

**Sha Tin Methodist  
College  
School Report**

**2021-2022**

## **(1) Our School**

Sha Tin Methodist College is an aided co-educational EMI secondary school founded in 1983. It is sponsored by the Methodist Church, Hong Kong to serve the local community together with churches and service centres in the Sha Tin parish. In 2021-22, there are totally students in 25 classes from Form One to Form Six.

### **Vision**

To develop a holistic education based upon the Christian faith; to nurture our students to live an abundant life through the preaching of the Gospel.

本基督精神，發展全人教育；藉宣講福音，培育豐盛生命。

### **Mission and beliefs**

Provide whole-person education according to the spirit of Jesus Christ; Nurture abundant lives by teaching the gospel.

We believe:

That each and every student is the love of God and endowed individually. We therefore respect each of them and help them develop their potential to the full.

That through whole-person education on moral, intellectual, physical, social, aesthetic and spiritual aspects, every student will be able to model on Jesus Christ, to “grow in wisdom and stature, and in favor with God and men.” (Luke 2:52)

That the meaning of life does not lie in material affluence but in the quality of life. The gospel of Jesus Christ is the basis for development of a holistic life: “I have come that they may have life, and have it to the full.” (John 10:10)

That education is teaching by word and deed, just as what Jesus Christ did to his disciples.

## (2) Achievements and Reflection on Major Concerns

**Priority Task 1:** To strengthen students' self and peer learning ability

### Achievements

- The target was achieved to a great extent.
  - a. To foster in students' a Self-directed Learning attitude, i.e. 'First establish their goals appropriately, then implement them actively, review them regularly and improve them gradually', Form Teacher lessons & Class meetings, morning or cyclic assemblies, and 'Self-Regulated Learning' lessons were conducted to promote reflective learning. Both students and teachers (>90%) agreed that Form teacher lessons, class meetings, assemblies could reinforce students' self-learning attitude.
  - b. To enhance students' Self-directed learning ability, subject teachers nurtured students the habits of pre-study, notetaking, information-searching in the internet and proper use of BYOD. Both students and teachers (>90%) agreed that the subject teachers develop high order thinking skills and made pre-study, note-taking and information-searching as study habits.
  - c. As the absence of face-to face teaching was a new normal, over 80% of the students agreed that they could manage time effectively and set goals for assignments and assessments by themselves. From observation and ASP survey, most teachers agreed that the students had done great in their self-directed learning. According to the KPM survey and 2021-22 APASO survey, students' perceptions and impression of teaching and their own learning had improved. More than 90% students agreed that the encouragement and reminders of the teachers facilitated their self-directed learning. This was encouraging indeed.
  - d. More than 80% students agreed that various e-learning software, apps, and eLearning platforms in the lessons such as Google Docs, Padlets, polls, 'Explain Everything', nearpod, graphic organizers, mind maps, One Note and kahoots etc. were regularly employed and facilitated students to engage in learning tasks (>80%) and enhanced students' self-learning and peer learning skills. iPad learning activities were successfully conducted in F.1-3 during class suspension and resumption of school. Most teachers and students agreed that the BYOD in F.1-3 were used properly.
  - e. To promote collaborative learning, subject panels regularly engaged students in collaborative meaningful learning tasks and demonstrate students' co-learning outcome. >70% of teachers and students agreed that the display and sharing of the learning outcome can strengthen peer learning, and boost up their learning confidence. interdisciplinary learning activities and projects especially in junior forms were conducted, i.e. STEM project F.1-2 (>80%), PSHE project in F.2(about 70%) and an interdisciplinary project on cultural preservation in F.3 (>80%). The students gave positive feedback as seen from the ASP survey.
  - f. Last but not least, 80% students agreed that the feedback and guidance in the assignments and assessments from subject teachers enhanced students' confidence in learning About 85% of students agreed that they would do their best to face challenges from tests and examinations.

## Reflection

- About 85% students, as seen in the ASP survey agreed that the subject teachers always adopted peer collaboration strategies to increase students learning capacity. 73% of students also agreed that collaborative learning could enhance their confidence and sense of satisfaction. One good exemplar was the inter-class competition of the F.3 inter-disciplinary project held in June. Thus, peer and collaborative learning should be continued as the focus concern in the future. It is hoped that the advantages of peer learning could be optimized in the coming year. Lesson study and peer observation could be conducted to promote this aspect professionally.
- Test anxiety was still high among our students in general as seen in the ASP and APASO surveys. About 54% of students as seen from the ASP survey revealed that they had fear and anxiety of tests and examinations to an extent that it would affect their emotions. This required attention. AS a greater learning diversity was envisaged, the more motivated and more disciplined kept or even improved their study skills and enhanced their learning ability while the passive and undisciplined students lagged behind. Thus, more concrete means such as strengthening the English proficiency, catering for learners' diversity and academic support measures might be needed to increase students' self-efficacy and reduce learning anxiety. Efforts to coordinate the quizzes and dictations would be also needed in the coming year.

**Priority Task 2:** To facilitate experiential learning with flexible application of knowledge and creativity

**Achievements**

- a. Subject panels integrated the idea of experiential learning into their curriculum and held activities to let students learn by doing, apply what they learn, deepen the learning concepts and increase problem-solving skills and creativity. Although due to the Covid-19 pandemic and class suspension, subject teachers revealed that they did their best to provide the experiential activities for students to engage in. Examples:
- Geography field trip was made possible in the 1<sup>st</sup> term.
  - Coral-nurturing activity organized by IS subject.
  - Participation in the Speech and Music Festivals by students' video-shoots, the participation in the Singapore Model United Nations Conference, Chinese and English Debate online or face-to-face competitions were all commendable activities.
  - VR experiences were utilized in History or Chinese Language lessons.
  - Fair trade sales were organized by Economics and BAFs subjects at school despite shorter school hours.
  - Experiential STEM activities were organized in STEM week. Students could do the STEM experiments at home through Zoom workshops after getting a pack of learning kits at school.
  - Community service was also conducted for the elderly by RME subject although there was no real face-to-face contact.
- b. Besides, the Life-wide Learning committee and the ECA Committee has optimized large-scale whole-school level activities held in accordance with the EDB regulations upon the Covid-19 pandemic, e.g., Fun Days in November and several post-examination experiential activities for students were also organized in June and July.
- c. Although the experiential learning activities of subjects and committees, including both local and overseas excursions were limited or cancelled due to covid-19, they created memories of joyful and inspiring learning experiences. More than 85% students, as seen in the ASP survey showed that they enjoyed and engaged in experiential learning activities and agreed that such experiential and extend learning activities facilitated them to apply the subject knowledge, stimulate their interest and enhance their learning effectiveness.

**Reflection**

- Experiential learning activities were excellent learning practices for students. However, the covid 19 pandemic hindered the implementation. For example, F.2 experiential learning activities scheduled on Friday after-school hours, F.3 overseas trips and F.4 mainland strips were all cancelled.
- On the one hand, such extended activities should be continued and embedded in the schemes of work in the coming year. On the other hand, it is also necessary to explore alternative ways of experiential learning e.g., virtual overseas and mainland tours and school exchange programs on-line so that such valuable and meaningful extended learning activities can be carried out.
- Furthermore, Fridays are valuable time-slots to organize after-school extended and life-wide learning activities. The school may need to review how to plan and structure the use of Fridays for various learning activities to facilitate 'learning without wall' and unleash students' learning potential in the future.

