



TWGHs S. C. Gaw Memorial College

ANNUAL SCHOOL REPORT

(2014/15)



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 fourth 2015 HKDSE.

Language Policy

We commit ourselves to 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 is 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 and Social Studies (Business Education). Integrated Science unites Physics, Chemistry and Biology into one learning experience. These subjects are to be taught in English from Secondary One to Three. Language across Curriculum and Cross-curricular English courses are added to our curriculum to maximize students' exposure to the use of English. All our effort aims to create as many opportunities, and an enriching 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 16 core and elective subjects we offer in Senior Secondary, all subjects are to be taught in English, with the exception of Chinese Language, Chinese History, Tourism and Hospitality Studies, Health Management and Social Care, Visual Arts 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 with 24 classrooms and 12 special rooms, including English Learning Centre, Design and Technology Room, Music Room, Visual Arts Room, Home Economics Room, Geography Room, Computer Room, Physics Laboratory, Chemistry Laboratory, Biology Laboratory, Integrated Science Laboratory and Lecture Theatre. What is more, we are well-facilitated with Hall and Library. As for sports venues, we have Basketball Court, Volleyball Court, Handball Court and Covered Playground.

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 Language Laboratory. Since 2002, with the completion of the Multi-media Learning Centre, we are able to offer students a high-tech learning environment. We had also renovated the 2 classrooms at the playground into Teaching Resource Room and Conference Room.

Our extension wing was completed in 2005, with a government grant of 40 million dollars. The new wing housed 2 classrooms, 3 small-group activity rooms, 1 Language Laboratory, 1 Multi-purpose Room and 1 Student Activity Centre. To further upgrade our learning facilities, Mrs. Rossana Gaw, a member of the family of the School Donor, continues supporting the installation of equipment and the renovation of facilities for the new wing.

Under the support of TW Chairman (2014-2015), Mr Sze Wing Hang, Ivan and School Supervisor, Mr Sunny Tan, we have been well-equipped with Nature Education Trail, Time Capsule and Chinese Garden, and Young Achievers' Gallery respectively.

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

Number 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
5	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	Total
Number of classes	4	4	4	4	4	4	24

Number of Students

Form	S.1	S.2	S.3	S.4	S.5	S.6	Total
Number of boys	71	63	72	73	79	67	425
Number of girls	61	72	72	71	59	79	414
Total Number of Students	132	135	144	144	138	146	839

Students' Attendance Rate

Form	S.1	S.2	S.3	S.4	S.5	S.6
Percentage	98.5%	98.0%	97.0%	97.4%	96.3 %	96.2%

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	50	1	52

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	54%	46%	0	0	0

Teachers with Professional Training

	Teachers with Professional Training
Percentage	100%

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	2%	10%	11%	77%

Professional Development

In the academic year of 2014 – 2015, our 51 teachers had totally completed **2805** hours of continuing professional development, and on the average of **55** hours. These activities included local / overseas conferences, symposia, workshops, higher academic studies and job enrichment activities. The Principal had also completed over **300** hours of continuing professional development. 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 Area of Concern 1: Enhancing Learning Motivation to Facilitate Learner Autonomy

Achievement

- As some staff members have shown their concerns and worries about their capabilities to deal with the students; homework, the whole project has been re-arranged on a pilot and small scale basis in which a small group of elite and needy students received homework support from a group of existing TAs and EAs, and some other invited professionals like social workers who gave assistance to their homework. This Individual Homework Guidance Scheme and the subsequent Elite Support Scheme have been a success to the students. The attendance rate has shown that the students were willing to take part in this program. A total of 30 students benefitted from this program at different stages. The instructors praised the performance of the students who performed satisfactorily in the final examination. It is suggested that the whole programme should be implemented in a larger scale so that more students can be benefitted.
- It is encouraging to have all the junior and senior students participate in the setting objectives in their student handbook and Bi-weekly Journal reflection. By examining and monitoring the reflections of the students, it has been demonstrated that the some students were involved in setting their learning objectives. Homeroom Teachers responded to the reflections of the students. All the entries have been completed. At the same time, the Board of Student Support has collaborated with Discipline and Guidance Department to introduce different programmes to help with the students to establish the classroom routine. The Counselling Department has worked with the Board of Studies to help with the F1 students who performed badly in academic studies and it was hoped that extra assistance would be provided to cope with their emotional and it was agreed that there would be regular reporting in meetings for follow-up.
- To motivate the students to learn more effectively, the school has tried to introduce various school-based curriculum to deepen the knowledge base of the students. For example, the Trading Fair has been commended by the students successfully and the students all said that they enjoyed the whole process of learning by doing. They had experienced the application of knowledge from one subject to others. They could use the literacy skills to the marketing strategy and the students could use the design skills from VA to HE and DT. The skills acquired from DT could be applied to Economics and Public Affairs. Later on, the students had to practise their information skills, numeracy skills, communication skills and problem-solving skills in the Trading Fair during the Post-exam period and based on observations by different teachers, it was crystal clear that the students had a high degree of ownership with the knowledge and the learning process.
- IH and LS have done a clear specialization of teaching duties and learning objectives in which different teachers were clear about their work periphery so that this can get rid of overlapping. Based on the observations and homework inspections, it was found that the students were exposed to different kinds of knowledge and skills. There have been the signs of flexibility and adaptability to suit the needs of the students in Life-wide Learning in which the students were given chances to learn from cricket and the students were interested in this activity based on the questionnaires conducted by the Cricket Association of Hong Kong and the instructors welcomed the positive responses of the students. The curriculum of Life-wide English, which is part of the Life-wide Learning, focuses on the daily use and practical application of English. The performance of the students in summative assessment was satisfactory with the higher passing percentage and the students were improving in a progressive way.

- The English Language has introduced the school-based vocabulary and reading curriculum in all forms and the students were exposed to all kinds of pragmatic and practical knowledge of the world. The teachers were so hardworking in building up the consolidated background knowledge and foundation of the students for the public examination in the future. By examining the summative assessment of the students, it was found that the students of different abilities could handle the tasks related to the understanding of vocabulary, and fiction and non-fiction.
- As for HSBCE, all the Form 4 students were required to join the individual counselling by the Life Planning EA and the students could have the general picture of their personalities related to future careers. Then, all the Form 5 students were involved in the Job Placement Program in which they had to spend several days working in companies for gaining working experiences. The EAs were working with the Form 3 students for further education. The individual counselling of the whole form has been the first stage of Life Planning in the school and there should be the optimization work for the Life Planning Program.
- Common Lesson Planning has been welcomed by the teachers on the whole since they were given the common ground for sharing teaching experiences and adjusting teaching schedules for the needs of the students. The teachers were prone to the discussion of the teaching quality and did not focus on the administrative arrangement of the subjects. Teachers could have sufficient time to review their work and share good practices with their panel members in the state of collaborative learning. Teachers commended and recognized the effectiveness of collaborative lesson planning, which could be sustained in the coming academic year. As for the co-lesson sessions, there have been the opportunities for the teachers to observe the lessons of their colleagues and they could be the ground for the teachers to share strategies on how to improve their teaching for the benefits of the students in the end.
- The school has fully used different qualitative and quantitative data for analysis including lesson observations, teaching learning survey, APASO, toilet and sleeping records for the consideration of different subjects. The use of expected grades could be used to help the subject Panel Heads understand more about how to improve their teaching effectiveness and there have been frequent meetings to discuss the data. Lesson observations have been used to find out more about how to upgrade the teaching and learning effectiveness and efficacy in classroom context and there have been a series of discussions with the teachers concerned for improvements. Individual teachers could use the Different subjects were working in collaboration with the library on the promotion of cross-curricular reading. More subjects like HE and CL have been introducing more reading materials for the students in their homework and assessment and this could motivate the students to improve their reading skills and literacy. Online reading has been promoted extensively in the school and the Chinese Language and English Language were using the resources effectively to promote online reading in the school. As well, it was tremendous to have discovered that the borrowing rate of English books was increasing rocketingly.
- Elearning has been introduced to the lesson step by step in IH and LS and the teachers were willing to get exposed to the use of tablets to motivate the students. It is believed that elearning can stimulate the students to practice self-exploration and to get involved in more discussions. It was found that Mathematics and THS were applying elearning such as tablets in their teaching.
- In the academic year of 2014-2015, the teachers explored the ways towards autonomous learning and there should be different ways to promote self-access learning. The library lessons have played the important role in combining elearning and self-directed learning together. The school have purchased more tablets to facilitate the learning of the students and the students could browse and search suitable materials for self-learning at their own pace. The lesson observations have clearly shown that the students could develop information management skills and library

