



CWGC

School Report (2022-2023)

I. SCHOOL INFORMATION

A. School Profile

Christian Alliance Cheng Wing Gee College, established in 1984, is the third school affiliated with the Kowloon Tong Church of the Chinese Christian and Missionary Alliance. Our school is a full-time aided co-educational secondary grammar school.

B. Mission Statement

Based on a Christian ethos, our dedicated and collaborative team of staff members is committed to providing a holistic and balanced education. We prioritise the development of students in the areas of spirituality, ethics, intellect, physique, social skills, and aesthetics. We hope that students can develop self-confidence, self-discipline and self-learning spirit in a supportive and encouraging environment. At the same time, we aim to help our students learn the redemption gospel, understand life-guiding principles, learn to be well-mannered, think discreetly and show discernment, act swiftly and be healthy, know how to appreciate others and artistry, love their families and community, contribute to the country, and ultimately glorify God and benefit mankind.

C. School Motto

“The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding.” (Proverbs 9:10)

D. Campus Facilities

Our school features a total of 40 standard classrooms, along with specialised rooms such as the Science Laboratory, Innovative Design and Technology Room, Multi-functional Activity Room, and Campus Television Studio. Each of these spaces is equipped with air conditioning, computers, and interactive whiteboard touch panels, creating an optimal learning environment that supports diverse teaching methods.

Furthermore, our school makes full use of every corner of the campus to provide various co-working and get-together areas, including the Grateful Heart Centre, Secret Garden, Learning Oasis, Hybrid Library, and E-Maker Hub for creative projects. These spaces allow students to unwind, alleviate stress, engage in communication, and forge connections outside of regular class hours, thereby fostering a sense of belonging and creating a collaborative and inclusive learning community.

E. Class Structure & No. of Students

Form	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Classes	4	4	5	4	4	4	25
Male	57	58	54	63	53	49	334
Female	59	52	68	57	52	52	340
Total No.	116	110	122	120	105	101	674

F. Student Attendance Rates

Form	S.1	S.2	S.3	S.4	S.5	S.6
%	97.8	98.0	98.1	97.4	95.4	97.1

G. No. of Active School Days

No. of days in a school year with regular classes	No. of days in a school year with learning activities organised for the whole school or whole-class level of students
139	58

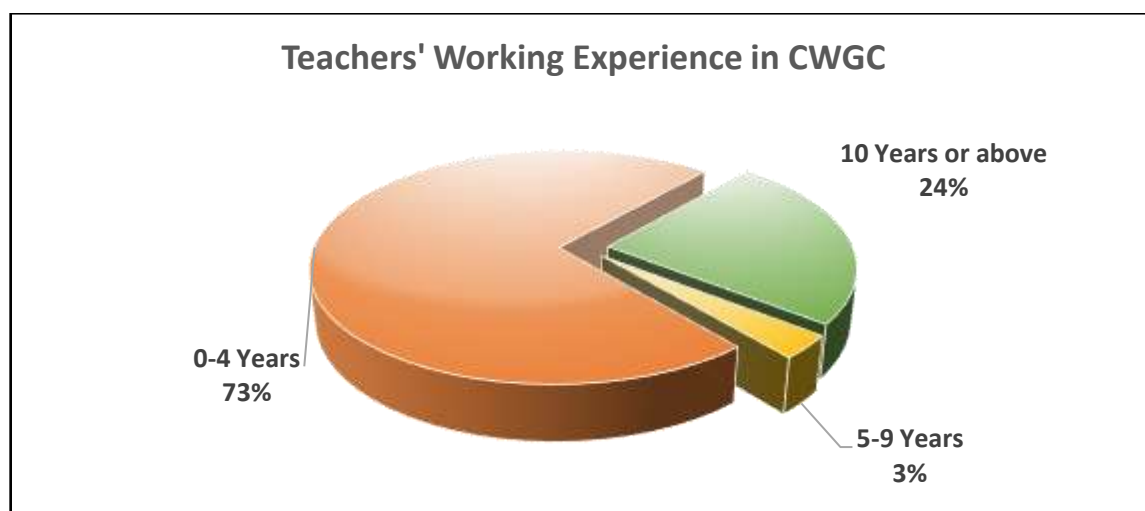
H. Percentage of lesson time for each Key Learning Areas (KLA) (S.1-S.3)

Subject	%
Chinese Language Education	17.5
English Language Education	17.8
Mathematics Education	13.6
Science Education	12.2
Technology Education	10.1
Personal, Social & Humanities Education	18.3
Arts Education	6.0
Physical Education	4.6

I. Teaching Staff's Qualifications & Professional Development

Our teaching staff consists of highly qualified and experienced individuals. Among them, we have one staff member holding a PhD, 22 with master's degrees, and 39 with bachelor's degrees. In addition, all our English and Putonghua teachers have either fulfilled the Language Proficiency Requirement or have been exempted from it.

We prioritise the continuous development of our teachers' subject knowledge and teaching skills. In the academic year 2022-23, all our in-service teachers and newly joined teachers have successfully completed the designated professional training hours required by the Education Bureau. Furthermore, some teachers have chosen to further enhance their professional training by pursuing master's degrees in their respective subject areas.



II. ACHIEVEMENTS & REFLECTION ON MAJOR CONCERNS

Major Concern I:

Pursuing Academic Excellence through Effective Teaching and Learning

Achievements	
1.1	For addressing the school's major concern I, 3 targets were devised as follows: Target 1: Enhancing the effectiveness of classroom teaching Target 2: Equipping students with skills/habits/ attitude for effective learning Target 3: Enhancing the School's English Environment Majority of teachers agreed that the targets and strategies could address the school's major concern I. Corresponding strategies can continue to be implemented in 2023-24 with minor updates.
1.2	For Target 1, over 95% of teachers agreed their overall effectiveness in classroom teaching was enhanced via strategies like in-house professional development programmes, subject-based classroom teaching pedagogies and pull-out subject-based programmes catering for learning diversities. Among the various professional development programmes, 95% of teachers agreed the professional sharing within subjects and the peer observations could establish a professional interflow culture. About 90% of teachers agreed their subjects had developed subject-based classroom teaching pedagogies for enhancing teaching effectiveness and 95% of teachers also agreed the implementation of those subject-based classroom teaching pedagogies could address the target set.
1.3	For Target 2, 91% of teachers agreed students were equipped with skills/habits/ attitude for effective learning via subject-based strategic plans, form-based programmes organised by various departments, subject-based e-learning strategies and self-directed learning units. 98.3% of teachers agreed the subject-based strategic plans like pre-lesson preparation, note-taking in lessons and active lesson participation with enhanced teacher-student and student-student interactions across all levels could enhance the learning effectiveness of students and 96.6% of teachers also agreed the aforementioned skills/habits could be observed among students in classroom learning and their work.
1.4	For Target 3, over 70% of teachers agreed the overall school's English environment was enhanced via strengthening the effectiveness of using English as the MOI in classroom teaching and learning, promoting reading across curriculum and organising fun-based English activities. Over 90% of teachers agreed subject-based strategies to bridge the transition in studies for S.1 students were developed and over 80% of teacher found them effective. Over 70% of teachers agreed different schemes/activities for cultivating an English-rich environment conducted could address the target set.
Reflection	
1.1	For Target 2, less than 80% of teachers agreed their subjects had developed and enforced subject-based pre-lesson preparation, which showed a decline as compared with the result of last year. Also, less than 50% of students agreed

	they had the habit to do the pre-lesson preparation. The two data indicated a drop in the effectiveness of this strategy in addressing the target set, which arouses the school's attention for improvement.
1.2	For Target 3, the agreement rates from both teachers and students that the overall school's English environment was enhanced improved when compared to those of last year. However, their feedback on students' interest in reading English books and participation in schemes/activities showed a need of more concern.
1.3	Generally, student agreements for Target 2 ranged from 50% to 60% showing that the strategies addressing the target were to a certain extent effective. However, for Target 3, agreements dropped obviously with high rates in the option 'Neutral'. This might be due to the fact that students had no ideas or just forgotten what the school had done for them as the questionnaires were done at the end of the school year. Maybe a review before completing the questionnaires can help recall their memories so as to reflect a more genuine performance.
Feedback and Follow-up	
1.1	Pre-lesson preparation has been practised in the school for several years even before this School Development Cycle and the feedback was satisfactory. Maybe it was due to newly joined teachers lacking experience in this area. Thus, it is recommended the school needs to promote and elaborate the practice more so that teachers can grasp the underlying rationales.
1.2	Reading especially with English books and participation in English schemes/activities are hard to promote. The school needs to devise more innovative and interesting activities to encourage students' participation.
1.3	For the enhancement of students' participation, the school needs to explicitly announce the school's concerns and the emphasis in the Teaching and Learning domain at the beginning of the year to bring out the focus students should know and work with for optimising the effectiveness. At the end of the year, a review needs to be conducted for students to recall what the school has done for them and they have participated in so that the coming evaluation can be made more fruitful.

