



KING'S COLLEGE

School Report

2013-2014

Annual School Report 2013/2014

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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 88 years, it has graduates excelling in all walks of life and all over the world. *(For general information about the school, please visit our official website or see the appendices.)*

School Management

Member Year	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
11/12	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
12/13	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
13/14	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

3. Our Students

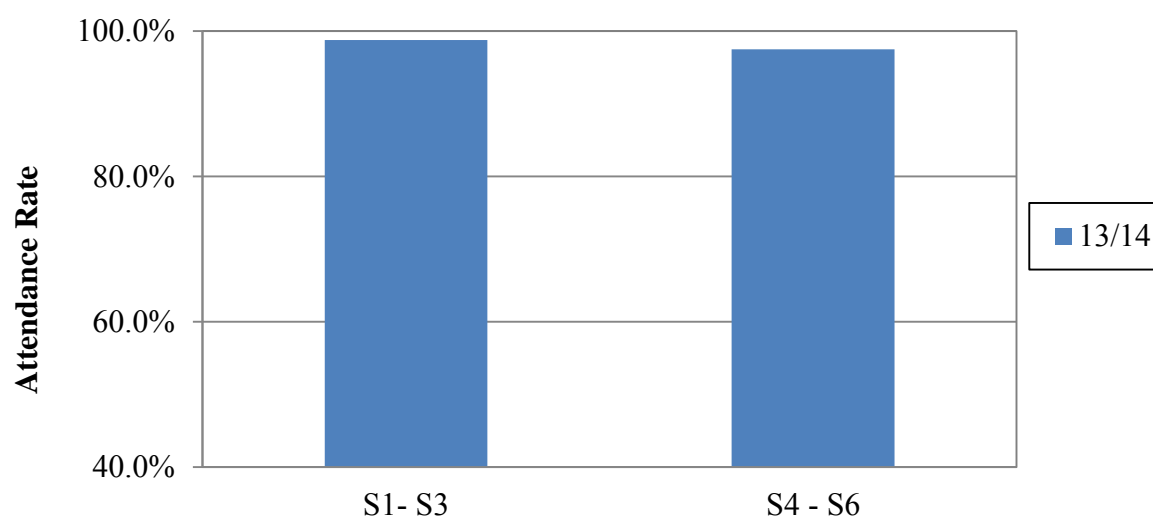
Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	5	5	5	27
Total Enrolment	144	141	145	168	177	168	943

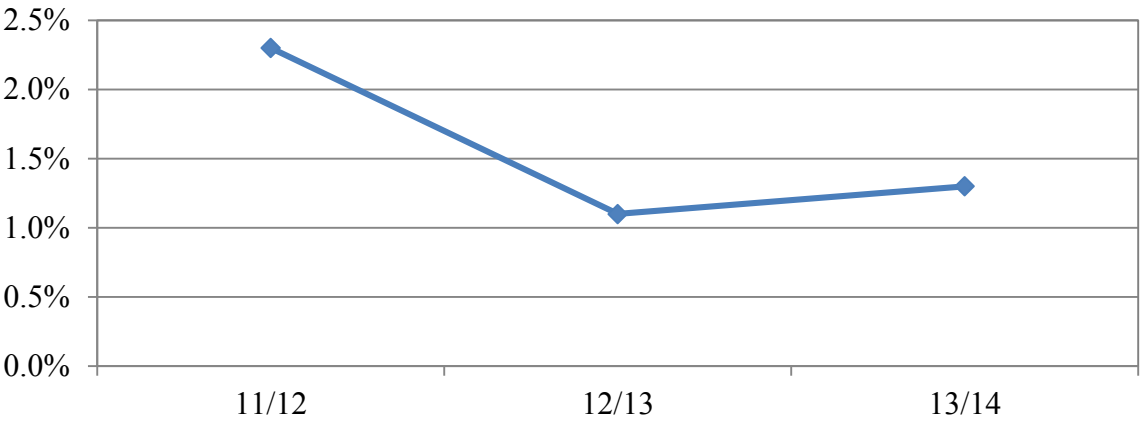
Unfilled Places

Year	Unfilled Places
2011-2012	Zero
2012-2013	Zero
2013-2014	Zero

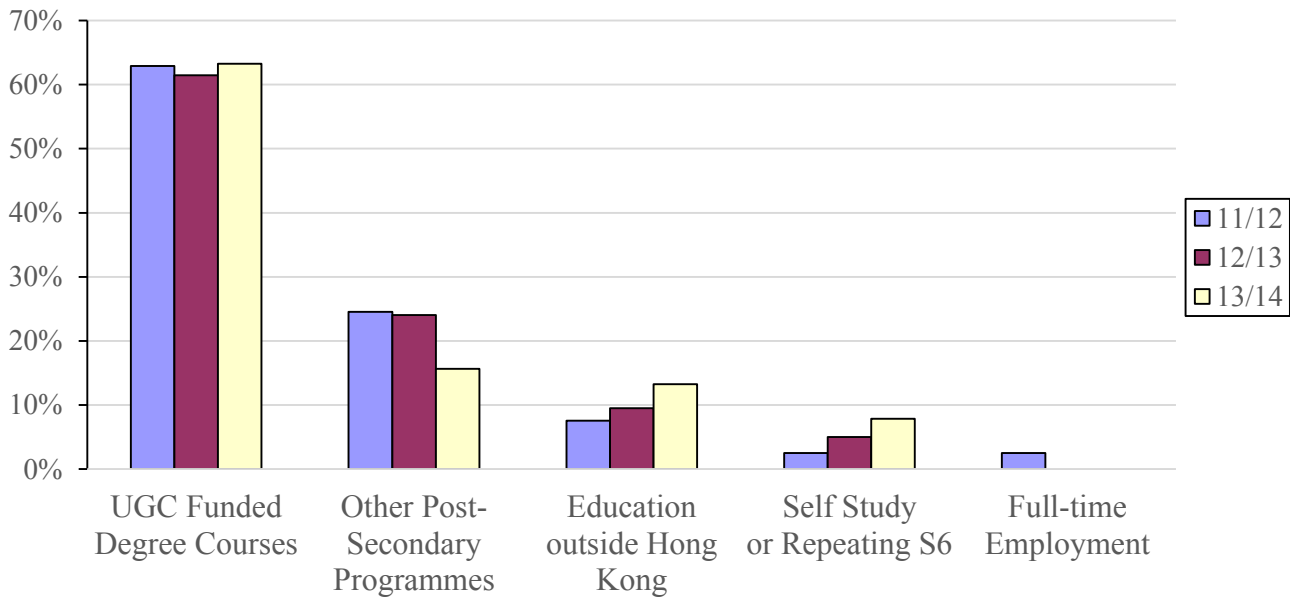
Students' Attendance



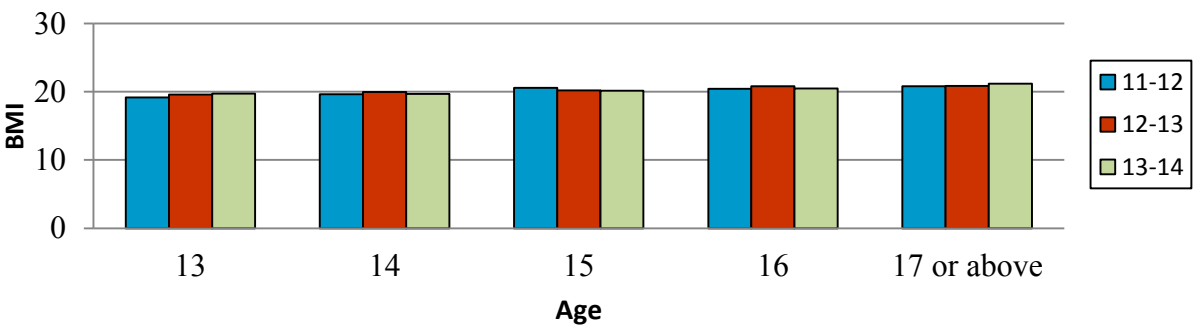
Students' Early Exit



Destinations of S.6 graduates



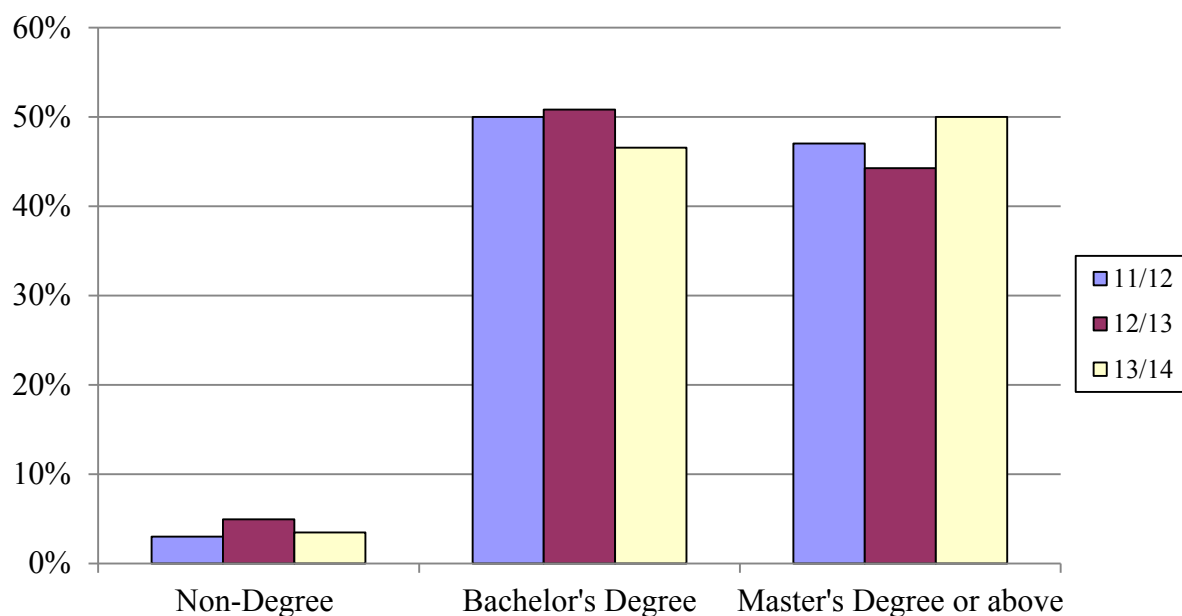
Body Mass Index of Students



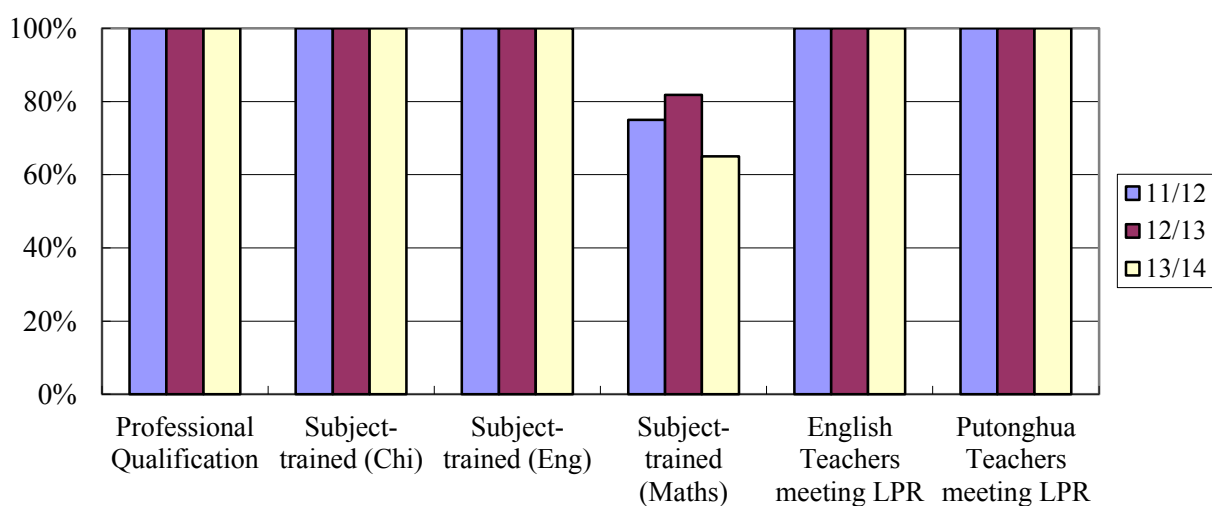
4. Our Teachers

Teachers' Qualifications

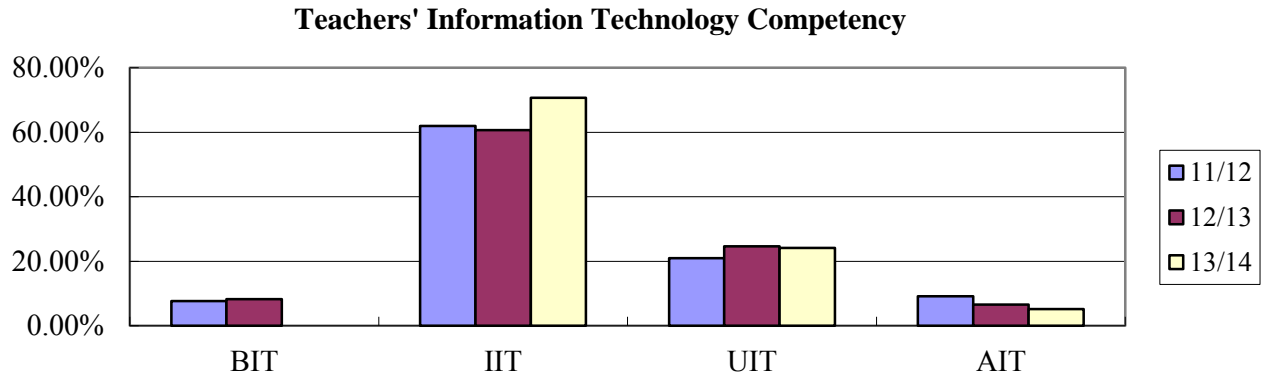
Highest Academic Qualifications attained by teachers



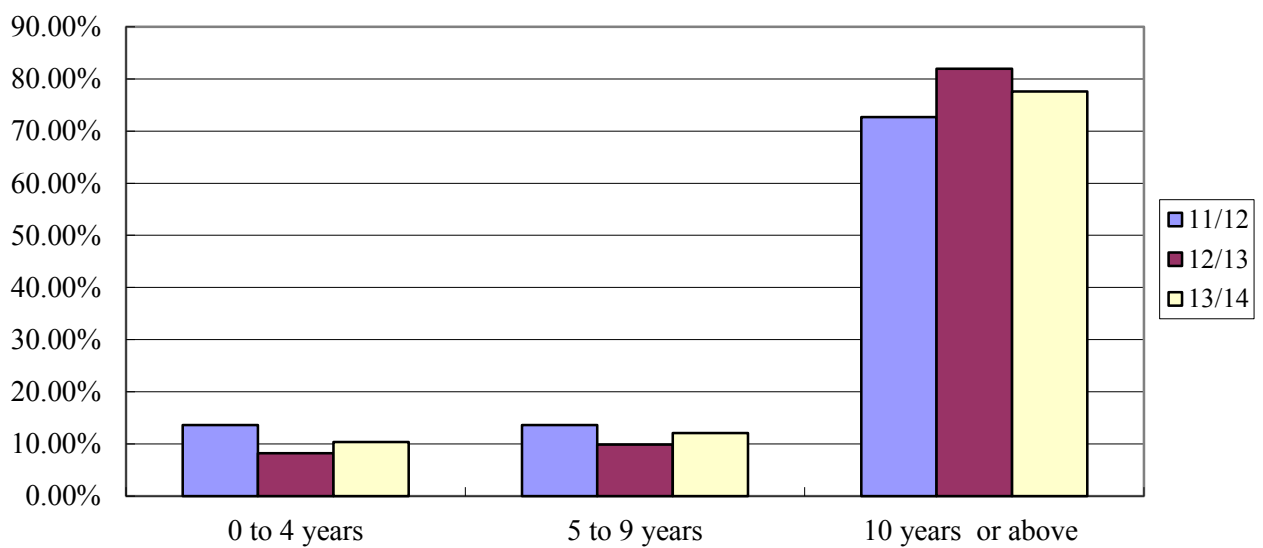
Teachers with professional qualification, subject-training in the core-three subjects & meeting Language Proficiency Requirement



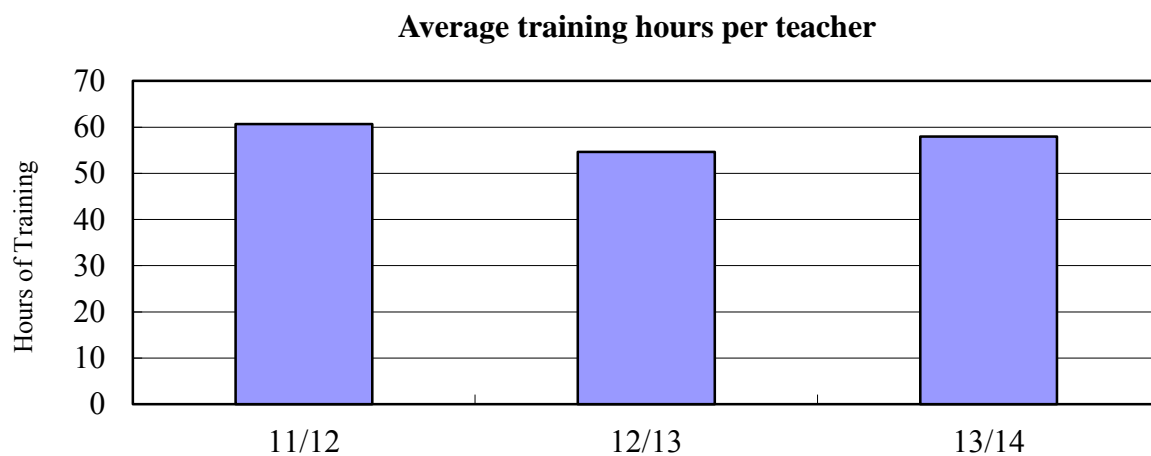
IT Competence



Teaching Experience



Teachers' Professional Development



5. Achievements and Reflections on Major Concerns

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

Achievements

Target I: Enhancing quality teaching and assessment for learning

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

- **Subject based HOT curriculum**

Departments of Liberal Studies and Mathematics had worked out their curriculum frameworks outlining the HOT skills to be applied at different levels and how study and HOT skills (e.g. note-taking, analyzing, critical thinking, application of theories) can be integrated in daily teaching and learning.

