

Bishop Hall Jubilee School School Report

(2022/2023)



Bishop Hall Jubilee School Annual School Report

Contents

1.	Our Vision and Mission	Page 3
2.	Our School	Page 4-6
3-6	KPM Report	Page 7-11
7.	Major Concern I: To sharpen students' academic learning effectiveness	Page 12-16
	Major Concern II: To fully integrate STEM education into the school curriculum	Page 16-19
	Major Concern III: To flourish students' lives by positive education	Page 20-24
8.	Performance of Students	Page 25-26
9.	Academic Development	Page 27-29
10.	Student Participation in Co-curricular Activities	Page 30-31
11.	The Presentation of Prizes 2022-23	Page 32-51
12.	Financial Summary 2022-2023	Page 52

School Vision & Mission

Our Vision

Keeping with the tradition of Christian education, our school aims to holistically develop a whole person who is caring, self-confident, loving, and embraces all that is good, true and beautiful. All students will graduate as healthy individuals, both in mind and body. As our school motto goes, “I am not born for myself alone”, all Jubileans will be nurtured to love and serve the community.

Our Mission

Bishop Hall Jubilee School was built to commemorate the Silver Jubilee of the consecration of the Rt. Rev. Ronald Owen Hall as the (Anglican) Bishop of the Diocese of Hong Kong, Macao and South China.

The mission of the school is to make available to boys and girls a sound secondary education guided by Christian principles as professed by Sheng Kung Hui.

We strive to exhort our students to emulate Bishop Hall, a great and godly man who dedicated his whole life to serving the people of Hong Kong and China, in the spirit of his family motto – Non Nascor Mihi Solum (I am not born for myself alone), which was adopted as the school motto.

School Goals

Our school values each student as a unique creation of God and is endowed with God’s gift. We aim at creating a caring and positive learning environment to achieve the following school goals:

1. Incorporate Christian values and cultivate students’ moral and ethical consciousness to foster students’ positive personal development.
2. Promote a culture of active service to others as a reflection of learning about the Christian faith and school motto.
3. Nurture students in the spirit of the school’s core values of trustworthiness, perseverance, love, self-motivation, and self-discipline to help them become servant leaders.
4. Help students develop a global vision, appreciate the diversity of societies and cultures, and have a better understanding of our community and the world.
5. Create a language-rich environment to help students communicate effectively in both Chinese and English.
6. Equip students with the nine generic skills (collaborative, communicative, creative, critical thinking skills, information technology skills, numeracy, problem solving skills, self-management skills, and study skills) to help them learn to become proactive and independent learners who are able to work effectively in an increasingly interdependent and fast-changing world.
7. Encourage students to learn outside the classroom to broaden their horizons.
8. Provide opportunities for students to explore and stretch their potential in both academic and non-academic developments.
9. Appreciate the beauty and qualities of aesthetic expressions of different forms.
10. Understand the need for good physical and mental health in order to lead a healthy and balanced life.

Our School

The school was founded in 1961. It is an EMI school with 30 classes. There are 30 classrooms, 4 laboratories, 2 computer rooms, a language room, a library, 4 other special rooms, a chapel, a roof garden, an indoor activity hall, a playground and a school hall for students.

1. School Management

Composition of the Incorporated Management Committee (IMC):

Members	Sponsoring Body	Principal	Parents	Teachers	Alumni	Independent
Number	8	1	2	2	1	1

2. Number of Days in a School Year with Regular Classes: 194

3. Number of Days with Learning Activities: 30

4. Lesson Time for the 8 Key Learning Areas

4.1 Percentage of Lesson Time for each KLA (F.1-F.3)

Key Learning Areas	19/20	20/21	21/22	22/23
Chinese Language Education	19.6	19.6	19.6	19.6
English Language Education	19.6	19.6	19.6	19.6
Mathematics Education	13.8	13.8	13.8	13.8
Personal, Social & Humanities Education	18.8	18.8	18.8	18.8
Science Education	13.0	13.0	13.0	13.0
Technology Education	4.3	4.3	4.3	4.3
Arts Education	6.5	6.5	6.5	6.5
Physical Education	4.3	4.3	4.3	4.3

4.2 Curriculum (2022-23)

KLA	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Chinese Language Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Putonghua	✓	✓	/	/	/	/
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	English Literature	✓	✓	✓	/	/	/
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Mathematics (M1)	/	/	/	✓	✓	✓
	Mathematics (M2)	/	/	/	✓	✓	✓
Personal, Social & Humanities Education	Chinese History	✓	✓	✓	✓	✓	✓
	Economics	/	/	/	✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Life & Society	✓	✓	✓	/	/	/
	Citizenship and Social Development	/	/	/	✓	✓	/
	Liberal Studies	/	/	/	/	/	✓
	Religious Studies	✓	✓	✓	/	/	/
	Ethics & Religious Education	/	/	/	✓	✓	✓
	Tourism & Hospitality Studies	/	/	/	✓	✓	✓
Science Education	Integrated Science	✓	✓	/	/	/	/
	Biology	/	/	✓	✓	✓	✓
	Chemistry	/	/	✓	✓	✓	✓
	Physics	/	/	✓	✓	✓	✓
KLA	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Technology Education	Business, Accounting & Financial Studies	/	/	/	✓	✓	✓
	Computer Literacy	✓	✓	✓	/	/	/
	Information & Communication Technology	/	/	/	✓	✓	✓
Arts Education	Visual Arts	✓	✓	✓	✓	✓	✓
	Music	✓	✓	✓	/	/	/

Physical Education	Physical Education	✓	✓	✓	✓	✓	✓
--------------------	--------------------	---	---	---	---	---	---

5. Class Organization

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	5	5	5	5	5	5	30
Boys	86	77	73	58	62	62	418
Girls	70	47	55	67	66	54	359
Total Enrolment	156	124	128	125	128	116	777

Percentage of S4 places filled by our own F.3 students: 100%

6. Our Teachers

6.1 Staff Establishment: 65 (including the Principal)

6.2 Teachers' Professional Development

The average number of training hours undertaken by teachers: **63.8** hours

The average number of training hours (National Security Education) undertaken by teachers: **11.5** hours

The average number of training hours (IT in Education) undertaken by teachers: **4** hours

6.3 Principal's Continuing Professional Development (CPD): 188 hours

6.4 Teachers' Qualifications

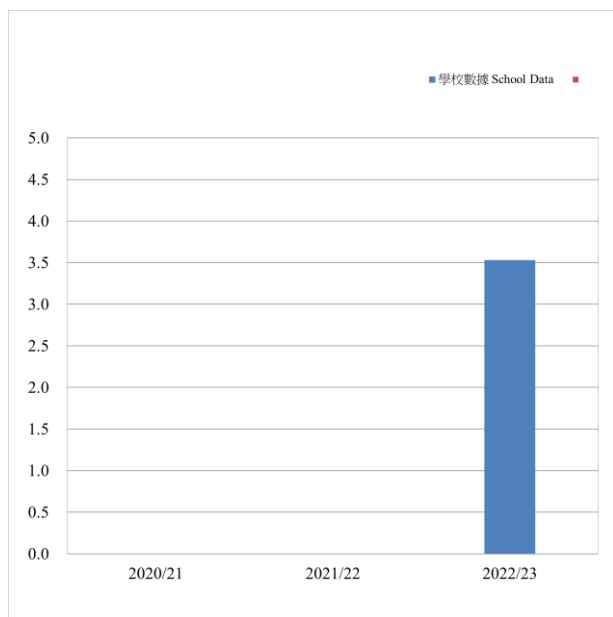
Education Level	Percentage
PhD degree	1.5%
Master's degree	42.5%
Bachelor's degree	56%

6.5 Teachers' Work Experience

Years	Percentage
0-4 years	8.3%
5-9 years	13.9%
10-14 years	13.9%
15 years or above	63.9%

