



**King's College
School Report
(2007/2008)**

King's College
Annual School Report
2007/2008

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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 achievement 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.

Our School

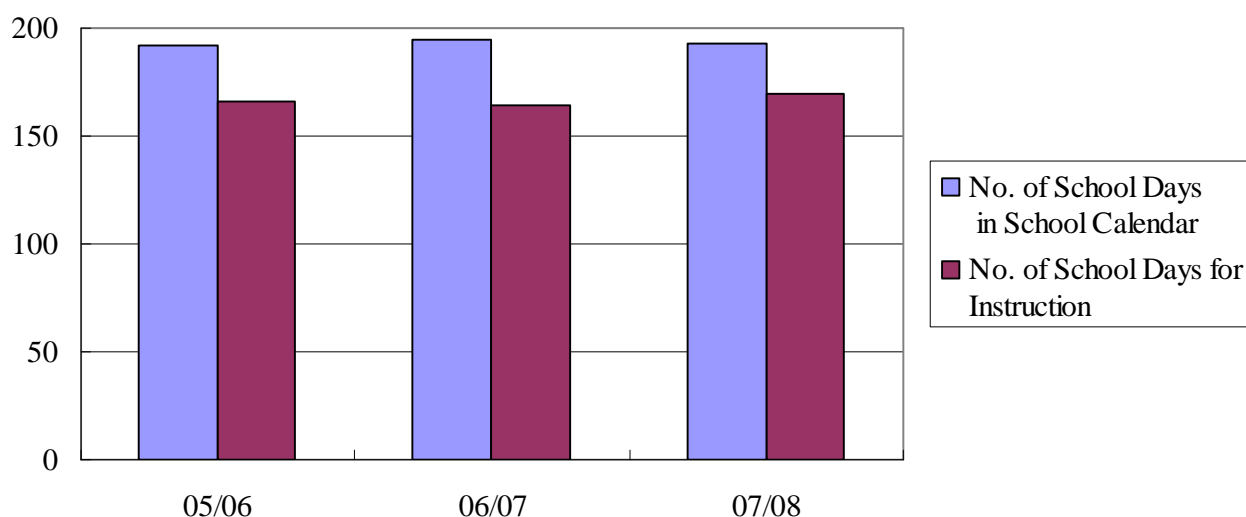
History

King's College was founded on its present site in 1926. The premises were damaged in World War II and rebuilt and refurbished after the war. Since then the classical structure has retained its facades of grey granite columns against a background of red bricks, arched corridors and a sunken garden.

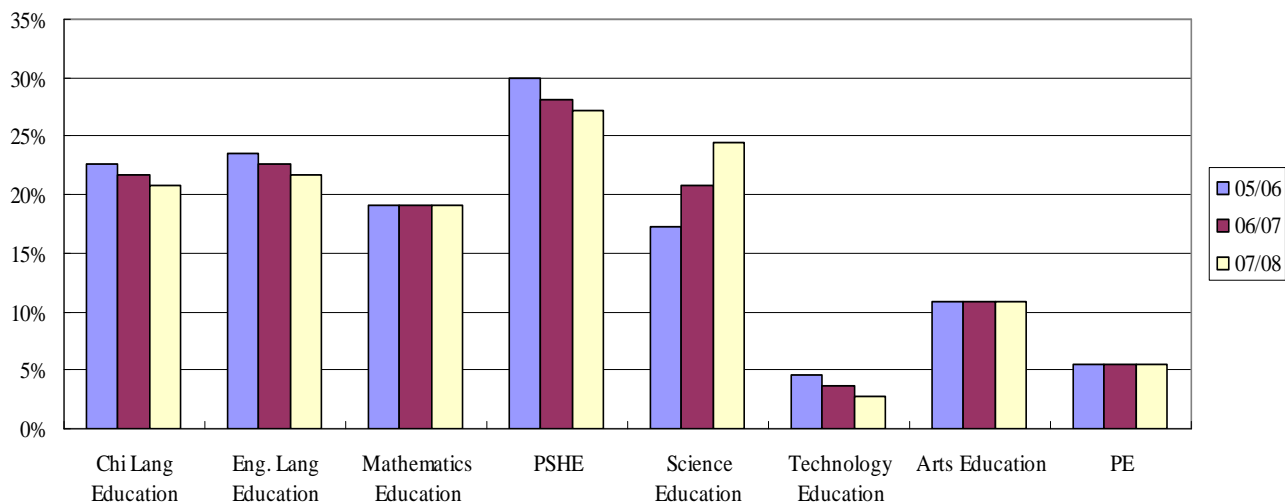
School Management

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
05/06	1 (9%)	1 (9%)	2 (18.2%)	2 (18.2%)	2 (18.2%)	3 (27.4%)
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%)

Number of Active School Days



Lesson Time for the 8 Key Learning Areas



There are 49 45-minute teaching periods in a 7-day cycle.

From S1-S7, there is 1 form teacher's period with main focus on students' civic, moral and value education.

S1-S3

Cross-curricular integrated project learning aimed at developing students' creativity and generic skills was conducted mainly during after-school hours.

S4 –S5

46 teaching periods were spent on 8 examinable subjects for the Arts Stream, Commercial Stream and one class in the Science Stream while 48 periods were spent on 9 examinable subjects in two classes in the Science Stream.

S6-S7

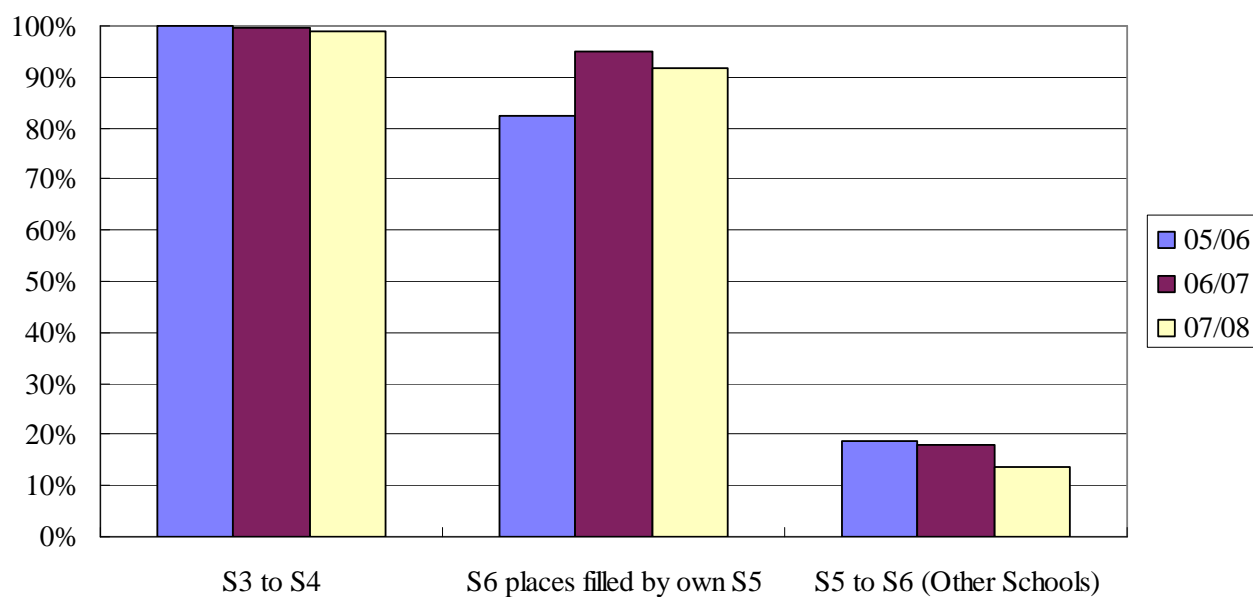
4 45-minute teaching periods were spent on 5-6 examinable subjects for the Arts/Commercial Stream and the Science Streams.

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	200	198	193	192	188	117	92	1183
Girl	0	0	0	0	0	6	12	18
Total Enrolment	200	198	193	192	188	123	107	1201

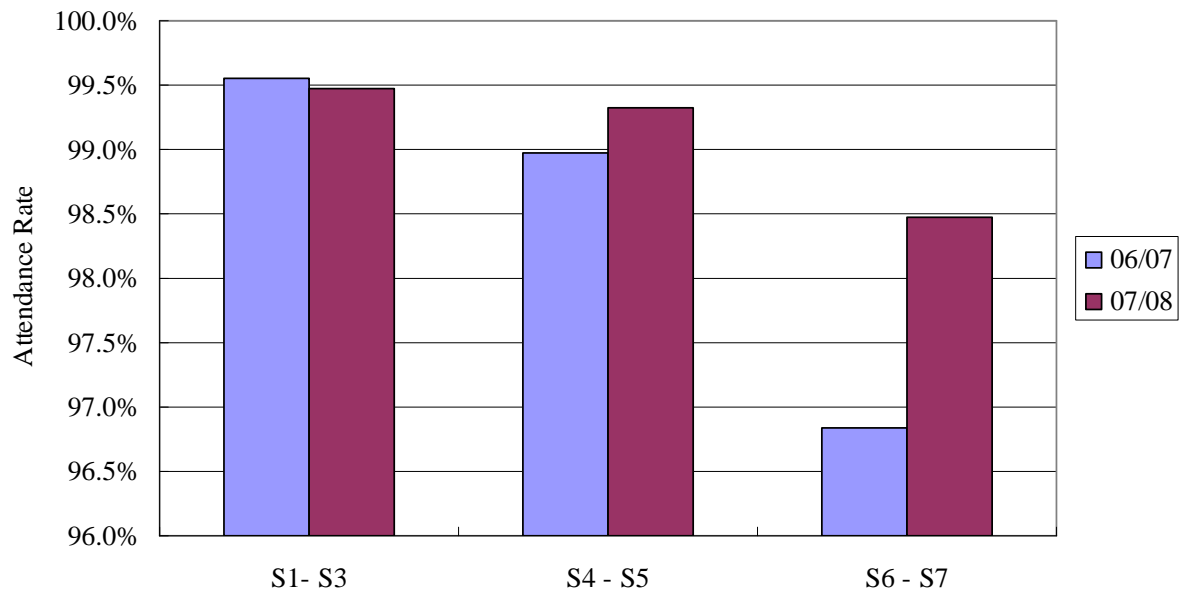
The bar chart below shows the percentages of (i) S3 students who were promoted to S4; (ii) S6 places filled by our own S5 graduates; and (iii) S5 graduates who had secured S6 places in other schools.



