

SALEM – IMMANUEL LUTHERAN COLLEGE



2019-2020

The information contained herein is the property of, and is supplied by, SALEM - Immanuel Lutheran College, and must not be duplicated either in whole or part to any person not employed by the school without the written permission of the Supervisor.

此乃本校財物，未經校監許可不得翻印。

Key Elements of the School Report

	<i>page</i>
• <i>School Vision and Mission</i>	<i>3-4</i>
• <i>Overview</i>	<i>5-6</i>
• <i>Learning and Teaching</i>	<i>7-8</i>
• <i>Major Concerns (Achievements and Reflection)</i>	<i>9-17</i>
• <i>Financial Summary</i>	<i>18</i>
• <i>Performance of Students</i>	<i>19-21</i>
<i>Appendix: Inter-school Activities and Prizes Won in the Past Year</i>	<i>22-25</i>

School Vision

Founded on values embodied by the Christian faith, the vision of the School is to strive for achievement of the following:

- a. To educate everyone as whole persons for capable and intelligent citizenship in today's world;
- b. To develop everyone's love and respect for fellow citizens, God and the teachings of the Bible;
- c. To encourage everyone to search for the meaning of life and the truth through the sharing of the Christian faith

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.

School Motto

Wisdom, Truth, Virtue, Love to all 博學明道 · 臻善益群

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 its 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 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 35 years. From the summer of 1996 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 were also 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 wireless network and Internet connection freely on the school campus.

In 2000, the school carried out a series of changes in the curriculum development, junior form curriculum was reorganized into modular system. Fewer subjects with more lessons are taught per term and students can study different subjects in the 1st and 2nd terms. This mode of teaching and learning not only allows students to focus on learning a particular subject in a continuous manner, but at the same time it provides flexibility for teachers in planning the school-based curriculum which suits students' needs. Beside academic concern, the school also developed and implemented Student Learning Profile system to guide students to review and plan their own learning journey.

In order to demonstrate high efficiency in school management, the school became ISO 9001 certified in 2001. In the same year, the Parent-Teacher Association Resources Centre was opened which aimed to enhance communications between parents and the school.

The ILC Alumni Association was established in 2003. An engaged and supportive alumni network was created for graduates.

In order to develop students' diverse learning experiences beyond classrooms and textbooks, the school started Life-wide Learning Week in 2008. Different forms of learning activities in Hong Kong and overseas were organized for all the students in the school.

Under ITE4, the enhancement work of the school's WiFi infrastructure was completed in 2015. Since then, Information and Communication Technology has been effectively incorporated as a useful interactive tool for teaching and learning across the curriculum in both language and content subjects. Teachers are able to arrange interactive activities to engage students in classrooms and students can build up independent and self-directed learning habit outside classrooms. An integrated digital portal system O365 was set up for communication and cloud storage in 2016. Two self-assessed e-learning platforms are also operating well for senior forms students for encouraging self-learning habit.

To prepare for the integration of STEM education with the current curriculum, the hardware of the school was upgraded to meet the future needs in 2017. All classrooms are now equipped with high performance computers on tailor-made computer desks. New infrared audio system was installed in all classrooms and special rooms.

In order to promote students' interest in creative media and coding knowledge, movie production, robotics, 3D game engine and aerial photography were introduced in the ICT curriculum for both junior and senior forms. In 2019, a new subject named Integrated Technology was formed to further extend the development of STEM education.

Overview of the School Year (2019-2020)

2019-2020 was a very special, challenging, and tough school year. The education sector in Hong Kong experienced two times of class suspension due to the social and political issues and the outbreak of COVID-19. We missed more than 4 months of school days. A numerous school scheduled events and extra-curricular activities had to be cancelled or changed to an online mode.

Though COVID-19 disturbed our normal school life, we were able to make use of the opportunity to promote e-learning and distance learning. Before the class suspension, teachers were quite passive in the use of e-learning. However, due to the outbreak of COVID-19, teachers were forced to implement e-learning by using the new school platform “TEAMS”. Different pedagogies of online teaching such as video recording, Google Forms, on-line marking etc have all been employed. Class suspension became the most valuable practicum for our students and teachers to exercise on-line learning and teaching.

The theme of the three-year School Development Plan (2018-2020) “Building a learning community to keep pace with the times” 「共建與時並進的學習社群」 fits very well into this year school development. The spirit of “suspension of classes without suspension of learning” was actualised. Even though we were restricted to stay at home for on-line lessons, both teachers and students could still have good learning experiences.

We are so grateful to have a professional team in ILC, they have worked very hard to make sure students can have good and safe learning, both taking place on-line and on-site. For preventing the outbreak of COVID-19 epidemic on the school campus, our janitors cleaned, and sterilized every room and furniture daily.

In order to take care of the needs of the cross-boundary students, the school office offered a great helping hand to liaise different parties.

To facilitate on-line learning, our school IT team worked day and night to prepare hardware, e-tools, e-resources, e-assignments, etc. for teachers and students. They also took care of the students who are not financially privileged to have the essential devices for e-learning.

Our academic team spent time discussing and working out measures to make sure the learning and teaching could be smoothly and effectively run.

Most importantly, our teachers have never stopped improving themselves under limitations and constraints.

At the beginning of the school year, we invited an educational psychologist to conduct a staff development programme on crisis management. The fruitful learning experience helped us face the unexpected loss of our student and the challenges of class suspension in this school year.

We have learnt that academic performance is important, but the emotional and mental well-being of students is our top priority. Our class and supporting teachers owned their pastoral role for students. They kept making phone calls to students to show care and concern. Students with special needs were referred to school social workers for follow up action.

We understand connection and communication are of utmost important in time of uncertainty. Phone calls to parents were arranged to discuss students’ first term academic results in April. Teachers also met parents and students by having on-line meetings to discuss the students’ performance.

This is the second year of the school development plan focusing on ”Building a Learning Community

that Keeps Up with the Times”, which aims to echo the changes of the latest Hong Kong central curriculum as well as to address the changing learning needs of students. Vice Principal Ms Hung led the academic team to monitor the progress of the school-based curriculum reform. Subject handbook was compiled to make sure the progress was on track.

The pandemic outbreak is not over, we need to keep improving what we built up in this year. As people always say, “Whenever the crisis whenever the chance”, although we came across loads of problems when implementing distance learning during the class suspension period, all teachers and students experienced the importance of life-long and life-wide learning.

The 35th School Anniversary Special Album was issued in July, 2020. The theme of the celebrations was “The Past, We Cherish. The Future, We Create.” 「繼往·高瞻·力行」, Yes, we are creating the future.

The success of SALEM - Immanuel Lutheran College depends on the joint effort of different stakeholders. ILC is a learning community, vested in God’s abundant grace and love. With the endeavours of all staff and students, we believe we are not only actualising the school’s mission, but we are also ready to walk the next mile to overcome all challenges and difficulties ahead.

School Management

- *The school has operated under the management of the Incorporated Management Committee (IMC) since its establishment on 31st 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
15/16	7	1	1	1	1	1
16/17	7	1	1	1	1	1
17/18	7	1	1	1	1	1
18/19	7	1	1	1	1	1
19/20	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	5	4	4	4	4	4	25
Boy	59	55	47	56	40	55	312
Girl	91	63	66	56	71	55	402
Total Enrolment	150	118	113	112	111	110	714

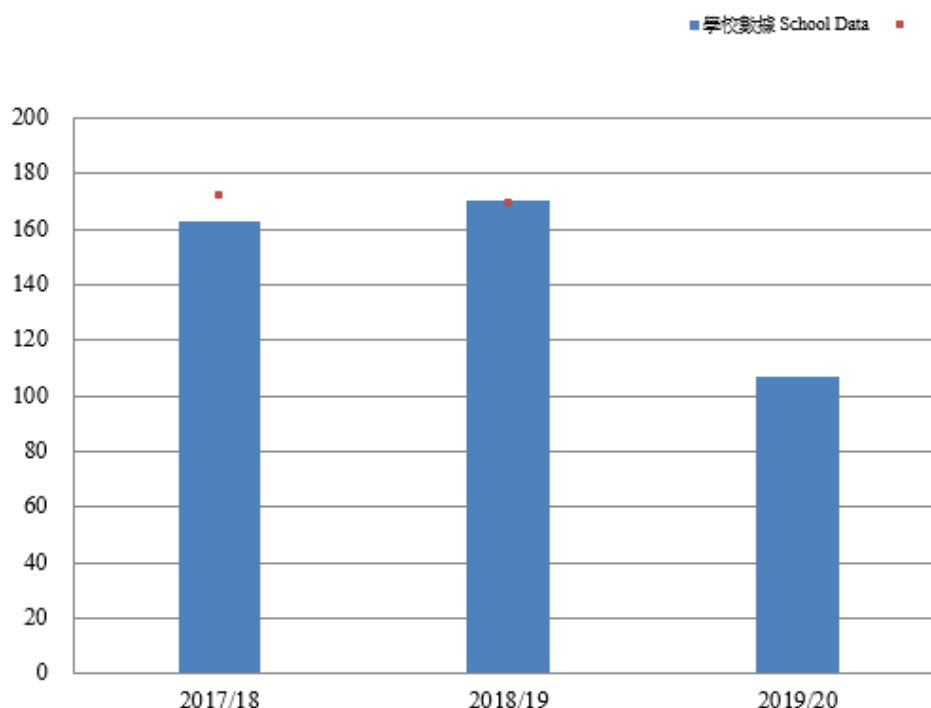
Our Teachers

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

	1718	1819	1920
Approved Enhanced Total Teaching Staff Establishment	46.5	52	53.8
No. of teachers in the Chinese panel	11	11	11
No. of teachers in the English panel, excluding NET	10	10	10
No. of teachers in the Mathematics panel	9	9	8
No. of NET	1	1	1
No. of Putonghua teachers	3	3	2
No. of Non-subvented teachers	2.4	2.75	6

