



KING'S COLLEGE

School Report

2016-2017

Annual School Report 2016/2017

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1. Our Mission, Goals and Values

Our Mission

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

Our Goals

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

Our Values

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

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

2. Our School

King's College was founded on its present site in 1926 and is a boys' school. With a glorious history of over 90 years, it has graduates excelling in all walks of life and all over the world. *(For general information about the school, please visit our official website or see the appendices.)*

School Management Committee

Member Year	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
14/15	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
15/16	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
16/17	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

3. Our Students

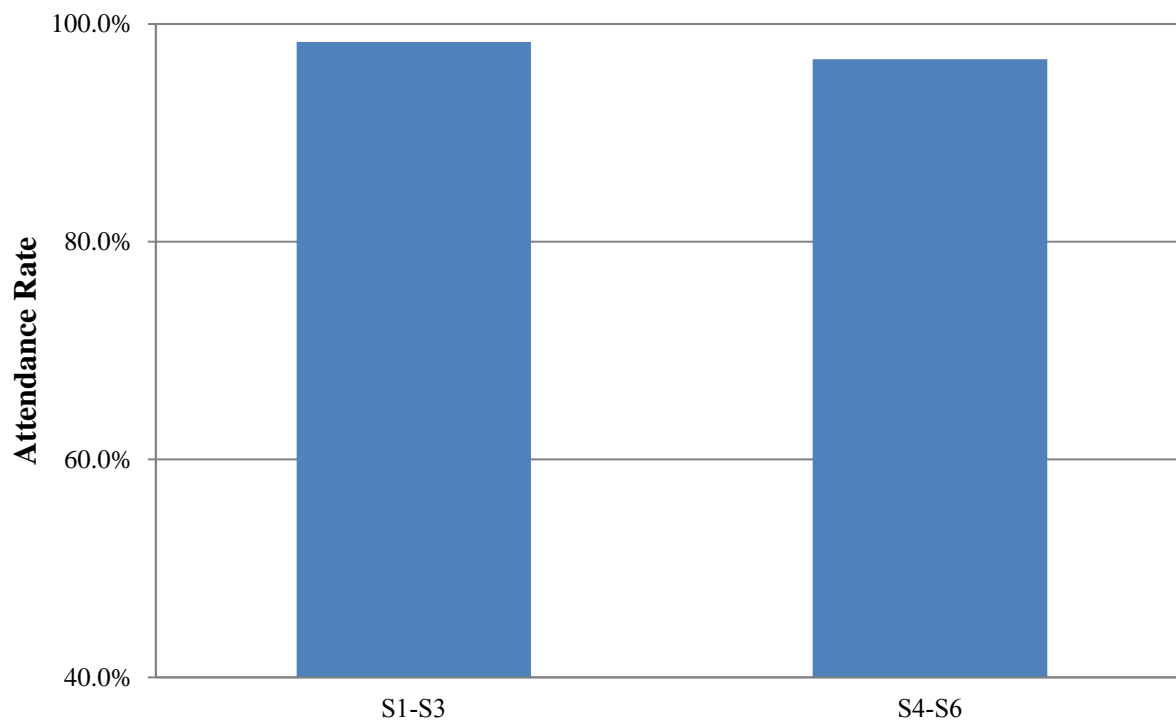
Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	144	143	144	142	136	142	851

