

HKMA David Li Kwok Po College
Annual Report 2017/18 (Academic Affairs)

MAJOR CONCERNS ADDRESSED IN 2017/18

Last year, the College implemented whole school objectives that took the form of Major Concerns. The following is a report on the implementation of various plans/strategies by Teams and Departments to address these Major Concerns. It is divided into two parts (work done by the Academic Affairs Team and by the Student Affairs Team) as below.

The Academic Affairs Team

| Major Concerns relevant to Academic Affairs | | |
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| Initiative | Task Implemented | Evaluation |
| <i>Concern (1) : Nurture our students' positive character and prepare them to become global citizens</i> | | |
| <p>(1) To further develop students' care and respect, politeness, self-discipline, civic virtues and appreciation</p> | <ul style="list-style-type: none"> • Various departments used different strategies and organized different teaching and learning activities to instil values in their daily teaching and to build up a positive learning environment. Students were also encouraged to appreciate others' efforts. • The English Department put emphasis on the four values in their lessons using different strategies. Short video clips (TED Talks), useful websites and reading materials promoting these positive values were used in all classes. Moreover, posters with quotes from famous people and positive values were posted around the school campus and classrooms to instill values like appreciation and politeness. "Students of the Month" charts and achievement charts were displayed in classrooms as a form of positive encouragement which in turn promoted values like appreciation and self-discipline. • The Chinese Department promoted these values through different learning activities like class-based debate competitions, book sharing sessions and writing practices. | <ul style="list-style-type: none"> • The target was mostly achieved. • Teachers generally felt that the teaching and learning activities were successfully implemented and they could see improvement in attitude among some students. |

Major Concerns relevant to Academic Affairs

| Initiative | Task Implemented | Evaluation |
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| | <ul style="list-style-type: none"> • The Science & ICT Department put emphasis on developing students' sense of responsibility and self-discipline by encouraging them to keep the laboratory clean and tidy when doing their experiments. • Apart from inculcating in students positive values via covering topics such as personal growth in lessons, the Social Science Department promoted appreciation for cultural diversity through project learning in S1. • The Visual Arts Department organized the Tuck Shop Table Stand Design Competition for S2 aiming to raise students' awareness of keeping the tuck shop area clean and tidy. • The School Sports Team set up a social media account (Instagram) to share with students the latest news about their training and inter-school sports competitions. The Team also collaborated with the Campus TV Team and Assembly Team to organize whole-school sports competitions in order to enhance students' sense of belonging to the College and to encourage appreciation of efforts put in by members of the Sports Team. | |

Major Concerns relevant to Academic Affairs

| Initiative | Task Implemented | Evaluation |
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| <p>(2) To instill in students a strong sense of responsibility</p> | <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. • Departments continued their efforts to develop students' self-directed learning capacity and to nurture student leaders (such as subject leaders and academic club committee members) to lead departmental activities. • Different strategies were used to help students set goals and reflect on their progress after major assessments. • Guidance was given to students to develop self-directed learning habits such as making pre-lesson preparation, taking notes and doing information research. • Students were encouraged to utilize various online resources (e.g. iLearner, eBuilder, Online Question Bank and iTutor), new reference books in the school library and worksheets in the Mathearea for self-learning. • Departments helped subject leaders to understand their roles by developing a list of duties and "Subject Leaders' Pledge", giving formal feedback at different stages and conducting year-end evaluation. • Subject leaders and academic club committee members were encouraged to assist in organizing various departmental activities, e.g. board game activities in Mathematics lessons, Inter-Primary School Mathematics Competition, LS fair trade product sales and barter auction, and Arts activities. | <ul style="list-style-type: none"> • The target was mostly achieved. • 91.2% of students were able to achieve a 90% or above punctual homework submission rate. • As a result of the efforts made by various departments to help students develop self-directed learning habits in the previous three years, (from the reports by Departments) there has been more evidence of student ownership and responsibility with regard to learning and engagement in lessons. Students have also developed a good habit of using online resources to do self-revision. • Teachers have found that their feedback to students has been quite fruitful and is actually the key to motivating them to upkeep a good self-learning habit. • The role of subject leaders or academic club committee members has been further strengthened. Departments reported that a number of students the initiative to assist in various activities and demonstrated a stronger sense of responsibility. Teachers in general were satisfied with the students' performance. |

Major Concerns relevant to Academic Affairs

| Initiative | Task Implemented | Evaluation |
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| <p>(3) To promote the concept of sustainability</p> | <ul style="list-style-type: none"> • Efforts were made to integrate education on sustainable development across the curriculum. At the same time, talks, visits and programmemes were organized to provide opportunities for students to explore and understand current global environmental issues. For example – <ul style="list-style-type: none"> ➤ The two language departments made “sustainable development” the topic of writing and speaking practices, debates and projects. The English Department also organized talks on green education through various organizations like the US Consulate, Royal Geographical Society and Free the Seas, which provided students with insight into various issues that helped them with their projects. ➤ The Mathematics Department collaborated with the Green Team to organize the S1 – S3 group projects. Students were required to analyse the data provided by the Green Team and explore ways to understand and foresee the trend of the environmental issues. ➤ Concepts of sustainable development were incorporated into the curricula of different subject in the Science & ICT Department. A workshop on “recycling computers” was held for S5 ICT students to encourage them to recycle computer wastes. Another workshop on “energy saving in school” was organized by the World Green Organization for S3 students. | <ul style="list-style-type: none"> • The target was fully achieved. • Through various learning and teaching activities, students had a better understanding about sustainability and ways to go green. • Through a whole-school approach with more collaboration among different cross-departments, promotion of sustainable development has been made more effective. • With the concerted “green” efforts put in by various parties, the College won the Sustainable Development School Participation Award and the Green School Gold Award in 2017/18. |

Major Concerns relevant to Academic Affairs

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| | <p>In addition, a group of S4 Physics and Chemistry students were arranged to attend a talk on “Sustainability Thinking: How to build the skills to solve problems in the 21st century” held by the Lingnan University.</p> <ul style="list-style-type: none"> ➤ The Social Science Department collaborated with the Green Team to participate in the “Sustainable Development School Participation Award” organized by the Council for Sustainable Development. Various activities were arranged to promote sustainability such as a drama about sustainable development for S4-5, a talk on fair trade issues and a fair trade product sale. ➤ Students created their art work (S1 tissue rolls face design and S3 fashion design illustration) using recycled materials like tissue paper rolls and used cloth in the Visual Arts lessons. ➤ Green cooking and recycling of rubbish were promoted in Home Economics Lessons. | |
| (4) To equip students with skills to meet challenges of the 21 st century | <ul style="list-style-type: none"> • Different departments continued to avail various opportunities for students to explore and understand current global issues. • Through the programmes organized by the Chinese History Department and the Assembly Team, concepts about “One Belt, One Road” were introduced to students. Also, students were encouraged to join a competition related to this topic. • Students were given articles on global issues to read during DEAR time by the Science & ICT Department. | <ul style="list-style-type: none"> • The target was fully achieved. • Students found that the reading articles, seminars and workshops very interesting and expressed that they had benefited a lot from these activities. |

