

# CCC Kei Yuen College

2015 - 2016



## School Report

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## **School Vision, Motto & Mission**

### **School Vision**

CCC Kei Yuen College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1982. Inheriting the spirit of "Serving & Preaching through Schooling" from HKCCCC and following God's words "Together we grow in Him", we endeavour to provide students with quality whole-person education.

We strive to establish a happy learning environment where students could have all-round development in moral, intellectual, physical, social, aesthetics and spiritual aspects. We recognise and appreciate students' individuality and provide them with abundant opportunities to develop their individual potential so that they will grow up into teenagers who treasure themselves, cherish others and love God.

### **School Motto**

We will in all things grow up into Him who is the Head, that is Christ.  
(Ephesians 4:15)

### **School Mission**

To establish a happy learning environment  
To provide quality education  
To develop individual potential  
To pursue a fulfilling life together

# **School Goals**

## **1. Develop a happy learning and teaching environment**

- 1.1 Improve the learning and teaching environment, provide a wide range of teaching facilities.
- 1.2 Create a campus full of care, mutual support, trust and team spirit.
- 1.3 Develop good teacher-student relationship, enhance home-school cooperation.
- 1.4 Reinforce the communication among different levels in the school, promote the involvement of teachers, parents and alumni in school affairs, and enhance the quality of the education provided.

## **2. Provide quality holistic education which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of students**

### **2.1 Moral**

- 2.1.1 Help students develop positive attitudes towards life and equip them with proper moral values.
- 2.1.2 Educate students to be self-conscious about the proper value standard, develop their ability to distinguish right from wrong and help them learn to be well-disciplined and polite.
- 2.1.3 Enhance students' sense of belonging and responsibility towards their family, school and nation.

### **2.2 Intellectual**

- 2.2.1 Arouse students' interest in learning and cultivate in them a self-directed learning attitude so that they can develop their life-long learning skills.
- 2.2.2 Help students develop independent thinking, critical thinking, reasoning and analytical skills.
- 2.2.3 Boost students' creativity.
- 2.2.4 Help students develop a solid language foundation so that they can master and employ spoken and written Chinese and English skills effectively.
- 2.2.5 Enhance IT education so that students can possess the ability to manage information.

## **2.3 Physical**

- 2.3.1 Arouse students' awareness of physical fitness and develop their interest in enjoying sporting activities.
- 2.3.2 Enhance physical training and help students attain physical fitness.
- 2.3.3 Help students develop an appreciation of sportsmanship and enhance their self-confidence through encouraging their active participation.

## **2.4 Social**

- 2.4.1 Encourage students to participate in internal and external group activities.
- 2.4.2 Help students learn to get along well with and cooperate with other people, and establish a happy social life.

## **2.5 Aesthetic**

- 2.5.1 Arouse students' interest in aesthetic learning and enhance their aesthetic perception.
- 2.5.2 Help students develop an appreciation towards the goodness of the world, love and cherish life.

## **2.6 Spiritual**

- 2.6.1 Help students develop an open-minded, objective and welcoming attitude towards religions.
- 2.6.2 Help students understand biblical truths.
- 2.6.3 Help students develop faith in God and lead a Christian life which glorifies God and serves the mankind.

## **3. Recognise and respect students' individuality, inspire individual potential**

- 3.1 Help students develop personal interests and healthy habits.
- 3.2 Offer support, care and assistance in the course of students' development.
- 3.3 Develop and stretch students' individual potential to the fullest.

## **4. Appreciate life, be willing to improve, lead a Christian life**

- 4.1 Help students learn to appreciate and respect others so that they can grow and improve together.
- 4.2 Educate students to follow Jesus Christ and pursue a beautiful and harmonious life.

# **Our School**

## **1. School Profile**

### **1.1 Brief history**

The Hong Kong Council of the Church of Christ in China (HKCCCC) has been working with endeavor on education to nurture students through serving and preaching at schools. In response to the request made by the government to expand junior education and provide nine-year free education, the school management committee and the executive committee decided in November, 1980 to accept the government's invitation to establish two grammar secondary schools, namely Kei Yuen College and Kei Long College, at Yau Tin Area in Yuen Long. The government was responsible for the construction of the school campus whereas the HKCCCC for the cost of setting up facilities, which was 1.6 million dollars for each school.

On 19 July, 1982, the Education Department handed over the ownership to the sponsoring body. In the meantime, our school started recruiting teachers and handling Secondary 1 and 4 student's registration procedures. On 3 August, the school completed the registration procedures and CCC Kei Yuen College became one of the grammar schools affiliated to the Hong Kong Council of the Church of Christ in China. It started its first academic year on 1 September, 1982.

### **1.2. School Profile and Facilities**

CCC Kei Yuen College is an aided full time co-educational school situated in Fung Yau Street East with an area of about 40,000 square feet. Our school campus includes a six-storey teaching block and a hall block. A new playground is expected to be in use in the coming school year. The teaching block houses 30 standard classrooms, 16 special rooms and other function rooms such as the four staff rooms, PE Room, Medical Inspection Room, Parents Resources Centre, School Library, the staff common room and the tuck shop. In addition to the standard facilities provided by the Education Bureau, a multimedia learning centre was set up to promote IT education.

Air-conditioners have been installed in all the rooms to provide students with a quiet and comfortable environment to study in. Moreover, to facilitate ICT education and to enhance teaching effectiveness, the school hall, all the classrooms and special rooms have been equipped with LCD projectors, screens and computers. And WiFi can be accessed in the whole campus to facilitate mobile learning.

## 2. School Management

The Incorporated Management Committee (IMC) was set up in 2011. The current composition of the IMC is listed below:

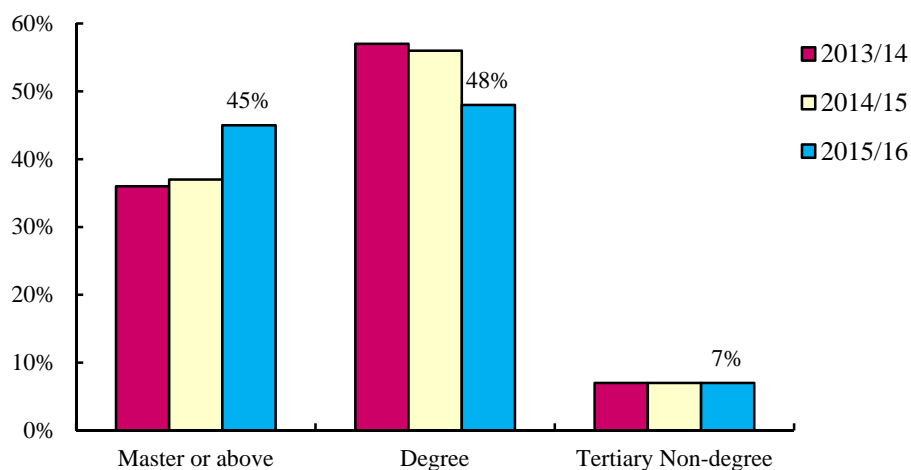
Types of School Managers	No. of Members	Types of School Managers	No. of Members
Sponsoring body manager/ Alternate Sponsoring body manager	8	Independent manager	1
Parent manager/ Alternate parent manager	2	School principal	1
Alumni manager	1	Teacher manager/ Alternate teacher manager	2

## 3. Teacher Qualifications

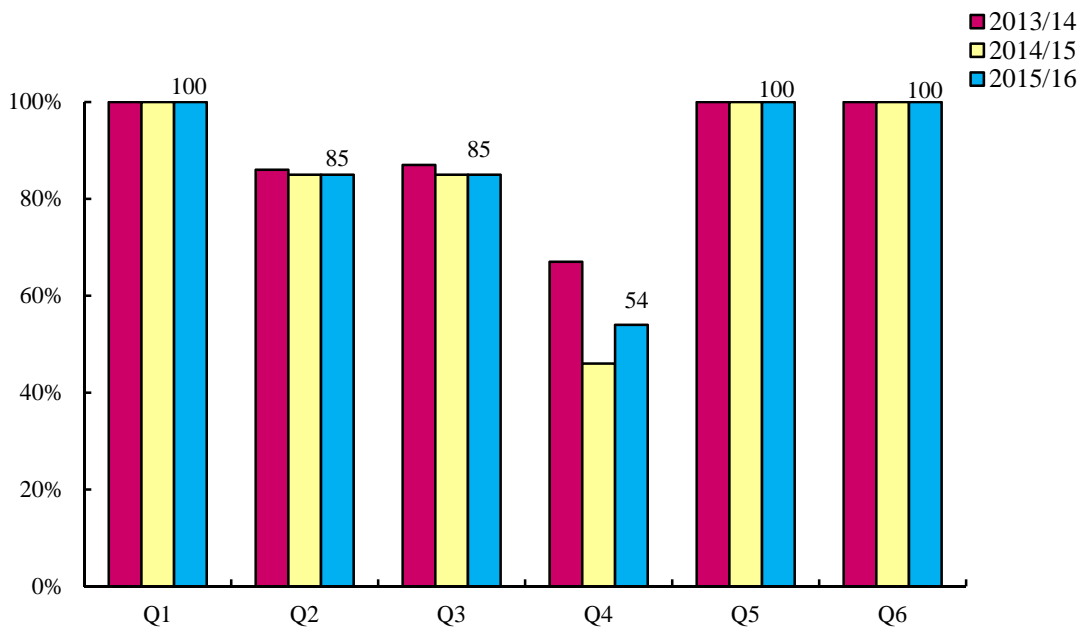
3.1 The total number of teachers in the past three years:

	Degree or above	Tertiary Non-degree	NET	Total
2013/14	56	4	1	61
2014/15	53	4	1	58
2015/16	53	4	1	58

3.2 The percentages of teachers' highest academic qualifications in the past three years:

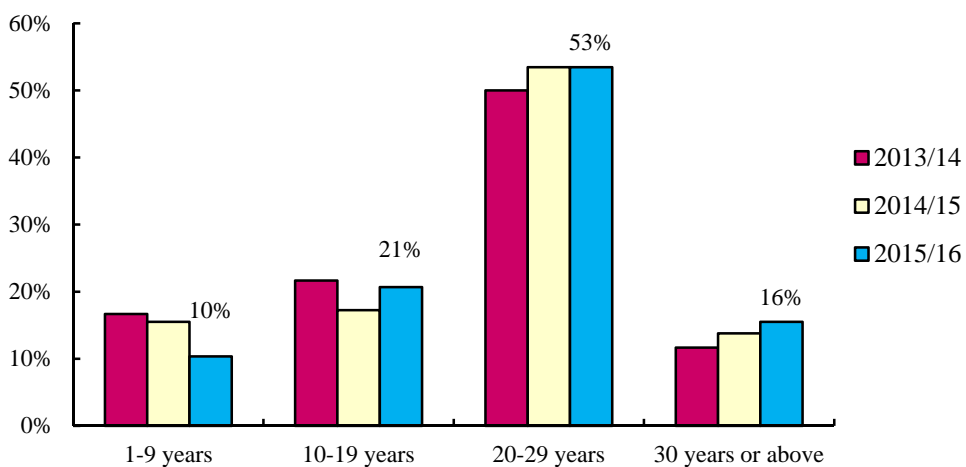


3.3 The percentages of teachers who have attained professional qualifications, received relevant subject training and met the language proficiency requirements in the past three years:



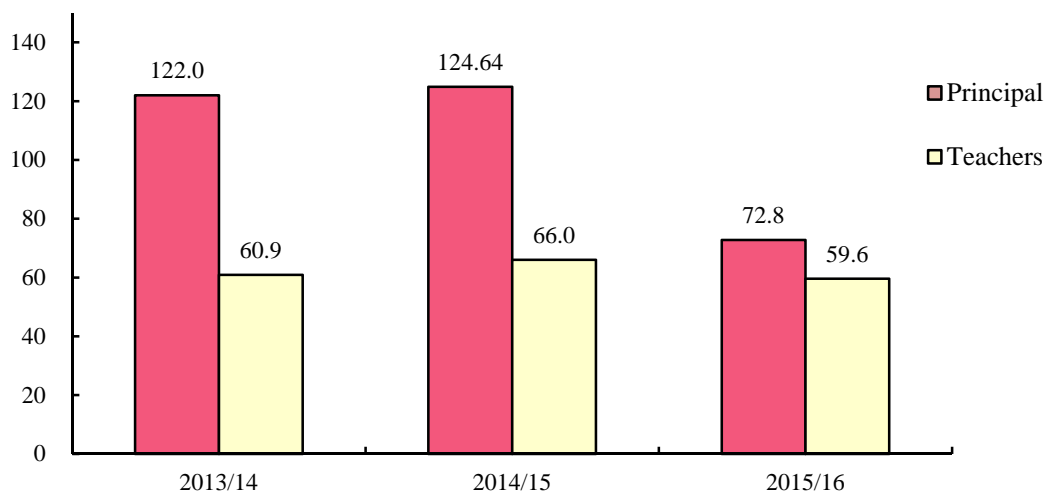
- Q1 Obtained professional qualifications
- Q2 Received relevant subject training in Chinese
- Q3 Received relevant subject training in English
- Q4 Received relevant subject training in Mathematics
- Q5 English teachers attaining language proficiency qualifications
- Q6 Putonghua teachers attaining language proficiency qualifications