skills at the same time. However, such concept should be shared and extended to other subjects through the effective use of interactive learning, advanced questioning skills and higher order thinking among the students.

- The 1441 teaching mode was implemented in the classroom context and through different observations by Principal, Vice-principals and external professional experts, it was found that the teachers were skilled in setting the objectives for the students to follow and making conclusions at the end of the lessons. Teachers still needed to pay attention to the techniques and strategies used for teaching lecturing and students learning strategies, which should be emphasized in the second stage of the development and the promotion of 1441 in the classroom contexts.
- Looking at Student Works is a great leap in this academic year as the teachers focused more on the integration of life events and problem solving skills in their design of homework and the students were required to apply different skills to cope with the challenges. As well, the project learning has stimulated the students to evaluate and reflect on their values and attitudes through writing skills. Such academic activities have facilitated the growth of the students in a holistic way.
- To cater for learner diversity, teachers have considered the design of various tasks for high achievers to develop and unleash their potential to the fullest, and for the academically challenged to sustain their interest and their sense of achievement in learning. What is more, higher-order thinking questions and items were included in tests and examinations with the aim to challenge the gifted students. However, most of the work was kept not at the systematic manner and the teachers did not have the uniform and continuous mechanism to promote gifted education in class. It is of great importance to open space for the teachers to develop gifted education in terms of academic studies. Apart from the stated remedial and enhancement classes after school, the subjects have to consider the infusion of remedial, stability and enhancement in the formal lesson teaching and learning.

Reflection

- There should be more considerations towards the adoption of 1441 to enhance motivation and self-directed learning among the students to better learning efficiency and efficacy. Teachers should spend time thinking of the interactive learning patterns, the design of quality homework, elearning, and presentation skills to facilitate the learning process of the students.
- As learning diversity has been the concerning issue recently, the teachers had better adjust their teaching skills and strategies to suit the needs of different students with the aim to promote remedial work, stability and enhancement in classrooms through a variety of media.

Major Area of Concern 2: Optimizing Curriculum Planning of Inter-disciplinary Subjects to Enhance EMI Teaching Effectiveness and Students' English Language Competence

Achievement

- The school has successfully strengthened English teaching in the subjects using English as the medium of instruction especially on the interface of Junior & Senior Curriculum. More English elements were to be incorporated into subjects using Chinese as the medium of instruction. Accordingly, key vocabulary items and phrases were summarized in booklets and taught by life-wide English experienced teachers. Content materials from various subjects were used for organizing and designing English learning activities. The cross-curricular worksheets provided students with relevant vocabulary and phrases in their writing and the writing materials would be assessed formally in tests and exams for further consolidation of English vocabulary and phrases learnt. Feedback from students has been the most satisfactory and encouraging. Students' experience of learning English has been heightened through their wide exposures to English from different perspectives and through different topics and themes. English Language has devised the vocabulary curriculum at the first stage and the teachers have made attempts to think of the effective strategies to promote vocabulary learning in the school. English Language has introduced the cross-curricular reading and literature to the students, which aimed at helping the students learn English through the content area. Particular subjects have initiated the planning to have included the graded exercises to facilitate the diverse needs of students to acquire English.
- Students highly appreciated the e-reading library lesson per cycle which was incorporated in the formal curriculum to promote reading culture. Different subjects have developed the collaborative culture to promote reading culture on campus under the leadership of the library coordinator.
- One of the major activities of life-wide English is After-school Great English Movie Session. Students from S.1 to S.5 were given chances of learning English excitedly through watching 17 English movies throughout the whole academic year. Various types of movies were chosen to stimulate students' interest in film appreciations, in which animation, action & Sci-fi films were mostly chosen due to their popularity among students. The learning effectiveness and efficacy would be greatly obvious. More practical uses of English have been promoted in Life-wide English but there should be more intensive refining for the learning materials to stimulate the learn ability of the students.
- The whole-school strategy in the implementation of the learning of vocabulary through the posting of English vocabulary and phrases on campus, and the Useful Vocabulary & Phrases sharing sessions in the English morning assembly was smoothly run and managed. 2 to 4 English Ambassadors were recruited and trained from each class and they have assisted in English announcements & activities in the Morning Assembly and other whole-school English activities like English Musical and Campus Radio. It has been observed that more students have been involved in the outside English activities and the students could raise their language competence and confidence in using the language for expressions and communication.
- English Language has been introducing the self-access online reading in lessons and the students were encouraged to read according to their needs and standards. It has been observed that some language teachers have been requiring the students to search information and do review at home so that the students would have contributions to the lessons, which could enhance the interactions between teachers and students. All the subjects using English as a medium of instructions should consider adopting the systematic approach in promoting self-access learning.
- English Language has integrated reading, writing, vocabulary and grammar in the production of language activities. The teachers have coached the students to use

different aspects of language in the production of writing genres and the quality of work has been improving. However, it was worrying that the marking pace of teachers should be improved as well.

- Remedial and enhancement work has been introduced to cater for the diverse needs of the students. By observing the data from the attendance rate and the performance of the students in the final assessment, it was found that the students performed well in the enhancement and remedial classes, with the students getting upgraded. This has showed that the teaching materials and academic counselling were effective in assisting the growth of the students. However, there was a concern that the teachers should pay attention to the attendance rate in the remedial classes, which was quite high and it was a waste of resources. This has been mentioned in meetings that there should be more considerations with the design of the remedial curriculum, the learning materials and approaches.

