

HKMA David Li Kwok Po College Annual Report 2016-2017 (Academic Affairs)

MAJOR CONCERNS ADDRESSED IN 2016-17

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' positive character and prepare them to become global citizens</i>		
<p>(1) To instill in students a strong sense of responsibility –</p> <ul style="list-style-type: none"> • Departments to continue exploring strategies to promote students' sense of responsibility 	<ul style="list-style-type: none"> • The Central Homework Collection System continued to be implemented to help students develop a good habit of submitting homework punctually. • The English Department used different strategies to help students develop self-directed learning habits such as dictionary skills and note-taking skills. • The Chinese Department purchased some new reference books for Senior Form students. Students were encouraged to use these books for their self-learning in the school library. • The Mathematics Department created an e-platform for students to search for self-learning materials. Moreover, Mathearea was set up and worksheets were prepared for students to promote self-learning. • The Social Science Department strengthened the role of subject leaders. They were responsible for not only collecting homework, but also posting current newspaper articles on the notice board in their classroom regularly. 	<ul style="list-style-type: none"> • The target was mostly achieved. • 93% of students were able to achieve a 90% or above punctual homework submission rate. • Over 80% of students were able to complete the e-learning tasks assigned by various departments. • Various departments used different strategies to help students foster their self-directed learning habits. They were required to take more responsibility for their learning. The outcome was quite satisfactory. • The role of subject leaders will be further strengthened in 2017/18. They are expected to take up more duties like helping teachers to promote department activities. All departments will provide their subject leaders with a duty list in the beginning of the term and will evaluate their performance at the year end.

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<p>(2) To promote the concept of sustainability –</p> <ul style="list-style-type: none"> • Integrating education on sustainable development across the curriculum • Organizing talks, visits and programmes to provide opportunities for students to explore and understand current global environmental issues 	<ul style="list-style-type: none"> • Sustainable development was made the subject matter of group projects, class debates, and writing and speaking practices organised by the English and Chinese Departments. • Questions related to sustainable development were used in Mathematics lessons. • The Science & ICT Department arranged various talks, seminars and visits to promote sustainability. The talk on the use of photovoltaics to harvest energy from the sun, the seminar on conservation of wide life and the visits to Wetland Park and country parks to learn biodiversity and environmental conservation are examples of the good efforts made by different departments. • Social issues related to sustainable development were discussed in Integrated Humanities & Liberal Studies lessons. • Newspaper cutting, journal writing, drama, quiz competition and a Japan study tour related to the theme of sustainable development were organized by the Social Science Department. • The Visual Arts Department integrated the concept of sustainability into its curriculum, such as the water bottle flower design for S1 and the picture on stairs design for S3. Also the department invited a fashion designer, Rebecca Leung, to hold a workshop on sustainable 3D fashion. 	<ul style="list-style-type: none"> • The target was achieved as planned. • Concepts of sustainable development were incorporated in various key learning areas. Through these learning and teaching activities, students have understood more about sustainability and ways to go green. • Departments will continue to organize activities related to sustainability, and more emphases will be put on “current global environmental issues”. • Plan is in hand for the school to achieve a Green School Gold Award in 2017/18.

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<p>(3) To equip students with skills to meet challenges of the 21st century –</p> <ul style="list-style-type: none"> • Departments to provide opportunities for students to explore and understand current global issues 	<ul style="list-style-type: none"> • The English Department organized inter-class debates to equip students with knowledge on research skills, critical thinking skills and awareness of sustainable development. • Arrangements were made for Senior Form Mathematics and Science students to attend seminars held by tertiary institutions. For instance, S5 Chemistry students attended a seminar on DNA repair and making of drugs organized by CUHK. • The “Liberal Studies Society” was set up to promote discussions on global issues such as fair trade and global citizenship amongst students • Articles related to current global issues were given to students as reading materials during Integrated Science lessons and students held in-class discussions on these issues. • The school joined the Big History Project during the summer holidays. A group of pre-S4 students attended the lessons co-taught by the Science & ICT and Social Science Departments. 	<ul style="list-style-type: none"> • The target was achieved completely. • Departments have provided a lot of opportunities for students to explore and understand current global issues. • A continued effort will be made by the departments to organize activities related to current global issues in 2017/18.
<p>Concern (2): Nurture students to be active learners and maximize their potentials</p>		
<p>(1) To further help students to take/develop an initiative to learn –</p> <ul style="list-style-type: none"> • Fostering students’ positive attitude through 	<ul style="list-style-type: none"> • Goal setting and self-reflection were done by students in all subjects. • Departments used different strategies to help students develop habits of making pre-lesson preparation, taking notes during lessons and doing revision after lessons. For example, the Mathematics Department uploaded 	<ul style="list-style-type: none"> • The target was substantially achieved. • Regarding note-taking, the higher-end students were able to jot good notes and to develop this good learning habit. For those less able students, teachers are expected to show them good samples of notes in order to

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<p>encouragement of goal-setting and self-reflection</p> <ul style="list-style-type: none"> • Helping students develop habits of pre-lesson preparation, note-taking and revision • Wider implementation of “flipped lesson” by departments • Expanding the use of e-learning resources and mobile technology to enhance learning and teaching • Encouraging students to actively seek help from peers and teachers to solve their learning problems 	<p>self-learning materials onto the e-platform, all departments conducted flipped classrooms to facilitate students’ pre-lesson preparation, the VA Department asked the Senior Form VA students to research on the artworks of different styles before starting to create their own artworks, the English Department asked students to write portfolio in lessons in order to help them organize their work systematically and to use their own notes for revision.</p> <ul style="list-style-type: none"> • Departments utilized iClass and other e-learning platforms to facilitate students’ self-directed learning. For example, students learned reading skills (including skimming, scanning, inferencing, and referencing) and writing skills (including topic sentences, paragraphing, etc.) by using iPads in English lessons; Mlang and Kahoot were widely used to make the Chinese lessons more interactive and effective; and iClass and Online Question Bank were used by the Science & ICT and Social Science Departments to foster students’ self-directed learning. • Some useful e-learning platforms were subscribed continuously for students. They included “E-Builder” for English, “i-Learner” for both English and Chinese and “Online Question Bank” for DSE subjects. 	<p>let them understand the standard and essential skills of note-taking. They should also give students more guidance in order to help them nurture this learning habit.</p> <ul style="list-style-type: none"> • As evidenced in the reports from Heads of Department on lesson observation and feedback from teachers, mobile technology was used effectively in lessons to enhance teaching and learning. • As evidenced in the reports by Heads of Department on implementation of flipped classroom, flipped classroom was successfully implemented at least once per term across the Form last year. Some departments even made flipped classroom as a regular learning and teaching activity. • Teachers generally felt that students have taken more initiative to learn. There was a continued improvement in their rating for “My students take the initiative to learn” in the School Self Evaluation (SSE) Survey to 3.51 in 2016/17. • iClass was successfully implemented as a platform to facilitate students’ self-directed learning. The Mathematics and Science & ICT Departments created over 700 learning and teaching activities via iClass. The Chinese Department created 389 activities while the Social Science Department created 296

