

HKMA David Li Kwok Po College Annual Report 2015-2016 (Academic Affairs)

SECTION A: MAJOR CONCERNS ADDRESSED IN 2015-16

Last year, the College implemented whole school objectives that took the form of 'Major Concerns'. The results of implementation 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, as follows:

The Academic Affairs Team

Major Concerns relevant to Academic Affairs		
Initiative	Task Implemented	Evaluation
<i>Concern (1) : Nurture our students with a positive character and prepare our students to be global citizens</i>		
(1) Further development of care and respect through daily teaching and various activities organized by departments	<ul style="list-style-type: none"> • Teachers instilled values of care and respect in their daily teaching as far as possible. • The Social Science Department encouraged more discussions on social issues related to care and respect in lessons. It also organised an activity about "Experiencing Life in Squatter Hut" and a talk on cyber-crime. • The Science Department launched a training programme for students to organise a science workshop for some nearby primary school students. The activity not only helped students to show their care to the community, but also enhanced their sense of responsibility. • The Visual Arts Teachers organised a "thank-you card" design competition, which availed a good opportunity for the students to show care and respect to their teachers. 	<ul style="list-style-type: none"> • The target was achieved as planned, and positive feedback was received from students.
(2) Teacher as a role model to showcase positive character: a life-long learner,	<ul style="list-style-type: none"> • Through active participation in professional development activities and sharing sessions thereafter, teachers have set a good example to students as regards life-long learning. 	<ul style="list-style-type: none"> • The target was achieved as planned. • Teachers have become more aware of the need to demonstrate a positive

Major Concerns relevant to Academic Affairs		
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a caring and knowledgeable facilitator, a polite and humble model and a prudent IT user	<ul style="list-style-type: none"> • The use of iPads was made part of the focus of cross-departmental and departmental peer lesson observations. • The support rendered by the school's IT Team and IT-pioneers of individual departments was strengthened to tie in with the further encouragement for teachers to use iPads in their daily teaching. 	<p>character to students.</p> <ul style="list-style-type: none"> • The use of iPad was evidenced in lesson observation reports and it is found that more and more teachers are effectively using iPads in lessons.
(3) Promotion of students' sense of responsibility and self-directed, independent learning capacity	<ul style="list-style-type: none"> • Encouragement continued to be made, through implementation of the Central Homework Collection (CHC) System, for students to foster a good habit of submitting homework punctually. • Different students were identified to act as subject leaders for helping out different subject teachers. • The Chinese Department organised a competition on reflections about Chinese idioms related to self-cultivation. • To promote self-directed, independent learning, the Science Department exhorted students to use "Twig World", an e-learning platform, whereby they could watch science videos and answer the questions posed on their own. • The Social Science Department encouraged students to share learning materials among themselves through e-platforms. • Junior-form students were asked by the Visual Arts Department to do a research type art project. More tasks aiming at lifting students' self-directed, independent learning capacity could be found under Initiative (1) of Major Concern (2). 	<ul style="list-style-type: none"> • The target was substantially achieved. • Regarding the CHC System, 90.1% of students were able to achieve a 90% or above punctual homework submission rate. 11.2% of the students even achieved a 100% rate. • Students welcomed teachers' assignment as subject leaders. It is our observation that students in general have demonstrated an improved sense of responsibility. • Various departments used a variety of ways to encourage students to take the initiative to learn and to enhance their self-directed learning capacity. The outcome was considered quite satisfactory. <p>Detailed evaluation related to students' self-directed learning is given via Initiative (1) of Major Concern (2).</p>

Major Concerns relevant to Academic Affairs

Initiative	Task Implemented	Evaluation
<p>(4) Integrating education on sustainable development across curriculum, organizing activities to promote sustainability and providing opportunities for students to explore and understand current global environmental issues</p>	<ul style="list-style-type: none"> • Sustainable development was made the subject matter of many group projects, class debates and dramas organised by the English Department. • The Chinese Department incorporated the idea of sustainability in students' writing tasks and the speaking competitions it organized. • Sustainability was also made a greater focus of the curriculum of enrichment classes. • A conscious effort was made by different departments to integrate as far as possible the concept of sustainable development into the teaching materials they prepared, e.g. making reference to electricity consumption calculations shown on electricity bills, making estimations on the use of recycled paper, etc. • To promote green living, the Science Department collaborated with the Home Economics Teachers to organize two DIY workshops on making lip balm and soap. • The Science Department also arranged visits for students to Mai Po Nature Reserve, Zero Carbon Building and an organic farm. • The Social Science Department organised a number of activities to promote the concept of sustainability, such as visits to CLP Nuclear Resources Centre, a talk by the World Green Organization, a drama about sustainable development, etc. • The Visual Arts Teachers also integrated the concept of sustainability into their daily teaching, such as issuing 	<ul style="list-style-type: none"> • The target was achieved as planned. • All departments have given greater focus to sustainable development in their curriculum. Various kinds of green activities were organized school-wide. As a result, students have gained more knowledge about the issues related to sustainable development and green living, and the school was awarded a Green School Silver Award in 2015/16. • The idea of building a green roof at the 5/F basketball court was subsequently abandoned having regard to recurrent maintenance cost that would be incurred.

Major Concerns relevant to Academic Affairs

Initiative	Task Implemented	Evaluation
	<p>assignments on design labels related to green living and making artworks with recycled materials.</p>	
<p>(5) Prepare students with 21st century skills including:</p> <ul style="list-style-type: none"> • Learning skills – critical thinking, creative thinking, collaborating and communicating • Literacy skills – reading & writing skills, information technology skills • Life and career skills- flexibility & adaptability, initiative & self-direction, social & cross-cultural skills, and leadership 	<ul style="list-style-type: none"> • In daily classroom teaching, lessons were designed to place more focus on enriching students the learning skills and literacy skills required. • Video clips from the internet (e.g. Youtube videos) and “Technology, Entertainment, Design” TED talk, from which a lot of 21st century skills could be learnt, were used by the English Teachers in their teaching. • The Chinese Department hosted a Student Conference with four other secondary schools. The conference not only provided students with a chance to sharpen their speaking skills, but also helped to strengthen their learning and literacy skills. • A talk on “The “Game Theory” and its application in the world” was organized by the Mathematics Department to broaden students’ horizon. • As part of project learning in Science lessons, students were taught the essential skills for scientific investigation. • A student forum on the third runway in the Hong Kong Airport and a drama about global citizenship were organised by the Social Science Department. At the same time, sharing on various current affairs was conducted regularly in class and during the school’s morning assemblies. 	<ul style="list-style-type: none"> • The target was achieved as planned. • Through the organization of varied activities, departments used different ways to help students acquire the skills necessary for tackling challenges in the 21st century. Students participated actively in the activities and positive feedback was received from them.

Concern (2): Help our students to take initiative to learn and continue to uplift their academic performances

Major Concerns relevant to Academic Affairs

Initiative	Task Implemented	Evaluation
<p>(1) To help our students understand the importance of taking their own initiatives to learn</p>	<ul style="list-style-type: none"> • Students were encouraged to do pre-lesson preparation for all the subjects pursued by various means, e.g. reading textbooks or relevant passages, completing questions/worksheets, collecting information for discussion, • watching short video clips, etc. The Science & ICT Department also piloted 'flipped classroom' to • promote self-learning and pre-lesson preparation among students. • Note-taking was promoted by all subject subjects to help students cultivate a good learning habit. It was even made part of the Continuous Assessment for Social Science subjects. • The iClass Learning Management System was introduced to students to facilitate their self-directed learning. • Some useful e-Learning platforms were introduced to students. Examples are "E-Builder" for English, "i-Learner" for Chinese, "Student Assessment" for Chinese/English/Math, "Twig World" for Science and "Online Question Bank" for DSE subjects. • A lot other strategies/activities were adopted/undertaken by departments to help students to take the initiative to learn. The following provides some of the examples: <ul style="list-style-type: none"> ○ Goal setting and self-reflection before and after major assessments by the Science Department; ○ Creation of school-based Chinese idiom booklets and traditional passage booklets by the Chinese Department; 	<ul style="list-style-type: none"> • The target was almost fully achieved. • Teachers generally felt that students have improved in this area. The rating for the question "My students take the initiative to learn" increased from 2.86 in 2014/15 to 3.06 in 2015/16. • As evidenced in the reports by Heads of Department on lesson observation and feedback from • teachers concerning peer lesson observation, students in general have gradually developed a habit of doing pre-lesson preparation. • Students welcomed "flipped classroom" and found it interesting. This has led to an enhancement of students' self-learning motivation. In view of the good learning outcome, starting from 2016/17 "flipped classroom" will be extended to all subjects. • Note-taking was seen to be common among the high-achievers. This good learning habit needs to be further developed in other students, particularly the less able ones. • In this first year in which iClass was used, 29 teachers had tried it out and 98 out of 312 subject groups had created 612 activities. The result was very encouraging. Though a pre-set target was not existent, teachers were willing to try out the new technology. At the same time, the arrangement of

Major Concerns relevant to Academic Affairs

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	<ul style="list-style-type: none"> ○ A self-learning zone held regularly during lunch hours by the Science and Mathematics Departments; ○ Encouragement of students to join the Speech Festival and to become Young Reporters for the South China Morning Post. by the English Department 	<p>having IT-pioneers in each department continued to work well this year.</p> <ul style="list-style-type: none"> ● Tasks via various e-learning platforms were assigned regularly to students by teachers. It was found that some students did more than was required. For E-Builder (an e-learning platform), we had 20% students doing more than the prescribed number of units. 11 students were even hailed by E-Builder as Outstanding Students amongst the users in Hong Kong. It is also encouraging to learn that some Senior Form students have used the Online Question Bank to create their own test papers (for DSE subjects) for self-revision purposes. ● The other strategies/activities adopted/undertaken by departments as mentioned have also been found useful in promoting students' initiatives to learn.
(2) To further uplift students' performance in public examinations by various means	<ul style="list-style-type: none"> ● Teachers continued adopting small class teaching and varied learning strategies for split groups, including an increased frequency of individual presentations by students, peer-learning activities, role-plays, group discussions, small-group science experiments, etc. These measures made it more possible to render one-to-one assistance to students and a faster feedback loop can also be achieved. ● Collaborative lesson preparation continued to be practised by departments. Teachers made use of common timeslots to discuss 	<ul style="list-style-type: none"> ● The target was almost fully achieved. ● The quality of teaching in small classes was enhanced as teachers knew students better and more individual attention could be given to address their needs. Students were found to be more engaged in lessons as there were more chances for them express their opinions and to take part in class activities. ● Teachers made good use of common timeslots at Form

Major Concerns relevant to Academic Affairs

Initiative	Task Implemented	Evaluation
	<p>teaching plans and strategies.</p> <ul style="list-style-type: none"> • Whilst enrichment programmes were implemented for English, Chinese, Mathematics and Science to nurture talented students, remedial classes were held on a regular basis for English, Chinese, Mathematics, Integrated Science and Integrated Humanities to provide remedial support to the low achievers. Help-desk Rooms for Chinese, English and Mathematics were open regularly for walk-in students to seek help from the supervising teachers. • Summer classes for the core subjects were held with an aim to providing more intensive training to beef up the basic knowledge and skills of the weaker students in all Forms • Additional tutorial classes were conducted after school for S5 students to help them consolidate their learning for the core subjects. • Extra lessons were conducted from time to time for S6 students after school and during long holidays to help drill the students' exam skills. • Additional to the pre-mock tests and mock exams arranged by the school, S6 students were encouraged and granted subsidies for joining the mock exams organised by various external organisations such as Hok Yau Club, Canotta Publishing Co. Ltd and Marshall Cavendish Education, etc 	<p>levels for professional sharing and collaborative work, such as designing projects for students, working on assessment criteria, lesson planning, etc.</p> <ul style="list-style-type: none"> • Students' participation in enrichment programmes was generally good and their feedback was positive. The programmes were successful in helping talented students to extend their potential and score brilliant results in their DSE exams. As for the remedial classes, the feedback from students in general was satisfactory. Yet, ways and means need to be explored to "force" the less motivated students to attend. Owing to the effort of teachers in making referrals from time to time, there was a lift in the 'patronage' rate of the Help-desk Rooms. • The attendance of students at summer classes was not very satisfactory (rate being only 55%). As the classes were held during holidays, students did not take it seriously and often missed the lessons. There is a need to find further ways to attract students to the summer classes. • Only students who are eager to seek help from teachers attended regularly the additional tutorial classes. The classes have been considered useful and worthy of continuation by the Mathematics and English Teachers, but less so by the Liberal Studies Teachers and

Major Concerns relevant to Academic Affairs

Initiative	Task Implemented	Evaluation
		<p>Chinese Teachers.</p> <ul style="list-style-type: none"> • The S6 teachers considered it crucial to have extra lessons as they need more curriculum time to finish the syllabus and to teach students the necessary exam skills. • Some S6 students joined the mock exams organised by the external organisations according to their needs. Other than providing additional opportunities for students to practise their exam skills and understand their weaknesses, these exams could help students know where they stand when compared to students from other schools.
<p>(3) To further promote reading and writing by departments</p>	<ul style="list-style-type: none"> • Continuous efforts were made by the language departments to uplift the language proficiency of students. Some examples are given below: <ul style="list-style-type: none"> ○ The English Department continued to implement reading programmes and to promote process writing and journal writing. Students were also asked to read common reading material prepared in the form of news articles, short stories and blogs. Cross-curricular projects were implemented and Greek and Chinese Mythology were introduced to students as well. ○ The Chinese Department continued to implement its reading scheme to enhance the quantity and quality of students' reading. Students were encouraged to write short essays so that they could build up confidence in writing. The 	<ul style="list-style-type: none"> • The target was almost fully achieved. • According to the results of the 2015/2016 Stakeholders' Survey, students' rating for the question "I often read materials such as leisure reading materials and newspapers outside class" continued to be quite high (3.39). Though a related rating by teachers for the question "My students like reading" was not as high, teachers generally found that students had improved their reading habit (rating increased from 2.97 to 3.09). Continued effort would be made by the school to further promote reading among students. • The overall outcome of introducing the two e-learning platforms (viz. E-Builder for

