

HKMA David Li Kwok Po College Annual School Report 2006-2007

SECTION A: MAJOR CONCERNS ADDRESSED IN 2006-07

Last year, the College implemented whole school objectives that took the form of 'major concerns'. The results are divided into two sections, work done by the Academic Affairs and Student Affairs teams as follows:

Academic Affairs Team

Major Concern 1: *To continue with measures which help to build a learning culture at the College*

Strategies/Tasks planned	Results/Comments
Organizing department weeks to promote interest in academic subjects. In particular, the entire school will participate in activities organized by teaching departments via their respective special department afternoons.	<p><u>Achieved as planned</u></p> <p>All departments tried very hard to organize their department weeks. The feedback from students was generally very good.</p> <p>Students participated in department week theme-based activities. Student participants learnt to be aware of the importance of environmental protection.</p> <p>There was a general feeling that such initiatives in future, be limited to one afternoon, as opposed to a whole week.</p>
Displaying good examples of students' work and academic achievement using various means and media such as the boards at the back of classrooms, special notice boards in prominent places, plasma TV displays and the school website.	<p><u>Mostly achieved as planned</u></p> <p>Good examples of students' work were displayed in classrooms, laboratories and in the board devoted for literacy-based awards.</p> <p>Good work from department week activities was displayed during Parents' Day. However, the displaying of such good work was not done on a regular basis.</p> <p>There was a suggestion that clerical staff could be assigned to be responsible for collecting good work from different departments.</p> <p>Therefore, this area was largely achieved, but not to the extent that had been planned. There is a need to improve in this area in the future.</p>

Strategies/Tasks planned	Results/Comments
Improving the efficiency of the central homework collection system and giving timely information to subject and class teachers so as to ensure a serious attitude towards homework assignments.	<p><u>Mostly achieved as planned</u></p> <p>The first part was achieved and was a genuine improvement. The second part was not. Homework collected sometimes did not reach the teacher fast enough. Teachers were asked for follow up action a long time after the incident had passed.</p> <p>The central homework collection system could be further improved by having more time in the morning for class teachers.</p> <p>It is worth keeping this good system in the coming year. It is envisaged that the system will be further revised.</p>
Awarding students for good study habits and academic achievement by implementing an Academic Good Point System.	<p><u>Achieved as planned</u></p> <p>The academic good point system should be kept next year.</p> <p>More can still be done in this area.</p>
Collaborating with another department or a functional team to promote learning in the subjects.	<p><u>Achieved as planned</u></p> <p>Departments collaborated with other teams. Students from S1 to S7 participated as planned.</p> <p>Vox Magazine helped to publish students' work.</p>
Monitoring the implementation of subject curricula and assessments and using appropriate strategies at department level to help students improve their study habits.	<p><u>Achieved as planned</u></p> <p>A number of departments had regular (e.g. biweekly) meetings to serve this purpose.</p>
Encouraging co-teaching and peer lesson observations amongst teachers.	<p><u>Not achieved for most departments</u></p> <p>Peer lesson observation among teachers was encouraged within the Mathematics Department. However, as there was no "Common lesson" for planning such lessons, teachers were less able to achieve this goal.</p>

Strategies/Tasks planned	Results/Comments
	<p>Discussions relating to teaching activities were held among teachers teaching the same subject. However, co-teaching and peer lesson observation among teaching partners did not occur as planned. However, teachers met informally to share teaching ideas and materials.</p> <p>Teachers were encouraged, though this ideal had still yet to be achieved.</p>

Major Concern 2: *To continue to support the development of Moral and Civic values amongst our students via Community Service*

Strategies/Tasks planned	Results/Comments
<p>Incorporating current events and social issues into the curricula of academic departments to promote a 'community service spirit'.</p>	<p><u>Achieved as planned</u></p> <p>There were more moral and civic value elements incorporated into the curriculum and extended learning activities. For topics that could be linked to moral and civic education elements, discussions and reflections were conducted..</p> <p>Bulletin boards in the ground level were also used to promote related social events.</p>
<p>Collaborating with the Guidance and Counselling (G&C) team to plan and organize whole school activities for developing students' moral and civic values.</p>	<p><u>Achieved as planned</u></p> <p>The SSS department co-organized a waste and cutlery reduction campaign with both the G&C Team and Green Sense.</p>
<p>Promoting moral and civic values through various activities at department level.</p>	<p><u>Achieved as planned</u></p> <p>During department weeks there were visits, talks, exhibitions and fund-raising events aimed at promoting moral and civic values.</p>

Major Concern 3: *To continue to develop initiatives that encourage greater student literacy*

Strategies/Tasks planned	Results/Comments
<p>Providing opportunities for students to demonstrate good language use in a conscious manner in academic subjects.</p>	<p><u>Achieved as planned</u></p> <p>Reflection writing and Science journal writing were used as methods to integrate language skills and studies within academic subjects.</p>
<p>Organizing various teaching and learning activities to enhance students' literacy skills.</p>	<p><u>Achieved as planned</u></p> <p>To drill students' writing skills, students had to regularly complete news journals and other exercises.</p> <p>Students were trained to express their ideas and to be analytical.</p>
<p>Organizing activities in conjunction with the Literacy Team to encourage greater student literacy.</p>	<p><u>Achieved as planned</u></p> <p>The 'Heifer' (Read to Feed) program was completed.</p> <p>A writing competition was also organized.</p>