**Priority Task 3:** To cultivate the spirit of grit, thankfulness and the attitude of embracing challenges with optimism

### **Achievements**

- a. Teachers put effort in cultivate the spirit of grit, develop students’ growth mindset through the teaching design. According to the ASP 2021-22 survey, it was revealed that teachers had a good understanding of the concepts of a growth mindset. Both teachers (97%) and students (90%) totally agreed that emphasis was placed on the importance of making constant effort and learning from mistakes. It also reflected in APASO survey. 97% teachers and 78% students agreed that the design of teaching and assignments could ignite learning passion and boost their learning confidence. 92% teachers and 87% students agreed that teachers' appropriate and positive feedback could encourage students to work persistently. According to SHS, students reflected that the teachers were concerned about their study progress and always let them know their learning weaknesses. According to the ASP survey, 87% teachers and 76% students agreed that students’ growth mindset and grit were yet to be improved.
- b. According to the APASO, the social support among teachers and students is positive, the companionship enhances students’ resilience in facing difficulties. F.4 Growth camp was held in August. Wednesday and Thursday were reserved as extra-curricular activities. School sports teams training were organized and some extra-curricular activities were held over the internet. Some activities were organized to nurture the growth mindset. “Grit Week” was held this year. According to the ASP survey, both teachers (92%) and students (77%) agreed that the sharing of how to embrace failure and overcome challenges among the speakers and students in assemblies and class was inspiring.
- c. Students’ problem-solving ability has been strengthened through the leadership training programs. In order to emphasize the leading role of students in activities to improve their sense of ownership and commitment, activities organized by class committees on Fun Day, school clubs and Student Union were student-initiated. According to the ASP survey, both teachers (94%) and students (86%) agreed that students’ sense of ownership and commitment was improved by organizing activities.
- d. Setting goal, reflection, briefing and debriefing were emphasized to develop students’ growth mindset in experiential learning. Both teachers (89%) and students (86%) totally agreed that debriefing sessions were conducted which could help students reflect on their learning outcomes.
- e. Life education activities were held in different Forms to convey the values of being thankful and grateful. According to the ASP survey, 100% teachers and 84% students agreed that life education activities such as F.1 Benediction Ceremony, F.4 Volunteer Team Thanksgiving Ceremony and F.6 Adulthood Ceremony could nurture the values of being thankful and grateful. Students expressed sincere gratitude and appreciation to their parents and teachers in their reflections. F.2 Inclusion Volunteer activities was held in December to serve Heep Hong Society SEN pre-school kids. F.4 Volunteer activities were organized via internet. Students organized games and prepared gifts for the elderly. According to the ASP survey, both teachers (100%) and students (85%) agreed that students could show their love and care to others through caring activities. Both teachers (84%) and students (88%) would agree that a thankful ambience is being built in the campus.

## Reflection

- According to the observation in Form teachers meeting, students dare to express their opinion and answer questions during lesson. According to the APASO, test anxiety and emotional unstable were still common phenomenon among students of all forms. According to ASP survey, 54% students reflected that they had test anxiety and it will affect their emotion. Only 59% students value the process of hard work more than the results in their studies. 100% teachers and 86% students agreed that the learning strategies taught by subject teachers could help them to acquire the knowledge of subject matter. However, only 70% students agreed that they were confident in tackling the difficulties in learning. Students' perception of their learning confidence was still not very high which was also reflected in SHS survey. It is essential to help students develop positive emotion, continue to cultivate growth mindset and grit to meet students' needs. A positive relationship and positive classroom environment could encourage students to express themselves in learning. Promoting positive health with balanced life style is essential for students to stabilized emotion by developing positive emotion and raise the awareness of self-care. In response to students' learning confidence, assisting students to acquire study skills and build up their learning confidence is still needed.
- Due to the outbreak of Coronavirus in Hong Kong, some of the extra-curricular activities, including Round Estate Run, Athletic Meet, Swimming Gala and Outdoor Activities Day were cancelled. To cultivate students' spirit of grit, it was expected that all of these activities can be organized in the following year.
- Under the influence of online lesson and half-day face-to-face lessons, interpersonal relationships have become alienated, and the cohesion within the class is not strong. It is necessary to strengthen the positive relationships in class.
- Gratitude is an important positive emotion which provides strength in facing difficulties and challenges. Experiential activities can indeed increase students' gratitude, but under the influence of the epidemic, the activities of volunteer services have been limited, and many gratitude activities organized by class or student unions have also been cancelled. It was expected that the activities which cultivate gratitude can be organized in the following year.

### (3) Our Learning and Teaching

In response to the Four Key Tasks and Major Renewed Emphases (MRE) by EDB, the school has been dedicated to promote the various MRE, as seen in the followings:

#### **I. Strengthening values education (including moral and civic education, and Basic Law education)**

One of the updated learning goals according to EDB is for every student "to become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society". To achieve this goal, values education has been variously delivered in the form of moral and civic education, life education, religious education, and values across different KLAs/subjects at STMC. For Basic Law education which is a newly added MRE, essential learning elements relevant to it have been delivered in different subject curricula at the junior and senior secondary level as seen

in the followings:

- The **PSHE KLA of STMC, including Chinese History, History, Geography, Religious and Moral education subjects from F.1-6 and the Citizenship and Social Development subject in senior level** enables our students to acquire fundamental knowledge about the Basic Law;
- **F.1 Life and Society subject** enables our students to understand the importance, ideas and concepts of the Basic Law;
- Besides, **perseverance and gratefulness** have been identified as the **STMC School Development Plan** priority values and attitudes. These values and attitudes are infused into the learning and teaching of all KLAs as well.

## **II. Reinforcing the learning of Chinese history and Chinese culture**

- STMC offers **Chinese History as an independent compulsory subject** for students in Junior Forms to gain a systematic understanding of Chinese history and Chinese culture;
- In parallel, the learning elements of Chinese culture are inherent in the Chinese History curriculum and Chinese Language Education KLA on the one hand, but also in the Chinese music and arts in the Arts Education KLA on the other hand.

## **III. Extending “Reading to Learn” to “Language across the Curriculum” and “Reading across the curriculum”**

- The **teacher-librarian** and the **Reading group** have devised a holistic plan to promote reading and allocate time, both within and outside lessons, for cross-curricular reading. Books and eLearning resources of various across-disciplinary themes were displayed and recommended.
- The implementation of Junior Forms’ **Extensive Reading Scheme, morning Reading Time (Day 4 and Day 6 every cycle) and Reading Day** (whole day activity comprising talks, reading, sharing and book exhibition) at STMC, all fosters reading habit and develops interests on reading among students, as well as broaden the horizons for students. In 2021-2022, Reading Day was launched on line. All students engaged in various reading activities, such as book sharing, book exhibition, dialogues exchange with schoolmates from a secondary school in Malaysia etc. This was a good attempt to breakthrough the physical constraints and a very good example to follow.
- From 2015-16 to 2021-2022, two **selected books from Chinese and English subjects** are assigned by the Reading Group to F.1-3 students respectively. The duration of the fixed-book reading is at least about one term of the year in the reading periods of Day 4 and Day 6. Inquiry questions and in-depth reflections are suggested for thoughts in the course.
- F.4 Students read in **two morning reading sessions every cycle**, leveraging on **electronic reading resources** to enhance students’ understanding of texts and enjoyment of reading. The topics of the reading materials are diversified facilitating reading across curriculum.



- In addition to Reading to learn, STMC implements **“Language across the Curriculum” (LaC)**. The English subject panel takes the initiative to see the needs of EMI subjects and LaC is promoted through enhancing collaboration between different KLAs with English language teachers focusing on the development of language skills essential for students to apply their language skills in the KLA contexts. F.2 English Creative Showcase and F.3 HK Cultural tourism project are good examples.

#### **IV. Promoting STEM education**

**In STMC, STEM education is promoted through the Science, Technology and Mathematics Education KLAs.**

- Teachers of the mentioned KLAs collaborate in planning the whole-school curriculum and organising learning and teaching activities that help promote STEM education. **STEM Week** is launched in April every year to cultivate students’ interest and curiosity in science and technology.
- **The STEM subject is formally introduced in STMC in F.1 and F.2** to strengthen students’ ability to integrate and apply knowledge and skills, and to nurture their creativity, collaboration and problem-solving skills, as well as to foster their innovation spirit as required in the 21st century.
- **Hands-on and minds-on activities** that may be theme-based or problem-based are introduced and recommended for students to solve problems and produce designs through **scientific investigation, computer programming (coding), mathematics modelling, design and make**, etc. in the formal lessons and extra-curricular clubs and the Robot gifted program;
- STMC students have also **participated and won awards in local, national, and/or international competitions** related to STEM in recent years for example, 4D Frame international competition to cater for their interests and abilities and to unleash their potential.

#### **V. Information Technology for Interactive Learning: Towards Self-directed Learning & Promoting Information Technology Education**

- Information technology (IT) is a powerful tool to unleash the learning capability of students. With the advancement of technology and its application through innovative pedagogies in all KLAs, STMC students’ capability in information literacy (IL), self-directed learning and other 21st century skills such as creativity, problem solving skills, collaboration skills and computational thinking skills are enhanced.
- Strategies on **IT in Education**, such as formal Computer Literacy subject (F.1-F.3 with 2 lessons per cycle), informal workshops, talks and activities are adopted to enable our students and teachers to learn and excel through realising the potential of IT in enhancing interactive learning and teaching experiences.
- **In response to the development of Information Technology in Education (ITE) and the launch of the “Fourth Strategy on Information Technology in Education” (ITE4)**, STMC has started incorporating e-learning into the school curricula, and

developing e-resources such as eClass, Google Classroom platforms, education apps, online learning and teaching resources as seen in our school development plans; all teachers of the school have attained competent levels of IT competency required by EMB. All teachers are allocated iPads, computers or lap-tops to facilitate teaching.

