



KING'S COLLEGE
School Report

2010-2011

Annual School Report 2010/2011

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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 85 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
08/09	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
09/10	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
10/11	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

3. Our Students

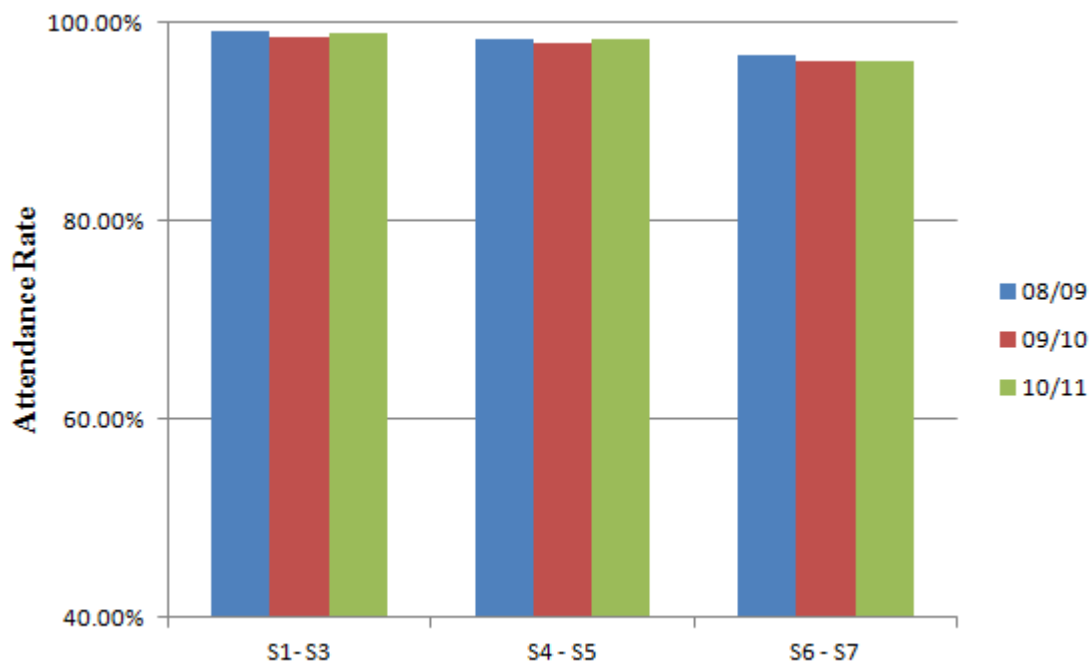
Class Organization

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	4	4	33
Boy	175	187	188	194	180	116	102	1142
Girl	0	0	0	0	0	5	11	16
Total Enrolment	175	187	188	194	180	121	113	1158

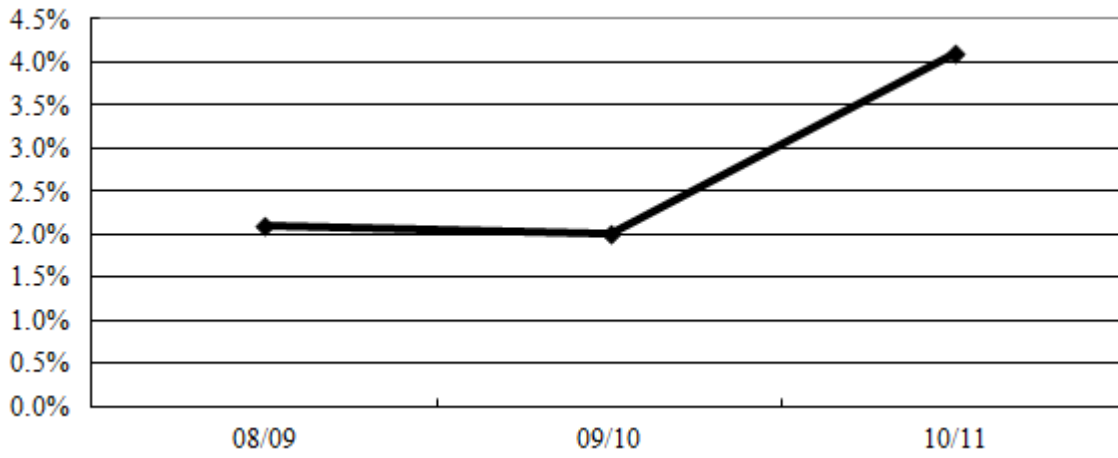
Unfilled Places

Year	Unfilled Places
2008-2009	Zero
2009-2010	Zero
2010-2011	Zero

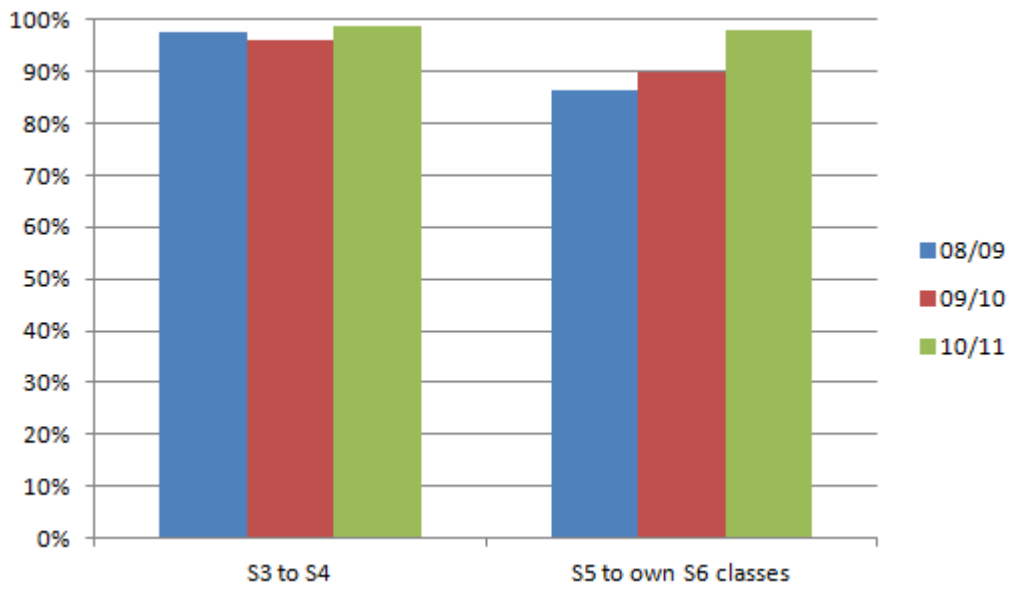
Students' Attendance



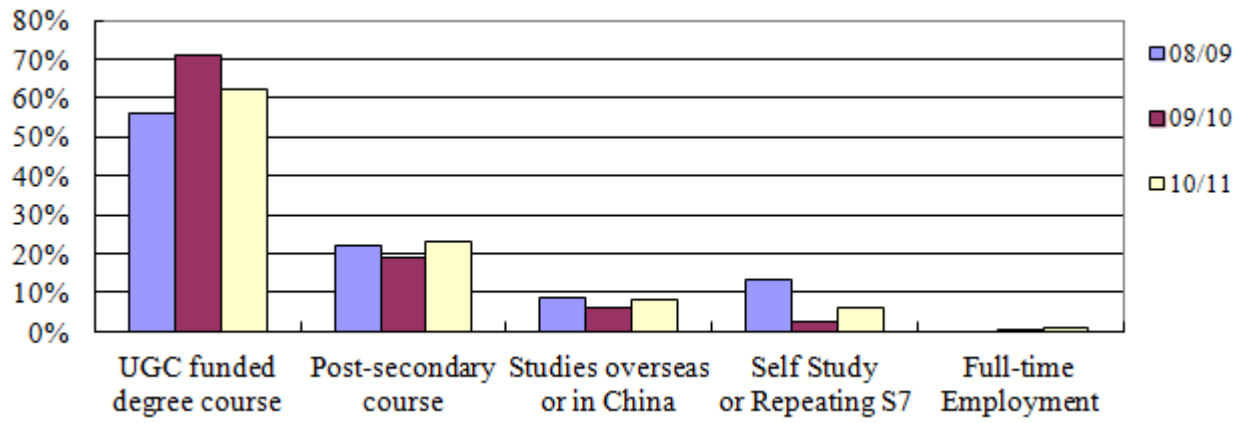
Students' Early Exit



Students' Promotion

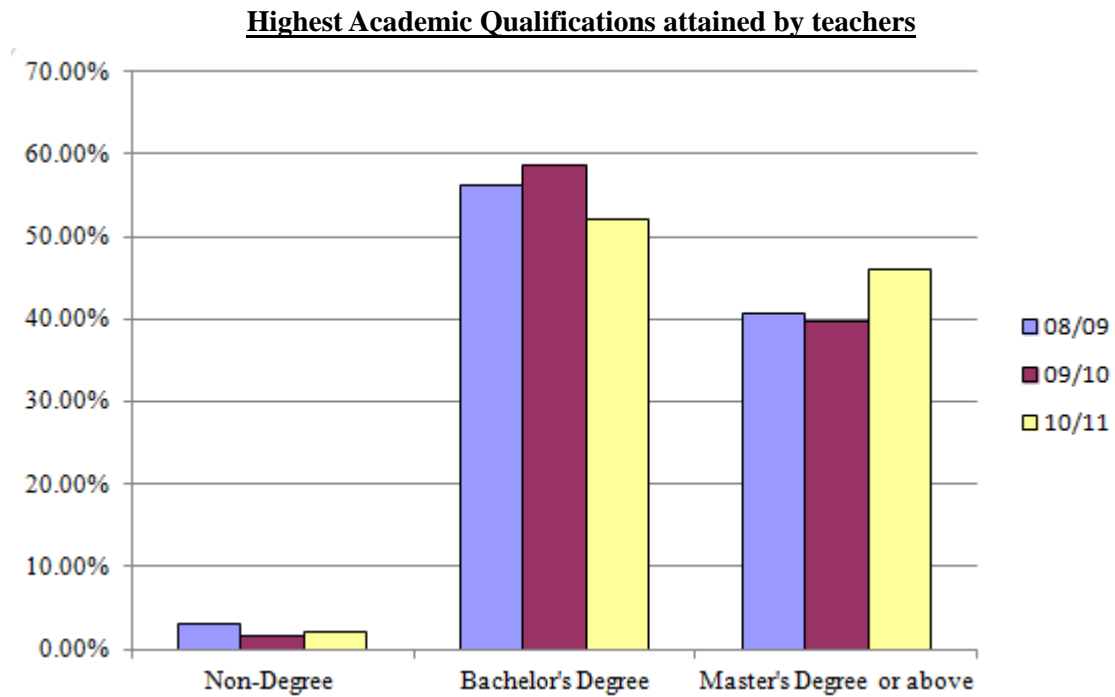


Destinations of S.7 graduates

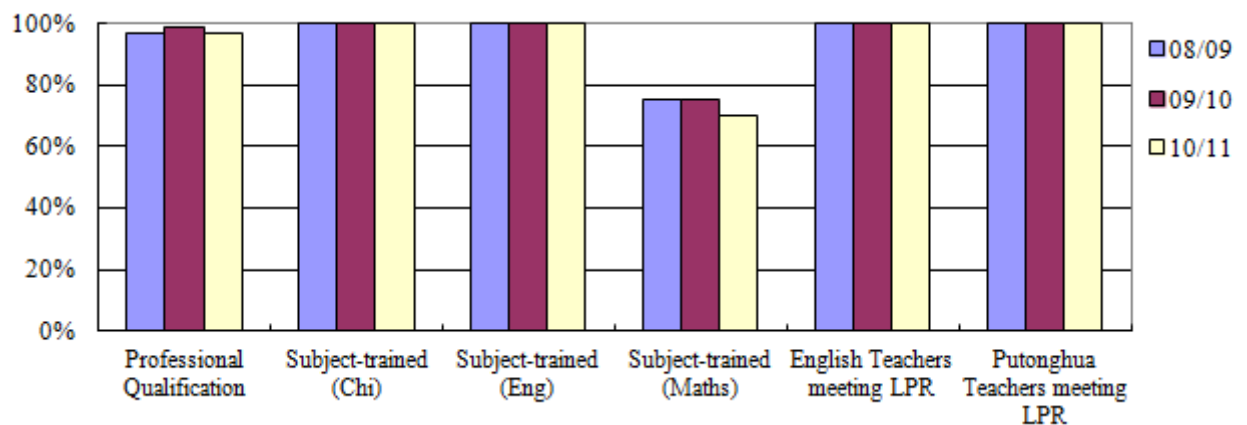


4. Our Teachers

Teachers' Qualifications

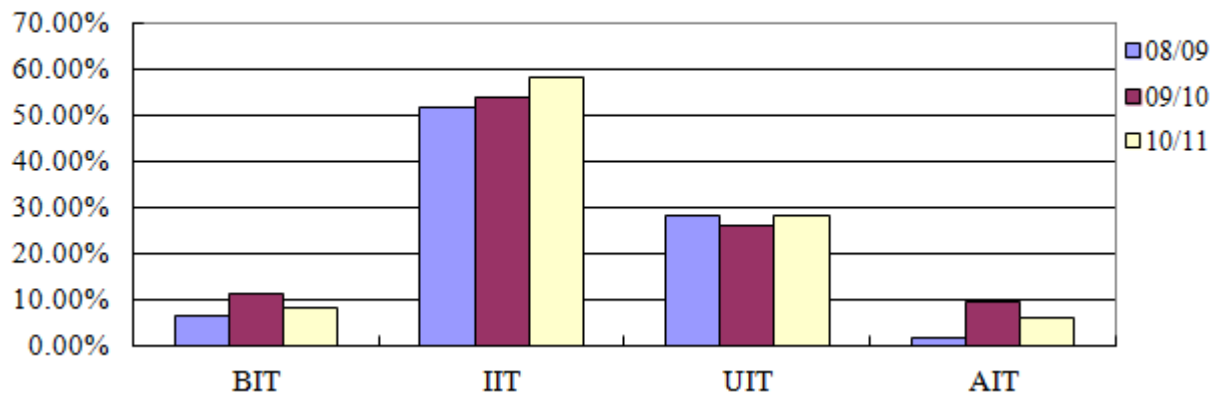


Teachers with professional qualification, subject-training in the core-three subjects & meeting Language Proficiency Requirement

