

# HKMA David Li Kwok Po College

## Annual Report 2014-2015

### SECTION A: MAJOR CONCERNS ADDRESSED IN 2014-15

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 2014-15 school year has been satisfactory. A report in this regard is given below.

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
<b><i>Major Concern (1) : To further develop care</i></b>		
<p>To render support and care to teachers through encouraging professional development activities</p>	<ul style="list-style-type: none"> <li>• 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 programmes were related to the school's major concerns. Some examples are provided below:               <ul style="list-style-type: none"> <li>- The Chinese Department worked collaboratively with the School-based Support Programme</li> <li>- The English Department worked on a mentorship programme</li> <li>- The Mathematics Department conducted in-house training</li> <li>- The Science &amp; ICT Department focused on teaching strategies;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The target was achieved as planned.</li> <li>• The College's strategy for teacher professional development is considered to be in the right direction – while the professional development activities organised by the Staff Development Team were able to address the School Major Concerns.</li> <li>• According to the feedback of teachers, the professional development activities were useful and improved their teaching skills.</li> <li>• Teachers treasured a lot and considered useful the common lesson arrangement.</li> <li>• Our Chinese Teachers worked collaboratively in designing curriculum materials and lesson planning and had even been invited to share their successful experience with teachers from other schools. In view of the benefits reaped from the Support Programme, we have arranged for teachers teaching Liberal Studies take part in it in the</li> </ul>

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	<ul style="list-style-type: none"> <li>- The Social Science Department conducted sharing sessions on marking and IES projects.</li> </ul>	<p>current school year.</p>
<p>Organising activities to further develop the relationship between teachers and students</p>	<ul style="list-style-type: none"> <li>• Numerous activities included class-based activities and house-based activities such as inter-class debates, speech competitions, book sharing sessions, banner-design competitions, poster-design competitions, science workshops, inter-house Science competitions, inter-house Mathematics competitions, etc.</li> <li>Cross-departmental/cross-team activities as highlighted below: <ul style="list-style-type: none"> <li>- Chinese poems with art work</li> <li>- English projects related to social issues;</li> <li>- Lunchtime activities and inter-class competitions</li> <li>- A self-learning zone for Junior Forms in science and mathematics</li> <li>- A study tour to Korea</li> <li>- A drama performance</li> <li>- A talk on ethnic minorities in Hong Kong and Inter-house 'green' video competition</li> <li>- Poster design competitions;</li> <li>- DIY workshops</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The target was achieved as planned.</li> <li>• These activities provided an ideal platform for teachers to get to know their students more and to strengthen their relationships.</li> <li>• Students were observed to have enjoyed them very much.</li> <li>• The cross-departmental activities have also helped to enhance teacher-to-teacher communication and relationship</li> </ul>
<p>Encourage students to seek help from teachers and show care to their schoolmates</p>	<ul style="list-style-type: none"> <li>• Lunch time and after-school tutorials (in the form of help-desk service) for 6 subjects</li> <li>• 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.</li> <li>• The Social Science Department</li> </ul>	<ul style="list-style-type: none"> <li>• The target was mostly achieved.</li> <li>• Students' response towards after-school tutorials is similar compared to previous years.</li> <li>• To further encourage students to ask teachers questions in order to develop a good learning culture.</li> <li>• Continuous promotion of care amongst students during daily teaching has continued to</li> </ul>

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	<p>encouraged students to seek help through eClass. 'Flipped lessons' for students' easy reference.</p> <p>Care was promoted by subject teachers. Students were taught to show care to one another.</p>	<p>cultivate a caring culture among the students. This can be shown in students' group work such as group project and peer assessment.</p>
<p><b>Major Concern (2): To further develop teaching and learning.</b></p>		
<p>Employing small class teaching and learning strategies</p>	<ul style="list-style-type: none"> <li>• Teachers continued to adopt small class teaching to increase 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The target was achieved as planned.</li> <li>• The quality of teaching was enhanced as teachers knew individual students better and thus was well poised to address their needs. Classroom dynamics was enhanced.</li> </ul>
<p>Using IT to enhance teaching and learning</p>	<ul style="list-style-type: none"> <li>• iPads were widely used in such a ways as below: <ul style="list-style-type: none"> <li>- S1 used "comic life" to present their project work, S2 used "iBook Author" to create eBook, S3 used videos to record their scientific investigations. S4-5 used Twig World to learn from science-related videos and Online Question Bank to attempt past HKDSE papers according to individual preference;</li> <li>- The eClass is used for discussions beyond classroom;</li> <li>- Twig World is used in Mathematics as pre-lesson materials for students;</li> <li>- iPads were adopted by the English teachers to teach reading skills and writing skills; Chinese teachers to help students to develop ideas in their writing; and Visual Arts Teachers to make art appreciation and history lessons more interactive.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The target was achieved as planned.</li> <li>• Teachers have given each of them an iPad. With training before the start of the academic year.</li> <li>• They developed a habit of using iPads to make their lesson more interactive and interesting to take care of the students with short concentration span.</li> <li>• Formal and informal sharing on how to use of iPads promoted the formation of a learning community</li> <li>• Teachers learned through sharing that IT is a learning tool.</li> <li>• The College has purchased more iPads for students' use.</li> <li>• The improvement of the iPad-to-student ratio close to 1:1, complemented by the upgrading of the school's wi-fi system enables more than 20 iPads to be used simultaneously in a classroom.</li> </ul>