- **Study skills**

For the English Department, a training course focusing mainly on note-making skills and reading skills was conducted in two S.2 classes. Students have learnt how to use different graphic organizers like concept diagram and spider chart to organize, summarize and synthesize the knowledge learnt. The skills learnt can also be applied in different subjects.

- **Designing a progressive speaking curriculum**

English and Chinese Departments implemented a school-based speaking curriculum in S.1-S.3 levels to enhance students' presentation skills, phonetic skills and debating skills through the use of school-based teaching and learning materials. Students have become more confident in presenting their ideas orally in class.

- **Cross-curricular projects**

The two language subjects, English and Chinese, collaborated with I.H. and L.S. respectively helped students to work out a cross-curricular project for S.1 & S.2 students.

L.S. + Chinese

Students applied the presentation skills they learn to introduce a political figure and the activity conducted heightened students' awareness toward the election of the Chief Executive in 2017.

I.H. + English

In IH, students' knowledge on 'Natural Hazard' was enriched through different learning activities. In English lessons training on presentation skills were conducted.

- **Peer Lesson Observation**

Teachers made use of cooperative learning as a tool to motivate students who are assigned different roles to play in the group discussion. 9 groups of teachers employed this teaching strategy to conduct their lesson. In these lessons, students participated more actively in class discussion and learn more effectively in a more dynamic situation. Peer learning is fostered.

Target II: Enhancing reading competence

● Broadening students' horizons through extensive reading (S1-3)

Reading Period

Students have read at least 16 books with book reports or reflections in the academic year on selected themes during morning reading periods. Students' have gained exposure to a wide spectrum of knowledge through the provision of extensive reading materials.

● Cultivating a reading culture on the school campus to promote students' interests in reading

Reading Award Scheme (S1-3)

85% of S1-3 students met the minimum requirement of reading at least 16 books. Students became more engaged in reading and were able to share their reading experiences through their reflections.

Inter-class reading competitions (S1-3)

(1) Inter-class Reading Tree Competition

Students and teachers contributed to the nurturing of the Reading Tree by sharing the books they have read. Reading Trees in most of the classes were well-decorated with thought-provoking remarks and reflections.

(2) Inter-class Story Writing (Radio Drama) Competition

All S1-3 classes took part in the competition and the competition helps promote students' creative thinking, communication and presentation skills. Students' performance in the competition is highly encouraging.

Library Reading Tree

Teachers, parents and student librarians also contributed to the display by giving feedback on the books they read on the Reading Tree. Our Library Reading Tree, placed at the entrance of the Library, has caught the attention of students and the students showed interest in borrowing the books recommended.

● Cultivating reading skills among students to develop students' comprehension and appreciation skills

Reading reflections

Well-written reflections from S1-3 classes had been selected and displayed. Students showed eagerness in expressing their ideas and thoughts in the reading reflections. They expressed themselves clearly on their reading experiences in reflections.

● Regular books sharing among students to promote peer learning and interest in reading

Sharing by Reading Ambassadors

Regular sharing was done by Reading Ambassadors who presented the books they had read in the Library, Lecture Room and the school garden throughout the school year. The presentations were videotaped and broadcast via Campus TV during CCA and Reading Periods.

Through various interactive sharing activities, students' reading experience has been enriched and they have become more confident in sharing their thoughts.

Target III: Promoting e-learning culture

● **Training and IT Support**

Three school-based workshops for teachers on the use of e-learning platform (e-class) were run. Teaching staff were equipped with the necessary skills to use e-class for collaborative learning, arranging learning materials systematically and assessing students' performance.

● **Collaborative learning by means of online forum**

Different subject departments created online forums for senior form students to discuss current issues or assigned topics in e-class. Current issues discussed on the forum aroused students' interest and elicited a variety of responses from students. Most students posted comparatively more in-depth responses to current issues or ideas raised by teachers and other students.

● **Peer evaluation of selected student assignments**

Different subject departments involved senior form students to complete peer evaluation tasks online. Students participated actively in evaluating the assignments done by their peers. The evaluation tasks helped to consolidate students' learning and have promoted learning among peers.

- For History and Chinese History, strengths and weaknesses of their peers' performance in essay-typed assignments were discussed;
- For Chinese Language and English Language, students commented on classmates' composition using the assessment framework provided which enhanced their writing skills through reviewing compositions of their peers. Students enhance their discussion skills in Chinese Language through watching videos which recorded group discussions done by their classmates;
- For Geography, Mathematics and Economics, students commented on the assignments done by their peers.

● **More orderly and systematic arrangement of e-learning reference materials in e-class/ e-platform to facilitate learning beyond classroom**

(i)Arrangement of e-learning reference materials for students

15 subject departments uploaded e-learning reference materials and useful links for students in e-class and arranged them systematically to provide easy access for students. Students could effectively retrieve reference materials and to have extra practice beyond lessons.

(ii)Arrangement of e-reference materials for professional development

At least 12 subject departments have uploaded professional development materials to a resource bank on the e-platform. It has been easier for teachers to share teaching materials and to have broader and easier access to a wider spectrum of teaching resources.

(iii) Active use of e-learning resources on teaching and learning

(i)On teaching

An increasing number of teachers of different departments used internet resources and software including YouTube, Search Engines and subject-based online learning websites in classes. Students showed greater interest in lessons.

(ii) On learning

At least ten subject departments provided self-learning activities or online assignments to students. Junior form students participated actively in doing the self-learning activities while senior form students, especially those preparing to sit the public exam, frequently downloaded self-learning exercises from school intranet.

Reflections**1. Enhancing quality teaching and assessment for learning****Incorporating High Order Thinking (HOT) skills and study skills in learning and teaching**

- The HOT skills curriculum ensures that teachers train up students' thinking skills through different types of questions and learning activities. Application of theories learnt has been reinforced both in daily learning assignments and assessment of learning. The training of HOT skills will be extended to Humanities subjects in the coming academic year.
- The speaking curriculum designed by Language departments will be continued in the coming academic year with more emphasis on promoting the public speaking culture.
- HODs of different subject departments (Eco + Math, Phy + Chem + Bio) will continue to collaborate and design a cross-curricular project to provide opportunities for the students to apply the knowledge they have learnt from different subject disciplines and apply the skills learnt in the working and the presentation of the project.
- Students showed readiness and confidence to participate in class discussions through cooperative learning. Every member in the group is given the opportunity to contribute in the small groups; the less able students, in particular, were more determined to work hard when being grouped with more able students.
- Open classes will be held to promote good practice among teachers.

2. Enhancing reading competence

- Reading on selected themes during Reading Period and the sharing sessions by Reading Ambassadors help to broaden students' learning and arouse their interest in extensive reading. Subject departments, functional committees and the Reading to Learn committee will continue to provide suitable reading materials on a wide range of topics students find interest in. Teaching of values will be incorporated to enhance students' whole person development.
- Students have shown improvement in expressing their ideas and thoughts. In order to increase student's ability to analyze and evaluate information, more interactive reading activities will be held to facilitate deep reading. Classroom sharing and discussion sessions will be held in CCA periods for the coming academic year.
- The Reading Ambassador will continue to take an active role to organize, under the guidance of the Reading to Learn Committee, a variety of reading activities via Campus TV will be run to cultivate a reading culture on the school campus.

3. Promoting e-learning culture

- Teachers will be encouraged to carry out interactive learning activities with the use of tablet computers during lessons in the coming school year. The use of tablet computers during lessons can further empower teachers and students during lessons. Students can play different roles in collaborative activities according to their abilities when using tablet computers. At the same time, through the use of tablet, students can engage in a wider variety of activities which can help to enhance their creativity.
- Teachers will provide more guidance and encouragement to students on how to respond on the forums and discuss the responses given in classes whenever appropriate. Teachers of different subjects will be encouraged to create online forums to facilitate collaborative learning.
- Online peer evaluation enhances peer learning in different areas. Essay-typed questions help students learn about different but more effective ways to write and present their views in a piece of writing and in conventional-typed questions, which in turn helps consolidate students' learning.
- Systematic and orderly arrangement of e-learning reference materials allows students to retrieve learning materials and learn more effectively on the e-platform. Teachers will be encouraged to upload more e-learning materials, questions papers and answers of tests to provide more opportunity for students to carry out self-directed learning by electronic means.
- A variety of e-learning resources can help students of different abilities to learn at their own pace, thus enabling students to learn beyond classrooms. Updating of on-line e-learning resource list to be provided to students/ teachers should be done more regularly by individual subject departments.

Major concern 2: To strengthen life-wide and life-long learning skills and culture

Achievements

Target I: Promoting Reflective Learning and Teaching (Student Level: S1-4)

1. Target setting

At the beginning of the school year, S1 – S4 Form Teachers (FTs) guided the students to set targets for this academic year and helped them develop the reflective skills. A mid-year review was conducted after the half-yearly examination in which FTs guided students to review their own progress and write reflections. Outstanding reflections were displayed for recognition of students' good efforts. Teacher and student evaluation surveys returned positive feedback on the usefulness of the teaching and learning materials for target setting and reflective skills, the appropriateness of the targets set, students' ability to apply the skills learned in target setting, and on meeting all targets set by the end of the academic year. On the whole, the pre-set targets of this strategy were achieved.

2. Student Learning Journal

- 99% of the students submitted all the three academic reflections and one OLE reflection as set in the programme plan. It is encouraging that 94% of students completed at least 1 additional OLE reflection. A considerable number of students even completed more than three meaningful reflections. All the completed Academic and OLE Reflection Forms are kept in the Student Learning Journal.
- Both the teacher and student evaluation surveys returned positive feedback on students' efforts in making meaningful self-reflections, students' readiness in evaluating their learning progress through reflections, teachers' and parents' understanding of the students through the latter's reflections.
- To further develop students' reflective learning skills, each subject department (except PE) incorporated reflective elements in the assignments for students of every level. Heads of Department (HODs) as curriculum leader, gave advice and guidance on the design of the assignments. Good examples were shared during staff meetings. Students' good work was also shared during the lessons and the outstanding ones were displayed in public areas on the school campus.
- Teacher and student surveys returned encouraging responses to this strategy. The frequency was considered appropriate and more affirmatively, most teachers were happy that the students could complete the work well. Majority of the students were positive that this strategy enhanced their ability to evaluate their strengths and weaknesses, and write meaningful self-reflection of their assignments.

- FTs discussed with parents about students' progress on Parents' Day with reference to students' set targets and reflections as scheduled.

3. Student sharing on learning reflections

- It is pleasing that 95% of S1-4 students shared OLE learning reflections during the CCA periods. The number of CCA lessons (2 periods) assigned to sharing was appropriate. As revealed in the feedback of the Assistant Form Teachers (AFTs) and of the students, the sharing on OLE learning reflections enabled students to learn from each other, the atmosphere during the sharing periods was, on the whole, good. Students also expressed that they could see different perspectives of their classmates and learn from their classmates' experiences.

4. Appreciation and recognition of good work

- Good students' work and projects, as well as learning reflections were displayed or presented to the whole school during the Knowledge Fair held in the Post-exam Activity Days. This helped to cultivate a reflective ambience at school and consolidate students' reflection habits through appreciation.

Teacher Level

1. Teaching reflections and peer assessment in lesson observation

- Peer assessment in lesson observation in pedagogy study was done during the school year. All teachers found the exchange of views and feedback in the evaluation meeting constructive and conducive to their own teaching reflections, which in turn helped them improve their lesson plans and learning activities in the future. For the self-reflections, majority of our subject teachers considered themselves effective in their lesson planning, lesson delivery and execution and consolidation of knowledge conveyed to students. HODs held discussion with subject teachers on their self-reflections and feedback collected from respective evaluation meetings. Improvement plans were formulated with reference to them.

2. Professional sharing on quality teaching and assessment after training

- All HODs arranged professional sharing (ranging from two to four in the whole school year) among subject teachers during the departmental meetings after member(s) attended training programme for sharing learning insight and learning materials. All teachers welcomed this strategy as it helped to keep them abreast of the latest information and development of teaching and assessment of their own subject.

3. Professional sharing on internal assessment in departmental meetings

- All subject departments conducted post-examination reviews on students' performance in connection with the design of exam papers, and on design of assignments / marking schemes. They all agreed that this strategy helped to improve the quality of exam papers and assignment designs.

4. Experience sharing on planning and implementation of life-wide and life-long learning activities

- To promote professional exchange among teachers, a number of sharing sessions were conducted during staff meetings throughout the school year. Topics included
 - (a) Enhanced Smart Teen Project 2013/14
 - (b) How to arouse students' learning interests through the design of homework assignment
 - (c) Tertiary education opportunities in Mainland China
 - (d) 2014 中學學校課程領導專業考察交流團

All teachers agreed that professional sharing conducted by different staff members of different subject or functional duty background provided insights on the planning and implementation of life-wide and life-long learning activities for students.

Target II: Stretching students' potentials and extending their learning experience

1. Providing a self-directed learning environment

- The SALC was open to S4 and S5 students to have self study during their free periods while other students could use the room during recess, lunch time and after school. Self-learning exercises of the core subjects and Science and Technology subjects were provided for students to supplement and assess their own learning at their own pace. Good student work from various subject departments was also available for students' reference.
- During their study leave, S6 students made good use of the room for DSE Chinese and English Listening practices.
- Generally speaking, the objective of the SALC was fairly well achieved. It provided an additional venue for self-study. The exercises provided were appropriate for students' self-learning purpose and students used them regularly and found them useful. A self-directed learning habit was beginning to develop.

2. Enhancement Programmes

- To widen students' horizon and develop their potentials, KLA i/c coordinated among related subjects to provide students with opportunities for inter-school competitions, national and international competitions. Various exchange programmes and study tours of different themes were arranged to enrich students' learning perspectives. Other experiential learning activities like Student Development Day, King's College - YWCA Elder Academy, Enhanced Smart Teen Project, S3 Graduation day camp etc., were specially designed to develop students' life skills. Sharing sessions in the morning assemblies by the prize winners and participants of various life-wide learning programmes were arranged. Meaningful presentations were observed.
- Under the professional guidance of the teachers and support from the School, our students continued to achieve excellent results in different international competitions. These students set

a good model for the current students and their achievements encouraged other students with greater confidence to attain higher goals. Our school will continue to support students to stretch their potentials in different fields.

- To stretch the planning and organization skills of student leaders, training courses on administrative work for the chairpersons and secretaries of the ECA Clubs/Societies and Houses were organized at the beginning of the school year. Chairpersons led their respective committees to complete the administrative tasks of keeping minutes of meetings, record of attendance at activities held and reflections according to the schedule set by the ECA Committee. Over 250 inter-class and inter-house competitions and activities were organized by the Sports Council, Music Council, Service Units, ECA clubs and societies throughout the school year. Most programmes were well-received and the participation rate was pleasing. These boosted the student organizers' confidence. Many teachers observed that these learning activities not only helped to develop/strengthen students' leadership potentials, but also helped them identify the future student leaders.

