



# **KING'S COLLEGE**

## **School Report**

**2008-2009**

## Annual School Report 2008/2009

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# 1. Our Mission, Goals and Values

## Our Mission

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

## Our Goals

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

## **Our Values**

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

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

## 2. Our School

King's College was founded on its present site in 1926 and is basically a boys' school with a few girls admitted to Secondary 6 & 7. With a glorious history of over 83 years, it has graduates excelling in all walks of life and all over the world. *(For general information about the school, please visit our official website or see the appendices.)*

### **School Management**

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
06/07	1 (11.1%)	1 (11.1%)	2 (22.2%)	2 (22.2%)	2 (22.2%)	1 (11.1%)
07/08	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
08/09	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

### 3. Our Students

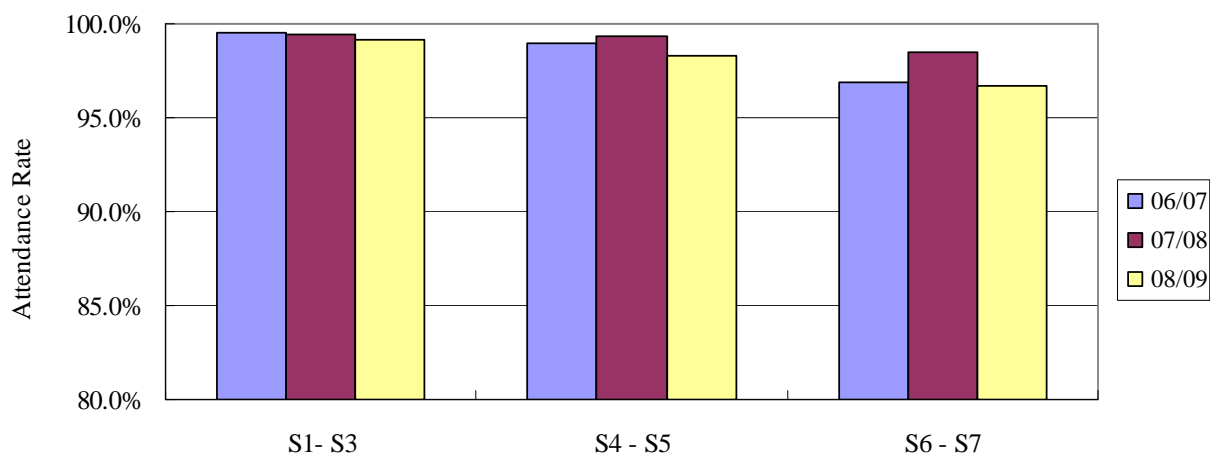
#### Class Organization

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	4	4	33
Boy	192	201	195	187	191	112	108	1186
Girl	0	0	0	0	0	9	6	15
Total Enrolment	192	201	195	187	191	121	114	1201

