

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.

Our 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 eight 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 - 4 classrooms are now situated was erected in 1920; at that time the number of students was about 650.



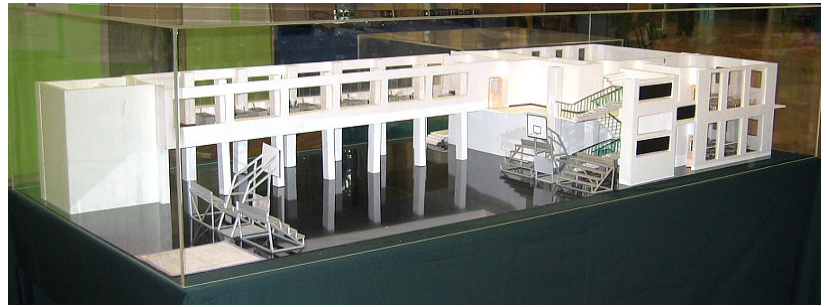
The SJC landmark standing atop the Triangular Playground (which has been declared a historical monument in the year 2000), has been renamed on 3 March 2010 (Wednesday) “St. Joseph’s College Charles Kao Block” at a ceremony presided by Professor Kao.

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.

Renovated and furnished in 2012, the Audio-visual Room has been available for use by all members of staff.



Audio-visual room.

Two classrooms in the New Building, which had been merged and refurbished to accommodate a maximum of 80 in late 2012, were turned into the Lecture Room in September 2013.



Lecture Room.

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
10/11	4	1	3	1	1
11/12	4	1	3	1	1
12/13	4	1	3	1	1



Secondary One Orientation Programme (23-27 Aug 2012)

OUR STUDENTS

Class Organization

The school enrolment is 1060. The students of St. Joseph's College are mainly Chinese and the age range of the students is between 12 and 18 years old. The average class size for S.1 - S.6 is 36.

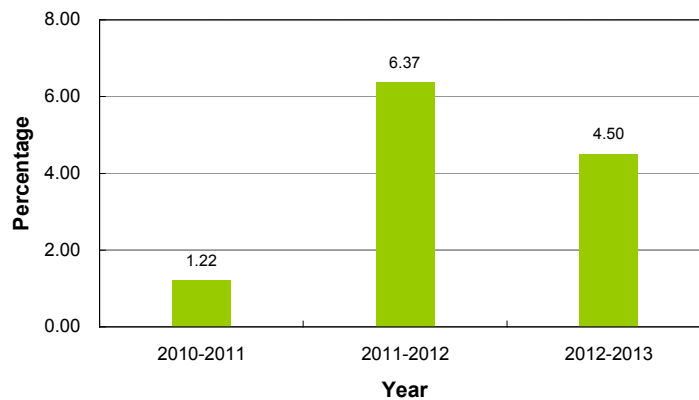
Number of Operating Classes

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30

Number of Students

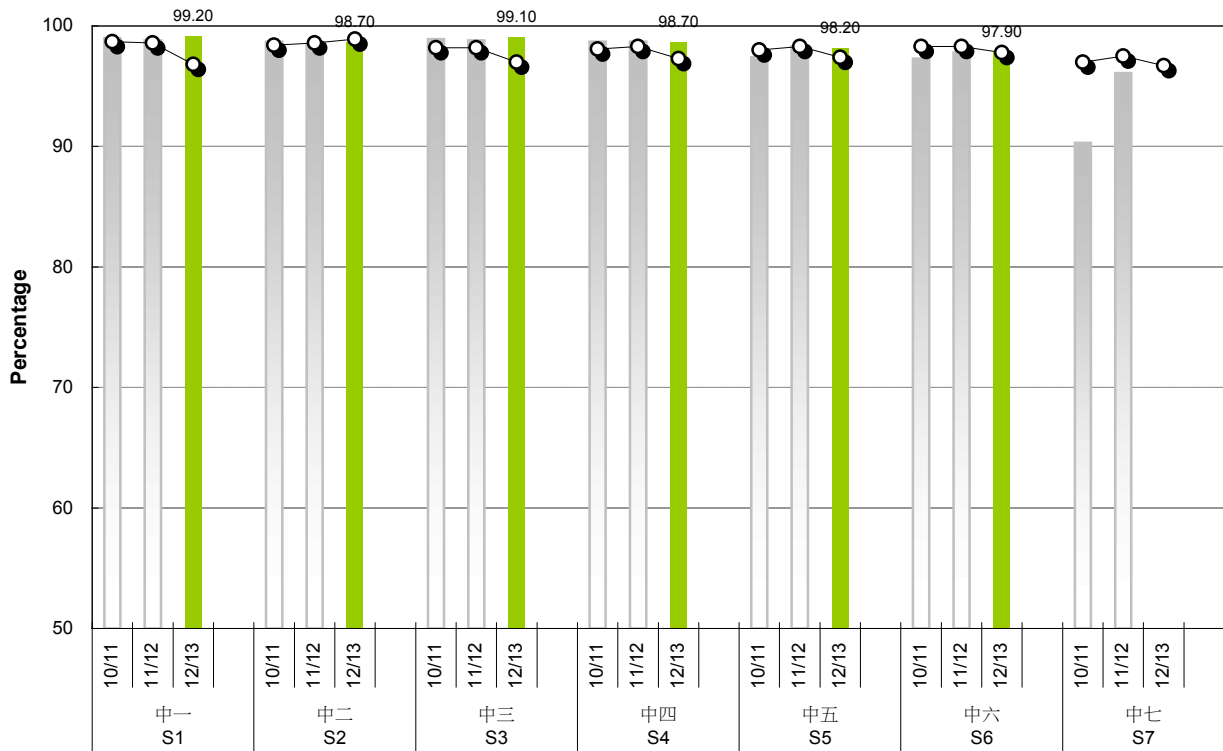
Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	180	180	179	185	177	159	1060

Unfilled Places



left and middle: Annual Swimming Gala (13 Sept 2012) and right: Talk on Goal of Life (24 Sept 2012)

Students' Attendance



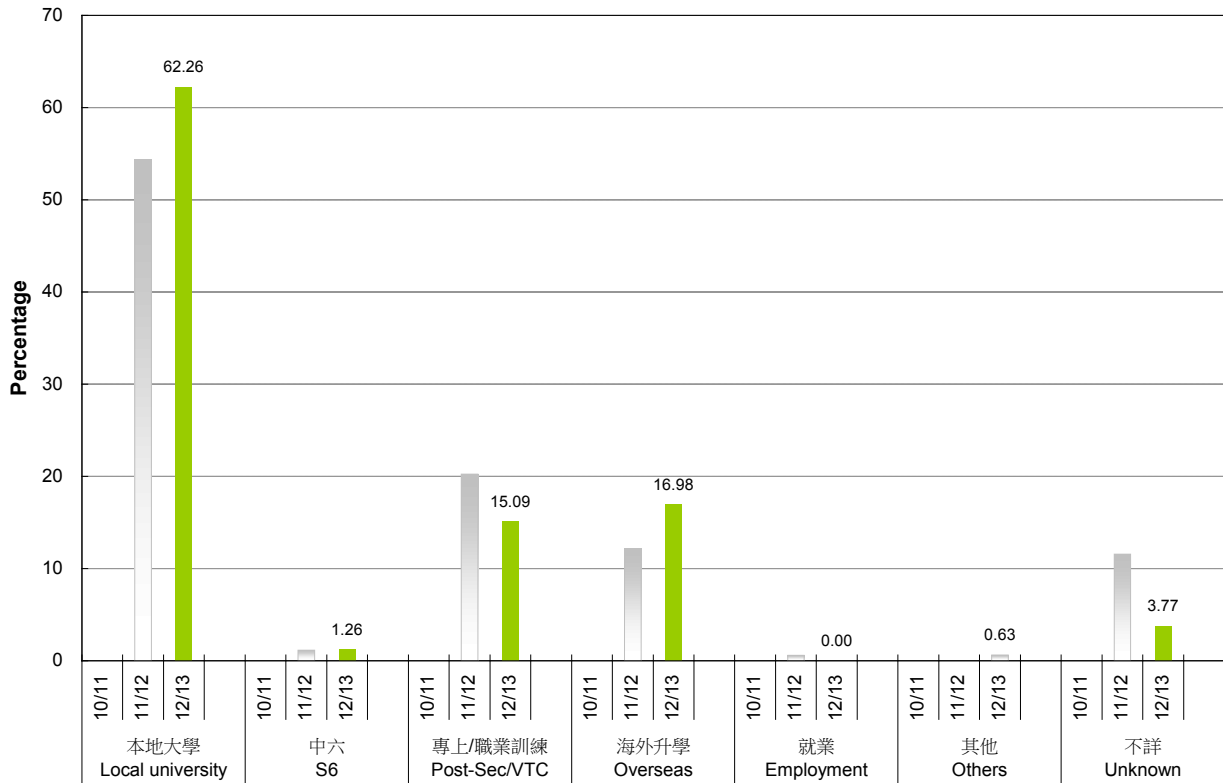
The white dots on the chart represent the territory mean.



left, middle and right: Academic Prize-giving Day (14 Oct 2012)

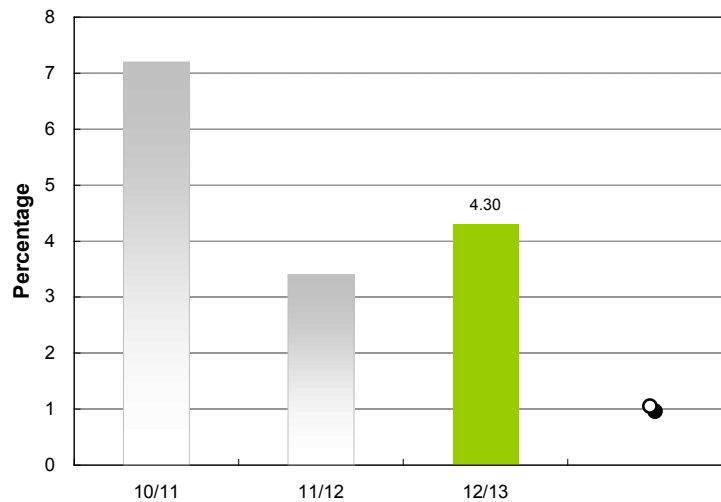
Destination of Exit Students, Including Early Exits

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 is given below:



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 supervisor and the 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 S.1 Bridging Course, 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 series of Goal Setting Workshop is organized by the Counselling Team to help students who were conditionally promoted to S.3. 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.5-6 students so that they are exposed to different career experiences.