Major Concerns relevant to Academic Affairs

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| | <ul style="list-style-type: none"> • Arrangements were made for senior-form science students to attend seminars and workshops held by tertiary institutions, e.g. the lectures and lab visits held by the HK PolyU about STEM development and global career opportunities, the workshop on global food science development held by the CUHK and the workshop on global certification industry held by the HKBU. • The Social Science Department organized a quiz competition on current affairs and Basic Law for junior-form students and encouraged students to participate in the Top Ten News Election held by Hok Yau Club so as to arouse their awareness of current global issues. • S4 Geography students attended a workshop conducted by an exchange students (from the University of Maine at Farmington in the US) to learn more about urban development in the US. | |
| <i>Concern (2): Nurture students to be active learners and maximize their potentials</i> | | |
| (1) To further help students to take/develop an initiative to learn | <ul style="list-style-type: none"> • In order to foster their positive attitude, students were required to do goal setting and self-reflection in all subjects. More and specific guidelines were given to help them set reasonable and clearer goals. The Science & ICT Department, in particular, introduced more specific learning objectives to facilitate students to reflect on their performance in major assessments and identify their areas for improvement. | <ul style="list-style-type: none"> • The target was almost fully achieved. • The guidance given to students on the essential skills in note-taking and the demonstration of good samples of notes by teachers have helped to improve the quality of students' note-taking. More and more students are able to jot good notes, draw summary tables and mind maps. |

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| | <ul style="list-style-type: none"> • Departments used different strategies to help students develop self-learning habits. Flipped classrooms were more widely implemented whereby students were asked to do pre-lesson preparation and to take notes and make summary of key learning points during lessons. Self-learning materials were also uploaded online for revision and consolidation after lessons. • iClass continued to be successfully utilized as a platform to facilitate students' self-directed learning. For example, self-learning materials of reading comprehension and listening tasks, extended science-related articles and extended learning materials of Liberal Studies were uploaded for high achievers. • Some useful e-learning platforms were subscribed continuously for students. They included "E-Builder" for English, "i-Learner" for Chinese, "iTutor" for Mathematics and "Online Question Bank" for various DSE subjects. • Different types of learning strategies were not only stated in junior-form subject guidelines, but also explicitly taught in lessons so that students could better master their learning process. For example, the Mathematics Department guided students to analyze questions carefully by highlighting or underlining the key points. In Visual Arts lessons, students were asked to brainstorm ideas by drawing mind maps or preparing several drafts before creating their final works. | <ul style="list-style-type: none"> • Reports from Heads of Department show that flipped classroom was successfully implemented at least once per term in all Forms last year. Students have developed a habit to watch the short video clips at home and complete the given tasks as part of pre-lesson preparation. • The number of learning activities created by teachers in iClass in 2017/18 was 2,769 compared to 2,535 in 2016/17, showing an increase in the usage of iClass, a tool that helps foster students' initiative to learn. • The feedback from students on the use of e-learning platforms was positive. In the surveys conducted by the Chinese and Science & ICT Departments, over 90% students agreed that the extended learning materials in iClass were useful. • Our students have generally taken more initiative to learn and more actively engaged in learning than before. For evaluation purposes, some questions related to students' independent learning capacity were included in the 2017/18 Stakeholders Survey, the results of which indicate that – <ul style="list-style-type: none"> ➤ Students' rating for the question "I take the initiative to learn" was 3.52, the highest in the past three years; |

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| | <ul style="list-style-type: none"> • Students were encouraged to actively seek help from peers and teachers to solve their learning problems. According to APASO, the rating for Cost of Seeking Help (the lower the better) for the junior-form dropped from last year's 2.37 to current year's 2.04 and that for senior-form dropped to 2.13 from last year's 2.37. A significant improvement has been shown in students' self-initiation to seek helps from others. • Nurturing students to be active learners was made the focus of peer lesson observations arranged by departments for their members. • Nurturing students to be active learners was also made a focus of the cross-departmental lesson observations arranged centrally by the school for all teachers. | <ul style="list-style-type: none"> ➤ The rating for "I take the initiative to jot notes during lessons and do post-lesson revision" increased significantly (from 3.66 vs 3.50 in 2016/17 to 3.73 vs 3.20 in 2017/18); ➤ Students' rating for "I take a more proactive role in learning compared to 2016/17 year" was 3.61, higher than last year's rating of 3.50. ➤ The rating for "I take initiative to seek help from my teachers or schoolmates when I encounter problems with my studies" was 3.68, higher than the last year's rating. |
| (2) To further promote reading and writing across the curriculum | <ul style="list-style-type: none"> • Continuous efforts were made by different departments to further strengthen reading and writing at the College. Some examples are enumerated below: <ul style="list-style-type: none"> ➤ Each department prepared subject-specific DEAR reading articles twice a year with an aim to encouraging students to read more in variety. Students were required to read the articles and answer some questions related to the articles. Different levels of reading materials were prepared to cater students' learning needs. ➤ Each department prepared a subject-specific recommended booklist in order to arouse students' interest in reading. | <ul style="list-style-type: none"> • The target was almost fully achieved. • In general, the feedback from students on the reading schemes run by different departments was positive. For example, from the surveys conducted by the Chinese and Chinese History Department and Science & ICT Department, over 80% of the students agreed that the reading schemes concerned were able to enhance their interest in the respective subjects and help them develop a regular reading habit. |

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| | <ul style="list-style-type: none"> ➤ The English Department continued with its efforts to arrange various reading activities to encourage students to read extensively. These include Battle of the Books, book sharing sessions for S3 and S4, reading mentoring programmes for S1 implemented by the English Club, and strengthening of the reading programmes in which reading at S1 and S2 levels was guided and more short reading extracts or passages were used. ➤ The English Department continued to promote process writing and journal writing to develop students' writing skills and critical thinking skills. Some S4 students were encouraged to submit their work to the SCMP for publication. ➤ 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 talented students. Students were required to write reflections after reading the passages in the journal “文藝月刊” and to share their views with their teachers and classmates in lessons. ➤ The e-learning platforms “E-builder” and “i-Learner” continued to be used by the two language departments to promote students' reading and writing skills. | <ul style="list-style-type: none"> • In the 2017/18 Stakeholders Survey, students' rating for the question “I often read materials such as leisure reading materials and newspapers outside class” was 3.49, the highest rating in the past three years. • In the next 3-year College Development Plan, some new strategies will be implemented to further promote reading across curriculum at the College. Besides reading in different varieties, students will be encouraged to read in different text types, such as stories, poems, biographies, news reports, etc. Moreover, more emphasis will be put on the use of e-learning reading resources. |