Major Concern 4: *To enhance the academic achievement of students*

Strategies/Tasks planned	Results/Comments
<p>Helping repeaters to improve through the Early Identification and Intervention Scheme for academically struggling students, closely monitoring the performance and progress of repeaters; organizing after-school tutorial classes for these students.</p>	<p><u>Achieved as planned</u></p> <p>The AA-EIS team did a lot of good work in this area.</p> <p>Collaboration between EIS mentors, class teachers and subject teachers helped a large number of students reach the required standard for promotion.</p> <p>In the Chinese Department, modular tutorial classes were organized in different forms after assessments had been conducted.</p> <p>The daily operation of both the ERT and MRT helped some repeaters.</p> <p>Some after-school non-compulsory tutorial services were less effective than expected for example; not many students attended IS and IH</p>

Strategies/Tasks planned	Results/Comments
	<p>tutorial classes.</p> <p>It was generally considered to be a very good idea to monitor the learning progress of repeaters. This should be continued in the coming year.</p>
<p>Providing S4, S5 & S7 students with learning strategies to facilitate learning through workshops on time management and study methods for S5 & S7 students; workshop on study methods and skills for S4 students; evaluation meetings of S5 and S7 subject teachers to review students' performance in order to inform teaching strategies.</p>	<p><u>Partially achieved as planned</u></p> <p>Some departments found the workshops on study and self-management skills useful for students.</p> <p>Some departments however were not sure whether the student workshops were effective or not.</p>
<p>Helping S5 and S7 to cope with their highly demanding public examinations by arranging pre-mock tests for the students during Christmas & Lunar New Year holidays.</p>	<p><u>Achieved as planned</u></p> <p>The results of the pre-mock tests showed that some students did not take these tests very seriously, though the purpose of letting them know their weaknesses and improving skills was achieved. Many students had not studied well before they sat for these tests.</p>
<p>Helping weaker students to prepare for their public examinations by arranging tutorial classes after school.</p>	<p><u>Achieved as planned</u></p> <p>More time resources are needed for this part in order to help our students to get a better examination result.</p>
<p>Setting up daily operated Tutorial Rooms to offer after-school tutorials for students in need of extra individual attention in academic work in English and Mathematics.</p>	<p><u>Achieved as planned</u></p> <p>The daily operation of the ERT and MRT helped a lot of students in need of extra attention in subject matters throughout the year</p>

Student Affairs Team:**Major Concern 1: *To continue with measures which help to build a learning culture at the College***

Strategies/Tasks planned	Results/Comments
To develop the motivation to study and to acquire study skills via Class Teacher Periods through activities such as: Memory workshops Time management workshops Stress management workshops	<u>Achieved as planned</u> Lessons were given to S4 students on time management. Five issues from the "Study Pocket Book" involving themes on "memory", "time management" and "study skills" were also issued to students.
To help students cope with various personal issues such as self confidence, self discipline, and goal setting via: The S4 camp S1 orientation days The S6 orientation camp The Prefect training camp	<u>Achieved as planned</u> S1 orientation days (19/8&20/8) S6 orientation camp (17/8) S4 camp (29/9-1/10) Prefect training camp (23/9-24/9) Participants found the activities useful and meaningful in various aspects.
Provide teachers with information on topics related to teaching and learning, i.e. identifying students with learning difficulties and the particular skills needed in teaching them.	<u>Achieved as planned.</u> More than half of the respondents in the teachers survey agreed that materials given to them provided them with more relevant information / knowledge
Strengthen the referral system for students with various emotional problems and provide individual counselling.	<u>Achieved as planned.</u> More than half of the respondents in the teachers survey agreed that the referral system is easy to use and was helpful. Over 60% of the respondents agreed that the Team helped provide assistance to teachers in dealing with student's problems.
To continue to support the EIS program	<u>Achieved as planned</u> 26 students participated in the EIS program with 88% achieving promotion criteria. 14 students participated in the intensive training camp during the summer holiday period.

Strategies/Tasks planned	Results/Comments
<p>To provide personal counselling services</p>	<p><u>Achieved as planned</u></p> <p>The School counsellor handled 76 cases with 299 counselling sessions being held</p>
<p>To encourage students to build good habits: Messages which helped in building a healthy and self disciplined life were conveyed during Class Teacher Periods, e.g. Understand Eating Disorders, Sex education, Financial management, A Punctuality Competition, After school detention classes for frequent late students DC Form coordinators held meeting with class teachers to identify disruptive students within classrooms and reviewed misconduct cases</p>	<p><u>Achieved as planned.</u></p> <p>More than half of the respondents in the student survey found both the topics suitable and the content useful.</p> <p>63% teachers strongly agreed that the Punctuality Competition conveyed a positive message to students. 27% teachers agreed that students' punctuality is improving.</p> <p><u>Achieved as planned.</u></p>
<p>To raise students' concern about their own futures and by conducting a series of careers education programmes to senior form students' via: Class teacher periods Careers talks Careers visits Careers exhibitions Bulletin boards The Library The Careers website</p>	<p><u>Achieved as planned.</u></p> <p>A series of class teacher periods were organized with the following foci: Personality and its follow-up (S1-3) Further study options (S4) JUPAS & goal setting (S6) Resume writing and interview techniques (S6)</p> <p>6 careers visits (8/11, 11/11, 24/11, 7/12, 9/12 & 15/12) and 3 careers talks (6/11, 8/11 & 9/11) were organized S4-6 students participated in the above activities and found them to be useful and interesting</p> <p>A careers exhibition (10/11) was held as part of Careers Week. However, it was not very successful as it was held on Friday after school</p> <p>All careers materials kept in the library and career websites were updated frequently</p>

Strategies/Tasks planned	Results/Comments
To arrange S4 Subject Selection Consultation weeks and to hold a parents information seminar on S4 subject choices	<p><u>Achieved as planned.</u></p> <p>S4 Subject Selection Consultation Weeks (2 – 18/5) Parents' information seminar on S4 subject choices (18/5)</p> <p>More than 50% of S3 students participated in this consultation week with the participants finding the consultation to be useful and meaningful in various aspects.</p>

Major Concern 2: *To continue to support the development of Moral and Civic values amongst our students via Community Service*

