

HKMA David Li Kwok Po College Annual Report 2018/19

MAJOR CONCERNS ADDRESSED IN 2018/19

Last year, the College implemented a wide range of whole-school objectives according to the 2018/19 School Major Concerns. The following is a report on the implementation of various plans/strategies by Departments and Teams to address these Major Concerns. It is divided into two parts: evaluation by the Academic Affairs Team and evaluation by the Student Affairs Team, as below.

The Academic Affairs Team

| Major Concerns relevant to Academic Affairs | | |
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| Initiative | Task Implemented | Evaluation |
| <i>Concern (1) : To empower students by promoting their self-management skills and instilling in them resilience, integrity and empathy</i> | | |
| <p>(1) To encourage students to lead a healthy lifestyle</p> | <ul style="list-style-type: none"> • Various programmes and activities were organized by Health and Physical Education Teachers and Home Economics Teachers to promote good living habits. Some examples are listed below: <ul style="list-style-type: none"> ➤ A video related to the topic “Sports and Health” was produced in collaboration with the Campus TV Team. Students conducted an interview with a professor from the HKBU about how to maintain a good habit of doing exercises regularly and the misconceptions students may have on some energy boosting drinks. ➤ Exhibitions on the themes of “healthy lifestyle”, “stress management” and “obesity” were jointly organized with the Leisure and Cultural Services Department. ➤ A yoga workshop was arranged for girl members of the Sports Team during the General Arts and HPE Afternoon. | <ul style="list-style-type: none"> • The target was mostly achieved. • Positive feedback was received from both students and teachers. Students could learn from the activities and they enjoyed them very much. Continuous efforts will be made to promote healthy lifestyle among students next year. • With respect to digital literacy, students generally showed the ability to find, evaluate and share information effectively on digital platforms after the lessons. In 2019/20, the ICT curriculum for junior forms will focus on students’ ability to critically evaluate information on digital platforms. |

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| | <ul style="list-style-type: none"> ➤ Topics such as “Food and Health”, “Nutrients of Different Food” and “Meal Planning” were covered in the S1 and S2 Home Economics lessons with greater emphasis on the importance of maintaining a balanced diet. ➤ A lunchtime game booth and a talk on the topic of “Food Hygiene” conducted by the Food and Environmental Hygiene Department were arranged during the General Arts and HPE Afternoon. • Students were educated on the importance of digital literacy in the junior form ICT curriculum, and students showed the ability to find, evaluate and share information effectively on digital platforms after the lessons. Two talks on “Intellectual Property” and “Data Privacy” were also organized for S1 and S2. | |
| <p>Concern (2): To nurture students to become self-directed learners</p> | | |
| <p>(1) To promote collaborative learning</p> | <ul style="list-style-type: none"> • In order to help teachers adopt the new teaching approach of collaborative learning in their lessons, the following strategies were implemented in 2018/19: <ul style="list-style-type: none"> ➤ Teaching departments conducted intra-department peer lesson observation with a view to providing feedback to teachers on effective use of collaborative learning. ➤ Each teaching department conducted at least one lesson planning during the year for each subject on the use of collaborative learning. Teachers teaching the same | <ul style="list-style-type: none"> • The target was mostly achieved. • In general, teachers of various teaching departments gave positive feedback on the use of collaborative learning in their lessons. Many of them found that students were more engaged in the learning activities and they enjoyed the lessons very much. • Some teachers also found that the use of mobile learning strategies such as flipped classroom could enhance the effectiveness of |

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| | <p>subject designed the lesson plan and learning and teaching materials together. They then implemented the plan in their lessons, conducted an evaluation and gave suggestions for improvement after peer-lesson observation. The collaborative learning lesson plans, together with the learning and teaching materials, were then kept in the department servers for future reference by panel members. Below are some of the noteworthy features about the lesson plans prepared by different departments:</p> <ul style="list-style-type: none"> ○ Collaborative learning was an integral part of English lessons and it was used in the form of peer sharing and assessment, group discussion, group work, debate, drama, choral groups, project work and presentation for all topics and skills. ○ The Chinese Department conducted lesson planning in all forms. Topics included 『年夜飯』(S1), 『醜石』(S2), 『歸園田居』(S3), etc. and there were group discussions and skills training for S4 and S5. ○ Collaborative learning was conducted in Mathematics lessons for topics such as “Percentage” and “Transformation” for S1, “Rate and ratio” for S2 and “More about 3D figures” for S3. ○ The Science & ICT Department used the collaborative learning | <p>collaborative learning.</p> <ul style="list-style-type: none"> ● Students collaborated well with their peers in the group activities. They shared their ideas, helped each other and learnt from each other. Some students were even able to solve higher order questions via collaboration among their peers. ● Students were found to have generally taken more initiative to learn and become more actively engaged in learning than before. ● According to the 2018/19 Stakeholders Survey, the rating for “The teachers often make us inquire into/investigate different issues in lessons.” increased from 3.68 in 2017/18 to 3.75 in 2018/19; and students’ rating for “I take a more proactive role in learning compared to 2017/18 year” was 3.69, slightly higher than last year’s rating of 3.61. ● The APASO report 2018/19 indicates that students’ ratings for “Academic initiation” were respectively 3.05 for junior form and 2.94 for senior form, both of which being much higher than the HK norms (2.57 for junior form and 2.56 for senior form). ● The above ratings indicate that students’ independent learning capacity and initiation to learn have been enhanced through collaborative learning. ● However, some teachers |

