

King's College
School Report
(2006/2007)

King's College
Annual School Report
2006/2007

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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

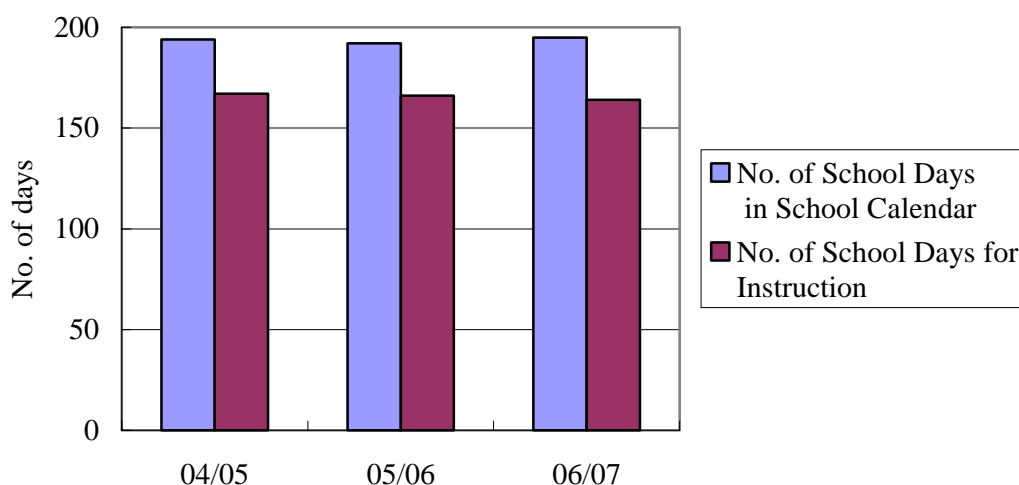
History

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.

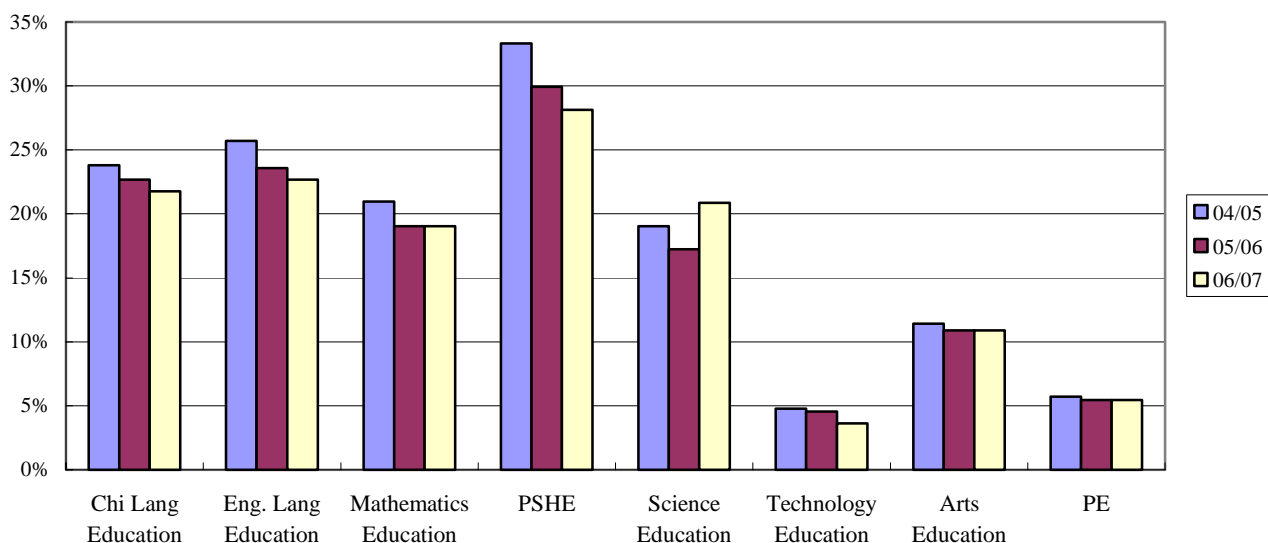
School Management

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

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

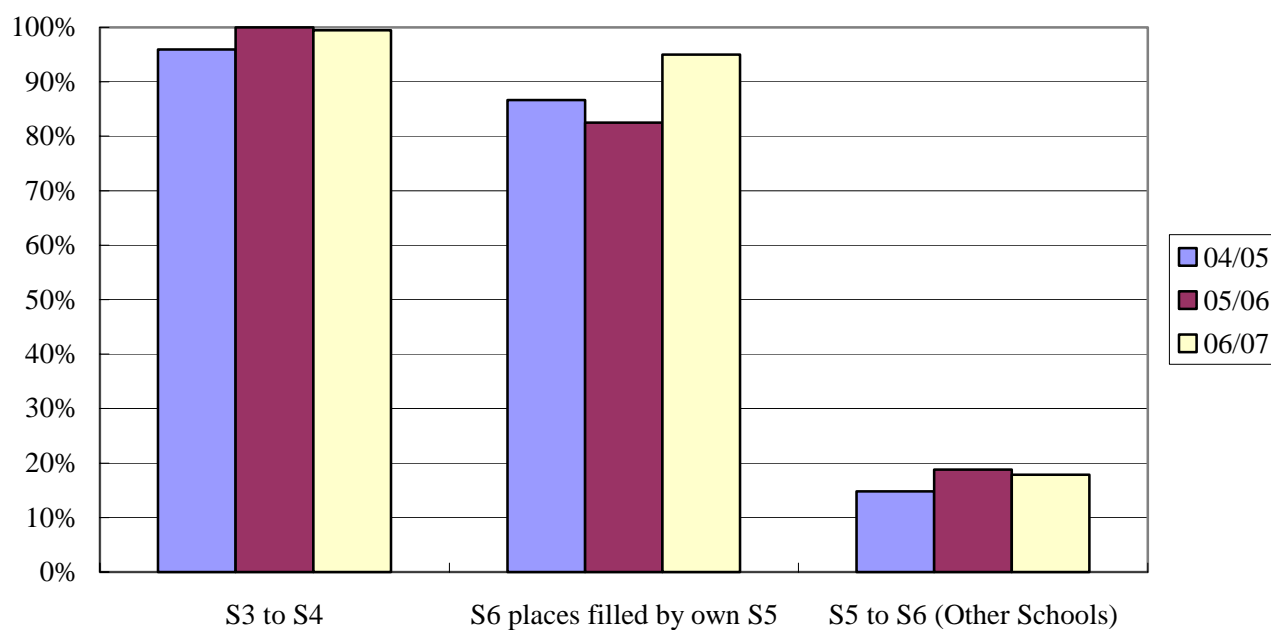
4 45-minute teaching periods were spent on 5-6 examinable subjects for the Arts/Commercial Stream and the Science Streams.

