



KING'S COLLEGE

School Report

2009-2010

Annual School Report 2009/2010

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1. **Our Mission, Goals and Values**

Our Mission

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

Our Goals

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

Our Values

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

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

2. Our School

King's College was founded on its present site in 1926 and is basically a boys' school with a few girls admitted to Secondary 6 & 7. With a glorious history of over 84 years, it has graduates excelling in all walks of life and all over the world. *(For general information about the school, please visit our official website or see the appendices.)*

School Management

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
07/08	1 (11.1%)	1 (11.1%)	2 (22.2%)	2 (22.2%)	2 (22.2%)	1 (11.1%)
08/09	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
09/10	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

3. Our Students

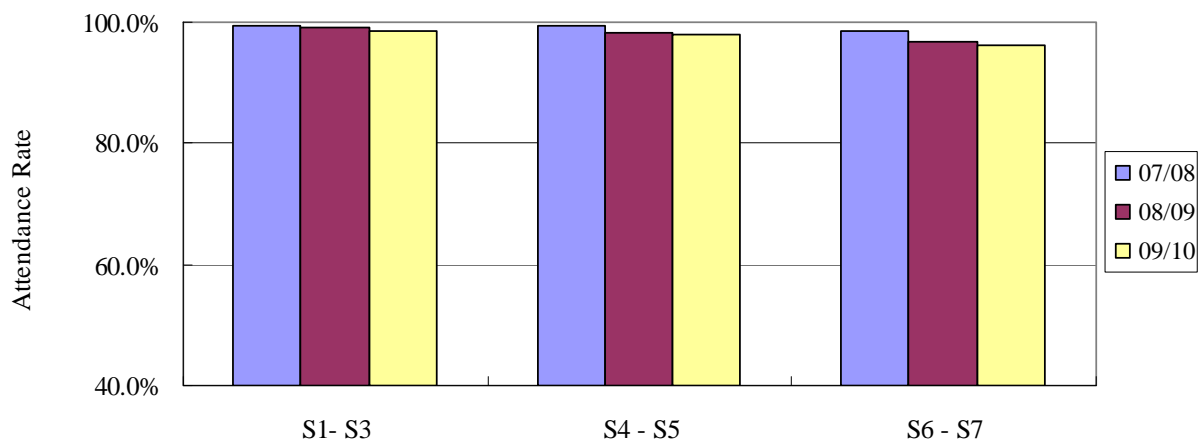
Class Organization

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	4	4	33
Boy	183	188	202	187	185	113	102	1160
Girl	0	0	0	0	0	11	9	20
Total Enrolment	183	188	202	187	185	124	111	1180