3. Fostering Positive Values and Honing students' life skills in the formal and informal curricula

- Positive values and life skills were incorporated in the formal and informal curricula.

KLA/Domain	Values including
中文	仁、義、禮、智、孝、悌、忠、恕
English	social values, sense of judgment
Mathematics	logical thinking, problem solving
Liberal Studies	self-esteem, interpersonal relationship, national identity, the rule of law, critical thinking, multi-perspective thinking
PSHE	eco-conservation, heritage conservation, democracy human rights, sovereignty, mutual respect, cooperation and compromise, social inequality, national identity
Science	Energy and environmental conservation and protection, scientific reasoning and investigation, observations and application, healthy lifestyle
Technology	Business and computer ethics
Art	Aesthetic appreciation and expression
Value Education	自律、責任、尊重、堅毅、關懷、共融、合作、包容、誠信、承擔、守法、持續發展、夢想、正能量
Health Education	Healthy lifestyle, self-esteem, positive thinking
Service Education	尊敬長者、愛護幼少、長幼共融、關愛弱勢社羣、愛護動物、珍惜食物
Moral and Civic Education	Care and Commitment, civic-mindedness, resilience, the rule of law, positive thinking, treasure time, leadership
National	認識及愛護國家文化及傳統

KLA/Domain	Values including
Education	
Environmental Education	Low carbon lifestyle, energy conservation, environmental protection, resource conservation
Careers Education	Knowing oneself, career awareness, life and career planning
Student Support	Peer support
Discipline	Social harmony and fraternity

Reflections

1. Promoting Reflective Learning and Teaching

Student Level

- To help students, especially the junior level ones, with target setting, students should be guided to understand themselves and be aware of their strength and weakness. In addition, clearer concepts of an on-going process of Planning-Implementation-Evaluation (PIE) cycle and Specific, Measurable, Achievable, Result-focused and Time-bound (SMART) targets have to be taught. Guidelines should also be given to the proper prioritization and good time management in setting and applying strategies to attain the targets. All these required individual guidance and clearer instructions from teachers.
- Moreover, it is desirable to provide students with a clearer concept of the constituents of a “meaningful” self-reflection. Examples of meaningful reflections should be printed on the reflection forms so as to help students to write their reflections with more in-depth thinking.
- It is also suggested that good student sharing in CCA periods and Knowledge Fair should be video-recorded. These records could be uploaded on the e-class for teachers’ and students’ reference.

Teacher level

- Teachers’ self-reflections revealed that teachers benefited from the lesson observation activity and they agreed that this experience would be conducive to their own teaching reflection in the future. All teachers found that the evaluation meeting after the lesson observation helped them improve their teaching effectiveness.
- In teacher’s self-reflections, the following items have been identified as areas that need further improvement:
 - a. Allocation of time for explanation of conceptual knowledge, group or class discussions and other extended learning activities,
 - b. Incorporating current issues in the topics in the schedule of work,

- c. Grouping of students to ensure that all of them are on task,
- d. Providing sufficient stimulation to students at the beginning of the lesson so as to enhance their curiosity and interest in the topic,
- e. Designing appropriate follow-up assignments

It is suggested that the Pedagogy Committee and all subject departments should look into these areas and explore strategies to make whole school improvement and subject-based improvement respectively.

- It is also suggested that the post-exam reviews of students' performance and exam paper design as well as the design of assignments could be done with reference to specific criteria, such as level of difficulty, clarity of task requirement, attainment of screening purpose, catering learner diversity, assessing what is being learned, etc.
- Many HODs were also concerned about how to enhance subject teachers' confidence in designing assignments with reflective content. More professional exchange and sharing among subject departments within the same KLA may be a good start while subject teachers were also encouraged to attend relevant professional sharing sessions organized by the EDB or other schools.
- It is recommended that teachers' professional sharing could be extended to non-teaching work experience, such as class management and conduct of Life Education Form Periods among Form Teachers and Assistant Form Teachers.

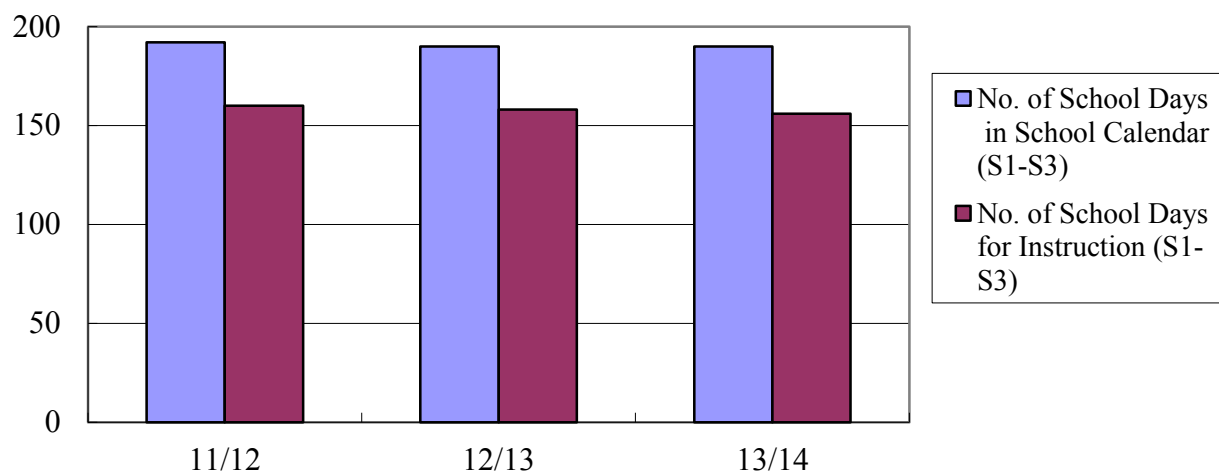
2. Stretching students' potentials and extending their learning experience

- To enhance the effective use of the SALC to facilitate students' self-directed learning, the following are suggested:
 - a. Clear guidelines on use of the computers and vigilant supervision will provide the keys to the proper use of the computers for self-directed learning.
 - b. S.4-5 Students may be allowed to loan DVDs from the library for view in the SALC for preparation of their English SBA or doing extended self-learning of other subjects. Students of other levels may also do project work or prepare for competitions in the SALC.
 - c. In the coming school year, subjects (Chinese History, Economics, Geography, History) of PSHE KLA will provide self-study materials for use in SALC according to three-year school development plan. The other subjects will review and update the materials already provided. Other student self-learning reference materials will also be made available.
- Besides the SALC, the science laboratories could also be better utilized as self-directed learning venues. Science teachers would be encouraged to work closely with the laboratory technicians to provide relevant learning activities to promote students' interest and enhance their knowledge and abilities in scientific exploration and investigation, especially in the junior levels in the coming school year.

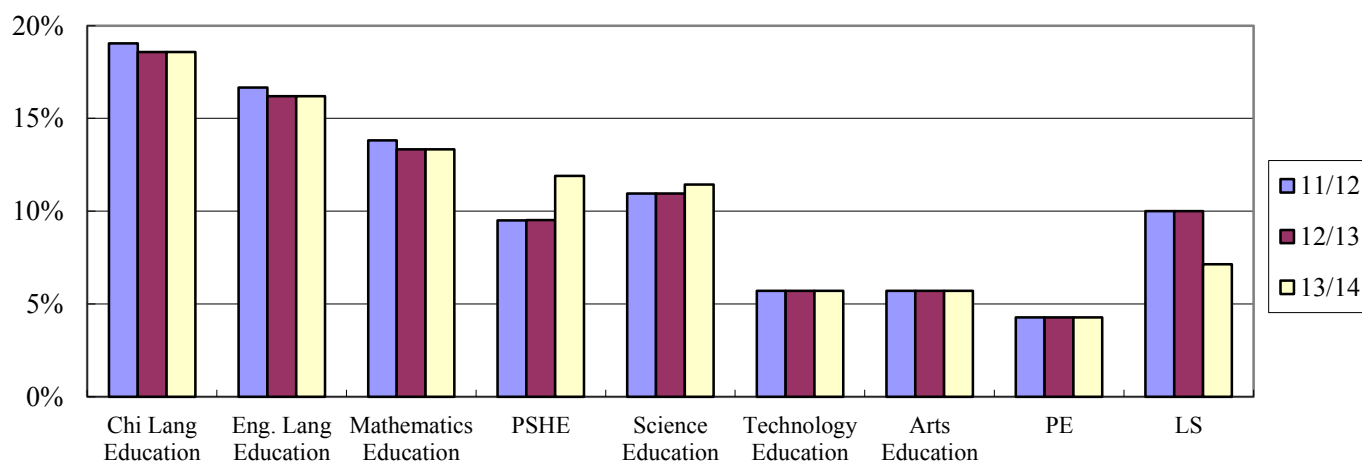
- It is recommended that subject departments organize more beyond classroom, co-curricular learning activities to further enhance value education, creativity education, e-learning and presentation skills.
- Good career and life planning is a pre-requisite pertaining to sustaining life-wide and life-long learning. With the provision of the Career and Life Education (CLP) Grant beginning the coming school year, the Careers Committee has to take the lead in steering the planning of Career and Life Planning Education to enhance and enrich life planning education elements for students. To steer the paradigm shift towards a holistic approach to life planning education and career guidance, it will collaborate with the Life Education Co-ordinator, the Counseling Committee and subject departments to construct a school-based comprehensive Life Planning Education and Career Education Service framework in this School.

6. Our Learning and Teaching

Number of Active School Days



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



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

Students' Reading Habit

Percentages of Students Borrowing Reading Materials from the School Library

	12/13			13/14		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
Once a week or more	15.38%	13.87%	14.86%	10.98%	9.72%	12.00%
Once every two weeks	17.41%	10.71%	6.76%	13.60%	13.19%	8.80%
Once a month	24.03%	19.23%	16.22%	24.11%	16.32%	20.00%
Less than once per month	36.82%	49.54%	54.05%	44.15%	53.13%	53.60%
Never	6.36%	6.65%	8.11%	7.16%	7.64%	5.60%

Percentages of Students Borrowing Materials from the Public Libraries

	12/13			13/14		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
Once a week or more	15.32%	10.71%	14.20%	15.07%	8.36%	13.49%
Once every two weeks	19.92%	13.53%	18.24%	23.44%	14.63%	16.67%
Once a month	29.16%	32.13%	18.92%	30.62%	23.34%	26.98%
Less than once per month	33.69%	40.46%	44.59%	29.67%	50.17%	40.48%
Never	1.91%	3.17%	4.05%	1.20%	3.48%	2.38%

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

	12/13			13/14		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	65.42%	62.84%	60.14%	69.47%	66.20%	60.98%
7-12 hours	23.22%	23.32%	25.68%	24.76%	23.69%	21.14%
More than 13 hours	11.36%	13.84%	14.18%	5.77%	10.10%	17.89%

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

	12/13			13/14		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	68.57%	63.79%	63.51%	79.47%	80.42%	67.74%
7-12 hours	23.22%	23.32%	25.68%	16.71%	14.34%	21.77%
More than 13 hours	8.21%	12.89%	10.81%	3.82%	5.24%	10.48%

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

	12/13			13/14		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	80.69%	74.84%	68.92%	83.97%	78.75%	64.52%
7-12 hours	14.89%	18.58%	20.27%	14.11%	15.68%	21.77%
More than 13 hours	4.42%	6.58%	10.81%	1.91%	5.57%	13.71%

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

	12/13			13/14		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	44.64%	48.66%	50.68%	44.74%	52.98%	48.00%
7-12 hours	38.10%	31.85%	31.08%	37.32%	32.98%	32.00%
More than 13 hours	17.26%	19.49%	18.24%	17.94%	14.04%	20.00%

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

	12/13			13/14		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	53.92%	56.54%	62.16%	55.26%	61.62%	56.56%
7-12 hours	35.09%	29.67%	25%	34.45%	30.63%	27.87%
More than 13 hours	10.99%	13.79%	12.84%	10.29%	7.75%	15.57%

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

	12/13			13/14		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	64.69%	58.49%	65.54%	65.38%	67.49%	56.00%
7-12 hours	24.24%	26.71%	20.27%	25.48%	23.67%	26.40%
More than 13 hours	11.07%	14.80%	14.19%	9.13%	8.83%	17.60%

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

In the second year of this School Development Cycle, we continued to put a lot of emphasis on further enhancing quality teaching and assessment for learning. We started with a good planning of staff development programmes and activities to meet the objectives of our major concerns. The Staff Development Committee planned and coordinated the staff development activities that prepared our teachers well for implementing quality learning and teaching, fulfilling operational needs or challenges in the school environment, as well as facilitating professional exchanges and reflection. The themes of the three Staff Development Days were "Cooperative Learning", "Legal Responsibilities of Professional Teachers" and "Crisis Management", and "Catering Learner Diversity in Self-directed Learning" and "School-based Assessment" respectively.

The Pedagogy Committee promoted and coordinated among subject departments to try out the teaching strategies introduced on the Staff Development Days. Cooperative learning was first adopted in Liberal Studies (LS) lessons at junior levels and later employed by teachers of other departments. It is encouraging to note that cooperative learning was imbedded in the pedagogy study of nine groups of teachers from different subject departments. They found the approach motivational to effective active learning and conducive to peer support among students. Teachers from the two language departments collaborated with those teaching LS and Integrated Humanities (IH) in constructing two cross-curricular learning projects for S1 and S2 students.

On top of these, teachers of different subject departments were engaged in different support schemes provided by the EDB. The LS Department joined two projects of the School-based Support Services, namely, the Curriculum and Instructional Leadership Development Programme and the School-based Support Unit Consultancy Service which enhanced teachers' knowledge in curriculum development, pedagogy design and assessment analysis at both the junior and senior levels. The Chinese Department was supported by the School-based Support Services to adopt "融辯入教" (Incorporating debating in teaching) at S3.

Furthermore, two of our classrooms were on hire to the HKEAA and be converted to become the HKEAA Sai Ying Pun On-screen Marking Centre between March and July. This initiative encouraged more of our teachers to apply as markers in the HKDSE, through which apart from gaining marking experience, teachers were able to keep themselves abreast of the latest changes and criteria employed in assessment.

Subject departments continued to apply various strategies to incorporate high-order thinking (HOT) skills in their respective curriculum. Forums were also organized in which students could interact face-to-face with the guest speakers, such as The Honourable Tsang Yok Sing, President of the Legislative Council of Hong Kong, after listening to their thematic talks. E-forums were also set up for students to exchange views on current issues during their spare time. Through integrating a wide range of study skills in daily learning and teaching, teachers helped students cultivate a more effective learning habit that maximized learning outcomes while at the same time prepared them well for life-long learning.

To enhance reading competence and cultivate a good reading habit, the Reading to Learn Committee worked closely with the School Library to organize reading activities throughout the school year. In the 30-minute Morning Reading Session, S1 to S3 students were encouraged to read extensively to broaden their horizons of knowledge. The Reading Award Scheme, the Inter-class Radio-drama and the Reading Tree Competitions all aimed to promote students' interests in reading with a view to cultivating a reading culture in school in the long run. Books of different types and genres were made available around the school campus. Students, teachers and parents were invited to share their reading experiences on the Reading Trees. Reading Ambassadors conducted sharing of new books read in the morning assemblies, and at sessions held at the school garden and in the School Library, which were videotaped and broadcast via CampusTV during Cross-curricular Activities and Reading Periods.

Our teachers designed different learning strategies to promote e-learning. A larger number of subject departments, including LS and Information & Communication Technology (ICT), created online forums for senior students to discuss current issues or assigned topics on the e-class platform. It was found that some students who remained quiet in class were active in expressing their ideas in the forums. Many other subjects conducted peer evaluation of student assignments on e-class. Students participated seriously in commenting on each other's work and actively learned from the strengths and weaknesses cited. It further promoted reflective learning among students.

In line with our School's mission to promote whole person development, moral and civic education has been an essential part of our school curriculum. For the formal curriculum, most subject departments designed learning activities in response to the theme of the school year, "Care and Commitment". Forums, debates, group discussions, role plays, writing and reflections were the strategies adopted to promote these and other positive attitudes and values. (Please refer to P.17-18) As for the informal curriculum, the Moral and Civic Education Committee coordinated with the National Education, Service Education, Health and Sex Education and Environmental Education Committees, the Careers, Counselling and ECA Committees to revise and refine the school-based Value Education Curriculum and Student Support Programmes in the S1-3 Form Periods. (For other student support activities in this respect, please refer to P.29)

Targeting to engage students in self-explorative learning, the Science and Technology KLAs have had another fruitful school year. Our teachers advised and guided students in an array of competitions in the territory, at national as well as international levels. The excellent results not only brought honour School Report (SR)

to the school, but also pride to Hong Kong. (For details, please refer to Chapter 8. Students' Achievements in External Competitions, P. 39) It is the second time that our students earned the honour of being recognized by the entitlement of minor planets with their name by the "International Astronomical Union" (IAU).

