



**TWGHs S.C. Gaw Memorial College**

# **Annual School Report**

**(2010/11)**



# TWGHs S. C. Gaw Memorial College

## (1) School Mission & Vision

As one of the schools of the Tung Wah Group of Hospitals (TWGHs), our mission in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and, eventually, to serve the community.

We are dedicated to the provision of a quality learning environment. We believe that young people can fully realize their potentials and become an educated individual, who will be in possession of knowledge and skills, able to think independently, conscious of social issues and changes as well as is ready to shoulder responsibilities.

We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment, equipping young people with the necessary skills and knowledge, and nurturing them to become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

We firmly believe in the school motto: "Diligence, Frugality, Loyalty and Faithfulness" as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and meaningful life.

In cherishing the educational goals of TWGHs, our school is student oriented and dedicates whole-heartedly to the provision of quality education. To this end, we strive to build a happy and ideal learning environment that enables all-round development of our students. We devote ourselves to nurturing our students various potentials and abilities, so as to equip them for a fast and ever-changing future. We lay emphasis on developing in our students the capability for independent thought and on fostering a forward-looking attitude towards life, that they may acquire the right values to serve the society and the country. To keep pace with the time, we champion the professional enhancement of our teachers by raising their life-long learning capacity, and we treasure team work so as to improve the Learning & Teaching efficacy. To strive for excellence, we aspire to forge good partnership with the parents and community alike, so that we can all work hand in hand towards students' growth and development.

## **(2) Our School**

### **1. A Brief Introduction**

#### **History**

The School is a government-subsidized co-educational grammar school which was founded by the Tung Wah Group of Hospitals in 1984, a major local charitable organization that provides medical, educational and social services to all Hong Kong residents. We provide our students with six-year secondary education for Hong Kong Diploma of Secondary Education (HKDSE) and our Form Six students will be sitting for the first 2012 HKDSE. For the time being, we are still running the two-year matriculation courses for our Form Seven students, who will be our last batch of students sitting for the 2012 Hong Kong Advanced Level Examination (HKALE). Starting from the year 2012/13, six-year secondary education will be offered in the school.

#### **Language Policy**

We commit ourselves at developing students' bi-lingual and tri-literate competence. We pay special attention to our students' proficiency in English. In response to the Fine-tuning on Teaching Medium, the adoption of English as the medium of instruction was strengthened. To meet students' learning needs, two subjects, Integrated Humanities and Integrated Science were offered in English. Integrated Humanities is made up of History, Geography, Social and Liberal Studies. Integrated Science unites Physics, Chemistry and Biology into one learning experience. These subjects are to be taught in English in Secondary One and Two. Language across Curriculum and Cross-curricular English courses are added to our curriculum to maximize students' exposure to and the use of English. All our effort aims to create as many opportunities and an enriched as well as diversified English environment as possible for our students to learn in English, and raise their confidence and ability in using English. This paves the way for their learning in Total English in Senior Secondary. Among the sixteen core and elective subjects we offer in Senior Secondary, all subjects are to be taught in English, with the exception of Chinese Language, Chinese Literature, Chinese History and Liberal Studies. For a better adaptation to Secondary One and a smoother interface of Junior and Senior Secondary in using English as Medium of Instruction, Bridging Courses and Language across Curriculum support strategies are designed and developed.

## **Facilities**

We are a standard-sized secondary school. We started with twenty-four classrooms and twelve special rooms, including Design and Technology Room, Music Room, Home Economics Room, Geography Room, Computer Room, Physics Laboratory, Chemistry Laboratory, Biology Laboratory and Integrated Science Laboratory.

In 1998, Tung Wah Group of Hospitals funded the installation of air-conditioning in all classrooms and special rooms. To enhance language training, a classroom was then refitted as a Language Laboratory. Since 2002, with the completion of the Multi-media Learning Centre, we are able to offer students a high-tech learning environment.