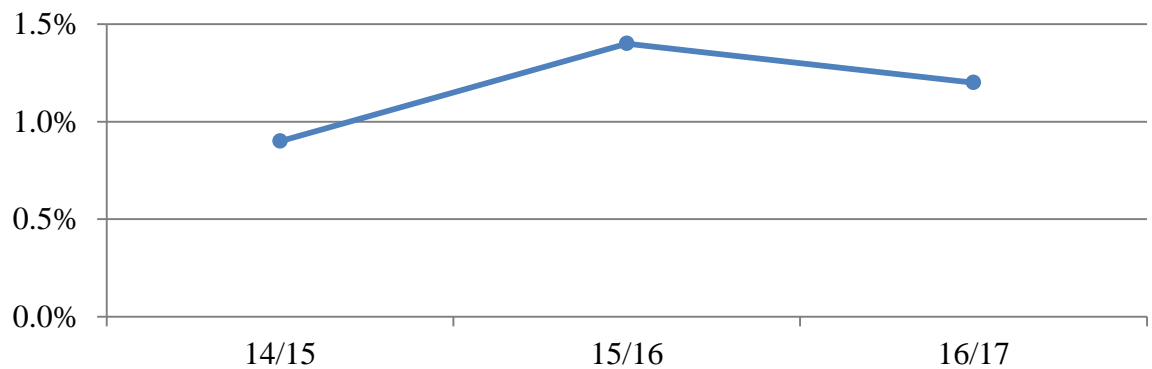
Unfilled Places

Year	Unfilled Places
2014-2015	Zero
2015-2016	Zero
2016-2017	Zero

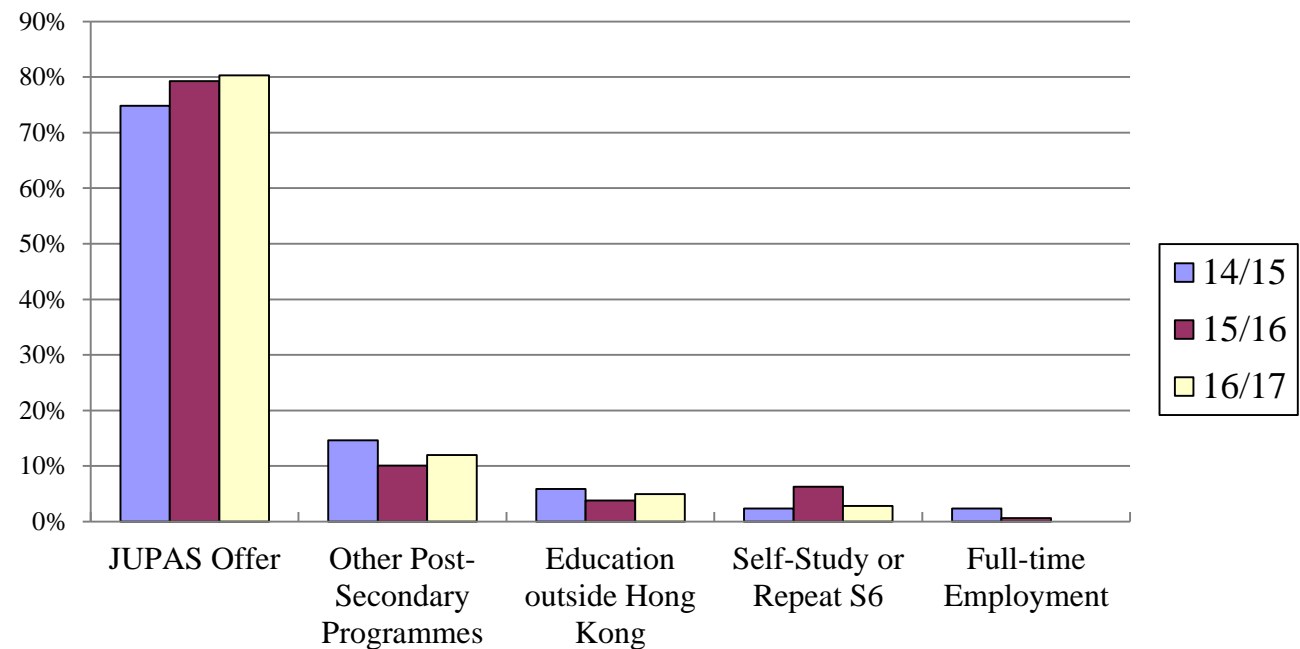
Students' Attendance



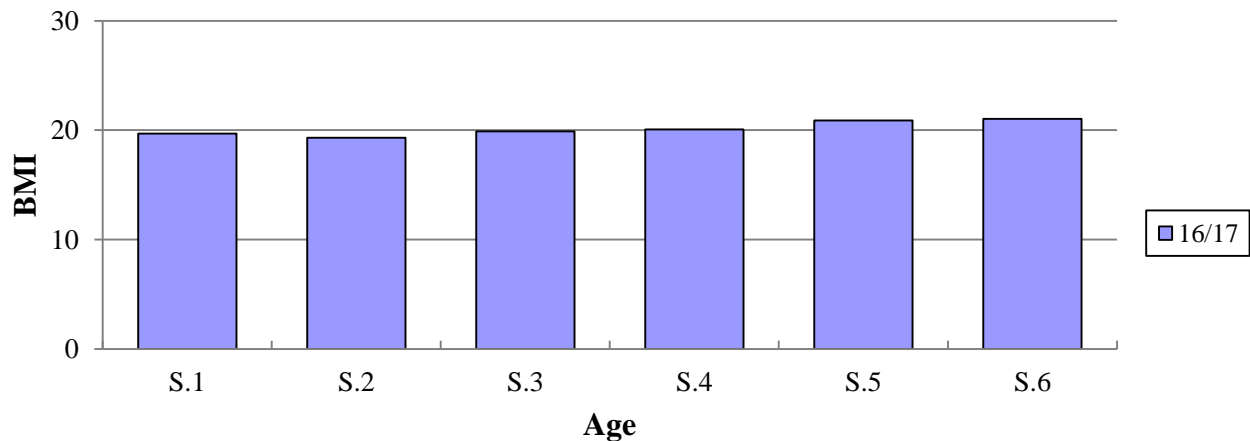
Students' Early Exit



Destinations of S.6 Graduates



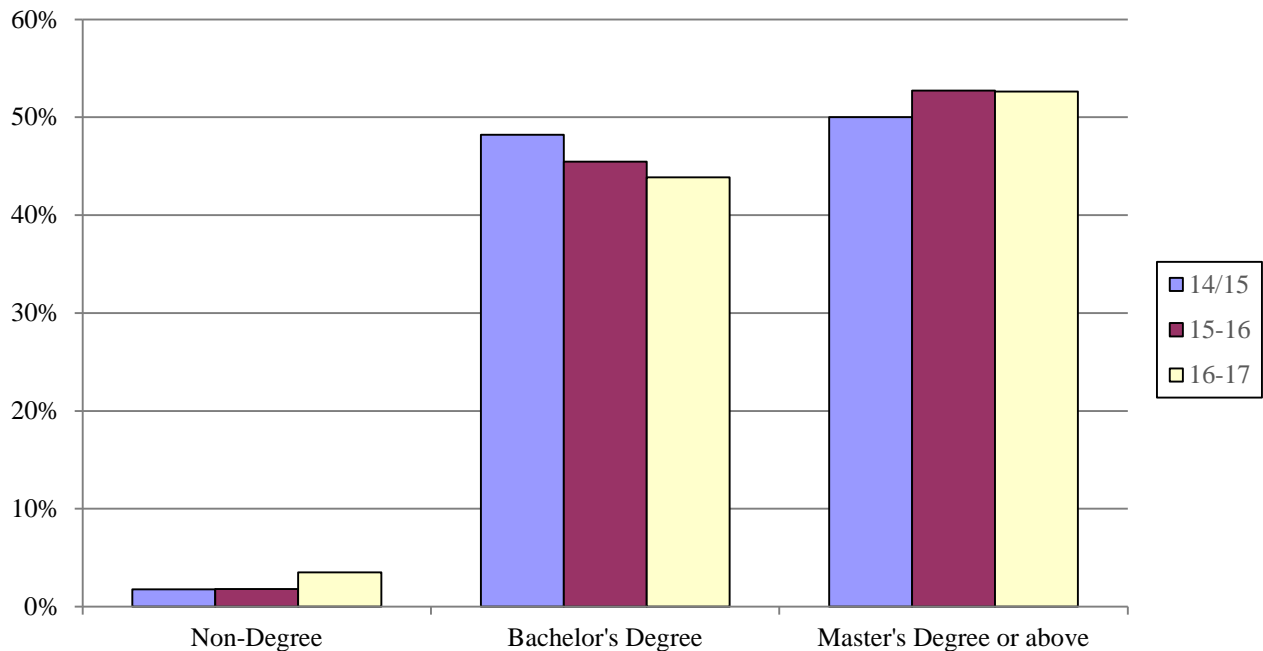
Students' Body Mass Index



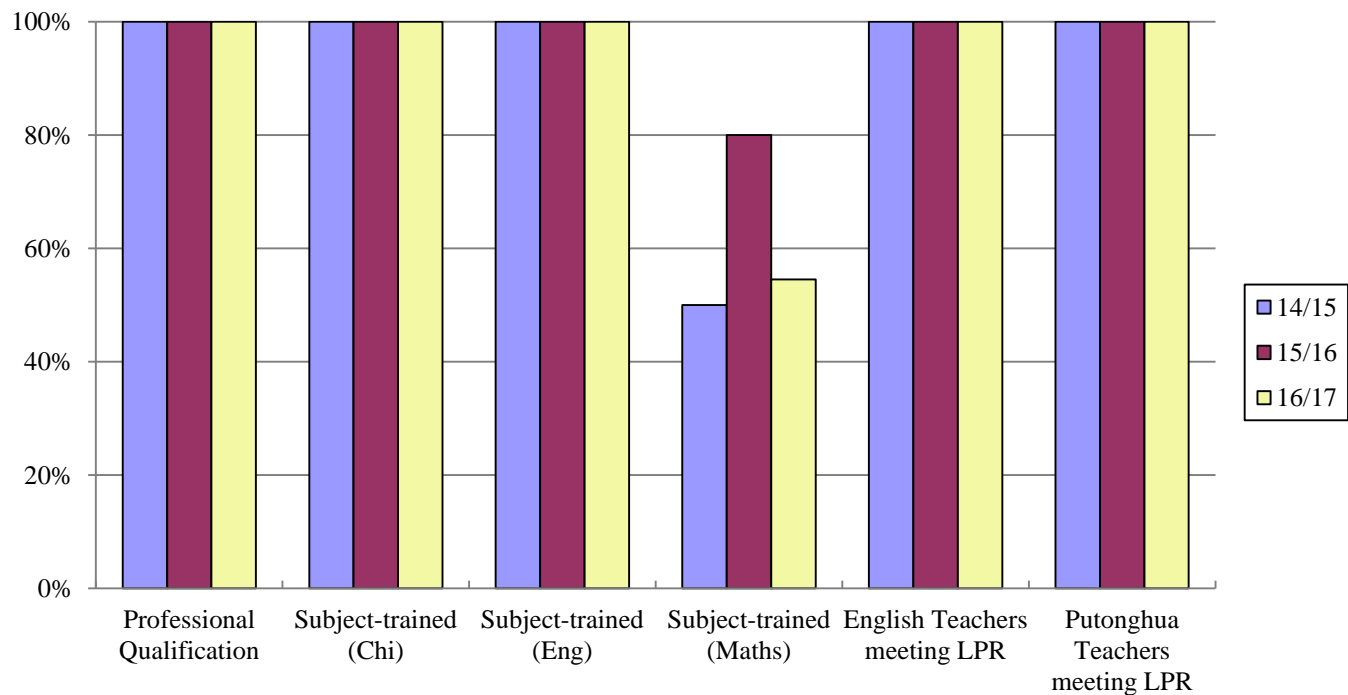
4. Our Teachers

Teachers' Qualifications

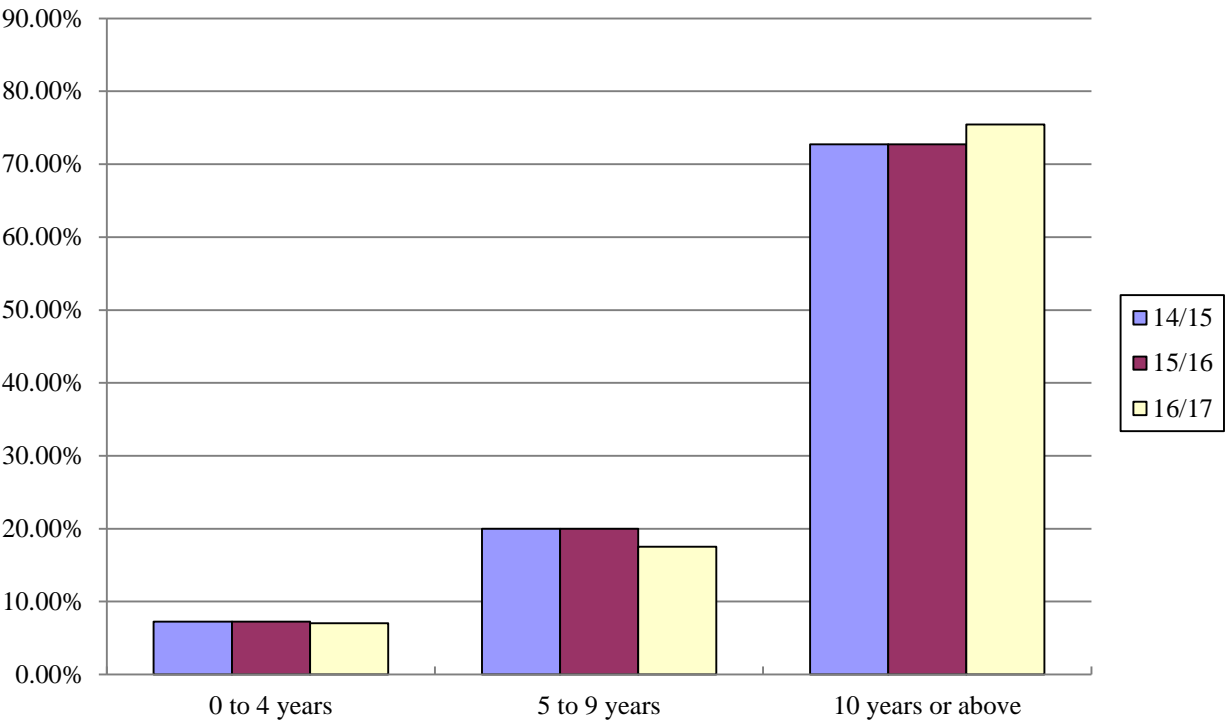
Highest Academic Qualifications attained by teachers



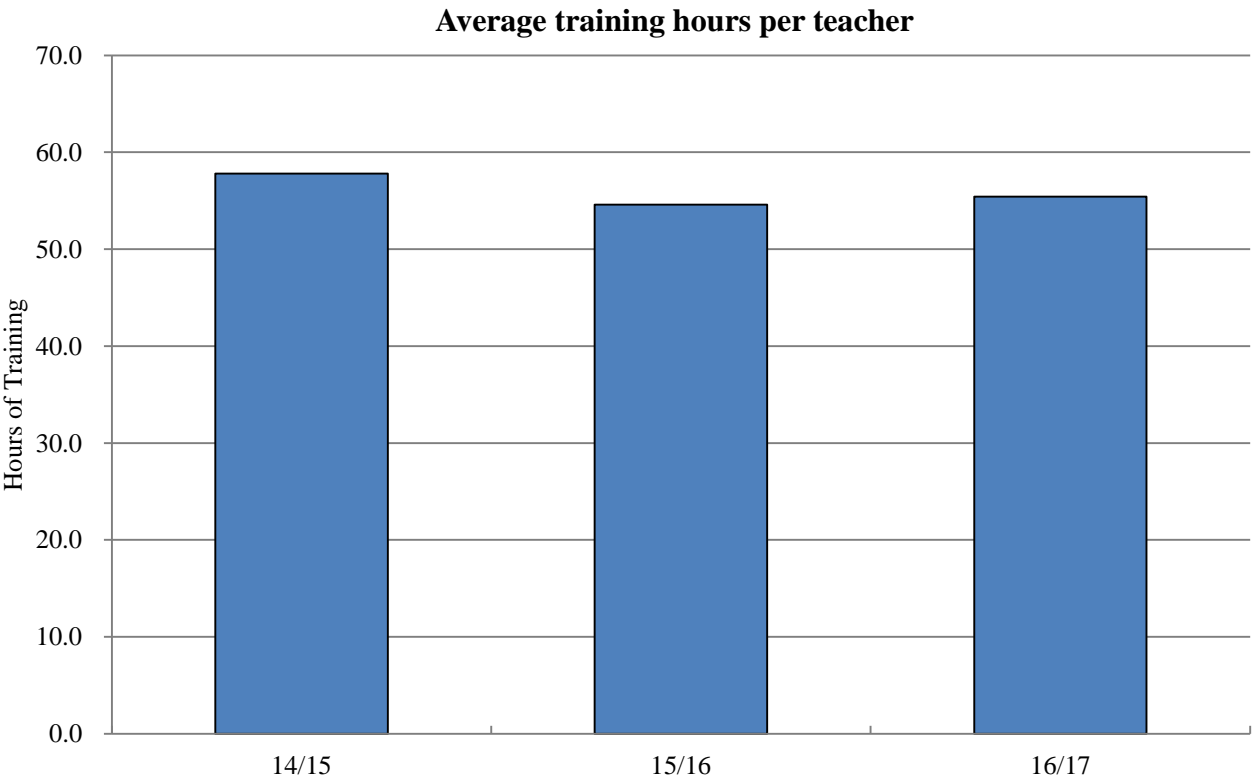
Teachers with professional qualification, subject-training in the core-three subjects & meeting Language Proficiency Requirement



Teaching Experience



Teachers' Professional Development



5. Achievements and Reflections on Major Concerns

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

Achievements

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

Achievements

● Project-based learning

- a. The English and the Biology Departments jointly launched a collaborative project in S.3 on animal cell structure. Students made use of appropriate language forms and vocabulary to describe the functions of different structures in the form of a cartoon.
- b. Another collaborative endeavour aiming to sharpen students' argumentative skills and presentation skills was jointly launched by the Chinese and the LS Departments in S.2. The topic is "Traditional Chinese Festivals".

● Promoting STEM Education

- a. Senior students from the Science Society conducted 6 after-school workshops for S.1 students to expose them to STEM activities.
- b. 15 Tailor-made Advanced-level Chemistry Training workshops were held to enhance the chemistry literacy and laboratory skills of students for the preparation of science competitions.
- c. Research teams worked on various scientific projects for open competitions and the following achievements were made:
 - (1) Hong Kong Youth Science and Technology Innovation Competition:
First Place Award in the category of Chemistry and Materials, Second Place Award in the category of Biology and Health
 - (2) Hong Kong Chemistry Olympiad for Secondary Schools:
Bronze Award
 - (3) Hong Kong Student Science Project Competition:
Honourable Mention Award in Senior Investigation Division
- d. In collaboration with the EDB school-based support unit, the Computer Studies Department carried out a task-based project at S.3, targeting to make a lamp with the application of 3D printing technology and other STEM skills.

● IT

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

- (1) Reverse Engineering- Design of new product by using 3D scanning in PolyU Engineering Summer Camp 2016:
1 champion and 2 merits
 - (2) 2016 Creative Technology Education Association Cup Robot Competition (CTEA)
機械人再探月球比賽:
First Runner-up, Senior Section
 - (3) Fun with Learning 2017:
Champion of Senior Group Video Production and Overall 2nd Runner-up of Senior Group
 - (4) Secondary School IoT Design Competition 2017:
2nd Runner-up and Merit Award
- b. Different programming skills were trained in different levels:
S.3 - Apps writing
S.4 - Arduino Programming
S.5 - Pascal Programming
 - c. Peer training: Robotics programming training by senior form students to junior form students held after school.
 - d. Robotics programming and Arduino programming open demonstration on Open Days and in late May.

Reflections

● Project-based learning

The cross-curricular LaC projects help students to transfer what they have learned in a discipline to another. Students purposefully and skilfully apply the skills learned from languages for the learning of other subjects, enabling them with the skills, the knowledge and the experience to further broaden their learning. Through the collaboration between different subjects, students acquire the necessary literacy skills to help them construct knowledge in the learning of other subjects.

● Promoting STEM education

Our research team is well established and has built up the spirit to strive for excellence through self-directed learning and participation in various competitions. However, we foresee that it will become more and more difficult to recruit suitable candidates to take up the research work as many have been engaged in other activities and the ebbing of interest in science continues. Science education in Junior forms can be strengthened through the conduct of STEM activities.

● IT

Students at different levels learn programming technique on a progressive basis to foster

creativity through completing different assigned tasks. Their abilities and their knowledge were fully revealed in the achievements they have made in inter-school competitions.

Target II: To further enhance students' language competency

Achievements

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

a. English – LaC

- (1) The application of language skills into the study of History
- (2) The collaboration aimed at making use of appropriate grammatical devices to strengthen students' understanding of historical studies.

b. English – RaC

- (1) Reading materials and passages from 'Cover to Cover', focusing on topics related to STEM education like animals' sleeping pattern, construction of tall buildings, technology and its impact etc. were assigned to students at junior levels to enable them to broaden their knowledge based.
- (2) Several sets of Information text exercises were prepared and tailor-made for S.4 and S.5 students during long holidays. The topics ranged from local issues to global issues like subdivided flats and issues related to technology.

c. 中文科 – LaC

將語文科學習的議論文技巧應用於中史科的評論題習作及中文科辯論比賽，強化兩科共需的評論能力

d. 中文科 – RaC

藉閱讀書目《中國文化知識講解》從中了解傳統文化，利用相關知識延伸至通識科學習，協助學生學習通識單元《中華文化與現代生活》，探討傳統和現代文化的轉變

● **Creative endeavours**

a. **Creative Writing**

(1) 中文科

中一新詩創作，以親情為主題

(2) English

A school-based poem booklet was designed for S.1 students, covering poetic devices and different types of poems. Students were taught how to write poems and selected poems were submitted to the Budding Poet Award organized by the EDB.

b. **Speaking**

(1) 中文科

中一課堂說話學習: 我的理想邦

中三班際辯論比賽

辯論工作坊- (辯論隊及初中同學) 由校友訓練

演說活動: 國旗下的講話, 學校導賞員, 學校活動主持

(2) English

Debating and Persuasive Speaking Workshop (Junior form)

Interview and Presentation Workshop for S4-S5 (Senior form) (in collaboration with the Life Education and Careers Guidance Committee)

c. Drama Education

(1) 中文科

中一劇本結局創作《曾子殺豬》及微電影演出

中二劇本結局創作《風箏》及微電影演出

中四全級學生參加中英劇團《相約星期二》演出暨演後討論及互動戲劇工作坊

(2) English

- Perform a dramatic scene based on the readers “The Invisible Man” (S.1) and “Boy” (S.2). Aided by a school-based drama booklet, students learned about drama elements and skills of script writing.
- A school-based movie booklet was designed for S.3 students to guide them through the preparation of a forum discussion. The activity was designed to prepare students for the school-based assessment at senior levels.

d. Learning languages through activities beyond lessons

(1) 中文

- 語文菁英活動: 中秋燈謎, 元宵湯圓, 新年寫揮春, 唐詩朗誦比賽, 辨識錯別字比賽, 成語演繹比賽, 縫熊志話劇比賽等

(2) English

- The Chunky Onion drama team staged an entertaining and interactive drama performance, “Beauty and the Beast”, involving S.1-S.3 students.
- A group of English Elite Team was established to conduct a series of lunchtime programmes for S.1 students, focusing on festival celebrations (Halloween, Christmas, Valentine’s Day and Easter), mini-Drama’ activities, Inter-class language quizzes and regular meetings on Fridays.

