

KING'S COLLEGE

School Report

2019 / 2020

Annual School Report 2019/2020

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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:

- ✧ Initiative and self-motivation in learning.
- ✧ Self discipline, respect for law and order and responsible behaviour.
- ✧ Self respect, respect for the right of others and appreciation of other people's achievement and efforts.
- ✧ Active involvement in school life and a sense of responsibility and commitment among student leaders.
- ✧ 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 towards life and a healthy lifestyle.
- ✧ 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

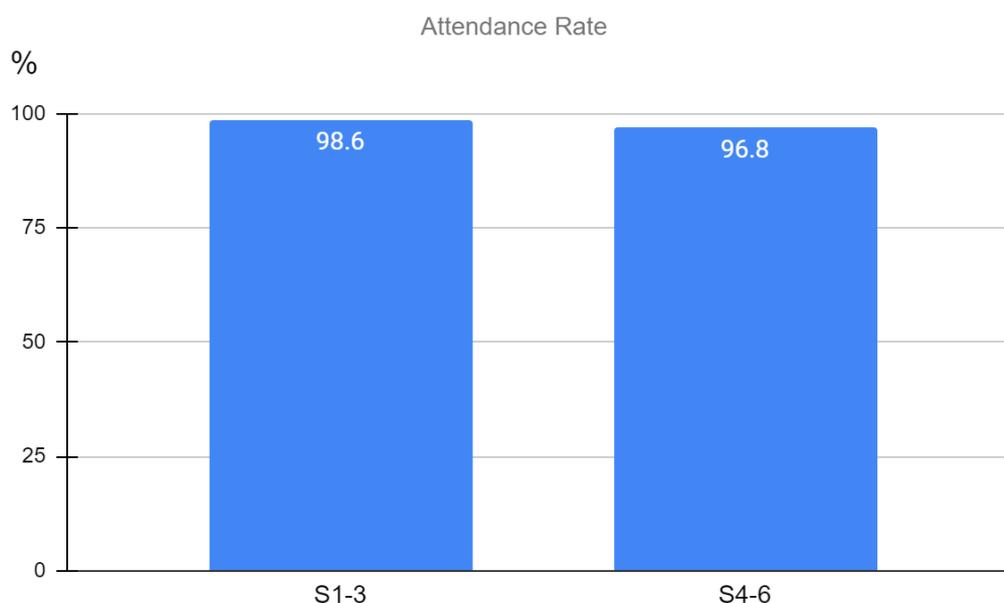
Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	144	142	135	142	136	131	830

Unfilled Places

There are 6 unfilled places throughout the year.

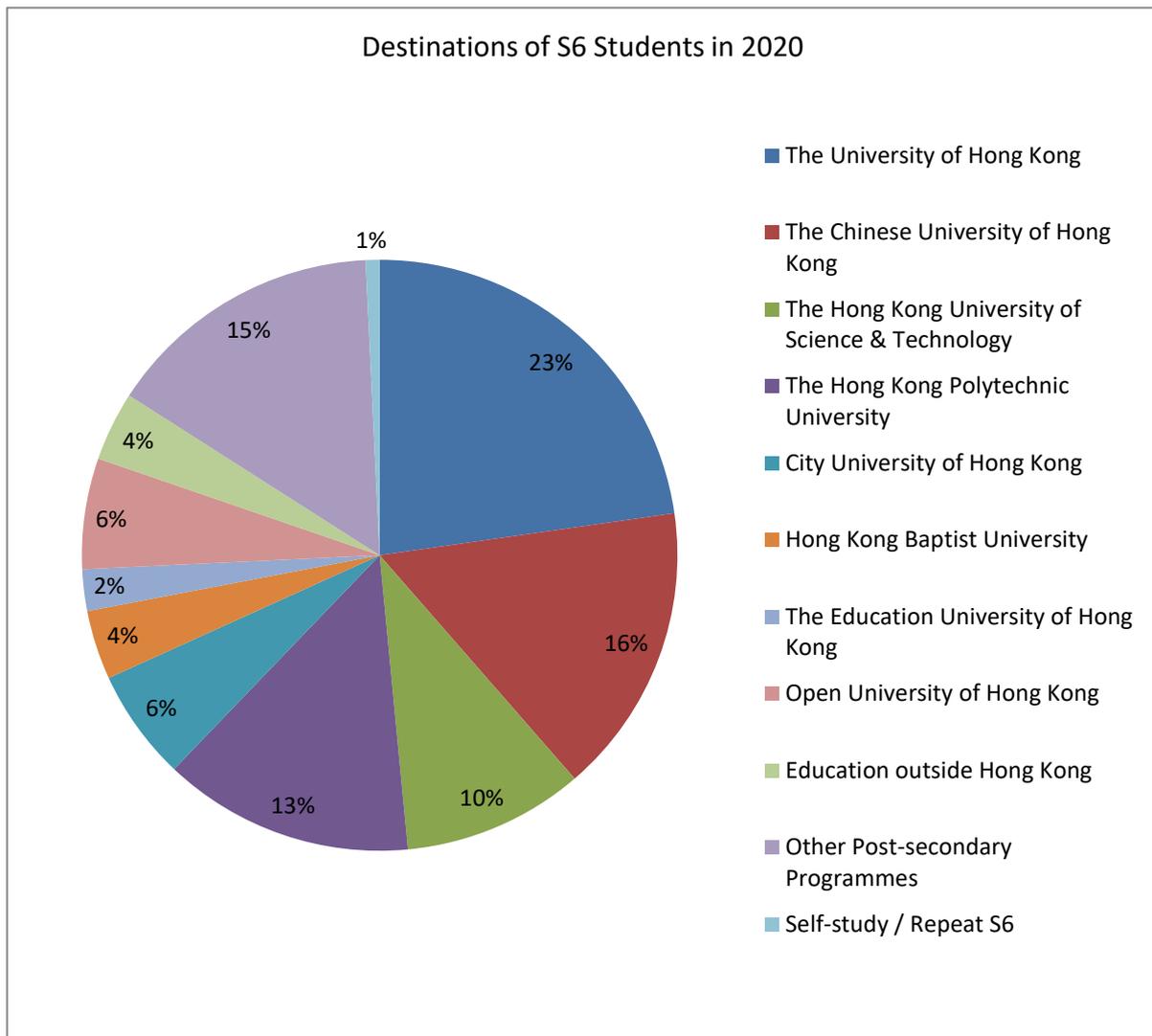
Students' Attendance



Students' Early Exit

Level	S1	S2	S3	S4	S5	S6	Overall
Percentage	0.7%	0.7%	3.7%	2.1%	6.2%	0	2.3%

Destinations of S.6 Graduates



4. Our Teachers

Teachers' Qualifications

Highest Academic Qualifications attained by teachers

Academic Qualifications	No. of Teachers	Percentage
Non-Degree	1	2%
Bachelor's Degree	30	55%
Master's Degree or above	23	43%

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	50%

Teaching Experience

Year of Experience	No. of Teachers	Percentage
0-4 years	5	9%
5-9 years	7	13%
10 years or above	42	78%

Teachers' Professional Development

Total number of training hours	Average training hours per teacher
2832.5 hours	61 hours

5. Achievements and Reflections on Major Concerns

Major Concern 1:

To enhance students' language competency and capability in learning

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

Achievements

- **Cross-curricular projects**

All S.1 students learned to use verbs in the past time aspect with a cross-curricular booklet focusing on the language structures used in the History context. Students also learned the language style and the format for writing a blog entry in the first term. They were required to research their favourite historical figures and write a blog entry about a moral lesson learned in a day spent with their favourite historical figures. Students' good works were collected for sharing.

S.3 students had a cross-curricular project on the Second World War in the second term with the task of writing a two-sided argumentative essay about whether the US military should drop the atomic bomb at the time. History teachers provided students with the subject knowledge and English teachers equipped students with the writing skills and language support in the online lessons. Students' essays were assessed by teachers from both departments.

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

Exhibitions for the Chinese and English Graded Readers were completed in October and November respectively in the first term. At least 1 copy of each graded reader was reserved in the school library for students' access after the book exhibitions. The books aroused students' interest and engaged them in reading in the library during recess and lunchtime.

S.1-S.3 class representatives and reading ambassadors conducted book sharing sessions in King's Morning in the first term. Graded readers on display and books with selected themes were recommended to students.

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

The Chinese and English Departments used the iLearner platform to promote e-reading in S.1. Students were required to complete the exercises after reading the online materials. Students' performance in the reading exercises formed part of the continuous assessment during the school year.

The Chinese and English Departments collaborated with other subject departments to conduct reading beyond classrooms at senior secondary levels by recommending newspapers or magazine articles, information texts and online reading materials.

S.1-S.5 students had 2 English e-reading extended exercises in each term. On the whole, students completed the work with a high degree of accuracy. They also enjoyed reading the information texts because these texts helped them extend their knowledge beyond what they learnt in class. All students were able to transfer the knowledge from the reading materials to complete the tasks in their assignments.

Reflections

- **Cross-curricular projects**

The cross-curricular projects allowed students to transfer and apply what they have learned in one subject to another, thereby facilitating their extended learning.

The S.3 cross-curricular project on the Second World War was conducted via online lessons during the class suspension period. There were limits to formulate group discussions to exchange ideas and communicate with peers and teachers in the online platform. While students could produce sound arguments to support their points of view for the coursework, to facilitate the learning materials and activities will be refined with a view to encouraging the exchange of ideas in the next school year.

The cross-curricular project conducted by the Chinese Language and the Chinese History Departments which required S.1 students to read story books about the Chinese history and learn scriptwriting in their Chinese Language lessons, was postponed to the next school year due to the class suspension.

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

Graded readers were displayed in the school library in the first term. About 20 students read the display books in the Chinese and English Graded Readers' exhibitions every day. 45 graded readers were borrowed by students after the exhibitions. However, the exhibitions which was scheduled to run from February to May were cancelled due to the class suspension. The books selected for the second term will be used for the Book Exhibition in the first term next year.

S.1-S.3 students were required to do book reports for 6 graded readers. S.1 students were divided into groups for the English book report competition which was scheduled to be held in the second term. However, the competition was cancelled due to the class suspension. The readers will be distributed to the students when they are promoted to S.2 next year. There will be the S.2 English book report competition in the first term and the S.1 book report competition in the second term next year.

All S.3 class representatives and 4 other representatives from S.1 and S.2 did book sharing on the graded readers in King's Morning in the first term. S.1-S.3 class representatives conducted 12 book sharing sessions on the graded readers in King's Morning from October 2019 to January 2020, 6 times being done in Chinese by the S.2 and S.3 students and the other 6 in English by S.1 and S.3 students. The practice will continue and all classes will be arranged to do the sharing with one in Chinese and one in English next year. Reading ambassadors also conducted three book sharing sessions on a thematic basis in King's Morning in the first term. Apart from promoting reading, all these activities allowed students to have an easy access to the books of the right standard and of their own interests. They also provided good opportunities for students to enhance their language proficiency and presentation skills.

We also arranged 2 book exhibitions organised by Commercial Press and Swindon Book Company, one in the first term and another one on Parents' Day in the second term. Unfortunately, the book fairs were cancelled due to the class suspension in the first term and the postponement of the Parents' Day in the second term. The two book fairs will be arranged again next year.

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

About 95% of S.1 students did English and Chinese e-reading on a regular basis. Over 80% of them completed the tasks assigned with satisfactory results. There was a slight drop in the

participation rate during class suspension as it was difficult for teachers to supervise the students. Students on the whole demonstrated interests in online reading and improvement in language skills in their assignments.

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

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

To allow students of different abilities better understand of the areas in which they need to improve on and develop their potential, 3 language and aptitude quizzes were conducted to find out their strengths and weaknesses. Chinese (1 pre-test) and Mathematics (1 pre-test and 1 post-test) quizzes were completed in the first term. The post-test for Chinese was replaced by the first term examination due to the class suspension in November. Each quiz lasted 20-30 minutes focusing on specific topics and the results were analysed to provide information on their levels of ability and performance among students. Based on the results, 3 remedial lessons, each lasting 30 minutes, were tailored-made for those students.

According to the result of Project GIFT organised by CUHK, gifted students with different talents were recommended to join relevant clubs or societies for further development. The details are as follows :

- 10 talented students with Logical-Mathematical and Creativity join the Research Team
- 10 talented students with Logical-Mathematical join the Mathematics Society
- 5 talented students with Naturalistic join the Gardening Club
- 3 talented students with Creativity join the STEM Education Team

The talented students were also encouraged to take courses at The Hong Kong Academy for Gifted Education (香港資優教育學院). Some gifted students participated in the School Research Team and were trained for competitions. The details are described in Target III, point 3, Competitions and activities.

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

Information on students' abilities in the areas of sports, music, etc. was collected in S.1 registration and by Form Teachers. This helped to build a database of students' talents. We also encouraged students to take part in local, regional and international competitions, such as Hong Kong Schools Music Festival. Students were also invited to share their experience of participating in the competitions during the School's assemblies.