Major Concerns relevant to Academic Affairs

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	<p>Chinese Teachers made effective use of iPads and Apps as well as peer learning strategies in the writing lessons. The department also continued to arrange enrichment classes in order to nurture the writing skills of talented students.</p> <ul style="list-style-type: none"> ○ Two e-learning platforms, E-Builder and i-Learner, were adopted for use by the English and Chinese Departments to promote students' reading and writing skills. ● Other departments also organised a wide range of activities to enhance students' reading and writing skills in their respective subject areas. Some examples are listed below: <ul style="list-style-type: none"> ○ The Social Science Department required students to do regular journal writing and newspaper cutting in Integrated Humanities lessons and Liberal Studies lessons. It also encouraged students to subscribe to subject-related magazines and newspapers. Students were asked to join writing competitions such as The 14th CILTHK Essay Writing Competition, News Commentary Writing Competition, and Consumer Culture Study Award. ○ The Science Department launched a reading scheme in which students were required to read science books/articles/magazines and write summaries and reflections thereafter. Regular book sharing by students and teachers were also done in 	<p>English and i-Learner for Chinese) was satisfactory. 66% of students taking Chinese found that i-Learner had helped them improve their Chinese proficiency. Four students even won an Outstanding Performance Award amidst the students using i-Learner in Hong Kong. For E-Builder, as mentioned above we had 20% students completing more than the prescribed number of units and 11 of them won an Outstanding Student Award.</p> <ul style="list-style-type: none"> ● As mentioned in the 2014/15 report, our students did not perform satisfactorily enough in the DSE Chinese reading and writing papers as compared to the other three papers. Since then, more focused efforts have been made in enhancing the Junior Form students' skills in reading, and especially in classical writing, so that they can build up a firm foundation. The implementation of enrichment programmes resulted in a gradual improvement in students' interest in writing. Teachers tried out different types of strategies and the feedback from students was encouraging. At the same time, there were more publications of our students' good writings in magazines and consequently students were more eager to join external writing competitions. With continuous efforts, a better public exam result by

Major Concerns relevant to Academic Affairs

Initiative	Task Implemented	Evaluation
	<p>lessons.</p> <ul style="list-style-type: none"> ○ The Mathematics Department introduced books, magazines, and online reading and writing tasks to students via e-platforms. ○ The school continued to implement the DEAR programme (morning reading sessions) to enable students to have quiet reading time two days per week. This apart, students were asked to watch theme-based short videos once a week and write summaries or reflections. 	<p>students in Chinese reading and writing is anticipated.</p> <ul style="list-style-type: none"> ● And as the school is able to provide an authentic English learning environment, students' performance in DSE English has been consistently impressive. If a comparison is to be made between students' performance in the four papers (Reading, Writing, Speaking and Listening), Speaking is the best. For students of average/low ability, they usually perform more or less the same in the Reading, Writing and Listening papers while for the high-achievers, they do not fare relatively well enough in the Writing paper. Strategies need to be explored to help the top students to further upgrade their writing skills. ● It was found that at times the reading time for the DEAR programme was cut short to give way to the administration work of class teachers. In the coming year's DEAR programme, class teachers will be asked to ensure that sufficient reading time is given to students and that students must read as required. Teachers will be also encouraged to read before the class at the same time in order to set a good example to students.
<p>(4) To further develop teaching and learning through effective communication,</p>	<ul style="list-style-type: none"> ● Departments have regular meetings at Form levels to discuss teaching plans and evaluate learning outcomes. Some lesson plans using the iClass Learning Management System were 	<ul style="list-style-type: none"> ● The target was substantially achieved. ● Collaborative teaching and learning was done during teachers' regular meetings at Form levels. Teachers found

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<p>collaborative teaching and learning, development of critical thinking skills and pedagogy embracing creativity</p>	<p>developed among the teachers.</p> <ul style="list-style-type: none"> • Critical thinking and creativity was emphasized in classroom teaching and student assignments, such as project learning, writing tasks, model-making, etc. Presentations and group discussions were used in lessons to enhance students' communication skills as well. • To enhance students' communication skills in an e-environment, the Junior Form ICT curriculum was revised to enable students to sit for the exams of the International Computer Driving Licence (ICDL). • Departments also organised numerous activities to address the concerns related to creativity and critical thinking. For example: <ul style="list-style-type: none"> ○ The English Department continued to hold enrichment classes on creative writing and to use project learning to develop students' critical thinking skills. ○ The Chinese Department joined a programme called "mLang" which was sponsored by the Quality Education Fund and launched by the University of Hong Kong. Besides helping non-Chinese speaking students in their Chinese learning, the programme also enabled the students to develop communication and critical thinking skills. ○ The Mathematics Department arranged senior students to set Mathematical IQ questions for the IQ Corner regularly. Students' answers were found to be quite creative. 	<p>it useful as they could conduct professional sharing and hence improve teaching and learning. Since the introduction of iClass to departments in the middle of the year, many teachers planned lessons together with a focus on iClass as a teaching tool. The culture of collaboration among teachers was further enhanced.</p> <ul style="list-style-type: none"> • The effort to promote students' communication skills, critical thinking skills and creativity was evident the in feedback reports on peer lesson observation by teachers and lesson observation by Heads of Departments. • Though the revised Junior Form ICT curriculum enabled students to learn various essential tools such as word processing and powerpoint, only 69% of them passed the ICDL exam. As the requirement of this exam is very stringent (passing score being 70%) and the ICT teaching schedule is rather tight (only one lesson per week could be allocated to ICT), it is virtually difficult for students to secure the ICDL licence. Following an evaluation meeting at the end of the school year, a decision was made to give up, from 2016/17, the requirement for students to attend ICDL exam. Teachers would still teach students similar syllabus, but the assessment criteria will not be as stringent. At the same time, the proportion of

Major Concerns relevant to Academic Affairs

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	<ul style="list-style-type: none"> ○ The Social Science Department arranged students to join the Junior Achievement Company Programme in which students were given an opportunity to establish and operate a real business under the guidance of business advisers. ○ A science talent show “DLKP’s Got Science Talent” was organised and project learning regarding scientific investigation was arranged by the Science Department. ○ To encourage creativity, good works produced by students were displayed in conspicuous places in the campus. 	<p>programming in the curriculum will be duly increased to support Science-Technology-Engineering-Mathematics (STEM) Education.</p> <ul style="list-style-type: none"> ● The various programmes/ activities organised by departments have proved quite effective in enhancing students’ communication skills, critical thinking skills and creativity. The feedback from students was very positive.

The Student Affairs Team:

Strategies / Tasks	Achievement	Evaluation
<p>Concern (1): <i>Nurture our students with a positive character and prepare our students to be global citizens</i></p>		
<p>1. Further develop care and respect in the school community through various activities organized by departments and teams</p>	<p>(i) According to APASO survey, 92.4% of students strongly agreed or agreed that they cared about others. According to the Stakeholder Survey, 93% of students felt that teachers cared about them.</p> <p>(ii) Programs were organized to promote care and respect in the school.</p> <p>(a) Campus TV promoted the values in the 3 programs it produced about politeness, kindness, respect in Confucianism. 86% of students agreed that the programs could educate these values.</p> <p>(b) In Friday Morning Assemblies, these values were often promoted.</p> <p>(c) To assist S1 students adapt to the new environment, an S1 Training Camp (held on Aug 27-29, 2015 with 148 participants) was organized by the Discipline Team. During the camp, new S1 students were taken good care of by their big brothers and sisters from the prefect team. The value of respect and politeness was stressed in the camp. 95% of the S1 students agreed that the camp helped them to develop a sense of care and politeness. Besides, a tie tying competition was organized by the Team in which prefects taught S1 students how to wear the</p>	<ul style="list-style-type: none"> • The values of care and respect were constantly emphasized in the school. At class level, discussions about care and respect were conducted at times by class teachers. In occasions such as assemblies, these values were one of those that were often mentioned. In student organizations, students were always guided by the teachers-in-charge to show care and respect to their fellow teammates. • Positive feedback was received from students for the programs organized. • For activities involving higher form student helpers, briefings were given to help them learn how to take care of the younger participants. This has not only developed students' leadership quality but also greatly promoted care and respect in the school community.

Strategies / Tasks	Achievement	Evaluation
	<p>school tie.</p> <p>(d) The Guidance and Counseling Team (G&C) organized two Orientation programmes for the new S1 students in July and August 2015 respectively to prepare them for the new school life. All the activities on the orientation days were led by teachers and higher form student helpers. 96% of the S1 participants expressed that their elder brothers and sisters were friendly, caring and helpful. 99% of them agreed that this programme had helped them know more about the school, classmates and class teachers and 98% of them believed they would enjoy their school life.</p> <p>To further support new S1 students, a Peer Counseling Scheme was organized by the G&C Team. 27 peer counselors were recruited to look after S1 students. Mentors helped S1 students deal with their problems in studies and other areas. Before major assessments, peer counselors helped the mentees prepare for them during lunch time. Training including a training camp was organized to equip peer counselors with skills and attitude to care for their younger schoolmates.</p> <p>An S4 Camp was organized in Nov to prepare S4 students for the challenge in senior secondary studies and help them build up good relationship in class. 97% of the students agreed that the camp helped them know more</p>	<ul style="list-style-type: none"> • It was noticed that S2 peer counsellors were still too young and not mature enough to be mentors. Students from this form will not be invited next year. As the participating S1 students were nominated by their parents and class teachers, some of them were not very motivated, especially when mentors wanted to help them with their studies. Activities other than regular meeting, such as camp, can be organized next year to enhance the relationship between mentors and mentees. Rewards can be given encouragement.

Strategies / Tasks	Achievement	Evaluation
	<p>about their classmates and class teachers. 95% agreed that their classmates showed care to them during the program.</p> <p>To cater for the special needs of different students, a number of workshops were organized by the G&C Team, including –</p> <ul style="list-style-type: none"> - S1 “I Can” workshop to help students have better understanding of themselves; - S1 “Smart Teen” workshop to help students develop interpersonal skills for better relationship with others; - S3 “Potential Explorer” workshop for students with poor self-management and bad habit (e.g. internet addiction); - 4 “Stress Management” workshops for both junior and senior form students after a survey for all students on stress was conducted. Students with high stress scores were interviewed by AP(SA), G&C teachers and school counselor. Some were recommended to join the workshop. Follow up counseling was also provided for serious cases. <p>Throughout the year, the G&C Team planned lessons conducted by class teachers during the Friday Afternoon lessons to foster the value of care and respect. 89% of students agreed that these lessons could help them in</p>	<ul style="list-style-type: none"> • Except the S1 “I Can” workshop, performance of participants was good. The overall feedback of the workshops was positive. However, such workshop clashed with other activities sometimes and affected participants’ attendance. • As compared to discussions held in Friday Afternoon lesson for the whole class or form, this kind of workshops that help students deal with particular issues are more effective and will continue next year. • To assist teacher to conduct these lessons well, briefing was given by the G&C Team teachers every time. Students were given worksheet after each lesson to reflect on the topics discussed. Senior

Strategies / Tasks	Achievement	Evaluation
	<p>fostering good values.</p> <p>A bulletin board design competition was organized by the G&C Team and 90% of the students agreed that the activity helped them reflect and understand care for others.</p> <p>The Team also organized the writing of Thank You card to teachers for students to show love and appreciation to teachers. This helped to promote care and love in the campus.</p> <p>A Monthly journal booklet was prepared for each student. The journal is a good platform for class teachers to understand students' needs and problems and show care for them. Class teachers found this way of communication useful.</p> <p>A booklet containing guidance tips was provided by the G&C Team to class teachers to equip them with more knowledge and skills to handle students' problems.</p> <p>Students with individual problems were referred to the G&C Team and followed up by school counselor and the school social worker or G&C teachers. 96% of teachers found the referral system useful and there was enough feedback and follow-up.</p> <p>(e) During the year, 40 cases were referred from teachers. They were referred to the school counselor, the social worker or guidance teachers. The school counselor handled 80 cases this year. Totally 433</p>	<p>Form 3x classes, however, have few FA lessons. Constant communication between the DP(SA) and the Head of the G&C Team must be developed for better understanding and prompt respond to students' issues.</p> <ul style="list-style-type: none"> • More meetings will be held among DP(SA), Head of Discipline and Head of G&C next year to identify potential cases and follow up issues.

Strategies / Tasks	Achievement	Evaluation
	<p>counseling sessions were provided to the students. Another 10 collateral contacts with outside professional and 4 home visit/escort for the students/families were conducted to understand students' conditions. 70% of the cases achieved the objectives in the year. The school counselor also conducted 198 sessions of phone-call consultations/ interviews to parents. Over 80% of the parents had positive feedback. 65 case-interviewing sessions with parents in school by the counselor. In addition, two parent workshops were organized to S1 to S3 student's parents with 27parents person-times participation. Over 80% of parents agree/strong agree that they were satisfied with the workshops and learnt skills to communicate with their children and understand their needs.</p> <p>(f) Apart from being taken care of, the College also helped students to learn to show care and respect to others as part of the development of positive characters. Community Service Scheme was one of the strategies. In this school year, students completed a total of 25011.5 service hours serving inside and outside school. From the survey, 90% of the students agreed that the Community Service Scheme helped them show care to others. 88% of the students agreed that community service programs were meaningful and that community service should be part of their school life. 87%</p>	<ul style="list-style-type: none"> • More debriefing by class teachers will be arranged next year to help students better understand their experience in participating in community services and reflect on their performance.

