



Saint Joseph's College

Annual Report

2013-2014

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. The Incorporated Management Committee (IMC) was established in 2013-2014.

Composition of the School Management Committee

Category Year	Sponsoring body	Principal	Teacher(s)	Parent(s)	Alumni
11/12	4	1	3	1	1
12/13	4	1	3	1	1

Composition of the Incorporated Management Committee

Category Year	Sponsoring body	Principal	Teacher(s)	Parent(s)	Alumni	Independent
13/14	7	1	1	1	0	0



left to right: Secondary One Orientation Programme (22, 23 and 26 Aug 2013)

OUR STUDENTS

Class Organization

The school enrolment is 1037. 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.

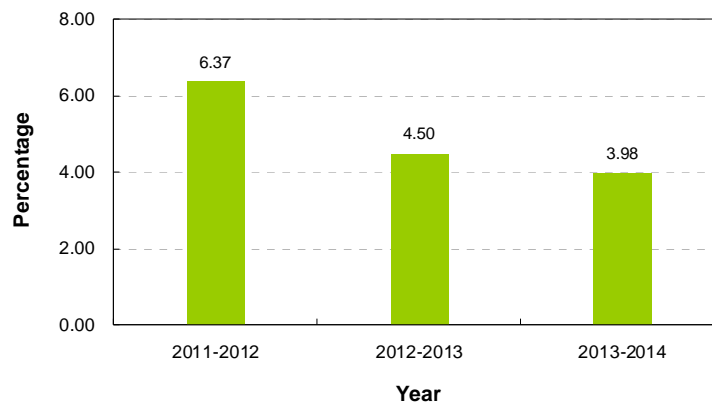
Number of Operating Classes

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

Number of Students

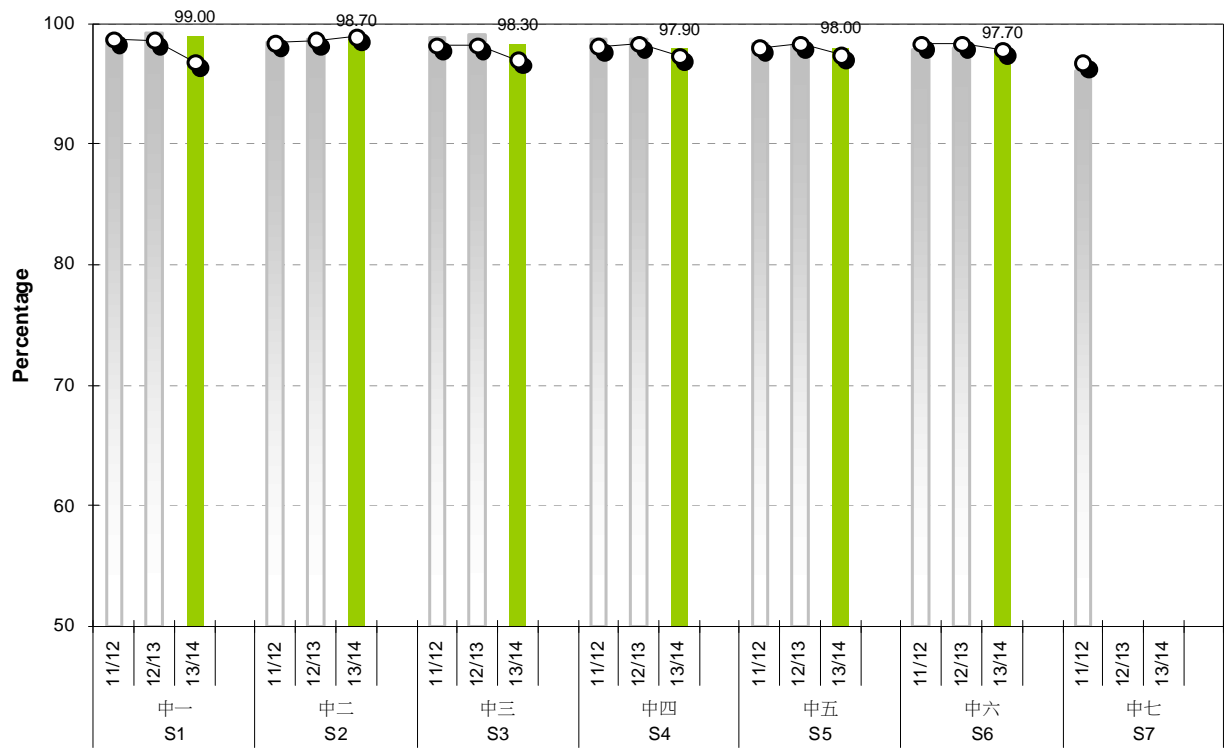
Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	180	180	176	172	170	159	1037

Unfilled Places

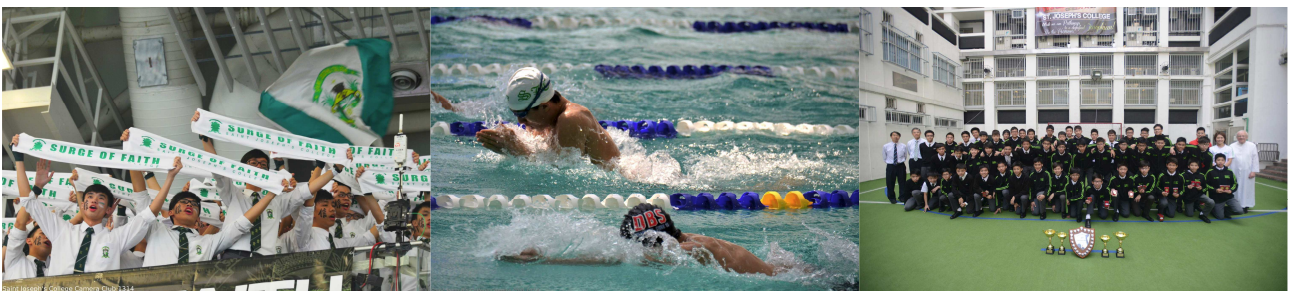


left: IMC Managers (2013-2014), middle: Grand Opening of Lecture Room (29 Sept 2013) and right: PTA AGM (5 Oct 2013)

Students' Attendance



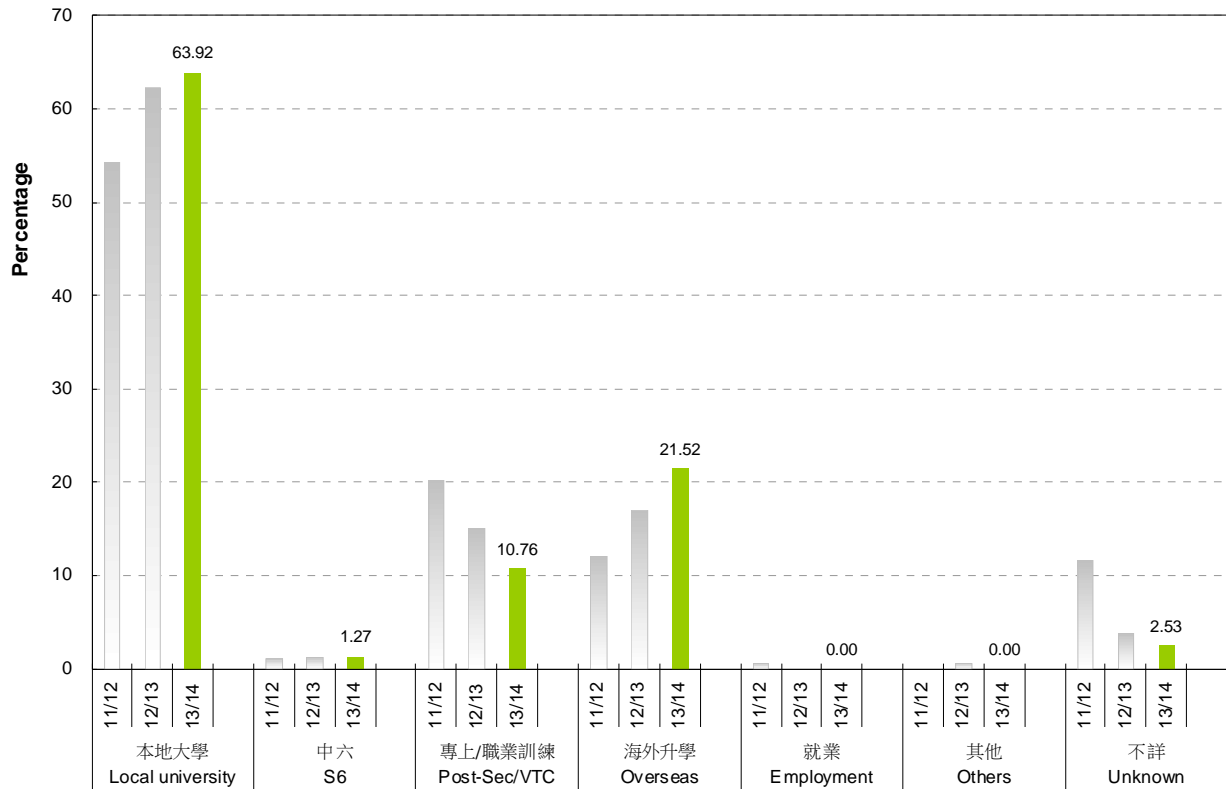
The white dots on the chart represent the territory mean.



left to right: Inter-school Swimming Championship

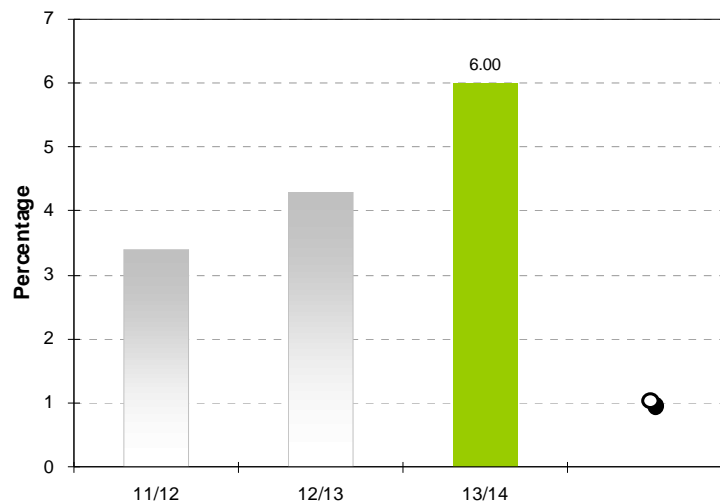
Destination of Exit Students, Including Early Exits

Most of our S.6 graduates pursue further study locally and about twenty 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 school spirit 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 needs for developmental support and is fully cognizant of their attitude, behavioural and intellectual development. A regular form-teacher session 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 for 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 Workshops are 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 to expose them to different career experiences.