3.4 Teachers' teaching experience in the past three years:





### 3.5 Continuous Professional Development hours of the Principal and Teachers:



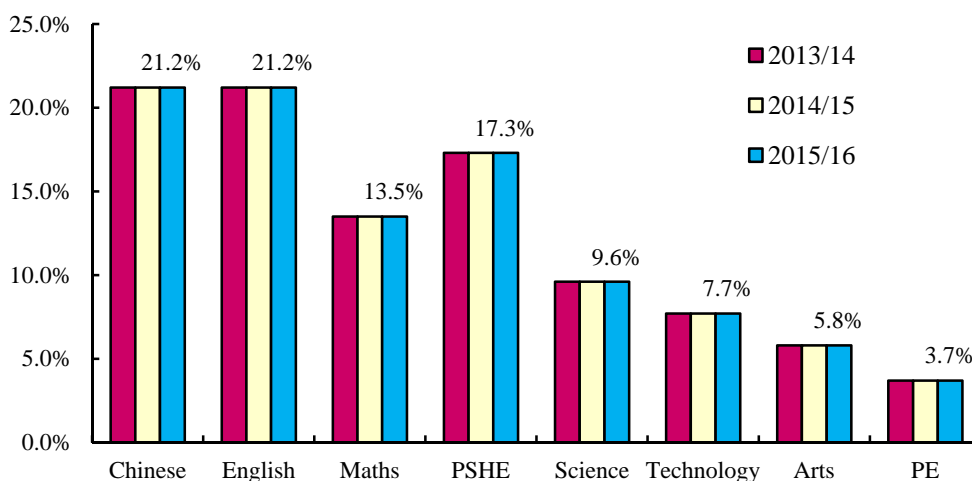
### 4. Class Structure and Student Population

The number of classes and students in the 2015/16 academic year:

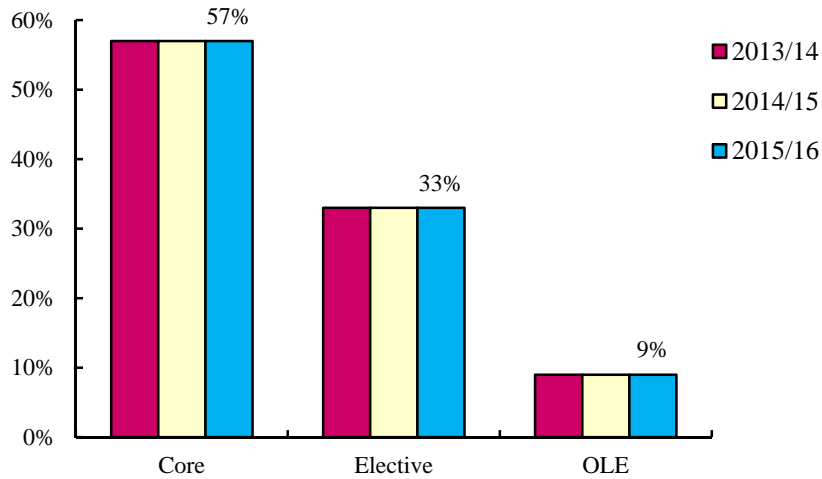
Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	5	5	5	27
No. of Boys	57	60	68	51	69	75	380
No. of Girls	67	66	61	86	73	92	445
Total No. of Students	124	126	129	137	142	167	825

### 5. Lesson Time for the 8 Key Learning Areas (KLAs)

5.1 The percentages of lesson time allotted to the 8 KLAs (S.1 and S.2) in the past three years:

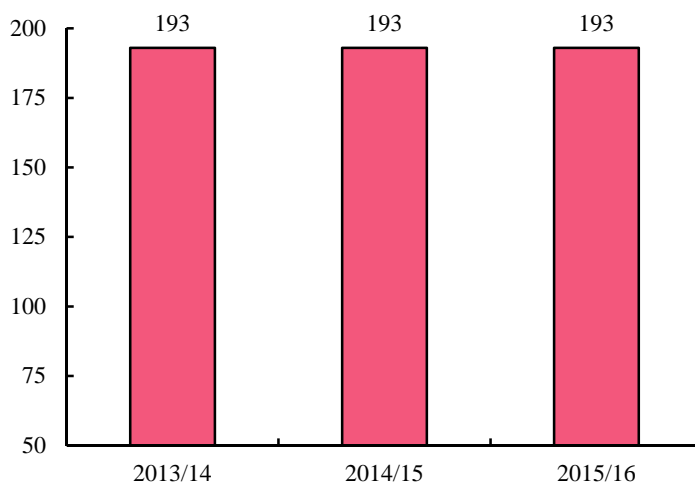


5.2 Starting from the 2009/10 academic year, the school has established the new NSS curriculum. The percentages of lesson time allotted to the core subjects, electives and other learning experience (OLE) are shown below:



## 6. Active School Days

The number of active school days for S.1 to S.3 students (including days with regular classes and learning activities such as School Picnic, Sports Days, Life-wide Learning Day etc.) is shown as follows:



## **Achievements and Reflection on Major Concerns**

### **I. Priority Task 1: To enhance the effectiveness of teaching and learning**

#### **A. Achievements**

##### **1. To reinforce learning strategies and learning skills**

- 1.1 6 subjects (VA, HE, D&T, PTH, Economics and RE) shared their curriculum design and teaching strategies in enhancing self-directed learning in staff meetings.
- 1.2 Students actively applied different learning strategies in the learning process in subjects like Chinese, Chinese History, Economics, ICT, BAFS and Music.
- 1.3 Two companies came to the school to provide S.1 students with a learning style course, S.2 a critical thinking course and S.4 a note-taking skills course. More than 70% of the student participants agreed that the course was useful to their learning.
- 1.4 According to the school-based APASO questionnaire survey results, students in all forms gave positive feedback to the question “I always apply different learning strategies like note-taking, effective memorization skills and mind-mapping skills.” S.1 to S.6 students scored 2.72, 2.8, 2.79, 2.55, 2.53 and 2.44 respectively in their self-evaluation (in a scale of 1-4).
- 1.5 According to the results of the stakeholders’ survey on “My views on the school”, students gave positive feedback to the questions “Teachers always teach us learning strategies like pre-lesson preparation, using mind maps, reference books and online resources etc.” and “I am able to apply learning strategies like pre-lesson preparation, using mind maps, reference books and online resources etc.”. The scores for these two questions were 3.4 and 3.2 respectively (in a scale of 1-5).

##### **2. To enhance cooperative learning**

- 2.1 Adopting the cooperative learning approach has become a general practice in many of our lessons. Subjects including Chinese, English, Liberal Studies, Economics, History and Culture, BAFS, RE, Music and PE employed the cooperative learning approach in their lessons to enhance teaching and learning effectiveness. Most of the teachers employed heterogeneous grouping while some homogeneous grouping and expert grouping were also seen.
- 2.2 According to the results of the stakeholders’ survey, students agreed that “Teachers always arrange learning activities like group discussions and oral presentations etc. for us”. The score received in this item was 3.5 (in a scale of 1-5).

- 2.3 Students agreed in the School-based APASO questionnaire survey that “They learn problem-solving skills from others”. S.1 to S.6 students scored 3.06, 2.98, 3.23, 3.02, 2.96, 3.04 respectively (in a scale of 1-4).

### **3. To promote mobile learning**

- 3.1 Our school is now equipped with 50 tablets with useful educational apps and advanced WiFi infrastructure.
- 3.2 Our teachers learnt practical tips on using technologies to facilitate teaching and learning, and three teachers provided hands-on strategies that other teachers can employ at various settings on the Staff Development Day.
- 3.3 In subjects like Chinese, English, Mathematics, History, Integrated Science, Physics, Biology, Geography, D&T and VA, a considerable number of lessons were conducted with the help of mobile devices. Other subjects have already plans to try out this method in the coming school year.
- 3.4 According to a survey done by the Academic Committee, students agreed that “They will be more motivated to learn when mobile devices are used”. S.1 to S.5 students scored 3.4, 3.1, 3.3, 3, 3 respectively (in a scale of 1-4).

## **B. Reflection**

1. We believe that there are subjects that would be taught more effectively in a cooperative mode. That is why the school encourages teachers to keep on using this approach in their teaching so as to maximize the learning and teaching effectiveness. Cooperative learning has become an integral part of the learning process in subjects like History and Culture, Chinese History and Liberal Studies. In other subjects such as English, Economics, Physics and Chemistry, the cooperative learning approach was adopted in lessons that required students’ active participation. Lesson observation and feedback from teachers revealed that students’ learning motivation was higher and the teaching was more effective in these lessons.
2. Teachers have become more comfortable with the common types of cooperative learning now, they will therefore be encouraged to try out different ways of group work such as expert groups, homogeneous grouping, informal cooperative discussions and the like more often, depending on the nature of the subject contents and the involvement of students in the learning process.
3. A company was invited to run a learning style course for S.1 students. The parents were then provided with an individual report on the student’s learning style by the company. This helped students understand their own strengths and weaknesses in learning so that they can apply appropriate learning strategies effectively while parents can offer appropriate assistance accordingly. Comments from both parents and students on the course were positive. This course will continue to be run next year.

4. Teachers have a better understanding of the rationale and pedagogy of adopting mobile learning after the sharing session, and most of them are ready and willing to employ mobile devices to facilitate their teaching in the future.

## **II. Priority Task 2: To enforce life planning education**

### **A. Achievements**

#### **1. To develop students' understanding of life planning**

- 1.1 Teachers were arranged to attend a workshop on life planning provided by the Professional Training Service Team from ELCHK on the Staff Development Day so that they would be more prepared to help students understand life planning effectively.
- 1.2 A Life Planner was given to each student to set goals and write reflections regularly. Different Committees set different meaningful questions for students to write reflections on.
- 1.3 Three morning assemblies related life planning were conducted by careers prefects for all students. Students' understanding on life planning was enhanced.
- 1.4 Three classes of S.5 students were arranged to join an activity called "Life Journey". Students expressed that they had a better understanding of different aspects of life planning after the activity.

#### **2. To help students understand their academic/career aspiration**

- 2.1 Different subjects arranged to let students explore subject-related careers. ICT, VA, and BAFS introduced students to subject-related careers, which enhanced students' understanding on their elective-related job prospect.
- 2.2 Speakers of different occupations were invited to give talks to prefects. All participated students agreed in a questionnaire that they could know more about their interests and careers orientation in the talks.
- 2.3 This year, careers information was sent to related students through the eClass more than 30 times, two careers education lessons were given in each form, and nine visits targeting at different forms of students were arranged.
- 2.4 Information related to academic/careers education was shared in every staff meeting by the Careers Committee chairperson to update our teachers with the most recent news about academic/careers education in Hong Kong and overseas.

#### **3. To help students plan their academic/career pathways**

- 3.1 Students were nominated to take part in the Applied Learning courses and 77% of the participated students considered the courses helpful in planning their academic/career path.

- 3.2 Students were nominated to take part in the interview skill workshops and 93% of the participated students considered the workshops helpful in planning their academic/career path. .
- 3.3 Students were nominated to take part in the work experience programmes and 82% of the participated students the programmes helpful in planning their academic/career path.

## **B. Reflection**

1. As life planning is an ongoing and lifelong process for personal fulfillment, we consider life planning education plays a significant role in developing students' self-understanding, goal setting, reflective habits of mind and articulation to progression pathways. Life planning education will therefore be further enhanced in the coming years and it will go beyond our OLE periods and be integrated into our day-to-day teaching. Students will be further equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations and be guided to integrate their career/academic aspirations with whole-person development and life-long learning.
2. Using the Life Planner was considered a good way for students to record their footprint of exploration about their career path and life planning. And the senior students were found fond of using the Life Planner to organise their schedules and study plans.
3. Since there will be unlimited quota for the Applied Learning Courses and the interview skill workshops organised by other institutions, more students will be encouraged to take part in these courses so that they will gain better understanding of their academic/careers pathways.

## **III. Priority Task 3: To develop healthy lifestyles**

### **A. Achievements**

1. **To nurture positive thinking in students**
  - 1.1 The morning assemblies on Days 1 & 2 are religious assemblies for spiritual education. In these morning assemblies, we shared the gospel with the students in various ways. We had song sharing, sermons, testimonies from our Christian teachers and pastors from Yuen Long Church. We even set up a new church at school for the public. Morning assemblies on Days 3 & 4 are for moral and civil education. We used current issues and voluntary services as the theme. Students shared their opinions and reflections on current issues from different angles. We also encouraged students to take part in voluntary work by sharing teachers' and students' experiences in being volunteers. Days 5 & 6 are academic morning assemblies. We cultivated in students a positive attitude towards self-directed learning through a wide range of activities such

as presenting useful tips by elite students, introducing interesting topics in a subject and sharing feedback on educational excursions.