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		<p>activities. These results were very impressive. We will focus on using iClass to promote self-learning for high achievers in 2017/18. Extended learning materials will be uploaded to iClass by all departments.</p> <ul style="list-style-type: none"> • The feedback from students on the use of e-learning platforms was positive. Some students did more than were required. There were 12 students got the Outstanding Awards in E-Builder while 2 Gold Awards in i-Learner. • From the survey conducted by the G & C Team, it was found that 70% of students were willing to seek help from teachers and peers. However, only 61.3% of students agreed with this statement in the Stakeholders Survey (SHS). • Regarding students' independent learning capacity, there were four questions related to this area in the SHS. Nearly half of the students agreed that they "take the initiative to ask questions and participate actively in learning activities"; about 40% of them agreed that they "take the initiative to jot notes during lessons and do post-lesson revision"; 51% of them agreed that they "take a more proactive role in learning compared to 2015/16 year". Despite the many opportunities that departments provided for students to take their initiative to learn, the survey results were far below the target of having 70% of students

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		<p>agreed to the statements.</p> <ul style="list-style-type: none"> Departments taught various types of learning strategies so as to equip students to be active learners but some of the students might not be aware of what they had learnt. There is a need to teach students explicitly and systematically different types of learning and revision strategies. To achieve this, a list of learning and revision strategies will be included in the subject guideline of each subject so that students can refer to them as often as they could.
<p>(2) To further promote reading and writing across the curriculum –</p> <ul style="list-style-type: none"> Further strengthening reading through enhanced DEAR arrangements Further promoting reading and writing through various departmental reading and writing schemes Displaying of good writings from students in campus Publishing an English/ Chinese 	<ul style="list-style-type: none"> Continuous efforts were made by different departments to promote reading and writing at the College. Some examples are listed below: <ul style="list-style-type: none"> DEAR time (morning reading session) arrangements were enhanced so as to further strengthen reading. Students read quietly during DEAR time (30 minutes) three days per week. Various reading activities were held by the English Department, such as Battle of the Books, introducing Greek Mythology to Junior Forms, launching reading programme and award scheme, paying visits to the Junior Library and giving students a recommended reading list in order to encourage them to read extensively. The Department put in continuous efforts to promote process writing and journal writing. Some students were even nominated to be young reporters of the SCMP. 	<ul style="list-style-type: none"> The target was almost fully achieved. Class teachers were asked to ensure that sufficient reading time was given to students, who must read as required during the DEAR time. A class library was set up in each class to ensure students have a suitable book to read. Class teachers were also encouraged to read at the same time to set a good example to students. From the results of the 2016/17 SHS, students' rating for the question "I often do leisure reading outside class and read leisure books and newspapers" was 3.43, slightly higher than last year's rating of 3.39. The rating for the question "My students like reading" by teachers increased to 3.16, the highest in the past three years. In 2017/18 year, four new strategies will be implemented to further

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anthology	<ul style="list-style-type: none"> ○ The Chinese Department continued to implement its reading scheme to promote the reading interests of students. Enrichment classes (文學散步) were also arranged to nurture the writing skills of those talented students. ○ Two e-learning platforms, “E-builder” and “i-Learner”, continued to be used by the two language departments to promote students’ reading and writing skills. ○ The two language departments published anthologies for the good writings from students at the end of the year. ○ The Social Science Department made a continued effort to require students to do journal writing and newspaper cutting in Integrated Humanities. Students were also encouraged to join various writing competitions such as the RTHK essay writing competition and the Singtao English Liberal Studies essay writing competition. Subscriptions of subject related newspapers and magazines for DEAR time reading were arranged for Senior Form Liberal Studies, Economics and BAFS students. ○ The Science & ICT Department launched a reading scheme for Junior Form students, who were required to read science related books, magazines or articles and write summaries and reflections afterwards. The Department also made 	<p>promote reading and writing at the College. They are set out below:</p> <ul style="list-style-type: none"> ○ Each department to prepare subject-specific DEAR reading articles so as to encourage students to read more in variety. ○ Each department to prepare a subject-specific recommended book list for students. ○ Library and the language departments to arrange talks by writers to share their valuable experience in reading and writing. ○ The library to organize book donation campaign to promote book-crossing.

Major Concerns relevant to Academic Affairs

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	<p>available some science-related articles for senior students to read as well.</p> <ul style="list-style-type: none"> ○ The Mathematics Department introduced up-to-date Math-related news and challenge corner questions in the “Mathearea”. 	
<p>(3) To further develop students’ collaborative skills, critical thinking and creativity –</p> <ul style="list-style-type: none"> ● Departments to continue incorporating creative ideas/ elements in daily teaching and learning ● Departments to continue integrating problem solving and critical/ high-order thinking skills in daily teaching, learning and assessment ● Developing students’ collaborative skills, critical thinking and creativity through implementation of STEM education 	<ul style="list-style-type: none"> ● The English Department remained active in organizing debates, project learning and poetry and songs writing. These activities helped students improve not only their collaborative skills, but also their creativity and critical thinking skills. ● The Mathematics Department had 3D models construction in Mathematics lessons, Mathematics Club and Mathematics & Science Self-learning zone. It also organized calculator competition, iPad games, board games, logical games and inter-school Rummikub competition to help students develop critical thinking skills and creativity. ● The Social Science Department organized an S1 subject folder cover design, a video making competition about quality of life, an S3 banknote design competition, JA Programmes and monthly challenge corners. ● Besides incorporating creative ideas in the Visual Arts curriculum, various projects and activities were held such as the water bottle flower design for S1, “picture on stairs design” for S3, “Knit without boundary” workshop, “3D fashion workshop” and “Wheel Outreach learning programme” held by the Museum of Arts. 	<ul style="list-style-type: none"> ● The target was mostly achieved. ● As evidenced in the annual reports from departments, the learning and teaching activities organized by departments have proved quite effective in enhancing students’ collaborative skills, critical thinking skills and creativity. The feedback from students was very positive. ● In 2017/18, the focus will be put on the enhancing students’ critical thinking skills, problem-solving skills and creativity via project learning and peer learning tasks. ● The Science & ICT Department participated in 13 STEM competitions and got many awards. The awards are listed below: <ul style="list-style-type: none"> ○ Gold Medal Award and Superior Innovation (First) in World GreenMech Contest 2016 ○ Merit and 'High Like' Award in Energy Innovation for Smart City Competition 2017 ○ Certificate of Merit in Hong Kong Youth Science & Technology Innovation Competition

