

Saint Joseph's College

Annual Report

2011-2012



Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

Mission Statement

The mission of ST. JOSEPH'S COLLEGE is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with **FAITH** and **ZEAL**.

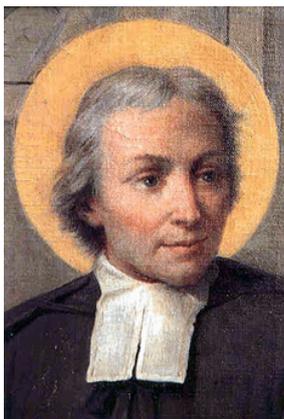
We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

*O*ur mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

OUR SCHOOL



St. Joseph's College has a history of over a hundred and thirty seven years. It was established by the Christian Brothers (De La Salle Brothers) in the nineteenth century.

In 1875, six La Salle Brothers took over St. Saviour's College, which was founded in 1860, and renamed it as St. Joseph's College.

In 1876, the College expanded and moved from its original premises in Pottinger Street to a larger one at 9 Caine Road, known as Buxley Lodge.

Five years later, a lack of space again resulted in the College being moved to Glenealy below Robinson Road.

Then, in 1918, an earthquake caused severe damage to the premises and the school had to move again to the present site – 7 Kennedy Road, formerly known as the Club Germania (the German Club).





The Old Building where the S.1 - 3 classrooms are now situated was erected in 1920; at that time the number of students was about 650.

The SJC landmark standing atop the Triangular Playground (which has been declared a historical monument in the year 2000), has been renamed on 3 March 2010 (Wednesday) “St. Joseph’s College Charles Kao Block” at a ceremony presided by Professor Kao.

In 1925, the Chapel Block was completed and in 1963 the block on Kennedy Road was replaced by the present building.



The New Building was opened by Sir Robert Black, the then Governor of Hong Kong.

The School Improvement Programme – Phase I, the Agabeg Annex (named after Mr. Godfrey Avryl Agabeg, because of his generous donation to the Foundation Fund) was completed in July 2007.



Agabeg Annex

The added facilities are the Old Boys Staff Room E, the Welfare League Staff Room F, the Dr. Peter Lee & Dr. Simon Lee Art Room, the Sir Q. W. Lee ITLC and the William Doo Reading Room.



from left: the Old Boys Staff Room E, the Welfare League Staff Room F and Dr. Peter Lee & Dr. Simon Lee Art Room.



from left: the Sir Q. W. Lee ITLC and the William Doo Reading Room.

The library was enlarged to provide a teachers' reference section and more room for students' reading.



from left: the library extension, the teachers' reference section and the reading area.

SCHOOL MANAGEMENT

The sponsoring body of the school is the Institute of the Brothers of the Christian Schools, known as the 'La Sallian Brothers', named after the founder of the Institute, John Baptist de La Salle.

Our school was one of the first institutions in Hong Kong to participate in the School Management Initiative (SMI) in 1991. School-based management is implemented by the School Management Committee, comprising of representatives from the School Sponsoring Body, teachers, parents and alumni.

Composition of the School Management Committee

Category Year	Sponsoring body	Principal	Teacher(s)	Parent(s)	Alumni
09/10	4	1	4	1	1
10/11	4	1	3	1	1
11/12	4	1	3	1	1



left: F.1 Parents' Orientation Day (27 Aug 11), middle and right: Annual Swimming Gala (15 Sept 11)

OUR STUDENTS

Class Organization

The school enrolment is 1161. The students of St. Joseph’s College are mainly Chinese and the age range of the students is between 12 and 19 years old. The average class size for S.1 - S.6 and S.7 are 38 and 30 respectively.

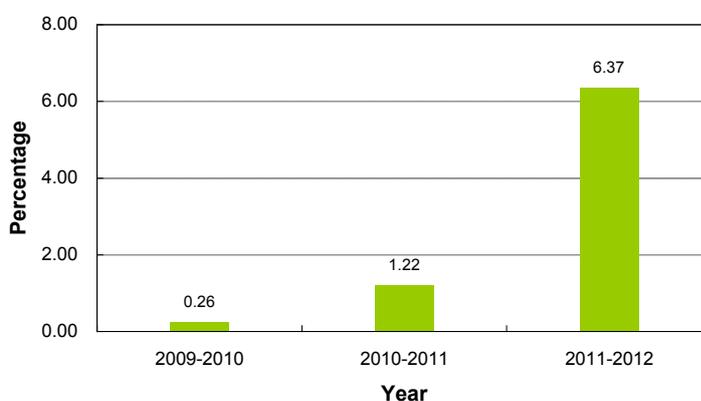
Number of Operating Classes

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	5	3	33

Number of Students

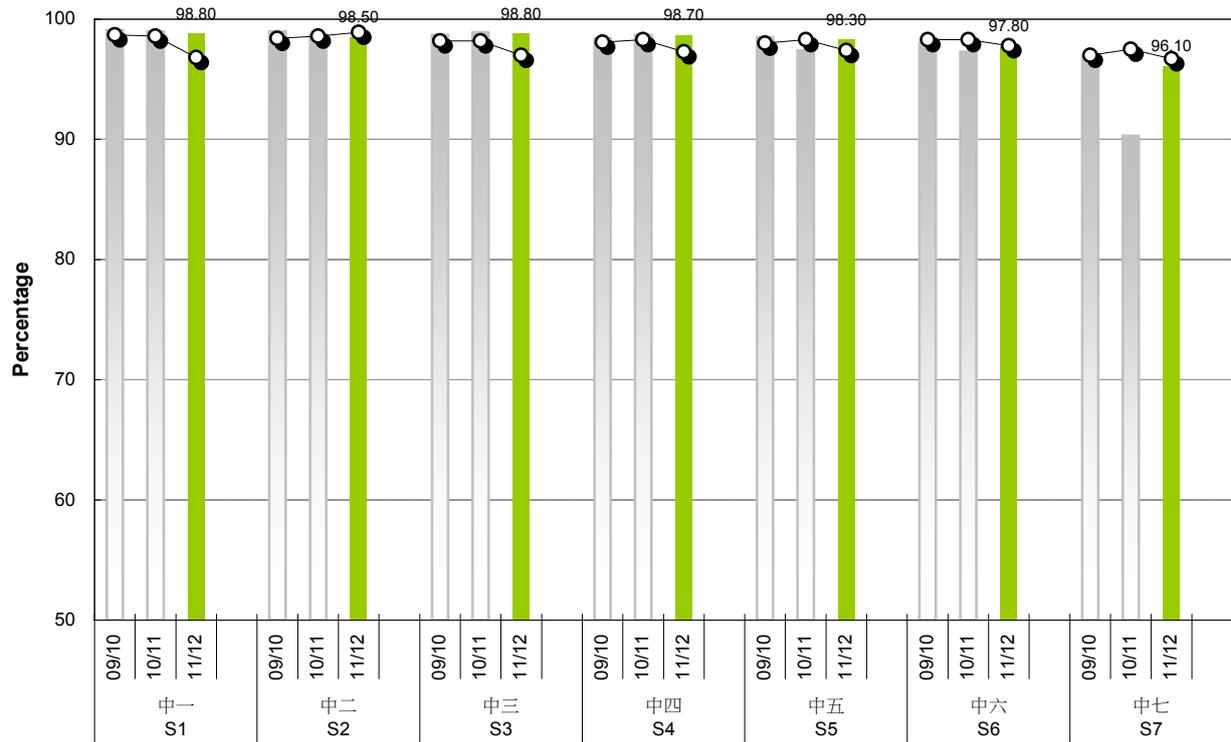
Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	180	180	190	184	179	174	74	1161

Unfilled Places



left and middle: PTA AGM (8 Oct 11) and right: Blood Donation Day (13 Oct 11)

Students' Attendance



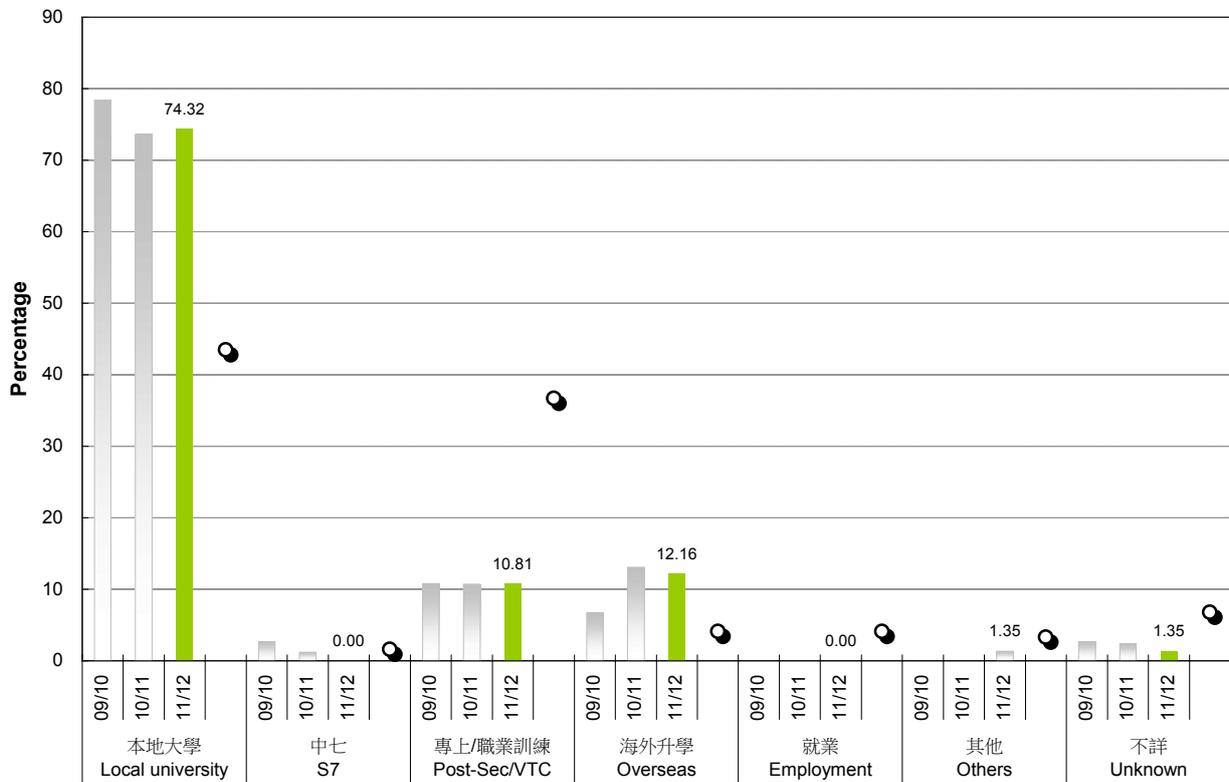
The white dots on the chart represent the territory mean.



left, middle and right: Academic Prize-giving Day (16 Oct 11)

Destination of Exit Students, Including Early Exits

Most of our S.7 graduates continue their tertiary education locally and about ten percent of them study abroad. The destination of S.7 graduates in the past three years:

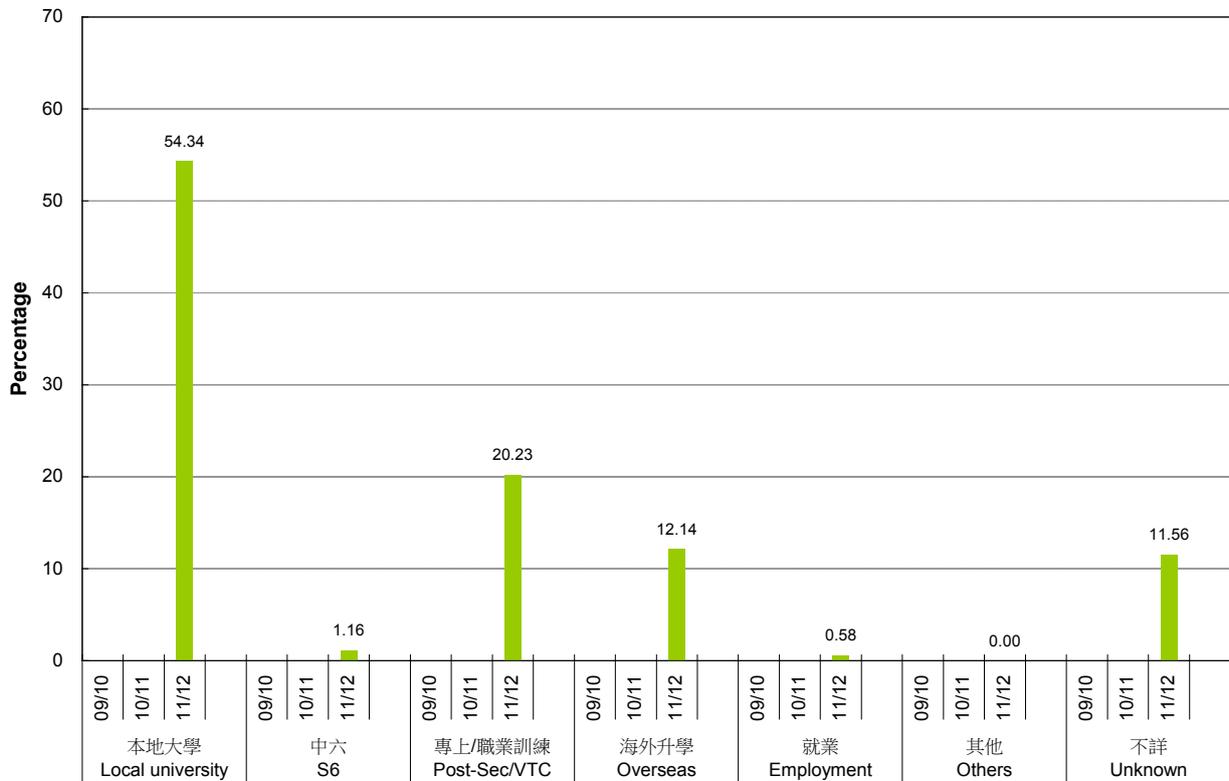


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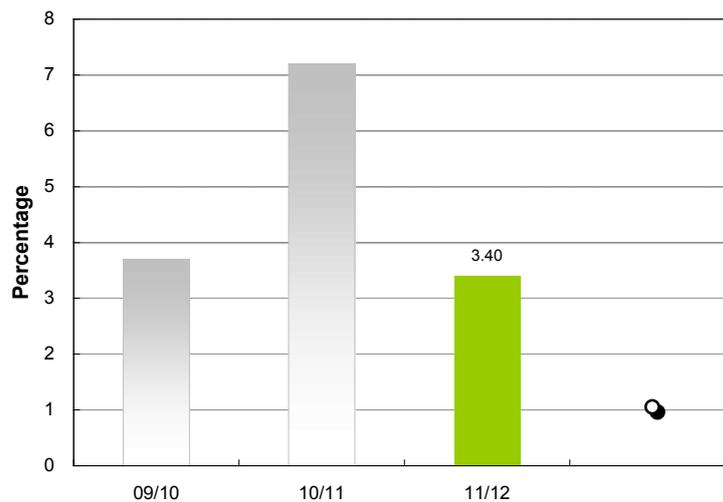
left: Staff Development Day 1 (17 Oct 11) and middle: PTA Seminar (22 Oct 11) and right: PTA Coffee Corner (29 Oct 11)

Most of our S.6 graduates pursue further study locally and about ten percent of them study abroad. The destination of S.6 graduates in this year:



The white dots on the charts represent the territory mean.

The percentage of early exits for all levels in the past three years:



The white dots on the charts represent the territory mean.

Student Support

Through our school motto “LABORE ET VIRTUTE”, the spirit of our school is well manifested. We educate students in areas of moral, intellectual, physical, social and aesthetic development by providing them with learning opportunities and experiences in different subjects, extra-curricular activities, as well as activities organized by the Board of Value Education, the Counselling Team and the Moral and Civic Education Team. All students are invited to join the Junior Police Call in S.1 and at least one of the service groups, namely the 1st Hong Kong Group, Red Cross or St. John’s Ambulance, through which students are trained to be self-disciplined and law-abiding citizens.

The school identifies students’ varied need for developmental support and is fully cognizant of their attitude, behavioural and intellectual development. A regular form-teacher session on every Wednesday is scheduled on the timetable to support students’ personal growth. Class visits are conducted by the school principal to promote an open and responsible school culture through closer contact with students.

In order to address students with different learning abilities and learning needs, we launch the Student Support Scheme. The Student Counselling Scheme and the S.1 Orientation Programme help S.1 students to familiarize themselves with a new environment. The Summer Class and the Student Mentoring Programme provide assistance to students in need. The Health Education Programme is organized for S.1 to S.3 students to teach students how to grow into healthy and responsible individuals. A Peer Mediation Scheme is run to reinforce camaraderie among our students. Students are encouraged to participate in different international youth exchange programmes, as such they become global, independent and intelligent learners. Moreover, the Summer Internship Programme is offered to our S.5-7 students so that they are exposed to different career experiences.

Small-class teaching is adopted in the teaching of Chinese, English, Mathematics, Liberal Studies and French from S.1 to S.6. A Special Chinese Language programme is organized for French students to enable them to take the GCE, GCSE or IGCSE Chinese examination.

Gifted education programmes are provided for students who are talented in specific areas. Special training sessions for these students are held regularly and outstanding students are nominated to take part in the Hong Kong Mathematics Olympiad, Hong Kong Physics Olympiad and Hong Kong Olympiad in Informatics. Over the years, our students performed very well and obtained very good results in these competitions. Gifted students are also selected and referred to the Support Measures for the Exceptionally Gifted Students organized by the Gifted Education Section of the EDB, the training courses conducted by the Hong Kong Academy for Gifted Education and the Secondary Schools – The Hong Kong University of Science and Technology (HKUST) Dual Program.

For students with outstanding academic performance, various scholarships and prizes are offered.



left to right: Green & White Walkathon (5 Nov 11)

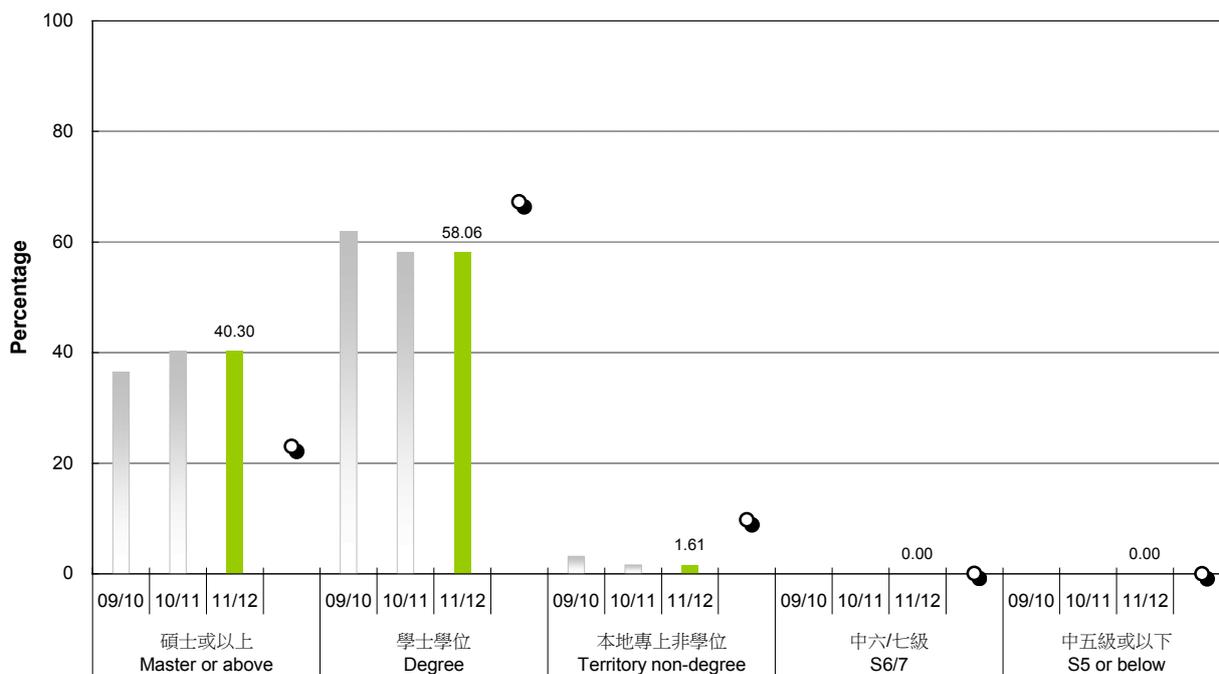
OUR TEACHERS

Qualification

Composition of Teaching Staff in the Past Three Years

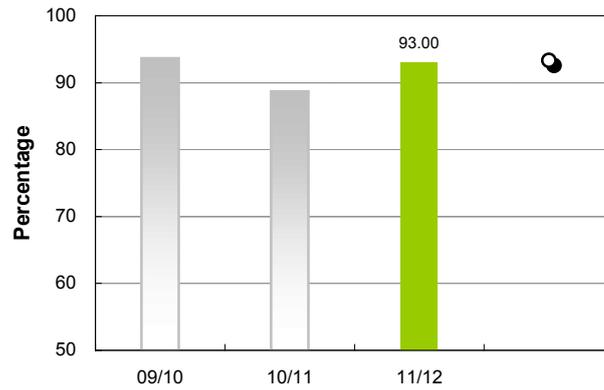
Posts	09/10	10/11	11/12
Principal	1	1	1
Vice-Principals	2	2	2
Careers Mistress	1	1	1
Counselling Mistress	1	1	1
Discipline Master	1	1	1
ECA Master	1	1	1
Classroom Teachers	51	49	56
Music Teachers	2	2	2
Visual Arts Teachers	2	3	1
Librarian	1	1	1
Total	63	62	67

