



**寶安商會王少清中學**  
**Po On Commercial Association**  
**Wong Siu Ching Secondary School**

**2019 – 2020**  
**School Report**

# **Our School**

## **Our Mission**

Our mission is to educate our students to adopt a respectful and humble disposition in life and pursue endeavours with perseverance and earnestness, to become self-initiated learners, responsible citizens and tomorrow's leaders with integrity. Our school motto is, "Reverence (敬), Humility (遜), Perseverance (時) and Earnestness (敏)". On this basis, we educate our students to understand and accept themselves and others, to live virtuously, to have life-long pursuit of knowledge for their personal growth and to possess social awareness and a sense of conscientiousness for the common good.

## **School Sponsoring Body**

Po On Commercial Association was founded in 1914. With a heart set on education, it established in Hong Kong the Po On Commercial Association Wong Siu Ching Secondary School and the Po On Commercial Association Wan Ho Kan Primary School in 1979 and 1997 respectively. The Association had also sponsored various primary school renovation projects through Sowers Action in Hunan and Yunnan with a keen concern for alleviating poverty and promoting educational development in China.

## **Incorporated Management Committee**

The Incorporated Management Committee (IMC) replaced the School Management Committee, the former governing body on 1 December 2011 to allow different stakeholders to be represented in school management and policy-making. Our IMC consists of 15 registered school managers, including 8 Sponsoring Body Managers, the Principal, 2 Teacher Managers, 2 Parent Managers, 1 Alumni Manager and 1 Independent Manager. The IMC exercises supervision, offers guidance to the school and oversees the school's daily operations.

## **Medium of Instruction**

Starting from Form One in 2010/11, English has become the medium of instruction in teaching and examination for the following subjects: English Language, Mathematics, Integrated Science, Physics, Chemistry, Biology, History, Geography, Computer & Information Technology, Economics and Business Accounting & Financial Studies. Chinese remains the medium of instruction for Chinese Language, Chinese History, Putonghua, Visual Arts, PE, Music, Design and Technology and Life Education. As for Liberal Studies, students are examined in Chinese but teachers can teach in either language.

## **School Facilities**

Our school is an aided, whole-day co-educational secondary school established in 1979. With a campus site area of over 6,000 square metres, we are one of the largest schools in Tsuen Wan District, providing spacious areas for student activities. The school has modern facilities and equipment, including 29 classrooms, 5 science laboratories, an outdoor playground, a covered playground, an assembly hall, an education research room, a library, a multi-media learning centre, a language laboratory, a Chinese room, an English room, a geography room, a design and technology room, a history & self-directed learning room, an art room, a music room, 2 computer rooms and a social workers' room. Each classroom is installed with a computer, a visualizer and a projection system. The school hall, all classrooms and special rooms are air-conditioned.

The Multi-purpose Area, on the ground floor of the new extension of the main building, has an estimated area of over 185 square metres. It has been renovated recently, equipped with air-conditioners, audio-visual facilities and folding glass panels for enclosure. The area serves as a venue for a variety of activities, such as small group assemblies, speech and singing performances, film shows, tests and examinations, and even private study in the evening, with a capacity of up to 140 students.

The School History Gallery, completed in 2019, displays a wide collection of memorabilia, from founding documents to photographs that illustrate the collective memories of student life over the past 40 years. Students and visitors are welcome to leave a memorable note on the guestbook after the tour to pass on the spirit of WSC.

## **Auxiliary Bodies**

Our Alumni Association, Student Association and Parent-Teacher Association were set up in 1994, 1995 and 1997 respectively. These three Associations are now operating smoothly according to their respective constitutions in enhancing the development of the school.

## **Class Structure**

We have 24 classes as follows:

Form 1 – 6: with 4 classes at each level

## **School Days**

Students attend school from Monday to Friday following a 6-day cycle. A test and an examination are scheduled for both the first and the second terms.

## Qualification of Teachers

1. We have 56 teachers in this school year:
  - 100% of them were formally trained in teaching;
  - 98% of them possess a Bachelor's degree;
  - 55% of them hold a Master's degree or above;
  - 44% of them have received special education training.
2. Most of the lessons are taught by subject-trained teachers.
3. Teacher's experience

Year of Experience	0-4	5-9	10 years or above
No. of Teachers	16%	23%	61%

## Student Population

The total number of students is 718.

## Curriculum

Class Level	Subject
Form 1 - 3	Chinese Language, English Language, English Literature, Mathematics, Chinese History, History, Geography, Science, Computer and Information Technology, Putonghua, Life Education, Music, Physical Education, Visual Arts, Design and Technology.
Form 4 - 6 (NSS Curriculum)	Chinese Language, English Language, Mathematics, Liberal Studies, Chinese Literature, Chinese History, History, Economics, Geography, Physics, Chemistry, Biology, Information and Communication Technology, Accounting and Financial Studies (Accounting Module), Visual Arts, Music, Physical Education.

