

King's College
School Report
(2005/2006)

King's College
Annual School Report
2005/2006

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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

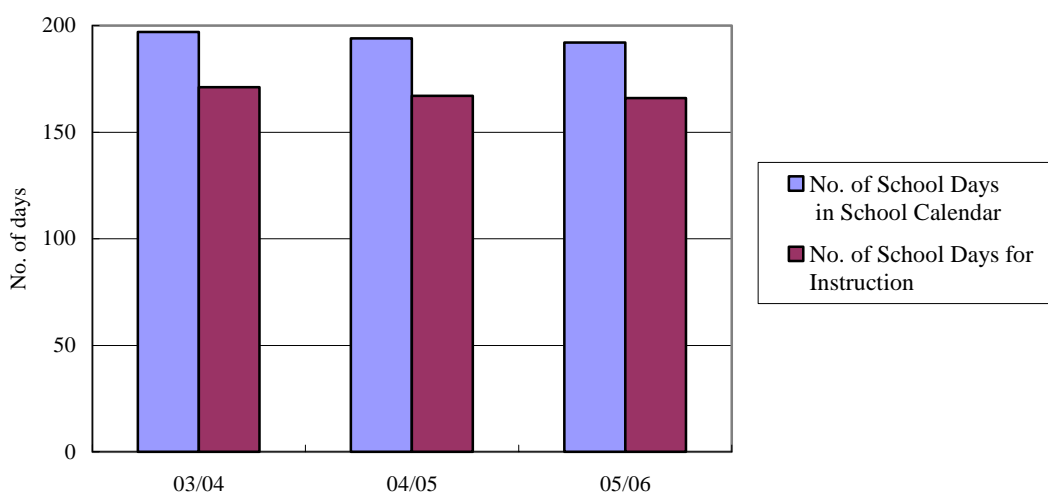
History

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, its arched corridors and its sunken garden.

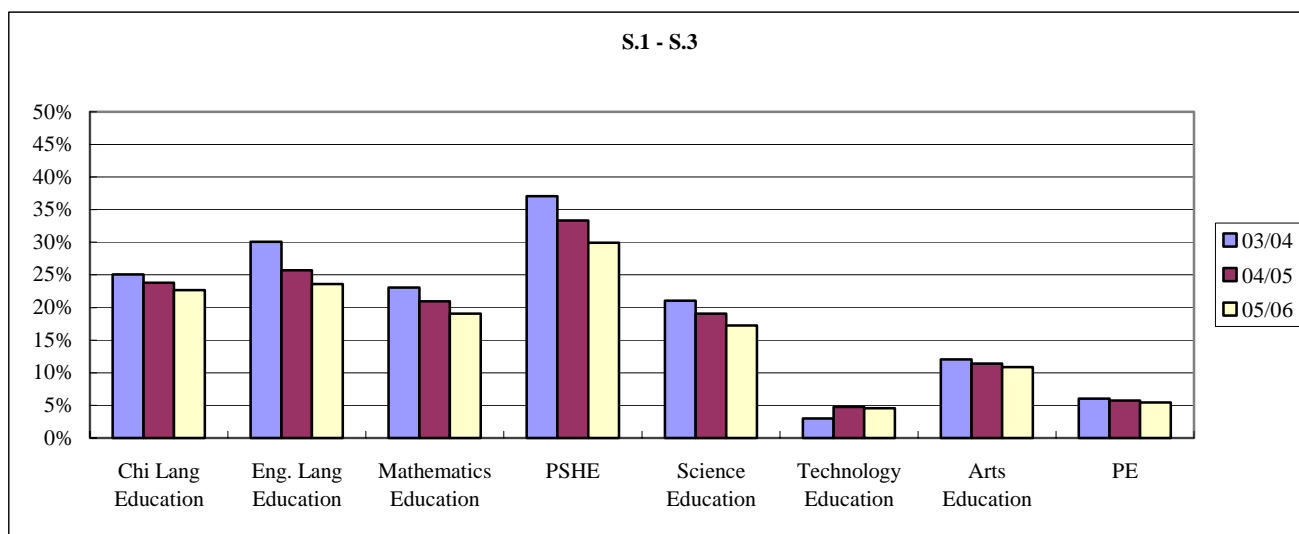
School Management

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
03/04	1 (9%)	1 (9%)	2 (18.2%)	2 (18.2%)	2 (18.2%)	3 (27.4%)
04/05	1 (9%)	1 (9%)	2 (18.2%)	2 (18.2%)	2 (18.2%)	3 (27.4%)
05/06	1 (9%)	1 (9%)	2 (18.2%)	2 (18.2%)	2 (18.2%)	3 (27.4%)

Number of Active School Days



Lesson Time for the 8 Key Learning Areas



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 45-minute 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 plus a Form Teacher's Period and non-examinable Physical Education.

S6-S7

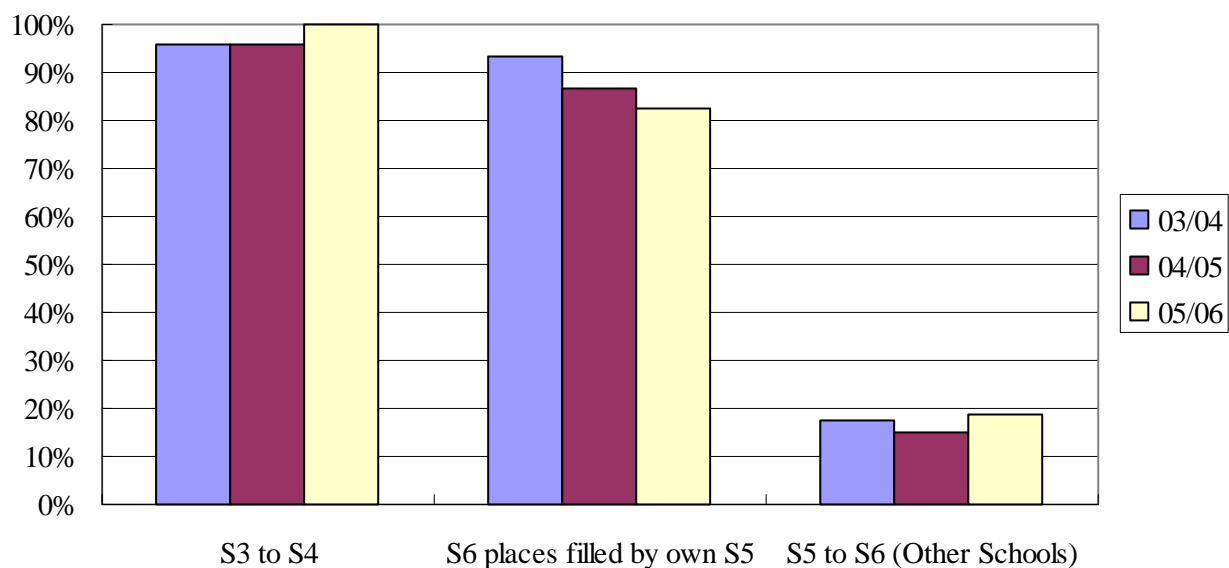
49 45-minute teaching periods were spent on 5-6 examinable subjects for the Arts/Commercial Stream and the Science Stream plus a Form Teacher's Period and non-examinable Physical Education.