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<p>Organizing learning activities to further develop students' interest and competency in reading and writing</p>	<ul style="list-style-type: none"> <li>• Strenuous and continuous efforts were made by both the English and Chinese Departments to uplift the language proficiencies of students, as follows               <ul style="list-style-type: none"> <li>- 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 as well.</li> <li>- The Chinese Department not only continued to implement reading scheme, but also encouraged students to write short essays. Students were encouraged to actively participate in writing competitions. Specifically for the Junior Forms, the curriculum was enriched with reading and writing elements, particularly for classical writings. At the same time, enrichment courses on writing were organised.</li> <li>- Two e-learning platforms, English Builder and iLearner, were adopted to promote students' reading and writing skills.</li> <li>- Regular remedial classes and summer classes helped low-achievers to improve their reading and writing skills.</li> </ul> </li> <li>• Other departments also organised a wide range of learning activities to enhance students' performance regarding reading and writing. Examples are listed below:               <ul style="list-style-type: none"> <li>- The Science Department arranged a number of sharing sessions during morning assemblies to promote</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The target was partly achieved.</li> <li>• Teachers felt that students still did not read enough. Students completed reading tasks on assignment by teachers, but seldom took the initiative to read beyond what was required. Therefore, further efforts would be made to cultivate in students a good reading habit.</li> <li>• The overall outcome of the two e-learning platforms was satisfactory. More efforts would thus be needed to encourage students to take an interest and a more serious attitude in learning Chinese.</li> <li>• Our past HKDSE Chinese results revealed that our students were not strong in reading (Paper 1) and writing (Paper 2). With the more focused efforts placed on reading in Junior Forms (in particular for classical writings), teachers generally found that students had a boost in their confidence in this area. The additional resources allocated by the Chinese Department to enrichment programmes have seen a gradual improvement in students' interest in writing. It is hoped that the positive outcomes as mentioned could in due course be reflected in these students' HKDSE results.</li> <li>• Based on for the past results of English HKDSE exams, our students performed quite well in almost all papers. However, if a comparison is to be made, our students performed better in reading (Paper 1) and less so in writing (Paper 2). Plans are therefore in hand for the English Department to give more writing practice to students in all Forms.</li> </ul>

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	<p>students' reading interest. Students were required to read science books/ articles/ magazines and write summaries and reflections</p> <ul style="list-style-type: none"> <li>- Social Science Department arranged students to join writing competitions such as 'News commentary writing competition', The 13th CILTHK Essay Writing Competition and Poverty News Election and Essay Writing Competition;</li> <li>- The Mathematics Department launched a reading scheme for online reading and writing tasks;</li> <li>- The Visual Arts Department provided intensive training to DSE students on art appreciation and criticism;</li> <li>- The morning reading sessions during DEAR Period were restructured to further promote reading and writing.</li> </ul>	
<p>Developing students' creativity thinking through classroom teaching and various other activities</p>	<ul style="list-style-type: none"> <li>• Creativity was emphasized in classroom teaching and student assignments (such as writing tasks, project learning, models making, etc.) for various subjects.</li> <li>• Numerous writing workshops were conducted by the Chinese Department to promote students' creativity in writing.</li> <li>• An enrichment class on creative writing was arranged by the English Department to further develop talented students to write creatively.</li> <li>• The Mathematics Teachers encouraged students to think creatively while solving mathematics problems. They asked students for alternative methods in solving problems and</li> </ul>	<ul style="list-style-type: none"> <li>• The target was almost achieved in full.</li> <li>• Teachers reported that students generally showed imagination and creativity in their work when they took their work seriously. Some of them could think out-of-the-box and gave ideas that were beyond their expectations.</li> <li>• We had a number of students winning competitions for producing creative works. For example, there were more and more students winning Chinese and English writing competitions. There were also students winning the Mathematics Creative Problem-solving Competition. Some of our students have even won a gold</li> </ul>

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	<p>encouraged students to use new and creative methods to build mathematics models.</p> <ul style="list-style-type: none"> <li>• Junior Achievement Programme in BAFS and Big Questions Challenge promoted students' creative thinking</li> <li>• The Science Department even set up a Robotics Club to cultivate students' creativity.</li> </ul>	<p>medal in the World GreenMech Competition by using their knowledge about energy conservation, mechanics and chemistry to design and create an exquisite journey for a marble.</p> <ul style="list-style-type: none"> <li>• With continued efforts placed on creativity in the next year, it is expected that students' creativity will further be developed.</li> </ul>
<p>Re-evaluating the curricula within the creative arts domain to further enhance creativity</p>	<ul style="list-style-type: none"> <li>• The curricula of Visual Arts, Music, Home Economics and Life Education were refined to include more creative elements. Examples are given below: <ul style="list-style-type: none"> <li>- Multi-media project learning was introduced to the S3 Life Education curriculum;</li> <li>- The Home Economics curriculum was revised to include the design of aprons and bags and planning of dishes for parents. It also includes the production of movies to introduce the food culture of various countries.</li> <li>- For Music, the curriculum was enriched to enable Junior Form students compose musical phrases, undertake class-based musical performances, and to do song composing and lyrics writing.</li> <li>- For Visual Arts, the teachers provided opportunities for students to showcase their creativity in school's lobby and tuck shop.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The target was achieved as planned.</li> <li>• The efforts made for students to explore their creative passions did not only give them a sense of pleasure and accomplishment, but also help to train them to become more resourceful and thus be poised to face challenges head on</li> </ul>

**The Student Affairs Team:**

**Major Concern 1:**

**To further promote moral and civic value especially Care**

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
<b><i>Major Concern (1) : To help students develop good attributes that facilitate their personal growth, learning and decision making</i></b>		
<p>1. Promote positive moral and civic values via the College's</p> <ul style="list-style-type: none"> <li>• PDP on Friday Afternoons,</li> <li>• Internal and external Competitions and campaigns,</li> <li>• support to teachers to help them conduct discussion on moral issues with students to promote positive values</li> <li>• Student reflection</li> <li>• Friday Morning Assemblies</li> <li>• Campus TV programs</li> </ul>	<p>(i) A total of 38 talks, workshops, discussions or activities were held during the Friday Afternoon Lessons. Teachers were given briefing to help them conduct discussions in classroom. (Appendix I)</p> <p>Information relating to moral education was provided at Guidance and Counseling Team's website</p> <p>(ii) 3 newsletters were produced by the Campus TV team with articles promoting positive values. Campus TV also produced programs and broadcast during DEAR time and Friday Morning Assemblies to promote moral and civic values.</p> <p>(iii) Friday morning assembly team produced 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.</p> <p>(iv) A cultural week was held in May 2015 to promote cultural harmony and care. Around 50 students from S1 and S4</p>	<p>i. 91% of students agreed that those programs organized helped students develop positive values.</p> <p>Good feedback is received from class teachers.</p> <p>There is good communication among SA head, heads of responsible teams and class teachers so that programs were designed to respond to students' issues.</p> <p>ii. 90% of the students found the Campus TV programs meaningful and can help them understand moral and civic values.</p> <p>iii. 77% of students found that the programs at FMA were able to cultivate a love and care culture in the school and 92% of the teachers agreed so.</p> <p>iv. The school received the best participation award as a accomplishment.</p>

