

SALEM-IMMANUEL LUTHERAN COLLEGE



School Report (2012/2013)

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School Mission

We devote ourselves to the provision of a quality education in a Christian context and a healthy environment where students can develop their potential, excel intellectually, physically, socially, and spiritually, and prepare themselves for the challenges in life.

Our School

Brief Introduction of the School

The predecessor of SALEM - Immanuel Lutheran College was Immanuel Lutheran English Middle School which was run by the South Asian Lutheran Evangelical Mission inside a private mansion in Kwun Tong. It was small and facilities were inadequate. Nevertheless, the enthusiasm and dedication of teachers deeply impressed parents and the Education Department. In 1978, it was asked to become a caput school and before long, it was further invited to become an aided school. The transition was completed in 1982. However, due to the limitations of the school building, the learning environment and facilities could hardly be upgraded to the level of a standard aided secondary school. In order to improve the situation, South Asian Lutheran Evangelical Mission was advised by the Education Department to phase out the Immanuel Lutheran English Middle School and instead to start a new one in the New Territories. Eventually, Immanuel Lutheran College was established in 1983.

There have been a lot of improvements in our campus environment and teaching facilities over the past 29 years. From the 1996 summer to the fall of 1997, a large scale school improvement construction project was carried out to put up a new wing at the main entrance. When it was completed, more rooms were made available for various activities and the working conditions for teachers had also been made better. Furthermore, in order to catch up with the fast growing Information Technology, a computer network system was installed to connect all computers in the school, and multi-media projectors were installed in every classroom and special room. Wireless Local Area Network (WLAN) was installed too. Teachers and students could then enjoy this information technology freely on the school campus.

Overview of the School Year

The 2012-13 school year was the thirtieth one. The second cohort of the New Senior Secondary (NSS) students had their HKDSE examination in April 2013. The running of the new curriculum was smooth and steady progress was made. In order to have smaller class size and to allow NSS students to have diversified choices of subjects suited their interests, aptitudes and abilities, senior form students were divided into 6 classes instead of 5 and a wide range of elective subjects were provided.

This year, Mr. Yeung Wing Kit retired from his post and Ms Wong Yiu Kiu was appointed as the new principal. The administration structure was rearranged. Besides one vice principal, four deans were set up to take charge of campus administration, learning and teaching development, academic and system administration, and student support and development respectively. The Disciplinary Committee and the Counseling Committee were combined to form the Discipline and Guidance Committee such that a more holistic approach can be taken to help students' growth and development.

The new three-year school development plan started this school year. The focus is on developing our students to become active and disciplined learners. Assessment for learning, student learning journal and self-improvement scheme were devised to help students chart their own progress in

academic aspect. On the other hand, personal growth of students was promoted through their participation as student leaders and designers of individual learning experiences.

School Management

- *The school has operated under the management of the Incorporated Management Committee (IMC) since its establishment on 31 August 2009. The change-over arrangements of the School Management Committee (SMC) to the IMC were completed in a smooth and efficient manner. Teacher manager, parent manager and alumni manager were elected smoothly too.*
- *The composition of the IMC is shown below.*

Composition of Stakeholders in IMC

| Member | Sponsoring Body | Principal | Parent | Teacher | Alumni | Independent |
|--------------|-----------------|-----------|--------|---------|--------|-------------|
| 10/11 | 6 | 1 | 1 | 1 | 1 | 1 |
| 11/12 | 7 | 1 | 1 | 1 | 1 | 1 |
| 12/13 | 7 | 1 | 1 | 1 | 1 | 1 |

Learning and Teaching

Class Organization

- *The number of operating classes and the number of students (boy/girl/total) by level in the past year are indicated in the following table:*

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|-----------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Classes | 4 | 4 | 5 | 6 | 6 | 6 | 31 |
| Boy | 59 | 69 | 72 | 79 | 68 | 73 | 420 |
| Girl | 78 | 74 | 94 | 106 | 106 | 108 | 466 |
| Total Enrolment | 137 | 143 | 166 | 185 | 174 | 181 | 986 |

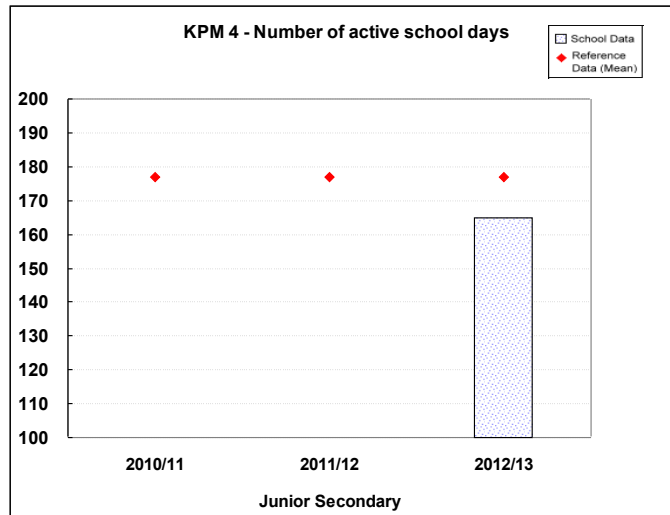
Our Teachers

- *The number of teachers in core subjects in the past 3 years.*

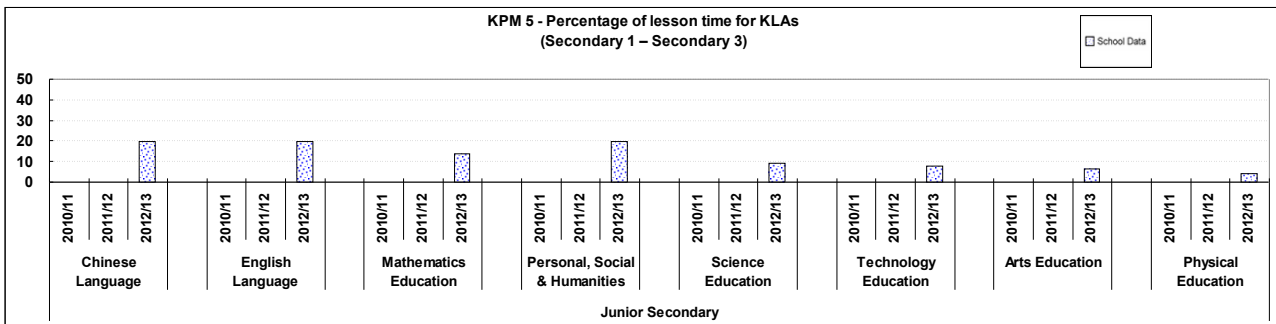
| | 10/11 | 11/12 | 12/13 |
|---|-------|-------|-------|
| Approved total teaching staff establishment | 55.7 | 58.9 | 55.7 |
| No. of teachers in the Chinese panel | 11 | 12 | 12 |
| No. of teachers in the English panel, excluding NET | 10 | 11 | 12 |
| No. of teachers in the Mathematics panel | 9 | 10 | 9 |
| No. of NET | 1 | 1 | 1 |
| No. of Putonghua teachers | 4 | 4 | 4 |
| No. of Non-subsvented teachers | 8.4 | 9.2 | 6.3 |

Number of Active School Days

- The number of days with learning activities organized by the school in junior secondary, including regular classes and learning activities such as school picnic, life-wide learning activities. The number of “Active School Days” is one of the KPM items for measuring students’ learning time within a school year; including the number of days for classroom instruction and days with learning activities organized for the whole junior forms or one class level or more one class levels of junior form students (exclusive of examination days).