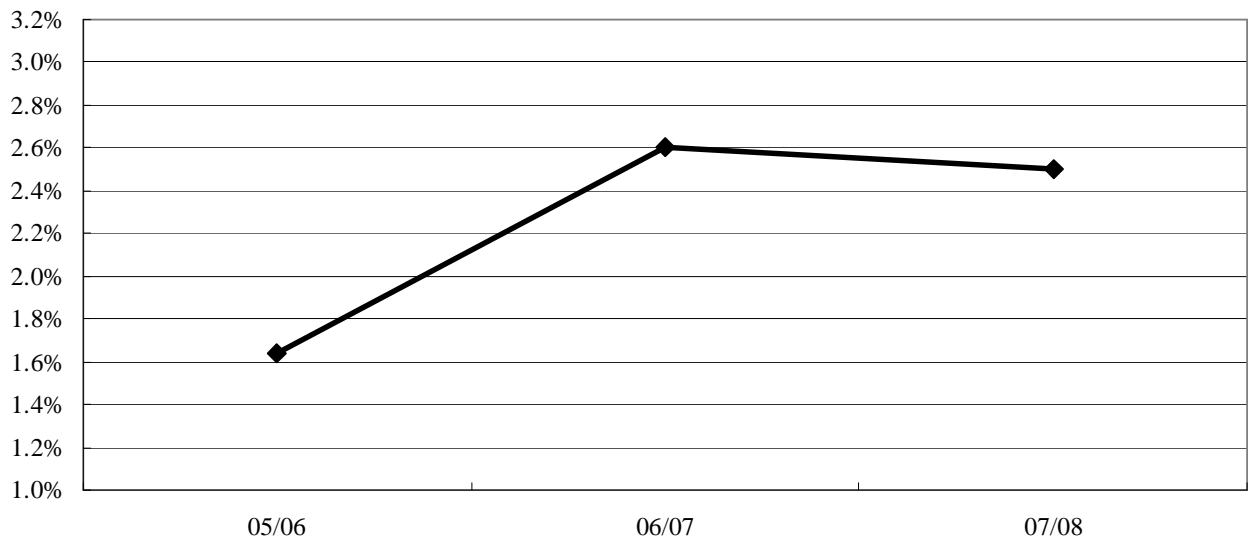
Unfilled Places

Year	Unfilled Places
2005-2006	Zero
2006-2007	Zero
2007-2008	Zero

Students' Attendance

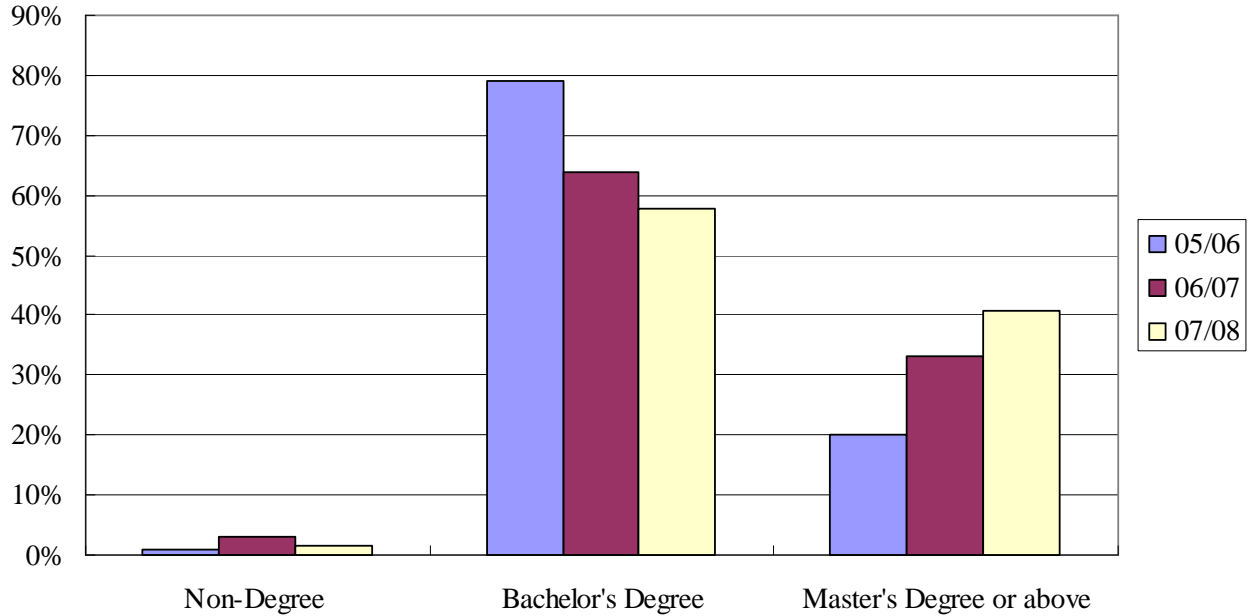


Students' Early Exit

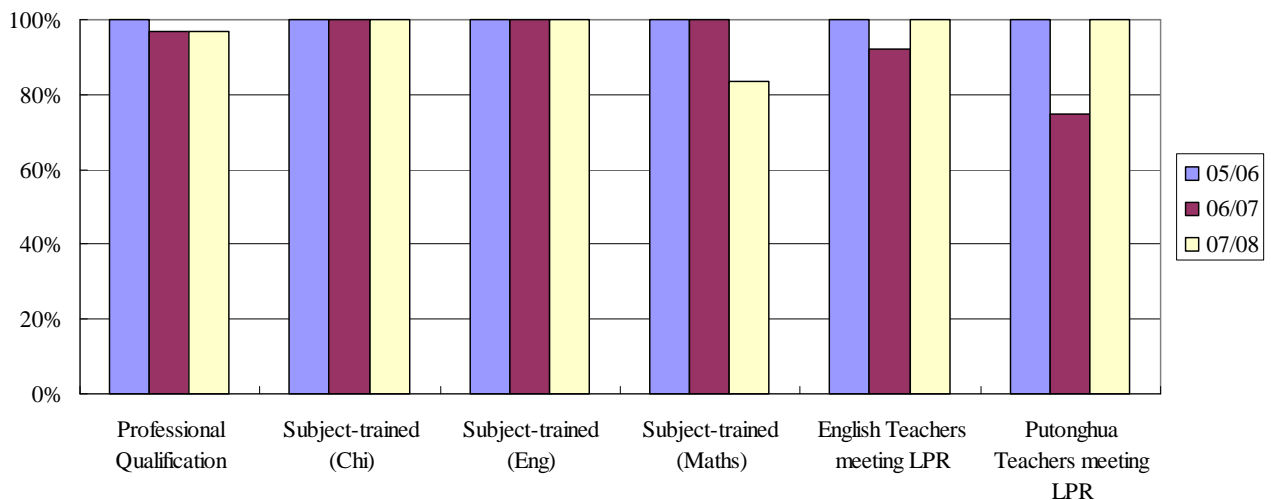


Our Teachers

Teachers' Qualification

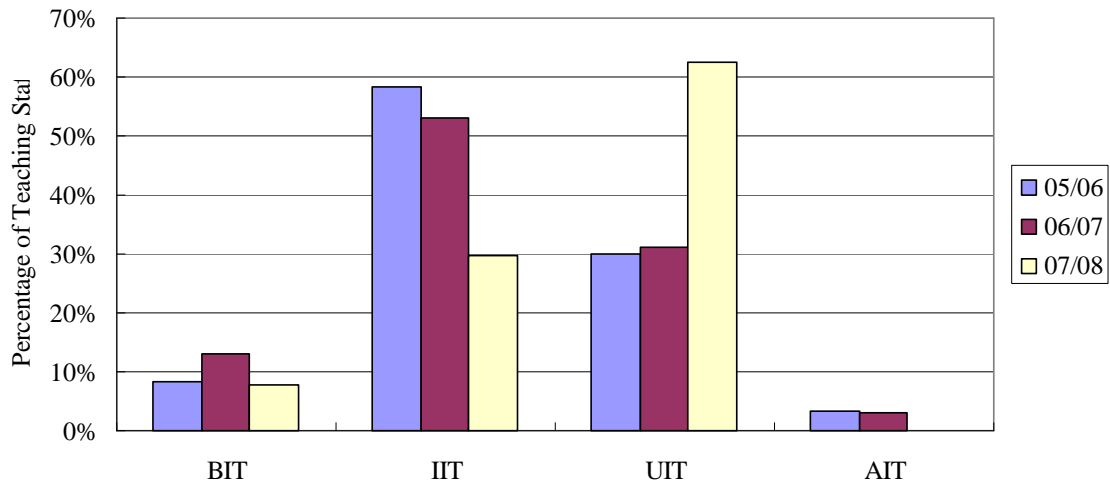


The bar chart below indicates the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement.

