

HKMA David Li Kwok Po College
Revised Annual Report on AA and SA Team 2013-2014

SECTION A: MAJOR CONCERNS ADDRESSED IN 2013-14

Last year, the College implemented whole school objectives that took the form of 'Major Concerns'. The results of the previous year's plans by Teams and Departments are divided into two sections, work done by the Academic Affairs and Student Affairs Teams are as follows:

The Academic Affairs Team

The overall progress of implementation of the initiatives planned for the 2013-14 school year has been satisfactory. A report in this regard is given below.

Major Concerns relevant to Academic Affairs		
Initiative	Task implementation and achievement	Reflections and Areas for Improvement
<i>Major Concern (1) : To further develop care</i>		
<p>To render support and care to teachers through encouraging professional development activities</p>	<ul style="list-style-type: none"> • In addition to the professional development activities organised by the Staff Development Team, all departments had worked hard to equip their members with skills in enhancing teaching and learning. Activities varied from formal in-house workshops, lesson observation and regular sharing to informal sharing among teachers and even individual mentoring and supports from Heads of Departments. Most of the training was related to the school's major concerns, small-class teaching and using IT tools, while some focused on the development needs of individual departments. Some examples are provided below: <ul style="list-style-type: none"> - The Chinese Department joined the School-based Support Programme to enable its members to work with experts from EDB for curriculum development; - The English Department paired up teachers (senior teachers with junior teachers; teachers teaching at similar levels) to provide mutual supports and guidance; - The Mathematics Department 	<ul style="list-style-type: none"> • The target was achieved as planned. • Teachers found the professional development activities useful as they could help them reflect on and improve their own teaching skills in a number of areas. Many teachers started using iPads during their lessons to promote student-centred learning and the results were encouraging. Informal sharing on the use of iPad was common among teachers teaching the same subjects. • More sharing sessions or staff development sessions would be arranged for iPad sharing and the development of e-resources if more iPads are available in the

Major Concerns relevant to Academic Affairs		
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To render support and care to teachers through encouraging professional development activities (Cont'd)	<p>conducted in-house training on the use of new e-Book;</p> <ul style="list-style-type: none"> - The Science & ICT Department organised a teacher sharing session on the use of iPad in teaching; - The Social Science Department invited a guest speaker from Apple on the use of iPad and conducted a number of sharing sessions for its members; and - Sharing on the use of IT at department level was done at a number of Academic Studies Committee meetings to facilitate the exchange of ideas about using various useful Apps. 	<p>coming years</p> <ul style="list-style-type: none"> • Make use of common slots of in the teachers' timetable for peer lesson preparation to enhance professionalism
Organising activities to further develop the relationship between teachers and students	<ul style="list-style-type: none"> • Numerous activities that could help enhance teacher-student relationships were organised. They included class-based activities and house-based activities such as inter-class debates, speech competitions, book sharing session, banner-design competition, poster-design competition, singing competition, inter-class Science competitions, inter-house Mathematics competitions, etc. They also included a number of cross-departmental/cross-team activities as highlighted below: <ul style="list-style-type: none"> - An activity jointly hosted by the Chinese Department and the Visual Arts Department relating poems with art work (Chinese paper fans). - A “青年高峰會” co-organized by the Chinese Department with the Social Science Department; - A joint venture by the English Department with the Social Science Department in designing topics related to social issues for students in the English projects; - Joint effort of the English Department and the Campus TV Team in producing newsletters and some 	<ul style="list-style-type: none"> • The target was achieved as planned. • The activities provided a very good platform for teachers to get to know students more. Active participation by both teachers and students has helped to strengthen the bonding between them. • The arrangement would be set as routine to encourage inter-departmental co-operation. • Study Tour would be organized across departments in order to promote learning across different KLAs

Major Concerns relevant to Academic Affairs		
Initiative	Task implementation and achievement	Reflections and Areas for Improvement
<p>Organising activities to further develop the relationship between teachers and students (Cont'd)</p>	<p>promotional videos;</p> <ul style="list-style-type: none"> - A self-learning zone for Junior Forms jointly run by the Mathematics Department and the Science & ICT Department; - A study tour to Japan co-organized by the Social Science Department and the Home Economic Department; - A drama performance organized by the Social Science Department and the Guidance and Counselling Team on equal opportunities (sex orientation); - A Green Forum for students held jointly by the Social Science Department and the Chinese Debate Team; - A cross-departmental project on "Famous Scientist" organised jointly by the Science & ICT Department and the Chinese History Department; - A dumpling-making-and-giving activity arranged with the joint efforts of the Home Economics Teachers, the Community Service Team and the Community Service Team; - A number of inter-class competitions, e.g. frisbee, dodgeball, volleyball, co-organized by the Physical Education Teachers and the ECA Team. 	
<p>Encourage students to seek help from teachers and show care to their schoolmates</p>	<ul style="list-style-type: none"> • Lunch time and after-school tutorials (in the form of help-desk service) for English, Chinese, Mathematics, Integrated Humanities, Liberal Studies and Science were organised for students. • The Chinese Department organised a series of lunch-break activities to promote student-student relationship, e.g. book sharing, sharing from outstanding alumni, speech performance, etc. 	<ul style="list-style-type: none"> • The target was mostly achieved. • Students' response towards after-school tutorials had slightly improved. Though they did not take the initiative to join these tutorials, they would do so when being asked by the teachers. • Promotion of care among

