

## HKMA David Li Kwok Po College Annual School Report 2009-2010

### SECTION A: MAJOR CONCERNS ADDRESSED IN 2009-10

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:

#### The Academic Affairs Team

##### **Major Concern 1:**

**To continue to develop a moral and civic identity by the reinforcement of whole school values; Respect, Responsibility, Perseverance and Appreciation**

Strategies/Tasks planned	Results/Comments
To infuse the four whole school values into the curriculum	<p><u>Achieved as planned</u></p> <p>Homework assigned by the Senior Science Department frequently contained elements of reflection, evaluation, judgment and solution. This apart, a number of learning activities were designed by the Department to promote the four key values among students, Examples are excursions, visits, joining the 'City Forum', etc.</p> <p>Students were encouraged to subscribe to newspapers related to Integrated Humanities/Liberal Studies so that they could learn more about moral and civic values and social issues. The subscription rate was 100%.</p> <p>'Newspaper Lessons" were organized in Chinese lessons in which students were introduced to the characteristics of different newspapers and asked to comment on various local and international issues. Through these lessons, students' civic identities were reinforced and their critical thinking skills further enhanced.</p> <p>Excursions which could help infuse the four core values in the curriculum teaching were organized by the Integrated Humanities Department. They included visits to media companies, the Legislative Council, the Museum of Cultural Heritage and the Hong Kong Electoral Information Centre.</p> <p>From time to time, Junior-Form students were asked to conduct reflection exercises on either respect or appreciation via journal writing as part of</p>

Strategies/Tasks planned	Results/Comments
	their continuous assessment tasks in Integrated Humanities.
To incorporate the four whole school values into Department Afternoon activities	<p><u>Achieved as planned</u></p> <p>Department Afternoon activities such as visits to the Kowloon Walled City Park and Hong Kong Heritage Museum a talk on democracy, etc. were organized to increase students' awareness of both local and international issues.</p>
To incorporate positive values and attitudes into day-to-day teaching and learning	<p><u>Mostly achieved as planned</u></p> <p>Students were trained by the English Department to respect their belongings and books and keep them in good order. Most students could meet our expectations. This would continue to be one of the major tasks of the department next year. Students were expected to prepare for English lessons with all the necessary learning materials. Students were also encouraged to prepare lessons for Science subjects. In a number of classes, discipline in lessons was reinforced at all times and students participated actively in the learning activities employed.</p>
To organize cross-departmental /cross-team learning activities to promote the whole school values	<p><u>Achieved as planned</u></p> <p>The Science and French Departments jointly organized a writing competition on the 'Environment and Global Warming' aiming to teach students as to how they should appreciate and respect nature.</p> <p>A dumpling making and giving activity was organized by the Home Economics teachers and the Community Service Team to promote students' respect, responsibility and appreciation towards the local community.</p>

**Major Concern 2:**

**To continue to introduce measures that encourage developments in Teaching and Learning, namely; Reading, Writing, Critical thinking and Questioning and Time management**

<b>Strategies/Tasks planned</b>	<b>Results/Comments</b>
To organize manifold activities and assessment tasks to promote reading and writing in various subjects	<p data-bbox="695 390 1065 422"><u>Mostly achieved as planned</u></p> <p data-bbox="695 457 1378 835">'Library Lessons' were organized for all students pursuing Chinese Language. Through launching various kinds of reading activities, students were encouraged to visit the school library and to read more books. Apart from this, all Chinese-speaking students were required to produce a reading record book (a list of books were recommended by the teachers) and some were selected to participate in reading competitions. Students were also encouraged to read more under the Chinese Web-reading Scheme.</p> <p data-bbox="695 871 1378 972">Reading programs were introduced as part of the English curriculum to promote reading and develop critical thinking amongst the students.</p> <p data-bbox="695 1008 1378 1178">Students were required to complete newspaper cuttings on topics related to Mathematics and do presentations. At the same time, recreational Mathematics books were introduced by the subject teachers to promote reading among the students.</p> <p data-bbox="695 1213 1378 1314">Students were required to read newspapers and web articles in a number of subjects in order to widen their knowledge.</p> <p data-bbox="695 1318 1378 1488">Subject teachers of Chinese Language collaborated to design specific writing lessons for the S3 students. Through sharing and cooperation, the effectiveness and efficiency of Chinese writing teaching have been further enhanced.</p> <p data-bbox="695 1524 1378 1694">Seminars on Chinese writing were organized to enrich students' knowledge on the techniques in writing. Talented students were selected to join writing workshops to further enhance their writing skills and creativity.</p> <p data-bbox="695 1730 1378 1864">Process writing for English was adopted in some class to help develop students' critical thinking and to enhance their writing skills. It would be extended to the whole school by phases.</p> <p data-bbox="695 1869 1279 1896">Different departments and the Writing Team</p>

Strategies/Tasks planned	Results/Comments
	<p>worked together to improve the quality of students' writing across the curriculum by helping them to develop writing skills for subject specific text types. Students were taught and practiced genre-based writing as stated in the syllabus of language subjects. They were also made aware of the language features in different subject specific text types.</p> <p>Separately, writing-checklists for a number of subjects and report-writing guidelines for Humanities subjects were developed to help students to produce good writing work. Reading, journal writing and reflective journal writing were included into the teaching syllabus of each subject area in order to promote students' reading beyond textbooks. News reports, newspaper articles and documentaries were used during lessons.</p> <p>'Good practices' for reading and writing in different subject areas were experimented, evaluated and eventually established.</p> <p>Cross-departmental collaboration efforts were made to induce/enhance students' interest in writing, e.g. the writing activities organized by the Science, English and French Departments, the cross-curriculum puzzle games organized by various departments and the Writing Team, etc.</p> <p>Good writing work of students was displayed in conspicuous spots at the College through the co-operation and co-ordination between the Academic Affairs Team and different departments.</p> <p>A Liberal Studies resource bank (including books, newspapers, web-materials) was established to assist students in their self-learning.</p> <p>School-based assessment tasks in Social Science subjects were designed to develop students' learning skills, including reading and writing. Students were required to organize the data collected by themselves, conduct analyses and write out reports.</p>

Strategies/Tasks planned	Results/Comments
<p>To organize learning activities that promote good time-management, self-learning and critical thinking</p>	<p><u>Mostly achieved as planned</u></p> <p>Teachers carried out timed-activities to teach and test students in their oral presentations, discussions and individual responses.</p> <p>Regular quizzes/tests were conducted to help students to improve their time management skills. Class work practice was also enforced by some departments aiming to foster students' time management skills.</p> <p>Self-learning projects were adopted in Mathematics to promote students' self-learning habit. For the Science Department, questionnaires were given to students at the end of each school term to help them reflect their learning in Science.</p> <p>Senior-Form students were encouraged to set their own open-ended questions in Mathematics lessons in order to improve their critical thinking. For the same reason, open-ended questions were set in Mathematics tests/examinations for junior forms. This would continue as a major concern next year as not many students have shown great improvement.</p> <p>This is an area that still requires work.</p>
<p>To further teachers' professional skills, in particular questioning techniques, through peer sharing and evaluation</p>	<p><u>Achieved as planned</u></p> <p>All teachers were required to conduct peer lesson observation and evaluation focused on questioning skills and time management.</p> <p>There was experience sharing in regular department and Form meetings for all subjects to improve teaching effectiveness and efficiency.</p> <p>Staff development programs such as in-house seminar/workshops and peer lesson planning were organized in most departments. For instance, five lesson study workshops were conducted for Science teachers, a workshop was conducted by senior Mathematics teachers for junior teachers, workshops focused on curriculum, teaching strategies and school-based assessments were organized for Liberal Studies teachers, etc.</p>