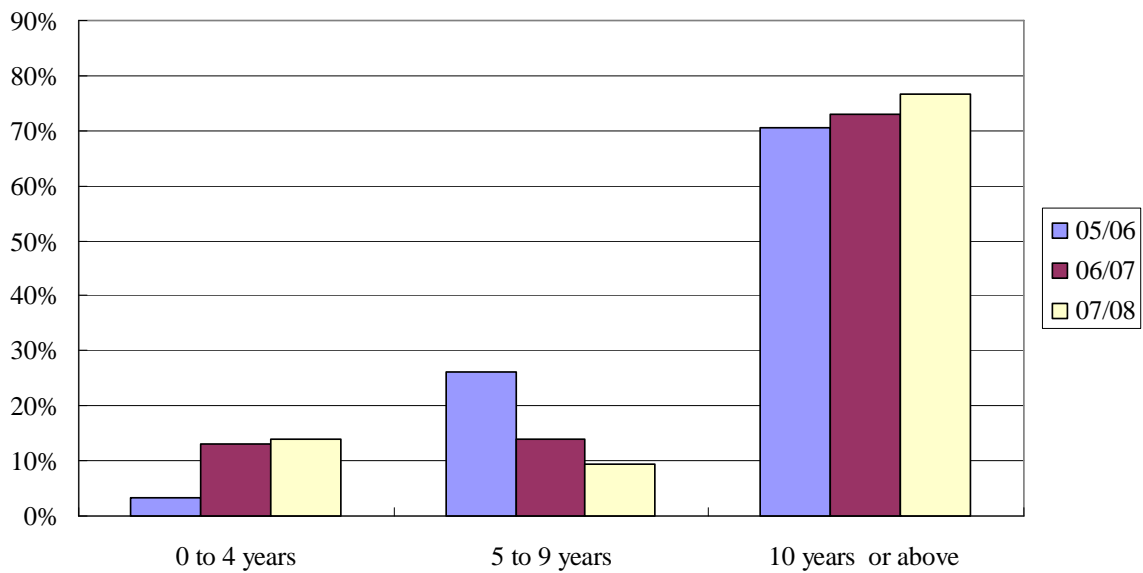


IT Competence

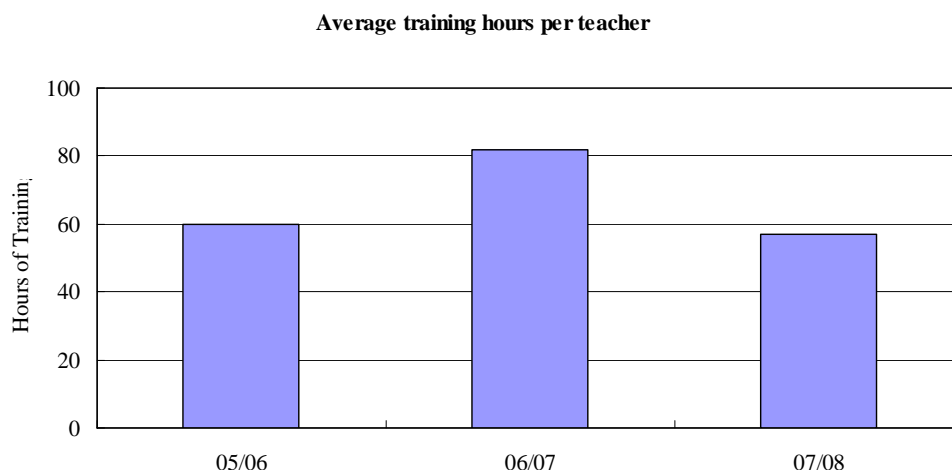
Percentage of Teaching Staff attained BIT, IIT, UIT and AIT



Teaching Experience



Teachers' Professional Development



Average number of training hours undertaken by a teacher: approx. 57 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.

Major Concerns (Achievements and Reflection)

1 (a) Preparation for the New Senior Secondary

The Objectives spelt out in the programme plan for 2007-2008

1. To make final decisions on outstanding issues such as subject groupings, class structure, the curricula of different subjects, the policy of providing students opportunities to study an introductory course of all elective subjects to be offered in SS2 and SS3, etc.
2. To further improve pedagogy.

Implementation Plan

Area	Actions proposed in the programme plan for 2007-2008	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
Class Structure & Curriculum	<ul style="list-style-type: none"> ● To review the existing curriculum and decide on elective subjects that can be offered in 2010-2011 ● To make decisions on how to provide students opportunities to study an introductory course of all elective subjects to be offered in SS2 and SS3: <ul style="list-style-type: none"> - subjects to study in JS3/SS1 - topics/areas to be covered in JS3/SS1 - textbooks 	<p>Proposal is submitted to School</p> <p>Decisions are made</p>	Observation and Discussion	<p>The principles of designing the curriculum we are going to offer in the senior secondary, the subject groupings etc. have been decided. The basic principle is to provide a more broad-based and diversified NSS curriculum with more choices of elective subjects to suit individual aptitudes and interests. It is decided that students are to choose from subject groupings so that they will have a broad and balanced curriculum.</p> <p>We have decided that in JS1 & JS2 we need to focus on training students' generic skills and developing their language abilities. In JS3 and SS1, students will study an introductory course of all NSS subjects we plan to offer in the Senior Secondary. Besides English Language, Chinese Language, Mathematics, all other 10 subjects will not be offered at the same time but on a term basis, i.e.5 subjects in the 1st Term and another 5 subjects in the 2nd Term. Such a curriculum will provide a good opportunity for students to have a thorough understanding of the subjects and their own aptitudes before they choose the elective subjects they will focus on in SS2 and SS3. Starting from SS2, students will study 4 core subjects and 2 to 3 elective subjects.</p>

Area	Actions proposed in the programme plan for 2007-2008	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
Class Structure & Curriculum	<ul style="list-style-type: none"> ● To require panels concerned to design the teaching materials which will be used in JS3 and SS1 ● To draft Time Allocation for core subjects as well as elective subjects ● To review time-tabling, including the possibility of block-timetabling, length of a teaching period, cycle-based timetabling, split classes, parallel subject time-slot, etc. 	<p>Relevant work is completed by Subject Panels</p> <p>Time allocation is drafted</p> <p>Time-table is drafted</p>	Observation and Discussion	<p>Topics and teaching materials of the introductory course of each subject which will be taught in JS3 and SS1 have been finalized.</p> <p>A proposal on the number of lesson of each subject has been outlined and a time-table for next year's JS3 has been drafted. Based on the time-table and the existing manpower, the teaching assignment was drafted to explore the feasibility of our plan. Results indicate that the plan is feasible.</p> <p>Surveys to find out the NSS subjects that S1-S3 students preferred most were conducted. Similar surveys will be carried out in the following two years.</p>
Other Learning Experience (OLE)	<ul style="list-style-type: none"> ● To encourage all ECA Clubs/Societies to organize 5 different types of activities that correspond with the 5 aspects of OLE and to keep a record of these activities throughout the year 	<p>The aspects are made known to all students. The records of activities reveal that the clubs/societies have organized activities that correspond with the 5 aspects of OLE.</p>	Observation and Discussion	<p>The 5 aspects of OLE: Moral & Civic Ed., Career-related experience, Community Services, Physical Development and Aesthetic Development, were made known to all students at the beginning of the school year.</p> <p>A form was designed for teachers in charge of club/societies to record the activities organized and classify the activities.</p> <p>A study of the records revealed that more efforts should be spent on encouraging clubs/societies to organize activities that correspond with the 5 aspects of OLE.</p>

Area	Actions proposed in the programme plan for 2007-2008	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
	<ul style="list-style-type: none"> ● To publicize monthly ECA activities and encourage students to join different types of activities that correspond with the 5 aspects of OLE ● To study the activities being offered to see if the requirements for NSS OLE are met ● To explore the possibilities of how the requirements could be met if our present practice does not meet the requirements for NSS OLE and make proposals to the school ● To study the proposed versions of the Student Learning Profile and examine relevant software recommended by EDB and make proposals to the school. 	<p>Activities are publicized monthly. Records reveal that students join activities that correspond with the 5 aspects of OLE.</p> <p>The Study is completed</p> <p>Proposal is made.</p> <p>Different software is examined.</p>		<p>The school webpage was used for publicizing monthly activities. A form was designed for students to record the activities they had joined and classify the activities. A study of the records revealed that not all students joined activities that corresponded with the 5 aspects of OLE, showing that more efforts should be put on encouraging students to maintain a good balance.</p> <p>The OLE Committee proposed to the school management that ‘Visual Arts’ and ‘Music’ be offered in SS1 & SS2. The proposal was adopted at a staff meeting.</p> <p>The OLE Committee studied the recommended software for recording students’ OLE and decided that the ‘SLP Enhanced Version’ of the WebSAMS was the best. As the EDB announced that more software was being developed, the OLE and the SAMS Committees will continue to study the proposed software before making its recommendation to the school.</p> <p>Since the WebSAMS has been designed for use in the senior secondary, we are now exploring if it is possible to adapt the system for use in the junior secondary.</p>
Pedagogy				Please refer to “Pedagogy Committee Evaluation Report (2007-2008)”

