



CWGC

School Report (2023-2024)

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 eMaker 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	4	5	4	4	25
Male	77	59	56	54	55	50	351
Female	48	58	52	57	55	49	319
Total No.	125	117	108	111	110	99	670

F. Student Attendance Rates

Form	S.1	S.2	S.3	S.4	S.5	S.6
%	97.9	96.3	98.2	97.3	96.9	95.0

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
133	57

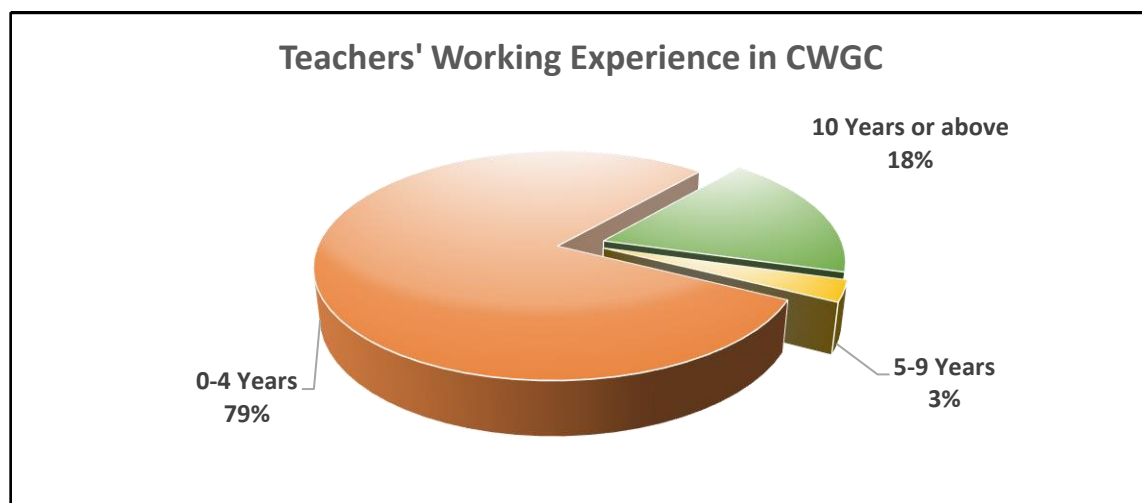
H. Percentage of lesson time for each Key Learning Areas (KLA) (S.1-S.3)

Subject	%
Chinese Language Education	17.5
English Language Education	17.5
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 38 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 2023-24, 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. An average of 3.5 out of 4 was scored by teachers to indicate the extent to which the major concern was achieved.
1.2	For Target 1, almost all 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. An average of 3.5 out of 4 was scored by teachers to indicate the extent to which the target was achieved. With the strategies implemented, all teachers agreed that they had encouraged and supported students in their learning.
1.3	For Target 2, an average of 3.25 out of 4 was scored by teachers to indicate the extent to which the target was achieved. All teachers agreed they had cultivated students' effective learning skills and habits like pre-lesson preparation and note-taking techniques. They also encouraged students to ask questions, express opinions and actively participate in class discussion. Besides, over 90% of teachers had promoted and facilitated students' learning via eLearning strategies and information technology.
1.4	For Target 3, teachers were dedicated to create an environment inside and outside the classrooms that immersed students in the English language. Over 90% of teachers supported students in effectively using the English language as a tool for learning and communication. Students were also greatly encouraged to participate in the English-rich schemes/activities organised by the school. An average of 3.75 out of 4 was scored by the teachers to indicate the extent to which the target was achieved.
Reflection	
1.1	For Target 1, less than 70% of students agreed that teachers had encouraged and assisted them in their learning showing a discrepancy when compared to teachers' perspective. Students might not understand what teachers had done for helping them learn, which made teaching less effective.
1.2	For Target 2, over 90% of teachers were satisfied with what they had done to equip students for effective learning. However, only about 60% of students

	agreed that they had developed effective learning techniques and habits such as pre-lesson preparation and note-taking, reflecting that they need more explicit training and practice.
1.3	For Target 3, less than 60% of teachers agreed that they had encouraged students to borrow the recommended English books from the library, which aligned well with the low agreement of students that they had interest in borrowing the recommended English books in the library. Teachers' engagement can be a key factor to bring about the success of a strategy.
Feedback and Follow-up	
1.1	The low agreement in students about the development of learning techniques when compared to that of teachers needs more thinking regarding the underlying reasons. Students may have low ownership and unclear goals in the learning process. More considerations can be made in the next School Development Cycle to enhance their participation, exposure and ability to be self-directed in learning.
1.2	Only about 60% agreement that students know how to use English to learn reveals the urgency to uplift their English language proficiency. The work of LAC in the coming years must be a highlight to the school's development. Moreover, building up a reading culture can be another focus to serve not only the aforementioned need but also develop students' self-learning abilities. The school has to devise more innovative and interesting strategies to encourage students' participation.

Major Concern II:

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

Achievements	
2.1	For Target 1, the school has successfully implemented strategies to cultivate in students a set of positive values. 100% of teachers agreed they had attended relevant CPD workshops/courses/programmes on LE. The teachers have been equipped with the necessary competence and confidence to promote values education to students. 100% of teachers agreed they had adopted diversified strategies (for example, class teachers' personal sharing, class-based activities and school-based teaching kits) to promote positive values and attitudes among students. 100% of teachers agreed they had created authentic opportunities (for example : Healthy School Programme, 自肥企劃 3.0, Mental Health Day @ CWGC) for students to practice and develop positive values and attitudes. Overall, 100% 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 subject curriculum and other relevant learning experiences.

2.2	<p>For Target 2, the school has successfully implemented strategies to sustain and deepen students' sense of commitment with respect to their roles in their personal lives, society and country. 98.3% of teachers agreed they had offered students a wide array of opportunities to showcase their talents and abilities. 89.7% of teachers agreed they had leveraged various leadership training activities to nurture students' leadership potential. 96.6% of teachers agreed they had organised experiential activities to broaden students' horizons and develop their sense of social concern. 93.2% of teachers agreed they had organised learning activities to nurture a sense of national identity among students. Overall, 94% 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.</p>
2.3	<p>For Target 3, the school has successfully implemented strategies to promote positive school connectedness at the individual, classroom and school level to sustain a caring school climate. 98.3% of teachers agreed they had employed a multitude of approaches to cultivate within students a profound sense of belonging to the school. 100% of teachers agreed they had fostered a supportive environment by promoting positive relationships among students, peers, and teachers. 89.6% of teachers agreed they had collaborated with parents/ alumni/church/community to provide opportunities for students to expand their exposure. 96.5% of teachers agreed they had made use of the school's renovated facilities to support students' learning needs and personal growth. Overall, 96.1% 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.</p>
Reflection	
2.1	<p>For Target 1, less than 60% (57.8%) of students agreed morning/hall assemblies, class activities, classroom studies could help them develop positive values and attitudes. Furthermore, less than 65% (63.2%) of students agreed that the school provided opportunities for them to practice positive values and attitudes. There was a significant gap between student data and the teacher's data. The possible reason was that these promotions of positive activities were appearing consistently, so the students had become accustomed to them and did not think that these were arrangements made by the school specifically to establish positive values and attitudes for the students.</p>
2.2	<p>For Target 2, around 60% of students agreed the school offered diverse platforms and cross curricular activities for them to showcase their talents (62.9%) ; the school offered community service and experiential activities to broaden their horizons and enhance their concern for society (62.1%) ; by</p>

	<p>participating in flag-raising ceremonies, national security law quizzes, and more, students could cultivate a sense of national identity (60.0%); the school offered leadership training activities to nurture their leadership potential (60.1%). There was a significant gap between student data and the teacher's data. In fact, this academic year marked the school's 40th anniversary celebration, which provided students with more opportunities to participate in large-scale events and showcase their diverse talents and leadership skills compared to previous years. Additionally, the school had launched a class-based volunteer experience programme this year, where class unions had independently organised and selected the service recipients for the volunteer experience activities. The students' response was positive, and they had more opportunities to participate in the volunteer experience activities than in previous years.</p>
2.3	<p>For Target 3, around 65% of students agreed by participating in class-based, inter-class, and inter-school activities or competitions, students could enhance their sense of belonging to the school (66.7%); the school's renovated facilities supported students learning needs and personal growth. Furthermore, 60% of students agreed the school could establish partnerships with parents, alumni, churches, and the community to provide opportunities for learning and social engagement. There was a significant gap between student data and the teacher's data. The school should strengthen its cooperation and connections with different partners in order to create more learning opportunities for students.</p>
2.4	<p>Generally, the agreement in students' questionnaires for the evaluation of the school's major concern II was about 60% to 67%. 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.</p>
Feedback and Follow-up	
2.1	<p>In order to assist students in developing a balanced lifestyle and further enhance values education, we will implement the following strategic action plan:</p> <ol style="list-style-type: none"> 1. Enhance students' awareness and understanding of "7 well" and "12 value" to achieve physical and mental well-being through various activities. 2. Facilitate students' growth by incorporating the "7 Well" and "12 value" strategies into different subjects' work plans. This integration will provide students with opportunities to apply these concepts in practical contexts and reinforce their understanding and practice of the values in different areas of study. 3. Establish students' healthy lifestyle through home-school collaboration. We will