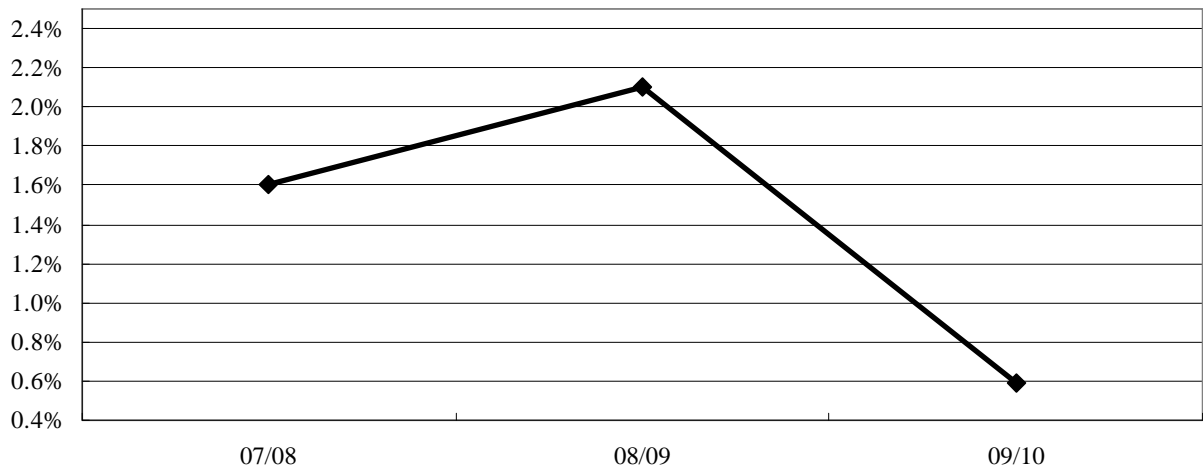
Unfilled Places

Year	Unfilled Places
2007-2008	Zero
2008-2009	Zero
2009-2010	Zero

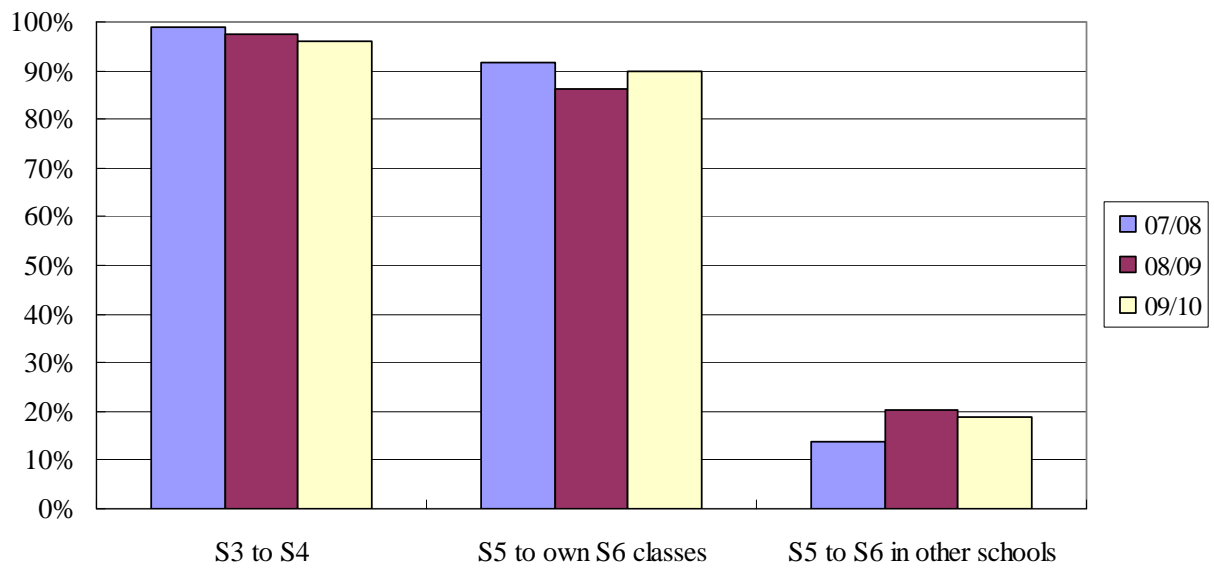
Students' Attendance



Students' Early Exit

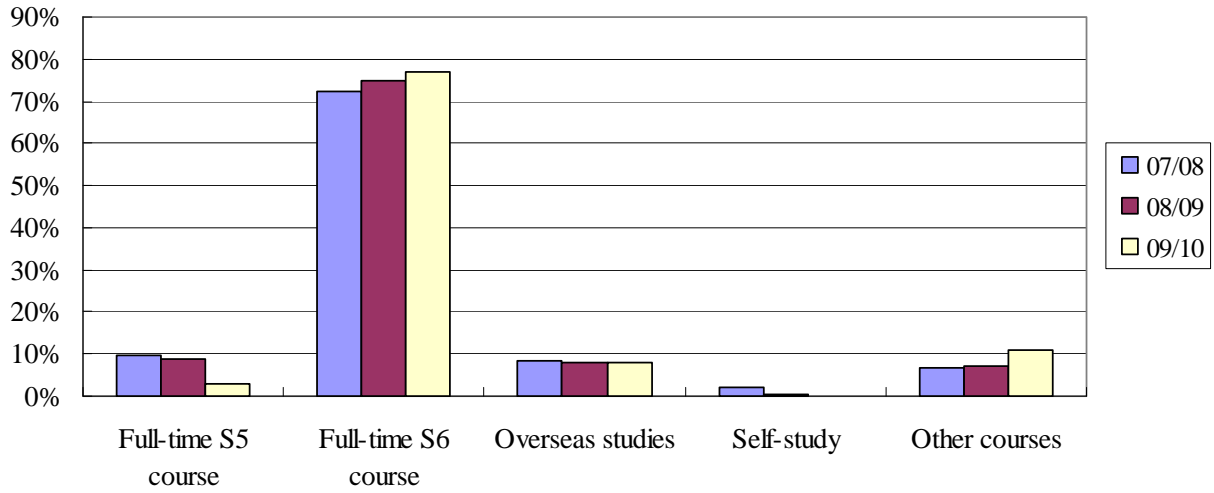


Students' Promotion

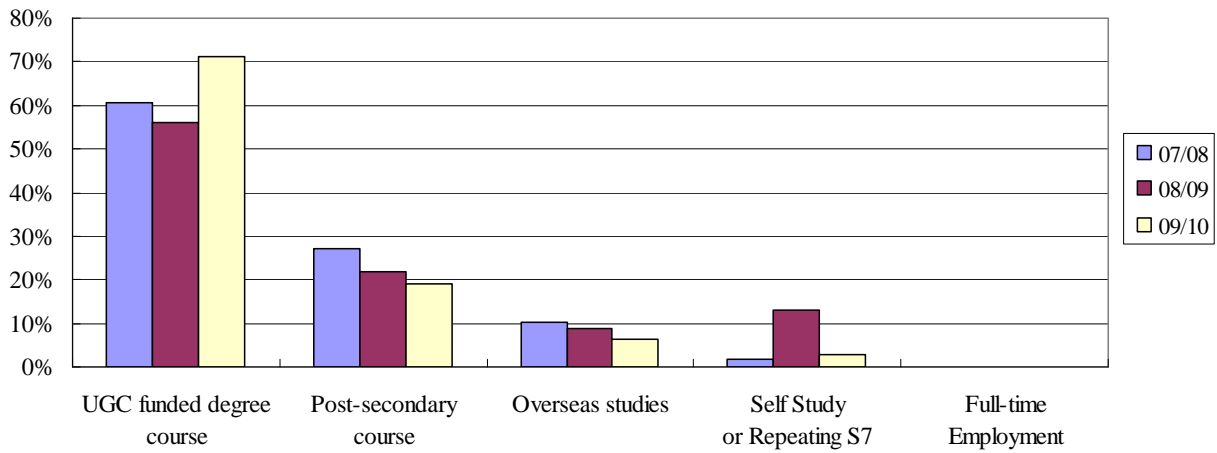


Destinations of S.5 & S.7 graduates

Secondary 5 Graduates



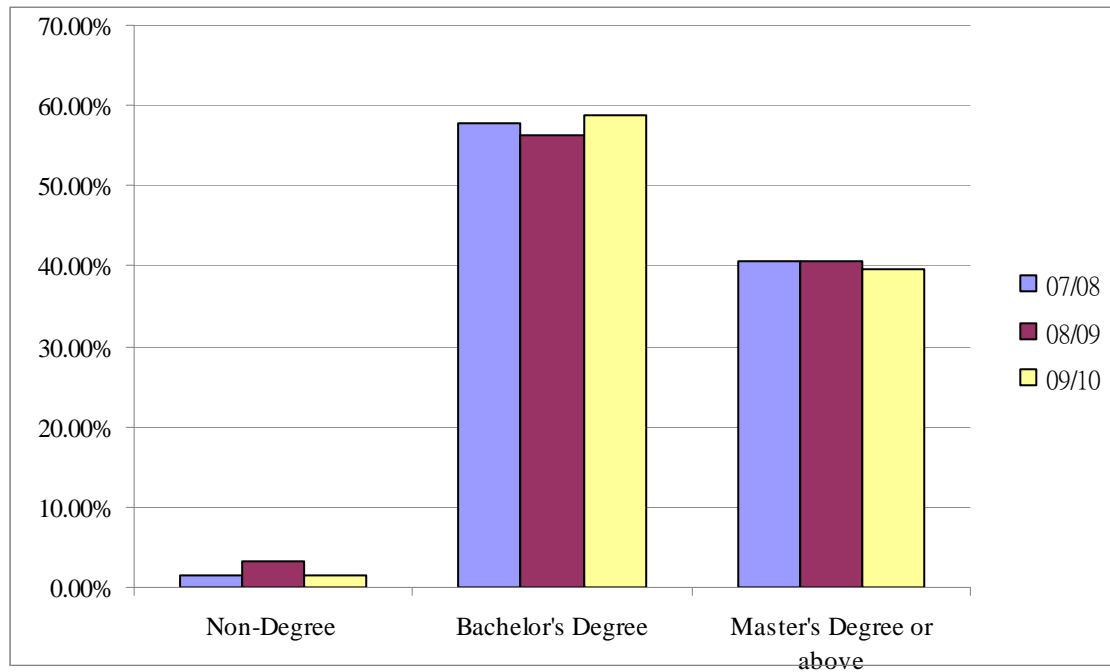
Secondary 7 Graduates



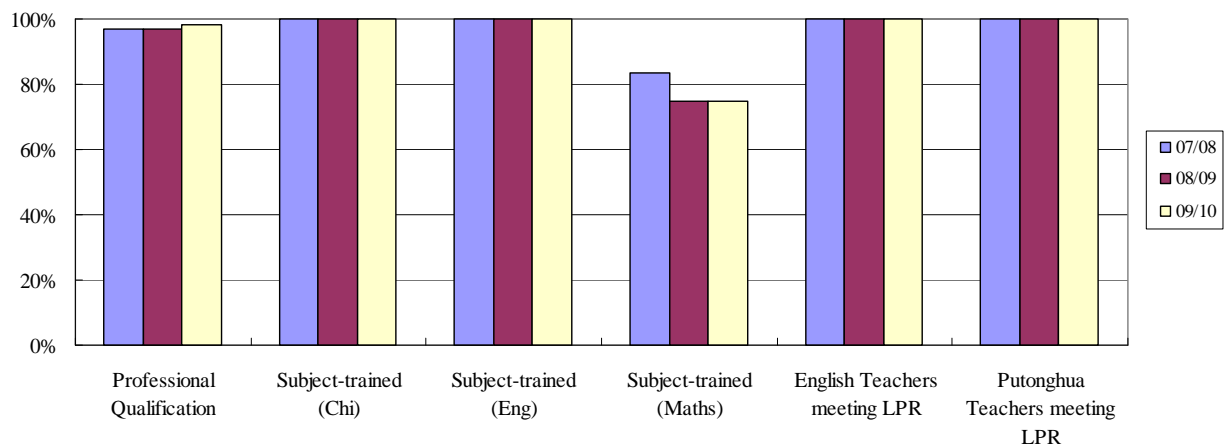
4. Our Teachers

Teachers' Qualifications

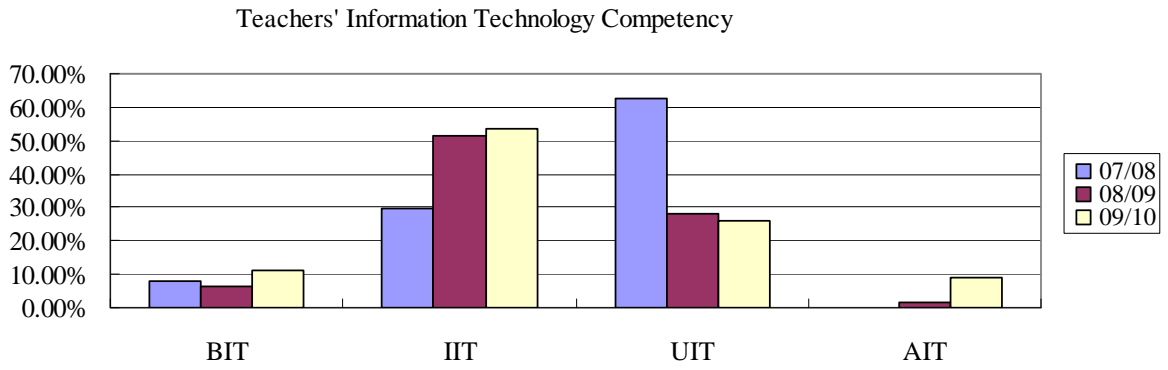
Highest Academic Qualifications attained by teachers



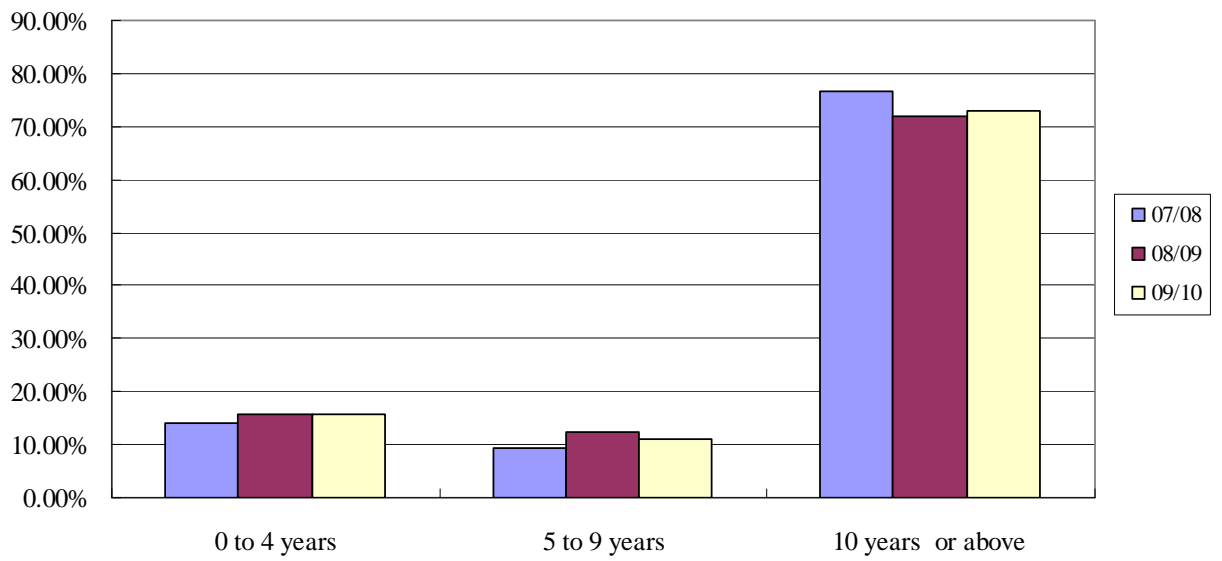
Teachers with professional qualification, subject-training in the core-three subjects & meeting Language Proficiency Requirement



IT Competence

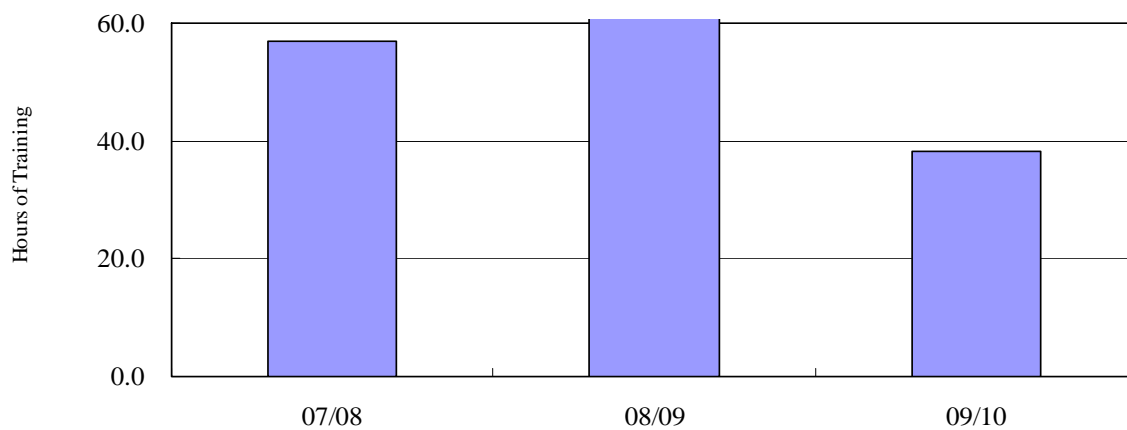


Teaching Experience



Teachers' Professional Development

Average training hours per teacher



Average number of training hours undertaken by a teacher: approx. 38.1 hours.

5. Achievements and Reflection on Major Concerns

Priority Task 1: Preparation & Implementation of NSS

Achievements

1. The school-based NSS curriculum was implemented smoothly in JS3& SS1:
 - The problems regarding timetabling and manpower were solved.
2. Curriculum in SS2 and SS3

Suggestions on the possible ways to deal with the problems relating to timetabling and manpower have been carefully looked into and discussed. Due to unforeseeable circumstances, continuous monitoring will be carried out to ensure that these problems could be timely and effectively tackled.

Arrangements regarding dropping of subject electives, adding of self-study electives, the selection of students to study Applied Learning courses were made. Parents and students were informed of the arrangements on different occasions, e.g. Parents' Days.

Final decision on subject combinations was agreed upon after a series of discussions, taking into account students' interest and preference over the subject electives the school offers.
3. Determining priority for taking an elective :
 - A system for determining the priority of a student applying for an elective has been devised. This has been clearly explained to students and parents. Enquiries from both parties have been properly answered and posted on the school webpage for reference.
4. Student Option Programme (SOP)
 - A software 'Student Option Programme (SOP)' was used for subject groupings, class structure and time-tabling. The satisfaction rate after the try out is over 80%, indicating that over 80% of students were offered the first three choices as their subject electives. 100% of students were allocated their first choice.
5. Student Learning Profile
 - The software system for the Student Learning Profile (SLP) has been running but some modifications need to be made to accommodate the problems that crop up with the large amount of data the systems needs to handle.
6. Pedagogy Study
 - The efforts to further improve pedagogy continued. With the members of the Pedagogy Committee and the Heads of Subject Departments taking the lead, teachers worked in groups to devise and try out methods to teach "difficult" topics. A resource bank including teaching materials and lesson plans was created and the collaborative culture the school seeks to create has been strengthened. *(Please see report on the achievements and reflections of the Pedagogy Committee.)*
7. Teacher training
 - All subject panels have sent teachers to attend training courses on NSS. Over 80% of teachers have received relevant training and are well prepared to teacher at NSS levels.

8. Communication with stakeholders
 - Communication with parents was maintained through meetings at parents' days and our school website on which our proposed curriculum, subject groupings, answers to parents' queries, etc. were posted. Parents expressed their views by mail or e-mail. Their enquiries were timely responded.
 - Progress of the preparation and the implementation of the NSS curriculum were reported to the SMC at the SMC meetings and to all staff at the staff meetings.
 - Students were informed about the NSS curriculum and the related issues at meetings. Surveys were conducted to collect S4 students' views about their subject preference before the school finalized the subject electives on offer at SS2.
9. Other major issues:
 - Subject groupings – The third survey for S4 students was conducted to find out students' subject preference. Based on the results, proposals on subject groupings in SS2 and SS3 were made and matters concerning manpower were also discussed. Our aim of offering as many students as possible their first few choices was achieved as nearly 80% of the students will get their first three subject choices.
 - Time allocation – the number of periods for each subject elective was agreed upon after several rounds of consultation with staff members. All subjects the school offers meet the requirement of number of lesson hours prescribed by the EDB for a period of three years for the implementation of the NSS curriculum.

