



**KING'S COLLEGE**  
**School Report**

**2011-2012**

## Annual School Report 2011/2012

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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 basically a boys' school with a few girls studying in Secondary 7. With a glorious history of over 85 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	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
09/10	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
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%)

### 3. Our Students

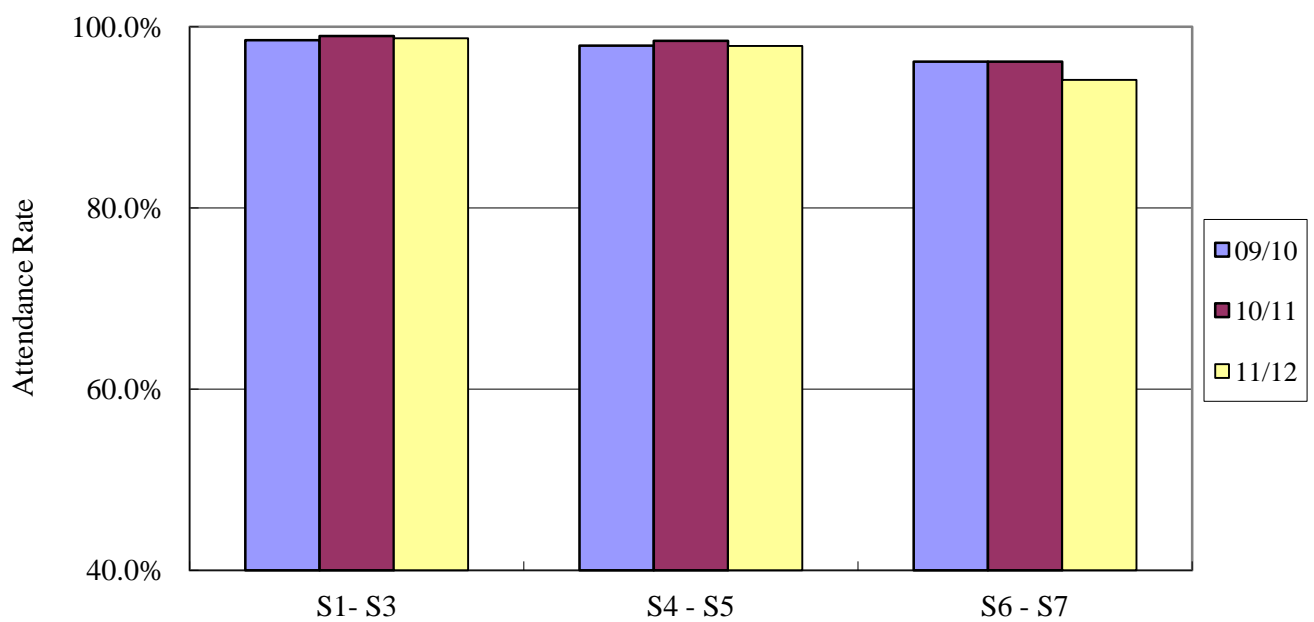
#### Class Organization

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	4	5	5	5	5	5	4	33
Boy	145	168	182	171	181	159	103	1,109
Girl	0	0	0	0	0	0	4	4
Total Enrolment	145	168	182	171	181	159	107	1,113

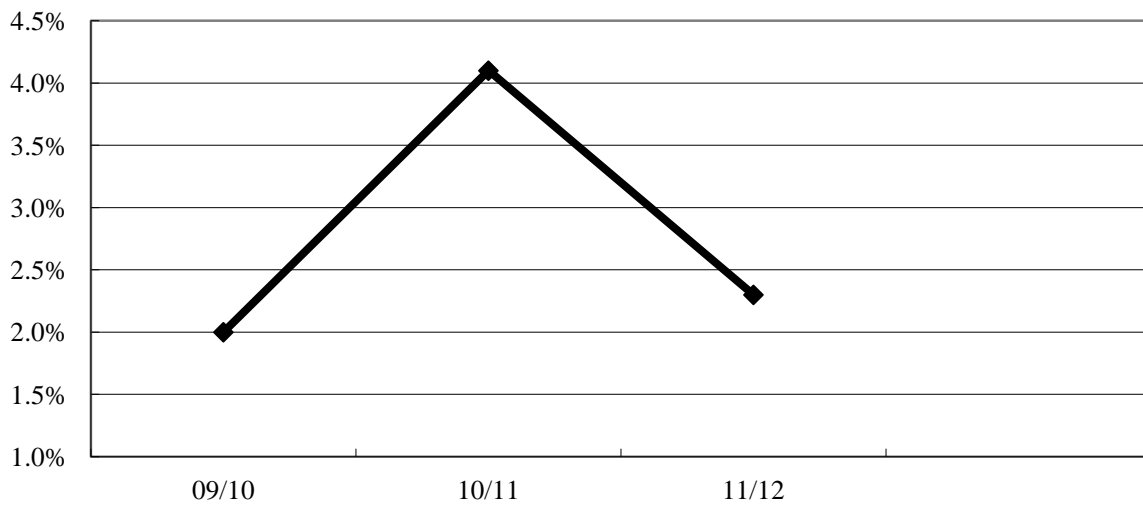
#### Unfilled Places

Year	Unfilled Places
2009-2010	Zero
2010-2011	Zero
2011-2012	Zero

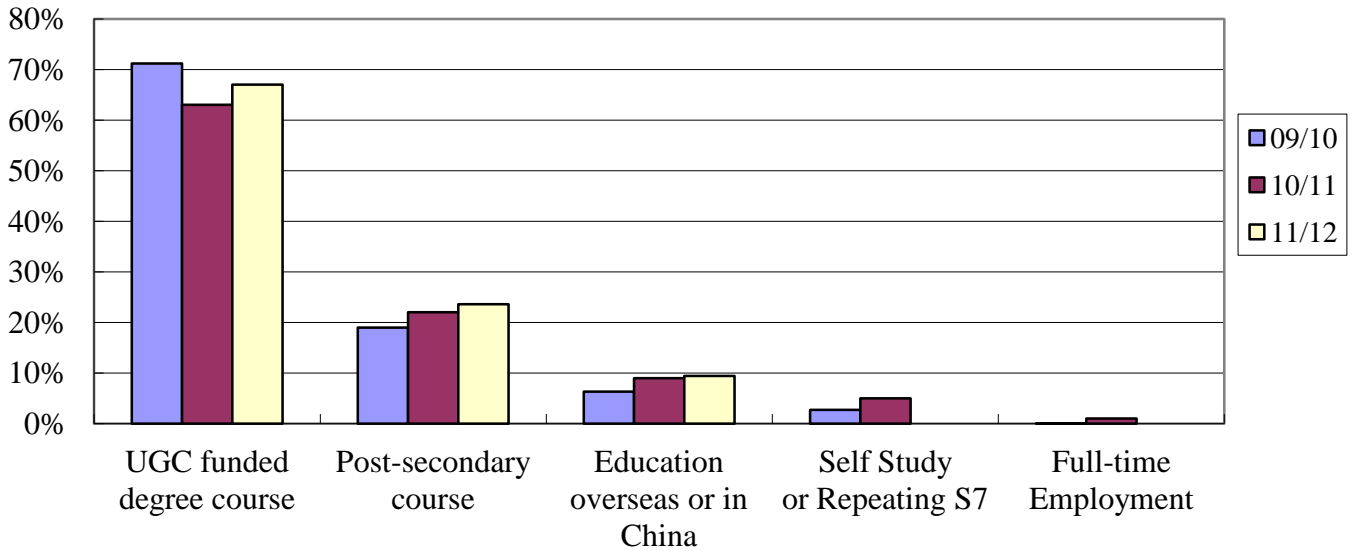
#### Students' Attendance



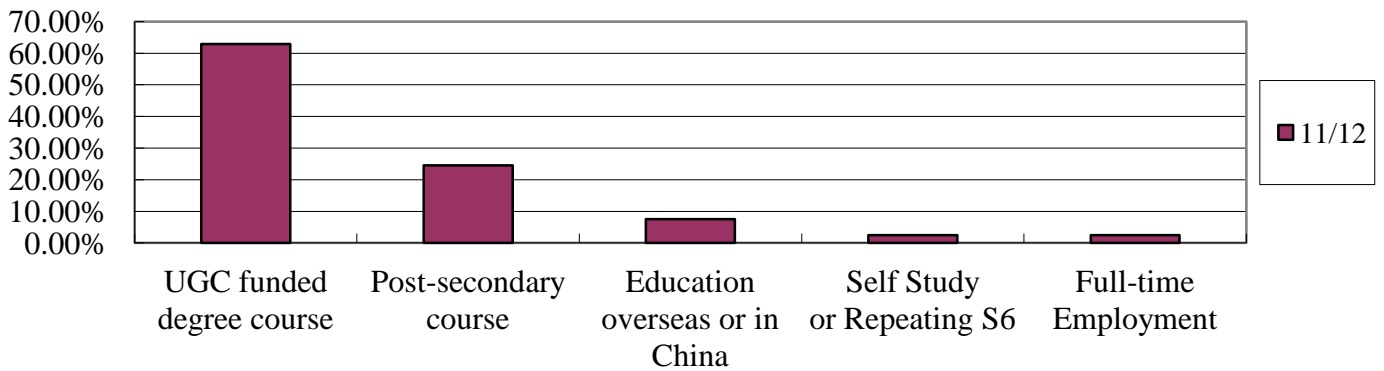
**Students' Early Exit**



**Destinations of S.7 graduates**



**Destinations of S.6 graduates**

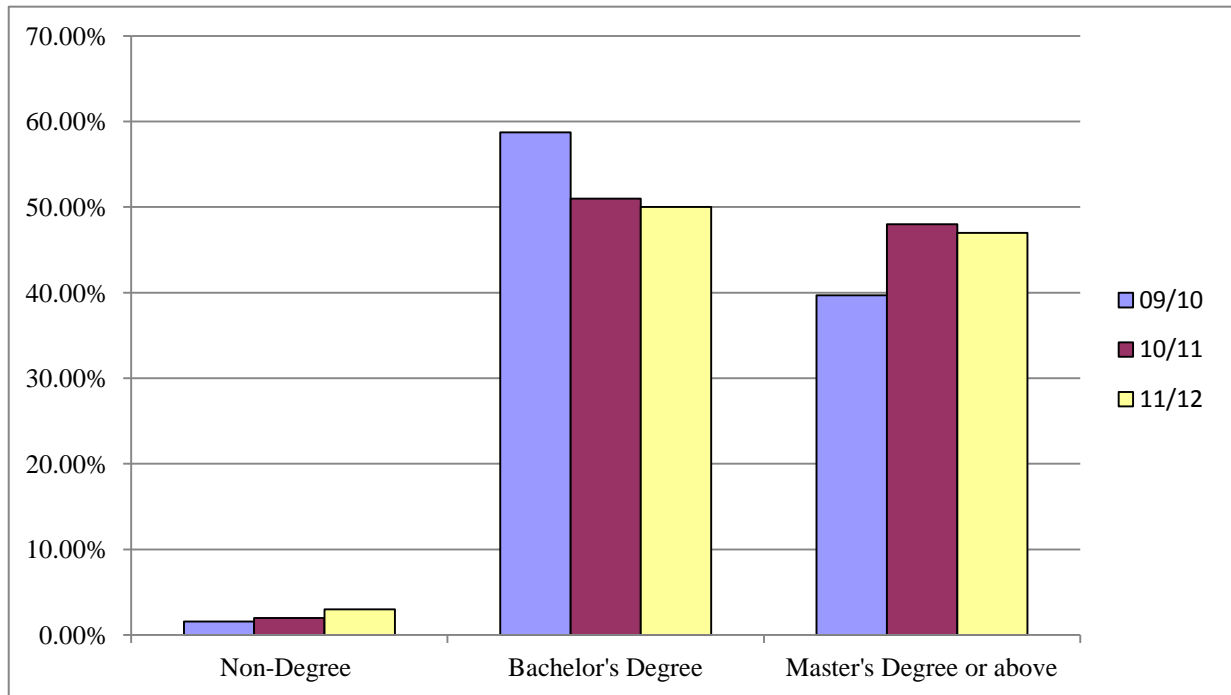




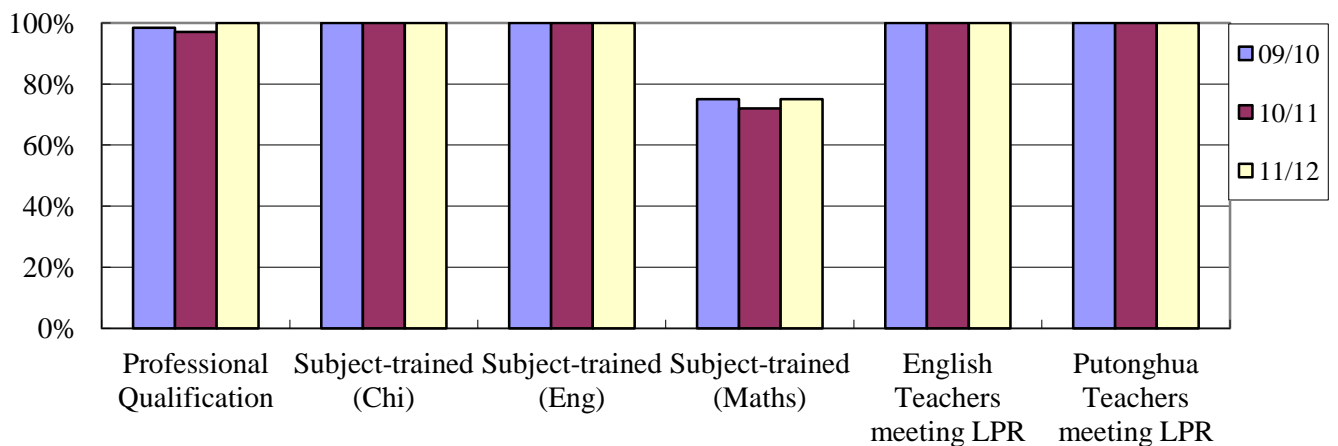
## 4. Our Teachers

### Teachers' Qualifications

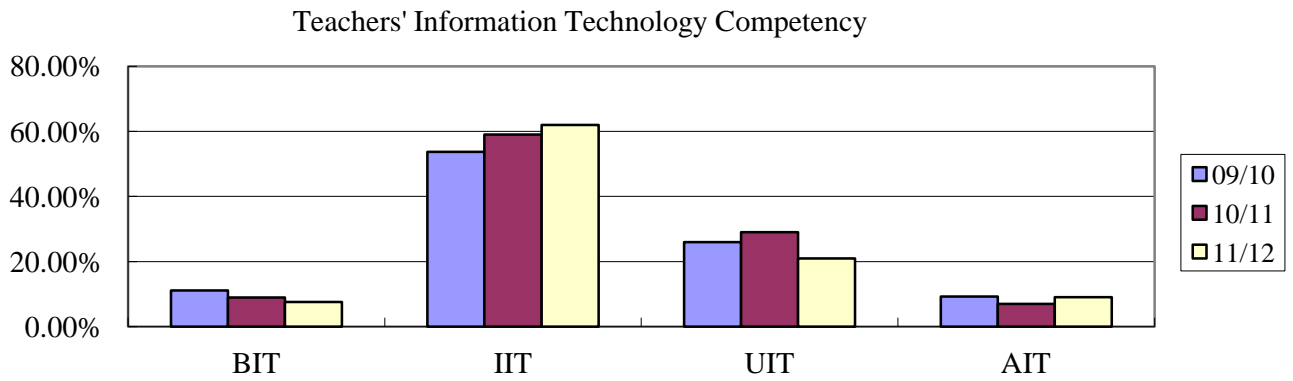
**Highest Academic Qualifications attained by teachers**