	<p>establish effective collaboration between the home and school environments to encourage and support students in adopting a healthy lifestyle.</p> <p>By providing diverse learning opportunities both inside and outside the classroom, we aim to enhance students' awareness and understanding of the "7 Well" and "12 Value" concepts. This, in turn, will help students gain self-awareness, improve social relationships, establish healthy lifestyle, and develop the necessary protective factors and skills to face the challenges that come with their growth.</p>
2.2	<p>In the face of rapid societal changes, students need to have strong interpersonal relationships, up-to-date skills, and an understanding of the current social and national context to find their place in the society. To cultivate students' sense of direction, connection, and meaning in life, and enhance their sense of well-being, we will implement the following strategic action plan:</p> <ol style="list-style-type: none"> 1. Love: We will offer various learning opportunities and hands-on activities to help students better understand themselves and others. These experiences will help them find satisfaction and fulfillment in life. 2. Hope: We will systematically and continuously promote career life planning, service learning, and study tours for students from S.1 to S.6. These initiatives will enlighten students about the meaning of life in relation to their personal future and the prospects of the nation. 3. Faith: As a Christian school, we will incorporate Christian elements through subject panels, departments, and external resources. These activities will nurture students' development of Christian values, fostering a sense of faith and guiding them towards a meaningful life. 4. Promote and arrange various training programmes to equip teachers with awareness and understanding of well-being. This will enable them to effectively support students' personal growth and well-being. <p>As a Christian school, we aim to help students value themselves, care for others, and find direction in life. We want them to approach their future and the future of the nation with hope. Our goal is for them to be positive members of society who honor God and lead fulfilling lives.</p>

Major Concern III:

Improving administrative work efficiency and building up Professional Learning Community

Achievements	
3.1	<p>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 98.3%). Concurrently, the school has effectively promoted the Whole School Approach to equip teachers with the</p>

	latest educational trends and developments, while also strengthening their sense of ownership and belonging within the school community (teacher agreement rate of 100%). These initiatives demonstrate the school's significant achievements in enhancing management efficiency and increasing teacher engagement. This undoubtedly contributes to the overall development of the school.
3.2	For Target 2, the school has successfully implemented strategies to enhance its facilities. This includes renovation projects for the Learning Oasis - a self-study center, the Secret Garden - a relaxing corner for students, and the Day-Streaming Corridor, representing the 7 days of God's creation. These facility upgrades have clearly contributed to the creation of a more engaging and effective learning environment. The school's efforts to enhance its physical infrastructure and teaching resources have been well-received (teacher agreement rate of 96.8%). This suggests that these initiatives have positively impacted the teaching and learning experience within the school.
3.3	For Target 3, the school has successfully created a range of opportunities for professional development and interflow among staff members. These 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 initiatives have fostered a strong Professional Learning Community, where teachers collaborate and share knowledge. This, in turn, has led to enhanced student learning outcomes - a testament to the school's commitment to developing its most valuable resource, the teaching faculty. (teacher agreement rate of 91.9%).
Reflection	
3.1	The school's advancement is built on its strong commitment to fostering whole-school engagement. The school's management aligns the school plan with Hong Kong's educational goals and the latest trends. This is evident in the school's thorough, bottom-up self-evaluation process. The school is also dedicated to continuous improvement, using data-driven and reflective methods for self-evaluation and planning. This process actively involves the entire school community, using their insights to guide the school's strategic direction. The high teacher agreement demonstrates the effectiveness of this collaborative approach, where the whole school community works together to drive progress. By promoting shared responsibility and data-informed decision-making, the school has laid a solid foundation for its continued growth and success.
3.2	In our ongoing efforts to enhance teaching and learning, we have equipped all of our laboratories and specialised classrooms with interactive whiteboards. As a result, our learning spaces have become more dynamic and flexible, encouraging greater interaction among teachers, students, and their peers. The integration of these innovative tools has sparked our students' curiosity, interest,

	and motivation, creating an engaging environment that is highly conducive to effective learning. Concurrently, the school has also undertaken extensive renovation work across our campus. The goal of these campus-wide improvements is to promote the holistic growth and development of our students, as well as to foster more inclusive and collaborative learning communities.
3.3	The school's strategic investment in the professional growth and collaboration of its teaching staff has undoubtedly paid significant dividends. By creating diverse avenues for learning, sharing, and mutual support, the school has successfully cultivated an environment that encourages continuous improvement and innovation in teaching practices. The implementation of initiatives such as open classrooms and collaborative lesson planning has fostered a culture of interdisciplinary approaches, consistently yielding positive outcomes. The school takes great pride in witnessing the remarkable progress and breakthroughs achieved in public examinations, which serve as a testament to the effectiveness of the enhanced instructional methods adopted. Through these concerted efforts, the school has established a thriving ecosystem that empowers its teaching professionals, enabling them to push the boundaries of pedagogical excellence.
Feedback and Follow-up	
3.1	<p>In order to further solidify the "One School" culture based on the well-grounded Whole School Approach, we will implement the following strategic action plan:</p> <ol style="list-style-type: none"> 1. Create a more collegial work environment across the school. Through initiatives like teaching-focused learning circles, class coordination and coaching, and a commendation scheme, we aim to foster a stronger sense of teamwork and shared purpose among our staff members. 2. Deepen the culture of self-reflection throughout the entire school. By implementing procedures like personal half-year reviews, peer reflections on professional development days, and multi-level school self-evaluations, we can help all teachers and students develop the habit of continuous improvement. This will enhance the school's overall effectiveness. 3. Ensure these initiatives are carried out systematically and consistently, so the "One School" culture becomes deeply embedded in the school's daily operations. We will particularly focus on effectively implementing the seven key learning goals to support the holistic development of our students. <p>By cultivating a collegial work culture, strengthening reflective practices, and systematically executing our strategic plan, we will solidify the shared sense of purpose and collective efficacy across the entire school community. This solid foundation will be crucial for the development and sustainability of our school.</p>
	The school will continue to adopt a proactive approach to upgrade its facilities in order to enrich the educational experience for students, staff, and the broader community. An on-going comprehensive plan includes several key elements.

3.2	<ol style="list-style-type: none"> 1. Support the 7 Learning Goals and 7 Well Habits by converting the existing P.E. storeroom into a dedicated Gymnasium and renovating the school library to incorporate SDL and NSE elements. 2. Prioritise energy conservation. This will involve participating in the Green School Project by EMSD to replace aging air conditioning units with more energy-efficient models, as well as replacing all fluorescent lights across campus with high-performing LED lighting. 3. Enhance safety and security by upgrading the campus-wide cybersecurity firewall system to proactively protect against emerging threats. 4. Integrate modern technologies by installing a fiber-optic communication network campus-wide to provide high-speed, reliable connectivity. <p>The renovation plan aims to enrich the educational experience by supporting learning goals and well-being, promoting sustainability, strengthening security, and leveraging the latest technologies. Ongoing evaluation and community feedback will be critical to ensure these upgrades continue to meet evolving needs. Additionally, the school will engage the broader community in the development of the school campus to foster a sense of shared ownership.</p>
3.3	<p>We recognise that the growth and success of our students are inextricably linked to the empowerment and development of our teachers and staff. In response, we are wholeheartedly committed to providing our educators with a wealth of opportunities for professional growth and the steadfast support they deserve. To this end, we will prioritise comprehensive training programmes, invaluable mentorship opportunities, and well-deserved recognition for our teachers and staff. Specifically, we will:</p> <ol style="list-style-type: none"> 1. Deepen Professional Development by expanding the comprehensive Professional Development Programme Plus (PDP⁺) to systematically cultivate a robust pipeline of future school leaders. 2. Ensure the PDP⁺ training workshops, insightful expert talks, enriching cross-school exchanges, and hands-on leadership engagement opportunities are thoughtfully designed and effectively implemented. 3. Strengthen the two-way mentorship scheme to better support the professional growth of newly-joined teachers, including the onboarding programme, on-the-job mentoring, and reverse mentoring on digital tools. 4. Diligently monitor the effectiveness of these initiatives and continuously refine them based on thorough feedback and evaluation. <p>Our overarching goal is to foster a vibrant culture of collaboration, innovation, and unity where everyone, including students and staff members at all levels, can thrive, shine, and excel in their endeavors. By empowering and supporting our dedicated educators, we aim to create a dynamic environment that inspires students to reach new heights and achieve their full transformative potential.</p>

III. OUR LEARNING & TEACHING

A. Reading to Learn

The school has established morning reading sessions scheduled for Tuesdays and Thursdays. These sessions offer students and teachers a tranquil environment dedicated to reading. Alongside these designated reading times, the curriculum also incorporated subject-specific reading arrangements within language classes and other disciplines. The purpose of these additional reading components was to foster students' reading habits, broaden their knowledge, and deepen their comprehension across various academic subjects.

The school placed emphasis on collaborating across departments - the Library, English Panel, and EMI subject teachers - to organise activities that encouraged students to read English books with diverse text structures. These supplementary reading activities were designed to complement the lessons and curriculum taught in English classes. Students were actively encouraged to visit the school library for independent reading and to participate in related reading programmes, like Reading Carnival, Reading Club and Book Fair. There were at least 5 thematic book fairs organised by the school library this year.

A vibrant Reading Carnival, which served as a dynamic platform for both teachers and students to participate in a variety of engaging reading-related activities, was held on 2 February 2024. These activities included silent reading sessions, book exhibitions, and book sharing sessions. The Reading Carnival was deemed a resounding success, as it offered a diverse array of engaging programmes that allowed the entire school community to come together and celebrate the joy, excitement and enrichment that reading can bring. Through this multifaceted event, the school was able to further promote a culture of literacy and a love for the written word among teachers and students alike.

Subject departments and various committee groups were encouraged to apply for the Promotion of Reading Grant which aimed to foster a reading-friendly atmosphere across the campus, ultimately broadening students' knowledge and horizons. To further support this objective, the English Panel also collaborated with non-language subject teachers to develop additional reading materials for the Reading Across the Curriculum (RAC) programme. Reading materials of different content subjects, like PSHE, Math and Science KLAs, were organised and distributed to students who were required to complete follow-up exercises as an inter-class reading competition.

The English Panel has also implemented a multifaceted approach to foster a culture of reading, including access to a comprehensive online reading platform that offers a diverse selection of digital resources and updated articles on latest topics. During

scheduled English lessons, silent reading time allowed students to engage in focused, independent reading to deepen their comprehension and vocabulary. Furthermore, in-class reading activities, such as reading drama playscripts and discussing news articles from newspaper, have encouraged students to stay informed and critically engage with current affairs. The English Panel has also made concerted efforts to incorporate teaching of readers into the S.1 and S.2 core curriculum. Through these diverse initiatives, the school aims to cultivate lifelong learning habits, expand students' knowledge, and enhance their overall academic performance.