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	195	196	197	182	185	98	103	1156
Girl	0	0	0	0	0	10	2	12
Total Enrolment	195	196	197	182	185	108	105	1168

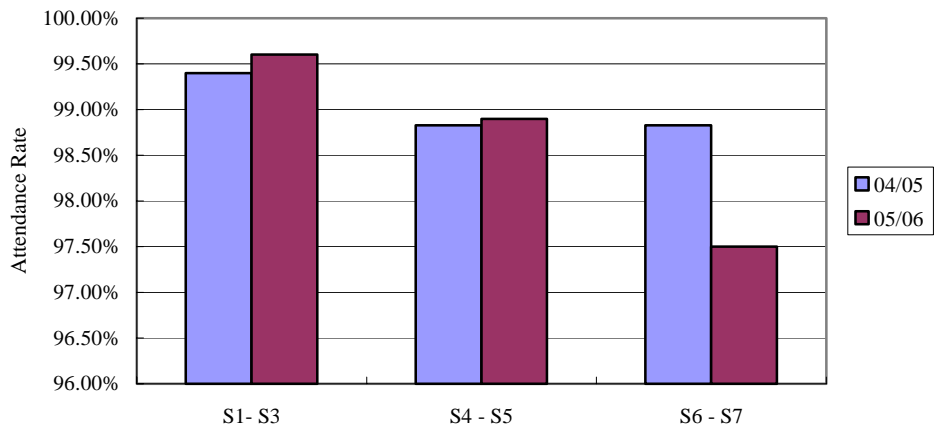
The bar chart below shows the percentages of (i) S3 students who were promoted to S4; (ii) S6 places filled by our own S5 graduates; and (iii) S5 graduates who had secured S6 places in other schools.