Percentage of lesson time for Key Learning Areas



Achievements and Reflections on Major Concerns

Major Concern 1: Developing active learners

Achievement

1. Restructure system and refine old measures
 - a. Two new committees “Curriculum Affairs Committee”(CAC) and “Quality Assurance Committee”(QAPD) were set up to strengthen the implementation of school based curriculum and monitor learning and teaching effectiveness. This new structure actively engaged more teachers to be involved in the academic development for the school. Core subject panel heads with in-depth knowledge and valuable experience in subject management were invited to participate in the committees to review and fine-tune the school academic policy and measures.
 - b. New initiatives were proposed to promote active learning.
 - i. The passing mark of S1 and S2 was reviewed and approved to change from 60% to 50%. This arrangement not only allows teachers room to set questions of a wider range of level of difficulty, but also it can be used as an indication to reflect students’ performance.
 - ii. Summer foundation classes and supplementary examinations of core subjects were newly arranged. Promotion criteria for conditionally promoted students were set up. Students are required to actively participate in the classes and strive for a pass in the supplementary examination. The new measure definitely facilitates low achievers with better learning attitude towards active learning.
2. Cater for learning diversity
 - a. Tailored made schemes and programs were developed by Curriculum Affairs Committee (CAC) to address the needs of different types of underachievers. Collaboration work among different parties of the school was successfully mobilized to support the implementation.
 - i. Self-Enhancement Scheme was devised and teachers were invited to be “Guardian Teachers” to provide pastoral care to repeaters. 77% of the repeaters found the scheme helpful in facilitating them to set goals and to review their progress while 81% of them thought that their academic performance was enhanced.
 - ii. S1 Lunch-time Detention Class, Executive Skills Training Scheme and Shaping Scheme were devised to help students to correct their misbehavior in student learning and promote good learning attitude in submitting homework. Members from CAC and QAPD were actively designated to be form coordinators to take up leading role to follow up academic cases in different forms.
 - iii. Mentoring Scheme successfully recruited S6 students to lead study groups for students with weak academic performance in junior forms.
 - iv. Parents’ forum was co-organized with Parents Teachers Association (PTA) to give support to parents in handling and encouraging their underachieving children.
 - b. Elite enhancement students were identified and nominated to participate in the elite programs run by university. The programs aroused colleagues’ awareness and enhanced colleagues’ scopes of knowledge in identifying elite students. CAC pioneered the application of “Diversity Learning Grant”. Three departments (Mathematics, Liberal Studies & Physical Education) will use the grant to conduct elite enhancement in coming

year.

3. Build up foundation knowledge and skills for junior form students

- a. It is observed that extensive reading had been widely promoted in all subjects to extend subject knowledge while intensive reading skills were taught in a number of subjects to enhance students' reading skills to acquire subject content. Furthermore, a profile of an ILCian reader in junior forms in terms of quality, quantity, interests and habits in reading was composed. It aimed to give some indicators to different subject panels on what levels our students have achieved in different perspectives, and what they have to achieve in the next level to become a better reader and a better learner in different subjects.
- b. Language across Curriculum focusing on the learning of different knowledge structures were systematically arranged in different content subjects. It is found that junior form students could make use of different knowledge structures in reading and writing tasks in both science and social subjects. To support the implementation of the curriculum, three content subject teachers were exempted from extra-curricular activities and some UT and examination invigilation duties so as to provide space and time for them to design subject-based language across curriculum materials.
- c. Questioning techniques were employed to promote "Assessment for Learning" (AFL). Checklist of questioning techniques was designed and distributed to teachers to arouse their awareness of using these skills. From the feedback of the checklists collected, most teachers employed a wide variety of questioning techniques in class. Two sessions of staff development program were conducted by Battelle for Kids, one being on 4th January focusing on effective feedback while the other one was held on 7th January.
- d. To enhance the ownership of students' learning, self-regulated learning was further cultivated through the extensive use of Student Learning Journal (SLJ). Junior form students were required to review their academic results with the help of their class teachers in their SLJ. Also, school based materials "S6 Examination Preparation Journal", with the adoption of some parts of the content in SLJ, was devised to facilitate self-regulated study of S6 during the post-mock period.

4. Enhance the learning effectiveness of senior form students

- a. All NSS subjects evaluated and reviewed the implementation of the NSS curriculum. Subject panels selected examination strategies catering for the individual needs of the subjects.
- b. The concept of career planning was explored to promote learning motivation for senior form students. The school invited Dr. Roger Cheng from the Chinese University of Hong Kong to organize three programs for S4 students. Students reviewed their learning effectiveness and learned new strategies to set goals for their future learning. Students found the workshop enjoyable and fruitful. Thus, four alumni were invited to share with S5 students. Topics included how they prepared for their public examinations, JUPAS application and their university life. Students responded that they found the sharing beneficial.

5. Cultivate academic culture to promote active learning

- a. Subjects took a further step to extend learning outside classroom. Students were motivated to apply their knowledge and skills learnt in a wider context. For instance, S5 students who studied Chinese History used their findings in research of Tai Po History

project to participate in outside school competition. Students enjoyed the learning process and found the competition a valuable learning experience.

6. Promote teacher professional exchange and development
 - a. Teachers teaching the same form and the same subjects were formed in pairs or small groups for a lesson study, which aimed at promoting collaboration of planning a lesson and peer class observation, employing appropriate questioning techniques to facilitate active learning, and reflecting on the use of questioning techniques for an enhancement of teaching effectiveness. This lesson study was conducted from March to May 2013. Lesson plans were returned to teachers. Peer visit within subject panels were arranged. Most teachers agreed that the professional exchange gained in peer visit could enhance their teaching capacity.
 - b. To strengthen curriculum leadership among subject panel heads, sharing good practice was conducted in each panel head meeting. Issues like “Assessment for Learning” “The role of panel head” and “How to build up active learners” were discussed. Subject panel heads enjoyed the sharing time and agreed that the effective practices in L&T shared in the meetings gave them valuable insight for the betterment of subject development.

Reflection

1. Cater for learning diversity

Different schemes and programs were successfully developed to address specific needs of different types of underachievers. Attention should be equally shared to elite enhancement. Apart from arising the awareness and knowledge of identifying elites among teachers, the L&T strategies of the elite enhancement in the subjects should be explored and developed.

2. Cultivate lifelong reader

Subjects had successfully initiated lots of extensive and intensive reading programs and tasks to extend student's knowledge and enhance students using reading skills to learn. To take a step forward, more would be done on how to make use of ILCian reader profile we had explored this year to enhance students' self-regulated reading, thereby cultivating ILCian lifelong readers.

3. Enhance learning effectiveness

- a. Arousing students' ownership of learning is a key issue to promote active learning, and therefore, we should engage students in self-reflection and let them keep track of and share their learning. The school should provide time and structure to facilitate students to monitor their own learning progress.
- b. Other than using questioning techniques to promote "Assessment for Learning", subjects are encouraged to select suitable "Assessment for Learning" strategies to cater for students' specific needs. Moreover, the school should further explore the use of assessment data to enhance L&T effectiveness.
- c. Collecting students' views of learning to evaluate the effectiveness of the implementation of different L&T strategies would definitely give us more valuable information for teachers to determine next steps in advancing student learning. There is a need to adopt student evaluation as a routine practice for school evaluation.
- d. Build up professional teaching team
 - i. Sharing of good practices was promoted among subject panel heads. It is always inspiring to learn from the experience of others especially those in different fields. The school should extend the sharing session into a bigger scale. Cross subjects professional exchange among teachers would be a fruitful trial in the coming year.
 - ii. Lesson study is undeniably time consuming but effective when it comes to enhancing teachers' competency. Though teachers were frustrated with the heavy load of the lesson study conducted this year, most of them agreed that the professional exchange to develop lesson plan as well as the related peer visit arranged could facilitate them to reflect their own teaching. Surely, it can enhance their teaching competency. Other than arousing teachers' consensus to the importance of lesson study, a more comprehensive plan should be developed to strengthen teachers' knowledge and skills to conduct lesson study.