Reflection

1. The NSS Committee will continue to work towards a smooth transition to NSS, paying particular attention to the timetabling of SS2/SS3, accommodation and class size. Any proposals regarding curriculum change, subject groupings, deployment of teachers, etc. will be made known to the stakeholders concerned to allow exchange of ideas to work for the general good of our students.
2. It is necessary for the committee to continue to evaluate the implementation of the school-based NSS introductory courses at JS3 and SS1 and co-ordinate the efforts to tackle any problems that may arise. The committee can also take the lead to motivate teachers of different subject panels to share their experience gained with regard to teaching methods, preparation of teaching materials, assessment modes, etc.
3. More efforts have to be spent on exploring effective teaching strategies to raise the quality of teaching and implement the NSS curriculum successfully.

Priority Task 1A: Study on Pedagogy

Achievements

1. The culture of professional sharing has been strengthened:
 - Many teachers now consider co-teaching, designing lessons and teaching materials together, making suggestions to fellow colleagues a good way to enhance teaching effectiveness,
 - Good practices as well as areas for improvement are discussed at panel meetings. Members are encouraged to incorporate these in their teaching.
 - A collection of resource materials and lesson plans has been archived for teacher's reference.
 - Students are accustomed to having co-teaching lessons and co-operated very well with the teachers.
2. There have been some obvious changes in the teaching approaches:
 - A student-centred approach is employed in a greater number of lessons. More opportunities are provided for students to interact with each other in group discussions and role-plays. As a result, student participation in the teaching and learning process has significantly been promoted.
3. A professional attitude towards collaborative lesson preparation has been developed:
 - Many teachers welcome the suggestion that a "difficult" topic should be tackled collaboratively and view it as a meaningful challenge. They believe that the lesson plans, the teaching materials and the experience will all be useful to them in the future.
 - In designing a series of lessons of a unit, many teachers have paid greater attention to students' prior knowledge and the different levels of thinking required at the various stages of the lesson. They have built in the design the need for pre-lesson preparation and the scope for further pursuit to enhance students' learning initiative, thus developing their life-long learning capability.
4. Professional support has been given to teachers:
 - Panel heads played a more proactive role in bringing about changes in the classroom. They gave advice to their panel members on choice of topic, explained the characteristics of an effective lesson and introduced teaching strategies and good practices they wished to promote. Discussion of good practices in the classroom was a major agenda item at panel meetings.
 - The Pedagogy Committee held meetings to discuss the characteristics of an effective lesson. The Committee members attended meetings of collaborative teaching groups and gave them support and advice in the process of choice of topic, devising teaching strategies, gaining feedback, etc. They also led discussions at evaluation meetings, helping the groups to review their achievements and areas for improvement.

Reflection

1. The good response to the suggestion of choosing a 'difficult' topic indicates that teachers, in general, welcome meaningful challenge.
2. For the successful implementation of NSS, teachers have to develop a whole range of effective strategies. Teachers as a whole come to share the view that to facilitate a paradigm shift from a teacher-centred approach to a student-centred approach, greater emphasis on interactive learning and the promotion of learner independence are essential.
3. This year, most of the collaborative groups chose the same class S4A for co-teaching. We

suggest that teachers may attempt their co-teaching practice in other classes particularly the ones with a wider learning diversity.

4. Some of the lesson demonstrations were too ambitious. The teachers wanted to incorporate a lot of things in one single lesson. It is advised that the theme(s) of the lesson demo should be clear and achievable.
5. Besides, it was found that a few groups tended to use the old-fashioned teacher-centred approach rather than student-centred one. The committee members and the panel heads will pay greater attention to this issue while having discussion at meetings with the teachers.
6. Some new teachers, not being familiar with other teachers, tended to form the collaborative groups among themselves. It would be a good idea to require the collaborative groups to have a good mix of “new” and “old” teachers to facilitate more meaningful exchange of experiences and knowledge. In addition, teachers with more teaching experience should play a more active role and guide the new teachers in the co-teaching exercise. The workload should be shared evenly among all group members.
7. As commented in the previous evaluation report, some teacher observers tended to provide only positive comments. They should be reminded that suggestions are made for the professional development of their colleagues and for mutual benefits.
8. This year the panel chairs are requested to play a more active role in the lesson study and it has clearly revealed that their involvement serves to give the whole lesson study exercise a higher profile. In future lesson study exercises, it is necessary to “groom” the panel chairs with the ultimate aim of having them to take over the work of the Pedagogy Committee. Some exemplar lesson plans can also be highlighted by the Panel Heads for promoting effective learning and teaching.

Priority Task 2: Enhancing Students' Self-discipline

Achievements

1. The School Regulations and Dress Code were revised:
 - Questionnaires were distributed to teachers, representatives of the Student Union and the Prefect Body in late June 2009 to collect their opinions on School Regulations and Dress Code.
 - The 1st draft of the revised School Regulations and Dress Code was sent to every student for discussion in the 'Student Discipline Forum'.
 - In the 'Student Discipline Forum', the rationales behind the formulation of the school regulations and the interpretation of the rules were discussed. Students were invited to express their views on the revised School Regulation and Dress Code.
 - The hard-copy of the revised School Regulation and Dress Code was sent to students in November 2009. Amendments to relevant regulations were made taken into account the opinions expressed by students at the forums.

2. Classroom Code
 - Students of each class together with the Form-Teacher composed their own 'Classroom Code' at the beginning of this academic year. The set of rules so agreed upon between students and teachers strongly promoted a sense of ownership among students in the class.
 - Every student was asked to take a pledge and to sign on the Classroom Code. The signed Classroom Code was posted on the Notice board. Periodic discussions between students and class teachers were done to evaluate the effectiveness of the Code.

3. Student Mentorship Scheme & Fig Boy Scheme
 - Thirty-four Fig brothers and sisters were appointed as student mentors to help S.1 students adapt to their new secondary school life.
 - Trainings on counseling, interpersonal relationship and anti-drug resources were given to all student mentors by the Liaison Officer of the Western Police Station and social workers from TWGH CROSS centre.
 - A quiz contest aiming at promoting positive peer influence in tackling drug abuse was organized for all S.1 students in December 2009. The response was positive and students had a better understanding of how to tackle the situation when they met with one.
 - After-school tea gatherings were organized from March to May to let S.1 students talk about their problems encountered in secondary school life. Advice was given by mentors and on the whole the mentors maintained a trusting relationship with S1 boys as revealed in the activities they had throughout the school year.

4. Self-discipline Competitions
 - The awareness of self-discipline was aroused among students through essay competition and sharing in Morning Assembly.
 - A 'Notice Board Design Competition' with the theme of 'Self-discipline' was held in the 1st term.
 - A drop of 231 counts of late submission of homework in this year compared with that of the last academic year, showing an impressive improvement.
 - The 'Classroom Discipline and Cleanliness Competition' was organized twice in this year. Some classes were quite concerned about the marks given by teachers. They behaved well in class so as to ensure that their class could score a higher mark. This competition was found to be effective in improving the learning environment and provided a good reference for Form-teachers to take follow-up action.

- One student won the 2nd runner up and two students won merits in the ‘Anti-drug Essay Competition’ launched by the Rotary International and the Society for the Aid and Rehabilitation of Drug Abusers.
5. Talks and activities
- Talks on anti-drug abuse were organized for all students in the 1st term and they were invited to sign their name on pledge cards and wore a Heart Knot to show their commitment to say ‘No’ to drugs.
 - S.1 and S.2 students were arranged to visit Hong Kong Jockey Club Drug InfoCentre. The visit featured real life cases of drug-addicts and invited ex-drug-addicts to share their past experience and the improvement in their life after having given up on drug abuse. In the discussion session, our students talked about the best tactics of resisting temptation of drug abuse. They carried home a very clear and positive message on drugs and they are expected to spread the messages among their peers and the people around them.
 - All S.1 students were invited to join the ‘Largest Finger Painting Anti-drug Activities’ 齊創造世界紀錄向毒品說「不」。 They were witnessed by the Chief Executive and broke the Guinness World Record with a giant finger painting to promote the anti-drug message at the Victoria Park. Our students were led by Mr. Donald Tsang to make a pledge together, symbolizing their commitment and determination in fighting drug abuse.
 - Speakers from the ‘Anti-triad Unit, Hong Kong Police Force’ and ‘The Society of Rehabilitation and Crime Prevention’ were invited to give talks to our S.1 to S.4 students before the summer holidays. Through the talks and activities, our students have learnt the methods to avoid being tempted by the triad.
6. A whole school approach was adopted to enforce school regulations.
- A briefing session on classroom discipline was arranged for all new teachers during staff induction.
 - The School Regulations and Dress Code were clearly explained on the First Staff Development Day to ensure that all teachers and teaching assistants had a clear idea on what is acceptable in school and maintain the uniformity in punishment.
 - All S.1 students and their parents were briefed on the School Regulation and Dress Code on the S.1 Parents’ Day and Orientation Day. The importance of observing school regulations was also emphasized in the S.2 to S.7 Parents’ Days.
 - 494 students (42.1% of the total students) with record of ‘no conduct mark deduction’ throughout the whole academic term were awarded a merit point as an encouragement to good discipline.
 - 9 students with mild offences were invited to join the ‘Self-Improvement Scheme’. They were required to take the initiative in improving their behaviour and made a plan to serve their classmates and schoolmates. All the invited offenders can have a reduction of the punishment received after achieving their goals.

Reflection

1. With the implementation of 334 New Academic Structure, there is a need to re-structure the hierarchy of Prefect Body, bringing in a new Vice Head Prefect at Secondary 5.
2. Greater involvement of the Discipline Committee on the promotion, selection, training and supervision of the Prefect Body is needed to improve the present system of recruiting prefects, making sure that students selected could really serve as role models for their schoolmates.
3. The effectiveness of the Classroom Code can be evaluated in the Classroom Discipline and

Cleanliness Competition. Form teachers should review the Classroom Code with the students at regular intervals.

4. Only 42.1% of the students have no deduction of conduct mark throughout the whole academic year and awarded a merit point to recognize their good behaviour. Students should be reminded of unruly behaviour commonly committed by schoolmates at the beginning of the academic year to allow them to have a clearer idea of what they have to observe being a student of the school.
5. More effort should be put in to positively reinforce good behaviour among students and develop their sense of responsibility. The possibility of introducing a system to award good practice will be deliberated.