Strategies / Tasks	Achievement	Evaluation
	<p>students agree that they willing to participate in community service even without the requirement from the College.99% of students were able to achieve the requirement on service hours with 100% achievement in S1, S2 and S4. 609 students got the service awards, i.e. 277 Merit, 204 Bronze Award, 72 Silver Award, 56 Gold Award. Form-based activities were organized for students to serve together with their classmates and class teachers including Cares starts at home, parent-child Flag selling, Classroom Cleaning Campaign, visit elderly at Tuen Ng Festival, Hunger Banquet for S1; TREATS Day Camp/PHAB Camp for S2; Flag selling, visit elderly at Mid-Autumn Festival for S3; Squatter Camp, visit elderly at Tuen Ng Festival for S4 and Cleaning elderly’ s home, and visit elderly at Mid-Autumn Festival for S5.</p> <p>Different community service programs were organized for all students to join throughout the year. For example:</p> <ul style="list-style-type: none"> - Orbis Pin Day and Causal Wear Day to raise fund for Orbis; - Adventure Ship Buddies Program; - ORBIS ambassador program; - Handcrafting with Love; - Community Service tour to Gansu <p>Students’ effort in Community Service was well recognized by other organizations :</p> <ul style="list-style-type: none"> - A bronze award was received from Heifer 	<ul style="list-style-type: none"> • Community service programs were successfully organized in the school and will continue next year.

Strategies / Tasks	Achievement	Evaluation
	<p>International Hong Kong for students' participation in the fundraising program "Heifer-HSBC Read to Feed";</p> <ul style="list-style-type: none"> - Top Fundraising Award – 1st runner-up was received from Orbis in the "Orbis Student Ambassador Campaign 2015-16; - Two students were asked to join a Sight-saving Mission Trip in China (originally in Bangladesh but changed due to the outbreak of transmitted disease); - A Certificate of Appreciation was received from Agency for students' active participation in Volunteer Service; - 5 students go the Gold Award, 38 students got Silver Award and 4 students go Bronze Award from Agency for Volunteer Service; - A student won The Kiwanis Community Service Award 2016 from The Kiwanis Club. <p>(g) Two fund raising activities were organized in the year raised a total of including:</p> <ul style="list-style-type: none"> (a) Red Packet of Love which raised \$9,705.7 for the Salvation Army; (b) Orbis Pin Day which raised \$46,453.5 for Orbis; (c) Orbis Charity Sale which raised \$5,737.5 for Orbis. <p>(iii) Two parent seminars on the topic of "How to nurture family</p>	

Strategies / Tasks	Achievement	Evaluation
	<p>relationships using disciplinary measures” and “How to deal with your child’s internet addiction problem” respectively were organized during the year to help parents understand the needs of their children and to acquire skills to provide care to their children. Positive feedback was received from participants in both seminar.</p> <p>(iv) To support students with special learning issues, 24 repeaters were taken care of by the EIS Team. 21 of them were promoted to the next form. Workshops were provided to those students to develop good learning habit and strategies. Their progress was closely monitored by the teachers in the Team and parents were regularly contacted.</p> <p>(v) To care for students with special learning difficulties, a workshop on how to help students with dyslexia was arranged for teachers.</p>	<ul style="list-style-type: none"> • This year, parents were asked to report students’ performance at home. This helped the school to know more about how students spent time and did homework and revision at home. It also reminded parents to closely monitor their child’s progress and identify their problems. This will continue next year • An SEN coordination group is to be formed next year.
<p>2. Teachers as role model to showcase positive character: a life-long learner, a caring and knowledgeable facilitator, a polite and humble model and a prudent IT user</p>	<p>(i) A sharing by teachers of their school life and view on positive values was held during Friday Afternoon Lesson for junior forms.</p> <p>In Campus TV programs, teachers were also invited to share their views.</p> <p>(ii) Class teachers involved in a lot of activities such as community service, camp and visits. During those activities, class teachers acted as model for students.</p>	<ul style="list-style-type: none"> • There can be more sharing by teachers(e.g. about reading, study, positive values) in programs prepared by SA team next year.
<p>3. Develop strategies by departments and teams to promote students’ responsibility</p>	<p>(i) Students were constantly reminded of their responsibility to attend school and attend punctually. 99.4% of S1 students, 99.4% of S2 students, 98.6% of S3 students, 100% of S4 students,</p>	<ul style="list-style-type: none"> • A new policy was introduced in the year requesting students to submit medical certificate for any sick leave starting from the 7th time sick leave

Strategies / Tasks	Achievement	Evaluation																																																																																																																													
<p>and self-directed independent learning capacity</p>	<p>99.1% of S5 students and 95.4% of S6 students attended 90% of the school days. The absence in S1 to S5 were mainly due to sickness (e.g. depression) and special leave taken by non-Chinese students. Same as before, the attendance of S6 students were worse than other forms due to great stress from public examination. However, the situation improved as compared to the previous year.</p> <p>On the other hand, lateness was still an issue. The number of lateness increased slightly by 0.9% and the number of punctuality awards given decreased from last year's 941 to this year's 909.</p> <table border="1" data-bbox="437 1014 963 1182"> <thead> <tr> <th colspan="7">No. of students who were late</th> </tr> <tr> <th></th> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> <th>S5</th> <th>S6</th> </tr> </thead> <tbody> <tr> <td>1st term</td> <td>36(22%)</td> <td>43(27%)</td> <td>45(32%)</td> <td>63(48%)</td> <td>55(49%)</td> <td></td> </tr> <tr> <td>2nd term</td> <td>40(25%)</td> <td>42(27%)</td> <td>66(47%)</td> <td>68(51%)</td> <td>60(54%)</td> <td></td> </tr> <tr> <td>Whole yr</td> <td colspan="5"></td> <td>58(54%)</td> </tr> </tbody> </table> <p>(ii)</p> <table border="1" data-bbox="502 1234 912 1597"> <thead> <tr> <th rowspan="2">No. of latenesses</th> <th colspan="6">No. of students</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> <th>S5</th> <th>S6</th> </tr> </thead> <tbody> <tr><td>1</td><td>30</td><td>32</td><td>31</td><td>21</td><td>13</td><td>15</td></tr> <tr><td>2</td><td>9</td><td>13</td><td>8</td><td>11</td><td>15</td><td>14</td></tr> <tr><td>3</td><td>7</td><td>5</td><td>12</td><td>12</td><td>7</td><td>7</td></tr> <tr><td>4</td><td>4</td><td>6</td><td>6</td><td>6</td><td>4</td><td>13</td></tr> <tr><td>5</td><td>2</td><td>6</td><td>5</td><td>3</td><td>7</td><td>4</td></tr> <tr><td>6</td><td>1</td><td>4</td><td>3</td><td>6</td><td>7</td><td>2</td></tr> <tr><td>7</td><td>1</td><td>2</td><td>1</td><td>5</td><td>2</td><td>2</td></tr> <tr><td>8</td><td></td><td>1</td><td>4</td><td>4</td><td>5</td><td></td></tr> <tr><td>9</td><td></td><td></td><td>2</td><td>4</td><td>4</td><td></td></tr> <tr><td>10</td><td></td><td></td><td>2</td><td>1</td><td>2</td><td></td></tr> <tr><td>>10</td><td>1</td><td></td><td>3</td><td>9</td><td>3</td><td>1</td></tr> </tbody> </table> <p>(iii) Attendance of ECA was another area in which students must learn to be responsible. 72% of participating students achieved 70% attendance rate in ECA. 75% of students got "good" or "excellent" performance. Nearly half of them got 90% attendance rate. The number of merit point given to recognize students' good performance in ECA increased by 8%.</p>	No. of students who were late								S1	S2	S3	S4	S5	S6	1 st term	36(22%)	43(27%)	45(32%)	63(48%)	55(49%)		2 nd term	40(25%)	42(27%)	66(47%)	68(51%)	60(54%)		Whole yr						58(54%)	No. of latenesses	No. of students						S1	S2	S3	S4	S5	S6	1	30	32	31	21	13	15	2	9	13	8	11	15	14	3	7	5	12	12	7	7	4	4	6	6	6	4	13	5	2	6	5	3	7	4	6	1	4	3	6	7	2	7	1	2	1	5	2	2	8		1	4	4	5		9			2	4	4		10			2	1	2		>10	1		3	9	3	1	<p>was taken. The Discipline Team closely monitored and followed up any case that failed to comply with this rule.</p> <ul style="list-style-type: none"> Another policy on the number of school days that special leave could be taken was also introduced. Parents (mostly Non-Chinese) were contacted by AP(SA) whenever they applied for leave for over 5 school days and asked to revise the length of their leave. Comment was made in the report card about any unauthorized leave taken. Despite the effort made, including additional after school lateness detention class for frequent late comers and intervention by the Discipline Team, punctuality is still a problem that will be a main concern for next year. From the statistics shown, the number of students being late rose in the second term for all the forms. This was partly due to the increase workload from studies, especially in senior forms. Among the 32 students who were late for over 8 times, 18 were counseling cases. Those were students with emotional issue, SEN issue and learning difficulties. Thus, more collaboration between the DC Team and the G&C Team will still be needed to help students tackle lateness problem. The attendance of ECA was closely monitored by
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Strategies / Tasks	Achievement	Evaluation
	<p>(iv) Students were encouraged to take part in ECA as an extension of their self-directed learning. In the school year, 79% of S1 to S3 students and 72% of S4-S5 students participated in ECA.</p> <p>32 ECA were offered to students providing opportunities for them to learn beyond classrooms and to be self-directed learners.</p> <p>To enrich students learning experience and arouse their interest in self-learning, various of ECA, including Reading Club, Chinese Culture Club, Visual Art Club, Photography Club, French Club, Sky Teen Community Service Group, Science Club, organized excursions for students. Students enjoy the activities and had good feedback. Participation in the School Dance Festival and receiving merit award was a good experience for Dance Club members.</p> <p>(v) Leadership training was part of the effort made to promote responsibility and self-directed learning. In this academic year, 420 s1 to S5 students took up leadership positions at different level and in different committees and group.</p> <p>35 students were selected to be prefects. The Prefect Team had regular meetings with the guidance of teachers in charge to plan, report and discuss discipline related issues. Two in-house trainings together with a training camp were organized to help prefect develop leadership qualities and acquire skills to carry out their duties. Prefects practiced the skills learnt in major school events such as S1 training</p>	<p>the Head of ECA. The attendance in the first term was better than that of the second term. Some students had to be absent from ECA when it clashed with their detention class or remedial class. A number of S5 students did not had good commitment to their ECA.</p> <ul style="list-style-type: none"> • ECA clubs will continue to provide opportunities for students to learn and explore their potentials. • Training camp for prefects will be organized earlier next year. The quality and performance of prefects have been improving over the past few years. The experience in the team is very valuable for those students who have become more mature, independent and responsible.

Strategies / Tasks	Achievement	Evaluation
	<p>camp, admission interview and Open Days etc and had good performance. Over 80% of teachers strongly agreed or agreed that prefects act as models for other students. Leadership report was issued to Head Prefects and Deputy Head Prefects.</p> <p>17 ECA groups set up student committees helping organizing activities and handling administrative work. A total of 180 students, including 1 from S1, 15 from S2, 18 from S3, 64 from S4 and 82 from S5, took up leadership position in those committees. Activities such as sharing of books by the Reading Club, Inter-class chess competition by Chess Club, Fun Booth games by Japanese Club and inter-class debate competition by the Chinese Debate Club.</p> <p>66 students took up posts in the 4 houses and organized inter-house basketball competition, football competition, mini-game, current affair cup and video production competition on the topic of "Positive Thinking".</p> <p>Workshops and a training day camp were organized for house and ECA student leaders. Training Leadership reports were also issued by the teachers in charge to all the house captains, vice-captains, secretaries, treasurers and chairperson and vice-chairperson of ECA groups. The Student Council's election was changed from individual system to cabinet system. The performance of current year's student council showed satisfactory performance. Apart from organizing activities, they</p>	<ul style="list-style-type: none"> Students' performance as leaders varied depending on their own quality, ability as well the guidance provided by teacher in charge. The teachers in charge of student organizations will be asked to be more aware of students' problems and be more active in helping them deal with difficulties.

Strategies / Tasks	Achievement	Evaluation
	<p>acted as a bridge between the school and students and expressed students' concern to the school.</p> <p>(vi) The College encouraged students to excel their talent in music, art and sports activities in which self-esteem were enhanced and positive characters were developed. In 2015-16, 178 students joined the school teams and 162 boys and 77 girls took part in 10 different Inter-school sports competitions organized by HKSSF and received some awards :</p> <ul style="list-style-type: none"> - The Boys B-grade table tennis team won 1st Runner-up in the Inter-school Table Tennis competition (D3). - The Boys C-grade badminton team won 1st Runner-u in the Inter-school Badminton competition (D3). The Boys Badminton team achieved the 4th place in overall. - The Girls A-grade Volleyball team won 2nd Runner-up in the Inter-school Volleyball competition (D3). The Girls Volleyball team achieved the 3rd place in overall. - In Inter-school Athletics competition (D3), the Athletics team got 3 gold medals and 1 bronze medal in individual events. - In Inter-school Swimming competition (D3), the Swimming team got 1 gold medal and 3 silver medals in individual events. <p>Some awards in music were received including on two 1st runner up, one 2nd runner up, 16 Merit certificate and 8 Proficiency certificates in the 68th Hong Kong Schools Music Festival and a</p>	<ul style="list-style-type: none"> • Apart from skills, the College will stress more on the quality of sportsmen and help students who cannot manage both studies and interest in sports to improve their attitude towards studies and self-management. Sports teams will be encouraged to organize camp at school to provide opportunities for teachers and coaches to have more sharing with students and provide guidance to them.

