

HKMA David Li Kwok Po College Annual School Report 2012-2013

SECTION A: MAJOR CONCERNS ADDRESSED IN 2012-13

Last year, the College implemented whole school objectives that took the form of 'Major Concerns'. What occurs is that all Teams and Academic Departments conduct an annual review. Elements not achieved in any one year may become an area for focus and development in the next academic year. The results of the previous year's plans by Teams and Departments are divided into two sections, work done by the Academic Affairs and Student Affairs Teams are as follows:

The Academic Affairs Team

The overall progress of implementation of the initiatives planned for the 2012-13 school year has been satisfactory. A detailed report in this regard is given below.

Major Concern 1:

To further develop care between teacher and teacher, teacher and students, and students and students

Initiative	Task Implemented	Evaluation
Encouraging teacher professional development activities	In addition to the professional development activities organised by the Staff Development Team, all Departments worked hard to equip their members with skills in enhancing teaching and learning. Activities varied from formal in-house workshops, lesson observation and regular sharing to informal sharing among teachers and individual mentoring and support from Heads of Departments. Most training was related to the school's major concerns, small-class teaching and using IT tools, while some focused on the development needs of individual Departments. Examples of these activities	<p><u>Achieved as planned.</u></p> <ul style="list-style-type: none"> Teachers found the professional development activities useful as it could help them reflect and improve their own teaching skills in a number of areas. Teachers started using iPads during their lessons to promote student-centred learning and the results were encouraging.

Initiative	Task Implemented	Evaluation
Encouraging teacher professional development activities (Cont'd)	<p>are as follows:</p> <ul style="list-style-type: none"> • The Mathematics Department conducted in-house training on iPad teaching and Mathematics software. • The English Department paired up teachers to provide mutual support and guidance. Form coordinators were appointed to provide teaching and learning support to those teaching the same Form. Workshops on the use of iPads were also arranged. • Teachers in the Social Science Department continued to conduct professional sharing in Liberal Studies with the teachers from Ti-I College. • Sharing on the use of IT at Department level was held at Academic Studies Committee meetings to facilitate the exchange of ideas about using various useful Apps. 	<p>Although constraints posed by teachers' timetables and the implementation of split groups rendered it difficult to reserve common free periods for Departments to explore more professional development opportunities, the Academic Affairs Team tried hard to arrange common free periods as far as possible for teachers at Form levels.</p>
Encouraging collaboration among Department and teams	<p>Compared to previous years, a far greater number of cross-Departmental/cross-team activities were organised in the past year to address the major concern as stated above. Some of these activities are highlighted below:</p>	<ul style="list-style-type: none"> • The target was achieved as planned. • Positive feedback was received from both students and teachers. Teachers, in particular, were very supportive and positive about

Initiative	Task Implemented	Evaluation
<p>Encouraging collaboration among Department and teams (Cont'd)</p>	<ul style="list-style-type: none"> • The Mathematics Department and the Chinese History Department co-organised a study tour to Germany to let students learn both Mathematics and world history. • The Social Science Department and the Community Service Team jointly organized a series of Oxfam interactive workshops and the “iPoor” program to let students to have better understanding on poverty and development issues in Hong Kong. The two Departments further worked with the Guidance and Counselling Team to run the Hunger banquet activity let students to explore the issue regarding imbalanced distribution of food in the world. • A self-learning zone for Junior Forms was jointly run by the Science Department and the Mathematics Department to promote students’ self-learning and to arouse their’ interest in Science and Mathematics. This apart, a cross-Departmental project on power plants was organized by the Science Department and the Social Science Department to educate students on the use of energy and its impact on 	<p>collaborative work and found it fruitful. Teachers on one hand were able to achieve better standards in the organisation of events/activities through learning from other Departments/teams, and on the other hand found that students could learn better through an integrated approach. For example, students’ learning of Chinese poems could be greatly enhanced when an art element was embedded in the activities organised.</p>

Initiative	Task Implemented	Evaluation
<p>Encouraging collaboration among Department and teams (Cont'd)</p>	<p>environment.</p> <ul style="list-style-type: none"> • The Chinese Department collaborated with the Social Science Department to launch a series of library book sharing activities. • The Chinese Department, the Social Science Department and the Visual Art Department jointly hosted an activity which relates poems with art work. • The English Department worked together with the Friday Morning Assembly Team to design assemblies related to speech festivals, debates and drama. • An impressionism painting programme on environmental issues was jointly launched by the Visual Arts Department and the Social Science Department. • The Home Economics teachers and the Community Service Team co-organized with the Community Service Team a dumpling-making-and-giving activity. They also worked with the Careers Team to hold an alumni cooking class. 	

Initiative	Task Implemented	Evaluation
<p>Organising activities to further develop the relationship between teachers and students</p>	<ul style="list-style-type: none"> • Numerous activities that helped enhance teacher-student relationships were organised by a number of Departments such as the Social Science Department, the Science Department, the English Department, the Music Department and the Visual Arts Department. They involved class-based activities such as inter-class debates, speech competitions, a book report writing competition, book sharing session, drawing competition and singing competition. They also covered house-based programmes such as the Science Cup Competition, Music Sharing Programmes, etc. • Additional to the above, a Thank You Card (to teachers) Design Competition was organized by the Visual Arts Department aiming to strengthen the bond between teachers and students. 	<p><u>Achieved as planned.</u></p> <ul style="list-style-type: none"> • The activities organised provided a very good platform for teachers to get to know students more. Active participation by both teachers and students helped to strengthen the bonding between them. A lot of the activities concerned required teachers to spend extra time during lunch breaks and after school. Their contribution in this regard is highly appreciated.
<p>Encourage students to seek help from teachers and show care to their schoolmates</p>	<ul style="list-style-type: none"> • Lunch time and after-school tutorials (in the form of help-desk services) for English, Chinese, Mathematics, Integrated Humanities, Liberal Studies and Science were organised for students. • The Chinese Department 	<p>The target was only partly achieved.</p> <ul style="list-style-type: none"> • The response towards after-school tutorials was only lukewarm. Most students did not take the initiative to join these tutorials and usually referrals had to

Initiative	Task Implemented	Evaluation
<p>Encourage students to seek help from teachers and show care to their schoolmates (Cont'd)</p>	<p>organised a series of lunch break activities to promote student-student relationships, e.g. project presentation, sharing from outstanding alumni, etc.</p> <ul style="list-style-type: none"> • The Social Science Department encouraged students to form study groups so that they could help one another. It also established a Social Science Club to encourage students to organise activities for their schoolmates. • Visual Arts teachers arranged students with different abilities to sit in a group during lessons in order to allow more sharing among students. • Besides the activities organised by various Departments, care was also promoted during daily classroom teaching by subject teachers. Students were taught to show care to one another during the group tasks. 	<p>be made by different subject teachers. More promotion would need to be done to attract more students to join remedial activities.</p> <ul style="list-style-type: none"> • Promotion of care amongst students during classroom teaching was not an easy task. Efforts would continue to be made to cultivate a caring culture among students.

Major Concern 2:

To further develop teaching and learning through small class teaching in Junior Forms, using technology to create student centred learning, enhancing students' competency in both reading and writing, and further developing students' creativity

Initiative	Task Implemented	Evaluation
Using small class teaching and learning strategies	<ul style="list-style-type: none">• Arrangements were made to split classes in Junior Forms into small groups to facilitate small-class teaching. For example, S1 was split into five classes so that the average class size involved not more than 33 students (against some 40 persons in the past); the classes for the core subjects of English, Chinese and Mathematics in S1 to S3 were on average only 28 persons each; to address student diversity greater grouping was arranged for the more difficult subjects such as Integrated Humanities and Integrated Science in S2 so that the average class size involved not more than 32 persons.• Small class teaching and learning strategies were implemented by teachers in the split classes/groups as mentioned. They included increased frequency of group discussions, individual presentations and role-play, more one-to-one assistance, faster feedback loop, etc.	<p><u>Achieved as planned.</u></p> <ul style="list-style-type: none">• Teachers teaching small groups found the quality of their teaching improved as they knew individual students better and were more poised to address their needs.• Classroom dynamics were enhanced as there was more interaction and students had more chances to express their opinions in class.• The design of lesson plans tailored for small class teaching has facilitated the exchange of professional ideas exchange among the teachers concerned.

