

KING'S COLLEGE

School Report

2017-2018

Annual School Report 2017/2018

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1. Our Mission, Goals and Values

Our Mission

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

Our Goals

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

Our Values

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

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

2. Our School

King's College was founded on its present site in 1926 and is a boys' school. With a glorious history of over 90 years, it has graduates excelling in all walks of life and all over the world.

School Management Committee

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
Number (Percentage)	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

3. Our Students

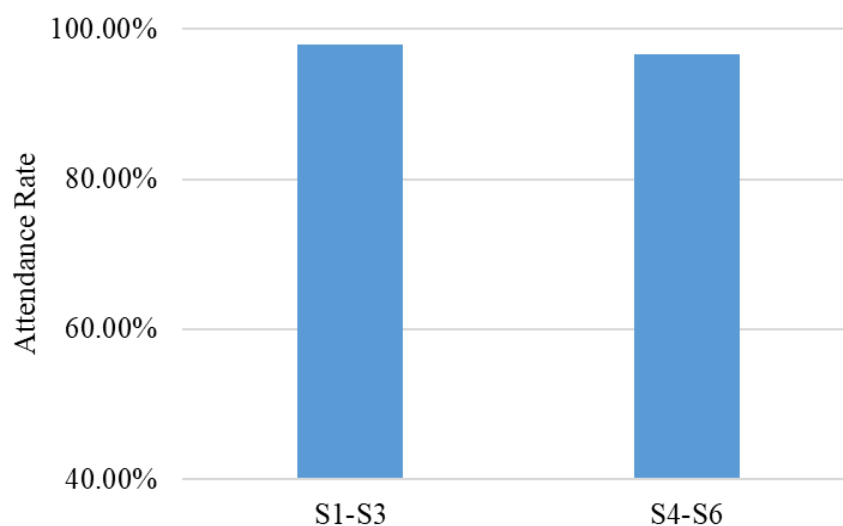
Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	144	144	140	143	139	134	844

Unfilled Places

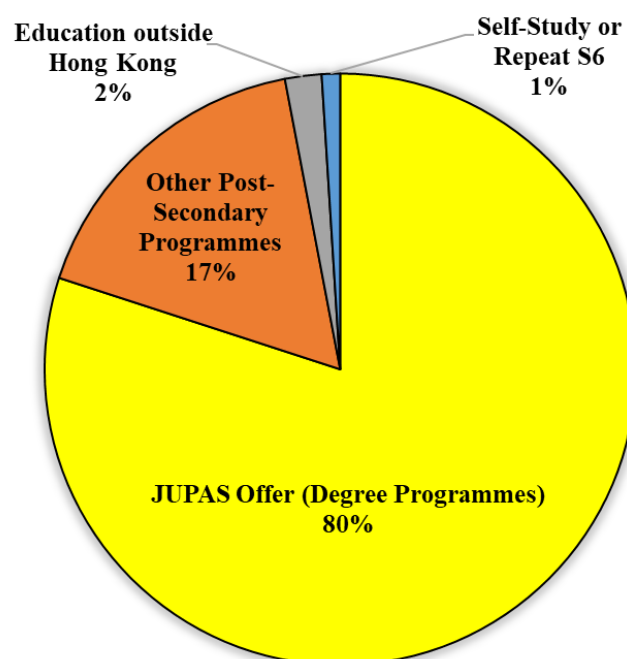
There are no unfilled places throughout the year.

Students' Attendance



Students' Early Exit

Level	S1	S2	S3	S4	S5	S6	Overall
Percentage	2.1%	0.7%	0.7%	2.1%	1.4%	0	1.17%

Destinations of S.6 Graduates**4. Our Teachers****Teachers' Qualifications****Highest Academic Qualifications attained by teachers**

Academic Qualifications	No. of Teachers	Percentage
Non-Degree	2	3.6%
Bachelor's Degree	26	47.3%
Master's Degree or above	27	49.1%

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

Teachers' Qualification	Percentage
Professional Qualification	100%
Subject-trained (Chi)	100%
Subject-trained (Eng)	100%
Subject-trained (Maths)	100%
English Teachers meeting LPR	100%
Putonghua Teachers meeting LPR	75%

Teaching Experience

Year of Experience	No. of Teachers	Percentage
0-4 years	5	9.1%
5-9 years	8	14.5%
10 years or above	42	76.4%

Teachers' Professional Development

Total number of training hours	Average training hours per teacher
3418.6 hours	61.0 hours

5. Achievements and Reflections on Major Concerns

Major concern 1: To promote self-improvement in learning and teaching

Target 1: Fostering the spirit of enquiry and exploration among students

Achievements

- **Language across the curriculum through Project-based Learning**
 - (a) The English Department collaborated with the Mathematics Department to work on a project focusing on both writing and speaking activities. Students learned how to write a letter of advice and analyze the findings in the form of statistical figures in the presentation session. The project presented in the Knowledge Fair would display the knowledge they have acquired in both Mathematics and English lessons.
 - (b) Another collaborative project aiming to sharpen students' critical thinking skills and presentation skills was jointly launched by the Chinese and the Chinese History Departments at S.2. The topic was “歷代帝皇專頁”. Students needed to construct a Facebook page in the name of an ancient emperor to introduce his background and achievements. Students of other groups were required to give comments on their descriptions. The assessment was based on their subject knowledge and the appropriate application of literacy skills to construct knowledge.
- **Promoting STEM Education**
 - (a) Students from the Research Team had conducted 6 tailor-made after-school STEM-related workshops for S.1 students. This program provided them with opportunities to have a better understanding of science principles through observation and laboratory investigations. 17 students were trained in pull-out tailor-made workshops to enhance their literacy in science and basic laboratory skills to prepare them for the conduct of research work.
 - (b) Research teams worked on various scientific projects for open competitions and the following achievements were made:
 - Champion in the Hong Kong Chemistry Olympiad for Secondary Schools
 - First Place Award and the Youth Scientist Award in the Hong Kong Youth Science and Technology Innovation Competition
 - First Place Award in the China Adolescent Science and Technology Innovation Contest
 - Honourable Mention Award offered by the American Statistical Association in Intel ISEF in the USA.
 - (c) To keep students abreast of the latest development of technology, a number of STEM-related workshops/visits were organized including Inno Tech Expo 2017, HK R&D Centre for Logistics and Supply Chain Management Enabling Technologies (LSCM) in Cyberport, VR/AR Tech

Sharing, China Light and Power Co Ltd talks, Apps writing training, Big Data Workshop run by old boys, etc.

- **IT**

(a) Students participated in various I.T. competitions to enhance creativity and problem-solving skills.

The achievements are as follows:

- First Prize in Creative Technology Education Association Cup Robot Competition 2017
- Merit Prize in Master Code 編程大賽 2017 - 創建智慧城市
- Best of Creativity in Fun with Learning 2018 – iGeneration Hong Kong i-Make Model Product Making Competition
- Merit Award in The Hong Kong Secondary Innovation and Technology Competition 2018
- 2nd Runner-up in i-Learner - ‘You’re a Talent’ Show

(b) Different programming skills were taught at different levels.

S1-2 : Scratch Programming

S3 : Apps writing

S4 : Structured Query Language

S5 : Pascal Programming

(c) Peer training : Robotics programming training by senior form students to junior form students held after school

(d) Demonstrations on robotics programming and Arduino programming were held on Open Days and in late May during lunch time at the school entrance

Reflections

- **Project-based learning**

The cross-curricular language across the curriculum programmes helped students assimilate language learning with content learning. From teachers’ observation and assessment of their learning tasks students completed, both projects successfully raised students’ awareness cognitively in the learning of the two subjects. Students were able to apply the knowledge acquired in both subjects with a higher degree of language proficiency. Some students reflected that the use of Facebook as a tool to present the subject knowledge gave them stronger motivation to investigate the issue under discussion but at the same time it meant heavier workload for them. However, they found the learning activity thought-provoking and help them to consolidate their learning.

- Promoting STEM education

The continuous training provided to students is one of the keys to help equip the Research Team with more extensive and broad learning. Before students became skillful enough to take up research work for the open competition, they had to go through a period of internship during which they learned the basic skills and the required subject knowledge. To maintain this tradition, it is imperative to recruit more junior students especially S.3 students to join the team. It can be a relief as students are aware of the government's intention of developing technology in the near future, more students of different capacities show interest in joining STEM activities and this would help much to pass on the torch. To nurture more students to engage in scientific research work, the incorporation of STEM elements into the formal curriculum at junior levels.

- IT

To catch up with the current trend of exposing students to the training of coding and programming, the I.T. Department keeps updating the curriculum to catch up with the trend. By taking the advantage that some graduates are working at senior positions in the computer industry or tertiary education institute, the school can provide students a lot of opportunities to learn the latest technology through tailor-made on-site visits and workshops.

Target 2: To further enhance students' language competency

Achievements

- **Promoting Language across the curriculum (LaC) and Reading across the curriculum (RaC)**

(a) English – LaC

Apart from the collaboration between English and Mathematics Departments, a joint language across the curriculum project was launched with the History curriculum. Two handbooks with different languages focuses were compiled and distributed to students at the beginning of either terms. Students were required to make use of the language items learned to complete their history assignments. Students in general mastered the language items well and successfully made use of them in their work.

(b) English – RaC

S.1 – S.3 supplementary exercises (STEM-related) were designed by teachers covering different STEM topics like animals' sleeping pattern, construction of tall buildings, technology and its impact, etc. to help students develop effective reading skills and to broaden their horizons in the learning of science. Several sets of information text exercises were prepared for S.4 and S.5 students during long holidays. The topics ranged from local issues to global issues like subdivided flats and technology. Students completed the tasks with a high degree of accuracy.

(c) 中文科 – 跨課程語文學習

在中文科及中史科的跨學科專題研習中，學生按指示利用社交平台 facebook 為指定歷史人物設計其專頁。他們在當中學習並應用了相關的語文表達及評論技巧。

(d) 中文科 – 跨課程閱讀

透過閱讀相關書籍，人物傳奇及主動搜集史料，加深了學生對著名歷史人物的認識。學生能從不同角度分析史料，及評價歷史人物功過。

● **Creative endeavours**(a) 中文科

- 中一及中二學生以課文為藍本，改寫劇本，並以 iPad 拍攝，作後期剪輯及加插字幕。80%學生能達到預期目標，改編/增潤文章內容。
- 中三班際辯論比賽
 - 上學期重點：建立論點及論證
 - 下學期重點：駁論

(b) English

- (1) A school-based poem booklet was designed for S.1 students covering poetic devices and introduction of different poem genres. Students were required to write their own poem based on the class reader, “The Invisible Man” and their poems were submitted for entries to the Budding Poet Award organized by the EDB.
- (2) S.2 students had to perform a dramatic scene based on the reader, “Slumdog Millionaire”. With a school-based drama booklet, students were exposed to knowledge in drama elements and skills of script writing.
- (3) A school-based movie booklet was designed for S.3 students to guide them through the preparation for forum discussion. Students worked in groups and played the role of director, playwright, actors and audience to discuss whether the movie was suitable for teenagers. The activity was designed to prepare students for their SBA in senior forms.

● **Learning languages through activities beyond lessons**

(a) 中文

語文菁英

- 根據閱讀《天地不說話》一書，創作一齣短劇，並藉著演出，增進同學正確的環保概念，宣傳環保理念。
- 以《天地不說話》為元素，展現對環保議題之關注。
- 語文菁英帶領同學生排練《天地不說話》短劇。

(b) English

- (1) With the assistance of the English teachers, the English Elite Team and the English Society conducted a series of activities for festival celebrations, including Halloween, Christmas and Valentine's Day etc. and other language activities such as designing creative Halloween masks and characters, Riddle Guessing, Love Messages Writing, Love Songs Broadcast. S.1 students were given the chance to enrich English learning in the context of Chinese and English cultures.
- (2) The Dove Tale drama team and staged an entertaining drama show "The Midsummer Night's Dream" on 17 May 2018. The audience, comprising students of S.1 to S.3, was actively involved in this highly interactive play. Response from students was positive and activity of the kind helps promote students' interest in liberal arts.
- (3) Students displayed their creativeness and their language abilities in different competitions. A team of S.1 students won the merit award in the Oxford Junior Secondary English Video Competition. Students' talents in drama performance stole the limelight in the Hong Kong Drama Festival 2017-18, the Inter-government Secondary School Drama Fest, 'Speak out – Act up!' Improvised Drama Competition, etc., winning a line-up of awards and prizes.