Our extension wing was completed in 2005, with a government grant of forty million dollars. The new wing housed two classrooms, three small-group activity rooms, one Language Laboratory, one Multi-purpose Room and one Student Activity Centre. To further upgrade our learning facilities, Mrs. Gaw, our Independent Manager (member of the family of the School Donor), topped up the grant with an extra six hundred and eighty thousand dollars for the installation of equipment for the new wing. We had also renovated the two classrooms at the playground into a Teaching Resource Room and a Conference Room.

## **2. Management**

School-based management has been adopted since 1996. The School Advisory Council, which was a committee under the School Management Committee, was then set up to serve as a consultative and supervisory body of the school. To strengthen school-based management and be in compliance with the Education (Amendment) Ordinance 2004, our Incorporated Management Committee was established on 1 February 2006. The Committee consists of representatives from Tung Wah Group of Hospitals, the principal, representatives from teachers, parents and alumni, and independent third parties. The Committee will meet three times a year. They will be responsible for laying out school development plan, monitoring school budgets, overseeing staff arrangement and evaluating work progress. Through the participation of all stakeholders in the management of the school, we can maintain a high level of transparency and accountability to the public. This practice is essential to the sustainable growth of the school.

## Composition of the Incorporated Management Committee

### Numbers of Representatives of Managers

Sponsoring Body Manager	Sponsoring Body Alternate Manager	School Principal	Teacher Manager	Teacher Alternate Manager	Parent Manager	Parent Alternate Manager	Alumni Manager	Independent Manager
6	1	1	1	1	1	1	1	1

### 3. Our Students

#### Class Structure

##### Number of classes

Form	S.1	S.2	S.3	S.4	S.5	S.6	S.7	Total
Number of classes	4	4	4	4	4	2	2	24

##### Number of students

Form	S.1	S.2	S.3	S.4	S.5	S.6	S.7	Total
Number of boys	81	80	80	74	68	38	20	441
Number of girls	61	76	76	82	79	28	39	441
Total number of students	142	156	156	156	147	66	59	882

#### 4. Information of Teachers

##### Number of Teachers

(including those inside and outside the teaching staff establishment)

	Principal	Local Teachers	Native-speaking English Teachers (NETs)	Total Number
Number	1	52	1	54

##### Qualifications of Teachers

###### Highest qualification obtained by Teachers

	Master degree or above	Bachelor degree	Non-degree courses	S.6/S.7	S.5 or below
Percentage	52	48	0	0	0

###### Teachers with Professional Training

	Chinese Teachers	English Teachers	Mathematics Teachers
Percentage	100	100	100

##### Teaching Experience

###### Number of Teaching Year(s)

	0 to 2 years	3 to 5 years	6 to 10 years	Over 10 years
Percentage	3.7	1.9	7.4	87

## Professional Development

In the academic year of 2010 – 2011, our 53 teachers had totally completed 2907.5 hours of continuing professional development, and on the average of 55 hours. These activities included local / overseas conference, symposia, workshops, higher academic studies and job enrichment activities. We hoped that the quality of teaching could be further boosted through the development of professionalism among our teaching force.

## (3) Achievement and Reflection of the Major Areas of Concern

### Major Concern 1: Raising Students' Motivation for Learning

Achievement
<ul style="list-style-type: none"><li>✧ The average and passing rate of the 2<sup>nd</sup> Term 2010/11 for S1 to S6 were both higher than that of the 1<sup>st</sup> Term.</li><li>✧ Concurrently, students' view towards their learning has also been improved. This year the figure stood at 3.5, compared to the Territory Average of 3.4. Key Performance Measures (KPM) No. 8 showed that our students have greater confidence in getting higher attainment in their study.</li><li>✧ Students are enthusiastic in getting praise and rewards from the teachers.</li><li>✧ Students are also willing to participate in learning activities in the lesson.</li><li>✧ The analysis of Assessment Program for Affective and Social Outcomes (APASO) showed teachers' praise and rewards are both necessary and important sources of motivation for students. In this regard the average score of our students was again higher than the Territory's Norm.</li></ul>
Reflection
<ul style="list-style-type: none"><li>✧ The results of APASO showed that homework was also a major source of motivation. It is therefore sensible to raise students' capacity of producing quality homework so as to raise their motivation of learning.</li><li>✧ There may be room for raising the quality of the design of homework. When coupled with peer observation and professional upgrade, students' motivation will further be enhanced, allowing them to learn more effectively.</li></ul>