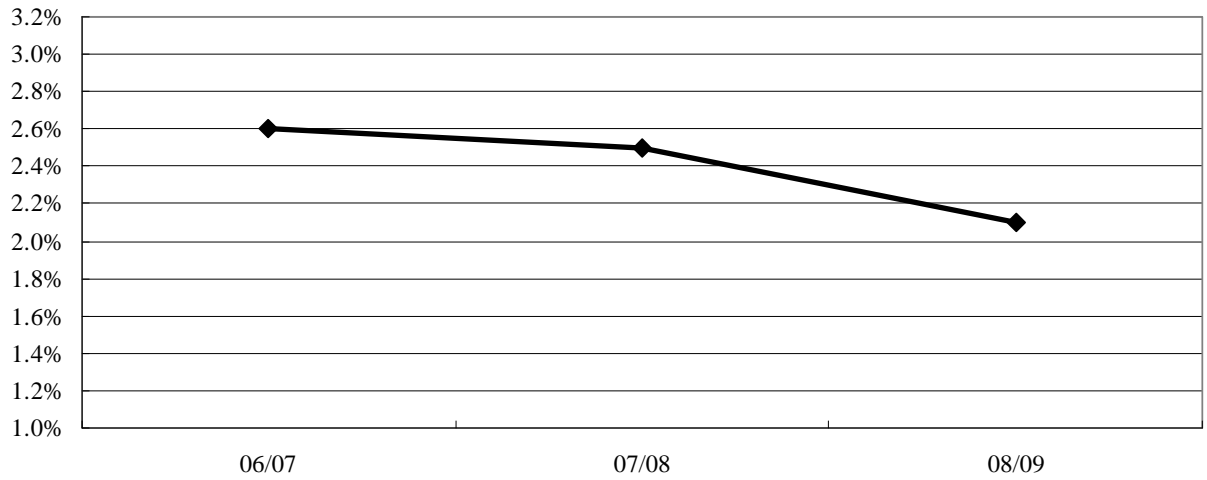
#### Unfilled Places

Year	Unfilled Places
2006-2007	Zero
2007-2008	Zero
2008-2009	Zero

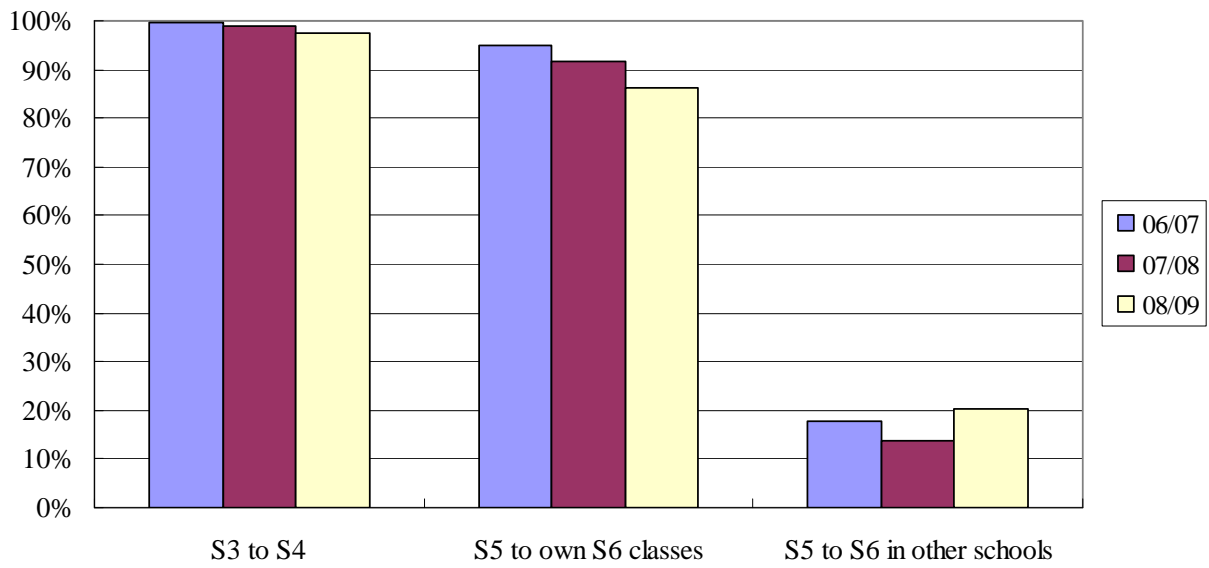
#### Students' Attendance



## Students' Early Exit

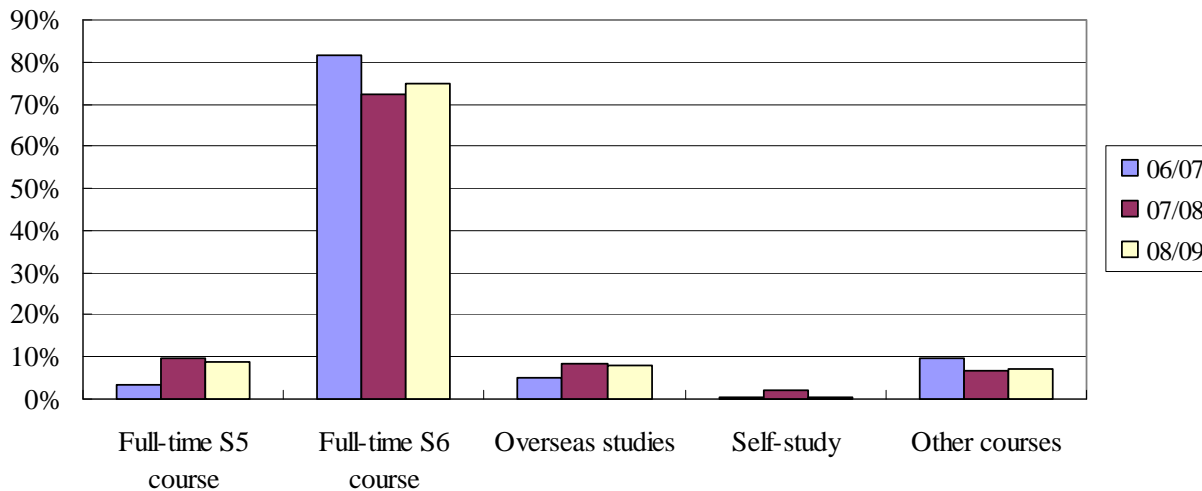


## Students' Promotion

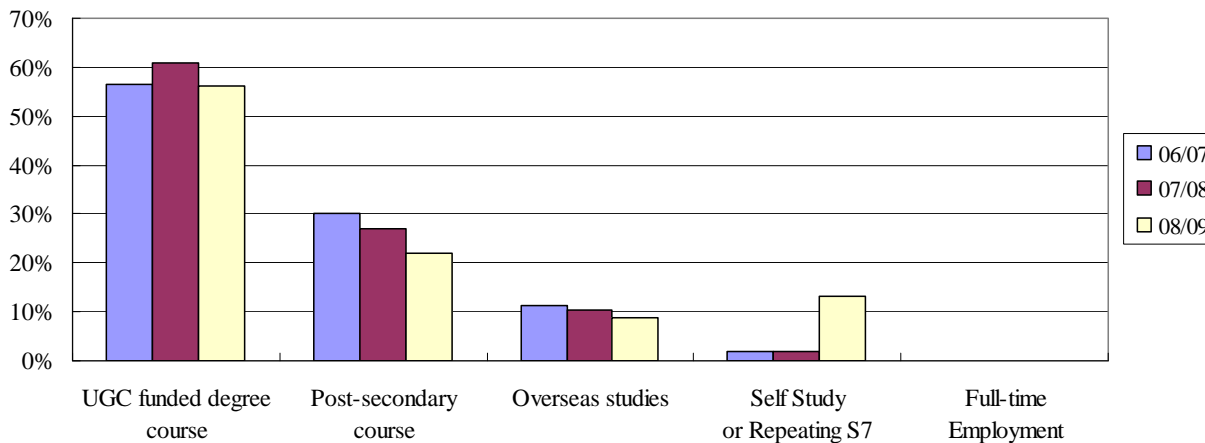


**Destinations of S.5 & S.7 graduates**

**Secondary 5 Graduates**



**Secondary 7 Graduates**

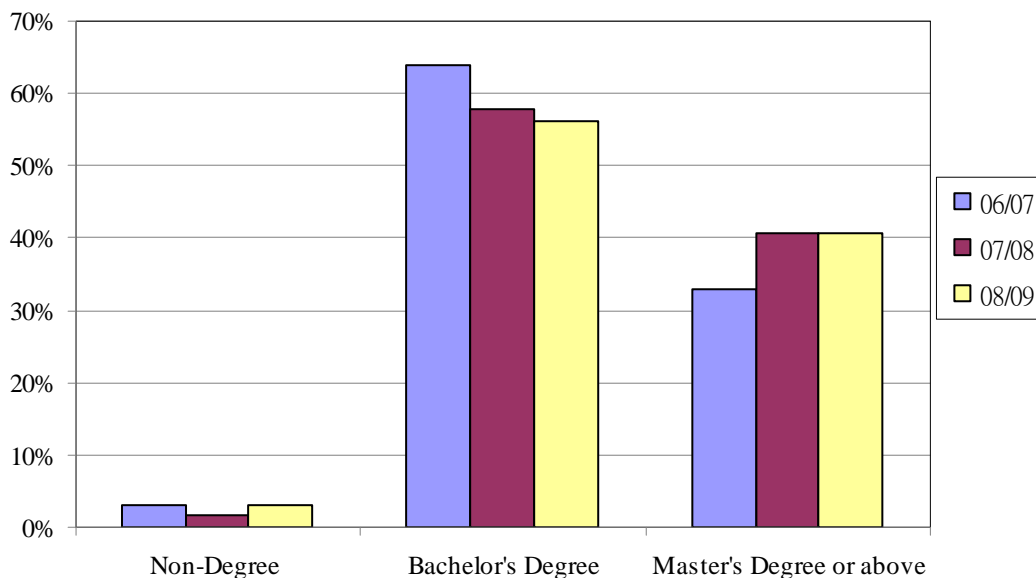




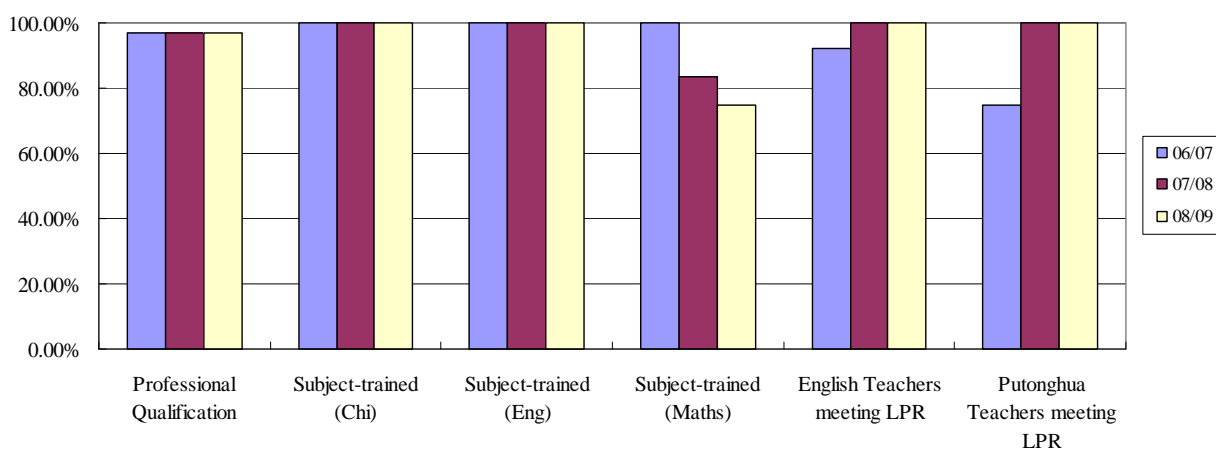
## 4. Our Teachers

### Teachers' Qualifications

#### Highest Academic Qualifications attained by teachers

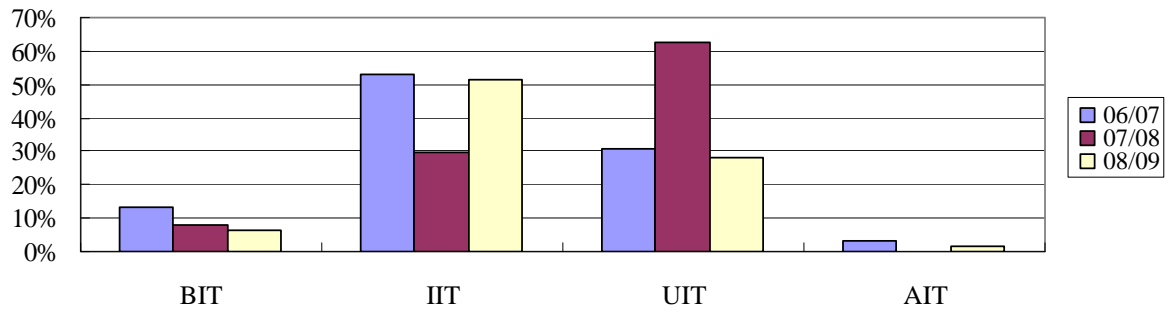


#### Teachers with professional qualification, subject-training in the core-three subjects & meeting Language Proficiency Requirement