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| | <p>approach in teaching “Density” in S1 Integrated Science, “Biodiversity – dichotomous keys” in S5 Biology, “Preparation of salts” and “Electroplating” in S4 and S5 Chemistry, “Kinetic theory of gas” in S5 Physics, and “Mini research project on Google Doc” in S1 ICT.</p> <ul style="list-style-type: none"> ○ Topics such as “Anti-bullying at school” and “Globalization in supermarket” were taught via collaborative learning in S1 and S2 Integrated Humanities; and “Indicators and living standard” and “Effects of typhoon” in S3 Economics and Geography lessons respectively. For BAFS and Liberal Studies, collaborative lesson plans were prepared for “Ratio analysis” for S3, “Risk management” for both S4 and S5 and “Drug patents” for S5. ○ Topics like 『古埃及與春秋戰國』, 『唐太宗貞觀之治』 and 『甲午戰爭之失敗原因』 were covered via collaborative learning in Chinese History lessons. ○ The Visual Arts Department conducted lesson planning for some design projects such as “Basic Law Poster Design” (S1), “Shop Design” (S2) and “Trophy Design” (S3). ➤ The Staff Development Team organized a sharing session on collaborative learning on one of the Professional Development Days, on which | <p>also expressed that more lesson time is required in implementing this teaching approach and there is thus a need to adjust the existing curriculum so as to allow enough time for group work. Some teachers also viewed that for flexibility reasons, collaborative learning should preferably be implemented in the junior form.</p> <ul style="list-style-type: none"> ● Owing to its proven benefits, collaborative learning will continue to be implemented in the 2019/20 school year. |

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| | <p>all teaching departments shared among themselves their experience and good teaching examples in using this new learning and teaching approach.</p> | |
| <p>(2) To further strengthen mobile learning</p> | <ul style="list-style-type: none"> • Continuous efforts were made by different departments to further strengthen mobile learning at the College. Teachers furthered their efforts in using flipped classrooms, placing particular emphasis on the design of group work/discussion in class to facilitate active learning. Each subject department prepared at least two lessons per term for S1 to S5 students with the use of flipped classrooms. • Peer lesson observation across departments was done with a view to providing feedback to teachers on effective use of e-learning and mobile learning. • The Staff Development Team organized a training session on the use of the new learning management system (Google Classroom) and a sharing session by the seconded teachers from the EDB on the Professional Development Days. • iClass continued to be successfully utilized as a platform to facilitate students' self-directed learning. For example, self-learning materials for reading comprehension and listening tasks, extended science-related articles and extended learning materials of Liberal Studies were uploaded for high achievers. • The school continued to subscribe some useful e-learning platforms for students. They included "E-Builder" for English, "i-Learner" for Chinese, "iTutor" for | <ul style="list-style-type: none"> • The target was mostly achieved. • The reports from Heads of Department reveal that flipped classroom was successfully implemented at least twice per term in S1 to S5 last year. Students have got into the habit of watching short video clips at home and completing the given tasks as part of pre-lesson preparation. They are becoming more responsible in preparing for lessons and more adept at using resources during the class discussions. Moreover, teachers found that flipped classrooms could allow students to learn on their own paces and cater for diverse learning needs in a class, as students are able to watch the video clips anytime and anywhere. • The feedback from students on the use of mobile learning was positive. In the surveys conducted by the Chinese and Science & ICT Departments, over 90% of students agreed that mobile learning could enhance their interests and learning in the subjects. • Teachers also gave positive feedback on the use of mobile learning in teaching. They were satisfied with the |