Small-class teaching is adopted in the teaching of Chinese, English, Mathematics, Liberal Studies from S.1 to S.6. In order to cater the needs for non-Chinese speaking students and let students in general have a chance to learn a third language, regular

French classes for students from S.1 to S.6 are organized after school. A Special Chinese Language programme is organized for French students to enable them to take the GCE, GCSE or IGCSE Chinese and French examinations.

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, International Junior Science Olympiad – Hong Kong Screening 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: PTA AGM (6 Oct 2012), middle and right: Inter-school Swimming Championship (19 Oct 2012)

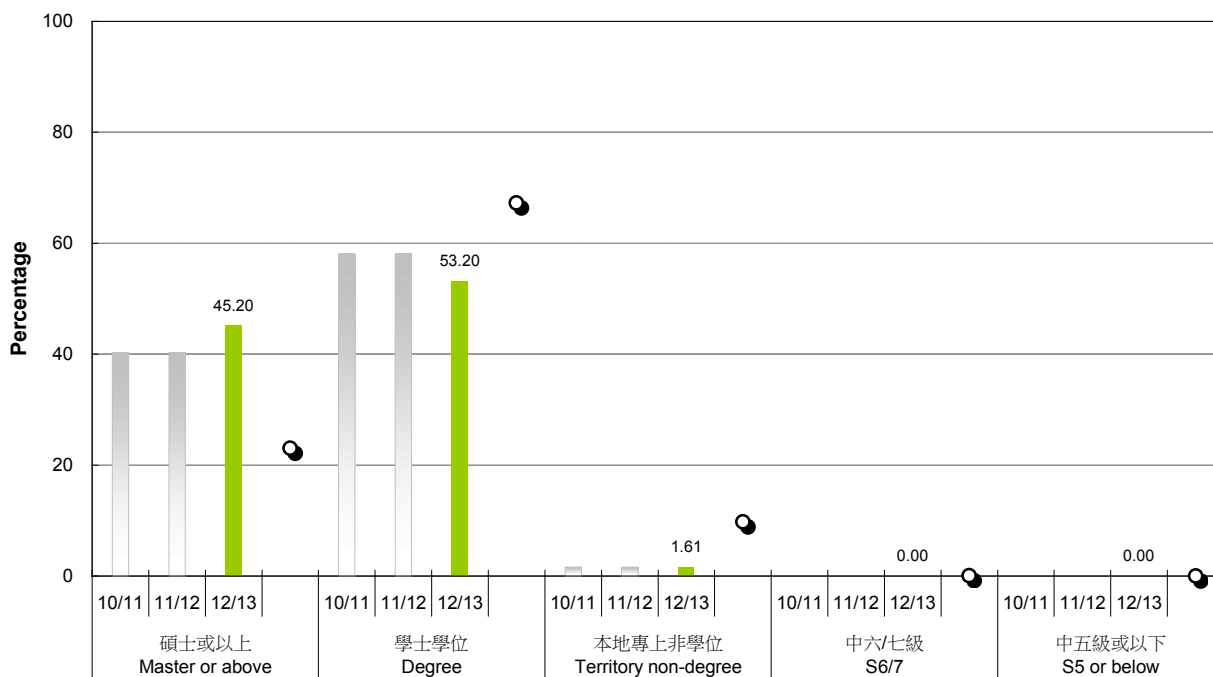
OUR TEACHERS

Qualification

Composition of Teaching Staff in the Past Three Years

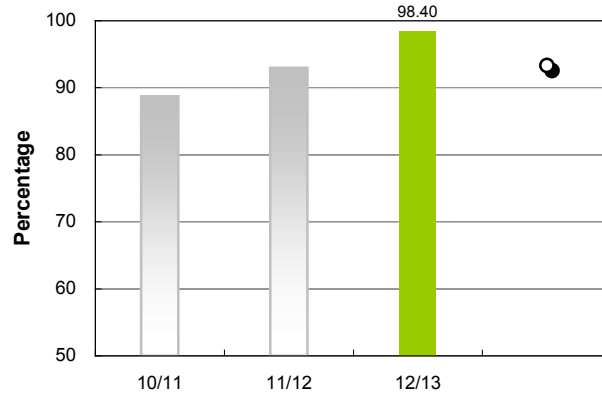
Posts	10/11	11/12	12/13
Principal	1	1	1
Vice-Principals	2	2	2
Careers Mistress	1	1	1
Counselling Mistress	1	1	1
Discipline Master	1	1	1
ECA Master	1	1	1
Classroom Teachers	49	56	53
Music Teachers	2	2	1
Visual Arts Teachers	3	1	1
Librarian	1	1	1
Total	62	67	63

Percentage of Highest Academic Qualifications Attained by Teachers

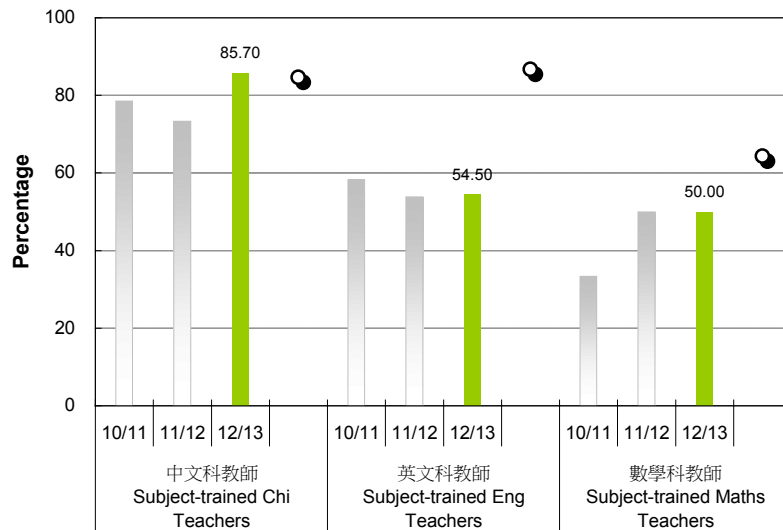


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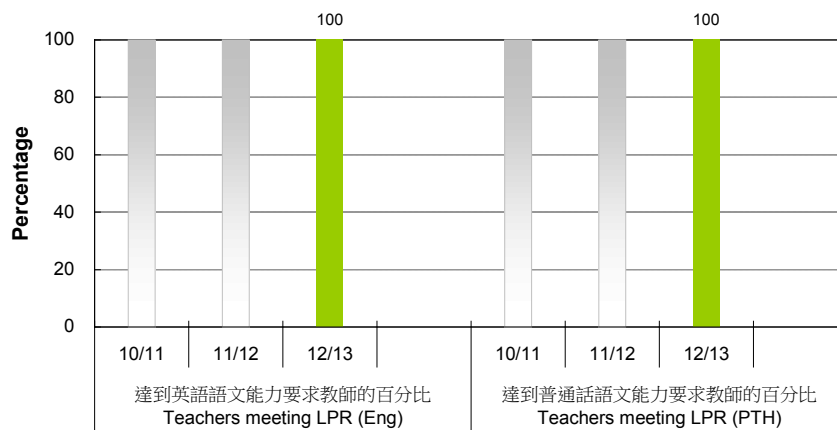
Percentage of Professionally Trained Teachers



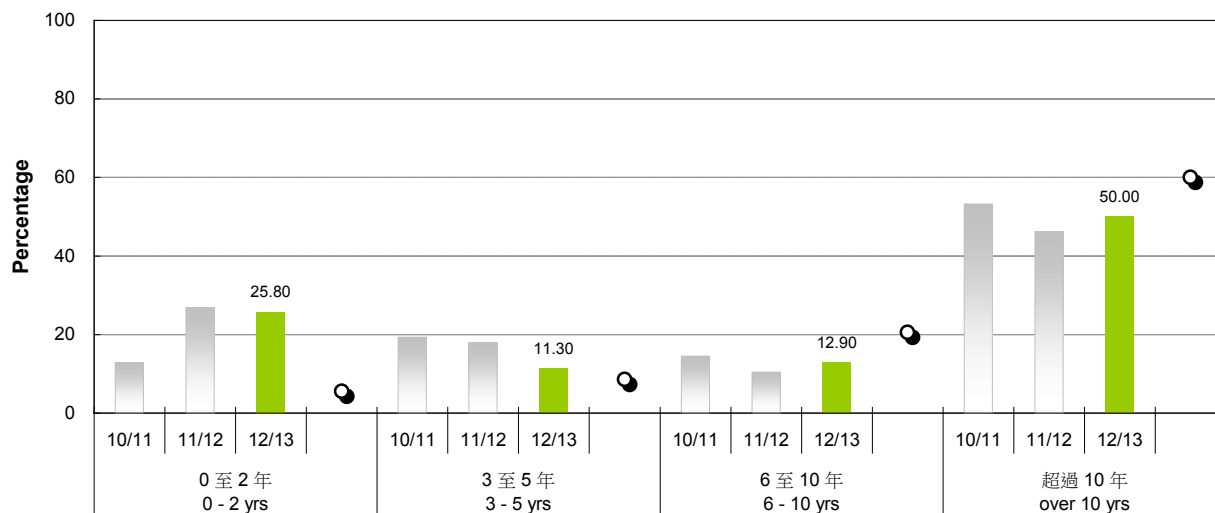
Percentage of Subject-trained Teachers



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 (2012-2013)

Three Staff Development Days were held in 2012-13 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 enrichment courses in Chinese and French. 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. With reference to the surveys conducted, teachers reflect on their teaching strategies and refine their lesson plans and teaching materials.

