



KING'S COLLEGE

School Report

2018-2019

Annual School Report 2018-2019

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1. Our Mission, Goals and Values

Our Mission

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

Our Goals

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

Our Values

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

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

2. Our School

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

School Management Committee

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

3. Our Students

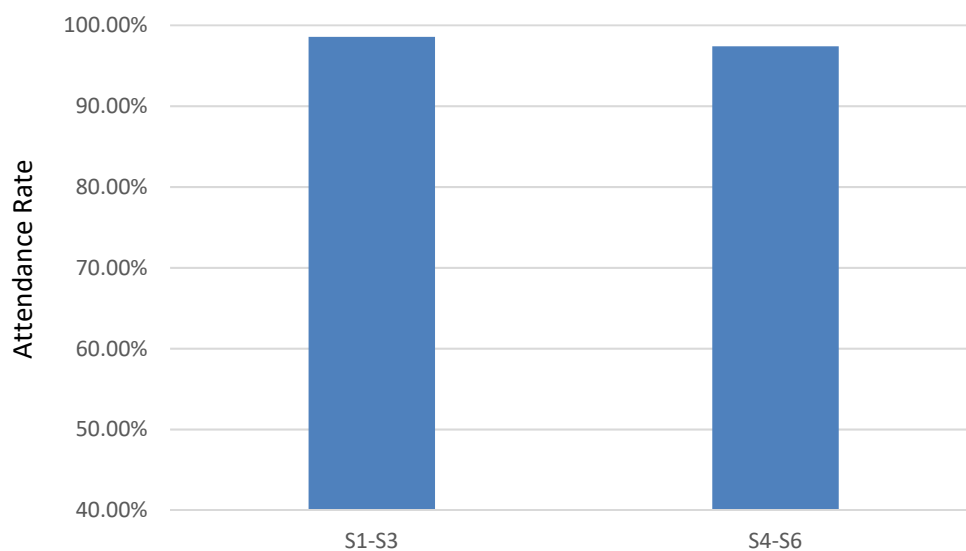
Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	144	140	144	139	139	137	843

Unfilled Places

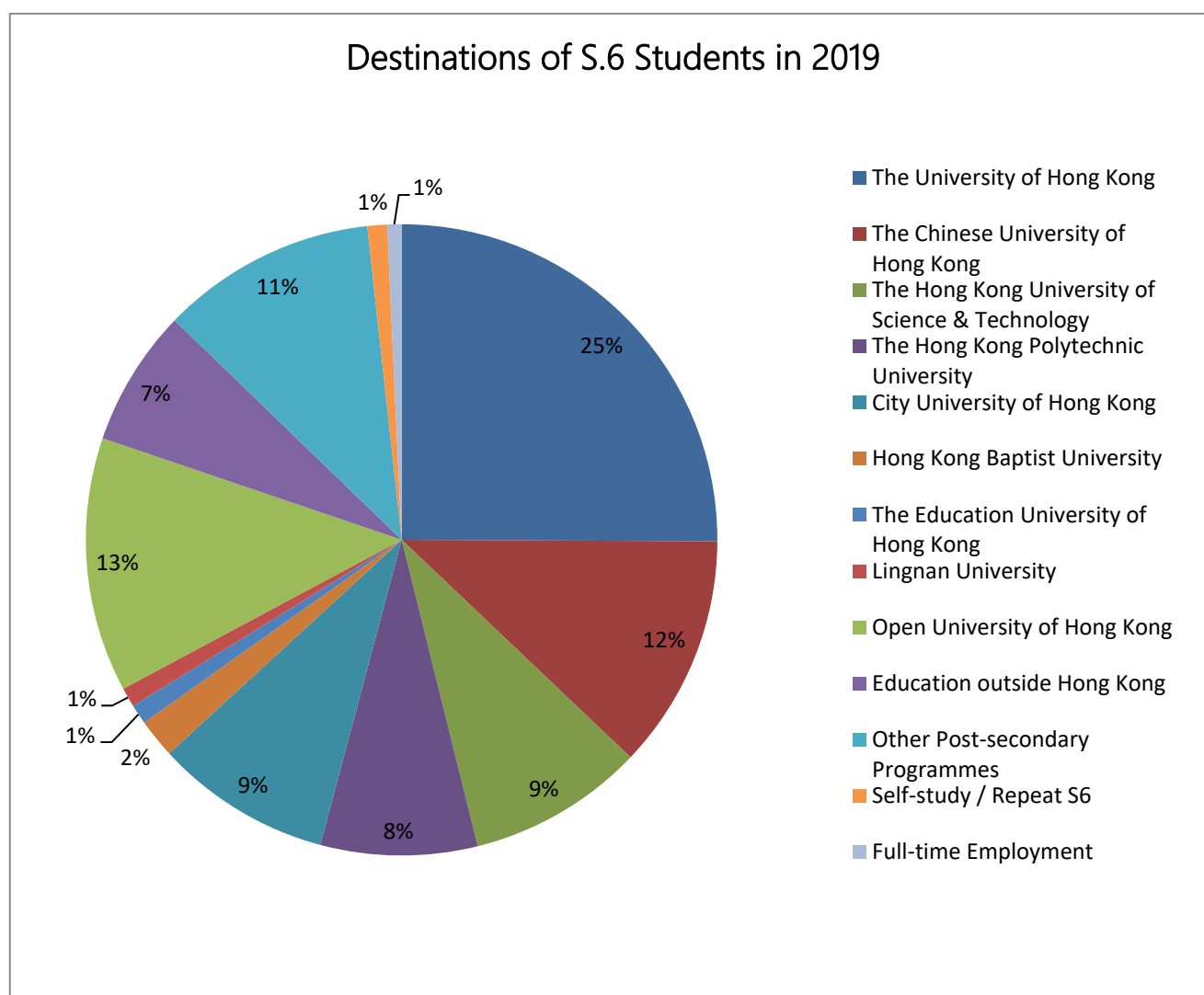
There are no unfilled places throughout the year.

Students' Attendance



Students' Early Exit

Level	S1	S2	S3	S4	S5	S6	Overall
Percentage	0.7%	4.3%	1.4%	2.2%	4.3%	0	2.1%

Destinations of S.6 Graduates

4. Our Teachers

Teachers' Qualifications

Highest Academic Qualifications attained by teachers

Academic Qualifications	No. of Teachers	Percentage
Non-Degree	2	4%
Bachelor's Degree	27	48%
Master's Degree or above	27	48%

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

Teachers' Qualification	Percentage
Professional Qualification	100%
Subject-trained (Chi)	100%
Subject-trained (Eng)	100%
Subject-trained (Maths)	100%
English Teachers meeting LPR	100%
Putonghua Teachers meeting LPR	67%

Teaching Experience

Year of Experience	No. of Teachers	Percentage
0-4 years	5	9%
5-9 years	8	14%
10 years or above	43	77%

Teachers' Professional Development

Total number of training hours	Average training hours per teacher
3170.75 hours	61 hours

5. Achievements and Reflections on Major Concerns

Major concern 1: To enhance students' language competency and capability in learning

Achievements

Target I: To promote language competency through reading and cross-curricular projects

- **Cross-curricular projects**

All S.1 students have learned vocabulary related to endangered animals from the English readers and every one of them has completed a science report in the Integrated Science lesson in November. Students were also required to do group interaction to display their knowledge on the related topic for their half yearly oral assessment.

All S.2 students have learned oral presentation skills in Chinese lessons and the latest economic development of Mainland China through Life and Society. After the Shenzhen Study Tour on the annual Student Development Day, S.2 students submitted reports on the topic: Forty Years of Reform and Opening-up.

- **Graded reading and regular reading activities conducted by the library**

Exhibitions for Chinese and English Graded readers were held in October and November respectively in the first term. The exhibition for the Chinese readers was held in February and March in the second term, and followed by an English one in April and May.

All S.1-S.3 class representatives did book sharing on the graded readers in King's Morning in both school terms. 2 book exhibitions were held in the year by Commercial Press and Swindon Book Company to promote reading on 22-23 November and from 28 Feb to 1 March. All junior form students were given the chance to visit the book exhibitions.

Reading ambassadors had book sharing on a thematic basis in King's Morning on a monthly basis.

- **e-reading to enhance students' knowledge and language proficiency**

Both the Chinese and English departments made use of the iLearner platform to promote e-reading in S.1. After reading the online materials, students were required to complete the exercises that followed. Students' performance in the reading programme was considered for continuous assessment in both school terms.

Both the Chinese and English departments collaborated with other subject departments for reading beyond classrooms at senior secondary levels through news or magazine articles, information texts and recommended reading materials on the Internet. All S.1-S.5 students were

given 2 English information text exercises with extended tasks on e-reading in each of the school terms. On the whole, students completed the work done with a high degree of accuracy and they welcomed the information texts as the texts helped to extend their knowledge beyond the reading materials they had in class.

Reflections

● Cross-curricular projects

The cross-curricular projects help students to transfer what they have learned in a discipline to another. Students intelligently and skilfully apply the language skills acquired to the learning of other subjects, equipping them with the skills, the knowledge and the experience to facilitate their extended learning.

All students were able to apply their knowledge in the languages for the presentation of the projects. All of them were able to transfer and apply the knowledge they acquired through language input and subject input in the projects.

3 teams of S.2 students were selected to participate in the Forty Years of Reform and Opening-up Project Learning Award Scheme (改革開放四十年專題研習獎勵計劃) organized by EDB.

● Graded reading and regular reading activities conducted by the library

All junior form students visited the two book exhibitions held by Commercial Press and Swindon Book Company. Senior form students visited the exhibitions during recess and lunchtime. The response was positive and book exhibitions would be arranged for the coming school year to promote students' interest in reading.

Graded readers were displayed in the school library throughout the school year. 147 students borrowed the graded readers from the school library. Readers of a higher level of difficulty were borrowed more frequently. All S.1-S.3 students completed 12 book reports including some on the Chinese graded readers. All S.1 students were arranged into groups to prepare for an English book report presentation with a Book Cover Design competition held in the second term. All these activities helped to enhance students' language proficiency and allowed students of different abilities to choose for those books of the right standard to read. Cooperation with the library could continue to be sought in the next school year for activities of the kind.

Students from different classes and the Ambassadors conducted the book-sharing in Chinese, English and some even in Putonghua. That provided them an opportunity to train up their public-speaking and presentation skills. A total of 24 book sharing sessions on both Chinese and English graded readers were given by students in King's Morning from October 2018 to May 2019. Their presentations were, on the whole, well-received by their fellow schoolmates.

Reading ambassadors conducted book sharing on the thematic basis in King's Morning 7 times

in the school year. It is suggested that information about the books for sharing be displayed in the library in advance to arouse students' interest.

- **e-reading to enhance students' knowledge and language proficiency**

The school was awarded Top iLearner School in the iLearner Online English Programme in recognition of students' enthusiastic and outstanding participation. Over 95% of students of each of the S.1 classes did English and Chinese e-reading on a regular basis. Over 80% of students completed the tasks assigned with a good level of performance. Students on the whole displayed interest in reading the books on line and as revealed in their work done, students displayed a higher level of competency in language use. The e-reading scheme will be continued in the next school year.

Target II: To foster active and self-directed learning among students through programmes catering for learner diversity

- **Language and aptitude quizzes for S.1**

To allow students of different abilities to have a better understanding of the areas to improve on and to stretch their potential, 4 language and aptitude quizzes were conducted to find out their strengths and weaknesses. Chinese and Mathematics quizzes were completed in the 1st term and English and Science quizzes were completed in the 2nd term. Each quiz lasted 20-30 minutes focusing on specific topics and the results were analyzed to provide information on the levels of abilities and performance among students. Based on the results, 4 remedial lessons, each lasting 45 minutes, were tailored-made for those students.

All S.2 students participated in the Project GIFT (知優致優計劃) organized by CUHK.

- **Recognition of students of different and special abilities**

Students of different abilities be encouraged and selected to take part in local, regional and international competitions

The information on students' abilities in different areas, like sports, music, etc, was collected in S.1 registration and from Form Teachers and this facilitated the set-up of a databank on students of abilities. Moreover, students were from time to time given the opportunities to share their experience gained through their participation in the competitions at class and school levels.

- **Students with special abilities be arranged to perform in special school functions**

Some talented students, other than those academic high-achievers, were selected to perform in the Annual Speech Day to recognize their ability and contribution. They displayed different talents in martial arts, diabolo juggling (Chinese yo-yo tricks) and in the playing of the Cello.

- **More opportunities opened to students of average/lower abilities**

More opportunities opened to students of average/lower abilities, including their chance to take part in exchange programmes, leadership training programmes, recruitment of student officials and leaders in different function teams in school teams and in internal and external programmes.

- **KLA-based pedagogical studies**

The goal of the pedagogical studies was targeted to cater for the needs of students of diverse abilities. The cooperation of different subject disciplines under each KLA was coordinated. For core subjects, Chinese Language, English Language, Mathematics, Liberal Studies should have at least one collaborative teaching group in each year of the 3-year development cycle. The lesson designed should follow the agreed focus such as catering for the needs of students of diverse abilities and promoting interactive teaching activities. For each of the lessons, Principal, the Assistant Principals, the Pedagogy Committee and teachers from other KLAs observed the lessons and post-observation meetings were conducted for review and for improvement.

- **S.1 Class-based after school study groups**

Students formed study groups with teachers' help, meeting regularly to promote peer learning and exchange of ideas. Each S.1 class has conducted 3 after school study groups in the first term. In the study group, some topics were set to help students to adapt to the new school life, to build up a good relationship with schoolmates and to set goals in study. In the second term, another 3 after school study groups were held on a monthly basis.

Reflections

- **Language and aptitude quizzes for S.1**

The following table summarizes the percentages of the students who took the quiz and yet performed satisfactorily and that who showed progress of work done after attending the tutorial sessions.

	Chinese	English	Mathematics	Science
The percentages of students who performed satisfactorily in the quizzes	95%	87%	97%	93%
The percentages of students who show progress of work done after the tutorial sessions	60%	67%	80%	75%

All S.2 students participated in the Project GIFT. The school has completed all the required activities for students and the analysis and the report from CUHK were received.

- **Recognition of Students of different and special abilities**

7 students participated in the talent audition and 3 of them were selected to perform on the Annual Speech Day. Their performance lasted about 20 minutes and was well-received. Those

students were encouraged to participate in external competitions, for instance, 6C WONG WAI HANG (黃偉恆) won 6 Gold Medals and Overall Third Place in Traditional Wushu Competition and Greater Bay Area Junior Wushu Championships respectively. Another talented student, 6B WAN TSZ HO (溫子皓), won the 粵曲獨唱 - 平喉獨唱 - 中學高級組 in The 71st Hong Kong Schools Music Festival (2019). Their experience was shared among students in King's Morning.

- **More opportunities opened to students of average/lower abilities**

57% of those who obtained a rank order in the middle range were given opportunities to join the different school teams or to take part in programmes. They were recruited to serve the different bodies and organizations such as Student Union, Prefect Body, ECA Committee, School Library, Sports Council, Houses, School Ambassadors, etc. These students were also selected to take part in the Hong Kong Schools Speech Festival (both in Chinese and English) and the different classes of competitions in the Hong Kong Schools Music Festival. They were also invited to join the study tour to Australia and to attend the MC training classes.

- **KLA-based pedagogical studies**

The focus of the KLA-based pedagogical studies is to cater for the needs of students of diverse abilities.

7 out of 9 KLA's are covered, 93% of teachers are involved.

Subjects	Chin	Eng	Math	Sci	Tech	PSHE	Arts	PE	LS
Completed	✓	✓	✓	✓		✓	✓		✓

A wide of teaching strategies including flipped classroom, collaborative learning, group discussions and presentations, IT demonstration such as using Geogebra app, Adobe Sketch software, Kahoot online quiz platform, Google form online service, Edmodo e-learning platform are adopted.

Students were able to complete the tasks assigned with the overall learning and teaching effectiveness being raised.

Teachers actively took part in the pedagogical studies and provided valuable feedback to the teachers who planned for the lesson for further improvement.

- **S.1 Class-based after school study groups**

It was planned to conduct the peer study group meeting at least once a cycle. However, the school life is so busy that only 6 sessions of peer study group were held in the year. Although the number of the study groups fell short of being expected, according to Form Teachers' observation and the statistics from students' self-evaluation, all S.1 students participated and engaged in the study groups and their motivation for learning especially with and from their peers was enhanced. 87% of the S.1 students agreed that they were able to consolidate their learning through peer tutoring and 84% of them were better motivated to learn.

Target III: To heighten students' interest in STEM education and to lift students' spirit in science investigation

● **Inter-disciplinary science exploration activities**

■ After-school research team training

After-school Science Research Team training activity was carried out at Senior Chemistry Laboratory every day after school.

■ S.1 experiment training classes

Science Society has conducted some after-school science workshops for S.1-2 students such as Ox eye dissection experiments and electronic clock making workshops.