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| | <p>Mathematics and “Online Question Bank” for various DSE subjects.</p> <ul style="list-style-type: none"> • Different subject departments utilized new applications and software (such as Quizlet, Kahoot, Boggle and Edpuzzle) in their lessons to enhance students’ learning motivation. | <p>e-resources and the training sessions provided by the College. However, many teachers opined that some of the functions provided by the iClass platform were not user-friendly and they would like the College to use another more popular learning management system, Google Classroom, in the future. After consulting all teachers, the College has decided to use Google Classroom from 2019/20. More teacher training and sharing sessions on the use of this new system will be arranged.</p> |
| (3) To further develop STEM Education | <ul style="list-style-type: none"> • The Science & ICT Department collaborated with the Mathematics Department to organize project learning activities for S2 students. Two projects, namely “making a buzzer game” and “making a balloon car”, were done. • The Science & ICT Department also incorporated STEM education into the curriculum and organized a variety of STEM activities as part of the extended learning opportunities for students. Some examples are enumerated below: <ul style="list-style-type: none"> ➢ A STEM week was organized aiming to promote a “maker culture” in the College. Four student hands-on workshops and a talk on the theme “Creating a Green Smart Future”, conducted by an engineer from the CLP Power Hong Kong Limited, were arranged for the whole school. ➢ Coding skills like “Scratch”, “App Inventor 2” and “Arduino UNO” were taught | <ul style="list-style-type: none"> • The target was almost fully achieved. • Project learning and STEM activities organized by the Science & ICT Department and the Mathematics Department were quite effective in enhancing students’ problem solving skills, critical thinking skills, collaborative skills and creativity as per the feedback from both students and teachers. • The APASO report 2018/19 shows that – (a) the ratings regarding “Creative thinking” were 3.01 (2018: 2.90) for the junior form (vs HK norm of 2.64) and 2.90 (2018: 2.90) for the senior form (vs HK norm of 2.62); (b) the ratings regarding “Critical thinking” were 3.08 (2018: 3.00) for the junior form (vs HK norm of 2.84) and 3.02 (2018: 3.05) for the senior |

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| | <p>progressively from S1 to S3 in the junior form ICT lessons.</p> <ul style="list-style-type: none"> ➤ STEM projects were implemented in the junior form Science curriculum to enhance students' problem solving skills and creativity. ➤ Six STEM lunchtime workshops and an "Inter-House Invention Competition" were organized, and various STEM-related activities were held by the Science Club and Robotics Club aiming to cultivate the concept of "maker" in our students. ➤ The Science & ICT Department arranged for over 40 students to participate in eight external STEM competitions. | <p>form (vs HK norm 2.85); and (c) the ratings regarding "Problem solving" were 3.15 (2018: 3.05) for the junior form (vs HK norm of 2.86) and 3.07 (2018: 3.06) for the senior form (vs HK norm of 2.89). These data indicate that students school-wide achieved above-norm ratings in all the aspects concerned, with the junior form students even showing some improvements in 2018/19. However, not much improvement was noted for the senior form students (there was even a slight drop in the rating for problem solving skills). The fact that STEM education at our school is mostly provided for the junior form might have been a major reason.</p> <ul style="list-style-type: none"> • The school won the 1st Runner-up Award in the Engineer in School – Robotics Arm Competition. Through active participation in STEM-related competitions, our students have become good makers who are able to create their products based on their innovative ideas. A maker culture is gradually building up at the College. The Science & ICT Department will continue to organize STEM workshops for students next year. • With the valuable experience gained this year, the Mathematics Department, the Science & ICT Department and the Visual Arts Department will |

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| | | expand the STEM curriculum to the STEAM (Science-Technology-Engineering-Arts-Mathematics) curriculum for S2 next year. |

The Student Affairs Team

| Major Concerns relevant to Student Affairs | | |
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| Initiative | Achievement | Evaluation |
| Concern (1): To empower students by promoting their self-management skills, empathy, resilience and integrity | | |
| 1. Promote reflective thinking among students | <ul style="list-style-type: none"> ➤ The Guidance and Counseling Team continued to use the “Growth and Personal Story” (GPS) to help students set goals at the beginning of the school year and to conduct self-evaluation after the major assessments. Students were guided by class teachers to reflect on their academic performance/ progress; relationship with peers and family members; involvement in community services; and self-management and living habits. According to the survey conducted at the end of the school year, an average of 82% of the students believed that they had set achievable goals and 80% of the students agreed that they had used their goals as a guide for their actions. An average of 80% of students agreed that they always reflected on their progress. ➤ To enhance the quality of students’ goal-setting and the whole P-I-E process, students were also asked to conduct a final self-evaluation on the last school day, which would be used as a | <ul style="list-style-type: none"> • The target was fully achieved. • Although an average of 80% of the students exhibited skills in goal-setting and self-evaluation, more effort is needed to help them conduct self-evaluation. Since self-evaluation is a process that requires assessment of one’s own action, more support to students to facilitate their thinking is needed. Class teachers will be reminded to give more guidance students when asking them to conduct self-evaluation. • Monthly journal is a good platform for teachers to give feedback to students and for students to share their thoughts. The Guidance and Counselling Team will also use the journal to collect views from students on the personal development programmes organised. |