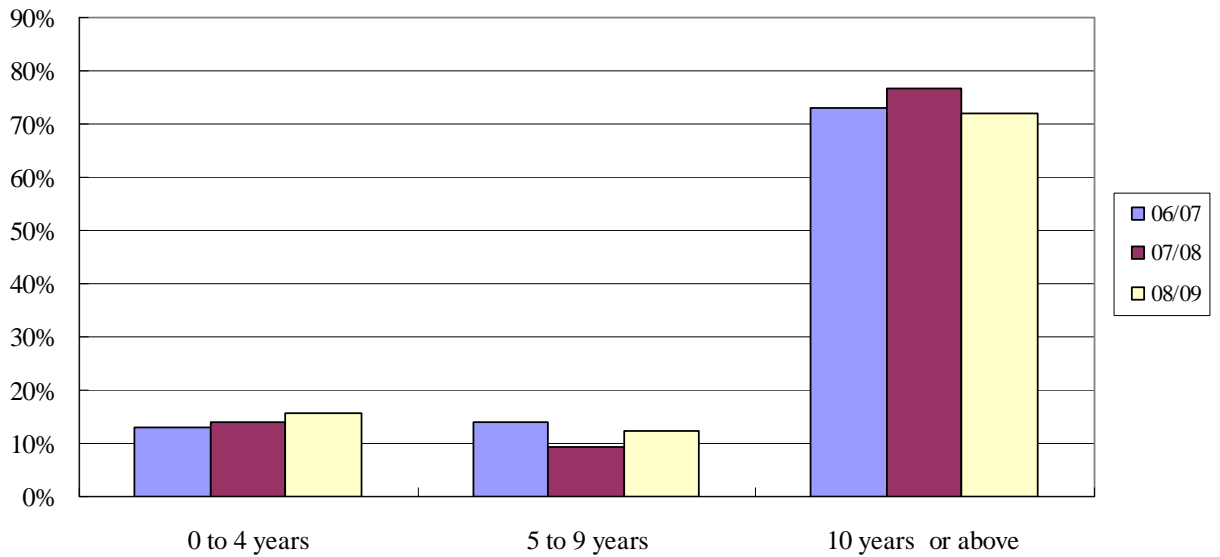


## IT Competence

Teachers' Information Technology Competency

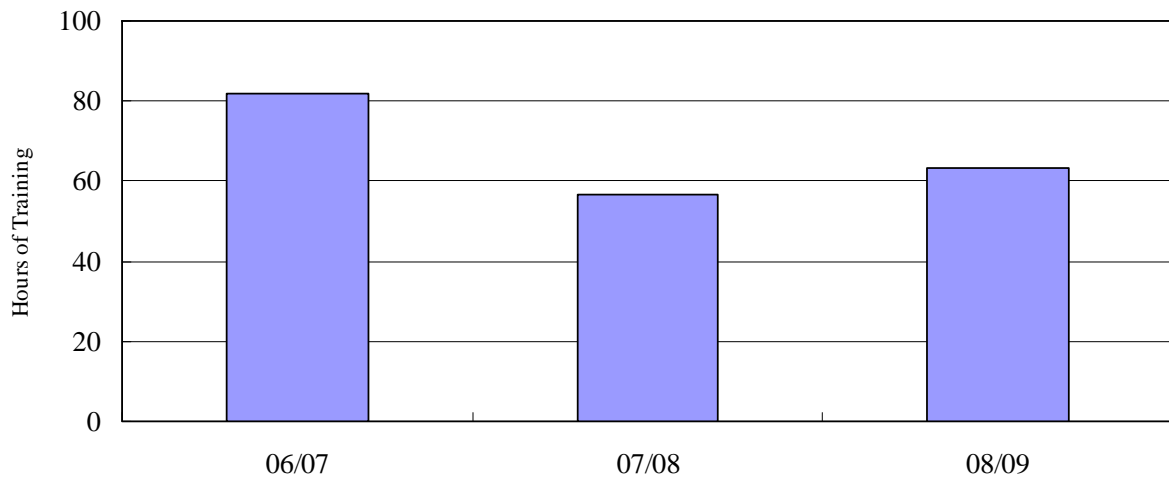


## Teaching Experience



## Teachers' Professional Development

**Average training hours per teacher**



Average number of training hours undertaken by a teacher: approx. 63.2 hours

The school attaches great importance to the professional development of teachers which is effected in a variety of ways – experience sharing sessions among teachers, peer observation of lessons, educational visits and mentoring of new teachers. It fully acknowledges that teachers should keep abreast of the recent developments in education in general as well as in their respective subject areas.

## 5. Achievements and Reflection on Major Concerns

### Priority Task 1: Preparation for the New Senior Secondary Academic Structure (NSS)

#### Achievements

1. The school-based NSS curriculum was implemented smoothly in JS3:
  - a. The problems with timetabling and manpower were solved.
  - b. The teachers dealt with the problem of lack of textbooks and teaching resources by making adaptations to existing teaching materials and textbooks as well as preparing new teaching materials.
  - c. Interviews with students indicated that most of them did not experience any great difficulties.
2. Curriculum in SS2 and SS3:
  - a. For students taking 3 electives, their electives must be from at least 2 KLAs.
  - b. Music and Visual Arts will not be offered as NSS elective subjects but they will be included in the formal curriculum as part of OLE. Other aspects of OLE will be provided through ECA or structured programmes as the present practice. More opportunities for community service will be provided.
  - c. The school will not provide Applied Learning Courses on campus. Students can take courses offered by approved course providers.
3. Dropping and adding subjects:
  - a. The requirements for taking an extra subject and dropping a subject have been decided.
4. Determining priority for taking an elective :
  - a. A system for determining the priority of a student applying for an elective has been made.
5. Student Learning Profile
  - a. The OLE Committee would develop our own software for preparing the Student Learning Profile.
6. Pedagogy Study
  - a. The efforts to further improve pedagogy continued. With the members of the Pedagogy Committee and the Heads of Subject Departments taking the lead, teachers worked in groups to devise and try out methods to teach “difficult” topics. A bank of resources including teaching materials and lesson plans was created and the collaborative culture the school seeks to create has been strengthened. (*Please see report on the achievements and reflections of the Pedagogy Committee.*)
7. Teacher training
  - a. All subject panels have sent teachers to attend training courses on NSS. In addition, teachers from different KLAs were nominated to teach LS and some of them have received the relevant training or are enrolled on the relevant training courses.
8. Communication with stakeholders
  - a. Communication with parents was maintained through meetings at parents’ days and School Report (SR)

- our school website on which were posted our proposed curriculum, subject groupings, answers to parents' queries, etc. Parents also responded to our request for their views by mail or via e-mail.
- b. Progress of the preparation for NSS and the implementation of the NSS curriculum in JS3 were reported to the SMC at the SMC meetings and to all staff at the staff meetings.
  - c. Students were informed about the NSS curriculum and the related issues at meetings. Surveys were conducted to collect S3 students' views about their subject preference.
9. Outstanding issues to be explored included:
- a. Subject groupings - Two surveys were carried out to find out students' subject preference. Based on the results, proposals on subject groupings in SS2 and SS3 were made but problems with timetabling and manpower emerged. At least one more survey will be carried out next year before the final decision is made to ensure that our aim of offering as many students as possible their first few choices can be achieved.
  - b. Timetabling & time allocation - the NSS Committee will have to propose the time allocated for each subject, draft timetables, explore the possibility of having small group teaching for LS, etc.
  - c. The software system for the SLP – The OLE Committee will have to oversee the development of the software and decide on the method of collecting the relevant data from students and teachers.

### **Reflection**

1. The NSS Committee will continue to work towards a smooth transition to NSS, paying particular attention to the outstanding issues mentioned above. Any proposals regarding curriculum change, subject groupings, redeployment of teachers, etc. must be communicated to the stakeholders concerned so as to win their confidence and support.
2. It is necessary for the committee to continue to evaluate the implementation of the school-based NSS introductory course in JS3 and SS1 and co-ordinate efforts to solve any problems that may arise. The committee can also take the lead in sharing the experience the different subject panels gained with regard to teaching methods, preparation of teaching materials, assessment modes, etc.
3. More efforts have to be spent on exploring effective teaching strategies to raise the quality of teaching and implement the NSS curriculum successfully.

## **Priority Task 1A: Study on Pedagogy**

### **Achievements**

1. The culture of professional sharing has been strengthened:
  - a. Many teachers now consider co-teaching, designing lessons and teaching materials together, making suggestions to fellow colleagues on improving teaching effectiveness, etc. a very common practice. Some have clearly expressed that they enjoy working with others to develop new approaches to teaching some difficult topics.
  - b. Good practices as well as areas for improvement are discussed at panel meetings.
  - c. Students are accustomed to having co-teaching lessons and co-operated very well with the teachers.
  - d. A batch of resource materials and lesson plans has been archived for teacher's reference.
2. There have been some obvious changes in the teaching approaches:
  - a. A student-centred approach is employed in a greater number of lessons. Much more opportunities are provided for interaction among students in group discussions, role-plays and pair-work with the result that student participation in the teaching and learning process is significantly enhanced.
  - b. IT resources such as Cabri, data logging, etc. are widely and effectively used to facilitate explanation and raise students' interest in learning.
3. A highly professional attitude towards collaborative lesson preparation has been developed:
  - a. Many teachers welcome the suggestion that a "difficult" topic should be chosen and view it as a meaningful challenge. They believe that the lesson plans, the teaching materials and the experience will all be useful to them in the future.
  - b. In designing a series of lessons of a unit, many teachers have paid greater attention to students' pre-knowledge and the different levels of thinking required at various stages of the lesson. They have built in the design the need for pre-lesson preparation and the scope for further pursuit on students' own initiative, thus developing their life-long learning capability.
4. Professional support has been given to teachers:
  - a. A staff development programme on effective teaching and learning was held on 26<sup>th</sup> August, 2008. The guest speaker introduced the basic elements of effective learning and teaching. The participants' response was positive. A briefing for teachers was held on the same day and the roles of the panel heads and the members of the Pedagogy Committee as well as the main focus of this year were highlighted.
  - b. Panel heads played a more proactive role in bringing about changes in the classroom. They gave advice to their panel members on choice of topic, explained the characteristics of an effective lesson and introduced teaching strategies and good practices they wished to promote. Discussion of good practices in the classroom was a main agenda item at panel meetings.
  - c. The Pedagogy Committee held meetings to discuss the characteristics of an effective lesson. Their suggestions and findings were passed to all staff members for their consideration. The Committee members attended meetings of collaborative teaching groups and gave them adequate support and advice in the process of choice of topic, devising teaching strategies, gaining feedback, etc. They also led discussions at evaluation meetings, helping the groups to review their achievements and areas for improvement.

## Reflection

1. The good response to the suggestion of choosing a ‘difficult’ topic indicates that teachers, in general, welcome meaningful challenge. Other suggestions such as a topic from an NSS subject or a cross-curricular topic can be made.
2. Some new teachers, not being familiar with other teachers, tended to form the collaborative groups among themselves. It would be a good idea to require the collaborative groups to have a good mix of “new” and “old” teachers to facilitate more meaningful exchange of experiences and knowledge. In addition, the collaborative groups should not be too big if every member is to have a greater degree of participation and sharing. We may have to consider limiting the number of group members.
3. For the successful implementation of NSS, teachers have to develop a whole range of effective strategies. We believe that a shift from a teacher-centred approach to a student-centred approach, greater emphasis on interactive learning and the promotion of learner independence are also essential. Next year, as we conduct the lesson study exercise again, we will encourage teachers to focus on these aspects.
4. This year the panel chairs are requested to play a more active role in the lesson study and it can be seen that their involvement serves to give the whole lesson study exercise a higher profile. Genuinely “difficult” topics have been chosen for the study and the whole exercise becomes even more meaningful. In future lesson study exercises, it is necessary to “groom” the panel chairs with the ultimate aim of having them take over the work of the Pedagogy Committee.
5. A batch of lesson plans and teaching materials have been archived. It may be good to include in the archive some video recordings of collaborative lessons. In addition there must be more effort to promote the good practices or strategies.
6. As was commented in the previous evaluation report, some teacher observers tended to provide only positive comments. They should be reminded that suggestions are made for the professional development of their colleagues and for mutual benefits.