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| | <ul style="list-style-type: none"> ➤ The two language departments published anthologies using the good writings from students. ➤ Other departments also organized their own reading schemes to promote reading. For example, students were required to complete book reports for Chinese History, Integrated Science and BAFS. ➤ The Mathematics Department organized projects for junior-form students which required them to complete one reading task and one writing task. ➤ The Social Science Department continued to ask students to do journal writing, newspaper cutting and current affairs analyses for Integrated Humanities and Liberal Studies. Students were also encouraged to join various writing competitions such as Hok Yau Club news commentary writing competition, RTHK LS essay writing competition and The Standard LS essay writing competition. Subscriptions of subject related newspapers and magazines were arranged for senior-form Liberal Studies, Economics and BAFS students. ➤ Sharing sessions by writers were conducted by the two language departments. The writers shared their valuable experience in reading and writing with students. ➤ The library organized book donation campaigns to promote book-crossing. | |

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| <p>(3) To further develop students' collaborative skills, critical thinking and creativity</p> | <ul style="list-style-type: none"> • Apart from organizing debates, project learning and poetry and songs writing, the English Department organized the CREATE project in conjunction with British Council to enhance creativity in the classroom. • Students built 3D models in Mathematics lessons and Mathematics Club meetings. The department also organized different activities to help students develop critical thinking skills and creativity, including STEM projects, origami project, calculator competition, iPad games, board games, logical games and inter-school Rummikub competition. • The Social Science Department organized various activities with an aim to promoting students' creativity. They included Basic Law poster design competition in S1, video making competition on the topic of quality of life for S4 LS students, S3 banknote design competition, JA Programmemes, comics and poster design tasks for S3 Geography students and monthly challenge corner. Some field trips and visits were also arranged to enhance students' learning skills. They included mock LegCo forum, hunger banquets, experience life in a squatter hut, experiential workshop on being a sweatshop worker, mock village experiential workshop, BAFS Bazaar, "It's my business" workshop, etc. | <ul style="list-style-type: none"> • The target was almost fully achieved. • Project learning, peer learning tasks and activities organized by different departments have been quite effective in enhancing students' collaborative skills, critical thinking skills and creativity. The feedback from both students and teachers were positive. • The APASO report indicates that students ratings for subscales of "Creative thinking", "Critical thinking" and "Problem solving" were both higher than the HK norms. <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Subscales</th> <th style="text-align: center;">Junior Form</th> <th style="text-align: center;">Senior Form</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Creative thinking</td> <td style="text-align: center;">2.90 (HK 2.64)</td> <td style="text-align: center;">2.90 (HK 2.62)</td> </tr> <tr> <td style="text-align: center;">Critical thinking</td> <td style="text-align: center;">3.00 (HK 2.84)</td> <td style="text-align: center;">3.05 (HK 2.85)</td> </tr> <tr> <td style="text-align: center;">Problem solving</td> <td style="text-align: center;">3.05 (HK 2.86)</td> <td style="text-align: center;">3.06 (HK 2.89)</td> </tr> </tbody> </table> • The Science & ICT Department arranged for students to participate in 13 STEM competitions and won many awards, some of which are listed below: <ul style="list-style-type: none"> - Second Runner-up and Merit in 粵港澳·中小學精英校際 STEM 智能家居創作大賽 2018 - First Class Award in 全港 mBot 機械人挑戰賽 2018 - First Runner-up and the Best Environmental Friendly Design Award in 2017 應用可再生能源設計暨競技大賽 | Subscales | Junior Form | Senior Form | Creative thinking | 2.90 (HK 2.64) | 2.90 (HK 2.62) | Critical thinking | 3.00 (HK 2.84) | 3.05 (HK 2.85) | Problem solving | 3.05 (HK 2.86) | 3.06 (HK 2.89) |
| Subscales | Junior Form | Senior Form | | | | | | | | | | | | |
| Creative thinking | 2.90 (HK 2.64) | 2.90 (HK 2.62) | | | | | | | | | | | | |
| Critical thinking | 3.00 (HK 2.84) | 3.05 (HK 2.85) | | | | | | | | | | | | |
| Problem solving | 3.05 (HK 2.86) | 3.06 (HK 2.89) | | | | | | | | | | | | |

Major Concerns relevant to Academic Affairs

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| | <ul style="list-style-type: none"> • Besides incorporating creative ideas in the Visual Arts curriculum, various projects and activities were organized by the VA Teachers such as tissue rolls face design for S1, Chinese painting for S2, Chinese New Year card design and fashion design illustration for S3, student workshops by Peichung (watercolour illustrator) and Ng Ka Chun (3D work artist). • STEM was introduced to the curricula of S1 Integrated Science, Mathematics and ICT with the assistance of the EDB School-based Support Service. Problem-solving skills and creativity were incorporated in Science lessons and projects. Examples included the making of portable microscope, fruit lamp design and solar coffee distiller for S1, the making of buzzer game, ultrasonic distance measuring device and balloon car for S2, the making of solar cooker for S3, the making of catapult for S5 and simple motor for S6. • Basic coding using programmaming languages “Scratch” and “App Inventor 2” was covered in the junior-form ICT curriculum. | <ul style="list-style-type: none"> - First Class Award in Hong Kong Youth Science & Technology Innovation Competition 2017-2018 - Silver Award and Merit Award in 全港中學生「個人資料私隱保衛者」手機應用程式設計比賽 • The Science & ICT Departments and the Mathematics Departments joined the School Based Support Service (STEM) held by the EDB. The objective was incorporate STEM concepts in project learning and in the curricula for S1 ICT, Mathematics and IS. The project ran very smoothly and has enhanced cross-departmental collaboration between the Mathematics and the Science & ICT Departments, whose curricula have been reviewed and revised to incorporate STEM-related projects and activities in daily teaching. Our teachers had done so well in the project that they were invited to share their experience in some EDB workshops for teachers. • With the valuable experience gained this year, the Mathematics Department and Science & ICT Department will expand the STEM curriculum to S2 next year. |

Major Concerns relevant to Academic Affairs

| Initiative | Task Implemented | Evaluation |
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| <p>(4) To further uplift students' performance in public examinations</p> | <ul style="list-style-type: none"> • Departments conducted small-scale lesson studies on challenging topics. Subject teachers of the same Form worked together to discuss teaching plans and strategies. For instance, lesson studies on "Phototropism" was done in S4 Biology, "Back titration" was done in S5 Chemistry and "Refraction of light" was done in S4 Physics. The Chinese Department invited a former Professor of Chinese History from the Faculty of Education of HKU to observe the junior-form Chinese History lessons and to give feedback and suggestions on our teaching strategies and lesson design. The Science & ICT and Mathematics Departments joined the School Based Support Service (STEM) held by the EDB (which has put forth valuable suggestions on the subjects' curriculum planning and lesson designs). • Enrichment classes were conducted by the English, Chinese, CSL, Mathematics and Science Teachers to nurture talented students while remedial classes were conducted on a regular basis for subjects like English, Chinese, CSL, Mathematics, Liberal Studies, Integrated Humanities and Integrated Science to provide extra support for students in need. • Tutorial Rooms for English, Chinese, Mathematics, Integrated Humanities and Science were arranged during lunchtime or after school to encourage students to seek help from teachers if they have problems with their studies. | <ul style="list-style-type: none"> • The target was substantially achieved. • Subject teachers made good use of the common timeslots for teaching planning. Through conducting lesson studies with other subject teachers of the same Form, teachers could reflect on their own teaching strategies and learn new strategies from other teachers. It was also good to have some external professionals to give teachers comments and suggestions on lesson planning. • The attendance rates of remedial classes held after school on weekdays were satisfactory but not those held on Saturdays. • Different departments used various strategies to encourage students to attend remedial classes. For instance, students would be exempted from the Chinese 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. • The feedback from teachers and students on the alumni sharing sessions was very positive. Not only could students acquire effective examination skills, but they |

