



Tsuen Wan Government Secondary School

*School Report
2021-2022*

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School Motto

Integritas

School Vision

Our students will be balanced and capable individuals, equipped to complement ongoing self-fulfilment with a keen sense of social responsibility.

School Mission

We are committed to fulfilling the precepts of our school motto 'Integritas'. We will work closely with parents to foster a stimulating and supportive environment, which ensures optimal development of our students' moral, intellectual, physical, social and aesthetic potential.



Our School





History

Founded in 1961, Tsuen Wan Government Secondary School is a government co-educational secondary school.

11th September 1961 was a memorable day to our school. On that day, our school opened. The first campus site was in the newly established Hoi Pa Street Government Primary School, where sixty-eight boys and seventy-five girls were accommodated temporarily. In September 1963, however, due to the lack of classrooms available to S1-S3 levels, our school was separated into A.M. and P. M. sessions. 25th June 1964 was another meaningful day to our school because on that day, our old boys and girls moved to the new campus and thus the whole-day school arrangement resumed.

The opening ceremony of our school was held on 25th November 1964. His Excellency the Governor, Sir David Trench, was invited to be the Guest of Honour to mark the opening of our school.

A historical plaque of our grand opening ceremony could be found on the sidewall of our main lobby. The plaque reads, "THE SCHOOL WAS OPENED BY HIS EXCELLENCY THE GOVERNOR SIR DAVID C.C. TRENCH K.C.M.G., M.C. ON 25TH NOVEMBER 1964."

School Facilities

- 28 air-conditioned classrooms with advanced audio-visual facilities
- 4 well-equipped laboratories
- Lecture Room and Conference Room
- School Hall
- School Library
- 2 Social Workers' Rooms
- Special Rooms :
 - Art Room
 - Career and Life Planning Room
 - Computer Assisted Learning Centre
 - Design and Technology Room
 - Geography Room
 - Home Economics Room
 - Language Room
 - Music Room
 - Needlework Room
 - Prefect Room
 - STEM Centre
 - Student Activity Centre
 - Students' Association Room
- Basketball Court and Badminton Court

School Management Committee 2021-2022

Post	Name
Chairperson	Ms HO Mo-ki
Principal	Ms TANG Suk-ching
Independent Member	Mr CHAN Tsze-ying
Independent Member	Mr HON Hau-sut
Independent Member	Mr SIN Kai-chi
Parent Member	Ms CHEUNG Miu-shan
Parent Member	Mr LIU Ho-chuen
Alumni Member	Ms HO Woon-ping, Noel
Alumni Member	Mr TSANG Cheuk-ho, Phil
Teacher Member	Ms LEUNG Hiu-muk
Teacher Member	Mr YEUNG Kar-chun





Our Students



Class Organisation

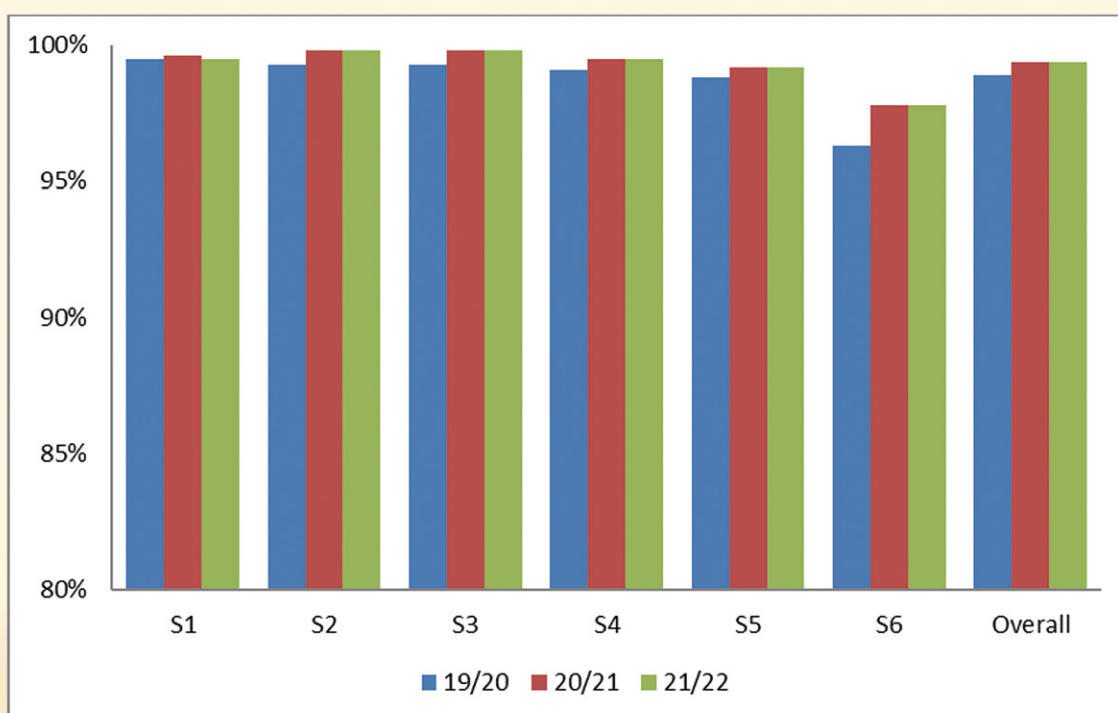
Number of Operating Classes

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24

Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	63	57	60	60	63	48	351
No. of Girls	73	73	67	73	58	87	431
Total No. of Enrollment	136	130	127	133	121	135	782

Students' Attendance





Our Teachers



Staff List 2021-2022

Principal:

Assistant Principals:

Ms TANG Suk-ching
Mr LEE Tak-fai, Loomis
Ms PO Tsz-yan
Mr LIM Kwan-yiu

Teachers:

1. Mr AU Sai-ming HOD of Science
2. Ms CHAN Hang-yi*
3. Ms CHAN Kit-ting HOD of Chemistry
4. Ms CHAN Sau-yee HOD of Chinese History
5. Ms CHAN Shuk-fong*
6. Ms CHAN Wai-yin HOD of CSD, Liberal Studies, Life and Society and Discipline Mistress
7. Ms CHENG Wan-yee HOD of Physical Education
8. Ms CHEUNG Shin-ting
9. Ms CHIU Lai-ching, Lelia Coordinator of Arts and PE Education and HOD of Music
10. Ms CHIU Ling-sze
11. Mr CHOW Chi-fai HOD of Geography
12. Ms CHOW Kwai-fong
13. Ms CHU Yin-hing
14. Mrs CLEMENT Pik-wah, Priscilla* HOD of Putonghua
15. Ms FUNG Suk-yee
16. Ms HO Wing-yan
17. Ms KAM Ling-yi* Coordinator of Personal, Social and Humanities Education and HOD of History
18. Ms LAM Hiu-ting Coordinator of English Language Education and HOD of English Language
19. Ms LAM Wai-heung
20. Mr LAM Wai-leong
21. Ms LAM Wing-yee
22. Mr LAU Wing-hon
23. Ms LAU Yik-ka, Regina
24. Mr LEE Hon-bon
25. Mr LEE Yat-lam
26. Mr LEONG Wa-son HOD of Economics and Business, Accounting and Financial Studies
27. Ms LEUNG Hiu-muk Coordinator of Mathematics Education and HOD of Mathematics
28. Ms LEUNG Pui-man*
29. Mr LIU Tsz-ho*
30. Mr LUI Shiu-cheong, Abraham Coordinator of Science Education, HOD of Biology and ECA Master
31. Ms NG Ka-wing
32. Ms O Cheung*
33. Mrs Rhonda Sue DAMI
34. Ms SHUM Lam*
35. Mr SO Lok-ching
36. Mr TAM Siu-chun*
37. Ms TAM Wing-shan HOD of Home Economics
38. Mr TSE Chun-piu
39. Ms TUNG Man-shan Coordinator of Chinese Language Education and HOD of Chinese Language
40. Mr WONG Kwok-ho HOD of Physics
41. Ms WONG Man-wing, Anna
42. Mr WU Wing*
43. Mr YEUNG Kar-chun
44. Ms YEUNG Tsz-wai HOD of Design and Technology
45. Ms YIM Wing-yee HOD of Visual Arts
46. Mr YIP Wai-kit
47. Ms YU Yuen-mei Learning and Teaching Committee (i/c)
48. Ms YUEN Mei-chun

School Social Workers:

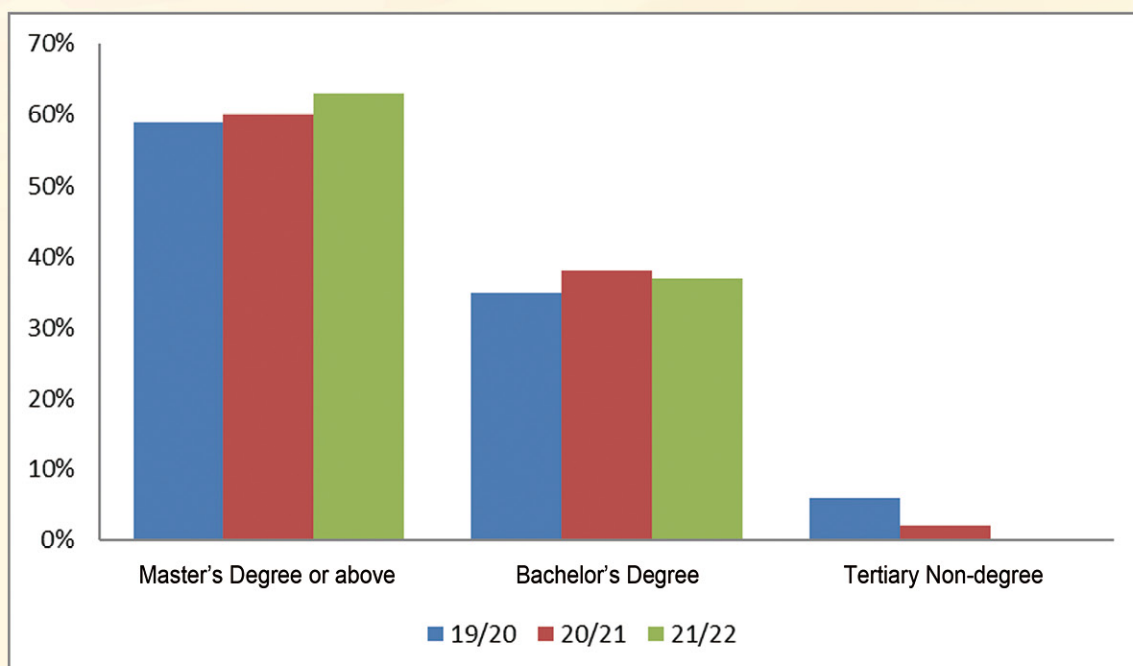
Laboratory Technicians:

Teaching Assistants:

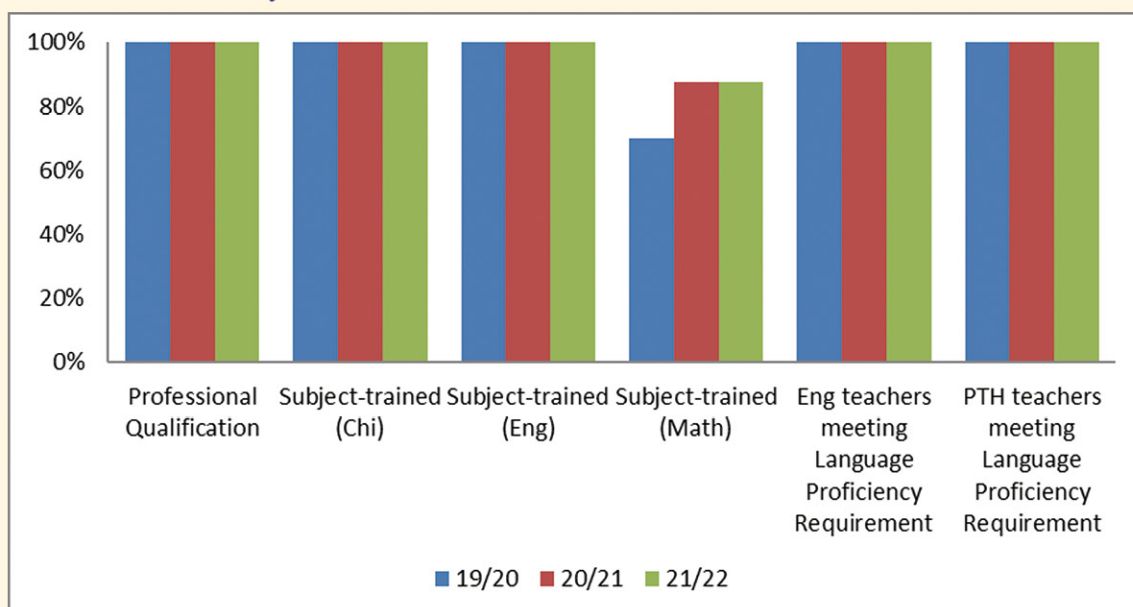
Ms LEUNG Sin-yee	Ms TSUI Wan-yi	
Ms WONG Ka-man	Ms LI Fung-yee	Mr YEUNG Hon-bun*
Ms HO Ching-suet*	Mr KIU Wai-hang*	Ms LEUNG Kwan-lan*
Ms WONG Ching-yu*	Mr LEUNG King-hang*	
Ms TAI Hsiao-lan	Ms TANG Wing-yan*	Ms SHE Chin-ching*
Ms CHOW Oi-kwan	Ms CHAN Wing-shan	Ms LAI Choi-yi
Ms YANG Ka-yee		

*Newly-joined Staff

Teachers' Qualifications



Subject-trained Teachers



Teaching Experience

0-4 years	5-9 years	≥ 10 years
10%	10%	80%

(% of Teachers)

Professional Development

Evaluation

- Three Staff Development Days were held this school year with the objectives of advancing teachers' professional skills and enhancing the harmonious staff relationships among them.
- On the First Staff Development Day (30 November 2021), a workshop entitled "Nurturing Values in Students in Daily Lives" was arranged to prepare teachers to instil positive values in our students. The interactive workshop inspired teachers to explore the ways to develop students' positive attitudes and beliefs towards various aspects of life. Teachers enjoyed a relaxing yet fruitful time paying a visit to Jockey Club Lei Yu Mun Plus in the afternoon.
- On the Second Staff Development Day (28 January 2022), teachers attended the Teacher Symposium 2022 (Joint School Staff Development Day) organized by the Government Schools Section of the EDB and took part in a school-based professional development programme on the implementation of National Security Education in school and note-making.
- On the Third Staff Development Day (16 June 2022), all teachers discussed in groups and contributed to the fine-tuning of the Annual School Plan 2022-23 to foster continuous improvements in learning and teaching and students' whole-person development. An experience sharing session on self and peer assessment was also arranged to enhance teachers' knowledge about ways to promote and consolidate students' independent learning.
- An Onsite Teacher Workshop on National Security Education was arranged on 15 July 2022 to deepen the understanding of teachers on how to plan within and outside the classroom to facilitate the implementation of National Security Education.
- All teaching staff considered the staff development activities constructive in improving their teaching efficacy and professional knowledge.

Ways Forward

- Professional sharing within subject departments and across disciplines will be reinforced.
- Inputs of professional experts from the EDB or tertiary education institutes will be acquired for continuous staff development.





Our Parents and Alumni



Parents-Teachers' Association

Founded in 1994, the Parents-Teachers' Association (PTA) of Tsuen Wan Government Secondary School has developed a strong partnership with the School over the years. The PTA provides the School with support in manifold ways, such as establishing PTA Scholarships, offering financial assistance to students in need and holding various activities for parents and students. 2021-22 was another fruitful and successful year of home-school collaboration.



Major Activities

Dates

The 27th PTA Annual General Meeting cum Election of PTA Executive Committee Members and SMC Parent Member	22/10/2021
Scarf-knitting course	2/12, 7/12, 9/12, 14/12/2021
Delivery of scarves to the homes for the elderly	29/7/2022
PTA Education Talk : 透過日常生活培育子女價值觀	20/5/2022
PTA Education Talk : 「怎麼說? 如何聽?」疫情下親子相處之道	27/5/2022
PTA Games Day	11/6/2022
Publication of PTA Newsletter	26/7/2022
S1 Parents Sharing Session	2/8/2022
PTA School Uniform Recycling Campaign	9/11, 10/11, 11/11/2021, 5/5, 6/5, 2/8/2022

Other Activities

Dates

PTA Executive Committee Meetings	22/10/2021, 4/11/2021, 10/2/2022, 5/5/2022, 17/6/2022, 8/9/2022
Parent Members attended the School Management Committee Meetings	29/10/2021, 13/5/2022, 28/7/2022



Alumni Association

Founded in 1976, Tsuen Wan Government Secondary School Alumni Association has a strong network of alumni from diverse professional backgrounds. In the past forty-five years, the Alumni Association's support to the School has always been lavish, especially in funding scholarships and supporting school activities for students' holistic development. Despite the pandemic, the alumni are always closely bonded.