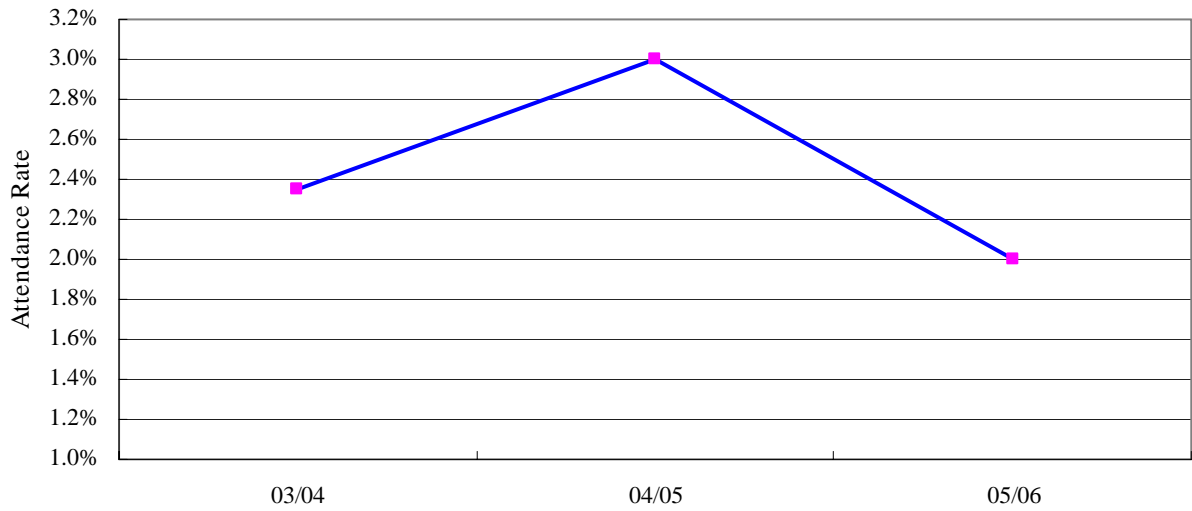
Unfilled Places

Year	Unfilled Places
2003-2004	Zero
2004-2005	Zero
2005-2006	Zero

Students' Attendance

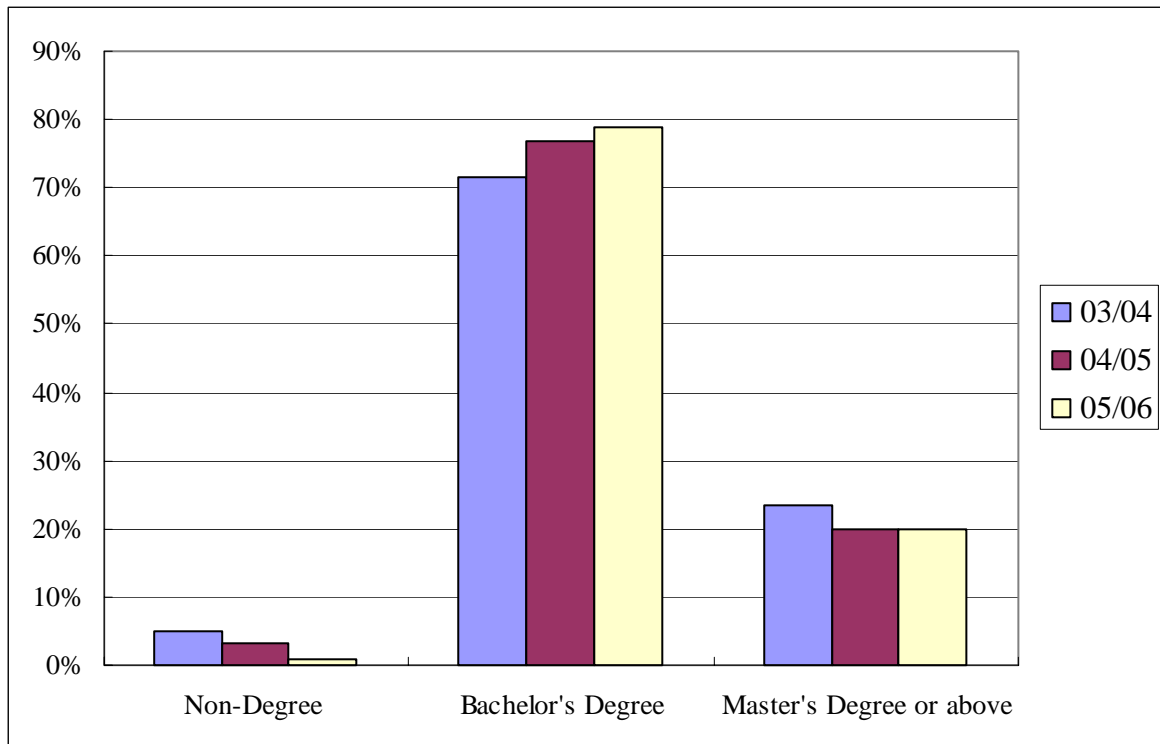


Students' Early Exit

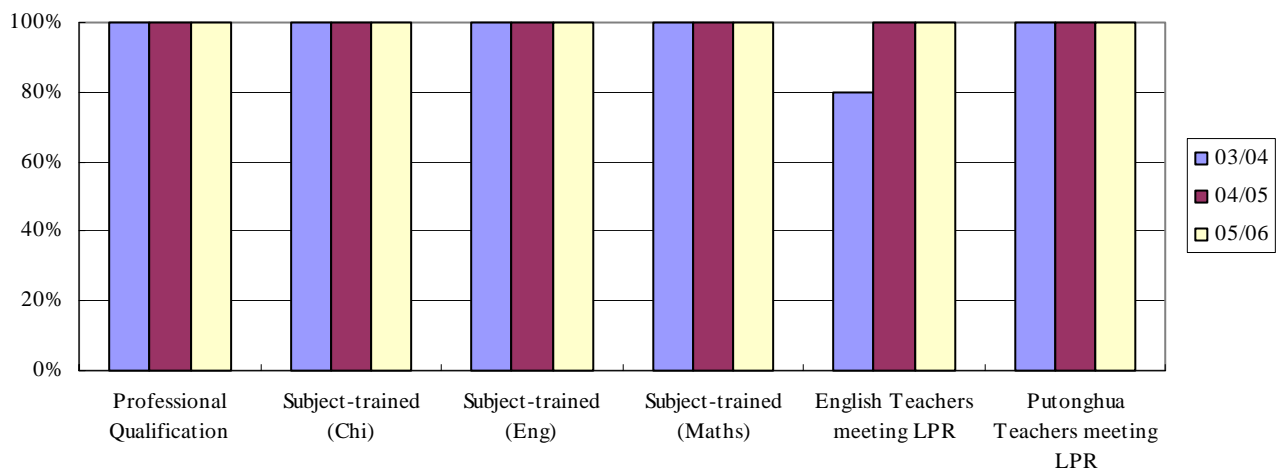


Our Teachers

Teachers' Qualification

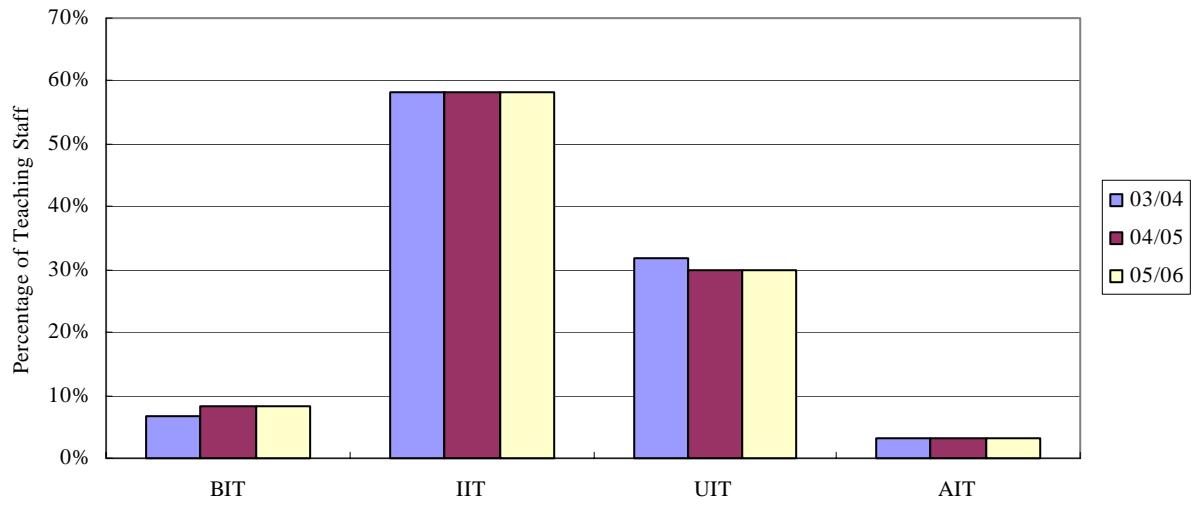


The bar chart below indicates the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement.

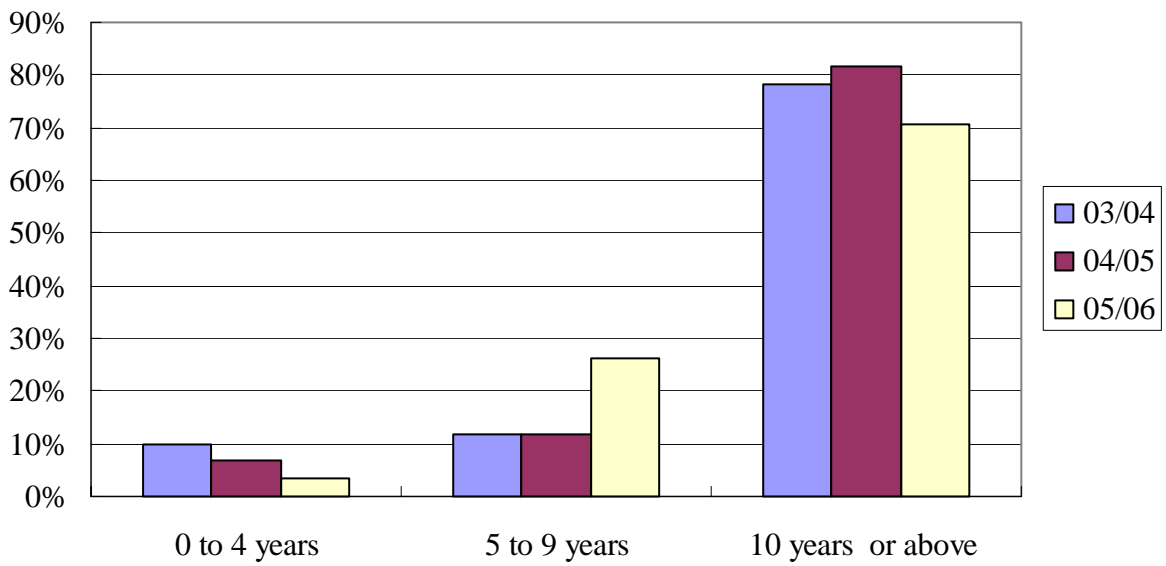


IT Competence

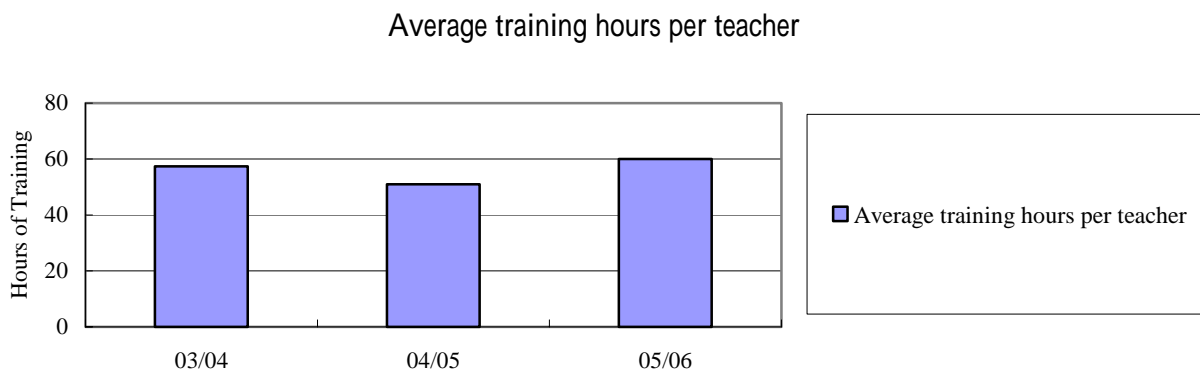
Percentage of Teaching Staff attained BIT, IIT, UIT and AIT



Teaching Experience



Teachers' Professional Development



Average number of training hours undertaken by a teacher: approx. 60 hours

The school attaches 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 with the recent developments in education in general as well as in their respective subject areas.