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

We have created more opportunities for students of average/lower ability, such as exchange programmes and leadership training programmes. They were also recruited as student officials and leaders in different school teams and internal and external programmes.

- **KLA-based pedagogical studies**

7 sessions of collaborative teaching and peer lesson observation were arranged for the KLA-based pedagogical studies in the second term. The plans could not be implemented due to the class suspension.

- **S.1 and S. 2 Class-based after school study groups**

Under the guidance of teachers, students formed study groups and held regular meetings to

promote peer learning and exchange of ideas. Each S.1 class had conducted 2 meetings in the first term. In the study groups, some topics were set to help students adapt to the new school life, build up a good relationship with schoolmates and set goals in study. The meetings in November and the second term were cancelled due to the suspension face-to-face lessons.

The S.2 students were arranged in small study groups for self-study or class-based tutorials. Form Teachers or Assistant Form Teachers divided students into study groups of 3 to 8 members according to their abilities. In each group, one student was assigned to be the leader to facilitate their studies and to record the progress. A headcount of more than 100 students participated in the study group meetings in the first term.

The feedback from Form Teachers and students was very positive. All S.1 and S.2 students were engaged in the study group meetings. They were motivated to learn and make improvement with peer influence.

Reflections

- **Language and aptitude quizzes for S.1 and S.2**

The following table summarises the percentages of students who had satisfactory performance in the pre-tests and those who showed progress after attending the tutorial sessions.

	S.1 Chinese	S.1 Mathematics	S.2 Chinese	S.2 Mathematics
The percentages of students who had satisfactory performance in the pre-tests	96%	96%	96%	96%
The percentages of students who show progress after attending the tutorial sessions	67%	100%	67%	100%

In view of the successful experience in these two years, the language and aptitude quizzes will continue next year. The English and the Science quizzes in the second term were cancelled due to the class suspension. Although the quizzes have been prepared for the S.1 and S.2 students, there is no room for the same students (S.2 and S.3 in the 2020-2021) to carry out the studies next year. The programme will only be done with the new S.1 and S.2 students (2020-2021) in the coming year.

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

23 students participated in the talent audition and 5 of them were selected to perform 3 items on the Annual Speech Day to recognise their ability and contribution. They displayed different talents in tap dance and instrumental ensemble. Their performance lasted about 20 minutes and was well-received. These 23 students were encouraged to participate in local competitions. However, the corresponding competitions were cancelled this year.

8 other students were arranged to perform in the School Open Days and a video clip about the students' achievements in speed skating and swimming were made. Due to the cancellation of the School Open Days this year, these performances and video broadcast will be done in the School Open Days next year.

- **More opportunities opened to students of average/lower ability**
54% of students who obtained a rank order in the middle range were given opportunities to join the different school teams and participate in various programmes. They were recruited to serve the different bodies and organisations such as the Prefect Body, ECA Committee, School Library, School Ambassadors, Sports Council, Houses, etc. These students were also selected to take part in the UK STEM Study Tour, the MC training course, and the Hong Kong Schools Speech Festival and the Hong Kong Schools Music Festival.
- **KLA-based pedagogical studies**
Due to the time constrain after the school resumption, the pedagogical studies were cancelled as priority was given to supervise students' learning. The arranged sessions of collaborative teaching and peer lesson observation will be postponed to the first term in the next school year.
- **S.1 and S.2 Class-based after school study groups**
The S.1 students had only two meetings in the first term. It is recommended that further actions should be taken to encourage self-directed learning and peer learning when they are promoted to S.2. There could be prizes and certificates presented in the morning assembly to encourage them to meet the target of participation rate in the programme.

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

Achievements

- **Inter-disciplinary science exploration activities**
 - After-school research team training
After-school Science Research Team training was carried out at Senior Chemistry Laboratory every day after school. Students showed great interest in conducting research and produced works of a high standard.
 - STEM Week and the Knowledge Fair were canceled due to the class suspension will be replaced by the programme called STEM Exploration to be conducted in July. Video clips of experiment demonstration and students' sharing on STEM-related activities such as Science Research Team activities, STEM Study Tours and the science competitions will be broadcast to help develop students' interest in STEM activities.
- **S.1 & S.2 Cross-disciplinary collaboration**
The teacher training workshop and the purchase of equipment have been completed. The School is ready for the collaboration among the Integrated Science, Computer Studies and Mathematics Departments to conduct the S.1 mBot Basic Coding Training Course and S.2 Rocket Car Model Making Course in the I.S. lessons.

The S.2 Mirco:bit learning was conducted in the Computer Literacy lessons after the school resumption. All S.2 students learned coding and its application in the lessons.

- **Competitions & activities**
Students were selected and encouraged to participate in local, regional, international STEM competitions and exchange activities. Due to the class suspension and the deferral and cancellation of the local competitions, only a few competitions have been organised and some competitions that our students take part in are still in progress.

Our students participated in the following competitions and projects:

- the Project on Developing Students' Innovation Competency through Advanced STEM Learning Experiences 2019-2020
- International Biology Olympiad – Hong Kong Contest 2019
- Hong Kong Biology Literacy Award (2019 /2020)
- Advanced STEM Learning Project, Innovate for Future 2019
- The Greater Bay Area STEM Excellence Award 2020 Final Round
- UK STEM Tour Micro:bit Challenge 2019
- 香港數據科學學習挑戰賽 2020
- Master Code 2019 - AI Future School
- The Hong Kong Student Science Project Competition (HKSSPC)
- Hong Kong Youth Science and Technology Innovation Competition (HKYSTIC)
- 2019/20 Statistical Project Competition for Secondary School Students
- Hong Kong Physics Olympiad 2020

Our students have won awards and gained recognition in various competitions and activities. The details are as follows:

32 S.1 – S.5 gifted students took part in the advanced tutorials and laboratory practice prepared by the Chemistry, Biology and ICT teachers, assisted by the S.6 student tutor, Cheung Jit Hei from the Science Research Team. Several teams of outstanding students from S.1 to S.5 were selected to participate in various competitions. They won the First Place Award and Honourable Mention Award in the category of “Energy and Environmental Science”, the Third Place Award in the category of “Chemistry and Materials” in the Hong Kong Youth Science & Technology Competition and the Honourable Mention Award in the ST Yau High School Science Award (Asia). A team of S.4 students has been invited to take part in the China Adolescent Science & Technology Innovation Contest (CASTIC) in August 2020.

In the International Biology Olympiad – Hong Kong Contest 2019, S.5 Cheung Gabriel Man Hin won the Gold Award and S.5 Lee Cheuk Ngai won the Honourable Mention Award. In Hong Kong Biology Literacy Award (2019 /2020), our School won the Best School Award. S.5 Dai Man Lai Winston and Cheung Gabriel Man Hin received the First Class Honours and the Second Class Honours respectively.

S.3 WONG Sonny and S.2 LAU Kit Fai were offered a course in “the Project on Developing Students' Innovation Competency through Advanced STEM Learning Experiences 2019-2020” organised by HKUST because of their outstanding science research work in the previous cohort.

9 S.2 – S.4 students were nominated in the New Nomination Scheme 2019-2020. S.4 HAN Albert Lim (Science), S.4 LAW Siu Hin Ethan (Science), S.4 KHAN Saahil Alam (Science), S.4 CHOW Jovan (Science), S.3 LAU Chun Kwan (Chinese), S.3 WOO Chi Lok Garyson (Maths), S.3 WONG Ssz Chit (Chinese), S.2 LAM Yu Hin (English) and S.2 HO Cheuk Yiu (Chinese) are successfully admitted as the member of the HKAGE and will join the related training programmes and activities.

Participants of the elementary course of the AI Robocar Project won numerous prizes last year and were invited to participate in a roving exhibition launched by the EDB from December 2019 to March 2020 and an advanced project organised by EDB, namely the EDB Advanced STEM Learning Project 1920. The advanced course of the project will be completed in July and the elementary course will be postponed to the next school year. It is delighted to find that junior students were highly engaged in AI learning and the senior students eagerly supervised their junior counterparts after school.

Reflections

- **Inter-disciplinary science exploration activities**

- After-school research team training
Difficulties have been found in the recruitment of members to the School Science Research Team in recent years. More promotion and sharing of the old boys should be done to the junior form students, especially the S.3 students.
- Yearly activities such as STEM Week and S.1 fun experiments were cancelled due to the class suspension and the prevention of the epidemic. The activities will be postponed to the next school year.
- Students showed disappointment about the cancellation of the activities like the STEM Week and Knowledge Fair. The programme STEM Exploration provided a good chance for students to reflect on the activities they had done before the class suspension, recall their good memories and promote the activities to their schoolmates.

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

8 consecutive double-periods of the I.S. lessons were reserved for the S.1 mBot Basic Coding Training Course and S.2 Rocket Car Model Making Course. The programmes were cancelled due to the class suspension. With all the preparation work done and the KC Education Fund's approval for the extension of the payment obtained, the programmes will be carried out next year.

In the S.2 Mirco:bit learning conducted in the Computer Literacy lessons, all S.2 students acquired the skills to assimilate and apply the knowledge they have learned in different subject disciplines to the work undertook including calculation, using various kinds of science sensors and basic coding for controlling the sensors and electronic parts.

The activities planned for S.1 and S.2 including STEM Week, such as S.1 fun experiments, S.1 mBot training and S.2 rocket car model making lessons, workshops and competition, AI Robocar Project and the departmental STEM-related activities, will all be postponed to the next school year.

- **Competitions & activities**

Students of a wider range of abilities have been encouraged to take part in different STEM activities – including activities which raise students' spirit in investigation and invention. There were 40% of participants with the average ability getting involved in competitions or activities.

Students' performance in the competitions was generally good. To our disappointment, many of the competitions students participated in or intended to enroll in were cancelled. It is pleasing to note that more junior form students showed interest in STEM-related activities. They will be encouraged and trained to take part in competitions in the coming school year.

Teaching materials for incorporating CAME (Maker Education) elements in S.3 through the Computer Literacy studies with the emphasis laid on coding have been prepared. The initiative will be postponed to the next school year due to the class suspension.

An overseas study tour is a precious opportunity to expose students to other realms of STEM education. Due to the COVID-19 pandemic, possible destinations are limited. It is recommended that the focus on ecology be the optimal choice for STEM education next school

year, and the destination can be sparsely populated areas such as New Zealand or Queensland in Australia.

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

Target I: To nurture students with positive core values and attitudes towards life and self: Self-discipline and Respect

1. Adopt a values education curriculum in the Form Period with highlights on ‘Self-discipline’ and ‘Respect’

Achievements

- Through a wide array of activities co-organised by various committees featuring the theme of the school year, we have inculcated in our students the importance of self-discipline and respect by helping them attain success in academics and other pursuits.
- Students were benefited from the structured values education curriculum which was adopted in their Form Period. The curriculum was prepared by the Moral and Civic Education Committee and other functional committees including National Education Committee, Health and Sex Education Committee, Environmental Education Committee, Service Education Committee and Counselling Committee. They designed different scenarios on the core values for students’ discussion and reflection during the Form Period. In the student survey, more than 85% of students agreed that they understood more about the core values through the Form Period activities and 97% and 95% of students agreed that they would respect others and would like to be a self-disciplined person respectively. 88% of teachers agreed that the Form Period provides positive influences on students and 100% of Form Teachers agreed that the Teacher’s Handbook could help them deliver the core messages effectively. 94% of teachers also agreed that the Student’s Handbook can help students explore more through different topics.
- Through the Kingsian Charter Programme, our students knew more about school history and the meaning of the school motto. 87% of S.1 to S.3 students agreed that the Charter Programme’s aim was achieved and the message of this Programme was clearly conveyed. All of them promised to apply the school motto in their daily lives.

Reflections

- The structured values education curriculum was effective in nurturing students’ virtue though it takes time to promote positive changes of students. Values education is one of the core informal curricula of school and thematic learning materials would be designed to continue the inculcation of core values. Some Form Teachers suggested that more time for discussion could be allocated in the Form Period so as to allow more in-depth discussion.