# **Achievements and Reflections**

## **on Major Concerns**

### **Major Concern 1: To enhance the effectiveness of instruction.**

#### **1.1. To enhance curriculum effectiveness through strengthening interdisciplinary collaboration and comprehensive training for students**

- In the first year of the three-year development plan (2019-2022), curriculum effectiveness was achieved through the increased cross-subject collaborations. Students were able to access learning resources that make them more academically prepared for the next level. In general, all subject teachers managed to finish their respective tasks and produced expected educational outcomes.
- At the junior form level, a focus on building a solid foundation for generic skills was incorporated into daily teaching across the curriculum, which includes study skills (F.1), self-directed learning skills and creative thinking skills (F.2), and higher-order thinking skills (F.3 and above).
- The general outline of strategies for each level were:
  - F.1 – Through the introduction of thematic reading, teachers of PSHE KLA subjects, Chinese, English and Library jointly designed their curriculum under the theme of “Our Hong Kong” and asked students to read a theme-related book during the first and second terms. Students may select their books from the theme-based bookshelves set up in the Library.
  - F.2 – For the effective deliverance of instruction of learning strategies, teachers of Technology KLA received training through the HKUSDL STEM project learning programme organised by the University of Hong Kong. As a result, creative teaching was conducted during class-teacher sessions and lunchtime, and STEM sessions were arranged for students which encouraged idea exploration by using mind maps and drawing design layouts. Thematic reading and a cross-subject curriculum, including Geography, Chinese and Library, were designed for students to explore theme of ‘Technology’.
  - F.3 – Debate coaches were invited to provide training for teachers of PSHE KLA Subjects, Chinese and English in skills required in preparation for a debate competition. PSHE KLA panel heads were given a comprehensive thinking marking scheme at the beginning of term to devise a plan for integrating debates into their subject curriculum. This discussion will carry on in 2020-2021 for more interdisciplinary collaboration opportunities.

#### **Suggestion:**

- It was suggested that subject teachers find collaborative ways to manage their teaching time plans for the first and second terms in 2020-2021, such that students can

consolidate their knowledge while subject teachers focus on teaching the same theme during a similar period of time.

- Humanities and social science subject teachers were supposed to integrate the comprehensive thinking assessment criteria into their daily teaching as originally planned for last year, which however was interrupted by the suspension of classes in light of the COVID-19 outbreak.
- In the past year, the discussion of learning and teaching took place at the level of subject panel heads in all KLAs. Interdisciplinary coordination will further deepen at each form level, starting with the collaboration of F.3 language subjects and PSHE subjects in 2020-2021.

## **1.2 To develop diversified teaching strategies and utilise information technology for effective teaching**

- PSHE KLA subjects, Chinese and English departments drew up a reading list with a particular theme in accordance with the teaching curriculum throughout the year. For instance, various bookshelves have been set up for F.1 to F.3 on topics: ‘Our Hong Kong’ for F.1 and ‘Science and Technology’ for F.2. Students were required to read one book from the bookshelves for the first and second terms. For English language, students were asked to read comprehension articles about Hong Kong, Hong Kong MTR stations and so on. For Chinese language, F.3 students were required to read commentaries and expository essay writings.
- The STEM project learning programme was well received by teachers. Technology KLA teachers aimed to strengthen students’ capacities in self-learning by introducing the importance of identifying a given problem, thinking, and independently finding solutions in their daily teaching this year. Unfortunately, the implementation of the self-learning strategy was put on halt due to limitations on group activities as a result of the COVID-19 outbreak.
- To further develop F.3 to F.5 students’ critical thinking ability, PSHE KLA teachers integrated holistic thinking skills training into their teaching. Politico-economic commentaries were added to the F.4 and F.5 list of Chinese reading materials, including writings such as 《百年思索》 by Lung Ying-tai.
- E-learning was successfully promoted in all subjects at all form levels, refined under the COVID-19 outbreak. From the evaluation and feedback of KLA panel heads, teachers of different subjects managed to use online platforms and technologies, such as ZOOM, Google Meet, Google Form, Google Classroom, Explain Everything and so on, to record tutorial videos, conduct live lessons and distribute, collect and mark students’ assignments during the suspension of classes. Teachers managed to keep up with the original teaching schedule, though teaching effectiveness of different subjects varied depending on their particular nature. From 20th April, a unified class schedule adopted in junior forms was implemented smoothly and effectively. Most subject panel heads agreed that a unified class schedule is preferred if a suspension of classes

is announced again. They also suggested using unified teaching guidelines and teaching platforms. Lesson observation was conducted by the Principal through reviewing teachers' tutorial videos and student work during the suspension of classes.

Suggestion:

- F.2 STEM thematic study: Teachers will get students involved in group discussions as early as possible and explore the possibility for group activities to be held in classes, aiming to integrate the self-learning theory into an estimation of 4 sessions within the first term.
- More debate competitions will be organised this year to strengthen comprehensive thinking abilities for F.3 to F.5 students.
- E-learning will be regularized this year. For example, a Google Classroom will be set up for each class. The discussion on how to integrate online teaching into the daily teaching routine will be discussed on the next Staff Development Day.

### **1.3 To develop diversified assessment methods and utilise data to enhance teaching quality**

- Regarding self-assessment in F.2 level, the STEM thematic study adopted the iLap platform for learning and evaluation, which involved peer review, self-evaluation of students and evaluation from teachers. Evaluation criteria included four elements, including safety, feasibility, functions and convenience.
- A Student Performance Index was developed by teachers from the SAMS unit for F.3 students, which evaluated their learning performance in each subject over the past 3 years. This enabled students to understand their abilities in each subject more comprehensively and offered them a reference when they select their subjects for the senior years.

Suggestion:

- Comprehensive thinking will be developed as an assessment criterion this year for F.3 students. The integration of such a criterion into daily learning and assessment of different subjects will be explored.
- The Student Performance Index for F.3 students will be further refined.

### **1.4 To offer relevant professional training for the enhancement of teachers' capacities and confidence in implementing new teaching strategies.**

- During the first Staff Development Day, the Academic Affairs Committee invited an education institute, Edvenue, to provide training for teachers on how to incorporate study skills for F.1 level and creative thinking skills for F.2 level into day-to-day teaching.
- An experienced coach was employed to provide training to Chinese, English and Liberal Studies teachers on how to equip students with the essential skills when preparing for debates.

