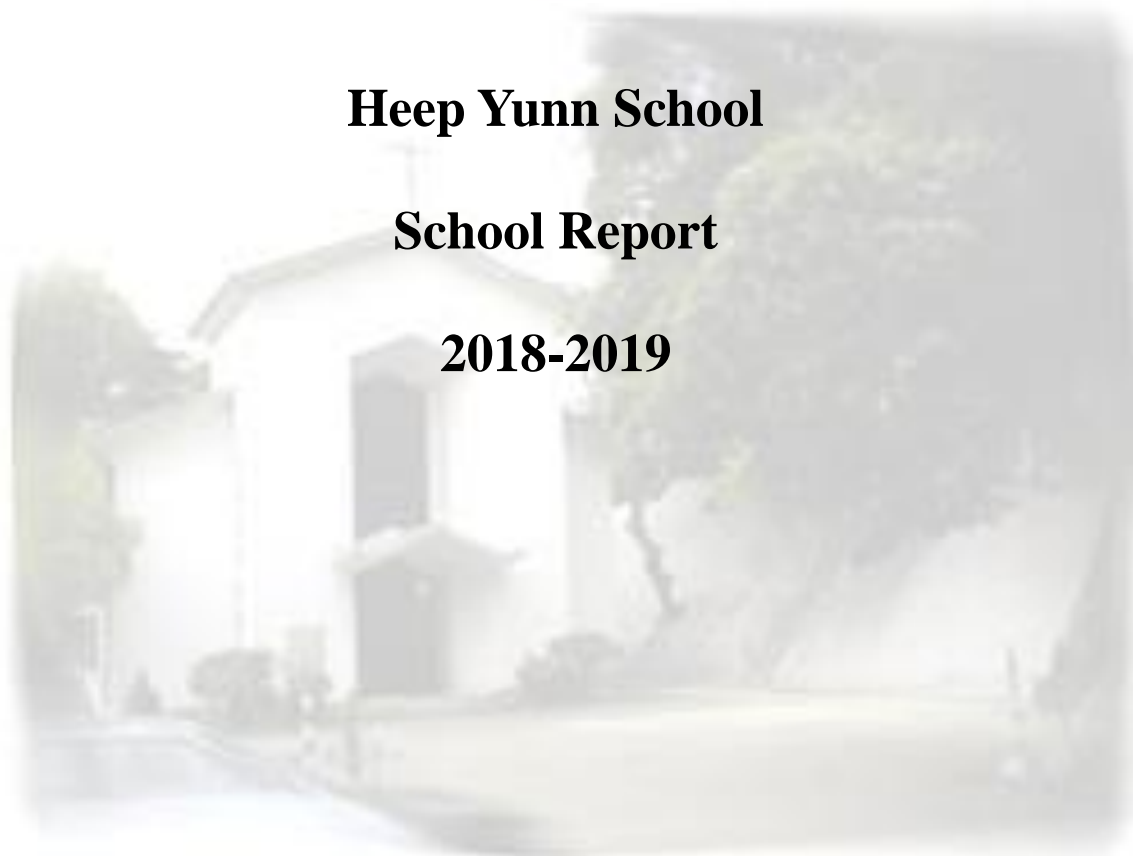




Heep Yunn School

School Report

2018-2019



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(1) Our School

School Vision and Mission:

It is the vision of the school to provide Equal Opportunities for Quality Christian Education with altruism, compassion and grace. The school's mission is to provide our students with a Christian education that develops the whole person in the following areas: moral, intellectual, physical, social, aesthetic and spiritual; to instil in our girls a spirit of public service, and to build a firm foundation in both Chinese and English.

School Motto

“In strength and grace we stand united, In faith and love we are committed.”

School Background

Heep Yunn School is an Anglican (Sheng Kung Hui) school established in 1936 when two former C.M.S. (Church Missionary Society) institutions, namely Fairlea (1886) and Victoria Home & Orphanage (1887), were joined together. Hence, the name “Heep Yunn” means “United Grace”.

The founders of Heep Yunn were committed to bringing education to young women and orphans in answer to the call of duty at a time of economic instability and threat of war in 1930's Hong Kong. They believed in empowering students to bring enlightenment to our nation and support to our people. To this day, the school abides by its dedication to serve our fellow men in the love of Christ.

School Management Committee

The Right Revd Dr. Timothy Kwok (Chairman)

Dr. Allan Yuen (School Supervisor)

Mr. Iain Bruce (Hon. Treasurer)

Miss Bella Leung (Headmistress and Hon. Secretary)

Mrs. Yvonne Ip

Mr. Roland Chow

Dr. Cheng Frank Chi Yan

Mrs. Betty Cheng

Mr. Michael Leung

Miss Fion Lee (Alumni Manager)

Mrs. Linda Fung

Dr. Edwin Chan

Dr. Arnold Cheng

Mr. Herman Tsoi

The Revd Kwok Keung Chan

Dr. Kwok Chun Wong (Independent Manager)

Miss Yuen Fan Lam (Teacher Manager)

Dr. Hiu Nam Choi (Parent Manager)

School Campus & Facilities

The school is located on an 11,000 sq. m. campus consisting of six building blocks: the Main Building (1936), the Chapel (1957), the Extension Building (1964), the Library (1966), the Jubilee Building (1986) and the Multi-Purpose Building (2005). Outdoor facilities include a 25-meter swimming pool, two tennis courts and two basketball courts (all-multi-purpose), a rest garden, a parking area and a lawn. Other facilities include the School Hall, the Dining Room, the Student Activity Centre, the Multi-purpose Room, the Drama Laboratory, 32 classrooms and a 3-storey high Sports Centre.

For further information, please visit our School's homepage: <http://www.hys.edu.hk/> or the respective section under "School Profiles" for public reference (http://www.chsc.hk/main.php?lang_id=1).

(2) Achievements and Reflection on Major Concerns

3-Year Development Goal: To cater for learner diversity through e-learning

Annual Major Concern/Priority Task 1: To further address students' learning difficulties through e-learning

Achievements

To ensure a long-term development of e-learning at school in response to the educational needs of the 21st century, the school has seen a sustainable development of e-learning by including it as one of the three-year school goals, with a sharper focus to cater to learner diversity. The academic departments have made a concerted effort to continue with various e-learning tools and strategies for more effective scaffolding and extension of students' learning inside and outside the classroom.

To evaluate whether students' learning difficulties have been further addressed this year, a year-end student survey containing the same questions as last year's was conducted. Results were encouraging as the percentage indicating positive results were on the rise for all questions. In this academic year, 92% students reported the use of different e-learning methods or tools by their teachers to help them clarify concepts, improve their writing or correct errors, which revealed an even wider coverage and strategic use of e-learning platforms and strategies. The use of e-learning means was found useful by the students as 80% of them expressed that they learnt better, or consolidated the concepts better with the aid of e-learning. With timely feedback provided, about 72% students agreed that they had gained valuable understanding of how to correct or improve academically with the application of the e-learning strategies or tools. On the whole, 74% students supported that their learning difficulties were further addressed through e-learning in this academic year, indicating the deepening of learning.

Good practices in the use of e-learning means across KLAs were proliferating. For example, the Physics Department has effectively employed flipped classroom, with 87% of Form Four students and 92% of Form Five students agreed that simulations uploaded on e-platform prior to lessons had helped them understand difficult physics concepts. Teachers also found that the strategy was particularly beneficial to the relatively weak students, as their performances were boosted with guided lesson preparation. As for the Geography Department, past-paper multiple choice questions for self-revision were sent to senior form students using Google Form after completing the core topics. Common mistakes were reviewed during lessons, and lesson plans and teaching contents were revised accordingly. Online in-class discussions about most of the topics were frequently carried out as pre-lesson and post-lesson tasks. Google Docs were used to facilitate students' discussion, collaboration and cooperation. Numerous students reflected that it was an effective way to grasp the lesson contents. Lessons and discussions on past public examination questions were also video-recorded and uploaded to YouTube for self-revision and individualised learning.

On top of the departmental efforts, e-learning strategies were employed by the Academic Committee specifically to cater to students in need of academic assistance this year. An online academic coaching programme was launched to provide additional academic support to students in need beyond regular lessons. Materials including guided exercises and checklists for study with specific, attainable and progressive learning goals were made available online for students. A teacher-mentor was assigned to provide guidance to students in the use of the online materials. The programme was well-received. Despite the different factors affecting the public examination results, the overall enhancement of HKDSE results 2019 was believed to be attributable to the collective effort of the dedicated staff who delivered effective programmes using appropriate tools and strategies.

Reflection
<p>Generally, the use of e-learning in class and beyond class allowed students to learn at anytime, anywhere. It has promoted self-learning and has catered for learner diversity by allowing students to learn at their own pace. With the ably use of e-learning tools and strategies by teachers, students' learning difficulties and learner diversity were further addressed, as evident in the year-end survey and teachers' and students' feedback. This major concern has been effectively addressed to a large extent.</p> <p>While this year's focus was on removing students' learning obstacles and providing assistance to students who struggled academically, the school is ready to move on to help students realise their potential by offering more challenging tasks through e-learning in the next academic year. It is hoped that students' learning experience could be further enriched and extended as the employment of e-learning means becomes more mature.</p>

3-Year Development Goal: To enhance the effectiveness of small group teaching in the core subjects
Annual Major Concern/Priority Task 2: To improve the learning environment and the streaming policy of small group teaching

<p>Achievements</p> <p>Implementation of small-group teaching in the core subjects was one of the favorable changes after the School changed into the direct subsidy mode of operation. After review, the School would focus on enhancing the effectiveness of small group teaching in Chinese, English, Mathematics and Liberal Studies in these three years. Italian educator Loris Malaguzzi advocated that “there are three teachers of children: adults, other children, and their physical environment.” Undeniably, besides teachers, student’s counterparts and the learning environment play a vital role in the process of learning. Our School therefore collected opinions from staff and students with regard to the learning environment and the streaming policy. Various measures were adopted in response to the observations and findings.</p> <p>Improvement of the learning environment The Campus Development and Maintenance Committee was established this year with the aims to plan for campus development that caters for holistic education; to enhance the learning and teaching environment; to provide a safe and healthy school environment and to promote campus beautification. The Committee inspected all small group teaching rooms on campus and took measures to enhance the learning environment. Measures taken included the installation of double layer windows, rearrangement of lightings, replacement of desks and repairing of air-conditioning, etc. These changes though small, were able to bring great impacts on the learning environment.</p> <p>The Liberal Studies Department also studied the physical environment of the small class teaching rooms by using equipment to measure the particulate matters, light intensity, sound level, temperature and humidity. Results showed that the physical environment was satisfactory. The Department also collected views from teachers and students on the learning environment. Based on students’ survey, 93.2% of Form Four students and 92.8% of Form Five students agreed that the classroom environment was conducive to learning and teaching, indicating that the learning environment for small group teaching was on the whole favourable.</p> <p>Enhancement of the streaming policy of small group teaching The School, the Academic Committee and the four core subject departments reviewed the streaming policy of small group teaching based on assessment data and interviews. After review, it was decided that students would continue to be streamed according to ability into “Elite”, “Higher-Standard” and “Foundation” groups to maximize the effectiveness of learning and teaching. This could allow different ability groups to learn at an appropriate pace.</p> <p>Additional support was provided to students of the “Foundation” groups. “Foundation” groups were of smaller group size. With a reduction in the teacher-student ratio, teachers could better attend to the individual needs of the students. Besides, teachers who were specially trained to motivate students were assigned to teach the “Foundation” groups. Subject teachers, instead of merely panel heads, were also involved in the streaming process to ensure that students were given the most suitable support and arrangements.</p>
<p>Reflection</p> <p>Despite the school’s effort in enhancing the learning environment of small class teaching rooms, some recommendations for improvement was yet to be implemented due to the interruption of Typhoon Mangkhut which caused serious and extensive damages to schools, as well as the structural constraints of our historical building. For instance, from the teachers’ feedback and observation collected by the Liberal Studies Department, it was found that the desks were closely packed together in SB2 and LTA, which inhibited teachers from providing assistance to students efficiently. Besides, teachers were concerned that the position of the</p>

projectors blocked the use of the blackboards. It was suggested that the screens should be placed on the side of the boards instead of in the middle. The soundproofing in SB3/4 and LTA/B should also be strengthened. In addition, installation of smartboards was yet to be implemented due to other major repairs and work on campus. As for the streaming policy, it was maintained after review as it was found to have the best effect on learning and teaching. Supporting measures were in force to cater to the needs of students. Given the room for improvement in the learning environment, this major concern was only partially addressed. The above suggestions were directed to the Campus Development and Maintenance Committee for further actions so that the school facilities could be further developed and optimized.

With the infrastructure and hardware upgrades, the school will proceed to next year's major concern that focuses on the soft skills of teachers. It is hoped that pedagogies in small group teaching could be enhanced to maximize the effectiveness of this initiative.

3-Year Development Goal: To promote the social well-being of students

Annual Major Concern/ Priority Task 3: To strengthen the bonding among students.

Achievements

In response to the data collected in the Assessment Programme for Affective and Social Outcomes II (APASO II) during the Comprehensive Review conducted last year, the school decided to promote students' social well-being in this developmental cycle. The major concern this year was to strengthen the bonding among students. To this end, several initiatives were launched by the Moral, Civic and National Education (MCNE) Committee, the Counselling Committee and other relevant academic departments and functional groups. These programmes were on the whole well received. As revealed in the year-end survey, 81% students reported that the school had organized activities to strengthen their bonding with their schoolmates. The overall effectiveness of the programmes was also affirmed by the students, with about 90% of students indicated that they got closer with other students in this academic year. Students' responses in the APASO II survey conducted this year also yielded positive results, with about 70 to 90% concurring with the statements in support of a positive and healthy social integration. Compared to last year, there was a general increment in the percentage of affirmative results and there were also signs of students shifting from merely agreeing with the statements to strongly agreeing with the statements, illustrating the success in the promotion of social well-being of students. Highlights of selected programmes were as follows:

The Good Student Election was launched by the MCNE Committee with the aim to promote the sense of appreciation to and respect for others in students in Forms One to Five. From the survey results, 72% of the students agreed that the election had enabled them to show support to their classmates and hence supported their mental needs. Another initiative of the MCNE Committee targeting Forms Five to Six students was the "Secret Angels" activity. The activity was found to be effective with 73% of students concurring that the activity enabled them to express their care to their classmates and promoted the value of "care for others". As a result, the bonding among their classmates was strengthened.