Major Concern II:

Empowering students to be their own remarkable – be positive, be committed, be connected

Achievements	
2.1	For Target 1, 100% of teachers agreed the common lesson scheduled for S.1 BK lessons across the whole form could effectively promote fellowship activities and infiltrate Christian perspectives into values education. 100% of teachers agreed the specific set of positive values embedded in life events and issues under various domains was incorporated into Biblical Studies and L&S curriculum. Over 95% of teachers agreed the school were able to consider students' developmental needs to determine the core theme of values education and priorities at all levels and values education were promoted via class teachers' personal sharing, class-based activities and school-based

	teaching kits. Overall, 93.5% of teachers agreed the school could nurture students' positive values and attitudes as well as giving them the opportunity to put into practice through the diverse learning and teaching of various KLA/subject curriculum and other relevant learning experiences.
2.2	For Target 2, Over 90% of teachers agreed their subject panel/ executive department implemented the National Security Education (NSE) in accordance with the updated curriculum documents and guidelines issued by the EDB and students could develop a sense of national identity through NSE-related activities. 90% of teachers agreed a wide spectrum of intellectual, cultural and interest clubs was introduced to enhance and build on student's experiences and learning within the school and forge links with the wider community. Around 95% of performing platforms and co-curricular learning activities were structured to provide students with opportunities to showcase their talent potential. Overall, 92% of teachers agreed the school could provide students with a holistic and balanced learning experience, allowing them to develop their potential, build self-confidence, and enhance their sense of commitment for personal life, society and the country.
2.3	For Target 3, Over 95% of teachers agreed students were engaged with a wide range of class-based activities, inter-class and inter-house competitions and activities. Over 90% of teachers agreed students showed active participation while positive peer relationships were promoted and student-teacher rapport was strengthened. Over 90% of teachers agreed various renovations were undertaken to create collaborative and inclusive communities for learning and belonging; corner spaces on the school campus were fully utilised as a means of supporting student learning and fostering their sense of community. Overall, 95% of teachers agreed the school could use different resources to mobilise different stakeholders to build a caring campus, create an atmosphere conducive to learning for students, and actively cultivate their sense of belonging to the school.
Reflection	
2.1	For Target 2, less than 75% of teachers agreed students showed strong interest in the school-based iCare programme, which was formulated to broaden students' perspectives and sharpen their social awareness. The programme included an array of social services, training and workshops, as well as experiential activities. Furthermore, less than 60% of students agreed they were able to broaden their horizons and enhance their concern for society by participating in the experiential activities of the school-based iCare programme. The two data indicated a drop in the effectiveness of this strategy in addressing the target set, which arouses the school's attention for improvement.
2.2	For Target 2, around 80% of teachers agreed a peer mentoring culture with senior committee members coaching junior members was promoted to foster a supportive spirit in the school and prepare future leaders. In addition, around 50% of students agreed they were able to develop their leadership potential and competences by participating in the leadership training programmes. The data indicated the school needs to enhance leadership training.

2.3	For Target 3, around 85% of teachers and around 50% of students agreed the school could make use of the newly renovation venue (e.g. Graceful Heart Centre) to promote positive mental health. The data indicated a drop in the effectiveness of this strategy in addressing the target set, which arouses the school's attention for improvement.
2.4	Generally, the agreement in students' questionnaires for the evaluation of the school's major concern II was about 50% to 60%. About one-third of students chose the neutral option. This might reflect that students were not aware of the school's emphasis in the year. They had no idea about what the school had purposively done for them, which would inevitably reduce the effectiveness of the various strategies. Thus, the school is advised to explicitly announce the school's concerns and emphasis in the Students Support domain throughout the year to bring out the focus students should know and work with for optimised effectiveness.
Feedback and Follow-up	
2.1	School-based iCare programme has been practiced in the school for over ten years. Mainly, students sign up for at least one voluntary service on their own. Due to the limited number of places, they may not be able to participate in the voluntary service that they are interested and they cannot participate together with their classmates. Therefore, this programme needs some new elements such as organising voluntary services by the class union, letting the whole class to participate together, providing form-based voluntary service days for students of all levels, arranging debriefing and reflections to deepen students' experience, and motivating students to participate in voluntary services in future.
2.2	There are only two school-wide leadership trainings per year, which are coordinated by the Co-curricular Activities Department. The students who benefit are mainly the chairpersons of the functional groups. It is necessary to mobilise various functional groups to provide thematic leadership training programmes for their student leaders. Moreover, for the enhancement of leadership training, the school needs to formulate plans and implement the peer- mentoring scheme to foster co-working between senior and junior committee members.
2.3	The Guidance & Counselling Department arranged a Gratitude Week to be held at the Graceful Heart Center in May to promote positive mental health. The stakeholder surveys were held from February to April, so the data might not accurately reflect whether the school could make use of the Graceful Heart Centre or not. It is suggested that the Guidance & Counselling Department can arrange the Gratitude Week to be held at the Graceful Heart Center in April or before in the coming year and can cooperate with different departments to arrange regular and various activities to promote positive mental health.
2.4	To enhance students' participation, the school needs to announce the school's concerns and the emphasis in the Student Support domain explicitly at the beginning of the year to bring out the focus students should know and work with for optimising the effectiveness. At the end of the year, a review needs to be conducted for students to recall what the school has done for them and what they have participated in so that the coming evaluation can be more fruitful.

Major Concern III:

Improving administrative work efficiency and building up Professional Learning Community

Achievements	
3.1	For Target 1, the school has successfully implemented strategies to streamline administrative processes, reduce paperwork, and automate routine tasks. These efforts have resulted in improved efficiency and time savings for staff members (teacher agreement rate of 82.3%). Additionally, the school has effectively promoted the Whole School Approach to equip teachers with the latest educational trends and developments, while also strengthening their sense of ownership and belonging within the school community (teacher agreement rate of 80.6%).
3.2	For Target 2, the school has successfully implemented strategies to enhance its facilities. These include renovating the staff room, upgrading classroom infra-red microphones and computers, and installing flat TVs/interactive boards. These efforts have resulted in the creation of a more conducive learning environment, promoting interactive teaching and learning, and ultimately improving student learning outcomes (teacher agreement rate of 96.8%).
3.3	For Target 3, the school has successfully created opportunities for professional development and interflow among staff members. These opportunities include open classroom weeks, peer observation, mentoring, new staff induction, professional development workshops, as well as the school-based Inspiring Professional Growth Series @ CWGC. These efforts have fostered a strong Professional Learning Community, where teachers collaborate and share knowledge. As a result, there has been an improvement in instruction and student learning outcomes (teacher agreement rate of 91.9%).
Reflection	
3.1	Achieving a teacher agreement rate of over 80% for Target 1 provides compelling evidence that our approach to restructuring the administrative framework is heading in the right direction. However, we must continue our efforts to facilitate effective communication and collaboration among staff through a streamlined structure, ultimately enhancing the overall administrative efficiency of the school. Moreover, in terms of the whole school approach, significant strides have been made by all individuals in understanding and implementing the concept. Notably, in areas such as guidance, counseling, and student career planning, we have successfully nurtured collaboration and fostered a supportive environment that prioritises the holistic development of our students.
3.2	Target 2 has achieved an exceptional teacher agreement rate, exceeding 96%. In our continuous pursuit of enhancing teaching and learning, we have equipped all classrooms with whiteboard touch panels. These innovative tools enable teachers to employ interactive teaching methods, leveraging the electronic teaching tools and instructional resource library available on the whiteboards. As a result, our classrooms have become dynamic and flexible learning spaces that

	encourage heightened interaction among teachers, students, and peers. Moreover, the integration of these tools spark students' curiosity, interest, and motivation, creating an engaging environment conducive to effective learning.
3.3	Target 3 has also achieved a significant level of teacher agreement, surpassing 90%. Over the past two years, we have prioritised the professional growth of our teaching staff, placing great emphasis on providing them with opportunities to enhance their skills and knowledge. Initiatives such as open classrooms and collaborative lesson planning have been successfully implemented, fostering a culture of interdisciplinary approaches and yielding consistently positive outcomes. We take pride in witnessing significant progress and breakthroughs in public examinations, which serve as a testament to the effectiveness of our enhanced instructional methods.
Feedback and Follow-up	
3.1	We are dedicated to further enhancing the school administrative framework by implementing automation for routine tasks and establishing clear policies. These initiatives will contribute to the overall quality and standards across the entire school. Additionally, we will persist in promoting the Whole School Approach, which entails deepening our staff members' understanding of all aspects of school operations. Through fostering collaboration and mutual support among our staff, we aim to create a harmonious and cohesive environment within the school.
3.2	The school will continue to optimise campus facilities to provide students with an improved learning environment, which will include: ① The Ground Floor Corridor will be designed with the theme of God's creation, allowing students to feel the atmosphere of God as the beginning and end, the one true God, as soon as they step onto the campus. ② The Second Hall will be themed around Sabbath, integrating elements of STEAM and lighting programming to create a comfortable space for reading, interaction, communication, and showcasing creativity and vitality. ③ The Grateful Heart Centre and Secret Garden will provide tranquil resting places for students, allowing their minds to find peace and regain inner strength. ④ The Learning Oasis will offer diverse reference materials and practice exercises to help students focus and systematically prepare for assessments and public examinations.
3.3	We recognise that the growth and success of our students are closely intertwined with the empowerment and growth of our teachers and staff. In response, we are fully dedicated to providing our educators with a multitude of opportunities for professional growth and the unwavering support they deserve. We will prioritise comprehensive training programmes, valuable mentorship opportunities, and well-deserved recognition for our teachers and staff. Our goal is to foster a vibrant culture of collaboration, innovation, and unity where everyone, including students and staff members, can thrive, shine, and excel in their endeavors.

III. OUR LEARNING & TEACHING

A. Reading to Learn

Morning reading sessions were scheduled for Tuesdays and Thursdays, providing students and teachers with a peaceful environment for reading. In addition to these sessions, subject-specific reading arrangements were made in language subjects and other disciplines to cultivate students' reading habits, expand their knowledge, and deepen their understanding of various subjects.

Collaboration between the library, English Panel, and EMI subjects was emphasised to organise activities that promoted reading English books with different text structures, complementing the lessons taught in English. Students in S.1 - S.3 were encouraged to visit the school library for reading and to participate in related activities. Furthermore, it became mandatory for all S.3 students to visit the library during their English lessons.

On 5 May 2023, a Reading Carnival was held, providing a platform for teachers and students to engage in various reading activities. These activities included silent reading, author talks, book exhibitions, reading sharing sessions, and film and literature appreciation. The event was a resounding success, offering a diverse range of activities that allowed teachers and students to celebrate the joy of reading and promote literacy.

To promote reading across different subjects, reading materials on various topics were distributed to all S.1 - S.3 students after the second unit test, aiming to spark their interest in learning different subjects in English. Subjects and various departments/committees were encouraged to apply for the Promotion of Reading Grant, which encouraged students to read independently and fostered a reading-friendly atmosphere in the school, ultimately broadening students' knowledge base.

B. Project Learning

To provide students with opportunities to integrate and apply knowledge and skills across disciplines, two cross-curricular projects were implemented as follows:

S.1: Integrated Science + Computer Literacy + Design & Technology + Mathematics

S.2: Integrated Science + Computer Literacy + Design & Technology

C. Information Technology for Interactive Learning and Self-directed Learning

The school boasts well-equipped information technology facilities, ensuring that all classrooms and special rooms are equipped with computers, interactive touch panels, and visualisers. Various Learning Management Systems (LMS), including Google Classroom and eClass, have been adopted for both school administration and interactive learning

purposes. Students utilise these e-Learning tools to submit assignments and receive feedback from their teachers. Additionally, email and various online platforms are utilised to encourage discussion and communication among students and teachers.