Reflections

- LaC and RaC were launched on an organized manner to promote the transfer of language skills among students this year. Students could master the target language skills in a more organized manner which obviously helped to enhance the quality of work done. Through the launch of the programmes, collaboration between language subjects and other disciplines has greatly enhanced. Teachers looked for relevant topics and the relevant language forms to tailor-make the teaching materials and the classroom activities which aim to enrich students' language and subject knowledge. What has been done has distinctively shown that students are capable of applying the target language skills to their learning of different subjects and what they have done deserved commendations.
- The Language Ambassadors, both the Chinese and the English teams, have helped the school to create a language-rich environment by conducting lunchtime language activities for junior form students. Students in general showed enthusiasm joining the activities. Most of them commented that the fun-filled activities could help them practise their language skills and promote their interest in English learning. To arouse and sustain students' interest in learning the languages, topics that suit students' interest were carefully selected by the ambassadors themselves.

Target 3: To motivate students and teachers to strive for continuous self-improvement

Achievements

- **Students: Self-directed learning**

- (a) e-Learning

(1) Learning and teaching activities were made more interactive with the use of functional Apps: having real-time discussions, collecting experimental data, giving presentation, drawing mind-map, monitoring microscope, doing virtual dissection and mathematic computation and composing music, etc.

(2) Discussion groups were set up on educational platforms such as Edmodo and Facebook to provide real-time exchange of ideas and off-lesson discussion among students and between teachers and students.

(3) All DSE elective subjects made use of the HKDSE on-line assessments system to give continuous assessment of students' learning progress. Teachers can set tasks of different levels of difficulties according to students' work done.

(4) Not less than 78 lessons made use of mobile devices and mobile network to conduct self-directed lessons in the school year.

- (b) Academic Reflection (assessment as learning)

Academic learning goals on subjects chosen by students were set in the beginning of academic year. Students' learning progress was assessed and target adjusted after each formative assessment. It gave opportunities to students to adjust their learning strategies to strive for continuous improvement.

- **Teachers : Continuous Professional Development**

- (a) Learning Circle

(1) Teachers in all subject departments formed learning circles and conducted collaborative lesson preparation, curriculum tailoring and teaching material preparation for selected topics to increase teaching effectiveness.

(2) The Liberal Studies Department continued to participate in the Liberal Studies Learning Community of the Government Schools to develop and implement the school-based curriculum.

(b) Pedagogy study

The main theme of pedagogy lessons this year is 'Using mobile devices to cater for learner diversity'. More new applications and tools such as Adobe Sketch and Geogebra were used to engage students in learning activities in class. 23 groups of teachers from different KLAs conducted the pedagogy study throughout the school year.

(c) IT in Teaching

Two workshops related to the use of mobile devices with interactive platform 'Powerlesson' were run on two staff development days. Two IT training workshops on the use of mobile devices were organized after school.

Reflections

- **Students: self-directed learning**

The use of mobile devices and integrated educational platform have facilitated self-directed learning in classroom teaching as teachers can reach out to all students to keep track of the tasks assigned to them. Through simple online pre-lesson tasks, students got themselves prepared for the lesson which in turns sped up the learning and teaching process in class. Many new education Apps were used this year for carrying out interactive tasks which could not be done before such as conducting virtual dissection in Biology lessons. Since many students have their own mobile devices, teachers can assign extended tasks to them as post-lesson activities to be done at home.

- **Teachers : Continuous Professional Development**

- (1) Teachers formed more than 15 learning circles this school year. This enabled teachers to have a better understanding in the needs of students from classes other than the one they take charge of. Teachers in the circle made serious attempt to design and plan for teaching materials which could be used flexibly in classes of different abilities. Lesson observation among teachers in a circle provided valuable feedback to teachers in the circle which in turns prompted them to make necessary adjustment to the strategies and the materials tried out to enhance the effectiveness of learning and teaching.
- (2) Teachers are becoming more familiar with the use of mobile devices to conduct a wider range of teaching activities in class. School-based teacher training workshops will continue to be offered at different times in a school year to keep teachers' knowledge in the use of mobile devices up to date.

Major Concern 2: To strengthen students' character and capacity building

Achievements

Target 1: Pursuit of a virtuous student life

(I) Theme of the school Year: Empathy and Self-Management

- Various committees and subject departments had contributed to the development of empathy and self-management of our students through a wide array of co-organized activities such as the Slogan and Poster Competition (S.1-S.2), Creative Writing Competition (S.1-S.5) and Inter-class Board Display Competition (S.1-S.6). Students have been cultivated with the importance and skills of empathy and self-management for enhancing their personal development.
- The morning assembly was an effective channel for education of positive values and attitudes. Representatives from different classes used this platform sharing their views on the themes of the school year via different forms of presentation like speech, drama and article appreciation.
- The Clean Classroom Campaign offered a good chance for students to train their self-management abilities. Students had cooperated to clean and tidy up their classrooms three times in every semesters for making a pleasant learning environment. The campaign had also fostered their sense of belongings and responsibility. The Classroom Cleanliness Competition held for junior levels was found successful in boosting students engagement in the programme.
- To promote positive and compassionate attitude, a talk 「與視障人士分享」 was organized for S.1 & S.2 students and a drama 《平常心 看世界》 for S.3 & S.4 students. Observed from the active response of students in the post-activity discussion sessions, the outcomes were satisfactory that raised students' awareness and brought positive impacts.

(II) Project A for promoting self-discipline

- Classroom Code for maintaining good class discipline was set by each class at the beginning of the school year. Form teachers and class prefects had assisted their respective classes to follow the class rules, assessed their performance and conducted evaluation periodically. The daily class performance of junior levels was recorded in the class log book for the Inter-class Self-discipline Competition. Students were found to be more aware of their responsibility to maintain a harmonious relationship in the classrooms which was conducive to learning and teaching.

(III) Merit scheme reinforcing positive behaviour

- The Project A Competition, Star of the Month Awards and Punctuality Competition were organized to award and reinforce positive behaviour and create role model effect. These measures had also facilitated the development of students' self-management skills.

(IV) Basic Law Education

- To foster the sense of civic identity and enhance citizenship, the Basic Law Education has incorporated in the Form Periods. Teaching materials from the EDB Basic Law Learning Packages were adapted which most form teachers agreed that they were useful. Apart from the formal curriculum, our students were encouraged to participate in 「特區政府施政十件大事評選」 and ‘中山大學第十八屆《基本法》及國民常識網上問答比賽’ and their performance were satisfactory.
- Liberal Studies Department has revised the 3-year curriculum on Life and Society to include more Basic Law Education in the syllabus as to enhance students' understanding of relationship between the Basic Law and our daily life. Basic Law Education have been included in all the seven units throughout the academic year. Most students have shown good knowledge and understanding in Basic Law through the Q&A during lessons and the assessment results.

Target 2: Enhancement of students' personal qualities and attributes

- To promote the spirit of brotherhood, ECA committee and senior form students planned and organized lunch-time activities for S.1 students. The organizing committee faced numerous challenges during the preparation of activities and thus trained their problem solving skills and enhanced planning and organization abilities. The programme has been launched successfully and more than 70% of S.1 students joined the activities. All participants enjoyed the activities and appreciated the efforts by their senior form brothers.
- To further strengthened the planning and organization skills of senior form students, a group of S.4 and S.5 students joined a photography training programme organized by the Suicide Prevention Services in February. They planned and organized a photographic exhibition displaying their outstanding work in May and the feedback was very encouraging.

Target 3: Pursuit of purposes in school life

(I) Careers and Life Planning (CLP)

- Our Career Guidance Team focused on strengthening the use of Career Action Plan in CLP. A briefing session on the role of form teachers in supporting students' careers and life planning was held and the idea of Career Action Plan was further explained before the commencement of the school year.
- All Form Periods on Career Action Plan were completed and the plans have been filed to students' "Career Profile" for keeping record of students' development as to facilitate careers counselling. The use of "My Career Profile" was reinforced and students were nurtured with the concept of self-management in CLP.
- The Career Guidance Team also collaborated with the Counseling Team to provide training for all form teachers and assistant form teachers in conducting career interviews. Trained with counselling and guidance interview skills, they were required to conduct formal interviews with their classes in groups or on individual basis at least once in the school year. Most teachers expressed the more in-depth discussion helped their understandings about their students' issues.
- A Career Guidance teacher joined the Basic Course on Career Guidance and Life Planning for Secondary School Teachers (20 hours) while the other two team members completed the Unit 1 to Unit 3 of the training courses provided by HKACMGM on eLearning Platform in this school year. All Career Guidance teachers are now equipped with structured training on CLP and able to provide professional guidance to students.

(II) Leading a healthy lifestyle

- The school concerns both physical and mental health of our students. For promoting students' psychological health, we participated in a mental health programme and launched the Joyful @ King's programme this year. On top of a series of tier-one mental health support activities, the programme also provided peer counsellor training for our senior form students enhancing their abilities in dealing with schoolmates having emotional difficulties. Moreover, a training session was organized for form teachers in early identification of students with emotional and mental health needs in April. Both students or teachers have increased their awareness of mental health.
- To strengthen the gate keeper culture, the Counselling Team extended the Life Gate Keeper Programme for S.2 and S.3 students and 15 students were trained in the first semester. After training, the gate keepers organized different activities including information booth, slogan

competition and film sharing for the promotion of positive life attitude. Some form teachers and the school social worker reflected that some gate keepers approached them and reported cases of emotional difficulties. This proved that the gate keeper culture has being developed gradually.

(III) Leading a green lifestyle

- Various activities designed by the Environmental Protection Committee had promoted students' awareness of environmental protection and encouraged them to live a green lifestyle. Based on the revised guidelines on the use of electricity in classrooms, all Class Green Leaders were able to prevent energy wastage. A Green Class Award was set to recognize the good performance in classroom energy conservation. The patrol records showed that 90% of the classes could follow the guidelines on use of electricity and practice energy saving.
- The school conducted the Carbon Audit this year and the use of resources including paper, electricity, water and other carbon-related resources was recorded on monthly basis. The Student Environmental Protection Team was trained by the World Green Organization Ltd. in carrying out carbon audit in classrooms and special rooms. The concept of carbon audit and the way to reduce carbon footprints in school and their daily lives was discussed in a Form Period. A Carbon Audit report would be published via School Webpage in August and measures to reduce carbon emission would be set in response to our level of carbon emission.
- Green Pledge was incorporated in the Classroom Code and each class had included at least one statement on environmental protection in their Classroom Code. Form teachers monitored the class performance and it was pleased that most of the classes could meet the goal set.

Reflections

- The inculcation of core values is an important part in cultivating our students to become future leaders. It is suggested that the values education to be one of core elements in the next three-year development plan.
- The Classroom Code and class log book were found useful tools in fostering self-discipline. However, their effectiveness depends greatly on the frequency of checking and evaluation by form teachers. Also, the Classroom Code has been launched for many years and modification is necessary in order to sustain its effectiveness in future.
- Better communication and coordination among committees and subject departments is crucial to avoid time clash of activities as to ensure students can take part in different activities for personal development and enrichment.

- The feedback of Joyful @ King's and Life Gate Keeper Programme were positive. The gate keeper culture should further be enhanced and students' connection would be the focus of these programmes in the coming school year.
- A caring and loving school environment is important in promoting students' psychological health. The Class Management Programme will be an effective strategy in enhancing caring class culture and can be further discussed in the area of concern next year.
- More resources are required in order to have better support for students with emotional difficulties. The school will join the programme 「醫教社」 next school year which provides a platform for experts from medical, educational and social work setting to enhance the support for our students.
- Apart from energy conservation, there are many other environmental issues that required our actions for protecting the earth. Environmental education should be further enhanced in order to cultivate our students to become responsible global citizens.

6. Our Learning and Teaching

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

KLAs	Percentage of Lesson Time
Chi. Lang Education	18.6%
Eng. Lang Education	16.7%
Mathematics Education	13.8%
PSHE	15.2%
Science Education	11.4%
Technology Education	5.7%
Arts Education	5.7%
PE	4.3%
Liberal Studies	4.3%

Lesson Time for Senior Secondary Classes

KLAs	Percentage of Lesson Time
Chi. Lang Education	13.6%
Eng. Lang Education	13.6%
Mathematics Education (excluding Extended Mathematics)	12.3%
Liberal Studies	12.3%
Elective Subjects	11.8%
Extended Mathematics	5.5%
Arts Education	1.8%
PE	4.1%

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

Overview

Our school curriculum is designed in line with our mission to help students discover and develop potentials and prepare them to embrace challenges they will later come across in their studies and in their life. The curriculum is broad and well-balanced with clear and concrete goals to foster students' whole person development. Balanced emphasis has been put on students' intellectual and personal development with positive attitudes and values being inculcated through both formal and informal curricula. All subject departments formulated their respective annual programme plans with detailed implementation and support strategies to align with the School's development priorities.

