

HKMA David Li Kwok Po College Annual School Report 2011-2012

SECTION A: MAJOR CONCERNS ADDRESSED IN 2011-12

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
<p>Infusing the four whole school values into the curriculum</p>	<p><u>Achieved as planned</u></p> <p>Homework issued in respect to Integrated Humanities and Liberal Studies frequently contained elements of reflection, evaluation, judgment and solution. Current affairs, news commentaries, debates, web-based forum discussions, etc. were covered from time to time.</p> <p>Various excursions were organized by the Social Science Department to help infuse the four core values into the curriculum teaching concerned. They included visits to LegCo, the Social Enterprise Centre, HK Wetland Park, Tai Po Kau Nature Reserve, Kung Tong on urban development, participation in "Extravaganza to celebrate the motherland's love, etc.</p> <p>Numerous learning activities were launched by the Social Science Department to promote the four key values among students. They included talks on a range of subjects such as goal setting, intellectual property right, 'rule of law', a mock election for the Chief Executive, an event that encouraged students to write letters to the future</p>

Strategies/ Tasks planned	Results/Details
	Chief Executive, etc.
<p>Incorporating 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 & Counseling Newsletters and the school website, students were encouraged to show respect to and appreciate others' work.</p> <p>Efforts were made by the English and French Departments to train students to respect their belongings and books and keep them in good order. Most students could meet our expectations in this regard.</p> <p>The Social Science Department organized post-activity sharing sessions among students and put post-activity student reflections on the school webpage and bulletin boards for sharing purposes.</p> <p>Students were required by the Science Department to write reflections on student forums and student presentations on a regular basis.</p> <p>An inter-class competition on recycling old clothes was organized by the Science Department. The old clothes collected were donated to Christian Action.</p> <p>The Home Economics Department made a special effort to train students to respect and take good care of their utensils and sewing machines and to be responsible for environmental protection. Students were educated not to waste cooking ingredients and fully use papers and fabrics.</p>
<p>Organizing cross-departmental /cross-team learning activities to promote the four whole school values</p>	<p><u>Achieved as planned</u></p> <p>Visual arts projects such as "Shower of Praises Postcard Design Competition", "1911 China Revolution Poster Design Competition", "Paper Fan Design" and "Impressionism Painting and Mathematics" offer examples of the numerous</p>

Strategies/ Tasks planned	Results/Details
	<p>cross-departmental projects to promote the four whole school values.</p> <p>A number of student presentations were co-organized by the Social Science Department and Science Department at Monday Assemblies to promote the four whole school values and related Science and Social Science issues.</p> <p>Student forums such as “the Chinese Revolution in 1911 and social harmony in HK”, “Controversies between HK people and Mainlanders”, “Should surrogacy be legalized in HK?” etc. were co-organized by departments and teams to promote the whole school values.</p> <p>The Library and the Visual Arts Department jointly organized a bookmark design competition to promote the school values.</p> <p>The Chinese Department and Social Science Department jointly organized a talk by Ms Anson Chan on “Social Implications for Democracy and the Role of Young People”.</p> <p>The Social Science Department co-organized with the Science Department a drama performance on environmental protection and worked with the Guidance and Counseling Team and the Community Service Team to run an Oxfam Hunger Banquet.</p>

Major Concern 2:

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

Strategies/ Tasks planned	Results/Details
<p>Organizing 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 the students' interests 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>Students studying Chinese Language were required to read a list of books recommended by the teachers and produce a reading record book. Arrangements were also 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 in which students were asked to read Chinese poems and express their understanding and feeling of the poems by painting on a Chinese paper fan.</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>Recreational Mathematics books were introduced by teachers to promote students' interest in reading. This aside, a monthly bulletin named as the "Excalibur" was posted in classrooms for viewing by students.</p> <p>Good writing work created by students were displayed in conspicuous spots of the College.</p> <p>Peer learning was developed in Chinese lessons where students were required to mark their peers' compositions and give constructive comments.</p>

Strategies/ Tasks planned	Results/Details
	<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. 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 issued to students, who were required to organize the data collected by themselves, conduct analyses and write out reports.</p> <p>Both reading and writing workshops were organized by the Social Science Department. Also, subject-based reference books were introduced to students from time to time to nurture their reading habits.</p> <p>News reports, newspaper articles and documentaries were covered as far as possible during Science lessons and in assignments to improve students' reading skills. Students were also asked to look for Science current issues and write summaries and reflections on them.</p>
<p>Organizing learning activities that promote good time-management, self-learning, problem solving and critical thinking</p>	<p><u>Mostly achieved as planned</u></p> <p>Teachers carried out timed-activities to teach and test students in their oral presentations, discussions and individual responses.</p> <p>Regular quizzes/tests were conducted to help students improve their time management skills. Class work was also adopted by some departments aiming to foster students' time management skills.</p> <p>The Chinese Department availed opportunities to promote students' critical thinking skills by organizing forums, debates and public speaking activities.</p>

Strategies/ Tasks planned	Results/Details
	<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>The Mathematics Department organized a range of activities during its Department Afternoon and for the Mathematics Club focusing on problem-solving and critical thinking skills. Also, Junior Form students were required to undertake self-learning cross-departmental projects.</p> <p>Peer marking was required by the Social Science Department for Senior Form students to promote self-learning. A number of forums and workshops were organized to further develop students' critical mind.</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, a 'Science Self-learning Zone' was set up for students during lunch breaks.</p>
<p>Further enhancing 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 made two very important areas of focus in 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>All teachers were encouraged to attend seminars and workshops organized by the Education Bureau and the Hong Kong Examinations and Assessments Authority in order to enrich their teaching skills. Some departments also organized in-house training programmes for their members.</p> <p>All teachers teaching Senior Forms were encouraged to apply as markers for public</p>