■ STEM training at STEM Room

9 Race for the Line-Rocket Car Workshops were held at the STEM Room.

■ Science quizzes

Kahoot Online Science Quizzes were set for S.1-2 students. 1 heat competition was completed in the first term and 1 final competition is planned to be held on the activity days after the annual examination.

■ Whole-school annual STEM fair

STEM Week took place from 29 April to 02 May.

Day 1: A Rocket Car making and competition, specially designed for all S.2 students.

Day 2-3: Each STEM-related department and society had staged a booth display for schoolmates.

Day 4: A STEMbot coding and robotic football/fighter competition was designed for all S.1 students.

● **S.1 & S.2 Cross-disciplinary collaboration**

The collaboration among I.S., Computer & I.C.T. and Mathematics departments facilitated the conduct of mBot basic coding training course. 8 consecutive double-periods of I.S. lessons were reserved for all S.1 students to learn mBot coding machine. In the course, students were required to perform different tasks which included assembling of the mBot mini-robot, using various kinds of sensors and basic coding for controlling the sensors and electronic parts.

● **Competitions & activities**

■ AI Robocar Workshops

15 S.4 students participated in the 4-day workshops. They successfully produced the self-driven model vehicles and participated in various competitions and they displayed their achievements and products made on Open Days. The students were invited by PCM magazine for an interview to share their experience in the learning of AI robocars.

■ AI Self-driven Car for Preventing Dengue Fever (人工智能滅蚊除患車)

Students and the teacher responsible for the function were awarded a Merit Award and The

Outstanding Science Education Innovation Instructor of Senior Secondary School Session of the First Future Engineer Grand Challenge 2019 organized by Hong Kong STEM Education Alliance.

The project has also entered the selected stage of the Smart City Project Programme 2018/19 organized by EDB and the competition is in progress.

■ i-Hydroponics

A Third Prize and The Outstanding Science Education Innovation Instructor of Junior Secondary School Session of the First Future Engineer Grand Challenge 2019 organized by Hong Kong STEM Education Alliance were awarded.

The Best Presentation Award, the 1st Runner up (Selected Stage), the Champion (Final Stage) and the STEM Creativity Award of the Junior Secondary School Session of the Fun with Learn 2019 iGeneration Hong Kong organized by The Hong Kong Association for Computer Education were earned.

■ E-bin

The Best Presentation Award of the Senior Secondary School Session of Fun with Learn 2019 iGeneration Hong Kong organized by The Hong Kong Association for Computer Education was received.

For both of the i-Hydroponics and e-bin

The Outstanding Teacher Award of Fun with Learn 2019 iGeneration Hong Kong organized by The Hong Kong Association for Computer Education was won.

■ Smart Brick System

The school obtained the Top 10 Award (最佳樂齡科技小點子大獎) and the Most Enthusiastic Participating Award of the STEM X 樂齡科技教育獎勵計劃 organized by Web Organic.

■ The Heat Competition of Rocket Car for HK Island Secondary Schools held at King's College

20 S.2 students completed the Rocket Car model making workshops and about 80 S.2 students participated in the heat competition for HK Island Secondary Schools organized by Trumpteck Digital Education Services Ltd. Moreover, one group of S.2 students entered the final competition. In the programme, students have learned the skills and knowledge of making a model rocket car and the cooperation from teammates.

■ Hong Kong Youth Science & Technology Innovation Competition 2018 – 2019 organized by Hong Kong New Generation Cultural Association Science Innovation Centre
Junior Science Research Team comprising S.1 and S.2 students investigated the

possibility of employing dye-sensitized nanoparticles in treating contaminated air. They were awarded the First Place Award in HKCTC Special Award for Outstanding Project in Testing and the Third Place Award in the category of “Energy and Environmental Science”.

■ Master Code 2018 – Minecraft arena

4 S.1 students won an Achiever Prize in the “Master Code 2018: Minecraft Arena” organized by the Hong Kong Education City and Microsoft.

Students were required to design computer programs to instruct an agent in a Minecraft world to complete some tasks in the fastest way. Team members needed to cooperate well and solve the problem together.

■ Energy Saving Championship Scheme

5 S.3 students won a Hanson Merit Award in the Energy Saving Championship Scheme 2019 organized by the Electrical and Mechanical Services Department and Education Bureau.

■ Hong Kong FIRST LEGO League Robotics Tournament

5 S.1-S.2 students participated in the tournament organized by The Centre for Creative Science and Technology of The Hong Kong Federation of Youth Groups. Programming skills, collaborative skills and high order thinking skills were trained.

■ The Hong Kong Mathematical High Achievers Selection Contest

5 S.1-S.3 students won 2 First-honour Prizes, 2 Second-honour Prizes and 1 Third-honour Prize in The Hong Kong Mathematical High Achievers Selection Contest organized by Po Leung Kuk and the Hong Kong Association for Science and Mathematics Education.

■ 7th Pui Ching Invitational Mathematics Competition

A S.5 student won a Bronze Prize in the 7th Pui Ching Invitational Mathematics - competition organized by Pui Ching Middle School, Pui Ching Academy and Mathematical Database.

■ 2018/19 Statistical Project Competition for Secondary School Students

6 S.5 students won 6 Second-honour Prizes and 54 S.1-S.5 students participated in 2018/19 Statistical Project Competition for Secondary School Students organized by Hong Kong Statistical Society, Education Bureau and the Hang Seng Indexes Company Limited. Many junior students enriched their experience in competition.

■ The 36th Hong Kong Mathematics Olympiad

6 senior students participated in the 36th Hong Kong Mathematics Olympiad jointly

organized by the Mathematics Education Section, the Education Bureau and the Department of Mathematics and Information Technology of The Education University of Hong Kong.

■ Hong Kong Chemistry Olympiad for Secondary Schools

Our school team participated in the Chemistry Olympiad organized by the Hong Kong Association for Science and Mathematics Education, the Hong Kong Chemical Society and the Royal Society of Chemistry and won the First Runner-up and the Best Presenter with the project named as “Chlorophyll-Sensitized TiO₂-Catalysed Photodecomposition of Methanal”.

■ Hong Kong Physics Olympiad for Secondary Schools

One of the Honourable Mentions for Schools and 1 student won a Second Honour and 3 students won Honourable Mention in Hong Kong Physics Olympiad for Secondary Schools organized by the Hong Kong Academy for Gifted Education, Education Bureau and the Hong Kong University of Science and Technology.

■ S.1-S.3 MTR Academy – Railway 101 Course

30 S.1-S.3 students attended the Railway 101 Course organized by MTR Academy. The programme introduced the railway operation with the lively illustration from a railway system network model. This raised students’ interest in railway-related prospects and future career path.

■ S.4-S.5 MTR Academy -Railway Intro Series: Signalling System

30 S.4-S.5 students attended the Railway Intro: Signalling System Course organized by MTR Academy. The programme introduced some key systems in railways such as Signalling and Communications system with demonstration, which encouraged students to plan for their further studies and careers.

■ Introduction of Hong Kong International Airport - Airside Tour

38 S.2 to S.5 students, mainly low-achievers in our school, voluntarily joined the airside visit and the feedback was positive. During the stay, they had conversation with the tour guide and raised relevant questions related to different work spots and technology development. After the tour, they have gained a deeper understanding in the aviation industry and the technology application in airport operation.

■ Visit to InnoTech Expo 2018

50 S.4-S.5 students have a visit to InnoTech Expo 2018 to widen their horizons in the latest development of the innovative technologies.

- Biosciences Taster Lecture at King's College given by Dr. Steve Minchin from The University of Birmingham
About 30 senior form students participated in the interactive lecture to learn the latest development of biosciences. The topic "The Human Genome" aroused the students' interests on the genome editing.

Reflections

- **Inter-disciplinary science exploration activities**

The group of students who are interested in conducting research produced their work done of a good standard.

9 Race for the Line-Rocket Car Workshops conducted in STEM Room throughout the school year. Due to the limited space in STEM Room and safety concerns, the AI Robocar workshops are conducted in Senior Physics Laboratory and the Science Research Team training are conducted in Senior Chemistry Laboratory. The colleagues suggested that there could be more STEM-related activities conducted in STEM Room, to facilitate a higher usage of the room. Some lockers are reserved for STEM-related departments and school teams and the school will encourage the teachers-in-charge to organize some activities for students in the room.

Most of the students showing stronger interests in science and STEM in the activities and more STEM-related activities are held.

- **S.1 & S.2 Cross-disciplinary collaboration**

In the mBot workshops, teaching materials are prepared to enrich and consolidate the students' learning and some S.1 students are selected to introduce the learning outcomes to schoolmates in STEM week.

All students can assimilate and apply the knowledge they have learned in different subject disciplines to the work undertook including assembly of the mBot mini-robot, calculation, using various kinds of science sensors and basic coding for controlling the sensors and electronic parts.

- **Competitions & activities**

Referring to the following table, more STEM-related activities will be held and an increasing number of students of different abilities are involved in a wide range of competitions on different scales.

Level	New activities	Departments	No. of students participated	Prizes
S.1-S.2	Master Code 2018	Gifted Education	4	Yes

S.1-S.2	Hong Kong FIRST LEGO League Robotics Tournament	Computer & I.C.T.	5	No
S.1-S.3	STEM Week	All STEM-related departments	428	N.A.
S1.-S.5	2 MTR Academy 1- day Courses	Life Planning Education & Career Guidance	60	N.A.
S.2-S.5	Introduction of HKIA - Airside Tour	Life Planning Education & Career Guidance	38	N.A.
S.1	mBot mini-robot training	Integrated Science, Computer & I.C.T. and Mathematics	144	N.A.
S.2-S.5	Introduction of HKIA - Airside Tour	Life Planning Education & Career Guidance	38	N.A.
S.2	Rocket Car Workshops and Competition	STEM Education and I.T. Department	80	Yes
S.3	i-Hydroponics	Biology and Computer & I.C.T.	5	Yes
S.3	Energy Saving Championship Scheme	Gifted Education	5	Yes
S.4	AI Self-driving Car for Preventing Dengue Fever	STEM Education and Computer & I.C.T.	6	Yes
S.4	E-bin	Computer & I.C.T.	4	Yes
S.4	Smart Brick System	Computer & I.C.T.	4	Yes
S.4	AI Robocar Workshops	STEM Education and Computer & I.C.T.	15	N.A.

Students' performance in the competitions was generally good. A number of various kinds of prizes were won this year. It is delighted to note that more students participated in STEM-related activities including competitions, workshops, courses, lectures and visits, students' horizons were broadened and their interests were aroused.

Major Concern 2: To nurture righteous and self-fulfilling students

Target 1: To nurture students with positive core values and attitudes towards life and self: Responsibility and Integrity

I. Adopting a values education curriculum in the Form Period with highlights on ‘Responsibility’ and ‘Integrity’

Achievements

- Through a wide array of activities co-organized by various committees featuring the theme of the school year, we have inculcated in our students the importance of responsibility and integrity. In the beginning of the school year, S.1 to S.5 students were invited to do a pre-test on the selected APASO items relating to the core values. At the end of the school term, a post-test on the same items was conducted to see if change of traits could be found. The results in both tests indicated most of the students perceived themselves as a responsible person with integrity and no significant change observed. Over 80% of students agreed items such as ‘別人可以放心依賴我做事’, ‘我會盡力履行我在家中的角色’, ‘我是誠實的’ and ‘誠實對我來說非常重要’.
- Students were benefited from the structured values education curriculum that adopted in the Form Period. The curriculum was designed by the Moral and Civic Education Committee and other functional teams including National Education Committee, Health Education Committee, Environmental Education Committee, Service Education Committee and Counselling Committee. Different scenarios on the core values were designed for students’ discussion and reflection. From the results of student survey conducted in each term, over 75% of students agreed that they understood more about the two core values through the Form Period activities. More than 87% and 90% of students reflected that they were willing to be a responsible person and a person with integrity respectively. The figures were aligned with the statistics shown in the APASO. Besides, more than 75% of teachers agreed that the objectives of the lessons were achieved.
- Through the Kingsian Charter Programme for S.1 and S.2, our students knew more about the school history and the meaning of the school motto. 97% of students agreed that the aim of the Charter Programme was achieved and the message of this programme were clearly conveyed. All of them promised to apply the school motto in their daily lives. Self-awareness was raised and students recognized the importance of being a responsible and righteous person.

Reflections

- The permeation of values education through the structured curriculum involved different functional committees was an effective and positive way to cultivate students' virtue. Similar practices could be adopted in the coming school years to further enhance the values education. However, some Form Teachers suggested that more time could be allocated in the Form Period for more in-depth discussion and reflection on the core values.

II. Coordinating and collaborating with subject departments and functional committees to organize multifarious activities to promote 'Responsibility' and 'Integrity'

- Different subject departments contributed to the nurture of responsibility and integrity of our students via the multifarious activities organized throughout the school year. The Chinese Language, Mathematics, Science (Physics) and PSHE (Life and Society) incorporated the two core values in S.1 and S.2 curricula. The thematic discussions during lesson followed by assignments for consolidation allowed students to share their views and encouraged core values development. For example, free-response questions were included in the assignments of Life and Society, in order to test whether students could apply what they have learnt into real-life situation. The Slogan Competition (S.1-S.3) and Writing Competition (S.1-S.3) organized by the Chinese Department aimed at cultivating students with responsibility and integrity and thus enhanced their personal development. Students worked seriously and produced high quality work. The learning was beyond academic realm and fulfilling students' whole-person development.
- Supplementary reading materials were provided by the School Library for students to extend their learning in the Reading Period every week. Articles on positive attitudes or behaviours of historical figures, inter-personal relationship and experiences on contributing to society, etc. were given. There were four sessions of book sharing by the Reading Ambassadors in the King's Morning on the theme of 'Responsibility and Integrity'. Two thematic book exhibitions for junior forms were held jointly by the School Library, Chinese Language Department and the English Language Department. The borrowing rate of library books related to the theme 'Responsibility and Integrity' increased by over 40%.
- Various activities were launched to bring out the messages of the core values. The Inter-class Board Display Competition organized by the Moral and Civic Education Committee offered opportunities for students to express their creativity and views on the core values. A drama performance 'Gian Sing Legend Season 2' featured by the ICAC Mutual Aid Theatre had been

arranged to S.3 students to stimulate their thinking on the challenges of being a righteous person. The Discipline Committee invited the Hong Kong Police to give a talk for the junior form students on the job nature of the police like how to maintain social order under the law and to protect the lives and properties of the citizens, as well as what the citizens' responsibilities were. The Service Education Committee organized a sharing session of volunteer services that brought the message of being a responsible citizen in building a caring society. The Health and Sex Education Committee organized a talk about the proper use of drug and the harmful effects of drug abuse for S.1 students. Students' active participation in these activities was evident and the message was well received.

- A 'Model Student' election was conducted by the Moral and Civic Education Committee this year to appreciate students with good virtues. Five outstanding students were selected from sixteen nominations received from teachers by the election board and teachers' votes. Sharing sessions will be arranged in the beginning of next academic year.

Reflections

- A great variety of programmes organized throughout the year fostered the values education for students in areas of cognition, attitude and behavior. The experience gained was useful in the planning of values education for the coming academic year.

III. Strengthening 'Student Award Scheme' and 'Student Record System' for S.1 and S.2 to enhance students' sense of responsibility.

- We expected our students to internalize and exercise self-discipline. The daily punctuality record and monthly nil-submission of homework records were kept track by the school. Form Teachers could review with students their performances from time to time and follow-up action to habitual latecomers and students with problems in submitting homework on time could be taken accordingly. Prizes had been presented to classes with good performance in punctuality for encouragement. In this year, the overall percentage of punctuality for all S.1 and S.2 classes was over 98%. One class attained 100% throughout the year. Six classes showed improvement in their punctuality in the second term and the percentage of punctuality increased from 98% to 99%. For homework submission, seven classes of S.1 and S.2 showed significant improvement in the second term and five of them had a remarkable decrease in nil-submission of more than 90%.
- Exceptional and outstanding homework of different subjects had been displayed in the school campus throughout the year for students' appreciation.

Reflections

- There was improvement in students' punctuality at arrival of school and submission of quality homework for S.1 and S.2 students in this school year and the strategies should be continue in the coming school year. However, there is room for improvement for the punctuality of the floating classes and respective measures should be formulated in the coming school year.
- The implementation of the new homework tracking system was effective to most S.1 and S.2 students. Many subject teachers granted students a certain extent of discretion on late submission in order to help them developing a better sense of self-management. Many subject teachers reflected that most of the students have developed good habits and became more aware of their responsibility in submitting quality homework on time. Hence, positive reinforcement could be considered in the coming school year in order to bring the students' locus of control from external measure to their inner selves.