Initiative	Task Implemented	Evaluation
<p>Using IT to enhance teaching and learning</p> <p>Using IT to enhance teaching and learning</p>	<p>iPads were widely used by different Departments in areas such as classroom teaching and learning, assessments, projects and extended learning. Some Departments have also tried to use new software and e-learning platforms to enhance teaching and learning. Some noteworthy examples are as follows:</p> <ul style="list-style-type: none"> • Useful web links were developed by the Mathematics Department to facilitate students' self-learning. Students' online assessments was also promoted by the Mathematics teachers. • Edmodo (an e-learning platform) was used by some members of the Social Science Department to extend teaching and learning beyond classrooms. Teachers concerned also developed special lesson plans tailored to the use of iPads in teaching and learning. • With the help of iPads, the Science teachers developed lesson plans specifically for student-centred learning. For example, S2 students were asked to complete a project on creating eBooks using iBook Author. 	<p><u>Achieved as planned.</u></p> <ul style="list-style-type: none"> • The outcome was very encouraging considering that 2012-13 was the first year in which the use of IT for teaching and learning was promoted. • Many of the teachers who did not use iPads in their teaching before started using this IT based tool during their lessons. The more experienced ones actively explored useful educational apps and designed teaching and learning tasks to enhance their teaching. Formal and informal sharing on the use of iPads among teachers was often held.

Initiative	Task Implemented	Evaluation
	<ul style="list-style-type: none"> • iPads were adopted by the English teachers to make lessons more interactive and effective. Some reading and writing skills were taught using iPads as well. • Teachers in the Chinese Department designed writing lessons which used iPads as teaching tools. • The Visual Arts Department used iPads to teach art appreciation. 	<ul style="list-style-type: none"> • Very positive feedback on the use of IT by teachers was received from the External School Review Team of the Education Bureau last year.
<p>Organizing learning activities to further develop students' interest and competency in reading and writing</p>	<ul style="list-style-type: none"> • The English Department continued to launch reading programmes and promote process writing and journal writing. Cross-curricular projects were also implemented. <p>The Chinese Department not only continued to implement a reading scheme, but also encouraged students to write short essays in order to build up their confidence in writing. Peer assessment was also introduced to further enhance students' writing skills. Apart from these, students were exhorted to attend writing workshops and actively participate in writing competitions.</p> <ul style="list-style-type: none"> • Besides the efforts made by the two core language Departments in promoting 	<p>The target was almost achieved.</p> <p>Teachers generally felt that students have not developed a habit of reading for leisure since childhood. Thus, a lot of effort and different types of strategies have been implemented to motivate them to read. However, it has been observed that although students could complete reading tasks and reading schemes required by teachers, their bona fide interest in reading has yet to develop.</p>

Initiative	Task Implemented	Evaluation
<p>Organizing learning activities to further develop students' interest and competency in reading and writing (Cont'd)</p>	<p>reading and writing, many other Departments also organised a wide range of learning activities to enhance students' performance regarding reading and writing in their individual subject areas. Examples are listed below:</p> <p>Recreational Mathematics books were introduced and other Mathematics activities were held during the Mathematics Department Afternoon.</p> <ul style="list-style-type: none"> • Sharing was organised by the Social Science Department to promote reading. At the same time, writing competitions were organised for both Junior and Senior Forms. Also, a reading scheme was launched for students studying BAFS. • As for the Science Department, sharing was done during numerous morning assemblies to promote students' reading interest. The Department also posted Science books and magazines on the Science Self-learning Zone. • The Visual Arts Department provided intensive training to students, especially those in S4 to S6, as regards art appreciation and criticism. 	<p>As for writing, despite the strenuous efforts made by the core language Departments, due to their weak foundation (especially in Chinese Language) in primary schools, our students required quite some time to bring them up to the standards of being able to cope with the public exams when they progress to S6. Therefore, a lot of efforts has been and would continue to be invested in Junior Forms. Although the results of the TSA examination show that our students performed quite well in basic language competency, there is still room for further improvement and hence a need to stretch our students more fully</p>

Initiative	Task Implemented	Evaluation
Organizing learning activities to further develop students' interest and competency in reading and writing (Cont'd)	<ul style="list-style-type: none"> • Efforts were also made by the Home Economics Department to promote reading and writing through project work, reading cooking resource books and writing reflections. • The IT curriculum was revised to meet the needs of new IT skills required for our students, which also involved some reading and writing elements. 	
Developing students' creativity thinking through classroom teaching and various other activities	<ul style="list-style-type: none"> • Creativity was emphasized in classroom teaching for various subjects. For example, creativity was promoted in writing tasks, project learning, models making, etc. All these tasks required students to use more imagination. • Numerous writing workshops were conducted by the Chinese Department to promote students' creativity in writing. • Students were encouraged to think creatively while solving Mathematics problems. At the same time, members of the Mathematics Club were encouraged to use new methods to build mathematics models. • Various competitions emphasizing on creativity were organised by the 	<p>The target was almost achieved</p> <ul style="list-style-type: none"> • Creativity was emphasized in daily teaching and learning and it has been observed that some students could produce work of high creativity. Some students have also been asked to enter competitions requiring creative thinking. With continued effort in the future years, students' creativity could be further developed.

Initiative	Task Implemented	Evaluation
<p>Developing students' creativity thinking through classroom teaching and various other activities (Con'd)</p>	<p>Social Science Department. Examples are the Green Fashion Design Competition, the Clean Shorelines Slogan Competition, the Economics comic drawing competition, etc.</p>	
<p>Re-evaluating the curricula within the creative arts domain to further enhance creativity</p>	<p>Creativity was further promoted in the curricula of Visual Arts, Music, Home Economics, Life Education and Physical Education. Examples are given below:</p> <ul style="list-style-type: none"> • The curriculum of Life Education for S3 was revised to include a module on a multi-media project learning to promote creativity. • The S3 Music curriculum was refined to include a unit on song composing (students concerned were required to use a notation program to write songs). • Home Economics teachers asked students to design aprons, drawstring bags and clothing. Also students have to plan a dish for their parents. • Students were asked to participate in the Sports Fair Play E-poster and slogan competition. • A number of visual arts competitions were 	<p><u>Achieved as planned.</u></p> <ul style="list-style-type: none"> • In general, students' work displayed quite a good level of creativity and they enjoyed the tasks given.

Initiative	Task Implemented	Evaluation
Re-evaluating the curricula within the creative arts domain to further enhance creativity (Cont'd)	organised to provide opportunities for students to showcase their creativity.	