Suggestion:

- Students developed maturity in communication skills through the learning skills taught in F.1 and STEM thematic study skills in F.2.
- Focus should be placed on the development of advance thinking skills for F.3 students, including trainings on comprehensive and critical thinking.

**1.5 To review the mechanism for the choice of elective subjects in senior forms**

- To provide a wider range of elective subjects, the combination of X1 and X2 subjects was reorganised and more subjects are included in X3.
- Elective subjects were divided into three groups, allowing more flexibility for students promoting to F.4 to choose their preferred subject combination. Visual Arts was included in the regular curriculum.
- Students among the top 50% in their form in Mathematics can take an extended module (M1 or M2), while it was made compulsory for the top 30 students (excluding those who have taken an extended module in Mathematics) to take three electives.
- Regarding the senior form timetable, F.4 students will have a 6-day cycle week, attending 9 lessons every day.

Suggestion

- Reform of the mechanism for the choice of elective subjects has been completed. A constant review will be carried out to guarantee or enhance its effectiveness.



## **Major Concern 2: To strengthen students' learning efficacy – building a solid foundation in junior forms progressively**

### **2.1 To enhance students' efficacy in self-directed learning for their success in studies**

- Generic skills training was provided to junior form students in a progressive manner. For F.1, students had relatively less opportunities in using their study skills in preparing for lessons or in note-taking due to the impact of social movements and suspension of classes which caused a significant decrease in lesson time. For F.2, students were able to use mind maps for idea exploration during the STEM thematic study sessions which fostered project learning, collaborative and self-directed learning skills. For F.3, trainings in developing students' high order thinking skills were unable to carry out due to the suspension of classes.
- Thematic cross-curricular activities involving Chinese, English and Liberal Studies were carried out successfully to strengthen junior form students' abilities to read and understand texts in different media and genres. Please refer to the evaluation and discussion in Section 1.

#### **Suggestion:**

- The promotion of reading is one of the key focuses in the education sector. It is suggested that the habit of reading be further promoted by having more emphasis on evaluation on learning efficacy. Thematic cross-curricular reading will continue in 2020-2021.

### **2.2 To widen students' basic knowledge and cultivate IT literacy**

- Cross-curricular and extensive reading activities have been provided for junior form students to broaden their exposure to the contents of all subjects.
- F.3 students were offered more opportunities to read texts from different media sources but the effectiveness of the scheme was affected by the prolonged suspension of classes. Therefore, the scheme will carry on in 2020-2021.

#### **Suggestion:**

- Other than interdisciplinary reading, the promotion of information literacy among F.3 students will be discussed in 2020-2021. Debates will also be integrated into the teaching curriculum with the provision of other learning courses from different organisations.

### **2.3 To strategically cultivate students' generic skills and information technology literacy**

- For the evaluation of the promotion of self-directed learning skills through F.1 learning skills workshop and F.2 project learning skill workshop, please refer to Sections 1.1.2 and 2.1.1.
- Regarding the use of information technology for effective learning, a questionnaire on e-learning during the suspension of classes was distributed to F.1 to F.5 students by

the Academic Affairs Committee. According to the 244 questionnaires collected, results indicated that among F.1 to F.5 students, 82.8% claimed that teachers used Google Form Test; 91.4% claimed that ZOOM was used; 68% claimed that Google Meet was used; 87.3% claimed that Google Classroom was used and 84% claimed that tutorial videos were made. 75% of the respondents agreed or agreed totally that they could adhere to a learning schedule in a self-disciplined manner; 70% of the respondents agreed or agreed totally that they did not miss out submitting any of the online assignments; 82.4% of the respondents agreed or agreed totally that they attended all e-learning sessions arranged by their teachers during the suspension of classes; 85.7% of the respondents agreed or agreed totally that if classes were to be suspended again, a unified class schedule should be made/implemented as soon as possible; 61.5% of the respondents thought that the greatest learning difficulty during the suspension of classes was the lack of self-discipline; 48% of the respondents claimed that their difficulty was the lack of support and assistance in face of difficulties in completing given assignments.

- Of the 244 questionnaires, 68% were collected from junior form students. 88.7% of them agreed or agreed totally that teachers had already been arranging e-learning sessions and distributing assignments prior to the announcement of a unified class schedule; 68.5% of the respondents thought that the unified class schedule was announced at a good time; 28% (of the respondents) thought that it was arranged too late; 69.6% (of the respondents) agreed or agreed totally that the teaching schedule did not lag behind; 60.7% (of the respondents) claimed that teachers making tutorial videos and adding relevant quizzes were the most effective means; 57.5% (of the respondents) agreed that online submission and marking of assignments were effective; 56% (of the respondents) agreed that online live lessons were effective.
- For senior form students, with reference to the 76 questionnaires collected, 86.8% of the respondents agreed that teachers of different subjects carried out online teaching during the suspension of classes; 56.6% believed that the amount of assignments was appropriate, while 35.5% did not think so; 57.9% agreed that senior form students should have a unified class schedule, while 42% disagreed; 47.4% agreed that the teaching schedule did not lag behind, while 42.1% disagreed. The results showed that the teaching schedule of senior form students were most severely affected.

#### Suggestions:

- On suggestions enhancing learning efficacy through e-learning, please refer to Section 1.
- Supplementary classes were arranged at the end of the school year to make up for the loss of lesson time caused by the suspension of classes.