Target 2: To foster a caring and supportive culture in school

I. Organizing well-structured and diversified pastoral programmes for creating a caring environment that students can experience a positive and supportive school life

Achievements

(a) Guidance Programmes

- Tremendous support to a wide range of students was given by the Counselling Committee through different guidance programmes:
 - i. **Life Education Talks** on mental health delivered by Dr. Choi Yuen Wan for S.3 and S.4 students: Dr. Choi introduced the phenomena of mental health problems in Hong Kong and gave suggestions to the students on how to maintain a good mental health. Students participated actively in Dr. Choi's talk and most students expressed that they got positive insights from the talk.
 - ii. **Resilience Building Program-'Life Gatekeeper Training'**: 14 students were trained in the programme to disseminate positive messages and ideas in the daily encounter with their schoolmates. The training programme also prepared them to serve as mediator in minor student conflicts. Over 90% of participants agreed that the programme could foster their positive behavior and the building of strong rapport with each other. The programme helped in creating

a caring atmosphere in school.

- iii. **Joyful @ King's College - Connect Program**, Parents Educational Program and staff training sessions: 13 students joined the Connect Program and most of them actively participated in activities such as field trip. Over 90% of participants found that the programme could enhance their ability to deal with adversities and difficulties.
- iv. **S.1 Summer Adaptation Programme and Orientation Camp**: Various programmes tailored for S.1 students were held to assist their adaptation to the new environment and most students enjoyed their school life. Majority of S.1 participants (over 90%) agreed that they became more confident of adapting to the school life after the programme. However, it was observed that the social rapport of a few students was rather weak and follow-up action was required.
- v. **Fig Boy Scheme**: Fig Brothers played a key role in supporting S.1 students in their adaptation to the new school life. Sense of brotherhood among S.1 students and between the junior and senior level students was well established through the wide range of activities including Orientation Day, Christmas Party and regular lunch time activities. About 95% of S.1 students found that the programme was useful to them in terms of being familiar with the daily school routine.
- vi. **Student Mental Health Support Scheme**: Regular support services of psychologic nurse, clinical psychologist and medical social worker were provided for our needy students. All student participants and their parents satisfied with the scheme. Improvement of students in coping with their problems was shown. In order to understand the anxiety level of S.3 students arise from S.4 elective subject selection, an 'Anxiety Screening Questionnaire Survey' was launched. The test had screened out about 5% of S.3 students having partial anxiety disorder syndrome due to high academic stress and the follow-up intervention was effective in fostering their resilience.
- vii. **SEN Support Services**: Speech Therapy, Social Skills Workshop, Chinese Language Support Class, Liberal Studies Support Class, Multiple Intelligence Workshop for Twice Exceptional Students and Mindfulness Workshop were held throughout the year. Individual education plans were designed to cater their specific needs. With close supervision and continual support, most SEN students showed positive changes in their studies and social interaction.
- viii. **Support for NCS Students**: The integration programmes covering both academic and cultural aspects were launched. Apart from the individual guidance provided by teachers and teaching assistant, further assistance was given to some NCS students to cater the diversity. The support service significantly helped the integration of NCS students into the Chinese culture.

Reflections

- The programmes and activities launched enabled the School to give appropriate supports to students with different needs. As observed by the Counselling Committee, the resilience of students to cope with adversity was enhanced.
- It is recommended that social skills training should be enhanced for S.1 students in the coming school year for their better adaptation to the new school environment.
- In order to cope with the stress from studying, Counselling Team will provide relevant support such as workshops on stress management and anger management, and training focused on resilience building for the coming S.3 students. Moreover, special attentive will be given to the current needy students. The school may also consider to release S.3 students' stress by refining the subject arrangement and timetable.

(b) Community Service Programmes

- The Service Education Committee provided numerous opportunities for students of different forms to learn and experience how to serve the others in the community:
 - i. **Foodstep Journey (S.1):** Through the visit to Food Angel, students became more aware of the problem of food waste and experienced how to be a 'food angel' by preparing food for the needy. The reflection session conducted after the visit enhanced students' learning from the activity and their reflection was very positive.
 - ii. **Service for the elderly (S.2):** With joint effort from social workers, Form Teachers and Assistant Form Teachers, a series of training on service for the elderly was arranged for students. They could apply what they had learned by serving the elderly in four different centres on the service day in April. It was obvious that their personal growth was enhanced by this precious experience.
 - iii. **Inclusive Programme (S.3-S.4):** Participants of the 'Joint School Service Programme' gained skills and experience on how to get along well with the primary students and students with special educational needs. In addition, they also learned how to do elderly-activity planning. They shared their experiences with S.4 schoolmates for promoting inclusive education and encouraging them to actively participate in social services inside and outside school.
 - iv. **Sister-school Programme (S.3-S.4):** 13 students had actively participated the visit to Hong Kong Red Cross John F. Kennedy Centre and all of them showed great effort on designing and

holding the activities in the visits. The students of both schools enjoyed the sharing.

- v. **Elderly Academy (S.5):** This joint programme with the YWCA aimed at promoting continuous learning for elderly people and inter-generational harmony. Interest classes and activities were held throughout the year by the S.5 volunteers.

Reflections

- The programmes provided good opportunities for the students to experience and learn how to be responsible and proper attitudes were developed when they were given chances to serve others. However, there was a problem that it was difficult for them to apply in their own daily life after the end of the programme or activities. More ways should be explored so as to further arouse students' awareness and keep them taking action.
- The social service programme provided invaluable learning experience for S.2 students. To ensure better outcomes, the training workshops before the service day should further be enhanced as to equip students with essential skills in serving the elderly. Moreover, when planning programme schedule, other school events should be considered as well as to avoid overloading of students and modification of the activity might be necessary.

(c) Extra-curricular activities organized by student bodies, uniform groups, clubs and societies and school team programmes

- Student leaders worked very hard in building team spirit through coordinating diverse extra-curricular activities. In the whole year, our 27 clubs/societies organized a total of about 300 activities or regular meetings for their members.
- Physical Education Department managed 11 sports teams with 226 members in this school year. Most of the members actively participated regular weekly training, friendly matches and inter-school competitions throughout the year. Many of them were the key players in the school inter-house competitions. Good attitudes of sportsmanship were shown in all kinds of competitions.
- The Music Council managed the School Orchestra, Chinese Orchestra, Harmonica Band and School Choir to nurture the students with musical talents and to exert their potentials. Members were nominated to take part in competitions and public performances. In order to promote a stronger sense of responsibility of the students, the Music Council briefed members on their duties and responsibilities in their corresponding teams at the beginning of the term. Most of the teams showed good record of attendance and they were praised through the Student Award Scheme.

- In order to foster a caring and supportive culture, sharing among the team leaders of various music teams was arranged at the beginning of the school year. The Chairman of the Harmonica Band shared his experiences with other leaders in establishing team spirit. Alumni of different teams were invited to share their experiences with the junior form members before competitions.

Reflections

- Brotherhood and team spirit were observed in the major school events, e.g. Swimming Gala, inter-house competitions, Open Days, Athletics Meet, concerts, etc. Uniform groups such as scouts, organized regular meetings during Saturdays. Student leaders were devoted and willing to spend their own time in guiding the new members during their regular meetings. The fellowship developed certainly enhanced the bonding among them.
- It was shown that leadership, responsibility and sportsmanship of students were successfully nurtured. Dedication of the team members was the key for the achievement of encouraging results of school teams.
- Students of different teams in the Music Council and alumni cooperated well in the preparation works of the Chinese Orchestra Golden Jubilee Concert held in November. Not only the spirit of the team was greatly enhanced, the bonding between the alumni and the School was further strengthened.

II. Cultivating a harmonious, respectful, collaborative and supportive atmosphere through Class Management Scheme

Achievements

- From the statistics of the APASO taken in this year, the average scores of the ‘Teacher-Student Relationship’ was higher than the norm score of the Hong Kong Schools for S.1, S.3, S.5 and S.6. Similar results were found for the ‘Social Integration’. In the Stakeholder Survey, the average scores for the items in the area of ‘Student Support’ were ranged from 3.5 to 3.9, which were higher than the mean mark ‘3’ in a 5-point response scale. The average scores of the items incorporated in the domain of ‘school Atmosphere’ were satisfactory that ranged from 3.6 to 4.1. The statistics reflected that students were positive to the school and the good teacher-student relationship that created a supportive atmosphere well explained it.
- For the Class Management Scheme, under the guidance of Form Teachers and Assistant Form Teachers, many classes worked seriously on their class plan on strategies of enhancing class spirit. Many classes had joined the ‘Whole-class Award’ Action and all participated classes accomplished their goals and enjoyed the celebration in the Christmas parties. From observation

and teachers' feedback, the scheme was able to foster class cohesion and morale to a certain extent. Through multifarious activities, many students recognized that they were part of the class and learned how to respect and cooperate with classmates in order to create a caring and supportive environment. They showed initiatives in implementing their plans and worked well throughout the year.

- 'Angel Scheme' was launched in February and March and selected S.1 students were invited to take care of their classmates for two weeks. Positive feedback was obtained from teachers, social worker and participated students in the evaluation survey.
- In the School Open Day, S.2 students had put great effort in presenting their 'Open Classroom'. Working in close cooperation, students designed amazing games, performances and other activities for the visitors. Collaboration among classmates in this activity had enhanced their bonding and relationship.
- The school service performed by S.3 also helped in cultivating a harmonious school environment. Their contribution in the cleaning of the school campus was effective in reminding them that they were Kingsians.
- 'Cleaning Competition' was launched in the Form Teacher Period before the Lunar New Year. All classes helped to tidy up, clean and decorate their classrooms collaboratively.

Reflections

- It is encouraging that positive changes could be found and the supportive culture sprouted in some classes. Actions like birthday celebration and posting cards with encouragement quotes on notice board before tests and exams for boosting up the studying atmosphere. It was found that the Class Management Scheme was more effective in junior forms in cultivating students' sense of belonging.
- Form Teachers and Assistant Form Teachers play a crucial role in the success of Class Management Scheme for enhancing class morale and sense of belonging. Relationship building takes time and demands efforts. It is important to find possible ways to create more space for form teachers practicing pastoral care, e.g. to have a morning class period every week. The new School Administrative Executive may help in shouldering some administrative work of teachers in the coming school year so that more time can be reserved for pastoral care. In addition, teachers' sharing on good practices of some classes can serve as good examples for other teachers and inspire new idea on strategies for better class management.

6. Our Learning and Teaching

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

KLAs	Percentage of Lesson Time
Chi. Lang Education	16.2%
Eng. Lang Education	16.2%
Mathematics Education	13.8%
PSHE	15.2%
Science Education	11.4%
Technology Education	5.7%
Arts Education	5.7%
PE	4.3%
Liberal Studies/ Life & Society	4.3%

Lesson Time for Senior Secondary Classes (S.4-S.6)

KLAs	Percentage of Lesson Time
Chi. Lang. Education	13.6%
Eng. Lang. Education	13.6%
Mathematics Education (excluding Extended Mathematics)	12.1%
Liberal Studies	12.1%
Elective Subjects (3X)	35.0%
Extended Mathematics	5.1%
Arts Education	1.9%
PE	4.2%

There are seventy and eighty 45-minute teaching periods in a 10-day cycle for S.1-S.5 and S.6 respectively, including two form teacher's periods with main focus on students' values education for S.1-S.6 and one cross-curricular activities (CCA) period for S.1-S.3.

Overview

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

In the first year of 2018–2021 School Development Plan, our major concern would be “To enhance students' language competency and capability in learning”, which refers to the use of different strategies to enhance learning efficiency. The first target would be “To promote language competency through reading and cross-curricular projects”. Cross curricular projects were adopted between English Language and Integrated Science as well as Chinese Language and Life & Society in 2018-19. Students were encouraged to utilize the knowledge and skillset gained in language subjects on other subjects which in turn enhance their enthusiasm towards learning and promote self-directed learning.

The Reading to Learn Committee continued to launch a variety of reading programmes for students to promote their interest in reading and to facilitate active learning beyond the confinement of textbooks. Following the successful launch of theme-based reading programmes in the first year of implementation, the Committee continued to compile, with the support of different subject departments and functional teams, a list of themes bearing a clear focus to foster independent learning to extend students' knowledge in a variety of subject matters. The first period on every Wednesday would be reading session and the Reading to Learn Committee would set up a new reading topic once per month. The “One Student Recommends One Book Scheme” received very positive response from students which has helped much to enrich the school library's collection with an extensive collection of books that matches the interests of students. The list of the topics is structured in a way to enhance students' reading experience in the 30-minute weekly morning reading sessions throughout the school year. Book fair, with Chinese and English books taking turns to be exhibited, would be held regularly. E-reading is also highly promoted to boost students' language abilities and so continuous assessment in Chinese/English language for Junior Form students and cross-curricular reading of journals and articles for senior form students were implemented. With the result of 95% of the S.1 students completed the exercise on the iLearner learning platform, our school was awarded Top i-Learner School in the iLearner Online English Programme in recognition of students' enthusiastic and outstanding participation. Prizes were presented to the three students with the highest participation in each class and the three students with the best performance in the level. The success of the above-mentioned programs have made them continue in the coming school year.

The Committee and the School Library, supported by the different subject departments and major committees, prepared reading materials which echoed the theme of the school year, “Responsibility and

Integrity”. With our Pedagogy committee in place, different teaching strategies are formulated on a yearly basis. This helps with the construction of a communication platform and allows teachers to prepare for and observe lessons through sharing of teaching styles. Teaching efficiency is hoped to be enhanced. The theme in 2018-19 was “Through the use of interactive learning activities to cater for learning diversity” and that of 2019-20 would be “Promoting creativity and enhancing peer learning”. To achieve so, teachers can adopt e-learning alongside other suitable teaching methods.

Teachers have kept themselves abreast of the latest development in curriculum renewal by participating in different professional development programmes. Teachers of the same subject discipline shared and exchanged their experience in informal and formal encounters through the different Learning Circles formed. Pedagogy studies continued to strengthen teachers’ professionalism by enabling them to explore and to design on different teaching methods and technology, especially with the use of IT, and to work out appropriate strategies to cater for learner diversity. Teachers also continued to apply to be examiners or markers in the HKDSE Examinations to enhance their understanding of the requirements of the public examination. Within different subject departments, sharing sessions were organized on different occasions to keep teachers informed of and to get exposed to the latest development and changes in the public examination, which has proved to be beneficial to teachers for their professional development, and most important of all, for helping students better prepare for the public examination.

The second target of the first major concern was to “Foster active and self-directed learning among students through programmes catering for learner diversity”. By having regular tests for Chinese, English, Mathematics and Integrated Science on a monthly basis, S.1 students of different abilities would be able to understand and develop their potential further. In addition, S.1 study groups were formed after school with the help from teachers to encourage collaborative learning and exchange. With positive feedback gained, the above-mentioned activity would be adopted in S.2 as well. To broaden students’ learning and to enable them to sharpen their global perspective, students travelled around the world to take part in various kinds of competitions, ranging from robot competition and science research to academic challenges on Chinese culture and history and the functional use of the English language. Enhancement and support classes were also organized by respective subject departments to help students strive for a higher level of attainment. As in previous school years, students of different abilities were encouraged and guided by subject teachers to take part in programmes to stretch their potential through their participation in external competitions, local as well as overseas. The school maintains a long-time record of outstanding performance, particularly in the Science and Arts Education KLAs, in this respect. (For details, please refer to Students’ Achievements in External Competitions) Sharing of experiences from local, regional and international competitions would also take place during graduation ceremony or morning assemblies to boost students’ confidence.

A series of STEM education programmes were run to foster the spirit of science exploration and investigation. The third target of our major concern was to “To heighten students’ interest in STEM education and to lift students’ spirit in science investigation”. Apart from the sessions provided for the

Research Team, skill-training activities on scientific investigation were also run for junior form students. A more structured curriculum was implemented at junior levels preparing students for the studies at senior secondary levels. Our students achieved highly commendable results in various competitions including “Fun with learning - iGeneration Hong Kong” as well as Hong Kong Youth Science & Technology Innovation Competition 2019. To allow a more systematic planning for the implementation of STEM education in the next development cycle, and to further equip and extend teachers’ capability in using mobile devices in and beyond the classroom to enhance students’ learning effectiveness, the school, with the effort made by the IT Committee, conducted different in-house training workshops on e-learning.

A great number of extended learning activities for students to stretch and demonstrate their learning capacities were organized throughout the first year of the three-year plan. For the two language subjects, by engaging students in debate and drama, students have demonstrated greater confidence in using the language for oral and written communication. With the implementation of the school-based drama curricula at S.1 and S.2 for both language subjects, students were given opportunities to apply their language knowledge and skills in preparing for and staging the performance. To further enhance students’ competency in languages, students of both junior and senior forms were given the opportunity to get exposed to authentic language use through drama appreciation and production. Training courses for both senior and junior students, followed by in-house competitions, prepared our school debate and drama teams well for inter-school competitions. Students brought home a collection of awards from various drama competitions, including the Hong Kong Schools Drama Festival 2018/19 and Second Inter-government Secondary Schools Drama Fest. Thirteen of our S.2-S.4 students demonstrated their outstanding writing and public speaking talents in the World Scholar’s Cup contest held in Sydney, Australia. They had won an impressive line-up of prizes at different classes and events. All those who participated were qualified for the final world contest to be held at Yale University, USA in November 2019. S.1 and S.2 students, based on the texts they learned in Chinese lessons, attempted on script writing for group drama performance. Students used i-pad to record the performance and with their knowledge in IT, finished post-performance editing and adding of subtitles on their own. Apart from these, the teams of Language Ambassadors organized a variety of interactive language activities for S.1 students during lunch time and after school. Besides helping promote a language-rich environment on the school campus, the language ambassadors in discharging their duties honed their language skills while at the same time strengthened their skills in planning and organizing activities. Joint-school oral practices and other language support classes were provided for senior students to boost their confidence in sitting the public examination.

