2021

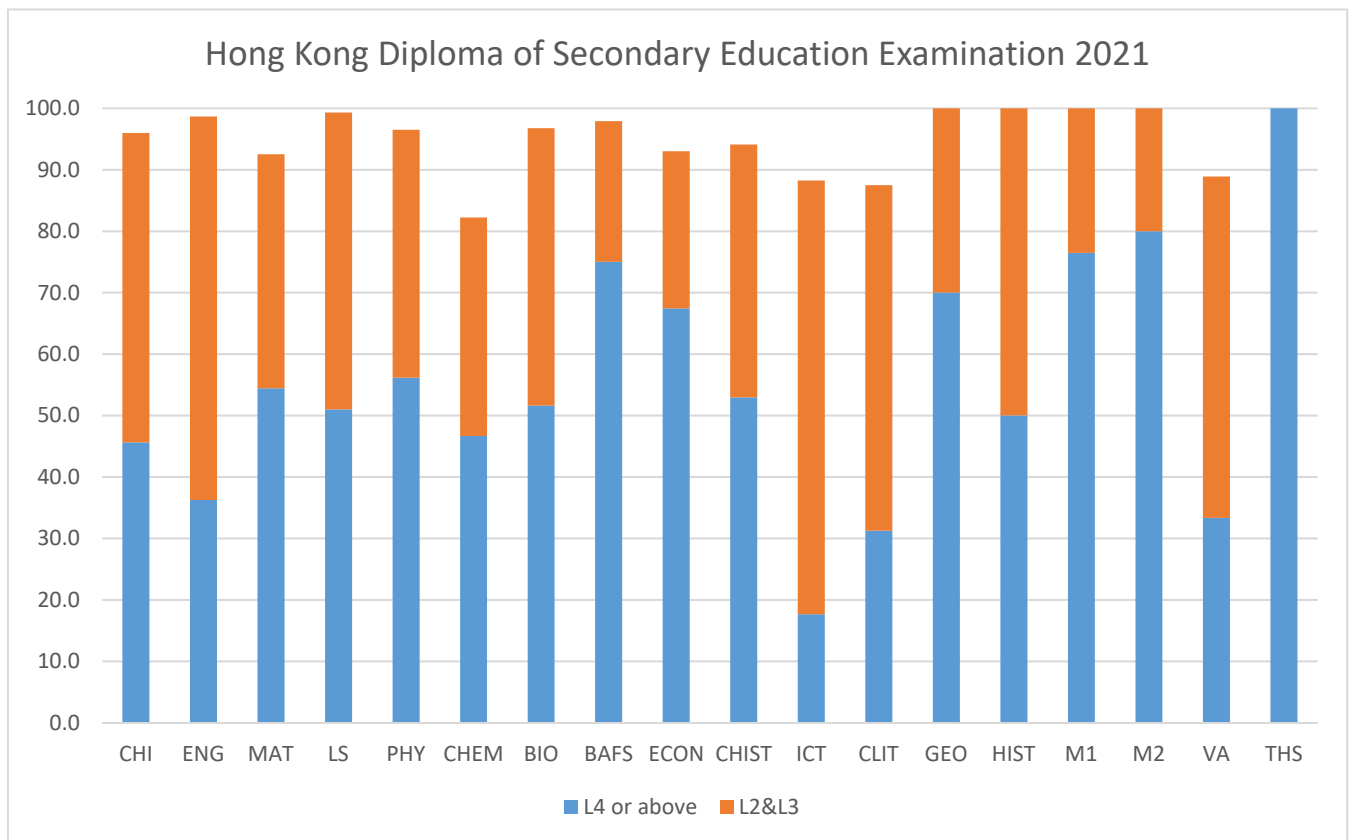
1	LAI KI KIT	5**	5**	5**	5*	5*	5*	5*
2	MAI CHUN WING	5**	5**	5**	5*	5	5	4
3	CHAN SZE TUNG	5**	5**	5*	5*	5	5	5
4	TANG YIK LONG	5**	5**	5*	5*	4	4	4
5	KO TSZ WAI	5**	5**	5*	5	5	4	4
6	WONG ON KIU	5**	5**	5*	5	5	4	3
7	CHAN CHO KIT	5**	5**	5*	5	4	4	4
8	LAM KIT YAN	5**	5**	5*	4	4	4	
9	WONG KA WAI	5**	5*	5*	5	4	4	
10	CHAN HIU TUNG	5**	5*	5	5	5	4	
11	AU HO NAM	5**	5	5	4	4	4	
12	CHIN YI LAM	5**	5	5	4	4		
13	HUI KING KI	5**	5	4	4	4	4	4
14	KONG YUEN KWAN	5**	5	4	4			
15	CHAN CHEUK YING	日文 A	5	4	4	4	4	