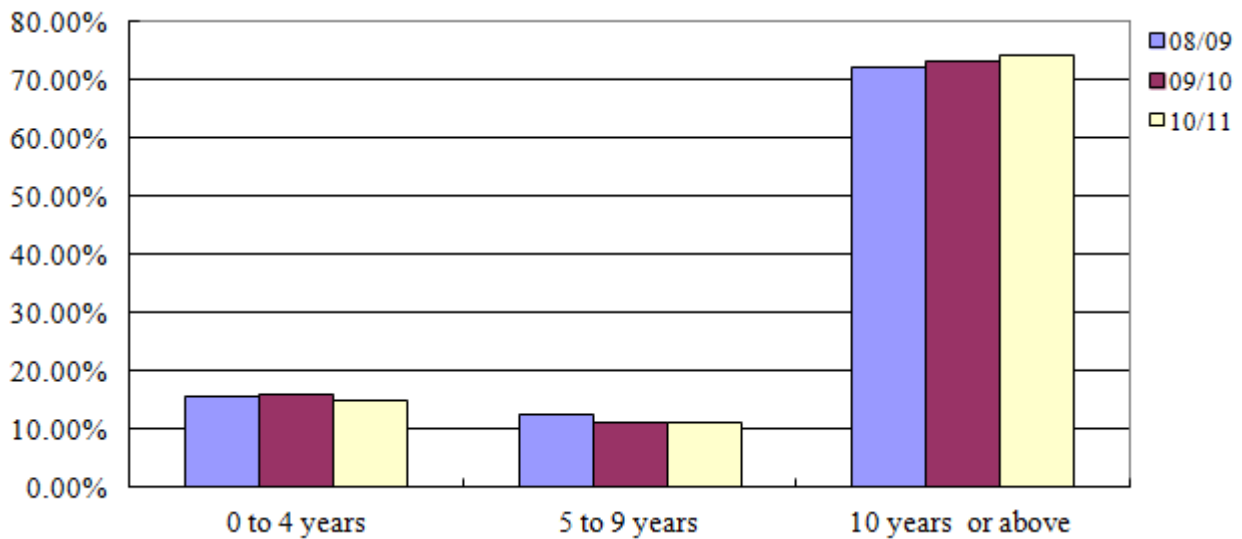


IT Competence

Teachers' Information Technology Competency

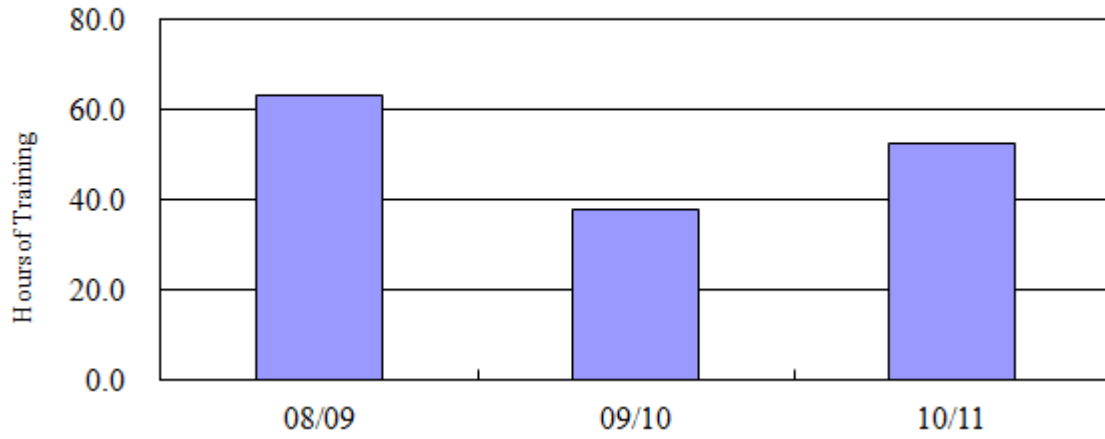


Teaching Experience



Teachers' Professional Development

Average training hours per teacher



Average number of training hours undertaken by a teacher: approx. 52.6 hours.

5. Achievements and Reflection on Major Concerns

Priority Task 1: Enhancing Students' Self-discipline

Achievements

1. Activities were organized to help student understand the core values that constitute self-discipline:

Classroom Code

- Students of each class together with the Form-Teacher composed their own 'Classroom Code' at the beginning of the academic year. The set of rules so agreed upon between students and Form- teachers strongly promoted a sense of ownership among students in the class.
- Every student was asked to take a pledge and to sign on the 'Classroom Code'. The signed Classroom Code was posted on the Notice board. Reviews and discussions on Classroom Code were held periodically in the form period. In the second term, due to the swapping of students for the implementation of NSS curriculum in S.4, the Classroom Code was re-composed in the Form period.
- The 'Classroom Code' was reviewed and modified periodically; the performances of the students were assessed by the subject teachers after each lesson and recorded in the Class Log Book. The data collected was used to assess the student's performance in the 'Classroom discipline competition.
- Students were found to be more aware of their responsibility to maintain a pleasant environment which was conducive to learning and teaching.

Student Mentorship Scheme and Fig Boy Scheme

- Thirty-one Fig brothers and sisters were appointed as student mentors to help S.1 students adapt to their new secondary school life.
- Trainings aiming at improving the communication skills, interpersonal relationship and anti-crime and anti-drugs resources were given to all student mentors and S.1 students by the teacher advisors and the Liaison Officer from the Hong Kong Police Force. A training camp was organized to strengthen the team spirit among the Fig Brothers. The quality of the Fig brothers and sisters were promoted and they were found to be more confident in dealing with S.1 students' problems.
- A quiz contest aiming at promoting positive peer influence in tackling drug abuse and youth crimes was organized for all S.1 students. The response was positive and both S.1 students and student mentors have better understanding of the appropriate attitude, approaches and methods to respond to such social issues should they encounter them.
- After-school tea gatherings were organized from March to May to let S.1 students express their problems encountered in secondary school life. Advice was given by Fig brothers and on the whole the mentors maintained a trusting relationship with S.1 boys as revealed in the activities they had throughout the school year.

Measures to arouse students' awareness and promote actions of self discipline

- A 'Notice Board Design Competition' with the theme of 'Willing to accept responsibilities
- School Report (SR)

and eager to serve others' was held in the first term. This provided a visual impact to remind our students to serve and love each other. Students were also invited to join the follow-up activities arranged by the Social Service Group and the Volunteer Service Team to serve the needy sectors in the community.

- An After-School Assignments Period (APP) was introduced to encourage students to submit their assignments on time and give timely support to students with difficulties. A drastic drop of 294 counts of late submission of homework was recorded in the first term and a drop of 115 counts in the second term this year when compared with the last academic year.
- The 'Classroom Discipline and Cleanliness Competition' was organized twice in this year. Majority of the students behaved well in class. This competition provided an incentive in improving the learning and teaching environment. Form teachers could also use the details recorded in the Class Log Book as a reference for follow-up action, such as individual counseling, to be taken. 'Students with Outstanding Improvement in Conduct' and 'Most Helpful Student Election' were organized to recognize students' improvement in their behaviour.

Talks and activities

- Anti-crime and Anti-drug activities were organized. Representative from the Hong Kong Police Force and health ambassadors from the Health Department gave talks on crime and drug preventions respectively to our S.1 to S.5 students.
- Visits to the HKJC Drug Info Centre were arranged for S1 students to enhance their awareness and strengthen their determination to say no to drugs. An evaluation was carried out in the interactive theatre of the Drug Info Centre which revealed that the visit can uplift the ability of our S.1 students in resisting the temptation of drugs.
- A school-based anti-drug education programme was organized for teachers on the Second Staff Development Day. The awareness on the harmful effects of drug abuse and ways of helping our students stay away from drug were introduced.

Teachers' survey on School Discipline

- A survey on school discipline was carried out to evaluate the effectiveness of this year programme plan. Most teachers agreed that the general appearance of our students and their discipline have improved compared with that of the previous year.

2. A whole school approach was adopted to enforce school regulations.

- A briefing session on school discipline was arranged for all new teachers during staff induction to ensure all new teachers have a clear idea on what is acceptable in school and maintain the uniformity in punishment and commendation.
- The role of the Form-teachers, approaches of handling common discipline problems and the use of the Class Log Book were introduced in the First Form-teacher meeting to facilitate FM/MS to maintain and monitor the performance of their class.
- All S.1 students and their parents were briefed on the School Regulation and Dress Code on S.1 Parents' Day and Orientation Day. The importance of observing school regulations was also emphasized at the start of the academic year.
- There is a significant increase in the number of students with no conduct mark deduction

this year (722 students; 69.5% of the student population), compared with 494 students (42.1% of the student population) in the last year.

- 7 students with mild offences were invited to join the ‘Self-Improvement Scheme’ and successfully took initiative to improve their behavior and to serve their classmates and schoolmates. They have a reduction of the punishment received after achieving their goals.

3. Activities to inculcate a stronger sense of responsibility and sense of serving the others among students

Prefect Body

- The prefect election system has been reviewed. It was decided to include S.3 students with good characters in the prefect recruitment exercise. Trainings were given to the suitable candidates before they would be officially appointed as prefects in the next academic year. A stronger team of Prefect Body led by Head Prefect, Deputy Head Prefect and 3 Vice-Head Prefects were elected this year. A pledge-taking ceremony was held for the appointment of Head Prefect, Deputy Head Prefect and Vice-Head Prefects on the first day of the school year.
- Trainings aiming at improving the communication problem-solving skills and tactics of handling misbehaved students were organized by our alumni and social worker in the prefect camp. All participants reflected that the trainings were useful in helping them to use a more effective way to deal with misbehaved students.
- Experience sharing on ‘school discipline’ and ‘punctuality’ by prefects were arranged in King’s Morning to let students understand the rationales behind the making of the school regulations and the difficulties that a prefect may encounter in carrying out their duties.
- A greater involvement of the teachers, especially the Discipline Committee on the nomination, selection and training of prefects and the supervision of the Prefect Body was enforced in order to enhance the legitimacy and image of prefects and boost the morale and team spirit of the Prefect Body. Sixteen S.3 and twenty S.4 students were nominated by the prefects themselves, their subject teachers and form-teachers. Twenty of the candidates with good discipline record and show superb performance in the interview were selected by the discipline teachers and senior prefects. All S.4 candidates were appointed as prefects and the S.3 candidates are now receiving training and will be appointed as prefects in the next academic year.
- A survey on the ‘Students’ Perception of School Prefects’ was conducted in May. Comparing the result with that obtained in the previous year’s survey, students’ impression of the status and image of the Prefect Body has improved.
- A similar result can also be found in the ‘Teacher’s survey on the School Discipline’ which was carried out in May 2011.