7. Support for Student Development

The School adopts a whole-school approach to student development and provides a comprehensive framework for student-focused support. An inviting and caring environment is created for students to exert their potentials and pursue a purposeful life. In line with our second major concern, “To nurture righteous and self-fulfilling students”, a vast array of programmes and activities were launched to cater diverse needs of students and to enhance their personal growth and qualities. It is our mission to develop students to become competent, enthusiastic and confident young men ready for future challenges.

Values Education has always been the School’s fundamental concern and highlight will be set on the six core values selected by all teachers for this School Development Cycle: ‘Responsibility’, ‘Integrity’, ‘Self-discipline’, ‘Respect’, ‘Perseverance’ and ‘Empathy’. A school-based Values Education Curriculum was designed for the theme of the school year, Responsibility and Integrity, to assist students in formulating a personal value system that would turn them into righteous individuals who possess positive attitudes and virtues. Apart from the efforts contributed by the Moral and Civic Education Committee, various subject departments and functional committees organized multifarious activities inculcating the core values including writing, slogan design, board display, drama performance, talk, thematic book exhibition and reading periods, and subject lessons incorporated value education. Among them, the first ‘Model Student’ election was launched aimed at appreciating virtuous students and setting role model for Kingians. With our sustaining efforts, most students displayed positive changes and enthusiasm to become responsible, upright and conscientious persons.

To foster a caring and supportive culture in school, the dedicated efforts by the Counselling Committee, Service Education Committee, ECA Committee, Music Council, Sports Council and other functional committees were the key to success in providing tremendous support to our students with diverse potentials and needs. Together with our committed Form Teachers and Assistant Form Teachers devising plans of class management scheme, a more collaborative and supportive school environment has been attained. The Counselling Committee organized various student development programmes as well as individual and group guidance for different levels of students. The adaptation needs of S.1 students to the new school environment was catered by a tailored programme with a series of orientation and support activities. The individual interview by Counselling Teachers was found useful in identifying students with adaptation problems and extra support was provided by formulating support plans that covered academic, emotional and social aspects. The establishment of brotherhood among senior and junior forms through the Fig Boy’s Scheme was effective in giving peer guidance and support and developing a sense of belonging. In term of promoting students’ mental health, the Joyful @ King’s programme continued to help students build resilience and strengthen their ability in dealing with adversities. Diversified activities such as the Life Gatekeepers Scheme, emotional management workshops and photographic therapy have raised students’ mental health awareness and equipped them with skills in attaining mental wellness. To go further, the School has joined the Student Mental Health Support Scheme this school year for providing additional support services to the needy students and

promoting mental health by professionals. The positive response from students and parents proved the programmes to be successful.

In addition to the inclusive programme, Elderly Academy and the service programme co-organized with HK Red Cross John F. Kennedy Centre, the Service Education Committee has launched two new mass service programmes, S.1 Foodstep Journey and S.2 Visit to Elderly Homes, to nurture our students to become caring and responsible citizens who are willing to serve the society and help the needy. The invaluable experiences gained would definitely be a good starting point for junior form students to recognize their roles in building a harmonious and respectful community.

To cater for the specific needs of S.3 and S.6 students, the School had provided various supports including academic enhancement programmes, emotional support, as well as future study and career guidance. Career Teachers conducted individual and group career guidance with all S.6 and S.3 students respectively for giving advice on identifying study or career directions. The S.6 group interviews conducted by the Counselling Teachers enabled the identification of students with high stress level and additional support was given to foster their abilities in stress management. Moreover, the in-house Careers Info Day and the Mock Release of HKDSE Results provided useful information to S.6 students and were well appreciated by students and parents.

The quality Life Planning Education programmes that aligned with the developmental needs of students at different stages of growth facilitated students' progressive career development effectively. From understanding self and exploring career in junior form, to planning and managing learning and career goals in the senior form, the comprehensive plan incorporated various activities empowered our students to make informed and responsible choices on their learning, career goals and other aspects of life. The broad exposure to career-related learning experiences also enhanced students' understanding of different professions and facilitated their career planning. Strong support from our alumni in the Job Shadowing and Mentorship Schemes was highly commendable.

To cultivate an inclusive school environment, the School has provided appropriate support for students with special educational needs (SEN) and non-Chinese speaking (NCS) students for catering their needs. Apart from collaborating with the school social worker, educational psychologist, practitioners, Form Teachers and Subject Teachers, the Counselling Committee discussed with parents and students in the formulation of Individual Education Plan so as to provide comprehensive support for students with SEN. For NCS students, tailor-made Chinese Language and Chinese Culture curricula were designed and pull-out lessons were thoughtfully arranged. To stretch the potentials of the talented students, the School deployed the Diversity Learning Grant and other school resources to procure additional support programmes for selected students. Effective strategies and appropriate allocation of resources ensured learner diversity was well catered in our school.

The School is committed to create opportunities for students of different interests to stretch their potentials. The Chinese Orchestra Golden Jubilee Concert produced by the collaborated effort of the Music Council and alumni offered valuable opportunities for enriching students' learning experiences and developing various generic skills. In addition, the activities tailored for different levels by the Other Learning Experiences Committee including S.2 Shenzhen Study Tour and S.4 Leadership Training Camp enhanced students' learning experiences beyond classroom. Various local, mainland and overseas exchange programmes including study tours to Australia, Japan and Taiwan were organized to widen students' exposure and foster their personal development. To encourage students embrace challenges, the School offered untiring supports in their participation in various international competitions apart from the local and regional contests. Phenomenal results achieved such as prizes awarded in the World Scholar's Cup, the 7th Seoul International Harmonica Festival, the 12th Asia Pacific Harmonica Festival 2018 in Beijing, and the 6th National Primary and Secondary School Art Exhibition and other contests demonstrated students' commitments and accomplishments.

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

8. Performance of Students

HKDSE

No. of students sat	135
% of students awarded the minimum entrance requirements for university education #	83.7% (113)
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	98.5% (133)

The minimum entrance requirements for university education

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

^ The minimum entrance requirements for local sub-degree programmes

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

Student Participation in Social Services

Team	Services	Number of participants
Community Youth Club	● Flower selling for the Community Chest of HK	15
	● Joint school activities with stewards True Light Middle School	15
	❖ Charity Work	
Hong Kong Red Cross Youth Unit 21	● Annual Athletics Meets	20
	● Annual Swimming Gala	16
	● Health Check Counter	12
	● Regular Service (Outside School)	16
	● Service Project	10
	● Regular Service (From Hong Kong Island Division)	10
Interact Club	● Food Recycling Project	20
	● Christmas Carol Festival	15
	● Lunar Service Project	30
	● Easter Service Project	25
	● 共融之樂保齡球比賽暨香港盲人保齡球錦標賽	5
Junior Police Call	● 中秋節少年警訊聯歡會	16
	● 聖誕節少年警訊聯歡會	21
King's College	● Community Chest Dress Casual Day	93.7% of students
Scouts	● Island Scout Day	7
	● HK Marathon	15
	● Regular Service (In School)	35
	● Other Service	5
	● Scout Rally	6
	● Outdoor Services	30
Service Education Committee	● Sister School Programme	9
	● Inclusive Programme	14
	● S.1 Foodstep Journey	144
	● S.2 Service Training & Visits to Elderly Centre	144
	● 「創出 SUN 天」才藝培訓班	20
	● 中西區青年獎勵計劃	8

Team	Services	Number of participants
St. John Ambulance Society (King's Ambulance Cadet Division)	● On duty at Annual Swimming Gala, Annual Athletics Meets and Cross-Country Run	21
	● Open Days	21
	● Games Day	5
英青長者學苑	● 英青長者學苑課程(包括手語、水仙園藝、環保工藝班)	20
	● 亞洲護老院探訪	25
	● 跨時代共融之旅2019	50

Student Participation in Overseas or Mainland Exchange Programmes/ Study Tours

	Study Tours	Number of participants
Overseas	Japan History & Geography Study Tour	30
	Summer English Immersion Study Tour (Australia)	20
	The World Scholar's Cup - Tournament of Championship at Yale University (US)	9
	The World Scholar's Cup – Global Round (Sydney)	20
	The 7th Seoul International Harmonica Festival	32
Mainland	S.2 Liberal Studies Study Tour (Shenzhen)	140
	北京(姊妹學校) 體育交流學習團	26
	全國第六屆中小學生藝術展演活動	4
Taiwan	台灣體育交流及文化學習團	20
	聯校台灣宜蘭中樂五天交流團	15

Student Participation in Local Exchange Programmes

	Number of participants
Queen Elizabeth School	6 (+12 buddies)

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

Nature	Competition	Award / Prize	Awardee	
Academic Development	The World Scholar's Cup – Tournament of Champions (Yale University, USA) organized by World Scholar's Cup Foundation	Challenge Arts Gold Award	5A	LEE Tin-yau, Timothy
			5D	LAU Chun-ting
			3A	CHENG Pan
		Challenge Arts Honour Award	4A	CHAN Pak-Sum
		Challenge History Gold Award	5A	LEE Tin-yau, Timothy
			4A	CHAN Pak-sum
		Challenge History Honour Award	5A	MA Chun-lok
			5D	LAU Chun-ting
		Challenge History Award	5C	LIU Yan-lung
		Challenge Literature Award	5A	LEE Tin-yau, Timothy
		Challenge Science Gold Award	5A	XU Yingnan
		Challenge Science Honour Award	5D	LAU Chun-ting
			4A	CHAN Pak-sum
		Challenge Social Studies Award	5A	XU Yingnan
			4A	CHAN Pak-sum
		Challenge Social Studies Gold Award	3A	CHENG Pan
		Challenge Social Studies Honour Award	5A	LEE Tin-yau, Timothy
			3C	SUDARSHAN Kalathur Swathi
		Challenge Special Area Award	3C	SUDARSHAN Kalathur Swathi
		Challenge Special Area Gold Award	4A	CHAN Pak-sum
		Challenge Special Area Honour Award	5A	LEE Tin-yau, Timothy
			5D	LAU Chun-ting
		Champion Scholars Award	5A	LEE Tin-yau, Timothy
			5D	LAU Chun-ting
			4A	CHAN Pak-sum
		DaVinci Award	5C	LIU Yan-lung

		Debate Champions Award	3C	SUDARSHAN Kalathur Swathi
		Debate Champions Gold Award	4A	CHAN Pak-sum
			5D	LAU Chun-ting
		Debate Champions Honour Award	5A	LEE Tin-yau, Timothy
			5A	MA Chun-lok
			5D	CHEUNG Sing-wai
		Individual Challenge Award	5A	LEE Tin-yau, Timothy
			5A	XU Yingnan
			5D	LAU Chun-ting
			4A	CHAN Pak-sum
		Team Bowl Honour Award	5A	LEE Tin-yau, Timothy
			5A	XU Yingnan
			5D	LAU Chun-ting
		Team Challenge Award	5A	LEE Tin-yau, Timothy
			5A	XU Yingnan
			5D	LAU Chun-ting
		Team Countdown Honour Award	5A	LEE Tin-yau, Timothy
			5A	XU Yingnan
			5D	LAU Chun-ting
		Team Debate Award	4A	CHAN Pak-sum
			3C	SUDARSHAN Kalathur Swathi
		Team Debate Honour Award	5A	LEE Tin-yau, Timothy
			5A	XU Yingnan
			5D	LAU Chun-ting
		Team Writing Honour Award	5A	LEE Tin-yau, Timothy
			5A	XU Yingnan
			5D	LAU Chun-ting
			4A	CHAN Pak-sum
			3C	SUDARSHAN Kalathur Swathi
		Writing Champions Gold Award	5D	LAU Chun-ting
			3C	SUDARSHAN Kalathur Swathi
		Writing Champions Honour Award	4A	CHAN Pak-sum

	World's Scholar's Cup Global Round (Sydney, Australia) organized by World Scholar's Cup Foundation	School Top Scholar Award	4A	WONG Tin-hang
		Champion Team Silver Award	4A	CHAN Pak-sum
			4A	WONG Tin-hang
			4D	HUNG Cheuk-kin, Neo
			4D	LIU Marshall
			3A	CHENG Pan
			3A	HAN Albert Lim
			3A	LAW Siu-hin, Ethan
			3A	WEI Oscar Zijie
			3C	XIONG Victor Tan
		Special Area Gold Award	3A	CHENG Pan
		Special Area Silver Award	4A	WONG Tin-hang
			4D	DAI Man-lai, Winston
			3A	HAN Albert Lim
		History Gold Award	4A	CHAN Pak-sum
			4A	WONG Tin-hang
			3A	HAN Albert Lim
			3A	LAW Siu-hin, Ethan
		The Art Silver Award	4A	CHAN Pak-sum
			4A	CHEUNG Gabriel Man-hin
			4A	WONG Tin-hang
			3A	LAW Siu-hin, Ethan
		Literature Silver Award	4A	WONG Tin-hang
		Science Gold Award	4A	CHEUNG Gabriel Man-hin
			4D	LIU Marshall
		Science Silver Award	4A	CHAN Pak-sum
			3A	LAW Siu-hin, Ethan
			3C	XIONG Victor Tan
			2B	YU Ho-kwan, Marcus
		Social Studies Gold Award	4A	CHAN Pak-sum
			4A	WONG Tin-hang
			3A	HAN Albert Lim
			3A	CHENG Pan
			3A	LAW Siu-hin, Ethan

		Social Studies Silver Award	3A	CHENG Pan
			3A	LAW Siu-hin, Ethan
		Individual Debate Gold Award	4A	CHAN Pak-sum
			4A	CHAN Sui-hin
			4A	CHEUNG Gabriel Man-hin
			4A	WONG Tin-hang
			4D	LIU Marshall
			3A	HAN Albert Lim
			3A	WEI Oscar Zijie
		Individual Debate Silver Award	4D	DAI Man-lai, Winston
			3A	CHENG Pan
			3C	XIONG Victor Tan
		Individual Writing Gold Award	4A	WONG Tin-hang
			4D	HUNG Cheuk-kin, Neo
			3A	WEI Oscar Zijie
		Individual Writing Silver Award	4A	CHEUNG Gabriel Man-hin
			4D	DAI Man-lai, Winston
			3A	CHENG Pan
			3A	LAW Siu-hin, Ethan
			3C	XIONG Victor Tan
			2B	YU Ho-kwan, Marcus
		Team Bowl Gold Award	4A	CHAN Pak-sum
			4A	WONG Tin-hang
			4D	HUNG Cheuk-kin, Neo
			4D	LIU Marshall
			3A	CHENG Pan
			3A	HAN Albert Lim
			3A	LAW Siu-hin, Ethan
			3A	WEI Oscar Zijie
			3C	XIONG Victor Tan
		Team Bowl Silver Award	4A	CHAN Sui-hin
			4A	CHEUNG Gabriel Man-hin
			4D	DAI Man-lai, Winston
		Team Debate Gold Award	4A	CHAN Pak-sum
			4A	CHAN Sui-hin

			4A	CHEUNG Gabriel Man-hin
			4D	DAI Man-lai, Winston
			4D	LIU Marshall
			3A	CHENG Pan
			3A	HAN Albert Lim
			3A	LAW Siu-hin, Ethan
			3A	WEI Oscar Zijie
		Team Debate Silver Award	4A	WONG Tin-hang
			4D	HUNG Cheuk-kin, Neo
			3C	XIONG Victor Tan
		Team Writing Gold Award	4A	WONG Tin-hang
			4D	HUNG Cheuk-kin, Neo
			3C	XIONG Victor Tan
			2B	YU Ho-kwan, Marcus
		Team Writing Silver Award	4A	CHAN Pak-sum
			4A	CHAN Sui-hin
			4A	CHEUNG Gabriel Man-hin
			4D	DAI Man-lai, Winston
			3A	CHENG Pan
			3A	WEI Oscar Zijie
Music	The 7 th Seoul International Harmonica Festival	First Place in Adult Orchestra Category	5A	KWOK Lai-chit
			5A	CHU Chun-ching
			3B	WONG Jonathan Chak-ho
		Second Place in Middle-high School Trio Category	5A	KWOK Lai-chit
			5A	CHU Chun-ching
			3B	WONG Jonathan Chak-ho