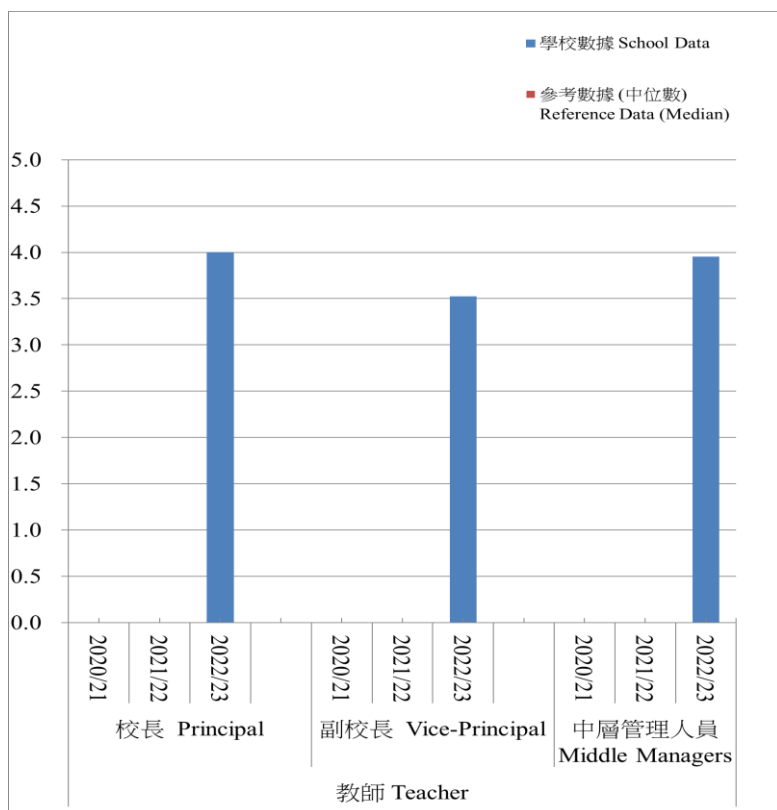
KPM 1 – 持份者對學校管理的觀感

Stakeholders' perception of School Management



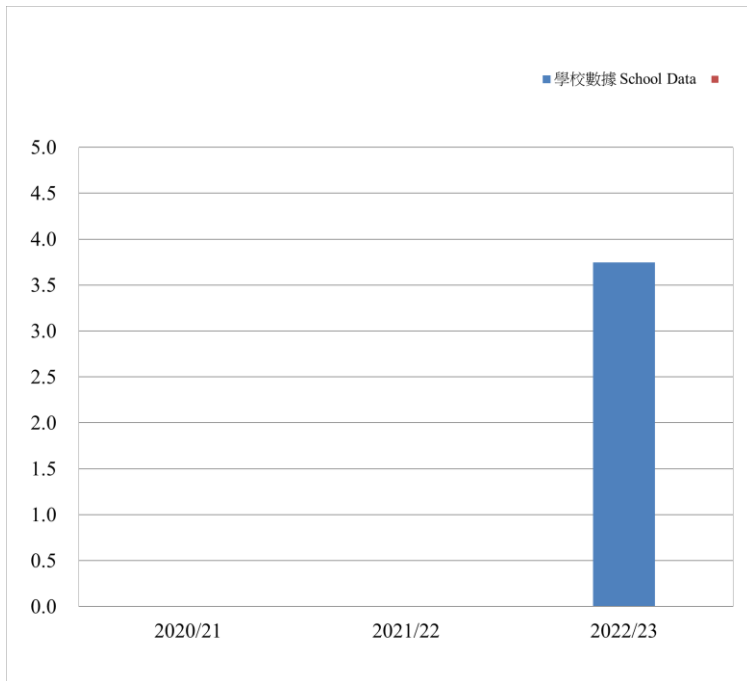
KPM 3 – 持份者對專業領導的觀感

Stakeholders' perception of Professional Leadership



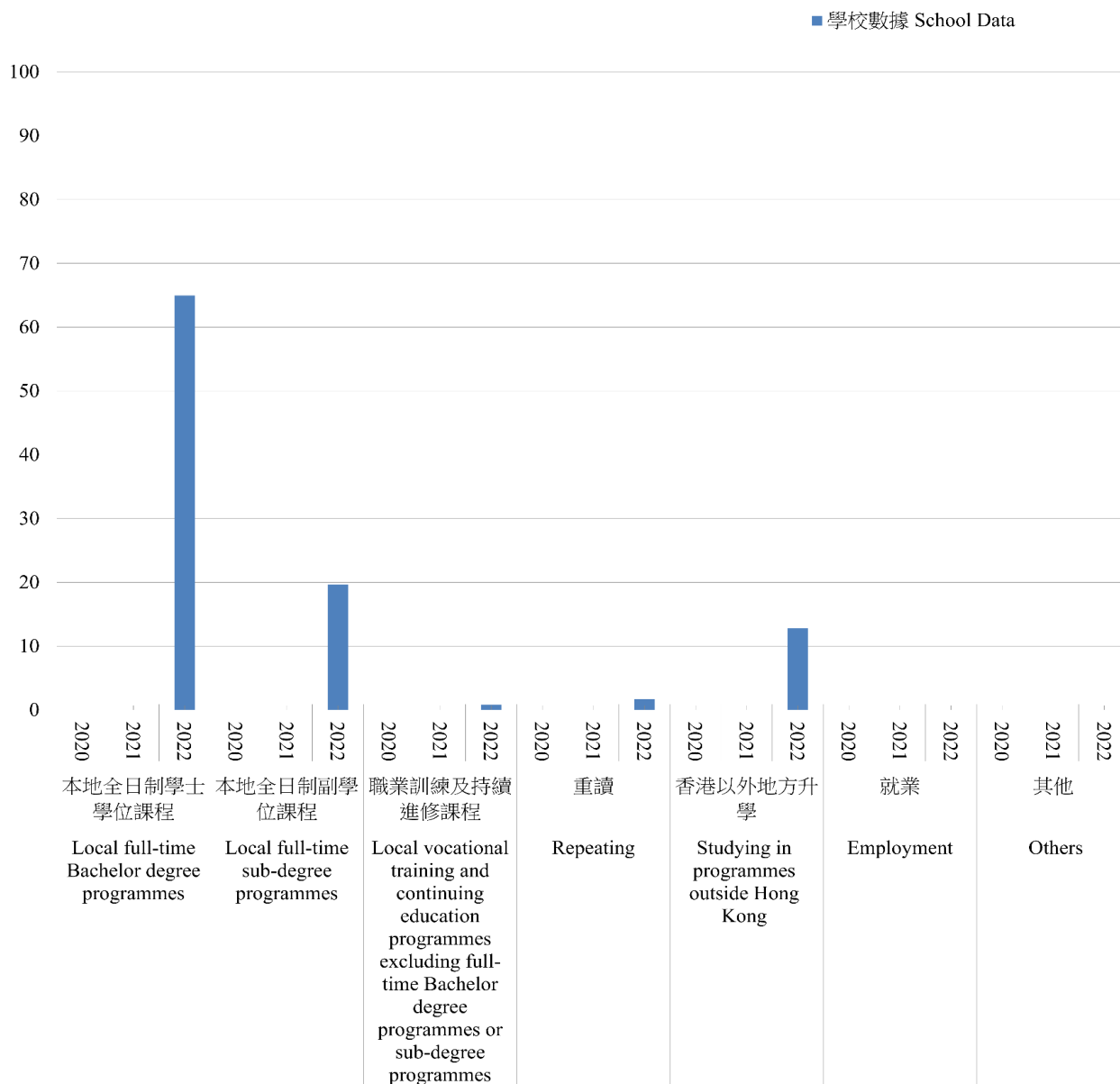
KPM 4 – 持份者對教師專業發展的觀感

Stakeholders' perception of Teachers' Professional Development



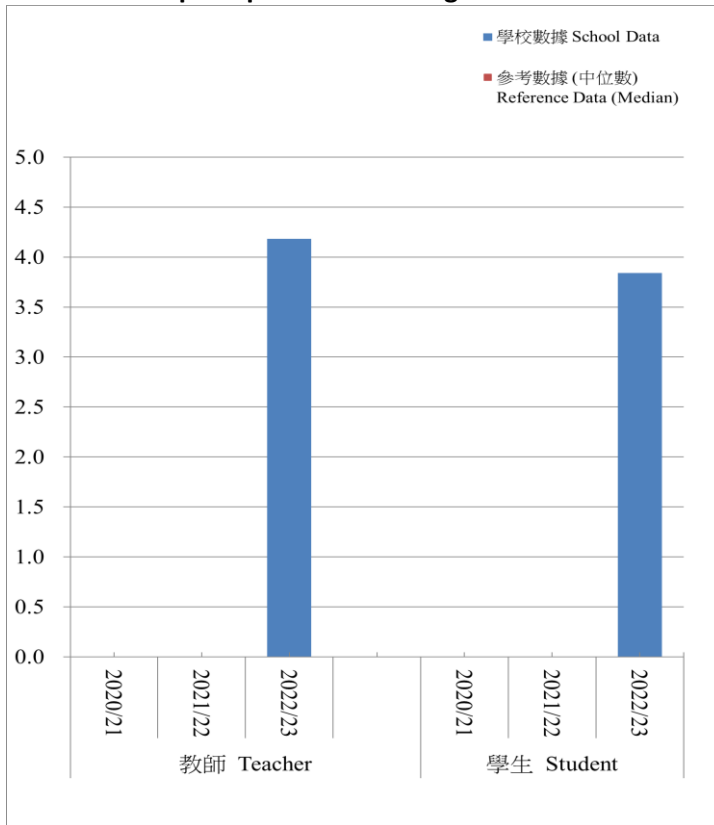
KPM 15 – 畢業生的出路

Destinations of graduates



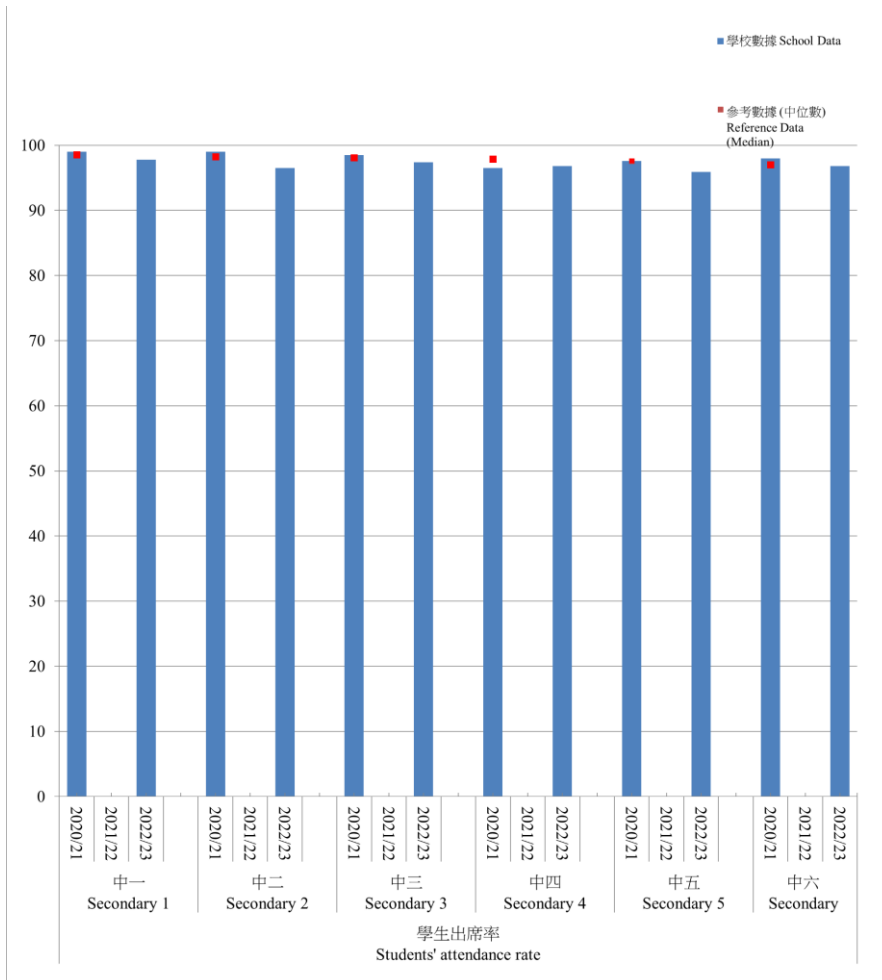
KPM 11 – 持份者對教學的觀感

Stakeholders' perception of Teaching



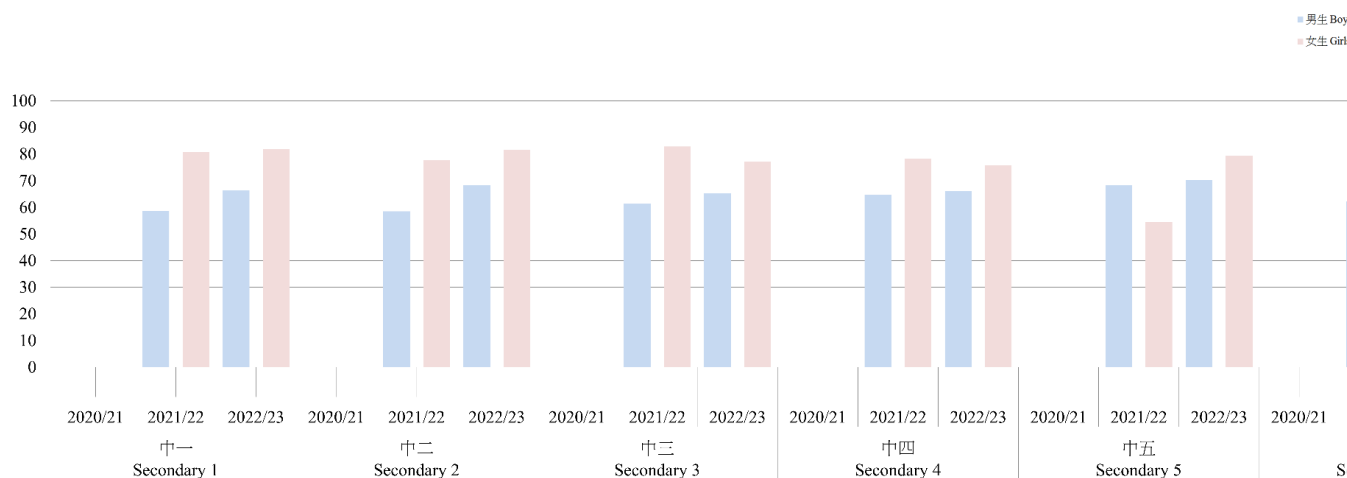
KPM 23 – 學生出席率

Students' attendance rate



KPM 24 – 處於可接受體重範圍的學生百分比

Percentage of students within the acceptable weight range



7. Review of Major Concerns

7.1 Major Concern I: To sharpen students' academic learning effectiveness

7.1.1 To further nurture Jubileans to become self-directed learners

Achievements

With the collaborative efforts of the Academic Committee, IT Committee and members of all subject departments, a school-based online learning management system for each subject in each form has been developed in Google Classroom. Teaching and learning resources including educational apps, past paper learning materials like explanation videos, online self-directed learning guides and tests were designed and uploaded in different subject Google Classrooms. Teachers utilized Google Classroom to distribute learning materials such as uploading the answer keys for students to check their answers at home. Pre-lesson preparation tasks, online question banks and study skills consolidation materials were devised and uploaded. Flipped classroom materials were also prepared. Online teaching apps and learning platforms such as Padlet, Quizizz, Kahoot!, Screencastify, and Edpuzzle were deployed to help reinforce students' learning. More innovative assessment methods were also in place to assess students' study skills. BYOD has been incorporated across all subjects from Form 1 to Form 4.

The results from the Stakeholder Survey (SHS) showed that only less than 10% of students had not made use of online resources for learning. Teachers' feedback also showed that students have become more proactive in lessons and they are able to manage their learning better with enhanced note-taking skills. The use of the learning management system and different e-learning tools has given students more opportunities to study despite the boundaries of the physical classroom. Students learn at their own pace by taking the initiative to access the learning materials in a convenient and flexible way.

Staff training was conducted throughout the year to maintain the momentum of the teaching staff learning and using more advanced e-learning tools under the BYOD policy. For example, an "IT Workshop of e-learning in BHJS" was conducted for new teachers so that they could become familiar with the use of

different e-learning tools. Two workshops on One-Note were conducted by different teachers who shared how they use different e-learning tools to enhance their teaching. By collecting instant feedback from students during lessons, teachers can give timely feedback to students' learning and enhance the Teaching and Learning process.