Co-operation between Prefect Body and other Functional Groups

- Students from the Prefect Body and Fig Boy Scheme were invited to join the Student Mentorship Scheme which was organized by the Hong Kong Police Force. The student mentors were eager to share their experience in their training. They were able to develop a strong relationship with S.1 students and the image of both the Prefect Body and Fig Brothers and Sisters among the S.1 students was raised.
- Prefects were invited to be the members of the SU Election Board and held the SU election forum. This provided an opportunity for these two groups of student leaders to coordinate

and serve each other.

Training of Class Monitors and Vice-Monitors

- Trainings on classroom management and the role and duties of monitor were given to all monitors and vice-monitors in September. A 'Monitor Badge' presentation was arranged in the King's Morning to acknowledge their authority and enhance a stronger sense of responsibility among them.
- The self-esteem of the Monitors and Vice-Monitors was raised. They were well-disciplined and played an important role in maintaining the classroom discipline.

Student Leaders' Sharing

- Representatives from Prefect Body, Student Union, Fig Boy Scheme, St. John Ambulance, Red Cross and Scouts were invited to share their opinions and experience in developing self-discipline in King's Morning.

Reflections

- The Class Log Book can produce good effects in reminding the students to exhibit their self-discipline and should still be adopted in the next academic year. In junior forms (S.1-3), the Class Log Book was found to be a simple and effective tool in assessing the class discipline and allowed the Form-teachers to take immediate action if necessary. Difficulties due to split classes and the incentive effect may not be applicable to the senior form students. It is suggested that only data given by teachers teaching core subjects should be counted in the Classroom Discipline Competition.
- The teachers' survey on school discipline revealed that the After-School Assignments Period (APP) can encourage students to submit their assignments on time. The APP should be continued with an additional AAP arranged on Saturday for those students who cannot attend the AAP after school due to the 8th period.
- A 'Student Discipline Forum' should be organized at the beginning of the school year to invite students to express their views on School Regulations and Dress Code. The forum can provide an opportunity for the Discipline Committee to explain thoroughly the meaning of and rationale behind the school regulations to the students.
- More effort should be put on positive reinforcement of building up good characters and leadership among students and develop their sense of responsibility to the school.

Priority Task 2: Enhancing students' initiative in learning

Achievements

- Our students develop a proactive attitude towards learning and take on the responsibility to monitor and evaluate their own learning progress.
 - A total of 257 students successfully fulfilled the criteria for the application of the Enhancing Students' Learning Initiative Scheme. It is encouraging to note that 13 (ranging from S1 to S6) students strived for perfection. They were able to fulfill all the criteria in which good learning attitude, academic work and participation in extra-curricular activities and other learning activities were explicitly shown.
 - Many students set realistic targets, conducted evaluation and self-reflection seriously throughout the school year.
 - A survey on students' reflection on target setting at the end of the year reviewed the following:
 - ✧ 84% of the students set targets according to their self-reflection.
 - ✧ 77% of the students agreed that a clearer planning could be devised with the help of their parents and Class Teachers.
 - ✧ 75% of the students claimed that they had achieved their targets set on the three domains.
 - ✧ 72% of the students agreed that the Enhancing Students' Learning Initiative Scheme could provide opportunities for them to get improvement in the three domains.
 - The implementation of the Student Learning Profile provided opportunities for students to learn from their reflections on their learning experiences and ECAs.
 - A number of talks and workshops were organized to promote awareness and enhance students' ability of taking initiative to learn.
 - ✧ Talks and workshops such as 'How to build up good inter-personal relationships' were organized to promote the awareness of the importance of time management, learning attitude and team work for S1 and S2 students. Over 90% of the students showed that the talk helped them enhance their self management skills in their studies.
 - ✧ Parents found that talks on planning and reflection on OLEs organized by the OLE Committee as well as the one on the importance of emotional intelligence helped students set targets and adjust their progress throughout the year. Parental support was enhanced.
- A curriculum across KLAs for a structured development and enhancement of self-learning skills at appropriate (Junior Secondary and Senior Secondary) levels of the academic structure was carried out and students displayed confidence in applying the skills learned.
 - Different skills (such as presentation, note-taking, problem-solving, analytical, IT, information search and sorting, etc) were being taught and practised both in class and in extended learning (such as individual or group presentation, projects, public speaking, sharing in King's Morning Assembly, etc.) Teachers observed that majority of the students could make use of the skills in expressing and exchanging their ideas during lessons and applied the study skills acquired in pre-lesson preparation, assignments and projects.
 - To further facilitate students' learning initiatives, a series of talks and workshops on

various generic skills. e.g. creative thinking skills, analytical skills and communication skills was conducted for S2 students..

- The following are some examples showing that our students of different levels have successfully applied the self-study or self-learning skills in their learning activities;
 - ✧ Two groups of senior form students demonstrated outstanding self-learning initiative and skills when they prepared for various Science projects and competitions of ‘Chemistry of Polymer’. They presented original and inventive ideas when proposing their hypothesis, employed creative approaches in designing and conducting the experiments; most importantly, they displayed persistence and perseverance throughout the whole process of self-learning. Teachers observed that they spared about 300 hours on their projects. It is indeed rewarding that they won various awards, including the Most Popular Team, the First Runner-up and Highly Commended awards.
 - ✧ Three S6 students initiated to participate in the Hong Kong Youth Science Technology and Invention Competition 2010 - 2011 and won the 1st runner-up in the “Biology and Health” category in Senior Secondary Section. Working on the topic of “Beware of Raw Beans”, the group took months in conducting laboratory experiments, analyzing experimental data and writing up the detailed report. This research demonstrated the students’ creativity, imagination and interests in science as well as the effective application of problem learning and scientific investigation skills learned.
 - ✧ Five S.5 students joined the Youth Academic Conference held by the Roundtable Network in HKICC Lee Shau Kee School of Creativity. The students actively participated in the Panel on Hong Kong Education Development to discuss the impacts on the local education reform and changes.
 - ✧ Among 24 groups (S1 and S2 students) nominated to join the Consumer Culture Study Award Scheme, two groups of students won the Certificates of Merit.
- The culture of using IT for self-learning was enhanced.
 - 98% of the teachers delivered instruction with the aid of IT in classrooms or special rooms.
 - 85% of the teachers uploaded teaching materials or webpage links in the Intranet for students to download and learn.
 - 83% of the teachers communicated with students via the Intranet or Internet.
 - 85% of the teachers guided or encouraged students to do project or assignment with IT.
 - 44% of the teachers organized learning activities in MMLC or IT Room with educational software or websites.
 - It is reflected that most of the teachers used IT to support students’ learning and students could learn with IT tools provided.
 - A group of senior form students won the first runner-up prize in the “Robotics Intelligence DIY Competition” organized by Creative Power Educational Association. They displayed good skills in writing computer programmes to operate NXT robots they assembled to finish assigned tasks. Another group of students won the Best Design Award in the Robot Sumo Competition organized by Central &

Western District Committee on Promotion of IT.

- Students' initiative in learning was sustained as ample opportunities were provided to display good assignments and sharing of experience of successful self-learning experience throughout the school year.
 - Good examples of assignments were displayed on the Academic Display Board.
 - Presentation and Sharing of learning experiences were arranged.
 - ✧ The student who won the sponsorship of the expedition to Antarctica and attended an exchange session with scientists stationing there shared his precious experience with his fellow schoolmates in May. Schoolmates were impressed by his passion for learning and his perseverance in self-regulating and monitoring his progress throughout the whole process of his project.
 - ✧ A group of S5 students who won the Gold Prize and the Most Creative Award in the Youth Creative Products Enterprise Competition shared with the schoolmates, visitors to the school on the Open Day and the public on several other occasions on their business plan on the production of a card game named "World Peace" (天下太平). The group not only introduced the card game but also presented their experience from conceptualizing through manufacturing and selling of the products. Public recognition highly sustained their motivation to sustain their learning spirit.
 - Tailor-made support programmes of English, Chinese and Mathematics were provided after school by teachers, teacher assistants, and old boys to enhance students' positive learning attitude and self-learning ability. Peer support programme was also arranged. Trained S3 and S4 students gave academic support in English, Chinese, Mathematics and Integrated Science to S1 students during lunchtime. An Effective Study Skills Programme for S.1 students was also designed to equip students with a series of study and examination preparation skills. S1 students were encouraged to use study skills in their learning activities.
 - The gifted education programmes challenged the abilities of the gifted students and were well received by the student participants.
 - ✧ To provide an opportunity for S3 and S4 students to speak English in a truly international environment, 31 students were enrolled and participated in the Inter Cultural Education (ICE) 2010-2011. Critical thinking skills, creative thinking skills as well as presentation skills were practised during the course.
 - ✧ To enhance students' logical thinking and elaborate the techniques in problem solving, the Mathematics Programme for Elite S4 students was designed for 16 S4 students who provided effective peer support to other students.
 - ✧ To promote personal and social adaptive strategies as well as helping to develop positive life goals, a school based Affective Education through Film Viewing programme was designed in which participants developed positive life goals by sharing their feelings and reflections on films with the peer group. Teacher observed that most participants were willing to share their feelings and engaged in reflecting on their goals in life.
 - ✧ To celebrate academic achievement, parents of students who attained the First

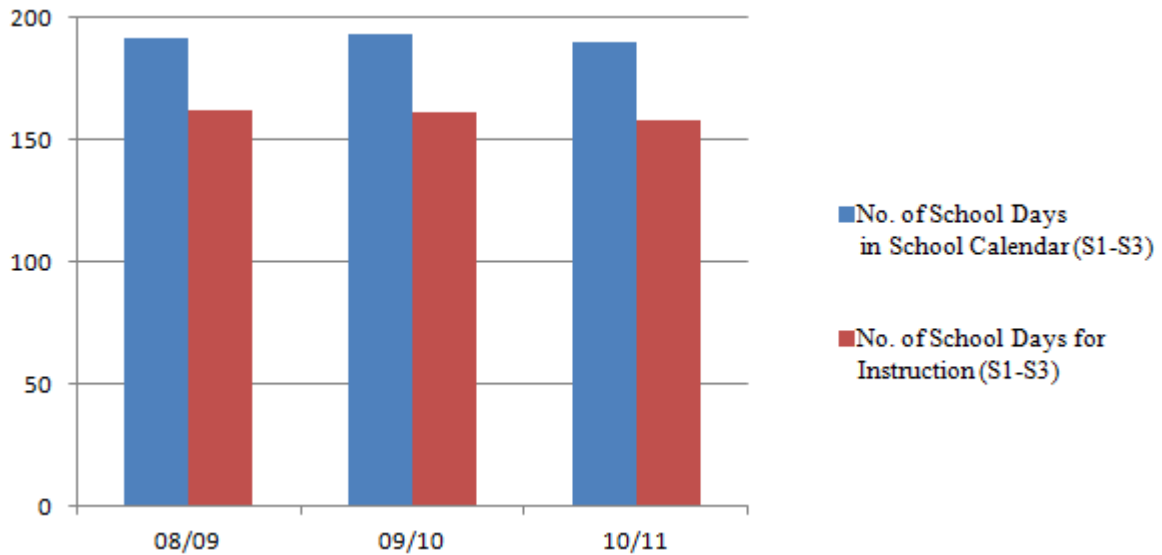
position in Form were invited to receive from the Principal the Certificate of Appreciation together with their child. Students who attained the First Position in Class were presented the Certificate of Appreciation in front of the whole school. To provide incentives for the whole school, these high flyers were arranged to share their experiences in setting targets and carrying out their learning plans during King's Morning. These opportunities not only showed recognition of the high flyers, but also provided aspiration for other students.