Area	Actions proposed in the programme plan for 2007-2008	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
Assessment	<ul style="list-style-type: none"> ● To require teachers to receive training in the new modes of assessment of different subjects, e.g. SBA ● To examine the weighting of written and other forms of assessment of different subjects 	<p>Teachers concerned have received training</p> <p>Weighting is examined</p>	Discussion and Teachers' Feedbacks	<p>Nearly all teachers who would be deployed to teach the NSS curriculum received training in assessment modes, major focus of assessments, etc. Teachers having attended the training sessions shared their knowledge with teachers who did not get the opportunity to receive the training.</p> <p>In October the 'Composition of Report Marks' was amended.</p> <p>Methods to ensure fairness in the assessment were also decided.</p>
Communication Plan	<ul style="list-style-type: none"> ● To hold meetings with students and teachers to inform them about the progress of our work and collect their opinion. ● To hold meetings with parents of S1 and S2 students to inform them of the progress of the preparatory work, tentative curriculum, subject groupings, etc. at a Parents' Day 	<p>Information is given at meetings with teachers in charge of Key Learning Areas and at staff meetings.</p> <p>S1 and S2 Parents Day is held</p>	Observation	<p>Views of teachers were collected throughout the year. At a meeting in April, parents of S1 and S2 students were informed of the preparation the school had made, the principles employed in the design of the NSS curriculum, the introductory course in JS3 and SS1 to help students build up a broad knowledge base, the elective subjects to be offered, subject groupings, etc. The tentative curriculum plan was also explained. At the same meeting, parents were invited to voice their opinion. Teacher representatives attended a talk organized by the PTA for S1 and S2 parents on the same subject. At the talk, the principles employed in designing the curriculum were explained and parents' queries were answered.</p> <p>Parents' opinions and suggestions that were passed on to the school through the PTA were carefully studied and a 'Letter to S1 and S2 Parents' explaining our plan, clarifying their doubts and answering their queries were issued.</p> <p>The PowerPoint showing the main points discussed at our</p>

Area	Actions proposed in the programme plan for 2007-2008	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
				meeting with the S1 and S and S2 parents has been put on our web-page for all parents' reference.
Training & Human Resources	<ul style="list-style-type: none"> ● To set criteria for nominating teachers to receive training ● School Management nominate senior teachers to attend leadership workshops according to the criteria ● To use TPPG and CEG. to employ additional teachers and teaching assistants to provide space for teachers to receive trainings 	<p>Criteria are set.</p> <p>Teachers are nominated.</p> <p>Teaching staff and assistants are employed</p>	Discussion and Teachers' Feedback	<p>In early September, all panel heads were advised to encourage their panel members to receive training in the new modes of assessment of their subjects, pedagogy, etc. and make their own development plans. They were reminded to make sure that the panel members who were likely to be deployed to teach the new curricula in the first two years were well acquainted with the proposed curricula, strategies, etc. Whenever necessary, they might have to nominate some panel members to attend relevant seminars and briefing sessions.</p> <p>Panel heads were informed of the criteria for nominating panel members to receive training.</p> <p>A survey indicates that the total number of training hours related to NSS was more than 1000. Teachers received training in pedagogy, assessments, subject content, etc.</p> <p>Panel heads were also asked to provide opportunities for members who had received training to share the knowledge with those who did not have the training opportunities. Sharing sessions were held among teachers.</p> <p>In mid-December, panel heads drafted "a teaching assignment" for next year's JS3.</p>

General comments and follow-up actions

This year the Preparation for the New Senior Secondary Committee has made some solid achievements, e.g. finalizing the principles of designing the NSS curriculum, enhancing pedagogical study, etc. There are still some outstanding issues we have to deal with. For instance we will have to find out the subjects most students like to focus on in SS2 and SS3 and work out possible subject groupings. We will also have to ensure that the introductory course is implemented successfully and iron out any problem that may occur. Most of all, more efforts have to be spent on exploring effective teaching strategies to implement the NSS curriculum successfully. It is thus recommended that Preparation for NSS be a major concern for the coming school year.

Working group : Mr. Yuen Ping Nam i/c Mr. Lee Hon Bon Mr. Tam Chi Kin Ms. Wong Ka Wai Ms. Lowe Ngar Yee

(b) Pedagogy Committee

Objectives spelt out in the programme plan for 2007-2008

1. To continue to promote a culture of professional development of teachers through collaboration.
2. To encourage teachers to design teaching materials related to the development of generic skills
3. To encourage teachers to attend seminars related to collaborative teaching.

Actions proposed in the programme plan for 2007-2008	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
<p>Collaborative teaching</p> <ul style="list-style-type: none"> ● 2 to 5 teachers teaching in the same form of the same subject panel in this academic year form a collaborative teaching group. ● all teachers should participate in the programme. ● teachers should choose their teaching topic according to the requirements and aims of NSS. ● the teaching should be related to the development of generic skills. ● Teachers are encouraged to try out the designed materials/ teaching strategies in an appropriate number of lessons, one or more than one of which is the demonstration lesson(s). 	<p>Groups are formed.</p> <p>All teachers are involved.</p> <p>Collaborative teaching is completed.</p>	<p>Check that all groups have handed in the Collaborative Teaching Plan for a teaching topic.</p>	<ul style="list-style-type: none"> ● 25 groups were formed. ● All teachers participated in the collaborative teaching exercise. ● All collaborative teaching plans were handed in two weeks before the lessons.
<p>Peer observation:</p> <ul style="list-style-type: none"> ● Through lesson observation, teachers are in a better position to understand the process of learning, students' responses to various teaching strategies and some teaching and learning problems. ● At least one lesson demonstration should be conducted by each group. ● Each teacher should observe at least 1 lesson of a subject in a key learning area which he/she is not teaching and attend the evaluation meeting. 	<p>Teachers discuss how to improve the teaching materials, methods, etc. during the evaluation meetings after the demonstration lessons.</p>	<p>Collect teachers' evaluation reports</p>	<ul style="list-style-type: none"> ● The lesson observees held meetings to evaluate the effectiveness of the lessons they designed collaboratively and decide how to make improvement with their observers. ● According to the reports collected, teachers found that <ul style="list-style-type: none"> - the Lesson Study exercise gave them opportunities to evaluate the effectiveness of their teaching. - the Lesson Study exercise developed a culture of teacher learning and professional development in our school. ● However, the following areas deserve greater attention:

Actions proposed in the programme plan for 2007-2008	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
			<ul style="list-style-type: none"> - Teacher observers tended to provide positive comments only. Some were too shy to give suggestions for improvement. They should be reminded that suggestions are made for the professional development of their colleagues and for mutual benefits. - Some teachers tended to choose topics not because they were difficult to teach but because they could use the skills they were familiar with or skills which would be impressive to observers. Some other teachers chose the topics because they happened to be the topics spelt out in the scheme of work for that particular teaching cycle. They forgot that the whole exercise was a lesson study with the main objective of exploring effective pedagogical skills to handle topics that are difficult to teach. - Teachers provided too much information in one lesson and therefore there was not much time for students to have a discussion. Effective time management should be considered. - Some teachers chose the first lesson of a teaching unit as a demonstration lesson. Thus it was not easy for the observers to see how the essence of the design of the whole teaching unit and the employment of the various pedagogical skills. In such cases, teachers should have chosen any lesson of the teaching unit as the demonstration lesson instead of the first introductory lesson. Alternatively they might have invited the observers to observe more lessons of the teaching unit.
<ul style="list-style-type: none"> ● Each group should upload their collaborative teaching materials and plan onto the Staffshare 	Collaborative teaching	Check that all groups have	Relevant materials were uploaded for teachers' reference.

Actions proposed in the programme plan for 2007-2008	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
resource folder for teachers' reference	materials and plans are uploaded to the Staffshare.	uploaded soft copies of teaching materials/lesson plans onto the Staffshare resource folder for teachers' reference and teachers have read at least some of them to get useful ideas.	
<ul style="list-style-type: none"> Teachers are encouraged to participate in seminars or workshops related to collaborative teaching /lesson observation. 	Teachers attend seminars/ workshops and share their experience with other teachers	Check that teachers have attended the relevant seminars and workshops and shared what they have gained with other teachers.	<p>A survey indicates that the total number of training hours related to NSS including training in pedagogy was more than 1000.</p> <p>Nearly all teachers who are likely to be deployed to teach NSS subjects have received some training.</p> <p>Sharing sessions were held by teachers who attended the training sessions for those who did not get the opportunities to receive the relevant training.</p>
<ul style="list-style-type: none"> A staff development programme on effective teaching strategies will be organized on the Staff Development Day. 	Positive feedbacks from teachers who have attended the staff development programme.	Observation and Discussion	<ul style="list-style-type: none"> Professor Lam Chi Chung was invited to give a talk on 'Further studies into Pedagogy, strengthening students' generic skills and the effective ways of teaching. The Pedagogy Committee explained the action plan of collaborative teaching and peer observation in 2007-2008. The plan is to encourage teachers to work together and try out new ideas, strategies or approaches to respond positively to the education reforms. Staff members discussed in groups how collaborative teaching could be implemented. At the

Actions proposed in the programme plan for 2007-2008	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
			end of the discussion, teachers formed groups and chose a topic or theme which they would teach after designing the lessons.

Conclusion

The objectives spelt out in the programme plan for 2007-2008 were achieved. An evaluation of the lesson study exercise which has been held for two years reveals that the following achievements have been made:

- 1) Staff acquired experience in collaborative teaching and did a lesson study, though not very vigorously.
- 2) The lesson study exercise improved teaching quality by raising teachers' awareness of their own teaching strategies and by learning through peer observation.
- 3) Staff learned with the students and experienced good and/or bad teaching, thus throwing light on their own practices.
- 4) Staff tried to critique a lesson, paying attention to the special characteristics of an effective lesson. At the same time, a culture of learning from one another was created.
- 5) Students grew accustomed to having visitors in their classrooms.
- 6) A batch of resource materials and lesson plans were archived for future use.