Besides, the English and LS Departments provided challenging and fulfilling extended learning activities to enrich our students' learning experience. The English Department trained two groups of students to attend the 2014 Harvard Model United Nations at Beijing and the Hong Kong Secondary School Model United Nations Conference 2014 respectively. The LS Department collaborated with the CampusTV Team in preparing students for the project - "Magic Carpet": Re-envisioning Community Space in Sai Ying Pun. In addition, our students joined in a series of activities entitled "Globalization" organized by Roundtable and sponsored by Quality Education Fund, the highlight of which was an international conference on Fair Trade. The dialogue with the US Consul General, Clifford A. Hart, Jr. was another invaluable extended learning experience for the LS students.

Developing students' confidence and strengthening their skills in presentation has been one of our priorities in this school development cycle. Greater effort was made by the two language departments to enhance students' speaking skills, with the launch of a school-based speaking curriculum in S.1-S.3 levels to enhance students' presentation skills, communication skills and debating skills. Through the practices in lessons, students were found to be more confident and eloquent in presenting their ideas. The Cross-curricular Activities (CCA) Periods were utilized to the full in letting students of different levels give presentation on their learning and share their reflection with their peers. The daily King's Morning and the year-end Knowledge Fair were two other platforms for students to hone their presentation skills. Our two Debating Societies (English & Chinese) provided good learning opportunities to students for the training in critical analysis and logical thinking. They also coached students enthusiastically to become not only good presenters but also good debaters.

To provide a balanced education, our School has a high regard for students' aesthetic development. Our Music and Visual Arts (VA) Departments are our steering teams in this respect, while the Photographic Club, the Chinese Calligraphy Club, the Dance Club and the Pop Band widened the scope of our students' aesthetic exposure. Students' talents in both music and artwork shone in the two sensational events of the school year. One was the King's College Chinese Orchestra 45th Anniversary Concert where old boys of different generations and the new boys performed together to delight the audience with imbuing pieces of music played with an extensive kind of instruments. The other was the King's College Visual Arts Work Exhibition, which displayed a collection of 220 art pieces created by our students in this and the last two school years. Through a variety of art genres learned and made in their visual arts lessons, our students impressed the visitors of their creativity and artistic talents.

Our School also strives to provide multiple learning opportunities to enhance students' creativity through both the formal and the informal curricula. Getting students involved in the JA Company Programme, the BAFS Department and the Business Club motivated students to create products of School Report (SR)

original design for sale. The History Department also incorporated the element of creativity in project learning in the junior level. The board games made by S1 students not only showed their understanding of the subject matters, but also illustrated their creativity in the design of the game and the packaging. The Creative Education Committee worked out detailed plans to spark off students' creativity by organizing Creative Design Competitions inside school and coordinated with other subject departments in supporting students in external competitions. Our School put in additional resources in Drama Education this year. A drama course was run to train up students' competency in script writing, acting and props design and making. The outcome was the production of "The Second Chance", which not only earned a full house of applause in the Hong Kong School Drama Festival 2013/14.

7. Support for Student Development

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

Well supported by the School Social Worker and the Educational Psychologist from the EDB, our Counselling Programmes were a mixture of preventive and correctional guidance activities. Besides the comprehensive support programme which helped S1 students adapt to the new learning environment, such as the S1 Orientation cum English Camp, Study Groups, the Fig Boy Scheme and 警學關懷大使計劃, all S1 students were interviewed in groups so that the Counselling teachers know their profiles and could identify those who needed further individual guidance. Measures were taken to check the stress level of S6 students at an early stage and the “high risk” students were given individual attention throughout the school year. The S3 Graduation Camp was held to facilitate students’ reflection on what they learned and achieved as they completed junior secondary education. Making use of the Learning Support Grant, students with special education needs (SEN) were well taken care of and were provided with a variety of support programmes such as Speech Improvement Workshops, Study Skill Enhancement Workshops and Integrated Education Workshops.

The Careers Committee did a good job in enhancing students’ and parents’ awareness and understanding of the notion of Multiple Pathways under the New Academic Structure. Our Principal and Careers Mistress shared their first-hand experience and information with students and parents after their return from a Study Tour to Wuhan universities. The Committee also nominated students to pay visits to universities in Guangzhou, Yichang and Taiwan. The multiple destinations of our S6 graduates is a good proof that many of our students and parents made further studies choices with reference to their own career interests, attributes and career plans. To widen students’ career-related experience, the Careers Committee also organized a wide spectrum of tailor-made learning activities inside and beyond the classrooms, including exploring the development of the work world in the junior level and the Job Shadow Programme in the senior level.

Our School emphasizes self-reflection and self-discipline and has set clearly defined behavioural guidelines through the school regulations and a conduct mark system allowing penalties as well as rewards. The teachers on the Discipline Team, supported by school prefects elected by both teachers and students, conscientiously helped students develop self-discipline, through strategies like the class-based conduct codes and class conduct log books schemes. Other activities, such as visit to Christian Zheng Sheng College, were held to reinforce our students’ awareness of the importance of self-discipline.

Our Gifted Education Committee coordinated with various subject departments and committees in providing opportunities for our gifted learners to excel in their gifted areas. The Diversity Learning Grant was utilized to provide a variety of pull-out programmes, including a Self-management Programme, a Creative Up-cycling Design Course, Mathematics Enhancement Programmes and a Chinese Writing Course this year. As before, the Chemistry Enhancement Workshop was run for the budding scientist in S3 and S4. Outstanding students were nominated to participate in courses run by the Hong Kong Academy for Gifted Education (HKAGE) in Humanities, Mathematics Science and Leadership domains.

The Moral and Civic Education Committee coordinated and collaborated with the National Education, Service Education, Health and Sex Education and Environmental Education Committees to organize programmes to inculcate positive values and attitudes. The fortnightly "Life Education 2013-14" had 夢想、啟航 as its theme. A sharing by 再生勇士, a drama 退化廚神, and a talk by Miss Rebecca Lee guided students to think more about the pursuit of their own dreams. The collaboration between the Chinese Debating Society and the Liberal Studies Society in the participation of the Justice Education Project (公義教育計劃) provided students a precious opportunity to have a more thorough understanding of justice and the rule of law. The student team which took part in the Mock Trial (模擬法庭) benefitted a lot in strengthening their critical analysis, problem solving, logical thinking and presentation skills. The good results achieved boosted students' self-esteem and confidence and brought pride to the school.

In the area of National Education, our students acquired better knowledge of our mother country and understand their own roles as a Chinese national. Many students enjoyed the opportunity to join national education exchange programmes like 領袖生內地交流、千古千尋西安交流、青少年軍事夏令營、京港澳學生交流夏令營, after which they were invited to share with the school their learning experience at the flag-raising ceremonies.

In Service Education, we provided ample opportunities for students to apply "Care and Commitment". Target groups of our service programmes ranged mainly from the elderly to the physically-handicapped, the SEN students and even animals. In its second year of operation, the King's College - YWCA Elder Academy ran classes on computer application, health and skincare and hydroponics farming. Our Volunteer Service Team held origami classes for the elderly and helped in the Sweet Potato Harvest Day at an Elderly Home. Our Social Service Group continued to focus mainly on the services to the HK Red Cross J. F. Kennedy Centre and the integrated education service in a neighbouring primary school. The Interact Club was newly established with the support of Rotary Club of Hong Kong Harbour. The Interactors served the community by raising funds for the Child Development Matching Fund, a Christmas carol singing and a visit to the Society for the Prevention of Cruelty to Animals. In addition, the Computer Club echoed the theme of the year, *Care and Commitment*, by serving as voluntary trainers in the PTA Computer Workshop; the Community Youth Club engaged in the sale of potted plants for raising fund for the under-privileged. Members of the Junior Police Call, the 5th Hong

Kong Group, the Youth Red Cross Unit 21 and St. John Ambulance Society also served other sectors of the community throughout the school year.

To instil the importance of maintaining a healthy lifestyle among students and staff, the Healthy School Programme continued to provide a variety of health education activities. Among them, the most popular ones included the sail on Adventureship (乘風航), the magic class, visit to Christian Zheng Sheng College and the Jump Rope for Heart Program. The Adolescent Health Programme for S1 and S2, the Health and Fitness Improvement Scheme, the Joyful Fruit Day and the sex education workshops were also run as in the previous years. The initiative this year was the revision of our Policy on Prevention of Sex Harassment, which was endorsed by the School Management Committee. The Health and Sex Education Committee made arrangement for related talks for all students to enhance the understanding of mutual respect between the two sexes.

The Environmental Education Committee aimed to raise the sense of care and commitment to a sustainable greening environment through a series of programmes. The Green Leaders and the Zero Carbon Building Student Ambassadors played their parts in helping to maintain the recycling and energy saving practices in the school campus. They also promoted hydroponics farming and save food measures to save the environment. Some of our students joined the Yan Oi Tong Green Adventure this year and one of them was selected as one of the 20 secondary students in the Amazon Green Adventure to study the effect of climate change and deforestation on biodiversity of the rainforest.

Our Other Learning Experience (OLE) Committee took up the responsibility to coordinate with related parties the implementation of OLE in our School. It was also in charge of the planning and implementation of the Student Development Day, which provided our students of different forms a day of structured learning activity, with themes ranging from self-discipline, to cultural heritage, community service, leadership, and environmental protection. Students returned with positive reflection on the understanding of the self, the community and the environment.

The Extra-curricular Activities (ECA) Committee coordinated the activities of the Student Union, Houses and 34 ECA societies and clubs. The Student Union (SU) held a variety of activities for their schoolmates. The highlights included its hosting of the Open Day, Heart to Heart Sharing with the Principal, the Christmas Ball and the Kingsian Fiesta. The Open Day, with “We Dare, We Care, We Share” as theme, showcased the development of the school and achievements of the students in different respects. The Heart to Heart Sharing let students exchange views and share feelings with the Principal on issues of their concern. In the Christmas Ball jointly-organized with True Light Middle School of Hong Kong, students of the two schools practised both social dance and social skills. The Kingsian Fiesta strengthened the sense of brotherhood and unity among students. Outside school, the SU was also actively involved in Hexarchy Summit 2013 (2013 六國峰議) and The Creativity, Language Leadership Programme. Under the House Coordinator, the six Houses were energized and spirited. Inter-house Competitions were held throughout the school year. Through engaging in the

planning and implementation of these activities, our students developed leadership, strengthened sense of commitment and prepared themselves for life-wide and life-long learning.

There were other opportunities for students to broaden their horizons and acquire some brand new learning experiences, such as study tour, exchange programmes and other enhancement programmes not mentioned above. Students joined a few thematic Study Tours this year. To Guangzhou, Yichang (near the Three Gorges) and Taiwan, we let students learn more about multiple education pathways beyond Hong Kong. We collaborated with our Sister School, Beijing Huiwen High School, to hold a historical and cultural study tour in Chongqing. In Seoul, South Korea and New Zealand, students learned actively about their traditional cultures, the latest technological development, the ecosystem, some physics theories and geographical knowledge. A number of students joined the Cathay Pacific I Can Fly Programme and received training and assessment locally. For his outstanding performance, one was selected to join the training in Adelaide, Australia during the summer holiday. There were also four local schools exchange programmes, with Cheung Chau Government Secondary School, Shau Kei Wan Government Secondary School, St. Clare's Girls' School and South Tuen Mun Government Secondary School respectively. Students appreciated the chance to make new friends and enjoyed the experience of learning in a new setting. They were also inspired by the learning culture of students of another school. For their outstanding achievements in various domains, our students also gained awards of overseas trips and set foot on South Korea, Singapore and Malaysia and Hangzhou respectively. (For details, please refer to Chapter 8. Students' Achievements in External Competitions, P. 38)

Not the least, students were given abundant opportunities to assist in the organization of major school functions. Besides the annual Open Day and Speech Day, there were the King's College Chinese Orchestra 45th Anniversary Concert and the King's College Visual Arts Work Exhibition. Our School Magazine Reporters, School Campus Reporters, Campus TV Team and School Photography Team were well trained to conduct interviews with guests and visitors as well as capture the memorable moments on these important occasions. Our Student Ambassador Team continued to impress visitors to the School with warm hospitality and a pleasant docent service for tour around the school campus. Their performance was highly commendable and they had helped promote a good school image to the public. Their sense of belonging and self-esteem were strengthened with their enthusiastic involvement in the services they rendered.

There were three initiatives this school year. The S6 Graduation Day was held for the first time after the completion of the HKDSE 2014. S6 parents and students appreciated the opportunity for celebrating the completion of secondary education and the achievements attained. What was more, students cherished the occasion for expressing their gratitude to their teachers, their parents and the alumni for their support throughout their 6-year schooling. This was also the first time that our School nominated students to join the Enhanced SmartTeens Project to learn problem solving skills, to improve self-discipline and enhance team spirit. The participants helped in disseminating health and

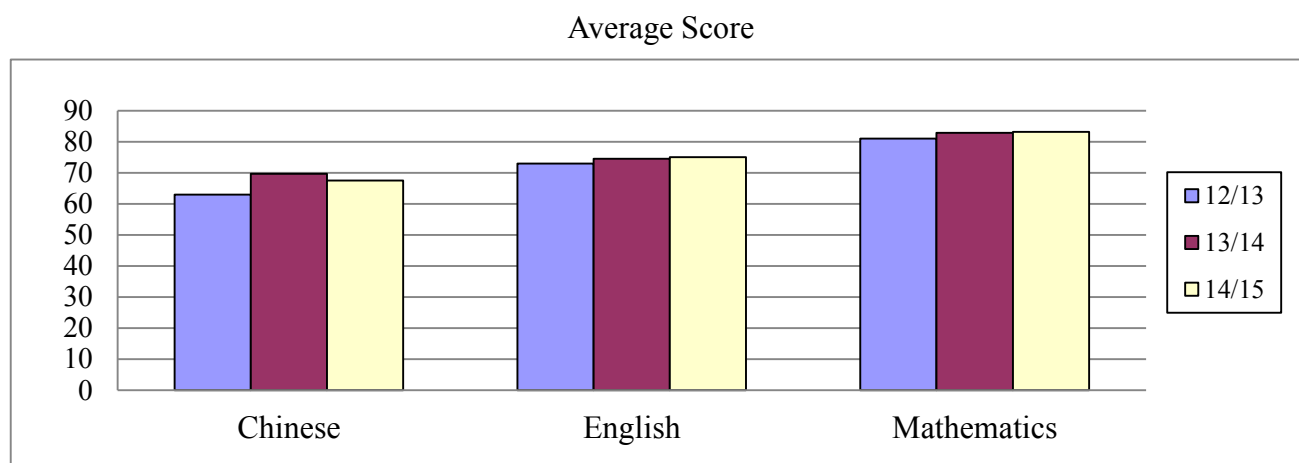
fire prevention information in school. They also helped in holding a team building activity for S1 students during the Student Activity Days.

The third initiative was related to our alumni, who have continuously supported their alma mater. The Mentorship Scheme was introduced to let participants look beyond the school and learn from the mentors, all old boys, from different walks of life. Thanks to the coordination of the King's College Old Boys' Association (KCOBA), a total of 21 mentors enrolled in the Scheme and were matched with 42 mentees, S4 and S5 students. With the School serving as the bridge, the mentors and mentees communicated with each other via different means and at their own schedules. Mentees' parents were highly appreciative of the guide given by the mentors. Besides this, the KCOBA continued to support the School in all possible ways. The High Table Dinner was held for the fifth year to let high achievers in different areas meet our prominent alumni. While they benefitted a lot from the guest speaker's sharing, they also cherished the time when each of them expressed his view or thought on a topic initiated by the organizers. This year, the students' response to the topic, "Innovation and Invention" earned high commendation. The School was grateful to old boys from different generations who supported the School by serving as speakers in Careers talks, Job Shadowing Programme and most importantly, by making generous donations to create new scholarships and sponsor learning programmes for current students.

The School also thanked the King's College Parents Teachers Association (KCPTA) for its ardent support throughout the school year. It has continued to play an effective role in organizing Home-School Cooperation activities, such as the KCPTA Family Picnic Day and different parents' talks and workshops. We have great appreciation for parents who served as volunteers in these activities, as well as in other activities organized by the school, like the visit to Guangzhou higher education institutions.