II. Overall Performance

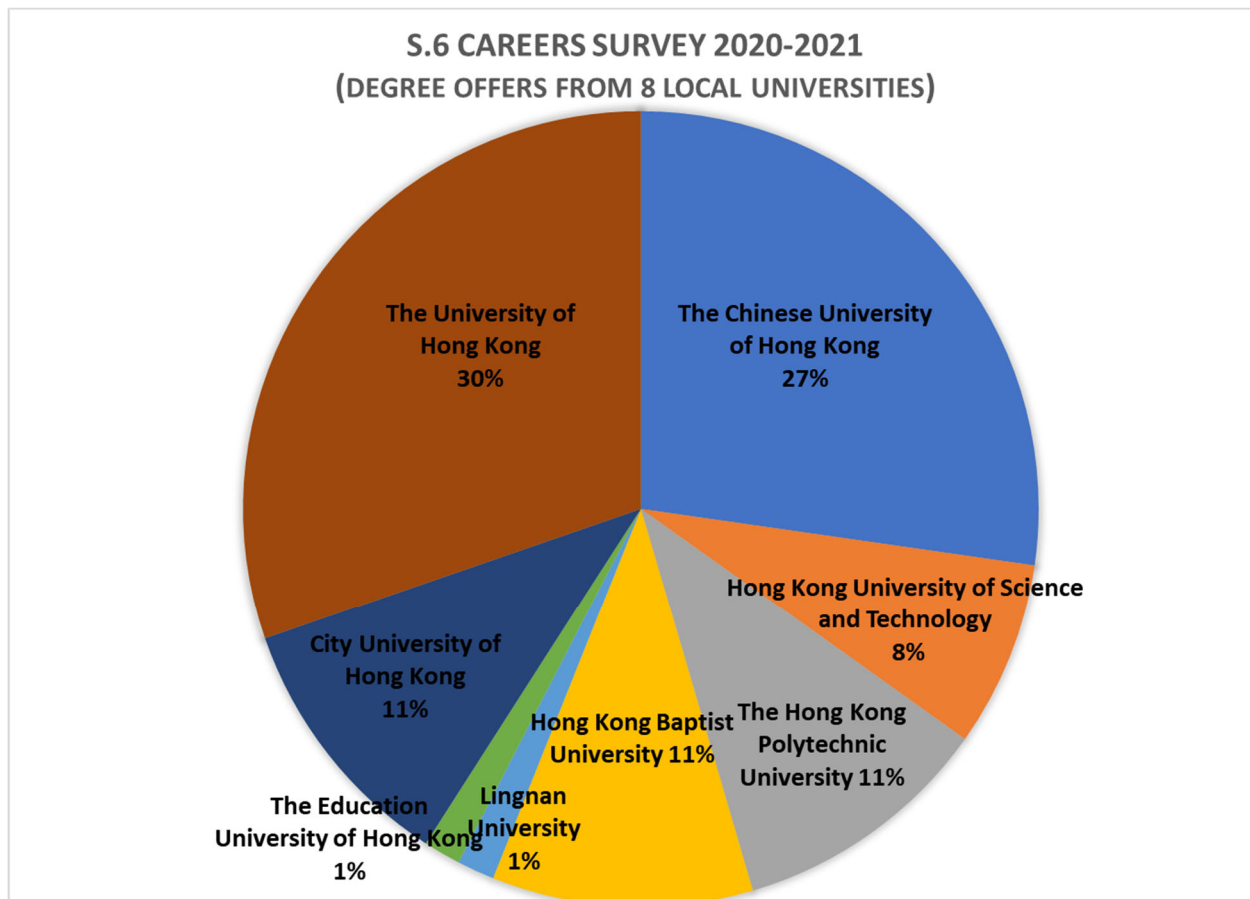
Overall Passing Percentage	95.5%
Five level 2 or above (including Chinese Language and English Language)	92.0%

