

## HKMA David Li Kwok Po College Annual School Report 2010-2011

### SECTION A: MAJOR CONCERNS ADDRESSED IN 2010-11

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

#### The Academic Affairs Team

##### Major Concern 1:

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

Strategies/ Tasks planned	Results/Details
To infuse whole school values into the curriculum	<p><u>Achieved as planned</u></p> <p>Homework assigned in respect to Integrated Humanities and Liberal Studies frequently contained elements of reflection, evaluation, judgment and solutions. Examples were discussions about current affairs, news commentaries, debates, web-based forum discussions, etc.</p> <p>The Social Science Department organized excursions that could help infuse the four core values into the curriculum teaching areas concerned. They included visits to the ORBIS plane, the Ho Koon Nature Education cum Astronomical Centre and Hong Kong Geopark, participation in the Government's Policy Address Forum and the 'Talk to John Tsang' Forum, etc.</p> <p>Numerous learning activities were designed by the Social Science Department to promote the College's four key values among students. Examples were talks on Modern China and the Personal Privacy Ordinance, a Consumer Cultural Study Award Workshop, the JA Company Programme, etc.</p>
To incorporate whole school values into Department Afternoon activities	<p><u>Achieved as planned</u></p> <p>Department Afternoon activities, such as visits to the Kowloon Walled City Park and the Nan Lian Garden,</p>

Strategies/ Tasks planned	Results/Details
	<p>drama performances on Liberal Studies related topics, talks by journalists, etc., were organized to arouse/increase students' awareness of both local and international issues.</p>
<p>To incorporate positive values and attitudes into day-to-day teaching and learning</p>	<p><u>Mostly achieved as planned</u></p> <p>Through regular displays of students' good work via bulletin boards, Guidance &amp; Counselling Newsletters and the College's website, students were encouraged to show respect to and appreciate others' work.</p> <p>Efforts were made by the English and French Department to train students to respect their belongings and books and keep them in good order. Most students were able to meet our expectations.</p> <p>The Social Science Department either organized post-activity sharing sessions among students or asked students to provide feedback on other's presentations.</p> <p>In a number of classes, students actively participated in learning activities during their lessons and maintained good discipline at all times.</p> <p>Students were required by the Science Department to make their own notes for lessons and to do journal writing on a regular basis.</p>
<p>To organize cross-departmental /cross-team learning activities to promote whole school values</p>	<p><u>Achieved as planned</u></p> <p>A number of cross-departmental visual arts projects were organized to promote whole school values. They included the Tuck Shop Project, the Pavilion Project, the project on Gate Painting at the Yau Ma Tei Fruit Market and the Inter-class Mascot Design.</p> <p>The Science Department and Home Economics Departments jointly organized a theme-based ('Low-Carbon Living') cooking competition.</p> <p>An assembly was co-organized by the Chinese and Chinese History Department and the Friday Assembly Team to promote students' understanding of their country and their identity as Chinese.</p>

Strategies/ Tasks planned	Results/Details
	<p>The Library and the Visual Arts Department jointly organized a bookmark design competition to promote the school's major values.</p> <p>The Home Economics Department and the Community Service Team joined hands in organizing a dumpling-making activity. The products were distributed by the students to needy/vulnerable persons in the community.</p>

**Major Concern 2:**

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

Strategies/ Tasks planned	Results/Details
<p>To organize manifold activities and assessment tasks to promote reading and writing in various subjects</p>	<p><u>Mostly achieved as planned</u></p> <p>Morning reading periods were conducted three days a week to promote students' interest in reading. Students were also required to read newspapers and web articles in a number of subjects in order to widen their knowledge.</p> <p>At the beginning of the school term, the Chinese and Chinese History Department reviewed and adjusted their targets/ requirements in relation to reading and writing for students in all Forms. For example, there was a re-evaluation of reading passages used to suit the need/ability of our students, specific revision tasks were carried out regularly to strengthen students' foundation in Chinese language, etc. Apart from this, new teaching strategies were adopted in writing lessons and steps were taken to standardize the marking of students' writing.</p> <p>Students studying Chinese Language were required to read a list of books recommended by their teachers and produce a reading record book. Moreover, arrangements were made for some students to participate in the reading competitions organized by the Professional Teacher Union.</p> <p>A cross-departmental activity was organized by the Chinese Department and the Visual Arts Department</p>

Strategies/ Tasks planned	Results/Details
	<p>in which students were asked to read Chinese poems and express their understanding and feelings of the poems through painting lanterns.</p> <p>Reading programs were further developed as part of the English and French curricula to promote reading and develop critical thinking amongst the students.</p> <p>Students were required to compile newspaper cuttings on topics related to Mathematics and to do presentations afterwards. At the same time, teachers introduced recreational Mathematics books in order to promote students' interests in reading.</p> <p>Good writing work of students was displayed in conspicuous parts of the College.</p> <p>Teachers of Chinese Language in different Forms collaborated to design writing lessons for students. Through sharing and cooperation, the effectiveness and efficiency of writing based teaching was further enhanced.</p> <p>Seminars on Chinese writing were organized to enrich students' knowledge on writing techniques. Talented students were selected to join writing workshops to further enhance their creativity and writing skills.</p> <p>Process writing for English and French continued to be adopted in classes to help develop students' critical thinking and to enhance their writing skills.</p> <p>School-based assessment tasks in Social Science subjects were designed to develop students' learning skills, including reading and writing. In these tasks, students were required to organize the data collected by themselves, conduct analyses and write out reports.</p> <p>Students were asked to read Science articles or news clippings and write a summary and reflection thereafter. It was considered that the frequency of these tasks could be increased next year.</p> <p>Students were given more opportunities to read in a wider context. For example, they were asked to read music articles and write a report afterwards, a Visual Arts book corner was set up near the Tuck Shop,</p>

Strategies/ Tasks planned	Results/Details
	etc.
<p>To organize learning activities that promote good time-management, self-learning and critical thinking</p>	<p><u>Mostly achieved as planned</u></p> <p>Teachers carried out timed-activities to teach and test students via their oral presentations, discussions and individual responses.</p> <p>Regular quizzes/tests were conducted to help students improve their time management skills. Class work practices were also re-evaluated by some departments aiming to foster students' time management skills.</p> <p>A number of cross-departmental activities were organized to develop students' critical thinking. They included youth forums, debates, theme-based morning assemblies, etc.</p> <p>The Chinese Department developed specific strategies and focused on training students' thinking skills in junior and senior Forms.</p> <p>Integrated Humanities and Liberal Studies required students to share their viewpoints on current issues regularly in order to promote critical thinking and self-learning.</p> <p>Self-learning projects were introduced to Mathematics so as to foster students' self-learning habits. This apart, students were required to write Mathematics chapter reviews.</p> <p>As a further means to help develop critical thinking among the students, open-ended questions were set in Mathematics tests/examinations for Junior Forms whilst students in Senior Forms were encouraged to set their own questions in Mathematics lessons.</p> <p>In its department afternoon, the Mathematics Department organized activities such as problem-solving games and lantern riddles which aimed at promoting students' critical thinking and self-learning interests.</p> <p>The Science Department designed questionnaires for distribution to students at the end of each school term to help them reflect on their learning progress in Science. To encourage self-learning, students were asked to pose questions for the topic they were</p>