Strategies/Tasks planned	Results/Comments
	<p>All teachers were encouraged to attend seminars and workshops organized by outside agencies such as the EDB and HKEAA to enrich their teaching skills.</p> <p>All teachers teaching senior forms were encouraged to apply as markers for public examinations so that they would be more familiar with the marking criteria and could hence refine/revise teaching strategies as appropriate.</p> <p>The College has joined the Liberal Studies Professional Development Schools Scheme organized by the EDB for teachers' development on teaching and learning and assessment in the subject. We got together with partner schools in lesson observation, experience sharing and pilot teaching of Liberal Studies topics.</p> <p>Compared to the previous year, Academic Studies Committee meetings spent more time to discuss students' performance in internal tests/examinations and public examinations. Sharing of good practices among departments was also encouraged in the meetings.</p> <p>A new system for analyzing the results of uniform tests and examinations was introduced for Heads of Departments. It has helped to facilitate departments' evaluation of the performance of students in their subject areas so that, where necessary, timely action could be taken to adjust their teaching strategies.</p>

**Major Concern 3:**

**To focus upon areas aimed at student development, namely; Student self-management, Student self-esteem, Student goal setting and self improvement, Student Communication, Student Participation in external competitions**

Strategies/Tasks planned	Results/Comments
<p>To encourage students to participate in competitions to further enhance their self-esteem and sense of belonging</p>	<p><u>Achieved as planned</u></p> <p>Students were encouraged to participate in external Music competitions such as the Hong Kong Schools Music Festival and the ABRSM Practical Music Exam. A number of awards were received.</p> <p>Concerts were organized for students to gain experience in the Music area in 'Other Learning Experiences'.</p> <p>Students were encouraged to join internal competitions and at least eight external competitions related to Chinese Language and a number of prizes were received.</p> <p>Some 120 students who have talents in Mathematics participated in 10 different Mathematics contests.</p> <p>Opportunities were given for students to participate in external Science &amp; ICT competitions. S2 students were encouraged to join the Poster Design Competition on Creativity and Science, whilst S3 students to participate in the Hong Kong Society Competition and the Joint-school Science Exhibition Competition, etc.</p> <p>More than 300 students joined the English Language Speech Festival in which at least 25% of them were awarded as a first three placegetter. The rest were awarded proficiency and merit certificates.</p> <p>Students participated in five in-house English debates and at least eight external debates. Furthermore, some English short stories and poems written by students were selected for participation in external writing competitions.</p> <p>For Humanities subjects, students from junior as well as senior Forms were exhorted to participate in internal and external competitions and programmes such as the Basic Law T-shirt design</p>

Strategies/Tasks planned	Results/Comments
	<p>competition, a web-based competition on Economics and the Junior Achievement Program for students taking Business Studies.</p>
<p>To train students to manage themselves and have clear goals for self-improvement</p>	<p><u>Mostly Achieved as planned</u></p> <p>Students were required to write reflections after lesson/activities to reflect upon their learning and to strive for improvement. These practices would be more widely adopted for more subjects.</p> <p>Students were guided to set their goals (both long-term and short-term ones) at the start of the term. Their progress was monitored by teachers through informal discussions. High-achieving students were found to be more able to manage themselves successfully in this regard.</p> <p>Enrichment programs were held (both by internal and external tutors) to provide opportunities for talented students to achieve their personal goals and strive for self-enhancement. Examples were the Mathematics Enrichment Program, Enrichment Programs related to Computer and Information Systems, Training for English debates and Speech Festival, etc.</p> <p>The Central Homework Collection and Detention System was refined, and both the Homework Remedial Class and the Homework Remedial Program were introduced, to help low-achieving students to enhance their self-management skills and to boost their confidence for self-improvement.</p> <p>Policies on plagiarism of homework were strengthened to increase students' sense of responsibility and to help them manage their homework well.</p> <p>A new practice of giving out certificates for good performance in uniform tests was introduced to entice students to set goals and have self-improvement. As a result, students' self-esteem was seen to be enhanced.</p> <p>The policies regarding promotion on probation were tightened with a view to boosting students' academic performance and hence self-confidence.</p>

**Student Affairs Team:**

**Major Concern 1:**

**To further develop students' moral and civic values, and enhance students' personal growth through concerted school efforts to infuse four whole school values into all aspects of school life.**

Strategies/Tasks planned	Results/Comments
<p>Via the College's PDP on Friday Afternoons, S1 P.A.T.H.S programme, Bulletin Board competitions, Student reflection, Friday Morning Assemblies Campus TV News Broadcast</p>	<p><u>Achieved as planned</u></p> <p>A total of 36 talks and workshops were held in the Friday Afternoon Class Teacher Period.</p> <p>In general, over 82% of the students agreed that the activities organized by the teachers have helped them develop positive moral and civic values.</p> <p>97% of the teachers agreed that the activities helped promote moral and civic values (from the Guidance and Counselling Team's annual questionnaire)</p> <p>The success of the message delivery depends mainly on class teachers' personal experience. Therefore, more training will be provided to class teachers on how to lead discussion in class.</p> <p>This area should continue as a routine task next year</p> <hr/> <p>Four issues of the G&amp;C newsletter were published.</p> <p>This area should continue as a routine task next year.</p> <p>Collaboration among Teams and Departments occurred as much as possible: e.g. the Discipline Team, AA Team, Friday Morning Assembly Team, Campus TV, LS taskforce, Careers Team, ECA Team, English, IH &amp; SSS Department and GA Department.</p>
<p>To organise: An S1, S6 orientation program An S1 discipline training camp An S4 Challenge camp An S1 Personal Growth Camp A Leadership training programme</p>	<p><u>Achieved as planned</u></p> <p>The first S1 orientation day (14/7) was cancelled due to swine flu. 148 S1 students participated in the second one (14/8).</p> <p>An S1 discipline training camp (2/9 to 4/9) was held in order to develop 165 students' self-management</p>