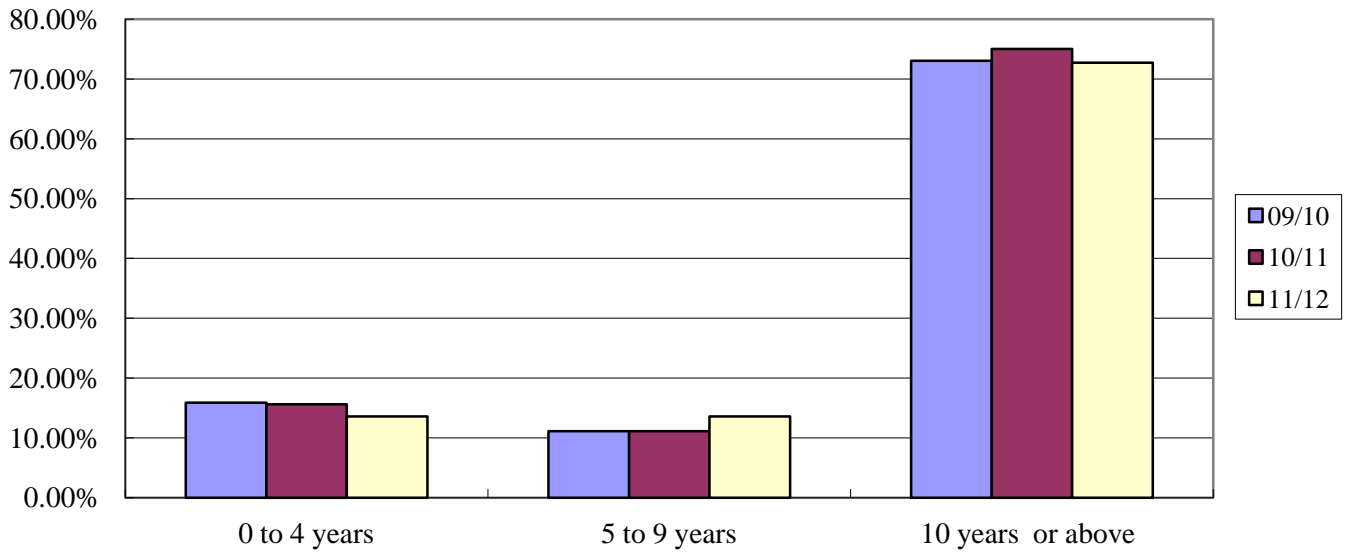
### **Teachers with professional qualification, subject-training in the core-three subjects & meeting Language Proficiency Requirement**



## IT Competence

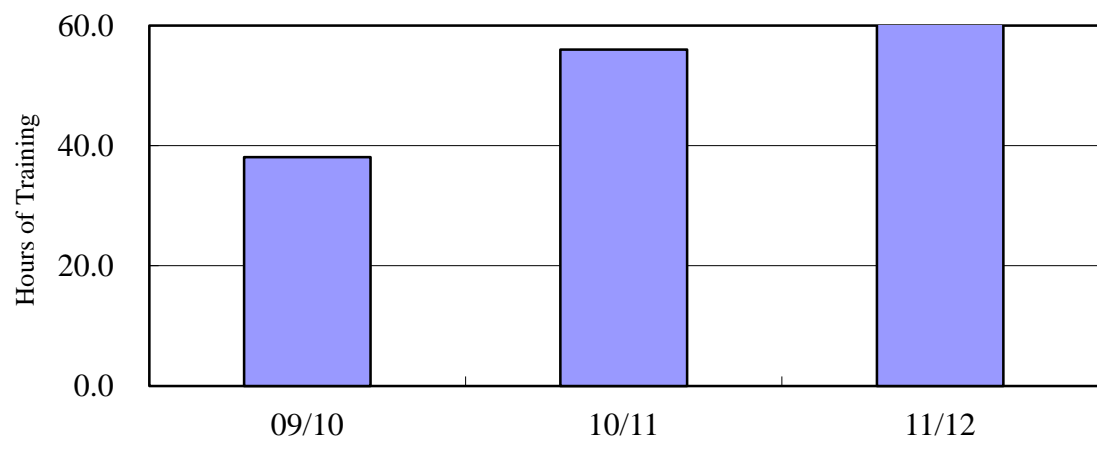


## Teaching Experience



**Teachers' Professional Development**

**Average training hours per teacher**



## 5. Achievements and Reflection on Major Concerns

### Priority Task 1: Educating for Values and Character

#### Achievements

##### (1) To enhance students' learning initiative

##### ➤ **Conducting learning and teaching strategies to promote active learning**

##### (a) **Use of mind map and note-taking**

Mind map has been widely used in language subjects (English and Chinese) to assist students to plan their flow of thought when they composed their writings. Key words were carefully selected, ideas were well-organized and become more practical to use. Some other subjects employed mind-map as a graphical way to simplify and gather information in topical studies and investigations. The software, "Freemind", was extensively used for writing mind maps and flow diagrams. Note-taking technique was more commonly employed in junior forms in some subjects (English, Sciences, Arts, History and I.S.) to encourage more dynamic learning. Teachers inspected the notebook from time to time.

##### (b) **Enhancing Creativity**

Teachers designed assignments which challenged students' creativity and aroused their interest and motivation in learning. Examples included using 6-frames cartoon to illustrate and apply Economics concepts on some human behaviours; making a 'Solar Cooker' in a Physics Project; publishing their own newspaper as a Chinese project to introduce the Monument Plaque Unveiling Ceremony; making their own water rockets in IS lessons; composing musical pieces, etc. In general, students were actively engaged in these learning activities and their performance was very encouraging.

Students also took part in creativity competitions, inside and outside school. Students were particularly keen on robot creation. Three groups of students won awards in different robot design competitions, first runner-up in the CTEA Cup Competition and Championship and second runner-up in the moWay Robot Design and Computer Programming Competition. 7 other students joined the Odyssey of the Mind Competition. They impressed the adjudicators by their creative and humorous presentation of their project. Another student also won the championship in a 2-minute video competition.

##### (c) **Forum**

In S.1 Computer Studies, students used the on-line discussion module provided by e-class platform for collaborative learning and discussion. In Liberal Studies, class forum was widely used for discussing current issues to promote critical thinking and public speaking skills. Mass forum led by guest speakers were conducted in some Cross Curricular-Activities (CCA) periods to let student appreciate the art and learn the skill of multi-perspective thinking and raise civic awareness. Mrs. Anson Chan and Mr. Lam Fai were invited to speak on topics on political participation and HKSAR governance respectively. Students participated actively in the forums.

##### (d) **Reading to learn**

Reading to learn has been embedded in the curricula of nearly all subjects. Supplementary reading materials have been extensively used in our daily teaching to let students learn on their own. The school continues to build in the time-table a weekly reading session to embark on a whole school approach in enhancing students' reading interest and proficiency.

**(e) Learning Diary**

In Visual Arts lessons, students traced their own learning progress in a Learning Journal, recording their own work of art appreciation, pre-lesson preparation task, self-reflection, etc. Learning has become more organized and structured in the subject.

**(f) Presentation Skills**

Apart from presentations done in different subjects throughout the year, students were also given ample opportunities to conduct presentation and sharing to students of other classes or levels in weekly CCA periods. The topics shared ranged from experience in preparation for external competitions to reflection after a study tour. Those who had outstanding performance in the school year showcased their achievements in the Knowledge Fair at the end of the school year. Parents were also invited to take part in the Fair. This proved to be an invaluable chance for students to learn and appreciate each other's good work.

**(g) Project Learning**

Project learning was conducted in two subjects, Integrated Science and Integrated Humanities in S1 and S2. Students were required to hand in their project proposals before carrying out the action research or exploration. Teachers provided guidance and advice with minimum interference throughout the process. Good projects were presented in "Knowledge Fair" at the end of the school year.

➤ **Providing feedback to assessment conducive to positive and active learning**

**(a) Use of criteria rubrics**

Criteria rubrics and marking guidelines have been widely used in NSS subjects especially in History, Language subjects and Liberal Studies. Students were given the criteria in advance of their learning tasks so that they were aware of how their work was to be assessed and how they could raise their standard.

**(b) Providing feedback to assessment**

In Liberal Studies, a thorough post-assessment feedback session was conducted after each examination in S5 and S6. Students were given sample scripts of high, medium and low level performance and teachers explained how the scripts were assessed. Detailed analyses on the merits and demerits of the approaches and content of the scripts were presented to students. It was observed that students gradually grasped the examination techniques after the review of the examination papers. For other subjects, teachers usually provided oral feedback on the common errors and provided suggestions on how their work could be improved.

➤ **Conducting collaborative pedagogy study on the enhancement of students' learning initiative**

(a) The culture of professional sharing has been strengthened. All teachers have to co-teach, design lessons and prepare teaching materials together and make mutual comments on improving teaching effectiveness. The HOD played an active role in leading the planning and designing of lessons for the promotion of active learning among students. A batch of resource materials and lesson plans has been archived for all teachers' reference. The lessons were designed to promote student-centered activities. More opportunities were provided for interaction among students in group discussions, role-plays and presentation this year. Some teachers conducted evaluation of teaching effectiveness through students' surveys. It was observed that most of our students could apply the skills for active learning.

(b) Liberal Studies Department participated in the Professional Development School Scheme, a school-based professional support service provided by EDB, to conduct joint-school collaborative meetings to share teaching resources, discuss marking criteria on IES and do lesson observation. The partner-schools are Ho Tung Secondary School, PLK Lee Shing Pik College and Yan Chai Hospital Wong Wha

San Secondary School.

➤ **Conducting the ESLI Scheme and STAR Award Scheme**

- (a) In the Enhancing Students' Learning Initiative (ESLI) scheme, junior form students developed a positive learning attitude and took on the responsibility to monitor and evaluate their own learning progress. Students set realistic targets, conducted evaluation and self-reflection seriously throughout the school year. 93% of junior students joined the scheme. 31 students got Gold, 29 got Silver and 54 got Bronze Award in the Scheme.
- (b) Senior students developed plans on diversified pursuits in different areas of personal development in the Students' Target Achievement and Reflection (STAR) Award Scheme on a voluntary basis this academic year. Students showed their initiatives in pushing their limits in their own chosen area(s). They prioritized their goals, in both academic and extra-curricular fields, set attainable and measurable targets, conducted evaluation and reflection and shared what they learnt with their fellow schoolmates. Students compiled their own profile with description of goals, self-evaluation and evidence. The profile and self-reflection provided students with useful details and ideas to write up their personal profile for tertiary education application. Based on the evaluation, students could plan for the focus of the next academic year and set the right direction for their moving on in the future. 6 students were nominated for the awards.

**(2) To develop students' leadership potential**

Besides the pursuit of academic excellence, our students were given ample opportunities to develop leadership potential and qualities through the participation of activities inside and outside school. The types of training and activities covered 6 basic areas of personal development namely, Intellectual Development, Moral and Civic Education, Community Service, Physical Development, Aesthetic Development and Career-related Experiences. The number of participants has increased and the scope of training has been broadened a lot this year. There was also a rising trend of student participation in social or community services, which nurtured the leadership quality of community care and commitment to serve others.

➤ **Equipping and educating students the essential qualities of leaders and positive values through formal curriculum and informal curriculum (what about the formal curriculum?)**

- (a) Leadership attributes and qualities were introduced and discussed with students in respective subject curricular, such as History, Chinese History.
- (b) The Student Union organized a 9-month Leadership Training Scheme (LTS) for 22 S.2 - S.3 students with leadership potential to promote their leadership and nurture personal development to prepare them to become leaders in school in the future.
- (c) 50 ECA chairmen joined a compulsory 3-day ECA Chairperson Training Course co-organized by ECA committee and Caritas Youth Center. The main purpose of the course was to build team spirit, train communication and presentation skills and teach the basic skills to manage a club/society, such as how to hold a meeting or prepare a financial budget. Participants and teachers highly rated the course and agreed that it was practical and applicable.
- (d) A training session was provided for S.1-3 class monitors by Discipline Committee on leadership qualities and their roles as leaders in classes. To help S.1 students adapt to the new secondary school life, 25 prefects and Fig Brothers joined the 'Student Mentorship Scheme' organized by the Western Division of Hong Kong Police Force. Apart from the core elements in leadership training, such as those on communication skills and interpersonal relationship, anti-crime and anti-drugs knowledge was also imparted to the participants. Students were better prepared to build a harmonious

environment in school and disseminate the anti-crime message among their peers.

- (d) Several S.4 students were nominated by Moral and Civic Education Committee to serve as civic ambassadors to promote civic education in school. They joined the Students Top Ten News Election Leadership Training organized by Hok Yau Club on Media Education. After the training, they organized a whole-school Top Ten News Election campaign as a work task. They received the Best Title Award and the Best News Description Award.
- (e) Three National Ambassadors from S.5 joined the 「香港領袖生獎勵計劃：國情教育課程」 organized by EDB. The course focused on enhancing national identity and the understanding of latest development of China. It was expected that after receiving the training, the students could play a more active role in implementing national education activities in school.
- (f) 20 committee members of the Volunteer Service Team joined a two-day “4C” training camp under the Youth Volunteer Development Scheme organized by the Agency for Volunteer Service. They held a school-based activity called 長幼共聚英皇同樂日 for the elderly living in Western District on the Games Day. In addition, one of our students joined the UNICEF Young Envoys Programme 2012 which is a distinctive youth leadership scheme enabling local youth to understand more about the state of children in developing countries and the work of UNICEF in improving the lives of children.