Priority Task 3: Enhancing students' initiative in learning

Achievements

1. Our students develop a proactive attitude towards learning and take on the responsibility to monitor and evaluate their own learning progress.
 - A total of 187 students successfully fulfilled the criteria for the application of the Enhancing Students' Learning Initiative Scheme.
 - Many students set realistic targets, conducted evaluation and self-reflection seriously throughout the school year.
 - A survey on students' reflection on target setting at the end of the year reviewed the following:
 - ✧ 78% of the students set targets according to their self-reflection.
 - ✧ 71% of the students agreed that a clearer planning could be made with the help of their parents and Class Teachers.
 - ✧ 70% of the students claimed that they had achieved their targets set on the three domains.
 - ✧ 68% of the students agreed that the Enhancing Students' Learning Initiative Scheme could provide opportunities for them to get improvement in the three domains.
 - A number of talks and workshops were organized to promote awareness and enhance students' ability of taking initiative to learn.
 - ✧ A talk on goal setting promoted the awareness of the importance of time management and planning on self-study for S1 and S2 students. Over 80% of the students showed that the talk helped them enhance their self management skills in their studies.
 - ✧ A workshop for S3 students enhanced the importance of goal setting and self management. Most of the students actively participated in the workshop and were inspired to plan and make decision at crucial moments in their future life.
 - ✧ The talk on planning on OLEs for S4 students helped them set targets for non-academic learning and adjust their progress throughout the year. To cultivate the habit and develop their skills of self-evaluation, S4 students conducted evaluation on their OLEs near the end of the school year and reflected on the most impressive thing they had learnt during their OLE activities. Students displayed positive attitude in these exercises.
2. The incorporation of the study skills, critical thinking skills and presentation skills etc. was carried out according to the plans of Subject Departments.
 - Different skills (such as note-taking, scanning and skimming, vocabulary building, information search and sorting, etc) were being taught and practised both in class and in extended learning (such as individual or group presentation, projects, public speaking, sharing in King's Morning Assembly, etc.) Teachers observed that majority of the students could make use of the skills in expressing and exchanging their ideas during lessons and applied the study skills acquired in pre-lesson preparation, assignments and projects.
 - The talks and workshops conducted by the Consumer Council for S1 and S2 students facilitated students' learning initiatives. More than 60% of the students agreed that they had learnt and understood some valuable skills (e.g. topic selection, data collection, presentation skills, collaboration skills, and critical thinking skills). Over 70% expressed that they would use the skills they learned in other learning areas. Many students indeed proposed innovative ideas in topic selection and presentation of their projects and managed to tackle the project from new perspectives. Their achievements were recognized as out of the 21 groups nominated to join the

Consumer Culture Study Award Scheme, 29 and 41 students won the Certificates of Merit with (i) Excellent Performance and (ii) Good Performance respectively. To further acknowledge their good performance, a Most Creative Award was presented by the school to the project groups which (i) displayed originality and (ii) adopted a unique and interesting approach.

- Two groups of senior form students demonstrated outstanding self-learning initiative and skills when they prepared for various Science projects and competitions. They presented original and inventive ideas when proposing their hypothesis, employed creative approaches in designing and conducting the experiments; most importantly, they displayed persistence and perseverance throughout the whole process of self-learning. Teachers and the old boys who gave them support were impressed by their proactive learning attitude. It is indeed rewarding that they won various awards, including the highest award of the Hong Kong Students Science Project Competition, Championship in Senior Invention Division, by the group researching on Hexose's Oxidation Produces Energy (HOPE).
3. The culture of using IT for self-learning was enhanced.
- Thirteen subject departments provided teaching material in the Intranet for students to download and learn. Seven subject departments provided online assessment or assignment in the Intranet. Thirteen subject departments sent emails or announcements to students via the Intranet. The use of the Intranet to deliver interactive learning material and notices to students is common in different subject panels.
 - S1 students were given a lesson on the use of e-learning resources at school, after which most of the students were able to apply the skills taught.
4. Students' initiative in learning was sustained as ample opportunities were provided to display good assignments of critical thinking and creativity and sharing of experience and feelings of successful self-learning work and project learning throughout the school year.
- Besides, one group of S3 students who won the Gold Prize and the Most Creative Prize (their creative product is a magic pen with a magic correction fluid which can erase ink without leaving a mark on the paper) in the "Youth Creative Products Enterprise Competition" organized by the Boys' and Girls' Club Association of HK last summer was invited to share their learning experience with participants of the Competition from all Hong Kong schools this year. This honour certainly enhanced their proactive and positive attitude towards learning.

Reflection

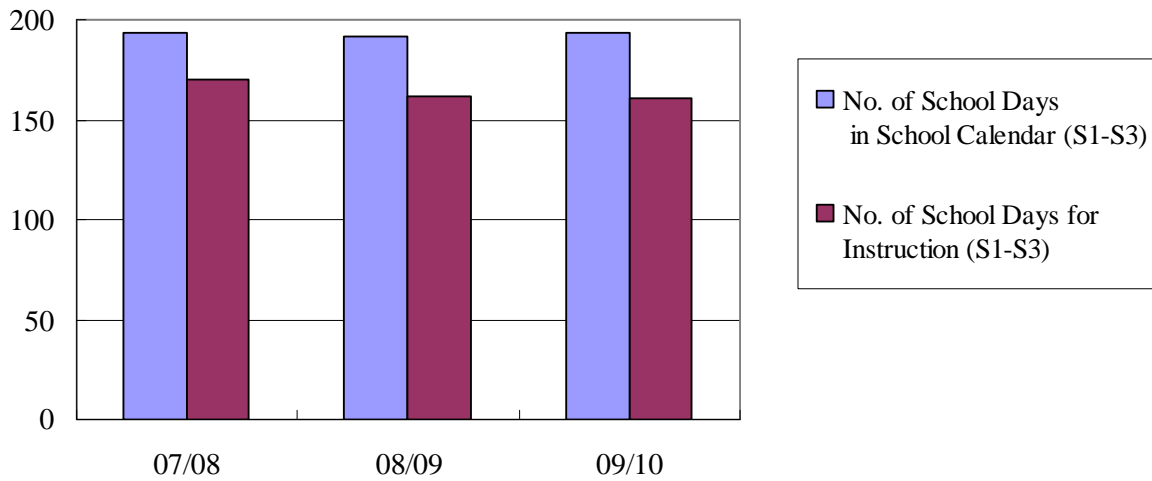
1. To redress the lack of a systematic framework for the development of self-learning skills among students, a curriculum across KLAs for a structured development and enhancement of self-learning skills among students will be constructed in order to introduce and consolidate major self-learning skills at appropriate levels (Junior Secondary and Senior Secondary) of the academic structure.
2. To cater for the diverse learning ability among students, more efforts have to be made on exploring effective strategies to enhance the learning initiatives of the gifted students and the lower achievers.
3. Even though 57% of the students stated that they were qualified to apply for the Enhancing Students' Learning Initiative Scheme Award, they could not fulfil all necessary requirements. Many of them, especially the low achievers, found that they did not have enough time to achieve all the criteria. Meanwhile teachers suggested that some of the

criteria were really challenging. The scheme needs refinement so as to motivate all students to participate in it.

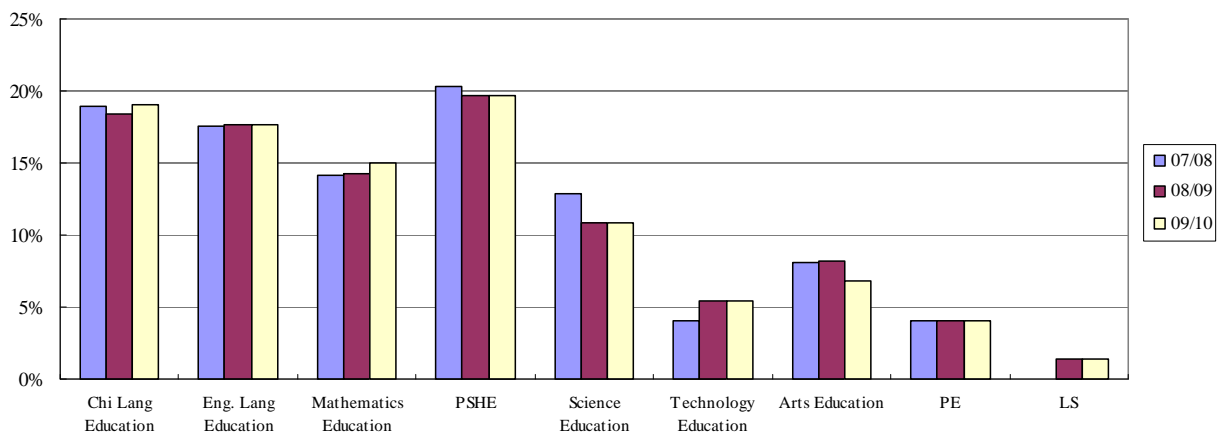
4. Teachers observed that time and self management was the major problem our students encountered. It is advisable to give more examples for them to choose on target setting. Closer guidance would have to be given classes or individual students with lower motivation or weaker abilities. In addition, to remind students of the targets they have set and to enable them to make records at any time, a handy Enhancing Students' Learning Initiative Scheme booklet would be compiled and students would be required to keep the booklet properly.
5. The planning exercises of the ESLI Scheme and that of the OLE held at the beginning of the school year could be merged into one so as to avoid redundancy and that students may have a comprehensive review and consideration when they make their plans.
6. It is recommended that the School would continue to adopt Enhancing Students' Learning Initiative as a major concern for the next school year. The Committee would implement and evaluate the effectiveness of the ESLI Scheme and co-ordinate efforts among all staff to make improvement to the areas mentioned in this section.

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 49 45-minute teaching periods in a 7-day cycle, including one form teacher's period with main focus on students' civic, moral and value education.

Students' Reading Habit

Percentages of Students Borrowing Reading Materials from the School Library

	08/09			09/10		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	18.7%	21.9%	10%	22.46%	19.58%	17.74%
Once every two weeks	15.3%	8.5%	7.3%	21.86%	15.47%	16.74%
Once a month	19.2%	13.7%	19.6%	17.85%	18.61%	17.80%
Less than once per month	20.9%	26.6%	25.1%	28.34%	40.04%	41.48%
Never	25.9%	29.2%	37.9%	9.50%	6.31%	6.25%

Percentages of Students Borrowing Reading Materials from the Public Libraries

	08/09			09/10		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	22.8%	21.8%	8.8%	22.75%	18.09%	15.18%
Once every two weeks	19.3%	14.7%	10.2%	25.34%	20.44%	19.86%
Once a month	18.1%	20.1%	27.3%	25.38%	25.24%	21.44%
Less than once per month	22.6%	22.9%	19.9%	23.55%	33.92%	41.01%
Never	17.2%	20.4%	33.8%	2.99%	2.32%	2.53%

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

	08/09		
	S1-S3	S4-S5	S6-S7
0/1 – 3 hrs	54.8%	29.2%	30.7%
4 – 6 hrs	22.8%	11.9%	22%
7 – 9 hrs	9.0%	18.9%	13.3%
10 – 12 hrs	5.9%	10.7%	17.9%
More than 13 hrs	7.5%	29.2%	16.1%

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

	09/10		
	S1-S3	S4-S5	S6-S7
1 – 6 hrs	73.34%	61.71%	59.65%
7 – 12 hrs	20.06%	27.50%	26.16%
More than 13 hrs	6.60%	10.79%	14.20%

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

	09/10		
	S1-S3	S4-S5	S6-S7
1 – 6 hrs	87.30%	72.05%	75.07%
7 – 12 hrs	8.75%	16.98%	16.71%
More than 13 hrs	3.95%	10.98%	8.22%

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

	08/09		
	S1-S3	S4-S5	S6-S7
0/1 – 3 hrs	16.4%	17.5%	24.0%
4 – 6 hrs	22.3%	13.3%	24.9%
7 – 9 hrs	23.5%	17.5%	14.7%
10 – 12 hrs	13.1%	23.2%	13.8%
More than 13 hrs	24.7%	28.6%	22.6%

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

	09/10		
	S1-S3	S4-S5	S6-S7
1 – 6 hrs	33.96%	32.47%	38.70%
7 – 12 hrs	43.82%	43.16%	37.16%
More than 13 hrs	22.23%	24.38%	24.14%

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

	09/10		
	S1-S3	S4-S5	S6-S7
1 – 6 hrs	80.36%	64.00%	62.42%
7 – 12 hrs	14.10%	19.98%	19.11%
More than 13 hrs	5.55%	16.03%	18.48%

The school curriculum is broad and well-balanced with clear and concrete goals related closely to students' whole-person development. It is designed in line with our mission to facilitate life-long learning and the aims of education espoused under the education reform. Due emphasis has been put on students' intellectual and personal development while at the same time positive attitudes and values are inculcated.