Alongside the above mass programmes, individualised or group support was also provided to students by the School through an array of programmes organized by the Counselling Committee. The Big Sisters Scheme for Forms One, Three and Four students was a resounding success. With an absolute 100% participants agreed that the scheme had created a supportive platform between senior form students and the Form One students, as well as created an encouraging atmosphere which was conducive to the bonding among students. Another activity that gained 100% students' approval was the social skills group for the Forms One to Two students. All participants agreed that the board game competitions were able to foster peer connection. As for the Peer Support Network for Forms One to Three, 91% of participants expressed that their relationships with their peers were strengthened, and that the activity also helped promote their self-image. Besides junior form students, a Stress Management Programme was specially arranged for Form Six students, which allowed participants to give support to each other through sharing of one's experience and feelings. About 70% of participants agreed that their stress management skills were equipped, and that the activity had strengthened peer support among themselves in facing public examination.

The promotion of social well-being among students was also incorporated into formal curriculum of various subjects. For instance, for Family and Life Education, the school included elements to promote i) a sense of appreciation towards others, ii) a sense of respect for others, iii) awareness towards the needs of others, and iv) kindness in the students. Students was able to transform their

knowledge into behavioral change, as evident by 77% of the students reported that their classmates had given them constructive and encouraging feedback after they wrote their "Reflection" on a certain topic, and 84% of the students reported that their classmates had given them positive feedback after their group presentations, while 81% of the students reported that by receiving positive feedback after their group presentation, they could feel the encouragement from their classmates.

Apart from the above programmes, annual class-based school events including Fun Fair and Picnic Day provided valuable opportunities for students to gain understanding of each other through communication and collaboration. The Personal Growth Programmes, student activities organised by the Student Association and the ample co-curricular activities offered by the school also engaged the students and allowed them to enjoy the togetherness at school.

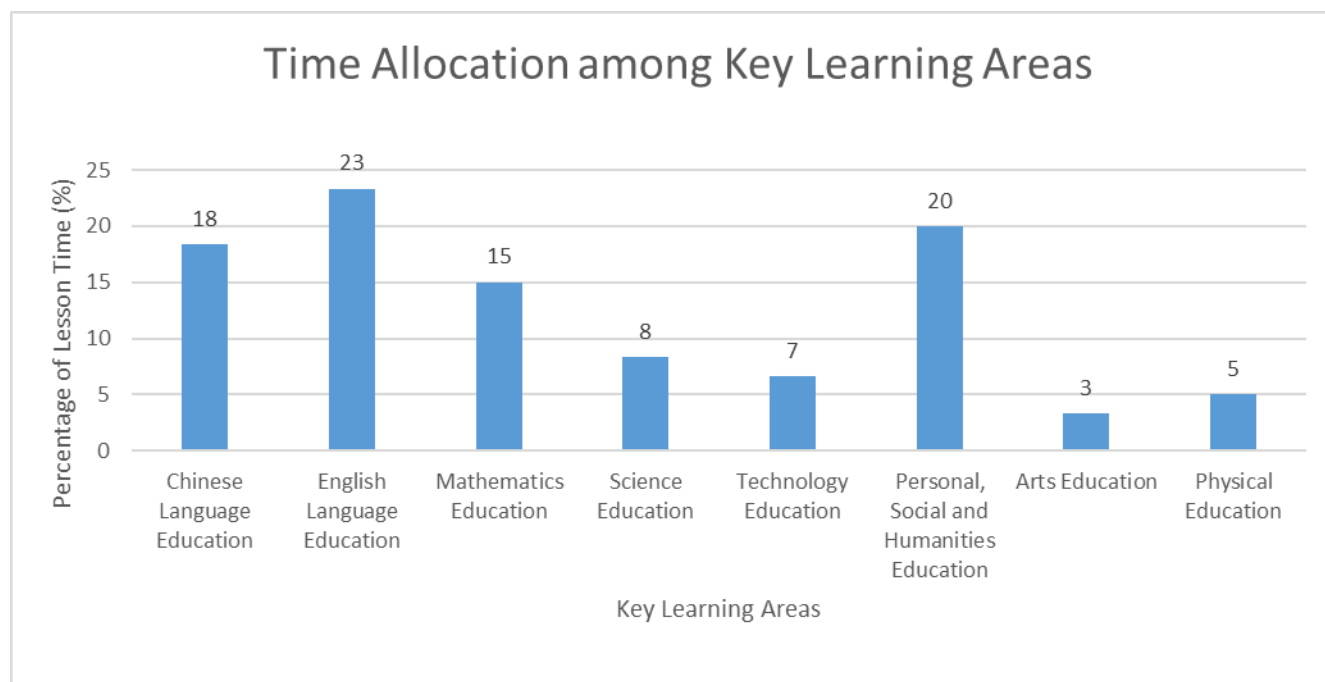
Reflection

As shown in the survey results and observed by teachers, the school promoted important values like "Care for others", "Respect", "Kindness", "Appreciation" etc. through formal curriculum and informal activities effectively among students this year, which laid the foundation for building healthy interpersonal relationships between students. With the supportive and caring culture of the school, students' bonding was strengthened in this academic year. This major concern was fully addressed.

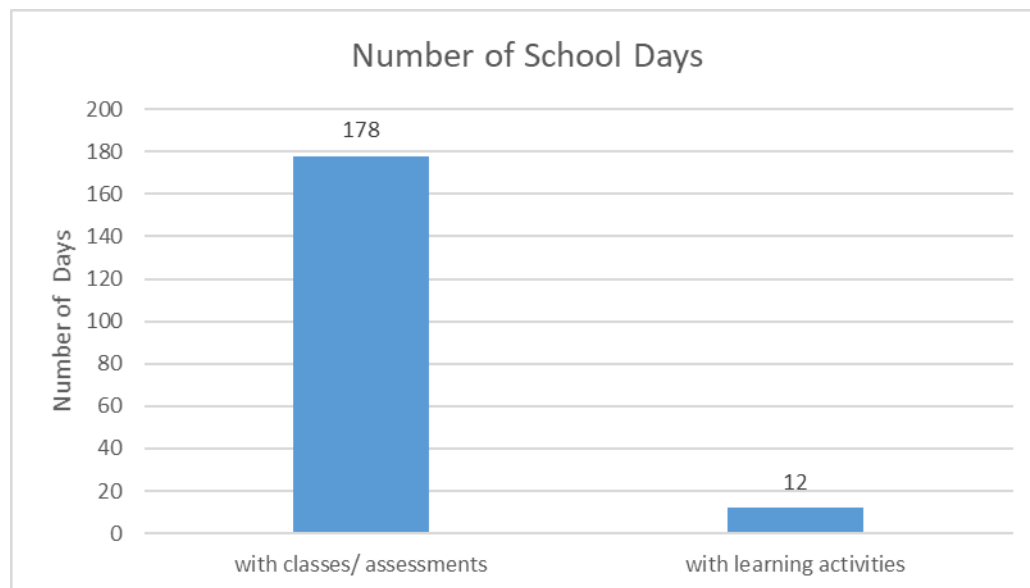
The school was committed to building a harmonious learning environment for students to grow holistically. On top of peer relationship, the school will proceed to strengthen the rapport between students and teachers in the next academic year.

(3) Our Learning and Teaching

Lesson Time for the 8 Key Learning Areas

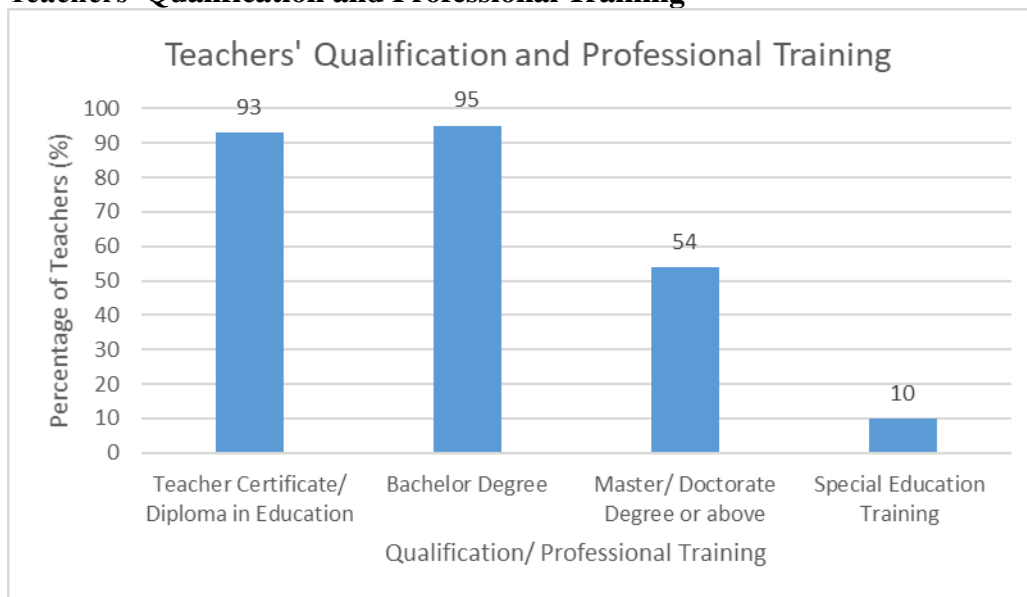


Number of Active School Days

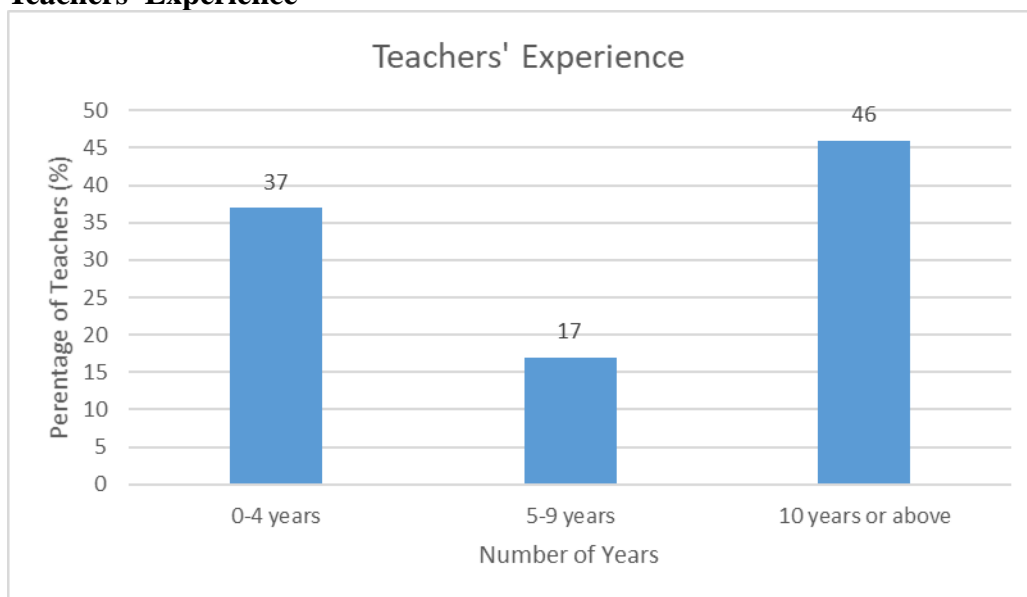


Our Teachers

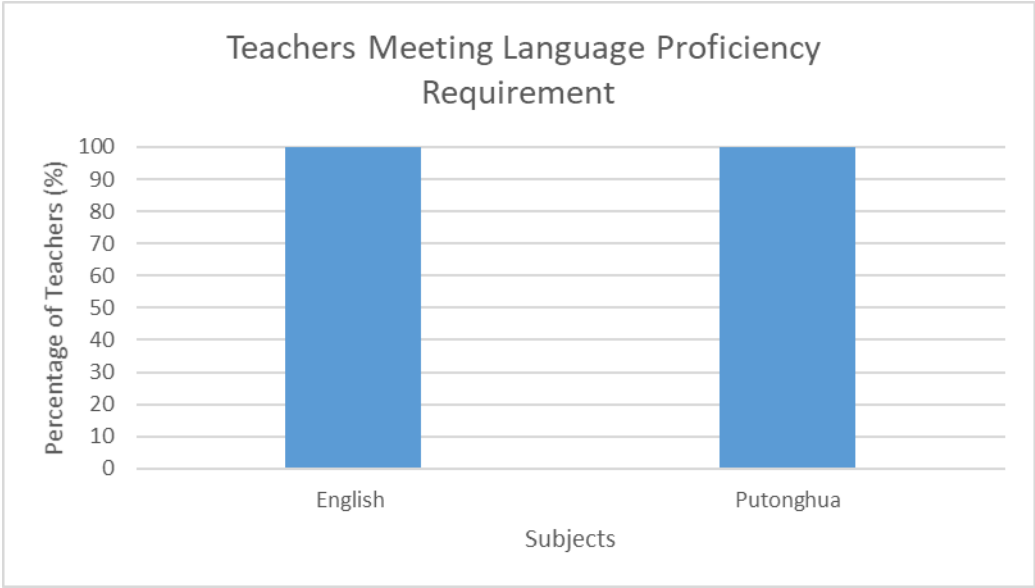
Teachers' Qualification and Professional Training