Reflection

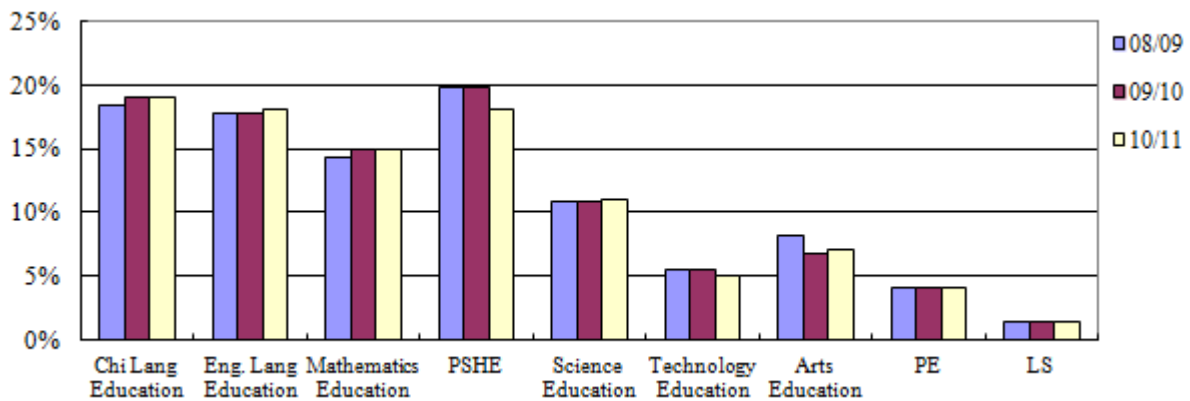
- It is observed that more students are aware of the importance of goal-setting and self-reflection and that more students demonstrate a stronger drive to attain higher standard. It is also encouraging that parents are supportive of the School's efforts. It is recommended that Students' Target Achievement Records (STAR) would be continued and refined to help students monitor and make reflections on their own learning attitude, their academic progress, and their achievements in extra-curricular activities and other learning activities. Awards would be given to the outstanding students (STARS) and their achievements would be recorded.
- The planning exercises of the ESLI Scheme and that of the OLE held at the beginning of the school year could be merged into one so as to avoid redundancy especially when students reflect on their own targets set throughout the whole year.
- It is recommended that the Enhancing Students' Learning Initiative Scheme would be continued in S1 to S3 to enable the students to cultivate a habit in goal-setting and self-reflection as well as to recognize their efforts at striving for achievements.
- It is recommended that in the coming school year, the enhancement of students' learning initiative would be more focused on the learning and teaching aspects. Learning activities and assignments would be designed with a view to promote students' consciousness and ability to steer, monitor and reflect on their own learning. Students should be taught and practise study skills in different subject KLAs according to the Study Skills Curriculum across KLAs developed this year.
- To cater for the diverse learning ability among students, more support measures are still needed to enhance the learning initiatives of the gifted students and the lower achievers.

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 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

	2009/2010			2010/2011		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	22.46%	19.58%	17.74%	22.58%	19.62%	17.58%
Once every two weeks	21.86%	15.47%	16.74%	21.97%	15.42%	16.76%
Once a month	17.85%	18.61%	17.80%	17.88%	18.63%	17.84%
Less than once per month	28.34%	40.04%	41.48%	28.58%	40.49%	41.99%
Never	9.50%	6.31%	6.25%	8.99%	5.83%	5.81%

Percentages of Students Borrowing Materials from the Public Libraries

	2009/2010			2010/2011		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	22.75%	18.09%	15.18%	22.68%	18.05%	15.10%
Once every two weeks	25.34%	20.44%	19.86%	25.51%	20.45%	19.88%
Once a month	25.38%	25.24%	21.44%	25.55%	25.34%	21.49%
Less than once per month	23.55%	33.92%	41.01%	23.68%	34.20%	41.45%
Never	2.99%	2.34%	2.53%	2.59%	1.94%	2.09%

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

	2009/2010			2010/2011		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	77.60%	41.10%	52.70%	78.48%	38.03%	52.13%
7-12 hours	14.90%	39.20%	34.00%	14.53%	36.09%	33.06%
More than 13 hours	7.50%	29.20%	16.10%	6.98%	25.89%	14.80%

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

	2009/2010			2010/2011		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	73.34%	61.71%	59.65%	73.96%	62.27%	60.17%
7-12 hours	20.60%	27.50%	26.16%	20.16%	27.38%	26.01%
More than 13 hours	6.60%	10.79%	14.20%	5.88%	10.34%	13.81%

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

	2009/2010			2010/2011		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	87.30%	72.05%	75.07%	88.38%	72.82%	75.91%
7-12 hours	8.75%	16.98%	16.71%	8.26%	16.65%	16.38%
More than 13 hours	3.95%	10.98%	8.22%	3.36%	10.53%	7.72%

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

	2009/2010			2010/2011		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	38.40%	30.80%	53.52%	38.78%	30.72%	52.35%
7-12 hours	36.10%	40.70%	28.50%	36.43%	40.81%	26.83%
More than 13 hours	24.70%	28.60%	22.60%	24.80%	28.47%	20.81%

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

	2009/2010			2010/2011		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	33.96%	32.47%	38.70%	33.97%	32.45%	38.81%
7-12 hours	43.82%	43.16%	37.16%	44.03%	43.35%	37.24%
More than 13 hours	22.23%	24.38%	24.14%	22.00%	24.20%	23.96%

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

	2009/2010			2010/2011		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
1-6 hours	80.36%	64.00%	62.42%	81.30%	64.61%	63.00%
7-12 hours	14.10%	19.98%	19.11%	13.71%	19.71%	18.82%
More than 13 hours	5.55%	16.03%	18.48%	4.99%	15.68%	18.18%

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 facilitate life-long learning and the aims of education espoused under the education reform. 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 closely aligned with the School's development priorities with detailed implementation and support strategies.

This year, continuous effort has been made to prepare for the full implementation of NSS. The major operation initiated at the beginning of the school year was the shifting of the school-based 2+2+2 to the mainstream 3+3 academic structure. With the concerted efforts of the teaching staff in the first term, the S4 students' subject selection and time-table reallocation exercises were completed in time for the smooth transition to the commencement of the S4 students' NSS curriculum in the second term. Various support measures, including supplementary lessons conducted by subject teachers during lunch time, after school and long holidays as well as consolidation classes provided by past students, were adopted to create more learning time and alleviate the study pressure of S5 students. The ultimate concern was to prepare them well for the coming Hong Kong Diploma of Secondary Education Examination. Teachers also worked collaboratively on related issues including curriculum development, coordinating and conducting school-based assessments (SBA) in different subjects, implementation of Other Learning Experiences (OLE), data processing for Student Learning Profile (SLP). The School continued to communicate with parents through Parents' Days and parents' surveys, etc. on related policies and development.

The School strategically integrated the elements of the 4 key tasks into its curriculum. To facilitate "Reading to Learn", a 30-minute weekly morning reading session was built in the timetable during which students read books of their own choice or reading materials on current issues provided by the Liberal Studies Department. Apart from book report assignments given by subject teachers, students were encouraged to read extensively on their own initiative. Recognition of their good effort was given by issuing certificates to the Bronze Reading Award winners and book coupons to the Silver and Gold Reading Award winners. There was also the sharing of good books by the Reading Ambassadors during the morning assemblies.

Through the S1 and S2 integrated-curriculum project learning and subject-based project learning at all levels, students were given the chance to train up their generic skills, particularly collaborative learning and presentation skills, as well as develop independent-learning capabilities. We invited the Consumer Council to give a mass lecture on topic selection and four workshops on critical thinking skills, creative thinking skills, analytical skills and presentation skills, to the junior form students, before they started to work under the guidance and supervision of the School Report (SR)

teachers. Some of the projects produced were of high standard. A sharing session was arranged for the groups to present their work during the Post-exam activity days as a form of recognition, apart from the award given, and to enable students learn from each other's strength.

Information Technology (IT) continued to hold firm in the curriculum. To facilitate a more effective use of IT in education, the desktop computers and projectors in all classrooms were upgraded or replaced. The IT Committee has always been supportive in enhancing the IT teaching and learning platforms and resource banks (the e-class), which enables independent and collaborative learning both inside and beyond the classrooms. The on-line Wise-news search proved an effective tool that facilitated teachers to develop teaching and learning materials using current news and issues. Teachers and students continued to make good use of the e-learning platforms for communication or conducting assessment tasks, such as on-line assignments and quizzes. Such measures had good effect on promoting self-learning at students' own pace. Video-conferencing with schools in Mainland China (V-China) was more frequently held this year, apart from allowing students to build up a closer relationship with the participating parties, students were able to learn from others' experience through exchange of views and discussion on issues of common interest. Students took part in IT competitions to stretch their potentials, obtaining pleasing results. The Best Design Award in the Robot Sumo Competition, the first runner-up prize in the Robotics Intelligence DIY Competition and the second runner-up prize in the CityU-Computer Studies Robocode Contest 2010 were some of the achievements attained.

In Civic and Moral Education, we aimed at helping students develop a better understanding of themselves and a better awareness of their own needs, potentials and goals, to help them improve their relationships with others and to promote an awareness of their civic rights and responsibilities and a caring attitude towards our community. We have chosen "Willing to accept responsibilities and eager to serve others" as our theme this year. Through the assistance of the student committee and partnership with outside parties, we succeeded in developing among students civic-mindedness, a global perspective and an awareness of the changes around them. Through National Education, we aimed to help our students acquire better knowledge of our mother country and understand the role and responsibility they have to take up as a Chinese national. The national flag-raising ceremony had been held several times this year. Teachers and students were invited to give sharing under the national flag. A total of 36 students were arranged to take part in various study tours to Beijing, Shanghai, the Pearl River Delta region, Shaoguan, Yunnan, etc. They had to conduct a project and present their report to their peers in school and on other occasions outside school. In their reflections, students expressed that they treasured the invaluable learning experience as it really gave them an eye-opening perspective of the recent development of China. For those who had done voluntary service in the less-developed region in China, they were given an opportunity to reflect on their own learning and life goals, as well as what they could do to contribute to the less-privileged in the mainland. Through other activities

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including movie appreciation, exhibition and forum, those not participating in the study tours were also given ample chances to learn more about the socio-economic development of the mainland and the very many issues that drew national and international attention. Many of our students were willing to express their views in open forums. They also displayed critical thinking capacity and respect for other people's views and opinions.

Our School places a strong emphasis on the provision of an English-rich environment. The English as MOI Policy was strictly enforced in all subjects except Chinese Language, Chinese History, Putonghua and Liberal Studies. Teachers communicated with students as much as possible on the school campus. Most of the sharing and announcements during the morning assemblies were made in English. The English Society and the English in the Main Stream Team provided many on-campus activities to encourage and enable students to use English for communication. Most students demonstrated good English proficiency and could speak confidently and fluently. Our School also adopted Putonghua as MOI in teaching Chinese Language in three classes in S1 and two in S2. Students' performance was pleasing, demonstrating teaching and learning effectiveness. To promote the use of Putonghua on the campus, most of the announcements on National Education matters and sharing under the National Flag were conducted in Putonghua.

Creative Education, self-explorative learning and programmes for the achievers have been given greater emphasis this school year. Ample resources and teacher support were given to encourage and inspire students and the outcome was rewarding. The major strategy used in promoting Creative Education was to challenge students to realize their invention dreams, with good effect. An innovative card game, namely "World Peace", earned a group of S5 students the Gold Prize and the Most Creative Prize in the Youth Creative Products Enterprise Competition organized by the Boys' and Girls' Clubs Association of Hong Kong. To inspire S4 students to participate in the Igor I. Sikorsky Human Powered Helicopter Competition which requires participants to build a rotating wing aircraft driven by human power, one of our alumni gave them advice on handicraft skills and mechanic knowledge. In response, a group of students made a wind-powered aeroplane as a trial and joined the Inter-school Glider Model Flying Competition. Some other S4 and S5 students took part in the Odyssey of the Mind Competition and gained valuable experience. To engage the whole school, a school-based Creative Design Competition on "Sustainability Development" was organized. All students were required to create an invention based on waste recycling principles. Good works were selected for display and presentation during the morning assemblies. The best design was finally chosen by voting by all students. It is hoped that through these activities, a creativity culture and atmosphere would be developed.

In motivating students in self-explorative learning, the Mathematics and Science Departments had done an excellent job this school year. An S6 student was awarded a silver medal in the International Mathematics Olympiad 2011 held in Amsterdam. Two groups of Chemistry

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students shone in the Chemistry Olympiad 2011 and the Hong Kong Student Science Project Competition 2011. One of them was honoured the Championship in the Senior Invention Division and represented Hong Kong in an International Science Project Competition held in Singapore in September 2011. Another group of Biology students also obtained the first runner-up award in the Hong Kong Youth Science and Technology Invention Competition 2010-11. Our Physics students in S4 and S5 earned the second and third honour awards in the Hong Kong Physics Olympiad 2011. Their concerted outstanding performance brought them an additional prize, the Best School Award in the Senior Section.

The Gifted Education Committee, with the assistance of subject teachers, selected students with talent in a particular respect to join various programmes organized by the HK Academy for Gifted Education, the HKU and the HK Outstanding Students' Association. It also worked closely with various subject departments to organize school-based pull-out courses on self-management, Chinese public speaking, mathematics enhancement and critical thinking skills for high achieving students in S4. Junior students with outstanding performance were also identified to take part in a series of inspiring workshops on affective education. These students boosted their self-esteem and showed even greater improvement in academic pursuit as well as personal and social relationship.

