

# School Report

## 2017 - 2018



# 張祝珊英文中學

## CHEUNG CHUK SHAN COLLEGE

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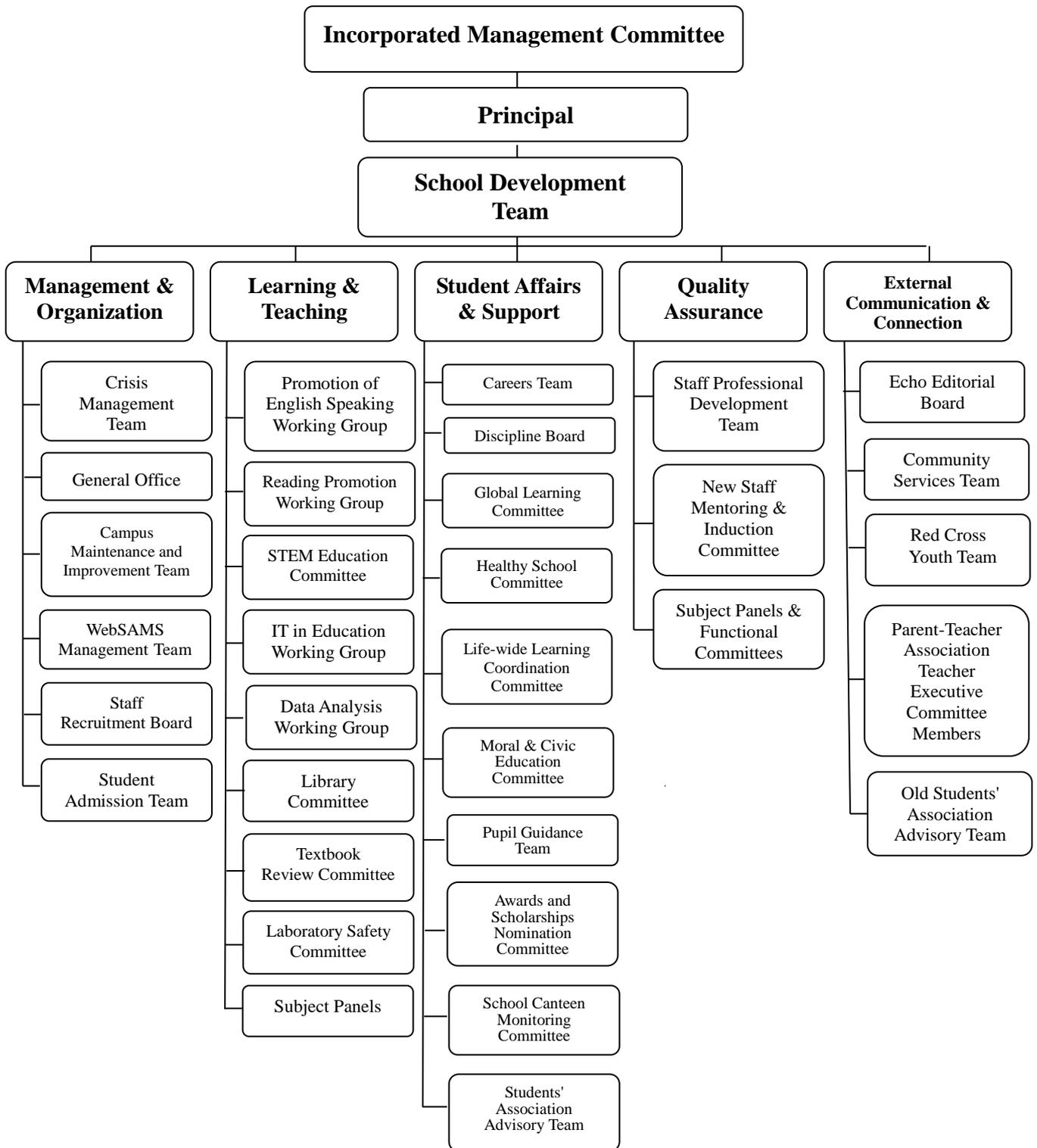
## A. Profile of Our School

Profile	
Year of founding	1969
School sponsoring body	Five Districts Business Welfare Association
School type	Aided co-educational secondary school
Vision & mission	Cheung Chuk Shan College aspires to be a self-enhancing school striving for eminence in proactively nurturing Hong Kong's leaders of tomorrow. We aim to provide the best quality education to nurture our students to become literate, competent, conscientious and caring youths by instilling in them logical and creative thinking, fostering proper moral and aesthetic values, fortifying them physically and mentally to overcome challenges, cultivating a sense of civic and social awareness, encouraging them to show love and concern for others and kindling in them the desire for a life-long pursuit of knowledge for their personal growth towards transcendence.
Motto	Competent, Conscientious, Studious & Creative
Medium of instruction	English has been used as the medium of instruction of all subjects except Chinese Language, Chinese Literature, Chinese History, Putonghua and Form-teacher Periods since its establishment in 1969.
Class organization	S1, S3 & S5: 5 classes S2, S4 & S6: 4 classes
Facilities	26 classrooms, 2 teaching rooms, 4 science laboratories, a multimedia learning centre, a campus TV studio, a computer room, a geography room, a music room, an art room, a home economics room, a needlework room, a library, an assembly hall, an organic farm, an outdoor playground and a covered playground with a bouldering wall



# B. Management & Organization

## School Administrative Structure



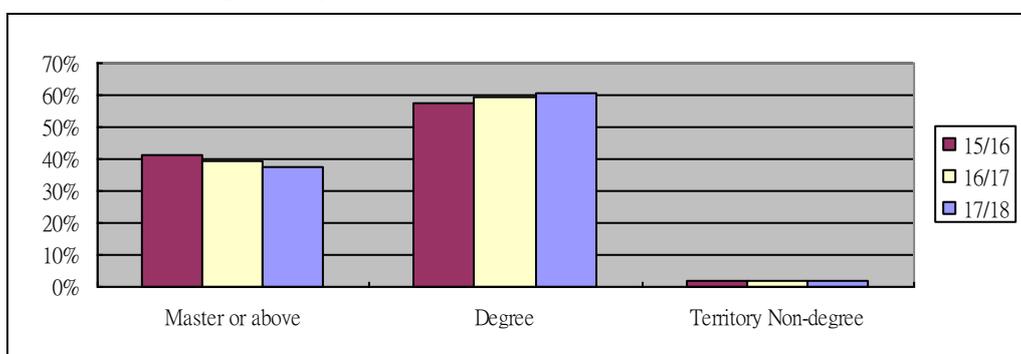
## Incorporated Management Committee (IMC)

The IMC set the general direction of development for the School and monitored its operation. The Committee, consisting of 15 members, was headed by Mr. Chan Kam Toi, the Supervisor. Mr. Leung Sau Chi, BH, JP, a sponsoring body manager, passed away in November 2017 and Mr. Yan Man Fai was appointed as replacement. Elections for the Teacher Managers, the Parent Managers and the Alumni Managers were held to allow different stakeholders to be represented.

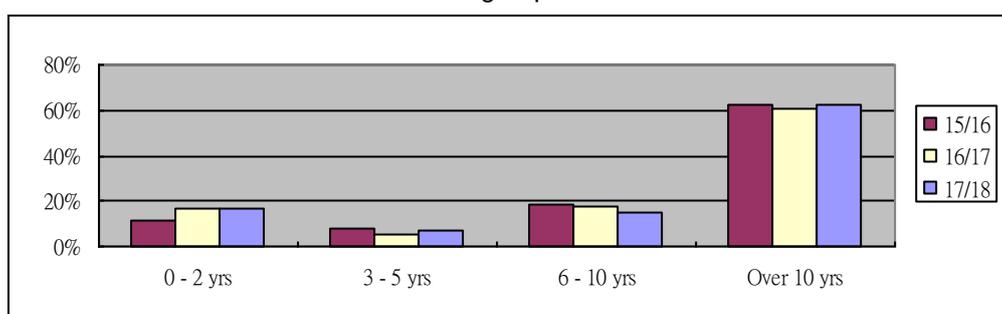
## Teaching Staff

Among the 61 teaching staff members (including the Principal), 60 were university graduates of whom 23 were holders of a Master’s degree and 1 was a graduate of College of Education. 98.4% of the teachers had already received professional training whereas 23 teachers had attended courses on catering for diverse learning needs.