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| | <p>guideline when students set their goals for the next school year.</p> <ul style="list-style-type: none"> ➤ Class teachers provided regular feedback to students via monthly journals and class teacher periods. Over 85% students and teachers had positive feedback on the use of monthly journals. ➤ Goal-setting and self-evaluation were also included in the life planning education for junior form students. The majority of students (88% in S1; 92% in S2; 92% in S3) showed understanding of the importance of goal setting and developing reflective skills on life planning. Positive feedback was received from class teachers who had conducted the lessons. 97% of them agreed that the programmes had helped students set goals and enhanced students' awareness of life-planning. At the same time, a programme named Careers Express was organized for S2 students. 93% of the participants found the programme useful in helping them have a more in-depth understanding on the skills needed in different careers. ➤ Apart from the above, to help students set clear goals and make informed decisions for their future studies and careers, the Careers Team organized lots of programmes (with debriefing given after each one) as follows: <ul style="list-style-type: none"> ➤ A subject selection sharing session (by senior form students) and a subject consultation exercise were organised for S3 students. 90% of these students found the sharing and consultation useful in helping them to review various factors for | <ul style="list-style-type: none"> • The careers and life planning education programmes that helped students set goals for their future were quite successful. Through the activities and debriefings, students were able to reflect on their strengths, weakness and learning progress. • Promotion of goal-setting and reflective thinking was quite successful for student leaders. With teachers' assistance, students are learning to develop good annual plans and conduct evaluations properly. Yet, the frequency of the issue of leadership report will be reduced to two for major student leaders and one for other leaders in 2019/20 as there may not be much to be evaluated if the duration is too short. However, teacher-in-charge will keep providing guidance to student leaders. • S6 students found the cheer-up program useful. Teachers found that the program could motivate students to set goals for their studies and work hard towards them. Effort will be continued to help S6 students face up to severe academic pressure. Teachers will be reminded to inform the school if any student needs further emotional support from teachers and social workers. • Since there was not enough time to conduct a thorough debriefing for each and every activity held, the monthly journal will serve as an |

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| | <p>subject selection and to reflect on their strengths and weaknesses before making a decision on subject selection.</p> <ul style="list-style-type: none"> ➤ A special briefing on subject selection was arranged for the non-Chinese speaking (NCS) students. ➤ 15 careers talks were arranged for S4 and S5 students which included 6 job-related talks, 3 talks on local university admission, 4 talks on overseas studies and 2 on life and careers planning. 8 careers visits to various companies and institutes were also arranged. 95% of the S4 participants and 90% of the S5 participants expressed that these career activities had inspired them to plan for future careers and conduct more in-depth reflections. ➤ 68 students from S4 and S5 joined the job shadowing opportunities provided by the EDB and parents. Positive feedback was received from all the participants. 95% of them agreed they had more exposure to job environment and 86% found the experience had encouraged them to set goals, plan ahead and conduct self-evaluation. ➤ NCS students' needs as regards career planning were also addressed through special programme such as the "Life Planning Exhibition cum Parent Talk for NCS Parents and Students" and "Model European Union 2019" which had helped equip students with the necessary | <p>additional channel for sharing and debriefing in 2019/20. Moreover, some of the assemblies on Monday morning will be replaced with Class Teacher Period to facilitate debriefing for the programmes held on the previous Friday.</p> <ul style="list-style-type: none"> • Teachers found the training workshop on debriefing skills useful. They are becoming more aware of the importance of conducting debriefing. |

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| | <p>skills required in their future careers.</p> <ul style="list-style-type: none"> ➤ A mentorship programmes was organized jointly with Alumni Association. 16 mentors helped 43 participants from S6 set realistic goals for further studies and shared how they had overcome difficulties in their studies and life. ➤ Profuse information was given to and various programmes organized for S6 students to help them set goals for university studies and do future career planning/ Examples included the JUPAS preparation workshop; briefings on JUPAS and E-APP; visits to institutions; talks on further studies; a simulation of release of HKDSE result; Formal Dressing Day; interview skills workshop and mock interview. Over 90% of participants found these programmes useful in helping them set future goals for further study and exploring career paths. <ul style="list-style-type: none"> • Goal setting and reflective thinking was also emphasized in student leadership training. While guidance was given to all the major student leaders on goal setting and self-evaluation, student leaders in different houses and ECA | |