2. Coordinate and collaborate with subject departments and functional committees to organise multifarious activities to promote ‘Self-discipline’ and ‘Respect’

Achievements

- Different subject departments contributed to the development of self-discipline and respect of our students through organising a wide array of activities throughout the year. The English Language, History, Computer Studies and Science included the core values in their work schemes this year and related learning activities were designed followed by assignments for consolidation.
- For the English Language, the S.1 Writing Competition on ‘A Day with my Favourite Historical Figure’ was held in February. Students were asked to write the moral values that they have learned from the experience with their favourite historical figures. The winning entries were displayed to promote positive values. S.2 and S.3 students were nominated to take part in the TWGHs ‘Good People, Good Deeds: English Story Writing Competition 2020’.
- In the S.2 History’s knight shield design activity, students were required to allocate their duties in this group project among themselves and do mini historical sources collection. Appropriate treatment of the sources was emphasised and plagiarism was strictly prohibited. Students were aware of the careful use of information sources. For the S.3 comic design assignment, students had to discuss and reflect on the impacts brought by the First World War. Many of them had deep and serious reflection on the devastation as well as casualties brought by the warfare. Respect for human life was therefore introduced and students showed appreciation of human life through their assignments and discussions.
- For Computer Literacy, S.1 students were guided to understand the importance of self-discipline in their daily life through reading related to video game addiction and then writing guidelines for using computers. Besides, S.2 students were required to do self-reflection on respecting other people on the Internet. The theme incorporated in different topics could stimulate students to think of different ways to be more self-disciplined and to respect others.
- In the junior form Science curriculum, core values were merged with HPS (history, philosophy and science) mode of education. Through the introduction of the scientists’ contribution, students could understand the philosophy and ethnics of science. For example, readings were provided to students for their appreciation of the beauty and delicacy of Mother Nature and its sophisticated relationship with human beings. Apart from educated to respect natural resources, students were moved by the biographies of scientists they liked and they understood the limitations of human and fragility of Mother Nature and pledged to contribute their efforts in daily living to protect our planet. Book reports about the endangered species showed that they have the genuine concern of the animals or plants endangered. Besides, students learned how to respect others’ opinions through group experiments and respect the truth of scientific phenomenon under teachers’ guidance. To train students’ self-discipline, S.1 and S.2 students were required to finish the Flipped Classroom Exercises by themselves before the lessons and more than 95% of students have attempted the Flipped Classroom Exercises before lessons.
- Other than the above subjects in different Key Learning Areas, some subjects continued to cultivate students about the core values through their curriculum. For example, the Chinese Language Department, National Education Committee and Moral and Civic Education Committee organised the Inter-class Slogan Competition for the junior forms. The slogans of the winners were displayed for students’ attention and appreciation. All junior form students

were involved in the competitions. Most students worked seriously and the quality of writings and slogans were good. Students could reflect their understanding on respect according to their roles, including for their beings, with their peers, in the school and even in the society.

- Supplementary reading materials were prepared for the Reading Period and articles on positive attitudes or passionate actions of historical figures, inter-personal relationship and experiences on contributing to the society could enrich students' learning. Besides, three sessions of book sharing on the theme of 'Self-discipline and Respect' were conducted by the Reading Ambassadors in King's Morning. A thematic book exhibition for junior forms was also jointly held by the Library, Chinese Language Department and the English Language Department in October.
- Various activities were launched to bring out the messages of the core values. The Moral and Civic Education Committee organised an Inter-class Board Display Competition so as to encourage students to express their creativity and views on the core values. Most classes were able to clearly bring out the messages of the core values and express their views through the board designed. A drama performance 《互動劇場—尊重互聯網上的知識產權》organised by HK Drama Education Studio showing the importance of self-discipline and respect of the owners were introduced to S.2 and S.3 students. The Career Guidance Committee also reminded all students of the importance of nurturing the two core values during their school life for preparing their future in the workplace through a teacher's sharing in the commencement of the new academic year. Students actively participated in the activities organised and they showed interests in the themes.
- The School appreciates students with good virtues and the Moral and Civic Education Committee launched the second 'Model Student' Election this year. Five outstanding students were selected from eleven nominations received from teachers by the election board and teachers' votes. Sharing sessions will be arranged in September of the next academic year.

Reflections

- Students were benefited from various kinds of assignments in promoting their understanding and application of the core values in different aspects of daily lives. Self-awareness of students was raised and they reflected that they understood more about the importance of being self-discipline and a caring person.
- A great variety of programmes were organised throughout the year in the areas of cognition, attitude and behaviour. It provided good examples and direction for planning the values education curriculum of the coming academic year.

3. Strengthen 'Student Award Scheme' and 'Student Record System' for S1 to S3 to enhance students' sense of self-discipline.

Achievements

- It was our aim that students could internalize and exercise self-discipline. By using the records of punctuality and homework submission, Form Teachers could review with the students their performances from time to time throughout the year. Follow-up action to habitual latecomers and students with problems in submitting homework on time could then be taken accordingly in order to provide timely guidance. Despite the influence of social events on traffic conditions in the first term, most students exhibited self-discipline and a sense of responsibility and tried their best to go to school as early as possible. Besides, the 'Classroom Late Entry Memo' has

been implemented by the Discipline Committee this year and improvement was shown in the problem of unpunctuality. Compared to the nil-submission of homework record last year (0.5 times per student for S.1 to S.2), homework submission has been improved this year (0.12 times per student for S.1 to S.3) and self-discipline was displayed among most of the junior form students.

- More than punctual submission, the School emphasized the quality of homework. Subject teachers informed students the standard of high-quality homework in the beginning of school term so that they understood the expectations from the School. Exceptional and outstanding homework of different subjects were displayed on the school campus throughout the year for students' appreciation.

Reflections

- We are pleased to see the overall improvement in students' punctuality in arrival at school and floating classes as well as submission of quality homework for S.1 to S.3 students in this school year. Since the systems have been well developed, it is recommended to continue as school routines administered by the Discipline Committee from the coming school year.
- The implementation of the homework tracking system was effective to most of the S.1 to S.3 students. Many subject teachers granted students a certain extent of discretion on late submission in order to help them develop a better sense of self-management. Many subject teachers reflected that most students have developed good habits and were aware of their responsibility in submitting quality homework on time. Positive reinforcement could be considered in the coming school year so as to encourage students to develop a desirable habit. Furthermore, the statistics showed a significant variation of performance between different levels and additional assistance could be given accordingly.

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

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

Achievements

- **Guidance programmes**

As in previous school years, Counselling Committee continued to support students through a wide range of guidance programmes based on their developmental needs. The following programmes were held this year:

- **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. 95% of S.1 students joined the programmes and workshops agreed that they became more confident in adapting to the secondary school life. However, follow-up action was necessary for assisting a few students who showed weak social rapport.
- **Fig Boys Scheme** - the Fig Boys Scheme continued to support S.1 students in adapting to the new school life and establish a sense of brotherhood between the junior and senior level students. Orientation Day, Christmas Party and Lunch Time Activities were used to

foster the communication among the S.1 students and the senior level students. About 90% of S.1 students expressed that they could follow the daily school routine and found the programme useful.

- **Student Mental Health Support Scheme** - Regular support services of psychologic nurses, clinical psychologist and medical social worker were provided for our needy students. All students and parents were satisfied with the programme and the improvement of students in coping with their problems was shown. In order to understand the anxiety level of S.3 students arisen from S.4 elective subject selection, an ‘Anxiety Screening Questionnaire Survey’ was launched. The test had screened out about 20% of S.3 students having partial anxiety disorder syndrome due to academic stress and the follow-up intervention was given.
- **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 Workshops were held throughout the year. Individual education plans were designed to cater to their specific needs and most SEN students showed positive changes in their studies and social interaction.
- **Support for NCS Students** - the integration programmes covering both academic and cultural aspects were launched. Individual guidance was provided by teachers and teaching assistants, and the support service also helped the integration of NCS students into the Chinese culture.

Reflections

- Students with different needs were provided with appropriate support through various services and activities. Though schedules were to a certain extent interrupted by the social events and epidemic, the rearrangement was made and all programmes were successfully completed.
- It is recommended that social skills training for S.1 students be further enhanced in the coming school year for their better adaptation to the new school environment.
- The School concerns about the problem of high stress level of S.3 students. Counselling Committee will continue to support S.3 in enhancing their stress management skill, anger management skill and resilience in the coming school year. Moreover, guidance to those identified with anxiety disorder syndrome will be continued to support their mental health development.

Achievements

- **Community service programmes**
The Service Education Committee provided diverse opportunities for students in different levels to learn and experience how to serve other people outside school. The following programmes were organised:
 - **Foodstep Journey (S.1)** - due to the social events and epidemics, this programme was partly completed and the visit to the Food Angel was successfully held for S.1A and S.1B. Through the visit, students became more aware of food waste and experienced how to be a ‘food angel’ by preparing food for the needy. The activity provided a good opportunity for students to experience and learn how to respect food and others. The reflection session

conducted after the visit enhanced students' learning from the activity and their reflection was very positive. The School will make an effort to arrange the visit for the other two classes in the next academic year.

- **Service for the elderly (S.2)** - Collaborated with social workers, Form Teachers and Assistant Form Teachers, the Service Education Committee organised a series of training on service for the elderly commencing in the first term. However, the plan of doing service in the elderly centres in the second term was cancelled due to the Covid-19 pandemic. A debriefing session on the skills learned in the training programme was arranged after the class resumption to consolidate their learning as well as to keep their conscious on inter-generation relationship despite their being unable to gain the experience of serving the elderly.
- **Joint School Service Programme (S.3-S.4)** - Participants of the 'Joint School Service Programme' were given a series of training about how to get along well with students with special learning needs by the Boys' and Girls' Clubs Association of Hong Kong (Sheung Wan) in the first term. The plan of collaboration with SEN primary school students in launching a games day for the elderly in the Central & Western District in the second term was cancelled due to the pandemic.

Reflections

- The progress of programmes was seriously affected by the social events in the first term and the outbreak of Covid-19 in the second term. Many activities had to be cancelled finally such as the Sister-school Programme (S.3–S.4) and the Elder Academy (S.5) despite efforts made in the rearrangement.
- Despite the cancellation of social service at elderly centres, the training arranged for S.2 students helped them understand the physical and emotional feelings of the elderly. It inspired the students who had little experience in getting along with the elderly and promoted care to our community's needy people.
- Experiential learning enhances students' whole-person development and the School will continue to offer students various learning opportunities through community service programmes.

Achievements

- **Extra-curricular activities organised 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. From September to January, our 27 clubs and societies organised a total of about 80 activities or regular meetings for their members. Activities in the second term were cancelled because of the pandemic.
 - Nine sports teams and the Martial Arts Team had more than 150 members and most of them had regular training every week. Good attitudes of sportsmanship were shown in all kinds of competitions. The inter-school sports events were greatly affected by the social events and Covid-19 pandemic and only the Inter-school Swimming Competitions was launched in October. Our students have achieved good results with one gold medal, one silver medal and one bronze medal.

- 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. Intensive training programmes for school team members were arranged starting from September. The School Orchestra and the Chinese Orchestra took part in the Music Interflow competitions organised by the Music Office and they both won the silver award. Apart from enjoying the competitions, the performing skills of students and team morale were raised. Joint school choral activities were organised for our junior choir and senior vocal ensemble. Our junior choir had weekly practices with Belilios Public School junior choir and our senior vocal ensemble had monthly practices with Ying Wa Girls' School students. In addition, our harmonica band members participated in the Seoul International Harmonica Festival Celebration Concert held in the Concert Hall of the Hong Kong City Hall in January 2020.

Reflections

- Before the class suspension due to the epidemic, the Sports Council, Music Council, school uniform groups and ECA clubs had arranged multifarious extra-curricular activities for students to explore and exert their potentials. The School is concerned about the development of all students and tried to offer diverse opportunities to cater for the needs of different students though a number of events including the HK Schools Music Festival were cancelled this year and thus reduced the opportunities for students to perform their talents.
- The brotherhood and team spirit were observed in the major school events, e.g. swimming gala, inter-house competitions, Music Contest, etc. Uniform groups such as scouts and St. John Ambulance Society organised regular meetings during Saturdays. Student leaders were devoted and willing to spend their own time 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. The dedication of the team members was the key to achieving encouraging results of school teams.

2. Cultivate a harmonious, respectful, collaborative and supportive atmosphere through Class Management Scheme

Achievements

- **Class Management Scheme** - under the guidance of Form Teachers and Assistant Form Teachers, many classes worked seriously on their class plan to enhance the class spirit and showed initiatives in the implementation. However, difficulties were encountered in the implementation due to the long period of class suspension.
- **Angel Scheme** – after the training in September, S.2 angels started their duties in taking care of their paired classmates. Debriefing sessions by the school social worker were held for each class to facilitate students' reflections on inter-personal relationship and communications. The S.1 Angel Scheme that was originally planned to be implemented in the second term was cancelled.

- **Inter-class Cleaning Competition** – the event was organised by the Moral & Civic Education Committee before the Lunar New Year and all classes helped to tidy up, clean and decorate their classrooms collaboratively.
- **‘Whole-class Award’ Action** – all junior form and a few senior form classes proposed activities on fostering better class spirit in September and accomplished their goals and enjoyed the celebration in the first term.