In the third and final year of implementation of the 2015–2018 School Development Plan, both students and teachers have made serious attempts to experiment with different strategies with a view to attaining a higher level of effectiveness in both learning and teaching. As described in the work accomplished in the first major concern, "To promote self-improvement in learning and teaching", a wider spectrum of students of different abilities are given opportunities to apply the skills they have learned and to initiate self-learning beyond classrooms. With the experience acquired through experimentations over the past three school years, our teachers have acquired a higher level of confidence and competency in designing learning activities and materials which target to enhance learning effectiveness and to help to spark off a stronger spirit of self-directed learning among students. (For details, please refer to p.7 - 13)

The Reading to Learn Committee continued to launch a variety of reading programmes for students to promote their interest in reading and to facilitate active learning beyond the confinement of textbooks. Following the successful launch of theme-based reading programmes in the first two years of implementation, the Committee continued to compile, with the support of different subject departments and functional teams, a list of themes bearing a clear focus to foster independent learning to extend students' knowledge in a variety of subject matters. The list so prepared structured students' reading experience in the 30-minute weekly morning reading sessions throughout the school year. The Committee and the School Library, supported by the different subject departments and major committees, prepared reading materials which echoed the theme of the school year, "Empathy and Self-management". Adopting a whole-school approach, subject departments incorporated Reading to Learn assignments, in conventional or e-modes, in their respective curriculum. Reading Ambassadors shared their reading experiences in the morning assemblies on a monthly basis. The "One Student Recommends One Book Scheme" received very positive response from students which has helped much to enrich the school library's collection with an extensive collection of books that matches the interests of students. The easy access of books of different types and genres, the thematic new books displayed in the School Library and the two Book Fairs held in the school year all contributed to fostering a stronger reading to learn culture at school.

A heavier emphasis has been laid upon the design of learning materials. To accomplish the set tasks, collaboration among and between teachers of different subject departments has been strengthened. Lessons, programmes and learning materials, under the initiatives of Reading across the Curriculum

and Language across the Curriculum, were jointly designed by teachers to enhance students' language competency and to broaden their knowledge base. While encouraging students to transfer what they have learned from one subject discipline to another, language teachers have selected the relevant language items and content to help strengthen students' power of analysis and expression. Over the past three years, the collaboration between the language departments and the various subject departments, including History, Chinese History, Liberal Studies, Mathematics, Biology, Integrated Science, Geography, etc, have enhanced students' learning in the subject areas while at the same time trained up their generic and language skills. The works so produced showed that students were able to assimilate the subject knowledge with effective use of language to express more complicated concepts and ideas and to complete challenging tasks that require higher order thinking skills. Our Science Research Teams continued to exhibit their self-directed learning capacities in the respective science projects that won honour and recognition in a series of local and regional competitions. (Please refer to p.29 - 50 Students' Achievements in External Competitions) Students also obtained very impressive results in other project-based learning competitions, such as the Statistics Project Competition. To encourage peer learning and to promote self-directed learning, the more outstanding ones were selected for sharing in the Knowledge Fair at the end of the school year.

A series of STEM education programmes were run to foster the spirit of science exploration and investigation. Apart from the sessions provided for the Research Team, skill-training activities on scientific investigation were also run for junior form students. Students were given opportunities to take part in local or even international competitions. The revamp of the Computer Studies curriculum at junior levels has laid a stronger emphasis on programming and coding. A more structured curriculum was implemented at junior levels preparing students for the studies at senior secondary levels. For all the work done to promote students' interest in STEM, students enthusiastically participated in many and different competitions and continued to achieve outstanding results, bringing honour to the school.

A great number of extended learning activities for students to stretch and demonstrate their learning capacities were organized throughout the final year of the three-year plan. For the two language subjects, by engaging students in debate and drama, students have demonstrated greater confidence in using the language for oral and written communication. With the implementation of the school-based drama curricula at S.1 and S.2 for both language subjects, students were given opportunities to apply their language knowledge and skills in preparing for and staging the performance. To further enhance students' competency in languages, students of both junior and senior forms were given the opportunity to get exposed to authentic language use through drama appreciation and production. Training courses for both senior and junior students, followed by in-house competitions, prepared our school debate and drama teams well for inter-school competitions. The entertaining interactive drama show "Midsummer Night's Dream" organized by the English Department helped raise students' interest in English Literature and drama performance. Students brought home a collection of awards from various drama competitions, including the Hong Kong Schools Drama Festival 2017/18, 'Speak Out Act Up' Improvised Drama Competition and the First Inter-government Secondary Schools Drama Fest.

Twenty-seven of our S.2-S.4 students demonstrated their outstanding writing and public speaking talents in the World Scholar's Cup contest held in Melbourne, Australia. They had won an impressive line-up of prizes at different classes and events. All those who participated were qualified for the final world contest to be held at Yale University, USA in November 2018. S.1 and S.2 students, based on the texts they learned in Chinese lessons, attempted on script writing for group drama performance. Students used i-pad to record the performance and with their knowledge in IT, finished post-performance editing and adding of subtitles on their own. Debating skills were taught at S.3 and the four classes competed against each other in the inter-class debating competitions. Apart from these, the two teams of Language Ambassadors organized a variety of interactive language activities for S.1 students during lunch time and after school. Besides helping promote a language-rich environment on the school campus, the language ambassadors in discharging their duties honed their language skills while at the same time strengthened their skills in planning and organizing activities. Joint-school oral practices and other language support classes were provided for senior students to boost their confidence in sitting the public examination.

Learning activities fostering students' whole person development were organized for students across all levels. The Student Development Day held in the first term again helped to broaden student's learning opportunities beyond classrooms in areas like social service, career-oriented activities, personal development, leadership training, etc. The study tour to Guangzhou for all S.2 students organized by the Liberal Studies Department, the study skills training for S. 1 students and the participation in mock trial by senior form students all enabled students to apply what they have learned in lessons to practical situations to strive for a higher level of achievement. In different Key Learning Areas (KLAs), opportunities were offered to students to learn beyond the formal curricula and to motivate them to learn through self-regulated activities. As in previous school years, students of different abilities were encouraged and guided by subject teachers to take part in programmes to stretch their potential through their participation in external competitions, local as well as overseas. The school maintains a long-time record of outstanding performance, particularly in the Science and Arts Education KLAs, in this respect. (For details, please refer to p.29 – 50 Students' Achievements in External Competitions) To broaden students' learning and to enable them to sharpen their global perspective, students travelled around the world to take part in various kinds of competitions, ranging from robot competition and science research to academic challenges on Chinese culture and history and the functional use of the English language. Enhancement and support classes were also organized by respective subject departments to help students strive for a higher level of attainment.

Teachers have kept themselves abreast of the latest development in curriculum renewal by participating in different professional development programmes. Teachers of the same subject discipline shared and exchanged their experience in informal and formal encounters through the different Learning Circles formed. Pedagogy studies continued to strengthen teachers' professionalism by enabling them to explore and to design on different teaching methods and technology, especially with the use of IT, and to work out appropriate strategies to cater for learner diversity.

To allow a more systematic planning for the implementation of STEM education in the next development cycle, and to further equip and extend teachers' capability in using mobile devices in and beyond the classroom to enhance students' learning effectiveness, the school, with the effort made by the IT Committee, conducted different in-house training workshops on e-learning. To facilitate the exchange of experience with teachers from other schools, the Liberal Studies teachers joined the Teacher Professional Learning Community of Liberal Studies coordinated by the School-based Support Section of EDB. Besides, our Chinese Language Department formed a professional community with teachers of four other EMI government secondary schools to work on programmes to enhance the effectiveness in the teaching of Chinese Language. Teachers continued to apply to be examiners or markers in the HKDSE Examinations to enhance their understanding of the requirements of the public examination. Within different subject departments, sharing sessions were organized on different occasions to keep teachers informed of and to get exposed to the latest development and changes in the public examination, which has proved to be beneficial to teachers for their professional development, and most important of all, for helping students better prepare for the public examination.

7. Support for Student Development

The whole-school approach to student development adopted by the school created an inviting and caring environment for students to exert their potentials and pursue a purposeful life. To accomplish our second major concern, “To strengthen students’ character and capacity building”, a wide range of structured programmes and activities were launched to cater diverse needs of students and to enhance their personal growth and qualities. It is our mission to develop students to become competent, enthusiastic and confident young men ready for future challenges.

The quality life planning education programmes that aligned with the developmental needs of students at different stages of growth assisted students effectively in their progressive career development. Through “Self-understanding and Development”, “Career Exploration” and “Career Planning and Management”, students were empowered to make informed and responsible choices on their learning, career goals and other aspects of life. The broad exposure to career-related learning experiences also enhanced students’ understanding of different professions and facilitated their career planning. Strong support from our alumni in the Job Shadowing and Mentorship Schemes was highly appreciated.

The multifarious activities co-organized by various functional teams and subject departments aimed at inculcating values in line with the theme of the school year, “Empathy and Self-management”. To further facilitate students’ development of positive values and attitudes, the school-based Values Education Programme and Moral and Civic Education Curriculum were designed to promote a comprehensive learning experience. With our sustaining efforts, students have developed a caring attitude towards others and the awareness of their roles in the community with a civic mind and a global perspective. Students displayed enthusiasm to improve and manage themselves for achieving wellness and purpose in life.

To foster students’ social-emotional competencies, the Counselling Committee provided various student development programmes as well as individual and group counselling for different levels of students. The adaptation needs of S.1 students to the new school environment was catered by a tailored programme with a series of orientation and support activities. Extra support was given to students with potential adaptation problems by understanding their difficulties and formulating support plans. Support groups, workshops and other activities were organized throughout the year offering academic, emotional and social supports to the needy. The establishment of brotherhood among senior and junior forms through the Fig Boy’s Scheme was effective in giving peer guidance and support and developing a sense of belonging. For promoting students’ mental health, the Joyful @ King’s programme that aimed at building students’ resilience with positive psychology was launched. Diversified activities like the Life Gatekeepers Scheme, emotional management workshops and photographic therapy have raised students’ mental health awareness and equipped them with skills in attaining mental wellness.

With the collaboration of various teams, programmes related to academic enhancement, emotional support as well as study and career were organized for S.6 students. To address their specific needs, Career Teachers conducted individual counselling with all S.6 students to give guidance on identifying study or career directions while the Counselling Team focused on stress management. The in-house Careers Info Day and the Mock Release of HKDSE Results that provided students with useful information on future study and employment opportunities were well received.

The School has adopted appropriate strategies and made reasonable accommodations and proper allocation of resources to cater learner diversity and promote an inclusive culture in the school environment. Diversified and relevant support for students with special education needs (SEN) and non-Chinese speaking (NCS) students were given to cater their needs. Apart from maintaining a close home-school cooperation, the Counselling Committee has contributed great efforts in liaising with educational psychologist, social worker and teachers for the formulation of Individual Education Plan (IEP) to provide an all-inclusive support for SEN students. For NCS students, a school-based Chinese Language learning curriculum was constructed and pull-out Chinese classes were thoughtfully offered. To stretch the potentials of the students with talents, the Diversity Learning Grant and other school resources were deployed to procure additional support programmes for selected students.

The School lays strong emphasis on the balanced development of students and has offered students with ample opportunities to explore their interests and potentials. With over thirty academic and interest clubs and societies and various uniform groups and school teams, students were encouraged to enrich their learning experiences and develop various generic skills. Moreover, the learning activities tailored for different levels by the Other Learning Experiences (OLE) Committee, such as S.4 Leadership Training Camp and S.2 Humanities and History Study Tour (Shenzhen), enhanced students' learning experiences beyond classroom. Various local, mainland and overseas exchange programmes including study tours to Xian, Kazakhstan and Australia were organized to widen students' exposure and foster their personal development.

In the provision of the vast array of support programmes for the Kingsians, we were grateful for the ample and continuous support of the King's College Old Boys' Association and King's College Parents Teachers Association.