Strategies/ Tasks planned	Results/Details
	<p>going to learn in the next lesson.</p> <p>Students were also encouraged by the Music teacher to practice self-learning by attending concerts and/or music performances and write reports on them afterwards.</p>
<p>To further teachers' professional skills, in particular questioning techniques, through peer sharing and evaluation</p>	<p><u>Achieved as planned</u></p> <p>Questioning skills and time management were highlighted as focus areas with regards to teachers' peer lesson observation and evaluation.</p> <p>Experience sharing was conducted in regular department and form meetings for all subjects to improve teaching effectiveness and efficiency.</p> <p>Staff development programs were organized by most departments. For instance, in-house workshops were conducted by senior Mathematics teachers for junior teachers, sharing sessions were organized with French teachers from other schools, an English workshop was conducted, etc.</p> <p>All teachers were encouraged to attend seminars and workshops organized by the EDB and the HKEAA in order to enrich their teaching skills.</p> <p>All teachers teaching Senior Forms were encouraged to apply as markers for public examinations so that they would be more familiar with the marking criteria and could hence further refine their teaching strategies.</p> <p>The College has joined the Yau Tsim Mong School Network Scheme for Liberal Studies that aimed to enhance teachers' development on teaching and learning and assessment in the subject. Liberal Studies teachers benefited a lot through regular meetings and sharing with teachers from other schools.</p> <p>Students' performance in internal tests/examinations and public examinations was discussed/reviewed from time to time at the Academic Studies Committee meetings. Sharing of good practices among departments was also encouraged in these meetings.</p>

**Major Concern 3:**

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

Strategies/ Tasks planned	Results/Details
<p>To encourage students to participate in competitions to further enhance their self-esteem and sense of belonging</p>	<p><u>Achieved as planned</u></p> <p>Some 500 students participated in 18 external Chinese writing competitions and over 300 students participated in 8 external speaking competitions. S2 students also joined a drama showcase programme with another school.</p> <p>Some 130 students participated in 14 different Mathematics contests.</p> <p>Opportunities were given for students to participate in external Mathematics and Science competitions. S5 students participated in the Senior Secondary Mathematics and Science Competition, and also the New Senior Secondary Chemistry Assessment. Quite a number of S3-S5 students joined the Australian National Chemistry Quiz.</p> <p>Students were encouraged to join a number of English competitions. For example, more than 750 students joined the English Speech Festival, some 40 students participated in external English debating competitions, around 50 students joined the Standard Chartered Public Speaking Competition and about 20 students participated in the Hong Kong Budding Poets Competition.</p> <p>All S3-S4 students who studied French participated in a handful of external French writing competitions. Also, 45 students joined the French Speech Festival.</p> <p>For Humanities subjects, students from Junior as well as Senior Forms were exhorted to participate in internal and external competitions and programmes such as the Consumer Study Competition, The Ten Most Important Government Policies Election 2010 Competition, the Naming Competition for the High-Speed Railway Drilling Machine, the Chief Executive Political Platform Writing Competition, the Little Reporter Programme, the 'Personal Finance' JA Programme, the 'It's My Business' JA Programme, the Hong Kong Youth Leadership Forum 2011 and</p>

Strategies/ Tasks planned	Results/Details
	<p>the Online Investment Competition.</p> <p>Students were also encouraged to participate in external competitions and programmes related to General Arts. They included the Hong Kong Schools Music Festival, two art workshops organized by external art organizations, the Inter-school Visual Art Exhibition, four art competitions and a handful of inter-school sports competitions.</p>
<p>To train students to manage themselves and have clear goals for self-improvement</p>	<p><u>Mostly Achieved as planned</u></p> <p>Students were required to write reflections after lessons/activities to reflect upon their learning and strive for improvement. This practice was widely adopted in most subjects.</p> <p>Guidance was given to students to set their goals (both long-term and short-term ones) at the start of the school term. Their progress was monitored by teachers through informal discussions. It was found that those high-achieving students were able to manage themselves more successfully.</p> <p>Enrichment programmes were implemented (both by internal and external tutors) to provide opportunities for talented students to achieve their personal goals and strive for self-enhancement. Examples are the Mathematics enrichment programmes, training for English debates and Speech Festivals, Chinese enrichment programmes, etc.</p> <p>The Central Homework Collection and Detention System, the Homework Remedial Class and the Homework Remedial Programme continued to operate to help low-achieving students boost their confidence for self-improvement and improve their self-management skills.</p> <p>The policy regarding promotion on probation (who's aim is to help low-achieving students to enhance academic performance and hence self-confidence) remained in force during the year. The promotion status of all the 49 students who were on academic probation was confirmed two months after commencement of the school year. Two of the students concerned subsequently withdrew from the school, 43 managed to secure promotion at the end of the school year and the remaining four had to</p>



Strategies/ Tasks planned	Results/Details
	repeat the same Form in 2011/12 (one of whom eventually left the school).
To train students as leaders in the school	Students were encouraged by different departments to help out in activities organized for their schoolmates such as department afternoons, open days, academic clubs, the sports council, sports day, etc.

**The 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
<p>Via the College's PDP on Friday Afternoons, S4 Leadership Training programme, S1 Rainbow Leadership programme, Bulletin Board competitions, Student reflection, Friday Morning Assemblies, Campus TV regular morning news headlines and lunchtime Broadcasts.</p>	<p><u>Achieved as planned</u></p> <p>All of the adjacent programmes were completed as per planned.</p> <p>A total of 34 talks and workshops were held in the Friday Afternoon Class Teacher Period as part of the College's Personal Development Programme (PDP).</p> <p>In general, over 82% of the students agreed that the activities organized by the teachers helped them develop positive moral and civic values.</p> <p>Under the S4 Leadership training program, a total of 75 S4 students organized 4 lunch activities for S1 and S2 students. 100% of the students involved agreed they learnt the importance of detailed planning and its impact upon the success of an activity.</p> <p>A G&amp;C (game and care) zone was set up during lunch time where students could gather to play board games. An average of 15-20 students used the room each time. This area should continue as a routine task next year</p>
	<p>22 regular programmes were broadcasted. This area should continue as a routine task next year.</p> <p><u>Not achieved</u></p> <p>Four issues of the G&amp;C newsletter were not published owing to time constraints.</p>