III. Percentage of levels awarded

	Subjects
Level 5** or above higher than HK average	Chinese Language, Mathematics (Compulsory Part), Liberal Studies, Business, Accounting and Financial Studies, Tourism and Hospitality Studies, Extended Part (Calculus and Statistics), Extended Part (Algebra and Calculus)
Level 5 or above higher than HK average	Mathematics (Compulsory Part), Liberal Studies, Physics, Biology, Business, Accounting and Financial Studies, Economics, Chinese History, Geography, Tourism and Hospitality Studies, Extended Part (Calculus and Statistics), Extended Part (Algebra and Calculus)
Level 4 or above higher than HK average	Chinese Language, English Language, Mathematics (Compulsory Part), Liberal Studies, Physics, Biology, Business, Accounting and Financial Studies, Economics, Chinese History, History, Geography, Tourism and Hospitality Studies, Visual Arts, Extended Part (Calculus and Statistics), Extended Part (Algebra and Calculus)



IV. Careers Survey (Admitted by local universities)



5.2 Other Learning Experiences

Our students were encouraged to take part in inter-school events so they could have broadened their horizons and develop better social network and friendship and at the same time, explore and develop their potential and foster teamwork among themselves. The following other learning experiences were provided in 2020-2021 to enrich their school life and foster their all-round development.

I. Whole-person development

Organizers	Competition	Award	Winner
Academy for Gifted Education	Olympiad – Hong Kong Contest 2020	Honourable mention	Tsang Hoi Yiu(6E)
Social Enterprise Summit 社企民間高峰會	Social Enterprise Summit 2020 @ Yuen Long	Champion for 'Day Day Goods' Case	Ho Wai Ching 何蕙晴(5A) Lam Sin Yee 林倩儀(5A) Leung Cho Kiu 梁楚翹(5A) Leung Ka Ki 梁嘉淇(5A)
	- SE Lab: "Youth Power • Community Innovation" Competition 社創實驗室@元朗:「青年動力 社區創新」案例比賽	Champion for 'TI Farm' Case	Hui Tsz Wai 許芷瑋(4M) Kwok Wan Yiu 郭韻瑤(4M) Ng Cheuk Yan 吳卓恩(4M) Na Ka Yee 吳嘉宜(4M) Yip Chi Yan 葉緻欣(4M)