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	<ul style="list-style-type: none"> • Creative ideas, problem-solving skills and STEM were incorporated in Science lessons and other activities. Examples included the production of water distillation device and using coding to make a simple piano (in S1), the making of sound barrier (in S2), solar cooking and making of self-heating beverage container (in S3), and the making of choice chambers for animal behaviour study (in S4). • STEM projects were introduced in the curricula of all Science & ICT subjects. This apart, an Inter-house Invention Competition (promoting energy saving) was organized during the Science Week. • A new ICT curriculum was adopted for S1 under which students were required to learn basic coding using the programming language Hopscotch. 	<p>2016-17</p> <ul style="list-style-type: none"> ○ Second Class Award in the 14th Infrastructure Building Competition for Secondary Schools ○ First Class Award and Second Class Award in Hong Kong Technology & Renewable Energy Events 2016 – Super Capacitor Car Competition ○ Finalist in 1+1 Tip Top Talent Scheme ○ Second Class Award in 2017 Fun Science Competition - Stay Right There ○ Championship in WTISD-HK 2017 Geocaching Competition <ul style="list-style-type: none"> • The Science & ICT and Mathematics Departments has joined the School Based Support Scheme (STEM) held by the EDB in 2017/18. It aims at incorporating the ideas of STEM in project learning and in the curricula for ICT, Mathematics and IS (for S1) . • In order to equip students with better IT skills, new ICT curriculum has been introduced to Junior Forms since 2016/17. The S2 cohort in 2017/18 will learn more advanced programming languages scratch and App Inventor 2.
(4) To further uplift students' performance in public examinations –	<ul style="list-style-type: none"> • Small class teaching continued to be implemented for split groups and more individual presentations by students, peer-learning activities like experiments, role 	<ul style="list-style-type: none"> • The target was mostly achieved. • The teaching in small classes was more effective as more individual attention could be given to address individual

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<ul style="list-style-type: none"> • Catering for students' learning diversity through various departmental teaching and learning strategies, staff development programmes and collaborative lesson preparation • Arranging small class teaching to provide more individualized care for and consolidate the foundation skills of students • Providing diverse learning opportunities through enrichments programmes, remedial support and other learning experiences beyond the classroom 	<p>plays and group discussions were done in lessons.</p> <ul style="list-style-type: none"> • Departments continued to practise collaborative lesson preparation. Common timeslots in the timetable were assigned for most of the subjects so that subject teachers of the same Form can have regular meetings to discuss teaching plans and strategies. • Enrichment classes were conducted for English, Chinese, CSL, Mathematics and Science to nurture talented students while remedial classes were conducted on a regular basis for English, Chinese, CSL, Mathematics, Liberal Studies, Integrated Humanities and Integrated Science to provide remedial support to the students in need. • Tutorial Rooms for English, Chinese, Mathematics, Integrated Humanities and Science were arranged during lunchtime or afterschool to encourage students to seek help from teachers if they have problems in their learning. • Additional tutorial classes were arranged for S5 students so as to consolidate their learning in English and Mathematics. • After-school extra lessons were arranged for S6 students to help drill students' examination skills. • Summer classes and bridging classes for core subjects and science subjects were conducted to help equip students with the skills and knowledge required in 	<p>students' needs.</p> <ul style="list-style-type: none"> • Subject teachers made good use of the common timeslots for teaching planning. The meetings were allowed to be counted as CPD hours (up to 10 hours) to encourage professional sharing and collaborative lesson preparation. • The attendance rates of some remedial classes, especially those on Saturdays, were unsatisfactory. To improve this situation, different departments used various strategies. For instance, the Chinese Department used incentives to attract students to attend and perform well in the remedial classes. Students can be exempted from the remedial class if they perform well in the quiz held in the middle of each term. • The feedback on the lunchtime and after-school tutorial rooms from students was positive. Most students found them useful, especially in helping them to complete their homework and prepare for tests or dictations. • The feedback from teachers and students on the alumni sharing was very positive. Students could learn not only the examination skills, but also the good attitude of their alumni. • In order to help senior form students have better time management, the coordination of SBA tasks, tests, homework and activities organized by departments and teams will be strengthened in 2017/18.

Major Concerns relevant to Academic Affairs

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	<p>the next Form.</p> <ul style="list-style-type: none">• The pre-mock tests for S6 in 2017/18 were rescheduled (earlier) to September so that students could make good use of their summer holidays to revise the subject contents.• Besides pre-mock tests and the mock examinations, S6 students were encouraged to join external mock examinations and speaking practices organized by various educational organizations.• Alumni were invited to share with their fellow schoolmates their study skills and experience in preparing for the DSE examinations.	

The Student Affairs Team

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
Concern (1): <i>Nurture our students with a positive character and prepare our students to be global citizens</i>		
<p>1. Further develop care and respect in the school community through various activities organized by Student Affairs Team</p>	<p>(i) According to the APASO survey, 92.5% of students strongly agreed or agreed that they cared about others and 91.9% of students strongly agreed or agreed that they were considerate towards others; 93.2% of students strongly agreed or agreed that they treated people with respect and 90.2% of students strongly agreed or agreed that they were polite to others.</p> <p>(ii) Programs were organized to promote care and respect in the school community:</p> <p>(a) These values were regularly promoted in Friday Morning Assemblies. 85.45% of staff strongly agreed or agreed these programmes could help develop care and respect within the school community.</p> <p>(b) Measures to help students develop care and respect started when they were admitted to the school. In the S1 Residential Training Camp held on Aug 25 – 27, respect and politeness were stressed and demonstrated by teachers and student helpers. During the camp, new S1 students were taken good care of by their big brothers and sisters from the prefect team. 98% of participants strongly agreed or agreed that they had learnt how to appreciate and care for each other. Besides, a tie tying competition was organized by the Prefect Team in which prefects taught S1 students how to wear school tie.</p> <p>(c) The Guidance and Counseling Team Team organized two orientation programmes for the new S1 students in July and August</p>	<p>Although students rated themselves quite high, still more effort is needed to help them set an even higher standard in terms of politeness and respect.</p> <p>Besides, according to the Stakeholder Survey, there was a slight drop in the mean score for the question “The students respect the teachers.” and “The teachers care about me.” This indicates that the relationship between students and teachers could be improved. Further programmes will be organized to help students understand the value in respecting teachers and how to show their respect to others. Workshops on topics such as “positive discipline” will also be organized to help teachers develop more positive attitude towards students’ problems so that they will be able to provide guidance and discipline to students in a more appropriate way. In addition, more inter-class activities are to be organized to strengthen the bonding among students.</p>