Highlights of the major events held in 2021-2022 are as follows:

Major Activities	Dates
Alumni Association Annual General Meeting	9/10/2021
Alumni Sports Day	24/10/2021, 31/10/2021
Donation of Rapid Antigen Test Kits to TWGSS Students	5/2022





Learning and Teaching

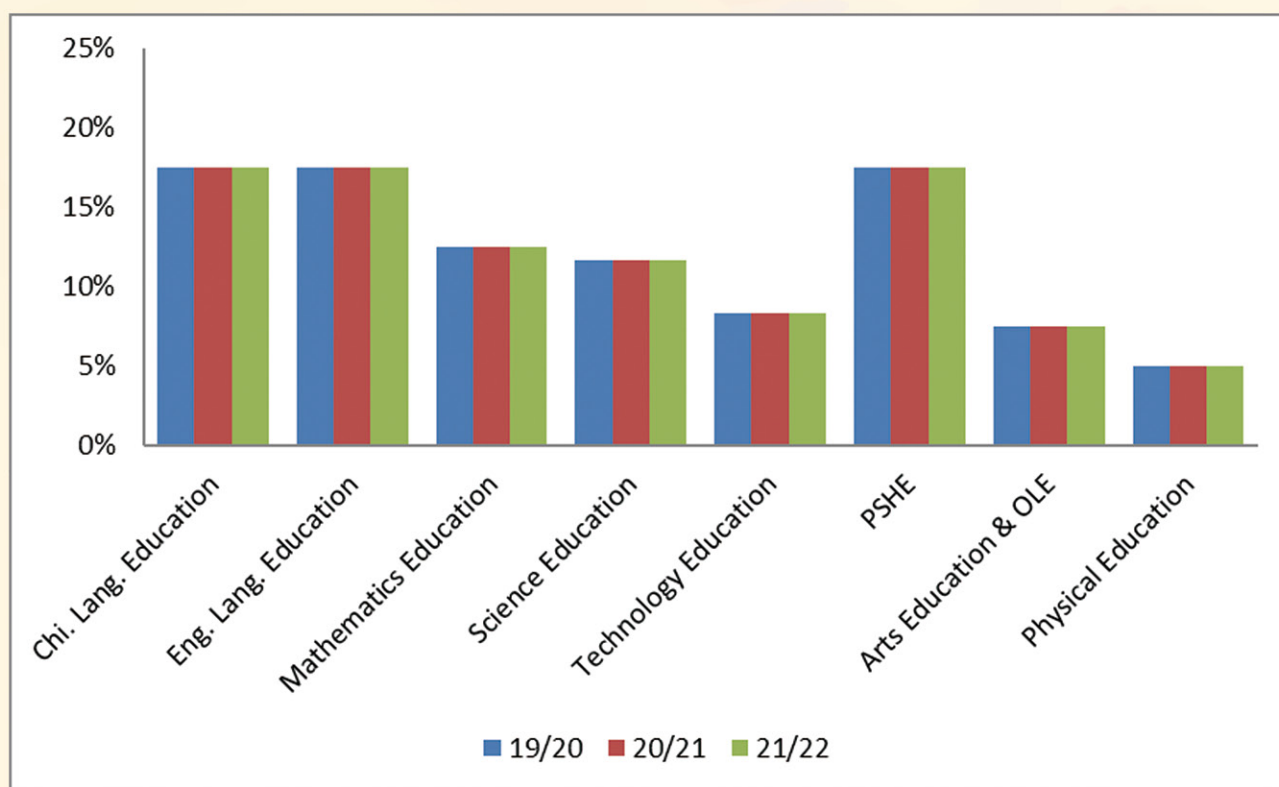


Curriculum

Subject	Level	S1	S2	S3	S4	S5	S6
English Language		✓	✓	✓	✓	✓	✓
Chinese Language		✓	✓	✓	✓	✓	✓
Putonghua		✓	✓	✓			
Mathematics		✓	✓	✓	✓	✓	✓
Mathematics Extended Part Module 2					✓	✓	✓
Life and Society		✓	✓	✓			
Citizenship and Social Development					✓		
Liberal Studies						✓	✓
Physics					✓	✓	✓
Chemistry					✓	✓	✓
Biology					✓	✓	✓
Science		✓	✓	✓			
Computer Literacy		✓	✓	✓			
Information and Communication Technology					✓		✓
Business, Accounting and Financial Studies					✓	✓	✓
Home Economics		✓	✓				
Design and Technology		✓	✓				
Design and Applied Technology						✓*	
Chinese History		✓	✓	✓	✓	✓	✓
History		✓	✓	✓	✓	✓	✓
Economics					✓	✓	✓
Geography		✓	✓	✓	✓	✓	✓
Physical Education		✓	✓	✓	✓	✓	✓
Visual Arts		✓	✓	✓	✓	✓	✓
Music		✓	✓	✓		✓*	✓*
Other Learning Experiences					✓	✓	✓
Class Period		✓	✓	✓	✓	✓	✓

*Students took the courses at Arts and Technology Education Centre / Network Programme in Tai Po.

Lesson Time for the 8 Key Learning Areas (KLAs) in Junior Levels



Satisfaction Rates of Choice of Elective Subjects in S4

Number of elective(s) allocated within students' first three preferences	Number of students
3	123
2	7
1	0
0	0

Total Number of Students: 130
Overall Satisfaction Rate: 98.21%

Promotion of Reading

Evaluation

- The prolonged suspension of face-to-face lessons and shortening of lesson time to a half-day session adversely affected the organization of reading activities. The reading periods, book-crossing, sharing of good books, stall games and visit to the public library were cancelled.
- To develop students' reading habit, e-channels were used to promote reading. Information about the e-library and teachers' and Reading Ambassadors' recommendations of good books were emailed to students regularly.
- With the promotion of the e-library, loans of e-books and e-magazines surged during class suspension. The e-library service under the eRead Scheme of HKEdCity was popular among junior form students during long holidays. Students could access online resources any time, which fostered self-regulated learning. The number of eBooks borrowed increased by 23% compared with the previous school year.
- To allow students to gain knowledge across disciplines, different Key Learning Areas collaborated and arranged cross-curricular reading schemes. Students were able to connect their reading experiences across KLAs and subjects, and develop their self-learning capacity.
- Class-based and individual reading competitions were organized. The promotion of the reading award scheme was also heightened.
- Compared with last year, the total number of library books borrowed by students increased by 10%.



Ways Forward

- Students' reading habit will be further cultivated in order to instil a love for reading in students.
- A wide range of reading activities will continue to be organized to cater for the diverse interests and needs of students. The activities will be conducted in online mode if suspension of face-to-face lessons continues.
- More theme-based and cross-curricular book exhibitions will be held by different KLAs to enhance students' interest in reading.
- Cross-curricular reading schemes will continue to be organized in junior forms. Teachers of different subjects will select articles of interesting topics to cater for students' diverse interests and learning needs.



- The school will continue to subscribe to the eRead Scheme of HKEdCity. eBooks of different genres and disciplines will be leased to encourage students to read more extensively.

Note-making Workshop and Learning Celebration Day

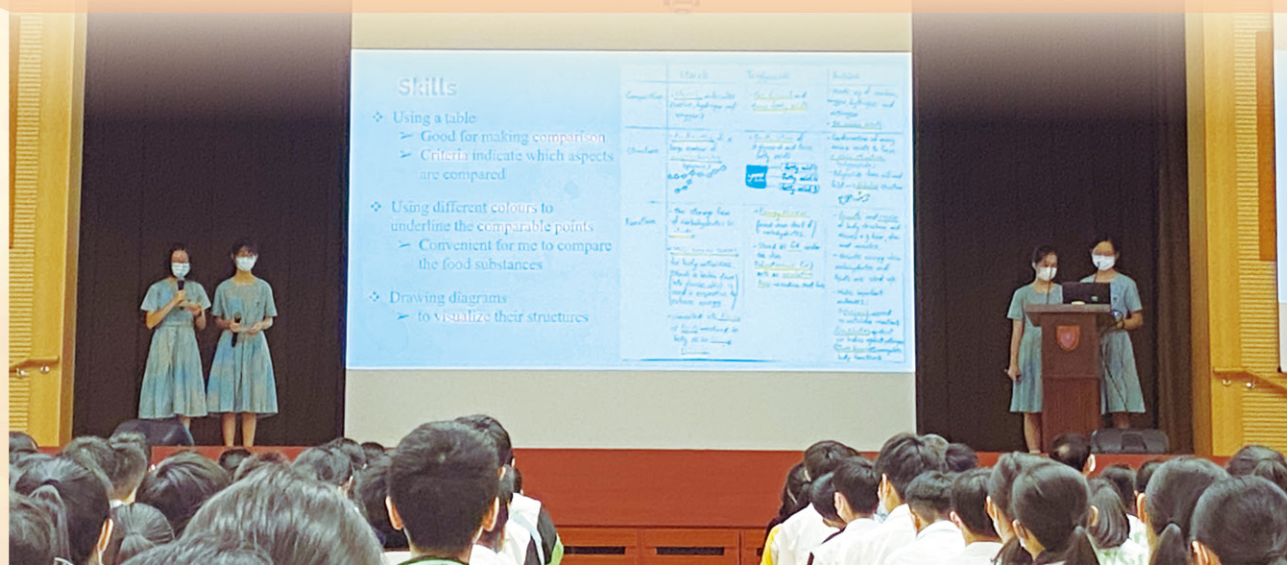
Evaluation

- Note-making is a process of reviewing, connecting and synthesising ideas from lessons or reading. Thus, the mastery of note-making skills is essential to students' studies. To equip students with the skills of making effective notes, a workshop was arranged for all S1 and S2 classes in September and October 2021. The workshop consisted of 3 one-hour lessons.
- In the workshop, students learnt about the format of a notebook for effective note-making, the shorthand tips and techniques, the ways to use an appropriate "Graphic Organizer" to revise and summarize what they have learnt during lessons, and the 3R framework – "Reduce", "Recall" and "Reflect" to develop good habits of making effective revision notes. Students were actively engaged in the class activities and found the workshop useful.
- A Learning Celebration Day was held on 3 August 2022 for S1 to S3 students to encourage peer sharing and recognize students' good effort in note-making. Selected groups of students took turns to present their self-made notes on assigned topics given by different subject teachers. Those who were not presenters listened to their peers' sharing with interest and attention. It was evident that students had mastered note-making skills as demonstrated by their effective use of a mixture of narrative and graphic formats, as well as highlighting and abbreviations to accentuate main points. All students and teachers welcomed this Learning Celebration Day.

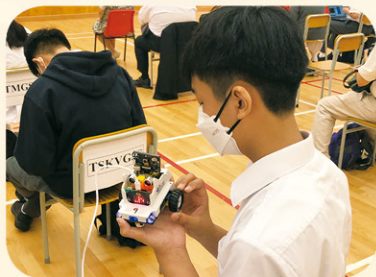


Ways Forward

- The note-making training workshop will continue to be conducted for S1-S2, and note-making skills will be integrated in the curriculum and assignments.
- The Learning Celebration Day will continue to be held to recognise students' achievement and provide a platform for students to share their good work with their schoolmates.



STEM and Enquiry-based Learning



Evaluation

- STEM related activities were organized to unleash students' creativity and problem-solving skills. For instance, STEM projects for S1-S3 students were incorporated in the Science Innovation Scholarship competition.
- Our School has collaborated with 10 other government secondary schools to form a learning circle to incorporate AI Education into our Computer Literacy curriculum. The scheme was made possible by the materials and resources provided by CUHK-JC AI for the Future Project as well as the practical experience shared by the leading school of the learning circle, King's College. S2 students were the target group in our school to acquire basic AI knowledge and ethics. They also did project-based learning in Computer Literacy lessons. At the grand prize presentation ceremony on 27 June 2022, NIP Kit-fung (2B), CHAN Pak-hang (2C) and CHEN Bai-an (2D) formed a team to compete with the teams from other government secondary schools. Our team won the Championship in the event "Hackathon", in which students were asked to solve three time-limited tasks with an "AI Car" equipped with a micro:bit board and sensors. In the "AI Innovation Contest", our students presented their learning outcomes in an activity to build an online customer service chatbot, and our team walked away with a Merit Award. It was a fruitful and joyful event which enriched the participants' learning experiences and fostered a closer relationship between students and teachers, as well as among the government secondary schools.

Ways Forward

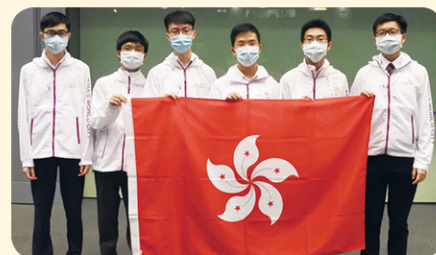
- Enquiry-based learning activities will continue to be organized to develop students' problem-solving skills and independent study habits.
- More STEM activities related to the curriculum will be explored and organized for students.
- AI courses of the AI Innovation Lab will be organized for students.



Gifted Education and Elite Training

Evaluation

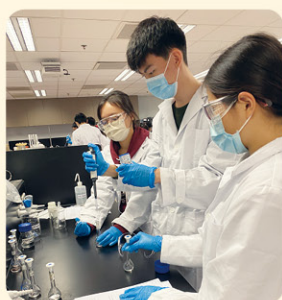
- The Gifted Education and Elite Training Team has been actively exploring programmes and competitions which develop students' higher-order thinking, creativity and personal-social competence. Nine students got through the Online Learning Programme for Screening in Chinese, English, Mathematics or Science domains and were eligible for HKAGE membership. 13 students joined the "Web-based Learning Courses for Gifted/More Able Students" in Mathematics, Earth Science, Astronomy, Palaeontology and Economics offered by the HKAGE. 30 students participated in the "e-STEAM@Home Award Scheme" organized by Hong Kong Virtual University to learn about topics in Science, Technology, Engineering, Arts, English Language and Mathematics. One student completed the "CUHK Summer Institute 2021" and received the Merit Award for Outstanding Students, while another student took part in the "CUHK Spring Program for the Gifted and Talented 2022".
- The Mathematics Elite Training Programme was held from November 2021 to February 2022. 24 S4 and S5 mathematically gifted students received specific training for various competitions such as HKMO and Pui Ching Mathematics Competition. The students took part in several competitions, including IMO Preliminary Contest, IMO and HKMO.
- HSIEH Chong-ho (5D) was selected to be one of the Hong Kong Team members. He represented Hong Kong to enter two competitions, namely CMO and IMO, and obtained the Silver Award in both competitions. He also gained the Gold Award in IMO Preliminary Contest.



- The Hong Kong Olympiad in Informatics (HKOI) 2021/22, jointly organized by the Education Bureau and the Hong Kong Association for Computer Education, was completed on 18 December 2021. Our Olympiad in Informatics School Team performed very well this year. HSIEH Chong-ho (5D) won a Silver Medal in the Senior Group, while WONG Sheung-chit (5C) and NG Pui-hei (4C) won a Gold Medal and a Bronze Medal respectively in the Junior Group.
- YU Ting-lam (5A), HUI Tsz-shun (5D) and HUI Cheuk-hin (5D) teamed up in the 1st Hong Kong Secondary School Cosmetic Formulation Competition organized by City University of Hong Kong (Department of Chemistry) and the Hong Kong Society of Cosmetic Chemists. They developed new cosmetic formulations and fabricated lipstick, face cream and face cleanser with the complimentary cosmetic ingredients provided. Our school team was among the six participating teams shortlisted for the final round out of more than thirty teams, and they reaped the Merit Award in the competition.



- FONG Tsz-lun (6B) stood out in the Scientific Training and Mentoring for STEM Talents organized by the Science Academy for Young Talent, CUHK. He was one of the top one-sixth of the participants who were given an opportunity to conduct a self-initiated research study titled "Mitochondrial Biogenesis and Dynamics and Breast Cancer Aggressiveness" supervised by the university professors. He attended the symposium which was held in the last stage of this three-tier programme to acknowledge and celebrate the outstanding achievement the participants made over 18 months.



- YU Ting-lam (5A) and TANG Wing-yin (5A) entered the Off-school Advanced Learning Programme (OSALP) – Tomorrow's Leaders in Hong Kong Testing and Certification Industry organized by the Department of Chemistry, Hong Kong Baptist University. Throughout the year, they attended lectures and laboratory sessions at the university, made industrial visits and completed challenging assignments. They also did an in-depth and stimulating dissertation and an oral presentation titled "Dive Deep into COVID Test".

- The CUHK Health Exhibition 2021 – Hong Kong Secondary School Health Exhibition Presentation Competition was organised by the Medical Society, the Student Union of the Chinese University of Hong Kong. It aimed to heighten public awareness and knowledge of different health issues. The central theme of this year was "Musculoskeletal System Disorder". Six elite biology students formed a team and selected "Mommy's Thumb - De Quervain's Tenosynovitis" as their research topic. Our team was selected as one of the eight finalists in the Grand Final Round. With their great effort and outstanding performance, our team walked away with the High Distinction.



- International Biology Olympiad – Hong Kong Contest 2021, co-organised by the EDB and HKAGE, is aimed at promoting Biology Education in Hong Kong and providing challenging enrichment learning opportunities for students with good potential in Biology. There were 13 elite student representatives who participated in the contest this year. They obtained remarkable results this year, including one Gold, 2 Silver, 3 Bronze awards and an Honourable Mention. TWGSS has also won the Best School Award for three consecutive years.

- 22 school representatives participated in the Hong Kong International Science Olympiad organised by the Olympiad Champion Education Centre. All of them entered the Final Round and obtained outstanding results. 12 Gold awards were garnered and TWGSS was also the Champion in the competition.

- The Hong Kong Physics Olympiad 2021 was jointly organized by the HKAGE, EDB and HKUST. It is aimed at strengthening the nurturing of and support to exceptionally gifted students. Training sessions were provided by the Department of Physics, HKUST before the competition. Six elite student representatives took part in the competition this year, and HSIEH Chong-ho (5D) obtained the Second Class Honours.
- DLG-funded pull-out programmes for talented students were organized by the English Department, VA Department, Mathematics Department, Debating Society, CSD Department and DAT Network Programme.
- The students who joined the Debate Training Course showed promising performance in five debating competitions this year. Their major achievements are as follows:
 - * 2021-2022 爭鳴盃中文辯論邀請聯賽 — 冠軍
 - * 香港辯論超級聯賽 — 乙組亞軍
 - * 第三屆卧龍盃—官立中學多角辯論賽 — 季軍



Ways Forward

- With the use of the Diversity Learning Grant, school-based pull-out elite training programmes will continue to be implemented to motivate and stimulate gifted learners to further boost their intelligence and passion.
- The "Talent Pool" of gifted students will continue to serve as an effective tool for selecting potential students to participate in internal and external gifted programmes.
- Students will be encouraged to share their insights gained from their experiences in the gifted programmes with their schoolmates.

中華文化周

評估

- 中文科、中文學會及普通話學會於6月20日至22日期間舉辦了「中華文化周」。是次「中華文化周」的模式別開生面，以自助形式的「任務區」代替傳統的「攤位遊戲」，既避免疫情下學生有面對面的互動，又不需要學生擔任工作人員，十分有巧思和應變意識。此外，中文科又製作了四款精美的「中國節日書簽」作為獎品，以吸引同學參與活動。
- 文化周以「中國傳統節日」為主題，把禮堂分為四個區域：「展板區」內放置18塊色彩繽紛的「中國傳統節日展板」，當中既有文化知識，又有AR互動遊戲。「毛筆書法區」設有字帖、毛筆及紅紙，供同學臨摹書法，一嘗春節氣氛。「燈謎區」掛上40個燈籠，讓同學在燈籠下競猜燈謎，感受元宵習俗。「摺紙區」供應彩紙、筆及摺紙指引，讓同學親手製作「虎年紙老虎」。同學於每個區域完成指定任務，即可獲得書簽一張。
- 由於節目內容有趣，作為獎品的荃官「中國節日書簽」又十分吸引，每一班同學也踴躍參與，爭相完成所有任務以換取全套書簽，氣氛熱鬧。活動成功增加了同學對傳統文化的興趣和認識。



前瞻

- 中文科將繼續與校內不同科組或校外組織合作，在來年舉辦與中華文化有關的活動，向全校同學推廣中國傳統文化，加強學生對中華文化的認同、喜愛和歸屬感。
- 除文化周外，中文科將舉辦講座或書展，增進同學對中國文化的認識。



Student Support



Career and Life Planning

Evaluation

- To cultivate students' career awareness, talks, workshops and class periods which covered topics of financial and life planning, self-understanding, goal setting and multiple pathways were organised.
- There was coordination between the Career and Life Planning Team and the English and Chinese KLAs to embed elements of career and life planning in the curriculum.
- Senior form students were encouraged to attend admissions talks, consultation sessions and seminars organised by local universities to get well prepared for further education.
- S3 streaming and multiple pathways talks were also organised to keep both students and their parents well informed of their choices and possible prospects.
- Individual counselling was provided to S6 students to help them set their personal goals and explore different education and career options.
- Students actively participated in a variety of activities and programmes, such as the TWGSS Careers Expo, Alumni Talks, the HKGCC Business School Partnership Programme, the EDB Work Experience Programme, the Greater Bay Area Internship Programme for HKDSE Graduates and the "Distinguished Masters, Accomplished Students" Mentorship Programme, to explore the world of work. Through job experiences, they understood more about work ethics, such as integrity, commitment and responsibility.
- Students found that the activities and programmes organised throughout the year helped them establish their learning and career goals and set tentative occupational preferences and related study targets.



