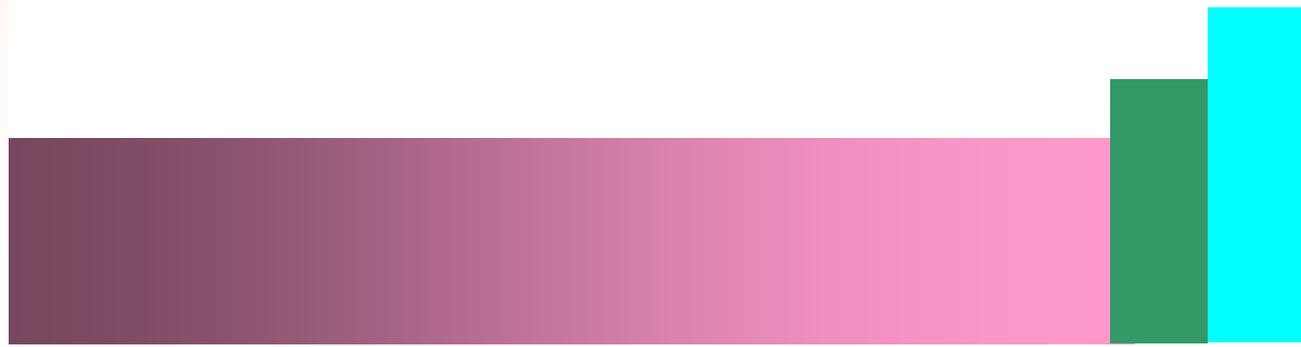




# **KING'S COLLEGE**

## **School Report**

**2012-2013**



## Annual School Report 2012/2013

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# 1. Our Mission, Goals and Values

## Our Mission

To help each student discover and develop his potential fully, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic spheres and by providing a learning environment that is disciplined, stimulating and forward-looking.

## Our Goals

1. To promote the learning of knowledge, skills and attitudes needed to meet the challenges of a changing world.
2. To broaden minds and to promote awareness that learning is a life-long process.
3. To develop an inquiring mind and the ability to find, evaluate and use information to solve problems and to encourage independent thinking and creativity.
4. To promote self esteem, positive attitudes and sound physical and mental health.
5. To promote respect for others and constructive interpersonal relationships.
6. To promote better understanding of the forces that shape modern society, at the local, national and world levels, and to encourage a caring attitude and greater civic awareness.
7. To develop interests and talents and to promote appreciation of man's natural and cultural heritage.
8. To promote the on-going professional development of staff and to encourage a developmental culture within the school.
9. To seek to achieve the above goals by stressing active, first-hand learning experiences, by setting systematically planned, forward-looking policies and by working closely with parents and with the community.

## **Our Values**

We share and seek to promote the following values and attitudes:

- ◆ Self discipline, respect for law and order and responsible behaviour
- ◆ Self respect, respect for the rights of others and appreciation of other people's achievements and efforts
- ◆ Active involvement in school life, sense of the school as a community and team-work
- ◆ A caring attitude and service towards others and towards the community at large
- ◆ A commitment to excellence in what we undertake to do
- ◆ A positive, forward-looking attitude
- ◆ Living in harmony with our environment

## 2. Our School

King's College was founded on its present site in 1926 and is a boys' school. With a glorious history of over 87 years, it has graduates excelling in all walks of life and all over the world. *(For general information about the school, please visit our official website or see the appendices.)*

### School Management

Member Year	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
10/11	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
11/12	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
12/13	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

### 3. Our Students

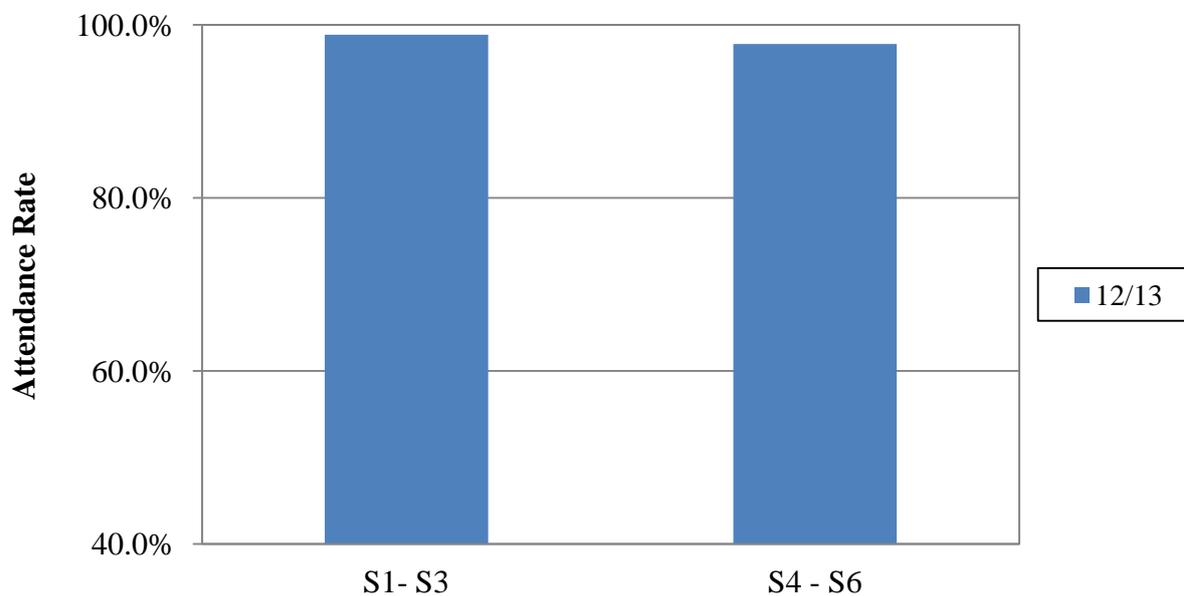
#### Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	5	5	5	5	28
Total Enrolment	142	143	170	177	165	180	977

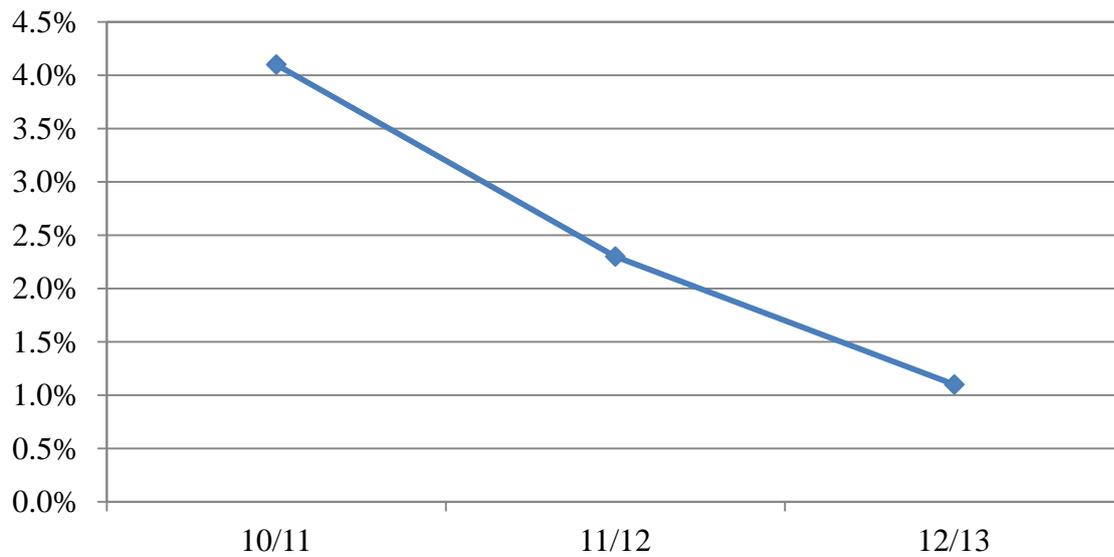
#### Unfilled Places

Year	Unfilled Places
2010-2011	Zero
2011-2012	Zero
2012-2013	Zero

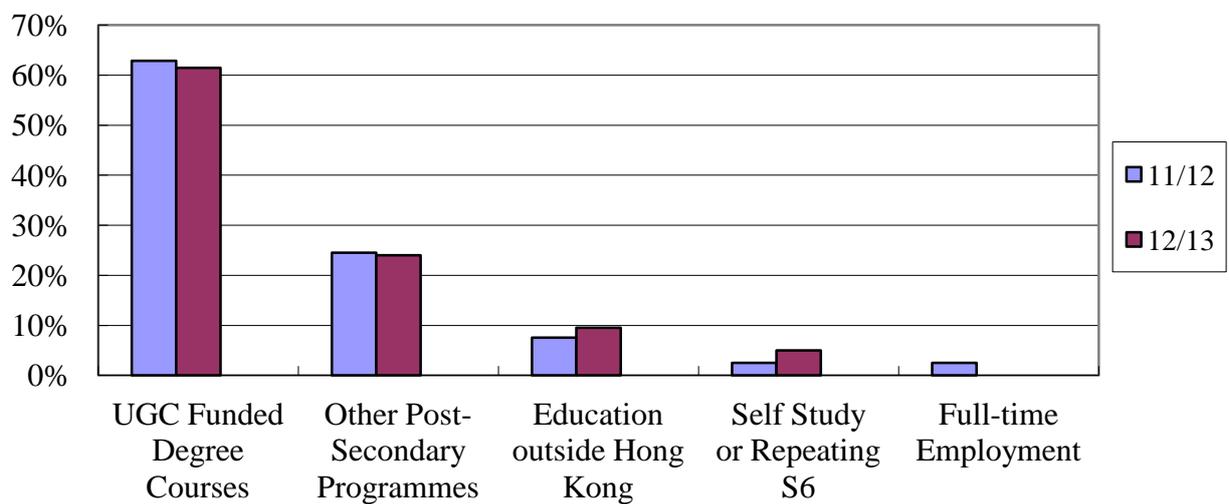
#### Students' Attendance



**Students' Early Exit**



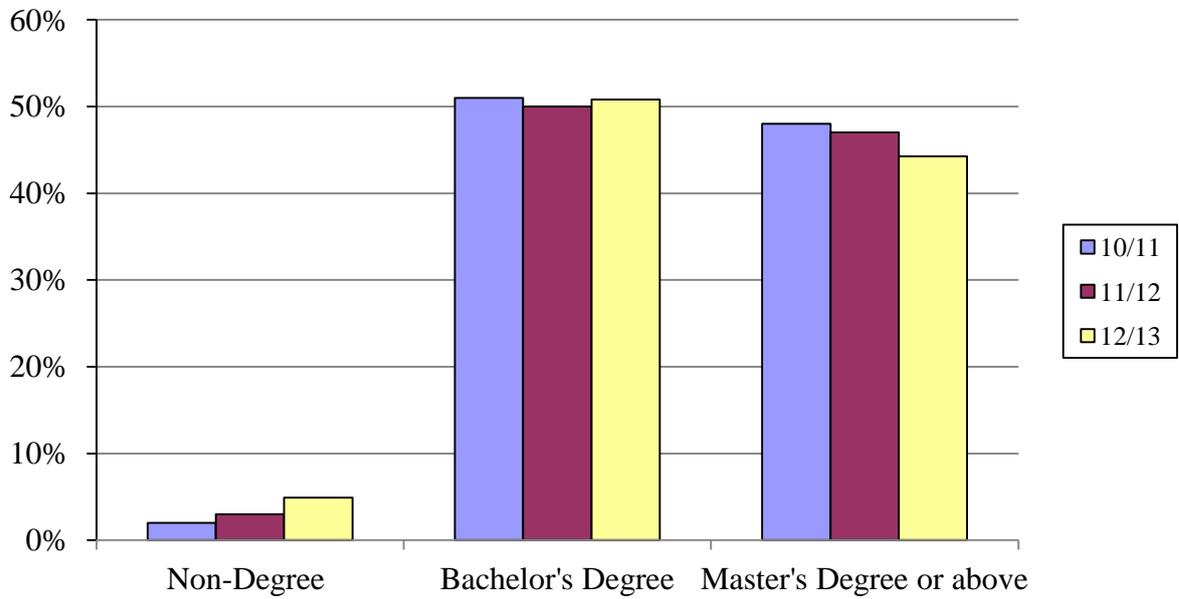
**Destinations of S.6 graduates**



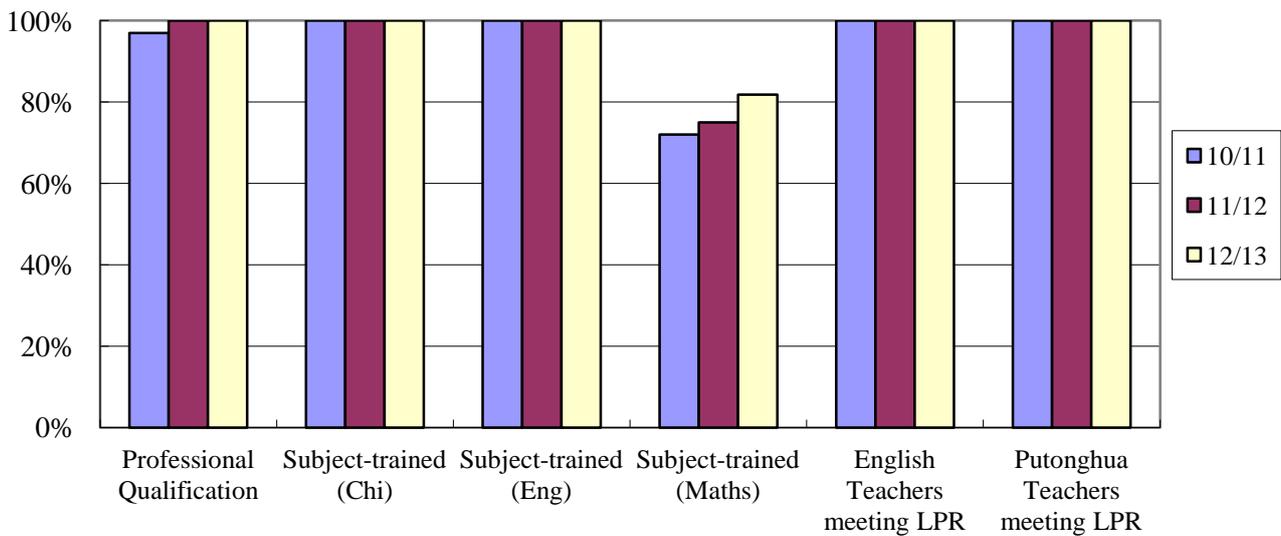
## 4. Our Teachers

### Teachers' Qualifications

**Highest Academic Qualifications attained by teachers**

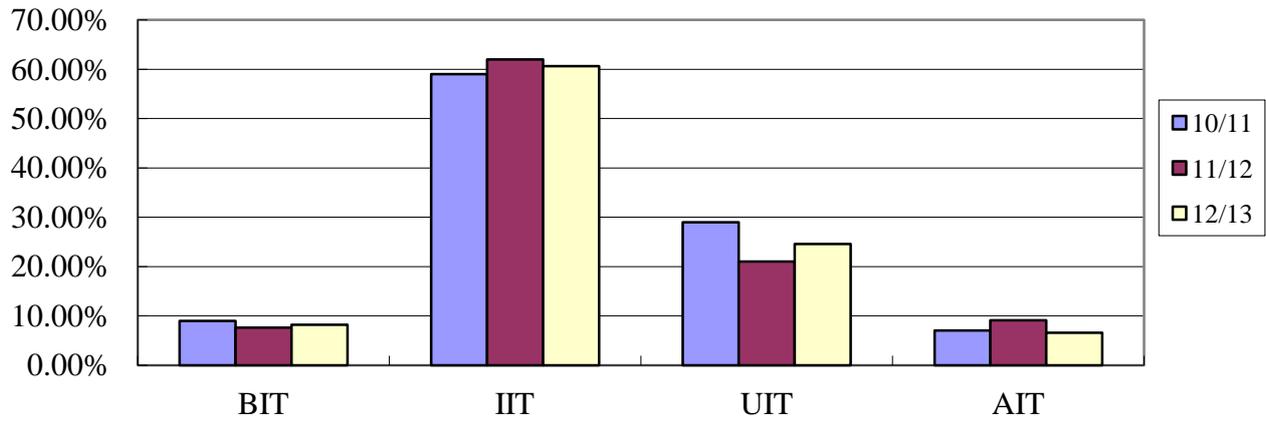


### **Teachers with professional qualification, subject-training in the core-three subjects & meeting Language Proficiency Requirement**