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, public speaking competitions, English summer camp in the UK and Putonghua 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. With the success of the programme piloted by the departments of Chinese, English and Mathematics in our last 3-year School Development Plan, we extended the programme to other subjects and decided that "catering for learners' diversity" should continue to be one of the school's major concerns in the 2012-2015 plan. (For details, please refer to the school's School Development Plan and Annual School Plan.)

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. Furthermore,

to better instill correct moral values in students, the Chinese and English Departments will incorporate Moral and Civic Education lessons in the reading programmes in the coming year.

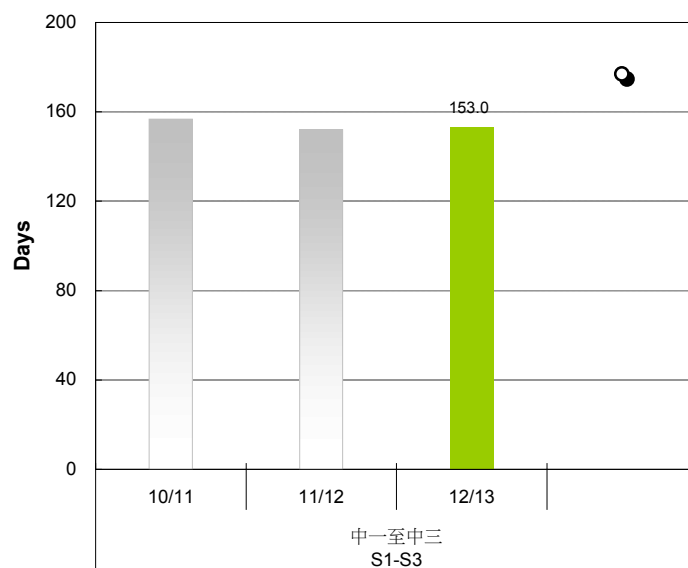
Our students did very well in the 2nd HKDSE examination. Among all the subjects, students' performance in English was the most impressive. Over 90% of students attained Level 4 or above, among which 30% attained Level 5* and 9% Level 5**. Students' performance in Mathematics was equally well, with over 85% of students obtaining Level 4 or above, among which 25% attained Level 5* or above. The results students achieved in elective subjects were also exceptional, particularly in Physics and Chemistry. We are also very proud that most of our students received desirable offers from the JUPAS. They were admitted into competitive programmes such as Global Business, Accounting and Finance, Actuarial Science, Medical Sciences, Pharmacy and Law. Besides those admitted into local universities, many students obtained offers from top overseas universities like the University of London, the London School of Economics, the University of Southern California and Cornell University. We will continue to provide our students with an excellent learning environment so that they can continue to enjoy their education in SJC.



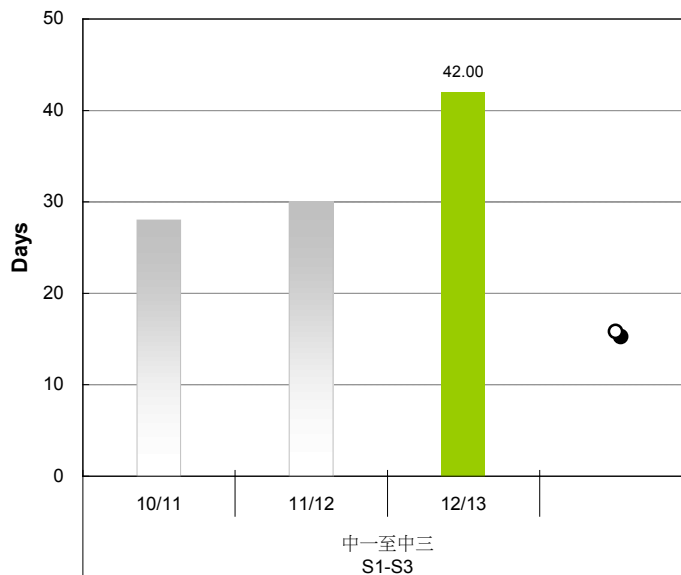
Left: PTA Coffee Corner (27 Oct 2012), middle and right: Green & White Walkathon (10 Nov 2012)

Number of Active School Days (S1-S3)

No. of Days in a School Year with Regular Classes



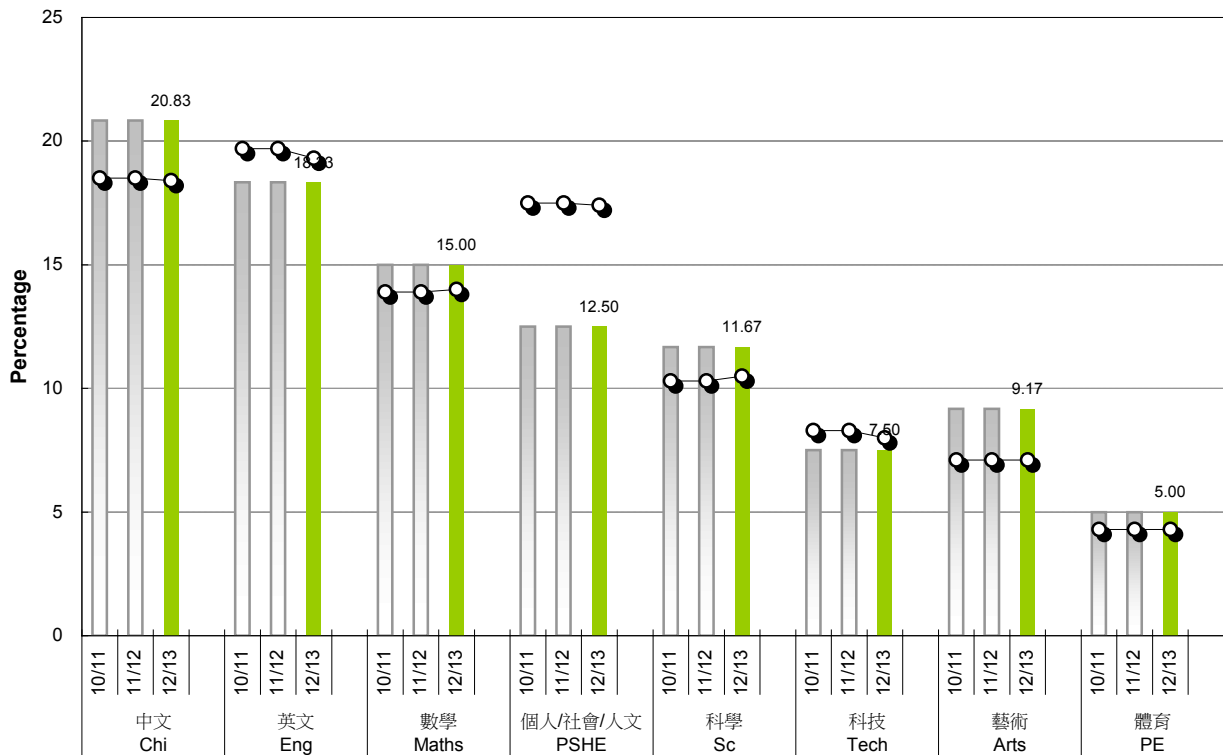
No. of Days in a School Year with Learning Activities