### **Major Concern 3: To foster students' positive values and develop essential learning skills for better connection with the people around**

#### **3.1 To uphold the moral and ethical standard of students and nurture good habits**

- The value education theme of the year is 'Courtesy and Respect for Others'. Although the school year started off smoothly, social movements had added stress to teacher-student relationship and caused distancing to varying degrees. Students managed to maintain basic courtesy, but mutual respect was not upheld strongly enough. Therefore, the education on 'respect' will be carried forward to 2020-2021 as one of the themes.
- Regarding establishing the culture of 'Courtesy and Respect for Others' through students' daily interactions with peers, teachers and staff, as well as the participation in learning activities subjects, although subject teachers had managed to incorporate elements of the theme into their curriculum, quite a number of activities scheduled had to be cancelled due to the suspension of classes, including talks, sharing sessions, workshops, video viewing activities, competitions, sharing in morning assemblies with keynote speeches and essays for the "Ringing Ten".

#### **3.2 To strengthen student support and their connection with the people around and the outside world**

- The Mid-year prize presentation ceremony originally scheduled in recognition of students' outstanding achievements failed to carry out due to the cancellation of all activities in the second half of the school year, including sports day, school bazaar, drama competition, inter-school sports competitions and so on. The end-of-school-year ceremony had to be cancelled as well due to the announcement for an early commencement of summer holidays by the EDB. Prizes were given out to students by their class respective teachers instead.
- Under normal circumstances, three post-exam days are designated as OLE Days to provide diverse activities for students of each form to encourage interaction, participation and the building of self-confidence. Due to the COVID-19 outbreak and the closure of borders, OLE activities within and outside Hong Kong were cancelled. Fees collected for the activities from respective organizations (deducting necessary expenses) have been returned to students by the Student Activities/OLE Coordination Unit and the General Office. Leadership training through overseas trips, mentorship programmes and training camps were also cancelled.
- Regarding life-planning education in relation to the provision of wider exposure for students in further studies and career opportunities, both domestic and overseas exchange tours were given up. However, teachers from the Careers and Life Planning Unit provided timely support to students in need of special counselling and academic guidance during the release of HKDSE results on campus. Holistic advice on further studies and career opportunities was offered online by the Careers and Life Planning Unit to all F.6 students in the afternoon on the same day.

### **3.3 To strengthen student support and their connection with the people around and the outside world**

- Services for SEN students were optimized by the Student Counselling & SEN Support Unit, school social workers and clinical psychologist working closely to ensure concerns were rightly addressed.
- Due to the COVID-19 outbreak and suspension of classes, sharing from the teachers and professionals on “Ringing Ten” were slightly affected. However, school social workers shared ways to relieve household tensions and tips on parent-child relationship building induced by social movements and prolonged suspension period to help students maintain healthy physical and mental health.
- The sense of belonging to the school was significantly strengthened with the active participation of our school managers, alumni and parents at the 40<sup>th</sup> anniversary celebrations. The newly-completed School History Gallery has brought fond memories to many at the opening ceremony. During the early stages of the COVID-19 outbreak, the donation of protective supplies to the school by the school’s sponsoring body has further promoted the identity and sense of belonging to the school. We hope that students may continue to experience the unique culture of caring and sense of belonging of WSC, with the active participation of all stakeholders.

# **Learning and Teaching**

The school seeks to develop our students' learning ability so that they will become life-long learners with critical and independent thinking. For junior forms, our target has been to encourage self-directed learning and enhance curriculum effectiveness by strengthening interdisciplinary collaboration and comprehensive training. At senior levels, we have focused on preparing students to strive for academic excellence for further studies through offering an extensive choice of elective subjects and trainings in critical thinking skills.

The Academic Affairs Committee is composed of the panel heads of the four core subjects and the major elective subjects. The Committee works closely with Panel Heads Co-ordination Unit, Staff Development Unit, Internal Examinations and Tests Unit and Promotion of Students Co-ordination Unit to oversee the implementation of teaching and learning strategies in the school to ensure a high quality of education.

In the three-year development plan (2019-2022), interdisciplinary collaboration has been fully administered to ensure curriculum effectiveness and comprehensive training needed for students' success. Through promoting the reading of thematic books and value education related materials at junior form levels, students gained a vast variety of knowledge and developed self-directed learning at the same time. This provided a solid foundation for them as they move up to the senior level.

In the past, teachers reflected the lack of professional development in the instruction of learning strategies. As it was the first year of the cycle, it is important for the school to provide teachers with adequate training in order to see lasting effects on students. Despite a few training workshops unable to commence due to the COVID-19 outbreak, teachers managed to take part in the HKUSDL STEM project learning programme and a STEM session was successfully organised for F.2 students with staff from the University of Hong Kong to teach creative thinking skills. In fact, interdisciplinary collaboration and the development of STEM took place in subjects such as Biology, Geography, Chemistry and IT at senior form level in the past. A number of STEM learning activities even reached out to the community and offered great opportunities for students to apply what they have learnt. We expect that, through this three-year plan, interdisciplinary collaboration and STEM can be integrated more extensively into daily learning and teaching.

Another aspect of this three-year plan is to diversify teaching strategies and to utilise information technology for effective teaching. This year, we have seen major growth in IT literacy for both teachers and students during class suspension. In the second term, training workshops were arranged for teachers on the use of online platforms and technologies such as Google Classroom, Google Meet and Explain Everything. Although results from questionnaires pointed to varying degrees of confidence with the use of e-learning platforms and its effectiveness in learning, quite a number of students claimed that tutorial videos and relevant online quizzes were effective. Adapting to the new normal, a more systemic approach to online teaching will be conducted in 2020-2022. A Google Classroom has been set up for each class and lessons will be conducted in accordance with the class-timetable if needed for class suspension in the future. More thinking skills training will be adopted in the curriculum for F.3 and onwards, with the integration of thinking skills as an assessment criterion for the humanities and social science subjects.