Reflections

- Considerations should be made to merge LaC with RaC to allow more comprehensive and flexible planning for the conduct of activities both within and beyond classrooms to increase students’ exposure and experience in the learning of the languages.
- The school will continue to provide students, at both senior and junior levels, with

opportunities to learn and consolidate their learning of the languages beyond classroom situation e.g. Drama education, MC training, speaking workshop, etc.

- The Language Ambassadors are valuable to the school as they help to promote the interest of learning the languages through a series of organized activities, especially targeting at junior form students. Since most of the language activities were conducted during lunchtime, coordination among other parties involved, such as Fig Boys Scheme and Prefect Body, is required to avoid clashes, repetition and overloading S.1 students and the language ambassadors.

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

Achievements

❖ Students: Self-directed learning

● e-Learning

- a. Teachers of different subject disciplines used mobile devices to facilitate interactive learning e.g. Poetry writing / Designing leaflets / Mind-mapping / Creating talking postcard / Narrating a story / Designing outfit for fashion show / Doing practical work on dissection / Presenting ICT concepts.
- b. Video production / Sharing of ideas / Discussion forum / Collaborative learning / Simulation / Art work design / Wifi eyepiece as a tool to Dissection / Datalogger as a tool to record experimental data etc. facilitated the use of various functional apps for different learning activities.
- c. Discussion groups were set up on educational platforms such as Edmodo and Facebook to provide real-time exchange of ideas and off-lesson discussion.
- d. Mathematics and elective subjects employed the HKDSE on-line assessments system to monitor students' learning progress.
- e. Pre-lesson and post lesson tasks given to students to facilitate classroom discussions and the completion of problem-solving tasks.

● Academic Reflection (assessment as learning)

- a. Academic learning goals on Core Subjects set by students in the beginning of academic year.
- b. Reflection and modification of learning goals done after each uniform test and half-yearly examination.

❖ Teachers : Continuous Professional Development

● Learning Circle

- a. Members in all subject departments formed learning circles and conducted collaborative lesson preparation, curriculum tailoring, experience sharing and evaluation on the

scheme of work.

- b. Liberal Studies Department participated in the Liberal Studies Learning Community of the Government Schools to polish and to update the practicing school-based curriculum.
- c. The Chinese Department participated in the EMI Government Secondary Schools Chinese Language Learning Community.

● **Pedagogy study**

Different types of teaching strategies were tried out in pedagogy lessons including flipped classroom, cooperative learning, self-directed learning using mobile device, debates, games and role plays.

● **IT in Teaching**

4 school-based training courses were run for teachers to enhance their capability in using mobile devices in teaching.

Reflections

❖ **Students : self-directed learning**

- To prepare for and extend the classroom learning, pre-lesson and post-lesson reading materials will be assigned to students through e-platform.
- More teachers make use of the online assessment system to monitor the learning progress of students.
- Students can broaden their learning and enrich their language skills through e-reading platforms.
- A greater number of subject departments tried out new pedagogy with the use of mobile devices. Apps that promote self-directed learning can be more widely used next year.

❖ **Teachers : Continuous Professional Development**

- Learning circle facilitates professional sharing among teachers. The materials developed by different learning circles will be shared among staff via a school portal.
- Mentoring for new and novice teachers allows them to get familiar with school culture and practices more quickly through formal and informal sharing. Experienced teachers acting as mentors can also develop themselves through formal and informal communication with their mentees.
- A larger variety of strategies such as flipped classroom, cooperative learning, role play etc. has been employed in pedagogy studies. Teachers of different subject disciplines are encouraged to make use of mobile devices to conduct lessons that further promote self-directed learning in and after lessons.

Major Concern 2 To strengthen students' character and capacity building

Target I: Pursuit of a virtuous student life

Achievements

- Through a wide array of activities featuring the theme of the school year co-organized by the various committees for student development, subject departments and other teams, we have inculcated on our students the importance of Responsibility and Self-discipline in helping them attain success in academic and other pursuits.
- Our students have become more conscientious about keeping their classroom a pleasant learning environment. Through the bi-monthly Classroom Cleaning Campaign, students co-operated to clean and tidy up their classrooms. This whole school policy gave a good chance for the students to reflect that they themselves were not only the user but indeed the owner of their learning environment and hence were responsible for maintaining it clean, pleasant and tidy. We also hope that they could show appreciation to the janitor staff for cleaning the classroom for them every day.
- We expected our students to exercise self-discipline in both words and deeds. The Moral and Civic Education Committee conducted a questionnaire survey on “the use of indecent language by young people” among S.1 to S.4 students and collected data for tailor-making teaching materials for a Form Period for S.4 and S.5 students to discuss students' use of indecent language. More than 80% of form teachers agreed that the teaching material was relevant and could help students to reflect on the issue. Though students did not totally agree that indecent language should be a taboo to students, they generally accepted that students should exercise self-discipline to refrain from using indecent language at school.
- Our S.2 and S.3 students showed active response in the Talk on Organ Donations.
- To enhance class self-discipline, the form teachers and class prefects worked more closely together to assist their respective class to formulate class rules, assess performance and conduct evaluation. The Classroom Code served well as the checklist of self-discipline for respective classes. The monthly discipline report provided by the class prefects and the Form Teacher's comments helped to keep track of the class performance throughout the year. Continuous evaluations enabled the class make ways for self-improvement
- Through the Project A Competitions and Star of the Month Awards, the school recognized and reinforced positive behaviours in discipline, cleanliness and tidiness and punctuality. Through these measures, we are making progress in facilitating the enhancement of self-discipline among students.
- To foster the sense of civic identity and enhancing citizenship, the Liberal Studies Department integrated Basic Law education in the S.1 to S.4 curricula. Teachers selected relevant daily life

scenarios to let students discuss how the Basic Law could be applied in the everyday life of Hong Kong people. Teachers observed that students showed a higher motivation in this mode of learning.

- The History Department also incorporated the historical background from the Signing of the Sino-British Joint Declaration, to Sino-British Negotiations, to the drafting and promulgation of the Basic Law in the senior secondary History elective to help students' understanding of the impact of the 1997 issue on the political and socio-economic development of Hong Kong.
- The S.1 to S.3 students joined 中山大學第十七屆《基本法》及國民常識網上問答比賽 with pleasing results. A Basic Law Education Form Period was prepared by the Moral and Civic Committee for S.2 classes.

Reflections

- Regarding shouldering the responsibility of maintaining a pleasant learning environment, the overall performance of the students was satisfactory. We expect to see that students would upkeep the conscientiousness and enthusiasm in keeping their classroom clean, orderly and pleasant throughout the school year.
- Project A Competitions and Star of Month Awards are effective positive reinforcements to enhance students' self-discipline. More promotion of the competition, higher profile of reporting the results of the competitions and sharing by the Star of the Month awardees in King's Morning are recommended to publicize these measures.
- The School is disappointed that students used indecent languages casually on the school campus. The Form Period designed for this purpose will be incorporated into the school-based Moral and Civic Education curriculum framework. The Moral and Civic Education Committee will review on the need to adapt the teaching materials and discussion guidelines to make it suitable for the junior level students.
- We are pleased that there was an overall improvement in students' punctuality in arrival at school this school year, the School will continue the strategies to help students consolidate their self-management skills in the coming school year.
- The Liberal Studies and History Departments would continue their current practices in the coming school year in integrating the understanding of the Basic Law and "One Country, Two Systems" into the their respective curricula. The Chinese History, Geography and History Departments are also recommended to plan for incorporating Basic Law Education in their junior secondary subject curricula. The Moral and Civic Education Committee will continue to co-ordinate the organization of Basic Law-related learning activities such as exhibitions, quiz contests or debates. In addition, the School recommends our teachers to attend seminars or courses, for example, the On-Line Basic Law Courses organized by EDB, for professional development.

Target II: Enhancement of students' personal qualities and attributes

Achievements

- Enhancing students' creativity and aesthetic appreciation
The King's College Visual Arts Works Exhibition 2017 was organized from 3rd July to 10th July in Shatin Town Hall. The theme of the Exhibition was "Ignite" (點燃). To prepare for the exhibition:
 - a. Our Visual Arts teacher has started planning on the theme, modes and genres of the art work to be on display since 2014-15. Students were introduced to the different art forms and techniques to enhance their creativity and sense of appreciation during normal lessons and pull-out workshops. Good students' works from 2014-15 to 2016-2017 were collected for selection for display in the exhibition.
 - b. To enhance further the students' aesthetic ability to create and appreciate mosaic arts, additional mosaics workshops were run this school year during which some outstanding work were created and selected for display in the exhibition.
 - c. In preparing the artist statement for each of the artwork created, students were required to describe the theme of the art work, the rationale behind its creation and the art technique; Students' sense of ownership and presentation skills were further strengthened.
 - d. A students' preparation committee and a docent team were setup and given training. They helped to set up the artworks in the exhibition gallery and introduced the art pieces to the visitors.

Reflections

- The School organizes a students' art works exhibition once every three years. In the evaluation of the last one, it was reflected that more measures have to be explored to encourage more students to contribute to the exhibition. In preparation for this exhibition, the Visual Arts teacher has revised the learning and teaching curriculum to include more genres of art and organized a number of pullout art and design courses after school to strengthen the creative art sense of the students.
- All artworks selected for display in the exhibition were created by the students during their visual arts lessons. There were equal and ample opportunities for each student to contribute to the big school event. Most students made good effort and produced quality art pieces. They felt honoured when knowing that their works were selected.

Target III: Pursuit of purposes in school life

Achievements

❖ Careers and Life Planning Education

- Our Careers and Life Planning (CLP) Education helps students develop the knowledge, attitude and skills they need to choose and pursue a life-long career path.
- As in previous school years, the Life Planning Education and Careers Guidance Committee organized Careers Info Days and Career Talks for parents and students as well as a wide range of careers-related learning experiences for different levels of students to broaden their understanding of the work world and knowing about the multiple pathway ahead. This year, more resources were put to help students make Careers Action Plan and for Careers Teachers to meet with S.3 and S.6 students to discuss their personal careers planning.
 - a. Every student from S.1 to S.5 completed their respective Careers Action Plan which included a reflection on self-understanding and development, career exploration and careers planning and management, under the guidance of their Form Teacher.
 - b. S.3 to S.5 students were guided by their Form Teacher to apply careers assessment tools, such as the Basic Interest Marker and Careers Interest Inventory, to strengthen understanding of their career interests and attributes.
 - c. The Careers Action Plan and the careers assessment findings were kept in the individual Careers Profile of the students.
 - d. During October and November, our Careers teachers interviewed the S.6 students in groups and discuss with them their JUPAS programme choices with reference to the students' own Careers Profile. March to May was the turn of the S.3 students when Careers teachers discussed with them selection of senior secondary subject choices.
- The Life Planning Education and Careers Guidance Committee also encouraged Form Teachers to conduct student counselling and guidance with reference to respective students' Careers Profile. To facilitate this, the Committee conducted a demonstration to Form Teachers and Assistant Form Teachers on how to use the materials in the Careers Profile in a form teachers' meeting.
- The Committee also displayed many careers-related resources in the Careers Corner in the Self-Access Learning Centre (SALC) and made available the use of the computer terminals in the SALC to assess JUPAS statistics. To support Non-Chinese Speaking (NCS) students, a careers guidance manual tailored for these students and parents was prepared for dissemination.

❖ **Leading a healthy and green lifestyle**

- The Counselling Committee arranged mass talks and pullout workshops to enhance the students' resilience, including:
 - a. Stress and emotion management talks
 - b. Emotion management through acrobatics training
 - c. Positive emotion through photographic therapy
- Through these activities, the School gave early support to students with emotion issues, with a view to enhancing their resilience to cope with adversity. Though the students who received the training did not have their anxiety level lowered immediately, it was found that they had become more positive in their thinking and they also employed the techniques learned from the workshop to cope with tension.
- Peer support system was also strengthened with the formation of a Life Gatekeeper team made up of S.3 and S.4 students. Their duties were to disseminate positive messages and ideas in the daily encounter with their schoolmates. They were also trained to serve as mediator in minor student conflicts. The Fig Boys Scheme continued to play its role in supporting S.1 students to adapt to the new school life and establishing a sense of brotherhood between the junior and senior level students.
- S.3 and S.6 students used to have higher stress and anxiety levels due to study and exam pressure. Form Teacher Support Groups were formed in these two levels. Form Teachers and Counselling Teachers met with the students individually or in groups depending on the need. With good rapport or relations, students were more ready to share with the teachers on the difficulties or problems they encountered. These interviews enabled teachers to identify students under pressure and could refer them to the School Social worker.
- The regular fitness class under the Fitness Improvement Scheme was held every Monday between November and May. Various fitness training programmes were introduced and well-received by the students. Each student kept a Fitness Log Book to keep track of their attendance and heart rates during the training sessions.
- The Physical Education Department implemented the School Team Training Attachment Scheme for S.1 students for the second year. All S1 students were required to attach to one of the school teams and received training for a minimum of ten hours. Over 80% of students fulfilled the required hours of training. It was encouraging that 50 students were recruited to join the respective School Teams. Some were selected to take part in Inter-Schools sport competitions. Most of these students enjoyed the training programme and their sense of belonging to the school has been promoted.
- The Environmental Education Committee promoted the adoption of a green lifestyle among

students. Besides the Green Pledge and a number of waste reduction and recycle programmes, the highlight of the year was a Study on Mobile Network and Health. A series of activities including a talk on the effect of mobile phone radiation on health, an on campus measurement of mobile phone radiation in which over 120 samples of teachers' and students' mobile phones were measured. The findings and tips of safe use of mobile phone were shared on the Open Day that attracted the attention of many visitors. Students showed positive response in changing their habits on using mobile phone in a way to reduce the radiation. The awareness of the harmful effect of radiation on our health has increased.