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



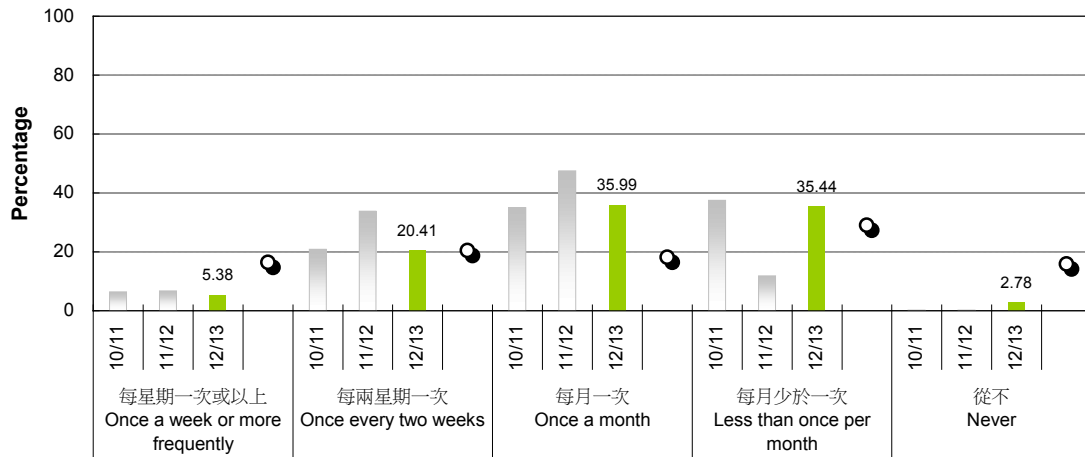
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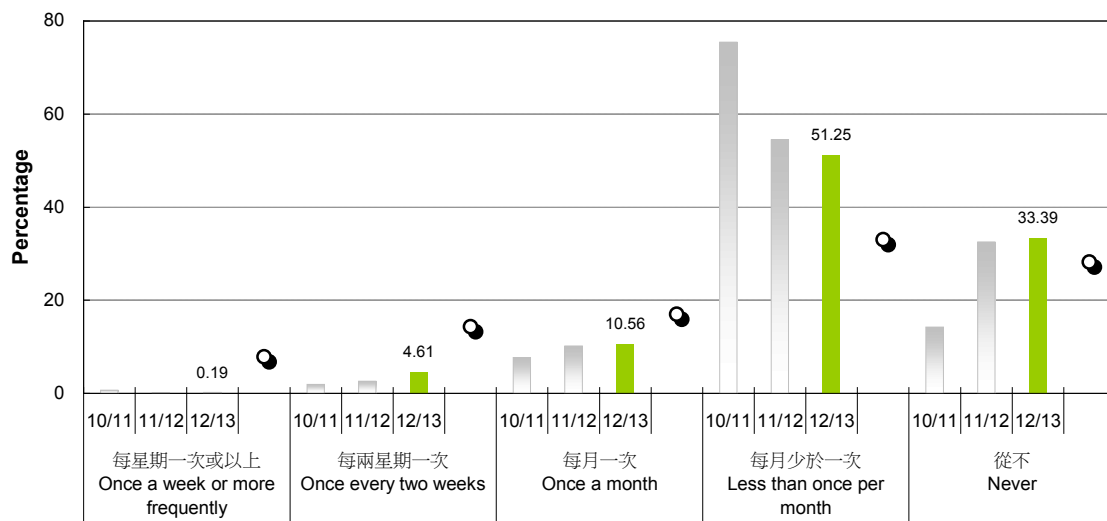
left: Cross-country Race (7 Nov 2012), middle: Water Polo Championships (11 Nov 2012) and right: S1 Admission Talk (24 Nov 2012)

Reading Habit

Students' Frequency of Borrowing Reading Materials from the School Library



S1 – S3



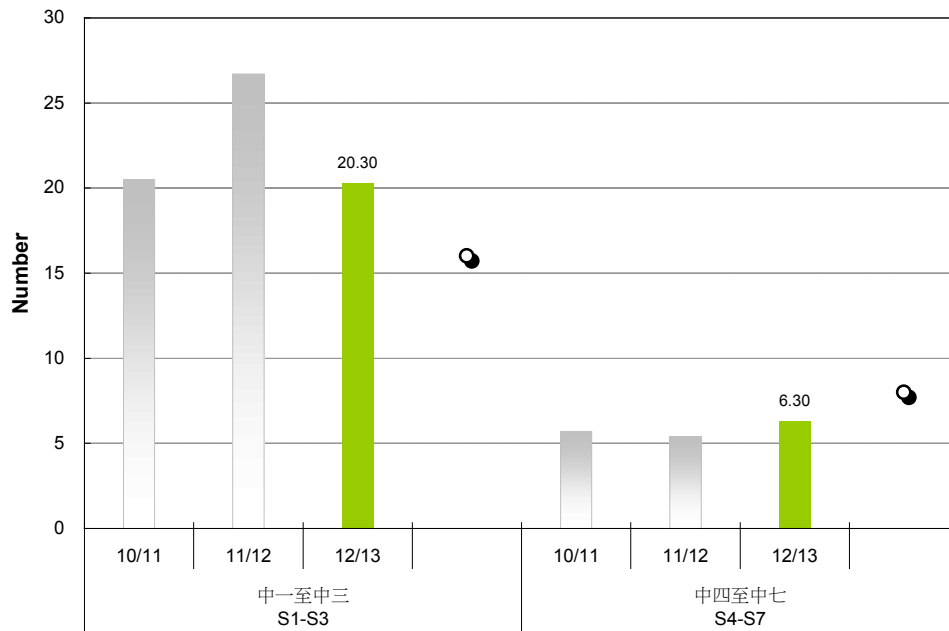
S4 – S7

The white dots on the charts represent the territory mean.



left to right: 《基本法》多面體 - 全港中學生辯論賽(基本法盃) (27 Jan 2013)

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: 138th Green & White Day (3 Feb 2013)

ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS

Priority Task 1: Fostering a healthy school to empower students with positive values and skills to face the challenges in personal growth

Achievements

1. Developing a management and organisation system for coordinating health matters

1.1 A healthy school committee was set up to look after students' good health. Under the leadership of a vice-principal, the committee consisted of members from the Counselling Team, Discipline Board, MCE Team, PTA, Career Team, SEN and OLE. The roles and responsibilities of all functional teams were defined and delineated, and thereby co-operation and collaboration among all were enhanced and strengthened. The Clean School Campaign was a vivid example illustrating this effective cross-departmental coordination. According to a Stakeholders' Survey, more than 80% of teachers agreed that the vice principal had effectively coordinated different functional committees to work effectively.

1.2 In order to gain a better understanding of the needs of students and the strengths and weaknesses of our work, we sought the professional support from the health consultants of CUHK. The consultants provided a checklist for us to identify students' needs. They considered most of our existing policies, such as "Safety in School", "Environmental Measures", "Health School" and "Fair Chances" to be able to identify the needs of students and useful for formulating a clear school-based healthy school policy.

1.3 A referral system was put in place and the relevant procedures were developed to identify and handle needy students. The roles and responsibilities of subject teachers, form teachers, the counselling team, the discipline team, social workers, vice principals and the principal were clearly defined and explained. A referral form was designed and introduced to all teachers.

2. Fostering a healthy school environment to promote and maintain the physical and psychological well-being of students

2.1 The school made great efforts to establish and maintain a healthy school environment for its students. To begin with, parents, students and specialists (healthy school consultants from CUHK) were invited to inspect the school campus in October 2012 and May 2013 respectively. They considered the school campus was generally clean and tidy, but they also gave us some useful suggestions. The school made quick responses to the specialists and stakeholders' opinions and suggestions. One example is that on discovering less than 20% students deemed that the student toilets were clean

enough in the “Health Promoting School Programme” questionnaires, we took immediate action to improve the situation; and in the follow-up questionnaires, students agreed that their toilets had become much cleaner than before. Another example is that we installed more fire service equipment and posted notices of fire escape routes within the school. A further example is that we took Dr. Kendrick Tang’s (the consultant of the healthy school committee) advice seriously and filled up the sick room with needy equipment including an expensive sphygmomanometer. This year the “Clean School Campaign” was launched to encourage students to take part in fostering a healthy school environment. As a result, the classrooms were cleaner and tidier than before. The amount of rubbish and the number of cases of lost property were also reduced.

- 2.2 Endorsing the health service provided by the Health Department could also boost students’ awareness of personal health, which was so vital to their physical and psychological well-being. This year, with teachers’ encouragement, 80% of S.1 students paid a visit to the Health Department’s Health Centre. This participation rate was a big increase in comparison to the figures in the previous years.
- 2.3 In order to promote a whole school guidance approach and foster the caring and supportive school ethos, the discipline and counselling mistresses constantly encouraged teachers to attend disciplinary, counselling or healthy-school seminars. In this school year, most of our teachers attended at least one of such seminars. The school also gave a talk on Healthy School to all teachers on the 3rd Staff Development Day.
- 2.4 After joining CUHK’s “Health Promoting School Program”, the discipline, counselling and MCE teachers had a chance to attend a two-day advanced anti-drug training programme in June 2013.
- 2.5 Our effort in fostering a healthy school also brought in greater support from our parents and the community. For instance, there was an increase in PTA’s participation in school events; we had about a 10% increase in parent helpers in MCE activities. CUHK and HKU also helped us in promoting health education activities.

3. Developing students’ healthy lifestyles through education programmes, thereby enhancing their resilience and immunisation against adversity

- 3.1 We considered there was adequate coverage in knowledge, skills and attitude in our school curriculum to promote healthy lifestyle to our students. The MCE team arranged a number of talks and seminars to help students transform stress into driving forces. One of the talks, “Formula of Life”, was given by HK Association of Rehabilitation and Crime Prevention to S.3 students, who were facing the stress of the immediate NSS curriculum. More than 50% of students found the course useful in boosting their confidence and proactive thinking. Six other talks and seminars were given by the Health Department. These talks helped students grasp the necessary skills and showed them how to handle emotions and stress correctly. The talk jointly

organized by the MCE and Religious Studies Department was aimed at enlightening and inspiring the spirituality of the students with the Lasallian Spirit, the spiritual values that could help construct their souls and resilience to stressful lives. Besides psychological well-being, we also organized body checks. Students' blood pressure was checked by the Red Cross Cadet twice and their weight and body fat content was checked by PE teachers. These measures reminded students to take care of their own physical well-being, to prevent hypertension and overweight in particular. The Joyful Fruit Week was held in April 2013 to promote healthy eating habits. With all these efforts, we could observe that there had been enhancement in students' punctuality, tidiness and courtesy in the school year. The number of latecomers also dropped by 20%.

