



# **KING'S COLLEGE**

## **School Report**

**2014-2015**

## Annual School Report 2014/2015

<b>1. Our Mission, Goals and Values</b>	<b>2</b>
<b>2. Our School</b>	
• School Management	<b>4</b>
<b>3. Our Students</b>	
• Class organization	<b>5</b>
• Unfilled places	<b>5</b>
• Students' Attendance	<b>5</b>
• Students' Early Exit	<b>6</b>
• Destination of S.6 graduates	<b>6</b>
• Students' Body Mass Index (BMI)	<b>6</b>
<b>4. Our Teachers</b>	
• Teachers' Qualifications	<b>7</b>
• IT Competence	<b>8</b>
• Teaching Experience	<b>8</b>
• Teachers' Professional Development	<b>8</b>
<b>5. Achievements and Reflections on Major Concerns</b>	
• To further develop the school as a learning community	<b>9</b>
• To strengthen life-wide and life-long learning skills and culture	<b>15</b>
<b>6. Our Learning and Teaching</b>	
• Number of Active School Days	<b>22</b>
• Lesson Time for the 8 Key Learning Areas and Liberal Studies (S.1-3)	<b>22</b>
• Students' Reading Habit	<b>23</b>
<b>7. Support for Student Development</b>	<b>28</b>
<b>8. Performance of Students</b>	
• HKAT (Pre-S1) / HKDSE	<b>31</b>
• Student Participation in Inter-school Events and Uniform Groups	<b>32</b>
• Student Participation in Social Services	<b>33</b>
• Student Participation in Overseas or Mainland Exchange Programmes/ Study Tours	<b>35</b>
• Student Participation in Local Exchange Programmes	<b>35</b>
• Students' Achievements in External Competitions	<b>36</b>
<b>9. Financial Summary</b>	<b>58</b>
<b>10. Feedback for Reflections</b>	<b>59</b>
<b>11. Appendixes</b>	
A. Learning Activities in line with the "Theme of the Year"	<b>61</b>
B. Other experiential learning activities	<b>64</b>
C. Life Education 2014 Programme	<b>66</b>
D. Life Planning and Careers Guidance Service	<b>66</b>
E. Report on Use of Capacity Enhancement Grant (CEG), , Extra-senior Secondary Curriculum Support Grant (ESCSG), Senior Secondary Curriculum Support Grant (SSCSG) and Teacher Relief Grant (TRG)	<b>67</b>
F. Report on School-based After School Learning & Support Programme	<b>69</b>

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

### **School Management**

Member Year	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
12/13	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
13/14	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
14/15	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

### 3. Our Students

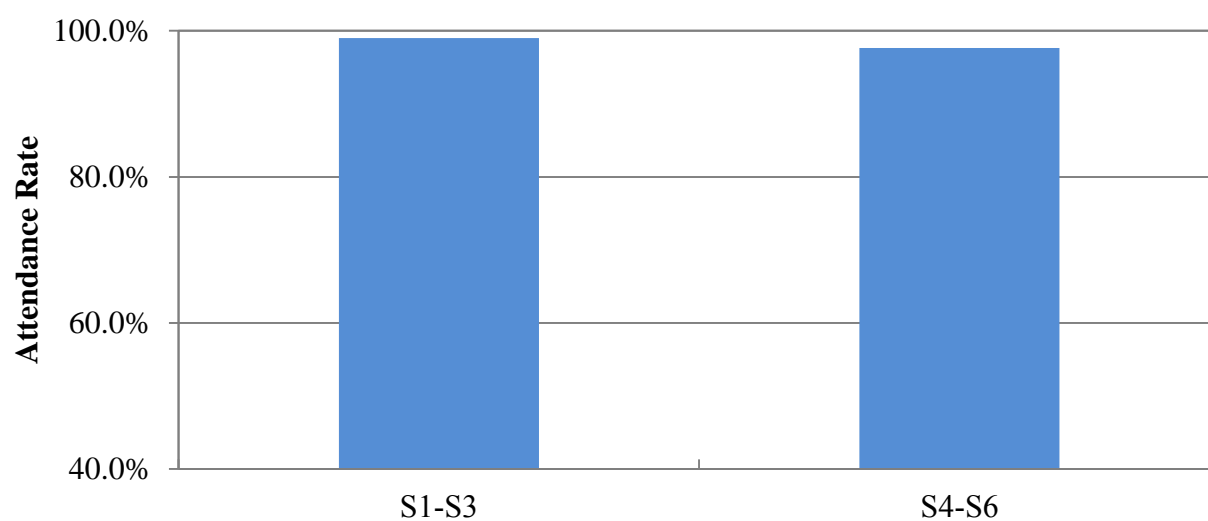
#### Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	5	5	26
Total Enrolment	144	143	141	143	167	173	911

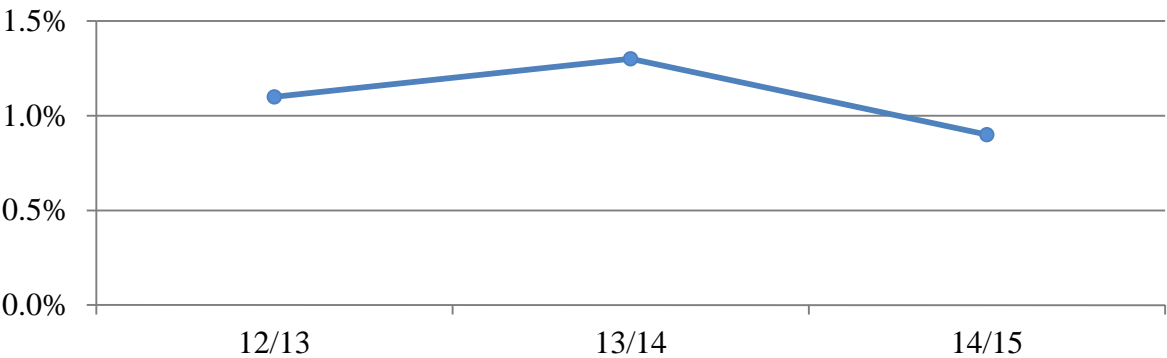
#### Unfilled Places

Year	Unfilled Places
2012-2013	Zero
2013-2014	Zero
2014-2015	Zero

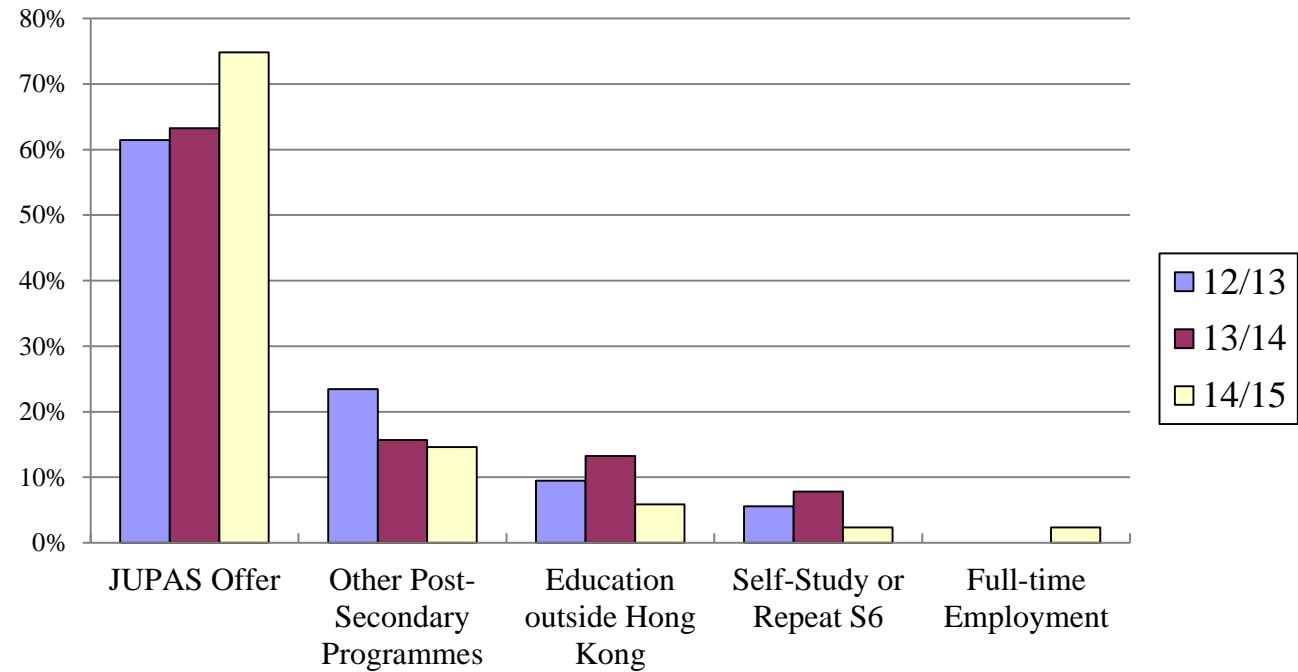
#### Students' Attendance



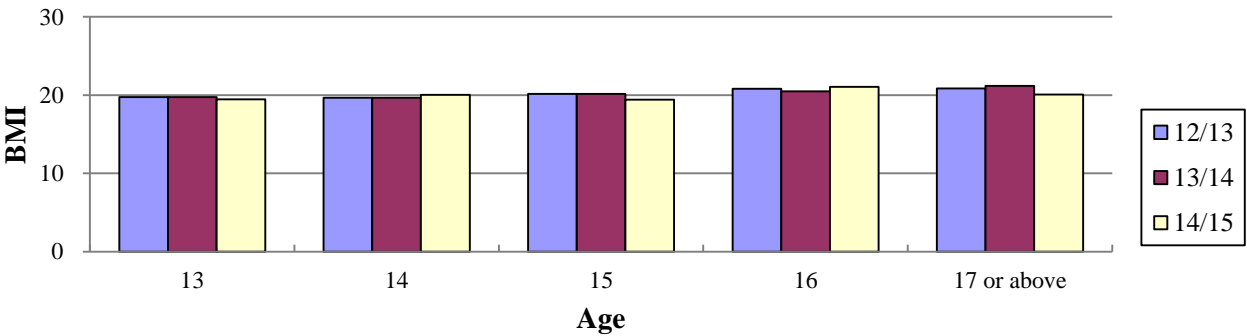
**Students' Early Exit**



**Destinations of S.6 graduates**



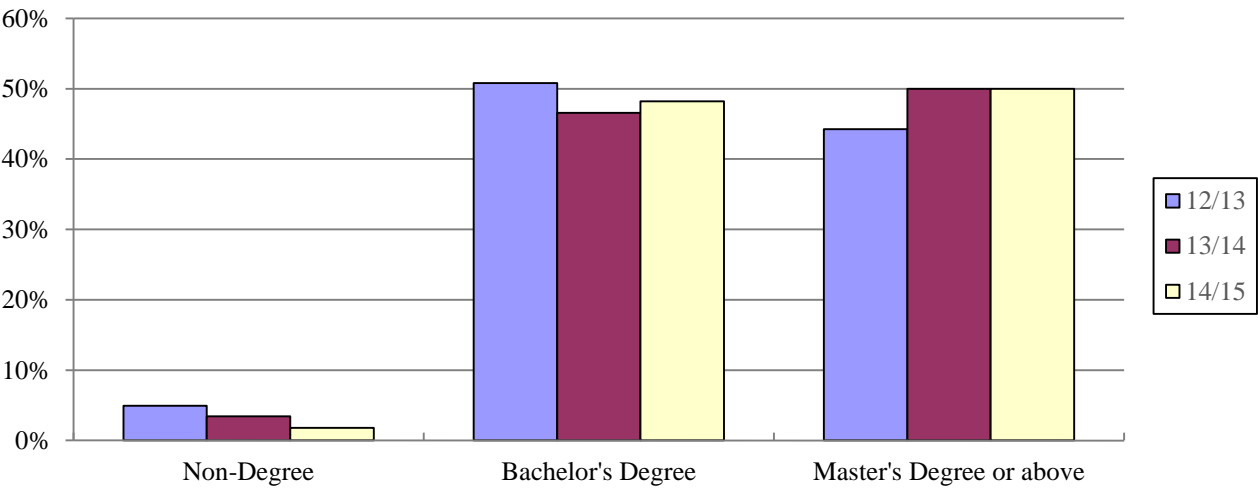
**Students' Body Mass Index of Students**



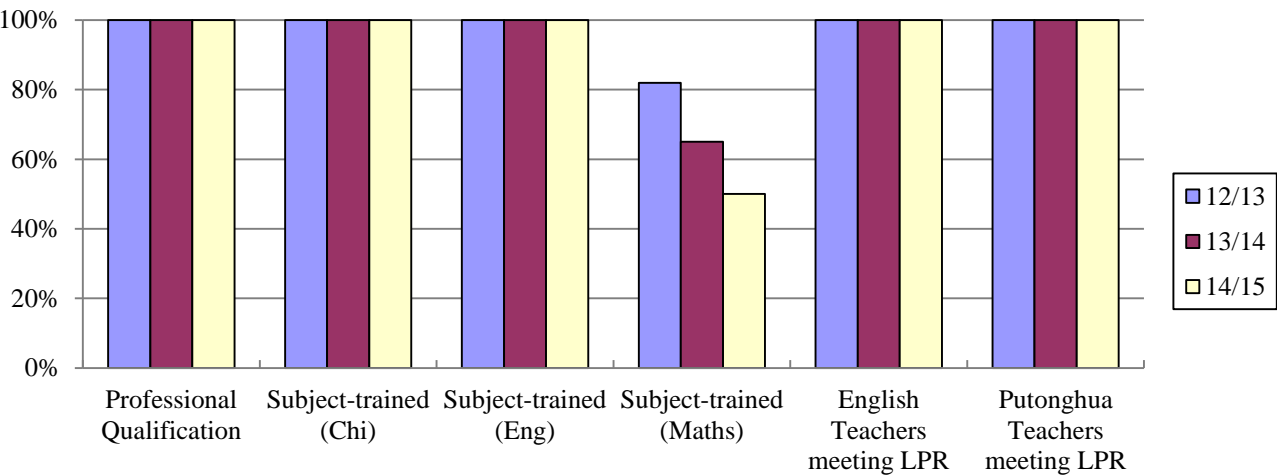
## 4. Our Teachers

### Teachers' Qualifications

**Highest Academic Qualifications attained by teachers**

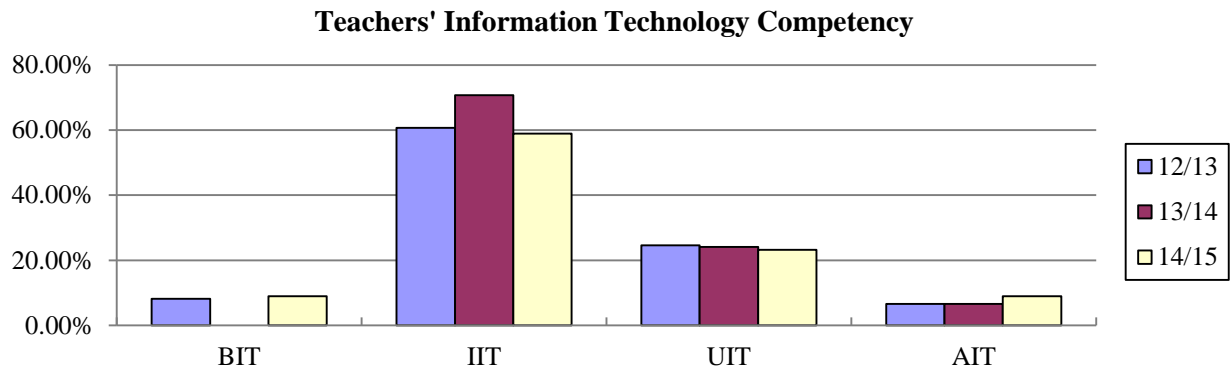


### **Teachers with professional qualification, subject-training in the core-three subjects & meeting Language Proficiency Requirement**