Reflections

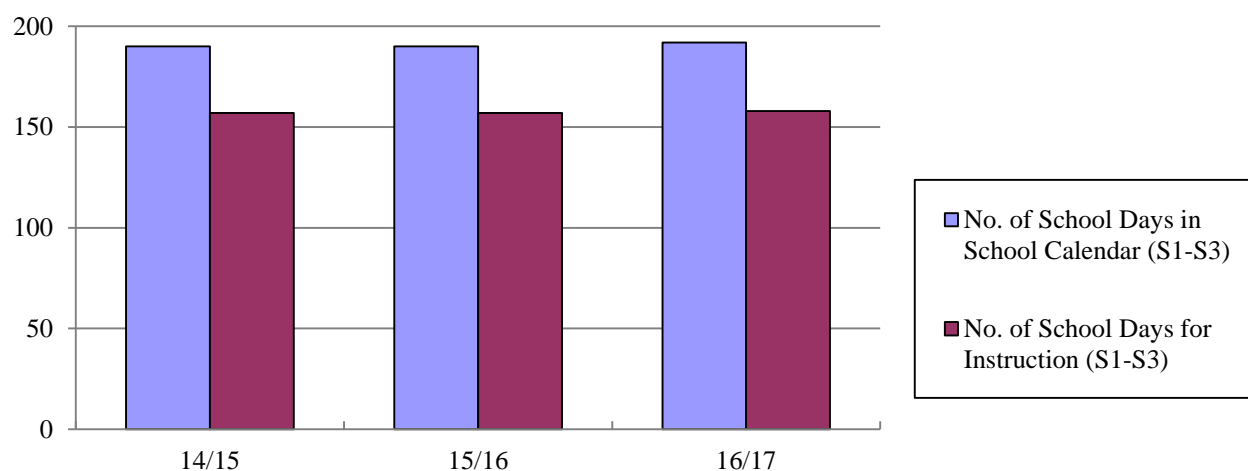
- The Life Planning Education and Careers Guidance Committee was encouraged as many students of S.6 and S.3 found the interview with Career Teachers very useful in letting them have a better understanding of their strengths and weaknesses with reference to the careers assessment findings and helping them review the relations between their strengths and weaknesses and their future study and careers paths.
- Consisting only of 6 careers teachers, the Life Planning Education and Careers Guidance Committee could only manage to provide personal guidance to two levels of students. S.3 and S.6 were given priority for the obvious reason that they both have to make important decisions about the choice of subjects/JUPAS Programmes. Though the workload for the Career Teachers was heavy, the Committee found the guidance service worthy and rewarding. The Committee has decided to turn it into a routine practice in the annual programme plan of the Committee.
- Regarding the CLP Education for other levels of students, the Life Planning Education and Careers Guidance Committee will update or renew the CLP Education lesson plans with sufficient reference materials to facilitate the Form Teachers to conduct the related Form Periods. A briefing or a demonstration by a Careers Teacher could enable the Form Teachers to better grasp the expected learning outcome of the CLP lessons. Form Teachers could refer any students with specific careers-related problems to the Committee for personal guidance.
- It is recommended that the Counselling Committee and the Life Planning Education and the Careers Guidance Committee collaborate on organizing in-house staff training on basic counselling and guidance techniques, life planning strategies and updated careers information to empower Form Teachers to play a more active role in general personal and careers guidance to students in class or in groups. This not only could help early identification of student needs but also improve the teacher-student relations in the long run. What is more, it could free the more experienced Counselling Teachers or Careers Teachers to follow up the more complicated student cases.
- Peer support for students will be further strengthened. In the coming school year, the School

will join the Joyful@school programme to build on the Life Gate-Keeper culture.

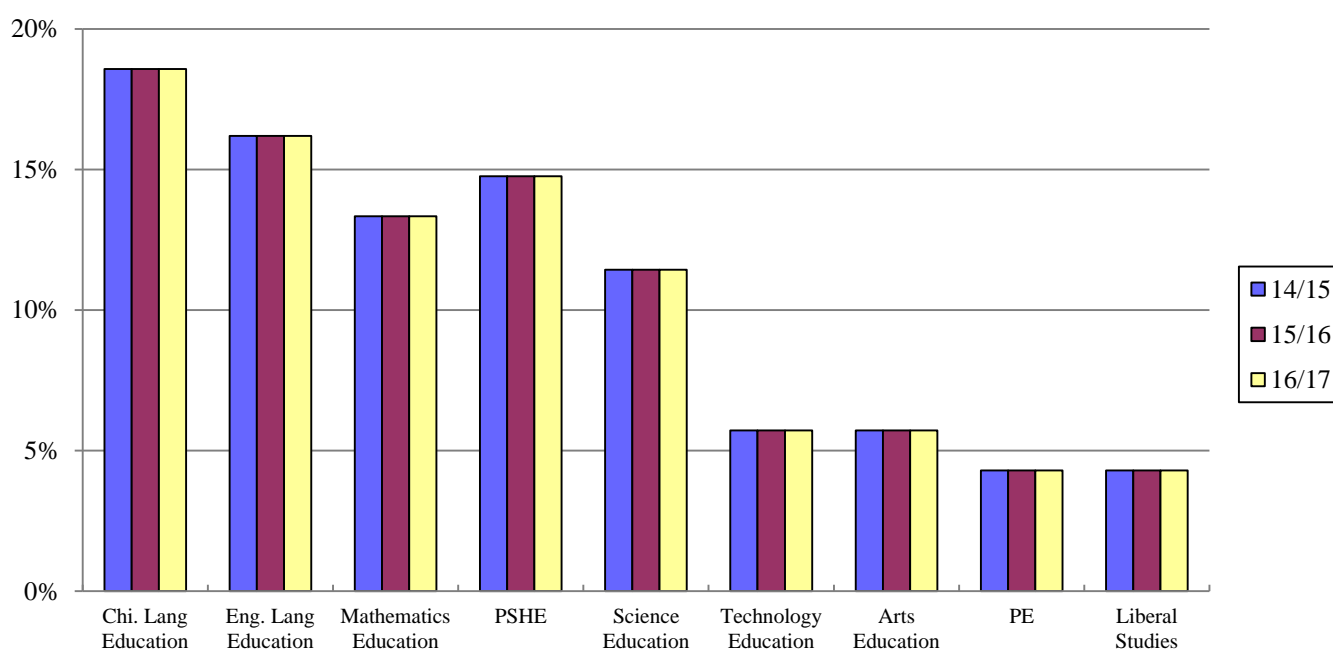
- For the physical fitness programmes, many S.1 students could not attend the training due to clashes with other activities after school. Better coordination and diversification of S.1 students' activities both during lunch time and after school was deemed necessary. It is also proposed that some free time will be reserved for the students to mingle with their peers and build friendship with the classmates.
- The Environmental Education Committee will introduce more measures to help students form a sustainable green habit. It is recommended that good green practice could be included as one criterion for Project A Competitions.

6. Our Learning and Teaching

Number of Active School Days



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



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

Students' Reading Habit**Percentages of Students Borrowing Reading Materials from the School Library**

	15/16			16/17		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
Once a week or more	7.31%	9.42%	5.56%	8.4%	9.1%	5.0%
Once every two weeks	12.87%	11.52%	6.25%	13.0%	13.2%	6.1%
Once a month	19.59%	18.32%	18.06%	18.5%	17.9%	17.2%
Less than once per month	45.91%	54.97%	50.00%	48.0%	53.6%	49.2%
Never	14.33%	5.76%	20.14%	12.1%	6.2%	22.5%

Percentages of Students Borrowing Materials from the Public Libraries

	15/16			16/17		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
Once a week or more	10.50%	6.74%	5.56%	10.9%	6.6%	5.1%
Once every two weeks	18.37%	13.47%	10.42%	19.2%	14.1%	11.1%
Once a month	27.41%	29.53%	28.47%	26.6%	30.6%	30.3%
Less than once per month	39.07%	48.70%	46.53%	38.5%	46.7%	44.1%
Never	4.66%	1.55%	9.03%	4.8%	2%	9.4%

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

	15/16			16/17		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	74.85%	78.19%	73.72%	73.6%	77.6%	74%
7-12 hours	19.01%	14.36%	16.06%	20.3%	14.6%	14.7%
More than 13 hours	6.14%	7.45%	10.22%	6.1%	7.8%	11.3%

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

	15/16			16/17		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	75.44%	75.79%	69.06%	76.8%	75.3%	68.7%
7-12 hours	18.64%	15.26%	20.86%	17%	15.6%	20.1%
More than 13 hours	5.92%	8.95%	10.07%	6.2%	9.1%	11.2%

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

	15/16			16/17		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	56.47%	59.47%	65.47%	55.6%	58.8%	64.9%
7-12 hours	33.24%	30.00%	22.30%	34.2%	30.3%	22.4%
More than 13 hours	10.29%	10.53%	12.23%	11.2%	10.9%	12.7%

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

	15/16			16/17		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	67.75%	63.16%	64.49%	66.6%	62.7%	64%
7-12 hours	18.64%	24.21%	21.01%	19.4%	24.4%	21.1%
More than 13 hours	13.61%	12.63%	14.49%	14%	12.9%	14.9%

Overview

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

In the second year of implementation of the 2015/16 to 2017/18 School Development Plan, both students and teachers have continued to experiment with different strategies to ensure a higher degree of effectiveness in both learning and teaching. As described in the work accomplished in the first major concern, "To promote self-improvement in learning and teaching", our students are constantly given opportunities to explore, to utilize the skills they have learned and to initiate self-learning. With the experience acquired through try-outs over the past two school years, our teachers have displayed a higher level of confidence and competency in designing learning activities and materials which in turns helps students to enhance their learning effectiveness and to further promote self-directed learning beyond classrooms. (For details, please refer to p.9 - 14)

To sustain students' interest in reading and facilitate active learning, the Reading to Learn Committee continued to launch a variety of reading programmes for students at all levels. Following the successful launch of theme-based reading programmes in the first year of implementation, the Committee again compiled a list of themes with a clear focus to further extend students' learning beyond classrooms and to broaden students' knowledge base in a variety of subject matters. The list so prepared structured students' reading experience in the 30-minute weekly morning reading session

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throughout the school year. It coordinated with different subject departments and major committees in preparing reading materials to echo with the theme of the school year, “Self-discipline and Responsibility”. Working on a whole-school approach, subject departments incorporated Reading to Learn assignments, conventional or on e-modes, in their individual curriculum. Reading Ambassadors shared their reading experiences during morning assemblies on a monthly basis. The “One Student Recommends One Book Scheme” received very positive response from students which has helped much to enrich the school library’s collection with an extensive collection of books that matches the interests of students. The easy access of books of different types and genres, the thematic new books displayed in the School Library and the two Book Fairs held in the school year all contributed to fostering a stronger reading to learn culture at school.

In response to the ongoing curriculum renewal, project-based learning takes on a new direction, aiming to promote Reading across the Curriculum and Language across the Curriculum in the school year. The collaboration between the language departments and the other subject departments have enhanced students’ learning in the subject areas while at the same time trains up their generic and language skills. The products showed that students were able to assimilate the subject knowledge with effective use of language to express more complicated concepts and ideas and to complete more challenging tasks. Our Science Research Teams continued to exhibit their self-directed learning capacities in the respective science projects that won honour and recognition in a series of local and regional competitions. (Please refer to p.36 & 39 Students’ Achievements in External Competitions) Students also obtained very impressive results in other project-based learning competitions, such as the Statistics Project Competition. To encourage peer learning, the more outstanding ones were selected for sharing in the Knowledge Fair at the end of the school year.

A greater variety of STEM education programmes were run to foster the spirit of science exploration and investigation. Apart from the Chemistry laboratory sessions for senior secondary students, activities on scientific investigation were provided to junior form students. Students were given different opportunities to take part in local or even international competitions. The First Global Challenge is the first time ever our students took part in an international Robotics competition with participants coming all over the world. Locally, students’ participations in the IoT competitions allowed them to have their innovative ideas be turned into real products for the betterment of human living.

An even greater number of extended learning activities for students to stretch and demonstrate their learning capacities were organized throughout the second year of the implementation of the three-year plan. For the two language subjects, debate and drama proved to provide very effective platforms for students to practise their research and writing, communication and presentation skills. With the formal incorporation of the drama curriculum at S.1 and S.2 in both language subjects, students were given opportunities to apply their language knowledge and skills in preparing for and staging the performance. Students at both junior and senior levels were exposed to authentic language use through drama appreciation and production. Training courses for both senior and junior students,

followed by in-house competitions, prepared our school debate and drama teams well for inter-school competitions. Besides taking part in friendly matches with various secondary schools, our English Debate Team performed impressively in various rounds of the 8th Inter-Government Secondary Schools English Debating Competition and eventually being crowned the first runner-up. The entertaining interactive drama show “Beauty and the Beast” organized by the English Department aroused students’ interest in English Literature and drama performance. Our S.1 and S.2 students exercised their imagination to produce original works on rewriting the ending to literal texts like 《曾子殺豬》、《風箏》. The production of micro-films based on students’ original works, apart from allowing them to apply their linguistic skills, helps train up students’ speaking skills and creativity. Interactive drama workshop for S.4 students launched after the viewing of the drama performance [相約星期二] heightened students’ interest in using language to express their emotions and views. Students brought home a collection of awards from various drama competitions, including the Hong Kong Schools Drama Festival 2016/17, ‘Speak Out Act Up’ Improvised Drama competition. Fourteen of our S.3 students demonstrated their outstanding writing and public speaking talents in the World Scholar’s Cup contest held in Vietnam and seven of them were qualified for the final world contest to be held at Yale University, USA in the coming school year. Apart from these, the two teams of Language Ambassadors organized a series of language learning with fun activities for S.1 students during lunch time and after school. While helping to promote a language-rich environment on the school campus, the language ambassadors were given opportunities to hone their own language abilities and at the same time strengthen their skills in planning and organizing activities. Joint-school oral practices and other language support classes were provided for senior students to enhance their confidence in preparing for the public examination.