8. Performance of Students

HKAT (Pre-S1)



HKDSE

	11/12	12/13	13/14
No. of students sat	159	179	166
% of students awarded the minimum entrance requirements for university education #	75	85	81.3

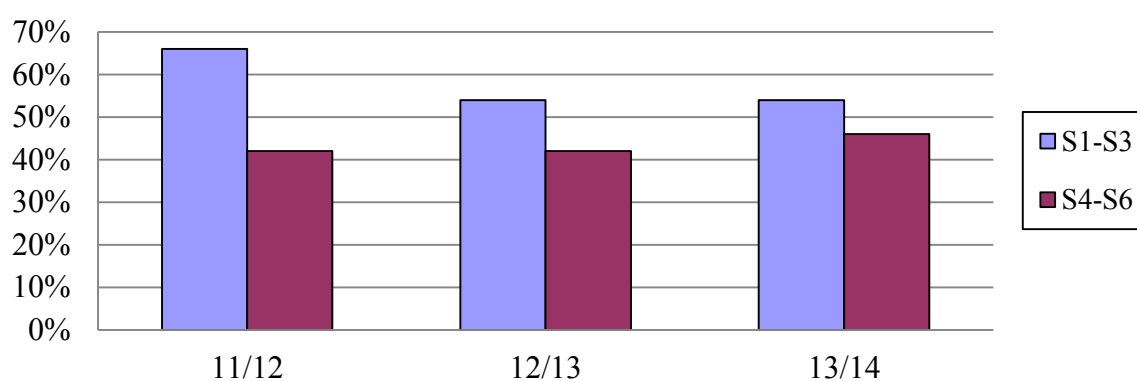
The minimum entrance requirements for university education

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

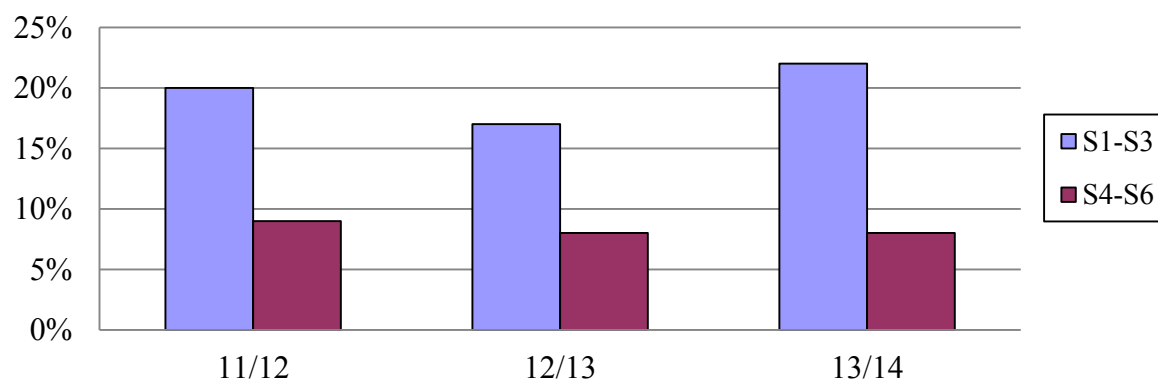
Student Participation in Inter-school Sports Events, School Music and Speech Festivals and Uniform Groups

Activities	Number of participants
Inter-school Sports Competitions	218
Hong Kong Schools Music Festival	220
Hong Kong Schools Speech Festival	172
Scouts	94
Hong Kong Red Cross Youth Unit 21	35
King's Ambulance Cadet Division	32

Inter-school Events



Uniform Groups



Student Participation in Social Services

Team	Services	Number of participants
Community Youth Club	● Open Day	20
	● Pot Plant Sales	20
	● Clean the School Campaign	50
	● ORBIS Ambassador Scheme	10
Hong Kong Red Cross Youth Unit 21	● Athletic Meet	15
	● Annual Swimming Gala	15
	● Health Check Counter	15
	● Blood Donation Day	20
	● Open Day: Health Check Service	20
	● Service Project (Planning)	12
	● Regular Service (From HKID)	10
Interact Club	● Carol Singing Festival 2013- raise funds for CDMF	9
	● SPCA Visit	12
	● Customs Headquarters Building Visit	5
	● Interact District Conference	9
	● Flag Selling for Eternal Flame Action	6
	● Flag Selling for Hong Kong Association of the Deaf	32
	● Visit to HKIA	25
Junior Police Call	● Annual Open Day	20
	● ECA Promotional Day	3
	● Senior Police Call---Slogan & Name Design Competition	15
	● 每月西區例行會議	3
	● 中秋晚會	10
	● 同行抗毒Sun新力量(抗毒活動)	5
King's Ambulance Cadet Division	● Joint Division Services	15
	● On Duty at Swimming Gala, Athletic Meet, Cross-Country Run	28
	● Famine 30	12
King's College Volunteer Service Team	● Community Chest Dress Casual Day	Over 97% of students
	● Open Day Workshop	5
	● Youth Square Volunteer Ambassador Programme	13
	● S3 Student Development Day (Social Services)	145
	● 長春社港島區賣旗日	5

Team	Services	Number of participants
	<ul style="list-style-type: none"> ● Eco-friendly Origami Workshop for the elderly ● 香港紅十字會「海燕」賑災, 緊急募捐活動 ● 獅球嘜『校園關愛大行動【企業學習經歷】慈善義賣會』 ● 再生會愛心捐助 ● 英皇書院師生同樂日2014 ● 深圳跨境一天服務學習日 ● 青聰同行共融計劃 ● 匯豐愛心傳城義工大行動 ● 「社區TEEN 使」義工訓練計劃 ● 「創出SUN天」才藝培訓班 ● 匯豐愛心傳城義工大行動 ● 「夏日智叻星」-暑期義工活動 ● 2014年中西區青年獎勵計劃 ● 「今日公益, 明日領袖」2013-14 ● 小行動大改變 ● 金、銀、銅義務工作嘉許狀 	6 24 16 2 4 26 3 25 19 12 22 20 3 11 6 128
King's College YWCA Elder Academy (英青長者學苑)	<ul style="list-style-type: none"> ● 英青長者學苑課程(包括電腦、手語、糕餅製作、園藝、摺紙、護膚品製作班) ● 長幼共融學習日2013同樂日 ● 空中農蔭園豐收日 ● 英青共融綻放顯關懷2014 ● 長幼共融同樂宴 ● 大澳文化生態保育學習之旅2014 	31 9 10 22 10 9
Scouts	<ul style="list-style-type: none"> ● Island Scout Day ● HK Marathon ● Regular Service (In School) ● Other Service ● Scout Rally 	20 15 35 5 6
Social Service Group	<ul style="list-style-type: none"> ● Services at John F. Kennedy Centre ● Inclusive Programme 	11 11

Student Participation in Overseas or Mainland Exchange Programmes/ Study Tours

Study Tour	Number of participants
台灣校園體驗之旅	10
Harvard United Nations in Beijing	7
Cultural and Technology Study Tour in Seoul	30
內地大學考察團	15
New Zealand Eco-Study Tour	20
重慶史地保育文化學習交流團	17

Student Participation in Local Exchange Programmes

Name of Government Secondary School	Number of participants
Cheung Chau Government Secondary School	7
Shau Ki Wan Government Secondary School	18
St Clare's Girls' School	12
South Tuen Mun Government Secondary School	8

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

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	Intel International Science and Engineering Fair (Intel ISEF) organized by Society for Science & the Public, in partnership with the Intel Foundation	London International Youth Science Forum -The Philip V. Streich Memorial Award	6A	Chan Tai Hei
		Intel ISEF Best of Category Award (Chemistry)	6D	Fang Er Hai
		First Award in the Category of Chemistry		
	International Mathematics Contest organized by the International Mathematics Contest Union	Silver Medal	3A	Li Shing Chun
	I-SWEEEP, the International Sustainable World (Energy, Engineering, Environment) Project Olympiad 2014 organized by Cosmos Foundation	Silver Medal in the Category of Energy	5A	Iu Shing Huk David
			5A	Chu Yat Ho
			5D	Yip Tsz Fung
		Honourable Mention Award in the Category of Environment	6A	Lo Kwun Yu
	Australian National Chemistry Quiz 2013-2014 organized by The Royal Australian Chemical Institute & The Hong Kong Association for Science and Mathematics Education	Class Excellence - 100% & "Award of Excellence" plaque	4A	Hui Kuen Yiu
			5A	Chan Shing Chung
			5A	Chow Chun Hin
			5A	Iu Shing Huk David
			5A	Lee Ho Man
			5D	Chu Yat Ho
			6D	Fang Er Hai
		High Distinction & "Award of Excellence" plaque	4A	Au Chi Kit
			4A	Ling Fung
		High Distinction	4A	Cheng Wing Hong
			4A	Kuk Man Hin
			4A	Lai Chi Ming
			4A	Leung Wai Chun
			4A	Yan Zhipeng
			4D	Lee Ka Tsun
			5A	Chan Yat Hin
			5A	Cheuk Yik Hung
			5A	Lai Tin Yat
			5A	Lo Cho Pong
			5A	Ng Hin Long Brian
			5A	Yip Kwok Ting
			5D	Chan Wai Bong
			5D	Yip Tsz Fung
			6D	Chan Chung Fai

Nature	Competition / Organizer	Award / Prize	Awardee	
			6D	Fung Kin Yiu
			6D	Lee Hei Kiu Rex
			6D	Lee Yee Tat
			6D	Wan Chun Hong
		Distinction	4A	Tang Chu Ho
			5A	Wu Hsuan Hsi
			5D	Lee Yan Kin
			6D	Lui Fung Yat
			6D	Ruan Jun Hao
		Credit	4A	Ng Keng Sang
			4A	Lau Chung Hin
			4D	Lam Ho Tin Tovi
			4D	Lam Wai Hei
			6D	Li Chak Pong Alan
			6D	Li Yat Sing
			6D	To Cheuk Kan
			6E	Lam Kwan Yeung Emerson
Aesthetic Development	World Harmonica Festival 2013, Trossingen, Germany organized by World Harmonica Festival 2013	Harmonica Orchestra Champion	King's College Harmonica Band	
		Harmonica Ensemble, Open First Runner-up	KCHBCO (King's College Harmonicas and Chinese Instrumental Ensemble)	
		Adult Solo Champion	6D	Leung Shing Hei
		Youth Solo First Runner-up	4E	Fung Chi Wai
		Duo Youth Champion	5A	Mok Chun Hin
			5E	Chan Shu Ming
		Duo Youth First Runner-up	4A	Wong Sam
			4E	Fung Chi Wai
		Duo Youth Second Runner-up	3B	Ho Sheung Yan
			3B	Liu Kingsley Qin Feng
	10 th Asia Pacific Harmonica Festival (Hangzhou) organized by 10 th Asia Pacific Harmonica Festival (Hangzhou) Committee	Harmonica Orchestra (17 persons or over) First Runner-up	King's College Harmonica Band	
		Ensemble (5-16 persons) Second Runner-up	5D	Tsui Chi Hang
			6B	Yip Tsz Chung
			6D	Cheng Lung Hei
			6D	Leung Shing Hei
			Old Boy	Wong Chun Yin
		Ensemble (Duo/trio/quartet) Second Runner-up	4A	Sam Wong
			4A	Yu Man Hon
			4B	Lee Ming Hei
			4E	Fung Chi Wai
			5A	Ho Man Hin

Nature	Competition / Organizer	Award / Prize	Awardee	
		Chromatic Harmonica Solo Champion	6D	Leung Shing Hei
		Chromatic Harmonica Solo Second Runner-up	6B	Yip Tsz Chung

National Competition

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	英特爾（中國）有限公司、中國科學技術協會、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、環境保護部、國家發展改革委、國家體育總局、共青團中央及全國婦聯主辦第二十九屆全國青少年科技創新大賽	化學組一等獎	5A	張威華
		環境科學組一等獎	5A	姚誠鵠
			5D	朱逸浩
			5D	葉梓峰
	中國科協、教育部和香港周凱旋基金會共同主辦第13屆明天小小科學家獎勵活動	全國最優秀年輕科學家的三甲之列及最佳展位獎	6A	羅觀宇
	聯校資訊科技學會及視像中國所主辦 V-China 2013-2014 第三屆埠際遠程實時問答比賽	冠軍	2A	馮瀚偉
			2A	許正浩
			2A	張俊杰
2A			裴日傑	
Aesthetic Development	The 6 th Radio Drama Competition for Schools in HK & Macao organized by HKASC & Smart Education Charitable Foundation	Merit	2A	Ho Nok Hei
			2A	Ko Man Hin
			2A	Lam Ka Chun
			2A	Tai Yiu Yeung Samuel
			2A	Wong Tsz Fung
Creative Education	The Asian Cup Invitational Tournament of Creative Thinking 2014 (Heat Event) organized by China AoShuZhiXing Teaching Research Association	Second Class Honour	2B	Chu Ho Kuen

Territory Competitions

Nature	Competition / Organizer	Award / Prize	Awardee	
All round Development	香港島校長聯會主辦、香港島四區區議會、四區校長會、香港青年會合辦 2013 年香港島傑出學生選舉	香港島十大傑出學生 (初中組) 獲邀參加香港島傑出學生杭州交流團 2014	4A	顏志鵬
		香港島十大傑出學生 (高中組)	6D	鄔卓霖
	學友社潛能發展中心舉辦 傑出中學生領袖選舉 2013-2014	傑出中學生領袖	5D	陳楚豐
	中西區青年獎勵計劃	冠軍	5A	馮偉賢
		優異獎	5A	卓奕雄
			5B	袁罡傑
	I Can Fly Programme Training Award Trip to Adelaide organized by Cathay Pacific		4A	Kwong Yuan Hwa
	Yan Oi Tong Green Adventure to the Amazon 2014 organized by Yan Oi Tong		5D	Chan Ka Faat
	See Me Fly Award organized by the Committee on Home-School Cooperation, Lions Clubs International District 303 – Hong Kong and Macao, China		5D	Lai Kam Chiu
	Student of the Year Competition 2013 organized by South China Morning Post	Student of the Year Award – Community Contributor (Finalist)	6D	Wu Cheuk Lam
	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prize 2013/14	5A	Chan Lok Pong
			6A	Mak Chi Cheong
	Harvard Book Prize organized by Harvard Club of Hong Kong	Champion	5D	Sham Kin Martin
		Runner-up	5A	Yip Kwok Ting
			5D	Chu Yat Ho
	Princeton Book Award organized by Princeton University Press	Princeton Book Award	5A	Cheung Wai Wa
	HKIS Building Surveying and Eddie Lee Memorial Education Foundation Scholarship for Secondary School Students 2013 organized by The Hong Kong Institute of Surveyors (HKIS) - Building Surveying Division	HKIS Building Surveying and Eddie Lee Memorial Education Foundation Scholarship	6D	Wu Cheuk Lam

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	康泰旅行社主辦狀元旅遊萬里行 2014 首爾韓流追蹤之旅		6A	麥志鏘
	Rensselaer Medal Scholarship organized by Rensselaer Polytechnic Institute	Rensselaer Medal	5A	Yip Kwok Ting
	Stem Cell Knowledge Exchange Program for Secondary School Students - Stem Cell & Society Poster Competition organized by Li Ka Shing Faculty of Medicine of The University of Hong Kong	Champion	3B	Liu Kingsley Qin Feng
	Hong Kong Youth Science & Technology Innovation Competition 2013 – 2014 organized by Hong Kong New Generation Cultural Association Science Innovation Centre	Regional Special Awards for INTEL International Science & Engineering Fair Affiliated Fairs	5A	Iu Shing Huk David
		The Best Project Award		
		Ricoh Sustainable Development Award 2014	5D	Chu Yat Ho
		First Place Grand Award in the Category of “Energy and Environmental Science”	5D	Yip Tsz Fung
		The Youth Scientist Award	5D	Chu Yat Ho
		Second Place Grand Award in the Category of “Chemistry and Materials”	3B	Yu Truston Jianheng
			4D	Chan Tat Ngai Davis
			5A	Chan Shing Chung
			5A	Cheung Wai Wa
	Hong Kong Student Science Project Competition 2013 – 2014 organized by Hong Kong Federation of Youth Groups	First Runner-up	4A	Chu Pak Hei
			5A	Iu Shing Huk David
			5A	Zuo Long Long
			5D	Chu Yat Ho
			5D	Yip Tsz Fung
		Persistent Investigation Award	4D	Chan Tat Ngai Davis
			5A	Chan Shing Chung
			5A	Cheung Wai Wa