The survey also shows that the following are areas for improvement:

- 1) Teacher observers tended to provide only positive comments at evaluation meetings. A more in-depth study on the effectiveness of the teaching methods used, reactions from the students, areas for improvement, etc. should have been included.
- 2) In preparation of the lessons to be observed, teachers did not concentrate on how the pedagogical skills demonstrated could bring about the enhancement of generic skills and how a difficult topic could be taught effectively.
- 3) Panel heads should play a more proactive role in ensuring a positive change in the classroom.
- 4) Not all teachers are enthusiastic about making a change in pedagogy.
- 5) Pre- and Post-lesson preparations to promote students' independent learning were not apparent.
- 6) Students' reactions to the changed teaching strategies were not clear

Follow-up action

The Pedagogy Committee firmly believes that the successful implementation of NSS will rely on teachers employing effective pedagogical skills and hence the Committee would like to propose that the lesson study exercise be continued in the coming year.

2. Environmental Education

Background

"Every small step taken by each individual to support the clean-air initiatives in our daily lives can help reduce air pollution."

The Chief Executive, Mr. Donald Tsang

Our school aims to help our students discover and develop their potential fully and to promote their development as a whole person by providing a balanced education. Hence we seek not only to develop their good learning attitude but also a heart to care for the environment.

In recent years, climatic change as a result of greenhouse effect, scarcity of natural resources and other pollution problems has become international concerns. Undesirable climatic change may be detrimental to the sustainable development of a society, the success of which depends very much on the joint-efforts of everybody. Thus it is our ambition to make the whole school aware of the importance of the sustainable development of our society and recognize the role we have to play in conserving natural resources and protecting the world against pollution.

Objectives

1. Adopt a green policy to ensure continuity in environmental protection.
2. Integrate Environmental Education into our formal curriculum and other programmes to bring about changes in our students' habits.
3. Undertake sound environmental practices throughout the entire school.

Implementation Plan

Action Taken	Success Criteria	Evaluation method	Evaluation / Reflection / Aspects requiring attention
Environmental Infrastructure			
(a) New large rubbish bins were placed on each floor for collecting waste paper. Some boxes were also placed in classrooms for the collection of used paper for recycling.	More used paper collected for recycling.	Reports from class Green Leaders	4 large rubbish bins were placed in the corridor on each floor. The sanitary conditions were improved because they were big enough to hold the rubbish. Green leaders successfully helped the class to sort out used paper from other wastes.
(b) Solar Energy Heating System started to function properly. The amount of energy generated was recorded.	A certain amount of energy produced	Check the data recorded on a digital meter	5000 kWh of electricity was produced. The achievement, though small, is a good proof that the efforts to conserve energy paid off.
(c) A green corner was set up in the school Library to keep up-to-date resources on environmental protection.	Various kinds of reference materials collected and kept.	Observation	The latest publications from different conservancy associations were collected. However, only few students visited the green corner. More publicity is needed.
Environmental Management System			
(a) Restrictions on the use of air-conditioners in the classroom were imposed and a monitoring system was put in place. The electricity consumption of different classrooms was recorded monthly.	A certain amount of electricity saved	Calculations from electricity bills	From Sept.07 to May 08 there was a drop of 5% in the consumption of electricity.
(b) School prefects were assigned to spot cases of energy wastage. Offenders were punished promptly.	No cases of wastage or few cases of wastage are reported.	Reports from Prefects	There were 15 cases of energy wastage, a significant improvement over last year. The classes involved were warned and punishment was imposed. There were few repeated offenders.

<p>(c) Green leaders submitted a quarterly report to show the amount of used paper collected. They also reported on the efforts that their classes had put into protecting the environmental protection.</p> <p>(d) Students were encouraged to use reusable containers and cutlery at their class parties at Christmas. Statistical results were compiled.</p>	<p>Waste paper collected</p> <p>More students use their own reusable containers and cutlery.</p>	<p>Report from Green leaders</p> <p>Statistical results</p>	<p>About one third of the classes followed the instruction on waste disposal and submitted quarterly reports. Junior form students showed better performance.</p> <p>Three classes brought their own reusable containers and cutlery. Less waste was produced after Christmas party. More can be done next year to gain students' support.</p>
<p>Publication /Education</p> <p>(a) Environmental protection has been incorporated into the formal curriculum.</p>	<p>Environmental protection having been included in the curriculum</p>	<p>Observation Reports from panels</p>	<p>The subjects involved and their work: Chinese (signage design), Arts (Drama show presented by Chun Ying Theater), I.H.(project on new invention), Chemistry (green chemistry project), Computer Literacy(writing flash animation which were shown to the whole school on the digital display board), I.S. (making solar cell driven designs), Geography (sustainable development). The application of green living style was clearly shown in students' works.</p>
<p>(b) The following interclass competition has been conducted to advocate the 4'R' style of living</p> <ul style="list-style-type: none"> ● Mooncake Iron can collection ● Used clothes collection ● Recycle bin design competition 	<p>Amount of wastes collected. Number of class or individual participation.</p>	<p>Statistical results and observation</p>	<p>60 iron cans and 30 bags of used clothes were collected. Some parents showed their support by sending the items to school. Statistics showed more involvement in the junior form. However, some students were unaware of the activities.</p>

<p>(c) The following functional groups have organized various environmental activities / programs:</p> <ul style="list-style-type: none"> ● Library – Old books exchange program : ● Civic and Moral Education Committee : Board decoration competition and Signage design competition (a joint function with the Chinese Department) 	<p>Actions on environmental protection encouraged. The call for environmental protection being emphasized in informal curriculum.</p>	<p>Statistical results and observation</p>	<p>The exchange program is a new activity. 40 books were collected and exchanged. Students learned to minimize resources and many of them made use of used materials to decorate their display boards.</p>
<p>(d) 20 students from S.1, S.4 and S.6 were selected to be Environmental Protection Ambassadors. Two training courses were provided for them.</p>	<p>Environmental Protection Ambassadors are appointed and trainings are provided.</p>	<p>Environmental Protection Ambassadors carry out work to promote students' awareness to environmental protection.</p>	<p>Half of the Environmental Protection Ambassadors attained the basic level and were awarded basic badges by EDB.</p>
<p>(e) Two guided environmental field trips were organized for the whole school in Dec and April. The aim was to provide an opportunity for students to appreciate the beauty of Nature and hence arouse their concern for the environment.</p>	<p>Field trips organized</p>	<p>Observation</p>	<p>It was the first time that environmental field trips were organized for the whole school. Good comments were received. After-trip reports and assignments show that students appreciate the beauty of Nature and support the idea that the environment must be protected. The aim of the field trips was achieved.</p>
<p>(f) Guided tours to the Solar Energy Heating System on the roof top of the New Wing were organized for visitors during the school Open Day. The aim was to promote the idea of environmental protection to the public.</p>	<p>The number of guided tours arranged Visitors join the tours and listen to the introduction of the Environmental Protection Team, the Physics Society and the</p>	<p>Observation</p>	<p>Most of the visitors appreciated the operation of the system and our efforts to save energy.</p>

<p>(g) A time slot called Environmental Minute was set aside in the King's Morning every cycle for students to make speeches on environmental issues.</p> <p>(h) Materials on environmental protection, including videos, were prepared and used in Form Teacher's periods in junior forms. They were especially designed to generate discussions on environmental issues.</p> <p>(i) A very interesting game (millionaire) was organized for junior form students in the School hall. The aim was to arouse their sense of responsibility in the protection of the environment.</p> <p>(j) Competition organized by other Environmental Protection Bodies:</p> <ul style="list-style-type: none"> ● Radio drama competition ● Solar energy driven motor car competition <p>(k) Green Class Award: This is awarded to a class which shows the greatest efforts to protect the environment, conserve resources, etc.</p>	<p>Electrical Sciences Club.</p> <p>Speeches are made.</p> <p>Different issues are addressed regularly.</p> <p>Discussions are held at Form Teachers' Periods.</p> <p>The activity is completed. Students express their concern for the environment.</p> <p>Students can apply the concept of environmental protection.</p> <p>Active student participation</p>	<p>Number of speeches made.</p> <p>Number of issues presented.</p> <p>Teachers' Feedback</p> <p>Observation</p> <p>Check the concepts are applied.</p> <p>Statistical results and observation</p>	<p>Students carried out research in an area of their own choice. 9 speeches on different topics were delivered this year. Many students found the speeches informative.</p> <p>Reflections from students showed that many students are environmentally conscious.</p> <p>Both the participants and the spectators greatly enjoyed the game. This is a very effective method to promote environmental protection.</p> <p>In general, the representatives are responsible and keen to produce good work. Interviews with them show that they appreciate the need to protect the environment</p> <p>Class 2A was awarded for their outstanding efforts in saving energy, sorting used materials for recycling and other green practices. The encouragement from Form Teacher is crucial in getting students to protect the</p>
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			environment.
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General comment and follow-up action

This year the focus of the Environmental Education Committee was on designing measures to raise students' awareness about the environment and encourage subject panels to incorporate environmental protection into the formal and informal curriculum of their subjects. A lot of measures to protect the environment were put in place and it is pleasing to note that both teachers and students are more aware of the need to take immediate action to stop pollution, to save resources and to conserve Nature. Some undesirable habits are giving way to green habits. The Environmental Education Committee will continue to take the lead in maintaining this good change so that students will not pay lip service to environmental protection but adopt it as a commitment in life. The success we made this year, though not enormous, reflects that education and administrative measures are two spearheads bringing us to our goal – a green school. Next year we will further strengthen these two spearheads to achieve greater success.