Percentage of Highest Academic Qualifications Attained by Teachers

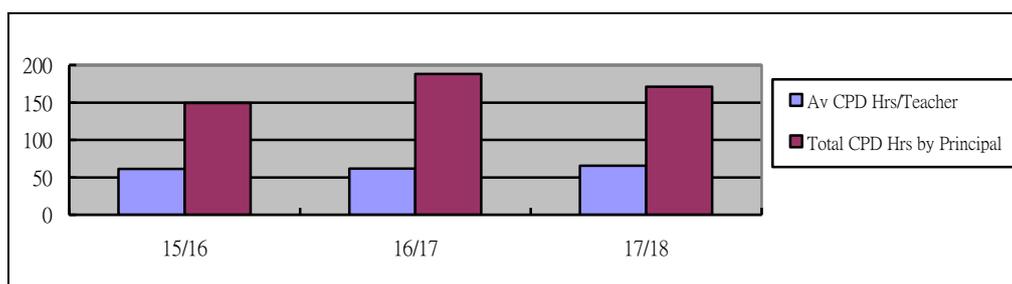


Teaching Experience



## Professional Development

Continuing Professional Development



Modes of Professional Development for teachers	Details
Staff Development Days	<ul style="list-style-type: none"> <li>♦ Team building activities</li> <li>♦ Inspirational movie programme</li> <li>♦ Leisure retreat programme</li> <li>♦ Self-evaluation meetings helping to draft the next School Development Plan</li> </ul>
Peer Sharing	<ul style="list-style-type: none"> <li>♦ Sharing on strategies to promote class interaction and provoke students' high order thinking</li> <li>♦ Sharing during panel meetings on information and ideas gathered from external professional development activities</li> </ul>
Mentorship	<ul style="list-style-type: none"> <li>♦ Mentors assigned to support new teachers and teachers with 1-year experience only</li> </ul>
Lesson Observation	<ul style="list-style-type: none"> <li>♦ Focused lesson observations for professional exchanges on specific themes conducted by the School Management</li> <li>♦ Peer lesson observations carried out to share and improve pedagogical methods</li> </ul>
External Sharing	<ul style="list-style-type: none"> <li>♦ Some teachers serving as guest speakers at seminars or sharing sessions held by external organizations to share with the participants topics on learning and teaching.</li> </ul>
Others	<ul style="list-style-type: none"> <li>♦ School-based e-Learning workshop</li> <li>♦ Some teachers serving in various external committees for organizing subject-related activities or promoting curriculum development</li> <li>♦ Attending different types of external professional development activities, including those on designated themes</li> </ul>

## Self-evaluation

In view of the importance of self-evaluation for the sustainable development of an educational institution, information about the Key Performance Measures was collected. Moreover, activities and measures carried out by subject panels, functional committees and the School were evaluated regularly. Experiences gained from the implementation helped to bring about necessary adjustments to the tasks carried out whereas the self-evaluation data collected became crucial considerations when the future school development was planned.

Apart from the means targeting at the school level, the School required all teachers to conduct subject-based questionnaires to gather student views on how their teaching could be improved. Teachers also completed self-appraisal reports not only reviewing their performance but also explaining their plans of self-improvement. More importantly, the views gathered from teachers inspired the School to the further improvements needed.

## **Strengthening School Administration Management Grant**

In the school year under review, the surplus of the grant was spent in installing radio data system clocks in classrooms and special rooms while 3 notebook computers were purchased to replace the obsolete ones used by the teaching assistants. The clocks purchased helped to reduce administrative work since they showed accurate time in general, making frequent manual adjustments of time on those clocks unnecessary. On the other hand, the new computers purchased enhanced the working efficiency of the teaching assistants.

## **School-based Management Non-standard Items Collection**

Except those families entitled to the Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Scheme, \$310 was collected from each student to meet the expenses of the following items:

<b>Description</b>	<b>Income</b>	<b>Expenditure</b>
Income from students	\$219,170	
Audiovisual system in Hall		\$199,400
Drinking fountain maintenance		\$2,910
	<b>Balance:</b>	<b>\$16,860</b>

## C. Learning & Teaching



### Education Reform

It is our main concern to provide quality education with regard to the current trends in education and the key components of the curriculum reforms of the Education Bureau (EDB) have been incorporated in our school policies.

Component	Details
Reading to learn	<ul style="list-style-type: none"><li>◆ 1 lesson per teaching cycle of each S1 – S3 class was reserved for reading at the School Library. For other forms, reading activities were conducted by S4 Liberal Studies as well as S5 &amp; S6 English teachers respectively during the reading lesson.</li><li>◆ Subject panels promoted reading through different methods.</li><li>◆ The School Library and the Reading Club organized different reading activities.</li><li>◆ The Reading Promotion Working Group implemented a whole-school approach to reinforce the reading habit of students. Each class was given \$500 to purchase books to enrich the collection of the class library. Moreover, book recommendations of different themes were displayed. Furthermore, an inter-house reading quiz was organized and the participants' knowledge about literature works and collections of the School Library was put to a test.</li></ul>

Project learning	<ul style="list-style-type: none"> <li>◆ Students had to finish projects on different themes, which helped to boost their generic skills.</li> </ul>
Information technology (IT)	<ul style="list-style-type: none"> <li>◆ IT was widely used in learning and teaching in classrooms.</li> <li>◆ Students needed to use IT to complete some assignments and some subjects required them to do on-line exercises.</li> <li>◆ The IT in Education Working Group explored new mobile devices to be purchased to facilitate e-Learning.</li> <li>◆ The one-off IT Grant for e-Learning was used to replace some of those mobile computing devices with aging batteries.</li> </ul>
Moral and civic education	<ul style="list-style-type: none"> <li>◆ Activities were held by the Moral &amp; Civic Education Committee to help students foster moral values and understand local history.</li> <li>◆ Form-teacher Periods, the subject 'Life &amp; Society' and school assemblies aimed at inculcating proper values and attitudes into our students.</li> <li>◆ The work schemes of different subjects included elements of moral and civic education.</li> </ul>

## Language Policy

Our School has always been laying great emphasis on the language development of students. Apart from carefully planning their curricula, the Chinese and Putonghua panels arranged manifold activities so as to arouse the interest of students in and strengthen their command of those languages.

In view of the importance of English to their learning and future prospect, the School has been striving hard to build up a natural and authentic English environment for students:

- ◆ the English curriculum was specially designed to reinforce the skills of students and there was the use of materials from English-speaking countries, which suited better the standard and needs of students;
- ◆ class activities, often involving discussions and role-plays, provided more opportunities for students to improve their English;
- ◆ various co-curricular and extra-curricular activities were held for students to increase their chances and boost their confidence in speaking in English;
- ◆ English Ambassadors were appointed to encourage students to communicate with others in English;
- ◆ apart from routine activities, the English Society presented a mini English drama whereas students took part in various competitions of the Inter-school Speech Festival;
- ◆ cross-panel collaboration in realizing the target was noticed in the task with the arrangement of S1 classes to perform English songs in the Music Fiesta held by the Music Panel, which also presented an English musical during a school assembly;
- ◆ the policy of English Campus was implemented, which specified that teachers whose main teaching medium was English should communicate with students using the language outside class time except under certain circumstances;

- ♦ English materials prepared by interest clubs or houses were posted to enrich the English environment; and
- ♦ introduction of supportive administrative measures, e.g. announcements were made in English through the public address system during roll call, in general school assemblies were conducted in English and promotion materials for extra-curricular activities organized by the School were generally in English.

## **Teaching Pedagogy and Student Assessment**

Aiming at involving students of different standards and styles actively in class, different measures were introduced:

- ♦ our teachers adopted interactive teaching and prepared various sorts and levels of questions and tasks, helping students enhance their ability or offering remedial support;
- ♦ an active learning culture was nurtured by entrusting students with a more crucial role in learning;
- ♦ tablet computers, different applications as well as various electronic platforms were used to aid learning and teaching in some lessons;
- ♦ the learning of students was reinforced by different co-curricular activities and evaluated by both summative and formative assessments;
- ♦ there was close collaboration among teachers of the same level in developing learning and teaching materials as well as reviewing the pedagogical methods adopted so that the learning needs of students could be better catered for;
- ♦ lesson observations conducted by peers and the school management were continued; and
- ♦ common lesson preparation was encouraged so as to expose teachers to various teaching approaches and increase their teaching effectiveness.

Ongoing diversified assessment of student performance was continued. That not only relieved students of study pressure but also enabled teachers to identify common learning difficulties faced by students and provide timely assistance to those in need.

## **Enhancement and Remedial Teaching**

Being aware of learner diversity, our teachers adopted teaching pedagogy as well as designed learning activities and assessment questions which enabled students of various ability levels to develop their knowledge and skills besides gaining satisfaction. Apart from attending after-school revision classes, students lagging behind would receive individual guidance if necessary. Enhancement and remedial classes were also organized by some subjects while bright students could participate in gifted education programmes held by our School or external organizations. In addition, students excelling in spoken English, Cantonese and Putonghua could join speech contests after receiving training whereas outstanding students in other areas were selected to join relevant Olympiads and external competitions. Furthermore, S1 – S5 students were invited to join International Assessment Tests so as to ascertain their talents in English, Writing, Mathematics and Science.