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| Initiative | Task Implemented | Evaluation |
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| | <ul style="list-style-type: none"> • Summer classes and bridging classes for core subjects and science subjects were conducted to equip students with the skills and knowledge required in the next Form. • The following measures were implemented to help S6 students to better prepare for the HKDSE examinations: <ul style="list-style-type: none"> ➤ The pre-mock tests were advanced to September so that students could make good use of their summer holidays to revise the subject contents. ➤ The coordination of SBA tasks, tests and activities for S6 was strengthened in order to help avoid serious clashes between submission of SBA and other assessments, making it possible for students to better manage their time. ➤ Alumni were invited to share their study skills and experience in preparing for the DSE examinations. ➤ After-school extra lessons were arranged to drill students' examination skills. ➤ Besides pre-mock tests and mock examinations, students were encouraged to join external mock examinations and speaking practices organized by various educational organizations. | <p>could also learn the good learning attitude of the alumni.</p> <ul style="list-style-type: none"> • The strengthened coordination for SBA tasks have helped to minimize serious clashes between SBA and other assessments. As this has proven to make students easier to manage their time, the measure will continue to be implemented in future years. • The new arrangement regarding pre-mock tests had actually been introduced to address concerns raised by students about clashes between SBA assignments, school pre-mock test and external mock exams in December and January. However, there was feedback from Heads of Department that this arrangement was not effective as the syllabi of many subjects had yet to finish in early September, and that students generally performed poorly in the pre-mock test as they didn't take the assessment seriously. Such being the case, the pre-mock tests for S6 in 2018/19 will be held in December. Teachers are required to ensure all SBA assignments are finished by November 2018 in order to avoid clashes with the pre-mock tests. |

The Student Affairs Team

| Major Concerns relevant to Student Affairs | | |
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| Initiative | Achievement | Evaluation |
| Concern (1): <i>Nurture our students' positive character and prepare them to be global citizens</i> | | |
| <p>1. Further develop care and respect, politeness, self-discipline, civic virtues and appreciation</p> | <ul style="list-style-type: none"> • According to the APASO survey, 92.6% (last year: 92.5%) of students strongly agreed or agreed that they cared about others and 93.8% (last year: 91.9%) of students strongly agreed or agreed that they were considerate towards others; 92.6% (last year: 93.2%) of students strongly agreed or agreed that they treated people with respect and 89.2% (last year: 90.2%) of students strongly agreed or agreed that they were polite to others. According to the survey conducted by the G&C Team, 96.89% of students strongly agreed or agreed that they were polite to teachers, 94.4% of them strongly agreed or agreed that they were polite to their schoolmates and 94.2% of them strongly agreed and agreed that they were polite to their family members. • The rating for the statement “The students respect the teachers” in the Stakeholder Survey for students increased from last year’s 3.64 to current year’s 3.69. The rating for the statement “The students of this school respect their teachers.” in the Stakeholder Survey for parents increased from last year’s 4.15 to current year’s 4.19. • Programmes were organized to promote care and respect in the school community: <ul style="list-style-type: none"> ➢ These values were regularly promoted in Friday Morning Assemblies. 92.3% (last year: 85.5%) of staff strongly agreed or agreed these programmes | <ul style="list-style-type: none"> • Students have good understanding of the importance of showing care and respect to others and can generally practise it. Promotion and various types of programmes have been organized to develop the two values in the school community. The decrease in rating in APASO in the two relevant questions was mainly due to the drop in rating of the response from S1 students. The percentage of students who strongly agreed or agreed that they treated people with respect dropped from last year’s 94% to this year’s 87% and the percentage of students who strongly agreed or agreed that they were polite to others dropped from last year’s 87% to this year’s 82%. It has been noticed that the negative influence from media has been increasingly affecting young students. S1 students’ use of language and attitude towards others was less satisfactory than before. More effort, will thus, be made to enhance students’ awareness as regards the use of language use of social media as a platform to pass comments and to post pictures, and the proper ways of inter-personal communication. |

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| | <p>could help develop care and respect within the school community.</p> <ul style="list-style-type: none"> ➤ Measures to help students develop care and respect started when they were admitted to the school. In the S1 Training Camp, 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. 97% of participants strongly agreed or agreed that they had learnt how to appreciate and care for each other. Throughout the year, the Discipline Team arranged debriefings to students whenever there were cases of students not being respectful to others. ➤ The ECA Team and the Student Council organized an orientation activity for the new S1 students in July to help them develop sense of belonging to the school and greater bonding among themselves. The feedback from students was positive. ➤ The Guidance and Counseling Team continue to promote love and care through the Peer Counseling Scheme. 28 peer counselors from S3 to S5 were selected to join the scheme. In the first term, Peer Counselors entered the S1 classrooms to 'chat and play' with the freshmen every Wednesday during lunch time. They answered S1 students' questions regarding studying and other school activities. This helped lessen S1 students' | <ul style="list-style-type: none"> • The concept of empathy will be strengthened in the next school year for both teachers and students so that care and respect can be further promoted in the school community. • Apart from the S1 Camp, there were many other activities in which junior-form students were guided and looked after by senior-form students. This has helped 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. • Every year, more than 40 students applied to be the peer counselors. The peer counseling scheme is useful for promoting love and care and peer support in the school. Some mentors have joined the programme for more than a year and showed care and support to their mentees. Some small groups have gatherings regularly and the bonding was good. With good training and constant support from the teachers in charge of the programme, the peer counselors have developed better skills for group sharing and individual counselling. • The S4 Camp has brought many students good memories in the past years and will continue to be organized as a way to build up good bonding among students and between teachers and students. |

Major Concerns relevant to Student Affairs

| Initiative | Achievement | Evaluation |
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| | <p>stress and worries. In the second term, the peer counselors were paired up with 28 S1 students and helped them with study related or personal issues. Before major assessments, peer counselors helped their mentees make preparations during lunch time. Workshops and a training camp were organized at the beginning of the school year to equip peer counselors with skills and attitude to care for their mentees. A tour to the Ocean Park was also organized for both mentors and mentees to enjoy a happy time together.</p> <ul style="list-style-type: none"> ➤ 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. ➤ To care for the special needs of different students, specific programmes were organized, including: <ul style="list-style-type: none"> - S1 "I Can" workshop to help selected students to have better understanding of themselves and enhance communication and problem solving skills. - S1 "Smart Teen" workshop to develop selected students interpersonal skills. | <ul style="list-style-type: none"> • The attendance of "I Can" and "Joyful@School" was good and the feedback from participants was positive. The feedback for "Smart Teen" was also good but the attendance rate was less satisfactory as some students were either forgetful or busy occupied by other work. Compared to discussions held in Friday Afternoon lesson for the whole class or Form, this kind of workshops can better address the needs of particular students. • Students were found to be quite engaged in the workshops and camp activities of the Colorful Life programme. However, their attendance rate was unsatisfactory due to the time clash with detention or tutorial classes. • The students had very good attendance rate in the lunch time workshops of Joyful@school programme. Owing to its successfulness, the programme will continue next to be held next year. • For the Pupil Ambassador Programme, the support from EDB was very little and the organization work was very poor. The school may not join the programme next year. • The S1 Rainbow leadership programme will continue next year. Students suggested that the programme 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 |