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation
	<p>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. 96.7% of the S1 participants felt that their elder brothers and sisters were friendly, caring and helpful. 99.4% of them agreed that this program had helped them know more about the school, classmates and class teachers and 96.7% of them believed they would enjoy their school life.</p> <p>To further support new S1 students, 27 peer counselors from S3 to S5 were trained to look after 27 S1 students. Peer counselors helped S1 students deal with their problems in studies and other areas. Before major assessments, peer counselors helped their mentees make preparations during lunch time. Workshops and a training camp were organized to equip peer counselors with skills and attitude to care for their mentees. A day camp was also organized in March 2017 for both counselors and their mentees to strengthen their bonding and further nurture positive values including care and respect.</p> <p>(d) 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. 94.6% of the students agreed that the camp helped them know more about their classmates and class teachers. 95.5% of participants agreed that they showed care to their classmates in the activities. 94.6% of participants agreed that their classmates showed care to them in the activities.</p> <p>(e) To care for the special needs of different students, specific</p>	<p>Motivating Senior Form students to act as helpers or organizers has enhanced the bonding among students and greatly promoted care and respect in the school community. Teachers-in-charge always gave briefings to students on how to take care of younger students. This will continue next year.</p> <p>The Peer Counseling Scheme is very meaningful as it allows students to show love and care to each other and promote peer support in the school community. Some mentors showed lots of care and support to their mentees, and their relationship was good. To spread positive energy to more students, peer counselors will enter the S1 classrooms during lunch time to 'chat and play' with S1 students in the first term of next year. Provision of individual support will start in the second term.</p> <p>The S4 camp has brought many students good memories in the past 7 years and will continue to be organized as a way to build up good bonding</p>

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation
	<p>programs were organized, including</p> <ul style="list-style-type: none"> - S1 “I Can” workshop which helped 12 participants have better understanding of themselves and enhance communication and problem solving skills - S1 “Smart Teen” workshop to help 11 participants develop interpersonal skills for better relationship with others - A program named ‘Colourful Life scheme’ was organized for 20 low achievers in S3 to enhance their self-confidence and explore their potential through workshops teaching them skills such as balloon twisting, cake making and magic. Apart from learning in the workshops students were able to showcase their skills during their visit to elderly home bringing care and love to others. - The S1 Rainbow leadership program helped 30 selected students enhance self-esteem and inter-personal skills and learn positive values including care and respect through workshops and adventure-based activities and camp. Participants expressed that they felt grateful for the care shown given by teachers and YMCA staff. - A series of workshops were conducted by the DP(SA) and Life Planning Education Assistant from the Careers Team for 12 low achievers in S5 to help them build up motivation for studies, acquire study skills, enhance self-understanding and plan for further studies and future careers. - A one-week summer program was organized for students who were 	<p>among students and between teachers and students.</p> <p>The attendance of the workshops held for S1 and S3 was good and the feedback from participants was positive. As compared to discussions held in Friday Afternoon lesson for the whole class or form, this kind of workshops are more effective in helping students deal with particular issues and thus will be continued next year.</p> <p>The “Colourful Life Scheme” was quite successful with good feedback from participants. It will be continued next year.</p> <p>The S1 Rainbow leadership program will continue next year. Students suggested that the program could last for longer time. Some good participants will serve as helpers next year. This can further promote the bonding among students across Forms and give students chances to look after younger fellow schoolmates.</p> <p>The program on running a series of workshops for S5 low achievers has been run</p>

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation
	<p>required to repeat S2 in the next academic year or promoted on probation. Various kinds of activities including English lesson, memory skill training, community service, sports training (with certificate) and sharing by alumni etc. were organized for them. Feedback from students was positive. They appreciated the support teachers and the school gave them.</p> <p>- A program named “Moody Rise-up” was organized for selected S3 and S4 students (mainly non-Chinese students) giving them opportunity to enhance self-esteem, acquire special skills and understand more about Hong Kong.</p> <p>(f) 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. 91.9% of students agreed that these lessons could help them foster good values.</p> <p>Regular meetings were held by the DP(SA) with the Head of Discipline Team and Head of G&C Team to discuss the common problems displayed by students. Some of the topics relating to respect discussed in FA lessons were the results of these meetings, for example, anti-bullying. Included in the Friday Afternoon lessons was a life education program which helped students understand life, appreciate life, respect life and explore life. This also strengthened education on care and respect.</p> <p>(g) A bulletin board design competition was organized by the G&C Team. 90.9% of students agreed that this activity provided opportunities for them to learn how to collaborate with</p>	<p>for 3 years and the result was generally quite positive. Students were willing to share their thoughts and struggles. Individual care was given to the participants and improvement was shown by most of them who finally got promoted to S6.</p> <p>Regarding the summer programme for S2 repeaters, the participants had many personal problems including bad habits and low motivation. Some of the participants failed to attend some of the activities. Follow up work will continue for all the participants in the new academic year.</p> <p>The school will not have the chance to join the “Moody rise-up” program again next year. The school will look for other possibilities from other organizations working for non-Chinese students.</p> <p>To assist teacher to conduct Friday Afternoon lessons well, briefing was given by the G&C Team teachers every time. Students were given worksheet after each lesson to reflect on the</p>

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation
	<p>each other, respect different opinions and care for others.</p> <p>(h) Care and respect were promoted through Panda Radio programs produced by the G&C Team. Relevant articles were prepared for class teachers to conduct further discussion after listening to the programs.</p> <p>(i) The G&C Team continued to arrange students to write Thank You cards to teachers. 90.9% of students agreed that the activities helped promote care and love in campus.</p> <p>(j) A special program was organized for S6 students at the beginning of the school year to show support to them. The G&C Team also organized a farewell assembly providing S6 students an opportunity to show gratitude to teachers. Class teachers were also invited to say few words to support their students.</p> <p>(k) To care for the needs of SEN students, two courses were organized for students with SpLD and ASD.</p> <p>(l) To support students with special learning issues, 24 repeaters were taken care of by the EIS Team. 22 of them were promoted to the next form. Workshops were provided to those students to develop good learning habits and strategies. Their progress was closely monitored by the teachers in the Team and parents were regularly contacted.</p> <p>(m) 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>topics discussed. Senior Form 3x classes, however, had few FA lessons. DP(SA) met with the class teachers of these classes to discuss how to use the limited time left to develop positive values in students.</p> <p>Lots of effort was made by teachers in charge in each Panda Radio program. As this is the first time the school produced such radio program, it was not easy to recruit capable and responsible students. More training is needed next year. This activity will continue next year.</p> <p>The special program for S6 was organized as this cohort of students had had unsatisfactory learning attitude. As S6 students are always quite stressful facing public examination, support will be given to them. Stress management workshop will continue and individual counseling will be given to students with emotional or learning problems.</p> <p>The SpLD and ASD courses will continue next year with the support being extended to ADHD students. Besides, EP service will be rendered.</p>