## **Priority Task 2: Response to External School Review**

### **Achievements**

The Response to the ESR Report Team coordinated the implementation of action plans by subject departments and functional committees in response to the recommendations received. A whole school survey (for teachers and students) was conducted in late May to collect feedback on the effectiveness of the implementation measures. The feedback was positive.

#### **1. School self-evaluation**

- a. The school self-evaluation structure has been reviewed. It was decided that the School Development Unit (SDU) and the School Self-evaluation (SSE) Team would not be merged. The functions and responsibilities of the two teams have been clearly delineated, with the SDU being the brain and the SSE the arm of the structure. The schedule of work for SSE team has been prepared.
- b. In addition to the collection of a year-end evaluation report, an interim report was introduced as a necessary part of the process of school self-evaluation. The interim report ensures that each department and committee review its progress of work at an appropriate interval. It also enables the school management to have a good understanding of their performance and give timely advice. This measure also facilitates planning for the following year or three years to begin in April and May, instead of in June or early July after the collection of the year-end evaluation reports.

#### **2. Enhancing the English learning environment**

The School launched a campaign to enhance the English Language Environment. The campaign was well supported and received by teachers and students. Our students displayed both confidence and proficiency in using English as a medium for learning and communication. Achievements of the campaign are highlighted as follows:

- a. Through consultation with teachers and students, the Guidelines and Pledge for teachers and the Pledge for students were prepared. All the teachers and 90% of the students signed on the respective pledges to show support for the campaign.
- b. A letter to parents has been issued, soliciting parents' support to provide a conducive environment for English learning at home.
- c. A Motto Competition was organized. The winning mottos were posted inside the classrooms for publicity.
- d. Lunch-time English TV programmes were shown to provide both educational and entertaining English learning activities to students.
- e. A series of stimulating and interesting activities have been organized by the English Society. They were well received and the attendance rate was high.

#### **3. Pedagogy**

(Please refer to Achievements and Reflection on Major Concerns: Study on Pedagogy)

#### **4. Valuing of science and arts subjects**

- a. The ESR Report recommended that the school has to redress the imbalance in the



respective valuing of science and arts subjects. Our observation is that students valued science subjects because of their own aptitude rather than any strategies the school employed deliberately to undervalue arts subjects. The school has worked continuously towards helping students form a balanced view on the value of every subject.

- b. The Careers Committee adopted different measures (such as visits and job sharing sessions, talks) to disseminate information of the respective careers prospects of arts and science students, the perception of employers and university entrance requirements, etc. providing students with a comprehensive view on the value of different subject streams.
  - c. The NSS subject selection mechanism inviting students to select subjects from different Key Learning Areas enables students to put equal emphasis on arts and science subjects.
5. Display of artwork around the school  
Picture frames were hung on the walls on the school campus for display of artworks of students. Display pieces will be changed every 6 months.

### **Reflection**

1. The school adopted an open attitude towards the ESR Report's recommendations. We will continue to employ the SSE mechanism to steer towards further school improvement.
2. The school should enhance the leadership and management capacities of the middle managers and strengthen their professional leadership.
3. With the collaborative work and support of the whole school, the Enhancement of the English Language Environment Campaign has a successful start. To sustain the habit of using English in most aspects of school life, the commitment and collaboration of all parties must prevail. More whole-school strategies have to be explored to strengthen the initial achievements.

### **Priority Task 3: Environmental Education**

#### **Achievements**

##### **1. Green Policy**

A school-based Green Policy was formulated to improve our environment and secure sustainable development to enhance environmental awareness and promote green practices and environmental education as a whole.

##### **2. Attitude Change**

a. To put environmental protection in action, more class-based activities/programs were introduced to involve more students, such as the old clothes collection program, the Green Christmas Campaign and the Voluntary No-Air-Conditioning Days. Most of the students agreed with the underlying principles and have shown their valuable support. The old clothes collected doubled those collected last year and 58% of the classes responded to the newly introduced No-Air-Conditioning Day on a voluntary basis.

b. Students' initiative in conserving energy and reducing waste was enhanced this year as reflected by their positive responses to the class-based activities/programs. More members of staff also showed readiness to support the activities on environmental protection.

##### **3. Energy Saving**

a. There were some improvements in the school infra-structure to reduce the amount of energy consumed, including

- the replacement of more than 1000 traditional T8 fluorescence light tubes by the more energy-saving T5 tubes (to be done during the summer vacation). It is expected that 15 % of the energy used for lighting will be saved.
- a new device installed on the rear door of each classroom in the new wing to prevent leakage of cool air from the classroom.

b. The roof-top Solar Energy Heating System has generated energy equivalent to about 4000KWh of electricity to heat up water supplied to the male changing room. The system was shown to the public during Open Day for educational purpose.

##### **4. Education**

a. Working closely with a few old boys, including Mr. Mok Siu Cheung, activist in environmental protection, we provided environmental education opportunities to students through involving them in an open competition. The participants, apart from winning the most creative award, learned much about energy saving technology and sustainable development. They shared what they learned with visitors during the Open Day.

b. The Student Environmental Protection Team conducted some self study on renewable energy and waste recycling. They gave a series of talks to the rest of the school on these topics in the "Environmental Minute" during the morning assembly every Day 6.

c. In the one-day visit to Shenzhen Daya Bay Nuclear Power Plant, the Committee widened the exposure of the participants to the use of alternative energy. The visit also enriched students with information on the latest development in energy conservation in Mainland China. The participants shared what they learned in this OLE with the rest of the school after the trip.

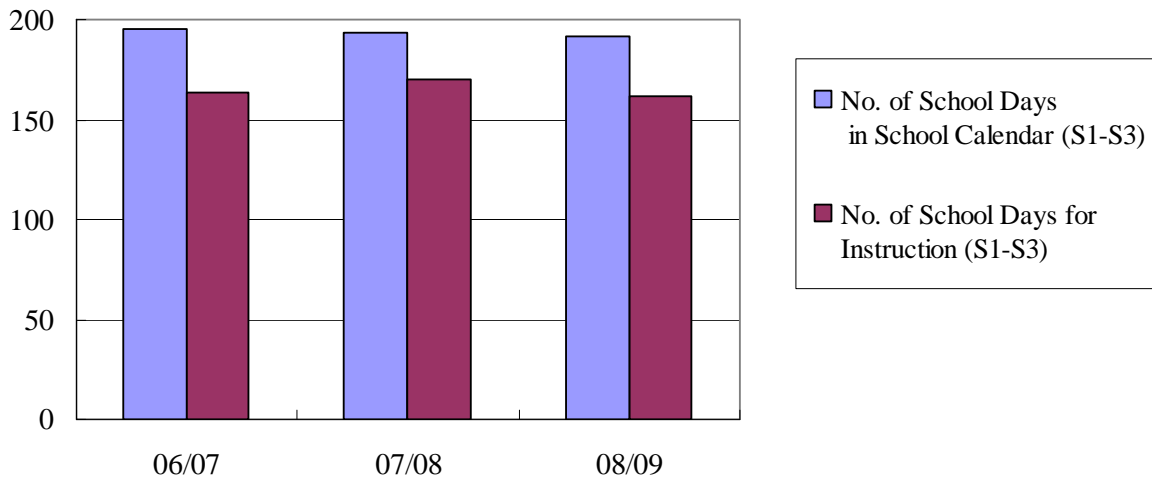
- d. To develop students' initiative in protecting the environment, a Green Class Scheme was organized. Continuous assessment to review objectively the performance of different classes in different aspects of environmental protection was conducted. The result was encouraging. The Green Class Award was granted to the class showing the greatest effort in environment protection.

### **Reflection**

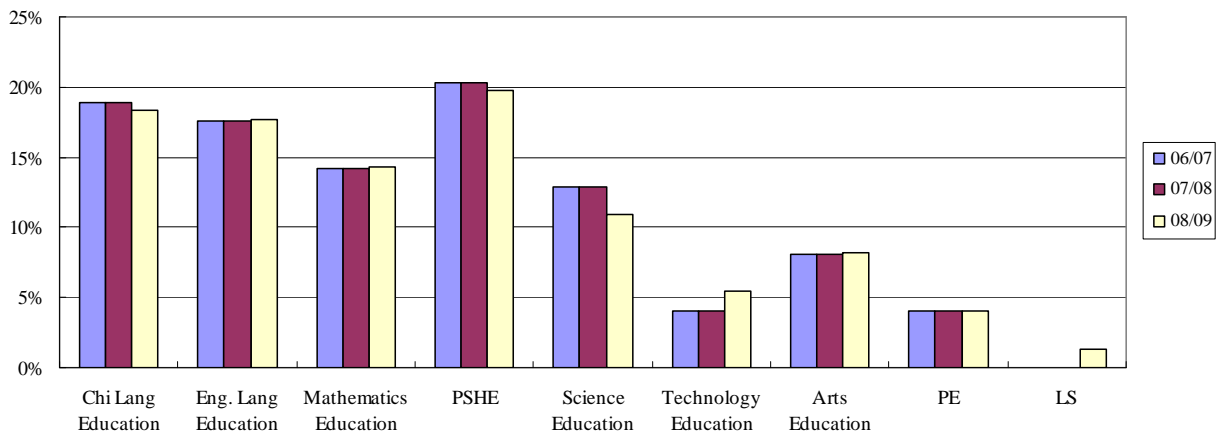
1. As far as energy saving is concerned, a further reduction of energy consumption is expected. This year, we did not see a further significant drop in the total annual energy consumption. The increased utility of the school hall and other rooms for ECAs and OLEs accounted for this. We hope the new technology and installations such as energy-saving light tubes can help us pass through this bottleneck. Nonetheless, it is still our firm belief that attitude is more important than reliance on new technology and we will continue to put the main focus on environmental education.
2. The use of external resources, such as the collaboration with old boys and visits to Nuclear Power Plant, has provided students opportunities to explore the environmental issue in new dimensions. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone. We will continue to tap these resources in our future programmes.
3. This year, most of our waste reduction and energy saving programmes were not compulsory. We plan to continue to adopt this approach. We will encourage and persuade students to join the programmes. We trust that the positive response of some classes can make a positive impact on their peers who are resistant to change.