Each Key Learning Area has designated an e-Learning coordinator responsible for exploring and implementing different e-Learning pedagogies and resources at the subject level. Sharing sessions on e-Learning tools and practices are organised during general staff meetings by the Chairperson of the Information and Communication Technology Department, promoting professional interflow among staff members and enhancing teaching and learning practices.

Teachers frequently employ online learning tools such as Kahoot!, EdPuzzle, and Nearpod to facilitate interactive learning experiences. These tools contribute to student engagement and foster creativity, problem-solving abilities, and communication skills. Furthermore, the Campus TV platform continuously upgrades its facilities from 2020-21 and onward. It provides students with opportunities to fully unleash their potential by participating in various organised activities. The platform serves as a means for students to enhance their creativity, problem-solving abilities, and communication skills.

D. Value Education including Basic Law Education & Safeguard National Law

Our primary objective is to empower each student to become an informed and responsible citizen who possesses a strong sense of national and global identity. We strive to instill in our students an appreciation for positive values, attitudes, Chinese culture, and respect for diversity within society.

The core values of Showing Perseverance, Having Respect for Others, Sense of Responsibility, Caring for Others, Empathy, Commitment, Integrity, Law-abidingness, National Identity, and Diligence are deeply ingrained in the teaching and learning across all Key Learning Areas. These values serve as guiding principles that shape the educational experience of our students in every aspect of their academic journey.

Additionally, our school has established a working group dedicated to safeguarding national security and promoting national security education. This group adopts a whole-school approach to develop and implement relevant measures. Its purpose is to enhance students' moral and ethical development, as well as to foster communication and collaboration among various stakeholders within the school community.

E. Learning without Boundaries

A wide range of activities were organised or participated in to provide students with enriching learning experiences beyond the classroom. These activities included:

Sep 2022	House AGM
Oct 2022	All Good Day 師生眾樂日
Oct 2022	Administrative Leadership Training Workshop
Oct 2022	Self-enrichment Project 「堅·自肥企劃」
Nov 2022	Prefects Adventure Training Day (Tsing Lung Stream)
Nov 2022	AGM for Clubs and Societies
Nov 2022	Hong Kong Speech Festival
Nov 2022	Sports Day
Dec 2022	Animal Service for iCare Program
Dec 2022	Inter-house Music Festival
Dec 2022	Christmas Service
Jan 2023	S1 students visiting the Hong Kong Palace Museum
Jan 2023	S2 students historical and cultural guided Tour
Feb 2023	CCA Days
Feb 2023	Visiting Christian Concern for the homeless Association
Feb 2023	Cultural Tour of Kowloon City
Feb 2023	中國文化日
Feb 2023	STEM X 海洋航行器設計比賽
Feb 2023	Hong Kong Youth Mathematics High Achievers Selection Contest
Feb 2023	Hong Kong Mathematics Olympiad
Feb 2023	Positive School Inter-house Ball Game
Feb 2023	English Drama Appreciation
Feb 2023	Visiting the Minority in the Society
Mar 2023	English Fun Day
Mar 2023	Jockey Club Student Drawing Competition
Mar 2023	The Elderly Social Service
Apr 2023	Easter Service
Apr 2023	Ocean Park Science Exploration Activity – Bamboo Eaters
Apr 2023	S1-2 Community Exposure service
Apr 2023	iCare 13 Christian Concern for the homeless association Guided Tour
Apr 2023	Entrepreneurial Development Activity
Apr 2023	iCare 13 Community service for the elderly visit
Apr 2023	Chinese Opera Appreciation
Apr 2023	Hong Kong Seeing Eye Dog Service Center Flag Selling Day
May 2023	S5 Geography Field Camp
May 2023	Reading Carnival
May 2023	Campus Festival
May 2023	Automated System (HK) Ltd (ASL) Job Shadowing Programme
May 2023	STEM 海洋生物擱淺之謎 2022-2023
May 2023	Visit to the Lok Sin Tong Benevolent Society Kowloon and Guided Tour
May 2023	The Society Visit & Social Service in Yau Ma Tei
May 2023	S5 CSD Trip
May 2023	Dialogue in the Dark
May 2023	S1 English Project Learning Activities
May 2023	RoboMaster 機甲大師融合盃
Jun 2023	Stem Day
Jun 2023	Inter-class basketball Competition
Jun 2023	Rocket Car STEAM for All Fun Day
Jun 2023	Inter-class fashion Show
Jul 2023	S4 CSD Trip
Jul 2023	Ecological Tour (Tsim Bei Tsui & Hong Kong Wetland Park)
Jul 2023	Joint-School Drama Performance
Jul 2023	English Cooking Workshop
Jul 2023	Generative Art Workshop
Jul 2023	Museum Guided Tour
Jul 2023	1st Step to Healthy Lifestyle
Jul 2023	Inter-house Debate Competition
Jul 2023	Religious Summer Camp (Organize by Love Foundation)
Aug 2023	CCA Prefects and Cultural Team Training Day
Aug 2023	Student Leader Training Camp

IV. SUPPORT FOR STUDENT DEVELOPMENT

Our school is dedicated to nurturing the holistic development and personal growth of our students as individuals and responsible members of the community. This mission is achieved through collaborative efforts from various departments and committees, including the Guidance & Counselling Department, Discipline Department, Career Planning & Guidance Department, Co-curricular Activities Department, Religion & Outreaching Department, Student Affairs Department, SEN Student Support Department, and Civic, Moral, Nationalistic, Sex, Health & Environmental Education Department, all guided by our Christian faith mission and vision.

A. Pastoral Care

We firmly believe that each student is unique and deserving of individual care. To provide comprehensive support, our students benefit from a robust network of care, which includes a dual class teacher system, orientation programmes, the Big-Brother-and-Big-Sister Scheme, teacher training, and workshops tailored to cater to students' needs.

Since 2010, we have organised S.1 Orientation Programmes to help new students adapt to their secondary school life. These programmes are the result of the concerted efforts of different departments and committees. In 2022-23, we introduced the S.1 Orientation Week and on-campus lunch arrangements in the first term to better prepare students for their secondary education.

Support for students in need is provided through the assistance of an educational psychologist (with 30 or more visits per year) who collaborates with and supports teachers and parents, two school social workers from the Hong Kong Children and Youth Services (funded by the EDB), and a full-time counseling worker (funded by the Learning Support Grant) who meets the needs of SEN students and provides pastoral care to those in need. Our school team members are dedicated to realising our potential and developing a deep sense of care for students and their families.

As the epidemic gradually comes to an end, it is crucial for students to develop a positive attitude when facing adversity. Our Guidance and Counselling Department launched workshops and programmes aimed at enhancing gratitude, one of the character strengths in positive education. Throughout the year, we conducted various workshops and seminars to raise students' awareness of gratitude and encourage them to appreciate the things around them. Additionally, with the assistance of class teachers, we introduced the PERMA model, which originates from the psychology of happiness, in life-education lessons.

Furthermore, our year-end programme Gratitude Week was a success. The programme included teachers sharing their grateful moments, students expressing gratitude by writing thank-you cards to individuals they appreciate, and students showing heartfelt thanks to janitors and office staff by decorating DIY photo frames. Also, we implemented the Relaxing Wednesday programme, which included booth games, DIY workshops, VR games, and a speedy cup battle with teachers. This programme not only taught students ways to release stress but also provided them with opportunities to practice stress management skills.

Lastly, the Secret Angel Programme aimed to support and connect S.6 students with their teachers. Encouraging words from students and teachers were displayed, and expressions of gratitude from S.6 students to teachers were shared. A video documenting teachers' sharing and the process of preparing gifts for students was broadcast on the S.6 last teaching day. Students actively engaged in the programme and felt the support from their teachers.

B. Inclusive Education

Since 2008, our school has taken a proactive approach in supporting students with special educational needs (SEN) by establishing a dedicated Student Support Team. During the S.1 registration process, parents are voluntarily invited to provide information about their children with special needs, allowing us to initiate the identification process. Both new and existing SEN students receive ongoing support from this team.

To ensure that appropriate support is provided, our school utilises the Special Education Management Information System to apply for the Learning Support Grant (LSG) for Secondary School. The LSG plays a vital role in enabling us to offer necessary supportive measures and services to SEN students.

We are deeply committed to providing extensive support for SEN students through a range of effective strategies and measures. In addition to our referral system, we have implemented various school-based supportive measures that address the unique needs of our SEN students. We place great emphasis on regular communication with parents, fostering collaboration and incorporating their valuable input into the support process. Moreover, we organise specialised educational programmes tailored to meet the specific requirements of SEN students, equipping them with additional resources and assistance.

Recognising the importance of individualised support, we actively encourage our teachers to adapt their classroom management techniques, teaching strategies, assignments, and examination arrangements to create an inclusive learning environment that caters to the diverse needs of all our students.

To further enhance the support for SEN students, we provide supplementary resources such as speech therapy training, study groups, and social skills groups. These resources are designed to address the specific needs of our students and facilitate their academic progress and personal growth.

Overall, our school remains fully committed to offering comprehensive support to students with special educational needs. By combining our referral system, school-based measures, and personalised accommodations, we strive to ensure that every SEN student receives the necessary support and opportunities to thrive academically and personally.

C. Character building via Spiritual, Moral and Civic Education Development

For the purpose of character building among students, the school employs various methods to instill Christian values. These include Life Education lessons, Biblical Knowledge lessons, fellowship programs, services, and religious activities throughout the year. One significant event is the annual Gospel Week held in mid-October. In 2022-23, the theme was Breaking Through, Becoming a Legend. During this week, Christian students and teachers share their personal testimonies and faith through hymn singing sessions, while regular sharing sessions are also arranged during morning assemblies. The collaboration between the church and the school for these activities is praiseworthy, and both parish workers and teachers deserve gratitude for making it possible.