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	<p>joined the campaign called “Caring tree promotion campaign” organized by the Yau Tsim Mong District Office and receives the “best participation award’</p> <p>(v) A “courtesy” campaign was held to promote the value of respect and politeness to the whole school.</p> <p>(vi) 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> <p>(vii) Programs were organized to enhance students’ awareness to the environmental protection For example</p> <ul style="list-style-type: none"> <li>- No air con night</li> <li>- Earth Hour</li> <li>- Cleaning of beach</li> <li>- Fund raising for WWF</li> <li>- Horseshoe Crab protection program</li> <li>- Foodwise Campaign, ect</li> </ul> <p>The school received Green School Bronze Award this year for its work on advocating green education.</p>	<p>v. The campaign has aroused students’ awareness to the issue and it will be continued as a major task for next year.</p> <p>vi. 90%% of the students agreed that GPS is useful for them to share their thoughts with teachers</p> <p>vii. This is the first year the College initiated more green activities and will continue to do so in the following years as a school major concern.</p>
<p>2. To organize different types of community services and fund raising activities to arouse students social</p>	<p>(i) Form-based, class-based and small group services were organized including activities such as</p> <ul style="list-style-type: none"> <li>• S1 Classroom Cleaning Campaign</li> <li>• S1 “Care Starts From Home”</li> <li>• S1 Parent-Child Paired Flag Selling activity</li> </ul>	<p>i. The community service programs were well organized. Students were give lots of opportunities to serve in the school and to understanding the needs of others from serving them. 93% of students agreed that the College’s Community Service Scheme can help them</p>



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<p>awareness and learn to show care and concern to people in need</p>	<ul style="list-style-type: none"> <li>• Visiting single elderly homes during the Mid-Autumn, Chinese New Year and Dragon Boat festivals</li> <li>• S1 Visiting Dialogue in the Dark</li> <li>• Hunger Banquet</li> <li>• S2 Squatter camp</li> <li>• Life Warrior Talk</li> <li>• Hunger Banquet</li> <li>• S3 Flag-selling</li> <li>• S4 Oxfam Educational Talk</li> <li>• ORBIS Pin Day and Causal Wear Day</li> <li>• ORBIS Ambassador program</li> <li>• The Sky Teen Volunteer Team programs</li> <li>• Integration Camp with mentally challenging children (TREATS)</li> <li>• Christmas Carol Singing at Elderly home</li> <li>• Visiting McDonald's Home</li> <li>• Knitting love</li> <li>• Workshop for knowing more about Down Syndrome</li> <li>• Adventure-ship Program</li> <li>• School of Poverty Care</li> <li>• AVS Charity Run Sports Fun Day</li> <li>• Service Tour to Gansu</li> <li>• Parent-child service programs</li> </ul> <p>Under the S1 Rainbow Leadership Program, participants organized activities for mentally challenged members from Fu Hong Society. They also went to Tai O with their parents to visit the elderly there and helped with household cleaning.</p> <p>(i) Blood donation was organized on November 17, 2014.</p> <p>(ii) A number of whole school fund-raising activities A total of \$ 106,788.5 was raised.</p> <ul style="list-style-type: none"> <li>• Causal Wear Day and ORBIS Pin Day (\$33,198.4),</li> </ul>	<p>show care to others. 92% of them found the services meaningful and 86% agreed that community service should be part of their school life. 92% of students met the requirements. Total of 28664 service hours were recorded.</p> <p>324 students got service awards including 79 Gold Awards, 80 Silver Awards and 165 Bronze Awards from the school. 10 students received silver award and 19 students received bronze award at the International Community Service Day 2014-15.</p> <p>Our school was also selected as one of the awardees of the 17th Moral and Civic Education Award Scheme co-organized by Yan Chai Hospital and the Education Bureau for our excellent achievement in community service. Activity grant was awarded to support our development in the area. One student received Kiwanis Community Service Award 2015. 5 students received Non-academic Scholarship in Community Service.</p> <p>i. The number of participants in blood donation dropped from previous year's 62 to 42. More promotion is needed next year.</p> <p>ii. The College responded to issues such as Nepal earthquake quickly and provided opportunity for students to show care for</p>

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	<ul style="list-style-type: none"> <li>• ORBIS charity sale (\$2,822)</li> <li>• Hunger Banquet for Oxfam Hong Kong (\$3,330.5)</li> <li>• Red Packets with Love for the World Vision (\$9,649.9)</li> <li>• Fundraising Campaign for Nepal Earthquake (\$57,787.7)</li> </ul>	<p>those in need.</p> <p>The College no longer joined the Carol Singing Festival for Children Development Matching Fund as the participation charge(\$200) is too much for some students.</p> <p>Donation from Hunger Banquet is less than the previous year because only S2 students were asked to participate in the program.</p>
<p>3. To organize different programs that help enhancing student's relationships with others, self-discipline self-esteem and self-management and setting short-term and long-term goals :</p> <ul style="list-style-type: none"> <li>• PDP</li> <li>• An S1 orientation program</li> <li>• An S1 Residential Training camp</li> <li>• An S4 Challenge camp</li> <li>• Peer Counselor Scheme</li> <li>• S1 Tie Tying Competition</li> <li>• S5 "Dream Catcher" program</li> <li>• Personal Growth Groups</li> <li>• Punctuality</li> </ul>	<p>(i) Talks/Workshops (including sex education) were arranged during Friday Afternoon lesson to help students understand issues in their personal growth. (Appendix I)</p> <p>(ii) 155 students participated in the S1 Orientation days on July 15 &amp; Aug 21, 2014.</p> <p>(iii) 161 students took part in the S1 Residential Training Camp held from Sept 3 to 5, 2014 to help new students understand the importance of self-discipline and self-management, build a relationship with their new schoolmates and teachers and understand school requirements.</p> <p>(iv) 127 S4 participated in the S4 challenge camp held from November 6 to 8,2014.</p> <p>(v) 36 students joined the S1 Rainbow Leadership Program. They attended a series of activities including workshop, community service, adventure-based training activity and an adventure camp.</p> <p>(vi) 22 peer counsellors were recruited from S3 to S5</p>	<p>i. 90% of students agreed that those programs were useful for their personal growth.</p> <p>ii. 100% of the participants agreed that the program helped them know more about the school, their class teachers and classmates and 94% of them enjoyed the activities.</p> <p>iii. 92% of the participants were satisfied with the camp and 97% agreed it helped them to build a better relationship with schoolmates.</p> <p>iv. 94% of the students enjoyed the camp and agreed that the camp helped them understand more about their teachers and classmates and themselves.</p> <p>v. Overall, students performed well and actively participated in the group sessions and all outing programs.</p> <p>vi. It is a challenge to be a peer counselor. Students were trained</p>