➤ **Activating group synergy to enhance students’ presentation skills, problem solving skills and creativity and understanding of local and national issues through collaboration among different functional groups and subjects**

- (a) Junior Achievement Company Programme  
This programme has been the most popular Junior Achievement program, instilling in young people real-life business, teamwork, and leadership skills. Under the guidance of volunteer business advisers, students formed a mini-corporation and operated a company as much as they would in the real world. Students elected officers, developed business plans, sold stock, produced and marketed real products or services, kept records, conducted stockholders' meetings, and liquidated the company. Finally they made 70% profit. One of the members, S.5 Wong Po Hang was awarded Company Program Achiever while S.5 NG Yu Hin was one of the three Finalists of CEO of the Year.
- (b) Knowledge Fair  
The school introduced the Knowledge Fair this year. Winners of external competitions, outstanding projects and good performers in other learning activities were invited to give a short presentation of their achievements and experience gained to their peers and parents in the Junior and Senior Knowledge Fairs respectively. Presentation topics included business experience, community research, science investigation, cultural exchange, robotics demonstration, conservation program and role play as a learning strategy.
- (c) Lunch Time Forum  
In collaboration with the Student Union, the National Education Committee held a Lunch Time Forum to encourage students to express their opinions related to local and national affairs. Representatives from classes exchanged views on controversial topics like 香港應該選出一個具有哪些素質的特首. The activity involved students across all levels and greatly boosted their confidence in public speaking. Their critical thinking skills were given good practice.
- (d) Promoting the sense of serving others through social and community services  
A number of students committed themselves in voluntary service throughout the year. 21 students were awarded with Gold, Silver and Bronze Medals in a scheme run by Voluntary Movement. In the programme ”Small Action, Big Difference” organized by Social Enterprise Summit, a group of S.4 students conducted a social research on “Developer Hegemony” and designed a board game to arouse the awareness of the community towards

the issue. They won the First Runner-up Prize and the Most Creative Award. Later, they even applied their creativity to package the board game for sale to the public on major school functions. Students will extend the service next year by helping in the ‘Elder Academy’ co-run by our school and an NGO which offers regular courses and activities to the elderly in the Central and Western District.

**(e) Life Education Week**

The Counselling Committee, the Moral and Civic Education Committee, the Health Education Committee, the National Education Committee and the Environmental Education Committee joined hands to co-organize the Life Education Week in April. The theme of the Week was ‘Positive Living’. Through a series of learning activities, the school’s theme of the year, ‘Respect and Responsibility’ was consolidated. Students’ attention was also drawn to the importance of healthy eating habit and staying resilience.

## **Reflections**

### **Learning Initiative**

- Learning does not really occur if students learn passively without appropriate evaluation and reflection. In response to the challenge of nurturing the new generation to fulfill the requirements of the ever-changing world, self-learning must be the key learning mode that students should adopt in their life-long learning. All the activities and strategies organized and shared aim to promote self-learning and motivate our students to learn proactively. It is hoped that their learning motivation and life-long learning skills be enhanced. Hence, we will continue to execute, to refine and upgrade the above-mentioned learning activities and strategies in different subjects across all levels in the next school development cycle. Some strategies e.g. drawing mind-maps, reading to learn, investigative and explorative approach etc. are well-developed but others like public speaking skills need to be further consolidated and the provision of forums need to be further promoted. Subject panel heads need to strategically incorporate different study skills and teaching strategies into the curriculum. Assignments should also be specially designed to assess students’ various generic abilities besides subject knowledge.
- We also encourage teachers to get engaged in life-long learning. Professional sharing and exchange of ideas will surely keep teachers refreshed and help them enrich the subject knowledge and pedagogy. In the coming school development cycle, teachers will also conduct their own reflection alongside with peer assessment. We encourage teachers to schedule their pedagogy study and open their lesson for observation at an earlier stage of the school year so that teachers can have time to refresh their teaching methods to attain a more effective classroom learning and teaching performance.

### **Leadership Training**

- The major challenges we are facing include fostering of successors and broadening the pool of student leaders. To start with, we ought to find a systematic way for the current student leaders to pass their experience on to the next generation for continuous development. We believe the best leadership training is done through work and responsibility. More junior students should be recruited to various students’ bodies to provide them greater exposure and experiential learning. More structured leadership training helps to encourage every student with potential to aim high and have confidence in oneself. We shall explore more ways to honour student leaders and rally support for them. We hope to see the continuing growth of our school as a good nurturing ground for students to actualize their potential and talents.



## **Priority Task 2: Implementation and evaluation of NSS**

### **Achievements**

#### 1. Administration of the NSS

##### **Critical milestone up to 2012 HKDSE**

- Important dates of HKDSE application, JUPAS application, HKDSE Examination schedule, release of HKDSE results and JUPAS results, compilation and issuing of SLP had been structured and uploaded to the school intranet for teachers' reference.
- 159 S6 students sat the HKDSE and applied to JUPAS.
- 8 students applied for the Pilot Scheme for Admission to Mainland Higher Education Institutions.
- Various JUPAS preparation talks and JUPAS sharing sessions by Alumni were organized by the Careers Committee to help students in their JUPAS application.
- Different university admission talks including one S6 Info Day on JUPAS application and Multiple Pathways were organized for both the students and their parents. Students were fully informed of the multiple pathways under the New Academic Structure through daily announcement, careers notice board, weekly eMessages and careers expos.
- To help the lower achievers to grasp the opportunity to further their studies, the Careers Committee contacted the bottom 30 students and their parents to discuss their career planning and encourage them to apply for non-degree programmes.
- A workshop focused on the release of HKDSE results was organized by the Careers Committee and Counselling Committee in June 2012 to provide the S6 Form teachers & Assistant Form Teachers with careers guidance and counseling technique so as to enable them to offer support to all S6 students. Weak students were identified and extra support was offered.
- A Mock release of HKDSE results and Parents' Day was organized in June 2012 by the Careers Committee, Counselling Committee and School Social Worker to provide parents of S6 students with the latest development on multiple pathways, counseling advice and the arrangements on the day of release of HKDSE results.

##### **Teachers' professional training**

- Over 80% of the teachers teaching NSS subjects received the prescribed training for core modules.

##### **School-based Assessment (SBA)**

- Procedure manual for the implementation of SBA was prepared for subject departments' reference and a briefing session introducing the workflow of SBA was held for all teachers on the first Staff Development Day. With co-ordination, there was

smooth implementation in the arrangement of SBA exercises of different subjects at a level.

- All S5 & S6 Students were well-informed of the SBA exercises schedule, format and assessment criteria.
- Result slips of SBA marks were issued so that both students and parents were informed of their performance in various subjects. One appeal panel was set up for the Chinese SBA marks in S5 and the queries were settled. All subjects submitted the SBA marks to the HKEAA on schedule.

### **Student Learning Profile (SLP)**

- The schedule and procedure manual for preparing the SLP was uploaded to the intranet for teachers' and students' reference.
- Selection of Other Experiences and Achievements in Competitions / Activities (OEA) and uploading of Students' Self Account were completed by S6 students before the official deadline.
- The SLP reports in pdf format were issued to the S6 students in March 2012 as supplementary materials submitted to JUPAS and hard copies had been issued to the students at the end of the school year.

### **Student Support Programmes**

- In order to provide a better preparation for the HKDSE in 2012, summer consolidation classes conducted by teaching staff and teaching assistants were provided. Many students were willing to join and the overall attendance rate was satisfactory (around 70%).
- Summer tutorial classes taught by alumni were also provided for the less-able students. The enrollment of S.4 students was encouraging and the overall attendance rate was very good (around 80%). Students expressed that the classes helped a lot and would be pleased to have alumni teaching them in the future.
- Tutorial classes taught by alumni were organized in the 1<sup>st</sup> (for S5 & S6) and 2<sup>nd</sup> Term (for S4 & S5) for the less-able students. The response was positive. Tutors reported that a lot of students actively asked questions in class. However, some students skipped class or failed to arrive on time due to clashes with other school activities or supplementary classes inside or outside school.

### **Other Learning Experience (OLE)**

- The five aspects of OLE: Moral & Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development, were conducted through lessons in the formal curriculum as well as structured programmes organized by ECA Clubs/Societies and Functional Committees outside the classroom in the informal curriculum.

- Through the e-class platform, teacher in charge of Clubs/Societies and Functional Committees were required to record the activities organized. Students were also required to record the activities they had joined.
- Regarding the implementation and arrangement of OLE in 2009-12, an evaluation survey was conducted among teachers and students. Teachers and students should be reminded to update the OLE record to avoid missing information.

## 2. NSS teaching resources

- A bank of NSS teaching resources was developed. Useful NSS teaching and learning resources were filed in the school library and uploaded to the school intranet for teachers' reference.
- The sharing of the use of new resources was regularly arranged in subject department meetings.

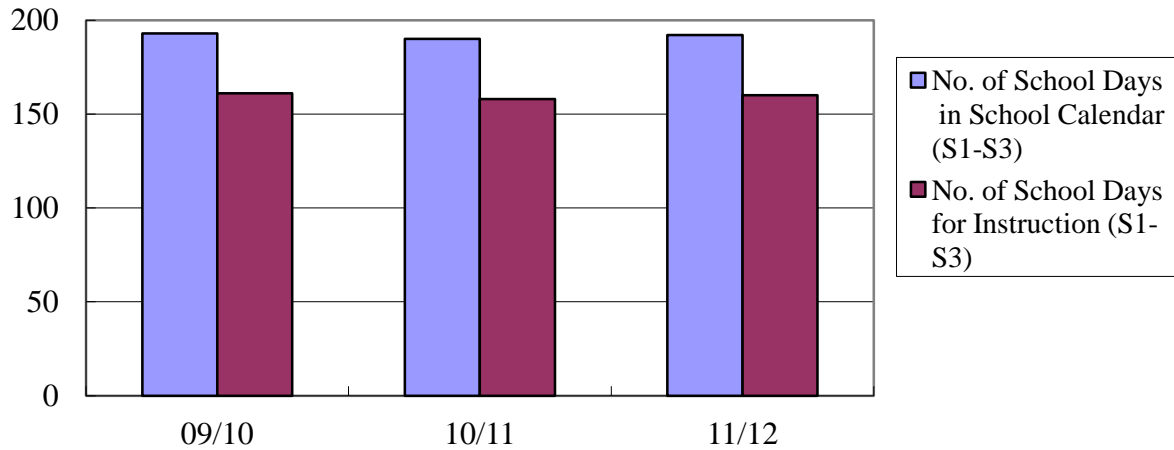
## **Reflections**

The NSS curriculum was revised. Continuous review has to be conducted for fine-tuning of the teaching strategies and administrative procedures. There are also some outstanding issues we have to deal with. They include:

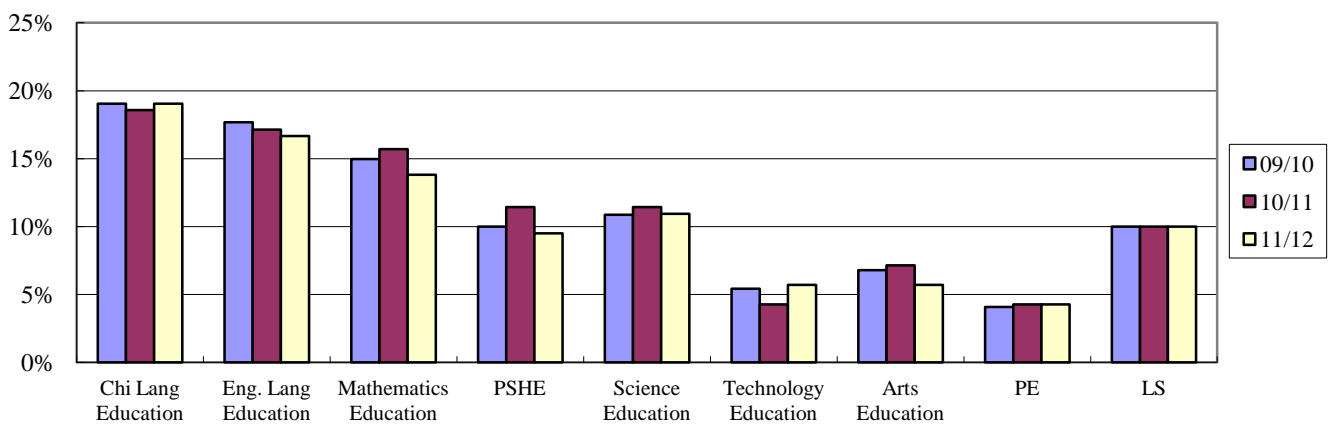
- More effective strategies should be adopted to enhance the quality of teaching and learning.
- The feasibility of offering only two electives to less-able students so that they can concentrate more on the four core subjects.
- Small class teaching will be arranged for the four core subjects to cater for students' learning diversity at the senior levels.
- More efforts would have to be made to educate students how to plan Other Learning Experiences and present their reflections at the beginning of S4.
- The junior secondary curriculum will be further reviewed and if necessary, tailored for better transition to the NSS curriculum.

