

## HKMA David Li Kwok Po College Annual School Report 2008-2009

### SECTION A: MAJOR CONCERNS ADDRESSED IN 2008-09

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

#### The Academic Affairs Team

##### Major Concern 1:

**To continue with measures that prepare for the introduction of the NSS curriculum**

Strategies/Tasks planned	Results/Comments
To make manpower planning projections for 4 years starting from 2009/2010	<u>Achieved as planned</u>  Detailed manpower planning for the first four NSS academic years was conducted.
To compile simulations of new school timetables that meet curriculum needs as demanded by the introduction of the NSS in 2009/2010.	<u>Achieved as planned</u>  Full simulations for two academic years were completed. More time would be needed to plan for two more years. Master timetables based on current manpower and new NSS curriculum structures for four terms were generated.
The development of electronic Student Learning Portfolios (SLP) for recording student achievement in Other Learning Experiences (OLE).	<u>Achieved as planned</u>  A committee was set up to coordinate Student Learning Portfolios (SLP) and for recording student achievement in Other Learning Experiences (OLE).  Teaching staff were invited to trial a new electronic platform that could be used for the effectively recording of student achievement in Other Learning Experiences (OLE). The system will be formally installed during the next academic year to replace the old electronic platform for internal communication.

<p>Holding Department Days and whole-school activities that will contribute to students' Other Learning Experiences (OLE).</p>	<p><u>Achieved as planned</u></p> <p>Altogether six Department Days (Weeks) were held during the academic year, during which, whole-school activities were conducted. These activities contributed to the OLE of students.</p>
<p>Introduction of tasks and activities with elements that will be emphasized in the NSS Curriculum</p>	<p><u>Achieved as planned</u></p> <p>All English classes were taught debating skills and how to write debate speeches.</p> <p>Poems, short stories and readers were taught to all classes and examined.</p> <p>Drama, role-plays, presentations, group discussions and duologues were introduced in the classroom.</p> <p>The participation rates of students in the English speech festival increased. There were 252 student participants and 22 winners. 120 proficiency and merit certificates were received. Students also participated in 3 external debates .</p> <p>All Humanities classes had some exposure and experience in doing project work on social and world issues.</p> <p>Challenging questions and open-ended questions were introduced in Mathematics tests or exams.</p> <p>Different elements in the Chinese NSS Curriculum were introduced: language usages in different formats such as circulars, formal letters, speeches, press releases, manuals etc.</p> <p>Students had to complete basic reading tasks based on different types of Chinese books such as classic novels, documentaries, historical commentaries etc.</p> <p>Students had to discuss current issues through their bimonthly Science journal writing, examples were whale-hunting, the care of endangered species, reducing the release of green house gases, alternative energy sources, air pollution problems, acidic/alkaline waste treatment, and</p>

	<p>laws related to non-smoking areas, etc.</p> <p>A talk about endangered species was co-organized by the IH and IS Departments.</p> <p>Project work was conducted by S.1 – S.3 students in preparation for Liberal Studies; as such, students could develop critical thinking skills, project skills and self-learning skills. e.g., solar powered cars, making a telescope, identification of an unknown compound, information searching, presentation and essay writing on environmental problems etc.</p> <p>Project work was introduced as an assessment component within some Senior Social Science subjects, e.g. Economics, Business Studies, Principles of Accounts and Commerce.</p> <p>Some Integrated Humanities curriculum topics were revised to prepare for the introduction Liberal Studies in the NSS Curriculum. Two new topics were introduced: Energy and Technology and Environmental and Sustainable Development.</p> <p>Compulsory newspaper subscription was implemented within Junior Forms with the aim to enhance students' awareness of social issues. Non-Chinese students were required to subscribe to The Student Standard. Chinese students are required to subscribe to the Liberal Studies edition of the HKET.</p>
<p>Facilitating professional development in the NSS Curriculum for teachers</p>	<p><u>Achieved as planned</u></p> <p>Teachers of different disciplines attended NSS seminars and workshops held by the EDB or publishers in their own subject areas as formal preparations for the NSS Curriculum.</p> <p>English Language teachers attended NSS workshops conducted by HKIED, HKU, British Council and Publishers like Longmans and Star. Also, workshops for teaching literature, poems and songs were arranged.</p> <p>The Senior Social Science Department also organized in-house sharing sessions related to the new subject, Liberal Studies conducted by</p>

	outside professionals: 'The use of news media for teaching' by Mr Leung (HK Economic Times), 'Experience sharing on LS' by Mrs. Kalpagam Sudhaman (a retired teacher), 'LS teaching' by Prof. Lui Yuen Chung (a retired professor at HKU)
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**Major Concern 2:**

**To further develop a Moral and Civic identity by the creation of whole school values: Respect; Responsibility; Perseverance; Appreciation**