Overall, the 2019-2020 school year has provided a solid foundation to the development cycle. We will continue to consolidate efforts of each functional unit to provide a more effective teaching and learning environment for students.

## **Student Affairs**

In the past years, the Student Affairs Committee, headed by the Vice Principal (Pastoral Care), has been set up to coordinate various units, including Discipline Unit, Student Counselling & SEN Support Unit, Careers & Life Planning Unit, Moral & Civic Education Unit and Student Activities/OLE Coordination Unit, to provide suitable, timely and continuous support for students. In response to the circumstances this year, the School Crisis Management Team was set up in August 2019 and maintained close contact with the Student Association Cabinet and convened regular meetings with student representatives from the WSC Anti-extradition Bill Concern Group throughout the first term.

The theme for value education for the 2019-2020 school year, 'Courtesy and Respect for Others', resonated well with the needs of our students under the political climate at the beginning of the school year. In the first term, the aggregate mood and opinions related to the anti-extradition bill protests were rather intense and the call for student strike escalated with the occurrence of police-civil conflicts in Tsuen Wan. Although the school made it clear on the objection to any issuance of a student strike, we tried to respect students' demands and allowed them to voice opinions provided they were done so in a reasonable and peaceful manner. Two movable notice boards jointly managed by teachers and student representatives were allocated to students for expressing their care and concern for social issues.

In relation to students' understanding of the value education theme, there was indeed insufficient promotion due to the cancellation of most activities in the second half of the year. Teacher-student relationship had also become rather distant to varying degrees as social movements carried on. To a certain extent, basic courtesy was maintained but there was room for improvement on mutual respect. Therefore, we will continue with the theme of 'Respect' for 2020-2021.

Concerning pastoral care and the work of the Counselling & SEN Support Unit, teachers have noticed that parent-child relationship was a concern as social movements and uncertain economic environment persisted. During the first general staff meeting, teachers were reminded to detect any worrying family relationships among students and to foster the moral values of respect and trust to avoid conflicts, violence and bullying on campus. Parenting workshops led by the school social worker had also offered practical tips on parent-child relationship building and ways to help students maintain good physical and mental health during the prolonged suspension period.

As for our F.6 students, there was an uncertainty for the safety of face-to-face interactions to take place on the day of the release of HKDSE results due to the severity of COVID-19 cases during that period. However, our teachers from the Careers and Life Planning Unit considered it critical to provide timely support to students in need of individual counselling and allowed a small number of students to return to campus. Advice on further studies and career opportunities were then offered through online platforms to all F.6 students during the afternoon of the same day.

As we hope for the easing of COVID-19, more activities may be brought back to students' learning routine in 2020-2021 to strengthen students' resilience to difficulties and nurture good morals and positive attitudes.

# Student Performance

## Student Awards – External Competitions

### 1. Academic

Event	Award	Award Winner
<b>The Chemists Online Self-study Award Scheme 2020</b>	Diamond	5D Ng Sum Yu
	Diamond	5D Wong Ching Yi
	Diamond	6A Wu Hei Man
	Diamond	6C Au Yeung Yat Hong
	Diamond	6C Cheng Tsz Hin
	Diamond	6C Choi Hiu Lam
	Diamond	6C Kui Ka Yu
	Diamond	6C Lam Sheung Chi
	Diamond	6C Lam Shing Chi
	Diamond	6C Lau Yuen Man
	Diamond	6C Law Sui Pong
	Diamond	6C Tai Wing Hei
	Diamond	6C Wong Chi Hin
	Diamond	6C Yam Ka Pan
	Diamond	6C Yeung Kwong Wo
	Diamond	6C Yip Chung Sam
	Diamond	6D Kong Sin Yiu
	Diamond	6D Lee Ho Yan
	Diamond	6D Lei Long Yin, Matthew
	Gold	6D Ip Tsz Yan
	Silver	5D Wong Pak Hei
	Bronze	5C Cheng Yee Ching
	Bronze	5C Cheung Hok Pan
	Bronze	5C Lau Sum Tung
	Bronze	5C Ng Ngai Tung
	Bronze	5D Choi Man Chi
	Bronze	5D Li Siu Wang
	Bronze	5D Ng Fei Yeung
	Bronze	5D Yu Wing Sum
	Bronze	6B Chu Ka Ki
<b>Australian National Chemistry Quiz 2019</b>	HD Excellence	4C Cheng Yiu Fai
	HD Excellence	6C Chan Man Tik
	HD Excellence	6C Liu Wai Wing
	HD Excellence	6C Wong Chun Yin
	High Distinction	4D Chan Nok Man
	High Distinction	5C Shek Wing Him
	High Distinction	5C Liu Chu Hoy
	High Distinction	6C Lam Yan Yi
	High Distinction	6D Poon Chun Fung
	Distinction	4D Wong Ching Yi
	Distinction	4C Ng Ngai Tung
	Distinction	5C Au Yeung Yat Hong
	Distinction	6B Ching Kwong Kwan
	Distinction	6C Kong Wang Him
	Distinction	6C Lai Lok Yin