## 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

	10/11			11/12		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	22.58%	19.62%	17.58%	20.04%	17.89%	17.94%
Once every two weeks	21.97%	15.42%	16.76%	15.80%	17.43%	16.54%
Once a month	17.88%	18.63%	17.84%	18.68%	17.26%	18.60%
Less than once per month	28.58%	40.49%	41.99%	40.30%	42.30%	40.77%
Never	8.99%	5.83%	5.81%	5.18%	5.12%	6.15%

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

	10/11			11/12		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	22.68%	18.05%	15.10%	23.98%	19.45%	15.80%
Once every two weeks	25.51%	20.45%	19.88%	25.85%	22.85%	20.13%
Once a month	25.55%	23.34%	21.49%	25.62%	25.02%	20.87%
Less than once per month	23.68%	34.20%	41.45%	22.02%	30.60%	40.88%
Never	2.59%	1.94%	2.09%	2.53%	2.08%	2.32%

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

	10/11			11/12		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	78.48%	38.03%	52.13%	80.05%	41.97%	53.95%
7-12 hours	14.53%	36.09%	33.06%	14.30%	30.28%	32.62%
More than 13 hours	6.98%	25.89%	14.80%	5.65%	27.75%	13.43%

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

	10/11			11/12		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	73.96%	62.27%	60.17%	75.51%	59.90%	59.11%
7-12 hours	20.16%	27.38%	26.01%	21.01%	28.16%	26.26%
More than 13 hours	5.88%	10.34%	13.81%	3.48%	11.94%	14.63%

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

	10/11			11/12		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	88.38%	72.82%	75.91%	87.22%	71.40%	73.51%
7-12 hours	8.26%	16.65%	16.38%	7.76%	16.34%	17.64%
More than 13 hours	3.36%	10.53%	7.72%	5.02%	12.26%	8.85%

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

	10/11			11/12		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	38.79%	30.72%	52.35%	37.99%	29.32%	50.93%
7-12 hours	36.43%	40.81%	26.83%	36.82%	40.41%	25.31%
More than 13 hours	24.80%	28.47%	20.81%	25.19%	30.27%	23.76%

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

	10/11			11/12		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	33.97%	32.45%	38.81%	33.07%	32.54%	37.60%
7-12 hours	44.03%	43.35%	37.24%	42.75%	42.12%	36.92%
More than 13 hours	22.00%	24.20%	23.96%	24.18%	25.34%	25.48%

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

	10/11			11/12		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	81.30%	64.61%	63.00%	79.26%	61.19%	59.46%
7-12 hours	13.71%	19.71%	18.82%	14.32%	21.59%	21.38%
More than 13 hours	4.99%	15.68%	18.18%	6.42%	17.22%	19.16%

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 facilitate life-long learning and the aims of education espoused under the education reform. 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 closely aligned with the School's development priorities with detailed implementation and support strategies.

While the implementation of the NSS curriculum was done in full swing, we conducted continuous evaluation throughout the school years in areas such as subject electives offered and allocation, coordination of school-based assessments, the processing of data for compiling the Student Learning Profile, etc. We were also able to reach all critical milestones leading to the HKDSE smoothly. Different subject departments motivated and assisted our first cohort of NSS students to do well in the HKDSE through supplementary lessons, enhancement, enrichment and tutorial classes conducted by teachers, teaching assistants and alumni after-school and during long holidays. We also provided ample opportunities of Other Learning Experience (OLE) for students through lessons in the formal curriculum as well as structured programmes organized by Functional Committees concerned outside the classroom in the informal curriculum. Parents were kept informed of all related policies and development through various communication means.

The School strategically integrated the elements of the 4 key tasks into its curriculum. To facilitate "Reading to Learn", a 30-minute weekly morning reading session was built in the timetable during which students read books of their own choice or reading materials on current issues provided by subject departments. Our Reading Ambassadors introduced good books and shared with students their reading reflections regularly during the morning assemblies. Apart from book report assignments given by subject teachers, students were encouraged to read extensively on their own initiative. The language departments and the Liberal Studies (LS) and Economics Departments also assigned news reporting as assignments. Good works were shared or displayed.

This year, the S1 and S2 integrated-curriculum project learning was incorporated in the Integrated Science and Integrated Humanities curricula respectively. Subject teachers allocated adequate teaching time for project learning. Students were given ample time to present and explain their proposals, their research or experiment methodologies and conduct continuous evaluation. Under the close supervision of the subject teachers, students' generic skills, including collaborative learning and presentation skills improved a lot. Some of the projects produced were of high quality. They were presented in the Knowledge Fair at the end of the school year. Various other subjects also included self-exploratory projects as students' assignments, such as History in S3. Many students demonstrated good independent learning capabilities and critical thinking skills.

Information Technology (IT) continued to hold firm in the curriculum. The IT Committee has School Report (SR)

always been supportive in enhancing the IT teaching and learning platforms and resource banks (the e-class), which enabled independent and collaborative learning exercises both inside and beyond the classrooms. The on-line wise-news search proved an effective tool that facilitated teachers to develop teaching and learning materials using current news and issues. Teachers and students, of the Computer Studies and LS Departments in particular, continued to make good use of the e-learning platforms for communication or conducting assessment tasks, such as on-line assignments and quizzes, and giving teachers' feedback. Such measures had good effect on promoting self-learning at students' own pace and enabled teachers to use their time more flexibly. The IT Committee provided training courses to improve the IT competency of the teaching staff. Teaching resources and IT teaching strategies were shared among teachers. Students gained a lot of experience in external competitions. The highest awards include Championships in the Hong Kong Outstanding IT School Award 2012 and the moWay Robot Design and Programming Competition, the second runner-up in the World Robot Olympiad 2012 Junior, the first runner-up award in the 6<sup>th</sup> CTEA CUP Robotic Tournament – The Moon Re-expedition Competition. These winners were invited to share their experience and reflections in competitions with other students in the school. They helped to inspire other students the innovative use of IT and further promote the IT learning culture.

Our school seeks to provide an environment that encourages and promotes a balanced moral, intellectual, physical, social and cultural growth of students. To this end, the Life Education Coordinator coordinated the major student development committees, including the Moral and Civic Education, National Education, Health and Sex Education, Environmental Education, Careers Education and the Counselling and Discipline Committees to compile a school-based value education curriculum conducted in form-teachers' periods throughout the school year. The objectives of the curriculum are to help students know themselves well, help them improve relationships with others and to promote their civic awareness and cultivate a caring attitude towards the community and the environment. Many of these lessons were conducted by form teachers. Learning activities included class or group discussion, presentation and sharing of experience. Guest-speakers were also invited to give talks on a wide range of topics to broaden the horizon of students. Co-ordination was also made among the above-mentioned committees to launch a Life Education Week with activities to strengthen positive core values among students. In addition, the Moral and Civic Education Committee held a variety of student learning activities throughout the school year, many of which were related to the Theme of the Year, 'to get our dream, to set our goal, to live a wonderful life'. In addition, the Committee also established partnership with organizations outside school to provide life-wide learning opportunities for our students.

Our School places emphasis on the provision of an English-rich environment. The English as MOI Policy was strictly enforced in all subjects except Chinese Language, Chinese History, Putonghua School Report (SR)



and Liberal Studies. Teachers were encouraged to communicate with students in English as much as possible in the school campus. Most of the sharing and announcements during the morning assemblies were made in English. Most students demonstrated good English proficiency and could speak confidently and fluently. Our School also adopted Putonghua as MOI in teaching Chinese Language in two classes in S1 and three in S2. Students' performance was pleasing, demonstrating teaching and learning effectiveness. To promote the use of Putonghua in the campus, announcements on National Education matters and sharing under the National Flag were often conducted in Putonghua.

Creative Education has been given due emphasis this school year. This year's objective was to enhance the awareness that creativity has impact on our daily life. The Creative Design Competition on "Improve Our Lives" was organized for the whole school. Designers of the best eight designs were invited to present their ideas together with their finished products and share how their creativity and originality were inspired. A group of students conducted a research on the impact of high land price and drew up a practical but innovative proposal, "underground city" for improving the present situation in the Governance X –Workshop on "Change our Society by Innovation". Being led by university students in the research, our students gained invaluable learning experience. With determination to strive for excellence and creative ideas, the team won the second place in the competition. Another group of students were provided with creative problem-solving opportunities when they took part in the Odyssey of the Mind Competition. Students applied their creativity to construct an object with integral structure strength to solve a spontaneous problem and present a humorous drama on a given theme. Our school team ranked 5<sup>th</sup> place in the "Spontaneous Problem Competition" among all schools in Hong Kong. It is hoped that through these activities and achievements, creativity would be enhanced in school.

In motivating students in self-explorative learning, the Mathematics and Science Departments enjoyed another rewarding year. Three S5 to S7 Chemistry students brought pride to the school when they won the Second Place Grand Award in the Intel International Science and Engineering Fair 2012 and the special honour of the entitlement of three minor planets named after them by the "International Astronomical Union". S4 and S5 Physics students were as proud when they won the Best School Award in Senior Level and individual second and third honour awards in the Hong Kong Physics Olympiad 2012. Numerous awards were also won by some S4 and S5 students in the Hong Kong Student Science Project Competition 2011 – 2012. The junior students did not let their seniors shine alone when they won the first and second class honour in the Hong Kong Mathematical High Achievers Selection Contest.

The Cross-curricular Activities (CCA) period was built in the school timetable for the first time this year, with a new mission to promote sharing and presentation culture at school. Co-ordinated by the committee concerned, the CCA periods were well allocated with a variety of activities for students,  
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ranging from post-study tour or post-competition sharing, sharing on project-learning, reflections on Student Development Days, performance by winners in Hong Kong School Music and Speech Festivals, etc. The CCA Committee also provided some tailor-made activities including a video-clip presentation, “Being a Kingsian”, on cultivating the sense of belonging to the school, the Mission Green, the Teenage Etiquette; a session on dedication of songs to S6 and S7 students. From time to time, teachers of different subjects or committees made use of the CCA periods to arrange for talks by external speakers. Students embraced these new learning activities with curiosity and enthusiasm. Forum was another strategy teachers used to promote sharing and presentation culture at school both inside the classroom and in the school campus. We had a number of popular mass forums held this year. Mrs. Anson Chan & Mr. Lam Fai were invited to address the topics on political participation and the problem of HKSAR governance respectively. Students participated actively in these forums and learned to appreciate the art and learn the skill of multi-perspective thinking and raise civic awareness. Students were also encouraged to discuss issues on-line.

Our teachers are qualified teachers with good mastery of subject knowledge and sound teaching skills. Except for a small number of them, they are all professionally trained. 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. The Liberal Studies Department participated in the Professional Development School Scheme to conduct joint-school collaborative meetings to share teaching resources, discuss marking criteria on IES and do lesson observation. They showed great enthusiasm in promoting active learning, putting emphasis on enhancement of students’ learning initiatives and adopting a learner-centred approach in teaching. They were friendly and supportive to students, and open to students’ viewpoints. A pleasurable learning atmosphere was created in most of the lessons. The Pedagogy Committee continued to play the significant role in promoting collaborative teaching in preparation for the implementation of the NSS curricula. Under the directions provided by the Committee, teachers were encouraged to work together and try out new ideas, strategies or approaches in positive response to education reforms. Altogether 26 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. Post-lesson observation sharing was conducted during which open and constructive comments conducive to further improvements were exchanged. The good culture of professional development was strengthened among teachers.

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

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in general well respected. They enjoyed working in groups and treasured 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 after-school classes conducted by subject teachers and teaching assistants and enrichment classes conducted by alumni. To celebrate students' outstanding academic achievements, the Principal met the students who ranked first in each form and their parents to extend congratulations. Prize-presentation ceremonies for other achievements were arranged during the morning assemblies and the end of term assembly. Prize-winners were invited to share their experience with other students.

## 7. Support for Student Development

The School adopts a whole-school approach to student development and provides a comprehensive framework for student-focused support. A vast array of activities was organized by 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 students.

This year, our major concern in the domain of student development and support was educating for values and character. Teachers developed strategies to help students adopt positive learning attitude, set realistic goals in academic and non-academic pursuits and guide them in conducting self-reflections. The Enhancing Students' Learning Initiative was continued in S1 to S3 while the senior level students joined the Students' Target Achievement Records (STAR) Scheme on a voluntary basis. In the former, junior form students learned to adopt a positive learning attitude and took on the responsibility to monitor and evaluate their own learning progress. In the latter, senior students developed plans on pursuits in diversified areas of personal development. They showed their initiatives in pushing their limits in their own chosen area(s). They prioritized their goals, in both academic and extra-curricular fields, set attainable and measurable targets, conducted evaluation and reflection and shared what they learnt with their fellow schoolmates. Students compiled their own profile with description of goals, self-evaluation and evidence. The profile and self-reflection provided students with useful details and ideas to write up their personal profile for tertiary education application.

The Counselling Committee launched a range of structured programmes and provided individual counselling to students with the joint efforts of all teachers and with the professional support of the School Social Worker. In this double cohort year in which the school anticipated a higher level of examination pressure and stress among students taking public examinations, greater emphasis was placed on identifying students at risk so that guidance and assistance could be provided as early as possible. Parents were kept informed and in touch. A briefing for all teaching staff and a workshop for Form Teachers and counselling teachers were conducted respectively to refresh teachers of the basic strategies and specific counselling techniques so that a whole school approach could be adopted to support the students as they faced challenges. Helping new students adapt to the new learning environment has always been the Committee's concern. Support was given to new students through orientation programmes. Counselling teachers conducted individual interviews with all S1 students at the beginning of the school year for early identification of developmental and adaptation crises. Some 30 students received follow-up support from counselling teachers or the School Social Worker. The responsibility to provide peer support to S1 students throughout the school year was then passed on to the Fig Boy Scheme. To facilitate a whole school approach to integrated education, the Counselling Committee played a significant role to ensure effective communication among the school management, teachers, parents of students with special education needs (SEN), the School Social Worker and officers from the Special Education Section of the EDB to give School Report (SR)

support to the students concerned. Using appropriate resources, the team conducted professional support services to 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.

The Moral and Civic Education Committee adopted a thematic approach in the delivery of their programmes. With “to get our dream, to set our goal, to live a wonderful life” as the theme of the year, a series of activities were organized to help students develop positive values and attitudes related to the theme. Among them were the Board Display Competition on *Face to Face with Eminent Figures*, Epigram Bookmark Design Competition, Cartoon Design / Creative Writing Competition and talks by speakers who shared on how they faced adversities in life. We have 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 to the fund-raising for 「廣東省偏遠地區育苗助學計劃」 in which a handsome amount was raised and donated. The Committee has also established partnership with organizations outside school to provide life-wide learning opportunities for our students. The highlight of the year was the Rearing Juvenile Horseshoe Crab Programme. A core group of S4 students and some S2 and S3 helpers were selected to rear the crabs for six months and prepare for their release to the natural environment during which they learned the value of life, importance of responsibility, team work and time management. The whole school gained benefit as they witnessed the growth of the horseshoe crabs and learned to respect life and conservation.