The Student Affairs Team:

Major Concern 1: To further promote moral and civic values especially Care

Strategies / Tasks	Achievement
<p>Via:</p> <ul style="list-style-type: none"> • PDP on Friday Afternoons • Internal and external Competitions and campaigns • support to teachers to help them conduct discussions concerning moral issues with students to promote moral and civic values • Student reflection • Friday Morning Assemblies • Campus TV programs 	<p><u>Achieved as planned</u></p> <p>A total of 35 talks, workshops and discussions were held as part of the College's Friday Afternoon Class Teacher Period.</p> <p>92.5% of students agreed that the programs organized helped students develop positive values. This is a very encouraging result. Students enjoyed guest speakers' sharing of their life experiences and learnt from it. Students were asked to write reflections after Friday's PDPs.</p> <p>Programs were also fine-tuned to meet students' needs. For instance, S3 and S5 students were divided into gender/cultural backgrounds to have sex education. Students thus felt more comfortable about sharing their opinions.</p> <p>Teachers were briefed by members of the Guidance Counseling Team on how to lead discussions.</p> <p>A talk on Juvenile Crime was given to S1 students.</p> <p>Three newsletters were produced by the Campus TV team with articles promoting positive values.</p> <p>The Friday morning assembly team also produced whole-school assemblies including themes on love and care for teachers; care for the elderly, community service; care for parents; reading; respect and appreciation for different cultures; treasuring friendships; goal setting etc.</p> <p>During Monday assemblies, prefects shared Good People, Good Deeds via the theme "Care is around us" with all students.</p> <p>Eight types of "Thank You" cards were designed by students and used for them to show appreciation to their teachers at the end of the year.</p> <p>Reflection was also required by students who misbehaved and for class teachers to help them understand correct values.</p> <p>This area should continue as a routine task next year.</p>

Strategies / Tasks	Achievement
<p>To organize different types of community service to arouse students social awareness and learn to show care and concern to people in need</p> <p>To organise class-based voluntary services. For example: educative day camps, flag selling, visiting elderly homes, environmental work, etc.</p> <p>To organize fund raising activities</p>	<p><u>Achieved as planned</u></p> <p>Eight Form-based activities and 19 class-based activities were organized including activities such as:</p> <ul style="list-style-type: none"> • An S1 Classroom Cleaning Campaign • An S1 Parent-Child Paired Flag Selling activity • Visiting single elderly homes during the Mid-Autumn, Chinese New Year and Dragon Boat festivals • A Hunger Banquet • An S4 & S5 Oxfam Educational Talk • S3 Flag-selling • S2 PHAB educational camps • Orbis Pin Day and Causal Wear Day • An S3 Beach Cleaning Up Day at Cheung Chau • The Adventure Ship Buddies Program • Community Service Experience Sharing by Hong Kong Volunteer Awardees • S6 AVS Walkathon • The Sky Teen Volunteer Team service, etc • An Integration Camp with mentally challenging children • Christmas Carol Singing Festival <p>83% of students agreed that community service programmes were meaningful.80% students stated that they were willing to participate in community service.</p> <p>145 students received service awards, including 120 Bronze Awards, 19 Silver Awards and 6 Gold Awards.</p> <p>All the S2 and S3 students fulfilled community service requirement.</p> <p>58 students and teachers participated in the Red Cross Blood Donation Day on December 19, 2012.</p> <p>Total student service hours: 20,200</p>

Strategies / Tasks	Achievement
	<p>Whole school fund-raising activities:</p> <ul style="list-style-type: none"> • Causal Wear Day and ORBIS Pin Day (\$28,550), • AVS walkathon (\$3,800) • Hunger Banquet for Oxfam Hong Kong (\$11,016) • Red Packets with Love for World Vision (\$8,633) <p>Carol Singing Festival for Children Development Matching Fund (\$5,257.4)</p> <p>A total of \$57,256.4) (11-12 : \$48,412.5) was raised</p> <p>These tasks should continue as routine next year.</p> <p><u>Not achieved</u> Because of the Influenza A virus subtype H7N9, the service tour to mainland China was cancelled.</p>

Major Concern 2: To develop a caring culture for students' personal growth

Strategies / Tasks	Achievement
<p>To organize different programs that help at enhancing student's relationships with others, self-esteem and self-management and setting short-term and long-term goals :</p>	<p><u>Achieved as planned</u></p> <p>152 students participated in the S1 Orientation days on July 17 & Aug 24, 2012. 92% of the participants were satisfied with the program and suggested that it enabled them to better understand the school and establish a relationship with their teachers and schoolmates.</p> <p>All 165 students took part in the S1 Residential Training Camp held from Sept 5 to 7, 2012 to help new students build a relationship with their new schoolmates and teachers and understand school requirements.</p> <p>Most of the participants(over 90%) either strongly agreed or agreed that this camp enabled them to experience the spirit of perseverance; to build a better relationship with other schoolmates; to learnt to appreciate and care for each other and to be more responsible, independent and self-disciplined.</p> <p>An average of 85% of the 127 S4 students who took part in the S4 challenge camp held from Sept 5 to 7,2012 agreed that the camp helped them know more about themselves, classmates, teachers and the requirements of senior form studies.</p>

Strategies / Tasks	Achievement
<ul style="list-style-type: none"> • An S1 orientation program • An S1 Residential Training camp • An S4 Challenge camp • An S1 Rainbow Leadership Training Program • An ECA Leadership Training Camp • An ECA joint-school training program • Peer Counselor Scheme • S1 Tie Tying Competition <p>To nominate students to participate in activities organized by other organizations such as the EDB</p>	<p>However, the time of camp was not appropriate so students enjoyed less activities than compared with the previous year due to the limitation of the venue and hot weather.</p> <p>20 senior Form students joined the Peer Counselor Scheme to take care of S1 students who needed help with their self-management and social skills. Training was provided to peer counselors.</p> <p>To help S1 students adapt to secondary school life, prefects organized a tie tying competition for S1 students.</p> <p>3 groups under the Rainbow Program (5 sessions for each group) were formed:</p> <p>(1) I CAN which focused on interpersonal relationships, self-understanding, cooperative skills and problem solving skills. 13 students joined the group.</p> <p>(2) LET'S MOVE which helped participants develop leadership skills by organizing community services with the TWGHs Ma Hung Lin Chi Child Development Centre</p> <p>11 students joined the group and were very enthusiastic in helping and playing games with children with special needs. The students needed more training on their organizing and leading skills. They also revealed that they had a new understanding with regards the service targets -</p> <p>(3) SMART TEEN which focused more on developing participant's social skills for more introverted, self-centered or impulsive students. 14 students joined the group.</p> <p>An S1 tie tying competition was held to help S1 students learn how to tie a tie.</p> <p>A punctuality competition was held and student lateness improved.</p> <p><u>Not achieved</u> A class blog originally planned to be set up as a platform for students to share and communicate with classmates and class teachers was not created due to IT issues.</p>

Strategies / Tasks	Achievement
<p>To promote student academic and emotional care via the work of the following areas:</p> <ul style="list-style-type: none"> • GPS • The EIS, • Careers consultation stations, • School counsellor, • School social worker • Financial assistance scheme 	<p><u>Achieved as planned</u></p> <p>To help class teachers understand more of students' needs and provide more care to students, a "Growth and Personal Story" (GPS) booklet was introduced as a communication channel between students and class teachers.</p> <p>Students were asked to write a reflection after each PDP lesson, write a monthly journal and set goals for uniform tests and exams</p> <p>72.1% of students agreed that the GPS helped them to enhance teacher-student communication and self reflection.</p> <p>From class teachers' feedback, students were generally serious about completing the GPS booklet especially the monthly journal which helped them know more about students' life both in school and at home.</p> <p>Form meetings for Junior Forms were held for class teachers, the Discipline Team, the Guidance and Counseling Team, School counsellor and School social worker to discuss students' issues and carry out appropriate and prompt follow up action.</p> <p>A Class teacher mentor system continued to be employed to carry out individual counselling.</p> <p>A total of 25 repeaters from S.1 to S.5 were admitted into the EIS scheme with teachers, the school social worker or the school counselor being their mentors. From this, workshops related to different subjects were given. Most of parents gave positive comments to the programme. 21 of the 25 repeaters (84%) who stayed in the College until the end of the school year met promotion criteria.</p> <p>Summer programs for S1 repeaters were organized by the school counsellor to prepare them before the school year started.</p> <p>The School Counsellor dealt with a total of 58 student cases that required sessions of interviews. 8 sessions for parents including 2 workshops organized for S1-S2 parents. Around 4,005 student units visited the Counselling room throughout the year.</p> <p>Financial assistance scheme: A total number of 89 students received financial assistance from the school in 2012-13. The total amount of school fees involved was \$1,716,600 (11 – 12 : \$1,694,147)</p> <p>These tasks should continue as routine next year.</p>