	Distinction	6C Tse Chung Hong
	Distinction	6C Wong Chun Cheong
	Distinction	6C Wong Wai Chak
	Distinction	6D Mo Hoi Ping
	Distinction	6D Ho Nang Chun
	Credit	4C Cheung Hok Pan
	Credit	4C Yu Chenxu
	Credit	4D Cheng Wun Yu
	Credit	5A Wu Hei Man
	Credit	5C Wong Hoi Chun
	Credit	5C Yam Ka Pan
	Credit	5D Kong Sin Yiu
	Credit	6B Ng Wai Yan
	Credit	6B Tai Yan Adeline
	Credit	6C Yan Ka Hei
	Credit	6C Lau Pui Yin
	Credit	6C Mak Ka Yu
	Credit	6D Lee Chui Shan
	Credit	6D Wong Yu Ning
	Credit	6D Lee Chui Shan
Credit	6D Kwok Tsz Ying	
「怪獸家長」短篇故事創作比賽	Finalist	3D Suen Cheuk Yin
		4B Lau Fung Ki
		4B Wong Kit Sum
		5A Lau Yan Yee
		5B Chow Tsam
		5B He Si Qi
		5D Tang Gwan Yung
5D Chan Wing Lam		

## 2. Speech and Debate

Event	Award	Award Winner
第四屆聯校新秀辯論賽	First	4C Choy Yiu Ting
		4B Wong Kit Sum
		5B Liu Ka Lai
		5D Li Wai Hung
		4B Ng Hoi Chak
		5A Hung Lok Wun
		5D Tang Gwan Yung

## 3. Sports

Event	Award	Award Winner
<b>Tsuen Wan &amp; Islands Secondary Schools Area Inter-Secondary Schools Competitions</b>		
Athletics Competition – Girls A Grade – Javelin	Fourth	4B Wong Sze Man
Athletics Competition – Girls A Grade – High Jump	Fourth	5D Wong Ka Lee
Athletics Competition – Girls B Grade – High Jump	Second	4A Tse Pui Yi
Athletics Competition – Girls B Grade – High Jump	Third	3D Leung Ka Na



Athletics Competition – Girls B Grade – 100m Run	Third	4D Ho Yin Lam
Athletics Competition – Girls B Grade – 200m Run	Third	4D Ho Yin Lam
Athletics Competition – Girls B Grade – Long Jump	Fourth	4C Lau Sum Tung
Athletics Competition – Girls B Grade – 4x100m Relay	Second	3D Mak Hau Tung, 4A Tse Pui Yi, 4C Lau Sum Tung 4D Ho Yin Lam
Athletics Competition – Girls B Grade Team	Fourth	3A Lau Lam Ching 3B Li Yan Yee 3B So Man Shan 3B Tong Sze Man 3B Woo Tung Yan Boey 3C Pang Phoebe Hoi Tung 3C Wu Yi Ying 3D Mak Hau Tung 3D Lo Nga Ki 3D Yip Hoi Nam 3D Leung Ka Na 4A Tse Pui Yi 4C Lau Sum Tung 4D Ho Yin Lam 4D Leung Yung Kei 4D Wong Lai Sze
Athletics Competition – Girls C Grade – 200m Run	Third	1B Duan Law Wai Yan
Athletics Competition – Girls C Grade – High Jump	Third	1B Duan Law Wai Yan
Athletics Competition – Girls C Grade – 4x100m Relay	Fourth	1B Duan Law Wai Yan 1C Li Wing Tung 2B Au Kar ee Angel 2C Wai Wing Yan

### 3. Visual Arts

Event	Award	Award Winner
<b>Kwai Tsing District Council Painting Contest 2019</b>	Third	5B Lei Hei Tung
<b>SINGPEX 2019: 36<sup>th</sup> Asian International Stamp Exhibition</b>	Silver Medal	5A Leong Ka Yi
	Silver Medal	5D Li Wai Hung
	Silver-Bronze Medal	5A Wong Sze Ki
<b>The Wharf Hong Kong Secondary School Art Competition</b>	Second (Sculpture)	6A Zhang Ziyi
	Merit (Painting)	6A Li Yan
<b>13<sup>th</sup> International Fo Guang Yuan Young Artist Award</b>	Selected Award	4D Wong Martin
<b>SANE III – Healthy Lifestyle Sticker Design Competition</b>	Merit	3C Wong Hoi Ting Heidi 3D Ngai Ka Yuen 3D Mak Hau Tung
<b>Grantham Scholarships Fund for Visual Arts</b>	Winner	4A Zhou QiaoLing

<b>The 12<sup>th</sup> Youth Visual Art Exhibition 2020</b>	HKOVAS Award	6A Yip Tsz Ching
	Outstanding Visual Arts Creative Award	5B Lei Hei Tung 6A Zhang ZhiYi 6D Poon Chun Fung
<b>PLK International Art and Design Competition 2020 – Hong Kong</b>	1 <sup>st</sup> Class Honours	5A Wong Sze Ki 5D Li Wai Hung 6D Poon Chun Fung
	2 <sup>nd</sup> Class Honours	5A Leong Ka Yi 5B Lei Hei Tung
<b>PLK International Art and Design Competition 2020 – International</b>	2 <sup>nd</sup> Class Honours	5A Leong Ka Yi 5B Lei Hei Tung
	3 <sup>rd</sup> Class Honours	6D Poon Chun Fung