Reflection

Different subject departments have devised subject-based strategies to nurture students to be more self-directed in learning. Students were given opportunities in their learning through differentiated learning tasks to train themselves to be self-directed learners. However, some students still lack the initiative to learn. While more and more teachers have undergone professional development in IT for teaching and learning, it is believed that a few teachers still need assistance to build up their competence in teaching and learning with different IT tools. While BYODs have been incorporated in F.1-F.4 students' learning, some students are more immersed in the digital world because of its non-educational functions. The data from APASO also revealed that our students spent relatively more time on IT for leisure when compared to Hong Kong's average. Students need to learn that their devices can be better used for learning purposes.

Feedback and Follow-up

With reference to the achievements and reflection, as well as the data from SHS, there is room to further enhance students' interests and their motivation in learning. In the 2023-2024 school year, the school is determined to enhance students' learning capacity and scholastic quality through comprehensive strategies in teaching and learning. By enhancing the academic atmosphere, it is hoped that students' learning motivation can be further boosted. The school will also enhance the digital and information literacy of our students so that they are equipped with the skills and values to use digital devices appropriately.

7.1.2 To strengthen assessment for learning and developing study skills

Achievements

All subject departments implemented effective measures to enhance post-exam review practice and strengthen assessment for learning by conducting whole-school standardized marking and post-exam review lectures to students. Markers' meetings helped draw a uniform and fair standard for their subjects and facilitated assessment for learning. Subject Departments were aware of the key task to help students develop a variety of effective study skills with the aim of helping students construct, organize, internalize and develop a deep understanding of the knowledge learnt. A workshop on iPad note-taking skills was held for our Junior Form students to facilitate the implementation of BYOD. Four workshops on study skills were conducted during C-Days to equip Form 1 students with necessary study skills (including notes processing skills and active revision skills) in learning different subjects. Also, learning celebrations were conducted in which selected Form 1 students shared their learning tips and experiences.

Reflection

Most colleagues gave positive feedback towards standardized marking practice as it enhances professional development and marking quality. Teaching ideas can also be exchanged in the process of standardized marking and delivering whole-form post-exam review lectures. Strong support from the school in terms of timetable arrangement and closer collaboration among teachers were crucial for the success of the implementation of standardized marking practice and whole-form post-exam review lectures. It is also important for the school to allocate sufficient time for the Form 1 iPad Note-taking and Study Skill Workshops.

Feedback and Follow-up

The school will continue to equip our Form 1 students with the study skills required to facilitate their learning and promote self-learning. As the results of SHS showed that only around 60% of students knew how to set their own learning goals, there is still room to equip our students with skills and ability in setting their own learning goals, doing reflection and life planning as well as self-discipline. The school is determined to nurture students' executive function skills such as goal setting, reflection, time management and self-control which could further enhance their learning and strengthen their ability to reflect upon their learning goals with aspirations for further studies and future careers.

7.1.3 To implement advanced reading skills to enhance students' higher-order thinking skills

Achievements

For English reading, Form 1 - Form 3 Book Club members had reading meetings with English teachers regularly in Language Corner. Battle of the Books competitions were held. All Form 1 - Form 2 students visited the library during their English lessons and engaged in reading-related activities. More authentic materials were used in daily teaching. For Chinese reading, authors from Hong Kong were invited to lead writing masterclasses after school to provide guidance in creative writing to our students. Besides the regular self-directed reading scheme, two in-class talks by authors were also held, one each in junior and senior form. A VR workshop on reading and writing was held for junior form students while a writing field trip was held for senior form at the Chinese University of Hong Kong. The English Department, the Chinese Society and the Library jointly set up book exhibition counters and encouraged students to provide sharing in exchange for gifts. Moreover, selected book reports were chosen by teachers to either be featured in the anthology or participate in external competitions. The Library conducted eight reading circles and two author's talks. One bookstore visit was organized. Furthermore, two book fairs were organized. More than nine hundred new books and magazines were added to the library collection.

Reflection

Overall, the Language Corner has become an accessible venue for both teachers in book sharing and for students in developing their interest in reading. The use of classroom time in visiting the Library also helped students develop a habit of reading. Talks by Hong Kong authors proved to be effective in exposing high-achieving students to advanced creative styles and broadening their creative thinking. The writing field trip and VR workshop particularly received an overwhelmingly positive reaction from students. The book fair held in the Hall and the counters set up also attracted popularity among students. The reading circles and

author talks by the Library particularly catered to students who enjoy reading. The data from Parent SHS showed that around 50% of parents agreed that their children liked reading and the reading scores from APASO were slightly higher than Hong Kong's average. Judging from the data and teachers' feedback, the reading culture could be further enhanced.

Feedback and Follow-up

In order to develop a reading culture, students will be encouraged to begin reading earlier in the academic year. Teachers are encouraged to give out more bookmarks that can be redeemed for book coupons in the first term as motivation. To enable students to quickly access information related to reading, the library will disseminate a list of all confirmed resources to everyone through email. Besides, in the reading periods, some students failed to bring their own books and therefore relied on the bookshelf in the classroom. In order to diversify the choices students have, the Library will stock the bookshelves with magazines related to Chinese or English literature.

More strategies will be employed to maximize the impact reading can make on students' high-order thinking, comprehension, analytical and writing skills. To further enhance the language proficiency of students, the school will make an effort to immerse students in an authentic English environment and to provide students with ample opportunities to join various competitions in English.

7.1.4 To embrace learner diversity and stretch students' potential to the fullest

Achievements

This year, lift-off classes in Chinese Language, English Language and Mathematics were implemented to enhance the capacity to cater to learner diversity. Teachers of these classes found that lessons were more focused and effective with a smaller diversity in students' abilities. These classes can help enhance the motivation and attention of the academically weak students. Furthermore, additional classes for core subjects were held after-school to either help less able students to catch up with their learning progress, or to expose higher-achieving students to more advanced and challenging materials. Saturday class was held to provide extra support for the low achievers in each form. Alumni tutors were also invited to share their experiences and teach the junior schoolmates how to study the core subjects. The feedback of the class was positive and some students wanted to stay in the Saturday class even though they were no longer ranked the bottom in the form.

This year, 14 Form 6 students scoring the highest in their predicted levels were shortlisted to join the "Form 6 Elite Mentorship Scheme". They were matched with 10 alumni who excelled in their HKDSE and got into very competitive degree programmes. These mentors provided advice to the selected students in terms of stress and time management, HKDSE tips, as well as university and career choices. The scheme received very positive feedback from both mentors and mentees. Students found the programme helpful in planning their future life-planning as they were matched with alumni with similar academic backgrounds.

Apart from the "Elite Mentorship Scheme", our elite students were also encouraged to enrol in various gifted programmes and they benefited from gaining advanced knowledge during their course of studies. In

the HKUST Dual Programme and the CUHK Programme for the Gifted and Talented, 6 students received satisfactory results in the domains of Mathematics, Engineering, Biochemistry and Life Science. Our students also joined a genetic engineering programme organized by The Hong Kong Federation of Youth Groups to gain first-hand experience at Hong Kong Science Park. Thanks to The Hong Kong Academy of Gifted Education, our gifted students were entitled to a wide range of educational experiences through school nomination and their potential could be stretched further.

Reflection

Some teachers of lift-off classes reflected that floating classrooms could be a challenge for weaker students as it took them a long time just to get to the classrooms with all the required learning materials. Also, some teachers observed a subtle labelling effect among the target students, leading to a negative loop of low self efficacy. On top of that, analysis of the school's English DSE results have shown that we need to put an extra effort in enhancing the performance of average and high achievers. As for the Chinese remedial class, some students with lower abilities may refuse to attend with the excuse of a busy schedule. As a result, their attendance was not satisfactory, and they did not see improvement in their grades.

Various gifted programmes have definitely broadened the horizons of students and let them access cutting-edge knowledge which is conducive to their academic studies. More students should be encouraged to explore their areas of talents. For the school nomination of membership of The Hong Kong Academy of Gifted Education, it is suggested that students should provide as many proofs of outstanding awards as possible to increase their chance of being selected.

Feedback and Follow-Up

To provide more support to the weaker students, more diverse teaching activities will be introduced to enhance students' interest and motivation in learning. It is suggested that remedial classes can be more effective if we can make better use of the data obtained in formal assessments. Once we can identify the weaker students and give them timely help and support to prepare them for the next assessment.

In the coming year, the English Department will implement enhancement classes in Forms 1 to 4, in addition to the existing elite class system. After-school courses or Saturday classes will also be held for elite students. We will encourage more elite students to join various competitions to broaden their horizons and meet more elite students and learn from them, and students join pre-university courses organized by universities such as CUHK and UST. We can explore more opportunities to connect with other secondary schools or universities for elite courses or competitions to stretch students' talents.

7.2 Major Concern II: To fully integrate STEM education into the school curriculum

7.2.1 To introduce a systematic school-based STEM education

Achievements

BHJS Solar Power Project has been integrated into the curriculum of relevant subjects, such as science subjects and geography, in related topics such as renewable energies and sustainability. In Physics, for example, students made use of the real-time data extracted from the Solar Power System to analyse its power generation efficiency and its relation to different weather conditions.

The STEAM Room was well-renovated under the leadership of the ICT Department and funded by QEF. The room was equipped with two Interactive Whiteboards, two laser cutters and necessary notebook computers for teaching and learning.

Reflection

With the establishment of the STEAM Room and provision of more related resources, our students can conduct more hands-on projects, devise more innovation work and conduct more scientific experiments and showcases. The room also acts as a key place for students to undergo robotic investigation and programming tasks. The additional resources are conducive to the STEAM development of the school.

Feedback and Follow-up

In the coming year, the school will stretch students' academic potential by engaging them in STEAM activities and competitions, through which students can develop a scholastic mindset and enhance their problem solving, critical thinking, communication and collaboration skills, which are important for their life-long learning.

7.2.2 To equip students with STEAM skills and stretch students' potential to the fullest

Achievements

Our school organized various events, co-curricular activities and workshops to promote STEAM education among our students. Our students achieved remarkable success and made significant contributions in these endeavours.

At the Hong Kong Science Fair (HKSF), organized by the Hong Kong Innovation Foundation, our students had the opportunity to showcase their innovative and human-centric projects. This year, two teams from our school reached the Final Round and presented their projects at the Hong Kong Conventions and Exhibition Centre on the 17th and 18th June 2023.

One team designed an AI system called "Dr. Martin" that can assess the look of feces as a non-invasive approach for early diagnosis. Another team designed a floating greenhouse called "PLANTIS," which demonstrates the concept of carbon neutrality and addresses the shortage of land and fresh water in planting. The "PLANTIS" project received the prestigious Gold Award in the Senior Secondary School Section and has been invited to participate in the 49th Geneva International Exhibition of Inventions in April 2024.

Additionally, our school's research paper was accepted for presentation at the 13th IEEE Integrated STEAM Education Conference, held at Johns Hopkins University in the USA. This accomplishment underscores the high standard of research and academic excellence fostered within our school.

In the thrilling Underwater Robot Competition, our students showcased their engineering prowess by designing and operating autonomous robots to complete challenging tasks underwater. Their exceptional performance earned them the championship title, highlighting their technical expertise and innovation in robotics.

We also achieved notable results in various competitions, including the STEAM Wind Turbine Competition, Robomaster Regional Competition, and AI Formula competition. These achievements demonstrated our students' ability to tackle complex challenges using STEAM-related skills, showcasing their critical thinking, analytical skills, and understanding of the latest technologies.

In conclusion, the accomplishments and activities highlighted in this annual report reflect our school's unwavering commitment to fostering excellence in STEAM education. We commend our students for their outstanding achievements, dedication, and passion for science, technology, engineering, and mathematics. Their successes serve as a testament to the high quality of education and the nurturing environment provided by our school.