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

take French as an extra language and prepare themselves for the GCE AS Level French Examination. A Special Chinese Language programme is organized for French students to enable them to take the GCE, GCSE or IGCSE Chinese and French examinations.

The Integrated Education Team provides students with special educational needs (SEN) with appropriate assistance. A student counsellor, who works closely together with educational psychologists and our school social worker, is employed to take care of these students. Assessments and student interviews are regularly conducted. Special arrangements during examinations, including extension of duration, change of venue and enlargement of fonts. Professionals, such as social workers and speech therapists from non-governmental organizations are invited to provide training for students so as to enhance their social and verbal skills as well as their ability to control their emotions. Student Improvement Awards are given to encourage students with SEN to strive for greater improvements. Besides, some members of our teaching staff have completed the SEN courses jointly organized by tertiary institutions and the EDB. They are well-equipped with the knowledge and skills about integrated education.

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 have 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.

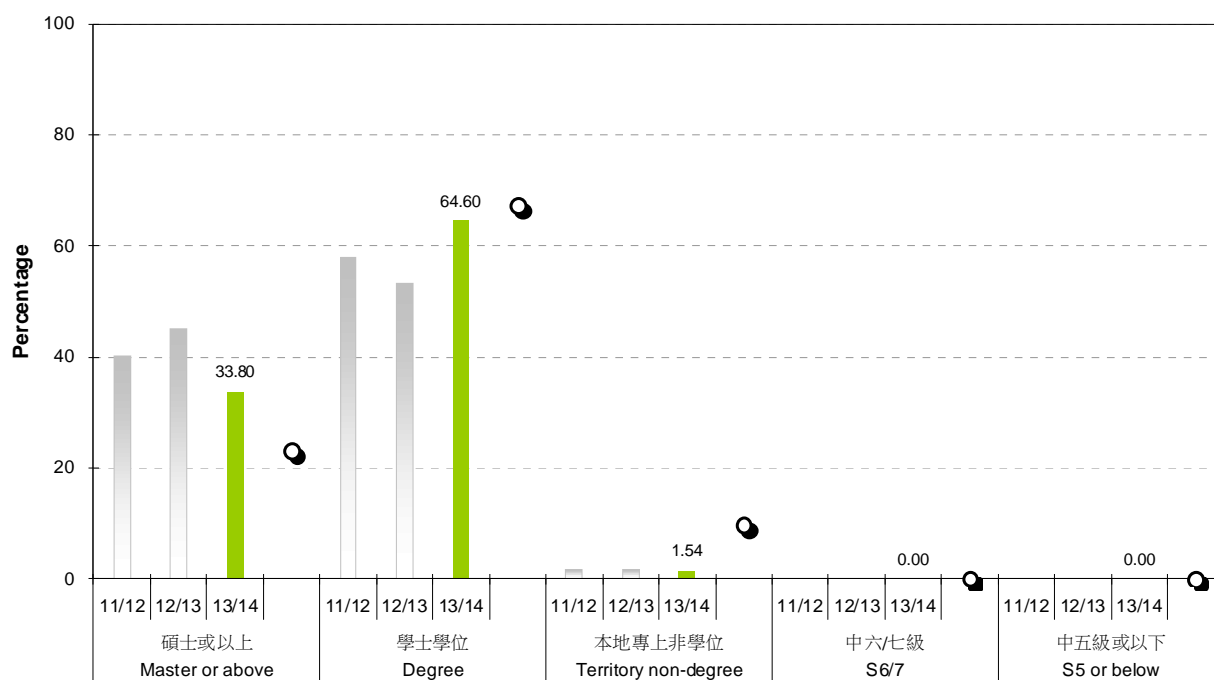
OUR TEACHERS

Qualification

Composition of Teaching Staff in the Past Three Years

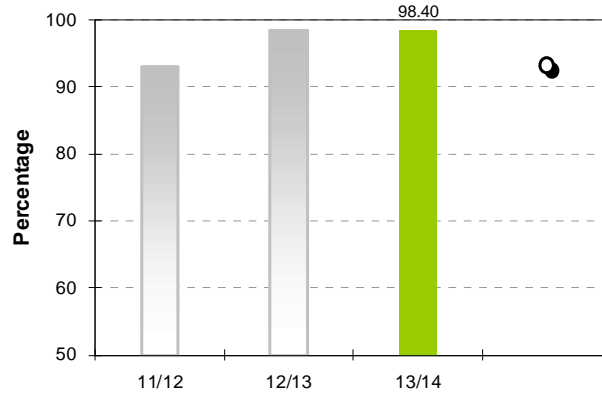
Posts	11/12	12/13	13/14
Principal	1	1	1
Vice-Principals	2	2	2
Careers Mistress	1	1	1
Counselling Mistress	1	1	1
Discipline Master	1	1	1
ECA Master	1	1	1
Classroom Teachers	56	53	55
Music Teachers	2	1	1
Visual Arts Teachers	1	1	1
Librarian	1	1	1
Total	67	63	65

Percentage of Highest Academic Qualifications Attained by Teachers

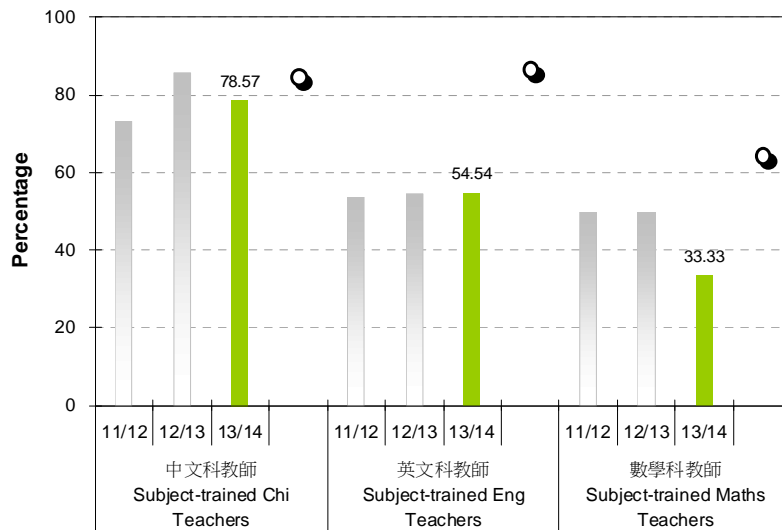


The white dots on the charts represent the territory mean.

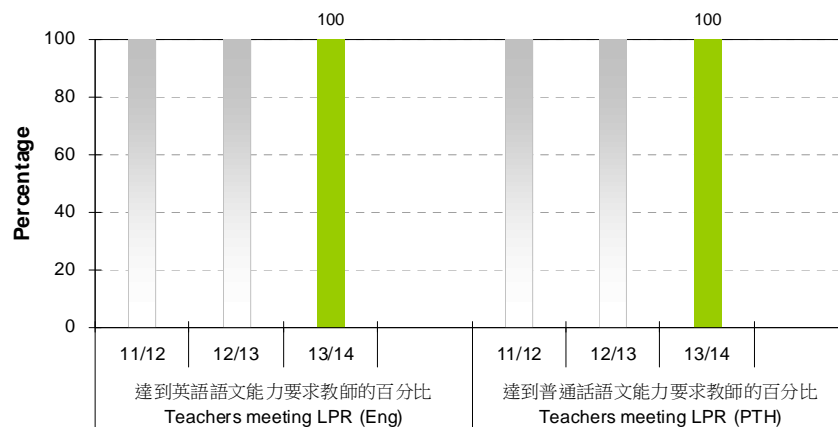
Percentage of Professionally Trained Teachers



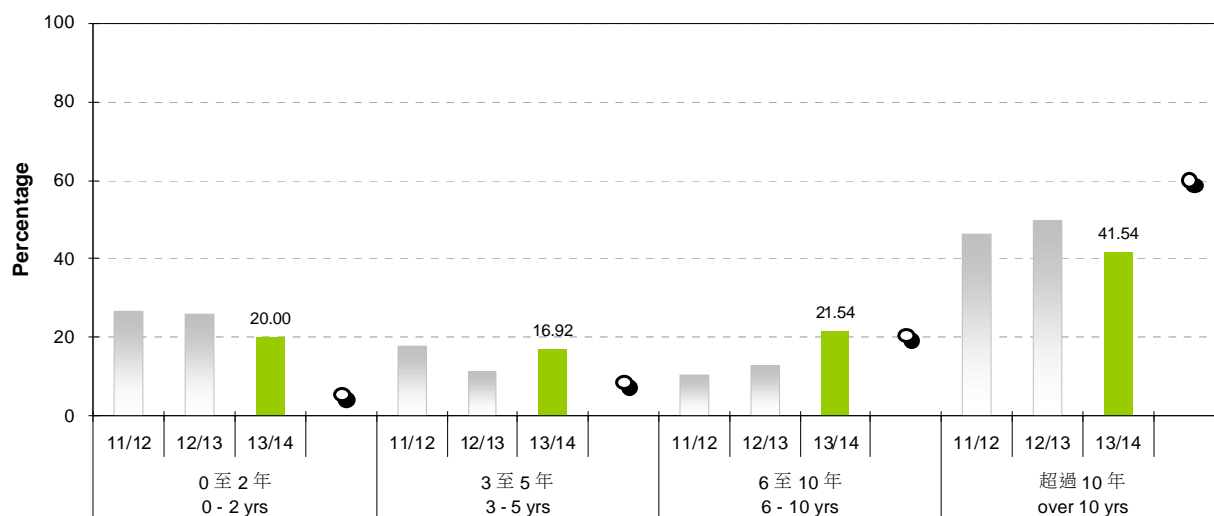
Percentage of Subject-trained Teachers



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 (2013-2014)

Three Staff Development Days were held in 2013-14 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 subject to the non-Chinese speaking students.