National Level

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	2018-19 年全國青少年語文知識大賽 – 菁英盃 [中國青少年語言文化學會、中國語文現代化學會(教育部)、中國傳統文化促進會(文化部) 主辦]	亞軍 (香港公開賽決賽)	2C	蔡根
		二等獎 (全國現場作文公開賽總決賽)		
Music	全國第六屆中小學生藝術展演活動 [中華人民共和國教育部主辦]	器樂藝術表演類 中學甲組 一等獎	5D	張星尉
			5D	吳俊毅
			4A	郭澧哲
			3A	許晴名
	2018 第三屆「敦煌杯」中國古箏藝術菁英展演活動 [中國民族管弦樂學會古箏專業委員會及中國民族器樂藝術菁英展演組委會主辦]	少年 B 組 (非職業) 優秀演奏獎 非職業重奏組 銀獎	4A	陳瑞軒
	第十二屆亞太口琴節 2018 (北京) [第十二屆亞太口琴節組委會及中國樂器協會口琴專業委員會主辦]	口琴樂團合奏 (公開組) 第三名	英皇書院口琴隊	
		半音階獨奏 第三名	5B	方子蔚
		少年組半音階獨奏 第二名	1B	鄧敬誠
		少年組二重奏 第二名	1B	鄧敬誠

Territory Level

Nature	Competition	Award / Prize	Awardee	
Academic Development	World Scholar's Cup 2019 (Regional Round) organized by World Scholar's Cup Foundation	“Top Scholar of the school” Medal	4A	WONG Tin-hang
		Special Area Silver Medal	4D	HUNG Cheuk-kin, Neo
		History Silver Medal	3A	LAW Siu-hin, Ethan
		The Arts Silver Medal	3C	XIONG Victor Tan

		Science Silver Medal	3A	HAN Albert Lim
		Team bowl Silver Medal	4A	CHAN Pak-sum
			4A	CHAN Sui-hin
			4A	CHEUNG Gabriel Man-hin
			4A	WONG Tin-hang
			4D	DAI Man-lai, Winston
			4D	HUNG Cheuk-kin, Neo
			4D	TANG Ming-yui
			3A	HAN Albert Lim
			3A	LIU Mingxin
			3A	WEI Oscar Zijie
			2B	YU Ho-kwan, Marcus
		Team debate Silver Medal	4A	CHAN Pak-sum
			4A	CHAN Sui-hin
			3A	HAN Albert Lim
			3A	LIU Mingxin
			3A	WEI Oscar Zijie
		Team Writing Gold Medal	4A	CHEUNG Gabriel Man-hin
			4A	WONG Tin-hang
			2B	YU Ho-kwan, Marcus
		Individual Debate Gold Medal	4A	CHAN Pak-sum
			3A	LIU Mingxin
			3A	WEI Oscar Zijie
		Individual Debate Silver Medal	4A	CHEUNG Gabriel Man-hin
			4A	WONG Tin-hang
			4D	DAI Man-lai, Winston
			4D	HUNG Cheuk-kin, Neo
		Individual Writing Gold Medal	4A	CHEUNG Gabriel Man-hin
			4A	WONG Tin-hang
		Individual Writing Silver Medal	3A	CHENG Pan
			3A	WEI Oscar Zijie
			3C	XIONG Victor Tan

	Hong Kong Youth Science & Technology Innovation Competition 2019 organized by Hong Kong New Generation Cultural Association Science	First Place Medal in HKCTC Special Medal for Outstanding Project in Testing Innovation Centre	1C	LAU Kit-fai
		Third Place Medal in the category of “Energy and Environmental Science”	2D	WONG Sonny
	Fun with learning - iGeneration Hong Kong i-Hydroponics (Junior Secondary School Session organized by Hong Kong Association for Computer Education	Best Presentation Junior Section Champion	3B	CHAN Tsun-ming
		Best STEM Idea i-Make First Runner-up	3B	KWAN Chiu-ming
			3B	LAM Ho-yat
			3B	TANG Chun-sing
	Smart City Project Programme 2018/19 organized by Education Bureau	Commendable Smart City Project Award	4A	CHAN Feng-yu
			4A	CHOW Yui-hong
			4A	WANG Chiu-yuet
			4C	LAI Ngo-chun
	The 1 st Future Engineer Grand Challenge organized by The Hong Kong STEM Education Alliance	Junior Secondary School Section - Third Prize	3B	CHAN Tsun-ming
			3B	KWAN Chiu-ming
			3B	KWOK Kwan-ho
			3B	LAM Ho-yat
			3B	TANG Chun-shing
		Excellence Award (AI Self-driving Car for Preventing Dengue Fever) (Senior Secondary School Session)	4A	CHAN Feng-yu
			4A	Chow Yui-hong
			4A	PANG Ching-long
			4A	WANG Chiu-yuet
			4C	HUI Lok-san
	STEM X 樂齡科技教育獎勵計劃 organized by Web Organic	最佳樂齡小點子	5C	劉仁龍
			4C	許樂燊
			4C	黎傲駿
		踴躍參與獎	5C	劉仁龍
			4C	許樂燊
			4C	黎傲駿

	Hong Kong ICT Awards 2019: Student Innovation Award organized by HKITDA	Certificate of Excellence	4A	CHAN Fe-yu
			4A	CHOW Yui-hong
			4A	WANG Chiu-yuet
			4C	LAI Ngo-chun
	Race to the Line organized by Trumptech	Merit Team (Selected Stage) (Hong Kong Island Division)	2D	CHAN Yiu-sing
			2D	CHEUNG Wai-cheung
			2D	CHUI Pak-long
			2D	LI Austin Chun-yat
	The Hong Kong Mathematical High Achievers Selection Contest organized by Po Leung Kuk and the Hong Kong Association for Science and Mathematics Education	First-honour Prize	3A	TSE Pak-lok
			2B	LO Chung-hei, Rex
		Second-honour Prize	2A	WONG Sze-chit
			1D	WONG Hin-lung
		Third-honour Prize	3A	KE Yan-nok
		Group Merit Award	King's College	
	2018/19 Statistical Project Competition organized by Hong Kong Statistical Society, Education Bureau	Second Prize (Senior Section)	5D	CHAN Kai-lok
			5D	CHOY Tung-chun
			5D	CHU Tik-nam
			5D	POON Tak-chun
			5D	YEUNG Ki-chi
			5D	YU Ka-chun
	18 th Pui Ching Invitational Mathematics Competition organized by Pui Ching Middle School, Pui Ching Academy, Mathematical Database	Bronze Prize	5D	CHAU Chiu-wang
	HKICPA/HKABE Joint Scholarships for BAFS 2018-2019 organized by Hong Kong Institute of Certified Public Accountants and Hong Kong Association of Business Education	Scholarship	5A	MAK Wai-fung
	HKICPA/HKABE BAFS Mock Exam 2018-2019 Session	Top Student Award - Third Prize	6A	LAM Ka-ho

	organized by Hong Kong Institute of Certified Public Accountants and Hong Kong Association of Business Education			
	SSBL Swiss Team 2019 organized by Secondary School Bridge League (SSBL)	First Runner-up	2A	HUI Cheuk-lun
			3A	NG Cheuk-nam
			4A	YUEN Ming-him
			5D	LEE Christopher Chun-him
			6A	LAM Ka-ho
	SSBL IMP Pairs (2) 2019 organized by Secondary School Bridge League (SSBL)	First Runner-up	5D	LEE Christopher Chun-him
			6A	LAM Ka-ho
	The Biology Literacy Award for Secondary schools 2018-2019 organized by Hong Kong Association of Science and Mathematics Education	Second Class Honour	4A	CHEUNG Gabriel Man-hin
		Third Class Honour	5A	CHEUNG Jit-hei
		Merit	5D	NG Chun-ngai
	Hong Kong Chemistry Olympiad for Secondary Schools 2019 organized by The Royal Society of Chemistry, The Hong Kong Chemical Society, Hong Kong Association of Science and Mathematics Education	First Runner-up	5A	CHEUNG Jit-hei
			5A	SZE Tik
			4A	LEE Kwan-ho
			4C	MA Tsz-hei
		The Best Presenter	5A	SZE Tik
	Lions Youth Camp and Exchange 2018-2019 cum 19 th Lions International Youth Exchange Essay Competition organized by Lions College, Lions Youth Exchange Foundation	Merit Award	4D	WONG Man-tou, Marx

	Hong Kong Physics Olympiad 2019 organized by Education Bureau, The Hong Kong University of Science and Technology, The Hong Kong Academy of Gifted Education	Honourable Mention for Schools	King's College	
			4A	CHAN Pak-sum
			4A	CHAN Wai-he
			4A	CHEUNG Gabriel Man-hin
			4A	KUANG Carlos Chung-ho
			4A	LEE Cheuk-ngai
			4A	LO Ka-ho
			4A	SHI Ho-him
			4A	YEUNG Nok-yin
			4A	CHAN Si-long
			4D	HO Pui-to
			4D	LAM Tsz-hei
			4D	TUNG Ho-wang, Adrian
		Second Honour	4A	LEE Cheuk-ngai
		Honourable Mention	4A	SHI Ho-him
			4A	YEUNG Nok-yin
			4D	TUNG Ho-wang, Adrian
	i-Learner Online English Programme organized by i-Learner	Top i-Learner School	King's College	
	10 th Inter-Government Secondary Schools English Debating Competition organized by Association of Principals of Government Secondary Schools	Second Runner-up	King's College English Debating Team	
		Best Debater	5A	SZE Tik
	Fun with learning - iGeneration Hong Kong E-bin (Senior Secondary School Session) organized by Hong Kong Association for Computer Education	The Best Presentation Award	5D	CHAN Ting-hong, Martin
			5D	CHU Tik-nam
			4A	LI Chin-kiu
			4A	PANG Ching-long
	Hong Kong School Drama Festival 2018/19 organized by Education	Award for Outstanding Performer	2B	LAU Kai-yin, Ralph

	Bureau	Award for Outstanding Performer	2D	MA Tsz-hong
		Award for Outstanding Cooperation	1B	CHAN Shun-hang
			1C	LAU Kit-fai
			2B	LAU Kai-yin, Ralph
			2B	LEE Hou-him
			2B	TANG Wa-lun
			2C	LEUNG Yik-fung, Ranen
			2D	CHUI Pak-long
			2D	MA Tsz-hong
			4A	LEE Kwan-ho
			4A	LI Chin-kiu
			4C	NG Ka-ho
			4D	LUK Tsz-yue
			5C	LIU Yan-lung
			5C	SO Chun-lok
	Energy Saving Championship Scheme 2019 organized by The Electrical and Mechanical Services Department	Hanson Award	3A	LIU Mingxin
			3A	NG Cheuk-nam
			3A	NG Man-chun
			3A	NG Shing-him
			3A	TONG King-fung, Kevin
	2 nd Inter-government Secondary School Drama Fest 2019 organized by Association of Principals of Government Secondary Schools	Award for Outstanding Performer	2B	LAU Kai-yin, Ralph
		Award for Outstanding Cooperation	1B	CHAN Shun-hang
			1C	LAU Kit-fai
			2B	LAU Kai-yin, Ralph
			2B	LEE Hou-him
			2B	TANG Wa-lun
			2C	LEUNG Yik-fung, Ranen
			2D	CHUI Pak-long
			2D	MA Tsz-hong
			4A	LEE Kwan-ho
			4A	LI Chin-kiu

			4C	NG Ka-ho
			4D	LUK Tsz-yue
			5C	LIU Yan-lung
			5C	SO Chun-lok
	Farmer in School organized by International Lion Clubs	Outstanding Teaching Plan	3B	CHAN Chi-shing
			3B	CHAN Tsun-ming
			3B	KWAN Chiu-ming
			3B	KWOK Kwan-ho
			3B	LAM Ho-yat
			3B	TANG Chun-shing
	第十屆全港中學中國歷史 研習獎勵計劃 2018-2019 [香港大學中國歷史研究碩士 同學會主辦]	三等獎	2D	蔡根
		嘉許獎	5A	李業楷
			5A	梁澄朗
			5B	方子蔚
			5D	蔡明峰
			3A	吳俊熙
			3A	蘇柏軒
			3C	黃駿熙
			2A	鄭朗衡
	第一屆全港非華語學生硬 筆書法比賽 [香港大學書法學會主辦]	冠軍 (初級組)	3B	熊天維
	第二十七屆全港中學十大 新聞選舉 - 新聞評述比賽 [學友社主辦]	初中組 (中文) 優異獎 (全港首 5 名)	3A	胡朗彥
	香港學校戲劇節 2018/19 [教育局主辦]	傑出舞台效果獎	英皇書院	
		傑出合作獎		
		傑出整體演出獎		
		傑出劇本獎	6A	袁浚希
			5C	蘇真樂
			5D	劉俊廷
		傑出導演獎	5C	蘇真樂
		傑出演員獎	5A	馬興賢
			5C	黃卓軒
			4C	黎卓鳴
			2B	劉啟彥

	2018-2019 中國中學生作文大賽（香港賽區） [香港中華文化促進中心主辦]	優異獎	5C	余启亮
			4A	王釗悅
			4A	胡志康
			3A	歐耀允
			3A	吳俊熙
			3B	藍嘉雄
	Hong Kong International Model United Nations Conference 2019 organized by Hong Kong Model United Nations Club and Cyberport	Best Delegate - United Nations Human Rights Council	4A	LEE Cheuk-ngai
		Honourable Mention - World Health Organization	4A	CHEUNG Gabriel Man-hin
	Hong Kong Secondary School Model United Nations Conference 2019 organized by Hong Kong Model United Nations Club	Best Performance - United Nations Office on Drugs and Crime	4A	CHAN Pak-sum
	Master Code 2018 – Minecraft Arena organized by Hong Kong Education City and Microsoft	Achiever	1C	CHUN Ting-nam
			1C	PANG Chi-chung
			1C	TAM Tsz-chung
			1C	KWOK Hei
	The 70 th Hong Kong Schools Speech Festival (English Speech) organized by Hong Kong Schools Music and Speech Association	Secondary 1-3 Improvised Dramatic Scenes First Runner-up	King's College	
		Secondary 1 Choral Speaking First Runner-up		
		Secondary 1-3 Public Speaking Team First Runner-up		
		Secondary 1-2 Dramatic Dialogue Proficiency		

		Secondary 2 Solo Verse Champion	2A	Velasco Mark Jacob Melencio
		Secondary 3 Solo Verse Champion	3C	XIONG Victor Tan
		Secondary 1 Solo Verse First Runner-up	1A	Nacis Mike Vincent Angelo Panos
		Secondary 2 Solo Verse First Runner-up	2A	Thapa Kishor
			2C	CHU Yuen-fung, Gabrille
		Secondary 1 Solo Verse Second Runner-up	1B	FAN Siu-hei
		Secondary 2 Solo Verse Second Runner-up	2A	YIU Tin-lap, Daniel
			2B	YU Ho-kwan, Marcus
			2C	TSOI Chi-wun
		Secondary 5 Solo Verse Second Runner-up	5C	POON Tze-kit
		Secondary 1 Solo Verse Merit	1A	CHEUNG Cheuk-hin, Anson
			1A	TO Wan-yui
			1A	YAN Tsz-hin
			1B	CHEN Chak-fai
			1B	LAU Pak-hei
			1C	CHAN Pak-lok
			1C	LAU Kit-fai
			1D	LEUNG Cheuk-hay
			1D	LEUNG Lok-hin
			1D	SUN Wai-lun
			1D	TSUI Shan-fung
			1D	WANG Xulang
		Secondary 2 Solo Verse Merit	2A	SHRESTHA Sujal
			2A	WONG Ho-wang
			2A	WONG Sze-chit
			2C	KORANI Chirag

		Secondary 3 Solo Verse Merit	3A	CHUI Yi-fung
			3B	KWAN Chiu-ming
			3B	LAU Kin-wai, Gabriel
			3C	MUHAMMAD Umair
		Secondary 1 Solo Verse Proficiency	1D	KWOK Pak-hei
			1D	SO Chun-nok
		Secondary 3 Solo Verse Proficiency	3A	NG Cheuk-nam
			3A	SO Parkin
	第 70 屆香港學校朗誦節 (粵語) [香港學校音樂及朗誦協會主 辦]	中學一、二年級 散文獨誦 季軍	1A	殷子軒
		中學一、二年級 散文獨誦 優異	1C	麥卓鴻
			1D	鍾健樟
		中學一、二年級 詩詞獨誦 優異	2B	陳運超
			2D	石崇謙
		中學三年級詩詞 獨誦 優異	3A	鄭天鴻
			3B	鄧俊鉞
			3B	劉健維
	第 70 屆香港學校朗誦節 (普通話) [香港學校音樂及朗誦協會主 辦]	中學一、二年級 詩詞獨誦 冠軍	1A	殷子軒
			1B	彭志聰
			1D	楊栢霖
			2D	蔡根
		中學一、二年級 詩詞獨誦 亞軍	1D	梁韶桓
		中學五、六年級 散文朗誦 亞軍	5B	鄭耀駿
		中學一、二年級 詩詞獨誦 季軍	1D	鄭宇軒
		中學一、二年級 詩詞獨誦 優異	1A	李穎綸
			1A	宋家豪
			1B	于港生