Strategies / Tasks	Achievement
<p>To organise:  An S1, S6 orientation program  An S1 Residential Training camp  An S4 Challenge camp  An S1 Leadership Training Camp  An ECA Leadership Training Camp</p> <p>To nominate students to participate in activities organized by the community</p>	<p><u>Achieved as planned</u></p> <p>All of the adjacent programmes were completed as per planned.</p> <p>Two S1 orientation days were held (13/7 &amp; 13/8) where 150 S1 students participated.</p> <p>The S1 Residential Training camp (8/9 to 10/9) was held to develop 165 students' self-management skills and to help them to adapt to their new school environment.</p> <p>The S4 Challenge camp (17/11 to 19/11), 121 students participated in the 3 day-2 night camp. 90% of the participants agreed that they learnt to respect different opinions, realized the importance of perseverance and responsibility through the activities that were held.</p> <p>An S1 Leadership Training Camp (6/11 to 7/11 and 2/7 to 3/7 respectively), was held and 56 students joined the activities.</p> <p>The S6 Orientation Camp (17/8 – 19/8), where 60 students participated in a 3 day-2 night camp. According to student evaluation, 99% of the participants agreed that they benefited from the camp.</p> <p>An ECA Leadership Training Camp (18/12 to 19/12), 32 student leaders joined both the camp and the training program.</p> <p>Others activities held:  20 S2 &amp; S3 Girls joined the Enhanced Smart Teen Project (organized by the Correctional Services Department &amp; the EDB).</p> <p>3 students joined special programs organized by the EDB: an Award Scheme for student Leaders, a National Education Course held in Beijing and both a Military Summer Camp and Student Health Ambassador course.</p> <p>20 students joined the Air Cadet Training Camp.</p> <p>These tasks should continue as routine next year</p>

Strategies / Tasks	Achievement
<p>To organize Class-based voluntary services. For example: educative day camps, flag selling, visiting elderly homes, environmental work, etc.</p>	<p><u>Achieved as planned.</u></p> <p>All of the adjacent programmes were completed as per planned.</p> <p>S2,S3 and S6: distributing moon cakes and lanterns to elderly people (17/9/10)</p>
<p>To organise a summer community service scheme for S5 students</p>	<p>S1 and S6: distributing daffodils to elderly people and to help clean their homes (3/6/11)</p>
<p>To organise a community service tour</p>	<p>S2: Joined the PHAB Camp to learn about serving physically handicapped people (March and May)</p>
<p>To organise fund raising activities</p>	<p>S3: 7 flag selling days for each class to raise money for different charity organizations and visiting the Orbis Flying Eye Hospital</p> <p>S4: Wetland Park Volunteer Work (19/3,9/4) 30 S4-S6 students joined the Adventure Ship Buddy Programme (29/9/10) to take care of mentally disabled students (5/11/10,23/11/10,6/12/10)</p> <p>67 students participated in the Red Cross Blood Donation Day for S4 to S7 students (4/5/2011).</p> <p>Community service in China: 16 students joined the Zhangjiajie (張家界) voluntary service Tour co-organized with Hope Worldwide from 31/7 –6/8 to teach English to local students.</p> <p>In total, the College's students provided some 18868 hours of community service.</p> <p>In order to develop our student's Moral and Civic identity, the following whole school fund-raising activities were held:</p> <p>Orbis Pin Day (\$22,661), Red Packet with Love for The Salvation Army (\$9019), Casual Wear Day for the Community Chest (\$22,890), Taipingshan Medical Heritage Fund-raising Walk (3652) Total: \$58,222</p>

Strategies / Tasks	Achievement
	<p>These tasks should continue as routine next year</p> <p>The summer community service scheme for S5 students was cancelled due to the summer tutorial classes organized for all S5 students as part of preparation for the first cohort of NSS examinations.</p>
<p>To promote student academic and emotional care via the work of the following areas:</p> <p>The Student Development Portfolio, The EIS, Peer Counselling Team ("Big Brother and Sister" Scheme), Careers consultation stations, The school counsellor, The school social worker, The Financial Assistance scheme</p>	<p><u>Achieved as planned</u></p> <p>Class teachers used the SDP to carry out individual counseling with each student to help them set goals and reflect their academic performance.</p> <p>A total of 19 repeaters from S.1 to S.6 were admitted into the EIS (Early Identification) scheme. 16 of the 17 repeaters involved (94%) met promotion criteria.</p> <p>32 students from S4 and S6 volunteered to be Big Brothers and Sisters to give help to 32 S1 and S2 students.</p> <p>The school counselor handled 60 student cases with the school Social Worker handling some 49 cases. 25 percent of cases involved the problem of inadequate study skills.</p> <p>With regards to the Financial Assistance scheme, 104 students received a school fee subsidy, with the total amount of school fees involved being greater than the ten percent of fee revenue required of a DSS school, \$1,130,807 (\$1,038,300 in 09-10)</p> <p>These tasks should continue as routine next year</p>

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

Strategies / Tasks	Achievement
<p>To provide:</p> <p>Careers talks and visits</p>	<p><u>Achieved as planned</u></p> <p>S6 visited the Department of Computing at PolyU on 25/2/11,</p> <p>S5 visited the MTR Corporation (5M) on 29/10/10, The Prince Philip Dental Hospital (5M) on 28/3/11, The Ming Pao (5E) on 9/4/11 Cathay Pacific City (5P) on 16/4/11.</p> <p>S4 had a workplace visit to Ocean Park on 24/10/10, the Academy of Visual Arts, HKBU (S4 VA students) on 8/3/11, Towngas (4C) on 24/3/11, The Prince Philip Dental Hospital (4I) on 21/4/11, The South China Morning Post (4R) on 30/6/11 and the Chinese Cuisine Training Institute &amp; VTC (4D) on 5/7/11.</p> <p>For S4 to S6 students, a talk by a banker was organized on 4/3/11</p> <p>For S4 to S5 students, an Auction Game on Ideal Careers (S4) and Resume Writing workshop (S5) were held during the PDP programme on Friday afternoons.</p> <p>A Grooming Training Class held by Beauty Tech was held on 28/1/11.</p> <p>IVE and the American Consulate General organized talks on further study options in July.</p> <p>For S3 students; a personality test and the resultant impact upon subject selection was held on 20/3/10. 76% of the S3 students found the programmes useful in guiding them to a decision regarding their subject selection.</p> <p>For S1 to S3 students: Class Committees were empowered to take up the class-based inspection of SLP</p>