Team member:

Mr. Kong Hon Leung (i/c) Ms Mabel Ng Mr. Ben Chan Mr. King Ho Mr. Rex Szeto Mr. Li Yat Ching Mr. Nick Lam

Financial Summary

Actual Expenditure from 1.9.2007 - 31.8.2008 Expanded Subject and Curriculum Block Grant (ESCBG)

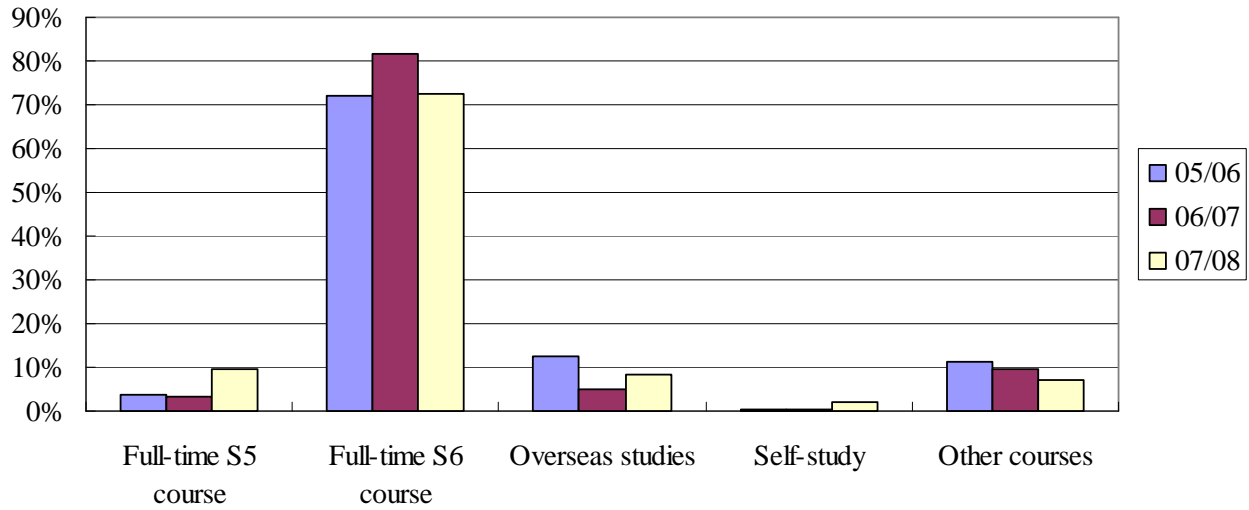
Item	Sub-item	Description	
834	102	TRAINING & DEVT GRANT - GSS	706.00
834	202	GUIDANCE PROGRAM FUND - GSS	7,378.60
834	302	E-ECA FUNDS-GSS	1,313,528.40
835	102	VISUAL ART GRANT	21,914.30
835	105	INTEGRATED SCIENCE GRANT	14,589.70
835	106	TEACHER ASSESS SCHE-CHEM.GRANT	9,738.50
835	107	COM STUDIES/IT GRANT	6,988.00
835	108	COM LITERACY /AWARENESS GRANT	6,742.00
835	109	PUTONGHUA GRANT - GSS	-
835	113	ASL - CHIN LANG/CULT. GRANT	4,601.45
835	117	ASL - USE OF ENGLISH GRANT	2,563.30
835	118	ASL - COMPUTER APP. GRANT	-
835	123	AL - BIOLOGY GRANT	5,369.40
835	127	MORAL AND CIVIC ED GRANT - GSS	14,129.61
835	129	SBM ENHANCEMENT GRANT - GSS	6,990.00
835	131	SBM SUPPLEMENTARY GRANT - GSS	3,000.00
835	138	OTHER ED PURPOSES - GSS	-
835	203	ENG EXTENSIVE READING - GSS	12,698.11
835	205	CHIN EXTENSIVE READING - GSS	13,242.59
836	102	LIBRARY GRANT - GSS	76,247.18

Total: 1,520,427.14

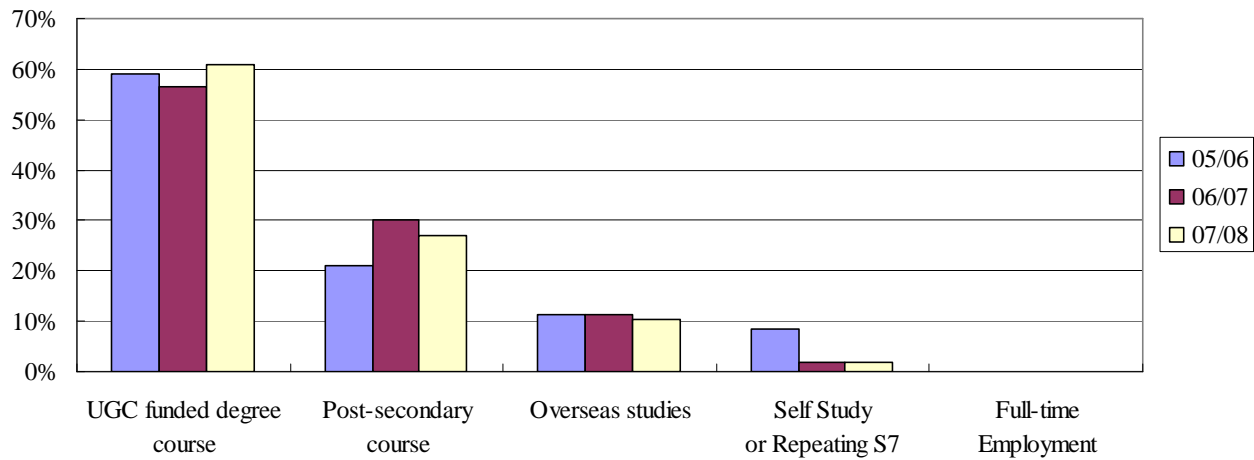
Performance of Students

The bar chart below shows the percentages of academic and other pursuits of our S5 and S7 graduates.

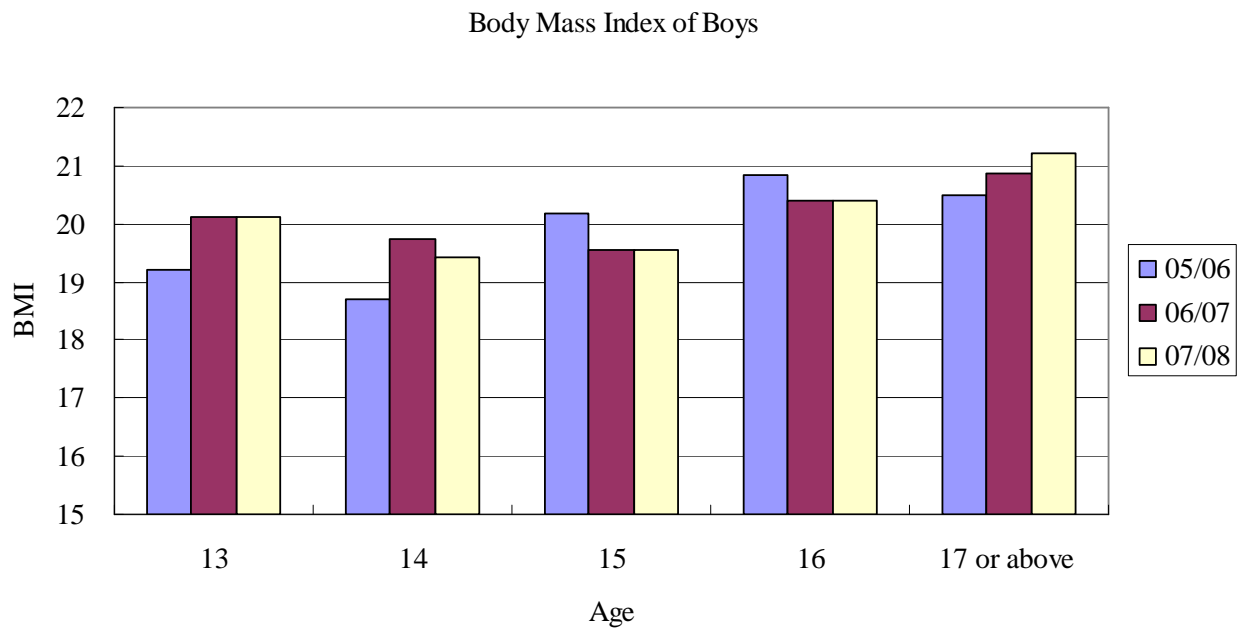
Secondary 5 Graduates



Secondary 7 Graduates



Students' Body Mass Index (BMI)



The BMI of each student from S1 to S7 was calculated. The collected data were divided into 5 categories according to their age groups starting from 13 to 17 and above. To maintain their fitness, some guidelines on healthy living were issued to them. Through participation in the Hong Kong Fitness Award Scheme, students' self-awareness of their health conditions was greatly increased and thus they were able to do exercises to improve their fitness level. Also, the Health Education Team and the Physical Education Department organized a health talk presented by an officer of the Department of Health for students. The talk enabled students to know the importance of health and fitness and provided professional advice for students on how to build up their physical fitness. Those who were identified as being either slim or stout were advised to pay more attention to their diet and their style of living. It is planned to provide a special fitness programme for helping such students to build up their physical fitness.