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| | <ul style="list-style-type: none"> - S2-S3 Colorful Life Scheme to develop stress management skills and positive thinking for selected students. - Joyful life programme co-organized with the YMCA under QEF to enhance students' enhance their resilience and mental health. A part-time programme social worker stationed at school two days a week to prepare and conduct workshops and other activities for students. The programme included a screening survey for all students, workshops for S1-S3 (First Tier) and a programme "Joyful@School" (Second Tier) for selected students. A training workshop for teachers was also organized to help them understand teenage mental health issue better so that they can be more sensitive in identifying students in needs and provide immediate support whenever needed. - A group of S1 students were arranged to join the Pupil Ambassador Programme co-organized with EDB to organize activities to enhance mental health of their schoolmates. - The S1 Rainbow leadership programme helped students enhance self-esteem and inter-personal skills and learn positive values including care and respect through workshops and adventure-based activities and camp. | <p>chances to look after younger fellow schoolmates.</p> <ul style="list-style-type: none"> • It has become a tradition in the school for students to write Thank You cards to teachers. Such expression of gratitude is very much appreciated by teachers. • Apart from the big board in the library for teachers to write words of encouragement to S6 students, the G&C Team will consider extending words of encouragement/appreciation to all students. • Community Service (CS) programmes were successfully organized. Most students showed enthusiasm in showing care and love for others. The performance of S1 students, however, was not as good as expected. More education on the meaning of CS activities is needed next year. • Debriefings by class teachers or the teachers-in-charge from the CS Team were arranged for most of the CS activities in order to help students better understand the meaning of each activity, to share their experience and to reflect on their performance. • To help students understand more the needs of different people in other parts of the world, the founder of the NGO Happy Tree was invited to give students a sharing about the service for children in Cambodia, especially those with HIV positive living in orphanages. Feedback from both teachers and students |

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| | <ul style="list-style-type: none"> ➤ 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. 91.4% of students agreed that these lessons could help them foster good values. ➤ 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 and make suggestions to the topics for Friday Afternoon lessons. ➤ A Life Education Programme was organized to help students understand life, appreciate life, respect life and explore life. This also strengthened our education on care and respect. ➤ Form-based activities were held during Friday Afternoon lessons to enhance class bonding and promote a more loving atmosphere in each class. 92.5% of students had positive feedback to these type of activities. ➤ 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 each other, respect different opinions and care for others. ➤ Care and respect were promoted through Panda Radio programmes produced by the G&C Team. Relevant articles were prepared for class teachers to conduct further | <p>was very positive. After that, a 5-day service tour was organized in late June to Cambodia. Students showed excellent performance during their visits to orphanages, schools and homeless people. All the students found the trip very meaningful. Similar tour will be organized again next year.</p> <ul style="list-style-type: none"> • The Sky Teen Group successfully organized more different types of services during the year. It is encouraging to see more and more students applying to join the Group. More sharing from the Group members will be arranged through Panda Radio or Campus TV or the Friday Morning Assembly. • Despite the much effort made by the Discipline teachers and class teachers, students are still not taking punctuality as serious as they should. The College have to place more emphasis on educating students the importance of punctuality as well as self-discipline. Class teachers will be requested to contact parents more frequently to seek support from parents and the DC team will closely monitor the situation and extend the lunch detention from one day a week to 5 days a week. Moreover, education on healthy lifestyle and time management will be emphasized next year. |

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| | <p>discussion after listening to the programmes. 92.5% of the students showed positive feedback to the programmes.</p> <ul style="list-style-type: none"> ➤ The G&C Team continued to arrange students to write Thank You cards to teachers. 92% of students agreed that the activities helped show love to their teachers. ➤ A “Break Corner” was set up in the Main Library to facilitate peer support and stress release. It included a display board for students and teachers to write encouraging words and some leaflets and books for students to read. ➤ 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. ➤ The College implemented Community Service Scheme for all students. Form-based activities were organized for students to serve the community together with their classmates and class teachers, e.g. S1 parent-child flag selling, Squatter Camp for S2 and visit elderly at Mid-Autumn Festival for S3 and S5. Two service tours were organized to Gansu and Cambodia. ➤ Our students completed a total of 22,274 service hours serving inside and outside school. From the survey, 92.9% of the students agreed that the Community Service Scheme helped them show care to others. 93.7% of the students | <ul style="list-style-type: none"> • More effort will be put on educating students to be more self-disciplined in use of mobile phone and internet. Control on the time spent and the ways opinions and feelings are expressed will be emphasized. • Although the effort made is recognized by all the stakeholders, the education on nurturing students’ civic virtues should continue. Being influenced by some of the negative message from the society and the media, teenagers nowadays are weaker in resisting temptation and making correct moral judgement. Posting inappropriate comments or pictures in applications such as Whatsapp or other social media has become more common than before. More education is needed in this aspect next year. Students are to be reminded more regularly. |

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| | <p>agreed that community service programmes 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. 579 students got the service awards, i.e. 307 Merit, 181 Bronze Award, 58 Silver Award, 33 Gold Award.</p> <ul style="list-style-type: none"> ➤ Students' effort in Community Service was well recognized by other organizations, as vindicated by the awards they won, for example, the "Hear to Heart School Award" from the Hong Kong Federation of Youth Groups and 19 students got Gold Award, 106 students got Silver Award and 246 students go Bronze Award from Agency for Volunteer Service. ➤ 30 Students from the Sky Teen Group (a community service group) organized Charity Sale for Orbis, CSS Friday Afternoon and Hunger Banquet for S1. They also took part a wide range of community services. ➤ Two fund raising activities were organized in the year, namely Red Packet of Love for the World Vision; Orbis Pin Day and Orbis Charity Sale. <ul style="list-style-type: none"> • According to the survey conducted by the G&C Team, 96.9% of students strongly agreed or agreed that they were polite to teachers, 94.4% of them strongly agreed or agreed that they were polite to their schoolmates and 94.2% of them strongly agreed and agreed that they were polite to their family members. The rating for the statement "My schoolmates are self-disciplined and abide by school regulations." in the | |