## **Bridging Measures**

Besides the provision of learning materials during the summer vacation, a bridging course for Chinese as well as preparation classes of core subjects were arranged during the summer vacation to consolidate the foundation of S1 newcomers. Moreover, to facilitate students' adaptation to the English learning medium, S1 teachers would adjust their classroom language and teaching pace. There was also a strong interface of junior and senior secondary curricula with the integration of basic concepts and skills required in the senior curriculum into the curriculum of the junior forms. In addition, learning materials would be provided during the summer vacation to students promoted to S4, which prepared them for the more challenging senior secondary curriculum.

## **Learning Beyond the Classroom**

Our belief to enable students to learn in an authentic manner and apply what they have learnt explains why various co-curricular and ex-curricular activities were organized. Besides our S5 BAFS students' Lunar New Year Fair Stall Project held at the Victoria Park, visits and field studies were arranged for students taking such subjects as Biology, Chinese History, History, Geography as well as Tourism and Hospitality Studies.

## **STEM Education**

A committee was set up to promote STEM education effectively. Together with the efforts of relevant subject panels, a pleasing progress was noticed.

- ◆ Elements of STEM were incorporated into some junior-form subjects.
- ◆ STEM-related activities were held on the S2 Activity Days and the post-examination period.
- ◆ A workshop, a course and talks were arranged for students.
- ◆ Students participated in different external competitions and heartening achievements were procured, the most notable one being one of the local schools representing Hong Kong to compete in Odyssey of the Mind World Finals held in the USA.

## **Additional Manpower**

We utilized well the grants supplied by the EDB to implement the curriculum as well as strengthen the support to student learning and guidance – 3 English teachers, 1 Chinese teacher, 2.5 Mathematics teachers, 2 Liberal Studies teachers and 2 teaching assistants were recruited for the academic year under review with the Teacher Relief Grant for the temporary freezing of 5 teaching posts. Moreover, the Fractional Post Grant was deployed to employ an Economics teacher while a teaching assistant was employed with the Career and Life Planning Grant and part of the salary of a Chinese teacher was paid with the grant. In addition, part of the Learning Support Grant was deployed to employ another teaching assistant so that there could be more support to students with special educational needs.

## D. Student Support & School Ethos

### Adaptation

#### a. S1 Orientation for Students and Parents

Date	Details
15 July 2017	Parent-Child School Opening Ceremony
17 July 2017	Meeting with student leaders
21 & 22 August 2017	Moral education camp for students and their Peer Counsellors
8 Sept 2017	Orientation for parents on the support they should provide to their children and some key school policies

#### b. Peer Counsellors Scheme

The Scheme aimed at helping the S1 students tackle difficulties in studies and interpersonal relations. The Peer Counsellors also helped to identify the general behavioural problems in S1 and spot out students who needed help. Follow-up work was then done by the Form-teachers and the Pupil Guidance Team.

### Pastoral Care for Students

#### a. Assistant Form-teachers

S2, S6 and classes with newly-recruited teachers in charge of class affairs were assigned both a Form-teacher and an Assistant Form-teacher. This practice enabled students to receive more attention and guidance while the new teachers could gain more support in executing their administrative duties.

#### b. Functional Committees

##### i. Careers Team

The diversified programmes organized by the Team enriched students' knowledge on subject selection, opportunities for further studies, university life, career choices and life planning. External resources were also extensively solicited to ensure the functions held fulfilled the needs of our students. The allocation of the Career and Life Planning Grant and evaluation of the programmes held is attached in Appendix II. The Team also managed the Student Learning Profile for S4 to S6 students so that their participation as well as achievements in activities could be better recorded and a reflective culture could be nurtured in the school.

##### ii. Discipline Board

The Team not only handled the disciplinary problems of students but also worked to help students nurture a sense of self-discipline and a sense of responsibility as well as improve their life skills through various activities. It also supervised the operation of the Prefect Body, whose members served as positive role models for their schoolmates.

iii. Global Learning Committee

The Committee aimed at coordinating different cultural exchange activities in order to enrich students' learning experience outside the formal classroom setting. Students can polish their language proficiency and generic skills through interacting with people of different cultures.

iv. Healthy School Committee

Aiming at promoting a healthy school life for students, the Committee coordinated the organization of health-related programmes among subject panels and functional committees besides holding relevant activities for students.

v. Life-wide Learning Co-ordination Committee

The Committee supervised the running of 4 houses and 32 interest clubs and helped develop the leadership of their chief office bearers through the training provided. In addition, the Committee was responsible for organizing the Life-wide Learning Day, S2 Activity Days and Christmas Programme as well as allocating the Jockey Club Life-wide Learning Fund and School-based After-school Learning Fund to those disadvantaged students. Furthermore, awards were given to those students having actively participated in extra-curricular activities.

vi. Moral & Civic Education Committee

The Committee maintained close collaboration with other functional committees in organizing programmes to cultivate moral values and reinforce the civic-mindedness of students. It also helped prepare materials for the Form-teacher Periods, which greatly facilitated the work of Form-teachers in nurturing positive values among students. The Team also organized various community service opportunities for students to build up at school a culture of serving the community.

vii. Pupil Guidance Team

The Team offered advice to teachers handling student cases and counselling services to students with more complicated problems. There were also small group activities with carefully selected themes serving different developmental needs of students. Moreover, the Team liaised with different school personnel and other external bodies in providing support needed for those students with special educational needs apart from monitoring their progress and planning follow-up work for them.

c. Support from the Alumni

i. The Old Students' Association (OSA)

The OSA mobilized alumni to help S6 students review their JUPAS choices after the release of the HKDSE Examination results. Also, a mentorship programme was organized jointly with the Careers Team to enable the S5 and S6 participants to learn from their mentors in various aspects besides obtaining first-hand information about the careers they were interested in. Furthermore, it co-organized the fund-raising Golden Jubilee Walkathon.

ii. The CCSC Alumni Foundation Fund

Besides offering the Outstanding and Commendable Service Awards, the Star of CCSC Award, the Model Prefect Award and the Outstanding Student Leadership Award as a recognition of the relevant efforts of students, the Fund sponsored a number of projects run by our School so as to promote moral education, service learning, social awareness and whole-person development among our students. In addition, attention was paid to the promotion of critical thinking of students and gifted education with the financial support given respectively to the debate teams and junior-form students joining gifted education programmes. Furthermore, disadvantaged students were subsidized for their participation in extra-curricular activities while the Fund contributed to the enhancement of the language standard of students by offering the Outstanding English Ambassador Award and financing language learning projects. More activities were sponsored by the Fund in the school year under review owing to the generous donation of Dr. Wong Ming Fung William, a 1991 S7 graduate.

iii. Other Donations

The development of our School was also greatly facilitated by the generous donations of alumni. Awards and financial support were offered to specific domains – the Medical Alumni Science Award, the Arts Alumni of 1985 and 1986 Award, the Most Improved Student Awards donated by alumni of Classes 1978 and 1979, the School Song Composer Music Development Fund; the JY Excellent Athletes Award and the Student of Noble Character Award. Moreover, donations were made by other alumni to help fulfil the needs of different student activities and facilitate the school development.

iv. Individual Alumni

Suitable alumni were contacted to procure other assistance needed for the development of students and the School, e.g. offering tutorial to students, delivering careers talks and providing professional advice on campus improvement.

### Cultural Exchanges

The notion of cultural exchange was realized through not only different overseas extra-curricular activities and the AFS exchange programmes, but also a local exchange programme, which enhanced the exposure of students and broadened their horizons.