Strategies/Tasks planned	Results/Comments
	<p>skills and to help S1 students to adapt their new environment.</p> <p>The S4 Challenge camp (4/11 to 6/11), 117 students participated in the 3 day-2 night camp. 90% of the participants agreed that they learnt to respect different opinions and realized the importance of perseverance and responsibility through the activities.</p> <p>S1 Personal Growth Camp PATHS (14/11 to 15/11 and 2/7 to 3/7 respectively), 42 students joined this activity.</p> <p>S6 Orientation Camp (17/8 – 19/8), 60 students participated in the 3 day-2 night camp. According to the student evaluation, 99% of the participants agreed that they benefited from the camp.</p> <p>ECA leadership training Camp (13/3 to 14/3): 46 student leaders joined the camp and the training program. 34 students received the certificate given to those who met the course requirements.</p> <p>S4 students organized a Fun Day afternoon and a Cultural week as part of their leadership training program.</p> <p>32 Prefects participated in the Prefects training day (14/11/09).</p> <p>One S6 student was nominated to participate in the 'Leadership Enhancement Programme' 2009-2010 organized by the Hong Kong Academy for Gifted Education.</p> <p>Two S6 students were nominated to participate in the 'Award Scheme for Student Leader: National Education Course' 2010 / 香港領袖生獎勵計劃: 國情教育課程」.</p> <p>1 S6 student was selected to join the 青春港澳行 - 2010 京港澳學生交流夏令營.</p> <p>These tasks should continue as routine next year.</p>

Strategies/Tasks planned	Results/Comments
To organise class-based voluntary services. For example: educative day camps, flag selling, visiting elderly homes, etc.	<u>Achieved as planned.</u> S1 and S6: distributing moon cakes and lanterns to elderly people on 2/10/09.
To organise a summer community service scheme for S5 students	S2 and S6: distributing daffodils to elderly people and help cleaning their homes On 29/1/10 S2: Joining the PHAB Camp to learn about serving physically handicapped people: 2T on 6/3/10; 2I on 24/4/10; 2P on 8/5/10; 2S on 15/5/10.
To organise a community service tour	S3: 9 flag selling days for each class to raise money for different charity organizations: S3: visiting elderly people on 4/6/10
To organise fund raising activities	S4: cleaning elderly peoples' home on 23/1/10 S4: taking care of mentally disabled students via the Adventure Ship Buddy Programme(29/9/09) S5: 8 students joined the Student Health Care Experience Scheme at Maryknoll Hospital (7/6/10 to 2/7/10)
	Inter-department based services: Making lanterns for visiting elderly people(Visual Arts Department) Arranging daffodils for visiting elderly peoples' homes (Science Dept.) Rice dumplings for elderly people (Home Economics)
	Community service in China: 9 students joined the Zhangjiajie (張家界) voluntary service Tour co-organized with Hope Worldwide from 1/8 –7/8 to teach English to local students.
	Total student service hours: 17633
	Whole school activities: Orbis Pin Day – \$18265 Red Packet with Love for Red Cross (\$10946.5). Causal Wear Day for Hope Worldwide (\$15733), Total: \$44944.5.
	These tasks should continue as routine next year

Strategies/Tasks planned	Results/Comments
<p>To promote student academic and emotional care via the work of the following areas:</p> <p>The Student Development Portfolio, The EIS, Peer counselling Team (“Big Brother and Sister” Scheme), Careers consultation stations, School counsellor, School social worker, Financial assistance scheme</p>	<p><u>Achieved as planned</u></p> <p>The SDP was launched in this year aiming at enhancing class teachers’ individual counselling with each student to help them set goals and to reflect upon their academic performance.</p> <p>A total of 37 repeaters from S.1 to S.6 were admitted into the EIS scheme. 34 of the 37 repeaters (91.9%) met the promotion criteria.</p> <p>14 students from S4 and S6 volunteered to be Big Brothers and Sisters to give support to 14 S1 students.</p> <p>The School counsellor handled 56 student cases with the School Social Worker handling some 52 cases. 1/4 of cases involved the problem of inadequate study skills.</p> <p>Financial assistance scheme: 99 students received a school fee subsidy. 21 students received a 100% subsidy. The total amount of school fees involved was \$1,038,300 (\$609,599 in 08-09)</p> <p>These tasks should continue as routine next year</p>

**Major Concern 2 :**

**To develop students’ multiple intelligence and enrich their life experience**

Strategies/Tasks planned	Results/Comments
<p>To provide: A careers week Careers talks and visits A careers exhibition A counselling service on careers and academic choices A summer internship programme Develop a Student Learning Profile(SLP) for Junior Forms</p>	<p><u>Achieved as planned</u></p> <p>Careers week was held from 16/11 to 20/11: 6 activities were organized within that week. e.g. careers talks, a word search competition, A visit to Youth Employment Start was organized for S4M A seminar on self-management was organised for S2 to S4 students</p>
	<p>9 careers visits were organized for S4 to S6 :</p> <p>S6 : visit the Chinese University of Hong Kong on 19/3/10, Caritas Medical Centre on 10/12/09 S4: UNIART School of Design (4E) on12/3/10 SCMP(4P) on15/4/10</p>

Strategies/Tasks planned	Results/Comments
	<p>Cathy Pacific City(4L) on 17/4/10  Chinese Cuisine Training Institute(4M) on 22/4/10  Chinese medicine Museum at HKBU(4L) on 7/5/10  Ocean Park on 2/7 and 5/7/10</p> <p>S3: The Careers Team collaborated with the IH Department to organize a workshop on critical thinking and entrepreneurial skills for S3 students to explore their career aspirations. 89% of the participants understood more about how to become an entrepreneur and 80% of them improved their confidence in succeeding in their future study / career.</p> <p>A careers personality test and the resultant impact upon subject selection was held on 26/2/10</p> <p>For S1 to S3 students:  A workshop on students' portfolios was held on 11/9/09</p> <p>For S4 to S6:  Ms Elena Lau, the Vice President of Merrill Lynch's Prime Brokerage Asia Pacific Client Services team was invited to conduct a seminar with a focus upon careers aspiration on 11/12/09.</p> <p>Counselling service on careers and academic choices :  2 JUPAS briefing sessions and individual JUPAS counselling fortnightly for S7 students.</p> <p>2 workshops on the HKCEE Result Release were arranged in February and August for S5. 75% of participants found them useful to help them to make a decision for their future.</p> <p>5 alumni sharing sessions with S5 students about further study options (5/2/10)  A talk on further study options by the Institute of Vocational Education (IVE) was also organized for S5 students in August before the HKCEE Result Release.</p>