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. Seven Flag-raising ceremonies were held this year during which students of various levels were invited to share with the whole school on their exchange programmes to different parts of China or positive values, such as Respect or Self-discipline, as well as historical issues like the May Fourth Movement. Two lunch time forums were co-organized with the Student Union on 《香港應該選出一個具有哪些素質的特首?》 and 《好人難做?》. Student officials were supervised to do research on the topics in preparation for the forums. Leadership and critical thinking skills were enhanced. In response to the community’s celebration of the 100<sup>th</sup> Anniversary of the 1911 Revolution of China, the National Education Committee compiled some learning resource packages for use in the Form Teacher Periods, based on a drama 《風雨橫斜》. 致群劇社 (a drama group) was invited to perform the drama during the post-examination activity days. The response of students was very positive. In line with the celebration theme, an exhibition on 「革命思想和足跡在香港」 was prepared by a group of S5 students. It augmented the general understanding of and provided an opportunity for reflecting on the 1911 Revolution. Students were also nominated to participate in national education programmes organized by the EDB, such as the 「香港領袖生獎勵計劃：國情教育課程」 and the 「北京傳統邊防歷史與國防科技發展之旅」. Participants were required to conduct sharing with the rest of the school their experience and reflections after School Report (SR)

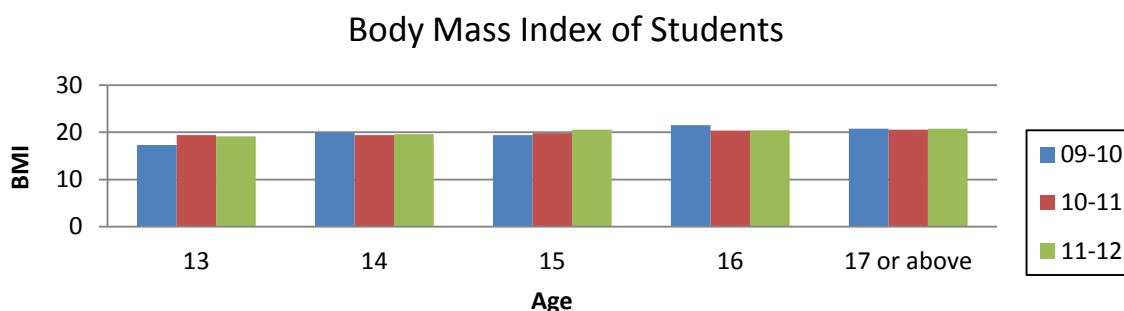
completing the programmes. During the Life Education Week, the National Education Committee collaborated with other student development committees to prepare an exhibition and compile a teaching resource package for the Form Teacher Period on Ethics and Responsibilities of Social Enterprises.

As in previous year, the Careers Committee prepared a full range of careers development programmes to assist students in developing ‘Self Awareness’, ‘Opportunity Awareness’, ‘Decision Learning’ and ‘Transition Learning’ at different levels of their studies. To equip students with career awareness and career exploration needed for their life-long career planning, a broad range of careers workshops, including Job Search Preparation Workshop, Career Interest Inventory Workshop, careers talks, such as Talk on Subject Selection, Talk on Multiple Pathways under the NAS and careers programmes, e.g. S6 Career Info Day, Career Visit to HKU were organized. Numerous sharing sessions during Parents’ Days were conducted and latest information about the NSS structure and curriculum was uploaded to the school webpage to keep parents abreast of the latest careers information. In order to assist the last cohort of HKALE students and the first cohort of HKDSE students in handling JUPAS applications and exploring multiple pathways, a mock HKALE results release and a preparation for HKDSE results release workshop were jointly organized by the Careers Committee, the Counselling Committee and the School Social Worker respectively for students as well as their parents. Tapping external resources, the Careers Committee enriched the career-related experiences of our students through the “Company Programme” organized by the Junior Achievement Hong Kong and the “Working Reality Programme” organized by the Hong Kong Federation of Youth Groups under the “Love Ideas Love Hong Kong” Campaign sponsored by the Li Ka Shing Foundation. Students gained hands-on experiences of running their own companies, designing and marketing their products and understanding customers’ mentality in these activities. Students exhibited leadership abilities and demonstrated good team spirit. The Careers Committee continued to co-organize the Job Shadow Programme with the King’s College Old Boys’ Association. Altogether 16 old boys offered 84 job shadow opportunities for 78 S5 students. These programmes helped to equip our students with the career awareness and career exploration needed for their life-long career planning. In addition to the Careers Committee, various subject departments and clubs also organized careers-related activities for students, including the Department of Computer Science arranging a visit to the Department of Computer Science and Engineering of the Chinese University of Hong Kong for ICT students and the Business Club and Economics Club holding talks on Financial Management and Understanding the Financial Markets in Hong Kong respectively.

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. Workshops 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 present at the workshops could observe and detect students with emotional or stress

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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' Club Association of Hong Kong and the Health Department respectively. Emphasis has been put on the 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. Conscientious effort has been made also to educate students with anti-drug and tobacco messages and the ways to prevent the spread of infectious diseases. The Health and Fitness Improvement Scheme was conducted jointly by the Health Education Committee and the Physical Education Department. Students with overweight problem were invited to join the scheme in which they had to attend regular after-school exercise sessions. Some students showed improvement in their BMI after joining the Scheme. The Committee continued to promote healthy eating habit. The second "Joyful Fruit Day" was organized during the Life Education Week, accompanied by the S3 Healthy Recipe Competition to reinforce their awareness of healthy eating habit. For long term education purpose, the Committee also set off to prepare for a more systematic Health Education curriculum with topics including food nutrition, healthy lifestyle, anti-smoking, anti-drug and sex education. Lesson plans were prepared and learning materials tailor-made for Form Teachers of various levels to try out during the Form Teachers' Period.



The Environmental Education Committee aimed to organize 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 'Mt. Everest Expedition' organized by Yan Oi Tong. In the two-week programme to promote the concept of green living in school, the student impressed the whole school with his perseverance and commitment to self-explorative learning. His sharing helped to strengthen the awareness of environmental protection among the students. S1 and S2 students also advocated the practice of green life with their creativity in the "Environmental Protection Poster Design Competition". Inspired, the whole school followed environmental regulations and guidelines to save energy in the school campus. Students also responded well to regular recycle programmes such as Mooncake Boxes Collection Scheme, No Plastic Bag Scheme and Used Clothes Collection Campaign with enthusiasm. Students' response to the "No Air Conditioning Campaign" organized by the School Report (SR)

Footprint Hong Kong was positive. The Committee was in its second year collaborating with the Geography Department in a two-year scheme in the Hong Kong Awards for Environmental Excellence. Talks and other activities on environmental education were arranged for students. Training was provided to S.1 and S.2 Student Environmental Protection Ambassadors to enhance their environmental awareness and leadership.

The ECA Committee co-ordinated 42 clubs and societies to provide a total of 456 activities for their respective members in this school year. A training programme 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. Orientation sessions for all uniformed groups and musical instrument classes and promotion of ECA clubs were held before the enrolment day to ensure that students could make the best choice of ECA participation. Student officials demonstrated good collaborative and inter-personal skills through organizing club activities and house competitions. Some of the clubs finished off with a fruitful and successful year. Some participated in inter-school competitions and brought pride to the school. For example, one of our S4 students won the 'Best Debater Award' in the Inter-Government Schools Secondary English Debating Competition. Besides, our Drama Team won the award for 'Outstanding Actor'; 'Outstanding Script'; 'Outstanding Stage Effect' and 'Outstanding Cooperation' in the Drama Festival 2012. Members enjoyed the activities and the attendance rate was high. They discovered their interests and talents through participation and the sense of belonging to the school was enhanced.

Our Gifted Education Committee aimed at providing opportunities for our gifted learners to excel in their gifted areas. Jointly organized with Chemistry Society, the Chemistry Enhancement Workshop for gifted students provided extensive courses to a group of S4 and S5 students. Guided by the S6 tutors and Chemistry teachers, 10 students displaying outstanding attributes were selected to participate in the Hong Kong Student Science Project Competition and obtained excellent results. To develop affective education, the Committee nominated S1 potential gifted learners to join the 'Project Horne' organized by EDB targeting at promoting their personal and social adaptive strategies. Pull-out programs like Applied Strategic Thinking Phases II and III, Mathematics and Critical Thinking Workshops were conducted for S4 and S5 students. The Inter-Cultural Education Workshop was organized for S4 students, aiming at promoting English-speaking environment and learning to be a global citizen. Suitable S1 to S3 students were also nominated to attend several EDB Web-based learning courses to explore knowledge in areas such as Paleontology, Astronomy and Mathematics. Ten other students were nominated to participate in courses run by the Hong Kong Academy for Gifted Education (HKAGE) in Humanities, Mathematics Science and Leadership domains respectively. 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 School Report (SR)



performance of the students. It was an invaluable time for recognition of and learning for excellence.

The School made continuous effort in providing opportunities for our students to extend their helping hands beyond the school. The King's College Volunteer Service Team (VST) has organized or participated in more than 20 community or social service activities this year. The one involving the highest number of participants was the Community Chest Dress Casual Day which raised more than \$60,000 for the Chest. The one which attracted most media attention was the "Small Action, Big Differences" Community Care Campaign (which will be further elaborated in a latter paragraph). These activities boosted our students' awareness of issues of social injustice and poverty, protection of the harbour, education of the underprivileged children and the like. A total of 21 and 82 students were presented Gold, Silver and Bronze Medals by the Voluntary Movement Scheme and the Central Western, Southern and Islands District Co-ordinating Committee on Promotion of Volunteer Service respectively. Concurrently, the Social Service Group (SSG) gave regular service to the physically impaired students in the Hong Kong Red Cross John F. Kennedy Centre through the Sister School Scheme throughout the school year. Mutual visits, mini party, games and handicraft class were platforms of which students of the two schools interacted and learned from each other. Our students benefitted a lot in improving 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 Boy's and Girl's 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 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. Through these opportunities, students have been able to get in touch with the community. They came to realize their roles and values, enhanced their civic-mindedness and sense of social responsibility.

Our students were given ample opportunities to broaden their horizons and acquire brand new learning experiences through overseas or mainland study tours, exchange programmes and explorative programmes. The Student Development Day was a new initiative taken this year. Every level, from S1 to S5, was arranged to attend a learning activity with a theme on a school day after which they had to conduct sharing on their learning reflection. Themes focused on environment and conservation education, service education, careers education and adventure-based education. Moreover, all S5 students were given a sponsorship to see a movie, "the Three Idiots", together with some teachers. Students found these learning experiences special and inspiring. Many prepared and shared meaningful reflections.

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The self-exploratory learning project which the whole school was proud of was the “Small Action, Big Difference” Community Care Campaign. Twenty S3 and S4 students conducted researches on social issues and applied their findings and creativity to develop pragmatic plans to help improve the community. One group, with their plan to promote support for small enterprises through a board game called ‘Ologpoly’ won the Most Creative Award and the Overall First Runner-up. Apart from winning honour in the competition, the group packaged the board game they designed for the project as a card game set and renamed it ‘The Unspoken’. They were invited to present their small action in various occasions, including the Opening Ceremony of the Social Enterprise Summit 2011 and media interviews. Through small action, these students raised the public’s awareness of the challenges of small enterprises in this highly competitive commercial community.

Beyond Hong Kong, our students set foot on Shandong, Beijing, Singapore, London and Mount Everest this year. 15 students and 2 teachers paid a visit to our second sister school in the mainland, Shandong Zibo Yizhong (山東濰博第一中學), in early May and acquired a basic understanding of the education development of Shandong as a whole, school curriculum and student development programmes of Zibo Yizhong in particular. They particularly cherished the printmaking lesson they received in Zibo Yizhong as they were highly commended for the aesthetic sense and creativity by the teachers there. Other S4 and S5 students were selected to join the “Passing the Torch” study tour to Beijing to learn about the history and development of national defence in China. Three student leaders were nominated to attend the national education scheme in Beijing.

During the summer vacation, 13 S1-S5 students had an unforgettable experience when they enrolled in an English Enhancement Programme in London. Throughout the 18 days of the trip, they experienced interactive English lessons, excursions, sports activities and drama workshops. The drama performance was the highlight of the trip. Students were engaged in numerous drama workshops on Shakespeare’s Macbeth and Romeo and Juliet. They gradually built up the skill and confidence to present their own drama play and gave the audience an excellent show. Students also enjoyed the activities of poem and news report writing and were proud to produce a magazine at the end of the trip. The excursion visits to the St. Paul’s Cathedral, King’s College at Cambridge, the British Museum, the National History Museum, the Chelsea Football Club, etc. and the performance of the musical “The Blood Brothers” and “Wizard of the Oz” all gave memorable and cherished memories to the participants. In particular, they valued the authentic language learning environment most. Another 9 S5 students participated in the Asian Young Leaders Convention held in Singapore this July. Through a series of workshops and conferences, the participants came to understand the desired moral values and attitudes as leaders in their generation. They also treasured the networking made among new friends from diverse backgrounds. Hopefully, they would forge the ties for future collaboration. In addition, the 16-day Hopewell·Yan Oi Tong Green Adventure Expedition to Mount Everest was a once-in-a-lifetime experience to one S4

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student in which he took part in the investigation on how altitude affects the physical and psychological growth of teenagers and adults. He also experienced how man conquered the invincible Nature with their willpower and the help of technology. He was also deeply touched by the passion and perseverance of the Tibetans on environmental protection as well as their religious faith.

Apart from overseas learning activities, our students also had opportunities exchanging with local students or overseas students in the local setting. Our students treasured the experience of video-conferencing with schools in Mainland China (V-China). Through synergetic learning activities with other schools in different parts of China, including a sharing on benefits of extra-curricular activities with a middle school in Foshan, a real-time debate with a high school in Shanghai and a real-time quiz with a local secondary school, our students not only enhanced communication, collaboration, and critical thinking skills, but also widened their cultural horizons. In April, we received 6 students from Cheung Chau Government Secondary School (CCGSS), during which they attended lessons with their buddies, joined lunch-time activities, conducted group discussions and after-school sharings for two days. 6 of our students returned visit to CCGSS in May. 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. Earlier in the school year, our school welcomed 7 students from Singapore for their return visit to Hong Kong in the 10<sup>th</sup> Singapore Hong Kong Exchange Programme. While staying in their buddies' home, the Singaporean students attended lessons and participated in school activities together with their buddies. During the summer holidays, one of our S2 students was selected to participate in a dialogue session with members of the Tiangong-1/Shenzhou-9 manned space docking and rendezvous mission delegation during their visit to Hong Kong. Inspired by the astronauts' strong determination to pursue their dreams and passion towards their job, he shared this experience and reflection with the school during the Start of School Assembly in September 2012.