Events/extra-curricular activities/workshops	Achievements
The Hong Kong Science Fair	Gold Award
13th IEEE Integrated STEM Education Conference	Paper accepted for presentation at Johns Hopkins University USA.
Underwater Robot	Champion

STEM Wind Turbine Competition	1 st runner up
Robomaster Regional Competition	Group Champion
AI Formula	Best Problem Solving Award
HKIO (Information Olympiad)	6 Student Participants
Micro:bit advance coding workshop	150 Student Participants
Arduino coding workshop	150 Student Participants
Python A.I. coding workshop	150 Student Participants

This year, we also reached out to a primary school and conducted a workshop of robotics and drones with primary school students. We received positive feedback from the participants. Our students, who acted as leaders in holding the activities, also learnt a lot. Not only did they apply what they have learnt in STEAM in the service, but also gained experience on how to communicate with primary students and teach them with relevant and necessary skills in manipulating robots and drones.

Reflection

We made remarkable achievements in STEAM education, and it is due to the dedication and efforts of all colleagues involved. We are amazed by the diverse range of projects undertaken by our students in this academic year. For instance, the AI system named "Dr. Martin" and the project "PLANTIS" exemplified the innovative thinking and problem-solving skills of our students.

Apart from local activities, our students also had the privilege of attending the 13th IEEE Integrated STEAM Education Conference, hosted at Johns Hopkins University in the USA. This international conference provided a global platform for our students to showcase their projects, exchange ideas with peers from around the world, and gain insights into the latest advancements in STEAM education.

The establishment of our new STEAM room stands as a significant accomplishment this year. This dedicated space has fostered collaboration, facilitated meetings, and encouraged in-depth discussions of our students' STEAM projects. It has undeniably played a pivotal role in cultivating a strong STEAM mindset among our students, nurturing their creativity, critical thinking, and collaborative skills.

The exceptional projects undertaken, both locally and internationally, have showcased the immense talent and dedication within our STEAM education community. Furthermore, the establishment of the STEAM room has enhanced the learning experience, empowering our students to reach new heights of achievement. Together, we look forward to building upon this success and inspiring even greater accomplishments in the future.

Feedback and Follow-up

To further enrich the STEAM education experience, it is important to reach out to a wider range of subjects and teachers who can contribute their expertise. By incorporating disciplines such as arts, humanities, and social sciences into STEAM education, students can develop a holistic understanding of real-world applications and foster interdisciplinary thinking.

The school will continue to organise more hands-on activities, project-based learning opportunities, and interactive workshops for our students to explore different platforms for students to showcase their work, such as exhibitions or competitions, to motivate them to actively participate and take pride in their achievements. Additionally, fostering a supportive and inclusive environment where students feel encouraged to explore and express their ideas will further enhance their involvement in STEAM initiatives.

Our school will continue to collaborate with external organizations, industry experts, and professionals in STEAM-related fields to enhance the quality and relevance of STEAM education. These collaborations can also help bridge the gap between classroom learning and practical application, preparing students for future careers in STEAM fields.

While technical skills are crucial in STEAM education, it is equally important to foster the development of soft skills, such as communication, collaboration, critical thinking, and problem-solving abilities. Integrating activities and projects that promote teamwork, effective communication, and creative problem-solving can enhance students' overall skill set and prepare them for success in the dynamic world of STEAM.

7.3 Major Concern III: To flourish students' lives by positive education

7.3.1 To nurture Jubileans to possess good morals to face different challenges and enhance personal resilience

Achievements

Leadership programmes and training were conducted for students to develop their moral compass and establish their resilience when facing difficulties. Examples included the Big Brother and Big Sister Programme, the Student Union election, the F.4 and F.5 leadership training camp, and the prefect training. Additionally, participation in various exchange programmes, such as the joint-school choir performances and the Joint-School Boys Choir Project, which completed in December 2022 and during the Easter holidays in 2023, have allowed students to learn from each other and establish better morals to face different challenges. Furthermore, students actively participated in school services like the Christian Union, Boy Scouts, Girl Guides, and the Campus TV. Serving as servant leaders, prayer buddies, and committee

members, students could help develop a strong moral foundation. Working together towards a common goal, students have learnt the importance of integrity, compassion, and responsibility.

Furthermore, students participating in various inter-school competitions could help build their resilience in the face of difficulties and obstacles. These competitions included the “My Interfaces with the Belt and Road Initiative”, “Indonesia Silk Road Trip” , “World High School Chinese Debating Competition” , “Asian Debate Championship” and “Asia Cup”. By actively involving in these experiences, our students not only overcame challenges but also grew into well-rounded, resilient youngsters who are capable of making a positive impact in their communities and beyond.

Lastly, additional support for newly admitted students was carried out, such as the F.1 Orientation Week, adaptation programmes on C-Days, which played a vital role in helping new students adapt to the new school life. By providing a supportive and inclusive environment, senior students could guide and mentor the freshmen, fostering a sense of belonging and resilience from the outset.

Over 70% of our students, teachers and parents from the SHS agreed that students were respectful and considerate with good moral characters while the data from APASO revealed that our students got a very high score in the meaning of life (84.1), sense of morality (85.7) and honesty (85.7) when compared to the Hong Kong’s average (50).

Reflection

By taking on leadership roles, students have learnt to make ethical decisions, manage conflicts, and navigate through difficult situations. Through these programmes, they have acquired the skills necessary to lead and inspire others, while also honing their own character. They have learnt the importance of integrity, fairness, and empathy, which are essential components of good moral values. Additionally, through the experiences of participating in competitions, students have nurtured personal resilience as students face setbacks, learn from mistakes, and persevere in their endeavours. By actively practicing and living out their moral values, they have become role models for their peers and have contributed positively to their communities.

On top of that, by engaging in the exchange programs, students can broaden their horizons, foster empathy, and develop resilience that prepares them for future challenges. These experiences also promote cultural understanding and tolerance, further enhancing their moral values. Engaging in leadership programs, school activities, and establishing support systems all contribute to the development of these qualities. These attributes are not only essential for personal success but also for creating a more harmonious and ethical society.

Lastly, the orientation week helped students navigate the challenges of transitioning to a new school, building relationships, and developing essential skills for their academic and personal journeys. It created a foundation of support and encouragement that would help students stay focused, motivated, and resilient throughout their school years.

Feedback and Follow-up

In today's fast-paced and demanding world, the mental and physical wellbeing of students has become a paramount concern. We play a crucial role in facilitating the growth and development of students, not only academically but also in terms of their overall wellbeing. The data from APASO showed that our students have relatively higher levels of negative affect, anxiety and depressive symptoms compared to the Hong Kong's average. Students also scored much lower in the terms of doing physical exercise. Enhancing mental and physical wellbeing, developing a positive outlook, and equipping students with coping skills are essential for their holistic development, and they will be one of our major concerns in the new school development cycle.

Prioritizing the mental and physical wellbeing of students is crucial for their overall success and happiness. When students are mentally and physically healthy, they are better equipped to handle the challenges and pressures of academic life. By incorporating activities such as mindfulness and meditation, schools can help students improve their focus, reduce stress levels, and enhance their overall mental wellbeing. Regular physical activity, whether through sports or fitness programs, helps maintain physical health, boost energy levels, and improves cognitive function.

Secondly, developing a positive outlook and equipping students with coping skills are vital for their resilience and ability to navigate setbacks in life. Life is filled with ups and downs, and it is essential for students to develop a positive mindset and the ability to bounce back from failures or disappointments. By providing resilience-building programs and teaching emotional intelligence, schools can empower students to develop coping mechanisms, manage stress, and maintain a positive attitude in the face of challenges. These skills benefit students not only academically but also in their personal and professional lives.

Lastly, fostering a healthy lifestyle with active participation in physical and aesthetic activities is crucial for students' overall development. Engaging in physical exercise, whether through sports or other activities, promotes physical fitness, improves mood, and reduces the risk of various health issues. Additionally, encouraging students to participate in aesthetic activities such as art, music, dance, or theater performances allows them to express themselves creatively, boosts self-esteem, and provides a source of relaxation and enjoyment.

In conclusion, enhancing the mental and physical wellbeing of students, developing a positive outlook, and promoting a healthy lifestyle are of utmost importance in educational settings. By incorporating strategies such as mindfulness exercises, resilience-building programs, and providing opportunities for physical and aesthetic activities, schools can empower students to thrive in all aspects of their lives. It is crucial for educational institutions to prioritize these outcomes to ensure the holistic development and long-term success of their students.

7.3.1.5 Recommended reading materials with related themes, including some non-fiction self-help titles in the library provided and opportunities for students to share in class or with the whole school

Achievements

In order to increase our students' understanding of our country, the National Education books corner has been set up in the library. To cater to a diverse range of interests, thematic books displayed of each subject

have been organized each month in the library. Non-fiction and self-help books have been displayed and featured for each theme, such as Healthy Living, Sustainable Future, Knowing Our Country, Appreciate Our Own Culture and Self-help/Facing challenges.

Additionally, seven morning assembly sharing sessions have been conducted by the school library and the Chinese and English Departments. Students were chosen by teachers to participate in these sharing sessions and invited to choose books that resonate with their personal experiences. Besides, Chinese teachers have been invited to conduct book sharing sessions, including three online afterschool sharing and eight in-class sessions during the designated reading periods. Teachers were encouraged to share books that have inspired them and to guide students in adjusting their mindset to face various challenges through the messages conveyed in each book. Under the Senior Chinese Language curriculum, two books related to self-growth have been included. With guidance from their subject teachers, students engaged in group discussions and provided written reflections based on these books.

Reflection

The thematic book displays for each subject and the National Education book corner have been overall successful in broadening students' reading perspectives. Teachers have observed that students were attentive during the in-class reading sessions. Some students have expressed a desire for more sharing sessions led by fellow students. Students have shown a positive reception to the inclusion of books related to self-growth, as it also served as useful preparation for their Chinese SBA (School-Based Assessment).

Feedback and Follow-up

To raise awareness about the thematic book display, it will be promoted during the monthly assembly book sharing period. Additionally, bookmarks will continually be given as rewards to students who actively participated in the thematic book display activities. Students will also be encouraged to read and borrow books from the book display through in-school broadcasting.

7.3.2 To equip Jubileans with collaboration skills, coping strategies and problem-solving skills

Achievements

Workshops and programmes were conducted to cultivate students' problem-solving and collaboration skills. For instance, the "Living in BHJS" programme", "Crossroads Foundation Blind X-perience programme", and "Student Service Ambassador Programme" were implemented. Students engaged in interactive activities could acquire critical thinking, creativity, and collaboration skills.

Furthermore, conducting service missions during C-Days could offer valuable opportunities for students to apply their problem-solving and collaboration skills in a meaningful way. Eight sessions of training were

provided by social workers, and our students tried to organize online exchange activities, drawing activities, game day, sports day and tea parties for Mary Rose School students. At the end of the programme, students shared their experiences and insights during a showcase to evaluate and consolidate their learning.

In addition to workshops and service opportunities, conducting sharing workshops during assembly sessions could be an effective way to enhance problem-solving and collaboration skills. The Careers and Life Planning Committee invited guest speakers and alumni who have excelled in their fields to inspire students and provide them with valuable insights into problem-solving strategies.

Reflection

The workshops and programmes aimed at preparing students for the challenges they would face in their personal and professional lives. These activities also allowed students to handle real-world scenarios and challenges, allowing them to develop their problem-solving skills through practical application. By working collaboratively, students have learnt to leverage their diverse perspectives and skills, fostering an environment of cooperation and mutual support.

Also, by engaging in community service projects, such as organizing events or volunteering at Mary Rose School, it helped foster empathy and social responsibility among students. Through such initiatives, students learned to navigate complex situations, communicate effectively, and develop innovative solutions. Empowering students with the ability to analyse complex problems, think critically, and work collaboratively not only prepares them for academic achievements but also equips them with the necessary tools to thrive in their personal and professional lives. Educational institutions must prioritize these skills to ensure that students are well-prepared to face the challenges of an ever-evolving world.

Feedback and Follow-up

The school found that after equipping students with different skills, the next step is to focus on boosting students' ability and mindset to become future leaders. By fostering leadership qualities in students, we empower them to take charge of their own lives and inspire others to do the same. Effective leaders possess qualities such as critical thinking, problem-solving, communication, and teamwork. These skills enable students to become proactive, adaptive, and resilient individuals who can effectively handle challenges and lead others towards success.