Strategies/ Tasks planned	Results/Details
	<p>examinations so that they could be more familiar with the marking criteria and further refine their teaching strategies.</p> <p>Some Liberal Studies teachers conducted lesson observations with teachers from Ti-I College in order to enhance their development on teaching and learning and assessment in the subject. More collaboration-based activities are expected next year.</p> <p>Students' performance in internal tests/examinations and public examinations was discussed/reviewed from time to time by the Academic Studies Committee. Sharing of good practices among departments was also encouraged in the Committee's 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>Encouraging 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 1,000 entries were made via 18 external Chinese writing competitions (e.g. 文學之星, 中國文化—我是孝子賢孫嗎---- 徵文比賽, 親親我家 -- 雙親節徵文比賽 2012 and 正字大行動) with some 600 entries made to 8 external speaking competitions (e.g. 全港學生口語溝通比賽, 校際朗誦節 and 全港青年學藝演講大賽). S2 students also joined a drama show case programme with another school.</p> <p>Some 200 students participated in 13 different Mathematics contests, including the Australian Mathematics Competition, Hua Cup National Mathematics Olympiad, Problem Solving Competition, The 29th Hong Kong Mathematics Olympiad, Hong Kong & Macao Mathematics Olympiad Open Contest, etc.</p> <p>Students were encouraged to involve themselves in a number of English competitions. For example, more than 850 entries were made to the English Speech Festival, some 30 students participated in external English debate competitions, around 40 students joined the Standard Chartered Public Speaking Competition and about 60 students participated in the Hong Kong Budding Poets Competition. An Inter-Class Drama Competition was also organized by the school for students.</p> <p>All S4 students who have been studying French participated in the “Des Mots Pour Voir” competition. Also, 58 students joined the French Speech Festival and 30 students participated in the AFLE Dictation.</p> <p>Opportunities were given for students to</p>

Strategies/ Tasks planned	Results/Details
	<p>participate in external Science competitions such as the Youth Construction Discovery Challenge – My Dream School, Search for Nature Stories 2012, the Australian National Chemistry Quiz, Green Mech, and Journey Through the Canal.</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 Poster design competition and Quiz on 1911 Chinese Revolution, JA programme, Top 10 news election – news commentary writing competition, the Consumer Culture Study Award, the HKCC Business Excellent Contest, the BAFS Online Investment, “Writing letters to future HK Chief Executive” Competition and Taiwan Hong Kong Creative Ideas Competition.</p> <p>Students were also encouraged to participate in numerous external competitions and programmes related to General Arts. They included the Hong Kong Schools Music Festival, art workshops organized by external art organizations, Inter-school Visual Art Exhibition, art competitions, inter-school sports competitions, etc.</p>
<p>Training 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 then monitored by teachers through informal discussions. Most high-achieving students were found to be 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</p>

Strategies/ Tasks planned	Results/Details
	<p>personal goals and strive for self-enhancement. Examples are Mathematics enrichment programmes, the 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 the low-achieving students boost their confidence for self-improvement and improve their self-management skills.</p> <p>The policy regarding promotion on probation (whose 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 48 students who were on academic probation was confirmed two months after the commencement of the school year. 45 managed to secure promotion at the end of the school year and the remaining three had to repeat the same Form in 2012/13.</p>
Training 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, sports council, sports day, tutorial rooms etc.

The Student 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	Achievement
<p>Via the College's</p> <ul style="list-style-type: none"> • PDP on Friday Afternoons, • Internal and external Competitions and campaigns, • support to teachers to help them conduct discussion on moral issues with students to promote • Student reflection, • Friday Morning Assemblies • Campus TV regular morning news headlines and lunchtime Broadcast 	<p><u>Achieved as planned</u></p> <p>A total of 35 talks, workshops and discussions were held as part of the College's Friday Afternoon Class Teacher Period.</p> <p>For most of the programs in Junior Forms, over 90% of students agreed that they had learned positive moral and civic values.</p> <p>For most of the programs in Senior Forms, 85% of students agreed that they had learned positive moral and civic values.</p> <p>8 Postcard design competitions, quotation writing and Showers of Praise activities were organized to promote the school's 4 major values.</p> <p>Two Courtesy Star Campaigns were organized.</p> <p>To arouse students' social awareness, all junior students joined the "Letter to the next chief executive" writing competition organized by The Hong Kong Council of Social Service</p> <p>A lunch forum which provided students with an opportunity to discuss current issues involving moral values was organized on the topic of "Should surrogacy be legalized in Hong Kong? "</p> <p>All teachers found the briefing and guidelines issued were useful for them to lead discussions on moral and civic issues.</p>

	<p>Students and teachers had positive feedback for programs pertaining to the Friday morning assembly programme.</p> <p>There were a total of 18 Morning News Headline Broadcasts and 8 other programs produced by the Campus TV Team on various topics to promote moral and civic values.</p> <p>This area should continue as a routine task next year.</p> <p><u>Not achieved</u></p> <p>The number of G&C newsletters issued did not meet the planned number. Such publication work is to be handed over to the Campus TV team next year.</p>
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Strategies / Tasks	Achievement
<p>To organize different types of community services to arouse students social awareness and learn to show care and concern to people in need Class-based voluntary services. For example: educative day camps, flag selling, visiting elderly homes, environmental work, etc.</p> <p>To organize fund raising activities</p>	<p><u>Achieved as planned</u></p> <p>9 Form-based activities and 15 class-based activities were organized including activities such as:</p> <ul style="list-style-type: none"> • An S1 Classroom Cleaning Campaign • Parent-Child Paired Flag Selling activity • Visiting single elderly homes during the Mid-Autumn and Dragon Boat festivals • A Hunger Banquet • An Oxfam Educational Talk • Flag-selling • S2 PHAB educational camps • S4 Wetland Park Volunteer Work • Orbis Pin Day and Causal Wear Day • The Adventure Ship Buddies Program • Community Service Experience Sharing by Hong Kong Volunteer Awardee Ms Jade Kwan • A Fun booth for the elderly at Kowloon Park • The Sky Teen Volunteer Team service, etc <p>A Gansu voluntary service tour was organized from July 29, 2012 to Aug 4, 2012. Many students wanted to join the activity and those who took part in had very positive feedback.</p> <p>287 students received service awards, including 208 Bronze Awards, 57 Silver Awards and 22 Gold Awards. 82% of students agreed/strongly agreed that community service programs were meaningful.</p> <p>68 students participated in the Red Cross Blood Donation Day for S4 to S7 students on January 31, 2012.</p> <p>Total student service hours: 22,000 (increased by about 18% compared with year 10-11)</p>

Strategies / Tasks	Achievement
	<p>Whole school fund-raising activities:</p> <ul style="list-style-type: none"> • Casual Wear Day and ORBIS Pin Day (\$28,529), • Hike for Hunger of Sunshine Action(\$2,620) • Hunger Banquet for Oxfam Hong Kong (\$9,565) • Red Packets with Love for The Salvation Army (\$7,698.5) • A total of 48,412.5 was raised <p>Total : \$48,412.5</p> <p>These tasks should continue as routine next year</p> <p><u>Not achieved</u> Only two S6 students were nominated to join the KCC Student Volunteer Project 2012 Health Adventure. Since S6 students had already left the College, it was difficult to approach and invite them to join this activity. As many S6 students obtained part time jobs after their public exam, not many students were interested in these activities.</p>