Running the Student Union (SU), student leaders continued to play the roles as a link between the school and the students and a gateway for external communication with student bodies of other schools, and to provide a platform to promote the sense of belonging to the school and the sense of brotherhood. Through hosting the Open Day, organizing educational activities, such as the Science Enlightenment and Exam Skills Workshops, the Leadership Training Scheme that trained potential successors of student leaders and provided welfare services to the students, the SU officials, their helpers and all the other students learned the meaning of the SU slogan, "Unite as one, transcend together".

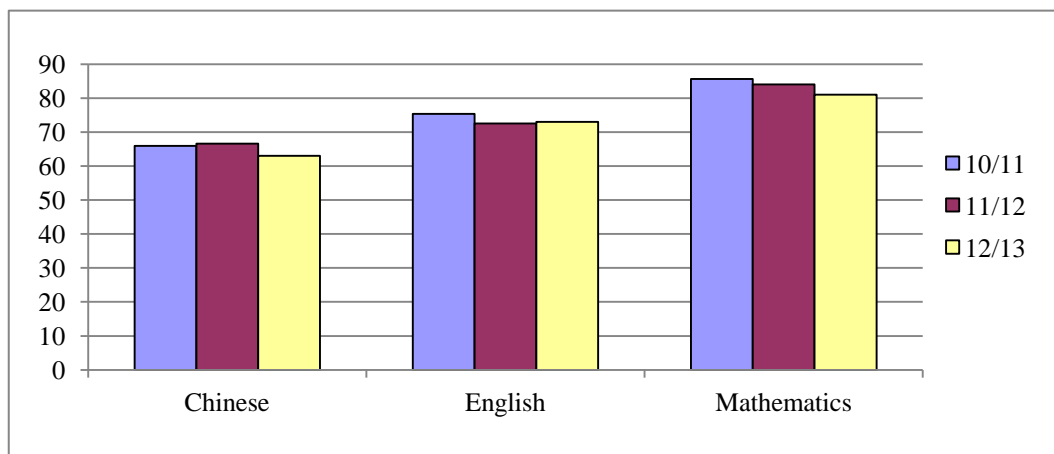
A great number of students were given abundant opportunities to assist in the organization of major school functions throughout this school year. Apart from the usual annual functions, such as the Open Day, Speech Day, Games Day, our school has organized three other special events which School Report (SR)

proved the leadership abilities and presentation skills of our students. One was the Heritage Open Days held consecutively on three Saturdays in December; the other one was the Monument Plaque Unveiling Ceremony cum the Homecoming of 2 eminent senior alumni also in December and the third one the Reception to Celebrate Alumnus CY Leung as Chief Executive of HKSAR in May. Our Student Ambassador Team was officially formed this year, in time to furnish decent service to visitors to our school on these occasions. On-going training by alumni with expertise in the heritage conservation and our teacher advisors well equipped our student ambassadors, who were mostly S2 and S3 students, with knowledge and presentation skills to impress the visitors. Their performance was highly commendable and contributed to promoting a good school image to the public. Our School Magazine Reporters, School Campus Reporters, Campus TV Team and School Photography Team were also well trained to conduct interviews with guests and visitors as well as capture the memorable moments respectively on those important occasions. The Prefect Body, with its dedication and commitment, ensured that the School was in as good order on these occasions as always. Their sense of belonging and self-esteem were raised as they made contributions to the School.

## 8. Performance of Students

### HKAT (Pre-S1)

Average Score



### HKALE

	09/10		10/11		11/12	
	School	Territory	School	Territory	School	Territory
No. of students sat	111	-	111	-	107	-
% of students awarded the minimum entrance requirements for university education #	78.4	47.1	80.18	46.2	89	46.2

# The minimum entrance requirements for university education

1. Grade E or above in both Use of English and Chinese Language & Culture; and
2. Grade E or above in either 2AL subjects or 1AL subject + 2 AS subjects

### HKDSE

	11/12	
	School	Territory (Day School)
No. of students sat	159	70,109
% of students awarded the minimum entrance requirements for university education #	75	37.6

# The minimum entrance requirements for university education

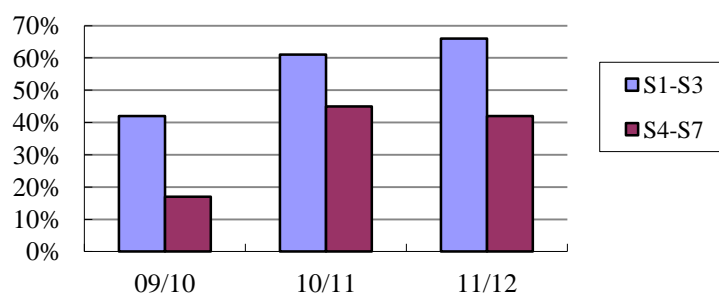
1. Levels 3322 or above in core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) respectively, and
2. Level 2 or above in one elective subject

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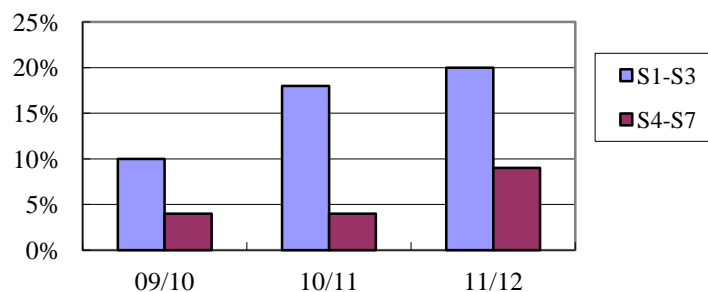
**Student Participation in Inter-school Sports Events, School Music and Speech Festivals and Uniform Groups**

<b>Activities</b>	<b>Number of participants</b>
Inter-school Sports Competitions	274
School Music Festival	200
School Speech Festival	127
Scouts	71
Youth Red Cross	44
St. John Ambulance Brigade	47

**Inter-school Events**



**Uniform Groups**



### Student Participation in Social Services

<b>Team</b>	<b>Services</b>	<b>Number of participants</b>
Junior Police Call	● Exchange Trip to Qingyuan	7
	● Flag Selling – Lions Kidney Educational Centre And Research Foundation	6
	● Footdrill Training Courses	4
	● Open Day Helper	11
	● Southern District Road Safety Campaign Carnival	11
	● The “22 <sup>nd</sup> Anti-drug Shield” Central And Western Waterfront Fight Crime Run Cum Carnival	22
	● The Hong Kong Girl Guides 95 <sup>th</sup> Anniversary Grand Parade	6
	● Visit to the Air Traffic Control Complex at HKIA	7
	● Visit to the Tuen Mun Public Riding School	10
Social Service Group	● Services at John F. Kennedy Centre	16
	● Services for the Elderly	15
Community Youth Club	● Open Day	20
	● Pot Planting	20
	● Clean School Campaign	40
King’s Ambulance Cadet Division	● Joint division services	15
	● Swimming Gala, Athletic Meet, Cross-Country Run	28
	● Famine 30	12
Hong Kong Red Cross Youth Unit 21	● Athletic Meet	40
	● Swimming Gala	20
	● Blood Donation Day	20
	● Open Day: Health Check Service	20
	● Service Project	10
	● Regular Service	10

Team	Services	Number of participants
Scouts	<ul style="list-style-type: none"> <li>● Island Scout Day</li> <li>● HK Marathon</li> <li>● Regular Service (In School)</li> <li>● Scout Rally</li> </ul>	24 5 50 6
King's College Volunteer Service Team	<ul style="list-style-type: none"> <li>● Community Chest Dress Casual Day</li> <li>● K-20 Celebrating 20 Years of Youth Empowerment</li> <li>● Caritas Bazaar (Hong Kong District)</li> <li>● Youth Volunteer Development Scheme-4C training camp</li> <li>● Flag Selling Day</li> <li>● Open Day Cookie Selling Activity for the World Vision</li> <li>● Famine Lunch</li> <li>● Youth Service Learning Conference</li> <li>● 2011-12《香港人·香港心》義工大使行動</li> <li>● 2012年中西區青年獎勵計劃電台主持及節目製作專業訓練計劃—中西區青少年GET ON AIR 計劃 2012</li> <li>● A+體驗-英皇滿分學習工作坊</li> <li>● Road Show 行義之旅 -一路人連心</li> <li>● 《綻放能量》中西區聯校領袖義工訓練暨社區服務計劃</li> <li>● 《我·繫·香港人》跨文化領袖培訓計劃</li> <li>● 社企民間高峰會 2011 —「小行動·大改變」社區關懷計劃</li> <li>● 第18屆廣東省偏遠地區育苗助學計劃舉行籌款活動</li> <li>● 維港嘉年華暨愛護維港行</li> <li>● 第十二屆和富千禧企業家精神計劃</li> <li>● 聯校大型義工服務日</li> <li>● 長幼共聚英皇同樂日</li> <li>● 金、銀、銅義務工作嘉許狀</li> </ul>	Over 95% of students 8 3 20 20 10 10 7 8 3 7 20 4 10 20 8 21 6 4 14 103



## Students' Major Achievements in International and Territory Competitions

### International Competitions

Nature	Competition / Organizer	Award / Prize	Awardee		
Academic Development	The Intel International Science and Engineering Fair (Intel ISEF)	Second Place Grand Award and the entitlement of three minor planets named after them	5A	Lui Yat Man Edmond	
			5D	Yuen Kin Hong	
			7D	Wai Tsun Hong	
	The Eighth International Junior Science Olympiad organized by International Junior Science Olympiad	Best Practical Team (Second Place) Award	4A	Lo Kwun Yu	
				Lo Chun Tung Raymond (CUHK)	
	The 52nd International Mathematical Olympiad (2011) organized by International Mathematical Olympiad	Silver Medal	Lo Chun Tung Raymond (CUHK)		
	The Australian National Chemistry Quiz 2011 organized by the Royal Australian Chemical Institute and the HK Association for Science and Mathematics Education	High Distinction Award	Class Excellence	4A	Lo Kwun Yu
				4D	Fang Er Hai
				Lui Man Hin (HKU)	
				4A	Chan Tai Hei
				4D	Choi King Fung
				4D	Fung Kin Yiu
				4D	Fung Lok Hin
				5A	Cheuk Wan Hei
				5A	Cheung Chun Hin
				5A	Ho Kwun Yin
				5A	Lam Jeffrey Alan Chak Long
				5A	Lau Yiu Leung
				5A	Lui Yat Man Edmond
				5A	Wong Bo Hang
5A				Wong Wae Ming	
5A				Yip Pun Fung	
5A				Yu Pui Hei	
5D				Hui Samson	
5D				Lo Ka Ho	
5D				Ng Tin Fung	
6A	Cheng Kai Yin				
6A	Lee Chung Ho				
6A	Lee Tsun Sing				
6A	Luk Dik Wai Anderson				
6A	Wong Wai Kit				
6A	Yau Tsz Him Kenneth				
7C	Chung Kwun				

Nature	Competition / Organizer	Award / Prize	Awardee		
			Lam Joshua Wai Hon (CUHK)		
			Lo Chun Tung Raymond (CUHK)		
			Chiang Man Fung (HKU)		
	Amazing Science-X Challenge 2011 organized by DSO National Laboratories, National University of Singapore and Science Centre Singapore	Special Mention Prize	5A	Lui Yat Man Edmond	
			5D	Yuen Kin Hong	
7D			Wai Tsun Hong		
7D			Chan Ho Wah		
Aesthetic Development	The Asia-pacific Harmonica Festival 2012	Orchestra (symphony) (open) - Champion	KC Harmonica Band		
		Chromatic Solo Adult 1 (Age12-16) - Champion	4B	Yip Tsz Chung	
		Chromatic solo Adult 1 (Age12-16) - First Runner-up Prize	4D	Leung Shing Hei	
		Chromatic Solo (elite) - Champion	6C	Ho Cheuk Yin	
		Chromatic Solo Adult 3 (Age 22-59) - Champion	6C	Ho Cheuk Yin	
		Duet Adult 1,2 (Age 12-21) - Second Runner-up Prize	4D	Leung Shing Hei	
			4B	Yip Tsz Chung	
		Duet Adult 3 (Age 22-59) - Champion	6C	Ho Cheuk Yin	
			Choi Wai Hang (2011 Graduate)		
		Duet Adult 3 (Age 22-59) - Second Runner-up Prize	Chan Yan Lun (2010 Graduate)		
			Chan Lok Yi (2009 Graduate)		
		Quartet Adult 1,2 (Age 12-21) - First Runner-up Prize	3A	Mok Chun Hin	
			3B	Tsui Chi Hang	
			3D	Chan Shu Ming	
			3A	Ho Man Hin	
Quintet Adult 1,2 (Age 12-21) - First Runner-up Prize	5B	Leung Ka Chun			
	5D	Poon Chi Him			
	5A	Chu Hin Fung			

Nature	Competition / Organizer	Award / Prize	Awardee	
			5C	Wong Chun Yin
			6C	Cheung Hoi Kit
		Sextet Adult 1,2 (Age 12-21) - Champion	4D	Leung Shing Hei
			4A	Cheston Cheng
			4D	Cheng Lung Hei
			4D	Fung Lok Hin
			4B	Lee Chun Ning
			4B	Yip Tsz Chung
		Sextet Adult 1,2 (Age 12-21) - Second Runner-up Prize	2E	Lee Ming Hei
			2D	Fung Chi Wai
			2E	Tse Ho Man
			2C	Sam Wong
			2A	Yu Man Hon
		Group Adult 1,2 (Age 12-21) - First Runner-up Prize	2C	Xuan Nai Tong
			4D	Leung Shing Hei
			4A	Cheston Cheng
			4D	Cheng Lung Hei
			4D	Fung Lok Hin
			4B	Lee Chun Ning
			4B	Yip Tsz Chung
			Lam Wai Ki (2011 Graduate)	
Environmental Education	Hopewell – Yan Oi Tong Green Adventure	Expedition in Mount Everest	4A	Lo Kwun Yu

### **Territory Competitions**

Nature	Competition / Organizer	Award/Prize	Awardee	
All round Development	香港島校長聯會、港島區 四區校長聯會、四區區議 會及香港青年會合辦香 港島十大傑出學生選舉	香港島十大傑出學生(初中組)	4A	麥志鏘
		香港島十大傑出學生(高中組)	5A	余沛熙
	傑出青年協會及教育局	2012 明日領袖獎	6A	黃煒傑
	University of Yale Book Club	Yale Book Award	5A	Lui Yat Man Edmond
	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Scholarship for Undergraduate 2011/12		Lui Man Hin (HKU)