- 3.2 We upheld our long tradition of encouraging students to participate in life-wide learning, giving them the necessary training and providing a wide variety of extra-curricular activities for them to participate and excel. This year we gave training on service learning for the first time in July 2013. Our effort was well recognized by both teachers and students. From the result of the Stakeholder Survey, 97% of the teachers agreed that the school's extra-curricular activities could help extend students' learning experiences. 62% of the students agreed that through participating in the school's extra-curricular activities, learning opportunities with respect to extra-curricular knowledge and life skills were increased. All stakeholders had positive impression towards extra-curricular activities and they believed that these activities would broaden students' horizons.
- 3.3 This year we put more effort into soliciting help from NGOs and government departments to organize special education programmes for our students. Teachers and students gave positive feedback to these programmes generally. For example, more than 60% of the students agreed that the anti-smoking talk achieved its aim; nearly 55% agreed that the talk for eye care fulfilled its aim; and nearly 50% agreed that the talk on "Proper Use of the Internet" strengthened their awareness of indecent information on the Internet and privacy.
- 3.4 We considered it essential to involve parents in developing students' healthy lifestyles and so we used different means to communicate with parents and involve them to do the job, and the results were pleasing. About 20% of our parents attended the parenting workshops and "Coffee Corners" this year. We set up a "Healthy School" webpage on the SJC website so that parents could obtain useful information from it. From the results of the Stakeholder Survey, over 80% of parents believed that they had a good relationship with the school.

Reflections and Follow ups

This year, our teachers have made great efforts to meet the targets set in Major Concern 1. While there are a number of pleasing achievements, we understand that fostering a healthy school is a

long-term effort. After thorough evaluation, we recommend the following to the school for their consideration:

- In response to the recommendation of the Consultants that the Healthy School Committee could take a step further by including stakeholders from different parties, we suggest we invite Dr. Kendrick Tang, an old boy as a member of the committee. He could be our medical consultant. We should also take other advice given by them seriously, including amending the healthy eating policy and green school policy and adding other new policies like the alcohol and medicine management policy.
- We should do something to improve and upgrade the condition of our health facilities. First, as it happened that some first-aid appliances inside the first-aid box were expired, we should make sure we will check our health facilities regularly in the future. Second, we should improve the condition of the sick room. But we should first find out students' opinions first before we do the work. It seems that installing equipment for better communication such as an intercom or a bell in the sick room is essential. Third, we may set up a Healthy Corner at the library with reading materials so that teachers and students could look up relevant information in it.
- According to the result of the Stakeholder Survey, although less than 20% of the teachers reflected that the school should put more emphasis on discipline and guidance work, only 55% of the students agreed that teachers were able to help them solve the problems they encountered in their lives, such as their physical, mental development and academic performance. Both figures point to the fact that we need to raise teachers' concern on disciplinary and guidance issues and motivate them to put more time and energy on student care. In administration aspect, we may explore different possibilities to improve the situation. We may consider how to explain the procedures for handling students with discipline and counselling problems to all teachers and students more clearly. We may also explore how to allow teachers to get more exposure to MCE and Integrated Education.
- How to improve students' ability in stress management is another concern. The result of APASO-Health & Well- Being showed that test anxiety among students, especially the S.2 and S.6 students, was high. About 60% of the junior form students worried about their results in examinations. About 60% in both junior and senior forms thought that examination phobia caused them to do worse than their counterparts under similar conditions. With "Dynamic School" being a theme for Year 2013-2014 Board Decoration Competition, the PE department will prepare a proposal on "sports participation" in the program plan. So we suggest that we should take this chance to encourage students to participate in various sports activities to release stress. We may also organize more talks and workshops to teach students how to relieve examination pressure.
- The result of "The Health Promoting School Program" questionnaires showed that less than 30% of the students agreed that we had a green school environment. Therefore,

besides the “Clean School Campaign”, we can consider procuring a green school environment for all.

- This year we worked jointly with NGOs and the Health Department to promote healthy lifestyle and the education programmes were quite successful. While welcoming their support, we may also approach a new organization, namely the Family Planning Association, to help us. We should continue to seek the support of parents and PTA and their advice on promoting healthy school and healthy lifestyle.
- Students have become more aware of maintaining a tidy and clean school environment. But unfortunately their good performance did not last long once the “Clean School Campaign” was completed. The Healthy School Committee suggests that the “Clean School Campaign” should be extended to twice a year in 2013-2014.
- Although the form teachers and subject teachers should have known the referral system clearly, only a few of them actually made use of the system this year. We should keep on promoting the use of referral system to all teachers.
- As foresaid, we are glad that we have been able to implement many successful measures and strategies to promote healthy lifestyles this year. We recommend that all of these good practices should be carried on in the coming year.



left and middle: Internal Talent Quest Final (30 Mar 2013) and right: Student Festival (19-26 Apr 2013)

Priority Task 2: Further exploring and implementing strategies to cater for learner adversity

Achievements

1. Further developing and improving student support and enhancement programs

1.1 Tailor-made materials can offer a variety of flexible options through which students can demonstrate their competence. This year all subject departments developed and implemented their own remedial support such as graded tasks, graded question data bank etc, for the “less able learners”, “average learners” and “more able learners” in at least one level. Assignments have also been modified to match with students’ capabilities. For instance, the English Language Department designed varied learning materials so that some assisted the less able students to learn effectively by drawing their attention to their weaknesses while the others stimulated the more able students to extend their learning. Students were seen to be more motivated to complete their assignments and their performance was of a higher standard. Learning materials thus prepared were shared among panel members and were kept in the subject department folders. These tailored and graded materials were also duly monitored and inspected by panel heads. In the Shareholders’ Survey commissioned to find out how teachers felt about their teaching, 76.6% of the teachers agreed that they had arranged strategically different learning modes and opportunities for different students in view of the students’ abilities, interests and needs. 64.2% of the students agreed that they were confident in learning and 63.8% of the students knew how to set learning goals for themselves.

1.2 All subject departments worked out at least one self-directed programme to cater for learning diversity, which included supplementary lessons, enhancement programs, lunch/Saturday tutorials and holiday lessons, to consolidate students’ knowledge and further stretch their potentials. These programmes also offered the students a smoother transition from junior secondary to senior secondary and get them better prepared for public examinations.

Of all the subjects offered,

- 43.47% of the subjects provided supplementary classes for weaker students ranging from S.1-S.6 to reinforce their learning;
- 34.78% of the subjects provided enhancement programme for S.1-S.6 elite students to stimulate them to further develop their potential;
- In addition to normal classes, Chinese, English, Mathematics and Liberal Studies offered summer classes to students who failed in the final examinations to strengthen their knowledge, train them how to answer questions and motivate them to learn;
- 26.08% of the subjects adopted teaching strategies like group discussion or class

presentation to encourage the less active students to take a more active participation in class;

- 30.43% of the subjects catered for learner diversity by encouraging the more able students to help their peers in learning activities like study trips and cooperative learning.

From the students' perspective,

- 53.10% of the students agreed that teachers often arranged peer learning activities such as group discussion and oral presentation in lessons.
- 51.60% of the students agreed that teachers often gave them encouragement in lessons.
- 64% of the students took the initiative to learn.

Comparing the Half-yearly Examination results of all subjects between 2011-2012 and 2012-2013, there was a decrease in standard deviation in most subjects. However, the decrease in each subject was small, and statistically it was not significant enough to draw the conclusion that the weak students had made progress.

We have made a lot of effort to further develop and improve the student support and enhancement programs this year and there has been some progress. The findings show that we should introduce more variety of and variations in assignments and teaching approaches to cater for learner diversity and meet the needs of different ability groups.

2. Improving teachers' pedagogical strategies for handling learner diversity through professional training

2.1 On SDD1, the school arranged workshop on Questioning Techniques. After the workshop, all subject departments were asked to analyse at least one question with the Bloom's taxonomy to assess the levels of abilities involved and their reports were saved in the "Share" folder for later use in professional staff development. 70.30% of the teachers agreed that the school had developed an ambience of professional interflow. Departments such as Liberal Studies, Physics, Mathematics, etc. even developed questions that could inspire able students to embrace cognitive thought at a higher level. On SDD2, the panel heads of Chinese, English and Mathematics departments took the chance to share their successful experience they gained in handling learner diversity in their practice in the previous year. Teachers gave very positive feedback on both Staff Development Days. The talk and sharing also inspired teachers to adopt different teaching approaches to enhance interaction with students and improve the effectiveness of their learning. Other than the workshops provided by the School, as found in the CPD record, each department had at least one teacher having attended EDB seminars on enhancing teaching strategy or having been recruited as an HKDSE marker. Through undertaking rigorous training, teachers were more familiarized with the marking schemes and requirements of the new public examinations. Our school has

long been adopting small class teaching in the core subjects at all levels, which enable students of different abilities to excel through more intensive care and class participation. Students were proved to be benefiting from small class teaching; for example, students studying Chinese in small class performed exceedingly well and were more engaged during lessons.

2.2 In line with the above trainings, the culture of collaborative teaching also flourished. Teachers designed lesson plans and prepared teaching materials together. Other than those subjects with a single teacher, 80% of the subjects implemented collaborative lesson planning. We even fixed collaborative lesson planning periods in the school timetable for English teachers. Through collaboration, teachers could learn from one another how to handle learner diversity and predict students' learning difficulties.

3. Enhancing students' learning efficiency and effectiveness through good teaching practices

3.1 All subject teachers conducted professional exchange to identify and ascertain students' strengths and weaknesses through subject form meetings, panel meetings, professional sharing, etc. Subject departments carried out pre-examination meetings to ensure that the examination papers had been moderated and scrutinized and particular attention was paid to maintaining the consistency of standards and presentation methods as well as the involvement of different skills in the papers. Through marking representative samples, subjects like Integrated Science, Physics, Chemistry, etc. found out students' strengths and weaknesses and adjusted their classroom teaching for them.