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| | <p>clubs were asked to submit year plans to the teachers-in-charge and conduct regular meetings with clear targets and strategies. All student leaders completed the Leadership Workshop Booklet to evaluate their learning progress. Members of the Student Council mapped out a year plan after the election and conducted an evaluation meeting after each major event. The Prefect Team also had regular meetings to review/evaluate the prefects' performance. Teachers-in-charge issued leadership quality reports to the major student leaders to facilitate their self-evaluation.</p> <ul style="list-style-type: none"> • As part of the “cheer up” program for S6 students, an activity was held for all S6 students with an aim to encouraging them to work hard and try their best to prepare for the DSE exams. A video full of encouragement words from teachers was shown in the lesson. Class teachers led sharing among their students and finally all students made a finger painting to cheer for each other. A ‘break corner’ for promoting positive life attitude and resilience was set up in the senior library to support senior students. • To facilitate self-evaluation and consolidate the values learnt and experience obtained, debriefings in the form of either discussion/ sharing or reflection writing were arranged after the major activities such as personal development programmes, camps, community service and careers programmes. Sharing was also arranged in | |

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| | <p>Friday morning assemblies as well to facilitate learning by all other students.</p> <ul style="list-style-type: none"> • A training workshop was organized during one of the Staff Development Days to equip teachers with the skills of conducting good debriefing to facilitate students' self-evaluation | |
| 2. Encourage students to lead a healthy lifestyle | <ul style="list-style-type: none"> • Various programmes and activities were organized to promote good living habits. Some examples are listed below: <ul style="list-style-type: none"> ➤ The Assembly Team introduced the concepts of healthy lifestyle and ways to achieve it. ➤ The Guidance and Counseling Team produced two Panda Radio programmes in which both students and teachers shared their tips on healthy lifestyle. An anti-drug talk and a visit to Jockey Club Drug Info Centre were organized for S3 students. Personal Development Programmes were organized, one on internet addiction for S2 students and another on good living habit for S4 students. ➤ The Campus TV produced programmes on healthy lifestyle. They interviewed teachers in one programme and discussed about digital addiction in another one. ➤ All ECA Clubs organized at least one activity relating to healthy lifestyle. <p>Positive feedback was received from students for all the above programmes. 83% of the students agreed, in a survey, that a healthy</p> | <ul style="list-style-type: none"> • The target has been fully achieved. • Teams will continue to promote healthy lifestyle in the next school year. More regular self-assessment will be given to students to arouse their awareness on ways to maintain a healthy lifestyle. • It was revealed in the survey that about 40% of S1, 56% of S2, 58% of S3, 67% of S4 and 64% of S5 students spent more than 2 hours on mobile phone each day. More effort is to be made to help students understand the negative effects of prolong use of mobile phone to their physical and mental health next year. More effort will also be made to help students understand the negative impact of unhealthy diet. • In view of the increasing number of mental illness cases and students with emotional problem, the Guidance and Counseling Team will organize new program "Sunshine Ambassador" as a measure to promote mental health next year. |

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| | <p>lifestyle (e.g. having good diet, doing exercises, sleeping early etc.) is important to them.</p> <ul style="list-style-type: none"> • The Guidance and Counseling Team organized programmes to promote mental health including emotional management for junior form students and stress management for both junior and senior form students. Over 90% of the students had positive feedback on the programmes. • To develop students to be good digital citizens, the Guidance and Counseling Team prepared a PDP on digital addiction for both S2 and S5 students. A drama on anti-cyberbullying was organized for S1, S2, S4 and S5 students. The Discipline Team also organized a talk on anti-cyberbullying. Feedback of all the programmes was good. • A questionnaire was given to parents before they met class teachers on the Parents' Day in February. Information regarding students' living habits provided by parents in the questionnaire enabled class teachers to provide guidance and counseling to students concerned. • S1 Parents were given materials on how to prevent digital addiction in their child. | <ul style="list-style-type: none"> • In 2019/20, Class teachers of Junior Form students will teach students from time to time the proper use of class Whatsapp group and other social media, and the consequences of misuse of them. |
| 3. Nurture a culture of accountability among students | <p><u>As a Student</u></p> <ul style="list-style-type: none"> • Students were reminded of their role as a "student" at the Friday assemblies. They were also regularly reminded of their responsibility to attend school punctually by the Discipline Team. | <p><u>As a Student</u></p> <ul style="list-style-type: none"> • Target has been fully completed. • Students' attendance record was closely monitored by DP(SA), the DC Team and class teachers. Relevant data |