Major Concerns relevant to Academic Affairs

Initiative	Task implementation and achievement	Reflections and Areas for Improvement
<p>Encourage students to seek help from teachers and show care to their schoolmates (Cont'd)</p>	<ul style="list-style-type: none"> • The Social Science Department encouraged students to seek help through e-platforms. It also organised some sharing sessions by senior-form students to provide more information to S3 students regarding subject selections. • Visual Arts teachers opened up the Visual Arts Room during lunch breaks to encourage students to seek help from teachers. • Besides the activities organised by various departments, care was promoted during daily classroom teaching by subject teachers. Students were taught to show care to one another, especially during group tasks. 	<p>students during classroom teaching was not an easy task. However, efforts would continue to be made to cultivate a caring culture among the students.</p>
<p>Major Concern (2): <i>To further develop teaching and learning.</i></p>		
<p>Employing small class teaching and learning strategies</p>	<ul style="list-style-type: none"> • Teachers continued to adopt small class teaching and learning strategies in split classes/groups, including increasing the frequency of group discussions, individual presentations, peer-learning activities and role-plays, more one-to-one assistance, faster feedback loop, more small group science practical work, etc. 	<ul style="list-style-type: none"> • The target was achieved as planned. • The quality of teaching in small class had enhanced as teachers knew individual students better and thus were well poised to address their needs. • Classroom dynamics was enhanced as there were more interactions and students had more chances to express their opinions in class.

Major Concerns relevant to Academic Affairs

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<p>Using IT to enhance teaching and learning</p>	<ul style="list-style-type: none"> • iPads were widely used by different departments in areas such as classroom teaching and learning, assessments, projects and extended learning. Some departments also tried to use new software and e-learning platforms to enhance teaching and learning. Some noteworthy examples are as follows: <ul style="list-style-type: none"> - Students used IT in their Science project work, e.g. S1 used “go animate” to present their project work, S2 used “iBook Author” to create eBook, S3 used videos to record their scientific investigations, etc.; - The Social Science Department purchased some iPads for students to use in Liberal Studies lessons. Arrangements were made to ensure each class could set aside some lessons each week to use iPads for student-centered learning activities; - Mathematics web-based assignments were given to students as homework during long holidays. An online Mathematics competition was also organised; - iPads were adopted by the English teachers to make lessons more interactive and effective. Some reading skills and writing skills were taught using iPads as well; - Teachers in the Chinese Department designed writing lessons which used iPads as teaching tools; - Visual Arts Teachers used iPads to teach art appreciation and art history. Besides, additional computers were installed in Visual Arts Room for students to search information before making their art work; - Students made use of an online programme for song composing in Music lessons. 	<ul style="list-style-type: none"> • The target was achieved as planned. The outcome was very encouraging. Many teachers used iPads in their teaching and found them useful. Formal and informal sharing on how to use of iPads to promote teaching and learning was often held among the teachers. • Basic training was given to students in using iPads in order to enhance the effectiveness of using iPads in lessons. Students were found to enjoy lessons where iPads were used. • Plans are in hand to further develop IT in teaching and learning by purchasing more iPads for teachers and students and upgrading the school’s wifi system in 2014/15. • Some projectors have to be replaced to enhance the quality of presentation in the coming academic year.

Major Concerns relevant to Academic Affairs		
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Organizing learning activities to further develop students' interest and competency in reading and writing	<ul style="list-style-type: none"> • The English Department continued to launch reading programmes and promote process writing and journal writing. Cross-curricular projects were also implemented. Library visits were organised for students as well. • The Chinese Department not only continued to implement reading scheme, but also encouraged students to write short essays in order to build up their confidence in writing. An enrichment course on writing was organised for the junior forms. Students were also exhorted to actively participate in writing competitions. • Regular remedial classes and summer classes were organised by both the English and Chinese Departments to help low-achievers to improve their reading and writing skills. • Besides the efforts made by the two core language departments in promoting reading and writing, many other departments also organised a wide range of learning activities to enhance students' performance regarding reading and writing in their individual subject areas. Examples are listed below: <ul style="list-style-type: none"> - The Science Department arranged a number of sharing sessions during the morning assemblies to promote students' reading interest. It also launched a reading scheme in which students are required to read science books/ articles/ magazines and write summary and reflection after reading; - The Social Science Department also organized sharing sessions to promote reading. Students were encouraged to participate in some reading programmes such as the "I love HK" online reading programme, the economic journal online reading programme, etc. These apart, writing competitions were organised by the 	<ul style="list-style-type: none"> • The target was almost achieved. Teachers generally think that students have not developed a leisure reading habit since their childhood. Thus, different types of strategies have been implemented to motivate them to read. However, it has been observed that although students could complete reading tasks and reading schemes required by teachers, further efforts need to be made to nurture their bona fide interest in reading. • As for writing, despite the strenuous efforts made by the core language departments, due to their weak foundation (especially in Chinese) in primary schools our students still require quite some time to bring them up to the standards where they will be able to cope with public exams (i.e. in S6). Therefore, a lot of efforts have been and would continue to be invested in Junior Forms. Although the results of TSA show that our students performed quite well in the basic language competency, there is still room for further improvement and hence a need to stretch our students to the full. • Additional measures