Strategies / Tasks	Achievement
<p>To enrich student's lives via the provision of:</p> <p>ECA activities  School teams  Inter-House activities  A picnic day  A variety show  Post examination activities  A drama show  Inter-school competitions</p>	<p><u>Mostly achieved as planned.</u></p> <p>In total there are 41 ECA groups in 2010-11.</p> <p>8 new ECA's were offered:</p> <p>Interest groups:  Korean Culture, Bridge, Putonghua, Cultural Dance and Hiking</p> <p>Sports groups:  Cycling, Wu Shui and Fencing</p> <p>ECAs in 2010-11:</p> <p>Academic Clubs:  Chinese, English, Maths, Science, French, Geography and Economics</p> <p>Sports:  Fencing, Badminton, Table-tennis, Cycling, Wu Shui</p> <p>Music:  Trumpet, Flute, Trombone, Percussion, Tuba and Euphonium, French Horn, Clarinet, Saxophone, Recorder</p> <p>Interest based:  Film Appreciation, Cooking and Handicraft, Chess, Korean Culture, French Culture, Chinese Debate, Bridge, Putonghua, Cultural Dance, Art, Hiking</p> <p>Uniform Groups:  Air Cadets, Red Cross</p>



Strategies / Tasks	Achievement
	<p>The ECA participation rate in S.1-3 was high at 95%; The participation rate of S.4-7 students was at 76%. The Senior Forms had a higher participation rate in 10-11 than in the previous year.</p> <p>Inter-House activities: 8 inter-house competitions were organized this year: basketball, reading, French Song singing, table tennis, cricket and a cheering team display.</p> <p>Others:</p> <ul style="list-style-type: none"> <li>- A Halloween party for S1 &amp; S2 on 29/10/1</li> <li>- A picnic day on 19/11/11</li> <li>- A variety show on 21/12/10</li> </ul> <p>Post examination activities:</p> <ul style="list-style-type: none"> <li>- Rock Climbing for S1 students on 6-7/7/11</li> <li>- S3 and S2 students visited the Hong Kong Heritage Museum on 7/7/11 (Science exhibition)</li> <li>- Chinese Debate Competition (students Vs teachers) on 11/7/11</li> <li>- Film watching for S3 and S5 on 5/7/11,</li> <li>- Ocean Park fun day for S4 on 6/7/11,</li> <li>- A writer's talk(陳雲) for S1 to S6 on 11/7/11</li> <li>- S2 students visited the Hong Kong Jockey Club Drug InfoCentre on 12/7/11</li> <li>- A School Choir Singing Performance at Hong Kong Disneyland on 11/7/11</li> </ul> <p>2 drama shows at the Graduation Ceremonies on 11/12/10 &amp; 9/7/11.</p> <p>Inter-school competitions: 178 School team members participated in sports competitions.</p> <p>Championships awarded: Sport: 2 champions in swimming           2 champions in athletics           4 champions in Gymnastics English Speech Festival : 13 champions French Speech Festival: 1 champion School Music Festival: 1 champion Drama Festival: the Best Actress Award and the Best Stage Effect Award.</p>

Strategies / Tasks	Achievement
	Over 792 students participated in sports, drama, speech festivals, a music festival and academic Competitions. In total they obtained 502 awards.

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

Strategies / Tasks	Achievement
<p>To launch the new Elite Program (study tour)</p> <p>To organize a community service tour outside of Hong Kong</p>	<p>During the Christmas holiday,(28/12 - 1/1/11) a total number of 41 S2 students participated in a 4-day culture study tour to Quanzhou / Hakka (客家土樓).</p> <p>During the Easter holiday(23/4 - 27/4), a total number of 66 S1 students participated in a 5-day tour to Xi'an (西安).</p> <p>During the post-examination period(31/7 - 6/8), a total number of 18 students (12 S3 students and 6 S4 students) participated in a 5-day tour to Malaysia / Singapore.</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>

## **SECTION B: ACADEMIC AFFAIRS**

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

### **1. Curriculum and Assessment**

#### **(a) Curriculum sets in lower forms**

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

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

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

#### **(c) Assessment and examinations**

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

Level	Percentage Weighting (%)	
	Continuous Assessment	Examination
S1 – S3	50	50
S4 – S5	40	60
S6 – S7	30	70

## Promotion criteria

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

S1 to S3	(a) Group 1: A pass in English and Mathematics + A pass in Chinese or French; (b) A pass in at least 2 subjects in each of Group 2's and Group 3's subjects, as follows: Group 2: Integrated Humanities, Integrated Science (S1 & S2), Science (S3), Chinese History and Culture Group 3: Home Economics (S1 & S2), Life Education (S3) Music, Physical Education, Visual Arts; and (c) Punctual submission of 90% of all homework assigned.
S4 to S6	(a) A pass in the 4 core subjects of English, Chinese/French, Mathematics and Liberal Studies; (b) A pass in 1 elective subject; and (c) Punctual submission of 90% of all homework assigned.
S7	(a) A pass in Use of English and Chinese Language & Culture + 2 HKALE subjects; and (b) Satisfactory conduct (Grade B- or better).

S1 to S5 students who fail to meet the minimum requirements for promotion to the next Form will be required to repeat the same Form in the coming year. The school does not encourage students to repeat the same Form more than once in their time at the College, the reason being that it is not in their long-term interest to have studied in the same Form for three or more years.

## 2. Scholarships and Awards

In the school year 2010/11, two students, 5L Hui Yuet, Reading and 6B Kam Pui Lam Janessa, won the Sir Edward Youde Memorial Prize awarded by the SEYM Fund. 4R Chung Kwan Chi James and 3C Jin You Chuan respectively won an award in the Kowloon District "Competition for Outstanding Students" (九龍地域傑出學生選舉 – 優秀學生) and the "Outstanding Students Contest" organized by the Yau Tsim Mong District School Liaison Committee (油尖旺區校長會傑出學生選舉中學及專業書院組 – 優異學生). 3C Jin You Chuan also won the Silver Award in another competition for outstanding students organized by the Mongkok Kai-Fong Association. 22 students won the Yau Tsim Mong District Prominently Improved Students Awards offered by the Yau Tsim Mong District School Liaison Committee. These apart, 21 students won the Youth Arch Student Improvement Awards offered by the Youth Arch Foundation.

50 students took part in the Australian Mathematics Competition held in September 2010. Two students, namely 5L Fung Ki Fung Frankie and 5L Hui Yuet Reading, won a High Distinction Award. 14 students won a Distinction Award and 25 students won Credits. 1M Chan Ngai Fun Anson was awarded a First Class Honour Certificate in the Hua Xia Cup Mathematics Competition (Hong Kong Region). One student received a Second Class Honour Certificate and seven other students received a Third Class Honour Certificate in the same competition. 3C Jin You Chuan won the Gold Medal in the First Hong Kong Online School-wide Problem Solving Olympiad.