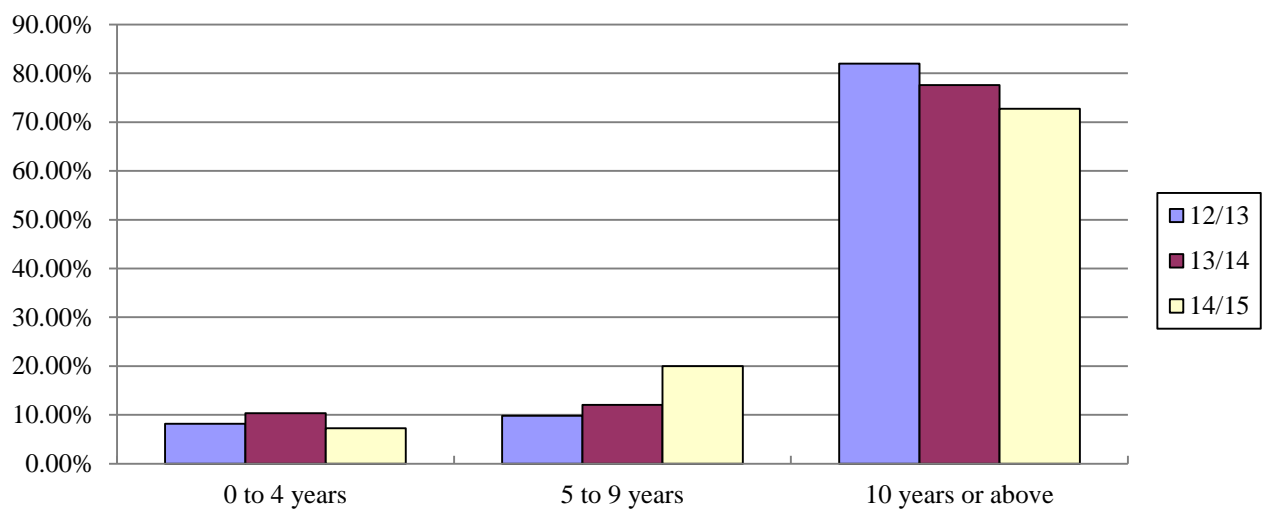




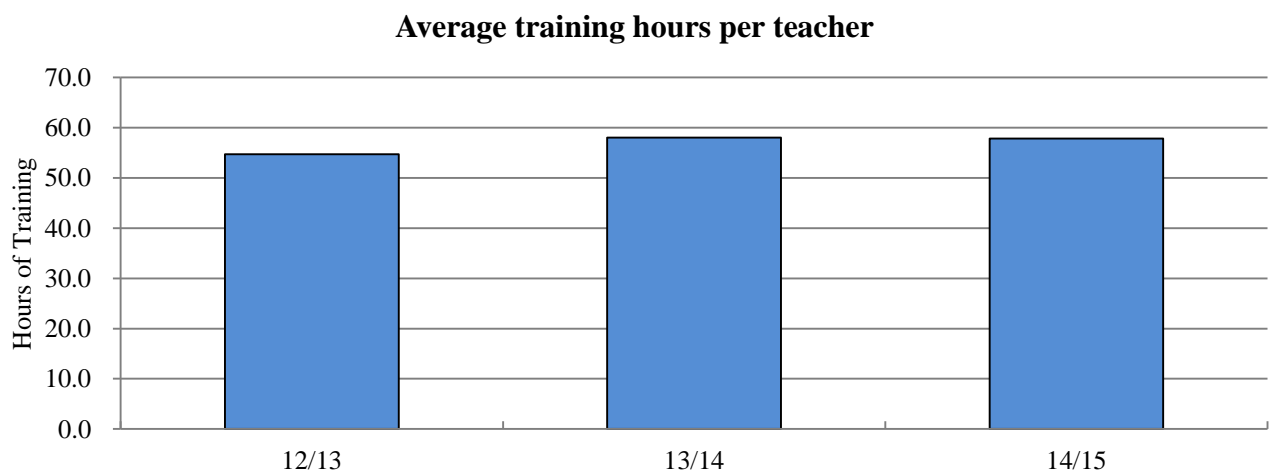
## **IT Competence**



## **Teaching Experience**



## **Teachers' Professional Development**



## 5. Achievements and Reflections on Major Concerns

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

#### Achievements

##### Target I: Enhancing quality teaching and assessment for learning

- **Subject based HOT curriculum**

Departments of Economics, History, Geography and Chinese History had worked out their curriculum frameworks outlining the HOT skills and study skills to be applied at different levels.

- **Study skills**

A survey on Learning Styles (visual, aural, read/write and kinesthetic) was conducted in S.1 level to see how students learn best with some strategies. Suggestions on different studying strategies or study skills with respect to different learning styles were introduced and explained to both students and teachers who in turn can adjust their learning and teaching strategies for better teaching and learning performance.

- **Designing a progressive speaking curriculum**

English and Chinese Departments had formulated and implemented a school-based curriculum to train up the speaking skills of our students through some thematic and functional activities such as phonics teaching, learning about popular culture, film review, idiom presentation, debate and drama competitions, training of reporters and MCs, etc.

- **Cross-curricular projects**

##### Econ + Maths

S.5 students needed to apply mathematical principles and concepts in an Economics project on a selected topic.

##### Physics + Chemistry + Biology

With the use of 3D printing technology, S.3 students had designed and constructed portable cooking stoves to build an Open Source Cookstoves Library (OSoCooL) for Massive DIY Deployment under a scheme organized by ‘Engineers Without Borders – Hong Kong’. Students had designed some health diets and used their own stoves to cook it out. Some of the stoves will be donated to people living in the Third World to improve their living standard.

- **Peer Lesson Observation**

Some useful elements such as use of electronic tablet (English), role play(BAFS), cooperative learning(Chemistry and L.S.), drama production(English) and cross-subject study (Geography and I.S.) were employed to enhance students’ participation and application of effective teaching and learning skills. Some of the lessons, mainly core subjects, were opened to all teachers to observe. These lessons were videotaped for future reference and sharing. Teachers of all KLAs

can view the video of the lessons at any time to get inspiration from teachers of different disciplines and open classes provide a platform for exchange of ideas between novice and experienced teachers.

## Target II: Enhancing reading competence

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

#### Reading Periods

Students read books / materials on the following themes during the morning reading periods:

- (a) Chinese – Chinese Traditional Virtue
- (b) English – Belief
- (c) Liberal Studies – Equal opportunity
- (d) Careers – Life planning
- (e) Civic and Moral Education – Cherish
- (f) Counseling – Positive Psychology
- (g) History/Chinese History – Culture
- (h) Science – Green Save

Students gained exposure from reading a wider range of materials. They acquired knowledge from different fields and sparked off new ideas.

### ● Developing students' deep comprehension and appreciation skills and inoculating values through reading

#### Class sharing and discussion sessions

Three class-based sharing and discussion sessions (Chinese, English, Liberal Studies, Science, History/Chinese History) were conducted. Students actively participated in the sharing sessions. They made good use of the discussions to enhance their communication and presentation skills. Reading Ambassadors became mature and developed team spirit. Their potential for leadership was enhanced.

### ● Cultivating a reading culture via Campus TV to promote students' interests in reading

#### Regular sharing by Reading Ambassadors and Reading Forums were held through Campus TV and in covered playground

Through various sharing activities, students' reading experience was enriched and they became more confident in sharing their thoughts. Reading experience shared by our teachers in various interactive sharing activities further aroused students' interest in reading. They learnt that reading was not just writing book reports but also for exploring their knowledge in different fields. Students could enhance their speaking skills and questioning skills in the Reading Forum.

#### Inter-class Reading Competitions

##### *(1) Inter-class Book Presentation Competition (Chinese and Western Myths)*

All S1 classes joined the competition. Five students of each class were nominated by the

subject teachers. The overall performance of all students for each class was judged. Most students could give a creative and interesting presentation with 1 minute summary and elaboration respectively. Result : 1st prize – 1B, 2nd prize – 1A, 3rd prize – 1A

(2) *Radio Drama Competition*

All S2 classes joined the competition. They could tell the story vividly with effective use of voice and give a creative and interesting Radio Drama. They showed greater interest in this kind of creative reading activity which helped promote their motivation to read. The competition inspired our students' creative thinking, communication and presentation skills. Result: 1st prize - 2A (尋仙記), 2nd prize - 2D (意中人). 3rd prize - 2C (僧孽)

(3) *Debate Competition*

All S3 classes joined the competition. Students could utilize the knowledge gained from reading to support their views in the Debate. Their critical thinking, speaking and reasoning skills could be enhanced. Class 3A and 3B took part in the final of the competition.

(辯題: 孫中山將臨時大總統的職位讓給予袁世凱是恰當的決定)

### Target III: Promoting e-learning culture

- **Training and IT Support**

Two Staff Development Days and four after school school-based workshops for teachers on the use of tablet computers were run. Teachers tried out different Apps to learn the ways to develop creativity of students during the trainings. Teaching staff were equipped with the necessary skills to choose suitable Apps to develop students' creativity and conduct interactive learning activities with tablet computers.

- **Use of tablet computers on learning and teaching**

Teachers of English Language, Integrated Science, History, Chinese Language and Information and Communication Technology had conducted interactive learning lessons with tablet computers in classroom. The interactive learning activities allowed students to express their ideas with the aid of a variety of Apps (e.g. Popplet, Tellagami, SonicPics and iMovie, etc.) with tablet computers. Students enjoyed the learning activities and participated actively in lessons.

Different Apps in tablet computers empowered students to produce creative works readily. Self-directed learning can be enhanced with the use of e-platform like e-class and Apps like Edmodo and Google Apps.

- **Collaborative learning with the use of e-class**

Different subject departments like Liberal Studies, Physics, Chemistry, Biology, Geography and Economics created online forums for senior form students to discuss current issues or assigned topics in e-class. History Department created a Facebook Page for a selected historical figure and students exchanged comments and reflections on the contributions / harm done by the historical

figure. Students were most active on the online forum created by Liberal Studies Department. Current issues discussed in the forum aroused students' interest and elicited a variety of responses from students. Most students posted comparatively more in-depth responses to the current issues or ideas raised by teachers and other students. The messages posted helped other students to think from different perspectives and stimulated them to think more deeply.

- **Active use of e-learning resources on teaching and learning**

Teachers of different departments used internet resources and software in classes including YouTube, search engines and subject-based online learning websites. Students showed greater interest in learning during lessons. At least eleven subject departments provided self-learning activities or online assignments to students through electronic means. Senior form students develop a habit of downloading self-learning materials from school e-learning platform to facilitate their own learning. These resources enriched students' understanding in subject contents and consolidated their learning. Learning and teaching effectiveness has been enhanced.

## **Reflections**

### **1. Enhancing quality teaching and assessment for learning**

- Students are better equipped with HOT skills and can readily apply HOT skills and generic skills in daily learning and project work. The work done by students showed that there is more integration and transfer of knowledge across different subjects. It allows more in-depth study of topics from a variety of subject disciplines and brings students to a higher level of achievements.
- Through the survey of Learning style, more students become aware of the fact that learning can be more effective if the studying method they use is coherent with their own learning style. Since most (over 80%) of our students are classified as "Read and Write" learners according to the analysis, reading and writing is the most popular study skill utilized by our students. Other studying skills such as memory game, outdoor visit, etc. will be introduced to the students to enrich their learning experience and provide greater diversity.
- With the implementation of the speaking curricula designed by the Chinese and English departments, students were provided with greater opportunities for using the language in spoken modes; however, we should continue to work out for programmes to strengthen the speaking competence of students in either languages.
- The performance of S.1 and S.2 classes in Chinese public speaking is above our expectation. Most students were serious towards the completion of the task. The speaking curriculum in junior level provides them a chance to build a good foundation of public speaking skills. Being immersed in different contexts of language art, students' learning motivation has been enhanced and the tailor-made assessment projects helped greatly develop students' speaking skills. Pedagogically, the lessons were found effective and enjoyable with the use of interactive and creative teaching materials. Students have boosted their confidence in public speaking through

different activities both within and outside classrooms, e.g. students were recruited as MCs for major school functions.

- New elements employed in collaborative teaching bring more student-centred interactive activities into classroom. Students can acquire new knowledge through interaction and collaboration with peers other than learning through lectures by teachers. More interaction and group dynamic was found. We are further migrating our teaching mode from teacher-centred lessons to a more student-centred ones. The try-outs on open classes enhance peer learning among teachers as peer lesson observation is extended outside classrooms and can be done at time convenient to teachers. More open classes can be arranged to further promote experience sharing among teachers across curriculum to enhance teachers' professional development.

## **2. Enhancing reading competence**

### Reading Periods

- Arrangements can be made to show the video tapes on book sharing by our teachers and reading ambassadors through Campus TV and at covered playground.
- Subject departments, functional committees and the Reading to Learn committee will continue to collaborate and provide suitable reading materials on a wide range of topics students find interest in.

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

- More teachers will be invited to share their reading experience in the reading forum and on Campus TV.
- Talks for the book sharing by some famous writers in the CCA period will be organized.
- Subject departments will continue to encourage students to read extensively and to present their learning through different modes apart from writing book reports.

### Class sharing and discussion sessions

- Reading Ambassadors continue to take an active role in leading class discussion and sharing. More students will be recruited to be trained as Reading Ambassadors in the coming school year.
- Language subjects will encourage students to do class sharing on the books read from time to time and scripts on good sharing will be posted in school publications, e.g. King' s Spring and be shared during morning assemblies.

### Inter-class Reading Competition

- In the coming academic year, competitions at different levels like Book Presentation competition (S1), Radio Drama competition (S2) and Debate competition (S3) to sustain the reading culture will continue to be organized in our school.

## **3. Promoting e-learning culture**

- School-based training and workshops can effectively enrich teachers' knowledge and raise their confidence to use tablet computers. Teaching staff were equipped with the IT skills to use tablet

computers for collaborative learning, supporting students to produce creative work and assessing students' performance. Training workshops will continue to be held for teachers to update their skills in IT teaching.

- The use of tablet computers during lessons can enhance learning and teaching. Students of lower ability can learn better if they are given a more active role in the learning process. Students can play different roles in collaborative activities according to their abilities when using tablet computers. Those with leadership ability can serve as group leaders and students of different abilities can all contribute to the task. Students were interested in creating Mind-map, Video Clips and Graphics with different Apps and their creativity were being developed. Students were more motivated to learn and participate more actively in class. Teachers will be encouraged to carry out more interactive learning activities with the use of tablet computers during lessons.
- Lessons with tablet computers cannot be run smoothly without the support provided by the IT technician.
- Students' ability to criticize and comment on others' ideas can be developed by participating in online discussion forum. Facebook Pages about historical figures created by students can motivate students to comment and share their ideas. Teachers' guidance and encouragement to students on how to respond to others' ideas on the forums and the Facebook Pages can effectively help students build up their knowledge online. Teachers of other subjects will be encouraged to create online forums to facilitate collaborative learning and self-directed learning.
- The effective use of internet resources in teaching aroused students' interest in lessons. A variety of e-learning resources helped students of different abilities learn better. Electronic resources available online helps students learn interactively and systematically. Teachers will be encouraged to upload more e-learning materials to provide more opportunities for students to have self-directed learning by electronic means.