			1D	孫偉倫
			2D	鄭家樂
		中學一、二年級 散文朗誦 優異	1D	周倬賢
All-round Development	2018 年香港島傑出學生 選舉	分區傑出學生 獎狀 (初中組)	3C	陳昊東
	[香港島校長聯會、南區學校 聯會、中西區校長聯會、東 區學校聯絡委員會、香港青 年會主辦]	分區傑出學生 獎狀 (高中組)	6A	陳柏然
Aesthetic Development	Lift Safety Logo Design Competition organized by Federation of Parent-Teacher Associations of the Central and Western District Limited	Champion	1A	YEUNG Hoi-ming
		First Runner-up	1D	LEUNG Cheuk-hay
		Merit	3A	LAI Ngo, Leo
			2A	LI Wing-hin
	2018 Asian Youth Art Festival - Interflow between Calligraphy & Painting of HK & Taiwan (Taiwan) organized by The Art of Music & Speech Association	First Runner-up	1D	HO Tsz-chung
	Fire Safety Design Competition of Central & Western District organized by Central & Western District Fire Safety Committee	Champion	1D	LEUNG Cheuk-hay
		First Runner-up	1A	YEUNG Hoi-ming
		Second Runner-up	1C	CHAN Pak-lok
	Card Design Competition for Respecting Teachers organized by Federation of Parent-Teacher Associations of the Central and Western District, The Council of Central & Western District School Heads	Champion	1D	LEUNG Cheuk-hay
		Merit	3A	NG Shing-him

	The Wharf Hong Kong Secondary School Art Competition 2018-19 organized by The Wharf (Holdings) Limited	3 distinguished entries from Central & Western District & Top 54 entrants of the competition	5D	YEUNG Ho-lam
	Exhibition of Student Visual Arts Work organized by Education Bureau	Merit	3A	LAI Ho-yan
			2C	TO Martin Kwong-chak
	The 1 st Chinese Penmanship Competition For Non-Chinese Speaking Student organized by The Calligraphy Society, The Hong Kong University Students' Union	Champion	3C	XIONG Victor Tan
	Greening School Project organized by The Leisure and Cultural Services Department	Horticultural Maintenance - Merit	King's College Gardening Club	
Uniform Group	Youth Nursing Competition 2018-2019 (Central & Western District Division) organized by Hong Kong Red Cross	First Runner-up	4D	CHAN Yu-tin
			3B	LAW Yu-shing
			3D	WONG Chi-lun
			1C	NG Chak-yau
	Youth First Aid Competition 2018-2019 (Central & Western District Division) organized by Hong Kong Red Cross	Second Runner-up	5C	POON Tze-kit
			4B	CHAN Tsz-tsun, Adrian
			4B	SHIU Tsz-kin
			4C	LAM Wan-lung
	Hong Kong Red Cross Youth Drill Competition 2018-2019 (Open Division) organized by Hong Kong Red Cross	First Runner-up	Hong Kong Red Cross Youth Unit 21	
		Best Team Award		
		Best Team Commander	5C	POON Tze-kit
		Best Assistant Team Commander	4B	CHAN Tsz-tsun, Adrian

	Volunteer Service (Group) organized by Social Welfare Department and Volunteer Movement	Silver Award	Hong Kong Red Cross Youth Unit 21	
	Individual First Aid Competition Beginner Shield 2019 organized by Hong Kong St. John Ambulance Brigade Youth/HK Island & Kowloon Command	First Runner-up	3B	Fong Kam-sum
	Individual Home Nursing Competition Beginner Shield 2019 organized by Hong Kong St. John Ambulance Brigade Youth/HK Island & Kowloon Command	Second Runner-up	3B	LEUNG Wai-shing
	Individual Home Nursing Competition Challenger Shield 2019 organized by Hong Kong St. John Ambulance Brigade Youth/HK Island & Kowloon Command	Champion	4A	SHI Ho-him
		Second Runner-up	5C	CHUNG Wai-kiu
Music	The 71 st HK Schools Music Festival organized by Hong Kong Schools Music and Speech Association	Secondary School Choir - Foreign Language Boys First Division (Junior Age 14 or under, treble voice only) Merit	King's College	
		Clarinet Solo (Secondary School - Senior) First Runner-up	2C	CHEUNG Cho-lam
		Alto Saxophone Solo (Secondary School - Junior)	3C	WONG Chun-hei

		Second Runner-up		
		Graded Piano Solo Grade Six Second Runner-up	2B	LAU Timothy Chun-fung
		Violin Solo Grade Four Second Runner-up	1D	LEUNG Stewart
		Harmonica Band (Secondary School) First Runner-up (Certificate of Honours)	King's College Harmonica Band	
		Harmonica Ensemble (Secondary School) Champion (Certificate of Honours)	King's College Harmonica Ensemble	
			5B	FONG Tsz-wai
			5D	CHENG Kin-long
			5D	CHEUNG Sing-wai
			5D	KWONG Sze-yeung
			5D	NG Chun-ngai
		Harmonica Concert Work Champion	5D	NG Chun-ngai
		Harmonica Solo (Senior) Champion (Certificate of Honours)	5D	NG Chun-ngai
		Harmonica Concert Work First Runner-up (Certificate of Honours)	5B	FONG Tsz-wai
		Harmonica Solo (Intermediate) Champion (Certificate of Honours)	2D	CHENG Ho-ming
		Harmonica Solo (Junior)	3A	TSE Pak-lok
			2B	LO Chung-hei, Rex

		First Runner-up (Certificate of Honours)		
		Harmonica Solo (Junior)	4A	KWOK Lai-chit
		Second Runner-up (Certificate of Honours)	1B	CHAN Chun-pak
		中學合唱隊 (中文混聲) 第一組別(初級組) (14 歲或以下) (只限童聲) 優良	英皇書院及 庇理羅士女子中學	
		粵曲獨唱 (中學高級組) 平喉獨唱 (決賽) 冠軍	6B	溫子皓
		二胡獨奏(高級組) 冠軍	1D	梁韶桓
		中阮獨奏(中級組) 冠軍	1B	趙澤軒
		二胡獨奏(中級組) 冠軍	1A	李穎綸
		笛獨奏 (中學) (中級組) 冠軍	3B	方晉
		笛獨奏 (中學) (初級組) 冠軍	2D	蔡根
		中阮獨奏(初級組) 季軍	2C	何彬
	2018 香港青年音樂匯演 [音樂事務處主辦]	中樂團比賽 銀獎	英皇書院中樂團	
	第六屆香港國際音樂節 2019 音樂比賽 [藝韻管弦協會、香港音樂教育學院及香港國際音樂節籌委會主辦]	民樂重奏中學組 香港區賽 (藝韻杯) 第一名	4A	陳瑞軒

Physical Development	2018-19 全港公開太極錦標賽 [香港武術聯會主辦]	男子青年組 24 式太極拳 金牌	6C	黃偉恆
		男子青年組傳統太極評獎 金牌		
	粵港澳大灣區少年武狀元大賽 2019 [太極耆緣養生會及香港各界文化促進會主辦]	全場總成績 第三名	6C	黃偉恆
		42 式太極劍 金牌		
		陳式 33 式太極拳 金牌		
		競賽自選太極拳 金牌		
		形意棍 金牌		
	Inter-School Swimming Competition 2018-2019 organized by HK Island and Kowloon Secondary Schools Regional Committee, The Hong Kong Schools Sports Federation	Boys A Grade 50m Backstroke Second Runner-up	6C	LIN Pak-him, Phidias
		Boys A Grade 200m Freestyle Second Runner-up	5A	LEUNG Ching-long
		Boys C Grade 50m Freestyle Champion	1D	LAM Yuk-wang
		Boys C Grade 50m Butterfly Third Runner-up		
		Boys A Grade 4x50m Medley Relay	6C	LIN Pak-him, Phidias
			5A	LAM Chung-yung
			5A	LEUNG Ching-long
			5B	SIU Yue-fung
	Inter-School Volleyball Competition 2018-2019 organized by HK Island and Kowloon Secondary Schools Regional Committee, The Hong Kong Schools Sports Federation	Boys A Grade Third Runner-up	King's College Volleyball Team	

	Inter-School Athletics Competition 2018-2019 organized by HK Island and Kowloon Secondary Schools Regional Committee, The Hong Kong Schools Sports Federation	Boys B Grade 100m Champion	4D	TAM Man-yui
		Boys B Grade 200m Champion		
		Boys B Grade Triple Jump Second Runner-up	3B	CHUNG Man-yin
		Boys B Grade Javelin Third Runner-up	4D	SHEK Siu-hin
	Inter-School Badminton Competition 2018-2019 organized by HK Island and Kowloon Secondary Schools Regional Committee, The Hong Kong Schools Sports Federation	Boys C Grade Champion	2C	CHU Yuen-fung, Gabrille
			2D	IP Lam
			2D	KAM Tsun-hei
			1B	LAM Wai-hin
			1B	NG Ka-ming
			1D	CHUNG Kin-cheung

9. Financial Summary (1.9.2018 - 31.8.2019)

	Income (\$)	Expenditure (\$)
I ESCBG ACCOUNT		
(a) Non-school specific grants		
1 Baseline Reference Provision	490,376.00	471,596.23
Sub-total:	<u>490,376.00</u>	<u>471,596.23</u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	407,214.00	465,781.80 #
2 Extra Recurrent Grant under ITE4 - GSS	66,740.00	32,672.00
3 Capacity Enhancement Grant - GSS	613,766.00	965,765.82 #
Sub-total:	<u>1,087,720.00</u>	<u>1,464,219.62 #</u>
II TEACHER RELIEF GRANT (TRG) ACCOUNT		
• Provision for 2018-2019	212,618.00	248,910.40
Sub-total:	<u>212,618.00</u>	<u>248,910.40 #</u>
III OTHER NON-RECURRENT GRANTS ACCOUNT		
Diversity Learning Grant for the NSS Students - Other Languages		
• Provision for 2018-2019	58,500.00	58,500.00
Sub-total:	<u>58,500.00</u>	<u>58,500.00</u>
Diversity Learning Grant for the NSS Students - Other Programmes		
• Provision for 2018-2019	84,000.00	88,648.30
Sub-total:	<u>84,000.00</u>	<u>88,648.30 #</u>
Enhanced Additional Funding - Support for NCS Students - GSS		
• Provision for 2018-2019	800,000.00	884,493.56
Sub-total:	<u>800,000.00</u>	<u>884,493.56 #</u>
Extra Senior Secondary Curriculum Support Grant		
• Provision for 2018-2019	351,022.00	335,826.09
Sub-total:	<u>351,022.00</u>	<u>335,826.09</u>
Grant for the Sister School Scheme - GSS		
• Provision for 2018-2019	150,000.00	137,410.00
Sub-total:	<u>150,000.00</u>	<u>137,410.00</u>
Information Technology Staffing Support Grant - GSS		
• Provision for 2018-2019	307,200.00	359,751.00
Sub-total:	<u>307,200.00</u>	<u>359,751.00 #</u>

Learning Support Grant

● Provision for 2018-2019	658,812.00	583,150.07
Sub-total:	<u>658,812.00</u>	<u>583,150.07</u>

Moral & National Education Support Grant - GSS

● Provision for 2018-2019	352,813.38	681.90
Sub-total:	<u>352,813.38</u>	<u>681.90</u>

One-off IT Grant for E-Learning in Schools - GSS

● Provision for 2018-2019	9,203.00	9,202.20
Sub-total:	<u>9,203.00</u>	<u>9,202.20</u>

Promotion of Reading Grant - GSS

● Provision for 2018-2019	60,000.00	51,486.64
Sub-total:	<u>60,000.00</u>	<u>51,486.64</u>

School-based After-school Learning & Support Programmes - GSS

● Provision for 2018-2019	81,000.00	51,994.00
Sub-total:	<u>81,000.00</u>	<u>51,994.00</u>

Transitional Career & Life Planning Grant - GSS

● Provision for 2018-2019	47,513.00	41,502.80
Sub-total:	<u>47,513.00</u>	<u>41,502.80</u>

One-off Grant for the Promotion of Chinese History and Culture - GSS

● Provision (expiry on 31.8.2020)	150,000.00	111,907.33
Sub-total:	<u>150,000.00</u>	<u>111,907.33</u>

One-off Grant to Secondary Schools for the Promotion of STEM Education - GSS

● Provision (expiry on 31.8.2019)	200,000.00	200,000.00
Sub-total:	<u>200,000.00</u>	<u>200,000.00</u>

IV SMI ACCOUNT

Fees collected from students for specific purposes	220,050.00	188,619.79
Sub-total:	<u>220,050.00</u>	<u>188,619.79</u>

V ECA ACCOUNT

(a) Provision for 2018-2019	94,671.00)	428,016.40
(b) Fees collected from students(S4 to S6)	59,345.00)	
Sub-total:	<u>154,016.00</u>	<u>428,016.40</u> #

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

10. Feedback for Reflections

1. To encourage students to become independent and conscientious learners, self-directed learning has been promoted to foster the sense of ownership over their learning. Students were guided to understand their own strengths and provided with ample opportunities to stretch their learning potentials. To echo this, the focus of pedagogical study that the needs of students of diverse abilities inspired teachers to design more meaningful learning tasks by adopting effective teaching strategies. School support will continue be given to students of different abilities for motivating them to strive for improvement and attain self-actualization.
2. STEM-related subject departments and functional teams have put considerable efforts in the STEM Education by organizing various activities like STEM Fair and experiment training classes to ignite students' curiosity in STEM related matters. Students would be provided with more relevant training opportunities and at the same time encouraged to take part in local and overseas activities and competitions more actively to broaden their exposure and learning experience.
3. E-reading has been promoted by the concerted efforts of the English, Chinese and other subject departments for enhancing students' language proficiency and subject knowledge. Yet, there is room to explore strategies of cultivating a reading atmosphere on the school campus and further foster reading interest and competency among students. Apart from enhancing the collection of e-book of the school library, the English Department will establish a Human Library to provide a new reading experience to arouse students' interests.
4. The structured Value Education curriculum has strengthened the effectiveness of inculcation of core values and positive attitudes. Reinforced by the diverse activities and deliberate school decoration, theme of the school year "Responsibility and Integrity" was well received by students. In the coming school year, the School will focus on self-discipline and respect in the value education, abiding with the goal of nurturing students to become virtuous young men.
5. Community service programme is effective in cultivating students with sense of caring, respect and responsibility to their own selves, the community and others. Through experiential learning, it is hoped that students could learn to cherish personal relationships and contribute to the building of a caring and supportive school culture. The School will continue to arrange purposeful community service programmes with the aim of promoting students' whole-person development.
6. The School has kept exploring feasible ways to facilitate student holistic development. In view of the launch of academic activities and students' mental well-being, time-tables of S.3 and S.6 will be refined in the coming school year. For S.3, arrangement will be made to reduce the number of subjects studied in each term for relieving their study stress. On the other hand, S.6 will have nine cycle days out of ten trimmed to seven periods as other forms for arranging afterschool academic

enhancement programmes for DSE examination. Understanding the important role of Form Teachers in nurturing students and enhancing class bonding, there will be a Form Teacher Session arranged on every Thursday.

7. In regard to the high stress level of S.3 students in preparing for their promotion to senior secondary level, various support measures by the Counselling and Life Planning & Career Education Committees were provided to accommodate their needs. A resilience training programme will be launched for S.3 next year to strengthen their resiliency and ability in managing stress and anxiety.
8. To promote professional development, teachers were encouraged to take part in learning circle outside school and share their experiences and teaching practices with members. Moreover, a number of teachers have received professional training on catering learning diversity and students' mental health that enabled our team to provide relevant support to students with special educational needs. The School will continue to support teachers to attend professional training.
9. In addition to well-equipped classroom for learning and teaching, the revamped Campus TV Room equipped with sophisticated facilities enables students to exert their potentials beyond classroom and delights Kingsians' school life. To further improve school facilities, the School will upgrade the sound and lighting system in the school hall in the coming school year.
10. Over the years, the School has appreciated the strong and continuous support from KCPTA and KCOBA. Apart from the generous donation on scholarships for recognizing students' achievements in academic and non-academic areas, the close collaboration between the School and these bodies has empowered us to launch diversified programmes for stretching students' potentials. In regards to the programmes conducted including the Job Shadowing Programme and the inspiring talk on mental health by our alumnus Dr. Choi Yuen Wan, as well as the provision of various resources, the great contribution from the KCOBA was significant in fostering students' competency for personal growth and future career. Appreciable effort by the KCPTA in coordinating parent education and family activities has sustained the spirit of home-school cooperation and our cohesive relationship.
11. The charitable donation from the KC Education Foundation Fund has subsidized various student learning activities for developing their capacity in sports, music, art, language competency and other areas. Benefited from the financial support, students were able to widen their exposure and gain valuable learning experiences through study tours and overseas competitions and training. In addition, the KC Education Foundation Fund has supported the School in the improvement of school facilities as to create a better learning environment for students and the renovation project of Campus TV Room was the best example.
12. The close working relationship with NGOs and tertiary institutions facilitated the School in organizing programmes for enhancing student whole-person development and the effectiveness

of learning and teaching. Among them, the school social worker service provided by the Boys' and Girls' Clubs Association of Hong Kong, the Healthy School Programme conducted by the Tung Wah Group of Hospital, as well as the community service and inter-school activities arranged by the Rotary Club were highly appreciated. In the Professional Partnership with Faculty of Education of HKU, our teachers were given the opportunity to have exchange of ideas and sharing of teaching experience through mentoring student teachers. To sustain school development, the School will continue to collaborate with different external bodies for providing more opportunities and resources for our students.