8. Performance of Students

HKDSE

No. of students sat	134
% of students awarded the minimum entrance requirements for university education #	82.8% (111)
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	98.5% (132)

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

^ The minimum entrance requirements for local sub-degree programmes

1. Level 2 in five HKDSE subjects (including Chinese Language and English Language)

Student Participation in Social Services

Team	Services	Number of participants
Community Youth Club	● Flower selling for the Community Chest of HK	15
	● Joint school activities with stewards True Light Middle School ❖ Charity Work	15
Hong Kong Red Cross Youth Unit 21	● Annual Athletics Meets	20
	● Annual Swimming Gala	16
	● Health Check Counter	12
	● Regular Service (Outside School)	16
	● Service Project	6
	● Regular Service (From Hong Kong Island Division)	10
Interact Club	● Food Recycling Project	20
	● Christmas Carol Festival	15
	● Kohärenz (Lunar Service Project)	30
	● Contento (Easter Service Project)	25
	● 共融之樂保齡球比賽暨香港盲人保齡球錦標賽	5
Junior Police Call	● 迪士尼迪欣湖賽跑義工	3
	● Joint-School Service Programme – Felicity	8
King's College	● Community Chest Dress Casual Day	Over 95% of students
Scouts	● Island Scout Day	7
	● HK Marathon	15
	● Regular Service (In School)	35
	● Other Service	5
	● Scout Rally	6
	● Outdoor Services	30
Social Service Group	● Sister School Programme	13
	● Inclusive Programme	18
St. John Ambulance Society (King's Ambulance Cadet Division)	● On duty at Annual Swimming Gala, Annual Athletics Meets and Cross-Country Run	21
	● Open Days	21
	● Games Day	5

Team	Services	Number of participants
Service Education Committee	● 「創出 SUN 天」才藝培訓班	20
	● 中西區青年獎勵計劃	7
	● 「迪士尼賞義工行動」	19
	● SCMP Student of the Year-Community Contributor	1
	● 中西南及離島區推廣義務工作計劃	12
	● 聖保羅書院聯校服務活動	31
	● 「X-Gen Combo!」講座	40
	● 「2017 年傑出青少年表揚計劃」	2
	● 「2017 年度地區義工服務嘉許狀」	22
	● Volunteer Movement 2017	23
英青長者學苑	● 英青長者學苑課程(包括手語、水仙園藝、護膚品製作班)	48
	● 「耆樂餅」慈善義賣	20

Student Participation in Overseas or Mainland Exchange Programmes/ Study Tours

	Study Tour	Number of participants
Overseas	World Scholar's Cup Tournament of Champions at Yale University (US)	7
	哈薩克斯坦生涯規劃探索團	10
	Summer English Study Tour (Australia)	20
	17 th Singapore-Hong Kong Exchange Programme 2018	8
	World Scholar's Cup (Global Round), Melbourne, Australia	19
Mainland	S2 Liberal Studies Study Tour (Guangzhou)	136
	山東淄博文化及學習交流團	20
	西安歷史文化考察團	20
	排球訓練體驗交流團 (廣西南寧)	16
	網龍 VR/AR 體驗製作夏令營 (福州市)	5

Student Participation in Local Exchange Programmes

Name of Government Secondary School	Number of participants
Queen Elizabeth School	5 (+10 buddies)
Tsuen Wan Government Secondary School	6 (+12 buddies)

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

Nature	Competition / Organizer	Award / Prize	Awardee				
Academic Development	Intel International Science and Engineering Fair 2018 organized by Society for Science & the Public, Intel Foundation	Honourable Mention Award by American Statistical Association	6A	WAN Kam-fai			
			6D	NG Chi-ho			
Academic Development	The World Scholar's Cup - Tournament of Champions (Yale University) organized by World Scholar's Cup Foundation	Champion Team Gold Award	4A	CHEUNG Jit-hei, Hayden			
		Champion Team Silver Award	4A	CHUM Wei-hong, Matthew			
			4A	LEE Tin-yau, Timothy			
			4A	SZE Tik			
			4A	YAU Chi-lok, Calvin			
			4D	CHAN Wing-ki, Alan			
			4D	YEUNG Ming-shun, Neo			
		Top Challenge Team Silver Award	4A	CHEUNG Jit-hei, Hayden			
			4A	LEE Tin-yau, Timothy			
			4A	SZE Tik			
			4D	CHAN Wing-ki, Alan			
		Team Bowl Award	4A	CHEUNG Jit-hei, Hayden			
			4A	CHUM Wei-hong, Matthew			
			4A	LEE Tin-yau, Timothy			
			4A	SZE Tik			
			4A	YAU Chi-lok, Calvin			
			4D	CHAN Wing-ki, Alan			
		Team Debate Silver Award	4A	CHUM Wei-hong, Matthew			
			4A	YAU Chi-lok, Calvin			
			4D	YEUNG Ming-shun, Neo			
		Overall Silver Award	School Top Scholar	Champion Scholar	4A	SZE Tik	
					Debate Gold Award	4D	YEUNG Ming-shun, Neo
						Debate Silver Award	4A
		Challenge - Science Gold Award	4D	CHAN Wing-ki, Alan			
			Challenge - Art Gold Award	Writing Award Silver Award	Literature Silver Award	4A	SZE Tik

Nature	Competition / Organizer	Award / Prize	Awardee		
		Challenge - Art Silver Award	4A	CHEUNG Jit-hei, Hayden	
		Social Science Silver Award	4A	CHEUNG Jit-hei, Hayden	
			4A	SZE Tik	
		History Silver Award	4A	CHEUNG Jit-hei, Hayden	
		Special Area Silver Award	4A	CHEUNG Jit-hei, Hayden	
			4A	SZE Tik	
		The World Scholar's Cup 2017- Global Round (Melbourne, Australia) organized by World Scholar's Cup Foundation	Team Bowl Gold Award	2C	LIU Mingxin
				2D	HAN Albert Lim
	2D			KHAN Saahil Alam	
	Team Bowl Silver Award		2D	XIONG Victor Tan	
			4A	CHUM Wei-hong	
			4A	LEE Tin-yau, Timothy	
			4A	XU Yingnan	
			4C	LIU Yan-lung	
			4D	MA Chun-lok	
			4D	CHAN Wing-ki	
	Champions Team Gold Award		2C	LIU Mingxin	
			2D	HAN Albert Lim	
			2D	XIONG Victor Tan	
	Champions Team Silver Award		2D	KHAN Saahil Alam	
			4A	CHUM Wei-hong	
			4A	LEE Tin-yau, Timothy	
			4A	XU Yingnan	
			4C	LIU Yan-lung	
			4D	MA Chun-lok	
			4D	CHAN Wing-ki	
	Team Debate Gold Award		2C	LIU Mingxin	
			2D	CHENG Pan	
			2D	HAN Albert Lim	
			2D	KHAN Saahil Alam	
2D			XIONG Victor Tan		
2D			WEI Oscar Zijie		
3A			CHAN Pak-sum		
Team Debate Silver Award	4A		CHUM Wei-hong		
	4A	LEE Tin-yau, Timothy			
	4A	SZE Tik			
	4A	XU Yingnan			
	4A	YAU Chi-lok, Calvin			
	4D	CHEUNG Sing-wai			
Team Writing Gold Award	2C	LIU Mingxin			
	2D	HAN Albert Lim			
	2D	KHAN Saahil Alam			

Nature	Competition / Organizer	Award / Prize	Awardee	
		Team Writing Silver Award	2D	KALATHUR Swathi Sudarshan
			3A	WONG Tin-hang
			4A	CHUM Wei-hong
			4A	LEE Tin-yau, Timothy
			4A	XU Yingnan
			4C	LIU Yan-lung
			4D	MA Chun-lok
			4D	CHAN Wing-ki
			4D	LAU Chun-ting
		School's Top Scholar (Junior Division)	2D	HAN Albert Lim
		School's Top Scholar (Senior Division)	4A	LEE Tin-yau, Timothy
		Champion Scholar Gold Award	2D	HAN Albert Lim
		Champion Scholar Silver Award	3A	CHAN Pak-sum
			4A	LEE Tin-yau, Timothy
		Individual Debate Gold Award	2D	HAN Albert Lim
			2D	KALATHUR Swathi Sudarshan
			2D	WEI Oscar Zijie
			2D	XIONG Victor Tan
			3A	CHAN Pak-sum
			4A	CHUM Wei-hong
			4A	LEE Tin-yau, Timothy
			4A	SZE Tik
		Individual Debate Silver Award	2C	LIU Mingxin
			2D	CHENG Pan
			2D	KHAN Saahil Alam
			4D	MA Chun-lok
		Individual Writing Gold Award	2D	HAN Albert Lim
			2D	KHAN Saahil Alam
			4A	LEE Tin-yau, Timothy
			4D	MA Chun-lok
			4D	CHAN Wing-ki
		Individual Writing Silver Award	2D	KALATHUR Swathi Sudarshan
			2D	XIONG Victor Tan
			3A	CHAN Pak-sum
			3A	WONG Tin-hang
			4A	XU Yingnan
			4A	YAU Chi-lok, Calvin
			4D	LAU Chun-ting

Nature	Competition / Organizer	Award / Prize	Awardee		
		Science Gold Award	2C	LIU Mingxin	
			4A	SZE Tik	
			4A	XU Yingnan	
		Science Silver Award	3A	CHAN Pak-sum	
			4A	LEE Tin-yau, Timothy	
			4D	CHEUNG Sing-wai	
			4D	LAU Chun-ting	
		Social Studies Gold Award	2D	CHENG Pan	
			2D	HAN Albert Lim	
			2D	KHAN Saahil Alam	
			4D	CHAN Wing-ki	
		Social Studies Silver Award	3A	CHAN Pak-sum	
			4A	CHUM Wei-hong	
			4A	LEE Tin-yau, Timothy	
			4D	CHEUNG Sing-wai	
		Art Gold Award	2D	CHENG Pan	
		Art Silver Award	4A	LEE Tin-yau, Timothy	
			4A	SZE Tik	
		Special Area Gold Award	2D	HAN Albert Lim	
			2D	KHAN Saahil Alam	
			4A	CHUM Wei-hong	
			4A	SZE Tik	
			4A	XU Yingnan	
		Special Area Silver Award	2D	CHENG Pan	
			4D	LAU Chun-ting	
		Far East Region Silver Award	2D	HAN Albert Lim	
			2D	KHAN Saahil Alam	
		History Gold Award	2D	KHAN Saahil Alam	
			3A	CHAN Pak-sum	
			4A	LEE Tin-yau, Timothy	
			4A	YAU Chi-lok, Calvin	
			4D	CHEUNG Sing-wai	
		History Silver Award	4A	SZE Tik	
			4D	CHAN Wing-ki	
			4D	LAU Chun-ting	
		Literature Gold Award	4A	CHUM Wei-hong	
			4A	LEE Tin-yau, Timothy	
		Literature Silver Award	2D	WEI Oscar Zijie	
			4A	SZE Tik	
			4D	CHEUNG Sing-wai	
		2017 World Harmonica Festival organized by International Federation of Harmonica Associations	Orchestra 1st Runner-up	King's College Harmonica Band	
			Solo Chromatic, Youth Champion	3A	TAM Man-yui

Nature	Competition / Organizer	Award / Prize	Awardee	
		Solo Chromatic, Youth 2nd Runner-up	5A	LO Siu-shu
		Duo's, Youth Champion	5A	LO Siu-shu
		Groups, Youth Champion	5B	CHOW Long-hin
			4D	CHEUNG Sing-wai
			4D	CHENG Kin-long
			4D	KWONG Sze -yeung
			4D	NG Chun-ngai
		Group, Youth 1st Runner-up	4D	POON Tak-chun
			3A	WONG Man-tou
			3A	TAM Man-yui
			3A	KWOK Lai-chit
			3B	CHU Chun-ching
			3C	WONG Chi-ming
		Group, Youth 2nd Runner-up	3D	NG See-chai
			2A	HUI Ching-ming
			3B	YIU Yat-hong
			4B	FONG-Tsz-wai
			4D	LEE Hong-chun
			5C	PANG Ho-yin
			5D	KWONG Tsz-kwan
		Groups, Adult 2nd Runner-up	5D	LUK Pui-yin
			5A	YIP Chun-hei
			5A	LO Siu-shu
			5B	CHOW Long-hin
			5D	SO Chun-yin
		5D	CHOW Yun-sum	