Major Concern 2:

To focus upon areas aimed at student development, namely; Student self-management, Student self-esteem, Student goal setting and self improvement, Student communication and Student participation in external competitions as well as to develop students' multiple intelligence and enrich their life experience

Strategies / Tasks	Achievement
<p>To organize different programs that help enhancing student's relationships with others, self-esteem and self-management and setting short-term and long-term goals :</p> <ul style="list-style-type: none"> • An S1, S4 orientation program • An S1 Residential Training camp • An S4 Challenge camp • An S1 Rainbow Leadership Training Program • An ECA Leadership Training Camp • An ECA joint-school training program • S4 Leadership in action <p>To nominate students to participate in activities organized by other organizations such as the EDB</p>	<p><u>Achieved as planned</u></p> <p>150 students participated in the S1 Orientation days on July 12 & Aug 22, 2011. 91% of the participants were satisfied with the program and suggested that it enabled them to better understand the school and establish a relationship with their teachers and schoolmates.</p> <p>An S4 orientation activity was organized on Aug 23, 2011 to help students prepare for the challenges of the NSS.</p> <p>All 164 students took part in the S1 Residential Training Camp held from Sept 7 to 9, 2011 to help new students build a relationship with their new schoolmates and teachers and understand school requirements.</p> <p>Over 90% of the 125 S4 students taking part in the S4 challenge camp held on Nov 23 to 25, 2011 agreed that they had new experiences and learnt the four school values via the activities held.</p> <p>32 S1 students took part in the S1 Rainbow leadership training camp held on Nov 26 to 27, 2011 and a war game on Feb 5, 2012.</p> <p>45 parents and students joined the S1 Rainbow leadership training – parent-child golf fun day on Feb 18, 2012 and the parent-child community service on Mar 4, 2012</p>

Strategies / Tasks	Achievement
	<p>34 student leaders joined the overnight Leadership training camp on December 17-18, 2011</p> <p>A Joint School Student Leader Camp was held on April 28, 2012</p> <p>35 students joined the Air Cadet RCTC Training Camp on December 17 to 18, 2012</p> <p>9 students joined the Air Cadet Water Sports Camp on July 14 to 15, 2012</p> <p>20 students participated in the Sky Teen Voluntary Training Camp on July 9 to 10, 2012</p> <p>The S4 leadership training program continued to develop S4 students' leadership skills through organizing four activities namely S1 inter-class competition, S2 Fun Fun Day, S3 inter-class teacher-student mini-game and Cultural Week. They formed committees, held meetings and planned programs by themselves with the supervision of G&C teachers. More students with a total of 78 from S4 (64% of S4 students) and 12 from S3 were involved in the program. More teachers were involved in the 4 activities organized. For example, over 20 teachers participated in the cultural week morning assembly. 100% of the active participants agreed they gained experience and confidence.</p> <p>Five students joined the Award Scheme for Student Leaders: National Education Course held in Beijing (organized by the EBD)</p> <p>One S4 student joined the EDB Military Summer Camp 2011</p> <p>These tasks should continue as routine next year</p>

Strategies / Tasks	Achievement
	<u>Not achieved</u> The number of late students was higher than that of last year and was not reduced by 5% as planned.

Strategies / Tasks	Achievement
<p>To promote student academic and emotional care via the work of the following areas:</p> <ul style="list-style-type: none"> • The Student Development • Portfolio, • The EIS, • Careers consultation stations, • School counsellor, • School social worker • Financial assistance scheme 	<p><u>Achieved as planned</u></p> <p>Class teachers employed SDPs to carry out individual counseling with each student to help them set goals and for them to reflect upon their academic performance.</p> <p>A total of 20 repeaters from S.1 to S.5 were admitted into the EIS scheme with teachers, the school social worker or the school counselor being their mentors. From this, workshops related to different subjects were given. Most of the parents gave positive comments to the programme. 18 of the 20 repeaters (90%) who stayed in the College until the end of the school year met promotion criteria.</p> <p>A total of 24 cases (16 in 2010-11) were received from teachers and were referred to either the social worker or the counselor.</p> <p>The School Counsellor dealt with a total of 60 student cases that required 300 sessions of interviews. 150 sessions for parents including 3 workshops organized for S1 & S2 parents were also conducted.</p> <p>Over 200-student units visited the Counselling room throughout the year.</p> <p>About 25% of cases involved the problem of inadequate study skills.</p> <p>Financial assistance scheme: A total number of 97 applications were processed in 2011-12. The total amount of school fees involved was \$1,694,147 (\$1,130,807 (10-11))</p> <p>These tasks should continue as routine next year</p>

Strategies / Tasks	Achievement
<p>To provide: Careers talks and visits Counselling Service on careers and academic choices A summer internship</p>	<p><u>Achieved as planned</u> 10 careers visits were organized throughout the year.</p> <p>S6 :</p> <ul style="list-style-type: none"> • School of Architecture, CUHK • Faculty of Applied Science, PolyU • Social Science & Visual Arts Dept., HKBU <p>S5:</p> <ul style="list-style-type: none"> • Cathay Pacific City • Faculty of Science, HKU • The Prince Philip Dental Hospital <p>S4:</p> <ul style="list-style-type: none"> • Social Sciences Faculty Day, HKBU • Faculty of Science, HKU • Academy of Visual Arts, HKBU • Ming Pao • The Prince Philip Dental Hospital <p>Nearly 100% of S4 and S5 students joined careers-related activities twice, including both careers visits and talks.</p> <p>Other careers talks included:</p> <ul style="list-style-type: none"> • A talk introducing study in the UK & • IELTS for S5-6 students • A workshop on writing a self-account • For S5 students to prepare for JUPAS • A JUPAS briefing for S6 • Workshop on writing 'Additional Information' for applying for JUPAS for S6 students • An Admission talk and Programme Introduction by the Science & Engineering Department of CityU for S5 and S6 students • A talk on study in Australia • A talk about HKU Space & E-APP • A JA workshop co-organized with the BAFS department