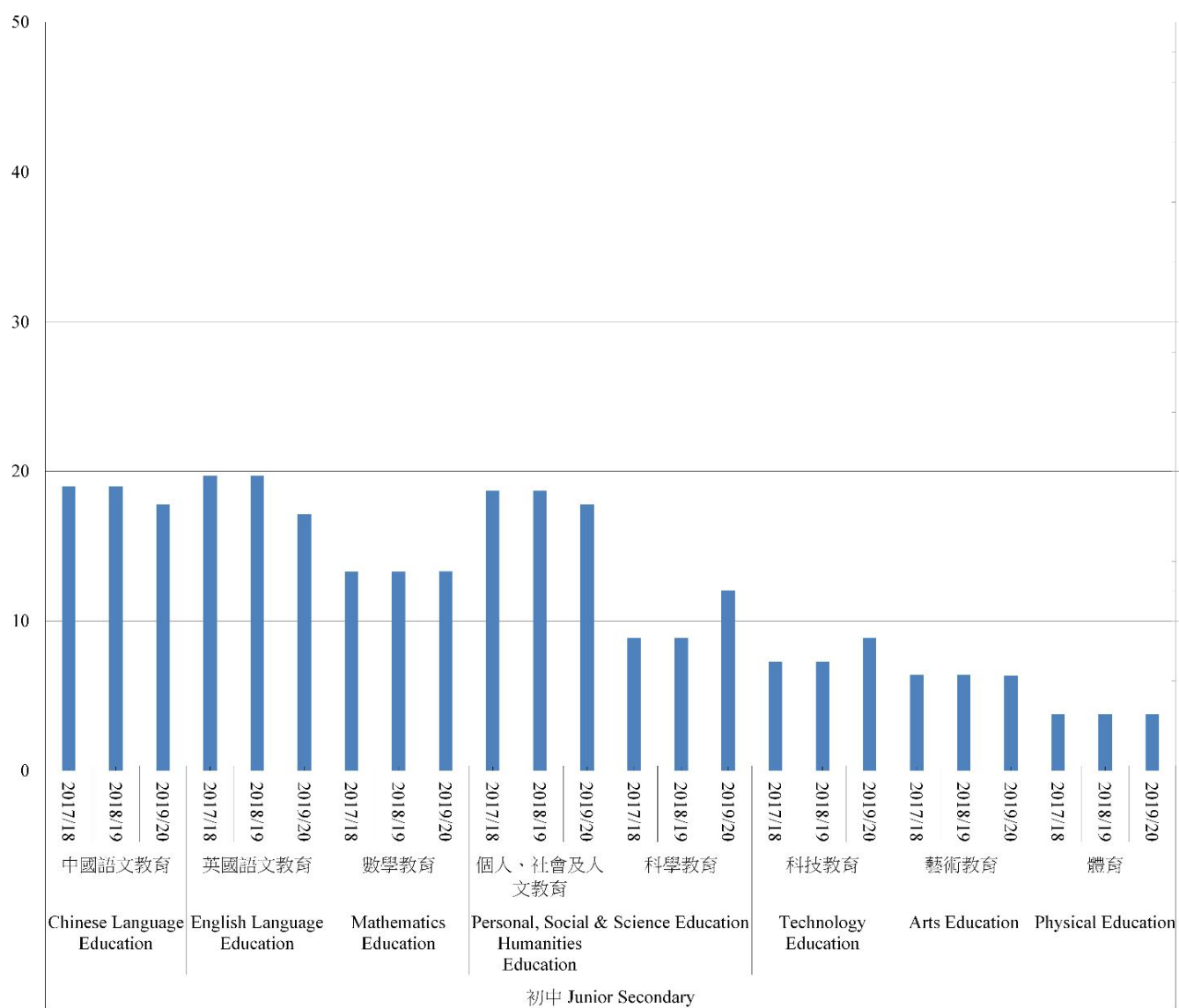
Number of Active School Days

- 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

■ 學校數據 School Data



SALEM - Immanuel Lutheran College

Major Concerns (Accomplishment and Reflection) (2019/20)

Theme: Building a Learning Community that Keeps Up with the Times 「共建與時並進的學習社群」
Ambition · Resilience · Companion · Possibility 「積極進取 逆風上騰 關愛同行 創造可能」

Major Concern 1: Build up Self-directed Learners

Strategies / Tasks	Accomplishment
1.1 Revisit and refine school-based curriculum to echo the central curriculum recommended by the CDC	
<p>School level:</p> <ul style="list-style-type: none"> ▪ Monitor the implementation of the focused Major Renewed Emphases of the Ongoing Renewal of School Curriculum. 	<ul style="list-style-type: none"> ▪ The school reviewed the current implementation of the eight Major Renewed Emphases of the Ongoing Renewal of the School Curriculum (MREs), and suggested the priorities for school-based development out of these eight emphases. The two MREs, “Life-wide learning” and “Information Technology in Education”, were selected as the prioritised MREs to be implemented first in these two years. ▪ At the same time, the school reviewed the school-based curriculum based on the recommendations of the Education Bureau, and suggested curriculum changes to echo the central curriculum last year. The plan is to use two years to progressively implement the revised ILC school-based curriculum and make relevant new allocations of learning time in school years 2019/20 and 2020/21.
<p>Subject / Committee level:</p> <ul style="list-style-type: none"> ▪ Implement the focused Major Renewed Emphases of the Ongoing Renewal of School Curriculum. ▪ Adopt strategies and /or arrange learning activities with clear learning objectives ▪ Arrange students to review and reflect on the learning experiences 	<ul style="list-style-type: none"> ▪ To implement the revised school-based curriculum, most subjects like English Language and subjects in key learning areas of Science, PSHE and Arts in junior forms have made great efforts to revise their curriculum and develop new learning and teaching materials. ▪ New subjects were developed to address the ongoing renewal of the school curriculum. The subject “Integrated Technology” was newly developed in S.3 to promote the learning of “STEM” Education, while the subject “Life & Society” was newly developed in junior forms to supplement the learning needs of the PSHE key learning area. ▪ A whole school approach was set to promote the two prioritised MREs, “Life-wide learning” and “Information Technology in Education”. All subject departments designed learning tasks to support the implementation. Additionally, some subject departments implemented other MREs to address the specific learning needs of their subjects. For example “Language across the Curriculum” was chosen by the subject departments of English Language, History, Geography, Chinese History, History and Life and Society, while “STEM” Education was chosen by the subject departments of Computer Literacy, Integrated Technology, Biology and Mathematics. ▪ Due to the school suspension since January and the tight learning schedule after school resumed in June, only some of the learning activities could be successfully arranged. Most of the students agreed that the targeted learning objectives were achieved through those accomplished activities.

1.2 Promote the highlights of subject curriculum	
<p>School level:</p> <ul style="list-style-type: none"> ▪ Design the format of subject handbook and provide examples 	<ul style="list-style-type: none"> ▪ The school restated the aims of the subject handbook to ensure that all subjects departments adopt strategies with clear learning objectives for curriculum development. ▪ Subject handbooks were put in SharePoint in December to improve departmental communications and facilitate sharing among departments. Some good examples were recommended for reading. ▪ The school provided clear instructions and relevant templates to subject departments at the end of the school year to facilitate further refinement of the subject handbook in the new school year.
<p>Subject level:</p> <ul style="list-style-type: none"> ▪ All subject departments write subject handbook 	<ul style="list-style-type: none"> ▪ All subject coordinators reviewed and refined the content of their subject handbooks to echo the school’s major concerns, as well as to cater for subject curriculum development.
1.3 Strengthen classroom teaching	
<p>Committee level:</p> <ul style="list-style-type: none"> ▪ Committee of Information Technology (ITC) provides support on e-learning 	<p>The Information Technology Committee provided full support for the implementation of e-learning. Most of the subject departments found the e-learning support useful.</p> <ul style="list-style-type: none"> ▪ Microsoft TEAMS was set up and configured for e-learning and e-teaching purposes, especially for online learning during the school suspension period. Hardware like iPads, tablet pens, headsets, and visualizers, etc were purchased for teachers to conduct e-teaching and e-marking, while webcams were installed in all classrooms to facilitate facetime with students when conducting online lessons. Most subjects effectively used Microsoft Forms for preparing assignments and quizzes, and students received instant results and feedback after submitting their work. ▪ One online and one physical staff development programmes were organized to enhance teachers’ e-learning teaching skills in the second term. Training videos for both teachers and students in using different types of e-tools and e-resources were made. Teaching assistants were trained to prepare e-learning materials for teachers. In addition, technical support and advice for staff to master e-tools for online teaching were provided. ▪ The Bandwidth Support for the E-learning at Home Scheme to obtain SIM cards for students who needed them to attend online lessons at home was successfully applied. 100 SIM cards in total were given out to students in need. Sets of notebook computers and WiFi routers were purchased with the WELS Anti-epidemic Fund. 3 sets of notebook computers were loaned to students whose families have financial problems. In addition, useful hardware and technical support in carrying out online examinations for cross-boundary students were provided. ▪ Some subject departments selected appropriate software to address their specific teaching needs. For example, the Integrated Science department used the Apps SPARKvue and Padlet for data collection, analysis and sharing results among students. The Kahoot App was also used for advanced quizzes for elite students. The Chinese Language department subscribed to the “i-Learner Chinese Learning platform” for S.1- S.3 students, in which students could self-learn classical Chinese comprehension by reading articles and finishing automated assessment