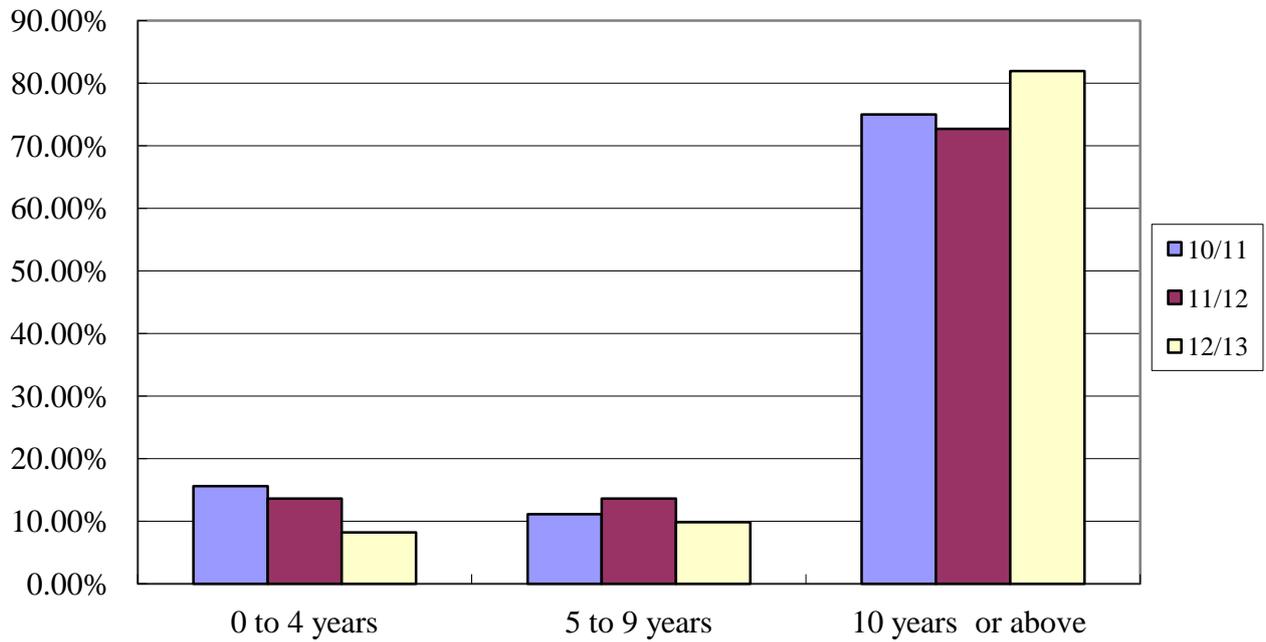


**IT Competence**

**Teachers' Information Technology Competency**

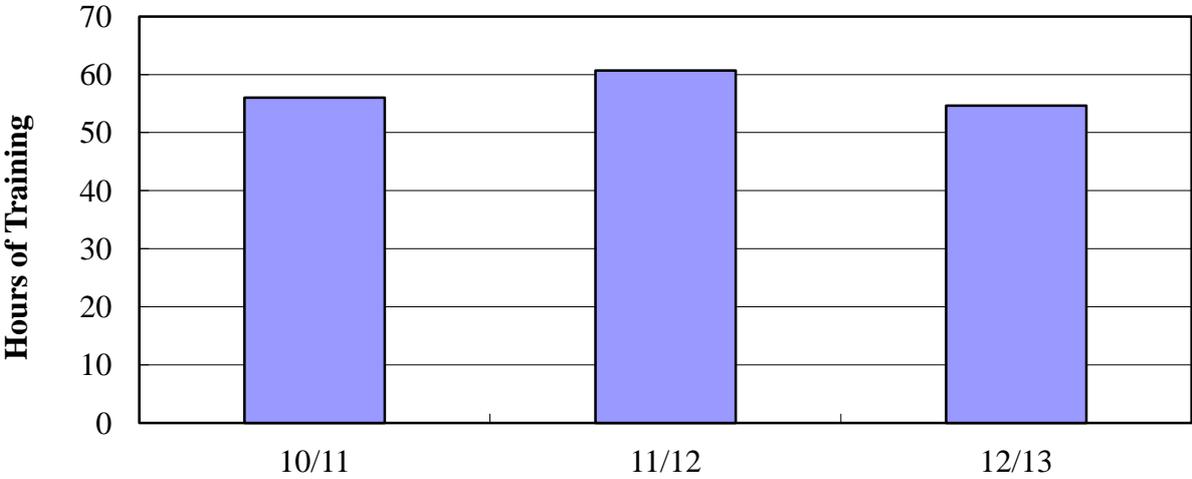


**Teaching Experience**



**Teachers' Professional Development**

**Average training hours per teacher**



## 5. Achievements and Reflections on Major Concerns

**Major concern 1: To further develop the school as a learning community**

### Achievements

#### **Target 1: Enhancing quality teaching and assessment for learning**

##### **(1) Incorporating High Order Thinking (HOT) skills and study skills in learning and teaching**

- All Science Departments worked out their progressive HOT curriculum at the beginning of the year and closely observed it throughout the academic year.
- Study and HOT skills such as note-taking, analyzing, critical thinking and application of theories are integrated across all levels in each department's daily teaching and learning. The progressive curriculum has successfully strengthened different skills at different stages of learning. Application of theories learnt has been reinforced both in daily learning assignments as well as assessment of learning.
- Peer collaboration among students was done in science subjects especially in handling experiments and mini-researches. Interaction and communication among students became active which has helped create a positive impact on student's self-directed mode of learning. Questions involving the application of HOT skills were included in quizzes and examinations and such application has reinforced concepts learnt in daily lessons.
- Presentations by students were done on a regular basis to better equip students to apply generic skills and presentation skills across the curriculum. Our students are getting used to present their ideas in front of an audience which can further strengthen their confidence as well as self-esteem.
- Cross-curricular projects were completed by the Departments of Chinese History, IS (S.2), History and Geography (S.3) in the second term when students were requested to present their learning outcomes by oral as well as written reports. The projects provided chances for students to apply and consolidate their HOT skills, presentation skills as well as collaboration skills.

#### **Target 2: Enhancing reading competency**

##### **(1) Broadening students' horizons through extensive reading (S1-3)**

###### **(a) Reading Periods**

- 93% of S.1-3 students read at least 15 books with book reports or reflections in the academic year for the selected themes during morning reading periods which were reflected in their performance of two reading schemes in the school: first, External Reading Scheme (ERS) for both English and Chinese subjects, second, Reading Award Scheme for other subjects.

- The following were the selected themes during morning reading periods:
  - (i) Problem solving – Mathematics
  - (ii) Personal development – Counselling/Liberal Studies
  - (iii) The development of the HK policy – Integrated Humanities/ Liberal Studies
  - (iv) Science Application – Integrated Science/Chemistry.
- Most students were used to borrowing books related to the selected themes from the library for the Reading Periods.

**(b) Display books related to monthly themes in the library**

- Books on selected monthly themes were displayed throughout the month in the library. Students showed keen interest in borrowing those books on display.
- Library records show that the number of students borrowing the displayed books increased. It is encouraging to note that students read more extensively. Other than fictions, students borrowed books on a wide spectrum of topics like personal development and history of Hong Kong.

**(2) Develop students' critical thinking and discussion skills through sharing reading experiences**

**(a) Class-based sharing sessions and group discussions**

- S.1-3 students were guided by Reading Ambassadors to share their reading experiences in morning reading periods. 10 students with good responses to the worksheet based on the video clip shown in CCA period were souvenirs. Besides, prizes have been given to the group and the individual with good presentation in the class sharing session. As reflected by teachers, students could describe the contents of the books they read vividly and make critical comments on the characters, scenarios and excerpts of the books in their reflective learning reports.

**(3) Cultivate a reading atmosphere on the school campus to promote students' reading interests**

**(a) Reading Award scheme**

- According to students' performance in the ERS for English and Chinese and the Reading Award Scheme for other subjects in this school year, 93% of students from S.1-3 met the minimum requirement of books read (15 books with reflections) and were awarded certificates. Among them, 12 students were awarded prizes for completing extra written and oral presentations on the books they read.

**(b) Organizing inter-class reading competitions**

- Inter-class Reading Tree Competition  
All classes (S1-3) joined the competition. Prizes were awarded to Class 3A (1<sup>st</sup>), 2A (2<sup>nd</sup>), 3E (3<sup>rd</sup>) and 3B (Merit). Apart from the books recommended by students in the class, recommendations from teachers were displayed on the Class Reading Tree.

### **Target 3: Promoting e-learning culture**

#### **(1) Extensive use of e-class/e-platform to facilitate learning beyond classroom**

##### **(a) Training and IT support**

- School-based training sessions were organized during the 1st Staff Development Day, the 2nd HOD Meeting and the 5th Staff Meeting. Teaching staff were equipped with the necessary skills to use e-class to create online assignments and assess students' performance.
- Besides, four School-based workshops for teachers on the use of e-learning platform (e-class) were run. Teachers were encouraged to create online assignments during the workshops.
- Teachers joining those workshops mastered the skills required for conducting online learning activities. Teachers from more than 10 different subjects created online assignments and uploaded e-learning materials.

##### **(b) Online assignments and e-learning reference materials assigned/uploaded by teachers**

###### **Chinese Department**

- Students were interested in doing online listening assignments and reading comprehension on e-class and finished most of the online assignments on time. The guidance and monitoring from teachers can help students to form a habit of learning online gradually.
- E-learning reference materials were uploaded to the e-platform for students to consolidate learning. Students made good use of the notes downloaded from the e-platform.

###### **English Department**

- The Wiseman e-learning platform was procured by the English Department. The e-platform provided ready-made and structural e-learning activities for students. Online reading comprehension and listening exercises were provided for S1 to S5 students. Students can complete the e-learning exercises any time at home. They can progress to another level at their own pace and capability. Self-directed learning is facilitated.
- Online news and listening exercises were provided for S4-S6 students on e-platform regularly.
- Besides, different types of e-learning materials were uploaded on e-platform for students' reference to enhance their understanding of the topics covered in class. Some teachers uploaded e-learning materials through different means like Facebook besides e-class. Students can also refer to the detailed marking schemes of past papers or quizzes on the e-platform.

### **Mathematics Department**

- Online Mathematics exercises and short question assignments were uploaded to e-class for S1-S5 students, providing more practice beyond classroom.
- Online interactive websites were uploaded to e-class to enable students to enrich their subject knowledge.
- Students gradually developed the habit of self-learning through the e-learning platform provided.
- Self-learning is enhanced as students can learn at their own pace through e-platform.
- Apart from Chinese, English and Mathematics departments, all other subject panels were invited to provide online assignments to students.
- Students have done online assignments in subjects like Geography, History, Liberal Studies, Economics, Chemistry, Integrated Science and Computer Studies, Putonghua, Visual Arts, etc.
- Most subjects, including Integrated Science, Putonghua, Chemistry, Visual Arts, History, Geography, Economics, Physics, Biology, PE, BAFS, Chinese History, Computer Studies, provided online reference materials to motivate students to learn independently.
- Students' learning progress were monitored by teachers through statistics on work done obtainable at the e-platform.
- Students are used to doing online assignments. Their readiness to learn independently via the e-platform heightens, an online learning-teaching culture is developing in the school.

## **Reflections**

### **(1) Incorporating High Order Thinking (HOT) skills and study skills in learning and teaching**

- HOT skills are important to effective learning. Once students are equipped with HOT skills, they can apply them in all learning situations. The progressive curriculum designed by Science subjects will be continued in the coming academic year. The teaching of HOT skills should be extended to the subjects of Languages as well as L.S. Activities to hone students' speaking skills can be conducted more frequently. HODs of different subject departments should collaborate and design a cross-curricular project to provide opportunities for the students to apply and consolidate the skills they have learnt in Science subjects. Questions involving HOT skills will be incorporated in assignments and assessments to provide evidence for teachers to evaluate the effectiveness of the teaching and learning of the HOT curriculum.

### **(2) Enhancing reading competency**

#### **(a) Reading periods**

- In the coming school year, the team will select more interesting themes for the Morning

Reading Program so as to stimulate students' interest. A more ambitious target will be set for the minimum requirement of books read by students in a year to further enhance students' reading habit.

- Reading Ambassadors recruited are helpful and responsible. The Chief Ambassador will lead fellow Reading Ambassadors and class Reading Monitors to organize activities to promote reading.

**(b) Class-based sharing sessions and group discussions**

- Video clips on the sharing of reading experiences presented by prized readers in the Reading Award Scheme 2012/13.
- A 'Question and Answer' session will be organized. Students should participate in the discussion with the guidelines provided by the team.

**(c) Reading Award Scheme**

- To ensure that the Reading Award Scheme can be effectively carried out, support from Assistant Form Teachers (AFTs) is important, especially in supervising students' performance in the activities. A Teaching Assistant will be assigned to keep track of the progress of reading records.
- For the Reading Record, each student will be provided a record form. Students are encouraged to write reflections on the given worksheet. Students are expected to finish reading at least one book on the specific theme of the month and complete the worksheet with reflection/lesson learnt from the book.

**(d) Inter-class Reading Tree Competition**

- In order to further promote students' reading interest, a well-decorated Reading Tree will be placed in the Library. Interested parties, students, teachers, even parents, can post their recommendation/reflection on the Tree.

**(3) Promoting e-learning culture**

- Besides the traditional hardcopy assignments, students need to complete online assignments on e-class. Students can choose the assignments according to the level of difficulty. This helps to promote self-directed learning among students. Students are encouraged to take the initiative to learn and be responsible for their own learning.
- Teachers need more effort to motivate students to participate in e-learning activities. The feasibility of including the marks students get from online assignments in the coursework mark will be considered. This may further motivate students to learn through electronic means. Other means, like online forum, that can motivate students to participate in computer-assisted learning activities will be further explored. Training sessions will be provided to teachers to consolidate teachers' competency to conduct e-learning activities.

- Besides essay questions, a wider variety of exercises will be provided online, including multiple choice questions and questions involving short answers. Online interactive websites that provide problem solving activities will be recommended to students in a bid to further enhance self-directed learning.
- To enable a more systematic arrangement of online learning materials uploaded by teachers, more teacher training sessions will be conducted.

## **Major Concern 2: To strengthen life-wide and life-long learning skills and culture**

### **Achievements**

#### **Target 1: Promoting Reflective Learning and Teaching (Student Level: S1-3)**

##### **(1) Target setting**

- A Form Period was held at the beginning of the term to teach S1-3 students how to set learning targets. Guidance and examples were given to help them write meaningful and achievable targets. A mid-year review on target set was conducted in a Form Period in the second term. Feedback from teachers was collected through the Teacher Evaluation Survey conducted. In the survey, 100% of Form Teachers agreed (8% strongly agreed and 92% agreed) that the materials for Form Period were useful to students. 92% of them agreed that students could apply the skills taught as reflected by their Academic Reflections and 84% of them agreed that students have set appropriate targets in their reflections.

##### **(2) Introduction of Student Learning Journal**

- To help students keep track of their learning reflections, a set of Academic and OLE Reflection Forms was designed to facilitate reflections in S1-3. Each student's reflections were kept in his own Student Learning Journal, which will be attached to his own Student Record Card. In this way, students' reflections will be accessible to all teachers. Teachers could refer to the reflections as one of the sources to understand the students and their progresses in different domains. It could enable teachers to give suitable guidance to the students in a more effective way.

##### **(a) OLE reflection:**

- All students in S.1 to S.3 completed the OLE reflections after the Student Development Day in the first term. They evaluated the strengths and weaknesses of their personal attributes and generic skills. At the same time, they were also asked to write their most memorable moments and feelings after the activities held. Most of their reflections showed that they enjoyed the activities. They thought that such activities could help them to collaborate with others and broaden their exposure.

##### **(b) Academic reflection:**

- Students in S.1 to S.3 were asked to complete the Academic Reflection Forms after the major school internal assessments (the First and Second Term Uniform Test and the First Term Examination). In the form, they evaluated their academic performances, skills, strengths and limitation in their study. They were required to write plans on studying for continuous improvement. Individual students' academic progress was evaluated during the Parents' Day with reference to the academic reflection form. Most parents

found the reflections useful in understanding the needs of their children. They could review their expectations on their children and work with their children on future targets. Students reflected that they could have clearer targets on learning and know the directions to improve.

- (c) **90%** of the students submitted all the three academic reflections and one OLE reflection as set in the programme plan. 41 additional OLE reflections on other learning activities like attending visits, competitions or services were received. The figure was slightly lower than the success criteria (46).
- (d) Feedback from teachers on OLE and Academic Reflections were collected through Teacher Evaluation Survey. In the survey, 84% of Form Teachers agreed (16% strongly agreed and 68% agreed) that students wrote meaningful self-reflections. 84% of them agreed that students could evaluate their learning progress through the reflections and 76% of them agreed (16% strongly agreed and 60% agreed) that the reflections enabled teachers and parents to understand the students better. These percentages were all beyond the success criteria level (60%).

### **(3) Student sharing on learning reflections**

- 92% of S1-3 students shared their experiences and feelings on the Student Development Day or Extra-curricular activities during the CCA periods. The figure was higher than the success criteria (80%). It was hoped that their class spirit could be enhanced through the sharing. 84% of Assistant Form Teachers agreed (16% strongly agreed and 68% agreed) that the student sharing provided a good opportunity for the students to learn from each other. 84% of them agreed (16% strongly agreed and 68% agreed) that the atmosphere during the sharing periods was good.
- In order to enhance the learning atmosphere before the final exam, another Form Period on Formulating Class-based Learning Strategies was held in the second term. Form Teachers discussed with their students on how to enhance their learning effectiveness for the annual examination. Lists of learning strategies for the class were posted on the board inside the classroom. 76% of Form Teachers agreed (16% strongly agreed and 60% agreed) that the sharing on Class-based Learning Strategies was useful.

### **(4) Appreciation and recognition of good work**

- More than 20 outstanding OLE reflections were posted for display in the first term. At the end of the school year, the 10 best academic reflections were awarded and displayed at the Knowledge Fair. It was hoped that such reflection could help to create a reflective environment and consolidate students' reflection habits through appreciation.