Students' Reading Habit

Percentages of Students Borrowing Reading Materials from the School Library

	06/07			07/08		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	18.0%	19.0%	10.4%	10%	6.9%	4.9%
Once every two weeks	21.1%	25.4%	17.0%	15.3%	11.1%	9.2%
Once a month	19.9%	20.3%	11.3%	21.9%	18.7%	24.3%
Less than once per month	21.1%	18.8%	26.1%	23.7%	28.9%	34.4%
Never	17.2%	15.3%	20.2%	23%	21.2%	19.4%

Percentages of Students Borrowing Reading Materials from the Public Libraries

	06/07			07/08		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	16.7%	26.0%	3.9%	12.9%	9.8%	12.9%
Once every two weeks	19.5%	15.8%	9.2%	17.9%	15.3%	13.3%
Once a month	24.5%	18.0%	16.5%	23.8%	22.1%	18.1%
Less than once per month	20.1%	24.4%	24.3%	24.1%	22.3%	35.6%
Never	11.2%	14.6%	33.5%	14.5%	19.1%	13.0%

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

	06/07			07/08		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
0/1 – 3 hrs	52.3%	31.3%	30.8%	55.9%	42.7%	35.0%
4 – 6 hrs	19.3%	16.1%	15.1%	20.2%	14.6%	17.3%
7 – 9 hrs	7.7%	23.7%	16.5%	6.2%	10.9%	14.0%
10 – 12 hrs	4.3%	15.5%	5.6%	4.0%	12.1%	11.8%
More than 13 hrs	3.8%	12.6%	14.7%	3.3%	3.7%	16.8%

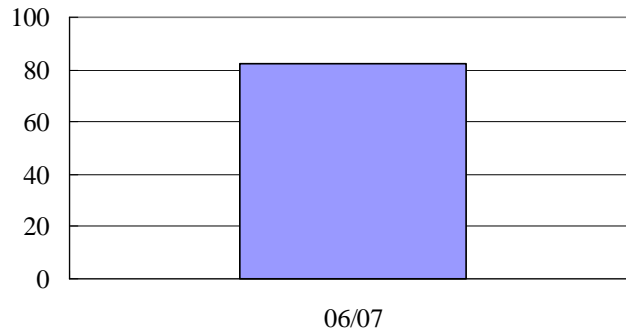
Average No. of Hours Spent in Reading Books, Newspaper and Electronic Information in Chinese Per Week

	06/07			07/08		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
0/1 – 3 hrs	16.8%	23.9%	10.6%	22.2%	20.0%	22.1%
4 – 6 hrs	23.7%	20.8%	20.9%	25.6%	21.2%	19.6%
7 – 9 hrs	22.0%	20.3%	12.2%	20.0%	17.5%	18.3%
10 – 12 hrs	14.9%	22.4%	13.3%	13.6%	14.0%	12.2%
More than 13 hrs	15.9%	10.7%	28.5%	10.9%	11.1%	20.2%

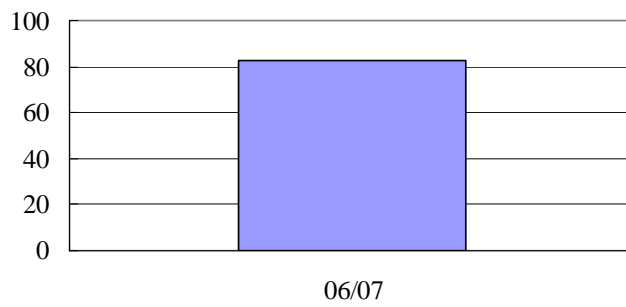
HKAT (Pre-S1)

Performance of Students in the Pre-S1 Test

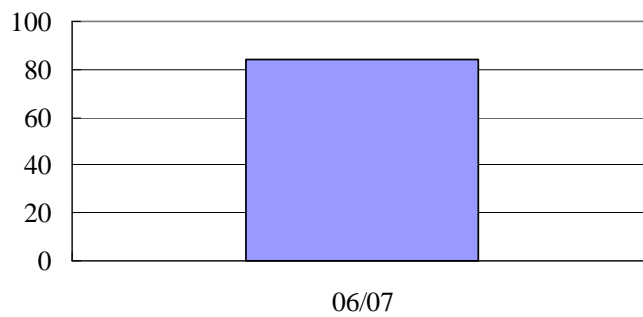
Chinese



English



Mathematics



* data for 07-08 not yet available.

HKCEE

	05/06		06/07		07/08	
	School	Territory	School	Territory (Day school Candidates)	School	Territory (Day school Candidates)
No. of students sat	183	-	180	74867	188	78795
% of students awarded grade E or above in at least 5 subjects	91.8	64.4	95	67.1	92.1	68.4
% of students awarded 14 points or more in the best 6 subjects	65.6	28.9	76.1	27.6	67	27.6

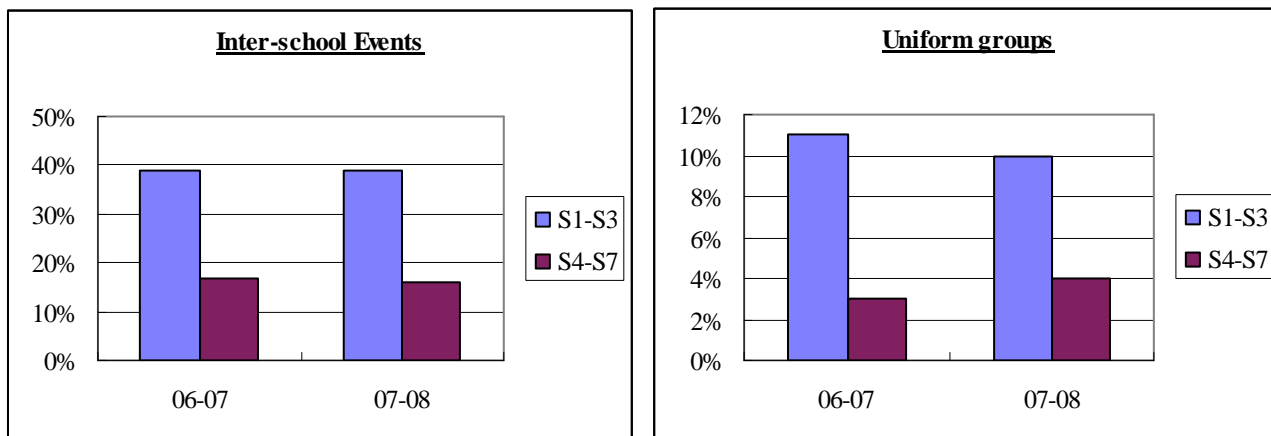
HKALE

	05/06		06/07		07/08	
	School	Territory	School	Territory	School	Territory
No. of students sat	105	-	106	-	107	-
% of students awarded the minimum entrance requirements for university education #	91.4	47.6	84	47.6	86.9	46.7

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



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

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

Inter-school Activities and Prizes Won

Nature	Name of Competition / Organisation	Award / Prize details			
Visual Art	Painting Competition organized by Hong Kong Wheelchair Aid Service	Merit			
	Indoor Air Quality Poster Design Competition organized by Environmental Protection Department	Merit			
	Comic Competition for Specific Learning Disabilities organized by Association for Specific Learning Disabilities and Hong Kong Caritas Youth and Community Service	2 nd Runner-up			
		Merit			
	Exhibition of secondary school students' creative visual arts work 07-08 organized by Art Education Section, Curriculum Development Institute, Education Bureau	Merit			
Urban Design Competition organized by City University of Hong Kong	First Runner-up				
Music	2007 HK Youth Music Interflow Chinese Orchestra Contest	30 Persons Section	Golden trophy		
	60 th HK Schools Music Festival	Secondary School Choir	Foreign Language Age 14 and under-Boys-Junior	3 rd	
		School Orchestra	Intermediate	Certificate of Merit	
		String Ensemble	Certificate of Merit		
		Double Bass Solo	Senior	3 rd	
		Flute Solo	Intermediate	1 st	
		Piano Solo	Grade 7	2 nd	
			Grade 5	1 st	
			Grade 5	3 rd	
Erhu Solo	Senior	2 nd			

Nature	Name of Competition / Organisation	Award / Prize details		
			Intermediate	1 st 2 nd (Two)
		Sheng Solo	Advance	3 rd
		Dizi Solo	Junior	1 st 2 nd 3 rd (Two)
			Intermediate	2 nd
		Harmonica Band	Secondary	3 rd
		Harmonica Ensemble	Secondary	2 nd 3 rd (Two)
		Harmonica Duet	Secondary	3 rd
		Harmonica Solo	Concert Work	2 nd 3 rd (Two)
			Intermediate	2 nd (Two) 3 rd
			Junior	1 st 2 nd 3 rd (Two)
Sports	A.S. Watson Group H.K. Student Sports Awards organized by the A.S. Watson Group H.K.	Sports Award 2007-2008		
	Hong Kong Schools Gymnastic Championship organized by HKAGA & HKSSF	Merit Award (Boys Junior Vaulting)		
		Merit Award (Boys Junior Horizontal Bar)		
	Hong Kong Junior Squash Open 2007 organized by HK Squash	Top 8 (Boys under 15 division)		
Prince Hong Kong Junior Squash Closed Championships organized by HK Squash	Top 8 (Boys under 17 division)			