<b>Strategies/Tasks planned</b>	<b>Results/Comments</b>
Students serving as helpers in activities during department days (or weeks) and special school events.	<p><u>Achieved as planned</u></p> <p>Students were fully involved as helpers in the various department days (or weeks) held as well as special school events such as parents' days, the annual Graduation Ceremony, admission seminars and primary school visits etc.</p>
Discussing news reports, newspaper articles and documentaries with students during teaching and learning in order to train students to be responsible citizens and using current events and social issues as learning materials to set assignments or projects as a means to emphasize the four core values for this year.	<p><u>Mostly achieved as planned</u></p> <p>Teachers of different subjects infused positive values in their daily teaching.</p> <p>Learning materials relating to 'Science Technology and Society' were designed and used throughout the whole year to promote responsible citizenship.</p> <p>There was a Science afternoon with the theme of "Respect and Appreciate Nature".</p> <p>Students had to submit book report on scientists in order to teach them to appreciate the hard work of different Scientists and to learn perseverance and respect.</p> <p>Students were given poster design tasks on the life cycle of aluminium and associated environmental problems to let them know more about the responsibility of protecting our environment and natural resources.</p> <p>Activities such as a knowledge quiz, a talk by World Vision, and a visit to Mai Po were organized. Most students agreed that these activities could increase their awareness of world issues.</p>

**Major Concern 3:****To develop measures that encourage developments in Teaching and Learning**

<b>Strategies/Tasks planned</b>	<b>Results/Comments</b>
Peer Lesson Observation: Teachers in the department will be encouraged to observe lessons of their peers to facilitate learning and sharing of best practices.	<p><u>Achieved as planned</u></p> <p>All departments reached the target of having at least two peer lesson observations per teacher during the academic year. Some were inter-department lesson observations.</p> <p>Post-lesson review meetings were often held. Most teachers found it useful to have feedback by other colleagues who observed their lessons.</p>
To focus on particular core teaching and learning skills such as critical thinking, time management, questioning and student self-learning.	<p><u>Mostly achieved as planned</u></p> <p>Several departments developed individual lesson observation forms taking into account the four core learning and teaching skills emphasized as part of the major concerns for the academic year.</p> <p>Department Heads conducted their lesson observations with the four core skills as part of their evaluation in the first term.</p> <p>The DP(AA) conducted lesson observations as part of the evaluation process on the departmental implementation of these skills in the second term, though the feedback mechanism will need to improve.</p> <p>In general, time management was well conducted. Students could be encouraged to do more self-learning. Questioning skills were fine but more open-ended type questions should be used.</p> <p>More work should be done in the area of critical thinking as students were somewhat passive in this aspect.</p>
Conducting sharing sessions among department members on teaching strategies, public examination marking criteria, etc.	<p><u>Achieved as planned</u></p> <p>Teachers exchanged marking experience via the HKEAA. Post exam review meetings were also held.</p>

Strategies/Tasks planned	Results/Comments
	Sharing sessions among Senior Social Science department members were conducted These sharing sessions focused on the teaching and assessment of Liberal Studies.

**Student Affairs Team:****Major Concern 1:**

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

Strategies / Tasks	Achievement
Via the College's PDP on Friday Afternoons, S1 P.A.T.H.S programme, Bulletin Board competitions, Student reflection, Friday Morning Assemblies	<p><u>Achieved as planned</u></p> <p>A total of 18 talks and workshops were held in the Friday Afternoon Class Teacher Period.</p> <p>In general, over 60% of the participants showed positive feedback via questionnaires or reflection of the programs held.</p> <p>13% of teachers strongly agreed and 87% of them agreed that the activities helped promote moral and civic values (from the G&amp;C annual questionnaire)</p> <p>It is suggested not to invite guest speakers too often as it is hard to control the quality of the talks, particularly if the College is to maintain its EMI commitment.</p> <p>This area should continue as a routine task next year</p>

	<p>Bulletin Board competitions in the first term with the themes of:                  S1-S3 introducing a Chinese city; S4-S7: promoting the 4 values.                  Five issues of the G&amp;C newsletter were published.</p> <p>This area should continue as a routine task next year.</p> <p>Collaboration among Teams and Departments: e.g. the Discipline Team, AA Team, Friday Morning Assembly Team, Campus TV, LS taskforce, Careers Team, ECA Team, English, IH &amp; SSS Department and GA Department</p>
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Strategies / Tasks	Achievement
<p>To organise:                  An S1, S6 orientation program                  An S1 discipline training camp                  An S4 Challenge camp                  An ECA, DC leadership training program</p>	<p><u>Achieved as planned</u></p> <p>S1 orientation days (14/7;14/8)                  143 and 117 S1 students participated in the 2 days of activities.</p> <p>An S1 residential training camp (3/9 to 4/9) to develop 155 students' self-management skills and to help S1 students to adapt their new environment.</p> <p>S1 Personal Growth Camp in Aug08 and July09 (PATHS)</p> <p>S6 Orientation Camp, 18/8 - 20/8. 61 students participated in the 3 day-2 night camp. According to the student evaluation, 60% of the participants agreed that the camp helped them adapt to a new environment more smoothly.</p> <p>ECA/DC leadership training program: 43 students joined the program and 33 received certification.</p> <p>The S4 Challenge camp was cancelled due to bad weather.                  These tasks should continue as routine next year</p>

Strategies / Tasks	Achievement
To organise class-based voluntary services. For example: educative day camps, flag selling, weeding /tree planting, a charity walkathon, visiting elderly homes, environmental work, etc.	<p><u>Achieved as planned.</u></p> <p>For the whole school: A community service day was held on 23/1/09. This involved visiting and cleaning elderly people's homes; environmental protection work; performance and games for elderly people</p>
To organise a summer community service scheme for S5 students	<p>Orbis Pin Day on 23/10/08 S1: distributing moon cakes to elderly people on 12/9/08.</p>
To Issue outstanding CSS Awards to qualifying students	<p>S2: Joining the PHAB Camp to learn about serving physically handicapped people: 2P on 7/3/09; 2T on 14/3/09; 2I on 21/3 09; 2S on 23/5/09; 2T visiting elderly people's homes on 23/5/09.</p>
To organise a community service tour	<p>S3: 2 flag selling days for each class to raise money for different charity organizations: 3E on 20/9/08 &amp; 25/3/09; 3T on 18/10/08 &amp; 16/5/09; 3H on 1/11/08 7 9/5/09; 3C on 14/12/08 &amp; 30/5/09; S3 a community check-walk on 22/5/09</p>
To organise fund raising activities	