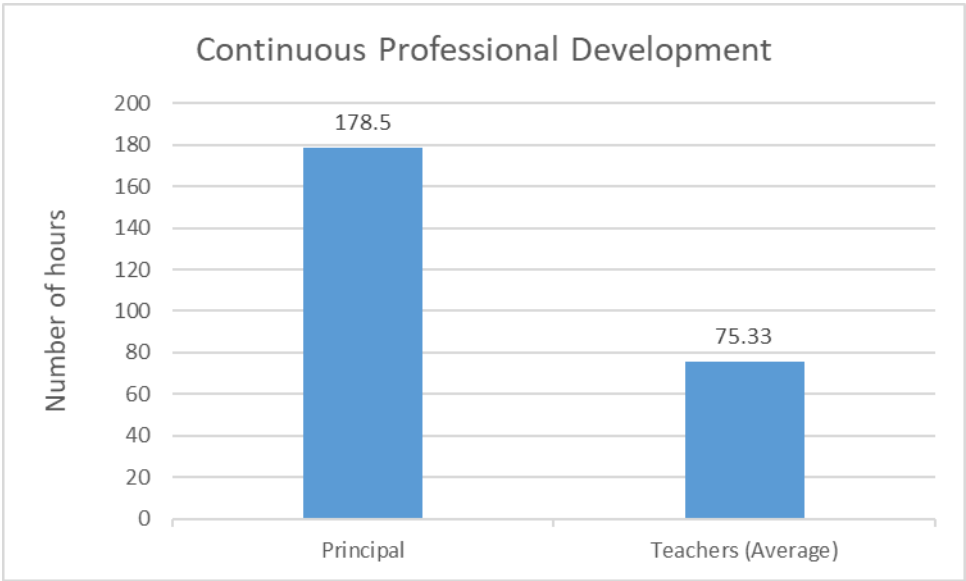
Teachers' Experience



Language Proficiency Requirement



Continuous Professional Development



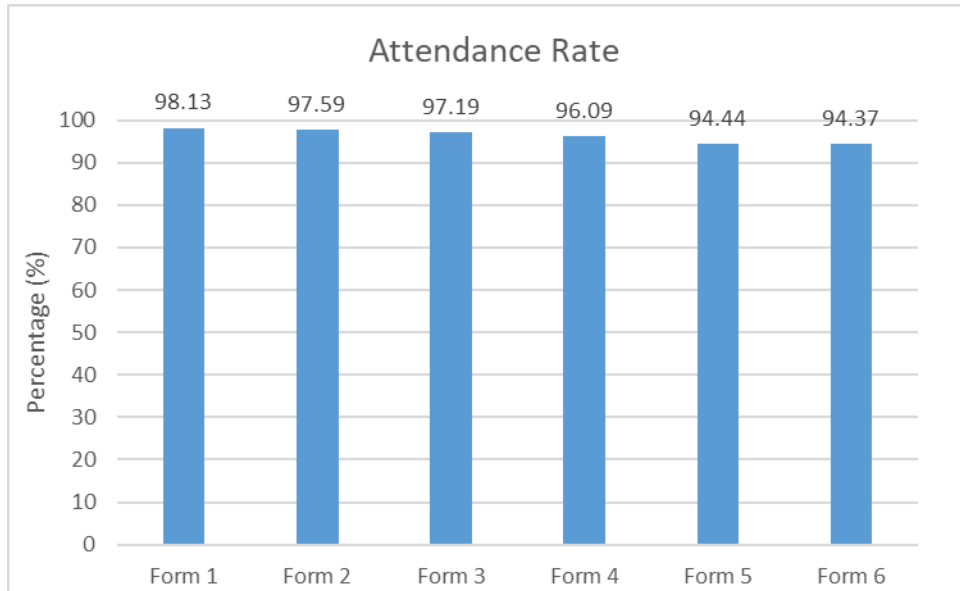
Our Students

Enrollment and Class Structure

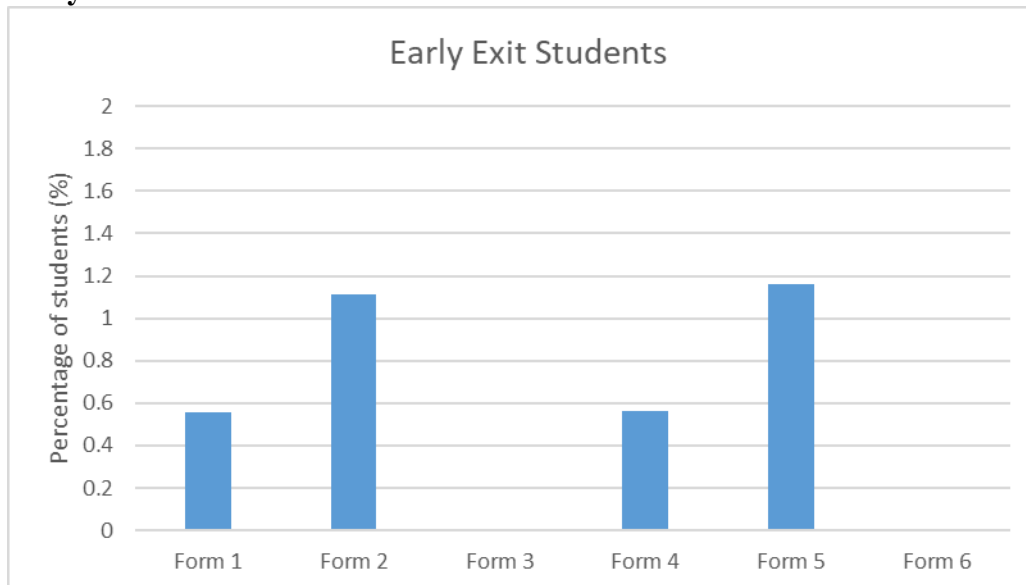
There are 30 classes, with 1042 students enrolled. Class structure is as follows:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
Total Enrollment	180	180	180	178	172	152	1042

Attendance



Early Exit Students



(4) Support for Student Development

To embrace holistic education, various committees and teams of our school provided our students with valuable opportunities beyond lesson time to develop in the moral, intellectual, physical, social, aesthetic and spiritual aspects, details of which are as follows:

Counselling Committee

Objectives	Strategies/ Activities	Targets
To promote positive development in the Form 1 students (especially those with special needs), and strengthen the bonding among students, via peer mentoring.	Big Sisters Scheme	Forms 1, 3 and 4
To promote peer relationship and develop positive self-image in students, who are looking for company on campus, through regular meetings and being social workers' helpers.	Peer Support Network	Forms 1, 2 and 3
To develop students' social skills and build up peer connection through playing board games with others at school.	Social Skills Group	Forms 1 and 2
To equip students with stress management skills and strengthen peer support among themselves in facing public exams.	Form 6 Stress Management Program	Form 6
- To psychologically prepare the students for the upcoming challenges that they may face in the new learning environment	Form 1 Summer Induction Program	F.1
- To raise new teachers' awareness of the major difficulties encountered by our students	Sharing with New Teachers	All new teachers
- To encourage parents to show support to the school as well as to the girls since much school adjustment is required	F.1 parents' day	F.1 parents
- To enhance the students' sense of self-protection and to raise their awareness of sex issues	Sex Education – Talks	Forms 1 – 5
- To enhance students' resilience	Joyful Project	Primary intervention: Whole school Secondary intervention: Form 2
- To further enhance the resilience of the students	Joyful Project – Booster Programme	Forms 3- 4 students
- To promote anti-stigmatization of mental patients to students and promote students' sense of staying mentally healthy	Health in Mind	Forms 1 and 4 students
- To identify those students who may require more attention due to their mental health status - To provide individual and group / peer support to the students	Form 5 Stress Management Programme	Form 5 students
- To develop better life skills and attitudes in the Form 1 students	Form 1 Camp Activity	Form 1 students
- To develop positive attitudes towards adversity in students through sharing with them life warriors'	Live for Life Talk and Service	Forms 4 and 5 students

Objectives	Strategies/ Activities	Targets
stories - To enhance students' sense of respect for others - To promote the sense of serving others, respect for others as well as appreciation in students through serving the deprived children		
- To educate students' proper values and attitudes towards others and towards life issues	Form 2 Class Programme (Class Periods)	Form 2 students
- To promote mental wellness in students in dealing with stress - To promote positive self-image in the students	ASSW – Psychoeducational Class Programme	Form 4 students
- To promote the sense of serving the less privileged in the students - To promote a sense of appreciating one's life in the students	Book Club	Forms 1-2 students
- To equip parents with the skills to tackle students' emotional needs	Parents' emotional coaching workshop	Forms 1, 2 and 5 parents

Disciplinary Board

Objectives	Strategies/ Activities	Targets
- To facilitate prefects to assist teachers in reinforcing discipline and providing suitable guidance to their schoolmates.	Training for all prefects Leadership training with the HKPF	All new prefects
		New F.4 prefects
- To strengthen students' discipline awareness	Understanding of school rules	F.1 students
- To experience nomination, election and vote-counting in the process.	Election of second head prefects	F.2 – F.6 students
- To promote working efficiency and strengthen prefects' sense of belonging towards the team as prefects can directly choose their ideal leader.	Election of head prefect	F.4 – F.6 prefects
- To develop peer learning, better communication between junior and senior students. - To raise the abilities of junior prefects in making proper decisions and equip them with skills for handling disciplinary matters.	Junior prefect activity: - Two training sessions, an evaluation meeting to be held at lunch time. Junior prefects will be accompanied by senior prefects to carry out duties.	F.3 – F.5 prefects
- To strengthen students' discipline awareness. - To nurture students' creativity	Poster/slogan/video design competition on themes related to student discipline.	F.1 – F.5 students
- To encourage students to cultivate good virtues such as honesty, helpfulness and self-motivation. - To recognize desirable behavior among students and to create an atmosphere of appreciation for positivism.	Presentation of merit on good performance / conduct award	F.1 – F.6 students

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To guide students to become more self-conscious of acceptable behavior. - To encourage students to have good manners and courtesy. - To emphasize the importance of punctuality and handing in assignment on time. 	Regular check on students: <ul style="list-style-type: none"> - Assignment record form - Classroom performance record chit - Late record form Prefect record form	F.1 – F.6 students
<ul style="list-style-type: none"> - To assist the students to understand the cause of their misbehavior and to encourage them to be responsible for their wrongdoings. - To help the students to identify and tackle problems so as to motivate them to develop self-discipline. 	Detention class	F.1 – F.6 students with names taken by teachers or prefects on breaking school rules or misbehavior for more than 4 times
<ul style="list-style-type: none"> - To maintain good discipline in school. - To assist students to keep their self-discipline and order in school, during assemblies and special school activities. 	Prefects' duty: <ul style="list-style-type: none"> - General duties: To patrol during Morning assembly, recess, lunch, perform uniform check, keep record of late comers, act as detention helpers. - To assist in school functions such as inter-house swimming gala finals, inter-house athletics heats & finals, parents' meeting & parents' day, Easter service. 	F.4 – F.6 prefects

Mentoring Team

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To build relationship between mentors and mentees - To identify difficulties mentees have encountered when adapting to school life at HYS - To provide information about the school or advice/ suggestions to better adapt to school life 	Induction: Welcome to HYS Mode: Group	F.1 Mentees & Teacher Mentors
<u>For F.1-F.3:</u> <ul style="list-style-type: none"> - To discuss with mentees their short-term and long-term goals <u>For F.4-F.5:</u> <ul style="list-style-type: none"> - To discuss plan for the work placement (F.4) or service and learning trip (F.5) in September & October <u>For F.6:</u> <ul style="list-style-type: none"> - To review study and/or career choices 	1 st Formal Meeting <ul style="list-style-type: none"> - F.1-F.3 – Goal Setting - F.4-F.6 – Planning Mode: <ul style="list-style-type: none"> F.1 – in groups F.2-F.6 – one-to-one 	F.1-F.6 Mentees and Teacher Mentors

Objectives	Strategies/ Activities	Targets
To build relationship between mentors and mentees	Informal meetings	F.1-F.6 Mentees and Teacher Mentors
<u>For F.1-F.3:</u> - To reflect on how successful mentees achieve their goals <u>For F.4-F.5:</u> - To reflect on the work placement or service and learning trip experiences - To explore mentee's strengths and areas for improvement with regard to her pursuit in studies and career planning	2 nd Formal Meeting - F.1-F.3 – Review of Short-term Goals and Performance - F.4-F.5 – Reflection 3 rd Formal Meeting - F.1-F.3 - Review of Long-term Goal - F.4-F.5- Review of Experiences in Career Planning Mode: one-to-one	F.1-F.5 Mentees and Teacher Mentors
- To encourage students to reflect on their performances in achieving their goals - To raise their awareness of their strengths and weaknesses	Self-reflection	F.1-F.3 Mentees
- To celebrate achievements and recognize efforts of all participants (mentors and mentees)	Closing ceremony	F.6 Mentees and Teacher Mentors

中文辯論隊

計劃目的	策略/活動	對象
- 增強學生思維能力 - 增強學生溝通協作能力 - 提升學生辯論技巧 - 凝聚舊生力量	常規訓練計劃 - 粵語(每週四放學) - 普通話(每週一午膳)	全隊隊員 (邀請舊生參與)
-提供機會讓同學實踐所學 -增強學生口語及思維能力 -培養學生關心時事	香港校際辯論比賽 約50場	全隊隊員
-開拓學生國際視野 -鼓勵學生研究世界議題	國際辯論比賽 約15場	普通話辯論隊
-增強學生口語及思維能力 -培養學生法律知識	模擬法庭大賽 廣告大賽	粵語辯論隊
-推廣協恩思辯風氣 -增強學生溝通協作能力 -增強學生活動組織能力	班際辯論賽(初級組) 共21場	中一及中二同學
同上	班際辯論賽(高級組) 共1場	中三同學
-開拓學生視野 -豐富學習體驗 -提升普通話能力	粵港澳辯論交流 (澳門學校合辦)	全隊隊員

計劃目的	策略/活動	對象
-協助同學準備中文科文憑試說話考核	口語支援計劃--- 假期訓練 試前練習	公開試學生

English Debating Team

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To promote the art of debate and eloquence of speech among students - To enhance students' critical thinking skills and global awareness 	Participating in external competitions	Team members
	Organising internal programmes, such as: <ul style="list-style-type: none"> - training schemes for the senior team and junior team; - Inter-class English Debating Competition 	Team members/ All students

Drama Groups

Objectives	Strategies/ Activities	Targets
- To enrich drama knowledge and experience	Workshop(s) conducted by professional drama practitioners	Whole crew of Drama Group
	Script meetings <ul style="list-style-type: none"> - Brainstorm ideas for the script for the upcoming Hong Kong School Drama Festival and English Drama Fest (Shakespearean drama category) - Follow up the progress of script-writing - Edit and proofread the script 	Executive committee members of Drama Group and EMI Drama Group
- To build up relationship and foster team spirit	Day Camp and some team building activities	Whole crew of Drama Group and EMI Drama Group (Executive committee members, Sub-committee members, and actresses)
- To prepare for the drama productions for Hong Kong School Drama Festival and English Drama Fest -Shakespearean Drama categories)	Drama rehearsals <ul style="list-style-type: none"> - Final editing of the script - Read through - Blocking - Walk through - Polishing & enriching rehearsal - Run through - Technical & dress rehearsal - Pre-performance showcase - Students of different departments draft plans for various tasks or goals for the production - Directors and stage managers 	Whole crew of Drama Group and EMI Drama Group