Percentage of Highest Academic Qualifications Attained by Teachers

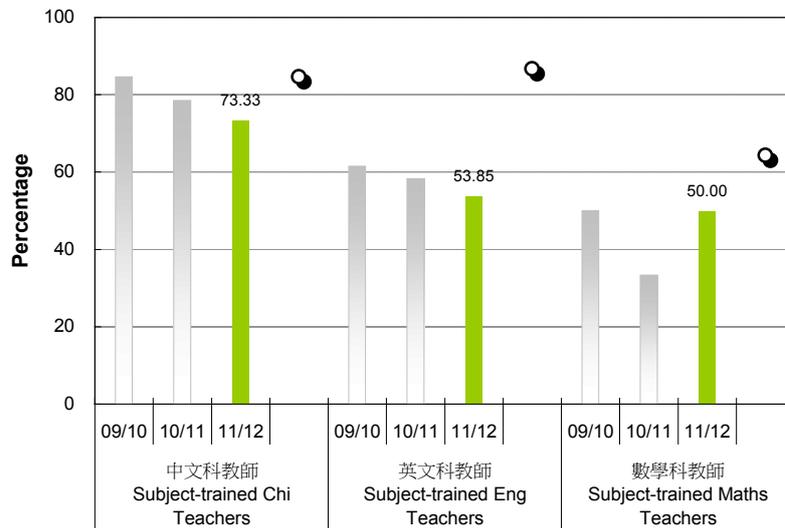


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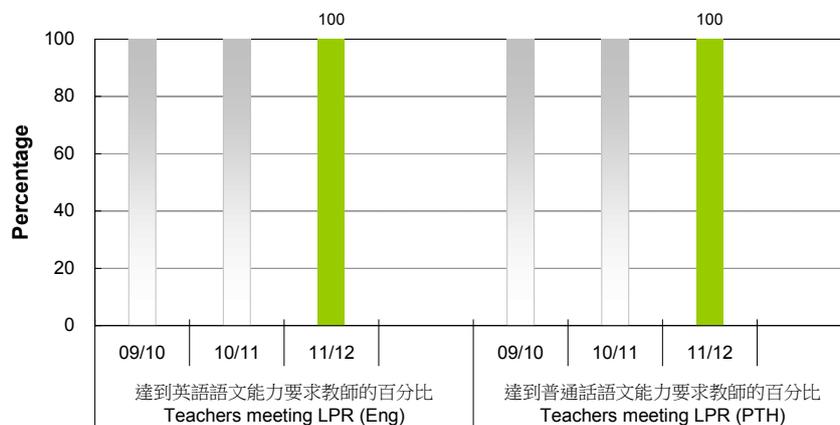
Percentage of Professionally Trained Teachers



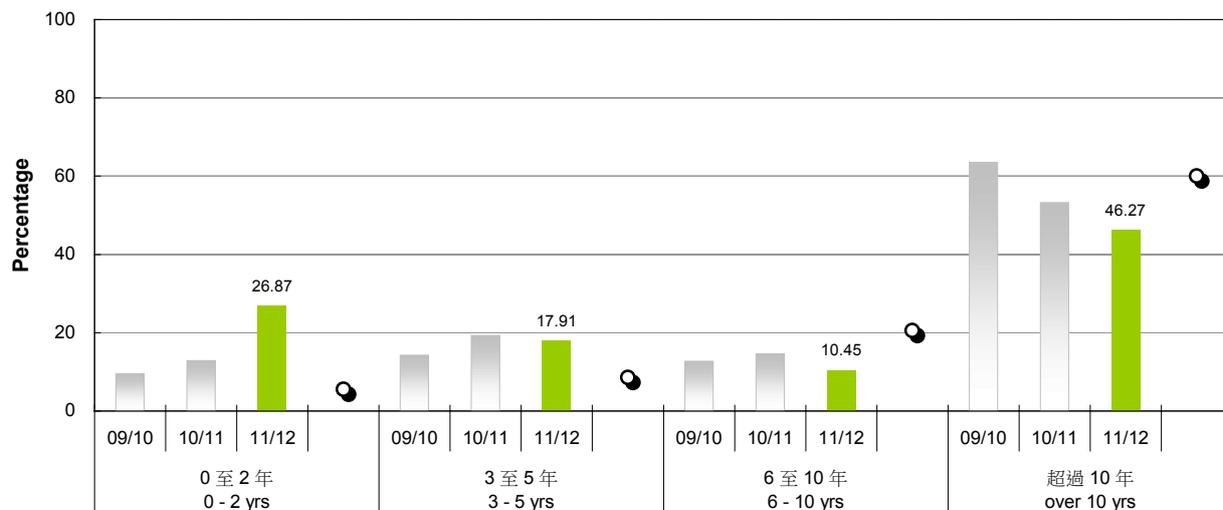
Percentage of Subject-trained Teachers



Percentage of English and Putonghua Teachers with LPR



Teachers' Experience



The white dots on the charts represent the territory mean.

Professional Development



Staff members of St. Joseph's College (2011-2012)

Three Staff Development Days were held in 2011-12 with the aim of improving teachers' teaching skills and teaching quality. Besides nominating teachers to attend courses and seminars about New Senior Secondary (NSS) curriculum and Special Education Needs (SEN) organized by the EDB, teachers are strongly encouraged to pursue postgraduate studies.

LEARNING AND TEACHING

English is the medium of instruction in the school. All classes in our school are taught in English except for some Chinese-related subjects, Chinese Language, Chinese History and Putonghua. Besides using English as the medium of instruction (EMI) in the classroom context, English is also the official language for major school events such as the Swimming Gala, Sports Day and Prize Giving Ceremonies. While upholding our EMI status and providing a language environment conducive to learning in EMI, we ensure our students a rich environment to learn Chinese including Putonghua adequately. For those students who are not using Chinese as their first language, we provide French as an alternative as well as enrichment courses in Chinese. We also provide French as an elective to the non-Chinese speaking students.

In general our students possess good academic abilities, positive learning attitudes and good communication skills. The majority of students are serious in doing their assignments and there is a strong and long-established culture of academic integrity and hard work. Students' outstanding performance is demonstrated by cross-discipline, inter-departmental projects which integrate a variety of skills to complete projects with teacher guidance but little oversight and interference. This independent effort results in a school newspaper and annual school magazine that are among the best in Hong Kong.

Teachers prepare their lessons well and create interactive forums where students are encouraged to express their opinions, self-analyze their work and craft thoughtful and logical responses to abstract questions. Teachers have adopted strategies such as collaborative lesson planning, lesson observation and frequent skill-specific workshops to enhance their teaching skills. Regular student surveys are conducted to review their teaching strategies.

In order to maximize the quality of teaching and student work, as well as create transparency, school-wide homework inspection is carried out at intervals. To further this end, stakeholder surveys are conducted. To this end, teachers continue to enhance their abilities, making their classes more student-centred and interesting through discussions, role-playings and presentations.

In order to enable students to have a balanced development in English, Chinese and Putonghua, the Language Policy Committee has closely coordinated the development of these language subjects in the past years. With the clear goal of nurturing and developing individuals who are both bi-literate and tri-lingual, activities like reading schemes for Chinese and English, participation in the Hong Kong Schools Speech Festival, open debating competitions, story-telling competitions, English summer camp in the UK and Putonghua summer camp in Beijing are held annually.

Apart from placing strong emphasis on students' language competency, bi-literacy and tri-lingualism in particular, the school makes every effort to foster a holistic and all-round development of individuals. A variety of activities and opportunities, such as exchange programmes, sports, music and leadership training, IT development and art workshops are offered. Our ECA not only enrich students' school life but also provide them with opportunities to acquire various OLE. We endeavour to nurture in our students an active and responsible learning attitude, cognitive thinking skills, social awareness, sense of responsibility and the commitment to serve our community.

In the academic content area, in line with the New Senior Secondary curriculum, we offer nine different electives for students to choose based on their strengths and interests. We believe that through small-class teaching, students will be able to learn in a more interactive manner and teachers will be able to cater to the diverse learning needs of students. Therefore, students of the NSS cohort are further grouped into small classes.

A larger variation in students' learning ability is observed since the students' banding was reduced from 5 to 3. To reduce this effect, a pilot program to cater for learner diversity was conducted by the departments of Chinese, English and Mathematics this year. Each department worked with all S.3 classes. Comparing students' performance before and after taking the program, the results were very encouraging. Therefore, the Learner Diversity Programme will be extended to all subjects in the coming year.

In order to promote students' reading habit and enable them to become life-long learners, we offer the R.E.A.D. scheme (a self-reading scheme), reading award schemes, extensive reading schemes and good book sharing sessions. In addition, book exhibitions are held regularly to promote students' reading habit.

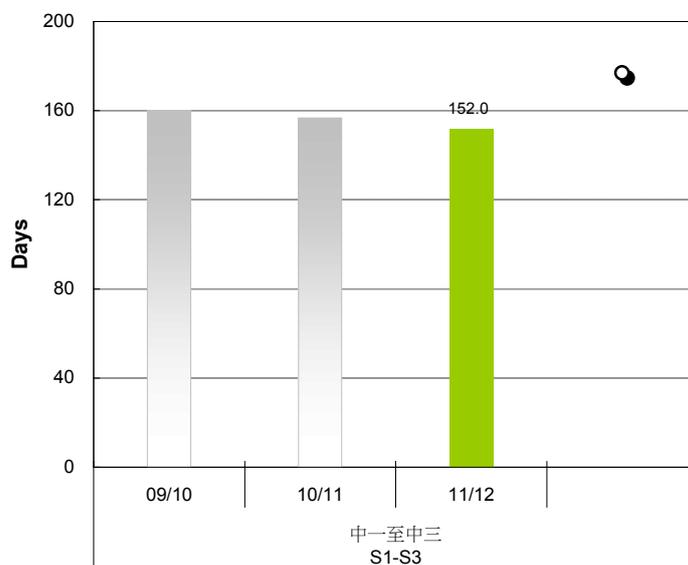
Our students did very well in both the last HKAL and the first HKDSE examinations this year. Altogether we have twelve students admitted into the Faculty of Medicine of HKU and CUHK, eleven into Faculty of Law, five to study Actuarial, two to study Pharmacy as well as many others who have been admitted into faculties of their first choice. Besides those admitted into local universities, many S.6 and S.7 students have obtained offers from the University of Oxford, the London School of Economics, the Imperial College and the University College London. We will continue to provide our students with an excellent learning environment so that they can continue to succeed with flying colours.



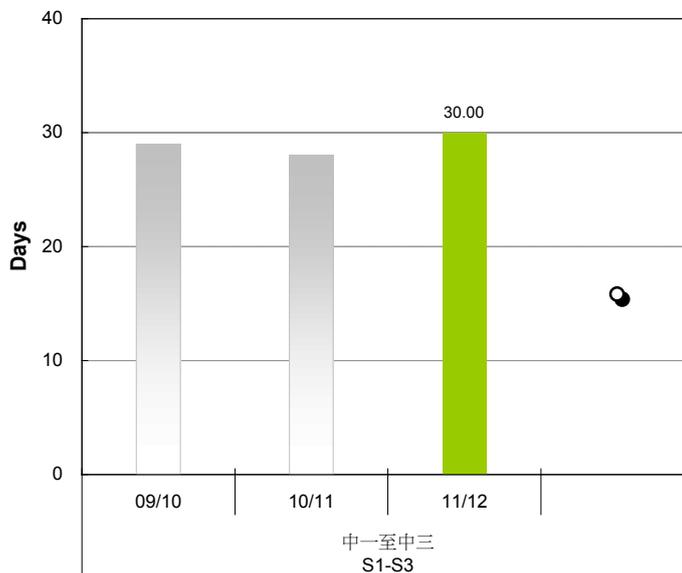
left to right: PTA Outing (12 Nov 11)

Number of Active School Days (S1-S3)