## Teacher Level

### (1) Teaching reflections

- Peer assessment in lesson observation in pedagogy study was completed in May. An evaluation meeting was held after each lesson observed. In the meetings, teachers exchanged their views on the overall planning and effectiveness of the lesson observed and all teachers concerned found the feedback from observers conducive to their own teaching reflections.
- After the evaluation meeting, all teachers were required to complete self-reflection on lesson planning, designing learning activities and teaching assignments. According to the findings from their self-reflections, all teachers gave high rating to their effectiveness on the planning of lessons, execution of lessons and the consolidation of knowledge conveyed to students. Among them, over 50% of teachers rated themselves very effective in those areas. Teachers also expressed that they could have further improvement on the following areas:

1.	time management
2.	raising more HOT questions especially when teaching students of higher ability
3.	using more visual tools to help students jot down the key points
4.	providing more opportunities for interactive learning activities

All teachers agreed that making self-reflection helped them improve their lesson plans and learning activities.

- In the departmental meetings, teachers' self-reflections and quality of students' assignments were reviewed. Teachers concerned shared their experiences in the meeting.

### (2) Professional sharing on quality teaching and assessment

- All subject panels conducted at least one sharing and more than half conducted more than 2 sharing during departmental meetings throughout the school year. All panel chairpersons and panel members agreed that this strategy helped to keep them abreast of the latest information and development of teaching and assessment of their own subject.

### (3) Professional sharing on internal assessment in departmental meetings

- All subject panels conducted a post-examination review on students' performance with a view to improve the setting of exam papers in the future. During the departmental meetings, they also conducted a review on the design of assignments / marking schemes with a view to improve assessment of students' learning in the future. They all agreed that this strategy help find ways to improve the setting of exam papers and assignment designs.

#### **(4) Experience sharing on planning and implementation of life-wide and life-long learning activities**

- To promote professional exchange among teachers, a number of sharing sessions were conducted during staff meetings throughout the school year. Topics included
  - (a) Student-LED Project – Building Learning Paradigm Schools: Engaging Students as Deep Learners
  - (b) Exchange Programme with Beijing Huiwen High School
  - (c) School Curriculum Leadership: Professional Exchange and Study Tour
- It was agreed that the sharing sessions provided insights to teachers. Teachers' response was favourable.

### **Target 2: Stretching students' potentials and extending their learning experience**

#### **(1) Providing a self-directed learning environment**

- The Self-Access Learning Centre (SALC) was opened in November for students' self-directed learning. Self-learning materials provided by English, Chinese, Maths and LS departments were accessible to students' use at their free time according to their own plan. About 70% of the student users used the self-learning materials and they found the Mathematics worksheets the most interesting.
- It was observed that most students made good use of the facilities in the SALC. Apart from reading and doing the self-learning materials mentioned above, some students also did online information search for their project work. The discipline of the student users was good in general. Independent learning was observed.

#### **(2) Enhancement programmes**

- More than 200 competitions and activities were organized by the Sports Council, Music Council, Service Units, ECA clubs and societies throughout the year. Other experiential learning activities like Student Development Day and Ying Ching Elder Academy were specially designed to widen students' horizon and develop their life skills. Our teachers gave professional guidance to the students and encouraged them to take part in a wide range of competitions. The teachers' efforts were rewarded by the remarkable achievements of the students.

**(a) No. of count of students in inter-school competitions, national and international competitions attended**

<b>Departments / clubs and societies</b>	<b>No. of Count of students in all events</b>
Physical Education	360
Music	220
Chemistry	150
Chinese	90
English	70
Mathematics	45
Visual Arts	30
ICT	53
Biology	10
Physics	15
Liberal Studies	200
Drama	38
Creative Education	20
	<b>Total: 1301</b>

(For details of awards and prizes won, please refer to Chapter 8. Students' Achievements in External Competitions, P. 45.)

**(b) Other experiential learning activities:**➤ **S1-5 Student Development Day**

<b>Secondary</b>	<b>Activities</b>	<b>Learning Outcome</b>
1	High Island Discipline Training Camp	Improvement in self-discipline and awareness of the importance of cooperation
2	Adventure Camp	Improvement in peer communication and self-assurance
3	Community services	Learned to serve and be more considerate to the elderly
4	High Island Leadership Training Camp	Promotion of leadership and generic skills
5	HKFYG Organic Farm	Enhancement of the awareness of sustainable agriculture and environmental issues.

➤ **Ying Ching Elder Academy (英青長者學苑)**

To promote inter-generational harmony and civic-mindedness among students, a school-based Elder Academy "Ying Ching Elder Academy" was established in collaboration with HK YWCA Western District Integrated Service Centre. Two Facebook Introductory Courses, a Chinese Calligraphy Class, two Harmonica Courses, a Skincare DIY course, an Origami course and a Narcissus crafting class were conducted. A

harmonica performance was also held. About forty students served as teacher assistants. Through active participation, students acquired the skills to communicate with the elderly and learnt a lot from their valuable life experiences.

➤ **Exchange Programmes and Study Tours**

<b>Study Tour/ Exchange Programme</b>	<b>No. of student participants</b>
北京國情文化學習交流團 (北京□文中學)	20
河南鄭州開封歷史文化與黃河體驗之旅	10
京港澳學生夏令營 2013	2
香港青少年軍事夏令營	2
領袖生內地交流計劃	2
Historical Heritage Tour to Macau	22
Service Learning Tour to Shenzhen	23
Ecological Study Tour to Taiwan	36
Study Tour to Guangzhou	20
Singapore Exchange Programme	9
Science Tour to Japan	4

Students appreciated the opportunity to broaden their horizon. They have all written reflections after the visits. When sharing their learning experiences with their schoolmates, they encouraged them to grasp the opportunity to enrich experiences beyond Hong Kong.

**(c) Strengthen organization skills of student leaders**

- Training courses on administrative work for the chairpersons, secretaries and treasurers of the ECA Clubs/ Societies and Houses and two leadership training courses were conducted at the beginning of the school year to provide students with the necessary skills and knowledge to perform their duties as student leaders. The chairperson of each club / society kept their minutes, record of activities held and evaluation orderly in the ECA folder. Over 70% of the student committees agreed that their organization skills and potentials had been strengthened through organizing different ECA programmes.

**(3) Fostering Positive Values and Honing students' life skills**

- Subject departments have incorporated positive values in their formal and informal curricular:

<b>KLA</b>	<b>Departments</b>	<b>Values/Activities/Topics including</b>
中文		我愛香港:「我愛爸爸媽媽」、 文化教學:「仁、義、禮、智、孝、悌、忠、恕」
English		Reading materials and writing topics related to social values or sense of judgement, e.g. environmental protection, election, population issues, global development, etc.
Liberal Studies		Personal values (self-esteem, interpersonal relationship) national identity, the rule of law
PSHE	Geography	Sharing by the youngest man who walk across the Gobi Desert : perseverance and endurance
	History	The American and French Revolutions and the Enlightenment : democracy, human rights, sovereignty, The League of Nations, the United Nations & other international conferences and agreements : the value of cooperation and compromise Museum Visit: the value of heritage conservation
	Economics	Poverty issue : Income-inequality
	中國歷史	抗日戰爭講座、參觀博物館、參觀中西區史蹟徑
Science	Chemistry	Energy conservation and nuclear energy (environmental protection), electromagnetic wave interference with health
	Physics	Application of science to improve living standard.
	Biology	Conservation of ecosystem, bioethics in biotechnology, ecological field study
	Integrated Science	Environmental protection, mutual respect between the opposite sexes, saying “no” to drugs
Art	VA	Poster Design Competition : Reading for Life, Say NO to Drugs
	Music	Song writing with themes relating to friendship, parental love, environmental protection, anti-drug, war and peace etc.

- Other Domains

<b>Domains</b>	<b>Programmes held</b>
Health Education	<ul style="list-style-type: none"> <li>✧ Healthy School “Anti-Drug Education” Activities such as interactive drama performance, visit to the Hong Kong Jockey Club Drug InfoCentre, poster-design competition, visit to Christian Zheng Sheng College, an adventure-based outdoor camp and a series of courses on performing arts, such as “magic” and “beatbox”</li> <li>✧ Fitness Improvement Scheme</li> <li>✧ 初中成長新動力課程</li> </ul>
Service	<ul style="list-style-type: none"> <li>✧ 英青長者學苑</li> </ul>

Domains	Programmes held
Education	<ul style="list-style-type: none"> <li>✧ 社區 TEEN 使義工訓練計劃</li> <li>✧ 獅球嘜青少年愛心大使計劃</li> <li>✧ 中西南及離島區推廣義務工作計劃</li> <li>✧ 香港人香港心義工大使行動</li> <li>✧ 湖北交流服務團</li> <li>✧ 我繫香港人 2013 青聰同行共融計劃</li> <li>✧ 青年廣場義工大使計劃.</li> <li>✧ Service Learning Tour to Shenzhen (as mentioned in Exchange Programmes and Study Tours above)</li> <li>✧ Student-LED Project</li> </ul>
Moral and Civic Education	<ul style="list-style-type: none"> <li>✧ Activities related to the theme of the year, “We as One (多元共融)”, such as Form Periods, Inter-class Board Display Competition, Inter-class Slogan Competition, Inter-class Debate and a Drama performance</li> <li>✧ Dress Casual Day</li> <li>✧ ICAC Drama &amp; Game Stall</li> <li>✧ 特區政府施政十件大事評選</li> <li>✧ 一人一利是籌款活動</li> </ul>
National Education	<ul style="list-style-type: none"> <li>✧ 鼓勵及提名學生參加內地各省市的交流及學習活動 (已於上述 Exchange Programmes and Study Tours 表列)</li> <li>✧ 升國旗儀式暨國旗下的講話</li> </ul>
Careers Education	<ul style="list-style-type: none"> <li>✧ Job Shadow Programme with 81 placements</li> <li>✧ JA Company Programme</li> <li>✧ Careers Interest Inventory</li> <li>✧ Job Search Preparation Workshop</li> <li>✧ Visits to Career Expo 2012-13, the High Court and local higher education institutions</li> <li>✧ Careers Talks on Legal Profession, Engineering, Aviation Profession, higher education in Shanghai, Taiwan and Australia</li> <li>✧ TEENS Programme</li> </ul>
Environment Education	<ul style="list-style-type: none"> <li>✧ Micro Carbon Operation</li> <li>✧ Earth Hour 60+ Ambassador Programme</li> <li>✧ CUHK Magic Carpet</li> <li>✧ Yan Hoi Tong-Green Adventure: Kenya</li> <li>✧ Think More Theme Park Competition</li> <li>✧ Ecological Study Tour to Taiwan (as mentioned in Exchange Programmes and Study Tours above)</li> <li>✧ 塑膠回收分類活動</li> </ul>
Other Life	<ul style="list-style-type: none"> <li>✧ 生命教育 2013: 「愛+人」= 「家有康和樂」</li> </ul>

Domains	Programmes held
Education Programmes	<p>活動包括「現代中國人、城鄉隔代問題與「孝」論壇、「與家人相處之道講座、「愛 + 人」傳情行動、家居減廢 源頭分類、家庭健康調查、影片欣賞 – 「童夢飛翔」、辯論比賽等。</p> <p>✧ Programmes organized by Counselling Committee: 「培養良好嗜好，不沉迷上網」工作坊、手語班</p>

## Reflections

### (1) Promoting Reflective Learning and Teaching

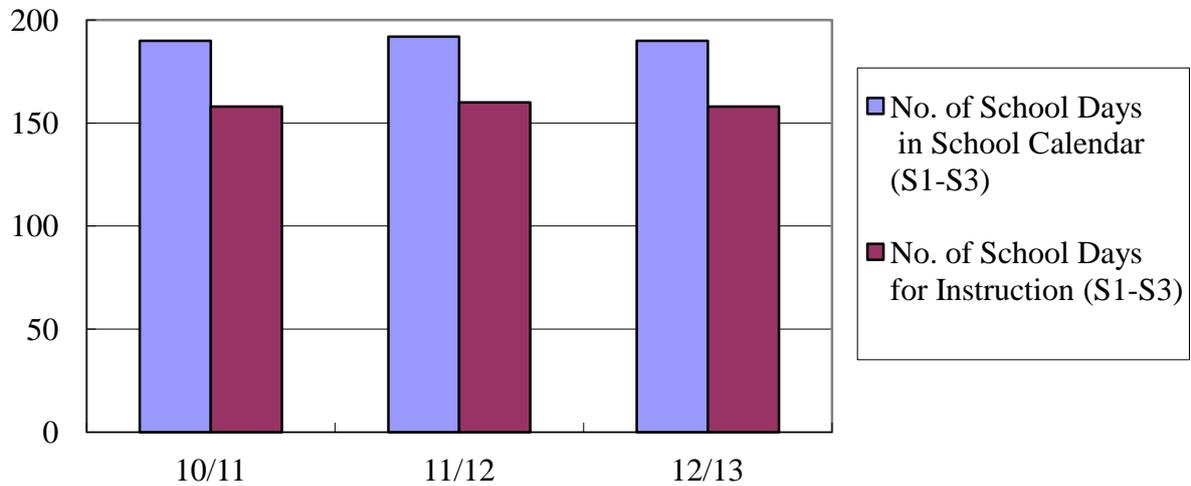
- Feedback from students and parents showed that the limited time during the Parents' Day interview was insufficient for in-depth discussion on the academic reflection. One suggestion is that the student reflection could be given to the parents while they are waiting outside the classroom on the Parents' Day so that they could have more time to study the reflection before having a meeting with the Form Teachers. Another suggestion is that a copy of the student's reflection could be given to the parent upon request so that they could have further discussion with students at home.
- In this academic year, most students completed their reflections according to the schedule of the school. Only 41 additional OLE reflections were submitted. There is still room for improvement in terms of developing students' reflection habit and creating a reflective environment in school. We hope to see more students do reflections on their own initiative. In order to encourage the students to write additional reflections, teacher advisers of the learning activities would be required to take a more active role in conducting debriefing with students to stimulate and facilitate the participants' reflections in the coming year.
- It is found that a small number of students did not do their reflections seriously. It is suggested that The Promoting Reflective Learning Team would explain the programme to the whole school more thoroughly at the beginning of the school year. Form Teachers and Assistant Form Teachers could take a more active role in promoting this scheme and remind the students to take a more serious attitude when writing the reflections. It would be even better if the Form Teachers and Assistant Form Teachers could write comments or words of encouragement on the students' reflection forms.
- 84% of Form Teachers and Assistant Form Teachers agreed that 5 sessions allocated for students' sharing on their reflections was appropriate. However, only 68% of Form Teachers and Assistant Form Teachers agreed that the amount of workload was appropriate. It is understood that teachers have to shoulder additional guidance work in helping students form the reflective learning habit. The school management would pay more attention to the streamlining of other non-teaching duties (e.g. collection of fees by the Octopus Card) to relieve form teachers' workload.
- Teachers found the teachers' reflection and evaluation exercises meaningful as they provided opportunities for professional development and exchange of ideas on pedagogies and students' learning behavior and progress.

**(2) Stretching Students' Potentials and Extending their Learning Experience**

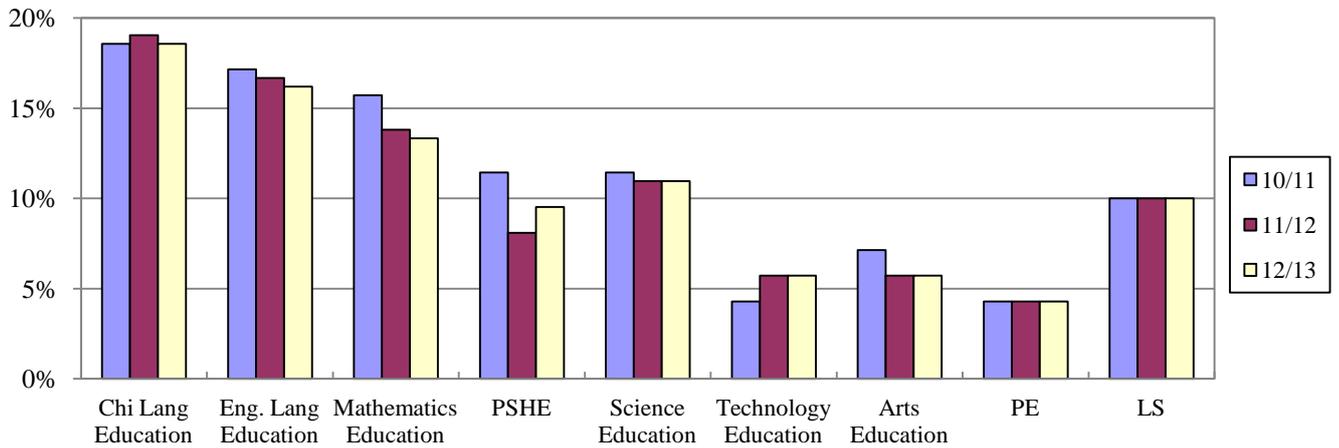
- A wider range of self-learning materials is desired for the SALC. The Science and Technology subjects would provide their materials in the coming school year according to the schedule. The core subjects would also be encouraged to review the materials already provided. More challenging tasks would be most welcome. To draw more students to use the SALC, it is suggested that more publicity measures be adopted. More hardware facilities and self-learning software could also be provided.
- Both the teachers and participants had positive feedbacks on the Student Development Day. Even the SMC members commended that the programmes were meaningful and could help the students grow. They suggested that the programmes for the senior forms could be extended to two or three days, such as overnight camp.
- As a higher percentage of S4 or even S3 students have taken up responsible positions in ECA, there is a greater need for teacher supervision in the organization of ECA activities, besides the provision of leadership training courses. Moreover, there is an increasing number of exchange programmes and study tours. Some teachers found it more difficult to maintain a good balance between their teaching duties and non-teaching ones. The assistance of more non-teaching support staff is deemed necessary.
- While we create opportunities for and encourage students to take part in the enhancement programmes, we also have to ensure that our students strike a good balance between time and efforts on study and non-academic pursuits.
- We still hope that a broader range of students participate actively in the enhancement programmes and training courses provided by the school.