Date	Destination	Activity	No. and Form of Students Involved
Whole year	--	Arrangement of an exchange student from Italy to study in our School so as to enable students to know foreign culture better and enrich the English environment of the School	All students
Whole year	Hungary	Taking part in 1-year exchange programme to study in a local school and	1 S4 student

		stay in a host family in order to experience Hungarian life and culture	
October 2017	USA	Representing Hong Kong to compete in rowing in the Head of Charles Regatta held on the River Charles in Boston	1 S5 student
November 2017	China	Participation in a study tour to Dongguan organized by the EDB with visits to a water supply plant, high-tech enterprises and ancient villages	S3 students
December 2017	Singapore	Participation in a study tour to Singapore under the E-League Programme for cultural exchanges	2 S4 students
March 2018	--	The Global Perspective Dialogue – an activity for the S2 Activity Days – offered a chance for cross-cultural communication to the participants.	10 S2 students
March 2018	China	Participation in a study tour to Xian organized by the EDB which allowed the participants to develop an insight into ancient Chinese architecture and culture of different dynasties besides knowing better the local economic development	10 S5 students
March – April 2018	Vietnam	Participation in a study tour organized by our School marked by field studies focusing on ecotourism, cultural and geographical features	37 S4 & S5 students
March – April 2018	Poland	Participation in a study tour organized by our School which enriched the knowledge of the participants about the cultural and historical aspects of the country as well as the latest local tourism development	22 S4 & S5 students
April 2018	Germany	Representing Hong Kong to compete in the Worms Cup Indoor Artistic Cycling Competition held in Worms	1 S1 student
April 2018	China	Participation in a study tour to Dalian organized by the EDB to understand more about the people and events shaping the modern history of North-east China as well as local culture and architecture	20 S4 students
April 2018	China	Participation in the voluntary teaching service in Guangxi organized by East Kowloon Youth Society	6 S4 students

May 2018	--	A local exchange was organized with Christian & Missionary Alliance Sun Kei Secondary School. Our students attended formal school there for 3 days while 8 students from that school did the same here. The programme enabled the participants to explore the culture of another school and enrich their learning experiences.	6 S4 students
May 2018	USA	Representing Hong Kong to compete in the Odyssey of the Mind World Finals held at Iowa State University	7 S5 students
May 2018	Macau	Participation in a study tour organized by our School with basketball matches with local students and visits to historical sites	22 School Basketball Team members
June – July 2018	Australia	Participation in a study tour to Cairns organized by our School with English language lessons, outdoor activities and visits to sight-seeing attractions	38 S3 – S5 students
July 2018	Japan	Participation in a study tour to Tokyo organized by our School with visits to historical sites, an exchange with local students and city tracing games	44 S3 – S5 students
July – August 2018	Canada	Participation in a summer camp in Toronto organized by a non-profit organization, which offered experiential learning and a chance to understand local communities through various activities	4 S3 – S5 students
August 2018	UK	Being one of the elite leaders selected to undergo youth volunteer training in Manchester under the JC Youth Football Leadership Scheme organized by Hong Kong Jockey Club, Manchester United Foundation and Tung Wah Group of Hospitals	1 S4 student
August 2018	China	Representing Hong Kong to participate in the 17 <sup>th</sup> China Girls' Mathematical Olympiad held in Chengdu	1 S5 student



## **Aesthetic Development**

Our School puts emphasis on the aesthetic development of students. Besides the relevant lessons in junior forms, Music Appreciation and Art Appreciation were included in the S4 curriculum to enrich the lives of our students. In addition, various interest clubs held different activities whereas students were nominated to participate in open competitions and various internal prizes were offered to award the efforts of those outstanding students. Furthermore, the student helpers of the Campus TV shot and produced entertaining and impressive video clips concerning school activities, giving the audience effectively a glimpse of those activities and enabling them to share easily the experience of the participants.

## **School-based After-school Learning and Support Programme**

To help disadvantaged students improve their learning effectiveness, broaden their learning experiences as well as raise their understanding of the community and sense of belonging, the School organized relevant activities for them and 137 students benefited from the programme by joining music classes or art classes. The grant was used up and reference can be made to Appendix III for the effectiveness of the programme.

## **Home-School Co-operation**

Various means were adopted to enable parents to understand better the needs of their children as well as its policies and developments:

- ◆ contact of parents made if necessary to solicit the support required in nurturing their children;
- ◆ holding of the Parents' Day every school term;

- ♦ use of an application allowing parents to view school circulars and sign reply slips;
- ♦ management of the website of the School; and
- ♦ publication of an English newspaper, ECHO.

A series of programmes were also organized jointly by the Parent-Teacher Association (PTA) and the School to realize the purpose of home-school cooperation:

- ♦ creation of communication opportunities among parents as well as between parents and the School through activities like talks and picnic;
- ♦ publication of a newsletter to keep parents abreast of the latest developments of the School; and
- ♦ holding of the Parent-Child School Opening Ceremony and an orientation session for parents of S1 newcomers to give a general picture of the School to them, help them adjust their parenting skills when their children entered a new developmental stage and let them understand how they could work together with the School to facilitate the holistic growth of their children.

The various forms of support to the School from both parents and the PTA benefited immensely the school life of students and helped to build the solidarity and trust needed for the school development:

- ♦ giving valuable opinions on school policies and suggesting improvements in the student welfare;
- ♦ co-organizing the fund-raising Golden Jubilee Walkathon;
- ♦ providing assistance to important school functions;
- ♦ monitoring closely the services of the school canteen, school buses, school uniform supplier and textbook ordering;
- ♦ helping to select the supplier of lunch boxes and operator of the tuck shop for the coming 3 school years; and
- ♦ helping to promote an all-round development of our students by offering scholarships.



## E. Student Performance



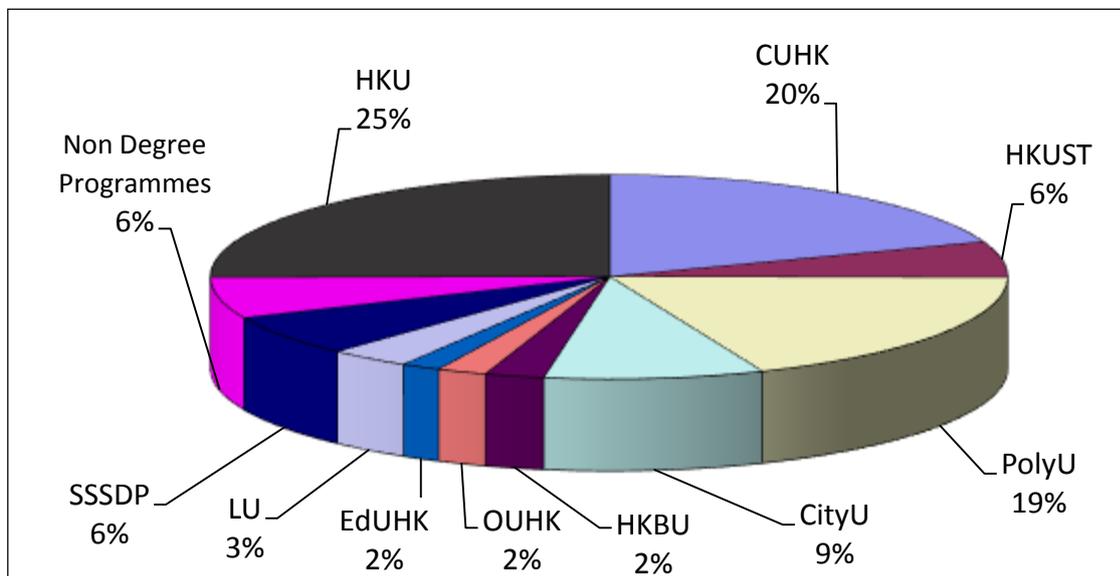
A pleasing learning attitude was witnessed in general among our students, whose academic foundation was solid. Most of them were also well-behaved and willing to help others. Moreover, different scholarships and awards were secured owing to the hard work, intelligence and exemplary behaviour of some of our students, and the list of major prizes concerned has been uploaded to the official website of the School for public reference (<http://www.csc.edu.hk>).

### HKDSE Examination

126 S6 students sat the examination and a 100% individual passing rate was achieved in all subjects. A total of 358 L5 or above, or 2.84 L5 or above per student, were obtained. It is most gratifying to note that the rate of L5 or above of 16 subjects exceeded 30%. The results of individual subjects can be found at the official website of the School. It is also encouraging to note that all students at least attained L3 in English and 34.9% of the candidates passed with L5 or above. Impressive individual performance was shown by a number of students, the best student securing 7 L5\*\* and 1 Level 4. In addition, 97.6% of S6 students fulfilled the minimum university admission requirement of L3, L3, L2, L2 and L2 in English Language, Chinese Language, Mathematics, Liberal Studies and any one elective respectively.