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Competition	<p>classes and each of them was assigned to help one S1 student deal their problems (e.g. interpersonal relationship, adaptation to school environment, academic studies etc). They also provide tutorial during lunch time before the final examination.</p> <p>(vii) “Dream Catcher” program was launched in the second term to help 19 S5 students who were academically struggle understand more of their weaknesses and ways to improve. 10 lunch time workshops were held. Topics including goal setting, time management, overcoming difficulties, study skills and careers planning were discussed.</p> <p>(viii) PATHS, the personal growth program was held in S1 and S2. There were 5 sessions for each form.</p> <p>(ix) To help S1 students adapting to secondary school life, prefect team organized a tie tying competition for S1 students.</p> <p>(x) Information relating to personal growth was provided at Guidance and Counseling Team’s website</p> <p>(xi) The following personal growth groups were conducted during the year:</p> <ol style="list-style-type: none"> <li>(1) I Can (S1)</li> <li>(2) Smart Teen (S1)</li> <li>(3) S3 Workshop (S3) (for family relationship and personality development)</li> </ol>	<p>to gain knowledge and skills for individual counseling. The Peer Counselor Scheme provides an opportunity for students to show care to others. It also helps peer counselors to be more mature and caring. All the peer counselors had positive feedback after participating in the scheme.</p> <p>vii. The attendance of the workshops was good. Students were constantly motivated and their progress was closely monitored. Most students showed improvement in their attitude and finally were successfully promoted to Form 6.</p> <p>viii. Feedback from PATHS program was positive. The continuity of the program for the next year was yet unknown as the provision of fund was uncertain.</p> <p>xi. These programs have helped students to have better understanding of their strengths and weaknesses. They also learnt skills relating to goal setting, planning, cooperation, interpersonal communication, emotional management and problem solving. Positive feedback was received from students.</p>

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	<p>(4) S3 Workshop (S3) (for self-management and responsibility)</p> <p>(xii) Effort was made to improve students' self-discipline in attendance. Punctuality competition was held during the year to arouse students' awareness to the importance of being punctual.</p> <p>(xiii) To prevent students from taking unnecessary sick leave, the school required students to submit not only parent's letter but also doctor's certificate starting from the 7th time they apply for sick leave. Parents of students with serious attendance issue were interviewed and some of the cases were even referred to social worker or counselor for further counseling</p>	<p>xii. Effort will be continued to help students develop good habit as to punctuality. All the students who are late to school will be interviewed by the Head of Discipline on the day. The no. of lateness dropped by 29% this year. However, the number of students receiving Punctuality last year's 1007 to this year's 941 . Students with lateness problem were interviewed by Head of Discipline and so were their parents on the Parents' Day.</p> <p>xiii. As for students' attendance, 66 students from S1 to S5 had taken over 6 sick leaves during the year while another 88 students had taken 4 to 6 sick leaves. Frequent absence was a problem in Form 6 this year. Students took sick leave casually. Measures were taken to deal with the issue. The College will closely monitor the absence problem next year. More meeting with class teachers by the Assistant Principal will be held to identify cases for which follow up is needed.</p>
<p>4. To enhance students' personal growth via the work of the following areas:</p> <ul style="list-style-type: none"> <li>• GPS and Monthly Journal</li> <li>• The EIS</li> <li>• SEN</li> <li>• School counsellor,</li> <li>• School social worker</li> <li>• Parent education</li> <li>• Financial</li> </ul>	<p>(i) The Growth and Personal Story (GPS) was used with the purposes of enhancing the communication and understanding between class teachers and students.</p> <p>Students also were asked to write reflection after each PDP lesson and write monthly journal communicate with class teachers.</p> <p>(ii) In the year, 26 repeaters joined the EIS program. Each of them was assigned with a mentor who monitored his/her progress and communicated</p>	<p>i. 90% teachers and 77% of students agreed respectively that GPS is useful for students to share their lives and needs with class teachers.</p> <p>ii. For the EIS program, by the end of the year, 20(77%) out of 26 repeaters met promotion criteria. Only one student could not meet the homework submission rate requirement.</p>

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<p>assistance scheme</p>	<p>with parents on regularly basis. Workshops were arranged for repeaters to help them acquire study skills.</p> <p>(iii) The school counselor, school social worker and the Guidance and Counseling Team continue to provide individual counseling to students. During the year, 27 cases were referred to the Guidance and Counseling Team.</p> <p>(iv) The School Counsellor dealt with a total of 69 student cases for individual counseling work relating to academic issues, inadequate study skills. Outcome of 70% of the cases achieved the expected objective. There were 258 sessions of phone-call consultations /interviews. After each phone-call consultations, evaluation was carried out and follow up action including family-interview would be needed. During the year, 102 family-interviewing sessions conducted.</p> <p>(v) The counselor had group counseling for (1) 10 S3 girls focus on emotional and family issue. (2) 17 S5 students focus on career path with using Personality Dimensions assessment tool.</p> <p>(vi) Parent education 2 workshops were conducted</p>	<p>iii. 90% of teachers expressed that the referral system useful and there was enough feedback and follow-up from the school counselor / social worker / G&amp;C Team</p> <p>iv. Lots of support from the school counselor was received by students, parents and teachers who had positive feedback on her work. She helped parents to review their parenting styles and make adjustment for their children's needs.</p> <p>v. Over 80% of participants agree/strong agree that the objectives were achieved. Over 90% of the S5 participants agreed/strong agreed that the objectives were achieved.</p> <p>vi. 90% of participants found the</p>