Major Concerns (Achievements and Reflection)

1. External School Review (already endorsed by SMC in 2005-2006)

Background

To enhance the provision of quality education, our school is committed to cultivating a culture of self-evaluation. In the past years self-evaluation exercises have been carried out by the school, subject departments and functional committees to review their own performance and reflect on the effectiveness of their practices. With the External School Review upcoming, we undertake to set up a plan to add impetus to the existing SSE process and make adequate preparation for ESR.

Objectives

1. Help staff appreciate the values of self-evaluation and bring them to adopt self-evaluation as a means to make continuous improvement and ensure the school vision and mission are fulfilled
2. Strengthen our existing self-evaluation mechanism and its implementation
3. Ensure that documents related to External School Review are in place and stakeholders are adequately prepared

Actions to take / Aspects to be reviewed	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
	sharing sessions, etc.		<p>in the second term.</p> <p>b. Since April, the SSE team has started to collect from different subject panels examples of “good” and “less than good” students’ assignments. A discussion and a sharing session with teachers were conducted to raise their awareness in designing assignments that cater for students’ development of generic skills and mastery of subject knowledge.</p> <p>c. Most of the homework assignments were collected in mid-May and there was sharing among the panel heads. Colleagues gained a lot from this experience sharing.</p> <p>ii. Colleagues were encouraged to take part in the ‘Teachers Collaboration Scheme’ 「老師同儕協作計劃」 and it was suggested that they could have group lesson planning, lesson observation or collaborative marking of assignments. Such measures could be conducted on a form basis or across different departments. The format was flexible. Colleagues were in general supportive of the scheme. Several departments tried group lesson planning and found it worthwhile and, in addition, the Chinese and English Departments conducted peer lesson observation. However from the school’s point of view, the above mentioned scheme has not been popular though colleagues realize its importance. More effort is needed in the future.</p>

Actions to take / Aspects to be reviewed	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
<p>3. a. Prepare a chart to indicate to all subject departments, functional committees, etc. the domain(s) under which they will be assessed in the ESR</p> <p>b. Prepare a checklist to show clearly how the effectiveness of self-evaluation will be assessed using the Performance Indicators and encourage them to use the Performance Indicators to assess their performance at the end of the First Term</p>	<p>Chart and checklist completed</p> <p>Subject panels and functional committees, etc. have used the Performance Indicators to assess their performance</p>	<p>Discussion and Teachers' Feedback</p>	<p>At the beginning of December, members of the SSE team interviewed teachers in charge of subject departments, functional committees, etc, and encouraged them to make use of the 'Performance Indicators' to self-evaluate the performance of the work of their groups and give a mark for their own reference.</p> <p>In mid-April, there were meetings with panel heads and comments on self-evaluation were given. Their feedback was that the exercise served to draw their attention to their strengths, which they could further make use of for development, as well as weaknesses, which should be dealt with.</p> <p>Furthermore there is a more in-depth understanding of the objective criteria for the Performance Indicators.</p>
<p>4. a. Monitor the implementation process by examining the evaluation methods, the follow-up actions, etc. on a regular basis, giving support and advice on the valuation methods, etc. whenever necessary.</p> <p>b. Simulate the ESR by using the Performance Indicators to assess the performance of the subject panels, functional committees, etc. and discuss the ratings with the staff concerned to provide an assessment from a different perspective, which could be used as a basis for reflection.</p>	<p>Notes/minutes of meetings examined Focused discussions with HODs</p> <p>Simulation carried out in the Second Term and discussions held</p>	<p>Observation</p> <p>Student questionnaire</p>	<p>Documents collected and examined</p> <p>An APASO survey was completed in April and an analysis of the findings was conducted and uploaded to the intranet of the school in June.</p> <p>The questionnaires reflect the initiative and positive values of students. However, some of them lack the spirit of 'Forgetting oneself' and tend to be a bit selfish. All teachers have been informed of the results and the analysis has been passed on to the Counselling Committee, the Civic & Moral</p>

Actions to take / Aspects to be reviewed	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
			Committee and Discipline Committee for action.
5. a. Collection of documents to be examined by External School Reviewers b. Prepare a schedule of work and a corresponding checklist to inform staff concerned of the documents to be submitted and the officers responsible for examining the documents	All documents in order		Since the school has not been formally informed of the date for ESR, the school will focus on self-evaluation in the coming year.

General comment and follow-up action

All the objectives of the programme were achieved. Teachers have gained a better understanding of Self Evaluation and ESR and regularly reflected on the effectiveness and quality of their work. In the coming year the SSE Committee should make sure that self-evaluation will be taken as a continuous process for self-improvement and conducted with the same enthusiasm. In addition, the school should also focus on the core issue of the education reform, i.e. effective teaching and learning. Thus it is suggested that a teacher should be appointed to head a committee responsible for suggesting modifications to teaching methods and disseminating good teaching practices. It should also be responsible for promoting professional sharing such as peer lesson observation, collaborative teaching, etc. among teachers of the same or different departments.

2. Reading-to-learn (already endorsed by SMC in 2005-2006)

I. Objectives

- 1 To create a reading culture and a strong atmosphere conducive to extensive reading through a whole-school approach.
- 2 To help students develop a reading habit.
- 3 To equip students with essential reading strategies and skills useful for life-long learning.
- 4 To encourage students to broaden their knowledge and exposure through reading across the curriculum.

II. Evaluation

	Actions / Tasks	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
1	Explain to parents, teachers and students the objectives of the programme, their roles and responsibilities			
1.1	For parents: A letter to explain the objectives and details of the programme will be issued to parents at the beginning of the school year.	95% of parents indicate that they are willing to co-operate with the school on this issue.	- Reply slips from parents	- A letter explaining the aims of the programme and seeking parents' support was issued to each parent in early October ,2005 . Parents were also informed of the details of King's Reading Award Scheme in the letter. All parents showed their support in their reply slips.
1.2	For teachers: - Briefing at the beginning of school year - Clear written instructions on the implementation plan - Other briefing sessions, including briefings at staff meetings	Feedback from teachers indicates that they fully understand the objectives of the programme, their roles and responsibilities.	- Instruction sheets prepared and issued	- Written guidelines and instructions were issued to all form teachers and subject teachers on the details of the 'Reading to Learning 'Programme and King's Reading Award Scheme before the programme started. All teachers fully understood the objectives of the programmes, and their roles and responsibilities. A briefing session was held in May to remind them of the guidelines.

1.3	For students: - Briefing in Form Teacher's Periods - Clear written instructions and briefings.	Feedback from students indicates that they fully understand the objectives of the programme, their roles and responsibilities.	- Briefings held	- Detailed written guidelines and instructions about the programme were given out in Form Teacher's Periods to inform students of their roles and responsibilities.
2	Reading Portfolio			
2.1	Each student has a reading portfolio to keep record of their reading progress, achievement, reflections and various types of book reports.	Steady increase in the number of books read by students as indicated in the portfolios	Regular check of the Reading Portfolios by form teachers and advice given.	- All students received a Reading Portfolio and were well informed of its use at the beginning of the year. They were required to submit their reading assignments and a summary of their reading record for inspection by form teachers.
2.2	Form Teachers regularly check the portfolio and/or evidence that students have read books and give advice to students accordingly.			
3	King's Reading Award Scheme			
3.1	S.1-3 students have to participate.			- Although this scheme mainly aimed at the junior forms, S.4-7 students were also encouraged to participate.
3.2	Books read by students have to be verified by parents.			- Parents showed their support by signing against each book title in the student's reading portfolio. To encourage the participation of parents, one bonus mark was given to each of their signatures.
3.3	Each S.1-3 student has to read a minimum of 35 books (12 Chinese ERS, 13 English ERS and 10 others). At least 18 entries (e.g. book cover design, comic strips based on the story, rewriting the end of the story, etc.) should be kept in the reading portfolio as proof that they have read the books.	70% of the S.1-3 students meet the minimum requirement.	Scrutiny of reading records by FM/Ms	- The success criterion was met.