## JUPAS Offers for S6 Graduates

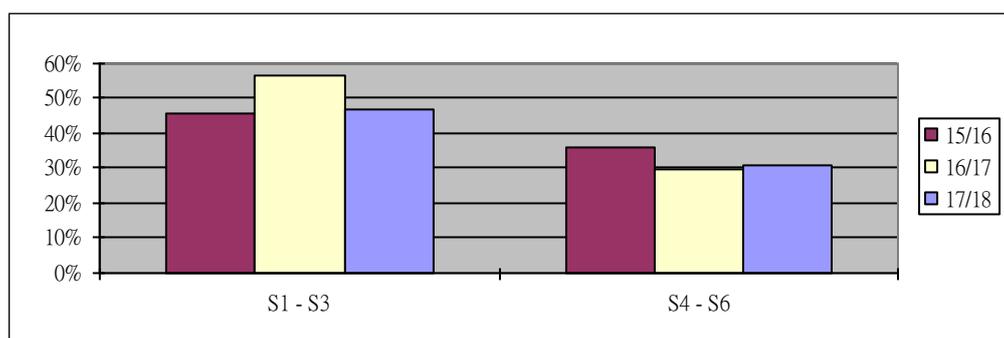
The results of JUPAS offers were pleasing. 97.6% of our students had JUPAS offers, among which 91.3% were offered degree courses and quite a number of them were competitive programmes like Medicine, Global Business Studies, Law and Quantitative Finance. The pie chart below depicted the offers by different universities.



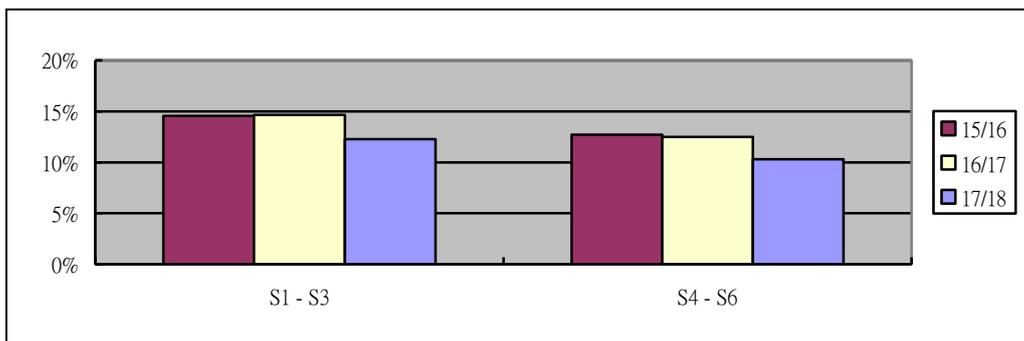
## Other Learning Experiences and Extra-curricular Activities

Our students took part in not only activities organized by subject panels, functional committees and interest clubs but also inter-school events with the aim of unleashing their creativity, developing and maximizing their potential, and keeping them both physically and mentally strong and alert all the time. It is pleasing to find they procured impressive attainments in participating in such activities. Our students also served the community through different forms of voluntary services, which were organized for small groups and various forms. Apart from fund-raising, our students provided service programmes to the disadvantaged and the elderly. The provision of services to others also proved to be valuable experiences for our students as they got opportunities to understand more about other minority social groups apart from learning to empathize with others.

Participation Rates for Students in Inter-school Events  
(Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival and sports events organized by the Hong Kong Schools Sports Federation)



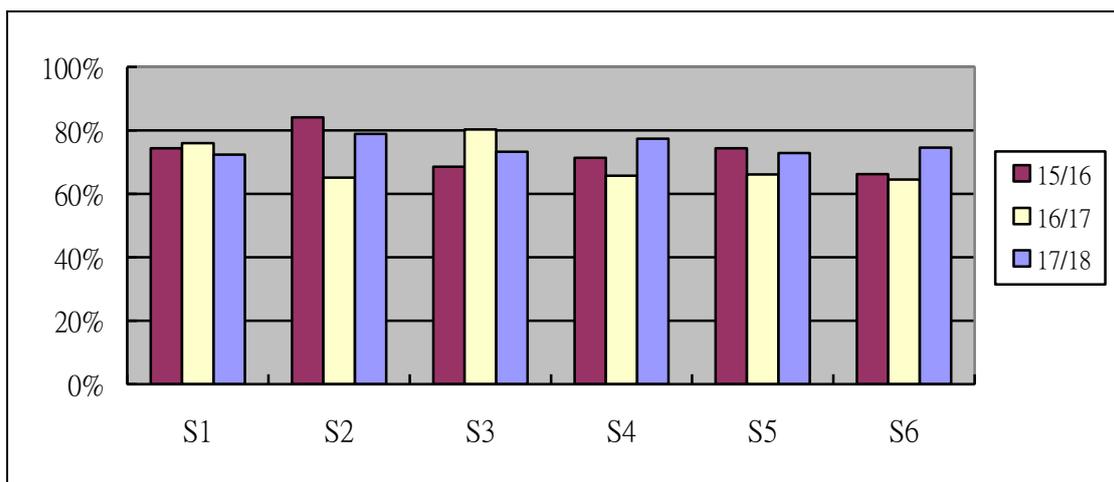
Participation Rates for Students in Uniform Groups



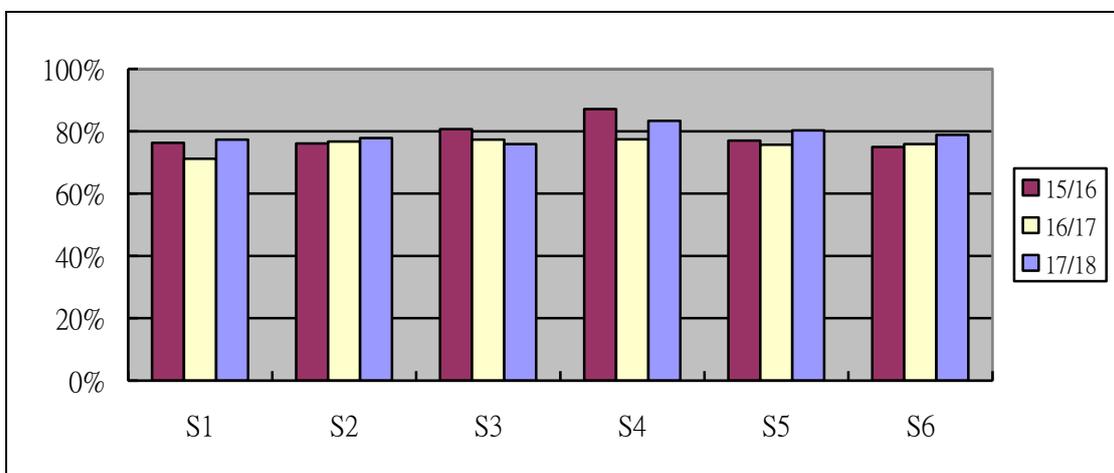
In recognition of students’ active participation and brilliant performance in extra-curricular activities, the Extra-curricular Activities Award Scheme was implemented. This year 62 students were presented the Extracurricular Activities Award while another 17 were granted the Outstanding Leadership Award.

### Students’ Physical Development

Percentage of Students within the Acceptable Weight Range (Boys)



Percentage of Students within the Acceptable Weight Range (Girls)



## F. Achievements & Reflections on Major Concerns

### 1. Major Concern: Nurturing an active learning culture among students

Items	Strategies / Tasks	Achievements
School curriculum	Reviewing the teaching organization and process for the school curriculum to facilitate the adoption of new teaching strategies promoting active learning	<ul style="list-style-type: none"> <li>◆ The teaching organization and process for the S3 school curriculum of all subjects were reviewed with the subsequent laying of greater emphasis on topics involving basic concepts or related to daily lives.</li> <li>◆ The strategies adopted, such as asking students to prepare for lessons, study topics on their own, complete group projects or present selected topics, induced them to play an active role in learning.</li> </ul>
Class interaction	Incorporating more interactive elements in teaching	<ul style="list-style-type: none"> <li>◆ All academic subject panels conducted specific learning activities to promote class interaction in S3 while 93% of the students agreed that these activities could promote class interaction.</li> <li>◆ Besides the specific learning activities, mobile devices were also widely used as a means to encourage student participation in class.</li> </ul>
	Implementing the schedule for using e-Learning resource set in the Enhancing Schools' WiFi Infrastructure project	<ul style="list-style-type: none"> <li>◆ The target of using iPad mini and e-Learning materials in the curriculum of specific subjects was all met, with most subjects far exceeding the basic requirements. The percentage of the curriculum covered amounted to 100% for all levels in ICT, 67% for S1 IS, 50% for S4 &amp; S5 LS, 33% for S2 IS as well as S1 &amp; S2 Mathematics, 30% for S4 &amp; S5 Chinese History and 25% for S1 to S3 Geography.</li> <li>◆ The use of tablets and e-Learning resources succeeded in arousing students' interest in learning, promoting class interaction to a great extent.</li> </ul>
	Giving in class feedback which can	<ul style="list-style-type: none"> <li>◆ According to the subject-based questionnaires administered, 94% of the</li> </ul>