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation
	<p>(iii) A booklet containing tips on counseling skills & information about SEN and mental health was provided to teachers to equip them with more knowledge and skills to handle students' problems</p> <p>(iv) 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. 94.2% of teachers found the referral system useful and there was enough feedback and follow up. During the year, 45 cases were referred by teachers to the G&C Team and followed up by school counselor, social worker or G&C teachers. The school counselor handled 77 cases in the year including 25 new cases. Total of 424 counseling sessions were provided. 13 collateral contacts with outside professionals were made There were 3 home visits and visit to professionals. Other than the 77 cases, the school counselor also provided short consultation service to 32 students, total 47 counseling sessions have been provided to those students. The school counselor conducted 194 sessions of phone-call consultations interviews to parents providing emotional support and helped them understand more on parenting skills, parent-child communication skills. 10 community resources and referrals have been made after the phone-calls. There were 22 joint interviews</p> <p>(v) Apart from giving care and love to students, 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 25,607 (last year: 25,011.5) service hours serving inside and outside school. From the survey, 91.37% (last year: 90%) of the students agreed that the Community Service Scheme helped them show care</p>	<p>The school will continue recommend teachers to receive training on how to support SEN students.</p> <p>The school will continue recommend teachers to receive training on how to support SEN students.</p> <p>Additional to the individual counselling service for students, parent workshops will be organized by the school counselor next year.</p> <p>Community service programs were successfully organized. Most students showed enthusiasm in showing care and love for others.</p> <p>More debriefing by class teachers were arranged this year to help students better understand the meaning of each activity, their experience and reflect on their performance. Debriefing guidelines were provided to class teachers before and after each activity.</p> <p>More information about community service in other parts of the world should be introduced to students. Relevant stories can also be</p>

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
	<p>to others. 91.95% (last year: 88%) of the students agreed that community service programs were meaningful and that community service should be part of their school life. 100% of students were able to achieve the requirement on service hours with teachers and families.</p> <p>590 (last year 609) students got the service awards, i.e. 253 Merit, 196 Bronze Award, 72 Silver Award, 69 Gold Award.</p> <p>Form-based activities were organized for students to serve the community together with their classmates and class teachers including two S1 Cares Starts at Home campaigns; S1 parent-child Flag selling; two S1 Classroom Cleaning Campaigns; Hunger Banquet for S1; Squatter Camp for S2; visit elderly at Tuen Ng Festival for S1 and S4, TREATS Day Camp for S4; Flag selling for S3; visit elderly at Mid-Autumn Festival for S3 and 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 - Beach cleaning during Tainan study tour - Community Service tour to Gansu <p>Students' effort in Community Service was well recognized by other organizations, as vindicated by the awards they won, for example, the –</p> <ul style="list-style-type: none"> - HEART TO HEART SCHOOL award 	<p>shared via campus TV programs or at the Friday Morning assemblies.</p> <p>The Sky Teen Group has been quite successful in the past two years. Students in the committee are very enthusiastic about participating in community service. More different types of services will be arranged for members to enrich their experience.</p>
	<p>from the Hong Kong Federation of Youth Groups</p> <ul style="list-style-type: none"> - Top Fundraising Award – 1st runner-up was received from Orbis in the “Orbis Student Ambassador Campaign 2016-17. Three students 	

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
	<p>joined a Sight-saving Mission Trip to Vietnam</p> <ul style="list-style-type: none"> - A Certificate of Appreciation was received from Agency for students' active participation in Volunteer Service - 27 students got Silver Award and 23 students go Bronze Award from Agency for Volunteer Service. - A student won The Kiwanis Community Service Award 2017 from The Kiwanis Club - 100 students got the Disneyland tickets from Appreciation from Agency for Volunteer Service to appreciate their effort in community service <p>31 Students from the Sky Teen Group, the leaders of community service, organized the following activities at school :</p> <ul style="list-style-type: none"> - Charity Sale for Orbis on Open days - CSS Friday Afternoon - Hunger Banquet for S1 <p>They also took part in the following community services:</p> <ul style="list-style-type: none"> - Visit Samaritan Befrienders HK - Served at Caritas Lok Chung Hostel - Distributing meal to homeless with Ming Gor <p>(vi) Two fund raising activities were organized in the year as follows:</p> <ul style="list-style-type: none"> - Red Packet of Love which raised \$10,532.7 (last year: \$9,705.7) for the Salvation Army - Orbis Pin Day which raised \$41,083.5 (last year: \$46,453.5) for Orbis - Orbis Charity Sale which raised \$9,071.1 (last year: \$5,737.5) for Orbis 	
2. To raise students' awareness of filial piety and family	(i) The value of filial piety and family values were promoted in programs held at Friday morning assemblies and in Friday	The traditional value of filial piety is important and programs will be

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
values	<p>afternoon lessons. Students were reminded to be grateful for the love they received from their parents and to show love in return to them. Positive feedback was received towards the relevant programs, for instance, the Friday morning program on Mothers' Day which involved teachers' sharing and the Friday afternoon lesson for S6 that allowed students to share their feelings for their parents. According to APASO survey, 86.4% of students strongly agreed or agreed that they got along well with their parents and 89.3% of students strongly agreed or agreed that they liked their parents very much.</p> <p>(ii) Filial piety was one of the themes promoted in the bulletin board competition organized by the G&C Team.</p> <p>(iii) The Community Service Team continued to organized "Care Starts at Home" for S1 students. Students were asked to do housework for their parents.</p>	<p>organized to continue the promotion of it.</p> <p>Although not all parents completed the record of "Care Starts at Home", it is believed this activity reminds students the importance of showing care to their parents.</p>
3. To instill in students a strong sense of responsibility	<p>(i) Students were constantly reminded of their responsibility to attend school and to attend punctually.</p> <p>100% of S1 students (vs 99.4% in the previous year), 98.7% of S2 students (vs 99.4% in the previous year), 100% of S3 students (vs 98.6% in the previous year), 100% of S4 students (vs 100% in the previous year), 99.1% of S5 students (vs 99.1% in the previous year) and 91.4% of S6 students (vs 95.4% in the previous year) attended at least 90% of the school days. The serious absence cases in S1 to S5 were mainly due to illness (e.g. depression) and special leave taken by non-Chinese students.</p> <p>Same as before, the attendance of S6 students was worse than other forms mainly due to great stress from public</p>	<p>The Discipline Team closely monitored and followed up on the serious absence cases. Parents of students who applied for special leave for more than 5 school days were contacted by DP(SA) and asked to revise the length of their leave if necessary. Some parents did reschedule their trips. However, some others still took their children away on school days for a long time.</p> <p>Efforts were made to</p>