Strategies/Tasks planned	Results/Comments
<p>Conducting moral / civic education programmes via Friday morning assemblies</p> <p>Messages which helped to build good school ethos were conveyed</p> <p>Students reflected upon 'what they can do for...' (E.g. themselves, families, friends, teachers, schools, community and the world, etc.)</p>	<p><u>Achieved as planned.</u></p> <p>The themes of the programmes matched with the festivals or events of the whole school / departments / functional teams. Positive messages such as patriotism, caring for parents, environments, etc. were conveyed.</p> <p>A survey was conducted after each programme. On average, 19.2 teachers completed the survey. The proportion of teachers choosing "excellent" and 'good' was 27.5% and 53.4% respectively.</p>
<p>Widening students' horizons and knowledge of our local community:</p> <p>Conducting careers education programmes during class teacher periods</p> <p>Organize Careers Week, Careers visits, Careers talks and a Careers exhibition</p> <p>Posting newspaper articles on class bulletin boards</p> <p>Campus TV news broadcasting</p>	<p><u>Achieved as planned.</u></p> <p>Careers Week (6-10/11)</p> <p>Not 100% achieved. Due to the delay in launching Campus TV.</p>

Strategies/Tasks planned	Results/Comments
<p>To promote community service via Friday Morning Assemblies The CSS Board on the 3/F Campus TV The School Magazine Lunch broadcasting Posters</p>	<p><u>Achieved as planned.</u></p> <p>3 Friday Morning Assemblies were operated with the FMA Team to promote community service (29/9, 9/2, 2/3) The CSS Board was decorated by the S6 student committee Photos of community service were uploaded onto the school's website Videos of community service activities were broadcast by Campus TV Articles about CS Day were published in the School Magazine</p>
<p>Provide community service training for students during CTP's</p>	<p><u>Achieved as planned.</u></p> <p>5 community service training workshops were organized for S1-4&6 students during CTP's (22/1, 23/1, 29/1, 5/2, 9/2)</p>
<p>Organize a "Community Service Day" on 13th February 07</p>	<p><u>Achieved as planned.</u></p> <p>Various service opportunities were organized for S1-4&6 students on that day, including: Visiting and cleaning single elderly homes An educational camp Teaching deaf students English</p> <p>Teaching new arrivals from Nepal Cantonese Sharing with physically handicapped athletes and blind people Training workshop (to learn how to repair wheelchairs) Organizing a Lunar New Year Fair for elderly people</p>
<p>To provide class-based community service for S1-3 students at least once per year. For example; The PATH program for S1 classes, An educative day camps for S2 & 3 classes</p>	<p><u>Achieved as planned.</u></p> <p>Class-based community service was organized for S1-3 classes: 2 flag selling days were organized for 3T and 3H (4/11, 24/3) 4 educational camps were organized for 2T, 2I, 3E, 3C, 2P & 2S (11/11, 9/12, 17/3, 24/3, 31/3 & 28/4) PATH – a Parent-Child Volunteer Service Day for S1 students was held on 2/4 & 28/4</p>
<p>To encourage students and parents to participate in various community service activities. For example: Flag selling Weeding</p>	<p><u>Achieved as planned.</u></p> <p>Some community service activities were organized for all students to join: A flag selling day on 9/9, 3/2 & 21/4 2 visits to elderly homes on 30/9 and 2/6</p>

Strategies/Tasks planned	Results/Comments
Visiting the elderly Tree planting	A charity hike on 22/10 A charity lunch on 26/10 “Beat the drum for inclusion” on 2/12 A charity sale on 20-22/12 24 parents joined community service activities organized by our college (flag selling on 9/9 and charity hike on 22/10)
Encourage S5 and S7 students to participate in community service after their public exams Big Brothers Big Sisters Scheme Teaching assistance Summer community service program	<u>Partly achieved as planned.</u> 10 S5 students joined a summer volunteer program at a major hospital
Collaborate with other departments / teams for community service	<u>Achieved as planned.</u> 4 community service activities were co-organized with different teams / departments: A flag selling day with Sports Teams on 23/9 A visit to elderly homes with the General Arts Dept on 30/9 & 2/6 A charity hike with the Geography and Hiking Club on 22/10
Establish a systematic service hours record system	<u>Achieved as planned.</u> A systematic service hours record system was established. Up to now, our students have completed about 16000 hours of community service with nearly 86% of them achieving their CSS requirements
Organize fund raising activities: Casual wear day Drama night Charity walk	<u>Achieved as planned.</u> Casual wear day (\$ 21,280) Drama night (\$ 21,970.6) Charity Lunch (\$ 22,433.6) Red Packets (\$3,789) Total: \$ 69,472.6

Major Concern 3: *To continue to develop initiatives that encourage greater student literacy*

Strategies/Tasks planned	Results/Comments
<p>Correct language and content:</p> <p>All circulars, board displays, announcements via plasma T.V's, assemblies and class teacher announcements to use clear, appropriate language so that students can understand them.</p>	<p><u>Achieved as planned.</u></p>
<p>The empowerment of student performers at morning assemblies</p> <p>Student performers to participate in writing scripts and to engage in public speaking.</p> <p>Various modes of delivery are involved therefore this strategy requires skill training, e.g. dramas and interviews, etc. Students from different form-levels would be involved.</p>	<p><u>Achieved as planned.</u></p> <p>More student training on presentation, interviewing, creative thinking and on-stage skills was provided this year. Student performers have used various modes to convey messages to audiences. Sometimes they used role-play and shared their views. These students were from different classes. The survey results showed that the performances were well done.</p>