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

### Achievements

#### Target I: Promoting Reflective Learning and Teaching

##### ● Target setting and Reflection

- a. At the beginning of this academic year, all S1 – S5 students, guided by their Form Teachers, set achievable targets and feasible strategies for their academic and OLE performances by adopting the on-going Planning-Implementation-Evaluation model (PIE) and SMART target setting concepts. A mid-year review was conducted after the half-yearly examination and the final evaluation was completed after the Annual Exam. Students evaluated their pre-set targets and achievements and made plans for future improvement. In the teacher and student evaluation surveys, both teachers and students returned positive feedback on the usefulness of teaching and learning materials for reflection, the appropriateness of the targets set, students' ability to apply the PIE and SMART concepts in target setting, and on meeting all targets set by the end of the academic year. On the whole, the emphasis on PIE and SMART strategies were achieved.
- b. Students submitted two academic reflections and two OLE reflections as set in the programme plan. About 40% of students completed more than three meaningful reflections after participating in different learning activities. The results are encouraging. All the completed Academic and OLE Reflections are kept in the Student Learning Journal. Student showed positive feedback on their efforts in making meaningful self-reflections and taking serious attitude in evaluating their learning progress in the student survey. Form Teachers agreed that they had better understanding of the students' characters and thoughts through their reflections.
- c. To enhance students' reflective learning skills, each subject department (except PE) incorporated reflective elements in the student assignments. HOD and their panel members shared previous experiences at the beginning of the term on designing assignments with reflective contents. Good examples were uploaded on school intranet and discussed with students during lessons. Both the teacher and student surveys showed encouraging responses to this strategy. Subject teachers observed that students had a more thorough understanding of the learning targets of the assignments or project works done by writing reflections and they were satisfied with the quality of the students' works. Students also welcomed this strategy as it allowed them to have a more in-depth thinking of what they had learnt.
- d. Copies of students' first academic reflections were distributed to the parents on Parents' Day. Form Teachers and Assistant Form Teachers observed that parents were generally satisfied with the arrangement.



- **Student sharing on reflections of meaningful learning experiences**

- a. Two CCA periods were allocated for student sharing on reflections of Students Development Day under the supervision of Assistant Form Teachers. 97% of S1-5 students shared their OLE learning reflections in October and November. Several students' sharing were recorded and their video clips were uploaded on Staffshare. The samples were shared and discussed during Form Periods. From the feedback of the students, the sharing on OLE learning reflections enabled students to learn from each other, the atmosphere during the sharing periods was good on the whole. Students also expressed that they could see different perspectives of their classmates and learn from their classmates' experiences.
- b. Students participated in different activities (international competitions, projects, study tours, community services, various life-wide learning programmes, etc.) were invited to share their reflections with the whole school in the morning assemblies, CCA periods and the Open Day. Meaningful presentations were observed. It has become a culture for students to make reflection after attending special events.

- **Appreciation and recognition of good work**

Good OLE reflections on Student Development Day were displayed at the main entrance. Examples of reflections and projects were uploaded on intranet for teachers' and students' reference. Some of the outstanding assignments and projects, as well as learning reflections were also displayed and presented to the whole school during the Knowledge Fair held in the Post-exam Activity Days. This helped to cultivate a reflective ambience at school and consolidate students' reflection habits through appreciation.

## **Promoting Reflective Teaching**

- **Reflection and Professional Sharing on Teaching reflections and Assessment**

- a. Conduct lesson observation on pedagogy study

A total number of 23 groups of lesson observation for pedagogy study were conducted throughout the academic year. The Pedagogy Committee reviewed teachers' reflections and identified common areas for improvement in staff meeting before the start of pedagogy study. Teachers welcomed this arrangement as it helped to enhance the effectiveness in both planning and execution of lessons in the pedagogy study this year. Teachers exchanged views and feedback in the evaluation meeting after each pedagogy lesson. Most of the subject teachers considered themselves effective in lesson planning, questioning and reinforcement skills, classroom management and in arousing students' learning motivation. Improvement could be made in areas like arrangement on students' discussion and follow-up work. HODs held discussion with subject teachers on teachers' self-reflections and feedback collected from respective evaluation meetings and formulated improvement plans for the next cycle of pedagogy study.

b. Professional sharing in KLAs

- ✧ HODs conducted professional sharing with their panel members during their departmental meetings on quality teaching and classroom experiences, setting of exam papers, design of assignments and pedagogy study.
- ✧ Subject departments under the same KLA conducted professional sharing on setting of quality question papers and assignment with reflective elements. Students' learning difficulties and actions to help student improvement were also shared and discussed. HODs agreed that there was in-depth discussion in the meetings and this strategy helped different KLA members to learn from the good practices of other subjects of the same KLA.

● **Professional Sharing on Non-teaching work experience**

- a. Sharing on teachers' teaching effectiveness and ways to arouse students' learning interests through different modes of teaching and learning activities were arranged in the first two staff meetings. Teachers agreed that sharing inspired them on ideas to enrich their teaching strategies. On the 3rd Staff Development Day, several teachers shared their experiences on using ipad in their lessons and introduced teachers some useful apps for teaching and learning. Many teachers expressed that this sharing was meaningful and it gave them more confidence to use ipad in teaching in the near future.
- b. The Discipline Master conducted three sharing sessions with the class teachers on class management throughout the year. Effective discipline measures were introduced and discussed in the meetings. Class teachers found the sharing helpful in dealing with students' behavioral problems.
- c. The Information Technology (IT) Committee i/c held several sharing sessions with English, Integrated Science, History and ICT Departments on the use of ipad in learning and teaching. Teachers shared their experiences and learnt from each other during the meetings. They agreed that the sharing provided them practical advice in dealing with actual problems in teaching.
- d. Other sharing sessions were also held by different units. The Value Education Coordinator provided guidelines and advice to the class teachers on the implementation of value/life education programmes in a sharing held at the beginning of the academic year. Two sharing sessions were held by the Service Education Committee. The first one was held in the first term with the S3 class teachers on the activities related to the Student Development Day. The second sharing was held in the second term with the Student Learning Profile unit, Interact Club and Community Youth Club on how to improve the current SLP records tracking mechanism.

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

● **Providing a self-directed learning environment**

Maintaining the "Self-Access" Learning Centre (SALC) for self-directed learning purposes

Graded self-learning materials from English, Chinese, Maths, LS, Sciences, BAFS, ICT and Humanities departments were kept in the SALC for S4-6 students during their free periods. Other students were free to use the resources in the room during recess, lunch time and after school for self-study or project works. Good project works from History, Chinese, English & Mathematics were displayed in the centre for both students' and teachers' reference. Most of the students found the SALC a resourceful learning centre.

- **Promoting a science-rich learning environment for junior level students**

In order to promote a science-rich learning environment for junior level students, the science departments organized several learning activities for the students. The class-based science investigative projects were arranged for all S1 students. Students had to write their proposals and design the experiments by themselves. They completed their presentations in the lessons and teachers gave constructive feedback to the students afterwards. Some of the outstanding project works were displayed on the Academic Display Board. Apart from formal curriculum, a total of nine science workshops were also held for S1 to S2 students after-school. Students showed great interest in the workshops and expressed that they would like to join similar workshops in the future.

- **Fostering positive values and honing students' life skills in the formal and informal Curricula**

Incorporating in the subject curricula of the four core subjects in S1-S3

The four core subjects departments designed lesson plans and relevant learning activities for the pedagogical study in one of the following domains: value education (Chinese Department, LS Departments), E-learning education (English Department and Maths Department), and presentation skills (English Department, Chinese Department). The four departments conducted Open Class for all teachers. The videos of the Open Class were uploaded on the Staff Share for all teaching staff's reference.

- **Promotion of values specified in "Theme of School Year"**

- a. Subject departments incorporated the theme of the year "Be Considerate, To Appreciate" in their formal and informal curriculum. Various Student Development Committees also organized activities in line with the theme (Appendix A on p.61).
- b. Other learning activities like competitions and experiential learning activities were held throughout the year, in addition to the one-day Student Development Day or two-days-one-night Student Development Camp on level basis. Overseas or mainland study tours, cross boundary or local exchange programmes broadened students' horizons, enabling them to establish networks with new friends from diverse cultural backgrounds and acquire brand new learning experiences. They also strengthen their self-discipline and self-esteem. Through participating in voluntary services, our students sharpened their planning and organization skills and developed a greater sense of responsibility and consideration for the underprivileged in the society (Appendix B on p.64).

c. Based on the school-based Value Education (VE) curriculum, the VE Coordinator coordinated the planning and implementation of a variety of VE activities during the Form Periods. A series of activities in the forms of talks, drama, and slogan competition were organized under the “Life Education 2014 programme” (Appendix C on p.66).

- **Organizing co-curricular learning activities to enhance national understanding and identity**

A two-day Liberal Studies (LS) study tour to Guangzhou was organized for all S2 students on the Student Development Day. Students were required to compare the socio-economic situations between HK and Guangzhou and analyze the living standards between the two cities. This programme also helped to enhance students’ national understanding and identity. Favorable comments from students, teachers and parents were received. Students’ reflections and project works were displayed on the academic display board.

- **Development of a comprehensive Life Planning and Career Guidance Service framework**

The Careers and Life Planning Committee developed a Life Planning and Career Guidance Service framework that provides support to the whole-person development and life-long learning of students of all levels (Appendix D on p. 66).

## Reflections

### 1. Promoting Reflective Learning and Teaching

#### Student Level

- To most of our junior form students, target setting and making self-reflection might look difficult at first. However, with the introduction of the PIE and SMART concepts, students found it easier to set achievable targets. Teachers’ guidance and instructions were also very important. In the past two years, Form Teachers (FTs) had already acquired the necessary skills and confidence in guiding students to set targets and write meaningful reflections. Students, under the guidance and encouragement of the teachers, were adopting a positive attitude in reflective learning this year. It is expected that teachers will continue to play a major role in helping students towards reflective learning habit formation.
- Subject teachers put efforts in designing meaningful assignments with reflective elements in each form. This practice helps students to reflect on what they have learnt. From the students’ assignments, it is clear that students have developed a positive attitude in writing reflections in assignments or projects. It is suggested that this strategy may continue to develop in the coming years as it has positive impacts on students’ learning.
- In the past three years, our school encouraged students to write and share their reflections after attending special events so that other students may learn from their experiences. These students set a good model for the current students to follow and their achievements encouraged other students with greater confidence to attain higher goals. It is pleased to see that this practice has gradually become a habit in our students and a culture in our school.

**Teacher level**

- As most of the teachers found the discussion in staff meeting on teachers' reflections before the start of pedagogy study effective. It is suggested that The Pedagogy Committee should continue this practice in the coming years.
- HODs of different KLAs had positive feedback on conducting sharing with subject departments under the same KLA. They agreed that professional exchange among subject departments were effective and inspiring. It is therefore recommended that this kind of sharing can be arranged once a year.
- Several professional sharing on non-teaching work experience were held, including Discipline, Value Education, and Service Education. It is generally agreed that the meetings provided the teachers strategies and advice on the implementation of the whole-school approach programmes regarding the respective areas and therefore, professional sharing should be continued and may expand to other areas in the coming academic years.

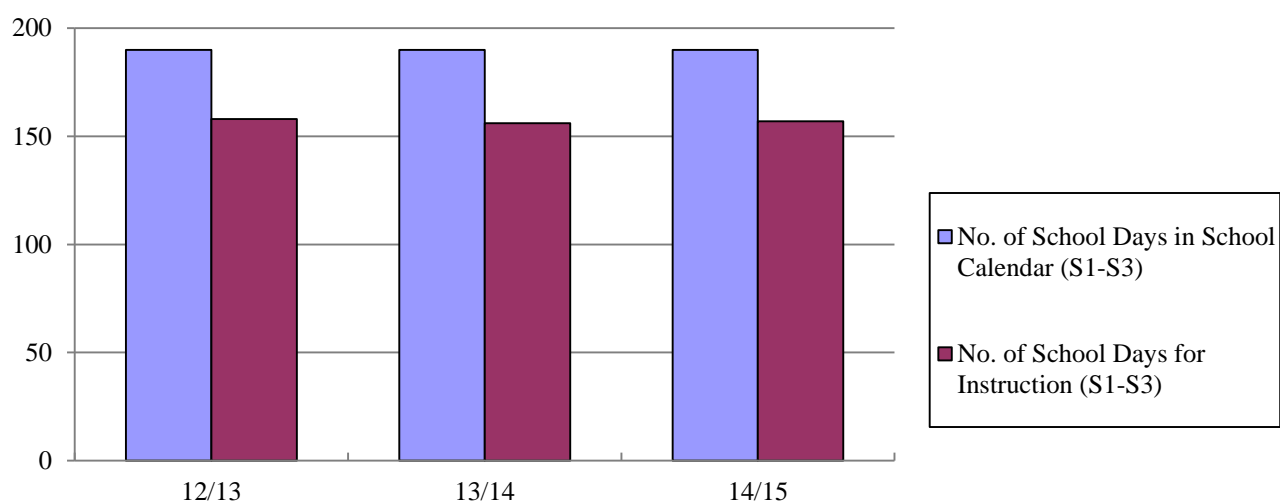
**2. Stretching students' potentials and extending their learning experience**

- To further enhance the effective use of the SALC to facilitate students' learning, the following are suggested:
  - a. The self-learning materials should be reviewed and updated regularly by the respective HODs.
  - b. Learning materials for junior form students can also be kept in the SALC.
  - c. More computers should be installed in the SALC.
- The science-enhancement team designed various learning activities in the formal and informal curriculum of the junior form to enhance their knowledge and abilities in scientific exploration and investigation and the results were encouraging. Such kind of activities and competitions are highly recommended for next year.
- The study tour held by LS department to Guangzhou with the aim to enhance national understanding was successful. Students found this study tour interesting and fruitful. High order thinking skill was also promoted in the field work exercises. Similar kind of activity is recommended in the coming year.
- Over 250 inter-class and inter-house competitions and activities were organized by the Sports Council, Music Council, Service Units, ECA clubs and societies throughout the school year. Many teachers observed that these self-motivated activities not only helped to strengthen students' leadership skill, but also helped to them to grow. A series of large scale events will be held to celebrate the KC 90th Anniversary in the coming year. Our students will be given more opportunities to perform their abilities and shine in different aspects.
- The Careers and Life Planning Committee has constructed a school-based comprehensive Life Planning Education and Career Education Service framework for junior forms in the coming year.