Strategies / Tasks	Achievement
	<p>JUPAS consultations were given to S6 students. 92% of S6 students found their careers teachers gave them good advice that they were able to use. In addition, S6 class teachers were also involved in JUPAS consultation this year.</p> <p>A seminar which aimed to help S6 parents and their child to be prepared for the release of the HKDSE Examination result and obtain the latest information on multiple pathways was held in July.</p> <p>For junior forms A workshop about personality tests and advice on S4 subject choices was organized for S3 students.</p> <p>A briefing session on the importance of SLPs was given to junior forms at the beginning of the year.</p> <p>A parents' information night for S3 parents on NSS subject choices was organized.</p> <p>Internships Twelve S5 students were selected to join the JA Job Shadowing Program held on 25th Apr 2012 having a Job Shadow Day at Credit Suisse. All the participants found the Program was an effective way to learn and helped them to better prepare themselves to plan for their future.</p> <p>During the summer holidays, three S4 students successfully gained work-experience supported by St. James' Settlement. One S7 student and one S6 student were employed by Towngas as the summer industrial trainees in the Corporate Administration Department and Customer Service Departments respectively.</p> <p><u>Not achieved</u> The Career Interest Inventory for S6 students to understand themselves as a way of making informed choices was not launched because there was a large number of participating schools and our school did not get any vacancy to attend the talk.</p>

Strategies / Tasks	Achievement
	<p data-bbox="679 349 975 387"><u>Planned as achieved</u></p> <p data-bbox="679 421 1401 459">There were a total of 41 groups of ECA in 2011-12:</p> <p data-bbox="679 459 930 497">6 Academic clubs</p> <ul data-bbox="730 497 1082 719" style="list-style-type: none"> • Chinese Cultural Club • English Club • French Club • Geog-Econ-Club • Mathematics Club • Science Club <p data-bbox="679 757 906 795">7 Sports groups</p> <ul data-bbox="730 795 1054 1059" style="list-style-type: none"> • Badminton Group • Basketball Group • Netball Group • Table Tennis Group • Dance Sport Group • Orienteering Group • Hiking Group <p data-bbox="679 1093 914 1131">13 Music groups</p> <ul data-bbox="730 1131 1238 1352" style="list-style-type: none"> • 3 Clarinet • 3 Flute • 3 Percussion • 2 Saxophone • Trombone, Tuba and Euphonium • Trumpet and Horn <p data-bbox="679 1391 1018 1429">13 other Interest groups</p> <ul data-bbox="730 1429 1201 1910" style="list-style-type: none"> • Art Group • Bridge and Chess Group • Comic Group • Cooking and Handicraft Group • Drama Team • Fencing Group • Film Appreciation Group • Indian Dance Group • Korean Group • Photography Group • Chinese Debate Group • Eng-for-Chinese • Sky Teen Volunteer Group

Strategies / Tasks	Achievement
	<p>2 Uniform Groups</p> <ul style="list-style-type: none"> • Red Cross • Air Cadets <p>The ECA participation rate in S.1-3 was at 88%; The participation rate of S.4-6 students was at 90%.</p> <ul style="list-style-type: none"> • Students' performance in ECA were as follows: • 283 (41%) students got an "Excellent" grade; • 191 (27%) students got a "Good" grade; • 136 (19%) students got a "Fair" grade; • 92 (13%) students got an "Unsatisfactory" grade; • Totally, 566 merit points were given to • students to award their performance in • participating in ECA. <p>Inter-House activities: 7 inter-house competitions were organized:</p> <ul style="list-style-type: none"> • Sports Day(Nov) • Inter-House Volleyball competition (Dec) • Inter-House French Dance competition (Mar) • Inter-House Netball competition (April) • Inter-House Shuttlecock competition (May) • Inter House Reading competition (1st term) • Inter House Reading competition (2nd term) <p>Others activities include a Halloween party, picnic and annual variety show.</p>

Strategies / Tasks	Achievement
	<p>Post examination activities included:</p> <ul style="list-style-type: none"> • Chinese Historical Character Drama Competition • Caring Animals Talk • Chinese Writer's Talk • S1 Challenge Day Camp • Police Recruitment Talk • Musical Performance • Singing competition • Film watching • Visit to the Heritage Museum • Visit to the Chinese Museum <p>Inter-school sports competitions:</p> <p>212 students were selected to join 10 school sports teams including 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, and a bowling team. The percentage of students who were members of a sports team was 25%.</p> <p>The Boys C-grade football team and Boys B-grade football team obtained 2nd place and 4th place respectively in the Inter-school football competitions (D3). The school football team achieved the overall 3rd place in the competition.</p> <p>The athletics team won 2 silver medals, and 2 bronze medals in individual events, and 1 silver medal in team relay event at the Inter-school athletics championships (D3)</p> <p>The gymnastics team got 4 individual awards at the Hong Kong Inter-Secondary Schools Gymnastics Competition.</p>

Strategies / Tasks	Achievement
	<p>The cross-country team got 2 individual awards at the Inter-school Cross-country Championships (D3).</p> <p>The swimming team got 6 individual awards, and 1 team relay award at the Inter-school Swimming Championships (D3).</p> <p>A total number of 665 awards were received during the year and 1,196 students were awarded. Some of the prizes are:</p> <ul style="list-style-type: none"> • Two 1st runner ups in the 辛亥革命百周年的現代意義”演講比賽 • Best speaker award in the 1st Round 13th NESTA Competition • Five prizes in the 2011 Inter-school Creative Apps Design Competition • Ten prizes in the 2012 聯校立法會選舉論壇 • 251 prizes from the 63rd Hong Kong Schools Speech Festival (English and Chinese) • 52 prizes from the French Speech Competition 2011 • 35 prizes from the 64th Hong Kong Schools Music Festival • one student received an A.S Watson Group HK Student Sports Award 2011-2012 • 45 prizes from Something Green in Music organised by the Leisure and Cultural Services Department • two students were nominated as ambassadors in the Arts Ambassadors-in-School Scheme • one student obtained a prize at The Show Choir Hong Kong of Red Vocal Academy • one award in 星島第 27 屆全港校際辯論比 • two awards in 爭鳴盃