B. Project Learning

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

Level	Subject	Project Title
S.1	MATH+IS+OMP+D&T	i-Farmer STEAM Project
	IS	Water Rocket
	GEOG	Rural or Urban Area
	ENG	Visit to Tai Kwun
S.2	Around the World (HIST)	Linking Medieval Times and Modern Times
	Around the World (HIST) +CHIST	History of Hong Kong – 1941-45
	MATH+IS+COMP+D&T	Shatin's Friends STEAM Project
	GEOG	Water Resources in Hong Kong
	ENG+GEOG	Visit to Jockey Club Museum of Climate Change in CUHK
S.3	IS1 (PHY)	Experiential Learning "Physics in Motion"
	IS1 (PHY)	Unveiling the Invisible Dance: Exploring the Wonders of Magnetic Field Lines
	GEOG	Field Study on Slope
		Renewable Energy Resources
	ENG	Visit to Dialogue in the Dark Experience Place
S.4	BAFS	Smart Consumption Research Project
	GEOG	My Field Trip Diary

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 “Fiber-to-Classroom” project and upgrades of WiFi equipment were completed in recent years. These ensured all classrooms were directly connected to the high-speed fiber optics network of the school. The network bandwidth in each classroom and special rooms was increased significantly to foster the quick responses of the devices for interactive learning and self-directed learning activities.

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, Benevolence, Empathy, Commitment, Integrity, Law-abidingness, National Identity, and Diligence, Unity and Filial Piety 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 2023	House AGM
Sep 2023	Student Leadership Training Activity
Sep 2023	S.5 Geography Field Camp
Oct 2023	All Good Day 師生眾樂日
Oct 2023	S.1-2 English Enrichment Activity
Oct 2023	Guangdong-Hong Kong-Macao Gifted Sudoku Championship
Oct 2023	Visit to Universities
Oct 2023	GeoLab Visit
Oct 2023	Volunteer Service for individuals with special needs
Oct 2023	4C Youth Volunteer Leadership Day Camp
Nov 2023	AGM for Clubs and Societies
Nov 2023	InnoCarnival 2023 Visit
Nov 2023	Hong Kong Speech Festival
Nov 2023	40 th Anniversary Open Day cum Carnival
Nov 2023	iCare 14 Flag Selling
Nov 2023	iCare 14 Vegetable Processing Volunteer Work
Nov 2023	iCare 14 Tai O Cultural Protection and Society Exposure Activity
Nov 2023	"Run As One" Voluntary Service
Dec 2023	Gospel Fortnight
Dec 2023	Visiting Green Hub
Dec 2023	iCare 14 Environmental-friendly Interactive drama
Dec 2023	iCare 14 The Elderly Visit
Dec 2023	iCare 14 Volunteer Work of Lifewide Run Carnival
Dec 2023	iCare 14 Animal Service
Dec 2023	iCare 14 Dinner preparation for the people in need
Dec 2023	Inter-house Music & Performing Art Festival
Dec 2023	Christmas Service
Dec 2023	Visiting the "Hong Kong Innovation & Invention" Exhibition
Dec 2023	Visiting the Mainland Higher Education Expo
Dec 2023	Student Voluntary Service Leader Training Camp (Organised by Agency for Volunteer Service)
Dec 2023	National Security Writing Competition
Dec 2023	Visiting Team Lab
Dec 2023	S.5 Marine Conservation and Cleaning Day
Dec 2023	Care and Nursing Centre Voluntary Work
Jan 2024	Service Learning Day — S.1 students Wetland Park Tour & Outdoor Field Work
Jan 2024	Service Learning Day – S.1 students Beach Cleanup
Jan 2024	Service Learning Day – S.2 students historical and cultural guided Tour
Jan 2024	CCA Days
Jan 2024	Future Skills Workshop
Jan 2024	Greater Bay Area Mathematical Olympiad Qualifier Round
Jan 2024	"Chinese Civilization" Online Challenge Competition
Jan 2024	Windmill Grass Theatre Lighting Workshop
Jan 2024	40 th Thanksgiving ceremony
Feb 2024	Reading Carnival (Chinese Culture)
Feb 2024	Disney Theme Park Adventure
Feb 2024	Asia International Mathematical Olympiad Open Contest Heat Round
Feb 2024	Hong Kong Mathematics Olympiad

Feb 2024	Chinese History Inter-School Elite Quiz Competition
Mar 2024	Visit to Yew Chung Early Childhood Education
Mar 2024	English Drama Appreciation
Mar 2024	Service Learning Day – S.1 Inclusive Education Workshop
Mar 2024	Service Learning Day – S.2 and S.3 Society Cultural Tour
Mar 2024	Service Learning Day – S.4 Visit to Hong Kong Museum of Coastal Defence
Mar 2024	Service Learning Day – S.5 China Cultural Tour
Mar 2024	Self-enrichment Project 「堅·自肥企劃」
Mar 2024	Hong Kong International Mathematical Olympiad Heat Round
Mar 2024	Easter Service
Mar 2024	Food Angel Volunteer Service
Mar 2024	Sports Day
Apr 2024	Visit to High Court
Apr 2024	English Fun Day
Apr 2024	Visit to HKMA information centre
Apr 2024	Visit to High Court and China CITIC Bank International
Apr 2024	S.5 Geography Field Study Course on industrial Area
Apr 2024	S.4 CSD Mainland China Study Tour
Apr 2024	“bE inspired too!2023/2024” Programme
Apr 2024	Exploration to Landscape Architect
Apr 2024	S.2 Visit to Jockey Club Museum of Climate Change
May 2024	Travel Literature Guided Tour
May 2024	iCare 14 Sending lunchbox to people in need
May 2024	iCare 14 Christian Concern for the homeless association Guided Tour
May 2023	Entrepreneurial Development Activity
May 2024	iCare 14 Community service for the elderly visit
May 2024	iCare 14 Animal (Rabbit) service
May 2024	Well-being Week
May 2024	Internship programme to Hong Kong Ocean Park Marriott Hotel
May 2024	Visit to Hong Kong International Aviation Academy and Airport
Jun 2024	Visit to Hong Kong Museum of Coastal Defence
Jun 2024	STEAM Day 2023-2024
Jun 2024	Fluid Painting Workshop
Jun 2024	Sex Education Workshop
Jun 2024	Rocket Car STEAM for All Fun Day
Jun 2024	English Cooking Workshop
Jun 2024	The Hong Kong Youth Mathematical Challenge
Jun 2024	PolyU Young Historian Competition Awards (理大全港中國歷史論文比賽)
Jun 2024	IPA Day
Jul 2024	40 th Anniversary Musical
Jul 2024	Student Voluntary Service Leader Graduation Camp (Organised by Agency for Volunteer Service)
Jul 2024	Positive Emerging Sports Experience Day
Jul 2024	Information Literacy Day
Jul 2024	CUHK Science-Popular Science talk and Lab Visit
Jul 2024	Physics Exploration at Ocean Park
Jul 2024	Networking Tea with Business Leaders
Jul 2024	Inter-house Debate Competition
Jul 2024	Wall painting - The 50 th Community Store in Asia Pacific of Starbucks
Jul 2024	Religious Summer Camp (Organise by Love Foundation)
Jul 2024	Military Summer Camp for Hong Kong Youth
Jul 2024	Study Tour to Guangxi
Jul 2024	Study Tour to Shanghai and Ningbo
Jul 2024	Study Tour to Japan
Aug 2024	Student Leadership Training Camp
Aug 2024	Guidance Prefects Leadership Training Camp
Aug 2024	Prefect Adventure Training Camp
Aug 2024	S.1 English Bridging Programme

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 deserves individual care. To provide comprehensive support, our students benefit from a robust network of care, which includes a dual class teacher system, a series of orientation programmes, regular class time periods, morning assemblies, hall assemblies as well as other learning experience, life-wide learning, co-curricular activities, teacher training, and workshops tailored to cater 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 2023-24, 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.

In order to enhance students' awareness of mental health, our school organised mental health-focused activities before two major exam periods. The goal was to provide students with ways to alleviate their emotions and stress, as well as helping them cope with adversity and reduce exam pressure. During the Mental Health Week, the Guidance & Counselling Department featured different daily themes, including "Eat Well", "Play & Exercise Well", "Sleep Well", "Love Well", and "Mind Well", in order to cater to the diverse needs of the students. Through participating in these activities, students were able to understand and vent their emotions, while also being introduced to appropriate outlets for expression.

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 broadcasted 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 students with SEN 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 students with SEN.

We are deeply committed to providing extensive support for students with SEN 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 students with SEN. 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 students with SEN, 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 students with SEN, 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 student with SEN receives the necessary support and opportunities to thrive academically and personally.

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

To build character among students, the school employs Christian principles and techniques through numerous techniques. We encourage all students and teachers to actively participate in these activities, which include life education, biblical knowledge, fellowship, religious services, and other religious activities.

The Tai Wai Trailblazer student fellowship brought students together for faith-based discussions and activities. They shared personal stories and built spiritual connections. At "Jesus Lunch with Me," students enjoyed a relaxed meal with teachers and church staff, allowing them to talk about their religious experiences and seek advice from mentors.

The Gospel Fortnight, where students and teachers shared their stories and faith through hymn singing and sharing, has profoundly impacted the school community. This initiative, a result of the commendable collaboration between the church and the school, has significantly promoted spiritual growth. Both parish workers and teachers deserve appreciation for their integral role in this process.

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 and National Education Ambassador organises various programmes such as the Self-enrichment Project, the Inter-class energy conservation competition, 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.

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

To enhance students' awareness of social needs, the Student Voluntary Service Scheme was created to provide lots of chances in voluntary service and social exposure activity through organising the iCare 14 Community Services and Exposure Programme, Service Learning Day, Class-Based Voluntary Service and Exposure Activity and Exchange programme.