We have a team of qualified teachers who have good mastery of subject knowledge and sound teaching skills. Except for a small number of them, they are all professionally trained. All teachers of English Language and Putonghua have met the Language Proficiency Requirement. A great majority of the teachers displayed exceptional commitment and conscientiousness and welcomed the changes brought about by the implementation of the NSS curriculum with open arms. Teachers were eager to attend professional development courses and served as setters, markers or oral examiners in public examinations. They showed great enthusiasm in promoting active learning, putting emphasis on enhancement of students' learning initiatives and adopting a learner-centred approach. They were friendly and supportive to students, and open to students' viewpoints. A pleasurable learning atmosphere was created in most of the lessons. To facilitate collaborative teaching among teachers, a co-lesson planning period for S5 Liberal Studies (LS) teachers was built in the timetable to enable them to discuss curriculum development, design of teaching and learning materials, co-ordination of Independent Enquiry Study, etc on a regular basis. The practice was welcomed by the LS teachers and hopefully the same could be arranged for teachers of other subject departments gradually. With collaborative effort of the teachers, our School has continued to make good progress in pedagogy study, with a view to exploring new and student-centred teaching and learning strategies. In groups, teachers planned lessons on a selected topic, compiled teaching and learning materials and design consolidation assignments. The lessons were open for peer observation, after which observers and the teachers concerned had an evaluation on the teaching and learning effectiveness. This practice has been in place for a number

of years and a good collection of lesson plans and related teaching and learning materials was saved in the school intranet for teachers' reference.

Our students, on the whole, displayed a keen interest in and a positive attitude towards learning. Most of them were well-behaved, attentive and eager to take up new challenges. They were creative and embraced changes with delight. They are highly adaptive to a multitude of learning strategies, coupled with a strong will to make good progress in their work. They are serious in completing their learning tasks and doing their work. They had a good mastery of communication skills and were fluent in both English and Chinese. Discussion and exchange of ideas were made with an open and positive attitude. Most of them were confident to express their ideas while differing views were in general well respected. They enjoyed working with their peers and treasure the opportunities to learn from each other. They make good and effective use of various resources that they have access to (e.g. extensive reading, web-browsing, e-Class, project work and group learning, etc). The more able students were very ready to share their learning experience and insights with their peers and support the junior form students. For the students who learned more slowly, the school provided support aiming at helping them to improve their academic performance, strengthening their learning motivation and building up their confidence through enrichment classes and peer support programmes. The School took conscientious effort to celebrate students' outstanding achievements in different respects. The Principal, for example, invited the recipient of the Charles Frankland Moore Award 2010 (awarded to the student obtaining the highest score among all 10 As students in the HKCEE) to share his studying habit and insights with the schoolmates during the first school assembly. She also met the students ranked first in each form and their parents to express congratulations. These students were then invited to share their study strategies to give inspirations to other students.

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 vast array of activities was organized by the different committees and functional groups throughout the year. The programmes aimed at fostering students' personal, affective, social and cultural development and were well received by the students.

This year, the School identified enhancing self-initiative in learning and self-discipline as our Major Concerns. Teachers developed strategies to help students adopt positive learning attitude, set realistic goals in academic and non-academic pursuits and guide them in conducting self-reflections. Subject departments incorporated the teaching and practice of different study skills, critical thinking and presentation skills in their curriculum. The Enhancing Students' Learning Initiative (ESLI) and Students' Target Achievement Records (STAR) Schemes were well responded particularly by the junior form students. Equal degree of importance was put on enhancing self-discipline. Clearly defined behavioural guidelines manifested through the school regulations and a conduct mark system allowing penalties as well as rewards were set. The Discipline Committee, supported by school prefects elected by both teachers and students, was conscientious in helping students develop self-discipline and at the same time training them to be law-abiding citizens. The class-based Classroom Code, a set of rules agreed upon between each class and its form teacher, strongly promoted a sense of ownership among students to maintain good discipline in class. The Classroom Discipline and Cleanliness Competition provided an incentive for students to maintain a positive learning environment in their classrooms. The Class Discipline Log Book enabled form teachers to use the records as a reference for disciplinary action or individual counselling. The After-School Assignments Period (APP) proved an effective measure to check against late submission of homework, as shown in the impressive drop in late submissions, compared with last school year. The Self-Improvement Scheme enabled students who had a poor discipline record to show repentance and make genuine effort to improve their conduct and behaviour. To equip prefects with the necessary knowledge and skills, as well as a positive attitude to handle discipline problems, leadership training was provided. Such training improved the communication techniques of the prefects and reduced potential conflicts with other students when they enforced discipline at school. Talks on drug education and sharing on prevention of gambling, etc were also held for students of different levels as preventive measures. Our drug-free campus was filled with well-behaved and cooperative students.

The Counselling Committee launched a range of structured programmes and provided individual counselling to students with the joint efforts of all teachers, in particular, the form teachers, and with the professional support of the school social worker. Greater emphasis was laid on enhancing students' self-esteem and building up an elaborative set of positive psychological strengths, such School Report (SR)

as stress management skills. Helping new students adapt to the new learning environment has always been our concern. Support was given to new students through programmes such as orientations for S1 and S6. Counselling teachers conducted individual interviews with all S1 students at the beginning of the school year for early identification of developmental and adaptation crises. Some 30 students received follow-up support. The Fig Boy Scheme also mobilized the senior form students to give peer support to the S1 students throughout the school year. To facilitate a whole school approach to integrated education, the Counselling Committee played a significant role to facilitate 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, the team conducted professional support services to the students with SEN, talks for parents, and workshops for peers, all aiming at cultivating an inclusive learning environment. Some counselling teachers as well as teachers from different subject disciplines attended courses on Teacher Professional Development on Integrated Education.

Our school seeks to provide an environment that encourages and promotes a balanced moral, intellectual, physical, social and cultural growth of students. To this end the Civic and Moral Education Committee formulated a school-based curriculum to be conducted in the form-teachers' periods throughout the year. The main theme of this school year was "Willing to accept responsibilities and eager to serve others". A number of activities including Inter-class Board Display Competition, 'Exemplary Behaviour Commendation Scheme', 'The Most Helpful Students Election' and talks centring round the theme were organized to help students develop positive values and attitudes. We have observed that our students developed civic-mindedness, a global perspective and a growing awareness of the changes around them. Evidence could be found in the response to the fund-raising activities such as 'One Person, One Red Packet Campaign (一人一利是)' and 'Donation Campaign for Japanese victims in the 311 disaster'. These activities were well received by the whole school and a handsome amount was raised and donated. In addition, to enhance our students' awareness of local or district issues and broaden their horizons, some S.3 students were nominated to participate in the Fourth Mock Legislative Council (第四屆香港模擬立法會) and The Central and Western District: Youth Councillor Training Scheme 2011 (中西區青年議員訓練計劃2011). These opportunities enabled students to think critically and to make sound judgments and sensible choices.

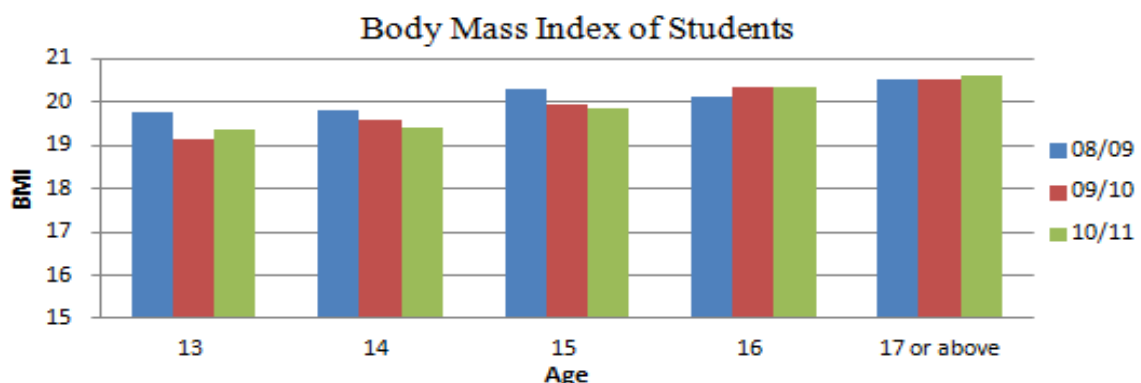
The Careers Committee prepared a series of careers guidance programmes to assist students in developing 'Self Awareness', 'Opportunity Awareness', 'Decision Learning' and 'Transition Learning' at different levels of their studies. To equip students with career awareness and career exploration needed for their life-long career planning, the Careers Committee incorporated the Finding Your Colours of Life – NSS Subject Choices and the Development of Career Aspirations and the Career Mapping – Career Development Tool into the form period curriculum of S3 to S5.

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24 S4 and S6 students joined the “Life Game” Day Camp and had a fruitful experience and had a chance to reflect on their life as well as to start making their career plans. 3 of them were shortlisted for interviews after they handed in their reflective essays. One of them won the Championship and the other the first runner-up prize. They attended an overseas youth exchange camp in the USA and Germany respectively during the summer holiday. The Careers Committee continued to collaborate with the Business Club and the Creative Education Committee to supervise a group of S5 to S6 students in the Junior Achievers Company Programme. Students gained hands-on experience of setting up and running their own company. Students found it very interesting and showed great enthusiasm. They were awarded the Corporate Social Responsibility Award. This school year, we particularly thanked the support of many alumni for providing careers sharing sessions in various professional fields including Medicine, Accounting and Architecture. We were also grateful that some alumni generously offered to be hosts in our Job Shadow Programme for S5 and S6 students. 17 old boys together with their colleagues and related parties provided 81 job shadow opportunities in different professions for 68 students. The programme was well received by both students and alumni. They all expect the programme will continue in the coming years with the support of KCOBA.

The Health Education Committee developed, monitored and reviewed programmes for ensuring a healthy school environment and promoting good health among students. Health Education Workshops for S1 and S2 were conducted by the Health Department while a number of sex education workshops for S1 to S3 and S6 students were provided by The Boys’ and Girls’ Clubs Association of Hong Kong and the Health Department respectively. Serious effort has been made by the Committee to inculcate among students with messages to stay away from drugs and tobacco, and the ways to prevent the spread of infectious diseases. The Health and Fitness Improvement Scheme was conducted jointly by the Health Education Committee and the Physical Education Department. Students with overweight problem were invited to join the scheme in which they had to attend regular after-school exercise sessions. Some students showed improvement in their BMI after doing more exercises.

Students’ Body Mass Index (BMI)



Promotion of a healthy eating habit was another focus of Health Education this school year. The highlight was the introduction of the first “Joyful Fruit Day”. The message was well received as all members of staff and students enjoyed the fruits sponsored by the KCPTA.

The Environmental Education Committee aimed to organize multifarious activities to promote environmental awareness among students and develop their sense of responsibility towards the environment. The Committee gave full support to one S.6 student in his application to join the ‘Antarctica Expedition’ organized by Yan Oi Tong. In a two-week programme to promote the concept of green living in school, the student impressed the School with his perseverance and commitment to self-explorative learning. Some other students advocated the practice of green life with their creative “red blessing” (揮春) writing. One of them won the championship in an external competition. Inspired, the whole school followed environmental regulations and guidelines to save energy on the school campus. With concerted effort, the School achieved a pleasing drop of 11% in electricity consumption this year. Students also responded to regular recycle programmes and the used clothes collection campaign with enthusiasm. This sense of responsibility to protect the environment was brought to the family level through the Light-Off Campaign organized by WWF-Hong Kong to suspend the use of lighting devices for one hour in a night. 180 families responded positively to the campaign. The Committee also collaborated with the Geography Department in a two-year scheme in the Hong Kong Awards for Environmental Excellence. In addition, training was provided to S.1 and S.2 Student Environmental Protection Ambassadors to enhance their environmental awareness and leadership.

The School made continuous effort in providing opportunities for our students to extend their helping hands beyond the school. With the Other Learning Experiences (OLE) Committee taking an active role in promoting community service, the School raised more than HKD \$50,000 for the Community Chest in the “Dress Special Day” and more than HKD \$18,000 for the 311 earthquake and tsunami victims in Japan. Our students in the Voluntary Service Team were engaged in volunteer services in the areas of improving the environment, helping the less privileged, visiting the elderly and raising awareness of social problems around the world. The Social Service Group gave regular service to the physically impaired students in the Hong Kong John F. Kennedy Centre. In addition, the Community Youth Club, the Junior Police Call, the 5th Hong Kong Group, the Youth Red Cross Unit 21 and the St. John Ambulance Society all offered service opportunities to their members. Through these opportunities, students have been able to get in touch with the community. They came to realize their roles and values, enhanced their civic-mindedness and sense of social responsibility.