II. Subject-related

Organizers	Competition	Award	Winner
Hong Kong Association for Science and Mathematics	Hong Kong Biology Literacy Award 2020/2021	Second Class Honour 二級榮譽獎	Ho Chun Long (6E)
Education 香港數理教育學會	生物學素養競賽 2020/2021	Third Class Honour 三級榮譽獎	Ko Chun Wah (5E)
		Merit 優異獎	Pan Yan Ling (6E) Gai Sze Lun (5E)
School of Business of The Hang Seng University of Hong Kong 香港恒生大學商學院及經濟及金融學系	Personal Finance Planning Competition 2021 中學生理財籌劃比賽 2021	Certificate of Merit (with cash prize \$1000)	Hui Tsz Wai (4M) Lam Lok Yiu (4M)
Hong Kong Institute of Certified Public Accountants (HKICPA) Hong Kong Association for Business Education Limited (HKABE) 香港會計師公會 香港商業教育學會	HKICPA/HKABE Joint Scholarship for BAFS (2020/21) 香港會計師公會及香港商業教育學會企會財科聯合獎學金	\$300 cash prize scholarship	Liu Sum Yee (5A)
香港特別行政區政府	中國歷史人物小故事網上閱	優異獎	蔡鎮安(1A)
教育局及長春社文化古蹟資源中心	讀問答比賽	嘉許獎	李奇泓(2E) 李怡冰(2E) 林煇敏(2M) 梁芷蘊(2M)
第一教育集團	Global Mathematics Coding Competition 2021	Silver Award 銀獎	Cheung Cheuk Hin 張焯軒 (3E)
	世界 AI 智能創意編程大 2021(港澳賽區)	Bronze Award 銅獎	Wong Chun Wai 黃俊維(3A)
Coding 101	MakeCode Arcade 與老童遊樂齡遊戲設計比賽	Champion 一等獎	Leung Yu Sum Sam 梁裕琛(1M) Wong Jing Ya 黃政也(1M)
香港中華文化發展聯合會	「文人召喚」徵文比賽(第二期)	二等獎-中學組	姚家蔓(5A)
Education Bureau	The Chemists Online Self-Study Award Scheme	Diamond	LEUNG Wai Ling (5E)
The Hong Kong	International Biology	Bronze	Ho Chun Long(6E)
思考香港、香港教育工作者聯會及 The China Current	第一屆全港學生《中國故事》專題研習報告大賽	亞軍 初中組	李嵐(2M) 涂心瑜(2M) 黃希廷(2M)
長春社文化古蹟資源中心及香港特別行政區政府教育局	「歷史好知味」全港中學生比賽 - 網上閱讀問答比賽(挑戰版)	嘉許獎	李梓程(2E)

Organizers	Competition	Award	Winner
長春社文化古蹟資源中心 及香港特別行政區政府教育局	- 網上閱讀問答比賽 (普及版)	嘉許獎	李靜怡(1A) 周凱欣(1A) 廖逸詩(1A) 黎思妍(1A) 吳冰堯(1M) 李瑞晞(1M) 張芮瑜(1M) 陳智銘(1M) 陳鉉煒(1M) 游越網(1M) 馮偉俊(1M) 黃善彤(1M) 劉昕桐(1M) 賴自庸(1M) 謝瑋鋒(1M) 丘月濤(1M) 何敏網(1M) 吳朗琛(1S) 胡翠琳(1S) 張明欣(1S) 陳穎萱(1S) 羅煜麒(1S) 楊凱喬(1S) 林殷靖(2A) 區穎思(2A) 黃焯思(2A) 俞燕東(2E) 陳國興(2E) 關梓澄(2E) 吳天琳(2S) 林曉嵐(2S) 陳祉霖(2S) 葉雅林(2S) 謝敏儀(2S) 余偉源(3A) 林偉銘(3A) 區海澄(3A) 盛靜妍(3A) 陳守銳(3A) 雷佳慧(3A) 樊卓君(3A) 梁天凡(3C) 廖映珊(3C) 鄧穗鋌(3C) 鄧穎晞(3C) 劉嘉倫(3E) 田諾斌(3M) 林煒敏(3M) 侯寶鈿(3M) 連洛瑤(3M) 溫晞彤(3M) 劉天藍(3M) 鄭惠心(3M) 鄭惠禧(3M) 譚兆衡(3M)
		優異獎	平禹昕(1A) 陳珮熹(1A) 陳紫霖(1A) 司徒靜(1M) 阮日朗(1M) 林佳誼(1M) 連穎程(1M) 麥塋樞(1M) 葉柏滔(1M) 葉顯揚(1M) 盧焯培(1M) 文宛琦(1S) 何巧晴(1S) 陳芷琳(2A) 黃芷汶(2A) 蔡鎮安(2A) 盧裕鋒(2E) 蕭海竣(2S) 顧兆豐(2S) 尹沛森(3A) 王筠慈(3A) 洪子淇(3A) 郭錦棠(3A) 黃俊維(3A) 鄧翔華(3A) 盧文蔚(3A) 文凱恩(3C) 李怡冰(3C) 李晴網(3C) 陳沛雯(3C) 黃庭軒(3C) 張文淇(3E) 梁詩晞(3E) 陳穎澄(3E) 溫慧澄(3M) 陳祖慧(3M) 楊凱嵐(3M) 鄧語渲(3M) 鍾凱怡(3M) 簡卓穎(3M) 王詠嵐(3M) 梁芷蘊(3M) 文湑業(3M) 方臻言(3M) 吳斯朗(3M) 李嘉麗(3M) 卓穎網(3M) 張佑充(3M) 莫珮欣(3M) 莫健唐(3M)