No. of Days in a School Year with Regular Classes



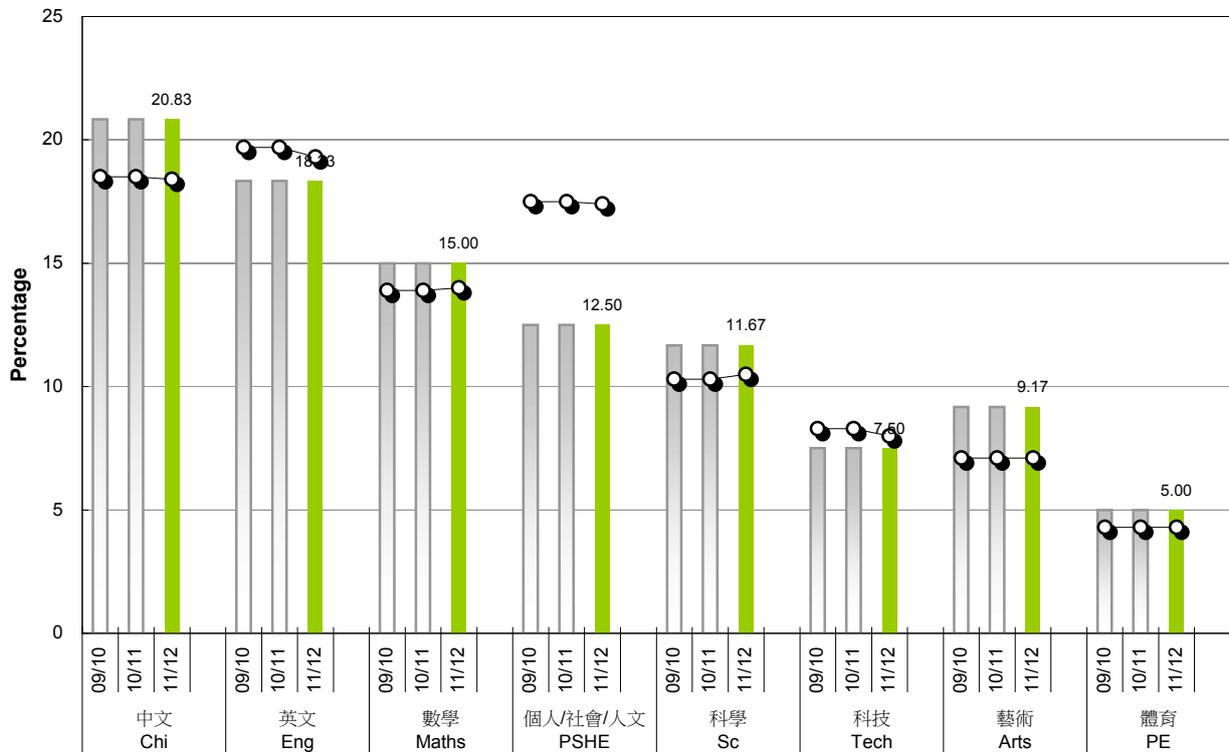
No. of Days in a School Year with Learning Activities



The white dots on the charts represent the territory mean.

Lesson Time for the 8 Key Learning Areas (KLAs) (S1-S3)

Lesson Time Allocated to the 8 KLAs



The white dots on the chart represent the territory mean.



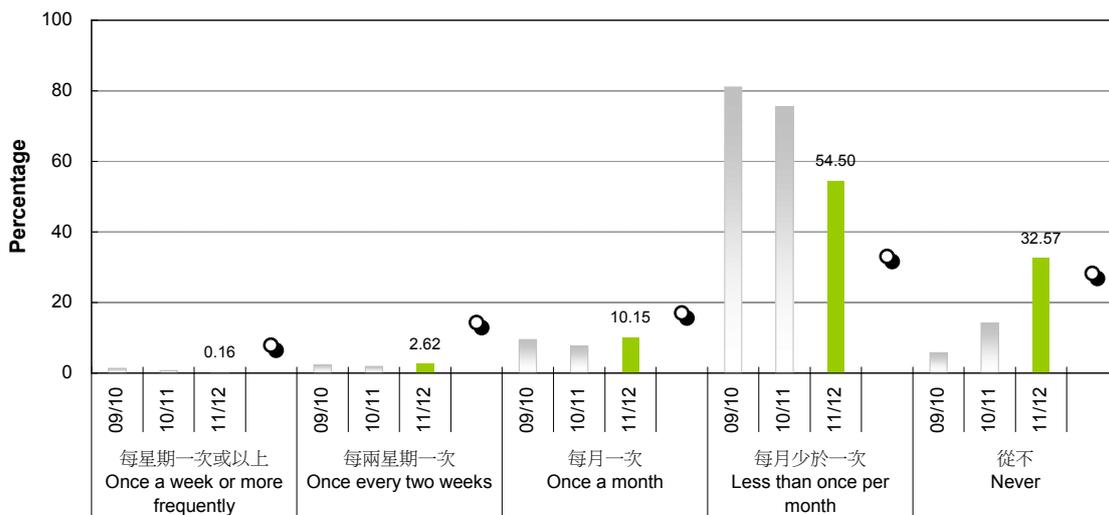
left: Cross-country Race (2 Nov 11) and middle and right: Sports Day Heat (18 Nov 11)

Reading Habit

Students' Frequency of Borrowing Reading Materials from the School Library



S1 – S3



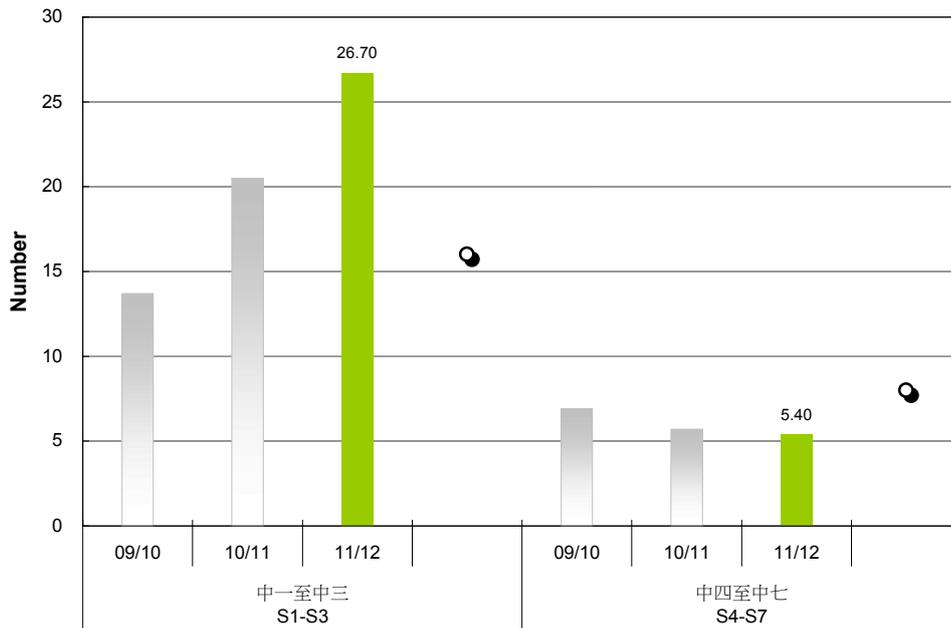
S4 – S7

The white dots on the charts represent the territory mean.



left to right: Green & White Ball (26 Dec 11)

Average No. of Reading Materials Borrowed from the School Library Per Student Per Year



The white dots on the chart represent the territory mean.



left to right: 137th Green & White Day (11 Feb 12)

ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS

Priority Task 1: Building a Harmonious School Environment

Achievements

1. Cultivating students' positive self image and moral values

- 1.1 The school paid due attention to cultivating students' positive self-image and addressed ethical issues to them through regular moral and civic education lessons, form-teacher lessons and school assemblies. In August 2011, a talk was given to the new S1 students and their parents during the S1 Orientation Day to teach them how to handle various forms of bullying such as verbal bullying, physical bullying and cyber bullying. Specialists from the Television and Entertainment Licensing Authority were arranged to give talks to our S2 and S3 students on bullying on the internet. Social workers from the Society of Truth and Light were arranged to give talks and discussed with our students' issues concerning human rights, and racial/ethnic discrimination. The school also invited the Hong Kong Retinitis Pigmentosa Society to give a talk on retinal degeneration so as to arouse students' awareness and teach them how to help and get along well with people with vision difficulty. The feedbacks on these talks were generally positive.
- 1.2 Upon the concerted effort of all stakeholders, the Education Bureau and tertiary institutions, our parents and students have shown increasing awareness of the roles of ECA and OLE in all-round education. This year students showed more commitment to different kinds of community services, such as flag days, service projects and visits to the homes for the elderly. Students did not only get a better understanding of our society and the life of other people through taking part in these activities, but also practised leadership and various generic skills through organizing them. In the last few years, there have been more and more students participating in community service. According to statistics, the total number of students joining the Social Service Group, the Interact Club and the Red Cross Cadet has increased from 230 in 2009-2010 to 278 in 2011 to 2012. It was an increase of 21% in the total amount and from 19.71% to 23.94% in the total student share.
- 1.3 The PTA held a wide range of meaningful and educational activities for students, parents and teachers to join. The result was pleasing. More than 100 students, teachers and parents participated in our outing to Po Leung Kuk Pak Tam Chung Holiday Camp. More than 200 parents attended the four Coffee Corners organized for different forms. Around 300 and 200 parents, teachers and students showed up in the annual PTA dinner and the Career Expo respectively. These activities helped cultivate a better

understanding and a more harmonious relationship between parents and the school.

2. Nurturing students to become law-abiding, responsible and morally-conscious citizens willing to serve the society

2.1 The Online Conduct Assessment System continued to provide objective and quantifiable information for teachers to evaluate students' conduct on top of the academic conduct records. There were more and more teachers using the system to report students' misbehaviour, although the discipline teachers remained the largest group of teachers submitting the records. The records in this system also served as a reference for teachers to write remarks for students' report cards. As a result, students were more alert of their conduct and behaviour at school.

2.2 In collaboration with various other student support teams, the VEAPT organized this year's board decoration competition with the theme "Hong Kong-A Caring Society" for S1 to S7 students. Each class was encouraged to participate in the competition. S4 students showed the greatest interest in this activity.

2.3 During the post-exam period in July 2012, the VEAPT organized an open forum, a competition and some situational dramas for S1 students so as to motivate them to become law-abiding persons and learn more about our school regulations. Discipline teachers were invited to adjudicate at the competitions and answer students' questions. Students responded overwhelmingly in these activities and the school function was rated as a success.

3. Fostering a loving and caring relationship with family members, teachers and schoolmates

3.1 The "Love and Care Song Dedication" Programme, organized by the Counselling Team, was held in March 2012. The event aimed at providing students with an opportunity to express their love and care towards their schoolmates, teachers and parents. All students were invited to join the event. In a survey with 105 students from various classes, 58% of the respondents agreed that the activity was meaningful and the songs were thought-provoking.

3.2 It was the third year for the Counselling Team to conduct the Peer Mediation Programme. The Counselling Team successfully organised a function to promote peer mediation service to S2 students in October. The S4 peer mediators (16 in number) also designed many interesting games to play with the S2 students in the event. The Peer Mediation Programme aimed to help the S2 students, and in the other way round, this programme also helped the mediators build self-confidence, practise leadership and learn new strategies to resolve disputes.

3.3 An Appreciation Card Design Competition, organized by the MCE Board and PTA, was held in November 2011, with the aim of arousing the students' need of showing appreciation to their teachers and parents. All students were asked to write messages of

gratitude on the appreciation cards provided for them, one for their parents and one for their beloved teachers. 25 entries, mostly belonging to the junior form students, were chosen to enter competition. The feedback showed that the junior form students were more eager to show their gratitude to their teachers and parents. Parents and teachers, on the other hand, were moved by the heartfelt messages. Over 10 of these messages were selected for the PTA newsletters.