- All F.1-F.3 students **are entitled to Bring their Own Device (BYOD)**, i.e. iPad to learn during the lessons. iPads are used as a learning tool to facilitate self-directed learning, peer learning and quick feedback.
- **Hardware:** The Multi-media Learning Centre, the Millennium Multi-media Classroom and the Digital Music and Creative Art Workshop have been set up. The school also set up a Campus TV station on production of videos and clips. The Campus TV production center provides each classroom with live broadcast function, too. This is particularly important and useful during the Covid-19 pandemic.
- All F.1 classrooms and some special rooms have set up **interactive TVs** to facilitate learning in the year 2021-22. It is the school plan to install an interactive TVs in all classrooms in the coming years. All classrooms and special rooms in the school are equipped with projectors, computers with sound systems, visualizers and wireless microphones.
- Information technology is used extensively in school administration, such as computerized library, parents ecircular and web-based school management system.

## **VI. Fostering an entrepreneurial spirit**

- As economic growth is increasingly driven by **the ability to create and innovate**, fostering an entrepreneurial spirit across our society becomes all the more important for enhancing our global competitiveness. Development of an entrepreneurial spirit is not confined to teaching students to start and run new businesses. It focuses on developing knowledge, generic skills, positive values and attitudes which will benefit students in their personal development, as well as future endeavours as business owners, managers of social enterprises, project team members, employees, freelancers or innovators.
- **In STMC JS education, F.2 and F.3 Life & Society Subject provide meaningful contexts for students to acquire foundation knowledge in personal finance, HK business environment and entrepreneurship.**
- Through cross-KLA collaboration, students organise life-wide learning activities such as **Charity Show** by Student Union, and **'Fair Trade' sales bazaar** to widen students' exposure and provide opportunities to apply what they have learnt in authentic contexts.
- Through **case studies or classroom learning activities** in the two subjects, namely **Economics and Business, Accounting & Finances Studies**, our students have a better understanding of entrepreneurship through the lens of basic economic principles, such as opportunity recognition, types of organisations and growth of firms, market structure, competition and product differentiation and instillation of important values, such as integrity and perseverance.

## VII. Project Learning (PL): Towards Integrating and Applying Knowledge and Skills across Disciplines

- Project Learning, which is enquiry in nature, is a powerful learning strategy to promote self-directed, active and self-reflective learning. It can be contextualised within and across KLAs and beyond.
- PL is different from a subject-based curriculum. It is open and always conducted in the context of KLAs, and the stages of development may not follow a fixed sequence.
- Therefore, we agree that PL is a good vehicle for fostering students' development of all the nine generic skills, i.e., collaboration skills, communication skills, mathematical skills, problem solving skills, self-learning skills and self-management skills. **In STMC, Interdisciplinary Project Learning is promoted in F.1-3. Here are the details:**
- **STMC F.1-3 Project Learning Themes:**

<p><b>F1 Tracing our Roots</b> 尋根探源</p> <p>The goal is to help students develop a thorough understanding of themselves, their community and their country.</p>
<p><b>F2 Exploring our World</b> 探索世界</p> <p>The goal is to help our students develop a multifaceted and comprehensive understanding of our present world.</p>
<p><b>F3 Transforming our Future</b> 改變未來</p> <p>The goal is to help our students construct, reconstruct and visualize a better self, a better city and a better world based on the prerequisite knowledge.</p>

- **STMC 2122 Interdisciplinary Projects:**

Forms	Projects across Discipline	Subject panels
F1 Tracing our Roots	STEM Project	STEM, Computer, Design & Technology subjects
F2 Exploring our World	STEM Project	IS, STEM, Mathematics subjects
	PSHE Project	PSHE KLA
	Creative Showcase/ Digital Story Project	English, Music, Visual Arts subjects
F3 Transforming our Future	Better City: HK Cultural Tourism Project	Chinese History, History, Computer, Chinese, English subjects

## VIII. Stepping up gifted education

- Gifted education (GE) should not be interpreted as educational provision only to serve a small number of highly able students. Rather, it is to serve the needs of all students to fully realise their potential. We believe that every student is a gift from God and our students are all gifted.
- According to the concept of giftedness by J. Renzulli, gifted students possess above average intelligence, sense of task commitment, and creativity. To us, all STMC students get such 'gifted behavior'. Therefore, the school has adopted the Three-Tier

Implementation Model of Gifted Education, i.e. three levels of engagement, including school-based whole-class learning (Level 1), supplemented by school-based pull-out enrichment and extension programs (Level 2), and off-site intensive support services (Level 3 for many years. In 2018-2020, STMC was one of the partnership schools in the Jockey Club “Giftedness Into Flourishing Talents” Project (project GIFT), providing resources and support to equip teachers and students for the provision of school-based gifted education in Hong Kong.

**Level I: Gifted education for all** – Provide rich learning experiences through diversified programmes and provisions to nurture all students’ potential.

<b>KLA</b>	<b>Diversified School-based Formal curriculum</b>
<b>Chinese KLA</b>	<p><b><i>F.1-3 Chinese Literature &amp; Classics Curriculum</i></b></p> <ul style="list-style-type: none"> <li>Develop students’ appreciation of Chinese Classics and literature and increase their high order thinking and creativity in writing</li> </ul>
<b>English KLA</b>	<p><b><i>F.1-3 English Language Arts Curriculum</i></b></p> <ul style="list-style-type: none"> <li>Develop students’ appreciation of English literature and increase their creativity and analytical thinking skills through poem writing, creative showcase</li> </ul>
<b>Science KLA</b>	<p><b><i>F.1-2 Science Investigation</i></b></p> <ul style="list-style-type: none"> <li>Students carry out investigations on science topics, such as Coral fish, parachutes and aqua-ponics projects. Through questioning and problem-solving, students acquire skills on data collection, analysis, and presentation.</li> </ul> <p><b><i>F.2 Chinese Medicine and Herbs curriculum</i></b></p> <ul style="list-style-type: none"> <li>A general education of introductory lessons on Chinese Medicine, coupled with studies in the school’s Chinese Herbal Medicine Gallery and greenhouse to achieve the dual aims of cultural heritage preservation and health education</li> <li>Develop students’ appreciation of Chinese traditional culture, i.e. Chinese medicine and herbs and broaden their knowledge base of Chinese and Western medicine</li> </ul>
<b>PSHE KLA</b>	<p><b><i>F.2 Exploring our local community-Sham Shui Po Project</i></b></p> <p>Broaden students’ knowledge base of the community, and reflect on food problems and disparity of poor and rich issue to develop students’ high order thinking skills</p>
<b>Arts KLA</b>	<p><b><i>F.1-3 Music Composing program</i></b></p> <ul style="list-style-type: none"> <li>Develop students’ appreciation of and creativity in music composition</li> </ul>
<b>Technology KLA</b>	<p><b><i>F1 STEM Project</i></b></p> <ul style="list-style-type: none"> <li>The Design &amp; Technology and Computer Literacy subjects work collaboratively to develop students’ creativity and problem-solving skill by such projects as 3D Windmill and Arduino Pen Stand etc.</li> </ul>

<b>PE KLA</b>	<ul style="list-style-type: none"> <li>Students' personal-social competency and creativity are nurtured through inter-class Cheering Team competitions in the Sports Day and Swimming Gala held every year. But due to Covid-19, the activities were cancelled. But Life-wide learning experiences (2 FUN DAYs held in November ) were organized to remedy the loss.</li> </ul>
<b>Inter-Disciplinary KLA</b>	<p>The three gifted elements of creativity, high-order thinking and personal-social competency are infused and developed in the inter-disciplinary projects</p> <ul style="list-style-type: none"> <li>F.2 STEM Project on Rocket Car (IS, STEM, Mathematics subjects)</li> <li>F.2 English Creative Showcase/Digital Story Project (ENG, Music, Visual Arts subjects)</li> <li>F3 HK Cultural Tourism Project (Chinese History, History, Computer, Chinese, English subjects)</li> </ul>

**Level II: Education for the gifted** – ESTABLISH A Talent Pool and provide special learning experiences for identified gifted students to enhance their performance and achievements.

Pull-Out Gifted Education Programs are held after-school at STMC on every Tuesday. About 100 students are recruited to nurture their giftedness in specific domains every year. The learning experience, performance of students and reflections will be kept as a kind of Student Portfolio.

<b>Specific domains</b>	<b>Implementation programs</b>	
Chinese	Students can develop creativity and high-order thinking through writing workshops and publications.	Workshops are provided which place emphasis on the development of generic elements such as, personal-social competency, emotional intelligence and leadership skills.
English	Students can develop critical thinking through debates, in-depth discussion of global issues and joining various Model United Nations locally and overseas.	
Mathematics	Students can excel their Mathematical thinking skills, logic and problem-solving skills through intensive training and local and overseas competitions.	
Science	Students can develop creativity and divergent thinking skills through inventions and field trips.	
Computer literacy & STEM	Students can develop creativity and innovative power through designing smart devices, coding and artificial intelligence application.	