III. Music, arts and sports

Organizers	Competition	Award	Winner
The Hong Kong Academy for Performing Arts 香港演藝學院	Gifted Young Dancer Programme 青年精英舞蹈課程	Scholarship Award 青年精英舞蹈獎學金	Lam Cheuk Ni Cherry 林卓妮(3E)

Organizers	Competition	Award	Winner
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 中學三、四年級—男子或女子或男女合誦	Champion 冠軍	S.4 English Group 1
	The 72nd Hong Kong Schools Speech Festival 第七十二屆香港學校朗誦節		
	Y43 - 1 Solo Verse Speaking - Non-Open Secondary 3 - Girls	Certificate of Merit (1st)	Chan Ho Yan Rachel(3M)
	N195 - 4 Public Speaking Solo Secondary 5	Certificate of Merit (1st)	Yuen Suk Fan(5E)
	N195 - 10 Public Speaking Solo Secondary 5	Certificate of Merit (2nd)	Li Tsz Yi(5E)
	Y47 - 1 Solo Verse Speaking - Non-Open Secondary 5 - Girls	Certificate of Merit (2nd)	Yip King Yi(5E)
	N195 - 5 Public Speaking Solo Secondary 5	Certificate of Merit (2nd)	Lee Man Him(5M)
	Y43 - 1 Solo Verse Speaking - Non-Open Secondary 3 - Girls	Certificate of Merit (3rd)	Lam Hei Man(3M)
	Y36 - 1 Solo Verse Speaking - Non-Open Secondary 1 - Girls	Certificate of Proficiency	Chan Tsz Lam(1A)
	Y37 - 4 Solo Verse Speaking - Non-Open Secondary 1 - Girls	Certificate of Merit	Zhong Hei Man(1A)
	Y62 - 3 Solo Verse Speaking - Non-Open Secondary 1 - Boys	Certificate of Merit	Qiu Yuetao(1M)
	Y62 - 4 Solo Verse Speaking - Non-Open Secondary 1 - Boys	Certificate of Merit	Yuen Yat Long(1M)
	Y36 - 2 Solo Verse Speaking - Non-Open Secondary 1 - Girls	Certificate of Merit	Chan Kwan Yuet(1S)
	N193 - 1 Public Speaking Solo Secondary 1 and 2	Certificate of Merit	Chan Yat Yiu Amity(2M)