In Liberal Studies, extended learning activities encompasses the study tour to Guangzhou for all S.2 students, higher thinking skills training for S.5 students and participation in mock trial by S.2, S.4 and S.5 students. In different Key Learning Areas (KLAs), opportunities were offered to students to learn beyond the formal curricula and to sharpen their global perspective. As in previous school years, students of potential were encouraged and guided by subject teachers to take part in enhancement programmes such as external competitions, local as well as overseas. The school enjoys a proven record of outstanding performance, particularly in the Science and Arts Education KLAs, in this respect. (For details, please refer to p.34 – 49 Students’ Achievements in External Competitions) To broaden students’ learning and to enable them to have a better knowledge of the world, students travelled around the world to take part in various kinds of competitions, ranging from robot competition and science research to academic challenges on Chinese culture and use of the English language. Enhancement and support classes were also organized by respective subject departments to help students to strive for a higher level of attainment.

Teachers participated in different professional development programmes throughout the year. The forming of the different Learning Circles in the school helped teachers to share and exchange their experience through informal encounters. Pedagogy studies alerted teachers to the latest development of teaching methods and technology and to work out strategies to cater for learner diversity. To have School Report (SR)

more systematic planning for the implementation of STEM education in the school, our Computer Studies teachers, with the support of the School-based Support Scheme of the EDB, ran a one-year programme on 3-D printing at S.3. The programme was enthusiastically received by students and had earned a lot of plaudits in different inter-school STEM education sharing sessions. To further equip and extend teachers' capability in using mobile devices in and beyond the classroom to enhance students' learning effectiveness, the school conducted various in-house training on e-learning. To facilitate exchange of experience with teachers from other schools, the Liberal Studies teachers joined the Teacher Professional Learning Community of Liberal Studies coordinated by the School-based Support Section of EDB. Besides, our Chinese Language Department formed a professional community with teachers of four other EMI government secondary schools to work on programmes to enhance the effectiveness in the teaching of reading. An increasing number of teachers applied to be examiners or markers in the HKDSE Examinations to enhance their understanding of the requirements of the public examination. Sharing sessions were arranged within different departments for updating teachers of the latest development and changes in the public examination, which has proved to be beneficial to help students to better prepare for the examination.

7. Support for Student Development

The whole-school approach to student development adopted by the school created a caring, respectful and welcoming environment for learning and growth. Multifarious activities were organized by various committees to cater the diverse needs and interests of students for developing their social-emotional competencies in order to take up future challenges with confidence. The strategies adopted to accomplish our second major concern, “To strengthen students’ character and capacity building”, provided students with school-wide opportunities for enhancing their personal qualities and pursuing a purposeful life.

Our sustainable efforts in promoting values education aiming at cultivating students to become caring and responsible individuals, helped their moral and personal development. The well-structured school-based Value Education Programme and Moral and Civic Education Curriculum were conducted in the Form Teacher Periods for junior and senior levels respectively, facilitating the development of positive values and attitudes. Together with the diversified activities arranged by committees and subject panels in line with the theme of the year, “Self-discipline and responsibility”, students were encouraged to improve and manage themselves for achieving wellness and purpose in life.

To address the adaptation needs of S.1 students to the new school environment, a tailored programme with a series of orientation and support activities was designed by the Counselling Committee. A screening questionnaire facilitated the identification of students with potential adaptation problems and small-group interviews were then arranged for understanding their difficulties and formulating support plans. Support groups, workshops and camps were organized throughout the year offering academic, emotional and social supports to needy students. The Fig Boy’s Scheme also played an important role as the peer counsellors from senior levels served as mentors to give guidance and support. The positive response from the S.1 students proved the programme a success.

Diversified and relevant supports for students with special education needs (SEN) and non-Chinese speaking (NCS) students were given to cater their needs. Apart from working closely with the school social worker, school-based educational psychologist, practitioners, Form Teachers and Subject Teachers, the Counselling Committee discussed with parents and students in the formulation of Individual Education Plan as to provide comprehensive support for students with SEN. For NCS students, a Chinese Language learning curriculum was constructed and pull-out Chinese classes were thoughtfully offered. To stretch the potentials of the students with talents, the School deployed the Diversity Learning Grant and other school resources to procure additional support programmes for selected students. The School had adopted appropriate strategies and made proper allocation of resources to cater learner diversity.

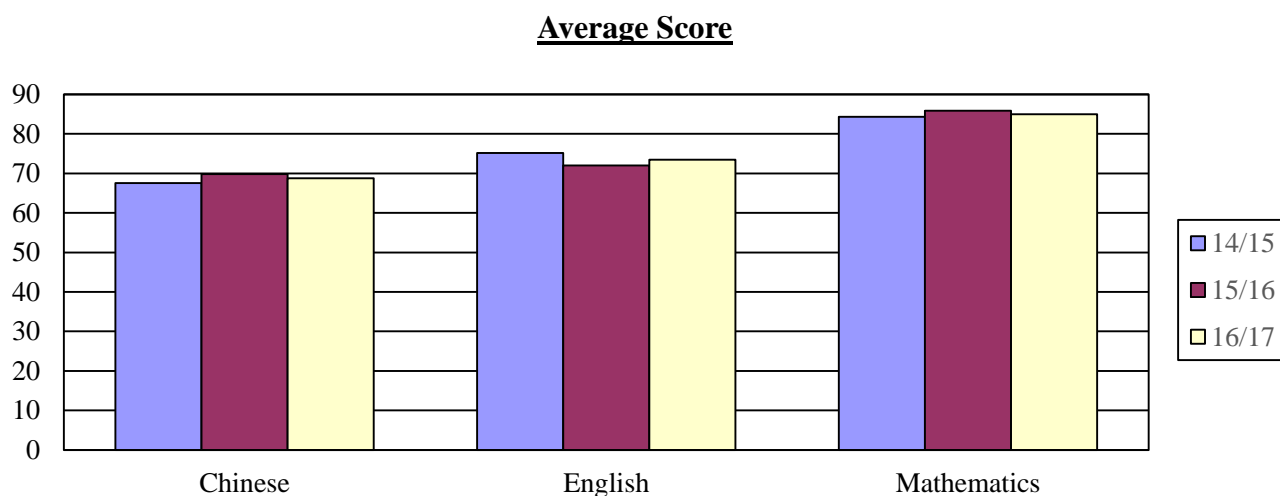
The School had also provided various supports for S.6 students including academic enhancement programmes, emotional support, future study and career guidance. After the group interviews conducted by the Counselling Committee, the S.6 students with high stress level were screened out and were given additional support like individual guidance and sharing with old boys. Career Teachers also conducted individual counselling with all S.6 students to give guidance on identifying study or career directions. The in-house Careers Info Day and the Mock Release of HKDSE Results, providing useful information to students, were well appreciated by parents.

For life planning education, the systematic framework that aligned with the developmental needs of students of different levels was very effective. From understanding self and exploring career in the junior levels, to planning and managing learning and career goals in the senior levels, students were benefited through the progressive development and broad learning experiences. Strong support from our alumni in the job shadowing and mentorship schemes was highly commendable.

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

8. Performance of Students

HKAT (Pre-S1)



HKDSE

	14/15	15/16	16/17
No. of students sat	171	159	142
% of students awarded the minimum entrance requirements for university education #	82	77.4	82.4
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	95.9	98.7	97.18

The minimum entrance requirements for university education

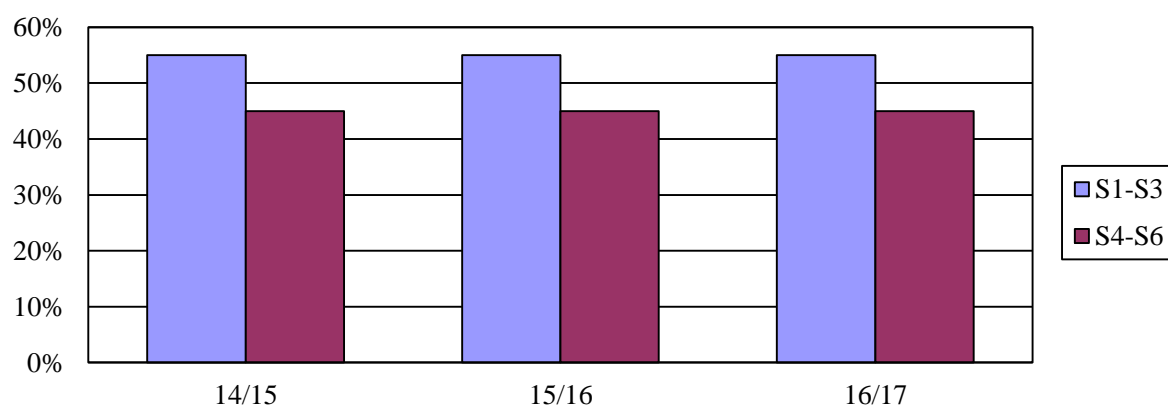
1. Levels 3322 or above in core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) respectively, and
2. Level 2 or above in one elective subject

^ 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 Inter-school Events and Uniform Groups

Activities	Number of participants
Inter-school Sports Competitions	201
Hong Kong Schools Music Festival	220
Hong Kong Schools Speech Festival	79
Scouts	94
Hong Kong Red Cross Youth Unit 21	39
St. John Ambulance Society (King's Ambulance Cadet Division)	36

Inter-school Events**Uniform Groups**

Student Participation in Social Services

Team	Services	Number of participants
Community Youth Club	<ul style="list-style-type: none"> ● Flower selling for the Community Chest of HK ● Joint school activities with stewards Pooi Kei College (SPCK) <ul style="list-style-type: none"> ❖ Beach cleaning (Lung Kwu Tan) ❖ Elderly home visit (Kwai Chung Cheng Qing Elderly) ● Classroom cleaning ● Secondary students' future career lecture 	20 15 15 15 4
Hong Kong Red Cross Youth Unit 21	<ul style="list-style-type: none"> ● Annual Athletics Meets ● Annual Swimming Gala ● Health Check Counter ● Regular Service (Outside School) ● Service Project (Planning) ● Regular Service (From Hong Kong Island Division) 	20 16 10 16 16 10
Interact Club	<ul style="list-style-type: none"> ● Island Scout Trail Walk 2017 (6km journey) ● Food Recycling Project ● Lunchbox delivery service ● Christmas Carol Festival ● Första (Lunar Service Project) ● Vistoso (Easter Service Project) 	10 20 5 10 25 22
Junior Police Call	<ul style="list-style-type: none"> ● 迪士尼迪欣湖賽跑義工 ● Joint-School Service Programme – Felicity 	2 46
King's College Volunteer Service Team	<ul style="list-style-type: none"> ● Community Chest Dress Casual Day ● 「創出 SUN 天」才藝培訓班 ● 中西區聯校領袖義工訓練暨社區服務計劃 ● 中西南及離島區推廣義工服務協調委員會金、銀、銅義務工作嘉許狀 	Over 90% of students 34 6 33
Scouts	<ul style="list-style-type: none"> ● Island Scout Day ● HK Marathon ● Regular Service (In School) ● Other Service ● Scout Rally ● Outdoor Services 	20 15 35 5 6 30
Social Service Group	<ul style="list-style-type: none"> ● Services at John F. Kennedy Centre ● Inclusive Programme 	12 17

Team	Services	Number of participants
St. John Ambulance Society (King's Ambulance Cadet Division)	● On duty at Annual Swimming Gala, Annual Athletics Meets and Cross-Country Run	27
	● Open Days	27
英青長者學苑	● 英青長者學苑課程(包括手語、趣味氣球製作、水仙園藝、剪紙工藝、護膚品製作班)	59
	● 長幼共融生態遊	53
	● 老人院探訪	24
	● 「耆樂餅」慈善義賣	20

Student Participation in Overseas or Mainland Exchange Programmes/ Study Tours

Study Tour	Number of participants
S2 Liberal Studies Study Tour (Guangzhou)	136
「同行萬里」高中學生內地交流計劃 (福建)	40
Summer English Study Tour (Australia)	20
World Scholar's Cup Tournament of Champions at Yale University	3
World Scholar's Cup (Global Round), Vietnam	17
First Global Challenge Robot Competition, USA	4
「夢想航天 情繫中華」2017 航天科技夏令營	2