Through participation in the iCare 14 Community Services and Exposure Programme organised by the Learning Exposure and Service Learning Department, our students have numerous opportunities to engage in various community services and meaningful voluntary activities. 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.

Moreover, the Service Learning and Exposure Day, held on 12 January 2024 for S.1 to S.2 students and held on 25 March 2024 for S.1 to S.5 students, featured two community services: beach cleaning and Field work for S.1 students and Chocolate Charity Sale for S.2 students. Additionally, three exposure events were organised, including Chinese History education through a visit to Hong Kong Museum of Coastal Defence and Chinese Traditional Cultural Tour and Workshops for S.4 to S.5 students, various cultural and

historical local tours for S.1 and S.3 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.

Lastly, the Exchange programme to the Mainland China (Guangxi) will be launched on 18 July 2024 to 21 July 2024 as well as another Study Tour to Shanghai and Japan will be launched in early August 2024. Through the exchange programme, students broaden their horizons to understand more our motherland and the nation and provide the chance to equip themselves.

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

School year 2023-24 was a year full of blessings amid challenges and difficulties. With the God's abundant grace, students had strived hard and showed a great leap in the 2024 HKDSE Examination.

The performance of Level 4 or above was impressive and the school overall rate reached nearly 45% which was higher than that of the HK average. 12 out of the 15 subjects offered performed better than the respective performance in their HK averages (79% in M2, 69% in Biology, 60% in Chinese History, 55% in Mathematics, 52% in Physics, 47% in BAFS, 43% in Chinese Language, 39% in Geography, 38% in ICT, 33% in Visual Arts, 30% in English Language and 29% in Ethics & Religious Studies).

Besides, the performance of Level 2/Attained or above was remarkable and the school overall rate reached nearly 100%. 15 out of the 16 subjects offered performed better than the respective performance in their HK averages (100% in English Language, 99% in Chinese Language, Mathematics and CSD. 100% in Biology, BAFS, Chinese Literature, Economics, Ethics & Religious Studies, ICT, M2, Physics and Visual Arts, 94% in Geography and 91% in Chemistry).

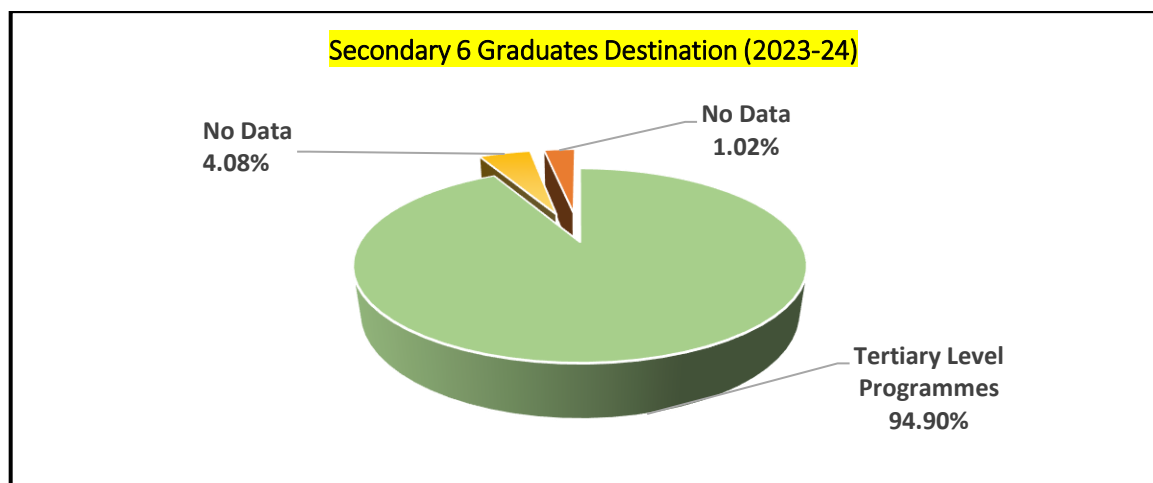
The most outstanding student, 6A WANG HONGKAI, attained a score of 34 in the best six subjects. There were in total of 168 counts of Level 5 or above in various subjects. JUPAS statistics also told us that nearly 70% of our students obtained a JUPAS offer.

To conclude, the results in the 2024 HKDSE Exam reflected the concerted efforts of both teachers and students in the pursuit of excellence in studies. Dedication and perseverance were shown among them throughout the year.

B. Graduates' Destinations

Secondary 6 Graduates Destination (2023-2024)

	Percentage of Students	No. of Students
Tertiary Level Programmes	94.90 %	93
Other Educational Programmes	1.02 %	1
Repeating S.6	0 %	0
Employment	0 %	0
No data	4.08%	4



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C. Scholarships & Awards

SCHOLARSHIP

Sir Edward Youde Memorial Prizes (2023/24 School Year)

6A	LEUNG CHUN TIM	6A	WANG HONGKAI
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Applied Learning Scholarship (2022/23 School Year)

6D	LAI WAI YUEN
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Life School Ministry Talent Scholarship Scheme

2B	IP YAN KIU	2B	KIMBERLEY TSOI
2C	KO KA YU	2C	KWOK YUET LAM
3D	LAM PAK YU	4A	CHEUNG SHUN HO
4A	HUI WING HIN SAM	4B	LEUNG PAK YIN
4B	CHU WAN CHING	4E	AU HOI CHING

EXTERNAL AWARD

20th Sha Tin District Outstanding Student Award

Sha Tin District Outstanding Student (Junior Secondary Division) Top 10

3A	LI YAN YUNG LISA
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Commendation Certificates (Reached Finals) (Junior Secondary Division)

3A	AU-YEUNG CHING	3A	LAU TSZ KWAN EUNICE
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Commendation Certificates (Reached Finals) (Senior Secondary Division)

4C	CHUNG CHEUK NAM	4C	YU LAI YING
6B	ZHENG PANG KIU WAN		

Best Team in Team Competition (Junior Secondary Division) - "Drip Drip Laugh"

3A	AU-YEUNG CHING
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Best Team in Team Competition (Senior Secondary Division) - Sunflower

4C	YU LAI YING
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Youth Arch Student Improvement Award (2022-2023)

2A	CHENG YIK MAN	2C	LO WANLAN
2D	HO TSZ HIM	2D	TANG TSZ KI
3A	CHAN LAU KWAN	3A	LEUNG YAN YUET
3D	TSANG CHIT HEI	3D	LI WING YAN
4A	LEE NOK YIU	4A	LI MAN SUM
4A	LUI YI CHUN	4A	SZE WAI YU JENNY
4B	LIU TSZ YEUNG	5A	NGAI KING HEI
5B	NG TSZ FUNG	5C	LAM MATTHEW
5D	LIU SZE WING STELLA	6A	WONG TSZ FUNG
6B	LIT WING I	6C	LIAN KONG FAAT
6D	LI JIANWEI		

75th Hong Kong Schools Speech Festival (2023)

Cantonese Recitation Merit

1C	CHOI HUNG YIU	4D	DU MIN FE
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Cantonese Recitation Proficiency

1D	YIP WING CHING
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Mandarin Recitation Merit

1A	ZHAO PETER	1D	LEE HAU LAM
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3A	LI YAN YUNG LISA
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Mandarin Recitation Proficiency

1A	TSOI WANTONG	1C	CHOI HUNG YIU
5D	MO YUK WAI		

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English (Solo Verse Speaking) Merit

1A	CHOI CHEUK LING JANLOUS	1C	WAN WAI
2B	LOU SI UN	3B	LUI HAILEY
4A	LI ON YAN	5A	LAM KA MING
5A	WONG CHAK KA BENNETT	5C	YIP LONG YIU

English Solo Verse Speaking Proficiency

1D YIP WING CHING

English Solo Verse Speaking Third Place

4E HO NOK HEI

English Dramatic Duologue Merit

4D	YU ON KIU	4E	AU HOI CHING
4E	LING TSZ KI	4E	NG KA HEI

English Dramatic Duologue Proficiency

2D	LI HONGSHUN	2D	SHI YU HAO
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English Choral Speaking Second Place

5A	CHEN TIN SHUE GABY	5A	CHIU TSZ KI
5A	CHIU CHUN YIN	5A	CHOW YUI YIN
5A	CHUI YEUNG YAT	5A	KUANG JIAXIN
5A	HO WING KIN	5A	LAI WING KA
5A	LAM KA MING	5A	LAM KA LO
5A	LI ARMIN	5A	LEE LOK YEE
5A	LI KA HIM	5A	MOK PUI KI
5A	NG KWAN LAM	5A	NG KA WING
5A	NGAI KING HEI	5A	PENG SING NAM
5A	WONG CHAK KA	5A	TSE PUI YAN
5A	WONG WAI YUEN	5A	WANG SHANLING
5A	WOO CHI TO	5A	YIP SIK HANG
5A	YEUNG WING HEI	5C	LAM MATTHEW
5A	CHAN LOK YIN	5C	YIP LONG YIU
5A	CHENG OI LAM		

16th English Radio Drama Competition (2023-2024)

Semi-Finalist Award

4A	LI MAN SUM	4A	TAI TSZ LAM
4B	WONG CHUN HEI	4C	LAM TSZ YAN
4C	YU LAI YING		

AIOM (MMC) World Open Competition (Final)

<i>Silver Award</i>	3A	MA YIU SING
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American Mathematics Olympiad

<i>Silver Award</i>	3A	WAN NOK HEI
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Asia International Mathematical Olympiad Open Contest (Heat)

<i>S3 Silver Award</i>	3A	MA YIU SING
	3B	LUI TZE HO
	4A	YEUNG HOI YAN
<i>SS Copper Award</i>	4A	WONG HO SUM

Asia International Mathematical Olympiad Open Contest (Semi-Final)