	guide students to improve	respondents agreed that their teachers gave feedback which could guide them to improve.
High order thinking	Holding learning activities provoking high order thinking	♦ Specific activities were introduced by S3 academic subject teachers to provoke high order thinking and 89.8% of the students agreed that these activities succeeded in doing so.
Active learning	Nurturing basic skills and attitude for active learning	♦ Basic skills for handling subject content were taught in the S1 lessons of academic subjects while the attitude for active learning was promoted in the S1 Form-teacher Periods. ♦ 88.1% of the S1 students found the skills taught in lessons useful while 90% of them agreed that the Form-teacher Periods helped them develop an attitude for active learning ♦ 75.9% of the S1 teachers of academic subjects accepted that at least 80% of their students had developed basic skills for handling subject content but only 37.9% of them agreed that students had developed an attitude for active learning in general.
	Arranging course on note-making and deep learning	♦ According to the survey, 92% of the S1 respondents found the skills taught useful for preparing notes from a source for revision.
English campus	Displaying on the campus English materials prepared by student bodies	♦ According to the surveys conducted, 82.7% of the respondents agreed that the English materials helped to provide more opportunities for learning English.
	Providing opportunities for announcements to be made by selected students in English through different platforms	♦ The surveys revealed that 81.2% of the students agreed that the announcements could provide them with more opportunities to learn English.
	Arranging for the exchange student to help conduct lessons	♦ With the exchange student playing an active role in lessons and extra-curricular activities, there was ardent interaction

	and take part in extra-curricular activities	between him and our students and hence a close relationship was built. This offered our students more chances and boosted their confidence to communicate in English.
Reading	Reinforcing the reading culture through various reading activities	<ul style="list-style-type: none"> <li>◆ 76.9% of the respondents felt that the reading lesson could stimulate their interest in reading while 79.4% of them found the work done by the School could help attain the purpose.</li> <li>◆ There was a pleasing student response to the reading activities organized.</li> </ul>

<b>Reflections</b>	
<ul style="list-style-type: none"> <li>◆ The review of the S3 curriculum facilitated the adoption of new teaching strategies promoting active learning. Together with the review carried out in other levels in the past two years, the review cycle from S1 to S5 has been completed and more efforts would be put to reinforce the culture of active learning in the next school development cycle.</li> <li>◆ Understanding the importance of student participation in class, most teachers were willing to modify their teaching styles. Apart from employing strategies to promote interaction in class and provoke high order thinking among students, some teachers also exploited ready-made resources such as teaching packages, card games and board games developed by the universities or other institutions. These resources brought new stimulation and fun to students, hence resulting in advantageous learning outcomes.</li> <li>◆ Though the adoption of different teaching strategies boosted teacher-student interaction in the lessons, peer interaction could be further strengthened to bring new dynamics in the process of active learning.</li> <li>◆ E-Learning elements were incorporated in most subjects. Besides those stated in the Enhancing Schools' WiFi Infrastructure project, other subject panels also realized the importance of e-Learning and would continue to make full use of online resources to promote active learning.</li> <li>◆ Since active learning can only be achieved when students are well equipped with basic knowledge and skills, we worked towards this direction this year. The S1 students were taught basic skills by their subject teachers and attended the course arranged to learn how to take notes and make notes. The measures turned out to be a success and could be extended to other levels.</li> <li>◆ However, teachers reflected that the Form-teacher periods might not be an effective way to help S1 students develop an attitude for active learning. The joint efforts of all subject teachers would be essential in cultivating the habit.</li> </ul>	

- ◆ The exertion of the School to further enrich the English environment by peer influence proved to be a success. There was a further increase in the percentage of students responding positively to these measures.
- ◆ Similarly, an increasing number of students agreed that their interest in reading was stimulated. Nevertheless, the reading atmosphere should still be further cultivated before a reading habit can be fostered in general among students.

2. Major Concern: Helping students develop life planning capability and qualities of future leaders

Items	Strategies / Tasks	Achievements
Life planning	Organizing different kinds of life planning activities to suit the needs of different students	<ul style="list-style-type: none"> <li>◆ Over 95% of the students in each S1 class set personal goals and reflected on their efforts spent in reaching the goal.</li> <li>◆ An average of 94.4% of the participants joining different kinds of life planning activities agreed that the activities enriched their knowledge on life planning.</li> <li>◆ Students actively participated in the activities in general.</li> </ul>
	Providing information about university admission requirements to teachers	<ul style="list-style-type: none"> <li>◆ 87.3% of the teachers agreed that the information provided enriched their knowledge on students' opportunities for university education.</li> </ul>
	Strengthening teachers' competence to offer guidance to students on life planning	<ul style="list-style-type: none"> <li>◆ 4 teachers took part in seminars or courses related to students' life planning, among which 1 of them had completed the Certificate Course on Career Guidance and Life Planning for Secondary School Teachers offered by EDB.</li> </ul>
	Organizing talks or workshops related to students' life planning for parents	<ul style="list-style-type: none"> <li>◆ 91% of the participants agreed that the talk was useful. They remarked that they understood more about their roles in assisting their children in life planning after the talk.</li> </ul>
Leadership	Fostering the selected qualities of future leaders through form-teacher periods	<ul style="list-style-type: none"> <li>◆ According to the survey, 83.8% of the students considered the Form-teacher periods useful in strengthening the selected qualities - care &amp; concern (S1), sense of responsibility (S2), perseverance (S3), integrity (S4), and commitment (S5).</li> </ul>
	Extending the	<ul style="list-style-type: none"> <li>◆ 96.8% of the participants found that the</li> </ul>

	leadership training course to junior form students	training course was useful in enhancing their skills in communication, time management, programme planning, budgeting and taking minutes.
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<b>Reflections</b>
<ul style="list-style-type: none"> <li>◆ Different kinds of life planning activities were organized to suit the needs of different students and most received positive feedback. This year more efforts had been put in helping S3 to S6 students to nurture the sense of life planning. With the new SLP record system, students' awareness to participate in various activities was raised. Hence senior-form students were eager to join the activities and enjoyed them.</li> <li>◆ Although enrolment in courses or seminars related to students' life planning is difficult due to keen competition, more teachers will try to apply for relevant training in view of their great benefits to students.</li> <li>◆ The fostering of the selected qualities of future leaders through discussion and sharing during the Form-teacher periods received good response. Students could reflect their own behaviour and cultivate positive values, paving the way to their development into righteous and prominent persons.</li> <li>◆ The extension of the leadership training programmes to treasurers and secretaries of clubs and houses was also a success. The participants performed their duties well when they took up the main role in organizing extra-curricular activities.</li> </ul>

### 3. Major Concern: Strengthening the teaching competence of teachers

<b>Items</b>	<b>Strategies / Tasks</b>	<b>Achievements</b>
Teaching competence	Attending seminars or courses on specific themes held by external bodies	<ul style="list-style-type: none"> <li>◆ The last batch of middle managers and teachers attended seminars or courses on enhancing student learning through e-resources or mobile devices.</li> <li>◆ At least 2 teachers in each Key Learning Domain (KLD) took part in seminars or courses on STEM-related or other specific themes.</li> </ul>
	Carrying out peer sharing sessions	<ul style="list-style-type: none"> <li>◆ All academic subject panels held at least 2 sharing sessions during panel meetings on learning activities to promote interaction and provoke high order thinking of S3 students.</li> <li>◆ All participants found these sharing sessions stimulating and useful and were eager to try out new ideas put forward.</li> </ul>

	Conducting focused lesson observations for professional exchanges on specific themes	<ul style="list-style-type: none"> <li>◆ The Principal and the two Assistant Principals conducted lesson observations with the last batch of teachers of different ranks and different KLDs in this school development cycle.</li> </ul>
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<b>Reflections</b>	
	<ul style="list-style-type: none"> <li>◆ Upon completion of the school development cycle, all teachers had joined seminars or courses on enhancing student learning through e-resources or mobile devices to better equip themselves to cope with the educational trends.</li> <li>◆ The sharing sessions conducted during the panel meetings on interactive elements and high order thinking skills were again fruitful. Teachers were eager to share their experiences and exchanged their views on new strategies tried out to strengthen their teaching competence.</li> <li>◆ The scheme of lessons observation by the school management not only succeeded in reinforcing the culture of peer lesson observation in school but also facilitated professional exchanges and future implementation of pedagogical changes.</li> </ul>