To foster positive values among students, representatives from each class are given the responsibility of sharing their views during morning assembly. This allows students to express their thoughts and encourages their active participation. Additionally, the school's Civic Education Ambassador organises various programs such as the Positive School Inter-house Ball Game Competition, the Self-enrichment Project, and the Inter-class national education quiz. These initiatives aim to develop students' civic awareness and national identity, promoting a sense of belonging and responsibility towards their community and country.

D. Students' Potential and Leadership Development

In our school, recognising and rewarding students' performances is deeply ingrained in our educational philosophy. To accomplish this, we have implemented a range of award schemes aimed at encouraging students to develop in a comprehensive and balanced manner. These schemes not only acknowledge academic excellence but also place importance on positive character traits, leadership, community service, and teamwork.

1. All-round Student Award Scheme

The All-round Student Award Scheme has been designed to promote and honour students who actively engage in wholesome and balanced development. It acknowledges students who excel not only in academics but also in co-curricular activities, leadership roles, and demonstrate positive character traits, encouraging students to adopt a well-rounded approach to their education and personal growth.

2. Competent Leader Awards and Leader of the Year

The Competent Leader Awards and Leader of the Year scheme celebrate students' exemplary performance in co-curricular activities and commend their leadership abilities. It encourages students to actively participate in various co-curricular endeavors and develop their leadership skills. These awards play a crucial role in nurturing responsible and capable leaders within our student body.

3. Super Class Scheme

The Super Class Scheme places a strong emphasis on acknowledging team spirit and collective achievements. It recognises classes that have achieved exceptional results through a series of form-based competitions held throughout the academic year. This scheme fosters teamwork, collaboration, and healthy competition among students, cultivating a sense of camaraderie and collective effort.

4. Outstanding Student Award Election (S.1 - S.5)

The Outstanding Student Award Election is a prestigious scheme that recognises students who embody exceptional virtues and achieve academic excellence. Its purpose is to showcase students who exhibit outstanding qualities and make positive contributions to the school community. This award underscores the significance of combining academic achievements with positive character traits.

5. Outstanding Service Award and Student of the Year (S.6)

The Outstanding Service Award and Student of the Year accolades are exclusively granted to S.6 students, the senior year of our school. The Outstanding Service Award recognises S.6 students who have wholeheartedly dedicated themselves to providing valuable services to the school or the community. In addition, the Student of the Year award acknowledges students who excel academically while also making outstanding contributions to the school. These awards highlight the importance of community service and academic excellence in shaping well-rounded individuals.

These schemes serve as a motivation for students to unlock their full potential and equip themselves with the necessary skills to become future leaders. All in all, we remain steadfast in our commitment to nurturing and celebrating the achievements of our students, while encouraging them to excel in all aspects of their educational journey.

E. Career Development

To facilitate individual student planning, our school provided various introductory exercises that simulated real-world work scenarios. These exercises aimed to promote self-understanding of students' personalities, skills, academic interests, and career aspirations. Additionally, activities were organised to explore students' interests in different career paths, with the assistance of the Holland Code Test and Career Interest Test. Students received guidance in interpreting assessment outcomes, support in formulating their career goals and educational plans, and development of career management skills to prepare them as lifelong learners in society.

To enrich practical knowledge, career talks delivered by professional bodies were arranged. We also invited members of the alumni association to serve as mentors for our students. Job shadowing experiences were provided to senior students, offering them authentic learning opportunities. These valuable experiences were a result of our dedicated efforts and persevering attitude towards work, and they deserve to be commemorated.

Our career guidance prefects played an active role in conducting life-planning activities on campus. We anticipate that our senior career guidance prefects will pass on their knowledge to the junior career guidance prefects, ensuring the continuity of the programme.

Furthermore, we organised an S.6 Parents' Night to provide information to parents and prepare students ahead of the release of the Hong Kong Diploma of Secondary Education (HKDSE) results. This event aimed to equip parents with relevant information and support their children during this crucial period.

F. Community and Global Outreaching

Through participation in the iCare 13 Community Services and Exposure Programme, as well as other learning experiences organised by the Community Exposure Committee, our students have numerous opportunities to engage in various community services and meaningful voluntary activities. This year, with the recovery of school life, there has been an increasing number of community services and outreach events.

For example, animal services held in both semesters aim to enhance students' empathy and raise awareness about the welfare of marginalised animals in our society. Visits to homeless individuals and the elderly help students understand and care for minority groups and the less fortunate. Additionally, flag selling activities were organised twice this

year to increase students' awareness of societal needs. It is also important for students to take an active role in caring for their school, such as through school cleaning activities that teach them the value of physical effort and maintaining a clean environment.

In terms of community outreach and exposure events, a local tour to Kowloon City was organised to foster understanding of the minority cultures within our community. To promote eco-friendly awareness, activities such as a hand-made eco-soap workshop, visits to paper recycling factories, and visits to electricity facilities were organised.

Lastly, the Life-Wide Learning and Community Exposure Day, held on 4 April 2023, featured two community services: beach cleaning for S.1 students and visits to the elderly for S.4 students. Additionally, three exposure events were organised, including justice education through a visit to Tai Kwun for S.2 students, various cultural and historical local tours for S.3 and S.5 students. It is our hope that these voluntary services and experiential exposure activities in various forms will enrich students' exposure, broaden their insights, and provide them with a fruitful year of personal growth and development.

G. Home-School and Alumni Co-operation

A dedicated group of volunteers and committee members from the Parent-Teacher Association Committee (PTAC) have been actively assisting the school in a wide range of activities, both on and off-campus. They have played an integral role in organising seminars, interest groups, sharing sessions, and workshops for parents. Additionally, they have organised family outing trips and extended financial support to students and families in need. Recognising the achievements of students in terms of attendance and assignment submission, they have also presented awards to deserving students. These efforts have not only strengthened the bond between the school and families but have also instilled a sense of belonging among the students.

Moreover, the Alumni Association has been a valuable source of support for the school. Alumni have generously shared their study skills and leadership development strategies with current students. The mentorship programme offered by the alumni has garnered positive feedback from both junior and senior students. In a new development this year, the Alumni Association formed a women's volleyball team, fostering athletic interaction and fostering strong relationships among alumni.

Overall, the contributions of the PTAC volunteers and committee members, along with the support of the Alumni Association, have significantly enriched the school community and its relationship with families and alumni.

V. STUDENT PERFORMANCE

A. HKDSE Examination Results

The 2022-23 school year proved to be a year filled with both challenges and blessings for students. Despite the difficulties faced, students demonstrated immense determination and worked hard to excel in the 2023 HKDSE Examination. The overall passing rate was remarkable, standing at over 97%. Specifically, the passing rates were exceptional in various subjects, with 98% in Chinese Language, 99% in English Language, 97% in Mathematics, 100% in Liberal Studies, 100% in BAFS, Chinese History, DAT, Economics, ICT, and VA. The passing rates remained high in Geography and Chemistry at 95%, M2 at 93%, Physics at 90%, and Biology at 81%.

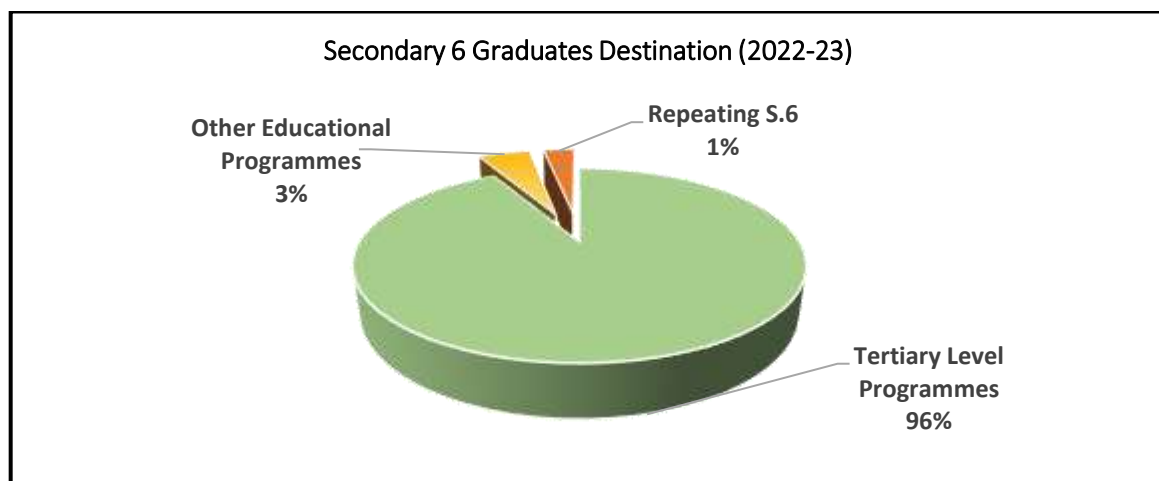
The average rate of achieving Level 4 or above in subjects was approximately 40%, and an impressive total of 71 students attained Level 5 or above in various subjects. Among them, the most outstanding student was Ng Ki Ki from class 6D, who achieved Level 5** in three subjects, Level 5 in two subjects, and Level 4 in the remaining subjects.

To conclude, the 2023 public examination results showcased the students' unwavering perseverance and their ability to overcome challenges. It is a true reflection of the dedication and hard work demonstrated by both students and teachers throughout the year.