Major Concern 4: *To enhance the academic achievement of students*

Strategies/Tasks planned	Results/Comments
<p>To plan and coordinate study tours with academic departments:</p> <p>Singapore tour</p> <p>France tour</p> <p>Shanghai tour</p> <p>UK tour</p>	<p><u>Mostly achieved as planned</u></p> <p>Shanghai tour 2006, Dec. 19 to 23 2 teachers & 8 S1 students</p> <p>Singapore tour: 2007, April 10 to 13 2 teachers & 25 S1 to S3</p> <p>France tour 2007, April 4 to 13 2 teachers & 13 S1 to S6 students</p>

Strategies/Tasks planned	Results/Comments
	China tour (Shanxi tour) 2007, April 5 to 9 3 teachers & 15 S3 to S6 students UK tour (cancelled) Guangzhou tour: 2007, July 23 to 27 2 teachers & 20 S1 to S4 students

Major Concern 5: To develop students' multiple intelligence and enrich their life experience

Strategies/Tasks planned	Results
To provide students with a diverse range of extra-curricular activities, spanning from traditional academic enhancement activities, health development based sports activities, innovative special function activities to voluntary work.	<u>Achieved as planned.</u> A wide variety and types of ECA were organized for students: Academic – (7) Chinese & Chinese History, English, Maths, Science, Geography, French and Computer Club. Sports – (7) Badminton, Basketball, Table Tennis, Taekwondo, Dance, Judo, Football. Music – (13) Brass Band, Choir, Violin, Guitar, Clarinet, Trumpet, Saxophone, Recorder, Flute, Percussion, Horn, Tuba and Euphonium Interest groups – (10) H.E., Campus TV, Hiking, Origami, Christian Fellowship, Archery, School Magazine, Go, Drama and Arts Uniform groups – (3) Scouts, Red Cross and Air Cadets
To encourage consistent attendance at ECA's and to foster students' sense of responsibility towards their commitments by recording attendance ECA performance on report cards	<u>Partly achieved as planned.</u> Regular checking of each ECA occurred. Students' ECA attendance performance was printed on their report cards at the end of the term. Over 75% of students received a grading of fair or above.
To encourage student participation in inter-school	<u>Achieved as planned.</u>

Strategies/Tasks planned	Results
competitions: Sports Musical instruments Drama Chinese and English Speech festival Outstanding Student Leader Selection	There were 169 students awarded this year. Chinese Speech Festival: 22 awards English Speech Festival: 23 awards Academic: 12 awards Exceptionally Gifted Students Scheme: 3 awards Woo Hay Tong Scholarship (EMB): 1 award Sports: 56 awards Hong Kong Community Volunteers: 6 awards Drama: 17 awards Musical Instrument: 19 awards The Operation Swift Glider Aviator Scholarships 2007 Standing Committee on Language and Education Research Debating Competition: 9 awards
To develop students' multiple talents through: Inter- House activities and competitions Lunch time performances A Singing contest Drama	<u>Achieved as planned.</u> All the activities listed adjacent were successfully held. Students showed enjoyment in participating in the activities. For example: AGM (2 Sept) Musical performance (3 – 6 Oct) Halloween Activity (31 Oct) – Inter-house Table-tennis Competition (6 Nov – 1 Dec) Inter-house Science Quiz in collaboration with the Science Department (25 Apr) Inter-house Chess Competition (8 May – 11 May) Inter-house Mathematics Competition in collaboration with the Mathematics Department (23 May) Inter-class Ball Games Competition (5 Jul) Drama Night (7 Jul) Musical Showcase (9 Jul) Talk (10 Jul) Singing Contest (12 Jul)

SECTION B: ACADEMIC AFFAIRS

The work of the College in the academic affairs area is reported below using the following headings and sub-headings:

1. **Curriculum and Assessment**
Curriculum sets in lower forms
Promoting students' reading habits
Assessment and examinations
2. **Academic Achievements**
External examinations
Hong Kong Attainment Tests
Internal assessment
3. **Scholarships and awards**
4. **Early Identification and Intervention Scheme for Academically Struggling Students**

1. Curriculum and Assessment

(a) Curriculum sets in lower forms

The College continued to offer a differentiated curriculum in the subjects of English, Chinese and Mathematics at S.1 to S.3 levels. There were three curricula in English, two in Chinese, and three in Mathematics. The design of curriculum sets aimed to cater for the diverse student learning needs. As regards the Mathematics Curriculum Sets, six student groups were operated in each of the S1 and S2 levels, and 5 groups at S3 level. This arrangement could better cater for the needs of students who had a wide ability range in Mathematics.

(b) Building students' reading habit

The College continued to run the DEAR ('Drop Everything And Read') programme (a morning silent reading programme) in 2006/07. Students, every Tuesday, Wednesday and Thursday spent 20 minutes engaged in silent reading before the commencement of the day's lessons. As observed by teachers, most of the students were reading attentively during DEAR time.

(c) Assessment and examinations

The College's assessment policy put due emphasis on continuous assessment especially in the junior forms. In order to provide a smoother transition from junior forms to senior forms the standards for progressing to S4 were tightened slightly this year. The proportionate weighting of continuous assessment and the examination in calculating the term marks was modified as follows:

Level	Percentage Weighting (%)	
	Continuous Assessment	Examination
S1-2	60	40
S3	50	50
S4-7	40	60

Promotion criteria

The minimum requirements for promotion in junior forms were:

- S1-3 A pass in at least 2 subjects in each of the following subject groups:
- Group 1: Chinese/French, English, Math
 - Group 2: Integrated Humanities, Integrated Science, Chinese History (or Chinese History and Culture)
 - Group 3: Home Economics, Music, Physical Education, Visual Arts

In order to align with S6 admission and public examination requirements, the promotion criteria was tightened up for S4 as follows: Passes in 5 HKCEE subjects including English and Chinese/French.