## 6. Our Learning and Teaching

### Number of Active School Days



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



\*The NSS Liberal Studies curriculum is introduced in the S3 curriculum in this school year.

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

**Students' Reading Habit**

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

	07/08			08/09		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
<b>Once a week or more</b>	10%	6.9%	4.9%	18.7%	21.9%	10%
<b>Once every two weeks</b>	15.3%	11.1%	9.2%	15.3%	8.5%	7.3%
<b>Once a month</b>	21.9%	18.7%	24.3%	19.2%	13.7%	19.6%
<b>Less than once per month</b>	23.7%	28.9%	34.4%	20.9%	26.6%	25.1%
<b>Never</b>	23%	21.2%	19.4%	25.9%	29.2%	37.9%

**Percentages of Students Borrowing Reading Materials from the Public Libraries**

	07/08			08/09		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
<b>Once a week or more</b>	12.9%	9.8%	12.9%	22.8%	21.8%	8.8%
<b>Once every two weeks</b>	17.9%	15.3%	13.3%	19.3%	14.7%	10.2%
<b>Once a month</b>	23.8%	22.1%	18.1%	18.1%	20.1%	27.3%
<b>Less than once per month</b>	24.1%	22.3%	35.6%	22.6%	22.9%	19.9%
<b>Never</b>	14.5%	19.1%	13.0%	17.2%	20.4%	33.8%

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

	07/08			08/09		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
<b>0/1 – 3 hrs</b>	55.9%	42.7%	35.0%	54.8%	29.2%	30.7%
<b>4 – 6 hrs</b>	20.2%	14.6%	17.3%	22.8%	11.9%	22%
<b>7 – 9 hrs</b>	6.2%	10.9%	14.0%	9.0%	18.9%	13.3%
<b>10 – 12 hrs</b>	4.0%	12.1%	11.8%	5.9%	10.7%	17.9%
<b>More than 13 hrs</b>	3.3%	3.7%	16.8%	7.5%	29.2%	16.1%

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

	07/08			08/09		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
<b>0/1 – 3 hrs</b>	22.2%	20.0%	22.1%	16.4%	17.5%	24.0%
<b>4 – 6 hrs</b>	25.6%	21.2%	19.6%	22.3%	13.3%	24.9%
<b>7 – 9 hrs</b>	20.0%	17.5%	18.3%	23.5%	17.5%	14.7%
<b>10 – 12 hrs</b>	13.6%	14.0%	12.2%	13.1%	23.2%	13.8%
<b>More than 13 hrs</b>	10.9%	11.1%	20.2%	24.7%	28.6%	22.6%

The school curriculum is broad and well-balanced with clear and concrete goals related closely to students' whole-person development. It is designed in line with our mission to facilitate life-long learning and is echoing the aims of education under the education reform. Due emphasis has been put on students' intellectual development and cultivation of good character as well as positive attitudes and values.

This year saw our preparation for NSS in full swing. Efforts were made to prepare for a smooth transition, including curriculum design, implementation of OLE, teacher training and timetabling. A school-based NSS curriculum of a "course-tasting" nature was implemented in S3 to allow students opportunities to gain a better understanding of their needs, abilities and interests before they specialize in a few elective subjects in S5 and S6. Regular evaluation revealed that the implementation was reasonably smooth as problems related to lack of textbooks, related teaching resources, etc. were solved with the concerted efforts of the teachers. The outstanding issues will be explored in the coming year and "implementation and evaluation of the NSS curriculum" will continue to be one of the major concerns. *(For more details, please see Section 5: Achievements & Reflections on Major Concerns.)*

Subject-based project learning and integrated project learning continued to be implemented smoothly. Through project-learning, students gained opportunities to develop their various generic skills, particularly their collaborative and IT skills. The quality of some of the projects was very high. This year some students participated in an inquiry-oriented activity organized by WebQuest where they had to process data, construct knowledge and apply the knowledge to complete a project. It was a valuable opportunity for them to develop their generic skills and higher order thinking.

The school continued to promote Reading-to-learn by providing a weekly morning reading session, a reading award scheme, a Reading Ambassadors Scheme, etc. Famous writers such as Ms. Claudia Mo, was invited to talk to the students to raise their interest in reading. Students were also encouraged to share their reflections at morning assemblies and take part in inter-school reading competitions. This year four students got very good results in the World Book Day Creative competition on China Today. It is clear that students have greater initiative in reading and the reading environment of the school is more stimulating.

Civic and Moral Education is promoted informally mainly through the Form Teacher Period. There are also well-structured programmes to support the national education, health education, environment education and careers education elements of MCE and to cultivate in students values such as love for one's country, public spiritedness, etc. We have decided that more efforts will be spent on value and character education in the next school development cycle. As this year's highlight, the C & M Committee enrolled an S4 student and an S6 student on a National Education Course held in Beijing in December and April respectively and the two

participants shared their reflections with their fellow-students after the courses. In addition, fund-raising activities aimed at cultivating students' love for others such as funds for Szechuan earthquake victims were organized with tremendous success.

Subject resources and IT, such as PowerPoint presentations, Cabri 2D & 3D, Robotprog, Scratch, data-logging, interactive videos, animations, etc, were effectively used to arouse students' interest in learning and facilitate explanation. E-learning platforms such as Virtual Classroom, video-conferencing with schools in the Mainland, Webquest for project learning, etc. were also created and many students gained exposure and developed greater independence in learning.

In addition to measures such as English in the Main Stream and English Society activities, the school formulated a language-on-campus policy to enhance the English environment with the support of all teachers and the Student Union. In general, students were willing to make more efforts to use English in informal exchanges in the classroom as well as beyond the classroom. The effort to enhance the English environment will continue next year so as to achieve the ultimate aim of having English as one of the significant languages of communication across all aspects of school life.

All our teachers are qualified, and have good mastery of subject knowledge and sound teaching skills. Except a few new ones, they are all professionally trained. All the English teachers and Putonghua teachers have met the Language Proficiency Requirement. A great majority of the teachers demonstrated exceptional commitment and conscientiousness. They showed great enthusiasm in promoting deep learning, putting emphasis on enhancement of students' learning motivation, adopting a learner-centred approach, etc. They adopted diverse teaching strategies and prepared different teaching materials to cater for different needs of the learners. This year they continued to work collaboratively to develop strategies effective for teaching the NSS curriculum with more success. *(For more details, please see Section 5: Achievements & Reflections on Major Concerns.)*

Our students, on the whole, are keen on acquiring various generic skills. They are creative and show a strong desire for improvement. They are serious in completing their learning tasks and doing their work. They are also attentive and eager to learn. They adapt well to a multitude of learning strategies and make good use of various resources (e.g. extensive reading, web-browsing, eClass, group learning and project work, etc). They are active in expressing views, asking questions, taking part in discussions, exchanging ideas, working collaboratively to solve problems and sharing learning outcomes. They also show initiative in collaborative learning. As for the less academically able students, we provide supports aimed at helping them improve their studies and building up their confidence and arousing their motivation to learn.

## **7. Support for Student Development**

The School adopts a whole-school approach to student development and provides a comprehensive framework for student-focused support. A diversity of activities organized by all the committees and functional groups were launched throughout the year. The programmes aimed at facilitating students' personal, affective, social and cultural development and were well received by the students.

The School emphasizes self-reflection and self-discipline and has set clear behavioral guidelines through the school regulations, a classroom code, and a conduct mark system allowing penalties as well as rewards. The teachers on the Discipline Team, supported by school prefects elected by both teachers and students, are all conscientious in helping students develop self-discipline and building up a free and harmonious environment at school. Students, in general, are well-behaved but their self-discipline and character building can further be enhanced.

The Counseling Committee established a range of structured counseling programmes and provided individual counseling to students with the joint efforts of all teachers, in particular, the form teachers, and with the professional support of the school social worker. Special attention was given to enhancing students' self-esteem and building up of positive attitudes. Strong support was given to new students through programmes such as orientation for S1 and S6, and a Fig Boy Scheme. Before the school year started, a bridging course for selected S1 students and an English Camp for all S1 students were organized to prepare them for adapting to an English learning environment.