Reflection

- To further consolidate specific English language items in different themes and topics, we believe that students will benefit from a wide exposure to the same topics in a recycling and diversified manner; e.g. oral English lessons, English Speaking Day activities and more visual representations of vocabulary throughout the school. Teachers should consider the improvement of the formal curriculum to polish and brush up the language standard of the students.
- The streamlining and fine-tuning of the existing component of the curriculum should be further co-ordinated so that students will have more opportunities to apply topic based vocabulary and grammar in both written and speaking contexts. There is also a need for more school based teaching materials to be developed for teaching conversation strategies and public speaking across all forms. For example, the oral practice notes are well-designed with the provision of language support.
- Some students need further guidance in the writing of complex sentence structures, and the benefits of which can be transferred to General English writing. In fact, there should be the rethinking of the junior English Language curriculum by considering the teaching methodology, the quality of learning materials, the streamlining of its capacity and the inclusion of remedial, stability and enhancement elements.
- With the procurement of more mobile learning devices under the whole school Wifi coverage, e-learning can be further developed and the students will learn more effectively, which should be promoted to deeply to more lessons in a variety of subjects.
- More interesting activities are needed in parallel with the Useful Vocabulary & Phrases sharing sessions in the English morning assembly and the Campus Radio to stimulate the students to learn English. There should be the detailed enrichment of the holistic language environment in terms formal, hidden and informal curriculum.
- It would be much better if some experienced teachers can do more sharing with other teachers on how to increase the teaching and learning capacity and effectiveness.

Major Area of Concern 3: Nurturing Positive Attitude within Oneself and Building up a Prosperous Future

1. Student Support

Achievement

- The newly integrated Form-based subject meetings and Form meetings can allow Form Masters, Homeroom teachers and subject teachers to formulate and devise appropriate follow-up policies to cater for the diverse needs of the students of each form thoroughly. There has been more collaboration among the teachers to assist the needy students. In fact, it was observed that the teachers could help each of the students from different perspectives and the needy students would be interviewed by different students who have faced intensive care. The students with poor academic results would be cared by the students but the same time they were given opportunities for improvements and enhancements, e.g. conditional promotion. The school would strengthen the fair and transparent atmosphere and environment and the students would be required to discipline themselves for the sake of collective responsibility.
- To impose monthly themes in the Form-morning assembly, the students are encouraged to use various presentation skills such as drama, speech and article appreciation which can enhance their participation on the one hand. Their creativity and potential can be unlocked on the other hand. Different themes are set in each of the forms: Form 1 : to nurture self-management skills Form 2 : to enhance the students' abilities to deal with adversities. Form 3 : to promote Careers Path Planning, to set up objectives and to get familiar with subject selection. Form 4 : To promote social harmony. Form 5 : To instil psychological health and stress reduction among the students. Form 6 : To promote careers education. The majority of teachers agreed that Form morning assembly should be adopted in the next academic year since it could fit in the features of different forms and age groups. By using Day 7 Homeroom Period and Morning Assembly, the students have exposed to proper values systems and positive attitudes throughout their 6-year course of study. Based on the random questionnaires, it was found that the students were satisfied with the arrangements of different departments and teams.
- The school has strengthened the promotion of service learning among the students since it is believed that it can cultivate a sense of love and passion for the surrounding people, and care and concern for the community. These positive traits have been successfully infused in the junior curriculum and the students were welcomed with these activities, which have been highly commended in the questionnaires. The caring community has been established in a mature and sustainable manner for the betterment of the school.
- The Student Union has organized different sporty activities and it also organized various fund-raising activities and the teachers' commendation campaign annually. The committee members were willing to keep pace with the school development.
- The school has successfully been involved in the promotion of health elements in the school. For example, the students were told of the infectious diseases and the school always upgraded the cleanliness of the school for the students. As well, different departments focused on the mental and psychological health of the students and a number of professional staff members such as social workers and psychologists had been invited to help with the students. The health policies had been formulated accordingly and the school has been awarded the Healthy School for its endeavor to build up the healthy environment for the students.
- Green Education has been emphasized in the school. With the establishment of green facilities and other energy saving devices, the school has been benefitting from the energy saving process and it was a kind of hidden and informal education to the students.

<ul style="list-style-type: none"> ● There have been a variety of presentations in the Morning Assemblies for the effective absorption of knowledge by different students according to their needs and interests. This could help the students develop their creativity, problem solving skills and presentation skills. More importantly, the students could experience the self-directed learning since some students had to form in groups for searching and synthesizing information for their presentations. In fact, it was found that there was still room for improvement with the use of the teacher-student interactions after the morning assemblies.
Reflection
<ul style="list-style-type: none"> ● There was still room for improvement with the reduction of meetings so that the teachers would have more time for raising their teaching effectiveness and interacting with students. ● In the beginning, most students were quite conservative and only used PPT to present the themes of their presentations in Form morning assembly. The situation was improving and they used creative methods such as using selfie short films in their presentations. Senior-form students relied more on drama or role play to act out the themes of their presentations, but there should be more moral and character education in the student-led activities. What is more, the teachers can fully use the quality time for the improvement of the interactions between teachers and students after the morning assemblies. ● After each session of the form-based morning assembly, it is suggested that students can express their feelings and introspections in their bi-weekly journals under the guidance of their Homeroom teachers. This will be a kind of consolidation of experience, knowledge and values for their self-reflections. ● A lot of social related topics should be introduced, elaborated and expanded with related follow-up activities to cater for the diverse needs of the students in different occasions. For example, Morning LS should place more emphasis on the teaching approaches and the teachers should not have the direct teaching and focus on answer checking only. It is suggested that more attention will be paid to the design of the Day 7 assembly, Morning LS and Homeroom teacher periods.

2. Nurtures Leaders of Tomorrow Achievement

Achievement
<ul style="list-style-type: none"> ● More students have been encouraged to participate in different leadership courses, gifted enhancement classes, student leader elections and skill-based training courses organised by various outside associations with the aim to enhance their leadership skills and to unlock their potentials. It is so encouraging that more subjects have been taking part in those activities. ● Form 3 leadership camp focusing on life planning has been organised to cultivate the leadership skills of the students and to nurture prospective leaders in the future, which has become part of the school culture.
Reflection
<ul style="list-style-type: none"> ● It is believed that the leadership training courses can help raise the self-confidence of the students. However, more junior form students should be encouraged to attend those courses in order to make sure that potential student leaders can take over the leadership roles in the future. ● There should be the close interactions with different departments to avoid clashes of various school activities and the students would have a chance to take part in different activities for their own development and enrichment.

(4) Our Learning and Teaching

Enhancing Students' English Standard

One of the main targets of learning and teaching strategies of our school is to raise the English standard of our students. In order to be in line with the Fine-tune MOI arrangement of the secondary school, our school had chosen to transform the extended learning activities time into the adoption of EMI in the subjects of Science and Integrated Humanities in Secondary 1. At the same time, we had implemented several strategies to enhance learning of English. The newcomers of the Secondary 1 students should attend an English bridging course before the start of the new academic year which could facilitate them to learn English as a learning language. Meanwhile, Language Across Curriculum Project was implemented, placing emphasis on the teaching of pronunciation of the vocabularies of the subjects of Science and Integrated Humanities by English teachers as well as uploading the recorded pronunciation to the school website to enhance students' learning. Cards with vocabularies were posted in classrooms and along corridors to enrich the English learning environment. In order to establish a better English learning environment, extra native English teachers were employed to teach the students who could have more chances to communicate with native English people and could also broaden their view. Students have been exposed to the practical uses of English in different contexts and this exposure aims at raising the confidence of the students to use the language in different pre-set familiar situations. Most graded exercises have been pre-empted by the teachers to suit the needs of the students and the teachers always evaluated the effectiveness of English language rich environment and would add in more English elements in different student works. Our teachers have been effectively arranged to teach different non-language subjects using English as a medium of instruction and their language standard has reached the satisfactory level.