755 of our students took part in the Hong Kong Schools English Speech Festival. Altogether, we had 185 winners in the solo, duologue and choral sections. We had a number of champions: six in the Dramatic Duologue, three in the Solo Verse Speaking, two in the Public Speaking Solo, one in Words and Movements and one in Choral Speaking. 20 students took part in the Hong Kong Budding Poets Competition and won the Poet of the School Award. 7B Lam Yuen Ting Kristy obtained an outstanding English Writing Award in the competition entitled “全港中學兩文三語菁英大比拚”. 45 students took part in the Hong Kong Schools French Speech Festival. 2P Francisco Elaine Joy Cariaga and 3H Aslam Hamza Saghir came First and Second in the Solo Poetry Speaking respectively. In addition, our school came Third in the S2 and S4 Choral Poetry Speaking. Our S3 French Class participated in the International French Writing Competition and eight students from the class won the Distinction Award.

141 of our students took part in the Hong Kong Schools Chinese Speech Festival and won a total of 15 awards. 2T Woo Chun Yin Matthew won an outstanding award in a Putongua Speaking Competition entitled “GAPSK 普通話朗誦比賽 – 卓越獎”. 3T Xie Zhiming Ivan and 5L Lee Hang Ling Shirley won scholarships in a competition named “灼華文字工藝獎學金” organized for the junior and senior sessions respectively. Six students obtained outstanding awards in the Writing Competition for Secondary Students of China (HK Region) (“中學生作文大賽香港區賽”).

A group of S4 Liberal Studies students participated in the Group Project Learning Competition on Consumer Culture and won an Outstanding Award. 4C Pang Ming Hin was the Champion of the “I want to be the Chief Executive” Writing Competition. Some Senior Form Chemistry students won prizes from the Australian National Chemistry Quiz (Hong Kong Section). 5L Hui Yuet Reading was awarded the Certificate of Excellence, three students the Certificate of Higher Distinction, four students the Certificate of Distinction and one student the Certificate of Credit. A number of Senior Form students joined the Secondary School Mathematics and Science Competition. Among them, 5L Wong Hang Sheung Anson and 5L Hui Yuet Reading won the Certificate of Higher Distinction in Biology and Mathematics respectively, three students were awarded the Certificate of Distinction, five students the Certificate of Proficiency and five students the Certificate of Credit in Biology/Physics/Chemistry/Mathematics.

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

Academically weak students continued to benefit from the EIS Scheme in 2010/11. Under the scheme, remedial support was rendered to students who are repeating the same Form throughout the year. Remedial actions for these students were taken with the concerted efforts of Deputy Principals, teachers, the school social worker and the school counselor.

A total of 20 repeaters from S1 to S6 were enrolled into the scheme in September last year. They were initially interviewed by their mentors who could be the teachers, the school social worker or the school counselor. The mentors gave guidance to the students to map out their own “individual education plans” by establishing individual baselines, plans for progress and criteria for measuring success. Parents concerned were informed of the programme in September/October and their support and co-operation was enlisted. The mentors closely monitored the students to chart their progress and gave them encouragement as needed. In addition, arrangements were made for these students to attend regular after-school tutorial classes such as English Tutorial Room, Chinese Tutorial Room and Mathematics Tutorial Room throughout the year.

Three of the 20 students withdrew from the College during the school year. Of the remaining 17 students, 16 (94%) met promotion criteria. Only one student who could not adapt to our more academically-inclined curriculum failed to secure promotion. This student subsequently left the College to study at another school.

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

In 2009-2010 the College received funding from the EDB to employ one teacher, to provide specialised staff training to the English Department and to purchase electronic whiteboards. For the 2010-2011 school year, implemented support measures related to further purchases of support materials/software to enable the whiteboards purchased to be used more effectively.

## SECTION C: STUDENT AFFAIRS

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

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

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

In 10-11, the school continued its work on developing students' moral and civic value through a proactive whole school approach in order to foster students Moral & Civic identity by the 4 Major Values: Respect, Responsibility, Perseverance & Appreciation

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

##### 1. Talks and classroom discussions held to nurture values

Topic	Time
Goal setting and Perseverance	Sept 10
Building a respectful and supportive environment in a class	Sept 10
Rules and Regulation	Oct 10
Time management	Oct 10
Leadership (I)	Oct 10
Self-esteem	Sept, Oct & Nov 10
Selflessness	Nov 10

Leadership (II)	Nov 10
Coping with adversity	Jan 11
Friendship	Feb 11
Internet relationships	Feb 11
Sex education	Feb 11
Youth problems (including drug issues)	Feb 11
Emotional management	Feb 11
World poverty	May 11
Debate on a current issue	May 11
Family relationships	May 11
Appreciate my peers	May 11
Foul language	Jun 11
Masked blessings	Jun 11

2. Activities held to nurture values:

Activity	Date
Launching of the "Showers of Praises" Bookmark with Quotations competition concerning the College's 4 Major Values (9 styles)	Throughout the 2 <sup>nd</sup> term
Showers of Praises 嘉言懿行 (Concerning the College's 4 Major Values)	Throughout the whole year "Showers of Praises" that were written by students = 32; "Showers of Praises" written by teachers = 60
S1 Residential Training Camp (Concerning 4 Major Values), Frisbee Training & 4 Major Values Painting	Sept 8-10, 2010
Joint School Student Leader Camp (for School Prefects) (Concerning the College's 4 Major Values)	Jan 29, 2011



Bulletin Board Design Competition (Theme : Behind our class name)	Oct 10
S4 Challenge Camp	Nov 10
Peer counselor scheme	Nov 10 – May 11
Variety Show	Dec 10
Casual Wear Day – raise funds for the Community Chest to support its welfare services in Hong Kong	Dec 10
University visit (S6)	Feb 11
Caring for the needy (sign language workshop)	Feb 11
Leadership in Action – S1 inter- class competition	Feb 11
Red Packets with Love (raised \$ 9,019 for The Salvation Army to support its work. 75% of the students took part in the activity)	Feb 11
Leadership in Action – S2 Fun Fun Day	Mar 11
Leadership in Action – Cultural Week	May 11
Leadership in Action – Board game competition	Jun 11
Thank you note to teachers at the end of the school year	Jun 11
Watch an anti-drug drama	July 11

b. The preventive programmes conducted

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

Form	No. of talks and workshops	No. Of theme based lessons conducted by class teachers	No. of other activities	Total
1	1	11	5	16
2	7	5	7	19
3	8	2	6	16
4	7	5	4	16
5	6	5	3	14
6	5	3	5	13

Topics for the talks / discussions were of a wide range. These included caring for oneself (setting goals, overcoming difficulties, understanding personality, friendship, emotional management, financial management, critical thinking and making friends from the internet, time management, anti-drug information, dating, love & intimacy, leadership etc.), cherishing relationships with parents (understanding the importance of communication with parents, developing a mature attitude towards parent's difficulties and to appreciate parents' love), showing concern for the community, enhancing cultural harmony(respect and appreciate other cultures by participating in their activities), knowing China (Understanding the national flag, national anthem and regional flag) and arousing social awareness (discussion on social issues and debates).