Our students generally 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 through cross-discipline, inter-departmental projects which integrate a variety of skills. Students are able to complete projects with minimal teacher guidance and supervision. This independent effort results in a school newspaper and an 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 students' work, as well as to 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 students into bi-literate and tri-lingual individuals, we encourage students to participate in activities like reading schemes for Chinese and English, the Hong Kong Schools Speech Festival, open debating competitions, public speaking competitions, English summer camps in the UK and Putonghua camps in Beijing.

Apart from placing strong emphasis on students' language competency, bi-literacy and tri-lingualism in particular, the school makes every effort to foster 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 ECAs not only enrich students' school life but also provide them with opportunities to acquire various Other Learning Experiences. 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*.)

The needs of students with special educational needs (SEN) are addressed in our school. Teachers are well-informed and fully equipped to teach the students with SEN. They keep track of their academic performance and employ corresponding

teaching strategies. Lessons are tailor-made for students in need.

With proper support, we believe that students with SEN can develop their potential to the fullest.

In order to nurture 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 the English Department have incorporated Moral and Civic Education lessons into the reading programmes in the coming year.

Our students did very well in the 3rd 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 about 20% attained Level 5* and 13% Level 5**. Students' performance in Mathematics was equally fine, with over 85% of students obtaining Level 4 or above, among which over 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.

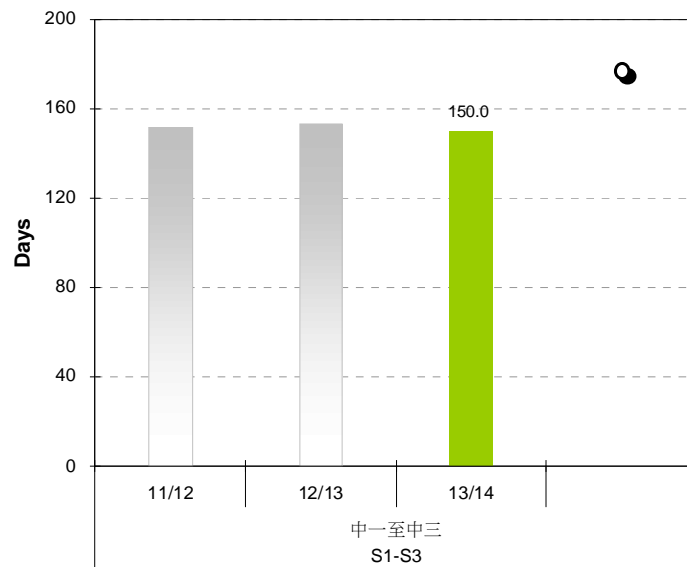
We will continue to provide our students with an excellent learning environment so that they can continue to enjoy the quality education in SJC.



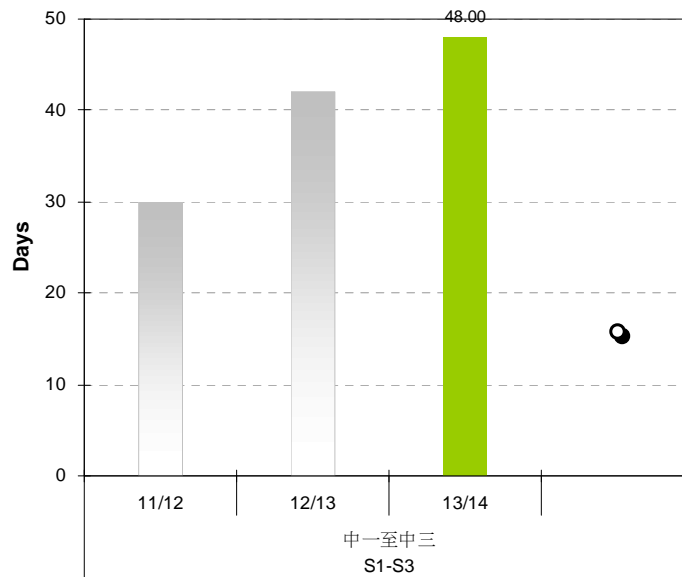
left to right: Green & White Walkathon (9 Nov 2013)

Number of Active School Days (S1-S3)

No. of Days in a School Year with Regular Classes



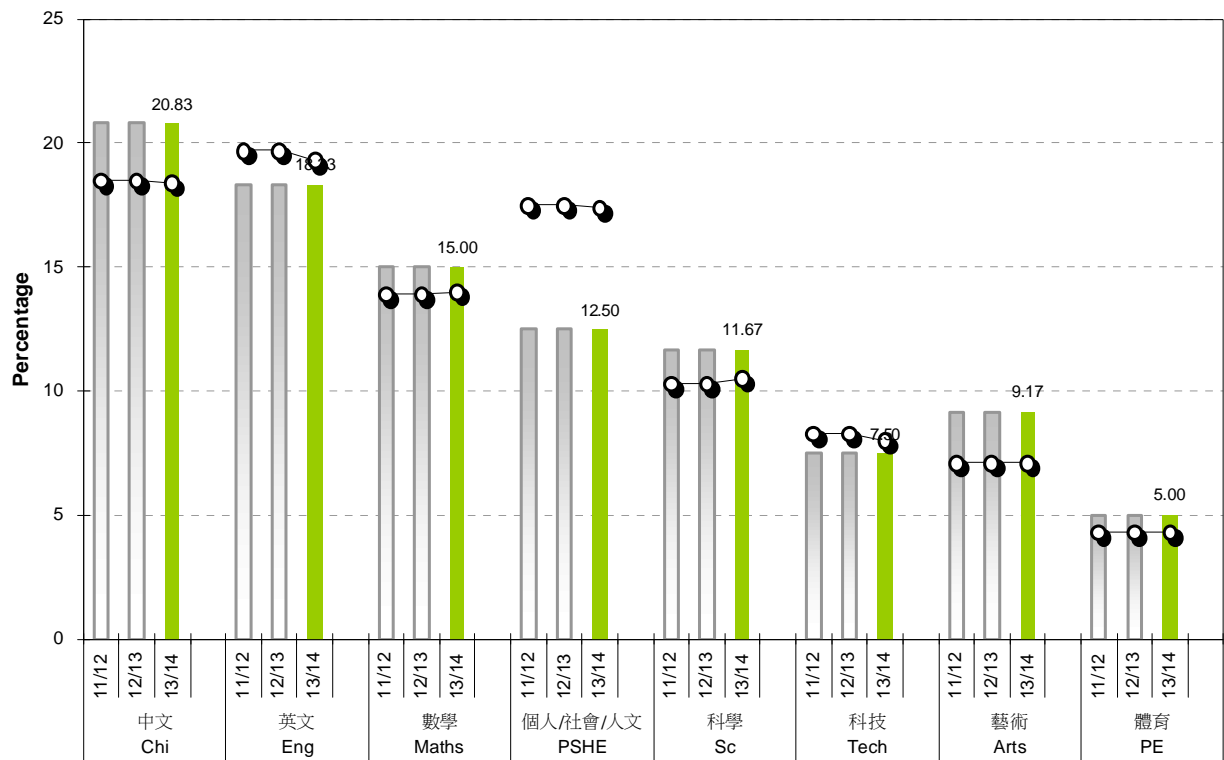
No. of Days in a School Year with Learning Activities