Strategies / Tasks	Achievement
	<p>Study tours:</p> <p>In November 2011, 39 S2 students participated in a 4-day culture study tour to Quanzhou / Hakka (客家土樓).</p> <p>In April 2012, 68 S1 students participated in a 4-day tour to Xi'an (西安).</p> <p>In July 2012, 37 S3 students participated in a 5-day tour to Malaysia. In the same period, 30 S4 and S5 students participated in a 8-day tour to Mongolia.</p> <p>In August 2012, 17 students from S2, S4 and S5 joined a 8-day study tour to Huining, Gansu (甘肅省會寧縣) to experience the life in mountain village and teaching English in a primary school.</p> <p>The total number of students and teachers who participated in school organised tours in 11-12 was 191.</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**
Curriculum sets in lower forms
Promoting students' reading habits
Assessment and examinations
- 2. Academic Achievements**
 - 2.1 External examinations
 - 2.2 Hong Kong Attainment Tests
 - 2.3 Internal assessment
- 3. Scholarships and awards**
- 4. Early Identification and Intervention Scheme for Academically Struggling Students**

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

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

2. Scholarships and Awards

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

Students participated in a wide range of open competitions in 2011/12 and won a number of awards, the details of which are set out in Appendix 7. The list below summarizes the awards earned in the more notable events:

Event	Award
Sir Edward Youde Memorial Award 2011/12	1 student winning the memorial prize
HK Institute of Accredited Accounting Technicians Scholarship	1 student winning the scholarship
Outstanding Students in YTM District	1 student winning the award
油尖旺區學生獎勵計劃	3 students winning the award
九龍西潮人聯會頒予之「最佳學業進步獎」	1 student winning the award
“Top 10 News Election” News Commentary Writing Competition	1 student winning the Best News Commentary Writing Award
“Hua Cup” National Mathematics Olympiad 2012	1 student awarded with “First Class Honor Certificate”, 7 with “Second Class Honor Certificate” & 12 with “Third Class Honor Certificate”
Australian Mathematics Competition	31 students receiving “Certificate of Distinction” and 35 receiving “Certificate of Credit”
HK & Macao Mathematics Olympiad Open Contest 2012	6 students winning silver medals, 16 students winning bronze medals
2011 Inter-school Creative Apps Design Competition	5 students receiving the “Top 5” award
1st Round 13th NESTA Competition	1 student receiving the “Best Speaker” award
2nd Round 13th NESTA Competition	1 students receiving the “Best Speaker” award

「辛亥革命百周年的現代意義」演講比賽	2 students being the 1st runners-up
善言巧論——全港學生口語溝通大賽	7 students winning an “Outstanding Award”
第五屆 GAPSK 普通話朗誦比賽	1 student came First
63rd Hong Kong Schools Chinese Speech Festival	18 students receiving a “Certificates of merit”
63rd Hong Kong Schools English Speech Festival	15 students came First, 13 came Second, 22 came Third, 201 receiving a Certificate of Merit/Certificate of Proficiency
French Speech Competition 2011	10 students came First, 5 came Second, 1 came Third, 36 receiving Certificate of Honor/Merit/Proficiency
64 th HK Schools Music Festival	6 students came First, 1 came Second, 5 came Third, 23 winning a Certificate of Merit/Proficiency
Inter-school Athletics Championships	6 students being the 1 st runners-up, 2 students being the 2 nd runners-up
Inter-school Football Competition	13 students came Second and 14 came Fourth
Inter-school Swimming Championships	3 being Champions, 4 students being 1 st runners-up, 1 being 2 nd runner-up

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

Academically weak students continued to benefit from the EIS Scheme in 2011/12. Under the scheme, remedial support is 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 25 repeaters from S1 to S4 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 and remedial classes throughout the year.

Six of the 25 students withdrew from the College during the school year. Of the remaining 19 students, 17 (89.5%) met the promotion criteria by the end of the year. Only two students who could not adapt to our more academically-inclined curriculum failed to secure promotion. One of them subsequently left the College to study in another school.

SECTION C: STUDENT AFFAIRS

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

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

In the year 2011-2012, 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 / discussions and activities conducted

1. Talks and classroom discussions held to nurture values

Topic	Date
Goal setting and Perseverance	Sept 11
Building a respectful and supportive environment in a class	Sept 11
Long term planning	Sep 11
Rules and Regulations	Oct 11
Time management	Sept 11
Leadership (I) & (II)	Oct 11
Emotional management	Oct 11
Responsibility	Oct 11
Self-esteem	Oct 11
Life education	Oct 11
Civic mindedness	Nov 11
Social responsibility – social enterprises	Nov 11
Social responsibility – corruption	Nov 11
Coping with adversity and difficulties	Nov 11
Friendship	Nov 11

Financial management	Dec 11
Stress management	Jan & Feb 12
Internet relationship	Feb 12
Sex education	Feb 12
Anti-drugs	Feb 12
Anti - bullying	Feb 12
Anti- internet bullying	Mar 12
Human rights	Mar 12
Family relationship	May 12
Use of Facebook	May 12
Anti - Secret photography	May 12
Positive attitude towards life	May 12
Appreciate my teachers	Jun 12

2. Activities held to nurture values:

Activity	Date
Launch of Showers of Praises 嘉言懿行 Bookmark with Quotations concerning the 4 Major Values (9 styles)	Throughout the 2 nd term.
Showers of Praises 嘉言懿行 (Concerning 4 Major Values)	Throughout the 2 nd term. Showers of Praises written by students = 30.
S1 Residential Training Camp (Concerning 4 Major Values), Frisbee Training & 4 Major Values Painting	Sept 7-9, 2011
Joint School Student Leader Camp (for School Prefects) (Concerning 4 Major Values)	April 28, 2012
Bulletin Board Design Competition (Theme : Behind our class name)	Oct 11
Letter to the next Chief Executive on social issues	Oct 11
S4 Challenge Camp	Nov 11
Lunch forum on the topic of "Should surrogacy be legalized in Hong Kong?"	Nov 11
Variety Show	Dec 11
Casual Wear Day – raise funds for the Community Chest in support of its welfare services in Hong Kong	Dec 11
Red Packets of Love (raised \$ 7,698 for to the 19 th Guangdong Rural Area Yukmiu Education Program)	Jan 12
University visit (S6)	Feb 11
Leadership in Action – S1 inter-class competition	Feb 12
Hunger Banquet	Feb 12
Leadership in Action – S3 inter-class student teacher mini games	Apr 12
Leadership in Action – S2 Fun Fun Day	May 12
Leadership in Action – Cultural Week	May 12
Courtesy Star Campaign	Apr & Dec 12
Thank you note to teachers	May 12

b. The preventive programmes conducted

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

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

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

According to the results from students' questionnaires, this task was successfully completed as the majority of students (86%) found that the activities organized have helped them develop positive moral and civic values.