Major Concerns relevant to Academic Affairs		
Initiative	Task implementation and achievement	Reflections and Areas for Improvement
Organizing learning activities to further develop students' interest and competency in reading and writing (Cont'd)	<p>department for both Junior and Senior Forms;</p> <ul style="list-style-type: none"> - The Mathematics Department organised a reading and writing project for the S1 students. Questions were also set in tests and examinations requiring students to explain their answers; - The Visual Arts Department provided intensive training to students, especially those in S4 to S6, on art appreciation and criticism; - Students were asked to read a music-related book/magazine/article and submit a report afterwards. 	<p>should be taken to further promote reading and writing, including (inter alia) the restructuring of the morning reading sessions, using one English and one Chinese e-learning platforms, etc.</p> <ul style="list-style-type: none"> • More structured DEAR to enhance reading across the curriculum • Pre-lesson preparation, post-lesson revision and note-taking should be encouraged
Developing students' creativity thinking through classroom teaching and various other activities	<ul style="list-style-type: none"> • Creativity was emphasized in classroom teaching and student assignments (such as writing tasks, project learning, models making, etc.) for various subjects. Numerous writing workshops were conducted by the Chinese Department to promote students' creativity in writing. • Students were encouraged to think creatively while solving mathematics problem. At the same time, members of the Mathematics Club were encouraged to use new methods to build mathematics models. • Various competitions emphasizing on creativity were organised by the Social Science Department. Examples are the Junior Achievement Programme in BAFS and video-making competition in Economics. 	<ul style="list-style-type: none"> • The target was almost achieved • It has been observed that some students could produce very creative works. As such, some of them have also been asked to take part competitions requiring creative thinking skills. With continued efforts in the future years, it is expected that students' creativity will further be developed. • Creative writing would be encouraged in enrichment programme
Re-evaluating the curricula within the creative arts domain to further enhance creativity	<ul style="list-style-type: none"> • Creativity was further promoted in the curricula of Visual Arts, Music, Home Economics and Life Education. Examples are given below: <ul style="list-style-type: none"> - Multi-media project learning has been adopted in the S3 Life Education curriculum; - A number of visual arts competitions were organised to provide 	<ul style="list-style-type: none"> • The target was achieved as planned. • In general, students' works displayed quite a good level of creativity and they enjoyed the tasks given. • Renovation of the tuck

Major Concerns relevant to Academic Affairs

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<p>Re-evaluating the curricula within the creative arts domain to further enhance creativity</p>	<p>opportunities for students to showcase their creativity, e.g. students joined the HKIED's Visual Arts project to do installation art work in our school lobby.</p> <ul style="list-style-type: none"> - Home Economics teachers asked students to design aprons and bags, and plan a dish for their parents. Students were also asked to produce a movie to introduce food culture of various countries. - S1 students learned to compose musical phrases in Music lessons while S2 students were required to prepare a class-based musical performance. S3 learned to do song composing and lyrics writing. 	<p>shop using students arts work and design to promote creativity and increase sense of belonging</p>

The Student Affairs Team:

Major Concern 1:

To further promote moral and civic value especially Care

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<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 positive values • Student reflection • Friday Morning Assemblies • Campus TV programs 	<ol style="list-style-type: none"> 1. A total of 40 talks, workshops, discussions or activities were held during the Friday Afternoon Lessons. Teachers were given briefing to help them conduct discussions in classroom. 3 newsletters were produced by the Campus TV team with articles promoting positive values New programs were also introduced during the year. For instance, an 8-week "Planting program" as part of the life education were introduced to S1 students this year. 2. Friday morning assembly team also produced whole-school assemblies including themes on love and care for teachers; care for elderly, community services; care for parents; reading; respect and appreciation for different cultures; treasuring friendship; goal setting etc. To help students show appreciation to teachers, "Thank You" cards designed by students were used for them to show appreciation to teachers at the end of the year. 3. Students were asked to write reflections in GPS after Friday's PDPs for class teachers to have further discussion with them. Reflection was also required from students who misbehaved for discipline and class teachers to help them understand the correct values. 	<p>The target was achieved as planned.</p> <ol style="list-style-type: none"> 1. 84.2% of students agreed that those programs organized helped students develop positive values. All class teachers found the support from the responsible team is adequate. There is good communication among SA head, heads of responsible teams and class teachers so that programs were designed to respond to students' issues. 2. Over 70% of the teachers and students being interviewed found that these programs can promote positive moral and civic values to students. 1. Both students and teachers found it a good way to enhance their relationship and allow students to express their gratitude.

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<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>	<ol style="list-style-type: none"> Form-based, class-based and small group services were organized including activities such as <ul style="list-style-type: none"> S1 Classroom Cleaning Campaign S1 "Care Starts From Home" S1 Parent-Child Paired Flag Selling activity Visiting single elderly homes during the Mid-Autumn, Chinese New Year and Dragon Boat festivals S1 Visiting Dialogue in the Dark Hunger Banquet S2 PHAB educational camps S3 Flag-selling S4 Oxfam Educational Talk Orbis Pin Day and Causal Wear Day Community Service Experience Sharing by Hong Kong Volunteer Awardee Charity Walk for Thalassaemia The Sky Teen Volunteer Team service, etc Integration Camp with mentally challenging children Christmas Carol Singing Festival Visiting McDonald's Home Knitting love TREATS day camp Blood donation was organized on November 18, 2013. A number of whole school fund-raising activities <p>A total of \$59,498.6 (12 – 13: \$57,256.4) was raised.</p> <ul style="list-style-type: none"> Causal Wear Day and ORBIS Pin Day (\$28,675.5), Walkathon – Walk for Thalassaemia (\$5,316.5) Hunger Banquet for Oxfam Hong Kong (\$8,962.1) Red Packets with Love for Crossroads Foundation (\$9,638.9) Carol Singing Festival for Children Development Matching Fund (\$6,905.6) 	<p>The target was achieved as planned.</p> <ol style="list-style-type: none"> An average of 85% of students agreed that community service programmes were meaningful and can help them show care to others. 74% of the junior form students and 87% of the senior form students stated that they were willing to participate in community service even without being required. <p>Total student service hours: 26,424 (2012-13:20,200)</p> <p>337 (last year:145) students received service awards, including 190(last year :120) Bronze Awards, 94 (last year:19) Silver Awards and 53 (last year:6) Gold Awards.</p> <p>An overall of 89% of S1-S5 students met the 15-hour requirement. Except S3(79%) and S5(77%), all the other forms have reached an above 90% achievement rate (S1: 94%, S2: 99%, S4:92%)</p> <ol style="list-style-type: none"> 62 students and teachers, parent participated in it. There was slightly decrease in the amount raised from the Hunger Banquet as compared with last year but the overall response to fund raising activities remained good.