Strategies / Tasks	Achievement
<p>To provide: Careers talks and visits Counselling Service on careers and academic choices A summer internship</p>	<p><u>Achieved as planned</u></p> <p>12 careers related programs were organized throughout the year.</p> <p>S6 :</p> <ul style="list-style-type: none"> • Visit to the School of Hotel and Tourism Management, Poly U • Visit to the School of Business, HKBU • Visit to the Hong Kong Community College, PolyU • Visit to HKDI & IVE • JA Successs Skills workshop <p>S5:</p> <ul style="list-style-type: none"> • Visit to Cathay Pacific City • Visit to the Regal Kowloon Hotel • Visit to HKBU • Visit to the School of Science, CityU • Visit to Cyberport • Visit to the South China Morning Post • JA It's my business workshop • JA Advanced Personal Finance <p>S4:</p> <ul style="list-style-type: none"> • Visit to the Coca-Cola Shatin Plant • Visit to the Yakult Tai Po Plant • Visit to the T Hotel and The Chinese Cuisine Training Institute <p>Other careers talks included:</p> <ul style="list-style-type: none"> • A talk introducing overseas study • A workshop on writing a self-account • For S5 students to prepare for JUPAS • A JUPAS briefing for S6 • A workshop on writing 'Additional Information' for applying for JUPAS for S6 students • A talk on interview skills • An Admission talk and Programme Introduction by University of Science and Technology for S5 and S6 students • An talk by the Bridal Academy • An admission talk and Program Introduction by IVE and the Heng Seng Management College • A talk about HKU Space & E-APP

Strategies / Tasks	Achievement
	<p><u>For Senior Forms</u> Parents were informed via school circular about the information day, admission talk, JUPAS talk and other relevant talks given by various kinds of tertiary institutions.</p> <p>JUPAS consultations were given by both class teachers and careers teachers to S6 students. 93% of S6 students found teachers gave them good advice that they were able to use.</p> <p>A seminar which aimed to help S6 parents and their child to be prepared for the release of the HKDSE Examination result and obtain the latest information on multiple pathways was held in July.</p> <p>The College helped 7 parents enroll in a Mock Examination result release program organized by external organization in July 2013.</p> <p>Alumni were invited to share their experience during the JUPAS briefing for S6 students.82% of students found the sharing useful.</p> <p>An aptitude test namely “Academic Programme Preference Inventory” was introduced to S6 students for their reference.</p> <p>Parents were also given careers information at S5 and S6 parents tea gatherings.</p> <p><u>For Junior Forms</u> A workshop about personality tests and advice on S4 subject choices was organized for S3 students.</p> <p>A parents’ information night for S3 parents on NSS subject choices was organized.</p> <p><u>Internships</u> During the summer holidays, three S4 students and three S6 students successfully gained work-experience supported by the HKMA, the St. James’ Settlement.and the Hong Kong Association of Career Masters and Guidance Masters.</p> <p><u>Not achieved</u> A careers intramail account was not created due to IT issues.</p> <p>A Mock Exam Result Release workshop was not organized as the organization couldn’t come on the time provided by the school.</p>

Major Concern 3: To care for students' whole person development by arousing their interest in wide range of area and explore their potential

Strategies / Tasks	Achievement
<p>To enrich student's lives via the provision of:</p> <p>ECA activities School teams Inter-House activities A picnic day A variety show Post examination activities A drama show Inter-school competitions Leadership training</p>	<p><u>Planned as achieved</u></p> <p>There were a total of 46 groups of ECA in 2012-2013:</p> <p>6 Academic clubs</p> <ul style="list-style-type: none"> • Chinese Cultural Club • English Club • French Club • Social Science Club • Mathematics Club • Science Club <p>7 Sports groups</p> <ul style="list-style-type: none"> • Badminton Group • Basketball Group • Netball Group • Table Tennis Group • Dance Sport Group • Hiking Group • Rock Climbing Group <p>17 Music groups</p> <ul style="list-style-type: none"> • Clarinet • Flute • Percussion • Saxophone • Trombone, Tuba and Euphonium • Trumpet and Horn <p>14 other Interest groups</p> <ul style="list-style-type: none"> • Art Group • Chinese Calligraphy • Chess Group • Reading Group • AYP • Cooking and Handicraft Group • Drama Team • Film Appreciation Group • Indian Dance Group • Korean Group • Photography Group • Chinese Debate Group • Pronunciation for Speakers of Chinese • Sky Teen Volunteer Group <p>2 Uniform Groups</p> <ul style="list-style-type: none"> • Red Cross • Air Cadets

Strategies / Tasks	Achievement
	<p>The ECA participation rate in S.1-3 was at 86%; The participation rate of S.4-6 students was at 86%. It was lower than the previous year due to the increase in the number of remedial classes.</p> <p>Students' performance in ECA were as follows:</p> <ul style="list-style-type: none"> • 257 (40%) students got "Excellent" grade; • 194 (30%) students got "Good" grade; • 124 (19%) students got "Fair" grade; • 80 (11%) students got "Unsatisfactory" grade; • In total, 514 merit points has been given to students to award their performance in participating ECA. <p>Inter-House activities: 7 inter-house competitions were organized:</p> <ul style="list-style-type: none"> • Inter-House Treasure Hunt competition (March) • Inter-House Video Making competition (May) • Inter-House Badminton Competition (May – June) • Inter-House Bookmark Design Competition (Dec) • Inter-House Football Competition (Jan – Feb) • Inter-House Science Cup (12 Oct) • Inter-House Singing Competition (7 Dec) • Inter-House Mathematics Competition (15 Mar) • Inter-House Social Science Knowledge Quiz (26 Apr) <p>Other activities include a Halloween party, picnic and annual variety show.</p> <p>Post examination activities included:</p> <ul style="list-style-type: none"> • Singing contest • Visit to the HKBU Science Open Day • Film Watching • Inter-class Sports activity day • Careers Talk • Inter-class Debate Competition • Guitar Show • Talk on memory skills • Dolphin Watching Boat Trip • S1 Challenge Day • S2 & S3 Challenge Day Camp • HKUST Admission Talk • Talk on Interview Skills • Pinhole Camera Workshop • Heritage Museum Visit • Inter-class Knowledge Quiz Competition

Strategies / Tasks	Achievement
	<p>A total number of 711 awards were received during the year and 1,136 students were awarded. Some of the prizes were:</p> <ul style="list-style-type: none"> • Silver Award in the “Heart to Heart with China” International Youth Outstanding Art Program • Three 3rd Class Honor in 2012/13 Hong Kong Budding Scientists Award • Fifth place in the 2012/13 Hong Kong Youth Piano Open Competition • Two 2nd Class Honours in the 2012 徐悲鴻盃青少年兒童美術比賽 • 27 prizes from the 65th Hong Kong Schools Music Festival • Second place in the 6th Hong Kong Inter-school Harmonica Competition 2012 • One 1st Runner Up in the 9th Asia Pacific Harmonic Festival 2012, Malaysia • One 2nd Runner Up in the Bauhinia Cup Calligraphy Competition • 3 prizes in the HK School Drama Festival 2012/13 • Outstanding Student Volunteer Award from 永亨義人行學界義工計劃 2013 • Two students were selected as the Arts Ambassadors in the Arts Ambassadors-in-School Scheme

Strategies / Tasks	Achievement
	<p>Inter-school sports competitions:</p> <p>220 students were selected to join 10 school sports teams which took part in various inter-school sports competitions.</p> <p>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, and an athletics team. The percentage of students who were members of a sports team was 26%.</p> <p>The Boys B-grade badminton team with 9 students finished the Inter-school badminton competitions (D3) with champion. The school boys' badminton team achieved the overall 3rd place in the competition.</p> <p>In Inter-school athletics championships (D3), the athletics team got 3 gold medals, 1 silver medal and 1 bronze medal in individual events, and 1 silver medal in team relay event.</p> <p>In the Inter-school Table tennis Competition (D3), the boys C-grade team finished with 3rd place, and achieved the overall 4th place in the competition.</p> <p>In the Inter-school Boys Basketball Competition (D3), the boys B-grade team finished with 4th place in the competition.</p>