Reflections and Follow ups

This year our teachers have made great efforts to meet the targets set down in Major Concern 1. In addition to those functions and activities in the program plan, other important strategies they have employed include:

- A Healthy Week held in April: activities included a health knowledge contest, the Fruit Day, a film show, body-check and videos produced by students themselves. These activities aimed at raising students' concern on their own health.
- The Anti-drugs Programme: S1 to S6 students continued to participate in this programme for the second year (run by the HK Catholic Diocesan Schools Council).
- The Prefects' Board: this is the second year for the school to have the Prefects' Board separated from the Students' Union. In this year, more senior form students (an increase from 8 to 20 in number) formed candidate groups to run the election. The elected prefects were praised for their good motivation, good self-image and good leadership.

After thorough discussion, we deem the targets set in Major Concern 1 were fully achieved because:

- Nearly all the strategies laid down in our programme plans were satisfactorily implemented. Many of the activities and functions have been proved to be very useful and can be carried out as routine work in the coming years.
- According to APASO II and teachers' observation, our students in general have a positive self-concept. Most students are capable of self-management and demonstrate good social and interpersonal skills. They generally have a high sense of commitment, good ethical conduct, high perseverance and self-control. They show no indulgence in their lifestyle. They enjoy a close relationship with their teachers and peers. They also show a strong affiliation to their school and are proud of being members of the Josephian family. Our student leaders are responsible, presentable and effectively guide their junior counterparts. They are caring to people, eager to participate in community service and generous to those who are in need. Most of our students think that they love their parents a lot.
- According to APASO II, our students outperformed students in other schools in their

care for others, respect for others, support to others and interpersonal competence. More than 80% of our students think they care about others and like to help others. More than 90% of our students think they keep in touch with relatives and friends.

With the full achievement of the targets in this Major Concern in mind, we recommend the following for the school's consideration:

- Although the Counselling Team had tried very hard to promote peer mediation service to S2 students, no students applied for the service in the end. It seems that our S2 students prefer seeking help from form teachers and the school social worker when they need advice and counselling. So we will terminate this scheme.
- The moral and civic education lesson is important for the emotional and ethical development of our students. For the last few years, we coupled it with the self-reading lesson in the timetable so that we could take the two single periods as one double period when hall assemblies were under way. Yet this arrangement would bring along with some administrative issues. In order to enhance flexibility in arrangements, it is advisable for the school to assign the same teacher to run both lessons in the same class.
- Serious bullying cases have been kept to a small number in these three years and the number has been falling year after year. But we observe that bullying can happen not only at school, but also on the internet. Indeed the rising trend in internet bullying is a worry. In order to help students know how to protect themselves against these crimes, talks on privacy and cyber-sex bullying should be organised.
- This is the second year after launching the smart card system to take roll call. 1,683 latecomers were recorded. There was a decrease of 180 latecomers when compared to last year's 1,818 cases. Most latecomers were senior form students. This shows that our junior form students are more disciplined than the senior ones. More work should be done to foster self-discipline and time management among the senior form students.
- We will discontinue the 'Love and Care Song Dedication' event so as to reallocate the resources for the new major concern in the coming school development plan.
- The number of students sent to detention class has been on the rise in the last two years. This year a total of 1,144 cases were recorded as compared to 763 cases last year. We need to study the reasons behind this rising trend and take action to prevent it.
- Although we see that the targets set down in Major Concern 1 are fully achieved, "building a harmonious school environment for SJC" continues to be one of our school concerns. It is a long-term and continuous work.

Priority Task 2: Catering For Learner Diversity in Chinese, English and Mathematics

Achievements

1. Enhance students' sense of achievement

1.1 This year we reinforced the practice of peer learning in S3 and introduced it to S2 in the three core subjects of Chinese Language, English Language and Mathematics. Group activities, like group discussion, opinion sharing, cooperative learning and studying texts of different genres, were implemented. In a survey commissioned to find out how students felt about peer learning, 44.9% and 41% of S2 and S3 students respectively indicated that they were more involved in class activities and agreed that they were able to learn from their classmates, while 39.7% and 38% of S2 and S3 students were neutral to the statement, "Peer learning is more effective in improving their learning motivation compared to the conventional way of teaching." 40.3% and 40.6% of S2 and S3 students agreed that their oral presentation skills in English improved through cooperative learning, and 38.6% and 39% of S2 and S3 students believed that peer learning allowed them to self-reflect and improve. 40% students responded that it was easier to learn the course content of Mathematics through group discussion.

The Chinese Department also conducted a survey on its own to find out the views of S2 and S3 students on group discussion and peer learning. In S2, the majority agreed that peer learning could help them more involved in lessons; about 50% of students agreed that group discussion helped them learn how to improve their writings; and about 40% agreed that it was a pleasure for them to help their peers in group activities. In S3, about 65% of students agreed that peer learning could make learning more interesting; about 60% agreed that group discussion could help them more involved in the lessons; and about 45% agreed that group discussion could help them learn how to handle practical writings.

In short, the above surveys indicated that the majority of our students accepted group discussion and peer learning as one of meaningful learning activities in class.

1.2 The three departments shared useful experience with one another and reviewed their sets of achievement requirements and assignment guidelines from time to time. The focus was on helping teachers to gain insight and enabling them to address learner diversity issues. This is the third year for the Chinese, English and Mathematics teachers to differentiate their homework assignments to match students' ability and needs. Tasks demanding more high-order thinking skills were given to the more able students while specially designed worksheets with more guided questions were given to the weaker ones. Teachers agreed that providing more guidelines and instructions to the less able students could help them complete the tasks more readily.

1.3 In 2010/11, the Chinese Department incorporated a challenging section into all the test papers in S1- S3, where the difficulty levels of all the questions were indicated clearly.

This practice was kept this year.

- 1.4 Following the example of the Chinese Department, this year the Mathematics Department introduced a challenging section in its common tests and the English Department in the English Reading exams. Yet the outcome was not so satisfactory, as the bright students continued to do well in all papers while the less able students were not able to achieve better results as expected. The effectiveness of this measure was thus thought to be minimal.
- 1.5 The Mathematics Department also experimented catering for learner diversity in S4 Mathematics Group M1 by providing students with materials of different levels of difficulty. The teacher would assign more challenging exercises to the bright students and provide more hints and instructions in the exercises assigned for the weaker ones. According to the teacher's observation, the students in both groups were more engaged in doing their class and homework assignments.

2. Enhance students' learning efficiency and effectiveness

- 2.1 In Mathematics, we continued to stream S4 and S5 students into different ability groups based on their yearly results, and teachers designed different teaching materials and assignments for them, particularly for those students taking M1 and M2 modules.
- 2.2 In order to help the low achievers, the Prefect-of-Studies interviewed their parents during November and May (right before the half-yearly exam and the final exam) this year. More than 40 parents were interviewed. The practice enhanced school-parent cooperation and helped the parents as well as the teachers gain insight into how to support their children. The outcome was pleasing as many students had improvement in their academic performance and the parents were more willing to spend time with their children.
- 2.3 Regular tutorial classes outside the school timetable were given to the low achievers. Both the Chinese and English Departments provided one tutorial class in each form for the low achievers in S1 and S2. On the other hand, the Mathematics Department provided these classes for students in S1, S2 and S3. Teachers, parents and students generally found this practice useful.
- 2.4 The Chinese, English and Mathematics Departments offered summer classes to students on conditional promotion. Under the supervision of the three panels of Chinese, English and Mathematics Departments, tutors from the University of Hong Kong were deployed to conduct these summer classes. Most students had some progress after taking these courses, with 91% having improved in Chinese, 82% in English and 100% in Mathematics. Supplementary classes were also given for the first time to those students who failed the core subjects (Chinese, English, Mathematics and Liberal Studies) in the final examination in S4 and S5.

3. Broaden the horizon of the gifted students

- 3.1 High achievers in Mathematics in S1-S3 were selected to attend small classes during lunchtime and a special lesson every Tuesday after school conducted by Mr Ching.
- 3.2 In addition to the various reading and writing workshops held on Wednesdays and Saturdays (2 for reading and 4 for writing), the Chinese Department also offered 1 enhancement class to S5 students and a debate training camp for all students during the summer holiday. The English Department offered 2 debating classes and a 2-week oral practice session for S6 students during the school terms and 3 public speaking classes for S1–S2 students during the summer holiday.
- 3.3 Our gifted students were strongly encouraged to participate in Chinese, English and Mathematics inter-school competitions and they got very commendable results.

In Mathematics, our students captured the over-all 2nd runner-up in the Hua Xia Cup and a lot of students received 1st class and 2nd class honours. They also attained the Gold prize in the 4th HK Mathematics creative problem solving competition. A team consisting of S4 – 5 students entered the final round in the 14th China and Hong Kong Mathematical Olympiad and five S3 students received a merit in the Hong Kong Contest of selection of High Mathematics Achievers.

Our students also achieved outstanding results in Chinese and English inter-school competitions. In the Speech Festival, there were seven champions, eleven 1st runner-ups and eight 2nd runner-ups in the Chinese section and fifteen champions, seven 1st runner-ups and fourteen 2nd runner-ups in the English section. Our students won a lot of writing awards in the English section. In the Hong Kong Young Writer's Competition, one student captured the Hong Kong Young Writer's Award and two students won in the fiction and non-fiction categories respectively. A team of students won the 1st runner-up in the International Herald Tribune Writing Competition and a S5 student came second in the 10th Chartered Institutes of Logistics & Transports Hong Kong Essay Competition. In an international writing competition, the Commonwealth Essay Competition, organized by the Royal Commonwealth Society, one of our students captured the Silver Award. One S3 student and one S1 student captured the championship and the overall 1st runner-up in the Junior Section in the Rotary Club of Hong Kong Island West (Bi-literary Trilingual Writing Competition). Students also achieved excellent results in the Hong Kong Secondary School Model United Nations Conference (HKSSMUNC). They captured the Best Delegation Award and Best Speaker Award in the MUN conferences. In the Chinese section, one S6 student captured the Silver Award in the National Writing Competition 2011-2012 (HKSAR region). The Chinese debating team captured the 1st runner-up in the Basic Law Debating Competition (regional competition) and entered the quarter final in the Singtao debating competition. One S3 student captured the 1st runner-up in Hong Kong Youth Public Speaking Competition and one S7 student captured the championship in

Hong Kong Youth Writing Competition (全港青年學藝比賽) (secondary section).

Reflections and Follow ups

- **Learner Diversity Strategies**

Students were generally positive towards the effort of the Chinese, English and Mathematics Departments made in addressing learner diversity and their attempts to cater for their learning needs. It was pleasing to see that there was an increase in the average marks in various papers in the three subjects. The practice of assigning teachers to teach according to their expertise and arranging them to teach in various ability groups was very successful. There was also some improvement in the quality of exam papers (for example, the reading and writing papers) as they were more objectively set and thus it was easier to evaluate students' ability.

On the whole, the result is very encouraging. It is advisable to carry on with the strategies and promote them to other subjects.

- **Setting of examination papers**

This year the English and Mathematics Departments followed the example of the Chinese Department to incorporate a "challenging section" in their exam papers. Yet the outcome was not satisfactory as the more able students continued to do well while the less able students could not achieve better results.

This practice is not recommended as its effectiveness is minimal.

- **Small class teaching**

Small class teaching is good. It is supported by the survey conducted among S4 students. The good strategies and good practices, like the collaborative and cooperative teaching strategies, assigning varied tasks to students in great variety, challenging students' higher-order thinking with thought-provoking and stimulating questions, could be promoted in the coming years.