Nature	Competition / Organizer	Award / Prize	Awardee	
	Hong Kong Chemistry Olympiad for Secondary School 2013 – 2014 organized by Hong Kong Association of Science and Mathematics Education, The Hong Kong Chemical Society, The Royal Society of Chemistry and Hong Kong Education City	Champion	4A	Chu Pak Hei
			5A	Iu Shing Huk David
			5A	Zuo Long Long
			5D	Chu Yat Ho
			5D	Yip Tsz Fung
	Hong Kong Biology Olympiad for Secondary Schools 2013 – 2014 organized by Hong Kong Association of Science and Mathematics Education	First Class Honors	5A	Iu Shing Huk David
			6A	Cheuk Tsun Leung
		Third Class Honors	5A	Zuo Long Long
			6D	Chan Chung Fai
		Merit Award	6D	Lee Yee Tat
	Secondary School Mathematics and Science Competition organized by the Hong Kong Polytechnic University	High Distinction in Biology	5A	Leung Ho Yin
		Medal in Chemistry	5A	Lee Ho Man
			5A	Yip Kwok Ting
			5D	Chu Yat Ho
			5D	Yip Tsz Fung
		High Distinction in Chemistry	5A	Chan Shing Chung
			5A	Cheung Wai Wa
			5A	Iu Shing Huk David
			5A	Lo Cho Pong
			5A	Wu Hsuan Hsi
			5A	Zuo Long Long
			5D	Ho Hiu Fai
		Distinction in Chemistry	5A	Chan Kai Ming
			5A	Leung Ho Yin
		Medal in Physics	5A	Yip Kwok Ting
		High Distinction in Physics	5A	Zuo Long Long
			5D	Chu Yat Ho
			5D	Yip Tsz Fung
		Distinction in Physics	5A	Cheung Wai Wa
			5A	Leung Ho Yin
			5A	Lo Cho Pong
	DigiChem Video Production Competition for Hong Kong Secondary School 2013 organized by Hong Kong Association for Science and Mathematics Education	First Runner-up	6A	Chan Tsz Him
			6A	Lau Ching Hei
			6A	Lo Kwun Yu
		Merit	5A	Cheung Wai Wa
			5D	Ng Ka Lok

Nature	Competition / Organizer	Award / Prize	Awardee	
	Energy Innovation Project Competition 2013 – 2014 organized by The Hong Kong Institution of Engineers China Light and Power Company Limited	Merit	4D	Chan Tat Ngai Davis
		The Most Creative Team Award	5A	Chan Shing Chung
			5A	Cheung Wai Wa
	2013/14 Statistical Project Competition for Secondary School Students (Senior Section) organized by Hong Kong Statistical Society and co-organized by Education Bureau	Distinguished Prize	5A	Cheuk Yik Hung
			5A	Iu Shing Huk David
			5A	Lai Tin Yat
			5A	Wu Hsuan Hsi
	HKICPA Accounting & Business Management Case Competition 2013-2014 Secondary School Group – Level 2 organized by Hong Kong Institute of Certified Public Accountants	Certificate of Proficiency	5A	Cheuk Yik Hung
			5D	Cheung Ka Ho
			5D	Chu Yat Ho
			5D	Lo Pok Ho
	Hong Kong Youth Mathematical High Achievers Selection Contest 2014 (Individual Section) organized by Po Leung Kuk	1 st Class Honour	3A	Liu Chun Chung
			3A	Wan Tsz Wing
		2 nd Class Honour	2B	Chan Si Hang
		3 rd Class Honour	2A	Fung Hon Wai
			2A	Yau Tsz Chun
	Pui Ching Invitational Mathematics Competition 2014 organized by Pui Ching Academy	Senior Secondary Final Event Gold Award	5A	Chow Chun Hin
		Secondary 4 Final Event Bronze Award	4A	Fung Wong Yu
		Secondary 3 Final Event Bronze Award	3A	Li Shing Chun
			3A	Liu Chun Chung
			3A	Wan Tsz Wing
		Secondary 2 Final Event Bronze Award	2B	Chan Si Hang
		Secondary 1 Final Event Merit	1A	Lam Ka Ho
			1C	Ho Wang Fung
		Group Final Event Merit	5A	Chow Chun Hin

Nature	Competition / Organizer	Award / Prize	Awardee	
	香港數學奧林匹克協會主辦華夏盃（初賽）	一等獎	2B	朱灝權
		二等獎	1B	連澤天
		三等獎	1B	林家銳
	香港數學奧林匹克協會主辦華夏盃（晉級賽）	一等獎	1B	連澤天
		二等獎	2B	朱灝權
	香港數學奧林匹克協會主辦港澳盃（初賽）	金獎	2B	朱灝權
		銀獎	2B	陳偲行
	香港當代數學奧林匹克協會主辦南方杯國際數學競賽	香港初賽銀獎	2B	朱灝權
		香港總決賽金獎		
	香港教育學院及教育局數學教育組主辦香港數學競賽（初賽）	分區比賽項目 香港島得獎學校	英皇書院	
		幾何作圖比賽項目三級榮譽獎		
		個人比賽項目 三等榮譽獎狀	5A	周竣軒
			4A	馮煌宇
	香港資優教育學院主辦國際數學奧林匹克(香港選拔賽 2014) 個人比賽項目	銀獎	3A	尹子穎
		銅獎	3A	李承臻
		銀獎	4A	馮煌宇
		銅獎	5A	周竣軒
	World Class Arena、英國政府教育及技能部主辦秋季世界數學測試(12-14 歲組別)	香港區雙優生	2B	陳偲行
	Global Teen 2013 organized by Education First (EF Academy)	First Runner-up	3B	Yu Truston Jianheng
			4D	Chan Kwun Wang
			4D	Chan Matthew
			4D	Fung Hon Ming
			5A	Li Hong Man Alex
			6C	Choi Hong Jit Christopher
	Junior Writers Awards 2014 organized by SCMP (Young Post), Norton House Global Education Initiative, Senate House Education & Upper House Academy (Macau)	Top 100	4D	Chau Chun Chung
4D			Ho Pak Lok	

Nature	Competition / Organizer	Award / Prize	Awardee	
	The 5 th Inter-Government Secondary Schools English Debating Competition 2013-2014 (Stream A) organized by The Association of Principals of Government Secondary Schools	Best Debater in the Preliminary round	5A	O Young Nicholas Qian
		Best Debater in the Semi-final round	4A	Yan Zhipeng
		Champion	4A	Yan Zhipeng
			5A	O Young Nicholas Qian
			5D	Lai Chung Hong
			6A	Mak Chi Cheong
			6B	Tran Cheuk Shing
			6D	Chan Chung Fai
	The 65 th Hong Kong Schools Speech Festival - Choral Speaking organized by Hong Kong Schools Music and Speech Association	Champion	2A	
		Second Place	2B	
	The 65 th Hong Kong Schools Speech Festival - Solo Verse Speaking organized by Hong Kong Schools Music and Speech Association	Second Place	1B	Lam Cheuk Nam
			2A	Ko Man Hin
		Third Place	2A	Lam Ka Chun
			2D	Poon Yu Hin
			4D	Chan Matthew
		Merit	1A	Ho Chak Lam
			1A	Lai Chun Him Garrick
			1A	Lai Tsz To
			1A	Tin Wai Chun
			1A	Wan Tsz Ho
			1A	Wong Colin
			1B	Pang Lvo
			1B	Chan Yuk Ching Tavee
			1B	Hu Jianli
			1B	Lo Hei Yin
			1B	Wong Chun Wing
			1B	Yuen Siu Wang
			1B	Yuen Tin Hei Alpha
			1C	Cheung Ho Ching
			1C	Chiu Ho Yin
			1C	Lam Sau Kit
			1C	Lok Pui Yin
			1D	Chan Siu Him
			1D	Cheng Ting Ching
			1D	Santos Rob Matthew Durano
			1D	Tai Chi Chung
			1D	Yiu Tsun Him Ryan

Nature	Competition / Organizer	Award / Prize	Awardee	
			1D	Yuen Jethro
			2A	Hui Chin Ho
			2A	Tai Yiu Yeung Samuel
			2B	Wong Carson
			2B	Ng Chi Ho
			2C	Wong Ting Hong Wesley
			2D	Chiu Yat Chun
			2D	Wong Edmund Gilbert
			3A	Lee Hoi Hei
			3A	Yim Man Chak
			3C	Ward Donald Francis Bao
			3D	Chan Yin Cheung Oscar
			4D	Wong Wai Hang
			5A	Lai Tin Yat
			5A	Leung Wai Hong
			5C	Yeung Lucais
			5D	Hung Ho Ming
			6A	Siu Wai Yuen
			1A	Lam Samuel Junyu
			1B	Chan Hon Leung
			1B	Man Kin Chung
	The 65 th Hong Kong Schools Speech Festival - Public Speaking organized by Hong Kong Schools Music and Speech Association	Second Place	2A	Ko Man Hin
			3B	Ng Tak Yeung
		Third Place	5D	Lai Chung Hong
			4A	Yan Zhipeng
		Merit	5D	Au Chuk Kin
			5D	Cheng Chi To
			6C	Chan Sum Pui
	The 65 th Hong Kong Schools Speech Festival – Improvised Dramatic Scenes organized by Hong Kong Schools Music and Speech Association	Merit	1B	Pang Ivo
			1C	So Ki Hin
			2A	Ho Nok Hei
			2A	Lam Ka Chun
			2A	Tai Yiu Yeung Samuel
			2A	Tang Pok Yuen
			2B	Wong Carson
			3B	Ng Tak Yeung
	The 12 th CILTHK Essay Competition organized by The Chartered Institute of Logistics and Transport in Hong Kong	First Runner-up	4D	Cho Man Ho
		Merit	4A	Yan Zhipeng
	English Builder organized by Wiseman Education	High Distinction Award – Top 10 EB Level Three	2B	Ding Cheuk Yin Clement

Nature	Competition / Organizer	Award / Prize	Awardee	
	明報主辦明報時事通識問答比賽	最積極參與學校及累積分數最高分學校	英皇書院	
		中學組最佳成績學生獎	4B	王顯霖
	香港島各界聯合會中西區地區委員會主辦《基本法》與香港的政制發展徵文比賽	中學高級組(三等獎)	4A	顏志鵬
	香港會計師公會主辦「企會財考試」(卷二)	銅獎	6A	麥志鏘
	Roundtable ZECRA 主辦第二屆思辯盃——全港中學生辯論比賽	亞軍	英皇書院中文辯論隊	
	香港學校音樂及朗誦協會主辦第六十五屆香港學校朗誦節	中學三、四年級粵語散文集誦冠軍	三乙班	
		中學一年級粵語詩詞獨誦冠軍	1B	蘇祈軒
		中學四年級普通話詩詞獨誦冠軍	4B	梁臻劭
		中學二年級普通話詩詞獨誦冠軍	2A	高文軒
		中學三、四年級二人(粵語)朗誦冠軍	4D	張漢清、王惠衡
		中學三年級普通話散文獨誦冠軍	3C	高俊逸
		中學四年級粵語詩詞獨誦亞軍	4B	梁臻劭
		中學四年級粵語散文獨誦季軍	4D	張漢清
		中學二年級粵語詩詞獨誦季軍	2A	冼璞
		中學二年級粵語詩詞獨誦季軍	2A	戴曜陽
		中學二年級普通話詩詞獨誦季軍	2A	林家進
		中學一年級粵語詩詞獨誦季軍	1A	溫子皓
		中學一年級普通話詩詞獨誦季軍	1C	周藝朗
	港島獅子會主辦全港青少年學藝比賽——中國古典詩詞朗誦	粵語高中組冠軍	4B	梁臻劭

Nature	Competition / Organizer	Award / Prize	Awardee	
	中國教育部語文應用管理司、國家語言文字及工作委員會主辦2013至2014年度第六屆中華經典詩文誦讀大賽（香港賽區）	粵語初中組亞軍	2A	戴曜陽
		粵語初中組季軍	2B	黃家俊
Aesthetic Development	2013 Hong Kong Youth Music Interflows organized by Music Office of the Leisure and Cultural Services Department	Chinese Orchestra Contest (Secondary School Class) Silver Prize	4A	Lam Ka Siu Ryan
			5B	Lai Yam Chiu
			5C	Lei Tsz Shing
	66 th HK Schools Music Festival	Harmonica Section – Harmonica Solo – Concert Work – First Prize (Certificate of Honours)	5A	Mok Chun Hin
		Harmonica Section – Harmonica Solo – Concert Work – Third Prize (Certificate of Honours)	5E	Chan Shu Ming
		Harmonica Section – Harmonica Solo – Senior – Second Prize	5A	Mok Chun Hin
		Harmonica Section – Harmonica Solo – Senior – Second Prize	5E	Chan Shu Ming
		Harmonica Section – Harmonica Solo – Intermediate – Second Prize	3B	Ho Sheung Yan
		Harmonica Section – Harmonica Solo – Junior – First Prize	4E	Fung Chi Wai
		Harmonica Section – Harmonica Solo – Junior – Second Prize	3A	Yiu Yung To
		Harmonica Section – Harmonica Solo – Junior – Third Prize	4A	Yu Man Hon
		Harmonica Section – Harmonica Solo – Junior – Third Prize	2C	Yue Pok Man
		Harmonica Section – Harmonica Ensemble – Secondary – First Prize (Certificate of Honours)	5A	Mok Chun Hin
			5A	Ho Man Hin
			5D	Tsui Chi Hang
			5E	Chan Shu Ming

Nature	Competition / Organizer	Award / Prize	Awardee	
		Harmonica Section – Harmonica Ensemble – Secondary – Second Prize (Certificate of Honours)	4A	Sam Wong
			4A	Yue Man Hon
			4B	Lee Ming Hei
			4C	Huan Nai Tong
			4E	Fung Chi Wai
		Harmonica Section – Harmonica Duet – Secondary – Second Prize (Certificate of Honours)	5A	Mok Chun Hin
			5E	Chan Shu Ming
		Harmonica Section – Harmonica Duet – Secondary – Third Prize	4A	Yu Man Hon
			2C	Yue Pok Man
		Harmonica Section – Harmonica Duet – Secondary – Third Prize	3B	Ho Sheung Yan
			2C	Wong Ting Hong Wesley
		Harmonica Section – Harmonica Band – Secondary – First Prize (Certificate of Honours)	King's College Harmonica Band	
		Chinese Instrumental Section – Chinese Instrumental Group – Intermediate – Certificate of Merit	King's College Chinese Orchestra	
		Western Instrumental Section – School Band – Intermediate – Certificate of Merit	King's College School Band	
		Western Instrumental Section – Guitar Solo – Junior – Second Prize	1B	Tsang Chun Ka Keo
		Western Instrumental Section – Descant Recorder Solo – Age under 14 – Secondary School- Third Prize	1A	Lam Samuel Junyu
		Western Instrumental Section – Violin Solo – Grade Four – Third Prize	2D	Cheung Ka Tai

Nature	Competition / Organizer	Award / Prize	Awardee	
		Western Instrumental Section – Piano Solo – Grade Six – Third Prize	2A	Kwok Ho Lam
		Western Instrumental Section – Trumpet Solo – Junior – Third Prize (Certificate of Honours)	4E	Wong Ho Fung Keene
		Chinese Instrumental Section – Yang Qin Solo – Senior – Third Prize	2A	Hui Ho Ching
	Hong Kong School Drama Festival 2013-14 organized by Education Bureau and Hong Kong Art School	Award for Commendable Overall Performance, Award for Outstanding Cooperation	1A	Ho Chak Lam
			1B	So Ki Hin
			3B	Ng Tak Yeung
			4A	Cheng Hay
			4A	Kuk Man Hin
			4A	Wong Ka Wei Kenny
			4D	Cheung Hon Ching
			4D	Ho Pak Lok
			4D	Kan Man Chung
			4D	Liu Ho Shing
			4D	Tang Kin Yip
			4D	Wong Wai Hang
		Award for Outstanding Performer	1B	So Ki Hin
			3B	Ng Tak Yeung
			4D	Tang Kin Yip
	Arts Ambassadors-in-school organized by Hong Kong Arts Development Council	Certificate of Recognition (Music)	5D	Yuen Ho Nam
		Certificate of Recognition (Visual Arts)	4A	Li Chak Pui Brian
	民建聯中西區支部主辦畫出好新春利是封創作比賽	亞軍	5A	吳宣義