Nature	Competition / Organizer	Award/Prize	Awardee	
		Sir Edward Youde Memorial Prize 2011/12	5A	Yu Pui Hei
			7A	Chu Ka Chung
Academic Development	星島雜誌集團及康泰旅行社全港中學生狀元選拔賽 2011	中學生狀元(初中組)	3A	陳頌暉
		中學生狀元(高中組)	6A	鄭銘坤
	商務印書館閱讀報告比賽	高級組季軍	5C	張祐詮
	第六十三屆香港學校朗誦節	中學一年級粵語散文獨誦季軍	1B	溫凱樂
		中學二年級粵語散文獨誦冠軍	2A	張漢清
		中學二年級粵語散文獨誦季軍	2B	曾俊鋒
		中學三年級粵語詩詞獨誦冠軍	3D	馮偉賢
		中學四年級粵語詩詞獨誦亞軍	4D	李依達
		中學四年級粵語詩詞獨誦季軍	4D	劉以正
			4D	廖健亨
		中學四年級粵語散文獨誦季軍	4B	馬瑋鍵
		中學一、二年級普通話詩詞獨誦冠軍	2A	張漢清
			2D	林嘉兆
		中學一、二年級普通話詩詞獨誦亞軍	1C	高俊逸
		中學一、二年級普通話散文獨誦季軍	2C	梁臻劼
		中學三、四年級普通話散文獨誦亞軍	3A	黎天逸
		中學三、四年級普通話散文獨誦季軍	3A	吳宣義
		中學三、四年級普通話詩詞獨誦季軍	4A	鄧然生
		中學一、二年級二人朗誦季軍	2A	張漢清、馮冠峰
	明報時事通識問答比賽	第二至四回合「最積極參與學校」	英皇書院	
		第二至八回合「累積分數最高分學校」		
		第三回合最佳成績學生	2E	王顥霖
	第六屆「善言巧論：全港學生口語溝通大賽」	預科組主題面試項目(大專入學面試)(決賽)-最佳論手獎	7C	周浩民
	63rd Hong Kong Schools Speech Festival 2011	Public Speaking Solo Secondary 3 & 4 - First Prize	4D	Chan Chun Fai
		Public Speaking Solo Secondary 5 - First Prize	5C	Lau Adolphus Yik Chun
		Public Speaking Solo Secondary 6/7 and Post-Secondary - First Prize	7C	Lee Chung Yeung
		Solo Verse Speaking Non-Open Secondary 1 Boys - Second Prize	1A	Wong Chun Ming
Solo Verse Speaking Non-Open Secondary 4 Boys - Second Prize		4B	Tran Cheuk Shing	
		4A	Lau Kai Hin	
Solo Verse Speaking Non-Open Secondary 4 Boys - Third Prize	4D	Yu Ka Long		
English Builder- online	Certificate of Outstanding Achievement	1A	Lee Hung Leung	

Nature	Competition / Organizer	Award/Prize	Awardee	
	English Learning Platform		1A	Mak Hon Ching
			1A	Yau Chi Kin
			2A	Cho Man Ho
			2A	Yeung Man Fung
			2A	Chau Chun Chung
	Hong Kong Mathematical High Achievers Selection Contest organized by Po Leung Kuk	First Class Honour Award	2B	Fung Wong Yu
			1A	Wan Tsz Wing
	The 2011/12 Statistical Project Competition for Secondary School Students organized by the Hong Kong Statistical Society and the Education Bureau	Second Class Honour Award	3A	Ying Xiang
			3A	Chan Shing Chung
		Second Prize for the Senior Section	5A	Yau Tat Fai
			5D	Chan Cheuk Lun
			5D	Hui Samson
			5D	Lai Tak Pui
			5D	Ng Tin Fung
		Best School Award (Senior Level)	King's College	
	Hong Kong Physics Olympiad 2012	Second Honour Award (Senior Level)	5A	Ho Kwun Yin
		Third Honour Award (Senior Level)	5A	Lui Yat Man
			5A	Yip Pun Fung
		Second Honour Award (Junior Level)	5C	Zhuang Tsz Kit
			4A	Lau Ching Hei
			4A	Lo Kwun Yu
	Hong Kong Student Science Project Competition 2011 organized by Education Bureau, Innovation and Technology Commission, the Hong Kong Federation of Youth Groups, Hong Kong Science Museum	First Runner-up Prize, Food Science Award, Best Booth Presentation Award	5A	Ho Kwun Yin
			5A	Wong Bo Hang
			5A	Yip Pun Fung
			5A	Yu Pui Hei
			5D	Wong Siu Hang
		Honourable Mention Award, Visitor's Most Favorite Award	4A	Chan Tai Hei
			4A	Lo Kwun Yu
			4D	Fang Er Hai
			4D	Lee Yee Tat
			4D	Choi King Fung
			5A	Lui Yat Man Edmond
	Amazing Science-X Challenge 2011 organized by DSO National Laboratories, National University of Singapore and Science Centre Singapore	Special Mention Prize	5A	Lui Yat Man Edmond
			5D	Yuen Kin Hong
			7D	Wai Tsun Hong
			7D	Chan Ho Wah

Nature	Competition / Organizer	Award/Prize	Awardee	
	The Hong Kong Institute of Accredited Accounting Technicians (HKIAAT)	Accounting and Business Management Case Competition 2011-2012 - Outstanding Performance Team (Secondary School Group)	5A	Ng Yu Hin
			5D	Yung Yik Ho
			4D	Chan Chun Wing
			4A	Mak Chi Cheong
		Scholarship Recipient - Foundation Examination for BAFS	5A	Ng Yu Hin
Aesthetic Development	Swire Island East & Hong Kong Youth Arts Foundation "The First Edlweiss" Paper Tales Exhibition	Art piece selected for display	3C	Cheng Long Hin
	"Hand in Hand with the Disabled" Painting Competition organized by Caritas Rehabilitation Service and Central & Western District Board	Champion	5A	Tang Kit Lam
	2011 Hong Kong Youth Music Interflow	Chinese Orchestra Contest (Secondary School Class) - Silver Prize	KC Chinese Orchestra	
		String Orchestra Contest (Secondary School Class) - Bronze Prize	KC Orchestra	
	The 64th HK Schools Music Festival	Vocal Section - Mixed Voice-Secondary School - Madrigal - Second Prize	KC Senior Choir and Ying Wa Girls' School Senior Choir	
		Vocal Section - Secondary School Choir - Foreign Language - Second Prize	KC Senior Choir	
		Western Instrumental Section - Piano Solo - Grade Seven - First Prize	1B	Wong Chun Ming
		Western Instrumental Section - Piano Solo - Grade Seven - Third Prize	2A	Kuk Man Hin
		Chinese Instrumental Section - Suona Solo - Junior - Third Prize	5C	Ho Kuen To
		Chinese Instrumental Section - Dizi Solo - Junior - Second Prize	2A	Au Chi Kit
Chinese Instrumental Section - Dizi Solo - Junior - Third Prize		2A	Hou Hon Leung	
Chinese Instrumental Section - Dizi Solo - Intermediate - Second Prize		3E	Chan Ming Kin	
Harmonica Section - Harmonica Band - Secondary - Second Prize		KC Harmonica Band		
Harmonica Section - Harmonica Ensemble - Secondary - First Prize	KC Harmonica Ensemble			

Nature	Competition / Organizer	Award/Prize	Awardee
		Harmonica Section - Harmonica Ensemble - Secondary - Third Prize	KC Harmonica Ensemble
		Harmonica Section - Harmonica Duet - Secondary - First Prize	5D   Poon Chi Him
			5C   Wong Chun Yin
		Harmonica Section - Harmonica Duet - Secondary - Second Prize	4D   Cheng Lung Hei
			4D   Fung Lok Hin
		Harmonica Section - Harmonica Duet - Secondary - Third Prize	4B   Yip Tsz Chung
			4D   Leung Shing Hei
		Harmonica Section - Harmonica Solo - Concert work - First Prize	4D   Cheng Lung Hei
		Harmonica Section - Harmonica Solo - Concert work - Second Prize	4B   Yip Tsz Chung
		Harmonica Section - Harmonica Solo - Concert work - Third Prize	5B   Leung Ka Chun
			4D   Leung Shing Hei
		Harmonica Section - Harmonica Solo - Senior - First Prize	5C   Wong Chun Yin
		Harmonica Section - Harmonica Solo - Senior - Second Prize	5D   Poon Chi Him
		Harmonica Section - Harmonica Solo - Senior - Third Prize	4B   Cheng Lung Hei
		Harmonica Section - Harmonica Solo - Intermediate - First Prize	4D   Leung Shing Hei
		Harmonica Section - Harmonica Solo - Intermediate - Second Prize	4B   Yip Tsz Chung
		Harmonica Section - Harmonica Solo - Intermediate - Third Prize	4D   Cheston Cheng
		Harmonica Section - Harmonica Solo - Junior - Second Prize	2A   Yu Man Hon
		Harmonica Section - Harmonica Solo - Junior - Third Prize	2C   Sam Wong
	年輕人藝術展才華	金獎	4A   吳子謙 5A   老思源
	2011 香港青年匯演	銀獎	英皇書院中樂團
	Hong Kong School Drama Festival (English Drama)	Award for Commendable Overall Performance	King's College
		Award for Outstanding Cooperation	King's College
		Award for Outstanding Stage Effect	King's College
		Award for Outstanding Actor	4D   Yu Ka Long
			4C   Choi Hong Jit Christopher
			5C   Au Kwok Wai
	Award for Outstanding Script	5A   Kwong Oon Hin	

Nature	Competition / Organizer	Award/Prize	Awardee	
	Hong Kong School Drama Festival (Cantonese Drama)	Award for Outstanding Actor	5E	Mok Kok Pong Michael
	English Drama Festival 2012	Award for Outstanding Performer	4C	Choi Hong Jit Christopher
		Award for Outstanding Script	5A	Kwong Oon Hin
	“When you do not know about death, how could you know about life?” Short Film Competition 2012 organized by Centre on Behavioral Health Education / University of Hong Kong	Secondary School Group – 1st Runner-up Prize	5E	Chan Kei Chung
			5E	Mok Kok Pong Michael
			5B	Chan Yiu Hei
			5D	Chan Ka Lok
Physical Development	Hong Kong Schools Sports Federation Inter-School Table Tennis Competition 2011/2012	Boys Overall (Division Two) Champion	King’s College	
		Boys C Grade(Division Two) Champion	1D	Chan Chun Hay
			2A	Leung Wai Chun
			2B	Lau John Milton
			2C	Chan Pak Hong
			2C	Tam Ho Yin
			2C	Wang Kun Qi
		Boys B Grade (Division Two) Third Runner-up Prize	2D	Wong Eugene
			3C	Lo Kai Yiu Ryan
			3D	Cheng Tsz Hin
	Hong Kong Schools Sports Federation Inter-School Handball Competition 2011/2012	Boys C Grade (Division One) First Runner-up Prize	2A	Chiu Yik Tao
			2A	Tong Ho Pan Ben
			2B	Lau John Milton
			2B	Ng Po Wun Baron
			2C	Chan Chak On
			2C	Cheung Delbert Harry
			2E	Chan Sin Hang
			2E	Leung Wing Chung
			1A	Kwan Hang Yui
1A			Ng Cheuk Lam Casper	
1B	Chow Long Hin			
1B	Ho Siu Hin			
1B	Ng Kai Lun			
1B	Sim Yan Tat			
1B	Sin Pun Yim			
1D	Fan Wesley Chi Hang			
1D	Hung Tak Yiu			



Nature	Competition / Organizer	Award/Prize	Awardee		
	Hong Kong Schools Sports Federation Inter-School Volleyball Competition 2011-2012		1D	Law Pak Hei	
			1D	Lo Cheuk Fung	
			1D	Sheung Sin Chi	
		Boys Overall (Division One) Third Runner-up Prize		King's College	
		Boys A Grade (Division Two) First Runner-up Prize	7B	Ho Lon Yin	
			6B	Chan Chun Kit Christopher Laurence	
			6B	Fu Tak Sang	
			5E	Wong Cheok Fan	
			5E	Lee Man Cheuk	
			5E	Mok Kok Pong Michael	
	5B		Lee Tin Sang		
	5B		Yau Chit Wei		
	4D		Chan Chung Fai		
	Boys Overall (Division Two) Second Runner-up Prize		King's College		
	Boys C Grade (Division Two) Second Runner-up Prize	2A	Ma Shek Wai		
		2B	Cheng Tsz Kwan		
		2B	Cheng Ngai Chung		
		2E	Chan Jeffrey Arthur		
		2E	Tong Ka Kuen		
		2D	Yam Ho Fung		
		2E	Shiu Tsz Shing		
		2E	Wong Justin Chak Hei		
		1A	Ng Cheuk Lam Casper		
		1B	So Kwan Yin		
		1B	Wong Ling Fung		
		1C	Wong Chun Hei		
		1C	Ho Sum Lam		
		1D	Lui Cheuk Long Samuel		
		1D	Wan Shing Hei		
	1D	Sheung Sin Chi			
1D	Yeung Chi Lam				
Hong Kong Schools Sports Federation Inter-School Badminton Competition 2011-2012	Boys A Grade (Division Two) Second Runner-up Prize	5A	Chow Chi Hin		
		5C	Esser Bruno		
		5D	Chang Jacky		
		6A	Ma Qun Sing Alfred		
		6E	Cheng Ka Chun		
		7B	Chan Lit Chun		
		7B	Wong Long Teen		