According to results from students' questionnaires, this task was successfully completed as the majority of students (82%) found that the activities organized helped them develop positive moral and civic values.

The S4 leadership training program:

After two leadership training sessions, students from S4 were invited to organize four activities namely an S1 inter-class competition, an S2 'Fun Fun' Day, Cultural Week and a Board game competition. They formed committees, held meetings and planned programs by themselves with the supervision of G&C teachers. A total of 75 (60% of S4 students) were involved in the program. 100% of the active participants agreed that they learnt how to organize activities at school and the importance of detailed planning for the success of an activity. 100% of respondents agreed they learnt the important of being cooperative, responsible and respectful. 100% of respondents also stated that from this experience, they understood and appreciated the hard work teachers had put in organizing activities for students. 87% of them hoped to have the chance to organize activities again next year.

Further to this, the G&C (game and care) zone was set up to enhance students' enjoyment at school and subsequently help enhance students' sense of belonging to the school and self-esteem by building up more peer relationships. It is a place where students can gather to chat and play board games and make new friends. It is an additional channel for teachers to communicate with students. An average of 15 – 20 students use the room each time.

c. Developmental programmes conducted

The Discipline Team and the Guidance and Counselling Team organised a number of field camps on specific themes related to the needs of adolescents. In 2010-11, the following were held:

Date	Theme	No. of participants
13th July & 13th Aug 10	School based S1 Orientation Days	150
17 <sup>th</sup> – 19 <sup>th</sup> Aug 10	S6 Orientation Camp at the College (17 <sup>th</sup> Aug) and YMCA Wu Kwai Sha Youth Village (18th – 19th Aug)	57
8 <sup>th</sup> – 10 <sup>th</sup> Sept 2010	S1 Residential Training Camp at Po Leung Kuk Jockey Club Tai Tong Holiday Camp	165
29 Jan, 2011	Joint School Student Leader Camp (with SKH Lam Woo Secondary School, Cheung Sha Wan Catholic Secondary School & Bishop Hall Jubilee School)	82
17 <sup>th</sup> – 19 <sup>th</sup> Nov 10	S4 Challenge Camp at the Jockey Club Sai Kung Outdoor Training Camp	121
6th –7th Nov 10	S1 Rainbow leadership training camp at the Salvation Army Ma Wan Youth Camp	36
2 <sup>nd</sup> – 3 <sup>rd</sup> July 10	S1 Summer Camp at the Wong Yi Chow Camp	20

A total of 532 students participated in the above camping activities during non-school days in 2010-2011.

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

Date	Theme	Name of student
Nov 22-26, 2010	Enhanced Smart Teen Project (organized by the Correctional Services Department & EDB)	20 S2 & S3 girls
Nov 27-28, 2010-2011	Student Health Ambassador (organized by The Executive Committee of YTM Healthy City 2010)	S7A Tse Hong
Dec 18 –27, 2010	Award Scheme for Student Leaders: National Education Course held in Beijing (organized by the EBD) 香港領袖生獎勵計劃: 國情教育課程	S6A Wong Lisa
July 17-31, 2011	Military Summer Camp 2011 (organized by the EBD)	S3E Mouse Wat Fung Yin

d. The Community Service Scheme

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

During 2010-11, we continued to set our whole-year theme as “Community Service Without Boundaries” which means community service can be done at school, in student’s home districts and even in the global village. Therefore, different types of community service programs were organized for students, such as:

- Home Visits elderly people with moon cakes, daffodils or rice-dumplings,
- Cleaning elderly people’s homes,
- A PHAB Camp,
- Serving mentally disabled students via the Adventure Ship Buddy programs,
- The Taipingshan Medical Heritage Fund-raising Walk,
- Flag selling days,
- Wetland Park Volunteer Work,
- ORBIS Pin Day,
- Visiting the ORBIS Flying Eye Hospital,
- The Zhangjiajie voluntary service tour in the summer,

Starting from 2009, in order to help NSS students to fulfill their Other Learning Experience (OLE) requirements, S4 students were required to complete 15 hours of community service in the past academic year. Subsequently, more than 85% of S3 students achieved their requirements, which prepares them well for their OLE (community service) component in the NSS curriculum next year.

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

In order to let students serve the community and be good leaders in organizing community service, our school formed an additional community service based group entitled the ‘Sky Teen Volunteer Team’ (懷天義工組) under the School Counselor’s supervision. Members from S4 and S5 were able to plan and organise different activities on their own. As a consequence, the team won the “Excellent School Planning Award” in the " V-Are- One" Wing Hang Youth Community Service Project and two students received Outstanding Volunteers Awards.

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

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

- ORBIS Pin Day (\$22,661),
- Taipingshan Medical Heritage Fund-raising Walk (\$3652)
- Causal Wear Day raise funds for Community Chest (\$22,890)
- Red Packets with Love for The Salvation Army (\$9,019)

Total amount of donations raised throughout the year was \$58,222

To summarize, our students completed approximately a total of 18868 community service hours during 2010-11, showing an increase of about 10% compared with year 2009-2010. Each student completed about 23.82 service hours on average and about 73.92% of our students achieved their basic CSS requirements. 225 students received school based service awards, i.e. 148 Bronze Awards, 60 Silver Awards and 17 Gold Awards. Furthermore, according to the year-end survey, 78.22% of students also agreed/strongly agreed that community service programs were meaningful.

## 2. Improving Studying Habits and Enhancing Personal Growth

### a. Enforcement of school rules and the system of rewards and punishments

The school's 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 so as to be open and transparent.

These records of rewards and sanctions were also made accessible to parents and students via the College's intranet system. Thus, 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 2010-11, a total number of 821 and 945 Good Conduct Awards and Punctuality Awards were issued.

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

Award	Student leaders	No. of students
Leadership Award (w/ Major Merit)	Head Prefects	2
	House Captains	2
Outstanding Service Award (w/ Merit)	Deputy Head Prefect & Prefects	9
	House members	6
	Class Monitors	29
	Library Prefects	15
	Class Committee	4

ECA Outstanding Award (w/ Merit)	Chinese Debating Team	3
	Mathematics Olympiad Team	2
	Mathematics Club	2
Sportswoman Award (w/ Merit)	School Team	1
Total no. of Awards		75

b. Personal counseling services

The Student Development Portfolio:

Launched in September 2009 with the purpose of enhancing class teacher's understanding of each student's backgrounds and needs; facilitating individual counseling work carried out by class teachers; developing students' self-management skills via goal setting and self-evaluation; strengthening communication between class teachers and students through journal writing; and identifying students with special needs in order to arrange further individual counseling by professionals.

Students were asked to complete a personal portfolio which contained personal information, goal setting and self-evaluation components. Class teachers were asked to conduct at least two individual counselling sessions with each student and communicate with them via a weekly journal.