- 1.2 Teachers were introduced to the latest disciplinary and counselling issues and concerns related to students on the Staff Development Day. Actual case analysis was provided to consolidate teachers' understanding.
- 1.3 A total of 33 students joined the Big Brother and Big Sister Scheme. These students were trained to care for lower-form students and be mentors for S.1 newcomers to help them adapt to their new school life. The team held one activity originated from the theme of "Act Positive, Build a Caring Campus".
- 1.4 In the post-exam period, the Annual House Singing Contest was held using "Act Positive, Love and Care for our Campus" as the theme. Besides this, Mr Szeto from the Regeneration Society shared his story as a disabled person and students learnt the positive attitude helping Mr Szeto overcome all the obstacles he encountered. In addition, the School Tour was invited to the school to share with students how young stars pursued their dreams. Last but not least, a drama show "Do You Love Me" from the drama club brought the message of friendship, love and care to the students.

## **2. To encourage students to serve the community**

- 2.1 Information about voluntary works was posted on the notice board once a month. The Ho Sum Website (好心網) features a wide range of voluntary activities and gives students a lot of choices in choosing the activities they are interested in.
- 2.2 About 63 admission tickets to Disneyland were distributed to students this year to commend their excellent performance in voluntary work.
- 2.3 The Visual Arts panel held a colour-filling competition to raise the community's awareness towards caring for the needy. Around 1,140 pupils from 51 primary schools in Yuen Long and Tuen Mun took part in it. The whole campaign was run by Visual Arts Ambassadors and Love and Care Ambassadors, who showed strong leadership and coordination skills in organizing the prize-giving ceremony and exhibition.
- 2.4 The Visual Arts panel ran art and craft workshops for around 25 students, 10 teachers and 10 senior citizens from the local community. These activities developed student tutors' leadership skills and cultivated in them the spirit of serving the community.
- 2.5 The Kei Yuen Elder Academy and Mrs. Wong Tung Yuen District Elderly Community Centre worked together to hold workshops and activities. About 45 students attended volunteer training classes before they became tutors. They were then assigned to be tutors for dancing, handicraft and information technology classes. Students participated enthusiastically and they showed their care for the elderly.

### **3. To broaden students' horizons and learning experiences**

- 3.1 Most subjects encouraged students to extend their learning through “Online Learning Programmes” in this academic year. Some subjects like Chinese, Liberal Studies, Chinese History, History and Culture, Biology, Integrated Science, Music and Physical Education made use of the e-class as the platform, and requested students to prepare lessons, read articles, complete MC questions, take part in discussions and upload their work for sharing. In subjects like Maths, Chemistry, Physics and Biology, the Online Question Bank from the Hong Kong Education City was used to drill students' skills in answering MC questions.
- 3.2 About 29 students participated in Astronomy, Paleontology, Earth Science, and Maths web-based learning courses. 8 students were accepted to the Hong Kong Academy for Gifted Education courses. 3 students participated in the knowledge enriching programme organised by the EDB. 7 students took part in the gifted programme provided by the CUHK Education Department.
- 3.3 Students were encouraged to take part in traditional inter-school competitions in sports, visual arts and various categories in the 67th Hong Kong Speech Festival and the Music Festival.
- 3.4 In Science and Mathematics, students took part in international competitions, Science Presentation Contest and quizzes organised by professional bodies and universities.
- 3.5 The school also enrolled students to cooking contests, robotics design and D&T competitions.
- 3.6 About 88 S3 students and teachers joined the “Mainland Exchange Programme for Junior Secondary and Upper Primary Students”, the route was called “Maritime Silk Road in Yangjiang and Heritage Conservation in Kaiping”.
- 3.7 Students were assigned to help various parties such as teachers, the elderly and primary pupils in VA, D&T, Drama and HE courses held throughout the term.
- 3.8 According to the results of the school-based APASO questionnaire survey, students agreed that “The school always organises different activities to enrich their other learning experiences and broaden their horizons”. S1 to S6 students scored 2.76, 2.67, 2.66, 2.59, 2.55, 3.17 respectively (in a scale of 1-4).
- 3.9 According to the results of the school-based APASO questionnaire survey, students agreed that “I will take part in voluntary work and serve the community”. S.1 to S.6 students scored 2.81, 2.72, 2.53, 2.56, 2.4, 3.41 respectively (in a scale of 1-4).



## **B. Reflection**

1. As previous years, the school organised different form-based activities like inter-class display board design competition, classroom cleanliness and tidiness competition and window decoration competition etc. this year to help students internalise their good behaviour and positive values, enhance peer encouragement and promote team spirit in class. These activities were found useful and will be held next year. Also, different class-based activities will be planned during the OLE periods to reinforce a sense of belonging to the class.
2. The student tutors learned by serving others. This turned out to be a good practice to enrich students' learning experiences. The school is going to assign responsible and planning roles to students in running activities and services. This enhances students' leadership skills and confidence while students will also experience the joy of serving others and the community.
3. It is believed that taking part in competitions helps students develop resilience to problems when they experience failure and upkeep their sense of achievement. We will therefore enrol students to more territory-wide as well as international events in the future.

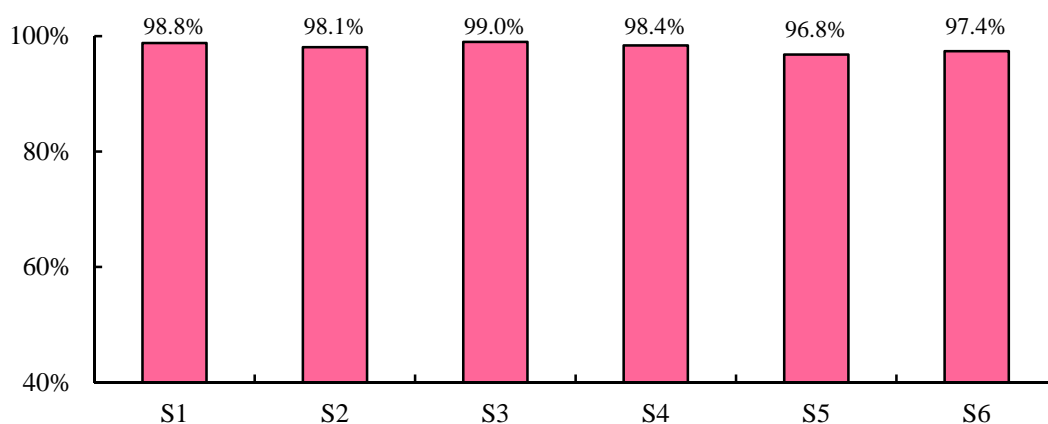
## **Our Learning and Teaching**

### **1. Holistic Plan**

- 1.1 **School-based Curriculum:** In addition to the core curriculum proposed by the CDI, our school has our own school-based curriculum like the previous Language Skills programme, History and Culture and the S.3 Liberal Studies . To provide more learning experiences, the afternoon sessions on Day 6s are reserved for OLE periods in which subjects and committees in school can organise diverse learning activities for students.
- 1.2 **Senior Secondary Education Curriculum:** Starting from the 2012/13 academic year, two S.4 classes were offered two electives while the other three classes were allowed to take three electives. This can let students choose their electives according to their own ability and interest. To provide a better understanding of the NSS curriculum, the school offered starter courses in Economics and BAFS for S.3 classes since the 2012/13 academic year.
- 1.3 **Medium of Instruction (MOI):** Starting from the 2010/11 academic year, English has been used as the medium of instruction in all S.1 classes. In the 2013/14 academic year, a total of 9 subjects adopted English as the MOI, including Mathematics, Computer Literacy, Integrated Science, Liberal Studies, Visual Arts, Physical Education, Design and Technology, Music and Home Economics. For senior secondary education, all elective subjects except Visual Arts employed English as the MOI.
- 1.4 **Use of Information Technology for interactive learning:** All subjects have their own webpage linked to the school website. Apart from this, an electronic platform was hired to provide additional information and extended learning activities such as online reading, unit exercises and discussion forums, etc. E-learning is a good way to cultivate students' habit of self-directed learning. Videos have been uploaded for self-study purposes in some subjects.
- 1.5 **Project learning:** Starting from the 2012/13 academic year, project learning has been integrated into the formal curriculum of S.3 classes. 2 periods in the first term were allotted for Project Learning and each class was taught by two L.S. teachers. The syllabus includes setting questions, formulating hypothesis, searching information and reporting. These are all the major components of Independent Enquiry Study in NSS Liberal Studies.
- 1.6 **Moral and Civic Education:** In addition to the formal curriculum (Religious Studies) and cross-curricular programmes (Days 3 and 4 morning assemblies on MCE and Day 6 OLE periods), one service-related activity is organised for each form. S.1 classes take part in Beach Cleaning Day, S.2 Voluntary Service for the elderly, S.3 Hunger Banquet and S.4 Flag Selling Day. Moreover, a wide variety of activities like the Kei Yuen Elder Academy, Flag Raising Ceremony, study tours to mainland China etc. are organised . All these activities offer students chances to serve the community and build up a sense of responsibility to the community.

## 2. Student Attendance Rate

Student attendance rate in this academic year (2015/16):

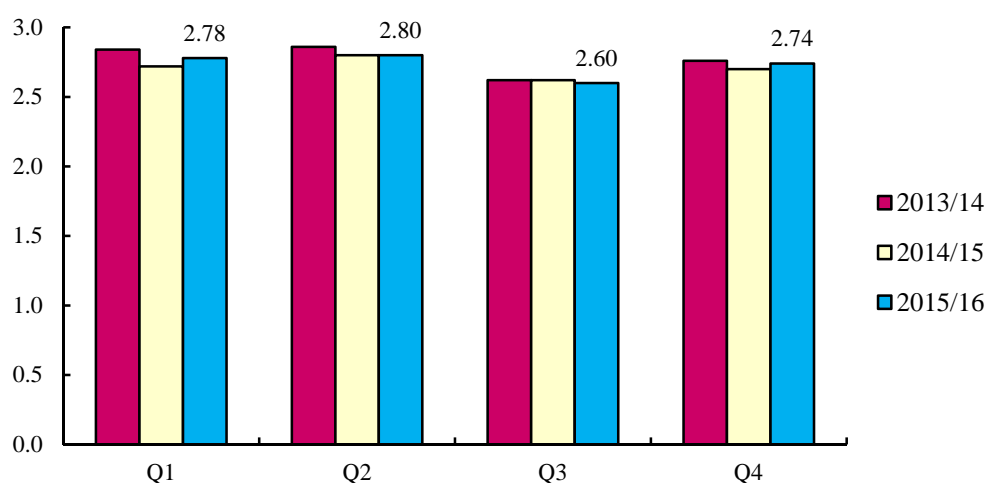


## 3. Students' performance in the Reading Scheme

3.1 The total number of reading materials borrowed within a school year from the School Library in the past three years:

Year	2013/14		2014/15		2015/16	
Level	S.1 to S.3	S.4 to S.6	S.1 to S.3	S.4 to S.6	S.1 to S.3	S.4 to S.6
Total	9,754	3,504	8,440	1,825	8,437	2,176

3.2 Students' self-evaluation on the Lunchtime Reading Scheme in the past three years:



Q1 The scheme cultivates my everyday reading habit

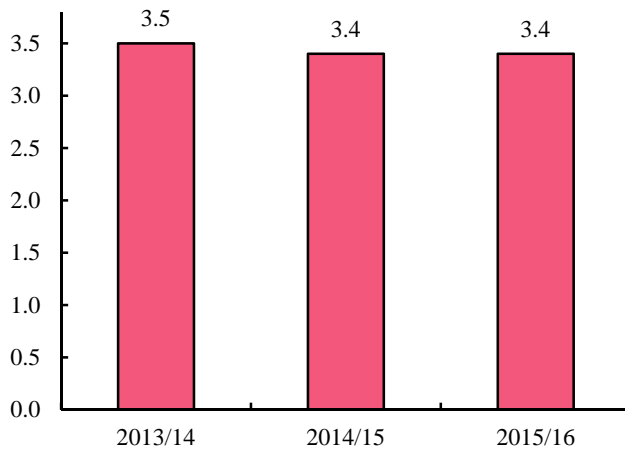
Q2 The scheme encourages me to read more

Q3 The scheme broadens my reading experience (books with different genres)

Q4 The scheme raises my reading interests

(4 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 2.5 being the average score.)