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation																																			
	<p>examinations. The number of students who did not have 90% attendance rate increased slightly from 5 in 2015-16 to 8 in 2016-17.</p> <p>(ii) Regarding lateness, compared to the previous year the total times of lateness reduced by 7%. There was improvement in S4 and S5. The number of lateness in S2 however was more than that of the previous year. This cohort of S2 students had worse performance than the previous cohort in a number of areas and had more discipline issues.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <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%) Ly : 36</td> <td>44(29%) Ly: 43</td> <td>41(28%) Ly : 45</td> <td>47(39%) Ly : 63</td> <td>45(40%) Ly : 55</td> <td></td> </tr> <tr> <td>2nd term</td> <td>37(22%) Ly: 40</td> <td>51(34%) Ly : 42</td> <td>67(46%) Ly : 66</td> <td>55(45%) Ly: 68</td> <td>53(47%) Ly: 60</td> <td></td> </tr> <tr> <td>Whole year</td> <td colspan="5"></td> <td>58(62%) Ly : 58</td> </tr> </tbody> </table>	No. of students who were late								S1	S2	S3	S4	S5	S6	1 st term	36(22%) Ly : 36	44(29%) Ly: 43	41(28%) Ly : 45	47(39%) Ly : 63	45(40%) Ly : 55		2 nd term	37(22%) Ly: 40	51(34%) Ly : 42	67(46%) Ly : 66	55(45%) Ly: 68	53(47%) Ly: 60		Whole year						58(62%) Ly : 58	<p>handle the lateness problem. Lunch detention and after school detention were arranged by the Discipline Team. Next year's S3 and S4 will be closely monitored as their lateness problem was more serious.</p>
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Major Concerns relevant to Student Affairs

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	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th rowspan="2" style="width: 10%;">No. of lateness</th> <th colspan="7">No. of students</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> <th>S5</th> <th>S6</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>28</td> <td>39</td> <td>23</td> <td>17</td> <td>16</td> <td>9</td> <td>132 (ly: 142)</td> </tr> <tr> <td>2</td> <td>16</td> <td>11</td> <td>15</td> <td>8</td> <td>8</td> <td>8</td> <td>66 (ly: 70)</td> </tr> <tr> <td>3</td> <td>7</td> <td>7</td> <td>10</td> <td>15</td> <td>7</td> <td>10</td> <td>56 (ly: 50)</td> </tr> <tr> <td>4</td> <td>3</td> <td>4</td> <td>4</td> <td>7</td> <td>6</td> <td>13</td> <td>37 (ly: 39)</td> </tr> <tr> <td>5</td> <td>2</td> <td>5</td> <td>5</td> <td>5</td> <td>2</td> <td>6</td> <td>25 (ly: 27)</td> </tr> <tr> <td>6</td> <td>0</td> <td>3</td> <td>3</td> <td>1</td> <td>8</td> <td>5</td> <td>20 (ly: 23)</td> </tr> <tr> <td>7</td> <td>1</td> <td>3</td> <td>7</td> <td>2</td> <td>5</td> <td>3</td> <td>21 (ly: 14)</td> </tr> <tr> <td>8</td> <td>1</td> <td>0</td> <td>2</td> <td>2</td> <td>0</td> <td>1</td> <td>6 (ly: 14)</td> </tr> <tr> <td>9</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>2</td> <td>0</td> <td>4 (ly: 10)</td> </tr> <tr> <td>10</td> <td>0</td> <td>0</td> <td>1</td> <td>3</td> <td>2</td> <td>0</td> <td>6 (ly: 5)</td> </tr> <tr> <td>>10</td> <td>0</td> <td>1</td> <td>4</td> <td>3</td> <td>6</td> <td>3</td> <td>17 (ly: 17)</td> </tr> </tbody> </table> <p>(iii) Students are also expected to be responsible when joining school activities. There is slight improvement in ECA attendance. 77% (last year: 72%) students have 75% or above attendance rate in ECA meeting.</p> <p>(iv) Responsibility was greatly stressed in leadership training programs. Students leaders were expected to show good sense of responsibility when performing duties.</p>	No. of lateness	No. of students							S1	S2	S3	S4	S5	S6	Total	1	28	39	23	17	16	9	132 (ly: 142)	2	16	11	15	8	8	8	66 (ly: 70)	3	7	7	10	15	7	10	56 (ly: 50)	4	3	4	4	7	6	13	37 (ly: 39)	5	2	5	5	5	2	6	25 (ly: 27)	6	0	3	3	1	8	5	20 (ly: 23)	7	1	3	7	2	5	3	21 (ly: 14)	8	1	0	2	2	0	1	6 (ly: 14)	9	0	0	0	2	2	0	4 (ly: 10)	10	0	0	1	3	2	0	6 (ly: 5)	>10	0	1	4	3	6	3	17 (ly: 17)	
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4. To promote the concept of sustainability	<p>(i) The Green Team continued to organize programs that promote the concept of sustainability. For example, Earth Hour which 74% of students and their families participated in, No Air-con Night which 74% of students and their families participated in it. A Green Auction was organized to promote the concept of reuse and recycle. Students and parents brought used / unwanted items to school for auction. Fund raised from the auction was donated to WWF. Unwanted books</p>	<p>More new knowledge and concepts on sustainability will be promoted to students via DEAR reading materials and Campus TV program. Recycling at school will be further strengthened next year to ensure recycled materials are properly delivered to</p>																																																																																																							

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Strategies / Tasks	Achievement	Evaluation
	<p>were also collected to donate to children in need. The feedback from this program was good. Recycling of paper and plastic bottle continued this year. Programs promoting recycling was co-produced with the Campus TV. School tuck was asked not to provide plastic folks during lunch time. The Green Team also organized beach cleaning, excursion and visits to organic farms for students. The Green Team student committee members took part in the territory activity 全城有機日 and helped promote organic farming to other citizens. The organic farm was reconstructed and the school joined the organic farming project organized by HKBU and HKBC. All junior form students had the chance to practice organic farming at school.</p> <p>The Green Team continued to arrange for students to take part in the UNESCO ESD Learning Program. 22 students joined the program and received 7 awards.</p> <p>(ii) Messages on how to go green as a responsible citizen was delivered to students via Panda Radio. The Campus TV and the Green Team worked together to produce programs which promote environmental protection and sustainable development, for instance, World Food Day, Going Green at DLKP, No Air-con Night, how to have an Eco-friendly picnic, how to have a green Christmas, textbook and school uniform recycling campaign and Global warming. 88% of students agreed that those programs helped enhance their understanding of environmental issues.</p> <p>(iii) ECA Upcycle Fun Club organized workshops for its members to learn how to use recycle materials to make useful things. Science Club members visited Kadoorie Farm and joined Botanic Garden Corporation ECO Tour and Water Quality Test Guided Tour at Hong Kong</p>	<p>relevant organizations and places. More monitoring of class recycling will be conducted by the Green Team committee members.</p> <p>The organic farming project will be extended to cover students as well as parents.</p>