B. Graduates' Destinations

Secondary 6 Graduates Destination (2022-2023)

	% of Students	No. of Students
Tertiary Level Programmes	96	96
Other Educational Programmes	3	3
Repeating S.6	1	1
Employment	0	0
No data	-	1
	100	101



宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

<i>Intermediate Senior Secondary Bronze Award</i>	5A	MAI KA YUEN
<i>Final Senior Secondary Gold Award</i>	5A	MAI KA YUEN
Asia International Mathematical Olympiad Open Contest (Qualifier)		
<i>S2 Silver Award</i>	2A	MA YIU SING
<i>S2 Copper Award</i>	2B	LUI TZE HO
<i>S3 Copper Award</i>	3A	YANG FRANKY
	3E	ZHU QIANWEN
<i>S5 Gold Award</i>	5A	LAM DICK SANG
<i>S5 Silver Award</i>	5A	MAI KA YUEN
Pan-Asia Pacific International Mathematics Invitation Competition		
<i>S2 2nd Class Award</i>	2A	MA YIU SING
	2A	WAN NOK HEI
	2A	WONG NOK YIN CALEB
	2A	LIANG XIAOYUAN
	2A	YIP HOI CHI
	2B	FU MIN EN
	2B	LIU LOK HIM
	2B	LUI TZE HO
<i>S3 3rd Class Award</i>	3A	WONG HO SUM
	3A	YEUNG HOI YAN
	3E	ZHU QIANWEN
<i>S3 Merit Award</i>	3A	CHUNG CHEUK NAM
	3A	LI MAN SUM
International Mathematical Olympiad Preliminary Selection Contest, HK		
<i>Honourable Mention</i>	5A	MAI KA YUEN
Hong Kong Mathematical High Achievers Selection Contest		
<i>3rd Class Award</i>	3A	YEUNG HOI YAN
Huaxia Cup		
<i>Qualifier S2 3rd Class Award</i>	2A	WONG NOK YIN CALEB
	2B	LUI TZE HO
<i>Qualifier S3 3rd Class Award</i>	3A	CHUNG CHEUK NAM
	3E	ZHU QIANWEN
<i>Final S2 3rd Class Award</i>	2B	LUI TZE HO
Greater Bay Area Mathematical Olympiad		
<i>Qualifier S2 2nd Class Award</i>	2A	MA YIU SING
<i>Qualifier S2 3rd Class Award</i>	2A	WONG NOK YIN CALEB
	2B	LUI TZE HO
<i>Qualifier S2 Merit Award</i>	2A	LIANG XIAOYUAN
	2B	LIU LOK HIM
<i>Qualifier S3 2nd Class Award</i>	3A	WONG HO SUM
	3A	YEUNG HOI YAN
<i>Qualifier S3 3rd Class Award</i>	3A	LI MAN SUM
<i>Qualifier Senior Secondary 1st Class Award</i>	5A	LAM DICK SANG
	5A	MAI KA YUEN
<i>Qualifier Senior Secondary 2nd Class Award</i>	4A	YEUNG WING HEI
<i>Preliminary S2 2nd Class Award</i>	2A	MA YIU SING
	2A	WONG NOK YIN CALEB
	2B	LIU LOK HIM
<i>Preliminary S2 3rd Class Award</i>	2A	WAN NOK HEI
	2A	LIANG XIAOYUAN
	2B	LUI TZE HO
<i>Preliminary S3 2nd Class Award</i>	3A	WONG HO SUM
	3A	YEUNG HOI YAN

宣道會鄭榮之中學 Christian Alliance Cheng Wing Gee College

<i>Preliminary S3 3rd Class Award</i>	3A LI MAN SUM
<i>Preliminary Senior Secondary 1st Class Award</i>	4A YEUNG WING HEI
	5A LAM DICK SANG
	5A MAI KA YUEN
<i>Final S2 3rd Prize Award</i>	2A MA YIU SING
	2A WONG NOK YIN CALEB
<i>Final S3 Merit Award</i>	3A WONG HO SUM
	3A LI MAN SUM
<i>Final Senior Secondary 3rd Prize Award</i>	4A YEUNG WING HEI
	5A MAI KA YUEN

“Ignite the Passion for the HKPM” Lighting Design Competition

<i>Grand Award</i>	1A CHIU CHI HANG
	3B ZHENG KAYE
	4B CHU PUI HEI PIERRE

HK Inter-school Renewable Energy Design Competition 2022

<i>1st Runner-up</i>	5A LU XINYI
	5C FUNG YUAN CHENG
	5C LIN YUK HAM
	5B YOUNG HOI YAN

RoboMaster Fusion Cup Mission competition Champion

<i>RoboMaster Tournament Champion</i>	5B YIP YU FUNG
	3B IP MAN TO
	4C TANG MAN HEI
	1A CHIU CHI HANG

Hong Kong Science Fair 2022-2023

<i>Merit</i>	3A LIU HUI TUNG
	3A MA HOI TING
	3A YAU CHING TONG

Hong Kong School Drone challenge 2023 Part II Remote Control Speed Challenge

<i>Secondary Division 1st Runner-up</i>	4B CHU PUI HEI PIERRE
	4C TANG MAN HEI
	5B ZHENG PANG KIU WAN
	5B YIP YU FUNG

The Very First AI Quadrupedal Robot Competition (HKSAR)

<i>Secondary Senior Schools Bronze Award</i>	4C KONG YAT HANG
	4C TANG MAN HEI
	4C WONG WANG PIU ANTONIO

“vHK Grand Tour” AR Design Competition

<i>2nd Merit Award</i>	3A LIU HUI TUNG
	3A MA HOI TING
	3A YAU CHING TONG
	5B ZHENG PANG KIU WAN

The Greater Bay Area STEM Excellence Award

<i>Secondary (Junior) Schools Merit</i>	1A CHIU CHI HANG
	3A LEUNG YIK SHING
	3B ZHENG KAYE
<i>Secondary (Senior) Schools Merit</i>	5A YIU CHEUK FUNG TEO
	5B WONG SUI KI
	5B ZHENG PANG KIU WAN

STEM × Marine Vehicles Design / Construction Competition

<i>Marine Vehicles Construction Award Merit</i>	
1A CHIU CHI HANG	4C KONG YAT HANG
3A LEUNG YIK SHING	4C WONG WANG PIU ANTONIO

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

3B ZHENG KAYE

5B WONG SUI KI

Inter-Secondary School Green Deck Competition

Merit

5A LU XINYI

5C FUNG YUAN CHENG

5B YOUNG HOI YAN

5C LIN YUK HAM

Inter-school Cross Country Competition

Boys C Grade The Seventh Place

1A LAU HIN CHUNG

1A LEE YUK HEI

1C WONG TSZ HIN

1C XIE YUK KIT JASON

2A YIP CHEUK HIM

2A WONG NOK YIN CALEB

3B DU MIN FE

3B NG KA HEI

4B CHEUNG WAI SIN JOSIE

4C LEUNG ON KIU AIKO

4D CHEUNG WAI YI

Girls B Grade The Seventh Place

3B DU MIN FE

The Ninth Place

1C LAI LOK CHING

Girls C Grade The Sixth Place

1C LEUNG LOK TUNG

2A CHONG HIRAM

2A WU LI YI

2B WONG TSZ YU

2D CHAN HEI YEE

Inter-School Archery Competition

Boys B Grade 2nd Runner-up

3E SZETO WING HEI

HKSSF Inter-School Volleyball Competition

Division 2 Boys A Grade 1st Runner-up

5A LO HO TIM

5C YIU KING FUNG

6D CHAN HOI TIK

5A LAU PO CHING

6A CHOW CHUN NGAI

6D CHAN KA HO

5A LEE MING CHUN

6A CHUNG CHUN BIU

6D HO TING CHUN

5C CHAN KA PAK

6A LEE HO LAM

6D NG KA LONG

5C YAN TSZ KWAN

6C WONG HO YIN

HKSSF Inter-School Handball Competition

Girls A Grade The Fourth Place

4C LAU SZE LAAM

6B HO TSZ YU

5B CHEUNG WING LAM

6B WANG ZELIN

5D LAI WAI YUEN

6C CHAN MAN YI

5D WAN HOI KIU

6C TO TSZ YAN

5D ZHUANG NGON WING

6C XIAO HO YI

6A LAU PUI YING KATHY

HKSSF Inter-School Athletics Championships

Boys A Grade 4x100m 3rd Runner-up

6C LEE HO MAN DESMOND

6C WONG HO YIN

Boys A Grade Triple Jump 3rd Runner-up

5C CHAN KA PAK CYRUS

Boys A Grade 4x100m Relay 3rd Runner-up

5C CHAN KA PAK CYRUS

5A LO HO TIM

Boys B Grade 800m 3rd Runner-up

4B CHAN WAI FUNG

Boys B Grade 200m Breaststroke 2nd Runner-up

4B CHAN WAI FUNG

Semi-Final Secondary Gold Award

5A MAI KA YUEN

Inter-Secondary School Touch Championship 2023

Boys' Newbie Division 2nd Runner-Up

3D CHENG MING CHIT

2D LAM PAK YU

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

3E	CHU MING YIN ISSAC	2D	LEE MING YU AIDAN
1B	LAU CHEUK MAN	2D	LI JIARUI
2B	LAM CHUN	2D	WU KWOK FU
2B	MA HO TING	3E	CHAN YIN LAM
2B	ZHANG QIHUA	3E	HO NOK HEI
2C	TSANG CHIT HEI	3E	TSOI FU TAO
2D	CHEUNG ROCK		

Christian Alliance SW Chan Memorial College 25th Anniversary Joint-School Basketball Competition

Champion

4A	CHEN TIN SHUE GABY	4C	CHAN CHIN SHING
4A	HO WING KIN	4C	LAM MATTHEW
4A	LAM KA MING	4D	KWOK YAU LONG
4B	IP CHEUK HIN	4D	MAN HEI LONG
4B	WONG TSZ HAU	5D	LI JIANWEI

Inter-School Shuttlecock Competition

Group 2nd Runner-up

5A	POON HEI IN
5B	CHIANG CHUN ON
5C	YIU KING FUNG
5B	CHOI KAI LEUNG
5B	WONG WAI LOK

Doubles 2nd Runner-up

Joint-School Shuttlecock Competition

1st Runner-up

5B	CHIANG CHUN ON	5B	WONG WAI LOK
5B	CHOI KAI LEUNG	5C	TSE HO LAM
5B	SO YI HONG	5C	YIU KING FUNG

Hong Kong Windsurfing Joint School Competition

Champion

2C	WONG CHEUK YIN
----	----------------

Hong Kong Youth Windsurfing Championships

Boys Under 15 Champion

2C	WONG CHEUK YIN
----	----------------

Chong Hing Junior Water Sports Competition 2022 Windsurfing

Boys group B Champion

2C	WONG CHEUK YIN
----	----------------

2022 Hong Kong Black Belt Taekwondo Competition

1st Runner-up in Boys Junior Group (Weight Class: Welter)