**Level III: Education for the gifted - Off-site intensive support services are offered**

**Name-list of current F.1-6 students who are selected to the HK Gifted Academy (HKAGE) & tertiary institutes**

F2 LEE CHEUK SHIN 李卓善	F2 TSUI YUK YING 徐鈺瑩
F3 CHING HAU LAAM 程巧嵐	F3 FU YEE CHING 符綺晴
F3 NG CHAPMAN 吳卓霖	F3 TSOI HIU YING 蔡曉櫻
F4 CHAN TSZ LONG 陳梓朗	F4 LAU CHUN YIN 劉俊言
F4 LEUNG KA KI NICOLE 梁珈芪	F4 LEUNG KA WAI 梁嘉慧
F4 LI MAN HEI 李文晞	F5 TONG TSZ CHUN 唐子臻
F5 YEE TIN CHAK 余天澤	F5 YUE TUNG HO 余東浩
F6 CHAN YING CHING 陳映澄	F6 LEUNG TSZ HEI 梁子禧
F6 SHUM YING FAN 岑鷹勳	F6 YIN CHUN LOK 阮俊樂

#### **(4) Support for Student Development**

##### **Life Education**

Our school aims to implement Life Education which serves as a platform to provide Value Education. Through the School-based Formal Curriculum which includes Form Teacher Lessons and Religious and Moral Education as well as the Informal Curriculum that offers a variety of experiential learning activities and immerses etiquette to enrich the featured learning elements of Life Education, students are allowed to develop holistically so as to fulfill the mission and values of our school.

Form Teachers Lessons are designed on the basis of Positive Psychology to address the developmental needs of students at different phases. The four aspects including ‘Self-esteem and Self-awareness’, ‘Interpersonal Relationships’, ‘Life Planning’ and ‘Life Skills’ are covered and introduced respectively in each form in order to align with the design of the School Development Plan. Topics covering Value Education include:

- Emotion education
- Growth mindset (Perseverance, Diligence)
- Gratitude
- Integrity
- Meaning of school rules (Law-abidingness)
- Interpersonal Relationships including peer relations, gender relations, sex education and family (Respect for Others/ Care for Others/ Empathy)
- Sense of responsibility and social awareness (Responsibility and Commitment)

Junior form students are guided to learn more about Christianity in the Religious and Moral Education in an attempt to integrate Christianity into their life experiences, to nurture positive life values as well as to reflect on the popular culture and its value, while senior form students are guided to explore life-related issues by getting exposed to movies as featured by RME Teachers.

Our school participated in Jockey Club “Peace and Awareness” Mindfulness Culture in Schools Initiative this year, providing Mindfulness Lessons for Form 1 students to cultivate a positive attitude through strengthening their emotion management skills and making favorable choices in times of difficulties.

Our school took part in the Quality Education Funding Project, which is known as “Anticipating a Better Self in Life”, conducted by Methodist Centre for Quality Life Education. Through a wide variety of activities and personal stories, students are encouraged to stay fearless and embrace challenges so that they are likely to tackle difficulties with confidence and perseverance.

Experiential learning activities for Life Education are organized for students to build knowledge with experiences, deepening the meaning of Value Education. The relevant activities include:

- Life Education Week (Perseverance)
- F.1 Activity Day (Team work and positive class culture)
- F.1 Benediction Ceremony (Thankfulness and giving others a blessing)
- F.2 Inclusion Volunteer Service (Care and respect)
- F.4 Life Camp (Team spirit)
- F.4 Volunteer Team (Thankfulness and care)
- F.5 Embracing Failure Day (Perseverance)
- F.6 Celebration of Adulthood (The spirit of becoming servant leaders)

### **Religious Education**

Aiming to implement Religious Education, our school held the online Christian Conference in September and organized the Gospel Week themed as ‘God is never absent’ in November respectively. Through hymns, sharing and prayers, students were encouraged to rely on God and gain hope from religious beliefs at difficult times believing that God will never be absent and always stay with us.

Upon the resumption of half-day face-to-face classes, the meeting of student fellowship and Girls' Brigade is conducted online. Through a wide range of featured activities and various sharing sessions, students can benefit from religious beliefs and be encouraged to support their companions.

Religious Day was launched on 6 May 2022 after the resumption of face-to-face classes, and an amazing range of activities was organized for junior form and senior form students to establish values of Christianity, such as confidence, hope and care. The highlights of the activities include: Worshipping Sessions, Junior Form Bible Quiz, Students' sharing on their religious beliefs and F.4 Volunteer Service.

Our school launches F. 1 Gospel Week as well as Football and Basketball Fellowship with the aim of benefiting students from spiritual growth through a great number of gospel work. The Shatin Methodist Church works in close collaboration with our school, leading School Fellowship and Girls' Brigade, getting involved in F. 1 Religious and Moral Education lessons as well as organizing Parents' Prayer meetings.

### **Discipline Committee**

With aim of nurturing students' spirits of perseverance and thankfulness, our school has participated in the 'Enhanced Smart Teen Project'. During the follow-up activities organized this year, students learned to make boards and brochures. They also reflected on the moments they had throughout the intensive training, shared their feelings and experiences with the others and expressed gratitude to their teachers and coaches.

'Rainbow Scheme' is established to help students reflect on their misbehaviors, and they can seize the opportunity offered by our school to do better.

'Diligence and Punctuality' Scheme is implemented to award students who always arrive at school on time, encouraging them to show punctuality.

### **Guidance Committee**

The 'Big Brothers and Big Sisters' Scheme which facilitates F.1 students to step into the new secondary school life. Apart from meeting their junior brothers and sisters in classrooms, senior brothers and sisters greatly promote school traditions and a wide variety of activities via the newly created page on Instagram in dynamic and interesting ways; they kindly invite Form Teachers to encourage students after tests, caring for their junior brothers and sisters in the school in different ways.



Guidance Committee encourages F.3 students to step out from their comfort zone through organizing the group activities themed as ‘Looking for New Changes’, of which students can push themselves and unleash their potentials. Ideally, students can grow better by deepening their experiences during the experiential learning activities.

Our school-based social workers launch the ‘Power Up’ activities for F.1 students, aiming to create the positive class atmosphere among F.1 classes through various games. They also organize the F.1 and F.2 ‘Power UP Teams’ in the hope of enriching students’ learning experiences. Hence, students can learn to manage their emotions, build confidence and unleash their potentials.

### **Extra-curricular Activities**

Focusing on leadership training, our school arranges leadership training activities for prefects, Big Brothers and Big Sisters in the school, Student Union, students fellowship members, Campus TV members, class monitors and F.1 class committee members in an effort to strengthen students’ leadership skills and cooperation skills.

With the aim of promoting the healthy and balanced development of students, there is a wide range of extra-curricular activities launched during the afternoons on Wednesdays and Thursdays, such as sports team training and online extra-curricular activities which can encourage students to strike a balance between study and life during the pandemic.

Dedicated to facilitate F.4 students to adapt to the senior form learning mode, the F.4 Life Camp is annually organized in late August to boost students’ sense of belonging towards their school and help them stay perseverant and cultivate the spirit of perseverance.

Owing to the cancellation of Sports Day during the pandemic, our school launched ‘Fun Day’ for students in the hope of offering them a diverse range of activities, such as the flower-pressing and tie-dying workshops, the stamp-graving and LED lamp brands workshops as well as war games etc, of which students highly engaged and enjoyed the moments of creating their pieces of art work.

### **Career and Life-planning Committee**

There are a wide variety of career talks and activities offered to F.3 to F.6 students, such as personality assessment tools, counselling for Subjects Selection, workshops on Joint-school Mock University Interviews and Careers Week. Students are given useful information to make ideal career plans.

The 'Life Planning Workshop' experiential learning activities are launched for F.5 students to explore various life stages after graduation and make favorable career plans.

Individual guidance is offered to F.6 students to assist them in prioritizing their JUPAS choices.

Parents are given a great amount of information during the Parents' Talk, so they can help students select preferred subjects and support them to strive to a well-planned career prospect.

### **Provide Support for Students with Special Learning Needs**

Our school establishes SENSST which is formed by a group of professionals with various specialisms. Our SENSST include Vice Principals, four Teachers including SENCO, SEN support teacher, Chinese Teacher, English Teacher and Activity Assistant., while our professional staff include Education Psychologist, Speech Therapist, Registered Social Worker and Student Counsellor.