	<p>Inter-department based services:  A charity walkathon 14/12/09 (G&amp;C)  Visiting elderly peoples' homes 23/1/09  (Science Dept.)  Rice dumplings for elderly people 23/5/09  (Home Economics)</p> <p>Community service in China: 17 students joined the Zhangjiajie (張家界) voluntary service Tour co-organized with Hope Worldwide from 2/8 – 8/8 to teach English to local students. Most of our students thought that the tour was extremely meaningful and they would like to join it again in the coming year.</p> <p>Total student service hours:6188.5  Fund raising: (except flag selling for other NGOs):</p> <p>Orbis Pin Day – \$18945.5  Red Cross – \$5632  HK Wheelchair Aid Service -\$7106  Hope Worldwide - \$32559  Oxfam Charity Lunch –\$24639.8  Red Packets of Love - \$11894.6  TOTAL: \$100,776.9</p>
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Strategies / Tasks	Achievement
<p>To promote student academic and emotional care via the work of the following areas:</p> <p>The EIS, Peer counseling scheme (“Big Brother and Sister” Scheme), Careers consultation stations, School counsellor, School social worker, Financial assistance scheme,</p>	<p><u>Achieved as planned</u></p> <p>A total of 36 repeaters from S.1 to S.6 were admitted into the scheme. 27 of the 35 repeaters (77%) met the promotion criteria.</p> <p>9 students from S6 and 3 students from S4 volunteered to be Big Brothers and Sisters to give help to 15 S1 to S3 students.</p> <p>The School counselor handled 65 student cases with the School Social Worker handling some 43 cases. 1/4 of cases involved the problem of inadequate study skills.</p> <p>Financial assistance scheme: 73 students received a school fee subsidy. 10 students received a 100% subsidy. The total amount of school fees involved was \$609,599, (\$562,556 in 07-08)</p> <p>It is suggested that the EIS team involve more teachers from various Departments to join as mentors next year.</p>

**Major Concern 2 :To develop students’ multiple intelligence and enrich their life experience**

Strategies / Tasks	Achievement
<p>To provide:</p> <p>A careers week Careers talks and visits A careers exhibition A counselling service on careers and academic choices A summer internship</p>	<p><u>Achieved as planned</u></p> <p>Careers week was held in November: 6 activities were organized within that week. e.g. careers talks, a word search competition, 6 visits were organized for S4 and S6 students: ATV(S6) Grand Hyatt Hotel(S4) The Chinese Cuisine Training Institute(S4) Cathy Pacific City(S4) Ming Pao(S4) SCMP (S4)</p> <p>For S3 students; a personality test and the resultant impact upon subject selection was held on 20/3/09 For S2 students: A workshop on students’ portfolios was held on 19/9/08</p>

Strategies / Tasks	Achievement
	<p>For the whole school: Dr. Lo Wing-yan, the Vice-chairman &amp; Managing Director of I.T. Ltd was invited to conduct a leadership seminar with a focus upon the personal values and qualities of a young leader.</p> <p>Counselling service on careers and academic choices : 2 JUPAS briefing sessions and individual JUPAS counselling fortnightly for S7 students.</p> <p>Summer internship: 12 S5 &amp; S7 students gained work-experience by securing a number of vacancies supported by The HKMA, St. James' Settlement and Towngas.</p>
<p>To enrich student's lives via the provision of:</p> <p>ECA activities A picnic day A variety show Inter-House activities Post examination activities A drama show A singing Contest Inter-school competitions The provision of school teams</p>	<p><u>Mostly achieved as planned.</u></p> <p>Over 10 new ECA's were offered, e.g. judo, fencing, computer club, French club, advanced music groups, etc.</p> <p>Academic Clubs –Chinese, English, Maths, Science, French, Computers, Geography and Economics</p> <p>Sports—judo, fencing, hip hop dance, volleyball, badminton, table-tennis, basketball</p> <p>Music –horn, trumpet, flute, trombone, percussion, tuba and euphonium, clarinet, saxophone, recorder.</p> <p>Interest based –campus TV, magic, Japanese, Home Economics and Handicrafts, chess, drama, art,</p> <p>Uniform Groups—Scouts, Air Cadets, Red Cross</p>

Strategies / Tasks	Achievement
	<p>The ECA participation rate in S.1-3 was high at 90.27%; The participation rate of S.4-7 students was at 31.16%. Both Junior and Senior forms had a higher participation rate in 08-09 than in the previous year.</p> <p>Inter-House activities: 6 inter-house competitions were organized this year: basketball, IH knowledge quiz, reading, Science knowledge quiz, volleyball.</p> <p>Others: A Halloween party for S1 &amp; S2 on 30/10/08 A picnic day on 14/11/08 A variety show on 19/12/08 7 visits were arranged by ECA groups</p> <p>The College joined the "School Culture Day Scheme" and 5 visits were arranged. A total of 441 students participated in performance based activities.</p> <p>Inter-school competitions: 158 School team members participated in sports competitions with 27 members winning a prize.</p> <p>Championships awarded: Speech Festival: 5 English awards Sport: 4 champions (swimming and athletics) HK Budding Poets (English) Award: 1. Over 230 students participated in sports and speech festival competitions.</p> <p>School Musical Teams Performance: Avenue of Star Musical Performance in April.</p>