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	199	194	195	193	180	101	96	1158
Girl	0	0	0	0	0	12	10	22
Total Enrolment	199	194	195	193	180	113	106	1180

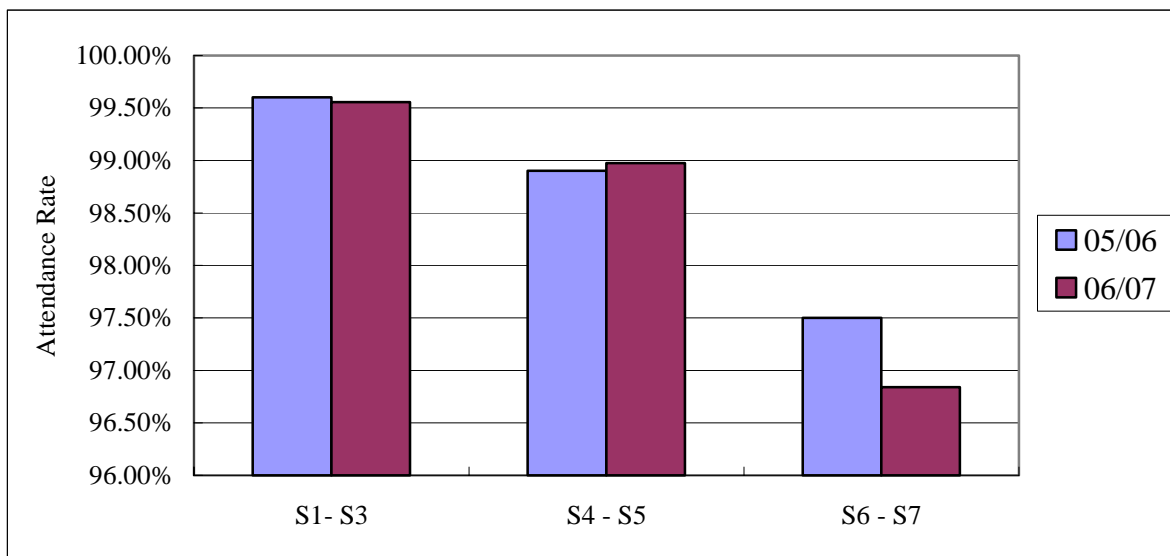
The bar chart below shows the percentages of (i) S3 students who were promoted to S4; (ii) S6 places filled by our own S5 graduates; and (iii) S5 graduates who had secured S6 places in other schools.