Major Concern 2:

To develop a caring culture for students' personal growth

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<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 orientation program • An S1 Residential Training camp • An S4 Challenge camp • An S1 Rainbow Leadership Training Program • ECA, Prefect and Student Council Leadership Training Camp • An ECA training program • Peer Counselor Scheme • S1 Tie Tying Competition • Personal Growth Groups 	<ol style="list-style-type: none"> 1. 155 students participated in the S1 Orientation days on July 16 & Aug 22, 2013. 2. 163 students took part in the S1 Residential Training Camp held from Sept 4 to 6, 2013 to help new students build a relationship with their new schoolmates and teachers and understand school requirements. 3. 127 S4 participated in the S4 challenge camp held from November 7 to 9,2013. 4. To help students to acquire leadership skills for their future develop, trainings were provided by the Discipline Team for prefects, by the ECA Team for House Committee members and ECA Club committee members, by the Guidance and Counseling Team for Peer Counselors and by the Student Council Coordination Group for Student Council Committee members in their respective areas to help students enhance skills such as team work skills, communication skills, problem solving skills, counseling skills and program organizing skills, administrative skills(e.g. minutes taking, proposal writing) etc. Throughout the year, student leaders were required to apply knowledge and skills learnt by organizing activities and performing duties. Besides, all the academic Clubs 15 interest clubs and 2 uniform groups set up their webpages. Most of the ECA clubs set up their own booth on the Open Days. 	<p>The target was achieved as planned.</p> <ol style="list-style-type: none"> 1. 100% 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. 2. Most of the participants(over 90%) strongly agree or agree that this camp enabled them to experience the spirit of perseverance; to build a better relationship with other schoolmates; to learnt to appreciate and care for each other and to be more responsible, independent and self-disciplined. 3. An average of 96% of the 127 S4 students who took part in the agreed that the camp helped them know more about themselves, classmates, teachers and the requirement of senior form studies. 4. All the participants of the leadership training camp agreed that the camp helped them enhance knowledge and skills of leadership

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<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 orientation program • An S1 Residential Training camp • An S4 Challenge camp • An S1 Rainbow Leadership Training Program • ECA, Prefect and Student Council Leadership Training Camp • An ECA training program • Peer Counselor Scheme • S1 Tie Tying Competition • Personal Growth Groups 	<p>50 students joined a training camp held at Scout Association of Hong Kong Wong Siu Sang Leadership Training Institute (LTI) on 20-21 December 2013. During the camp, students were asked to work in team to solve different kinds of problems and overcome difficulties in adventure based activities.</p> <p>5. To help S1 students adapting to secondary school life, prefects team organized a tie tying competition for S1 students.</p> <p>6. The Peer Counselor Scheme was continued this year. 25 senior from students joined the scheme to take care of S1 students who need help with their self-management and social skills. Trainings were provided to peer counselors.</p> <p>7. The G&C Team continued to organize S1 personal growth program - Rainbow Leadership Training Scheme.</p> <p>8. The G&C Team organized 2 personal growth groups:</p> <p>(1) I CAN which emphasized on the planning, management and cooperative skills, assisting the students to think, discuss and seek support from others before action.</p> <p>(2) SMART TEEN which focuses more on developing participants social skills for more introvert, self-centered or impulsive students.</p>	<p>5. This activity should be continued in order to enhance the students give a serious /decent outlook.</p> <p>6. Peer counselors found it challenging to help younger brothers and sisters with personal issues but they still had positive feedback to the program.</p> <p>7. 100% of 36 participants agreed that the program helps them to enhance their self-esteem and confidence, the cooperation skills with the others. All of them enjoy the program.</p> <p>8. 10 students joined I CAN group. The attendance was satisfactory. Group atmosphere and cohesion was built, students, thus, showed more willingness to discuss and share during the process. 100% of students said they were benefited from the group, they found the games fun and meaningful, enhancing their cooperation. Most of the students wanted to join similar group in the future.</p> <p>12 students joined SMART TEEN group. The overall attendance was satisfactory. Over 90% of the students said they had benefited from the group, such communication and cooperative skills, emotional management skills and self-appreciation towards one's own strengths.</p>