Strategies / Tasks	Achievement
<p>Organize a study tour for non-Chinese students to visit Mainland China.</p> <p>To organize a community service tour outside of Hong Kong</p>	<p>The Chinese and Chinese History Department organized 2 study tours to China:</p> <p>A 5-day Quanzhou(泉州) study tour (27/12-31/12/08)</p> <p>19 students joined a 5 day study tour to X'ian (西安) (14-19/4/09).</p> <p>The Maths department led 10 students to visit our sister school in Shanghai (15-19/4/09) for 5 days.</p> <p>The Community Service Team organized 17 students to join the Zhangjiajie (張家界) Voluntary Service Tour co-organized with Hope Worldwide to teach English to local students. (2 –8/8/09)</p> <p>The French and IS Culture and Technology study tours were cancelled due to a small number of students enrolling.</p> <p>Due to H1N1, a number of study tours during the summer were also cancelled.</p>

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

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

**SECTION B: ACADEMIC AFFAIRS**

## Curriculum and Assessment

## (a) Curriculum sets in lower forms

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

## (b) Building students' reading habit

The College continued to run the DEAR ('Drop Everything And Read') programme (a morning silent reading programme) in 2008/09. Students, every Tuesday, Wednesday and Thursday spent 20 minutes engaged in silent reading before the commencement of the day's lessons. As observed by teachers, most students read attentively during DEAR time.

## (c) Assessment and examinations

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

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

From 2009/10 onwards, the weighting of Continuous Assessment and Examination marks for different Forms will be as follows:

Level	Percentage Weighting (%)	
	Continuous Assessment	Examination
S1-3	50	50
S4	40	60
S5-7	30	70

## Promotion criteria

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

In general, the College will consider the academic performance of the students for promotion to the next form. The minimum requirements are:

S1 to S3	Group 1: A pass in English and Mathematics + a pass in Chinese or French; A pass in at least 2 subjects in each of Group 2's and Group 3's subjects, as follows: Group 2: Integrated Humanities, Integrated Science, Chinese History (or Chinese History and Culture) Group 3: Home Economics, Music, Physical Education, Visual Arts; and Punctual submission of 90% of all homework assigned.
S4	A pass in 5 HKCEE subjects (must include English and Chinese/French); and Punctual submission of 90% of all homework assigned.
S6	A pass in UE and CLC + 2 HKALE subjects; and good conduct (Grade B or better).

### Hong Kong Territory-wide System Assessment

<i>Subject</i>	<i>Number of students completing written assessment</i>	<i>Number of students achieving Basic Competency</i>	<i>Percentage of the College's students achieving Basic Competency</i>	<i>Territory-wide percentage of students achieving Basic Competency</i>
Chinese Language	106	96	91%	77%
English Language	133	132	99%	69%
Mathematics	133	133	100%	80%

The results showed that the percentages of students achieving basic competency were higher than the Hong Kong average in all the three subjects and were higher than the standards the students showed upon entering the College, which was as follows:

2005/06	74.5% (English)	35.5% (Chinese)	37.2% (Mathematics)
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### Scholarships, Awards and Academic Achievement

In the school year 2008/09, one student from a junior form, SUM Ming Pui, was awarded the EDB Woo Hay Tong Scholarship for her good academic work. Two

students, DOMINGO Wilmar Antonio Sunga (Form 6) and SIN Long Yin Ryan (Form 5) were granted the Sir Edward Youde Memorial Prizes by the SEYM Fund.

Seventeen students were awarded the Yau Tsim Mong District Prominently Improved Students Awards which were offered by the Yau Tsim Mong District School Liaison Committee.

31 students from S2 to S5 took part in the Australian Mathematics Competition held in September 2008. Form 2 student, Cheang Lok In Ivy, received a High Distinction Award. Two students Au Tak Ho Rocky and Hui Yuet Reading received a Distinction Award and eleven other students received credits. HUI Yuet Reading also received the Silver Medal in the Hong Kong & Macao Mathematical Olympiad Open Contest; with three other students receiving Bronze Medals. Six students from S1 to S3 joined the Hong Kong Problem Solving Olympiad 2009. Form 1 student JIN You Chuan and Form 3 student HUI Yuet Reading were awarded a Gold Medal. Another Form 3 student CHEN Ho Yin Andrew was awarded a Silver Medal. CHAN On Pui April of Form 4 and KWAN Lawrence of Form 6 became the Best Debater and Best Rebutter respectively in the "Sing Tao Trophy" Hong Kong School Debate Competition. LEE Ching Yin Timothy took part in and came Third in a worldwide French writing competition, 'Des Mots Pour Voir'. CHEUNG, Aska of S4 was also awarded as the best poet of HK Secondary Schools in a competition organised by the EDB.