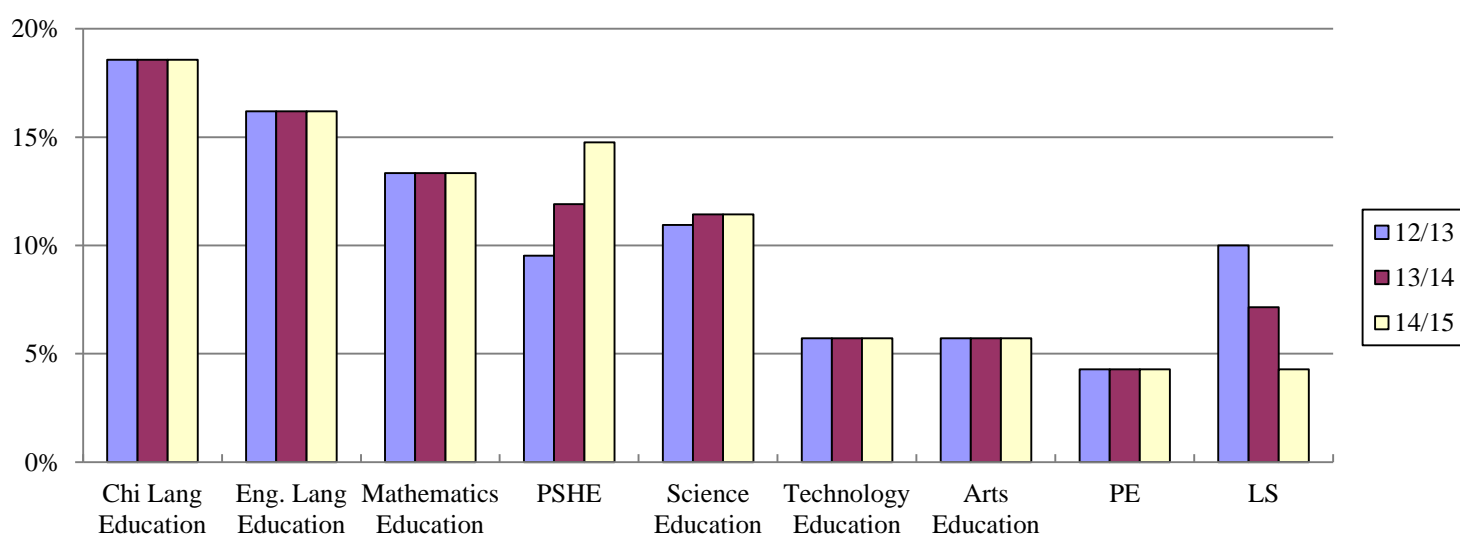
Some of the programmes were tried-out this year as pilot scheme. The refined programme will be included in the major areas of concern of the next three-year cycle.

## 6. Our Learning and Teaching

### Number of Active School Days



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



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

## Students' Reading Habit

### Percentages of Students Borrowing Reading Materials from the School Library

	13/14			14/15		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
Once a week or more	10.98%	9.72%	12.00%	6.88%	8.00%	11.35%
Once every two weeks	13.60%	13.19%	8.80%	8.31%	10.8%	6.38%
Once a month	24.11%	16.32%	20.00%	15.19%	11.6%	13.48%
Less than once per month	44.15%	53.13%	53.60%	54.44%	59.2%	58.16%
Never	7.16%	7.64%	5.60%	15.18%	10.4%	10.63%

### Percentages of Students Borrowing Materials from the Public Libraries

	13/14			14/15		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
Once a week or more	15.07%	8.36%	13.49%	10.03%	7.63%	9.22%
Once every two weeks	23.44%	14.63%	16.67%	27.07%	14.16%	15.6%
Once a month	30.62%	23.34%	26.98%	25.5%	25.70%	21.99%
Less than once per month	29.67%	50.17%	40.48%	37.82%	48.79%	47.52%
Never	1.20%	3.48%	2.38%	2.58%	4.42%	5.67%

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

	13/14			14/15		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	69.47%	66.20%	60.98%	69.63%	70.4%	63.57%
7-12 hours	24.76%	23.69%	21.14%	20.63%	19.2%	22.86%
More than 13 hours	5.77%	10.10%	17.89%	9.74%	10.4%	13.57%

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

	13/14			14/15		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	79.47%	80.42%	67.74%	77.08%	76.8%	70.21%
7-12 hours	16.71%	14.34%	21.77%	18.05%	16%	8.44%
More than 13 hours	3.82%	5.24%	10.48%	4.87%	7.2%	11.35%



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

	13/14			14/15		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	83.97%	78.75%	64.52%	84.48%	82.26%	72.66%
7-12 hours	14.11%	15.68%	21.77%	10.06%	10.48%	17.27%
More than 13 hours	1.91%	5.57%	13.71%	5.46%	7.26%	10.07%

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

	13/14			14/15		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	44.74%	52.98%	48.00%	49.43%	51.6%	49.29%
7-12 hours	37.32%	32.98%	32.00%	36.57%	30.8%	39.29%
More than 13 hours	17.94%	14.04%	20.00%	14%	17.6%	11.42%

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

	13/14			14/15		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	55.26%	61.62%	56.56%	61.32%	58.4%	57.45%
7-12 hours	34.45%	30.63%	27.87%	31.23%	30.8%	29.79%
More than 13 hours	10.29%	7.75%	15.57%	7.45%	10.8%	12.76%

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

	13/14			14/15		
	S1-S3	S4-S5	S6	S1-S3	S4-S5	S6
1-6 hours	65.38%	67.49%	56.00%	64.66%	63.45%	62.41%
7-12 hours	25.48%	23.67%	26.40%	26.15%	25.3%	29.08%
More than 13 hours	9.13%	8.83%	17.60%	9.2%	11.25%	8.51%

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 third and last year of this School Development Cycle, we showed our commitment to provide quality learning and teaching by refining our major concern strategies and extending the scope of their applications, with a view to accomplishing the targets we have set, namely "Further enhancing quality teaching and assessment for learning", "Enhancing reading competency", "Promoting e-learning Culture", "Promoting reflective teaching and learning" at the beginning of the Development Cycle. We are pleased to have met all the success criteria and attained the targets to the best of our efforts. (Please refer to Achievements and Reflection on Major Concerns on p.9-21)

In the domain of quality teaching and assessment for learning, with all the subjects (except Physical Education) incorporating the teaching of Higher Order Thinking (HOT) skills in their respective curricula this school year, we have drawn up a school-based, subject-based HOT skills teaching curriculum for all levels. Students were proficient enough to apply the HOT skills learnt and, achieving very impressive results. This year, we made our pilot attempt to study the learning styles of our students. A presentation on how different learning styles affect students' learning was arranged on our first Staff Development Day. S1 students learned and understood more about their learning styles in a related survey. They were encouraged to sharpen the learning skills that suit their own learning styles so that they could learn more effectively. This laid the ground for a programme to help students cultivate effective study habits in the 2015-16 school year and the exploration of relevant teaching strategies to match students' learning styles. We are committed to helping our students to learn more effectively.

To enhance reading competence and cultivate a good reading habit, the Reading to Learn Committee continued to work closely with the School Library to organize reading activities throughout the school year. Thematic reading materials were prepared by subject departments and committees for the morning reading session on Wednesdays. This enabled students to read texts of different genres and different topics, hence widening their reading experiences. Guided questions were provided to help students analyze and reflect on their reading. Students were given plenty of opportunities to share and discuss what they had read during the Cross-curricular Activity (CCA) Periods and Campus TV broadcast during lunch time.

To develop students' confidence and strengthen their speaking and presentation skills, we have further consolidated the progressive speaking curricula in the two language subjects to enhance students' speaking skills. More interactive learning activities, such as drama and debate, were built in the two language curricula. The CCA Team continued to coordinate with different units for nominating and

training students for presenting their learning reflections. The daily King's Morning was a good training ground for eloquent Masters of Ceremony, while the year-end Knowledge Fair a good platform for demonstration of their presentation skills. Our Chinese and English Debating Societies, not the least, provided good learning opportunities to students for training in critical analysis, logical, and prepared and impromptu presentations.

A lot more resources have been invested in the domain of IT in Learning and Teaching this year. Our Integrated Science (IS) and English teachers in S1 and Information and Communications Technology (ICT) in S4 designed interesting, interactive and inspiring lessons in which students were required to complete learning tasks, using different learning apps at home or with the mobile devices at school. The response of both teachers and students was encouraging. The IT Committee provided invaluable support to the teachers by organizing workshops and sharing sessions throughout the school year. In the meantime, subjects like Liberal Studies (LS) and ICT continued to conduct online learning forums to facilitate cooperative learning. Many other subjects also provided online assignments for pre-lesson preparation, or used other e-learning resources for self-directed learning or project learning. Through Open Class, our teachers observed how e-learning with the aid of mobile devices could be conducted. We hope that more teachers would be ready to take the initial step in this mode of learning and teaching in the coming school year.

Self-exploratory or project learning has been a core element in our subject curriculum. In the junior levels, project learning was included in most of the subjects and done in groups. This enabled students to develop problem-solving and communication skills through collaborative learning. Teachers required students to submit their proposals to identify their learning objectives and plan their schedules, methodologies and procedures. Students generally reported their project study in text or powerpoint formats, while some in more creative ways, through a facebook page, board game or poster, etc. In the senior levels, the Science and Technology KLAs were more active in conducting self-exploratory research studies or design projects. Teachers guided students in these studies and with the effort paid. Students won awards not only in local competitions in the territory, but also competitions at national as well as international levels. (Please refer to Students Achievements on p. 36-57) On top of that, some subject department provided extended learning activities to enable students to apply their knowledge and skills. The LS Department prepared a series of learning activities beyond the classroom, such as the International Summit Conference organized by the Roundtable Community, the Consumer Cultural Study Award, I Love Hong Kong Reading Scheme, and the Inter-class Current Affairs Quiz Contest, etc.

As always, value education has been an essential part of our school curriculum. For the formal curriculum, most subject departments designed learning activities in response to the theme of the school year, "Be Considerate, To Appreciate". Forums, debates, group discussions, role plays, writing and reflections were the strategies adopted to promote these and other positive attitudes and values (Please refer to p. 61-63). In addition, Form Teachers conducted value education lessons prepared by the Moral

and Civic Education, National Education, Service Education, Health and Sex Education and Environmental Education Committees during the Form Periods. Extended learning activities including talks, drama performance, visits and exhibitions were also organized to consolidate students' learning experience.

Meanwhile, our teachers continued to implement cooperative learning and cross-curricular lesson planning. The Geography Department and the IS Department collaborated on the investigation of "Endangered Species" in S3 whereas the three Science Departments collaborated on a cross-curricular project on designing and making a 3D Clean Stove. While providing these inspiring learning experiences to students, our teachers enriched their own professional teaching experience.

Our School owed much to the School-based Support Schemes of the EDB. Our Chinese and LS Departments benefitted a lot from participating in these support programmes. Our LS teachers' knowledge and skills in curriculum and pedagogy designs and assessments at both the junior and senior levels were greatly enhanced. The Chinese teachers were supported in teaching literary Chinese texts in the senior levels.

As a learning community, our teachers were actively engaged in various modes of professional sharing. They conducted self-reflection and peer evaluation in sessions of Peer Lesson Observation, Pedagogy Studies and Open Class. Teachers shared their learning experiences in Staff or departmental meetings, as well as Staff Development Days. More teachers attended professional training seminars or workshops of different kinds throughout the school year. The learning enthusiasm of the teaching staff contributed to the strengthening of the learning community in our School.

## 7. Support for Student Development

The School adopts a whole-school approach to student development and provides a comprehensive framework for student-focused support. As always, our various committees for student development went beyond the confine of providing guidance and support and explored a vast array of enhancement programmes and activities to foster students' personal, affective, social and cultural developments. These programmes and activities went in line with our second Major Concern, "To strengthen life-wide and life-long learning skills and culture", and the Theme of the School Year, "Be Considerate, To Appreciate". The following are highlights of some of our programmes and activities this year.

We believe that "Be Considerate and To Appreciate" and "Cherish (珍惜)" go hand in hand. The Moral and Civic Education Committee collaborated with various committees and teams to organize a series of Life Education activities including board display, slogan and poster designs, talk and drama performance, to guide students to cherish their loved ones and what they possess. In addition, S1 students participated in the Hunger Banquet and reflected on the global issues of inequality, fair trade and sustainability. Students also learned up-cycling by using recycled paper for Christmas decoration and making greeting cards for their loved ones. Added to that, the Interact Club pioneered the whole-year food-recycling project in collaboration with the People's Service Centre (PSC). Unsold vegetables were collected from the nearby market twice a week on regular basis for PSC to distribute to needy people in Shamshuipo. Members of the Service Education and Environmental Education Teams prepared a booth with the theme 「惜·食·美」 in the 「惜食是福」公眾教育嘉年華 to educate the public about the important messages of cherishing food and supporting the underprivileged.

The 2014-2015 school year was an important milestone in the development of career guidance in our School as we embarked on systematic planning and implementation of careers and life planning education. The Careers and Life Education Committee (in short, the Careers Committee) developed a Life Planning and Career Guidance Service framework that provides support to the whole-person development and life-long learning of students of all levels. Working with other student support committees, the Careers Committee refined existing careers education programmes and designed new ones, aiming to empower students of different ages, attributes and abilities with the necessary life skills they require for future life-long learning. We had a number of pilot schemes in the junior forms. We let the S1 students craft dreams and guided our S3 students in the formulation of an initial senior secondary study plan using a career assessment tool, Basic Interest Marker. In S2, we integrated careers education in the academic curricula and helped students discover the connection between their present learning and their future career opportunities. In the senior levels, the Careers Committee, in close collaboration with various local universities and our alumni, continued to provide careers guidance service and programmes to students and their parents on Multiple Pathways. As in the previous years, interview workshops and ample careers-related experiences in and beyond the classroom were

organized. The Job Shadow Programme and the Simulation Game of Life were among the most well-received by students.

We are determined to nurture our students as caring citizens. The Service Education Committee is the steering unit to promote the commitment to voluntary service. The King's College – YWCA Elder Academy, in its third year of service, offered courses and workshops for the elderly in the Central and Western District, bringing them joy and care. With our students serving as teaching assistants in the Academy, inter-generational harmony was achieved. Our students learned a lot from the valuable life experiences of the elderly. The Interact Club reached out to serve some South Asian children living in the Nam Cheung neighbourhood. The Community Youth Club held the 'Light up the Dark' programme for the blind and a fun fair to promote health for the ethnic groups. The Junior Police Call, the Voluntary Service Team, the Social Service Group and all the uniform groups were also engaged in service schemes or activities for different target groups. In serving, students learned not only to be considerate for the needs of the others, but also to appreciate the latter's perseverance and the positive attitude towards life. As more students joined voluntary service, we trusted that our seeds have sown on fertile soil. Our students have learned to appreciate the essence of giving and become more determined to take on social responsibilities.

Broadening students' horizons has always been our top priority. This year, we have a record-breaking number of students joining study tours. In addition to study tours for experiential learning and cultural exchange, we have also organized study tours with special themes or purposes. We launched our first ever school-based, whole-form study tour for S2 students. Led by 9 teachers and 6 parents, more than 140 students set foot on Guangzhou for a comparative study on the economic development and people's livelihood of Hong Kong and the mainland. Indeed it was a great challenge to the Liberal Studies (LS) teachers who, among other things, had to match the itinerary as well as the learning materials with the LS curriculum. But it was certainly a rewarding experience for all as the students displayed good discipline and positive learning attitude all the way. Other than this, a group of students served in a primary school in Guizhou. Members of our Chinese Orchestra also joined a performance tour to Taichung. Several students also participated in leadership training study tours and careers-related experience study tour.