Major Concern 2: Developing Disciplined Students

Achievement

1. Maintain a higher expectation of students' self-control

a. Time management

Discipline and Guidance Committee (DGC) devised a correction plan for late-comers for schooling named "Punctuality Remission Scheme". Frequency of being late for school is reduced by more than 50%. Frequent late-comers were reminded and encouraged individually to have better time management.

b. Decision making and behavior

Life Education Committee (LEC) held different talks in assembly for Junior form students about "Proper Use of Internet" and senior form students about "Anti-corruption". These basic concepts were sowed in their hearts and they were encouraged to make ethical decisions and behave responsibly to others and the society.

c. Student leaders making effort to balance duties and studies

The academic results of student leaders were monitored through form meetings. Student leaders were encouraged to balance their effort put on posts and studies individually by Dean 4 when their results were not satisfactory enough. Teacher in charge of student posts were noted for students' difficulties and offered guidance.

2. Establish an environment to practice respectful virtue.

a. Opposite sex

Apart from several talks organized by LEC for junior form students about "Sex education" and growth group for some students, DGC invited an inspector from the police to deliver a talk about sexual harassment and sexual assault to all students to arouse their awareness on the relevant issues.

It was expected that students could understand the proper respectful manner and they could work it out in our school when it comes to getting along with different genders. Also, they knew that teachers expected them to behave properly in the face of the ever changing society.

b. Guest speakers

All students were strongly reminded to respect guest speakers, especially learning outside school during life-wide learning week. They were encouraged to listen respectfully. This not only facilitated learning, but also students learn to respect speakers. Students paid better attention than last year.

c. The right to give opinions

Students were guided to express their viewpoints in an appropriate manner, especially on Democracy Wall run by the Student Union (SU). Also, students participated actively in the forum organized by SU to express opinions to school authorities directly. They voiced out their request in a respectful and harmonious way.

Reflection:

1. Minimizing "self" and maximizing an "ILCian" identity.

a. Every student should manage own stuff properly that campus can be kept clean which build a better environment for all ILCians.

b. Students perform on stage should dress up and behave well instead of over emphasizing

personal style.

- c. Student's leaders are expected to carry out relevant duties at different occasions other than their duties, especially on 30th anniversary programmes.

2. Extending respect manner from giving ideas to serving others

- a. Instead of voicing out their ideas to teachers, students should be encouraged to express ideas in students' committee meetings.
- b. Training workshop about basic manner should be provided for students, especially for 30th anniversary programmes. All students should be ready to serve all visitors with proper manner and courtesy.

Major Concern 3: Coping with future challenges

Achievement:

1. Moral responsibilities

LEC collected the present element on the areas of moral and national education. It was found that related learning scattered inside and outside classrooms by different subject panels and committees. Christian Ethics and Chinese History covered the moral and national components in both junior and senior forms. Religious Affair Committee (RAC), DGC and LEC also offered various activities, such as belief group, assembly and regular workshops to cultivate the equivalent values to students. Students could expose to different learning opportunities to formulate their own values.

2. Social responsibilities

Information about the current issues was displayed on board publicly by LEC. Then students were invited to express their feelings on current issues such as Lemna ferry disaster, Anti-National education and Diaoyutai Island Saga. Through putting their thoughts black and white, their awareness on social issues was raised and their responses to the surroundings events were practiced.

3. National responsibilities

LEC offered tours to junior form students and senior form students to visit XinXing and Nanjing respectively, and therefore students learn about our motherland contextually. Junior students experienced education system in the Mainland China as they learnt with the students there. Senior students, on the other hand, were given a chance to have on-site visit to Nanjing and they had sharing with the survivors in the Nanjing Massacre event. Both tours impressed students deeply and that national identity was promoted.

4. Global responsibilities

LEC arranged assemblies for junior form students and senior form students about “Low carbon life style” and “Green Adventure”. Junior students understood the concept on how to pay individual effort to protect the environment in their daily life. Senior students were shown pictures of the beauty of the Mount Everest that it could cultivate their sense of responsibility to protect the planet. All these aroused students’ sense of global citizenship on environmental protection.

Reflection:

To have students cope with future challenges, the school has to prepare students to take up the role of adulthood. In this regard, “hands off approach” should be the direction. For the sake of students’ learning, teachers should not give students too much guidance and guidelines. Instead, we should give them more opportunities to experience and practise as we believe that only in this way would students build up their sense of ownership. To achieve this, students were given talks and there were board display. These two activities can help us disseminate knowledge and relevant information. What’s more, our school expected students to participate more and we expect that their active participation would give them a driving force to take up more responsibility. It is, therefore, highly recommended to offer more chances for students to “Try” even though they are not familiar with a particular aspect. 30th anniversary programmes are the good contextualized learning environment for our pearls!

Financial Summary

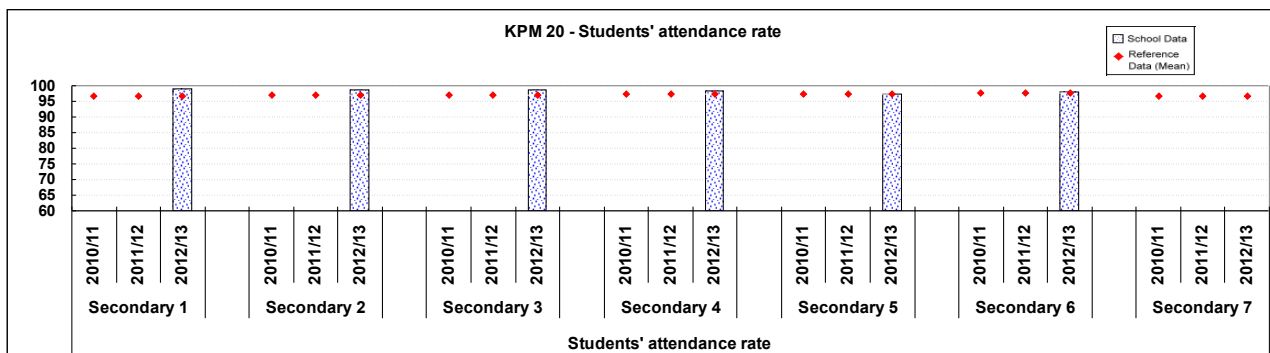
- The school's annual financial position is summarized as follows:

| Income | | Expenditure | |
|--|---------------------|--|---------------------|
| Description | Amount | Description | Amount |
| Government Funds | | | |
| <u>(I) Expanded OEBG</u> | | | |
| | 2,407,355.38 | | |
| Balance brought forward from previous year | | | |
| 1. Basic Baseline | 1,846,359.01 | 1. General Administration | 625,417.56 |
| | | a. Library Books | 61,150.95 |
| | | b. Extra-curricular Activities and Life-wide Learning | 218,804.00 |
| | | c. Subject and Department Consumables | 246,781.40 |
| | | d. Furniture and Equipment | 449,962.70 |
| 2. Noise Abatement Grant | 462,795.50 | 2. Noise Abatement Grant | 240,367.00 |
| 3. Administration Grant - Ordinary | 3,432,816.00 | 3. Administration Grant - Ordinary | 3,156,108.27 |
| 4. Composite IT Grant | 377,467.00 | 4. Composite IT Grant | 344,155.00 |
| 5. Capacity Enhancement Grant | 617,872.10 | 5. Capacity Enhancement Grant | 693,814.00 |
| Sub-total: | 6,737,309.61 | Sub-total: | 6,036,560.88 |
| | 3,108,104.11 | | |
| Balance carried forward to next year | | | |
| <u>(II) Grants outside OEBG</u> | | | |
| | 1,168,623.46 | | |
| Balance brought forward from previous year | | | |
| 1. Enhanced Senior Secondary Curriculum Support Grant (SSCSG) | 0.00 | 1. Enhanced SSCSG-Teachers Salaries (Appendix II) | 399,108.28 |
| 2. SSCSG | 713,520.00 | 2. SSCSG-Teachers Salaries | 59,201.72 |
| 3. Extra SSCSG | 250,000.00 | 3. Extra SSCSG | 0.00 |
| 4. Teacher Relief Grant (TRG) | 327,265.46 | 4. TRG-Supply & Additional Teachers Salaries | 368,395.69 |
| 5. Fractional Post Cash Grant | 338,418.50 | 5. Fractional Post Cash Grant | 117,482.40 |
| 6. Moral and National Education Grant | 530,000.00 | 6. Moral and National Education Grant | 24,955.30 |
| 7. Learning Support Grant | 190,000.00 | 7. Learning Support Grant | 190,787.60 |
| 8. Refined English Enhancement Scheme | 825,760.00 | 8. Refined English Enhancement Scheme | 818,924.00 |
| 9. Additional Liberal Studies Curriculum Support Grant (LSCSG) | 182,133.50 | 9. Additional Liberal Studies Curriculum Support Grant (LSCSG) | 189,000.00 |
| 10. School-based After-school Learning & Support Programme | 98,400.00 | 10. School-based After-school Learning & Support Programme | 24,070.00 |