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

Counseling Room services:

During the year, a total of 16 cases were referred by teachers to the School Social Worker and the School Counselor for individual counselling work.

The School Counsellor dealt with 60 student cases that required 300 sessions of interviews. The Counsellor also carried out 150 sessions for parents including 3 workshops organized for S1 & S2 parents.

Over 200-student units visited the Counselling room throughout the year.

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 150 new S1 students on 13 July & 13 August 2010 respectively. 90% of the participants were satisfied with the program. They suggested that it enabled them to better understand the school, and as well as allowing them to establish a relationship with teachers and schoolmates.

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

2. S6 orientation camp

An orientation camp was organised for 57 S6 students on the 18th and 19th of August, 2010 at the YMCA Wu Kwai Sha Youth Village. 90% of the participants were satisfied with the program.

3. Financial Aid to students in need

A total number of 104 applications were processed in 2010-11. Applicants received a school fee subsidy of 15% to 100%. The total amount of school fees involved was \$1,130,807.

4. Careers and Guidance Service

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

Altogether 12 careers visits were organized throughout the year.

<b>Date</b>	<b>Task</b>	<b>Target</b>
Oct 24, 2010	Workplace visit to Ocean Park	S4 (20 students)
Oct 29, 2010	MTR Corporation	5M
Feb 25, 2011	Department of Computing, PolyU	6B
Mar 8, 2011	Academy of Visual Arts, HKBU	S4 VA students
Mar 24, 2011	Towngas Corporation	4C
Mar 28, 2011	The Prince Philip Dental Hospital	5M
Apr 2, 2011	Academy of Film Tour and TV Programme Production Workshop,	Members of the Film

	HKBU	Appreciation Group
Apr 9, 2011	Ming Pao	5E
Apr 16, 2011	Cathay Pacific City	5P
Apr 21, 2011	The Prince Philip Dental Hospital	4I
Jun 30, 2011	South China Morning Post	4R
Jul 5, 2011	Chinese Cuisine Training Institute & VTC at Pok Fu Lam	4D

About 91% of S4 students and 76% S5 students joined two career-related activities this academic year and they found the visits interesting and useful in widening their horizons.

As part of NSS planning, the Careers Team conducted a briefing on the importance and requirements of the Student Learning Profile (SLP) for S1-3 students in September. In addition, two briefing sessions about SLP were conducted with the Chairpersons of each class committee. With the class-based inspection done by the class committee, about 70% of junior students fulfilled the requirements of an SLP, which was much better than the previous academic year.

Regarding alumni affairs, the alumni newsletter has become an effective way to foster and promote a closer relationship among present and past students as well as staff. Coloured copies of the newsletter (Vol. 2, Dec 2010) were printed and distributed to our guests and graduates on the day of the Graduation Ceremony. Starting from 2010, two editions of an alumni newsletter are issued in each academic year.

For S1-S3 students and parents:

- The Careers team organized a workshop about personality tests and advice on S4 subject choices during Friday afternoons in 2010-11. 76% of S3 students found the programmes useful in guiding them to a decision regarding subject selection.
- Through the class-based inspection of SLP, class committees were empowered in that they can play a more important role with regards to goal setting.
- The Careers Team collaborated with the Academic Affairs team to organize a parents' information night on S4 subject choices in May 2011. This proved highly successful and attendance was high.
- The Careers Team collaborated with the Film Appreciation Group to organize a visit to the Academy of Film Tour and TV Programme Production Workshop at HKBU for their members who mainly were S1-S3 students. This visit helped junior students understand the learning environment of tertiary institutions.



For S4-S5 students:

- The Careers team organised a range of different activities for S4-S5 students during Friday afternoons in 2010-11 which included an Auction Game on ideal careers (S4) and Resume writing for goal setting and reflection sessions for (S5).
- 92% of S4 students found the Auction Game helped them to reflect about themselves and 89% of them found the activity interesting.
- 79% of S5 students found the programme and the information given regarding goal setting and resume writing useful. 73% of them strongly agreed / agreed that they knew how to write a good resume after the programme.
- A grooming training class provided by Beauty Tech was organized for S4-S5 students after school on 28th Jan 2011. The participation rate for the grooming training course was good in which 60 students attended the course after school that day.
- A talk (Preparing yourself for the future) by a banker was organized for S4-S6 students during the Friday Afternoon of 4th March 2011. 88% of participants strongly agreed / agreed that the activity was useful to increase their awareness of the banking industry
- A talk conducted by the Institute of Vocational Education (IVE) and the U.S. Commercial Service, American Consulate General were organized for S4-S5 students in July in order to inform students under the New Academic Structure (NAS) about further study options.

For S6-S7 students:

- The Careers team organised a range of different activities for S6 students during Friday afternoons in 2010-11 which includes Introduction to JUPAS & Personality Test, University visit (PolyU), a careers talk on "Preparing yourself for the future" delivered by a banker and resume writing for job application.
- Two briefing sessions were given to S7 students on JUPAS applications in September and December respectively. Two alumni who are studying higher diploma programmes from different disciplines shared their experience of prioritizing JUPAS choices in September.
- 4 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 counseling room was set up on the days when the HKAL results were released.

- Individual consultations were given to all S7 students with regards to JUPAS. 91% of S7 students found the one-on-one sessions useful and 95% of them found that the careers teachers gave them good advice that they were able to use.

### 5. The summer internship

During the summer holidays, five S4 students and one S7 student successfully gained work-experience supported by St. James' Settlement and Towngas respectively.

One S5 student successfully entered the "Train' for life's journeys" Programme 2010 jointly held by the MTR and the School of Continuing and Professional Studies from the CUHK. She joined a list of activities in the summer which enabled her to broaden her horizons and to learn valuable life skills through training, internships and interaction with others

## 3. Students' Non-Academic Performance

### a. Extra-curricular- activities

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

Distribution was as follows:

Academic Clubs	6
Sports	6
Music	16
Interest Groups	11
Uniform Groups	2

The ECA participation rate in S.1-3 was at 95%; The participation rate of S.4-6 students was at 76%.

Students' attendance in ECA in 2010-11 were as follows:

- There were 348 (52%) students who obtained an "Excellent" grade,
- There were 180 (27%) students who obtained a "Good" grade,
- There were 79 (12%) students who obtained a "Fair" grade,
- There were 61 (9%) students who obtained an "Unsatisfactory" grade,
- Totally, 696 merit points were given to students to award their performance in participating ECA.