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



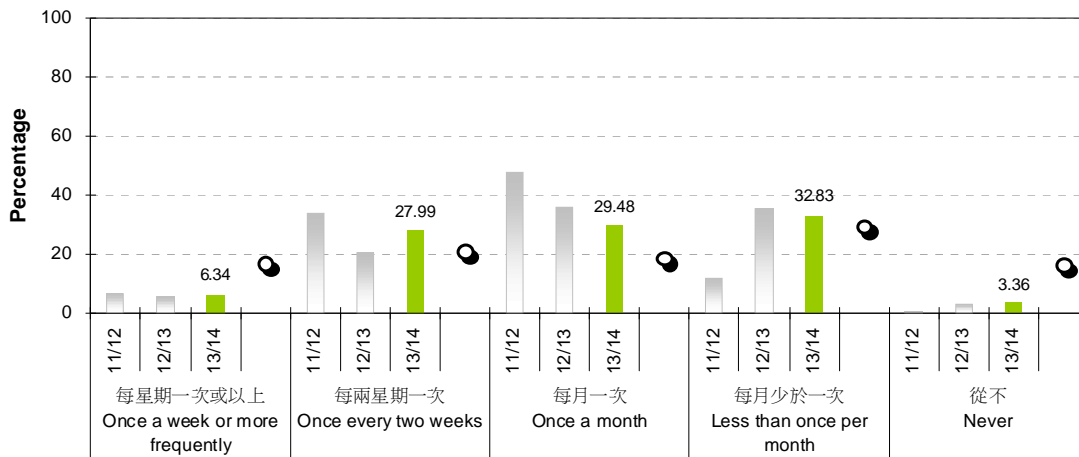
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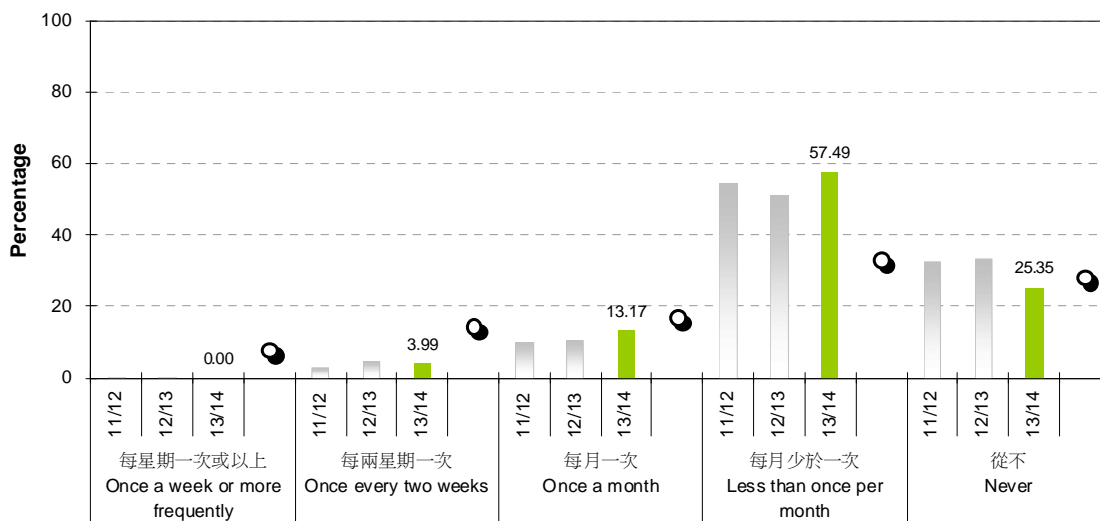
left and middle: Green & White Walkathon (9 Nov 2013) and right: PTA Outing (16 Nov 2013)

Reading Habit

Students' Frequency of Borrowing Reading Materials from the School Library



S1 – S3



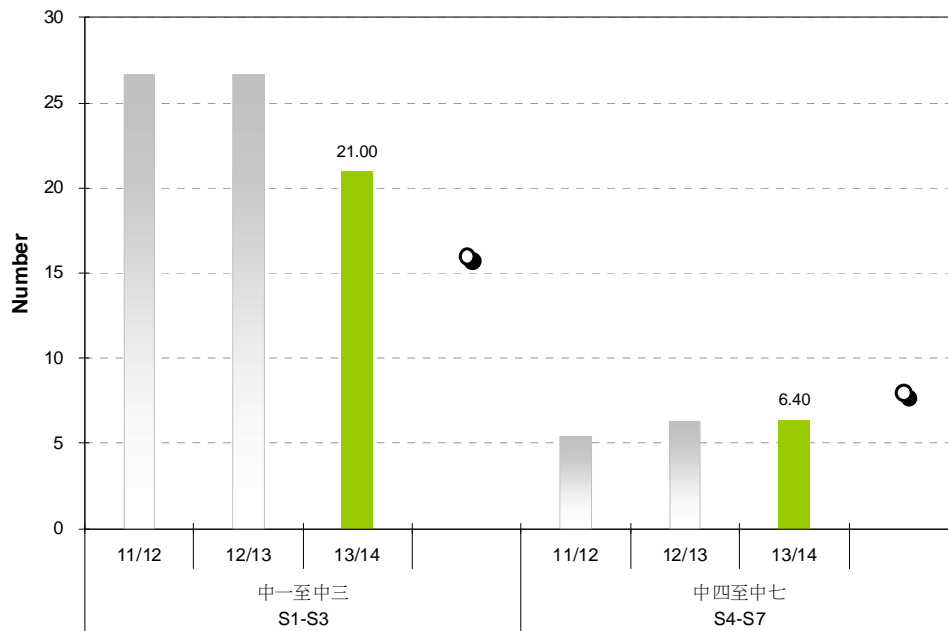
S4 – S7

The white dots on the charts represent the territory mean.



left: PTA Outing (16 Nov 2013), middle and right: New S1 Admission Talk (30 Nov 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: Christmas Mass (23 Dec 2013), middle and right: Green & White Ball (26 Dec 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 The Healthy School Committee has organized three meetings throughout this school year to discuss health related issues and review the overall development in fostering a healthy school. The roles and responsibilities among all functional teams (Counselling Team, Discipline Board, MCE Team, PTA, Careers Team, SEN, OLE and Old Boys) were clearly defined thereby cross-departmental coordination and collaboration became much more effective. To enhance the all-roundedness of the Healthy School Committee, Dr Kendrick Tang (an old boy that acted as the medical consultant last year) joined the Committee this year and contributed notably with his professional view.

1.2 Last year, we sought advice from the health consultants from CUHK to better understand the needs of students and formulate a clear school-based healthy school policy. Thereafter, the school has put in continuous effort to review the related policies. Some of the existing healthy school policies such as Green School Policy, Healthy Eating Policy, etc. were modified while a new policy named Sick Room Policy was established. Dr Tang provided valuable feedback for us throughout the whole policy review.

1.3 The utilization of the referral system for identifying and handling needy students was satisfactory. Six teachers have used the referral system so far.

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

2.1 This year the school continued to stage campaigns as well as upgrade its health facilities by taking the suggestions and advice presented to us during the school campus inspection last year. The toilets and the Old Hall were renovated while the ventilation system was updated. Sufficient first-aid materials were refilled from time to time to meet the basic needs of taking care of the injured or sick students. A new emergency alarm was also installed in the sickroom in the 2nd term. Green plants were placed around the school. Moreover, the school office was renovated during this summer holiday. Given the success of last year's Clean School Campaign, we held the Campaign twice this year. Students were given the opportunity to appreciate the hard work of janitors and strengthen their civic awareness by making them responsible for

cleaning their own classrooms. In S4 and S5, Service Learning was incorporated into their Clean School Campaign. Most students considered the Campaign to be a meaningful learning experience and gave positive feedback to it. 55%, 52% and 55% of S1, S2 and S3 students respectively agreed that the Campaign had raised their awareness of classroom tidiness and hygiene. Besides the Clean School Campaign, the No-AirCon Day was introduced this year to promote the green school environment.

- 2.2 To monitor and ensure the physical and psychological well-being of our students, besides promoting the prevention of critical diseases, we encouraged all S1 and S2 students to participate in the students' health service provided by the Health Department. Ms. Ang King was appointed the teacher-in-charge this year and some parent volunteers made significant contribution to the success of the programme, especially in boosting students' awareness of personal health and hygiene.
- 2.3 In a whole school approach for guidance and discipline, teachers play a key role in fostering care and promoting supportive school ethos. Four meetings with SEN professionals were arranged this year to enhance teachers' knowledge in special learning needs and Integrated Education. On the other hand, four teachers participated in a two-day advanced training programme designed for the anti-drug campaign.
- 2.4 The school also places importance on the continuous professional development of teachers. Discipline and counselling mistresses have always encouraged teachers to attend discipline, counselling and healthy school seminars. Teachers are asked to keep good records of their continuous professional development. 40% of teachers attending these seminars. The result was fair.
- 2.5 In order to solicit stakeholder's support in fostering a healthy school environment, it is important to collect students', teachers' and parents' feedback to identify room for improvement. As such, stake holders' opinions were surveyed, and teachers' comments were also collected on the 1st Staff Development Day. All the above data were analysed by CUHK. There was a 10% increase in the overall satisfaction in the implementation of health school policy. 65.7% of students and 84.8% of parents agreed that the school fostered students' virtues actively, while 80.0% of teachers agreed that the school actively helped students develop correct values. In addition, the same percentage of teachers agreed that the school's discipline and guidance work had been geared to students' development needs. More than 70% of parents agreed that the school had often invited them to participate in various school activities and the PTA could facilitate communication between parents and the school.

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

- 3.1 We find that knowledge, skill and attitude in fostering students' healthy lifestyles are adequately covered in the school curriculum. The MCE team has organized talks and seminars to promote positive values and attitudes towards life as well as to teach them emotion and stress management skill. The talk on "Formula of Life (人生方程式:積極人生)", given by HK Association of Rehabilitation and Crime Prevention, was arranged once again this year. Moreover, body checks and other activities such as Joyful Fruit Week were conducted to raise students' awareness of their own physical well-being. Students' "Body Fat Percentage" was measured twice to examine the obesity situation in our school. The result revealed that only 16 students were categorized as "obese" and a supplementary training programme was introduced to these students accordingly. To better visualize the importance of healthy lifestyle, the use of "Karvonen Heart Rate Formula" and the importance of aerobic exercises for burning fat were introduced. About 90% of students in the junior level agreed that they were caring, considerate and helpful and more than 80% of them agreed that they treated others with respect and were polite to one another.
- 3.2 Extra-curricular activities are cornerstones for encouraging students to participate in life-wide learning. The Stakeholder Survey showed that almost all S1 – S5 students had taken part in different ECA Clubs in the school and the importance of ECAs was well recognized by students and parents. 66.6% of students and 89.6% of parents respectively agreed that their learning opportunities in respect of extra-curricular knowledge and life skills had been increased through participation in the school's ECAs. Many of our students actively participated in sports activities and inter-school competitions. In order to ensure full participation, all S1 & S2 students were arranged to participate in the school's Annual Athletics Meet. Only 3 students did not fulfil the criteria; as a result they were advised to take supplementary training. Service Learning was promoted through various activities, such as the Clean School Campaign for S4 – S6, Serving the Elderly and Flag Days. A Service Learning workshop was also conducted on 10th July 2014. Service Learning is also incorporated into our S1 Chinese Language Curriculum.
- 3.3 Specific educational programmes, in collaboration with various social organizations, have been arranged to enhance students' knowledge in health issues such as anti-drug education and sex education. Students gave positive feedback to their MCE lessons. More than 50% of students agreed or strongly agreed that they were satisfied with the school MCE programmes. For S3, 60 – 77% of students agreed that the talks on "Exploration of the North and South Poles", "Anti-smoking", the drama of "Proper use of the Internet" and Sex Education were useful to them and their understanding of the above areas had been enhanced.