The SENSST works closely with the Guidance Committee to support less capable students to cultivate positive self-values and the sense of self-efficacy through launching different group activities like Art Therapy workshop and Broad Game Master. It also offers learning support by making adjustments to homework and examinations.

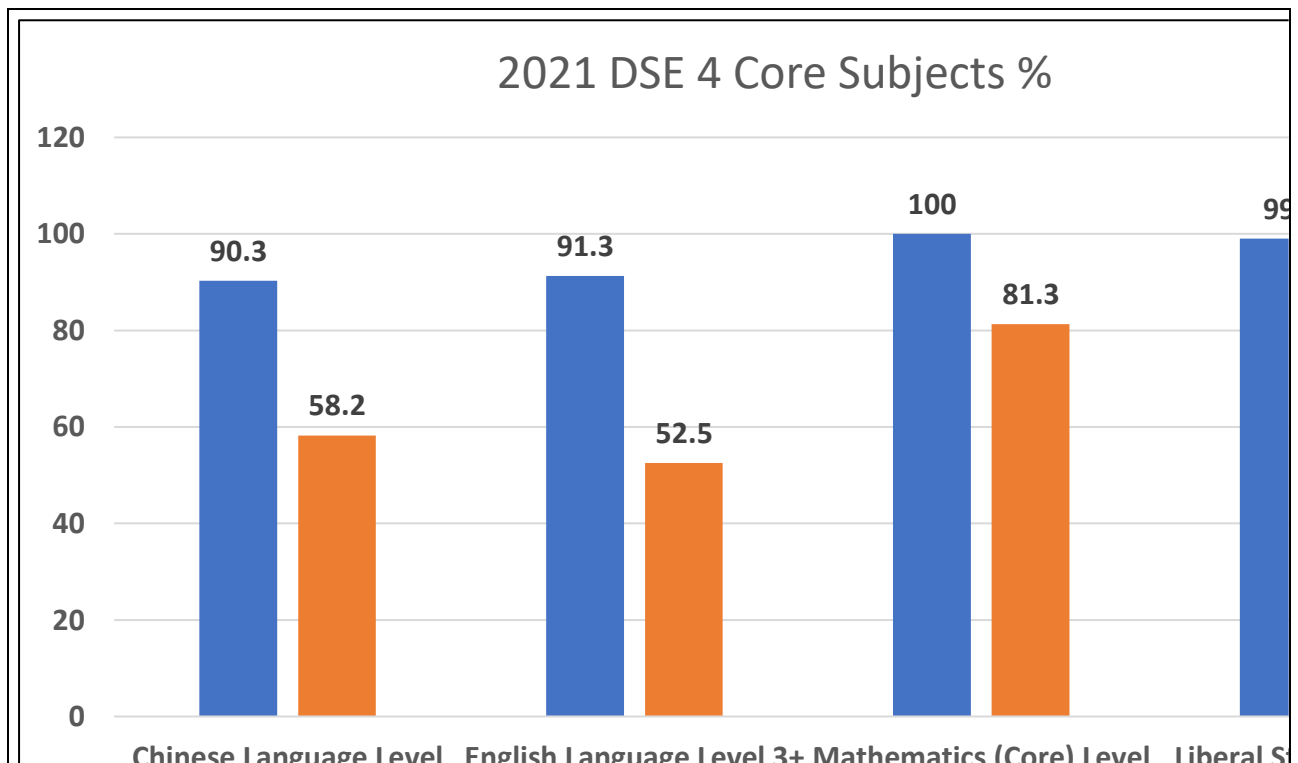
**Policies, Resources and Support Measures of Implementing Whole School Approach to  
Integrated Education  
2021/22 School Year**

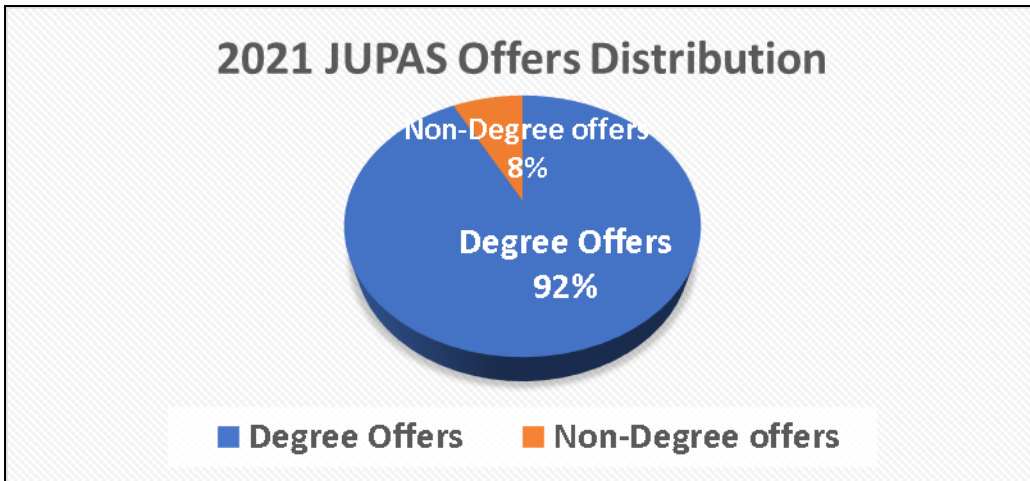
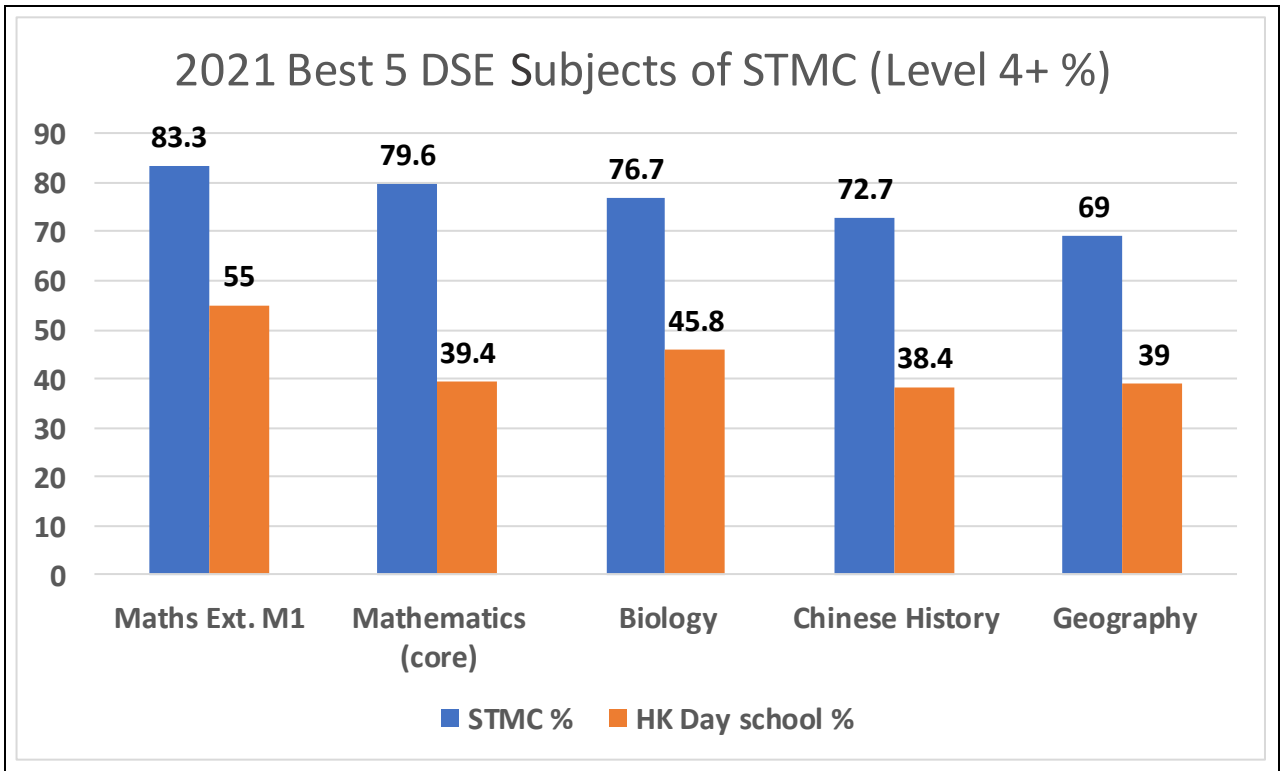
I. Policy	Our school is committed to building an inclusive culture. Resources used flexibly to provide appropriate and diversified support to students. The school has established a regular communication mechanism with parents and multidisciplinary professionals to discuss and develop strategies to support students to enhance their learning and personal growth.
II. Resources	To facilitate our school's support to students with SEN and academic low achievers (ALAs), the following additional resource is provided by the Education Bureau: <ol style="list-style-type: none"> <li>1. Learning Support Grant</li> <li>2. Enhanced Speech Therapy Grant</li> <li>3. School-based After School Learning &amp; Support Programme, etc.</li> </ol>
III. Support measures and allocation of resources	Students with SEN and ALAs are provided with the following support measures: <ol style="list-style-type: none"> <li>1. A Student Support Team comprising the Vice Principal, the SEN Co-ordinator, the Guidance teacher, SEN support teacher and teachers, the Educational Psychologist, Social Worker, Student Counsellor and Activity Assistant.</li> <li>2. A School Counsellor and an activity assistant are employed and closely work with the school-based Educational Psychologist in the implementation of the Whole School Approach to catering for student diversity. Workshops and therapeutic groups, individual counselling, social behaviour and emotional training groups, and individual learning programmes are provided for those students in need.</li> <li>3. Special examination arrangement and assessment adjustment are provided to students with special education needs.</li> <li>4. School-based speech therapist provides individual or group training sessions to students with speech and language impairment throughout the year.</li> <li>5. A wide range of programme focuses on mental health, sex education, life education and inclusive education as well as S.1 adjustment is organized for all students.</li> <li>6. Teachers are trained in different programmes conducted by EDB &amp; other NGOs. These include: Implementing the Whole School Approach to support students with SEN and special attention to teaching strategies for students with different special education needs.</li> <li>7. The school organizes educational talks and activities, professional training for teachers on special learning needs and emotional well-being and parent groups to raise the awareness of students, teachers and parents on the promotion of an inclusive culture and spiritual well-being, and to create a positive and harmonious school atmosphere.</li> </ol>