252 of our students took part in the English Speech Festival; altogether, we had 22 winners and 120 proficiency and merit certificate winners. Our students also participated in other academic competitions such as the Hong Kong Schools Chinese Speech Festival, the Web-writing Scheme for Hong Kong Secondary Schools, the Writing Competition for Secondary Students of China (HK Region) and the Hong Kong School Drama Festival; a large number of Certificates of Merit were awarded.



### **The Early Identification and Intervention Scheme (EIS) for academically struggling students**

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

A total of 36 repeaters from S.1 to S.6 were admitted into the scheme in September 2008; one subsequently withdrew from the College. These students were all initially interviewed by their mentors who were either teachers, the school social worker or the school counsellor to form their own "individual education plans" by establishing individual baselines, plans for progress and criteria for measuring success. The mentors monitored these students to chart their progress and gave them encouragement as needed. In addition, these students were given regular and frequent after-school tutorial classes via the ETR, CTR and MTR throughout the entire year. Parents of the students were informed of the programme at the beginning of the year and their support and collaboration for the programme was enlisted.

According to the academic results of the first term, 19 of the 36 repeaters (53%) met the promotion criteria at that stage. Most of the students who could not achieve the promotion criteria at that stage had failed in Chinese Language.

In terms of promotion rates, 27 of the 35 repeaters (77%) who stayed in the College until the end of the school year met the promotion criteria and continued to study at the College in the new school year. The rest of the group, finding themselves not able to succeed with a more academically inclined curriculum, left the College. Because of the poor first term exam results of a large number of students failed in Chinese Language. The remedial measure was taken to help those students is after-school Chinese tutorial class tailored for the academically at-risk students was conducted from March 2009.

## SECTION C: STUDENT AFFAIRS

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

- Nurturing Moral and Civic Values through a Whole-School Approach
- Talks / discussions and activities conducted
- The preventive programmes conducted
- The developmental programmes conducted
- The community service scheme
- Improving Studying Habits and Enhancing Personal Growth
- Intervention programmes
- Enforcement of school rules through a system of rewards and punishments
- Personal counselling services
- Supporting students on admission to and upon leaving the College
- Students' Non-Academic Achievements
- Extra-curricular activities
- School sports teams
- Communicating with Parents
- Promoting Cultural Exchange and Understanding Across Cultures

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

In the year 08-09, the school continued its work on developing students' moral and civic values through a proactive whole school approach in order to foster students Moral & Civic identity by the four major values: Respect, Responsibility, Perseverance & Appreciation

#### a. Talks / discussions and activities conducted

Topic	Time
Police Talk (S1)	Sept 08
China and Me	Sept 08
Talk - Goal setting	Sept 08
Talk – creating a harmonious school	Sept 08
Sex education workshop and talk	Sept 08
Rules and Regulations	Nov 08
Emotion management	Nov 08
Talk – Stress management	Nov 08
Internet friendships	Dec 08
Personal financial management	Feb 09
ICAC (drama)	Feb 09
Self-understanding	Feb 09
Talk - relationship and intimacy	Feb 09
Friendship	Mar 09
Responsibility	Mar 09
Family	Apr 09
Anti-drug visit	May 09
National knowledge competition	May 09

## Activities

Activity	Date
Shower of Praise 嘉言懿行 (concerning 4 Major Values)	Throughout the whole year (No. of times = 35)
Big Brother and Sister Scheme	Nov 08 – Jun 09
Bulletin Board Competition on the theme of Chinese Cities	Oct 08
Oxfam charity lunch	Nov 08
Cultural Day	Nov 08
2008 Top Ten News Election	Jan 09
Courtesy star campaign	Nov 08 – Jun 09
Thank you note to teachers	Jun 09
Red Packets with Love	Feb 09
Variety Show	Dec 08
Parents Also Appreciate Teachers Drive Cards	April 09

**b. The preventive programmes conducted**

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

Form	No. of talks and workshops	No. Of theme base lessons conducted by class teachers	No. of other activities	Total
1	1	10	3	14
2	3	5	2	10
3	2	2	5	9
4	4	7	4	15
5	4	3	1	8
6	4	3	3	10

Topics had a wide range. These included caring for oneself (understanding personality, friendship, emotional management, critical thinking and making friends from the internet, time management, anti-drug issues, corruption, financial management etc) building up a good relationship with parents (how to deal with parents' criticism), showing concern for the community (Top Ten news selection, CSS, ICAC), knowing China (Understanding national flag, national anthem and regional flag) and arousing social awareness (discussion on social issues and debates).

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

### c. The developmental programmes conducted

The Discipline Team, Guidance and Counselling Team, and ECA Team organised a number of field camps on specific themes related to the needs of adolescents. In 2008-09, the following were held:

Date	Theme	No. of participants
15 <sup>th</sup> July & 15 <sup>th</sup> Aug.08	School based S1 Orientation Days	143
19 <sup>th</sup> –20 <sup>th</sup> Aug08	S6 Orientation Camp at the College (18 <sup>th</sup> Aug) and Wu Kai Sha Youth Village (Ma On Shan, Sha Tin).	61
27 <sup>th</sup> —28 <sup>th</sup> Sept 08	ECA & DC Leadership Training Camp at the Jockey Club Cheung Chau Don Bosco Youth Centre	26
3 <sup>rd</sup> – 4 <sup>th</sup> Sept 08	S1 Residential Training Camp at the Wu Kai Sha Youth Village (Ma On Shan, Sha Tin).	155
8 <sup>th</sup> -11 <sup>th</sup> Nov08	S1 P.A.T.H.S. Challenge Camp at the The Boys & Girls' Club Association of Hong Kong, Bradbury Camp	30
March, May & August 09	Air Cadet Training Camp	14