Strategies/Tasks planned	Results/Comments
	<p>Summer internship: During the summer holidays, five S5 &amp; S7 students successfully gained work-experience supported by Octopus, Towngas and St. James' Settlement.</p> <p>These tasks should continue as routine next year</p>
<p>To enrich student's lives via the provision of:</p> <p>ECA activities A picnic day A variety show Inter-House activities Post examination activities A drama show A singing Contest Inter-school competitions School teams Other Learning Experience curriculum</p>	<p><u>Mostly achieved as planned.</u></p> <p>Over 10 new ECA's were offered, e.g. Film Appreciation, Christian Fellowship, Rope Skipping and advanced music classes</p> <p>Academic Clubs –Chinese, English, Maths, Science, French, Computers, Geography and Economics</p> <p>Sports—judo, fencing, rope skipping, soccer volleyball, badminton, table-tennis, basketball</p> <p>Music –horn, trumpet, flute, trombone, percussion, tuba and euphonium, clarinet, saxophone, recorder.</p> <p>Interest based –Campus TV, Film Appreciation, Japanese, Home Economics and Handicrafts, chess, drama, art, Christian fellowship ,French Group</p> <p>Uniform Groups– Air Cadets, Red Cross</p> <p>The ECA participation rate in S.1-3 was high at 86%; The participation rate of S.4-7 students was at 90%. The Senior Forms had doubled their rate than compared to the previous year.</p> <p>Inter-House activities: 6 inter-house competitions were organized this year: basketball, an IH knowledge quiz, reading, a Science knowledge quiz and volleyball.</p> <p>Others: A Halloween party for S1 and S2 on 30/10/09 A picnic day on 6/11/09 A variety show on 18/12/09</p> <p>Inter-school competitions: 159 School team members participated in sports competitions with 21 members winning a prize.</p>

Strategies/Tasks planned	Results/Comments
	<p>Championships awarded:  Speech Festival: 8 English “First” awards  Sport: 8 champions (swimming, athletics, cross country and gymnastics)  10th NESTA-SCMP Debating Competition: Champion.</p> <p>School Musical Teams Performance:  Olympian City Musical Performance in December.</p> <p>All S4 students achieved the OLE requirement in NSS1 with 135 hours of participating in 5 areas (moral and civic education, community service, career-related experiences, aesthetic development and physical development), of which all activities were organized by the school.</p> <p>These tasks should continue as routine next year</p>
<p>Organize at least one study tour</p> <p>To organize a community service tour outside of Hong Kong</p>	<p>25 students joined a 4 day study tour to X’ian (西安) (20-23/12/09).</p> <p>11 students joined a 4 day study tour to Hanoi (27/3 to 30/3/10)</p> <p>The Community Service Team organized 9 students to join the Zhangjiajie (張家界) Voluntary Service Tour co-organized with Hope Worldwide to teach English to local students. (1 –5/8/10)</p> <p>These tasks should continue as routine next year. It is suggested a compulsory study tour for Junior Forms could be launched next year to enrich students’ life experience .</p>
<p>To organise class-based voluntary services. For example: educative day camps, flag selling, visiting elderly homes, etc.</p> <p>To organise a summer community service scheme for S5 students</p> <p>To organise a community service tour</p>	<p><u>Achieved as planned.</u></p> <p>S1 and S6: distributing moon cakes and lanterns to elderly people on 2/10/09.</p> <p>S2 and S6: distributing daffodils to elderly people and help cleaning their homes On 29/1/10</p> <p>S2: Joining the PHAB Camp to learn about serving physically handicapped people: 2T on 6/3/10; 2I on 24/4/10; 2P on 8/5/10; 2S on 15/5/10.</p> <p>S3: 9 flag selling days for each class to raise money</p>

Strategies/Tasks planned	Results/Comments
<p>To organise fund raising activities</p>	<p>for different charity organizations:</p> <p>S3: visiting elderly people on 4/6/10</p> <p>S4: cleaning elderly peoples' home on 23/1/10  S4: taking care of the mentally disabled students in Adventure Ship Buddy Programme(29/9/09)</p> <p>S5: 8 students joined the Student Health Care Experience Scheme in Maryknoll Hospital (7/6/10 to 2/7/10)</p> <p>Inter-department based services:  Making s for visiting elderly people(Visual Arts Department)  Arranging daffodils for visiting elderly peoples' homes (Science Dept.)  Rice dumplings for elderly people (Home Economics)</p> <p>Community service in China: 9 students joined the Zhangjiajie (張家界) voluntary service Tour co-organized with Hope Worldwide from 1/8 –7/8 to teach English to local students.</p> <p>Total student service hours: 17633</p> <p>Whole school activities:</p> <p>Orbis Pin Day – \$18265  Red Packet with Love for Red Cross (\$10946.5).  Causal Wear Day for Hope Worldwide (\$15733),  TOTAL: \$44944.5.</p> <p>These tasks should continue as routine next year</p>

**Major Concern 3 :**  
**To develop students' Other Learning Experiences**

Strategies/Tasks planned	Results/Comments
To develop a student portfolio for S1 students	<p><u>Partially completed</u></p> <p>A workshop was held on 19/9/09, with an inspection of portfolios completed in October.</p> <p>This will be followed-up as a major concern in the coming year</p>

**SECTION B: ACADEMIC AFFAIRS**

**1. Curriculum and Assessment**

(a) Curriculum sets in lower forms

The design of curriculum sets aimed to cater for the diverse learning needs of students. As such, the College continued to offer a differentiated curriculum in the subjects of English, Chinese and Mathematics at S.1 to S.3 levels. This year the aim was to create smaller class sizes as much as practicable, particularly in lower sets.

(b) Building students' reading and writing, critical thinking and self-reliance

The College as part of its three-year School Development Plan is placing particular emphasis upon reading and writing, critical thinking and self-reliance. These are important areas that require time and effort. The recent actions by teaching departments as regards reading and writing prove that a whole school, cross-disciplinary approach can work and bear fruit.

(c) Assessment and examinations

The assessment policy put due emphasis upon continuous assessment especially in junior forms. In order to provide a smoother transition from junior forms to senior forms, the proportionate weighting of continuous assessment and examinations in calculating term marks was gradually varied:

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

## Promotion criteria

In order to further improve the attitude of students towards academic studies, the College maintained its tight promotion criteria. Junior form students needed to pass all three core subjects in Group 1. In addition, there was a further promotion criterion related to homework that S1 to S4 students had to meet; their punctual homework submission rate for the academic year had to be above 90%. The aim was to cement academic competency, particularly in the 3 core subjects.

The College will review both the academic and general performance of all students for promotion purposes. To ensure that students can adequately cope with admission to a higher form, the College has a number of requirements that students need to meet before promotion is allowed. The details of which are:

S1 to S3	(a) Group 1: A pass in English and Mathematics + A pass in Chinese or French; (b) A pass in at least 2 subjects in each of Group 2's and Group 3's subjects, as follows: Group 2: Integrated Humanities, Integrated Science, Chinese History and Culture Group 3: Home Economics, Music, Physical Education, Visual Arts; and (c) Punctual submission of 90% of all homework assigned.
S4	(a) A pass in the 4 core subjects of English, Chinese/French, Mathematics and Liberal studies; (b) A pass in at least 1 elective subject in Term 2; and (c) Punctual submission of 90% of all homework assigned.
S6	(a) A pass in UE and CLC + 2 HKALE subjects; and (b) Satisfactory conduct (Grade B - or better).

Students who fail to meet the minimum requirements for promotion to the next form will be required to repeat in the coming year. The school does not encourage students to repeat the same form more than once in their time at the College, the reason being that it is not in the long term interest for them to have studied in the same form for three or more years. However, in order to ensure that retention is not used too much, the College will aim to follow the Aided school standard of having no more than 5% of students repeating.