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	<p>for S1 and S2 parents by the school counselor Over 45 parents participated in the workshops.</p> <p>A parent talk was arranged for S1 parents with over 200 participants.</p> <p>A parent seminar was jointly organized with PTA on 11 Oct, 2014 after the private screening of the movie “爭氣” The director was invited to share her view on youth development. Another seminar also jointly organized with PTA on parenting skills was held on 22 August, 2015. Mrs. Josephine Ling hosted a seminar on how to deal with children’s overuse of internet and smartphone was on 7 March 2015.</p> <p>Both the Parents’ Information Night (10 Oct, 2014) and a Parents’ Day (S1-S5: 28 Feb 2015 and S6: 1 Nov 2014) provided opportunities for parents to understand their children’s progress and problems.</p> <p>Parents meetings were organized for each form:  S1 : 5 Dec 2014  S2 : 11 Dec 2014  S3 : 12 Dec 2014  S4 : 4 Dec 2014  S5 : 29 Apr 2015  S6 : 9 Jan 2015</p> <p>Parents were given</p>	<p>workshops useful.</p> <p>Over 90% of the participants of the parent talk after the S1 camp and the two parent seminar had positive feedback.</p> <p>100% of the participants of the parent talks were satisfied with the talks.</p> <p>Although parents often show concern about children’s problems such as over use of internet and smartphone, the change in their children’s attitude, learning motivation etc, the participation rate was not very high. Few parents from senior forms joined the seminars.</p> <p>Besides, it is difficult for non-Chinese speaking parents to take part in these activities as it is very hard to invite speakers who can confidently use English to conduct talk or to arrange instant interpreter.</p> <p>Parents had positive feedback to the parents meetings. They had better understanding of their children. Students’ problems were better communicated to parents which enhance the collaboration between the school, the class teachers in particular, and parents. Issues brought up at those meetings were followed up. For instance, referrals were made and queries from parents were answered.</p> <p>Participation rates in junior form were quite high and that for senior form were higher than last year.</p>

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>information about the learning requirements and major assessments, form / class issues and individual student's school life.</p> <p>Parents of students who needed special attention and more care were interviewed by Deputy Principal, Assistant Principal and Head of Discipline Team, School Counsellor and Social Worker on Parent Days and when needed.</p> <p>Parents were invited to different kinds of school activities such as Sports Day, Community Service, Open Day etc. After the S1 Discipline Camp, over 100 parents attended a talk which aimed at preparing them to face the challenge of being secondary school students' parents.</p> <p>(vii) SEN students Before the start of the school year, the Assistant Principal had face-to face interview or phone interview with parents of new S1 SEN students together with class teachers and the school counselor or the social worker to ensure the needs of the student concerned were well understood by the school. Parents were constantly contacted throughout the year.</p> <p>Information about how to identify and take care of</p>	<p>vii. Most of the parents were cooperative and willing to share students' information with the school. However, some parents were a bit denial on their children's problem and reluctant to provide information or have assessment.</p> <p>Teachers generally show great understanding to SEN students. However, some of them may not be confident enough to deal with these students' problem in class. Teachers have been encouraged to take courses. However, the courses provided by EDB always clashed with lesson time making is harder for teachers to attend.</p>

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>SEN students was given to all teachers at the beginning of the year.</p> <p>A talk by education psychologist on the topic “Executive Function Deficit in Students with Attention Deficit and Hyperactive Disorder” was held for all the staff on 30 Aug, 2013 to prepare teachers.</p> <p>4 teachers attended the one-week course on SEN organized by EDB and HKIEd.</p> <p>(viii) Financial assistance A total number of 96 students received financial assistance from the school in 2013-14. The total amount of school fees involved was \$2,202,485</p>	
<p>5. To enrich student’s exposure and arouse their interest and explore their potential via the provision of:</p> <p>ECA activities Inter-House activities School teams A variety show Study tour Inter-school competition Sports activities</p>	<p>(i) There were a total of 37 groups of ECA in 2014-2015. (Refer to Appendix 2 for details).</p> <p>(ii) Other than activities held in the College, ECA Clubs also provided member with other learning experience. For example :</p> <ul style="list-style-type: none"> <li>• Campus TV and Photography Club – Flower Show</li> <li>• Social Science Club - visit to Heritage of Mei Ho House, to HKBU School of Chinese Medicine, Lui Seng Chun</li> <li>• Psychology Club – visit to “The Escape Room”</li> <li>• Reading Club – visit to HK Reader, Page One and Commercial Press</li> <li>• Science Club – attend science drama show “Science Alive 2015”</li> </ul>	<p>i. 94% of S.1 to S.3 students joined after-school ECA (including school teams). There is a 3% increases in participation rate compare with last year. For S4 and S5, the participation is 85% (including school teams) with 4% drop as compared with last year.</p> <p>Although the remedial class and detention class still affected the attendance and participation in ECA, the total number of students who failed to meet the satisfactory attendance rate was low at around 10, dropped by 80% from last year’s statistics.</p> <p>92% of students were satisfied with the number of ECAs provided by the school. 94% of students agreed that they have learnt knowledge from ECAs.</p>



Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>Inter-house activities include:</p> <ul style="list-style-type: none"> <li>• Inter-house basketball competition</li> <li>• Sports Days</li> <li>• Inter-house Mini games Competition</li> <li>• Inter-house Mathematics Competition</li> <li>• Inter-house Science Cup</li> <li>• Inter-house Football Competition</li> <li>• Inter-house Video making Competition</li> <li>• Inter-house Reading Competition</li> </ul> <p>During the post examination period, a variety of activities were organized for students.</p> <p>A variety show was organized on 22 December 2014.</p> <p>(iii) The 4<sup>th</sup> Student Council was formed late September with 9 executive committee members from S4 and S5.</p> <p>They served as a channel between the students and the College. They were involved in the consultation process for the installation of surveillance camera in the campus and the design of roof garden on 5/F. They co-organized a lunch forum with the Alumni Association during the Occupying Central period for students to express their views. They conducted a survey on the type of food provided by the tuck shop and made suggestion to the company. Having noticed that some of the chairs in the tuck shop had been broken and not suitable to be used there, they informed the College and</p>	<p>iii. All the members in the committee has demonstrated commitment to their roles. With teachers' guidance, they have become more mature and more experience in organizing activities. New initiatives including the inter-school Olympics and Prom has given both the executive committee members and other students new experience.</p> <p>Starting from the year 2015-2016, the formation of the executive committee will be changed from individual candidate to cabinet candidate for better communication and coordination among members</p>