## Major Concern 2: Raising Students' English Ability through Joint Efforts of Subject Panels and Departments

Achievement
<ul style="list-style-type: none"><li>✧ Most of the S1 teachers felt that students were less afraid of learning English and learning in English when compared with the past.</li><li>✧ Our school's website contains a lot of information regarding English Language learning and learning in English, which helps boosting students' self learning.</li><li>✧ According to the results of APASO, students' self concept in Learning in English of S1 and S4 were higher than that of the Territory's Average, showing that our language policy has made encouraging progress and positive achievements have been achieved.</li></ul>
Reflection
<ul style="list-style-type: none"><li>✧ Despite the amount of information regarding English and English learning in the school's website, we have to count on students' motivation for self-study. Ways can be thought to make self-learning more authentic and accountable.</li><li>✧ The rate of the borrowing of English books is still relatively low. Greater effort is needed to promote a Reading Culture especially in the reading and borrowing of English books. An enhanced English Reading Scheme can be launched.</li></ul>

## Major Concern 3: Promote Environmental Education

Achievement
<ul style="list-style-type: none"><li>✧ About 70% of students have brought their own cutlery instead of using the disposable one; it showed that students began to be aware of the importance of leading a greener life.</li><li>✧ A whole-school approach was adopted in the drive for Environmental and Green Education at School. A Green Week was held at the beginning of the First Term. The Opening Ceremony was inaugurated by the Principal. It was jointly supported by teacher representatives and environmental ambassadors and environment protection messages were introduced. In addition, during the green week, environmental protection message was made by the ambassador to their schoolmates in the morning assembly. In doing so, it aimed at arousing students' interests to the issue.</li><li>✧ It was found that students were getting used to put waste paper in the recycling bins in their classrooms.</li></ul>



<p>✧ Environmental protection and education messages were conveyed through the formal curriculum and activities, such as Liberal Studies, Chinese Writing Competition, and ‘Global Village’ Painting Competition.</p>
<p>✧ Environmental protection and education messages were also propagated through the informal curriculum, such as visiting Hong Kong Geological Park organized by the Geography Club, “Green and Science Education” Online Quiz organized by the Science Club and the Department of Life Education.</p>
<p>✧ Our school had participated in the “water conservation plan”; the faucets in the toilets were all replaced by the sensor faucets which were more water-saving.</p>
<p>Reflection</p>
<p>✧ Every subject panel and department tried their best to incorporate the 3rd Major Areas of Concern into their Programme Plans. Due to the lack of co-ordination, the results left much to be desired. To enable more effective result, it is suggested that co-coordinating groups are to be set up.</p>
<p>✧ It is optional and at the discretion of subject panels and departments to put this major area of concern in their programme plans. Only those that are appropriate or feasible that can be implemented for their subjects or departments have been incorporated. It is mainly a subject-based concern at present. For better results and greater impact, greater effort at school-level planning and initiatives is helpful.</p>
<p>✧ Follow-up promotion campaign was inadequate after the Environment Week, students’ awareness and zeal of the activity may be weakened or faded out easily. Effort for a more sustainable development in the direction is needed.</p>
<p>✧ With the cancellation of the activities that were proposed to TW schools by Tung Wah Headquarter at the beginning of the school year and it has seriously obstructed the planned school activity schedule. As the results, the activities were not to be replaced by other related activities. Though the reasons might be various, it is suggested that the school should be informed of and remedial measures be taken. It is hoped that as to keep the movement of environmental protection and education going, other green activities by the school could be organized instead.</p>
<p>✧ The recycling bins in the classroom should be cleared by the student-in-charge of each class instead of by the janitors. Students should involve more and participate more actively in the activities. This is a good way of turning the ideas of environmental protection and energy conservation into actions.</p>