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

The Civic and Moral Education Committee aimed to promote the development of self-esteem and self-awareness, cultivation of positive values such as responsibility, commitment to serve and respect for others, fostering of national identity and concern for the development of our country among students with considerable success. In addition to thematic programmes, the

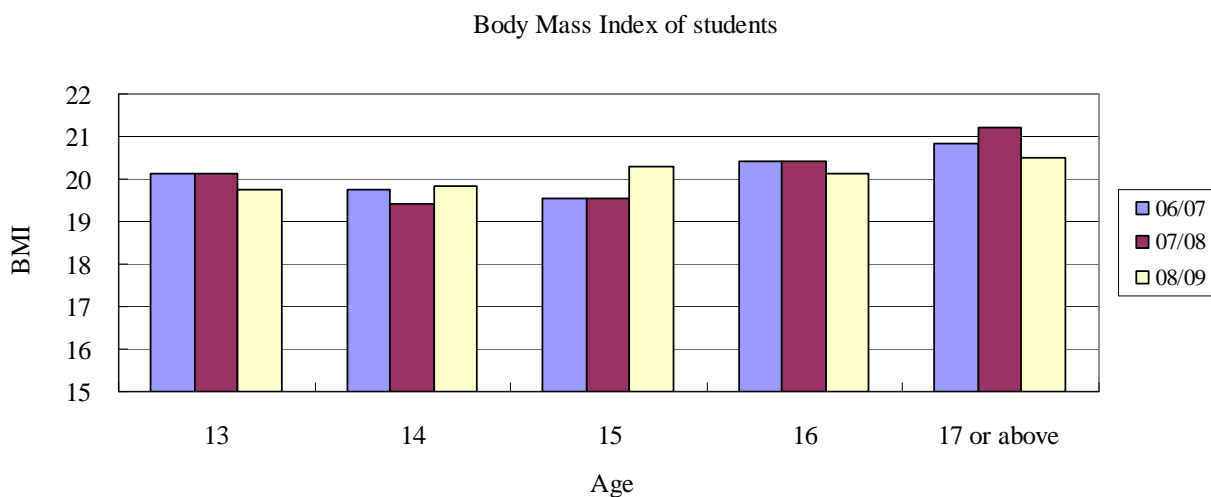


Form Teacher Period materials for different forms were prepared and updated. The programmes were student-centered, broad and balanced. Striving for further enhancement, we decided that value education can be a major concern in the next school development cycle.

The Careers Committee provided students with a good variety of career information and organized appropriate career guidance programmes which successfully assisted students in their self and opportunity awareness and understanding of decision and transition learning, which, in turn, facilitated their long-term career planning.

The Health Education Committee developed, monitored and reviewed programmes for promoting good health among students. Health Education Workshops for S1 and S2 conducted by the Health Department officers, S1 to S3 Sex Education Workshops and two anti-drug education activities for S1 students were highlights of this school year.

### **Students' Body Mass Index (BMI)**



The Health Education Committee and the Physical Education Department co-organized activities including a talk by a Health Department Officer and encouraged students to participate in the Hong Kong Fitness Award Scheme. Through these activities, students' awareness of their own health conditions and of the importance of maintaining physical fitness was raised. Students were ready to follow professional advice to do more exercises to improve their fitness level. Those who were identified as being either too slim or too stout were given guidance on healthy diet and life style. To further promote the importance of leading a positive life and healthy lifestyle, more programmes will be introduced to benefit both the junior and senior students.

There were also induction programmes for joining the uniformed groups, musical instrumental classes, as well as ECA clubs at the beginning of the school year. Student officials grasped opportunities to develop collaborative and inter-personal skills through organizing club activities

School Report (SR)

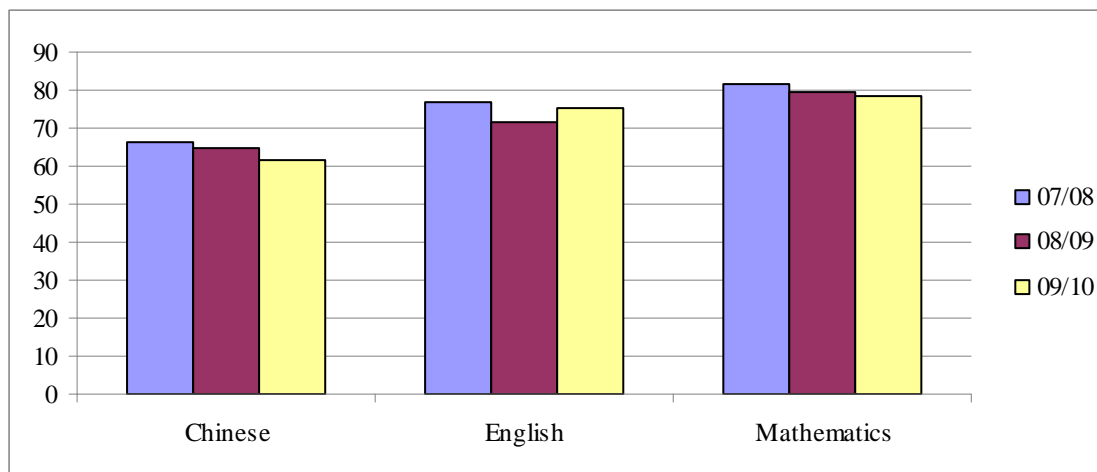
and house competitions. Members discovered their interests and talents through participation. Students were strongly encouraged and supported to take part in other learning experiences, such as participation in overseas and mainland exchange programmes and study tours, leadership training programmes and inter-school, regional and national competitions of various types, which broadened their horizons and widened their exposure. There were also chances for students to organize their class-based activities to celebrate Christmas and during the post-examination period. Using the framework provided by the ECA and OLE Committees, students were to maintain a balance in their learning experiences and plan their whole person development. Students' awareness of the need to plan and reflect on their own learning and commitment to community service can still be strengthened.

The School aimed at nurturing future leaders by providing leadership training for prefects and, and allowing them to take charge of functions such as planning for Open Days, serving as master of ceremony at Speech Days, assisting as tour leaders on guest visits, etc. The school can organize programmes of larger scale to benefit more students to enhance students' leadership.

## 8. Performance of Students

### HKAT (Pre-S1)

Average Score



### HKCEE

	06/07		07/08		08/09	
	School	Territory	School	Territory (Day school Candidates)	School	Territory (Day school Candidates)
No. of students sat	180	74867	188	78795	191	82016
% of students awarded grade E or above in at least 5 subjects	95	67.1	92.1	68.4	94.2	68.8
% of students awarded 14 points or more in the best 6 subjects	76.1	27.6	67	27.6	59.2	28.4

**HKALE**

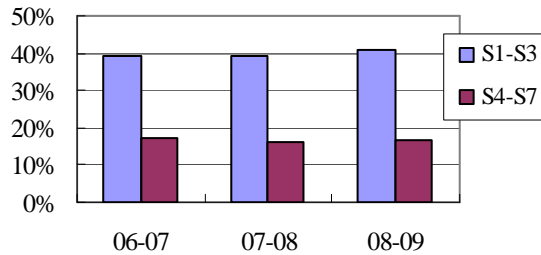
	06/07		07/08		08/09	
	School	Territory	School	Territory	School	Territory
No. of students sat	106	-	107	-	114	-
% of students awarded the minimum entrance requirements for university education #	84	47.6	86.9	46.7	86.8	44.0

# The minimum entrance requirements for university education

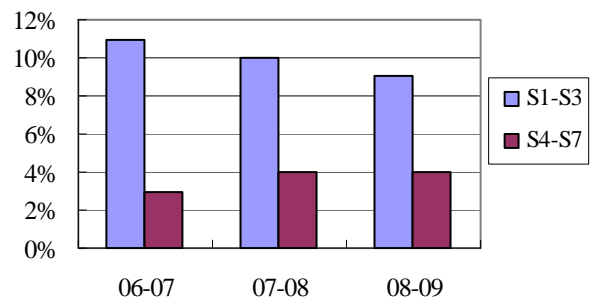
1. Grade E or above in both Use of English and Chinese Language & Culture; and
2. Grade E or above in either 2AL subjects or 1AL subject + 2 AS subjects

## Student Participation in Inter-school Events and Uniform Groups

Inter-school Events



Uniform groups



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

Activities	06/07	07/08	08/09
Inter-school sports events	59%	62%	62%
Music Festival	20%	30%	28%
School Speech Festival	16%	13%	9%
Boy Scouts	6%	5%	6%
Red Cross	3%	5%	5%
St. John Ambulance Brigade	5%	5%	3%

## Social Services

Club/Society	Nature of Services	Number of participants
Social Service Group	● Services at John F. Kennedy Centre	15
	● Services for Elderly	15
	● Flag Selling	10
Community Youth Club	● Open Day	10
	● Pot Planting	20
	● Clean the school campaign	10
King's Ambulance Cadet Division	● Joint division services	15
	● On duty at Swimming Gala, Athletic Meet, Cross-Country Run	28
	● Famine 30	12
Hong Kong Red Cross Youth Unit 21	● Athletic Meet (Heat)	15
	● Athletic Meet (Final)	15
	● Annual Swimming Gala	15
	● Blood Donation Day	20
	● World Aids Day Service	2
	● Open Day: Health Check Service	20
	● Hong Kong Red Cross HKID Parade 2009	5
	● World Red Cross Day service	4
	● Service Project 『移』童不疑	16
Scouts	● Inter-school swimming championship	20
	● Inter-school athletics championship	20
	● Island Scout Day	8
	● HK Marathon	3
	● Regular Service (In School)	35

Students participated actively in a wide range of extra-curricular activities and other learning activities, where they won numerous awards and prizes. One student won the championship in the School Report (SR)

Hong Kong English Public Speaking Contest 2009 and the honour to represent Hong Kong in the ESU International Public-Speaking Competition 2009 in London. A member of our school's St John's Ambulance Society was awarded the Regional Cadet of the Year. The Harmonica Band has another excellent year, with their outstanding achievements in the 7<sup>th</sup> Asia Pacific Harmonica Festival 2008. Both our School Orchestra and Chinese Orchestra had shining results in the 2008 Youth Music Interflow. In the Hong Kong School Music Festival, our students altogether won eight first prizes, five second prizes and nine third prizes. In the Hong Kong Speech Festivals, our students achieved three first, eight second and eleven third positions. Our science students also impressed us with their excellent performance in the International Junior Science Olympiad, the Hong Kong Chemistry Olympiad for Secondary Schools 2009, the Hong Kong Physics Olympiad 2009 and the Hong Kong Student Science Project Competition 2009. In sports, the School Handball Team was the first runner-up in the Division One Inter-school Handball Championship. In art and design, our students attained outstanding awards in the Exhibition of Secondary School Students' Creative Visual Arts Work 2008-2009 and the Amnesty International Poster Design Contest on the 60th Anniversary of the Universal Declaration of Human Rights 2008.