3.4 Collaboration with parents is essential for developing students' healthy lifestyles. Therefore we have put effort in improving the communication with parents via different means and the result from the Stakeholder Survey was pleasing. More than 84% of parents agreed that they were well-informed of school affairs and development, and sufficient channels had been provided for them to express their views in establishing a good relationship with the school. Parents were enthusiastic in taking part in and supporting various school activities as helpers. For instance, they led teams in Speech Festival competitions and participated in seminars, especially the one with Regina Yip as our guest speaker. Overall, 97.6% of parents were pleased with their boys studying in our school.

Reflections and Follow ups

This year, our teachers have made great effort to meet and maintain the targets set for Major Concern 1. Their achievements are well reflected by the positive feedback collected from teachers, parents and students. Yet there is always room for improvement. After thorough evaluation, we recommend the following for the school to consider:

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

- An old boy, Mr. Adrian Leung, who is also a legal consultant, is invited to serve on the Healthy School Committee in the coming school year for his professional advice.
- We will send those healthy school policies modified or newly introduced this year to Dr Tang as well as the CUHK health experts for their advice and endorsement before roll-out next year.
- The referral system has not been fully utilized yet as shown in only 6 teachers having used the referral form. We suggest that clearer procedures should be provided to guide teachers how to identify and handle the needy students. The refined procedures should be announced to all teachers once again.

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

- The CUHK experts will re-visit our school in the coming year to review and re-examine some of the weaknesses identified earlier such as the cleanliness of our toilets, safety in our laboratories and staff rooms, etc. We will report our progress to the experts and seek validation from them on establishing a healthy school environment.
- Students' feedback on the Clean School Campaign has been generally positive. However, the good performance they exhibited during the campaign has not been able to last long. We will introduce a reward and penalty system next year to make students fully aware of the consequences of untidy classrooms.

- To further enhance students' awareness on healthy eating, we will select useful topics and give talks to junior form students during their MCE sessions. Furthermore, we will continue to organize the Joyful Fruit Week together with some games. Hopefully the games can make it more entertaining and fit-for purpose when giving out fruits.
- We will put health related materials in the school library with a dedicated section to contain them. Teachers would be asked to recommend interesting books and materials to students.
- So far no students have used the emergency alarm in the sickroom. Students should be reminded of the existence of the alarm so that they can seek immediate help in case of emergency. There being no formal written guidelines on the utilization of the sickroom, we should also formulate these guidelines as soon as possible.
- We will continue to encourage teachers to attend discipline/counselling/Integrated Education/MCE/Health Education seminars to obtain up-to-date information. In order to take care of our teachers' physical health and raise their awareness of it, we propose to hold a Teachers' Fitness Day annually, open the fitness room to teachers during the school days and make use of the Staff Development Day to promote their awareness and understanding in health issues. Teachers should be allowed to dress casually on Dress Casual Day so that they can feel free to play sportive games.

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

- Competitions that boost students' involvement in life-wide learning, like the Inter-class Board Decoration Competition and Sports Day Cheering Competition, can be introduced to S1. As such, we suggest a separate meeting for S1 class teachers at the beginning of next school year.
- Campus patrolling will be introduced next year, where teachers-on-duty will take turns to patrol around the school campus during recess, lunch time and after school to maintain discipline and make sure all students leave the campus by 6 p.m.
- We have put resource kits on the school website to teach our parents how to make their children resilient against adversity, but this method was not effective. So we need to consider other alternatives.



left and middle: Sports Day Final (6 Jan 2014) and right: Green & White Day (19 Jan 2014)

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 have the flexibility in meeting students' standard and helping them to learn to their full potential. After reviewing their practices, this year all subject departments have implemented their remedial support with adopting graded materials in at least two levels to address the diverse needs, interests and abilities of students. For instance, the Chemistry Department developed its own school-based homework bank consisting of homework exercises with different levels of difficulty for S4 and S5 students. Being saved in the subject department shared folder, these materials could be shared among the panel members. With the assignments adjusted to match their capabilities, students were seen to be more intrinsically motivated and more likely to persist in completing them. From the Stakeholders Survey, 68.3% of students, 52.6% of parents and 62.6% of teachers agreed that students took initiative to learn and 61.9% of students agreed that they completed their assignments seriously.

1.2 All subject departments refined their own self-directed programmes to cater for learning diversity by arranging supplementary lessons, enhancement programmes, lunch/Saturday tutorials, summer classes, cooperative learning and/or peer tutoring, etc. The less able learners were given extra care to ensure they could stay on track and be better prepared for school and public examinations. Below are highlights of some of these self-directed programmes:

- 61.11% of the subjects offered supplementary classes for weaker students ranging from S1 – S6 to reinforce their study in the key learning areas and to help them keep pace with the teaching schedule.
- More subjects, including Liberal Studies, Chemistry and Integrated Science, provided enhancement programmes for the elite students from S1 to S6. These programmes offered a more rewarding learning experience for the more able learners and stimulated them to further develop their potential.
- The more able students were also encouraged to take part in various interclass and interschool competitions such as English and Chinese debates, Outstanding Student Awards, Hong Kong Physics Olympiad, Joint School Science Exhibition, Hong Kong Chemistry Olympiad, etc. so as to broaden their horizons, train their mind and skills, and allow them to learn and gain knowledge in depth outside classroom.

Students' feedback in the Stakeholders Survey was also pleasing:

- 50.7% of students agreed that teachers often arranged learning activities such as group discussion and oral presentation in lessons, which gave more opportunities to the less active students to participate.
- 80% of students in junior levels and 70.7% of students in senior levels liked taking initiative to join in discussion.
- 54.9% of students agreed that teachers gave them encouragement in lessons.

The students' performance in internal examinations was quite encouraging.

- The average marks attained by S2 students in the three core subjects in S2 Half-Yearly Examination 2013-2014 were 11.83% higher as compared to their average marks in S1 Half-Yearly Examination 2012-2013.
- For S3 students, their average marks in the three core subjects in S3 Half-Yearly Examination 2013-2014 were 10.32% higher as compared to their average marks in S2 Half-Yearly Examination 2012-2013.
- The average marks attained by S5 students in the four core subjects in S5 Half-Yearly Examination 2013-2014 were 8.50% higher as compared to their average marks in S4 Half-Yearly Examination 2012-2013.
- For S6 students, their average marks in the four core subjects in S6 Half-Yearly Examination 2013-2014 were 2.7% higher as compared to their average marks in S5 Half-Yearly Examination 2012-2013. 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.

Judging from the students' performance in external public examinations, our students have been making steady progress. For instance, in the HKDSE exam, the percentage of students attaining Level 4 or above in the core subjects has been increasing consistently from 2012 to 2014 as follows:

<i>Subject</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
English Language	79.2%	91.7%	92.4%
Chinese Language	47.7%	58.1%	54.2%
Mathematics (Compulsory)	80.8%	85.4%	88.6%
Liberal Studies	53.8%	66.0%	75.9%

- 1.3 Students were encouraged to develop metacognitive skills such as undertaking pre-lesson preparation, using concept maps, tool books and on-line resources, etc. and make

use of the skills to stimulate thinking in their own learning process. 92.2% of teachers agreed that they often taught metacognitive learning strategies while 55% of students agreed that they were able to apply these learning strategies.

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

2.1 The school advocates small-group teaching for Chinese Language, English Language and Mathematics in junior forms with the belief that they enable students of different abilities to excel through increased class participation. Teachers are encouraged to apply a wide range of teaching and assessment strategies such as effective questioning techniques, small class-teaching strategies, co-operative learning, interactive activity approach, enquiry study approach, lesson study, e-learning, etc. to better cater for students' diverse learning needs.

- 95.4% of teachers agreed that they often asked their students questions of different levels and 58.4% of students agreed that teachers often asked thought-provoking questions in lessons.
- 95.3% of teachers agreed that they adjusted the teaching contents and strategies according to students' learning progress and 60.4% of students agreed that teachers often encouraged them to inquire into or investigate different issues in lessons.

According to the records of the Teachers' Continuous Professional Development, there has been an increase in the number of teachers attending EDB seminars concerning teaching strategies and recruited as HKDSE markers this year. Through undertaking these trainings, teachers could be more familiarized with education issues, the marking schemes and requirements of the public examinations.

2.2 The drive for professional development within departments is well established in our school. Besides training, collaborative lesson planning has been reinforced this year. Teachers came together regularly to review teaching and learning materials as well as their teaching activities especially the pace in handling learner diversity. Based on the meeting minutes of various subject departments, other than those subjects taught by a single teacher such as Geography, Tourism and Hospitality Studies, all the core subjects and over 90% of the other subjects (compared with 80% in the previous year) implemented collaborative lesson planning in different levels and for different topics. The collaborative lesson planning periods for English teachers were once again marked down in this year's school timetables. Through collaboration, teachers could share how to handle learning diversity and look ahead to predict students' learning difficulties.