## G. Financial Summary

	Income (\$) 17-18	Expenditure (\$) 17-18	Surplus / (Deficit) (\$) for the year 17-18	Balance b/f (\$)	Balance c/f (\$)
<b>I Government Funds</b>					
<b>(1) Expanded Operating Expenses Block Grant (EOEBG)</b>				3,547,886.40	
<b>(a) School Specific</b>					
i) Administration Grant	3,919,638.00	(3,159,317.00)	760,321.00		
ii) Capacity Enhancement Grant	599,381.00	(358,360.00)	241,021.00		
iii) Composite Information Technology Grant	437,948.00	(250,895.13)	187,130.87		
iv) Noise Abatement Grant	507,350.00	(192,015.00)	315,335.00		
v) Other Incomes (Bank Interest, Rental Surplus, Electricity Rebate etc.)	71,609.59	-	71,609.59		
vi) Deficit transferred from One-off Grant under ITE4 (2015)		(13.00)	(13.00)		
<b>(b) Non-School Specific (Baseline Reference)</b>					
i) School & Class Grant	1,843,353.79	(1,880,185.41)	(36,831.62)		
ii) Furniture & Equipment	-	(292,759.00)	(292,759.00)		
iii) Additional Provision for Severance Payment/Long Service Payment	-	-	-		
<b>Sub-total (A)</b>	<b>7,379,280.38</b>	<b>(6,133,544.54)</b>	<b>1,245,813.84</b>	<b>3,547,886.40</b>	<b>4,793,700.24</b>
<b>(2) Funds set aside for Severance Payment/Long Service payment</b>					
<b>Sub-total (B)</b>	-	-	-	315,877.66	<b>315,877.66</b>
<b>(3) Teacher Relief Grant</b>	3,615,500.00	(3,220,045.74)	395,454.26	5,630,179.57	6,025,633.83
<b>Invigilation Fee from HKEAA</b>	6,100.00	(3,050.00)	3,050.00	-	3,050.00
<b>Sub-total (C)</b>	<b>3,621,600.00</b>	<b>(3,223,095.74)</b>	<b>398,504.26</b>	<b>5,630,179.57</b>	<b>6,028,683.83</b>
<b>(4) Grants Outside EOEBG</b>					
(a) Committee on Home-School Co-operation Project (PTA)	5,372.00	(4,449.00)	923.00	3,436.10	4,359.10
(b) Committee on Home-School Co-operation Project (Activity)	-	-	-	-	-
(c) Grant Account for Fringe Benefits (NET)	130,989.55	(130,989.55)	-	-	-
(d) School-based After-school Learning and Support Grant	97,200.00	(97,200.00)	-	-	-
(e) Other Recurrent Grants (Rent & Rates)	469,380.00	(469,380.00)	-	-	-
(f) Learning Support Grant for Secondary Schools	447,552.00	(454,127.50)	(6,575.50)	83,803.47	77,227.97
(g) Diversity Learning Grant - (OP)	91,000.00	(138,080.00)	(47,080.00)	47,100.00	20.00
(h) Diversity Learning Grant - (ApL)	13,900.00	(13,900.00)	-	-	-
(i) Fractional Post Cash Grant	470,323.00	(412,611.75)	57,711.25	6,249.58	63,960.83
(j) Moral and National Education Support Grant	-	(201,547.20)	(201,547.20)	530,000.00	328,452.80
(k) Career and Life Planning Grant	583,560.00	(630,625.08)	(47,065.08)	113,376.00	66,310.92
(l) One-off Grant under ITE4 (2015)	-	(5,340.00)	(5,340.00)	5,327.00	-
(m) Extra Recurrent Grant under ITE4	84,940.00	(82,092.00)	2,848.00	12,537.00	15,385.00
(n) Strengthening School Administration Management Grant	-	(34,440.00)	(34,440.00)	34,440.00	-
(o) Jockey Club LWL Fund	52,500.00	(52,022.60)	477.40	-	477.40
(p) Hong Kong School Drama Festival	3,250.00	(393.40)	2,856.60	-	2,856.60
(q) One-off Information Technology Grant for e-Learning in Schools	-	(203,679.00)	(203,679.00)	203,891.00	212.00
(r) One-off Grant to Secondary Schools for the Promotion of STEM Education	-	(119,040.28)	(119,040.28)	200,000.00	80,959.72
(s) One-off Grant for the Promotion of Chinese History and Culture	150,000.00	(88,149.00)	61,851.00	-	61,851.00
(t) Opening up School Facilities for Promotion of Sports Development Scheme	65,000.00	(64,990.91)	9.09	-	9.09
(u) Information Technology Staffing Support Grant	300,000.00	(300,000.00)	-	-	-
(v) Enriched IT Activities Programme	50,000.00	(30,000.00)	20,000.00	-	20,000.00
<b>Sub-total (D)</b>	<b>3,014,966.55</b>	<b>(3,533,057.27)</b>	<b>(518,090.72)</b>	<b>1,240,160.15</b>	<b>722,082.43</b>
<b>(5) Others - Amount refundable to EDB</b>	-	(486.49)	(486.49)	-	(486.49)
<b>Sub-total (E)</b>	-	(486.49)	(486.49)	-	(486.49)
<b>Total Surplus for school year 17-18 [Sub-totals (A) to (E)]</b>					<b>1,125,740.89</b>
<b>Accumulated Surplus as at the end of school year 17-18 [Sub-totals (A) to (E)]</b>					<b>11,859,857.67</b>



## **H. Feedback on Future Planning**

The planning for the next School Development Plan began in May 2018 with the examination of the self-evaluation data as well as the analysis of the trends of the educational reforms and the needs of our students. Self-evaluation meetings were also held to collect the views of the teaching staff on the performance of the School. It has been agreed that the major concerns for the school years 2018 – 2021 would be:

1. reinforcing the culture of active learning;
2. nurturing a caring culture; and
3. building stronger ties with alumni.

To realize our targets, measures further enhancing the role of students in learning and creating a favourable atmosphere for active learning would be carried out. Moreover, students would be encouraged to develop self-respect as well as care for others and the environment. Furthermore, efforts would be made to strengthen the link of alumni so that assistance or support to the school development could be obtained more effectively.

## **I. Appreciation and Acknowledgement**

It was a grief to us that Mr. Leung Sau Chi, BH, JP, former Principal and IMC Manager, who had been contributing so much to the development of our School, passed away in November 2017. Besides Mr. Leung Sau Chi, BH, JP, we have to thank Mr. Chan Kam Toi, our Supervisor, and other members of the IMC for their advice and direction on school policies and all staff for their loyalty, co-operation and devotion during the past year. If it had not been for their concerted effort, enthusiasm, sense of integrity and responsibility, our School would not have had such an active and successful year.

In addition, we wish to thank our School Social Workers from the Methodist Epworth Village Community Centre for their work. Also, we felt grateful to the officers of the EDB for their advice and guidance, the parents of our students for their co-operation, the Parent-Teacher Association, the Old Students' Association and the Cheung Chuk Shan College Alumni Foundation Fund Management Committee for their support, and all other organizations and persons that have helped our School during the year under review.

### Capacity Enhancement Grant

The provision of the Capacity Enhancement Grant enables our School to provide additional services to improve students' language proficiency and also facilitate their all-round development with training in various domains. \$599,381 was granted by the EDB and the fund was spent on the following tasks:

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
Chinese Language	A bridging course for S1, a writing course for S4 & 5 students, speaking sessions and training for the Chinese Debate Team	The S1 bridging course aimed at equipping students with basic knowledge of Classical Chinese while the writing course targeted at teaching S4 and S5 Chinese Literature students the skills of writing flash novels. Most students were attentive and completed the assignments in both courses. As for the speaking sessions arranged for senior-form students, they were effective since the instructors managed to give tailored feedback to them. Finally, all members of the Debate Team thought that they had learned much from the training and participation in competitions, while their interest in critical thinking and debating was aroused. Besides taking part in various competitions and achieving brilliant results, the Team hosted the Second Interschool Chinese Debate Invitational Tournament.
English	Class on drama training as well as enhancement class for S5 and S6 high achievers	<p>9 students attended the class on drama training for the Hong Kong School Drama Festival and 5 of them were awarded Outstanding Performers in the competition. The feedback from the students to the class was generally positive. Yet, the class was too short for adequate training for a drama of 25 minutes and the students' skills could have been more polished if more time had been allowed.</p> <p>The enhancement class was held to train high achievers on writing and speaking. Some participants quit when finding the class activities not meeting their expectations. In addition, there was a lack of interaction during lessons while the marking of assignments was too brief.</p>
Putonghua	On-line exercises for S1 & S2	Most students completed on time the exercises selected, which helped to enhance their ability to