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
	<p>Wetland Park. Some S4 students participated 《我的低碳煮意》 online recipe design competition. Houses organized an Inter-house Low Carbon Lunchbox Cooking Competition.</p> <p>(iv) The concept of sustainability continued to be promoted in all Junior Form study tours. Students were taken to places to learn how sustainable development was carried out in different parts of the world. In the S1 Tainan tour, students also took part in beach cleaning activity.</p> <p>(v) PTA successfully organized its annual second-hand textbook and school uniform sale in July. It attracted many students and parents. The Green Team helped promote the activity.</p>	
<p>5. To promote appreciation for cultural diversity</p>	<p>(i) Cultural Days were held on Mar 14 to 17. Song dedication and fun booths were held during lunch time. The atmosphere was good and many students took part and enjoyed the activities. Inter-house cultural quiz competition was held during the Friday Afternoon lesson on March 17. The atmosphere was good and students learnt more about other cultures.</p> <p>(ii) Two Campus TV programs were produced to promote cultural harmony and multi-culture. A video production competition was also organized to promote social harmony.</p> <p>(iii) An exchange student from Italy was hosted by the school. She adapted well in the new environment and actively participated in many kinds of school activities. She was assigned to different classes to mingle with students who gained broader perspective on different cultures. The student was invited to join school activities such as cheering team, open days etc. She also had sharing in the Friday morning assembly and one of the Campus TV programs.</p>	<p>Two AFS exchange students will be hosted next year hoping to provide more cultural diversity perspective to students.</p>

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation
<p>6. To equip students with skills to meet challenges of the 21st century</p>	<p>To prepare students with 21st Century skills which include positive character, learning skills, critical thinking, creative thinking, collaborating and communicating, life and career skills, flexibility & adaptability, initiative & self-direction, and leadership skills, various program were organized:</p> <p>(i) Careers related programs that equipped students with life planning and career skills:</p> <p>(a) 3 careers and life planning lessons were given to S1 to S2 students respectively helping them have better understanding of their strengths, dream about future and learn how they can prepare for their future career planning. An average of 85% of students found these lessons useful and helpful. 96% of teachers agreed that content and materials of Junior Career Programs were useful to students.</p> <p>(b) 3 careers and life planning lessons were conducted for S3 focusing on helping them understand their personality and how this is related to subject selection of senior secondary study. An average of 89% of participants found the activity useful and informative..</p> <p>(c) Students were given a career planning booklet to enhance their own reflection for improvement. 89% of students found the booklet useful and could increase their self-understanding.</p> <p>(d) To help S3 students make informed decision on subject selection, support, including briefing to students on the content of each subject, personality test, small group sharing by senior</p>	<p>The content and materials of Junior Form careers program have been more well-developed but more games can be used to stimulate students' interest.</p> <p>In future, more debriefing on the Personality Test for students is needed in order to help them in the interpretation of the test results.</p> <p>Positive feedback was received from those careers-related activities. Parents will be invited to provide job shadowing or other relevant opportunities for students next year.</p> <p>As this year's S4 students were less active in school activities, more support is needed from teachers next year when they take up major leadership post in S5. Emphasis should be also put on the quality of leader such as politeness, respect, self-discipline and self-management.</p> <p>Students' performance as leaders varied depending on their own quality, ability as well the guidance provided by teachers. The</p>
	<p>form students, workshop on how subject selection in S4 affects future study options and individual counseling by teachers, was provided</p>	

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation
	<p>to them.</p> <p>(e) Career visits, exhibitions and talks were organized providing S2 and S4 students with information for future study and careers development:</p> <p><u>S2</u></p> <ul style="list-style-type: none"> - Navigation Education interactive talk by All Nippon Airline. <p><u>S4</u></p> <ul style="list-style-type: none"> - 759 Store KITEC - Y-square - Dennis Lau & Ng Chun Man Architects & Engineers (HK) Ltd - Hong Kong IVE(Engineering Taster Programme) - Hong Kong IVE(Business Administration Taster Programme) - THEi (Sports and Recreation Management Taster Programme) - Bon Appetit Pastry Ltd - SCMP - PolyU - Design Annual Show 2017 - CUHK Entrepreneur Day 2017 	<p>teachers in charge will be asked to be more aware of students' problems and be more active in helping them deal with difficulties.</p>
	<p>(f) Career visits and exhibitions were Organized for S5 & and S6 students providing them with information to make decisions:</p> <p><u>S5</u></p> <ul style="list-style-type: none"> - The University of Hong Kong - The Hong Kong University of Science and Technology - School of Life Sciences of the Chinese University of Hong Kong - The Hong Kong Polytechnic University - Centennial College - The Hong Kong Polytechnic University Community College - Duff & Phelps (H.K.) Holdings Limited Hong Kong - HKMA 2017 Theme Year Seminar - Moody's Investors Service 	

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
	<p><u>S6</u></p> <ul style="list-style-type: none"> - Hong Kong Aviation Association — Victoria Harbour Sky Tour - Careers talks were arranged: - CityU SCOPE - UK Bachelor Degree Programmes - HONG KONG YOUNG INDUSTRIALISTS COUNCIL – Accounting / Banking and Finance sectors - Hong Kong College of Technology: Operation of Coffee Shops / PR and Communication - Yew Chung Community College - Childhood education - Aston Group - United Kingdoms/ Australia - Hong Kong College of Technology - Operation of Coffee Shops / PR and Communication - HK Aviation Association - Aviation industry - Life Planning Seminar for Secondary Students - Writing personal statement for study aboard (US), 	
	<ul style="list-style-type: none"> - Alumni Sharing (photographer) - Talk on Get Ready to be an Engineer - Talk on Career as Policemen 	

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation
	<ul style="list-style-type: none"> - Talk by Golden Library (g) 10 job-related experience were arranged for students at the following firms or institutions: ECCO <ul style="list-style-type: none"> - Marks & Spencer - PricewaterhouseCoopers - Towngas (summer internship) - 2016 Tsit Wing Coffee Sales Exhibition - Yan Chai Hospital Wing Lung Kindergarten - Optical Sensing Ltd. - Hong Kong Trade Development Council - Sa Sa Cosmetic Co. Ltd. - Pet Elements Adoption & Boarding Center - DSSC-UNSW Summer Camp in Aviation Management 2017 Feedback for the above visits and talks is positive. (h) To provide students with more effective learning skills a workshop on note-taking skills was arranged for S4 students. 92.5% of participants found the workshop useful. Sharing by S5 students about study skills was also conducted for S4 students. 88% of participants found the sharing meaningful and agreed it had inspired them to think more about their study skills. 86% of them realised the problems/weaknesses of their existing study methods. (i) A job simulation was arranged for S2 and S3 students according to their preferences (e.g. Flight attendant, Lawyer, Youtuber, accountant, Doctor, Marketing and Executive, etc) (j) A Personality Test was arranged for S2 and S3. Data generated from the Test assisted careers teachers to conduct individual feedback and consultation. Future careers activity planning can be made based on data 	

Major Concerns relevant to Student Affairs

Strategies / Tasks	Achievement	Evaluation
	<p>collected.</p> <p>(k) To support S6 students in making informed decision about further studies, a series of briefing about JUPAS, E-APP, Non-JUPAS programs and overseas studies 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. An average of 90% of the students found the information received and the programs useful.</p> <p>(l) To enhance students' critical thinking, creative thinking, collaborating and communicating skills (including interview skills and resume writing), the College also arranged students to participate in related activities that helped them understand the requirements in workplace and to improve those skills for example , the JA Success Skill (interview skills), Dialogue with Gen Y Leader, Interview with entrepreneur, workshop on writing additional information for JUPAS application (resume writing skill), mock interview (interview skill) and Formal Dressing Day (dress code). Over 90% of the participants found these activities useful.</p> <p>(ii) To develop students' leadership skills, students, especially Senior Form students, were encouraged to take up posts from which they could learn organization, administrative,</p>	