## **2. Scholarships, Awards and Academic Achievement**

In the school year 2009/10, one student from the Junior Forms, Sum Ming Pui, was awarded the EDB Woo Hay Tong Scholarship for her good academic work. Two students, 5C Ko Yee Ling Elaine and 6B Sin Long Yin Ryan were granted the Sir Edward Youde Memorial Prizes by the SEYM Fund. Twenty two students were awarded the Yau Tsim Mong District Prominently Improved Students Awards which were offered by the Yau Tsim Mong District School Liaison Committee. 70 students took part in the Australian Mathematics Competition held in September 2009. Two students 2P Cheng Long Wing Stanley and 4L Hui Yuet Reading received High Distinction Awards. Other 14 students received a Distinction Award and 25 other students Credits. 4L Hui Yuet Reading also received a Gold Medal in the Hong Kong & Macao Mathematical Olympiad Open Contest; six other students received Silver Medals and eight other students Bronze Medals. 2T Jin You Chuan, 2S Liang Nicholas and 2P Cheng Long Wing Stanley won a First Prize in the Xi Wan Bei International Mathematics Competition.

The School's English Language Debating Team participated in the 10<sup>th</sup> NESTA-SCMP Debating Competition this year and was the Champion of the competition after going through a number of rounds of competitions. 504 of our students took part in the English Speech Festivals; altogether, we had 284 winners in solo, duologue and choral sections. We had four Champions in Solo Verse Speaking, two in Dramatic Duologue, one in the Shakespeare Monologue and one in Choral Speaking. Twenty students took part in the Hong Kong Budding Poets Competition. Aska Cheung was the champion and two other students received a Merit Award. 3E Almenar Kathryn Q and 4M Malik Maria were awarded a Distinction Award and Second Prize respectively in an International French Writing Competition.

Seventeen students joined the Chinese Public Speech Competition for Hong Kong A-Level Students. 6A Hon Jo Yin and 6A Fung Man Tao Joshua were awarded Outstanding Performance Awards and six other students received Merit Awards. 2P Lau Ying Tung and 5R Yu Yan Yin were awarded the Overall Award in the Web-writing Scheme for Hong Kong Primary and Secondary Schools. All Chinese students participated in the Writing Competition for Secondary Students of China (HK Region). Six students received Merit Awards.

3E Chung Kwan Chi James won third prize in the Standard Chartered Hong Kong English Public Speaking Contest 2010 (Junior Division) organised by the Hong Kong Federation of Youth Groups. Form 6 Business Studies students participated in the Junior Achievement Company Program and received the Market Potential Award. Chau Yuen Ying (7A 2008-2009) was awarded an LCCI 2009 World & Country Silver Medallion. A list of academic achievements is shown in appendix 3.

## **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 concerning 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 counselor.

Repeaters from S.1 to S.6 were admitted into the scheme in September 2009. These students were all initially interviewed by their mentors who were either teachers, the school social worker or the school counsellor to form their own "individual education plans" by establishing individual baselines, plans for progress and criteria for measuring success. Parents concerned were informed of the programme at the beginning of the year and their support and co-operation was enlisted. The allocated mentors closely monitored these students to chart their progress and gave them encouragement as needed. In addition, these students were given regular and frequent after-school tutorial classes such as the ETR, CTR and MTR throughout the entire year.

By the end of the year, 92% of the repeaters met the promotion criteria.

## **Regarding Additional Support For Secondary Schools Adopting English-medium Teaching**

In the previous year the College received funding from the EDB to employ one teacher, to provide specialised staff training to the English Department and to purchase electronic whiteboards. For the 2009-2010 school year, implemented support measures related to the provision of staff training for NSS modules pertaining to poems and songs, short stories and workplace communication. Two of the three workshops were conducted, with an extension to be sought so that the overall plan can be achieved.

The two training modules held thus far produced meaningful elements that were incorporated into the curriculum from S1 so as to better prepare students for the NSS curriculum. Teaching materials were developed that were able to be tailored to suit the needs of a diverse range of student abilities in English.

## 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. 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 09-10, the school continued its work on developing students' moral and civic values through a proactive whole school approach in order to foster students Moral & Civic identity by the 4 Major Values: Respect, Responsibility, Perseverance & Appreciation

a. Talks / discussions and activities were conducted as follows:

1. Talks and classroom discussions:

Topic	Time
Goal setting	Sept 09
Time management	Oct 09
Rules and Regulations	Nov 09
Being a smart internet surfer	Jan 10
Coping with adversity	Jan 10
Friendship	Feb 10
Sex education	Feb 10
Drug issues	Feb 10

Leadership	Feb 10
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2. Activities held:

Activity	Date
Showers of Praises 嘉言懿行 (concerning 4 Major Values)	Throughout the whole year (No. of times = 32)
Bulletin Board Design Competition (Theme : 4 values)	Oct 09
S4 Challenge Camp	Nov 09
Visit Drug InfoCentre	Mar 10
University visit (S6)	Mar 10
Cultural Activities	24 – 28 May 10
Charity lunch buffet	28 May 10
Red Packets with Love (raised \$10,947 for Red Cross to support its relief work. 75% of the students took part in the activity)	Feb 10
Thank you note to teachers at the end of the school year	June 10
S4 Leadership Program	Feb – June 10
S2 Fun Fun Day	May 10
Variety Show	Dec 09
Publication of a G&C newsletter (4 issues)	Sept 09 – July 10

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 and workshops	No. Of theme base lessons conducted by class teachers	No. of other activities	Total
1	1	10	2	13
2	2	3	3	6
3	2	1	3	6
4	2	5	3	10
5	1	4	0	5
6	1	4	3	8

Talks/discussions had a wide range. These included caring for oneself (overcoming difficulties, understanding personality, friendship, emotional management, critical thinking and making friends from internet, time management, anti-drugs, dating, love and intimacy, leadership etc.), cherish relationships with parents (to appreciate parents' love), showing concern for the community, enhancing cultural harmony, 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 (82%) found that the activities organized have helped them develop positive moral and civic values.

After two leadership training sessions, students from S4 were invited to organize three activities namely an S2 Fun Day, Cultural Week and a Radio Production. They formed committees, held meetings and planned programs by themselves with the supervision of G&C teachers. Participating students showed positive feedback to the program and satisfactory performance.

Furthermore, the Guidance and Counselling Team also published 4 issues of newsletter. They included reflections from students on some of the above activities and articles on current issues.