S4 A pass in 5 HKCE subjects including English and Chinese/French

S6 A pass in UE + CLC + 2 AL subjects

In general, the College will consider the academic performance of all students for promotion to the next form.

2. Academic achievements

1. External Examinations

(a) The HKCE Exam

A total of 115 students sat the HKCE examination in 2006

Compared with all HK candidates, our students had a higher percentage passing rate in nine subjects. Our students also had higher percentage credit rates than their corresponding HK rates in five subjects. All our students took the English Language examination with 95.7 % obtaining a Level 2 or above (the HK average rate was 70.0%). The passing rates for French, Chinese History, Visual Arts, Additional Mathematics, Mathematics, Physics, Economics and Principles of Accounts were at 100%, 93.8%, 93.3%, 90.3%, 86.1%, 80.3%, 72.4 and 72.1% respectively, while the HK passing rates for these subjects were 86.7%, 69.5%, 81.1%, 84.9%, 73.2%, 75.4%, 71.9% and 68.9% respectively. Of note is that 28.3% of students achieved 14 points or better as opposed to the Hong Kong average of 27.6

Our best two students, both from the science stream, scored 28 and 29 grade points. The best individual results came from Wong Ka Wai of Class 5E, scoring the equivalence of 5A's and 3B's.

Table A: Core subjects

Subject	DLKP 2007 Passing %	HK Average 2007
Advanced Mathematics	<u>90.3</u>	84.9
Mathematics	<u>86.1</u>	73.2
English Language	<u>95.7</u>	70.0
Chinese Language	58.6	69.8
Chinese History	<u>93.8</u>	69.5

(b) The HKAL Exam

2007 was the sixth year that the College presented its S.7 students for the HKAL examination, with a total of 41 candidates. The 2007 results were better than those obtained in previous years, with the UER (University Entrance Requirement) rate (70.7%) being well above the corresponding HK average (47.6%).

Our students scored a 100% passing rate in seven subjects, namely, Use of English (AS), Pure Mathematics, Math & Statistics (AS), Biology, Economics (AS), Principles of Accounts, and Business Studies.

Seven subjects showed improved passing rates as compared with the results obtained in 2006.

Amongst the fourteen subjects taken, our students scored a passing rate higher than the corresponding Hong Kong average in 9 subjects, i.e. Use of English (AS), Pure Mathematics, Math & Statistics (AS), Biology, Chinese History (AS), Economics (AS), Economics Principles of Accounts, and Business Studies.

Table A: Core subjects

Subject	DLKP 2007 Passing %	HK Average 2007
Use of English (AS)	<u>100</u>	70.2
Chinese Language & Culture (AS)	92.3	92.6
Pure Mathematics	<u>100</u>	79.8
Mathematics and Statistics (AS)	<u>100</u>	72.1

Table B: Other indicators

	DLKP	HK Average 2007
Percentage of students meeting a UAR	<u>70.7%</u>	47.6%
Number of subjects with a 100% passing rate	7	N/A
Number of graduates who were offered a University place	27/41	N/A

3. Scholarships, Awards and Academic Achievements

In the school year 2006/07, two students from the junior forms (S.1-S.2) were awarded the EMB Woo Hay Tong Scholarship for their good academic work.

A number of students had been selected by the EMB to join various programmes of the "Support Measures for the Exceptionally Gifted Students Scheme." One student from S.3 and two students from S.6 joined the Mathematics Programme, Humanities Programme and Leadership Programme respectively.

Twenty-two students from S.2 and S.5 took part in the Australian Mathematics Competition held in September 2006; nine of these students obtained credit awards. Five S3 students participated in the Hong Kong Mathematics High Achievers Selection Contest, organized by the PLK in January 2007. One student obtained a 3rd Class Merit Prize in the contest.

Wong Kar Wai Kary of S5 participated in the Physics Olympiad organized by the EMB. He received a 'third honour award' from the competition.

Our S3 Chinese debating team also defeated the team from La Salle College in an inter-school debate competition.

4. The Early Identification and Intervention Scheme for academically struggling students

In an effort to improve the study climate amongst our students, the College implemented a scheme for the early identification of academically struggling students and giving them remedial support throughout the year. The plan was carried out with the concerted efforts of deputy principals, teachers, school social workers and the school counsellor.

A total of 26 repeaters from S.1 to S.4 were admitted into the scheme in September 2006. These students were all initially interviewed by the mentors who were the deputy principals, teachers, school social workers or school counsellor to form their own "individual education plans" by establishing individual baselines, plans for progress and criteria for measuring success. The mentors monitored these students to chart their progress and gave them encouragement as needed. In addition, these students were given regular and frequent after-school subject tutorials, mentoring sessions, workshops on time management and study skills, and individual counselling sessions throughout the entire year. Special recreational activities such as a study camp were organised for some of these students in order to raise the group's spirit and to encourage mutual support. Parents of the students were informed of the programme at the beginning of the year and their support and collaboration for the programme was enlisted.

In terms of promotion rates, 21 of the 24 repeaters (87.5%) who stayed at the College until the end of the school year achieved the promotion criteria and continued to study at the College in the new school year. The rest of the group, finding themselves not able to succeed with an academically inclined curriculum, left the College.

SECTION C: STUDENT AFFAIRS

The work of the College in the student affairs area is reported below using the following headings and sub-headings:

1. Nurturing Moral and Civic Values through a Whole-School Approach
 - a. Talks / discussions and activities conducted
 - b. The preventive programmes conducted
 - c. The developmental programmes conducted
 - d. The Community Service Scheme
2. Improving Studying Habits and Enhancing Personal Growth
 - a. Talks, workshops, and intervention programmes held
 - b. The enforcement of school rules through a system of rewards and punishments
 - c. Personal counselling services
 - d. Supporting students on admission to and upon leaving the College
3. Students' Non-Academic Achievements
 - a. Extra-curricular activities
 - b. School sports teams
4. Communicating with Parents
5. Promoting Cultural Exchange and Understanding Across Cultures

1. Nurturing Moral and Civic Values through a Whole-School Approach

In year 06-07, the school continued its work on developing our students' moral and civic values through a whole school approach.