Foster Students' Self-learning Ability

If the students can learn actively, their learning efficiency will be much better. Our developmental focus is to foster a good learning habit of the students so that they can improve their self-learning ability and promote interest in learning. Good learning habits consist of bringing required books, notebooks and learning tools to the lessons, jotting down learning objectives, taking notes and doing pre-lesson work. These activities can help students make revision, raise questions and do pre-lesson work after the lessons which in turn upgrade the self-learning ability of the students. The school has repeatedly reminded the students of the importance of building up the effective learning strategies and habits.

Strengthen the Collaboration among Teachers and Promote Teachers Professional Development

Our teachers have enthusiastically participated in the work of learning and teaching, and they had excelled in their expertise. We could highly boost our professional development through mutual learning. Our school had established a platform for teachers to carry out co-lesson planning and lesson observations to exchange ideas and techniques. We hope that this can facilitate the learning effectiveness of the students in order to make the learning more vivacious and efficient. The school has arranged numerous staff training development courses so that the

teachers will be equipped with updated knowledge to assist the growth of the students psychologically and mentally. The teachers have participated in professional dialogues with their colleagues for the improvements of student assignments and teaching techniques.

Well-prepared for the Hong Kong Diploma of Secondary Education Examination

Our school did actively support and assist the students to make the good preparation for the examination. We had arranged extra sessions during the school holidays and after-school periods to assist students to learn more about the content of the syllabus and know more the examination techniques. Furthermore, after-school revision quizzes had been arranged to students in order to let them have more chances to revise the abundant materials in the syllabus and to boost up their confidence. We would also give suitable guidance to handle the pressure they had faced if necessary. The teachers have explored the room to take care of the remedial an enhancement work for the students.

(5) Support for the growth of our students

Introduction

The Board of Student Support was established in order to coordinate the work of departments related with the student affairs. The Departments under the BSS including the Discipline Department, the Guidance Department, the Career Department, the All-round Department, ECA Department, Form-based Pastoral Care Section and Gifted Education Section respectively. All worked in the direction promoting all-round development of students.

Operation of Student Support Services

The Board of Student Support consisted of two parts: Student Support Team and Student Affairs Team. The former one was supervised by Ms. Wong Lai Fan (Vice- Principal) and Ms. Kwan May Ping (Head of ECA) who were responsible for integrating, coordinating and supervising the activities and work of the departments. The later one was managed by Mr. Cheung Wai Ching (Head of Board of Student General Affairs) who was responsible for coordinating and supervising the activities of Student Union, Alumni and Parent Teacher Association. All the heads of the departments except Head of Career and Guidance were the members of the School Improvement Team (SIT) and the work of the Board would be discussed in the weekly regular meeting of SIT. The Head of Career and Guidance and the corresponding teachers would be invited to sit in the meetings if related matters were discussed. Furthermore, meetings with all Departments would be held to report and discuss the school activities and affairs so that all members could update information of activities. The advantages were that we could collect different ideas and increase the transparency of our work. Based on the Major Areas of Concern and Yearly Theme of the year and the features of each Form, the Form-based Pastoral Care Scheme would arrange specific themes or contents for the

Homeroom Periods and School Assemblies so as to inculcate correct values or transmit important messages to the students through activities.

Family Meeting: Principal, Members of SIT Met with the Representatives of Students from Each Form and the Prefects of Various Departments

Family Meetings could directly collect the opinions from the students and gave responses to dispel misunderstanding immediately. The collected opinions were reported to all students. This was another channel for students to communicate with the school and the representatives were an important bridge between both parties. Family Meetings were held to collect the students' opinions and the related school policies or measures would be adjusted and improved.

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' talents and potentials. 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 defects, special guidance and support will be provided.

A. Preventive Measures

To Identify Problems in Advance and to Provide Students with Timely and Instant Useful Information or Solutions.

To facilitate Form 1 students to adapt to their new school life, our Guidance Department invite them to take part in a specific scheme called Peer Group Guidance Scheme (友群互勉計劃). It was actually run by Form 3 and 4 students, giving peer guidance and support to Form 1 students. Based on the successful experience in the previous year, we organized the "Smart Teens Discipline and Foot-drilling Training" (中一德育培訓及紀律步操訓練) to our Form 1 students again. It was a 3-day training program which aimed at strengthening students' self-discipline and building up confidence among students through a more disciplined life programme with regular foot-drilling and life skills training. All-round Education Department was responsible for Civic and Moral Education in our school. Based on various themes, whole-school activities, such as current affairs quiz competition, assembly activities, student exchange tours, 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" to the students. Proper values of life are always fostered among students in the Morning Assembly through students' sharing and news reporting.

B. 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 and mentally challenged, inviting senior citizens to our New Year Fair, giving tutorial classes to primary students, etc. The Discipline Department set up a "CSC Team" (校園服務隊) in school which was to promote care and love on the school campus, especially among Form 1 and 2 students. 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 for 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 students. Parent evenings on New Senior Secondary curriculum, choice of subjects, career path and future studies were organized. The strategies of subject selection were given to the S.3 students and their parents. 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 in each semester and attended the club meetings for at least 4 times in one semester. There were more than 30 groups, clubs and societies in our school. The Multi-intelligence development programme was organized by ECA Department. Sports, Arts, Music, Dance and Uniform-groups were included. Our students got a lot of achievements in these activities, especially the Latin Dance Team and Chinese Dance Team. They had got different awards from the international dance competitions such as Blackpool International Competition. Tutorial classes were given to these talented students so as to help them to pursue academic excellence and achievement. Potential students in Maths and Science were selected into gifted classes for intensive training to unlock their potentials. Senior form students assumed leading posts in different departments. They were given opportunities to learn various skills in communication, formulate plans in activity organisation. Besides, we strongly encouraged students to participate in varied external sports competitions, academic activities and projects.

C. Remedial Measures

To Assist Deviant Students for Self-improvement and Enhancement and to Provide Guidance for SEN Students

The Discipline Department was responsible for discipline and character formation on campus. On the other hand, the Pastoral Care Section under the Guidance Department offered counselling work to the needy students referred by teachers. What is more, the SEN Section implemented various strategies to cater for the special needs of various students. The

educational teaching assistant was recruited specially for giving support to the needy students. TWGHs provided professional psychological services for assessing the academic progress of each SEN student and then appropriate measures would be provided. Last, the social worker was responsible for organizing a variety of counselling work and activities to students.

What is more, the school has extended the care and concern for the students with learner diversity. If the students are found having educational needs, the Guidance and Counselling teachers will provide more attention for those students. Their cases will be shared in regular meetings for the follow-up.