## **(4) Our Learning and Teaching**

### ***Raising Students' English Standard***

To get in line with the Language Fine-tuning MOI arrangement of the secondary schools, our school had chosen to put the time for Extended Learning Activities to the adoption of EMI in the subjects of Science and Integrated Humanities in Junior Secondary (starting with Secondary One in 2010/11). At the same time, we have implemented strategies to enhance the learning of English. The new Secondary One entrants have to attend an English Bridging Course before the start of the new academic year which can help them to cope well with new Secondary One learning and be more effective in using English as a learning language. Meanwhile, Language across Curriculum Project has been implemented. It included the teaching of pronunciations as well as the vocabularies of the subjects of Science and Integrated Humanities by English teachers. Also, English Campus is created to enhance students' learning in English and of English. Pronunciations are to be uploaded onto school website as well. Cards with vocabularies were posted in classrooms and corridors to create a more English-rich and authentic learning environment. The efforts made by the School and the performance in using English as the Medium of Instruction Focus Inspection held in January 2011, had been highly encouraging.

### ***Enhancing Students' Learning Motivation***

Learning effectiveness of the students would be highly raised if their learning motivation can be enhanced. Appreciation and rewards given by the teachers to the students in and out of the classrooms could boost their confidence in getting better learning outcomes and more eager to participate in class activities. The results of the APASO had showed that the main sources of student learning motivation came from appreciation and rewards (Both items were higher than the HK Average). The results of the APASO had also revealed that 'school work' was the most significant source of enhancing learning motivation of the students, and hence upgrading their ability to coping with 'school work' could raise their learning motivation. We have prepared Study Guides for various subjects before every test and examination so as to let students know clearly the scopes and contents of the forthcoming tests and examinations. It was seen that it did help to elevate their confidence of sitting for the examinations and thus enhance their learning motivation.

### ***Strengthening the Collaboration among Teachers and Promoting Teachers Professional Development***

Our teachers participated in the work of learning and teaching enthusiastically, and they had forte in their experts. We could highly boost our professional development when we learnt from each other. Our school had established a platform for teachers carrying out co-lesson planning and lesson observations to exchange ideas and techniques. At the same time, three plus three initiatives about classroom teaching and quality assignment were introduced to facilitate students to learn more effectively in order to make learning become more vivacious and efficient.

### ***Good Preparation for the First Hong Kong Diploma of Secondary Education (HKDSE)***

The first HKDSE would be carried out in 2012. Our school did actively support and assist students to make good preparation for the examination. We had arranged extra sessions during the school holidays and after school periods to assist students to have a better understanding of the content of the syllabus and mastering the answering techniques through more practices. Furthermore, after school revision quizzes had been arranged to students in order to let them have more chance to revise the abundant materials in the syllabus and to boost up their confidence. Suitable guidance is to be provided so as to relieve the pressure they had to face when necessary.

## **(5) Support for the growth of our students**

### ***Introduction***

During the school year of 2010-2011, five major departments were put under the supervision of the Domain 3, Student Development and Support. They were the Discipline Department, the Guidance Department, the Career Department, the Life Education Department and the Other Learning Experiences (OLE) Department respectively. All worked in the direction of all-round development of students.

### ***Operation of Student Support Services (Domain 3)***

The chief members of Student Support Services (Domain 3) were School Improvement Team (SIT) members which included the Discipline Mistress, the Guidance Master and the Extra-curricular Activities Master. At the beginning of the school year, problems or issues concerning student support services were often discussed in the weekly regular SIT meeting. Tasks were then equally shared among the members. Subsequently, coordinators from the departments such as the Careers Department, the Life Education Department and the OLE Department were also invited into the SIT Team for better communication, coordination and co-operation among different groups in the task of students support measures and planning for the overall supporting strategies. This was the origin of the 'Board of Student Support' of 2011-2012.

This kind of regular meetings not only helped to make student support services more coherent and purposeful among different departments, but also enhanced the cooperation of different departments on various programmes and tasks on a whole-school approach basis. It contributed much in designing and formulating whole-school student support policy and in conceiving the principal tasks of our school in the course. For example, both the major areas of concern of 2011-2012 and the evaluation of the student developmental goals of 2010-2011 were the results and outcomes derived from these meetings with the attendance of various stakeholders which included school administrators like Principal, SIT members, Individual Boards and Departments, Teachers and Family Meetings made up of student representatives from different forms.