S4 leadership training program

The G&C team continued to develop senior student's leadership skills via the S4 leadership training program. S4 students organized four activities namely an S1 inter-class competition, S2 Fun Fun Day, S3 inter-class teacher-student mini-game and a Cultural Week. They formed committees, held meetings and planned programs by themselves under the supervision of G&C teachers. More students with a total of 78 from S4 (64% of S4 students) and 12 from S3 were involved in the program than compared to the previous year. Furthermore, more teachers were involved in the 4 activities organized. For example, over 20 teachers participated in the cultural week morning assembly. 100% of the active participants agreed that they have learnt how to organize activities at school and the importance of detailed planning with regards to the

success of an activity; have learnt the important of being cooperative, responsible and respectful and they had understood and appreciated the hard work teachers had put into organizing activities for students from this experience.

To develop students' potential and skill in other areas, the G&C team also helped to train class treasurers with the help from the BAFS Department. Training was given at the beginning of the year and Receipt and Payment records were checked throughout the year. It also organized sharing sessions by senior form class committee chairpersons for junior form chairpersons.

Prefect Team

There were 2 Head Prefects, 5 Deputy Head Prefects and 38 Prefects (from S2 to S5) in the Prefects Team. The Discipline Team continued to develop student's leadership skills through carrying out discipline based patrol duties during normal school hours and during special school events such as Sports Days, Open Days and Parents' Day. Besides helping teachers to maintain school discipline, the Head Prefects were responsible to run Monday Morning Assemblies.

c. Developmental programmes conducted

The Discipline Team, Guidance and Counselling Team organised a number of field camps on specific themes related to the needs of adolescents. In 2011-12, the following were held:

Date	Theme	No. of participants
12th July & 22th Aug 11	School based S1 Orientation Days	150
7 th – 9 th Sept 2011	S1 Residential Training Camp at Wu Kwai Sha Youth Village, Chinese YMCA of Hong Kong	164
April 28, 2012	Joint School Student Leader Day Camp at the College campus	26
23rd – 25th Nov 11	S4 Challenge Camp at the Jockey Club Sai Kung Outdoor Training Camp	125
26th –27th Nov 11	S1 Rainbow leadership training camp at Salvation Army Ma Wan Youth Camp	32
5 th Feb 12	S1 Rainbow leadership training – war game	32
18 Feb 12	S1 Rainbow leadership training – parent-child golf fun fun day	45

4 Mar 12	S1 Rainbow leadership training – parent-child community service day	42
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A total of 616 students participated in the above camping activities during non-school days in 2011-2012

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

Date	Theme	Name of student
(1) Dec 20-26,2011 (2) April 5-11,2012 (3) July 8-14,2012	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	(1) S5C14 Kwok Tsun Kwan Felix & S5D15 Lee Yau Tsing Joyce (2) S5C Ma Ka Yat Johnny & S5D21 Ma Sze Wun Katrina (3) S5R14 Leung Hoi Ting Wendy
July 15-29	Military Summer Camp 2011 (organized by the EBD)	S4A30 Wong Sze Lok Louis

d. The Community Service Scheme

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

During 2011-2012, the CSS Team continued to set its whole-year theme as "Community Service Without Boundary" which means community service can be done at school, in various districts and even in the global village. As such, different types of community service programs were organized for students, such as:

- Home Visits elderly people with a Lucky Bag (福袋), moon cake, daffodils or rice-dumplings,
- Cleaning elderly people's homes,
- PHAB Camps,
- Serving mentally disabled students on the Adventure Ship Buddy programs,
- A fun booth for the elderly (懷舊遊戲日),
- A Hunger Banquet,
- Flag selling days,
- Wetland Park Volunteer Work,
- ORBIS Pin Day,

- The Gansu voluntary service tour during the summer holiday,

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

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

In order to share knowledge and experience concerning Service-Learning, and also to showcase the College's Service-Learning programmes to the public, the CS team joined the Service Learning Expo and Competition organized by the Chinese University of Hong Kong and the Education Bureau. The team won the First runner up prize in the competition component.

In order to let students serve the community and to be good leaders in organizing community service opportunities, the College formed a Voluntary team entitled the Sky Teen Volunteer Team (懷天義工組) in 2009. This year, they organised different activities such as a "Children Create Color Game Day" – (Service Activities For Disabled Children), Giving Love to Children, Visit to underprivileged children, Volunteer service to underprivileged children. From this, one student obtained an Outstanding Volunteer Award in the "V-Are- One" Wing Hang Youth Community Service Project

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

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

- Casual Wear Day and ORBIS Pin Day (\$28529),
- Hike for Hunger of Sunshine Action (\$2620)
- Hunger Banquet for Oxfam Hong Kong (\$9565)
- Red Packets with Love for The Salvation Army (\$7698.5)

Total amount of donation raised throughout the year is \$48412.5

To summarize, our students completed approximately a total of 22000 community service hours during 2011-2012, illustrating an increase of about 18% compared with year 2010-2011. Each student completed about 27.71 service hours on average. With 73.92% of our students achieving their CSS requirements. 287 students received service awards, i.e. 208 Bronze Award, 57 Silver Awards, 22 Gold Awards. Furthermore, according to the year-end survey, 82% of students also agreed/strongly agreed that community service programs were meaningful.

2. Improving Studying Habits and Enhancing Personal Growth

a. Talks, workshops, and intervention programmes held

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

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

The “Early Identification and Intervention Scheme” was launched in 2004-05 and continued in 2011-2012. The Student Affairs committee worked with the Academic Affairs Team on the EIS programme.

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

School rules and a system of rewards and punishments were clearly stated in both 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 2011-2012, a total of 733 Good Conduct Awards and 953 Punctuality Awards were issued.

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 Awards (w/ Major Merit)	Head/Deputy Prefects	3
	Sports Council	1
Outstanding Service Awards (w/ Merit)	Deputy Head Prefects & Prefects	16
	House committee members	13
	Class Monitors	34
	Student Council Preparatory Committee	6
	ECA / Sports Team	6
ECA Outstanding Awards (w/ Merit)	House committee members	2
	Chinese Debate Team	2
	Mathematics Olympiad Team	1
	Red Cross	2
	Recorder Team	2
	Dance Sports Group	2
Sportswoman Award (w/ Merit)	SkyTeen Volunteer Group	1
	School Team	1
Total no. of Awards		92

c. Personal counselling services

The Student Development Portfolio (SDP) was first launched in September 2009 with the purposes of enhancing class teacher's understanding of student's background 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 and arranging further individual counseling by professionals.