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

3.1 It is worth identifying teachers' strengths and weaknesses through various kinds of

assessments and professional exchanges. A study on the peer lesson observation records and homework and test inspection records showed that there had been pleasing development in this aspect. We found that teachers could give informal feedback to students when conducting their lessons and formal feedback when marking students' work. On the other hand, we found more subject departments had held preliminary meetings to review the exam-papers and test-papers so as to ensure they could meet important assessment criteria such as reliability, validity, objectivity, application of different skills, etc. before they were in use in the tests and examinations.

3.2 With good learning and teaching practices in place, teachers' effort has attained satisfactory recognition from students:

- 63.7% of students agreed that teachers often told them about their progress and problems in learning whereas 100% of teachers agreed that they often helped their students review their learning so that they could have a clear idea about their learning performance and progress.
- 63.8% of students agreed that they often reviewed their learning based on their test/exam results and teachers' comments on their performance in assignments and in class.
- In the APASO survey on "Independent Learning Capacity", 72.83% of students agreed that they tried out exercises to assess themselves after completing each chapter compared to only 31.09% for HK students. On "Motivation", over 70% of students in both junior and senior levels enjoyed learning and working with their peers.

3.3 Good teaching practices should always be shared within and among departments to enhance the effectiveness of teaching practices. All teachers conducted at least one peer lesson observation this year. In order to help the new teachers, besides peer lesson observation, panel heads also observed their lessons at least once per term. Lesson demonstration was also adopted to help improve teachers' teaching strategies and served as a good opportunity for panel heads to provide instructional support for panel members, especially the new comers. This pervasive concern with lesson demonstration and observation to enhance teaching and learning has also attracted more subjects such as Liberal Studies to follow suit. These developments have made teachers more confident in predicting students' learning outcome and what kinds of difficulty they might experience.

3.4 As a new initiative, teachers are encouraged to incorporate Higher Order Thinking skills into their teaching. So far 80% of the subjects have tried out teaching Higher Order Thinking skills. Teachers polished their questioning and feedback techniques to enhance students' Higher Order Thinking skills. Subjects like BAFS and Biology included challenging questions in assignments and tests purposefully.

Reflections and Follow ups

In this school year, teachers have become more capable of dealing with learner diversity and more experienced in utilizing appropriate strategies to stretch individual students' potential. On the other hand, with teachers' encouragement, students have shown more willingness and confidence in involving themselves in group discussion, study tours and other activities which nourish their intrinsic motivation and raise their self-esteem as a return. After thorough evaluation, we recommend the following for the school to consider:

1. Further developing and improving student support and enhancement programs

- Students' confidence in learning dropped from 64.2% last year to 59.4% this year. We suggest that teachers should help students by breaking down the graded tasks further into smaller sub-tasks when giving them to students especially the low achievers.
- More levels of graded materials should be provided for students, preferably three for a subject in order to attain a more desirable learning outcome. The coverage of graded materials should also be extended to more topics.
- While 55% of students agreed they were able to apply learning strategies to develop metacognitive skills, 37.7% remained neutral. Thus motivation is still in need. Teachers should continue to promote self-directed learning among students by encouraging them to undertake more e-learning and pre-lesson preparation.
- We believe students should bear the responsibility and take the initiative in upgrading their own learning. Further, if students aspire to careers and tertiary studies, they will adopt a positive attitude and become self-motivated. Following this line of thinking, we expect the new Career and Life Planning Counsellor to promote career guidance and career planning education in the school and instill the said aspirations in the students.

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

- Although we have implemented collaborative lesson planning in all the core subjects and over 90% of the other subjects, there is still room for improvement. We look forward to enhancing the effectiveness of peer support and collaborative learning in our teaching through professional training.

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

- The good value of sharing teaching practices among departments should be better appreciated by teachers. We suggest that we make good use of the staff development days to conduct more sharing on good teaching practices.

Priority Task 3: Reviewing and Strengthening the Senior Secondary Academic System

Achievements

1. Curriculum

1.1 Reviewing / refining the curriculum plan

Overall there have been no big changes in the school curriculum. In response to the fine adjustment of the DSE syllabus, all subject panels completed reviewing the respective subject curricula and subsequently revised the subject implementation plans and curriculum frameworks. School Based Assessment in different subjects was implemented smoothly while the SBA requirement and the criteria for assessment were clearly explained to the students. No appeal cases of SBA marks were reported this year. The combination of the different electives and core subjects in different levels were properly arranged and the timetable was adjusted respectively and made suitable for students with different combination of electives. Just like the previous year, special music training provided by ATEC for students taking music as an extra subject in DSE examination was arranged while French lessons after school were also arranged for several students taking French as a Foreign Language. No student took Applied Learning course this academic year. From the Stakeholder survey, 92.3% of teachers agreed that the curriculum development of the school was in line with the trend of the educational development.

1.2 Enhancing the bridging between junior (S1 – S3) forms and senior (S4 – S6) forms

The bridging arrangements for both core and elective subjects have been reviewed by the subject panels of related KLAs. Proper adjustment was made in junior-level teaching plans so as to prepare and equip students to be adaptive to the senior-level learning requirements. The collaboration among different departments greatly enhanced the smooth transition of students' learning in the related subjects between junior levels and senior levels.

- The joint departmental working group among Integrated Science, Physics, Chemistry and Biology set up last year has reviewed the curriculum and assessment for S1 to S2 Integrated Science.
 - New experiments were introduced. Teachers also designed their own teaching materials in addition to the textbooks. Practical examination as a new mode of assessment was reviewed and adjusted accordingly.
 - The science project work for S2 was revised. Students were asked to make hypotheses and design experiments for some specific science topics selected by related Science subject teachers. The group work enhanced interactive learning, collaboration and sharing of learning resources among students.

- Teachers from Integrated Humanity, Economics, Geography and LS have worked together to review the curriculum of Integrated Humanity for junior students. The learning materials were revised and elements from the related elective subjects in the senior levels were incorporated.
- The subject departments of Chinese, Chinese History and Putonghua have also collaborated to update the teaching contents of junior-level Chinese and Putonghua to support students' learning in senior-level Chinese Language.
- In addition to the revision in teaching content and learning materials, more project work has been provided for junior-level students in order to strengthen their project skills. Computer teachers were also involved in giving advice to students on how to make presentation and reports with information technology. These skills would contribute to the smooth learning transition between junior levels and senior levels.

1.3 Reviewing the current OLE arrangement

Service learning has been incorporated in the Clean School Campaign this year. Students were required to carry out duties of cleaning the classroom daily under the supervision of Form teachers and Janitors. This activity aimed at raising students' awareness towards the classroom and personal hygiene while providing opportunities for students to learn life skills as well as appreciate the hard work of our Janitors. Students' responses were positive. With the refinement of the Other Learning Experiences requirements, the total hours spent on OLE programmes were tuned down slightly. This year S4 students were required to choose one aesthetic module in each term (two modules in total for the whole year AE programme). S5 aesthetic development programme, including Chinese culture appreciation, musical arts and photography, were conducted in the same way as last year.

2. Administration

2.2 Reviewing the arrangement of class and electives

The Curriculum Development Committee has reviewed the arrangement for classes and electives. Starting from this year, S4 adopts the 5 class structure. The arrangement of the electives remains the same as before without any significant changes. The current streaming system for both the classes and elective subjects continues to be in force. A number of S4 students have applied for switching elective subjects and classes, and a few of them could successfully change their subjects. For S5 and S6, the number of students applied for dropping elective subjects and extra modules in Mathematics has increased slightly when comparing it to that of the previous year. The implementation of SBA has been conducted smoothly by related subject departments. The Curriculum Development Committee has also agreed to maintain the existing appeal procedure for SBA appeal cases.

3. Resources

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

The financial subsidies from QE Fund for AE programmes came to an end last year. This year the school has been able to run AE programmes smoothly using our own resources. The Moral and Civic Education Committee organized a great variety of activities for students this year. These included talks and workshops given by experts from different sectors of the society. In order to allow flexibility in arranging these activities, the MCE lessons and self-reading lessons were arranged to periods 8 and 9, on Monday and Friday.

3.2 Exploring better utilization of rooms and facilities in the school

This year, 5 rooms have been newly equipped with WiFi and iPads for conducting e-Learning. Proper training was arranged to teach teachers how to use these facilities in their lessons, and so far the feedback has been positive in lessons where iPads were tried out. More rooms will be upgraded with WiFi to promote e-Learning in the lessons in the coming years. With the completion of the lecture room renovation, a variety of lecturing and learning activities has been conducted in the venue as a result. Trial e-Learning lessons have also been conducted in this room. Better hardware and software have been installed for students taking Information Technology and other related learning activities. The computers in the ITLC have been replaced while the renovation of the AV room has also been completed.

3.3 Establishment of IMC

The procedural changes from SMC to IMC have been completed. School funds and assets sourced from the sponsoring body of the school, the school and the government were differentiated and recorded properly. The inventory list was submitted to IMC in February 2014 and was approved subsequently. The Pre-IMC financial report was prepared and approved. The majority of IMC managers were elected and registered, except the alumni school manager and independent manager. Their registration and procedures concerned would be completed by the end of August.

Reflections and Follow ups

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

1. Curriculum

- This year, all subject departments have completed their processes of reviewing their subject curriculum and programme plan in response to the slight adjustment of the DSE requirements. To be in line with the trends of the DSE examination, subject curriculum

review should be kept on as routine practice.