	<p>exercises on a regular basis. There are also advanced and challenging exercises for elite students. Chinese Language teachers found this platform very useful and effective.</p>
<p>Subject level:</p> <ul style="list-style-type: none"> ▪ All subject departments select at least one strategy to promote self-directed learning on specific areas for subject development ▪ Define clear learning objectives (e.g. High order thinking, Interactive learning, self-directed learning etc.) ▪ Implement appropriate strategies (e.g. e-learning, learning habits, lesson preparation, scaffolding questions etc.) to achieve the targeted objectives ▪ Arrange students to review and reflect on the effectiveness of the strategies 	<p>All subject departments selected at least one strategy to promote self-directed learning for their subject development. Self-directed learning was strongly enhanced in different aspects.</p> <ul style="list-style-type: none"> ▪ Some subject departments have deliberately equipped students with useful skills to facilitate student self-learning. The English Language department further revised the teaching and learning materials for developing phonics skills to help students develop strategies to pronounce and spell the less familiar words. Some students successfully changed their revision strategies to emphasise less memorisation and focus more on the rules. At the same time, subject departments like English Language, Chinese Language, Chinese History and BAFS employed note-taking skills to promote learning autonomy and retention of knowledge. It has been observed that the habit of note-taking has gradually been cultivated. ▪ Lesson preparation habits have been well fostered to enhance self-directed learning. Varied pre-lesson learning tasks with relevant teaching materials were prepared by different subject departments. Assigned tasks include vocabulary searching, video watching, essay reading, Internet information browsing and pre-lesson Mathematics exercises in the school-based workbooks. Students worked hard to do all sorts of pre-lesson tasks before the lessons. They agreed that all these pre-lesson tasks successfully aroused their curiosity in learning and reminded them of prior knowledge learnt about the topics before the lessons, thus facilitating the effectiveness of classroom learning. ▪ All subject departments flexibly employed self-directed learning on the e-platform to compensate for inadequate online learning time due to distance learning during school suspension in the 2nd term. Students were encouraged to learn some topics of the subjects by themselves. Self-learning tasks with relevant self-explanatory learning materials were provided. Furthermore, recorded lectures were delivered for students to revisit and catch up with their learning.
<p>1.4 Fine tune the quality of life-wide learning activities</p>	
<p>School level:</p> <ul style="list-style-type: none"> ▪ Devise whole school planning of LWL activities 	<ul style="list-style-type: none"> ▪ The school continuously allocated time slots throughout the year to facilitate the implementation of life-wide learning. Life-wide Learning Days and post-examination activities were arranged in April and July respectively. Beyond Limits Sessions and Academic week were arranged in normal school days. ▪ However, due to the school suspension in November in the 1st term as well as in the 2nd term after Lunar New Year Holidays, most of the above-mentioned life-wide learning activity periods were cancelled. ▪ Most of the subject departments and committees concerned proposed plans to organize life-wide learning activities for students to promote self-directed learning skills. Due to the threat of COVID-19 and the school suspension in the 2nd term. Only some of the planned life-wide learning activities could be organized in the 1st term. ▪ The annual Information Day held in December is a school highlight event which provides a valuable platform for students to display their abilities to the public. This year, more than ten subject departments including the
<p>Subject / Committee level:</p> <ul style="list-style-type: none"> ▪ All subject departments and committees concerned promote self-directed learning in life-wide learning activity 	

<ul style="list-style-type: none"> ▪ Select at least one of the following self-directed learning skills 	<p>subjects English Language, Science, Technology and Art areas were engaged to arrange fruitful learning opportunities for students. Over 200 students were recruited and actively participated in different serving posts. They played musical instruments, explained rules and regulations of games, served as docents or made demonstrations in the Science laboratory and Technology room. Most of the students found the learning experiences enjoyable and could effectively help them to connect and apply subject knowledge and skills in real-life contexts. Positive feedback was received from the parents of primary six students. Our students were recognized as friendly, polite, and capable of using effective presentation skills.</p> <ul style="list-style-type: none"> ▪ The Extra-curricular Activities Committee invited the subject departments Chinese Language, English Language, Liberal Studies, Chinese History, Life and Society, BAFS and Visual Arts to co-organize Life-wide Learning activities during the Life-wide Learning Days in April. However, due to the school suspension in the 2nd term, all activities were cancelled. ▪ Cross-boundary tours to different countries like Canada, Thailand and Japan were planned to extend students' learning in other countries in Life-wide Learning Days in April as well as in the post-examination period in July. Due to the threat of COVID-19, all scheduled cross-boundary tours were cancelled.
1.5 Enhance cross-curricular learning	
<p>School level:</p> <ul style="list-style-type: none"> ▪ provide support on the development of cross-curricular learning 	<ul style="list-style-type: none"> ▪ Most of the subject departments have drafted proposals to co-work with other subject departments in organizing interesting cross-curricular learning tasks to help students to integrate and apply knowledge and skills across subjects / KLAs. For example, the Visual Arts department created props for the S.3 English stage performance. The Biology department launched cooking competitions with the Home Economics department. The subject departments of Geography, History and Mathematics co-organized the S.1 Tai Po Orienteering Game. ▪ Due to the school suspension in the 2nd term, only a few of these cross-curricular learning tasks could be accomplished. The subject departments of Chinese History and Life & Society successfully co-organized a project "Affection Across Generations" which required S.1 students to interview their family members and write an interview report. The subject departments of English Language and History successfully refined the teaching materials for the Language Across Curriculum programme and implemented it in S.2. Over 95% of S.2 students completed the exercises with the targeted knowledge and language structures. Students showed awareness of the language structures and nearly all of them were able to use a point-by-point structure to write comparison paragraphs. Additionally, S.1 and S.2 students could effectively apply the IT skills learned in the Computer Literacy lessons to complete the Geography project and Mathematics e-homework.
<p>Subject level:</p> <ul style="list-style-type: none"> ▪ All subjects explored cross-curricular learning and draft proposal ▪ Some subjects arrange cross-curricular learning activities to facilitate students integrate and apply knowledge and skills across subjects / KLAs ▪ Arrange students to review and reflect on the learning experiences 	

Reflection

1. This is the second year of the school development plan focusing on “Building a Learning Community that Keeps Up with the Times”, to echo the changes of the latest Hong Kong central curriculum as well as to address the changing learning needs of students. The school reviewed the ILC school curriculum and the allocation of class time last year. The change of the revised school curriculum takes two years to ensure a smooth transition. All subject departments have put in great effort to update their subject curriculum and prepare relevant learning materials in these two years.
2. A collaborative learning culture is being fostered in school. Subject coordinators have been motivated to write the subject handbooks. Firstly, they comprehended the latest subject curriculum guides of the Hong Kong central curriculum. Next, they refreshed the subject curriculum based on these new updates and displayed them in the subject handbooks. It is believed that the subject handbooks can highly promote the openness and transparency of the school curriculum among school stakeholders. Better understanding among subject departments could facilitate cross-curricular learning. Also, subject handbooks provide students with subject information to learn at their own pace, thus building up all ILC students to be self-directed learners.
3. Distance learning has been employed since the outbreak of COVID-19 in January. Instead of having face-to-face classes at school, students have been learning at home. The academic core team has taken up the leading role to identify and address the problems and learning needs raised by online learning and teaching. Appropriate policies and measures have been proposed and implemented; most important of all, concerted efforts from all the subject departments were drawn to cope with the new teaching mode. The Information Technology Committee has worked very hard to support the implementation of e-learning, not only by providing useful hardware and software for teachers to conduct e-teaching and e-marking, but also tailor-making videos for both teachers and students to use different types of e-tools and e-resources.
4. Opportunities did come with the threats (With these setbacks have also come great opportunities). The Hong Kong education sector has been forced to undergo an extraordinary digital transformation journey. This process has provided ILC teachers with a golden opportunity to rethink and review their pedagogy and methods like never before. This “new normal” for education via remote means has forced our teachers to equip themselves with knowledge and skills to use an e-platform to conduct lessons within a short time period, and thus greatly speeded up the implementation of e-learning in our school. Stepping forward, the school should adopt the whole school approach to strengthen online learning and teaching to ensure the flexible integration of the technology into our everyday teaching and learning cycles. Teachers are expected to develop tailor-made classes to meet the specific needs of their students, adjusting their curricula along the way.

Major Concern 2: Nurture students to be a good companion with care and passion

Strategies / Tasks	Accomplishment
2.1 Set up a warm and caring environment	
School level: <ul style="list-style-type: none"> ▪ Provide channels for teachers to contribute their ideas on the existing ‘Class and Supporting Teachers partnership system’ ▪ Evaluate the effectiveness of Form meeting ▪ Continue to provide personal and academic data of students for Class and Supporting Teachers 	<ul style="list-style-type: none"> ▪ A face-to-face Form Meeting was held throughout the year due to the coronavirus pandemic, yet teachers fulfilled their roles and responsibilities with clear instructions provided via different channels like emails and online staff meetings. ▪ Class and supporting teachers worked closely to offer pastoral care to students. With immediate and important data provided, teachers have had smooth and direct communication with students and parents. ▪ Most of the teachers found the cooperation and collaboration smooth, while information and ideas were exchanged among them.