Also, we provide opportunities for students to be exposed to their own country as well as foreign nations. This exposure enables them to gain understanding of different cultures, traditions, and perspectives. It broadens their horizons and instill in them a sense of appreciation for diversity. By experiencing different environments and interacting with people from various backgrounds, students develop a global mindset that transcends boundaries and fosters empathy and understanding.

Furthermore, having a global perspective is crucial for addressing the pressing issues our world faces today. It is important for students to be aware of global challenges such as climate change, poverty, inequality, and

human rights violations. By broadening their understanding of these issues, students can become active global citizens who strive for positive changes and contribute to more sustainable developments.

In conclusion, while equipping students with skills is important, it is equally vital to nurture their ability and mindset to become future leaders. By increasing their exposure to their own country and foreign nations, we broaden their horizons and cultivate a global perspective. These initiatives empower students to become leaders who can navigate the complexities of the world, appreciate diversity, and address global challenges. Ultimately, investing in students' leadership development and global awareness is an investment in a brighter future for our society and the world at large.

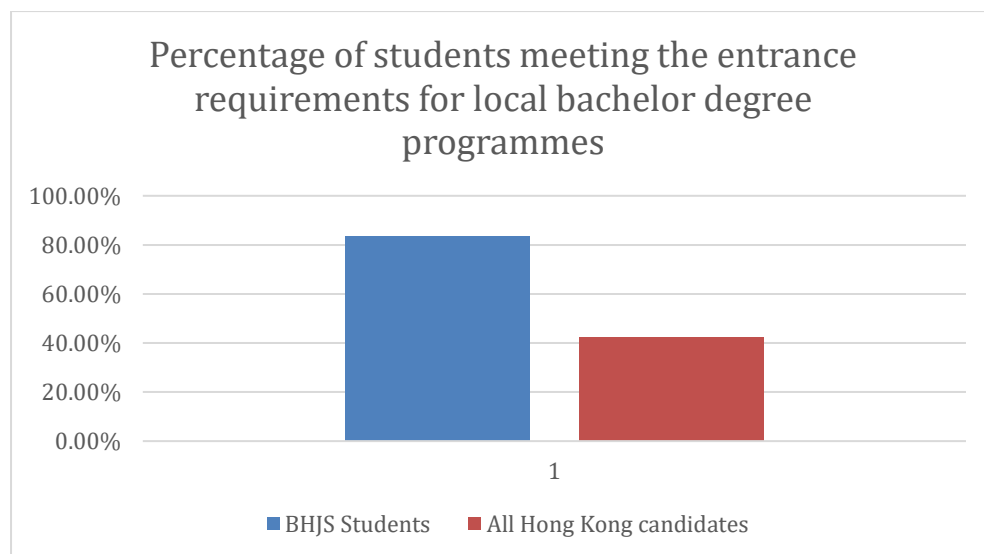
8. Performance of Students

8.1 HKDSE 2022-23

There were 115 students who took part in the HKDSE 2023, with 83.6% of students attaining the minimum university requirements for degree programs at 33222 or better. The best five subjects achieving a high percentage of level 4 or above, ranging from 66.7% to 78.6%, were Biology, Chemistry, Information and Communication Technology, Geography and Mathematics Extended Part Module 1 (Calculus and Statistics). The best result obtained in the best 5 subjects was 32 points. The percentage of students who received JUPAS offers was 79.1%. Out of the 115 students who applied for JUPAS, 79.1% of them were granted JUPAS degree offers in this cohort.

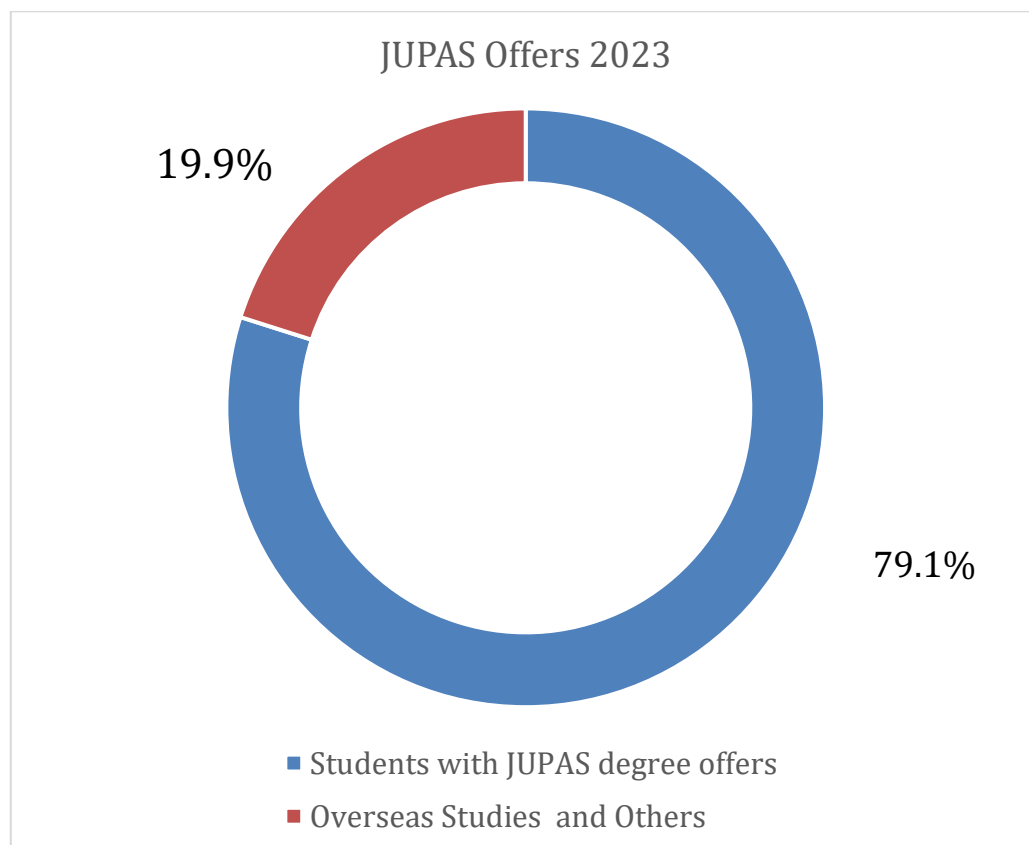
HKDSE 2023 results of BHJS students compared to that of all Hong Kong candidates meeting the entrance requirements for local bachelor degree programmes

Exam Year	2023
BHJS Students	83.6%
All Hong Kong candidates	42.4%



8.2 JUPAS Offers of F.6 Graduates

JUPAS Offers	Percentage
Students with JUPAS degree offers (2023)	79.1%



9. Academic Development

9.1 Reading in the School Library

9.1.1 Average number of items borrowed per student in 2022-23:

Forms	F.1	F.2	F.3	F.4	F.5	F.6
No. of books	6.5	4.5	3.2	1.2	0.8	0.6

With the gradual recovery from COVID-19 and the resumption of face-to-face lessons, students can come back to school as normal and borrow books from the library. The number of books borrowed throughout the year has steadily returned to the average level before the outbreak of COVID-19. The school library will continue to invite students and subject teachers to participate in library activities to enrich our reading culture.

9.1.2 Reading Activities organized by SDRS and Student Participation:

Reading Activities		Student Participation
1.	Form 1 Orientation	Form 1
2.	Library Tour	Junior forms
3.	E-reading Promotion	Junior forms
4.	SDRS Ambassadors Scheme	Whole school
5.	Thematic Book/ Non-fiction Book Displays	Whole school
6.	External Reading Schemes and Writing Competitions	F.1 – F.5
7.	Showcase of SDRS Work	Whole school
8.	Battle of the Books (with a SDRS logbook)	Junior forms
9.	Extensive Reading Award Scheme	Junior forms
10.	Library Ambassador Mentorship Scheme	Library Ambassadors
11.	Book-crossing	Whole school
12.	Book Fair / Book Exhibition	Whole school
13.	Reading Circles	Whole school
14.	Chinese Teachers' Book Sharing activities	Whole school
15.	Author Talks	Whole school
16.	Creative Chinese Writing Workshops by Authors	Whole school
17.	Posters and Short Video Promotions	Whole school
18.	Bookstore Visit	Junior forms
19.	Book Sharing in Assemblies	Whole school

The library and SDRS teams have actively engaged Jubileans in both reading and e-reading, utilizing e-resource platforms, e-newspapers and e-magazines, to boost self-directed reading and enhance information literacy. The library will continue to explore various channels to provide interesting and suitable reading materials for students.

9.1.3 Reading Competitions and Student Participation/ Performance:

External Competitions	Student Participation/ Performance
1. 中學生讀書隨筆寫作比賽 2022 第二十三屆深港澳中學生讀書交流活動	3E 林玥/初中組一等獎
2. 第四屆全港校園導讀比賽 2023	4D 黃筱婷/普通話中學組季軍 4A 梁嘉儀 4D 黃筱婷 4E 鄭雅禧 4E 葉懿壘 廣東話中學組優異獎

Internal Competitions	Student Participation/ Performance
1. Inter-school Top Reader Prize	<p>September 2022</p> <p>6C 01 Chan Pak Ki 1B 24 Li Sum Ching 3B 07 Hutabarat Abraham George 2D 27 Zheng Lap Chi 1B 14 Huang Wing Sum</p> <p>October 2022</p> <p>1B 14 Huang Wing Sum 1B 24 Li Sum Ching 1B 15 Keung Sum Yuet</p> <p>November 2022</p> <p>1B 24 Li Sum Ching 3C 07 Chuk Tsz Wing March 1B 14 Huang Wing Sum 1B 19 Lau Lap Fung</p> <p>December 2022</p> <p>1B 19 Lau Lap Fung 1B 18 Lau Cheuk Nam 3C 07 Chuk Tsz Wing March</p> <p>January 2023</p> <p>1B 19 Lau Lap Fung 3A 08 Choi Yun Ho</p>

	<p>1B 22 Sin Yiu 6C 03 Cheng Ka Pang</p> <p>February 2023 1B 19 Lau Lap Fung 3C 07 Chuk Tsz Wing March 1B 18 Lau Cheuk Nam</p> <p>March 2023 1B 19 Lau Lap Fung 3C 07 Chuk Tsz Wing March 1C 08 Gurung Nemis</p> <p>April 2023 1B 19 Lau Lap Fung 3E 21 Ng Ho Yan 2E 20 Pradhan Srija</p> <p>May 2023 1B 19 Lau Lap Fung 3C 07 Chuk Tsz Wing March 3E 30 Zhong Hiu Yeung 2B 11 Lee Leong Kwan 2C 14 Ma Bo Ki Angel 2D 27 Zheng Lap Chi 2E 27 Yip Long Yin</p>
3. Active Participants of the Library Reading Circles	<p>2B 11 Lee Leong Kwan 1B 24 Li Sum Ching 5C 21 Wong Hiu Ching</p>

10. Student Participation in Co-curricular Activities

10.1 Provision of Co-curricular Activities

10.1.1 Number of ECA clubs / interest groups in the following 5 categories:

Categories	20/21	21/22	22/23
Academic	10	7	7
Sports	12	11	13
Arts	9	8	8
Interest	8	8	8
Social Services	13	13	13

10.1.2 Total number of learning activities* organized by KLA subjects

Key Stages	20/21	21/22	22/23
Key Stage (F.1 - 3)	106	89	92
Key Stage (F.4 - 6)	98	81	82

*Learning activities included:

Assembly & Morning Assembly, C-Day Activities, School Team Training, Lunch Time Concert and Others (such as Sports Day, Swimming Gala, Chinese Week, English Week, Drama, etc.)