Strategies / Tasks	Achievement	Evaluation
	<p>Silver Award in the Secondary School String (Violin) Competition.</p> <p>(vii) In art, 8 students got the 1st class honor, 18 students got the 2nd class honor, and 20 students got the 3rd class honor in the 'China National Children's Fine Arts, Calligraphy & Photography Contest'. 10 students got the 3rd class honor, 25 students got the 2nd class honor, and 12 students got the 1st class honor in the Star River National Children's Fine Arts, Calligraphy & Photography Contest.</p> <p>(viii) According APASO, an average of 63% of students had positive perception about asking question and seeking help. Quite a number of students were afraid of seeking help as they thought it would make others think that they were stupid or lazy and others would look down on them. They also found that seeking help caused disturbance to others and made them owe others a favour. As taking the initiative to ask question or seek help is an important part of self-directed learning, class discussion was held by class teachers to discuss the issue. Other programs prepared by Friday Morning Assembly Team, Campus TV and the G&C Team also helped students learn how to face adversity, set goals and seek help when needed.</p>	<ul style="list-style-type: none"> • The target of having 70% of students willing to seek help was not achieved. More effort is to be made next year to help students to be more positive about seeking help.
<p>4. Integrate education for sustainable development across the curriculum. Build more green facilities and organize</p>	<p>(i) A number of ECA clubs organized programs for students to understand more about sustainable development. For example, the Current Affairs Club's sharing at assembly, Chinese Culture Club's visit to Yau Ma Tei and Photography Club's photography competition</p>	

Strategies / Tasks	Achievement	Evaluation
<p>activities to promote sustainability Provide opportunities for students to explore and understand current global environmental issues</p>	<p>on the topic “hug the nature”.</p> <p>(ii) The Campus TV and the Green Team worked together to produce programs which promote environmental protection and sustainable development, for instance, Going Green at DLKP, No Air-con Night, how to have an Eco-friendly picnic, Green School, clothes recycling campaign and Global warming. 87% of students agreed that those programs helped enhance their understanding of environmental issues.</p> <p>(iii) The Student Council initiated a fund raising campaign to help people in Syria. A group of S5 students made cookies and sold to in the campus. The fund raised was donated to UNICEF.</p> <p>(iv) The Green Team organized programs such as Earth Hour, No Air-con Night, paper recycling, plastic bottle recycling, green DIY workshops and visits to organic farms for students. It joined the organic farming project organized by HKBU and HKBC. All junior form students had the chance to practice organic farming at school. The College was awarded the Silver Award. A group of students joined the UNESCO ESD Learning Program and won 4 prizes.</p>	
<p>5. Arrange cultural exchange tours to promote concepts of sustainable development and to broaden the global perspectives Host exchange students to</p>	<p>(i) 4 study tours were organized under the ELITE program brought 137 S1-S3 students to four different Asian cities, including 30 S1 students to Taipei and 34 S1 students Tainan, 37 S2 students to Singapore and 36 S3 students to Korea. Students were taken to places from where they learnt more about sustainable development and global issues</p>	<ul style="list-style-type: none"> • Tours to China have become less popular in recent years. Fewer non-Chinese students joined tours to China. Change the language learnt in CSL lesson from Putonghua to Cantonese may be one of the reasons. Besides, the negative impression about

Strategies / Tasks	Achievement	Evaluation
<p>enhance cultural exchange mutual respect and appreciation of cultural diversity</p>	<p>for example, Maritime Experiential Museum; new energy plant, Marina Barrage; waste management facilities; environmental protection parks, museum, visit to schools etc. The feedback from all the tours was very positive. Besides the above mentioned tour, a tour focusing on visual art to Korea (19 students), a tour aiming at helping students know more about Chinese culture to Northern China (18 students), a tour science and technology tour to Beijing(10 students) a community service tour to Gansu (19 students) were organized.</p> <p>(ii) The College successfully hosted an exchange student from France. The student adapted very well in the new environment and actively participated in many kinds of school activities. He also helped in French lessons and joined the school sports team. He introduced French culture to the whole school with other French teachers at assembly and shared his view as a European teenager on different issues via campus TV program.</p> <p>(iii) A cultural day was organized by the G&C Team providing students opportunities to learn the culture (e.g. games, language, performing art) of other countries.</p>	<p>mainland China also affects students' preference. However, it is necessary for students to know more about China and therefore, new tours to China will be organized. To attract students, more promotion will be done.</p> <ul style="list-style-type: none"> • The College will continue to join the AFS exchange program. However, it is not easy to find host family who are willing to host an exchange student for a whole year. Instead of inviting parents through PTA, all parents will be informed and invited earlier.
<p>6. Prepare students with 21th Century skills which may include: - Learning skills- critical thinking, creative</p>	<p>(i) A lot of programs were organized to help students make good life planning. (a) 3 Careers and life planning lessons were given to S1 to S3 students respectively helping them have better understanding of their strengths and how they can be related to their future</p>	<ul style="list-style-type: none"> • Instead of inviting speakers from other organizations, all these lessons were conducted by class teachers who knew students better. This practice will continue next year and more guidelines and briefing will be given to class teachers.

Strategies / Tasks	Achievement	Evaluation
<p>thinking, collaborating and communicating</p> <ul style="list-style-type: none"> - Literacy skills – reading and writing skills, information technology skills - Life and career skills – flexibility & adaptability, initiative & self-direction, social & cross cultural skills, and leadership 	<p>career planning. An average of 85% of students found these lessons useful and helpful.</p> <p>Besides, a career planning booklet was used to enhance students' own reflection for improvement. Over 85% of students found the booklet useful and could increase their self-understanding</p> <p>(b) As senior form subject selection is important to students, support, including briefing to students on the content of each subject, personality test, small group sharing by senior form students, workshop on how subject selection in S4 affects future study options and Individual counseling by teachers, was provided to S3 students. An Information Kit was prepared for class teachers to facilitate their counseling work. Over 90% of teachers found the materials useful.</p> <p>(c) A large number of career visits and exhibitions were organized providing students with information of a wide range of programs :</p> <ul style="list-style-type: none"> - Hang Seng Management College – Business - HKBU – College of International Education - VTC – Hong Kong Design Institute – Media (Film and Arts) and Visual Arts - VTC - Wedding planning and event management - VTC – Hong Kong Institute of Certified Public Accountants - the industry of accounting - VTC (Shatin)- Way to become MEDICAL - VTC (Tsing Yi)– Industry 	

Strategies / Tasks	Achievement	Evaluation
	<p>of Automotive Engineering</p> <ul style="list-style-type: none"> - VTC – (Degree and Sub-degree program) - HKU SPACE Po Leung Kuk Stanley Ho Community College (HPSHCC) – Business & Science - Tung Wah College – Nursing - Hong Kong Shue Yan University - Caritas Bianchi College of Careers - The Hong Kong Institute of Education - Youth Employment Start Centre - Fairda Hair & Beauty Education - LABORATORY TECHNOLOGISTS - Chinese Medicine - Lui Seng Chun (Guided tour in Chinese) - Open University - University of Hong Kong - School of Continuing and Professional Studies, The Chinese University of HK - Polytechnic University - Commercial Radio - Tung Wah College - Education First - Centennial College - HKU SPACE Po Leung Kuk Stanley Ho Community College (HPSHCC) - Pui Ching Academy <p>(d) The College also arranged students to participate in career related workshops to enhance their understanding of the requirement in workplace and to improve important skills including interview skill and resume writing, for example :</p> <ul style="list-style-type: none"> - JA Success Skill (interview skills) - Visit to HKICPA (requirement in accounting profession) - JA Career 	<ul style="list-style-type: none"> • Positive feedback was received from the participants of these workshops. The SA teams will continue to arrange workshops that help students acquiring the necessary skills required for their future careers.

Strategies / Tasks	Achievement	Evaluation
	<p>Dimensions-Culture Mixer</p> <ul style="list-style-type: none"> - Workshop on writing additional information for JUPAS application (resume writing skill) - Mock interview (interview skill) - Formal Dressing Day (dress code) - interview DJ (requirement in media industry) <p>(e) To support S6 students in making informed decision about further studies, a series of briefing about JUPAS, E-APP, Non-JUPAS programs and overseas study were given as well as simulation of HKDSE result release, talks on sub-degree programs and talk on further studies and career for non-Chinese students in Hong Kong. Students were regularly updated with information about university open days and information days, exhibitions by tertiary institutions and that regarding Qualification Framework. Personal Globe Inventory was used to assist S6 JUPAS consultation. 87% of the students found the information received and the programs useful. The College also arranged a student who was had potential in developing a career in the aviation industry participated in a workshop on Current Affairs in Aviation 2016.</p> <p>(f) To help students gain real working experience and prepare themselves for the future, 2 S5 students were enrolled to join ECCO</p>	<ul style="list-style-type: none"> • It is not easy to find job shadowing or internship for students. This very much depends on the arrangement and chances

Strategies / Tasks	Achievement	Evaluation
	<p>Retailing Working Experience and 4 S5 students joined Canon Experience.</p> <p>(g) To help students with low motivation in studies, a lunch time workshop was organized for 16 low achievers in S5. Through discussions and sharing, they were encouraged to look for future direction and set goals to achieve them.</p> <p>(h) Trainings including workshops, sharing and camp were provided to student leaders in the prefect team, houses, student council, peer counseling team and guidance ambassador team, careers team and sky teen community service team. Emphasis was put on communication skills and collaboration skills. Student leaders were also asked to practice the skills acquired through organizing activities from which they learnt from mistakes and success. Leadership reports were issued to leaders holding major positions to help them understand their strengths and weaknesses.</p>	<p>given by the organizations. This year, the College was not selected to participate in JA Job Shadow Day. The one student who was successful selected by HKACMGM finally rejected the offer as she preferred to do something else. Students are less willing to make long-term commitment during the long holidays.</p>

Strategies / Tasks	Achievement	Evaluation
Concern (2): Help our students to take initiative to learn and continue to uplift their academic performances		
<p>1. Develop students' positive and proactive learning skills through questioning, goal setting and learning attitude through self-reflection</p> <p>Cultivate habits of pre-lesson, note-taking and post lesson revision</p> <p>Provide opportunities for sharing of good practices on how to take an proactive role in learning</p>	<p>(a) All the students set goal at the beginning of the year and had mid-term evaluation after the first term examination. Discussions in Friday Afternoon lessons were arranged(e.g. talk by famous author Quenby, discussion on time management) and programs were produced by the Campus TV to share good learning attitude. To arouse students' interest in different subjects, enrich their subject knowledge and most importantly to develop more inquisitiveness and initiative in learning, the Campus TV, with the fund from QEF, upgraded its equipment and produced a total of 15 programs about different subjects. 86% of students agreed that have learnt more subject knowledge from these programs and 87% of students agreed that watching these programs is a good way for them to acquire knowledge beyond the formal curriculum.</p> <p>(b) The lunch workshop organized for 16 S5 students who lacked motivation in studies helped them set both short term and long term goals and make plan to achieve them.</p> <p>(c) A note-taking workshop was arranged for S1 and S4 students respectively to help them develop important learning habit.</p>	<ul style="list-style-type: none"> Such workshop will continue next year after the first term uniform test.

SECTION B: ACADEMIC ACHIEVEMENTS

1. Curriculum and Assessment

(a) Curriculum sets in lower forms

The design of curriculum sets aimed to cater for the diverse learning needs of students. As such, the College continued to offer a differentiated curriculum in the subjects of English, Chinese and Mathematics at S1 to S3 levels. This year again, the aim was to create smaller class sizes as much as practicable in lower sets.

(b) Assessment and examinations

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

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

2. Academic achievements

2.1 External Examination: The HKDSE Examination

The school presented its fifth cohort of Senior Secondary students (108 persons) for the 2016 HKDSE Examination. The results they gained were impressive, with the percentage of students who met the University Entrance Requirements (UER) for degree programmes reaching a record high for the past five years. Our students' UER rate was 70.4%, 28.2% higher than the HK average of 42.2%. 99.1% of the students obtained the eligibility for enrolment to sub-degree programmes, also remarkably higher than the HK average of 71.2%.

A level 2 grade achieved in the HKDSE exam is taken as a pass whilst level 3 a pass for both English and Chinese for local university admission purposes. Level 4 falls between C and D grades in the former Hong Kong A-level Examination and is widely construed as being a credit. In general, students scoring an average of level 4 grade in their "Best 5" subjects would be able to secure a place in local universities. A full picture of the College's performance is shown in [Table 1](#).

17 of the 18 subjects taken were able to secure a percentage of level 2 grade (or Grade E for French) higher than their respective HK averages, whilst one subject had the percentage slightly below the HK norm. 15 subjects secured a 100% passing percentage. They are English Language; Mathematics; Liberal Studies; Biology; Business, Accounting and Financial Studies (Accounting); Business, Accounting and Financial Studies (Business Management); Chemistry; Chinese History; Economics; Geography; Mathematics Extended Module (2); Music; Physics; Visual Arts and French.