Reflections

- From observation and teachers’ feedback, the Class Management Scheme was able to foster class cohesion and morale to a certain extent. Many students recognised that they were part of the class and learned how to respect and cooperate with classmates through different activities thus creating a caring and supportive environment. Nevertheless, its effectiveness was unavoidably affected by the cancellation of many class activities owing to the social events and the class suspension.
- Form Teachers and Assistant Form Teachers play a key role in nurturing a sense of belonging of the class and sharing of good practices among teachers is encouraged. The teacher’s sharing conducted in the staff meeting helped to create new ideas for promoting better class management.
- Stamp Award Scheme for S.1-S.3, S.1 Angel Scheme, S.2 Open Classroom, S.3 School Services and several inter-class competitions that were cancelled should be effective in promoting a harmonious and supportive school environment and could be launched in the next academic year.

6. Our Learning and Teaching

Lesson Time for Junior Secondary Classes (S.1-S.3)

KLAs	Percentage of Lesson Time
Chi. Lang Education	15.7%
Eng. Lang Education	16.7%
Mathematics Education	13.8%
PSHE	15.2%
Science Education	11.4%
Technology Education	5.7%
Arts Education	5.7%
PE	4.3%
Life & Society/ Liberal Studies	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 to seventy-three 45-minute teaching periods in a 10-day cycle, 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 their potential and to prepare them for the challenges they will face in their future studies and life. Our curriculum is broad and well-balanced, with clear and specific goals that promote students' whole-person development. We strive to educate students to achieve academic and personal growth, with emphasis on instilling positive values and attitudes through a wide range of curricular and extra-curricular activities. Each subject department formulates its annual plan with detailed implementation strategies in accordance with the School Development Plan.

In the second year of the 2018-2021 School Development Plan, our Major Concern 1 continued to be "To enhance students' language competency and capability in learning", in which different targets were set for improving learning efficiency and were incorporated into our school curriculum.

The first target was "To promote language competency through reading and cross-curricular projects". In 2019-2020, cross-curricular projects were delivered by English Language and History departments as well as Chinese Language and Chinese History departments. This enabled students to make connections and transfer their knowledge, vocabulary and skills acquired from language subjects across different subjects, thereby enhancing their enthusiasm towards language learning. In light of the suspension of on-campus teaching, the project conducted by the English Language and History departments was changed to be carried out online, whereas the project conducted by Chinese Language and Chinese History was postponed to the next school year.

Reading is promoted as an enjoyable and enriching experience for our students through the curriculum. Echoing this year's school theme, the Reading to Learn Committee and the School Library had prepared books and reading materials themed on "Self-discipline and Respect", which aimed to cultivate students' self-discipline and a sense of respect through reading. However, due to the COVID-19 outbreak, reading activities such as the S.1 Book Report Competition on recommended graded readers organised by the English Department could not be held as scheduled. Remarkably, our School has made good use of the Promotion of Reading Grant provided by the Education Bureau, as well as its Summer Reading Programme, including the "*Gift Book Pilot Scheme (2020)*" and the free use of the "*eRead Scheme*", wherein books that match with the targets of Major Concern 1 were selected to be part of the Chinese Language Reading Scheme books and were divided into 3 reading levels for students to choose from. In recognition of students' achievements and effort, we have also displayed students' book reviews on the School's notice board, and compiled and published their works in our magazine "King's Spring" (英泉). To foster a reading atmosphere, our School has planned to carry out reading programmes at different levels. In junior forms, we will offer reading courses to guide students on reading strategies and selecting appropriate reading materials, whereas for senior form students, joint school reading and sharing activities will be organised to broaden their horizons. Bookcrossing events will also be held to provide students with opportunities to share the joy of reading.

Our School has also organised a number of extended learning activities for students to build confidence and develop their language skills. By taking part in debate competitions and drama performances, students have shown greater confidence in the use of Chinese and English Languages for verbal and written communication. The Language Ambassador programme has also provided students with opportunities to practice their language skills in a relaxed and sociable environment. Simultaneously, the Language Ambassadors have also improved their language proficiency, leadership and organisational skills while performing their duties. We have also recruited Student Ambassadors and offered them workshops on the School's history and architecture, as well as the etiquette of hosting guests. During school events, Student Ambassadors have developed their communication and leadership skills as well as built up a sense of belonging to the School by conducting school tours for the visitors. To better equip students for the public examination, we have organised S.6 Joint School

Oral Practices for both Chinese and English Languages and other language support courses in the first term. However, due to School suspension in the second term, courses and training programmes for S.4 and S.5 were either changed to the online mode or cancelled.

The second target of Major Concern 1 was “ To foster active and self-directed learning among students through programmes catering for learner diversity.” Aptitude quizzes were held to test S.1 students’ knowledge in Chinese Language, English Language, Mathematics and Integrated Science so that teachers could identify the areas of strength and weakness among the students and take follow-up actions. In S.1 and S.2, after-school study groups were regularly held to boost students’ study skills and foster collaborative and self-directed learning. The aforementioned face-to-face activities were held only in the first term as the School suspended in the second term due to the COVID-19 outbreak. To unleash students’ potential and to boost their self-esteem and confidence, we have encouraged students to participate in territorial and international competitions in the areas of science, languages, sports, arts, music and dance. Internally, our “Show Your Talent” programme has provided students with opportunities to showcase their talent by performing in school events such as the Annual Speech Day and the Open Days. The performance in this year’s Speech Day including tap dance and the double concerto for erhu and piano were highly applauded. Yet, the Open Days were cancelled and students would be arranged to perform in the next School Open Days.

The third target was “To heighten students’ interest in STEM education and lift students’ spirit in science investigation”. In order to improve the effectiveness of STEM learning, our School has increased resources to promote foundational STEM education among junior form students. For example, after-school experiment courses and science quizzes have been held regularly to provide students with exposure to STEM in a fun and engaging way. Besides, our School has incorporated the mBot robot coding courses into the S.1 Integrated Science curriculum as well as the micro:bit coding programme and rocket car competition into the S.2 Computer Studies curriculum. This year, in addition to the new Artificial Intelligence (AI) Robotic Vehicle advanced course, the STEM Education team also organised a UK STEM Study Tour in November 2019 with the support of the King’s College Education Foundation Limited.

As to curriculum planning, the Pedagogy Committee reviewed and formulated teaching strategies annually. The theme in 2019-20 was “Promoting creativity and enhancing peer learning”. Teachers were encouraged to use digital resources along with traditional teaching methods. The Committee also served as a platform for teachers to share teaching styles and reflect on teaching to improve teaching efficiency. Activities like collaborative teaching and peer lesson demonstrations were regularly organised. However, all the internal cross-subject collaboration and lesson demonstrations originally scheduled in 2019-20 were postponed to 2020-21 due to the suspension of classes during the COVID-19 pandemic. In response to the online teaching arrangement, the E-learning Team had offered teachers a series of workshops on the use of online teaching tools. To meet our teachers’ varying needs, we will arrange more online teaching workshops in 2020-21 with a view to enhancing the learning and teaching effectiveness in our School.

Our teachers have always kept up with the latest curriculum development by participating in different professional development programmes. Teachers of the same discipline also formed learning circles to exchange experiences to advance their professional practices in a supportive and collaborative environment. In 2019-20, our History Department partnered with Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College and formed exchange and lesson demonstration sessions. The pedagogical studies have also enabled teachers to explore, design and evaluate their pedagogical approaches, thereby enhancing their professional competence and developing strategies to meet different learners’ needs. Additionally, our teachers have also constantly served as examiners or markers for HKDSE to deepen their understanding of the public examination requirements. Sharing sessions were organised by teachers of the same subject to learn about and

discuss the latest development and changes in the public examination. These were not only conducive to our teachers' professional development, but most importantly, helped our students better prepare for the public examination.

7. Support for Student Development

Our School's whole-school approach to student development created a caring, respectful and inviting environment for learning and growth. Various activities were planned and organised to cater to students' diverse needs and interests for developing their competencies to take up future challenges with confidence and enthusiasm. The strategies adopted to accomplish our second major concern, "To nurture righteous and self-fulfilling students", provided students with opportunities to enhance their personal qualities and pursue a purposeful life.

Values Education has always been the School's fundamental concern and six core values are highlighted in this School Development Cycle: 'Responsibility', 'Integrity', 'Self-discipline', 'Respect', 'Perseverance' and 'Empathy'. A school-based Values Education Curriculum was developed for the theme of the school year, Self-discipline and Respect, to assist students in formulating a personal value system that would turn them into righteous individuals who possess positive attitudes and virtues. Along with the Form Teacher Periods, multifarious activities inculcating the core values were organised by various functional committees including Model Student Election, slogan design, board display, drama performance and thematic reading periods. Different subject departments also designed lessons incorporated values education. With our zealous efforts, most students displayed enthusiasm to become self-disciplined, respectful and conscientious young men.

We are determined to cultivate a supportive and nurturing culture in school. Notwithstanding the obstacles and uncertainties in the 2019-20 school year, our potent functional teams and committed Form Teachers continued to devote earnest efforts to promoting student growth. Students with diverse potentials and needs were catered with various deliberate programmes. Among them, the Counselling Committee organised different 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 accommodated 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 Fig Boy's Scheme enhanced the sense of belonging by establishing brotherhood among Kingsians and made the School their second home. Students' mental health was another main concern and diversified activities were launched to equip students with skills in attaining mental wellness and foster their resilience in dealing with adversities. Addressing the need of S.6 students, group interviews conducted by the Counselling Teachers enabled the identification of students with a high stress level and additional support was given to foster their ability in stress management. Extra support services to the needy students were also provided by the practitioners from the Students Mental Health Support Scheme. The positive response from students and parents proved the programmes to be effective.

Our meritorious Life Planning Education programmes that aligned with students' developmental needs at different stages of growth facilitated their career development. From understanding self and exploring career in the junior forms, to planning and managing learning and career goals in the senior forms, the comprehensive plan incorporated various activities that empowered our students to make informed and responsible choices on their learning, career goals and other aspects of life. Although the Job Shadowing and Mentorship Schemes were interrupted by the pandemic, the vast support provided by our experienced Careers Teachers definitely helped students plan their career path.

2019-20 was a challenging school year for all students especially the sixth formers. Our dedicated teachers made every effort to encourage our boys by giving guidance and emotional support. Apart from the Careers Info Day and the individual and group interviews conducted by Careers and Counselling Teachers as scheduled, useful JUPAS, non-local study and other careers information was given via electronic media for replacing the Mock Release of the HKDSE Results. To comply with the

online release of the HKDSE Results, individual phone career counselling session was conducted to ensure adequate assistance and advice were provided to fully support our students.

It is our mission to create a welcoming school environment for every student and effective school policies and strategies were administered to cater for learner diversity. Resources were allocated not only to stretch the potentials of the talent students, but also to students with special educational needs (SEN) and non-Chinese speaking (NCS) students. Collaborative efforts by the SENCO, school social workers, educational psychologists, practitioners, Form Teachers and Subject Teachers have provided comprehensive support for SEN students. For NCS students, tailor-made Chinese Language and Chinese Culture curricula were designed and pull-out lessons were thoughtfully arranged to facilitate their learning and integration.

The School encouraged students to embrace challenges and take an active part in local and international contests. Their outstanding performance in competitions such as the World Scholar's Cup Tournament of Champions (Yale University), the Hong Kong Schools Speech Festival, and the music contests organised by the Music Interflow and other associations demonstrated students' commitments and accomplishments. The invaluable experiences fostered their personal development.

Last but not least, we are grateful for the continuous support of our two salient partners, King's College Old Boys' Association and King's College Parents Teachers Association, in providing tremendous support that facilitated students' whole-person development.