Ways Forward

- Students will be encouraged to make plans for their further education and future career by participating in different career-related programmes.
- Elements of career and life planning will continue to be embedded in the curriculum.

Counselling

Evaluation

- To enhance students' personal growth and development, a whole school approach was adopted. The Counselling Team and the School Social Workers cooperated effectively with the staff to give timely support to students with specific needs and help them to work out and implement solutions.
- To inculcate the virtues of responsibility and empathy and to enhance students' perseverance and problem-solving skills, the Team offered students a series of programmes to promote their well-being, including the Smart Goal Setting Workshop, Sunshine Every Teen, S4 Soci Game, Communication Skills Training Day Camp, Leadership Training Day Camp and voluntary services.
- To establish a caring school culture, diversified programmes such as the S1 Induction, S1 Orientation, Small Group Tutorials and Guardian Angel Programme were organized for students in need.
- A strong sense of belonging to the school was observed in our students, who benefited from the great variety of activities organized by the team. The Peer Counsellors also found the Training Workshops and Day Camps helpful in improving their self-esteem and communication skills and in equipping them with the essential attributes to meet future challenges.



Ways Forward

- The communication and co-operation among Class Teachers, the Discipline Team and the Counselling Team will be further strengthened to promote the Whole School Approach to Guidance and Discipline.
- Cooperation with the Scout Association of Hong Kong – The Friends of Scouting and the Hong Kong Lutheran Social Service will be strengthened to optimize our counselling service.
- Preventive and developmental programmes will continue to be held to foster students' positive values and develop their healthy lifestyles.
- The School-based Educational Psychology Service will continue to take care of students' diverse educational needs. Besides, the School Social Workers will organize small group workshops and webinars to address students' interpersonal and emotional needs.



Discipline

Evaluation

- The Discipline Team promoted and emphasized self-discipline of students by implementing the Punishment Point System and the Merit System. Students were awarded merits to recognize their good performance in diligence, conduct, school services and extra-curricular activities. With the close communication with class teachers and parents on different occasions, such as the regular class teacher meetings, case meetings, Parents' Day and Parent Talks, the Discipline Team successfully implemented the plans and measures to encourage students' positive behaviour and nurture them to be responsible, respectful and caring to their peers, teachers, parents and society.
- The Discipline Team attached great importance to the collaboration with other teams in school. The Counselling Team, School Social Workers, Student Support Team and Educational Psychologist were our indispensable partners. With the close cooperation and regular discussions with these essential parties, the implementation of various preventive and remedial measures was expedited and more efficacious. Our discipline teachers were eager to spend their time and efforts communicating with their colleagues and other important stakeholders for the betterment and development of students.
- The Prefect Board was our strong and influential support. They were formed in compliance with an impartial and objective selection policy with the involvement of our Principal, Assistant Principals and all teaching staff. Our 60 prefects played their important role as a bridge between school authorities and students. They were also tasked with the responsibility of organising activities in collaboration with teachers and maintaining order in the school. They were the role models enjoying a high reputation among teachers and students. With training workshops on time and conflict management, interpersonal and communication skills, and problem-solving skills, our prefects developed essential leadership skills which would be useful at school and in the future workplace.



Ways Forward

- Junior form students, especially the form one students, are not mature enough to handle their studies and relationships with peers. More regular level assemblies with themes in connection with their behavioural problems as well as case meetings with class teachers will be held. Activities will also be organized to promote responsibility, respect and inclusiveness among our students.
- Inter-class punctuality and discipline competitions will be organized to develop students' self-respect, self-discipline, positive attitudes and sense of responsibility.
- The Prefects will be arranged to participate in a greater variety of training programmes, including workshops, training camps and services to strengthen their roles as leaders and mediators between the school and students and as future leaders of society.



National and Civic Education

Evaluation

- The weekly flag-raising ceremony and "Speech under the National Flag" are a regular whole school event which aims to strengthen students' sense of national identity and to encourage them to reflect on their personal development and social issues. For instance, students learnt about the Hong Kong National Security Law and the Basic Law from the speeches made by their schoolmates.
- A series of activities were conducted to cultivate students' positive values and attitude, including the National Constitution Day for S1-S5, National Day Online Quiz Competition 2021, National Constitution Day Online Quiz Competition 2021, "Hong Kong Cup" Diplomatic Knowledge Contest, "Culture on the Move" Inter-school Experience Competition, S1-S3 Class Periods about the Basic Law and Top Ten News Election and News Commentary Competition. These activities could enable students to acquire desirable moral qualities and strengthen their sense of national identity, facilitating their identity building in the domains of family, society, the country and the world.
- In addition, to strengthen the sense of national identity amongst students, two National Education Talks were organized. Mr LUK Hon-man, a member of the Legislative Council, was invited to share the opportunities in the Greater Bay Area with S4-S5 students. Also, a National Education Talk about the Hong Kong National Security Law and the Basic Law was given by the Department of Justice. Besides this, a local tour aimed at increasing students' understanding about the protection of the natural environment in Hong Kong was organized for S3 students on the Life-wide Learning Day.



Ways Forward

- Emphasis will continue to be placed on Hong Kong National Security Law and Basic Law education in the coming school year.
- More activities will be organised to nurture students to become proactive and responsible citizens who can make rational judgements and respect human rights, equality, democracy and the rule of law.
- More emphasis will be put on cultivating students' national and civic values in the "Speech under the National Flag".



Moral and Life Education

Evaluation

- The Class Periods covered a range of topics, such as family relationships, respect for others, information literacy and rational thinking. This allowed Class Teachers to play a key role in promoting positive attitudes towards life and developing students' morality according to the developmental needs of students of different levels.
- In collaboration with Rare Disease Hong Kong (RDHK), a Life Story Talk was organized for S1 to S3 students. The guest speakers from RDHK were invited to talk about rare diseases with our students, who gained a better understanding of different rare diseases and became more empathetic to the less fortunate.
- Ten S5 Students participated in the "iTeen Leaders" Programme organized by the ICAC. They received leadership training which helped them understand the work of the ICAC and the scourge of corruption, and cultivate positive values. Besides, "iTeen Leaders" assisted teachers in organising probity promotion activities and disseminating integrity messages to their schoolmates. To this end, they performed the ICAC Interactive Drama in an interesting approach to highlight the evils of corruption and the major points of the Prevention of Bribery Ordinance, and to inspire their schoolmates to make lawful, fair and sensible decisions when facing ethical dilemmas. Through these activities, students could enrich their learning experiences and were nurtured to be responsible citizens who would contribute to the betterment of society.



Ways Forward

- A greater variety of activities aimed at inculcating positive values including responsibility, empathy, perseverance and dedication to service in students will be organized.
- The Moral and Life Education Team will continue to participate in the "iTeen Leaders" Programme organized by the ICAC.

Health and Sex Education



Evaluation

- The mission of the Health and Sex Education Team is to promote health and sex education in school so that students can have good physical, mental and social health. Under the threat of the spread of Covid-19, more support and advice on maintaining their physical and psychological health was provided to students.
- Various activities were organized to educate students about healthy lifestyles. A talk about genetically modified food was given by the Food and Environmental Hygiene Department. Besides this, benefits of having vegetarian diets were introduced to students in the Joyful Fruit Week.
- Learning and teaching materials about nutrition and sex education were carefully selected for discussion in the Class Periods for S1 to S5 students under the guidance of Class Teachers.
- During the post-examination period, a visit to the Red Ribbon Centre was organized to let the participating students learn more about AIDS so that they could protect themselves against the infection of sexually transmitted diseases.

Ways Forward

- As the majority of participating students and teachers agreed that the activities were useful in improving students' physical and mental health, the Team will continue to explore various resources and join the Healthy School Programme to develop students' positive attitude in life.
- Sex education will continue to be provided to help students cultivate proper values and attitudes.



Student Support Team

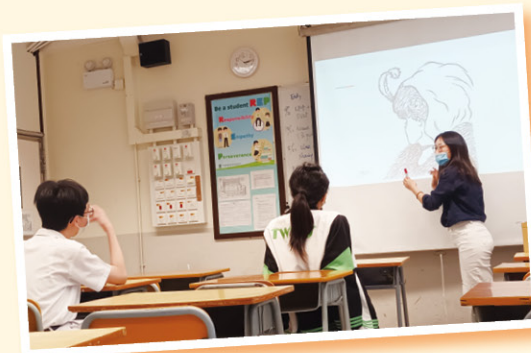
Evaluation

- The Student Support Team aims to provide support and guidance to cater for the students with special educational needs (SEN). A whole-school approach is adopted to build an inclusive and caring culture in the school environment. With the collaboration between the School, parents, professionals and external organizations, the whole-person development of students, including academic, behavioural and emotional aspects, can be promoted and enhanced.
- With the use of the Learning Support Grant, training in executive functioning was offered to SEN students. Skills such as time management, planning and organization and self-monitoring were introduced to students. Speech therapy sessions conducted by speech therapists were offered to enhance the communication skills of SEN students. Participants made positive comments and feedback on the training sessions and found them useful.
- Counselling, assessment, intervention and training were provided to SEN students by professionals such as the school educational psychologist and social workers. SEN students were provided with timely support and guidance.
- Individual Education Plans (IEPs) were formulated and implemented for students in need of intensive individualised support. The respective students' IEPs were reviewed from time to time with the collaboration between personnel of the School, parents and the school educational psychologist. Most of the students could achieve their IEP targets at the end of the academic year.



Ways Forward

- Appropriate training sessions, resources and accommodations will be provided to SEN students according to their needs.
- Remedial, preventive as well as developmental work will be further strengthened to enhance the well-being of SEN students.
- More training will be provided to equip teaching staff with the skills and knowledge to cater for the needs of SEN students.



Healthy School Programme

S6 Power Up Day

Evaluation

- To show our care and concern for the S6 students and to help them relieve stress from the upcoming public examination, the Student Whole Person Development (SWPD) Committee organized the S6 Power Up Day on 8 October 2021.
- A talk was given by the school educational psychologist to teach students some useful methods to relieve stress. Afterwards, the SWPD Committee, in collaboration with the Friends of Scouting, organized stress relief activities such as "A Letter to Myself", "Letting Balloons Go", a Zentangle workshop, Switch Game playing, and instant photos taking for the S6 students.
- Each S6 student was given a pack of handmade biscuits prepared by parents and a TWGSS Academic Omamori (荃官學業御守) designed by the SWPD Committee, which carried messages of blessings and encouragement from the school and parents. It was a fulfilling and refreshing day for the S6 students to acquire stress management techniques, relax and unwind, and it was highly appreciated by them.



Mental Health and Joyful Fruit Week

Evaluation

- In collaboration with the Friends of Scouting, the Health Ambassadors from the Healthy School Programme organized the Mental Health and Joyful Fruit Week from 20 to 22 June 2022 to educate our students about the importance of maintaining their physical and mental health.
- Board displays with the topics of "stress management", "active listeners", "benefits of fruits" and "tips for vegetarians" were prepared. They were placed in the school lobby and many students visited them during recess and after school. Game stalls were also set up and students could win prizes by answering questions related to the information on the display boards. The theme-based activities were popular among students and attracted more than 300 participants.



Interest classes

Evaluation

- Different types of workshops were organized under the Healthy School Programme to give opportunities to students to showcase their potential and acquire new skills. This year, a latte art workshop and a Pastel Nagomi Art workshop were organized.
- In the latte art workshop, the students acquired knowledge about coffee and skills of making latte art by using a coffee machine. In the last lesson, cups of coffee brewed by the students were given to their teachers to have a sip and to let them appreciate their creative artworks.
- Pastel Nagomi Art is known for its therapeutic and calming effect on people. The students acquired knowledge about this modern Japanese art and how to create different artworks by pastels. They felt joyful when they discovered the inner artist in themselves after completing the artwork which was beyond their expectations. Most importantly, they learnt to calm their feelings and relieve their everyday stress through the process of painting.





Adventure-based Games

Evaluation

- On the Sports and Recreational Fitness Day on 28 September 2021, inter-class adventure-based competitions were organized for S1 to S3 students by the Health and Sex Education Team in collaboration with the Friends of Scouting. Awards were given to the classes with the highest score in the competition and the best cheering team in each form. It was a very enjoyable day given the fact that fewer face-to-face activities were held during the COVID-19 pandemic.
- Through team-building games, S1 to S3 students learnt the importance of care, cooperation and perseverance, developed better relationships with their peers and teachers, and felt a stronger sense of belonging to their class and school. The students participated actively and had much fun in the competitions.



Ways Forward

- The S6 Power Up Day and activities which help students relieve stress will continue to be held to support the S6 students.
- More support and resources will be provided for the Health Ambassadors to design activities to drive home the importance of mental health and healthy diets.
- Different types of interest classes will be organized so that more students can learn new skills and cultivate new hobbies.
- As the participating students and teachers agreed that the adventure-based games could promote class spirit through interacting and cooperating with each other, the Health and Sex Education Team will continue to make good use of the resources from the Healthy School Programme to help students develop proper values and attitudes.

Life-wide Learning Day

Evaluation

- The Life-wide Learning Day for S1 to S5 was held on 15 June 2022. A variety of activities were organized for different forms of students to enrich their school life and life-wide learning experiences.
- S1 students paid a visit to Life Education Farm in Yuen Long, where they acquired knowledge of nature and learnt about the meaning of life through a series of games and activities as well as their observation on different plants and animals.
- Service learning activities were arranged for S2 students. They were divided into four groups, three of which visited the sub-divided flats and tin houses in Mong Kok, Hung Shui Kiu and Tin Shui Wai and delivered the Care Packages prepared by themselves to the needy, while the other one visited Foodstep Journey in Food Angel Centre. These service learning activities cultivated students' spirit of caring for others and serving the community.
- An Ecological Conservation Trip to Ma Wan, a Zentangle drawing workshop and a traditional Chinese paper-cutting workshop were organized for S3 students. 60 students joined the conservation trip, which promoted students' awareness of the importance of protecting nature. The other students attended the Zentangle Drawing Workshop, which taught them drawing techniques that help them relieve stress and reach a relaxed state of mind, as well as the traditional Chinese paper-cutting workshop, in which they appreciated Chinese culture through this form of Chinese folk art.
- A Career Exploration Activity was organized for S4 students. By taking part in a series of role-playing games, students gained a good understanding of wealth management and planning towards the future.
- S5 students were divided into groups to attend any one of the three experiential learning activities. They were the visit to the Dialogue in the Dark Exhibition, the Elderly Simulation Workshop and the Integration for Persons with and without Disabilities Workshop, through which the students gained a better understanding about the hardships faced by the visually impaired, the elderly and the disabled respectively, and thus developed a sense of empathy.
- All these activities were well-received by students and teachers alike. They gave students more exposure, honed their communication skills, and inculcated in them important core values.



Ways Forward

- The Life-wide Learning Day will continue to be held for S1 to S5 students.
- Tours to local historical buildings or places will be organized for S3 students if COVID-19 restrictions on organizing local group tours are relaxed.



Extra-curricular Activities

Evaluation

- A wide range of extra-curricular activities was offered to all students by 11 academic clubs, 10 interest clubs and societies, and 5 service and uniform groups, catering for students' extra-curricular and academic needs, diverse non-academic interests and their aspirations to serve the community.
- Students were granted invaluable opportunities to showcase their talents and to give full play to their potential beyond academic excellence, including leadership, problem-solving, presentation and interpersonal skills.
- Students' performances were recorded on the report card and their efforts were recognised and rewarded with prizes and scholarships.
- Last year, students participated actively in various external competitions and volunteered in different types of social services. Such extra-curricular activities and community services effectively broadened students' horizons and contributed to their holistic development.



Academic Clubs	
Chinese Society	Geography Society
Commerce Club	History Club
Computer Club	Mathematics Club
Creative Art Club	Putonghua Club
Current Affairs Society	Science Association
English Society	

Interest Clubs

Astronomy Club	Design & Technology Club
Chess & Bridge Club	Home Economics Club
Christian Fellowship	Music Club
Dance Club	Photography Club
Debating Society	Sports Association

Service and Uniform Teams

Community Service Team	Red Cross
Community Youth Club	Scouts
Junior Police Call	



Ways Forward

- Students will be provided with more opportunities to explore their capabilities.
- Students will be further encouraged to learn beyond the bounds of the school and to serve the community.
- More training will be offered to student leaders such as chairpersons and committee members of clubs and teams to develop their leadership skills.

Students' Association

Nirvana, the 48th Students' Association, fulfilled its role to enhance communication between the school and students. Through creating the Opinion Collection Form and the Students' Association website, Nirvana provided opportunities for students to voice their opinions.

With the aim of enriching students' campus life, Nirvana organized many events, such as the Dress Casual Day, Teachers' Day and S6 Farewell Assembly. To let students showcase their talents in various aspects, Nirvana held competitions, for instance, the Chess and Bridge Competition, TWGSS E-Sports League and Singing Contest. To address students' diverse needs, Nirvana provided different services for students, including digitising the stationery sales service, organising the Second Hand Book Sale, and adding a Sweetie Message service to strengthen students' relationships with one another.

Within their term of office, Nirvana achieved breakthroughs. They moved the S6 Farewell Assembly online, published a Students' Association magazine, and designed a school hoodie. These initiatives demonstrated their strong dedication to service, problem-solving skills and creativity.