3.3 Students’ self-evaluation on “Students’ Reading Habit” in the stakeholder survey in the past three years:

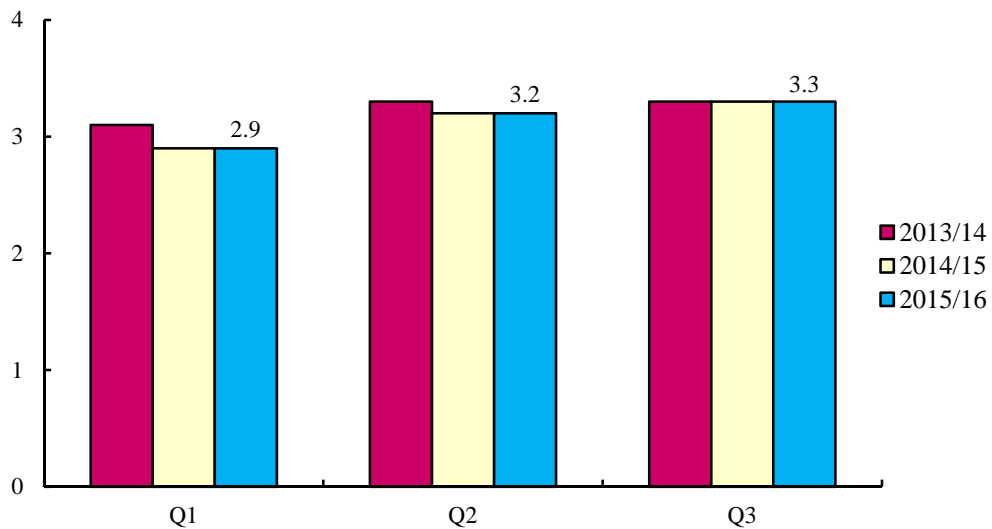


I often read materials such as leisure reading materials and newspaper outside class

(5 being the highest score representing “strongly agree”; 1 being the lowest score representing “strongly disagree”; 3 being the average score.)

4. **Students’ learning attitude and their ability to master learning strategies**

4.1 Students’ self-evaluation on “Student Learning” in the stakeholder survey in the past three years:



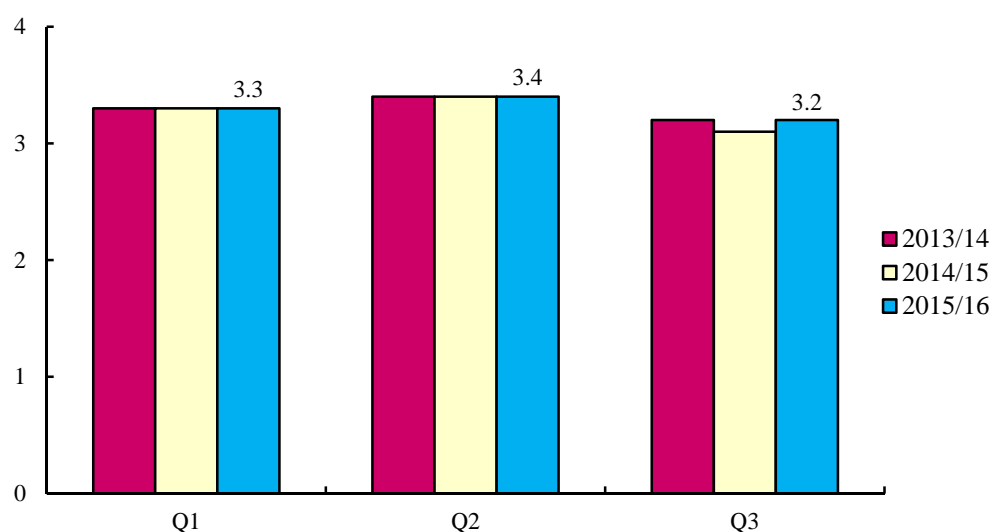
Q1 I am confident in learning

Q2 I take the initiative to learn

Q3 I often do my assignments seriously

(5 being the highest score representing “strongly agree”; 1 being the lowest score representing “strongly disagree”; 3 being the average score.)

4.2 Students' self-evaluation in the stakeholder survey on "Student's Learning Strategies" in the past three years:

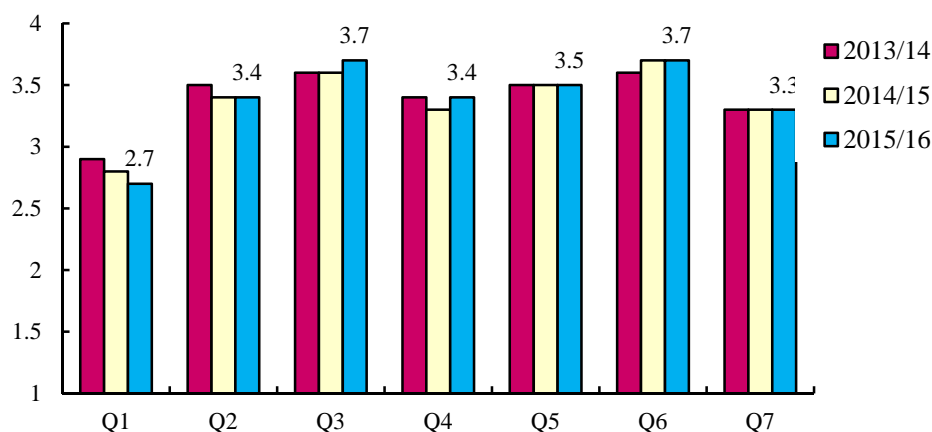


- Q1 I know how to set learning goals for myself
- Q2 I often review my learning
- Q3 I am able to apply learning strategies

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

5. **Students' views on teaching**

Students' evaluation on "My Views on Teaching" in the stakeholder survey in the past three years:



- Q1 The teachers often arrange learning activities outside class for us
- Q2 The teachers often provide us with guidance in learning strategies
- Q3 The teachers often tell us about our progress and problems in learning
- Q4 The teachers often ask us thought-provoking questions in lessons
- Q5 The teachers often make us inquire into different issues in lessons
- Q6 The teachers often arrange learning activities in lessons
- Q7 The teachers often give us encouragement in lessons

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

## 6. Summary

Statistics from the stakeholders' survey showed similar results in the items "My views on teaching" as that of the previous year. Four figures remained the same (Q2, Q5, Q6 and Q7), two showed a rise (Q3 & Q4) and only one showed a slight drop. Students noticed that teachers often arrange learning activities in the lessons but they might not do so that often outside the classroom. In general, their view on teaching was positive.

In cultivating students' reading habit, the school has been arranging a 15-minute reading period after lunch break for many years. A survey showed similar figures on the four items related to this reading scheme. Students generally showed a positive feedback towards the reading scheme and they have developed the habit of reading every day after the lunch break. To further arouse students' interest in reading, the school will encourage class teachers to do some sharings on their reading habit during the reading periods, and will continue to organise book fairs to let students have more exposure to interesting books.

In learning, the scores the questions related to the learning attitude and their ability to master learning strategies received were exactly the same as the previous year. Students generally recognised the importance of mastering effective learning strategies and they showed a positive attitude towards the need of improving their performance in this aspect.

Based on the results of the student stakeholder survey, our school will keep on enforcing cooperative learning and students' initiative in learning in the coming academic year. Different programmes on learning strategies will be launched to help students build up their confidence and skills in learning more effectively.

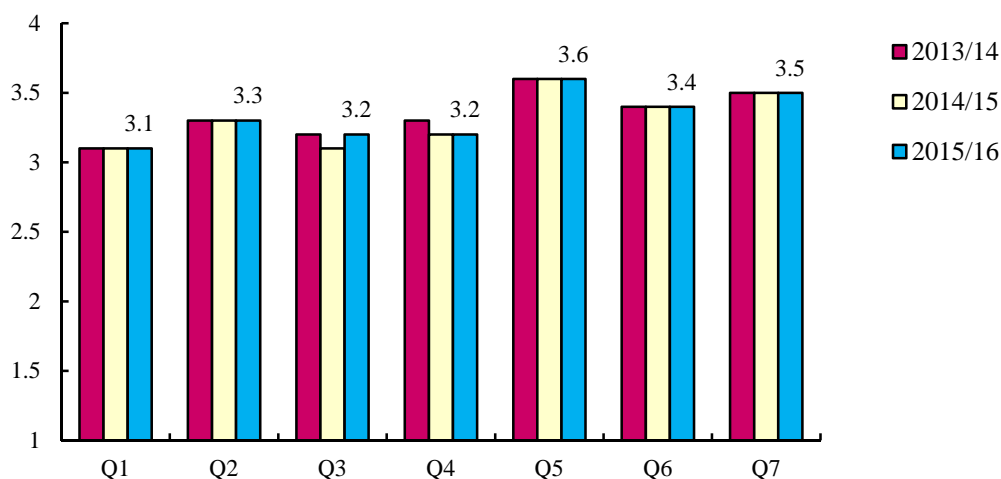
## **Support for Student Development**

### **1. Holistic Plan**

- 1.1 The school employs a whole school approach in providing student service. All the administrative committees in school coordinate and cooperate with each other. They formulate year plans according to the school's major concerns and review the progress of each item regularly.
- 1.2 On supporting the full development of students and providing them with individual care, we lay great emphasis on the role of form teachers. A dual form teacher system is applied to every class in school. If possible, the same form teachers are deliberately allocated to S.1 & S.2 classes to foster better teacher-student relationship. For senior secondary classes, the school also tries hard to keep the same form teachers for all the three years.
- 1.3 The morning assembly is regarded as an important means to foster full student development. Morning assemblies on Day I and Day II are for religious and spiritual cultivation; Day III and IV are related to moral, affective and civic education; Day V and VI assemblies are academic oriented. In addition, the school develops students' confidence and self-esteem by recognising their achievements in monthly prize-giving ceremonies and on achievement display boards next to the school's main entrance.
- 1.4 A wide variety of awards have been set up in school to recognise students' potential in different areas. There are "Outstanding Student", "Outstanding in Academic and Conduct", "Outstanding Chinese and English Writers", "Elite Readers", "Outstanding Chinese Speaker", "Outstanding Performance in Information Technology", "Outstanding Performance in Visual Arts", "Outstanding Performance in Music" and "Outstanding Athlete". To enhance students' all-round development in moral, intellectual, physical, interpersonal and aesthetic aspects, "Kei Yuen Award", "I Can Do It Scheme", "Outstanding Class Committees Scheme" have also been set up.
- 1.5 On handling students' cases, the Guidance Committee works closely with the Discipline Committee and school social workers. External resources such as the educational psychologist from the school sponsoring body, external guidance organisations and professional assistance from the EDB are sought. On handling students with SEN, an appropriate mechanism is implemented to offer them with guidance, support and referral service to facilitate their learning.
- 1.6 To maintain a disciplined and orderly environment for students to study in, the Discipline Committee works in close collaboration with the form teachers and the Guidance Committee. Both preventive and remedial measures are set up to help students learn to be a responsible person. For example, there are S.1 Orientation Days for S.1 entrants, Reformation Scheme to help students learn from their minor misbehaviour and prefect training to boost their leadership skills. These strategies are introduced to cater for students' needs in different stages of growth.

## 2. Students' views on support for student development

2.1 Students' self-evaluation on "My Views on Support for Student Development" in the stakeholder survey:



Q1 The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance.

Q2 My schoolmates are self-disciplined and abide by school regulations.

Q3 The school is intent on fostering our leadership.

Q4 The school actively guides us to acquire the skills to get along with others well.

Q5 The school actively fosters our virtues.

Q6 My schoolmates actively participate in extra-curricular activities.

Q7 Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)



### 3. **Summary**

Figures from the school-based APASO survey showed similar results as those in previous years, and Q3 showed a slightly-increased score.

In the coming academic year, the school will continue to facilitate the organisation of form-based activities with the purpose of meeting the diverse needs of students at different levels more effectively.

We will also continue to enhance life planning education and help students develop healthy lifestyles so that our students could learn to be physically and mentally fit and mature to make wise subject and career decisions in their course of learning.