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
		<p>distinguish different sounds in Putonghua and listening skills. Nevertheless, less than 50% of the students scored half or more than half of the marks for the exercises. It is suggested that other assessment means should be adopted next school year in order to urge students to improve their learning attitude and their performance.</p>
<p>Liberal Studies</p>	<p>Workshops helping S4 students develop enquiry skills and forums enriching S5 students' knowledge on modern China</p>	<p>According to the data collected in a questionnaire conducted by the service provider, 94% of the S4 students regarded the workshops useful and felt satisfied. However, based on informal sharing with both teachers and students, it was found that the course content and the instructor were not effective in providing assistance in drafting IES titles and research questions. Guidelines and examples given were often too simple and suggestions made did not align with the IES requirements or instructions of the school despite close liaison with the service provider. Therefore it was decided that this programme would not continue next school year.</p> <p>Though only 74% of the participants agreed that the two forums fostered their learning, teachers remarked that the forums did provide the participants with advanced knowledge, alternative perspectives and up-to-date examples on current development and policies of China.</p>
<p>Learning Skills</p>	<p>Course on note processing &amp; deep learning for S1</p>	<p>According to the questionnaires administered, the programme was successful with 90% of the participants finding it useful and being satisfied with it. Moreover, 92% of the students regarded it as a meaningful and inspirational programme while the view that the skills introduced were practical was upheld by 88% of the students.</p>

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
Personal Growth	Moral education camp for S4 Peer Counsellors	The questionnaires administered showed that all the Peer Counsellors found the camp useful in increasing their self-confidence and self-discipline. They also agreed that the S1 students participated actively in the camp, which helped them get familiarized with the students and could increase mutual understanding among S1 students. Yet, given the good social skills of most of them, they could get acquainted with their classmates easily and so it seemed wise to suspend the activity in the new school year so that the manpower and resources used before could be reserved for other tasks.
	Leadership training camp for prefects, chairpersons and vice-chairpersons of clubs and societies	The training camp was successful since all participants agreed that it helped to enhance their collaboration and leadership skills while 97.8% of them further remarked that they were hence ready to take up their roles as leaders in the coming academic year.
	Community Service for S2	The activity was regarded as successful since the survey showed that about 76% of the participants found that the programme could deepen their understanding in social service and selected socially disadvantaged groups. Moreover, about 70% of the students gave positive feedback to the program and their own participation while all teachers supervising the activity gave positive feedback to the programme.
Sports Training	Training for students and members of school teams as well as sports activities on S2 Activity Days	The athletics and swimming training sessions provided chances for house athletes and members of the Athletics or Swimming Team to polish their skills and for house officials to identify outstanding students to represent their own houses in the Athletics Meet or Swimming Gala. The sessions also accounted for the pleasing performance of our students in the Inter-school Athletics and Swimming Competitions. The enrolment for the 'Learn to Swim' Programme specially designed for non-swimmers was barely satisfactory. However, all the participants had made much progress in their skills and become more confident in swimming. Coaches were employed to train different school teams and the

Area Concerned	Task/Service Provided	Assessment / Evidence of Success
		<p>result was rewarding. The Boys' Table Tennis Team would be promoted to Division 1 next academic year.</p> <p>As for the bouldering and bowling courses arranged on S2 Activity Days, the overall feedback from the participants was excellent. They enjoyed the games and wished that they could have more lessons.</p>
Music	'Music for Life' Programme	<p>168 students joined the instrumental classes, orchestras or school band in the school year under review and there were 15 kinds of instrumental classes. 22 students were awarded Certificates of Distinction in Attendance while 78 students were given Certificates of Merit in Attendance. 4 students entered the ABRSM Practical Examination, with half of them being awarded merits. Moreover, there were 29 individual entries and 6 group entries in the Hong Kong Schools Music Festival. 7 entries won positions in their competitions and 34 Certificates of Honours, Certificates of Merit and Certificates of Proficiency were awarded. In addition, the School Band took part in the Symphonic Band Contest run by the Music Office, Leisure and Cultural Services Department and won the Silver Prize. Finally, the Handbell Team participated in the Asian Handbell Competition and won the Silver Award. Overall speaking, the performance of students in competitions was pleasing.</p>

### Evaluation on Life Planning Education and Career Guidance Service 2017-2018

Objectives		Strategies	Evaluation	Allocation of the CLP Grant
1	To assist Careers Master in planning, implementing and coordinating the tasks of career and life planning education in the school	To recruit a teacher and an administrative assistant for the Careers Team	Both the teacher and the administrative assistant carried out their duties well. They helped the Careers Master and the Team to coordinate and organize various kinds of career and life planning programmes systematically. The Careers Master was satisfied with the administrative assistant's performance.	\$502,630.98
2	To guide S1 students to understand oneself and the impact of external influences	To carry out related activities in the Form Teacher Periods	According to the survey carried out, 93% of the students revealed that the programme was useful to them in goal setting. Besides, 79% of them found that the programme was inspiring. Most of them agreed that the content of the workshop was practical.	\$22,500.00
3	To guide S2 students to investigate opportunities in and constraints on learning and work	To carry out related activities in the Form Teacher Periods	According to the survey carried out, 85% of the students agreed that the programme could let	\$18,000.00

			them understand more about the correct working attitude. Moreover, 60% of them claimed that the theories were practical.	
4	To guide S3 students to make a right decision in elective subjects selection by matching their personal learning style	To carry out related activities in the Post-exam Period	Through the activities, students were led to understand themselves in different ways. They also learnt how to explore their own interests, strengths and weaknesses. As a result, 81% of them revealed that they were more confident in making decisions about S4 streaming. Over 90% of students enjoyed the activities as well.	\$4,950.00
5	To guide S5 students to prepare for their self-account writing	To carry out a personal statement writing workshop	The survey administered showed that 98% of the students agreed that the workshop was practical. The students were more confident in writing a presentable personal statement after joining the workshop.	\$16,800.00
6	To enhance S6 students' interview and communication skills	To carry out an interview skills workshop	98% of the students pointed out in the survey that the workshop enhanced their interview skills while 89% of them were hence more confident in attending interviews.	\$14,000.00

7	To guide the students with low motivation in study	To carry out group counselling workshops	<p>According to the counsellor, all participants showed positive response in the experiential group counselling and were active in the self-exploration process. Specific individual learning outcomes were achieved at the end of the workshop.</p> <p>All participants claimed that they knew their strengths and weaknesses, personality traits and how such elements affected their future career development. They also understood more about factors undermining their motivation. Some of them started to explore new career directions which they had never thought of before.</p>	\$39,600.00
8	To enrich senior-form students' knowledge of different fields of profession	To carry out workplace visits	Three visits were organized to Harbour Plaza 8 degrees, Cathay City and Fangda Partners respectively. All participants showed great interest in the events. After the visits, they knew more about the industries	\$5,920.00

			of tourism and hotel, aviation and law.	
9	To enhance the understanding of careers and life planning of the students	To purchase reference books of careers and life planning	A greater variety of careers books were bought this year and the School Librarian reported that the lending rates of those books were satisfactory.	\$2,860.10
10		To organize careers books quiz	The School Librarian observed that all students took the book quiz seriously. The activity succeeded in cultivating in students the habit of reading career books.	\$1,164.00
11	To equip parents to play an active role in guiding their children in life planning	To carry out parental education workshop	87.5% of the participants agreed that they knew more about the concept of life planning while 90% of them understood more about the skills in guiding their children in life planning.	\$1,800.00
12	To disseminate the information of careers and life planning education to students	To renew the membership of HKACMGM	Useful information and materials about careers and life planning were received from HKACMGM. Relevant information was disseminated to students accordingly.	\$400.00

**School-based After-school Learning and Support Programmes 2017/18 s.y.**  
**School-based Grant - Programme Report**

A. The number of students (count by heads) benefitted under the Grant is 137 (including A. 15 CSSA recipients, B. 92 SFAS full-grant recipients and C. 30 under school's discretionary quota).

**B. Information on Activities to be subsidised/complemented by the Grant.**

*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, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Music Instrumental Classes	3	17	12	Over 80%	Sept 2017 – Aug 2018	64,043.00	Questionnaire	/	/
Sports Classes	1	1	15	Over 80%	Sept 2017 – Aug 2018	2,980.00	Questionnaire	/	/
Art Classes	/	6	4	Over 80%	Sept 2017 – Aug 2018	10,312.00	Questionnaire	/	/
Moral Camp	1	12	/	100%	21-22 Aug 2017	5,655.00	Questionnaire	/	/
Life-wide Learning Day	15	92	/	100%	9 Nov, 2017	14,210.00	Questionnaire	/	/
<b>Total no. of activities:5</b>									
<b>@No. of man-times</b>	20	128	31		<b>Total Expenses</b>	97,200.00			
<b>**Total no. of man-times</b>	179								

Note:

\* Types 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.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

**C. Project Effectiveness**

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

Areas	Improved			No change	Declining	N.A.
	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**

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: \_\_\_\_\_);
- 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;
- Others (Please specify): \_\_\_\_\_

**E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

\_\_\_\_\_ / \_\_\_\_\_