## 6. Our Learning and Teaching

### Number of Active School Days



### Lesson Time for the 8 Key Learning Areas and Liberal Studies (S.1-3)



There are 70 45-minute teaching periods in a 10-day cycle, including two form teacher's periods with main focus on students' value education and two cross-curricular activities (CCA) periods.

## Students' Reading Habit

### Percentages of Students Borrowing Reading Materials from the School Library

	11/12			12/13		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6
Once a week or more	20.04%	17.89%	17.94%	15.38%	13.87%	14.86%
Once every two weeks	15.80%	17.43%	16.54%	17.41%	10.71%	6.76%
Once a month	18.68%	17.26%	18.60%	24.03%	19.23%	16.22%
Less than once per month	40.30%	42.30%	40.77%	36.82%	49.54%	54.05%
Never	5.18%	5.12%	6.15%	6.36%	6.65%	8.11%

### Percentages of Students Borrowing Materials from the Public Libraries

	11/12			12/13		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6
Once a week or more	23.98%	19.45%	15.80%	15.32%	10.71%	14.2%
Once every two weeks	25.85%	22.85%	20.13%	19.92%	13.53%	18.24%
Once a month	25.62%	25.02%	20.87%	29.16%	32.13%	18.92%
Less than once per month	22.02%	30.60%	40.88%	33.69%	40.46%	44.59%
Never	2.53%	2.08%	2.32%	1.91%	3.17%	4.05%

### Average No. of Hours Spent on Reading Books, Newspapers and Electronic Information in English Per Week

	11/12			12/13		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6
1-6 hours	80.05%	41.97%	53.95%	65.42%	62.84%	60.14%
7-12 hours	14.30%	30.28%	32.62%	23.22%	23.32%	25.68%
More than 13 hours	5.65%	27.75%	13.43%	11.36%	13.84%	14.18%

### Average No. of Hours Spent on Reading Printed Books, Magazines and E-Newspapers in English Per Week

	11/12			12/13		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6
1-6 hours	75.51%	59.90%	59.11%	68.57%	63.79%	63.51%
7-12 hours	21.01%	28.16%	26.26%	23.22%	23.32%	25.68%
More than 13 hours	3.48%	11.94%	14.63%	8.21%	12.89%	10.81%

**Average No. of Hours Spent on Reading E-Books, E-Magazines and E-Newspapers in English Per Week**

	11/12			12/13		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6
1-6 hours	87.22%	71.40%	73.51%	80.69%	74.84%	68.92%
7-12 hours	7.76%	16.34%	17.64%	14.89%	18.58%	20.27%
More than 13 hours	5.02%	12.26%	8.85%	4.42%	6.58%	10.81%

**Average No. of Hours Spent on Reading Books, Newspapers and Electronic Information in Chinese Per Week**

	11/12			12/13		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6
1-6 hours	37.99%	29.32%	50.93%	44.64%	48.66%	50.68%
7-12 hours	36.82%	40.41%	25.31%	38.10%	31.85%	31.08%
More than 13 hours	25.19%	30.27%	23.76%	17.26%	19.49%	18.24%

**Average No. of Hours Spent on Reading Printed Books, Magazines and E-Newspapers in Chinese Per Week**

	11/12			12/13		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6
1-6 hours	33.07%	32.54%	37.60%	53.92%	56.54%	62.16%
7-12 hours	42.75%	42.12%	36.92%	35.09%	29.67%	25%
More than 13 hours	24.18%	25.34%	25.48%	10.99%	13.79%	12.84%

**Average No. of Hours Spent on Reading E-Books, E-Magazines and E-Newspapers in Chinese Per Week**

	11/12			12/13		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6
1-6 hours	79.26%	61.19%	59.46%	64.69%	58.49%	65.54%
7-12 hours	14.32%	21.59%	21.38%	24.24%	26.71%	20.27%
More than 13 hours	6.42%	17.22%	19.16%	11.07%	14.80%	14.19%

Our school curriculum is broad and well-balanced with clear and concrete goals related closely to students' whole-person development. It is designed in line with our mission to help student discover and develop potentials and prepare them to embrace challenges ahead. Due emphasis has been put on students' intellectual and personal development while at the same time positive attitudes and values are inculcated. The annual programme plans of all subject departments were formulated to align with the School's development priorities with detailed implementation and support strategies.

In the 2012/13 to 2014/15 School Development Cycle, our major concerns are

1. To further develop the school as a learning community
2. To strengthen life-wide and life-long learning skills and culture

In the first year of this School Development Cycle, we put a lot of emphasis on further enhancing quality teaching and assessment for learning. All Science departments had drawn up their subject-based progressive Higher-Order Thinking (HOT) curricular. The other subject departments also integrated HOT skills and study skills such as note-taking, data-analysis, critical thinking and application of theories across all levels in daily teaching and learning. Application of theories and skills learnt was reinforced both in daily learning assignments as well as assessments. To provide students with the experience to learn beyond subject boundary and foster deeper understanding through application of inter-disciplinary knowledge, teachers of various departments, Chinese History and IS, History and Geography, experimented cross-curricular collaboration in S2 and S3 respectively. The work undertaken and accomplished provided insight to other departments to conduct similar exercises.

To encourage students to read extensively, in the 30-minute weekly morning reading periods, S1 to 3 students read books on various selected themes ranging from personal development to Hong Kong government policies. The School Library supported the measure by holding exhibitions of books on the selected themes. Loan records showed that students borrowed books on a wider spectrum of topics than in previous years. Our Reading Ambassadors introduced good books and shared with students their reading reflections regularly during morning assemblies. They also promoted reading among students through class visits and provided guidance to the junior level students to share their reading experiences in the reading periods. Senior students were also strongly encouraged to read extensively on their own initiative. Students read a lot of reference materials in the process of completing the school-based assessment projects of different subjects. The Inter-class Reading Tree Competition was organized to cultivate an active reading and sharing atmosphere on the school campus. Besides, the Reading Award Scheme was reintroduced this school year to give encouragement to students who had read extensively and recognition to those who had satisfactorily completed the required extended reading tasks such as book report or book sharing.

We aimed to promote e-learning culture on the school campus. The IT Committee has always been supportive in enhancing the IT teaching and learning platforms and resource banks (the e-class),

which enabled independent and collaborative learning to take place both inside and beyond the classrooms. Training sessions were provided to teachers on creating online assignments and other e-learning materials on various occasions throughout the year. The three core subjects, including Chinese, English and Mathematics provided series of knowledge- and skill-building exercises on the e-platform. Students completed them at their own pace or according to the schedule given by the teachers. Most other subjects also required students to do online assignments. In addition, students could enjoy an easy access to useful reference materials, including outstanding assignments done by their peers, on the e-platform. Such measures had positively helped promote self-learning at students' own pace and enabled teachers to monitor students' progress more flexibly. Students gained a lot of experience in external IT competitions. They helped to inspire other students with the innovative use of IT and further promote the IT learning culture. (For details of awards and prizes won, please refer to Chapter 8. Students' Achievements in External Competitions, P. 45.)

Project learning or peer collaborative learning continued to hold firm in our curriculum. In the Science KLA, it was practised in the form of handling experiments and mini-research. In the PSHE KLA, it embraced a self-exploratory project. In the junior levels, this is the second year that we incorporated integrated-curriculum project learning in the S1 Integrated Science and S2 Integrated Humanities curricula. Students were given ample time to draft, present and explain their proposals, conduct research, using various methodologies and review progress continuously. Under the close supervision of the subject teachers, students' generic skills, including collaborative learning and presentation skills, improved a lot. Many students demonstrated good independent learning capabilities and the work done enhanced their self-regulated learning ability. Many of the projects produced were of high quality. They were presented to the rest of the form during the Cross-Curricular Activities (CCA) periods. Some of them even brought honour to the school by winning awards in local and international competitions (For details of awards and prizes won, please refer to Chapter 8. Students' Achievements in External Competitions, P. 45.)

Our school seeks to provide an environment that encourages and promotes a balanced moral, intellectual, physical, social and cultural growth of students. While the Life Education Coordinator continued to coordinate the programmes undertaken by the Moral and Civic Education, the National Education, the Health Education, the Environmental Education, and the Service Education Committees to conduct Form Teachers' periods focused on the promotion of value education based on our school-based curriculum. The Value Education Preparation Committee worked with the said Committees to review our junior secondary school-based Value Education curriculum and decided on theme-based activities for different levels, namely "Establishing oneself just as Establishing Others" 「立己立人」 laying the emphasis on self-discipline, responsibility, respect and perseverance in S1, "Building a caring community" 「建立關愛社羣」 focusing on care, integration, cooperation, tolerance in S2 and "Nurturing civic qualities" 「培養公民素質」 focusing on integrity, commitment, respect for law and sustainability in S3. Further communication with the other student support

committees, such as the Discipline, Counselling and Careers Committees, a blue print for a more structured form teachers' periods was proposed. All Committees then set off to prepare Form Teachers' period lesson plans in line with the theme of the levels. The revised curriculum will be implemented in the 2013-2014 school year. The lessons, which include activities like class or group discussion, presentation and sharing of experience, would be conducted mainly by form teachers. Guests will also be invited to give talks or performance on related themes to broaden the horizons of students.

To provide an English-rich environment, the English as MOI Policy was strictly enforced in all subjects except Chinese Language, Chinese History, Putonghua and Liberal Studies as in previous years. Teachers were encouraged to communicate with students in English as much as possible on the school campus. Most of the sharing sessions and announcements made during morning assemblies were in English. Most students demonstrated high English proficiency and could speak confidently and fluently. Our School also adopted Putonghua as MOI in teaching Chinese Language in two classes each in S1 and S2. Students' performance was pleasing, demonstrating teaching and learning effectiveness.

Creative Education was promoted through the conduct of extra-curricular programmes this year. The highlight was a whole school Creative Design Competition, requiring all students to exercise their creativity to design an object to improve the lives of the disabled in the first term and a toy/game in the second. Students with good toy/game design were invited to conduct a presentation of their "product", explaining the design and the way the toy/game was to be played. They were then encouraged to refine their designs, based on the comments and suggestions made, and convert their ideas into real products during the summer holidays. A group of students formed the Odyssey of the Mind Team. They applied their creativity and problem-solving skills to construct an object with integral structure strength to solve a spontaneous problem and present a humorous drama on a theme set in the Odyssey of the Mind Competition and won the second runner-up prize in the Long-term Problem (Trumble Wood) Division III Tournament. The Thinkertoys – Innovation Training Course was held for a group of senior form students, who suggested some innovative solutions to improve the MTR management. It is hoped that through these activities and the achievements made, the creativity atmosphere in school would be strengthened and the school will continue to explore our future direction in this respect.

In the second year of promoting sharing and presentation culture at school, the Cross-curricular Activities (CCA) periods allowed opportunities for more parties to participate. There were sharing by participants of study tours or external competitions, forums conducted by the Student Union and Liberal Studies Department, performances by winners of the Hong Kong School Music and Speech Festival, presentations by students of subject electives, as well as in-class sharing on learning reflections and even individual student's hobby or interest. As students were given more chances to do presentation, individually or in groups, they could apply various generic and presentation skills more effectively. They also bolstered their confidence as well as self-esteem. Participating in School Report (SR)

forums, students learned to deliver their ideas and views impromptu and practised multi-perspective thinking skills. They became more aware of current local and global issues and learned to respect others' view. In Liberal Studies, students were also encouraged to discuss social issues on-line.

Our teachers are professionally trained, with good mastery of subject knowledge and sound teaching skills. Friendly, supportive and open to students' view, a pleasurable learning atmosphere was created in most of the lessons. All teachers of English Language and Putonghua have met the Language Proficiency Requirement. Most teachers displayed commitment and conscientiousness and faced the challenges arising from the implementation of the NSS curriculum with renewed energy. Teachers attended professional development courses voluntarily and were encouraged to serve as markers or oral examiners in public examinations. They responded positively to the School's major concerns and contributed in the enhancement of teaching and learning effectiveness. They also served as role models for students by conducting teaching reflection and professional sharing and exchanges. The Pedagogy Committee continued to play the significant role in promoting collaborative teaching among teachers. Under the directions provided by the Committee, teachers were encouraged to work collaboratively and try out new ideas, strategies or approaches with emphasis on incorporating high-order thinking skills in class teaching. Altogether 24 collaborative teaching groups were formed this year, each with 2 to 3 teachers. All teachers were engaged in observing lessons of the pedagogy study to learn from each other's strengths and weaknesses. Every teacher had to do self-reflection after the observed lesson. Post-lesson observation sharing was conducted during which open and constructive comments conducive to further improvements were exchanged. The resource materials and lesson plans of the lessons observed enriched our Teaching Resource Data Bank. All subject departments also reviewed the design of assignments, examination papers and marking schemes in departmental meetings with a view to improving assessment of and for students' learning in the future. To promote professional exchange among teachers, teachers with different professional training experiences shared with the other teachers on various occasions in the school year. Topics included "Student-LED Project – Building Learning Paradigm Schools: Engaging Students as Deep Learners", "Conducting Exchange Programme with a mainland school", and "School Curriculum Leadership". The sharing provided new insights to teachers. This school year, the Liberal Studies Department continued to get actively involved in the Professional Development School Scheme. While our teachers contributed much in the joint-school collaborative lesson planning and sharing of teaching resources, they also benefitted a lot from lesson observation and evaluation. A good culture of professional development was strengthened in school.

Our students, in general, displayed a keen interest in and a positive attitude towards learning. Most of them were disciplined, diligent and enthusiastic in acquiring new knowledge. They were creative and embraced changes. They welcomed new learning experiences and displayed a strong will to excel in their work. They had a good mastery of communication skills and were fluent in both English and

Chinese. Most of them were confident to express their ideas while differing views were in general well respected. They enjoyed working in groups and treasure the opportunities to learn from each other. They demonstrated good self-learning ability and could make good and effective use of various resources that they have access to (e.g. extensive reading, web-browsing, e-Class, project work and group learning, etc). The more able students were very ready to share their learning experience and insights with their peers and support the junior form students, in morning assemblies, CCA periods and the Knowledge Fair, etc. Students who learned more slowly benefitted from the student support measures provided by the school. These included the Study Group for S1 students, the after-school classes conducted by subject teachers and teaching assistants and enrichment classes conducted by alumni for the senior form students. To celebrate students' outstanding academic achievements, the Principal met the students who were ranked first in each form and their parents to express congratulations. Prize-presentation ceremonies for other achievements made by students were arranged during the morning assemblies and the end of term assembly. Prize-winners were invited to share their experience with other students or different occasions, including the First School Assembly at the beginning of the school year.

## 7. Support for Student Development

The School adopts a whole-school approach to student development and provides a comprehensive framework for student-focused support. In line with our second Major Concern, “To strengthen life-wide and life-long learning skills and culture”, a vast array of activities was organized by the different committees and functional groups throughout the year. The programmes aimed at fostering students’ personal, affective, social and cultural development and were well received by the students.

With “Promoting Reflective Learning” as one of our major targets, teachers developed strategies to help students set realistic and achievable targets, both in academic and non-academic pursuits and guide them in conducting self-reflections. After the uniform tests and examinations, students in S.1 to S.3 evaluated their academic performances, strengths and limitations and wrote plans for continuous improvement. Their academic progresses were evaluated during the Parents’ Day along with their academic reflection form. Most parents found the reflections useful in understanding the needs of their children. They could review their expectations on their children and work with their children on future targets. Students reflected that they could have clearer targets on learning and know the directions to improve. Students completed the reflections after the Student Development Day and some on other learning experiences (OLE), focusing on the strengths and weaknesses of their personal attributes and generic skills. They also recorded their cherished memories and feelings. The academic and OLE reflections of an individual student were kept in his own Student Learning Journal, which was attached to his Student Record Card. In this way, students’ reflections were made accessible to all teachers. Teachers could refer to the reflections to have a better understanding of the students and their progresses in different domains. It could enable teachers to give suitable guidance to the students in a more effective way.

The Counselling Committee launched a range of structured programmes and provided individual counselling to students with the joint efforts of all teachers, in particular, the form teachers, and with the professional support of the school social worker. Adopting the Positive Psychology Approach, it aimed to unearth and sustain students’ strengths and virtues, and equip them with the necessary life skills to prepare them as confident and competent persons ready to face challenges ahead. Orientation programmes helped S1 new students to adapt to the new learning environment. Peer support to S1 students was provided by the Fig Boy Scheme and Support Group throughout the school year. The S1 and S2 Self-esteem Building Training Camp and the Anti-Web-indulgence Programmes were run to help students in need at junior levels. To facilitate a whole school approach to integrated education, the Counselling Committee played a significant role to maintain effective communication among the school management, teachers, parents of students with special education needs (SEN), the school social worker and the officers from the Special Education Section of the EDB to give support to the students concerned. Utilizing the available resources, the team conducted professional support services to the students with SEN, talks for parents, and workshops

for peers, all aiming at cultivating an inclusive learning environment. Some counselling teachers as well as teachers from different subject disciplines attended courses on Teacher Professional Development on Integrated Education. Due attention was also paid to S6 students to help them cope with examination pressure. At the end of the school year, the Counselling Committee coordinated with the ECA Committee to organize a “Graduation Camp” for S3 classes. When they completed junior secondary education, S3 students were led to reflect on what they had learned and achieved, and the friendship gained before they started planning ahead for their study and the potential leadership roles they would take up at senior secondary level.