**Table 1: Talks / classroom discussions during Friday Afternoon lessons to promote moral and civic values and enhance student's personal growth**

Date	Activity	Participating Forms	Objectives / Values
12 Sept 08	Community Service – visit elderly home	S1& S6	- Respect elderly - Be responsible citizens by helping the needy in the society
	Talk – creating a harmonious school	S2	- Respect schoolmates
	Class activity (team building and other games to enhance class spirit)	S3& S4	- Respect classmates - Appreciate classmates
	Study skill sharing	S5	- develop perseverance for study
19 Sept 08	Talk by Mr. Zac Ko	S1 – S6	- be responsibility for oneself by setting goals and working hard to achieve them and learning from mistakes
26 Sept 08	PATHS – China and Me	S1	- respect the country through knowing more about the national flag, the national anthem and other facts of China and Hong Kong
26 Sept 08	Sex education workshop	S2	- Respect oneself by protecting one's own body - Respect other people's body
	Sex education talk	S3 – S6	- Respect oneself
7 Nov 08	Cultural Day	S1 – S6	- Respect other schoolmates' culture - Appreciate the beauty of other cultures
21 Nov 08	PATHS – Rules and regulation	S1	- Respect others by observing their rules / regulations - Be a responsible member of the class / school by observing its regulations
	Emotion management	S2	- to understand emotion and learn to manage it
	Visit Jockey Club Drug InfoCenter	S3	- Be responsible to oneself by saying no to drugs
	Stress management talk	S4 – S6	- Understand causes of stress and ways to release it
5 Dec 08	PATHS – making friends on internet	S1	- Be responsible to oneself by being cautious in making friends from internet
6 Feb 09	Personal financial management	S1, S2 S5 & S6	- Understand one's responsibility in making suitable financial plans - Understand health, knowledge / qualification and love are equally important as money
	ICAC drama	S3	- Being a responsible citizen by helping fight against corruption
13 Feb 09	PATHS – personality	S1	- Understand one's personality and appreciate oneself - build better interpersonal relationship
	Sex ed – (relationship and intimacy)	S2 & 3	- Deal with curiosity for sex with respect and sense of responsibility - Understand the negative consequences of premarital pregnancy - Learn to protect oneself from exposing less private information on internet
13 Feb 09	Sex ed – talk (relationship and intimacy)	S4-S6	- Show respect in an intimate relationship - Understand negative consequences of irresponsible sexual behaviors

Date	Activity	Participating Forms	Objectives / Values
13 Feb 09	Sex ed – talk (relationship and intimacy)	S4-S6	- Show respect in an intimate relationship - Understand negative consequences of irresponsible sexual behaviors
6 Mar 09	PATHS – Friendship	S1	- How to differentiate “good” friends from “bad” friends
	Responsibility	S2	- Understand one’s responsibility in studying and as a member of a class
	Respect	S4	- Reflect on the importance of respect
13 Mar 09	PATHS – emotional management	S1	- Understand emotion and the ways to well manage it
	Visit drug information center	S4	- Learn to be responsible for oneself and say no to drugs
	Visit local universities	S6	- help students to further exam their progress to the goal
20 Mar 09	PATHS – fairness	S1	- Reflect on fairness
	Inter-class competition	S2	- Enhance class spirit
	Responsibility	S4	- Reflect on the importance of responsibility to oneself and others
24 Apr 09	PATHS – Yes, I can	S1	- Enhance students’ self-confidence by helping them to examine their strength
	Family	S4 & S6	- Reflect on students relationship with their parents - Learn to respect their parents
22 May 09	PATHS – How to deal with criticism	S1	- How to deal with criticism
	Anti-drug discussion		- Learn to be responsible for oneself and say no to drugs
	Discussion – My parents’ discipline	S2	- Learn to understand the rational behind parents’ discipline so that the enhance the parent-child relationship
	Anti-drug discussion		- Learn to be responsible for oneself and say no to drugs
	Perseverance	S4	- Learn from other people’s story the perseverance need in studying and working
29 May 09	National education – knowledge quiz	S1 – S4	- National education
5 Jun 09	PATHS – my parents	S1	- Understand Learn to understand the rational behind parents’ discipline so that the enhance the parent-child relationship

c. The developmental programmes conducted

The Discipline Team, Guidance and Counselling Team organised a number of field camps on specific themes related to the needs of adolescents. In 2009-10, the following were held:

Date	Theme	No. of participants
14th July & 14th Aug 09	School based S1 Orientation Days	148
17 <sup>th</sup> – 19 <sup>th</sup> Aug 09	S6 Orientation Camp at the College (17 <sup>th</sup> Aug) and YWCA Leung Siu Wing Camp (18 <sup>th</sup> – 19 <sup>th</sup> Aug)	60
2 <sup>nd</sup> - 4 <sup>th</sup> Sept 09	S1 Residential Training Camp at Po Leung Kuk Jockey Club Tai Tong Holiday Camp	165
4 <sup>th</sup> – 6 <sup>th</sup> Nov 09	S4 Challenge Camp at Pak Tam Chung Camp	117
14 <sup>th</sup> – 15 <sup>th</sup> Nov 09	S1 Challenge Camp	22
2 <sup>nd</sup> – 3 <sup>rd</sup> July 10	S1 Summer Camp Wong Yi Chow Camp	20

A total of 532 students participated in the above camping activities during non-school days in 09-10

Besides camping activities, some of our students were also selected by external agencies to participate in the following activities:

Date	Theme	Name of student
(1) Mar 30 – April 8, 2010 (2) July 9-18, 2010	Award Scheme for Student Leaders: A National Education Course held in Beijing 香港領袖生獎勵計劃: 國情教育課程	(1) S6B17 Liu Pak Hong Bruce (2) S6A 26 Tse Hong
Oct 09 – July 10	Leadership Enhancement Programme organized by the Hong Kong Academy for Gifted Education	S6B07 Chan Pui Ching Cherry
July 16 to 22, 2010	青春港澳行 - 2010 京港澳學生交流夏令營	S6B17 Liu Pak Hong Bruce

d. The Community Service Scheme (CCS)

With the past few years' successful experience, the CSS has become an important vehicle by which we can get our students to practice the values we are inculcating.

During 2009-10, we continued to set our whole-year theme as “Community Service Without Boundary” which means community service can be done at school, within the district and even in the global village. Therefore, different types of community service programs were organized for students, such as:

- Home visits to elderly people with moon cakes, daffodils or rice-dumplings,
- Cleaning elderly people’s homes,
- Serving mentally disabled students on the Adventure Ship’s Buddy programs,
- Flag selling days,
- ORBIS Pin Day,
- The Student Health Care Experience Scheme working in the Our Lady of Maryknoll Hospital during the summer holiday,
- A Zhangjiajie voluntary service tour in the summer.

The number of participants joining these programs was 3301, which contributed 17633 service hours through the whole year.

Starting from 2009-10, so as to help NSS students to fulfill their Other Learning Experience (OLE) requirements, S4 students are required to complete 15 hours of community service in this academic year.

This year, we also cooperated with 18 different external organizations such as the Kong Red Cross, YMCA, Adventure Ship, HK PHAB Association, ORBIS, etc to provide a wide range of services such as pin days, flag selling, elderly home visits, etc.

Since 2006, our School has been entitled a “Caring School”(愛心校園) by the Agency for Volunteer Service and the “Heart To Hear School Title”(有心校園) by the Hong Kong Federation of Youth Groups for our enthusiastic participation in the community service.

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

- ORBIS Pin Day (\$18265),
- Causal Wear Day for Hope Worldwide (\$15733),
- Red Packet with Love for Red Cross (\$10946.5).