Regarding the level 3 grade, 17 of the 18 subjects obtained a percentage higher than their respective HK averages. The percentage of level 3 grades for English Language was 96.3% (much higher than the HK average of 55.1%), and the corresponding figure for Chinese Language was 58.7% (against the HK average of 55.2%).

As for the level 4 grade (or Grade C for French), 16 of the 18 subjects achieved a percentage higher than the HK norms. They include English Language; Chinese Language; Mathematics; Liberal Studies; Biology; Business, Accounting and Financial Studies (Accounting); Business, Accounting and Financial Studies (Business Management); Chemistry; Chinese History; Economics; Geography; Mathematics Extended Module (1); Mathematics Extended Module (2); Physics; Visual Arts and French.

The JUPAS results were good, with 60.2% of students (also a record high figure) receiving a place within degree programmes in a range of local universities. The offers made to 15 top students are shown below:

Name of Student	HKDSE Result	JUPAS Offer
KHAN Umaash Ahmed	Two Level 5**, three Level 5*, one Level 5 and one Level 4	International Research Enrichment (HKUST)
CHAN Tsz Ying	Three Level 5**, one Level 5, two Level 4 and one Level 3	Occupational Therapy (PolyU)
MCLEOD Wendy Finella Cabututan	Two Level 5**, one Level 5*, two Level 5, one Level 4 and one Level 3	Science (HKU)
WONG Hayley	One Level 5**, three Level 5*, two Level 5 and one Level 4	Occupational Therapy (PolyU)
KWAN Chin Yeung Lester	Five Level 5*, one Level 5 and one Level 3	Science (HKU)
TARANJIT-SINGH	4 Level 5*, two Level 5 and one Level 4	Science (HKU)
JAIN Aditya	Three Level 5*, three Level 5 and one Level 4	Business and Management (HKUST)
BERAGO April Mae Mendoza	Two Level 5* and four Level 5	Science (HKUST)
LEE Kin Long Victor	Two Level 5*, three Level 5, two Level 4 and one Level 3	Advanced Science (Macquarie University, AUS)
AHMAD Usama	One Level 5*, four Level 5 and one Level 4	Engineering (HKUST)
WONG Yuk Lam	One Level 5*, four Level 5 and three Level 4	Engineering (HKU)
DARYANANI Hanish Kamlesh	One Level 5**, one Level 5* and four Level 4	Physiotherapy (University of East Anglia, UK)
LEE Chun Sing	Two Level 5*, one Level 5 and four Level 4	Business Administration (HKUST)
ZHONG Sophia Shek Wa	Seven Level 5	Science (HKU)
KUMAR Anish	Five Level 5 and one Level 4	Business Administration (HKUST)

60% of our S6 graduates are now studying in degree programmes (38% in local publicly-funded universities, 12% in local self-financing universities and 10% in overseas universities such as the United Kingdom, Australia, etc.) Another 38% of our graduates are pursuing their studies in sub-degree or other programmes such as pre-associate courses in local/overseas tertiary institutes.

We were able to achieve such an impressive result this year because the cohort of students concerned was quite self-motivated and determined to get good results (particularly the high-achievers). Also, the students were willing to listen to teachers' advice in preparing for their DSE exams. Chinese Language has all along been a cause of concern at our College. In the 2015 DSE, we had 13 students obtaining a level 1 grade; but in 2016, there was a significant drop of the figure to 1. An immediate effect is an increase in the percentage of students eligible for enrolment to sub-degree programmes, from 86% in 2015 to 99.1% in 2016. The figure was not only remarkably higher than the HK average of 71.2%, but also the highest for the past four years.

Regarding level 3 grade for Chinese Language, although our result this year was higher than the HK average (58.7% vs 55.2%), further and much more catch-up work needs to be done as any further improvement would lead directly to even more students meeting the UER for degree programmes. While the Chinese Department would strive for continual improvement in its teaching and learning strategies, the school would provide additional support by allocating even more resources such that the size of S6 Chinese Language split groups could be further reduced (hopefully making teaching and learning even more effective than before).

However, albeit the above-mentioned measures, we are not really optimistic about the 2017 DSE results, as students of this cohort have very poor academic foundation. They had either a poor or mediocre passing rate in the 2012 Hong Kong Attainment Test (9.7% for Chinese, 70.4% for English and 26.6% for Mathematics). Actually, this is the weakest cohort compared to those of recent years. Although they made some improvements in their studies as they progressed from S1 to S3, they still have a lot of room for improvement, particularly in their Chinese proficiency. This was evidenced by their results in the 2013 S3 Territory-wide System Assessment, in which their rates of achieving basic competency for Chinese, English and Mathematics were not very satisfactory (being 87%, 99% and 98% respectively), although we need to bear in mind that this assessment only deals with students' basic competency and does not adequately reflect the performance of the high and medium-level achievers.

Our internal assessments reveal that the cohort in question does not have as many bright students as the previous ones. A majority of the students are having only average performance. In view of the weak ability of this cohort, extra effort has been made through the years to address their learning needs, such as slowing down of the teaching pace to ensure they understand the concepts taught; adjusting the level of difficulty of their assessments so that they would not lose their confidence in learning and give up; arranging for them workshops on time management, stress management and goal setting, etc. to prepare them mentally for the DSE Exams. Furthermore, additional resources have been allocated to run extra tutorial lessons for them. Although the students have shown some improvements, we are very not confident that they would secure good results in the coming DSE Exams. This notwithstanding, a last-straw remedial effort would be made by all S6 teachers concerned in the hope that the students would perform to the best of their ability in their forthcoming public exams.

2.2. Hong Kong Attainment Test

The 2015 Hong Kong Attainment Test (HKAT) was administered to all pre-S1 students in July 2015, the results of which are shown via graphs in [Graph 2](#).

As 2015 was a year of odd number, implementation of the HKAT was not compulsory and thus no Hong Kong norm was released. However, if we took the average of the Hong Kong norms in previous years as a reference, it was found that there was an increase in the passing percentages (reaching or above the 60th percentile mark) for both Chinese (from 52.9% to 58%) and Mathematics (from 25% to 31.4%), but a significant drop in the passing rate for English (from 75% to 66.5 %). A comparison of the passing rates across the years, from 2011 to 2015 is shown below:

S1 Cohort	HKAT	Chinese (passing %)	English (passing %)	Mathematics (passing %)
2015/16	July 2015	58.0	66.5	31.4
2014/15	July 2014	52.9	75.0	25.0
2013/14	July 2013	55.9	78.4	38.6
2012/13	July 2012	38.7	75.0	29.6
2011/12	July 2011	19.7	70.4	26.6

The teaching departments, particularly the English Department, have put in a lot of efforts to enhance the academic performance of the 2015/16 cohort of S1 students. They included adjustments made to the teaching pace, teaching sequence and teaching materials; strengthening of the curriculum for the remedial classes and encouraging those less able students to seek help by attending various tutorial rooms, etc. Yet, the passing rate of English for these students in the school's internal assessments was considered not very satisfactory (being only 89.6%). The students' weak foundation in English also led to a less-than-satisfactory performance in Integrated Humanities (passing rate being only 90.9%), a subject that requires strong English skills. Hence, still more efforts need to be made by the English Department to uplift the performance of this cohort.

The 2016 HKAT was held in July 2016. Since the results have not yet been released, comparisons with the Hong Kong norms could not be made. Yet the raw marks achieved by our S1 students reveal that this cohort of intake is slightly more able in English and Mathematics than the cohort in 2015/16. However, they are less able in Chinese. Graphs showing a comparison of the raw marks achieved in the HKATs between 2015 and 2016 are shown in [Graph 3](#).

The Chinese Department has already analysed the performance of the S1 students and identified the specific areas they are weak in. Teachers have made appropriate adjustments to their teaching strategies to help students enhance their performance. Students who performed poorly in the HKAT are asked to join after-school remedial class. Having taught the students for more than a month, the Chinese Teachers have found that the students can answer questions well in class but are weak in reading and writing. An evaluation meeting would be held after the First Term Uniform Test to discuss the students' performance, and necessary remedial action would be taken to help the students as much as we could.

2.3. The Territory-wide System Assessment

The Territory-wide System Assessment (TSA) was administered to our S3 students (i.e. the S1-intake in 2012/13) towards the end of the 2014/15 school year. Compared to the territory's average, we had a much higher percentage of students achieving the basic competency in English and Mathematics. However, the corresponding figure for Chinese was slightly lower than the territory's average.

For comparison purposes, the College's TSA results from 2010/11 to 2014/15 are listed below:

Subject	2010/11	2011/12	2012/13	2013/14	2014/15
Chinese Language	77 (77)	85 (77)	78 (77)	87 (77)	74 (77)
English Language	93 (69)	95 (69)	98 (69)	99 (69)	94 (69)
Mathematics	96 (80)	93 (80)	96 (80)	98 (80)	99 (80)

Remarks: Figure in bracket shows the territory-wide percentage.

It can be seen that all through 5-year period ending 2014/15, we had a higher percentage of students achieving basic competency in English and Mathematics (especially English) than the Hong Kong norms. However, for Chinese we had a below-average situation in 2014/15, and students concerned were our S1-intake in 2012/13. The HKAT results of this cohort of students show that they possessed very weak foundation in Chinese (with only 38.7% above the 60th percentile). Tremendous efforts have been made by the Chinese Teachers to improve these students' performance since 2012/13. Although the students did not fare well enough in the 2014/15 TSA, they were able to secure rather satisfactory results in the school's internal assessments in 2015/16 (i.e. when they progressed to S4).

2.4 Internal Assessments

The College continued to use both continuous and terminal assessments for evaluating students' learning outcomes. The criteria adopted in 2015/16 for determining whether a student could be promoted to the next Form are tabulated in [Table 4](#).

The passing rates for individual subjects in 2015/16 are set out in [Table 5](#). Students being unable to meet the minimum criteria for straight promotion were asked to repeat the same Form. However, those who failed marginally in their final exams were allowed to attend the supplementary examinations held in mid-July. Those who managed to pass their supplementary examinations were allowed to promote to the next Form, yet on a probation basis. [Table 6](#) shows all relevant statistics in this regard.

For comparison purposes, the number and percentage of students who did not meet the criteria for straight promotion during the period from 2010/11 to 2015/16 are shown in [Table 7](#). It shows similar percentages of students (12% - 14%) failing to pass the thresholds concerned in the past six years.

3. Scholarships and Awards

With the strong encouragement and support of our teachers, more and more students were willing to take the challenge of involving themselves in contests/competitions outside the school.

Gradually a culture has been developed whereby students are prepared to invest efforts to showcase their talents. Increased exposures have not only broadened the horizons but also boosted the confidence of our students, especially those who were otherwise quiet and inactive in class.

Students continued to participate in a wide range of open competitions and scooped a record high of 919 awards, the details of which are shown in [Appendix 3](#). The list below summarizes the awards earned in the more notable events:

Type	Item	Award
International Awards	Mathematics	
	Singapore & Asian Schools Mathematics Olympiad 2015 Final	3 Silver Medals, 3 Bronze Medals
	Singapore & Asian Schools Mathematics Olympiad 2016 Trial	1 Gold Medal, 2 Silver Medals, 4 Bronze Medals
	Asia International Math Olympiad (AIMO) Semi-Final	1 Second Class Honour Award, 4 Third Class Honour Awards
	Asia International Math Olympiad (AIMO) Final	2 Third Class Honour Awards
	Asia International Mathematical Olympiad Open Contest 2015	1 Silver Medal
	International competitions & Assessments for Schools – Mathematics 2016	1 Certificate of High Distinction, 7 Certificates of Distinction, 16 Certificates of Credit, 9 Certificates of Merit
	Science & ICT	
	International Junior Science Olympiad 2016	2 Third Class Honour Awards
	International Competitions and Assessments for Schools – Science 2016	4 Certificates of Distinction, 7 Certificates of Credit, 3 Certificates of Merit
World GreenMech Contest 2015	Robot King – Gold Medal	
Local Awards	Outstanding Student Award & Scholarship	
	Sir Edward Youde Memorial Prize 2015/16	1 Winner
	Yau Tsim Mong District Outstanding Students Contest	1 Outstanding Award
	Yau Tsim Mong District Student Award Scheme	1 Bronze Award, 1 Certificate of Merit
	English Language	
	67 th Hong Kong Schools English Speech Festival	18 Champions, 10 First Runners-up, 31 Second Runners-up, 99 Certificates of Merit, 33 Certificates of Proficiency, 2 Certificates of Honours
	NESTA Debating Competition	Grand Champion, Best Speaker
	Hong Kong Secondary Schools Debate Competition	2 First Runners-up
CityU's Discovery and Innovation Debate Challenge	Champion, Best Speaker	