<i>S3 Silver Award</i>	3A	MA YIU SING
	3B	LUI TZE HO
<i>SS Copper Award</i>	4A	WONG HO SUM

Asia Pacific Mathematics Elite Cup

<i>S3 Silver Award</i>	3B	LUI TZE HO
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Global Junior Math Aptitude Test

S3 Silver Award 3B LUI TZE HO

Greater Bay Area Mathematical Olympiad (Preliminary)

S1 2nd Class Honour 1A WU XIAN XUAN

S3 1st Class Honour 3A WAN NOK HEI

S3 2nd Class Honour 3B LUI TZE HO

3B WONG NOK YIN CALEB

S3 3rd Class Honour 3B FU MIN EN

SS 1st Class Honour 5A YEUNG WING HEI

SS 2nd Class Honour 4A WONG HO SUM

4A YEUNG HOI YAN

SS 3rd Class Honour 4A LI MAN SUM

4A ZHU QIANWEN

Greater Bay Area Mathematical Olympiad (Qualifier)

S1 3rd Class Honour 1A WU XIAN XUAN

S3 1st Class Honour 3A WAN NOK HEI

S3 2nd Class Honour 3B LUI TZE HO

3B WONG NOK YIN CALEB

SS 2nd Class Honour 4A WONG HO SUM

4A YEUNG HOI YAN

SS Merit Award 4A LI MAN SUM

Greater Bay Area Mathematical Olympiad (Final)

S3 2nd Prize Award 3A WAN NOK HEI

S3 3rd Prize Award 3B LUI TZE HO

S3 Merit Award 3B WONG NOK YIN CALEB

SS 3rd Prize Award 4A YEUNG HOI YAN

SS Merit Award 4A WONG HO SUM

Guangdong-Hong Kong-Macao Gifted Sudoku Championship 2023

Gold Award 1A TSENG ALAN

Hong Kong International Mathematical Olympiad (Heat)

S3 Silver Award 3B WONG NOK YIN CALEB

S3 Gold Award 3A WAN NOK HEI

3B LUI TZE HO

Hong Kong International Mathematical Olympiad (Semi-Final)

S3 Silver Award 3B WONG NOK YIN CALEB

Hong Kong Mathematics Olympiad

3rd Class Honour 5A YEUNG WING HEI

Honorable Mentioned Certificate 3A WAN NOK HEI

Hong Kong Youth Mathematics High Achievers Selection Contest

2nd Class Honour 3A WAN NOK HEI

3B WONG NOK YIN CALEB

3rd Class Honour 3A MA YIU SING

3B LUI TZE HO

Huaxia Cup (Heat)

S3 1st Class Honour 3A WAN NOK HEI

S3 2nd Class Honour 3B LUI TZE HO

Huaxia Cup (Semi-Final)

S3 1st Class Honour 3A WAN NOK HEI

S3 2nd Class Honour 3B LUI TZE HO

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Huaxia Cup (Final)

<i>S2 3rd Class Honour</i>	2A	NG CHUN TING
	2C	ZHU KAI KEI
<i>S3 1st Class Honour</i>	3A	WAN NOK HEI
<i>S3 3rd Class Honour</i>	3B	LUI TZE HO

Math Conception

<i>SS Bronze Award</i>	4A	YANG FRANKY
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2023/24 Online Reading Incentive Scheme for Citizenship and Social Development

<i>Merit</i>	5D	MO YUK WAI
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The Third Hong Kong Science Fair

<i>Merit</i>	5C	TANG MAN HEI
<i>Senior Secondary Division - Bronze Award</i>		

Artificial Intelligence and Innovative Technology Competition 2023-2024

<i>Best Presentation Award</i>			
2A	CHIU CHI HANG	4A	LEUNG YIK SHING
4A	ZHENG KAYE		

Hong Kong School Drone challenge 2024

<i>First runner-up</i>			
5C	TANG MAN HEI	5D	LEUNG YU HIN

RoboMaster 2023 (Hong Kong)

<i>Division Champion</i>			
2A	CHIU CHI HANG	4A	LEUNG YIK SHING
4A	ZHENG KAYE	5C	TANG MAN HEI
5C	WONG WANG PIU ANTONIO	5D	LEUNG YU HIN

SMART Community Hackathon 2023

<i>Most Popular Project (Online Vote)</i>			
4B	YAU CHING TONG	3B	YIU CHI NGA
3D	AU WING SUM		

Youth Programme, RoboMaster Float Parade Competition

<i>Champion</i>			
2A	CHIU CHI HANG	3B	ZHUANG CHUNG MING

Economic Manga Design Competition 2024

<i>1st runner up</i>	5B	CHU PUI HEI PIERRE
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Hong Kong Economics Olympiad 2024

<i>Silver Award</i>	5B	LEE NGA LAAM
	5B	LIP TSZ YAN
<i>Bronze Award</i>	5A	KUANG JIAXIN
	5B	LO TSZ FUNG MARCUS
	5B	HUI YUET NGA

Train for Life's Journeys 2.0 - Social Innovation Challenge

<i>Gold Award</i>			
4B	LI YIP JUN BRIAN	4B	WONG MAN CHUN MARCO
4B	LI MEI YEE	4B	YAU CHING TONG
<i>Silver Award</i>			
3A	AU-YEUNG CING	3A	CHAN CHUN BOND
3A	CHONG HIRAM	3A	LAU TSZ KWAN EUNICE

2024 Asia Pacific Photo Contest

<i>Gold Award</i>	5C	LEE KING HIM
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2024 Global Creative Mastery Art Competition

<i>Gold Award</i>	5C	LEE KING HIM
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49th International Children and Youth Strings Competition

1st runner up 5A NG KA WING

Hong Kong Joint School Music Association 2024 Secondary School

Piano Solo Intermediate Group Silver Award 2C KWOK YUET LAM

Vocals Solo Intermediate Group Bronze Award 5A KUANG JIAXIN

Singing Group Solo General Songs Silver Award 5A KUANG JIAXIN

Music@e-Contest international music competition

Distinction 5A NG KA WING

String Music Sha Tin District Secondary School Group

Champion 5A NG KA WING

The 7th Hong Kong Youth Children's Music Competition 2024

Orchestral Music Secondary School Section

1st runner up 5A NG KA WING

The Arts Ambassadors-in-School Scheme

Gold Award 4D DENG SZE MAN

5A KUANG JIAXIN

Hong Kong Joint School Music Association 2024 Secondary School Choir

Silver Award

1A CHAN TSZ YIU	3A YIP CHEUK LING
1A CHUN KA SHUEN	3A YIP HOI CHI
1A LIAO TSZ CHING	3B LI YUEN YEE
1A NG CHEUK LAM	3B WONG TSZ YU
1A TSOI WANTONG	3C MA CHUN KIT
1C CHUNG KAI KIT	3C CHANG CHIN TEE
1C LI MEI HAN	3C CHAU YUI KI
1C TAM LEONA	3C CHU CHUNG YEE
1C TO HEI TUNG	3D LAM PAK YU
1C TSANG TSZ LING	3D AU WING SUM
1C WAN WAI	3D CHAU CHING
1D WONG TSENG CHI	3D CHONG CHEUK YI
2A HO HIU MAN	4A TAI TSZ LAM
2B CHAN YING CHUN	4B NG CHEUK TING
2B YIU YAN TUNG	4C LAI ZIYU
2C KWOK YUET LAM	4D CHAN YUK HEI JEFFREY
2D NG CHEUK YI	4D HAN PO HUEN
2D YE ZHI YU	4E AU HOI CHING
3A AU-YEUNG CHING	4E CHU WING SZE
3A FAN PUI SZE	5A KUANG JIAXIN
3A LAU TSZ KWAN EUNICE	5B LIU TSZ KWAN
3A LI YAN YUNG LISA	5C YIP LONG YIU
3A WU LI YI	

Hong Kong Joint School Music Association 2024 Secondary School Choir (Junior Group)

Silver Award

1A CHAI TSZ CHIN	3A YIP HOI CHI
1A LUN PUI MAN	3C CHANG CHIN TEE
1C LI MEI HAN	3C CHAU YUI KI
1C TO HEI TUNG	3C CHU CHUNG YEE
2B YIU YAN TUNG	3D AU WING SUM
3A AU-YEUNG CHING	4A TAI TSZ LAM

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3A	FAN PUI SZE	4C	LAI ZIYU
3A	LAU TSZ KWAN EUNICE	4E	AU HOI CHING
3A	LI YAN YUNG LISA	5A	KUANG JIAXIN
3A	WU LI YI	5C	LEE KING HIM PAUL

Hong Kong Joint School Music Association 2024 Secondary Singing Ensemble

Golden Award

1A	CHAI TSZ CHIN	3C	CHANG CHIN TEE
1A	LUN PUI MAN	3C	CHAU YUI KI
1C	LI MEI HAN	3C	CHU CHUNG YEE
1C	TO HEI TUNG	3D	AU WING SUM
2B	YIU YAN TUNG	4A	TAI TSZ LAM
3A	AU-YEUNG CHING	4B	NG CHEUK TING
3A	FAN PUI SZE	4C	LAI ZIYU
3A	LAU TSZ KWAN EUNICE	4E	AU HOI CHING
3A	LI YAN YUNG LISA	5A	KUANG JIAXIN
3A	WU LI YI	5C	LEE KING HIM PAUL
3A	YIP HOI CHI		

Secondary School Group Ensemble (Orchestral)

Silver Award

2A	NG CHUN TING	4B	LEUNG SUM YI ZOE
3A	CHEUNG YAN YUET	5A	CHAN LOK YIN
3C	LAW TRINITY	5A	NG KA WING
3D	WANG JOLYN	5D	SZE PUI KWAN
4B	NG CHEUK TING	5D	CHANG YAN KIU