## Inter-school Activities and Prizes Won

Nature	Name of Competition	Award/Prize details
<b>Academic</b>	The Hong Kong Federation of Youth Group and Standard Chartered Hong Kong English Speaking Contest 2009 (Senior Section)	Champion
	Hong Kong Young Mathematics High Achievers Selection Contest 2008-2009	Three Third Class Awards
	Hong Kong Mathematics Olympiad (2008-2009) Heat Event	Hong Kong Island District – Six First Runners-up
	Pui Ching Middle School 8th Invitational Mathematics Competition	Full Marks Award
		Two Silver Awards and two Bronze Awards
	International Mathematics Olympiad Preliminary Selection Contest Hong Kong 2009	Gold Award
		Two Bronze Awards
	「第十四屆華羅庚金杯少年數學邀請賽(香港賽區)」	二項三等獎
	The First Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools (Group Event)	Second Runner-up
The Best Interpretation of Mathematical Concept Award		
4.23 World Book Day Competition (Junior	Three winners	



Section)		
Hong Kong Budding Poets Awards	Certificate of Commendation Poet of the School	
Hong Kong Technology and Energy Events 2008 (Secondary School Section)	Two Merit Awards	
Hong Kong Chemistry Olympiad 2008-2009	Five Outstanding Awards	
Hong Kong Physics Olympiad 2008-2009	Best School Award	
	Outstanding Performance Award	
	First Honour Award	
	Three Second Honour Awards	
	Third Honour Awards	
Hong Kong Student Science Project Competition 2009	Second Runner up	
	Best Booth Presentation Award	
	Two Visitors' Favourite Awards	
Secondary School Science Quiz Competition	Three Merit Awards	
Hong Kong Institute of Accredited Accounting Technicians	Four Outstanding Performance Awards	
60th Hong Kong Schools Speech Festival	Solo Verse Speaking: Non-Open	Six Second positions
		Four Third positions
		Thirty-seven Merit Awards
		Eight Proficiency Awards
第六十屆學校朗誦節 (普通話)	中學一、二年級普通話詩詞獨誦	亞軍
	中學一、二年級普通話詩詞獨誦	季軍
	中學各級普通話詩詞獨誦	四項優良
	中學各級普通話散文獨誦	四項優良
	中一、學各級普通話詩詞獨誦	二項良好

第六十屆學校朗誦節 (粵語)	中學一年級粵語詩詞獨誦	二項冠軍
	中學三、四年級粵語二人對話朗誦	冠軍
	中學一年級粵語詩詞獨誦	亞軍
	中學二年級粵語詩詞獨誦	季軍
	中學一年級粵語詩詞獨誦	三項季軍
	中學四年級粵語散文獨誦	季軍
	中學各級粵語詩詞獨誦	十二項優良
	中學各級粵語散文獨誦	二項優良
	中學各級粵語二人對話朗誦	三項優良
	基督教經文朗誦	四項優良
	中學各級粵語詩詞獨誦	四項良好
	基督教經文朗誦	四項良好
中西區撲滅罪行委員會舉辦中西區滅罪宣傳標語創作比賽	亞軍	
	季軍	
	優異獎	
「孝」籌備委員會舉辦建立和諧家庭:友悌之道徵文比賽(香港高級組)	優異獎	
香港中華文化促進中心舉辦永隆文學之星(香港賽區)「中國中學生作文大賽」	六項優異獎	
香港運輸物流學會舉辦學生作文比賽(中文初級組)	二項季軍	
香港仔街坊福利會舉辦「無障社會、全面參與」全港學生演講比賽	亞軍	
新華社半月談雜誌社、共青團中央宣傳部及教育部關心下一代工作委員會舉辦第四屆全國中小學生迎奧運作文大賽(港澳賽	一等獎	
	七項二等獎	
	六項三等獎	

	區)		
	小童群益會舉辦第三屆「我的祖國」暑期閱讀國情獎勵計劃	二項最佳「日報創作」	
		一等獎	
		二等獎	
		三項三等獎	
	香港教育學院舉辦全港學生口語溝通大賽	四項即席演講表現良好獎	
		即席演講項目優異獎	
		小組討論優異獎	
		即席演講小組優異獎	
		小組討論表現積極獎	
		會考經典朗讀項目(決賽)卓越表現獎	
		會考經典朗讀項目小組優異獎	
		會考即席演講項目表現優異	
		會考經典朗讀項目	
	2008-09 Teens' Reading Club activities	Participation	
<b>Music</b>	7 <sup>th</sup> Asia-Pacific Harmonica Festival 2008	Harmonica ensemble for 17 people or above - Open Class	Champion
		Harmonica ensemble - Adult Group	Second Runner-up
		Harmonica ensemble for 5-16 people-High School Group	Champion
		Harmonica Solo-Adult Group	Second Runner-up
		Chromatic Harmonica Solo-High School Group	Champion
		Harmonica Duet-High School Group	Champion
		Secondary Trio-High School Group	Champion
		Harmonica ensemble for 17 people or above - High School Group	First Runners-up
	2008 HK Youth Music Interflow	Symphony Orchestra Contest (Secondary School Class)	Silver Prize
		Chinese Orchestra Contest (Secondary School Class)	Silver Prize
	61 <sup>st</sup> HK Schools Music Festival	Secondary School Choir Foreign Language Age 14 and under -	Second

		Boys - Junior	
		School Orchestra Intermediate	Certificate of Merit
		Piano Solo	Composer of the Year
		Xylophone Solo	Third
		Marimba Solo	Third
		Alto Saxophone Solo Junior	Two Third Positions
		Chinese Instrumental Group Secondary-Intermediate	First
		Erhu Solo Senior	First
		Sheng Solo Advance	First
		Dizi Solo Senior	First
		Dizi Solo Junior	Second
		Harmonica Band Secondary	Second
		Harmonica Ensemble Secondary	First
		Harmonica Duet Secondary	First
		Harmonica Duet Secondary	Second
		Harmonica Duet Secondary	Third
		Harmonica Solo Senior	First
		Harmonica Solo Senior	Third
		Harmonica Solo Intermediate	Second
		Harmonica Solo Intermediate	Third
		Harmonica Solo Junior	First
<b>Sports</b>	HKAGA & HKSSF Hong Kong Schools Gymnastic Championship	Individual All-around	Third runner up
		Horizontal bar	First runner up
		Vaulting	Third runner up
		Free exercise	Eleventh runner up
	HKSSF Inter-School Athletics Championships (Division III)	Boys Overall	Tenth place
		Boys Grade C 800m	Second runner up
		Boys Grade B 800m	Second runner up
		Boys Grade A Triple Jump	First runner up
		Boys Grade B 1500m	Second runner up
		Boys Grade A 1500m	Third runner up
	HKSSF H.K. Jing Ying Handball Tournaments (Boys)	Third runner up	
	HKSSF Handball Competition Division I	Boys Overall	Third runner up
Boys Grade A		First runner up	

	Boys Grade B	Third runner up
	Boys Grade C	Sixth place
HKSSF Basketball Competition Division II (Hong Kong Island)	Boys Overall	Sixth place
	Boys Grade A	Fifth place
	Boys Grade B	Fifth place
	Boys Grade C	Sixth place
HKSSF Inter-School Swimming Championships (Division II)	Boys Overall	Seventh place
	Boys Grade A	Eighth place
	Boys Grade B	Sixth place
	Boys Grade C	Ninth place
	Boys Grade A 50m Breast Stroke	Third runner up
	Boys Grade A 100m Breast Stroke	First runner up
	Boys Grade B 50m Free Style	Second runner up
	Boys Grade B 50m Breast Stroke	Champion
	Boys Grade B 100m Breast Stroke	Third runner up
	Boys Grade A 4x50m Medley Relay	Third runner up
	Boys Grade B 4x50m Free Medley Relay	Second runner up
Clementi Secondary School 4X50m Invitation Relay	First runner up	
SKH Lui Ming Choi Secondary School 4X50m Invitation Relay	First runner up	
HKSSF Inter-School Cross Country Championships (Division III Area 2)	Boys Grade A	Ninth place
	Boys Grade B Individual	Second runner up
HKSSF Badminton Tournament Division I	Boys Overall	Eighth place
	Boys Grade A	Seventh place
	Boys Grade B	Sixth place
	Boys Grade C Division II	Fifth place
HKSSF Table Tennis Competition Division I	Boys Overall	Tenth place
	Boys Grade A	Eighth place

		Boys Grade B	Sixth place	
		Boys Grade C	Eighth place	
	HKSSF Tennis Competition Division II (Boys)	Sixth place		
	HKSSF Volleyball Competition Division II	Boys Overall	Seventh place	
		Boys Grade A	Seventh place	
		Boys Grade B	Sixth place	
		Boys Grade C	Sixth place	
<b>Art and Design</b>	Exhibition of Secondary School Students' Creative Visual Arts Work 2008-2009	Outstanding Award		
	Amnesty International Poster Design Contest on the 60th Anniversary of the Universal Declaration of Human Rights 2008	Outstanding Prize (Senior Secondary Session)		
	Combating Drug Abuse of Teenagers Poster Design Competition	Merit		
<b>Other Extra-curricular Activities</b>	香島中學及創智象棋院第二十二屆香島盃	二項個人亞軍		
	全港中學象棋賽	團體冠軍		
	Hong Kong St. John Ambulance Brigade, Cadet Command	Regional Cadet of the Year		
	8 <sup>th</sup> Hong Kong Inter-City School Real Time Debate on Net, Inter-city Secondary School Cantonese Group (vs Nanhai Zhixin Middle School)	Winner Best Speaker		
	8 <sup>th</sup> Hong Kong Inter-City School Real Time Debate on Net,	Winner		