<p>Committee / Teacher level:</p> <ul style="list-style-type: none"> ▪ Make use of students' personal and academic data to provide strong pastoral support ▪ Give more compliments whenever students do well and make improvements in different aspects. ▪ Provide guidelines about the use of classroom boards (LTDC) 	<ul style="list-style-type: none"> ▪ Constructive feedback and advice on pastoral care were received from teachers during class suspension; some ideas were inspirational and thought-provoking. ▪ A questionnaire was designed during the class suspension period. Hidden cases were identified. Parents and students' needs were addressed and some were referred to professional services. ▪ Two subject panels reflected that junior form students were willing to respond to teacher's questions while senior form students had good responses, asked good questions, and helped classmates to clarify difficult concepts in class.
2.2 Devise whole-school programmes and activities	
<p>School level:</p> <ul style="list-style-type: none"> ▪ Set the direction, priorities in nurturing positive values and attitudes to support the implementation of Moral & Civic Education (MCE) ▪ Strengthen the coordination between different student affairs committees 	<ul style="list-style-type: none"> ▪ Meetings were arranged for better communication, collaboration, and coordination among student affairs committees. ▪ The work of different student affairs, which helped to nurture students' values and attitudes, and character building, was reviewed.
<p>Committee / Subject level:</p> <ul style="list-style-type: none"> ▪ Cultivate the value of 'ambition' by designing various programmes and activities ▪ Arrange physical training in lessons and after school to nurture students' confidence and improvement mind set ▪ Rename the team of 'Caring Ambassadors' and enrich their serving scope and concern 	<ul style="list-style-type: none"> ▪ Relevant committees arranged activities, talks and workshops about the messages 'ambition to grow', 'ambition to improve' etc. for all students. ▪ The message of 'ambition' was delivered in Form Briefings and morning devotion. ▪ The department of P.E. integrated physical training in lessons for all students in senior forms and arranged training for school team members and S.3-S.4 students after school. ▪ The team of 'Caring Ambassadors' was renamed and recognized. ▪ In addition to taking care of S.2 students with special educational needs, Caring Ambassadors team was able to disseminate the message 'ambition to improve'.
2.3 Develop teachers as counsellors of students	
<p>School level:</p> <ul style="list-style-type: none"> ▪ Enhance the collaboration among Life & Career Education Committee, Academic Administration Committee and class teachers. 	<ul style="list-style-type: none"> ▪ Meetings were held and the scope of work for 'Applied Learning' was defined and shared by the Life and Career Education Committee (LCEC) and the Academic Administration Committee. ▪ Members of LCEC attended S.3 and S.5 Form Meetings to give information and reminders to class teachers. ▪ S.3 class teachers attended parents' talks in June and acquired updated information about subject selection. ▪ Class teachers attended the programme 'Mock release of S.6 DSE' in January. They joined the group

<ul style="list-style-type: none"> ▪ Building teachers' confidence and competence in providing pastoral care through individual career life planning 	<p>discussion and gained more updated information about multiple pathways for S.6 students from the programme.</p>
<p>Teacher level:</p> <ul style="list-style-type: none"> ▪ Continue to equip the knowledge and skills to support students as counsellors 	<ul style="list-style-type: none"> ▪ A guide for studies was distributed to S.3 students to help them make better choices for S.4 subject selection. Two activities were held to guide students to understand their personalities and the nature of DSE subjects. ▪ A 'career planning corner' in which catalogues and leaflets were displayed was set up. Useful information was also distributed and disseminated to equip students with skills for further studies. ▪ A tool named 'Pathway survey' was used by LCEC to provide individual guidance and counselling for S.6 students. Phone calls were made by teachers to support students in JUPAS applications. ▪ All new teachers attended a "My Growth Journal" briefing at the beginning of the year. Most of the teachers reflected that the materials prepared by the My Growth Journal Unit were useful in helping them to guide S.1-3 students.

Reflection:

1. More teachers were aware of the importance of pastoral care during the class suspension, and collaboration among class and supporting teachers was strengthened. Regular communication increased the connections between the school and parents during class suspension. Parents and students gained help and support from the communication. Setting up an online mechanism to facilitate effective pastoral care is an upcoming issue to foster closer home-school cooperation.
2. The school has made concerted efforts to provide teachers with useful tips before they make calls to parents and students during the coronavirus pandemic. The challenge provides teachers with opportunities for transformation and it is believed that blended learning approaches should be tried, tested and used in the future.
3. The formation of the student affairs core team is a step further to achieve trust, collective ownership, and effective collaboration among committees. In times of the coronavirus pandemic, it is important for the school to pool resources and equip students with emotional and social skills to promote physical and psychological well-being from home.
4. Developing teachers to be mentors and counsellors for students has proved to be an effective strategy to address students' needs. The Professional Development Team should organize more programmes to enhance teachers' professionalism in different areas. Teachers' skills and knowledge for identifying and dealing with specific needs should be further developed to respond to the educational challenges of the current epidemic, so that all the impacts can become part of a positive educational evolution.

Major Concern 3: Build Up a Professional Teaching Team

Strategies / Tasks	Accomplishment
3.1 Promote professional exchange among teachers	
School level: <ul style="list-style-type: none"> ▪ Invite teachers to share their learning in seminars / courses/ book reading / teacher TV as well as their teaching experiences among teachers 	<ul style="list-style-type: none"> ▪ Ms Lo CP was invited to share her experience using the newly employed online platform “TEAMS” in a staff development programme in late October. Most of the teachers found it useful and practical in applying it to their own subjects especially during the school suspension period in the second term. ▪ Ms Chan WS, Mr Wong CM and Dr Wu Y were invited to share online teaching experiences by using “TEAMS” during the school suspension period in the staff meeting in May. Most of the teachers found it useful and practical as it helped them counter similar difficulties in giving and marking assignments.
Subject level: <ul style="list-style-type: none"> ▪ Promote co-planning among subject panel members 	<ul style="list-style-type: none"> ▪ Junior core subjects tried co-planning sessions in junior forms though there were difficulties in meeting with one another and disturbances because of the school suspension. ▪ Other subjects in junior forms have started to try as well. For example, Liberal Studies and Geography departments conducted 6 sessions of co-planning. History department had co-planning sessions every cycle. Panel members found them fruitful and inspiring.
3.2 Provide mentorship programmes and training for curriculum leaders	
School level: <ul style="list-style-type: none"> ▪ Encourage middle managers to attend seminars/ courses to enhance their leadership quality ▪ Provide programmes and training for middle managers 	<ul style="list-style-type: none"> ▪ Due to the outbreak of COVID-19, many external courses were suspended. This disturbed the original plan for training the middle managers. ▪ VP Hung joined subject panels in class visits to new teachers in the 1st term. A debriefing with the panel chairperson after the class visit was arranged before meeting with the new teachers. VP Hung shared experiences with subject panels during the lesson review.
3.3 Enhance teachers’ teaching capacity	
School level: <ul style="list-style-type: none"> ▪ Review school-based Professional Development policies ▪ enhance professional capacity of teachers in understanding and application of new pedagogies through internal and external channel ▪ Help teachers to make good use of students’ voices and feedback 	<ul style="list-style-type: none"> ▪ The school-based Professional Development Policy was drafted and passed in a Professional Development Team meeting. ▪ 6 teachers attended seminars on new pedagogies in their subject areas. ▪ VP Hung interviewed with new teachers after the class visits to provide practical suggestions and guidelines to enhance their teaching capacity. ▪ 2 teachers (Ms Chan WS & Mr Lau Y) visited Buddhist Wong Wan Tin College during an open classroom session for Chinese Language teaching in November. They found the seminars inspiring and felt that they widened their horizons about pedagogy. ▪ 3 teachers received full-time in-service training on new pedagogies. ▪ A development programme on e-learning was arranged by the Information Technology Committee in October. It

<ul style="list-style-type: none"> ▪ Provide information of teachers' professional development ▪ Explore the opportunity of a study tour for teachers 	<p>introduced the new learning platform "TEAMS".</p> <ul style="list-style-type: none"> ▪ Subject coordinators of the departments of History and Visual Arts opened their classrooms to their panel members once in the 1st term. The most encouraging was the Geography department. The panel head opened her classroom 3 times in the 1st term, followed by debriefings. Co-teaching in "TEAMS" was attempted by making use of the chance of online teaching. The Liberal Studies department had very good practice in making use of students' questionnaires to facilitate teacher reflections. ▪ A new group has been opened in "TEAMS" for all teachers. It will be served as a platform to circulate all information about teachers' professional development. ▪ The study tour to the Greater Bay Area was cancelled due to insufficient participants and the outbreak of COVID-19.
<p>Committee level:</p> <ul style="list-style-type: none"> ▪ LTDC formulates development plan and arrange open classroom 	<ul style="list-style-type: none"> ▪ Originally, 7 teachers (VP Hung SY, AP Wut PF, Ms Chan WS, Mr Chio UK, Ms Ho HS, Ms Leung KY and Ms Wan SL) were invited to open their classrooms to all ILC teachers for class visits after the 2nd term UT. However, it was cancelled due to school suspension.

Reflection:

1. The outbreak of COVID-19 greatly disturbed the original plan to address Major Concern 3. For example, the study tour to the Greater Bay Area was cancelled. The open classroom activity originally planned in the 2nd term was forced to postpone until next year. A number of seminars, courses and in-service training sessions were cancelled. Lesson demonstrations from panel heads originally scheduled in the 2nd term were deferred. To a large extent, staff development was greatly hindered by the school suspension and social conditions.
2. Nevertheless, we have still been able to arrange the staff development programme on "crisis management" to enhance teachers' ability and flexibility in dealing with similar cases in future. We have also been able to set up a platform for information circulation and draft the staff development policy as a general reference. Most importantly our teachers have never stopped to improve themselves under limitations and constraints. Several subject departments have tried their best to promote professional dialogue or sharing among panel members. For example, the panel heads of History and VA opened up their classrooms. The Geography department head even opened her classroom 3 times in the 1st term followed with fruitful debriefings. Co-teaching was attempted in "TEAMS". All in all, it was a good start by ILC in paving the way to an ever-growing learning community.
3. As people always say, "Whenever the crisis whenever the chance". Though COVID-19 disturbed our planning in staff development, we were able to make use of the opportunity to promote e-learning. Before the school suspension, teachers were passive and slow to innovate in e-learning. However, due to the outbreak of COVID-19, teachers were forced to implement e-learning by using the new school platform "TEAMS". Different pedagogies of online teaching such as video typing, using Google Forms, online marking etc have all been employed. School suspension became the most valuable practicum for our teachers in online teaching. Every ILC teacher is making giant strides toward e-learning.