## Student Performance

### 1. Results of the Hong Kong Attainment Test (Pre- secondary One )

Our school's average score in the Hong Kong Attainment Test in Chinese, English and Mathematics in the past three years:

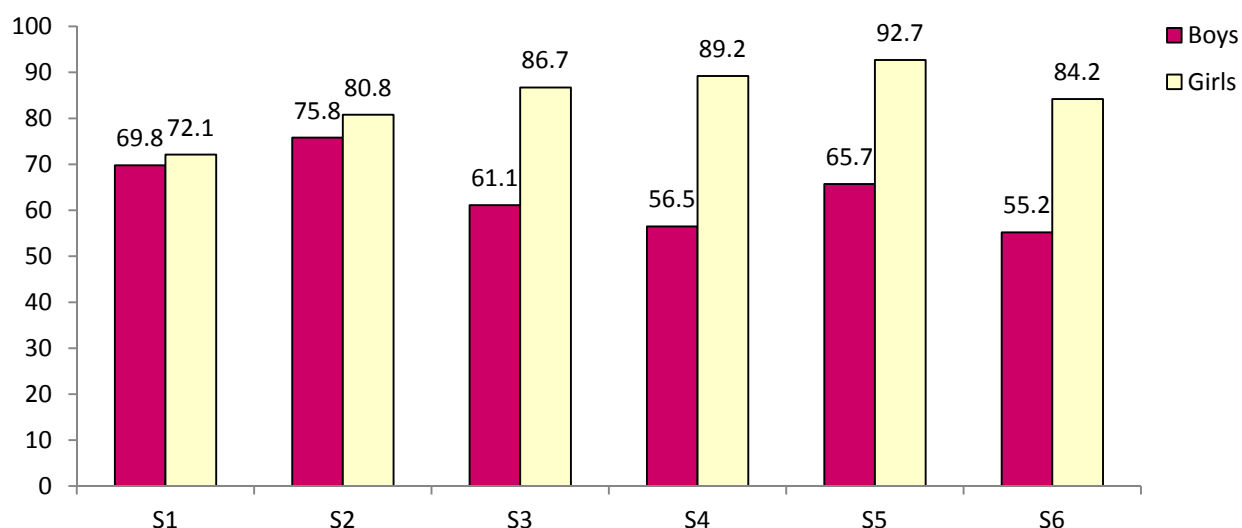
Year	Chinese	English	Mathematics
2013/14	59.31	58.78	66.90
2014/15	60.95	65.37	63.27
2015/16	58.44	64.27	70.92

### 2. Results of the Hong Kong Diploma of Secondary Education Examination

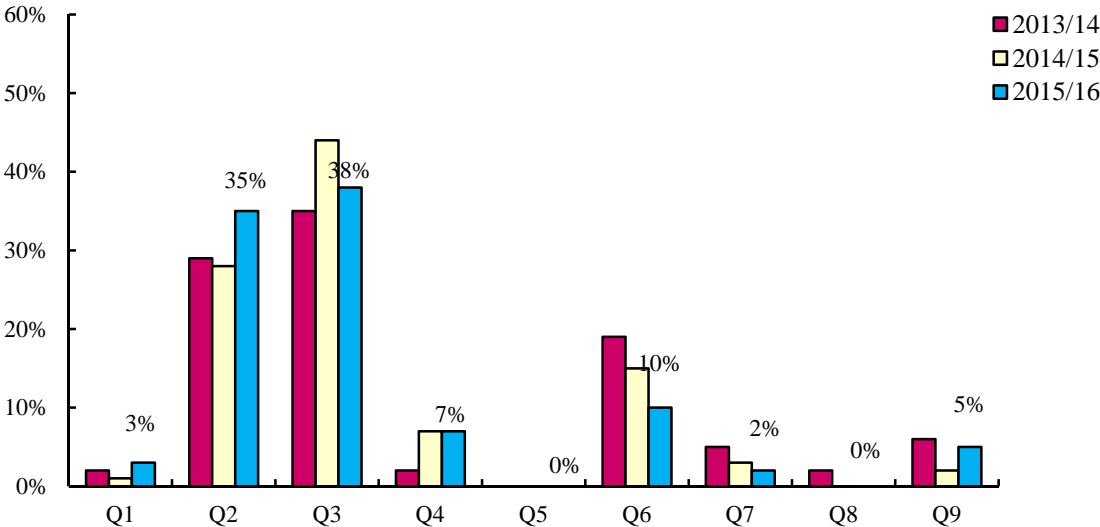
Results of Hong Kong Diploma of Secondary Education Examination in the past three years:

Year	2013/14	2014/15	2015/16
Total no. of candidates	179	160	167
No. and % of students obtaining 2222 (Core subjects)	158(88.3%)	144(90.0%)	153(91.6%)
No. and % of students obtaining 3322 (Core subjects)	108(60.3%)	93(58.1%)	116(69.5%)
No. and % of students obtaining 3322 (Core subjects + 2 electives )	96(53.6%)	87(54.4%)	101(60.5%)

### 3. Percentage of students within the acceptable weight range in 2015/16



**4. Destinations of Secondary 6 Graduates in 2015/16**



- Q1 Full-time Secondary 6 course
- Q2 Degree course
- Q3 Post-secondary course
- Q4 Overseas studies
- Q5 Full-time vocational training
- Q6 Other courses
- Q7 Full-time employment
- Q8 Seeking employment
- Q9 Unknown

## 5. Students' Awards

### 5.1 Individual Awards and Scholarships

Award / Scholarships	Organisation	Prize Winners	
Youth Arch Student Improvement Award	Organiser: Youth Arch Student Improvement Award Co-organiser: The Outstanding Young Persons' Association	2A Ng Chi Hin 2C Wong Cheuk Kwan 3C Lau Hoi Ching 3D Man Chun Pong 4C Fung Tsz Ching 4C Liu Wai Man 5A Ko Chun Ho 5C Leung Lok Ching 5E Wu Jia Zhen	2B Tsang Yi Kiu 2D Chow Yan Kin 3D Lau Hoi Ching 3D Tam Chin Ho 4C Yeung Ching Man 4E Lee Ka Yiu, 5B Cheung Siu Ki 5D Man Yuen Ki

### 5.2 Academic Awards

Academic Awards		
Competition	Organisation	Prize Winners
Inter-School Scrabble Championship 2015 (Secondary Category)	Hong Kong Scrabble Players Association	<b>Bronze Cup Champion</b> 2D Ho Tsun Ngai    6B Chan Long Ching 6E Ip Tsz Fung <b>The most valuable player</b> 6E Ip Tsz Fung <b>High Word</b> 6E Ip Tsz Fung <b>High Game</b> 6E Ip Tsz Fung
Inter-School Scrabble Championship 2016	Hong Kong Scrabble Players Association	<b>Secondary (Open) Silver Cup:</b> <b>2nd Runner-up</b> 2D Ho Tsun Ngai    2D Ho Sum Yin, 2D Cheng Tsz Ching    2D Fung Pak Man, 5D Chan Hiu Hung    5D Ng Cheuk Win
6th CCC Inter-School Scrabble Competition	The Church of Christ in China (CCC)	<b>1st Runner-up</b> 2D Jason Lau    2D Ho Sum Yin 2D Cheng Tsz Ching    2D Ho Tsun Ngai 2D Kan Sik Yin    2D Fung Pak Man 5D Chan Hiu Hung    5D Ng Cheuk Wing
The H.K. Mathematical High Achievers Selection Contest 2015-2016	Po Leung Kuk, Hong Kong Association of Science and Mathematics Education	<b>Grade 3 prize</b> 3A Lam Yee Ching    3D Wan Hei Yuen 3D Cheung Hoi Kit    3D Kwok Hiu Tin
The Thirty-third Hong Kong Mathematics Olympiad	The Department of Mathematics and Information Technology of The Hong Kong Institute of Education and the Education Bureau	<b>Third-class Honour</b> 5E Chiu Chun Hoi

Academic Awards		
Competition	Organisation	Prize Winners
Fun Science Competition	Hong Kong Science Museum	<b>First Prize</b> 5E Chiu Chun Hoi    5E Lau Chun Cheong
2015 Australian National Chemistry Quiz	Royal Australia Chemical Institute	<b>High Distinction in Year 11</b> 6E Chow Sheung Lam    6E Wong Shuk Yan <b>Distinction in Year 11</b> 6E Cheung Chak Ting    6E Ip Tsz Fung 6E Lam Chun Kit    6E Poon Wing Ho 6E Tse Man Kit <b>Credit in Year 11</b> 6E Lam Chak Wa    6E Yee Ka Yee 6E Yip Siu Chung <b>High Distinction in Year 10</b> 5E Li Yik Tsun <b>Distinction in Year 10</b> 5C Chen Yan Shen    5E Chiu Chun Hoi 5E Yeung Kin Tung    5E Yuen Wing Tan <b>Credit in Year 10</b> 5D Check Chung Yin    5D Fok Hei Ching 5D Lam Yik Sum    5D Wong Hoi Leong 5E Cho Yan Kiu Damien    5E Kwok Wah Chung 5E Lau Chun Cheong    5E Yeung Wang Hei
67th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	<b>Solo Verse Speaking:</b> <b>1st place</b> 1D So Yat Hei <b>2nd place</b> 2D Mui Yik Tung    4E Lam Sze Wah <b>3rd place</b> 1A Wong Chung Yan    1A Leung Tsz Ching 1B Thapa Ishika    3A Chan Ming Yan 3D Chow Ngai Hong    4D Fanxico Chan
67th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	<b>Improvised Dramatic Scene English Drama &amp; Movie Making Society:</b> <b>2nd place</b> 2A Chang Ka Yin    2D Cheung Po Yi 2D Leung Wai Sum    2D Wu Ka Wing 3B Ng Siu Long    3C Hui Cheuk Nam
第二十屆全港中學中文硬筆書法比賽	教協	<b>優良獎</b> 6C 劉鈞妍
第十八屆元朗屯門區中學辯論比賽	嶺南大學 西北聯青社 元朗大會堂 合辦	<b>亞軍</b> 4D 陳可莉    4E 林嘉欣 5C 羅志樂    5D 謝灝 6D 莊可豐    6E 容灝森
第十屆「善言巧論:全港學生口語溝通大賽」	香港教育學院 理性溝通教育學會	<b>中學文憑組備稿演講項目(粵語)</b> <b>表現優異</b> 4D 陳可莉 <b>中學文憑組小組討論項目(粵語)</b> <b>表現優異</b> 6A 何思慧

Academic Awards		
Competition	Organisation	Prize Winners
第 67 屆香港學校朗誦節 中文粵語朗誦	香港學校音樂及朗誦 協會	<b>散文獨誦冠軍</b> 2D 崔子臻      3D 鍾紫珊 <b>散文獨誦亞軍</b> 1B 謝曉聰      2D 梅亦彤 <b>散文獨誦季軍</b> 1A 黃頌恩      5D 陳曉虹 <b>詩詞獨誦冠軍</b> 3A 李嘉雯 <b>詩詞獨誦亞軍</b> 2C 方熙延 <b>詩詞獨誦季軍</b> 4D 陳可莉
第 67 屆香港學校朗誦節 中文普通話朗誦	香港學校音樂及朗 誦協會	<b>中一、二級男子散文獨誦冠軍</b> 1A 蔡量 <b>中一、二級男子散文獨誦季軍</b> 1C 李俊樂 <b>中一、二級女子散文獨誦亞軍</b> 2D 梅亦彤 <b>中三、四級女子散文獨誦季軍</b> 3A 龔芍穎 <b>中三、四級女子詩詞獨誦亞軍</b> 4D 王靖雯 <b>中五、六級女子散文獨誦季軍</b> 5D 胡群欣
第十二屆全港中學「兩文三 語」菁英大比拼	香港教育工作者聯 會、香港西區扶輪社	<b>初級組入圍</b> 2A 林學孜 <b>初級組入圍</b> <b>中文最佳文章</b> <b>英文優秀文章</b> 3A 劉美怡
兩地一心「Express 我的夢 想」創作比賽 2015	「兩地一心」 (U-hearts)	<b>初中組文章季軍</b> 2D 朱巧嵐 <b>初中組文章優異</b> 1B 周子力
<晴報>【講聲「早 晨!」·拉近人與人】 全港中學生徵文比賽	<晴報>	<b>冠軍</b> 2D 陳采怡
「兩代情」徵文比賽	香港青年旅舍協會	<b>優異獎</b> 4E 陳柏晴      4E 鍾穎思
青年外交官體驗計劃「危機 24 小時實況比賽」(中學組)	香港青年協會	<b>最佳外交發言人</b> <b>冠軍</b> 5D 胡群欣
元朗學生大使計劃	元朗中學校長會	<b>最深刻體驗獎</b> 4D 陳海林      4E 林思華 5D 謝灝      5D 李少玲 5D 劉詠珊      5E 陳迪瑤

### 5.3 Sports Awards

Sports Awards		
Competition	Organisation	Prize Winners
Inter-School Table Tennis Competition	Hong Kong School Sports Federation Yuen Long Secondary Schools Area Committee	<b>Champion in Boys A Grade</b> 4E Kwok Chung Lawrence 5E Cheung Ki Yui 2B Law Tsz Kin
Inter-School Swimming Championships	Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	<b>1st runner-up in Girls A Grade (Overall Result)</b> 5A Wong Chung Ting 5E Chan Hiu Nam 6B Law Wing Tung Rachel 6B Mak Wing Sum <b>2nd runner-up in Boys B Grade (Overall Result)</b> 3A Kong Tsz Hang      3B Fong Pak Hay 3C Lau Hok Yue      3C Tsui Wai Kiu 4A Chay Wing Hin    4E Lee Tsz Lok <b>Champion in Girls A Grade 4X50m Medley Relay</b> 5A Wong Chung Ting    5E Chan Hiu Nam 6B Law Wing Tung Rachel 6B Mak Wing Sum <b>2nd runner-up in Boys B Grade 4X50m Freestyle Relay</b> 3A Kong Tsz Hang      3B Fong Pak Hay 3C Lau Hok Yue      4E Lee Tsz Lok <b>Champion in Boys A Grade 100m Breaststroke</b> 6A Law Siu Chung <b>Champion in Boys A Grade 50m Free Style</b> 6A Law Siu Chung <b>2nd runner-up Boys B Grade 50m Breaststroke</b> 3A Kong Tsz Hang <b>2nd runner-up in Boys B Grade 100m Free Style</b> 3B Fong Pak Hay <b>2nd runner-up in Boys B Grade 50m Free Style</b> 3B Fong Pak Hay <b>2nd runner-up in Boys B Grade 50m Back Stroke</b> 3C Lau Hok Yue