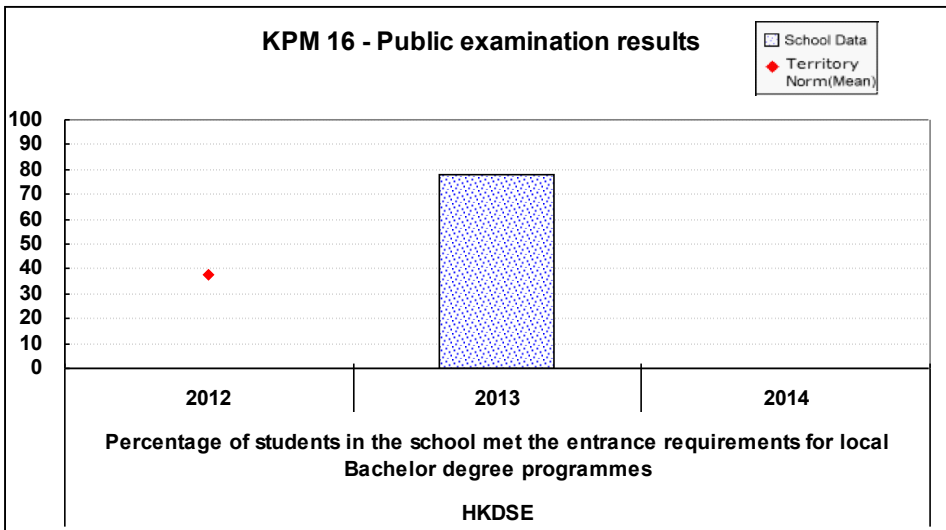
| | | | | | |
|---------------------|---|---------------------|----|---|---------------------|
| 11 | The Hong Kong Jockey Club Life-wide Learning Fund | 104,800.00 | 11 | The Hong Kong Jockey Club Life-wide Learning Fund | 104,800.00 |
| 12 | Community Care Fund Assistance Programme | 74,268.00 | 12 | Community Care Fund Assistance Programme | 74,268.00 |
| 13 | Beat Drug Fund | 80,000.00 | 13 | Beat Drug Fund | 80,000.00 |
| 14 | Diversity Learning Grant (Applied Learning) | 173,495.00 | 14 | Diversity Learning Grant (Applied Learning) | 173,495.00 |
| 15 | Understanding Our Motherland Programme | 16,480.00 | 15 | Understanding Our Motherland Programme | 16,480.00 |
| | Sub-total: | 3,904,540.46 | | Sub-total: | 2,640,967.99 |
| | Balance carried forward to next year | 2,432,195.93 | | | |
| School Funds | | | | | |
| | Balance brought forward from previous year | 1,560,585.39 | | | |
| 1. | Non-standard Items Charges | 286,060.00 | 1. | Expenses on Non-standard Items | 312,052.36 |
| 2. | Donations - Scholarships, Religious Activities | 61,909.93 | 2. | Scholarships, Religious Activities | 110,138.40 |
| 3. | Tong Fai | 162,300.00 | 3. | Furniture & Equipment | 13,710.99 |
| 4. | Tuck Shop Rent | 151,800.00 | 4. | Subsidies for Orchestra | 84,404.60 |
| 5. | Fund-raising (School Development Fund) | 107,420.00 | 5. | Subsidies for Overseas Sport & Music Tour | 66,834.00 |
| 6. | Others | 28,079.35 | 6. | Others | 31,523.33 |
| | Sub-total: | 797,569.28 | | Sub-total: | 618,663.68 |
| | Balance carried forward to next year | 1,739,490.99 | | | |

Performance of Students

Students' attendance rate

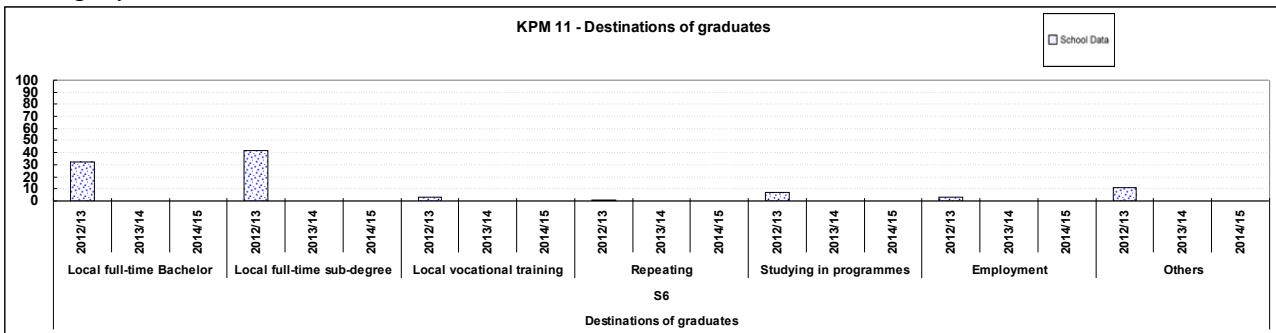


Public examination results



Destination of Graduates

- Percentage of graduates in the following categories pertaining to further studies and employment