National Level

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	英特爾 (中國) 有限公司、中國科學技術協會、中華人民共和國教育部、中華人民共和國科學技術部、國家自然科學基金委合辦第三十二屆全國青少年科技創新大賽	一等獎、英特爾英才獎、中鳴科學獎	6A	尹錦暉
		三等獎	6A	魏可均
			6D	胡志聰
	6D	馮瀚偉		
	澳門國際古箏比賽	少年 B 組- 金獎	3C	陳瑞軒

Territory Level

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	The World Scholar's Cup 2017 (Regional Round) organized by World Scholar's Cup Foundation	3rd - Top Writing Team	2C	LIU Mingxin
			2D	KHAN Saahil Alam
			2D	NISCHAL Khatri
		Champions Team Award	2D	XIONG Victor Tan
			4A	CHEUNG Jit-hei
			4D	CHEUNG Sing-wai
		Top Challenge Team	4A	SZE Tik
			4A	YAU Chi-lok
		Top Debate Team	2D	XIONG Victor Tan
			4A	CHEUNG Jit-hei
			4A	CHUM Wei-hong
			4A	LEE Tin-yau, Timothy
			4A	XU Yingnan
		Top Writing Team	4D	CHEUNG Sing-wai
		Scholar's Bowl Award	4A	SZE Tik
			4A	YAU Chi-lok
			4D	CHEUNG Sing-wai
		Gold Medal-DaVinci Scholars	4D	CHOY Tung-chun
		Honour Medal-Champion Teams	4A	SZE Tik
			4A	YAU Chi-lok
		Honour Medal-Challenge Arts	4A	SZE Tik
		Honour Medal-Challenge All Subjects		
		Challenge Science Award		
		Honour Medal – Challenge History	2C	LIU Mingxin
		Honour Medal-Writing Champions	2D	CHENG Pan
			4C	LIU Yan-lung
		Honour Medal-DaVinci Scholars	2D	HAN Albert Lim
			2D	MALL Anshuman
			2D	WEI Oscar Zijie
			3A	TANG Chi-hang
			4D	CHU Tik-nam
		Honour Medal-Scholar's Bowl	2D	KALATHUR Swathi Sudarshan
			2D	XIONG Victor Tan

Nature	Competition / Organizer	Award / Prize	Awardee	
		Honour Medal – Scholars’s Bowl	4A	CHEUNG Jit-hei
			4C	LIU Yan-lung
			4D	CHAN Wing-ki
			4D	LAU Chun-ting
			4D	MA Chun-lok
			4D	YEUNG Ming-shun
		Honour Medal – Top Writing Teams	4C	LIU Yan-lung
			4D	CHAN Wing-ki
			4D	MA Chun-lok
		Honour Medal– Debate Champions	2C	LIU Mingxin
			2D	KALATHUR Swathi Sudarshan
			3A	CHAN Pak-sum
			3A	WONG Tin-hang
			4A	CHEUNG Jit-hei
			4A	CHUM Wei-hong
			4A	SZE Tik
			4D	MA Chun-lok
		Honour Medal- Challenge Social Studies	2D	KHAN Saahil Alam
			4A	LEE Tin-yau, Timothy
			4D	CHAN Wing-ki
			4D	CHEUNG Sing-wai
		Honour Medal- Challenge Science	4A	CHEUNG Jit-hei
			4A	XU Yingnan
			4D	CHAN Wing-ki
		Champion Scholar	2C	LIU Mingxin
			2D	NISCHAL Khatri
			4A	CHEUNG Jit-hei
			4A	SZE Tik
		Literature Award	2C	LIU Mingxin
			2D	WEI Oscar Zijie
			4A	SZE Tik
			4A	YAU Chi-lok
			4D	MA Chun-lok
		All Subjects Award	2C	LIU Mingxin
			2D	KHAN Saahil Alam
			4A	CHEUNG Jit-hei
			4A	LEE Tin-yau, Timothy
			4D	CHAN Wing-ki
			4D	LAU Chun-ting
		Social Studies Award	2C	LIU Mingxin
			2D	CHENG Pan
2D	KALATHUR Swathi Sudarshan			
2D	MALL Anshuman			
2D	XIONG Victor Tan			
4A	CHUM Wei-hong			
4D	CHOY Tung-chun			
4D	LAU Chun-ting			

Nature	Competition / Organizer	Award / Prize	Awardee	
		Special Area Award	2C	LIU Mingxin
			2D	HAN Albert Lim
			2D	KALATHUR Swathi Sudarshan
			2D	MALL Anshuman
			4A	SZE Tik
			4A	XU Yingnan
			4A	YAU Chi-lok
			4D	CHU Tik-nam
			4D	LAU Chun-ting
		History Award	2D	KHAN Saahil Alam
			2D	NISCHAL Khatri
			2D	XIONG Victor Tan
			3A	CHAN Pak-sum
			3A	WONG Tin-hang
			3A	TANG Chi-hang
			4A	CHEUNG Jit-hei
			4A	SZE Tik
			4A	XU Yingnan
			4A	YAU Chi-lok
			4C	LIU Yan-lung
			4D	CHOY Tung-chun
			4D	LAU Chun-ting
			4D	MA Chun-lok
		Arts Award	2D	KHAN Saahil Alam
			2D	MALL Anshuman
			2D	XIONG Victor Tan
			4A	CHEUNG Jit-hei
			4A	LEE Tin-yau, Timothy
			4D	CHAN Wing-ki
			4D	LAU Chun-ting
		Scholars Award	2D	KHAN Saahil Alam
		Writing Champions	2D	KHAN Saahil Alam
			2D	NISCHAL Khatri
			4A	YAU Chi-lok
			4D	MA Chun-lok
		Challenge Scholars Award	4A	LEE Tin-yau, Timothy
			4D	MA Chun-lok
		Debate Champion	4A	LEE Tin-yau, Timothy
		Science Award		
		"Master Code 2017- Smart City for All" Competition organized by HK Education City and Microsoft	Merit	1C
1C	CHUNG Shing-hei			
1C	LEE Hou-him			
1C	LI Chun-hang			

Nature	Competition / Organizer	Award / Prize	Awardee	
	The Hong Kong Youth Science and Technology Innovation Competition organized by Hong Kong New Generation Cultural Association	Energy and Environmental Science Category Secondary Division - 1st Place Grand Award The Youth Scientist Award	4D	CHAU Chiu-wang
	Hong Kong Chemistry Olympiad for Secondary Schools 2017 organized by The Royal Society of Chemistry, The Hong Kong Chemical Society, Hong Kong Association of Science and Mathematics Education	Champion	5D	HO Wang-fung
5D			KWONG Tsz-kwan, Caspar	
5D			LEI Yu-hin	
5D			LI Chun-wa	
5D			YUEH Ho-lam	
	Energy Innovation for Smart City Competition 2017 organized by The Electrical Division, the Hong Kong Institution of Engineers, China Light and Power Hong Kong Limited	Merit Award	5D	HO Wang-fung
5D			KWONG Tsz-kwan, Caspar	
5D			LEI Yu-hin	
5D			LI Chun-wa	
	Creative Technology Education Association Cup Robot Competition (CTEA) organized by Creative Technology Education Association	First Prize	3C	HUI Nok-hei
4B			SHUM Kwan-ho	
5A			LAI Sze-hang, Jonathan	
	Fun with Learning 2018 - iGeneration Hong Kong i-Make Model Product Making organized by The Hong Kong Association for Computer Education	Best of Creativity Award	4B	WAI Lester
4C			WAI Leslie	
4D			CHAN Tsz-chung	
4D			CHU Tik-nam	
	The Hong Kong Mathematical High Achievers Selection Contest organized by Po Leung Kuk and the Hong Kong Association for Science and Mathematics Education	Second-honour Prize	2A	TSE Pak-lok
		Third-honour Prize	3A	WONG Man-tou, Marx
	2017/18 Statistical Project Competition organized by Hong Kong Statistical Society, Education Bureau	Third Prize (Senior Section)	5A	CHUNG Chun-yu
5A			FONG Ho-ting	
5A			LAM Ka-ho	
5A			WONG Chun-wing	
5A			YUEN Siu-wang	

Nature	Competition / Organizer	Award / Prize	Awardee		
		Prize for the Best Graphical Presentation of Statistics (Senior Section)	5D	HO Wang-fung	
			5D	LAM Samuel Junyu	
			5D	LEI Yu-hin	
			5D	RUAN Shuhua	
			5D	SO Chun-yin	
			5D	SO Ki-hin	
		Distinguished Prize (Senior Section)	5D	HO Wang-fung	
			5D	LAM Samuel Junyu	
			5D	LEI Yu-hin	
			5D	RUAN Shuhua	
			5D	SO Chun-yin	
			5D	SO Ki-hin	
	17th Pui Ching Invitational Mathematics Competition organized by Pui Ching Middle School, Pui Ching Academy, Mathematical Database	Bronze Prize	1C	WONG Sze-chit	
		Silver Prize	1B	LO Chung-hei, Rex	
	International Mathematical Olympiad organized by The Hong Kong Academy for Gifted Education	Silver Prize	5D	HO Wang-fung	
		Bronze Prize	5A	LAM Ka-ho	
		Honourable Mention	5A	LI Lam-hang	
	The Hong Kong Mathematics Olympiad organized by The Education University of Hong Kong, Mathematics Education Section Curriculum Development Institute, Education Bureau	Second-Class Honour	5A	LI Lam-hang	
		Third-Class Honour	5A	LAM Ka-ho	
			5D	HO Wang-fung	
		Certificate of Merit	King's College		
	Secondary School Mathematics & Science Competition organized by The Hong Kong Polytechnic University	Medal	5A	CHUNG Chun-yu	
		High Distinction	5A	HUANG Hanxu	
			5A	LAM Ka-ho	
5A			WONG Man-fung		
5A			YUEN Siu-wang		
5D			HO Wang-fung		
Distinction		5A	LIN Chak-tin, Justin		
		5A	WONG Chun-wing		
Credit		5A	PANG Ivo		
		5A	YUEN Chung-shing		
		5D	LI Cho-hon		
'You're a Talent' Show organized by i-Learner	2nd Runner-up	2B	NG Cheuk-nam		
		2B	NG Ka-ho		

Nature	Competition / Organizer	Award / Prize	Awardee	
	Robomaster Competition 2018 organized by the Hong Kong University of Science and Technology	1st Runner-up	3D	YEUNG Shing-hin
	The Hong Kong Secondary Innovation and Technology Competition 2018 organized by The Preparatory Committee for the Hong Kong Secondary Innovation and Technology Competition 2018	Merit Award	4A	WONG Lok-man
4B			SIU Yue-fung	
4D			CHU Tik-nam	
4D			CHAN Tsz-chung	
	2017 Healthy Game Coding Contest organized by Office for Film, Newspaper and Article Administration	Active Participation Award	1B	CHAN Yiu-sing
1B			LEE Shing-wai	
1B			WONG Yin-ip	
1B			WOO Chi-lok, Garyson	
1D			CHOW Yui-hei	
1D			CHOY Cheuk-hin	
1D			CHUI Pak-long	
	Hong Kong Institute of Certified Public Accountants and Hong Kong Association of Business Education	HKICPA/ HKABE Joint Scholarship for BAFS	5A	CHAN Karsten Pak-yin
	Headstart Cup Inter-Secondary School Scrabble Championship 2017 organised by Headstart Group and Hong Kong Scrabble Players Association	Certificate of Award Novice – School 2nd Runner-up	2A	LAU Tsun-hei
2B			KE Yan-nok	
2B			LAI Ho-yan	
2C			LAW Siu-hin	
Most Valuable Player Award		2B	KE Yan-nok	
	Oxford Junior Secondary English Video Competition – Hong Kong Through My Eyes organized by Oxford University Press China Ltd.	Merit Award	1A	PANG Hoi-yin
1C			CHAT Kiu-yin	
1C			FUNG Chun-to	
1C			FUNG Tin-yau	
1C			MA Tsz-hong	
	Hong Kong School Drama Festival 2017-2018 organized by Education Bureau	Award for Outstanding Co-operation	1A	LAU Kai-yin, Ralph
1A			LEUNG Yik-fung, Ranen	
1A			SHEK Sung-him	
1B			HUANG Man-ki	
1B			LEE Shing-wai	
1C			FUNG Chun-to	
1C			LAM Lut-hei	
1C			LEE Hou-him	
	MA Tsz-hong			