3.4	For each book read, marks will be awarded according to the different modes of reporting: written, drawings, etc.			- 1-2 marks were awarded to drawings while 1-5 marks were awarded to written reports.
3.5	S.1-3 students with good performance will be awarded Bronze, Silver or Gold Awards according to their achievements.		Number of prize winners	The results are: Gold Award (17) , Silver Award (22) , Bronze Award (46)
3.6	Each S.4-7 student has to read a minimum of 10 reading materials (including books, journals and newspaper, etc.)	85% of the S4-7 students meet the minimum requirement.		- The success criterion was met. - S.4-7 students read 10 to over 100 books a year. The average number of books they have read is as follows: S.1 – 39 S.2 – 42 S.3 –33 S.4 – 24 S.6 – 23 - Though they did a lot of reading, many of them were not keen on winning prizes. Many of them read over 100 books but they did not hand in reading assignments for the King’s Reading Award .
4	Weekly Morning Reading Session To assign 30 minutes every Wednesday for the whole school to read in silence . (15 minutes from the cancellation of morning assembly and the other 15 minutes from shortening each of the first three periods by 5 minutes)	More than 70% of the students like the reading session.	Student questionnaire	- This is the second year we have had Morning Reading Sessions. Students have taken it as a habit to take out their books and do silent reading every Wednesday morning. During the Reading Session, most students showed good discipline and enjoyed their reading but some forgot to bring their books occasionally. - 90% of students indicated in the questionnaires that they liked the Morning Reading Session and 80% of them thought it aroused their interest in reading.

<p>5</p> <p>5.1</p> <p>5.2</p>	<p>‘Reading to Learn’ Bulletin Board</p> <p>In the common area of the school , display lists of books recommended by teachers and reflections on books read by students.</p> <p>Inside each classroom , display class reading charts, lists of books recommended by teachers, library notice and sharing on books read by students.</p>	<p>‘Reading to Learn’ bulletin board well-utilized.</p>	<p>Regular inspection of the bulletin boards in the common area of the school</p> <p>Regular inspection of bulletin boards in the classrooms.</p>	<ul style="list-style-type: none"> - A Bulletin Board for the ‘Reading to Learn’ Programme was set up near the Main Entrance of the school to promote the programme. Reflections on books by students and lists of books on different themes recommended by teachers and students were displayed. - A quiz booth was set up at lunch time on 28 March for the promotion of the book series ‘Narnia’. The activity was well-received by students especially the junior forms. <p>Most classes put up the book lists issued by the library but many of them failed to update the class reading charts regularly. They did not make full use of the display board and there were very few displays of students’ sharing and book reports.</p>
<p>6</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p>	<p>Support from parents</p> <p>Parents have to sign in the Reading Portfolio to verify books read by students.</p> <p>A briefing will be given to parents during S.1 Orientation to solicit their support</p> <p>Letters will be issued to parents in September to solicit their support.</p> <p>Invite the Parent-Teacher Association to organize related seminars for parents to help students cultivate their reading habits.</p>	<p>- Parents’ feedback</p> <p>- Parents show strong support to activities related to ‘Reading to Learn ’ Programme</p>	<p>Check parents’ signatures in the Reading Portfolio</p> <p>Check the number of participants in the talks, activities.</p>	<ul style="list-style-type: none"> - Parents gave their full support by signing in the Reading Portfolio. - To replace the briefing , a letter was issued to parents in early October to solicit their support. <p>Helping students to develop a reading habit has always been the concern of the PTA though the focus of their activities was not on reading this year.</p>

7	<p>Create a strong atmosphere and impression that great importance is attached to the promotion of reading.</p>			<ul style="list-style-type: none"> - By observation, the junior form students were more keen on extensive reading than the seniors forms. They were found doing reading in the corridor or library during lunch time and recess. A major reason is that the junior formers are less preoccupied with preparation for the public exams, so the cultivation of a reading habit should start from S.1 when students can afford more time to read extensively.
7.1	<p>Reading ambassadors to promote reading in school :</p> <ul style="list-style-type: none"> - Reading sharing session 			<ul style="list-style-type: none"> - Students were found to be more interested in Chinese books than English books. The most popular genre was fiction. About 70% of the books they read were English and Chinese fictions. They only read a small number of books on other subjects. To broaden their knowledge, they should be encouraged to read books on a wider range of subjects and different types of texts such as magazines, leaflets, notices and instruction sheets because they are the most common text types in our daily life. - A team of S.3 and S.4 students were recruited as Reading Ambassadors to organize activities for promotion of reading. However, they were inexperienced in organizing activities, much guidance and supervision were needed from teachers.

<p>7.2</p> <p>7.3</p>	<ul style="list-style-type: none"> - Recommendation of writers and good books during morning assemblies and through board displays (a total of 10 recommendations in a year) - Reading-related activities - Jointly organize activities with the Student Union, functional committees, etc. - Talk by old boy(s) or famous writer <p>Prize winners of the King’s Reading Award Scheme share their successful reading experience with their schoolmates and exhibit the good works of prize winners.</p> <p>Prize-giving ceremony at the end of the school year</p>	<ul style="list-style-type: none"> - Positive feedback from students indicating they enjoy the activities - A general feeling that there is a strong atmosphere <p>60 % of S.1-3 students meet the minimum requirement.</p>	<p>Observation</p> <p>Feedback from students and teachers</p>	<ul style="list-style-type: none"> - Student Librarians and Reading Ambassadors made recommendations on good books and good writers in the morning assemblies . The school librarian recommended good books and writers through board displays near the school main entrance. - The school library, the English Department and the Chinese Departments organized various activities throughout the year to create a strong atmosphere for extensive reading. - The promotion of reading was integrated in the programme plans of all subject departments. - The school library invited the famous Chinese writer 君比 to give a talk to S.2 and S.3 students in November. The talk raised students’ awareness of local Chinese writers. Students were attentive and enthusiastic in the talk. - At the time of preparation of this report, the data were still being collected. There was no figure about the exact number of prize winners. - The prize-giving ceremony will be held in the End of School Year Assembly (12 July 2006).
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8	Supporting activities organized by various subject departments.			See Attachments 1, 2 & 3
8.1	Language teachers to teach essential reading strategies and skills, oral and written presentation skills, etc.	Reading assignments show that students can apply the skills and strategies	Check that they have taught the skills.	- Reading strategies and presentation skills are part of the English Language and Chinese Language curricula in all forms. Advice was given to teach students how to choose suitable books to read.
8.2	Language teachers to teach students how to choose suitable books to read.			
8.3	Subject teachers to teach students reading strategies and skills, recommend books and encourage students to broaden their knowledge and exposure through reading			
8.4	In order to support subject teachers to teach essential reading strategies and skills to students, a list of essential teaching skills and strategies will be prepared for their reference.		Check the list of reading skills issued & record of activities.	- Language teachers worked closely with teachers of other subject departments in support of their activities related to reading.
8.5	English and Chinese Departments carry on with Extensive Reading Scheme (ERS) activities . (See Programme Plan - Attachments 1 & 2)	A variety of reading activities organized by teachers Feedback from students	Check record of activities	(See Evaluation Report Attachments 1 & 2)
9	Supporting activities organized by librarian. (See Programme Plan - Attachment 3)	A variety of reading activities organized by the library. Feedback from students	Check record of activities	(See Evaluation Report Attachment 3)

III General comments and Future Focus :

The programme was a continuation of last year's major concern. With the experience gained from last year and the continued effort of the library, all functional committees and subject departments, we had a smoother running of the programme this year and took a big step forward towards our objectives .