10.2 Student Participation in Inter-school Events

Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, Hong Kong Schools Drama Festival, School Dance Festival, Inter-school sports events organized by the Hong Kong Schools Sports Federation:

No. of Students	20/21	21/22	22/23
Key Stage (F.1-3)	34.6% (158 students)	67.5 % (299 students)	63.3% (268 students)
Key Stage (F.4-6)	14.5% (58 students)	35.3% (140 students)	39.1% (148 students)

10.3 Student participation in Uniform / Social and Voluntary Service Groups

No. of Students	20/21	21/22	22/23
Key Stage (F.1-3)	4.3% (20 students)	5.2 % (23 students)	7.6% (32 students)
Key Stage (F.4-6)	18.2% (73 students)	7.6% (30 students)	8.9% (34 students)

10.4 Participation in External Events

The Presentation of Prizes 2022-23

EXTERNAL AWARDS		
Academic		
Events	Awards	Awardees
Asia International Mathematics Olympiad Open Contest 2023	Silver Award	Ho Wing Yan Angel (3E)
	Bronze Award	Lam Ka Chun (2A)
		Lin Yuet (3E)
Global Junior Math Aptitude Test 2023	Merit Award	Lin Yuet (3E)
GuangDong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2023	First Prize Award	Lam Ka Chun (2A)
	Third Prize Award	Hu Cheong Kai (2B)
		Lin Yuet (3E)
	Second Prize Award	Chan Chun Tat (4D)
Hua Xia Cup National Mathematical Olympiad Competition 2023	Outstanding Prize	Lam Ka Chun (2A)
	First Prize Award	Lin Yuet (3E)
	Third Prize Award	Ho Wing Yan Angel (3E)
International Talent Mathematics Contest 2023	Silver Award	Lam Ka Chun (2A)
		Lin Yuet (3E)
		Ho Wing Yan Angel (3E)
40th Hong Kong Mathematics Olympiad	Third-Cass Honour	Chan Chun Tat (4D)
		Lin Yuet (3E)
Hong Kong International Mathematical Olympiad 2023	Silver Award	Lin Yuet (3E)
	Gold Award	Chan Chun Tat (4D)
The 38th Sing Tao Debating Competition (English)	Best Debater	Suen Simeon Wan To (4D)
		Ngan Shing Yan (5D)
	Best Interrogative Debater	Ngan Shing Yan (5D)
Hong Kong Secondary School Debating Competition (HKSSDC)	T1 Final 1st Runner-up	Fan Yu Kit (3A)
		Choi Ying Tung (5D)
		Chow Coby (5D)
		Ko Tsz To (5D)
		Kwan Ho Yee (5E)
	T2 Grand Finalist	Choi Ying Tung (5D)
		Chow Coby (5D)
	He Kwun Yin (5D)	

		Ko Tsz To (5D)
		Kwan Ho Yee (5E)
Hong Kong Bar Association Debating Competition	Best Debater	Suen Simeon Wan To (4D)
Hong Kong Secondary Schools Debating Competition	Grand Final - Champion: BHJS Senior Team	Fan Yu Kit (3A)
		Ko Tsz To (5D)
		Kwan Ho Yee (5E)
	Best Speaker for the HKSSDC Grand Final	Fan Yu Kit (3A)
74th Hong Kong Schools Speech Festival 2022 (English Speech)	Solo Verse Speaking - First	Fan Yu Kit (3A)
	Solo Verse Speaking - Second	Mehmood Abeel Pardinias (4D)
		Chan Hiu Ying Jasmine (4C)
		Lau Tsz Chun (3D)
		Wong Kwan Ching (2D)
	Solo Verse Speaking - Third	Yuen Sum Yu (4D)
		Tam Yan Hei (1D)
	Dramatic Duologue - First	Lau Tsz Chun (3D)
		Kwan Shing Hong (3C)
		Law Mung Yiu Monique (3B)
		Chan Ko Dik (3A)
	Dramatic Duologue - Second	Chan Hei Ching Isabelle (4D)
		Chan Hiu Ying Jasmine (4C)
		Srija Pradham (2E)
		Tai Ka Tak (2D)
	Dramatic Duologue - Third	Kwong Kin Fung (5D)
		Lau Man Yui Joey (5D)
Thailand International Mathematical Olympiad (TIMO) 2022-2023	Gold Award	Lin Yuet (3E)
		Lam Ka Chun (2A)
		Chan Chun Tat (4D)
Youth IT Ambassador Award	Silver Medal	Ng Yuen Ho (4A)
		Cheung Man Hin (4B)
		Tang Ka Lun (4B)
		Lam Hiu Ho (4C)
		Lee Man Hei (4D)
		Li Hin Fung (4E)

	Bronze Medal	Wong Ka Lun (3B)
		Lin Ka Wang (3D)
		Mak Yat Sang (3D)
		Chan Shing (3E)
		Chui Lok Yan (3E)
		Lau Chi Fung (3E)
		Lau Yui Hei (3E)
		Lin Ching Ying (3E)
		Phua Hei Tung Chloe (3E)
		Wong Cheuk Yan (3E)
		Yeung Wai Yin (3E)
		Ho King Yin (4A)
		Leung Hoi Ching (4A)
		Ng Chun Yin (4A)
		Ng Yuen Ho (4A)
		Cheung Man Hin (4B)
		Szeto Lok Ching (4B)
		Tang Ka Lun (4B)
		Lam Hiu Ho (4C)
		Wong Hoi Lam (4C)
		Chan Sze Yan Cissie (4D)
		Chau Yi Kuen Julie (4D)
		Lee Man Hei (4D)
		Suen Simeon Wan To (4D)
		Li Hin Fung (4E)
Hong Kong Schools Mooting and Mock Trial Competition	Overall 1st Runner-up	Lam Tsz Yiu (5A)
		Cheung Pui Shan (5B)
		Kwan Wing Hei (5C)
		Wong Hiu Ching (5C)
		Wu Sik Yu Rachel (5C)
		Cheung Pok Hoi (5E)
		Fong Wang Ren (5E)
		Lui Ka Chak Johnny (5E)
		Chan Wai San (4B)
		Leung Yam Ying (4B)
	Preliminary Round Honourary Mention for Outstanding Advocacy	Wong Hiu Ching (5C)

	Semi-finals Round Honourary Mention for Outstanding Advocacy	Wong Hiu Ching (5C)
		Wu Sik Yu Rachel (5C)
1st GBA-HK-Macau The Kids Voice Cup Speech & Story Telling Competition 2023	Top 10 Finalist	Ngan Shing Yan (5D)
Magazine International Young Writers Award 2023	Top 50	Lin Yuet (3E)
		Cheng Shun Kiu Ian (4D)
23rd Lions International Youth Exchange Scholarship Essay Competition	Semi-finalist	Chen Yuan (5D)
		Chow Coby (5D)
		Tsang Tsz Tung (5D)
Hong Kong Science Fair	Merit and Gold Award	Leung Hoi Ching (4A)
		Tang Ka Lun (4B)
		Suen Simeon Wan To (4D)
		Siaw Zi You Jasmine (4E)
	Merit	Ho King Yin (4A)
		Chau Yi Kuen Julie (4D)
		Cheng Shun Kiu Ian (4D)
		Wong Ho Long (5B)
STEM+E Competition 2023	Certificate of Excellence	Chau Yi Kuen Julie (4D)
The Aerosim Inter-school Aviation Tournament 2023 (AIAT2023)	Champion of Most Creative Glider	Ng Yuen Ho (4A)
		Lam Hiu Ho (4C)
		Li Kwan Ho (4E)
		Kung Ho Cheung (4E)
	2nd runner up of Best Glider Launch Performance	Ng Yuen Ho (4A)
		Lam Hiu Ho (4C)
		Li Kwan Ho (4E)
		Kung Ho Cheung (4E)
	Top 50 contestants	Ng Yuen Ho (4A)
		Lam Hiu Ho (4C)
		Li Kwan Ho (4E)
		Kung Ho Cheung (4E)
		Lui Kit Chung (4B)
		Ho King Yin (4A)
CDNIS Invitational Underwater Robotic Competition	Champion	Ng Yuen Ho (4A)
		Li Kwan Ho (4E)

		Kung Ho Cheung (4E)
		Lam Hiu Ho (4C)
		Lo Chung Hin (2B)
	Most Creative Design Award	Lam Hiu Ho (4C)
The 16th Hong Kong Budding Scientists Award	Second Runner-up and Reporter Award	Chan Shing (3E)
		Tang Shing Chun (3E)
		Wong Cheuk Yan (3E)
		Leung Hoi Ching (4A)
		Suen Simeon Wan To (4D)
International Chemistry Quiz	High Distinction	Huang Fung Ping (5D)
		Kwong Kin Fung (5D)
		He Kwun Yin (5D)
	Distinction	Chu Chun Ting (5D)
		Lam Yan Kiu (5D)
The First Hong Kong Inter-Secondary School Geology Quest	Silver Award	Wong Yan Yuet Veronica (5A)
		Cho Yan Yu (5B)
		Cheng Chen Daniela (5D)
Exhibition of Student Visual Arts Work 2022/23	Silver Award	Tai Hoi ying (5B)
「新思維，智網未來」網絡安全創意提案競賽	季軍及最佳演譯獎	張汶軒 (4B)
		陳施恩 (4D)
第七十四屆香港學校朗誦節(粵語組)	冠軍	梁晉康 (3B)
	亞軍	梁樂喬 (1B)
		戴嘉德 (2D)
		蕭凱晴 (1D)
		黃灝樺 (1D)
		陳俞霖 (1E)
		張希彤 (4C)
	季軍	陳思漫 (1E)
		陳錦樺 (2E)
		廖貝盈 (3B)
		李旻慧 (3E)
		張詠喬 (6C)
		李恒迪 (6C)
第七十四屆香港學校朗誦節(普通話組)	亞軍	郭玺豪 (2E)
		梁晉康 (3B)
		魯沈茵 (3C)

		周伊涓 (4D)
		關可頤 (5E)
第七十四屆香港學校朗誦節(普通話組)	季軍	金雪儀 (1A)
		陳樂生 (1E)
		蔡鍾毅 (2C)
		葉天行 (2C)
		蔡潤豪 (3A)
廣州市教育局關於開展 2022 年粵港澳學生誦讀中華經典美文表演大賽暨粵港澳姊妹學校中華經典美文誦讀比賽(廣州)	三等獎	鄭東曜 (2A)
		郭玺豪 (2E)
		蔡潤豪 (3A)
		梁晉康 (3B)
		戴鈺瑤 (3B)
		魯沈菡 (3C)
		陳翰陞 (3D)
		朱存禮 (3E)
		崔欣恩 (4A)
2022 粵港姊妹學校中華經典美文誦讀比賽(香港賽區)	中學組優異獎(創意)	金雪儀 (1A)
		鍾梓昕 (1C)
		陳樂生 (1E)
		宋家樂 (2A)
		蔡鍾毅 (2C)
		戴嘉德 (2D)
		鄭行悅 (2E)
		曾詠賢 (2E)
		蔡潤豪 (3A)
		梁晉康 (3B)
		戴鈺瑤 (3B)
		魯沈菡 (3C)
		陳翰陞 (3D)
		朱存禮 (3E)
		何敬言 (4A)
第五十五屆聯校中文辯論比賽	最佳辯論員	邱悅芯 (3D)
		黃婉晴 (5B)
星島第三十八屆全港校際辯論賽	最佳辯論員	黃詩喬 (6D)
	最佳交互問答辯論員	黃詩喬 (6D)
世界中學生華語辯論公開賽	最佳辯論員	邱悅芯 (3D)
		陳憬瑤 (3A)
2023「縱橫盃」中學中文辯論錦標賽	最佳辯論員	陳憬瑤 (3A)

		邱悅芯 (3D)
		黃婉晴 (5B)
		許怡彤 (5C)
第二十一屆《基本法》多面體－全港中學生辯論賽(基本法盃)	最佳辯論員	黃婉晴 (5B)
		許怡彤 (5C)
第三屆童行盃	最佳辯論員	關詠熹 (5C)
三地童聲盃第一屆演講說故事比賽 2023	金獎	溫嘉君 (1B)
		陳憬瑤 (3A)
		許僖文 (3C)
		柳睿熹 (3E)
		李旻慧 (3E)
		羅鈺琳 (5A)
第二屆全港高中生即席演講大賽	銀獎	黃智聰 (4A)
亞洲思辨寫作對抗賽	二等獎	蔡潤豪 (3A)
	亞軍	黃婉晴 (5B)
中學生讀書隨筆寫作比賽 2022 第二十三屆 深港澳中學生讀書交流活動	初中組一等獎	林玥 (3E)
全港廚餘運動徵文比賽	亞軍	李旻慧 (3E)
香港聖公會《春雨》編輯委員會第十四屆 「春雨故事由我創」比賽	亞軍	林玥 (3E)
	殿軍	張嘉強 (3D)
	優異獎	林晶瑩 (3E)
		蔡潤豪 (3A)
萬眾同心慶回歸 2023 系列活動「徵文比賽」《我和我的祖國》	高中組：冠軍	梁鑫楹 (4B)
第十六屆聯校文學創作比賽	亞軍	梁晉康 (3B)
2022-2023 中國中學生作文大賽(香港賽區)	優異獎	吳兆軒 (2B)
		鄭科拉 (2C)
		林晶瑩 (3E)
		陳在祈 (5A)
		曹朗延 (5C)
		黃凱琳 (4C)
「詩詞頌嶺南 聲影繪灣區」短片拍攝比賽	「最佳演繹獎」	黃巧詠(4A)
		方凱彤(4C)
		魯沈茵(3C)
		溫嘉君(1B)
		譚恩熹(1D)
	「最佳腳本獎」	蔡潤豪(3A)
		邱悅芯(3D)
		李旻慧(3E)