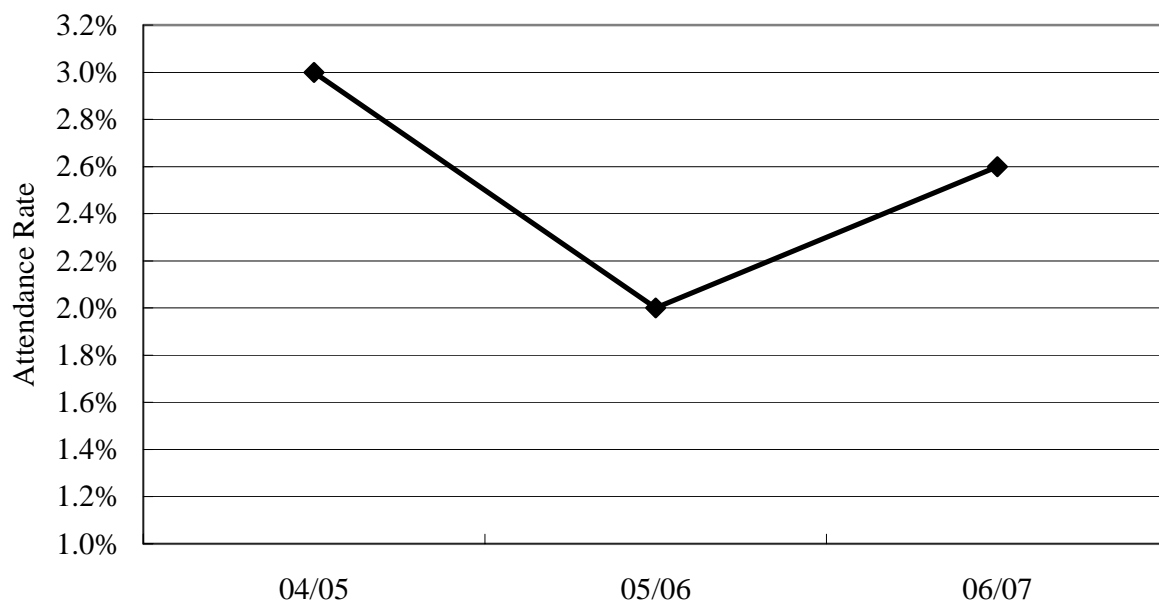
Unfilled Places

Year	Unfilled Places
2004-2005	Zero
2005-2006	Zero
2006-2007	Zero

Students' Attendance

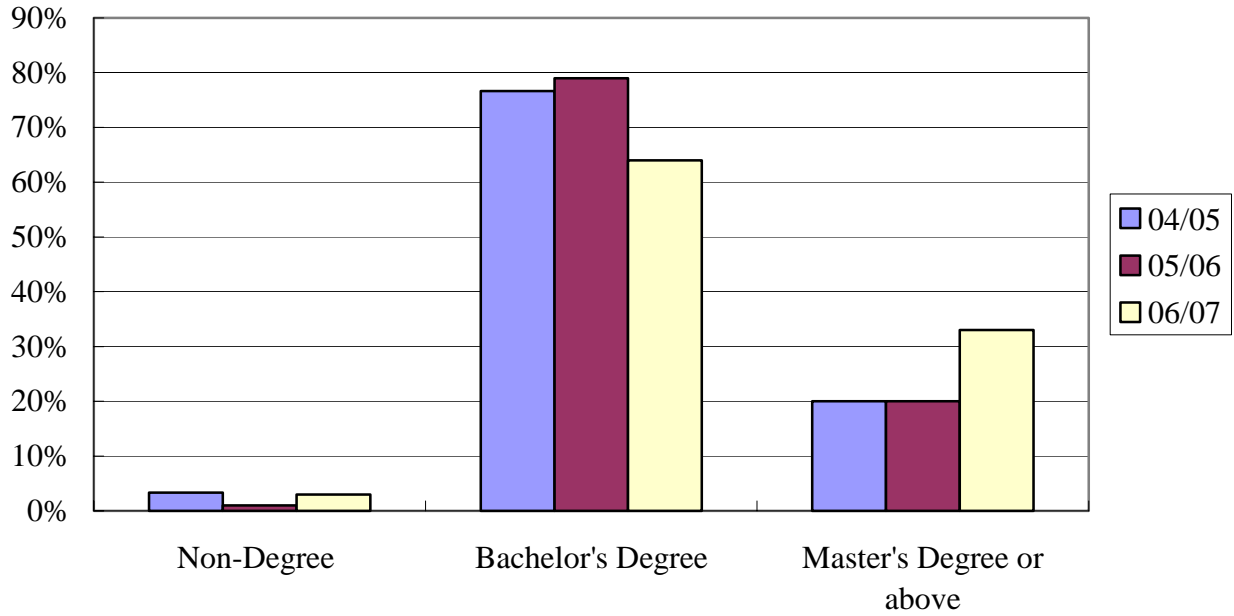


Students' Early Exit

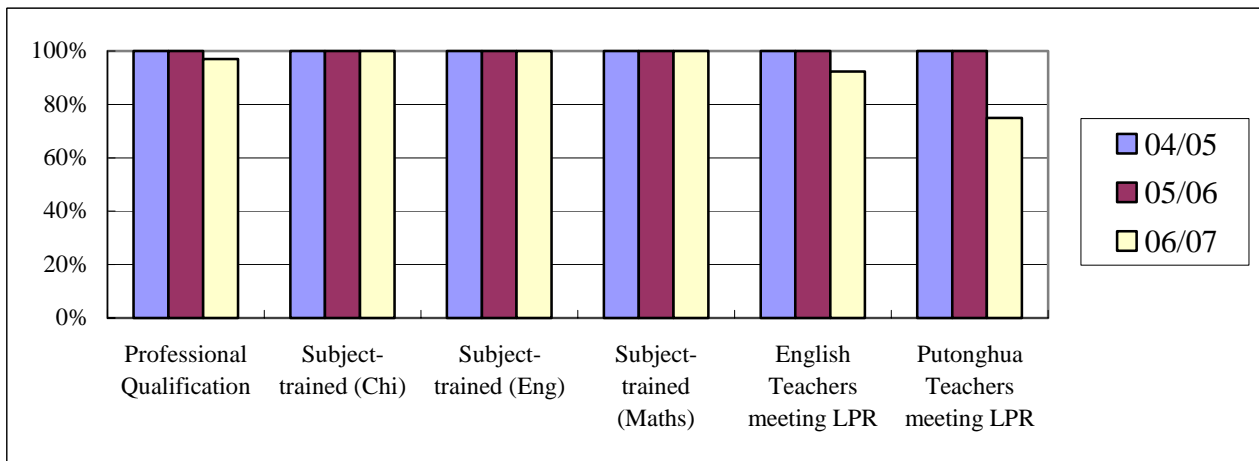


Our Teachers

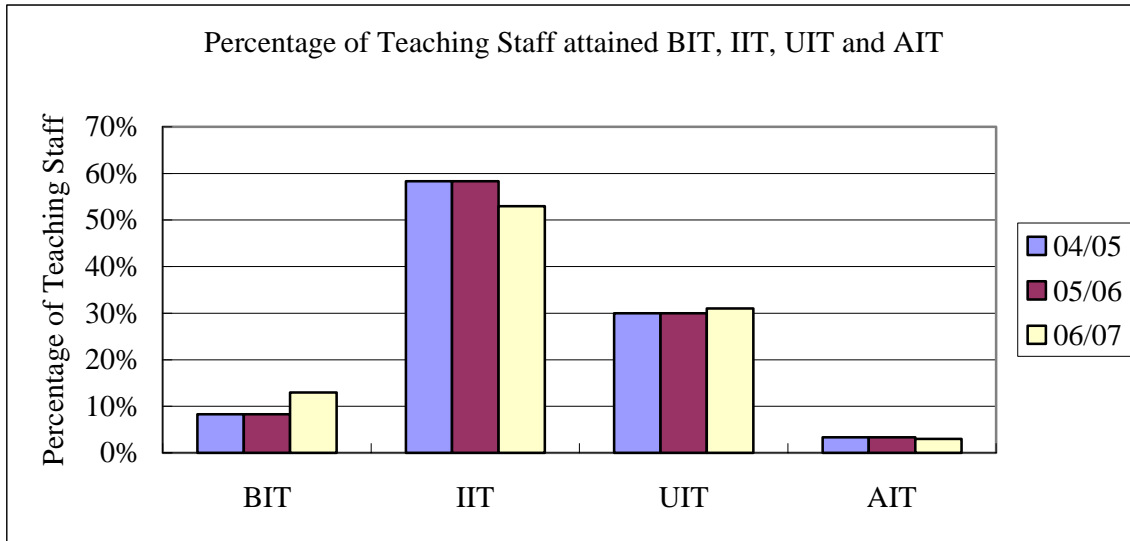
Teachers' Qualification



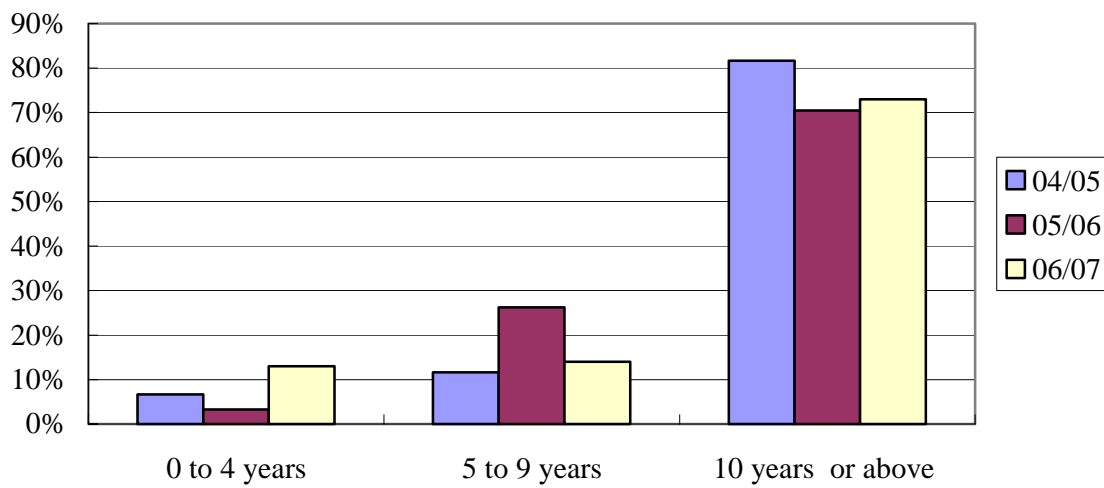
The bar chart below indicates the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement.



IT Competence

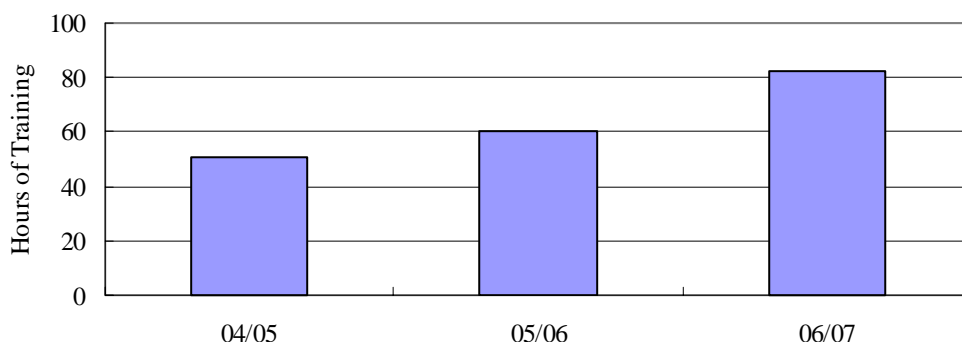


Teaching Experience



Teachers' Professional Development

Average training hours per teacher



Average number of training hours undertaken by a teacher: approx. 82 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. Preparation for the New Senior Secondary

Background

To effectively prepare our next generation to cope with the challenges of the 21st Century and the demands of our rapidly developing knowledge-based society, our school, under the auspices of the Education and Manpower Bureau, is committed to implementing the New Academic Structure for Senior Secondary Education and Higher Education (commonly known as “334 Academic Structure”) which will commence in 2009/10 school year. In view of the extensive impact of the reform, a thorough plan for the 334 Academic Structure, including subject arrangement and deployment of teachers, should be formulated as soon as possible in our school.

Objectives

1. To help staff gain a deeper understanding of the new academic structure
2. To help stakeholders gain a better understanding of the changes by keeping them informed of our progress and proposed changes through continuous communication
3. To ensure smooth implementation of NSS

Constraints

1. Class structure:
 - Only a tentative structure is known.
 - It will affect the teaching staff arrangement.
2. Teaching staff:
 - We have limited freedom over the retention of the staff since teachers will be transferred and / or promoted to / from other government schools.
 - Therefore we may encounter some difficulties when dealing with the implementation of Liberal Studies and teachers’ training arrangements.
3. Classroom capacity:
 - The capacity in each classroom varies.
 - About 1/4 of the classrooms are too small for over 40 students.