## Former Students with Academic Honours (2018-2019)

Student Name	Year of Admission	Study Programme	Academic Honours
<b>Hong Kong Baptist University</b>			
Chan Wing Sum	2015	Bachelor of Business Administration (Hons.) (Marketing Concentration)	Dean's List
Chau Hei Yin	2016	Bachelor of Science (Hons.) in Chemistry	President's Honour Roll Dean's List
Cheung Hiu Yi Antonie	2017	Bachelor of Social Sciences (Hons.) in Geography	Dean's List
Cheung Man Yi	2015	Bachelor of Social Sciences (Hons.) in Communication – Public Relations and Advertising Major	First Class Honours President's Honour Roll
Ko I Lam	2018	Bachelor of Arts (Hons.) in English Language and Literature	Dean's List
Lam Hung Wan	2015	Bachelor of Chinese Medicine and Bachelor of Science (Hons.) in Biomedical Science	President's Honour Roll
Lee Kwan Wai	2018	Bachelor of Arts (Hons.) in Translation	Dean's List
Leung Wai Man	2015	Bachelor of Science (Hons.) in Computing and Information Systems	Dean's List
Ng Chun Fung	2018	Bachelor of Arts (Hons.) in History	Dean's List
Tsui Ka Man	2016	Bachelor of Communication (Hons.) in Public Relations and Advertising (Public Relations Concentration)	Dean's List
<b>The Hong Kong University of Science and Technology</b>			
Choy Tsun Ming	2015	Bachelor of Business Administration (Finance & Information Systems)	Dean's List
Leung Ho Ming	2015	Bachelor of Business Administration (Accounting & Finance)	Dean's List

## Academic Performance

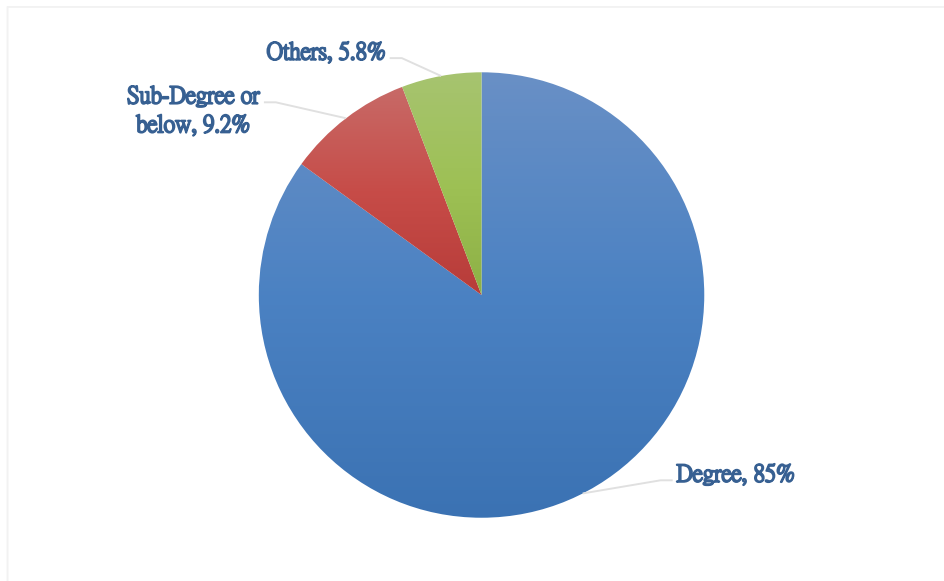
### 2020 HKDSE Results

Subject	No. of Candidates	Level 4 or above		Level 2 or above	
		WSC Students	Average HK Students	WSC Students	Average HK Students
<b>Chinese History</b>	<b>16</b>	56.3%	36.8%	100.0%	91.9%
<b>History</b>	<b>26</b>	38.5%	45.6 %	100.0%	94.9%
<b>Physics</b>	<b>46</b>	69.6%	49.1%	97.8%	90.1%
<b>Mathematics (Extended part)</b>	<b>46</b>	73.9%	57.2%	100.0%	90.9%
<b>Mathematics (Compulsory Part)</b>	<b>120</b>	77.5%	39.0%	100.0%	81.9%
<b>Geography</b>	<b>19</b>	78.9%	38.3%	100.0%	88.2%
<b>Biology</b>	<b>25</b>	64.0%	45.8%	100.0%	90.2%
<b>Chemistry</b>	<b>52</b>	65.4%	50.4%	98.1%	87.8%
<b>Business, Accounting &amp; Financial Studies</b>	<b>26</b>	57.7%	43.9%	96.2%	91.5%
<b>Visual Art</b>	<b>7</b>	100.0%	21.9%	100.0%	84.0%
<b>Economics</b>	<b>10</b>	20.0%	46.3%	70%	86.4%
<b>Liberal Studies</b>	<b>120</b>	53.3%	31.1%	100.0%	88.4%
<b>Chinese Language</b>	<b>119</b>	64.7%	32.6%	98.3%	86.7%
<b>English Language</b>	<b>119</b>	53.8%	29.6%	100.0%	80.3%
<b>Information &amp; Communication Technology</b>	<b>18</b>	66.7%	28.1%	100.0%	81.1%