		曾詠賢(2E)
		鍾梓昕(1C)
	「最佳配音獎」	林鍵希(3A)
		梁晉康(3B)
		陳翰陞(3D)
		鄧丞晉(3E)
		朱存禮(3E)
2023 大灣區演講家大賽	「青年組十強」	李旻慧(3E)

Performing Arts		
Events	Awards	Awardees
Speak Up Act Out - On Air Radio Drama Competition	Second, Audience Prize	Tse O San Solar (1A)
		Li Sum Ching (1B)
		Pradhan Srija (2E)
		Hutabarat Abraham George (3B)
		Xiao Ching (3E)
		Kwong Kin Fung (5D)
	Merit	Choi On Yu Jade (4D)
		Chan Hiu Ying Jasmine (4C)
		Lam Pak Ting (4D)
		Kwan Shing Hong (3C)
Law Mung Yiu Monique (3B)		
	Yu King Nok Matthew (3A)	
Hong Kong School Drama Festival 2022/23 (Chinese Drama)	Award for Outstanding Script	Ho Serene Sze Wei (2E)
		Leung Wing Chi (3C)
	Award for Outstanding Performer	Lee Leong Kwan (2B)
		Deng Hiu Yeung (2C)
		Lam Hoi Yan Bernie (2D)
		Law Mung Yiu Monique (3B)
		Yip Yan Yu (3B)
		Leung Wing Chi (3C)
	Award for Outstanding Director	Ho King Yin (4A)
		Huang Fung Ping (5D)
	Yuen Kwan Ting Venus (5D)	
Award for Outstanding Audio-visual Effects	Lee Leong Kwan (2B)	
	Deng Hiu Yeung (2C)	

		Lam Hoi Yan Bernie (2D)
		Law Mung Yiu Monique (3B)
		Yip Yan Yu (3B)
		Leung Wing Chi (3C)
		Ho King Yin (4A)
	Awards for Commendable Overall Performance	Lee Leong Kwan (2B)
		Deng Hiu Yeung (2C)
		Lam Hoi Yan Bernie (2D)
		Law Mung Yiu Monique (3B)
		Yip Yan Yu (3B)
		Leung Wing Chi (3C)
		Ho King Yin (4A)
	Award for Outstanding Cooperation	Lee Leong Kwan (2B)
		Deng Hiu Yeung (2C)
		Lam Hoi Yan Bernie (2D)
		Law Mung Yiu Monique (3B)
		Yip Yan Yu (3B)
		Leung Wing Chi (3C)
		Ho King Yin (4A)
59th Schools Dance Festival	Chinese Dance (Group Dance) - Honours Award	He YingTang (1A)
		Kam Suet Yee (1A)
		Liang Yee (1A)
		Ling Yee Ting (1B)
		Wan Ka Kwan (1B)
		Chan Nim Cadence (1C)
		Chung Tsz Yan (1C)
		Poon Wing Lam (1C)
		Chen Lok Sang (1E)
		Chen Sze Man (1E)
		Tsang Wing Yin (2E)
		Tai Yuk Yiu (3B)
		Yeung Wai Yin (3E)
		Tong Hin Ching Trinity (4C)
		Yip Yi Kwan (4E)
		Cheng Tsz Huen (5A)
		Au Wai Kiu (5B)
		Xu Cho Ki Joanna (5B)
		Law Yin Tung Chimmy (5D)

		Tsoi Hoi Ching (5D)
Hong Kong Professional Dance Competition 2023	Chinese Dance (Secondary) - Gold Award	He YingTang (1A)
		Kam Suet Yee (1A)
		Liang Yee (1A)
		Ling Yee Ting (1B)
		Wan Ka Kwan (1B)
		Chan Nim Cadence (1C)
		Chung Tsz Yan (1C)
		Poon Wing Lam (1C)
		Chen Lok Sang (1E)
		Chen Sze Man (1E)
		Tsang Wing Yin (2E)
		Tai Yuk Yiu (3B)
		Yeung Wai Yin (3E)
		Tong Hin Ching Trinity (4C)
		Yip Yi Kwan (4E)
		Cheng Tsz Huen (5A)
		Au Wai Kiu (5B)
		Xu Cho Ki Joanna (5B)
		Law Yin Tung Chimmy (5D)
		Tsoi Hoi Ching (5D)

Music		
Events	Awards	Awardees
Hong Kong Inter-School Choral Festival	Junior - Silver Award	Au Chi Yu (1A)
		Au Yeung Shing Him (1A)
		Cheung Yan Ching (1A)
		Kam Suet Yee (1A)
		Lau Cheuk Wing Cherie (1A)
		Lee Wan Ting (1A)
		Chan Hei Lam (1B)
		Dong Yiu To (1B)
		He Zhuo Xi Anson (1B)
		Lam Chung Hei (1B)
		Li Sum Ching (1B)
		Wan Ka Kwan (1B)
		Chan Nim Cadence (1C)
		Chan Sum Yu (1C)

		Chan Wan (1C)
		Chan Wing Yui (1C)
		Chen Tin Yu Jasper (1C)
		Chung Tsz Yan (1C)
		Lee Pui Yee (1C)
		Pang Lik Pui (1C)
		So Yat Chung Allen (1C)
		Wei Xin Yan (1C)
		Chan Hiu Ching Chloris (1D)
		Chan Wan (1C)
		Chiu Pak Ki (1D)
		Chung Cheuk Tik (1D)
		Co Cheuk Lam (1D)
		Ho Wing Ching (1D)
		Moy Ngo Yin (1D)
		Chu David Chun Wa (1D)
		Chan Hei Ching Chloe (1E)
		Ho Cheuk Kiu (1E)
		Sin Yiu (1E)
		Chiu Ka Yu Lucas (2A)
		Ho Hei Tung (2A)
		Lam Yu Hin (2A)
		Li Ying Shan (2A)
		Ng Mei Yin (2A)
		Wong Ching Laam (2A)
		Wong Tak Man (2A)
		Kwan Tsz Yau (2B)
		Lo Chung Hin (2B)
		Ngai Hoi Yiu Hilary (2B)
		Tang Yi Man (2B)
		Tse Hoi Tung (2B)
		Chung Yuen Chi (2C)
		Tai Sum Yu (2C)
		Wong Hau Tung (2C)
		Cheang Tsz Lam (2D)
		Lam Hoi Yan Bernie (2D)
		Lam Wing Yin (2D)
		Leung Sze Ching (2D)
		Tai Ka Tak (2D)
		Lee Nok Fung Ambrose (2E)
		Lo Tsz Yu (2E)

		Tam Tsz Chun (2E)
		Tsai Hiu Long (2E)
		Tsang Wing Yin (2E)
		Chen King Yiu (3A)
		Cheng Chor Yee (3A)
		Lai Vincci Wan Ching (3A)
		Lin Wanting (3A)
		Leung Hei Man (3B)
		Leung Yin Tsz (3B)
		Liu Pui Ying Ashley (3B)
		Yeung Tsz Tung (3B)
		Hui So Man (3C)
		Ng Hoi Wing (3C)
		Cheung Ching Yin (3D)
		Cheng Wing Yi (3E)
		Kwan Siu Fan (3E)
Hong Kong Inter-School Choral Festival	Vocal Ensemble - Mixed Voice - Silver Award	Tse Pak Hung (1B)
		Hsu Wai Hin (2A)
		Lee Leong Kwan (2B)
		Chan Pak Man (2C)
		Chan Yin Chun (2C)
		Tin Hang Kin (2C)
		Tai Ka Tak (2D)
		Ng Yui Pak (2E)
		Chau Lok Yiu (3A)
		Choi Yun Ho (3A)
		Lai Vincci Wan Ching (3A)
		Liu Tik Man (3A)
		Hutabarat Abraham George (3B)
		Li Hon Sum (3B)
		Liang Chun Hong (3B)
		Yeung Tsz Tung (3B)
		Yip Yan Yu (3B)
		Hui So Man (3C)
		Hung King To (3C)
		Kwan Shing Hong (3C)
		Leung Wing Chi (3C)
		Li Cheuk Yui (3C)
		Lu Shum Ham (3C)
		Seak Hei Yeung Oswald (3C)

		Lai Pui Yau (3D)
		Cheng Wing Yi (3E)
		Lau Chi Fung (3E)
		Lo Pak Tim (3E)
		Wu Chun Hei (3E)
		Ha Tsz Yau (4A)
		Ho King Yin (4A)
		Lam Kai Yee (4A)
		Yiu Ling Yan (4A)
		Chan Carolyn Yuen Ying (4B)
		Cheng Sin Chi (4B)
		Lam Pui Yan (4B)
		Mok Tsz Ching (4B)
		Chau Kam Wang (4C)
		Cheung Hei Tung (4C)
		Yim Yuet Wan (4C)
		Chan Lok Him Jonathan (4D)
		Chan Ying Tung (4D)
		Suen Simeon Wan To (4D)
		Tam Tsz Huen (4D)
		Tsang Nga Yin (4D)
		Lam Hau Wai (4E)
		Leung Wai Ching (4E)
		Yiu Yuk Ki (4E)
		Fang Chun Wang (5A)
		Lai Tsit Ue (5A)
		Liu Ka Lok (5A)
		Poon Ka Lee (5B)
		Wong Ho Long (5B)
		Kwong Ho Wai (5C)
		Wong Hiu Ching (5C)
		Wu Sik Yu Rachel (5C)
		Fung Tsz Ching (5D)
		Tsang Tsz Tung (5D)
		Jian Hung Yan (5E)
		Lam Chak Fung (5E)
		Wong Nok Yee (5E)
Hong Kong Youth Music Interflows	Bronze Award	Chan Kwoon Wai (1A)
		Cheung Ka Lok (1C)
		Sim Wing Kiu Jana (1C)
		Chiu Ka Yu Lucas (2A)

		Chan Chung Hee (2B)
		Tai Ka Tak (2D)
		Yeung Cheuk Lam (2E)
		Liang Chun Hong (3B)
		Liu Yan Wing (3B)
		Cheng Wing Yi (3E)
		Wong Hau Wing (4A)
		Lam Wun Long (4B)
		Lui Pui Wa (4B)
		Li Hong Ying Katrina (4C)
		Chan Hei Ching Isabelle (4D)
		Chan Lok Him Jonathan (4D)
		Chan Ying Tung (4D)
		Lam Chi Hang (4E)
		Wu Sik Yu Rachel (5C)
		Wong Chun Yuen (5E)
Hong Kong School Music Festival	Female Voice Duet - Age 19 & Under - Winner	Poon Ka Lee (5B)
		Wu Sik Yu Rachel (5C)
	Violin Solo - 1st Runner-up	Chan Pak To (1B)
	String Quintet - Silver Award	Wong Hau Wing (4A)
		Chan Hei Ching Isabelle (4D)
		Chan Ying Tung (4D)
		Wu Sik Yu Rachel (5C)
		Wong Chun Yuen (5E)
	Flute Quartet - Silver Award	Wong Hau Tung (2C)
		Chu Cheuk Lam Cherry (3E)
		Tsang Hoi Ching (4D)
		Wong Siu Ting (4D)
	Vocal Ensemble - Mixed Voice - Silver Award	Tai Ka Tak (2D)
		Liang Chun Hong (3B)
		Hui So Man (3C)
		Cheng Sin Chi (4B)
		Suen Simeon Wan To (4D)
		Chan Lok Him Jonathan (4D)
		Lam Hau Wai (4E)
		Liu Ka Lok (5A)