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
	<p>communication, collaboration and leadership skills. 51% of S3 students, 79% of S4 students and 82% of S5 students took up posts in different students organizations.</p> <p>Training including workshops, sharing and camp were provided to student leaders in the prefect team, houses, student council, peer counseling team, careers team and sky teen community service team. Emphasis was put on positive characters, 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>7. To provide opportunities for students to explore and understand global issues</p>	<p>(i) Global poverty problem was discussed during the Hunger Banquet organized by the Community Service Team. The ORBIS Pin Day and Fund Raising Campaign also aroused students' awareness to both poverty and public health issues in developing countries. Energy conversation was promoted via activities such as Earth Hour and No Air Con Night. Waste reduction and global citizenship were discussed through Campus TV programs. Racial harmony was promoted through the inter-house video production competition organized by the Campus TV Team. Sharing on global warming was held during Friday morning assembly. The Liberal Study Society also provided an opportunity for students to experience "sweatshop", a global social issue in many developing countries.</p> <p>(ii) To help students understand the world more, overseas study tours were organized. 4 study tours were organized under the ELITE program, bringing 144 S1-S3 students to four different Asian</p>	<p>To enhance students' understanding of global issues, more topics will be introduced via Campus TV next year.</p> <p>Still more learning activities will be included in the study tours for students next year.</p>

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
	<p>cities, including 36 S1 students to Sichuan and 36 S1 students Tainan, 36 S2 students to Sabah and 36 S3 students to Vietnam. Students were taken to places from where they learnt more about sustainable development, history, culture and global issues. The feedback from all the tours was very positive. Apart from trips organized under the ELITE program, a Geography tour to Kyushu (Japan) was organized for 20 S3 to S4 students.</p>	
<p>8. To promote self-initiated and self-directed learning</p>	<p>(i) To enrich students learning experience and arouse their interest in self-learning, different types of ECAs and school teams were offered to students. 94% of S.1 to S.3 students joined ECA and school teams and 91% of S4 to S5 participated in ECA and school teams. Students were also asked to form ECA committees and plan activities for their members. It was a good self-learning experience for committee members. Some committees organized activities for the whole school through which other students were also given self-learning opportunities. For example, Reading Club organized Bookmark DIY workshop, Japanese Club and French Club prepared Fun Booth on Cultural Day, Chinese Cultural Club organized a lunch Chinese Tea making & Tasting, Chinese Debate Club organized an Inter-House Chinese Debate Competition, Robotics Club prepared a Fun booth, Psychology Club organized an excursion, HE Club organized a cooking workshop, Liberal Study Society set up a "Fair Trade" counter. The Drama Club participated in the Drama festival and received two awards. Besides, 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.</p>	<p>Regarding the Sports Teams, more effort is to be made next year to boost team spirit. Camping at school will be organized. Besides, the quality of sportsmen will be stressed and members from sports team will be closely monitored about their behavior and progress in academic area to ensure a balanced development between sports and education for these students.</p>

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
	<p>(ii) In 2016-2017, 232 students were selected to join 13 school sports teams including Athletics Team, Cheerleading team, Swimming team, Boys Football team, Boys and Girls Basketball team, Boys and Girls Badminton team, Boys and Girls Volleyball team and Boys and Girls Table-tennis team accounting for 30% of student population. The Cheerleading Team was newly formed this year and they performed at the Sports Days and Graduation Ceremony. Team members took part in various inter-school sports competitions. The Boys A-grade basketball team with 11 students won the championship in the Inter-school basketball competitions (D3). The school boys' basketball team achieved the 4th place in overall of the competition. In Inter-school Boys Badminton Competition (D3), the boys C-grade team finished with 2nd place and the boys B-grade team finished with 4th place. The school boys' badminton team achieved 3rd place in overall of the competition. The girls B-grade team finished with 3rd place in Inter-school Girls Volleyball Competition (D3). In Inter-school Athletics Competition (D3), the athletics team got 2 gold medals, 1 silver medal in individual events. In Inter-school Swimming Competition (D3), the swimming team got 1 silver medal in individual events.</p> <p>Students interested in music received training in music school teams. A string ensemble team was formed to provide interested students with opportunities to show case their talent as well as improving their skills. Students performed at Friday morning assembly, Open Day and Graduation Ceremony. Other than the annual major performances, the brass band also performed at the opening of the HKMA Annual Dinner. The school choir and the brass band also performed at Hong</p>	

Major Concerns relevant to Student Affairs		
Strategies / Tasks	Achievement	Evaluation
	Kong Disneyland.	

Major Concern 2:

Nurture students to be active learners and maximize their potentials

Strategies / Tasks	Achievement	Evaluation
1. Forster students' positive attitude through goal-setting and self-reflection	<p>(i) All the students set goals for both learning and non-academic areas at the beginning of the year and had mid-term evaluation after the first term examination. Discussions in Friday Afternoon lessons on time management and priority setting were held to foster positive attitude towards study and help students have self-reflection on their self-management. Programs were produced by the Campus TV to share good learning attitude. The Careers Team arranged S5 students to share both study skills and learning attitude to S4 students. According to APASO, 76.2% of students strongly agreed or agreed that they used learning goals to guide their learning activities.</p> <p>(ii) The lunch workshop organized for 12 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>(iii) Mentors in the EIS helped repeaters set goals at the beginning of the year and closely monitored their progress.</p> <p>(iv) A note taking workshop was arranged for S4 students by the Careers Team.</p>	
2. Encourage students to actively seek help from peers and teachers to solve their learning problems	According a mid-term evaluation conducted by the G&C Team, 71% of students expressed that they often sought help from others when facing difficulties. 90.1% of students believed that their teachers and schoolmates would help them when they had difficulties.	Although students are generally willing to seek help and they know their teachers and peers would help them, their perception about asking question and seeking help as reflected from APASO

Strategies / Tasks	Achievement	Evaluation
		<p>was not very positive. 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. More discussions will be held during class teacher periods to help students develop more positive attitude towards help seeking. Positive messages will be conveyed to students via Panda Radio or Campus TV programs.</p>

Financial Summary for the 2015/2016 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)	63.32%	N.A.
School Fees	N.A.	33.12%
Donations, if any	N.A.	N.A.
Other Income, if any	1.12%	2.44%
Total	64.44%	35.56%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	78.56%	
Operational Expenses (including those for Learning and Teaching)	9.60%	
Fee Remission / Scholarship ¹	3.66%	
Repairs and Maintenance	2.52%	
Depreciation	3.99%	
Miscellaneous	1.67%	
Total	100%	
Surplus/Deficit for the School Year #	0.5 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	7.33 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).