Type	Item	Award
	St. Mark's English Debate Day	Best Team Award, Best Speaker
	The Tenth Speaking Contest	Outstanding Performance Award
	Hong Kong Schools Drama Festival	Best Director, Best Script Writer
	Hong Kong Primary and Secondary English Writing Competition 2015-2016	1 Bronze Award, 1 Most Creative Writer Award
	Canadian English Writing Invitational Contest (2015-2016)	1 Gold Award (Overall Champion - Senior Division), 5 Gold Awards, 10 Silver Awards, 13 Bronze Awards
French		
	6th Dragages HK French Speech Festival 2015	4 First Runners-up, 12 Certificates of Proficiency
	French Speech Competition 2015	1 Champion, 1 Second Runner-up
Chinese Language		
	第 67 屆香港學校朗誦節	2 位同學獲冠軍、 2 位同學獲季軍、 15 位同學獲優良獎
	第十屆「善言巧論：全港學生口語溝通大賽」	3 位同學獲小組優異獎
	第十八屆全港中小學普通話演講比賽 2016	1 位同學獲良好獎
	第二屆中華傳統文化精粹演講盃	1 位同學獲優異獎
	第 5 屆非華語學生（中學）普通話集誦朗誦比賽	3 位同學獲季軍
	2015-2016 全國青少年語言知識大賽	2 位同學獲一等獎、4 位同學獲二等獎、6 位同學獲三等獎
	「風度文采」讀書隨筆寫作比賽	2 位同學獲優秀獎
	「第八屆『經典翹楚榜』之『經典與我』徵文比賽」	1 位同學獲優異獎
	實踐健康生活，提倡無毒人生徵文比賽	1 位同學獲冠軍、 1 位同學獲亞軍、 1 位同學獲季軍、 5 位同學獲優異獎
	「漢字新潮——2015 正字大行動·饒宗頤文化館盃」	3 位同學獲最佳表現獎
	智愛平台	2 位同學獲銀獎
Mathematics		
	Australian Mathematics Competition 2015	6 Certificates of Distinction, 16 Certificates of Credit
	Australian Global Mathematics Competition 2015	2 Certificates of Distinction, 6 Certificates of Credit, 1 Certificate of Proficiency
	Inter-school Super 24 Invitational Competition	2 Third Class Honour Awards

Type	Item	Award
	2016 OLYMPRIX Chern Invitational (Hong Kong) Contest	1 Gold Award, 2 Silver Awards, 11 Certificates of Credit, 15 Certificates of Merit
	Hua Xia Cup Mathematical Olympiad Competition (Hong Kong Region)	6 Second Class Honour Awards, 9 Third Class Honour Awards
	Hua Xia Cup Mathematical Olympiad Competition (South China Region)	1 First Class Honour Award, 1 Second Class Honour Award, 2 Third Class Honour Awards
	Hua Xia Cup Mathematical Olympiad Competition Final	1 Second Class Honour Award, 2 Third Class Honour Awards
	Hong Kong Math Olympiad (OPEN) & Asia International Math Olympiad (AIMO) Trial	1 Gold Award, 9 Silver Awards, 21 Bronze Awards
	Pui Ching Invitational Mathematics Competition	1 Certificate of Merit
	The Hong Kong Mathematics Creative Problem Solving Competition for Secondary School	Silver Award
	The Hong Kong Youth Mathematical High Achievers Selection Contest	1 Second Class Honour Certificate, 3 Third Class Honour Certificates
Science & ICT		
	Secondary School Mathematics & Science Competition – Physics	1 Medal, 1 Certificate of High Distinction, 3 Certificates of Distinction, 5 Certificates of Credit, 3 Certificates of Proficiency
	Secondary School Mathematics & Science Competition – Chemistry	2 Certificates of High Distinction, 1 Certificate of Distinction, 4 Certificates of Credit, 2 Certificates of Proficiency
	Secondary School Mathematics & Science Competition – Biology	1 Certificate of Distinction, 5 Certificates of Credit, 3 Certificates of Proficiency
	Australian National Chemistry Quiz 2015	1 Certificate of High Distinction Excellence, 7 Certificates of High Distinction, 9 Certificates of Distinction, 12 Certificates of Credit
	The “Chemists Online” Self-study Award Scheme 2015	2 Platinum Awards
	Solar Cooker Hackathon	The Most Portable Design Award
	Hong Kong Technology & Renewable Energy Events 2015 – Super Capacitor Car Competition	Second Class Honour Award
	Hong Kong Biology Olympiad for Secondary Schools 2015/2016	1 First Class Honour Award, 2 Second Class Honour Awards, 4 Third Class Honour Awards, 12 Certificates of Merit
	UNESCO Eco Challenge 2016	First Runner up

Type	Item	Award
	Geocaching Competition	Champion
	Hong Kong GreenMech Contest 2015-16	Second Runner up, Creativity Award
	Big Science Competition 2015	7 Certificates of Distinction, 7 Certificates of Credit
	Big Science Competition 2016	8 Certificates of Distinction, 14 Certificates of Credit
	Science Assessment Test 2015	4 Gold Awards, 6 Silver Awards, 2 Bronze Awards
Social Science		
	RTHK Liberal Studies Comics Commentary Competition	2 Monthly Merit Awards, 21 Silver Awards
	Hok Yau Club News Commentary Competition Junior & Senior English Section 2015	2 Third Runners-up
	South District Sustainable Development Project Design Competition	First Runner-up, Merit Award
	Creative Cube Business Programme	Second Runner-up Best Design With The Most Local Characteristics
	The 14th CILTHK Essay Competition "What can we do to improve the road safety?"	Merit Award
Music		
	68th Hong Kong Schools Music Festival	1 Second Runner-up, 12 Certificates of Merit, 1 Certificate of Proficiency
	The 6th Hong Kong Virtuosos Music Competition	1 Champion, 2 Silver Awards
	2016 Hong Kong International Exchange of Artist and Culture Association	1 Champion
	HKYPAF 香港國際青少年表演藝術節 2015	1 Champion, 1 Silver Award
	2015 Hong Kong Youth Music Open Competition	1 First Runner-up, 1 Second Runner-up
	Hong Kong Joint School Music Association	1 Silver Award
Visual Arts		
	Star River National Children's Fine Arts, Calligraphy & Photography Contest	11 First Class Honour Awards, 21 Second Class Honour Awards, 9 Third Class Honors
	Voice Out for the Earth Drawing Competition	1 Champion
	Exhibition of Secondary School Students' Creative Visual Arts Work	1 Merit Prize
Health & Physical Education		
	Inter-school Athletics Competition	3 Champions, 1 Second Runner-up
	Inter-school Badminton Competition (Group)	First Runner-up

Type	Item	Award
	Inter-school Swimming Competition	1 Champion, 3 First Runners-up
	Inter-school Table Tennis Competition (Group)	First Runner-up
	Inter-school Volleyball Competition (Group)	Second Runner-up
	All Hong Kong Inter-Secondary Schools Gymnastics Competition	1 First Runner-up

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

The academically weak students continued to benefit from the EIS Scheme in 2015/16. Under the scheme, remedial support is rendered to repeaters throughout the year. Remedial actions for these students were taken with the concerted efforts of deputy principals, teachers, the school social worker and the school counsellor.

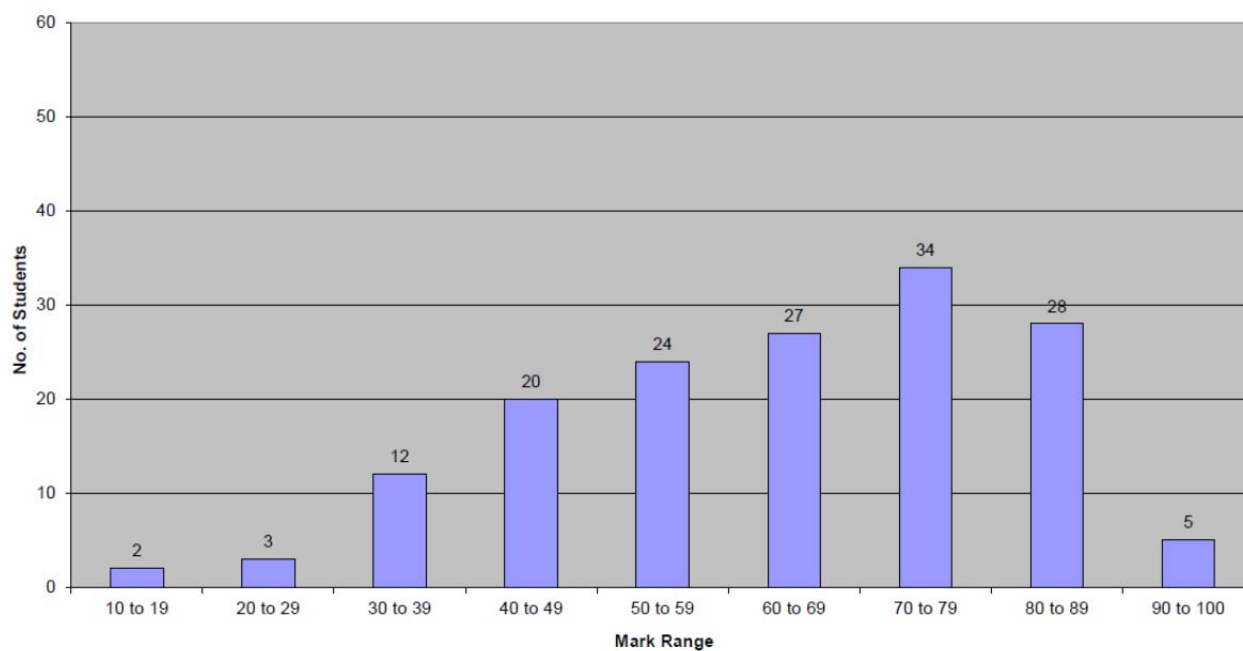
A total of 24 repeaters from S1 to S5 were enrolled into the scheme in September last year. They were initially interviewed by their mentors who could be the teachers, the school social worker or the school counsellor. The mentors gave guidance to the students to map out their own "individual education plans" by establishing individual baselines, plans for progress and criteria for measuring success. Parents concerned were informed of the programme in September/October and their support and co-operation was enlisted. The mentors closely monitored the students to chart their progress and gave them encouragement as needed. In addition, arrangements were made for these students to attend regular after-school tutorial and remedial classes throughout the year.

22 of the 24 students (i.e. 91.7%) met the promotion criteria by the end of the year. One of the two students who failed to secure promotion for the second time has left the College to study in other schools.

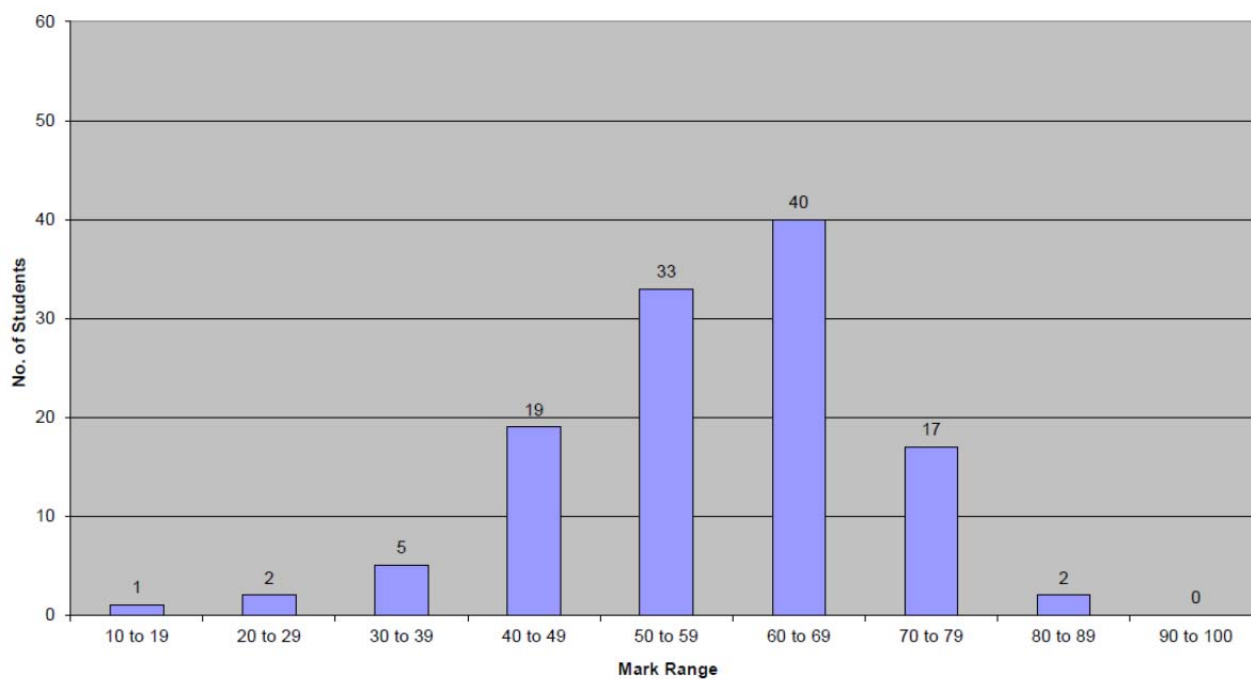
2016 DSE Results compared with Day-School Candidates

Subject/Module	4 or above		3 or above		2 or above	
	DLKP	HK	DLKP	HK	DLKP	HK
English Language	58.3	28.6	96.3	55.1	100.0	80.3
Chinese Language	33.3	28.0	58.7	55.2	98.7	85.2
Mathematics (Compulsory Part)	53.7	38.6	86.1	58.5	100.0	81.3
Liberal Studies	49.1	36.3	84.3	67.7	100.0	89.4
Biology	72.4	44.5	96.6	71.4	100.0	89.8
Business, Accounting & Financial Studies(Accounting)	73.3	43.4	100.0	72.2	100.0	91.1
Business, Accounting & Financial Studies(Business Management)	33.3	28.4	83.3	59.6	100.0	86.9
Chemistry	68.6	52.4	100.0	77.0	100.0	88.3
Chinese History	66.7	36.8	100.0	67.2	100.0	90.8
Economics	66.0	45.2	83.0	68.2	100.0	85.5
Geography	58.8	37.1	88.2	62.7	100.0	85.9
Information & Communication Technology	23.1	26.3	69.2	51.5	92.3	80.5
Mathematics Extended Part - Module 1	85.7	61.9	100.0	81.7	100.0	93.1
Mathematics Extended Part - Module 2	62.5	54.5	87.5	73.2	87.5	87.7
Music	0.0	54.7	0.0	80.3	100.0	95.1
Physics	79.2	50.7	95.8	73.8	100.0	90.8
Visual Arts	85.7	23.9	100.0	53.9	100.0	85.7
French	C or above		D or above		E or above	
	81.8	49.2	90.9	65.1	100.0	84.1