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<p>To enhance students' personal growth via the work of the following areas:</p> <ul style="list-style-type: none"> • GPS • The EIS, • School counsellor, • School social worker • Financial assistance scheme 	<ol style="list-style-type: none"> 1. GPS was continued to be used for reflection after each PDP lesson, the monthly journal and setting goals for uniform test and exam 2. Form meetings for junior forms were held for class teachers, the Discipline Team, the Guidance and Counseling Team, School counsellor and School social worker to discuss students' issues and carry out appropriate and prompt follow up action. 3. Class teachers mentor system continued to be employed to carry out individual counselling. 4. A total of 22 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. Workshops related to different subjects were given throughout the year. Summer programs for S2 repeaters were organized by the school counsellor to prepare them before the school year started. 5. School counselor and School social worker continued to provide individual counseling to students and also helped with some Guidance and Counseling programs such as Rainbow Leadership Scheme 6. Financial assistance scheme was well-received 	<p>The target was achieved as planned.</p> <ol style="list-style-type: none"> 1. 72% of students agreed that the GPS helped them to enhance teacher-student communication and self-reflection. 2. 19 of the 22 repeaters (86%) who stayed in the College until the end of the school year met promotion criteria. Most of the parents gave positive comments to the programme. 3. The School Counsellor dealt with a total of 72 student cases. 70% cases successful to achieve the objective. 318 sessions of phone-call consultations /interviews to parents were given. She conducted 112 family-interviewing sessions at the school and 2 family home-visit. 2 parent groups (8 sessions) with parents mainly from S1-S2 were formed. 90% of the parents agreed/strong agreed that they were satisfied with the contents of workshop / group sessions. 4. A total number of 99 students received financial assistance from the school in 2013-14. The total amount of school fees involved was \$2,061,715 (12-13: \$1,716,600, 11 – 12 : \$1,694,147)

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<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 orientation program • An S1 Residential Training camp • An S4 Challenge camp • An S1 Rainbow Leadership Training Program • ECA, Prefect and Student Council Leadership Training Camp • An ECA training program • Peer Counselor Scheme • S1 Tie Tying Competition • Personal Growth Groups 	<ol style="list-style-type: none"> 1. A Stress management workshop consisting 7 sessions were organized to help students share their worries and opinions. 2. Personal development workshop (about 10 sessions) with 8 S3 non-Chinese speaking students were formed. The workshop focused on students' personal development, interpersonal skills, and fostering positive thinking. 3. Personal growth programs including sex education were organized during Friday A lessons. 4. Punctuality continued to be promoted in the school with competition and following up of cases. There is 6% decrease in the no. of lateness. Students with serious lateness problem were interviewed by DC team and their parents were involved in solving the problem. 	<p>The target was achieved as planned.</p> <ol style="list-style-type: none"> 1. The feedback was positive. 2. Participants hoped this workshop can be continued when they promote to S4. 3. Lateness is still an issue to be dealt with next year.

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<p>To provide: Careers talks and visits Counselling Service on careers and academic choices A summer internship</p>	<p>Career related programs were provided to S2 to S6 students.</p> <p>S6 :</p> <ul style="list-style-type: none"> • Visit to HKU SPACE Po Leung Kuk Community • Talk on Aviation industry and accounting industry • Talk on overseas studies (UCAS & IELTS) and Alumni Sharing on overseas study • Talk on further studies and career (Non-Chinese students) • Visit to T Hotel and The Chinese Cuisine Training Institute • Visit to HKIEd • Workshop about proper make up in the workplace • JA Success Skills workshop • JUPAS Briefings and individual consultation on JUPAS programme choice • Alumni sharing on exam skills • Workshop on writing 'Additional Information' for applying for JUPAS for S6 students • Alumni sharing in small groups • Simulation of the release of the HKDSE result • Individual counseling to S6 students in need during post-HKDSE period <p>S5:</p> <ul style="list-style-type: none"> • JA Job Shadowing (Li & Fung Group) • Arranged leadership programme with Hok Yau Club • Visit to Tao Heung Museum of Food Culture • Visit to Cathay Pacific City • Workshop on preparation for JUPAS • Talk on overseas studies (US and UK) • Visit to CityU • Visit to T Hotel and The Chinese Cuisine Training Institute • YMCA workshop on customer service and selling skills (communication) • Visit to Mainland Universities • Talk on HKBU admission • Talk on further studies and career (Non-Chinese students) • Visit to Aedas 	<p>The target was achieved as planned.</p> <p>A lot of information was provided to senior form students together with a variety of program. Apart from providing information, the Careers team will emphasize more on life planning and start helping students in their career and life planning in Form 1. More work will be carried out for junior form students.</p>

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<p>To provide: Careers talks and visits Counselling Service on careers and academic choices A summer internship</p>	<p>S4:</p> <ul style="list-style-type: none"> • Workshop on study skills and senior form students sharing <p>S3:</p> <ul style="list-style-type: none"> • Workshop on Subject selection and Personality Test • JA It's my business workshop • S4-S5 students sharing on subject choices (small group sharing) • Individual consultation on S4 Subject Choices (optional) <p>S2:</p> <ul style="list-style-type: none"> • Workshop on self-understanding and careers development <p>Other careers programmes included:</p> <ul style="list-style-type: none"> • Sign up talks for students including exam skills, Taiwan studies, stress management, etc. • Visit to information days • Talk - HKBU admission talk: Department of Physics (4R and 5L) • Careers information exhibition • Talk on Bridal industry (S4-5) • Alumni sharing on journalism and aviation industry (S4-6) • S4-5 JUPAS workshop 	<p>The target was achieved as planned</p> <p>A lot of information was provided to senior form students together with a variety of program. Apart from providing information, the Careers team will emphasize more on life planning and start helping students in their career and life planning in S1.</p> <p>More work will be carried out for junior form students.</p>