In order to comprehend and to collect students' opinion about the school, student representatives from each form and department were interviewed. As majority of the students involved were eager to talk and ready to give suggestions and express their opinions during the meetings, the School is enabled to understand more about their academic, social, career as well as future needs. Promptly, rational requests from the students were handled and addressed to. For example, we decided to change the entire school-team strategy as well as the arrangement of the annual activity periods when we found that most of the junior form students expressed the limitation of the after-school activities.

### ***Summary of individual department***

Based on various strategies or tactics, every department in our school has diversified and planned programs and projects for students. The ultimate aim of this particular design is to foster and develop students' talent and potential. In case of students with irrational behaviour, teachers will give them every possible support so as to build a proper habit and positive values on life. But for students with emotional or psychic defect, special guidance and support will be provided.

#### **Preventive Nature:**

**To identify problems in advance and to provide students with instant useful information or solution.**

Our school participated in the Hong Kong Jockey Club training program for teenagers, PATHS 「共創成長路」 which was organised by both the Education Bureau and the Social Welfare Department. In view of the success of the program, we integrated it into our junior form Liberal Studies lessons. On the other hand, to facilitate Form 1 students to adapt to their new school life, our Guidance

Department also put them in a specific scheme called Elder Brothers and Sisters Scheme (大哥哥大姐姐計劃). It was actually run by Form 3 and 4 students, giving group peer guidance and support to Form 1 students. This year we even organized an activity called Smart Teens Discipline and Foot-drilling Training 「中一先鋒領袖及紀律步操訓練」 to our Form 1 students. It was a 5-day training program. The aim was to strengthen students' self-discipline and build up confidence among students through assuming a more disciplined life programme with regular foot-drilling and life skills training.

Life Education Department was responsible for students' Civic and Moral Education in our school. Based on various themes, whole-school activities, such as current affairs quiz competition, assembly activities, were organized.

Discipline Department worked on developmental and preventive aspects of students' behaviour and character formation. We invited Police Inspectors to give talks like "Fighting Crime". Proper values of life are always fostered among students in the Morning Assembly through students' sharing and news reporting.

#### Developmental Measures:

#### **To develop students' skills and to provide students with opportunities to exert their potentials**

To arouse students' understanding of and empathy on different strata of our society and to broaden students' horizon, Guidance Department organized various social services for our students last year, such as paying visits to the aged-home, inviting senior citizens to our New Year Lantern Night, giving tutorial classes to primary students, etc. We also established an Elderly Academy 荃青長者學苑 with the co-operation of the Centre of the Elderly 王李名珍荃灣長者鄰舍中心. Senior residents in the community could enrol to the courses held in our school. This offered a chance for both the junior and senior members of society to learn from each other in harmony. This year, we continued to participate in the "Mindset" Project (思健計劃) organized by the Jardine Co and the Hong Kong Hospital Authority. In the program, students learnt more about mental health and ways of communicating with the rehabilitants.

The Discipline Department set up a "CSC Team" (校園服務隊) in school. It was to promote care and love in the school campus, especially among Form 1 and 2 students. Apart from this, we also co-organized "Youth leadership training and voluntary service scheme" (少年領袖義工訓練計劃) with a Non-Government Organization (NGO) in Tsing Yi. The aim was to give junior form students a way to get into contact with people from different levels of the society as well as an opportunity to serve the community.

Career education has been put in the Extended Curriculum of the junior forms and they have to work out their career plans. Every year, in order to prepare students well on their future studies and prospective employment, Career Department organized various talks, outings and visits for our students. Advice on future plans was given to Form 6 & 7 students. Parent evenings on New Senior Secondary curriculum, choice of subjects, career path and future studies were organized.

To enhance team spirit among students, Extra-curricular Activities Department organized inter-class games and competitions for each form. Apart from this, to cultivate and develop personal talents/specialty in students, every student had to join a school club and attended the club meetings for at least 5 times in a year. There were more than 30 interest groups, clubs and societies in our school.