Our students were given ample opportunities to broaden their horizons and acquire some brand School Report (SR)

new learning experiences through a variety of exchange programmes and study tours. Apart from the national education study tours to different cities of China mentioned in a previous paragraph, our student delegates also visited Taipei, Singapore and London this summer. The exchange programme with Taipei Municipal Jianguo High School was the first of our exchange programmes with a Taiwan school. 10 of our S4 and S5 students and their buddies shared some quality time with each other's families during their stay at the host home and built up warm relationships. During our return visit to Taiwan, our students even conducted different thematic field studies on issues, such as Taiwan's food culture, education system, reading culture and environmental protection, with the company of their buddies. Another group of 8 S2 students joined the 15-day 10th Singapore Hong Kong Exchange Programme this July. Each of them was paired up with a Singaporean buddy and stayed with the host family. Besides attending normal lessons and workshops, our students also went to different outings with their buddies. The visits to the Science Centre, the Marina Barrage, Little India, the Night Safari and the Southern Ridges were all eye-opening experiences for them. They all look forward to their buddies' return visit in coming November. 14 S1-S3 students had an unforgettable experience when they joined an English Enhancement Programme this summer vacation. Throughout the 18 days of the trip, they had English lessons, excursions, sports and drama workshops every day. The drama activity was the highlight of the trip as the students were engaged in numerous drama workshops on Shakespeare's Romeo and Juliet. They gradually built up the skill and confidence to present their own drama performance and gave the audience an excellent show. Students also enjoyed the activities of poem writing and news report writing and were proud to produce a magazine at the end of the trip. The excursion visits to Greenwich, the Shakespeare's Globe Theatre, the St. Paul's Cathedral, King's College at Cambridge, the British Museum, the National History Museum, the Chelsea Football Club, etc. and the performance of the musical "We will rock you" all gave memorable and cherished memories to the participants. Students who had taken part in the exchange programmes and study tours gave a presentation on their experience and their reflections to their peers after their return. In particular, they valued the authentic language learning environment most.

Apart from overseas exchange programmes, exchange activities with local schools were also conducted. We received 4 and 6 students from Homantin Government Secondary School in February and Cheung Chau Government Secondary School (CCGSS) in March respectively, during which they attended lessons with their buddies, joined lunch-time English activities, participated in group discussions and after-school sharing. 10 of our students returned visit to CCGSS whereby they exchanged and shared learning experience in lessons and through discussions and drama presentations. Students appreciated the chance to make new friends and enjoyed the experience of learning in a new setting.

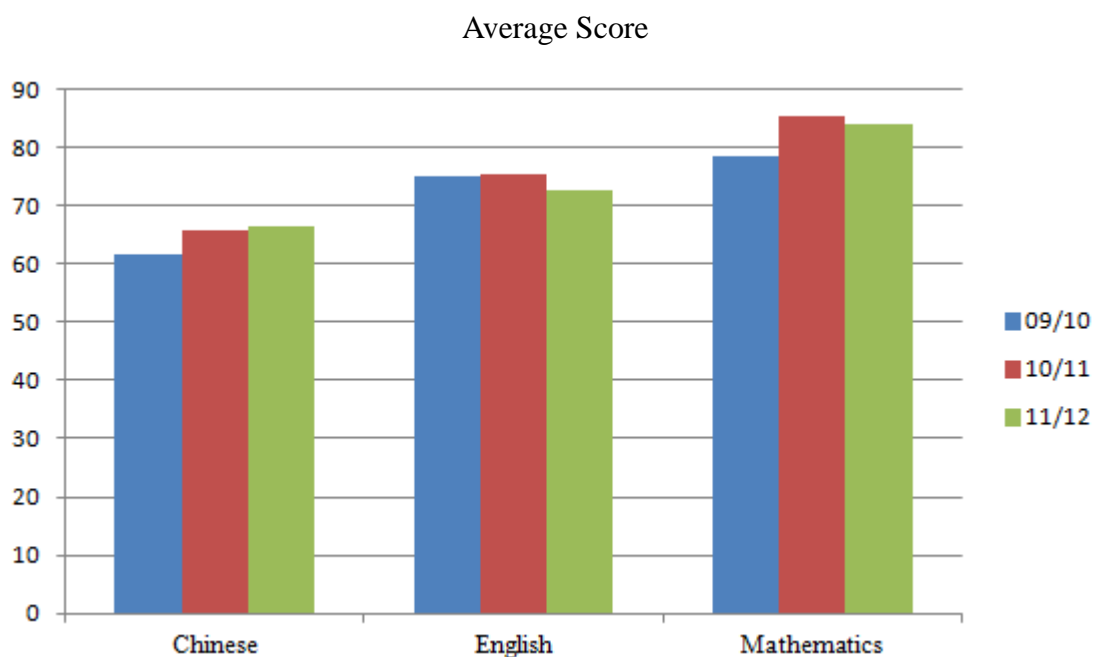
The ECA Committee worked closely with the 35 clubs and societies to provide a total of 742 School Report (SR)

activities for their respective members in this school year. A training programme sponsored partly by the KCPTA Education Foundation Fund ensured that the chairpersons/captains and some of the executive committee members of ECA clubs and the 6 Houses were equipped with the knowledge and skills to perform their duties. An Orientation for all uniform groups and musical instrument classes and promotion of ECA clubs were held before the enrolment day to ensure that students could make the best choice of ECA participation. Student officials demonstrated good collaborative and inter-personal skills through organizing club activities and house competitions. Some clubs enjoyed a fruitful and successful year while some others participated in inter-school competitions and brought pride to the school. Members enjoyed the activities and the attendance rate was high. They discovered their interests and talents through participation and a stronger sense of brotherhood was nurtured.

Through helping to organize the Open Day, the King's College 85th Anniversary cum King's College Harmonica Band 60th Anniversary Concert, the 85th Anniversary Visual Arts Exhibition, serving as master of ceremony at Speech Day, acting as facilitators in sharing with alumni or open forums, assisting as tour leaders on guest visits, etc, a large number of students were given plenty of opportunities to plan and to run the major school functions to enhance their leadership abilities and presentation skills. These students have performed very well in all these occasions and contributed to promoting a good school image to the public.

8. Performance of Students

HKAT (Pre-S1)



HKALE

	08/09		09/10		10/11	
	School	Territory	School	Territory	School	Territory
No. of students sat	114	-	111	-	111	-
% of students awarded the minimum entrance requirements for university education #	86.8	46.8	78.4	47.1	80.18	46.2

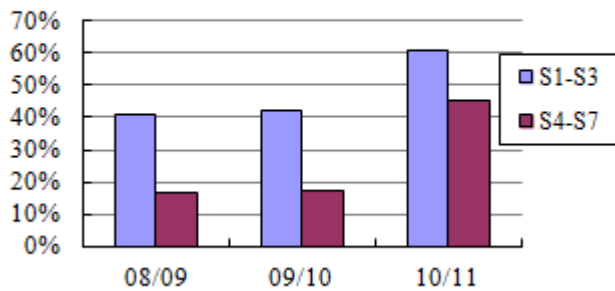
The minimum entrance requirements for university education

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

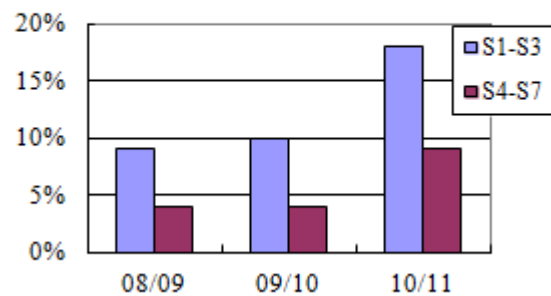
Student Participation in Inter-school Sports Events, School Music and Speech Festivals and Uniform Groups

Activities	Number of participants
Inter-school Sports Competitions	263
School Music Festival	200
School Speech Festival	150
Scouts	70
Youth Red Cross	39
St. John Ambulance Brigade	47

Inter-school Events



Uniform Groups



Student Participation in Social Services

Team	Services	Number of participants
Social Service Group	● Services at John F. Kennedy Centre	16
	● Services for Elderly	15
Community Youth Club	● Open Day	20
	● Pot Planting	20
	● Clean the school campaign	40
King's Ambulance Cadet Division	● Joint division services	15
	● Swimming Gala, Athletic Meet, Cross-Country Run	28
	● Famine 30	12
Hong Kong Red Cross Youth Unit 21	● Athletic Meet (Heat)	20
	● Football match First Aid Service	2
	● Annual Swimming Gala	20
	● Blood Donation Day	20
	● World Aids Day Service	5
	● Open Day: Health Check Service	20
	● World Red Cross Day	1
	● Annual Athletics Meet (Final)	20
	● Service Project 'DID'	10
Scouts	● Inter-school swimming championship	20
	● Island Scout Day	2
	● HK Marathon	8
	● Regular Service (In School)	50
	● Other service	8
	● Scout Rally	2
	● Olympic Run	3
King's College Volunteer Service Team	● Hong Kong No Air-con Night	4
	● Dress Special Day	1067
	● Flag Selling Services	199
	● 香港人香港心義工大使行動	15
	● 青年義工領袖培訓日營	12
	● HSBC Share-to-Care Volunteer Campaign	64
	● 冬日送暖到保良	27
	● Inter-school Cookie Competition 2010-11	23
	● 4C 青年義工訓練日營	12
	● 長幼一家齊互動、關愛社區樂共融	23
	● 福音護老院探訪	19

Team	Services	Number of participants
	<ul style="list-style-type: none"> ● 跨代樂樂行 ● 「探討貧窮」義工培訓計劃 ● Earth Hour 2011 fund raising activity ● 「摺疊紙鶴傳愛心 籌集善款助災民」 ● 小行動·大改變」社區關懷計劃 ● 「情繫中國 服務雲南 體驗計劃」 ● 4C 青年義工訓練日營 ● 綻放能量-中西區聯校領袖義工訓練 	<p>19</p> <p>2</p> <p>8</p> <p>4</p> <p>23</p> <p>20</p> <p>27</p> <p>2</p>

Students' Major Achievements in External Competitions

Nature	Competition	Award/Prize	Awardee
Academic	The Charles Frankland Moore Award 2010 organized by The Hong Kong Sino-British Fellowship Trust Scholars' Association		6C Lui Man Hin
	Nehru Memorial Fund Scholarship organized by The Indian Chamber of Commerce Hong Kong		7C Yeung Wan Tai (Class 2010 graduate)
	HKMOS Spring Training Program Scholarship 2011 organized by Hong Kong Mathematical Olympiad School		3C Wong Chun Man
	The 52nd International Mathematical Olympiad (2011) organized by International Mathematical Olympiad	Silver Medal	6C Lo Chun Tung
	University of Yale Book Club	Yale Book Award	6C Lee Chung Yeung
	香港島傑出學生選舉	中西區傑出學生(初中組)	3A 嘉柏權
		中西區傑出學生(高中組)	7A 徐樂添
	Hong Kong Budding Poets Award 2010/2011 organized by EDB (Gifted Section)	Poet of the School	3D Shan Sonthra
	Modern China - 4.23 World Book Day Creative Competition in 2011 organized by Leisure and Cultural Services Department (Hong Kong Public Libraries)	Outstanding Award in Senior Secondary English Group	4A Ng Tin Fung
			4A Lai Tak Pui
	2 nd Inter-Government Secondary Schools English Debating Competition 2010-2011	Winner of the Competition – Preliminary Round	6C Lee Chung Yeung 6D Ng Michael Timothy 5A Cheung Chun Hin 4D Lau Chun Pong
	中國中學生作文大賽(香港賽區) 2010-2011	文學之星(全國複賽)銅獎	3A 馮建曜
		初中組優異獎(初賽)	3A 陳頌暉 3B 鄭卓然
		高中組優異獎(初賽)	5E 林澔

Nature	Competition	Award/Prize	Awardee	
			5B	丘立文
			7B	張錦盛
	社會福利署中西南及離島區福利辦事處合辦《家庭實況劇：一念之間》徵文比賽	高中組第二名	6C	蔣文豐
		高中優異獎	6B	陳朗軒
	鏡報《阿福精神—香港的光榮》全港中、小學徵文比賽	最積極參與獎		英皇書院
		初中組優異獎	2A	朱逸浩
			2A	吳家樂
			2A	姚誠鵠
			2A	吳宣羲
			2A	李欣鍵
			2A	楊天平
	第十屆中西區區節統籌委員會主辦「第十屆中西區區節公民教育辯論比賽」	季軍	3A	嘉柏權
			3A	劉以正
			3D	蔡匡哲
			4D	陳家樂
			4D	陳家裕
	Pui Ching Invitational Mathematics Competition 2010-2011 organized by Pui Ching Academy	Silver Award	6C	Lo Chun Tung
		Bronze Award	3A	Lo Kwun Yu
	The 13th Hong Kong Youth Mathematical High Achievers Selection jointly organized by Po Leung Kuk , the Hong Kong Youth Cultural and Arts Competitions, the Hong Kong Association for Science and Mathematics Education	The First Honour Award	1A	Fung Wong Yu
			2A	Chow Chun Hin
			3A	Lo Kwun Yu
	The Third Hong Kong Mathematics Creative Problem Solving Competition For Secondary School	The Second Runner-up Prize	3C	Wong Chun Man
			3A	Lau Ching Hei
			1A	Chiu Yik Tao
			1A	Lau Wai Kit
			2A	Chow Chun Hin
			2A	Ying Xiang