Nature	Competition / Organizer	Award / Prize	Awardee	
Physical Development	2013-2014 A.S. Watson Group Hong Kong Student Sports Awards		6B	Choi Yu Hin Derek
	Inter-School Handball Competition 2013-2014 organized by The Hong Kong Schools Sports Federation	Division Two Boys Overall Champion	King's College Handball Team	
		Division Two Boys B Grade First Runner-up	2B	Lam Kai Chun
			2B	Yam Wai Chu
			3B	Chow Long Hin
			3B	Ng Kai Lun
			3B	Sin Pun Yim
			3C	Sheung Sin Chi
			3D	Law Pak Hei
			4A	Cheung Delbert Harry
			4A	Huang Tsz Kin
			4B	Tong Ho Pan Ben
			4C	Ng Po Wun Baron
			4D	Chan Chak On
			4D	Chiu Yik Tao
			4E	Wong Shue Hei
		Division Two Boys C Grade First Runner-up	1A	Pang Ching Yan
			1A	Tang Pui Him Ian
			1A	Wong Colin
			1B	Lam Cheuk Nam
			2A	Hui Ho Ching
			2A	So Ho Yin
			2B	Cheung Ting Hin Ryan
			2B	Hui Lok Wah
			2C	Law Yat Long Marco
			2D	Chan Kwan Ting
			2D	Lam Tong Kai
			2D	Lau Tai Yi
			2D	Mak Ho Chun
			2D	Ng Tsz Man
	Inter-School Volleyball Competition 2013-2014 organized by The Hong Kong Schools Sports Federation	Division Two Boys B Grade Champion	2C	Hui Yuk Chung
			3B	Ng Cheuk Lam Casper
			3B	Wong Ling Fung
			4A	Cheng Ngai Chung
			4A	Ma Shek Wai
			4B	Wong Justin Chak Hei
			4B	Yam Ha Fung
			4C	Cheng Tsz Kwan
			4E	Tong Ka Kuen

Nature	Competition / Organizer	Award / Prize	Awardee	
	Inter-School Beach Volleyball Competition 2013-2014 organized by The Hong Kong Schools Sports Federation	Division Two Boys Open Grade Second Runner-up	4A	Ma Shek Wai
			5A	Cheung Chak Hei Justin
			5C	Leung Ernest
			6D	Yu Ka Long
	Inter-School Cross Country Championships 2013-2014 organized by The Hong Kong Schools Sports Federation	Division Three Area 2 Boys Overall Third Runner-up	King's College Cross-Country Team	
		Division Three Area 2 Boys A Grade Individual Third Runner-up	6A	Chow Tsz Leong Christopher
		Division Three Area 2 Boys A Grade Team First Runner-up	5B	Li Chi Kin
			5D	Lee Yan Kin
			5E	Cheung Tin Pui
			6A	Cheng Cheston
			6A	Chow Tsz Leong Christopher
			6C	Chan Lai Yin Tristan
		Division Three Area 2 Boys A Grade Overall Third Runner-up	1A	Wong Colin
			1D	Yip Ho Cheung
			2A	Kwok Ho Lam
			2A	Ng Chung Ki
			2C	Chan Cheuk Lok Nicholas
			2C	Cheung Nok Yin
			2D	Hui Siu Lun
			3A	Li Shing Chun
			3A	Liu Chun Chung
			3A	Lo Kwan Ho
			3D	Ng Cheuk Yu
			4D	Tang Kin Yip
			5B	Li Chi Kin
			5D	Lee Yan Kin
			5E	Cheung Tin Pui
			6A	Cheng Cheston
			6A	Chow Tsz Leong Christopher
			6C	Chan Lai Yin Tristan

Nature	Competition / Organizer	Award / Prize	Awardee	
	Inter-School Swimming Competition 2013-2014 organized by The Hong Kong Schools Sports Federation	Division Three (Hong Kong Island) Boys A Grade First Runner-up	King's College Swimming Team	
		Division Three (Hong Kong Island) Boys A Grade 50m Back Stroke Third Runner-up	6C	Lo Tsz Hin
		Division Three (Hong Kong Island) Boys A Grade 100m Back Stroke Second Runner-up	6C	Lo Tsz Hin
		Division Three (Hong Kong Island) Boys A Grade 50m Butterfly Second Runner-up	5D	Lai Pak Kwan
		Division Three (Hong Kong Island) Boys A Grade 100m Breast Stroke Second Runner-up	5D	Lo King Hei
		Division Three (Hong Kong Island) Boys A Grade 4x50m Medley Relay Champion	5D	Lai Pak Kwan
			5D	Lo King Hei
			5E	Au Kyle
			6C	Lo Tsz Hin
	Inter-School Athletics Competition 2013-2014 organized by The Hong Kong Schools Sports Federation	Division Three Area 3 Boys A Grade Long Jump Third Runner-up	4A	Yan Zhipeng
	Inter-School Fencing (Individual) Competition 2013-2014 organized by The Hong Kong Schools Sports Federation	Boys C Grade Sabre (Hong Kong Island) Second Runner-up	2B	Lee Ki Nok
	Queen's College Swimming Gala 2013-2014	Boys 4x50m Free Style Invitation Relay Champion	5C	Chan Cheuk Hei
			5D	Lai Pak Kwan
			5D	Lo King Hei
			5E	Au Kyle
	文武全才青苗培訓及獎學金計劃主辦第十五屆聯校跆拳道錦標賽	男子公開品段組 套拳賽冠軍 速度賽冠軍	1B	黃偉恆

Nature	Competition / Organizer	Award / Prize	Awardee	
	香港尼泊爾籍跆拳道協會主辦第十二屆品勢及搏擊大賽	品勢冠軍	1B	黃偉恆
	中國香港傳統武術協會主辦 2014 年中華武術國際精英大賽	42 式太極拳金獎 烏龍捲水銀獎	1B	黃偉恆
Value Education		Best Lawyer (Personal)	5C	Cheng Koon Chung
			5D	Cheng Chi To
		Best Performance (Personal)	5C	Huang Eugene Yi Jun
	Mock Trial – Justice Education Project organized by The Society for the Rehabilitation of Offenders, Hong Kong	Third Runner-up (Team)	5A	Yip Kwok Ting
			5C	Cheng Ho Yin
			5C	Cheng Koon Chung
			5C	Chung Lik Hang
			5C	Huang Eugene Yi Jun
			5C	Lau Kin Kwan
			5C	Yeung Lun Ki
			5D	Cheng Chi To
			5D	Ng Nok Hang
			5D	Tsun Ming Hong
			5D	Wong Kwan Ching
			5E	Chan Sau Yin
			5E	Yue Man Him
Creative Education	RIDIY 2014 organized by Creative Power Educational Association	Second Runner-up	2A	Chan Ho Ming
			2A	Cheng Ho Kwan
			2A	Ho Nok Hei
			3A	Yim Man Chak
	Hong Kong Reads Book Advertising Competition organized by Hong Kong Reads	Champion	3A	Leung Kan Ching
			3A	Li Kwun Wing Thomas
			3A	Lui Man Sum
			3A	Mak Ka Ho
			3B	Lee Hung Leung
			3B	Ng Tak Yeung

Nature	Competition / Organizer	Award / Prize	Awardee	
	“Think More Theme Park” Design Competition organized by The Hong Kong Jockey Club Charities Trust & Chun Tian Hua Hua Foundation	Special Mention Award	5B	Cheng Long Hin
			5D	Li Hin Long Angus
			6A	Lo Kwun Yu
			6D	Fang Er Hai
	康樂及文化事務署圖書館組主辦公共圖書館自助借書計劃口號創作比賽	最高票數	5D	許家明
	藝術及科技教育中心主辦第三屆「陽」帆之旅 – 太陽能模型船創作大賽	優異獎	1C	蕭維正
	中西區區議會、中西區撲滅罪行委員會、中西區民政事務處合辦 2013-2014 年度中西區滅罪宣傳創作比賽	中學組—中文標語創作比賽優異獎	4E	馮建邦
IT Education	moWay Robot Design and Programming Competition 2013 organized by Central & Western District Committee on Promotion of IT	First Runner-up	4B	Leung Chun Siu
			4E	Chan Pui Tsung
			4E	Cheung Ho Ting
			4E	Lau Wai Kit
			5A	Lo Cho Pong
		Second Runner-up	4A	Wang Kun Qi
			4B	Loi Chak Pui
			4B	Tong Ho Pan Ben
			4D	Chan Kwun Wang
			4E	Chan Jeffrey Arthur
	CityU-CS Robocode Contest 2013 organized by Department of Computer Science (City University of Hong Kong) & Department of Computer Studies (King's College)	Certificate of Merit	4B	Chan Chak Ming
			4B	Chu Pak Ching
			4E	Cheung Ho Ting
			4E	Shiu Tsz Shing
		Honorable Mention	5A	Lo Cho Pong
			5B	Kwok Hoi Tat
	Hong Kong Outstanding IT School Award 2013 organized by Hong Kong Joint School Electronics and Computer Society	Merit	5A	Chan Yat Hin
			5A	Lo Cho Pong
			5B	Cheng Long Hin
			5B	Kwok Hoi Tat

Nature	Competition / Organizer	Award / Prize	Awardee	
	PolyU Engineering Summer Camp 2013: Competition on Logistics Simulation in Hong Kong organized by Faculty of Engineering, The Hong Kong Polytechnic University	Champion	5A	Yu Clark Kei Lok
		Best Showcase Presentation Award	5B	Leung Ka Hei
	PolyU Engineering Summer Camp 2013: Muscle Signal Driven Fan organized by Faculty of Engineering, The Hong Kong Polytechnic University	Champion	5A	Chan Yat Hin
	PolyU Engineering Summer Camp 2013: Solar Amphibious Car organized by Faculty of Engineering, The Hong Kong Polytechnic University	Merit	5A	Lo Cho Pong
			5B	Kwok Hoi Tat
			5D	Lai Kam Chiu
	World Robot Olympiad 2013 Junior Secondary Section organized by Semia Ltd. (Local Round)	First Class Honor	3A	Ko Ching Yin
			3A	Tsang Tsz Hin
			3B	Ng Tak Yeung
	Creative Technology Education Association Cup 2013 organized by Creative Technology Education Association	Third Runner-up	3A	Ko Ching Yin
			3A	Li Ka Leong
			3A	Tsang Tsz Hin
			3A	Yim Man Chak
	Mind Drive Competition 2014 organized by Department of Computer Science, Hong Kong Baptist University	Posture Design Award	4B	Chan Chak Ming
			4B	Chu Pak Ching
			4B	Leung Chun Siu
			4E	Shiu Tsz Shing
	The 9th Inter-school Competition on System Modeling & Optimization (COSMO) organized by Department of Systems Engineering and Engineering Department (CUHK) and The Hong Kong Association for Computer Education (HKACE)	Best Report Award	5A	Chow Chun Hin
		Merit Award	5A	Lo Cho Pong

Nature	Competition / Organizer	Award / Prize	Awardee	
	United Nations Internet Governance Forum – NetY Ambassadors Program organized by Chinese YMCA of Hong Kong & DotAsia	First Runner-up	3B	Ng Tak Yeung
			4D	Chan Matthew
			4D	Cheung Hon Ching
	Canadian Computing Competition 2014 organized by University of Waterloo & The University of Hong Kong (Local Round)	Certificate of Merit	4E	Lau Wai Kit
		Certificate of Participation	4E	Chan Pui Tsung
Environmental Education	可持續發展委員會主辦 2012-2014 可持續發展學校獎勵計劃	可持續發展社區項目獎	4D	Chan Matthew
			4D	Fung Shaung Jin
			4D	Yeung Man Fung
			5A	Fung Wai Yin
			5C	Lau Kin Kwan
			5D	Kan Hin Pan
			5D	Lai Kam Chiu
Uniform Groups Scouts – The 5 th Hong Kong Group	Hong Kong Carlton Trophy Competition 2014 organized by Scout Association of Hong Kong	District Section (Western District) : Champion	4D	Fung Hon Ming
			4E	Lee Hin Nang
			2A	Chung Yiu Hong
			2A	So Ho Yin
		Regional Section (Hong Kong Island Region): Second Runner-up	2D	Mak Ho Chun
			3A	Chiang Yat Long
			4A	Chu Pak Hei
			4A	Li Chak Pui Brian
			4E	Ching Adrian Chun Long
		Hong Kong Final Section: Overall Third Runner-up	3A	Chiang Yat Long
			3B	Wong Chun Hei
			1A	Wan Tsz Ho
			1B	Cheng Matthew
		Champion in Team Challenge	1C	Pong Hon Hei
			2A	Chung Yiu Hong
			2A	Hui Chin Ho
			2A	So Ho Yin
			2D	Mak Ho Chun
			4A	Cheung Delbert Harry
King's Ambulance Cadet Division	The Annual St. John Ambulance Brigade Cadet Command Inter-Divisional Competition organized by St. John Ambulance	First Runner-up in Foot Drill Performance	St. John Ambulance Society	
		Overall Second Runner-up		

Nature	Competition / Organizer	Award / Prize	Awardee	
Hong Kong Red Cross Youth Unit 21	Youth Drill Proficiency Course organized by Hong Kong Red Cross	The Best Student Award	4A	Chan Wan Chiu
Service Education	義務工作發展局主辦「傑出青年義工領袖獎」		5D	黎錦鋁
	CYC Outstanding Member Award 2013-2014 organized by the Community Youth Club		4D	Yeung Man Fung
	Community Youth Club Member Merit Awards Scheme	First Honour Level (Red Star Honour Badge)	5A	Cheuk Yik Hung
			5A	Lai Tin Yat
			5B	Yuen Kong Kit
			5D	Kan Hin Pan
	Service Awards presented by Volunteer Movement and Social Welfare Department	Gold Award	5A	Fong Chak Him
			5A	Lau Chung Hin
			5B	Chan Chak Ming
			5D	Kam Hon Lum
			5E	Lee Hin Nang
			6A	Fung Wai Yin
			6A	Lai Tin Yat
			6A	Lee Ho Man
			6A	O Young Nicholas Qian
			6A	Wu Hsuan Hsi
			6A	Cheuk Yik Hung
			6B	Yuen Kong Kit
			6D	Hui Ka Ming
			6D	Hung Ho Ming
			6D	Kan Hin Pan
			6D	Lai Kam Chiu
			6D	Leung Yiu Fung
			6A	Cheuk Tsun Leung
			6A	Mak Chi Cheong
			6B	Wong Chun Man
			6D	Poon Chun Ho Henry
			6D	Siu Sing Leong
			6D	Wu Cheuk Lam
		Silver Award	2D	Chow Aaron Ngai-Long
			3A	Chung Yiu Hong
			3D	Chan Chun Hay
			4A	Kwan Sau Ching
			4A	Lau Kai Hong
			4A	Tsang Tze Hin
			4C	Hung Pak Yam
			4C	Xuan Nai Tong

Nature	Competition / Organizer	Award / Prize	Awardee	
			4D	Lee Cheuk Hei
			4D	Yu Truston Jianheng
			5B	Kwok Tze Fung
			5D	Chan Matthew
			5D	Fung Hon Ming
			5D	Ho Pak Lok
			6A	Chang Chun Ting
			6D	Tsun Ming Hong
			4E	Ching Adrian Chun Long
			6D	Lee Hei Kiu Rex
		Bronze Award	3B	Li Wui Man
			3B	Wong Edmund Gilbert
			3C	Leung Tsz Ho
			3C	Poon Yu Hin
			3D	Lai Pak Ho
			3D	Lui Gabriel
			3D	Mak Ho Chun
			4A	Chan Tsz Kai
			4A	Chan Wan Chiu
			4A	Kwan Hang Yui
			4A	Ng Sze On
			4A	Wong Chun Ming
			4B	Chan Chun Hay
			4B	Ho Sum Lam
			4C	Yan Chun Kit
			4C	Yeung Brian
			4D	Chan Chun Man
			4D	Mak Hon Ching
			4D	Suen Ho Chak
			4D	Yau Chi Kin
			5A	Au Chi Kit
			5A	Cheung Yik Sum
			5A	Huang Tsz Kin
			5A	Hui Kuen Yiu
			5A	Lau John Milton
			5A	Tang Chi Long
			5A	Tung Siu Leung
			5B	Leung Chun Siu
			5B	Ng Ho Ka Oscar