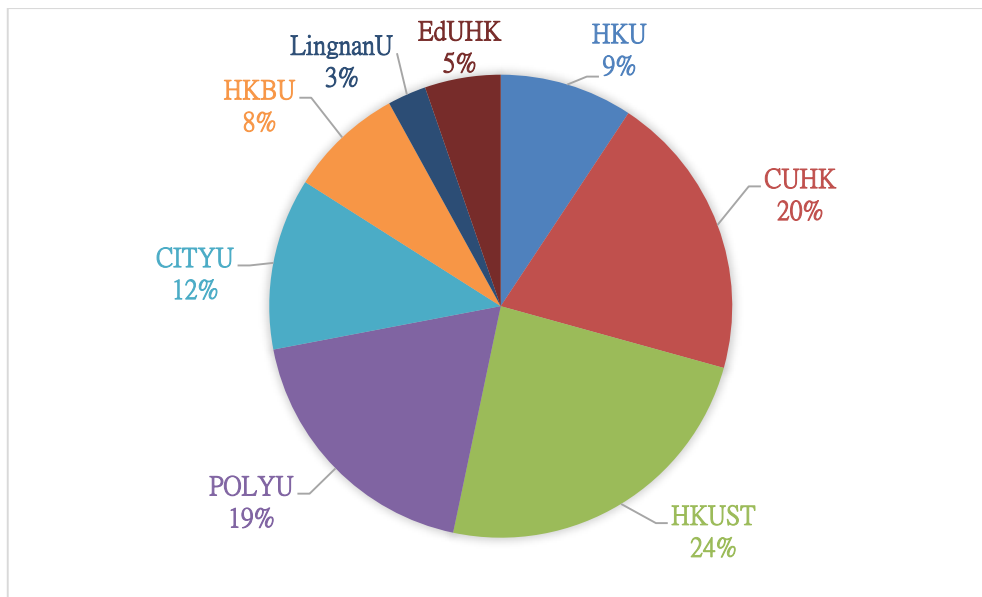
#### Remarks:

1. The above shows the subjects with over 50% of students attaining Level 4 and/or 100% of students attaining Level 2. The percentage is higher than that of the Hong Kong average.
2. 96.6% and 93.3% of students were awarded Level 3 (the basic language requirements for admission to the local universities) in English Language and Chinese Language respectively, which exceeded the Hong Kong average.
3. 107 students (89.2%) fulfilled the general entrance requirements for local undergraduate university programmes.

#### 4. JUPAS Main Round Offer for F.6 Graduates



#### 5. Distribution of F.6 Graduates Entering UGC-funded Degree Programmes



## 2019-2020 Scholarship Award List

### Internal Scholarships

<b>POCA Scholarships</b>	
Secondary School Level Scholarship	1C Leung Man Yin
Secondary School Level Scholarship	1D Wong Yee Yan
Secondary School Level Scholarship	1D Chang Wing Kiu
Secondary School Level Scholarship	2D Kong Yu Sen
Secondary School Level Scholarship	2D Ko Cheuk Yee
Secondary School Level Scholarship	2D Chong Wai Ki
Secondary School Level Scholarship	3D Lai Ching Fung
Secondary School Level Scholarship	3D Leung Lok Man
Secondary School Level Scholarship	3D Yip Hoi Nam
Secondary School Level Scholarship	4C Chan Cheung Fung
Secondary School Level Scholarship	4D Chan Nok Man
Secondary School Level Scholarship	4C Cheung Hok Pan
Secondary School Level Scholarship	5C Lam Tsz Ching
Secondary School Level Scholarship	5C Yam Ka Pan
Secondary School Level Scholarship	5C Au Yeung Yat Hong
University Level Scholarship	6C Wong Chun Yin
University Level Scholarship	6C Lau Pui Yin
University Level Scholarship	6C Lam Yan Yi
University Level Scholarship	6C Mak Ka Yu
University Level Scholarship	6C Tai Lok Hei
University Level Scholarship	6A Yip Tsz Ching
University Level Scholarship	6C Cheng Cheuk Ying
University Level Scholarship	6C Liu Wai Wing
University Level Scholarship	6C Chan Man Tik

### External Scholarships

Upward Mobility Scholarship	5A Chan Ting Yam 5C Yam Ka Pun
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## **Feedback on Future Planning**

In the first year of the 3-year school development cycle, the majority of our targets have been met and efforts will continue to be made to enhance the effectiveness of instruction, strengthen students' learning efficacy and foster their positive values and develop the essential life skills for their better connection with the people around.

To further promote academic achievement and holistic development of our students, more focus will be placed on training students' higher-order thinking in daily teaching, including skills for synthesising, analysing, reasoning, comprehending, application and evaluation, and by strengthening the organisation of debate competitions for F.3 to F.5 students in 2020-2021.

In the past, students expressed that varied learning opportunities are effective. To diversify teaching strategies in the new development cycle, F.1 students will receive training on study skills as well as Chinese and English reading skills. F.2 students will focus on the use STEM skills to stimulate creative thinking when engaging with subject materials. Daily teaching will also encourage more self-directed learning and the use of information technology. Critical thinking skills will be taught through learning how to distinguish the quality and authenticity of information from different media sources for F.3 to F.5. Moreover, e-learning will be regularised for all subject levels and lesson observation will be conducted to examine the effectiveness of instruction. Interflows will be provided for subject panel heads to discuss how they can make use of their data to enhance teaching and learning. Attempts will also be made to develop a performance database for individual students for more effective learning and teaching.

This year, interactive panels have been newly installed in the Physics Laboratory and Chinese History Room to facilitate student discussions and improve student engagement. The interactive whiteboard screen can be divided into four sections, which allows students to stand at the board and compete simultaneously to solve problems, so as to inspire healthy friendly competition.

It is our conviction that love, care and excellence form the core pillars of our education. We are glad to have teachers who are responsive to the needs of students. As we hope for the easing of COVID-19, a wide range of activities may be adopted in the coming year, such as cultural activities, career activities, self-discipline camp, education camp, leadership training camp and study tours for students, to broaden their learning experiences outside the classroom, fully stretch their potentials, facilitate their all-round development and strengthen their moral beliefs.