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| | <p>Stakeholder Survey increased from last year's 3.40 to current year's 3.47.</p> <ul style="list-style-type: none"> • Effort has been made by class teachers, the Discipline Team, the G&C Team and the Assembly Team to improve students' self-discipline, e.g. behaving well at school, punctual to school, being attentive in lessons, punctual submission of homework, following school rules, etc. Students in general were self-disciplined, except for punctual to school. The number of students, who were late for more than 5 days in a year, increases from 74 to 99. These students were mainly in Senior Form. One major reason was that Senior Form students stayed very late at night for completing homework or revision, and thus unable to get up on time in the morning for school. Another reason was that a new arrangement was made to close the school gate sharply at 8:10 am without giving students any allowance. In addition, there has been increasing number of cases of overuse or misuse of mobile phone and internet. Cases were followed up by either class teachers, the Discipline Team or the school counselor. Parents were provided with information on how to prevent their children from being addicted to internet and electronic screen products and a consultation booth was set up on Parents' Day. • To promote civic virtues, different programmes were organized by the Assembly Team, the G&C Team, the Campus TV and the Discipline Team. 94.2% of teachers found the programmes produced by the Assembly Team were able to nurture students' values while 91.4% of students | |

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| | <p>agreed that the programmes held during Friday Afternoon lessons by the G&C Team could help them fostering correct moral and civic values. The rating for the statement “The school actively helps students develop correct values.” in the Stakeholder Survey for teachers increased from last year’s 3.87 to current year’s 4.02. The rating for the statement “The school actively fosters our virtues.” in the Stakeholder Survey for students increased from last year’s 3.57 to current year’s 3.68. The rating for the statement “The school can foster in my child good virtues.” in the Stakeholder Survey for parents maintained at 3.95 (last year: 3.94). According to the APASO, 89.3% of students strongly agreed or agreed that they would reflect critically on themselves when seeing something immoral happen.</p> <ul style="list-style-type: none"> • New initiatives were made to arouse students’ interest and provide opportunities for them to show their talents besides learning positive values. For instance, the G&C Team and Campus TV Team worked together to help S4 students take part in a video production competition titled ““Life is good”. Through such activity, students had a chance to reflect on the values. One of the groups also won the "Special Recommendation Award". The G&C Team also co-organized with the Assembly Team a lyrics rewriting competition aiming at instilling respect and politeness in S1 students. The students showed good creativity and paid lots of effort to practice with various musical instruments. Class teachers’ had great involvement in the process during which they shared their views and gave support to students. | |

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| <p>2. To raise students' awareness of filial piety and family values</p> | <ul style="list-style-type: none"> • The value of filial piety and family values were promoted in programmes held at Friday morning assemblies and in Friday afternoon lessons. Students were reminded to be grateful for the love they received from their parents and to show love in return to them. The family values were promoted during the assemblies near the traditional Chinese festivals. Positive feedback was received towards the relevant programmes, for instance, the video made by S6 students, the Friday afternoon lesson for S5 and S6 that allowed students to share their feelings for their parents. According to APASO survey, 82.7% of students strongly agreed or agreed that they got along well with their parents and 90.1% of students strongly agreed or agreed that they liked their parents very much. • The Community Service Team continued to organized "Care Starts at Home" for S1 students. Students were asked to do housework for their parents. Parents were supposed to rate students' performance but many parents were not actively involved in the programme. | <ul style="list-style-type: none"> • The school will continue to promote Filial piety and family values in its activities. • To improve the communication between parents and their children, more workshops will be organized by the school counselor for junior form parents. • Due to the change of roles in many families, housework may not be done by any of the family members. The activity was not successful and will not continue next year. Yet, the promotion of family value continues. |
| <p>3. To instill in students a strong sense of responsibility</p> | <ul style="list-style-type: none"> • Students were constantly reminded of their responsibility to attend school and to attend punctually. • Excluding a couple of students with serious emotional problem, 95.4% students attended 90% or above school days. Same as the previous year, the attendance of S6 students (91.4%) was worse than other forms mainly due to great stress from public examinations. However, the situation was worse than the previous year. Many students claimed that they were not | <ul style="list-style-type: none"> • The Discipline Team closely monitored and followed up on the serious absence cases. Students from S6 took sick leave easily but their parents dared not to give them too much pressure. Therefore, parents were willing to prepare parent letter even after being asked by teachers to push their children to attend school. Since many students attended tutorial schools, they did not find it a |

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| | <p>able to manage the workload and often stayed up late to study. Thus, they got sick easily. This included students with good results and discipline.</p> <ul style="list-style-type: none"> • Students are also expected to be responsible when joining school activities. Regardless the reason for leave, 75% (last year: 77%) students have 75% or above attendance rate in ECA meeting. In most cases, students were not able to attend ECA meeting because of clash with other school activities. These absences were approved and did not affect the grading of students' performance. The number of students with Excellence performance increased from last year's 47.6% to current year's 55.1% and the number of students with Poor performance (including poor attendance) dropped from last year's 7.8% to current year's 4.6%. Overall, students' attendance and performance in ECA has improved. • Responsibility was greatly stressed in leadership training programmes. Student leaders were expected to show good sense of responsibility when performing duties. Student leaders who lacked good sense responsibility were interviewed by the teachers in charge. • Attendance in the Sports Team improved. On average, 77% of students have at least 80% attendance rate. The attendance rate in some music groups was satisfactory but that in some others groups needs to be improved. | <p>big problem to miss lessons at school. Cases of frequent absence, especially those in S6 are to be closely monitored and referred whenever necessary.</p> <ul style="list-style-type: none"> • The ECA team closely monitored students' the attendance in ECA. Students were asked to submit parent letter for all the absence due to personal reasons. In recent year, parents are more lenient in allowing their child to quit ECA or be absent from its activities. The teacher-in-charge, thus, had to put more effort teaching students to be more responsible in this area. • Better administration of the Music groups will be requested. The teacher-in-charge will be reminded to ensure students are well informed of their lesson / training schedule |
| 4. To promote the concept of sustainability | <ul style="list-style-type: none"> • The Green Team continued to organize programmes that promote the concept of sustainability. For example: <ul style="list-style-type: none"> ➤ 85% of students and their | <ul style="list-style-type: none"> • Promotion is still needed to help students develop green habits. They had more knowledge and more understanding of green |

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| | <p>families participated in No Air-con Night.</p> <ul style="list-style-type: none"> ➤ 283 pairs of shoes were collected in a shoe donation campaign to Africa ➤ A Green Auction was organized to promote the concept of reuse and recycle. Fund raised from the auction was donated to WWF. ➤ Unwanted books were also collected to donate to children in need. ➤ Materials such as second hand clothes were also collected as supplies for the service tour to Cambodia. ➤ Recycling of paper and plastic bottle. ➤ All junior form students had the chance to practice organic farming at school. The concept of carbon footprint was introduced. Parents also participated in the organic farming. <ul style="list-style-type: none"> • A number of talks were organized by the Green Team and other departments to enrich students' knowledge on food waste reduction and recycling of food waste, marine conservation and protection of the islands in Hong Kong, how energy conservation can be carried out at school, etc. • Students were given materials to read during DEAR and a list of books about sustainable development was introduced. • The Green Team also conducted two surveys in September and December respectively. Students were asked to review their green habits through the survey. • The Green Team continued to arrange for students to take part in the UNESCO ESD Learning Programme. The S5 group won the | <p>issues but are not able to practice green life well enough. Many families do not have the habit of practicing it so that it takes time for students develop such habits.</p> <ul style="list-style-type: none"> • To expand the waste reduction effort, the tuck shop will be asked not to sell bottled water from their vending machine. • Improvement was shown in the survey result regarding students' green habits. For instance, the percentage of students who always recycled paper and plastic increased. More junior-form students finished their lunch as much as they could. • The expansion of organic farming programme to parents was not successful as parents did not make good commitment. Some parents withdrew after signing up for the activity and others did not show up at the seeding session and some other did not come to water at all. The Green Team will continue to involve parents in the organic farming project but will state more clearly in the circular the requirements when inviting parents. |