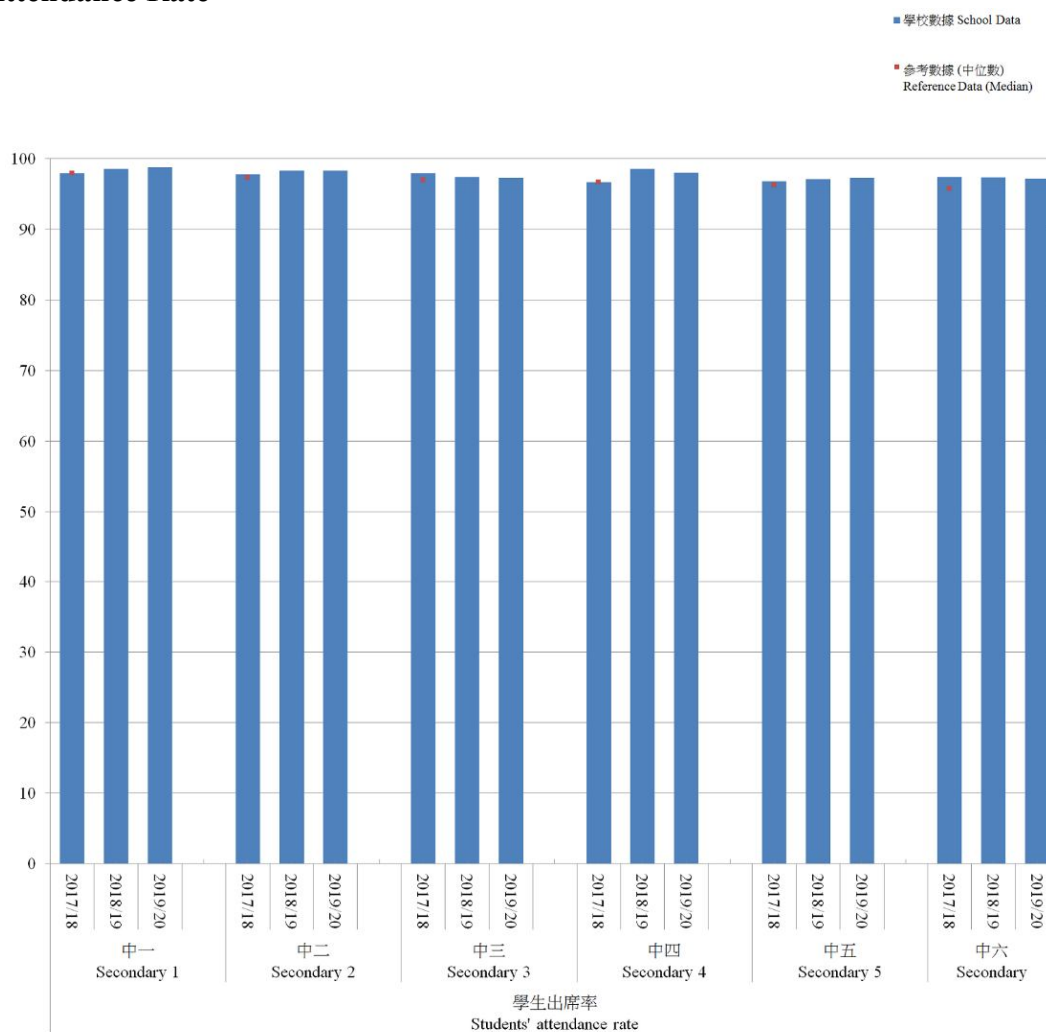
Financial Summary

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

SALEM-Immanuel Lutheran College							
2019/20 Year End Financial Report							
Income				Expenditure			
Description	Budget	Actual Income	%	Description	Budget	Actual Exp.	%
Government Funds:							
1. Teacher Salaries Grant		47,085,175.81		1. Teacher Salaries Grant		47,085,175.81	
2. Teaching Staff MPF Cost. Grant		21,373.15		2. Teaching Staff MPF Cost. Grant		21,373.15	
3. Fringe Benefit under Enhan NET Scheme		91,752.99		3. Fringe Benefit under Enhan NET Scheme		91,752.99	
4. Salaries Grant - Supply Staff		40,272.00		4. Salaries Grant - Supply Staff		40,272.00	
5. Teaching Supporting Staff Salaries Grant		1,760,600.00		5. Teaching Supporting Staff Salaries Grant		1,760,600.00	
6. Teaching Supporting Staff P.Fund		264,090.00		6. Teaching Supporting Staff P.Fund		264,090.00	
7. Clerical & Janitor P.Fund		248,694.83		7. Clerical & Janitor P.Fund		248,694.83	
8. Government Rent & Rates		355,512.00		8. Government Rent & Rates		355,512.00	
		49,867,470.78				49,867,470.78	
(I) Expanded OEBG							
Balance brought forward from previous year	5,108,698.70						
1. Basic Baseline	2,099,621.44	2,152,252.12	103	1. Basic Baseline			
				a. General Administration (Appendix 1)	653,000.00	492,302.05	75
				b. Library Books (Appendix 2)	60,000.00	33,723.93	56
				c. Furniture and Equipment (Appendix 2)	1,628,620.00	748,347.73	46
				d. Subject and Department Consumables (Appendix 2)	1,491,834.00	793,586.90	53
2. Administration Grant - Ordinary	4,063,380.00	4,128,980.00	102	2. Administration Grant - Ordinary	3,700,000.00	3,546,416.50	96
3. Composite IT Grant	463,258.00	463,258.00	100	3. Composite IT Grant	551,700.00	587,676.00	107
4. Air Conditioning Grant	549,324.00	594,324.00	108	4. Air Conditioning Grant	300,000.00	233,635.00	78
5. Capacity Enhancement Grant	634,017.00	634,017.00	100	5. Capacity Enhancement Grant	1,064,930.40	802,432.76	75
6. SBM Top-Up Grant	50,000.00	50,000.00	100	6. SBM Top-Up Grant	50,000.00	0.00	0
Sub-total:	7,861,600.44	8,022,831.12	102	Sub-total:	9,500,104.40	7,238,120.87	76
Balance carried forward to next month	5,893,408.95						
(II) Grants outside OEBG (Appendix 3)							
Balance brought forward from previous year	3,698,863.00						
1. Committee on Home-School Co-op	25,633.00	25,633.00	100	1. Committee on Home-School Co-op	25,332.66	25,613.00	100
2. Teacher Relief Grant	1,463,760.00	988,498.15	68	2. Teacher Relief Grant	1,899,251.65	1,912,924.49	101
3. Learning Support Grant	601,524.00	601,524.00	100	3. Learning Support Grant	544,486.40	569,546.71	105
4. Diversity Learning Grant (Applied Learning)	178,600.00	162,155.00	91	4. Diversity Learning Grant (Applied Learning)	178,600.00	162,155.00	91
5. Diversity Learning Grant (OP)	84,000.00	84,000.00	100	5. Diversity Learning Grant (OP)	84,000.00	84,000.00	100
6. Fractional Post Cash Grant	487,920.00	513,600.00	105	6. Fractional Post Cash Grant	0.00	0.00	0
7. Extra SSCSG	0.00	0.00	0	7. Extra SSCSG	637,809.40	637,500.77	100
8. Moral & National Education Grant	0.00	0.00	0	8. Moral & National Education Grant	65,000.00	6,800.00	10
9. Enhancing WiFi Infrastructure	84,940.00	84,940.00	100	9. Enhancing WiFi Infrastructure	105,939.00	105,939.00	100
10. One-Off Promotion of Chinese History and Culture	0.00	0.00	0	10. One-Off Promotion of Chinese History and Culture	105,000.00	4,800.00	5
11. Information Technology Staffing Support Grant	307,200.00	317,338.00	103	11. Information Technology Staffing Support Grant	315,000.00	315,000.00	100
12. Promotion of Reading Grant	75,000.00	72,310.00	96	12. Promotion of Reading Grant	72,200.00	26,773.85	37
13. School Executive Officer Grant	592,620.00	534,660.00	90	13. School Executive Officer Grant	430,000.00	459,568.10	107
14. Life Wide Learning Grant	1,200,000.00	1,200,000.00	100	14. Life Wide Learning Grant	911,150.00	48,508.46	5
15. Student Activities Support Grant	91,650.00	95,550.00	104	15. Student Activities Support Grant	91,650.00	95,550.00	104
16. Special Anti-epidemic Grant	25,000.00	25,000.00	100	16. Special Anti-epidemic Grant	25,000.00	25,000.00	100
17. Special Grant for Book Purchase	61,800.00	61,800.00	100	17. Special Grant for Book Purchase	61,800.00	0.00	0
18. One-Off Special Support Grant-Enhance Cleansing	100,000.00	100,000.00	100	18. One-Off Special Support Grant-Enhance Cleansing	100,000.00	0.00	0
19. School Drug Testing	90,000.00	90,000.00	100	19. School Drug Testing	107,562.60	59,049.90	55
20. School Sports Programme Coordinator Scheme	500,000.00	436,101.90	87	20. School Sports Programme Coordinator Scheme	436,512.00	418,522.12	96
21. HK School Drama Festival	5,000.00	3,600.00	72	21. HK School Drama Festival	5,000.00	0.00	0
22. Prov to supp NCS learn Chi Hist & Culture	50,000.00	0.00	0	22. Prov to supp NCS learn Chi Hist & Culture	100,000.00	0.00	0
23. Grant for AS Supp for NCS Students	50,000.00	50,000.00	100	23. Grant for AS Supp for NCS Students	50,000.00	50,000.00	100
24. One-off Partial Subsidy for Sch Bus Fare to CBS	756.00	756.00	100	24. One-off Partial Subsidy for Sch Bus Fare to CBS	756.00	756.00	100
25. School-based After-school Learning & Support Programme	59,600.00	59,600.00	100	25. School-based After-school Learning & Support Programme	58,800.00	58,800.00	100
Sub-total:	6,135,003.00	5,507,066.05	90	Sub-total:	6,411,049.71	5,066,807.40	79
Balance carried forward to next month	4,139,121.65						
Total Balance of Government Fund	10,032,530.60						
School Funds:							
Balance brought forward from previous year	3,348,690.22						
1. Non-standard Items Charges	72,800.00	72,800.00	100	1. Non-standard Items Charges	110,000.00	82,378.68	75
2. Donations - Scholarships, Religious Activities	173,469.20	167,369.20	96	2. Donations - Scholarships, Religious Activities	122,600.00	67,074.60	55
3. Donations - School Development Fund	80,000.00	0.00	0	3. Home Coming Day Activity	6,000.00	0.00	0
4. Donations - Anti-epidemic Fund from SALEM	0.00	32,200.00	0	4. School Development Fund - Pearl of Excellence	50,000.00	15,000.00	30
5. Tong Fai	115,260.00	115,260.00	100	5. Improve Campus Environment	180,000.00	189,346.08	105
6. Tuck Shop Rent	110,000.00	47,000.00	43	6. Anti-epidemic Fund Online Learning Support from SALEM	0.00	31,503.00	0
7. Profit on Sale of Book & Uniform	5,000.00	4,224.90	84	7. 35th Anniversary Magazines	35,000.00	34,000.00	97
8. Others	30,000.00	39,555.91	132	8. Others	22,000.00	22,158.64	101
Sub-total:	586,529.20	478,410.01	82	Sub-total:	525,600.00	441,461.00	84
Balance carried forward to next month	3,385,639.23						