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>proposed to change the type of chairs.</p> <p>Apart from the above, the Student Council also organized the following activities namely the Red Packet of Love, singing contest, Valentine's Day Activity, Interschool Olympics, Academic Cup and Prom.</p> <p>(iv) Students were encouraged to participate in competitions in non-academic areas.</p> <p>For EAC Club, the English Debate Team won the Championship at both the Hong Kong Secondary Schools Debating Competition and the NESTA Debating Competition.</p> <p>In music, a student got 1st Runner up in Chinese Vocal Solo and 14 students got Certificate of Merit or Proficiency in the 67th Hong Kong Schools Music Festival. A student got a Silver Award in the Hong Kong Youth Music Competition. A student got Silver Award in Secondary Intermediate Strings Category in the Hong Kong Joint School Music Competition.</p> <p>In art, a student got a Silver Award in the Exhibition of Secondary School Students' Creative Visual Arts Work. 1 student got a prize in the Arts Bus: One the Move! 2014-15 "Stories of Hong Kong" Bus</p>	

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>Body Design Competition and her work was to be displayed on buses. 3 students got 1<sup>st</sup> Class Honour and 2 students got 3<sup>rd</sup> Class Honour in the Star River National Children's Fine Arts, Calligraphy &amp; Photography Contest.</p> <p>In drama, 3 students were awarded with Outstanding Performer and the group got an Outstanding Cooperation Award in the Hong Kong Schools Drama Festival.</p> <p>(v) 226 students were selected to join the 10 school sports teams which took part in various inter-school sports competitions.</p> <p>The sports teams included a swimming team (boys &amp; girls), a cross-country team (boys &amp; girls), a basketball team (boys &amp; girls), a volleyball team (boys and girls), a badminton team (boys &amp; girls), a table-tennis team (boys &amp; girls), a football team, and an athletics team. The percentage of students who were members of a sports team was 27%</p> <p>The Boys A-grade football team with 15 students finished the Inter-school football competitions (D3) with champion. The school boys' football team achieved the overall Champion in the competition as well.</p>	<p>v. The boys A-grade football team and Boys B-grade basketball team had good result this school year.</p> <p>In the last two year, effort was put in developing football at school and the result is encouraging. Although not many students have good ability and training in sports, the school is working hard to develop their interest in sports and help them to excel in their potential.</p> <p>vi. Students had good feedback on all the study tours. At the end of</p>

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>In Inter-school Boys Basketball Competition (D3), the boys B-grade team finished with 2nd place in the competition.</p> <p>In Inter-school Athletics Competition (D3), the athletics team got 3 gold medals, 1 bronze medal in individual events, and 1 silver medal in team relay event.</p> <p>In Inter-school Swimming Competition (D3), a student won the fourth place.</p> <p>Four prizes in All Hong Kong Inter-Secondary Schools Gymnastics Competition.</p> <p>vi. 6 study tours were held during the year including :</p> <ul style="list-style-type: none"> <li>• 72 students joined the two S1 tours to Taipei (Feb and Apr)</li> <li>• 38 students joined the S2 tour to Tu Lou (Nov)</li> <li>• 38 students joined the S3 tour to Singapore (Jul)</li> <li>• 20 S3 students joined the Australia Immersion Tour (July)</li> <li>• 40 students joined Business and Science tour to Korea (Feb)</li> <li>• 18 students joined the community service tour to Gansu (Jul)</li> </ul>	<p>this school year, 83% of the S3 students had joined at least one study tour in their junior secondary school. In replacing the Xi'an tour that had been organized for 6 years, two tours to Taipei were organized. Apart from learning on culture, history, economic development and social aspects, all the junior form tours also provided students opportunities to understand sustainable development in other places.</p> <p>The tour to Korea helped S4 and S5 students understand more about the business environment and technology development in Korea.</p> <p>The 2-week Australia Immersion tour provided students opportunity to take English course with highly qualified and experienced educators at St Paul's International College in New South Wales. It was a very valuable experience for the participants.</p> <p>The Gansu tour was successfully organized. Students had good performance in teaching local students English and carrying out other services.</p>
6. To help students understand themselves and make informed decision for their future through	(i) Junior form: 3 workshops were conducted by external organization for each of the junior form classes during Friday afternoon lessons to help them understand themselves and	i. 80% of the S1 students, 79% of S2 students and 86% of the S3 students found the workshops useful. To facilitate better and in-depth discussion, the workshop will be held by class teachers instead of

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
<p>various career-related programs and initiatives</p>	<p>have an opportunity to dream for the future.</p> <p>S1: "I have a dream" S2: "Dreams come true" S3: "My subject choice"</p> <p>3 booklets are provided for S1-3 respectively to enhance students' reflection.</p> <p>A curriculum briefing was co-organized by the Careers Team and the AA Team for S3 students and their parents respectively.</p> <p>Sharing by senior form students was also arranged by the Careers Team for S3 students to assist them in the selection of NSS subjects.</p> <p>A personality and job environment matching workshop was arranged for S3 students.</p> <p>An information kit was provided for the class teachers of junior forms to help them better prepared to give consultation to S3 students.</p> <p>(ii) Senior form: To enrich students' knowledge on JUPAS and Non-JUPAS study options, the following program were organized:</p> <ul style="list-style-type: none"> <li>• 3 talks on JUPAS;</li> <li>• 1 talk on E-APP and Non-JUPAS</li> <li>• a Simulation of HKDSE result release</li> <li>• Alumni's sharing on JUPAS</li> <li>• talks on Sub-degree programmes, Overseas study, Further studies and career for non-Chinese students in Hong Kong</li> <li>• 2 Career Information</li> </ul>	<p>service-provider next year as class teachers know the class atmosphere and students' personality better.</p> <p>Feedback from class teachers is positive and they found the booklets and information provided useful.</p> <p>85% of participants found these programs helping them making NSS curriculum selection useful.</p> <p>94% of teachers found the materials useful</p> <p>More career-related programs were organized this year to provide students more information.</p> <p>An average of over 85% (ranging from 85% to 97%) of the participants of these programs found them useful.</p> <p>An average of over 85% (ranging from 85% to 100%) of the participants of these visits found them useful.</p>