### Leadership Training Programmes:

There were 36 students who joined the Leadership training programme organized for Prefects and House Committees. The training included: leadership skills, problem solving, communication skills and camping and Uniform Group activities:

Activity	Date	Venue	No. of participants
A Leadership training camp	December 18-19	Po Leung Kuk Tai Tong Holiday Camp	32
Air Cadet Training Camp	April 16-17	Wan Chai Camp Site, Sai Kung	20
Air Cadet First-Aid course	July 2, 16, 23, 30	School	10
Air Cadet Annual Parade	July 7	Hong Kong Police College	18
Red Cross Blood donation day	May 4	School	68
Red Cross Training Camp	November 5-6	Red Cross Youth Training site Lamma Island	16

Throughout the year, the ECA team, G & C team and Discipline team organized whole-school events such as Friday afternoon activities, a Halloween Party, an Annual General Meeting (AGM), a School Picnic Day, a Variety Show, Inter-House Competition activities (8 competitions in total), Lunchtime entertainment events, Bulletin Board Decoration competitions, Inter-class competitions and Post-examination activities.

The inter-house activities held in 2010-201 are as follows:

Inter-House Table Tennis competition	Nov
Inter-House French song singing competition	Mar
Sports Days	Mar
Inter-House Basketball competition	April
Inter-House cricket competition	May
Inter-House Final competition	July
Inter House Reading competition (1 <sup>st</sup> term)	-
Inter House Reading competition (2 <sup>nd</sup> term)	-

b. School Sports Teams

178 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 22%.

c. Student Achievement Record

This year a total of 1112 students were awarded in external competitions such as sports, drama, speech festivals, music festivals, academic areas, etc. and in total they obtained 502 awards. All parents were sent a newsletter outlining those who had received external awards.

#### **4. Communicating with Parents**

Both a Parents' Information Night (16<sup>th</sup> Oct 10) and a Parents' Day (27<sup>th</sup> Feb 2011) were organised in order to help parents to gain a better understanding of how the school operated and what student life at the school was like.

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

The School was also concerned about parent and student relationships. A total of 185 S1 parents attended a talk organized by the Discipline Team on the topic of "Psychological Adjustment for students promoted to Form 1" on 4 September 2010 to help parents to gain a better understanding of their child's personal growth.

A parent seminar entitled "Shall we talk – How to open the heart of my child" was organized by the G&C team on 9 April 2011.

The School had four teachers assigned to serve on the PTA's Executive Committee. They also helped to organize the election of the parent representatives on the Executive Committee. The school also subsidized the publishing of the PTA Newsletter and worked with the Executive Committee in organising various talks and activities. This year the PTA had 233 parent members, and more than half of the teaching staff took part in at least two PTA activities.

The PTA donated 19 awards to students with outstanding performance in the area of Sports (16 awards), Community Social Services (1 award), Visual Arts (1 award) & Music (1 award) in this year.

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

During the Christmas holiday, a total number of 41 S2 students and 4 teachers participated in a 4-day culture study tour to Quanzhou / Hakka (客家土樓).

During the Easter holiday, a total number of 66 S1 students and 6 teachers participated in a 5-day tour to Xi'an (西安).

During the post-examination period, a total number of 18 students (12 S3 students and 6 S4 students) and 2 teachers participated in a 5-day tour to Malaysia / Singapore.

In August a total of 16 students (9 S3 and 7 S4 students) and 2 teachers joined a 7-day study tour organised by the Community Service Scheme Team to Zhangjiajie(張家界) to experience life in a mountain village and teach English at a primary school.

The total number of students and teachers who participated in school organised tours in 10-11 was 155.

### **The Summer Internship programme 2010-2011**

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

Since it was first established, the scheme has benefited a total of 110 students. In the most recent summer, altogether sixty four S4 students took up training internships of two months in duration at the Hong Kong and China Gas Company Limited (Towngas) and a one-month programme at St. James' Settlement.

On the 28<sup>th</sup> of May 2011, HKMA K S Lo College and our own College organized a joint school preparation workshop by held by the St. James Settlement for students who wished to join an internship with them, to help them prepare for the programme, equip them with personal interview and resume writing skills and to enhance their confidence. The College is extremely grateful to Mr. Michael K. H. Leung a member of the HKMA for his generous sponsorship of both the K.S. Lo and David Li Kwok Po College's students. Mr. Leung's support was necessary as the St James Settlement would have had to incurred payments to students owing to the introduction of minimum wage legislation.

Unfortunately, this year no S7 graduate showed interest in joining the internship of a joint service-cum-learning summer programme organized by Our Lady of Maryknoll Hosiptal, Buddhist Hung Seam Chau Memorial College and our College. One of the reasons of that was that a PTA internal problem delayed the recruitment time.

## SECTION D: Financial Summary

	Unaudited Actual <u>1/9/10 -</u> <u>31/8/11</u> HKD
<b>INCOME</b>	
Government DSS Subsidy	35,388,700
School Fees	16,612,536
Bank Interest Income	94,064
Donation	258,570
	<hr/>
<b>Total Income</b>	<b><u>54,651,159</u></b>
<b>EXPENDITURE</b>	
Teaching Staff Cost	32,867,718
Non-teaching Staff Cost	5,919,923
<b>Total Expenditure before Depreciation</b>	<b><u>46,488,490</u></b>
<b>NET SURPLUS/(DEFICIT) AFTER DEPRECIATION</b>	7,054,418
Provision for Education Fund	<hr/> (148,937)
<b>NET SURPLUS/ (DEFICIT) AFTER DEPRECIATION AND PROVISION</b>	7,203,355
	<hr/> <hr/>
<b>Capital Expenditure</b>	
IT Equipment	-
Air-conditioner replacement	-
<u>Total accumulated surplus</u>	<u>20,252,958</u>

**Other Major Government Grants (Un-audited)**

<b><u>2010-2011</u></b>	<b><u>Surplus brought forward</u></b> HKD	<b>Grant Received/ <u>(Adjustment)</u></b> HKD	<b><u>Expenditure</u></b> HKD	<b>Deficit transferred to Income &amp; <u>Expenditure</u> <u>A/C</u></b> HKD	<b><u>Surplus carried forward</u></b> HKD
<b><u>Grants</u></b>					
Capacity Enhancement Grant	-	355,005	(390,895)	(35,890)	-
Diversity Learning Grant - Other Languages	171,500	(10,500)	-	-	161,000
Diversity Learning Grant - Other Programmes	56,000	-	(24,800)	-	31,200
One-off Grant for Procurement of E-learning Resources	-	46,310	-	-	46,310
Liberal Studies Curriculum Support Grant	-	320,000	(425,387)	(105,387)	-
Project of After-school Extended Chinese Learning for Non-Chinese Speaking Students	-	300,000	(189,994)	-	110,006
Support Grant for English medium Teaching	70,670	-	(38,429)	-	32,241*
Special One-off IT Grant	102,250	-	(101,250)	-	1,000*
<b>Total</b>	<b>400,420</b>	<b>1,010,815</b>	<b>(1,170,755)</b>	<b>(141,277)</b>	<b>381,757</b>

\* Amount to be clawed back