Objective 1 was successfully achieved. We started to create a reading culture in our school last year and this year we further promoted it and strengthened what we had done. A broad range of reading promotion activities were held by the library, the English Department, the Chinese Department and the Reading to Learn programme team to build up a stronger reading atmosphere . The promotion of reading was also integrated in the programme plans of all subject departments to ensure the involvement of all teachers and it was done in a whole school approach.

Objective 2 was partly achieved . We had students reading over 100 books a year but there were also students who read only a few. Since developing a reading habit is continuous process and there was a great diversity in students' interests, abilities and family background, it may take a longer time for some students to develop a reading habit. However, the increased number of books borrowed from the school library , the large number of books sold at book fairs and the high percentage of student participation in various activities indicated we had successfully aroused our students' interest in reading. Our future goal is to emphasize more on self-accessing reading programmes under which students can choose reading materials suitable to their level and they can get spontaneous feedback. Moreover, we will work more closely with parents and cater more for those who have lower motivation and learning abilities.

As for Objective 3, the language teachers did a great job to equip students with essential reading strategies and skills through various language activities and the curriculum. It was demonstrated in students' performance in tests, assignments and exams. However, teachers should remind students that they should apply the reading skills in their daily life.

The last objective of the programme was to encourage students to broaden their knowledge and exposure through reading across the curriculum. It was found that books read by students were mainly English and Chinese novels and they seemed to show little interest in non-fiction and books on other subject areas such as science and history. They should be encouraged to read more extensively and expose themselves to a wider range of subjects.

In view of the above evaluation report, the following plans are suggested for next year's Reading to Learning Programme:

- 1 Apart from written texts, students should be encouraged to join self-access online reading courses so that they can do graded reading tasks and get instant feedback. This year our junior forms joined two of these programmes which were funded by the English and Chinese Departments. However, we had a low percentage of participation. It is suggested the two departments evaluate the quality of these courses and see if we will enroll other courses next year. Moreover, students' reading progress in these courses should be checked more regularly to ensure that our resources are put to the best use.
- 2 This year student librarians and reading ambassadors were invited to share their book reviews with the whole school in the morning assemblies.

To increase students' participation and encourage peer learning, students can take turns and do the sharing in their own class during the Weekly Morning Reading Session once a month. The library and subject departments can also consider taking students to book shops or book fairs and let them choose their favourite books.

- 3 As for the number of book reports/reading assignments, focus should be put on quality rather than quantity. To prepare the junior forms for the School-based Assessment component of HKCEE English Language Syllabus where students are required to do oral presentations on books, some of the written book reports can be replaced by oral presentations. Moreover, they should read more non-fictional English books and a wider variety of English texts other than fiction, such as magazines, manuals, poems, lyrics and leaflets to equip themselves for the new HKCEE English Language Syllabus and the proposed NSS English Language Curriculum.
- 4 The King's Reading Award Scheme will be continued next year. We can consider awarding marks to oral reports as well as written reports.

3. 80th Anniversary Celebration (already endorsed by SMC in 2005-2006)

I Objectives

- To celebrate the 80th Anniversary of King's College.
- To reinforce the image of King's College as a prestigious school with excellent traditions.
- To convey to the public that King's College will continue to nurture elite students for the society in all fields and to attain higher goals in future.
- To further enhance the sense of belonging of our students, parents, teachers and old boys to the school.

II Major Events

Item	Event	Date(s)	Venue	Responsible Party*
1	Speech Day	19 th December 2005	School Hall	KC (Teacher i/c YPN)
2	Open Day	17 th – 18 th March 2005	School	KC (Teacher i/c KWF)
3	Public Lectures	Jan—June 2006	HK Central Library	KCOBA
4	Home-coming Day & Forum	8 th July 2006	School Hall	KC & KCOBA
5	Concert	4 th July 2006	Cultural Centre	KC (Teacher i/c FHY)
6	Banquet	15 th July 2006	HK Convention & Exhibition Centre	KCOBA & KCPTA

* The Organizing Committee comprises the three parties, KCOBA, KCPTA and the School. The major events are arranged and organized by the responsible bodies as indicated in the table.

Item	Event	People involved	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
1	Speech Day	The whole school & guests	<ul style="list-style-type: none"> - The preparatory work is adequate - The preparatory work is completed on schedule - Participants' feedback is favorable - No financial difficulties occurred 	<ul style="list-style-type: none"> - Schedule of work meets the deadline - Collect the feedback from participants - Total expenses is within the proposed budget 	<ul style="list-style-type: none"> - Our Speech Day was successfully held with over 200 guests, old boys and parents attending the ceremony. - The performance of our students and the run-down of the whole ceremony gained favorable comments from our guests. - The total expenses was within the proposed budget.
2	Open Day	The whole school & guests	<ul style="list-style-type: none"> - Over 1000 visitors attend the open day - The preparatory work is adequate - The preparatory work is completed on schedule - Participants' feedback is favorable - No financial difficulties occurred 	<ul style="list-style-type: none"> - Event held with expected number of visitors - Schedule of work meets the deadline - Collect the feedback from participants - Total expenses is within the proposed budget 	<ul style="list-style-type: none"> - Our Open Day was smooth and successful. There was a significant rise in the no. of visitors this year. The total number of visitors was estimated to be about 1500. - Displays of Clubs and Society, performances in the garden, programmes in the playground, opening of special rooms were all welcomed. - The profit gained from the King's Cuisine and from selling the souvenirs was about \$7500. The profits from these activities will be donated to the ECA fund or to the 80th Anniversary fund.
3	Public Lectures	Students, teachers, old boys and the public	The School books the venue for the event.	The venue is successfully booked.	<ul style="list-style-type: none"> - Five public lectures had been successfully held at the HK Central Library on 16th January 06, 23rd February 06, 16th March 06, 27th April 06 & 25th May 06 respectively with an attendance of over 220-240 guests and students each time. - The photos of the lectures had also been posted on the school homepage.