8. Performance of Students

HKDSE

No. of students sat	131
% of students awarded the minimum entrance requirements for university education #	82% (107)
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	96% (126)

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
Hong Kong Red Cross Youth Unit 21	<ul style="list-style-type: none"> Regular Services (From Hong Kong Island Division) 	10
Interact Club	<ul style="list-style-type: none"> 共融之樂保齡球比賽暨香港盲人保齡球錦標賽 	5
Junior Police Call	<ul style="list-style-type: none"> Ocean Park Tour 	6
King's College	<ul style="list-style-type: none"> Community Chest Dress Casual Day 	95% of students
Scouts	<ul style="list-style-type: none"> Speech Day Services Swimming Gala Services 	17 24
Service Education Committee	<ul style="list-style-type: none"> Sister School Programme Joint School Social Service Programme S1 Foodstep Journey S2 Service Training & Visits to Elderly Centre 創出 SUN 天 中西區聯校領袖義工訓練暨社區服務 	10 13 72 144 10 13
St. John Ambulance Society (King's Ambulance Cadet Division)	<ul style="list-style-type: none"> On duty at Annual Swimming Gala and Cross-Country Run 	21

Student Participation in Overseas or Mainland Exchange Programmes/ Study Tours

	Study Tours	Number of participants
Overseas	UK STEM Tour	10

9. Students' Major Achievements in International and Territory Competitions

International Level

Nature	Competition	Award/ Prize	Awardee
Academic Development	World Scholar's Cup Tournament of Champions (Yale University)	Arts and Music Silver Medal	DAI Man-lai, Winston 5D
		Champion Scholars	CHEUNG Gabriel Man-hin 5A
		History Gold Medal	CHAN Pak-sum 5A
		Individual Debate Gold Medal	CHEUNG Gabriel Man-hin 5A HAN Albert Lim 4D WEI Oscar Zijie 4D
		Individual Debate Silver Medal	DAI Man-lai, Winston 5D XIONG Victor Tan 4B
		Individual Silver Medal	CHAN Pak-sum 5A
		Individual Writing Silver Medal	XIONG Victor Tan 4B CHAN Sui-hin 5A HUNG Cheuk-kin, Neo 5D CHENG Pan 4A
		Individual Writing Gold Medal	HAN Albert Lim 4D
		Literature Silver Medal	CHEUNG Gabriel Man-hin 5A WONG Tin-hang 5A
		Science Silver Medal	XIONG Victor Tan 4B
		Science Gold Medal	CHAN Pak-sum 5A CHEUNG Gabriel Man-hin 5A WONG Tin-hang 5A
		Social Studies Gold Medal	CHAN Pak-sum 5A
		Social Studies Silver Medal	HAN Albert Lim 4D
		Special Area Gold Medal	CHENG Pan 4A
		Special Area Silver Medal	CHEUNG Gabriel Man-hin 5A HAN Albert Lim 4D WEI Oscar Zijie 4D
		Team Bowl Gold Medal	CHAN Pak-sum 5A CHENG Pan 4A WEI Oscar Zijie 4D
		Team Bowl Silver Medal	HUNG Cheuk-kin, Neo 5D
		Team Debate Silver Medal	CHAN Pak-sum 5A CHAN Sui-hin 5A CHEUNG Gabriel Man-hin 5A DAI Man-lai, Winston 5D HAN Albert Lim 4D WEI Oscar Zijie 4D LAW Siu-hin, Ethan 4A CHENG Pan 4A
		Team Writing Silver Medal	CHAN Pak-sum 5A CHAN Sui-hin 5A CHEUNG Gabriel Man-hin 5A CHENG Pan 4A WEI Oscar Zijie 4D
		Top Scholar	CHEUNG Gabriel Man-hin 5A
Writing Gold Medal	CHEUNG Gabriel Man-hin 5A		
Music	2019 Nan Feng International Music Competition	Gold Award	CHAN Sui-hin 5A

Territory Level

Nature	Competition	Award/ Prize	Awardee
Academic Development	EDB Advanced STEM Learning Project	Admission	CHAN Feng-yu 5A CHOW Yui-hong 5A WANG Chiu-yuet 5A LAI Ngo-chun 5C
	Hong Kong Biology Literacy Award (2019/2020)	Best School Award	King's College
		First Class Honors	DAI Man-lai, Winston 5D
		Second Class Honors	CHEUNG Gabriel Man-hin 5A
		Active Participation	MA Tsz-hei 5C
	Hong Kong Model United Nations Conference	Best Delegate - United Nations Human Rights Council	CHAN Pak-sum 5A
		Best Speaker - United Nations Human Rights Council	LEE Cheuk-ngai 5A
		Honourable Mention - World Health Organization	HAN Albert Lim 4D
	Hong Kong Student Science Project Competition	Honorable Mention Award & Visitors' Favorite Award	CHOI Wang-yu 4D
			TSE Pak-lok 4D
			NGAN Ka-pui 4A
			KE Yan-nok 4D
			LIU Mingxin 4D
			KWAN Chiu-ming 4A
			LAW Siu-hin, Ethan 4D
	Hong Kong Youth Science & Technology Competition	The First Place Award in the category of "Energy and Environmental Science"	KWAN Chiu-ming 4A NGAN Ka-pu 4A LIU Mingxin 4D
		The Third Place Award in the category of "Chemistry and Materials"	CHEUNG Jit-hei 6A LAW Siu-hin 4A
		Honourable Mention Award in the category of "Energy and Environmental Science"	FENG Wenguang 4A KE Yan-lok 4D
	Hong Kong Youth Science and Technology Innovation Competition	Honourable Mention Award	FENG Wenguang 4A
			KE Yan-nok 4D
			LAW Siu-hin, Ethan 4D
		First Place Award Emerson Award for Environmental Science	NGAN Ka-pui 4A LIU Mingxin 4D KWAN Chiu-ming 4A
	International Biology Olympiad – Hong Kong Contest 2019	Gold Award	CHEUNG Gabriel Man-hin 5A
Honourable Mention Award		LEE Cheuk-ngai 5A	
S.T. Yau High School Science Award (Asia)	Honourable Mention Award	CHEUNG Jit-hei 6A	
STEM Education Fair 2020 Inspiring Creativity Promoting Innovation	Display in the Roving Exhibition	CHAN Feng-yu 5A CHOW Yui-hong 5A WANG Chiu-yuet 5A LAI Ngo-chun 5C KWONG Ming-hin 3B FUNG Tin-yau 3A CHUNG Shing-hei 3A WOO Chi-lok, Garyson 3A	

		CHOY Cheuk-hin 3B WONG Tsz-wing 3D
The Greater Bay Area STEM Excellence Award 2020 (Hong Kong)	Artificial Intelligence Stream (Junior Team) - Merit	KWONG Ming-hin 3B FUNG Tin-yau 3A CHUNG Shing-hei 3A WOO Chi-lok, Garyson 3A CHOY Cheuk-hin 3A WONG Tsz-wing 3D
71 st Hong Kong Schools Speech Festival	1 st Place in Solo Verse Speaking (Non-open)	YAN Tsz-hin 2C TSOI Chi-wun 3A
	2 nd Place in Solo Verse Speaking (Non-open)	LUI Sui-hoi, Rex 1D LAU Pak-hei 2D
	2 nd Place in Improvised Dramatic Scenes	FAN Tsz-hang 1B LEE Yan-lok 1B WONG Him 1B WONG Kwong-yau 1B HO Yuk-kwan, Baron 2B LAU Pak-hei 2D YEUNG Pak-lam 2D CHUI Pak-long 3B
第七十一屆香港學校 朗誦節(中文朗誦)	男子組 (中學二年級) 粵語散文獨誦 - 冠軍	殷子軒 2C
	男子組 (中學三、四年級) 普通話詩詞獨誦 - 冠軍	蔡根 3A
	男子組 (中學二年級) 粵語詩詞獨誦 - 亞軍	蔡宇軒 2A
	男子組 (中學二年級) 粵語散文獨誦 - 亞軍	梁諾盟 2D
	男子組 (中學一、二年級) 普通話詩詞獨誦 - 季軍	楊栢霖 2D
	男子組 (中學一、二年級) 普通話散文獨誦 - 季軍	王子越 2D
	男子組 (中學一年級) 粵語詩詞獨誦 - 良好	黃晉軒 1A
	男子組 (中學二年級) 粵語詩詞獨誦 - 良好	陳澤輝 2A
	男子組 (中學一年級) 粵語詩詞獨誦 - 良好"	李鈺維 1A
	男子組 (中學二年級) 粵語散文獨誦 - 良好	馬志豪 2C
	男子組 (中學二年級) 粵語散文獨誦 - 良好	李穎綸 2D
	男子組 (中學二年級) 粵語詩詞獨誦 - 優良	彭熙哲 2C
		陳信亨 2A
	男子組中學一年級 粵語詩詞獨誦 - 優良	許鉅彥 1C
	男子組 (中學一、二年級) 普通話詩詞獨誦 - 優良	殷子軒 2C
		林樹權 2C
		王嘉雋 1B
男子組 (中學五、六年級) 普通話散文獨誦 - 優良	陳俊燁 5A	
全港中學生演講比賽 夢想盃	初中組優異獎	周倬賢 2D
19-20 年感受生命寫	優異獎	黃駿熙 4C

	作比賽		蘇柏軒 4A
	2019-20 年全國青少年語文知識大賽 - 菁英盃現場作文初賽 (香港賽區)	初級組二等獎	鄭弘智 1B
		高級組二等獎	吳俊熙 4C
			黃駿熙 4C
		高級組三等獎	林汝聰 5A
	2019-20 年全國青少年語文知識大賽 - 菁英盃現場作文決賽 (香港賽區)	初中三等獎	歐耀允 4D
		高中二等獎	鄭弘智 1B
			周倬賢 2D
		高中三等獎	林汝聰 5A
			歐耀允 4D
Music	HKYPAF The 7 th Hong Kong Youth International Performing Arts Festival 2019 Beethoven Sonata Class	First Place	HUNG Cheuk-kin, Neo 5D
		Gold Prize	HUNG Cheuk-kin, Neo 5D
	Internationaler Bonn Klassik Klavierwettbewerb 2020 (Hong Kong Division)	1 st Runner-up	HUNG Cheuk-kin, Neo 5D
		Gold Award	HUNG Cheuk-kin, Neo 5D
	The 8 th Hong Kong Youth Barclampory Music Festival, Piano Classical Class	Second with Honours	HUNG Cheuk-kin, Neo 5D
	2019 Hong Kong Youth Music Interflow Symphony Orchestra Contest	Silver Award	KC School Orchestra
	2019 Hong Kong Youth Music Interflow-Chinese Orchestra Contest	Silver Award	KC Chinese Orchestra
Physical Development	Inter-School Swimming Competition	Boys C Grade 50m Freestyle Champion	LAM Yuk-wang 2D
		Boys C Grade 50m Butterfly 1 st Runner -up	LAM Yuk-wang 2D
		Boys B Grade 100m Breast Stroke 2 nd Runner -up	WEI Oscar Zijie 4D

10. Financial Summary (1.9.2019 - 31.8.2020)

	Income (\$)	Expenditure (\$)
I ESCBG ACCOUNT		
(a) Non-school specific grants		
1 Baseline Reference Provision	506,558.00	400,058.52
Sub-total:	<u>506,558.00</u>	<u>400,058.52</u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	420,652.00	320,920.47
2 Extra Recurrent Grant under ITE4 - GSS	66,740.00	53,957.00
3 Capacity Enhancement Grant - GSS	634,017.00	571,832.48
4 School-based Management Top-up Grant - GS	50,000.00	13,126.00
Sub-total:	<u>1,171,409.00</u>	<u>959,835.95</u>
II TEACHER RELIEF GRANT (TRG) ACCOUNT		
● Provision for 2019-2020	218,140.00	248,904.18
Sub-total:	<u>218,140.00</u>	<u>248,904.18</u> #
III OTHER NON-RECURRENT GRANTS ACCOUNT		
Diversity Learning Grant for the NSS Students - Other Languages		
● Provision for 2019-2020	105,300.00	54,600.00
Sub-total:	<u>105,300.00</u>	<u>54,600.00</u>
Diversity Learning Grant for the NSS Students - Other Programmes		
● Provision for 2019-2020	84,000.00	39,500.00
Sub-total:	<u>84,000.00</u>	<u>39,500.00</u>
Enhanced Additional Funding - Support for NCS Students - GSS		
● Provision for 2019-2020	800,000.00	868,378.88
Sub-total:	<u>800,000.00</u>	<u>868,378.88</u> #
Extra Senior Secondary Curriculum Support Grant		
● Provision for 2019-2020	15,195.06	15,194.55
Sub-total:	<u>15,195.06</u>	<u>15,194.55</u>
Grant for the Sister School Scheme - GSS		
● Provision for 2019-2020	154,950.00	-
Sub-total:	<u>154,950.00</u>	<u>-</u>
Information Technology Staffing Support Grant - GSS		
● Provision for 2019-2020	317,338.00	313,362.00
Sub-total:	<u>317,338.00</u>	<u>313,362.00</u>

Learning Support Grant		
● Provision for 2019-2020	658,812.00	750,809.65
Sub-total:	<u>658,812.00</u>	<u>750,809.65</u> #
Life-wide Learning Fund - GSS		
● Provision for 2019-2020	1,158,000.00	352,770.00
Sub-total:	<u>1,158,000.00</u>	<u>352,770.00</u>
Moral & National Education Support Grant - GSS		
● Provision for 2019-2020	352,131.30	161,807.02
Sub-total:	<u>352,131.30</u>	<u>161,807.02</u>
One-off Grant for the "Gift of Printed Book Pilot Scheme (2020)" - GSS		
● Provision (expiry on 30.11.2020)	69,700.00	-
Sub-total:	<u>69,700.00</u>	<u>-</u>
One-off Special Grant for Enhancing the Cleansing Service for Epidemic Prevention - GSS		
● Provision (expiry on 31.8.2021)	100,000.00	-
Sub-total:	<u>100,000.00</u>	<u>-</u>
Promotion of Reading Grant - GSS		
● Provision for 2019-2020	61,980.00	42,377.90
Sub-total:	<u>61,980.00</u>	<u>42,377.90</u>
School-based After-school Learning & Support Programmes - GSS		
● Provision for 2019-2020	30,000.00	37,905.00
Sub-total:	<u>30,000.00</u>	<u>37,905.00</u> #
School Executive Officer Grant - GSS		
● Provision for 2019-2020	507,960.00	379,749.47
Sub-total:	<u>507,960.00</u>	<u>379,749.47</u>
Special Anti-epidemic Grant - GSS		
● Provision (expiry on 31.8.2021)	25,000.00	20,055.86
Sub-total:	<u>25,000.00</u>	<u>20,055.86</u>
Non-recurrent Grant to Secondary Schools to support Non-Chinese Speaking Students to learn Chinese History and Culture		
● Provision (expiry on 31.8.2021)	100,000.00	46,030.00
Sub-total:	<u>100,000.00</u>	<u>46,030.00</u>
Student Activities Support Grant		
● Provision (expiry on 31.8.2020)	24,735.00	5,708.00
Sub-total:	<u>24,735.00</u>	<u>5,708.00</u>