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>Exhibitions</p> <ul style="list-style-type: none"> <li>• Career talk by / on <ul style="list-style-type: none"> <li>- Hong Kong Aviation, Tourism &amp; Hotel Society</li> <li>- Christian Action – EM Talks (Local education and employment)</li> <li>- Open University (on admission of BBA &amp; SSSDP programs_</li> <li>- Baptist University (CIE Admission)</li> <li>- IVE (admission talk)</li> <li>- City University (admission talk)</li> <li>- HKUSPACE Po Leung Kuk Community College</li> <li>- Bridal Academy</li> <li>- Centennial College (admission talk)</li> <li>- IDP – Foreign Study talk (USA,CAD, UK and AUS)</li> <li>- Thei (Faculty of Design)</li> <li>- University mock interview skill</li> <li>- social work</li> <li>- lawyer</li> <li>- JA Readiness program</li> </ul> </li> </ul> <p>(ii) Senior form: The following visits were organized to:</p> <ul style="list-style-type: none"> <li>- SCAD Open day</li> <li>- Tung Wah College</li> <li>- Heng Seng Management College</li> <li>- HKIEd</li> <li>- Poly University-Engineering Faculty</li> <li>- the American Chamber of Commerce in Hong Kong</li> <li>- Poly University-Application of Industrial &amp; Systems Engineering Techniques to Aviation Industry</li> <li>- “I Want to be a Captain”- Navigation Industry</li> <li>- Immigration Service Institute of Training and Development</li> <li>- University of Hong Kong</li> <li>- Stephen Hui Geological Museum</li> </ul>	

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>- the Prince Philip Dental Hospital</p> <p>A Formal Dressing Day together with a mock interview on the same day was organized for S6 students.</p> <p>15 students joined Job Shadow Day which was held by Civil Engineering and Development and Department and JA.</p> <p>2 students joined Internship programmes organised by HKACMGM and Towngas respectively in the summer holiday</p> <p>A study skill sharing by S5 students to S4 students was conducted.</p> <p>Information regarding Qualification Framework was provided to students.</p> <p>(iii) Other programs and support</p> <p>Individual counseling was provided to every S6 student. And a focus group was also formed for low achievers in S6</p> <p>Provided Career Interest Inventory for S5 students.</p> <p>Prepared video for students to share their experience from Job Shadowing</p> <p>The Careers Team worked with the Chinese Department to arrange students to join the "Hope for Success" Writing Competition</p>	

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>Led by the Assistant Principal, the G&amp;C Team and the Careers Team worked together to help low achievers in S5, under the program named “Dream Catcher” to plan for their future studies and career path.</p> <p>11 career-related news circulars were issued to parents of senior form students about open days, information days and information exhibition by different institutions and organizations.</p> <p>7 briefings and seminars were arranged for parents on Parents’ night, parents’ meetings (S3, S5 and S6) and the seminar on Pre-HKDSE result released for them to understand the requirements of university admission.</p> <p>A comprehensive Careers Team website was developed for students and parents.</p>	
<p><b>Major Concern (2): To enhance student leaders’ quality</b></p>		
<p>1. To provide leadership training for students to enhance their leadership qualities and skills</p>	<p>(i) Trainings were provided to respective student leaders by ECA Team (House leaders and leaders in ECA Club committee), DC Team (Prefects), G&amp;C Team (Peer Counselor and Guidance Ambassador), Student Council Coordination Group (Student Council Executive Committee member), Careers Team (Career Pioneers) and CSS Team (CS Team Student Committee and Sky Teen members) to help them acquire organizational skills (organize activities), secretarial skills</p>	<p>i. Attendance was good for most of the training sessions.</p> <p>Majority (over 80% in general) of the participants of different trainings had positive feedback to the trainings received. Their confidence in carrying out duties was enhanced.</p>



Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>(writing proposal, annual plan, evaluation report etc), communication skills, presentation skill and to enhance their team spirit.</p> <p>A workshop on leadership quality was held on 31 October 2014 for all the major student leaders.</p> <p>A training camp was organized on 21 December 2014 at Wu Kwai Sha Youth Village. 38 student leaders joined the camp.</p>	
<p>2. To encourage students to take up leadership positions and gain experience from them</p>	<p>(i) 84% of S4 and S5 students took up leadership positions. 48% of S2 and S3 students took up leadership positions.</p> <p>In the year, 2 students were appointed as Head Prefects, 6 were appointed as Deputy Head Prefects and 42 students were selected to be Prefects. Among the 42 prefects, 8 were from Form 2 and joined the Prefect Team in the second term to be trained. Other than daily patrol duties, they also helped in all the major school events including S1 Discipline Camp, S1 tie tying competition, Sports Days, Open Days and Parents' Day. Besides helping teachers to maintain school discipline, the Head Prefects were responsible to run Monday Morning Assemblies.</p> <p>9 students from S4 to S5 formed the 3th Student Council.</p> <p>Apart from the 4 house captains, 71 students took up posts in the 4 house committees.</p>	<p>i. A lot of activities were organized by students. With teachers' guidance, some of them were well organized. It is believed that training and guidance is very important in developing student leaders' quality and skills.</p> <p>It is a good opportunity for students to gain experience and learn skill that they need for their future career development from taking up leadership positions. However, some students were not able to balance their academic studies and leadership responsibilities due to weak ability and lack time management skills. It is suggested to have clearer guidelines of holding leadership positions so that students will not take up too many posts.</p> <p>Students from junior form were also encouraged to take up responsibilities and be trained earlier to prepare for more important roles in student organizations.</p>