Nature	Competition / Organizer	Award / Prize	Awardee		
		Award for Outstanding Co-operation	1C	WONG Sze-chit	
			1D	CHAN Tsz-hin	
			1D	CHIANG Keith	
			2D	CHENG Tin-hung	
			2D	KWAN Chiu-ming	
			3A	LEE Cheuk-ngai	
			4A	LAM Hing-sum	
			4C	LIU Yan-lung	
			4C	WONG Tsz-hin	
			4C	SO Chun-lok	
			4D	CHAN Ting-hong, Martin	
			4D	LAU Chun-ting	
			4D	POON Ho-ting	
			4D	WONG Yuk-tsan	
		Award for Outstanding Performer	1A	LAU Kai-yin, Ralph	
		Award for Outstanding Director	4D	LAU Chun-ting	
			4D	WONG Yuk-tsun	
		1st Inter-Government Secondary School Drama Fest organized by Association of Principals of Government Secondary Schools	Outstanding Actor	1C	MA Tsz-hong
			Outstanding Cooperation	1A	LAU Kai-yin, Ralph
				1A	LEUNG Yik-fung, Ranen
				1A	SHEK Sung-him
				1B	HUANG Man-ki
				1B	LEE Shing-wai
	1C			FUNG Chun-to	
	1C			LAM Lut-hei	
	1C			LEE Hou-him	
	1C			MA Tsz-hong	
	1C			WONG Sze-chit	
	1D			CHAN Tsz-hin	
	1D			CHIANG Keith	
	2D			CHENG Tin-hung	
	2D			KWAN Chiu-ming	
	3A			LEE Cheuk-ngai	
	4A			LAM Hing-sum	
	4C			LIU Yan-lung	
	4C			WONG Tsz-hin	
	4C			SO Chun-lok	
	4D	CHAN Ting-hong, Martin			
	4D	LAU Chun-ting			
	4D	POON Ho-ting			
	4D	WONG Yuk-tsan			

Nature	Competition / Organizer	Award / Prize	Awardee	
	“Speak Out – Act Up!” Improvised Drama Competition organized by Net Section, Education Bureau	Second Prize	1C	FUNG Chun-to
			1C	LEE Hou-him
			1C	MA Tsz-hong
			1C	WONG Sze-chit
			1D	CHIANG Keith
	Hong Kong Battle of the Books organized by Hong Kong Teacher-Liberians Association	Second Place (King’s College Section)	King’s College	
	Inaugural St. Stephen's College Debate Challenge organized by St. Stephen's College	Third Place	King’s College Junior English Debating Team	
	The 69th Hong Kong Schools Speech Festival (English Speech) organized by Hong Kong Schools Music and Speech Association	Secondary 1- Secondary 3 Improvised Dramatic Scenes Champion	King’s College	
		Secondary 1 Choral Speaking Merit		
		Secondary 4 – Secondary 6 Public Speaking Team Proficiency		
		Secondary 2 Solo Verse Champion	2A	SHU Ka-hang
			2B	NG Cheuk-nam
			2B	NG Ka-ho
		Secondary 2 Solo Verse 1 st Runner-up	2D	XIONG Victor Tan
		Secondary 3 Solo Verse 2 nd Runner-up	3B	CHAN Wai-hei
		Secondary 1 Solo Verse Merit	1A	CHAN Wai-chun
			1A	CHU Yuen-fung, Gabrielle
			1A	LAU Kai-yin, Ralph
			1A	NG Cheuk-hin
			1A	TANG Wa-lun
			1A	THAPA Kishor
1A	TSOI Chi-wun			
1B	LEE Lin-hang			
1B	YU Ho-kwan, Marcus			
1C	CHANG Yin-yan			
1C	FUNG Chun-to			
1C	NG Ka-long			

Nature	Competition / Organizer	Award / Prize	Awardee		
		Secondary 1 Solo Verse Merit	1C	WONG Sze-chit	
			1D	CHUI Pak-long	
			1D	IP Lam	
			1D	WONG Ho-wang	
			1D	WONG Sonny	
		Secondary 2 Solo Verse Merit	2C	LAU Kin-wai, Gabriel	
			2C	SO Parkin	
			2D	HAN Albert Lim	
			2D	TO Cheuk-nam	
			2D	WEI Oscar Zijie	
		Secondary 4 Solo Verse Merit	4B	CHENG Yiu-chun, Manfred	
		香港學校音樂及朗誦協會主辦第六十九屆香港學校朗誦節（粵語組）	中學二年級詩詞獨誦 冠軍	2A	許嘉亨
			中學三年級詩詞獨誦 冠軍	3B	楊迦行
			中學五、六年級詩詞獨誦 亞軍	5B	溫子皓
			中學一年級詩詞獨誦 季軍	1A	石崇謙
	中學一年級詩詞朗誦 優異		1A	陳運超	
			1A	鄧奇山	
			1B	羅祖健	
			1B	李正浩	
			1B	甘浚晞	
			1B	余浩堃	
			1D	李智樂	
			1D	王昊宏	
	中一年級散文朗誦 優異	1B	高天睿		
		2C	陳致誠		
	中二年級詩詞獨誦 優異	4C	馬嘉恒		
		5B	溫子皓		
中五、六年級散文朗誦 優異	1A	何彬			
中一年級詩詞獨誦 良好	1B	盧頌熹			
中一年級散文朗誦 良好	1C	余浩鳴			
	4B	鄭耀駿			
香港學校音樂及朗誦協會主辦第六十九屆香港學校朗誦節（普通話組）	中三、四年級詩詞獨誦 亞軍	1B	蔡根		
	中一、二年級詩詞獨誦 季軍	1A	鄭家樂		
	中一、二年級散文獨誦 優異	1A	梁翊峰		
		1B	董武		
		2D	岑浩林		

Nature	Competition / Organizer	Award / Prize	Awardee	
		中一、二年級詩詞獨誦 優異	1B	曾宇謙
		1D	陳梓軒	
		1D	李智培	
		中三、四年級詩詞獨誦 優異	3B	陳俊燁
		中一、二年級詩詞獨誦 良好	1A	黃煒聰
		1C	張言恩	
中一、二年級散文朗誦 良好	1A	郭宇辰		
香港教育專業人員協會主辦第 29 屆中學生好書龍虎榜讀後感寫作比賽	初級組 優異獎	3A	胡志康	
All Round Development	香港島校長聯會、南區學校聯會、中西區校長聯會、東區學校聯絡委員會、香港青年會合辦 2017 年香港島傑出學生選舉	香港島優秀學生獎狀 (初中組)	3A	談文睿
		香港島十大傑出學生 (高中組)	6A	張俊杰
	Student of the Year – Performing Artists organized by The South China Morning Post and The Hong Kong Jockey Club	1st Runner-up	5D	SO Ki-hin
Aesthetic Development	The 10th Arts Ambassadors-in-School Scheme organized by Hong Kong Arts Development Council	Arts Ambassadors-in-School (Visual Arts)	4D	YEUNG Ho-lam
	“Control of Obscene and Indecent Articles Ordinance” Slogan & Colouring Competition organized by Office for Film, Newspaper and Article Administration	Distinguished Award of Slogan Competition	2D	LEUNG Yat-hang
			4A	LI Tin-yau, Timothy
			5D	KONG Ting-yin
		Distinguished Award of Colouring Competition	2D	LEUNG Yat-hang
			4A	LI Tin-yau, Timothy
			5D	KONG Ting-yin
	5D		LI Man-hei	
	Exhibition of Student Visual Arts Work 2017/ 18 organized by Education Bureau	Certificate of Merit	5D	HO Wai-lam
	Plant Exhibit Competition - Hong Kong organized by Leisure and Cultural Services Department	Flower Show	4A	CHO Yu-cheung
		2018	5B	AU Chak-fu, Jeffrey
		Cactus –	5B	CHAN Long-yat
		Champion	5B	CHOI Chi-yin
Flowering Plant –		5C	LAI Wing-hin, Timothy	
Champion Fern - Third Prize		5C	LEE Nok-hang, Vincent	

Nature	Competition / Organizer	Award / Prize	Awardee	
		African Violet – Highly	5C	LEE Pok-hin
		Commended	5C	LUI Wai-to, Matt
		Succulent Plant – Highly	5C	CHOW Hin-wai, Henry
		Commended	5D	KWONG Tsz-kwan, Caspar
		Hanging Basket	5D	LAM Ka-yui
		Plant – Highly Commended	5D	WONG Chak-wa, Marco
Uniform Group	Hong Kong Red Cross Central & Western District Cup organized by Hong Kong Red Cross	Most Improvement Award	Red Cross Youth Unit 21	
	Footdrill Competition and Uniform Group Tournament 2018 organized by Scout Association of Hong Kong	2nd Runner-up	Red Cross Youth Unit 21	
	Hong Kong St. John Ambulance Brigade Youth Command Interdivisional Competition 2017 organized by Hong Kong St. John Ambulance	Knight League – Foot drill 1st Runner-up	King’s Ambulance Cadet Division	
	Hong Kong St. John Ambulance Brigade Youth Command First-Aid & Home Nursing Competition 2018 organized by Hong Kong St. John Ambulance (Hong Kong & Kowloon Command)	Elementary First-Aid Champion	King’s Ambulance Cadet Division	
		Elementary First-Aid 1st Runner-up		
		Elementary First-Aid 2nd Runner-up		
		Elementary Home Nursing Champion		
		Elementary Home Nursing 2nd Runner-up		
		Higher Level First-Aid Champion	King’s Ambulance Cadet Division	
		Higher Level Home Nursing 1 st Runner-up		
Higher Level Home Nursing 2 nd Runner-up				
Higher Level Home Nursing Champion				

Nature	Competition / Organizer	Award / Prize	Awardee		
	Hong Kong St. John Ambulance Brigade Youth Command First-Aid & Home Nursing Competition organized by Hong Kong St. John Ambulance (Overall)	Elementary First-Aid Champion	King's Ambulance Cadet Division		
		Elementary First-Aid 2nd Runner-up			
		Elementary Home Nursing 2nd Runner-up			
		Higher Level First-Aid Champion			
		Higher Level Home Nursing Champion			
		Higher Level Home Nursing 1st Runner-up			
Music	Hong Kong Music Interflow Chinese Orchestra Section organized by Music Office	Silver Prize	King's College Chinese Orchestra		
	10th Arts Ambassadors-in-school Programme organized by Hong Kong Arts Development Council	Certificate of Recognition	5A	YIP Chun-hei	
	70th HK Schools Music Festival organized by Hong Kong Schools Music and Speech Association	Oratorio Solo (age 15 or above) 1st Runner-up	5D	SO Ki-hin	
		Vocal Solo - Open Foreign Language - Mezzo Soprano/ Countertenor 1st Runner-up	5D	SO Ki-hin	
		Alto Saxophone Solo - Junior 2nd Runner-up	2A	WONG Chun-hei	
		Secondary School Choir - Foreign Language (age 14 or under, treble voice) Merit	King's College Treble Choir		
		RTHK - Radio 4 Chinese Instruments Scholarship Merit	4B	FONG Tsz-wai	
			4B	MAK Man-lap	

Nature	Competition / Organizer	Award / Prize	Awardee	
		Liuqin Solo (柳琴) - Junior 1st Runner-up	2C	LEUNG Chun-ying, Yannis
		Cantonese Opera Senior - Pinghou Solo (粵曲 - 平喉獨唱) 1st Runner-up	5B	WAN Tsz-ho
		Chinese Instrumental Group Intermediate Merit	King's College Chinese Orchestra	
		Harmonica Band Secondary Champion (Certificate of Honours)	King's College Harmonica Band	
		Harmonica Ensemble Secondary Champion	5A	LO Siu-shu
			5A	YIP Chun-hei
			5B	CHOW Long-hin
			5D	CHOI Yun-sum
			5D	SO Chun-yin
		Harmonica Ensemble Secondary 1st Runner-up	4B	FONG Tsz-wai
			4D	CHENG Kin-long, Konrad
			4D	CHEUNG Sing-wai
			4D	POON Tak-chun
			4D	NG Chun-ngai
		Harmonica Ensemble Secondary 2nd Runner-up	3A	KWOK Lai-chit
			3A	TAM Man-yui
			3A	WONG Man-tou, Marx
			3B	CHU Chun-ching
			3B	YIP Yat-hong
			3D	NG See-chai
		Harmonica Duet Secondary Champion (Certificate of Honours)	5A	LO Siu-shu
			5B	CHOW Long-hin
		Harmonica Duet Secondary 1st Runner-up	3A	TAM Man-yui
			4D	KWONG Sze-yeung
		Harmonica Solo Senior Champion (Certificate of Honours)	4B	FONG Tsz-wai