Total amount of donations raised throughout the year is \$44944.5.

To summarize, our students completed approximately a total of 17633 community service hours during 2009-10, showing an increase of about 32% compared with year 08-09. Each student completed about 22.58 service hours on average and about 68.49% of our students achieved their CSS requirements. Also, according to the year-end survey, 78.86% of them also agreed/strongly agreed that community service programs were meaningful.

## 2. Improving Studying Habits and Enhancing Personal Growth

### a. Talks, workshops and intervention programmes

The “Early Identification and Intervention Scheme” was launched in 2004-05 and continued in 2009-10. The Academic Affairs Team worked with the Guidance and Counselling Team on the EIS programme.

A total of 37 repeaters from S.1 to S.6 were admitted into the scheme in September 2009. The mentors who were teachers, the school social worker or the school counselor to form their own individual education plan. The mentors monitored these students to chart their progress and gave them encouragement as needed. In addition, workshops related to different subjects were given throughout the entire year.

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.

In terms of promotion rates, 34 of the 37 repeaters (91.9%) who stayed in the College until the end of the school year met the promotion criteria. 33 students continued to study at the College in the new school year.

### 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 distributed ‘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 2009-10 is tabulated as follows:

<b>Sanctions administered</b>	2008-09	2009-2010
Lateness to school per day	6.9	7.72
No. of warnings per day	8.15	8.96
No. of black marks per day	1.84	1.83
Major/Minor Demerits administered per day	0.23	0.183

The Discipline Team issued Punctuality Awards and Good Conduct Awards in each term in order to acknowledge students' outstanding performance in specific discipline-related areas. In 2009-10, a total number of 664 and 926 Good Conduct Awards and Punctuality Awards were issued to students respectively.

The Discipline Team also issued Leadership Awards, Outstanding Service Awards, ECA Outstanding Awards to recognize students with excellence performance in other non-academic areas.

Award	Student leaders	No. of students
Leadership Award (w/ Major Merit)	Head Prefect	3
	House Captain	1
Outstanding Service Award (w/ Merit)	Deputy Head Prefect	5
	House Vice Captain	9
	Monitor	25
	Library Prefect	22
	Guidance and Counselling Team	12
ECA Outstanding Award (w/ Merit)	Music Team	6
	Mathematics Olympiad Team	1
	ECA Club	3
Sportswoman Award (w/ Merit)	School Team	1
Total no. of Awards		88

c. Personal counselling services

The Student Development Portfolio was launched in September 09 with the purposes of

- enhancing class teacher's understanding of student's background and needs;
- facilitating individual counselling work carried out by class teachers; developing students' self-management skills via goal setting and self-evaluation;
- strengthening communication between class teachers and students through journal writing; and
- identifying students with special needs and arranging further individual counselling by professionals.

Students were asked to complete a personal portfolio which contained a personal information section, a goal setting section and self-evaluation section. Class teachers were asked to conduct at least two individual counselling sessions with each student and to communicate with them via a weekly journal. 97% of the teachers agreed that such individual interviews could help

them understand students better and 91% of them agreed that the journal was useful in enhancing communication with students.

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, a total of 10 cases were referred by teachers to the School Social Worker and the School Counsellor for individual counselling work.

The School Counsellor dealt with 56 student cases that required 251 sessions of interviews. The Counsellor also carried out 105 counselling sessions for parents.

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

1. *S1 orientation Programs*

The Guidance team, ECA team and Discipline team conducted orientation programmes for 143 new S1 students on 17 July & 18 August 10 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 an English language and a Putonghua Bridging course for S1 students during the summer holiday.

2. *S6 orientation camp*

An orientation camp was organised for sixty S6 students on the 17<sup>th</sup> and 19<sup>th</sup> of August, 2010 at the YWCA Leung Siu Wing Holiday Camp.

3. *Financial Aid to students in need*

A total number of 99 applications were processed in 2009-10. Applicants received a school fee subsidy of 15% to 100%. The total amount of school fees involved was \$1,038,300.

4. *Careers and Guidance Service*

A careers week was organized in November. There were four guest speakers from a range of occupations (a fireman, an accountant, a reporter and an occupational therapist). All the talks were well attended and received.

Nine careers visits were organized throughout the year (Youth Employment Start, Caritas Medical Centre, UNIART School of Design, South China Morning Post, Cathay Pacific City, Chinese Cuisine Training Institute, Chinese Medicine Museum at HKBU and Ocean Park). About 85% of participants found the visits interesting and useful in widening their horizons.

As part of the NSS planning, the Careers Team conducted a briefing on the importance and requirements of the Student Learning Profile (SLP) for S1-3 students in September. However, the students do not compile their SLP well as they cannot have an access to the activity records. IT support is being looked forward as our team would like to put the activity records online so that students can check it through the intranet on their own.

During the year 2009-10, the 10th Anniversary of the College, the alumni committee organized an exhibition of photos display about the school life of alumni in the 10 years in the Open Days. 75 alumni joined the 10th Anniversary Dinner in July for reunion among all members of the College, past and present. Concerning the Alumni group on Facebook, the number of members has been increased by 200 from Sept 2009. The first issue of alumni newsletter was published in May 2010.

For S1-S4 students and their parents:

- The Careers team organized 4 class teachers' periods during Friday afternoons in 2009-10. A range of different activities were organized for the students, including a personal development seminar on self-management, careers auction, narrative approach on self aspiration, personality tests and advice on S4 subject choices.
- As part of Careers Week, a board display about university entrance requirements under the NSS academic structure was set up.
- The Careers Team collaborated with the Academic Affairs team to organize a parents' information night on S4 subject choices. This proved highly successful and attendance was high.
- The Careers Team collaborated with the IH Department to organize a workshop on critical thinking and entrepreneurial skills for S3 students to explore their career aspirations. 89% of the participants understood more about how to become an entrepreneur and 80% of them improved their confidence in succeeding in their future study / career.

For S5 students:

- As part of the Careers Week, a board display about further study options for the last cohort of S5 students and a booth concerning IELTS were arranged.
- Two workshops on HKCEE Result Release were arranged in February and August. S5 students attended the workshops and 75% of participant found them useful to help them to make a decision for their future.
- A talk on further study options by Institute of Vocational Education (IVE) was also organized for S5 students in August before the HKCEE Result Release.
- A counselling station was set up on the day when the HKCEE results were released.

For S6 students:

- The Careers team organised 3 class teachers' periods during Friday afternoons in 2009-10. A range of different activities were organised for the students, including university visit (CUHK), leadership seminar, JUPAS introduction, university admission requirements and resume writing.

For S7 students:

- Two briefing sessions were given to S7 students on JUPAS in September and December respectively.
- 10 students applied for the Principal's Nomination Scheme and were interviewed by the Head of Careers and the Principal separately. Consequently, 3 students were successfully nominated to the scheme.
- A counseling room was set up on the days when the HKAL results were released.
- Individual consultations were given to all S7 students with regards to JUPAS. 85% of the S7 students found the one-on-one sessions useful and 88% of them found that the careers teachers gave them good advice that they were able to use.