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| | <p>Championship of the ESD Learning Programmeme - Built Environment and Placemaking Category and Second Class Award for both the Presentation and Written Report. The S3 group won the Championship in the Best Poster Award and Second Class Award for Grant ESD Award, Presentation Award and Written Report Award.</p> <ul style="list-style-type: none"> • Messages on how to go green as a responsible citizen was delivered to students via the Campus TV and the Green Team. These programmes helped promoting the concepts of carbon footprint, energy conservation, resources conservation and recycling. 91% of students agreed that those programmes helped enhance their understanding of environmental issues. • ECA Upcycle Fun Club organized workshops for its members to learn how to use recycle materials to make useful things. ECA Science Club members participated in the Tolo Coastal Clean-up. The Liberal Study Club organized a Fair trade product sales to promote sustainable development. The VA Club members visited the sustainable 3D Fashion Illustration workshop. • PTA successfully organized a tour to Hong Kong Geopark and Organic Waste Recycling Centre. It continued to organize its annual second-hand textbook and school uniform sale in July. It attracted many students and parents. The Green Team helped promote the activity. • The College was awarded with Green School Gold Award. | |

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| <p>5. To equip students with skills to meet challenges of the 21st century</p> | <ul style="list-style-type: none"> • 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 programme were organized: <ul style="list-style-type: none"> ➤ Careers related programmes that equipped students with life planning and career skills, as follows: <ul style="list-style-type: none"> - 6 careers and life planning lessons were given to S1 students helping them have better understanding of their strengths, dream about future and learn how they can prepare for their future career planning. 86% of the students had positive feedback. 83% of the students agreed that the lessons had helped them better understand their strength and skills. 87% of them agreed the lessons improved their understanding of the importance of developing good habits and 85% of them agreed that the lessons had inspired them to have a dream. - 6 careers and life planning lessons were given to S2 students helping them explore the working world and enhance their self-understanding towards their strengths, weaknesses and potentials in order to develop qualities to achieve the dream. 91% of students had positive feedback. 93% of them agreed that the lessons had enhanced their | <ul style="list-style-type: none"> • The life planning lessons in the junior forms were well conducted. The overall feedback was good. However, few class teachers may not be very experience in conducting this type of lessons. More support from the Careers Team will be needed. • The percentage of students attending Information Days was not satisfactory. Students were quite passive and not motivated enough to arrange visits by themselves. More briefing to students about the importance of such visit will be given next year. • The involvement of alumni and parents helps enrich the type of careers programmes organized for students. • The Careers Team will continue to invite alumni to sharing their experience in making JUPAS choices and to invite parents to offer job shadowing opportunities. • Positive feedback was received from all the participants of job-shadowing/experience. 100% of them agreed that they had more exposure in the real working world and better understanding of the qualities required in the workplace. • Regarding leadership training, S4 students were a bit passive at the beginning of the year. After encouragement, sharing and training, they are more confident in taking up major |

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| | <p>awareness to understand a job more comprehensively, 93% of them realized the importance of setting goals and career planning and 89% of them had better understanding of the different skills and abilities required by different jobs</p> <ul style="list-style-type: none"> - 6 careers and life planning lessons were given to S3 students helping them enhance the self-awareness towards their strengths and limitations in order to make an informed choice regarding subject choice for senior secondary study. 91% of students had better understanding of how subject choices in secondary school affect university subject selection. 90% of them were more aware of the different factors affecting subject selection and 92% of them found the lessons useful and informative ➤ A Personality test – “Probe” was given to S2 and S3 students. Over 90% of the students reflected that they had more understanding of their personality after the test. ➤ Careers express was held in S2 to allow students to explore the working world (Accountant, Boss & Secretary, Youtuber, Doctor, Lawyer, Dubbing Artist, Clinical Psychologist). The feedback was satisfactory. ➤ A briefing about CSL and French was conducted for S3 NCS students. Group consultation was also provided to those NCS students. | <p>leader post in S5 and more are willing to challenge themselves in S5. (90% of them are taking posts in S5).</p> <ul style="list-style-type: none"> • Teachers-in-charge of ECA provided guidance to the student leaders in the committee. Student leaders in general have developed some skills in organizing activities. |

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| | <ul style="list-style-type: none"> ➤ Students were given a career planning booklet to enhance their own reflection for improvement. 86% of students found the booklet useful and could increase their self-understanding. ➤ 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 form students, workshop on how subject selection in S4 affects future study options and individual counseling by teachers, was provided to them. ➤ The Careers Team arranged for 27 S4 NCS students to join the Multicultural Dream Pursuit Project organized by Caritas Youth and Community Service Training sessions, career visits and job shadowing exercises were arranged for students to facilitate their life planning and school-to-career transitions. Positive feedback from participants was received. 100% of the participants reflected that they obtained more information about further studies, careers and occupations. 100% of them found that the Project helped them explore different study pathways and jobs and 91% participants agreed that the Project had responded to NCS students' needs on career planning. ➤ Students were informed about the Information Days of various tertiary institutions and other careers exhibitions. 54% S4-6 students visited at least one | |

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| | <p>infor</p> <ul style="list-style-type: none"> ➤ 21 careers talks were organized which include 9 job-related talks (e.g. engineer, surveyor, news reporter), 4 talks on local university admission, 4 talks on overseas studies, 1 on study skills and 3 on life and careers planning. ➤ 14 careers visits were arranged which include 9 companies and 5 institutes. mation day. ➤ 36 S4 to S5 students were arranged to join the job-related experience offered by EDB or under Multicultural Dream Pursuit Project. For example, Hong Kong Housing Society, Hong Kong Science and Technology Parks Corporation, Fruit Design and Build Limited, Caritas Charrette Centre, etc. ➤ In the current year, invitation was sent to all the parents for job shadowing experience. Feedback from parents was good and finally 24 students had their job shadowing in 10 companies of parents. For example, AIA Life Insurance, TFI Digital Media Ltd., Doctor Connect Medical Company, etc. ➤ 2 students joined the summer internship at Towngas. ➤ A 3-day Macao Careers and Life Planning Study Tour was organized. The tour included a visit to the Institute for Tourism Studies (IFT) where students explored the future prospect and development of the tourism industry. 26 S5 students joined the tour and the feedback was very positive. | |