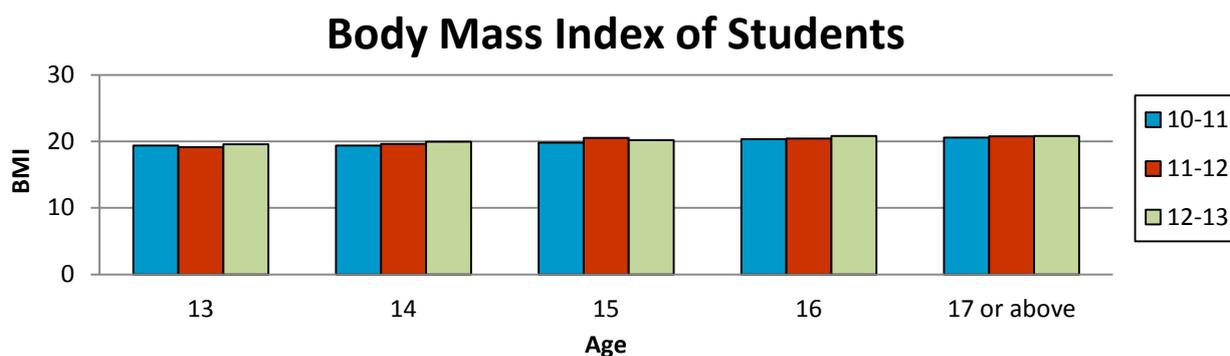
The Moral and Civic Education Committee adopted a thematic approach in the delivery of their programmes. Cooperating with various other committees, a series of activities were organized with “We as One” as the theme to help students develop related positive values and attitudes. Among them were the Inter-class Board Display Competition, Inter-class Debate Competition, Cartoon Design and Slogan Competition and a drama performance. We observed that our students developed civic-mindedness, a global perspective and a growing awareness of the changes around them. Evidence could be found in the response received for the fund-raising activity 「一人一利是」, through which a handsome amount was raised and donated. The Committee has also established partnership with parties outside school to provide life-wide learning opportunities for our students. Students learned a lot from “Unstoppable Hope: Nick Vujicic in Seminar”.

Through National Education, we aimed to help our students acquire better knowledge of our mother country and understand the role and responsibility they have to take up as a Chinese national. Four Flag-raising ceremonies were held this year during which students of various levels were invited to have sharing with the whole school on topics like traditional Chinese customs and heritage and filial piety culture. The lunch time forum on the theme 「打工與照顧父母 - 探析現代社會的孝道」 attracted enthusiastic discussions and debates. Students’ understanding of the family structure in Modern China and related issues, such as single-child family, was enhanced. Our students put the Chinese saying “Ten thousand scrolls are no better than ten thousand miles of journey” into practice by joining different national education programmes organized by the EDB, such as he 「河南鄭州及開封歷史文化與黃河體驗之旅」, 「我的祖國京港澳學生交流營 2013」 and 「青少年軍事夏令營」. Participants conducted sharing on their experience and reflections with the rest of the school after completing the programmes.

As in previous years, the Careers Committee provided a full range of careers education activities to equip students with the requisite qualities and skills to explore options and opportunities for further education and to make informed decisions for pursuing a fulfilling career in different fields. Apart from giving career guidance on JUPAS application and exploring multiple pathways to the S6 students, a wide spectrum of career-related experiences in response to the implementation of the New Academic Structure was organized for both senior and junior secondary students. Career-related learning opportunities in the classroom included the use of two publications, “Finding Your Colours

of Life” for S3 and “Career Mapping” for S4 and S5, and the lesson on Core Competencies of the Work World for S2. Beyond the classroom, students attended careers talks on the Aviation, Engineering and Legal professions and workshops on Careers Interest Inventory, etc. S5 students also participated in the Job Shadow Programme and learned from observing the real work situations of the hosts and their sharing. Last but not least, the Junior Achievement Company Programme provided another valuable opportunity for students to experience how to run a real business.

The Health Education Committee developed, monitored and reviewed programmes for promoting a healthy school environment and good health among students. Positive values and attitudes towards an individual’s healthy life were cultivated and their responsibility towards building a healthy society was emphasized. This school year, our school joined the Healthy School Programme initiated by the HKSAR Government. A series of Health Education activities including an interactive drama performance, a visit to the Hong Kong Jockey Club Drug InfoCentre, a poster-design competition, a visit to Christian Zheng Sheng College, an adventure-based outdoor camp and a series of courses on performing arts, such as “magic” and “beatbox” were jointly organized with the TWGHs CROSS Centre. A number of students who have given prior consent joined and passed the Drug Test. As in the previous years, Adolescent Health Programs for S1 and S2 were conducted by the Department of Health to inculcate interpersonal and adaptation skills, stress management skills and positive attitude. Form Teachers attend the workshops could observe and detect students with emotional or stress problems at the earliest possible stage throughout the programme, and seek counselling service as appropriate. A number of sex education workshops for S1 to S5 were also conducted by the Boys’ and Girls’ Clubs Association of Hong Kong, the Family Planning Association of Hong Kong and the Health Department respectively. Emphasis has been put on awareness of one’s physical and emotional needs during the development of the adolescence stage as well as on proper relationship with the opposite sex. The Health and Fitness Improvement Scheme was conducted jointly by the Health Education Committee and the Physical Education Department. A talk given by a doctor, followed by a free check-up, was arranged. Students with overweight problem (body mass index above 25) were invited to join the scheme in which they had to attend regular after-school exercise sessions under the supervision of the PE teachers. Some students showed improvement in their BMI after doing more exercise. The Committee continued to promote healthy eating habit. The “Joyful Fruit Day” was organized during the Life Education Week. For long term education purpose, the Committee also prepared a more systematic Health Education curriculum with topics including food nutrition, healthy lifestyle, anti-smoking, anti-drug and sex education. Lesson plans and learning materials tailor-made for form teachers of various levels were prepared.



The Environmental Education Committee organized multifarious activities to promote environmental awareness among students and develop their sense of responsibility towards the environment. The Committee gave full support to one S.4 student in his application to join the Yan Hoi Tong Green Adventure to Kenya. Through different activities such as the “S1 Poster Design Competition” and a game booth at school, he promoted the “Plastic Recycle Scheme” to his schoolmates. The Micro Carbon Operation and Earth Hour 60 Programmes served to remind students of the importance of practising energy saving and carbon reduction in our daily lives. The Environmental Education Ambassador Programme provided training to our student leaders who in turn organized activities to promote green lifestyle at school, such as the plastic bottles Recycle Movement. Our students also took part in the Think More Theme Park Competition and the Ecological Study Tour to Taiwan.

The ECA Council co-ordinated the 40 clubs and societies to provide a total of 317 activities in this school year. A 3-day leadership training course sponsored partly by the KCPTA Education Foundation Fund ensured that the chairpersons/captains of ECA clubs and 6 Houses were equipped with the knowledge and skills to carry out their duties. Secretaries of clubs and societies were given training on drafting of agenda and minutes and compilation of reports by teachers. Orientation sessions for all uniformed groups and musical instrument classes and promotion of ECA clubs were held before the ECA enrolment day to ensure that the students could make the best choice of ECA participation. One of the highlights of the school year was the Student Music Contest during which the student officials demonstrated collaborative as well as planning and organization skills while contesters exhibited their talents in singing and dancing talents on one hand and excellent team spirit on the other. Some clubs enjoyed a fruitful and successful year. They included The Chess Club, the Community Youth Club, the Drama Club and the Photographic Club. Members of these clubs took part in inter-school competitions and brought pride to the school. (For details of awards and prizes won, please refer to Chapter 8. Students’ Achievements in External Competitions, P. 45.) Through participation in ECA, students developed not only core competence, but also discovered their potentials and life-wide interests.

Our Gifted Education Committee coordinated with various subject departments and committees in providing opportunities for our gifted learners to excel in their gifted areas. The School-based Personal Leadership Training Program was organized for selected S1-S4 students. Senior students School Report (SR)

who have participated in various enhancement programmes passed on their experience and insights in their juniors. Jointly organized with Chemistry Society, the Chemistry Enhancement Workshop for gifted students provided extensive courses to a group of S3 and S4 students. Guided by the S5 tutors and Chemistry teachers, 10 students displaying outstanding abilities were selected to participate in Hong Kong Student Science Project Competition and obtained excellent results. Some S1 to S3 students were nominated to attend the EDB Web-based Learning Courses to explore in Paleontology, Astronomy and Mathematics. Pull-out programs like Applied Strategic Thinking, Mathematics and Drama Workshops were conducted for S4 and S5 students. 7 outstanding students were nominated to participate in courses run by the Hong Kong Academy for Gifted Education (HKAGE) in Humanities, Mathematics Science and Leadership domains. To round up the work of the school year and to enable students to demonstrate and share their outstanding achievements, the Knowledge Fair was organized. Teachers, parents, students and visitors who attended the Fair highly commended the excellent performance of the students.

The School made continuous effort in nurturing our students' sense of care and concern for people in need at school and in the community. An Elder Academy was established this school year jointly with Western District Integrated Social Service Centre of Hong Kong YWCA. The Ying Ching Elder Academy 「英青長者學苑」 offered classes on Computer Application, Harmonica, Narcissus Crafting, Origami, Chinese Calligraphy and Health and Skincare. Under the supervision of the Service Education Committee, over 40 students either taught or helped in various classes for the elderly in the Central and Western District. Over 130 counts of participation were recorded throughout the school year. Through active participation, students acquired the skills to communicate with the elderly and learnt a lot from their valuable life experiences. Other students in the Voluntary Service Team were engaged in various volunteer services such as the Student-LED Project, 「社區 TEEN 使義工訓練計劃」, 「香港人香港心義工大使行動」, 「我繫香港人 2013 青聰同行共融計劃」, etc. In the 「青少年愛心大使計劃」, sponsored by the Lion & Globe Cooking Oils, our students learned a lot in the fund-raising programme. Students rendered voluntary service in a local primary school in Chai Wan and a school for children of migrant workers in Shenzhen. Through these services, our students learned to care for the less privileged and became more aware of the social problems around them. Our Social Service Group (SSG) continued to give regular service to the physically impaired students in the Hong Kong Kennedy Centre through the Sister School Scheme. Mutual visits, mini party, game and handicraft class were the platforms whereby students of the two schools interacted and learned from each other. Our students benefitted a lot in improved social communication, leadership and cooperation skills. They cherished the learning experience as well as the genuine friendship gained. Another major project of the SSG was the Inclusive Programme jointly organized with the Boys' and Girls' Clubs Association of Hong Kong for running two workshops to prepare primary students including some with special education needs for service to the elderly. Our students proved their commitment not only to serve, but also to inspire and assist others to serve the less privileged in the community. Their self-esteem was greatly enhanced. In addition, the Community Youth Club, the Junior Police Call, the 5<sup>th</sup> Hong

Kong Group, the Youth Red Cross Unit 21 and the St. John Ambulance Society all offered service opportunities to their members. Many of our students were awarded Gold, Silver and Bronze Medals for the community service they had rendered in a scheme run by Voluntary Movement. Through serving others, students have been able to get in touch with the community. They came to realize their roles and values, enhancing their civic-mindedness and sense of social responsibility.

Our students were given ample opportunities to broaden their horizons and acquire some brand new learning experiences through overseas or mainland study tour, exchange programme and explorative programme. On the Student Development Day, students of S1 to S5 attended a learning activity with themes related to self-discipline, peer communication and self-assurance, community service, leadership and sustainable agriculture. Students found these learning experiences special and inspiring. Many had written and shared meaningful reflections. The Magic Carpet: Re-envisioning Community Space in Sai Ying Pun was a large scale project undertaken by 26 of our S4 and S5 students. Invited by the CUHK, our students after being trained in a series of workshops, conducted interviews with people from all walks of life in Sai Ying Pun, capturing their life stories, views on the district's development, and their ideas on how the neighbourhood could change for the better. Videos produced by the students were shown at the "Magic Carpet" cinema on the day of the Mid-Autumn Festival 2013, inviting members of the community and the general public to re-imagine the public spaces of the district.

Beyond Hong Kong, our students have set foot on various cities in the Mainland, Singapore, Malaysia, Taiwan, Macau, Kenya, Denmark and Japan this year. The school organized a total of 11 study or exchange tours, in addition to the various competitions students joined overseas. The study or exchange tours provided invaluable opportunities to broaden students' horizons and allow them to establish networks with new friends from diverse cultural backgrounds. The 10-day Yan Oi Tong Green Adventure to Kenya was a once-in-a-lifetime experience to one S4 student in which he took part in the investigation in avian conservation in Kenya. He also received training in studying different animal species on an extensive piece of African savannah. Through the daily contact with the Africans, he was impressed by their genuineness and the true happiness. Most importantly, he learned about the importance of animal and environmental conservation in the balance of the eco-habitat.

For students taken part in overseas competitions, apart from having to face the challenge from top ranking competitors from different countries, they also learned a lot from the passion and perseverance each competitor displayed in pursuit for their dreams. (For details of awards and prizes won, please refer to Chapter 8. Students' Achievements in External Competitions, P. 45.) Our students also treasured the experience of video-conferencing with students from different schools in Mainland China through the V-China programme. Through synergetic learning activities with other schools in different parts of China, including the 11<sup>th</sup> Hong Kong Inter-city School Real Time Debate on NET, our students not only enhanced communication, collaboration, and critical thinking skills,

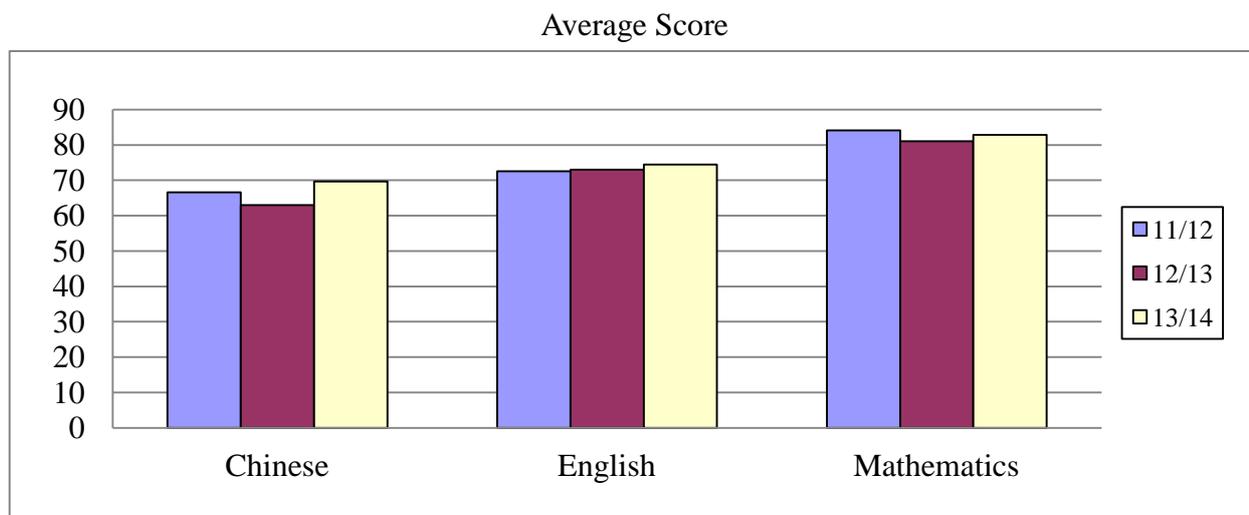
but also widened their cultural horizons. The exchange programme with Cheung Chau Government Secondary School (CCGSS) was run for the third year. Students from CCGSS attended lessons with their buddies, joined lunch-time activities, took part in group discussions and after-school sharing for two days. Students appreciated the chance to make new friends and enjoyed the experience of learning in a new setting. They were also inspired by the learning culture of students of another school.

Our prefects continued to display good leadership and served as role models for their schoolmates. They helped to maintain good order and discipline on the school campus and in functions outside school. The Student Union (SU) effectively served as a gateway for external communication with student bodies of other schools. Through organizing the “Heart to Heart Dialogue with the Principal”, the SU played the role as a communicative link between the school and the students. Through hosting and participating in the Open Day, organizing educational activities, such as the Science Enlightenment and Exam Skills Workshops and the ever-popular Kingsian Fiesta, the SU officials promoted a stronger sense of belonging and brotherhood among students.

A great number of students were given abundant opportunities to assist in the organization of major school functions, like Open Day, Speech Day, Games Day. Our School Magazine Reporters, School Campus Reporters, Campus TV Team and School Photography Team were well trained to conduct interviews with guests and visitors as well as capture the memorable moments on these important occasions. Our Student Ambassador Team continued to impress visitors to the School with warm hospitality and a pleasant docent service for tour around the school campus. Their performance was highly commendable and they had helped promote a good school image to the public. Their sense of belonging and self-esteem were strengthened with their enthusiastic involvement in the services they rendered.