Strategies / Tasks	Achievement
	<p>Leadership Training</p> <p>The total no. of students who took up leadership positions in ECA related organization this year increased by 8% from last year's 131 to 142.</p> <p>Leadership Characteristics Reports were issued to Prefects, ECA leaders and committee members of the Student Council to help students understand their strengths and weaknesses.</p> <p>A Leadership Training program co-organized with the YMCA was provided to 31 ECA student leaders. 97% students completed the programme. A camp was held on 15 & 16 December 2012.</p> <p>Two in-house training sessions were given to prefects and student council committee members respectively.</p> <p>ECA students leaders were asked to apply the skills learnt by organizing activities.</p> <p>For Houses:</p> <ul style="list-style-type: none"> • Inter-House Treasure Hunt competition (March) • Inter-House Video Making competition (May) <p>For ECA:</p> <ul style="list-style-type: none"> • Dance Team: Dance Festival (Feb) • Maths Club and Chess Group: Rummikub and Bridge competition (19 Mar & 16 Apr) • Reading Group: Bookshop excursion (27 Feb, 19 Apr) • Chinese Calligraphy Group: Visit to the Museum of Arts (7 Dec) • Photography Group: Photo taking activity (22 Feb) • Social Science Club: <ul style="list-style-type: none"> • Barter Market (24 – 25 Apr), Science Park visit (9 Dec), Recycling Clothes activity (1st term) • Science Club: Organic Farm visit 27 Apr, Science Alive (17 Nov) • Drama Competition (Mar) • Art Group: Art Exhibition (22 Jan) • French Club: French Show (14 May)

Strategies / Tasks	Achievement
	<p>25 students joined community service training under the Rainbow Leadership Program. On 28 April 2013, they went to the service with their parents (total 43 participants).</p> <p>24 students joined a war game on 11 May 2013 and 27 students joined the overnight camp on 28-29 June, 2013.</p> <p>In October 2012, an Election Committee was set up to handle the nomination and election work of the first student council executive committee. There were 21 candidates of the first executive committee election. After a two week campaigning period, 15 were successfully elected on 5 October according to the Constitution. The Student Council was officially established on November 1, 2012.</p> <p>In-house training was given to members of the executive committee.</p> <p>After its establishment, the Student Council had solely or jointly organized or helped several programs including the S6 farewell, stationery selling, umbrella rental service, prize and snack counter at Open Day, White Valentine's Cupid Delivery service and the singing contest. It also successfully helped in changing the tables and chairs at the tuck shop.</p> <p><u>Study Tours</u></p> <p>37 S2 students joined the Quanzhou-Tulou study tour from 30 November to 3 December 2012 with 3 teachers.</p> <p>36 S3 students joined the Malaysia study tour from 7 July to 11 July 2013 with 4 teachers.</p> <p>25 S1 to S5 students joined a study tour to Germany from 17 July to 25 July 2013 with 3 teachers.</p> <p>The total number of students and teachers who participated in school organised tours in 12-13 was 107.</p> <p><u>Not achieved</u></p> <p>Because of the Influenza A virus subtype H7N9, the S1 Xi'an study service tour was cancelled.</p>

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

(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 S1 to S3 levels. This year again, the aim was to create smaller class sizes as much as practicable in lower sets.

(b) Assessment and examinations

The assessment policy puts due emphasis on continuous assessment especially in Junior Forms. To enable a smooth transition from Junior Forms to Senior Forms, the proportionate weighting of Continuous Assessment and Examination in calculating the term marks is gradually varied. The weighting of Continuous Assessment and Examination marks for different Forms are as follows:

Level	Percentage Weighting (%)	
	Continuous Assessment	Examination
S1 – S3	50	50
S4 – S6	40	60

2. Scholarships and Awards

With the strong encouragement and support of our teachers, more and more students were willing to take the challenge of involving themselves in contests/competitions outside the school. Gradually a culture has been developed whereby students are prepared to invest efforts to showcase their talents. Increased exposures have not only broadened the horizons but also boosted the self-confidence of the students.

Students participated in a wide range of open competitions in 2012/13 and scooped some 1136 awards. The list below summarizes the awards earned in the more noteworthy events:

Event	Award
Sir Edward Youde Memorial Award 2012/13	1 student winning the SEYM Memorial Prize
Outstanding Students in YTM District (organized by the YTM District School Liaison Committee)	1 student winning an Outstanding Student Award
Outstanding Student Awards (organized by the Mongkok Kai Fong Association & Universal Buddhist Merciful Society)	1 student winning an Outstanding Student Award (Sports) & 1 student winning an Outstanding Student Award (Sports)
最佳學業進步獎 (由九龍西潮人聯會舉辦)	1 位同學獲最佳學業進步獎
顯著進步學生獎勵計劃 (由油尖旺區校長會舉辦)	19 位同學獲顯著進步學生獎
Youth Arch Student Improvement Award	20 students winning an Improvement Award
64 th Hong Kong Schools Chinese Speech Festival	2 students being the Champions, 2 being the Second Runners-up & 26 receiving a "Certificates of merit"
64 th Hong Kong Schools English Speech Festival	104 students came First, 80 came Second, 59 came Third, 355 receiving a Certificate of Merit & 79 with a Certificate of Proficiency
French Speech Competition 2012	2 students came First, 19 came Second, 2 came Third, 2 receiving a Certificate of Merit & 33 a Certificate of Proficiency
65 th HK Schools Music Festival	1 student came First, 1 came Second, 48 winning a Certificate of Merit & 6 a Certificate of Proficiency
HK School Drama Festival 2012/13	1 student winning an Award for Outstanding Performer, 2 students winning an Award for Outstanding Cooperation
6 th HK Inter-school Harmonica Competition 2012	1 student came Second
"Heart to Heart with China" International Youth Outstanding Art Programme	1 student winning a Silver Award
第七屆香港學生口語溝通大賽	1 位同學獲中學文憑組經典朗讀項目特優獎、1 位獲中學文憑小組討論項目特優獎、8 位獲中學文憑組經典朗讀項目優異獎、4 位獲中學文憑小組討論項目優異獎
中國中學生作文大賽 – 文學之星	6 位同學獲優異優
中國語文菁英計劃	1 位同學得第二名

Event	Award
第七屆大學文學獎 – 少年作家獎	1 位同學獲少年作家獎
聯校詩詞朗誦比賽	1 位同學得第二名、2 位得第三名
聯校朗誦比賽 – 港青基信	1 位同學得第三名
正字大行動	3 位同學獲最佳表現獎
“Hua Xia Cup” Mathematics Competition 2013 (HK Region)	1 student receiving a First Class Honour Certificate, 2 a Second Class Honour Certificate and 13 a Third Class Honour Certificate
“Hua Xia Cup” Mathematics Competition 2013 (National Final)	1 student winning a Third Class Honour Certificate
Australian Mathematics Competition	1 student awarded with a Certificate of High Distinction, 24 receiving a Certificate of Distinction & 17 a Certificate of Credit
HK & Macao Mathematics Olympiad Open Contest 2012/13	6 students winning silver medals & 9 winning bronze medals
The 5 th HK Mathematics Creative Problem Solving competition for Secondary Schools	4 students scooping bronze medals
Australian National Chemistry Quiz	7 students awarded with a Certificate of High Distinction, 4 with a Certificate of Distinction and 9 a Certificate of Credit
Secondary School Mathematics & Science Competition – Physics	5 students awarded with a Certificate of High Distinction, 3 with a Certificate of Distinction & 4 with a Certificate of Credit/Proficiency
Secondary School Mathematics & Science Competition – Chemistry	2 students awarded with a Certificate of High Distinction & 5 with a Certificate of Credit/Proficiency
Secondary School Mathematics & Science Competition – Biology	1 student awarded with a Certificate of High Distinction, 2 with a Certificate of Distinction and 6 a Certificate of Credit
Secondary School Mathematics & Science Competition – Mathematics	1 student winning a medal, 7 students awarded with a Certificate of High Distinction/Distinction & 8 with a Certificate of Credit
Green Life Drawing Competition	2 students winner merit prizes
Intellectual Property Rights Logo Design Competition	1 student being the Champion
9 th Asia Pacific Harmonica Festival, Malaysia	2 student being the First Runners-up
Inter-school Athletics Championships	6 students being the Champions, 5 being the First Runners-up & 2 the Second Runners-up