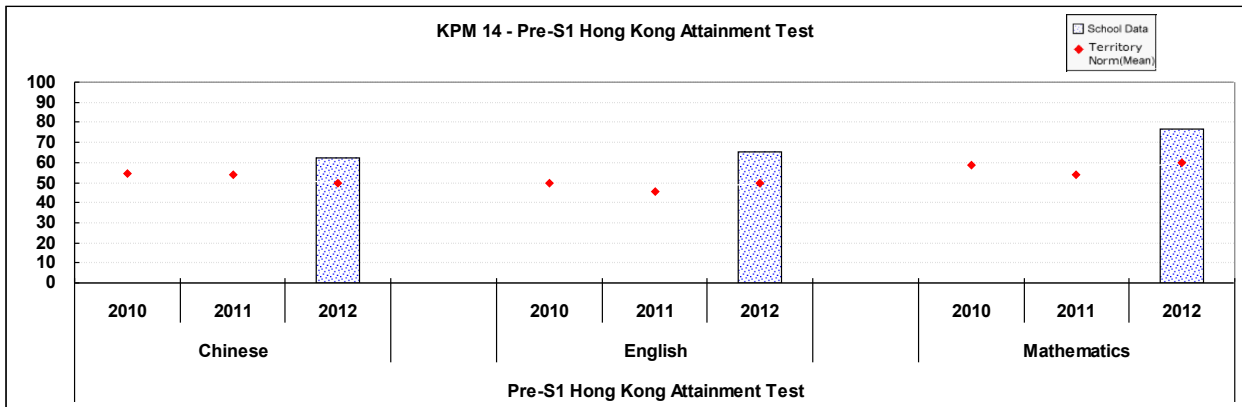


Local

S6

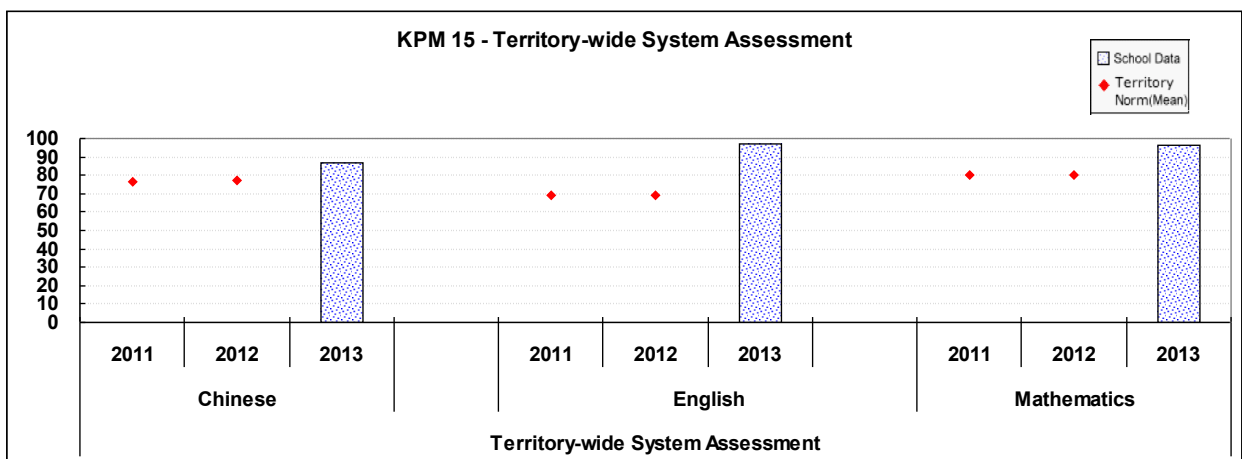
Pre-S1 Hong Kong Attainment Test

- The average Hong Kong Attainment Test raw scores of Pre-S1 tests for the subjects of Chinese, English and Mathematics.



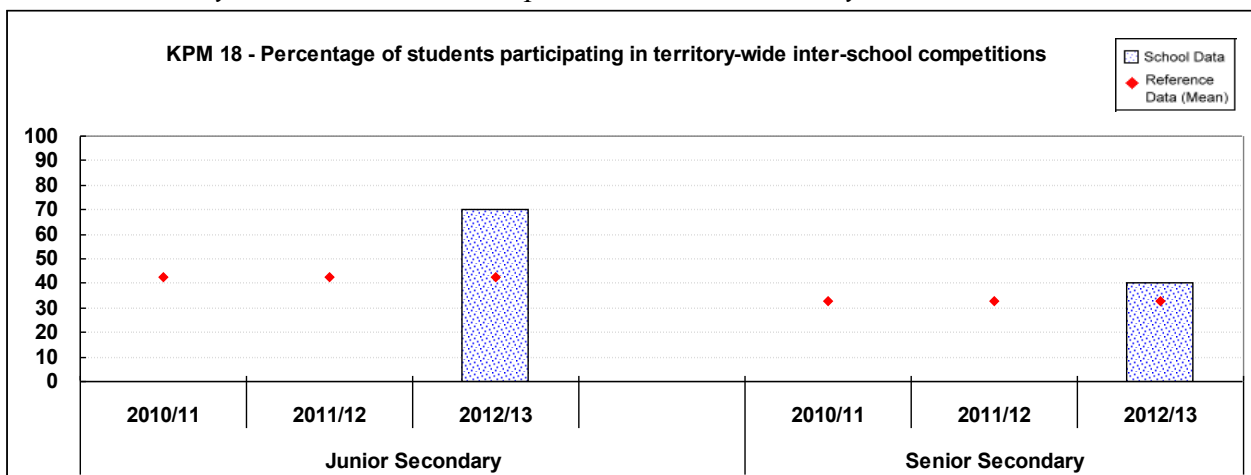
Territory-wide System Assessment

The percentage of students in the school attaining Basic Competence in Chinese, English and Mathematics in the Territory-wide System Assessment.



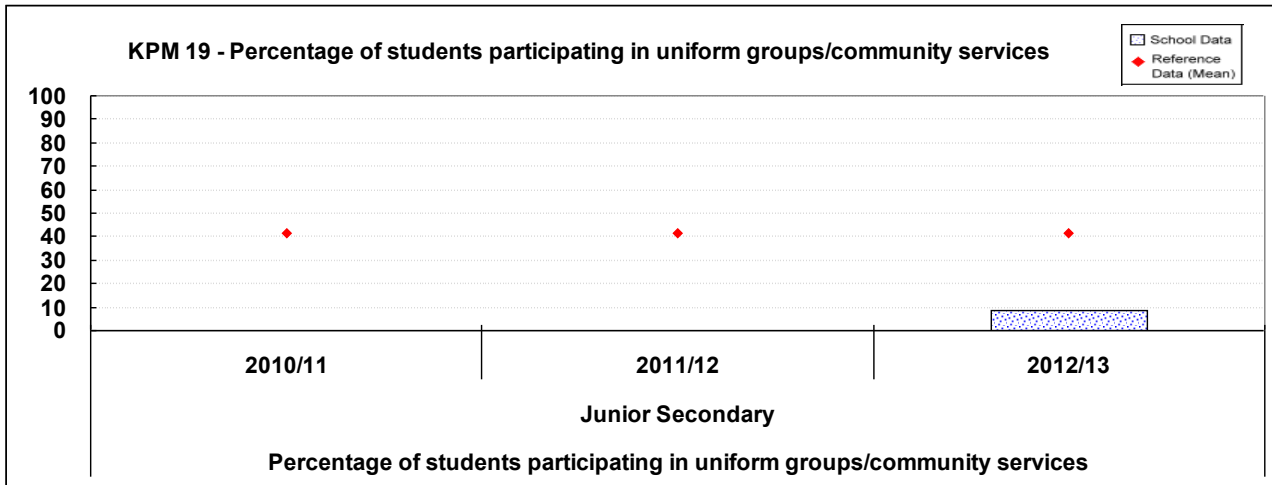
Percentage of students participating in territory-wide inter-school competitions

The percentage of students in each of the Key Stages participating as contestants on behalf of our school in territory-wide inter-school competitions within a school year.



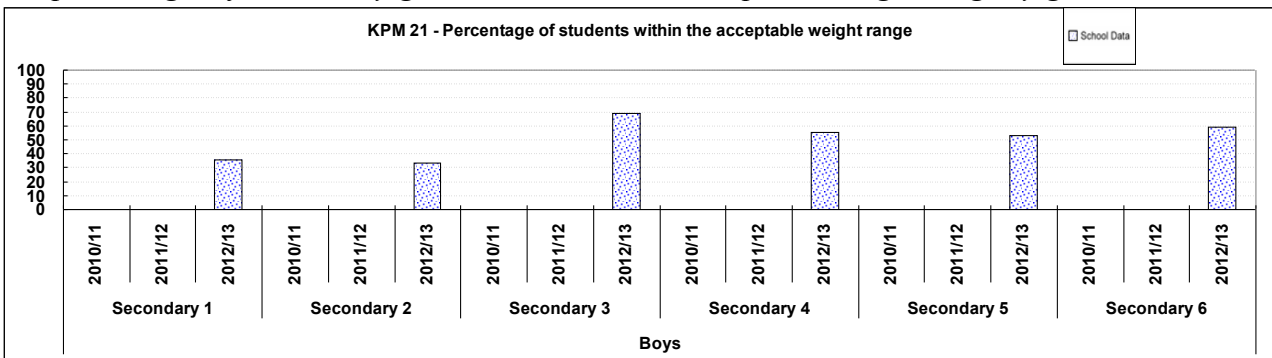
Percentage of students participating in uniform groups/community services

The percentage of junior secondary students participating in uniform groups/external community services within a school year