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

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

A range of programmes were implemented to support our students upon admission to and leaving the College. They are summarised below:

S1 orientation Programs

The Guidance team, ECA team and Discipline team conducted orientation programmes for 150 new S1 students on 12 July & 22 August 11 respectively. 91% of the participants were satisfied with the program. They suggested that it enabled them to better understand the school, and as well as allowing them to establish a relationship with teachers and schoolmates.

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

Financial Aid to students in need

A total number of 97 applications were processed in 2011-12. Applicants received a school fee subsidy of 50% or 100%. The total amount of school fees involved was \$1,694,147.

Careers and Guidance Service

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

Altogether 10 careers visits were organized throughout the year.

Date	Task	Target
Oct 10, 2011	School of Architecture, CUHK	6L
Nov 18, 2011	Faculty of Applied Science, Poly	6L, 6M
Nov 18, 2011	Social Science & Visual Arts Dept., HKBU	6E, 6P
Feb 18, 2012	Cathay Pacific City	5D
Mar 31, 2012	Social Sciences Faculty Day, HKBU	4C
Apr 27, 2012	Faculty of Science, HKU	5I, 5R
May 8, 2012	Academy of Visual Arts, HKBU	S4 VA students
Jun 30, 2012	Ming Pao	4A
Jul 3, 2012	The Prince Philip Dental Hospital	4T
Jul 4, 2012	The Prince Philip Dental Hospital	5R

Upon the completion of this school year, nearly 100% of S4 and S5 students joined careers-related activities twice, including careers visits and talks.

As part of overall 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 the class committee. With the class-based inspection done by the class committee, 97% of students have fulfilled the requirements of the SLP which is much better than the previous academic year.

Concerning alumni affairs, the Annual General Meeting was successfully held on the day after the Graduation Ceremony. It was encouraging to have a band show performance prepared by the alumni from different graduation years after the election of the Committee Members of the Alumni Association.

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 2011-12. 95% of the S3 students found the programme help them better understand their personality and 96% of them found this programme had made them more aware of the factors they need to consider for S4 subject selection.
- Through the class-based inspection of SLPs, class committees were empowered as to how they can play a more important role.
- The Careers Team collaborated with the Academic Affairs team to organize a parents' information night on S4 subject choices in May 2012. This proved highly successful and attendance was high.

For S4-S6 students:

- The Careers team organized a range of different activities for S4-S5 students during Friday afternoons in 2011-12 which includes Auction Game on ideal careers (S4) and Preparation for JUPAS (S5).
- 79% of S4 students found the Auction Game can help them to reflect themselves and 86% of them found this activity useful and interesting.
- 89% of the S5 students found the workshop useful and 86% of them were inspired to plan ahead for JUPAS application.
- Altogether 10 careers visits including tertiary institutes and companies were organized for S4-6 students. Four careers talks about the world of work were held for S4-6 student in order to cultivate their passion for their careers in the future and to show respects to different career sectors
- Altogether 4 careers talks about further study options were organized for S4 to S6 students in order to developing longer term goals associated with further studies.
- Talks about Studying in the UK and an Introduction to IELTS were organized for S5-S6 students in October, 78% of them found that the talk inspired them to think more about their future plans and 79% of them found the talk has made them more aware of the further study options.
- 86% of S6 students found the talk about HKU Space & E-APP useful and informative. 84% of them found this talk inspired them to think more about their future plan. 86% of them found this talk made them more aware of the further options.
- Three briefing sessions were given to S6 students on JUPAS in September, October and December respectively. 96% of the S6 students understood more about JUPAS application procedures. 96% of them understood more about the transition from SLP to OEA. 93% of them understood more about the School Principal's Nomination Scheme.
- A workshop on writing 'Additional Information' for applying for JUPAS was held for S6 students on 7th Oct 2012. 89% of them found writing "Additional Information" for OEA helped them to reflect themselves.
- 11 students applied for the Principal's Nomination Scheme and were interviewed by the Principal. 3 students were nominated to the scheme successfully.

- JUPAS consultations were given to S6 students with regards to programme choices. 92% of S6 students found their careers teachers gave them good advice that they were able to use. Due to the large number of the applicants, S6 class teachers were also involved in the JUPAS consultation this year. All the class teachers found the assistance provided by the Team adequate.
- A seminar which aimed to help S6 parents and their child to be prepared for the release of the HKDSE Examination result and obtain the latest information on multiple pathways were held in July. Counseling booths were also set up on the days when the HKDSE results were released.

For S7 students:

- Two briefing sessions were given to S7 students on JUPAS in September and December respectively.
- 5 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 successfully.
- Individual consultations were given to all S7 students with regards to JUPAS in Nov 2011. A counseling room was also set up on the day when the HKAL results were released.

Internship programmes

Twelve S5 students were selected to join the JA Job Shadowing Program. They were away from school for a whole day on 25th Apr 2012 to attend the Job Shadow Day at Credit Suisse.

All the participants found the Program was an effective way to learn and helped them to better prepare themselves to plan for their future. 92% of them found the Program help them to understand the need to further equip themselves for their future.

During the summer holidays, three S4 students successfully gained work-experience supported by St. James' Settlement. One S7 student and one S6 student were employed by Towngas as summer industrial trainees in the Corporate Administration Department and Customer Service Department respectively.

Leadership programmes

Five S4 students completed a leadership training workshop concerning career guidance organized by Hok Yau Club in March 2012. They

demonstrated their leadership by organizing the JUPAS workshop for about 50 students from S4 and S5 on 17th May 2012.

3. Students' Non-Academic Performance

a. Extra-curricular- activities

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

Distribution as follow:

Academic Clubs	6
Sports	7
Music	13
Interest	13
Uniform Groups	2

The ECA participation rate in S.1-3 was at **88%**; The participation rate of S.4-6 students was at **90%**.

Students' attendances in ECA in 2011-12 were as follows:

- There were **283** (41%) students who obtained an "Excellent" grade;
- There were **191** (27%) students who obtained a "Good" grade;
- There were **136** (19%) students who obtained a "Fair" grade;
- There were **92** (13%) students who obtained an "Unsatisfactory" grade;
- Totally, **566** merit points were given to students to award their performance in participating ECA.