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<p>To provide: Careers talks and visits Counselling Service on careers and academic choices A summer internship</p>	<p>For senior forms</p> <p>Parents were informed via school circular about the information day, admission talk, JUPAS talk and other relevant talk of various kinds of tertiary institutions.</p> <p>JUPAS consultations were given by both class teachers and careers teachers to S6 students. 90% of S6 students found teachers gave them good advice that they were able to use.</p> <p>A seminar which aimed to help S6 parents and their child to be prepared for the release of the HKDSE Examination result and obtain the latest information on multiple pathways was held in July.</p> <p>An aptitude test namely "Academic Programme Preference Inventory" was introduced to S6 students for their references.</p> <p>Parents were also given careers information at S5 and S6 parents tea gathering.</p> <p>For junior forms A workshop about personality tests and advice on S4 subject choices was organized for S3 students.</p> <p>A parents' information night for S3 parents on NSS subject choices was organized.</p> <p>Internships During the summer holidays, three S6 students successfully gained work-experience supported by Towngas.</p>	<p>The target was achieved as planned.</p> <p>It was suggested to include more company or NGO to offer summer internship in order to enrich the OLE and working experience of students. However, it was no easy task as most of the NGO or private companies might not be interested in offering this social service</p>

Major Concern 3:

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

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<p>To enrich student's exposure and arouse their interest and explore their potential via the provision of:</p> <p>ECA activities School teams Inter-House activities A picnic day A variety show Study tour A drama show Inter-school competition Sports activities Leadership training</p>	<p>There were a total of 42 groups of ECA in 2013-2014:</p> <p>6 Academic clubs</p> <ul style="list-style-type: none"> • Chinese Cultural Club • English Club • French and Spanish Club • Social Science Club • Mathematics Club • Science Club <p>6 Sports groups</p> <ul style="list-style-type: none"> • Badminton Group • Basketball Group • Netball Group • Table Tennis Group • Hiking Group • Sports Climbing Group <p>14 Music groups</p> <ul style="list-style-type: none"> • Clarinet • Flute • Percussion • Saxophone • Trombone • Trumpet • Acoustic Guitar • Handchime <p>14 other Interest club</p> <ul style="list-style-type: none"> • Art Club • Chess Club • Campus TV • Reading Club • Cooking and Handicraft Club • Drama Club • Film Appreciation Club • Indian Dance Club • Korean Club • Japanese Club • Photography Club • Chinese Debate Club • Psychology Club • Sky Teen Volunteer Group <p>2 Uniform Groups</p> <ul style="list-style-type: none"> • Red Cross • Air Cadets 	<p>The target was achieved as planned</p> <p>Participation rate improved a little bit as compared with last year. 91% (last year 86%) of S.1 to S.3 students joined ECA (including school teams) representing a 5% increment as compare with last year. Participation rate in S4 and S5 is 90% (last year : 86%) (including school teams) with a 4% increment.</p> <p>Students' performance in ECA were as follows:</p> <ul style="list-style-type: none"> • 362 (49%) students got "Excellent" grade; • 224 (30%) students got "Good" grade; • 64 (9%) students got "Fair" grade; • 85 (11%) students got "Unsatisfactory" grade; • In total, 724 (11-12:514) merit points has been given to students to award their performance in participating ECA.

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<p>To enrich student's exposure and arouse their interest and explore their potential via the provision of:</p> <p>ECA activities School teams Inter-House activities A picnic day A variety show Study tour A drama show Inter-school competition Sports activities Leadership training</p>	<p>To enhance students' ability, all clubs were asked to organize activities. There is a large increasing number this year. Examples of activities include:</p> <ul style="list-style-type: none"> • ECA information Day (September) • Art Club – Halloween Activity (October) • Inter-House Competition – Football Competition (November) • Photography Club – School Picnic Photo Taking Competition (November) • Japanese Club – Game booth(December) • Film Appreciation Club – Game booth(December) • Mathematics Club – Rummikub Competition (March) • Inter-House Competition – Spelling Bee Competition (March) • Chinese Debate Club –奇趣杯 (April) • English Club – Fun Day(April) • Chinese and Cultural Club – Mini Games / booth (May) • Korean Club -- Korean Whispers(May) • Campus TV Club – Video Making Competition (May) • Drama Club – Drama performance(July) <p>Inter-House activities: 10 inter-house competitions were organized:</p> <ul style="list-style-type: none"> • Inter-House Science Cup (October - June) • Inter-House French Dance Competition (November) • Inter-House Football Competition (November) • Inter-House Reading Competition (1st & 2nd term) • Inter-House Spelling Bee competition (March) • Inter-House Rummikub Competition (March) • Sports Day (April) • Inter-House Video Making competition (May) • Inter-House Basketball Competition (May) • Inter-House Music Competition (May) 	<p>The target was achieved as planned</p> <p>ECA activities should be more fine-tuned to meet the needs of the students and various clubs could arrange more inter-club activities to promote cross learning and reduce work loads of teachers</p>