#### 5. *The summer internship:*

During the summer holidays, five S5 & S7 students successfully gained work-experience supported by Octopus, Towngas and St. James' Settlement.

### 3. **Students' Non-Academic Performance**

#### a. Extra-curricular- activities

The ECA team organised a wide range of extra-curricular activities, which included academic clubs, sports groups, music groups, interest groups, in total there were 41 groups of ECA for student to choose from.

Distribution was as follows:

Academic Clubs	7
Sports	8
Music	9
Interest Groups	9
Uniform Groups	2

The ECA participation rate in S.1-3 was 86%, with the participation rate of S.4-7 students being at 90.2%. The Senior Forms had an extremely high

participation rate in 09-10, nearly double the percentage of participation as compared with 08-09.

Students' attendance in ECA in 2009-10 was as follows:

- There were 289 (49%) students who received an "Excellent" grade in 09-10;
- There were 444 (75%) students who received a "Good" grade in 09-10;
- There were 41 (6%) students who received an "Unsatisfactory" grade in 09-10;
- Totally, nearly 600 merit points were given to students to award their performance in participating in ECA.

A Leadership Training Programme was organized for Prefect and House Committees. There were 46 students who joined the Leadership Training Programme with 34 students obtaining a certificate. The training elements included: leadership skills, problem solving, communication skills and camping.

Activity	Date	Venue	No. of participants
An overnight Leadership training camp	March 13-14	Jockey Club Sai Kung Outdoor Training Camp	34
Mountaineering Level 1 qualification	February 8	Sai Kung West Country Park	9
Flying Operation	March 22	Mongkok (West)	6
Air Cadets - Recruited Cadets Passing Out Camp	March 21 -22	Pak Sha O Hostel	4
Air Cadets – Squadron Training Camp	May 9-10	Lantau South Country Park	7
Air Cadets – Summer Training Camp 2009	August 6 -9	Chek Keng, Sai Kung East Country Park	2
Air Cadets – Kowloon Wing Leadership Training Programme	August 22-23	Sze Lok Yuen Hostel, Tai Mo Shan	1

Throughout the year, the ECA team, G & C team and Discipline team organized whole-school events such as Friday afternoon activities, a Halloween Party, an Annual General Meeting (AGM), a School Picnic Day, a Variety Show, Inter-House Competition activities (7 competitions in total), Lunchtime entertainment events, Bulletin Board Decoration competitions, Inter-class competitions and Post-examination activities.

The inter-house activities held in 09-10 are as follows:

Inter-House Chinese Department afternoon competition	Sept
Inter-House Science Knowledge quiz competition	Oct
Inter-House English Department afternoon competition	Nov
Inter-House Badminton competition	Dec
Inter-House Football competition	April
Inter House Reading competition (1 <sup>st</sup> term)	-
Inter House Reading competition (2 <sup>nd</sup> term)	-

**b. School Sports Teams**

159 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), a table-tennis team (boys & girls), a gymnastics team, a soccer team, an athletics team, a bowling team and a netball team (girls). The percentage of students who were members of a sports team was 20%.

**c. Student Achievement Record**

The student achievements record is provided in Appendix 4.

This year a total of 740 students were awarded in external competitions involving sports, drama, speech festivals, music festivals, academic competitions, etc. and in total they obtained 458 awards.

**4. Communicating with Parents**

Both a Parents' Information Night (16<sup>th</sup> Oct 09) and a Parents' Day (27<sup>th</sup> Feb 2010) 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 was also concerned about parent and student relationships. A total of 185 S1 parents attended a talk organized by the Discipline Team on the topic of "Psychological Adjustment for students promoted to Form 1" on the 4<sup>th</sup> of September 2009 to help parents to gain a better understanding of their child's personal growth.

The School had four teachers assigned to serve on the PTA's Executive Committee. They helped organize the election of the parent representatives to the Executive Committee. The school also subsidized the publishing of a PTA Newsletter and worked with the Executive Committee in organising various talks and activities. This year the PTA had 203 parent members, and more than half of the teaching staff took part in at least two PTA activities.

The PTA donated 16 awards to students with outstanding performance in the area of Sports (10 awards), Community Social Services (2 awards), Visual Arts & Music (4 awards).

## **5. Promoting Cultural Exchange and Understanding Across Cultures**

During the Christmas holiday, a total number of 25 students and 4 teachers participated in a 4-day culture study tour to Xian(西安).

During the Easter holiday, the French and HE Departments organized a heritage and cuisine based tour to Hanoi. A total number of 11 students and 2 teachers participated in this tour.

In August a total of 9 students joined a 5- day study tour organised by the Community Service Scheme Team to Zhangjiajie(張家界) to experience the life in mountain village and teaching English in primary school.

The total number of students and teachers who participated in school organised tours in 09-10 was 45.

### **The Summer Internship programme 2009-2010**

A Summer Internship Scheme has been launched since 2002 to provide fresh graduates of the HKMA David Li Kwok Po College and the HKMA K S Lo College with an edge over their counterparts in their future job search by helping them develop workplace awareness in a real work environment.

Since it was first established, the scheme has benefited a total of 110 students. This summer, 5 graduates from S5 and S7 took up internships of two months in duration, training at both the Hong Kong and China Gas Company Limited (Towngas) and Octopus, and also a one-month programme at St. James' Settlement.

Further to this 8 graduates from S5 and S7 took up internships at a joint service-cum-learning summer programme organized by Our Lady of Maryknoll Hosiptal, Buddhist Hung Seam Chau Memorial College and our College.

In May 2010, HKMA K S Lo College and our College organized a joint school preparation workshop by St. James Settlement for those students who joined an internship, to help them prepare for the programme, how to equip themselves for a personal interview and resume writing skills. Feedback from students was positive, out of a full mark of 10, 80% of participants gave 8 marks as a measure of their satisfaction of the workshop.

## SECTION D: Financial Summary

	Unaudited Actual <u>1/9/09 - 31/8/10</u> HKD (A)
<b>INCOME</b>	
Government DSS Subsidy	27,772,151.18
School Fees	14,629,501.00
Bank Interest Income	23,575.72
Donation	100,000.00
	<hr/>
<b>Total Income</b>	<b><u>45,562,698.32</u></b>
<b>EXPENDITURE</b>	
Teaching Staff Cost	33,095,051.30
Non-teaching Staff Cost	5,594,793.13
<b>Total Expenditure before Depreciation</b>	<b><u>46,048,173.99</u></b>
<b>NET SURPLUS/(DEFICIT) AFTER DEPRECIATION</b>	<b>(1,930,020.67)</b>
Provision for Education Fund	<hr/> <b>(52,066.00)</b>
<b>NET SURPLUS/ (DEFICIT) AFTER DEPRECIATION AND PROVISION</b>	<b><u><u>(1,877,954.67)</u></u></b>
<b>Capital Expenditure</b>	
IT Equipment	355,222
Air-conditioner replacement	425,850
<b>Total accumulated surplus</b>	<b>12,772,888</b>