Performance of Students

Students' Attendance Rate

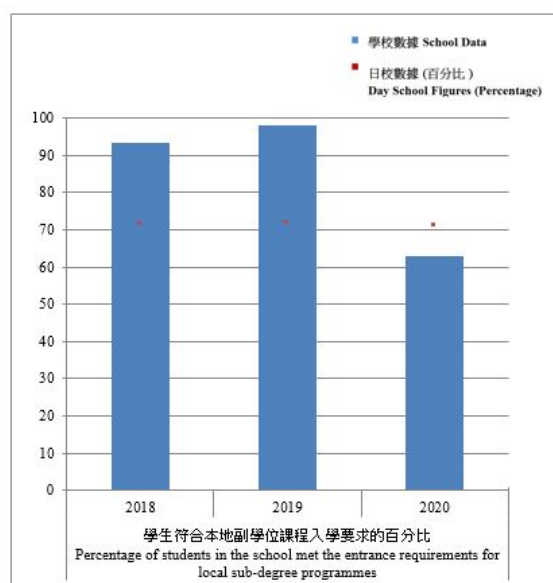
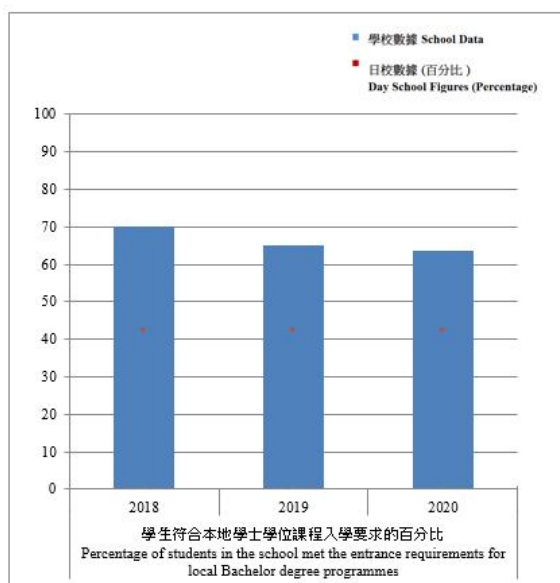


Public examination results

Public Examination Results

The entrance requirements for local Bachelor degree programmes are level 3 or above in Chinese Language and English Language, and level 2 or above in Mathematics Compulsory Part and Liberal Studies.

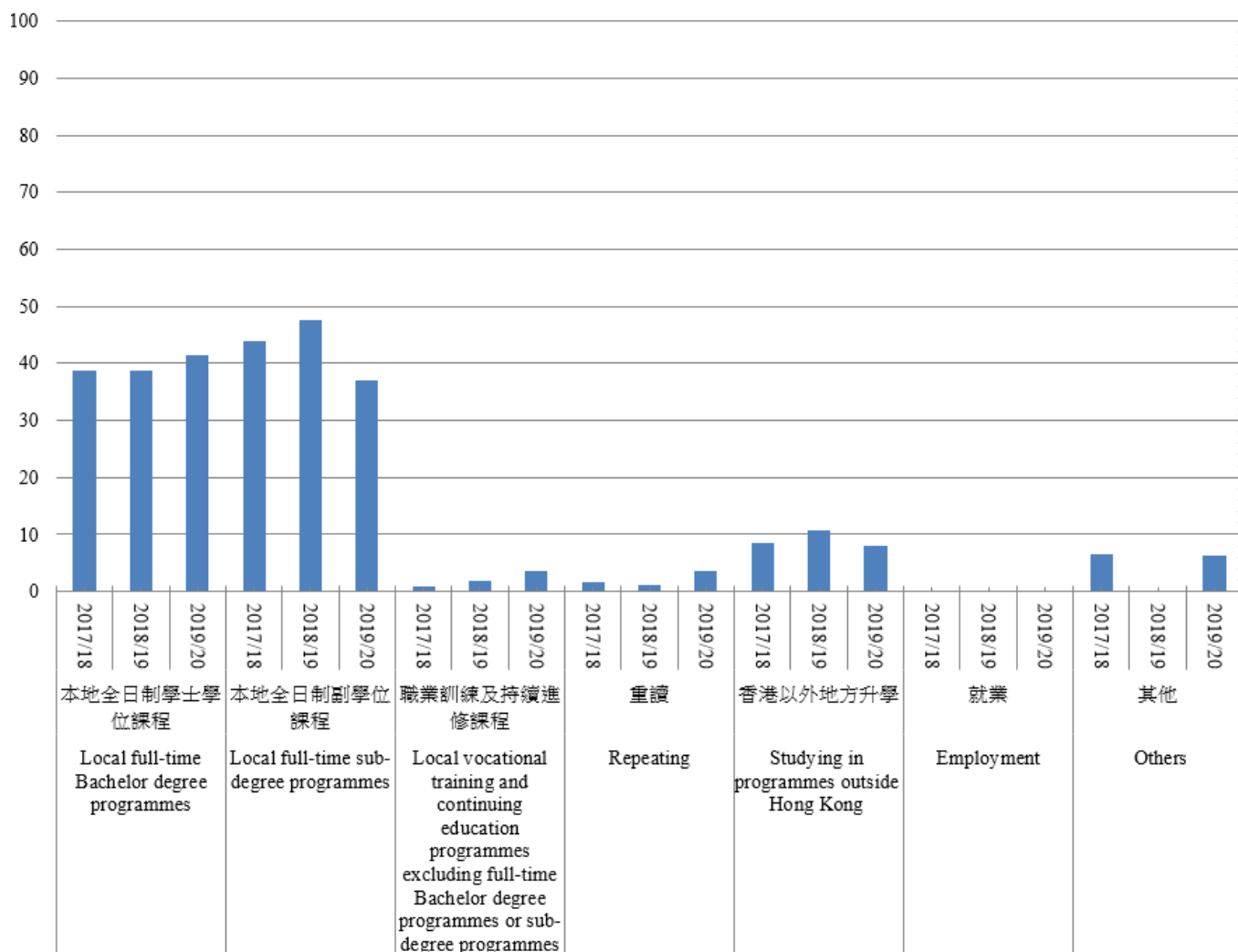
The entrance requirements for local sub-degree programmes are Level 2 or above in Chinese Language, English Language, Mathematics Compulsory Part and Liberal Studies.