Nature	Competition / Organizer	Award / Prize	Awardee			
		Harmonica Solo Senior	5D	LOK Pui-yin		
		1st Runner-up (Certificate of Honours)	5B	CHOW Long-hin		
		Harmonica Solo Senior 2nd Runner-up (Certificate of Honours)	5A	LO Siu-shu		
		Harmonica Solo Intermediate 1st Runner-up (Certificate of Honours)	2A	HUI Ching-ming		
		Harmonica Solo Intermediate 1st Runner-up	5A	YIP Chun-hei		
		Harmonica Solo Junior 2nd Runner-up (Certificate of Honours)	1C	CHENG Ho-ming		
		Harmonica Solo Junior 2nd Runner-up	3A	KWOK Lai-chit		
Physical Development	香港武術聯會主辦 2017-18 全港公開太極錦標賽	男子青年組 24 式太極拳 金牌	5C	黃偉恆		
	太極耆緣養生會及 香港各界文化促進會合辦 粵港澳大灣區少年武狀元 大賽	太極劍 第一名				
		太極拳 第三名				
		棍術 優異獎				
	香港中國國術龍獅總會主辦第 37 屆全港公開國術群英會 2018	男子少年組套拳 二等獎	5C	勞正行		
		男子少年組套拳 優異獎	5C	黃偉恆		
		男子少年組長器械 一等獎				
		男子少年組套拳 一等獎	3A	鄭俊瑋		
		男子少年組套拳 二等獎	3A	黃柏鴻		
			3B	郭松羲		
男子中童組套拳 二等獎	2C	劉健維				

Nature	Competition / Organizer	Award / Prize	Awardee	
	Inter-School Handball Competition 2017-2018 organized by HK Island and Kowloon Secondary Schools Regional Committee, The Hong Kong Schools Sports Federation	Boys A Grade Overall 1st Runner-up	5A	LAI Chun-him, Garrick
			5A	LAM Cheuk-nam
			5A	TANG Pui-him, Ian
			5B	YAM Lok-man
			5C	WONG Colin
			5D	PANG Ching-yan
			6B	LAM Tong-kai
			6B	NG Tsz-man
			6C	MAK Ho-chun
			6D	SO Ho-yin
		Boys B Grade Overall 1st Runner-up	3A	PANG Ching-long
			3A	WONG Yuk-kwing
			3B	WONG Tsz-uen, Davi
			3D	CHEUNG Lok-sang
			4C	CHAN Shing-yan
			4C	CHUNG Wai-kiu
			4C	LO Shing-chit
			4C	CHAN Tsz-hin
			4C	WONG Yan-kit
			4D	YEUNG Ming-shun
		Boys C Grade Overall Champion	1C	KWAN Yat-pang
			1C	LEE Hou-him
			1C	ZHANG Jiacheng
			1D	CHIANG Keith Y.
			1D	IP Lam
			2A	HUI Ching-ming
			2B	NG Ka-ho
2B	YEUNG Hoi-yu			
2C	WANG Yat-tik			
2C	WONG Ho-ming			
2D	CHUNG Man-yin			
2D	KHATRI Nischal			
Boys Overall Champion	King's College Handball Team			
Inter-School Football Competition 2017-2018 organized by HK Island and Kowloon Secondary Schools Regional Committee, The Hong Kong Schools Sports Federation	Boys B Grade Overall 3rd Runner-up	King's College Football Team		

Nature	Competition / Organizer	Award / Prize	Awardee	
	Inter-School Volleyball Competition 2017-2018 organized by HK Island and Kowloon Secondary Schools Regional Committee, The Hong Kong Schools Sports Federation	2nd Runner-up (Boys A Grade)	King's College Volleyball Team	
	Inter-School Athletics Competition 2017-2018 organized by HK Island and Kowloon Secondary Schools Regional Committee, The Hong Kong Schools Sports Federation	Boys C Grade High Jump Champion	2C	WONG Chun-ming, Melville
Boys B Grade 200m 1st Runner-up		3A	TAM Man-yui	
Boys A Grade Triple Jump 2nd Runner-up		5A	TANG Pui-him, Ian	
Boys B Grade Javelin Champion		4D	YEUNG Ming-shun	
Boys A Grade Long Jump 2nd Runner-up		4B	ZAO Guofeng	
Boys A Grade Shot Put 1st Runner-up		5B	CHAN Tsz-hin	
Boys B Grade 4x100m 1st Runner-up		4A	LAM Kwan-yin	
		4B	CHUI Kai-yin	
		4B	SIU Yue-fung	
		4C	CHAN Shing-yan	
	Inter-School Swimming Competition 2017-2018 organized by HK Island and Kowloon Secondary Schools Regional Committee, The Hong Kong Schools Sports Federation	Boys A Grade Overall 1st Runner-up	King's College Swimming Team	
Boys Overall 1st Runner-up				
Boys A 50m Backstroke 3rd Runner-up		5C	LIN Pak-him, Phidias	
Boys B 200m Individual Medley 2nd Runner-up		4A	LEUNG Ching-long	
				Boys B 100m Freestyle 3rd Runner-up
Boys B 4x50m Medley Relay 1st Runner-up		3B	LO Ka-ho	
		4A	CHEUNG Jit-hei	
		4A	LAM Chung-yung	
		4A	LEUNG Ching-long	
4B		SIU Yue-fung		

Nature	Competition / Organizer	Award / Prize	Awardee	
		Boys A 4x50m Medley Relay 1st Runner-up	4A	CHAN Kei-wing
			5C	LIN Pak-him, Phidias
			6B	CHIU Ming-leong
			6D	LAM Ka-chun
		Boys C 4x50m Medley Relay 2 nd Runner-up	1B	WONG Pak-ho
			1D	YIU Tin-lap
			1D	YUEN Joshua
			2A	CHEN Siu-fung
			2D	WEI Oscar Zijie

9. Financial Summary (1.9.2017 - 31.8.2018)

	Income (\$)	Expenditure (\$)
ESCBG ACCOUNT		
(a) Non-school specific grants		
1 Baseline Reference Provision	478,883.00	372,575.36
<i>Sub-total:</i>	<u>478,883.00</u>	<u>372,575.36</u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	397,670.00	163,116.00
2 Extra Recurrent Grant under ITE4 - GSS	66,740.00	51,696.00
3 Capacity Enhancement Grant - GSS	599,381.00	494,169.19
<i>Sub-total:</i>	<u>1,063,791.00</u>	<u>708,981.19</u>
TEACHER RELIEF GRANT (TRG) ACCOUNT		
● Provision for 2017-2018	207,238.00	97,330.00
<i>Sub-total:</i>	<u>207,238.00</u>	<u>97,330.00</u>
OTHER NON-RECURRENT GRANTS ACCOUNT		
Diversity Learning Grant for the NSS Students - Other Languages		
● Provision for 2017-2018	70,200.00	70,200.00
<i>Sub-total:</i>	<u>70,200.00</u>	<u>70,200.00</u>
Diversity Learning Grant for the NSS Students - Other Programmes		
● Provision for 2017-2018	77,000.00	125,000.00
<i>Sub-total:</i>	<u>77,000.00</u>	<u>125,000.00</u> #
Extra Senior Secondary Curriculum Support Grant		
● Provision for 2017-2018	351,022.00	-
<i>Sub-total:</i>	<u>351,022.00</u>	<u>-</u>
Information Technology Staffing Support Grant - GSS		
● Provision for 2017-2018	300,000.00	239,775.90
<i>Sub-total:</i>	<u>300,000.00</u>	<u>239,775.90</u>
Senior Secondary Curriculum Support Grant		
● Provision for 2017-2018	550,190.55	550,189.32
<i>Sub-total:</i>	<u>550,190.55</u>	<u>550,189.32</u>
Learning Support Grant		
● Provision for 2017-2018	419,580.00	334,644.54
<i>Sub-total:</i>	<u>419,580.00</u>	<u>334,644.54</u>

Moral & National Education Support Grant - GSS		
● Provision for 2017-2018	438,619.00	85,804.73
<i>Sub-total:</i>	<u>438,619.00</u>	<u>85,804.73</u>
One-off IT Grant for E-Learning in Schools - GSS		
● Provision for 2017-2018	199,450.00	190,246.50
<i>Sub-total:</i>	<u>199,450.00</u>	<u>190,246.50</u>
School-based After-school Learning & Support Programmes - GSS		
● Provision for 2017-2018	62,400.00	56,305.00
<i>Sub-total:</i>	<u>62,400.00</u>	<u>56,305.00</u>
Strengthening School Administration Management Grant - GSS		
● Provision for 2017-2018	74,579.00	74,579.00
<i>Sub-total:</i>	<u>74,579.00</u>	<u>74,579.00</u>
Transitional Career & Life Planning Grant - GSS		
● Provision for 2017-2018	100,000.00	99,998.28
<i>Sub-total:</i>	<u>100,000.00</u>	<u>99,998.28</u>
The Fourth Strategy on IT in Education - One-off Grant for Acquiring Mobile Computing Devices		
● Provision (expired on 31.8.2018)	121,450.00	121,450.00
<i>Sub-total:</i>	<u>121,450.00</u>	<u>121,450.00</u>
Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland		
● Provision (expired on 31.8.2018)	120,000.00	88,560.00
<i>Sub-total:</i>	<u>120,000.00</u>	<u>88,560.00</u>
One-off Grant for the Promotion of Chinese History and Culture - GSS		
● Provision (expired on 31.8.2020)	150,000.00	107,667.33
<i>Sub-total:</i>	<u>150,000.00</u>	<u>107,667.33</u>
One-off Grant to Secondary Schools for the Promotion of STEM Education - GSS		
● Provision (expired on 31.8.2019)	200,000.00	85,689.00
<i>Sub-total:</i>	<u>200,000.00</u>	<u>85,689.00</u>
SMI ACCOUNT		
Fees collected from students for specific purposes	200,000.00	178,040.40
<i>Sub-total:</i>	<u>200,000.00</u>	<u>178,040.40</u>
ECA ACCOUNT		
(a) Provision for 2017-2018	92,259.00) 385,411.15
(b) Fees collected from students(S4 to S6)	<u>58,240.00</u>	
<i>Sub-total:</i>	<u>150,499.00</u>	<u>385,411.15</u> #

Remarks: Deficits covered by surplus carried forward from previous school year.

10. Feedback for Reflections

1. Over these years, through the programmes implemented, students have developed a habit to enhance the knowledge acquired in class through activities beyond classrooms. They have been used to doing pre-lesson preparation, exchanging and sharing of ideas via on-line forum, making meaningful use of online resources to broaden their learning. Students have become more skillful, intelligent and independent to look for information they deem relevant to their studies and to conduct investigations into areas they are interested in. By doing so, a stronger sense of ownership over their learning is fostered. Moreover, with learning goals set, students can check on their progress of work, work out appropriate strategies to strive for a higher level of achievement in their academic pursuit and enable them to have a better understanding of their strengths and weaknesses.
2. In its second year of establishment, the language ambassadors have played a more active part in planning and running activities, especially for junior form students, during lunch time, after school and on special occasions. The ambassadors, together with the Chinese Society and the English Society, conducted a series of activities throughout the year to promote students' interest in the learning of both languages and their understanding of the Chinese and Western cultures. For the activities organized during lunch time, the response from S.1 students was passive. More interactive programmes can be organized and more guidance can be provided before and during the activity to prepare the students better before they get engaged in more challenging tasks.
3. The School continued to organize different STEM-related activities for students to heighten their interest in scientific exploration and investigation. Students took part in a wider range of science competitions and STEM activities on an individual or group basis. The activities enabled students to apply what they have learnt in their lessons to practical situations. Students' have outshone their counterparts in different local or overseas competitions. At senior forms, students passed on the torch in scientific investigation through the Research Team; however, more activities for junior form students should be organized to ignite their spirit and curiosity in STEM related matters.
4. The Reading to Learn Committee, based on the work done over the past two years, made improvement on the theme-based reading periods held every Wednesday. Collaborating with different subject departments and functional committees, the Committee prepared reading materials and displayed the books relevant to the selected themes of the month. Students' knowledge in value education, life-planning education, service education and in subjects like Chinese History, Mathematics, etc was enhanced through the reading students did in the reading periods. To allow students to learn on their own and to promote self-directed learning beyond classrooms, e-reading platforms are open to junior form students to enhance their language competency and help them to build up their reading habits. Students at S.5 and S.6 could access the on-line public examination resources on HKEdCity platform to challenge themselves and to

prepare for the public examination. E-reading activities for both Chinese and English will form part of the coursework assessment for S.1 students in the coming year to ensure that students develop a regular habit of doing meaningful reading outside classroom.