2D	CHEUNG ROCK
----	-------------

2023 Hong Kong Open Rookie Wushu Championship

1st Runner-up in Jian Shu

1D	HO TSZ HIM
----	------------

2nd Runner-up in Gun Shu

Merit in Taijiquan

Inter-school Wushu Tournament

Junior Secondary Southern Broadsword Champion

1D	HO TSZ HIM
----	------------

Junior Secondary Optional Nanquan 1st Runner-up

Junior Secondary Boy All-round 1st Runner-up

Hong Kong Open Wushu Championship (Traditional)

Gold Award

1D	HO TSZ HIM
----	------------

National Security Pat-Pat Fun Online Competition

Finals 1st runner-up

3B	HUI WING HIN SAM
----	------------------

Hong Kong Arts Development Council Arts Ambassador in school

5B	ZHENG PANG KIU WAN	5C	CHOI HO MING
5C	TSE CHING KIU	6A	CHUNG PAK TUNG

Joint School Music Competition 2023 Secondary School

Piano Solo Intermediate Silver Award

1C	KWOK YUET LAM
----	---------------

Vocal Solo Intermediate Silver Award 4A KUANG JIAXIN
String (Cello) Solo Intermediate Gold Award 4A NG KA WING

Joint School Music Competition 2023 Secondary School

Choir (Junior) Gold Award

Group Ensemble (Singing) Silver Award

4A KUANG JIAXIN	2D CHAU YUI KI
1A WONG NGA YI	3A TAI TSZ LAM
1D YE ZHI YU	3B LEUNG SIK YAU
2A AU-YEUNG CHING	3C AU HOI CHING
2A FAN PUI SZE	4B TANG KWOK KEUNG
2A LAU TSZ KWAN EUNICE	4C LAI ZIYU
2A LI YAN YUNG LISA	4D CHAN WAN CHI
2A WU LI YI	5C CHOI HO MING
2A YIP HOI CHI	5C FUNG YUAN CHENG
2B WONG TSZ YU	5C LIN YUK HAM
2C CHU CHUNG YEE	

Handbell And Handchime (Secondary) Merit Award

5A NG HOI YEE	3B NG CHEUK TING
1A WONG PUI CHI	4B LAU SHUN HEI
1C KWOK TSZ YAU	4C HUI WAI KI
1C WONG LEONG CHI	4C LING TSZ CHING
1D YE ZHI YU	4C LEE KING HIM PAUL
2A YIP CHEUK HIM	5C CHOI HO MING
2B LO HEI YAN	5C PAU SO YI
2D CHAU YUI KI	

Ensemble (Orchestral Instrument) Silver Award

4A NG KA WING	3B TSANG TSZ CHING
1B NG CHUN TING	4A CHAN LOK YIN
2B LAW TRINITY	4D CHANG YAN KIU
2B YIU CHI NGA	5A LEUNG CHUN TIM
2D WANG JOLYN	5C CHAN LOK HIM JOE

International Children Arts Platform Dance Competition 2023

Second Session Senior Secondary Group 1st Runner-up

4A TSE PUI YAN	1D LAU PAK YIN
1A KE WAI MAN	2A FUNG KA YEE
1A LAM LOK SZE	2B LEUNG YAN YUET
1B IP YAN KIU	3B MAN WAN YAN
1B LAI YUK LAM	4A CHAN LOK YIN
1B LIU ZHIXIN ANGEL	4A CHIU TSZ KI
1D CHAN HIU YING	5B HUNG YING SUET
1D FUNG PUI YI	

Second Session Senior Secondary Group Champion

5A SUNG LOK YAN	4B HUI YUET NGA
1D LIU SZE CHING	4D LO EV DIFF
2C HUANG TSZ KEI	5A KWAN POK WAI
3B LEE YUEN YAN	5A NG HOI YEE
3D CHAN CHEUK YEE CHERRY	5B TSANG TSZ YU

International Children Arts Platform Singing Contest 2023

Second Session Junior Secondary Group Champion

4A KUANG JIAXIN	2D CHAU YUI KI
1A WONG NGA YI	3A TAI TSZ LAM
1D YE ZHI YU	3B LEUNG SIK YAU
2A AU-YEUNG CHING	3C AU HOI CHING

2A FAN PUI SZE	4B TANG KWOK KEUNG
2A LAU TSZ KWAN EUNICE	4C LAI ZIYU
2A LI YAN YUNG LISA	4D CHAN WAN CHI
2A WU LI YI	5C CHOI HO MING
2A YIP HOI CHI	5C FUNG YUAN CHENG
2B WONG TSZ YU	5C LIN YUK HAM
2C CHU CHUNG YEE	

International Children Arts Platform Percussion Contest 2023

Second Session (Junior Secondary Group) Gold Award

5A NG HOI YEE	3B NG CHEUK TING
1A WONG PUI CHI	4B LAU SHUN HEI
1C KWOK TSZ YAU	4C HUI WAI KI
1C WONG LEONG CHI	4C LING TSZ CHING
1D YE ZHI YU	4C LEE KING HIM PAUL
2A YIP CHEUK HIM	5C CHOI HO MING
2B LO HEI YAN	5C PAU SO YI
2D CHAU YUI KI	

International Children Arts Platform Orchestra Contest 2023

Second Session Junior Secondary Group Champion

4A NG KA WING	3B TSANG TSZ CHING
1B NG CHUN TING	4A CHAN LOK YIN
2B LAW TRINITY	4D CHANG YAN KIU
2B YIU CHI NGA	5A LEUNG CHUN TIM
2D WANG JOLYN	5C CHAN LOK HIM JOE

INTERNAL AWARD

Student of the Year

6A LEUNG CHOI YING

Outstanding Service Award

6A LAU PUI YING KATHY

Leader of the Year

5A WONG TSZ FUNG

Champion of Inter-house Competition

Green House

Outstanding Student Awards

The Most Outstanding Student Award

S.1 Champion

S.1 Runner-up

S.2 Champion

S.2 Runner-up

S.2 Second runner-up

S.3 Champion

S.3 Runner-up

S.4 Champion

S.4 Runner-up

S.4 Second runner-up

S.5 Champion

S.5 Runner-up

S.5 Second runner-up

5A LEUNG CHUN TIM
1A WONG YAT LONG
1A LAW WAI LAM
2A LIAO MING HIM
2A AU YEUNG CHING
2A CHONG TSZ YUET
3A TAI TSZ LAM
3A YU LAI YING
4A LAI WING KA
4B HUI YUET NGA
4A CHAN LOK YIN
5A LEUNG CHUN TIM
5A CHAN WENG HEI
5A WONG TSZ FUNG

All Round Award Scheme

Gold Award

2A AU YEUNG CHING	4A CHOW YUI YIN
-------------------	-----------------

3A TAI TSZ LAM
 4B KONG KWAI SZE

Bronze Award

3A CHUNG CHEUK NAM
 3A YEUNG YUI KA
 3A YU LAI YING
 4A WONG KA HIM
 5C LIAN KONG FAAT
 5C MAN WAI NOK
 5C TSE HO LAM
 5C WAN CHING CHIU LION
 5C WONG TSZ KIN

5A LEUNG CHUN TIM
 5A HUI MAN LAM

5C CHEUNG PUI YING ZOE
 5C LEUNG HIU LAM
 5C LIANG LAI WUN
 5C MAN HOI LAM
 5C NG TSZ WING CHRISTY
 5C TANG KA YAN
 5C TSE CHING KIU
 5C YU YAN CHI

PTA Academic Improvement Award

1A CHENG YIK MAN
 1C LO WANLAN
 1D LI ZIKY
 2A WONG NOK YIN CALEB
 2B CHEUNG SUM YAU YOLANDA
 2D LI WING YAN
 3C CHAN YUK HEI JEFFREY
 3D LIU TSZ YEUNG

3E TSOI FU TAO
 4C HUI WAI KI
 4D KWAN LAI FONG KELLY
 4D LIU SZE TUNG
 5B ZHENG PANG KIU WAN
 5D CHAU WING
 5D LIN LAM

PTA Excellent Student Award

6A KWOK TSZ HEI
 6A LAU PUI YING KATHY
 6A LEUNG CHOI YING
 6B CHAN WAI YING
 6B CHEN WING HAN NICOLE
 6B LEUNG LOK LAM

6C LAW SING WA
 6C YEUNG LIK KIU
 6C LI WING SZE
 6D NG KI KI
 6D WONG MAN YI
 6D WU TAN

PTA Conduct Award

2A AU YEUNG CHING
 2A CHONG TSZ YUET
 2A LIAO MING HIM
 2A FAN PUI SZE
 2A LAU TSZ KWAN EUNICE
 2A LI YAN YUNG LISA
 2A TANG WAN TUNG
 2A WONG TSZ YAN JILIAN
 2B LEUNG CHEUK LOK
 2B ZHANG QIHUA
 2B LI WINKIE
 2B LUI HAILEY
 4B HE WAN YU
 4B SZE PING TING
 4D CHAN WAN CHI
 4D KWAN LAI FONG KELLY
 4D LO EV DIFF
 4D NG WING SHAN
 5A LEUNG CHUN TIM

5A WANG HONGKAI
 5A CHAN WENG HEI
 5C CHOI HO MING
 5C NG TSZ WING CHRISTY
 6A KWOK TSZ HEI
 6A HE SHAN SHAN
 6A LAU PUI YING KATHY
 6A LEUNG CHOI YING
 6A LO NGA SZE
 6A TSE TSZ CHING
 6B TSUI HO HIM
 6B WONG TSZ HIN
 6B CHAN WING SHU
 6B LI YING YEE
 6B WU YI MAN
 6C HEUNG KEI
 6C CHAN MAN YI
 6C MA WING TUNG
 6D WONG MAN YI

ACADEMIC AWARD

1A CHEN JINYU

First in Secondary One
 First in Class (1A)
 First in Chinese History (S.1)