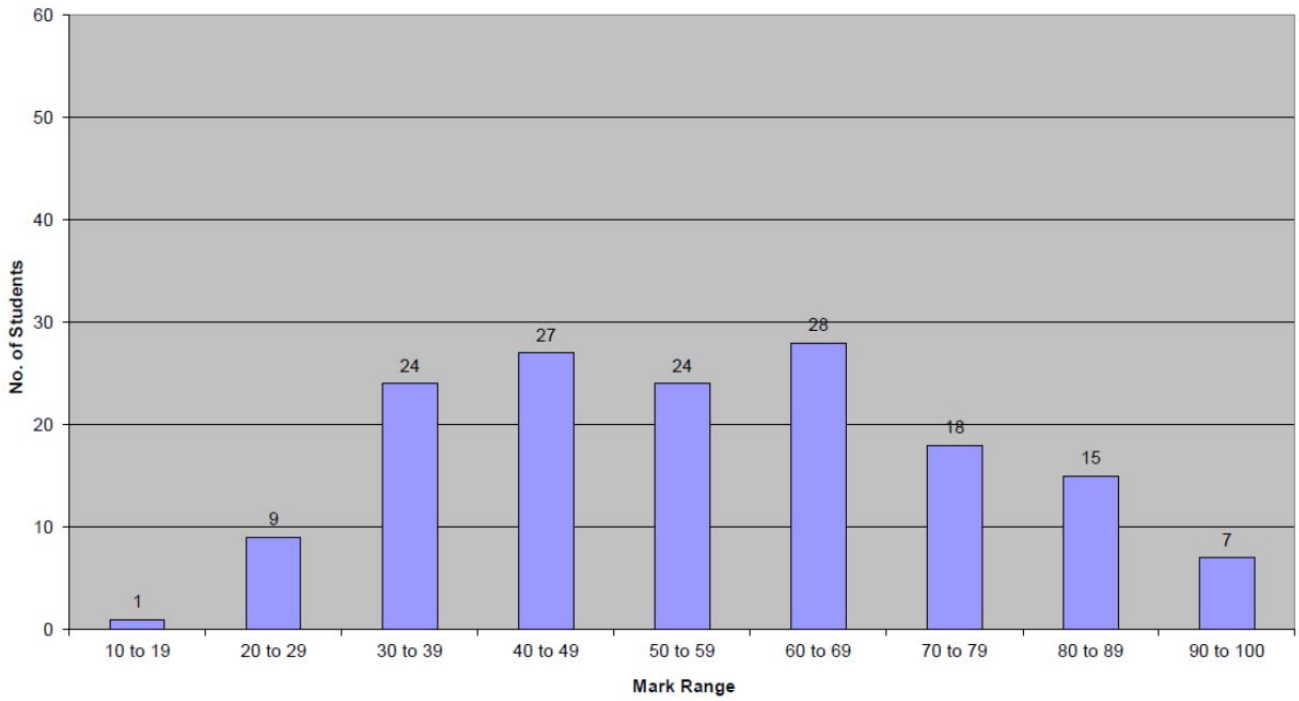
English HKAT Marks 2015



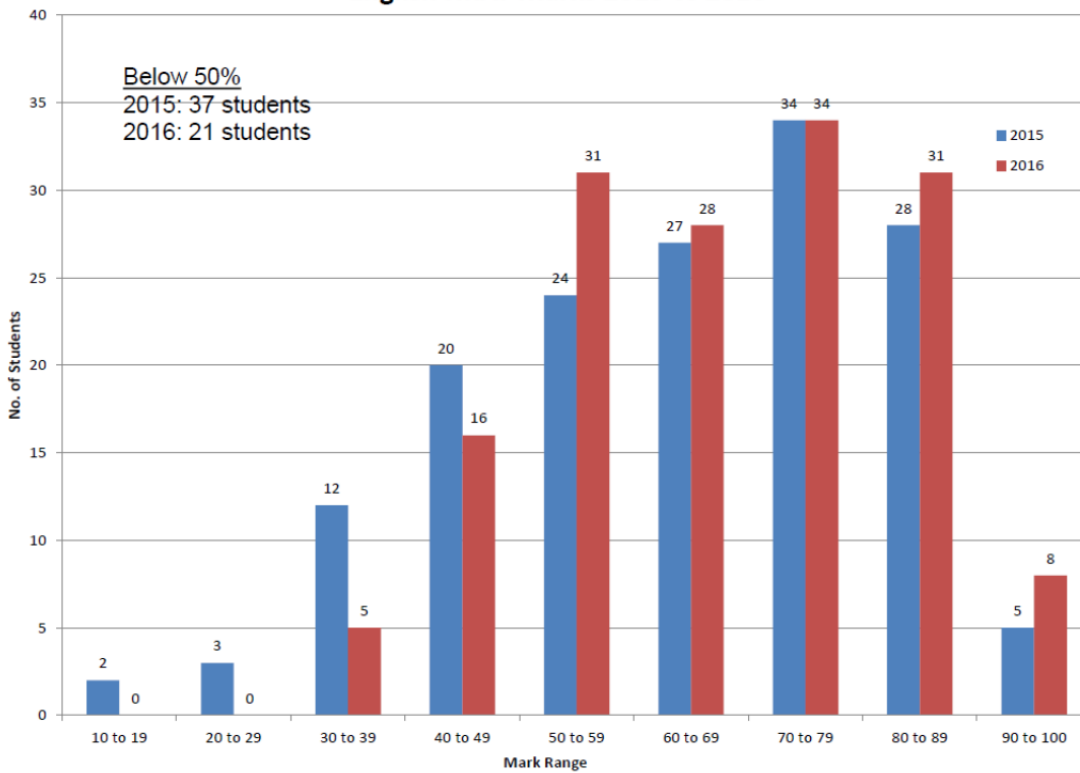
Chinese HKAT Marks 2015



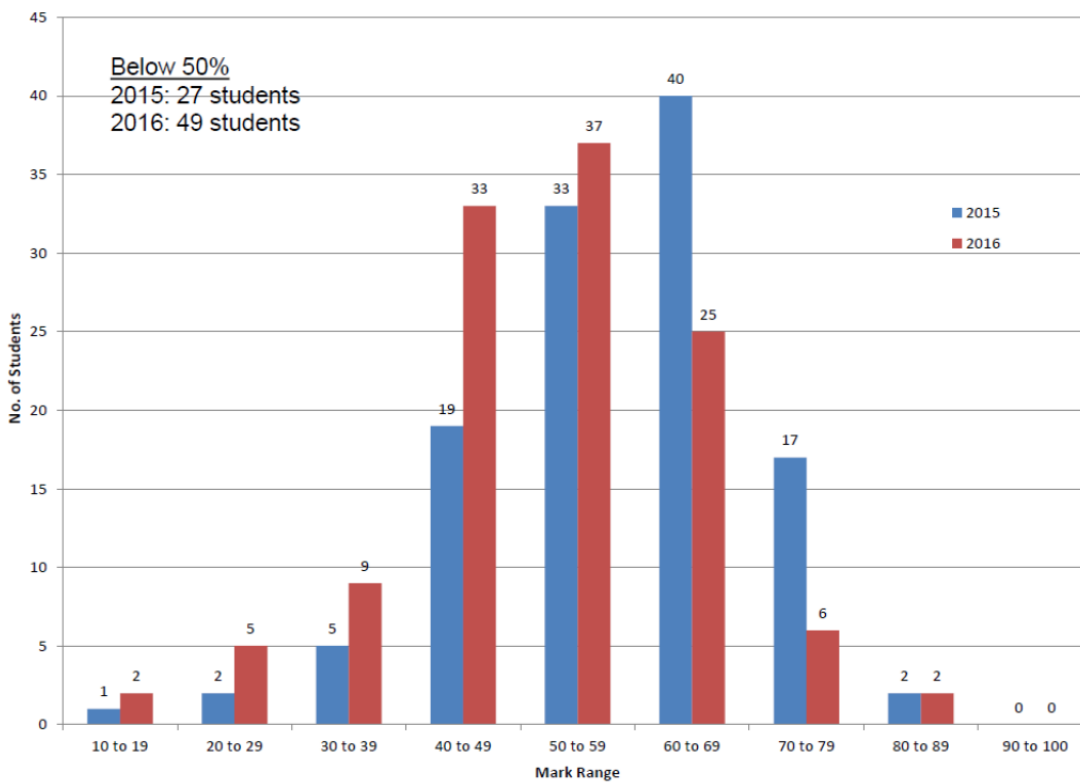
Mathematics HKAT Marks 2015



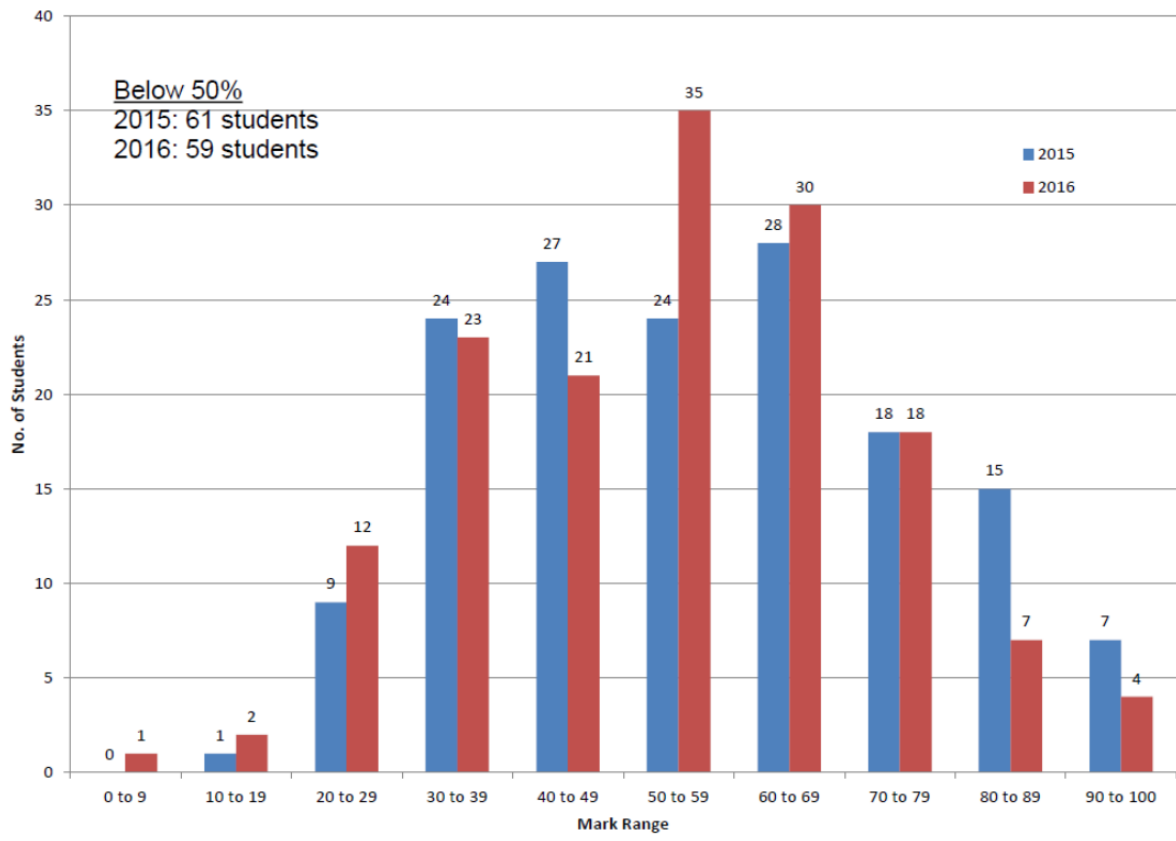
English HKAT Marks 2015 vs 2016



Chinese HKAT Marks 2015 vs 2016



Mathematics HKAT Marks 2015 vs 2016



Promotion Criteria 2015/16

Level	Promotion Criteria
S1 – S2	<p>(a) Group 1: A pass in English and Mathematics + a pass in Chinese Language / Chinese as a Second Language;</p> <p>(b) A pass in at least 2 subjects in each of Group 2's subjects, as follows: Group 2: Integrated Humanities, Integrated Science, Chinese History and Culture/ French;</p> <p>(c) A pass in at least 3 subjects in each of Group 3's subjects, as follows: Group 3: Home Economics, Music, Physical Education, Visual Arts, Information and Communication Technology; and</p> <p>(d) Punctual submission of 90% of all homework assigned.</p>
S3	<p>(a) Group 1: A pass in English and Mathematics + a pass in Chinese Language / Chinese as a Second Language;</p> <p>(b) A pass in at least 2 subjects in each of Group 2's and Group 3's subjects, as follows: Group 2: Integrated Humanities, Science, Chinese History and Culture/ French; Group 3: Music, Physical Education, Visual Arts, Information and Communication Technology; and</p> <p>(c) Punctual submission of 90% of all homework assigned.</p>
S4 – S5	<p><u>For students who studied Chinese Language from S1 to S3:</u></p> <p>(a) A pass in the 4 core subjects of English Language, Chinese Language, Mathematics and Liberal Studies;</p> <p>(b) A pass in 1 elective subject; and</p> <p>(c) Punctual submission of 90% of all homework assigned.</p> <p><u>For students who studied Chinese as a Second Language from S1 to S3:</u></p> <p><i>Those who have <u>passed</u> the GCSE (Chinese) Exam –</i></p> <p>(a) A pass in the 3 core subjects of English Language, Mathematics and Liberal Studies;</p> <p>(b) A pass in 1 elective subject; and</p> <p>(c) Punctual submission of 90% of all homework assigned.</p> <p><i>Those who have <u>failed</u> the GCSE (Chinese) Exam –</i></p> <p>(a) A pass in the 3 core subjects of English Language, Mathematics and Liberal Studies;</p> <p>(b) A pass in French;</p> <p>(c) A pass in 1 elective subject; and</p> <p>(d) Punctual submission of 90% of all homework assigned.</p>