3.2 Judging from the two homework and assessment inspections, our teachers could generally provide constructive feedback and concrete suggestions for students in their assignments, test papers and exam papers to enhance learning outcomes. Integrated Humanities teachers could even adjust their assignment expectations for different groups of students, giving some more guidelines to the less able students while requiring the more able students to grapple with the more difficult questions or assignments. Specially designed challenging and thought-provoking questions were also included in the assignments of some subjects such as Business, Accounting and Financial Studies.

- 95.3% of the teachers agreed that they asked students questions of different levels in lessons.
- 93.7% of the teachers agreed that they adjusted the teaching contents and strategies according to students' learning progress in lessons.
- 56.8% of the students agreed that teachers often provided them with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.

- In classroom observation, scaffolding approach was used in most subjects. Teachers used prompting and guidance tailored to the specific needs of individual students. Departments such as Chinese Language, Physics, etc. paid particular attention to teacher's questioning techniques during lesson followed by post-lesson observation discussion with all panel members.

3.3 Subject departments such as English Languages, Liberal Studies, etc. tried out new pedagogical strategies such as discussion, group presentation, concept map, etc. to assist students to think logically and creatively.

3.4 Though it has been a very common practice for teachers to use the share folders and all departments shared good teaching practices, more efforts are needed to promote sharing across departments. We can perceive that some good practices in teaching techniques and teaching approaches are applicable to multiple subjects.

Reflections and Follow ups

Catering for learner diversity has been expanded to all subjects and different departments have shown different degree of progress in achieving the targets of Major Concern 2. After thorough evaluation, we recommend the following for the school to consider:

- We should employ more graded tasks. We should use them in more subjects, let them cover more topics and provide more levels within the same topic to attain the more desirable learning outcomes.
- Questioning and group discussions were commonly employed during classroom teaching and 53.9% of the students agreed that teachers asked thought-provoking questions. However, there is room for improvement. In particular, the use of open-ended questions to provoke students' multi-perspective thinking should be enhanced.
- More attention and resources should be given to teachers so as to enable them to be more precise in diagnosing students' strengths and weaknesses in learning and adjust teaching content and methods thereafter.
- Despite only 7.4% of the students disagreed that they often reviewed their learning based on their test/exam results and teachers' comments on their performance in assignments and in class, feedbacks play a vital role in improving learning outcomes. Therefore teachers should be more sensitive towards students' learning difficulties and should provide concrete and specific feedback for students.
- Teachers should promote students' self-directed learning by encouraging them to undertake pre-lesson preparation. Practices like reading assigned materials and collecting information via Internet can facilitate their learning in the classroom and develop their independent learning attitudes and abilities.
- Though some subjects have experienced adopting collaborative learning in their

teaching for some time, there remains a lot for teachers to do in order to enhance the effectiveness of peer support and collaborative learning.

- In face of the challenges of learner diversity, sharing of good practices among departments can help teachers adjust their own teaching strategies in a timely manner and save their time and effort at the same time. More work in this aspect need to be done.
- The scope of comparing academic results can be expanded so as to give us a more accurate perspective and minimize statistical errors. We may move forward in the following ways:
 - From between years to between school terms in the same academic year and different years; and
 - From internal examinations to external examinations such as HKDSE, TSA, etc; and
 - Subject value-added report.



left to right: Student Festival (19-26 Apr 2013)

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

Achievements

1. Curriculum

1.1 Reviewing / refining the curriculum plan

In general, there were no big changes in school curriculum. Slight adjustments were made in lesson allocation like Self-Reading and Aesthetic Education. The majority of the subject panels completed reviewing the contents of their curriculum and subsequently revised their implementation plans for both junior and senior levels. The rest were in good progress and the review would soon be finalized. The school based assessment in different subjects was implemented smoothly. No appeal case of SBA marks was recorded. Timetables were adjusted and made to suit different combination of electives for students. Special music training provided by ATEC for the students taking music as an extra subject was arranged as before. French lessons were also arranged for a few students who took French as a Foreign Language in DSE. Special arrangement in class timetables were made to match all these arrangements. There was no student taking Applied Learning course in this academic year.

1.2 Enhancing bridging between junior and senior forms

The corresponding bridging arrangement for core and elective subjects were reviewed and implemented. Committees were set up to enhance coherence and for the smooth transition of students learning in the related subjects in the same KLA:

- (a) A joint-departmental working group across Integrated Science, Physics, Chemistry and Biology was formed. Panel heads of Physics, Chemistry and Biology sat in the panel meetings of Integrated Science and gave suggestions on
 - Design of curriculum and learning materials: New experiments (designed by teachers and not taken from textbooks) were introduced. The teaching content was also modified.
 - New modes of assessment: practical examinations were introduced in S.2 in this academic year.
- (b) The Integrated Humanities (IH) Department cooperated with other departments such as Geography and Economics in modifying its learning materials. The department also introduced “Life and Society” this year which included topics like “Family Life”, “One World One Family” and “Rights and Responsibilities of Hong Kong Citizens” to prepare students for taking Liberal Studies in the future. Elements in economics and geography were also strengthened.
- (c) The subject departments of Chinese, Chinese History and Putonghua also collaboratively updated the teaching contents (junior levels) of Chinese History

and Putonghua to support learning Chinese Language in the senior level.

Besides adjusting teaching content and learning materials, students in S.1-S.3 picked up basic projects and presentation skills through participation in project works. Workshops and trainings for interviewing skills and IT application in presentation were also arranged. These skills would enhance the smooth transition of learning in the related subjects from the junior levels to senior levels.

1.3 Reviewing the current OLE arrangement

Service learning was included as a part of ECA for the first time. Students were required to plan their service projects seriously and apply the rationale of service learning in their proposals. Opinions from stakeholders were collected for the evaluation of the projects. Students also submitted their own evaluation reports to the ECA Committee. To facilitate the development of service learning programme, a talk to S.4 students was conducted in July by a service learning expert. AE courses were also successfully rearranged and implemented. AE arrangement was about the same as the previous year. S.4 students were allowed to choose one from the four different aesthetic modules according to their interest. They took a year-long course for the selected module. S.5 aesthetic development programme included Chinese culture appreciation, musical arts and photography. An exhibition was arranged in the Visual Arts Centre to display the learning outcomes of our students in the AE development program.

2. Administration

2.1-2.2 Reviewing the structure of the Curriculum Development Committee / Reviewing the arrangement of classes and electives

Two subcommittees were formed under the Curriculum Development Committee:

- (a) The "Class Structure and Streaming Committee" decided on the following
 - There would be 5 learning groups (instead of 6) for S.4 in the next academic year.
 - There would be no big change in arrangement on electives (and number of classes) offered. The streaming of elective classes would be fine-tuned.
 - "Set class system" would not be implemented for the time being.
- (b) The "Add-drop Subjects Committee" decided on the formal procedures and policies for students to add / drop electives.

No specific (sub) committee was established for SBA matters. The implementation of SBA was conducted by individual subject departments smoothly. The CD Committee also agreed to continue using the existing Appeal (Remarking) Procedure for SBA.

3. Resources

3.1 Reviewing (internal) manpower for supporting Curriculum Development Committee work

The AE programme was smoothly run by teachers and instructors financed by QE Fund. By the end of this year, the QE fund project for AE courses was completed successfully. The committee was exploring the possibility of acquiring other financial subsidies for AE program. A great variety of activities about MCE was organized for students this year. Experts from different sectors of the society were invited to conduct workshops and talks for the students. MCE and self-reading lessons were arranged in period 8 and 9 on Monday and Friday. These arrangements allowed flexibility for teachers to organize MCE talks and workshops.

3.2 Better utilization of rooms and school facilities

The AV Room was renovated with a new projector and a smart board system. New furniture would also be installed in the coming summer. In addition, a lecture room would be renovated in the coming summer and would be ready for use in the next academic year.

3.3 Establishment of IMC

The Constitution of our school's IMC has been approved by the EDB. The school has conducted an inventory taking and also recorded the assets of different categories into the inventory taking system. The IMC committee was established at the end of the academic year. School managers were registered. Differentiation of the present school funds and assets was under process and would be completed by the end of the academic year. The relevant audit / accounting systems regarding the changeover to IMC was under progress and the school would need more time for its full settlement and implementation.

Reflections and Follow ups

Despite no big changes in the Senior Secondary Academic System, there is always room for improvement. We recommend the following to the school for their consideration:

- In response to the fine-tuning of the HKDSE curriculum (including SBA) announced by the HKEAA, the implementation plans for different subjects would need to be reviewed once again next year.
- Due to the slight adjustment in lesson time made for the Senior Secondary curriculum, the timetable would need to be reviewed in the coming year.
- S.4 would be reduced to five classes. The allocation of classes and timetable should then be revised accordingly.

- The bridging arrangements between junior level and senior level in different KLAs went smoothly this year. This arrangement would be subject to review in the future.
- The collaboration among related subjects in the same KLA has been successful. This collaboration should be extended to the subjects of other KLAs, such as the collaborative works among Chinese, Chinese History, Putonghua, MCE and LS.
- The service learning programme was still under preparation this year. The overall school plan for service learning projects would be reviewed next year with the support of experts from related academic organization.
- As the EDB has made changes in its requirements on OLE, the school OLE plan would also need to be refined in the next academic year. The AE budget would also be duly adjusted.
- In order to widen students' exposure to different aesthetic aspects, there would be more flexibility in aesthetic arrangement next year. The S.4 AE year course would be trimmed to a term course. Students would be allowed to choose two different modules in 1st and 2nd terms respectively.
- The Curriculum Development Committee would continue to review and develop plans to satisfy various subjects with rooms or facilities for teaching.
- In response to the continuous changes in the school funds and assets, the differentiation processes would keep on going in the next academic year.