This year continuous effort has been made to prepare for the full implementation of NSS, focusing chiefly upon the operation and arrangements concerning subject electives and the allocation of subject electives to students. Extensive discussion among teachers was held on related issues including curriculum design, implementation of Other Learning Experiences (OLE), ways of reporting for Student Learning Profile (SLP), teacher training, classroom accommodation and time-tabling to ensure a smooth transition. The 2-year school-based NSS curriculum introduced in 2008/09 school year was successfully and smoothly completed. Continuous evaluation done over the 2-year period reflected that students were given a good chance to have an understanding of the NSS subject electives on offer. A series of surveys was conducted to collect information on students' preferences before the school finalized the number of subject electives and the number of subject groups for each elective at S.5 and S.6. To cater to the interest of students and to ensure fairness in the allocation exercise, different systems of allocation were tested. Trial runs were conducted to test the validity and the reliability of the systems employed. With the adoption of the Student Option Programme (SOP) system, all students were offered their first choice while the overall satisfaction rate for being allocated the first subject options was over 90%. Arrangements have also been made to allow current S.5 students to study under the NSS. Issues regarding subject electives on offer, block arrangements, classroom accommodation, teacher training, etc will be subject to evaluation and review.

Through subject-based project learning and integrated-curriculum project learning, students were given the chance to train up their generic skills, particularly collaborative and presentation skills. In order to enhance students' learning initiatives in project learning, the Consumer Council was invited to give a series of talks and workshops including a mass lecture on topic selection and two workshops on creative thinking and presentation skills. Among the 21 groups nominated to join the Consumer Culture Study Award Scheme, 29 students were awarded Certificates of Merit with Excellent Performance while 41 awarded Certificates with Good Performance. To promote creative education in school, a Creative Design Competition with the theme 'Improve Our Lives' was held in which students were required to invent a product and explain their designs during morning assembly. Many innovative designs were submitted and students' performance in the competition was very impressive.

The morning reading sessions on Wednesdays, the reading award scheme together with the activities provided by the school library continued to help promote a positive attitude towards reading. Famous authors, including Mr. Chen Yun and Ms. Wu Yin-ching, and an old boy, Mr.

Chan Wing-luk, were invited to give talks to students of different levels. These talks covered different areas of interests and were warmly received by students. This series of activities helped to promote an inviting reading atmosphere in the school.

The Civic and Moral Education Committee planned and coordinated a series of programmes to be conducted in form-teachers' periods, based upon the theme of 'Self-discipline and Self-learning from the Bottom of our Hearts'. The programmes aimed to help students develop a better understanding of their self and an awareness of their needs, potentials and goals, and ultimately students improve their relationships with others, be aware of their civic rights and responsibilities and have a caring attitude towards the community around them. Fund-raising activities to help the victims of the earthquake at Qinghai and the 'One Person, One Red Packet Campaign' were held aiming at alerting students the importance of giving care and love to others. A handsome sum of money was raised through these activities with strong support from both parents and students.

Greater emphases were given to the promotion of national education in the school this year. With the setting up of The National Education Team, more focused activities were organized. Students were given the chance to join exchanges tours organized by the Education Bureau and other organizations. While a group 18 students joined the exchange tour to Beijing and Shanghai in early February 2010, another group of students visited the Shanghai Expo in August. Flag-raising ceremonies were held on special occasions. Students were selected to join the training course on flag-raising etiquette. Throughout the year, students participated in different kinds of inter-school quizzes on national education. They have, through these activities, acquired better knowledge of our mother country and the role and responsibility they have to take up as a Chinese national.

Information Technology (IT) has been extensively employed in both teaching and learning. To facilitate a more effective use of IT in education, computer cabinets for desktop PC's and LCD projectors in all classrooms were replaced. Students and teachers continued to make good use of the e-learning platforms which enabled them to communicate with each other via announcements and email messages. On-line assignments and quizzes promoted self-learning and they were found to be effective in improving students' performance. Video-conferencing with schools in Mainland China were more frequently held this year, apart from allowing students to build up a closer relationship with the participating parties, students were able to learn from others' experience through exchange of views and discussion on issues of common interest.

The school continues to make serious effort to build up an environment conducive to the learning of the English Language. Apart from the activities launched by the English Society and the English in the Main Stream working group, the school keeps pursuing a language-on-campus policy with the support of all teachers and students aiming to make English the language for both formal and informal communications in and out of classrooms. Most students, given many and

varied opportunities to use English in school, can use English fluently and meaningfully in activities and daily communication.

All our teachers are qualified, and have good mastery of subject knowledge and sound teaching skills. Except for a small number of them, they are all professionally trained. All teachers of English Language and Putonghua have met the Language Proficiency Requirement. A great majority of the teachers displayed exceptional commitment and conscientiousness and welcomed the changes brought about by the implementation of the NSS curriculum with open arms. To keep themselves informed of the current changes in education, teachers were eager to attend professional development courses and served as markers or oral examiners in public examinations. They showed great enthusiasm in promoting deep learning, putting emphasis on enhancement of students' learning initiatives, adopting a learner-centred approach, etc. To answer to the problems brought about by learner diversities, teachers were eager to adopt diverse teaching strategies and prepare different teaching materials to cater for the needs of students. Collaborative teaching among teachers has continued to make good progress and new strategies were developed to make teaching and learning more effective.

Our students, on the whole, are keen on acquiring various generic skills and taking up new challenges. They are creative and embrace changes with delight. They are attentive and eager to learn. They are highly adaptive to a multitude of learning strategies, coupled with a strong will to make good progress in their work. They are serious in completing their learning tasks and doing their work. They make good and effective use of various resources that they have access to (e.g. extensive reading, web-browsing, eClass, project work and group learning, etc). They are active in expressing views, asking questions, taking part in discussions, exchanging ideas, working collaboratively to solve problems and sharing learning outcomes. They enjoy working with their peers and treasure the opportunities to learn from each other. For the less academically able students, the school provides support aimed at helping them to improve their performance in their studies and more importantly building up their confidence and arousing their motivation to learn through enrichment classes and peer support programmes.

7. Support for Student Development

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

The School emphasizes self-reflection and self-discipline and has set clearly defined behavioural guidelines through the school regulations, classroom codes 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, are conscientious in helping students develop self-discipline and at the same time training them to be law-abiding citizens. This year, the launch of a series of anti-drug programmes echoed with the government's urge to make schools free from drugs and to have students saying 'no' to drugs. Our drug-free campus is filled with students who are, in general, well-behaved but their self-discipline and character building can further be enhanced.

The Counselling Committee launched a range of structured programmes and provided individual counselling to students with the joint efforts of all teachers, in particular, the form teachers, and with the professional support of the school social worker. Greater emphasis was laid on enhancing students' self-esteem and building up an elaborative set of positive psychological strengths. Strong support was given to students through programmes such as orientations for S1 and S6, and the Fig Boy Scheme. Before the school year started, an adaptation programme and an English Camp for all S1 students were organized to prepare them to adapt to the new learning environment with English being used as the medium of instruction.

To facilitate a whole school approach to integrated education, the Counselling Committee played a significant role to facilitate effective communication among the school management, teachers, parents of students with special education needs (SEN), the school social worker and the officers from the Special Education Section of the EDB to give support to the students concerned. Using appropriate resources, the team conducted professional support services to the SEN, talks to parents, and workshops for peers, which aimed at cultivating an inclusive learning environment. Some counselling teachers as well as teachers from different subject disciplines attended courses on Teacher Professional Development on Integrated Education. While being confident of our commitment to fulfilling integrated education, our capacity to accommodate the full range of individual learning differences among our students still require further enhancement.

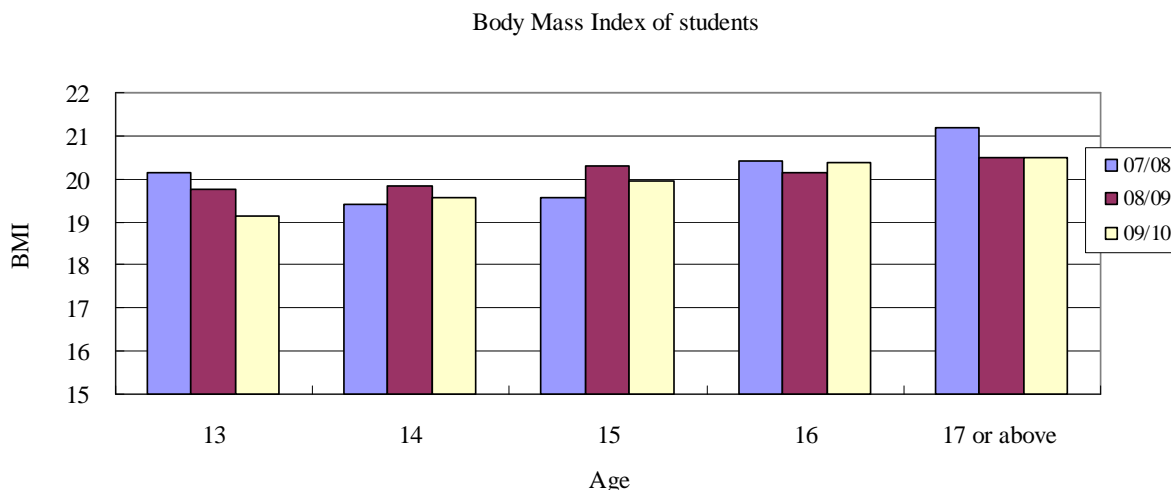
Our school seeks to provide an environment that encourages and promotes a balanced moral, intellectual, physical, social and cultural growth of students. To this end the Civic and Moral

Education Committee conducted a series of programmes to be implemented in the form-teachers' periods throughout the year. The programmes provide opportunities for students to examine and discuss a wide variety of topics under the guidance of their form teachers. Emphasis has been placed on providing learning activities that encourage students to think critically and to make sound judgments and sensible choices.

The Careers Committee prepared a series of careers guidance programmes to assist students in developing 'Self Awareness', 'Opportunity Awareness', 'Decision learning' and 'Transition Learning' at different levels of their studies. To equip students with career awareness and career exploration needed for their life-long career planning, students were encouraged to join talks and programmes organized by different organizations and institutions. Through these activities, students were given job-shadowing opportunities, training on business skills and more extensive exposure to the world of work.

The Health Education Committee developed, monitored and reviewed programmes for promoting good health among students. The Committee liaised with different organizations for the conduct of activities throughout the year. Health Education Workshops for S1 and S2 were run by officers from the Health Department while a number of sex education workshops for S1 to S3 students were organized by The Boys' and Girls' Club Association of Hong Kong. Serious effort has been made by the Committee to inculcate among students with messages to stay away from drugs, and the ways to prevent the spread of infectious diseases.

Students' Body Mass Index (BMI)



The Health Education Committee and the Physical Education Department co-organized activities like a talk on BMI and a health and fitness improvement scheme. Those students identified to be obese were invited to join the scheme and improvement for the BMI was made after students committed themselves to doing a series of health related exercises as advised. To further promote the importance of leading a positive life and healthy lifestyle, talks and improvement scheme on enhancing students' health and fitness will be conducted in the coming school year.