4	Home-coming Day & Forum	Students, teachers, old boys and guests	<ul style="list-style-type: none"> - The preparatory work is adequate - The preparatory work is completed on schedule - Participants' feedback is favorable - No financial difficulties occurred 	<ul style="list-style-type: none"> - Schedule of work meets the deadline - Collect the feedback from participants - Total expenses is within the proposed budget 	<ul style="list-style-type: none"> - The proposed run-down, schedule of work and budget of the Home-coming Day had been endorsed by the Joint Committee of the 80th Anniversary Celebration in May. - The preparatory work follows the schedule.
5	Concert	Students, teachers, parents, old boys and guests	<ul style="list-style-type: none"> - Over 1000 people attend the concert - The preparatory work is adequate - The preparatory work is completed on schedule - Participants' feedback is favorable - No financial difficulties occurred 	<ul style="list-style-type: none"> - Event held with expected number of audience - Schedule of work meets the deadline - Collect the feedback from participants - Total expenses is within the proposed budget 	<ul style="list-style-type: none"> - All tickets were sold out. - All preparatory work followed the schedule. - The expenses were within the proposed budget. - Guests and parents were all impressed by the remarkable performance of our students
6	Banquet	Old boys, students, parents & teachers	To be taken up by KCOBA and KCPTA	To be taken up by KCOBA and KCPTA	Over 130 tables have been reserved.

III Publication and Souvenir

Item	Description	Details	Responsible Party	Success criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
1	Publication	<ul style="list-style-type: none"> a. Advertisement b. Supplements to local Newspapers c. A Photo Album d. Commemorate Issues 	Item (a) by KC (Teacher i/c LWW) Items (b, c, d) by OBA	<ul style="list-style-type: none"> - The work is completed on schedule 	Schedule of work meets the deadline	<ul style="list-style-type: none"> - The 1st advertisement was published in Mingpao in September and the 2nd advertisement was published in Oriental Daily in December. - A photo Album, featuring the outstanding architectural design of King's College will be produced by the renowned photographer, Mr. Water Poon. This Album will be issued to the participants of the Banquet at cost during the Banquet.
2	Souvenir	Tie Pins, School Ties, Cap, Stamps, Letter papers	KCPTA	<ul style="list-style-type: none"> - The preparatory work is adequate - The preparatory work is completed on schedule 	Schedule of work meets the deadline	The following items are now available for sale: school tie, sweater, crystal cube, sports cap, tie pin and crest.

Part II: Suggestions for follow-up action and future focus:

The committee will compile all the celebration activities materials into a package which may include publications, video and photo records. It will be published at the end of 2006.

The committee will donate the surplus from the celebration activities to the school.

The School has compiled an updated old boy database which has helped the school to inform the old boys about the celebration activities effectively. This database will help the School to build up a closer link with the old boys in the future.

The strong support of the students, teachers, old boys and parents towards all celebration activities reflects their strong sense of belongings to the school.

The speakers of the public lectures are all elites from different sectors of the society. Through these lectures, we have successfully conveyed the message to the public that King's College is a school with strong traditions and has nurtured elites for the society over the past 80 years. It will continue to nurture elite students for the society in all fields in the future.

The 80th Anniversary Celebration Concert was a great success. The remarkable performance of our students has greatly enhanced the sense of belonging of our students, parents, teachers and old boys to the school and reinforced the image of King's College as a prestigious school with excellent students and commitment to fostering students' whole person development.

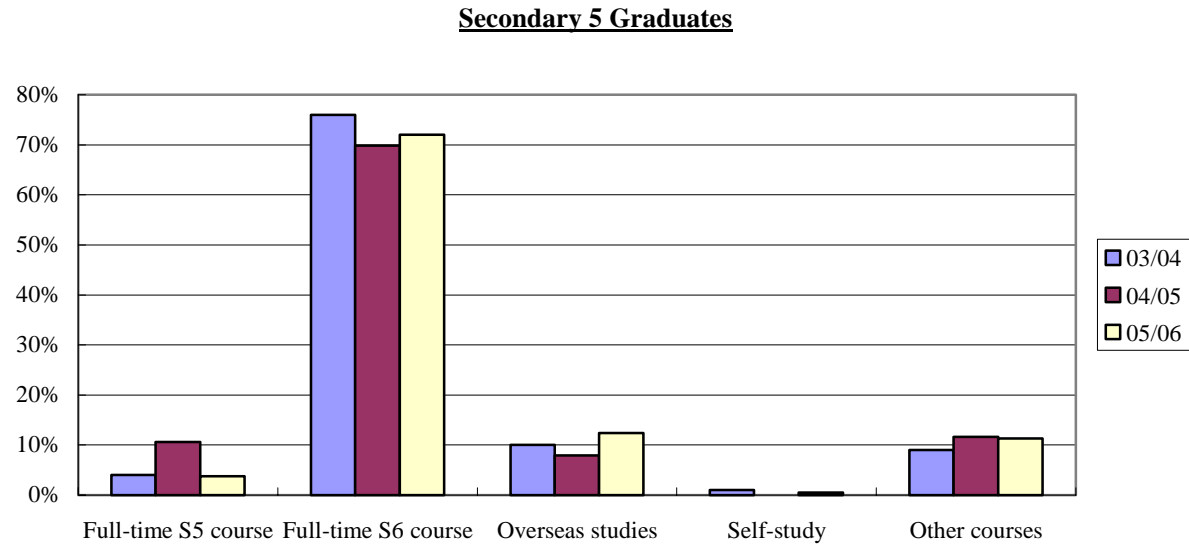
Financial Summary

Subhead 185 Subject and Curriculum Block Grant
Expenditure Report for the period 1/9/2005-31/8/2006

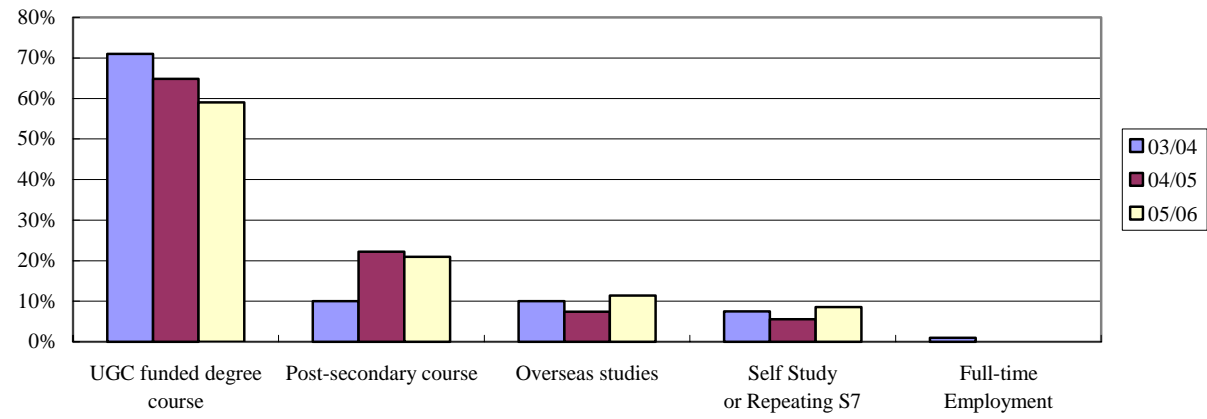
Item	Sub-item	Name of grant	Income \$	Expenditure \$
835	141	Composite IT Grant	261,389	198,582
835	211	Capacity Enhancement Grant	1,054,009	458,987
		Donations	182139	-
		Surplus/Deficit		<u>839,968</u>