- a. Talks / discussion and activities conducted

Table 1: Talks and classroom discussions

Topic	Time
Understanding the national flag, national anthem and regional flag	Jan 07
Social ethics	Mar 07
Shop lifting and theft	Nov 06
Talk by the Hong Kong Blind Union	Sept 06
Computer crime	Dec 06
ICAC (drama)	Jan 07
Debates on current affairs	Oct 06 – May 07

Table 2: Activities conducted to promote moral and civic values

Activity	Date
Photography competition to promote the concept of environmental protection and building good relationships with schoolmates	Oct 06
Big Brother and Sister Scheme	Nov 06 – Jun 07
Bulletin Board Competition on the themes of class names and global warming	Oct 06 & Apr 07
Sign designing competition to promote the concept of keeping the school clean	Sept 06
Thank you note to teachers on Teachers Day	Sept 06
Teachers Day broadcasting	Sept 06
Thank you note to teachers at the end of the school year	July 07
Bring your own cutlery campaign	Sept 06 – July 07
Food Wastage Reduction at Christmas Parties Campaign	Dec 06
Community Service	Sept 06 – July 07
Community Service Day	Feb 07
News of the Year 2006	Jan 07
Oxfam charity lunch	Oct 06
Stationery donation	Dec 07
Red Packets with Love	Feb 07
Variety Show	Dec 06
Guangzhou study tour	Jul 07

b. The preventive programmes conducted

During the year, talks on a wide variety of topics were held during class teacher periods, Friday morning assemblies and the post examination period to promote moral and civic values.

Form	No. of talks given during CTPs	No. Of theme base lessons conducted by class teachers	Total
1	5	12	17
2	8	9	17
3	14	4	18
4	8	6	14
6	5	3	8

The topics of the talks / discussions were of a wide range. These included caring for oneself (understanding personality, friendship, emotional management, critical thinking and making friends from the internet, time management, anti-smoking, eating disorders, financial management etc),

building up good a relationship with parents (how to deal with parents' criticism), showing concern for the community (CSS, talks about the Hong Kong Blind Union, ICAC), being a responsible citizen (computer crime, shop lifting and theft), knowing China (Understanding the national flag, national anthem and regional flag) and arousing social awareness (discussion on social issues and debates).

According to results from students' questionnaires, this task was successfully completed as the majority of students in each form (over 75%) thought that the talks / discussions were suitable.

c. The developmental programmes conducted

The Discipline Team, Guidance and Counselling Team, and ECA Team organised a number of field camps on specific themes related to the needs of adolescents. In 2006-07, the following were held:

Date	Theme	No. of participants
17th July & 18 th Aug.06	School based S1 Orientation Days	143
22nd & 23rd Aug 06	S6 Orientation Camp at the Dai Tong Po Leung Kuk Jockey Club Holiday Camp.	58
29 th Sept—1st Oct 06	S4 Challenge Camp at Sai Kung Ham Tin Beach	30
23rd -24th Sept 06	School-based student leaders training for Prefects	41
29th-30 th Dec 06	Air Cadet Camp at the Tung Chung Recreational Center	20
4th -5th Mar 07	Prefects & student leaders Wild adventure camp at Cheung Sheung, Sai Kung	30
24th-28th July 21st-25th Aug 07	School-based special training program for S1 to S2 students	14

A total of 306 students participated in the above camping activities during non-school days in 06-07.

d. The Community Service Scheme

A Community Service Scheme (CSS) was launched in 2004-05 with an aim of promoting students' social and civic awareness. In 2005-06, the scheme was expanded to further require that all students in S1- S3 complete at least 15 hours and S4 and S6 students at least 10 hours of community service throughout the year. In 2006-07, a Community Service Day was organized in order to harmonise with one of the school's Major Concerns – "to develop

students' moral and civic values through their participation of the community service". On that day various services were organized such as "Visiting and Cleaning Single Elderly Homes", "Teaching English to Deaf Students", "Teaching Cantonese to New Arrivals from Nepal", " Organizing Lunar New Year Fair for Elderly people", etc.

The theme of CSS in 2006-07 was still "Community Service without Boundaries". We continued our membership of the Agency for Voluntary Service (AVS) as a member. Students chose service projects from the "Job Searching Services" board prepared by the CSS Team. Through our relationship with the AVS, more diversified types of community service such as participation in the "Beat The Drum For Inclusion", "Repairing Wheelchair for the Disabled", etc were provided to our students.

Besides the AVS, we also cooperated with more than 20 different external organizations such as the Hong Kong Wheelchair Aid Service, YMCA, Heifer(HK), Yen Chain Hospital, HK PHAB Association, Orbits, etc., to provide a wide range of services such as charity walks, flag selling, elderly home visits, etc.

Our students completed approximately a total of 16000 community service hours last year. Each student completed about 20 service hours on average and about 86% of our students achieved their CSS requirements. For S5 and 7 students, they were also encouraged to join community service after finishing their public examinations. Ten S5 students were able to join a four-week community service project at the Our Lady of Mary knoll Hospital in July, 2007.

Our School was awarded the "Caring School Award" by the Agency for Volunteer Service in 2005-06 for our participation in community service throughout the year, This year we have been awarded the "Heart To Heart School Award" by the HK Federation of Youth Groups for our enthusiastic participation in the community service throughout the year.

Overall, 80% of students participated in some form of community service and about 60% of them agreed that community service is an important part of their school life.