Event	Award
Inter-school Badminton Competition	7 students being the Champions
Inter-school Basketball Competition	11 students came Fourth
Inter-school Table Tennis Competition	4 students came Third

3. Early Identification and Intervention Scheme for Academically Struggling Students (EIS Scheme)

Academically weak students continued to benefit from the EIS Scheme, under which remedial support was rendered to target students through the concerted efforts of the Deputy and Assistant Principals, teachers, the school social worker and the school counsellor.

The Scheme was expanded last year to cover not only the students who were repeating the same Form, but also students who were promoted on a probation basis. A total of 25 repeaters and six students on academic probation (from S1 to S4) were enrolled. At the beginning of the school year, these students were interviewed by their mentors (could be teachers, school social worker or school counsellor) who would give them guidance on how to map out their own “education plans” by establishing individual baselines, plans for progress and criteria for measuring success. At the same time, parents concerned were informed of the programme and their support and co-operation was enlisted. The mentors closely monitored the students throughout the school year to chart their progress and gave them encouragement as needed. In addition, arrangements were made for these students to attend regular after-school tutorials and remedial classes.

One of the 31 students involved in the EIS Scheme withdrew from the College during the school year. Of the remaining 30 students, 23 (77%) met the promotion criteria by the end of the year. Seven students who could not adapt to our more academically-inclined curriculum failed to secure promotion. One of them subsequently left the College to study in another local school.

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

In the year 2012-2013, the school continued its work on developing students' moral and civic value through a proactive whole school approach in order to foster students Moral & Civic identity.

a. Talks / discussions and activities conducted

1. Talks and classroom discussions held to nurture values

Topic	Date
Goal setting and Perseverance	Sept 12
Positive Psychology	Sept 12
Long term planning	Sep 12
Self-identity	Nov 12
Self-esteem	Nov 12
Friendship	Nov 12
Responsibility	Nov 12
Civic-mindedness	Nov 12
Internet abuse	Jan 13
Teambuilding	Jan 13
Friendship	Jan & Feb 13
Appreciation	Jan 13
Self-efficacy	Feb 13
Internet relationship	Feb 13
Anti-drugs	Feb 13

Sex Education	Feb & May 13
Slimming culture	Feb 13
Internet relationship	Feb 13
Sex education	Feb 13
Family relationship	Feb 13
Stress management	Feb 13
Cognitive competence	Feb 13
Time management	Feb 13
Life education	Mar 13
Moral competence	Apr 13
Leadership	Apr 13
Happiness	May 13
Appreciate my teachers	May 13

2. Activities held to nurture values especially love and care:

Activity	Date
Good People Good Deeds	Throughout the school term
S1 Residential Training Camp (Concerning love and care)	Sept 5-7, 2012
Bulletin Board Design Competition (Theme : Love and Care)	Sept 12
S4 Challenge Camp	Sept 5-7, 2012
Variety Show	Dec 12
Orbis Pin Day cum Casual Wear Day – to raise funds for Orbis to support its work with people with eye disease	Dec 12
Wishing Tree	Dec 12

Carol Singing Festival to raise funds for the Children's Development Matching Fund	Dec 12
ECA Leadership Camp (being a responsible and caring leader)	Dec 15-16, 2012
Peer Counselor Scheme	Sept 12 – Jun 13
Red Packets of Love (raised \$ 8,633 for World Vision Hong Kong	Feb 13
Cupid Delivery Service on White Valentine's Day	Mar 13
S6 Farewell	Mar 13
Hunger Banquet	May 13
Cultural Week	May 13
Posting of articles promoting moral and civic value on the school website	Sept 12 – Jun 13
Thank you card to teachers	May 13

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 based lessons conducted by class teachers	No. of other activities	Total
1	1	11	5	17
2	5	7	7	19
3	5	6	6	17
4	3	8	4	15
5	3	8	3	14
6	1	4	2	7

The topics of the talks / discussions were of a wide range. These included caring for oneself (setting goals, overcoming difficulties, understanding one's own personality, friendship, emotional management, financial management, critical thinking and making friends via the internet, time management, stress management, use of internet, anti-drugs, dating, love and intimacy, leadership etc.), cherishing the relationship with parents (understanding the importance of communication with parents, developing a mature attitude towards parents' difficulties and to appreciate parents' love), showing concern for the community, enhancing cultural harmony (to

respect and appreciate other cultures by participating in their activities), and arousing social awareness (discussion on social issues and debates).

According to the results from students' questionnaires, this task was successfully completed as the majority of students (92%) found that the activities organized have helped them develop positive moral and civic values.

c. Developmental programmes conducted

Prefect Team

There were 2 Head Prefects, 3 Deputy Head Prefects and 24 Prefects (from S3 to S5) in the Prefects Team. The Discipline Team continued to develop student's leadership skills through carrying out discipline based patrol duties during normal school hours and during special school events such as the S1 Camp, S1 tie tying competition, Sports Days, Open Days and Parents' Day. Besides helping teachers to maintain school discipline, the Head Prefects were responsible to run Monday Morning Assemblies.

The Student Council

In October 2012, an Election Committee was set up to handle the nomination and election work of the first Student Council executive committee. There were 21 candidates for the election. After two weeks of campaigning, 15 students were successfully elected on October 5th as per the constitution. The Student Council was officially established on November 1, 2012.

After its establishment, Student Council solely or jointly organized or helped with regards several programs including the S6 farewell, stationery selling, an umbrella rental service a prize and snack counter at the Open Day, a White Valentine's Cupid Delivery service and a singing contest. It also successfully helped change the tables and chairs in the tuckshop area.

The Discipline Team, Guidance and Counselling Team, ECA Team organised a number of field camps on specific themes related to the needs of adolescents. In 2012-13, the following were held:

Date	Theme	No. of participants
17 July & 24 Aug 2012	School based S1 Orientation Days	1502
5 – 7 Sept 2012	S1 Residential Training Camp at Lei Yue Mun Park & Holiday Village	165
15 – 16 Dec 2012	ECA Leadership Camp at YWCA Sydney Leong Holiday Lodge	31

5 – 7 Sept 2012	S4 Challenge Camp at the Sai Kung Outdoor Recreation Centre	125
24 Mar 2013	S1 Rainbow leadership program - Sweet Sweet Parent-child Day Hong Kong & Kowloon Restaurant & Café Workers General Union Vocational (Day/Night) School	44
28 Apr 2013	S1 Rainbow leadership program – Family Community Service Day at Music Farm	43
11 May 2013	S1 Rainbow leadership program – war game at City Hunter Urban Combat Training Centre	24
28 – 29 Jun 20	S1 Rainbow Leadership program – adventure camp at Hong Kong Baptist Assembly	27

A total of 609 students participated in the above camping activities during non-school days in 2012-2013

d. The Community Service Scheme

Given the past few years' successful experience, the Community Service Scheme has become an important vehicle by which the College encouraged its students to practice the values it espouses.