11. Appendix

二零一八/一九學年校本課後學習及支援計劃 活動報告表

學校名稱： 英皇書院

計劃統籌人姓名： 辛素碧老師

計劃的各項活動資料：

活動名稱	實際受惠對象學生人數 #	平均出席率	活動舉辦期間/日期	實際開支	評估方法 (例如:測驗, 問卷等)	合辦機構/ 服務供應機構 名稱 (如適用)	活動評估 (例如:學生的學習情況及成果)
課後文化藝術發展-音樂課程 中一至中六 (全年上課時數: 726 小時)	29 人	80%	10/2018 – 8/2019	\$42,008	個人反思	導師	<ul style="list-style-type: none"> - 學生透過學習樂器,除了培養堅持和忍耐,也提升其藝術文化修養;參加樂團的訓練,更讓他們學習團隊合作和互勉的精神。 - 這學年受惠學生均在校內音樂科 - 樂器考試的成績有顯著進步。
迪士尼物理世界 中一至中三	18 人	89%	6/12/2018	\$5,220	工作紙 個人反思及分享	HK International Theme Parks Ltd – YES Disney's World of Physics	<ul style="list-style-type: none"> - 透過導師的講解,學生得到啟發,提升對物理學的興趣和知識,並能夠即場運用所學的物理搭建過山車模型和完成活動工作紙。 - 透過機動遊戲,學生學習到如何應用物理學上的理論。
文娛藝術節目欣賞 中一至五	6 人	100%	1/2019 – 2/2019	\$490	活動報告	不適用	<ul style="list-style-type: none"> - 學生自行挑選喜愛的文娛藝術節目,觀賞後完成簡短報告,分享對節目的感受及學習得著。
馬屎洲地質考察活動 中三至中五 (地理科學生)	23 人	100%	6/5/2019	\$4,276	工作紙 個人反思及分享	Environmental Association Ltd - Geotour of HK UNESCO Global Geopark	<ul style="list-style-type: none"> - 學生非常投入活動,透過地質導賞員詳細的講解,認識香港地質歷史,及馬屎洲地質結構和地貌特色,明白地質保育工作的重要性。 - 藉實地考察,加深了中五地理科學生對地質課題的認知,強化課堂所學知識。
			總開支	\$51,994			

備註:# 對象學生: 指領取綜援/學生資助計劃全額津貼及學校使用 25%酌情權的清貧學生。

Evaluation Report on Other Programme (Gifted Education) funded by Diversity Learning Grant, 2018-19

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
中文拔尖寫作班	1. 針對性教授各種文體及熱門材料作文，拆解題目，分析範文，運用各種寫作技巧以豐富文章內容，提供大量模擬試題及寫作材料 2. 針對性教授各種說話考核題型，提高學生思考及應對的能力	於校刊刊登學生優秀作品	寫作拔尖班： S4 拔尖寫作班 共有 22 人 S5 拔尖寫作班 共有 28 人 S6 拔尖寫作班 共有 15 人	由中文科任教老師推薦班中具寫作潛質/ 應對能力高的學生	寫作拔尖班： 中四 18/9/2018 – 1/12/2018 (13 節) 中五 17/9/2018 – 1/12/2018 (13 節) 中六 3/10/2018 – 16/1/2019 (12 節)	♦80%學生認同活動有助鞏固學習 ✓學生分別學習寫作開放題型 / 議論文章的技巧。通過寫作練習及作品選讀，學生能分析及掌握優秀文章的要求，有意識地運用各種寫作技巧以豐富文章內容，從而提升寫作技巧。 ◇唯學生課後評估及課外活動繁多致出席率欠佳，需要再多加注意。	共\$28,500 寫作拔尖班： 中四 \$9,750 (導師費用) 中五 \$9,750 (導師費用) 中六 \$9,000 (導師費用)
Mathematics Enhancement Course	To enhance students' high order, logical thinking and problem solving skills	Participants were nominated to take part in different Mathematics competitions	Around 20 students from S.4 5	Students recommended by Maths teachers: 1. Their internal academic result (HYE of current year for S.4 5) 2. Their past performance of external Maths competitions (4 5 students from S.5; rest of students from S.4)	S.4 5 : 6 1.25-hour weekly lessons held in Room 309 for S.4 5 students after school from April 2019 to May 2019	The attendance of students was higher than 85%. Students achieved excellent results in Maths competitions: 1. Chau Chiu Wang (5D 5) has achieved Bronze Medal in the 18th Pui Ching Invitational Mathematics Competition. 2. Chu Tik Nam (5D 11) participated in the Statistical Project Competition (SPC) and his team has achieved the Second Prize. He was a student of the Olympiad lessons last year.	\$5,100 (course fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
English Speaking Enhancement Workshops	<ol style="list-style-type: none"> The English Debate Enhancement Course <ul style="list-style-type: none"> To boost the debating and public speaking skills of the School Debating Team members To better equip them for the inter-school competitions The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> To enhance students' communication skills and equip them for conducting practice on group interaction with fellow students 	<ol style="list-style-type: none"> The English Debate Enhancement Course <ul style="list-style-type: none"> Participants were given introduction on different formats of competition and taught different techniques of debate and public speaking They had competitions in groups in every training session. Feedback was given by the coach for improvement. Students were nominated to take part in the Inter-school Debating Competitions and friendly matches which was held from March – July, 2019. The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> Participants were given introduction on communication strategies and taught different 	<ol style="list-style-type: none"> The English Debate Enhancement Course <ul style="list-style-type: none"> 15 S. members of our school English Debating Team The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> 10 -12 capable students from each of the senior classes (a total of 140 S.4 6 students) 	<ol style="list-style-type: none"> The English Debate Enhancement Course <ul style="list-style-type: none"> Our school English Debating Team members The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> More capable students from each of the senior classes according to the Half-yearly Exam 	<ol style="list-style-type: none"> The English Debate Enhancement Course <ul style="list-style-type: none"> 10 sessions with two hours each, from December 2018 to May 2019 (including Intensive preparation workshops before competitions at school) The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> 100 sessions with 45 mins each from February 2019 to May 2019 (at school) 	<ol style="list-style-type: none"> The English Debate Enhancement Course <ul style="list-style-type: none"> The feedback from the coach of the debating class was positive. Students were nominated to take part in various inter-school debating competitions and friendly matches. The school team entered the Semi Final of the 10th Inter-GSS Debating Competition and Sze Tik of 5A was awarded the Best Debater in the Quarter Final. From the post-competition feedback made by the students, they reflected the workshop was useful and could help them to better prepare for debating competitions. Reviewing the student achievement and the performance of the course provider, it is recommended to offer a similar programme in the next year. The English Enhancement Course for Group Interaction 	<ol style="list-style-type: none"> The English Debate Enhancement Course <ul style="list-style-type: none"> \$9,000 (coach fees: \$450/hour x 20 hours) The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> \$10,000 (Tutor fees: \$100/session x 100 *sessions) *45 minutes / session

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
		<p>techniques of group interaction.</p> <ul style="list-style-type: none"> ➤ 4 students were arranged into a group for an oral practice in every session. Feedback was given by the tutor for improvement. ➤ Participants conducted oral practice with their classmates and helped them improve by doing peer evaluation. 				<ul style="list-style-type: none"> ➤ The feedback from both tutors and students was positive. Tutors commented that students were eager to improve themselves and students thought that feedback from tutors was useful. ➤ S.4 5 students were better equipped with communication strategies. The skills acquired could be shared with other classmates through peer evaluation in class practice. ➤ The extra oral practice for S.6 students helped prepare them for distinctive performance in the public exam. <p>The attendance of students for both the English Debate Enhancement Course and the English Enhancement Course for Group Interaction was high (higher than 80%).</p>	

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
Future Leaders Workshop	To develop students' leadership skills and nurture positive attitude	Participants had to make planning and proposal and organize club / society activities for students.	20 S.4 students	Selected among the top 40 students in the form according to their S.3 Annual Exam result	3 lessons, 1¼ hours each, in March 2019 (at school)	<ol style="list-style-type: none"> 1. The attendance of students was higher than 90%. 2. Most students agreed that the program is interesting, informative, helpful and practical. 3. Some were invited to share their learning with S.1 3 students in the Knowledge Fair during the Activity days. 4. Most students agreed that the programme helped prepare them for better performance in organizing activities. 	\$7,600 (course fee)
Science Enhancement Course	To enhance students' scientific enquiring skills and better equip them for competitions.	Well performed participants were nominated to participate in different local, national and international competitions.	10 students from Junior Forms and 10 students from Senior Forms.	Students were selected by gifted education committee based on <ol style="list-style-type: none"> 1. Screening test results 2. Recommendation of science subjects teachers 3. Performance in previous science competitions 	100 sessions with 3 hours each from Oct 2018 to May 2019 (at school)	<ol style="list-style-type: none"> 1. The S.5 Student tutors, Chau Chiu Wan and Cheung Jit Hei from the Science Research Team and the Chemistry, Biology and ICT teachers prepared advanced tutorials and laboratory practice to the 12 screened S.4 5 gifted students. 2. 5 outstanding students from S.4 5 were selected to participate in various competitions and won the First Runner-up and the Best Presenter in the Hong Kong Chemistry Olympiad For Secondary Schools 	\$14,447 (Consumable and apparatus fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						3. Students were asked to share their findings and reflection in the Knowledge Fair in the Activity Days.	
Master of Ceremony	To enhance the practical presentation skills and communication strategies of the masters of ceremonies on different occasions bilingually	Students performing as masters of ceremonies after completing the course	S.4 5 students of this cohort	1. Rich MC experience 2. Good Chinese and English language skills 3. Past experience in similar courses before	6 lessons (2 hours per each at school)	1. All student participants agreed that the course content was useful in preparing them to be internal/ external school event MCs with lots of practical advice on how to handle different ad-hoc situations. 2. The instructor was helpful and the lesson materials could address their needs of improving Chinese / Cantonese / PTH pronunciation. 3. All of them agreed that they had become more confident to host a ceremony after attending the course.	\$10,000 (course fee)
Subsidy Scheme for courses and competitions	1. To subsidize students who enrol in a fee-charging Gifted Education course offered by local tertiary education institutes 2. To subsidize students who enrol in science competitions for the purpose of developing their gifted potential	1. Students subsidized in Gifted Education courses were nominated to share their experience in knowledge fair 2. Well performed students in competitions were nominated to be Science Research Team member for more advanced	1. Gifted Education course: 5 S.4 5 Students 2. Science Competitions: 50 S.4 6 Students	1. Gifted Education course: S.4 6 Students recommended by subject teachers based on their academic result and performance in class 2. Science	1. CUHK Gifted Education courses: a) Applied Biochemistry I 22, 29 Dec 2018 (6 hours each) b) Introduction to Criminal Psychology 19, 26 Jan 2019, 2 Feb 2019 (6 hours each) c) The World of Logical Thinking -	1. Gifted Education course: 3 students have successfully completed the courses of Applied Biochemistry I, Introduction to Criminal Psychology, and The World of Logical Thinking - Introduction to Contract Bridge respectively. 2. Science Competitions: 15 S.4 5 students have successfully	Total: \$7,500 \$6,300 (course fee) \$1,200 (Application fee for competition)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
		research training		Competitions: S.4 – 6 Students who scored Top 50% in the Half-yearly Exam in the corresponding subjects	Introduction to Contract Bridge. 5, 12, 19 Jan 2019 (6 hours each) 2. Science Competitions: Australian National Chemistry Quiz 5 Jul 2019 (1 hour at school)	completed the Australian National Chemistry Quiz. Students achieved higher distinction and Excellence were invited to participate in the Science Research Team Training Workshop.	

Total: \$92,147

Report of Enhanced Chinese Learning and Teaching for Non-Chinese Speaking (NCS) Students 2018-19

Programme	Duration (Date)	No. of students involved	Expenditure (\$)	Evaluation
Hiring of two Chinese Language Teachers	1/9/2018-31/8/2019	13	633,300	Additional manpower provided specific care to the NCS students in learning Chinese. All NCS student have shown satisfactory improvement in this academic year.
Hiring of one Teaching Assistant	1/9/2018-31/8/2019	13	192,526.84	The TA provided additional after-school and lesson support for our NCS students. A set of school-based learning materials were prepared to cater their learning needs.
The 1 st Chinese Penmanship Competition for Non-Chinese Speaking student 第一屆全港非華語學生硬筆書法比賽	2018/10/10	13	/	The event enhanced students' Chinese literacy skills and their interest in Oriental art.
Procurement of teaching and learning materials	1/9/2018-31/8/2019	13	832.72	New books and learning materials promoted the NCS students' interests in learning Chinese.
'The Vivid World of Chinese Characters: From the Origin to the Future' Exhibition 「活字生香」漢字文化體驗展	2019/1/30	13	1,274	The exhibition was focused on writing description as well as highlighting those charming elements of Chinese characters through interactive media.
Sharing of Non-Chinese Speaking student teacher 非華語學生老師分享會	2019/3/4	13	/	The student teacher shared his personal learning experiences and provided information on life and career planning that helped students to plan their future.
Railway 101 - MTR Academy 鐵路 101 – 港鐵學院課程	2019/4/13	2	/	The event broadened student's horizon in career planning.
Dragon Boat Festival workshop 端午節文化工作坊	2019/4/24	7	2,700	The activity raised students' awareness of traditional Chinese culture.
Student Support Programme for Non-Chinese Speaking Students 中文輔導班(HKU)	2018/10-2019/5	4	/	Through learning with the local students, NCS students enriched learning experience and provided with opportunity to integrate into the local circle and establish friendship with local students.

Enrichment course of Chinese Learning (GCE) GCE 中文增潤課程	2018/10/9 - 2019/5/22	12	28,965	The course provided extra intensive examination support for NCS students sitting for public examination.
Total Expenditure:			\$859,598.56	

姊妹學校交流報告書
2018-2019 學年

學校名稱： 英皇書院姊妹學校名稱： 北京匯文中學締結日期： 12/2004

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	監察／評估	反思及跟進
1.	<p>北京體育文化交流團 (交流團將探訪北京匯文中學，與該校老師進行體育交流、進課室觀課及出外參觀等。)</p> <p>[有關詳情請參閱附件一]</p>	<p>一、老師層面：</p> <p>通過交流，認識北京和香港兩地的教育發展及該校的課程規劃和體藝教育發展以及加深對當地學生學習生活的了解，也建立起兩校師生的友誼。</p> <p>二、學生層面：</p> <p>透過體育交流以及一系列的參觀學習活動，擴闊學生視野，讓學生親身體驗和感受北京的自然人文、歷史和當代國情，孕育對國家的認同感和歸屬感。</p> <p>鼓勵學生於交流團後繼續與北京匯文中學學生保持聯絡，延</p>	<p>· 活動達到了預期目標。</p> <p>· 兩校教師透過交流，對兩地的體藝教育發展、該校的課程規劃及學生的學習生活等有更深入的了解。</p> <p>[有關詳情請參閱附件二]</p>	<p>· 主題式交流令師生都獲益良多，可繼續舉辦。</p> <p>· 誠邀姊妹學校師生團蒞臨訪問。</p>

項目編號	交流項目名稱及內容	預期目標	監察／評估	反思及跟進
		<p>續友誼。</p> <p>三、學校層面：</p> <p>吸收經驗，於將來安排其他主題的交流活動，協助學校達至持續發展。</p>		

第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	北京體育文化交流團	<p>1. 團費：</p> <p>老師：\$5,630 x 3 人 = \$16,890</p> <p>學生：\$5,570 x 26 人 = \$144,820</p> <p>每位學生自付 \$600</p> <p>\$600 (26 人) = \$15,600</p>	<p>\$16,890</p> <p>\$144,820</p> <p>-\$15,600</p> <p>(\$146,110)</p>	--

項目編號	交流項目	支出項目	費用	備註
		2.球賽退款：	-\$8,700	
		總計	\$137,410	
		津貼年度結餘	\$12,590	

第三部分：聲明

茲證明

1. 本報告書已獲得本校法團校董會／校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；

附件一

北京體育文化交流團行程安排

日期：二零一九年四月十日至十四日（五天）

參與者：校長、2 位英皇書院教師及教練

26 位中三至中五學生（足球隊及其他校隊成員）

天數	行 程	備註
1	校內活動（觀課/一起上課/體育交流）	
2	校內活動（觀課/一起上課/體育交流）	
3	校內活動（觀課/一起上課/體育交流）	
4	校外觀球賽、遊覽及參觀活動	
5	校外遊覽及參觀活動	