What encouraged the teachers most was that more of our students have become very proactive in looking for learning opportunities themselves. Six students self-nominated to take part in the Harvard Model United Nations China while three, in the World Scholar Cup. Apart from winning awards, they gained invaluable experience in writing and public speaking in context of international competitions, as well as cherished friendships. Other students took initiatives to propose voluntary service projects. In the U-Action 青年行動社會關懷計劃 2015, students applied for a sponsorship of around \$10,000 from Breakthrough to conduct an action project on heritage preservation. They gained experience in planning and organization and honed their problem-solving skills. (For details of service programmes, study tours and other enhancement programmes, please refer to p. 33-35)

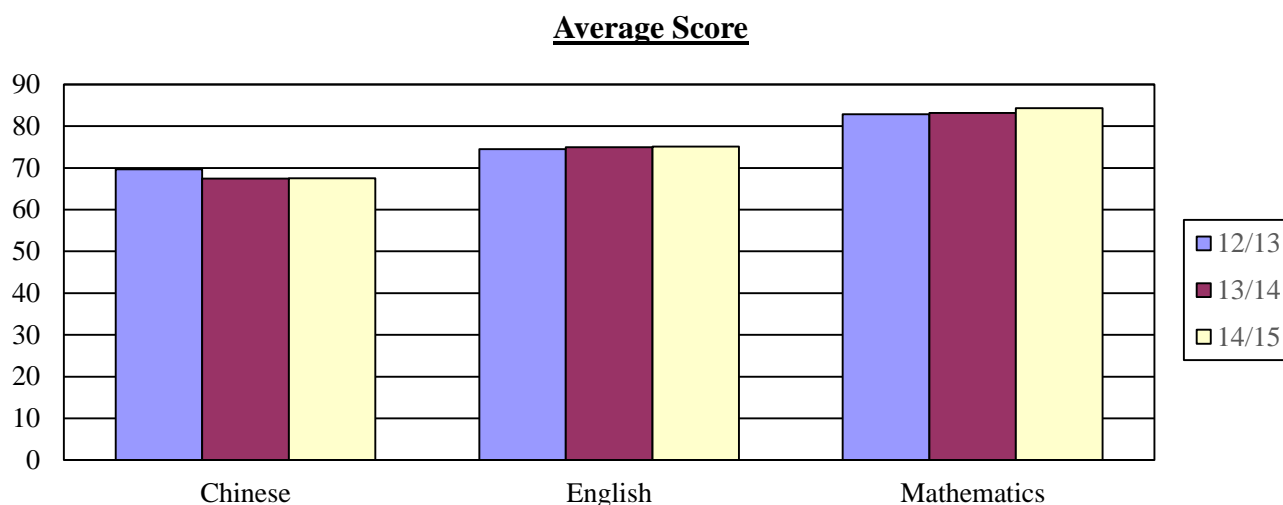
Regarding leadership training, the 2014-15 school year was as eventful and fruitful as usual. The Student Union, six Houses and all ECA Clubs and Societies contributed a lot to enriching the school life through organizing fun, thoughtful, challenging and team-building activities of different scopes and scales. The School Magazine and Newspaper Editors and Reporters, King's Spring Editors and contributors, School Campus Reporters, Campus TV Team, School Photography Team and, not the least, the Student Ambassadors have all done their best, proving their leadership and skill competence in their own domains which the School takes pride in.

We are hugely in debt to our alumni for their continuous support to their alma mater. While we thank the King's College Old Boys' Association (KCOBA) for coordinating the Mentorship Scheme, the Job Shadow Programme and the High Table Dinner, we are grateful for all old boys of different generations for generously giving their time and life experience as mentors or speakers in careers talks and donating scholarships, new equipment and musical instruments, as well as sponsoring learning activities of various nature.

We also owed a lot to our parents. Apart from the ardent support of the King's College Parent Teacher Association (KCPTA), we greatly appreciate the time and effort of all parent volunteers in the PTA activities, as well as in other activities organized by the school, like the S2 LS Study Tour. In particular, we thank the parents' support for sharing their views on what could help their children learn and grow better in our first "Parents' Tea-time in KC Our Home" meeting.

## 8. Performance of Students

### HKAT (Pre-S1)



### HKDSE

	12/13	13/14	14/15
No. of students sat	179	166	171
% of students awarded the minimum entrance requirements for university education #	85	82.5	82
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	94.4	95.8	95.9

# 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

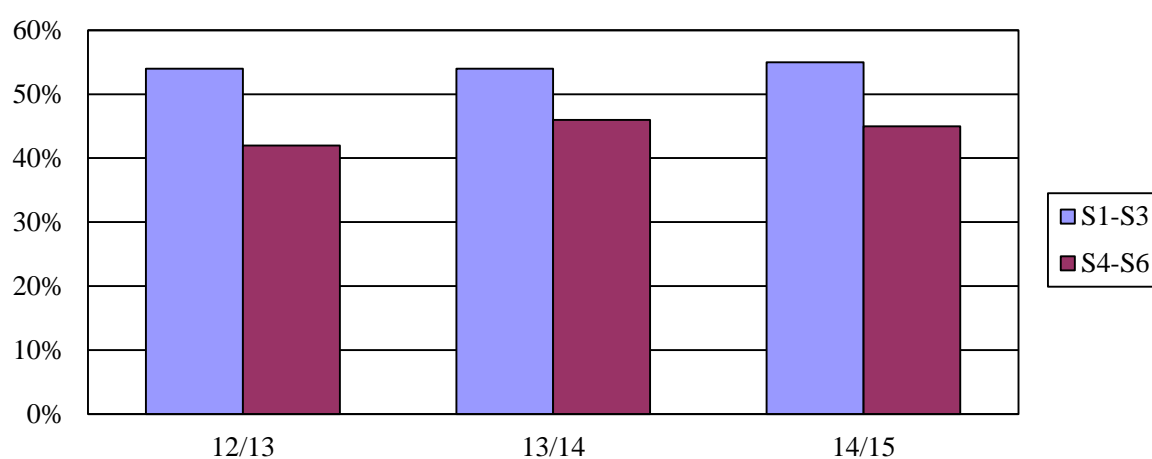
1. Level 2 in five HKDSE subjects (including Chinese Language and English Language)



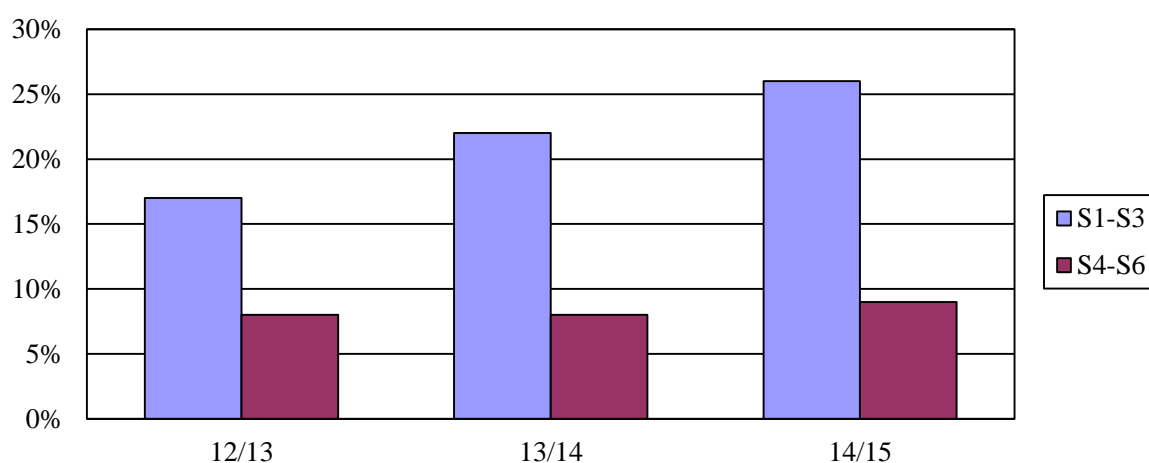
### **Student Participation in Inter-school Sports Events, School Music and Speech Festivals and Uniform Groups**

<b>Activities</b>	<b>Number of participants</b>
Inter-school Sports Competitions	226
Hong Kong Schools Music Festival	220
Hong Kong Schools Speech Festival	135
Scouts	94
Hong Kong Red Cross Youth Unit 21	30
King's Ambulance Cadet Division	32

#### **Inter-school Events**



#### **Uniform Groups**



**Student Participation in Social Services**

<b>Team</b>	<b>Services</b>	<b>Number of participants</b>
Community Youth Club	● Open Day	20
	● Pot Plant Sale	20
	● Clean the School Campaign	50
	● ORBIS Ambassador Scheme	10
Hong Kong Red Cross Youth Unit 21	● Athletic Meet	15
	● Annual Swimming Gala	15
	● Health Check Counter	15
	● Blood Donation Day	20
	● Open Day: Health Check Service	20
	● Service Project (Planning)	12
	● Regular Service (From Hong Kong Island Division)	10
Interact Club	● Carol Singing Festival 2014-fund raising for Child Development Matching Fund	10
	● Island Scout Trail Walk 2015 (6km journey)	3
	● Emflammer (New Year Service Project)	20
	● Una Familia (Easter Service Project)	15
	● Joint-school Easter Service Project	10
	● Food Recycling Project	30
	● Fund Raising for Nepal Earthquake	10
Junior Police Call	● Annual Open Day	5
	● 每月西區例行會議	4
	● 中秋晚會	4
	● 同行抗毒 Sun 新力量(抗毒活動)	4
	● 「點滴是生命」掙水行	4
	● 意大利世博交流團	5
	● 夏令營	5
	● 迎新營	7
St. John Ambulance Society	● Joint Division Services	15
	● On Duty at Swimming Gala, Athletic Meet, Cross-Country Run	30
	● Famine 30	10
Scouts	● Island Scout Day	10
	● HK Marathon	15
	● Regular Service (In School)	25
	● Other Service	5
	● Scout Rally	6

Team	Services	Number of participants
Social Service Group	● Services at John F. Kennedy Centre	17
	● Inclusive Programme	17
King's College Volunteer Service Team	● Community Chest Dress Casual Day	Over 97% of students
	● Open Day Workshop	17
	● S3 Student Development Day (Social Services)	137
	● 「關心你的心港島區愛心」賣旗日	5
	● 「香港視網膜病變協會港島區」賣旗日	10
	● 「香港弱智人士家長聯會」賣旗日	12
	● 「耆樂餅」慈善義賣	5
	● 英皇書院師生同樂日 2014	20
	● 「社區 TEEN 使」義工訓練計劃	22
	● 「創出 SUN 天」才藝培訓班	27
	● 2014 年中西區青年獎勵計劃	5
	● 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	63
King's College - YMCA Elder Academy (英青長者學苑)	● 英青長者學苑課程(包括電腦、手語、糕餅製作、園藝、摺紙、護膚品製作班)	45
	● 第二十二屆廣東省偏遠地區育苗助學計劃「援助山區學童知識脫貧」籌款	24

**Student Participation in Overseas or Mainland Exchange Programmes/ Study Tours**

<b>Study Tour</b>	<b>Number of participants</b>
廣州及珠三角經濟考察團	141
「薪火相傳」平台系列： 南京歷史文化探索之旅（教育局）	10
香港官立中學聯校交流計劃 天津大學 - 深度體驗之旅	3
領袖生內地交流計劃（教育局） 北京 - 航天科技發展之旅	1
貴州服務體驗、文流及史地文化學習之旅	16
New Zealand Eco-Study Tour	20
Kansai Japan Experiential Learning Tour 2014-15	30
14 <sup>th</sup> Singapore-Hong Kong Exchange Programme	11
台中聯校中樂演出交流團	18
抗日戰爭勝利七十周年紀念 - 歷史研讀學習之旅	2
“夢想航天，情繫中華” 2015 航天科技夏令營	2

**Student Participation in Local Exchange Programmes**

<b>Name of Government Secondary School</b>	<b>Number of participants</b>
Cheung Chau Government Secondary School	6
Shau Ki Wan Government Secondary School	6 (+6 buddies)
St Clare's Girls' School	4 (+8 buddies)
Belilios Public School	6 (+12 buddies)
「香港青少年軍事夏令營」	1

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

Nature	Competition / Organizer	Award / Prize	Awardee	
Academic Development	Intel International Science and Engineering Fair (Intel ISEF) organized by Society for Science & the Public, in partnership with the Intel Foundation	Third Place	6A	Iu Shing Huk David
			6D	Chu Yat Ho
			6D	Yip Tsz Fung
	I-SWEEEP, the International Sustainable World (Energy, Engineering, Environment) Project Olympiad 2015 organized by Cosmos Foundation	Silver Award	4A	Li Kwun Wing Thomas
			5A	Chu Pak Hei
			5D	Chan Tat Ngai David
	Australian National Chemistry Quiz organized by The Royal Australian Chemical Institute & the Hong Kong Association for Science and Mathematics Education	Class Excellence - 100% & "Award of Excellence" plaque	4D	Chan Chun Man
		Ranked Top 800 Students Among 110,000 Entries from 18 Countries & High Distinction & "Award of Excellence" plaque	6A	Leung Ho Yin
			6A	Zuo Long Long
			6D	Yip Tsz Fung
		Ranked Top 10% in Hong Kong	4A	Liu Qin Feng Kingsley
			4A	Lui Man Sum
			4A	Yim Man Chak
			4D	Chan Chun Fai
			4D	Yiu Yung To
			5A	Au Chi Kit
			5A	Chow Kin Man
			5A	Chu Pak Hei
			5A	Hui Kuen Yiu
			5D	Chan Tat Ngai Davis

Nature	Competition / Organizer	Award / Prize	Awardee	
		High Distinction	5D	Cho Man Ho
			6A	Au Tsz ting
			6A	Chan Shing Chung
			6A	Ho Shing Wei
			6A	Iu Shing Huk David
			6A	Lai Tin Yat
			6A	Lo Cho Pong
			6D	Chu Yat Ho
			6D	Kan Hin Pan
			6D	Lai Kam Chiu
			6D	Ng Ka Lok
			6D	Sham Kin Martin
			6D	Yuen Ho Nam Victor
	Taiwan International Science Fair organized by Taiwan International Science Fair	Third Place	5D	Chan Tat Ngai Davis
	15 <sup>th</sup> Lions International Youth Exchanges Scholarship Essay Competition organized by Lion Clubs International District 303	Finalist	5A	Au Chi Kit
	World Scholar's Cup organized by DemiDec	Ninety-sixth Place in Individual Debate	5D	Chan Matthew
		Forty-seventh Place in DaVinci Award	4D	Yu Truston Jianheng
	Harvard Model United Nations China organized by Harvard Model United Nations China	Certificate	4A	Lam Cheuk Ting
			4B	Wong Ching Yin
			4C	Woo Yui Nam Sidney
			4D	Ko Ching Yin
			4D	Wong Chun Man
			4D	Yu Truston Jianheng

### **Territory Competitions**

Nature	Competition / Organizer	Award / Prize	Awardee	
All round Development	2014 年香港島傑出學生選舉 香港島校長聯會主辦、香港島四區區議會、四區校長會、香港青年會合辦	香港島十大傑出學生(高中組)	6A	張威華
		香港島優秀學生獎狀	4D	曾梓軒

Nature	Competition / Organizer	Award / Prize	Awardee	
External Scholarships and Awards	第十五屆明日領袖獎 教育局及傑出青年協會合辦		3A	鍾曜匡
			4D	溫經傑
			5A	黃子建
	The Grantham Scholarships Fund Committee	The Grantham Scholar of the Year	Chan Chun Fai (MBSS, Year 1)	
	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Scholarship	Mak Chi Cheong (MBBS, Year 1)	
		Sir Edward Youde Memorial Prize 2014/15	6A	Chan Lok Pong
	Harvard Book Prize awarded by The Harvard Club Hong Kong	Champion	5A	Au Chi Kit
		Runners-up	5A	Yan Zhipeng
			5D	Chau Chun Chung
	Princeton Club of Hong Kong Book Award 2015 awarded by Princeton University Press	Princeton Club of Hong Kong Book Award	5D	Tang Kin Yip
	HKIS Building Surveying and Eddie Lee Memorial Education Foundation Scholarship for Secondary School Students 2014 awarded by The Hong Kong Institute of Surveyors (HKIS) - Building Surveying Division	HKIS Building Surveying and Eddie Lee Memorial Education Foundation Scholarship	6D	Leung Yiu Fung
	TOEIC Scholarship 2014-2015	TOEIC Scholarship	6A	IU Shing Huk David
	羅氏基金	高中應用學習獎學金	5B	葉穎希
	香港吉野家勤學大賞 2014 香港吉野家主辦	中學組 優異獎	5A	顏志鵬
Academic Development	Chinese University Youth Model United Nations 2015 organized by Chinese University of Hong Kong Student Union Model United Nations Club	Outstanding Delegate Award	5D	Chan Matthew
			5D	Cheung Hon Ching
		Honorable Mention Award	4A	Lam Cheuk Ting
			4D	Yu Truston Jianheng