Student Participation in Local Exchange Programmes

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

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

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	World Scholar's Cup 2016(Global Round) organized by World Scholar's Cup Foundation	Top Challenge Team	3A	CHOY Tung-chun
			3A	SZE Tik
			3B	CHEUNG Jit-hei
		Team Bowl Award	3A	CHOY Tung-chun
			3A	SZE Tik
			3B	CHEUNG Jit-hei
		School's Tops Scholar	3A	SZE Tik
		Honour Medal in Arts		
		Honor Medal in Arts, Special Area, Social Studies and Writing	3B	CHEUNG Jit-hei
		Social Studies and Writing		
	World Scholar's Cup 2017 (Global Round at Hanoi, Vietnam) organized by World Scholar's Cup Foundation	Team Bowl Award	3B	CHAN Wing-ki
			3C	CHU Tik-nam
			3C	LAM Chan-yuk
			3C	LEE Tin-yau, Timothy
			3C	SZE Tik
			3C	XU Yingnan
			3B	CHEUNG Jit-hei
			3B	CHUM Wei-hong
			3B	LAU Tai-wai
			3B	YAU Chi-lok
			3C	MA Chun-lok
			3C	YEUNG Ming-shun
			3D	Lachlan JUDGE
		Champion Team Award	3A	CHAN Wing-ki
			3A	LEE Tin-yau, Timothy
			3A	SZE Tik
			3B	CHEUNG Jit-hei
		Team Debate Award	3A	CHAN Wing-ki
			3A	LEE Tin-yau, Timothy
			3A	SZE Tik
			3B	CHEUNG Jit-hei
		Team Challenge Award	3B	CHEUNG Jit-hei
		Team Writing Award	3A	CHAN Wing-ki
			3A	LAM Chan-yuk
			3A	LEE Tin-yau, Timothy
			3A	SZE Tik
			3B	CHUM Wei-hong
			3B	YAU Chi-lok

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Nature	Competition / Organizer	Award / Prize	Awardee	
		Individual Debate Award	3A	SZE Tik
			3B	CHEUNG Jit-hei
			3B	CHUM Wei-hong
		Individual Writing Award	3A	CHAN Wing-ki
			3A	CHU Tik-nam
			3A	LAM Chan-yuk
			3A	LEE Tin-yau, Timothy
			3D	Lachlan JUDGE
		Top Scholar Award	3A	LEE Tin-yau, Timothy
			3A	SZE Tik
		School's Top Scholar	3C	YEUNG Ming-shun
		Silver Medal in Social Studies	3A	CHAN Wing-ki
		Silver Medal in Science	3A	LEE Tin-yau, Timothy
		Silver Medal in Literature	3A	SZE Tik
		Silver Medal in History	3B	CHEUNG Jit-hei
		History Award	3B	YAU Chi-lok
	The World Scholar's Cup 2017 (Regional Round) organized by World Scholar's Cup Foundation	Team Bowl Award	3A	CHAN Wing-ki
			3A	LEE Tin-yau, Timothy
			3A	SZE Tik
			3B	CHOY Yat-long
			3B	WONG Lok-man
			3B	YAU Chi-lok
			3C	MA Chun-lok
			3C	YEUNG Ming-shun
		Top Debate Team	3C	MA Chun-lok
			3C	YEUNG Ming-shun
			3D	Lachlan JUDGE
		Second in Team Bowl	3B	CHEUNG Jit-hei
		Seventh in Team Bowl	3D	Lachlan JUDGE
		Tenth in Team Debate	3B	CHEUNG Jit-hei
		Top Writing Team	3B	CHOY Yat-long
			3B	WONG Lok-man
			3B	YAU Chi-lok
		Champion Scholar	3A	SZE Tik
			3B	CHEUNG Jit-hei
		School's Top Scholar	3B	CHEUNG Jit-hei
			3B	CHUM Wei-hong
		Individual Debate Award	3D	Lachlan JUDGE

Nature	Competition / Organizer	Award / Prize	Awardee	
		Da Vinci Scholar Award	3A	CHU Tik-man
			3B	LAU Tai-wai
		Honour Medal in Debate and Writing	3A	LEE Tin-yau, Timothy
		Honour Medal in History, Literature and Social Studies	3A	CHAN Wing-ki
		Honour Medal in History, Literature, Special Area and Debate	3A	SZE Tik
		Honour Medal in Writing	3B	CHEUNG Jit-hei
			3B	CHOY Yat-long
			3B	YAU Chi-lok
			3C	YEUNG Ming-shun
		Honour Medal in Science and Debate	3B	CHUM Wei-hong
		Honour Medal in Arts and Writing	3B	WONG Lok-man
	International Competitions and Assessments for Schools (ICAS) organized by the University of New South Wales	Medal Winner (Mathematics in English)	5D	Chan Si-hang
	Intel International Science and Engineering Fair 2017 organized by Society for Science & the Public Intel Foundation	Finalist	6A	CHENG Yuk-chun

National Level

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	China Adolescent Science & Technology Innovation Contest 2017 organized by Intel (China) Co. Ltd, China Association for Science and Technology	First Place Award	5A	WAN Kam-fai
		The Intel Talent Award		
		Zhong Ming Science Award		
		Third Place Award	5A	WEI Kejun
			5D	FUNG Hon-wai
			5D	WOO Chi-chung
Physical Development	2016 “Shanghai Open” International Junior Short Track Speed Skating Tournament organized by Shanghai Sports Bureau	The Most Potential Award	1D	CHAN Ho-tung

Territory Level

Nature	Competition / Organizer	Award / Prize	Awardee	
External Scholarships and Awards	Grantham Scholarship of the Year Award organized by The Grantham Scholarships Fund		YAN Zhipeng	
	“Pursuing Excellence and Beyond” Youth Leadership Award organized by Man Kwan Education Fund		6D	LIU Chun-chung
	Harvard Book Prize organized by The Harvard Club Hong Kong	Champion	5A	HUI Chin-ho
		Runner-up	5A	HO Nok-hei
			5D	CHAN Ho-ming
	香港島校長聯會、南區學校聯會、中西區校長聯會、東區學校聯絡委員會及香港青年會合辦 2016 年香港島傑出學生選舉	高中組「香港島十大傑出學生」	6A	蔣逸朗
		初中組香港島優秀學生獎狀	3A	史迪
	青新時代、杜葉錫恩教育基金舉辦 2016 年全港青少年進步獎	全港青少年進步獎	4D	黃杰輝
Academic Development	The 68th Hong Kong Schools Speech Festival organized by Hong Kong Schools Music and Speech Association	Secondary 1 Choral Speaking Second Runner-up	King's College	
		Secondary 1 Solo Verse Champion	1A	TO Cheuk-nam
			1C	Kalathur Swathi SUDARSHAN
		Secondary 3 Solo Verse Champion	3B	POON Tze-kit
		Secondary 5 Solo Verse Champion	5D	LAM Ka-chun
		Secondary 1 Solo Verse First Runner-up	1A	SHU Ka-hang
		Secondary 2 Solo Verse First Runner-up	2B	WONG Shing-him
		Secondary 3 Solo Verse First Runner-up	3B	CHENG Yiu-chun, Manfred
		Secondary 5 Solo Verse First Runner-up	5A	HUI Chin-ho
		Secondary 3 Solo Verse Second Runner-up	3C	CHEUK Kin-hang
		Secondary 1 Solo Verse Merit	1A	FONG Chun
			1A	Han Albert LIM
			1A	NG Cheuk-nam
			1A	SHU Ka-hang

Nature	Competition / Organizer	Award / Prize	Awardee	
			1A	SO Parkin
			1B	CHENG Pan
			1B	LAM Ka-hung
			1B	MAN Ming-hong
			1B	WEI Oscar Zijie
			1B	Wong Chun-ming, Melville
			1B	WONG Tsz-hin
			1C	Khan Saahil ALAM
			1C	XIONG Victor Tan
			1C	YEUNG Wang-kuen
			1D	TSE Pak-lok
		Secondary 2 Solo Verse Merit	2A	CHEUNG, Gabriel Man-hin
			2C	YEUNG Ka-hang, Boris
		Secondary 3 Solo Verse Merit	3A	CHAN Kai-lok
			3A	MA Hing-yin, Adrian
			3A	SZE Tik
			3B	SO Chun-lok
			3C	MA Chun-lok
			3D	Jalal ADIL
			3D	Mohammad Hamza Karim CHOUDHARY
		Secondary 4 Solo Verse Merit	4A	PANG Ivo
	香港學校音樂及朗誦協會主辦第六十八屆香港學校朗誦節（粵語組）	中學二年級粵詩詞獨誦冠軍	2B	黃承謙
		中學三年級粵詩詞獨誦冠軍	3B	蘇真樂
		中學四年級粵詩詞獨誦冠軍	4B	溫子皓
		中學一年級粵詩詞獨誦亞軍	1A	許嘉亨
		中學四年級粵散文獨誦亞軍	4B	溫子皓
		中學五年級粵詩詞獨誦亞軍	5D	冼璞
		中學一年級普詩詞獨誦季軍	1A	伍卓楠
		中學二年級粵詩詞獨誦季軍	2C	楊迦行
		中學三年級普詩詞獨誦季軍	3B	鄭耀駿
		中學四至六年級粵歌詞朗誦季軍	4B	溫子皓
		中學一年級普散文獨誦優異	1A	宋欣桉
			1B	鄭彬
			1B	魏鈺杰
		中學一年級普詩詞獨誦優異	1C	余明軒
			1C	鄧俊鉞

Nature	Competition / Organizer	Award / Prize	Awardee	
		中學一年級粵二人朗誦優異	1C	甘卓軒
			1C	黃承光
		中學一年級普散文獨誦優異	1D	溫師凱
			1D	曾子聰
			1D	謝柏樂
			1D	岑浩林
		中學一年級粵詩詞獨誦優異	1D	許晴名
		中學二年級普散文獨誦優異	2D	王肇楷
			2D	袁行健
		中學三年級普散文獨誦優異	3A	徐英楠
		中學三年級粵詩詞獨誦優異	3A	馬興賢
			3B	潘子傑
		中學三年級普詩詞獨誦優異	3C	卓澣衡
		中學四年級普散文獨誦優異	4A	周藝朗
			4B	楊旭波
	Hong Kong Youth Science & Technology Innovation Competition 2016-2017 organized by Hong Kong New Generation Cultural Association Science Innovation Centre	The category of “Chemistry and Materials” Champion Award	5A	WEI Kejun
			5D	FUNG Hon-wai
			5D	WOO Chi-chung
		ASM Materials Education Foundation Special Award	5A	WEI Kejun
			5D	FUNG Hon-wai
			5D	WOO Chi-chung
		The category of “Biology and Health” First Runner-up Award	5A	WAN Kam-fa
			5D	NG Chi-ho
	Hong Kong Student Science Project Competition 2017 organized by Hong Kong Federation of Youth Groups	Honourable Mention Award	5A	WAN Kam-fai
			5D	NG Chi-ho
	Hong Kong Chemistry Olympiad for Secondary Schools 2017 organized by The Royal Society of Chemistry, The Hong Kong Chemical Society, Hong Kong Association of Science and Mathematics Education	Second Runner-up	3A	CHAU Chiu-wang
			3A	WANG Liang-feng
			3B	CHUM Wei-hong
			5A	WAN Kam-fai
			5D	NG Chi-ho
	The Statistical Project Competition (SPC) for Secondary School Students organized by Hong Kong Statistical Society, Education Bureau, Hang Seng Indexes	Senior Section First Prize	5D	CHAN Ho-ming
			5D	FUNG Ka-shing
			5D	KWOK Ho-lam
			5D	LAU Yi-lok, Trevor
			5D	LO Ka-tsun
			5D	SUN Jiachen

Nature	Competition / Organizer	Award / Prize	Awardee		
		Senior Section Prize for the Best Index Application	5D	CHAN Ho-ming	
			5D	FUNG Ka-shing	
			5D	KWOK Ho-lam	
			5D	LAU Yi-lok, Trevor	
			5D	LO Ka-tsun	
			5D	SUN Jiachen	
		Senior Section Second Prize	5A	CHUNG Yiu-hong	
			5A	HO Nok-hei	
			5A	KEUNG Tsz-ho	
			5A	SHEK Hoi-wa	
			5A	WANG Ming-chun	
			5A	WONG Shi-kam	
	Headstart Cup Inter-Secondary School Scrabble Championship 2017 organized by Headstart Group and Hong Kong Scrabble Players Association	Headstart Cup Group A Novice (Silver) Second Runner-up	1C	KE Yan-nok	
			1C	LAU Tsun-hei	
			1C	LAW Siu-hin	
			5C	CHEUNG Nok-yin	
		Individual Prize Group A Novice (Silver) Champion	1C	KE Yan-nok	
					Individual Prize Group A Novice (Silver) High Game Award
		Individual Prize Group A Novice (Silver) High Word Award	1C	LAU Tsun-hei	
		Junior Hong Kong Schools Speaking and Debating Tournament organized by Hong Kong schools Debating and Public Speaking Community	Champion	King's College Junior English Debate Team	
			The Best Grand Finals Debater	3D	Lachlan JUDGE
		8 th Inter-Government Secondary School English Debating Competition organized by The Association of Principals of Government Secondary Schools	First Runner-up	King's College English Debate Team	
	Best Debater Awards		3A	SZE Tik	
			3D	Lachlan JUDGE	
	Secondary Schools Bridge Demonstration Competition 2017 organized by The Civil and Environmental Engineering Students' Society, HKUSTSU	Champion	5A	CHENG Ho-kwan	
			5D	HUI Cheuk-hin	
			5D	LAM Ka-chun	
			5D	SUN Jiachen	
			5D	WONG Tsz-fung	