## (5) Student Performance

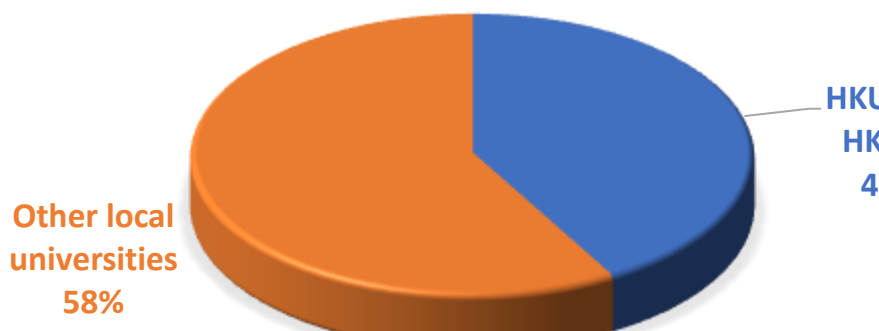
### Academic Performance: HK Diploma of Secondary Education (DSE) Results 2021

- There were 103 F.6 students sitting for the DSE in 2021. In total, there were 15 DSE subjects that our students took exam in. All 15 DSE subjects attained >50% Level 4+. In total, the % attaining Level 4+ for all our DSE subjects was 64.1 % on average.
- 82.5 % of our students successfully reached the 33222+ results (A basic entrance requirement for all JUPAS programs); 97.1 % of our students reached the 22222+ results (An entrance requirement for Associate Degree programs).
- 88.4% of our students received JUPAS offers. 82% of our students successfully received degree courses' offers. Among them, 42% got the offers from the 3 famous universities, i.e., HKU, CUHK, and HKUST.
- Overall, our students' performance in 2021 DSE was outstanding, and the tertiary offers were brilliant. 100% of the F.6 graduates continued their further studies at tertiary level, pursuing undergraduate degree, associate degree and High Diploma programs locally (87.5%) and overseas (12.5%).
- We are grateful for the outstanding results of our 2020-2021 F.6 cohort. We are proud of our students for their perseverance and diligence in times of adversity especially during the past two years. Finally, we are thankful for all the STMC teachers' devotion and dedication to enlightening our students and guiding them throughout all the years in the school.





2021 DSE COHORT JUPAS OFFERS: TERTIARY INSTITUTES  
DISTRIBUTION



2021 STMC top 10 students and their further studies Further studies 升讀大學

6B TANG Cheuk Hang	鄧卓恆	Medicine (MBChB) Programme, CUHK 香港中文大學 內外全科醫學士學位課程
6C TSE Wai Ying	謝慧盈	Bachelor of Arts in Chinese Language and Literature, HKBU 香港浸會大學 中國語言文學文學士(榮譽)
6A ONG Cheung Hei	王翔熙	BSc (Hons) in Physiotherapy, PolyU 香港理工大學 物理治療學(榮譽)理學士學位
6A CHAN Tak Wai	陳德慧	Nursing, CUHK 香港中文大學 護理學士學位課程
6A CHONG Wai Sum	莊惠芯	Pharmacy, CUHK 香港中文大學 藥劑學士學位課程
6C LAU Ngan Chuk	劉銀竹	Journalism and Communication, CUHK 香港中文大學 新聞與傳播學
6D KWONG Tin Po	鄺天寶	Earth System Science (Atmospheric Science / Geophysics), CUHK 香港中文大學 地球系統科學(大氣科學/地球物理)
6D NG Ho Chi	吳浩摯	Geography and Resource Management, CUHK 香港中文大學 地理與資源管理學
6B LAM Ying Hay	林映希	Enrichment Mathematics, CUHK 香港中文大學 數學精研
6B RUAN Qing	阮晴	B. Eng. in Biomedical Engineering, CUHK 香港中文大學 生物醫學工程學

Year	<b>Best DSE students (2012-2021) and further studies</b> 本校歷屆文憑試最佳成績學生及升讀大學	
2021	TANG Cheuk Hang 鄧卓恆 4 科 5**, 2 科 5*, 1 科 5, 1 科 4	Faculty of Medicine 香港中文大學醫學院
2020	Lau Ka Yung 劉嘉勇 3 科 5**, 2 科 5*, 2 科 5	Bachelor of Social Science, CUHK 香港中文大學社會科學院
2019	Kan Chi On 簡志安 3 科 5**, 5 科 5*	MBBS, HKU 香港大學醫學院
2018	Choi Yea Reong 崔睿玲 3 科 5*, 5 科 5	Bachelor of Laws, HKU 香港大學法律學院
2017	Wu Sin Yan 胡羨恩 2 科 5**, 3 科 5*, 1 科 4	Bachelor of Arts, CUHK 香港中文大學文學院
2016	Chau Tak Huen 周德煊 5 科 5**, 2 科 5*, 1 科 5	Philosophy, Politics and Economics, University of Oxford 英國牛津大學哲學、政治學及經濟學系
2015	Ho Lok Lun 何樂倫 6 科 5**, 2 科 5	Medicine, CUHK 香港中文大學醫學院
2014	Liaw Ming Wai 廖明慧 4 科 5**, 1 科 5*, 2 科 5, 1 科 4	International Research Enrichment, HKUST 香港科技大學國際科研
2013	Lai Chun Kit 黎俊傑 5 科 5**, 2 科 5*, 1 科 5 Cheung Heidi 張愷晴 5 科 5**, 2 科 5*, 1 科 5	BSC (AC), HKU 香港大學精算系 MBBS, HKU 香港大學醫學院
2012	Ip Yan Lok 葉欣諾 7 科 5** Wong Lok Lam 黃樂霖 5 科 5**, 3 科 5*	BSC (AC), HKU 香港大學精算系 MBBS, HKU 香港大學醫學院

Provide a brief account of students' non-academic performance.