Nature	Competition / Organizer	Award / Prize	Awardee	
	Chinese University Summer Model United Nations 2015 organized by Chinese University of Hong Kong Student Union Model United Nations Club	Best Delegate/ Diplomacy Award	4D	Yu Truston Jianheng
			5D	Chan Matthew
	The 7 <sup>th</sup> English Radio Drama Competition organized by Smart Education Charitable Foundation	Silver Award	2A	Su Mu Lang
			2A	Pang Ivo
			2B	Pang Ching Yan
			2B	Yuen Jethro
	Hong Kong Young Talent Creative Writing Challenge 2015 organized by Hong Kong Gifted & Talent Development Institute	Merit	2D	Yip Ho Chuen
	The 66 <sup>th</sup> Hong Kong Schools Speech Festival – Solo Verse Speaking organized by Hong Kong Schools Music and Speech Festival	First Place	3A	Lam Ka Chun
		Second Place	1A	Wong Cheuk Hin Angus
			3A	Hui Chin Ho
		Third Place	2A	Pang Ivo
			2C	Lai Chun Him Garrick
			4D	Lee Hoi Hei
		Merit	1A	Ma Chun Lok
			1A	Wong Yan Kit
			1B	Chan Man Lok
			1B	Jalal Adil
			1B	Poon Tze kit
			1B	Wong Lok Hin Denton
			1C	Choy Tung Chun
			1C	Chu Long Yiu Dominic
			1C	Lam Chan Yuk
			1C	Ma Hing Yin Adrian
			1C	Sze Tik
			1D	Chu Tik Nam
			1D	Judge Lachlan James
			1D	Mak Tsz Hung



Nature	Competition / Organizer	Award / Prize	Awardee	
			2C	Chow Hin Wai Henry
			2C	Lai Tsz To
			2C	Lam Cheuk Nam
			2C	Lui Wai To Matt
			2D	Chau Hin Sing Jordan
			2D	Cheung Ho Ching
			2D	Chui San Nok
			2D	Lam Sau Kit
			2D	So Ki Hin
			2D	Tai Chi Chung
			2D	Wong Colin
			3B	Ko Man Hin
			3C	Fong Ho Yat Sunny
			3C	Leung Hok Chi
			3D	Chu Hon Lam
			3D	Ip Colgent
			3D	Tse Yat Hang Daniel
			4A	Yim Man Chak
			4C	Chan Yin Cheung Oscar
			5C	Ng Po Wun Baron
	The 66 <sup>th</sup> Hong Kong Schools Speech Festival – Public Speaking organized by Hong Kong Schools Music and Speech Festival	Second Place	3B	Ko Man Hin
		Merit	4A	Ng Tak Yeung
			5A	Hui Kuen Yiu
	The 66 <sup>th</sup> Hong Kong Schools Speech Festival – Choral Speaking organized by Hong Kong Schools Music and Speech Festival	Merit	1D	
	United Nations Internet Governance Form – NetY Ambassadors Program organized by Chinese YMCA of Hong Kong and DotAsia	Second Place	4A	Ng Tak Yeung
			5D	Chan Ho Chi
			5D	Cheung Hon Ching
	Hong Kong Youth Science & Technology Innovation Competition 2014 – 2015 organized by Hong Kong New Generation Cultural Association Science Innovation Centre	First Place Grand Award in the Category of Energy and Environmental Science & Ricoh Sustainable Development Award 2015	5A	Kuk Man Hin
			5C	Wu Ming Hin
			5D	Lam Ho Tin Tovi

Nature	Competition / Organizer	Award / Prize	Awardee	
		Merit	5A	Chu Pak Hei
			5D	Chan Tat Ngai Davis
	Hong Kong Student Science Project Competition 2014 – 2015 organized by Hong Kong Innovation and Technology Commission Hong Kong Federation of Youth Groups Education Bureau Hong Kong Science Museum Hong Kong Science and Technology Parks	First Runner-up in the Senior Invention Division	4A	Li Kwun Wing Thomas
			5A	Chu Pak Hei
			5D	Chan Tat Ngai Davis
		Second Runner-up in the Senior Investigation Division	5A	Kuk Man Hin
			5C	Wu Ming Hin
			5D	Lam Ho Tin Tovi
			5D	Lam Wai Hei
			5D	Ng Ka Fai Calvin
		Light Award	3A	Fung Hon Wai
			3A	Sin Pok
			3A	Wei Kejun
			3A	Woo Chi Chung
	Hong Kong Biology Olympiad for Secondary Schools 2014 – 2015 organized by The Hong Kong Association of Mathematics and Science	First Class	5A	Tang Chi Long
			5D	Cho Man Ho
			6A	Chang Chun Ting
			6A	Iu Shing Huk David
			6A	Wu Hsuan Hsi
			6D	Ho Hiu Fai
			6D	Wong Long Yat
		Second Class	5A	Chu Pak Hei
			5A	Hui Kuen Yiu
			6A	Au Tsz Ting
			6A	Chan Lok Pong
			6A	Cheuk Yik hung
			6A	Cheung Chak Hei Justin
			6A	Chua Ho Chak
			6A	Lee Ho Man
			6A	Leung Ho yin
			6A	Ting Ysz Fung
			6D	Sham Kin Martin
			6D	Tam Ka Yiu

Nature	Competition / Organizer	Award / Prize	Awardee	
	CLP Energy Innovation Project Competition organized by The Hong Kong Institution of Engineers CLP Power Hong Kong Limited	Second Runner-up & The Most Potential Research Award	5A	Kuk Man Hin
			5A	Lau Chung Hin
			5D	Kan Man Chung
			5D	NG Ka Fai Calvin
	Energy Innovation Project Competition 2014 – 2015 organized by The Hong Kong Institution of Engineers and China Light and Power Company Limited	Second Runner-up & The Most Potential Research Award	5A	Kuk Man Hin
			5A	Lau Chung Hin
			5D	Kan Man Chung
			5D	Ng Ka Fai Calvin
	中國語文菁英計畫 2014/2015 教育局課程發展處資優教育組及中國語文教育研究學會合辦	中學組 銅獎	3A	林富全
	全港中學「兩文三語」菁英大比拼(第十一屆) 香港西區扶輪社及香港教育工作者聯會合辦	高級組 中文優秀文章	5D	張漢清
	2014 至 2015 年度中國中學 生作文大賽(香港賽區) 香港中華文化促進中心主辦	銀獎	5A	區智杰
	第十七屆全港中小學普通話 演講比賽 2015 新市鎮文化教育協會主辦	優異星獎(初賽) 銅獎(複賽)	2B	任卿榮
		優異星獎(初賽)	2D	黃梓安
	全港中學中國歷史研習獎勵計劃 香港大學中國歷史研究文學碩士課程同學會主辦	高級組二等獎	5A	谷旻軒
	第六十六屆香港朗誦節 香港學校音樂及朗誦協會主辦	中一、二年級 普通話詩詞 集誦冠軍	1A, 1B, 1C, 1D	
		粵詩詞獨誦 冠軍	3A	冼璞
		粵詩詞獨誦 亞軍	1B	卜滄謙
			4A	伍德揚
		普詩詞獨誦 亞軍	1B	潘子傑

Nature	Competition / Organizer	Award / Prize	Awardee	
		普散文獨誦 亞軍	3B	高文軒
		粵詩詞獨誦 季軍	1B	潘子傑
			2B	溫子皓
			3B	鄧博源
		粵散文獨誦 季軍	5D	張漢清
		粵二人朗誦 季軍	5D	張漢清
			5D	王惠衡
		粵詩詞獨誦 優良	1A	曾偉傑
			1B	林忠融
			1C	馬興賢
			1C	楊麒志
			1D	施嘉樂
			2D	姚竣謙
			3A	黃家俊
			3B	戴曜陽
		粵散文獨誦 優良	1A	吳俊毅
			1B	黃灝軒
			1B	劉悅
			1C	周宇熙
			2B	溫子皓
		粵基督教獨誦 優良	1B	蔣樂心
		粵二人朗誦 優良	1A	曾俊傑
			1A	譚敬衡
		普詩詞獨誦 優良	1A	歐陽伯俞
			1C	史迪
			1C	林陳旭
			2A	田偉俊
			3A	林家俊
			5B	梁臻劭
		普散文獨誦 優良	1A	李匡俊
			1C	鄭耀俊
			2C	余平江
			3A	張俊傑
			5D	張漢清
		粵詩詞獨誦 良好	2D	徐新諾
			3A	蕭樂泓
			5B	梁臻劭

Nature	Competition / Organizer	Award / Prize	Awardee	
		普詩詞獨誦 良好	1B	蔣樂心
			1D	謝華軒
		普散文獨誦 良好	4A	伍德揚
			4C	黃宏博
	2014/15 中學生統計習作比賽 (高中組) 政府統計處主辦	優異獎	5D	林頌昇
			5D	簡文聰
			5D	鄧建業
			5D	曾俊鋒
			5D	王惠衡
			5D	楊日江
	中學生數理學科比賽 2015 香港理工大學主辦	金獎 (數學科)	4D	劉振聰
			4D	尹子穎
		金獎 (生物科)	5A	許權堯
			5D	曹汶浩
		金獎 (化學科)	5A	朱柏熹
			5A	黎智銘
		金獎 (物理科)	5A	許權堯
	第十四屆培正數學邀請賽 香港培正中學主辦	銀獎	5A	馮煌宇
		銅獎	1B	周昭宏
			3B	陳偲行
			4D	尹子穎
	消費文化考察報告獎 消費者委員會主辦	特別嘉許獎	5D	侯瀚琅
			5D	何栢樂
			5D	洪樂民
			5D	楊文鋒

Nature	Competition / Organizer	Award / Prize	Awardee	
	第四屆 香港遠程實時問答比賽 聯校資訊科技學會主辦	亞軍	3A	陳浩明
			3A	張俊杰
			3A	馮瀚偉
			3A	許正浩
Aesthetic Development	7 <sup>th</sup> Arts Ambassadors-in-school Programme organized by Hong Kong Arts Development Council	Certificate of Recognition	5D	Cheung Hon Ching
	Hong Kong School Drama Festival 2014/15 organized by Hong Kong Art School (English Section)	Award for Outstanding Script	4A	Ng Tak Yeung
		Award for Outstanding Director	5D	Liu Ho Shing
		Award for Outstanding Performer	2D	So Ki Hin
			4A	Ng Tak Yeung
			5D	Tang Kin Yip
		Award for Commendable Overall Performance	2D	So Ki Hin
			4A	Kwan Sau Ching
			4A	Ng Tak Yeung
			5A	Wong Ka Wei Kenny
		Award for Outstanding Cooperation	5B	Chan Chak Ming
			5D	Ho Pak Lok
			5D	Liu Ho Shing
			5D	Tang Kin Yip
	香港學校戲劇節 2014/15 (粵語組別) 教育局主辦	傑出劇本獎	3A	張俊杰
		傑出演員獎	2B	陳永軒
			3A	許綽軒
			3A	施柏延

Nature	Competition / Organizer	Award / Prize	Awardee	
		傑出合作獎	1B	蔡日朗
			2B	陳永軒
			2B	趙浩賢
			2B	蔡志賢
			2B	羅熙彥
			2B	袁浚希
			2C	鄺子鈞
			3A	張俊杰
			3A	許綽軒
			3A	龐翰熙
			3A	施柏延
	67 <sup>th</sup> Hong Kong Schools Music Festival (Western Instrumental Section) organized by Hong Kong Schools Music and Speech Association	Piano Solo Grade 5 Third Place	1A	Lee Ting Fung
		Piano Solo Grade 6 Third Place	4A	Wong Chun Ming
		Violin Solo Grade 6 Third Place	3B	Cheung Ka Tai
	67 <sup>th</sup> Hong Kong Schools Music Festival (Chinese Instrumental Section) organized by Hong Kong Schools Music and Speech Association	Chinese YMCA Harmonica Orchestra Trophy Harmonica Concert Work First Place Certificated of Honours	4A	Ho Sheung Yan
		Harmonica Solo Senior First Place Certificate of Honours	2C	Lok Pui Yin
		Radio Television Hong Kong Trophy Harmonica Band (Secondary Section) First Place Certificate of Honours	King's College Harmonica Band	
		Yang Qin Solo Senior First Place	3A	Hui Ho Ching

Nature	Competition / Organizer	Award / Prize	Awardee	
		Chinese Instrumental Group Intermediate Certificate of Merit	King's College Chinese Orchestra	
		Harmonica Duet (Secondary Section) Second Place	2C	Chow Long Hin
			2D	Yip Chun Hei
		Liuqin Solo Senior Second Place	5A	Lam Ka Siu
		Erhu Solo Advanced Third Place Certificate of Honours	1A	Fong Tsz Wai
		Dizi Solo Advanced Third Place	6C	Lee Tsz Shing
		Harmonica Solo Senior Third Place Certificate of Honours	2A	Wai Pak Hei
			2C	Lo Siu Shu
		Erhu Solo Senior Third Place	1B	Mak Man Lap
		Harmonica Solo Senior Third Place	4A	Ho Sheung Yan
		Harmonica Duet (Secondary Section) Third Place	2C	Lo Siu Shu
			2C	Lok Pui Yin
		Harmonica Ensemble (Secondary Section) Third Place	5A	Wong Sam
			5A	Yu Man Hon
			5B	Lee Ming Hei
			5C	Xuan Nai Tong
			5E	Fung Chi Wai



Nature	Competition / Organizer	Award / Prize	Awardee	
		Zhong Ruan Solo Advanced Third Place	5A	Lam Ka Siu
		RTHK Radio 4 Chinese Instruments Scholarship Finalist	3A	Wong Tsz Fung
	2014 Hong Kong Youth Music Interflows organized by Leisure and Cultural Services Department	Chinese Orchestra Contest Bronze Award	King's College Chinese Orchestra	
		String Orchestra Contest Bronze Award	King's College String Orchestra	
		Symphonic Band Bronze Award	King's College School Band	
	2014 年 全港中學生中國象棋個人賽 香港象棋協會及康樂及文化事務處合辦	冠軍(團體)	4A	甄以恒
			4D	陳梓聰
			4D	劉振聰
			5D	馮上晉
		季軍(個人高級組)	4D	劉振聰
		優異獎	5D	馮上晉
	2014 秋季歡樂象棋賽 荃灣象棋會主辦	冠軍(個人高級組)	5D	馮上晉
		季軍(個人高級組)	4D	劉振聰
	第十屆國慶杯中國象棋賽 香港象棋文化發展協會及香島中學合辦	亞軍(團體)	4D	陳梓聰
			4D	劉振聰
			5D	馮上晉
		優異獎(高級組)	5D	馮上晉
	香島盃第二十八屆全港中學校際中國象棋賽 香島中學及香港聯校象棋協會合辦	總冠軍	4A	甄以恒
			4D	劉振聰
			5D	馮上晉
		優異獎(個人)	5D	馮上晉
		優異獎(團體)	2C	陳澤權
			2D	邵宇琪
			4D	陳梓聰