Nature	Competition / Organizer	Award / Prize	Awardee		
	The Hong Kong Mathematical High Achievers Selection Contest organized by Po Leung Kuk and Hong Kong Association of Science and Mathematics Education	First-honour Prize	3B	LI Siu-tsun	
		Second-honour Prize	3A	CHAU Chiu-wang	
		Third-honour Prize	3A	WANG Liang-feng	
	Hong Kong Specimen Drawing Competition 2016-2017 organized by Royal Society of Biology	Outstanding Award	4D	KONG Ting-yin	
		Highly Commended Award	4D	HO Wai-lam	
		Merit Award	5A	HUI Chin-ho	
	International Mathematical Olympiad Preliminary Selection Contest-Hong Kong organized by the Hong Kong Academy for Gifted Education	Honourable Mention	4D	HO Wang-fung	
		Bronze	5D	CHAN Si-hang	
	Hong Kong Physics Olympiad 2017 organized by Hong Kong Academy for Gifted Education	Second Honour	4A	CHUNG Chun-yu	
		Honourable Mention	4D	HO Wang-fung	
	新市鎮文化教育協會第十九屆全港中小學普通話演講比賽 2017(港島區初中組)	優異星獎	3B	蘇真樂	
		優異獎	1D	岑浩林	
			2C	蘇亦瑄	
3B	潘子傑				
Aesthetic Development	“Speak Out- Act Up!” Improvised Drama Competition organized by NET Section, Education Bureau	Best Dramatic Technique	2A	HUI Lok-san	
			2A	SHIU Tsz-kin	
			2A	WONG Chun-kai	
			2C	LAI Cheuk-ming	
			2C	WANG Haobo	
	Hong Kong School Drama Festival 2016/17 organized by Hong Kong Art School and Education Bureau	Award for Outstanding Performer	2D	LI Chin-kiu	
	Innovative Energy Project Design Competition 2017 organized by The Electrical Division, the Hong Kong Institution of Engineers, China Light and Power Hong Kong Limited	Merit Award	5A	WEI Ke-jun	
			5D	FUNG Hon-wai	
			5D	LAM Ka-chun	
			5D	SIN Pok	
	Secondary School IoT Design Competition 2017 organized by Education Bureau and	Second Runner-up	3A	CHAN Ting-hong, Martin	
			3A	KWAN Yi-pak	
			3A	LEE Tin-yau, Timothy	
3A			POOK Ho-him, Hugo		

Nature	Competition / Organizer	Award / Prize	Awardee	
	Hong Kong Institute of Vocational Education (IVE)	Merit Award	3C	LIU Yan-lung
			3A	CHU Tik-nam
			3A	LAM Chan-yuk
			3A	LAU Chun-ting
	Creative Technology Education Association Cup 2016 organized by Creative Technology Education Association	First Runner-up	2B	HUI Nok-hei
			4A	LAI Sze-hang, Jonathan
			5D	FUNG Ka-shing
	Fun with Learning 2017 organized by Hong Kong Association for Computer Education	Senior Group Video Production Champion	4A	WONG Man-fung
			4B	YANG Xubo
			4D	LIAO Tianxiang
		Senior Group Overall Second Runner-up	4A	WONG Man-fung
			4B	YANG Xubo
			4D	LIAO Tianxiang
	RIDIY 2017-Secondary Section organized by Hong Kong Science Museum/ Leisure and Cultural Services Department/ Creative Power Educational Association	First Prize	4A	LAI Sze-hang
			2B	HUI Nok-hei
	WRO 2017 Hong Kong Robot Challenge – Sumo Challenge (Secondary Section) organized by Semia Ltd.	Silver Lego Award	2B	HUI Nok-hei
			2D	YUEN Hang-kin
			4A	LAI Sze-hang
	PolyU Engineering Summer Camp 2016 Project Challenge 3D printing for creative product design organized by Faculty of Engineering, Polytechnic University	Champion	4B	CHAN Hiu-lok
		Merit Award	4A	PANG Ivo
			5D	CHAN Si-hang
	Exhibition of Secondary School Students' Visual Arts Work 2016-17 organized by Education Bureau	Merit	3A	WONG Shu-fan
	Family Card Design Competition organized by Caritas Integrated Family Service Centre – Tsuen Wan (East)	Champion	3A	LOK Hiu-yin

Nature	Competition / Organizer	Award / Prize	Awardee	
	Respect & Care for the Elderly Painting Competition organized by NT West Elder Academies Cluster	Merit	5B	POON Yu-hin
	Anti-Drug Publicity Campaign Poster Design Competition 2016 “Multi-Dimensional View of Psychotropic Drugs Project” organized by HK Police Force (Western District) & Tung Wah Group of Hospital CROSS Centre	Junior Secondary Group First Runner-up	2B	WOO Chi-hong
	9 th Arts Ambassadors-in-school Programme organized by HK Arts Development Council	Certificate of Recognition (VA)	4D	HO Wai-lam
		Certificate of Recognition (Music)	5A	ZHANG Jun-jie
	香港中外文化交流協會舉辦 The Third International Youth Zheng Contest	Gold Prize	2C	CHAN Sui-hin
	69 th HK Schools Music Festival organized by Hong Kong Schools Music and Speech Association Western Instruments and Choral sections	Piano solo (Grade 5) Second Place	1D	TSANG Tsz-long
		Piano solo (Grade 6) Second Place	1A	LI Yuen-lok
		Piano solo (Grade 8) Second Place Certificate of Honours	2C	HUNG Cheuk-kin
		Saxophone solo (Junior) Third Place	2B	CHEUNG Ming-yau
		Oboe solo (Senior) Third Place	5A	HOU Wing-hin
		Secondary School Choir (Foreign Language- Age 14 or under, treble voice) Merit	King’s College Treble Choir	
		Symphony Orchestra (Intermediate) Merit	King’s College School Orchestra	

Nature	Competition / Organizer	Award / Prize	Awardee	
	69 th HK Schools Music Festival organized by Hong Kong Schools Music and Speech Association Chinese Instrumental Section	Banhu solo (板胡) (Advance) First Place	3D	MAK Man-lap
		Erhu solo (二胡) (Advance) First Place	3D	FONG Tsz-wai
		Erhu solo (二胡) (Advance) Second Place	3D	MAK Man-lap
		Yangqin solo (揚琴) (Senior) Third Place	5A	KWOK Yun-hang
		Zheng solo (箏) (Senior) Third Place	2C	CHAN Sui-hin
		Dizi solo (笛子) (Senior) Third Place	2C	CHENG Ting-cheung
		Cantonese Opera Pinghou solo (粵曲- 平喉獨唱) (Senior) Third Place	4B	WAN Tsz-ho
		Chinese Instrumental Group (Intermediate) Merit	King's College Chinese Orchestra	
	69 th HK Schools Music Festival organized by Hong Kong Schools Music and Speech Association Harmonica Section	Harmonica Band (Secondary) First Place	King's College Harmonica Band	
		Harmonica Ensemble (Secondary) First Place	3D	FONG Tsz-wai
			4D	LOK Pui-yin
			5A	WANG Ming-chun
			5A	WU Ka-yu
			5D	WONG Ting-hong, Wesley
		Harmonica Ensemble (Secondary) Third Place	4A	LO Siu-shu
			4A	YIP Chun-hei
			4B	CHOW Long-hin
			4B	YUE Pok-man
			4D	SO Chun-yin
		Harmonica Duet (Secondary) Second Place	4A	LO Siu-shu
			4A	YIP Chun-hei
		Harmonica Duet (Secondary) Third Place	4D	LOK Pui-yin
			4D	SO Chun-yin
		Harmonica Solo (Concert Work) First Place	4A	YIP Chun-hei

Nature	Competition / Organizer	Award / Prize	Awardee	
		Harmonica Solo (Concert Work) Second Place	4B	CHOW Long-hin
		Harmonica Solo (Concert Work) Third Place	4B	YUE Pok-man
		Harmonica Solo (Senior) First Place	4A	LO Siu-shu
		Harmonica Solo (Senior) Third Place	2D	TAM Man-yui
		Harmonica Solo (Intermediate) First Place	3B	KWONG Sze-yeung
			3D	FONG Tsz-wai
		Harmonica Solo (Intermediate) Second Place	2B	WONG Man-tou
			3B	CHENG Kin-long Konard
			4D	CHOI Yun-sum
		Harmonica Solo (Intermediate) Third Place	3A	CHEUNG Sing-wai
	HK Music Interflow organized by Music Office	Harmonica Solo (Junior) First Place	5D	WONG Ting-hong, Wesley
		Harmonica Solo (Junior) Second Place	1D	HUI Ching-ming
		Harmonica Solo (Junior) Third Place	2C	CHU Chun-ching
		Chinese Orchestra Section Silver Prize	King's College Chinese Orchestra	
	Manhattan International Young Artist Music Festival organized by Concordia Music International Ltd	Second Runner-up	4D	SO Ki-hin
		Voice Group Third Place		
	藝韻管弦樂團協會舉辦藝韻杯-美聲聲樂中學組	第一名	4D	蘇祈軒
	新域劇團舉辦賽馬會平等共融戲劇計劃校旗戲劇比賽 2016-17	團體合作獎	英皇書院中文戲劇學會	
	Plant Exhibit Competition - Hong Kong Flower Show 2017 organized by Leisure and Cultural Services Department	African Violet Champion	4B	CHAN Chak-kwan, Anson
			4C	LEE Pok-hin
			4C	CHOY Yuk-hei
		Fern Second Prize	4C	LEE Nok-hang, Vincent
			4C	LUI Wai-to, Matt
		Cactus Third Prize	4D	LAM Ka-yui
			5B	POON Yu-hin
			5D	WONG Edmund Gilbert

Nature	Competition / Organizer	Award / Prize	Awardee	
		Foliage Plant, Ornamental Fruit Plant Highly Commended		
Service Education	中西區青年活動委員會 香港基督女青年會西環社 會服務處舉辦愛無疆界 - 中西區聯校領袖義工訓練 暨社區服務計劃分享會暨 嘉許禮	傑出領袖義工獎	4A	黃澤鋸
Career-related Experiences	Junior Career Planning Competition organized by Y.E.S, Labour Department	Third Runner-up	4A	HUANG Zian
			4A	PANG Ivo
			4A	WONG Man-fung
			4A	YUEN Jethro
	Mock Trial - Justice Education Project organized by The Society of Rehabilitation and Crime Prevention	Second Runner-up	2D	LEE Kwan-ho
			2D	LI Chin-kiu
			2D	LUK Tsz-yue
			2D	TAM Man-yui
			4D	CHAN Pak-ho
			4D	CHUI San-nok
			4D	LI Man-hei
			4D	SZE Pak-yin
			5A	CHUI Ka-shing
			5A	CHUNG Yiu-hong
			5A	SIU Lok-wang
			5A	WANG Ming-chun
			5A	WONG Carson
			5A	WONG Shi-kam
			5A	WU Ka-yu
			5A	YAM Wai-chu
			5A	ZHANG Jun-jie
Physical Development	Inter-School Athletics Competition organized by HK Island and Kowloon Secondary Schools Regional Committee	Boys C Grade 100 m Champion	2D	Tam Man-yui
		Boys C Grade 200m Champion		
		Boys B Grade Shot Put Second Runner-up	3C	Chan Tsz-hin
		Boys A Grade 110m Hurdle Second Runner-up	3C	Zhao Goufeng
		Boys C Grade 110m Hurdle Fourth Place	2C	Yeung Tsun-ning
		Boys B Grade Long Jump Fourth Place	4A	Tang Pui-him Ian

Nature	Competition / Organizer	Award / Prize	Awardee	
	Inter-School Swimming Competition organized by HK Island and Kowloon Secondary Schools Regional Committee	100m Free Style Champion	3B	LEUNG Ching-long
		200m Individual Medley First Runner-up	3B	LEUNG Ching-long
		4 x 50m Medley Relay First Runner-up	3B	CHEUNG Jit-hei
			3B	LEUNG Ching-long
			3C	SIU Yue-fung
			4C	LIN Pak-him Phidias
		Boys B Grade Overall First Runner-up	3B	CHAN Kei-wing
			3B	CHEUNG Jit-hei
			3B	LEUNG Ching-long
			3C	SIU Yue-fung
			3C	MA Chun-lok
			4B	PANG Hon-yin
			4C	HO Chak-lam
			4C	LIN Pak-him, Phidias
	Inter-School Cross-Country Competition organized by HK Island and Kowloon Secondary Schools Regional Committee	Boys C Grade Overall Second Runner-up	1D	HUI Ching-ming
			1D	CHAN Ho-tung
			2B	CHAN Nam-san
			2B	YAU Tsz-yuen
			2C	LI Ching-ching
			2C	YEUNG Tsun-ning
			2D	HO Wang-to
		Boys Team Overall Fourth Place	1C	KALATHUR Swathi-sudarshan
			3A	CHAU Chiu-wang
			3B	CHAN Kei-wing
			3B	LAM Kwan-yin
			3C	CHUI Kai-yin
			3D	CHAN Shing-yan
			4D	LAM Ka-yui
			4D	YIP Ho-cheung
			5B	CHIU Ming-leong
			5B	NG Tsz-man
			5C	WONG Ho-yin Gideon
			5D	KWOK Ho-lam
			5D	NG Chung-ki