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<p>To enrich student's exposure and arouse their interest and explore their potential via the provision of:</p> <p>ECA activities School teams Inter-House activities A picnic day A variety show Study tour A drama show Inter-school competition Sports activities Leadership training</p>	<p>A number of other activities were organized to enrich students' learning experience. For instance, visiting organic farm and attending science workshop by the Science Club; visiting books stores by the Reading Club, French food tasting activity by the French and Spanish Club; visiting Towngas Avenue by the Cooking and Handicraft Club, film watching by the Film Appreciation Club; visiting fishing village, HKMA info Center and Shatin Water and Cheung Chau Heritage Tour by the Social Science Club, visiting Ju Ming exhibition by Art Club; taking photo at Hong Kong Flower Show by the Photography Club etc.</p> <p>Others activities include a Halloween party, picnic, annual variety show, White Valentine's activity, Teachers' Day activity etc.</p> <p>An interschool singing contest was organized by the Student Council with Methodist College and CCC Ming Kei College</p> <p>Post examination activities included:</p> <ul style="list-style-type: none"> • Cultural Heritage Tour • Visit to Tobacco Control Office • Visit to Crossroads International • Visit to Ngong Ping 360 • Drama watching • Chinese Historical Figures Drama Competition • Anti-gambling drama • Mock Trial-Justice Educational Talk • Attending HKBU Science Open Day • Jupas Talk • Careers Workshop • Careers talk on Bridal Industry • Careers talk by alumni (journalist) • Inter-class table tennis competition • Inter-class rock climbing competition • Inter-class cooking competition • Tennis activity • Film Watching • Dolphin Watching Boat Trip 	<p>The target was achieved as planned</p> <p>ECA activities should be more fine-tuned to meet the needs of the students and various clubs could arrange more inter-club activities to promote cross learning and reduce work loads of teachers</p>

Strategies / Tasks	Task Implementation and achievement	Reflections and Areas for Improvement
<p>To enrich student's exposure and arouse their interest and explore their potential via the provision of:</p> <p>ECA activities School teams Inter-House activities A picnic day A variety show Study tour A drama show Inter-school competition Sports activities Leadership training</p>	<p>A total number of 870 awards were received during the year and 1,259 students were awarded. Some of the non-academic (other than sports) prizes are:</p> <ul style="list-style-type: none"> • 26 prizes from the 66th Hong Kong Schools Music Festival • One Outstanding Award from the World Harmonica Festival 2013 • One 3rd place in the Hong Kong Youth Piano Open Competition • Outstanding Cooperation Award(Group) in the HK School Drama Festival 2013/14 • Outstanding Stage Effect(Group) Award in the HK School Drama Festival 2013/14 • Outstanding Director Award in the HK School Drama Festival 2013/14 • Outstanding Performer Award in the HK School Drama Festival 2013/14 • Commended Award(Group) in 50th Hong Kong School Dance Festival 2013-14 • Creativity Award, Teamwork Award and Honorable Mentions (Group) in Hong Kong GreenMech Contest 2013-14 • Two Merit Awards in Outstanding Student Award organised by the Mongkok Kai-Fong Association • Five 1st Class Honour Award, seven 2nd Class Honour Award, nine 3rd Class Honour Award and seven Merit Prize in the Star River National Children's Fine Arts, Calligraphy and Photography Contest • One Merit Prize from the Logo Design competition organized Yau Tsim Mong District Fire Safety Committee • Effective Use of Community Resources Award at the Symposium on Service-Learning 2014 Service-Learning Expo • One Kiwanis Community Service Award 2014 from the Kiwanis Community Service Award 2014 • One Outstanding Student Volunteer Award from Wing Hang Youth Community Service Project 2013/14 	<p>The target was achieved as planned</p> <p>To develop students to be all-rounded learners and explore their potential, the college has been encouraging students to take part in external competitions. Participants' interest in the respective areas and self-confidence was enhanced.</p>

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<p>To enrich student's exposure and arouse their interest and explore their potential via the provision of:</p> <p>ECA activities School teams Inter-House activities A picnic day A variety show Study tour A drama show Inter-school competition Sports activities Leadership training</p>	<p><u>Inter-school sports competitions</u></p> <p>199 students were selected to join 10 school sports teams which took part in various inter-school sports competitions.</p> <p>Our school sports teams included a swimming team (boys & girls), a cross-country team (boys & girls), a basketball team (boys & girls), a volleyball team (boys and girls), a badminton team (boys & girls), a table-tennis team (boys & girls), a football team, and an athletics team. The percentage of students who were members of a sports team was 24.6%.</p> <p>The Boys B-grade football team with 16 students finished the Inter-school football competitions (D3) with 1st runner-up.</p> <p>The Boys C-grade table tennis team with 4 students finished the Inter-school table tennis competitions (D3) with 1st runner-up.</p> <p>In Inter-school athletics competition (D3), PUN Yi Wai from S3, was the champion in Girls B Grade 100M and 200M; DIZON Janna Ysabelle Viray from S2, was the 1st runner-up in Girls C Grade 100M Hurdles; SHEIKH Muhammad Sulaiman from S2, was the 2nd runner-up in Boys C Grade 100M Hurdles; CHAN Tsz Wai Kerri from S1, was the 3rd runner-up in Girls C Grade 1500M; ATHER Zoha from S5, was the 3rd runner-up in Girls A Grade 200M.</p> <p>In the Inter-school swimming competition (D3), CHAN Ting Wai from S3, got a 3rd runner-up in Girls B Grade 100M Freestyle.</p> <p>In the Inter-school Cross-country competition (D3), CHAN Tsz Wai Kerri from S1, was the 3rd runner-up in Girls C Grade competition.</p>	<p>The target was achieved as planned</p> <p>Inter-school or inter-house competitions should be refined to ensure that they have sufficient training to prepare to gain achievement/prizes from the programme and additional tutors in specific areas might offer more focused training for inter-school competitions.</p>