- The bridging arrangement between junior levels and senior levels in different KLAs has been improved this year. This should be reviewed regularly.
- Different subject departments have kept on revising their bridging arrangements between junior and senior levels. Review should be made routine.
- The collaboration among subject panels of related subjects has been useful and as such it has been extended to various KLAs this year. A committee for different KLAs should be set up to organize the collaborative work among the departments concerned.
- The service learning carried out this year has been able to provide valuable life experience to the students and students' responses have also been positive. More varieties of service learning programs should be organized in future.
- In response to the fine-tuning of the OLE requirements, the EDB tuned down the total number of hours required for OLE programme. The S5 AE lesson in excess will therefore be re-allocated to the core subjects. Adjustment to the current grouping arrangement is needed so as to prevent uneven sizes among the groups and give consideration for handling learner diversity.

2. Administration

- As S4 and S5 classes have been trimmed from six to five, adjustment to the arrangement of timetables and allocation of classrooms is needed. As the number of junior level students has kept on decreasing, the current five-class structure in S4 should be kept to ensure the proper use of school resources.

3. Resources

- The Curriculum Development Committee will continue to promote e-learning. Plans will be drawn, technology requirement will be identified, and financial issues will be raised.
- As the transition from SMC to IMC has been completed successfully, the school should adapt itself to the new system adequately in future.



left and middle: Green & White Day (19 Jan 2014) and right: Students' Festival (3-7 Mar 2014)

FINANCIAL SUMMARY

	Income (\$)	Expenditure (\$)
I. Government Funds		
(1) OEGB Grant		
(a) General Domain		
(1) Admin. Grant	3,803,052.00	3,518,158.00
(2) School & Class Grant	780,762.00	1,284,354.00
(3) Noise Abatement Measures	190,391.00	413,848.00
(4) Consolidated Subjects Grants	141,758.00	105,618.00
(5) Other Grants	1,124,715.81	656,504.00
<i>Sub-total</i>	6,040,678.81	5,978,482.00
(b) Special Domain		
(1) Capacity Enhancement Grant	537,792.00	327,297.00
(2) Guidance Program	8,247.00	4,802.00
<i>Sub-total</i>	546,039.00	332,099.00
(2) Grants outside OEGB		
(1) Non-recurrent (including Rent & Rates, IT facilities, Electronic Learning Credits)		
<i>Sub-total</i>	318,455.10	414,652.55
(3) Composite Furniture and Equipment Grant	512,640.00	1,317,524.00
<i>Sub-total</i>	512,640.00	1,317,524.00
II. School Funds (General Funds)		
(1) Subscription/Tong fai	369,619.20	231,517.70
(2) Donations	227,600.00	27,600.00
(3) Fund-raising	0.00	0.00
(4) Collection of fees for specific purposes (including electric charges for air-conditioning)	258,750.00	157,318.88
(5) Others	56,303.68	32,539.68
<i>Sub-total</i>	912,272.88	448,976.26
Total surplus/(deficit) for the 2013/2014 school year	463,296.62	

Capacity Enhancement Grant (2013/14)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			413,101.78
Grant received	537,792.00		
Salaries for : IT technician		164,871.00	
: Library assistant		154,476.00	
Coaching fee: English debate		2,000.00	
Allowance : S.6 oral training		5,947.50	
	537,792.00	327,294.50	
Balance c/f			623,599.28
Enhanced Senior Curriculum Support Grant (2013/14)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			428,211.60
Grant received	741,510.00		
Salaries for : 1 English teacher		259,528.50	
1 English teacher		293,391.00	
1 English teacher		282,397.50	
1 English teacher		308,070.00	
	741,510.00	1,143,387.00	
Balance c/f			26,334.60
Fractional Post Cash Grant (2013/14)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			29,910.00
Grant received	251,057.00		
Salaries for : 1 English teacher		293,391.00	
	251,057.00	293,391.00	
Balance c/f			(12,424.00)

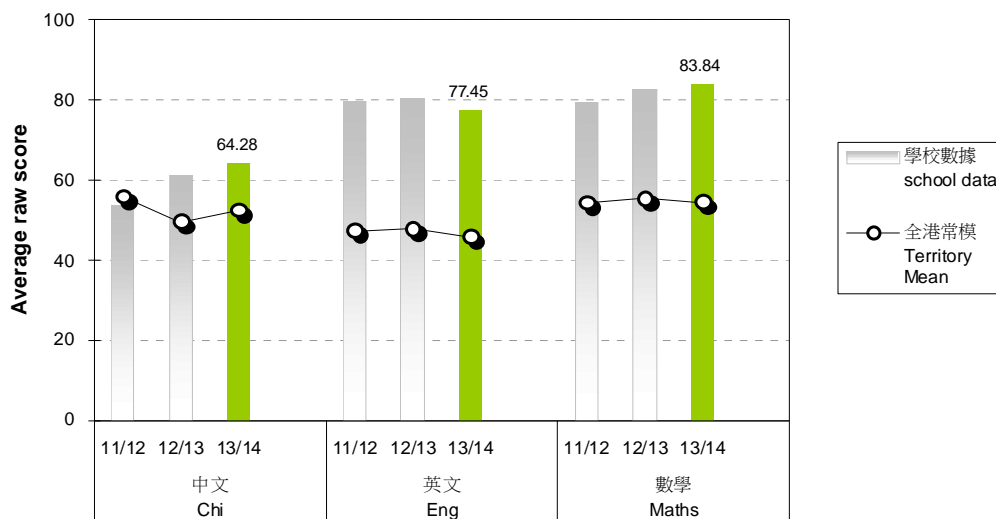


left: Students' Festival (3-7 Mar 2014), middle and right: ITQ Final (22 Mar 2014)

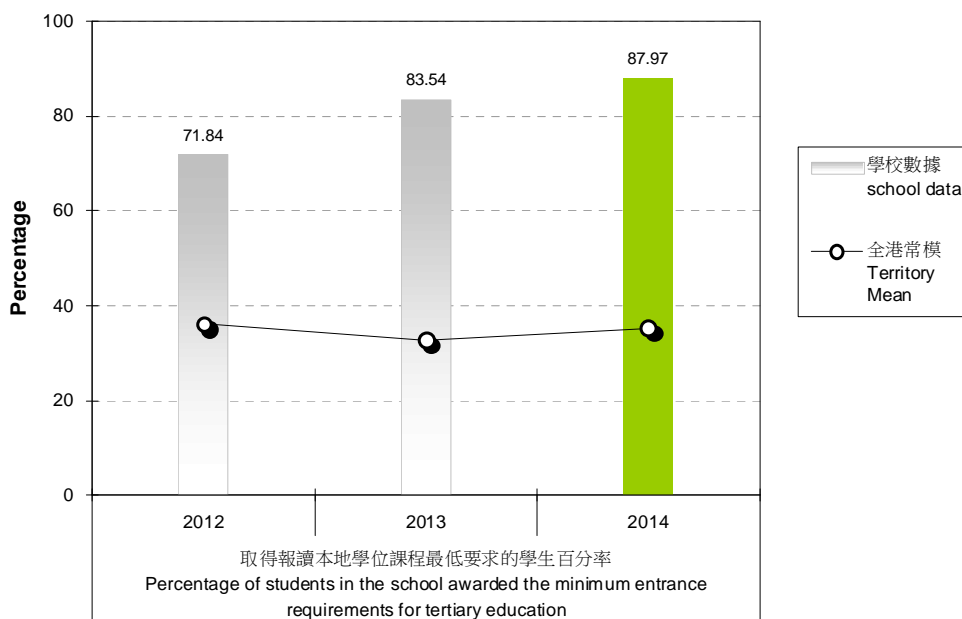
PERFORMANCE OF STUDENTS

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		
		2011/12	2012/13	2013/2014
Speech Festivals	Hong Kong Schools Speech Festival – English Section	Champion: 15 1 st runner-up: 10 2 nd runner-up: 17	Champion: 3 1 st runner-up: 5 2 nd runner-up: 9	Champion: 2 1 st runner-up: 7 2 nd runner-up: 8
	Hong Kong Schools Speech Festival – Chinese Section	Champion: 7 1 st runner-up: 9 2 nd runner-up: 4	Champion: 6 1 st runner-up: 8 2 nd runner-up: 12	Champion: 5 1 st runner-up: 16 2 nd runner-up: 10
	Hong Kong Japanese Speech Contest	-	-	Secondary Student Section - Speech First Place
	普藝盃全港朗誦才藝大賽	1 st runner-up: 2 2 nd runner-up: 5	-	-
Debating	Sing Tao Inter-School Debating Competition – English Section	-	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	-	-
	Hong Kong Bar Association Debating Competition – English Section	-	-	Champion Best Debater: 1
	全港校際海濱專題辯論比賽	-	-	冠軍 最佳辯論員: 1
	HKSDC Debating Competition	Senior Overall: 3 rd 3 rd Best Speaker: 1	-	-
	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	-	Best Debater	-
	六角賽	-	Champion	-
	校際辯論精英邀請賽	Overall: 1 st runner-up Best Debater: 2	-	-
Music	Hong Kong School Music Festival	Champion: 1 1 st runner-up: 1 2 nd runner-up: 1	Champion: 3 1 st runner-up: 6 2 nd runner-up: 2	Champion: 7 1 st runner-up: 4 2 nd runner-up: 3
Sports	Football (Division I) (HKSSF)	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	A Grade: 8 th B Grade: 1 st C Grade: 1 st Overall: 2 nd
	Basketball (Division I) (HKSSF)	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	A Grade: 6 th B Grade: 3 rd C Grade: 2 nd Overall: 2 nd