Secondary School Group Handbell and Handchime

Silver Award

1A	LUN PUI MAN	3A	LO HEI YAN
1C	CHOI HUNG YIU	3C	CHENG LOK WANG LAWRENCE
2A	WONG LEONG CHI	3C	CHAU YUI KI
2B	WONG PUI CHI	4B	HO SZE TING
2C	KWOK TSZ YAU	4B	LEUNG SUM YI ZOE
2C	LEUNG LOK TUNG	4D	LEE CHOI YEE CHERRY
2C	NG YEE WAI	4E	LAM TSZ CHING
2D	CHAN HEI CHI MAYAH	5A	CHENG OI LAM
2D	CHAN HIU YING	5C	HUI WAI KI
2D	YE ZHI YU	5C	LING TSZ CHING
3A	YIP CHEUK HIM		

Supernova Dance Competition 2024

Silver Award

1B	FUNG YUEN KIU	3A	CHAN CHUN BOND
1C	LAU TAM LING	3A	FUNG KA YEE
1C	LEE LOK YAU	3B	HUANG TSZ KEI
1D	HUANG ZIQI	3C	AU YEE CHING
1D	LO GWAN YIN	3D	TSANG YAN YI KI
1D	NG NGA TUNG	4A	LI ON YAN
1D	YIP WING CHING	4B	LEE YUEN YAN
2A	CHAN MEI KI	4B	LI MEI YEE
2A	CHAN MEI KI	4C	TSE MING HONG
2A	HO HIU MAN	4C	LIU HUI TUNG
2B	KE WAI MAN	4D	AU LEONG YIN

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2B	KE WAI MAN	4D	MAN WAN YAN
2B	LAM LOK SZE	4E	CHAN CHEUK YEE CHERRY
2B	LAM LOK SZE	4E	CHUNG MARCIA SAU YING
2B	LIU SZE CHING	4E	NG KA HEI
2C	WONG TSZ YIN	4E	TUNG KA YAN
2C	WU TSZ SHAN	5A	CHAN LOK YIN
2D	CHAN HIU YING	5A	CHIU TSZ KI
2D	CHAN LOK WAN	5A	TSE PUI YAN
2D	FUNG PUI YI	5B	HUI YUET NGA
2D	TANG TSZ KI	5D	LO EV DIFF

2023 Hong Kong Open Teens and Children Wushu Championship

<i>Boys Teens Group: Nanquan 3rd Runner-up</i>	2D	HO TSZ HIM
<i>Boys Teens Group: Southern Broadsword) Champion</i>		
<i>Open Group: All-round 2nd Runner-up</i>		
<i>Open Group: Nangun Merit</i>		

2023 Hong Kong Open Wushu Championship

<i>Boys Youth Group: Southern Broadsword 2nd Runner-up</i>	2D	HO TSZ HIM
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2023/2024 青少年武術普及訓練計劃錦標賽

C2 男子初中組南拳 亞軍	2D	HO TSZ HIM
C4 男子初中組刀術 優異獎		
男子初中組(全能) 殿軍		

2024 年第一屆武術傳承發展交流文化節暨【武盟杯】粵港澳全民武術公開賽

男子個人全能獎 第五名	2D	HO TSZ HIM
第一套國際規定套路南刀 男子少年甲組 二等獎		
第一套國際規定套路南拳 男子少年甲組 第三名		
第一套國際規定套路南棍 男子少年甲組 三等獎		

Sha Tin Wushu Championship 2023

<i>G15-G17 Nanquan: Champion</i>	2D	HO TSZ HIM
<i>G15-G17 Sword: Champion</i>		
<i>M13-M14 Nangun: Champion</i>		
<i>M13-M14 Nanquan: Champion</i>		
<i>M13-M14 Southern Broadsword Champion</i>		

Christian Alliance Joint-School Badminton Competition

<i>Junior Group: 3rd Runner-up</i>	1A	TSANG WANG CHI
	2A	FOK KIN HEI
	2C	ZHU KAI KEI
<i>Senior Group: 3rd Runner-up</i>	4D	DU MIN FE
	5A	CHEN TIN SHUE GABY
	5B	CHU PUI HEI PIERRE

Christian Alliance Joint-School Basketball Competition

<i>Senior Group: 2nd Runner-up</i>		
2A LAU CHEUK MAN	4C	CHAN CHIN SHING
2C TAN JIECONG	5A	HO WING KIN
3A LEUNG CHEUK LOK	5A	LAM KA MING
3A POON KA MING	5C	LAM MATTHEW
3A SHIU CHING LONG	5D	KWOK YAU LONG
3B ZHANG QIHUA	5D	MAN HEI LONG

Christian Alliance Joint-School Table Tennis Competition

<i>Junior Group: 2nd Runner-up</i>	1B	HE BOXI
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	1D	CHAN SZE WING
	1D	LUI CHUNG TING
<i>Senior Group: 3rd Runner-up</i>	3D	LI TIN YU TIMOTHY
	4A	CHEUNG SHUN HO
	4C	MO HANG WA

Christian Alliance Joint-School Volleyball Competition

Junior Group: 2nd Runner-up

1B LAU HIN CHUNG		3B CHAN WANG SHUN
1B LAU PAK HO PONTUS		3B FU MIN EN
1D TSANG KA CHIU		3B LEUNG JULIAN ANDERSON
2B AU WING PANG		3B LIU LOK HIM
2D HO TSZ HIM		3C CHAN HO MING
2D SHUM HO YEUNG		3C HUNG KWONG HIM

Junior Group: 3rd Runner-up

1B CHUNG WING TUNG		3C AU YEE CHING
1C LEE LOK YAU		3C CHENG HIU YUNG
2A MAK YI NA		3C TSUI PO YIN
2B LAM LOK SZE		3C WONG IN CHUN
2B TSUI WAI LAM		3D CHEUNG HEI LAM
3B LI WINKIE		

Inter-School Cross Country Competition 2023-2024

Boys C Grade The 6th Place of Team Award

1A KWOK CHUN YIU REILY		1A ZHAO PETER
1A LAM WANG YIP		1B LAU HIN CHUNG
1A WONG YEE LOK		1B TAI CHUN KIU
1A YIP KAI KUEN		2B LI KIN LAM

Girls A Grade The 4th Place of Team Award

4D DU MIN FE		6A LEE NIM YAN
5B CHEUNG WAI SIN JOSIE		6A SUNG LOK YAN
5C LEUNG ON KIU AIKO		6B CHEUNG WING LAM
5D CHEUNG WAI YI		6B TAM WING HEI

Girls A Grade The 9th Place of Team Award

4D DU MIN FE

Girls C Grade The 6th Place of Team Award

3A CHONG HIRAM		3C CHAN HEI YEE
3A WU LI YI		4D YEUNG YUI KA
3B WONG TSZ YU		4E NG KA HEI

Girls C Grade The 6th Place of Team Award

1C CHENG HEUN CHING		1D YU CHING LAM
1C LEE KING TUNG SABRINA		2C CHAU SIU TUNG
1D NG ZI LING		2C LAI LOK CHING

Inter-School Football Competition 2023 -2024

Senior Division 2 1st Runner-up

3C CHENG LOK WANG LAWRENCE		5B TONG CHIT HEI
4B LI YIP JUN BRIAN		5D KWOK YAU LONG
4C LEUNG YUI CHIT		6A HO CHING YEUNG
4C YEUNG LOK HIN		6A LEE MING CHUN
5A LAM KA MING		6A LO HO TIM
5B HO HIN FUNG		6A LUI HO YIN