	Inter-city Secondary School Putonghua Group (vs Beijing PingGuoYuan School)	
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## 9. Financial Summary (1.9.2008 – 31.8.2009)

	Income (\$)	Expenditure (\$)
<b>I. Government Funds</b>		
<b>(1) ESCBG</b>		
<b>(a) General Domain</b>		
① Subject Grants	83,952	74,590
② SBM Supplementary and Enhancement Grants	170,704	15,158
③ Library Grant	86,762	71,486
④ Other Grants (including Moral and Civic Education Grant, Training and Development Grant)	56,346	47,986
<i>Sub-total</i>	<b>397,764</b>	<b>209,220</b>
<b>(b) Special Domain</b>		
① Capacity Enhancement Grant	463,100	*880,032
② Composite I.T. Grant	369,572	342,562
③ Teacher Relief Grant	179,827	*332,520
<i>Sub-total</i>	<b>1,012,499</b>	<b>1,555,114</b>
<b>(2) Other Non-recurrent Grants</b>		
① Teacher Professional Preparation Grant	500,000	323,795
② Enhanced Senior Secondary Curriculum Support Grant	421,140	315,840
③ New Senior Secondary Curriculum Migration Grant	110,000	50,973
<i>Sub-total</i>	<b>1,031,140</b>	<b>690,608</b>
<b>II. School Funds</b>		



(1) Fees collected for specific purposes	214,210	165,712
(2) ECA fund	137,981	129,329
<i>Sub-total</i>	<b>352,191</b>	<b>295,041</b>
<b>Grand Total</b>	<b>2,793,594</b>	<b>2,749,983</b>

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

## **10. Feedback on future planning**

1. Value education can be strengthened through adopting a whole-school approach.
2. Students, in general, are well-behaved but their self-discipline can further be enhanced.
3. Though students are active in ECA and OLE, their understanding of the need to maintain a balance between academic and non-academic pursuits and in whole person development has to be strengthened. Students' commitment to community service can also be further enhanced.
4. To further promote the importance of leading a positive life and healthy lifestyle, more sex and anti-drug education programmes will be introduced to benefit both the junior and senior students.
5. Strategies to enhance our capacity to accommodate individual learning differences among our students will be further explored.
6. Opportunities to take part in leadership training are more or less limited to the senior students or the enthusiastic ones, the school can organize more programmes of larger scale to enhance students' leadership.
7. The school should continue to prepare for a smooth transition to NSS and evaluate the effectiveness of its NSS policies

# 11. Appendixes

## Evaluation on Use of Capacity Enhancement Grant 2008-2009

Objectives/Plan	Evaluation
<p><b>Objectives:</b> To employ temporary staff to relieve workload of teachers so that they may concentrate on the</p> <ol style="list-style-type: none"> <li>1. applying various language enhancement strategies</li> <li>2. catering for individual student's learning need</li> <li>3. enhancing teachers' work capacity in curriculum development</li> </ol> <p><b>Plan:</b> Employment of</p> <ol style="list-style-type: none"> <li>1. one temporary teacher</li> <li>2. one Administrative Assistant</li> <li>3. one General Clerk</li> </ol>	<ul style="list-style-type: none"> <li>● The employment of the additional temporary teacher provided relief for all teachers as there was a reduction in the total number of teaching periods for everyone.</li> <li>● The S1 and S2 English and Chinese language teachers spent more time on giving support for the weaker students.</li> <li>● Teachers concerned could spare more time on planning and implementing strategies to enhance English language environment.</li> <li>● Some teachers agreed that the additional manpower helped to relieve ECA duties.</li> <li>● The Administrative Assistant and General Clerk provided essential relief for all teachers in non-teaching related duties including:             <ol style="list-style-type: none"> <li>a. secretarial duties</li> <li>b. assisting in preparation of school and student documents</li> <li>c. assisting in liaising with old boys</li> <li>d. assisting in PTA activities</li> <li>e. assisting in all examination-related matters</li> <li>f. assisting in inputting student data</li> <li>g. booking of rooms</li> <li>h. maintaining the school intranet</li> <li>i. video-recording tasks</li> <li>j. collection of reply slips of circulars</li> <li>k. preparing logistics for major school functions</li> </ol>             so that teachers were able to concentrate on NSS curriculum planning and teaching.           </li> <li>● It was discussed and agreed in the 4<sup>th</sup> Staff Meeting (2008/09) on 15 May 2009 that the school will continue to expend special funds on employing the same number of temporary staff to give room for teachers to implement NSS curriculum in full swing in 2009/10.</li> </ul>

**Evaluation on Use of TPPG 2008/2009**

Objectives/Plan	Evaluation
<p><b>Objectives:</b> To employ Teaching Assistants to provide relief for teachers attending NSS-related professional development programmes and create time for teachers to plan for the implementation of NSS</p> <p><b>Plan:</b> 4 Teaching Assistants (English, Chinese, Mathematics and Liberal Studies) were employed</p>	<p>Teachers were relieved to attend relevant NSS-related professional development courses. The total number of hours for teachers to attend such courses was around 950 this school year. Teachers who are/will be deployed to teach NSS subjects in the coming two years have either completed or already enrolled in relevant training courses to be conducted in June and July.</p> <p>Throughout the whole year, the TAs have provided essential assistance to teachers of the English, Chinese, Mathematics, Liberal Studies departments in tasks including:</p> <ol style="list-style-type: none"> <li>a. preparing teaching and learning materials,</li> <li>b. helping the NSS curriculum development</li> <li>c. developing a data bank in preparation for the NSS LS IES</li> <li>d. organization of extra-curricular activities,</li> <li>e. conducting supplementary remedial classes for weaker students,</li> <li>f. assisting in the preparation of the Mathematics Competition for primary students of Central and Western District organized by our school,</li> <li>g. taking junior form students to the Speech Festival Competitions, so that they could spend more time on teaching and curriculum development.</li> </ol> <p>Assistance have also been given to other teachers, including:</p> <ol style="list-style-type: none"> <li>a. The TAs have, as a whole, taken up most of the lesson substitution. The total number of lessons substituted was 445. This provided space for the teachers to attend professional development courses and relieved the other teachers from taking up the substitution duties’</li> <li>b. The TAs have taken up some of the internal and public examination invigilation duties so that teachers can focus on marking the answer scripts and developing assessment for learning strategies.</li> <li>c. The TAs have shared the workloads related to the S1 Admission Interview.</li> </ol>

二零零八/零九學年校本課後學習及支援計劃

活動報告表

學校名稱： 英皇書院

劃統籌人姓名： 林之鐸

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A. 計劃的各項活動資料

活動名稱	實際受惠對象 學生人數#	平均出席率	活動舉辦 期間/日期	實際開支 (\$)	評估方法 (例如:測驗, 問卷等)	合辦機構/ 服務供應機構 名稱 (如適用)	備註(例如:學生的學習及情意成果)
【自我挑戰】成長訓練計劃 (因受豬流感提早暑假,部分項目取消。)	10	70%	12/2008 - 8/2009	尚未結算	問卷、老師 觀察	學校社工、 小童群益會 上環中心	<p>根據學校老師和社工的觀察,中一同學在整項活動中表現十分投入。同學們都樂意互相合作,他們也學習了不少待人接物技巧。此外,義工服務使同學認識周遭社區情況,學到關心別人和建設社區的經驗。</p> <p>整體而言,同學滿意此項活動,此項活動能提升同學自信心和自我形象。</p>
彩虹職志特工隊 (因受豬流感提早暑假,部分項目取消。)	40	80%	1/2009 - 7/2009	尚未結算	問卷、老師 觀察	學校社工、 小童群益會 上環中心	<p>根據學校老師和社工的觀察,以及同學問卷調查,同學表現非常積極,他們覺得整項活動結構完整、有心思及準備充足,能配合他們的實際需要。在活動中,同學能清楚知道會考放榜的程序,而模擬面試部分更加強他們面對會考放榜面試時的信心。</p> <p>整項活動,除讓學生學懂如何面對會考成績外,更重要的是,能讓同學知道生涯規劃的重要性。</p> <p>整體而言,同學認為此活動值得舉辦,部分同學希望加強講解各項的就業選擇之利弊。</p>
【愛學習·學長】 自我奮進計劃(因受豬流感提早暑假,部	20人	60%	10/2008 - 8/2009	尚未結算	問卷、老師 觀察	學校社工、 小童群益會 上環中心	<p>根據學校老師和社工的觀察,同學在活動中表現十分積極。他們每次和小朋友補習前,都準備充足;補習時更積極投入。同學透過面對不同小朋友,學懂了不少人際關係的技巧外,</p>

分項目取 消。)							以及更與人相處的耐性。總括而言，同學認為，整項活動能強他們自信心，令他們更有勇氣面對困難。
			總開支	尚未結算			

備註：

# 對象學生：指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生。

## 乙. 計劃成效 (暫時觀察)

整體來說活動對受惠學生的成效評估如下

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

## 丙. 對推行活動計劃的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

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

丁. 學生及家長有否對計劃提供意見？他們是否滿意計劃的服務？(可選擇填／不填寫)