Student Achievements  
(September, 2021 – July, 2022)

1. Intellectual Development

Organizer and activity/ contest	Student Name	Award
Sir Edward Youde Memorial Fund Council (EDB) Sir Edward Youde Memorial Prizes	CHEN MING HEI (6C) YIN CHUN LOK (6B)	Scholarship
The Harvard Club of Hong Kong & EDB Harvard Book Prize Scholarship (Semi-finalist)	YEE TIN CHAK (5B)	Certificate of Merit
The Harvard Club of Hong Kong & EDB Harvard Book Prize (2021)	YIN CHUN LOK (6B) CHAN WAI LAM (6A) HUNG CHEUK YIN (6D)	Winners
The Harvard Club of Hong Kong & EDB Harvard Book Prize (2022)	CHAN YIK HEI (5D)	Champion
	YEE TIN CHAK (5B)	First Runner-up
	YE WING KWAN (5D)	Second Runner-up
The Hong Kong Federation of Youth Groups International Mathematical Science & Creativity Competition	LAM YAU WAI HUGO(3B) CHEN CHI YIN SAM(3B)	Gold Award
Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round (Hong Kong Region)	LAM CHUN HEI (1E)	First Honor Award
	LAM HAO YIN (1B)	Second Honor Award
	LEUNG HUI KI (1B)	Third Honor Award
<b>Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Heat Round 2022(Greater Bay Area)</b>	<b>LAM CHUN HEI (1E)</b>	<b>Second Honor Award</b>
<b>Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Final Round 2022</b>	<b>LAM CHUN HEI (1E)</b>	<b>Second Honor Award</b>
Hong Kong Mathematical Olympiad Association (HKMO) Asia International Math Olympiad Open Contest (Semi-final) AIMO OPEN	LAM CHUN HEI (1E)	Silver Honor
Hong Kong Mathematical Olympiad Association (HKMO) Huaxiabei National Mathematics Olympic Invitation Competition (Semi-final)	LAM CHUN HEI (1E)	Second Honor Award
	LAM TSZ HONG (1A) LAM HAO YIN (1B)	Third Honor Award
Hong Kong Mathematical Olympiad Association (HKMO) Global Junior Math Aptitude Test	LAM CHUN HEI (1E)	Merit
MathConcept Learning Center MathConception Inter-School Contest	TAM HO TIN (1C) NG HO HON (1D) LAM CHUN HEI (1E)	Group Merit
MathConcept Learning Center MathConception	TAM HO TIN (1C) LAM CHUN HEI (1E)	Silver Award
	NG HO HON (1D)	Bronze Award
EDB and The Hong Kong Academy for Gifted Education International Biology Olympiad - Hong Kong Contest	SHA TIN METHODIST COLLEGE	Honourable Mention for School
	CHAN KEI CHUN (6B)	Silver Award
	CHEUNG HEI CHING (6D)	Honourable Mention



<b>Organizer and activity/ contest</b>	<b>Student</b>	<b>Award</b>
Hong Kong Geographical Association Hong Kong Geography Olympiad	LAU ELIM (6A) TANG VIOLA (6A) CHI LOK HEI (6B) LAW ON KIN (6B)	Third Runner-up
The Hong Kong Institute of Certified Public Accountants, HKICPA & Hong Kong Association for Business Education Limited Joint Scholarships for BAFS	WONG SZE CHING (5D)	Scholarship
Law's Charitable Foundation Applied Learning Scholarship	CHAN WAI LAM (6A)	Scholarship
The Chinese University of Hong Kong STEAM@Soybean 2021 Writing Competition	NG TSZ YAN (4B)	First Runner-up
	TO TING TUNG (4D)	Second Runner-up
City University of Hong Kong VideoChem!	CHAN CHEUK YI (6A) LAU ELIM (6A) TANG VIOLA (6A) WONG CHEUK YAN (6A) CHAN YUEN WING (6B) KWOK SAM YIN (6D)	Silver Award
Department of Chemistry, City University of Hong Kong ; Hong Kong Society of Cosmetic Chemists The First Hong Kong Secondary School Cosmetic Formulation Competition	HO WAN YEE (6A) HO YAN WING (6A) LAU WAN YEE (6A) SUEN HAO HAI (5B)	Certificate
Hong Kong Community College, HKCC The Hong Kong Polytechnic University, PolyU Business Excellence Contest - Green Innovation Campaign	LAU CHUN YIN (4B) CHAN KA HIM (4B) DENG SAI NING (4B) LI MAN HEI (4B) LEE TAT KWAN (4C) FUNG KA TSUN (4D)	Judges Commendation Award
HKU MACHS Alumni Association Chinese History Research Award Scheme for Hong Kong Secondary Schools	MA TAN KI (6C) CHIK CHAK HEI (6C) LI JUN WEI (6C) TUNG HO HING (6C)	Merit
Zion Social Service Yuk Lai Hin Counselling Centre Inter-School Debating Competition	LEE HIU YAN (6D)	Best Debater
Centre of National History Education, Hong Kong Modern China in a Century History : Writing Competition	SO KING HEI (5C)	Certificate of Appreciation

<b>Organizer and activity/ contest</b>	<b>Student</b>	<b>Award</b>
JA Hong Kong JA Innovation Camp	CHAN WANG IP (1B) WONG LEONG HANG (1E) FUNG TSZ HONG (1E) FAN CHEUK HEI (1E)	Certificate
	NG YUI KIU (4D) MAK WAI YAN YANNY (4D) LIN MAN HO (5A) WONG YI CHING (5A) XU KA PO (5B) LUI YAN YAN (5C) KWOK YIN TUNG (5C) WANG COCO (5D) TSANG LAI WING (5D) YUEN CHUN HEI (5D) WONG CHING KIU (5D) HO LONG HIN (5D)	Certificate
Junior Achievement HK FedEx Express JA International Trade Challenge Workshop	LAU CHUN YIN (4B) CHAN KA HIM (4B) LI MAN HEI (4B)	Certificate
Wiseman Wiseman Education Inspire E-Learning	TAM HO TIN (1C) FUNG CHI CHUNG (1D) SUEN WAI LAAM (1E)	Level 1 e-Learning Outstanding Achievement Award
	MAK HO KIU (2B) LEE CHEUK SHIN (2C) CHAN TSZ HIM (2C) WONG LONG CHUNG (2D) KWONG NGAI MAN (2D)	Level 2 e-Learning Outstanding Achievement Award
	NG CHAPMAN (3D)	Level 3 e-Learning Outstanding Achievement Award
Urban Spring My Sustainable City Inter-school Design Competition	CHAN HIU LAAM (1B) HUI TSZ CHING (1B) TSE CHAK MING (5B)	Award
HKEdCity HKEdCity Chinese History Online Quiz	HUNG YEE SUM(1A) YUEN TSZ YAU(1A) LAM TSZ HONG(1A) ZHOU TSZ HIN(1A) HUI LONG HEI CYRUS(1C) LEUNG PAK KIU(1C) PENG HOI YING(1D) CHAU TSZ CHING(1E) SUEN WAI LAAM(1E) LAM CHUN HEI(1E) CHAN YEE LAM MEKO(2A) LO SZE WING(2C) CHAN HOI LAM(2D) FONG LOK HANG(2D) TONG CHUN KI(3C) NG CHAPMAN(3D)	Merit
Shatin District Youth Programme Committee Shatin Outstanding Youth	YUE TUNG HO (5C)	Award

<b>Organizer and activity/ contest</b>	<b>Student</b>	<b>Award</b>
China Computer Federation Certified Software Professional	Au Ka Long (4A)	Second Honour Award
Hong Kong Association for Computer Education Hong Kong Secondary Schools Software Development Invitational Contest	Au Ka Long (4A)	Silver Medal
<b>Dandelion Joint School Literary Award</b>	<b>Lam Tsz Nga(3C) Fu Yee Ching(3D)</b>	<b>Merit (Junior Prose Form)</b>
	<b>Chan Hin Yau(2D) Tsang Tsz Yan(3B) Tong Yan Yuet Grace(3C)</b>	<b>Merit (Junior Novel Form)</b>
	<b>Chung So Tik(6C)</b>	<b>Merit (Senior Novel Form)</b>
<b>Hong Kong Student Literature Monthly Magazine Inter-school Chinese Writing Competition</b>	<b>Lam Nga Ying(6D)</b>	<b>Second Runner-up</b>
	<b>Chu Kwun Yin(6C)</b>	<b>Merit</b>

## 2. Hong Kong Schools Music and Speech Association

### A. 73<sup>rd</sup> Hong Kong Schools Speech Festival

#### i. Chinese Speech

Class	Student	Award
Chinese Solo Prose Speaking	WONG NGA MAN (1B) LEE TSZ WING (1B)	Merit
Chinese Solo Verse Speaking	LAM BO KI (1A) CHAN SUM YU (1D)	Second Runner-up
	HUNG YEE SUM (1A) LEUNG TSZ KI (1B) CHAN YEE LAM MEKO (2A) CHAM HIU LAM (3B) LEE TSZ LONG (5C)	Merit

#### ii. English Speech

Class	Student	Award
English Solo Verse Speaking	WONG LOK HIN (1D) CHIU SHUK KEI (3A)	Second Runner-up
	LAM BO KI (1A) LI TSZ YAU (1A) LEE TSZ WING (1B) LEUNG TSZ KI (1B) WONG NGA MAN (1B) CHAN SUM YU (1D) WONG CHEUK KI (1D) CHEONG CHEUK HIM (1D) TAM CHUN YEUNG (1D) WANG TSAN FAI (1D) SY HIN CHO (2A) CHAM HIU LAM (3B) LAU YEE DEBBIE (3B) HO CHEUK HIM (3B)	Merit
	LEE HONG WANG HORUS (1A)	Proficiency

iii. Putonghua Speech

Class	Student	Award
Putonghua Solo Verse Speaking	PANG TSZ WAH (2A)	First Runner-up
Putonghua Solo Prose Speaking	CHEN WING TUNG (1C) CHAN YEE LAM MEKO (2A) HU YANQI (2D) NG CHIN YAU (3C)	Merit

iv. Chinese Bible International Ltd

Class	Student	Award
The 28th Bible Reading Festival --- Solo Speaking	CHEN WING TUNG (1C)	Merit