Implementation Plan

Area	Actions to take / Aspects to be reviewed in 2006-2007	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
Class Structure & Curriculum	<ul style="list-style-type: none"> ● Propose Class Structure in Senior Secondary, taking into account the physical constraints of the school ● Review the existing curriculum and decide on elective subjects that can be offered in 2009-2010 with focus on the progression of study with more choices in SS1, the mode(s) of provision of COS, the approach of the subject “<i>Science</i>”, etc. ● Conduct a Teacher Survey on subject preferences ● Conduct an S4 Student Survey on subject preferences and/interests ● Draft Time Allocation for elective subjects and core subjects, esp. Liberal Studies ● Review time-tabling, including the possibility of block-timetabling, length of a teaching period, cycle-based 	<p>Proposal submitted to EMB</p> <p>The NSS curriculum fixed at the end of 06-07</p> <p>Survey conducted and results analyzed</p> <p>Survey conducted and results analyzed</p> <p>Time allocation drafted</p> <p>Time-tabling drafted</p>	<p>Observation and Discussion</p>	<p>The proposed class structure in senior secondary was submitted to the EMB in the 1st school term. We have been informed that there will be 5 classes in each form when the NSS is fully implemented. Yet the number of students at each level has to be confirmed.</p> <p>The principles of designing the curriculum we are going to offer in the senior secondary, the subject groupings etc. have been decided.</p> <p>In view of the visions of the education reform, a more broad-based and diversified NSS curriculum with more choices of elective subjects to suit individual aptitudes and interests is preferred. With the principle of providing both science and humanities subjects and the existing teaching staff deployment, we need to focus on training JS1 & JS2 students’ generic skills in addition to teaching the contents of the core subjects. It is decided that In JS3 and SS1, students will study an introductory course of all subjects to be offered in the New Senior Secondary Curriculum. Such a curriculum will provide a good opportunity for the students to have a thorough understanding of the subjects before they choose their elective subjects in SS2. A proposal on the number of lesson of each subject has been outlined. The combination of</p>

Area	Actions to take / Aspects to be reviewed in 2006-2007	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
	timetabling, split classes, parallel subject time-slot, etc.			the elective subjects in SS2 will reflect a broad coverage and a wide variety by requiring students to choose from subject groupings, which are to be finalized at a later stage.
Other Learning Experience (OLE)	<ul style="list-style-type: none"> ● Decide on how to implement OLE, e.g. a mixed mode of normal lesson and a block timetable, special timetable after school, etc. ● Consider the format of the Student Learning Profile (SLP) ● Consider the method(s) of collecting information from students and/or staff concerned 	<p>Decision made</p> <p>Format drafted</p> <p>Method(s) decided</p>	Observation and Discussion	<ul style="list-style-type: none"> • Throughout the year the teacher in charge of Other Learning Experiences (OLE) kept track of the developments related to the implementation of OLE and informed the teachers in charge of clubs and societies about the developments. Teachers had a greater understanding of the objectives of OLE, the proposed requirements, time-tables, forms of assessments, etc. In October, the teacher in charge of OLE instructed the students i/c of Clubs/Societies to incorporate the 5 aspects of OLE (AE; PE; MCE; CS; CRE) in order to make both teachers and students familiar with the requirements of NSS. The work was successfully completed. • The OLE Preparatory team studied the different ways of implementing OLE, including a mixed mode of normal lesson and a lock timetable, special timetable after school, etc. After taking into consideration the great variety of ECA in the school, the team concluded that there will not be difficulties in fulfilling the requirement. It also suggested an approach which incorporated structured learning during lesson time, after school and during the post-examination days. The proposal will be submitted to the school management and teaches for discussion in the coming year.

Area	Actions to take / Aspects to be reviewed in 2006-2007	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
				<ul style="list-style-type: none"> As regards SLP, the team studied the commercial packages and a final decision will be made after considering the E-portfolio to be launched by EMB.
Pedagogy				To be supplied separately.
Assessment	<ul style="list-style-type: none"> Advise teachers to receive training in the new modes of assessment of different subjects, e.g. SBA Fix the weighting for written and other forms of assessment of different subjects and devise methods to ensure fairness in the assessment Consider the methods to record student's Other Learning Experience (OLE) 	<p>Teachers concerned have received training</p> <p>Weighting fixed.</p> <p>Methods suggested</p>	Discussion and Teachers' Feedback	<p>Teachers sat in briefings on syllabus content, teaching strategies, SBA and assessments, etc. In October the amended 'Composition of Report Marks' was set to make sure the weighting for written and other forms of assessment of different subjects are appropriate. Methods to ensure fairness in the assessment were also decided.</p>

Area	Actions to take / Aspects to be reviewed in 2006-2007	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
School Organization	<ul style="list-style-type: none"> ● School Management appoint teachers i/c(s) for Curriculum Development and Other Learning Experiences (OLE) ● School Management set up the Liberal Studies Committee ● School Management assign Key Learning Areas heads to deal with the NSSC reform ● School Management nominate senior teachers to attend leadership workshops 	<p>Teachers appointed</p> <p>Committee set up</p> <p>Instructions given</p> <p>Teachers have been nominated</p>	Observation	<p>In late-August, School Management has appointed the teachers i/c of Curriculum Development, Other Learning Experiences (OLE) and Key Learning Areas to deal with the NSS reform. A Liberal Studies Committee was set up.</p>
Communication Plan	<ul style="list-style-type: none"> ● Keep staff, School Management Committee, parents and students concerned informed of the development and progress of the NSSC and the preparation the school has made through letters/ in staff meetings 	Letters issued and information given in staff meetings	Observation	<p>Views of teachers were collected throughout the year.</p> <p>At a meeting in May, parents of S1 students were informed of the preparation the school has made, the principles we employ with regard to the design of the curriculum, offering of elective subjects, subject groupings, etc. The tentative curriculum plan was also explained.</p> <p>At the same meeting, parents were invited to voice their opinion.</p>

Area	Actions to take / Aspects to be reviewed in 2006-2007	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
Training & Human Resources	<ul style="list-style-type: none"> ● Organize a professional programme to explain to all staff about the 334 Reforms and the NSS Curriculum before September ● Analyze staffing need ● Help staff to set up their own Staff Development Plan ● Determine criteria for nominating teachers to receive training and nominate teachers to attend training ● Make a manpower projection and prepare a staff establishment projection plan at the end of 06-07 	<p>Programme conducted with positive feedbacks from staff</p> <p>Analysis completed</p> <p>Staff have completed their development plan</p> <p>Selected teachers have completed training</p> <p>Manpower plans made</p>	Discussion and Teachers' Feedback	<p>In order to prepare our teaching staff for the implementation of the New Academic Structure for Senior Secondary Education and Higher Education, Professor Cheng Yin Cheong was invited to our Staff Development Day on 31st August, 2006 to give a talk entitled "Paradigm Shifts in School Education". After that, our school's 334 action plan was introduced by the Preparation for the New Senior Secondary Committee. In the afternoon, teachers had a group discussion on issues related to the implementation of "334" including teaching objectives, strategies, assessment, etc.</p> <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 and make their own development plans. They were reminded to make sure that the panel members who were likely 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>A group of senior teachers attended a leadership workshop named 'Middle Managers Workshop for Migration to 334' on 20th June 2007.</p>

General comments and follow-up actions

This year the Preparation for the New Senior Secondary Committee has constituted some solid achievements, e.g. the principles of designing a tentative curriculum, improvement of teaching methods, etc., In the coming year, efforts have to be spent on exploring more new teaching strategies to implement successfully the NSS curriculum and making final decision on the outstanding issues.