## 8. Performance of Students

### HKAT (Pre-S1)



### HKDSE

	11/12	12/13
No. of students sat	159	179
% of students awarded the minimum entrance requirements for university education #	75	85

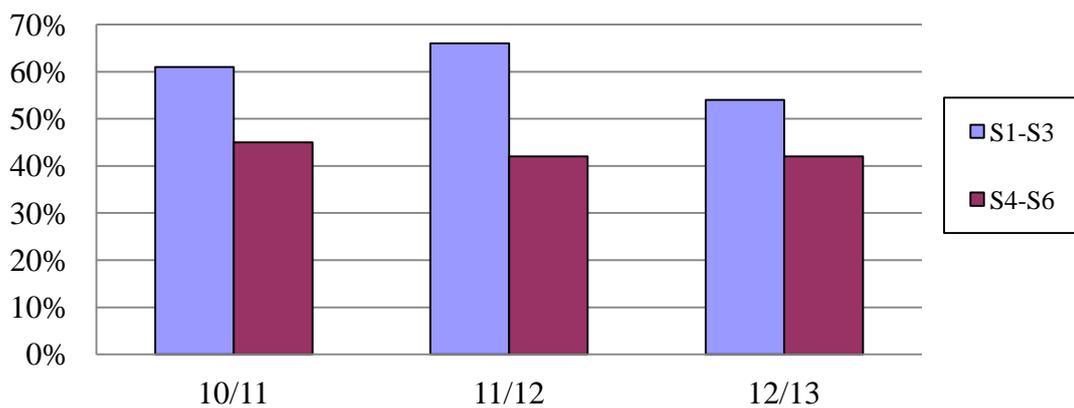
# The minimum entrance requirements for university education

1. Levels 3322 or above in core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) respectively, and
2. Level 2 or above in one elective subject

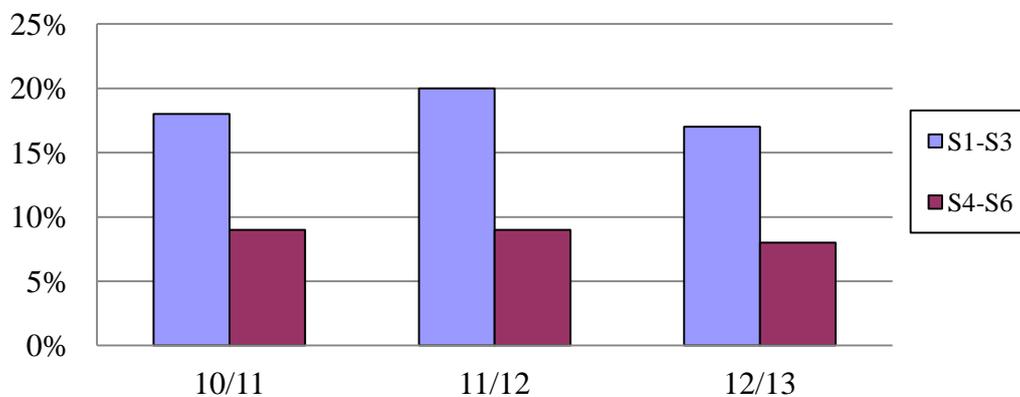
**Student Participation in Inter-school Sports Events, School Music and Speech Festivals and Uniform Groups**

Activities	Number of participants
Inter-school Sports Competitions	259
School Music Festival	220
School Speech Festival	131
Scouts	68
Youth Red Cross	36
St. John Ambulance Brigade	39

**Inter-school Events**



**Uniform Groups**



**Student Participation in Social Services**

<b>Team</b>	<b>Services</b>	<b>Number of participants</b>
Social Service Group	● Services at John F. Kennedy Centre	16
	● Inclusive Programme	15
Community Youth Club	● Open Day	20
	● Pot Plant Sales	20
	● Clean the School Campaign	50
	● ORBIS Ambassador Scheme	10
King's Ambulance Cadet Division	● Joint Division Services	15
	● On Duty at Swimming Gala, Athletic Meet, Cross-Country Run	28
	● Famine 30	12
Hong Kong Red Cross Youth Unit 21	● Athletic Meet	15
	● Annual Swimming Gala	15
	● Health Check Counter	15
	● Blood Donation Day	20
	● Open Day: Health Check Service	20
	● Service Project (Planning)	12
	● Regular Service (From HKID)	10
Scouts	● Island Scout Day	25
	● HK Marathon	12
	● Regular Service (In School)	35
	● Other Service	5
	● Scout Rally	6
King's College Volunteer Service Team	● UNICEF Young Envoys Program 2012	1
	● Community Chest Dress Casual Day	Over 95% of students
	● Open Day Skincare Workshop	8
	● Youth Square Volunteer Ambassador Programme	25
	● S3 Student Development Day (Social Services)	171
	● The Royal British Legion Poppy Day Appeal	20
	● Hong Kong Association of the Deaf Flag Selling Day	4

Team	Services	Number of participants
	<ul style="list-style-type: none"> <li>● The Conservancy Association Flag Selling Day 4</li> <li>● Eternal Flame Action Flag Selling Day 17</li> <li>● Eco-friendly Origami Workshop for the elderly 3</li> <li>● 英青長者學苑 35</li> <li>● 【英青同行顯關愛】-探訪護老院 6</li> <li>● 英皇書院師生同樂日 2013 6</li> <li>● AVS 聯校大型義工服務日 5</li> <li>● 《Try.晴.尋》湖北交流服務團 4</li> <li>● 獅球嘜『校園關愛大行動【企業學習經歷】慈善義賣會』 12</li> <li>● 深圳跨境一天服務學習日 24</li> <li>● 明愛籌款賣物會(港島區) 4</li> <li>● 2012-13 我繫香港人——青聰同行共融計劃 3</li> <li>● 4C 青年義工領袖計劃 24</li> <li>● 「社區 TEEN 使」義工訓練計劃、義工服務日及「創出 SUN 天」才藝培訓班 18</li> <li>● 匯豐愛心傳城義工大行動 24</li> <li>● 「夏日智叻星」-暑期義工活動 8</li> <li>● 發熱發亮- 中西區聯校領袖義工訓練暨社區服務計劃 4</li> <li>● 金、銀、銅義務工作嘉許狀 95</li> </ul>	
Junior Police Call	<ul style="list-style-type: none"> <li>● Annual Open Day 50</li> <li>● ECA Promotional Day 50</li> <li>● Senior Police Call---Slogan &amp; Name Design Competition 15</li> <li>● GIMME 5 RTHK 2 DJ Assistant On Duty 1</li> <li>● GIMME 5 JPC-J 大招募 2</li> <li>● 中西區滅罪宣傳標語設計比賽 20</li> <li>● 每月西區例行會議 5</li> <li>● 中秋晚會 25</li> <li>● 2012 少年警訊周年大會 1</li> <li>● 2013 JPC-J 分享會 1</li> <li>● 參觀警察駕駛及交通訓練中心 4</li> <li>● 同行抗毒 Sun 新力量(抗毒活動) 5</li> </ul>	

**Students' Major Achievements in International, National and Territory Competitions****International Competitions**

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	National Danish Science Fair 2013 organized by Unge-Forskere	Champion	5A	Lo Kwun Yu
	FedEx Express Junior Achievement International Trade Challenge Asia-Pacific Final 2013	Third Prize	6A	Ng Yu Hin
			6A	Wong Bo Hang
	The Australian National Chemistry Quiz 2012 organized by the Royal Australian Chemical Institute and the HK Association for Science and Mathematics Education	Class Excellence	4A	Ying Xiang
			4D	Chu Yat Ho
			4D	Sham Kin
			5A	Chan Tai Hei
		High Distinction Award	4A	Chan Lok Pong
			4A	Chan Shing Chun
			4A	Chan Yat Hin
			4A	Cheung Wai Wa
			4A	Chow Chun Hin
			4A	Iu Shing Huk
			4A	Lai Tin Yat
			4A	Leung Ho Yin
			4A	Lo Cho Pong
			4A	Wu Hsuan Hsi
			4A	Yip Kwok Ting
			4A	Zuo Long Long
			4D	Lee Yan Kin
			4D	Yip Tsz Fung
			5A	Cheng Wai Kuen
			5A	Lo Kwun Yu
			5A	Tsoi Chung Man
			5D	Chan Chung Fai
			5D	Fung Kin Yiu
			5D	Lee Yee Tat
			5D	Ruan Jun Hao
			6A	Lam Jeffrey Alan Chak Long
			6A	Li Ka Ho
6A			Lui Yat Man	
6A	Sing Yan Lok			
6A	Wong Bo Hang			
6A	Yip Pun Fung			
6A	Zhang Zhi Qian			
6D	Chan Ka Yu			
6D	Chan Ngo Yin			

Nature	Competition / Organizer	Award / Prize	Awardee	
			6D	Chang Jacky
			6D	Hui Samson
			6D	Leung Kwok Yin
			6D	Mok Ho Yeung
			6D	Ng Chung Hon
			6D	Ng Tin Fung
			6D	Wong Siu Hang
	Australian Mathematics Competition organized by Australian Mathematics Trust	Medal	2A	Wan Tsz Wing
			5D	Fung Kin Yiu
	Australian Informatics Competition 2013 organized by Hong Kong Polytechnic University	High Distinction	4A	Chow Chun Hin
			5A	Lo Kwun Yu
	9th World Robot Olympiad organized by World Robot Olympiad	Certificate of Achievement	2A	Yim Man Chak
			2D	Tsang Chun Ming
3C			Leung Chun Siu	

### National Competition

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	英特爾（中國）有限公司、中國科學技術協會、國家自然科學基金委、中華人民共和國科學技術部、中華人民共和國教育部及環境保護部主辦全國青少年科技創新大賽	英特爾英才獎 第 28 屆創新大賽青少年創新項目一等獎 江蘇省人民政府青少年科技創新培源獎 廣東科學中心專項獎	6A	陳帝羲
	中國西部數學邀請賽委員會主辦 2013 中國西部數學邀請賽	銀獎	4A	周竣軒
	中國西部數學邀請賽委員會主辦 2012 中國西部數學邀請賽	銅獎	5D	馮建曜

### Territory Competitions

Nature	Competition / Organizer	Award / Prize	Awardee	
All round Development	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prize 2012/13	5A	Mak Chi Cheong
			6D	Lai Tak Pui
	Harvard Book Prize organized by Harvard Club of Hong Kong	Winner Runner-up	5B	Wong Chun Man
			5A	Mak Chi Cheong
			5D	Liu Kin Heng
Applied Learning Scholarship (2012/13)	Applied Learning Scholarship and Special Award	6C	Leung Ka Hei	

Nature	Competition / Organizer	Award / Prize	Awardee	
	organized by the Law's Charitable Foundation and the Education Bureau			
Academic Development	Hong Kong Physics Olympiad 2013 organized by the Education Bureau (EDB), the Physics Society of Hong Kong and the Hong Kong University of Science and Technology	Best School Award	King's College	
		Second Honor	3A	Lai Chi Ming
			4A	Zuo Long Long
			4A	Yip Kwok Ting
		Third Honor	4A	Iu Shing Huk David
			4A	Lo Cho Pong
	4A		Ying Xiang	
		Honourable Mention Award	4D	Kan Hin Pan
	Hong Kong Biology Olympiad for Secondary Schools 2012-2013 organized by the Hong Kong Association for Science and Mathematics Education	First Class Honor	5A	Cheuk Tsun Leung
			5A	Wong Hang Hin
			6A	Ho Kwun Yin
			6D	Chan Cheuk Lun
		Third Class Honor	5D	Ruan Jun Hao
			6A	Zhang Shi Qian
			6D	Wong Siu Hang
	Secondary School Mathematics & Science Competition 2012 organized by the Hong Kong Polytechnic University	Medal in Chemistry	5A	Chan Tai Hei
			6D	Wong Siu Hang
		High Distinction in Chemistry	5D	Fung Kin Yiu
			5D	Lee Yee Tat
			6A	Yip Pun Fung
			6A	Yu Pui Hei
	Secondary School Mathematics and Science Competition 2013 organized by the Hong Kong Polytechnic University	Medal in Physics	5D	Lee Hei Kiu Rex
		High Distinction in Physics	5A	Chan Tsz Him
			5B	Cheung Ngai Sen
			5D	Fang Er Hai
			5D	Fung Kin Yiu
			5E	Lam Kwan Yeung Emerson
5A			Lau Ching Hei	
5D			Ng Kai Ming	
Medal in Biology		5A	Cheuk Tsun Leung	
		5A	Wong Hang Hin	
High Distinction in Biology		5A	Li Chi Shing	
		5A	Wong King Hin	
		5C	Choi Hong Jit Christopher	
		5D	Chan Chung Fai	
		5D	Cheng Lung Hei	
	5D	Lee Yee Tat		
	5D	To Cheuk Kan		
Medal in Chemistry	5A	Chan Tai Hei		

Nature	Competition / Organizer	Award / Prize	Awardee	
		High Distinction in Chemistry	4A	Yip Kwok Ting
			4D	Yip Tsz Fung
			5A	Chan Tsz Him
			5D	Chan Chung Fai
			5D	Fang Er Hai
			5D	Lee Yee Tat
		Medal in Mathematics	4A	Chow Chun Hin
			5A	Chan Tsz Him
			5A	Cheng Wai Kuen
			5A	Lau Ching Hei
			5B	Wong Chun Men
			5D	Fung Kin Yiu
			5D	Lee Hei Kiu Rex
			5D	Liu Kin Heng
		High Distinction in Mathematics	5E	Lam Kwan Yeung Emerson
			4A	Lee Ho Man
			4D	Chu Yat Ho
			4D	Lam Lok Ngai
			4D	Tse Yuen
			5A	Chan Tai Hei
			5A	Wong Hang Hin
			5D	Cheung Chuang Yi Henry
			5D	Fang Er Hai
			5D	Li Yat Sing
		Hong Kong Student Science Project Competition 2012-2013 organized by the Hong Kong Innovation and Technology Commission, Hong Kong Federation of Youth Groups, Education Bureau, Hong Kong Science Museum, Hong Kong Science and Technology Parks	5D	Lui Fung Yat
			4D	Chu Yat Ho
			4D	Yip Tsz Fung
			5A	Chan Tai Hei
			5D	Fang Er Hai
		Hong Kong Youth Science & Technology	5D	Lee Yee Tat
5D	Lee Yee Tat			
Champion Visitors' Most Favourite Award in the Senior Investigation Division	5D	Lee Yee Tat		
	5D	Lee Yee Tat		
First Place Grand Award in the category of	4D	Chu Yat Ho		
	5A	Chan Tai Hei		

Nature	Competition / Organizer	Award / Prize	Awardee	
	Innovation Competition 2012 – 2013 organized by the Hong Kong New Generation Cultural Association Science Innovation Centre	“Chemistry and Materials”	5D	Fang Er Hai
	Pui Ching Invitational Mathematics Competition 2013 organized by Pui Ching Middle School	Gold Award	4A	Chow Chun Hin
	Inter-school Mathematics Contest 2013 organized by Hong Kong Joint School Mathematics Society	Second Runner-up	3B	Fung Wong Yu
	華夏奧數之星教育研究學會主辦「華盃」全國數學奧林匹克 - 2013 香港選拔賽	特等獎	1B	陳偲行
	Hong Kong Youth Mathematical High Achievers Selection Contest organized by Po Leung Kuk & Hong Kong Association for Science and Mathematics Education	First Class Honor	2A	Wan Tsz Wing
			2A	Liu Chun Chung
		Second Class Honor	3B	Fung Wong Yu
	Statistical Project Competition for Secondary School Students organized by Census and Statistics Department	Distinguished Prize (Senior Section)	5A	Chan Tai Hei
			5A	Cheng Wai Kuen
			5A	Mak Chi Cheong
			5D	Lee Hei Kiu
			5D	Liu Kin Heng
	Accounting and Business Management Case Competition 2012-2013 organized by the Hong Kong Institute of Accredited Accounting Technicians (HKIAAT)	Scholarship	5A	Mak Chi Cheong
	香港大學中國歷史研究碩士同學會主辦第三屆全港中學中國歷史研習獎勵計劃	三等獎	5D	陳俊榮
	第六十四屆香港學校朗誦節	中學一年級粵語詩詞獨誦季軍	1B	黃庭康
		中學三年級粵語散文獨誦亞軍	3A	張漢清