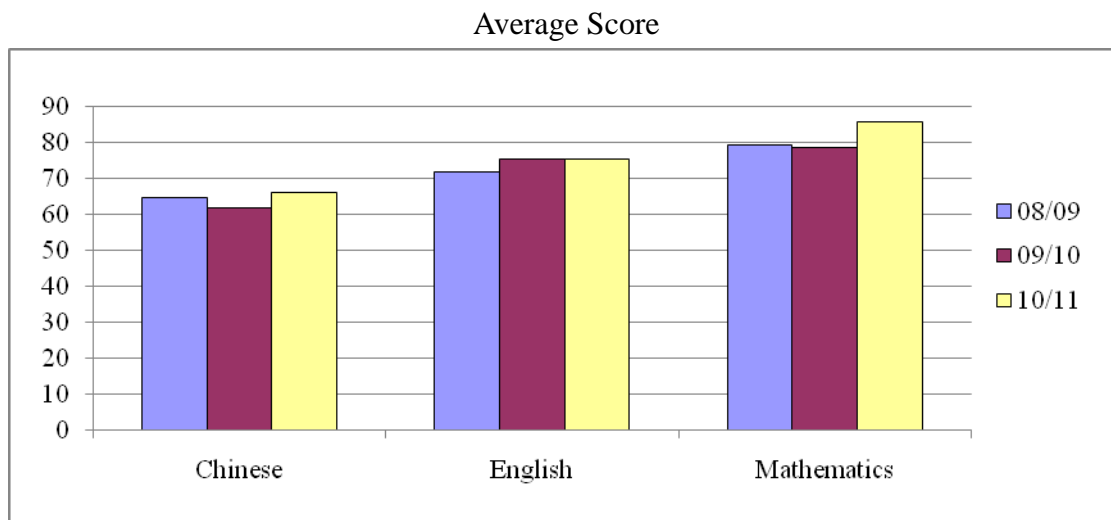
Induction programmes for joining in the different uniformed groups, musical instrumental classes, as well as ECA clubs were held at the beginning of the school year. Student officials made use of the opportunities to develop collaborative and inter-personal skills through organizing club activities and house competitions. Members discovered their interests and talents through participation and a stronger sense of brotherhood was nurtured.

Students were strongly encouraged and supported to take part in other learning experiences, such as participation in overseas and mainland exchange programmes and study tours, leadership training programmes and inter-school, regional and national competitions of various types, which broadened their horizons and widened their experience. Students were also given chances to organize class-based activities to celebrate Christmas and during the post-examination period. Using the framework provided by the Committee on Enhancing Students' Learning Initiative and OLE Committee, students were to maintain a balance in their learning experiences and plan their whole person development. Students' awareness of the need to plan and reflect on their own learning and commitment to community service were strengthened but there was still room for improvement.

The School aimed at nurturing future leaders by providing leadership training for prefects and Student Union officials and chairpersons of different clubs and societies, giving them the chance to take charge of some major functions, such as planning and organization work for Open Days, serving as master of ceremony at Speech Day, assisting as tour leaders on guest visits, etc. The school will continue to provide a larger number of students an opportunity to plan and to run the major school functions to enhance their leadership abilities.

8. Performance of Students

HKAT (Pre-S1)



HKCEE

	07/08		08/09		09/10	
	School	Territory	School	Territory (Day school Candidates)	School	Territory (Day school Candidates)
No. of students sat	188	78795	191	82016	185	83059
% of students awarded grade E or above in at least 5 subjects	92.1	68.4	94.2	68.8	96.8	56.1
% of students awarded 14 points or more in the best 6 subjects	67	27.6	59.2	28.4	75.7	31.4

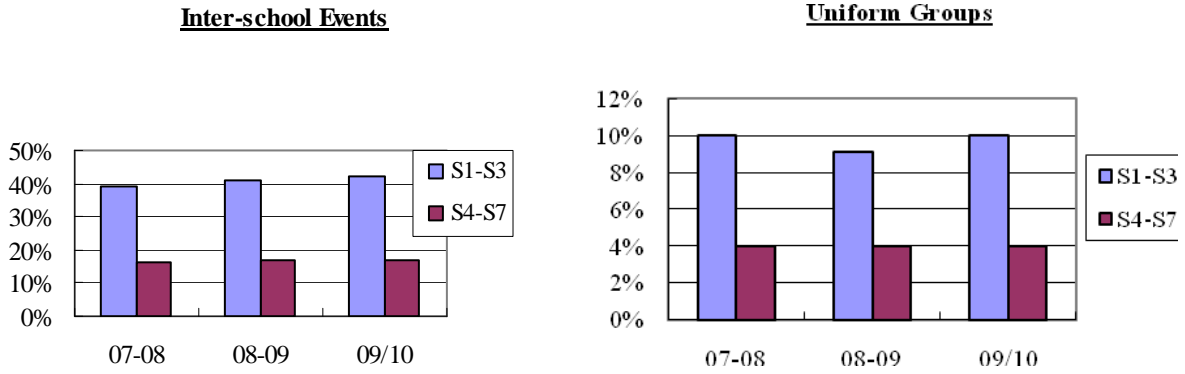
HKALE

	07/08		08/09		09/10	
	School	Territory	School	Territory	School	Territory
No. of students sat	107	-	114	-	111	-
% of students awarded the minimum entrance requirements for university education #	86.9	46.7	86.8	46.8	78.4	47.1

The minimum entrance requirements for university education

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

Student Participation in Inter-school Events and Uniform Groups



The participation rates (in terms of student-times) of all levels students in co-curricular activities and uniform groups

Activities	07/08	08/09	09/10
Inter-school sports competitions	26%	27%	29%
Music Festival	30%	28%	29%
School Speech Festival	13%	9%	11%
Boy Scouts	5%	6%	7%
Red Cross	5%	5%	4%
St. John Ambulance Brigade	5%	3%	3%

Social Services

Club/Society	Nature of Services	Number of participants
Social Service Group	● Services at John F. Kennedy Centre	15
	● Services for the Elderly	15
Community Youth Club	● Open Day	10
	● Pot Planting	20
	● Clean School Campaign	20
King's Ambulance Cadet Division	● Joint division services	15
	● On duty at Swimming Gala, Athletic Meet, Cross-Country Run	28
	● Famine 30	12
Hong Kong Red Cross Youth Unit 21	● Athletic Meet (Heat)	15
	● Athletic Meet (Final)	15
	● Annual Swimming Gala	15
	● Blood Donation Day	20
	● World Aids Day Service	2
	● Open Day: Health Check Service	20
	● Hong Kong Red Cross HKID Parade 2010	5
	● World Red Cross Day	4
	● Service Project 禁毒『童』心	16
	● Bonaqua Action Sprint Adventure Race D Bay	2
Scouts	● Inter-school swimming championship	20
	● Inter-school athletics championship	20
	● Island Scout Day	8
	● HK Marathon	16
	● Regular Service (In School)	35
	● Other services	5
	● Scout Rally	2
King's College Volunteer Service Team	● Obris Charity Bazaar	16
	● Flag Selling Activities	347
	● Services for the Elderly	65
	● Lights Up! HKU ILOP Service Learning Project 2010	4
	● Medecins Sans Frontiers Day Student Ambassador	64

Students' Achievements in External Competitions

Nature	Name of Competition	Award/Prize	Name
Academic	Pui Ching Middle School 9 th Invitational Mathematics Competition Final Event	Gold Award	Chow Chun Hin 1A
		Silver Award	Lo Chun Tung 5E
	International Mathematics Olympiad Preliminary Selection Contest Hong Kong 2010	Gold Award	Lo Chun Tung 5E
		Silver Award	Chung Kwun 5D
		Bronze Award	Lui Man Hin 5E Chow Chun Hin 1A
	中國西部數學奧林匹克比 賽 2009	二等獎	盧俊彤 5E
	Asian Pacific Mathematics Olympiad 2010	Bronze Award	Lo Chun Tung 5E
	保良局第十二屆香港青少 年數學精英選拔賽成績	二等獎	羅觀宇 2A
			雷逸文 3A
	The 2 nd Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools	Group Championship	Lo Kwun Yu 2A
			Chan Shing Chung 1A Ying Xiang 1A Chow Chun Hin 1A
	Hong Kong Youth Science and Technology Invention Competition 09-10	Second Runner Up	Lo Kwun Yu 2A
			Wong Lok Yin Edgar 6D Yiu Yat Pong 6D Wong Tsz Tsun 6C
	Hong Kong Students Science Project Competition 2009-2010	Championship	Wong Tsz Tsun Bengy 6C
			Ho Man Lok Eric 6C
			Leung Ying Ho Tony 6D
			Fu Tak Sang Dickson 4D
			Cheung Chun Lin Raymond 6C
		The Visitors' Favorite Award	Ip Cheuk Long Tony 6D
			Chow Him Wo Enoch 6C Ng Ka Ki Kiki 6D Cheung Kwan Tsuen Michael 6C Lau Cho Sum Joyce 6D
	The Best Booth Presentation	Wong Tsz Tsun Bengy 6C Ho Man Lok Eric 6C	

	Award	Leung Ying Ho Tony 6D Fu Tak Sang Dickson 4D Cheung Chun Lin Raymond 6C
Hong Kong Chemistry Olympiad for Secondary Schools 2009-2010	The Highly Commended Award	Ip Cheuk Long Tony 6D
		Chow Him Wo Enoch 6C
		Ng Ka Ki Kiki 6D
		Cheung Kwan Tsuen Michael 6C
		Lau Cho Sum Joyce 6D
	The Most Creative Team Award	Ip Cheuk Long Tony 6D Chow Him Wo Enoch 6C Ng Ka Ki Kiki 6D Cheung Kwan Tsuen Michael 6C Lau Cho Sum Joyce 6D
Australian National Chemistry Quiz 2009	Certificate of Excellence	Lui Man Hin Benjamin 5E Chiang Man Fung Ronald 5E
	Certificate of High Distinction	Lo Chun Tung Raymond 5E
Hong Kong Physics Olympiad 2010	Best School Award	King's College
	First Honour	Lui Man Hin 5E
		Lo Chun Tung 5E
		Chiang Man Fung 5E
	Second Honour	Lee Chung Yeung 5D
Leung Man Long 5E		
Third Honour	Lam Cheuk Yin Anthony 4A	
41st International Physics Olympiad	Bronze Medal	Leung Yik Lok Laurence 6C
11th Asian Physics Olympiad	Representative of HK	Leung Yik Lok Laurence 6C
Pan Pearl River Delta Physics Olympiad	Third Honour	Leung Yik Lok Laurence 6C
	Merit Award	Lee Chun Yin 6C
Sing Yin Physics Olympiad	First runner up	Lo Chun Tung 5E
	Second runner up	Lui Man Hin 5E
The HKIE Prize for Potential Engineering Students 2009/2010		Lui Chung Heng, Christopher 6D
International Junior	Second Class Honour	Lo Kwun Yu 2A

Science Olympiad – Hong Kong Screen 2009-2010	Third Class Honour		Chan Chun Wing Jason 2A
7 th Interschool Scrabble Championship 2010	Senior Division	Hong Kong Island – Third Position	Cheung Chun Hin Bryan 4A
			Chien Yu Kai Kevin 4A
			Ng Chuek Hei Alan 4A
			Hsu Lok Tim Austin 6A
	Junior Division	Hong Kong Island – Fourth Position	Chow Chun Hin 1A
			O Young Nicholas Qian 1A
			Iu Shing Huk David 1C
			Ng Tin Fung Dexter 3A
The 8 th Chartered Institute of Logistics & Transport in Hong Kong Essay Competition	Senior group	Championship	Lui Man Hin 5E
		Merit Award	Hsu Lok Tim Austin 6A
Hong Kong Budding Poets Award	Poet of the School Award		Wong Chun Yiu 6C
Hong Kong School Drama Festival 2009/10	Award for Outstanding Director		Tam Wai Yip 6A
	Award for Outstanding Actor		Tam Wai Yip 6A
	Award for Outstanding Script		Fok Kai Wang 6B
	Award for Outstanding Stage Effect		Tam Wai Yip 6A Ho Chak Lam 6B
	Award for Outstanding Cooperation		Tsang Chiu Kin 6B Chan Kwun Fung 6B
	Award for Commendable Overall Performance		Chin Ming Kit 6B Chiu Wan Wai 6B Tam Yin Chun 6B Tsang Chiu Kin 6B Cgan Wing Sum 6D Chow Patrick 6D Keung Hiu Yin 6D Leung Wai Tak 6D Lam Man To Ryan 6A
	2010 English Drama Fest	Outstanding Performer Award	
Inter-Government English Secondary Schools Debating Competition	First Runner-Up Best Debater of the Competition		Christopher Lui 6D
61 st Hong Kong Schools	Solo Verse	First	Hung Ho Ming 1B