Working group : Mr. Yuen Ping Nam i/c Mr. Lee Hon Bon Mr. Tse Wai Man
Mr. Tam Chi Kin Mr. King Ho

2. Pedagogy Committee

Objectives

- 1 To promote collaborative teaching in order to prepare for the implementation of the New Academic Structure for Senior Secondary Education and Higher Education (commonly known as “334 Academic Structure”)
- 2 To develop a culture of teacher learning and professional development
- 3 To improve teaching quality by raising the awareness of teachers’ own teaching and learning through peer observation
- 4 To encourage teachers to work together and try out new ideas, strategies or approaches to respond positively to the education reforms

Implementation Plan

Actions to take / Aspects to be reviewed	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
<ul style="list-style-type: none"> ● Organize a professional programme at Second Staff Development Day. The topic is ‘Broaden the Horizon of our Teaching - Lesson Study.’ ● Introduce the run-down of the collaborative teaching & peer observation in our school ● Give assistance to teachers of the same subject in the same form to collaborate their teaching according to the topic they have chosen 	Feedback from the Second Staff development Day	Observation and Discussion	<ul style="list-style-type: none"> • Professor Tse Shek Kam introduced the aims & effective ways of collaborative teaching. • The Pedagogy Committee explained the action plan of collaborative teaching and peer observation in our school. 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 end of the discussion, teachers formed groups and chose a topic or theme which they would teach after designing the lesson. In the afternoon, teachers who had experience in teaching in other school settings, e.g. international schools in Hong Kong, Canada, Singapore, etc. introduced the education system, the teaching strategies, the assessment modes, etc. Many teachers thought that the day’s programme was enlightening.

Actions to take / Aspects to be reviewed	Success Criteria	Evaluation Method	Evaluation / Reflection / Aspects requiring attention
<ul style="list-style-type: none"> Panel Heads should coordinate the groupings and hand in a tentative plan to the relevant Committee members by 31st October, 2006. 	<p>All groups hand in the tentative plan.</p>	<p>Groupings are made. Deadlines are met.</p>	<ul style="list-style-type: none"> All subject panel heads handed in the grouping lists on time.
<ul style="list-style-type: none"> Each group should devise a collaborative teaching plan and give a copy of Form B (Collaborative Lesson Planning)to their panel head. The Panel Head should gather Form B from their Panel members and submit them to the relevant Committee members by 15th Dec, 2006. 	<p>All groups hand in the Collaborative Lesson Planning.</p>	<p>Deadlines are met</p>	<ul style="list-style-type: none"> 23 groups were formed. All collaborative teaching plans were handed in by 25/12/2006
<ul style="list-style-type: none"> Collaborative Teaching will be conducted from February to May, 2007. Each group should invite 1-2 teacher observer(s) from other Key Learning Area(s) to observe the lesson. Teacher observees should make all the necessary arrangement & inform the panel heads about the arrangement. Each group should hold the evaluation meeting after collaborative teaching. Teachers should evaluate the effectiveness of the lesson. Each teacher observer should complete the Peer Observation Feedback and hand in the Form to the teacher observee after the evaluation meeting. Each group should gather the opinions after the evaluation meeting and submit an Overall Report and related teaching 	<ul style="list-style-type: none"> All teachers collaborate with other teachers to teach a topic, and attend the relevant evaluation meeting 	<p>All teachers have participated in the collaborative teaching exercise</p>	<ul style="list-style-type: none"> All teachers participated in the collaborative teaching exercise. The lesson observees and observers held a meeting to evaluate the effectiveness of the lesson they designed collaboratively to teach and decide how to make improvement. According to the reports collected, teachers found that this programme could give them opportunities to evaluate the effectiveness of their teaching. It has developed a culture of teacher learning and professional development in our school. However, the following areas deserve greater attention: Teachers provided too much information in one lesson and therefore there was not much time for students to have a discussion. Effective time management is important.

<p>materials to the Pedagogy Committee by the end of May, 2007.</p>			<ul style="list-style-type: none"> ● Teachers could limit the number of main points in one demonstration lesson or they could give their demonstration in a double lesson. ● Teachers may choose one of a series of lessons on a certain topic to be the demonstration lesson instead of the first introductory lesson. The lesson can thus fully reflect the planning and methods to deal with a difficult teaching point.
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General comments

- 1) It could provide a platform for teachers of the same subject to share their teaching experiences and ideas.
- 2) Teachers from other key learning areas could share their teaching ideas and learn from each other through lesson observation.
- 3) Teachers could evaluate the effectiveness of their collaborative teaching together with not only the teachers of the same subject but those from other key learning areas as well.
- 4) The culture of teacher learning and professional development in our school has been developed.
- 5) Teachers could work together and try out new ideas, strategies or approaches to respond positively to the education reforms.
- 6) It can improve teaching quality by raising the awareness of teachers' own teaching and learning through peer observation.
- 7) Teachers focused too much on presenting a demonstration lesson and so it was not easy to see how they planned to teach a whole teaching topic.

Follow-up actions:

- 1) Efforts should be spent on strengthening the culture of teacher learning and professional development.
- 2) This year, few teachers were invited to be the lesson observers in other key learning areas. It is proposed that every teacher should be given an opportunity to observe a lesson of other key learning areas in the next academic year.
- 3) Teachers will be encouraged to participate in seminars related to teaching strategies most appropriate for the successful implementation of NSS curriculum and development of generic skills next year.
- 4) Teachers may choose one of a series of lessons on a certain topic to be the demonstration lesson instead of the first introductory lesson. The lesson can thus fully reflect the planning and methods to deal with a difficult teaching point.
- 5) Teachers should encourage students to have high expectations of themselves.

Financial Summary

Actual Expenditure from 1.9.2006 - 31.8.2007

Expanded Subject and Curriculum Block Grant (ESCBG)

Item	Sub item	Description	Actual expenditure
834	102	TRAINING & DEVT GRANT-GSS	4,820.00
834	202	GUIDANCE PROG. FUND-GSS	6,644.60
834	302	E-ECA FUNDS-GSS	532,872.90
835	102	VISUAL ART GRANT	14,433.40
835	105	INTEGRATED SCIENCE GRANT	16,016.20
835	106	TEACHER ASSESS SCHE-CHEM. GRANT	23,195.40
835	107	COM STUDIES/IT GRANT	-
835	108	COM LITERACY GRANT	675.00
835	109	PUTONGHUA GRANT-GSS	-
835	113	ASL-CHIN.LANG/CULT.GRANT	2,690.36
835	117	ASL-USE OF ENGLISH GRANT	4,034.70
835	118	ASL-COM APP. GRANT	-
835	123	AL-BIOLOGY GRANT	20,004.20
835	127	MORAL AND CIVIC ED GRANT-GSS	12,149.18
835	129	SBM ENHANCEMENT GRANT-GSS	6,900.00
835	131	SBM SUPPLEMENTARY GRANT-GSS	-
835	138	OTHER EDUCATIONAL PURPOSE-GSS	-
835	203	ENG EXT READING-GSS	12,963.60
835	205	CHIN EXT READING-GSS	13,458.91
836	102	LIB. GRANTS - GSS	136,687.04

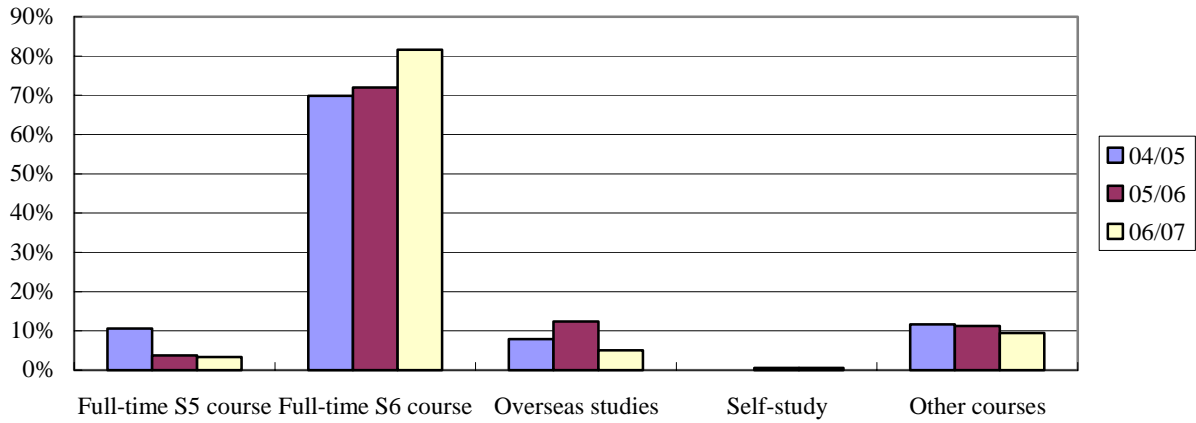
Total:

807,545.49

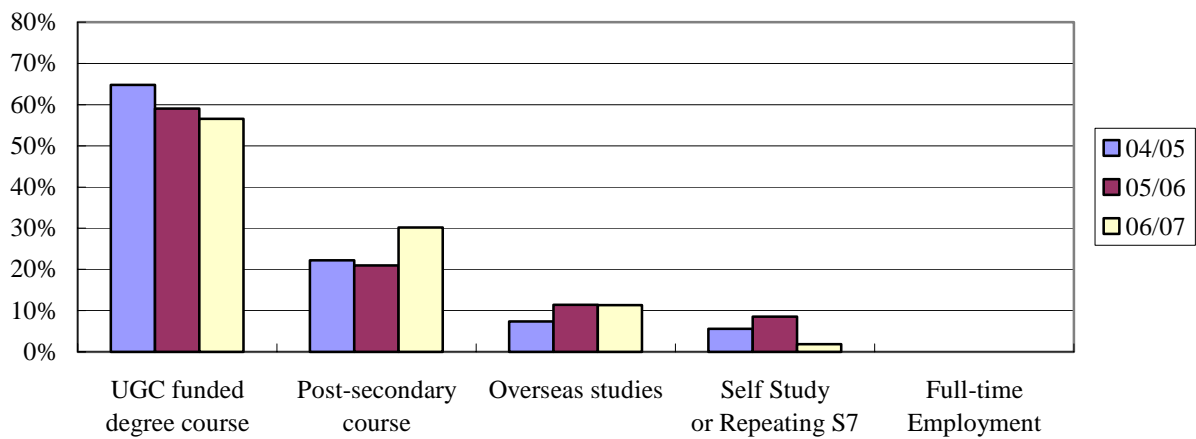
Performance of Students

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

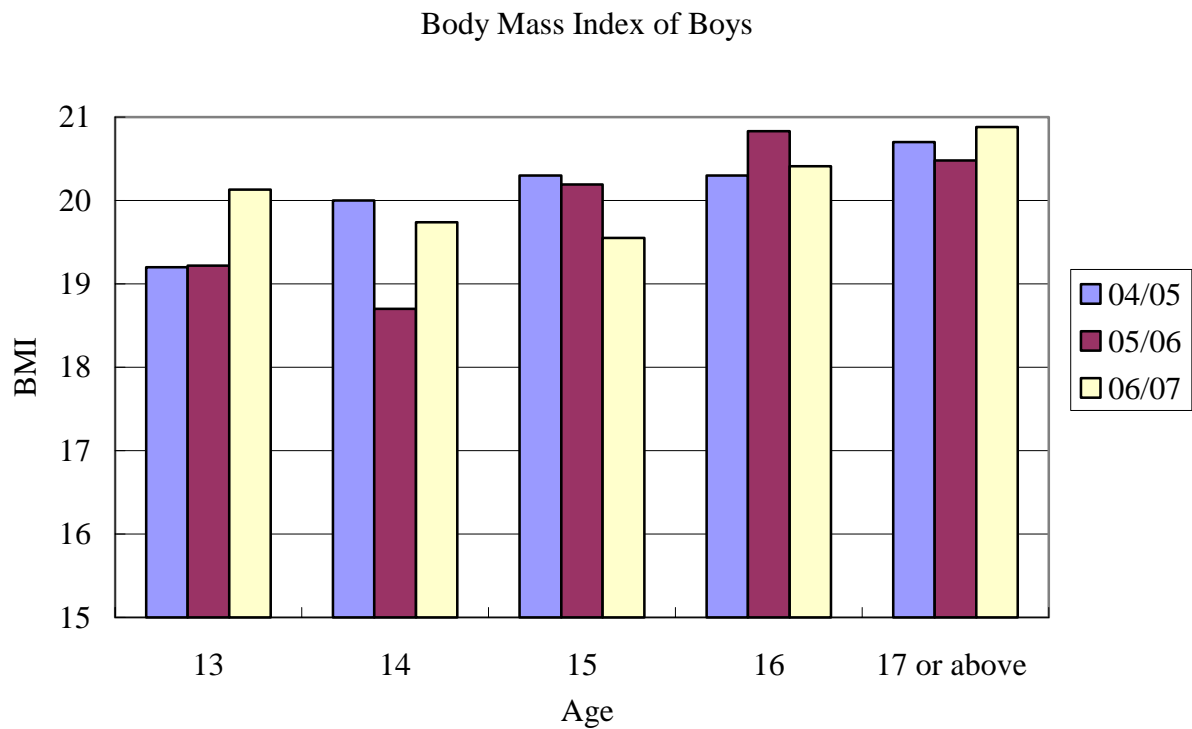
Secondary 5 Graduates



Secondary 7 Graduates



Students' Body Mass Index (BMI)



The BMI of each student from S1 to S4 and S6 in 2006-2007 was calculated. The collected data were divided into 5 categories according to their age groups starting from 13 to 17 and above. The data revealed that our students were generally fit. However data concerning students in the 13-age group were unsatisfactory and the situation warrants our concern. It has been decided that in the year 2007-2008, efforts will be spent on helping students in this age group to pay greater attention to their fitness. Guidelines and talks by experts on healthy living will be given to them. Students who were identified as either slim or stout will be advised to join a special fitness programme organized for them after school.

Students' Reading Habit

Percentages of Students Borrowing Reading Materials from the School Library

	05/06			06/07		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	14.9%	9.3%	7.1%	18.0%	19.0%	10.4%
Once every two weeks	17.6%	17.0%	5.3%	21.1%	25.4%	17.0%
Once a month	21.0%	21.2%	10.6%	19.9%	20.3%	11.3%
Less than once per month	19.4%	26.9%	33.1%	21.1%	18.8%	26.1%
Never	20.7%	21.6%	29.0%	17.2%	15.3%	20.2%

Percentages of Students Borrowing Reading Materials from the Public Libraries

	05/06			06/07		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
Once a week or more	15.2%	13.8%	6.6%	16.7%	26.0%	3.9%
Once every two weeks	17.5%	16.6%	8.5%	19.5%	15.8%	9.2%
Once a month	20.2%	21.1%	16.1%	24.5%	18.0%	16.5%
Less than once per month	23.2%	29.0%	21.9%	20.1%	24.4%	24.3%
Never	17.4%	13.1%	25.6%	11.2%	14.6%	33.5%

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

	05/06			06/07		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
0/1 – 3 hrs	59.1%	47.0%	16.5%	52.3%	31.3%	30.8%
4 – 6 hrs	18.4%	20.8%	13.7%	19.3%	16.1%	15.1%
7 – 9 hrs	5.3%	12.8%	8.2%	7.7%	23.7%	16.5%
10 – 12 hrs	4.0%	6.0%	6.1%	4.3%	15.5%	5.6%
More than 13 hrs	4.7%	5.0%	30.4%	3.8%	12.6%	14.7%