Nature	Competition / Organizer	Award/Prize	Awardee	
			7C	Tam Chi Fung
	Hong Kong Schools Sports Federation Inter-School Fencing Competition	Boys Epee C (HK) - Second Runner-up Prize (Individual Tournament)	2A	Ng Keng Sang
	Hong Kong Schools Sports Federation Inter-School Swimming Championships	Boys B grade (Division Two) 50m Butterfly - Third Runner-up Prize	3D	Lai Pak Kwan
	Hong Kong Schools Sports Federation Inter-School Cross Country Championships	Boys B grade (Division Two) 100m Backstroke - Second Runner-up Prize	4C	Lo Tsz Hin
	Hong Kong Schools Sports Federation Inter-School Cross Country Championships	Area 2 Boys B grade (Division Three) Seventh place	4C	Chan Lai Yin
Moral & Civic Education	Sustainable School Award Scheme organized by the Sustainable Development Council, HK SAR Government	Gold Award	King's College	
	社企民間高峰會「小行動・大改變」社會關懷計劃	最優秀計劃亞軍及最有創意獎冠軍	4A	陳帝羲
			4A	鄭偉權
			4A	卓峻樑
			4A	洪貽燊
			4D	李顯朗
			4D	蘇凱燊
			4D	徐焯峰
			4D	李澤邦
			4D	馮樂軒
			4E	陳穎健
			5B	劉科言
	圓思顧問有限公司主辦「管治研究計劃 2011」	亞軍	4A	卓峻樑
			4A	何昱霆
			4A	孔紹岐
			4A	葉明翰
			4A	梁俊榮
			4A	吳子謙
			4A	徐朗峰
			4E	劉錦威
	「第二十屆全港中學生十大新聞選舉」	最佳新聞標題獎	4A	卓峻樑
		最佳新聞簡介獎	4D	阮俊皓
			4D	溫俊匡

Nature	Competition / Organizer	Award/Prize	Awardee	
	特區政府施政十件大事 評選	三等獎	1B	馮兆瑜
Creative Education	Hong Kong Outstanding IT School Award 2012 organized by Hong Kong Joint School Electronics and Computer Society	Champion	6E	Chan Kei Chung
			6E	Chiu Ho Yeung
			6E	Lau Yi
			6A	Kwong Oon Hin
			6C	Yuen Tin Ching
			6C	Zhuang Tsz Kit
	Hong Kong Outstanding IT School Award 2011 organized by HK Joint School Electronics and Computer Society	Second Runner-up Prize	6E	Cheung For Lee
			6A	Cheng Kai Yin
			6A	Lai Yam Ting
			6A	Lau Hubert
			6B	Shek Tin Pui
	「moWay robot 全接觸」 機械人設計比賽 organized by Central & Western District Committee on Promotion of IT	Champion	5C	Cheng Yu Tung
			5C	Lai Kam Kwan Kenneth
			5C	Leung Ka Chun
	World Robot Olympiad 2012 Junior Secondary Section	Second Runner-up Prize	5E	Chan Kei Chung
			5E	Chiu Ho Yeung
			5E	Lau Yi
	The 6th CTEA CUP Robotic Tournament: The Moon Re-expedition Competition organized by Creative Technology Education Association	First Runner-up Award	2A	Yim Man Chak
2D			Tsang Chun Ming Leo	
3C			Leung Chun Siu	
Career-related Education	JA Company Program 2011-2012	The CEO for the year (Finalist)	5A	Ng Yu Hin
		Company Program Achiever	5A	Wong Bo Hang
Service Education	Service Awards for Volunteer Service 2011 organized by Social Welfare Department	Gold Award	4D	Siu Sing Leong
			4A	Mak Chi Cheong
		Silver Award	5A	Tung Ho Yiu
			6C	Ng Tung Man
			6E	Leung Man Chun
			7D	Wai Tsun Hong
			4D	Wu Cheuk Lam
			4D	Ruan Jun Hao
4D	Cheuk Tsun Leung			

Nature	Competition / Organizer	Award/Prize	Awardee	
		Bronze Award	6E	Mak Hoi Yiu
			6E	Tang Chun Kan
			6B	Cheung Man Kit
			6E	Chin Kwan Yin
			6E	Cheuk Ying Lun
			4D	Li Yat Sing
			6E	Wang Chi Yong
			6C	Ting Ryan Tsz Wai
			6A	Young Tsz Chung
			6E	Ng Chak Yam
			2A	Au Chi Kit
			3D	Fung Wai Yin
	Community Youth Club Member Merit Award Scheme	Secondary Level 3 (Purple Badge)	5A	Au Kwok Wai

## 9. Financial Summary (1.9.2011 – 31.8.2012)

### Financial Summary (1.9.2011 - 31.8.2012)

	Income (\$)	Expenditure (\$)
<b>I ESCBG ACCOUNT</b>		
<b>(a) Non-school specific grants</b>		
1 Baseline reference provision	427,914.00	132,508.27
2 Other education purposes (Balance b/f from the previous year)	1,240,819.00	
<b>Sub-total:</b>	<u>1,668,733.00</u>	<u>132,508.27</u>
<b>(b) School specific grants</b>		
1 Composite I.T. Grant - GSS	397,585.00	330,913.52
2 Capacity Enhancement Grant - GSS	498,185.00	253,391.50
<b>Sub-total:</b>	<u>895,770.00</u>	<u>584,305.02</u>
<b>II TEACHER RELIEF GRANT (TRG) ACCOUNT</b>		
(1a) Provision for 2011-2012	188,508.00	371,090.25
(1b) Balance b/f from the previous year	262,034.00	
<b>Sub-total:</b>	<u>450,542.00</u>	<u>371,090.25</u>
<b>III OTHER NON-RECURRENT GRANTS ACCOUNT</b>		
1 Senior Secondary Curriculum Support Grant		
(1a) Provision for 2011-2012	1,011,555.00	656,229.50
(1b) Balance b/f from the previous year	558,899.00	
<b>Sub-total:</b>	<u>1,570,454.00</u>	<u>656,229.50</u>
2 New Senior Secondary Curriculum Migration Grant		
(2a) Balance b/f from the previous year	23,465.00	22,765.00
<b>Sub-total:</b>	<u>23,465.00</u>	<u>22,765.00</u>

### 3 Liberal Studies Curriculum Support Grant

(3a) Balance b/f from the previous year	92,929.00	89,570.00
<b><i>Sub-total:</i></b>	<u>92,929.00</u>	<u>89,570.00</u>

### IV SMI ACCOUNT

Fees collected from students for specific purposes	292,050.00	329,236.90
<b><i>Sub-total:</i></b>	<u>292,050.00</u>	<u>329,236.90</u>

### V ECA ACCOUNT

(a) Provision for 2011-2012	74,220.00	120,534.50
(b) Fees collected from students(S4 to S6)	73,196.00	
<b><i>Sub-total:</i></b>	<u>147,416.00</u>	<u>120,534.50</u>

## 10. Feedback on future planning

1. Middle managers among the teaching staff will be invited to involve more actively in policy making for empowerment and cultivation of sense of ownership. To prepare for the paradigm shift, middle managers will also be encouraged to play an active role in curriculum planning, catering for learner differences, promoting professional development and exchange among staff.
2. More time and space have to be given for teachers to plan and reflect on their teaching effectiveness, pursue professional training, conduct professional exchanges and give individual or group guidance to students beyond the lesson time.
3. To cater for learner diversity, small class teaching will be provided for the 4 core subjects in the senior levels, in addition to remedial classes for both languages and Mathematics in S1. More enrichment and enhancement measures will be explored to strengthen the learning attitude and motivation of the students.
4. Greater emphasis will be put on strengthening higher order thinking (HOT) skills and study skills in learning and teaching. Cross-curricular collaboration would be encouraged to enhance application and transfer of subject knowledge.
5. To further enhance students' presentation skills, the school will continue to provide training, activities and opportunities to boost their confidence in public speaking.
6. There is room to explore strategies to cultivate a reading atmosphere on the school campus and further enhance reading interest and competency among students. The e-learning culture is also yet to be strengthened by a more extensive use of the e-platform to facilitate collaborative learning and learning beyond the classroom.
7. To enhance students' sense of responsibility towards their own learning, reflective learning would be promoted. The Student Learning Journal will be introduced and students will be given opportunities to discuss their learning targets and reflections with teachers and parents. A Self-Access Learning Centre (SALC) will be provided with self-learning resources to encourage and enable students learn according to their own need and pace.
8. The school will continue to stretch students' potentials and extend their learning experience through nominating and supporting students in different enhancement programmes, both inside and outside school as well as locally or abroad. Organization competency and responsibility of school leaders will be further augmented.

9. To strengthen value education, the school will be in the direction of setting up a more structured school-based curriculum to cultivate self-esteem, harmony with family and friends, commitment to the school and the social community, nationhood, understanding of the world and respect for the environment.
  
10. The school will further strengthen healthy and positive lifestyle amongst students by joining the Healthy School Programme in the coming school year. The caring culture will be further strengthened through the introduction of service education.



## 11. Appendixes

### Evaluation on the Use of Capacity Enhancement Grant, Senior Secondary Curriculum Support Grant and Liberal Studies Curriculum Support Grant, 2011-2012 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 3 temporary teachers</li> <li>(b) Appointment of 3 Teaching Assistants</li> <li>(c) Appointment an Administrative Assistant</li> </ol>	<ul style="list-style-type: none"> <li>● The employment of the temporary teachers provided sufficient manpower for the teaching of NSS Chinese and Maths and ICT in S4 and S5.</li> <li>● The employment of a temporary Liberal Studies teacher provided additional manpower to relieve the teaching load of 3 LS teachers. This created time and space for the completion of the re-structuring of the LS curriculum from S3 to S6. Teaching plans and resources formulated and designed were implemented and reviewed. In addition, it enabled the other LS teachers to focus more on the planning and coordination of IES in S5 and S6. An additional teacher also allowed for resource catering individual learning need.</li> <li>● The additional teaching staff also 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 and the implementation of the respective programme plans.</li> <li>● The Administrative Assistant provided essential relief for all teachers in non-teaching related duties including:             <ol style="list-style-type: none"> <li>(a) secretarial duties</li> <li>(b) assisting in preparation of school and student documents</li> <li>(c) assisting in liaising with old boys</li> <li>(d) assisting in PTA activities</li> <li>(e) assisting in all examination-related matters</li> </ol>             so that teachers were able to concentrate on curriculum planning and teaching.           </li> <li>● The TAs have contributed a lot in conducting remedial support for the weak students in Chinese, Mathematics and Liberal Studies of different form levels.</li> </ul>

Objectives/Plan	Evaluation
	<ul style="list-style-type: none"> <li>● Throughout the whole year, the TAs have provided essential assistance to teachers of the Chinese, Mathematics, Liberal Studies, IH, Sciences departments as well as various functional committees in tasks including: <ul style="list-style-type: none"> <li>a. preparing teaching and learning materials,</li> <li>b. helping the NSS curriculum development,</li> <li>c. implementation of SBA,</li> <li>d. preparing form-teacher period materials,</li> <li>e. preparing OLE materials,</li> <li>f. taking junior form students to the Speech Festival Competitions,</li> <li>g. giving support to students participating in external competitions</li> </ul> </li> <li>● Assistance has also been given to other teachers, including: <ul style="list-style-type: none"> <li>a. lesson substitution - The total number of lessons substituted by the TAs was 881 this year. This provided space for the teachers to attend professional development courses and relieved the other teachers from taking up the substitution duties.</li> <li>b. internal and public examination invigilation duties (315 hours and 38.5 hours respectively) so that teachers can focus on marking the answer scripts and developing assessment for learning strategies.</li> <li>c. The TAs have offered administrative support relating to the S1 Admission Interview.</li> </ul> </li> </ul>

二零一一/一二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、麥婉婷老師

聯絡電話：

25470310

A. 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)	備註(例如:學生的學習及情意成果)
黑暗中的對話(S3, S4)	5 人	100%	4/2/2012	\$725	反思討論	黑暗中的對話體驗館	透過 90 分鐘的黑暗教育體驗旅程，讓學生在完全黑暗的環境中，健視者猶如失去視覺；這種角色互換，了解和明白視障人士的生活。
洛奇機械人(科學魔法車)研習班(S1-S3)	15 人	85%	11/2/2012 18/2/2012	\$13100	分享會、問卷	理腦思科儀 教具社	*學生能認識基本電學實驗、電子零件、光影感應器、紅外線感應器。 *學生能製作洛奇機械人(機械人能沿地面黑色線前進) *學生覺得很有趣，平日很少接觸這些電子知識。 *也訓練了他們的耐性和思考力。 *課程完成後，安排了一個分享會，讓學生能把他們所學的與其他學生分享有關學習經驗。
<b>【自我挑戰】</b> 成長訓練計劃 (中一及二級同學) (包括: ABC 體驗訓練營、義工服務)	4 人 (總參加人數 32 人)	90%以上	2011 年至 12 年 11 月至 12 月 2012 年 3 月至 4 月	\$900	- 導師觀察及評估學生活動表現 - 檢討問卷調查 - 學生分享檢討會	香港小童群 益會	<b>中一級</b> 能提升學生發展學業以外的能力和興趣例如： - 小組課程能有效提升同學認識個人性格及能力，建立正面自我形象； - 義工服務能有效提昇同學對社區的認識，並提升學生對社區的歸屬感和承擔感；

						<ul style="list-style-type: none"> <li>- 小組活動能有效提升學生的責任感和自信心，並增強與他人合作的經驗；組織及帶領活動的知識和技巧；</li> <li>- 歷奇訓練有效提升學生抗逆力、能力感和自信心</li> </ul> <p><b>中二級</b></p> <p>能提升學生發展學業以外的能力和</p> <p>興趣例如：</p> <ul style="list-style-type: none"> <li>- 老人院活動加強學生了解長者的</li> <li>- 身心狀況及與長者的溝通方式、</li> <li>- 更了解長者的需要；</li> <li>- 有效提昇同學對校園及社區的歸</li> <li>- 屬感和承擔感；</li> <li>- 小組為長者表演更有效提升學生</li> <li>- 的責任感和自信心，並增強與他</li> <li>- 人合作的經驗；組織及帶領活動</li> <li>- 的知識和技巧；</li> <li>- 歷奇訓練有效提升學生</li> <li>- 抗逆力、</li> <li>- 能力感和自信心</li> </ul>
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S1: Effective Study Skills	76 人	90%	S1: 1/3, 2/3, 8/3 (15:45 - 17:15)	\$8100 X 3  Total: \$24300	問卷	Evenue Limited	<p>_學生能學會幾種的學習策略</p> <p>-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。</p> <p>-學生能學會有效的溫習方法。</p> <p>_其中中二年級的較活躍，上課不太專心。</p> <p>-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。</p>
S. 2: Reading Strategies Training Workshop			S2: 23/2, 1/3, 2/3 (15:45 - 17:15)				
S3: Reading Strategies Training Workshop			S3:20/2, 28/2, 1/3 (15:45 - 17:15)				
			總開支	39025			

## 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			
<b>學習成效</b>						
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		✓				
<b>個人及社交發展</b>						
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		✓				
<b>社區參與</b>						
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)：\_\_\_\_\_