A Leadership Training Programme was organized for Prefects and House Committees. There were 36 students who joined the Leadership Training Programme and 34 students obtained a certificate. Training activities included: leadership skills, problem solving, communication skills and camping.

Activity	Date	Venue	No. of participants
An overnight Leadership training camp	Dec 17-18	Jockey Club Sai Kung Outdoor Training Camp	34
Air Cadet RCTC Training Camp	Dec 17-18	Suen Doh Yuen	35
Sky Teen Voluntary Training Camp	Jul 9-10	Lei Yue Mun Park and Holiday Village	20
Air Cadet Water Sports Camp	Jul 14-15	Chong Hing Water Sport Centre	9

Throughout the year, the ECA team, G & C team and Discipline team organized whole-school events such as Friday afternoon activities, Halloween Party, Annual General Meeting (AGM), School Picnic Day, 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 11-12 are as follow:

Sports Day	Nov
Inter-House Volleyball competition	Dec
Inter-House French Dance competition	Mar
Inter-House Netball competition	April
Inter-House Shuttlecock competition	May
Inter House Reading competition (1 st term)	-
Inter House Reading competition (2 nd term)	-

b. School Sports Teams

212 students were selected to join 10 school sports teams which took part in various inter-school sports competitions.

Our school sports teams included a swimming team (boys & girls), a cross-country team (boys & girls), a basketball team (boys & girls), a volleyball team (boys and girls), a badminton team (boys & girls), a table-tennis team (boys & girls), a gymnastics team, a soccer team, an athletics team, and a bowling team. The percentage of students who were members of a sports team was 25%.

The Boys C-grade football team with 13 students, and Boys B-grade football team with 14 students, finished the Inter-school football competitions (D3) with 2nd place and 4th place respectively. The school football team achieved the overall 3rd place in the competition.

In Inter-school athletics championships (D3), the athletics team got 2 silver medals, and 2 bronze medals in individual events, and 1 silver medal in the team relay event.

In the All Hong Kong Inter-Secondary Schools Gymnastics Competition, the gymnastics team received 4 individual awards.

In the Inter-school Cross-country Championships (D3), the cross-country team received 2 individual awards.

In the Inter-school Swimming Championships (D3), the swimming team got 6 individual awards, and 1 team relay award.

c. Student Achievement Record

This year a total of 1196 students were awarded in external competitions such as sports, speech festivals, music festival, academic, etc. and in total they obtained 665 awards.

4. Communicating with Parents

Both a Parents' Information Night (14th Oct 2011) and a Parents' Day (25th Feb 2012) 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. This year, each Form Coordinator also invited parents to join their Form based Parent Evening to enhance the communication with Parents.

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 193 S1 parents attended a talk organized by the Discipline Team on the topic of "Kong Kids vs Students" on 9 September 2011 to help parents to gain a better understanding of their child's personal growth.

The School had four teachers assigned to serve on the PTA's Executive Committee who helped organize the election of the parent representatives to the Executive Committee. The school also subsidized the publishing of the PTA Newsletter and worked with the Executive Committee in organising various talks and activities. This year the PTA had 239 parent members, and more than half of the teaching staff took part in at least two PTA activities.

The PTA set up a food corner to raise money for student scholarships during the School's Open Days. This year the PTA donated 39 awards to students with outstanding performance in the areas of Sports (27 awards), Community

Social Services (2 awards), Visual Arts (3 awards), Music (5 awards) & Debates (2 awards).

5. Promoting Cultural Exchange and Understanding Across Cultures

In November 2011, a total number of 39 S2 students and 3 teachers participated in a 4-day culture study tour to Quanzhou / Hakka (客家土樓).

In April 2012, a total number of 68 S1 students and 6 teachers participated in a 4-day tour to Xi'an (西安).

During the post-examination period, a total number of 37 S3 students and 3 teachers participated in a 5-day tour to Malaysia. At the same period, a total number of 30 students (10 S4 and 20 S5 students) and 3 teachers participated in a 8-day tour to Mongolia.

In August a total of 17 students (2 S2, 11 S4 and 4 S5 students) and 2 teachers joined a 8-day study tour organised by the Community Service Scheme Team to Huining, Gansu (甘肅省會寧縣) to experience the life in a mountain village and teaching English in a primary school.

The total number of students and teachers who participated in school organised tours in 2011-2012 was 191.

Government Grants:

<u>2011/12</u> <u>Other Government Grants</u>	<u>Available</u> <u>Funding</u>	<u>Staff Cost</u>	<u>Other</u> <u>Expenses</u>	<u>Balance c/f</u>	<u>(Deficit)</u>
	HK\$	HK\$	HK\$	HK\$	HK\$
Capacity Enhancement Grant	387,286	(469,566)	-	-	(82,280)
Chinese Learning for Non-Chinese Speaking Students	410,006	(214,200)	(20,998)	(176,708)	-
Refined English Enhancement Grant	781,820	(797,299)	(20,000)	-	(35,479)
Diversity Learning Grant (Other Languages)	269,500	(473,266)	-	-	(203,766)
Diversity Learning Grant (Other Programmes)	89,300	-	(83,884)	(3,516)	-
E-learning Grant	46,310	-	-	(46,310)	-
Total	1,984,222	(1,954,331)	(124,882)	(226,534)	(321,525)

Financial Summary for the 2010/2011 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) ^{Note 1}	67.9%	N.A.
School Fees	N.A.	28.3%
Donations, if any	N.A.	0.4%
Other Income, if any	N.A.	3.4%
Total	67.9%	32.1%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		77.8%
Operational Expenses (including those for Learning and Teaching) ^{Note 2}		11.1%
Fee Remission / Scholarship		3.3%
Repairs and Maintenance		3.5%
Depreciation		2.2%
Miscellaneous		2.1%
Total		100%
Surplus for the School Year #	About 2.3 months of annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	About 4.5 months of annual expenditure	
# in terms of equivalent months of annual overall expenditure		

Notes

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

2. Operating expenses mainly includes expenditure on academic affairs, cleaning, curriculum development, fuel/water/light/power, cleaning, Government rent & rates, printing & stationery, Government grants to be carried forward to next year comprising Refined English Enhancement Scheme, Diversity Learning Grant, One-off Grant for Procurement of e-Learning Resources and Project of After-school Extended Chinese Learning for non-Chinese Speaking Students as well as amount to be clawed back of Jockey Club Life-wide Learning Fund, Special One-off IT Grant on 3rd Strategy on IT in Education and English Enhancement Scheme, etc.