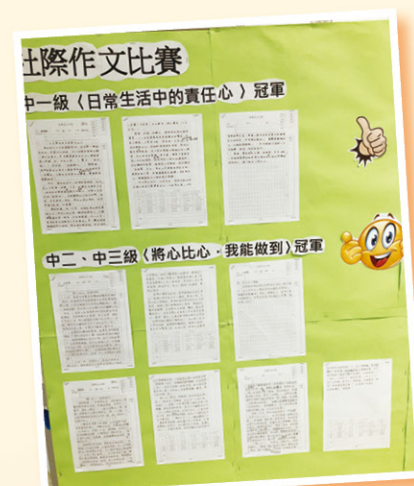
Houses

The House system in TWGSS allows every student to feel a sense of belonging by becoming a member of "Pine", "Plum", "Bamboo" or "Camphor" House. Each student has a special coloured PE uniform which represents the House that he/she is in. The four Houses reflect the motto of the school "Integritas" by fostering a sense of community and a sense of being part of the House. The dedication and devotion of our House leaders in promoting and encouraging engagement in various activities is an integral part of the House system.



The inter-house competitions develop students' sense of responsibility, organizational and teamwork skills. The challenge this year was to organize House activities under the pandemic. In spite of the temporary suspension of face-to-face lessons, the inter-house competitions could be held as usual with constant review of the schedule and competition rules. Only two House events, namely the Swimming Gala and the Sports Day, were cancelled. There were other House activities, including the Drama, Music, Chinese Writing, English Writing, Debate, Mural Design, Table Tennis, Basketball and Volleyball Competitions throughout the year, encompassing different areas of school life. These competitions attracted crowds of supporters to cheer for their House members who aspired to succeed and learn from every experience. Participation in House activities could boost students' confidence and add spice to their school life.

All students have the opportunity to earn scores for their House as they are all invited and encouraged to take part in all House events, and everything from their academic performance to punctuality record can contribute to the scores. At the end of the academic year, all of the House scores are added up. This year, Plum House won the overall championship while Bamboo House came second, Pine House third and Camphor House fourth. The Houses are gracious in defeat and humble in victory, always showing respect for each other.





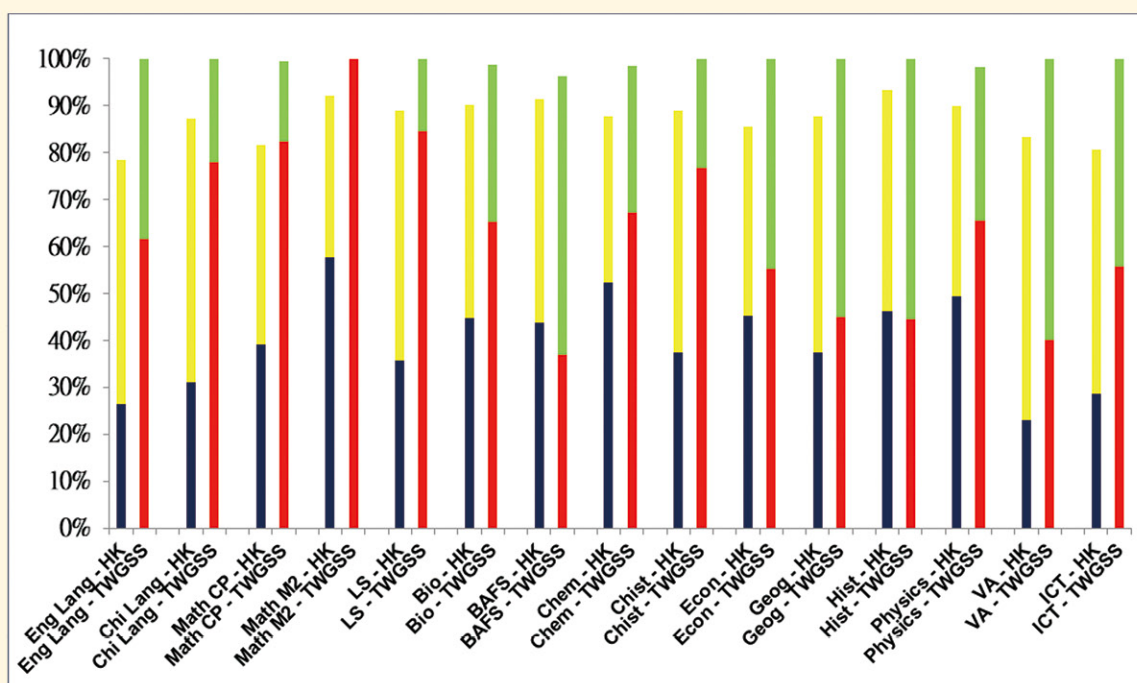
Performance of Students

Hong Kong Diploma of Secondary Education Examination 2022

Total Number of TWGSS Candidates:

	Number	Percentage
Level 3 or above in English	134	99.3%
Level 3 or above in Chinese Language	129	95.6%
Level 3 or above in both English and Chinese Language	128	94.8%
Attaining 3322 + 2	126	93.3%

TWGSS students' results in comparison with students across the territory in HKDSE Examination 2022



Candidates (HK) 5** - 4
3 - 2

Candidates (TWGSS) 5** - 4
3 - 2

Students Attaining Outstanding Results

Class	English Name	Chinese Name	5**	5*	5
6B	FONG Tsz-lun	方子璘	6	2	/
6D	CHEN Andy Jian-cong	陳健聰	3	4	/
6A	HUANG Tsz-ning	黃芷寧	2	3	2
6C	CHAN Hei-yu	陳浣鉤	2	2	3
6A	KWOK Kui-kei	郭鉅基	2	1	2
6B	CHU Cheuk-ting	朱緯婷	2	1	2
6B	WONG On-yen	黃安礪	2	1	1
6D	NG Cheuk-hei	吳卓熙	2	1	1

Destination of Exit Students

Number of Students Admitted to Local Universities and Institutions

UGC-funded Degree Programmes	The University of Hong Kong	19	Total: 98
	The Chinese University of Hong Kong	29	
	The Hong Kong University of Science and Technology	9	
	The Hong Kong Polytechnic University	23	
	City University of Hong Kong	4	
	Hong Kong Baptist University	6	
	Lingnan University	3	
	The Education University of Hong Kong	5	
SSSDP Degree Programmes	Hong Kong Metropolitan University	4	Total: 9
	Tung Wah College	4	
	Caritas Institute of Higher Education	1	
Self-financing Degree Programmes	Hong Kong Metropolitan University	1	Total: 3
	School of Continuing Education, Hong Kong Baptist University	1	
	Hong Kong Shue Yan University	1	
Publicly-funded Degree Programmes	The Hong Kong Academy for Performing Arts	1	Total: 1
Self-financing AD/HD Programmes	The School of Professional and Continuing Education, The University of Hong Kong	2	Total: 8
	Hong Kong Community College, The Polytechnic University of Hong Kong	4	
	The College of International Education, Hong Kong Baptist University	1	
	Yew Chung College of Early Childhood Education	1	

Number of students studying outside Hong Kong: 9

Major Prizes and External Awards 2021-2022

1. Awards (Scholarships)

English Name	Chinese Name	Class	Scholarship/Award	Organiser
WONG Yin-wai	黃弦慧	5D	The Harvard Book Prize 2022 First Prize	The Harvard Book Club
LAM Yee-ni	林綺妮	5A	The Harvard Book Prize 2022 First Runner-up	
YU Ting-lam	余亭霖	5A	The Harvard Book Prize 2022 Second Runner-up	
HUI Cheuk-hin	許綽軒	5D	The Princeton Club of Hong Kong Book Award 2022	The Princeton Club of Hong Kong
LIN Shun-heng, Nicolas	練瞬恒	5A	Tsuen Wan, Kwai Chung and Tsing Yi District Outstanding Students Award	The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung and Tsing Yi District
KONG Ching-sum	江晴心	3A	新界區十大傑出學生 2022 (初中組)	新界青年聯會
KONG Ching-sum	江晴心	3A	荃葵青優秀學生選舉 2022 初中組優勝獎	荃灣青年會、 葵青青年團、 荃葵青優秀學生會
HUI Cheuk-hin	許綽軒	5D	荃葵青優秀學生選舉 2022 高中組優異獎	
CHEN Yan-yi	陳恩怡	5A	Future Stars – Upward Mobility Scholarship 2021-2022	The Commission on Poverty and The Hong Kong Council of Social Service
LIU Chun-ho	廖俊豪	5C		
YIM Wan-hei	嚴蘊希	2A	Murjani Scholarships	Education Scholarships Fund Committee
LI Sung-ming	李崇銘	1D		
LEE Kit-yi	李潔沂	6B	Sir Edward Youde Memorial Prizes for Senior Secondary School Students	Sir Edward Youde Memorial Fund
YUNG Kwok-wa	翁國樺	6B		
CHOI Yu-hong	蔡宇航	5A	Youth Arch Student Improvement Award 2021-2022	Youth Arch Foundation
CHAN Hiu-nam	陳曉南	5B		
CHEUNG Ying	張 盈	5C		
HUI Tsz-shun	許子淳	5D		
TSANG Wing-sze	曾穎思	4A		
LI Chi	李 智	4B		
CHAN Sui-ki	陳瑞奇	4C		
LO Hoi-shan	羅海珊	4D		
WONG Hung-to	黃雄濤	3A		
LAU Yuk-ho	劉毓浩	3B		
WONG Yin-fay	黃彥霏	3C		
CHU Chun-yik, Curtis	朱俊奕	3D		
YEUNG Tun-wai	楊敦煒	2A		
WONG Tsz-wai	王子維	2B		
HON Ho-kwong	韓浩光	2C		
NG Mike	吳承熹	2D		
YU Tian-xiang	于天祥	1A		
TSUNG Hoi-lam	叢凱琳	1B		
FUNG Hiu-si	馮曉思	1C		
WONG Shing-hin	黃誠軒	1D		

2. Awards (Leadership and Community Services)

English Name	Chinese Name	Class	Activity	Achievement	Organiser
CHEN Yan-yi	陳恩怡	5A	Video Making Contest on "Civic Responsibilities We Fulfill; A Brighter Tomorrow We Build"	Champion in CYC Tsuen Wan District; Merit Award in Hong Kong	Community Youth Club
YU Ting-lam	余亭霖	5A			
TSOI Hoi-tung	蔡愷桐	5B			
LEE Pak-nin	李栢年	5A	Sustainable Development Goals (SDGs) eLearn Award Scheme 2022	Gold Certificate	UNICEF Hong Kong
LEE Pak-nin	李栢年	5A	香港紅十字會 漸進式活動計劃	榮譽章	香港紅十字會
CHENG Yung-wai, Avril	鄭戎惠	5B			

3. Awards (Language and Culture)

English Name	Chinese Name	Class	Activity	Achievement	Organiser
KWOK Chui-ying, Amy	郭翠盈	5B	The 73rd Hong Kong Schools Speech Festival 2021	Solo Verse Speaking Secondary 5 – Girls First	Hong Kong Schools Music and Speech Association
HON Nok-yin, Hebe	韓諾妍	3C		Solo Verse Speaking Secondary 3 – Girls Second	
CHOW Anna Kate	周卓盈	1A		Solo Verse Speaking Secondary 1 – Girls Second	
TSANG Ki-sui	曾麒瑞	1A		Solo Verse Speaking Secondary 1 – Girls Third	
WONG In-luck, Wil	黃彥諾	1A		Solo Verse Speaking Secondary 1 – Boys Third	
CHENG Yung -wai, Avril	鄭戎惠	5B		Solo Prose Reading Secondary 5 – Girls Third	
LEUNG Man-yan	梁雯欣	3A		Solo Prose Reading Secondary 3 – Girls Third	
CHAN Yin-ming	陳彥名	2A	第 73 屆香港學校朗誦節	中二級 粵語 女子詩詞獨誦 冠軍	香港學校音樂及朗誦協會
LIU Yingzi	劉櫻子	2B			
WAN Yat-lam	尹日臨	2A		中二級 粵語 女子詩詞獨誦 亞軍	
WAN Yuen-yung, Tina	溫婉蓉	2B			
CHEN Yan-yi	陳恩怡	5A		中五級 粵語 女子散文獨誦 季軍	

English Name	Chinese Name	Class	Activity	Achievement	Organiser
WAN Yuen-yung, Tina	溫婉蓉	2B	第 73 屆香港學校朗誦節	中一及中二級 普通話 女子詩詞獨誦 冠軍	香港學校音樂及朗誦協會
HO Wing-tung	何穎彤	4C		中三及中四級 普通話 女子散文獨誦 季軍	
NG Cheuk-yin	吳卓妍	1B		中一及中二級 普通話 女子散文獨誦 亞軍	
CHAN Chi-him	陳智謙	1A		中一及中二級 普通話 男子散文獨誦 亞軍	
YIU Hei-tung	饒浹桐	2A	2021/22 中國中學生作文大賽 (香港賽區)	旭日文學之星 (初中組)	香港中華文化 促進中心
WONG Yin-wai	黃弦慧	5D	第十八屆全港 中學「兩文三語」 菁英大比拼 (高級組)	優秀英文文章	香港西區 扶輪社及香港 教育工作者 聯會
WONG Ming-yan	黃明欣	5D		最佳英文文章	
YIP Wai-nam	葉慧嵐	3A	中國語文菁英計劃	菁英銀獎、 團隊寫作季軍	中國語文 教育研究 學會
YIM Wan-hei	嚴蘊希	3A		菁英銅獎、 團隊寫作季軍	
YIU Hei-tung	饒浹桐	2A			
LIN Shun-heng, Nicolas	練瞬恒	5A	第三屆粵港澳大灣區 生命教育徵文比賽	高中組一等獎	香港教育大學
WONG Ming-yan	黃明欣	5D		高中組二等獎	
FOK Wai-chung	霍慧聰	4A			
NG Yan-ning	吳欣寧	4B			
CHUNG Hsin-yu	鍾心瑀	4C			
GAO Ka-hei	高嘉曦	5D		高中組 優秀作品獎	
WONG Yin-wai	黃弦慧	5D			
CHING Hok-lai, Harry	程學禮	4A			
CHENG Ka-ming	鄭嘉銘	4C		初中組一等獎	
CHAN Yin-ming	陳彥名	2A			
YIU Hei-tung	饒浹桐	2A			
YIP Wai-nam	葉慧嵐	3A		初中組二等獎	
HUI Ka-wai	許珈瑋	2A			
CHEN Yiqi	陳依琪	3A			
WU Yan-yi	吳欣怡	3A			
CHAN Tsz-wan	陳芷蕓	3D			
WAN Yat-lam	尹日臨	2A		初中組 優秀作品獎	

English Name	Chinese Name	Class	Activity	Achievement	Organiser
HO Sum-yin	何心言	4A	全港即興創意寫作比賽	團隊寫作亞軍	香港青年協會 專業叢書 統籌組
HO Tsz-ying	何芷滢	4A			
KWAN Mei-ki	關美琪	4A			
LEE Kit-nam	李潔楠	4A			
HO Kwun-sing	何冠陞	4A	「燕然盃」慶祝 中華人民共和國成立 72 周年學生徵文比賽	優異獎	燕然基金會及 新界校長會
LIU Yingzi	劉櫻子	2B			
LEUNG Man-yan	梁雯欣	3A	第三屆卧龍盃官立中學 多角辯論賽 2022	季軍	天水圍 官立中學
CHAN Sum-yi	陳心兒	1A			
LIN Cho-ki	林楚淇	3D	「小故事 • 動人心」 創作比賽	亞軍	基督教 香港信義會 青少年中央服 務— 長腿叔叔 信箱服務
KONG Ching-sum	江晴心	3A		優異獎	
LAM Cheuk-fung	林倬鋒	6B	粵港澳大灣區 資優虎年盃 2022 創意徵文比賽 (疫情篇)	金獎	香港資優教育 教師協會及 君培資優教育
LAM Cheuk-fung	林倬鋒	6B	大灣區 資優創意徵文比賽 2021	銀獎	香港資優教育 教師協會及 君培資優教育
LAM Cheuk-fung	林倬鋒	6B	Greater Bay Area Gifted Creative Writing Competition 2021	Silver Award	Hong Kong Gifted Education Teachers' Association and KPG Education Limited
LAM Cheuk-fung	林倬鋒	6B	Guangdong-HK-Macao Greater Bay Area Gifted Creative Writing (Episode on Pandemic) Cup for Year of the Tiger 2022	Gold Award	Hong Kong Gifted Education Teachers' Association and KPG Education Limited
HO Tsz-kiu	何芷喬	1A	學生作家培育計劃及 徵文比賽 — 「學生作家徵文比賽」	初中組二等獎	香港中華文化 發展聯合會
CHAN Kwan-ho	陳君灝	1A		初中組三等獎	
CHAN Yan-yin	陳欣妍	1A			

4. Awards (Mathematics, Science and IT)

English Name	Chinese Name	Class	Activity	Achievement	Organiser
YU Ting-lam	余亭霖	5A	The 1st Hong Kong Secondary School Cosmetic Formulation Competition	Merit Award	Department of Chemistry, City University of Hong Kong
HUI Tsz-shun	許子淳	5D			
HUI Cheuk-hin	許綽軒	5D			
FONG Tsz-lun	方子璘	6B	CUHK Health Exhibition 2021 – Hong Kong Secondary School Health Exhibition Presentation Competition	High Distinction	Medical Society, The Student Union of The Chinese University of Hong Kong
YEUNG Wing-sum	楊詠心	6B			
YU Kai-lam, Karl	虞啓林	6B			
LEE Sum-yuet	李心悦	5A			
LIN Shun-heng, Nicolas	練瞬恒	5A			
HUI Cheuk-hin	許綽軒	5D			
KONG Ching-sum	江晴心	3A	International Junior Science Olympiad 2022	Third Class Honour	The Hong Kong Academy for Gifted Education
LAU Hau-wing	劉巧穎	3A			
YU Kai-lam, Karl	虞啓林	6B	International Biology Olympiad – Hong Kong Contest 2021	Gold Award	Education Bureau and The Hong Kong Academy for Gifted Education
SO Nicolas	蘇俊瑜	6A		Silver Award	
FONG Tsz-lun	方子璘	6B		Bronze Award	
LIN Shun-heng, Nicolas	練瞬恒	5A			
HSIEH Chong-ho	謝昶豪	5D			
HUI Cheuk-hin	許綽軒	5D		Honourable Mention	
HUANG Wai-shing	黃偉成	6B			
Tsuen Wan Government Secondary School	荃灣官立中學			Best School Award	
HSIEH Chong-ho	謝昶豪	5D	Hong Kong Physics Olympiad 2021	Second Class Honour	Hong Kong Academy for Gifted Education, the Education Bureau and the Hong Kong University of Science and Technology
Tsuen Wan Government Secondary School	荃灣官立中學		Hong Kong International Science Olympiad 2021-2022 Heat Round (Hong Kong Region) (Secondary Group)	Champion	Education Bureau and The Hong Kong Academy for Gifted Education