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| | <ul style="list-style-type: none"> • The attendance of S6 students improved a lot as compared to the previous years. The percentage of students who attended 90% or above school days rose to 95.3% from last year's 91.4% and was the best record in the past 3 years. Excluding students with serious emotional problem, 97.8% of S1-S5 students attended 90% or above school days, which was higher than last year's record of 95.4%. Teachers closely monitored the attendance of students and contacted parents whenever necessary. Whenever any student was found having tendency to be absent from school regularly, referral was made immediately. Counselor or social worker worked together with the DP(SA) to help students resume to school. Their parents were contacted regularly and interviews were arranged when needed. • Students' punctuality to school has improved. The total number of students with lateness record decreased by 11.3% and for those serious cases (>10 times), the figure also decreased by 29.4%. Effort made, including lunch time detentions, interviews with students and parents and follow up work by class teachers, was proved to be successful. • The Discipline Team organized the "5 Star Student" Campaign throughout the year. Every time, a maximum of three students from each class could be nominated by class teachers if they were punctual to school, had no sanction record, had accumulated a homework submission rate of 90% or above, showed perseverance and good sense of responsibility, | <p>was sent to class teachers for follow up. Cases were discussed at the class teacher meetings and referred whenever necessary. Teachers were more aware of the unusual absence due to emotional problem and reported to DP(SA) promptly.</p> <ul style="list-style-type: none"> • Although the number of students with lateness record, decreased, there was still 10% of students who were late more than five times a year. Apart from the school's effort, parents should also play role in helping their child to be punctual to school. The College will give more reminders to parents via parents' meeting in this regard. • "5 Star Student" Campaign will be continued as a positive reinforcement on students' responsibility. Awardees will be invited to share their experience with others for next year. • The ECA team closely monitored students' the attendance in ECA. Students were asked to submit parent letter for all the absence due to personal reasons. Students were constantly reminded to be responsible and punctual. • The promotion of responsibility was effective in S1 Camp. As students were new to the College, it is the perfect time to let them to understand the College's expectations on them. |

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| | <p>respectful and appreciative. A total of 336 nominations were made. Through this campaign, students were reminded regularly of the expectation the school had for them and the accountability they should have for themselves. The team also gave debriefing to students on behavior issues whenever necessary.</p> <ul style="list-style-type: none"> • Students' attendance in ECA improved as compared to the previous year. The percentage of students with poor attendance decreased from last year's 5.8% to this year's 4.3% and the number of students with Poor performance dropped from last year's 4.6% to current year's 3.6% • During the S1 Discipline Camp, newcomers were introduced with the expectation the school had for every student, namely being responsible, respectful, disciplined, appreciative etc. From the student survey, 94.1% of students agreed that the camp enabled them to experience the spirit of perseverance, 98.7% agreed it taught them to be responsible and punctual and 96.7% agreed it helped them to learn independence and self-discipline. <p style="text-align: center;"><u>As a Class Member</u></p> <ul style="list-style-type: none"> • To instill in students a sense of accountability as a 'class member' and to promote class harmony, the Guidance and Counseling Team organized some class-based activities during Friday afternoon lessons. Class committee members were asked to prepare activities for all the students to participate. The team also organized "Secret Angel" program in all the junior form classes. Over | <p style="text-align: center;"><u>As a Class Member</u></p> <ul style="list-style-type: none"> • The target was mostly completed. • More training will be given the key personnel (e.g. chairperson, secretary) next year in the class committee helping them understand their roles and equip them with the necessary knowledge and skills to carry out their duties. • Various SA Teams will continue to organize class-based activities and encourage students to organize activities for their classes. • More training to class monitors will be given next year to lead the class to maintain a good classroom condition. <p style="text-align: center;"><u>As a Student Leader</u></p> <ul style="list-style-type: none"> • The target was substantially completed. • Performance of Prefect Team has been satisfactory. Most prefects were very committed and helpful. However, there is a sign of decline in the number of prefects in recent years. Students seem to be less interested in becoming a prefect as comparing to other leadership posts in the school. The Discipline Team should be more active in promoting the prefect team and recruiting suitable students in junior forms. • The leadership training program will continue next year. To help students better prepare for the DSE, student leaders will take less |