	First in Chinese Language (S.1)
	Dr. Kwan Siu Yee Chinese Language Award
	First in Science (S.1)
	First in Geography (S.1)
	First in Mathematics (S.1)
	Mr. Alan Chan Memorial Mathematics Award
1A WONG YAT LONG	Second in Secondary One
	Second in Class (1A)
1A CHAN TING HIM	Third in Secondary One
	Third in Class (1A)
1A CHIU CHI HANG	First in Technology and Living (S.1)
1A POON CHING YI	First in Life and Society (S.1)
1B LI KIN LAM	First in Physical Education (Boys) (S.1)
1B LOU SI UN	First in English Language (S.1)
	Mr. Lawrence Wong English Language Award
	First in English Enrichment (S.1)
1B LEUNG SIN YU	Second in Class (1B)
1B LI CHEUK YIU	First in Class (1B)
	First in Design & Technology (S.1)
1B TSE ESLI	Third in Class (1B)
1C YIP TIK SUM	First in Class (1C)
1C CHENG CHING HEI HARUKI	Second in Class (1C)
	First in Computer Literacy (S.1)
1C CHOW WING CUTE	First in Visual Arts (S.1)
1C KWOK YUET LAM	First in Music (S.1)
1C LAI LOK CHING	First in Physical Education (Girls) (S.1)
1C LO WANLAN	First in Putonghua (S.1)
1C WONG LEONG CHI	Third in Class (1C)
1D LI ZIKY	Third in Class (1D)
1D YAM KA WING	First in Class (1D)
1D CHAN LOK WAN	First in Biblical Knowledge (S.1)
1D FUNG WING YAN	Second in Class (1D)
2A CHAN LAU KWAN	First in Secondary Two
	First in Class (2A)
	First in Chinese History (S.2)
	First in Chinese Language (S.2)
	Dr. Kwan Siu Yee Chinese Language Award
	First in Life and Society (S.2)
2A LIANG XIAOYUAN	Second in Secondary Two
	Second in Class (2A)
	First in Geography (S.2)
	First in Science (S.2)
	First in Putonghua (S.2)
	First in Design & Technology (S.2)
2A LIAO MING HIM	Third in Secondary Two
	Third in Class (2A)
2A AU YEUNG CHING	First in Music (S.2)
2A TO CHONG HEI	First in History (S.2)
2A WAN NOK HEI	First in Mathematics (S.2)
	Mr. Alan Chan Memorial Mathematics Award
2A FAN PUI SZE	First in Biblical Knowledge (S.2)
2A LAU TSZ KWAN EUNICE	First in Technology and Living (S.2)
	First in Putonghua (S.2)
2A LI YAN YUNG LISA	First in Design & Technology (S.2)

2A WU LI YI	First in Physical Education (Girls) (S.2)
2A YIP CHEUK LING	First in English Language (S.2) Mr. Lawrence Wong English Language Award
2B LEUNG CHEUK LOK	Third in Class (2B)
2B CHOW CHING HEI	Second in Class (2B)
2B LEUNG YAN YUET	First in Class (2B)
2B YIU CHI NGA	First in Visual Arts (S.2) First in Computer Literacy (S.2)
2C CHENG LOK WANG LAWRENCE	First in Physical Education (Boys) (S.2)
2C CHUI SIU YIN	Third in Class (2C)
2C HUANG HO YEUNG	First in English Enrichment (S.2)
2C WONG CHEUK YIN	Second in Class (2C)
2C CHEUNG YAN YUET	First in Class (2C)
2D IP YAN NGO	Third in Class (2D)
2D WONG HO KIU ISSAC	First in Class (2D)
2D ZHANG ZHI RUI WILLIAM	Second in Class (2D)
3A YU LAI YING	First in Secondary Three First in Class (3A) First in Financial Literacy (S.3)
3A WONG HO SUM	Second in Secondary Three Second in Class (3A) First in Life and Society (S.3) First in Integrated Science I (Physics) (S.3)
3A CHUNG CHEUK NAM	Third in Secondary Three Third in Class (3A)
3A LEE HOI HIM	First in English Enrichment (S.3) First in Integrated Science III (Biology) (S.3) First in Science (S.3) Mr. Alan Chan Memorial Science Award
3A LEUNG YIK SHING	First in Computer Literacy (S.3)
3A YANG FRANKY	First in English Language (S.3) Mr. Lawrence Wong English Language Award
3A YAU KAI SHUN	First in Geography (S.3)
3A AU LEONG YIN	First in Chinese History (S.3) First in Design & Technology (S.3)
3A HUI CHEUK CHI	First in Chinese Language (S.3) Dr. Kwan Siu Yee Chinese Language Award
3A LIU HUI TUNG	First in Integrated Science II (Chemistry) (S.3)
3A TAI TSZ LAM	First in Integrated Performing Arts (S.3)
3A YAU CHING TONG	First in Life and Society (S.3)
3A YEUNG HOI YAN	First in Mathematics (S.3) Mr. Alan Chan Memorial Mathematics Award
3B ZHENG KAYE	Second in Class (3B)
3B CHONG TSZ LAM	First in Technology and Living (S.3)
3B DU MIN FE	First in Physical Education (Girls) (S.3)
3B HUANG PUI YAN	First in Class (3B)
3B LEE NOK YIU	Third in Class (3B)
3B MAN WAN YAN	First in Biblical Knowledge (S.3)
3C LEUNG HO YEUNG	Third in Class (3C)
3C MA WILSON	First in Class (3C)
3C LUI YI CHUN	Second in Class (3C)
3D KO LONG HIN	Second in Class (3D)
3D LIU TSZ YEUNG	Third in Class (3D)
3D AU SIN KI	First in Class (3D)

3E PANG TZE KIN	First in Physical Education (Boys) (S.3)
3E ZHU QIANWEN	First in Class (3E)
3E SZE WAI YU JENNY	Second in Class (3E)
3E CHAN LOK YEE	Third in Class (3E)
4A YEUNG WING HEI	First in Class (4A)
	First in Physics (S.4)
	First in Mathematics (Extended part - Module 2) (S.4)
	First in Chemistry (S.4)
4A AU SHUN MONG PACO	First in Information & Communication Technology (S.4)
4A AU SHUN MONG PACO	Third in Class (4A)
4A LAM KA MING	First in Physical Education (Boys) (S.4)
4A WOO CHI TO	First in English Language (S.4)
	Mr. Lawrence Wong English Language Award
	Second in Class (4A)
4A CHOW YUI YIN	First in Citizenship and Social Development (S.4)
	First in Biology (S.4)
	First in Chinese Language (S.4)
	Dr. Kwan Siu Yee Chinese Language Award
	First in Science (S.4)
	Mr. Alan Chan Memorial Science Award
4A TSE PUI YAN	First in Biblical Knowledge (S.4)
4B KONG KWAI SZE	First in Class (4B)
4B CHU PUI HEI PIERRE	First in Visual Arts (S.4)
4B LO TSZ FUNG MARCUS	First in Geography (S.4)
	First in Mathematics (Compulsory Part) (S.4)
	Mr. Alan Chan Memorial Mathematics Award
	Third in Class (4B)
4B HUI YUET NGA	First in Business, Accounting & Financial Studies (S.4)
4B LEE NGA LAAM	Second in Class (4B)
	First in Economics (S.4)
4C HUI WAI KI	First in Class (4C)
4C LAM MATTHEW	Second in Class (4C)
4C LEUNG KA KIT	Third in Class (4C)
4D WONG TSZ HO	First in Class (4D)
	First in English Language (S.4)
	Mr. Lawrence Wong English Language Award
4D CHAN WAN CHI	First in Chinese History (S.4)
	First in Chinese Literature (S.4)
	Second in Class (4D)
4D LO EV DIFF	First in Ethics and Religious Studies (S.4)
	Third in Class (4D)
	First in Physical Education (Girls) (S.4)
5A WANG HONGKAI	First in Class (5A)
	First in Mathematics (Extended Part - Module 2) (S.5)
	First in Mathematics (Compulsory Part) (S.5)
	Mr. Alan Chan Memorial Mathematics Award
5A LAM DICK SANG	First in Citizenship and Social Development (S.5)
	First in Chinese Language (S.5)
	Dr. Kwan Siu Yee Chinese Language Award
	First in Biblical Knowledge (S.5)
5A LEUNG CHUN TIM	First in Biology (S.5)
	First in Science (S.5)
	Mr. Alan Chan Memorial Science Award
	Third in Class (5A)

5A POON HEI IN	First in Physics (S.5)
5A YIM HOI CHEUNG	Second in Class (5A)
	First in English Language (S.5)
	Mr. Lawrence Wong English Language Award
	First in Chemistry (S.5)
5A CHOW HIU LAM KANNY	First in Ethics and Religious Studies (S.5)
5A SUNG LOK YAN	First in Physical Education (Girls) (S.5)
5B SIU LOK YAN	First in Class (5B)
5B CHIANG CHUN ON	First in Business, Accounting & Financial Studies (S.5)
	First in Economics (S.5)
	Second in Class (5B)
5B KOON CHUNG LONG	First in Geography (S.5)
5B CHOI KAI LEUNG	Third in Class (5B)
5B ZHENG PANG KIU WAN	First in Information & Communication Technology (S.5)
5C PAU SO YI	First in Class (5C)
5C CHAN KA PAK CYRUS	First in Physical Education (Boys) (S.5)
5C LIN YUK HAM	First in Chinese Literature (S.5)
	First in Visual Arts (S.5)
	Third in Class (5C)
5C NG TSZ WING CHRISTY	Second in Class (5C)
5D LI JIANWEI	First in Class (5D)
5D LAI WAI YUEN	First in Chinese History (S.5)
	Third in Class (5D)
5D LIN LAM	Second in Class (5D)
6A KWOK TSZ HEI	Second in Class (6A)
	First in English Language (S.6)
	Mr. Lawrence Wong English Language Award
	First in Mathematics (Module 2) (S.6)
6A NGAI YIU TUNG JOHNSON	First in Physics (S.6)
6A LAU PUI YING KATHY	Third in Class (6A)
6A LEUNG CHOI YING	First in Class (6A)
	First in English Language (S.6)
	Mr. Lawrence Wong English Language Award
	First in Liberal Studies (S.6)
	First in Geography (S.6)
6A LI SIN YING EILEEN	First in Biblical Knowledge (S.6)
6A TSE TSZ CHING	First in Chemistry (S.6)
6B TSUI HO HIM	First in Information & Communication Technology (S.6)
6B CHAN WAI YING	Second in Class (6B)
6B CHEN WING HAN NICOLE	First in Class (6B)
	First in Biology (S.6)
6B LEUNG LOK LAM	Third in Class (6B)
	First in Business, Accounting & Financial Studies (S.6)
6C LAW SING WA	First in Class (6C)
6C WONG HO YIN	First in Physical Education (Boys) (S.6)
6C YEUNG LIK KIU	Third in Class (6C)
6C CHAN MAN YI	First in Physical Education (Girls) (S.6)
6C LI WING SZE	Second in Class (6C)
	First in Design and Applied Technology (S.6)
6C MA WING TUNG	First in Biblical Knowledge (S.6)
6D NG KI KI	First in Class (6D)
	First in Chinese Language (S.6)
	Dr. Kwan Siu Yee Chinese Language Award
	First in Liberal Studies (S.6)