Nature	Competition / Organizer	Award / Prize	Awardee		
		中學四年級粵語詩詞獨誦冠軍	4D	洪浩鳴	
		中學五年級粵語散文獨誦亞軍	5B	馬瑋鍵	
		中學五年級粵語散文獨誦季軍	5D	梁晉瑋	
		中學一、二年級普通話詩詞獨誦季軍	1C	林家進	
		中學一、二年級普通話詩詞獨誦季軍	2A	伍德揚	
		中學一、二年級普通話詩詞獨誦季軍	2D	高俊逸	
		中學三、四年級普通話詩詞獨誦季軍	3A	張漢清	
		中學五、六年級普通話詩詞獨誦季軍	5D	梁晉瑋	
		中學三、四年級二人對話朗誦季軍	3A	張漢清、王惠衡	
		中學三、四年級散文集誦季軍	三乙		
	64th Hong Kong Schools Speech Festival 2012	Solo Verse Speaking Non-Open Secondary 1 Boys – Second Prize	1A	Hui Chin Ho	
		Solo Verse Speaking Non-Open Secondary 1 Boys – Second Prize	1C	Ko Man Hin	
		Solo Verse Speaking Non-Open Secondary 1 Boys – Third Prize	1A	Tai Yiu Yeung Samuel	
		Solo Verse Speaking Non-Open Secondary 1 Boys – Third Prize	1B	Wong Ting Hong Wesley	
		Solo Verse Speaking Non-Open Secondary 4 Boys – Third Prize	4D	Hung Ho Ming	
		Solo Verse Speaking Non-Open Secondary 5 Boys – First Prize	5C	Choi Hong Jit Christopher	
		Choral Speaking Secondary 2 – Second Prize	2A		
	Aesthetic Development	Hong Kong School Drama Festival 2012-13	Award for Commendable Overall Performance Award for Outstanding Cooperation	1B	Wong Carson
				2A	Ho Pak Yin
2A				Li Shing Chun	
2A				Ng Tak Yeung	
2A				Tsang Tze Hin	
2A				Yim Man Chak	
3A				Kuk Man Hin	
3A				Liu Ho Shing	
3A				Tang Kin Yip	
3A				Wong Ka Wei	
3A				Wong Pak Ho	
5A				Szto Chung Yu	
5C	Choi Hong Jit Christopher				

Nature	Competition / Organizer	Award / Prize	Awardee		
			5D	Cheung Chuang Yi	
			5D	Yeung King Tung	
			5D	Yu Ka Long	
			6A	Kwong Oon Hin	
			Award for Outstanding Script	5D	Cheung Chuang Yi
		Award for Outstanding Performers	1B	Wong Carson	
			2A	Ng Tak Yeung	
			5C	Choi Hong Jit Christopher	
			5D	Yu Ka Long	
		2013 English Drama Festival organized by the Association of English Medium Secondary Schools	Award for Outstanding Performer	5C	Choi Hong Jit Christopher
5th Arts Ambassadors-in-school Programme organized by the Hong Kong Arts Development Council	Certificate of Recognition	5B	Yip Tsz Chung		
2012 Hong Kong Youth Music Interflow	Chinese Orchestra Contest - Silver Prize - (Secondary School Class)	KC Chinese Orchestra			
65th Hong Kong Schools Music Festival		Western Instrumental Section - Violin Solo - Grade Three - First Prize	1C	Cheung Ka Tai	
		Western Instrumental Section - Violin Solo - Grade Five - Second Prize	1B	Ng Man Kit	
		Western Instrumental Section - Violin Solo - Grade Seven - Second Prize	1B	Wong Ting Hong Wesley	
		Western Instrumental Section - Piano Solo - Grade Five - Third Prize	2B	Yau Chi Kin	
		Chinese Instrumental Section - Chinese Instrumental Group - Intermediate - Third Prize	KC Chinese Orchestra		
		Chinese Instrumental Section - Ruan Solo - Junior - Second Prize	3B	Lam Ka Siu	
		Chinese Instrumental Section - Dizi Solo - Junior - Second Prize	3D	Tam Yui Pan	
		Chinese Instrumental Section - Di Solo - Advance - Second Prize	5D	Tam Siu Hong	
		Chinese Instrumental Section - Suona Solo - Senior - Third Prize	5D	Tam Siu Hong	
		Chinese Instrumental Section - Guanzi Solo - Advance - First Prize	5D	Tam Siu Hong	

Nature	Competition / Organizer	Award / Prize	Awardee	
		Chinese Instrumental Section - Erhu Solo - Advance - Third Prize	5A	Ng Tsz Him
		Harmonica Section - Harmonica Band - Secondary - Second Prize (Certificate of Honors)	KC Harmonica Band	
		Harmonica Section - Harmonica Ensemble - Secondary - First Prize	4A	Mok Chun Hin
			4A	Ho Man Hin
			4D	Tsui Chi Hang
			4E	Chan Shu Ming
			5B	Ma Wai Kin
		Harmonica Section - Harmonica Duet - Secondary - First Prize (Certificate of Honors)	5B	Yip Tsz Chung
			5D	Leung Shing Hei
		Harmonica Section - Harmonica Duet - Secondary - Second Prize (Certificate of Honors)	4D	Mok Chun Hin
			4E	Chan Shu Ming
		Harmonica Section - Harmonica Duet - Secondary - Second Prize (Certificate of Honors)	5A	Cheng Cheston
			5B	Lee Chun Ning
		Harmonica Section - Harmonica Duet - Secondary - Third Prize (Certificate of Honors)	5D	Fung Lok Hin
			5D	Cheng Lung Hei
		Harmonica Section - Harmonica Solo - Concert work - Third Prize	5D	Leung Shing Hei
		Harmonica Section - Harmonica Solo - Senior - Third Prize	5D	Cheng Lung Hei
		Harmonica Section - Harmonica Solo - Intermediate - Third Prize	3D	Wong Sam
		Harmonica Section - Harmonica Solo - Intermediate - Third Prize	3C	Lee Ming Hei
		Harmonica Section - Harmonica Solo - Intermediate - Third Prize	1B	Wang Ming Chun
		Harmonica Section - Harmonica Solo - Junior - First Prize (Certificate of Honors)	5D	Leung Shing Hei
		Harmonica Section - Harmonica Solo - Junior - Second Prize (Certificate of Honors)	5B	Yip Tsz Chung
		Harmonica Section - Harmonica Solo - Junior - Third Prize	2B	Ho Sheung Yan
	北區花鳥蟲魚展覽會 主辦花鳥蟲魚攝影比賽 「香港鳥蹤」	青少年組季軍	5A	周子亮

Nature	Competition / Organizer	Award / Prize	Awardee		
	新時代象棋學院主辦 2012 iChess 中國象棋聖誕盃	Overall Champion (Junior)	2A	Chan Tsz Chung	
			2A	Yan Yee Hang	
			2A	Liu Chun Chung	
			3B	Fung Shang Jin	
		Second Runner-up (Senior)	5A	Lau Ching Hei	
		Overall Second Runner-up (Senior)	5A	Lau Ching Hei	
			5A	Cheng Wai Kuen	
			5A	Leung Chun Wing	
			5D	Li Yat Sing	
Physical Development	2012-2013 A.S. Watson Group Hong Kong Student Sports Awards		5A	Chow Tsz Leong	
	Hong Kong Schools Sports Federation Inter-School Fencing Competition 2012-2013	Individual Tournament Boys Epee B (Hong Kong) Second Runner-up		3A	Ng Keng Sang
	Hong Kong Schools Sports Federation Inter-School Swimming Competition 2012-2013	Division Three (Hong Kong Island) Boys A Grade 200m Individual Medley Third Runner-up		5C	Lo Tsz Hin
		Division Three (Hong Kong Island) Boys B Grade 50m Free Style Third Runner-up		4B	Chu Chun Lim Ryan
		Division Three (Hong Kong Island) Boys B Grade 50m Back Stroke Third Runner-up		4D	Lai Pak Kwan
		Division Three (Hong Kong Island) Boys B Grade 200m Breast Stroke Second Runner-up		4D	Lo King Hei
		Division Three (Hong Kong Island) Boys B Grade 4x50m Medley Relay Second Runner-up		4B	Chu Chun Lim Ryan
				4D	Lo King Hei
				4D	Lai Pak Kwan
				4E	Au Kyle
		Division Three (Hong Kong Island) Boys B Grade 4x50m Free Style Relay Second Runner-up		3B	Ng Po Wun Baron
				3C	Cheng Ngai Chung
				4A	Fung Wai Yin
				4C	Chan Cheuk Hei
		Division Three (Hong Kong Island) Boys B Grade Team First Runner-up		3A	Tang Kin Yip
				3B	Ng Po Wun Baron
			3C	Cheng Ngai Chung	
			3D	Shiu Tsz Shing	

Nature	Competition / Organizer	Award / Prize	Awardee		
			4A	Fung Wai Yin	
			4B	Chu Chun Lim Byan	
			4C	Chan Alvin Cheuk Hei	
			4D	Lai Pak Kwan	
			4D	Lo King Hei	
			4E	Au Kyle	
	Hong Kong Schools Sports Federation Inter-School Athletics Competition 2012-2013	Division Three (Area 3) (Hong Kong Island) Boys A Grade 5000m Run Second Runner-up	5A	Chow Tsz Leong Christopher	
		Division Three (Area 3) (Hong Kong Island) Boys B Grade Triple Jump Second Runner-up	4D	Lee Yan Kin	
	Hong Kong Schools Sports Federation Inter-School Badminton Competition 2012-2013	Division Two (Hong Kong Island) Boys Overall Champion	King's College		
		Division Two (Hong Kong Island) Boys A Grade Team Champion	5A	Cheng Cheston	
			5B	Choi Yu Hin Derek	
			5B	Chung Cheuk Yin	
			5B	Wong Chun Man	
			5C	Ng Chung Hong	
			5E	Leung Matthew Ming Yui	
			6A	Chow Chi Hin	
			6D	Chang Jacky	
		Division Two (Hong Kong Island) Boys C Grade Team Second Runner-up	1A	Fong Ho Yat Sunny	
			1A	Hui Ho Ching	
			1A	Kyle Yung	
			1A	Poon Cheuk Hei	
			1C	Lee Cheuk Lun	
			2A	Lee Hung Leung	
	2C		Lau Pak Hin		
	2C	Sin Ho Yin			
	Hong Kong Schools Sports Federation Inter-School Basketball Competition 2012-2013	Division Two (Hong Kong Island) Boys Overall Champion	King's College		
		Division Two (Hong Kong Island) Boys A Grade Second Runner-up	5A	Cheung Ho Tak	
5C			Chan Yuk Lun		
5C			Cheung Ting Hin		
6B			Chan Chun Hin		
6B			Chan Yat Chun		
6B			Chow Yin Kuk		
6B			Fu Lap Cheung		
6B			Leung Ka Chun		
6C		Lee Kwong Ming, Darric			

Nature	Competition / Organizer	Award / Prize	Awardee			
			6E	Chiu Ho Yeung		
			6E	Lou Chit Lon		
			6E	Wong Yu Chiu, Blaze		
		Division Two (Hong Kong Island) Boys B Grade Third Runner-up		3A	Leung Wai Chun	
				3B	Ng Po Wun, Baron	
				3C	Wong Hou Cheong Nicholas	
				4B	Li Chi Kin	
				4B	Lin Lik Fung	
				4B	Ngai Long Ho	
				4B	Tong Matthew Clement Yat Chung	
				4C	Lam Hon	
				4C	Leung Ka Wah	
				4C	Tsui Wai Tung	
				4D	Lee Yan Kin	
				4E	Cheung Tin Pui, Jeffery	
		Division Two (Hong Kong Island) Boys C Grade First Runner-up		1A	Hung Wan, Sunny	
				1B	Share Hiu Ching	
				1B	Siu Lok Wang	
				1B	Tang Pok Yuen	
				1C	Xu Zehong	
				2B	Cheng Long	
	2B			Kwan Shing Hin		
	2C			Law Pak Hei		
	2D			Lam Bryan		
	2D			Lam Ka Fai		
	2D			Ng Cheuk Yu		
	Division Three (Area 2) Boys A Grade Individual Second Runner-up		5A	Chow Tsz Leong Christopher		
				Division Three (Area 2) Boys B Grade Team Second Runner-up	3A	Tang Kin Yip
					4B	Li Chi Kin
					4D	Lee Yan Kin
					4D	Lo Pok Ho
4E					Au Kyle	
4E					Cheung Jeffrey Tin Pui	
Division Three (Area 2) Boys C Grade Individual Eighth Runner-up	2A	Liu Chun Chung				
Hong Kong Schools Sports Federation Inter-School Cross Country Competition 2012-2013	Hong Kong Schools Sports Federation	Division Two (Hong Kong Island) Boys Overall	King's College			

Nature	Competition / Organizer	Award / Prize	Awardee
	Inter-School Volleyball Competition 2012-2013	Second Runner-up	
		Division Two (Hong Kong Island) Boys B Grade Team Second Runner-up	3A Ma Shek Wai 3C Cheng Ngai Chung 3C Tong Ka Kuen 3D Yam Ho Fung 3E Cheng Tsz Kwan 3E Wong Justin Chak Hei 4A Cheung Chak Hei Justin 4A Li Hong Man 4E Chan Sau Yin
		Division Two (Hong Kong Island) Boys C Grade Team Second Runner-up	1A Chan Ho Ming 1A Chong Fu Chung 1A Pei Yat Kit 1A Yiu Hoi Yeung 1B Ho Ho Yi 1B Hui Yuk Chung 2B Ng Cheuk Lam Casper 2C So Kwan Yin 2C Wong Ling Fung 2D Wan Shing Hei
		Division Two (Hong Kong Island) Boys A Grade Team Third Runner-up	4C Leung Ernest 5D Chan Chung Fai 5D Li Hin Long Angus 5D Yu Ka Long 6B Lee Tin Sang 6B Yau Chit Wei 6E Lee Man Cheuk 6E Mok Kok Pong Michael 6E Wong Cheok Fan
	Hong Kong Schools Sports Federation Inter-School Beach Volleyball Competition 2012-2013	Division Two Boys Open Grade Second Runner-up	5D Chan Chung Fai 5D Yu Ka Long 6B Lee Tin Sang
	Hong Kong Schools Sports Federation Inter-School Handball Competition 2012-2013	Division One Boys C Grade Team Third Runner-up	1A Lam Tong Kai 1A So Ho Yin 1B Cheung Ting Hin Ryan 1B Law Yat Long Marco 1B Ng Tsz Man 1C Chan Kwan Ting 1C Mak Ho Chun 1D Wan Pui Shing 1D Yeung Ka Laam

Nature	Competition / Organizer	Award / Prize	Awardee	
			2A	Kwan Hang Yui
			2B	Chow Long Hin
			2B	Ng Kai Lun
			2B	Sin Pun Yim
			2C	Cheung Wing Yuk
			2C	Law Pak Hei
			2C	Sim Yan Tat
			2D	Fan Wesley Chi Hang
			2D	Lo Cheuk Fung
			2D	Sheung Sin Chi
	Hong Kong Schools Sports Federation All Hong Kong Schools Jing Ying Table Tennis Tournament 2012/2013	Quarter Final	3E	Tam Ho Yin
	Clementi Secondary School Swimming Gala 2012-2013	Boys 4x50m Free Style Invitation Relay Second Runner-up	4B	Chu Chun Lim Ryan
			4D	Lai Pak Kwan
			4D	Lo King Hei
			4E	Au Kyle
	S.K.H. Lui Ming Choi Secondary School Athletics Meet 2012-2013	Boys 4x100m Run Invitation Relay Second Runner-up	3A	Yan Zhipeng
			3B	Tong Ho Pan Ben
			4B	Chen Chiming
			4B	Lau Man Kin
	S.K.H. Lui Ming Choi Secondary School Swimming Gala 2012-2013	Boys 4x50m Free Style Invitation Relay First Runner-up	4B	Chu Chun Lim Ryan
			4D	Lai Pak Kwan
			4D	Lo King Hei
			4E	Au Kyle
	United Christian College (Kowloon East) Swimming Gala 2012-2013	Boys 4x50m Free Style Invitation Relay Second Runner-up	3A	Tang Kin Yip
			3C	Cheng Ngai Chung
			4C	Chan Alvin Cheuk Hei
			4E	Au Kyle
Value Education	禁毒基金、東華三院越峰成長中心主辦 『健康·無毒，你有SAY』聯校禁毒廣告短片及宣傳海報創作比賽	宣傳海報創作比賽高級組亞軍	4A	陳楷明
		廣告短片比賽高級組冠軍	5D	鄺文浩
			5D	梁承熹
			5D	李澤邦
			5D	譚兆康
		廣告短片比賽初級組冠軍	2B	胡子鋒
			3A	周潤鈞
			3B	陳浩志
			3B	方則謙
			3B	吳溥桓
			3C	陳澤銘
			3E	黎栩潼

Nature	Competition / Organizer	Award / Prize	Awardee	
	社企民間高峰會 2012 「小行動大改變計劃」	最佳行動獎	英皇書院	
Creative Education	Hong Kong Odyssey Of The Mind Competition organized by the Hong Kong Federation of Youth Groups	Second Runner-up	4A	Cheuk Yik Hung
			4B	Yuen Kong Kit
			5A	Leung Chun Wing
			5A	Wong King Hin
			5C	So Ki Hong
			5D	Li Yat Sing Michael
PolyU Engineering Summer Camp 2013 organized by Faculty of Engineering, Hong Kong Polytechnic University	Champion and Best Showcase Presentation Award in Competition on Logistics Simulation in Hong Kong	5B	5B	Leung Ka Hei
			5B	Yu Clark Kei Lok
		Champion in Muscle Signal Driven Fan	5A	Chan Yat Hin
IT Education	World Robot Olympiad 2012 Junior Secondary Section organized by Semia Ltd.	Second Runner-up	2A	Yim Man Chak
			2D	Tsang Chun Ming
			3C	Leung Chun Siu
	Hong Kong Joint School Electronics and Computer Society	Hong Kong Outstanding IT School Award 2012 - Champion	5A	Kwong Oon Hin
			5C	Yuen Tin Ching
			5C	Zhuang Tsz Kit
			5E	Chan Kei Chung
			5E	Chiu Ho Yeung
	CityU-CS Robocode Contest 2012 organized by Department of Computer Science, City University of Hong Kong	Honorable Mention Award	4A	Lo Cho Pong
			4B	Cheng Wan Sing
	moWay Robot Design and Programming Competition 2012 organized by Central & Western District Committee on Promotion of IT	Second Runner-up	4A	Chan Yat Hin
			4A	Lo Cho Pong
			4B	Leung Ka Hei
			4B	Yu Clark Kei Lok
	Robotics Intelligence DIY 2013 organized by Creative Power Educational Association	First Prize	2A	Ng Tak Yeung
2A			Tsang Tze Hin	
2A			Wan Tsz Wing	
2A			Yim Man Chak	
Lightning Detector Design Competition (Senior category) organized by Faculty of	Second Runner-up	4A	Chan Yat Hin	
		4A	Lo Cho Pong	
		4D	Tang Kwok Fung	