Nature	Competition	Award/Prize	Awardee	
	organized by Education and Manpower Bureau			
	2010/11 Statistical Project Competition for Secondary School Students organized by Hong Kong Statistical Society & Education Bureau	Hang Seng Indexes Company Limited Prize for the Best Thematic Project for the Senior Section	6A 6A 6A 6A 6A	Cheng Ming Kwan Chu Ka Chung Lau Chi Tak Peter Leung Ying Lun Loke Sebastian Mun Foo
		First Prize – Senior Section	6A 6A 6A 6A 6A	Cheng Ming Kwan Chu Ka Chung Lau Chi Tak Peter Leung Ying Lun Loke Sebastian Mun Foo
		Third Prize – Senior Section	6B 6B 6B 6B 6B 6B	Chan Long hin Ho Yuk him Lam Kwok on Lo Chun Tung Wong Luung Sit Wong Mo Dick
	香港資優教育學院、香港物理奧林匹克委員會與中國教育學會物理教學專業專業委員會合辦第七屆泛珠三角物理奧林匹克競賽暨中華名校邀請賽	一等獎	6C 6C	盧俊彤 呂旻軒
	Hong Kong Physics Olympiad 2011 organized by Hong Kong Academy for Gifted Education	Second Honour in Junior Level	4A 4A	Ho Kwun Yin Yuen Kin Hong
		Best School Award in Senior Level		King's College
		Second Honour in Senior Level	5B	Lam Cheuk Yin, Anthony
		Third Honour in Senior Level	5A 5A	Cheung Hoo Hin Luk Dik Wai, Anderson

Nature	Competition	Award/Prize	Awardee	
	The 41st International Physics Olympiad 2010 organized by International Physics Olympiad	Bronze Medal	6C	Leung Yik Lok, Lawrence (admitted to CUHK through the Early Admission Scheme 2010)
	The 16th Hong Kong Chemistry Olympiad for Secondary Schools organized by The HK Association for Science and Mathematics Education, The HK Chemical Society, The Royal Society of Chemistry and The HK Education City Ltd.	First Runner-Up	6C 6C 6C 6C 6C	Chiang Man Fung Lai Guan Xing Lam Joshua Wai Hon Lo Chun Tung Lui Man Hin
	Australian National Chemistry Quiz 2010 jointly organized by The Royal Australian Chemical Institute, The HK Association for Science & Mathematics Education	Class Excellence-100% "Award of Excellence" Plaque	6C	Lo Chun Tung Raymond
		High Distinction "Award of Excellence" Plaque	6C 6A	Lui Man Hin Yu Yat Tin Sunny
		High Distinction	4A 4A 4A 4A 4A 4D 4D 4D 4D 6B 6C 6C 7C	Chan Ching To Ho Kwun Yin Lam Jeffrey Alan Chak Long Lau Yiu Leung Lui Yat Man Edmond Keung Sek Wing Lai Tak Pui Lincoln Lau Cheuk Hin Tam Tsz Wai Wong Mo Dick Lai Guan Xing Lam Joshua Wai Hon Chung Tsz Hin

Nature	Competition	Award/Prize	Awardee	
	Hong Kong Youth Science Technology and Invention Competition 2010 - 2011 organized by Hong Kong New Generation Cultural Association Science Innovation Centre and Hong Kong Polytechnic University	Second Class Prize	6C	Chiang Man Fung
			6C	Lo Chun Tung
			6C	Lui Man Hin
	The Hong Kong Institution of Engineers Prize for Potential Engineering Students 2009/2010 organized by The Hong Kong Institution of Engineers		7D	Lui Chung Heng, Christopher
	Secondary School Science Quiz Competition 2011 organized by Hong Kong Science Museum	Merit Prize	5A	Lee Chung Ho
			5A	Luk Dik Wai
			5A	Wong Wai Kit
			5B	Lam Cheuk Yin
	Hong Kong Student Science Project Competition 2010 – 2011 organized by Education Bureau, Innovation and Technology Commission, The Hong Kong Federation of Youth, Groups Hong Kong Science Museum	Champion and Visitor's Award	6D	Choi Pak Hang
			4A	Lui Yat Man Edmond
			4D	Yuen Kin Hong
			6D	Wai Tsun Hong
			6D	Chan Ho Wah
	The HKIAAT Accounting and Business Management Case Competition 2010-2011 - Secondary School Group organized by Hong Kong Institute of Accredited Accounting Technicians	Second Runner-up and Visitor's Award	6C	Chiang Man Fung
			6C	Lai Guan Xing
			6C	Lam Joshua Wai Hon
			6C	Lo Chun Tung
			6C	Lui Man Hin
	The HKIAAT Accounting and Business Management Case Competition 2010-2011 - Secondary School Group organized by Hong Kong Institute of Accredited Accounting Technicians	Second Runner-up Prize	6A	Cheng Ming Kwan
			6A	Chu Ka Chung
			6C	Chan Ching Yeung
	香港大學中國歷史研究碩士同學會主辦第二屆全港中學中國歷史研習	初級組冠軍	3A	陳俊榮

Nature	Competition	Award/Prize	Awardee	
	獎勵計劃			
Art and Design	Guang Dong-Hong Kong-Macau Chinese White Dolphin Drawing Competition organized by Ocean Park Conservation Foundation HK, Agriculture, Fisheries & Conservation Department	Merit Prize	5E	Lam Ho
	2010-2011 Water Safety Poster and Slogan Competition organized by Leisure and Cultural Services Department	Merit Prize	3E	Lau Kai Hin
	2010 Hong Kong International Students' Visual Arts Contest organized by Education Bureau	Grand Prize Award	5B	Lie Yin Ki
Music	The Asia Pacific Harmonica Festival 2010 organized by Harmonica Aficionados Society	Champion Open Class Harmonica Orchestra		KC Harmonica Band
		Open Class Solo First Runner-up	5C	Ho Cheuk Yin
		Youth Class Solo First Runner-up	5D	Lam Chit Hoi
		Youth Class Ensemble First Runner-up	3C	Yip Tsz Chung (with members from other schools)
		Champion Junior Class Trio	2E	Chan Shu Min (with members from other schools)
	2010-2011 Hong Kong Youth Music Interflow	Chinese Orchestra Contest (Secondary School Class) Gold Prize		KC Chinese Orchestra
Symphony Orchestra Contest (Secondary School Class) Bronze Prize			KC Orchestra	

Nature	Competition	Award/Prize	Awardee		
Other Learning Activities	香港小童群益會舉辦第	思考國情(優異獎)	2A	黃君正	
	五屆「我的祖國」暑期閱讀國情獎勵計劃	閱讀國情(二等獎)及專題國情(優異獎)	3B	鄭卓然	
	中國文化協會「辛亥革命建國 100 周年『百年中華的發展』徵文比賽」	初中組一等獎	3A	麥志鏘	
		高中組優異獎	6A	張嘉慷	
	Hong Kong English Drama Festival organized by The Association of English Medium Schools	Outstanding Performance Award		Drama Society	
	Hong Kong School Drama Festival 2010/2011 organized by the Hong Kong Art School Hong Kong School Drama Festival 2010/2011 organized by the Hong Kong Art School	Award for Outstanding Script	4A	Kwong Oon Hin	
		Award for Outstanding Director	4D	Lau Hiu Fung	
		Award for Outstanding Actor	4A	Kwong Oon Hin	
			4C	Au Kwok Wai	
			4E	Mok Kok Pong Michael	
Award for Commendable Overall Performance Cast and Backstage crew		4A	Chan Ching To		
	4A	Wang Shao wei			
	4A	Kwong Oon Him			
	4A	Ng Yui Hin			
	4B	Hau Tak Cheong			
	4B	Yau Chit Wei			
	4C	Wong Man Chit			
	4C	Lo Ho Ching			
	4C	Au Kwok Wai			
	4D	Oscar Chan			
4D	Lau Hiu Fung				
4E	Mok Kok Pong				
Robotics Intelligence DIY organized by Creative Power Educational Association	First Runner Up Prize	5A	Lai Chi Kin Benjamin		
		5A	Ng Yik Fan		
		5B	Cheung Hoo Hin		
		5E	Cheung For Lee		
CityU-CS Robocode Contest 2010 organized by Department of Computer Science, City University of Hong Kong	Second Runner Up Prize	5A	Lai Chi Kin Benjamin		
		5A	Lai Yam Ting		

Nature	Competition	Award/Prize	Awardee	
	Robot Sumo Competition organized by Central & Western District Committee on Promotion of Information Technology	Best Design Award	2B 2B	Cheung Hung Fay So Chung Yin
	The Youth Creative Products Enterprise Competition organized by The Boys' and Girls' Club Association of Hong Kong	Gold Prize and the Most Creative Award	5A 5B 5E 5C 5E 5E	Cheung Chun Hin Chan Yin Fan Cheung For Lee Ho Kam Tim Lam Ho Wing Wong Chun Yeung
	Volunteer Movement organized by the Social Welfare Department	Gold Award	4A 7A 7C 7D	Yu Pui Hei Steven Chong Wai Leung Ho Wing Kit Wong Lok Yin Edgar
		Silver Award	4D 4D 5B 5D 5E 7A 7A 7B	Yung Yik Ho Yung Yik Ho Ho Keung Chun Yip Poon Yun Hei Wang Chi Yong Au Kwok Hei Hsu Lok Tim Austin Jonathan Lai Hei Wei
		Bronze Award	3A 3A 5A 5A 5A 5B 5B 5C 5C 5E 5E 5E 7C	Mak Chi Cheong Siu Sing Leong Chan Shi Hang Ng Cheuk Hei Yip Ki Chun Cheung Man Kit Lau Chun Yin Ko Man Him Ng Tung Man Cheung For Lee Lau Cheuk Yin Le Tang Chun Kan Cheung Chim Lee

Nature	Competition	Award/Prize		Awardee	
				7C 7C 7D	Cheung Lok Hang Wong Hiu Lam Sarah Yiu Yat Pong
	Community Youth Club – Member Merit Award Scheme	Secondary Level 2 (Orange Badge)		4A 4A	Yu Pui Hei Wang Shao wei
	Hong Kong Island Region Footdrill Competition (High Flier Group) organized by Hong Kong Scout Association	Champion, Best Appearance and Uniform Team			5th Hong Kong Group (Scouts)
		Best Commander Award		4B	Chung Long Fung
	"Youth - Life Game" Competition organized by Lions Clubs International District 303, Hong Kong & Macao, China	Champion		4A	Chan Ching To
		First Runner-up Prize		4A	Cheung King Yiu
		Merit Prize		5A	Cheng Kai Yin
	10 th Hong Kong Inter-City School Real Time Debate on Net organized by V-China	Best Debater Award		6D	Wong Won-cheung
	香島中學及香港象棋文化發展協會合辦第六屆國慶盃中國象棋賽	初中組個人冠軍		3A	劉政禧
		初中組團體冠軍		3A 3A 3D	劉政禧 蔡仲文 梁俊榮
	香港浸會大學香港有機資源中心舉辦十八區新春減碳揮春創作比賽	冠軍		3A	李俊彥
		優異獎		3A 3A	陳帝羲 馮建曜
	灣仔區議會文化及康體事務委員會,香港大學建築學院建築學系及香港小童群益會合辦「我最愛灣仔特色歷史文化建築攝影比賽」	亞軍		3D	蔡匡哲
		季軍		5B	陳彥勳
		優異獎		2D	鍾力恆
Sports	A.S. Watson Group	A.S. Watson Group Hong Kong Student Sports Awards	2010-2011 Student Sports Awards	5A	Lam Wai Ki