Destination of Graduates

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

■ 學校數據 School Data

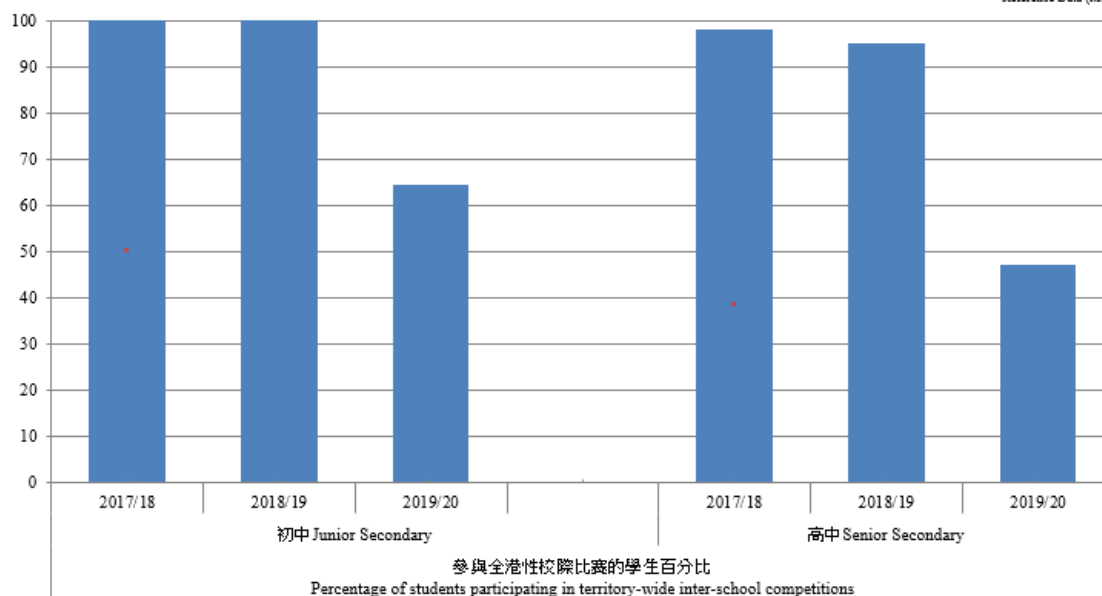


Percentage of students participating in territory-wide inter-school competitions

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:

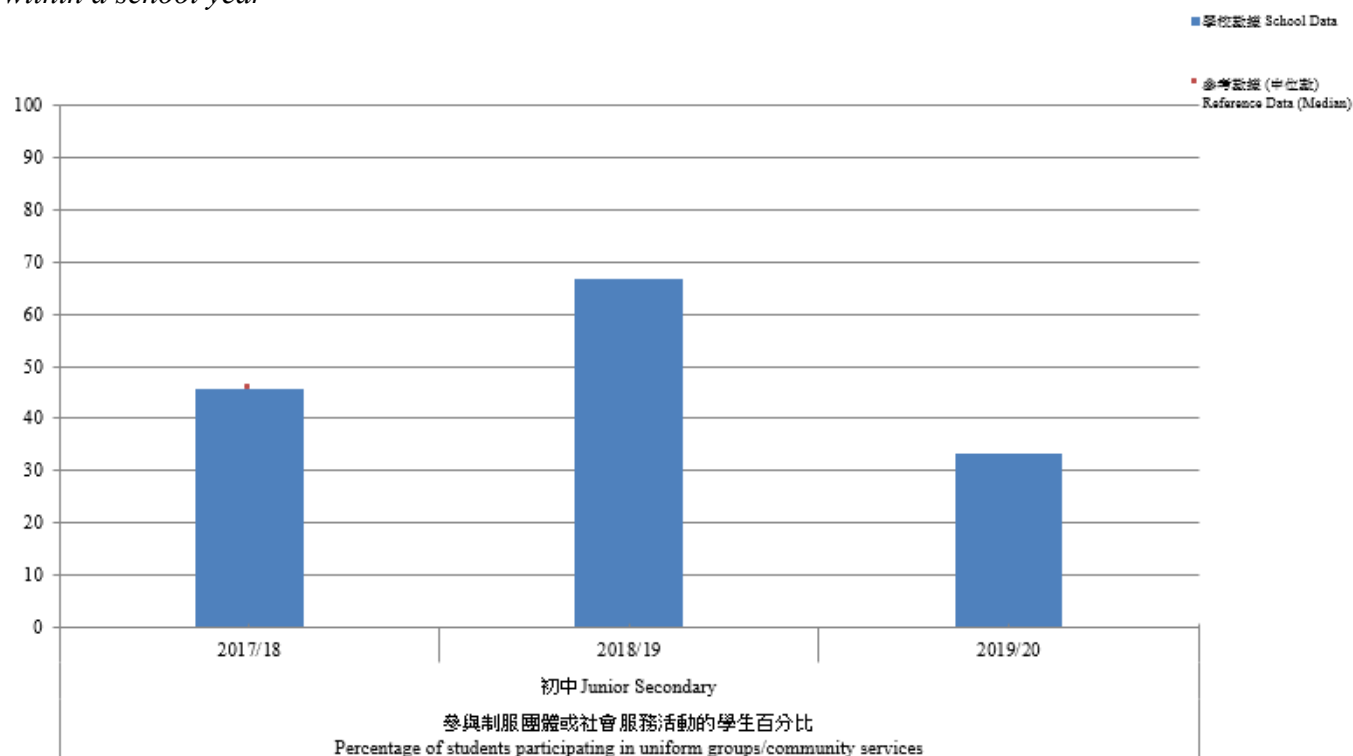
■ 學校數據 School Data

● 參考數據 (中位數) Reference Data (Median)



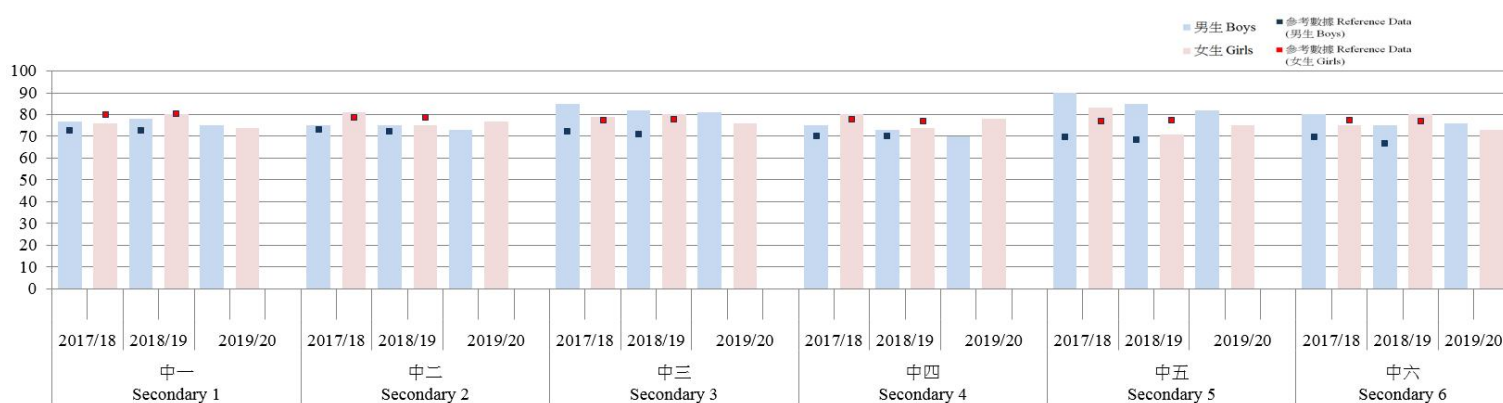
Percentage of students participating in uniform groups/community services

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 School Year 2019/20

(一) 各項校外比賽成績

(甲) 學術

The 71st Hong Kong Schools Speech Festival (English Speech) (第七十一屆香港學校朗誦節(英文朗誦))

Secondary 1 Boys English Solo Verse Speaking Merit	1B CHAN HO YIN 1E LI CHENG HUAN	1E CHUI TSZ LONG
Secondary 1 Boys English Solo Verse Speaking Merit	1B CHAN HO YIN 1E LI CHENG HUAN	1E CHUI TSZ LONG
Secondary 1 Girls English Solo Verse Speaking Merit	1A CHAN SUM KIU VIOLA 1E LI TSZ KWAN	1B LEUNG WING MEI
Secondary 2 Boys English Solo Verse Speaking Merit	2A LAM TSUN HO BOSCO	
Secondary 2 Girls English Solo Verse Speaking Merit	2A CHAN YAN KIU	
Secondary 3 & 4 Girls English Dramatic Duologue Merit	3C CHUNG CHEUK YAN CHARMINE 3C CHONG PO YIU	
Secondary 3 Boys English Solo Verse Speaking Merit	3B TO KAI LOK	
Secondary 3 Boys English Solo Verse Speaking Third Prize	3B LI CHING HIN	
Secondary 3 Girls English Solo Verse Speaking Proficiency	3C CHAN KA WAI	

Huaxiabei National Mathematics Olympic Invitation Competition

(「華夏盃」全國數學奧林匹克邀請賽)

First Honour	2B YU TSZ LONG	
Second Honour	1B TSE NGA LEE 1D YEUNG TAI TSZ 2D MO HOI CHING HAYLEY	1B CHAN HO YIN 2A CHAN YAN KIU 2D TIN KAI HANG
Third Honour	1B HO TING HANG 1D FUNG LI HENG	1B LAU CHUN KWAN 2D CHAN HO TIN

The 14th "Nan Fang Cup" International Mathematics (第十四屆《南方杯》國際數學競賽)

Final Merit Award	1B HO TING HANG 4A CHAN CHEUK HEI	2D CHAN HO TIN 5A CHAN CHI FUNG HILLMAN	2D LEE YIK CHUNG
Heat First Prize	4A CHAN CHEUK HEI		
Gold Award	4A SU LAI TING		
Bronze Award	1B AU YEUNG CHEUK HONG	2D LEE YIK CHUNG	4A YEUNG HOI CHUNG
Merit Award	1A HE JUN YING 2A HA LAI KEI 2D TSUI YUNG YU 5A CHAN CHI FUNG HILLMAN	1B TSE NGA LEE 2B CHEUNG MING KWAN 2D CHAN HO TIN	1B HO TING HANG 2B WONG HEI MAN

Hong Kong Biology Literacy Award 2019/2020 (生物學素養競賽 2019/2020)