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| Initiative | Achievement | Evaluation |
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| | <p>90% of the students showed positive feedback to the program. The board decoration organized by the Guidance and Counseling Team and other class-based lunch time programmes organized by the ECA Team also helped enhancing the class bodings as well as providing opportunities for students to contribute to the class. Regular meetings were held by the Discipline Team to discuss with the class monitors on classroom management issues.</p> <p><u>As a Student Leader</u></p> <ul style="list-style-type: none"> • To enhance student leaders' sense of accountability in their role as a 'student leader', trainings were given to leaders throughout the year as follows: <ul style="list-style-type: none"> ➤ The Discipline Team organized two training camps for all the prefects to enhance their capabilities and confidence to perform duties. Weekly meetings were held to discuss problems faced by prefects and ways to solve them. Evaluation meetings were held for the Head Prefects and Deputy Head Prefects. Besides, as part of their on-job training, prefects were invited to give assistance in all the school major events, such as S1 Parents' Information Day, Parents' Evening, S1 Admission Interview, Open Days and Sports Days. Prefects were assigned important duties in the S1 Discipline Training Camp. Other than helping S1 new comers to understand rules and regulations, they also organized activities for S1 | <p>responsibilities or no responsibilities in the second term of Form 5, more young leaders need to be trained. Additional training will be given to S3 leaders next year so that they will be able to take up more responsibilities in Form 4.</p> <ul style="list-style-type: none"> • Support to the Student Council Executive Committee will continue next year. The personal behavior of most of the members was good and so was the bonding among the group. This has led to the success of the team. Thus, the training for next year's committee will also focus on these two areas. • The nature of work of peer counselor requires more counseling skills and interpersonal skills and caring quality. Thus, more relevant training should be arranged and more mentoring from counselor or counseling teachers is needed. • As the quality and ability of CS Team student committee member depends on the enrolment of Sky Teen, an ECA activity, teachers in charge must tailor make training programmes to suit the students' needs. • Most of the student leaders in the Careers Team are quiet and passive. However, the role has helped them to be more confident and organized. These two are the qualities needed for their future careers. |

Major Concerns relevant to Student Affairs

| Initiative | Achievement | Evaluation |
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| | <p>students. Before changing to winter uniform, prefects organized an S1 Tie Tying competition. Every Wednesday lunch time, prefects supervised lunch in junior forms. All these on-job trainings have prepared the prefects with more confidence, better organization skills and communication skills.</p> <ul style="list-style-type: none"> ➤ The ECA Team, Student Council Coordination Group and Sports Team organized a training program which consisted of two workshops and a training camp for student leaders from Houses, ECA Club, Student Council and Sports Teams to develop student leadership qualities, unleash their potentials, increase their confidence and enhance their communication, problem solving and event organization skills. All the students were asked to complete a Student Leader Commitment Letter which served as a guideline for their conduct and commitment to their work. The Leadership Workshop Booklet was also introduced to facilitate the training and all the student leaders completed it. 100% of the participants showed positive feedback to the training program. Leadership Quality Report was issued to major leaders as part of the evaluation process. Leaders were also required to set good example for others. ➤ The Student Council Executive Committee had a satisfactory performance in this academic year. Besides joining the | |

Major Concerns relevant to Student Affairs

| Initiative | Achievement | Evaluation |
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| | <p>leadership program with other student leaders, Student Council Coordination Group also organized an overnight camp for them. Presidents of previous years were invited to share their experience at the camp. Regular meetings were held for planning of activities and evaluation.</p> <ul style="list-style-type: none"> ➤ Guidance and Counseling Team recruited 29 peer counselors this academic year. They helped S1 students adapted to the new environment. An over-night training camp and a number of workshops have been organized to help peer counselors understand the roles and the skills required. ➤ The 28 members of the CS Team student committee were provided with not only more opportunities to participate in community services so that they can better understand the meanings behind community services, but also chances to enhance their event organization skills through organizing relevant activities at school, such as the S1 Hunger Banquet and the Charity Sale for Orbis on Open Days. ➤ Careers Team trained student leaders to organize careers related activities. They made announcements, updated careers information at the Careers Corner and Careers Board and arranged lunch time careers talk and sharing. The attendance rate of careers prefect meeting was fairly good. 100% of them agreed | |