Students were also engaged in fund raising activities for charitable organisations and participated in the following events:

- A charity lunch (Oct 06) that raised a sum of 22,433 for the Oxfam;
- A dress casual day (19 Dec 06) that raised a sum of \$21,280 for the Community Chest;
- A Red Packets with Love (Feb 07) Fund Raising Campaign raised a sum of \$ 4,000 for the Against Elderly Abuse of Hong Kong;
- A drama night (7July 07) Fund Raising Campaign in aide of bile bears with a donation of \$ 21,970 being made to the Animals Asia Foundation;
- The school raised a total amount of \$ 69,683 in 2006-07.

A fuller list of the activities organised within the Community Service Scheme for 2006-07 is provided as [appendix 4](#).

2. Improving Studying Habits and Enhancing Personal Growth

a. Talks, workshops and intervention programmes

In improving students' study habits, more attention was paid to senior forms this year. During the year, the school organized a total of 8 talks / workshops on study attitudes and skills for senior form students. The following were held:

Form	Talks / workshop
1&2	- goal setting - creative thinking
3	- goal setting - briefing and discussion on the S4 curriculum - career talks
4	- goal setting - talk and workshop on study skills - career talks
5	'How to face the HKCEE' Sharing by S6 students
6	- goal setting - talk on AL study - career talks

These talks and discussion sessions aimed at enriching students' knowledge on personal-growth related topics and helping them to develop a positive and healthy attitude towards life. The themes of these talks included "Addiction to Online Games", "Sex Education", "and Drug abuse", "Gambling", "Time Management", "Stress Management" and "Financial Management".

As well as this, the Guidance and Counselling Team also published 5 issues of study pocket books during the year. They provided students with sharing from other students and teachers, study skills and tips to improve memory etc.

The "Early Identification and Intervention Scheme" was launched in 2004-05 and continued in 2006-07. The Academic Affairs Team worked with the Guidance and Counselling Team on the EIS programme.

Both the parents and students involved in this programme were invited to express their views through informal interviews at various stages. Most of the parents gave high ratings to the programme. They agreed that their child had shown improvement in their academic performance having joined the programme.

b. Enforcement of school rules and the system of rewards and punishments

School rules and the system of rewards and punishments were clearly stated in both the student and parent handbooks. In addition, the school began to distribute 'Monthly Records of Rewards & Sanctions (Accumulative)' by placing stickers in student handbooks).

These records of rewards and sanctions were also made accessible to parents and students via the College's intranet system. A close network was established amongst parents, teachers and the Discipline Team (DC).

The statistics concerning student sanctions issued in 2006-07 is tabulated as follows:

Sanctions administered	2005-06	2006-07
Lateness to school per day	9.2	1.81
No. of warnings per day	8.14	13
No. of black marks per day	1.24	2.54
Major/Minor Demerits administered per day	0.30	0.37

The Discipline Team conducted the Punctuality Competition and the Uniform Campaign during the first term and the second term. The team also issued Punctuality Awards and Good Conduct Awards in order to acknowledge students' outstanding performance in specific discipline-related areas. In 2006-07, a total number of 492 and 359 Good Conduct and Punctuality Awards were issued to students respectively.

c. Personal counselling services

The Discipline Team held form-based meetings twice a year with Class teachers and/or subject teachers for the early identification of students in need of further, individual counselling.

During the year, class teachers, the AA team and parents for individual counselling work referred a total of 62 cases.

The School Counsellor dealt with 66 student cases, 66 parents' cases that required 41 sessions of interviews. The Counsellor also received a total of 236 parental phone calls.

d. Supporting students on admission to and upon leaving the College

A range of programmes was implemented to support our students upon admission to and leaving the College. They are summarised below:

S1 orientation Programs

The Guidance team, ECA team and Discipline team conducted orientation programmes for 143 new S1 students on 17 July & 18 August 2006 respectively. 95% of the participants were satisfied with the program. They suggested that it

enabled them to better understand the school, and as well as allowing them to establish a relationship with teachers and schoolmates.

The English and Chinese Departments also arranged both an English language and a Putonghua Bridging course for S1 students during the summer holiday.

S6 orientation camp

An orientation camp was organised for fifty-eight S6 students on the 22nd and 23rd August, 2006 at the Dai Tong Po Leung Kuk Jockey Club Holiday Camp. Participants gave an average of 8.1 (maximum of 10) in the overall satisfaction survey for the activity.

Financial Aid to students in need

A total number of 73 applications were processed in 2006-07. Applicants received a school fee subsidy of between 25% to 100%. The total amount of school fees involved was \$662,854.

Careers and Guidance Service

A Careers intranet page was updated in September 2006. This allowed students to find a wide range of resources e.g. how to select subject streams, how to develop interview skills etc. It also showed current careers activities that were taking place and who to contact if they needed assistance in making career choices.

A careers week was organised in November. There were three guest speakers from a range of occupations (robotic system engineer, a Cathay Pacific flight attendant and beauty specialist) In addition, a talk on overseas studies in Australia and Canada was also organized for students. All the talks were well attended and warmly received.

An exhibition was also set up specifically for S5 and S7 students to give them ideas about further institutions/ countries that they may like to study in. As it was held on Friday after school, this was not as successful as expected.

Six careers visits were organised throughout the year (IVE-Film Production Studio, SCMP, Prince Philip Dental Hospital, Grand Hyatt Hotel, Mongkok Police Station, and Cathay Pacific City). 75% of participants found them informative.

For S1-S4 students and parents:

The Careers team organised 10 class teacher periods in 2006-07. A range of different activities were organised for the students, including, class-based careers quiz competition, personality tests, study tips and advice on S4 subject choices and post-HKCEE studies options.

The Careers Team collaborated with the Academic Affairs team to organise a parents' information night on S4 subject choices. This proved highly successful and attendance was high.