<b>Sports Awards</b>		
<b>Competition</b>	<b>Organisation</b>	<b>Prize Winners</b>
Inter-School Swimming Championships	Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	<b>Champion in Girls A Grade 100m Free Style</b> 5E Chan Hiu Nam <b>Champion in Girls A Grade 50m Free Style</b> 5E Chan Hiu Nam <b>Champion in Girls A Grade 50m Back Stroke</b> 6B Law Wing Tung Rachel <b>1st runner-up in Girls A Grade 50m Breaststroke</b> 5A Wong Chung Ting <b>1st runner-up in Girls A Grade Individual Medley</b> 6B Mak Wing Sum <b>1st runner-up in Girls A Grade 100m Back Stroke</b> 6B Law Wing Tung Rachel <b>1st runner-up in Girls A Grade 50m Butterfly Stroke</b> 6B Mak Wing Sum
Inter-School Volleyball Competition	Hong Kong Schools Sports Federation	<b>1st Runner-up</b> 3A Shing Cheuk Fung    3B Au Hoi Chun 3B Wong Cheuk Yin    3B Wong Shun Leong 3B Yip Tin Chi        3C Yeung Tsz Hong 3D Yeung Kai Kong Oscar 4A Chi Tsz Hang 4A Chung Wai Chun    4C Lau Tsun Ting 4C Liu Wai Man        4E Kwok Ka Nok
Inter-School Table-Tennis Competition	Hong Kong Schools Sports Federation	<b>1st Runner-up</b> 1C Chow Sin Nga        1C Chu Yuen Ting 1C Tse Ming Yan        1D Sze Cheuk Ka 2A Yeung Yam Sze        2D Mui Yik Tung
CCC Joint School Badminton Competition	The Church of Christ in China (CCC)	<b>2nd Runner-up in Boys Single</b> 4E Lee Chun Ngai <b>Champion in Boys Double</b> 4A Chi Tsz Hang 4E Lee Chun Ngai <b>3rd Runner-up in Girls Double</b> 3A Lau Nga Lam 4E Chan Pak Ching
Inter-School Athletics Competition 2015-2016	Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	<b>1st Runner-up in Boys B Grade High Jump</b> 4D Lau Chung Him



<b>Sports Awards</b>		
<b>Competition</b>	<b>Organisation</b>	<b>Prize Winners</b>
Canton-Hong Kong Judo Invitation Contest 2015	Co-organised by Great Eastern Judo Union & Hong Kong (Asia) Youth Association Limited	<b>1st Running – up (Group 41)</b> 2A Lau Ho Man <b>1st Running – up (Group 38)</b> 2A Leung Chun Kit <b>2nd running – up (Group 33)</b> 2A Lau Chi Ho
National Day Cup Judo Championship 2015	Organised by Great Eastern Judo Union Co-organised by the Judo Association of Hong Kong, China Sponsored by Tsuen Wan District Council	<b>2nd runner-up (Men E Group - 66kg)</b> 3A Tsoi Ching Ho <b>2nd runner-up (Men E Group - 66kg)</b> 2A Leong Chun Kit <b>2nd runner-up (Men E Group - 45kg)</b> 2A Lau Chi Ho
香港學界跆拳道比賽 2016	香港跆拳道協會主辦、康樂及文化事務署贊助	<b>男子色帶組冠軍</b> 3B 譚政南 <b>男子色帶組季軍</b> 3C 楊子康 <b>男子色帶組季軍</b> 1A 黃卓言
香港女子跆拳道比賽 2015	香港跆拳道協會主辦、康樂及文化事務署贊助	<b>女童色帶組季軍</b> 2B 李芷茵
葵青區分齡乒乓球比賽 2015	康樂及文化事務署主辦、葵青區議會贊助	<b>男子青少年 F 組(單打)冠軍</b> 5E 張其銳
第十六屆新界區際乒乓球聯賽	香港區體育總會主辦、元朗區體育會協辦	<b>男子組亞軍</b> 5E 張其銳
中學校際乒乓球錦標賽	中華基督教會香港區會中學校長會體育學習領域工作小組	<b>男子組單打亞軍</b> 5E 張其銳 <b>女子組雙打冠軍</b> 1D 史卓嘉 2D 梅亦彤 <b>女子組單打冠軍</b> 1D 史卓嘉 <b>女子組單打季軍</b> 2D 梅亦彤
中學校際排球錦標賽	中華基督教會香港區會中學校長會體育學習領域工作小組	<b>男子組亞軍</b> 3A 盛焯烽 3B 區凱晉 3B 黃卓然 3B 黃信亮 3B 葉天志 3C 楊子康 3D 楊啓江 4A 池子恒 4A 鍾煒俊 4C 劉雋庭 4C 廖瑋文 4E 郭嘉諾 5C 羅志樂 5D 劉子睿 5E 賴加誠 5E 羅子敬 6A 溫學禮 6D 莊可豐
聖士提反灣獨木舟長途賽 2015	康樂及文化事務署	<b>男子少年組亞軍</b> 2D 崔子臻
2016 聯校滑浪風帆比賽(第一站)	香港滑浪風帆會主辦、康樂及文化事務處協辦	<b>男子少年組別亞軍</b> 2D 崔子臻

#### 5.4 Music Awards

Music Awards		
Competition	Organisation	Prize Winners
The 68th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	<b>Piano Solo Grade Seven:</b> <b>2nd Runner-up</b> 2D Mui Yik Tung <b>Marimba Solo(Parsons Music Scholarship):</b> <b>2nd Runner-up</b> 6D Ho Tze Fai
2016 Hong Kong Asia-Pacific Youth Piano Competition	Hong Kong Music Development Centre	<b>2nd Runner-up</b> 1D Man Chun Hei William
第六屆亞洲青少年音樂比賽	柏斯音樂基金會主辦	倫敦聖三一學院 ATCL 演奏級組:第三名 3A 歐顯星

#### 5.5 Visual Arts Awards

Visual Arts Awards		
Competition	Organisation	Prize Winners
The Hong Kong Mathematics Olympiad Poster Design Competition	Department of Mathematics and Information Technology, The Hong Kong Institute of Education and Mathematics Education Section, Education Bureau	<b>2<sup>nd</sup> Runner-up</b> 5D Lau Pui Yee
“Joy of Painting” Children & Adolescents Painting Competition 2015(Adolescents Section)	Art Mix Culture & Art Exchange	<b>Merit Award</b> 2D Leung Hoi Tung
Exhibition of Secondary School Students’ Creative Visual Arts Work 2015/16(Group for 15 years old or above)	Education Bureau	<b>Gold Prize</b> 5B Chan Ming Leung <b>Certificate of Merit</b> 5A Chan Nga Yin
The Jockey Club Student Drawing Competition of Hong Kong Flower Show 2016	The Leisure and Cultural Services Department	<b>2<sup>nd</sup> Runner-up</b> 5E Lai Ching Lam
The Wharf Hong Kong Secondary School Art Competition 2015-16	The Wharf	<b>Outstanding Performance</b> 4B Tam Wing Yu
美國第二十一屆世界和平書畫展國際青少年書畫評獎	美國中華藝術學會、世界和平書畫展組委會	<b>銀獎</b> 2D 梁凱潼

Visual Arts Awards		
Competition	Organisation	Prize Winners
第三十六屆國際兒童繪畫比賽暨公開攝影比賽	海港青年商會	<b>季軍</b> 2D 梁凱潼
第四十屆全港青年學藝比賽 40周年紀念郵票心思心意設計比賽(中學組)	全港青年學藝比賽大會 主辦 民政事務總署贊助	<b>冠軍</b> 5B 陳子山 <b>亞軍</b> 5A 陳雅然
《慈心·護生》繪畫及攝影比賽	兜率天宮慈心功德會	<b>優異獎</b> 1C 姚景晉 <b>優異獎</b> 4E 陳旻兒
「藍天綠地在香港」全港學界環保比賽 2015 花鳥蟲魚展覽吉祥物設計比賽	香港北區花鳥蟲魚展覽 主辦 北區區議會贊助	<b>中學組優異</b> 4E 陳旻兒
「美麗中國 幸福香港」首屆香港少年兒童繪畫比賽	港區省級政協委員聯誼會學習及文化委員會	<b>優異獎</b> 3D 陳卓立
第九屆青少年視覺藝術展 2016	香港傳藝中心	<b>傑出視藝學生大獎</b> 5E 黎靖林 <b>傑出視藝學生創作獎</b> 5A 羅殷嵐 5B 陳銘良 5E 黎靖林 <b>傑出視藝學生優異獎</b> 5A 羅殷嵐 5B 陳銘良
2015 國際光及光基技術年美術設計創作比賽	保良局主辦 教育局、香港教育學院及香港美術教育協會協辦	<b>世界賽:二等獎</b> 5E 周俊成 <b>世界賽:三等獎</b> 5A 羅愨嵐 5C 蔡倩媛 5D 劉佩儀 <b>香港賽:三等獎</b> 5A 羅愨嵐 5C 蔡倩媛 5D 劉佩儀 5E 周俊成
面具設計比賽 2016	愛滋寧養服務協會	<b>傑出作品獎</b> 1D 陳美延 <b>入圍獎</b> 1A 鍾宇晴 1B 杜嘉瑤 1B 黃淑婷 1C 周倩雅 1C 朱苑亭 1C 周玉蘭 1C 周樂林 1C 趙芷尉 1D 鄧啟情 1D 郭倩怡 1D 陳曉晴 1D 龍尚鴻 2B 曾伊蕎 2B 鄭凱盈 4A 陳依婷 4B 譚穎瑜 4C 黃滿儀 4C 鄧杏 4D 傅倩儀 4D 胡瀚軒 4D 江愛林 4E 陳旻兒
第二十八屆和平海報設計比賽(主題:分享和平)	國際獅子總會中國港澳三0三區	<b>優異獎</b> 2A 陳詠楛 2A 李泳諭 2A 李梓恩 2B 鄭凱盈

<b>Visual Arts Awards</b>		
<b>Competition</b>	<b>Organisation</b>	<b>Prize Winners</b>
愛德·2015「活水行動」 海報設計比賽	愛德基金會	<b>高中及大專組亞軍</b> 4D 江愛林
印刷出版、資訊及通訊業 職安健海報設計比賽 2015	職業安全健康局、 印刷出版、資訊及通訊 業安全及健康委員會	<b>季軍</b> 5B 陳子山 <b>優異獎</b> 5A 陳雅然 5A 羅般嵐