Nature	Name of Competition / Organization	Award Details		
		2011/12	2012/13	2013/2014
Sports	Swimming (Division I) (HKSSF)	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	A Grade: 2 nd B Grade: 3 rd C Grade: 1 st Overall: 2 nd
	Water Polo (HKSSF)	Overall: 1 st (12 th consecutive championship)	Overall: 2 rd	Overall: 2 rd
	Badminton (Division I) (HKSSF)	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	A Grade: 5 th B Grade: 5 th C Grade: 3 rd Overall: 4 th
	Tennis (Division II) (HKSSF)	Overall: 7 th	Overall: 8 th	Overall: 5 th
	Cross Country (Division II) (HKSSF)	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	A Grade: 15 th B Grade: 6 th C Grade: 1 st Overall: 4 th
	Volleyball (Division II) (HKSSF)	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 nd Overall: 7 th	A Grade: 7 th B Grade: 6 th C Grade: 2 nd Overall: 7 th
	Table-tennis (Division I) (HKSSF)	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	A Grade: 5 th B Grade: 8 th C Grade: 7 th Overall: 8 th
	Athletics (Division II) (HKSSF)	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 th Overall: 6 th	A Grade: 21 st B Grade: 1 st C Grade: 6 th Overall: 5 th
	Life-saving (HKSSF)	A Grade: 2 nd B Grade: 2 nd Overall: 2 nd	A Grade: 3 rd B Grade: 2 nd Overall: 2 nd	A Grade: 3 rd B Grade: 5 th Overall: 3 rd
	Handball (Division II) (HKSSF)	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	A Grade: 3 rd B Grade: 6 th C Grade: 4 th Overall: 4 th
	Squash (HKSSF)	Overall: 13 th	-	-
	Rugby (Division II) (HKSSF)	B Grade: 10 th C Grade: 1 st	A Grade: 10 th B Grade: 10 th	-
Bauhinia Bowl (HKSSF)	4 th	5 th	4 th	

Nature	Name of Competition / Organization	Award Details		
		2011/12	2012/13	2013/2014
Sports	Schools Individual Fencing Tournament	-	Champion	C Grade Epee: Champion B Grade Foil: 2 nd Runner-up C Grade Foil: 2 nd Runner-up C Grade Sabre: 2 nd Runner-up HK Open Age Group Fencing Championships 2014 Under 17 Men's Foil: Champion
	All Hong Kong Inter-Secondary Gymnastic Competition	-	1 st runner up (Vault and Horizontal Bar)	B Grade Vault: Champion Floor event: 2 nd Runner-up
	Malaysian Invitational Age Group Swimming Championship	-	-	Champion: 7 1 st Runner-up: 6 2 nd Runner-up: 6 3 rd Runner-up: 2
	Aberdeen Rugby Festival	B Grade: Champion C Grade: Cup Champion	-	-
	Standard Chartered Bank Elite Schools Rugby Competition	B Grade: Plate Champion Overall: 2 nd	-	-
	A.S. Watson Group Hong Kong Student Sports Award	1	1	1
Academic	Hua Xia Cup	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	S.1 Champion Overall : 2 nd 1 st Class Honour: 5 2 nd Class Honour: 3
	HK Mathematical High Achievers Selection Contest	Merit: 5	1 st Class Honour: 1 2 nd Class Honour: 3 3 rd Class Honour: 1	1 st Class Honour: 2 2 nd Class Honour: 2 3 rd Class Honour: 1
	Hong Kong Mathematics Olympiad	-	Top 5 in Hong Kong Island (Heat) 1 st Class Honour: 2 2 nd Class Honour: 1 3 rd Class Honour: 1	1 st Class Honour: 6 3 rd Class Honour: 2
	Hong Kong Junior Mathematics Olympiad – National Mathematical Forum For Youths	-	-	1 st Class Award: 1 2 nd Class Award: 6 3 rd Class Award: 4
	Mathematics Creative Problem Solving Competition	Gold Award: 4	Gold Award: 4	-
	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: 2	-	-

Nature	Name of Competition / Organization	Award Details		
		2011/12	2012/13	2013/2014
Academic	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	Award of Excellence: 2 Award of Completion: 1
	International Physics Olympiad (IPhO)	-	-	Bronze Medal
	Hong Kong Physics Olympiad	2 nd Honour: 1	2 nd Honour: 2 Honour Mention for School	Honour Mention: 1
	Sing Yin Physics Olympiad	1 st Honour & Champion: 1	-	-
	American Association of Physics Teachers Outstanding Physics Student of the Year	3	-	3
	International Junior Science Olympiad (IJSO) – Hong Kong Screening	-	-	2 nd Class Honour: 4
	Secondary School Mathematics And Science Competition (SSMSC)	-	-	High Distinction: 4 (Biology) 3 (Chemistry) 4 (Maths) 5 (Physics) Distinction: 7 (Chemistry) 4 (Physics)
	LCC&I Book-keeping Examinations	3 rd Level Distinction: 10	-	-
	Junior Achievement	Best Product Award CSR Award	Merit (Best 6 team) in Grand Presentation CSR Award	10-year Participating School Award
	HKICPA Examination in BAFS	-	-	Distinction: 9
	HKIAAT Accounting and Business Management Case Competition	Best 22 Reports	Outstanding Performance Team	-
	HKIAAT Examination (Book-keeping and Accounts)	Top Student: 1 Distinction: 12	-	-
	Scholarships	Woo Hay Tong Scholarship	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	6
Government Scholarship		-	-	-
Arts	Central and Western District Road Safety Campaign Poster Design Competition	Champion	Outstanding Award	-

Nature	Name of Competition / Organization	Award Details		
		2011/12	2012/13	2013/2014
Arts	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	-	-
Service	Hong Kong Red Cross Youth and Volunteer Department Hong Kong Island Division Nursing Competition (Central District)	-	-	Champion: 1 1st runner-up: 1 Best Captain: 1
	Pass-It-On' Fundraising Campaign	-	-	Loving School Award Long-term Support Award
	Volunteers for Seniors Day Lucky Bag Drawing Competition	-	-	Merit
Others	Hong Kong Outstanding Students Awards by Youth Arch Foundation	1	2	1
	Hong Kong Island Highly Recommended Student by Central & Western District School Heads	1	-	2
	Hong Kong Island Outstanding Students by Central & Western District School Heads	1	2	2
	Central and Western District Outstanding Students	-	2	-
	Japan-East Asia Network of Exchange for Students and Youths Programme (Japanese Government)	1	-	1
	學友社傑出中學生領袖選舉	-	-	1
	SCMP Student of the Year 1	-	-	1
	傑出青年協會主辦明日領袖獎	-	1	-
	Hong Kong Outstanding Teens Election Co-organized by RTHK and Playground Association	1	-	-
	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	最高榮譽獎 - 亞洲校際盃: 1 粵語散文獨誦 - 總冠軍: 1 普通話詩詞獨誦 - 金獎: 1 粵語古詩獨誦 - 金獎: 1 普通話散文獨誦 - 金獎: 1

Nature	Name of Competition / Organization	Award Details		
		2011/12	2012/13	2013/2014
Others	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	全港兩文三語拔尖挑戰賽宋立揚盃 - 季軍 最高榮譽獎 - 車淑梅盃 普通話道德經 - 初中組冠軍 普通話演講 - 初中組冠軍 普通話小組誦 - 公開組冠軍 粵語古典詩詞 - 初中組亞軍 普通話古典詩詞 - 初中組亞軍
	亞洲學生音樂朗誦比賽	-	-	最高榮譽大獎 - 亞洲盃 普通話二人節目主持 - 冠軍 普通話合誦 - 冠軍 普通話拼音直讀 - 金獎 普通話歌後語 - 亞軍
	全港學生口語溝通大賽	-	中學文憑組 小組討論 卓越論手獎	優異獎: 4
	粵語正音推廣協會學界粵語正音大賽	-	-	優異獎: 5
	全港中學兩文三語菁英大比拼	-	Best English Essay	高級組優異獎 初級組優異獎
	全國青少年作文比賽	-	優異獎: 6	-
	全港青年學藝比賽	-	冠軍: 1 優異獎: 1	-
	夫子盃演講比賽	-	粵語初中組二等獎 普通話初中組二等獎	-
	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	-
	Hong Kong Students' Colloquial Speech Competition	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	-	-
	智愛中文平台	白金獎: 5 金獎: 2 進步獎: 1	-	-

Nature	Name of Competition / Organization	Award Details		
		2011/12	2012/13	2013/2014
Others	Hong Kong Young Writers Award	Champion	-	Hong Kong Writer of the Year Group 4 Fiction First
	Junior Writers Awards	-	-	Junior: 1 Intermediate: 1 Advanced: 1
	Hong Kong Joint Institutions Model United Nations Conference (Youth)	-	-	Diplomacy Award: 2
	Hong Kong Intellectual Property Rights (IPR) Contest	-	-	1 st Runner-up: 1
	Prosecution Week 2014 English Slogan Competition	-	-	Winner (Junior): 1
	Hong Kong Parliamentary Debating Society	-	Public Speaking Competition Champion	-
	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	-
Yale Book Award (Yale Club of Hong Kong)	1	-	-	
Inter-School French Drama Competition	-	-	1 st Runner-up	

Nature	Name of Competition / Organization	Award Details		
		2011/12	2012/13	2013/2014
Others	Canadian Computing Competition	-	-	Certificate of Distinction (Junior Category): 1
	智能機械由我創	-	-	中學 EV3 組：季軍
	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: PTA Annual Dinner (29 Mar 2014), middle and right: Green & White Concert (11 July 2014)

KEY ISSUES FOR THE ANNUAL SCHOOL PLAN 2014 – 2015

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