Nature	Competition / Organizer	Award / Prize	Awardee	
	Inter-school Handball Competition organized by HK Island and Kowloon Secondary Schools Regional Committee	Boys B Grade Overall First Runner-up	3C	YEUNG Ming-shun
			3C	CHAN Tsz-hin
			3C	CHUNG Wai-kiu
			3D	CHAN Shing-yan
			4A	TANG Pui-him Ian
			4A	LAM Cheuk-nam
			4A	LAI Chun-him Garrick
			4B	YAM Lok-man
			4C	WONG Colin
	2017 Hong Kong Figure Skating And Short Track Speed Skating Championships organized by Hong Kong Skating Union Limited Short Track Speed Skating – Junior D Men	Champion	1D	CHAN Ho-tung
Uniform Group	Hong Kong Island Region Footdrill Competition 2016 organized by Scout Association of Hong Kong	Best Uniform Award	The 5 th Hong Kong Scout Group	
		Chief Scout’s Award	5A	CHUNG Yiu-hong, Angus
	Youth First Aid Competition (Central & Western District) organized by Hong Kong Red Cross	Second Runner-up	Hong Kong Red Cross Youth Unit 21	
	Youth Drilling Competition (Hong Kong Island Division) (Open Group) organized by Hong Kong Red Cross	First Runner-up	Hong Kong Red Cross Youth Unit 21	
	Hong Kong St. John Ambulance Brigade Youth Command (H&K) Inter-Divisional Competition organized by Hong Kong St. John Ambulance	Overall Champion	King’s College St. John Ambulance Brigade	
		Foot drill Champion		
		Home Nursing First Runner-up		
	Hong Kong St. John Ambulance Brigade Youth Command First-Aid & Home Nursing Individual Competition organized by Hong Kong St. John Ambulance	HK&K Command		
		Higher level First-Aid Champion	5D	HUI Ho-ching
Higher Home Nursing First Runner-up		4A	KWOK Kai-chung (5B)	

Nature	Competition / Organizer	Award / Prize	Awardee	
		Higher Home Nursing Second Runner-up	3A	CHAN Yin-lai, Lyndon
		Elementary First-Aid First Runner-up	3D	WAI Leslie
		Elementary First-Aid Second Runner-up	3A	TING Ming-chun
		Elementary Home Nursing Champion	2D	SHI Ho-him
		Elementary Home Nursing First Runner-up	2D	LEE Kwan-ho
		Overall		
		Higher level First-Aid First Runner-up	5D	HUI Ho-ching
		Elementary First-Aid Second Runner-up	3D	WAI Leslie
		Elementary Home Nursing First Runner-up	2D	SHI Ho-him
		Elementary Home Nursing Second Runner-up	2D	LEE Kwan-ho

9. Financial Summary (1.9.2016 - 31.8.2017)

	Income (\$)	Expenditure (\$)
I ESCBG ACCOUNT		
(a) Non-school specific grants		
1 Baseline Reference Provision	469,954.00	315,698.58
Sub-total:	<u>469,954.00</u>	<u>315,698.58</u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	390,255.00	320,431.41
2 Extra Recurrent Grant under ITE4 - GSS	66,740.00	64,620.00
3 Capacity Enhancement Grant - GSS	588,202.00	640,328.40
Sub-total:	<u>1,045,197.00</u>	<u>1,025,379.81</u>
II TEACHER RELIEF GRANT (TRG) ACCOUNT		
• Provision for 2016-2017	193,625.00	201,356.80
Sub-total:	<u>193,625.00</u>	<u>201,356.80</u>
III OTHER NON-RECURRENT GRANTS ACCOUNT		
Career & Life Planning Grant		
• Provision for 2016-2017	298,105.00	298,104.50
Sub-total:	<u>298,105.00</u>	<u>298,104.50</u>
Transitional Career & Life Planning Grant - GSS		
• Provision for 2016-2017	100,000.00	-
Sub-total:	<u>100,000.00</u>	<u>-</u>
Diversity Learning Grant for the NSS Students - Other Languages		
• Provision for 2016-2017	70,200.00	70,200.00
Sub-total:	<u>70,200.00</u>	<u>70,200.00</u>
Diversity Learning Grant for the NSS Students - Other Programmes		
• Provision for 2016-2017	84,000.00	83,400.00
Sub-total:	<u>84,000.00</u>	<u>83,400.00</u>
Extra Senior Secondary Curriculum Support Grant		
• Provision for 2016-2017	351,022.00	-
Sub-total:	<u>351,022.00</u>	<u>-</u>
Grant for School-based Support for Non-Chinese Speaking Students - GSS		
• Provision for 2016-2017	800,000.00	526,606.53
Sub-total:	<u>800,000.00</u>	<u>526,606.53</u>
Senior Secondary Curriculum Support Grant		
• Provision for 2016-2017	680,256.00	743,582.45
Sub-total:	<u>680,256.00</u>	<u>743,582.45</u>
Learning Support Grant		
• Provision for 2016-2017	370,575.00	317,518.03
Sub-total:	<u>370,575.00</u>	<u>317,518.03</u>
Moral & National Education Support Grant - GSS		
• Provision for 2016-2017	449,839.00	11,191.80
Sub-total:	<u>449,839.00</u>	<u>11,191.80</u>
Strengthening School Administration Management Grant - GSS		
• Provision for 2016-2017	250,000.00	175,421.00
Sub-total:	<u>250,000.00</u>	<u>175,421.00</u>

IV SMI ACCOUNT

Fees collected from students for specific purposes	<u>220,650.00</u>	<u>426,526.80</u> #
Sub-total:	<u><u>220,650.00</u></u>	<u><u>426,526.80</u></u>

V ECA ACCOUNT

(a) Provision for 2016-2017	90,450.00)	188,803.24
(b) Fees collected from students(S4 to S6)	<u>57,540.00</u>)	
Sub-total:	<u><u>147,990.00</u></u>		<u><u>188,803.24</u></u> #

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

10. Feedback for Reflections

1. As students are directed towards engaging themselves in activities beyond classrooms, they have gradually picked up the habit of doing pre-lesson preparation, using on-line forum for exchange of ideas, accessing online resources to enrich their learning with virtually little or no help from teachers. Students have a stronger sense of ownership over their learning and have become more skillful to look for the information so required to have their work done. Goal setting fosters students' whole-person development as students are to check upon their own progress of work, and to have a better knowledge of their strengths and weaknesses which in turns enhances their learning effectiveness and efficiency.
2. In its second year of formation, the language ambassadors have played a more active part in planning and running activities, especially for junior form students, during lunch time, after school and on special occasions. They cooperated with the Chinese Society and the English Society to conduct planned activities outside the formal curriculum to promote students' competency in both languages. However, the large number of activities held during lunch time has tired students out. More systematic planning is expected to reduce the pressure put on the ambassadors and undermine students' interest in learning.
3. Greater emphasis has been placed on the promotion of STEM education with a view to arousing students' interest in scientific exploration and investigation. Students will continue to be encouraged to take part in a wider range of science competitions and STEM activities on an individual or group basis. Cross-curricular projects involving the cooperation of the language departments with the other subject departments will provide students more opportunities to transfer and to assimilate the knowledge they have learned in different subjects. Simultaneously, students further strengthen their generic skills, language skills and IT skills.
4. To extend students' knowledge beyond textbooks, the School has made much effort to promote reading among students. The theme-based reading periods held on Wednesdays help to broaden students' learning in value education, life-planning education, and service education. To promote self-directed learning beyond classrooms, e-reading platforms will be introduced to junior form students to enhance their language competency and help them to build up their reading habits. Senior form students can have access to on-line public examination resources on HKEdCity platform to better prepare themselves for the public examination.
5. The School has been making serious effort to respond to the different emphases suggested through curriculum renewal. Collaboration between language departments, Chinese and English, and other subject departments will facilitate students to apply the language skills acquired in cross-disciplinary assignments. Project-based learning, involving Reading across the Curriculum and Language across the Curriculum, will be implemented at both junior and

senior levels with the emphasis on the application of higher-order thinking skills and presentation skills.

6. Pedagogy studies will continue to be conducted on a whole school theme-based basis, involving all teaching staff. More opportunities will be opened to teachers to give suggestions on the areas that require experimentation and collaboration. Pedagogy studies will continue to foster peer learning and cooperation and to ensure teachers stay abreast of the recent developments in pedagogy.
7. Greater emphasis will be laid upon promoting reflective learning among students. Apart from reflecting on their individual performance in tests and examinations, students will be encouraged to reflect on their learning within classrooms. Teachers will lead students to conduct reflections after the completion of a topic or after lessons to provide both students and teachers data on the effectiveness of work done and alert them to areas that require improvement.
8. To allow students to stretch their potentials, the School has not ceased to provide a series of learning opportunities for students who have shown interests in different academic and non-academic areas. Apart from reaping impressive results in local competitions, our students have spread their wings over the globe, taking part in different international competitions and extending their scope of learning beyond the local context. Our students have never stopped to bring honour to the School, especially in the fields of scientific investigation and exploration and language challenges. The School will continue to explore learning opportunities for both junior and senior forms students, allowing a larger number of them to unearth their talent and to strive for a higher standard of achievement. More opportunities will be opened to relatively less able or outstanding students to take part in different inter-school competitions to help them build up their confidence and to motivate them to have a more better understanding of their abilities and to strive for improvement in their learning.
9. Efforts need to be made to help students further improve their self-management skills, as well as their sense of empathy to the people around them. Value education will continue to play a major role in arousing students' awareness of being responsible citizens to Hong Kong, to the country, to the world and to the environment. Greater coordination between the different teams under Life Education Committee will plan for year-round programmes to echo the theme of the school year.
10. While there is still room for students to learn to strike a good balance between their academic and non-academic pursuits, the School has to try hard to work out strategies to discourage students from being addicted to mobile phones and to help students pursue a healthy life. The successful launch of the sports team training programme for S.1 students, apart from identifying potential players in different school teams, alerts students to the importance of

physical health. The School will continue to organize programmes to arouse students' awareness of the importance of physical fitness and mental and emotional health.

11. Students have been given different opportunities to train up their leadership abilities through the different events held throughout the year. The School needs to extend the leadership training programmes and to provide opportunities to students of average abilities to run and organize programmes on and off the campus to accelerate their capacity-building and help them enrich their experience working collaboratively as a member as well as independently and intelligently as a leader in a group.
12. In view of the increasing number of NCS students being admitted, more systematic and focused planning is required to cater to their learning needs, especially in the study of Chinese Language. Support to these students will continue to be given to prepare them for the study of Liberal Studies in the English medium at both junior and senior levels.
13. Teachers are encouraged to take part in activities and programmes for their continuous professional development. Theme-based pedagogy studies will help teachers focus on the development of appropriate teaching strategies to enhance the effectiveness of both learning and teaching within classrooms. Learning circles formed among teachers on a cross-curricular or subject-oriented basis will result in the formulation of lesson plans and the design of teaching materials through the joint effort of teachers in the different circles. The materials and the strategies so worked out with teachers' concerted effort can be accessed by teachers on a school teaching resources portal.
14. With teacher's engagement in EDB-led school-based learning support programmes and joining the different teacher professional learning communities, teachers are given a greater chance to share and exchange their experience with teachers from other schools. Our teachers can make use of the materials jointly developed by the teachers in the communities to target areas of concerns to bring about a general uplift in students' performance.
15. Teachers are encouraged to formulate implementation policies to enhance the effectiveness in learning and teaching through more extensive and regular inter-departmental and intra-departmental discussion and consultation. More data on student achievement in academic endeavours will be made available to teachers for analyses and feedback. Greater cross-departmental cooperation will be sought to avoid overlapping of work done.
16. Teachers have been eager to participate in different IT-related training activities, both in and outside of the school. An increasing number of teachers from different subject departments have made use of mobile devices to conduct interactive lessons to foster self-directed learning in classes. Learning activities focusing on self-directed learning within classrooms to cater for learner of diverse abilities will be designed. The School will make good use of the funding allocated for the purchase of IT equipment and educational applications to make room for the

further development of interactive teaching and self-directed learning. In-house training for teachers will continue to be organized to upgrade teachers' IT competency.

17. With the provision of additional funding from the government and the KC Education Fund, the School will keep looking for means to enhance administrative efficiency so as to provide more room for teachers. The use of the e-messages system, apart from helping the school to maintain close contact with parents, has helped save much of teachers' time and effort to collect replies from parents. The improvement in IT equipment, especially with the installation of visualizers and the replacement of desk-top computers in classrooms, has facilitated the conduct of more effective and interactive learning and teaching activities in classes.

11. Appendix

Report on School-based After School Learning & Support Programme

二零一六/一七學年校本課後學習及支援計劃 活動報告表

學校名稱：英皇書院

計劃統籌人姓名：盧惠燕老師

計劃的各項活動資料

活動名稱	實際受惠 對象學生 人數#	平均出 席率	活動舉辦期 間/日期	實際開支	評估方法 (例如:測 驗, 問卷 等)	合辦機構/ 服務供應機構 名稱 (如適用)	活動評估 (例如:學生的學習情況及 成果)
課後文化 藝術發展 音樂課程 (包括購買樂 器) 中一至中六	29 人	80%	10/2016 - 3/2017	\$38,968	反思	導師	學生透過學習樂器，除了培養堅持和忍耐，也提升其藝術文化修養，參加樂團的訓練，更讓他們學習團隊合作和互勉的精神。 這學年受惠學生中，約百分之五十五在校內音樂科樂器考試的成績有顯著進步。同時，有三位中二及一位中三學生分別學習低音大提琴、揚琴、阮和柳琴被推薦入校隊。
職業探索 工作坊 中三 (醫生、電機 工程師、 youtuber) 中一及二 (律師和獸 醫)	15 人 15 人	80% 80%	10/2016 11/2016	\$4,800 \$6,400	反思	Edvenue Limited	透過模擬一些職業，學生得到啟發，並能探索自己喜愛的工作，追求夢想，亦能夠朝著目標，定立自己的生涯規劃。
			總開支	\$50,168			