Initiative	Task Implementation and Achievement	Reflections and Areas for Improvement
	<p>10 students from S2 to S5 were selected to be the Guidance Ambassador to help promoting moral and civic values. 22 students from S2 to S5 became peer counselors in the year to help S1 student adapt to the new environment and solve personal growth or academic problems.</p> <p>102 students served as committee members in ECA Clubs.</p>	
<p>3. To give feedback to student leaders for improvement and future development</p>	<p>(i) A detailed performance report was issued to all the major leaders and a brief one was issued to other committee members.</p> <p>(ii) To recognize students' effort in leadership positions, 9 Leadership Awards were presented to 2 Head Prefects and on Deputy Prefects, the President of Student Council and one of the Vice-President of Student Council and the 4 House Captains. Outstanding Service Awards were presented to 12 prefects, 10 house committee members, the Head of Morning Assembly Stage Manager, the Chairperson of Sports Council, 7 members of the Student Council executive committee, 8 Library Prefects, 3 Guidance Ambassadors, 9 Peer Counselors and 41 monitors and monitress. 8 ECA Outstanding Awards were presented to the ECA club committee leaders.</p>	

Talks / classroom discussions during Friday Afternoon lesson to promote moral and civic value  
and enhance students' personal growth

<b>Date</b>	<b>Activity</b>	<b>Forms</b>	<b>Objectives / Values</b>
5 Sept	Classroom discussion – goal setting	S4 – S5	● 'SMART' goal setting
12 Sept	Classroom discussion – goal setting	S1 – S3, S6	● 'SMART' goal setting
	Talk – life education	S4 – S5	● future goal ● set dream for oneself
19 Sept	PATHS	S2	-
	Classroom discussion – self-understanding	S3	● understand own strengths and weaknesses ● positive attitude to life
	Classroom discussion – self-determination	S4	● Self-exploration ● positive attitude to life
	Classroom discussion – meaning of life	S5	● positive attitude to life
26 Sept	PATHS	S2	-
	Classroom discussion – internet addiction and time management	S3	● Internet addiction ● Time-management
10 Oct	Classroom discussion – stress management	S3	● Know more about different ways to release pressure
	Classroom discussion – time management	S4	● time-management
	Classroom discussion – social manner	S5	● self and mutual respect ● social manner
24 Oct	Classroom discussion – respect	S1	● Respect parents, teachers and peers
	PATHS	S2	-
	Classroom discussion – internet addiction	S3	● Internet addiction
	Classroom discussion – stress management	S4 – S5	● Know more about different ways to release pressure
	Classroom discussion – seeking help	S2	● emotional control ● communication and inter-personal skills
5 Dec	Classroom discussion – skin care	S1	● Personal health and hygiene ● Healthy life-style
	PATHS	S2	-
	Classroom discussion – leadership	S3	● attitude of being a leader
12 Dec	Workshop - sex education	S1	● Gender difference
	PATHS	S2	-
	Classroom discussion – leadership	S4 – S5	● Attitude of being a leader

<b>Date</b>	<b>Activity</b>	<b>Forms</b>	<b>Objectives / Values</b>
16 Jan	PATHS	S1	-
	Classroom discussion – friendship	S4	● communication and inter-personal skills
	Workshop - sex education	S6	● sexual behavior
23 Jan	PATHS	S1	-
30 Jan	PATHS	S1	-
	Classroom discussion – seeking help	S3 – S4	● Humility ● Responsibility as a student
6 Feb	PATHS	S1	-
	Workshop – sex education	S3	● Sexual behaviour
	Classroom discussion – financial management	S4	● Financial management
	Classroom discussion – social harmony	S5	● Social responsibility ● Sense of citizenship
13 Feb	PATHS	S1	-
	S6 Farewell Assembly	S2 – S6	● Thanksgiving to the school by the S6 students ● Promoting caring, supportive and warm school environment
6 Mar	Talk – ‘iDO LOVE TREES’ by the Green Power	S1 – S5	● green education
17 Apr	Classroom discussion – seeking help	S1 – S2	● Humility ● Responsibility as a student
	Visit – drug info centre	S3	● Anti-drug ● healthy life-style
	Drama – anti-corruption (ICAC)	S4 – S5	● honesty ● sense of citizenship
24 Apr	Classroom discussion – courtesy	S1	● understand the value of life ● to respect and be responsible for life
	Classroom discussion – seeking help	S2	● emotional control ● communication and inter-personal skills
	Visit – drug info centre	S3	● know more about the harm of taking drugs ● healthy life-style
	Workshop - sex education	S4	● media and compensated dating
8 May	Classroom discussion – cultural diversity	S4	● respect cultural difference
22 May	Classroom discussion – overcome adversity	S1	● relationship with parents ● respect
	Workshop - sex education	S2	● friendship and love
	Classroom discussion – study tips and time management	S4 – S5	● exam preparation ● study habit
29 May	Classroom discussion – beliefs in the future and perseverance	S3	● self-understanding ● attitude to life
	Workshop - sex education	S5	● marriage and family
5 Jun	Writing Thank You Cards	S1 – S5	● show love and care to teachers

## ECA Clubs 2014 - 2015

## 6 Academic clubs

- Chinese Cultural Club
- English Club
- French Club
- Social Science Club
- Mathematics Club
- Science Club

## 5 Sports groups

- Badminton Group
- Basketball Group
- Table Tennis Group
- Hiking Group
- Multi-Sports Club
- Youth Football

## 10 Music groups

- Clarinet
- Flute
- Percussion
- Saxophone
- Trombone
- Trumpet
- Acoustic Guitar
- Handchime and Handbell

## 15 other Interest club

- Art Club
- Chess Club
- Campus TV and Photography Club
- Reading Club
- Cooking and Handicraft Club
- Drama Club
- Indian Dance Club
- Japanese Club
- Chinese Debate Club
- English Debate Club
- Psychology Club
- Spanish Club
- Sky Teen Volunteer Group
- Robotic Club
- Current Affairs Club

## 2 Uniform Groups

- Red Cross
- Air Cadets

Financial Summary

Financial Summary for the 2013/2014 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	63.06%	N.A.
School Fees	N.A.	34.05%
Donations	N.A.	0.01%
Other Income	0.09%	2.79%
<b>Total</b>	63.15%	36.85%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		79.32%
Operational Expenses (including those for Learning and Teaching)		9.98%
Fee Remission / Scholarship <sup>1</sup>		3.87%
Repair and Maintenance		2.14%
Depreciation		3.28%
Miscellaneous		1.41%
<b>Total</b>		100%
<b>Surplus for the School Year</b> #	1.04 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year #</b>	7.3 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

<sup>1</sup> 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)