- **Supplementary classes**

The feedbacks on the provision of supplementary classes were generally positive. The three departments will continue to offer these classes to help students in need.

- **Programmes for the gifted**

The results of this year's programmes for the gifted are encouraging. We will continue to provide and strengthen different kinds of training as well as encourage students to enter more territory-wide competitions.

- **Helping parents master parenting skills**

The practice of interviewing the parents of low achievers was very useful in improving

students' learning attitude and their academic performance. It is also very useful in enhancing mutual understanding and parent-school cooperation as well as helping some parents to master the necessary parenting skills.

In order to give further help to parents in mastering parenting skills and getting more understanding about their children's learning process, we can reinforce the practice of interviewing parents by asking the PTA to organize seminars on parenting skills and inviting parents to attend our school assemblies when we have guest speakers giving talks on relevant topics.

- **More suggestions for the next school development plan**

The experience gained in these three years has been very useful, and we are also aware that there is much room for improvement. Furthermore, with the decline in secondary one student population, it will certainly bring adverse effects on our school intakes. Our students will become more and more diverse in their abilities. In addition, there will be more SEN students. All of these new challenges require the school to further develop its learner diversity strategies so as to meet the special needs of students. Here are some strategies we recommend to be adopted in the coming years:

As the practice of "catering for learner diversity" has begun to take root and further development is still under way, the school may continue to take "catering for learner diversity" as one of its major concerns in the next school development plan.

In the coming school development plan, we should place more emphasis on teachers' professional development and their strategies to be used in class teaching. As always, the teacher's role is central to all classroom teaching.

In order to develop the culture of catering for learner diversity, the school should give more training to teachers so that they can gain more knowledge and improve their skills in handling learner diversity in their lessons. In turn, it will make their lessons more effective.

The practice of "catering for learner diversity" may be promoted to subjects other than Chinese, English and Mathematics.

The school may consider soliciting more external support

Priority Task 3: Ensuring the smooth and successful implementation of the NSS curriculum

Achievements

1. Curriculum

1.1 The whole curriculum for S4-S6 was revised, rearranged and implemented smoothly for one cycle. The curriculum framework and class structure were reviewed and refined on a yearly basis. Subject textbooks and reference materials were carefully selected in accordance with our students' ability and interest. Proper reference materials were developed for the examination practices. Some related concepts have been introduced to the lower form curriculum in order to give students prior exposure and understanding of the NSS subjects. Students were well equipped with the basic project learning skills by participating in S1-S3 Project work. Workshops and training for interviewing skills and IT application in presentation were arranged for the project work. Special music training was arranged by ATEC for the students taking music as an extra subject. French lessons were arranged for the students taking French as a Foreign Language in DSE. Special arrangement in class timetable was made. School has arranged one ApL course for a S5 student. There was no application of ApL from S4 students.

1.2 The OLE committee applied for QEF in 2011-2012 to enhance the learning effectiveness of aesthetic education for senior students. Four different aesthetic modules were arranged for S4 students. Students were allowed to choose one of the four different modules according to their interest.

S5 students enjoyed Chinese culture appreciation, musical arts, and photography in their aesthetic development. An exhibition of students' works was held during the school open day and during the post-exam activity period in the Visual Arts centre to demonstrate the learning outcomes of our students. The feedback from staff, students and outsiders was positive. Communication skills workshops and service training workshops were organised for S1 and S4 students. The timetable was effectively arranged so that concurrent periods were allocated to facilitate the module-typed aesthetic education. Moral and civic education periods were arranged to allow mass lectures and presentations from external bodies on relevant topics. A Mock D-Day was arranged for our S6 students to alert them of the situations they had to face with the release of HKDSE results. Form-teachers and subject teachers provided guidance for students about how their academic assessment results measured up to the admission requirements of their chosen programmes for university placements. A mock HKDSE certificate was issued to each student with predicted grades. Students were provided with information about the minimum admission requirements for each university programme. Careers talks were organised for students and parents before the release of HKDSE results.

2. Learning and Teaching

- 2.1 Information about each NSS subject curriculum, including its examination and SBA requirements, was explained in-depth to the students. Learning and teaching schedules were disclosed to the students at the beginning of the school term so that students could arrange their learning activities and keep pace with the progress required. Students were asked to study relevant materials and made analysis, rearrangement and comments. This was to help them to construct knowledge independently, develop various generic skills and cultivate for independent learning and life-wide learning. Field work, investigations, visits and practical work were strengthened in various subjects to enhance their ability in developing independent learning and cooperation with others.
- 2.2 Block timetabling system was adopted the same as last year. This system allowed students to choose one subject out of six different elective subjects within the block. It allowed more flexibility for the students to select their favourite elective subjects. The satisfactory rate was about 85-90%. Proper rearrangement of the classroom-subject allocation was done and the timetables in these three years ran smoothly without any significant problems.
- 2.3 All subject teachers completed NSS training related to their individual subjects. Teachers frequently attended courses, seminars and workshops organised by the EDB to acquire the necessary knowledge and teaching strategies. There was also collaboration between teachers and representatives from the EDB to strengthen curriculum planning and implementation for some subjects like Liberal Studies and English. Various activities for enhancing teaching and learning were organised in the School Staff Development Days. Meetings for sharing teaching and learning strategies for the new curriculum were organised for teachers. Collaboration in lesson preparation and co-teaching were organised in some subjects.
- 2.4 S4 to S6 adopted the 6-class system. Class size was reduced to below 35. Some of the classes for students with lower academic achievements were lowered to below 25. The small class arrangement catered for learner differences among students. English enhancement classes were arranged for students taking two elective subjects.

3. Assessment

- 3.1 Individual subjects prepared their own 3-year plan of SBA. Relevant materials and criteria for assessment were clearly prepared and explained to students. Appeals system for SBA was set up. Proper declaration forms of SBA assignments for S5 & S6 students were prepared.
- 3.2 The SLP module of the eClass system was used for taking records of students' OLE performance. The OLE committee collaborated with the English Department as well as the Careers Department to provide assistance on writing self-reflection and OEA additional information. After activities were held, the teacher-in-charge and teacher

advisors of clubs and societies would approve the corresponding participant lists. Then the SLP committee would record the events into the eClass system. Students were also encouraged to input performance and achievement outside of school into their SLP. Personal and general ability assessment and academic performance were input to the JUPAS system through the OLE-related module in eClass. This year the JUPAS application was smoothly completed.

3.3 Students' learning outcomes were assessed through questioning and timely guidance and feedbacks. Learning opportunities for students were provided through practical tasks and making inquiries and reflections. Continuous assessment was adopted by many subjects. Students' performance was evaluated through uniform assessments and assignments.

4. Resources

4.1 The teaching period allocation plan was prepared and revised on a yearly basis. In general the school timetable supported the implementation of the NSS curriculum smoothly. A few classrooms were reconstructed to accommodate all the 37 classes during the double cohort year. Additional teachers and teaching assistants were hired for enhancing learning and teaching. Teachers were encouraged to attend the relevant training courses organized by the EDB and universities.

4.2 An input system was developed to facilitate the input mechanism of the OLE records. A whole school approach was applied in the management of the SLP. The SLP module in the eClass system allowed efficient record taking. The school continuously kept track of students' progress in the SLP. Senior form students were required to input at least one self-reflection essay each year.

Reflections and Follow ups

- With reference to the results of DSE of the first cohort, the curriculum framework should be revised in the coming year. Review of the curriculum of individual subjects should be continued as routine work.
- Interface between junior and senior curriculum should be enhanced.
- There were only a few students taking Japanese as Other Language. The school was unable to offer special course for these boys due to limited resource. More supportive arrangement should be explored for students taking foreign languages as extra subjects in HKDSE.
- The OLE committee should discover more resources for the AE development.
- Careers talks about multiple pathways for further studies should be arranged to inform students of the available alternatives for their own study choices so as to help them make better plans and considerations.
- Further support and guidance should be provided by Careers teachers, Counselling team

and Form Teachers in the aftermath of the release of HKDSE results.

- Motivating students to pursue self-directed learning should become regular work in the future. More variety of learning activities should be conducted in different subjects. Inquiry-based assignments and practical tasks should be strengthened.
- Continuous update of the learning and teaching strategies and the proper use of assessment for learning are necessary. Teachers should be encouraged to attend workshops, seminars and courses to update the latest pedagogical development of NSS and proper use of assessment for learning.
- The enhancement classes should be a continuous effort provided that sufficient resources are available.
- Submission of SBA work involved complicated procedures and administrative work among teachers. The coordination and arrangement of SBA of different subjects need refinement in the future.
- In light of the decrease in the number of classes in the coming year, the allocation of classes and provision in the school timetable should be revised to enhance students' learning as well as enable effective resource allocation.
- The schedules and procedures for SLP and JUPAS application should be well planned ahead and implemented consistently.
- The SLP modules of the eClass system should be improved to facilitate better input and processing of data.
- Special rooms (e.g. lecture rooms, activity rooms) would be needed for better implementation of the Senior Secondary Curriculum.



left and middle: Banner Painting Competition (19 Jan 12) and right: Career Expo (26 May 12)

FINANCIAL SUMMARY

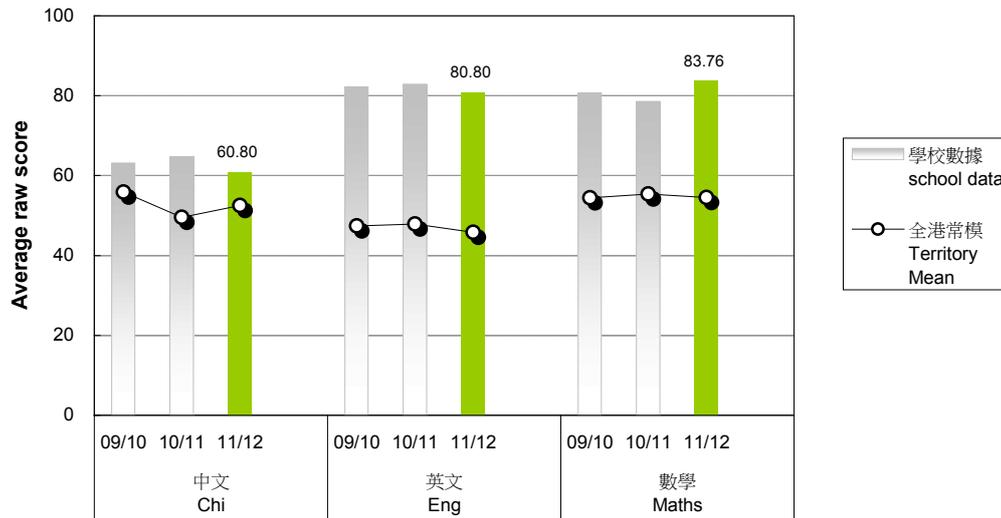
	Income (\$)	Expenditure (\$)
I. Government Funds		
(1) OEGB Grant		
(a) General Domain		
(1) Admin. Grant	3,766,971.00	3,361,430.00
(2) School & Class Grant	786,365.00	1,066,759.75
(3) Noise Abatement Measures	494,290.00	438,018.00
(4) Consolidated Subjects Grants	143,579.15	75,882.00
(5) Other Grants	588,531.00	433,401.40
<i>Sub-total</i>	5,779,736.15	5,375,491.15
(b) Special Domain		
(1) Capacity Enhancement Grant	498,185.00	390,518.00
(2) Guidance Program	7,639.00	7,548.60
<i>Sub-total</i>	505,824.00	398,066.60
(2) Grants outside OEGB		
(1) Non-recurrent (including Rent & Rates, IT facilities, Electronic Learning Credits)	2,228,714.60	1,943,699.10
<i>Sub-total</i>	2,228,714.60	1,943,699.10
(3) Composite Furniture and Equipment Grant	522,357.00	170,958.48
<i>Sub-total</i>	522,357.00	170,957.48
II. School Funds (General Funds)		
(1) Subscription/Tong fai	290,967.00	0.00
(2) Donations	12,600.00	12,600.00
(3) Fund-raising	0.00	0.00
(4) Collection of fees for specific purposes (including electric charges for air-conditioning)	289,000.00	289,036.00
(5) Others	132,944.80	113,801.40
<i>Sub-total</i>	725,511.80	415,437.40
Total surplus/(deficit) for the 2011/2012 school year	1,458,491.82	