IV SMI ACCOUNT

Fees collected from students for specific purposes	<u>215,400.00</u>	<u>186,425.77</u>
Sub-total:	<u><u>215,400.00</u></u>	<u><u>186,425.77</u></u>

V ECA ACCOUNT

(a) Provision for 2019-2020	97,686.00)	207,128.30
(b) Fees collected from students(S4 to S6)	<u>60,088.00)</u>	
Sub-total:	<u><u>157,774.00</u></u>	<u><u>207,128.30</u></u> #

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

11. Feedback for Reflections

1. Due to the COVID-19 outbreak, many activities under Major Concerns 1 and 2 were halted in the 2019-20 school year. In response to the suspension of on-campus schooling, teachers made great efforts to adjust their teaching modes and design online activities for students, resulting in a productive distance learning experience. However, the best classroom learning is rooted in positive relationships and dynamic interaction among students and teachers. After the resumption of face-to-face classes, meaningful learning activities have been resumed and reorganised in stages in accordance with social distancing and epidemic prevention measures. In light of this year's school suspension experience, the School will take special measures when preparing for future activities so as to mitigate negative impacts on learning and teaching in whatsoever situations.
2. The School attaches great importance to developing students' language skills through reading. With the joint effort of the Reading to Learn Committee and different subject departments, a series of reading programmes have been organised and achieved satisfactory participation rates. To support schools in enhancing reading culture, the Education Bureau has launched the Promotion of Reading Grant and the free use of the "eRead Scheme". The scheme serves as an excellent platform to promote e-reading among our students and the School will also make good use of the funding and select interesting reading materials that fit our students' educational need.
3. STEM education has been successfully incorporated into the curricula of Mathematics, ICT and Science subjects. It is pleasing to see our students have excelled in STEM learning and obtained excellent results in STEM-related competitions. The School will continue to give high priority to STEM education, with aims to foster creativity and science literacy, as well as nurture the future innovators. The STEM activities and the coding courses will be further enhanced in the coming school year. More promotion and campaigns will be launched to encourage students' participation in these programmes.
4. Values education has played an important role in nurturing our students' positive values and attitudes as well as good discipline. This year, the Values Education with the theme of "Self-Discipline and Respect" has been incorporated into our formal and informal curricula. Despite the disruption caused by the class suspension on programme schedule, the concerted efforts contributed by our functional teams and teachers persisted in the inculcation of core values. In the next school year, the School will further strengthen values education with the main focus on "Perseverance and Empathy" and bolster the sense of belonging and brotherhood among Kingsians.
5. Community service programmes are effective in cultivating students with a sense of caring, respect and responsibility to themselves, the community and others. It is our aim to nurture students through experiential learning to cherish interpersonal relationships and build a supportive school culture but the interruption of programmes hindered the progress. The School will make relevant adjustment and continue to organise purposeful community service programmes to promote students' whole-person development in the next school year.
6. Students had been staying home for online learning during the school suspension period. They may face different problems and thus negative emotions such as frustration and anxiety arose. The School encouraged students to cultivate a positive mindset in face of the COVID-19 pandemic and be aware of their physical, mental and social well-being. Healthy lifestyle and positive thinking will be promoted for empowering our students to overcome challenges arising from the pandemic. The Counselling Committee and Life Planning Education and Career Guidance Committee will continue to maintain a strong support system to assist students' personal

growth and stress management with school guidance.

7. The School has received considerable and unremitting support from KCPTA and KCOBA. The close collaboration between the School and these supportive partners benefited the launching of distinctive school-based programmes for student development. Apart from a roll of scholarships provided for recognizing students' achievements in academic and non-academic areas, various resources were provided aiming at building students' competencies. Though the Job Shadowing Programme for the senior form students was suspended, the KCOBA facilitated students in their career planning by arranging a Careers Talk on the development of Chinese medication. The KCPTA has also committed to coordinating parent education activities, which helped to bring the spirit of home-school cooperation in full play.
8. The School is deeply grateful for the generous donations from the KC Education Foundation Limited, which has supported our students to participate in various learning activities to develop their abilities in STEM, music, the arts, languages, sports and other areas. With the financial support, students can broaden their horizons and gain valuable learning experiences through study tours, overseas competitions and training. In addition, the sponsorship of the renewal of the sound and lighting system in the school hall and the replacement of computers for learning and teaching demonstrated their kindness in supporting the School's continual improvement of facilities for creating an ideal learning environment.
9. The School has worked closely with NGOs and tertiary institutions to organise programmes that promote students' whole-person development, thereby enhancing the teaching and learning effectiveness in our curriculum. Among them, the School Social Work Services provided by the Boys' and Girls' Clubs Association of Hong Kong, the Healthy School Programme organised by the Tung Wah Group of Hospitals, and community services and inter-school activities organised by the Rotary Club were highly appreciated. In collaboration with the Faculty of Education of the University of Hong Kong, our teachers had the opportunity to exchange ideas and share teaching experiences through mentoring student teachers. During the challenging time of pandemic, NGOs and parents also had charitable donations of anti-epidemic supplies as well as electronic devices for the less privileged students to sustain their learning. The School will continue to work with different outside groups to provide opportunities and resources for students.

12. Appendix

Report on School-based After School Learning & Support Programme 2019-2020

學校名稱：英皇書院
 計劃統籌人姓名：林若穎老師

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)	28 人	80%	10/2019 - 8/2020	\$35,145	個人反思/ 音樂老師觀察	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。 超過 60%受惠學生在校內音樂科樂器考試的成績有顯著進步。
海洋公園 - 聰明八爪班 [海中王者] (中一至中三)	21 人	100%	25/11/2019	\$1,995	個人反思/ 老師觀察	海洋公園	<ul style="list-style-type: none"> 所有學生積極參與自 主學習認識各種海洋動物的適應本能和面對的威脅。透過觀察真實鯊魚生活，探究氣候變化造成的環境影響，加強學生對世界環境議題的關注，並學習如何制定低碳生活方案，身體力行為環境保護出一分力。
文娛藝術節目欣賞 中一至中五	1 人	100%	12/2019	\$185	個人反思	--	<ul style="list-style-type: none"> 因社會運動影響交通，以及疫情影響外出社交活動，活動反應未如預期理想。 本活動不會於下學年度繼續。
迪士尼工作體驗坊 (中三至中五)	取消						備註： 受社會運動及疫情影響，是次活動於兩次改期後仍未能舉行。
			總開支	\$37,325			

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。

Report on the Use of Life-wide Learning Grant 2019-2020

Domain	Brief Description of the Activity	Objectives	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Category 1	To organise / participate in life-wide learning activities												
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)												
English Language	Debate Workshop for Junior Forms	<ul style="list-style-type: none"> To help junior students develop background knowledge into debate arguments & explore effective debate tactics. To give students a taste of debate by class competitions. 	Whole Year	S.1 – S.2	<ul style="list-style-type: none"> 6 out of the 10 sessions were conducted via Zoom meetings during the class suspension. The attendance of the students was higher than 90%. Students enjoyed the class and showed interest in joining the Debating Team. The feedback from the coach and the teacher supervisor was also very positive. 	\$9,750	E1	✓					
	Drama Workshop	<ul style="list-style-type: none"> To enable a team of students to compose and deliver an audience-appropriate drama 	First Term	S.1 – S.5	<ul style="list-style-type: none"> 9 out of the 14 sessions were conducted via Zoom meetings during the class 	\$19,600	E1	✓					

		<p>production by using their language skills and creativity.</p> <ul style="list-style-type: none"> To encourage students to acquire the skills to use visual, auditory & technological aids in drama performance. To enhance students' speaking and writing skills through dialogue and script-writing. 			<p>suspension.</p> <ul style="list-style-type: none"> More than 90% of the students attended the lessons and enjoyed the workshop. Students were coached to write a script for the drama competitions, yet the competitions were cancelled because of the class suspension. The workshop was rewarding despite the fact that students could not put on the show. 							
	Festive Celebration to experience English learning in the cultural context	<ul style="list-style-type: none"> To fully immerse students into English culture by festival celebration activities. To enhance students' motivation and interest in learning English through activities beyond the classroom. 	Halloween, Christmas, Valentine's Day & Easter	S.1 – S.6	<ul style="list-style-type: none"> From teachers and student helpers' observation, 90% of students gave positive feedback and enjoyed the activities. The interactions between NETs and junior form students could help promote interest in English learning. Due to COVID-19, the Valentine's Day and Easter activities are to be organised in classroom context. 	\$14,960	E1	✓				
	Appreciation of Drama Performance	<i>(Cancelled)</i>	July 2020	S.1 – S.3	----	--						
Chinese Language	辯論培訓班 及 朗誦訓練班	<p>辯論培訓班</p> <ul style="list-style-type: none"> 提升學生表達個人觀點及交流質詢的能力，訓 	<p>辯論培訓班：9月至3月</p>	<p>20位中三及中四學生 (由辯論學會負</p>	<p>辯論培訓班</p> <ul style="list-style-type: none"> 上學期舉辦辯論課程，16位同學參加，同學均 	\$8,600	E1	✓				

		<p>練學生的批判思考、組織及變通能力，強化其辯論技巧。</p> <p>朗誦訓練班</p> <ul style="list-style-type: none"> 提升學生演繹誦材的能力。 通過公開演出，幫助學生建立自信，促進個人成長。 	朗誦訓練班：下學期	<p>責老師根據學生思維及說話能力甄選)</p> <p>所有參加校際朗誦比賽學生</p>	<p>表示課程有助提升他們對辯論的興趣。但由於社會運動影響，上學期同學出席率約65%。</p> <ul style="list-style-type: none"> 因受社會活動及疫情影響，多項學界賽事被逼取消。辯論隊在4月進行了兩場以ZOOM進行的校際友誼賽，與友校切磋交流。 <p>朗誦訓練班</p> <ul style="list-style-type: none"> 因受疫情影響，朗誦培訓班取消。 									
Mathematics	Maths Olympiad Courses (Junior)	<ul style="list-style-type: none"> To enhance junior form students' high order thinking, logical thinking and problem solving skills. 	Oct - Nov 2019	20 students (S.1 - S.3)	<ul style="list-style-type: none"> Feedbacks from instructor and students were very positive. 89% of students felt that the lesson had improved their understanding and skills in Mathematics, and the instructor introduced concepts well. An internal assessment was taken at the end of the course but external competitions have been cancelled due to school suspension. 	\$5,250	E1	✓						
Geography	Fieldwork Skill Training Workshop	<ul style="list-style-type: none"> To facilitate students' mastery of fieldwork skills. To enhance students' generic skills through field study. 	Second Term	S.4 & S.5 Geog students	<ul style="list-style-type: none"> 100% students agreed the workshop helped their mastery of fieldwork skills. From teachers' observation and students' feedback, students liked the workshop and their generic skills such as collaboration, problem solving and communication skills 	\$7,000	E1, E2	✓						

					were trained and enhanced to a certain extent.							
Cross-KLA	Sci-lish activities (STEM-related activities organised by Science & English departments)	<i>(Cancelled)</i>	Second Term	S.1 (whole form)	----	----						
Expenses on Item 1.1						\$65,160						