(6) Student Performance

Awards obtained from the International and Inter-school competitions

(1/9/2014 --- 31/8/2015)

School Awards	
2015.07.05	Our School being Given 'Promoting a Sense of Worthiness among the Elders' Award
2015.07.04	Our School was given Gold Award for Green Monday
2015.06.29	Our School Obtaining the Hong Kong Green School (Secondary School) Bronze Award
2015.06.12	S. C Gaw honoured with the 'Caring School Award' for 3 consecutive years
2015.05.29	Our school obtaining Merit Award in 'Cleaning for Charity' competition organized by the Community Youth Club (CYC) for 2 consecutive years
2015.05.25	Our School Being Awarded the First Star Be Green Be Happy School 2015
2015.05.15	Our school obtaining the Commendation Certificate in the 17th Hong Kong Primary and Secondary Schools Putonghua Speech Competition
2015.02.26	S.C.Gaw was awarded "The Highest Turnout Award" and "The Most Enthusiastic Secondary School Award" in Online Voting of the "12th 10 Good Readers" Organized by the HK Education City
2015.02.14	Our school being Awarded "The Most Enthusiastic Participation Award"
2015.01.24	Our School Awarded the "Actively Support Award" under the Hong Kong Healthy Schools Award Scheme
2014.11.27	Our school was given Bronze Award in The Hong Kong Healthy Schools Award Scheme
2014.09.03	Our School received the "Heart-To-Heart School" Award
2014.09.03	Healthy School Charter Certificate of Commitment and our school was listed in the Healthy School Registry
2014.07.28	Our Students was obtained the Most Enthusiastic Participation Award in WorldSkills Hong Kong Competition 2014

Gifted Education	
2015.06.10	2A Cheung Po Hin and 3A Chan Ho were awarded Second Class Prize in the 2014/15 Mathematics Book Report Competition (organized by the Education Bureau)
2015.06.10	1A Yeung Chak Wah, 1C Lai Chung Wan, 2D Wong Chun Ting and 2D Wong Chun Tin and Yeung Chi Yin were awarded a Silver Award in 2014/15 Hong Kong & Macau Mathematical Olympiad Open Contest
2015.06.10	3A Chan Ho was awarded Third Place in 2014/15 Hong Kong Mathematical High Achievers Selection Contest (organized by the Po Leung Kuk)
2015.06.10	5A Wong Chun Yip awarded Merit in the 14th Pui Ching Invitational Mathematics Competition
2015.06.10	1A Wong Chi Wai, 2D Wong Chun Ting, 1C Li Chung Wan and 2D Yeung Chi Yin were awarded Second and Third Place in Huaxin Cup Mathematics Competition
2015.06.10	1A Tse Chak Wah, 2A Cheng Chu Feng obtained Outstanding Results in Mathematics competitions
2015.06.06	1D Lee Wing Yan obtained the Kwai Tsing Most Improved Student Award
2015.05.31	4A Lee Lok Chun obtained 3rd Runner-up in the 21st Fong Yuen Cup Go Championship and Upgrade Competition

2015.05.29	Students Obtaining Awards and Commendations in Annual Prize Presentation Ceremony Organised by Community Youth Club Kwai Tsing District Committee
2015.05.15	Our Students obtained one Outstanding Award and three Merit Awards and our school obtained the Commendation Certificate in the 17th Hong Kong Primary and Secondary Schools Putonghua Speech Competition
2015.05.14	6A Lai Kin To obtained 1st Runner up in the 26th Chinese Poem Writing Competition
2015.04.28	Nine Gifted Science Students of our School Completing the Courses Organized by the HKU Junior Science Institute
2015.04.25	5C Yip Wai San was selected as the Top Ten of the Senior Level in the Tung Wah “Good People, Good Deeds: English Story Writing Competition”
2015.04.10	16 Students and 5 Graduates of our school obtained 'The Youth Arch Student Improvement Award'
2015.01.05	Students obtained 64 Awards & Certificates in the 66th Hong Kong Schools Speech (Chinese) Festival --- a First Runner-up, 2 Second Runners-up, 38 and 23 Certificates of Merits and Proficiency Respectively
2014.12.26	5B Tse Hau Fung, Howard, was awarded the First Runner-up in Public Speaking Competition
2014.12.21	5A Chan Wai Ho, 5C Cheung Wang Yip & 5E So Ho Ching obtained 2nd Runner-up in the iChess Xiangqi (Chinese Chess) Christmas Cup Competition for High School Group 2014
2014.12.18	The 66th Hong Kong Schools Speech (English) Festival got 57 Awards & Certificates --- 1 First Runner-up, 2 Second Runners-up, 48 and 6 Certificates of Merits and Proficiency respectively
2014.12.10	Students got 1 Distinction and 7 Credits in the Australian Mathematics Competition
2014.12.06	5A class Yu Hoi Chun won the best debater award in the first round of Sing Tao Inter-School Debating Competition
2014.11.27	Our students obtained 2 High Distinctions, 3 Distinctions and 5 Credits in the Australian Chemistry Quiz organized by the Royal Australian Chemistry Institute
2014.11.26	6B Lam Hiu Ting and 6D Chan Ching Yi obtained the ‘Applied Learning Scholarship’
2014.11.15	6D Chan Ching Yi, Tse Chak Lam and 6E Wong Yiu Chuen obtained Credit Certificates in the 9th Hong Kong Rational Communication Contest
2014.11.08	Cheung Hiu Wai (6A) and Lee Muk Ching (6A) were appointed as Kwai Tsing District Juvenile Ambassadors. They, together with other 6 students, were awarded Certificates of Commendation for their outstanding performance in the Kwai Tsing District Youth Programme – Work Placement 2014
2014.11.08	6A Chan Ka Kit was awarded the Commendation Certificate --- Global Elites 2014
2014.09.22	Our school debate team members obtained Outstanding Certificates in the TW Joint School’s Debating Competition
2014.08.05	1A Wong Ching Ling obtained the 2nd Runner-up in “Love · Home · Action” Junior Secondary Form Composition Competition
2014.07.28	Twenty students awarded Writing Certificates by the Tung Wah Group of Hospitals
2014.07.18	Our bright students 6D Lee Cheong Wai and 4C Cheung Ching Kwok attained Outstanding Student Awards in Tung Wah Group of Hospitals