Nature	Competition / Organizer	Award / Prize	Awardee	
Physical Development	A.S. Watson Group Hong Kong Student Sports Awards 2014 – 2015 organized by A.S. Watson Group	A.S. Watson Group Hong Kong Student Sports Awards 2014 – 2015	5A	Cheng Ngai Chung
	Inter-School Athletics Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division Three (Area 3) Boys A Grade Long Jump First Runner Up	5A	Yan Zhipeng
		Division Three (Area 3) Boys Overall Thirty-first Place	King's College Athletics Team	
		Division Three (Area 3) Boys A Grade Twenty-sixth Place		
		Division Three (Area 3) Boys B Grade Twenty-seventh Place		
		Division Three (Area 3) Boys C Grade Twenty-second Place		
	Inter-School Badminton Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division One (Hong Kong Island) Boys Overall Sixth Place	King's College Badminton Team	
		Division One (Hong Kong Island) Boys A Grade Fifth Place		

Nature	Competition / Organizer	Award / Prize	Awardee	
		Division One (Hong Kong Island) Boys B Grade Fifth Place		
		Division One (Hong Kong Island) Boys C Grade Sixth Place		
	Inter-School Basketball Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division Two (Hong Kong Island) Boys Overall Champion	King's College Basketball Team	
		Division Two (Hong Kong Island) Boys A Grade Second Runner Up		
		Division Two (Hong Kong Island) Boys B Grade Third Runner Up		
		Division Two (Hong Kong Island) Boys C Grade First Runner Up		
	Inter-School Beach Volleyball Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division Two Second Runner Up	5A	Ma Shek Wai
			5B	Wong Chek Hei, Justin
			5E	Tong Ka Kuen
		Division Two Boys Overall Fifth Place	King's College Beach Volleyball Team	
		Division Two Boys A Grade Second Runner Up		
		Division Two Boys B Grade Third Runner Up		
		Division Two Boys C Grade Sixth Place		

Nature	Competition / Organizer	Award / Prize	Awardee	
	Inter-School Cross-Country Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division Three (Area Two) Sixth Place	5A	Hui Kuen Yiu
		Division Three (Area Two) Boys Overall Thirteenth Place	King's College Cross-Country Team	
		Division Three (Area Two) Boys A Grade Eighth Place		
		Division Three (Area Two) Boys B Grade Seventh Place		
		Division Three (Area Two) Boys C Grade Fifteenth Place		
	Inter-School Fencing Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Individual Boys C Grade Epee (HK) Second Runner Up	1B	Wong Lok Hin, Denton
	Inter-School Handball Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division One Boys C Grade Second Runner Up	1A	Wong Yan Kit
			1A	Yeung Ming Shun
			1B	Chan Tsz Hin
			1D	Chan Wai Shan
			1D	Tang Tam Tin
			2A	Lam Junyu, Samuel
			2A	Pang Ivo
			2A	Tang Pui Him
			2A	Yam Lok Man
			2B	Pang Ching Yan
			2C	Lai Chun Him
			2C	Lam Cheuk Nam
			2D	Wong Colin

Nature	Competition / Organizer	Award / Prize	Awardee	
		Division One Boys Overall Fifth Place	King's College Handball Team	
		Division One Boys A Grade Sixth Place		
		Division One Boys B Grade Fifth Place		
	Inter-School Football Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division Three (Hong Kong Island) Boys Overall Seventeenth Place	King's College Football Team	
		Division Three (Hong Kong Island) Boys A Grade Eighth Place		
		Division Three (Hong Kong Island) Boys B Grade Seventh Place		
		Division Three (Hong Kong Island) Boys C Grade Sixth Place		
	Inter-School Swimming Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division Three Boys C Grade 50m Breast Stroke Third Runner Up	2B	Lin Pak Him
		Division Three Boys C Grade 100m Breast Stroke Second Runner Up	2B	Lin Pak Him
		Division Three Boys A Grade 100m Breast Stroke Second Runner Up	6D	Lo King Hei

Nature	Competition / Organizer	Award / Prize	Awardee	
		Division Three Boys A Grade 4x50m Medley Relay First Runner Up	5A	Cheng Ngai Chung
			6D	Lai Pak Kwan
			6D	Lo King Hei
			6E	Au Kyle
		Division Three Boys B Grade 4x50m Medley Relay Third Runner Up	3A	Lam Ka Chun
			3D	Chung Hau Him
			4A	Ho Kam Pui
			4A	Yeung Fu Kit
		Division Three Boys Overall Second Runner Up	King's College Swimming Team	
		Division Three Boys A Grade First Runner Up		
		Division Three Boys B Grade Sixth Place		
		Division Three Boys C Grade Third Runner Up		
	Inter-School Table Tennis Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division Two Boys Overall Seventh Place	King's College Table Tennis Team	
		Division Two Boys A Grade Third Runner Up		
		Division Two Boys B Grade First Runner Up		
	Inter-School Tennis Competition 2014 – 2015 organized by Hong Kong Schools Sports Federation (HKSSF)	Division Two Boys Open Grade Ninth Place	King's College Tennis Team	

Nature	Competition / Organizer	Award / Prize	Awardee	
	Boys 4x50m Free Style Invitation Relay organized by St. Joseph's College	Second Runner Up	5A	Cheng Ngai Chung
			6D	Lai Pak Kwan
			6D	Lo King Hei
			6E	Au Kyle
Creative Education	Outstanding Award on Anti Drugs Microfilm Contest organized by Association of Industries & Commerce of Hong Kong Southern District Limited	Outstanding	5B	Chan Chak Ming
			5D	Chan Kwun Wang
			5D	Chan Matthew
			5D	Hau Han Lang
			5D	Ho Pak Lok
	Combating Crimes with Neighbours Poster Design Competition (Secondary School Section) organized by Western District, Hong Kong Police Force	Merit	2C	Li Siu Hin
	視覺藝術創作展 2014/15 教育局主辦	銀獎 (12-14 歲組別)	2A	彭智鋒
	睦鄰守護計劃海報比賽 西區警區主辦	優異獎 (中學組)	2C	李肇軒
	「乾淨回收 綠在區區」攝影比賽 環保署及教育局合辦	優異獎	5B	陳澤銘
	「青年『毒捨棄』攝影比賽」 明愛賽馬會石塘咀青年綜合服務處主辦	亞軍	5B	陳澤銘
	「向零進發」2014 全港青年人微電影創作比賽 聖約翰座堂『愛之家』諮詢及服務中心與合源慈善基金合辦	優異獎	5B	陳澤銘
			5D	陳浩志
			5D	侯瀚琅
IT Education	The 9 <sup>th</sup> Competition on System Modeling & Optimization 2014 organized by The Chinese University of Hong Kong	Best Report Award	6A	Chow Chun Hin

Nature	Competition / Organizer	Award / Prize	Awardee	
	Department of Systems Engineering and Engineering Management, The Hong Kong Association for Computer Education		6A	Lo Cho Pong
	Project Challenge – Mobile App Development Using MIT App Inventor organized by The Hong Kong Polytechnic University Faculty of Engineering	Champion	5E	Ng Ka Hei
		Merit	5E	Chan Pui Tsung
	Project Challenge – Artifacts with 3D Printer organized by The Hong Kong Polytechnic University Faculty of Engineering	Champion	6B	Tong Matthew Clement Yat Chung
	Project Challenge – Wind Chime Design and Fabrication organized by The Hong Kong Polytechnic University Faculty of Engineering	Champion	6B	Kwok Hoi Tat
	Project Challenge – 3D Printing for Creative Product Design organized by The Hong Kong Polytechnic University Faculty of Engineering	Merit	5B	Loi Chak Pui
	世界奧林匹克機械人競賽香港區選拔賽 國際奧林匹克機械人大賽香港組委員會主辦	常規賽初中組 二等獎	3A	陳浩明
			3A	林富全
			3B	何諾熙
		常規賽高中組 一等獎	4A	李家亮
			4A	嚴文澤
		優異	5E	張浩霆
			5E	梁永聰
Careers and Life Planning Education	Junior Career Planning Competition 2014	Third Runner-up	4A	Ng Tak Yeung
			4D	Ko Ching Yin
			4D	Wan King Kit
			4D	Yu Truston Jianheng
Uniform	Youth First Aid Competition (Hong Kong Island Division)	Champion	4B	Lai Pak Ho
			5A	Chan Wan Chiu



Nature	Competition / Organizer	Award / Prize	Awardee	
Groups     Hong Kong Red Cross Youth Unit 21	2014 – 2015 organized by Hong Kong Red Cross		5A	Cheng Hay
			5C	Xuan Nai Tong
			5D	Suen Ho Chak
		The Best Team Leader	5C	Xuan Nai Tong
	Youth Drill Proficiency organized by Hong Kong Red Cross	The Best Student Award	5A	Chan Wan Chiu
	Youth Nursing Final Competition 2014 – 2015 organized by Hong Kong Red Cross	Champion	4B	Chan Chun Hay
			4B	Lai Pak Ho
			4C	Wu Junlin
			4D	Li Wui Man
	Youth First Aid Competition (Central and Western Districts Division) 2014 – 2015 organized by Hong Kong Red Cross	Champion	5A	Chan Wan Chiu
			5A	Cheng Hay
			5C	Xuan Nai Tong
			5D	Suen Ho Chak
King's Ambulance Cadet Division	Inter-divisional Competition 2014 Uniform Inspection Competition organized by St. John Ambulance Brigade Youth Command	First Runner-up	5A	Huang Tsz Kin
			5D	Chow Yuen Kwan
			6B	Wong King Fung
			6C	Yung Shu Ching
	Inter-divisional Competition 2014 The Annual First Aid & Home Nursing Competitions organized by St. John Ambulance Brigade Youth Command	Champion (First Aid Competition–Junior)	5A	Huang Tsz Kin
		First Runner-up (Home Nursing–Junior)	5D	Lo Tsz Tsun
		6A	Law Ka Ho	
		Second Runner-up (First Aid Competition–Senior)	6B	Wong King Fung
Scouts – The 5 <sup>th</sup> Hong Kong Group	Hong Kong Carlton Trophy Competition Western District Selection organized by Scout Association of Hong Kong	First Runner-up	The 5 <sup>th</sup> Hong Kong Group	
Service Education	Volunteer Service organized by Volunteer Movement and	Silver Award	4B	Chan Chun Hay
			5C	Xuan Ngai Tong

Nature	Competition / Organizer	Award / Prize	Awardee	
	Social Welfare Department	Bronze Award	4B	Lai Pak Ho
			4B	Leung Tsz Ho
			4D	Li Wui Man
			5A	Chan Wan Chiu
			5D	Suen Ho Chak
	小城大愛—中西區聯校領袖 義工訓練暨社區服務計劃 中西區青年活動委員會及香 港基督女青年會西環社會服 務處主辦	傑出領袖義工 獎	4D	羅鈞浩
		最佳計劃獎 (所屬組別)	4D	邱智健
	U-Action 青年行動社會關懷 計劃 2015 突破機構主辦	入圍獎	4A	林卓霆
			4A	李鴻亮
			4D	錢子豪
			4D	麥漢澄
			4D	麥嘉浩
			4D	吳涓滂
			4D	溫經傑
			4D	姚勇濤

## 9. Financial Summary (1.9.2014 - 31.8.2015)

	Income (\$)	Expenditure (\$)
<b>I ESCBG ACCOUNT</b>		
<b>(a) Non-school specific grants</b>		
1 Baseline reference provision	478,571.00	269,156.25
<b>Sub-total:</b>	<u>478,571.00</u>	<u>269,156.25</u>
<b>(b) School specific grants</b>		
1 Composite I.T. Grant - GSS	407,089.00	272,408.45
2 Capacity Enhancement Grant - GSS	557,148.00	254,773.51
<b>Sub-total:</b>	<u>964,237.00</u>	<u>527,181.96</u>
<b>II TEACHER RELIEF GRANT (TRG) ACCOUNT</b>		
• Provision for 2014-2015	186,920.00	296,556.64
<b>Sub-total:</b>	<u>186,920.00</u>	<u>296,556.64</u>
<b>III OTHER NON-RECURRENT GRANTS ACCOUNT</b>		
Career & Life Planning Grant		
• Provision for 2014-2015	517,620.00	386,735.10
<b>Sub-total:</b>	<u>517,620.00</u>	<u>386,735.10</u>
Extra Senior Secondary Curriculum Support Grant		
• Provision for 2014-2015	250,000.00	102,780.00
<b>Sub-total:</b>	<u>250,000.00</u>	<u>102,780.00</u>
Senior Secondary Curriculum Support Grant		
• Provision for 2014-2015	705,656.00	642,817.97
<b>Sub-total:</b>	<u>705,656.00</u>	<u>642,817.97</u>
Learning Support Grant		
• Provision for 2014-2015	286,000.00	395,685.10
<b>Sub-total:</b>	<u>286,000.00</u>	<u>395,685.10</u>
<b>IV SMI ACCOUNT</b>		
Fees collected from students for specific purposes	229,950.00	316,595.00
<b>Sub-total:</b>	<u>229,950.00</u>	<u>316,595.00</u>
<b>V ECA ACCOUNT</b>		
(a) Provision for 2014-2015	85,023.00	287,500.00
(b) Fees collected from students(S4 to S6)	62,140.00	
<b>Sub-total:</b>	<u>147,163.00</u>	<u>287,500.00</u>

## 10. Feedback for Reflections

1. To nurture students as tomorrow's leaders, students are given more opportunities to organize and participate in different kinds of activities, both within and outside school. More training sessions to strengthen their leadership abilities will be organized. Student leaders like Head Prefect, President of the Student Union, House Captains, apart from presenting themselves, will be given greater responsibilities to help organize major functions.
2. To broaden students' learning experiences, the School has organized a series of exchange tours to the Mainland and different parts of the world over the years. The response has been overwhelming and the feedback from students and parents positive. The school will keep organizing exchange tours for students of different levels and liaise with local secondary schools to arrange local exchange programmes for students at senior secondary levels.
3. Recognizing the values of reflective learning in enhancing students' capability in learning, the school will incorporate elements of reflective learning in routine classroom activities. While pre-lesson preparation raises students' awareness of self-directed learning, post-lesson evaluation and reflection on students' individual achievement in their studies and ECA or OLE will be done on a regular scheduled basis. Parents will also be informed of the reflection done by students in parent-teacher meetings.
4. The school always lays heavy emphasis on other learning experiences to foster students' whole-person development. Students are given plenty of opportunities to develop their talents in performing art, music and visual art, to serve the community and to be responsible citizens. Students' physical development is an aspect the school intends to strengthen and arrangements will be made for all S.1 students to get affiliated with the different school sports team to receive training.
5. Although our students have attained impressive academic achievements and outstanding results in competitions, we believe there is still room for them to develop their creativity. More programmes like budding poet, story-writing/telling competition, drama performance (both Chinese and English), visual arts programmes, singing contest, instrumental performances, will be run in the new school year.
6. Understanding the importance to create more space for teachers with the on-going reduction of staff members due to voluntary optimization of class structure, the school has kept exploring feasible ways to help reduce teachers' administrative workload. While the smart card system has already been effectively used for taking school attendance and collecting fees, the school will introduce the e-notices system for parent-school communication in the coming school year with a view to further reducing the tedious and laborious administrative work taken up by teachers.

7. To further promote professional development and growth, teachers will be encouraged to form learning circles. It is hoped that through this strategy, not only the experienced teachers could serve as mentors to the green ones, but also that the latter could input fresh ideas and inspirations for mutual advancement. More cross-curricular collaboration will be promoted in the junior levels. Open class will further be promoted for sharing good teaching practices among teachers.
8. There are concerns about creating space for cultivation of good student-teacher relations, for teachers to show care and give students guidance on personal development and growth.
9. With the steady increase in the number of students with special education needs and non-Chinese speaking students in the recent years, there is also an imminent need to arrange more teachers to receive formal training so that we provide timely and relevant support for these students.
10. To make learning and teaching more effective and more efficient, the school will keep on improving and updating the IT and AV equipment on the campus. The school with the revamping of the Campus TV will run live broadcast of student activities and major school functions. The school has also replaced teachers' computers by stages and with the installation of wifi network on the campus, IT learning and teaching will be made more accessible.