During 2012-2013, the CSS Team continued to set its whole-year theme as “Community Service Without Boundary” which means community service can be done at school, in various districts and even in the global village. As such, different types of community service programs were organized for students, such as:

- Home Visits elderly people with a Lucky Bag (福袋), moon cake, daffodils or rice-dumplings,
- Cleaning elderly people's homes,
- PHAB Camps,
- Serving mentally disabled students on the Adventure Ship Buddy programs,
- Cheung Chau Beach Cleaning Day,
- Christmas Carol Singing Festival
- AVS Walkathon
- Integration Camp with mentally challenging children
- A Hunger Banquet,
- Flag selling days,
- Wetland Park Volunteer Work,
- ORBIS Pin Day,

Starting from 2009, in order to help NSS students fulfill their Other Learning Experience (OLE) requirements, S4 students were required to complete 15 hours of community service in each academic year. This year, 100% of S3 students achieved their requirements (95% last year), which was good preparation for their OLE (community service component) as part of the NSS curriculum in the following year.

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

In order to let students serve the community and to be good leaders in organizing community service opportunities, the College formed a Voluntary team entitled the Sky Teen Volunteer Team (懷天義工組) in 2009. This year, they organised different activities such as “Stand By Me” – (a visit to underprivileged children), “English Fun Fun Day” (Service Activities for Underprivileged Children), and “Sweet Heat”. (Service Activities For Physically and Mentally Disabled Children). From this, one student obtained an Outstanding Volunteer Award in the "V-Are-One" Wing Hang Youth Community Service Project.

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

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

- Causal Wear Day and ORBIS Pin Day (\$28,550),
- AVS walkathon (\$3,800)
- Hunger Banquet for Oxfam Hong Kong (\$11,016)
- Red Packets with Love for World Vision (\$8,633)
- Carol Singing Festival for Children Development Matching Fund (\$5,257.4)

A total of \$57,256.4 (11-12 : \$48,412.5) was raised

To summarize, our students completed approximately a total of 20200 community service hours during 2012-2013. This was little less than last year's record of 22000 hours due to the cancellation of some major events such as the service tour to the mainland China. Each student completed about 25.25 service hours on average.

2. Improving Studying Habits and Enhancing Personal Growth

a. Talks, workshops, and intervention programmes held

During the year, talks and workshops on a wide variety of topics were held during class teacher periods to help students to improve studying habits.

These included setting goals, overcoming difficulties, understanding personality, critical thinking, time management, and arousing social awareness (discussion on social issues and debates).

The “Early Identification and Intervention Scheme” was launched in 2004-05 and continued in 2012-2013. The Student Affairs committee worked with the Academic Affairs Team on the EIS programme.

b. Awards presented:

Award	Student leaders	No. of students
Leadership Awards (w/ Major Merit)	Head/Deputy Prefects	3
	President of Student Council	1
	Sports Council	1
	House captain	2
Outstanding Service Awards (w/ Merit)	Deputy Head Prefects & Prefects	14
	Student Council committee members and helpers	4
	House captain / vice-captain and committee members	10
	Class Monitors	39
	Peer Counselor	6
	Sports Council members	2
	Library Prefect	6
ECA Outstanding Awards (w/ Merit)	Air Cadets	1
	Red Cross	2
	Dance Sports Group	1

	SkyTeen Volunteer Group	1
Sportsman Award (w/ Merit)		1
PTA scholarship	Drama	3
Total no. of Awards		93

Non-academic scholarships were also awarded to students with outstanding performance in art (2), sports (2), music (2) and community service(2).

c. Personal counselling services

Following the use of the Student Development Portfolio (SDP) launched in September 2009, the Growth and Personal Story (GPS) reflection booklet was initiated in 2012-2013, 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 write a reflection after each PDP lesson and write a monthly journal in order to communicate with their class teachers.

From class teachers' feedback, students were generally serious about completing their GPS booklet especially the monthly journal which helped teachers know more about students' life both at school and at home.

Form meetings for Junior Forms were held for class teachers, the Discipline Team, the Guidance and Counseling Team, School counsellor and School social worker to discuss students' issues and carry out appropriate and prompt follow up action.

A Class teacher mentor system continued to be employed to carry out individual counselling.

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

A range of programmes were 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 152 new S1 students on 17 July & 24 August 12 respectively. 92% 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 respectively for S1 students during the summer holiday.

Financial Aid to students in need

A total number of 89 students received financial assistance from the school in 2012-13. The total amount of school fees involved was \$\$1,716,600 (11 – 12 : \$1,694,147)

Careers and Guidance Service

A series of career-related activities were organized for students throughout the year such as visits to different careers based sectors and tertiary institutions, careers talks about further study options and sharing on working experience and careers education programmes during Friday Afternoons.

Altogether 12 careers visits were organized throughout the year.

Date	Task	Target
2 Nov 2012	Coca-Cola Shatin Plant	S4 (selected students)
2 Nov 2012	Yakult Tai Po Plant	S4 (selected students)
23 Nov 2012	HKDI & IVE (Lee Wai Lee)	6C, 6D
22 Feb 2013	School of Hotel and Tourism Management - PolyU	5C
9 Mar 2013	Cathay Pacific City	S5 (selected students)
11 Apr 2013	Regal Hotel Kowloon	S5 (selected students)
11 Apr 2013	Cyberport	S5 (selected students)
12 Apr 2013	Faculty of Business - HKBU	5A
12 Apr 2013	College of Science and Engineering, CityU	5R & 5T

10 May 2013	T Hotel & Chinese Cuisine Training Institution	S4 (selected students)
23 May 2013	South China Morning Post	5R
3 July 2013	Department of Science & ICT, HKBU	4L & 4M

Concerning alumni affairs, the Annual General Meeting was successfully held on the day after the Graduation Ceremony. A committee consisting of both AL students and DSE students, who have grown up with the College and have a stronger sense of belonging to the school, was formed.

For S1-S3 students and parents:

- The Careers team organized a workshop about personality tests and advice on S4 subject choices for S3 students during Friday afternoons in 2012-13. Over 90% of the students found the programme could help them better understand their personality and factors they should consider for S4 subject selection.
- The Careers Team collaborated with the Academic Affairs team to organize a parents' information night on S4 subject choices in May 2013. This proved highly successful and attendance was high.

Other careers talks included:

- A talk introducing overseas study
- A workshop on writing a self-account
- For S5 students to prepare for JUPAS
- JUPAS briefings for S6
- Workshop on writing on 'Additional Information' for applying for JUPAS for S6 students
- An Admission talk and Programme Introduction by the University of Science and Technology for S5 and S6 students
- A talk by the Bridal Academy
- An admission talk and Program Introduction by IVE and the Heng Seng Management College
- A talk about HKU Space & E-APP

For S4-S6 students:

- The Careers team organized a range of different activities for S4-S5 students during Friday afternoons in 2012-13 which includes Auction Game on ideal careers (S4) and Preparation for JUPAS (S5).
- A discussion on study skills were arranged for S4 students.
- Altogether 12 careers visits including tertiary institutes and companies were organized for S4-6 students. Majority of the participants had positive feedback to the activities.
- Careers talks about further study options were organized for S4 to S6 students in order to developing longer term goals associated with further studies. Most students found those talks useful and informative and helped them be more aware of the further options.
- Three briefing sessions were given to S6 students on JUPAS in September, October and December respectively. Alumni were also invited to share their experience in preparing for HKDSE and JUPAS selection. Over 90% of the S6 students understood more about JUPAS application procedures. 82% of them found alumni's sharing useful.
- A talk on interview skills was given to S6 students. Alumni were also invited to share the experience of an interview
- A workshop on writing 'Additional Information' for applying for JUPAS was held for S6 students on 26 Oct 2012. 89% of them found writing "Additional Information" for OEA helped them to reflect themselves.
- 12 students applied for the Principal's Nomination Scheme and were interviewed by the Principal. 4 students were successfully nominated to the scheme.
- JUPAS consultations were given to S6 students with regards to programme choices. Class teachers played an important role this year by being counsellors directly for student. 93% of S6 students found the advices given by their class teachers and careers teachers useful.
- A seminar which aimed to help S6 parents and their child to be prepared for the release of the HKDSE Examination result and obtain the latest information on multiple pathways were held in July. Counseling booths were also set up on the days when HKDSE results were released.
- Altogether 6 teachers were invited to share their experiences (especially goal-setting) about their work in other fields before joining the education sector with

S4 students on 14th & 16th May 2013. 100% of participants found the activity meaningful. 100% of them found their teachers' sharing had inspired them to think more about their future plan and the importance of goal setting.