Percentage of students within the acceptable weight range

The percentages of students by grade level within the acceptable weight range by gender



Inter-school Activities and Prizes Won in the Past Year

一、各項校外比賽成績

新界區傑出學生選舉2012

高中組 優秀學生 6C 徐哲恩

傑出青年協會

明日領袖獎 5F 楊佩欣

第一屆大埔區傑出青年選舉

傑出青年 5F 鄭淑文

2012大埔區傑出學生選舉

高中組 十大傑出學生6C 徐哲恩

高中組 優異獎 6A 郭庭懿 6C 許捷傑 6F 陸彥希

初中組 優異獎 4C 羅卓楹

仁愛堂極地之旅

肯亞2013「出征肯亞大使」 4C 羅卓楹

中國中學生作文大賽2012-2013

高中組 金獎 5E 關子澄

優異獎 6B 黃焯霖 6E 曾主愛

初中組 優異獎 1B 李安瑩 2D 馮弘建 3A 楊燕卿

「孝心滿載」全港校際標語創作比賽

初中組 優異獎 1B 謝軻欣

教育局網上學習課程2012

第一階段達標證書 2B 蘇志軒

英語網上學習計劃

最佳表現 全港四十名 1A 陳望心 2D 鄧曉嵐

全級第一名 1C 魏星玫 2A 韓曉嵐 3A 紀天慧 4E 廖啟俊

全級第二名 1A 馮泳珊 2A 戴倩潼 3B 何浩賢 4B 馮曉恩

全級第三名 1B 譚凱婷 2A 何彥秋 3A 陳海強 4A 程裕謙

香港觀蝶大賽2012

冠軍 2C 麥俊山 5A 陳俊業 5A 張行義 6A 何浚峰

| | | | | | | |
|------------|----------|-----|--------|--------|--------|--|
| 中學三年級女子組 | 英語詩詞獨誦 | 第二名 | 3B 許霈靈 | | | |
| | | 優良 | 3A 陳悅苗 | 3A 徐詠琪 | 3A 紀天慧 | |
| | | | 3A 李穎怡 | 3C 謝曦樂 | 3E 潘芊睿 | |
| | | | 3E 田曉純 | | | |
| | | 良好 | 3A 陳心謙 | | | |
| 中學四年級男子組 | 英語詩詞獨誦 | 優良 | 4F 勞智遠 | | | |
| 中學四年級女子組 | 英語詩詞獨誦 | 優良 | 4C 羅卓楹 | | | |
| 中學五、六年級女子組 | 英語二人戲劇朗誦 | 優良 | 5B 林嘉旻 | 5C 陳仰心 | 5E 關子澄 | |
| | | | 5F 古慧琳 | | | |
| 中學五年級女子組 | 英語詩詞獨誦 | 第二名 | 5A 陳欣裕 | 5C 陳仰心 | | |

香港學校朗誦節

| | | | | | |
|------------|---------|--------|--------|--------|--|
| 粵語二人對話朗誦 | 冠軍 | 5E 關子澄 | 5F 古慧琳 | | |
| | 季軍 | 1D 陳卓儀 | 1D 陳怡晴 | | |
| | 優良 | 2B 陳思雅 | 2B 麥延秋 | 2B 伍絲行 | |
| | | 2C 陳家怡 | 2D 莊雅晴 | 2D 鄧曉嵐 | |
| | | 3B 區寶君 | 3B 林青頤 | 3D 蘇洛民 | |
| | | 3E 田曉純 | | | |
| 中學一年級男子組 | 普通話詩詞獨誦 | 優良 | 1C 項澤龍 | | |
| 中學一年級女子組 | 普通話散文獨誦 | 優良 | 1D 陳怡晴 | | |
| 中學一、二年級女子組 | 粵語散文獨誦 | 優良 | 1D 張雪怡 | 1D 馮沛霖 | |
| | | | 1D 邱詩詠 | | |
| 中學一、二年級女子組 | 普通話散文獨誦 | 優良 | 2C 鍾旭銘 | | |
| 中學三、四年級女子組 | 粵語散文獨誦 | 亞軍 | 3E 潘芊睿 | 4C 孔思齊 | |
| | | 季軍 | 4A 邱進美 | | |
| | | 優良 | 3B 許霈靈 | | |
| 中學三、四年級女子組 | 普通話詩詞獨誦 | 優良 | 3A 徐詠琪 | | |
| 中學三年級男子組 | 普通話詩詞獨誦 | 優良 | 3A 鄧祺逸 | | |
| 中學四年級男子組 | 粵語詩詞獨誦 | 優良 | 4F 勞智遠 | | |
| 中學五年級男子組 | 粵語詩詞獨誦 | 亞軍 | 6F 關浩嵐 | | |

十五屆全港青年普通話朗誦比賽(公民教育)

| | | | | |
|-----|--------|--------|--------|--------|
| 良好獎 | 1D 陳怡晴 | 2A 蕭商庭 | 3B 曾慶蘭 | 3E 田曉純 |
|-----|--------|--------|--------|--------|

十五屆全港中小學普通話演講比賽

| | | | | |
|-----|--------|--------|--------|--------|
| 良好獎 | 2A 梁芝瑜 | 2D 鄧曉嵐 | 3A 陳曉茵 | 3B 鍾雯慧 |
|-----|--------|--------|--------|--------|

大埔區中、小學校際戲劇比賽

| | |
|-------|--------|
| 最佳導演 | 5D 黃珈琪 |
| 最佳編劇 | 5B 薛迪熹 |
| 優異女演員 | 2B 徐沅琪 |
| 傑出男演員 | 1D 劉倬傑 |

沐恩劇社最佳舞台效果、最佳公民教育演繹獎、整體合作演出

| | | | | |
|--------|--------|--------|--------|--------|
| 1D 劉倬傑 | 2B 李靖琳 | 2B 徐沅琪 | 2D 張展浚 | 3A 李芷悠 |
| 3C 張樂琳 | 3C 馮詠欣 | 3D 卓迪衡 | 3D 張世丞 | 4F 鄭純恩 |
| 4F 孫富培 | 5A 劉芷蕎 | 5B 林嘉旻 | 5B 薛迪熹 | 5D 郭倩兒 |
| 5D 林鈞慧 | 5D 黃珈琪 | | | |

第四十九屆學校舞蹈節

| | | | | |
|---------|--------|--------|--------|--------|
| 爵士舞 甲級獎 | 1B 林曉忻 | 1B 謝軻欣 | 1C 馮婧怡 | 1C 葉沛挺 |
| | 1D 方曉瑩 | 2A 梁芝瑜 | 2B 陳紫倩 | 2C 楊晚霞 |
| | 2D 梁穎晴 | 3B 許霈霆 | 3B 馬泓 | 3E 潘芊睿 |
| | 4B 謝軻靜 | 4D 張雪婷 | 5B 曾楚晴 | 6A 李皓悅 |
| | 6B 詹珮瑩 | 6F 關浩嵐 | | |