Performance of Students

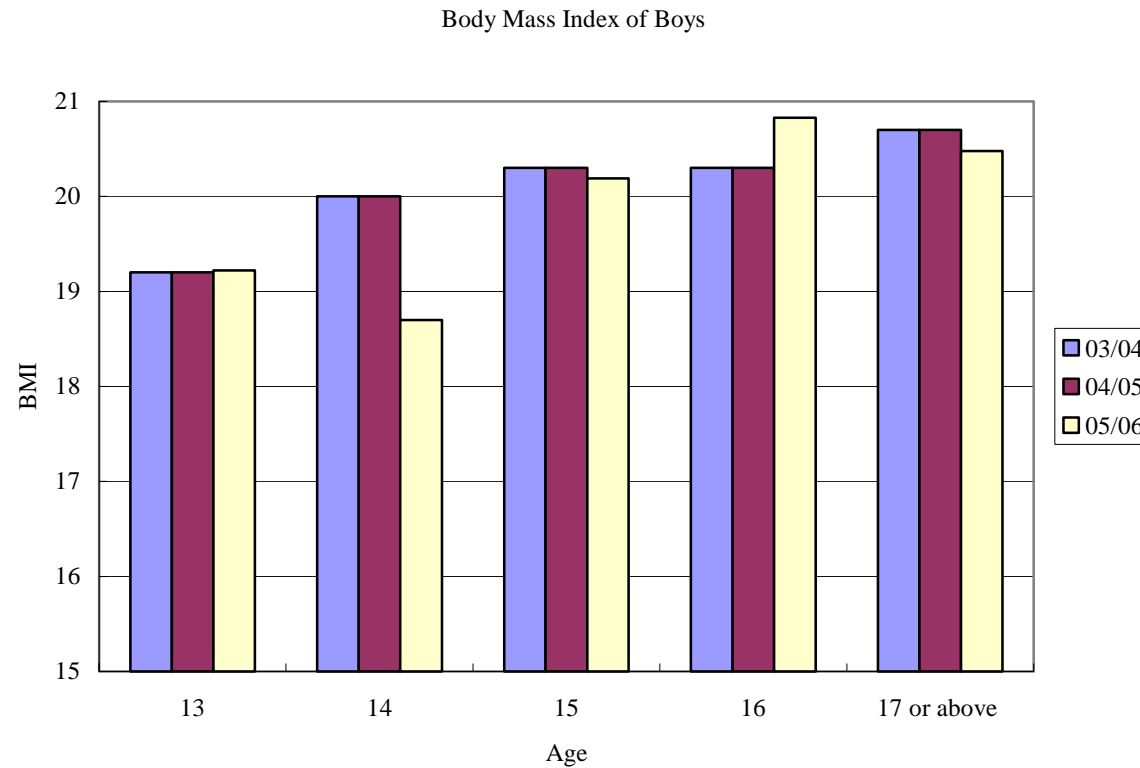
The bar chart below shows the percentages of academic and other pursuits of our S5 and S7 graduates.



Secondary 7 Graduates

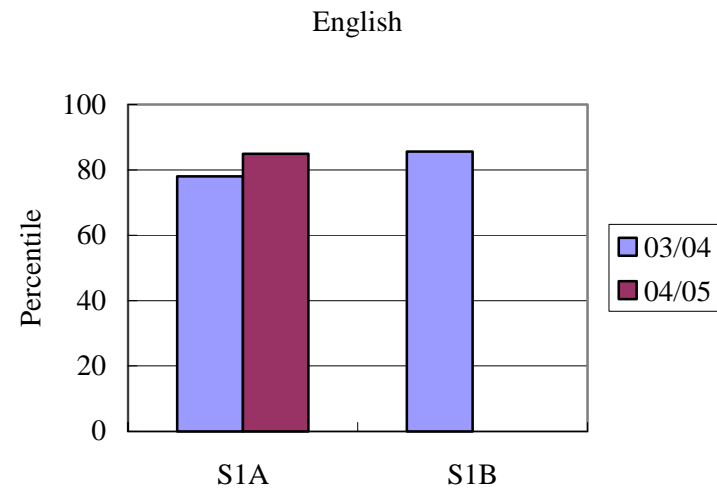
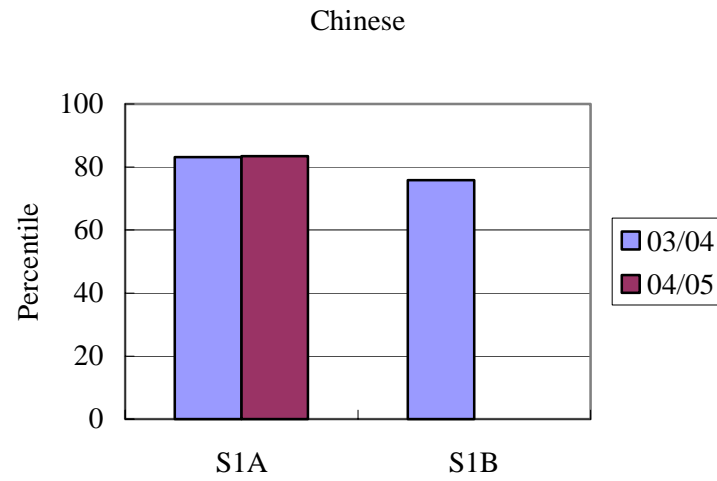


Students' Body Mass Index (BMI)

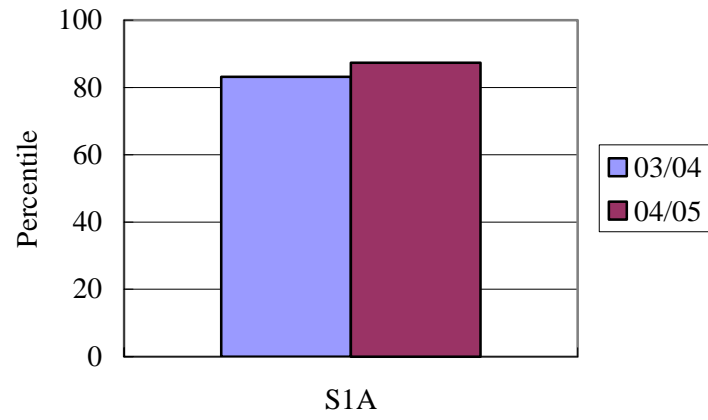


The BMI of each student from S1 to S4 and S6 was calculated. The collected data were divided into 5 categories according to their age groups starting from 13 to 17 and above. For maintaining their fitness some guidelines on healthy live were issued to them. Some of our students who were identified as either slim or stout were advised to pay more attention to their diet and their healthy living. A special fitness programme will be organized after school for helping such students to build up their physical fitness status.

Performance of Students in the S1A and S1B Test



Mathematics



*There is no S1B Test for Mathematics in 03/04 and for all subjects in 04/05.

*No data for 05-06 available.

HKCEE

	03/04		04/05		05/06	
	School	Territory	School	Territory	School	Territory
No. of students sat	192	-	194	-	194	-
% of students awarded grade E or above in at least 5 subjects	94.3		87.6	63.3	91.9	67.1
% of students awarded 14 points or more in the best 6 subjects	67.4	31.4	55.7	51.3	65.9	62.1

HKALE

	03/04		04/05		05/06	
	School	Territory	School	Territory	School	Territory
No. of students sat	107	-	109	-	103	-
% of students awarded the minimum entrance requirements for university education #	91	59.5	93	49.2	89	47.6

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