6D WONG MAN YI
 6D WU TAN

First in Chinese History (S.6)
 First in Economics (S.6)
 Third in Class (6D)
 Second in Class (6D)
 First in Mathematics (Compulsory Part) (S.6)
 Mr. Alan Chan Memorial Mathematics Award

Competent Leaders Award

Gold Award

4B HUI YUET NGA	6A LAU PUI YING KATHY
4D LEE MING KIT	6A LEUNG CHOI YING
4D WING TSZ YIU	6A LI SIN YING EILEEN
5A LAU PO CHING	6A LUOIE TIN NAM PHOEBE
5A LO HO TIM	6A TSE TSZ CHING
5A WONG TSZ FUNG	6A WONG HIU CHING
5A CHAN KA YIU	6A WONG WING YIN
5A CHAN WENG HEI	6B CHONG CHUN HEI
5A CHOW HIU LAM	6B LEUNG LOK LAM
5A FUNG HIU LAM	6B LI YING YEE
5A HUI MAN LAM	6B WANG ZELIN
5C CHAN KA PAK	6B WONG LEUNG HUNG SO
5C YIU KING FUNG	6B WU YI MAN
5D LIN LAM	6C LAW SING WA
5D WAN HOI KIU	6C SIN YUI HIN
6A CHUNG CHUN BIU	6C WONG HO YIN
6A HO CHUN WING	6C LUI LOK YI
6A KWOK TSZ HEI	6C WONG TSZ YAM
6A HE SHAN SHAN	6C WONG YEE LAM
6A HO TSZ WING VALARIE	6D WONG MAN YI

Silver Award

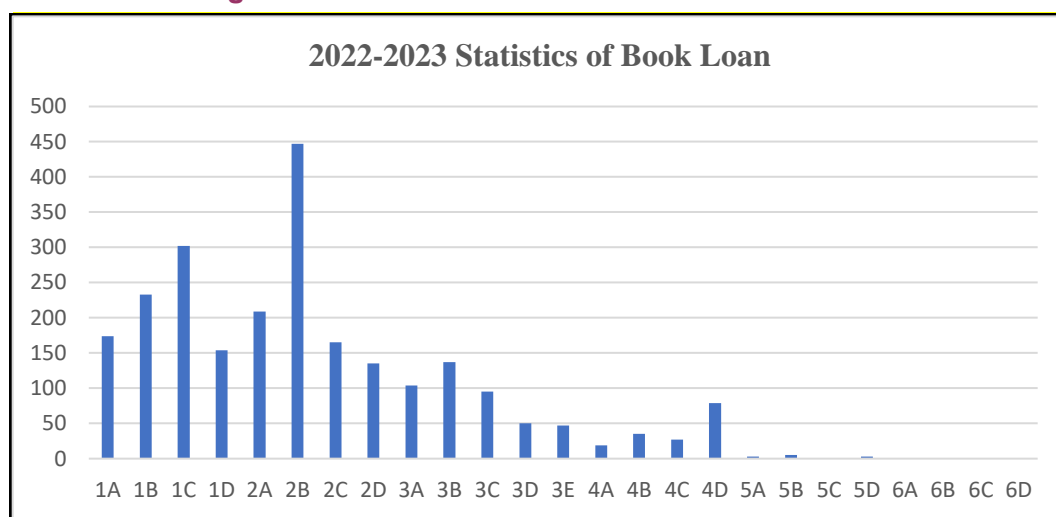
3A CHUNG CHEUK NAM	5A LUI HO YIN
3C LEUNG HO YEUNG	5A SIU TSZ CHUNG
4A HO WING KIN	5A WONG PAK HEI
4A LAM KA MING	5A HO TSZ YAU
4A CHIU TSZ KI	5A NG HOI YEE
4A KUANG JIA XIN	5A SUNG LOK YAN
4A NG KA WING	5B WONG SUI KI
4A TSE PUI YAN	5B HUNG YING SUET
4A WANG SHANLING	5B TSANG TSZ YU
4B HO HIN FUNG	5B ZHENG PANG KIU WAN
4B TANG KWOK KEUNG	5C CHAN LOK HIM
4B KONG KWAI SZE	5C CHEUNG PUI YING ZOE
4C CHAN PAK HEI	5C FUNG YUAN CHENG
4C LEE KING HIM	5C LEUNG HIU LAM
4C LING TSZ CHING	5C LIN YUK HAM
4D SZE PUI KWAN	5C PAU SO YI
4D CHANG YAN KIU	5C TSE CHING KIU
4D KWAN LAI FONG	5C YU YAN CHI
4D MO YUK WAI	5D LEUNG KA KA
4D NG WING SHAN	5D SUN YUET CHING
5A LEE MING CHUN	5D YU CHRISTINA
5A LEUNG CHUN TIM	

Bronze Award

2A AU YEUNG CHING	4B YIP HOI FEI
2D CHEUNG ROCK	4C PANG LOK YA

3A AU LEONG YIN	4D WONG TSZ HO
3A YEUNG YUI KA	4D CHAN WAN CHI
3A YU LAI YING	5A LI HOI YUEN
3D KO LONG HIN	5A LEE NIM YAN
3D LO HOI CHUN	5B HUI CHUN YI
3D CHAN CHEUK YEE	5B WONG WAI LOK
3D CHAN CHUNG YAN	5B FAN LOK CHING
3D FOK PAN YU	5B LI CHUN TING
4A CHOW YUI YIN	5B TSUI KWOK WAI
4A MOK PUI KI	5B YUNG TSZ CHING
4A PENG SING NAM	5C CHOI HO MING
4B CHU PUI HEI	5C FUNG LOK MENG
4B LO TSZ FUNG	5C NG TSZ WING
4B LEE NGA LAAM	5D LAU PAN PAN
4B TAM WING YI	

D. Students' Reading Habit



VI. FINANCIAL SUMMARY

	Income(\$)	Expenditure(\$)
Financial B/F (Government Funds & School Funds)	9,358,389.81	
I. Government Funds		
1. School Specific		
(a) Administration Grant/Revised Administration Grant	4,386,956.33	4,371,692.93
(b) Air-conditioning Grant	629,234.25	312,010.00
(c) Composite Information Technology Grant	565,906.00	391,188.30
(d) Capacity Enhancement Grant	654,502.00	426,090.00
(e) SBM Top Up Grant	51,615.00	49,000.00
2. non-School Specific (Baseline Reference)	2,242,040.67	6,066,481.12
<i>Sub-total</i>	8,530,254.25	11,616,462.35
II. Schools Funds (General Funds)		
1. Tong Fai	95,410.00	
2. Collection of fees for specific purposes	571,444.70	484,508.89
3. Others	290,016.01	616,278.47
<i>Sub-total</i>	956,870.71	1,100,787.36
Total Surplus/(Deficit) for school year 2022-23	(3,230,124.75)	
Accumulated surplus as at the end of the school year 2022-23	6,128,265.06	

VII. FEEDBACK ON FUTURE PLANNING

Get ready for an exciting and empowering year ahead! As we reflect on the achievements and needs of our students in the memorable school year of 2022-23, we are thrilled to share our major concerns for the upcoming annual school plan of 2023-24. This marks the final year of our vision-based school development cycle from 2021 to 2024, and we are determined to make it truly remarkable.

Major Concern 1: Pursuing Academic Excellence through Effective Teaching and Learning

Our goal is to cultivate lifelong learners who are eager to explore and excel. To achieve this, we will implement an array of dynamic teaching and learning strategies that cater to the diverse needs of our students. Moreover, we will steadfastly prioritise enhancing our students' language proficiency, enabling them to acquire knowledge from diverse sources and effectively communicate on a global scale. STEAM education will remain a top priority, with a focus on innovative technology and creative thinking, encouraging students to make meaningful contributions to society, their country and beyond.

Major Concern 2: Empowering Students to Be their Own Remarkable

We firmly believe in the exceptional potential of each and every student and are committed to providing them with abundant opportunities to embrace greater responsibilities and surpass their self-imposed limits. To support students' holistic growth, we will actively establish sustainable cross-professional partnership throughout the entire school, introducing captivating and innovative measures that spark students' curiosity and passion. Moreover, we strive to strengthening our service learning initiatives, encouraging students to extend their care to those around them and their communities, fostering appreciation, love, and respect for every individual in their lives.

Major Concern 3: Improving Administrative Efficiency & Building a Professional Learning Community

We deeply value the enthusiasm and expertise of our teachers and staff members as they play a pivotal role in shaping our students' educational experience. We are devoted to providing them with professional capacity building opportunities, including open classrooms and lesson collaborations, with an emphasis on interdisciplinary approaches, which have consistently yielded success over the past two years. The teaching expertise of our staff directly translates into remarkable academic achievements for our students, as evidenced by their significant progress and breakthroughs in public examinations during this period.

But it doesn't end there! We are not solely focused on the growth of our students; we are equally dedicated to empowering our teachers and staff to truly shine. Their relentless passion and commitment serve as a constant source of inspiration and motivation for our students each and every day. Consequently, we are resolutely focused on providing them with a plethora of opportunities for professional development, as well as the unfaltering support they deserve, including comprehensive training, valuable mentorship, and well-deserved recognition. Our ultimate aim is to foster a vibrant culture of collaboration, innovation, and unity — a culture where everyone thrives and finds their true potential.

As we embark on this exhilarating final year of our school development cycle, let us rise together and shine brightly. Together, we will forge a learning environment that nurtures academic excellence, all-round growth, and a life-long love for learning. With our collective efforts, we will empower our students to conquer challenges, seize opportunities, and make a lasting impact on the world. The future awaits us all, so let's arise and shine!

Arise, shine; for your light has come, and the glory of the Lord is risen upon you. (Isaiah 60:1)