孔聖盃全港中小學標準舞及拉丁舞大賽

| | |
|--------|--------|
| 拉丁舞 亞軍 | 6F 關浩嵐 |
|--------|--------|

2012香港青年音樂匯演

| | | | | |
|--------------|---------|--------|--------|--------|
| 31-90人中樂團 銀獎 | 1A 張嘉希 | 1A 莫民浚 | 1C 陳敏諾 | 1D 劉卓然 |
| | 1D 劉敏婷 | 1D 黃振熹 | 2A 蔡宣信 | 2A 林祺華 |
| | 2B 莊煒俊 | 2B 羅正洋 | 2C 鄭詠晞 | 2C 許奕敏 |
| | 2C 李欣晴 | 2C 麥熹汶 | 2D 盧沅旻 | 2D 王思穎 |
| | 2D 司徒梓峰 | 3A 房灃 | 3A 劉凱宜 | 3B 鍾浩弘 |
| | 3B 尹翔俊 | 3C 林柏滔 | 3D 蘇洛民 | 3D 楊嶸 |
| | 3E 何詠諭 | 3E 林高霆 | 3E 李鉅威 | 3E 梁卓康 |
| | 3E 楊樂希 | 4A 杜瑋麟 | 4A 謝民鑫 | 4B 歐焯楠 |
| | 4B 余銘軒 | 4C 張雪鈴 | 4D 陳穎琪 | 4E 陳樂瑤 |
| | 4E 許利智 | 4E 李逸曦 | 5A 陳諾俞 | 5A 陳子謙 |
| | 5F 陳倩儀 | 5F 楊佩欣 | 5F 莊鎮滔 | 6A 徐嘉怡 |
| | 6A 徐婉婷 | 6A 陳子健 | 6A 趙家朗 | 6C 黎明雪 |
| | 6D 冼詠彤 | 6E 林金羲 | | |
| 管樂團 銅獎 | 1B 鄒穎楠 | 1B 李卓寧 | 1C 馬本弘 | 1D 梁靄琪 |

| | | | |
|--------|--------|--------|--------|
| 2A 吳苡靖 | 2A 蕭商庭 | 2B 何嘉兒 | 2B 賴凱琳 |
| 2C 李詠琪 | 2D 李雅道 | 2D 李庭朗 | 2D 盧子洋 |
| 2D 王子軒 | 3A 曾盛敏 | 3A 梁建邦 | 3B 陳樂衡 |
| 3C 陳律村 | 3C 伍定亨 | 3C 余栢欣 | 3D 陳文斌 |
| 3D 方越 | 3D 黃梓健 | 3E 王振業 | 4A 鄭穎彤 |
| 4A 陳敬孜 | 4A 杜卓曦 | 4A 韋智澤 | 4A 王澤深 |
| 4B 王曉彤 | 4B 吳顯軒 | 4B 黃宗賢 | 4D 黃寶忻 |
| 4D 丘振標 | 4F 梁家翹 | 4F 陳焯軒 | 5A 李衍邦 |
| 5B 李詠祥 | 5C 林凱儀 | 5D 郭倩兒 | 5E 關子澄 |
| 5E 譚焯蓉 | | | |

| | | | | | |
|--------|----|--------|--------|--------|--------|
| 交響樂團比賽 | 銅獎 | 1A 梁景恒 | 1A 石懷謙 | 1C 馬本弘 | 1D 陳穎怡 |
| | | 2A 蕭商庭 | 2C 羅俊森 | 2C 謝焯鏗 | 2D 盧子洋 |
| | | 3A 曾盛敏 | 3A 陳俊林 | 3A 陳海強 | 3E 王振業 |
| | | 4A 林澤暉 | 4A 謝民鑫 | 4B 莊芷欣 | 4B 鍾正康 |
| | | 4B 吳顯軒 | 4E 陳樂瑤 | 4E 李逸曦 | 4F 黎緣心 |
| | | 4F 李曉彤 | 4F 蕭諾婷 | 4F 陳焯軒 | 5A 張行義 |
| | | 5A 劉健鈞 | 5A 李衍邦 | 5B 李詠祥 | 5D 黃珈琪 |
| | | 6A 羅尉軒 | 6B 鄭文滄 | 6C 李慧妍 | 6D 曾樂欣 |
| | | 6F 盧芷晴 | 6F 鍾浩賢 | | |

第六十五屆香港學校音樂節

| | | | | |
|------------|--------|--------|--------|--------|
| 中學中級組中樂團冠軍 | 1A 張嘉希 | 1A 莫民浚 | 1C 陳敏諾 | 1C 龍漫盈 |
| | 1C 葉枳彤 | 2A 林祺華 | 2B 莊焯俊 | 2C 李欣晴 |
| | 2C 麥熹汶 | 2D 盧沅旻 | 3A 房滢 | 3A 劉凱宜 |
| | 3B 鍾浩弘 | 3B 尹翔俊 | 3C 林柏滔 | 3D 蘇洛民 |
| | 3D 楊嶸 | 3E 何詠諭 | 3E 林高霆 | 3E 李鉅威 |
| | 3E 梁卓康 | 3E 楊樂希 | 4A 杜瑋麟 | 4A 謝民鑫 |
| | 4B 歐焯楠 | 4B 余銘軒 | 4C 張雪鈴 | 4D 陳穎琪 |
| | 4E 許利智 | 4E 李逸曦 | 5A 陳子謙 | 5F 陳倩儀 |
| | 6A 趙家朗 | 6E 林金羲 | | |

中學合唱隊 – 中文 - 14歲或以下 – 女子 – 第二組別 – 初級組季軍

| | | | | |
|--------|--------|--------|--------|--------|
| 1A 陳昕琪 | 1A 黎珈讌 | 1A 吳芍瑩 | 1A 商綺紋 | 1A 譚凱寧 |
| 1B 蔡思朗 | 1B 朱芷彤 | 1B 賴珮瑩 | 1B 劉昭賢 | 1B 劉凱欣 |
| 1B 李疊朗 | 1C 李慧中 | 1C 魏星玫 | 1C 葉枳彤 | 1D 陳怡晴 |
| 1D 張雪怡 | 1D 馮沛霖 | 1D 梁靄琪 | 1D 盧毅文 | 1D 吳汶欣 |

| | | | | |
|---------------|--------|--------|--------|--------|
| 1D 邱詩詠 | 2A 朱子清 | 2A 何彥秋 | 2A 林盼 | 2A 李佩璇 |
| 2A 李皓婷 | 2B 鍾凱盈 | 2B 何嘉兒 | 2B 葉穎桐 | 2B 賴凱琳 |
| 2B 麥延秋 | 2B 伍絲行 | 2C 陳家怡 | 2C 李詠琪 | 2C 梁芷筠 |
| 2C 楊樂遙 | 2D 蔡頌雯 | 3A 陳悅苗 | 3A 徐詠琪 | 3A 李穎怡 |
| 3B 區寶君 | 3B 梁泳詩 | 3E 田曉純 | 3E 徐曉彤 | |
| 嗩吶獨奏高級組亞軍 | | 4B 石凱汶 | | |
| 笛子獨奏中學初級組亞軍 | | 2C 許奕敏 | 3A 房澄 | |
| 笛子獨奏中學高級組亞軍 | | 3C 林柏滔 | | |
| 琵琶獨奏初級組亞軍 | | 3B 鍾雯慧 | | |
| 箏獨奏深造組亞軍 | | 4B 石凱汶 | | |
| 高音笛獨奏13歲或以下亞軍 | | 1C 葉沛挺 | | |
| 鋼琴獨奏七級季軍 | | 2A 朱子清 | | |

校際越野比賽 (大埔及北區)

| | | | |
|---------------|--------|--------|--------|
| 男子甲組 團體總成績第七名 | 4A 張柏迪 | 4B 劉招河 | 4D 戴浩銘 |
| | 5A 張煒杭 | 5B 吳耀權 | 5F 梁豪 |
| | 6B 鄭文漳 | 6B 黃俊星 | |
| 男子乙組 團體總成績第五名 | 3B 譚浩鳴 | 3C 林柏滔 | 3D 曾柱山 |
| | 3E 鍾展鏜 | 3E 楊樂希 | 4B 陳進傑 |
| | 4B 郭志昊 | 4E 謝梓謙 | |
| 男子乙組個人總成績第八名 | 3E 楊樂希 | | |
| 男子丙組個人總成績第八名 | 2C 陳文卓 | | |
| 女子甲組 團體總成績第七名 | 5D 陳琬彤 | 5F 賴映延 | 6C 朱穎菁 |
| | 6C 林浠蕎 | 6E 黃子雙 | 6F 陸彥希 |
| 女子甲組個人總成績第九名 | 6F 陸彥希 | | |
| 女子乙組 團體總成績第七名 | 3A 陳近人 | 3B 鍾雯慧 | 3B 李嘉詠 |
| | 3C 蘇泳心 | 4C 周智欣 | 4C 何依霖 |
| | 4D 許婷希 | 4F 何錦欣 | |
| 女子丙組 團體總成績第六名 | 1A 麥雅閱 | 1A 鄧巧欣 | 1D 文嘉鈴 |
| | 2A 吳倩瑤 | 2B 鍾芷晴 | 2B 劉心怡 |
| | 2D 盧沅旻 | 2D 馬希敏 | |
| 女子丙組個人總成績第八名 | 2B 劉心怡 | | |