Dancesport

2015.08.27	4D Liu Hoi Yan Ivy achieved five Champions in the 4th Zhongling Cup
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	International Rhythmic Gymnastics Tournament at Beijing
2015.08.25	Our Latin Dance Team achieved 28 awards at the 10th Hong Kong Freedom Open Ranking Dancing Championship
2015.08.16	4C Cheung Ching Kwok & 5A Lo Shuk Ting achieved 3 awards including 2 Champions at the 5th (Global Cup) Dance Championship
2015.07.20	4C Cheung Ching Kwok and 5A Lo Shuk Ting awarded the Outstanding Performance Awards in TWGHs Elite Student Commendation Ceremony cum Talent showcase
2015.07.18	Our Chinese Dance Team achieved the Gold Medal in the 7th Hong Kong Cup Arts Contest
2015.07.12	Our Latin Dance Team achieved 6 awards at 2015 Hong Kong International Ballroom and Latin Dance Open Championship
2015.07.12	4D Liu Hoi Yan, Ivy achieved the Gold Award in the Youth Group and the Silver Award in the Youth Duo Group in Hong Kong Dance World Dancing Competition
2015.07.05	Our Latin Dance Team achieved 27 awards at the 9th Team Cup Hong Kong Open Ballroom and Latin Dance Ranking Championship
2015.06.06	Our Chinese Dance Team achieved the Silver Award in the 43rd Open Dance Contest
2015.06.01	Our Latin Dance Team achieved 36 Awards at the London International Open Dancing Championship by the World Dance Council, including 1 Champion,
2015.05.29	7 First Runners-up, 4 Second Runners-up and 24 Merit Prizes Our Hong Kong Team, HONG KONG TUNG WAH (TWGHs) S C Gaw Dancing Team proudly gaining the BEST Result for HKSAR in the 90th Blackpool Championships by Hong Kong Ballroom Dancing Council --- The Second Place at the Blackpool British Open Ballroom Formation Dancing Championships
2015.05.02	4D Liu Hoi Yan won five Championships in the Hong Kong Age Group Rhythmic Gymnastics Championship 2015
2015.04.25	Our Chinese Dance Team achieved the 1st Runner-up in the 8th Hong Kong Youth and Kids Arts Festival (Chinese Dance) Competition
2015.04.25	4D Liu Hoi Yan Ivy won the Championship (Junior Section of Western Duo Dance) and 1st Runner-up (Junior Section of Western Group Dance) in the 8th Hong Kong Youth and Kids Arts Festival Competition
2015.04.19	Our Latin Dance Team achieving 21 Awards at the 15th Hong Kong Inter-School Ballroom and Latin Dance Competition, including Overall Championship in Senior Group, and 20 Individual Award
2015.04.12	Our Latin Dance Team Achieved 21 Awards at the 15th Hong Kong Inter-School Ballroom and Latin Dance Competition, including Overall Championship in Senior Group, and 20 Individual Award. 本
2015.03.30	1B Cheuk Chun Hei was awarded 3rd Runner-up in the 12-15 Junior Age Group of the All Macao Sports Dance Open Selection Competition & Sports Dance Invitation of Macao, Hong Kong and Guangdong 2015
2015.03.21	Our Chinese Dance Team achieved the Silver Award in the Youth Group of the 28th Kwai Tsing Dance Festival
2015.03.08	5A Lo Shuk Ting and 4C Cheung Ching Kwok Achieved 5 Awards at the IDA Hong Kong International Open Dance Championship & the 8th Donnie Burns Cup
2015.03.06	4A Chiu Wai Shing Achieved the 2nd Runner-up in Youth-Boys'Epee, 'Chong Gene Hang College Fencing Invitation Competition 2015'
2015.02.10	Our Chinese Dance Team achieved two A Grade Awards in the 51th Hong Kong School Dance Festival 2014-2015
2015.01.25	Our Latin Dance Team Members were awarded 6 Championships in The 3rd Dancing Paradise Cup Ballroom and Latin Dance Competition
2014.11.23	Our Latin Dance Team Achieved 64 Awards at the 15th HK School & HK Ballroom & Latin Dance Championships
2014.11.23	4D Liu Hoi Yan obtained two Championships in the SRC Children Gymnastic & Rhythmic Gymnastics Competition 2014

2014.11.09	Liu Hoi Yan (4D) achieved the Championship in the 2014-2015 Hong Kong Rhythmic Gymnastics Competition
2014.10.26	Our Latin Dance Team Members 4C Cheung Ching Kwok and 5A Lo Shuk Ting achieved Overall Champion in The 2014 World Ballroom & Latin Dance "Hong Kong Youth Representative Team Selection Ranking Competition"
2014.10.26	Our Latin Dance Team Members 4C Cheung Ching Kwok and 5A Lo Shuk Ting were awarded two Championships and the Overall Champion in The 26th Annual Ballroom cum NATD National Championships
2014.10.24	Our 17 elite students were presented with the "Tung Wah Group of Hospitals Support Scheme for Elite Sport and Art Students" Certificate
2014.09.07	Our Latin Dance Team Members won 3 Champions in Lai Ying Cup Dancing Competition 2014
2014.08.10	Our Latin Dance Team Members achieved 13 Prizes, including 6 Champions, 4 First Runners-up, 1 Second Runners-up, 1 third Runner-up, 1 sixth place in The 4th Globe Chinese Dance Championships
2014.08.03	Our Latin Dance Team Members achieved 35 Prizes, including 9 Champions, 6 First Runners-up, 6 Second Runners-up, 1 third Runner-up, 1 fourth place and 12 Merits in the 9th Hong Kong Freedom Cup Open Ballroom & Latin Ranking Competition
2014.07.30	Our Chinese Dance Team achieved Gold Award in the Ninth China Youth Arts Festival --- National Final Selection
2014.07.27	3B Liu Hoi Yan obtained Six awards in Tainan Cup 2014 Rhythmic Gymnastics Invitational Tournament, including Team – 4th place , Hoop-7th place, Ball, Clubs, Ribbon and Individual all round -8th place respectively.
2014.07.20	Our Latin Dance Team Members achieved 20 Prizes, including 5 Champions, 2 First Runners-up, 6 Second Runners-up, 3 Third Runners-up, 2 Fifth Places, 1 Sixth Place and 1 Merit in the 8th Hong Kong Team Cup Dance Open Ranking Competition

Leadership

2015.08.11	5C Cheung Hing Yi, 5E Cheung Tsz Ting and Tsang Chi Ho were awarded Upward Mobility Scholarship
2015.07.20	5D Tse Hing Fung got the award of TWGHs Outstanding Student and 5B Mak Cheuk Nam was awarded the TWGHs Outstanding Student Award (ECA Division)
2015.07.13	6E WONG Yim Lai, 5E TSANG Chi Ho and 4A CHIU Wai Shing were Awarded Tomorrow's Leaders Awards Organized by Outstanding Young Persons' Association
2015.05.29	5A Chan Lok Yi obtained Scholarship in PolyYouth Entrepreneurship Symposium 2015
2015.05.25	Leung Chiu Wah (4B) obtained the Most Outstanding Student Award and Yu Yat Tung(4B), Lam Kin Yan(5E), Lee Cheong Wai (6D)obtained Merit Awards in the Tsuen Wan, Kwai Chung & Tsing Yi Outstanding Student Election
2015.05.05	5B Luk Hiu Lok and 5D Lau Hiu Kit were appointed as Student Ambassadors under the 7th Healthy Information Student Ambassador Scheme
2015.05.04	Nine Road Safety Patrol Members of our school obtained "Road Safety Signal Badges"

2015.04.07	4B Leung Chiu Wa, 4C Chan Pui Sze, Shum Wai Hin, Tse Sum Tai and Yiu Sin Ying were awarded Participation Certificates for their Active Participation in Business-School Partnership Programme
2015.03.13	Student leader 6D LEE Cheong Wai Brian was appointed the Core Member of the Friends of the Hong Kong Youth Exchange Executive Committee
2015.03.07	S.5 student Chung Yiu Yang obtained the Good Performance Awards in the "We Can Do It – Youth CEO Program"
2015.02.17	Choy Tsam Ue (5A) obtained the Outstanding Student Award in Tsuen Wan, Kwai Chung & Tsing Yi District Outstanding Student Election of the Year 2014-20155A
2015.01.24	4A Chiu Wai Shing and 4C Shum Wai Hin awarded the Commendation Certificates under the Health Legion Award Scheme
2014.12.26	5D Tse Hin Fung, Godfrey Selected as UNICEF Young Envoy 2015
2014.11.12	6D Lee Cheong Wai was awarded KMO Service Scholarship 2013/2-14
2014.09.05	4D KO CHING obtained a Certificate of Commendation for her outstanding performance in the Kwai Tsing District Youth Programme, 2014
2014.07.18	5D Lee Cheong Wai got the award of TWGHs Outstanding Student and 3B Cheung Ching Kwok was awarded the TWGHs Outstanding Student Award (ECA Division)
2014.07.18	Our student Ko Ching from Class 3D has been given The Most Potential Student Award in an activity organised by Kwai Tsing District Youth Programme Committee