A total of 424 students participated in the above camping activities during non-school days in 08-09

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

Date	Theme	Name of student
(1) 19 <sup>th</sup> - 28 <sup>th</sup> Dec 08. (2) 8 <sup>th</sup> -17 <sup>th</sup> April 09	Award Scheme for Student Leaders: National Education Course held in Beijing 香港領袖生獎勵計劃: 國情教育課程	(1) S6A17 Lee Sze Lok Claudia, & 6B25 Poon Hin Yan James (2) S6A05 Cheung Wai Him Leo
Oct 08 – July 09	A Leadership Enhancement Programme which was organized by the Hong Kong Academy for Gifted Education	6A18 LEE Wing Yin Michelle, & 5M18 LI Yuet Long Lufe

#### d. The Community Service Scheme

In order to align the College's activities with the recent educational reform, we hoped that our students would take part in community service not only as a part of their school lives, but incorporate this spirit into a lifelong interest. Therefore, the Community Service Scheme (CSS) was launched in 2004-05 with the aim to promote students' social and civic awareness. In 2005-06, the scheme was expanded to require all students in S1- S3 to complete at least 15 hours and S4 and S6 students at least 10 hours of community service annually. Since 2006-07, both class-based and form-based community service programs have been launched to help students fulfil their CSS requirements.

CSS has become an important vehicle by which we can get our students to practice the values we are promoting. During 2008-09, we continued to set our whole-year theme as "Community Service Without Boundary" which means community service can be done at school, within their district and as participants of a global village. School-wide programs such as Community Service Day (cleaning elderly people's homes, environmental protection work, performances for old people, etc) were held for all students on 23/1/09, Friday Afternoon community service programs for different forms (visiting retirement homes with mooncakes for S1 and 6 students on 12/9/08, a community check-walk for S3 students on 22/5/09) were launched in order to help our students to achieve this goal. A volunteer trip to Zhangjiajie co-organized with Hope Worldwide during the summer to teach English to the local students.

Besides school-wide programs, we also organized class-based community service programs for our S1-3 students to participate in to help them achieve their CSS requirements. These included flag selling for S3 students, educational camps for S2 students and elderly visits for S1 students. Throughout the year, 19 different types of community service programs were organized by our college in collaboration with other NGOs, including flag selling, visiting elderly people, environmental protection work, study tour, etc. The number of participants joining these programs was 1404, which contributed 6188.5 some service hours through the whole year.

This year, we also cooperated with more than 20 external organizations such as the Hong Kong Wheelchair Aid Service, YMCA, Oxfam, HK PHAB Association, ORBIS, etc to provide a wide range of services such as charity walks, flag selling, elderly home visits, etc. Since 2006, our School has been entitled a "Caring School" (愛心校園) by the Agency for Volunteer Service and the "Heart To Hear School Title" (有心校園) by the Hong Kong Federation of Youth Groups for our enthusiastic participation in community service.

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

ORBIS Pin Day - \$18945.5  
 Charity Sales for Red Cross - \$5632  
 Charity Walkathon for HK Wheelchair Aid Service - \$7106  
 Causal Wear Day for Hope Worldwide - \$32559  
 Oxfam Charity Lunch - \$24639.8  
 Red Packet with Love for Oxfam - \$11894.6

The total amount of donations raised throughout the year is \$100776.9.

17 students and 3 staff went on the Zhangjiajie Voluntary Service Tour (organized with Hope Worldwide) from 2/8-8/8. The goal of this voluntary service tour was to organize a summer English training camp for school aged mainland students. Students also visited families from rural, mountainous areas, and took some donated clothes, books, stationary and rice to them. Most of our students found the trip to be extremely meaningful and expressed interest in joining it again in the coming year.

In sum, our students completed approximately a total of 13338.5 community service hours during 2008-09. Each student completed about 20 service hours on average and about 74.28% of our students achieved their CSS requirements. Also, according to the year-end survey, 77.25% of them agreed that community service programs such as the Community Service Day was meaningful.

## **2. Improving Studying Habits and Enhancing Personal Growth**

### **a. Big Brother and Sister Scheme**

In October 2008, the Guidance team launched the Big Brother and Sister Scheme which aimed at helping junior form students with their academic problems via a weekly tutorial class. 7 form 6 students, 4 form 4 students and 4 students from Hong Kong University were involved in the program. A total of 30 S1 – S3 students benefited from the program.

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

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

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

The Discipline Team issued Punctuality Awards and Good Conduct Awards in each term in order to acknowledge students' outstanding performance in specific discipline-related areas. In 2008-09, a total number of 137 and 246 Good Conduct Awards and Punctuality Awards were issued to students respectively.

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

Award	Student leaders	No. of students
Leadership Award (w/ Major Merit)	Head Prefect	2
	House Captain	3
Outstanding Service Award (w/ Merit)	Deputy Head Prefect	6
	House Vice Captains	9
	Monitors	28
	Library Prefects	9
	Campus TV Team	2
	CSS Team	2
	Guidance and Counseling Team	7
ECA Outstanding Award (w/ Merit)	Music Team	9
	Mathematics Olympiad Team	2
Sportswoman Award (w/ Merit)	School Team	1
Total no. of Awards		80

c. 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:

*1. S1 orientation Programs*

The Guidance team, ECA team and Discipline team conducted orientation programmes for 143 new S1 students on 15 July & 15 August 08 respectively. 93% of the participants believed that they benefited from the program. They suggested that it enabled them to better understand the school, and as well as allowing them to establish a relationship with teachers and schoolmates.