First Class Honours	6B TSE CHIN WANG		
Merit Award	5B TSANG CHO TING	6B CHEUNG CHI HEI	
Third Class Honours	6B CHAN SHUN IN		
Active Participation	5B CHAU CHOI KIU 5B TONG SUM YU	5B FUNG PUI CHING 6A LEE YUK TING	5B MAN HOI YAM 6A WONG HOI LAM

(乙) 美藝

Hong Kong Youth Music Interflows 2019 (香港青年音樂匯演 2019)

31-90 Players Chinese Orchestra Silver Award

1A CHENG TSZ YIN BIANCA	1A YI SHI JIE	1C HO CHUN FUNG	1D WAN YUAN SHUN
1D CHEUNG KA MAN CARMAN	1E CHUNG CHEUK WING	1E XIE ZIQING	2A HA LAI KEI
2A HE CHIT JAMES	2A LAM TSUN HO BOSCO	2B HUANG HAISHANG	2B LEUNG CHUN LING
2B LI HOI CHING	2B LI KWAN YEE	2B CHAN CHING KIT	2B CHEN JASON SUI HO
2C UN KING HIM	2D TSUI YUNG YU	2D CHUI CHUN HEI	3A CHU HOI CHING
3A LAW SUET WING	3A MAK PO YIN	3A MAN HEI YIU	3A SHEUNG MAN TING
3A WONG WING LAM NATALIE	3B TAO TSZ CHING	3B AU LOK MAN	3C CHAN KA WAI
3D CHAN SIN TUNG	3D CHAN WAI KEI	3D SO KIN WING	4A CHAN KA LOK
4A LAM TSZ SHUN	4A LAU TSZ KIU	4B CHIU YIN LING	4B KWOK PUI LING
4B LUO TSZ YUK	4C CHAN CHEUK YING	4C CHU WING YIN	4C WONG SUET MAN
4D ZENG JIAYI	4D LEUNG PUI HIN	5A KWOK NGA TUEN	5A CHUNG CHEUK MAN
5A CHUNG WAI HO	5A LING YU HONG	5A MO CHUN KONG	5B MAN TIN YUNG
5C CHENG PAK LUI	5C CHING YIK HAN	5C HO TSZ HEI	5C LEUNG HEI LAAM
5D CHUI TSZ CHING	5D AU TSZ HIM	6A TANG HOI TUNG	6B LEE TSZ CHING
6B CHEUNG CHI HEI	6B TANG HO YIN		

31-90 Players Symphonic Band Bronze Award

1B CHAN WUN KI	1B LAU SIN YEE	1B TSUI HEI YU	1D CHONG SAU NA
1E TSUI HO FUNG WILLY	2A FUNG CHEUK KA	2A CHAN TSZ HIN	2B WONG WING HEI
2B LAI SING KWONG	2C HUI SIU WING WAYNE	2C SUEN CHUN SHING	2D CHAN HOK MING
2D MO HOI CHING HAYLEY	2D LAU YAN WAH EUDORA	3B CHOW MEI YEE	3B LEUNG HEI YAN
3B LI CHING HIN	3B WONG CHUN HO	3C CHEN SZE WUN	3C CHENG HOI NGA
3C TONG WUI YING	3C LEE MAN CHUN	3D CHAN WING YAN	3D CHENG YUK HOI
3D LI CHUN TANG	3D YIP CHIN SHEK	4A HO PUI YIN	4A HO CHIN YAU
4A WONG KA HO	4B LEE KA WING	4B LUO TSZ YUK	4D CHOW SZE WING
5A WONG SUET YEE JOEY	5D LIM TSZ KIN	5D LAM HOI TING JEANNY	

HK Territory-wide Youths Painting Day 2019 (全港青少年繪畫 2019)

Winner (Tai Po District)

5D YIP KA WAI

Hong Kong Youth Painting Day 2019 (全港青少年繪畫日 2019)

Best Hong Kong Young Artists

5D YIP KA WAI

(丙) 體育

Tai Po and North District Inter-school Athletics Championships (大埔及北區學界田徑錦標賽)

Boys A Group Overall 5th Place

5A NG KAM WAI

Tai Po and North District Inter-school Swimming Championships (大埔及北區學界游泳比賽)

Girls B 100M Back Stroke First Runner-up

3B CHIU HOI LAM

Girls B 50M Back Stroke Second Runner-up

3B CHIU HOI LAM

Girls C 4x50M Freestyle Relay Second Runner-up

1A FUNG HO CHING

1B HO CHEUK YAN

1C TSE TSZ CHING

1C WONG YEUK LAM

2A FUNG CHEUK KA

Girls C 4x50M Medley Relay Second Runner-up

2B TAM MING YAN

2D CHAN YAT LING SOPHIA

2D LAU YAN WAH EUDORA

2D TONG YI TUNG

Girls C Overall 8th Place

1A FUNG HO CHING

1B HO CHEUK YAN

1C TSE TSZ CHING

1C WONG YEUK LAM

2A FUNG CHEUK KA

2B TAM MING YAN

2D CHAN YAT LING SOPHIA

2D LAU YAN WAH EUDORA

2D TONG YI TUNG

(丁) 領袖

Tai Po Good Students Award Scheme (大埔區好學生獎勵計劃) 2019-2020

Outstanding Student

5A LI HO YIU

5B TONG SUM YI

5D CHUNG CHEUK LAM

Excellent Student

1A CHOW CHERRIE

1A FUNG HO CHING

1B TSE NGA LEE

1B CHENG TIN LOK

1C CHENG TING MAN

1C YIM MAN SING

1D LAM SZE YU ALICE

1D CHEUNG YEE DEE

1E CHUNG CHEUK WING

1E XIE TSZ KIU

2A CHAN YAN KIU

2A LAM CHING KIU

2B TAM MING YAN

2B CHIANG JED

2C CHUNG PIK KUEN

2C CHENG HING YU

2D LAU YAN WAH EUDORA

2D CHAN YU FUNG

3A CHU HOI CHING

3A LAW SUET WING

3B CHING YEE KEI

3B AU LOK MAN

3C NG YUET SUM

3C ZHENG CHUQIAO

3D PONG CHEUK YIU

3D PANG LONG HIM

4A SU LAI TING

4A CHAN KA LOK

4B CHENG CHEUK YUNG

4B CHIU YIN LING

4C WONG SUET MAN

4C WONG YAN CHING

4D CHUNG PO SHAN

4D ZENG JIAYI

5A KWOK NGA TUEN

5B LI HO YIU

5C LEUNG TSZ WAI

5C SIU CHUI CHI

5D CHUNG CHEUK LAM

5D LEUNG PUI YAN

Good Student

Total: 254 Students

Social Service Award Scheme (社會服務獎勵計劃)

Gold Award

5B WU NGA MAN

Silver Award

6B AU NOK SANG

Bronze Award

5B TSANG CHO TING

6B CHEUNG CHI HEI

6D SIU YEUNG LAM

6D CHOI CHI HO

Internal Activities and Prizes Won in the School Year 2019/20

(二) 各項校內活動及比賽

(甲) Scholarship 校內獎學金

Chan's Scholarship (陳永隆先生獎學金)

2A GUO YU TUNG	2B LI HOI CHING	3C ZHENG CHI QIAO	3D PONG CHEUK YIU
4A CHAN CHEUK HEI	4A YU KA KI	5B TSANG CHO TING	5C WONG HAU YU
6A WONG MING KI	6C CHOW KIT YI	Poly U (6B) TAM TSZ YAN	CUHK (6B) LAW YUEN YAN

Chio Yuk Ching Memorial Scholarship (趙玉清女士紀念獎學金)

2D CHAN HOK MING	2D LEE YIK CHUNG	3A KWAN LOK TO	3D LEUNG HIU CHING
------------------	------------------	----------------	--------------------

Principal Wong's Scholarship (黃堯姬校長獎學金)

2C CHUNG PIK KUEN	3B TO KAI LOK	4A WANG CHU	5B CHAU CHOI KIU
6C PANG HO LAM			

ILC Parent Teacher Association Scholarship (沐恩中學家長教師會獎學金)

5B TONG SUM YU	5B WU NGA MAN	5C WAN HOI NAM	6B AU NOK SANG
----------------	---------------	----------------	----------------

Koon's Scholarship (官氏獎學金)

3D CHAN WING YAN	4B LAU HOI CHING
------------------	------------------

SALEM Scholarship (南亞路德會獎學金)

4A YU KA YAN	5B FUNG PUI CHING	6A LAW CHUN WAI	6A SUNG SIU FUNG
CUHK(6B) CHAN SHUN LING	CUHK(6B) SUNG YUEN MEI		

張念平先生獎學金

OUHK(6A) WANG YIN QI	CUHK(6B) CHAN SHUN LING	CUHK(6B) LAW YUEN YAN	PolyU (6B) TAM TSZ YAN
PolyU (6B) YEUNG TSZ CHING			

梁結棠校友獎學金

2B HUANG HAI SHANG	2D CHAN HOK MING	3A KWAN LOK TO	3A SHEUNG MAN TING
3C LEE MAN CHUN	4C NG YUI SHING	5C WONG HAU YU	5D CHAN TSZ HIN
6A WONG MING KI			

卓越珍珠獎學金

PolyU(6B) TAM TSZ YAN	CUHK(6C) WOO PIK MAN	CUHK(6B) LAW YUEN YAN
HKU(6D) LI KA CHUN		

(乙) Other School Events 其他校內比賽

Student Planner Cover Design Competition (學生日誌封面設計比賽)

Champion	5C CHING YIK HAN
First Runner-up	5D POON PUI NGA