1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
	<p>S.1 Foodstep Journey (An experiential learning programme organised by Food Angel that promotes the virtue of cherishing food and caring for the community)</p>	<ul style="list-style-type: none"> To cultivate positive values (caring, respects and responsibility) among students. To provide students with valuable opportunities for developing civic responsibility and empathy. To develop students' generic skills, including critical thinking, collaboration, communication skills, etc. To foster relationships between the school and the neighbouring community. 	<p>Oct -Nov 2019 (for S1A & 1B) 2nd Term (for S1C & 1D) – original schedule</p>	<p>S.1 (whole form)</p>	<ul style="list-style-type: none"> This programme concluded successfully from October to November. S1A & 1B students were brought to visit the exhibition and experience how to be a 'food angel' at Food Angel. They learned how to pick vegetable and food for the needy. It was aimed to raise students' awareness about food waste. The visits of the other two S1 classes could not be given since the Coronavirus outbreak and would be postponed to the next academic year when the social distancing policy is hoped to be lifted. 	<p>\$8,580</p>	<p>E1, E2</p>	<p>✓</p>	<p>✓</p>		
	<p>S.2 Eldpathy & Visits to Elderly centres (Community service programme organised by Service Education Committee)</p>		<p>Training: 1st & 2nd Terms Eldpathy: Oct -Nov 2019 Visits: Feb - May 2020 <i>(cancelled)</i></p>	<p>S.2 (whole form)</p>	<ul style="list-style-type: none"> The experiential training offered by Eldpathy, could inspire the students who have little observation and experiences of getting along with the elderly who live in the elderly homes. They were particularly involved in the games and demonstration of pretending to be the elderly by gearing up with special clothes or devices in order to understand the physical and emotional feelings of the elderly. However, only half of the training workshop could be given in the first term while the rest with the visits to elderly centre could not be given 	<p>\$26,00 0</p>	<p>E1</p>	<p>✓</p>	<p>✓</p>		

					since the Coronavirus outbreak. A group-up lesson will be given on 2nd July.								
S.4 Visit to Jockey Club Life Journey Centre (An experience tour organised by Moral & Civic Ed Committee & CLP Committee that aims at cultivating positive concept in treasuring time & care for others)	<ul style="list-style-type: none"> To inspire and enrich students' understanding of life journey and the importance of life planning. To bring a perception change of the negative stereotypes for "old", and to arrive at a positive, supportive attitude and respect for our seniors. 	Nov 2019	4B	<ul style="list-style-type: none"> Meaningful experience was gained as students learned about messages about life from different activities offered in the event. They also learned to understand and respect the elderly and the people around them throughout the activities. Unfortunately, the visits of 4A, 4C and 4D were cancelled due to Covid-19. 	\$4,720	E6, E2			✓				✓
S.3 Resilience Training [Day camp on Student Development Day] (organised by Counselling Committee & OLE Committee)	<ul style="list-style-type: none"> To enhance students' resilience and problem solving ability. 	4 Oct 2019	S.3 (whole form)	<ul style="list-style-type: none"> Most students found the activity was useful in enhancing their problem solving skills and 73% of the participants stated that they could be able to face challenges and failure. The overall effectiveness of the programme was greatly affected as the second part of training programme scheduled in March was cancelled due to the epidemic. 	\$35,910	E6			✓				
S.1 Training on Student Developmental Day - We're Kingians! Let's build our dreams together!	<ul style="list-style-type: none"> To build up the team-spirit of S.1 new comers. To introduce problem solving skills to S.1 student. To co-creating a Harmonious School against Anti-bullying. 	4 Oct 2019	S.1 (whole form)	<ul style="list-style-type: none"> 86% of the participants 'Strongly Agree' and 'Agree' the activity was useful to them and helped in building team spirit. 	\$3,520	E1			✓				
S.1 Adaptation and Development Programme (organised by Counselling Committee)	<ul style="list-style-type: none"> To Help S.1 needed students adapt to school environment and build up their rapport. 	Nov – Dec 2019	S.1 (selected students)	<ul style="list-style-type: none"> From trainers' observation, about 80% of the participants showed improvement in social skills and time management in the activities. Students understood the importance of setting learning objectives and teamwork. The programme fostered the peer 	\$18,640	E1			✓				

				relationship and aroused team spirit in class.							
Hiring of coaches for school sports teams [Handball, Football & Volleyball]	<ul style="list-style-type: none"> To develop students' sports talents. To promote students' positive values, attitudes and skills conducive to develop healthy lifestyle. 	Whole year	S.1 - S.6 Members of Sports Teams	<ul style="list-style-type: none"> From teachers and coaches' observation, members showed positive attitude in training and worked seriously to improve their techniques. However, most of the sports competitions were cancelled due to the social event and the pandemic. 	\$60,360	E5			✓		
Hiring of Conductors of School Orchestras [String Orchestra, Wind and Brass Band, Harmonica Band, & Chinese Orchestra]	<ul style="list-style-type: none"> To provide intensive and professional training to students who have talent in music performance. To enhance the performing skills and confidence of students. 	Whole year	S.1 - S.5	<ul style="list-style-type: none"> A total of 197.5 hours of music intensive training had been provided for school orchestras. The School Orchestra and the Chinese Orchestra both won the silver award in the Music Interflow competition organised by the Music Office. The training and competitions in second term were cancelled due to the pandemic. 	\$93,500	E5			✓		
School Speech & Music Festival [Subsidize entry fee & transportation expenses]	<ul style="list-style-type: none"> To encourage students to widen their exposure and exert their potentials through participating competition. 	Dec 2019- Mar 2020	S.1 - S.5	<ul style="list-style-type: none"> The competitions were seriously affected by the social event and epidemic and some speech and all music competitions were cancelled. Out of the 36 entries of speech competitions, 4 First Prize, 5 Second Prize & 2 Third Prize were achieved. 	\$5,505	E9			✓		
Hong Kong Model United Nations Conference [Subsidize admission fee]	<ul style="list-style-type: none"> To enhance students' organization, communication, presentation and negotiation skills To enhance students' interest towards global affairs. 	28-30 Aug 2020	S.4 – S.5 (6 students)	<ul style="list-style-type: none"> To be completed in late August after the conference (by evaluation survey) 	\$600	E1	✓	✓			
S.6 Mock Interview (organised by CLP Committee)	<i>(Cancelled)</i>	Jan/Feb 2020	S.6 (whole form)	---	---						

Hong Kong International Aviation Academy: Airside tour (organised by CLP Committee)	<i>(Cancelled)</i>	TBC	S.1 -S.6	---	---								
MTR Academy: Railway 101 (organised by CLP Committee)	<i>(Cancelled)</i>	TBC	S.1 - S.6	---	---								
HKU Taster Programmes [Quota: 10, set by HKU] (organised by CLP Committee)	<i>(Cancelled)</i>	Dec 2019	S.2 & S.3	---	---								
Prefect Training (organised by Discipline Committee)	<i>(Cancelled)</i>	Apr 2020	S.3 - S.5 Prefects	---	---								
OLE Talks for Aesthetic Development [Music & VA]	<i>(Cancelled)</i>	Whole year	S.1 - S.5	---	---								
Throwing Workshop [VA]	<i>(Cancelled)</i>	Second Term	S.1 - S.5	---	---								
Visit to museum (transportation)[National Education]	<i>(Cancelled)</i>			---	---								
Expenses on Item 1.2					\$257,335								

1.3 To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
	STEM Study Tour to UK	<ul style="list-style-type: none"> To cater for students' interests and abilities for stretching their potentials in STEM education. To acquire students with ICT knowledge and skills through experiential learning for developing their lifelong learning capacities & fostering their whole-person development. 	23-30 Nov 2019	S.3-S.5 (10 students)	<ul style="list-style-type: none"> Micro:bit Robot was produced for Open Day / STEM Week (will be used in next school year) All students obtained Micro:bit Challenge Certificates Positive feedback received in the Micro:bit course evaluation. All students found the course content was useful and learned skills to improve their performance in the subject. 	\$70,000	E3, E4, E6	✓	✓		
	S.2 1-Day National Education Study Tour: History, Cultural, Technology and Economics Development of Zhongshan	<i>(Cancelled)</i>	22 Nov 2019	S.2 (whole form)	---	---					
	Nanjing Study Tour (organised by Chinese History and History Departments)	<i>(Cancelled)</i>	Apr / May 2020	S.4 - S.5 Chin. History and History students	---	---					
	Summer English Immersion Study Tour (Australia)	<i>(Cancelled)</i>	Jul 2020	S.3 - S.5	---	---					
	Overseas Sports Training Tour [Handball Team]	<i>(Cancelled)</i>	Jun / Jul 2020	Members of Sports Teams	---	---					
Expenses on Item 1.3						\$70,000					

1.4	Others											

						Expenses on Item 1.4						
						Expenses for Category 1		\$392,495				

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting LWL		
PE	Table-tennis tables [Quantity:3]	For school team training & competitions	\$16,050
	Sport teams training equipment	For school teams training	\$5,938
Geography	Fieldwork equipment [PH meters, anemometers, light meters, dissolved oxygen meter, conductivity meter, carbon meters, salinity meters, soil thermometers, test papers for soil nutrients]	For field study on agricultural landscape	\$9,280
			\$31,268
			\$423,763

* : Input using the following codes; more than one code can be used for each item.

Code for Expenses	
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
E2	Transportation fees
E3	Fees for non-local exchange activities / competitions (students)
E4	Fees for non-local exchange activities / competitions (escorting teachers)
E5	Fees for hiring expert / professionals / coaches
E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E7	Purchase of equipment, instruments, tools, devices, consumables
E8	Purchase of learning resources (e.g. educational softwares)
E9	Others (please specify)

Number of Student Beneficiaries

Total number of students in the school:	829
Number of student beneficiaries:	829
Percentage of students benefitting from the Grant (%):	100%

Evaluation Report on the Use of Grants for Manpower 2019-2020

**Evaluation on the Use of Capacity Enhancement Grant (CEG), Moral & National Education Support Grant (MNESG), Composite Information Technology Grant (CITG), Information Technology Staffing Support Grant (ITSSG), Teacher Relief Grant (TRG), Learning Support Grant (LSG), Grant for School-based Support for NCS Students (NCSSG) and School Executive Officer Grant (SEOG) for Manpower
The 2019-2020 School Year**

Objectives/Plan	Evaluation
<p><u>Objectives:</u></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, campus TV and school activities. <p><u>Plan:</u></p> <ol style="list-style-type: none"> (a) Appointment of two full-time CM Grade temporary teachers for teaching Chinese Language (b) Appointment of 8 Teaching Assistants (Eng, Chin/LS, Math/Sci, OLE/PSHE, SEN(2), SS, IT) Duties include assisting teachers in: <ol style="list-style-type: none"> (i) preparation of teaching and learning materials; (ii) providing administrative support to subject departments; (iii) providing learning support for weaker students, SEN students and NCS students; (iv) supervising and conducting extended learning activities or OLE activities; (v) lesson substitution; (vi) examination invigilation (public and internal), etc. (c) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) for supporting e-Learning (d) Appointment of a School Administrative Executive Duties include: <ol style="list-style-type: none"> (i) assisting operation of SMC 	<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 different KLAs 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 and support on-line learning during the class suspension period. In addition, they shared some non-teaching duties and helped relieving teachers' workload. • The Teaching Assistant (OLE/PSHE) provided 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. Satisfactory performance was shown in accomplishing duties include the co-ordination of careers education activities and the Student Development Day activities and updating the learning materials of values education for form period lesson. He helped to relieve teachers' workload by taking students to different functions like visits and sport competitions. • 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. They also offered tremendous assistance to school in the operation of Special Centre for the 2020 HKDSE Examination. • 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

Objectives/Plan	Evaluation
<ul style="list-style-type: none"> (ii) handling matters of procurement/tendering (iii) supervision of GCs & TAs (iv) secretarial duties (v) assisting in exam matters (vi) assisting in WebSAMS-related matters (vii) assisting in S1 admission and other major school functions (viii) assisting the liaison with school stakeholders & outside organizations (ix) assisting the arrangement of school programmes 	<p>different Chinese culture.</p> <ul style="list-style-type: none"> • The IT Teaching Assistant provided enormous support to teachers in implementing e-Learning and on-line teaching. Apart from supporting the campus TV in live broadcasting and the production of video clips for school promotion, he also helped in relieving teachers' workload by sharing the administrative work related to class suspension. • Assistance from TAs has also been given to the whole school in areas such as: <ul style="list-style-type: none"> a. Lesson substitution – Space was provided for teachers to attend professional development courses and relieved the other teachers from taking up substitution duties. b. 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. c. Special examination arrangements for students with special needs are made feasible with the extra manpower provided by TAs. d. Procurement exercises – soliciting quotations for service providers/products e. Helping to supervise students in activities outside school f. Providing assistance for processing of data for S.1 admission g. Giving assistance in compiling the scholarship and award list for the Speech Day 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 • The employment of the Information Technology Resources Officer and Computer Technician strengthened the IT staffing support for practicing e-Learning. Technical support was provided to teachers and students in learning and teaching during the class suspension period. In addition, they offered assistance and ensured the smooth operation of various school events and activities as well as examinations. • The SAE provided huge support in co-ordinating and handling school administrative matters and effectively helped the reduction of teachers' workload. Heads of the below functional teams were very satisfied with the assistance offered by the SAE: <ul style="list-style-type: none"> a. Internal and Public Exam Committees

Objectives/Plan	Evaluation
	<ul style="list-style-type: none"> b. S1 Admission Committee c. OLE Committee d. Health and Sex Education Committee (Healthy School Programme) e. Student Learning Profile Committee f. Scholarship and Prizes Committee g. Speech and Music Festival Committee <ul style="list-style-type: none"> • The SAE also offered secretarial support in School Improvement Team, HOD and Staff meetings as well as the assistance in the operation of SMC. During the school suspension period, the SAE provided huge support in assisting the Assistant Principals in co-ordinating learning activities and assignments and preparing the school for class resumption.