English Name	Chinese Name	Class	Activity	Achievement	Organiser
LAM Cheuk-fung	林倬鋒	6B	Hong Kong International Science Olympiad 2021-2022 Heat Round (Hong Kong Region) (Senior Secondary Group)	Gold Award	Olympiad Champion Education Centre
FUNG Ming-hong	馮銘康	4A		Silver Award	
FUNG Sik-chit	馮晰哲	5D			
FOK Wai-chung	霍慧聰	4A		Bronze Award	
WONG Cheuk-yu	王卓榆	4C			
FUNG Shing-laam	馮聖嵐	5A			
CHIU Kwok-shing	趙國誠	5D			
GAO Ka-hei	高嘉曦	5D			
HUI Cheuk-hin	許綽軒	5D			
LI Chak-hin	李澤軒	5D			
CHING Hok-lai, Harry	程學禮	4A	Hong Kong International Science Olympiad 2021-2022 Heat Round (Hong Kong Region) (Secondary 3)	Gold Award	
KWOK Chin-ching	郭展程	3A			
KONG Ching-sum	江晴心	3A			
LAU Hau-wing	劉巧穎	3A			
LO Wing-lam	盧穎霖	3A			
SHI Hin-ming	施衍名	3A	Hong Kong International Science Olympiad 2021-2022 Heat Round (Hong Kong Region) (Secondary 2)	Gold Award	
CHAN Yin-ming	陳彥名	2A			
FOK Wai-tsang	霍慧鏗	2A			
HUI Ka-wai	許珈瑋	2A			
LAU Ching-tung	劉政彤	2A			
NG Tsz-nok, Sam	吳子諾	2A			
FUH Yee-ching, Emma	傅以晴	2A	Bronze Award		
HSIEH Chong-ho	謝昶豪	5D	The 37th China Mathematical Olympiad	Silver Award	China Mathematical Olympiad
LO Wai-nam	羅蔚藍	6A	Thailand International Mathematical Olympiad 2021-2022 Heat Round (Senior Secondary Group)	Gold Award	Thailand Mathematics Society
LAM Cheuk-fung	林倬鋒	6B			
LI Wan-yau	李昀祐	6C			
CHEN Andy Jian-cong	陳健聰	6D			
LAM Yee-ni	林綺妮	5A			
LIU Chun-ho	廖俊豪	5C			
TSANG Yuen-ching	曾琬晴	5D		Silver Award	
LEE Cheuk-ki	李卓琦	6B			
WONG On-yen	黃安礪	6B			
LI Sum-wai	李芯慧	6C			
CHIU Kwok-shing	趙國誠	5D			
YEONG Suet-ching	楊雪晴	5D			
FUNG Ming-hong	馮銘康	4A		Bronze Award	
YU Ting-lam	余亭霖	5A			
LUK Wing-yan	陸穎茵	5B			
MAK Ching-yan	麥靖昕	5B			
GAO Ka-hei	高嘉曦	5D			
HUI Tsz-shun	許子淳	5D			
FENG Minhua	馮敏華	4C			

English Name	Chinese Name	Class	Activity	Achievement	Organiser	
LAM Cheuk-fung	林倬鋒	6B	Thailand International Mathematical Olympiad 2021-2022 Semi-final Round (Hong Kong Region) (Senior Group)	Gold Award	Thailand Mathematics Society	
LI Lok-yi	李樂怡	3A	Thailand International Mathematical Olympiad 2021-2022 Heat Round (Secondary 3)	Gold Award		
LIN Yin-ho	林賢豪	3A		Silver Award		
HUI Nok	許諾	3A		Bronze Award		
TONG Yik-fung	唐翊峰	3C				
CHAN Wing-yi	陳穎怡	3D				
MAK Ching-yee	麥靖兒	3D				
TSANG Wai-lun	曾偉倫	3D				
HUI Ka-wai	許珈瑋	2A		Thailand International Mathematical Olympiad 2021-2022 Heat Round (Secondary 2)		Gold Award
TONG Chi-nam	湯智楠	2A	Silver Award			
CHAN Cheuk-kan	陳卓勤	2B				
LAU Ching-tung	劉政彤	2A				
NG Tsz-nok, Sam	吳子諾	2A				
TSANG Kai-yin	曾啟然	2B				
LAW Ting-hei	羅廷曦	2C				
CHEN Bai-an	陳柏安	2D				Bronze Award
CHENG Tsz-tung	鄭梓彤	2D				
LAU Ho-yan	劉昊恩	2A				
SO Kin-hang	蘇見亨	2A				
YUNG Wing-hei	翁穎熹	2A				
LIU Yingzi	劉櫻子	2B				
HUI Ming-ho	許洺好	2C	Thailand International Mathematical Olympiad 2021-2022 Semi-final Round (Hong Kong Region) (Secondary 2)			Silver Award
HUI Ka-wai	許珈瑋	2A		Bronze Award		
LAU Ching-tung	劉政彤	2A				
CHAN Cheuk-kan	陳卓勤	2B				
CHEN Bai-an	陳柏安	2D				
NG Tsz-nok, Sam	吳子諾	2A				
LAW Ting-hei	羅廷曦	2C	Thailand International Mathematical Olympiad 2021-2022 Final Round (Secondary 2)	Bronze Award		
CHEN Bai-an	陳柏安	2D		Gold Award		
CHAN Kwan-ho	陳君灝	1A				
LO Ting-wai	盧廷瑋	1A				
TSUI Yat-him	徐日謙	1A				
LAM Sing-yu	林星宇	1B				
WONG Ho-ki	黃皓祺	1B				
CHIU Yuet	招越	1D				
NI Jiajun	倪佳筠	1B				
LO Ting-wai	盧廷瑋	1A	Thailand International Mathematical Olympiad 2021-2022 Semi-final Round (Hong Kong Region) (Secondary 1)	Gold Award		
NI Jiajun	倪佳筠	1B		Merit Award		

English Name	Chinese Name	Class	Activity	Achievement	Organiser	
LAM Cheuk-fung	林倬鋒	6B	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Preliminary Round (Hong Kong Region) (Senior Secondary Group)	1st Prize	Olympiad Champion Education Centre	
LI Wan-yau	李昀祐	6C				
CHENG Tsz-chiu	鄭子超	5B				
LIU Chun-ho	廖俊豪	5C				
TSANG Yuen-ching	曾琬晴	5D		2nd Prize		
CHING Hok-lai, Harry	程學禮	4A				
MAK Ching-yan	麥靖昕	5B				3rd Prize
YIU Kwan-wo	姚均和	5C				
CHANG Tsun-ming	張峻銘	4C				
FENG Minhua	馮敏華	4C				
LIN Yin-ho	林賢豪	3A	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Preliminary Round (Hong Kong Region) (Secondary 3)	1st Prize		
LAM Cheuk-yin	林卓諺	3D		2nd Prize		
LI Lok-yi	李樂怡	3A				
MAK Ching-yee	麥靖兒	3D				
TSANG Wai-lun	曾偉倫	3D		3rd Prize		
HUI Nok	許 諾	3A				
MAK Pui-gar, Peggy	麥珮嘉	3A				
CHAN Wing-yi	陳穎怡	3D				
LO Hiu-moon	盧曉玫	3D		Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Preliminary Round (Hong Kong Region) (Secondary 2)		1st Prize
HUNG Ka-chun	洪嘉駿	2A				
LAU Ching-tung	劉政彤	2A				
TONG Chi-nam	湯智楠	2A				
CHAN Cheuk-kan	陳卓勤	2B	2nd Prize			
HUANG Nok-lam	黃諾霖	2A				
HUI Ka-wai	許珈瑋	2A				
NG Tsz-nok, Sam	吳子諾	2A				
YUNG Wing-hei	翁穎熹	2A	3rd Prize			
TSANG Kai-yin	曾啟然	2B				
CHEN Bai-an	陳柏安	2D				
SO Kin-hang	蘇見亨	2A				
LEI Yin-ching	李言正	2B				
LIU Yingzi	劉櫻子	2B				
WONG Sum-yi, Sammi	黃心兒	2B				
HUI Ming-ho	許洺好	2C				
LAW Ting-hei	羅廷曦	2C				
LO Ting-wai	盧廷瑋	1A	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Preliminary Round (Hong Kong Region) (Secondary 1)	1st Prize		
LAM Sing-yu	林星宇	1B		2nd Prize		
CHAN Kwan-ho	陳君灝	1A				
FUNG Lok-hin, Brian	馮諾軒	1B				
NI Jiajun	倪佳筠	1B		3rd Prize		
WONG Ho-ki	黃皓祺	1B				
TSUI Yat-him	徐日謙	1A				
LIANG Jian-bang	梁建邦	1B				
CHEUNG King-ho	張敬濠	1D				

English Name	Chinese Name	Class	Activity	Achievement	Organiser
LAM Cheuk-fung	林倬鋒	6B	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Qualifier Round (Greater Bay Area) (Senior Secondary Group)	1st Prize	Olympiad Champion Education Centre
CHING Hok-lai, Harry	程學禮	4A		2nd Prize	
HUI Ka-wai	許珈瑋	2A	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Qualifier Round (Greater Bay Area) (Secondary 2)	2nd Prize	
HUNG Ka-chun	洪嘉駿	2A			
LAU Ching-tung	劉政彤	2A			
CHAN Cheuk-kan	陳卓勤	2B			
CHEN Bai-an	陳柏安	2D		3rd Prize	
LAW Ting-hei	羅廷曦	2C			
LO Ting-wai	盧廷瑋	1A	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Qualifier Round (Greater Bay Area) (Secondary 1)	1st Prize	
TSUI Yat-him	徐日謙	1A		2nd Prize	
NI Jiajun	倪佳筠	1B		3rd Prize	
LAM Cheuk-fung	林倬鋒	6B	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Final Round (Senior Secondary Group)	2nd Prize	
CHEN Bai-an	陳柏安	2D	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Final Round (Secondary 2)	2nd Prize	
TSUI Yat-him	徐日謙	1A	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2022 Final Round (Secondary 1)	3rd Prize	
NI Jiajun	倪佳筠	1B		Merit Award	
LO Ting-wai	盧廷瑋	1A	Mathematical Modeling Papers Competition (Secondary 1)	Champion	International Mathematical Olympiad Hong Kong Committee
NG Hei-lam	伍希霖	1A			
TSUI Yat-him	徐日謙	1A			
HSIEH Chong-ho	謝昶豪	5D	International Mathematical Olympiad Preliminary Selection Contest – Hong Kong 2022	Gold Award	
LO Ting-wai	盧廷瑋	1A	Inter-school Mathematics Contest 2022 (Junior Section)	Silver Award	Hong Kong Joint School Mathematics Society
CHAN Kwan-ho	陳君灝	1A		Bronze Award	
TSUI Yat-him	徐日謙	1A			
FUNG Lok-hin, Brian	馮諾軒	1B			
NG Hei-lam	伍希霖	1A			

English Name	Chinese Name	Class	Activity	Achievement	Organiser
TONG Yik-fung	唐翊峰	3C	China National Mathematical Olympiad – Hua Xia Cup 2022 Semi-final Round (Secondary 3)	3rd Prize	Hong Kong Mathematical Olympiad Association
AU Chi-lam, Edan	區智林	2B	China National Mathematical Olympiad – Hua Xia Cup 2022 Semi-final Round (Secondary 2)	2nd Prize	
CHEN Bai-an	陳柏安	2D		3rd Prize	
NG Tsz-nok, Sam	吳子諾	2A		3rd Prize	
LIANG Yuan-rui	梁元睿	1C	China National Mathematical Olympiad – Hua Xia Cup 2022 Semi-final Round (Secondary 1)	2nd Prize	
LEUNG Yi-chun, Adrian	梁懿濤	1A	3rd Prize		
CHEN Bai-an	陳柏安	2D	China National Mathematical Olympiad – Hua Xia Cup 2022 (Overseas Exchange Competition) (Secondary 2)	3rd Prize	
CHEN Bai-an	陳柏安	2D	China National Mathematical Olympiad – Hua Xia Cup 2022 Final Round (Secondary 2)	3rd Prize	
NG Tsz-nok, Sam	吳子諾	2A			
LEUNG Yi-chun, Adrian	梁懿濤	1A	China National Mathematical Olympiad – Hua Xia Cup 2022 Final Round (Secondary 1)	3rd Prize	
TSUI Yat-him	徐日謙	1A			
LAM Cheuk-fung	林倬鋒	6B	Asia International Mathematical Olympiad 2022 Open Contest Semi-final Round (Senior Secondary Group)	Gold Award	
CHEN Bai-an	陳柏安	2D	Asia International Mathematical Olympiad 2022 Open Contest Semi-final Round (Secondary 2)	Silver Award	
NG Hei-lam	伍希霖	1A	Asia International Mathematical Olympiad 2022 Open Contest Semi-final Round (Secondary 1)	Silver Award	
CHEN Bai-an	陳柏安	2D	Asia International Mathematical Olympiad 2022 Open Contest Final Round (Grade 8)	Bronze Honour	
AU Chi-lam, Edan	區智林	2B		Merit Award	
NG Hei-lam	伍希霖	1A	Asia International Mathematical Olympiad 2022 Open Contest Final Round (Grade 7)	Bronze Honour	

English Name	Chinese Name	Class	Activity	Achievement	Organiser
WONG Sheung-chit	黃尚喆	5C	Hong Kong Olympiad in Informatics 2021-22 (Junior Group)	Gold Medal	HKOI Organizing Committee
NG Pui-hei	吳沛熹	4C		Bronze Medal	
HSIEH Chong-ho	謝昶豪	5D	Hong Kong Olympiad in Informatics 2021-22 (Senior Group)	Silver Medal	
HSIEH Chong-ho	謝昶豪	5D	The 63rd International Mathematical Olympiad 2022	Silver Award	International Mathematical Olympiad
NIP Kit-fung	聶傑鋒	2B	Government Secondary School Learning Circle: AI Education 2021-2022 Hackathon and AI Innovation Contest	Hackathon – Champion; AI Innovation Contest – Merit Award	Government Secondary School Learning Circle: AI Education 2021-2022
CHAN Pak-hank	陳柏亨	2C			
CHEN Bai-an	陳柏安	2D			
FUNG Ming-hong	馮銘康	4A	Hong Kong International Science Olympiad 2021-2022 Final Round (Senior Secondary Group)	1st Runner-up Gold Award (Global ranking: 2)	Olympiad Champion Education Centre
LAM Cheuk-fung	林倬鋒	6B		Gold Award (Global ranking: 6)	
LI Chak-hin	李澤軒	5D		Gold Award (Global ranking: 7)	
FUNG Sik-chit	馮晰哲	5D		Gold Award (Global ranking: 8)	
HUI Cheuk-hin	許綽軒	5D		Gold Award (Global ranking: 9)	
CHING Hok-lai, Harry	程學禮	4A			
CHIU Kwok-shing	趙國誠	5D			
GAO Ka-hei	高嘉曦	5D			
FOK Wai-chung	霍慧聰	4A			
WONG Cheuk-yu	王卓榆	4C			
KONG Ching-sum	江晴心	3A	Hong Kong International Science Olympiad 2021-2022 Final Round (Secondary 3)	1st Runner-up Gold Award (Global ranking: 2)	
KWOK Chin-ching	郭展程	3A		Gold Award (Global ranking: 3)	
LAU Hau-wing	劉巧穎	3A		Gold Award (Global ranking: 4)	
LO Wing-lam	盧穎霖	3A		Silver Award	
SHI Hin-ming	施衍名	3A			
HUI Ka-wai	許珈瑋	2A	Hong Kong International Science Olympiad 2021-2022 Final Round (Secondary 2)	Champion and Gold Award (Global ranking: 1)	
NG Tsz-nok, Sam	吳子諾	2A		Gold Award (Global ranking: 3)	
LAU Ching-tung	劉政彤	2A		Gold Award (Global ranking: 4)	
FUH Yee-ching, Emma	傅以晴	2A		Silver Award	
FOK Wai-tsang	霍慧鏗	2A		Bronze Award	

English Name	Chinese Name	Class	Activity	Achievement	Organiser
CHEN Bai-an	陳柏安	2D	Hong Kong International Mathematical Olympiad 2022 Heat Round (Secondary 2)	Gold Award	Olympiad Champion Education Centre
CHEN Bai-an	陳柏安	2D	Hong Kong International Mathematical Olympiad 2022 Semi-final Round (Secondary 2)	Gold Award	
HSIEH Chong-ho	謝昶豪	5D	Hong Kong Secondary School Coding Challenge 2022	First Runner-up	Department of Computer Science, City University of Hong Kong
NG Pui-hei	吳沛熹	4C		Silver Medal	
WONG Sheung-chit	黃尚喆	5C		Bronze Medal	
TSANG Tsz-hong	曾子康	4C		Honorable Mention	
HSIEH Chong-ho	謝昶豪	5D	La Salle – Pui Ching Programming Challenge 2022	Silver Award	La Salle College and Pui Ching Middle School
FOK Wai-chung	霍慧聰	4A			
CHAN Pak-hank	陳柏亨	2C		Distinction	
WONG Sheung-chit	黃尚喆	5C			
NG Pui-hei	吳沛熹	4C			
TSANG Tsz-hong	曾子康	4C			
HSIEH Chong-ho	謝昶豪	5D	The 39th Hong Kong Mathematics Olympiad (Individual Paper 1)	Best Performance	Education Bureau
HSIEH Chong-ho	謝昶豪	5D	The 39th Hong Kong Mathematics Olympiad (Individual Paper 2)	First Class Honour	
CHEN Bai-an	陳柏安	2D	Hong Kong Mathematical Games Open (Secondary 2)	Gold Honor	Hong Kong Mathematical Olympiad Association
CHAN King-hei	陳璟曦	5A	Chemists Online Self-study Award Scheme	Diamond Award	Science Education Section of EDB and Hong Kong Virtual University
CHEUK Kui-hin	卓鉅軒	5A			
LEE Wing-yan	李穎欣	5A			
LI Ching-yee, Myriam	李晴怡	5A			
SIT Hiu-fung	薛曉鋒	5A			
TANG Wing-yin	鄧穎賢	5A			
YU Ting-lam	余亭霖	5A			
CHENG Tsz-chiu	鄭子超	5B			
LUK Wing-yan	陸穎茵	5B			
HUANG Yu-tung	黃雨彤	5C			
LIU Chun-ho	廖俊豪	5C			
CHAN Sung-hei	陳崇熙	5D			
CHEUNG Uen-chun	張宛臻	5D			