Left: Talk on Positive Psychology (22 Apr 2013), middle and right: PTA Annual Dinner (4 May 2013)

FINANCIAL SUMMARY

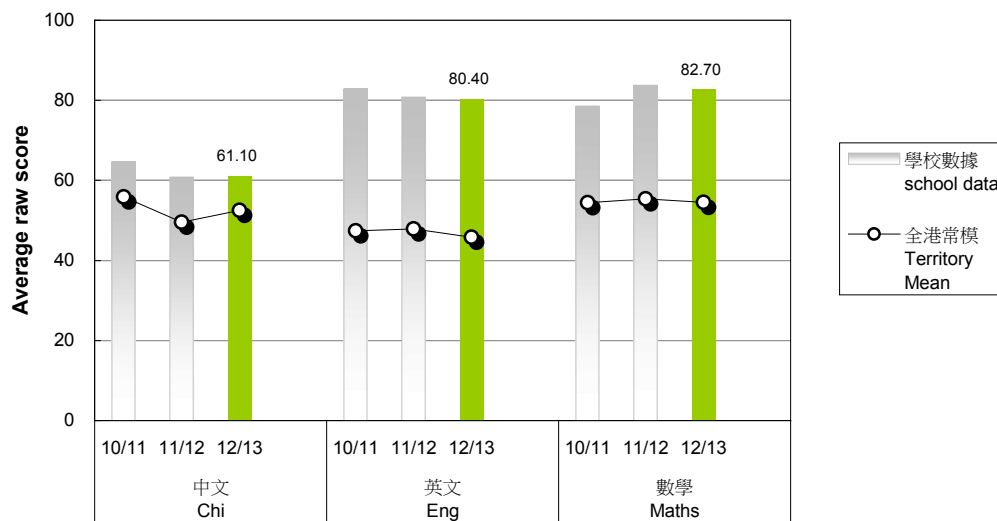
	Income (\$)	Expenditure (\$)
I. Government Funds		
(1) OEGB Grant		
(a) General Domain		
(1) Admin. Grant	3,816,114.00	3,250,680.00
(2) School & Class Grant	750,004.00	1,273,161.26
(3) Noise Abatement Measures	512,589.00	408,852.00
(4) Consolidated Subjects Grants	136,174.58	76,450.20
(5) Other Grants	574,786.00	436,426.30
<i>Sub-total</i>	5,789,667.58	5,445,569.76
(b) Special Domain		
(1) Capacity Enhancement Grant	516,616.00	388,907.00
(2) Guidance Program	7,639.00	7,548.60
<i>Sub-total</i>	524,255.00	396,455.60
(2) Grants outside OEGB		
(1) Non-recurrent (including Rent & Rates, IT facilities, Electronic Learning Credits)	1,497,076.75	1,710,437.60
<i>Sub-total</i>	1,497,076.75	1,710,437.60
(3) Composite Furniture and Equipment Grant	492,450.00	544,471.70
<i>Sub-total</i>	492,450.00	544,471.70
II. School Funds (General Funds)		
(1) Subscription/Tong fai	362,882.60	118,636.90
(2) Donations	31,600.00	31,600.00
(3) Fund-raising	0.00	0.00
(4) Collection of fees for specific purposes (including electric charges for air-conditioning)	264,400.00	211,804.50
(5) Others	119,022.46	0.00
<i>Sub-total</i>	770,696.46	362,041.40
Total surplus/(deficit) for the 2012/2013 school year	615,169.73	

Capacity Enhancement Grant (2012/13)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			285,392.78
Grant received	516,616.00		
Salaries for : IT technician		239,526.00	
: Library assistant		141,561.00	
: Part-time assistant		0.00	
Coaching fee: English debate		3,300.00	
Allowance : S.5 oral training		3,520.00	
Allowance : Chinese curriculum planning		1,000.00	
	516,616.00	388,907.00	
Balance c/f			413,101.78
Enhanced Senior Curriculum Support Grant (2012/13)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			752,747.35
Grant received	713,520.00		
Salaries for : 1 Mathematics teacher		301,197.50	
1 English teacher		233,684.15	
1 Chinese teacher		285,308.40	
	713,520.00	871,814.30	
Balance c/f			594,453.05
Fractional Post Cash Grant (2012/13)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			0.00
Grant received	247,627.50		
Salaries for : 1 R.S. teacher		217,717.50	
	247,627.50	217,717.50	
Balance c/f			29,910.00

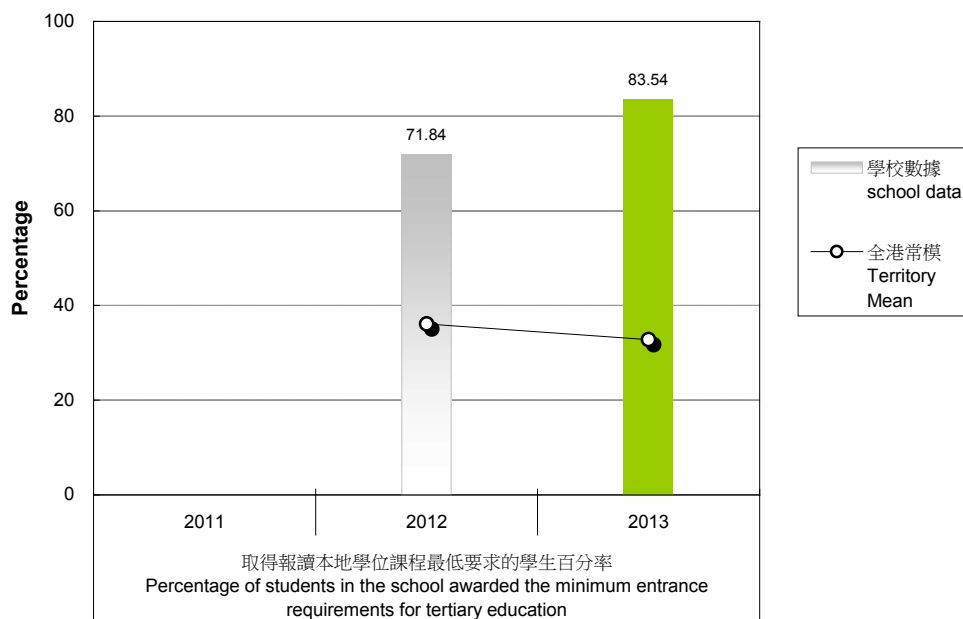
PERFORMANCE OF STUDENTS

HKAT

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



HKDSE



Achievements and Awards

Nature	Name of Competition / Organization	Award Details		
		2010/11	2011/12	2012/2013
Speech Festivals	Hong Kong Schools Speech Festival – English Section	Champion: 10 1 st runner-up: 5 2 nd runner-up: 22	Champion: 15 1 st runner-up: 10 2 nd runner-up: 17	Champion: 3 1 st runner-up: 5 2 nd runner-up: 9
	Hong Kong Schools Speech Festival – Chinese Section	Champion: 2 1 st runner-up: 7 2 nd runner-up: 8	Champion: 7 1 st runner-up: 9 2 nd runner-up: 4	Champion: 6 1 st runner-up: 8 2 nd runner-up: 12
	普藝盃全港朗誦才藝大賽	1 st runners-up: 1	1 st runner-up: 2 2 nd runner-up: 5	-
	Hong Kong Schools Speech Festival – French Section	Champion: 1	-	-
	全港朗誦才藝大賽	1 st runner-up: 1 2 nd runner-up: 1	-	-
Debating	Sing Tao Inter-School Debating Competition – English Section	Best Debater, Best Interrogative Speaker (Quarter Final) Most Improved School Award	-	Best Debater, Best Interrogative Speaker (1 st preliminary)
	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	-
	HKSDC Debating Competition	Junior Overall: 4 th	Senior Overall: 3 rd 3 rd Best Speaker: 1	-
	Hong Kong Bar Association Debating Competition – English Section	Best Debater (Quarter Final)	-	-
	Hong Kong Bar Association Debating Competition – Chinese Section	3 rd	-	-
	HKJSEA English Debating Tournament	-	Second Runner-up	-
	基本法多面體全港校際辯論比賽	-	Overall: 2 nd runner-up Best Debater: 1	Overall Champion (HK Island) Best Debater
	Hong Kong Inter-City School Real Time Debate on Net	Outstanding Performance (Second Round)	-	Best Debater
	校際辯論精英邀請賽	-	Overall: 1 st runner-up Best Debater: 2	-
	六角賽	-	-	Champion
	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: 6 1 st runner-up: 3 2 nd runner-up: 2	Champion: 1 1 st runner-up: 1 2 nd runner-up: 1	Champion: 3 1 st runner-up: 6 2 nd runner-up: 2
	全港中學校際歌唱大賽	4 th	-	-