Senior form students assumed leading posts in different departments. They were given opportunities to learn various skills in communication, plan formulation and organization. Besides, we strongly encouraged students to participate in more external sports competitions, academic activities and projects.

## Remedial Activities:

### To give appropriate support and guidance to students of special education needs

The Discipline Department was responsible for maintaining school and discipline. To work side by side with the Pastoral Care Unit (牧養小組) of the Guidance Department, students who needed additional help and support would be jointly followed and taken care of. Taking into account of the students who needed special care, we also established a 'Student Support Group'. On top of this, educational psychologists of the TWGHs provided proper and timely educational psychology service to our students. Basically, they offered students academic evaluation and follow-up plans on individual cases. Our school social worker also assisted us in carrying out various guidance work and organizing guidance-related activities or functions.

### Reflection

- (1) Homeroom period: Time given to the homeroom period was too short so that communication between teacher and students was limited.  
Suggestion: increased the number of homeroom periods and drew up content of the periods. Besides, it was suggested that homeroom teachers could find out more about their students through the Bi-weekly Journals.
- (2) Utilization of the Day 7 Assembly Period:  
Day 7 Assembly lessons were designated to each subject heads. There was no central theme. Organization was loose and content was quite ad hoc.  
Suggestion: All Day 7 Assembly periods should be more structured and revolved around one theme so as to give student a deeper impression on what is to be conveyed.
- (3) Lack of extra-curricular activities:  
There was a need to add varieties and types of extra-curricular activities or hire outside coach to train up students.
- (4) Fostering higher spirit of service among students:  
Offering more opportunities for students to serve the school, more posts in the Class and School Associations are to be created.
- (5) Organizing leadership training activities for Form 4 students:  
Every department normally organized its own leadership training camps or activities. Format and content were very similar. Therefore, as Form 4 and 5 students probably would become prefects of different departments, it was agreed that a single unified leader training activity should be organized for all Form 3 students during the post-examination period. It was to save time and resources.
- (6) Enhance relationship between parents and the school:  
Apart from picnic and parental classes (親子班), talks, seminars or forums could also be organized for parents so that they might have more contact with the homeroom teachers. In return, teachers might take the opportunities to build up a closer tie with parents and to understand more about the students. This is a good way to identify students who need assistance.

If students are given timely and appropriate support, it is believed that they are able to exert their talents/skills and grow up in a healthy and happy manner. This year, the strategies and measures in the area of pastoral care have been further strengthened. With co-operation and efforts from all parties in the school, it is hoped that a better future and a better learning platform can be created for our students.

## (6) Student Performance

### Performance Outside Academic Studies

#### Awards obtained from the International and Inter-school competitions

Type	Competition/Organization	Details of Prizes
Music	The 63th Hong Kong Schools Music Festival	Obtained 9 merits and 11 proficiency in individual and 1 merit and 2 proficiency in group.
	2010-11 Tsuen Wan Kwai Tsing District Singing and Talent Contest	2 <sup>nd</sup> Runner-up
Dancing	World Open Ballroom Dancing Competition	Awardee : 1B Lo Shuk Ting (3 Silver and 1 Bronze)
	The 47 <sup>th</sup> Hong Kong Schools Dance Festival	Commendation Award
Sports	XTEP Hong Kong Junior Age Group Athletic Meet 2010-Race 2	Champion , Girls Grade B Discus Throw 1 <sup>st</sup> Runner-up, Girls Grade B Javelin Throw
	XTEP Hong Kong Junior Age Group Athletic Meet 2010-Race 3	Champion , Girls Grade B Discus Throw 2 <sup>nd</sup> Runner-up, Girls Grade B Javelin Throw 2 <sup>nd</sup> Runner-up, Girls Grade B Shot Put
	Kwai Tsing District Age Group Swimming Championship 2010	Champion, Girls Grade G 200M Freestyle Champion, Girls Grade G 200M Individual Medley Champion, Girls Grade G 4 x 50M Medley Relay 1 <sup>st</sup> Runner-up, Girls Grade G 100M Backstroke Champion, Boys Grade F 50M Backstroke Champion, Boys Grade F 100M Backstroke
	HKSSF Kwai-Tsing Inter-schools Swimming Championship	1 <sup>st</sup> Runner-up, Boys Grade A 100M Freestyle Champion, Boys Grade A 100M Backstroke Champion, Boys Grade A 50M Backstroke Champion, Boys Grade A 4 x 50M Medley Relay Champion, Boys Grade B 100M Breaststroke Champion, Boys Grade B 200M Breaststroke Champion, Boys Grade C 100M Freestyle Champion, Boys Grade C 50M Butterfly stroke Champion, Girls Grade B 100M Freestyle Champion, Girls Grade B 200M Freestyle 2 <sup>nd</sup> Runner-up, Girls Grade B 4 x 50M Medley Relay