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| | <ul style="list-style-type: none"> ➤ To support S6 students in making informed decision about further studies, a series of briefing about JUPAS, E-APP, Non-JUPAS programmes and overseas studies were given as well as simulation of HKDSE result release, talks on sub-degree programmes 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. On average, over 90% of the students found the information received useful and gave them help in making decisions. ➤ 23 S6 students joined the mentorship programme and sought advices from their mentors (alumni) and gain inspiration from their mentors' sharing. ➤ 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), workshop on writing additional information for JUPAS application (resume writing skill), university preparation workshop, mock | |

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| | <p>interview (interview skill) and Formal Dressing Day (dress code). For each of the activities, over 90% of the participants found the respective activity useful and could help them acquire the required skills.</p> <ul style="list-style-type: none"> ➤ A Careers Information Exhibition and Consultation Counter was organized on the Parents' Day to provide more information about different study pathways. ➤ To help students develop more effective learning skills, a study-management skills workshop was organized for S4 students and a sharing on study skills was arranged for S5 students. 96% of the participants found the study-management skills workshop useful and practical while 90% of the S5 students found that the sharing helpful in providing them effective learning skills and inspiration about overcoming difficulties ➤ To develop students' leadership skills, students, especially Senior Form students, were encouraged to take up posts from which they could learn organization, administrative, communication, collaboration and leadership skills. 54% (last year: 51%) of S3 students, 70% (last year: 79%) of S4 students and 90% (last year: 82%) of S5 students took up posts in different students organizations. Training including workshops, sharing and camp were provided to student leaders in the prefect team, houses, student council, peer counseling team, careers | |

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| | <p>team and sky teen community service team. Emphasis was put on positive characters, communication skills and collaboration skills. Student leaders were also asked to practise the skills acquired through organizing activities. Leadership reports were issued to leaders holding major positions to help them understand their strengths and weaknesses.</p> <ul style="list-style-type: none"> ➤ To develop students to be an all-round person to meet the challenges of 21st century and to enrich students learning experience, different types of ECAs and school teams were offered to students. 93% of S.1 to S.3 students joined after-school ECA (including school teams). For S4 to S5, the participation (including school teams) rate is 90%. ➤ 20 students ECA committees were set up to enable student leaders to learn to organize activities and perform administrative work. It was a good self-learning experience for committee members. Below are some examples: <ul style="list-style-type: none"> - Reading Club arranged for its members to join the World Book Day Fest during which students set up booth and planned activities to promote reading. - Japanese Club and French Club prepared Fun Booth on Cultural Days. - Chinese Debate Club organized Inter-House Chinese Debate Competition. - Robotics Club prepared Fun booth on the Open Days. - Liberal Study Society organized a “Fair Trade”. | |

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| | <ul style="list-style-type: none"> ➤ 30% students were selected to join 12 school sports teams. We won overall champions in Inter-school Boys Badminton Competition and Inter-school Girls Volleyball Competitions respectively. | |
| <p>6. To provide opportunities for students to explore and understand global issues</p> | <ul style="list-style-type: none"> • Efforts were made to help students to understand global poverty problem. Below are some examples. <ul style="list-style-type: none"> ➤ Global poverty problem was discussed during the Hunger Banquet. ➤ The ORBIS Pin Day and Fund Raising Campaign aroused students' awareness to both poverty and public health issues in developing countries. ➤ The Cambodia Service Tour opened their eyes to the need of children in deprived countries. • Environmental issues were brought to students via various means, which include: <ul style="list-style-type: none"> ➤ Energy conservation was promoted via activities such as Earth Hour and No Air Con Night. ➤ Waste reduction and climate change as well as the controversial issues relating to artificial intelligence were discussed through Campus TV programmes. ➤ Racial harmony was promoted through the drama production by the Drama Club. • Sharing on current global issues such as One Belt One Road, anti-war, global warming, etc was held during Friday morning assembly. The Liberal Study Society also helped promote the concept of "fair trade" | <ul style="list-style-type: none"> • Most students showed interest in the programmes on global issues. To further improve students' understanding of the issues introduced, the Assembly Team could do more in-depth information searching to collect more suitable resources for the preparation of introducing global issues to students in assemblies. The messages and information given to students should be clear and easy to understand. • Positive feedback were received from majority of participants of the study tours. Not only that the students who participated in the tour could learn about the history, cultural features and social issues of those places, other students could also learn from them via their presentation during assemblies. • The participation in ECA was similar to the previous year. The rating for the Stakeholder Survey statement "Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased." increased from previous year's 3.59 to current year's 3.73 for junior-form students and from 3.59 to 3.99 for senior-form |

| Major Concerns relevant to Student Affairs | | |
|--|---|---|
| Initiative | Achievement | Evaluation |
| | <ul style="list-style-type: none"> To help students understand the world more, overseas study tours were organized. 4 study tours were organized under the ELITE programme, bringing 144 S1-S3 students to four different Asian cities (Xi'an, Henan, Sabah and 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. After the tour, historical and cultural information about the places as well as participant's experience was shared at Friday Morning Assembly with other students. Apart from trips organized under the ELITE programme, a tour to Maine, US was organized for S2-S3 students to learn English and natural science. | <p>students. The rating for the statement "My schoolmates actively participate in extra-curricular activities." increase from previous year's 3.54 to current year's 3.62. Students' organization skills and communication skills are enhanced through organizing activities.</p> |
| Concern (2): Nurture students to be active learners and maximize their potentials | | |
| <p>1. Forster students' positive attitude through goal-setting and self-reflection</p> | <ul style="list-style-type: none"> 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. According to APASO, 75% (last year 76%) of students strongly agreed or agreed that they used learning goals to guide their learning activities. In the mid-term survey conducted by the G&C Team, only 46.8% of students strongly agreed or agreed that they had achieved the goals that they set. | <ul style="list-style-type: none"> There is slight drop in the percentage of students who strongly agreed or agreed that they used learning goals to guide their learning activities. Less than half of the students were happy with their progress in achieving goals. Students nowadays tend to have short term goal only and they may not have good planning to achieve their goals. They should be taught to evaluate their progress, identify problems and find appropriate solutions. Guidelines are to be given to class teachers for them to conduct evaluation with students next year. |

Financial Summary for the 2016/2017 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) | 66.0% | N.A. |
| School Fees | N.A. | 31.7% |
| Donations, if any | N.A. | N.A. |
| Other Income, if any | N.A. | 2.3% |
| Total | 66.0% | 34.0% |
| EXPENDITURE (in terms of percentages of the annual overall expenditure) | | |
| Staff Remuneration | 76.0% | |
| Operational Expenses (including those for Learning and Teaching) | 9.0% | |
| Fee Remission / Scholarship ¹ | 3.6% | |
| Repairs and Maintenance | 6.6% | |
| Depreciation | 3.7% | |
| Miscellaneous | 1.1% | |
| Total | 100% | |
| Surplus/Deficit for the School Year # | 0.3 month of the annual expenditure | |
| Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year # | 7.2 months of the annual expenditure | |
| # in terms of equivalent months of annual overall expenditure | | |

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

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