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

The Guidance team, ECA team and Discipline team conducted orientation programmes for 143 new S1 students on 15 July & 15 August.08 respectively. 95% of the participants were satisfied with the program. They suggested that it enabled them to better understand the school, and as well as allowing them to establish a relationship with teachers and schoolmates.

*2. S6 orientation camp*

An orientation camp was organised for 60 S6 students on the 19th and 20th August, 08 at Wu Kai Sha Youth Village (Ma On Shan, Sha Tin). Participants gave an average of 7.5 (total 10) in the overall satisfaction survey for the activity.

### *3. Financial Aid to students in need (separate from scholarships)*

A total number of 73 applications were processed in 2008-09. Applicants received a school fee subsidy of 25% to 100%. 10 students received a 100% subsidy. The total amount of school fees involved was \$609,599.

### *4. Careers and Guidance Service*

In addition to the careers board on the fourth floor, one more careers board was set up on the fifth floor starting from September 2008. This change provided senior students, especially S5 and S7 students, a more convenient way to find a wide range of resources, current careers activities that were taking place and who to contact if they needed assistance in making career choices.

A careers week was organised in November. There were four guest speakers from a range of occupations (a graphic designer, a robot engineer, a Cathay Pacific pilot and a lawyer). All the talks were well attended and received.

As part of the careers week, a careers word search activity was organized for junior form students during the week. Most students enjoyed the activities very much.

As part of NSS planning, a workshop on "Building your own portfolio" was organized for S1 students in January to help students to develop a habit of building up their own portfolio.

Six careers visits were organised throughout the year (Asia Television Limited, SCMP, Chinese Cuisine Training Institute, Grand Hyatt Hotel, Ming Pao and Cathay Pacific City). 74% of participants found the visits interesting and useful in widening their horizons.

During the year 2008-09, the College started to work on updating alumni database. All alumni were informed about the online reply form developed in November for this purpose, though the response rate was not very satisfactory. In addition, an alumni group was established via Facebook to enhance the connection between the alumni and the College.

For S1-S4 students and parents:

The Careers team organised 4 class teachers' periods during Friday afternoons in 2008-09. A range of different activities were organised for the students, including leadership seminar, careers auction, students' portfolios, personality tests and advice on S4 subject choices.

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



For S5 students:

Two workshops on the release of HKCEE Results were arranged in February and August. S5 students attended the workshops and 72% of participants found them useful to help them to make a decision for their future.

Two talks on further study options by Lingnan University and the Institute of Vocational Education (IVE) were also organized for S5 students. All the talks were well attended and received.

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

For S6 students:

The Careers team organised 3 class teachers' periods during Friday afternoons in 2008-09. A range of different activities were organised for the students, including leadership seminar JUPAS introduction, university admission requirements and resume writing.

For S7 students:

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

71% of the students went away from the briefing session understanding more about the JUPAS application procedure and 77% of them felt more confident about the JUPAS procedure.

7 students applied for the Principal's Nomination Scheme and were interviewed by the Head of Careers and the Principal separately. Consequently, 3 students were nominated to the scheme.

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

Individual consultations were given to all S7 students with regards to JUPAS. 75% of the S7 students found the one-on-one sessions useful and 71% of them found their careers teacher helpful and supportive.

#### *5. Summer internship:*

In May, a workshop on interview techniques was organized for those students who were interested to join the College's summer internship scheme. Around 30 S5 & S7 students attended the workshop and most of them found the workshop useful for their job interviews.

During the summer holidays, twelve S5 & S7 students successfully gained work-experience by securing a number of vacancies supported by The HKMA, St. James' Settlement and Towngas.

## 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 37 groups of ECA for students to choose.

The ECA participation rate in S.1-3 was high at 90.27%; The participation rate of S.4-7 students was at 31.16%. Both Junior and Senior forms had a higher participation rate in 08-09 than compared with the previous year.

Students' attendances in ECA in 2008-09 were as follows:

#### Musical Items

Items	Excellent (90 %– 100%)	Good (70%– 89%)	Fair (50 %– 69%)	Unsatisfactory (0 %– 49%)	Total
Horn	1	6	0	0	7
Trumpet	5	3	1	1	10
Trombone	3	2	1	1	7
Flute	13	5	2	3	23
Percussion	10	8	1	0	19
Tuba and Euphonium	3	0	1	0	4
Clarinet	12	4	1	1	18
Saxophone	9	4	0	1	14
Recorder	8	3	1	0	12

## Uniform Groups

Items	Excellent (90 %- 100%)	Good (70%- 89%)	Fair (50 %- 69%)	Unsatisfactory (0 %- 49%)	Total
Scouts	4	2	0	0	6
Air Cadet	0	7	10	4	21
Red Cross	12	7	0	0	19

## Sports Groups

Items	Excellent (90 %- 100%)	Good (70%- 89%)	Fair (50 %- 69%)	Unsatisfactory (0 %- 49%)	Total
Judo	3	8	4	3	18
Fencing	5	3	1	0	9
Hip Hop Dance	5	2	2	0	9
Volleyball	12	7	2	6	27
Bowling	6	7	1	0	14
Badminton (A)	8	2	3	1	14
Badminton (B)	13	1	1	0	15
Badminton (C)	11	7	2	0	20
Table Tennis	5	4	1	2	12
Basketball	8	8	3	1	20