Social Service

2015.06.23	176 students were awarded 57 Gold, 54 Silver and 65 Bronze awards for the Voluntary Service Award Scheme 2014 of the Social Welfare Department in appreciation for their contribution of volunteer service to the community
2015.04.09	4C Lau Wing Yan and 4D Lee Pui Man awarded Commendation Certificates in Kwai Tsing District Youth Development Network and Community Health Programme
2015.02.14	Five Students obtained Certificate of Commendation in "Elderly Health Services" New Territories, Flag Selling Day
2014.09.27	Our Students LEE Cheong Wai, Brian, LI Kin Mei and CHAN Hing Yi were given awards in Tung Wah Flag Day Award Ceremony

Visual Art

2015.05.29	3B Ho Cheuk Ka, 3D Lip Wai Sum and 3D Lam Wing Tung were obtained Merit Awards in CYC Thematic Drawing Competition
2015.02.14	4B Chak Sin Yau was awarded First Runner-up, 4D Chan Hiu Ying and 5D Yiu Tsz King, Merit Awards in Badge Design Competition and our school was awarded "The Most Enthusiastic Participation Award"
2015.02.14	4B Chak Sin You and 4D Yip Pui Ying were appointed as Arts Ambassadors-in-school Scheme
2015.02.03	4D Yip Pui Ying and 6C Tsoi Lok Yi for being Awarded Merit Awards in "World Heart Day" Hong Kong Heart Foundation Drawing Competition
2014.12.16	6B Mok Yuk Ping, 6C Tsoi Lok Yi obtained Champion and 1st Runner-up and 6D Pun Tsz Lung and 6A Yung Mo Yan obtained Outstanding Awards in the Kwai Tsing District Arts Competition
2014.12.16	3C Chan Tsz Wing obtained the Third Level Award in Art Competition Organized by the International Colere Exchange (Hong Kong)
2014.12.16	4D Lee Pui Man achieved the Outstanding Award in the 8th Moral Education Comics Creation Competition Organized by the Winsor Education Foundation
2014.12.12	4B Chak Sin Yau obtained 1st Runner-up and 4B Chan Wing Ka, 4D Yip Pui Ying and 4C Ng Ching Yu obtained Merit Awards in 2014 Van Gogh Museum Art Competition

2014.10.27	6B Mok Yuk Ping, 6C Tsoi Lok Yi obtained Champion and 1st Runner-up and 6D Pun Tsz Lung and 6A Yung Mo Yan obtained Outstanding Awards in the Kwai Tsing District Arts Competition
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Music and Drama	
2015.05.25	1B Kan Yi won the 1st Runner Up in Youth Junior Group Violin in 2015 Hong Kong Youth Music Competition
2015.05.01	Our Student Kan Yi (1B) was appointed as senior group member of Metropolitan Youth Orchestra of Hong Kong
2015.04.13	Our students obtained one 1st Runner-up, one 2nd Runners-up, 8 Merits & 2 Proficiency Awards in the 67th Hong Kong Schools Music Festival
2015.04.13	1B Kan Yi obtained two Merits in the 67th Hong Kong Schools Music Festival
2015.03.21	Our School Choir obtained the "Panel of Judges Recognition Award" in Joint School Concerts
2015.03.21	1B Kan Yi was awarded the Distinction in Level 4 Diploma in Music Performance (Violin Recital) in Associate of Trinity College London (ATCL)
2014.12.27	Our School Marching Band obtained the Gold Medal in the Hong Kong Marching Band Contest

Sports	
2015.07.12	4D Liu Hoi Yan obtained the Champion in the Garden Cream Bun Orienteering Competition
2015.07.07	Kwok Kwan Ho (1B), Lee Pui Man (4D) & Lau Ho Ting (4D) were awarded the Most Valuable Players of the Hong Kong Schools Sports Association, Inter-school Volleyball Competition (Boys' Grade C), Inter-school Badminton Competition (Girls' Grade B) and Volleyball Competition (Girls' Grade B) 2014/2015 respectively
2015.07.05	Our Martial Arts Team won 9 awards including 4 Champions, one 1st Runner-up, one 2nd Runner-up, two 6th Places and one Merit in each individual event respectively
2015.07.05	1D Cheung Ka Yee won the 1st Runner-up in Girls' D3 individual medley in the Hong Kong junior age group swimming competition 2014-2015
2015.06.28	4D Liu Hoi Yan won a 2nd Runner-up in Girls' Junior 400M Hurdle and 1st Runner-up in the medley relay in the Hong Kong Inter-City Athletics Championships 2015D
2015.06.18	Our students achieved 402 Awards & Certificates and for taking part in the 'SportAct Award Scheme' with 157 Gold, 42 Silver and 203 Bronze Awards
2015.05.21	Two of our Students 4D Lui Hoi Yan and 4C Cheung Ching Kwok were given Participation Award in Student of the Year organised by South China Morning Post
2015.05.19	Annual Prize Presentation Ceremony of Kwai Tsing Secondary Schools Sports Competitions Area by HKSSF 2015
2015.05.19	Lau Ho Ting (4D) and Lee Pui Man (4D) was awarded the HKSSF, NT Secondary Schools Outstanding Athlete Award (All Round) 2014-2015
2015.05.19	Ng Pak Sun (1D) was awarded the Most Valuable Players of the 2015 Nike 5 (U14)
2015.05.18	Our School Volleyball Team achieved the Champion in HKSSF (Kwai-Tsing District Secondary Schools) Inter-school Boys' Grade C Volleyball Competition 2014-2015
2015.05.17	4D Liu Hoi Yan won the Champion in Girl's 4x400M Relay Event in the 5th Hong Kong Games
2015.05.10	4D Liu Hoi Yan won the 3rd Place in Girl's 16-17 100M Hurdles in 2015 Samsung 58th Festival of Sport IAAF World Athletics Day