Capacity Enhancement Grant (2011/12)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			177,725.78
Grant received	498,185.00		
Salaries for : IT technician		225,477.00	
: Library assistant		137,151.00	
: Part-time assistant		5,440.00	
Coaching fee: English debate		9,200.00	
Allowance : F.5 oral training		10,350.00	
Allowance : Chinese debate and oral training		1,700.00	
Allowance : Chinese curriculum planning		1,200.00	
	498,185.00	390,518.00	
Balance c/f			285,392.78
Enhanced Senior Curriculum Support Grant (2011/12)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			419,866.75
Grant received	1,011,555.00		
Salaries for : 1 Chinese teacher		272,679.00	
1 Mathematics teacher		272,679.00	
	1,011,555.00	545,358.00	
Balance c/f			886,063.75
Fractional Post Cash Grant (2011/12)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			3,519.15
Grant received	407,884.50		
Salaries for : 1 Mathematics teacher		272,679.00	
1 English teacher		272,679.00	
	407,884.50	545,358.00	
Balance c/f			-133,954.35

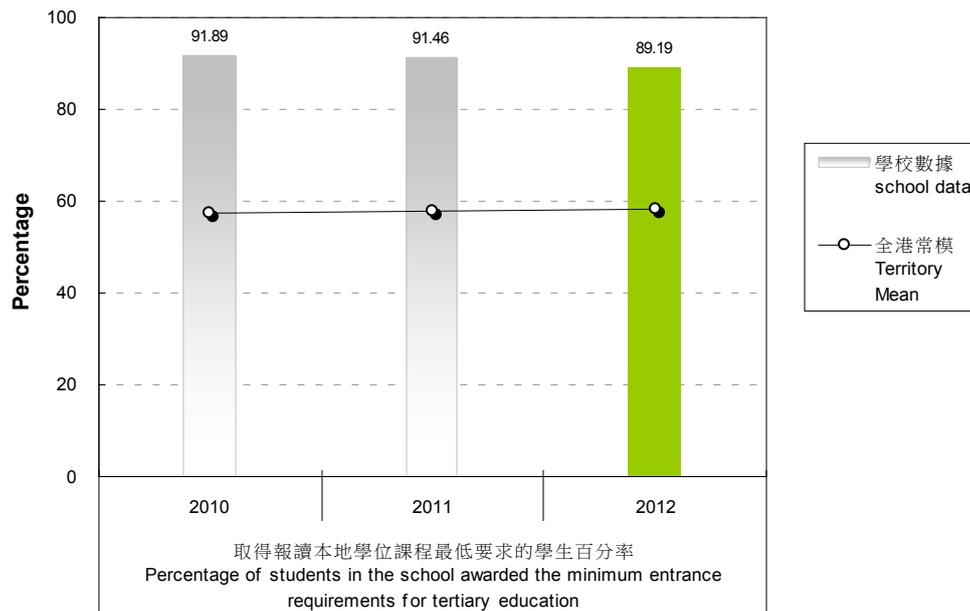
PERFORMANCE OF STUDENTS

HKAT

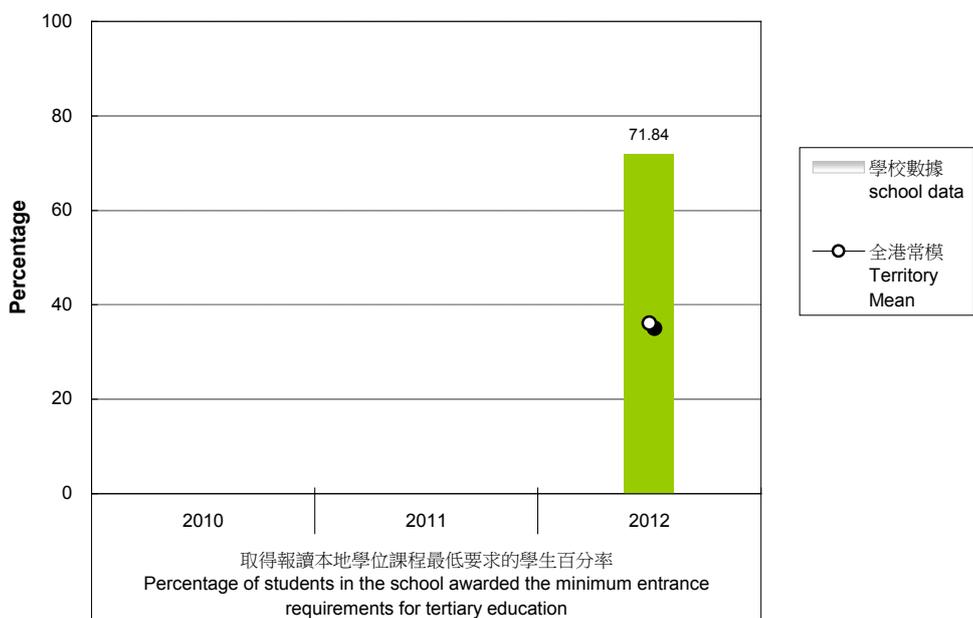
Students' Average HKAT Scores of S1A Test for the Subjects Chinese, English & Mathematics



HKALE



HKDSE



from left to right: ECA Prize-giving Day (31 May 12)

Achievements and Awards

Nature	Name of Competition / Organization	Award Details		
		2009/10	2010/11	2011/12
Speech Festivals	Hong Kong Schools Speech Festival – English Section	Champion: 6 1 st runners-up: 8 2 nd runners-up: 9	Champion: 10 1 st runners-up: 5 2 nd runners-up: 22	Champion: 15 1 st runners-up: 10 2 nd runners-up: 17
	Hong Kong Schools Speech Festival – Chinese Section	Champion: 1 1 st runners-up: 7 2 nd runners-up: 9	Champion: 2 1 st runners-up: 7 2 nd runners-up: 8	Champion: 7 1 st runners-up: 9 2 nd runners-up: 4
	普藝盃全港朗誦才藝大賽	-	1 st runners-up: 1	1 st runners-up: 2 2 nd runners-up: 5
	Hong Kong Schools Speech Festival – French Section	-	Champion: 1	-
	全港朗誦才藝大賽	-	1 st runners-up: 1 2 nd runners-up: 1	-
Debating	Sing Tao Inter-School Debating Competition – English Section	-	Best Debater, Best Interrogative Speaker (Quarter Final) Most Improved School Award	-
	星島全港校際辯論比賽	-	-	最佳辯論員: 2 最佳交互答問辯論員: 2
	Hong Kong Bar Association Debating Competition – English Section	Best Debater (Preliminary Round)	Best Debater (Quarter Final)	-
	Hong Kong Bar Association Debating Competition – Chinese Section	-	3 rd	-
	HKSDC Debating Competition	-	Junior Overall: 4 th	Senior Overall: 3 rd 3 rd Best Speaker: 1
	HKJSEA English Debating Tournament	Second Runner-up	-	Second Runner-up
	校際辯論精英邀請賽	-	-	Overall: 1 st runner-up Best Debater: 2
	基本法多面體全港校際辯論比賽	-	-	Overall: 2 nd runner-up Best Debater: 1
	Hong Kong Inter-City School Real Time Debate on Net	-	Outstanding Performance (Second Round)	-
	中西區公民教育辯論比賽	-	Champion & Best Debater	-
基本法普通話盃	-	3 rd & Best Debater	-	
Music	Hong Kong School Music Festival	Champion: 5 1 st runners-up: 1 2 nd runners-up: 8	Champion: 6 1 st runners-up: 3 2 nd runners-up: 2	Champion: 1 1 st runners-up: 1 2 nd runners-up: 1
	全港中學校際歌唱大賽	-	4 th	-

Nature	Name of Competition / Organization	Award Details		
		2009/10	2010/11	2011/12
Sports	Football (Division I) (HKSSF)	A Grade: 5 th B Grade: 1 st C Grade: 4 th Overall: 1 st	A Grade: 6 th B Grade: 5 th C Grade: 4 th Overall: 6 th	A Grade: 5 th B Grade: 5 th C Grade: 2 nd Overall: 4 th
	Basketball (Division I) (HKSSF)	A Grade: 4 th B Grade: 6 th C Grade: 3 rd Overall: 2 nd	A Grade: 6 th B Grade: 7 th C Grade: 1 st Overall: 4 th	A Grade: 7 th B Grade: 6 th C Grade: 1 st Overall: 4 th
	Swimming (Division I) (HKSSF)	A Grade: 2 nd B Grade: 3 rd C Grade: 4 th Overall: 2 nd	A Grade: 2 nd B Grade: 2 nd C Grade: 2 nd Overall: 2 nd	A Grade: 1 st B Grade: 2 nd C Grade: 2 nd Overall: 2 nd
	Water Polo (HKSSF)	Overall: 1 st (10 th consecutive championship)	Overall: 1 st (11 th consecutive championship)	Overall: 1 st (12 th consecutive championship)
	Badminton (Division I) (HKSSF)	A Grade: 7 th B Grade: 3 rd C Grade: 6 th Overall: 5 th	A Grade: 5 th B Grade: 4 th C Grade: 6 th Overall: 5 th	A Grade: 4 th B Grade: 6 th C Grade: 4 th Overall: 4 th
	Tennis (Division II) (HKSSF)	Overall: 7 th	Overall: 2 nd	Overall: 7 th
	Cross Country (Division II/I/II) (HKSSF)	A Grade: 1 st B Grade: 7 th C Grade: 1 st Overall: 1 st	A Grade: 14 th B Grade: 13 th C Grade: 13 th Overall: 14 th	A Grade: 16 th B Grade: 3 rd C Grade: 2 nd Overall: 3 rd
	Volleyball (Division II) (HKSSF)	A Grade: 5 th B Grade: 3 rd C Grade: 7 th Overall: 6 th	A Grade: 7 th B Grade: 7 th C Grade: 7 th Overall: 11 th	A Grade: 5 th B Grade: 7 th C Grade: 6 th Overall: 8 th
	Table-tennis (Division II/I) (HKSSF)	A Grade: 6 th B Grade: 5 th C Grade: 2 nd Overall: 5 th	A Grade: 2 nd B Grade: 5 th C Grade: 5 th Overall: 2 nd	A Grade: 6 th B Grade: 6 th C Grade: 6 th Overall: 6 th
	Athletics (Division I/II) (HKSSF)	A Grade: 16 th B Grade: 16 th C Grade: 13 th Overall: 16 th	A Grade: 22 nd B Grade: 6 th C Grade: 11 th Overall: 16 th	A Grade: 12 th B Grade: 10 th C Grade: 1 st Overall: 6 th
	Life-saving (HKSSF)	A Grade: 2 nd B Grade: 3 rd Overall: 3 rd	A Grade: 2 nd B Grade: 2 nd Overall: 2 nd	A Grade: 2 nd B Grade: 2 nd Overall: 2 nd
	Handball (Division II) (HKSSF)	A Grade: 9 th B Grade: 4 th C Grade: 2 nd Overall: 6 th	A Grade: 6 th B Grade: 1 st C Grade: 5 th Overall: 3 rd	A Grade: 7 th B Grade: 7 th C Grade: 5 th Overall: 10 th
	Squash (HKSSF)	Overall: 12 th	Overall: 13 th	Overall: 13 th
	Rugby (Division II) (HKSSF)	A Grade: 7 th B Grade: 5 th C Grade: 1 st	A Grade: 4 th B Grade: 5 th C Grade: 10 th	B Grade: 10 th C Grade: 1 st
	Bauhinia Bowl (HKSSF)	4 th	4 th	4 th