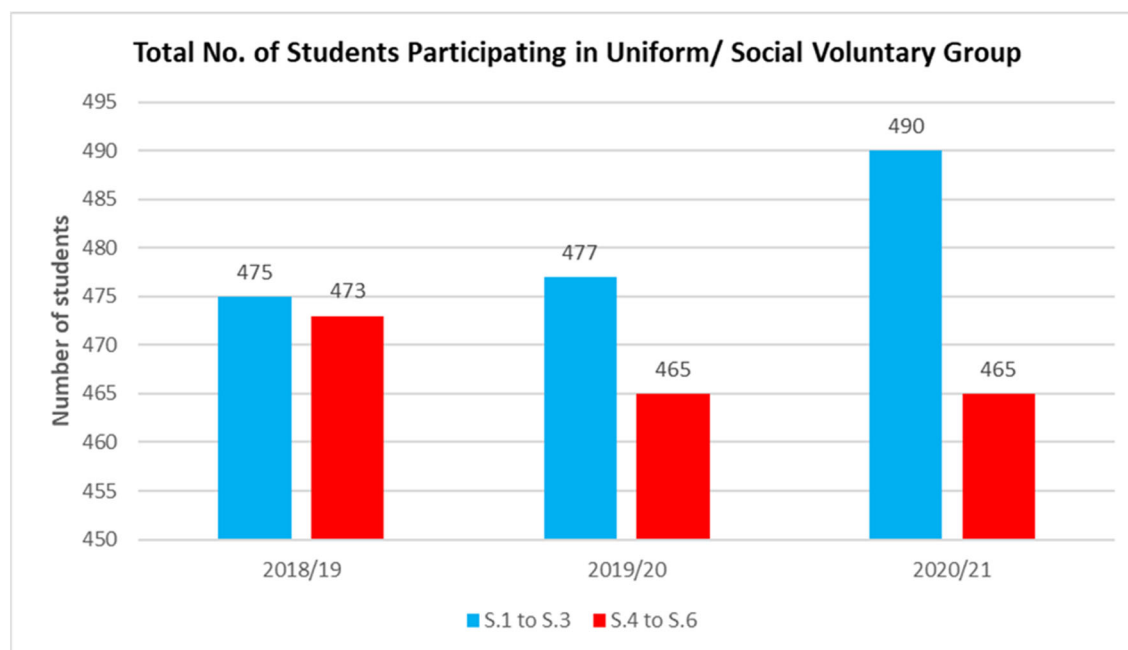
Organizers	Competition	Award	Winner
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	The 72nd Hong Kong Schools Speech Festival 第七十二屆香港學校朗誦節		
	Y64 - 1 Solo Verse Speaking - Non-Open Secondary 5 - Boys	Certificate of Merit	Lui Cheuk Hin(2M)
	Y42 Solo Verse Speaking - Non-Open Secondary 3 - Girls	Certificate of Merit	Mok Pui Yan(3M)
	Y46 - 1 Solo Verse Speaking - Non-Open Secondary 4 - Girls	Certificate of Merit	Man Ka Yuet(4A)
	Y45 - 1 Solo Verse Speaking - Non-Open Secondary 4 - Girls	Certificate of Merit	Chan Ka On(4C)
	N195 - 5 Public Speaking Solo Secondary 5	Certificate of Merit	Tso Sum Yi(5A)
	N195 - 7 Public Speaking Solo Secondary 5	Certificate of Merit	Yuen Ka Man(5E)
	N195 - 3 Public Speaking Solo Secondary 5	Certificate of Merit	Chan Yuet Ying(5M)
	Y48 - 1 Solo Verse Speaking - Non-Open Secondary 5 - Girls	Certificate of Merit	Tiu Pui Yan(5S)
	Y418 散文獨誦 - 粵語中學一年級 - 男子組	優良獎狀	張嘉晨(1E)
	Y428 - 1 散文獨誦 - 普通話中學一、二年級 - 女子組	優良獎狀	任笑陽(1E)
	Y428 - 1 散文獨誦 - 普通話中學一、二年級 - 女子組	優良獎狀	張樂琪(1E)
	Y406 - 2 散文獨誦 - 粵語中學一年級 - 女子組	優良獎狀	鄭惠心(1E)
	Y328 - 2 詩詞獨誦 - 普通話中學一、二年級 - 女子組	優良獎狀	鄭惠心(1E)
	Y328 - 1 詩詞獨誦 - 普通話中學一、二年級 - 女子組	優良獎狀	劉昕桐(1M)
	Y328 - 2 詩詞獨誦 - 普通話中學一、二年級 - 女子組	優良獎狀	吳冰堯(1M)
	Y318 散文獨誦 - 粵語中學一年級 - 男子組	優良獎狀	阮日朗(1M)
	Y428 - 2 散文獨誦 - 普通話中學一、二年級 - 女子組	優良獎狀	文宛琦(1S)
	Y328 - 2 詩詞獨誦 - 普通話中學一、二年級 - 女子組	優良獎狀	俞燕東(2E)
	Y326 - 1 詩詞獨誦 - 普通話中學五、六年級 - 女子組	良好獎狀	陳春林(5A)