Objectives	Strategies/ Activities	Targets
	report on the progress of the rehearsals or the work of different departments to TICs	
- To provide interested teachers with knowledge and skills in drama education and drama productions	Teachers' Professional Development workshop on Drama (organised by the AEMSS)	Teachers of the Drama Groups or other interested teachers
	Hong Kong School Drama Festival - Staging the production for the competition	Whole crew of Drama Group
- To provide backstage support to the music groups and choristers	Pre-competition Performance	Some Executive Committee members, Sub-committee members of Drama Group
- To coordinate the smooth running of the event - To provide backstage support to the participating schools	English Drama Fest - Shakespearean Drama - Hosting the competition - Staging the production for the Fest	Whole crew of EMI Drama Group and backstage crew of Drama Group
	Hong Kong School Drama Festival - Public Performance	Whole crew of Drama Group
- To liaise with the performing schools and the backstage crew of one of the Town/City Halls in Hong Kong and provide support in logistics matters - To facilitate and enhance the smooth running of the event - To coordinate backstage support for the performing schools	English Drama Fest - Prize Presentation and Outstanding Performances	Some Executive committee members, Sub-committee members of Drama Group (and the whole crew of EMI Drama Group)
- To provide backstage support to the music groups and choristers	Annual Concert	Some Executive committee members, Sub-committee members of Drama Group
- To promote drama education at school - To showcase the productions of the Drama Groups to students, teachers, parents and other schools - To acknowledge the concerted effort and dedication of all artistic talents throughout the year	Drama Night	Whole crew of Drama Group and EMI Drama Group

普通話大使

目的	策略/活動	對象
-為推廣普通話提供人手，以達到計劃宗旨	招募約 30 位不同年級的學生，成為普通話大使，加入「普通話傳藝社」	全校
讓隊員互相認識及了解各崗位的職責	普通話大使訓練工作坊	全體隊員
讓學生通過電影，學習當中地道的普通話用詞或句式	普通話電影欣賞	全校
讓學生輕鬆學習普通話，鼓勵同學多說普通話	普通話新春活動	中一至中三
通過遊戲，讓學生輕鬆學習普通話，鼓勵同學多說普通話	普通話校園追蹤	中一至中三
讓學生輕鬆學習普通話，鞏固學生對拼音的認識	普通話拼音樂	全校
讓中一學生輕鬆學習普通話，幫助她們適應校園生活，及提升對普通話拼音的掌握	普通話聊天及遊戲活動	中一
提供真實的生活場景，讓學生輕鬆運用普通話，提升學生說普通話的信心	普通話早晨共聚：讓學生在一邊吃早餐一邊聊天	全校

STEM Education Team

Objectives	Strategies/ Activities	Targets
To provide an opportunity for all F.1 and F.2 students to experience the first STEM project in Heep Yunn.	F1 IS teachers organized the “Paper Plane Competition” and F2 IS teachers organized a competition on designing a cool box. (PHASE 1 OF STEM PROGRAMME)	All F.1 and F.2 students
To give formal training to students who are interested in STEM projects.	“Product Design Course” organized for interested F.2 students in September and October. (PHASE 2 OF STEM PROGRAMME)	Interested F.2 students
To develop talented students’ potential in doing STEM projects	Talented students in the training course selected to join various competitions. (PHASE 2 OF STEM PROGRAMME)	Interested and talented students from different forms
To teach students in senior forms to write mobile Apps and make products with Arduino	“App Inventor and Arduino Course” organized for interested F.4 and F.5 students in second term. (PHASE 3 OF STEM PROGRAMME)	Interested F.4 and F.5 students
To prepare for school-based junior STEM lessons for all F1 students in the academic year 2019-2020	Application for Quality Education Fund for the establishment of “STEM Room” and procurements of relevant equipment and materials	F.1 students from 2019-2020 onwards

Library

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To raise students' interest in reading newspaper and develop students' critical thinking skill by reading the articles in the newspaper. 	Newspaper Subscription Scheme (SCMP, Sing Tao, Ming Pao & Hong Kong Economic Times)	All students
<ul style="list-style-type: none"> - To inspire students to listen, to express themselves and to develop multi-dimensional thinking - To promote peer learning 	Reading Sharing	All students
<ul style="list-style-type: none"> - To provide the opportunities for students to train their leadership skills - To promote peer learning and increase communication between junior and senior students - To provide an opportunity for students to develop presentation skills by sharing books and learning with their fellows. 	Library Prefect Scheme (regular book sharing was held among library prefects after every service)	Library Prefects
<ul style="list-style-type: none"> - To promote critical thinking and raise students' awareness of our community, our nation and the world - To diversify students' interests and scope of learning through different reading materials - To encourage self-directed learning 	Magazine Quizzes (held once a couple of weeks)	All students
<ul style="list-style-type: none"> - To encourage students to take initiatives in reading and writing 	Popular Reading Award Scheme	All students

Physical Education

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To promote "One Sport One Life" - To encourage multi-dimensional thinking in students. - To promote peer learning. - To foster the students' personal responsibility in learning. - To help students acquire good health, physical fitness and bodily co-ordination by means of teaching them various 	<u>Interest classes</u> <ul style="list-style-type: none"> - Organising 11 interest classes for F.1 and F.2 students. Encouraging every F.1 and F.2 student to join at least one and at most two interest classes. (Except for sports teams members) - Organising two to three interest classes for F.3 to F.5 students 	F.1-F.5

<p>sports skills and knowledge.</p> <ul style="list-style-type: none"> - To help students to develop their generic skills towards life-long learning. - To promote co-operation in communal life among students through participation in extra-curricular activities. - To strengthen students' ability in sports by involving them in the training of various sports teams. - To extend the non-team students' interest in sports through different interest classes. 	<p><u>Services</u></p> <p>Training the leadership skills of sports teams captains through participating in the following events:</p> <ul style="list-style-type: none"> - F.1 Orientation Day - F.1 Admission Talk - School Swimming Gala and Athletics Meet - A Games Day for primary and kindergarten students. <p>Inviting F.3 to F.6 students to serve as officials in School Swimming Gala and Athletics Meet.</p>	<p>Sports Teams leaders</p> <p>F.3-F.6</p>
	<p><u>Appreciation of competitions</u></p> <p>Supporting our athletes by participating in inter-school competitions such as the Inter-school Athletics Meet</p>	<p>Selected classes</p>
	<p><u>Trainings and competitions</u></p> <ul style="list-style-type: none"> - Organising a two-day camp to equip our team captains to become good leaders - Arranging training sessions for all officials who serve in the School Swimming Gala and Athletics Meet - Providing training at least twice a week for each of the 20 sports teams - Participating in different inter-school competitions for each of the 20 sports teams. 	<p>All students</p>

Community Services

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To cultivate in our students a keenness to serve - To offer new perspectives for participants to understand the needs in our community - To nurture students to become more caring and empathetic individuals 	<p>Organising voluntary services in different places, such as:</p> <ul style="list-style-type: none"> - at the Jockey Club Cheung Hang C&Y Integrated Service Centre, bringing a fun and unforgettable experience to the underprivileged children and children with special educational needs - at Mong Kok Kai Fong Association Limited Chan Hing Social Service Centre, targeting at families with young children, hoping to bring the message of environmental awareness - at the Hong Kong Federation of Youth Groups (Farm Road), providing a chance for young schoolchildren to have fun with their peers in celebration of Easter - at the HOPE Centre, serving children of ethnic minorities 	<p>All students</p>
	<p>Participating in a tutor scheme at Mong Kok Kai Fong Association Limited Chan Hing Social Service Centre to help underprivileged school kids with their homework</p>	<p>All students</p>

Objectives	Strategies/ Activities	Targets
	Recruiting members for the Volunteer Team and carrying out different kinds of services in collaboration with the Hong Kong Federation of Youth Groups (Farm Road), such as: <ul style="list-style-type: none"> - holding a mini banquet in the form of a traditional Chinese reunion meal - visiting the elderly living in tenement houses 	All students
	Recruiting members for the Community Youth Club and participating in various voluntary services and activities, such as: <ul style="list-style-type: none"> - flag-selling activity organised by the Yang Memorial Methodist Social Service and the Society of Rehabilitation and Crime Prevention of Hong Kong - “Eat Well” Workshop held by Green Hub 	All students

Music

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To enhance friendship between schools - To promote musicians to strive for excellence and perfection through participating in competitions - To strengthen team work - To promote appreciation of artistry and musicality of music performances through performances from other schools 	71 st Hong Kong Schools Music Festival	All musicians who are interested in individual competition and all musicians from music group
<ul style="list-style-type: none"> - To share the joy of music making with the general public - To facilitate cross-form team work among choir members 	Christmas caroling	Members of Junior Choir and Senior Choir
<ul style="list-style-type: none"> - To provide students with the opportunity to learn musical instruments 	Instrumental classes	Interested students (general students with different abilities)
<ul style="list-style-type: none"> - To provide holistic development to our music leaders - To strengthen the bonding among students 	Annual Concert	Musicians

Visual Arts

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To enrich students' experience and open up their senses - To broaden students' horizons and unleash their 	Introducing different elements to the senior form visual arts curriculum, such as exhibitions, dramas, visits to bookshops and artists' studios, direct communication with artists, and creation in nature. Activities included: <ul style="list-style-type: none"> - Drama appreciation: “Art School Musical” at Kwai Tsing Theatre by Edward Lam Dance Studio - Drama appreciation: “Principle” at Hong Kong City Hall by Hong Kong Repertory Theatre (in collaboration with Drama Group) 	F.4-F.5 Visual Arts students

creativity via different art forms	<ul style="list-style-type: none"> - Reading-to-learn and project learning: Study of Hong Kong Artist - Reading-to-learn and art making: Introduction to Dr. Law Yuen Yee's publications cum sharing and art making workshop at Mount Zero bookshop - Exhibition: "Kowloon City Art Festival @ West Kowloon" at 1a Space - Exhibition: "Song of Spring: Pan Yu-Lin in Paris" at Asia Society Hong Kong - Exhibition: The HKAC 40th Anniversary flagship exhibition "Wan Chai Grammatica: Past, Present, Future Tense" at Hong Kong Arts Centre - Exhibition: "By the Window" at 1a Space - Exhibition: "Exhibition of Students Visual Arts Work (2018/19)" at the Education Bureau Young Achievers' Gallery - Gallery Exhibitions in Central: Hauser & Wirth (featuring Louise Bourgeois), White Cube (featuring David Altmejd) and Gaagosian (featuring Paul Cézanne) - Exhibition: "Art Basel" at Hong Kong Convention and Exhibition Centre - Exhibition: "Murakami" at JC Contemporary Tai Kwu 	
- To provide art-related work experience and information to students	<p>Organising careers-related activities for students, such as:</p> <ul style="list-style-type: none"> - Work Experience Placement Programme: F.4 students were matched to the cultural industry to enrich their career-related experiences in the field, e.g. HK Open Printshop, Pointsman, Tai Kwun, Asia Society, etc. (in collaboration with Careers and Guidance Committee) - Careers Talk: "Art Study Pathway & Career Development in Art" by Mr. Alex Heung, artist and lecturer of Hong Kong Art School - Careers Talk: Sharing by visual arts PhD candidate Rose Li (class of 2013) on her education, art making and exhibition on Cantonese Opera - Careers Talk: Sharing by three designer alumnae (class of 2014) about their design education & work: Kiki Yau (communication design), Katherine Chow (advertising design) and Sarah Tsang (environmental and interior design) (in collaboration with Careers and Guidance Committee) - Graduation show: CUHK Graduation Show with guided tour by alumnae at The Chinese University of Hong Kong - Visit to artist's studio: Ms. Carol Lee's studio - Visit to artist's studio and workshop: Small Tune Press and Zine workshop by Ms. Beatrix Pang - Visit to artist's studio and workshop: Ms. Ki Wong's studios and art making in nature - Visit to artist's studio and workshop: Ms. Jenny Li's Sangwoodgoon and art making in nature 	F.4 Visual Arts students
- To provide an opportunity	<p>Organising artist-in-school programme by inviting visual artists to guide our students in art making, such as:</p> <ul style="list-style-type: none"> - Ms. Justina Lo's "SBA and HKDSE Examinations skills" 	F.4-F.6 Visual Arts students

for our senior form visual arts students to learn from artists of different styles and expertise	<p>Programme</p> <ul style="list-style-type: none"> - Ms. Jenny Li's "Self-exploration" zine making programme - Ms. Ki Wong's "Connection to Life" art making programme - Ms. Kei Kei Yu's and Mr. Leo Wong's "Night Parade of One Hundred Demons" sculpture programme 	
<ul style="list-style-type: none"> - To enhance students' understanding of the contemporary art scene - To allow students to showcase their creativity through different kinds of media 	<p>Participating in various external competitions and schemes, such as:</p> <ul style="list-style-type: none"> - Grantham Visual Arts Award - South China Morning Post Student of the Year – Visual Artist Award - Toyota Dream Car Art Contest - The 3rd Outstanding Student Artist Award of Hong Kong - The 11th Arts Ambassadors-in-School Scheme - The 19th Fang Cao Cup Youth Painting and Calligraphy Exhibition 	All students
<ul style="list-style-type: none"> - To promote the visual arts culture on campus 	<p>Organising on campus activities through the Visual Arts Club, including:</p> <ul style="list-style-type: none"> - a workshop on "Abstract Expression of Emotions" - a tie-dye workshop <p>Co-organising the Visual Arts exhibition and book fair with the School Library in the School Hall</p> <p>Collaborating with the Music Department to showcase visual arts graduates' art work during the performance of the school choir in the annual school concert .</p>	All students

Christian Activities Committee

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To equip the Committee members to be humble servants of God 	Training for the Committee members of fellowship	All fellowship committee members
<ul style="list-style-type: none"> - To strengthen the communication among the committee members - To reinforce committee members' discipleship to Jesus Christ. 	Retreat camp	All fellowship committee members
<ul style="list-style-type: none"> - To allow students to share their faith, hope and love for others with communion in God 	Regular Friday meetings	All students
<ul style="list-style-type: none"> - To bring students together and help them submit to God through prayers 	Prayer meetings	All students
<ul style="list-style-type: none"> - To allow students to study the Bible together - To provide pastoral care for all students 	Bible study sessions	All students
<ul style="list-style-type: none"> - To gather all Christians in HeepYunn at 	Annual Christians' gathering	All Christians

Objectives	Strategies/ Activities	Targets
the beginning of term so as to remind them of the responsibilities of a believer		
- To preach the gospel of Jesus Christ to non-believers	Evangelical Week	All students
- To enlighten students to experience God - To allow spiritual discussion among teachers and students	Summer camp	All students
- To provide support to F6 students before the release DSE results	Prayer meeting for DSE students	F. 6 students