Major Concerns relevant to Student Affairs

| Initiative | Achievement | Evaluation |
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| | <p>that their confidence, communication skills and organization skills had been greatly improved as they were asked to contact alumni, organizations or other guests themselves and make arrangement for the sharing.</p> | |
| <p>4. Promote resilience</p> | <ul style="list-style-type: none"> • The College’s focus in 2018/19 was resilience. According to APASO, the rating for the area “Perseverance” for junior form increased from 2017-18’s 3.02 to this year’s 3.10 in junior forms. For senior form, the rating was similar as in 2017/18. While examining the data at Form levels, S4 students showed a drop in perseverance compared to the rating they gave in S3. S4 students usually found it hard to adapt the change in the academic requirements from S3 to S4. • A number of presentations on resilience have been done in the Friday morning assemblies. 85.2% of students agreed that these programmes were able to emphasize and helped understand resilience. 95.2% of the teachers also showed the same view. • The Guidance and Counseling Team arranged PDP for students to discuss the importance of resilience and ways to develop it. A talk on resilience and perseverance given by Ms Kanas Mok from Kinetic Life Training and Counseling Center was arranged for S6 students. Ms Mok shared her touching story of overcoming the obstacles from physical disabilities. Guests from The Hong Kong Society for the Blind shared how | <ul style="list-style-type: none"> • The target has been fully achieved. • Different ways of nurturing students’ resilience were adopted, including presentations in assemblies, discussions in class teachers’ period, workshops and talks from outside organizations and our alumni. Resilience was also emphasized in many students’ activities such as S1 Camp and S4 Camp. The approach we used was effective in helping students to understand the importance of being resilient. • The Joyful Life Program was funded by QEF in the past two years. It was co-organized with YMCA Social Worker Section which applied the fund and recruited the social worker for the program. After the QEF changed the requirement for the qualification of the social worker, the previous social worker who did a good job, was not able to continue his contact. YMCA recruited another social worker who however did not perform as well as expected. The Head of Guidance and Counseling Team had to spend lots of time coordinating the work. |

Major Concerns relevant to Student Affairs

| Initiative | Achievement | Evaluation |
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| | <p>they overcame such big difficulty in life with S1 and S2 students. In general, positive feedback was received from all the participants.</p> <ul style="list-style-type: none"> • The importance of resilience and the application of it were included in the programmes in the S1 Discipline Camp and S4 Training Camp. During the debriefings, this was emphasized by teachers. • Students and alumni who had experience of overcome difficulties were invited to share their experience at assemblies or other programmes. Teachers also shared their views on resilience. • A talk on community service was organized by the Community Service Team. During the talk, the guest speaker not only shared her experience of doing community service in Africa but also let students know how kids in Africa faced adversity. • The Guidance and Counseling Team continued to organize the Joyful Life Program. <ul style="list-style-type: none"> ➤ 20 students from S2 and S3 were invited to join the program which aimed at helping students understand their emotions and stress and ways to overcome difficulties. Over 90% of the participants were happy to join the program and agreed that the program had helped them know more about resilience. ➤ A survey was done at the beginning of Term One to assess students' level of resilience. A program to enhance students' resilience | <p>Moreover, the QEF did not provide fund to this program any more starting from the next academic year. Therefore, the Joyful Life Program will not continue. The Guidance and Counseling Team, nevertheless, will continue their effort in promote mental health. Sunshine Ambassador and other related programmes will be introduced. Parents' seminar on mental health will also be organized.</p> <ul style="list-style-type: none"> • This year's S4 is a weak batch. They were weak in academic studies and other areas. In the mid-term self-evaluation, 78% of them expressed that they often worried about their academic studies but only 42% of them put enough effort in studies. Teachers have given a lot of support, for instance, extra-lessons, individual tutorials. Emotional support was also given to individual students by not just class teachers but also social worker and counselor. Yet quite a number of students still struggled and their attitude needed to be improved. More attention is to be given to this batch of students, i.e. S5, next year. |

Major Concerns relevant to Student Affairs

| Initiative | Achievement | Evaluation |
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| | <p>was arranged for the five classes with comparatively larger number of students scoring low mark in the survey. Feedback from students was good and class teachers also found that the instructor could discover the characteristics of their class and gave corresponding advice to them.</p> <ul style="list-style-type: none">➤ Two seminars were organized for parents and teachers focusing on how to develop resilience in students.• Parents were given reading materials about “How to assist your child to develop resilience?” on Parents’ Day. | |

Financial Summary for the 2017/2018 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) | 65.4% | N.A. |
| School Fees | N.A. | 32.2% |
| Donations, if any | N.A. | N.A. |
| Other Income, if any | N.A. | 2.4% |
| Total | 65.4% | 34.6% |
| EXPENDITURE (in terms of percentages of the annual overall expenditure) | | |
| Staff Remuneration | 79.8% | |
| Operational Expenses (including those for Learning and Teaching) | 9.4% | |
| Fee Remission / Scholarship ¹ | 4.0% | |
| Repairs and Maintenance | 2.5% | |
| Depreciation | 3.2% | |
| Miscellaneous | 1.1% | |
| Total | 100.0% | |
| Surplus/Deficit for the School Year # | 1.2 month of the annual expenditure | |
| Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year # | 8.5 months of the annual expenditure | |
| <i># in terms of equivalent months of annual overall expenditure</i> | | |

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).