2015.05.01	3C Shewakramani Lavi Kumar was awarded the Hong Kong Water Safety Day Commendation Certificate
2015.04.26	4D Lee Pui Man and 2A Lee Wan Yee won the Championship and 1st Runner-up Respectively in the 32nd Chinese YMCA of Hong Kong New Territories Centre Cup Badminton Competition
2015.04.18	Our School Football Team achieved the 2nd Runner-up in HKSSF (Kwai-Tsing District Secondary Schools Federation) Inter-school Boys' Grade B Football Competition 2014-2015
2015.04.04	Students obtained two ouampions, four 1 st Runners-up, three 2 nd Runners-up in the SMC Sports Ministry Coalition Badminton Competition 2014/2015
2015.03.28	Our School Volleyball Team achieved the Champion in HKSSF (Kwai-Tsing District Secondary Schools) Inter-school Girls' Grade B (Division I) Volleyball Competition 2014-2015.
2015.03.24	Our School Football Team achieved the 3rd Runner-up in Tsing Yi "Safe & Well Cup" 7 men's Football Tournament 2014-2015
2015.03.17	4C Liu Hoi Yan Ivy and 1D Cheung Ka Yee were nominated as Athletes in the 5th Hong Kong Games
2015.03.15	Our School Badminton Team Achieved the 1st Runner-up for Open Group in TWGHs "FULL STRIKE" Charity Badminton Tournament
2015.03.01	4A Chiu Wai Shing achieved the 2nd Runner-up in Youth-Boys' Epee, 'Chong Gene Hang College Fencing Invitation Competition 2015'
2015.02.03	6C Tam Che Yan Vanessa was awarded the A. S. Watson Group HK Student Sports Awards
2015.02.01	Our School Badminton Team for Achieving the Overall 2nd Runner-up in HKSSF (Kwai-Tsing District Secondary Schools) Badminton Boys' Grade C Championship 2014-2015
2015.02.01	Our School Badminton Team Achieved the Overall Champion in HKSSF (Kwai-Tsing District Secondary Schools) Badminton Girls' Grade B Championship 2014-2015
2014.12.21	3B Nip Tsz Yin and 1D Cheung Ka Yi was Placed 2nd Runner-up and 10th Place respectively in the Hong Kong Winter Swimming Open Championship 2014 (Secondary School Group)
2014.12.20	61 students Awarded the Gold, Silver and Bronze Awards for Taking Part in the 'SportACT Summer Active Challenge Award Scheme' (Organized by LCSD & Co-organized by EDB)
2014.12.05	Liu Hoi Yan (4D) obtained two 2nd Runners-up in the Pacers Junior Athletics Meet
2014.12.05	Lau Ho Ting (4D), Choi Cheuk Yan (3D), Hui Chun Wai (4B), Wong Cheung Wing (5B) and Cheung Wang Yip (5C) obtained the 3rd Runner-up in the Invitation 2000m Indoor Rowing Relay Competition
2014.11.28	Our School Basketball Team was placed 2nd Runner-up in the HKSSF (Kwai-Tsing District Secondary Schools Federation) Inter-school Boys' A Grade Basketball Competition 2014-2015
2014.11.20	S.C.Gaw students obtained outstanding results including Overall Second Runner-up on Girls' Grade B, 2 Champions and 3 First Runners-up in the TWGHs Joint Secondary Schools Athletic Meet
2014.11.02	Our students achieved two Champions, two 1 st Runners-up, two 2 nd Runners-up and two 4 th Places in Kwai Tsing District Age Group Athletic Competition
2014.10.24	Our School Badminton Team was awarded 2nd Runner-up in the HKSSF (Kwai-Tsing District Secondary Schools Federation) Inter-school Boys' A Grade Badminton Competition 2014-2015
2014.10.19	Liu Hoi Yan (4D) obtained 1st Runner-up in the Hong Kong Junior Age Group Athletics Meet
2014.10.18	Students obtained outstanding results in the Kwai Tsing District Inter-school Swimming Championship 2014/2015 Boys Trophy: Overall Prizes Overall Boys' (Grade A + Grade B + Grade C) 2nd Runner up Boys' Grade C L1st Runner up Boys' Grade B L Merit Prize

2014.10.12	Shewakramani Lavi Kumar (3C) obtained 3 prizes, including a Champion and two 2nd Runners-up in the China's National Day Swimming Competition 2014
2014.10.12	Mak Cheuk Nam (5B) and Lam Shun Sun (5A) achieved 2nd Runner-up in the 2014-2015 Kwai Tsing Age Division Badminton Competition in Boys' Juvenile Mix Double Group
2014.10.01	4A Chiu Wai Shing achieved the 2nd Runner-up in U17- Boys' Epee, 'S.C.A.A.—All Hong Kong Fencing Invitation Championship 2014'
2014.09.28	Our School Badminton Team obtained the 2nd Runner-up in the HKSSF (Kwai-Tsing District Secondary Schools Federation) Inter-school Boys' A Grade Badminton Competition 2014-2015
2014.09.28	3C Shewakramani Lavi Kumar and 2C Fan Lap Hei Will obtained 4 prizes, including two 1st Runners-up and two 2nd Runners-up in the Kwai Tsing District Swimming Competition 2014

Teachers, Parents and Alumni

2015.07.15	Our Graduates Ms. Au Suk Yin obtained Student Marketing Consultancy Project Award at City University of Hong Kong
2015.06.15	Our Teachers Mr. Lau Hon Cheong and Ms. Cheng Bo Wah were awarded the Outstanding Teachers by the Committee On Respect Our Teachers Campaign
2015.06.06	Mr. Wong Hon Leung obtained the Kwai Tsing Enthusiastic Parent Award
2015.05.27	Our Parents was awarded Commendation Certificates in "I'm With You" Award Scheme 2014-15
2015.04.22	Our Alumni, Cheung Ka Wai obtained the Chiap Hua Cheng's Foundation Scholarship
2015.04.15	Our Alumni Ms. Jong Ming Yan was awarded the Outstanding Student Award by Lee Woo Sing College, The Chinese University of Hong Kong
2015.02.18	Our Graduate, Ms Lam Sze Han was Awarded the TWGHs Wong's Kong King Int'l (Holdings) Ltd. Scholarship for Admission to Local Recognized Degree Program in University
2014.09.11	Our Graduates, Ms Chan Sze Ting, Ms Ng Ho Ying, Mr. Wong Wai Shing, Ms Li Wing Yee, Ms Lui Mei Ting and Ms Wong Ka Wai obtained outstanding academic achievements in the School of Continuing and Professional Studies, The Chinese University of Hong Kong
2014.09.11	Our graduate, Mr. Wong Chun Yik, was awarded the Outstanding HKCC Freshman Scholarship 2013/14
2014.08.22	Our graduates, Mr Cheung Tsun Wai and Mr. Kwok Chin Tong was awarded the Li Shiu Chung Memorial Scholarship and The Association of Chairmen of the Tung Wah Group of Hospitals Scholarships respectively
2014.08.07	Our graduates, Ms. Poon Sze Yin was awarded the Dean's List and Lo Hoi Ki was awarded the Honour Roll of the Academic Year 2013-2014 in Associate Degree Programmes by the Community College at Lingnan University

Scholarship

2015.08.11	5C Cheung Hing Yi, 5E Cheung Tsz Ting and Tsang Chi Ho were awarded Upward Mobility Scholarship
2015.06.29	5A Chan Lok Yi obtained Scholarship in PolyYouth Entrepreneurship Symposium 2015
2015.04.29	Our 17 elite students were presented with the "Tung Wah Group of Hospitals Support Scheme for Elite Sport and Art Students" Certificate
2015.03.13	Our Student Leader LEE Cheong Wai Brian (6D) obtained the Sir Edward Youde Memorial Prizes
2015.01.20	Lo Shuk Ting (5A) obtained the Sir Robert Black Trust Fund Awards (Non-academic)
2014.11.28	Ms To Lok Sze (2014 graduate) was awarded the TWGHs Li Shiu Chung Memorial Scholarship
2014.11.28	Two of our 2013-2014 Graduates Ms To Lok Sze and Mr Lam Chun Ki were awarded 5 Scholarships including the Asia Commercial Bank Ltd. Scholarship, 80-81

	Scholarship, Hang Seng Bank Golden Jubilee Scholarship, DH Chen Foundation Scholarship and the Award for Outstanding Results in HKDSE
2014.11.26	6B Lam Hiu Ting and 6D Chan Ching Yi obtained the 'Applied Learning Scholarship'
2014.10.24	Our 17 elite students were presented with the "Tung Wah Group of Hospitals Support Scheme for Elite Sport and Art Students" Certificate
2014.09.11	6D Lee Cheong Wai was awarded KMO Service Scholarship 2013/2-14