Careers and Guidance Committee

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - Provide students with adequate information for post-secondary choices. - Motivate students to give consideration to their choices 	JUPAS applications Coordinators: <ul style="list-style-type: none"> - guided students through process of JUPAS applications - checked & advised on students' JUPAS applications - including group follow-up by Careers teachers - verified students' documents - liaised with universities regards JUPAS applications - created 'JUPAS' info booklet for students' reference 	F.6 F.5
<ul style="list-style-type: none"> - Provide students with exposure to the workplace - Acquire basic skills & attitude required for work - Motivate students to do further workplace exploration 	Work Experience Placement Programme <ul style="list-style-type: none"> - All F4 students were given a 4-day work placement in line with their career interests - Coordinators liaised with companies & ran preparation workshops. - Careers Committee teachers visited students on placement. - Student debriefing, evaluation of student outcomes and company feedback. 	F.4
<ul style="list-style-type: none"> - Inform students of OLE and other information about work-related programmes - Provide teachers with better student profile to aid careers and life counselling 	Careers-related info Dissemination and Collation Coordinators: <ul style="list-style-type: none"> - Coordinated information about external programmes and activities which boost OLE opportunities for students. - Disseminated and promoted OLE activities to target students through online platforms and boards - Collated careers-related information for reference by Careers Committee and teacher mentors 	F.4-F.6

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - Provide students with advice, perspectives & support in their career exploration and planning - Build and nurture connections between students and alumnae to strengthen school network 	Alumnae Mentorship & Careers Sharing Co-ordinated and monitored: (i) Alumnae mentorship scheme (including alumnae workshops) (ii) Alumnae sharing sessions (post-examination F.5 Careers Morning)	F.4 - F.5
<ul style="list-style-type: none"> - Provide students with structured work-related experience and opportunities - Build connections with external organisations to maintain relationships with external organisations 	Work-related programmes Coordinators: - Recruited and led students to join various work-related & leadership programmes e.g. UNICEF, Orbis, Business-School Partnership Programme	F.4-F.5
<ul style="list-style-type: none"> - To provide students with practical information and life skills to assist with their academic and working career 	Careers Lessons F.1 – Adapting to Secondary School & Study F.2 – Teamwork Skills F.3 – Preview Elective Subject Choices & Aptitude programme F.4 – Preparation for Tertiary study and workplace F.5 – Careers and Tertiary Study or Preparation for University admission F.6 – Post-secondary preparation and applications	F.1-F.6
<ul style="list-style-type: none"> - To give our students a deeper insight into various occupations and courses of study 	Careers Taster Day Business partners and local universities were invited to run interactive workshops and activities	F.4-F.5
<ul style="list-style-type: none"> - To develop capacity of all staff to assist with Careers and Life Planning (CLP) - To expose staff to latest developments in CLP practice 	Staff Training In conjunction with CLAP project, training for all teaching staff (through staff development) and specific training for Careers teachers were provided	Staff
<ul style="list-style-type: none"> - To assist students with self-understanding about their own aptitudes and interests - To provide Careers Committee and other staff with better understanding of students to assist with counselling 	CLAP Online Assessment Tools Use of online aptitude surveys developed by CLAP for Youth @ JC F.4 - BIM test F.5 - CII test F.6 - exit survey	F.4 - F.6
<ul style="list-style-type: none"> - Provide students with support in their application to overseas universities 	Overseas Applications / References (UCAS, United States, Canada, Australia, New Zealand)	F.1-F.6

Objectives	Strategies/ Activities	Targets
- Encourage capable students to consider applying for highly selective universities to develop their potential	- assisted students with applications / references for study abroad, scholarships, summer courses, enrichment programmes etc.	
- Provide students facing challenges and opportunities in CLP planning with support - Motivate ‘at-risk’ students to overcome difficulties in CLP planning	Enrichment and Enhancement student consultancy - Teachers counselled students identified by Enrichment and Enhancement Teams with CLP needs - Coordinators liaised with suitable external organisations who can help actualise alternative pathways for students.	F.4-F.6
- Provide students with support in their application to Chinese language universities	China and Taiwan (C&T) tertiary pathways e.g. Tsinghua University nomination programme - Teachers liaised with universities in China and Taiwan to find appropriate pathways for tertiary study. - Teachers disseminated better information regarding C&T universities. - Teachers assisted students with applications.	F.5-F.6
- Develop online presence of Careers Committee to provide a communication channel for students - Provide online database of careers-related reference materials for students	Media support - Filming and photography to record important CLP activities for future student reference and use (e.g. sharing by students about Work Experience; messages of support from graduates for F.6) - Uploading and maintenance of online materials	F.3 - F.6

Study Tours and Exchange Committee

Objectives	Strategies/ Activities	Targets
- To develop students’ confidence and independence.	Experiential Learning Week on Campus	F.1
- To experience school life in rural areas and share their English learning experience with the local students. - To broaden students’ horizons, enrich their life experience and develop their critical thinking.	Outbound Study Tour to Liannan - A voluntary service programme	F.2
- To explore artistic, cultural and conservational development in Taiwan. - To broaden students’ horizons, enrich their life experience and develop their critical thinking.	Outbound Study Tour to Taiwan	F.3

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To provide students with exposure to the workplace. - To help students acquire basic skills & attitude required for work. - To motivate students to do further workplace exploration. 	Work Experience Placement Programme <ul style="list-style-type: none"> - Careers and Guidance Committee teachers liaised with companies and ran preparation workshop. - Careers and Guidance Committee teachers visited students on placement. 	F.4
<ul style="list-style-type: none"> - To explore the cultural development in South Asian regions and encourage students to serve the local community as global citizens. - To broaden students' horizons, enrich their life experience and develop their critical thinking. 	Outbound Study Tour to Cambodia	F.5
	Beijing (RDFZ) Exchange HK Session (joint programme with LaSalle College and Maryknoll Convent School) <ul style="list-style-type: none"> - On school days RDFZ girls attended various lessons and activities at the School. - During the weekend and after school Hong Kong participating students accompanied the visitors around Hong Kong to explore its culture and development. - Students acted as hosts and provided accommodation to the RDFZ girls. Host students were automatically accepted to join the Beijing Session. 	Participating students from F.3 and F.4
	Shanghai (SFLS) Exchange HK Session (joint programme with LaSalle College) <ul style="list-style-type: none"> - Arrangement similar to Beijing (RDFZ) Exchange HK Session (joint programme with LaSalle College & Maryknoll Convent School), see above. 	Participating students from F.2 and F.3
<ul style="list-style-type: none"> - To enhance students' understanding of what they have learnt in the classroom with 	Beijing (RDFZ) Exchange Beijing Session (joint programme with	Participating students from F.4 & F.5

Objectives	Strategies/ Activities	Targets
<p>practical knowledge.</p> <ul style="list-style-type: none"> - To develop students' cultural awareness and understanding of other schools in China. - To provide students with an experience of city differences between Hong Kong and Beijing. - To understand the history and development of Beijing. 	<p>LaSalle College & Maryknoll Convent School)</p> <ul style="list-style-type: none"> - Our students resided at the RDFZ dormitory and attended lessons and activities organised by the schools. - Our students visited museums and cultural spots to further enhance their understanding of the history and culture of Beijing or Shanghai and China. - During the weekend Hong Kong students were housed by their Beijing partners. 	
<ul style="list-style-type: none"> - To enhance students' understanding of what they have learnt in the classroom with practical knowledge. - To develop students' cultural awareness and understanding of other schools in China. - To provide students with an experience of city differences between Hong Kong and Shanghai. - To understand the history and development of Shanghai. 	<p>Shanghai (SFLS) Exchange Shanghai Session (joint programme with La Salle College)</p> <ul style="list-style-type: none"> - Arrangement similar to Beijing (RDFZ) Exchange HK Session (joint programme with LaSalle College and Maryknoll Convent School), see above. 	Participating students from F.2 and F.3
<ul style="list-style-type: none"> - To enrich students' sense of globalization, and to prepare them well for their future. - To understand the culture, history and technological development of Japan. - To experience local life in another city and interact with local people of Japan. 	Fukui Prefecture Environment and Culture Study Tour	Participating students from F.1 to F.5
<ul style="list-style-type: none"> - To enrich students' sense of globalization, and to prepare them well for their future. - To understand the culture and history of France and Spain 	Study Tour to France and Spain (in collaboration with Maryknoll Convent School and La Salle College)	Participating students from F.1 to F.5

Student Association

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To enhance F.1 students' sense of belonging to and understanding of the school - To provide support and suggestions to F.1 students - To strengthen communication among different forms of students - To help F.1 students be physically and mentally prepared for secondary school life 	F.1 Orientation Programme	F.1 House Committee
<ul style="list-style-type: none"> - To develop the leadership potential of student leaders - To empower student leaders to be self-disciplined and 	Leadership Training Camp	All Sports & Music Team

Objectives	Strategies/ Activities	Targets
independent - To enhance communication and cooperation between leaders of student organisations		captains and Student Association Executive Committee members
- To promote school unity - To enhance students' sense of belonging to and understanding of the school - To celebrate the 82 nd anniversary of the school - To encourage communication between teachers and students - To develop a harmonious and joyful ambience in the school	Foundation Day	F.1 – F.6
- To promote school unity - To enhance students' sense of belonging to the school - To foster mutual support among students - To demonstrate the school image of unity and decency	Inter-school Swimming Competition	Swimming Team members, Cheering Team and helpers
- To enhance parents' understanding of the school in different aspects - To convey an accurate and positive image of school to parents and prospective students with diverse student ambassadors and co-curricular activities - To demonstrate the school image of unity and decency	F.1 Admission Talk	P.6 Parents and Prospective Students
- To provide a platform for students to unleash their performing talents and step out of their comfort zone - To encourage communication between teachers and students - To develop a harmonious and joyful ambience in the school	Singing Contest	F.1 – F.6
- To develop the leadership potential of Sub-committee members - To empower Sub-committee members to be self-disciplined and independent - To enhance communication and cooperation between Executive Committee members and Sub-committee members - To better prepare Sub-committee members for future possible tasks and administrative work	Sub-committee members Training Camp	Student Association Sub-committee members
- To raise funds for school development - To develop students' creativity, self-discipline, independence and problem solving skills - To enhance class unity and cooperation - To promote school unity - To enhance students' sense of belonging to the school	Fun Fair	F.1 – F.6
- To promote school unity - To enhance students' sense of belonging to the school - To foster mutual support among students - To demonstrate the school image of unity and decency	Inter-School Athletics Competition	Athletics Team members, Cheering Team and helpers
- To look for potential Executive Committee members	Executive Committee	Candidates for

Objectives	Strategies/ Activities	Targets
<p>(potential candidates) through different tasks and cooperation games</p> <ul style="list-style-type: none"> - To enhance communication and cooperation between potential candidates - To better prepare potential candidates for future possible tasks and administrative work 	Members Camp	Student Association Executive Committee Members
<ul style="list-style-type: none"> - To provide a platform for students to unleash their performing talents and step out of their comfort zone - To encourage creativity and peer appreciation - To develop a harmonious and joyful ambience in the school - To strengthen the sense of belonging to the Houses and the school 	Inter-house competitions	F.1 – F.5
<ul style="list-style-type: none"> - To arouse students’ interest in different international as well as local issues - To widen students’ horizons by providing seminars related to different topics, for examples, creativity, personal growth and entrepreneurship - To encourage intellectual exchange between students and speakers (i.e. Q&A) 	Forums and Seminars	F.1 – F.6
<ul style="list-style-type: none"> - To raise students’ awareness about local current issues of human interest - To encourage students to pay attention to the needy in their communities - To encourage the giving and sharing of time, skills, and hospitality 	Community Services	F.1 – F.6
<ul style="list-style-type: none"> - To improve communication between students and the school - To encourage students to formulate, and voice their opinions about school affairs 	Student Council	F.1 – F.6 and Class Representatives
<ul style="list-style-type: none"> - To foster student ambassadors’ understanding of school history and characteristics - To train presentation skills of student ambassadors through trainings and practical receptions - To impress school guests with students’ decency and Heep Yunn uniqueness 	School Tours	Student Ambassadors
<ul style="list-style-type: none"> - To promote school unity - To enhance students’ sense of belonging to and understanding of the school - To provide assistance and support to co-curricular activities groups and teams 	Support co-curricular activities	All co-curricular activities groups and teams
<ul style="list-style-type: none"> - To use Social Media to unite different stakeholders of the school - To update recent school activities and news - To show the lively image of Heep Yunn 	Managing Social Media	School body, teachers, current students, old girls, parents

Other Co-curricular Activities

Liaison Team

- Audio Visual
- Media
- Photography

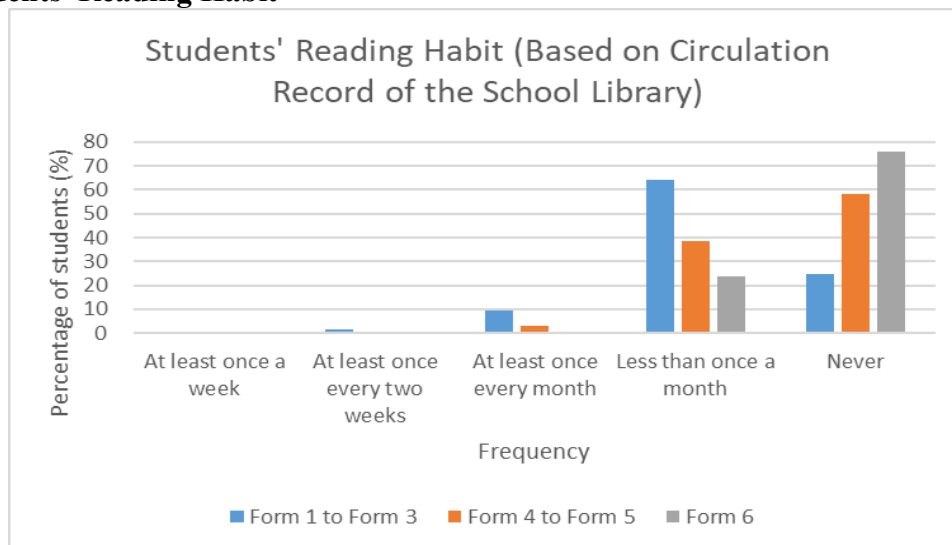
Publications Department

Clubs and Societies

- Careers Club
- Chinese Society
- Community Youth Club
- Computer Society
- Counselling Club
- Dance Club
- Debating Club
- Earth Science Society
- English Society
- Girl Guides and Rangers
- Heritage and Cultural Society
- Home Economics Club
- Japanese Cultural Society
- Korean Cultural Society
- Library and Library Prefects
- Maths and Chess Club
- Photography Club
- Psychology Club
- Visual Arts Club
- Zonta Club