English Name	Chinese Name	Class	Activity	Achievement	Organiser
CHIU Kwok-shing	趙國誠	5D	Chemists Online Self-study Award Scheme	Diamond Award	Science Education Section of EDB and Hong Kong Virtual University
FUNG Sik-chit	馮晰哲	5D			
HUI Cheuk-hin	許綽軒	5D			
HUI Tsz-shun	許子淳	5D			
GAO Ka-hei	高嘉曦	5D			
KAN Cheuk-him	簡卓謙	5D			
LAU Tsz-lung	柳子龍	5D			
LI Chak-hin	李澤軒	5D			
NG Man-kit	吳文傑	5D			
NG Wing-hei	吳穎熙	5D			
SUN Tseuk-laam	孫鵠嵐	5D			
TSANG Lap-san	曾立樂	5D			
WONG Ming-yan	黃明欣	5D			
IP Ho-kiu	葉皓喬	5A		Platinum Award	
LEE Pak-nin	李栢年	5A			
WONG Sheung-chit	黃尚喆	5C			
CHAN Kwan-lok	陳君樂	5D		Silver Award	
QI Daizhi	祁戴治	5C			
TANG Ka-long	鄧嘉朗	5C			
WONG Sik-yi	王釋誼	5C		Bronze Award	
FUNG Shing-laam	馮聖嵐	5A			
LAM Yee-ni	林綺妮	5A			
LEE Sum-yuet	李心悅	5A			
TSUI Ka-tung	徐嘉彤	5C			
HSIEH Chong-ho	謝昶豪	5D			
TSANG Yuen-ching	曾琬晴	5D			
YEONG Suet-ching	楊雪晴	5D			
TANG Wing-yin	鄧穎賢	5A	International Chemistry Quiz (Hong Kong Section) 2022	High Distinction	Royal Australian Chemical Institute and Hong Kong Association for Science and Mathematics Education
LIU Chun-ho	廖俊豪	5C			
HUI Cheuk-hin	許綽軒	5D			
FOK Wai-chung	霍慧聰	4A			
FUNG Ming-hong	馮銘康	4A			
HO Kwun-sing	何冠陞	4A		Distinction	
LAM Yee-ni	林綺妮	5A			
LEE Sum-yuet	李心悅	5A			
WONG Sheung-chit	黃尚喆	5C			
GAO Ka-hei	高嘉曦	5D			
CHANG Tsun-ming	張峻銘	4C			
CHIU Kwan-ho	趙君浩	4C			
HO Chun-ip	何進燁	4C			
LIN Shun-heng, Nicolas	練瞬恒	5A		Credit	
CHENG Tsz-chiu	鄭子超	5B			
CHIU Kwok-shing	趙國誠	5D			
LAM Oi-ying	林靄瑩	4A			

5. Awards (Aesthetics and Creativity)

English Name	Chinese Name	Class	Activity	Achievement	Organiser
LEUNG Ka-wing	梁加穎	4B	The 74th Hong Kong Schools Music Festival	Zhongruan Solo (Junior) 2nd Runner-up and Silver Award	Hong Kong Schools Music and Speech Association
KWOK Ching-hei, Tiffany	郭晴熹	5B		Zhongruan Solo (Junior) Bronze Award	
HO Shing-hei	何承熹	5C		Di Solo (Secondary School Advance) Silver Award	
WU Yan-yi	吳欣怡	3A		Zheng Solo (Junior) 2nd Runner-up and Silver Award	
MO Yau	巫 悠	3B		Guitar Solo (Intermediate) Bronze Award	
WAN Yat-lam	尹日臨	2A		Pipa Solo (Intermediate) Silver Award	
CHEUNG Uen-chun	張宛臻	5D		Piano Solo (Composer of the year) Third and Gold Award	
CHAN Shing-yan, Prudence	陳承欣	1A		Piano Solo (Grade Three) Silver Award	
CHAN Chi-him	陳智謙	1A		Piano Solo (Grade Four) Gold Award	
NG Ka-ying	吳珈瑩	1D		Piano Solo (Grade Five) Silver Award	
CHAN Yu-yan	陳愉恩	1D		Piano Solo (Grade Five) Bronze Award	
LAI Shun-yin	黎信延	5A		Piano Solo (Grade Six) Silver Award	
CHENG Pak-ho, Paco	鄭柏濠	1B		Piano Solo (Grade Six) Bronze Award	
LEUNG Yi-chun, Adrian	梁懿濤	1A		Piano Solo (Grade Seven) Silver Award	
YU Tian-xiang	于天祥	1A		Piano Solo (Grade Eight) Silver Award	
WONG Yiu-man	黃耀民	5D		Piano Solo (Grade Eight) Bronze Award	
LEUNG Yan-yuet	梁恩悅	2A		Erhu Solo (Senior) 1st Runner-up and Gold Award	
SHI Ching-yi	施靖怡	1B		Erhu Solo (Senior) Silver Award	
YU Tian-xiang	于天祥	1A		Banhu Solo (Advance) Silver Award	
NG Hei-lam	伍希霖	1A		Violin Solo (Grade Four) Bronze Award	
NG Hei-lam	伍希霖	1A			
FUNG Hiu-si	馮曉思	1C			

English Name	Chinese Name	Class	Activity	Achievement	Organiser
YUNG Wing-hei	翁穎熹	2A	世界心臟日 香港心臟基金會 繪畫比賽 (中學組)	優異獎	香港心臟 基金會
CHENG Ka-ming	鄭嘉銘	4C	STEM A.I. Smart Filter Competition	Merit Award	Rotary Club of Elite- Orient
HON Tsz-yeung	韓子陽	2A		Secondary School Creative Design School Award	
Tsuen Wan Government Secondary School	荃灣 官立 中學				
TSANG Yuen-ching	曾琬晴	5D	第 58 屆學校舞蹈節 (群舞)	優等獎	香港學界 舞蹈協會
MA Ying-wai	馬盈慧	4A			
LIU Yingzi	劉櫻子	2B			
HUANG Tsz-wai	黃子蕙	1A			
CAI Ka-wan	蔡嘉昀	1B			
CHIU Yuet	招 越	1D			
LIN Yutong	林豫桐	1D			
WONG Tsz-ching	黃紫晴	1D			
TSANG Yuen-ching	曾琬晴	5D	第 58 屆學校舞蹈節 (雙人舞)	乙級獎	
MA Ying-wai	馬盈慧	4A			

6. Awards (Liberal Studies, Humanities and Business)

English Name	Chinese Name	Class	Activity	Achievement	Organiser
YEUNG Yau-hei	楊祐晞	5A	第三十屆全港中學生 十大新聞選舉 新聞評述比賽	高中組 殿軍	學友社
KONG Ching-sum	江晴心	3A		初中組 亞軍	
LEE Yat-kwan, Hillary	李日君	6C	Historical Building e-Reading Quiz Competition for Secondary School Students	Merit Award	PSHE Section of the Curriculum Development Council of EDB and The Conservancy Association Centre for Heritage
WONG Yin-wai	黃弦慧	5D			
LEUNG Man-yan	梁雯欣	3A			
CHAN Wing-yi	陳穎怡	3D			
LEUNG Yee-ching	梁綺晴	2D			
LAM Tsz-ying	林梓瀝	4A	InnoMind Competition (Junior group)	Certificate of Excellence	Young Entrepreneurs Development Council
LEUNG Tsz-ki	梁子琪	4A			
CHOI Yan-hei	蔡欣希	4C			
IP Sum-fan	葉芯熏	4C			
WONG Yin-wai	黃弦慧	5D	通識達人 網上挑戰計劃 (高級程度)	傑出表現學生獎	香港教育城
HUI Ka-wai	許珈瑋	2A			

English Name	Chinese Name	Class	Activity	Achievement	Organiser
HUI Ka-wai	許珈瑋	2A	篇篇流螢 網上閱讀計劃	金獎	中國文化研究院
HUNG Ka-chun	洪嘉駿	2A			
LEUNG Yan-yuet	梁恩悅	2A			
YUNG Wing-hei	翁穎熹	2A			
CHUNG Hau-yin	鍾孝彥	2C			
HUI Ming-ho	許洺好	2C			
KAM Tsoi-yi	金采宜	2C			
LIN Tsz-yan	林梓欣	2C			
YEUNG Yu-ching	楊宇晴	2C			
CHEN Bai-an	陳柏安	2D			
LEUNG Yee-ching	梁綺晴	2D			
WONG Mei-yu	黃美裕	2D			
TANG Ho-long	鄧皓朗	1B			
LI Chung-nok	李仲諾	2A			
WONG Hiu-tung, Miki	王曉瞳	2A			
CHENG King-lam, Kipp	鄭敬藍	2A			
HON Tsz-yeung	韓子陽	2A			
LI Sung-ming	李崇銘	2A			
TSANG Kai-yin	曾啟然	2B			
				銀獎	
				銅獎	

7. Awards (National, Moral, Civic and Life Education)

English Name	Chinese Name	Class	Activity	Achievement	Organiser
LEUNG Man-yan	梁雯欣	3A	香港電台電視部 「行走中的文化」 體驗賽	季軍	香港電台電視部
CHENG King-lam, Kipp	鄭敬藍	2A			
HON Tsz-yeung	韓子陽	2A			
HUNG Ka-chun	洪嘉駿	2A			
TSUI Yat-him	徐日謙	1A			

8. Awards (Environmental and Health Education)

English Name	Chinese Name	Class	Activity	Achievement	Organiser
CHENG Ka-ming	鄭嘉銘	4C	Organic Ambassador Training Scheme 2021-2022	Gold Award	Hong Kong Baptist University

9. Awards (Sports)

English Name	Chinese Name	Class	Activity	Achievement	Organiser
LIU Sharon	廖思盈	6B	2021-2022 HKSSF Tsuen Wan & Islands Secondary Schools Area Committee Inter-school Badminton Competition	Girls A Grade Champion	The Hong Kong Schools Sports Federation
SIO Ka-hey	蕭珈希	6B			
HUI Ching	許 晴	5A			
LEE Sum-yuet	李心悦	5A			
CHEUNG Ho-chun	張可臻	2C			
LIN Tsz-yan	林梓欣	2C			
CHENG Tsz-tung	鄭梓彤	2D			
CHEUNG Ho-yuet	張皓月	1C			
WONG Sum-yu	黃心瑜	1C			
WONG Ho-fung	黃皓鋒	6C		2021-22 HKSSF Tsuen Wan & Islands Secondary Schools Area Committee Inter-school Table Tennis Competition	
YEUNG Chung-hin	楊頌軒	6D			
WONG Yiu-man	黃耀民	5D			
PUN Ko	潘 翺	4B			
SIN Ka-lok	冼家樂	4D			
YAU Chak-ho	邱澤昊	3B			
TSOI Yik-ting	蔡亦庭	2C			
TANG Allen	鄧曦暘	1A			
CHEUNG Chun-wai	張津瑋	1B			
LIN Hoi-hin	林凱軒	1C			
CHU Tin-long	朱天朗	1D	2021-2022 HKSSF Tsuen Wan & Islands Secondary Schools Area Committee Inter-school Swimming Championships	Girls A Grade 50M Breaststroke Champion	
LEE Yat-kwan, Hillary	李日君	6C		Girls A Grade 50M Breaststroke 1st Runner-up	
WU Hui-ching	鄔栩晴	5A		Boys A Grade 200M Individual Medley Champion	
WONG Cheuk-him	黃卓謙	5C		Boys A Grade 100M Breaststroke 2nd Runner-up	
KWOK Tsz-hin	郭梓軒	5C		Girls A Grade 100M Freestyle 1st Runner-up	
TSANG Yuen-ching	曾琬晴	5D		Boys A Grade 50M Backstroke 1st Runner-up	
FUNG Sik-chit	馮晰哲	5D			

English Name	Chinese Name	Class	Activity	Achievement	Organiser
CHAN Hon-yiu	陳漢曜	4B	2021-2022 HKSSF Tsuen Wan & Islands Secondary Schools Area Committee Inter-school Swimming Championships	Boys A Grade 100M Breaststroke 1st Runner-up	The Hong Kong Schools Sports Federation
FAN Ho-yee	范浩義	4D		Boys B Grade 100M Freestyle Champion	
LAM Ting-hei	林霆義	3B		Boys B Grade 100M Breaststroke Champion	
MAK Pui-gar, Peggy	麥珮嘉	3A		Girls B Grade 50M Butterfly 1st Runner-up	
YIP Wai-nam	葉慧嵐	3A		Girls B Grade 50M Freestyle 1st Runner-up	
WAN Yuen-yung, Tina	溫婉蓉	2B		Girls C Grade 50M Freestyle Champion	
TSANG Kai-yin	曾啟然	2B		Boys C Grade 50M Breaststroke 2nd Runner-up	
SUN Haixin	孫海信	1B		Girls C Grade 100M Freestyle Champion	
WONG Sum-yu	黃心瑜	1C		Girls C Grade 50M Backstroke Champion	
CHAN Shing-yan, Prudence	陳承欣	1A		Girls C Grade 100M Backstroke 1st Runner-up	
WAN Loong	溫 朗	5A	全城躍動 • 地壺共融 黃金球賽 2022	亞軍	香港地壺球 協會
WONG Siu-wai	王兆瑋	5A			
LAM Ho-ming	林浩銘	5B			
NGAI Chun-hong	魏俊康	5D			

Financial Summary

I. ESCBG Account (2021-2022) Financial Year

	Income(HK\$)	Expenditure (HK\$)
Non-school-specific Grants		
• Baseline Reference	593,886.00	466,156.28
• Baseline Adjustment – GSS	(124,649.00)	0.00
• Other Educational Purposes	943,809.00	24,400.00
Sub-total:	1,413,046.00	490,556.28
• Composite IT Grant	492,809.00	476,612.57
• Capacity Enhancement Grant	641,070.00	354,101.10
• Promotion of Reading Grant	124,902.00	60,349.11
• Learning and Support Grant	420,569.00	389,141.18
Sub-total:	1,679,350.00	1,280,203.96

II. Extra-curricular Activities Account (2021-2022) School Year

	HK\$
Balance B/F from 2020-2021 School Year	414,191.49
Income	
• Contribution from Students and Government	363,134.09
Expenditure	
• Extra-curricular Activities and Learning Programmes	367,420.79
Year Deficit	4,286.70
Total Balance C/F for ECA A/C in 2021-2022 School Year	409,904.79

III. SMI Fund Account (2021-2022) School Year

	HK\$
Balance B/F from 2020-2021 School Year	918,821.98
Income	
• Contribution from students	160,600.00
• Interest	14.97
• Miscellaneous (Refund of cancelled activities)	13,865.24
Expenditure	
• Activities expenses	174,473.00
• School report and other publications	64,870.00
• Musical expenses	11,701.35
• Staff/Student smart cards and photo expenses	16,508.00
• Miscellaneous expenses	200.00
Year Deficit	93,272.14
Total Balance C/F for SMI A/C in 2021-2022 School Year	825,549.84

Review of Annual School Plan 2021-2022

Major Concern 1

To enhance students' motivation and capacity for life-long learning

Objectives

- 1.1 Students will be self-regulated learners equipped with effective learning strategies.
- 1.2 Learner diversity will be catered for.
- 1.3 A reading culture will be cultivated.

Strategies

1. To equip students with goal-setting and reflection skills
2. To promote enquiry learning
3. To further enhance students' note-making and self/peer assessment skills
4. To extend the design of challenging bonus questions in the assignments of all subjects in S1-S3 to uplift the initiative and stretch the potential of students
5. To strengthen gifted education
6. To set up learning groups to support students of different learning abilities
7. To promote reading across the curriculum with cross-KLA or subject-based reading programmes
8. To organize various reading activities to cater for the interests and needs of students

Highlights of Achievements and Evaluation

1. (a) Arranging a goal-setting workshop and review sessions for S1 and S2 students to assist them to set and adjust academic and personal goals, devise strategies to achieve them and reflect on their performance
 - The "Know Yourself" Workshop was organized for S1 and S2 students in September 2021 while the workshops on study skills were organized in September and October 2021.
 - According to the Student Survey, 85% of S1 and S2 students agreed that they acquired goal-setting and reflection skills which were conducive to their life-long learning through the activities organized throughout the school year.
 - The activities also proved to be effective in helping students develop a positive attitude towards goal-setting and self-reflection. According to the Student Survey, 92% of S1 and S2 students deemed it important to review and adjust their academic goals, devise strategies to achieve them and reflect on their performance in tests and exams.
 - According to the results of APASO, the mean scores of the junior forms in the "Goal Setting" and "Study Plan" subscales were slightly higher than those of the HK school norms.
- (b) Preparing progress reports to facilitate teachers and parents to monitor S1 and S2 students' performance and provide them with timely support
 - The Mid-term Progress Report was prepared for both S1 and S2 students.
 - The report served as a good reference for communication between teachers and parents.
 - Some class teachers suggested that the circulation process of the report among different stakeholders could be streamlined.
- (c) Grouping S1 students into a mentorship scheme in which their goals and strategies were regularly monitored and supported by Peer Counsellors
 - 45 Peer Counsellors were appointed to support all S1 students as mentors, with a ratio of 1 Peer Counsellor to 3-4 S1 students. They discussed with S1 students their adaptation issues and helped them review their goals four times throughout the year. The Peer Counsellors provided a lot of support and guidance for the S1 students. In addition, 10 Peer Counsellors were appointed to support 17 S2 selected students who were weak in self-reflection and communication.