## 11. Appendixes

### Appendix A - Learning Activities in line with “Theme of the Year”

The following learning activities are designed in line with the theme of the year, “Be Considerate, To Appreciate” or other positive values.

KLA / Committee	Subject / Committee	Activities/Values
Chinese Education	Chinese and Putonghua	<ul style="list-style-type: none"> <li>● 小組專題研習 [普通話語言藝術欣賞]透過寫作及討論將欣賞與關懷的訊息帶出</li> <li>● 普通話周--攤位遊戲</li> </ul>
English Education	English	<ul style="list-style-type: none"> <li>● Assigning writing tasks on appreciation of commendable behaviors and tendering</li> <li>● Weekly assignments of online self-paced learning to develop students' self-disciplinary skills.</li> <li>● SCMP reading programme-topics such as caring for the elderly, co-operations with different people were introduced.</li> </ul>
Mathematics Education	Mathematics	<ul style="list-style-type: none"> <li>● To appreciate the concept of mathematics theories through reading and writing book reports</li> </ul>
通識教育		<ul style="list-style-type: none"> <li>● 社創校園通通識</li> <li>● 「兒童權利公約模擬國際會議」令同學更了解及尊重不同人士的權利</li> </ul>
PSHE	Economics	<ul style="list-style-type: none"> <li>● News Commentaries Exercise— students are expected to be able to develop their social value, appreciate what they have and be more considerate about other people's needs.</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>● Cultivating sense of appreciation for the beauty of nature and conservation of different species of animals through participating in ecological walks</li> </ul>
	History	<ul style="list-style-type: none"> <li>● Incorporating ‘appreciation and respect for diversity’ in lessons</li> <li>● Emphasizing team work, appreciation for other's strengths and consideration for other's limitations in History Projects</li> </ul>

Science Education	Biology	<ul style="list-style-type: none"> <li>● S3 Poster Design Project: to appreciate the history of biological discoveries.</li> <li>● Roche Young Scientist Awards (Competition) - to live in a healthy way</li> </ul>
	Chemistry	<ul style="list-style-type: none"> <li>● Project competition on 'using chlorophyll to generate electricity'.—to enhance consideration for sustainable development</li> </ul>
	Physics	<ul style="list-style-type: none"> <li>● Through constructing a model for use in our daily life using environmentally friendly materials, students developed care and concern for our environment.</li> </ul>
Technology Education	BAFS	<ul style="list-style-type: none"> <li>● JA Company Program—to appreciate corporate social responsibility</li> </ul>
Arts Education	Visual Arts	<ul style="list-style-type: none"> <li>● S2 creative paintings on characteristics of families—to develop a good relationship with family members</li> </ul>
	Music	<ul style="list-style-type: none"> <li>● Analyzing the lyrics of songs relating to respect, care and consideration for others</li> <li>● Appreciating the traditional Cantonese opera</li> </ul>
Career & Life Planning Education		<ul style="list-style-type: none"> <li>● Appreciating the personal strengths and weaknesses through a series of activities: Job Search Preparation Workshop, Job Shadowing, Interview Skill Workshop</li> </ul>
環保教育		<ul style="list-style-type: none"> <li>● 環保創意模型設計比賽</li> <li>● 亞馬遜考察 (仁愛堂極地之旅)—珍惜雨林動植物及資源</li> <li>● 「再造紙」送愛心</li> </ul>
品德及公民教育		<ul style="list-style-type: none"> <li>● 生命教育 2014 主題--珍惜</li> <li>● 班際口號設計比賽--珍惜大比併</li> <li>● 戲劇欣賞 - 「渴望幸福」</li> <li>● 送舊迎新班房大掃除</li> <li>● 生命教育書法比賽</li> <li>● 「貧富宴」</li> </ul>
Service Education	Social Service Group	<ul style="list-style-type: none"> <li>● Inclusive Programme with Li Sing Primary School</li> <li>● Sister School Programme with J. F. Kennedy Red Cross Centre</li> </ul>
	Elder Academy & Volunteer Service Team	<ul style="list-style-type: none"> <li>● Strengthening cross-generation relations.</li> <li>● Showing consideration for the needy.</li> </ul>
	Interact Club	<ul style="list-style-type: none"> <li>● Carol Singing Festival 2014- Fund-raising for 'Children Development Matching Fund'</li> <li>● Emflammer (New Year Service Project)</li> <li>● Fund-raising for the Nepal earthquake disaster</li> </ul>

Counselling	<ul style="list-style-type: none"><li>● Programmes for SEN students</li><li>● Peer Support Study Group for junior form students</li><li>● Fig Boys Scheme</li></ul>
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**Appendix B - Other experiential learning activities****a. Exchange Programmes/Study Tours**

About 150 students participated in the exchange programmes or study tours this school year with different themes. Students expressed that they learnt much from these programmes. They made new friends and had the opportunity to experience the cultures of different countries and schools which broadened their vision. Teachers reflected that our students behaved politely but needed to further develop their interpersonal skills.

**b. S1-6 Student Development Day**

Students of different levels were provided with other learning experience of different areas on the Student Development Day. Both teachers and students gave positive feedback on their experiences.

Secondary	Activities	Learning Outcome
One	Discipline and Team Building Day	Students learned the importance of class spirit and enhanced their communication skills. They also appreciated the significance of self-discipline in maintaining an effective team.
Two	Guangzhou Study Tour (2 Days & 1 Night)	Students learned about the people's livelihood and economic development of the Zhujiang Delta region and evaluated on the opportunities and challenges that followed.
Three	Community Service	Through participating in voluntary services, students expressed their care and concern for the needy and strengthened their sense of responsibility toward the society. Students also developed leadership skills, civic-mindedness and acceptance of differences through the services.
Four	Leadership Training Camp (2 Days & 1 Night)	Students evaluated on their strengths and limitations, appreciated the support of their buddies, sharpened their leadership skills and enhanced team spirit. They became stronger in bonding and displayed greater confidence in performing their respective duties in school. They were better prepared for taking up more responsible posts in the school's 90 <sup>th</sup> Anniversary Celebration events.
Five	Career Visit to the University of Hong Kong	Through attending seminars and joining site visits, students acquired personal experience in the teaching modes, learning environment and campus facilities in HKU. This enabled them to have a better understanding of the different faculties of the University and a better assessment of their own learning interest and study paths, which were essential for making their JUPAS choices in S6.
Six	JUPAS Information Day	Through attending seminars, students better understood JUPAS selection strategies and the latest study path information. They also practiced interview skills.

### **c. Service Education Activities**

#### **King's College YWCA Elder Academy**

The King's College YWCA Elder Academy continued to organize classes for the elderly. More elderly from the Western and Central District enrolled in our cooking, sign language, skincare DIY and Origami classes. Fund-raising through selling hand-made cookies was arranged on the School Open Days. Our students have become more mature after participating in different activities. Their sense of care and commitment were strengthened; and communication and leadership skills were improved. Most students reflected that it is their obligation to contribute to the society.

### **d. Interact Club**

The Club pioneered a whole-year food-recycling project in collaboration with the People Service Center. Visit to Hong Kong Aircraft Engineering Company Limited (HAECO) and 3 service projects were arranged. The service projects were organized to reach out to the South Asian children and the elderly during the Chinese New Year holidays and Easter holidays. The Club organized a fundraising week for the victims in the Nepal earthquake disaster. Members also participated in the Carol Singing Festival 2014 and Island Scout Trail Walk 2015.

### **e. Enhanced Smart Teen Project 2014/15**

In January 2015, 20 students (10 S2 students and 10 S3 students) attended a 5-days training camp at the Fire Services Training School in Pak Heung in which they received a series of training on firefighting skills, fire safety awareness and foot-drill. As three students became sick and left the camp early, only 17 students completed the training at the end. All of them passed the examination and became a qualified Fire Safety Ambassador. After the camp, they shared their experiences in the morning assembly and helped to promote the awareness of fire safety in school. Form Teachers reported that these 17 students showed better learning attitude and were more disciplined after the camp. The teacher i/c of this programme held informal gathering with the students regularly. He agreed that this program had posed positive impacts on our students.

## **Appendix C - Life Education 2014 programme**

### **Life Education 2014-15**

- Led by the Value Education Coordinator, the Moral & Civic Education Committee collaborated with National Education Committee, Health Education Committee, Environmental Education Committee, Service Education Committee, Counselling Team, Fig Boy Scheme & Visual Arts Club to organize 'Life Education 2014-2015'. The theme was "To Cherish" 「珍惜」. A theme related talk was organized for S.1 to S.2 students and a drama for S.3 & S.4 students.
- Before the Lunar New Year, a whole-school classroom cleaning activity 「送舊迎新班房大掃除」 was organized. The response was positive.
- All S1 students participated in 「貧富宴」 during lunch time organized by World Vision. The performance and reflections of the students were encouraging and positive.
- The Student Committees strengthened their problem solving, collaborative and other generic skills through organizing different activities. A closer and more effective collaboration was established between Moral & Civic Education Committee and other Departments/Committees.

## **Appendix D - Life Planning and Careers Guidance Service**

### **The Life Planning and Careers Guidance Service includes 2 main elements:**

#### **a. Career-related Learning in the Classroom**

Assorted in-class activities were in place to make career planning an integral part of the Form Periods. The themes for S.1 and S.2 were 'Knowing Oneself' and 'Core Competencies and Value of Work' respectively. The S.3 students explored their career interests for subject selection. The S.4 and S.5 students furthered their career planning acknowledging the importance of multiple pathways. They attended the Job Search Preparation Workshop and talks on different professions, and used the Careers Interest Inventory tool as a gateway to decipher their career choice.

All-inclusive career guidance services to S.6 students will be provided for advising them to take the right path. The activities include individual counselling sessions, JUPAS workshop, interview workshop, overseas university talks and many more.

#### **b. Career-related Learning beyond the Classroom**

With the objective of understanding real work experience, students got to explore different careers and develop the necessary attitudes towards work in activities like the S.3 workplace visits, the Company Programme and the Job Shadow Programme. The last programme was tailor-made to suit the aspirations of our students. 79 S.5 students were given more than 80 job opportunities to shadow 10 alumni and their related parties during the school holidays.

**Appendix E - Report on Use of Capacity Enhancement Grant (CEG), Extra-senior Secondary Curriculum Support Grant (ESCSG), Senior Secondary Curriculum Support Grant (SSCSG) and Teacher Relief Grant (TRG)**

**Evaluation on Use of Capacity Enhancement Grant (CEG), Extra-senior Secondary Curriculum Support Grant (ESCSG), Senior Secondary Curriculum Support Grant (SSCSG) and Teacher Relief Grant (TRG), 2014-2015 school year**

Objectives/Plan	Evaluation
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To share the overall teaching and non-teaching workload so as to give space for teachers' professional development, curriculum development and teaching</li> <li>2. To cater for learners' diversity</li> <li>3. To provide support and assistance to teachers in preparing teaching and learning materials and form- teacher period materials (civil and moral education, careers education, guidance and counseling) and organizing ECA and OLE</li> <li>4. To take up some of the administrative and other non-teaching duties of teachers</li> </ol> <p><b>Plan:</b></p> <ol style="list-style-type: none"> <li>(a) Appointment of 5 Teaching Assistants (English, Chinese, Mathematics, Liberal Studies, OLE)</li> <li>(b) Appointment of an Administrative Assistant (AA)</li> </ol>	<ul style="list-style-type: none"> <li>● The employment of a teaching assistant, TA (OLE), helped to shoulder some of the duties teachers have to take up. The TA helped to supervise the use of the SALC and carry out invigilation duties particularly catering for students with special requests during half-yearly and annual examinations.</li> <li>● TA(OLE) provided valuable assistance to different OLE teams, like Careers Team, Moral and Civic Education Committee, etc. He also helped to relieve teachers' workload by taking students to different functions, like visits and to input data for S.1 Admission applications.</li> <li>● An IT technician was appointed, giving support to, other than use of IT in teaching and learning and school administration, IT-related projects, like the use of i-pads in teaching including maintenance of i-pads and use of Apps for classroom learning, production and recording of videos and photo-taking for major school functions.</li> <li>● Teachers of the following Departments and Teams are very satisfied with the effect of workload reduction and the services provided by the Teaching Assistants and Administrative Assistant:             <ol style="list-style-type: none"> <li>a. English</li> <li>b. Chinese</li> <li>c. Mathematics</li> <li>d. Liberal Studies</li> <li>e. Remedial support activities</li> <li>f. IT Committee</li> <li>g. Counselling Committee</li> <li>h. Internal and Public Exam Committees</li> <li>i. Campus TV</li> <li>j. Careers Committee</li> <li>k. S1 Admission Committee</li> </ol> </li> </ul>

Objectives/Plan	Evaluation
	<ul style="list-style-type: none"> <li>l. Student Development Day Committee</li> <li>m. Other Learning Experience Committee</li> <li>n. Gifted Education Committee</li> <li>o. Health and Sex Education Committee (Healthy School Programme)</li> <li>p. Student Learning Profile Committee</li> <li>● Assistance has also been given to the whole school in areas such as: <ul style="list-style-type: none"> <li>a. Lesson substitution – the total number of lessons substituted by TAs was over 1,100 in the school year. This provided space for teachers to attend professional development courses and relieved the other teachers from taking up substitution duties.</li> <li>b. Internal and public exam invigilation duties (250 hours and 45 hours respectively) were taken up by TAs so that teachers can focus on marking and developing assessment and learning strategies.</li> <li>c. Special examination arrangements for students with special needs are made feasible with the extra manpower provided by TAs.</li> <li>d. Supervising students and providing assistance to enhance students' learning in Self-access Learning Centre.</li> <li>e. Procurement exercises – soliciting quotations for service providers/products.</li> <li>f. Helping to supervise students in activities outside school</li> <li>g. Providing assistance for processing of data for S.1 admission and other surveys</li> </ul> </li> </ul>

**Appendix F - Report on School-based After School Learning & Support Programme**

**二零一四/一五學年校本課後學習及支援計劃  
活動報告表**

學校名稱：英皇書院

計劃統籌人姓名：林之鐸老師/盧惠燕老師 聯絡電話：25470310

計劃的各項活動資料

活動名稱	實際受惠 對象學生 人數#	平均出席 率	活動舉辦期間/日 期	實際開支 (\$)	評估方法 (例如:測 驗, 問卷 等)	合辦機構/ 服務供應機 構名稱 (如適用)	活動評估 (例如:學生的學習情 況及成果)
海洋公園學 習活動	20	100%	18/4/2015	\$1600	反思	海洋公園	學生從不同活動中 認識海洋生物的生 活習性，因而加深 對海洋生態認識和 加強愛護動物的意 識。
3D 奇幻世界 活動	12	100%	12/3/2015	\$1937	反思	3D 奇幻世 界	學生增加對香港地 道文化的認識。
課後文化 藝術發展 音樂課程	13	100%	3/2014 - 7/2015	\$15,830	反思	舊生	學生從音樂養成 良好性格，有助 於道德素質的提 高和積極心態的 養成。
多元智能 學習計劃	165	推廣中	10/2015 - 6/2016	\$11,050	使用率	圖書館	學生運用學校資 源如課外書籍、 光碟和影片等， 不斷的學習，吸 引不同類型的知 識，集思廣益， 將學習的興趣提 高，因而增長學 問。
			總開支	\$30,417			