Nature	Name of Competition / Organisation	Award / Prize details	
	The 12 th Asian Cities Gold Cup Taekwondo Championships organized by Hong Kong Taekwondo Association	Champion (Junior Male Team Light Weight)	
	Invitation Relay 4 x 100 m organized by Pui Ching Middle School	Champion	
	Invitation Relay 4 x 100 m organized by SKH Lui Ming Choi Secondary School	Champion	
	Invitation Relay 4 x 100 m organized by Kowloon Technical School	Champion	
	Invitation Relay 4 x 100 m organized by Queen's College	Champion	
	Invitation Relay 4 x 100 m organized by Shau Kei Wan Government Secondary School	1 st Runners up	
	Invitation Relay 4 x 100 m organized by CCC Kei Shun Special School	2 nd Runners up	
	HKSSF Inter-School Athletics Championships (Division III)	Boys Overall	6 th Place
		Boys A grade	1 st runners up
		Boys A Grade 4 x 100 m Relay	Champion
		Boys A grade Discus Throw	2 nd runners up
		Boys A grade Long jump	2 nd runners up
		Boys B grade 800 m	Champion
		Boys B grade 1500 m	2 nd runners up
		Boys C grade 800 m	Champion
		Boys C grade 1500 m	Champion
	HKSSF Inter-School Cross Country Championships (Division III Area 1)	Boys B grade	9 th Place
		Boys C grade	5 th Place

Nature	Name of Competition / Organisation	Award / Prize details	
		Boys B grade Individual	11 th Place
		Boys C grade Individual	Champion
	HKSSF Badminton Tournament Division II	Boys Overall	1 st Runners up
		Boys A Grade	7 th Place
		Boys B Grade	Champion
		Boys C Grade Division II	2 nd Runners up
	HKSSF Table Tennis Competition Division I	Boys Overall	9 th Place
		Boys A Grade	8 th Place
		Boys B Grade	7 th Place
		Boys C Grade	5 th Place
	HKSSF Basketball Competition Division I (Hong Kong Island)	Boys A Grade	6 th Place
		Boys B Grade	8 th Place
		Boys C Grade	5 th Place
	HKSSF Handball Competition Division I	Boys Overall	2 nd Runners up
		Boys A Grade Division I	6 th Place
		Boys B Grade Division I	1 st Runners up
		Boys C Grade Division I	3 rd Runners up
	HKSSF Volleyball Competition Division II	Boys Overall	6 th Place
		Boys A Grade	5 th Place
		Boys B Grade	6 th Place
Boys C Grade		5 th Place	
HKSSF Inter-School Swimming Championships	Boys Overall	7 th Place	

Nature	Name of Competition / Organisation	Award / Prize details	
	(Division II)	Boys A Grade	1 st Runners up
		Boys A Grade 50 m Breast Stroke	2 nd Runners up
		Boys A Grade 200 m Individual Medley	3 rd Runners up
		Boys A Grade 4 x 50 m Free Style Relay	2 nd Runners up
		Boys A Grade 4 x 50 m Medley Relay	3 rd Runners up
		Boys B Grade 4 x 50 m Free Style Relay	3 rd Runners up
	4 x 50 m Invitation Relay organized by Shau Kei Wan Government Secondary School	Champion	
	4 x 50 m Invitation Relay organized by SKH Lui Ming Choi Secondary School	1 st Runners up	
Academic	The 59 th Hong Kong Schools Speech Festival (English Section) organized by Hong Kong Schools Music and Speech Association	Non-open: Solo Verse Speaking	Second (Four)
			Third (2)
			Honour (2)
			Merit (41)
			Proficiency (9)
	Non-open: Prose Reading	Third	
	Dramatic Duologue	Merit	
	第五十九學校朗誦節(普通話)	中學一、二年級普通話集誦	優良獎
		中學一、二年級普通話散文獨誦	優良獎
		中學一、二年級普通話詩詞獨誦	2 項 良好獎
中學一、二年級普通話詩詞獨誦		8 項 優良獎	
中學三、四年級普通話散文獨誦		3 項 優良獎	

Nature	Name of Competition / Organisation	Award / Prize details		
	第五十九屆學校朗誦節(粵語)	中學三、四年級普通話詩詞獨誦	良好獎 5 項 優良獎	
		中學一年級粵語詩詞獨誦	良好獎 4 項 優良獎	
		中學二年級粵語詩詞獨誦	季軍 優良獎	
		中學三、四年級粵語二人對話朗誦	亞軍 季軍 優良獎	
		中學三年級粵語散文獨誦	季軍 良好獎	
		中學五至七年級粵語二人對話朗誦	優良獎	
		中學六、七年級粵語散文獨誦	2 項 優良獎	
		中學六、七年級粵語詩詞獨誦	優良獎	
		中學四年級粵語詩詞獨誦	2 項 優良獎	
		基督教經文朗誦	3 項 優良獎	
		歌詞朗誦	2 項 優良獎	
		中學二年級粵語詩詞獨誦	亞軍	
		Life-engineering Project organized by Hong Kong Caritas Youth and Community Service	Foundation Award	
		2008 Hong Kong Odyssey of the Mind Competition (Division II) organized by Education Bureau & the Hong Kong Federation of Youth Groups	1 st Runner-up	
4.23 World Book Day Competition organized by Leisure and Cultural Services Department Hong	Junior Section	Winner		
	Senior English Group	Outstanding Award		

Nature	Name of Competition / Organisation	Award / Prize details	
	Kong Public Libraries	Senior Section	Winner
	Accounting Case Competition 2007 organized by HK Institute of Accredited Accounting Technicians, the Education Bureau and Hong Kong Association for Business Education	S4-S5	Merit
		S6-S7	Merit
	Fun with Learning 2008 organized by the Hong Kong Association for Computer Education	Creativity Award	
	Hong Kong Student Science Project Competition 2008 organized by Innovation & Technology Commission, The Hong Kong Federation of Youth Groups, Education Bureau, Hong Kong Science Museum	First Runner up	
	City-wide Writing Contest on human right issues organized by the Consulate General of Switzerland	Certificate of Good Effort	
	Dymocks Children's Choice Awards organized by Dymocks	S1-S3	Runner-up Prize
		S4-S5	Runner-up Prize
	HK Budding Poets Awards organized by the Education Bureau	Poet of School in Secondary School Section	Certificate of Commendation
	TV News Award organized by the HKed City	Top 10 participants with the highest total number of submission and highest comprehension and quiz score	
	2007/2008 Statistical Project Competition for Secondary School organized by Hong Kong Statistical Society and Education Bureau	Distinguished Prize	
		Third Prize	
	Hong Kong Young Mathematics High Achievers Selection Contest Hong Kong 2007-2008 organized by Po Leung Kuk	3 rd Class Award	
	Hong Kong Mathematics Olympiad (2007-2008) Heat Event organized by EDB	Hong Kong Island District	Merit
	International Mathematics Olympiad Preliminary	Gold Award	

Nature	Name of Competition / Organisation	Award / Prize details	
	Selection Contest Hong Kong 2008 organized by EDB	Silver Award	
		Bronze Award	
	Pui Ching Middle School 7 th Invitator Mathematics Competition Final Event organized by Pui Ching Middle School	Bronze Award	
		Merit Award	
	Accounting Software Applications Competition Secondary School Students organized by Hong Kong Institute of Vocational Education	S6 & S7 Group	Champion
		S4 & S5 Group	Merit
	香港教育專業人員協會及香港公共圖書館聯合舉辦第 19 屆中學生好書龍虎榜	好書推介網頁設計比賽	冠軍
		讀後感寫作比賽	高級組冠軍 高級組入圍獎 高級組校內優秀作品推薦獎 初級組校內優秀作品推薦獎
	香港大學舉辦 2007 年香港中西南區徵文比賽	初級組	冠軍 季軍 2 項 優異
		高級組	優異
	香港教育學院舉辦第二屆「善言巧論：全港學生口語溝通大賽」	會考小組討論項目(決賽)	小組優異獎
			決賽最佳論手獎
		會考政策辯論項目(決賽)	小組優異獎
		會考小組討論項目(初賽)	決賽卓越論手獎
	香港中華文化促進中心舉辦 2007/2008 中國中學生作文大賽(香港賽區)永隆文學之星	銀獎	
		銅獎	
	防止青少年吸煙委員會舉辦創意可無煙徵文比賽	優異作品獎	

Nature	Name of Competition / Organisation	Award / Prize details
	香港小童群益會舉辦第二屆「我的祖國」暑期閱讀國情獎勵計劃	一等獎
		二等獎
		「積極參與學校」獎項
	中西區民政處舉辦特區成立十週年問答比賽	季軍
	文匯報舉辦特區政府施政十件大事評選	最踴躍參加獎
		紀念獎
	康樂及文化事務署香港公共圖書館舉辦「2008 年度 4.23 世界閱讀創作比賽」	高級組優勝獎
	綠色力量舉辦「港人.港樹.港情」「榕榕細語 – 大時代小故事」徵文比賽	初級組優異獎
	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	冠軍
		亞軍
優異獎		
匯知教育機構有限公司舉辦第六屆全港微型小說創作大賽	初中組嘉許狀	

Social Services

Club/ Society	Nature of Services	Number of participants
Social Service Group	● Services at John F. Kennedy Centre	15
	● Services for the Elderly	15
	● Flag Selling	15
Community Youth Club	● Open Day	10
	● Famine Lunch	20
	● Pot Planting	20
	● Clean the school Campaign	15
King's Ambulance Cadet Division	● Joint division services	15
	● On duty at Swimming Gala, Athletic Meet, Cross-Country Run	28
	● Football matches duties	12
	● Famine 30	7
Hong Kong Red Cross Youth Unit 21	● Health Check	15
	● Regular Service (For Elderly)	15
	● Service Project (Summer)	10
	● Regular Service(In school)	25
Scouts	● Inter-school swimming championship	20
	● Inter-school athletics championship	20
	● Island Scout Day	8
	● Western District Service	12
	● KCOBA Walkathon	20
	● Marathon	9

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