Nature	Competition / Organizer	Award / Prize	Awardee	
			5C	Xuan Naitong
			5D	Chan Kwun Wang
			5D	Chow Yun Kwan
			5D	Hau Han Lang Kelvin
			5D	Ko Man Bun
			5D	Lam Chung Sing
			5D	Suen Ho Chak
			6A	Cheung Wai Wa
			6A	Lau Chuen Him
			6B	Lee Ka Chun
			6B	Sum Ping Hong
			6D	Chan Cho Fung
			6D	Lee Yan Kin
			6D	Wong Graham Alex
			6E	Lau Chuen Wing
			6E	Sze Chun Hung
			6E	Yue Man Him
			5A	Mok Chun Hin
			5D	Chan Wai Bong
			6A	Chan Tsz Him
			6B	Chan Tsz Pong
			6C	Yuen Lok Hin
			6D	Fang Er Hai
	Service Appreciation Award 2013 organized by the Central Western, Southern and Island District Co-ordinating Committee	Gold Award	2D	Chow Aaron Ngai-Long
			3A	Chung Yiu Hong
			3B	Wong Edmund Gilbert
			4A	Kwan Sau Ching
			4A	Lau Kai Hong
			4A	Tsang Tze Hin
			4C	Hung Pak Yam
			4D	Lee Cheuk Hei
			4D	Yu Truston Jianheng
			5A	Fong Chak Him
			5A	Huang Tsz Kin
			5A	Lau Chung Hin
			5A	Li Chak Pui Brian
			5B	Chan Chak Lam
			5B	Chan Chak Ming

Nature	Competition / Organizer	Award / Prize	Awardee	
			5B	Kwok Tze Fung
			5B	Lo Chun Pong
			5B	Ng Ho Ka Oscar
			5B	Chan Cheuk Hei Adrian
			5C	Cheng Tsz Kwan
			5C	Cheung Pak Hang
			5D	Chan Matthew
			5D	Fung Hon Ming
			5D	Ho Pak Lok
			5D	Kam Hon Lum
			5D	Ko Man Bun
			5D	Lam Chung Sing
			5D	Tang Kin Yip
			5E	Lai Hui Tung Marco
			5E	Lee Hin Nang
			6A	Cheung Wai Wa
			6A	Fung Wai Yin
			6A	Lai Tin Yat
			6A	Lau Chuen Him
			6A	Lee Ho Man
			6A	O Young Nicholas Qian
			6A	Wu Hsuan Hsi
			6A	Chang Chun Ting
			6A	Cheuk Yik Hung
			6B	Fok Tsz To
			6B	Kwok Hoi Tat
			6B	Lee Ka Chun
			6B	Sum Ping Hong
			6B	Yuen Kong Kit
			6D	Chan Cho Fung
			6D	Hui Ka Ming
			6D	Hung Ho Ming
			6D	Kan Hin Pan
			6D	Lai Kam Chiu
			6D	Lee Yan Kin
			6D	Leung Yiu Fung
			6D	Tsun Ming Hong
			6D	Wong Graham Alex

Nature	Competition / Organizer	Award / Prize	Awardee	
			6E	Lau Chuen Wing
			6E	Yue Man Him
			4E	Ching Adrian Chun Long
			5D	Chan Wai Bong
			6A	Cheng Cheuk Yin
			6A	Cheng Wai Kuen
			6A	Cheuk Tsun Leung
			6A	Chow Tsz Leong Christopher
			6A	Leung Chun Wing
			6A	Leung Tak Wing
			6A	Mak Chi Cheong
			6B	Wong Chun Man
			6C	Chan Lok Hang Abraham
			6C	Lam Yuk Hong
			6C	Wang Chun Kit
			6D	Castro Jason
			6D	Fung Lok Hin
			6D	Lee Hei Kiu Rex
			6D	Leung Chun Wai
			6D	Liu Kin Heng
			6D	Luk Kwok Wing
			6D	Poon Chun Ho Henry
			6D	Siu Sing Leong
			6D	To Cheuk Kan
			6D	Wu Cheuk Lam
		Silver Award	3C	Poon Yu Hin
			3D	Lui Gabriel
			3D	Mak Ho Chun
			4A	Chan Tsz Kai
			4A	Kwan Hang Yui
			4A	Ng Sze On
			4A	Wong Chun Ming
			4B	Chan Chun Hay
			4B	Ho Sum Lam
			4C	Yan Chun Kit
			4C	Yeung Brian
			4D	Chan Chun Man

Nature	Competition / Organizer	Award / Prize	Awardee	
			4D	Mak Hon Ching
			4D	Yau Chi Kin
			5A	Au Chi Kit
			5A	Cheng Hay
			5A	Hui Kuen Yiu
			5A	Lau John Milton
			5A	Ng Keng Sang
			5A	Tang Chi Long
			5A	Tung Siu Leung
			5A	Cheung Yik Sum
			5B	Leung Chun Siu
			5C	Xuan Naitong
			5D	Chan Kwun Wang
			5D	Chow Yun Kwan
			5D	Hau Han Lang Kelvin
			5D	Suen Ho Chak
			6D	Sham Kin Martin
			6E	Sze Chun Hung
			5A	Mok Chun Hin
			6A	Chan Tsz Him
			6B	Chan Tsz Pong
			6C	Yuen Lok Hin
			6D	Fang Er Hai
		Bronze Award	3A	Hung Wan Sunny
			3A	Siu Lok Wang
			3A	Wong Shi Kam
			3A	Zhang Jun Jie
			3C	Wan Kam Fai
			3D	Yang Ming Yu
			4A	Yan Yee Hang Henry
			4D	Wan King Kit
			5A	Leung Wai Chun
			5C	Lo King Hin
			5D	Chau Chun Chung
			5D	Cheung Hon Ching
			5E	Cheung Ho Ting
			6A	Ting Tsz Fung
			6D	Lam Lok Ngai

9. Financial Summary (1.9.2013 - 31.8.2014)

	Income (\$)	Expenditure (\$)
I ESCBG ACCOUNT		
(a) Non-school specific grants		
1 Baseline reference provision	<u>461,941.00</u>	<u>291,778.43</u>
Sub-total:	<u><u>461,941.00</u></u>	<u><u>291,778.43</u></u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	392,943.00	270,255.00
2 Capacity Enhancement Grant - GSS	<u>537,792.00</u>	<u>280,312.84</u>
Sub-total:	<u><u>930,735.00</u></u>	<u><u>550,567.84</u></u>
II TEACHER RELIEF GRANT (TRG) ACCOUNT		
● Provision for 2013-2014	<u>184,960.00</u>	<u>42,279.00</u>
Sub-total:	<u><u>184,960.00</u></u>	<u><u>42,279.00</u></u>
III OTHER NON-RECURRENT GRANTS ACCOUNT		
Extra Senior Secondary Curriculum Support Grant		
● Provision for 2013-2014	<u>594,021.00</u>	<u>339,117.75</u>
Sub-total:	<u><u>594,021.00</u></u>	<u><u>339,117.75</u></u>
Senior Secondary Curriculum Support Grant		
● Provision for 2013-2014	<u>741,510.00</u>	<u>646,943.33</u>
Sub-total:	<u><u>741,510.00</u></u>	<u><u>646,943.33</u></u>
Learning Support Grant		
● Provision for 2013-2014	<u>300,000.00</u>	<u>198,940.07</u>
Sub-total:	<u><u>300,000.00</u></u>	<u><u>198,940.07</u></u>
IV SMI ACCOUNT		
Fees collected from students for specific purposes	<u>245,850.00</u>	<u>212,220.00</u>
Sub-total:	<u><u>245,850.00</u></u>	<u><u>212,220.00</u></u>
V ECA ACCOUNT		
(a) Provision for 2013-2014	82,008.00	263,342.00
(b) Fees collected from students(S4 to S6)	<u>60,250.00</u>	
Sub-total:	<u><u>142,258.00</u></u>	<u><u>263,342.00</u></u>

10. Feedback for Reflections

1. In the area of learning and teaching, it is desirable that we consolidate the strategies we have committed to so far, such as HOT skills, Cooperative Learning, Reading to Learn, e-learning, in the coming school year (the last year of the present School Development Cycle). Both the School and each subject department should conduct review in order to formulate programme plans according to respective needs for the next School Development Cycle.
2. The school has taken on different strategies to promote professional development and growth of teachers. Besides collaborative lesson planning and pedagogy study, teachers are encouraged to attend relevant training courses and programmes to keep themselves better informed of the latest educational issues and pedagogical development. Teachers will be given more opportunities to engage in sharing with teachers from other schools on curriculum development and pedagogical studies, exchange tours, training on self-directed learning and e-learning strategies, etc.
3. Built on our good practice of peer lesson observation, Open Class will be held to promote sharing of good practice among teachers. The lessons will be recorded and uploaded in the e-platform for parents and other students' viewing.
4. The use of tablet computers to facilitate learning will be promoted. It will start with a few subjects in some classes in the coming school year. Teachers will use different apps to design interactive learning activities for students to learn collaboratively and creatively. In-house professional sharing will be conducted to encourage more teachers to try-out tablet computer teaching in the future. The School will make budget for the procurement of sufficient computer tablets not only for classroom use, but also for teachers to do lesson planning and preparation. It is also essential to review the manpower need to provide technical support for this measure.
5. With the progressive implementation of e-learning in and beyond classes, besides providing continuing professional development training for teachers to equip them with the latest technology and the skills in e-learning, the school will continue to make plans for updating the facilities used in classes and by teachers and installing the required IT facilities. The acquisition of IT facilities, both hardware and software, will help to facilitate e-learning to cover a wider range of subjects at all levels and to enhance the effectiveness of e-learning and self-directed learning.

6. The School will explore more ways to promote self-directed learning. The Science departments will utilize the science laboratories more for this end in the coming school year. Other departments are also encouraged to design their respective strategies to strengthen the self-learning culture in and beyond classrooms.
7. The School will also build on existing strengths, to further enhance students' higher order thinking (HOT) skills, creativity and social skills.
8. With a view to broadening our school curriculum, the feasibility of offering Other Languages as an elective subject will be explored. In the meantime, our School has arranged for the junior level students to attend Japanese and Spanish classes run by the School of Modern Languages and Cultures of HKU.
9. With the provision of the Career and Life Education (CLP) Grant, our Careers Committee will take the lead in steering paradigm shift towards a holistic approach to life planning education and career guidance in our School. It will work with other parties to enhance and enrich life planning education elements for students.
10. There are concerns about the quantity and quality of the presentations done by students in the Cross-curricular Activities (CCA) periods. It is also observed, given the full booking of the School Hall, it is becoming less possible to arrange presentation on a form basis. It is necessary to review the coordination of the CCA periods for meaningful presentations in the short run and explore more flexible structuring of the timetable of the CCA periods in the long term.

11. Appendixes

Evaluation on Use of Capacity Enhancement Grant (CEG), Extra-senior Secondary Curriculum Support Grant (ESCSG), Senior Secondary Curriculum Support Grant (SSCSG) and Teacher Relief Grant (TRG), 2013-2014 school year

Objectives/Plan	Evaluation
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To share the overall teaching and non-teaching workload so as to give space for teachers' professional development, curriculum development and teaching 2. To cater for learners' diversity 3. To provide support and assistance to teachers in preparing teaching and learning materials and form-teacher period materials (civil and moral education, careers educations, guidance and counseling) and organizing ECA and OLE 4. To take up some of the administrative and other non-teaching duties of teachers <p>Plan:</p> <ol style="list-style-type: none"> (a) Employment of 1 temporary teacher (Liberal Studies and Chinese) (b) Appointment of 5 Teaching Assistants (English, Chinese, Mathematics, Liberal Studies, IT &AD) (c) Appointment of an Administrative Assistant (AA) 	<ul style="list-style-type: none"> ● The employment of the temporary teacher (LS and Chinese) provided additional manpower to enable small class teaching in S4-S6 LS. It was also possible to arrange after-school support class (3 periods per cycle) for the bottom 20 students in S4 LS in each term, so that the weakest students would be given academic support right from the beginning of the school term. The additional teacher also provided manpower to support student enhancement programmes beyond the classroom, such as 模擬法庭・公義教育計劃, With an additional trained teacher, subjects concerned could conduct interactive learning activities and tailor-make learning materials to meet the different needs of the students with good effect. ● The additional teaching staff also provided relief for all teachers as there was a reduction in the total number of teaching periods on average. Teachers could focus more on teaching and learning, the implementation of the respective programme plans and had more time for catering individual students' learning needs. ● An IT Seed, instead of a TA (IT&AD) was appointed, giving support to, other than use of IT in teaching and learning and school administration, IT-related projects, such as the conversion of two classrooms to two HKDSE Sai Ying Pun Assessment Centre for on-screen marking, the use of infrared attendance taking, the E-Textbook Market development Scheme (EMADs) Partner Schools Scheme, etc. ● Teachers of the following Departments and Teams are very satisfied with the effect of workload reduction and the services provided by the Teaching Assistants and Administrative Assistant: <ol style="list-style-type: none"> a. English

Objectives/Plan	Evaluation
	<ul style="list-style-type: none"> b. Chinese c. Mathematics d. Liberal Studies e. Remedial support activities f. IT Committee g. Counselling Committee h. Internal and Public Exam Committees i. Campus TV j. Careers Committee k. S1 Admission Committee l. Student Development Day Committee m. Other Learning Experience Committee n. Gifted Education Committee o. Health and Sex Education Committee (Healthy School Programme) p. Student Learning Profile Committee ● Assistance has also been given to the whole school in areas such as: <ul style="list-style-type: none"> a. Lesson substitution – the total number of lessons substituted by TAs was over 1,150 this year. This provided space for teachers to attend professional development courses and relieved the other teachers from taking up substitution duties. b. Internal and public exam invigilation duties (230 hours and 40 hours respectively) so that teacher can focus on marking and developing assessment for learning strategies. c. Supervising students in Self-access Learning Centre. d. Procurement exercises – soliciting quotations for service providers/products.

**二零一三/一四學年校本課後學習及支援計劃
活動報告表**

學校名稱：英皇書院

計劃統籌人姓名：林之鐸老師/盧惠燕老師 聯絡電話：25470310

計劃的各項活動資料

活動名稱		實際受惠 對象學生 人數#	平均 出席 率	活動舉辦期間/ 日期	實際開支 (\$)	評估方法 (例如:測 驗, 問卷 等)	合辦機構/ 服務供應機 構名稱 (如適用)	活動評估 (例如:學生的學 習情況及成果)
擴闊眼光 闖一闖	(1) 海洋公園 學習活動	24	100%	17/3/2014	\$1920	反思表	海洋公園	學生從不同活 動中認識海洋 生物的生活習 性，因而加深 對海洋生態認 識和加強愛護 動物的意識。
	(2) 迪士尼公 園學習活動	15	100%	5/5/2014	\$3375	反思表	迪士尼公園	學生從「迪士 尼動畫教室」 活動中認識迪 士尼動畫製作 的歷史和技 巧，因而提升 對動畫藝術的 欣賞和興趣， 並有助發展創 意
學習效能 提升班	(中一、中二 英文提升班 A、B 組) (中三、中四 英文提升班) (中三、中四 數學提升班)	18	100%	18/2/2014 - 9/6/2014 (逢星期一、二) 下午三時半至 五時 (逢星期四) 下午三時半至 五時 (逢星期三) 下午三時半至 五時	\$24,300	問卷	香港導師會	學生能更有效 掌握及運用英 文文法的技巧 並增強應付數 學學業的能力和 建立自信。
總開支					\$29,595			

Use of Fund in the Refined English Enhancement Scheme 2013-14

Measures	Evaluation
(a) Hiring service to assist Integrated Humanities (I.H.) teachers in conducting an in-class speaking training course for all S2 students.	The cross-curricular training course between the English and Integrated Humanities (I.H.) Departments had promoted an integration of subject knowledge & vocabulary learning under I.H. and English speaking skills. Students' learning of subject content and language skills had been facilitated. Their performance in the course-end project presentation, which accounted for part of their English speaking exam marks, had shown satisfactory improvement. There was also collaboration between the English language and I.H. teachers to promote cross-curricular learning.
(b) Hiring service to assist English teachers in organising a training course for members of English Debating Society	This measure helped to promote English debating activities in school. It enriched students' learning experience. Students gained exposure to a wider range of vocabulary and language structures conducive to better presentation skills.
(c) Hiring service to assist English teachers in conducting a writing course on Popular Culture for the more able and less able S4 and S5 students	This enabled English teachers to cater for learner diversity. Students were enlightened on how to structure and organize their ideas in writing. More students also expressed their interest in the writing contests with a few winning some grand prizes such as the Junior Writers Award organized by SCMP.
(d) Hiring service to assist English teachers in conducting an in-class training course on phonics for all S1 and S2 students	This measure facilitates the integration of phonics teaching into the junior form English curriculum. It has refreshed teachers' knowledge and pedagogies in the teaching of phonics.
(e) Subscribing to an interactive on-line learning programme for all S1-S3 students	This promoted self-access learning culture and fostered autonomous learning among students. Learner diversity was also catered for.