Type	Competition/Organization	Details of Prizes
Sports	The 25 <sup>th</sup> New Territories Inter-districts Swimming Championship	2 <sup>nd</sup> Runner-up, Girls Grade G 100M Butterfly Stroke Champion, Girls Grade G 4 x 50M Medley Relay 2 <sup>nd</sup> Runner-up, Boys Grade Open 200M Backstroke 2 <sup>nd</sup> Runner-up, Boys Grade B 4 x 50M Medley Relay 2 <sup>nd</sup> Runner-up, Boys Grade C 50M Breaststroke 2 <sup>nd</sup> Runner-up, Boys Grade C 4 x 50M Medley Relay

Joint TWGHs Secondary Schools Athletic Meet 2010	<p>Champion, Boys Grade B Shot Put  2<sup>nd</sup> Runner-up, Boys Grade B Javelin Throw  2<sup>nd</sup> Runner-up, Girls Grade B 1500M  1<sup>st</sup> Runner-up, Girls Grade B Javelin Throw  1<sup>st</sup> Runner-up, Girls Grade B Shot Put  Champion, Girls Grade C High Jump</p>
HKSSF Kwai-Tsing Inter-schools Athletic Championship	<p>Overall 3<sup>rd</sup> Runner-up, Girls Grade B  Overall Merit Prize, Girls Grade C  Champion, Girls Grade B Shot Put  Champion, Girls Grade B Javelin Throw  1<sup>st</sup> Runner-up, Girls Grade B High Jump  1<sup>st</sup> Runner-up, Girls Grade C Discus Throw  2<sup>nd</sup> Runner-up, Girls Grade C 400 M  2<sup>nd</sup> Runner-up, Girls Grade C High Jump  Champion, Boys Grade B Shot Put  1<sup>st</sup> Runner-up, Boys Grade B Discus Throw  2<sup>nd</sup> Runner-up, Boys Grade B High Jump  2<sup>nd</sup> Runner-up, Boys Grade C High Jump  2<sup>nd</sup> Runner-up, Boys Grade C 100M Hurdles  2<sup>nd</sup> Runner-up, Boys Grade C Shot Put  2<sup>nd</sup> Runner-up, Boys Grade C Discus Throw  2<sup>nd</sup> Runner-up, Boys Grade C Javelin Throw</p>
Kwai Tsing District Age Group Athletic Championship 2010	<p>Champion, Girls Grade B Javelin Throw  1<sup>st</sup> Runner-up, Girls Grade B Discus Throw  1<sup>st</sup> Runner-up, Girls Grade C High Jump</p>
2010/2011SCAA The 64 <sup>th</sup> Hong Kong Schools Athletic Championship	<p>Champion, Girls Grade B High Jump  1<sup>st</sup> Runner-up, Girls Grade A Javelin Throw</p>
Taekwondo Youth Team Open Competition 2010	<p>2<sup>nd</sup> runner-up, Girls</p>
The 25 <sup>th</sup> New Territories Inter-schools Table-tennis Championship	<p>Overall 1<sup>st</sup> Runner-up, Boys Grade A  Overall 3<sup>rd</sup> Runner-up, Boys Grade B</p>
HKLSS The 35th New Year Winter Swimming Lifesaving Championships	<p>Champion, Girls (Student Group) : S.4B Cheng Yi Ting</p>
Secondary School Taekwondo Competition 2011	<p>2<sup>nd</sup> runner-up, Girls</p>
Tung Wah Beach Party with a Sand Sculpture Competition	<p>5<sup>th</sup> Prize</p>
HKSSF Kwai-Tsing Inter-schools Volleyball Championship	<p>Overall Champion, Girls Grade C Division Two</p>
A.S. Watson Group Hong Kong Students Sports Awards, 2010	<p>Awardee : S 4B Cheng Yi Ting</p>