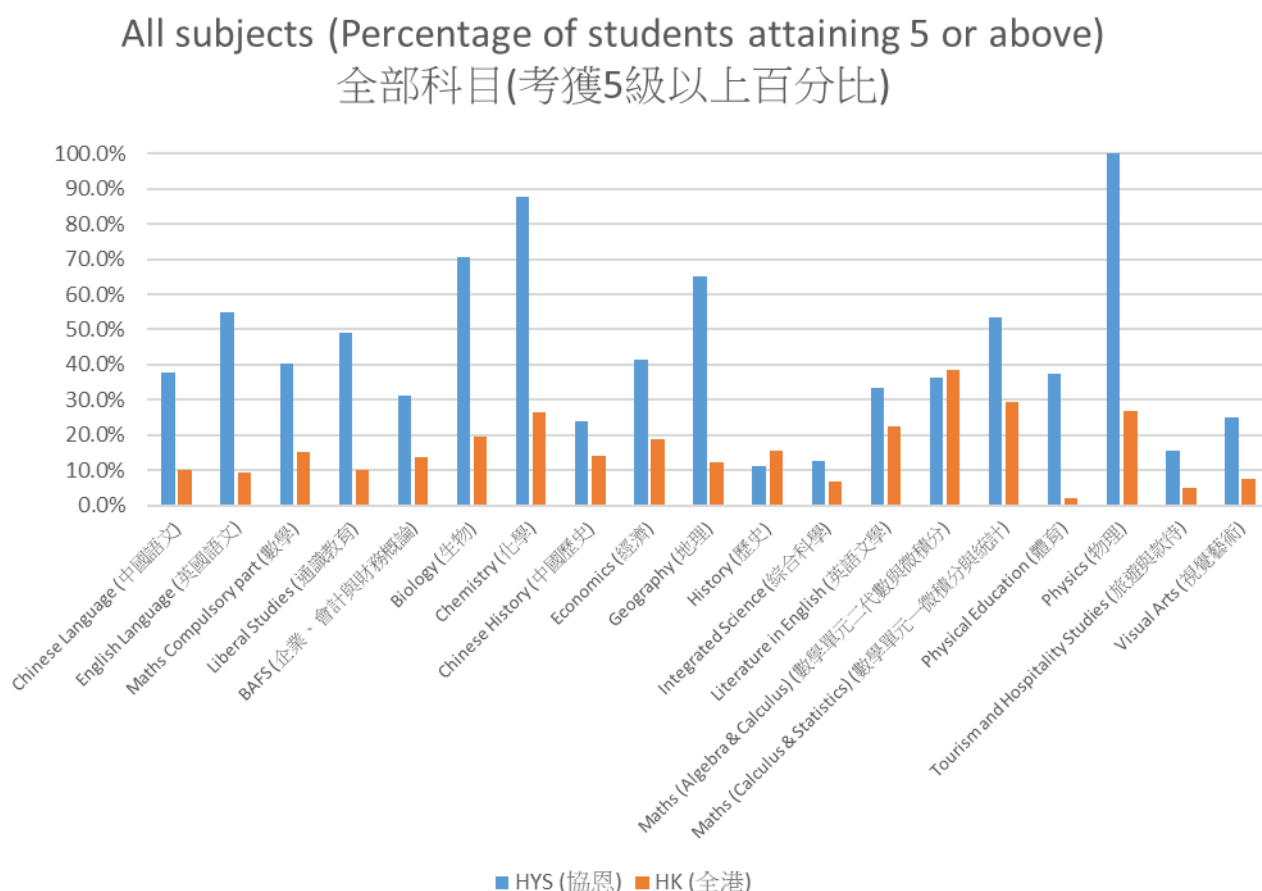
(5) Student Performance

Students' Reading Habit



- The above data reflects the circulation record of library resources.
- Students also made use of resources via internet services and public libraries.

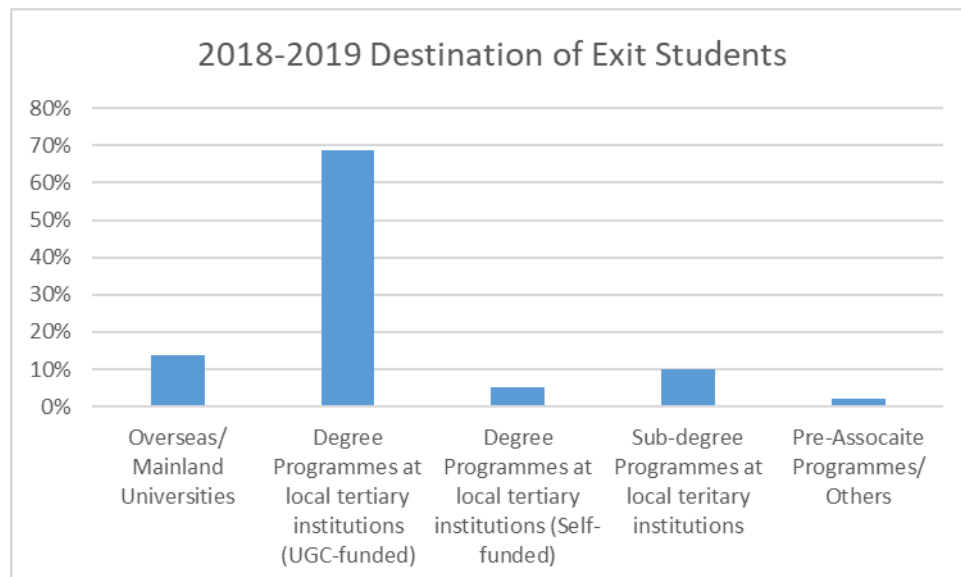
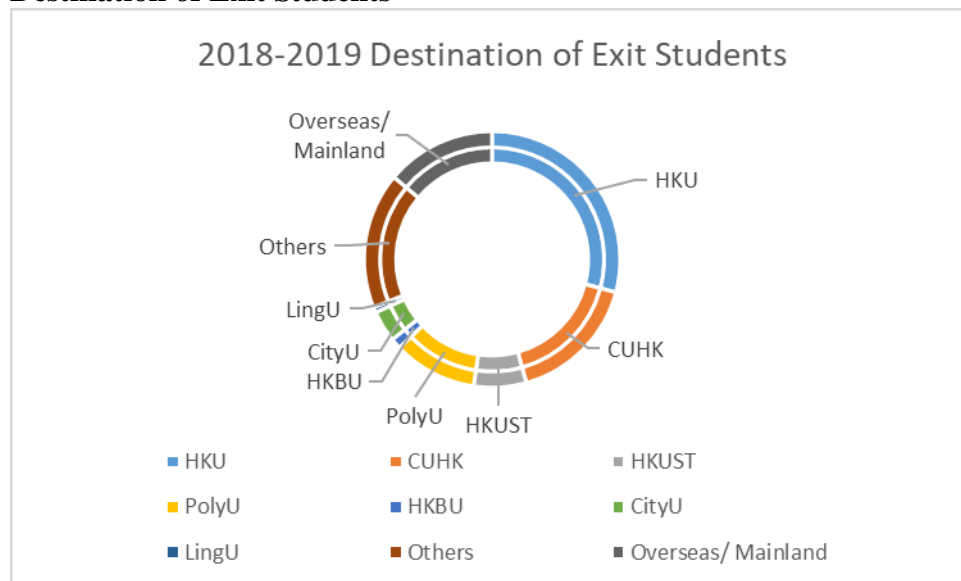
Attainment of students in HKDSE Examination 2019



Attainment of students in HKDSE Examination 2019

Subject	Percentage of students attaining 5 or above	
	HYS	HK
Physics (物理)	100.0%	27.0%
Chemistry (化學)	87.7%	26.4%
Biology (生物)	70.5%	19.7%
Geography (地理)	65.1%	12.1%
English Language (英國語文)	55.0%	9.2%
Maths (Calculus & Statistics) (數學單元—微積分與統計)	53.3%	29.3%

Destination of Exit Students



Other Achievements and Awards

Hong Kong Scholarship for Excellence Scheme

Lee Sze Hang Prudence 6D

Home Affairs Bureau Multi-faceted Excellence Scholarship

Chan Hiu Lam 6E

Sir Edward Youde Memorial Prizes

Lin Bernice Wen 6D

Yip Yau 6E

HKU Academy for the Talented Academic Scholarship in HKU Summer Institute 2019

Lee Wing Yu Ruby 4E

Johns Hopkins University Centre for Talented Youth Full Scholarship

Kwok Lok Yin 2B

Hsi Yu Ting 2A

Mok Sze Wing 2A

HKU Academy for the Talented-Academic Scholarship

Chung Man Sze 4E

Suen Wing Kiu 4D

South China Morning Post Student of the Year Awards 2018-19

Community Contributor- Champion

Yue Hang Chi 6D

Scientist & Mathematician- 1st Runner-up

Lee Wing Yu 4E

Linguist (Putonghua)- Top 8

Chan Lok Yin Jolie 5D

Performing Artist- Top 12

Leung Tsz Ching 5C

Visual Artist- Top 12

Wu Sin Yee Michelle 6B

Language Arts

The 70th Hong Kong Schools Speech Festival

Choral Speaking

1st Form Three English Groups 6 and 8

2nd Form One English Groups 7 and 8

3rd Form Two English Groups 2 and 4

Solo Verse Speaking

1 st	Lee On Yui	3B	3 rd	Ho Lok Chun	1A
1 st	Wong Chin Man	3B	3 rd	Cheng Sum Yue Sabrina	1B
2 nd	Yeung Wai Nga	1A	3 rd	Ip Yi Ling	1D

2 nd	Leung Choy Yi	1B	3 rd	Chung Yik Sze Chloe	1E
2 nd	Cheung Yat Kiu	2A	3 rd	Lee Sum Yau	2A
2 nd	Yeung Yat Lam	2A	3 rd	Lee Ching Lam Elise	2B
2 nd	Wong Yu Ying	2E	3 rd	Lui Lok Ching	2C
2 nd	Chan Wing Nam	3A	3 rd	Lo Hiu Nam Hanna	2E
2 nd	Ng Yan Kiu	3B	3 rd	Ng Yan Hei	3A
2 nd	Thong Sum	3E	3 rd	Ng Ka Ki	3E
2 nd	Yu Yee Hang	3E	3 rd	Ma Tsz Yan	5B
2 nd	Chow Ho Ching	5B	3 rd	Ng Charlotte	5C

Solo Prose Reading

1 st	Tang Yee Lam	4E
2 nd	Chan Hiu Yu	5A
3 rd	Kong Hiu Tsin	5E
3 rd	Pang Lok Ching	5E

Public Speaking Solo

1 st	So Ching Yin Shannon	5D
1 st	Leung Sin Yi Hayley	5E

Dramatic Duologue

2 nd	Chan Lok Yan Betty	2D	3 rd	Chan Man Chin	2A
	Cheung Wing Natalie	2D		Fu Tsz Tung	2A
2 nd	Ng Yan Kiu	3B	3 rd	Lee Yuen Lam	3A
	Tong Hoi Ching	3B		Tsui Yu Hei Iris	3A
2 nd	Fang Yi Fei	4E	3 rd	Chiu Hiu Ching	3D
	Ko Yan Ting	4E		Au I Shan Emmalyn	3E
3 rd	Chan Pui Tung	1A	3 rd	Wong Yuet Yin	4D
	Chow Lok Lam	1A		Lai Cin Ki Grace	4E
3 rd	Wong Heidi	1A	3 rd	Tang Kimberley	5A
	Wong Wai Nam	1A		Pang Lok Ching	5E

The Hong Kong Federation of Youth Groups English Public Speaking Contest 2019

Commendation Award for School Participation

Heep Yunn School

Junior – Finalist

Cho Shu Nga Keziah	3B
Fung Wai Yi Wendy	3E

Senior – Finalist

Leung Sin Yi Hayley	5E
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Junior – Semi-Finalist

Lok Wing Yan	1C
Kwok Yan Ning	2B

Senior – Semi-Finalist

Tam Pui Ki	4E
Li Hoi Tung	5D

Zhu Yidan	3B	Ng Yuen Ching Sammi	5D
<u>Junior – Top Ten in Session</u>		<u>Senior – Top Ten in Session</u>	
Chung Ern Qi Sarah	1A	Ma Mo Yin Joyce	4D
Ling Ching Sophie	1A	Sun Lok Yan	4D
Ng Yi Ting Catherine	1A	Wong Cheuk Yiu	4D
Tong Yui Yiu	1A	Tam Pui Ki	4E
Tin King Laam	1B	Sin Cheuk Kei	5A
Lok Wing Yan	1C	Li Ka Man	5B
Lo Pei Ting	1D	Tsoi Tin Wai Naomi	5B
Lam Man Wai Tiffany	1E	Chow Yuen Kei	5D
Kwok Yan Ning Stephanie	2B	Li Hoi Tung	5D
Lee Ching Lam Elise	2B	Ng Yuen Ching Sammi	5D
Lee Yuen Ying	2B	Tsang Wan Yu	5D
Leung Samantha	2B	Yeung Cheuk Sze	5D
Cheung Rachel Gratia	2E	Leung Sin Yi Halyley	5E
Choi Yui Shu Aurora	2E	Ng Yan Wing	5E
Chiang Tsz Ying	3A	So Yi Ting	5E
Chan Wing Tung	3B		
Cho Shu Nga Keziah	3B		
Lee Ching Nam	3B		
Zhu Yidan	3B		
Fung Wai Yi Wendy	3E		

RTHK the Speaker 2019

Semi-finalist

Chung On Ching	3A
Law Chor Yin Chloe	4D

Finalist

Tsui Yu Hei Iris	3A
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Mrs. Lilly Wu Cups – English Public Speaking Award 2019 organised by Heep Yunn

School

Junior Section

Winner

Fung Wai Yi Wendy	3E
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1st Runner-up

Zhu Yidan	3B
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2nd Runner-up

Chung Ern Qi Sarah	1A
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Senior Section

Winner

Yuen Lok Tsz	5D
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1st Runner-up