Nature	Competition / Organizer	Award / Prize	Awardee			
	Engineering at University of Hong Kong, Hong Kong Observatory and Hong Kong Meteorological Society					
	Young IT Ambassador Award organized by Hong Kong Association for Computer Education	Bronze Award	3A	Cho Man Ho		
			3A	Kan Man Chung		
			3A	Ng Keng Sang		
			3A	On Yat Ka		
			3A	Yu Man Hon		
			3B	Kwong Yuan Hwa		
			3E	Huang Tsz Kin		
			3E	Ng Ka Hei		
Environmental Education	Hopewell-Yan Oi Tong Green Adventure	Expedition in Kenya	4D	Lee Yan Kin		
Career-related Education	JA Company Program organized by Junior Achievement Hong Kong	CEO Finalist	5D	Siu Sing Leong		
		The Most Valuable Player	5A	Mak Chi Cheong		
Service Education	Community Youth Club Member Merit Awards Scheme	Secondary Level 3 (Purple Badge)	4A	Cheuk Yik Hung		
			4A	Lai Tin Yat		
			4B	Yuen Kong Kit		
			4D	Cheung Ka Ho		
			4D	Kan Hin Pan		
		Secondary Level 2 (Orange Badge)	4C	Lau Kin Kwan		
			4D	Lai Kam Chiu		
			Service Awards for Volunteer Service 2012 organized by Social Welfare Department	Gold Award	4A	Cheuk Yik Hung
					4A	Fung Wai Yin
					4B	Yuen Kong Kit
	4D	Kan Hin Pan				
	4D	Lai Kam Chiu				
	5A	Mak Chi Cheong				
	5D	Li Hin Long Angus				
	5D	Siu Sing Leong				
	5D	Wu Cheuk Lam				
	6A	Yu Pui Hei				
	6B	Lee Tin Sang				
	Silver Award		4A	Lai Tin Yat		
			4C	Lau Kin Kwan		
4D			Ho Hiu Fai			
5A			Chan Tai Hei			
5A			Leung Chun Wing			
5B			Ma Wai Kin			
5B			Wu Cheuk Yin			
5D	Castro Jason					

Nature	Competition / Organizer	Award / Prize	Awardee		
			5D	Chan Chung Fai	
			5D	Cheung Chuang Yi Henry	
			5D	Fang Er Hai	
			5D	Fung Lok Hin	
			5D	Li Chak Pong Alan	
			5D	Li Yat Sing	
			5D	Tam Siu Hong	
			5D	Wan Chun Hong	
			5D	Yeung King Tung	
			5D	Yu Ka Long	
			6A	Li Ka Ho	
			6A	Mak Chun Wai	
			6A	Wong Ho Shing	
			6B	Hau Tak Cheong	
			6C	Tong Yuet Sang	
			6C	Yuen Kin Long	
			6D	Hui Samson	
			6D	Tse Yik Chi	
			6D	Wong Jiun Lang	
			6D	Yung Yik Ho	
		Bronze Award		3B	Chan Cheuk Hei Adrian
				3B	Chan Matthew
				3B	Fong Chak Him
				3E	Wan Yuk Kwan
				4A	Cheung Wai Wa
				4A	Lau Chuen Him
				4A	Lee Ho Man
				4A	O Young Nicholas Qian
				4A	Wu Hsuan Hsi
				4A	Ying Xiang
				4B	Kwok Hoi Tat
				4B	Lee Ka Chun
				4B	Sum Ping Hong
4D	Chan Cho Fung				
4D	Chan Wai Bong				
4D	Hui Ka Ming				
4D	Lee Yan Kin				
4D	Sham Kin Martin				
4D	Wong Gwan Yuet				
4D	Yeung Tin Ping				
4E	Lau Chuen Wing				

Nature	Competition / Organizer	Award / Prize	Awardee	
			4E	Yue Man Him
			5A	Cheng Cheuk Yin
			5A	Cheng Wai Kuen
			5A	Cheuk Tsun Leung
			5A	Chow Tsz Leong Christopher
			5A	Ip Ming Ham
			5A	Leung Tak Wing
			5A	Lo Kwun Yu
			5A	Mak Chi Cheong
			5A	Ng Tsz Him
			5A	Pang Wai Cheung
			5B	Chan Tsz Pong
			5B	Fok Tsz To
			5B	Wong Chun Man
			5C	Chan Lok Hang Abraham
			5C	Lam Yuk Hong
			5C	Wang Chun Kit
			5D	Au Chi San
			5D	Cheng Lung Hei
			5D	Choi King Fung
			5D	Fung Kin Yiu
			5D	Lee Chun Yin
			5D	Lee Yee Tat
			5D	Leung Chun Wai
			5D	Li Hin Long Angus
			5D	Liu Kin Heng
			5D	Luk Kwok Wing
			5D	Ng Kai Ming
			5D	Poon Chun Ho Henry
			5D	To Cheuk Kan
			5D	Tsang Koon Man
			5D	Yu Ka Long
			5E	Leung Matthew Ming Yui
			5E	Man Chun Hei
			6A	Lam Jeffrey Alan Chak Long

## 9. Financial Summary (1.9.2012 - 31.8.2013)

	Income (\$)	Expenditure (\$)
<b>I ESCBG ACCOUNT</b>		
<b>(a) Non-school specific grants</b>		
1 Baseline reference provision	443,747.00	136,604.46
<b>Sub-total:</b>	<u>443,747.00</u>	<u>136,604.46</u>
<b>(b) School specific grants</b>		
1 Composite I.T. Grant - GSS	377,467.00	323,783.17
2 Capacity Enhancement Grant - GSS	516,616.00	681,172.79
<b>Sub-total:</b>	<u>894,083.00</u>	<u>1,004,955.96</u>
<b>II TEACHER RELIEF GRANT (TRG) ACCOUNT</b>		
● Provision for 2012-2013	183,885.00	102,325.54
<b>Sub-total:</b>	<u>183,885.00</u>	<u>102,325.54</u>
<b>III OTHER NON-RECURRENT GRANTS ACCOUNT</b>		
Enhanced Senior Secondary Curriculum Support Grant		
● Provision for 2012-2013	224,574.00	220,722.75
<b>Sub-total:</b>	<u>224,574.00</u>	<u>220,722.75</u>
Learning Support Grant		
● Provision for 2012-2013	250,000.00	183,772.42
<b>Sub-total:</b>	<u>250,000.00</u>	<u>183,772.42</u>
Liberal Studies Curriculum Support Grant		
● Provision for 2012-2013	3,359.00	3,355.00
<b>Sub-total:</b>	<u>3,359.00</u>	<u>3,355.00</u>
Senior Secondary Curriculum Support Grant		
● Provision for 2012-2013	713,520.00	102,325.54
<b>Sub-total:</b>	<u>713,520.00</u>	<u>102,325.54</u>
<b>IV SMI ACCOUNT</b>		
Fees collected from students for specific purposes	257,100.00	181,500.00
<b>Sub-total:</b>	<u>257,100.00</u>	<u>181,500.00</u>
<b>V ECA ACCOUNT</b>		
(a) Provision for 2012-2013	78,993.00	200,640.20
(b) Fees collected from students(S4 to S6)	63,480.00	
<b>Sub-total:</b>	<u>142,473.00</u>	<u>200,640.20</u>

## 10. Feedback on future planning

1. In anticipation of a continuous reduction of staff establishment in the coming years, the planning for efficient staff deployment will be a major concern for the School Management. The streamlining of the school organization could begin with the merging of the subject-related ECA societies. This could enable more collaboration among teachers of the same Key Learning Area (KLA).
2. The increasing number of enhancement programmes, exchange programmes and community services will take up more of teachers' time. Besides sparing the time on planning and liaising with service providers, teachers have spent much time on training, coaching, supporting the students. To ensure that teachers could maintain quality in both their teaching and non-teaching duties, the assistance of more non-teaching support staff is deemed necessary.
3. With both S5 and S6 classes having the 8<sup>th</sup> period (3:20-4:05pm), many learning activities, such as School-based Assessment and oral practices had to be arranged after 4:15. Since many S5 students took up leadership positions in the Prefect Body, Student Union, Houses and clubs, most of the meetings or activities of these bodies had to start after 4:15, creating some inconvenience to the junior students who did not have the 8<sup>th</sup> period. In view of these, the time-table for S5 will be slightly revised in the coming school year. There will be 6 8-period days and 4 7-period days in a cycle of 10 days. Students will be encouraged to make good use of the "short days" for meetings and activities.
4. To further promote teaching and learning effectiveness, a whole school approach to cooperative learning will be introduced in the coming school year. To start small, a pilot scheme will be experimented in S1 and S3 Liberal Studies lessons.
5. Cross-curricular collaboration will be further encouraged to enhance application and transfer of subject knowledge.
6. A more structured and balanced school-based value education curriculum will be implemented in S1-S3 in the coming school year to cultivate positive values among students more systematically.

## 11. Appendixes

### Evaluation on the Use of Capacity Enhancement Grant (CEG), Senior Secondary Curriculum Support Grant (SSCSG) and Teacher Relief Grant (TRG), 2012-2013 school year

Objectives/Plan	Evaluation
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To share the overall teaching and non-teaching workload so as to give space for teachers' professional development, curriculum development and teaching</li> <li>2. To cater for learners' diversity</li> <li>3. To provide support and assistance to teachers in preparing teaching and learning materials and form-teacher period materials (civil and moral education, careers educations, guidance and counseling) and organizing ECA and OLE</li> <li>4. To take up some of the administrative and other non-teaching duties of teachers</li> </ol> <p><b>Plan:</b></p> <ol style="list-style-type: none"> <li>(a) Employment of 2 temporary teachers (revised as 1 LS teacher and 1 Chinese teacher)</li> <li>(b) Appointment of 4 Teaching Assistants (Chinese, Maths, LS, IT/AD)</li> <li>(c) Appointment of an Administrative Assistant</li> </ol>	<ul style="list-style-type: none"> <li>● The employment of the temporary teachers (LS and Chinese respectively) provided sufficient manpower to enable small class teaching in S4-S6 LS and S4 Chinese, as well as a number of enhancement programmes in these subjects. With trained teachers, subjects concerned could conduct interactive learning activities and tailor-make learning materials to meet the different needs of the students with good effect.</li> <li>● The additional teaching staff provided relief for all teachers as there was a reduction in the total number of teaching periods. Teachers could focus more on teaching and learning, the implementation of the respective programme plans and had more time for catering individual students' learning needs.</li> <li>● Administrative support has been provided to the Health Education Committee in the implementation of the Healthy School Programme.</li> <li>● Teachers of the following Departments and Teams are very satisfied with the effect of workload reduction and the services of the Teaching Assistants and Administrative Assistant:             <ol style="list-style-type: none"> <li>a. English</li> <li>b. Chinese</li> <li>c. Mathematics</li> <li>d. Liberal Studies</li> <li>e. Remedial support activities</li> <li>f. Visual Arts</li> <li>g. IT Committee</li> <li>h. Counselling Committee</li> <li>i. Internal and Public Exam Committees</li> <li>j. Campus TV</li> <li>k. Careers Committee</li> </ol> </li> </ul>

Objectives/Plan	Evaluation
	<ul style="list-style-type: none"> <li>l. S1 Admission Committee</li> <li>m. Student Development Day Committee</li> <li>n. Other Learning Experience Committee</li> <li>o. Gifted Education Committee</li> <li>p. Health and Sex Education Committee</li> <li>q. Student Learning Profile Committee</li> <li>● Assistance has also been given to other teachers in areas such as: <ul style="list-style-type: none"> <li>a. Lesson substitution – the total number of lessons substituted by TAs was over 870 this year. This provided space for teachers to attend professional development courses and relieved the other teachers from taking up substitution duties.</li> <li>b. Internal and public exam invigilation duties (280 hours and 73.5 hours respectively) so that teacher can focus on marking and developing assessment for learning strategies.</li> <li>c. Supervising students in Self-access Learning Centre and providing students IT and art and design support to students.</li> <li>d. Procurement exercises – soliciting quotations for service providers/products</li> </ul> </li> </ul>

## 二零一二/一三學年校本課後學習及支援計劃

## 活動報告表

學校名稱：英皇書院計劃統籌人姓名：林之鐸老師/盧惠燕老師 聯絡電話：25470310

計劃的各項活動資料

活動名稱	實際受惠對象 學生人數#	平均出席率	活動舉辦期間/日期	實際開支(\$)	評估方法 (例如:測驗,問卷等)	合辦機構/ 服務供應 機構名稱 (如適用)	活動評估 (例如:學生的學習情況及成果)
海洋公園學習活動	27 (S1-5)	100%	2-2-2013	\$2970	反思表	海洋公園	-學生從「竹林隱士」和「海洋奇趣大典」兩個活動中認識熊貓和海洋生物的生活習性且擴闊眼界。 -學生了解熊貓和海洋生物飼養員的工作概況。
魔術班	10 (S1-4)	100%	20-2-2013 - 13-3-2013	\$3300	反思表	靜聲手語協會及香港導師會	-學生能從錢幣、繩子、骰子、穿筆、撲克牌的道具中學習小魔術，學生甚具興趣。 -學生藉着表演，增強自信心，並操練溝通和表達技巧
手語班初階	12 (S1-4)	90%	18-3-2013 - 20-5-2013	\$2700	反思表	靜聲手語協會及香港導師會	-學生學習基本手語對話和手語歌，並表示有興趣參加進階學習，以便將來有機會可為聾啞人士服務 -學生藉着表演，增強自信心，並操練溝通和表達技巧
Effective Study Skills & Reading Strategies Training Workshops	49 (S1-3)	90%	1-3-2013, 2-3-2013, 8-3-2013	\$8,550 X 3 = \$25,650	問卷	Evenue Limited	-學生學會幾種的學習策略 -學生能在功課和學習上運用概念圖、摘錄筆記、摘讀、速讀、略讀等技巧。 -學生學會有效的溫習方法。 -課程完成後，學生表示能將所學的學習技巧和閱讀策略能在考試上運用出來。
			總開支	\$34,620			

## 乙. 計劃成效 (暫時觀察)

整體來說活動對受惠學生的成效評估如下

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機		✓				
b) 學生的學習技巧		✓				
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷		✓				
e) 你對學生學習成效的整體觀感		✓				
個人及社交發展						
f) 學生的自尊		✓				
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧			✓			
i) 學生的人際技巧		✓				
j) 學生與他人合作		✓				
k) 學生對求學的態度		✓				
l) 學生的人生觀		✓				
m) 你對學生個人及社交發展的整體觀感		✓				
社區參與						
n) 學生參與課外及義工活動		✓				
o) 學生的歸屬感		✓				
p) 學生對社區的了解		✓				
q) 你對學生參與社區活動的整體觀感		✓				

## 丙. 對推行活動計劃的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別對象學生(即領取綜援的學生)；
- 難以甄選 10%的酌情名額；
- 對象學生不願意參加計劃；
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；

其他(請說明)：\_\_\_\_\_

### Use of Fund in the Refined English Enhancement Scheme 2012-13

Measures	Evaluation
(a) Hiring service to assist Integrated Humanities (I.H.) teachers in conducting a speaking training course for all S1 and S2 students after school	This measure facilitated the integration of presentation and discussion skills into the teaching of I.H. in the junior levels. It will be continued in 2013-14 school year.
(b) Hiring service to assist English teachers in organising a training course for members of English Debating Society	This measure helped to promote English debating activities in school. It enriched students' learning experience. Students gained exposure to a wider range of vocabulary and language structures conducive to better presentation skills. It will be continued in 2013-14 school year.
(c) Hiring service to assist English teachers in conducting a writing course on Popular Culture for the more able and less able S4 and S5 students	This enabled English teachers to cater for learner diversity. Students were enlightened on how to structure and organize their ideas in writing. It will be continued in 2013-14 school year.
(d) Hiring service to assist English teachers in conducting an in-class training course on phonics for all S1 and S2 students	This measure facilitates the integration of phonics teaching into the junior form English curriculum. It has refreshed teachers' knowledge and pedagogies in the teaching of phonics. It will be continued in 2013-14 school year.
(e) Subscribing to an interactive on-line learning programme for all S1-S3 students	This promoted self-access learning culture and fostered autonomous learning among students. Learner diversity was also catered for. It will be continued in 2013-14 school year.
(f) Employing a teaching assistant to assist the English Panel in organising and monitoring English learning activities for students and revising teaching materials for the school-based curriculum development	The assistance of the teaching assistant was essential for the smooth implementation of the English learning activities and valuable to the revision of English teaching materials.