<b>Type</b>	<b>Competition/Organization</b>	<b>Details of Prizes</b>
<b>Academic</b>	2010-2011 Hong Kong Schools Speech Festival	<u>Solo Verse Speaking (Cantonese)</u> Two 2 <sup>nd</sup> Runner-up in F.6 & 7 (Girls), one Champion in F.5 (Girls), one 1 <sup>st</sup> Runner-up and three 2 <sup>nd</sup> Runner-up in F.5 (Girls), one 2 <sup>nd</sup> Runner-up in F.4 (Girls), 2 <sup>nd</sup> Runner-up in F.3 (Girls), one Champion and one 2 <sup>nd</sup> Runner-up in F.1 (Girls) <u>Solo Prose Speaking (Putonghua)</u> 2 <sup>nd</sup> Runner-up in F.5-F.7 (Girls) and 1 <sup>st</sup> Runner-up in F.1-F.2 Girls <u>Solo Verse Speaking(English)</u> 2 <sup>nd</sup> Runner-up in F.6 (Girls), 1 <sup>st</sup> Runner-up F.4 (Girls), 2 <sup>nd</sup> Runner-up in F.3 (Girls), 2 <sup>nd</sup> Runner-up in F.2 (Boys) and 1 <sup>st</sup> Runner-up & 2 <sup>nd</sup> Runner-up in F.1 (Girls)
	Royal Australian Chemical Institute Australian National Chemistry Quiz	3 High Distinction Awards, 12 Distinction Awards, and 5 Credit Awards
	Pui Ching Invitational Mathematics Competition 2011	Merit
	3rd Hong Kong Mathematics Creative Problem Solving Competition	Bronze Medal
	2011 HK & Macau Mathematical Olympiad Open Contest	Silver and Bronze Honour
	Secondary School Mathematics and Science Competition 2011	<u>Physics</u> 2 High Distinction Awards and 3 Distinction Awards <u>Chemistry</u> 2 High Distinction Awards and 1 Distinction Award <u>Mathematics</u> 2 High Distinction Awards and 2 Distinction Awards
	28 <sup>th</sup> Hong Kong Mathematics Olympiad Heat Event	Second-class Honour Awardee : 5A Chung Wing Shan
	Mathematics Project Competition for Secondary Schools 2010/11	Good Performance Prize
	2010/11 Statistics Creative-Writing Competition	1 <sup>st</sup> Runner-up
	<b>Scholarship</b>	TWGHs Dr Tan Siu Lin Leisure & Cultural Education Development Fund
Sir Edward Youde Memorial Prizes		Awardee : 5A Lam Man Wai and 6A Leung Koon Wing
<b>Service</b>	Social Welfare Department(Volunteer Movement)	180 students are awarded the Gold (47), Silver (75) and Bronze (58) Awards
	Teenagers Award Scheme	Awardee : 4B Cheng Yi Ting and 4D Lau Kin Yu
<b>Others</b>	Bronze Medal, 2010 Junior Police Call	Awardee : 4D Lau Kin Yu
	Outstanding Student of Kwai Tsing District	Awardee : 6B Chan Man Ting
	Hong Kong Academy for Gifted Education School Nomination 2010/11	Mathematics Domain : 3A Li Ying Hei, 6A Siu Cheuk Ho and 7A Lam Kwun Yu Leadership Domain : 5D Tsang Lun
	Teenager Creativity Competition 2011	Silver Award
	Tung Wah Group of Hospitals	Tung Wah Group of Hospitals Outstanding Student Award : 6B Chan Man Ting Tung Wah Group of Hospitals Outstanding Student Award (ECA) : 4B Cheng Yi Ting