Nature	Name of Competition / Organization	Award Details		
		2009/10	2010/11	2011/12
Sports	Aberdeen Rugby Festival	U16 Plate Champion U14 Colts 2 nd	U19 Colts Cup 3 rd U16 Colts Cup Champion	B Grade: Champion C Grade: Cup Champion
	Standard Chartered Bank Elite Schools Rugby Competition	-	A Grade: Cup Champion B Grade: 4 th C Grade: Cup Champion	B Grade: Plate Champion Overall: 2 nd
	Schools Individual Fencing Tournament	-	Champion	-
	廈金橫渡賽 (中華臺北)	-	7 km Open Water Champion	-
	世界盃馬拉松游泳賽	-	10 km Local Champion	-
	吐露港渡海泳公開賽	-	Champion	-
	香港短池分齡游泳錦標賽	-	Age Group (11-12) Champion Age Group (15-17) Champion	-
	Malaysia Open Swimming Championships	-	100 m Freestyle 3 rd 200 m Freestyle 3 rd 100 m Fly 3 rd 4×200 m Free Relay 1 st 4×100 m Free Relay 1 st	-
	Indoor Rowing	A Grade 1000 m: 2 nd C Grade 1000 m: 4 th	-	-
	全國體育大會	男子團體賽冠軍	-	-
	全國青少年蹺泳錦標賽	男子 100 米自由雙 蹺 第一名	-	-
	HK Junior Squash Closed	1 st	-	-
	HK Junior Squash Open	3 rd	-	-
	Anti Drug Football Invitation	B Grade: 1 st	-	-
	A.S. Watson Group Hong Kong Student Sports Award	1	1	1
Academic	Hua Xia Cup	-	Overall: 2 nd F.1: 3 rd F.2: Champion	Overall: 3 rd 1 st Class Honour: 9 2 nd Class Honour 2
	Mathematics Creative Problem Solving Competition	-	Team Result: Gold Award	Gold Award: 4
	HK Mathematical High Achievers Selection Contest	-	1 st Class Honour: 1 2 nd Class Honour 2 Overall: 13 th	Merit: 5
	Inter-School Mathematics Contest	-	Individual Merit Awards: 3	Individual Merit Awards: 2
	China and Hong Kong Mathematical Olympiad	-	Silver Medal	-

Nature	Name of Competition / Organization	Award Details		
		2009/10	2010/11	2011/12
Academic	International Mathematics Olympiad Preliminary Selection Contest (Hong Kong)	-	Best 15 student in Hong Kong	-
	Hong Kong Mathematics Olympiad	-	Merit in Geometrical Construction 5 th in Heat in HK Island 2 nd class honour : 1 3 rd class honour: 2	-
	Hung Lung Mathematics Awards	-	Top 15 School	-
	The Secondary Schools – The Hong Kong University of Science and Technology Dual Program	-	-	Award of Excellence : 6 Award of Completion : 6
	Hong Kong Physics Olympiad	1 st Honour: 1 2 nd Honour: 2	-	2 nd Honour: 1
	Sing Yin Physics Olympiad	-	-	1 st Honour & Champion: 1
	American Association of Physics Teachers Outstanding Physics Student of the Year	-	-	3
	LCC&I Book-keeping Examinations	Distinction: 16	3 rd Level Distinction: 14 2 nd Level Medallion Winner: 2	3 rd Level Distinction: 10
	Junior Achievement	-	HSBC CEO Award	Best Product Award CSR Award
	HKIAAT Accounting and Business Management Case Competition	-	Best 21 Reports	Best 22 Reports
	HKIAAT Examination (Book-keeping and Accounts)	-	-	Top Student: 1 Distinction: 12
Scholarships	Belilios Scholarship	-	-	
	Woo Hay Tong Scholarship	6	6	
	Government Scholarship	3	3	
	Sir Edward Youde Scholarship	2	2	2
	Grantham Scholars of the Year	-	-	
	HKIE Prize for Potential Engineering Students	-	-	
	Rev. Joseph Carra Memorial Education Grants	-	1	1
Scouting	Chief Scout's Award	1	-	-

Nature	Name of Competition / Organization	Award Details		
		2009/10	2010/11	2011/12
Services	Volunteer Movement Scheme (Social Welfare Department)	Individual Volunteers Gold Award: 38 Silver Award: 12 Bronze Award: 12 Group Volunteers Gold Award: 4 Silver Award: 3 Volunteer Organization Gold Award: 1	Individual Volunteers Gold Award: 148 Silver Award: 198 Group Volunteers Gold Award: 4 Silver Award: 3 Volunteer Organization Gold Award: 1	Individual Volunteers Gold Award: 105 Silver Award: 85 Group Volunteers Gold Award: 4 Silver Award: 3 Volunteer Organization Gold Award: 1
	樂施會減貧利是	學校籌款獎 中學組亞軍	-	-
Arts	Central and Western District Road Safety Campaign Poster Design Competition	-	-	Champion
	International Year of Forest Art and Design Competition	-	-	Merit
	政制及內地事務局及教育局合辦《基本法》頒布 20 周年校際 Tee 恤設計比賽	-	初中組冠軍	-
	International Year of Astronomy Art and Design Competition	3 rd Class Honour	-	-
	International Children's Art Exhibition	Supreme Bold Award	-	-
	LEAD Creativity Showcase	Creative Challenge Championship	-	-
	Hong Kong Drawing Contest	Grand Prize: 1 Merit: 2	-	-
	Appreciation Card Design Competition	1 st Prize: 1 2 nd Prize: 1 3 rd Prize: 1 Merit: 7	-	-
	學生電子賀卡創作比賽	最優秀作品 初級組冠軍 最積極參與學校獎	-	-
	ATEC D & T Workshop	Academic Award	-	-
	社會福利署『齊譜關愛樂章』徽章設計比賽	Merit	-	-
Stamp Sheetlet Design Competition	Merit	-	-	
Others	Japan-East Asia Network of Exchange for Students and Youths Programme (Japanese Government)	1	-	1
	Hong Kong Island Outstanding Students by Central & Western District School Heads	-	-	1

Nature	Name of Competition / Organization	Award Details		
		2009/10	2010/11	2011/12
Others	Hong Kong Island Highly Recommended Student by Central & Western District School Heads	-	-	1
	Hong Kong Outstanding Students Awards by Youth Arch Foundation	-	-	1
	Hong Kong Outstanding Teens Election Co-organized by RTHK and Playground Association	-	-	1
	Hok Yau Club Outstanding Student Leader Award	-	Outstanding Student Leader Award	-
	Sir Robert Black Trust Fund - Grants for Talented Students in Non-academic Fields	-	2	-
	Central and Western District Outstanding Students	-	1	-
	ThinkSeries Leadership Programme	-	1	-
	香港領袖生獎勵計劃	-	2	-
	HK Outstanding Students Awards (Lion & Globe Education Trust)	1	-	-
	HKSAR Outstanding Students' Selection (Yuen Long Junior Chamber)	2	-	-
	We Love Hong Kong, Outstanding Students Award	1	-	-
	Hong Kong Students' Colloquial Speech Competition	Overall Champion: 1	文憑即席演講 總冠軍: 1 預科經典朗讀 卓越表現獎: 1 預科即席演講 卓越表現獎: 1 預科主題面試 最佳論手獎: 3	政策辯論 最佳論手獎: 1 小組討論 卓越論手獎: 1
	中國中學生作文比賽(香港賽區)	-	銀獎: 1	銀獎: 1
	全港中學兩文三語菁英大比拼	優異獎: 1	-	-
	Hong Kong Model United Nations Conference	-	Best Delegation: 2 Best Speaker: 2 Best Position Paper: 1	-
	Zhejiang University Pan-Yangtze River Delta Model United Nations (PYDMUN)	-	Best Analysis Award: 2	-
	粵語正音推廣協會學界粵語正音大賽	-	冠軍: 6	-
	全港青年學藝比賽	-	亞軍: 1 優異獎: 2	-
Hong Kong Young Writers Award	-	-	Champion	

Nature	Name of Competition / Organization	Award Details		
		2009/10	2010/11	2011/12
Others	Yale Book Award (Yale Club of Hong Kong)	-	1	1
	Princeton Club of Hong Kong Book Award	-	1	-
	Book Report Writing Competition	Junior Section: 3 rd	Junior Section: 3 rd	-
	English Slogan Competition	1 st Prize: 3 2 nd Prize: 3 3 rd Prize: 1 Merit: 7	1 st Prize: 1 2 nd Prize: 1 3 rd Prize: 1 Merit: 2	-
	Royal Commonwealth Society: Commonwealth Essay Competition	-	Category C Bronze Level: 2	-
	Book Sharing Writing Competition	Top 5	-	-
	Hong Kong Schools English Writing Contest	Merit	-	-
	智愛中文平台	-	-	白金獎: 5 金獎: 2 進步獎: 1
	中西區滅罪宣傳創作比賽(中學組)標語創作比賽	冠軍: 1 亞軍: 1 季軍: 1	中學組 冠軍: 1 中學組 優異獎: 1	-
	中學生滅罪通識徵文比賽	-	高中組 亞軍: 1	-
	愛惜生命雋語比賽	-	優異獎: 4 最鼓勵大獎: 1 最窩心大獎: 1 正能量大獎: 2	-
	「中學生好書龍虎榜」閱書報告比賽	優異獎: 1	-	-
	ICAC iTeen Reporter Scheme	-	Best News Photo Award: 5	-
	「同心抗逆·擁抱家庭」中學生徵文及揮春設計比賽	冠軍: 1 亞軍: 1 優異獎: 1	-	-
	青少年機械人世界盃 - 港澳聯賽	-	-	機械人舞蹈高級組 殿軍
	香港棋藝大賽中學圍棋	-	-	團體亞軍
	小棋聖盃	中象中學組 第四名	-	-
聖公會盃全港校際圍棋錦標賽	中學組總優勝獎	-	-	



left and middle: Inter-school Swimming Championship (27 Oct 11) and right: Inter-school Water Polo Championship (13 Nov 11)

KEY ISSUES FOR THE ANNUAL SCHOOL PLAN 2012 – 2013

Our three major concerns:

- ✧ Fostering a healthy school to empower students with positive values and skills to face the challenges in personal growth
- ✧ Further exploring and implementing strategies to cater for learner diversity
- ✧ Reviewing and strengthening the Senior Secondary Academic System



1st row, from left to right: Business Study Trip, Tourism & Hospitality Studies Study Tour and Chinese Cultural Trip
2nd row, from left to right: Beijing Study Trip and French Summer Camp