- A talk about JUPAS and multiple pathways under the New Academic Structure given by the Hok Yau Club was organized for all teachers on the Staff Development Day on 27th May, 2013. 95% of teachers found the talk useful and 81% of them expressed that they were more confident in giving advice to students with regards to further studies.
- All of the Careers Teachers attended at least one relevant workshop or seminar in this school year to enrich their knowledge for student's career counseling work.

Internship programmes

During the summer holidays, three S4 students and three S6 students successfully gained work-experience supported by the HKMA, the St. James' Settlement. and the Hong Kong Association of Career Masters and Guidance Masters.

All the participants found this program useful.

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 46 groups of ECA for student to choose from.

Distribution as follow:

Academic Clubs	6
Sports	7
Music	17
Interest Groups	14
Uniform Groups	2

Leadership training was given to Prefects, ECA leaders and Student Council Executive Committee members. Leadership Characteristic Reports were issued to student leaders to help them have a better understanding of their strengths and weaknesses.

Throughout the year, student leaders helped the ECA team, G & C team and Discipline team organized whole-school events such as Friday afternoon

activities, a Halloween Party, Annual General Meetings (AGM), the 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 12-13 are as follows:

Inter-House activities:

7 inter-house competitions were organized:

- Inter-House Treasure Hunt competition (March)
- Inter-House Video Making competition (May)
- Inter-House Badminton Competition (May – June)
- Inter-House Bookmark Design Competition (Dec)
- Inter-House Football Competition (Jan – Feb)
- Inter-House Science Cup (12 Oct)
- Inter-House Singing Competition (7 Dec)
- Inter-House Mathematics Competition (15 Mar)
- Inter-House Social Science Knowledge Quiz (26 Apr)

b. School Sports Teams

220 students were selected to join 10 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, and an athletics team. The percentage of students who were members of a sports team was 26%.

The Boys B-grade badminton team with 9 students finished the Inter-school badminton competitions (D3) as champions. The school boys' badminton team achieved the overall 3rd place in the competition.

In the Inter-school athletics championships (D3), the athletics team received 3 gold medals, 1 silver medal and 1 bronze medal in individual events, and 1 silver medal in the team relay event.

In the Inter-school Table tennis Competition (D3), the boys C-grade team finished with 3rd place, and achieved the overall 4th place in the competition.

In the Inter-school Boys Basketball Competition (D3), the boys B-grade team finished at 4th place in the competition.

c. Student Achievement Record

This year a total of 1136 students were awarded in external competitions such as sports, speech festivals, music festivals, academic competitions, etc. and in total obtained 711 awards.

4. Communicating with Parents

Both the Parents' Information Night (12 Oct, 2012) and a Parents' Day (2 Mar 2013) provided opportunities for parents to gain a better understanding of how the school operated and what student life at the school was like.

Parent tea gatherings were organized for each Form:

S1 : 7 Dec 2012
S2 : 14 Dec 2012
S3 : 13 Dec 2012
S4 : 23 Nov 2012
S5 : 3 May 2013
S6 : 4 Jan 2013

Parents were given information about the learning requirements and major assessments, Form / class issues and individual student's school life.

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.

Parents of students who needed special attention and more care were interviewed by Deputy Principal, Assistant Principal and the Head of the Discipline Team on Parent Days and when needed.

To enhance parents' involvement and their relationship with their children, they were also invited to different kinds of activities such as the Sports Day, Community Service, Open Day etc. After the S1 Discipline Camp, over 100 parents attended a talk which aimed at preparing them to face the challenge of being secondary school students' parents.

A seminar on the topic of "How to nurture family relationships with disciplinary parenting skills" was organized on 9 April, 2013. All the participants were satisfied with the seminar.

The Assistant Principal attended all PTA tea gatherings on Saturdays to answer parents' queries and provide advice.

The School had three teachers assigned to serve on the PTA's Executive Committee who helped organize the election of the parent representatives to 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 including a Basin Feast Dinner, a BBQ gathering, a parent-child bowling competition and a series of parent tea gatherings. This year the PTA had 269 parent members, with more than half of the teaching staff taking part in at least two PTA activities.

During the year, the PTA also set up a food corner during the School's Open Days to raise money for student scholarships. This year PTA scholarships were awarded to 3 students who won prizes via a Hong Kong wide drama competition.

5. Promoting Cultural Exchange and Understanding Across Cultures

37 S2 students joined the Quanzhou-Tulou study tour from 30 November to 3 December 2012 with 3 teachers.

36 S3 students joined the Malaysia study tour from 7 July to 11 July 2013 with 4 teachers.

A tour to Germany was co-organized by the Mathematics Department and the Chinese History Department. 25 S1 to S5 students joined a study tour to Germany from 17 July to 25 July 2013 with 3 teachers.

The total number of students and teachers who participated in school organised tours in 12-13 was 107.

<u>2012/13</u> <u>Other Government Grants</u>	<u>Available</u> <u>Funding</u>	<u>Staff Cost</u>	<u>Other</u> <u>Expenses</u>	<u>Balance c/f</u>	<u>(Deficit)</u>
	HK\$	HK\$	HK\$	HK\$	HK\$
Capacity Enhancement Grant	407,430	(476,745)	-	-	(69,315)
Chinese Learning for Non-Chinese Speaking Students	476,708	(413,910)	(35,401)	(27,397)	-
Diversity Learning Grant (Other Languages)	136,500	(301,430)	-	(49,000)	(213,930)
Diversity Learning Grant (Other Programmes)	115,516	-	(35,255)	(80,261)	-
Liberal Studies Curriculum Support Grant	71,800	-	(65,712)	(6,088)	-
Upgraded Network Router	8,850	-	(8,700)	(150)	-
Total	1,216,804	(1,192,085)	(145,068)	(162,896)	(283,245)

**Annual Financial Position
Financial Summary for the 2011/2012 School Year**

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) <small>Note 1</small>	64.7%	N.A.
School Fees	N.A.	32.1%
Other Income, if any	N.A.	3.2%
Total	64.7%	35.3%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	79.9%	
Operational Expenses (including those for Learning and Teaching) <small>Note 2</small>	9.9%	
Fee Remission / Scholarship ¹	3.7%	
Repairs and Maintenance	1.5%	
Depreciation	2.5%	
Miscellaneous	2.5%	
Total	100%	
Surplus/Deficit for the School Year #	About 1.4 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	About 6.1 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

Note 1 Including DSS Subsidy, Capacity Enhancement Grant, Jockey Club Life-wide Learning Fund, Diversity Learning Grant, Project of After-school Extended Chinese Learning for non-Chinese Speaking Students, Moral and National Education Support Grant, amount brought forward from previous year of Refined English Enhancement Scheme, Special One-off IT Grant on 3rd Strategy on IT in Education, Diversity Learning Grant, One-off Grant for Websams Upgrading and Procurement of E-learning Resources, etc.

Note 2 Operating expenses mainly include expenditure on academic affairs, cleaning, curriculum development, fuel/water/light/power, Government rent & rates, insurance, printing & stationery, student affairs, teaching resources & materials, Government grants to be carried forward to next year comprising Diversity Learning Grant, Moral and National Education Support Grant, One-off Grant for Procurement of E-Learning Resources and Project of After-school Extended Chinese Learning for non-Chinese Speaking Students as well as amount to be clawed back of Special One-off IT Grant on 3rd Strategy on IT in Education and Websams Upgrading, etc.

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).