## Financial Report (September, 2015 to August, 2016)

Particulars	Accumulative Surplus	Income	Approved Budget	Expenditure	Percentage Spent	Surplus
<b>Surplus brought forward from previous year :</b>						
<b>Government Funds</b>	7,194,960.28					
<b>School Funds</b>	4,029,176.83					
<b>Council Fund</b>	7,058.20					
<b>I. Government Funds</b>						
Surplus of Expanded Operating Expenses Block Grant (EOEBG)	3,987,997.01					3,987,997.01
(1) Expanded Operating Expenses Block Grant						
(A) School Specific Grants						
· Administration Grant		3,529,199.57	3,500,000.00	3,423,665.20	97.82%	105,534.37
· Composite Information Technology Grant		482,114.00	482,200.00	500,816.14	103.86%	(18,702.14)
· Capacity Enhancement Grant		574,415.00	573,477.00	512,541.66	89.37%	61,873.34
· School-based Support Scheme for Schools with Intake of Newly Arrived Children		5,206.00	5,206.00	3,000.00	57.63%	2,206.00
(B) Non-School Specific Grants - Baseline Reference	2,043,914.84					
(i) Operation						
· General expenses such as electricity charges, printing and stationery, cleaning materials, repairs, lift maintenance etc			770,000.00	791,171.16	102.75%	
· Composite furniture and equipment			756,490.00	537,862.94	71.10%	
(ii) Teaching and Learning						
· Consolidated subjects			300,710.00	278,499.30	92.61%	
· Teaching aids, library books, reference books etc			122,080.00	76,790.20	62.90%	
· ECA, M&CE, Religious and Academic act, prog and resources			376,360.00	270,353.94	71.83%	
· Guidance, Discipline and Careers act, prog and resources			93,870.00	28,561.80	30.43%	
(iii) Development						
· Staff Development			15,600.00	1,200.00	7.69%	59,475.50
(C) Fund set aside for Severance Payment/Long Service Payment	209,094.39	0.00	0.00	0.00	0.00%	209,094.39
Sub-total:	4,197,091.40	6,634,849.41	6,995,993.00	6,424,462.34	91.83%	4,407,478.47
(2) Cash Grant for School-based After-school Learning and Support Programmes	53,107.50	150,000.00	168,500.00	112,660.00	66.86%	90,447.50
(3) Senior Secondary Curriculum Support Grant	724,276.44	705,398.67	810,000.00	807,791.96	99.73%	621,883.15
(4) Extra Senior Secondary Curriculum Support Grant	1,000,000.00	250,000.00	0.00	0.00	0.00%	1,250,000.00
(5a) Diversity Learning Grant (Other Programmes)	71,997.00	91,000.00	88,200.00	80,763.50	91.57%	82,233.50
(5b) Diversity Learning Grant (Applied Learning Courses)	0.00	179,391.00	179,391.00	198,075.00	110.42%	(18,684.00)
(5c) Diversity Learning Grant (Other Languages)	300.00	7,000.00	7,000.00	6,900.00	98.57%	400.00
(6) Fractional Post Cash Grant	272,742.48	224,834.00	448,680.00	448,680.00	100.00%	48,896.48
(7) Teacher Relief Grant	302,071.94	203,090.00	250,000.00	197,728.04	79.09%	307,433.90
(8) The Moral and National Education Support Grant	361,707.00	0.00	385,250.00	90,895.50	23.59%	270,811.50
(9) Learning Support Grant for Secondary Schools	75,626.60	321,672.00	300,000.00	323,995.23	108.00%	73,303.37
(10) One-off Grant for Upgrading of the WebSAMS	30.00	0.00	30.00	0.00	0.00%	30.00
(11) Career and Life Planning Grant	98,410.52	541,560.00	554,600.00	574,507.68	103.59%	65,462.84
(12) Grant for After-School Support for NCS Students	37,599.40	50,000.00	50,000.00	7,524.46	15.05%	80,074.94
(13) One-off Grant for Acquiring Mobile Computer Devices	0.00	121,450.00	121,450.00	121,450.00	100.00%	0.00
(14) Recurrent Grant for Enhancing WiFi Infrastructure	0.00	84,940.00	84,940.00	29,441.00	34.66%	55,499.00
(15) Strengthening School Administration Management Grant	0.00	250,000.00	0.00	0.00	0.00%	250,000.00
(16) Special Home-School Co-operation Grant	0.00	5,000.00	0.00	0.00	0.00%	5,000.00
Grand Total of Government Funds :	7,194,960.28	9,820,185.08	10,444,034.00	9,424,874.71	90.24%	7,590,270.65
<b>Surplus of Government Funds of 2015/16 School Year :</b>						395,310.37
<b>II. School Funds</b>						
· Tong Fai	397,652.33	137,330.00	80,000.00	55,142.58	68.93%	479,839.75
· Donation (Note)	601,433.49	100,000.00	610,000.00	605,420.30	99.25%	96,013.19
· Rental, students activities etc	2,546,988.31	1,074,106.85	2,370,000.00	1,202,056.61	50.72%	2,419,038.55
· Approved Collection for Specific Purposes :						
· Air-conditioning, printing charges, SU charges etc	482,355.50	387,495.60	400,000.00	277,985.20	69.50%	591,865.90
· Hong Kong Jockey Club Life-wide Learning Fund	747.20	89,880.00	90,627.20	80,430.70	88.75%	10,196.50
Grand Total of School Funds :	4,029,176.83	1,788,812.45	3,550,627.20	2,221,035.39	62.55%	3,596,953.89
<b>Surplus of School Funds of 2015/16 School Year :</b>						(432,222.94)
<b>III. Council Fund</b>						
<b>Surplus :</b>	7,058.20	1,500.00	1,500.00	1,600.40	106.69%	6,957.80
<b>Government Funds</b>	7,590,270.65					
<b>School Funds</b>	3,596,953.89					
<b>Council Fund</b>	6,957.80					

Note : The expenditure include religious activities, scholarship and construction of new playground.

## Appendix 1: Capacity Enhancement Grant

### 1 Major concerns:

- 1.1 To provide clerical support to teachers so that they can spare more time communicating with the students and catering for their developmental needs.
- 1.2 To provide teachers with technical support in ICT, enabling them to teach effectively with advanced technology.
- 1.3 To develop students' potential and cater for their academic needs by offering a variety of after-school classes in different subjects.

### 2 Achievements and reflection on major concerns:

- 2.1 To provide clerical support:

Targets	Achievements	Reflection
<ul style="list-style-type: none"> <li>• Curriculum development, SBA and TSA</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Assistants (TA) helped teachers with the oral examination and invigilation work for the S.3 Territory-wide System Assessment.</li> <li>• Teacher Assistants provided technical support in video-recording, record-keeping and storing of students' work for the SBA as required by the HKDSE examinations.</li> <li>• Teachers' daily administrative work such as invigilation, tape-recording for oral examinations, arrangements for oral examinations, and the like was also greatly reduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Assistants rarely stay on the post for a long period of time.</li> </ul>
<ul style="list-style-type: none"> <li>• Catering for students' varied developmental needs</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Assistants helped with the enrolment and registration work of various developmental programmes.</li> <li>• When needed, teacher assistants helped form teachers with their OLE periods.</li> <li>• Escorting students to competitions, visits and activities was also one of their duties.</li> <li>• There were after-school enhancement and/or remedial courses in Chinese, Putonghua, English, Mathematics, IS, Biology, Physics, Chemistry, Chinese History, Economics, Visual Arts and PE.</li> </ul>	<ul style="list-style-type: none"> <li>• In view of the great demand for S.1 after-school tutorial classes, 2 classes were offered in this school year.</li> <li>• More varied courses could be offered to enrich students' potentials if possible.</li> </ul>

<ul style="list-style-type: none"> <li>• Teaching with technology</li> </ul>	<ul style="list-style-type: none"> <li>• The IT Assistant (ITA) and TA assisted Computer Literacy teachers in ICT lessons for junior classes.</li> <li>• Technical support in video-recording of students' performance in SBA as well as school functions was provided by the ITA.</li> <li>• Support service such as maintenance of the network, purchase of software and daily maintenance of computers in school was provided by the ITA under the supervision of the network administrator.</li> <li>• The ITA also helped with the entry of OEA and SLP for the JUPAS system.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic training in video editing was offered to the ITA and most of the TAs.</li> </ul>
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### 3 Financial report:

No.	Category	Particulars	Budget (\$)	Expenditure (\$)
1	Employment of 1 Teacher Assistant and 1 ITA	Salary and MFP for 1 TA and 1 ITA	250,287.00	249,236.66
2	After-school tutorial courses	Employment of tutors for all the courses	324,128.00	263,305.00
Total			574,415.00	512,541.66

### 4 Major concerns in 2016-17:

- 4.1 To provide teachers with assistance in curriculum development, school-based assessment and territory-wide assessment.
- 4.2 To release teachers' workload in general administrative work so that they can spare more time helping students.
- 4.3 To provide efficient technical support for teachers when they teach with technology.

### 5 Working team:

Leung Ching Man (Coordinator)

**Appendix 2: ‘Whole-School’ Approach to Integrated Education:  
Policy, Resources and Support Measures**

<b>I. Policy</b>	<ul style="list-style-type: none"> <li>• Our school acknowledges the responsibility of establishing an inclusive environment to support students special educational needs (SEN) with a “Whole-School” Approach. Resources are deployed to provide appropriate and diversified support for them so as to enhance their learning and adjustment to the school life.</li> <li>• We treasure home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of support strategies for students with SEN.</li> </ul>
<b>II. Approach</b>	<ul style="list-style-type: none"> <li>• We adopt the 3- Tier Support Model proposed by the Education Bureau to support our SEN students.</li> </ul>
<b>III. Support Measures and Use of Resources</b>	<p>Students with SEN and Academically Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> <li>• A student support team headed by the guidance master is established. The team is comprised of relevant subject heads, a guidance teacher, the resource teacher, form teachers, the school social worker, the educational psychologist, the examination coordinator and subject teachers.</li> <li>• ALAs are provided with pull-out/after school remedial lessons, which include Chinese, English and Mathematics.</li> <li>• With teachers’ coordination, senior students provide after-school tutorials for those students in need.</li> <li>• Assessment accommodation is provided for students in need; their learning achievements are recorded via class observation and teacher questionnaires and the results are reported to their parents at an appropriate time.</li> <li>• We participate in “Dreams Come True: Work Internship Program for Senior Secondary Students with Special Needs” organised by the Boys’ and Girls’ Clubs Association of Hong Kong. The program offers tailor-made job experience and career planning service to the students.</li> <li>• The education psychologist holds social skills group meetings for SEN students. He teaches them social skills and emotion management and offers individual support upon request.</li> <li>• Students are also supported by fellow schoolmates from the BBBS team in the form of peer tutoring.</li> <li>• We offer parents with training and interviews with our educational psychologist to provide them with a clear understanding of special education needs.</li> <li>• Teachers participate in teacher training courses offered by the Education Bureau, Institute of Education or NGOs. Through adopting the Whole School Approach, teachers can support the SEN students with diverse needs. They are equipped with teaching strategies for students with Autism Spectrum Disorders (ASD), Hearing Impairment or Attention Deficit/ Hyperactivity Disorder (ADHD) and the idea of invitational education in the courses.</li> </ul>



## Appendix 3: The Hong Kong Jockey Club Life-wide Learning Fund Annual Activity Report

Please return the completed Annual Activity Report by fax before 31 October 2016 to:  
Life-wide Learning and Library Section, Curriculum Development Institute  
Fax no: 2892 6428

Name of School: CCC KEI YUEN COLLEGE School Code: 190241 Treasury Code: 1068

### A) Summary of expenditures

<u>2015/16 Allocation</u>	-	<u>2015/16 Expenditures</u>	=	<u>2015/16 Unspent amount (This amount is to be returned to EDB) <sup>(1)</sup></u>
\$ 89,880.00		\$ 78,950.26		\$ 10,929.74

Remark (1): Regarding unspent amounts, (a) government, private and closing schools should arrange for the payment of the returnable amount according to our follow-up advice, (b) but for other schools, the EDB will deduct the returnable amount from their school accounts directly.

### B) Number of benefited students (i.e. students entitled to use **and actually** had used the fund)

	CSSA	SFAS (full grant)	Other Needy Student	Sub- total		CSSA	SFAS (full grant)	Other Needy Student	Sub- total
P1:	0	0	0	0	S1:	2	8	3	13
P2:	0	0	0	0	S2:	2	3	5	10
P3:	0	0	0	0	S3:	1	6	11	18
P4:	0	0	0	0	S4:	1	6	6	13
P5:	0	0	0	0	S5:	2	3	5	10
P6:	0	0	0	0	S6:	1	0	2	3
Sub-total:	0	0	0	(a) 0	Sub-total:	12	26	32	(b)67
<b>Total (a + b):</b>									<b>67</b>

### C) Report on activities: (use additional sheet if the space provided is insufficient)

	Name of the life-wide learning activity <sup>(2)</sup>	Use of expenditures (e.g. admission fee, transport fee, etc)	Hosting Organization <sup>(3)</sup>		Venue <sup>(3)</sup>		The HK Jockey Club Life-wide Learning Fund	
			Schools	Other Organizations	HK	Outside HK	Expenditures	Beneficiaries in the Activity concerned (Frequency, not Head Count)
1.	Brass Band Course	Tuition Fee	✓		✓		\$23,886.00	26
2.	Boys' Basketball Team	Coach Fee	✓		✓		\$11,200.00	17
3.	Girls' Basketball Team	Coach Fee	✓		✓		\$4,800.00	8
4.	Badminton Team	Coach Fee	✓		✓		\$760.00	2
5.	Boys' Volleyball Team	Coach Fee	✓		✓		\$1,200.00	2
6.	Girls' Volleyball Team	Coach Fee	✓		✓		\$3,000.00	6
7.	Boys' Football Team	Coach Fee	✓		✓		\$3,600.00	6
8.	School Picnic	Transportation and Ticket Fee	✓		✓		\$1,202.00	8
9.	Wood Guitar / Drum Course	Tuition Fee	✓		✓		\$1,560.00	2
10.	Summer Girls' Volleyball Team	Coach Fee	✓		✓		\$300.00	2
11.	Leadership Camp	Camp Fee	✓		✓		\$40.00	2