- (d) Arranging class periods (November and March) for Class Teachers to provide guidance and support for S2 students in adjusting their goals and strategies
 - Two class periods were arranged for S2 Class Teachers to guide students to adjust their goals and strategies.
- (e) Providing S6 students with both their self and teachers' predicted HKDSE results to help them review their learning progress and set realistic targets
 - A form was designed for S6 students and subject teachers to fill in the predicted grades before the First Term Test. The students reviewed their performance and reflected on their learning strategies after the test with reference to the recommendations given by their subject teachers.
 - According to the Student Survey, 77% of S6 students agreed that the predicted HKDSE results, together with subject teachers' feedback, facilitated the review of their own learning progress, and adjustment of their goals and strategies.
 - According to the results of APASO, the mean scores of S6 in the "Goal Setting" and "Study Plan" subscales were higher than those of the HK school norms.
- 2. (a) Arranging project-based/problem-based learning activities in S1-S5
 - Cross-subject/KLA projects were conducted in S1-S3. S4-S5 Economics and BAFS students joined the Inspiring TWGSS program.
 - According to the Student Survey, 82% of the students agreed that the project-based learning activities enabled them to develop an inquisitive mind and independent study habits.
- (b) Arranging STEM related activities to unleash students' creativity and problem-solving skills
 - STEM projects for S1-S3 students were incorporated in the Science Innovation Scholarship competition.
 - According to the Student Survey, 79% of the students agreed that STEM related activities unleashed their creativity and problem-solving skills.
- 3. (a) Conducting note-making training workshops for S1 and S2 students in September and October
- (b) Integrating note-making skills in the curriculum/assignments policy of the following departments: S1: Chinese, History, Life and Society; S2: English, Chinese History, Geography; S3: Physics, Chemistry, Biology
 - Students took turns to prepare and present in groups a topic based on their self-made notes in class.
 - A learning celebration day was organized on 3 August 2022 for sharing and recognition of students' good effort in note-making.
 - According to the Student Survey, 90% of the S1-S3 students agreed that they were able to make and organize their own notes effectively. 94% of S1-S3 students agreed that the note-making skills they learnt helped clarify their thinking, organize ideas and make connections, and improve their learning effectiveness.
 - According to the Teacher Survey, 97% of teachers agreed that S1-S3 students were able to make and organize their own notes effectively.
 - From assignment inspection, it was observed that many subject teachers trained students to make notes and most of them were able to organize the key ideas systematically under teachers' guidance.
- (c) Incorporating self and peer assessment in both the process and the end product of assignments with clear assessment criteria/rubrics constructed by teachers/students
 - According to the Student Survey, 82% of S1-S5 students agreed that self and peer assessment helped them understand their level of competence, while 83% agreed that it helped them clarify the assessment criteria and enhanced their learning.
 - According to the Teacher Survey, 94% of teachers agreed that self and peer assessment helped students understand their level of competence.
 - From assignment inspection, it was observed that clear assessment criteria and/or rubrics for self and peer assessment were either provided by teachers or constructed by students.
- 4. Extending the design of challenging bonus questions in the assignments of all subjects in S1-S3 to uplift the initiative and stretch the potential of students

- Two assignments with fine-tuned bonus questions were designed by each subject department in S1-S3 in each term.
 - According to the Teacher Survey, 94% of teachers agreed that the junior form students showed enthusiasm and competency in attempting the challenging bonus questions in their assignments.
5. (a) Organizing pull-out programmes for talented students
- Pull-out programmes for talented students were organized by the ECA Committee, Debating Society and the following subject departments: English, Mathematics and CSD.
 - According to the Student Survey, 70% of the participants agreed that the pull-out programmes enriched their skills and knowledge.
- (b) Fine-tuning the system of selecting and nominating students to join local, regional and international programmes, competitions and learning activities
- The system of selecting and nominating gifted students for external activities was fine-tuned. Apart from the high achievers, HODs were invited to nominate students with giftedness not reflected in the Talent Pool, such as students having a strong sense of curiosity and creativity, based on their observation. In addition, students in the Talent Pool could self-nominate themselves to join programmes in their talented areas. This increased the chance of students stretching their potential.
- (c) Encouraging students to share their experience gained through their participation in the programmes or competitions at class and school levels
- Due to the suspension of face-to-face classes and the special vacation, the schedules of many programmes were very tight or delayed. Therefore, experience sharing was not arranged.
6. (a) S1 and S2 subject teachers assisted students to form study groups after the First and Second Term Tests
- (b) Senior students were invited to serve as tutors for the subject-based study groups
- Due to the special vacation and the subsequent delay of the Second Term Test, the participants of the peer learning groups in the second term were selected based on the students' results in the First Term Examination.
 - 83% and 82% of the participating students improved in ranks/marks in the subjects after they joined the peer learning groups in the First Term and Second Term Examination respectively.
 - The subject teachers involved agreed that the tutors showed a strong sense of responsibility and eagerness to provide guidance to the junior form students, which greatly enhanced the effectiveness of the learning groups.
7. (a) Organizing cross-curricular reading schemes: S1: Chinese with Chinese History; S2: English with PSHE KLA (excluding Chinese History); S3: Science and Technology Education KLAs
- According to the Student Survey, 77% of S1-S3 students agreed that the cross-curricular reading materials were appropriate for their level and interest.
- (b) Arranging theme-based and cross-curricular book exhibitions
- A theme-based book exhibition organized by the Arts and PE KLAs was organized in the first term. The other one was arranged by the school library in the post-exam period. However, the prolonged suspension of face-to-face classes in the second term adversely affected the organization of book exhibitions.
 - From teachers' observation, students showed interest in the books introduced by teachers in the book exhibitions.
8. (a) Strengthening the role of Reading Ambassadors of the Reading Club by organizing reading activities (e.g. sharing of good books in assemblies and online videos, organizing mini book clubs/stall games)
- The prolonged suspension of face-to-face classes and shortening of lesson time to a half-day session adversely affected the organization of reading activities. The Reading Periods, bookcrossing, sharing of good books in assemblies, stall games and the visit to the public library were cancelled.
 - To encourage students to keep up with their reading habit, e-channels were used to promote reading. For example, information about the e-library and recommendation of good books by teachers and Reading Ambassadors were emailed to students regularly.

- According to the Student Survey, 71% of S1-S5 students agreed that the reading activities such as the Book Fair and the recommendation of good books by email during the class suspension period and special vacation helped promote their interest in reading.
- (b) Organizing class and individual reading competitions
 - Three students from junior forms and three from senior forms who read the highest number of books, and one class from junior forms and one from senior forms that borrowed the highest number of books under the eRead Scheme of HKEdCity were awarded.
- (c) Strengthening the promotion of the reading award scheme
 - Promotion of the reading award scheme was mainly done by electronic means in view of the suspension of face-to-face classes and shortened face-to-face school hours. 22 students obtained the Bronze Award in the school reading award scheme. The number of students awarded is the same as last school year.
- (d) Arranging school library tours for S1 and S2 in the Reading Periods
 - As there was no Reading Period due to the shortened face-to-face lesson time, the library tours for S1 and S2 originally planned to be held in the Reading Periods were replaced by an introduction prepared by the school librarian in electronic mode.
- (e) Promoting online reading to facilitate self-directed learning and cultivate reading habits
 - 222 students borrowed books online under the eRead Scheme of HKEdCity during the school year. The number increased by 23% compared with the previous school year.
 - The total number of library books borrowed by students also increased by 10% compared with the previous school year.

Ways Forward

1. The goal-setting activities for S1 and S2 will continue to be organized. The Mid-term Progress Report will continue to be prepared and the circulation process will be streamlined. The practice of predicting the HKDSE results for S6 students will start at the beginning of the school year so that the students will have more time to review their goals and adjust their learning strategies in the first term in the next academic year.
2. Project-based/problem-based learning activities will continue to be organized to promote students' enquiry learning and problem-solving skills. More STEM activities related to the curriculum will be explored and organized for students. AI courses of the AI Innovation Lab will be organized for students.
3. Note-making training workshops will continue to be organized for S1 and S2 students. Subject departments will continue to integrate note-making skills in the curriculum/assignments. Self and peer assessment will continue to be promoted. Student-centered activities such as construction of assessment framework by group discussion will continue to be promoted to strengthen students' self-assessment skills. Sharing of students' good practices in note-making and self/peer assessment will continue to be arranged.
4. Students' good work in challenging bonus questions will be displayed in the next academic year.
5. The pull-out programmes which match students' ability, needs and interests will continue to be organized. The current practice of nominating students to join local, regional and international programmes, competitions and learning activities will become regularized. Sharing of experience by students will be encouraged.
6. The subject-based study groups will continue to be formed in the next academic year.
7. Cross-curricular reading schemes will continue to be held. More theme-based and cross-curricular book exhibitions will be held by different KLAs to enhance students' interest in reading.
8. Reading activities will continue to be organized to cater for the diverse interests and needs of students. The activities will be conducted in online mode if possible should there be suspension of face-to-face classes. The school will continue to subscribe to the eRead Scheme of HKEdCity. eBooks of different genres and disciplines will be leased to encourage students to read more extensively.

Major Concern 2

To nurture students to be future leaders of society

Objectives

- 2.1 Students will be committed to on-going self-improvement with a strong sense of responsibility, empathy, perseverance and dedication to service.
- 2.2 Students' mental well-being will be elevated.

Strategies

1. To develop S1 and S2 students' abilities in goal-setting and self-reflection
2. To inculcate in students a sense of responsibility, empathy and perseverance through the formal curriculum and theme-based moral and life education activities
3. To promote service education
4. To enhance students' leadership skills
5. To strengthen students' stress and emotional management skills
6. To broaden students' horizons with diversified life-wide learning experiences

Highlights of Achievements and Evaluation

1. (a) Workshops on knowing yourself and study skills were arranged. A goal-setting workshop and review sessions were organized for students to assist them to set and adjust academic and personal goals, devise strategies to achieve them and reflect on their performance in concerted effort with Major Concern 1.
 - The "Know Yourself" Workshop was organized for S1 and S2 students in September 2021.
 - According to the Student Survey, 85% of S1 and S2 students agreed that the information and skills acquired in the activities could help them set and adjust their learning/personal goals and the strategies to achieve them.
 - According to the Teacher Survey, 98% of teachers agreed that the activities were useful for helping students to set, adjust and reflect on their learning and personal goals.
 - According to the results of APASO, the mean scores of the junior forms in the "Goal Setting" and "Study Plan" subscales were slightly higher than those of the HK school norms.
- (b) The Mid-term Progress Report was used to help students conduct timely and progressive reviews on their learning progress and personal growth.
 - The Mid-term Progress Report was prepared for both S1 and S2 students.
 - The report served as a good reference for communication between teachers and parents.
- (c) S1 students were grouped into a mentorship scheme in which their goals and strategies were regularly monitored and supported by Peer Counsellors.
 - 45 Peer Counsellors were appointed to support all S1 students as mentors, with a ratio of 1 Peer Counsellor to 3-4 S1 students. They discussed with S1 students their adaptation issues and helped them review their goals four times throughout the year. The Peer Counsellors provided a lot of support and guidance for the S1 students. In addition, 10 Peer Counsellors were appointed to support 17 S2 selected students who were weak in self-reflection and communication.
- (d) Class periods (November and March) were arranged for Class Teachers to provide guidance and support for S2 students in adjusting their goals and strategies.
 - Some class teachers suggested that the circulation process of the report among different stakeholders could be streamlined.
 - Two class periods were arranged for S2 Class Teachers to guide students to adjust their goals and strategies.

2. (a) Contents of the specific virtues were embedded in the formal curriculum. Related values were included in the learning tasks of various KLAS / subjects. Students' quality work was displayed to further promote the specific virtues.
- A newly designed "Scheme of Work" form was used for all subjects to clearly indicate the specific virtues embedded in the curriculum of different levels. In particular, the virtues of sense of responsibility, empathy and perseverance were included in the learning tasks of the following KLAS / subjects: Chinese Language, English Language, Life and Society, Citizenship and Social Development, History, Chinese History, Computer Literacy, Information and Communication Technology, Science KLA and Other Learning Experiences.
 - Students' quality work and assignments based on the themes of "Responsibility", "Empathy" and "Perseverance", e.g. the First Class Honour essays in the external Chinese Writing Competition "仁者愛人", the champion essays in the Inter-house Chinese Writing Competition, English language arts assignments, and the drawings of "Plants with a symbolic meaning of virtues" in the project jointly conducted by the Visual Arts and Chinese Language Departments, were collected and displayed in school. Students' awareness and understanding about the specific virtues were raised through appreciating their schoolmates' work.
- (b) Class periods, school assemblies, talks and flag-raising ceremonies etc. were made use of to promote the specific virtues.
- A total of eight class periods were arranged to promote the specific virtues. Before the special vacation in mid-March and the resumption of classes in late April, two contingency on-line class periods titled " 堅毅抗 疫 " and " 正面迎復課 " were arranged. Through the specially designed teaching materials, the virtue of "Perseverance" was timely cultivated in students to help them face the challenges posed by the COVID-19 pandemic and intermittent school days. An S6 class period named " 善體親心 " was arranged before the S6 Parents' Day to nurture students' empathy with their parents. Five class periods on topics related to the virtue of "Empathy" were arranged by the Moral and Life Education Team.
 - A total of five talks were arranged in the class periods to promote the specific virtues. They were prepared by the Discipline Team, Career and Life Planning Team and Moral and Life Education Team.
 - A flag-raising ceremony was held every week. "Speeches under the National Flag" were made by students during the Flag-raising ceremonies to promote national education and cultivate virtues in students. In addition, a brand-new session called "Student Leaders Sharing Series" was included to promote the specific virtues. A total of seven short videos produced by student leaders from the Prefect Board, Peer Counsellors, Students' Association and four Houses were played during the flag-raising ceremonies to promote the specific virtues. As observed by teachers, students enjoyed the videos and found them interesting and meaningful.
- (c) The specific virtues were inculcated in student leaders (Peer Counsellors, Prefects, House Captains and Students' Association Committee etc.) through training workshops, a performance pledge ceremony, progress report forum and end of term evaluation.
- A Performance Pledge Ceremony was held on the first of September to strengthen the sense of responsibility of student leaders.
 - The performance of these student leaders was reviewed regularly by teachers throughout the year but the progress report forum was cancelled due to the special vacation.
 - An end of term evaluation was held on 5 August 2022 in which the student leaders did sharing and reflection in front of the whole school.
 - According to the Student and Teacher Surveys, 85% of students and 93% of teachers agreed that the activities and programmes mentioned above helped to cultivate students' sense of responsibility and virtues of empathy, perseverance and caring for others.
 - As observed by teachers, students enjoyed the programmes/activities and displayed the specific virtues in their behavior.
 - According to the results of APASO, the mean scores of both the junior forms and senior forms in the "Commitment" and "Perseverance" subscales were slightly higher than those of the HK school norms.

3. (a) Students were encouraged to serve each other and the school with the notion of "Serving is Outstanding" through a new Service Award System.
 - The selection criteria of the new Service Award System were discussed in the School Policy Committee meeting and a staff meeting.
 - The framework of the award system was decided.
- (b) Students' knowledge, skills and attitude for serving others were strengthened through arranging service learning activities in S1-S5.
 - S1: A "Basic Volunteer Training Workshop" was organized by the Hong Kong Institute of Volunteers for all S1 students in October 2021. After the workshop, 30 S1 students were selected to participate in the service-learning activity in Senior Buddy Charity Farm (Kam Tin) in November and helped to pack the vegetables for the elderly. As observed by the teachers, the participants were fully committed to the service.
 - S2: A Service Learning Activity was arranged for S2 students in June 2022. They were divided into four groups, three of which visited the subdivided flats and tin houses in Mong Kok, Hung Shui Kiu and Tin Shui Wai, while the other one visited Foodstep Journey in the Food Angel Centre. These service learning activities cultivated students' spirit of caring for others and serving the community.
 - S3: A "Volunteer Training Workshop" was organized by the Hong Kong Institute of Volunteers for all S3 students in November 2021. Students learnt how to establish relationships with the elderly and the skills to serve others. After the workshop, 30 S3 students were selected to participate in the "長者送暖行動" in North Point. Students displayed maturity and empathy during the visits.
 - S4: A pre-service lesson and indoor service-learning activity were organized for S4 students in May and June 2022 respectively by the School Social Workers. Students made videos to share information about healthy diets and exercise with the elderly and played the video clips and presented their self-reflections after the activity.
 - S5: A pre-service lesson and indoor service-learning activity were organized for S5 students in November and December 2021 respectively by the School Social Workers. S5 Students prepared handcrafted gifts for kindergarten kids. They learnt the skills of serving others through the activity.
- (c) Experiential Learning activities were arranged to cultivate students' virtues of empathy and caring for others.
 - Three experiential activities were arranged in June 2022 for S5 students. They were the visit to the Dialogue in the Dark Exhibition, the Elderly Simulation Workshop and the Integration for Persons with and without Disabilities Workshop, through which the students gained a better understanding of the hardships faced by the visually impaired, the elderly and the disabled respectively.
 - Both teachers and the students found the activities interesting and meaningful. Empathy with the needy was developed through the activities.
- (d) The TWGSS Elder Academy was set up to foster students' community spirit and promote harmony between the elderly and students through voluntary services.
 - Our school set up the Elderly Academy with Yan Chai Hospital Fong Yock Yee Neighbourhood Elderly Centre. A total of five courses were arranged in May and June 2022.
 - Our students explained health information to the elderly and taught them to use electronic communication devices. Students' empathy with the elderly was cultivated and their spirit of serving the community was fostered. Both teachers and the students agreed that the activities promoted intergenerational harmony and rapport.
 - According to the Survey, 85% of students and 93% of teachers agreed that the service learning activities held throughout the year helped to cultivate students' sense of responsibility and virtues of empathy, perseverance, sense of caring and serving for others.
4. Organizing leadership training programmes for student leaders with the support of NGOs.
 - The Discipline Team organized three Prefect Leadership Training Workshops with the support of the Hong Kong Federation of Youth Groups (HKFYG) from September to November 2021, an outdoor Prefect Training Workshop in the HKFYG Leadership Institute

in November 2021, the Communication Skill Online Workshop and Conflict Management Online Workshop during the special vacation in April 2022. In addition, the Counselling Team Leadership Training Day Camp was organized in collaboration with Friends of Scouting in October 2021.

- According to the Student and Teacher Surveys, 94% of the participating students and 93% of teachers concerned agreed that the training programmes helped develop students' leadership skills and abilities.

5. (a) Screening tools or mental health tests were used to help students identify the origins of their negative affect and provide assistance to alleviate these negative emotions.

- A mental health screening programme called "健康放大鏡" was conducted for S1 and S4 students. It provided useful data and information for class teachers and school social workers for early identification of students with mental issues and to provide them with timely support. To strengthen students' stress and emotional management skills, a total of 10 follow up lessons were provided by the Friends of Scouting for 20 selected students.

(b) Class periods were arranged and mental health programmes and activities such as board displays, game stalls, talks, and workshops were conducted to enhance students' awareness of the importance of mental wellness and strengthen their resilience and emotional management skills.

A variety of activities were organized to enhance students' mental wellness.

- The 'Mindfulness' course was arranged for S4 and S6 students in OLE lessons to strengthen their resilience.
- A 'Latte Art Workshop' was arranged from November to December 2021 for selected students to alleviate their stress and boost their confidence and creativity.
- A 'Pastel Nagomi Art Workshop' was organized from May to June 2022 for selected students to help them relieve their stress through painting.
- The Guardian Angel Scheme was organized by the Counselling Team throughout the year. 25 selected students got warm-hearted support from their Guardian Angels who were teachers or students in this programme.
- The Mental Health and Joyful Fruit Week was held in June 2022. Students were educated about the importance of maintaining their physical and mental health.

(c) Level-based activities were organized to address students' developmental needs, help them alleviate their stress and develop positive attitudes towards life and enhance students' capacity for resilience, such as S1 Adaptation Programme, communication and social skills training workshops (S2-S3) and stress and emotional management skills workshops (S4-S6).