	Speech Festival	Speaking: Non-Open	position	Lau Kai Hin 2A	
				Man Luoh Yan Vincent 3A	
			Second position	Tam Ka Yiu 1B	
				Lau Yik Chun Adolphus 3E	
			Third position	Cheung Yan Shing, Victor 1A	
				Ceu Yiu Chak 1B	
				Cheung Hung Fay 1D	
				Li Hong Man 1D	
				Sonthra, Elisha M. 2B	
			Forty-two Merit Awards		
			Eight Proficiency Awards		
			Public Speaking Solo	Second position	Lee Tin Chak, Arthur 5C
					Hsu Lok Tim Austin Jonathan 6A
					Lui Chung Heng Christopher 6D
	Wilson Chan Ka Shu 7C				
	Third position	Man Luoh Yan Vincent 3A			
	Four Merit Awards				
	Three Proficiency Awards				
	Solo Prose Reading	Third position	Poon Yun Hei 4A		
	第 61 屆香港學校朗誦節	粵語詩詞獨誦	冠軍	何昱鏞 1C	
			亞軍	洪浩鳴 1B	
			季軍	馮偉賢 1A	
				陳彥勳 4A	
				馬均盛 4A	
			優良獎狀	張晉軒 4A	
				譚梓維 3A	
董浩堯 3D					
李澤邦 2C					
陳卓誠 2C					
劉以正 2B					
田浩禾 2B					
鄭冠聰 1D					

			黎力游 1D
	粵語散文獨誦	優良獎狀	汪可誠 3C
			田浩禾 2B
			劉以正 2B
			余嘉朗 2B
			馬瑋鍵 2D
			李卓御 1E
			梁家僖 1C
	二人對話	優良獎狀	盧頌恩 1D
			黃子洋 1D
			陳焯曦 1E
			黃君悅 1D
	基督教經文朗誦	優良獎狀	萬諾愨 3A
			劉建均 1E
	中學一、二年級	季軍	應祥 1A
	普通話詩詞獨誦	優良獎狀	鄧然生 2C
			鄧智行 1A
			吳宣義 1C
			蕭皓鋒 1D
		良好獎狀	林洛毅 1A
	中學一、二年級	季軍	鄭智韜 1B
	普通話散文獨誦	優良獎狀	朱逸浩 1A
		良好獎狀	郭浩洋 2B
香港小童群益會國情教育及交流計劃 ---第四屆「我的祖國」暑期閱讀國情獎勵計劃(「走進祖國 60 年」閱讀護照及中國未來貨幣設計比賽) ---閱讀護照	二等獎		麥志鏘 2A
	三等獎		張瀚文 4A
	優異獎		何錦添 4A
			陸之彥 3D
			鄭卓然 2C
「邁向建國六十年·開創祖國新里程」國民教育活動系 (2008-2009)賀辭創作比賽	季軍		梁溢朗 5C
	優異		莊偉安 5D
香港教育學院及理性溝通教育學會「理性溝通研究及發展計劃」第四屆「善言巧論：全港學生口語溝通大賽	優異獎		梁浩恩 5B
			李天澤 5C
			林國安 5C
			劉皓光 5C
			李偉信 5C

			莊偉安 5D
			陳朗軒 5E
			陳伽泓 6C
			盧樂美 7B
2009-2010 中國中學生作文大賽(香港賽區)	銀獎		張錦盛 6B
	優異獎		張威華 1B
			辛海龍 1D
			遊達輝 3A
			李敬禧 5E
		廖俊祺 7A	
「活出精彩·健康人生」 全港原子筆中文書法比賽	初中組	入圍獎	左龍隆 1A
			應 祥 1A
			李欣鍵 1B
			吳宣羲 1C
			曾冠文 2E
			蘇焯銘 2E
			游達輝 3A
			李光銘 3D
			袁健朗 3E
	高中組	入圍獎	盧俊偉 4C
			溫卓謙 4C
			梁家維 5D
			梁亦樂 6C
			曾昭鍵 6B
「健康人生 Y 世代-學生 徵文比賽」禁毒徵文比賽	季軍		何尚謙 4A
	優異獎		林浩 4C
			張錦盛 6B
Roundtable 全港中學時 事評論文章寫作比賽	入圍獎		朱浩良 4A
			丘立文 4A
			麥凱堯 4B
			方俊浩 4B
			陳頌洋 4B
			方思維 4B
			鄭子豐 4E
	張文健 4E		

	香港大學中國歷史研究文學碩士同學會全港中學中國歷史研習獎勵計劃 (09-10)	三等獎		陳俊榮 2A			
	Company program, Junior Achievement HK	Twenty-five participants					
	School Company Partnership, Young Entrepreneurs Development Council	Twenty-two participants					
Music	World Harmonica Festival 2009	Solo Chromatic (Youth)	Championship	Ho Cheuk Yin 4B			
			Second Runner-up	Chan Chun Ting 4A			
		Solo Chromatic (Adult)	Championship	Choi Wai Hang 6B			
			Duos (Youth)	Championship	Ho Cheuk Yin 4B Wong Chun Man (from another school)		
		First Runner-up		Chan Chun Ting 4A Lam Chit Hoi 4A			
				Groups	First Runner-up	Ho Cheuk Yin 4B Lam Chit Hoi 4A Choi Wai Hang 6B Lam Man To Ryan 6A Au Chun Lok (Old boy) Lee Kai Chun (Old boy)	
		Orchestra	First Runner-up			King's College Harmonica Band	
		2009 HK Youth Music Interflow	Chinese Orchestra Contest			Silver Prize	King's College Chinese Orchestra
			Symphony Orchestra Contest			Bronze Prize	King's College School Orchestra
		62 nd HK Schools Music Festival	Secondary School Choir Foreign Language Boys-Second			First Position	King's College Senior Choir

		Division-Senior		
		Secondary School Choir Foreign Language Age 14 or under-Boys-First Division-Junior)	Third Position	King's College Treble Choir
		Vocal Solo	First Position	Tung Ho Yiu 3D
		Flute Solo	First Position	Cheung Ho Wai 4C
		Piano Solo	First Position	Cheung Ho Ming 3E
			Third Position	Lai Chung Hong 1A Wong Long Yat 1B
		Marimba Solo	Second Position	Ng Hin Wai 4E
		String Orchestra	Third Position	KC String Orchestra
		Guan Solo Advance	First Position	Kuang Cheuk Nam 6A
		Erhu Solo Senior	Second Position	Lo Sze Yuen 3E
		Dizi Solo Intermediate	Second Position	Tam Siu Hong 2C
		Dizi Solo Junior	Second Position	Wu Cheuk Lam 2C
		Dizi Solo Junior	Third Position	Cheung Chun Yin 3B
		Chinese Instrumental Group Secondary - Intermediate	Third Position	Kuang Cheuk Nam 6A
		Harmonica Band	Second Position	KC Harmonica Band
		Harmonica Ensemble	Third Position	Lam Man To Ryan 6A
				Choi Wai Hang 6B
				Lam Chit Hoi 4A
				Ho Cheuk Yin 4B
				Chan Chun Tin 4A
		Harmonica Duet	Second Position	Leung Shing Hei 2C Cheng Lun Hei 2C
			Third Position	Chan Chun Ting, 4A

				Choi Wai Hang 6B
				Ho Cheuk Yin 4B
				Lam Chit Hoi 4A
		Harmonica Solo Concert work	Second Position	Ho Cheuk Yin 4B (Certificate of Honour)
		Harmonica Solo Senior	Second Position	Choi Wai Hang 6C
			Third Position	Leung Ka Chun 3D
		Harmonica Solo Intermediate	First Position	Poon Chi Him 2C
			Second Position	Ho Cheuk Yin 4B Cheng Lun Hei 2B
		Harmonica Solo Junior	First Position	Cheston Cheng 2A
			Second Position	Lee Chun Ling 2C
Sports	HKSSF Inter-School Athletics Championships (Division III)	Boys B grade 800m	Championship	Lam Wai Ki 4E
		Boys B grade 1500m	Championship	Lam Wai Ki 4E
		Boys B grade 4x100m Relay	Second Runner-up	Lam Wai Ki 4E
				Ho Cheuk Yin 4B
				Tong Yuet Sang 3B
				Chan Yat Nok 3A
		Girls A grade 1500m	Third Runner-up	Yung Wing Yin 7D
		Boys C grade 100m Hurdle	Third Runner-up	So Ki Hong 2C
		Boys B grade	Sixth Position	King's College Athletics Team
	Boys Overall	Tenth Position	King's College Athletics Team	
	Boys C grade	Ninth Position	King's College Athletics Team	
	SKHLMCSS Invitation Relay	Boys 4x100m	First Runner-up	Lam Wai Ki 4E
				Chan Yuk Ki 6B
				Cheung Lok Hang 6C
				Cheung Hi Cheung 6B
	St. Joan of Arc Secondary School Invitation Relay	Boys 4X100m	Third Runner-up	Lam Wai Ki 4E
Chan Yuk Ki 6B				
Cheung Lok Hang 6C				
Wan Siu Hang 6C				

HKSSF Inter-School Volleyball Competition (Division II)	Boys Overall	Third Position	King's College Volleyball Team
	Boys A grade	Fourth Position	King's College Volleyball Team
	Boys B grade	Fourth Position	King's College Volleyball Team
	Boys C grade	Fifth Position	King's College Volleyball Team
HKSSF Inter-School Basketball Competition (Division II) (HK Island)	Boys A grade	Seventh Position	King's College Basketball Team
	Boys B grade	Fifth Position	King's College Basketball Team
	Boys C grade	Eighth Position	King's College Basketball Team
Chinese Cultural Association Open Competition	Boys A grade	Second Runner-up	King's College Basketball Team
HKSSF Inter-School Swimming Championships (Division II)	Boys A grade 50m Breast Stroke	First Runner-up	Chan Wan Sing 7C
	Boys A grade 100m Breast Stroke	Second Runner-up	Chan Wan Sing 7C
	Boys A grade 200m Individual Medley	First Runner-up	Lau Ho Wang Brian 5E
	Boys C grade 50m Free Style	Second Runner-up	Lo Tsx Hin 2D
	Boys A grade 4x50m Medley Relay	Second Runner-up	Kwok Ka Chun 5C
			Lau Ho Wang Brian 5E
			Chan Wan Sing 7C
	Boys C grade 4x50m Free Style Relay	Third Runner-up	Lui Kin Hang Kevin 7D
			Chu Chun Lim Ryan 1B
			Lam Yuk Hong 2C
Boys Overall	Sixth Position	Poon Nok 2C	
		So Ki Hong 2C	
Boys A grade	Fifth Position	King's College	