Wong Yan Hui	4A
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4.23 World Book Day Creative Writing Competition in 2019

Outstanding Award in Junior Secondary English Category

Lee Yuen Lam 3A

Hong Kong Young Writers Awards 2019

Fiction Group – Shortlisted for publication

Cho Shu Nga Keziah 3B

Poetry Group – Shortlisted for publication

Lee Cheuk Wing Charmaine 4D

Fiction Group – Winner

Tsui Yu Hei Iris 3A

Poetry Group – Winner

Chan Wing Tung 3B

The Hong Kong Young Writer of the Year

Tsui Yu Hei Iris 3A

The Harvard Book Prize 2019

Winner

Leung Sin Yi Hayley 5E

1st Runner-up

Chan Yan To 5D

2nd Runner-up

So Ching Yau Shannon 5E

Hong Kong Budding Poets (English) Award 2018/19

The Outstanding Student Poets Awards – Bronze

Law Chor Yin Chloe 4D

Li Huen Yin Miriam 4E

Honourable Mention

Tsui Yu Hei Iris 3A

The Poet of the School Award

Tsui Yu Hei Iris 3A

2019 19th Lions International Youth Exchange Scholarship Essay Competition

1st Runner-up

Law Chor Yin Chloe 4D

The 15th Biliteracy & Trilingualism Composition and Speech Competition

Speech Competition (Senior) Semi-finalist

Law Chor Yin Chloe 4D

Ling Hiu Yi 4D

Chan Yan To 5D

Ng Yuen Ching Sammi 5D

Good People Good Deeds: English Writing Competition

Shortlisted - Top Ten of Senior Level

Li Hoi Yee 5D

2019 English Drama Fest

Outstanding Performer (Shakespearean Drama)

Ng Sze Hang Sharon 2A

Outstanding Spoken English (Shakespearean Drama)

Outstanding Performance (Shakespearean Drama)

Outstanding Directing (Shakespearean Drama)

Outstanding Creativity (Shakespearean Drama)

Lee Hoi Ching	1B	Chiu Hiu Ching	3D
Lee Tsz Wing Jacie	1B	Ip Cheuk Tung Geraldine	3D
Lui Hok Wan Abby	1B	Lee Bing	3D
Yeung Ching Tak Serena	1D	Seto Elita	3D
Chung Yik Sze Chloe	1E	Syedda Ezah Zunehra	3D
Lam Man Wai	1E	Leung Po Yiu Cheryl	3E
Ng Sze Heng Sharon	2A	Chow Tsz Ying Melissa	4A
Fong Ka Wing	2B	Wan Hiu Nam	4C
Lui Hiu Lam	2B	Chan Ka Wing	4D
Poon Hei Tung	2C	Kwong Ching Lok Audrey	4D
Tse Hoi Ching	2C	Lee Cheuk Wing Charmaine	4D
Chan Lok Yan Betty	2D	Wong Yuet Yin	4D
Lo Hiu Nam Hannah	2E	Lai Cin Ki Grace	4E
Cheung Yan Man Yenme	3C		

Hong Kong School Drama Festival

Award for Outstanding Director

Foo Wing Lam 5D

Li Hoi Tung 5D

Adjudicator's Award (Team Award)

Foo Wing Lam 5D

Li Hoi Tung 5D

Award for Outstanding Performer

Cheung Yan Man Yenme 3C

Chiu Hiu Ching 3D

Award for Outstanding Stage Effect

Yuen Rachel 4A

Lai Cin Ki Grace 4E

Hung On Yi Charlie 5D

Award for Outstanding Script (Team Award)

Chan Chi Yan 5D Li Hoi Tung 5D

Chan Yan To 5D Li Hoi Yee 5D

Chow Yuen Kei 5D Lam Wai Yan 5E

Foo Wing Lam 5D Ng Yan Wing 5E

Hung On Yi Charlie 5D

Award for Outstanding Cooperation (Team Award)

Yeung Hoi Ching 1A Lai Cin Ki Grace 4E

Poon Cheuk Ying 2A Lau Ka Yee 4E

Cheung Seen Kei Celinda 2B Yau Tsz Lam 4E

Lee Bing 3D Mak Zhe Wing 5C

Cheung Lok To 4A Chan Chi Yan 5D

Tiu Wai Ling 4A Chan Yan To 5D

Yuen Rachel 4A Chow Yuen Kei 5D

Tse Yan Tung	4C	Li Hoi Yee	5D
Wan Hiu Nam	4C	Lam Wai Yan	5E
Lee Cheuk Wing Charmaine	4D	Ng Yan Wing	5E
Wong Yuet Yin	4D		

University of Hong Kong Summer English Debate Competition 2018 (HKSEDCo)

Champion Leung Sin Yi Hayley 5E

9th Hong Kong Debate Open 2018

Grand finalist - High School category Leung Sin Yi Hayley 5E

第七十屆校際朗誦節

散文獨誦：

冠軍（粵）：梁采頤（一乙）

亞軍（粵）：鍾欣樺（一乙）、曾海翹（一乙）

季軍（粵）：鄧穎然（五甲）

冠軍（普）：蘇詠淳（三乙）、王愷喬（四丁）、鄧穎然（五甲）

亞軍（普）：黃阡敏（三乙）

季軍（普）：葉伊玲（一丁）、陳安晴（二丁）、余懿行（三戊）、盧智妍（四乙）、
陳曉瑜（五甲）

詩詞獨誦：

冠軍（粵）：鄭心裕（一乙）、關嬰旻（一丙）、余懿行（三戊）

冠軍（普）：張雅晴（二甲）

亞軍（普）：鄭栩怡（一丙）、王愷喬（四丁）

季軍（普）：王顧恩（三乙）

二人對話：

冠軍：洪嘉遙（一甲）、伍宜婷（一甲）、楊洛晴（一甲）、鄭心裕（一乙）、

黃阡敏（三乙）、余懿行（三戊）、王愷喬（四丁）、鄧以琳（四戊）

亞軍：陳凌蘊（一甲）、張凱晴（一甲）、吳恩翹（三乙）、蘇詠淳（三乙）

季軍：李琬琳（三甲）、吳恩熙（三甲）、盧智妍（四乙）、張曉嵐（四戊）

基督教經文朗誦：

冠軍：麥睿韻（五乙）

季軍：梁采頤（一乙）、李心悠（二甲）

歌詞朗誦：

冠軍：梁采頤（一乙）

亞軍：鄧以琳（四戊）

香港教育學院主辦第十三屆「善言巧論：全港學生口語溝通大賽」

初中組備稿演講

小組優異獎：林倚祈（二乙）

第二十一屆全港中小學普通話演講比賽

高中組

優異星獎：曾楚雯（四丁）、湯念恩（五戊）

優異獎：鄧穎然（五甲）

中國語文教育研究學會主辦「中國語文菁英計劃（2018-19）」

即席演講比賽季軍：張茵嵐（三甲）

「吳糜榴麗演講盃」中文演講比賽 2019（校內）

初級組

冠軍：江緻柔（二丁）

亞軍：李靜彤（一丙）

季軍：溫嘉怡（二甲）、張詠晴（三甲）

高級組

冠軍：陳樂妍（五丁）

亞軍：蕭樂瑤（四丁）

季軍：陳詠思（五丙）

普通話組

冠軍：林倚祈（二乙）

亞軍：王韻婷（四丁）

季軍：孫樂欣（四丁）

全港青年學藝比賽大會主辦全港青年中文故事創作比賽

亞軍：蕭樂瑤（四丁）

優異獎：戚穎妍（四戊）

明報主辦第二十一屆「明報校園記者計劃」校際專題報導比賽

初中組亞軍：彭希桐（四戊）

明報主辦「小作家培訓計劃」

冠軍：陳文千（二甲）

九龍城區撲滅罪行委員會主辦九龍城區中學生滅罪標語創作比賽

得獎作品：劉曉旻（四甲）

香港西區扶輪社、香港教育工作者聯會主辦全港中學「兩文三語」菁英大比拼（第十五屆）

高級組中文優秀文章獎：陳欣陶（五丁）

第八屆《香港中學生文藝月刊》校園創作擂台陣

入圍獎：孫樂欣（四丁）

港九勞工社團聯會主辦「勞聯 35 週年標語創作比賽」

亞軍：吳恩翹（三乙）

季軍：吳恩熙（三甲）

優異獎：蘇梓欣（一乙）

中國語文教育研究學會主辦「中國語文菁英計劃（2018-19）」

菁英金獎：鄭宇珊（三甲）、張茵嵐（三甲）

團體寫作比賽優異獎：鄭宇珊（三甲）、張茵嵐（三甲）、蕭嘉昕（三乙）

菁英之星探花：張茵嵐（三甲）

學生文藝主辦第五屆香港中學生文藝散文即席揮毫大賽

高級組優異獎：孫樂欣（四丁）

香港華仁書院學生會、香港理工大學香港專上學院主辦第三十五屆全港學界書法比賽

初級組鋼筆冠軍：鄭卓淇（一乙）

高級組鋼筆季軍：萬睿婷（四戊）

香港中華文化促進中心主辦 2018-2019 中國中學生作文大賽（香港賽區）

香港賽區銀獎、全國二等獎：施結盈（六戊）

香港賽區銅獎、全國三等獎：王萃欣（六戊）

香港賽區優異獎：邱玟琛（六戊）

協恩中學主辦，民生書院、喇沙書院、聖芳濟書院、文理書院（九龍）合辦第十二屆「聯校文學創作比賽」

初級組微型小說冠軍：張詠晴（三甲）

初級組散文冠軍：楊靜得（一丁）

初級組新詩季軍：吳珮瑩（三丙）

高級組微型小說亞軍：孫樂欣（四丁）

高級組新詩亞軍：陳嘉穎（四丁）

國際華語辯論邀請賽

總冠軍

第十八屆基本法多面體全港中學生辯論比賽普通話組

冠軍

決賽最佳辯論員 陳詠思 五丙

第五十屆聯校中文辯論比賽

季軍

鳴辯盃中學生辯論賽

殿軍

香港 01 中學生辯論邀請賽

優勝隊伍

香港律師會－模擬立法會辯論現場挑戰賽

冠軍

最卓越隊伍

「模擬法庭公義教育計劃」錦標賽

殿軍

三師盃中學華語辯論賽

冠軍

鳳凰盃聯校辯論比賽

冠軍

「縱橫盃中文錦標賽」香港分站比賽

季軍

Humanities

Economics

JA Company Programme 2018/19

Best Offering – Champion & Social Innovation Awards – 1st Place

Chui Anabel Bebe	4A
Lam Antonia	4A
Tam Ho Ching Venus	4A
Wong Yan Hui	4A
Wong Yin Sum	4A
Lo Hin Hing Veronica	4B
Yung Long Ching	4B
Chan Joesmine Xi Yuan	4C
Lee Sum Yi Chloe	4C
Chow Helen	4D
Lam Ming Yan Yanice	4D
Lau Jessie	4D
Poon Sze Hang Eunice	4D
Wong Hoi Kiu Sonja	4D
Wong Rachel Wan Ting	4D
Chung Man Sze	4E
Lai Cin Ki Grace	4E
Leung Wai Ting	4E
Yau Tsz Lam	4E

第二十屆消費文化考察報告獎

高級組-推介作品獎及二十週年消費文化報告大獎-優異作品獎

Wong Hong Lam Elana	5A
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Ng Yi Yan	5B
Fung Yik Lam	5C
Wong Ching Man	5C

Geography

Create Your District Competition 2018 (Organized by The Hong Kong Institute Of Surveyors)-

3D Models Stream

Champion, Creativity Award & Urban Renewal Authority Community & Sustainable Development Award

Lo Kai Qiao Jolie	5A
Kan Lok Lam	5B
Pang Jing	5B
Leung Tsz Ching	5C

Merit

Chan Ka Ying	5A
Cheng Sum Yue	5C
Kong Hiu Tsin	5E

2018-2019 Fieldwork Report Competition (Organized by Caritas Chan Chun Ha Field Studies Centre)

Bronze Award

Ng Charlotte	5C
Tsang Wan Yu	5D
So Yi Ting	5E
Tong Nim Yan	5E

History

Junior Secondary History e-Reading Award Scheme 2019

Certificate of Appreciation

Chan Lydia	3A
Hui Tsz Kiu	3C
Leung Gabrielle Tiffany	3C
Ng Chen Angela	3C
Ng Pui Ying	3C
Sun Lok Yee	3C
Chow Hoi SHan	3D
Fung Tsz Yu	3D
Wong Yu Yan Bernice	3D
Wu Nga Lam	3D
Yip Wai Long	3D
Ip Ming Hei	3E
Kwok Wing Laam	3E
Leung Po Yiu	3E
Wong Pui Man	3E

Wong Valerie	3E
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Liberal Studies

GeNext 2018 Policy Pitching Competition

1st Runner-up

Yu Wing Yiu Cherry	5A
Ng Charlotte	5C
Lui Tsz Kiu Crystal	5D
Chan Hiu Ying Zoe	5E
Yeu Cheuk Wing Christie	5E

Hong Kong Secondary School Health Exhibition Presentation Competition

2nd Runner-up

Tai On Kei Angel	5D
Wu King Yiu Abby	5D
Chan Wai Yan Michelle	5E
Mak Pui Ying Jo Jo	5E
Tang Wing Yee Angela	5E
Yau Tze Hei Natalie	5E

Tourism and Hospitality Studies

Global Travel & Tourism Partnership (GTTP) - International Sustainability Competition (2018)

International First Prize Winner

Fong Hoi Ching	5C
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GTTP x Lotus Tours Itinerary Design Competition (2018)

Champion - Secondary School

Fung Yuen Kiu	6A
Lee Hin Tsing	6A

Science and Mathematics

Science

International Junior Science Olympiad 2019 – Hong Kong Screening

1 st Honour	Cheung Jasmine	3B
2 nd Honour	Chong Wing Wan	3B
3 rd Honour	Liang Ching Hei	3A
	Cho Shu Nga Keziah	3B

《智障人士健康資訊錦囊》流動應用程式設計比賽

1 st Runner-up	Chan Ka Ying	5A
	Lo Kai Qiao	5A
	Chan Wan Ki Vickie	5B
	Kan Lok Lam	5B

Hong Kong Student Science Project Competition 2019

Champion in Senior	“Investigation on	Lau Tsz Ka	4D
Investigation Division	Air Quality”	Wu Hoi Ching	4D
		Lee Wing Yu	4E