Nature	Competition	Award/Prize		Awardee	
	HKSSF Inter-School Athletics Championships (Division III)	Boys A grade	3 rd Runner up		King's College School Team
Boys A Grade 1500m		Champion	5A	Lam Wai Ki	
Boys A Grade 5000m		Champion	5A	Lam Wai Ki	
Boys B Grade Long Jump		First Runner up	4D	Lo Ka Ho	
Boys A grade 4x400m Relay		Third Runner up	5A 5C 6C 7C	Lam Wai Ki Ho Cheuk Yin Chow Ho Man Cheung Lok Hang	
Queen's College Athletics Meet		Boys 4x100m Invitation Relay	Second Runner up	4B 5C 7B 7C	Chan Yat Chun Ho Cheuk Yin Chan Yuk Ki Cheung Lok Hang
HKSSF Inter-School Volleyball Competition (Division II) (HK Island)		Boys Overall	Second Runner up		King's College School Team
		Boys A grade	Second Runner up		King's College School Team
		Boys B grade	First Runner up		King's College School Team
HKSSF Inter-School Basketball Competition (Division III) (HK Island)		Boys Overall	First Runner up		King's College School Team
		Boys B grade	First Runner up		King's College School Team
HKSSF Inter-School Fencing Championships		Individual Tournament -- Boys Epee C (HK)	Second Runner up	1C	Ng Keng Sang
HKSSF Inter-School Swimming Championships (Division II)		Boys C grade	Third Runner up		King's College School Team
		Boys B grade 200m Free Style	Third Runner up	3E	Lam Yuk Hong
		Boys C grade 50m Backstroke	Second Runner up	2C	Lai Pak Kwan

Nature	Competition	Award/Prize		Awardee	
		Boys C grade 50m Butterfly	Second Runner up	2C	Lai Pak Kwan
		Boys C grade 100m Breast Stroke	Third Runner up	1C	Tse Tsz Fung
		Boys C grade 200m Breast Stroke	Champion	1C	Tse Tsz Fung
		Boys C Grade 4x50m Medley Relay	First Runner up	1C 1D 2B 2C	Tse Tsz Fung Ng Po Wun Baron Lo King Hei Lai Pak Kwan
	Cheung Sha Wan Catholic Secondary School Swimming Gala	Boys 4X50m Free Style Invitation relay	Second Runner up	6A 6C 6C 6D	Loke Sebastian Mun Foo Chiu Pak Shing Chow Ho Man Kwok Ka Chun
	SKH Lui Ming Choi Secondary School Swimming Gala	Boys 4X50m Free Style Invitation relay	First Runner up	1C 2C 3A 3E	Tse Tsz Fung Lai Pak Kwan Pang Wai Cheung Poon Nok
	St. Francis Xavier's College Swimming Gala	Boys 4X50m Free Style Invitation relay	Second Runner up	3A 3D 3E 3E	Pang Wai Cheung Lo Tsz Hin Chan Cheuk Kit Poon Nok
	HKSSF Inter-School Cross Country Championships (Division III) (Area 2)	Boys A grade	Third Runner up		King's College School Team
		Boys A grade Individual	Champion	5A	Lam Wai Ki
	HKSSF Inter-School Badminton Tournament (Division II) (HK Island)	Boys Overall	Second Runner up		King's College School Team
		Boys A Grade	Second Runner up		King's College School Team
	HKSSF Inter-School Table Tennis Competition (Division II)	Boys C Grade	First Runner up		King's College School Team

Nature	Competition	Award/Prize		Awardee	
	HKSSF Inter-School Handball Competition (Division II)	Boys Overall	Champion		King's College School Team
Boys A grade		Champion		King's College School Team	
Boys B grade		First Runner up		King's College School Team	

9. Financial Summary (1.9.2010 – 31.8.2011)

	Income(\$)	Expenditure(\$)
I ESCBG ACCOUNT		
(a) Non-school specific grants		
1 Baseline reference provision	405,222.00	218,096.24
2 Other education purposes (Balance b/f from the previous year)	760,624.00	
Sub-total:	<u>1,165,846.00</u>	<u>218,096.24</u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	376,501.00	1,000,494.11
2 Capacity Enhancement Grant - GSS	471,771.00	216,615.90
Sub-total:	<u>848,272.00</u>	<u>1,217,110.01</u>
II TEACHER RELIEF GRANT(TRG) ACCOUNT		
(1a) Provision for 2010-2011	178,911.00	340,141.23
(1b) Balance b/f from the previous year	453,107.00	
Sub-total:	<u>632,018.00</u>	<u>340,141.23</u>
III OTHER NON-RECURRENT GRANTS ACCOUNT		
1 Teacher Professional Preparation Grant		
(1a) Balance b/f from the previous year	137,112.00	137,112.00
Sub-total:	<u>137,112.00</u>	<u>137,112.00</u>
2 Senior Secondary Curriculum Support Grant		
(2a) Provision for 2010-2011	635,220.00	717,929.66
(2b) Balance b/f from the previous year	526,345.00	
Sub-total:	<u>1,161,565.00</u>	<u>717,929.66</u>

	Income(\$)	Expenditure(\$)
3 New Senior Secondary Curriculum Migration Grant		
(3a) Balance b/f from the previous year	180,479.00	111,950.50
<i>Sub-total:</i>	<u>180,479.00</u>	<u>111,950.50</u>

IV SMI ACCOUNT

Fees collected from students for specific purposes	206,500.00	202,836.80
<i>Sub-total:</i>	<u>206,500.00</u>	<u>202,836.80</u>

V ECA ACCOUNT

(a) Provision for 2010-2011	71,757.00	160,968.55
(b) Fees collected from students(S4 to S7)	66,330.00	-
<i>Sub-total:</i>	<u>138,087.00</u>	<u>160,968.55</u>

10. Feedback on future planning

1. The School will conduct continuous evaluation on the implementation of the 3+3 academic structure. Greater attention will be put to strengthen the confidence of S6 students in the coming year to face the challenge of the HKDSE. The effectiveness of the related NSS policies, such as subject selection, timetabling, and that of the implementation of subject curricula will also be reviewed.
2. To train students to be proactive and independent learners, the enhancement of students' learning initiative would be more focused on learning and teaching in the coming year. Teaching and learning strategies and activities, as well as assignments would be designed with a view to promoting students' conscientiousness and ability to steer, monitor and reflect on their own learning. The Cross-curricular Activities (CCA) Periods will be built in the timetable to enable students to share their learning experience after attending OLE activities.
3. To enable the students to cultivate a habit in goal-setting and self-reflection as well as to recognize their efforts at striving for achievements, the Enhancing Students' Learning Initiative Scheme would be continued in S1 to S3. To motivate students to monitor and make reflections on their own initiative, the Students' Target Achievement Records (STAR) Scheme would be continued and refined. Awards would be given to the outstanding students (STARs) and their achievements would be recorded.
4. To cater for the diverse learning need and ability among students, more support measures have to be provided to stretch further the learning potentials of the gifted students and enhance the learning initiatives of the lower achievers. At the same time, due attention would be given to the "sandwich" batch of students. Teacher encouragement, peer support and stress management guidance are all useful measures to adopt.
5. The School will develop a comprehensive Life Education Curriculum to be conducted in Form Teachers' Periods. Different committees will collaborate for student support and conduct whole school approach programmes to strengthen universal core values among students throughout the school year. It is planned that through leadership training and community service, students would enhance their sense of respect and responsibility to their own selves, their families, the school, the community, the nation and the environment.

11. Appendixes

Evaluation on the Use of Teacher Professional Preparation Grant, Capacity Enhancement Grant and Senior Secondary Curriculum Support Grant in 2010-2011 school year

Objectives/Plan	Evaluation
<p>Objectives:</p> <ol style="list-style-type: none"> 1. To share the overall teaching and non-teaching workload so as to give space for teachers' professional development, curriculum development and teaching 2. To cater for learners' diversity 3. To assist teachers in preparing teaching and learning materials and form- teacher period materials (civil and moral education, careers educations, guidance and counseling) and organizing ECA and OLE 4. To take up some of the administrative and other non- teaching duties of teachers <p>Plan:</p> <ol style="list-style-type: none"> (a) Employment of an additional temporary teacher (b) Direct Re-appointment of 4 Teaching Assistants (c) Direct Re-appointment of an Administrative Assistant 	<ul style="list-style-type: none"> ● The employment of the additional temporary teacher provided relief for all teachers as there was a reduction in the total number of teaching periods. Teachers could focus more on the implementation of the respective programme plans. ● The S1 and S2 English and Chinese language teachers could spare more time on giving support for the weaker students and English Teachers on planning and implementing strategies to enhance the English language environment. ● The Administrative Assistant provided essential relief for all teachers in non-teaching related duties including: <ol style="list-style-type: none"> (a) secretarial duties (b) assisting in preparation of school and student documents (c) assisting in liaising with old boys (d) assisting in PTA activities (e) assisting in all examination-related matters so that teachers were able to concentrate on curriculum planning and teaching. ● The TAs have contributed a lot in conducting remedial support for the weak students in English, Chinese, Mathematics and Liberal Studies of different form levels. ● Throughout the whole year, the TAs have provided essential assistance to teachers of the English, Chinese, Mathematics, Liberal Studies, IH, BAFS, Sciences departments as well as various functional committees in tasks including: <ol style="list-style-type: none"> a. preparing teaching and learning materials,

Objectives/Plan	Evaluation
	<ul style="list-style-type: none"> b. helping the NSS curriculum development, c. implementation of SBA, d. organization of extra-curricular activities, e. preparing form-teacher period materials, f. preparing OLE materials, g. taking junior form students to the Speech Festival Competitions, <ul style="list-style-type: none"> ● Assistance has also been given to other teachers, including: <ul style="list-style-type: none"> a. lesson substitution - The total number of lessons substituted by the TAs was 818 this year. This provided space for the teachers to attend professional development courses and relieved the other teachers from taking up the substitution duties. b. internal and public examination invigilation duties (1,385 hours 68 hours respectively) so that teachers can focus on marking the answer scripts and developing assessment for learning strategies. c. The TAs have offered administrative support relating to the S1 Admission Interview. ● A survey was conducted to collect teachers' opinion. Majority of the teachers agree that the grants be spent on recruiting an additional temporary teacher, one administrative assistant and four teaching assistants.

**二零二零/一一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、麥婉婷老師

聯絡電話：

25470310

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 (中一及中二級同學) (包括：ABC 體驗訓練 營、義工服 務)	15 人 (S.1)	93%	22/1, 29/1 (義工服務) 15-16/1(宿營)	\$0 (由於參加的同學未能符合申請資助的資格 \$7000(學生自費合共： 3250 ECA Fund： \$3750) 而符合資格的同學又沒有時間參加)	工作紙、問卷、分享	香港小童群益會	根據活動後的問卷調查，大部分的參加者大致滿意戶外活動。他們大都學習到團結、互相合作、互相信任以克服困難。此外，義工服務使同學認識到事前計劃的重要性、增強學生的自信心、抗逆力、做義工要很大的耐性、需要勇氣、要有愛心、懂得大方、要很快反應、來關懷社會有需要人士。

<p>【自我挑戰】 成長訓練計劃 (中一及中二級同學)</p> <p>(包括：ABC 體驗訓練營、義工服務)</p>	16 人 (S.2)	98%	1/3, 8/3, 15/3-2 2/3 小組 12/3-13/3 宿營	\$0 (由於參加的同學未能符合申請資助的計劃 \$7000(學生自費合共：3500 ECA Fund：\$3500) 而符合資格的同学又沒有時間參加)	工作紙、問卷、分享	香港小童群益會	根據活動後的問卷調查，參加者大致滿意活動。他們大都能幫助學生了解自我、互相合作，加強學生與他人相處共事的技巧。此外，活動也能增強學生的自信心。
<p>擴闊眼光 闖一闖 (中一至中七同學) 模型製作班</p> <p>(製作巨型 2 腳、4 腳，實物原大之爬行及步行的電動機械獸，體積約 30cm 長，學習槓桿力學機械原理，舉行成品比賽活動)</p>	16 人	90%	12/3/2011	\$5750	工作紙、模型製作、小組分享	Kelab creative science	根據老師的觀察所見同學對模型製作的興趣很大，用心製作個人的作品，活動能使同學有深刻的體會如何在日常生活中應用力學或其他物理原理，增加對科學的興趣，也能擴闊視野。
<p>學習效能提升班 (中一至中三同學)</p>	17 人	88%	2/3/11 , 3/3/11, 4/3/11	\$8100	問卷	Edvenue Limited	根據活動後的問卷調查，學生大致掌握能一些學習技巧，這些方法也能

							應用在平日的課堂上。
外展訓練計劃 (中三及中四同學)	4人	/	7月至8月 (沒有空位)	/	/	香港外展訓練學校	/
			總開支	\$13,850			

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			
學習成效						
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		✓				
個人及社交發展						
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		✓				
社區參與						
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): _____