- The S1 Adaptation Programme was held in late August 2021. A school tour, games and talks were arranged to help S1 students get acquainted with their new school and know each other. Both teachers and students concerned agreed that the activities met the developmental needs of S1 freshmen.
- S2-S3: Communication and social skills training workshops were organized in July 2022.
- Class teachers shared their experiences and equipped S4 and S5 students with emotional management skills during class periods.
- Stress and emotional management skills workshops were organized for all S6 students in November 2021 to teach them how to manage their stress.
- S6 Power Up Day was held for S6 students in October 2021 to relieve their stress from the upcoming public exam. A talk was given by the school educational psychologist to enhance students' capacity for resilience. Other stress relief activities such as "A Letter to Myself" and "Letting Balloons Go" were organized. A pack of handmade biscuits prepared by parents and a TWGSS Academic Omamori (荃官學業御守) designed by the SWPD Committee were given to each S6 student to further convey the message of blessings and encouragement. This activity was highly appreciated by S6 students.
- According to the Survey, 82% of students and 93% of teachers agreed that the activities and programmes mentioned above helped to elevate students' mental health.
- According to the results of APASO, the mean scores of both the junior and senior forms in the "Negative Affect" subscale were slightly lower than those of the previous school year.

6. (a) The Life-wide Learning Day was organized to broaden students' horizons and enrich their school life.
- The Life-wide Learning Day was held on 15 June 2022. A variety of activities was organized to provide students with diversified life-wide learning experiences and enrich their school life.
 - A visit to the Life Education Farm was organized for S1 students. They acquired knowledge of nature and learnt about the meaning of life through a series of games and activities as well as their observation of different plants and animals.
 - A Service Learning Activity was arranged for S2 students. They were divided into four groups, three of which visited the subdivided flats and tin houses in Mong Kok, Hung Shui Kiu and Tin Shui Wai, while the other one visited Foodstep Journey in the Food Angel Centre. They also did reflection after the activity and shared their feelings on display boards at the school lobby. These service learning activities cultivated students' spirit of caring for others and serving the community.
 - An Ecological Conservation Trip to Ma Wan, a Zentangle drawing workshop and a traditional Chinese paper-cutting workshop were organized for S3 students. 60 students joined the conservation trip, which promoted students' awareness of the importance of protecting nature. The other students attended the Zentangle Drawing Workshop, which taught them drawing techniques that help them relieve stress and reach a relaxed state of mind, as well as the traditional Chinese paper-cutting workshop, in which they appreciated Chinese culture through this form of Chinese folk art.
 - A Career Exploration Activity was organized for S4 students. By taking part in a series of role-playing games, students gained a good understanding of wealth management and planning towards the future.
 - S5 students were divided into groups to attend any one of the three experiential activities. They were the visit to the Dialogue in the Dark Exhibition, the Elderly Simulation Workshop and the Integration for Persons with and without Disabilities Workshop, through which the students gained a better understanding of the hardships faced by the visually impaired, the elderly and the disabled respectively.
 - From teachers' observation, students enjoyed themselves very much and participated actively in the activities. Reflection done by students afterwards tallied with teachers' observation.
- (b) Students were encouraged to participate in different life-wide learning activities, cultural activities, exchange tours to Mainland China and overseas countries organized by the school and external organizations.
- To broaden students' horizons, activities such as visiting the Hong Kong Space Museum and CUHK A.I. Education and Exploration Laboratory were organized in May and June 2022 respectively. From teachers' observation, the students actively participated in the activities and agreed that the activities enriched their school life.
 - Despite the cancellation of exchange tours due to the COVID-19 pandemic, an anthology of students' works from three schools (TWGSS and two sister schools in Mainland China) was published in August 2022.
 - According to the Survey, 85% of students and 95% of teachers agreed that the activities and programmes organized were useful in enriching students' life-wide learning experiences.

Ways Forward

1. The goal-setting activities for S1 and S2 will continue to be organized. The Mid-term Progress Report will continue to be prepared and the circulation process will be streamlined.
2. Specific virtues will continue to be embedded in the formal curriculum. Students' quality work will continue to be collected and displayed.
3. Class periods, talks and flag-raising ceremonies will continue to be made use of to promote the specific virtues. The "Student Leaders Sharing Series" was effective in instilling virtues into students. Video making and/or live presentation in assemblies will be continued by class representatives. Activities for strengthening student leaders' moral values will continue to be organized.

4. The new Service Award System will be implemented next school year. Service learning activities will continue to be arranged for S1-S5 to strengthen students' knowledge, skills and attitude for serving others. Experiential Learning activities will continue to be organized. The TWGSS Elder Academy will continue to organize courses of different topics for the elderly.
5. Leadership training programmes for student leaders will continue to be arranged.
6. The screening tools will continue to be applied to S1 and S4 students for early identification of mental issues. The mental health programmes and activities will continue to be organized. Level-based activities will continue to be arranged to enhance students' mental wellness according to their needs.
7. The Life-wide Learning Day will continue to be held next year to broaden students' horizons. Different life-wide learning activities and cultural activities will be organized to enrich students' school life. If the COVID-19 pandemic continues next year, online activities will be organized with the sister schools.

School Major Concerns 2022-2023

Major Concern 1: To develop students as proactive life-long learners

Major Concern 2: To nurture students to be future leaders of society



Plan for the Use of the Capacity Enhancement Grant (2021-2022)

Task	Major Area(s) of Concern	Strategies/Tasks	Time Scale	Resources required	Success criteria/outcomes	Evaluation methods
Promoting learning and teaching effectiveness	1. To relieve teachers' workload on non-teaching duties so that they can concentrate on improving learning and teaching strategies	To employ one full-time Teaching Assistant (Diploma Level) for the Chinese Language Department, Promotion of Reading Team and Examination Team to <ul style="list-style-type: none"> assist in preparation of teaching materials and documents for the Chinese Language Department assist in clerical work related to promotion of reading and examinations go on outings with students for learning activities 	September 2021 to August 2022	Total salary of one Teaching Assistant (Diploma Level) (incl. 5% MPF and 5% projected salary increase) for 12 months: $\$17,100 \times 1.05 \times 12 = \$226,233$	1. Chinese Language teachers, and teachers responsible for the Promotion of Reading Team and Examination Team find that the teaching assistant can offer support in clerical work and preparing learning and teaching materials. 2. Chinese Language teachers and teachers responsible for the Promotion of Reading Team and Examination Team find that they can concentrate on improving learning and teaching strategies with the help offered by the teaching assistant.	1. Opinion survey of teachers from the Chinese Language Department, Promotion of Reading Team and Examination Team 2. Scrutinize records of learning and extra-curricular activities from the Chinese Language Department 3. Scrutinize records from the Promotion of Reading Team and Examination Team
	2. To support teachers in collaborative lesson preparation and teaching	To employ one full-time Teaching Assistant (Diploma Level) for the English Language Department, Award/Scholarship Team and CLP Team to <ul style="list-style-type: none"> assist in preparation of teaching materials and documents for the English Language Department assist in clerical work related to awards/scholarships and CLP go on outings with students for learning activities 	September 2021 to August 2022	Total salary of one Teaching Assistant (Diploma Level) (incl. 5% MPF and 5% projected salary increase) for 12 months: $\$17,100 \times 1.05 \times 12 = \$226,233$	1. English Language teachers, and teachers responsible for awards/scholarships and CLP find that the teaching assistant can offer support in clerical work and preparing learning and teaching materials. 2. English Language teachers and teachers responsible for awards/scholarships and CLP find that they can concentrate on improving learning and teaching strategies with the help offered by the teaching assistant.	1. Opinion survey of teachers from the English Language Department, Award/Scholarship Team and CLP Team 2. Scrutinize the records of learning and extra-curricular activities from the English Language Department 3. Scrutinize records from the Award/Scholarship Team and CLP Team

Amount required: \$452,466

School-based After-school Learning and Support Programmes Programme Report (2021-2022)

1. The number of students (count by heads) benefitted under the Grant is 18 (including A. 1 CSSA recipient, B. 8 SFAS full-grant recipients and C. 9 under school's discretionary quota).
2. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/ Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Music Training Courses (1st Term)	1	8	8	93%	Sept 2021 – Jan 2022	4,780	Teacher's observation	---	Develop students' potential in music and promote aesthetic culture
Dance Training Courses (1st Term)	0	1	2	95%	Sept 2021 – Jan 2022	1,500	Teacher's observation	---	Develop students' potential in dance
Music Training Courses (2nd Term)	1	4	9	95%	Feb 2022 – Aug 2022	8,480.68	Teacher's observation	---	Develop students' potential in music and promote aesthetic culture
Total no. of activities:									
@No. of man-times	2	13	19		Total Expenses	14,760.68			
**Total no. of man-times	34								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art/culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

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

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

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C).

Report on the Use of the Life-wide Learning Grant (2021-2022)

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students (Level and number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students' positive values and attitudes												
1	The 73rd Hong Kong Schools Speech Festival - To tap students' potential in poetry recital	English Language	11/ 2021	S1-S5 28	- Teachers' observation - Competition results	\$4,625	E1	✓		✓			
2	第七十三屆香港學校朗誦節 - 提升學生對語文的欣賞能力及表達能力	Chinese Language	11/ 2021	S1-S5 29	- 學生比賽成績	\$4,500	E1	✓		✓			
3	The 74th Hong Kong Schools Music Festival - To promote the interest and raise the standard of students in Western and Chinese music	Arts (Music)	02-04/ 2022	S1-S5 29	- Teachers' observation - Competition results	\$7,410	E1	✓		✓			
4	The 58th Schools Dance Festival - To provide teachers and students with opportunities to share their dance experiences	Arts (Others)	07-08/ 2022	S1-S6 13	- Teachers' observation - Competition results	\$1,250	E1			✓			
5	Recreational Sports and Fitness Day - To enhance the teamwork spirit, care and cooperation of the students through different competitive games	Physical Education	09/ 2021	S4-S6 395	- Teachers' observation - Questionnaire	\$34,996	E1	✓		✓			
6	S6 Power Up Day - To help relieve students' stress and enhance their positive psychological qualities	Moral, Civic and National Education	10/ 2021	S6 130	- Teachers' observation - Questionnaire	\$20,000	E1		✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students (Level and number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
7	Amazing Teens – 荃灣 CYC 聯校 領袖培訓計劃 2021 - To nurture the leadership skills of student leaders	Leadership Training	11/ 2021- 03/ 2022	S2 & S5 7	- Teachers' observation	\$500	E1		✓			
8	Health and Biotechnology Workshop - To enhance students' knowledge of the advancement of modern biotechnology	Science	06/ 2022	S3 131	- Teachers' observation - Questionnaire	\$1,120.50	E1	✓				
9	Training for Music Teams & Instrumental Classes (Symphonic Band, Chinese Orchestra, Recorder Ensemble, String Ensemble) - To strengthen students' instrumental and performing skills and develop their team spirit through musical training	Arts (Music)	09/ 2021- 04/ 2022	S1-S5 87	- Teachers' observation - Questionnaire	\$12,220	E5		✓	✓		✓
10	中華文化週 - 透過了解傳統文化節日及其涵意，認識、認同自己國家的文化，建立文化自信，傳承中華文化。	Moral, Civic and National Education	07/ 2022	S1-S5 800	- 工作紙回饋 - 老師觀察 - 參加人數 - 學生回饋	\$4,016	E1	✓	✓	✓		
11	Dance Course - To develop students' potential in dance and enrich their school life and to raise students' interest in dance and dance appreciation	Arts (Others)	10/ 2021 - 07/ 2022	S1-S5 20	- Teachers' observation	\$49,900	E5			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students (Level and number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
12	Voluntary Service Training Workshop - To broaden the volunteer experience of S2 students - To cultivate students' spirit of serving the community	Moral, Civic and National Education	06/2022	S2 135	- Teachers' observation - Questionnaire	\$42,900	E1		✓		✓	
13	Visit to Ho Koon Nature Education Cum Astronomical Centre - To enhance students' understanding of microorganism	Science	11/2021	S5 85	- Teachers' observation	\$1,830	E2	✓				
14	Archery Training Course - To organize systematic and intensive team training for students with potential	Physical Education	05-06/2022	S1 12	- Teachers' observation	\$2,850	E5		✓	✓		
15	Table-tennis Team Training - To organize systematic and intensive team training for students with potential	Physical Education	05-06/2022	S1 14	- Teachers' observation	\$2,512	E5		✓	✓		
16	Volleyball Team Training - To organize systematic and intensive team training for students with potential	Physical Education	05-08/2022	S2-S6 28	- Teachers' observation	\$5,790	E5		✓	✓		
17	逆境自強講座 - To promote students' resilience in the face of adversity, and enhance mutual respect and empathy	Moral, Civic and National Education	05/2022	S1-S3 400	- Teachers' observation	\$500	E5		✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students (Level and number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
18	流體畫藝術課程 (網上課堂) - To enhance students' understanding of Fluidart and foster their sense of art appreciation	Arts (Visual Arts)	03-05/2022	S1 20	- Teachers' observation	\$14,763	E1	✓		✓		
19	Leadership Training Workshop - To nurture students' leadership skills	Leadership Training	03/2022	S3 40	- Teachers' observation	\$6,750	E1		✓			
20	中國繩結編織及傳統剪紙工作坊 - 加深同學對中國傳統手藝的認識及欣賞	Cross-Disciplinary (Others)	06/2022	S3 70	- Teachers' observation - Students' feedback	\$3,000	E1			✓		
21	An Ecological Conservation Trip to Ma Wan - To enable students to understand the relationship between humans and nature and the importance of protecting the environment	Cross-Disciplinary (Others)	06/2022	S3 60	- Teachers' observation - Students' feedback	\$17,100	E1	✓	✓			
22	Visit to Life Education Farm - To guide students to develop respect for and a harmonious relationship with others and the natural environment	Cross-Disciplinary (Others)	06/2022	S1 140	- Teachers' observation - Students' feedback	\$17,810	E1		✓			
23	School Sports Programme (Archery) - To promote a sporting culture on campus and provide a gateway to a healthy lifestyle	Physical Education	06/2022	S1-S5 720	- Teachers' observation - Students' feedback	\$12,900	E5		✓	✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students (Level and number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
24	Musical Instrumental Course (Clarinet) - To strengthen students' instrumental and performing skills	Arts (Music)	04-06/2022	S3 2	- Teachers' observation	\$2,080	E5	✓		✓		✓
25	Musical Instrumental Course (Saxophone) - To strengthen students' instrumental and performing skills	Arts (Music)	04-06/2022	S2 2	- Teachers' observation	\$1,500	E5	✓		✓		✓
26	中文思辨方法班 - 提升學生的思考方法及中國語文表達能力	Chinese Language	05/2022	S1-S5 8	- Teachers' observation	\$12,000	E5	✓				
27	Visit to the Dialogue in the Dark Exhibition - To experience firsthand the difficulties facing visually impaired people	Cross-Disciplinary (Others)	06/2022	S5 30	- Teachers' observation	\$4,800	E1		✓			
28	Warzone90 Humanitarian Exploration Programme - To enable students to perceive humanitarian consequences brought by war and ponder ways to take humanitarian action in daily life through a simulation experience	History	08/2022	S4-S5 26	- Teachers' observation	\$3,750	E1	✓	✓			
29	Mathematics Gifted Programme of the Hong Kong Polytechnic University - To enhance students' mathematical knowledge	Mathematics	08/2022	S1-S4 19	- Teachers' observation	\$28,500	E6	✓				
30	E-cycling Programme - To enhance students' understanding of e-cycling	Physical Education	07/2022	S3-S4 260	- Teachers' observation	\$13,000	E1		✓	✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students (Level and number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
31	Micro:bit Rocket Car STEAM Fun Day - To develop students' abilities to apply STEAM concepts in daily life	Cross-Disciplinary (STEM)	08/2022	S1 130	- Teachers' observation	\$27,180	E1	✓					
32	馬賽克體驗班及滴膠製作體驗班 - 通過體驗班提升同學的藝術創意及欣賞能力	Arts (Others)	08/2022	S1 30	- Teachers' observation	\$27,200	E1			✓			
33	「活現文言篇章 • 擁抱中華文化」計劃：經典文言篇章說書工作坊 - 提升同學對文言篇章的理解及欣賞	Chinese Language	04-05/2022	S3-S4 25	- Teachers' observation	\$6,000	E1	✓	✓				
34	Prefect Leadership Training Programme - To train up the school prefects as capable leaders to serve their peers, school and society	Leadership Training	08/2022	S3-S5 51	- Teachers' observation	\$83,196	E1		✓				
35	Hong Kong International Science Olympiad - To stretch students' potential in science education	Science	02-06/2022	S2-S5 21	- Students' participation rate - Achievements in the competition	\$21,250	E6	✓					
36	International Chemistry Quiz (Hong Kong Section) - To arouse students' interest in studying Chemistry; - To enable teachers to gauge students' understanding of the subject	Science	07/2022	S3-S5 33	- Achievements in the Quiz	\$2,970	E6	✓					
Sub-total of Item 1.1						\$502,668.50							
1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
NIL													
Sub-total of Item 1.2						\$0.00							
Expenses for Category 1						\$502,668.50							

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Materials for STEM activities (e.g. 橡筋動力飛機, 橡膠電鍍車輪, 拉鏈袋, 10 吋竹簽)	Cross-Disciplinary (STEM)	For organizing STEM activities for students	\$4,869.00
2	Materials for STEM activities 鹽水動力小車 (連配件) 套裝	Cross-Disciplinary (STEM)	For organizing STEM activities for students	\$360.00
3	Electronic moisture-proof cabinet	Science	For the storage of equipment for STEM activities	\$3,925.00
Expenses for Category 2				\$9,154.00
Expenses for Categories 1 & 2				\$511,822.50

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	806
Number of student beneficiaries:	806
Percentage of students benefitting from the Grant (%):	100%
Contact Person for LWL (Name & Post):	Ms KAM Ling-yi (Teacher-in-charge of LWL)

* Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational software, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring experts / professionals / coaches		

Report on the Use of the Student Activities Support Grant (2021-2022)

I. Financial Overview

A	Allocation in the Current School Year:	\$81,900.00
B	Expenditure in the Current School Year:	\$4,018.64
C	Unspent Amount to be Returned to the EDB (A – B):	\$77,881.36

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	\$300.00
Full-grant under the School Textbook Assistance Scheme	5	\$1,976.39
Meeting the school-based financially needy criteria	7	\$1,742.25 (capped at 25% of the total allocation for the school year)
TOTAL	13	\$4,018.64 (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times* of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	String Ensemble - To strengthen students' instrumental and performing skills and develop their team spirit through musical training	Arts (Music)	3	\$1,869.99			✓		
2	Symphonic Band - To strengthen students' instrumental and performing skills and develop their team spirit through musical training	Arts (Music)	5	\$648.65			✓		
3	Chinese Orchestra - To strengthen students' instrumental and performing skills and develop their team spirit through musical training	Arts (Music)	5	\$1,500.00			✓		
Expenses for Category 1			13	\$4,018.64					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
	NIL								
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
	NIL								
Expenses for Category 3			0	\$0.00					
Total			13	\$4,018.64					

* Person-times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.



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