2011北區豐盛人生健樂長跑

| | |
|--------------|--------|
| 男子甲組 十公里 第五名 | 6B 黃俊星 |
|--------------|--------|

| | | | | |
|------|-----|-----|----|-----|
| | | 第八名 | 5F | 梁豪 |
| | | 第十名 | 5B | 吳耀權 |
| 男子乙組 | 三公里 | 第九名 | 3E | 楊樂希 |
| 女子甲組 | 三公里 | 第五名 | 6E | 黃子雙 |
| 女子丙組 | 三公里 | 第十名 | 2B | 劉心怡 |

大埔及北區學界排球比賽

| | | | | | | | | | | |
|------|----|----|----|-----|----|-----|----|-----|----|-----|
| 女子甲組 | 排球 | 殿軍 | 5F | 關樂恩 | 6C | 林浠蕎 | 6C | 鄧穎琛 | 6F | 陳曉蓉 |
| | | | 6F | 陳嘉雯 | 6F | 徐可喬 | | | | |

迦密聖道中學陸運會

| | | | | | | | | |
|------------------|----|-----|----|-----|----|-----|----|-----|
| 女子組4x100米接力邀請賽冠軍 | 4F | 梁賜恩 | 5B | 黃諾怡 | 5F | 賴映延 | 6B | 潘詠彤 |
|------------------|----|-----|----|-----|----|-----|----|-----|

港九街坊婦女會孫方中書院陸運會

| | | | | | | | | |
|------------------|----|-----|----|-----|----|-----|----|-----|
| 男子組4x100米接力邀請賽季軍 | 3A | 郭向榮 | 3B | 張顯賢 | 3C | 陳逸洋 | 4B | 林永軒 |
| 女子組4x100米接力邀請賽亞軍 | 3A | 蘇凱婷 | 3B | 鍾雯慧 | 3B | 洪允霽 | 3E | 于皓筠 |

香港道教聯合會圓玄學院第二中學陸運會

| | | | | | | | | |
|------------------|----|-----|----|-----|----|-----|----|-----|
| 男子組4x100米接力邀請賽冠軍 | 5F | 賴映延 | 6B | 潘詠彤 | 6C | 許捷傑 | 6D | 鄭明德 |
| 女子組4x100米接力邀請賽冠軍 | 4F | 梁賜恩 | 5B | 黃諾怡 | 5F | 賴映延 | 6B | 潘詠彤 |

聖公會阮鄭夢芹小學陸運會

| | | | | | | | | |
|--------------------|----|-----|----|-----|----|-----|----|-----|
| 男女混合組4x100米接力邀請賽亞軍 | 4D | 戴浩銘 | 5C | 羅英祈 | 5C | 鄧瑋昕 | 5D | 張進軒 |
| | 5F | 賴映延 | 6B | 潘詠彤 | 6C | 許捷傑 | 6D | 鄭明德 |

二、獎勵計劃

公益少年團獎勵計劃2012-2013

| | | | | | | | | | | |
|-------|----|-----|----|-----|----|-----|----|-----|----|-----|
| 高級獎章 | 4C | 莊茗愷 | 6C | 徐洛言 | 6F | 鄭詠恩 | | | | |
| 中級獎章 | 3A | 朱泳湘 | 4A | 陳令嫻 | 4B | 陳曉程 | | | | |
| 初級獎章 | 2C | 蘇珮瑜 | 3A | 廖卓瑩 | 3E | 林文愷 | 4A | 鄭穎彤 | 4C | 張雪鈴 |
| | 4C | 何依霖 | 4F | 蕭珮琪 | 5D | 李芷熒 | 5F | 黃穎賢 | | |
| 基本級獎章 | 1A | 蔡嘉淇 | 1A | 徐蒨雯 | 1B | 吳翠婷 | 1C | 陳俊宇 | 1C | 范嘉熹 |
| | 1C | 項澤龍 | 2C | 鍾旭銘 | 2D | 趙僖瑤 | 3E | 黃可柔 | 3E | 鄭家健 |
| | 4A | 溫嘉慧 | 4B | 謝軾靜 | 4B | 許永彥 | 4B | 劉劭希 | 4B | 廖天朗 |
| | 4C | 植祉滌 | 4C | 陳建諾 | 4C | 康敬華 | 4D | 許婷希 | 4E | 廖啟俊 |
| | 4F | 陳綽霖 | 4F | 曾秋盈 | 4F | 區啟培 | 4F | 張諾勤 | 4F | 李詠恒 |
| | 4F | 勞智遠 | 4F | 麥錦鵬 | 4F | 蘇熙耀 | 4F | 杜昆徽 | 5D | 謝蕙怡 |
| | 5D | 羅偉程 | 5E | 文楓 | | | | | | |

大埔區好學生獎勵計劃

| | | | | | | | | | | |
|------|----|-----|----|-----|----|-----|----|-----|----|-----|
| 傑出學生 | 5A | 黃劍聰 | 5C | 羅英祈 | 5D | 張進軒 | | | | |
| 優秀學生 | 1A | 陳望心 | 1B | 蔡思朗 | 1B | 譚凱婷 | 1C | 陳綽滌 | 1C | 麥延曦 |
| | 1D | 方曉瑩 | 1D | 馮沛霖 | 2A | 戴倩潼 | 2A | 蘇家俊 | 2B | 何嘉兒 |
| | 2C | 蘇珮瑜 | 2C | 鄧慧倫 | 2D | 王思穎 | 2D | 馮弘建 | 3A | 朱泳湘 |
| | 3A | 曾盛敏 | 3B | 陳藹琳 | 3C | 蘇泳心 | 3C | 黃迪朗 | 3D | 簡穎俞 |
| | 3E | 馮曉晴 | 3E | 徐曉桐 | 4A | 鄭穎彤 | 4A | 楊蕙美 | 4B | 馮曉恩 |
| | 4B | 徐舒慧 | 4C | 陳惠婷 | 4C | 李綽欣 | 4D | 陳可心 | 4E | 黃笑華 |
| | 4F | 蕭麗蕊 | 4F | 勞智遠 | 5A | 葉綺汶 | 5C | 俞德怡 | 5D | 黃珈琪 |
| | 5E | 鍾寶蓋 | 5F | 楊佩欣 | | | | | | |

好學生 共444名

三、獎學金

羅氏慈善基金高中應用學習獎學金

6E 劉嘉盈 6E 李智珊

南亞路德會獎學金

5A 陳子謙 5C 連希朗 6A 呂明德 6C 袁謝光
6E 張建樂 6F 黎浩文

丘氏獎學金

2D 邱穎琳 3A 陳曉茵 3A 何偉斯

陳永隆先生獎學金

4B 馮曉恩 4B 徐舒慧 5C 區善兒 5F 余葆怡
6C 徐哲恩 6E 賴家寶

趙玉清女士紀念獎學金

2A 蕭商庭 2A 戴倩潼 3A 陳焯程 3A 李芷悠

官氏獎助學金

2B 蘇志軒 2D 郭詠恩 3A 曾盛敏 3A 楊燕卿

5C 羅英祈 5F 羅綺雯 5F 蘇靜怡 6A 郭庭懿
6C 許捷傑 6E 林璇

沐恩中學家長教師會獎學金

5C 羅卓恩 5C 曾綽玲 5D 顧美燁 5F 羅綺雯
6A 郭庭懿