	Name of the life-wide learning activity <sup>(2)</sup>	Use of expenditures (e.g. admission fee, transport fee, etc)	Hosting Organization <sup>(3)</sup>		Venue <sup>(3)</sup>		The HK Jockey Club Life-wide Learning Fund		
			Schools	Other Organizations	HK	Outside HK	Expenditures	Beneficiaries in the Activity concerned (Frequency, not Head Count)	
12.	Gospel Camp	Camp Fee	✓		✓		\$340.00	1	
13.	Prefect Training Camp	Camp Fee	✓		✓		\$1,800.00	4	
14.	Summer Sports Tour to Shanghai	Tour Fee		✓		✓	\$4,150.00	1	
15.	Chinese History and Liberal Study Tour to Guangzhou	Tour Fee	✓			✓	\$166.50	1	
16.	ELIC Summer English Programme	Programme Fee		✓	✓		\$8,466.76	4	
17.	Volleyball Knee Pad	Material Cost	✓		✓		\$200.00	2	
18.	Boys' Basketball Shoes	Material Cost	✓		✓		\$5,359.00	9	
19.	Running Shoes	Material Cost	✓		✓		\$3,818.00	7	
20.	HK Air Cadet Corps Team Uniforms	Material Cost	✓		✓		\$376.00	1	
21.	Boys' Football Team Uniforms	Material Cost	✓		✓		\$1,236.00	4	
22.	Boys' Volleyball Team Uniforms	Material Cost	✓		✓		\$300.00	1	
23.	Boys' Basketball Team Uniforms	Material Cost	✓		✓		\$300.00	1	
24.	Girls' Basketball Team Uniforms	Material Cost	✓		✓		\$440.00	4	
25.	Running Pants	Material Cost	✓		✓		\$450.00	3	
Remark (2): Please provide clear and specific activity name. Names such as "life-wide learning" or "ECA activity" are too general and are not advised to be used. Remark (3): Please put a "✓" in the appropriate box. Remark (4): In recent years the average spending rate of schools territory-wide has reached 90% or more.							Total <sup>(4)</sup>	\$78,950.26	124

## Appendix 4: School-based After-school Learning and Support Programmes Report

Name of School : CCC KEI YUEN COLLEGE

Project Coordinator : Miss Leung Ching Man Contact Telephone No.: 24750331

A. The number of benefitting students (count by heads) under this programme is 69 (including A. 20 CSSA recipients, B. 45 SFAS full-grant recipients and C. 4 under school's discretionary quota)

**B. Information on Activities under the Programmes**

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
S.1 After School Tutorial Classes & S2 Learning Support Programme	8	7	4	76.1%	October-June	56,700	<ul style="list-style-type: none"> <li>Calculate the number of participants</li> <li>Conduct questionnaire survey</li> </ul>	University students are recruited to be the tutors	100% of the participants agreed that the programme was helpful with their study and personal development
Saturday English, Mathematics and Science Enhancement Programme	9	40	2	86.0%	October-May	44,550	<ul style="list-style-type: none"> <li>Calculate the number of participants</li> <li>Conduct questionnaire survey</li> </ul>	University students are recruited to be the tutors	96.2% of the participants agreed that the programme was helpful with their study
External / After School programmes: Language, Interest, or Ability	0	6	0	100%	September -August	11,410	<ul style="list-style-type: none"> <li>Interview the participating students</li> </ul>	University students are recruited to be the tutors	100% of the participants agreed that the programme was helpful with their study
<b>Total no. of activities: 3</b>									
@No. of participation counts	17	53	6		Total Expenses	112,660			
**Total no. of participation counts	76								

Note:

\* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of participation count: the aggregate of (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

### C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students:*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students’ self-esteem		✓				
g) Students’ self-management skills			✓			
h) Students’ social skills			✓			
i) Students’ interpersonal skills			✓			
j) Students’ cooperativeness with others			✓			
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities						✓
o) Students’ sense of belonging						✓
p) Students’ understanding on the community						✓
q) Your overall view on students’ community involvement						✓

### D. Comments on the project conducted

*Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;

## Appendix 5: Applied Learning

### **1. Programme plan**

Name of programme(s)	No. of students involved	Evaluation
Fundamental Cosmetology	2	All with grade B
Hotel Operations	1	Withdrawn
Western Cuisine	1	Grade C
Jewellery Arts and Design	1	Grade B
Aviation Studies	2	All withdrawn
Commercial Comic Art	2	All with grade B
Radio Host and Programme Production	3	2 with grade A and 1 with grade B
Applied Psychology	1	Grade B
Exploring Psychology	2	1 withdrawn and 1 with grade D
Computer Game and Animation Design	2	1 withdrawn and 1 with grade U
Sports and Fitness Coaching	2	1 with grade A and 1 with grade B
	19	

### **2. Financial report**

Category	Budget(\$)	Actual Expenditure(\$)
Diversity Learning Grant (Fully subsidised students)	120,000	121,073
Diversity Learning Grant (Partially subsidised students)	81,000	58,474
Capacity Enhancement Grant	27,000	20,303
Total	228,000	199,850

### **3. Evaluation**

A total of 19 students took the Applied Learning Courses. The overall completion rate was 73.7%. Five of the students withdrew and most of those who had completed the courses got Excellent or Very Good grades in Overall Rating.

## Appendix 6: Diversity Learning Grant (Gifted Education)

### 1. S.4 programmes

Name of programme(s)	No. of students involved	Evaluation
Chinese subject: Debate Training Course	10	Students participated in Yuen Long and Tuen Mun Secondary Schools Debate Competition 2015 and won The 1 <sup>st</sup> Runner up. Before gaining this honour, the team has won 4 games successively. The result was so encouraging that team members found their debating skills were quickly mastered during the actual combat.
Chinese subject: Literature Tour	0	Not held
Chinese subject : Prose Writing Course	14	Students met the famous writer Chow shuk Ping(周淑屏), they understood how to write attractive articles. Marking of students' articles could be more precise.
Pull-out programme for gifted students in specific areas	0	No application
Mathematics: Trainings for Elite Students	39	100% of the participants agreed that the course could raise their interest in Mathematics and foster high-order thinking skills.
Discipline Committee: Leadership Training Scheme	14	100% agreed that their ability of cooperation was enhanced. 98% agreed that their problem-solving ability was enhanced. Some of them expressed that the camp helped them improve the skills of briefing and debriefing. In short, over 70% participants agreed that the scheme could foster their leadership skills and team spirit.
Physical Education: Physical Training Camp	0	Not held
Geography: Inquiry Geographical field trip	40	All participants agreed that the field trip could enhance their understanding of geography and extend their geographical skills and knowledge beyond the curriculum.
Visual Arts: Computer-aided design software course	11	100% of the participants agreed that the course could raise their interest in computer arts . Many of them participated in many poster design competitions and got excellent result.
Visual Arts: Acrylic painting skills course	11	100% of the participants agreed that the course could raise their interest in painting and foster their creativity skills.
Chemistry: Trainings for Elite Students	41	100% of the students agreed that the competition can enhance their understanding of chemistry and foster high-order thinking skills.
History: Museum Visit & Local Community study	48	100% participants agree that the visit and the field trips can help their learning and extend their historical knowledge beyond the curriculum.
	228	

## 2. S.5 programmes

Name of programme(s)	No. of students involved	Evaluation
Japanese	1	Student attended the course enthusiastically with 100% attendance.
Chinese subject: Debate Training Course	10	Students participated in Yuen Long and Tuen Mun Secondary Schools Debate Competition 2015 and won the 1 <sup>st</sup> Runner up. Before gaining this honour, the team has won 4 games successively. The result was so encouraging that team members found their debating skills were quickly mastered during actual combat.
Chinese subject: Literature Tour	4	Students visited Squatters in Tai Po, the field study was an eye-opening experience for them. Students needed to write an article after the visit. This activity was held by the Moral and Civic Education Committee, no expenditure was needed.
Chinese subject: Prose Writing Course	20	Students met the famous writer Chow Shuk Ping(周淑屏), they understood how to write attractive articles. Marking of students' articles could be more precise.
Mathematics: Trainings for Elite Students	27	100% of the participants agreed that the course could raise their interest in Mathematics and foster high order thinking skills.
Liberal Studies: Guangzhou Field Trip	40	85% participants agreed that the trip could raise their understanding about the development of the mainland China
Chinese History: Guangzhou Field Trip	0	Financed by the education bureau.
Chinese History: Critical Thinking Skills Training	0	Not held
Discipline Committee: Leadership Training Scheme	6	100% agreed that their ability of cooperation was enhanced. 98% agreed that their problem-solving ability was enhanced. Some of them expressed that the camp helped them improve the skills of briefing and debriefing. In short, over 70% participants agree that the scheme can foster their leadership skills and team spirit.
Geography: Inquiry Geographical field trip	40	All participants agreed that field trip could enhance their understanding of Geography and foster inquisitive mind in geographical issues.
Visual Arts: Computer-aided design software course	11	100% of the participants agreed that the course could raise their interest in computer arts . They all participated in many poster design competitions and got excellent result. .
Visual Arts: Acrylic painting skills course	11	100% of the participants agreed that the course could raise their interest in painting and foster their creativity skills.
	170	

### 3. S.6 programmes

Name of programme(s)	No. of students involved	Evaluation
Liberal Studies: Critical Thinking Skills Course	50	100% participants agreed that the course could foster their skills in writing critical comments.
Chinese History: Critical Thinking Skills Training	27	74.1% of the participants agreed that the course could foster their critical thinking ability.
	77	



#### 4. Financial report

Catagory	Income(\$)	S.4 Expenditure(\$)	S.5 Expenditure(\$)	S.6 Expenditure(\$)
Diversity Learning Grant	\$91,000			
Japanese	/	/	\$6,900,	/
Chinese subject: Debate Training Course	/	\$3,000	\$3,000	/
Chinese subject: Literature Tour	/	/	/	/
Chinese subject : Prose Writing Course	/	\$2,400	2,400	/
Pull-out programme for gifted students in specific areas	/	/	/	/
Mathematics: Trainings for Elite Students	/	\$6,540	\$4,960	\$2,925
Discipline Committee: Leadership Training Scheme	/	\$6,300	\$2,700	/
Physical Education: Physical Training Camp	/	/	/	/
Liberal Studies: Critical Thinking Skills Course	/	/	/	\$15,000
Liberal Studies: Guangzhou Field Trip	/	/	/	/
Chinese History: Critical Thinking Skills Training	/	/	/	\$1,350
Geography: Inquiry Geographical field trip	/	\$2,610	\$3,438.5	/
Visual Arts: Computer-aided design course	/	\$4,500	\$4,500	/
Visual Arts: Acrylic painting skills	/	\$4,500	\$4,500	/
Visual Arts: Training for Elite students	/	/	/	\$3,600
/Chemistry: Trainings for Elite Students	/	\$3,280	\$2,080	/
History: Museum visit	/	\$840	/	/
History: Local Community study	/	\$2,200	\$2,700	/
Sub-total		\$36,170	\$37,178.5	\$22,875
			Total	\$96,223.5

## **5. Evaluation**

5.1 A wide variety of activities were held this year. The learning experiences of the gifted students in senior forms were broadened by taking courses in different key learning areas organised by the school.

5.2 More diversified courses will be offered as one of the major concerns of the school's 3-year development plan is to widen students' experiences and horizons. When more grants are received, the school will organise activities to cater for the needs of the gifted students. On other occasions, the school would provide financial assistance to gifted students who would like to take courses not offered by the school.

## Appendix 7: Career and Life Planning Grant

Objectives	Strategies	Expenditure(\$)	Total(\$)
1. Employment of a teacher and a teacher assistant	<ul style="list-style-type: none"> <li>● Salary for teacher and teacher assistant</li> <li>● MPF for teacher and teacher assistant</li> </ul>	428,406.49 45,792.19	474,198.68
2. Organise visits to help students understand their interests and capabilities	<ul style="list-style-type: none"> <li>● Hiring coaches to:               <ul style="list-style-type: none"> <li>-CUHK (S.1)</li> <li>-HKU (S.2)</li> <li>-CUHK(S.6)</li> </ul> </li> </ul>	4,800.00 6,600.00 1,600.00	13,000.00
3. Life Planning education for students in different forms	<ul style="list-style-type: none"> <li>● Career Mapping development tools</li> <li>● Career Interest Inventory for S.3 and S.5</li> <li>● Workshop for S.1 (Career Education)</li> <li>● Workshop for S.2 (Career Education)</li> <li>● Careers Talk for S.,3 (Subject Selection)</li> <li>● Workshop for S.4 (Career Mapping)</li> <li>● Workshop for S.5 (Career Mapping)</li> <li>● Careers Talk for S.6 (JUPAS)</li> <li>● Workshop for S.6 (Interview Skills)</li> </ul>	5,044.00 4,065.00 19,500.00 19,500.00 1,300.00 12,000.00 12,000.00 1,300.00 12,600.00	87,309.00
		<b>Total:</b>	<b>574,507.68</b>