

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

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

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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.

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	assignments on design labels related to green living and making artworks with recycled materials.	
<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.
<p>Concern (2): <i>Help our students to take initiative to learn and continue to uplift their academic performances</i></p>		

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

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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

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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

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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.
(3) To further promote reading and writing by departments	<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

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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

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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.
(4) To further develop teaching and learning through effective communication,	<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

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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.

Financial Summary for the 2014/2015 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
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 <i>(in terms of percentages of the annual overall expenditure)</i>		
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	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

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).