For S5 students:

A workshop on Mock HKCEE Result Release was arranged in August. 68% of S5 students attended the workshop and found it useful to help them to make a decision for their future.

A counselling station was set up on the day when the HKCEE results were released, in order to provide counselling which proved very popular and successful.

For S6 students:

The Careers team organised 3 class teacher periods in 2006-07. A range of different activities were organised for the students, including, JUPAS introduction and goal setting, resume writing and interview techniques.

For S7 students:

Two briefing sessions were given to S7 students on JUPAS in September and December respectively.

73% of the students went away from the briefing session understanding more about the JUPAS application procedure and 60% of them felt more confident about the JUPAS procedure.

A teacher JUPAS sharing session was also provided. 70% of the students found the session useful and 57.2% found it interesting. 64% of the students felt they had been given some ideas and tips that they could use themselves later on.

A counseling room was set up on the days when the HKAL and HKCEE results were released, in order to provide counseling which proved very popular and successful.

Individual consultations were given to all S7 students with regards to JUPAS. 70% of the S7 students found the one-on-one sessions useful and 71% of them found their careers teacher helpful and supportive.

Summer Internships:

During the summer holidays, six S5 & S7 students gained work-experience by securing a number of vacancies supported by the HKMA, the LP Gas Co. Ltd., and Towngas

1. Students' Non-Academic Performance

a. Extra-curricular- activities

The ECA team organised a wide range of extra-curricular activities, which included traditional academic enhancement activities, health development sports activities, innovative special function activities, and visits.

The ECA participation rate in S.1-3 was high at 89.9% whilst the participation rate of S.4-7 students was at 22.9%.

Students' attendances in ECA in 2006-07 were as follows:

Music

Items	No. Of Participants	Attendance rate
Musical Instrument (4)	52	Over 50%
School Choir	42	Over 85%
Brass Band	11	Over 65%

Uniform Groups

Items	No. Of Participants	Attendance rate
Scouts	12	Over 65%
Red Cross	26	Over 90%
Air Cadet Corps	21	Over 98%

Sports

Items	No. Of Participants	Attendance rate
Basketball (Girls & Boys)	52	Over 60%
Football	23	Over 70%
Volleyball (Girls & Boys)	31	Over 65%
Archery	17	Over 90%
Table Tennis	27	Over 60%
Taekwondo	11	Over 60%
Badminton	61	Over 75%

Academic Courses

Items	No. of Participants	Attendance rate
English Club	20	Over 90%
Maths Club	23	Over 80%
Chinese and Chinese History Club	19	Over 80%
Art Club	29	Over 80%
Computer Club	41	Over 80%
French Club	19	Over 70%
Geography Club	11	Over 85%
Science Club	18	Over 80%

Recreational / Interest Groups

Items	No. Of Participants	Attendance rate
Home Economic Group	20	Over 95%
Drama Group	39	Over 90%
Dance Group	9	Over 70%
Origami Group	21	Over 50%
Hiking Group	12	Over 80%

Go Group	18	Over 80%
Christian Fellowship Group	7	50%
Campus TV	29	Over 90%
School Magazine	26	Over 80%

Throughout the year, the ECA team, the G&C team and the DC team also organised whole-school events such as a Halloween celebration, a Punctuality competition, a Classroom Cleanliness Competition, a Picnic Day, a Christmas Variety Show, House Competition activities, Sports team training, Lunchtime entertainment events, Bulletin Board Decoration competitions, Inter-class competitions and many post-examination activities.

b. School Sports Teams

223 students were selected to join 11 school sports teams which took part in various inter-school sports competitions.

Our school sports teams included a swimming team (boys & girls), a cross-country team (boys & girls), a basketball team (boys & girls), a volleyball team (boys and girls), a badminton team (boys & girls), an archery team (boys and girls), a table-tennis team (boys & girls), a gymnastics team, a soccer team, an athletics team and a netball team (girls). The percentage of students who were members of a sports team was 29%.

c. Extra-curricula Activities record

The performance record of our students in extra-curricula activities areas is provided as [appendix 5](#).

This year a total of 381 students participated in at least one competition outside of the school such as sports, drama, speech, music, etc. and in total obtained 130 awards.

4. Communicating with Parents

Both a Parents' Information Night and a Parents' Day were organised in order to help parents to gain a better understanding of how the school operated and what student life at the school was like.

In terms of communicating with parents, the school regularly issued circulars, updated the school website, and sent SMS messages to parents. The Parent Handbook was also frequently used.

The School had four teachers assigned to serve on the PTA's Executive Committee. They helped to organize the election of the parent representatives on the Executive Committee. The school also subsidized the publishing of the PTA Newsletter and worked with the Executive Committee in organising various talks

and activities. This year the PTA had 180 parent members, furthermore, more than half of the teaching staff took part in at least two PTA activities.

The PTA also took part in the School's community service activities, and in particular was a co-organiser of the Drama Night fund raising activity.

The PTA donated 4 awards to students with outstanding performance in the area of Sports, Community Services and Drama in this year.

5. Promoting Cultural Exchange and Understanding Across Cultures

The school established a sister-school relationship with the Shanghai World Foreign Language Middle School two years ago. During the Christmas holiday last year, 8 students and 2 teachers visited the Shanghai school for 5 days and took Putonghua lessons there.

During the Easter holiday, the Integrated-Science department held a study tour to Singapore with 25 students and 2 teachers. 2 teachers from the Art and French departments took 13 students to France for a 10 days study tour. The Chinese and Chinese History department also held a 5 days culture tour to Shanxi with 15 students and 3 teachers.

In July a total of twenty students joined a 5 day study tour organised by two teachers from the Guidance and Counselling Team to Guangzhou to experience life in a military camp, a village and teaching English in a primary school.

The total number of students and teachers who participated in school organised tours was 95.