Nature	Name of Competition / Organization	Award Details		
		2010/11	2011/12	2012/2013
Sports	Football (Division I) (HKSSF)	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	A Grade: 6 th B Grade: 5 th C Grade: 3 rd Overall: 4 th
	Basketball (Division I) (HKSSF)	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	A Grade: 7 th B Grade: 5 th C Grade: 6 th Overall: 9 th
	Swimming (Division I) (HKSSF)	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	A Grade: 2 nd B Grade: 2 nd C Grade: 3 rd Overall: 2 nd
	Water Polo (HKSSF)	Overall: 1 st (11 th consecutive championship)	Overall: 1 st (12 th consecutive championship)	Overall: 2 nd
	Badminton (Division I) (HKSSF)	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	A Grade: 6 th B Grade: 7 th C Grade: 5 th Overall: 8 th
	Tennis (Division II) (HKSSF)	Overall: 2 nd	Overall: 7 th	Overall: 8 th
	Cross Country (Division I/II) (HKSSF)	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	A Grade: 15 th B Grade: 6 th C Grade: 6 th Overall: 7 th
	Volleyball (Division II) (HKSSF)	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	A Grade: 7 th B Grade: 6 th C Grade: 2 rd Overall: 7 th
	Table-tennis (Division II/I) (HKSSF)	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	A Grade: 6 th B Grade: 6 th C Grade: 7 th Overall: 8 th
	Athletics (Division I/II) (HKSSF)	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	A Grade: 13 th B Grade: 12 th C Grade: 3 rd Overall: 6 th
	Life-saving (HKSSF)	A Grade: 2 nd B Grade: 2 nd Overall: 2 nd	A Grade: 2 nd B Grade: 2 nd Overall: 2 nd	A Grade: 3 rd B Grade: 2 nd Overall: 2 nd
	Handball (Division II) (HKSSF)	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	A Grade: 5 th B Grade: 7 th C Grade: 2 nd Overall: 4 th
	Squash (HKSSF)	Overall: 13 th	Overall: 13 th	-
	Rugby (Division II) (HKSSF)	A Grade: 4 th B Grade: 5 th C Grade: 10 th	B Grade: 10 th C Grade: 1 st	A Grade: 10 th B Grade: 10 th
	Bahinia Bowl (HKSSF)	4 th	4 th	5 th
	Schools Individual Fencing Tournament	Champion	-	Champion

Nature	Name of Competition / Organization	Award Details		
		2010/11	2011/12	2012/2013
Sports	All Hong Kong Inter-Secondary Gymnastic Competition	-	-	1 st runner up (Vault and Horizontal Bar)
	Aberdeen Rugby Festival	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	-
	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	-	-
	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	1 st Class Honour: 2 2 nd Class Honour 1 3 rd Class Honour 1
	Mathematics Creative Problem Solving Competition	Team Result: Gold Award	Gold Award: 4	Gold Award: 4
	HK Mathematical High Achievers Selection Contest	1 st Class Honour: 1 2 nd Class Honour 2 Overall: 13 th	Merit: 5	1 st Class Honour: 1 2 nd Class Honour 3 3 rd Class Honour 1
	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	-	Top 5 in Hong Kong Island (Heat) 1 st Class Honour: 2 2 nd Class Honour 1 3 rd Class Honour 1
	第十五屆 香港青少年教學精英選拔賽	-	-	團體賽 首十名
	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		
		2010/11	2011/12	2012/2013
Academic	International Mathematics Olympiad Preliminary Selection Contest (Hong Kong)	Best 15 student in Hong Kong	-	-
	Hung Lung Mathematics Awards	Top 15 School	-	-
	The Secondary Schools – The Hong Kong University of Science and Technology Dual Program (Level 1)	-	Award of Excellence : 6 Award of Completion : 6	Award of Excellence : 1 Award of Completion : 1
	Hong Kong Physics Olympiad	-	2 nd Honour: 1	2 nd Honour: 2 Honour Mention for School
	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	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	Merit (Best 6 team) in Grand Presentation CSR Award
	HKIAAT Accounting and Business Management Case Competition	Best 21 Reports	Best 22 Reports	Outstanding Performance Team
	HKIAAT Examination (Book-keeping and Accounts)	-	Top Student: 1 Distinction: 12	-
Scholarships	Woo Hay Tong Scholarship	6	6	6
	Sir Edward Youde Scholarship	2	2	2
	Rev. Joseph Carra Memorial Education Grants	1	1	1
	Sir Robert Black Trust Fund-Grants for Talented Students in Non-academic Fields	2	-	2
	Fong Shu Chuen Scholarship	-	-	6
	Government Scholarship	3	-	-

Nature	Name of Competition / Organization	Award Details		
		2010/11	2011/12	2012/2013
Services	Volunteer Movement Scheme (Social Welfare Department)	Individual Volunteers Gold Award: 148 Silver Award: 198	Individual Volunteers Gold Award: 105 Silver Award: 85	Individual Volunteers Gold Award: 95 Silver Award: 52
		Group Volunteers Gold Award: 4 Silver Award: 3	Group Volunteers Gold Award: 4 Silver Award: 3	Group Volunteers Gold Award: 4 Silver Award: 3
		Volunteer Organization Gold Award: 1	Volunteer Organization Gold Award: 1	Volunteer Organization Gold Award: 1
Arts	Central and Western District Road Safety Campaign Poster Design Competition	-	Champion	Outstanding Award
	Fire Safety Poster Design Competition (C & W District)	-	-	Champion: 1 3 rd Prize: 1 Merit: 6
	World Heart Day Painting Competition	-	-	Champion: 1 1 st runner-up: 1 2 nd runner-up: 1
	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	-	-
Others	Hong Kong Island Outstanding Students by Central & Western District School Heads	-	1	2
	Hong Kong Outstanding Students Awards by Youth Arch Foundation	-	1	2
	Central and Western District Outstanding Students	1	-	2
	傑出青年協會主辦明日領袖獎	-	-	1
	Japan-East Asia Network of Exchange for Students and Youths Programme (Japanese Government)	-	1	-
	Hong Kong Island Highly Recommended Student by Central & Western District School Heads	-	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	-	-

Nature	Name of Competition / Organization	Award Details		
		2010/11	2011/12	2012/2013
Others	ThinkSeries Leadership Programme	1	-	-
	香港領袖生獎勵計劃	2	-	-
	全港青年學藝比賽	亞軍: 1 優異獎: 2	-	冠軍: 1 優異獎: 1
	全港學生口語溝通大賽	-	-	中學文憑組 小組討論 卓越論手獎
	全國青少年作文比賽	-	-	優異獎: 6
	仲夏夜之夢寫作比賽	-	-	優質學校寫作文化榮譽大獎 優質學校寫作文化獎 傑出文章獎: 3 整體最受歡迎文章: 2 各校最受歡迎文章: 5
	亞洲校際朗誦比賽	-	-	冠軍挑戰盃銀獎 男子組粵語詩詞 獨頌金獎 中一、二組-普通話 散文獨誦金獎
	中國青少年(香港)才藝比賽	-	-	初中組最高榮譽獎 - 車淑梅盃 粵語詩詞公開組冠軍 粵語古典詩詞高中組 季軍 粵語古典詩詞初中組 亞軍
	夫子盃演講比賽	-	-	粵語初中組二等獎 普通話初中組二等獎
	Hong Kong Students' Colloquial Speech Competition	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	-
	粵語正音推廣協會學界粵語正音大賽	冠軍: 6	-	-
	智愛中文平台	-	白金獎: 5 金獎: 2 進步獎: 1	-
	全港中學兩文三語菁英大比拼	-	-	Best English Essay
	Hong Kong Parliamentary Debating Society	-	-	Public Speaking Competition Champion

Nature	Name of Competition / Organization	Award Details		
		2010/11	2011/12	2012/2013
Others	International Herald Tribune Writing Competition	-	-	1 st runner-up
	The World's Scholar's Cup	-	-	Senior Division: Third Place Overall (Individual) Third Place Debate Team Second Place Scholar's Challenge Third Place Collaborative Writing
	Hong Kong International Young Readers Festival – Creative Readers Award	-	-	Gold Award (Group 2) Notable Entry (Category 3: Group 2) Notable Entry (Group 2)
	Daily Readers "Read Out Loud" Competition	-	-	Bronze Award: 1 Merit Award: 1
	Harvard Book Award (Harvard Club of Hong Kong)	-	-	1
	Australian Links Hong Kong Schools English Writing Contest	-	-	Acceptance Award Merit
	Ming Pao English Writing Competition	-	-	Merit
	Centennial College 'Liberal Education' Essay Writing Competition	-	-	Merit
	Hong Kong Young Writers Award	-	Champion	-
	Yale Book Award (Yale Club of Hong Kong)	1	1	
	Zhejiang University Pan-Yangtze River Delta Model United Nations (PYDMUN)	Best Analysis Award: 2	-	-
	Hong Kong Model United Nations Conference	Best Delegation: 2 Best Speaker: 2 Best Position Paper: 1	-	-
	Princeton Club of Hong Kong Book Award	1	-	-
	Book Report Writing Competition	Junior Section: 3 rd	-	-
	English Slogan Competition	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	-	-

Nature	Name of Competition / Organization	Award Details		
		2010/11	2011/12	2012/2013
Others	中西區減罪宣傳創作比賽(中學組)標語創作比賽	中學組 冠軍: 1 中學組 優異獎: 1	-	-
	中學生減罪通識徵文比賽	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	-	-
	ICAC iTeen Reporter Scheme	Best News Photo Award: 5	-	-
	燕京盃全港中小學校際圍棋錦標賽	-	-	中學組團體冠軍
	香港校際圍棋大賽	-	-	亞軍: 3
	香港棋藝大賽中學圍棋	-	團體亞軍	-
青少年機械人世界盃 - 港澳聯賽	-	機械人舞蹈高級組 殿軍	-	



left and middle: ECA Prize Giving Day (30 May 2013) and right: HKDSE Result Released Day (15 Jul 2013)

KEY ISSUES FOR THE ANNUAL SCHOOL PLAN 2013 – 2014

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 and middle: BAFS Study Trip, and right: Chinese Cultural Trip

2nd row, left: Chinese Cultural Trip, middle and right: English Summer Camp