其他事項：

- 1 由富經驗領隊及導遊隨團遊覽
- 2 製作日誌，內容包括行程簡介、活動摘錄、備忘、筆記及反思欄等
- 3 出發前提供一個簡介會讓學生及家長了解出發前後須注意的事項
- 4 本團橫額一張

北京體育文化交流團 (2018-19) 活動報告及學生感想

2004 年，本校與北京匯文中學締結為姊妹學校。適逢十五周年的日子，於本年 4 月 10 至 14 日，在鄧啟澤校長、足球隊負責老師梁栢然老師、鄭國坤老師以及球隊教練張偉康先生的帶領下，二十六位中三至中五學校足球代表隊隊員，代表英皇書院踏足首都的土壤，繼 2013 年後再一次與匯文中學的朋友見面，作出是次以體育為主題的交流活動。

五天的行程中，師生首先探訪匯文中學校園，走進擁有一流設施的體育大樓、實驗樓、圖書館等，同學對友校優雅、現代的育人環境讚不絕口。本校足球代表隊亦與北京市學界勁旅匯文中學足球代表隊先後進行兩場友誼賽，比賽過程中，雙方球員都展示高水平的球技，發揮精細的戰術部署，表現出心照不宣的默契。在過程中，我校隊員深深感受並體會到國內足球文化及訓練方式，在賽後同學間的交流中，亦加深兩地年青運動員的了解。

除了體育交流，同學們亦親身體驗了北京高中生的學習生活，同學有機會走進課室，跟隨北京匯文的朋友們一起學習英語或設計科技課堂。行程第三天上午，更有機會參與匯文中學國際部的活動，學習製作中國傳統技藝——面譜和風箏，同學們積極投入，寓學習於娛樂，過程中玩得不亦樂乎。

此行雖以體育交流為主，但我們也把握機會參觀了不少北京具代表性的新鮮景點，了解古都的今昔。長城、故宮、天壇固然是北京的象徵，同學有機會置身歷史當中，感受古都的氣息；同時，我們亦參觀了鳥巢、水立方等地標，見證北京以致中國近年的發展與成就。行程最後一天我們去了北京 789 文創藝術區，了解到國內文化產業的發展，也體會到北京文青生活。

總括而言，這次交流活動既能增廣見聞，也令師生們對北京的城市、教育發展、風土人情有更深刻的體會，同時促進了北京跟

香港兩地在學術上、體育上的交流，獲益良多。

3D 楊家樂

我很榮幸可以參加這個北京體育文化交流團。這個交流團令我最印象深刻的就是到訪當地的滙文中學，在學校裡我跟他們進行了一場足球比賽，這場比賽是一個很好的渠道給我和我的隊友培養良好的默契。這場友誼賽令我結識了一班新朋友，我們更可以和當地的同學分享足球心得。這次交流團令我最獲益良多的是每個晚上的反思會，我可以從中知道自己有什麼需要改善的地方，繼而提升自己的技術水平。

其次，我參觀了北京的萬里長城、故宮、天安門廣場等名勝古蹟，這些建築規模宏大，令我眼界大開，嘆為觀止，對建築的結構更是讚嘆不已。經過這一次，我對學術交流產生濃厚興趣。如果將來還有機會，我希望可以再次參加這個有意義的活動。

5C 許譽曦

今次有幸能到北京的滙文中學，除了作學術交流外，更重要的是能與該校的同學進行足球比賽。這次的交流令我加深了對內地的認識以及足球隊隊友之間的友誼，實在獲益良多。

是次交流內容主要是和該校的同學一起上課以及進行足球比賽。上課方面，由於滙文中學的課程與英皇書院相異，所以學習時令我遇上不少困難，但這亦拉近了內地同學與我們的關係，因為當遇上不明白的地方會向他們請教，而當地學生也非常熱情，樂於傾囊相教。此外，在課餘亦會和他們互相分享自己學校的趣事，所以和內地的學生加深了彼此之間的認識，我們當中有幾位同學甚至加了內地接待學生的 LINE 呢！

另外，足球隊之間的交流更是令人感受深刻。該校有一個比我們平日練習大上好幾倍的草地足球場，同學看見便急不及待地在那廣闊的草地上奔跑。因為英皇書院的同學較少與外地的足球隊伍切磋較量，所以同學們在比賽時皆竭盡全力，全情投入，實力亦是和滙文中學的同學難分軒輊，賽事相當刺激。滙文中學的足球隊是全國排名第四，能與他們切磋球技令同學倍感榮幸。而今次交流除了學到更多的足球知識和技巧之外，更提升了自己隊友間的默契，可謂一舉多得。

而在校舍方面，匯文中學的校舍頗大，設施亦十分齊備，而當中最令我豔羨的是該校的飯堂。在飯堂裡，它有四個櫃面，每個櫃面也會有一種午餐款式可供選擇，像銀行的櫃面一樣，因為香港很少有這樣的飯堂，因此令同學們頗感新鮮有趣。飯堂內的食物也同學們讚口不絕。此外，該校在飯後也會將餐具等垃圾分類，十分值得我們學習，有助提高我們環保意識。

最後值得一提的就是出外參觀故宮、天壇、萬里長城等名勝古跡。透過此行，我們亦明白了許多中國古代文化，及那些名勝的歷史和作用。而許多同學也是未曾到過這些名勝，他們亦認為交流參觀也能增長知識和對中國歷史的了解。

總括而言，是次的交流可謂機會難得，各位同學也有好好把握，才大有裨益。希望下次也能再有這些交流團，能和外國同學互相切磋，增值自己；也能學懂和了解更多不同地方自文化。

Report on the Use of the Promotion of Reading Grant 2018/19 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

- The objective of encouraging students to read extensively outside of the school was achieved as over 90% of students from the S.1 and S.2 classes practised English and Chinese e-reading on a regular basis through the materials distributed by teachers. .
- To go in line with school major concern of promoting reading, the book display sessions organized by the Chinese and English Departments attracted over 150 times of book loan from students.
- The book sharing sessions in the morning assemblies by the Reading Ambassadors effectively boosted students' interest of reading.
- Over 80 % of students agreed that they could transfer the knowledge from the reading material to their daily learning or work to be done.
- All junior form students paid a visit to the the English and Chinese book exhibition at Hall in February 2019.
- Over 95% S.1 students completed Chinese and English i-Learners online exercises as an extension of classroom language learning.
- However, it is very challenging to sustain students' interest in reading as the reading culture among peers is still not yet created.

2. Evaluation of strategies:

- To promote a good online reading habit, a representative from the eBook provider HyRead was invited to give a talk in March 2019. Students got themselves familiar with the new reading tool.
- The user friendly app. of eBook increased the reading rate of students sharply during March to May 2019.
- 100% of the S.1 students completed the exercise on the i-Learner learning platform, with great effort from subject teachers to support and supervise them. The school was awarded Top i-Learner School in the i-Learner Online English Programme in recognition of students' enthusiastic and outstanding participation. The programme aimed at helping students develop a habit of online reading. Their performance was considered part of their coursework assessment. Prizes were presented to the three students with the highest participation in each class and the three students with the best performance in the level. The high participation rate has proven its success.
- Chinese and English Departments collaborated with other subject departments for reading beyond classrooms at senior secondary levels (through information texts, news or magazine articles, etc.) to consolidate students' knowledge and skills acquired across KLAs.
- Prepare relevant reading materials for Reading Periods and more than half of students in the survey agreed that the learning materials / activities had positive effects on them.
- The writer's talk shows that the choice of guest speakers/service providers could critically affect the effectiveness of the programmes. Some students from remedial/weaker classes did not show the same engagement and good attitude as students from other classes.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Purchase of Books	\$5,617(printed books)
	Printed books	\$21,800(HyRead eBook)
	e-Books	
2.	Web-based Reading Schemes	Reading i-Learner
	e-Read Scheme	\$12,000(Chinese)
	Other scheme : I- Learner	\$8,000(English)
3.	Reading Activities	\$1,000 (author' talk)
	Hiring writers, professional storytellers, etc. to conduct talks	\$2,700 (reading booklets for S.1-S.3 students)
	Hire of service from external service providers to organise student activities related to the promotion of reading	
	Paying the application fees for activities and competitions related to the promotion of reading	
	Subsidising students for their participation in and application for reading related activities or courses	
4.	Other : _____	
	Total:	\$51,117
	Unspent Balance:	\$8,883

Report on One-off Grant for the Promotion of STEM Education

Programme	Duration (Date)	No. of students involved	Expenditure (\$)	Evaluation
On-site Lego Mindstorms EV3 Training Course	3-6/7/2017	15 (S.1-S.2)	10,000.00	The training course focused on teaching core computer programming logic and reasoning skills using a robotics engineering context. Students learnt how to build a robot with the bricks, motors, and sensors, etc. in the EV3 core set. They also learnt how to write programs and bring their robots to life.
Purchase of BBC micro:bit and other devices for building Smart Kitchen Cabinet	1/2018-6/2019	8 (S.4-S.5)	3,189.00	Some students used some sets of micro:bit to build a Smart Kitchen Cabinet. They built a Kitchen Cabinet with the motors, sensors and WiFi component. They also learnt how to write programs to control the sensors to take the stock inventory and transfer the data to the cloud storage. Thus, people can read the inventory information through their mobile devices. Some students used the devices in the Fun with Learning 2019 competition and achieved the “Best Presentation Award”.
STEMBOT Workshop (智能機械工程師課程)	6/7/2018	36 (S.2)	3,000.00	Students were divided into groups and cooperated to build a mini-robot for a robot football competition. They designed and assembled a mini-robot as well as wrote codes to control the movement of the mechanical parts. As to perform better in the competition, they rectified the program and regulated the control of the robot. Students learnt to solve problems in a logical and creative way through hands-on and interesting activities.

The VR AR Summer Study Tour (organized by Big Education Platform and The Hong Kong Association for Computer Education)	16- 20/7/2018	5 (S.2-S.4)	5,300.00	5 students were subsidized to take part in the 5-day VR AR study tour at the headquarter of NetDragon Websoft Inc (網龍) in Fujian province. The students learnt the AR and VR industry applications, basic production of AR and VR on the NetDragon platforms (101AR & 101VR) and the career culture of the leading enterprise in this sector.
mBot Training Course and mBot Robotic Kits	27/2- 10/05/2019	144 (S.1)	92,492.00	The collaboration among I.S., Computer & I.C.T. and Mathematics departments, 8 consecutive double-periods of S.1 I.S. lessons were used for the mBot training course targeted at learning mBot coding machine. All S.1 students could assimilate and apply the knowledge they had learnt in different subject disciplines to the work undertook including assembly of the mBot mini-robot, calculation, using various kinds of science sensors and basic coding for controlling the sensors and electronic parts. Some students were selected to introduce the learning outcomes to schoolmates in STEM Week.

MTR Academy	13/4/2019 & 27/4/2019	30 (S.1-S.3) & 30 (S.4-S.5)	5,880.00	30 junior form students attended the Railway 101 Course organized by MTR Academy. The programme introduced the railway operation with the lively illustration from a railway system network model. This raised students' interest in railway-related prospects and future career path. For senior form students, they attended the Railway Intro: Signalling System Course organized by MTR Academy. The programme introduced some key systems in railways such as Signalling and Communications system with demonstration, which encouraged students to plan for their further studies and careers.
Introduction of HKIA - Airside Tour	27/5/2019	38 (S.2-S.5)	12,939.00	38 S.2 to S.5 students, mainly low achievers, joined the airside visit and the feedback was very positive. After the tour, students gained knowledge about the aviation industry and the technology development and application in airport operation.
Purchase of Equipment for STEM Room	12/2018- 6/2019	N.A.	67,200.00	The STEM Room provides a well-equipped venue for conducting STEM-related activities.
Total Expenditure:			\$200,000.00	

Evaluation on Use of Capacity Enhancement Grant (CEG), Extra-Senior Secondary Curriculum Support Grant (ESSCG), Composite Information Technology Grant (CITG), Information Technology Staffing Support Grant (ITSSG), Teacher Relief Grant (TRG), Learning Support Grant (LSG) and Grant for School-based Support for NCS Students (NCSSG) for Manpower

2018-2019 school year

Objectives/Plan	Evaluation
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To cater for learners' diversity 2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching 3. To provide support and assistance to teachers in preparing teaching and learning materials and form-teacher period materials (Civic & Moral Education, Life Planning Education & Careers Guidance, and Counselling) and organizing ECA and OLE activities 4. To take up some of the administrative and other non-teaching duties of teachers 5. To provide IT support in e-Learning and school activities 	<ul style="list-style-type: none"> ● The employment of temporary Chinese Language teachers provided necessary manpower in catering the needs of NCS students in learning Chinese. Tailored curriculum adopted in pull-out setting facilitated effective learning and teaching and most students have shown improvement in the subject. ● Teaching assistants of the four core subjects provided essential administrative services to the subject departments and conducted remedial learning support activities for the students in need. They also helped in preparing and refining learning and teaching materials for the subject departments. In addition, they shared some non-teaching duties and helped relieving teachers' workload. ● The Teaching Assistant (OLE) provided valuable assistance to different teams like OLE Committee, Careers and Life Planning Education Committee, Moral and Civic Education Committee and Music Council in organizing various activities for enriching students' other learning experiences. Good performance was shown in accomplishing duties include the co-ordination of careers education activities and the Student Development Day activities, updating and refining the values education form period lesson plans and learning materials, and supervising students learning activities funded by the School-based After-school Learning and Support Grant. She also helped to relieve teachers' workload by taking students to different functions like visits and overseas exchange programme. ● The two SEN Teaching Assistants gave massive support in catering the needs of SEN students in different aspects include assisting the procurement and operation of activities and training programmes, working closely with the practitioners to provide specific care and giving emotional supports to the SEN students that enhanced their personal development.

Objectives/Plan	Evaluation
<p>Plan:</p> <p>(a) Appointment of two full-time CM Grade temporary teachers for teaching Chinese Language</p> <p>(b) Appointment of 8 Teaching Assistants (English, Chinese, Math, LS, OLE, SEN(2), SS) Duties include assisting teachers in:</p> <ol style="list-style-type: none"> preparation of teaching materials; providing administrative support to subject departments; supervising and conducting extended learning activities or OLE activities; providing learning support for weaker students; lesson substitution; helping in examination invigilation (public and internal), etc. <p>(c) Appointment of an Administrative Assistant (AA) Duties of AA include</p> <ol style="list-style-type: none"> supervision of GCs secretarial duties assisting in exam matters 	<ul style="list-style-type: none"> ● Teaching assistant of Student Support (SS) provided assistance in preparing the learning and teaching materials as well as conducted lessons related to Chinese culture that helped promoting the integration of NCS students into our society. She also helped the organization of relevant learning activities to widen their exposure in understanding different Chinese culture. ● Apart from the core subjects and functional teams mentioned above, teachers of the following committees were very satisfied with the effect of workload reduction and the services provided by Teaching Assistants (TAs) and Administrative Assistant (AA): <ol style="list-style-type: none"> Internal and Public Exam Committees S1 Admission Committee Campus TV IT Committee Student Development Day Committee Gifted Education Committee Health and Sex Education Committee (Healthy School Programme) Student Learning Profile Committee Pedagogy Committee Scholarship and Prizes Committee ● Assistance from TAs and AA has also been given to the whole school in areas such as: <ol style="list-style-type: none"> Lesson substitution – Space was provided for teachers to attend professional development courses and relieved the other teachers from taking up substitution duties. Some internal and public exam invigilation duties were taken up by TAs so that teachers can focus on marking and developing assessment and learning strategies. Special examination arrangements for students with special needs are made feasible with the extra manpower provided by TAs. Procurement exercises – soliciting quotations for service providers/products. Helping to supervise students in activities outside school Providing assistance for processing of data for S.1 admission and other surveys Giving assistance in compiling the scholarship and award list for the Speech Day

Objectives/Plan	Evaluation
<p>iv. assisting in preparation of school and student documents</p> <p>v. assisting in WebSAMS-related matters</p> <p>vi. assisting in S1 Admission and other major school functions</p> <p>(d) Appointment of an Information Technology Resources Officer (ITRO), a Computer Technician (CT) and a Semi-skilled Worker (SSW(IT)) for supporting e-Learning</p>	<p>h. Help in the running of extra-curricular activities both in and outside of school during school hours and sometimes even during holidays and beyond school hours</p> <ul style="list-style-type: none"> ● The employment of the Information Technology Resources Officer, Computer Technician and Semi-skilled Worker (IT) strengthened the IT staffing support for practicing e-Learning. In addition to e-Learning activities, they offered assistance and ensured the smooth operation of various school events and activities like Open Day and examinations.