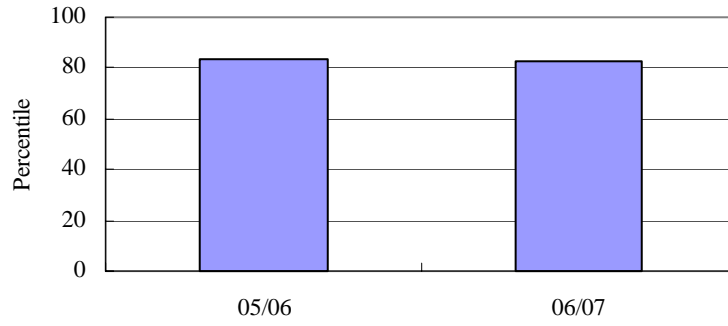
Average No. of Hours Spent in Reading Books, Newspaper and Electronic Information in Chinese Per Week

	05/06			06/07		
	S1-S3	S4-S5	S6-S7	S1-S3	S4-S5	S6-S7
0/1 – 3 hrs	19.6%	23.1%	5.5%	16.8%	23.9%	10.6%
4 – 6 hrs	23.1%	17.7%	14.5%	23.7%	20.8%	20.9%
7 – 9 hrs	20.5%	20.0%	13.9%	22.0%	20.3%	12.2%
10 – 12 hrs	12.1%	18.1%	4.5%	14.9%	22.4%	13.3%
More than 13 hrs	13.9%	15.0%	37.4%	15.9%	10.7%	28.5%

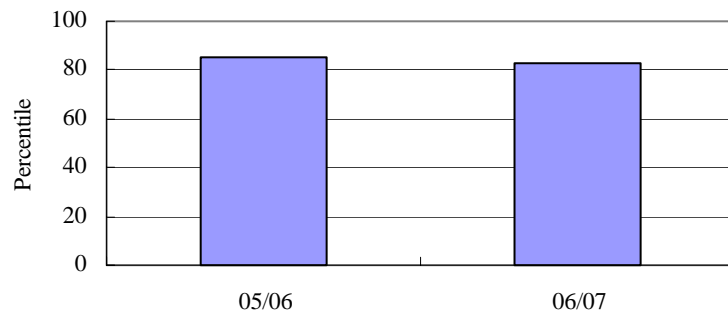
HKAT (Pre-S1)

Performance of Students in the Pre-S1 Test

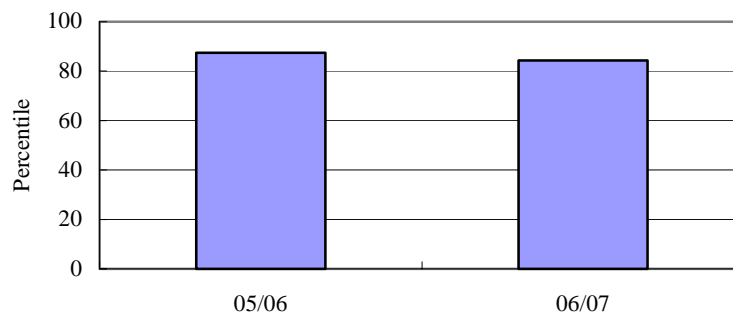
Chinese



English



Mathematics



HKCEE

	04/05		05/06		06/07	
	School	Territory	School	Territory	School	Territory (Day school Candidates)
No. of students sat	194	-	183	-	180	74867
% of students awarded grade E or above in at least 5 subjects	87.6	63.2	91.8	64.4	95	67.1
% of students awarded 14 points or more in the best 6 subjects	55.7	27.7	65.6	28.9	76.1	27.6

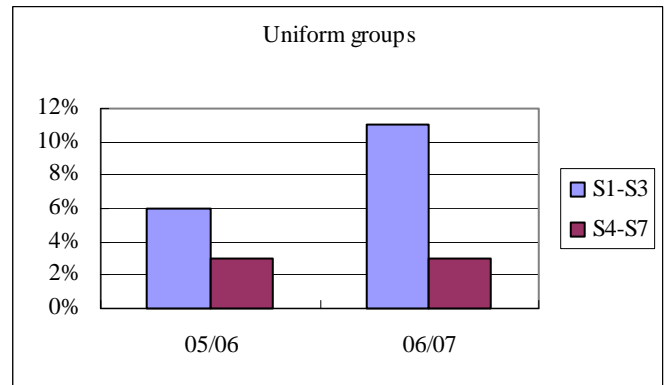
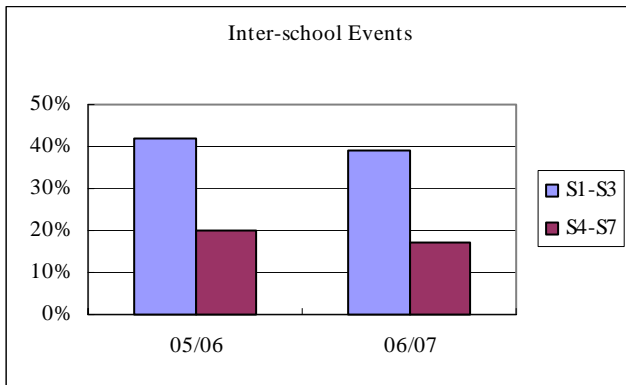
HKALE

	04/05		05/06		06/07	
	School	Territory	School	Territory	School	Territory
No. of students sat	109	-	105	-	106	-
% of students awarded the minimum entrance requirements for university education #	96.3	59.4	91.4	47.6	84	

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	05/06	06/07
Inter-school sports events	41%	59%
Music Festival	30%	20%
School Speech Festival	13%	16%
Boy Scouts	8%	6%
Red Cross	7%	3%
St. John Ambulance Brigade	5%	5%

Inter-school Activities and Prizes Won

Nature	Name of Competition / Organisation	Award / Prize details		
Art	Fire Safety Logo Design Competition organized by Central & Western Fire Safety Committee, Fire Services Department, District Council	Merit		
	Xu Bei Hong Arts Competition for Young Adults & Children organized by Xu Bei Hong of Arts Renmin University of China & Hong Kong Kam Sing Arts Centre	Gold Prize		
	Bus Safety Painting Competition organized by Hong Kong Police Traffic Hong Kong Island Road Safety Team	1 st runner-up		
	Combating Crime Painting Competition organized by Central & Western District Fight Crime Committee	Champion Merits		
	Exhibition of Secondary School Students' Creative Visual Arts Work 06-07 organized by Education & Manpower Bureau	Merit		
	2007 English Drama Festival organized by the Association of English Medium Secondary School	Outstanding actor		
	HK Budding Poets(English) Award 06-07 organized by EMB	Certificate of Merit Poet of the school Certificate of Proficiency		
Music	59 th HK Schools Music Festival	Cello Solo	Junior	1 st
		Flute Solo	Junior	2 nd
		Piano Solo	Grade 6	2 nd
		Piano Solo	Grade 8	3 rd
		Harmonica Band	Secondary	2 nd
		Harmonica Ensemble	Secondary	3 rd

Nature	Name of Competition / Organisation	Award / Prize details		
		Harmonica Duet	Secondary	1 st 3 rd
		Harmonica Solo	Concert Work	1 st 3 rd
		Harmonica Solo	Senior	2 nd 3 rd
		Harmonica Solo	Intermediate	1 st
		Harmonica Solo	Junior	1 st 2 nd 3 rd
		Erhu Solo	Advance	3 rd
		Gaohu Solo	Advance	3 rd
		Ruan Solo	Advance	2 nd
		Liuqin Solo	Junior	3 rd
		Xiao Solo	Advance	3 rd
		Xiao Solo	Senior	2 nd
		Dizi Solo	Intermediate	1 st
		Sheng Solo	Advance	1 st
		Pipa Solo	Advance	1 st
			2006 HK Youth Music Interflow	30 persons Section
Sports	Joint School Training Competition 2006 organized by Windsurfing Association of H.K.	Boys Open Category		Champion
	A.S. Watson Group H.K. Student Sports Awards organized by A.S. Watson Group H.K.	Sports Award 2006-07		