			Swimming Team
	Boys B grade	Twelfth Position	King's College Swimming Team
	Boys C grade	Sixth Position	King's College Swimming Team
Clementi Secondary School Boys Invitation relay	4X50m Free Style	Second Runner-up	Lo Tsz Hin 2D
			Luk Dik Wai Anderson 4A
			Tang Chun Kan 4C
			Lui Kin Hang Kevin 7D
Pui Ying Secondary School Invitation relay	Boys 4X50m Free Style	Second Runner-up	Lam Yuk Hong 2C
			Lo Tsz Hin 2D
			Tang Chun Kan 4C
			Leung Chi Hang 5E
Shau Kei Wan Government Secondary School Invitation relay	Boys 4X50m Free Style	First Runner-up	Leung Yiu Lun 5D
			Leung Chi Hang 5E
			Lau Ho Wang Brian 5E
			Ma Cheuk Lam 6C
HKSSF Inter-School Cross Country Championships (Division III) (Area 2)	Boys B grade Individual	First Runner-up	Lam Wai Ki 4E
HKSSF Inter-School Badminton Tournament (Division I) (HK Island)	Boys Overall	Tenth Position	King's College Badminton Team
	Boys A Grade	Sixth Position	King's College Badminton Team
	Boys B Grade Division II	Sixth Position	King's College Badminton Team
	Boys C Grade Division II	Seventh Position	King's College Badminton Team
HKSSF Inter-School Table Tennis Competition (Division II)	Boys Overall	Fifth Position	King's College Table Tennis Team
	Boys A grade	Fifth Position	King's College Table Tennis Team
	Boys B grade	Third Position	King's College Table Tennis Team
	Boys C	Fifth Position	King's College Table Tennis Team
HKSSF Inter-School	Boys Open	Second	King's College

	Tennis Competition (Division II)	Grade	Runner-up	Tennis Team
	HKSSF Inter-School Handball Competition (Division I)	Boys Overall	Seventh Position	King's College Handball Team
		Boys A grade	Seventh Position	King's College Handball Team
		Boys B grade	Eighth Position	King's College Handball Team
		Boys C grade	Sixth Position	King's College Handball Team
Art and Design	The University of HK Information Day Poster Design Competition	First runner-up		Lam Long Tat 7B
	Reading Carnival Poster Design Competition	Championship		Lau Kai Hin 2A
	Exhibition of Secondary School Students Creative Visual Arts Work 09-10 (Age Group 12-15)	Grand Prize of the 2D Work		Lie Yin Ki Dittrich 5B
		Outstanding Award		Ng Siu Wai 5C
	Poster Design for Fire Safety	First Runner-up		Yeung Tin Ping 1B
		Merit Award		Mok Chun Hin 1A Tsui Wai Tung 1D
文匯報特區政府施政十件大事評選	學校最踴躍參加獎		英皇書院	
	三等獎		王燕鵬 7A	
Other Learning Experiences	Youth Creative Products Enterprise Competition	Gold prize		Cheung Chun Hin Bryan 5A
				Chan Yin Fan Jacky 5B
				Ho Kam Tim Steven 5C
				Lam Ho Wing Edwin 5E
				Wong Chun Yeung Ricky 5E
				Cheung For Lee Edmund 5E
	The Most Creative Prize			Cheung Chun Hin Bryan 5A
				Chan Yin Fan Jacky 5B
				Ho Kam Tim Steven 5C
				Lam Ho Wing Edwin 5E
				Wong Chun Yeung

			Ricky 5E
			Cheung For Lee Edmund 5E
Consumer Culture Study Award Scheme	Annual Memorial Prize		Teacher: Mr. CHAN Ping-san
	Merit prize		Ng Kai Ming 2B
			Au Chi San 2B
			Fok Cham Lam 2B
			Ho Long Fung 2B
			Kwok Ho Yeung Henry 2B
			Tin Ho Wo 2B
	Twenty-nine Certificates of Merit with Excellent Performance		
	Forty-one Certificates of Merit with Good Performance		
Volunteer Movement 2009	Bronze Medal		Lo Jing Yat 4B
			Chong Wai Leung Steven 6A
			Hsu Lok Tim Austin Jonathan 6A
			Wong Lok Yin Edgar 6D

9. Financial Summary (1.9.2009 – 31.8.2010)

	Income(\$)	Expenditure(\$)
I ESCBG		
(a) Non-school specific grants		
1 ECA funds - GSS (Including an amount of \$66,660.00 collected from students for 2009-10 school year)	136,608.00	104,318.60
2 Baseline reference provision	394,185.00	339,123.04
<i>Sub-total:</i>	530,793.00	443,441.64
(b) School specific grants		
1 Composite I.T. Grant - GSS	366,246.00	333,673.65
2 Capacity Enhancement Grant - GSS	458,927.00	986,482.67
<i>Sub-total:</i>	825,173.00	1,320,156.32
II Teacher Relief Grant(TRG)		
1 TRG - GSS	192,298.00	137,944.00
<i>Sub-total:</i>	192,298.00	137,944.00

III Other Non-recurrent Grants		
1 Teacher Professional Preparation Grant	-	131,080.00
2 Senior Secondary Curriculum Support Grant	421,140.00	141,715.40
3 New Senior Secondary Curriculum Migration Grant	-	45,362.66
Sub-total:	421,140.00	318,158.06
IV School Funds		
(1) Fees collected for specific purposes	210,600.00	254,760.90
Sub-total:	210,600.00	254,760.90
Grand Total:	2,180,004.00	2,474,460.92

* Deficient amounts were covered by amounts brought forward from the previous school year.

10. Feedback on future planning

1. To prepare students to be proactive and independent learners, a curriculum across KLAs for the structured build up and consolidation of study skills will be constructed.
2. To strengthen the self-discipline of the students, greater autonomy for constructing their own behavioural codes will be given. Positive reinforcement of good behaviours will also be deliberated.
3. Students' awareness of the value of community service will be promoted through experience sharing and a broader range of service opportunities.
4. For the development of a healthy lifestyle and harmonious relationship among students, a broad and comprehensive Health Education programme will be introduced to enable students to make informed decisions about their ways of life and adopt positive and accommodating attitude towards others.
5. To cater for the diverse learning ability among students, more opportunities will be provided to the higher ability students to stretch the learning potentials and capacities. Greater attention will also be paid and measures formulated to enhancing the learning motivation and self-confidence of the weaker ones.
6. The current NSS system adopted by the school will be reviewed. The effectiveness of the related NSS policies and that of the implementation of subject curricula will be evaluated.

Appendixes

Evaluation on the Use of Teacher Professional Preparation Grant, Capacity Enhancement Grant and Senior Secondary Curriculum Support Grant in 2009-2010 school year

Objectives/Plan	Evaluation
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To share the overall teaching and non-teaching workload (including administrative duties) so as to give space for teachers' professional development, curriculum development and teaching; 2. to enhance students' English learning proficiency 3. To assist teachers in preparing teaching and learning materials and form-teacher period materials (Civic and moral Education, Careers Education, Guidance and Counselling) and organizing ECA and OLE; <p>Plan:</p> <ol style="list-style-type: none"> (a) Employment of an additional temporary teacher (b) Direct Re-appointment of 4 Teaching Assistants (c) Direct Re-appointment of an Administrative Assistant 	<ul style="list-style-type: none"> ● The employment of the additional temporary teacher provided relief for all teachers as there was a reduction in the total number of teaching periods for everyone. ● The S1 and S2 English and Chinese language teachers spent more time on giving support for the weaker students. ● English Teachers could spare more time on planning and implementing strategies to enhance English language environment. ● The Administrative Assistant provided essential relief for all teachers in non-teaching related duties including: <ol style="list-style-type: none"> (a) secretarial duties (b) assisting in preparation of school and student documents (c) assisting in liaising with old boys (d) assisting in PTA activities (e) assisting in all examination-related matters (f) assisting in inputting student data (g) maintaining the school intranet (h) collection of reply slips of circulars (i) preparing logistics for major school functions so that teachers were able to concentrate curriculum planning and teaching. <ol style="list-style-type: none"> 1. Throughout the whole year, the TAs have provided essential assistance to teachers of the English, Chinese, Mathematics, Liberal Studies, IH, BAFS, Sciences departments as well as various functional committees in tasks including: <ol style="list-style-type: none"> a. preparing teaching and learning materials, b. helping the NSS curriculum development, c. organization of extra-curricular activities, d. preparing form-teacher period materials,

Objectives/Plan	Evaluation
	<ul style="list-style-type: none"> e. preparing OLE materials, f. conducting supplementary remedial classes for weaker students, g. taking junior form students to the Speech Festival Competitions, <p>2. Assistance have also been given to other teachers, including:</p> <ul style="list-style-type: none"> a. The TAs have, as a whole, taken up most of the lesson substitution. The total number of lessons substituted was 558.5. This provided space for the teachers to attend professional development courses and relieved the other teachers from taking up the substitution duties’ b. The TAs have taken up some of the internal and public examination invigilation duties so that teachers can focus on marking the answer scripts and developing assessment for learning strategies. c. The TAs have shared the workloads related to the S1 Admission Interview. <ul style="list-style-type: none"> ● Besides a survey conducted to collect teachers’ opinion, it was discussed and agreed in the 4th Staff Meeting (2009/10) on 24 May 2010 that the school will continue to expend special funds on employing the same number of temporary staff.

**二零零九/一零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 林之鏞

聯絡電 25470310

姓名：

話：

A. 計劃的各項活動資料

活動名稱	實際受惠對象 學生人數#	平均出席率	活動舉辦期間/日期	實際開支 (\$)	評估方法 (例如:測驗, 問卷等)	合辦機構/ 服務供應機構名稱 (如適用)	備註(例如:學生的學習及情意成果)
【自我挑戰】成長訓練計劃 (中一及中二級同學)	10	90%	12/2009 - 4/2010	7200	問卷、老師觀察	學校社工、小童益會上環中心	根據活動後的問卷調查，大部分的參加者大致滿意戶外歷奇活動。他們大都學習到團結、互相合作、互相信任以克服困難。此外，義工服務使同學認識到事前計劃的重要性、做義工要很大的耐性、需要勇氣、要有愛心、懂得大方、要很快反應、來服務有需要人士。
彩虹職志特工隊 (中四及中五級同學)	15	95%	1/2009 - 7/2010	\$2250	問卷、老師觀察	學校社工、小童益會上環中心	根據學校老師和社工的觀察，以及同學問卷調查，同學表現非常積極，他們覺得整項活動結構完整、有心思及準備充足，能配合他們的實際需要。在活動中，同學能清楚知道會考放榜的程序，而模擬面試部分更加強他們面對會考放榜面試時的信心。整項活動，除讓學生學懂如何面對會考成績外，並且讓同學知道生涯規劃的重

							<p>要性，更重要的是能為末代會校生提供心理支援。</p> <p>整體而言，同學認為此活動值得舉辦，部分同學希望加強講解各項的就業選擇之利弊。</p>
一人一夢想學習計劃 (中一 - 中七級同學)	51 人	85%	10/2009 - 5/2010	\$16,925	問卷、老師觀察	扶幼會-TEEN賦演藝工作室、香港海洋公園學院、太古城冰上皇宮	<p>1. 舞蹈課程:學生除了增進藝術感及創意外，學生在學習時溝通技巧也進步了。</p> <p>2. 溜冰課程:學生除接觸溜冰運動外，在課程中透過不斷練習和嘗試，對自己認識增加外，抗逆力及自我形象也增加不少。</p> <p>3. 學生在參觀海洋公園中，學到物理和生態理論，加強了對保護大自然的觀念，並且擴闊了眼光。</p>
			總開支	\$26375			

備註:

1. 由於 2008-09 年度部分計劃因豬流感關係取消，有關預計開支調撥到今學年應用。
2. 對象學生: 指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生。

乙. 計劃成效 (暫時觀察)

整體來說活動對受惠學生的成效評估如下

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

丙. 對推行活動計劃的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

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