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5B IP CHEUK HIN

5B LO TSZ FUNG MARCUS

6B HUANG YIHANG

6C WAN CHING CHIU LION

Inter-School Long Distance Run Competition

The 10th Place of Individual Award

The 6th Place of Team Award

1D NG ZI LING

3A CHONG HIRAM

3A WU LI YI

3B WONG TSZ YU

3C CHAN HEI YEE

4D YEUNG YUI KA

4E NG KA HEI

The 7th Place of Team Award

1C CHENG HEUN CHING

1C LEE KING TUNG SABRINA

1D LEE UEN YING

1D NG ZI LING

2C CHAU SIU TUNG

2C LAI LOK CHING

Inter-School Volleyball Competition 2023-2024

Boys A Grade 1st Runner up

4C MO HANG WA

4C WONG KWUN YAM

5A CHUI YEUNG YAT

5B CHOW HOI SING

5B LO TSZ FUNG MARCUS

5D LEE MING KIT

6A LAU PO CHING

6A LEE MING CHUN

6A LO HO TIM

6B CHOI KAI LEUNG

6B LIN YUI

6C CHAN KA PAK CYRUS

6C FUNG LOK MENG

6C YAN TSZ KWAN

6C YIU KING FUNG

Secondary School Invitational Rugby Sevens 2024

Boys Cup 1st Runner Up

2B CHEUNG ROCK

2B CHEUNG YU HIN

3D CHENG MING CHIT

3D TSANG CHIT HEI

4C TSOI FU TAO

4D FU TSZ HANG

4E CHAN YIN LAM

4E CHU MING YIN ISSAC

4E HO NOK HEI

5C LAM MATTHEW

The HKFYG "Easy Volunteer" Volunteer Service Award

Gold award

Sliver award

3C LAM CHUN

3C CHU CHUNG YEE

4A TAITSZLAM

4D KWAN LAI FONG KELLY

4D YEUNG YUI KA

5A NG KA WING

5C LEE KING HIM PAUL

5C LEE YU TAT

Bronze award

3B LI YUEN YEE

3B ZHANG QIHUA

3C HUNG KWONG HIM

5C KONG YAT HANG

5C LAM MATTHEW

5C LING TSZ CHING

5C PANG SZE WING

5C SUN WING CHING

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INTERNAL AWARD

Student of the Year

6A LEUNG CHUN TIM

Outstanding Service Award

6A CHOW HIU LAM KANNY

Leader of the Year

5D MO YUK WAI

Outstanding Student Voluntary Service Leader

5D MO YUK WAI

Outstanding Student Awards

The Most Outstanding Student Award

4C YU LAI YING

S.1 Champion

1A ZHAO PETER

S.1 Runner-up

1A WU XIAN XUAN

S.2 Champion

2A WONG YAT LONG

S.2 Runner-up

2A CHEN JINYU

S.3 Champion

3A AU YEUNG CHING

S.3 Runner-up

3A LAU TSZ KWAN EUNICE

S.3 Second runner-up

3A LI YAN YUNG LISA

S.4 Champion

4C YU LAI YING

S.4 Runner-up

4A TAI TSZ LAM

S.4 Second runner-up

4C CHUNG CHEUK NAM

S.5 Champion

5A CHOW YUI YIN

S.5 Runner-up

5D CHEUNG WAI YI

S.5 Second runner-up

5D WONG TSZ HO

Competent Leaders Award

Gold Award

4B LI MEI YEE

4C FUE KIT WING

4D AU LEONG YIN

4E FOK PAN YU

5A HO WING KIN

5A CHENG OI LAM

5A CHOW YUI YIN

5A KUANG JIAXIN

5A MOK PUI KI

5A NG KA WING

5A PENG SING NAM

5A TSE PUI YAN

5B HO HIN FUNG

5B LEE NGA LAAM

5B TAM WING YI MABEL

5B YIP HOI FEI

5C LEE KING HIM PAUL

5C LAU SZE LAAM

5D CHENG YI TING

5D LEE MING KIT

5D MAN HEI LONG

5D WONG TSZ HO

5D MO YUK WAI

Silver Award

3A LAU TSZ KWAN EUNICE

3A LI YAN YUNG LISA

3A WONG TSZ YAN JILAIN

4A TAI TSZ LAM

4A WONG TSZ YUEN

4B NG CHEUK TING

4B MA HOI TING

4B YAU CHING TONG

4C YU LAI YING

4D YEUNG YUI KA

4E CHAN YIN LAM

5A CHIU TSZ KI

5B HUI YUET NGA

5C HUI WAI KI

5D SZE PUI KWAN

5D CHANG YAN KIU

5D KWAN LAI FONG KELLY

5D LO EV DIFF

Bronze Award

3A FUNG KA YEE

4A MA WILSON

4B	LI HON YU	4C	CHUNG CHEUK NAM
5A	WANG SHANLING	5B	KONG KWAI SZE
5B	NG KA WAI	5B	SZE PING TING

PTA Academic Improvement Award

1B	LI CHUN HIN	1B	OUYANG XING
1D	SIU CHI WING DICKY	2A	NG CHUN TING
2A	WONG YAT LONG	2C	KO KA YU
3B	LUI HAILEY	3D	HUANG HO YEUNG
3D	LAU YAN TUNG	4A	CHEN MING SUI
4A	LI ON YAN	4B	LI MEI YEE
5B	TONG CHIT HEI	5B	LIP TSZ YAN
5B	TAM WING YI MABEL		

PTA Excellent Student Conduct Award

3A	AU-YEUNG CHING	3A	CHONG TSZ YUET
3A	KWOK CHEUK LONG	3A	LEUNG CHEUK LOK
3A	LIAO MING HIM	3A	POON KA MING
3A	YIP CHEUK HIM	3A	CHAN LAU KWAN

Super Class Awards

<i>First Term</i>	1C, 1D, 2A, 2D, 3A, 3C, 4A, 4C, 5A, 5D, 6A, 6C
<i>Second Term</i>	1C, 1D, 2A, 2D, 3A, 3B, 4A, 4D, 5A, 5D

Champion of Inter house Competition

Yellow House

ACADEMIC AWARD

1A	WU XIAN XUAN	Second in Secondary One First in Class (1A) First in Mathematics (S.1) Mr. Alan Chan Memorial Mathematics Award
1A	LIAO TSZ CHING	Third in Secondary One Second in Class (1A) First in Life and Society (S.1)
1A	HUI CHUN LONG	Third in Class (1A) First in Science (Secondary 1-3) (S.1)
1A	KWOK CHUN YIU REILY	First in Physical Education (Boys) (S.1)
1A	LUN PUI MAN	First in Music (S.1) First in Putonghua (S.1)
1A	NG CHEUK LAM	First in Chinese Language (S.1) Dr. Kwan Siu Yee Chinese Language Award First in Biblical Knowledge (S.1)
1B	LAU PAK YIN MARS	First in Secondary One Kowloon Tong Alliance Church Scholarship First in Class (1B) First in Geography (S.1)
1B	KWONG YIN CHI	Second in Class (1B) First in English Language (S.1) Mr. Lawrence Wong English Language Award
1B	AU LOK MAN	Third in Class (1B)
1B	NG SAI KI	First in Chinese History (S.1)
1B	OUYANG XING	First in Design & Technology (S.1)
1C	TAM LEONA	First in Class (1C) First in English Enrichment (S.1)

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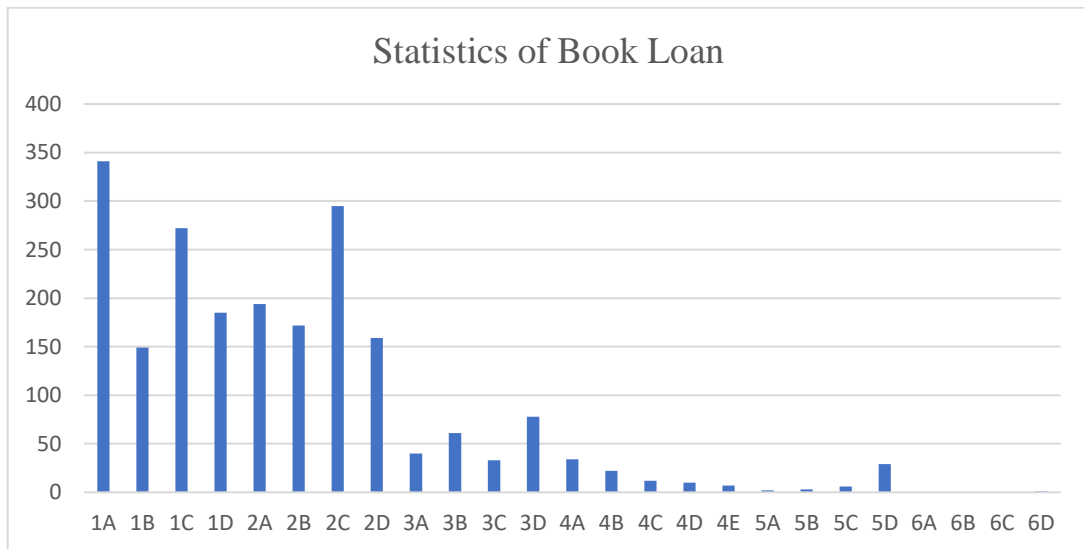
1C	SU ON YING	Second in Class (1C)
1C	YIU HIU MAN	Third in Class (1C)
1C	LEE KING TUNG SABRINA	First in Visual Arts (S.1) First in Physical Education (Girls) (S.1)
1C	TO HEI TUNG	First in Technology and Living (S.1)
1D	LO SHUN LAP	First in Class (1D)
1D	CHAN SUM YIN	Second in Class (1D)
1D	LEUNG CHUN KWAN HAYDEN	Third in Class (1D)
1D	LEE HAU LAM	First in Computer Literacy (S.1)
2A	CHEN JINYU	First in Secondary Two Kowloon Tong Alliance Church Scholarship First in Class (2A) First in Chinese Language (S.2) Dr. Kwan Siu Yee Chinese Language Award First in Mathematics (S.2) Mr. Alan Chan Memorial Mathematics Award First in Geography (S.2) First in Science (Secondary 1-3) (S.2) First in History (S.2)
2A	WONG YAT LONG	Second in Secondary Two Second in Class (2A) First in History (S.2)
2A	SIU PUI CHI	Third in Secondary Two Third in Class (2A) First in English Language (S.2) Mr. Lawrence Wong English Language Award
2A	CHAN TING HIM	First in Chinese History (S.2)
2A	CHIU CHI HANG	First in Design & Technology (S.2) First in Computer Literacy (S.2)
2A	CHENG YIK MAN	First in Design & Technology (S.2)
2A	HO HIU MAN	First in English Enrichment (S.2)
2A	LAW WAI LAM	First in Technology and Living (S.2)
2A	LI CHEUK YIU	First in Life and Society (S.2) First in Putonghua (S.2)
2A	MAK YI NA	First in Music (S.2)
2B	LI MING HUNG	First in Class (2B)
2B	KE WAI MAN	Second in Class (2B)
2B	CHEN HONGRUN	Third in Class (2B) First in Visual Arts (S.2)
2B	LI KIN LAM	First in Physical Education (Boys) (S.2)
2B	KIMBERLEY TSOI	First in Biblical Knowledge (S.2)
2C	TSANG KA HUNG	First in Class (2C)
2C	ZHU KAI KEI	Second in Class (2C)
2C	LI KAI YIN	Third in Class (2C)
2C	LAI LOK CHING	First in Physical Education (Girls) (S.2)
2D	LI ZIKY	First in Class (2D)
2D	LI HONGSHUN	Second in Class (2D)
2D	TSANG CHING YUNG	Third in Class (2D)
3A	MA YIU SING	First in Secondary Three Kowloon Tong Alliance Church Scholarship First in Class (3A) First in Integrated Science II (Chemistry) (S.3)
3A	CHAN LAU KWAN	Second in Secondary Three