Nature	Name of Competition / Organisation	Award / Prize details		
	Hong Kong Schools Gymnastic Championship organized by HKAGA & HKSSF	Boys Junior Vaulting	5 th Place	
		Boys Junior Horizontal Bar	6 th Place	
	Prince Hong Kong Junior Squash Closed Championships 2006 organized by HK Squash	Boys Under 15 division	Top 8	
	Invitation Relay 4x100m organized by Clementi Secondary School	1 st Runner-up		
	Invitation Relay 4x100m organized by SKH Lui Ming Choi Secondary School	1 st Runner-up		
	HKSSF	Boys A Grade 4x100m Relay	1 st Runner-up	
		Boys A Grade 100m Race	4 th Place	
		Boys A Grade 400m Race	4 th Place	
		Boys A Grade Javelin Throw	2 nd Runner-up	
		Boys B Grade 100m Race	1 st Runner-up	
		Boys B Grade 200m Race	4 th Place	
		Boys B Grade High Jump	2 nd Runner-up	
		Open Grade Beach Volleyball Competition	5 th place	
		Boys B Grade Division III Cross-country race	10 th Place	
	HKSSF Badminton Tournament Division II	Boys A Grade	8 th place	
		Boys B Grade	6 th place	
		Boys C Grade Division II	1 st Runner-up	
HKSSF Table Tennis Competition Division I	Boys A grade	6 th place		

Nature	Name of Competition / Organisation	Award / Prize details	
		Boys B grade	8 th place
		Boys C grade	8 th place
	HKSSF Basketball Competition Division One (Hong Kong Island)	Boys A grade	6 th place
		Boys B grade	7 th place
		Boys C grade	5 th place
	“Wah Shan Cup” Inter-school Basketball Competition 2007 organized by C.C.C. Kwei Wah Shan College	3 rd runners up	
	HKSSF Handball Tournament	Boys A Grade Division 1	3 rd Runner-up
		Boys B Grade Division 1	5 th Place
		Boys C Grade Division 1	6 th Place
	2006 Hong Kong Youth Handball Aged Group Tournament organized by China (HK) Handball Association	3 rd Runner-up	
	HKSSF Volleyball Competition Division II	Boys A grade	6 th place
		Boys B grade	5 th place
		Boys C grade	6 th place
	Hong Kong School Sports Federation Inter-School Swimming Championships (Division Two)	Boys C grade 50m Breast Stroke	1 st Runners up
		Boys C grade 100m Breast Stroke	2 nd Runners up
		Boys C grade 50m Freestyle	2 nd Runners up
		Boys C grade 200m Breast Stroke	1 st Runners up
Boys B grade 200m Breast Stroke		3 rd Runners up	

Nature	Name of Competition / Organisation	Award / Prize details	
		Boys B grade 200m Breast Stroke	3 rd Runners up
		Boy A grade 50m Back Stroke	3 rd Runners up
		Boy A grade 200m Breast Stroke	3 rd Runners up
		Boys C grade 4x50m Medley Relay	1 st Runners up
	4X50m Invitation relay organized by Queen's College	2 nd Runners up	
	4X50m Invitation relay organized by Shau Kei Wan Government Secondary School	2 nd Runners up	
	4X50m Invitation relay organized by Clementi Government Secondary School	2 nd Runners up	
	Wanchai District Athletics Meet organized by LCSD	Boys 400m Race	Champion
Academic	第五十八屆校際朗誦節	中學一年級粵語詩詞獨誦	冠軍
		中學二年級粵語詩詞獨誦	冠軍
		中學一年級粵語散文獨誦	冠軍
		中學二年級粵語散文獨誦	冠軍
		中學二年級粵語散文獨誦	亞軍
		中學五年級普通話散文獨誦	亞軍
		中學四年級粵語散文獨誦	亞軍
		中學五年級粵語詩詞獨誦	季軍
		基督教經文朗誦	季軍
		中學五年級普通話散文獨誦	亞軍

Nature	Name of Competition / Organisation	Award / Prize details		
		中學三、四年級普通話詩詞獨誦	季軍	
		中學一、二年級普通話詩詞獨誦	季軍	
	The 58 th Hong Kong Schools Speech Festival (English Section) organized by Hong Kong Schools Music and Speech Association	Bible Reading	Second Runner-up 2 Certificate of Merit	
		Dramatic Duologue	First Runner-up	
		Non-Open: Prose-Reading	3 Certificate of Merit	
		Non-Open: Solo Verse Speaking	Champion First Runner-up 3 Second Runner-up 45 Certificate of Merit 10 Certificate of Proficiency	
		Public Speaking Solo	Second Runner-up Certificate of Merit Certificate of Proficiency	
		Public Speaking Team	Certificate of Merit	
	Company Programme organized by Junior Achievement HK	Best Product/Service, Design Award, JA Company of the Year Finalists		
	Accounting Case Competition 2006 organized by HKIAAT, Education and Manpower Bureau & Hong Kong Association for Business Education	Merit		
	News Headline Competition organized by Caritas Jockey Club Integrated Service for Young People-Shek Tong Tsui	Merit		
	Hong Kong Young Mathematics High Achievers Selection Contest organized by Po Leung Kuk	Group --- Merit Prize Individual --- 1 st class award 2 nd class award 3 rd class award		

Nature	Name of Competition / Organisation	Award / Prize details
	Hong Kong Mathematics Olympiad (2006-2007) Heat Event organized by EMB	2 nd Runner-up(Hong Kong Island District)
	International Mathematics Olympiad Preliminary Selection Contest Hong Kong 2007 organized by EMB	Bronze Award
	Dymocks Children's awards 2006 organized by Dymocks Booksellers	Runner- up prize
	2007 Harvard Book Prize by The Harvard Club of HK	Prize winner
	Slogan Competition (Prevent Infectious Disease) organized by Central & Western District Council	2 nd Runner-up
	香港明愛青少年及社區服務舉辦「青春一票選特首」[問政精英] 展覽設計比賽	優異獎
	教育統籌局舉辦「京港同心 弘揚奧運精神」徵文比賽	優異獎(初中組) 優異獎(高中組)
	「都市日報」舉辦都市新聞精讀計劃 2006/7 (上學期)	全校新聞精讀傑出大獎第 1 名及甲級優異獎
	教協普及閱讀獎勵計劃, 香港電台中文台文教組及香港公共圖書館聯合主辦第 18 屆中學生好書龍虎榜好書推介網頁設計比賽	優異獎
	香港小童群益會舉辦「我的祖國」暑期閱讀國情獎勵計劃	一等獎

Social Services

Club/ Society	Nature of Services	Number of participants
Social Service Group	● Services at John F. Kennedy Centre	15
	● Services for the Elderly	12
	● Flag Selling	33
Community Youth Club	● Open Day	8
	● Famine Lunch	13
	● Pot Planting	15
	● Clean Hong Kong Campaign	15
King's Ambulance Cadet Division	● Joint division services	18
	● On duty at Swimming Gala, Athletic Meet, Cross-Country Run	27
	● Football matches duties	10
	● Famine 30	3
Hong Kong Red Cross Youth Unit 21	● Health Check	32
	● Regular Service (For Elderly)	15
	● Service Project (Summer)	10
	● Regular Service(In school)	32
Scouts	● Inter-school swimming championship	20
	● Inter-school athletics championship	20
	● Jota	21

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