Organizers	Competition	Award	Winner
	73rd Hong Kong Schools Music Festival: 第七十三屆香港學校音樂節		
	Vocal Solo - Chinese - Female Voice - Secondary School - Age 14 or under 聲樂獨唱 - 中文 - 女聲 - 中學 - 14 歲或以下	Champion & Silver Award 冠軍及銀獎	Cheng Wing Lam Sabina 鄭穎霖(3S)
	Graded Piano Solo - Grade Five 分級鋼琴獨奏 - 五級	Gold Award & 2nd Runner-up 金獎及季軍	Lee Laam 李嵐(2M)
	Vocal Solo - Chinese - Female Voice - Secondary School - Age 14 or under 聲樂獨唱 - 中文 - 女聲 - 中學 - 14 歲或以下	Silver Award 銀獎	Wong Ho Yan Yanni 黃灝欣(3C)
	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under 聲樂獨唱 - 外文歌曲 - 女聲 - 中學 - 14 歲或以下	Silver Award 銀獎	Cheng Wing Lam Sabina 鄭穎霖(3S)
	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under 聲樂獨唱 - 外文歌曲 - 女聲 - 中學 - 14 歲或以下	Silver Award 銀獎	Wong Ho Yan Yanni 黃灝欣 (3C)
	Graded Piano Solo - Grade Eight 分級鋼琴獨奏 - 八級	Silver Award 銀獎	Tsang Wing Gi 曾泳之(4M)
	The 72nd Hong Kong Schools Speech Festival 第七十二屆香港學校朗誦節		
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	Graded Piano Solo - Grade Seven 分級鋼琴獨奏 - 七級	Silver Award 銀獎	Chan Sin Yu 陳善如(3C)
	Graded Piano Solo - Grade Five 分級鋼琴獨奏 - 五級	Silver Award 銀獎	Chan Yuen Ching 陳琬澄(1M)
	Graded Piano Solo - Grade Six 分級鋼琴獨奏 - 六級	Bronze Award 銅獎	Leung Chung Yan 梁頌恩(2E)
	Zheng Solo - Intermediate 箏獨奏 - 中級組	Bronze Award 銅獎	Chan Sze Ling 陳思菱(1A)
	The 8th Hong Kong International Music Festival— Grandmaster Cup: 第八屆香港國際音樂節— 藝韻盃		
Grandmaster Orchestral Music Society 藝韻管弦樂協會	Choir 合唱團	Winner 第一名	Yuen Long Merchants Association Secondary School - Choir 元朗商會中學- 合唱團
	Western Musical Instrument Ensemble 西樂小組	Excellence Award 一等獎	Yuen Long Merchants Association Secondary School - String Orchestra 元朗商會中學- 弦樂團
	Hong Kong International Handbell Olympics 2021- Handbell 香港國際手鈴奧林匹克 2021		
Asia International Handbell Association (Hong Kong) 亞洲國際手鈴協會 (香港)	- 手鈴組別	Gold Award 金獎	Yuen Long Merchants Association Secondary School- Handbell Ensemble Team 元朗商會中學- 手鈴隊
	- 手鐘組別	Silver Award 銀獎	Yuen Long Merchants Association Secondary School- Handchime Ensemble Team 元朗商會中學- 手鐘隊