3. Aesthetic Development

Organizer and activity/ contest	Student	Award
Hong Kong Art School Hong Kong School Drama Festival	YE WING KWAN (5D)	Award for Outstanding Director, Award for Outstanding Audio-visual Effects, Award for Outstanding Cooperation
	CHIU SHUK KEI (3A) LAU YEE DEBBIE (3B) CHANG CHIN TO (4A) YUE TUNG HO (5C)	Award for Outstanding Performer, Award for Outstanding Cooperation
	TSOI WING TSUN (1A) CHO CHEUK LAAM (1B) LEE TSZ WING (1B) LEUNG TSZ KI (1B) CHAN LONG KI (1B) CHAN EUNICE (1C) CHEN WING TUNG (1C) TSANG HEI YIN (1C) CHAN KA KI (1D) LAM PUI SZE (1D) PENG HOI YING (1D) WONG HAU YI (1D) WONG LOK TUNG (1D) TANG YAT LONG (1D) AU HOI YAN (1E) CHAU TSZ CHING (1E) LEE YU KIU JANICE (1E) CHEUNG LONG YAT (1E) CHIU SHUK KEI (3A) LAU YEE DEBBIE (3B) FUNG KA TSUN (4D) CHAK ON KI (5A)	Award for Outstanding Cooperation
Hong Kong Child Culture & Arts Association Chinese Calligraphy Competition	JIANG FAN (1A)	First Runner-up
The Committee for the Basic Law The Convention on the Rights of Children Postcard Design Competition	SUN CHEUK HEI (5B)	Merit

Organizer and activity/ contest	Student	Award
Hong Kong Professional Teachers' Union (HKPTU) HKPTU Book Sharing Website Design Competition	WONG YAT LONG (5C)	Certificate

4. Music  
74<sup>th</sup> Hong Kong Schools Music Festival

Class	Student	Award
Chinese Instrument Solo	CHAN LOK YAN (3A)	Silver Award
	WONG LEONG HANG (1E)	Bronze Award
Brass Instrument Solo	SO SAI LEONG(4B)	Bronze Award
Grade 3 Piano Solo	LI TSZ YAU(1A)	Silver Award
Grade 4 Piano Solo	YUE YAT CHING(1D)	Silver Award
	AU HOI YAN(1E)	
	CHEUNG KIU(1D)	Bronze Award
Grade 6 Piano Solo	TSOI LAP DING(1E)	Silver Award
Grade 8 Piano Solo	TSANG YU TING(3A)	Silver Award (Third Place)
	CHI LOK HEI(6B) SIU PAK YU(2C)	Silver Award
Guitar Solo	TSE TSZ CHING(2B)	Silver Award
String Instrument Solo	CHAN LONG KI(1B) SUM KA HEI (3A)	Bronze Award
Woodwind Instrument Solo	TSANG HANNAH(2B)	Gold Award
	FAN CHEUK HEI(1E)	Silver Award

5. Physical Development

Organizer and activity/ contest	Student	Award
The Hong Kong Schools Sports Federation Inter-school Swimming Championships (100M Breaststroke)	LI CHUN HON (5B)	Champion
The Hong Kong Schools Sports Federation Inter-school Swimming Championships (100M Backstroke)	WONG NOK YAN GABRIELLE (5B)	First Runner-up
The Hong Kong Schools Sports Federation Inter-school Swimming Championships (50M Freestyle)	WONG KA YEUNG (5D)	Second Runner-up
The Hong Kong Schools Sports Federation Inter-school Swimming Championships (50M Backstroke)	WONG LOK TUNG (1D)	Merit
Hong Kong Dodgeball Association Hong Kong Inter-school Dodgeball Championship (Boys Junior)	SHEN JINFENG (1B) SUN HO TIN (1C) WU TSZ YEUNG (2C) TSANG TSZ HONG (2C) CHOI PAK HEI (2D) FONG LOK HANG (2D) CHOW POK MAN (3A) WONG PAK HEI (3C) LAW TSUN HIM (3C) CHAN CHING LONG (4A)	First Runner-up

<p>Hong Kong Dodgeball Association Hong Kong Inter-school Dodgeball Championship (Boys Senior)</p>	<p>FAN CHEUK HEI (1E) TAN YEE MAN (3A) CHUNG HO CHUN (3D) CHAN CHING LONG (4A) CHAN KA HIM (4B) CHAU YEE PANG (4C) YING CHEUK WAI (5B) TAM TUNG HO (5B) HA WING CHUN (5C) MAN KOK HEI (5D)</p>	<p>Second Runner-up</p>
<p>Hong Kong Dodgeball Association Hong Kong Inter-school Dodgeball Championship (Girls Team)</p>	<p>MAHMOOD SADIA (1E) CHAN YEE LAM MEKO (2A) CHAN SZE WING (2A) TSE TSZ CHING (2B) CHENG HOI YAU (2C) FUNG TIN YAN (2D) YEUNG TSZ TUNG (2D) LAI HIU CHING (3A) TSANG TSZ YING (3B) NG CHIN YAU (3C) TUNG CHEUK WA (3D) MA TAN KI (6C)</p>	<p>Third Runner-up</p>
<p>Hong Kong Dodgeball Association Hong Kong Inter-school Dodgeball Championship (Mixed Junior)</p>	<p>SHEN JINFENG (1B) SUN HO TIN (1C) FAN CHEUK HEI (1E) LEE YU KIU JANICE (1E) LAU HANG YU (1E) CHAU TSZ CHING (1E) CHAN YEE LAM MEKO (2A) YEUNG TSZ TUNG (2D) WONG PAK HEI (3C) LAW TSUN HIM (3C) TUNG CHEUK WA (3D) CHUNG HO CHUN (3D)</p>	<p>Third Runner-up</p>
<p>Hong Kong Dodgeball Association Hong Kong Inter-school Dodgeball Championship (Mixed Senior)</p>	<p>CHAU YEE PANG (4C)</p>	<p>Champion Most Valuable Player</p>
	<p>TSE TSZ CHING (2B) CHOI PAK HEI (2D) FUNG TIN YAN (2D) YEUNG TSZ TUNG (2D) LAI HIU CHING (3A) TAN YEE MAN (3A) TSANG TSZ YING (3B) TAM TUNG HO (5B) HA WING CHUN (5C) MAN KOK HEI (5D) MA TAN KI (6C)</p>	<p>Champion</p>

Dodgeball Association of Hong Kong, China Hong Kong Single-ball Style Dodgeball Championship (U18 Boys Team)	SHEN JINFENG (1B) SUN HO TIN (1C) CHOI PAK HEI (2D) TAN YEE MAN (3A) LAW TSUN HIM (3C) CHUNG HO CHUN (3D) CHAN CHING LONG (4A) CHAU YEE PANG (4C) YING CHEUK WAI (5B) TAM TUNG HO (5B) HA WING CHUN (5C) MAN KOK HEI (5D)	Second Runner-up
Chin Ching Association North District Dodgeball Challenge	SHEN JINFENG (1B) SUN HO TIN (1C) WU TSZ YEUNG (2C) CHOI PAK HEI (2D) TAN YEE MAN (3A) LAW TSUN HIM (3C) CHUNG HO CHUN (3D) CHAN CHING LONG (4A) CHAU YEE PANG (4C) TAM TUNG HO (5B) YING CHEUK WAI (5B) HA WING CHUN (5C) MAN KOK HEI (5D) MA TAN KI (6C)	First Runner-up
Hong Kong Taekwondo Association Secondary School and Tertiary Institution Taekwondo Competition 2022 (Secondary School Boys Color Belt)	LAM PAK TO (3B)	First Runner-up
Hong Kong Schools Sports Federation Shatin & Sai Kung Secondary Schools Area Committee Inter-school Athletics Championships (Discus)	CHENG I KIT (3C)	Fifth Place
Hong Kong Schools Sports Federation Shatin & Sai Kung Secondary Schools Area Committee Inter-school Athletics Championships (Shot Put)	FONG CHAN HOI (4C)	Sixth Place
A.S.Watson Group Hong Kong Student Sports Award	LI CHUN HON(5B)	Awards Winner

6. Moral and Civic Education

Organizer and activity/ contest	Student	Award
LPD Educational Foundation Life Education Student Representative	CHEN YAN WA (5C)	Certificate