## Academic Clubs

Items	Excellent (90 %- 100%)	Good (70%- 89%)	Fair (50 %- 69%)	Unsatisfactory (0 %- 49%)	Total
Chinese and Chinese History	3	7	6	1	17
English	4	1	2	2	9
Mathematics	13	5	2	0	20
Science	16	6	4	1	27
French	7	1	3	1	12
Computer	10	12	4	2	28
Geography and Economics	11	6	4	2	23

## Interest Groups

Items	Excellent (90 %– 100%)	Good (70%– 89%)	Fair (50 %– 69%)	Unsatisfactory (0 %– 49%)	Total
Campus TV	11	7	1	1	20
Magic	7	1	2	0	10
Japanese	6	11	0	1	18
Home Economics and Handicraft	28	2	0	0	30
Chess	13	11	3	6	33
Drama	13	5	2	2	22
Art	18	7	5	2	32

Total there were 362 students who received an “Excellent” grade; which was more than the previous year. Over 700 merit points were also given to students to award their performance as part of participating in ECA.

Throughout the year, the ECA team, G & C team and Discipline team organized whole-school events such as Friday afternoon activities, a Halloween Party, Annual General Meeting (AGM), School Picnic Day, Variety Show, Inter-House Competition activities (6 competitions in total), Lunchtime entertainment events, Bulletin Board Decoration competitions, Inter-class competitions and Post-examination activities\*

\* Due to the outbreak of the Swine Influenza, all post-examination activities had to be cancelled.

Our College also participated in the School Culture Day Scheme organized by the LCSD. In 2008-09, students engaged in the following performances:

40 S.2S students watched the “Little Squirrel and Giant Lion” Puppet Performance and Workshop organized by the Fantasy Puppet Theatre.

59 S.1 Chinese students attended a Creative Thinking Education Programme “Creativity Through Learning” organized by the Exploration Theatre.

80 S.1J and S.1M students attended the concert ‘Music Office Wind Music Programme –“Festival Fantasia”’.

42 Drama Group and Campus TV Group members attended “The Making of Snow White” Performance and Stage Effects Demonstration Workshops.

220 S.2 and S.3 students watched “A Kid summer Night's Dream”.

#### b. School Sports Teams

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

Our school sports teams included a swimming team (boys & girls), a cross-country team (boys & girls), a basketball team (boys & girls), a volleyball team (boys and girls), a badminton team (boys & girls), a table-tennis team (boys & girls), a gymnastics team, a soccer team, an athletics team, a bowling team and a netball team (girls). The percentage of students who were members of a sports team was 20%.

#### c. Student Achievement Record

This year a total of 277 students were awarded in external competitions such as sports, drama, speech festivals, music festivals, academic areas, etc, and in total obtained 167 awards.

#### 4. Communicating with Parents

Both a Parents' Information Night (10<sup>th</sup> Oct 08) and a Parents' Day (28<sup>th</sup> Feb 2009) were organised in order to help parents to gain a better understanding of how the school operated and what student life at the school was like.

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

The School assigned four teachers to serve on the PTA's Executive Committee. They helped to organize the election of the parent representatives on the Executive Committee. The school also subsidized the publishing of a PTA Newsletter and worked with the Executive Committee in organising various talks and activities. This year the PTA had 180 parent members, and more than half of the teaching staff took part in at least two PTA activities.

The PTA donated 5 awards to students with outstanding performance in the area of Sports (2 awards), Community Social Services, Visual Arts & Music in this year.

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

The School established a sister-school relationship with the Shanghai World Foreign Language Middle School three years ago. During the Easter holiday, 10 students and 2 teachers visited the Shanghai school for 4 days and took Mathematic lessons and had a friendly competition involving Rubik's cubes and 24-point game.

During the Christmas and Easter holiday, the Chinese Language and Chinese History department held two culture study tour to Quanzhou (泉州) and Xian(西安). A total number of 25 students and 5 teachers participated in these activities.

In August a total of 19 students joined a 5- day study tour organised by the Community Service Scheme Team to Zhangjiajie(張家界) to experience the life in mountain village and teaching English in primary school.

The total number of students and teachers who participated in school organised tours in 08-09 was 64. Due to the outbreak of Swine Influenza, a number of summer study tours had to be cancelled.

## Financial Summary

	Audited Result <u>1/9/08 – 31/8/09</u> HKD
<b>INCOME</b>	
Government DSS Subsidy	27,676,493
School Fees	12,110,994
Bank Interest Income	189,092
Donation	-
Total Income	<b><u>42,351,358</u></b>
<b>EXPENDITURE</b>	
Teaching Staff Cost	34,025,856
Non-teaching Staff Cost	4,943,718
Total Expenditure before Depreciation	<b><u>47,600,544</u></b>
NET SURPLUS/(DEFICIT) AFTER DEPRECIATION	(5,100,942)
Provision for Education Fund	148,244
NET SURPLUS/(DEFICIT) AFTER DEPRECIATION AND PROVISION	<b>(5,249,186)</b>
Capital Expenditure	
Air-conditioner replacement	321,725
Total Accumulated Surplus	<b>10,538,438</b>