		Poon Ka Lee (5B)
		Wong Ho Long (5B)
		Tsang Tsz Tung (5D)
		Jian Hung Yan (5E)

Sports		
Events	Awards	Awardees
HKSSF Inter-School Basketball Competition 2022-2023 Division 2 Kowloon Area (Girls B grade)	First Runner-up	Wu Shuk Yee (3D)
		Yuen Tsz Yau (3D)
		Chau Pui Wing (3E)
		Lo Yat Yin Chloe (3E)
		Wong Ling Lee (4A)
		Wong Hau Wing (4A)
		Yuen Sum Yu (4D)
		HKSSF Inter-School Basketball Competition 2022-2023 Division 2 Kowloon Area (Girls C grade)
Lau Cheuk Wing Cherie (1A)		
Wong Yau Ting (1A)		
Cai Wing Lam (1B)		
Chau Sin Hang (1B)		
Huang Wing Sum (1B)		
Li Yee Ting (1B)		
Leung Lok Kiu (1B)		
Pang Lik Pui (1C)		
Yiu Sum Sum Nadia (1C)		
Siu Hoi Ching (1D)		
Yu Hei Ching (1D)		
Chan Hei Ching Chloe (1E)		
Chen Sze Man (1E)		
Kwong Ho Ying (1E)		
Ng Cheuk Tung Vani (1E)		
Tam Yan Ching (2A)		
Huang Yee Ching (2B)		
Yang Po Yuet (2B)		
Mak Wai Man (2D)		
Wong Kwan Ching (2D)		
Wong Nok Tung (2D)		
Lau Oi Yan Lavonne (2E)		

		Yeung Cheuk Lam (2E)
HKSSF Inter-School Basketball Competition 2022-2023 Division 2 Kowloon Area (Girls Overall)	First Runner-up	All Girls A , B & C grades students
HKSSF Inter-School Volleyball Competition 2022-2023 Division 2 Kowloon Area (Girls B grade)	Forth Place	Cheng Chor Yee (3A)
		Lam Valerie (3A)
		Cheng Cheuk Yiu (3C)
		Wu Shuk Yee (3D)
		Yuen Tsz Yau (3D)
		Ip Tsz Ki (4A)
		Law Yee Ching (4A)
		Wong Ally (4E)
Inter-School Table Tennis Competition 2022-2023 (Girls B grade)	First Runner-up	Chau Pui Wing (3E)
		Siaw Zi You Jasmine (4E)
		Yuen Sum Yu (4D)
		Wong Siu Ting (4D)
		Chan Sze Yan Cissie (4D)
HKSSF Inter-School Athletics Championships -- Division Three (Area Three)	Girls A Grade 800M - 2nd Runner-up	Cheng Chen Daniela (5D)
	Girls A Grade 1500M - 1st Runner-up	Cheng Chen Daniela (5D)
	Girls C Grade Shot Put - Champion	Wong Kwan Ching (2D)
	Girls C Grade Shot Put - 2nd Runner-up	Mak Wai Man (2D)
	Boys A Grade 1500M - 2nd Runner-up	Yip Ka Ho (5B)
	Boys A Grade 5000M - 4th Position	Yip Ka Ho (5B)
	Boys C Grade 1500M - 2nd Runner-up	Lam Ho Fai (2C)
HKSSF Inter-school Swimming Championships Division Three (K1)	Boys C 100M Breast Stroke Champion	Mak Pak To (1E)
	Boys C Grade 50M Back Stroke - 2nd Runner-up	Chan Ocean (1A)
	Girls A Grade 50M Butterfly - 2nd Runner-up	Lai Pui Yi (5E)
	Girls C Grade 100M Breast Stroke - Champion	Siu Hoi Ching (1D)

	Girls C Grade 50M Breast Stroke - 1st Runner-up	Siu Hoi Ching (1D)
	Boys C 4x50M Medley Relay - 1st Runner-up	Chan Ocean (1A)
		Ho Tsz Him (1A)
		Mak Pak To (1E)
		Au Yeung Shing Him (1A)
	Boys C Grade - Overall 2nd Runner-up	Chan Ocean (1A)
		Ho Tsz Him (1A)
		Mak Pak To (1E)
		Au Yeung Shing Him (1A)
		Chiu Lut Ming (1A)
HKSSF Inter-school Cross Country Competition Division Two	Boys A Grade Individual - 9th Position	Yip Ka Ho (5B)
	Boys A Grade Individual - 4th Position	Jim Ho Kiu (3E)
	Boys A Grade - Overall 4th Position	Yip Ka Ho (5B)
		Chan Ka Tung (5E)
		Li Yik Chun Edgar (6D)
		Lam Hei Yin (6C)
		Au Cheuk Kiu Brian (5D)
		Chu Chun Ting (5D)
	Boys B Grade - Overall 1st Runner-up	Bok Chak Lam (3B)
		Jim Ho Kiu (3E)
		Wong Hoi Hei (4B)
		Chan Chun Tat (4D)
		Poon Yuet Man Matthew (4D)
	Boys Overall - 4th Position	Tse O San Solar (1A)
		Lee Yiu Fung (1C)
		Chan Wai Lap (2B)
		Choi Weng Sheng Matthew (2C)
		Lam Ho Fai (2C)
		Ngao Cheuk Yan (2C)
		Bok Chak Lam (3B)
		Jim Ho Kiu (3E)
		Wong Hoi Hei (4B)

		Chan Chun Tat (4D)
		Poon Yuet Man Matthew (4D)
		Yip Ka Ho (5B)
		Chan Ka Tung (5E)
		Li Yik Chun Edgar (6D)
HKSSF All HK Inter-Secondary Schools indoor-rowing competition - BOCHK Virtual Indoor Rowing Cup 2022 - 2023	ALL HK Girls A Grade 1000M - 8th Position	Cheng Chen Daniela (5D)
	HK & KLN Girls A Grade 1000M - 6th Position	Cheng Chen Daniela (5D)
	HK & KLN Girls C Grade 1000M - 6th Position	Tam Cheuk Nam (1D)
	HK & KLN Girls C Grade 1000M - 9th Position	Mak Wai Man (2D)
Hong Kong Junior Squash Cup 2023	Plate - Winner	Leung Cheuk Lam (3A)
Kowloon City District Age Group Tennis Competition	Boys 13-14 Group MH single - Fourth Position	Fung Sze Hang (3A)
	Boys Youth Doubles - 1st Runner-up	Fung Sze Hang (3A)
Celebration of the 73rd Anniversary of the PRC - National Day Half Marathon	10KM Men's Youth - Champion	Chan Chun Tat (4D)
	10KM Men's Youth - 1st Runner-up	Wong Hoi Hei (4B)

Others		
Events	Awards	Awardees
SCMP Student of the Year Awards 2022/23	Community Contributor - Winner	Wong Sze Kiu (6D)
	Grand Prize - Shortlisted	Wong Sze Kiu (6D)
	Best Improvement - Shortlisted	Wu Sik Yu Rachel (5C)
	Sportsperson - Shortlisted	Cheng Chen Daniela (5D)
	Performing Artist - Shortlisted	Lai Tsz Chin (6B)
Kowloon City District Outstanding Student Award	Junior Section - Merit	Lin Yuet (3E)
	Senior Section - Outstanding Student Award	Kwong Kin Fung (5D)

Sir Edward Youde Memorial Prize 2022/23		Au Hoi Ying (6D)
		Wong Yi Huen (6D)
Outstanding Girl Guide	Winner	Luo Yuk Lam (5A)
Multi-faceted Excellence Scholarship	Scholarship	Wong Sze Kiu (6D)
Hong Kong Student Service Leaders Award	Merit	Hui Yi Tung (5C)
		Jian Hung Yan (5E)
Hong Kong Organic Resource Centre - Organic Low Carbon Youth Program	Graduation certificate	Tang Yat Sum (5C)
		Chan King Fung (5E)
		Fong Wang Ren (5E)
		Jian Hung Yan (5E)
		Lui Ka Chak Johnny (5E)
Environmental Campaign Committee - Student Environmental Protection Ambassador Scheme	Gold Award	Chan King Fung (5E)
	Silver Award	Fong Wang Ren (5E)
	Bronze Award	Jian Hung Yan (5E)
	Merit Award	Li Yee Ting (1B)
		Cheung Yan (4B)
		Siaw Zi You Jasmine (4E)
		Wong Yan Yuet Veronica (5A)
		Tang Yat Sum (5C)
		Lui Ka Chak Johnny (5E)
	Basic Environmental Badge	Li Yee Ting (1B)
		Chan King Fung (5E)
		Fong Wang Ren (5E)
		Jian Hung Yan (5E)
《香港有多好》短片創作大賽	入圍優秀獎	黃婉晴 (5B)
		關詠熹 (5C)
		許怡彤 (5C)
		簡鴻欣 (5E)
		黃巧詠 (4A)
		方凱彤 (4C)
		邱悅芯 (3D)
香港學生服務領袖選舉	全港十大香港學生服務領袖	黃詩喬 (6D)
第十二屆全港學生中國國情知識大賽	個人賽全港季軍	黎芷芊 (6B)
	優異獎	胡凱翔 (6A)
		許怡彤 (5C)
		陳憬瑤 (3A)

「愛心行動獎」選舉	全港二十大「愛心行動大使」	黃詩喬 (6D)
	優異獎	陳樂軒 (6E)
		許怡彤 (5C)
「一帶一路·與我何干」綜合能力比賽	校際高中組冠軍	簡鴻欣 (5E)
		方凱彤 (4C)
		柳睿熹 (3E)
香港傑出學生服務大使獎勵計劃	彰顯公民責任組亞軍	簡鴻欣 (5E)
		關詠熹 (5C)
		許怡彤 (5C)
		黃婉晴 (5B)
		王皓朗 (5B)
		方凱彤 (4C)
		黃巧詠 (4A)
第二屆香港青少年中國文化和旅遊知識競賽	個人冠軍	李旻慧 (3E)
	全港初中組團體冠軍	柳睿熹 (3E)
		李旻慧 (3E)
		林玥 (3E)
		邱悅芯 (3D)

FINANCIAL SUMMARY 2022-23

	Income		Expenditure		Surplus/(Deficit)
	\$		\$		\$
I. Government Funds					
(a) EOEBG Baseline Reference	2,285,906.38		3,869,733.97		(1,583,827.59)
School & Class Grant - Other Income	158,007.27		0		158,007.27
(b) School Specific Grant					
Administration Grant	4,254,882.00		3,895,686.88		359,195.12
Capacity Enhancement Grant	654,502.00		1,395,584.96		(741,082.96)
Composite Information Technology Grant	565,906.00		531,788.88		34,117.12
Air-conditioning Grant	536,317.00		536,317.00		0.00
School-based Management Top-up Grant	51,615.00		41,000.00		10,615.00
School-based Speech Therapy Administration Recurrent Grant	8,258.00		0.00		8,258.00
Sub-total (a) + (b) :	8,515,393.65		10,270,111.69		(1,754,718.04)
(c) Non-EOEBG Funds	62,727,677.59		65,019,721.54		(2,292,043.95)
Government Funds Total (a) + (b) + (c) :	71,243,071.24		75,289,833.23		(4,046,761.99)
II. School Funds					
(a) Tong Fai	99,988.90		0.00		99,988.90
(b) Other Income	575,663.71		920,648.29		(344,984.58)
(c) Donation	0.00		0.00		0.00
(d) Donation for Chapel Refurbishment/SIP	34,370.20		71,766.03		(37,395.83)
(e) Approved Collection for Specific Purposes	202,157.80		808,929.00		(606,771.20)
(f) Scholarship	238,178.87		219,000.00		19,178.87
School Funds Total:	1,150,359.48		2,020,343.32		(869,983.84)
Balance B/F (Government Funds)					8,715,553.16
Balance B/F (School Funds)					4,519,554.80
(1) Deficit of Government Funds					(4,046,761.99)
(2) Deficit of School Funds					(869,983.84)
Total surplus for 22/23 school year					8,318,362.13