	Second in Class (3A)
	First in Chinese Language (S.3)
	Dr. Kwan Siu Yee Chinese Language Award
	First in Geography (S.3)
	First in Chinese History (S.3)
	First in Life and Society (S.3)
3A	WAN NOK HEI
	Third in Secondary Three
	Third in Class (3A)
	First in Mathematics (S.3)
	Mr. Alan Chan Memorial Mathematics Award
	First in Integrated Science I (Physics) (S.3)
	First in Financial Literacy (SB Curriculum) (S.3)
	First in Science (S.3)
	Mr. Alan Chan Memorial Science Award
3A	CHAN CHUN BOND
3A	JIAO HONG YE
3A	LI NOK WANG
3A	LIAO MING HIM
3A	CHEUNG YAN YUET
3A	LIANG XIAOYUAN
3A	WU LI YI
3A	YIP CHEUK LING
	First in Integrated Performing Arts (IPA) (S.3)
	First in Integrated Science III (Biology) (S.3)
	First in English Enrichment (S.3)
	First in Life and Society (Resources and Economic Activities) (S.3)
	First in Design & Technology (S.3)
	First in Computer Literacy (S.3)
	First in Physical Education (Girls) (S.3)
	First in English Language (S.3)
	Mr. Lawrence Wong English Language Award
3B	CHEUNG SUM YAU
	YOLANDA
3B	ZHANG QIHUA
3B	WONG TSZ YU
3B	YIU CHI NGA
3C	YAN WAN TUI
3C	LAM CHUN
3C	CHENG HIU YUNG
3C	CHENG LOK WANG
	LAWRENCE
3D	LAU YAN TUNG
3D	LEUNG SIU TIN
3D	LAM PAK YU
4A	LEE HOI HIM
	First in Class (3B)
	First in Technology and Living (S.3)
	Second in Class (3B)
	Third in Class (3B)
	First in Biblical Knowledge (S.3)
	First in Class (3C)
	Second in Class (3C)
	Third in Class (3C)
	First in Physical Education (Boys) (S.3)
	First in Class (3D)
	Second in Class (3D)
	Third in Class (3D)
	Kowloon Tong Alliance Church Scholarship (First in Secondary Four)
	First in Class (4A)
	First in Mathematics (Compulsory Part) (S.4)
	Mr. Alan Chan Memorial Mathematics Award
	First in English Language (S.4)
	Mr. Lawrence Wong English Language Award
	First in Mathematics (Extended part - Module 2) (S.4)
	First in Chemistry (S.4)
4A	LEUNG YIK SHING
	Second in Class (4A)
	First in Physics (S.4)
4A	MA WILSON
	Third in Class (4A)
	First in Chinese Language (S.4)
	Dr. Kwan Siu Yee Chinese Language Award
	First in Citizenship and Social Development (S.4)
4A	IP MAN TO
	First in Science (S.4)
	Mr. Alan Chan Memorial Science Award
4A	WONG HO SUM
4B	YAU CHING TONG
	First in Physical Education (Boys) (S.4)
	First in Class (4B)

		First in Information & Communication Technology (S.4)
		First in Economics (S.4)
4B	LEUNG PAK YIN	Second in Class (4B)
4B	LI MEI YEE	Third in Class (4B)
4C	YAU KAI SHUN	First in Class (4C)
		First in Biology (S.4)
		First in Geography (S.4)
4C	YU LAI YING	Second in Class (4C)
		First in Chinese Language (S.4)
		Dr. Kwan Siu Yee Chinese Language Award
4C	LIU HUI TUNG	Third in Class (4C)
4C	CHAN CHIN SHING	First in Physical Education (Boys) (S.4)
4D	TSUI KA YAU	First in Class (4D)
		First in Business, Accounting & Financial Studies (S.4)
4D	HAN PO HUEN	Second in Class (4D)
4D	AU LEONG YIN	Third in Class (4D)
4D	FU TSZ HANG	First in Ethics and Religious Studies (S.4)
4D	HUI CHEUK CHI	First in Chinese History (S.4)
		First in Chinese Literature (S.4)
4D	YEUNG YUI KA	First in Physical Education (HKDSE) (S.4)
4D	YU ON KIU	First in Visual Arts (S.4)
4E	NG TSZ LOK MATTHEW	First in Class (4E)
		First in Health Management and Social Care (S.4)
4E	HO NOK HEI	Second in Class (4E)
4E	LIN JING WEN	Third in Class (4E)
4E	AU HOI CHING	First in Biblical Knowledge (S.4)
4E	NG KA HEI	First in Physical Education (Girls) (S.4)
5A	YEUNG WING HEI	First in Class (5A)
		First in Mathematics (Compulsory Part) (S.5)
		Mr. Alan Chan Memorial Mathematics Award
		First in Mathematics (Extended Part - Module 2) (S.5)
		First in Physics (S.5)
		First in Chemistry (S.5)
5A	WONG WAI YUEN	Second in Class (5A)
5A	WOO CHI TO	Third in Class (5A)
		First in English Language (S.5)
		Mr. Lawrence Wong English Language Award
5A	AU SHUN MONG PACO	First in Information & Communication Technology (S.5)
5A	LAM KA MING	First in Physical Education (Boys) (S.5)
5A	LI KA HIM	First in Science (S.5)
		Mr. Alan Chan Memorial Science Award
5A	CHOW YUI YIN	First in Biology (S.5)
5B	LIP TSZ YAN	First in Class (5B)
		First in Business, Accounting & Financial Studies (S.5)
		First in Economics (S.5)
5B	LO TSZ FUNG MARCUS	Second in Class (5B)
5B	NG TSZ FUNG	Third in Class (5B)
5C	LEUNG KA KIT	First in Class (5C)
		First in Geography (S.5)
5C	HUI WAI KI	Second in Class (5C)
		First in Visual Arts (S.5)
5C	TANG MAN HEI	Third in Class (5C)
5C	LEE KING HIM PAUL	First in Biblical Knowledge (S.5)
5D	LO EV DIFF	Kowloon Tong Alliance Church Scholarship (First in Secondary Five)

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|-----------------|---|
| | First in Class (5D) |
| | First in Citizenship and Social Development (S.5) |
| | First in Ethics and Religious Studies (S.5) |
| | First in Physical Education (Girls) (S.5) |
| 5D WONG TSZ HO | Second in Class (5D) |
| 5D CHAN WAN CHI | Third in Class (5D) |
| | First in Chinese Language (S.5) |
| | Dr. Kwan Siu Yee Chinese Language Award |
| | First in Chinese Literature (S.5) |
| | First in Chinese History (S.5) |

D. Students' Reading Habit



VI. FINANCIAL SUMMARY

	Income(\$)	Expenditure(\$)
Financial B/F (Government Funds & School Funds)	6,353,495.70	
I. Government Funds		
1. School Specific		
(a) Administration Grant/Revised Administration Grant	4,462,982.20	4,192,426.76
(b) Air-conditioning Grant	729,436.08	420,623.65
(c) Composite Information Technology Grant	576,658.00	483,349.40
(d) Capacity Enhancement Grant	666,935.00	508,821.36
(e) SBM Top Up Grant	52,596.00	49,000.00
2. non-School Specific (Baseline Reference)	2,485,441.41	3,483,933.31
<i>Sub-total</i>	8,974,048.69	9,138,154.48
II. Schools Funds (General Funds)		
1. Tong Fai	93,670.00	
2. Collection of fees for specific purposes	530,374.00	440,866.91
3. Others	599,300.23	1,441,263.85
<i>Sub-total</i>	1,223,344.23	1,882,130.76
Total Surplus/(Deficit) for school year 2023-24	(822,892.32)	
Accumulated surplus as at the end of the school year 2023-24	5,530,603.38	

VII. FEEDBACK ON FUTURE PLANNING

We are thrilled to embark on an engaging and galvanising year ahead! As we reflect on the successes and evolving needs of our students from the memorable 2023-24 school year, we are eager to share our major concerns for the upcoming 2024-25 annual school plan. This marks the first year of our vision-driven 2024-27 school development cycle, which we are determined to make truly remarkable.

Major Concern 1: Love and Care for One Another 愛人愛己、體現善美

At the heart of our educational mission lies a steadfast commitment to the holistic growth and development of students. While academic achievement remains an important focus, we are driven by a deeper purpose - to nurture the holistic well-being of students, encompassing their physical, mental, and spiritual health. To achieve this transformative vision, we will endeavor to cultivate healthy lifestyles in students through the comprehensive implementation of our 7 Well Habits programmes. Alongside this initiative, we will provide an education grounded in the timeless Christian principles of Faith, Hope, and Love, so as to foster an immersed sense of well-being in them. This multifaceted approach will instill within students a profoundly positive, optimistic, and goal-oriented mindset.

Major Concern 2: Be a Wise Learner 志慮忠純、學思並重

Complementing our focus on holistic student well-being, we have also set our sights on cultivating lifelong learners who are eager to explore and excel. To this end, we will bolster a stronger academic culture within our school community that promotes intense learning engagement and a genuine sense of ownership among our students. By setting achievable yet challenging goals, we will inspire them to take an active role in shaping their educational journey. In parallel, we will employ innovative teaching pedagogies that are tailored to address the diverse learning needs of our student body. This adaptive approach will ensure that each individual is appropriately supported and nurtured, allowing them to reach their full academic and personal potential.

Major Concern 3: Be a Good Steward 同心同德、專業合一

Recognising the pivotal role our teachers and staff play in shaping the educational experiences of our students, we are acutely devoted to empowering and supporting their professional growth. To champion a collegial and collaborative workplace culture, we will proactively implement initiatives like pedagogy-based Learning Circles and deepen the

culture of reflective practices, ensuring these efforts are carried out consistently so that the "One School" culture becomes deeply embedded in the school's daily operations. Additionally, we will leverage the hands-on leadership engagement experience to systematically cultivate a pipeline of future school leaders. Proactively upgrading our school facilities will also be a key focus, as we aim to enrich the educational experience and ensure alignment with our 7 Learning Goals and the promotion of the 7 Well Healthy Habits.

Aim high, reach higher 心志更堅、砥礪向前 – this guiding vision will unite us all as we navigate the upcoming school development cycle from 2024 to 2027. Through our comprehensive and interconnected initiatives, we are steadfastly committed to supporting our students, staff members, and the wider community. We will foster a collaborative and reflective work culture, continuously hone our professional capabilities, and enhance our educational infrastructure – all to sustain our legacy of academic excellence while nurturing well-rounded, purpose-driven individuals.

The future awaits us all – let us rise together and shine brightly, aiming high and reaching for new heights!