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<p>To enrich student's exposure and arouse their interest and explore their potential via the provision of:</p> <p>ECA activities School teams Inter-House activities A picnic day A variety show Study tour A drama show Inter-school competition Sports activities Leadership training</p>	<p><u>Other sports activities</u></p> <p><u>"Put our best foot forward" youth football development program</u> Last year, our College was selected to participate in the "Put our best foot forward" youth football development program which was supported by Hong Kong Jockey Club and Manchester United Soccer Schools. The head coach of Hong Kong Manchester United Soccer School, Mr Christopher O'Brien visited our school 4 times, presenting the MUSS philosophy, coaching students in MUSS way.</p> <p>Hong Kong Jockey Club also arranged a Manchester United football legend, Mr Hwight Yorke, to visit our school on 15 May 2014. Student highly appreciated the skills demonstration by Mr Yorke.</p> <p>5 Football team members were invited to join the football training camp from 25-26 April 2014, they were able to play and practice with other school students.</p> <p>The PE teacher, Mr Ericson Ng, attended a 5-month MUSS coaching course to further develop and consolidate the football coaching. In summer, Mr Ericson Ng was invited to join the Manchester United Soccer Schools Project in Japan from 19 July to 12 August 2014.</p> <p><u>Skateboarding course</u> In order to help students discover and develop their potential in different sports activities, the College's Department of Health and Physical Education organized a training course for skateboarding from April to May 2014. 20 students participated in a 6-lesson course of skateboarding from April to May 2014. All of them successfully graduated from the course with certificates and souvenir presented by NIKE Skateboarding Club. A sports assembly of skateboarding was held on 16 May 2014, students experienced lot skateboarding skills.</p>	<p>The target was achieved as planned</p> <p>It was a fruitful year for the promotion of sports. New activities have provided students very unique experience. The College will continue to explore new opportunities for our students.</p>

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<p>To enrich student's exposure and arouse their interest and explore their potential via the provision of:</p> <p>ECA activities School teams Inter-House activities A picnic day A variety show Study tour A drama show Inter-school competition Sports activities Leadership training</p>	<p><u>Student Council</u></p> <p>The Student Council of 2013-2014 was formed in October. 9 were elected to be the members of the Student Council Executive Committee.</p> <p>In-house training was given to members of the executive committee.</p> <p>On November 1, the Democracy Wall was made and successfully served as way for students to voice their opinions concerning issues from the 5/F Netball court to uniform ideas.</p> <p>Between the 10th to the 14th of February, the Student Council held the Red Packets of Love Campaign in which we donated to the Crossroads Foundation.</p> <p>On Valentines' Day, the Student Council prepared heart-shaped balloons for the students, and tied to them were pieces of chocolates, as well as a meaningful messages on little cards.</p> <p>On 7 March, the S6 Farewell was held, and the Student Council bought each student fresh sunflowers as gifts to symbolize a bright future ahead.</p> <p>In April, a Joint-School Singing Competition was organized with Ming Kei College and Methodist College.</p> <p>In May, the Student Council organised an Academics Cup for the Junior Form students, in which S1 students enjoyed the Jeopardy game, S2 enjoyed the Jeopardy + Charades game, and S3 enjoyed the Camping Game.</p> <p>Student Council also helped in the S1 Orientation in August.</p>	<p>The target was achieved as planned</p> <p>The student council has further developed. They successfully organized a joint-school singing competition which is the first time in the college.</p> <p>There are only two local students in the student council this year. To balance he voice from different students and develop local students' potential, more local student should be encouraged to join the committee next year. The Student Council will continue to offer help in the S1 Orientation in the coming years.</p>

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<p>To enrich student's exposure and arouse their interest and explore their potential via the provision of:</p> <p>ECA activities School teams Inter-House activities A picnic day A variety show Study tour A drama show Inter-school competition Sports activities Leadership training</p>	<p><u>Study Tour</u> Two groups of 40 S1 students joined the Xi'an study tour during the period from 4 April to 7 April and 3 May to 6 May 2014 respectively with total of 8 teachers.</p> <p>41 S2 students joined the Quanzhou-Tulou study tour from 12 October to 15 October 2013 with 4 teachers.</p> <p>36 S3 students joined the Malaysia study tour from 7 July to 11 July 2014 with 4 teachers.</p> <p>30 S2 to S4 students joined a study tour to Japan from 15 April to 18 April 2014 with 3 teachers.</p> <p>18 S1 to S4 students joined a basketball training tour to Taiwan from 18 August to 22 August 2014 with 2 teachers.</p> <p>19 S2 to S4 students joined a community service tour to Gansu from 20 July to 26 July 2014 with 2 teachers</p>	<p>All the study tours were successful.</p> <p>The total number of students and teachers who participated in school organised tours in 13-14 was 224 (27% of the total population).</p> <p>Since the Xi'an tour and Malaysia tour have been organized for years, and to provide students with more different experience, other destinations will be explored next year. Besides, more elements on environmental protection in order to help students to develop a global perspectives and citizenship will be included in the tours next year.</p> <p>Feedback form parents and students were positive particular in the area of promoting learning rather than sight-seeing. The learning activities incorporated in each tour did help students to extend their learning experiences and enhance their independency.</p> <p>New locations as alternative such as Singapore, Australia, Taiwan could be explored. The College will continue to explore new destination to extend the various other learning experience of our students.</p>

Financial Summary

Financial Summary for the 2012/2013 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)	64.45%	N.A.
School Fees	N.A.	32.41%
Donations	N.A.	0.01%
Other Income	0.05%	3.08%
Total	64.50%	35.50%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		80.25%
Operational Expenses (including those for Learning and Teaching)		9.59%
Fee Remission / Scholarship ¹		3.71%
Repair and Maintenance		2.01%
Depreciation		2.86%
Miscellaneous		1.58%
Total		100%
Surplus for the School Year #		0.38 months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year #		6.56 months of the annual expenditure
# in terms of equivalent months of annual overall expenditure		

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

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