Passing Rates for Subjects in 2015/16

Percentage of students with scores > 50 (passing score for S1 - S3)

S1	Group 1				Group 2				Group 3				
	Chi	CSL	Eng	Math	CHC	Fr	IH	IS	HE	Music	PE	VA	ICT
Term 1	96.69	100	92.45	92.45	90.91	94.74	94.34	98.11	100	97.48	98.11	100	100
Term 2	95.04	100	86.79	94.34	94.21	94.74	87.42	94.34	99.37	99.37	98.11	97.48	94.34

Percentage of students with scores > 50 (passing score for S1 - S3)

S2	Group 1				Group 2				Group 3				
	Chi	CSL	Eng	Math	CHC	Fr	IH	IS	HE	Music	PE	VA	ICT
Term 1	98.29	97.14	92.11	89.47	89.74	97.14	98.03	94.08	98.68	92.11	100	97.37	100
Term 2	99.15	100	91.45	92.76	95.73	97.14	93.42	96.05	97.37	100	100	96.71	91.45

Percentage of students with scores > 50 (passing score for S1 - S3)

S3	Group 1				Group 2						Group 3			
	Chi	CSL	Eng	Math	CHC	Fr	IH	Bio	Chem	Phy	Music	PE	VA	ICT
Term 1	96.3	92.86	92.65	91.91	94.44	100	95.59	77.94	83.09	78.68	94.12	97.79	99.26	100
Term 2	98.15	100	88.24	92.65	94.44	100	91.91	84.56	82.35	88.97	100	97.06	98.53	96.32

Percentage of students with scores > 40 (passing score for S4 – S6)

S4	Core Subject					Elective						
	Chi	CSL	Eng	Math	LS	Phy	Chem	Bio	Econ	BAFS (Acc)	BAFS (BM)	Geog
Term 1	99.01	100	100	96.92	92.31	100	96.49	94.12	90	91.49	100	100
Term 2	99.01	100	100	83.85	93.85	100	89.47	96.08	70	78.72	92.31	94.12

S4 (Cont'd)	Elective				Others			
	CH	VA	ICT	Music	Fr	M1	M2	PE
Term 1	100	100	88	100	100	88.24	81.82	100
Term 2	100	83.33	92	100	100	82.35	81.82	100

Passing Rates for Subjects in 2015/16

Percentage of students with scores > 40 (passing score for S4 – S6)

S5	Core Subject					Elective						
	Chi	CSL	Eng	Math	LS	Phy	Chem	Bio	Econ	BAFS (Acc)	BAFS (BM)	Geog
Term 1	100	100	100	93.64	100	100	87.23	97.44	95.45	86.67	90.48	75
Term 2	100	100	99.09	91.82	95.45	100	91.49	94.87	77.27	86.67	95.24	58.33

S5 (Cont'd)	Elective				Others			
	CH	VA	ICT	Music	Fr	M1	M2	PE
Term 1	100	87.5	84.62	100	100	100	100	100
Term 2	100	100	92.31	100	100	69.23	85.71	100

Percentage of students with scores > 40 (passing score for S4 – S6)

S6	Core Subject				Elective						
	Eng	Chin	Math	LS	Phy	Chem	Bio	CH	Econ	BAFS (Acc)	BAFS (BM)
Whole Year	99.07	98.67	93.52	93.52	100	94.29	90	88.89	91.49	100	88.89

S6 (Cont'd)	Elective				Others			
	ICT	VA	Geog	Music	Fr	M1	M2	PE
Whole Year	100	100	100	100	100	100	100	100

Table 6

**Students not meeting the Minimum Requirements
for Straight Promotion to the Next Form 2015/16**

	No. of students not meeting the min. requirement for straight promotion	No. of students with "promotion on probation" status	No. of students required to repeat the same form	No. of repeaters withdrawn from the College after term break	Actual no. of students to repeat in 15/16
S1	17 (11%)	8	9 (6%)	4	5
S2	17 (11%)	12	4 (3%)	2	2
S3	16 (12%)	1	10 (7%)	6	4
S4	20 (15%)	5	12 (9%)	4	8
S5	13 (12%)	3	10 (9%)	5	5
Total	83 (12%)	29	45 (7%)	21	24

Table 7**Students not meeting the Criteria for Promotion to the Next Form**

Level	2010/11		2011/12		2012/13		2013/14		2014/15		2015/16	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
S.1	26	16	40	25	23	15	30	18	24	16	17	11
S.2	26	17	17	11	35	22	31	19	32	21	17	11
S.3	14	10	11	8	20	14	18	12	19	14	16	12
S.4	19	15	8	7	7	5	11	8	15	13	20	15
S.5	5	5	12	11	15	13	15	12	13	11	13	12
S.6	6	10	NA		NA		NA		NA		NA	
Total	96	13	88	13	100	14	105	13	103	13	83	12

Section C: ADMINISTRATIVE AFFAIRS

1. Staff Departures and Arrivals

The number of departing staff was similar to that of the previous year. Staff resigned for a number of reasons, including and mostly related to personal and health grounds. Information concerning staff departures in 2015/16 and staff appointments in 2016/17 is set out below:

Staff Departures 2015/16 (Teaching Staff)

Last day of employment	Name	Post
31 Aug 2016	Law, Siu Wing	Principal
31 Aug 2016	Luk, Kwok Wai	Chinese Language Teacher

Staff Departures 2015/16 (Non-teaching Staff)

Last day of employment	Name	Post
4 Nov 2016	Chen, Ruyu	Janitor
22 Jan 2016	Ng, Tak Wah	Foreman
14 May 2016	Chan, Chun Wai	Life Planning Education Assistant
8 Jun 2016	Wong, Yuen Mei	Financial Officer
9 Jul 2016	Tse, Yu Ying	Clerical Officer
5 Aug 2016	Kwok, Chung Ho	Librarian
10 Aug 2016	Yue, Kwok Yiu	IT Officer
17 Aug 2016	Dong, Chenlu	Chinese Language Teaching Assistant
24 Aug 2016	Chang, Pui Kwan	Liberal Studies Teaching Assistant
31 Aug 2016	La, Quinson	Math & Science Teaching Assistant
31 Aug 2016	Yan, Wai King	Chinese Language Teaching Assistant

New Appointments 2016/17 (Teaching Staff)

First day of employment	Name	Post
1 Sep 2016	Tung, Hing Kwan	Chinese Language Teacher
1 Sep 2016	Ho, Chi On	Mathematics and Science Teacher
1 Sep 2016	Kwok, Hui King	Mathematics and Science Teacher

New Appointments 2016/17 (Non-teaching Staff)

First day of employment	Name	Post
16 Nov 2015	Lam, Ying Kwan	Janitor
28 Dec 2015	Chow, Chi Keung	Janitor
22 Feb 2016	Cheung, Yan Yu	Clerk
28 Apr 2016	Kwok, Ka Man	Financial Officer
1 Aug 2016	Lee, Wan Yu	IT Officer
2 Aug 2016	Tsang, Man Shan	Clerk
15 Aug 2016	Lee, Wing Pui	Life Planning Education Assistant
15 Aug 2016	Pak, Lai Yee	Language Officer
23 Aug 2016	Wong, Kin Kwong Lawrence	Library Assistant
1 Sep 2016	Shum, Wing Yan	Chinese Language Teaching Assistant
1 Sep 2016	Tsui, Sin Yu	Chinese Language Teaching Assistant
1 Sep 2016	Chan, Yat Yeung	Mathematics Teaching Assistant
1 Sep 2016	Chan, Tsz Sin	Liberal Studies Teaching Assistant
1 Sep 2016	Wong, Ka Yan	Science Teaching Assistant

2. Admission of Students

S1 Admission

Every year the school aims to admit 160 students to S1 in three phases. The total number of applications received in this regard for 2016/17 is 1063, which is the highest figure for the past five years (849 for the 2015/16 cohort, 957 for the 2014/15 cohort, 898 for the 2013/14 cohort, 1021 for the 2012/13 cohort and 678 for the 2011/12 cohort).

We received 687 applications in Phase 1 (from mid-November to end of December, 2015) for filling the 120 S1 places we offered. The admission to application ratio is 1 to 5.73, which is higher than that of last year (1 to 4.91).

In Phase 2 (from end of March to early April, 2016), we received 211 applications for filling the 20 S1 places offered. The admission to application ratio is 1 to 10.55 which is substantially higher than that of last year (1 to 5.45).

In Phase 3 (July 5 and 6, 2016), we attracted 165 applicants vying for 20 places. The admission to application ratio is 1 to 8.25, which is slightly higher than last year's figure of 1:7.55.

One of the possible reasons attributable to the increase in applications is the change in our admission procedures whereby all students were offered a first-round interview. In the past, only those shortlisted students (i.e. students getting relatively high scores in our screening

exercise) would be invited for interview.

The average banding of the students recruited from Phase 1, according to the information released by the EDB, is 1.99 when compared to all students in Hong Kong. This figure is the lowest for the past five years (1.8 for the 2015/16 cohort, 1.77 for the 2014/15 cohort, 1.81 for the 2013/14 cohort, 1.81 for the 2012/13 and 1.88 for the 2011/12 cohort). A band one school is recognized as having an intake of at least 1.5.

Although there is a drop in the average banding of recruits from Phase 1, the students' performance in the Pre-S1 Hong Kong Attainment Test (HKAT) was found to be better than that of the previous cohort. This is unsurprising, as the EDB only releases information on the banding of students who were admitted to DSS schools before April, i.e. our Phase 1 admission. No such information for our Phases 2 and 3 admissions is available. Therefore, the drop in banding (from 1.8 to 1.99) is essentially indicative of the drop in the abilities of students admitted via Phase 1. The better results in Pre-S1 HKAT indicate that we have most probably admitted students with stronger abilities in Phases 2 and 3.

We only filled up 84 places (out of 160) in Phase 1 of the 2015/16 cohort as the strategy in 2015 was to admit students of stronger abilities in Phase 1. It consequently resulted in a higher banding for this cohort. But then as only 84 places were filled in Phase 1, we had to rely heavily on the admissions in Phases 2 and 3. As experience shows the number of applicants coming forward in Phase 3 is rather unpredictable, we were forced to admit more students in Phase 2 so as to ensure not too many places left to be filled in Phase 3. Under such circumstance, we could not be choosy and were compelled to accept students with weaker abilities. This accounted for the unsatisfactory performance noted for the 2015/16 Pre-S1 HKAT. In 2016, adjustment was made to our strategy in which effort was made to fill up as many places as possible in Phase 1 for the 2016/17 cohort. Eventually, a total of 112 students (28 students more than the previous year) were admitted in Phase 1. Although this has given rise to a lower banding, students with better academic background were admitted in Phases 2 and 3.

Admission to other Forms

We have received 43 applications for admission to other Forms in 2015/16. But almost all of them were unable to pass the admission tests concerned. At the end, only one student was admitted to S2.

3. Students' Withdrawal

Within the school year of 2015/16, a total of 69 students withdrew from the College. Among them, 56 went overseas to continue their education, 10 changed to study in other local schools and 1 to an international school. The United Kingdom and Australia were the two most popular destinations for those who went overseas, followed by Canada and the United States. Details are shown in the table below:

Withdrawal Reason		No. of Students
To continue studies in other local schools		10
To continue studies in international schools		1
Overseas study –	Australia	17
	Canada	7
	Germany	1
	New Zealand	1
	UK	25
	USA	4
	Taiwan	1
Other reasons		2
Total:		69

4. Number of Students in 2016/17

A total of 158 students and one S2 student were recruited in 2016/17. However, with 69 students withdrawing and 108 S6 students graduating thus leaving the College, the total number of students in 2016/17 is 787, which is lower than that of the previous year by 13. In an effort to maintain the student number at around 800, consideration is being given by the school to lower its threshold for admitting more students to other Forms. Details of the present situation are shown below:

Form	No. of Students
1	164
2	153
3	146
4	120
5	111
6	93
Total	787

Financial Summary for the 2014/2015 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)	61.7%	N.A.
School Fees	N.A.	34.5%
Donations, if any	N.A.	0.07%
Other Income, if any	0.01%	3.72%
Total	61.71%	38.29%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	76.65%	
Operational Expenses (including those for Learning and Teaching)	12%	
Fee Remission / Scholarship ¹	3.86%	
Repairs and Maintenance	2.46%	
Depreciation	3.68%	
Miscellaneous	1.35%	
Total	100%	
Surplus/Deficit for the School Year #	1.15 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	7.76 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 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).