5. This year, with the effort previously made, more collaboration projects between subject departments were launched. Through the collaboration between the two language departments, and between language departments and other subject departments, students applied the language knowledge acquired in cross-disciplinary projects to deepen their understanding of the subject knowledge. Subject departments in the Science KLA conducted cross-curricular programmes at S.3 to enable students to have a more holistic view of the science subjects they will study in senior forms. Learning activities, under the notions of Reading across the Curriculum and Language across the Curriculum, will continue to be implemented at junior forms while those at senior levels with an extended emphasis on STEM education and the development of higher order thinking skills.
6. Pedagogy studies were conducted on a whole school theme-based basis, involving all teaching staff. The theme set for pedagogy studies has helped teachers focus on the development and employment of appropriate teaching strategies to address the problems they have identified among students and to work through collaboration to raise the effectiveness in learning and teaching. Teachers have become more ready to give suggestions on areas that they are interested to explore and to experiment with and the spirit of peer learning and the sense of ownership have been remarkably lifted. Pedagogy studies will embark on a new mode of operation in the coming development cycle, allowing teachers to have more time to design, to try out, to discuss and to refine the materials and strategies on agreed topics within individual key learning areas or across different key learning areas.
7. The School has never stopped to provide many and varied learning opportunities for students in both academic and non-academic areas. Apart from obtaining outstanding results in local competitions, our students have done equally well in different international competitions, leaving their footprints across the globe. Teachers kept looking for opportunities to encourage students of different abilities to extend their learning beyond the local context. Students continued to do well in scientific investigation and exploration and language challenges but the School will further explore learning opportunities for students of different interests and abilities, allowing a larger number of them to unearth their talents and to actualize their dreams. More opportunities will be opened to students of average and lower abilities to take part in different local or overseas competitions to help them build up their confidence and be more motivated to strive for improvement.
8. Values education continues to play a major role in fostering students' whole-person development. More can still be done to strengthen students' time management and self-management skills. Plans for the progressive implementation of programmes with emphasis on a selected set of values that

characterizes a typical Kingsian will be set and tried out in the next development cycle with a view to nurturing righteous and self-fulfilling individuals.

9. Being aware of the potential negative impact smart phones may have on students' personal and academic development, the School keeps trying out strategies to discourage students from being addicted to smart phones and to help students pursue a healthy life. The launch of the sports team training programme for S.1 students has been enthusiastically received by students and parents. Through the programme, students displaying talents and potentials are recruited as players in different school teams. In addition, other health education and counselling programmes help to raise students' awareness of the importance of maintaining physical fitness and mental and emotional health.
10. To prepare students to take up responsible positions as leaders, both inside and outside of school, leadership training programmes were run by different functional teams, like discipline and counselling teams, and the uniform groups throughout the year. Our students' outstanding leadership abilities are well-acknowledged and recognized by the awards they have won in different competitions. The task ahead is to embrace students of average and relatively lower abilities to take the charge to organize and to run programmes on and off the campus to get them recognized as leaders by their peers. It is expected that through the work students done, students of relatively lower abilities can build up their personal capacity and enrich their experience in taking up greater responsibilities.
11. Continuous effort will be paid to maintain a healthy and caring school campus. The creation of the post of SEN Co-ordinator and the school's participation in the Student Mental Health Support Scheme will facilitate more systematic and comprehensive planning and coordination of programmes to provide support to students in need. The programmes so planned and launched coupled with those formulated by the different committees for the promotion of values education and healthy school will instill positive values among students towards personal development and academic pursuit.
12. Although much planning has been done to conduct different learning programmes to cater for the needs of the NCS students to enable them to cope with their school work and to adapt themselves well in the school, it has become increasingly difficult and challenging for the School to allocate resources for the conduct of the programmes in view of the number and the spread of NCS students in the school. Support to these students, however, will continue to be provided, especially for the study of Chinese as a second language and the study of Liberal Studies in the English medium at both junior and senior levels.
13. Over the past three years, teachers have become more active and more initiated to take part in activities and programmes for continuous professional development. Most of them have kept themselves well- and timely-informed of the accommodations to be made effected by the on-going curriculum renewal and the changes HKDSE examinations are undergoing. They are used to

collaborative lesson planning and peer sharing and exchange of ideas. The work done by teachers has helped students to learn more effectively in class and at the same time motivate them to embark on self-regulated investigation. The learning circles formed among teachers on a cross-curricular or subject-oriented basis has also enhanced cooperation and understanding between and among teachers. The materials and the strategies so designed by teachers' concerted effort are saved at the school teaching resources portal and could conveniently be retrieved for teachers' future use. The School will continue to encourage cross-curricular collaboration among teachers of different subject disciplines to look for and work out strategies that will help to heighten students' interest in learning and strengthen their skills to cope with more demanding challenges in their future studies.

14. Teachers are encouraged to formulate implementation policies to enhance the effectiveness in learning and teaching with the use of Big Data. Policies are to be formulated based on the data the School holds for a definite period of time. Data on student academic achievements in both external and internal assessments and records and observation on student behaviour will be systematically collated and analyzed. It is hoped that appropriate policies can be formulated to address the issue under consideration.
15. Teachers are encouraged to take part in experience sharing sessions and collaborative projects with teachers of other schools to broaden their knowledge in the teaching of the subject. Arrangements have been made for teachers serving as markers and setters for public assessments to have sharing sessions with their colleagues to keep teachers informed of the latest education and examination trends.
16. Teachers have become more skillful in using IT in lessons and most are eager to participate in different IT-related training activities, both inside and outside of the school. Teachers from different subject departments have made use of mobile devices and on-lines resources to deliver their lessons interactively. The School will continue to purchase IT equipment and educational applications recommended by teachers to promote the effectiveness of both learning and teaching. To encourage sharing of experience between teachers, in-house training will continue to be organized to upgrade teachers' IT competency.
17. The improvement in IT equipment in classrooms, especially with the installation of visualizers, the replacement of overhead projectors, has helped raise the effectiveness for the conduct of interactive learning and teaching activities. More room has been created for teachers with the implementation of the initiatives under the Strengthening School Administration and Management Grant. The e-notice/message system, the e-booking system for rooms, the ORM for marking Multiple-choice questions, the e-enrolment system, the e-discipline system, etc have all helped to relieve the workload of teachers, allowing them more time to provide counselling to students and to try out with new teaching initiatives.

18. The School has received strong and unremitting support from KCPTA and KCOBA. The close and intimate collaboration between the school and each of these bodies has empowered the school to conduct school-based and distinctive programmes for students' whole-person development. Typically, they provide a roll of scholarships in recognition of students' achievements in both academic and non-academic areas. The school has maintained a strong and long working relationship with KCPTA which has played a key role for the conduct of programmes on Parent Education and families activities. The KCOBA, the other congenial partner of the school, has collaborated with the school for the conduct of job shadowing programmes for senior form students, and for the provision of resources and sponsorships for programmes aimed at building students' competency for studies, future career and for personal growth.
19. The School is blessed with the generous donations from the KC Education Foundation Fund. The KC Education Foundation Fund has always been a staunch supporter of the School to subsidize diversified learning activities for students to develop their capability in areas, such as music, sports, arts, language competency, etc. Students with financial needs are also benefited by gaining the chance to join activities they have never dreamt of.
20. The School has enjoyed close working relationships with NGOs and with both local and overseas institutions for the conduct of programmes to enhance the effectiveness in learning and teaching, and the provision of support programmes constructive for student's development. The School has entered into Professional Partnership with Faculty of Education, HKU, through which teachers are given the opportunity to mentor student teachers to facilitate exchange of ideas and sharing of experience. Selected students are nominated to join the programmes run by the HK Academy of Gifted Education and the School collaborated with the Tung Wah Group of Hospitals Cross Centre for the conduct of a wide range of activities under the Healthy School Programme. The School will continue to look for resources and opportunities for the holistic development of our students.

11. Appendix

Report on School-based After School Learning & Support Programme 二零一七/一八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： 辛素碧老師

計劃的各項活動資料：

活動名稱	實際受惠對象學生人數#	平均出席率	活動舉辦期間/日期	實際開支(\$)	評估方法(例如:測驗、問卷等)	合辦機構/服務供應機構名稱(如適用)	活動評估(例如:學生的學習情況及成果)
課後文化藝術發展音樂課程 中一至中六 全年上課時數(401小時)	33人	80%	10/2017 - 3/2018	46,305	反思	導師	<ul style="list-style-type: none"> 學生透過學習樂器，除了培養堅持和忍耐，也提升其藝術文化修養；參加樂團的訓練，更讓他們學習團隊合作和互勉的精神。 這學年受惠學生均在校內音樂科樂器考試的成績有顯著進步。
職業探索工作坊 中三 (配音員、室內設計師、營銷行政人員)	13人	85%	1、3/11/2017	6,400	反思	Edvenue Limited	<ul style="list-style-type: none"> 透過職業模擬，學生得到啟發，並能探索自己喜愛的工作，追求夢想，亦能夠朝著目標，定立自己的生涯規劃。
探索科學工作坊 中一 (製作空氣炮和古羅馬投射器)	17人	92%	18-19/4/2018	3,600		Education Plus Centre	<ul style="list-style-type: none"> 透過導師的講解，學生得到啟發，提升對科學的興趣和知識；透過製作一些工具，學生更學習到如何應用物理學上的理論。
			總開支	56,305			

Report on SAM Grant

「加強學校行政管理津貼」檢討報告A. 收支

編號	說明	存入金額	支出金額
0	「加強學校行政管理津貼」撥款總額	\$250,000	
1	課室(包括特別室)網上預訂系統		\$13,695
2	電子文件及報告管理系統		\$22,825
3	拍卡點名電腦系統		\$49,991
4	選擇題(光標識別)分析系統		\$28,910
5	電子成績數據分析軟件		\$60,000
6	校本的課外活動資料管理數據庫及電腦平台		\$39,655
7	網上訓導資料管理系統		\$49,955
	總計	\$250,000	\$265,031
	餘額	(\$15,031)	(由其他撥款支付)

B. 使用狀況

1. 網上預訂課室制度已經使用兩學年，預訂方式及使用指引也按同事反映經過微調，同事習慣地使用及滿意該系統。既可在辦公室時間以外預訂或取消預訂課室，更能在預訂時瀏覽全校可用的課室，作出適當的安排。
2. 添置電子文件及報告管理系統目的是將歷年學校學生的個人檔案數據化，掃描及分類工作持續進行，現已完成 2014-16 年度的學生文件掃描。
3. 拍卡點名電腦系統正在每天使用，學生每天回校須用八達通卡登記出席記錄，除了方便學校管理出席記錄，減輕數據輸入工作及提升準確度之外，家長也能實時知悉學生回校情況。
4. 選擇題(光標識別)分析系統能讓同事自行設計問卷，讓學生填寫答案在問卷上，對於問題數目少的問卷，可減少使用答題紙，例如中三級選科表，避免浪費紙張。
5. 添置電子成績數據分析軟件目的是透過將學生成績作進一步分析，讓同事更了解學生的學習進度。由於需要處理數據兼容，現時先在英文科目試行，將逐步推展至其他科目。
6. 校本的課外活動資料管理數據庫及電腦平台已經使用兩學年，每年學生報名學會都是經由該系統在網上登記，學生的報名進度可於網上實時管理，學生改選報名更加容易，減省了同事管理數據上的工作。
7. 網上訓導資料管理系統是撥款中的後補項目，目的是將學生訓育資料數碼化，使用統計資料讓學生定期反思自我管理的進度，並讓班主任定期跟學生討論每班紀律表現。由於該系統是服務供應商修改其程式以符合學校的訓育制度，固此在本學年才推行。預計該系統將方便教職員管理和使用有關資料，提升處理資料的執行效能及有助學生學習。

總結

所有系統已經投入使用，亦按實況作出適度調整，從而提升行政管理及教學效能，有助學生成長。