Organizers	Competition	Award	Winner
Tuen Mun Arts Promotion Association 屯門文藝協進會	The 35th Tuen Mun District Dance Competition 屯門區第三十五屆舞蹈大賽	Gold Award Open Chinese Dance (Group) 金獎 公開組 中國舞群舞	Yuen Suk Fan 袁淑芬(5E) To Hei Yi 杜希怡(5E) Mok Sin Yan 莫倩妍(5E) Li Tsz Yi 李梓怡(5E) Chung Yuk Shan 鍾鈺珊(4S) Lai Hiu Ching 黎曉晴(4E) Lee Nga Wan 李雅韻(4A) Tse Man Yee 謝敏儀(2S) Wong Yuet Ching 黃悅晴(2M) Lee Laam 李嵐(2M) Wong Tsz Man 黃芷汶(2A) Zhou Wai Shan 周慧珊(2A) Kwok Sin Yu 郭倩瑜(1M) Zhong Lok Sze 鍾樂詩(1E) Lam Cheuk Ni Cherry 林卓妮(3E) Wong Ho Yan Yannis 黃灝欣(3C)
Education Bureau 教育局	Hong Kong School Drama Festival 2020/21 2020/21 年度香港學校戲劇節(全港賽事)	Award for Outstanding Performer 傑出演員獎	Sin Pui Man 冼珮汶(4A)
學校領導課程同學會及 ARTÉ Madrid	3rd Jewellery Design Competition for Hong Kong Secondary School Students 第三屆全港中學生首飾設計比賽	三等獎 初中組	Chan Ka On 陳嘉安(4C)
Ziberty Sports Studio	Ziberty 全港跳繩挑戰賽 2021	冠軍 女子 F 組個人花式跳繩-20 秒單車步	Cheung Man Ki 張文淇(3E)
		冠軍 女子 F 組個人花式跳繩-20 秒雙重跳	Cheung Man Ki 張文淇(3E)
		冠軍 女子 F 組個人花式跳繩-45 秒自選花式	Cheung Man Ki 張文淇(3E)
		冠軍 女子 F 組個人花式跳繩-個人全場	Cheung Man Ki 張文淇(3E)
		季軍 女子 F 組個人花式跳繩-20 秒雙重跳	Lam Yee Elyse 林懿(2C)

IV. Statistics of Student Participation in Activities (Club activities, Services and Competitions)

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



5.3 Achievements of Alumni

Name of Graduate	University / Awarding Institution	Award/Achievements
Tang Cheuk Yu	School of Engineering Dean's list Award 2019-20, The Hong Kong University of Science and Technology	Dean's List
Wong Tak Long	School of Engineering Dean's list Award 2019-20, The Hong Kong University of Science and Technology	Dean's List
LEUNG Pui Shan	Associate of Science (Sport and Recreation Studies) programme, Hong Kong Baptist University, School of Continuing Education	CIE Entrance Scholarship
YEUNG Cheuk Ki	Associate of Science (Psychology), 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 Chun Kei	Associate of Arts(Tourism and Hospitality Management), College of International Education, Hong Kong Baptist University	Dean's List
LEUNG Cheuk Hei	Associate of Arts(Professional Communication and English Studies), College of International Education, Hong Kong Baptist University	Dean's List
LEUNG Pui Shan	Associate of Arts(Sport and Recreation Studies), College of International Education, Hong Kong Baptist University	President's Honour Roll, Dean's List

6. Financial Summary

Yuen Long Merchants Association Secondary School

Income & Expenditure from 01/09/2020 to 31/8/2021 (Unaudited)

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) OEBG Grant		
(a) General Domain		
① Admin Grant / Revised Admin Grant		
② School & Class Grant		
③ Subject Grants		
④ Other Grants		
⑤		
⑥		
.....		
<i>Sub-total</i>		
(b) Special Domain #		
① Capacity Enhancement Grant		
② Other Grants		
③		
④		
.....		
<i>Sub-total</i>		
(2) Composite Furniture and Equipment Grant		
II. School Funds (General Funds)		
(1) Tong Fai		
(2) Donations		
(3) Fund-raising		
(4) Collection of fees for specific purposes (including electricity charges for air-conditioning)		
(5) Others		
<i>Sub-total</i>		
Total surplus for school year		
Accumulated surplus as at the end of school year		

7. Appendix

- 7.1 Report on the Use of Life-wide Learning Grant 2020-2021
- 7.2 Report on the Use of School Based Grant 2020-2021
- 7.3 Plan on the Use of Teacher Relief Grant 2020-2021
- 7.4 Report on the Use of Capacity Enhancement Grant 2020-2021
- 7.5 Report on the Use of Diversity Learning Grant 2020-2021
- 7.6 Report on the Use of School-based After-School Learning and Support Programme Plans 2020-2021
- 7.7 Report on the Use of the Promotion of Reading Grant 2020-2021