Honourable Mention in Senior Invention Division	“Safety System for Minibuses”	Yan Hiu Tung	4E
		Lau Ka Wing	4D
		Chung Man Sze	4E
		Pang Hei Tung	4E
		Seto Ashley Wing Hay	4E
The Best Booth Presentation Award	“G.I., G.I., Don’t be High”	Chan Ka Ying	5A
		Wu King Yiu	5D
		Ng Wai In	5D
		Yu See Wing	5D
		Yau Tze Hei	5E
		Yeung Cheuk Yu	5E
1 st Runner-up in Junior Investigation Division	“Study on the Anti-reflux Ability of Chinese Yam Using Novel Gastro-oesophageal Model”	Mok Sze Wing	2A
		Wong Nga Shan	2A
		Kwok Yan Ning	2B
		Leung Sum Yuet	2B
		Tang Hiu Lam	2B
Honourable Mention in Junior Invention Division	“Green Air-conditioning System”	Yik Cheuk Ying	2A
		Lam Yuet Ching Joyce	2B
		Lin Lai Ying	2B
		Wong Yu Ying	2E

Hong Kong Product Design Makeathon 2018-2019

Honourable Mention	“Environmentally Friendly Flushing System”	Chong Wing Wan	3A
		Lai Mang Wing	3A
		Cheung Jasmine	3B

Energy Saving Championship Scheme- Competition for Students- Secondary and Post-secondary School Category

Hanson Outstanding Awards & Best Innovation Award	“Environmentally Friendly Flushing System”	Chong Wing Wan	3A
		Lai Mang Wing	3A
		Cheung Jasmine	3B

Mathematics

Hong Kong Mathematical High Achievers Selection Contest 2018-2019

2nd Class Award

Lam Sze Tung	3C
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3rd Class Award

Tai Wai Ming	2B
Lai Mang Wing	3A
Liang Ching Hei	3A

Hong Kong & Macau Mathematical Olympiad Open Contest cum The Asia International Mathematical Olympiad Open Contest Trial 2019

Gold Honor

Wong Nga Shan	2A
Tai Wai Ming	2B

Wong Yu	2B
Lai Mang Wing	3A
Liang Ching Hei	3A
Cheung Jasmine	3B
Lee Wing Yu	4E

Silver Honor

Chan Pui Tung	1A
Au Hiu Ching Jessica	1B
Cheng Sum Yue Sabrina	1B
Ho Yuet Kiu	2A
Ng Sze Heng Sharon	2A
Cheong Wing Yi	3B
Lam Sze Tung	3C
Pang Hei Tung	4E

Bronze Honor

Lai Sum Yu	1E
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The Asia International Mathematical Olympiad Open Contest Semi-Final 2019

Silver Honor

Ng Sze Heng Sharon	2A
Wong Nga Shan	2A

Bronze Honor

Lai Sum Yu	1E
Pang Hei Tung	4E

Mathematics Book Report Competition for Secondary Schools (2018/19)

Second Class Prize

Lai Mang Wing	3A
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2018/19 Statistics Creative-Writing Competition for Secondary School Students

Selected Entry

Leung Sin Yi Hayley	5E
Tsui Ning Xin	5E
Yeu Cheuk Wing	5E

**「華夏盃」全國數學奧林匹克邀請賽 2019 (香港賽區) 初賽
一等獎**

Lee Hoi Ching	1B
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**「華夏盃」全國數學奧林匹克邀請賽 2019 (華南賽區) 晉級賽
一等獎**

Lee Hoi Ching	1B
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「華夏盃」全國數學奧林匹克邀請賽 2019 全國總決賽
二等獎

Lee Hoi Ching 1B

The 17th China Girl's Mathematical Olympiad

Bronze Medal

Yeu Cheuk Wing 5E

Technology

Business Accounting and Financial Studies

HKICPA/HKABE Joint Scholarship for BAFS

Ng Wing Lam 5E

HKICPA Accounting & Business Management Case Competition

Certificate of Proficiency

Ng Man Huen	4D
Cheung Hiu Nam	4E
Ho Kin Ling	4E
Man Yui Ting	4E
Tse Wing Yung	4E
Sin Cheuk Kei, Kelly	5A
Chan Wan Ki, Vickie	5B
Lo Cheuk Tung, Venus	5B

Certificate of Appreciation

Ip Tsz Yau	5D
Leung Kok Yan	5D
Li Shan Shan	5D
Tai On Kei, Angel	5D
Tsui Yuen Ting	5D
Fung Kei Yin	4A
Chan Wan Tung	4B
Ip Sin Tung	4C
Ng, Chole	4B
Wu Luo Qiao	4B

HK Young Social Entrepreneur Contest 2018

Champion

Chan Wai Yan, Michelle	5E
Ho Chin Ching, Cherry	5E
Mak Pui Ying, Jojo	5E
Tang Wing Yee, Angela	5E

Sports

BOCHK Bauhinia Bowl Inter-school Competitions (organised by HKSSF)

Team	A Grade	B Grade	C Grade	Overall
Athletics	3 rd	2 nd	2 nd	3 rd
Badminton	1 st	1 st	1 st	1 st
Basketball	1 st	1 st	1 st	1 st
Cross Country	1 st	3 rd	1 st	1 st
Fencing	Foil (2 nd), Epee (2 nd), Sabre (2 nd)			2 nd
Football				3 rd
Handball		1 st	1 st	1 st
Hockey		2 nd	1 st	1 st
Life Saving	1 st		1 st	1 st
Netball	2 nd	2 nd	2 nd	1 st
Softball				2 nd
Squash				2 nd
Swimming	2 nd	2 nd	2 nd	2 nd
Table Tennis	1 st	3 rd	1 st	1 st
Tennis				2 nd
Volleyball	2 nd	5 th	3 rd	3 rd
BOCHK Bauhinia Bowl Award: Champion (35 consecutive years)				

BOCHK Rising Star Inter-school Competitions (organised by HKSSF)

Team	A Grade	B Grade	C Grade	Overall
Archery	6 th	6 th	4 th	5 th
Beach Volleyball	3 rd		5 th	3 rd
Indoor-rowing	2 nd	2 nd	1 st	1 st
Rugby Sevens		2 nd	1 st	1 st
Tenpin Bowling				4 th
BOCHK Rising Star Award:				2 nd

Inter-school Jing Ying Competitions (organised by HKSSF)

Individual Events

Event	Student	Class	Result
Badminton Singles	Liu Ho Yan	5C	3 rd
	Ho Wan Yuet	5A	4 th
	Wong Hiu Ching	6B	3 rd
	Yuen Lok Tsz	5D	
Table Tennis Doubles	Fan Wing Sze	5B	5 th
	Wong Hoi Tung	2E	1 st
Cross-country	Kong Tsz Lam	3E	
	Wong Cheuk Ning	6A	4 th
	Lo Cheuk Yat	3D	8 th
	Au Che Yiu	3D	9 th

Team Events

Event	Rank	Individual Award	Name	Class
Badminton	2 nd			
Basketball	1 st	Most Valuable Player	Chan Yan Man	6A
		Best Rookie	Tseung Sze Ki	4A
Cross-country	1 st			
Handball	1 st	Most valuable player	Wong Yuet Ching	5E
Volleyball	2 nd			
Outstanding School Award in Jing Ying Team Sports Competitions: Heep Yunn School (12 consecutive years)				

Grantham Outstanding Student Athlete Awards

(Organised by HKSSF and sponsored by Grantham Scholarships Fund)

Category	Student	Class
Basketball	Chan Yan Man	6B
Cross-country	Wong Cheuk Ning	6A
Football	Tseung Sze Ki	4A
Handball	Wong Yuet Ching Jasper	5E
Hockey	Choy Tian Ci	6E
Netball	Cheung Ching Laam	6A
Rugby Sevens	Wu Jia Yu Gladys	5C
Softball	Chan Wing Sum	5D
Squash	Chan Sin Yuk	5C
Volleyball	Lin Wing Lam	5A
Sportsgirl of the year	Lau Fong Ying	6E

Bank of China Outstanding Athlete Awards

(Organised by HKSSF)

Category	Student	Class
Badminton	Ho Wan Yuet	5A
Basketball	Ng Yan Tung	5C
Cross-country	Chan Hiu Yee	5B
Handball	Lau Fong Ying	6E
Hockey	Tong Sammi	6A
Indoor-Rowing	Koo Hoi Ying	4B
Netball	Tseung Sze Ki	4A
Rugby Sevens	Wu Ya Yu	5E
Sportsgirl of the year	Wong Cheuk Ning	6A

BOCHK 2019 All Hong Kong Schools Badminton Championships

Secondary Senior Girls Section: Champion

Secondary Junior Girls Section: Champion

Panasonic Inter-school Basketball Competition 2019

Girls Section: Champion

All Hong Kong School Basketball Marathon 2019

Girls Section: Champion

A.S. Watson Group HK Student Sports Awards 2018-2019

Wong Cheuk Ning (6A)

Music

71st Hong Kong Schools Music Festival

Choirs Final

The Best Secondary School Girls' Choir, The Hong Kong Children's Choir Trophy and Television Broadcasts Limited Choral Prize: Senior Choir

The Most Outstanding Secondary School Choir of the Year, Hong Kong Children's Choir Trophy and Ms. Barbara Fei SBS Memorial Choral Prize: Senior Choir

Group Entries

1st (Mrs. Daisy Tai Yung Ying Sheung Memorial Trophy): Senior Girls' Choir- Singing in Chinese, First Division

2nd: Senior Girls' Choir- Singing in Foreign Language, First Division

1st: Woodwind Ensemble – Junior (Same Instrument)

1st: Woodwind Ensemble – Junior (Combination of Different Instruments)

2nd: Junior Girls' Choir- Singing in Foreign Language, First Division

2nd: Intermediate Mixed Choir (in collaboration with Diocesan Boys' School)- Singing in Chinese, First Division

2nd: Senior Mixed Choir (in collaboration with Wah Yan College Kowloon)- Singing in Foreign Language, First Division

3rd: Senior Mixed Choir (in collaboration with Wah Yan College Kowloon)- Singing in Chinese, First Division

3rd: Symphonic Band- Intermediate

3rd: String Orchestra- Intermediate

Individual Entries

1st: Female Voice Duet - age 19 or under

Cheung Tin Wing	5E
Cheung Hiu Nam	4E

1st: Piano Duet- Senior

Cheung Tin Wing	5E
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1st: Flute Solo – Junior

Wong Lok Ching	2A
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World Youth and Children's Choir Festival Hong Kong 2019 - (Ensemble singing aged 29 and under)

Second, Gold Award

Visual Arts

Toyota Dream Car Art Contest

Bronze Award	Tsang Chung Hay	1C
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The 3rd Outstanding Student Artist Award of Hong Kong

Outstanding Student Artist	Wong Hok Yi	6C
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The 11th Arts Ambassadors-in-School Scheme

Arts Ambassador	Heung Yee Lam	5A
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Arts Ambassador	Ma Tsz Yan	5B
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The 19th Fang Cao Cup Youth Painting and Calligraphy Exhibition

Silver Award	Zhao Suet Tung	1C
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Western Painting, Secondary Section

Others

55th Hong Kong Schools Dance Festival

Honours Award

Mak Hoi Ting	3C
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Mak Cheuk Laam	4D
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Tse Tsz Ching	4E
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Chow Hay Yau Nicole	5A
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Pang Jing	5B
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Ip Tsz Yau	5D
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Tam Yuet Ting	5D
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Lam Tak Ai	5E
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(6) Financial Summary

Scholarships Received in 2018-2019

Source	Amount
Gallant Ho Charities & Public	\$ 870,000
2018/19 Lobo Law Scholarship Fund	\$ 150,000
Student Athlete Support Scheme by the Hong Kong Schools Sports Federation	\$ 12,000
2018 Ng Teng Fong Charitable Foundation Limited	\$5,000
2018 HK Rugby Union Subsidy_Hong Kong R F Union Allowance	\$2,500
2019 Scholarship from B of To Tse YMF Schsey	\$2,000
2019 HK Rugby Union Subsidy_Hong Kong R F Union Allowance	\$2,500
2018 Wisegiving Charitable Upward Memorial Scholarship	\$15,000
Total:	\$1,059,000

Donations Received in 2018-2019

Source	Amount
Donation for Basketball Training in Shenzhen by Pacgear Int'l Ltd	\$20,000
Donation for Basketball Training in Shenzhen by Mr. Tang Kwok Hong	\$800
Donation for Basketball Training in Shenzhen by Miss Hui Siu Nga	\$2,000
Donation for Fencing Team by Mr. Tang Man Wai	\$88,500
Donation from Fencing Team	\$12,600
Donation for Basketball Team summer training 2019 in Taiwan and Japan by Ms. Lau Lai Kuen	\$180,000
Donation for Basketball Team summer training 2019 in Taiwan and Japan by Miss Hui Siu Nga	\$2,200
Donation for Basketball Team summer training 2019 in Taiwan and Japan by Chow Yin Yung Esther	\$20,000
Total:	\$326,100

Report on the Use of Capacity Enhancement Grant for 2018 - 2019

Income:

Balance brought forward:	\$ 89,272	
Grant for 2018 / 2019:	\$721,064	
Total:		\$810,336

Expenditure:

1 Teaching Assistant & 2 Administrative Officers:	\$672,088
Student Helpers:	<u>\$ 48,405</u>
	\$ 720,493

Balance	\$ 89,843
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Task Area: Enhancement of Administration's efficiency	
<p>To relieve teachers' workload so that they can concentrate on developing effective learning and teaching strategies, to prepare e-learning materials, and to conduct remedial teaching to deal with learning diversity.</p>	<p>One teaching assistant, two administrative officers and student helpers were employed to shoulder part of the administrative work of the teachers so that they can commit more time on learning and teaching.</p>

Report on the Use of School-based After-school Learning and Support Grant 2018/ 2019

Grant received from the Government: \$45,600

Type of activity	Actual no. of Participating target students*			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
After-school Enhancement of Language Classes	1			100%	September to August 2019	\$300			
Personal Cultural Trainings or related co-curricular activities		1	1	100%	September to August 2019	\$1380			
Sports Training	1	3	5	100%	July to August 2019	\$43,725.00	Teachers' Report	N.A.	Students' skills and confidence have improved
Total no. of activities	3								
Total no. of participants	12				Total Expenses	\$45,405.00			

** Students in receipt of CSSA (A), SFAA Full-Fee Remission (B), SFAA Half-Fee Remission / School Discretionary consideration (C)