Evaluation Report on Other Programme (Gifted Education) funded by Diversity Learning Grant 2019-2020

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
中文拔尖寫作班	針對性教授各種文體及熱門材料寫作，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	於校刊刊登學生優秀作品	寫作拔尖班： S4A 拔尖寫作班 共有 11 人 S4B 拔尖寫作班 共有 1 人 S4C 拔尖寫作班 共有 1 人 S4D 拔尖寫作班 共有 19 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	中四 寫作拔尖班： 3/10- 5/12 (十節)	<p>80%學生認同活動有助鞏固學習</p> <p>✓大部分同學對學習中文有濃厚興趣，因此非常樂意吸收新的寫作知識(例如夾敘夾議寫作手法、透過「象徵線索」引領全文、環境烘托入題、插敘補敘等)。</p> <p>✓課堂上同學積極回答導師問題，同學們一同參與、交換意見、激盪思維對「取材立意」的建構至為關鍵。</p> <p>◇部分同學的記敘文立意稍欠深刻，議論文說理略為生硬。</p> <p>◇課堂秩序大致良好，部分同學因有其他活動及學會工作會稍遲出席。</p> <p>◇拔尖班參加人數達 32 人，建議可將人數限制約 20 人，以照顧學習差異。</p>	寫作拔尖班： 中四 \$7,500 (導師費用)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
English Speaking Enhancement Workshops	1. The English Debate Enhancement Course ➤ To boost the debating and public speaking skills of the School Debating Team members ➤ To better equip them for the inter-school competitions	1. The English Debate Enhancement Course ➤ 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, 2020.	1. The English Debate Enhancement Course ➤ 10 S.4 members of our school English Debating Team	1. The English Debate Enhancement Course ➤ Our school English Debating Team members	1. The English Debate Enhancement Course ➤ 10 sessions with two hours each, from November 2019 to March 2020, of which 5 were conducted via Zoom meetings because of the class suspension.	1. The English Debate Enhancement Course ➤ The attendance of students for the course was very high. (higher than 80%). ➤ Though students were trained and prepared to take part in various inter-school debating competitions and friendly matches, all the competitions were cancelled because of social unrest in the first term and the class suspension in the second term. ➤ The feedback from the teacher supervisor, the coach and the students of the debating class was positive. ➤ Students are eager to share what they have learned with their junior counterparts when the situation allows. ➤ Reviewing the student achievement and the performance of the course provider, it is recommended to offer a similar programme in the next year.	1. The English Debate Enhancement Course ➤ \$9,000 (coach fees: \$450/hour x 20 hours)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
English Speaking Enhancement Workshops	2. 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 	2. The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> ➤ Participants were given introduction on communication strategies and taught different techniques of group interaction. ➤ 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. 	2. The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> ➤ A total of 140 S. 6 students 	2. 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 	2. The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> ➤ 34 sessions with 45 mins each from Nov 2019 to Jan 2020 (at school) 	2. The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> ➤ The attendance of students for the course was very high. (higher than 80%). ➤ 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. ➤ It is recommended to offer a similar programme in the next year so that students can be better equipped with communication strategies and share the skills they acquired with their peers. 	2. The English Enhancement Course for Group Interaction <ul style="list-style-type: none"> ➤ \$3,400 (Tutor fees: \$100/session x 34 *sessions) *45 minutes / session

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.	22 S.4 students	Selected among the top 40 students in the form according to their S.3 Annual Exam results.	3 lessons, 1¼ hours each, in Apr 2020 (via zoom)	<ul style="list-style-type: none"> ➤ The attendance of students was 100%. ➤ Most students agreed that the program is interesting, informative, helpful and practical. ➤ The feedback from the teacher supervisor and the students was positive. Most students agreed that the programme helped prepare them for better performance in organizing activities. ➤ Students are eager to share what they have learned with their junior counterparts in Knowledge Fair when the situation allows. 	\$7,600 (course fee)

Total: \$27,500.00

Report of Enhanced Chinese Learning and Teaching for Non-Chinese Speaking (NCS) Students 2019-2020

Programme	Duration (Date)	No. of students involved	Expenditure (\$)	Evaluation
Hiring of two Chinese Language Teachers	1/9/2019-31/8/2020	14	635,347.48	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	25/9/2019-31/8/2019	14	200,806.4	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 2nd Chinese Penmanship Competition for Non-Chinese Speaking student 第二屆全港非華語學生硬筆書法比賽	10/2019	14	/	The event enhanced students' Chinese literacy skills and their interest in Oriental art.
Procurement of teaching and learning materials	1/9/2019-31/8/2020	14	920	New books and learning materials promoted the NCS students' interests in learning Chinese.
Moon cake workshop 中秋月餅工作坊	9/2019	14	2340	The activity raised students' awareness of traditional Chinese culture.
Chinese writing and Talent Competition for NCS (Verse Speaking) 非華語學生中文寫作才藝比賽-詩詞朗誦(中學)	7-8/2020	1	/	Raise students' ability in their expressions in Cantonese.
Student Support Programme for Non-Chinese Speaking Students 中文輔導班(HKU)	2019/10-2020/5	3	/	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	10/2019/ - 5/2020	14	46620	The course provided extra intensive examination support for NCS students sitting for public examination.
Total Expenditure:			\$886,003.88	

Report on the Use of Grant for Sister School Scheme 2019-2020
姊妹學校交流報告書 (2019/20 學年)

學校名稱： 英皇書院

姊妹學校名稱： 山東淄博第一中學

締結日期： 5/7/2012

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>山東省淄博第一中學代表團到訪香港英皇書院 (本計劃師生團於十月來訪本校，因社會不確定因素而決定延期)</p>	<p>一、老師層面： 通過以工藝、戲劇賞析為主題的交流，認識山東和香港文化美藝的特性，對兩地的教育發展、該校的課程規劃及學生的學習生活等有更深入的了解，也建立起兩校師生的友誼。</p> <p>二、學生層面： 透過交流以及工藝、戲劇欣賞活動，增進學生藝術涵養，擴闊視野，讓學生親身體驗和感受山東的自然、人文、美藝、歷史和當代國情，認識齊魯文化藝術，孕育對國家的認同感和歸屬感。</p>	<ul style="list-style-type: none"> ● 山東淄博第一中學本計劃師生團於十月來訪本校，因社會不確定因素而決定延期。 ● 下學期則因疫情而最終取消行程。 	<ul style="list-style-type: none"> ● 參考以往經驗，主題式交流能令師生獲益良多，因此可繼續舉辦。 ● 一如以往，誠邀兩所姊妹學校師生團蒞臨訪問。
2.	<p>山東淄博文化及學習交流團 (交流團將回訪淄博第一中學，以工藝/戲劇賞析為主題與該校老師進行交流、進入課室觀課及一起上課、出外參觀等。) 有關詳情請參閱附件</p>	<p>三、學校層面： 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>	<ul style="list-style-type: none"> ● 於二零二零年一月十三日向五間旅行社發出報價邀請，詳細資料請參閱附件。 ● 因疫情關係，交流活動無奈取消。於二零二零年二月十三日去信各旅行社取消招標。 	<ul style="list-style-type: none"> ● 雖然因疫情關係而交流團未能出發，但為新學年的交流活動做準備，添置導賞器材，讓與姊妹學校的交流更具效益。

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.	山東淄博文化及學習交流團	交流活動因疫情而取消	0	
2.	交流活動設備器材	導賞系統器材	\$74,700	
		總計	\$74,700	
		津貼年度結餘	\$92,840	2019-20 年度津貼總額為 \$167,540

第三部分：聲明

茲證明

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

校監姓名： 劉穎賢博士

日期： 20/11/2020

Report on the Use of the Promotion of Reading Grant 2019-2020

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)
 - **Broadening students’ horizons through extensive reading** - Students read books / materials on selected themes (e.g. History, STEM) during the morning reading periods. The books suggested by the library were popular and students acquired different scopes of knowledge. Moreover, from reading online articles on language learning platforms (iLearner for English Dept. & 中文科智愛中文學習平台), students’ critical thinking and reasoning skills were enhanced. The majority of students interviewed agreed that they could transfer the knowledge from the reading materials to their daily learning.
 - **Cultivate a reading culture to promote students’ interests in reading** - A total number of 2838 of e-books & e-magazines was recorded in Hyread eBook system. Students’ reading experience was enriched by the introduction of eBook during the school suspension period. However, it is very challenging to sustain students’ interest in reading as the reading culture among peers is still not yet created.
 - **Engagement in reading activities** -Senior student librarians made visits to other school libraries in the neighbourhood. They exchanged strategies on improving library service and promoting reading culture at school. It was a new attempt with very positive feedback.
2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change of number of books borrowed by students, the scope of the reading activities)
 - The user-friendly e-Reading system ‘HyRead’ has increased the reading rate of students sharply during the school suspension period.
 - The Chinese and English online reading programmes aimed at helping students develop a habit of daily 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. Students were able to keep practising the reading skills even they did not have any physical lesson.
 - 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.
 - A number of reading activities were cancelled due to COVID-19. Fortunately, a meaningful writing sharing session was arranged in advance. It was co-organized with the Trade Development Council for promoting reading culture. The topic was ‘No one is privileged in sports’ and the guest speaker from Inspiring HK successfully spread the message of her new book to our S.1 to S.3 students. It is encouraged to arrange similar activities again in the coming year.
 - More form-based activities could be carried out for the upcoming school year. For example, reading skill workshop could be introduced to S.1 students during lunchtime.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$37477.90
	<input checked="" type="checkbox"/> Printed books – 40 bks for \$2877.90	
	<input checked="" type="checkbox"/> e-Books -- Hyread eBook : 1000 of Chinese bks for full licence \$21800 (2018) &500 of English bks of 1 year licence for \$12800 (2019)	
2.	Web-based Reading Schemes	\$24000
	e-Read Scheme	
	<input checked="" type="checkbox"/> Other scheme : i-Learner for English Dept.\$12000 & 智愛中文平台.\$12000	
3.	Reading Activities	\$1000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks \$1000	
	Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Subsidising students for their participation in HKPTU - Reading Record book for S.1-S.3 students	
4.	Other : _____	\$2700
	Total:	\$65177.90
	Unspent Balance:	\$2290.10

**2019-2020 Allocation of Reading Grant \$67468

Report on the Use of Student Activities Support Grant 2019-2020
學生活動支援津貼運用報告 (2019-2020 學年)

(一) 財務概況

A	本學年獲發撥款：	\$24,375.00
B	本學年總開支：	\$5,708.00
C	須退還教育局餘款 (A - B)：	\$18,667.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	0	\$0
學校書簿津貼計劃 — 全額津貼	29	\$5,147.00
校本評定有經濟需要	26	\$561.00 (上限為全學年津貼金額的 25%)
總計	55	\$5,708.00 〔註：此項應等於 (一) B「本學年總開支」〕

(三) 活動開支詳情

範疇	活動簡介	開支 (\$)	受惠學生 人次 ¹	基要學習經歷 (請於適用方格加上 ✓號，可選擇多於一 項)				
				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.1	本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能 (例如：實地考察、藝術賞析、參觀企業)							

1 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

範疇	活動簡介	開支 (\$)	受惠學生 人次 ¹	基要學習經歷 (請於適用方格加上 ✓號,可選擇多於一 項)				
				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
	第 1.1 項總開支	---						
1.2	本地活動：資助有經濟需要的學生參與多元化全方位學習活動，以豐富五種基要學習經歷（例如：多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營）							
多元智能活動	S3 Student Development Day	\$666.00	24		✓			
領袖訓練	S4 Student Development Day	\$1,042.00	29		✓			
	第 1.2 項總開支	\$1,708.00						
1.3	境外活動：資助有經濟需要的學生參與境外活動／境外比賽							
	UK STEM Tour	\$4,000.00	2	✓	✓			
	第 1.3 項總開支	\$4,000.00						
1.4	資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備							

	第 1.4 項總開支	---						
1.5	其他							

	第 1.5 項總開支	---						
1.6	透過「一次性支援措施」支付因應 2019 冠狀病毒病疫情取消學習活動引致的開支							

	第 1.6 項總開支	---						
	總計	\$5,708.00	55					

範疇	活動簡介	開支 (\$)	受惠學生 人次 ¹	基要學習經歷 (請於適用方格加上 ✓號，可選擇多於一 項)				
				智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗

全方位學習聯絡人 (姓名、職位) : Ms. WONG Chau-ling Fiona, SEO