



The Church of Christ in China
Heep Woh College

Annual School Report
2011~2012

Let Our Light Shine

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The Church of Christ in China
Heep Woh College
School Annual Report 2011-2012

I. Our School

Vision, Mission Statement and Core Value on Education of Our School Sponsoring Body

Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Value

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

Information about the School

School Profile

Heep Woh College is a co-educational aided school. The origin of Heep Woh College can be traced back to 1911 when Mrs. Bigelow, from the United States, founded the school in Xiguan, Guangzhou, dedicated herself to early childhood education. In 1921, the private Heep Woh Girls' Normal School was established. The motto was "When you know the truth, the truth will set you free." Principal Liu Fung Ling became the first Chinese principal of Heep Woh. In 1947, Principal Liu and Mrs. Schaefer established the Hong Kong Heep Woh School (kindergarten and primary school). Heep Woh College commenced operation in 1970 with a view to providing secondary school education to teenagers.

School Mission

Embracing the HKCCCC philosophy of “To minister and serve through schools”, we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development. It is our aspiration that our students will always strive for excellence, exemplifying our school vision “Together we nurture fullness of life; Hand in hand we witness the love of Christ.”

Incorporated Management Committee

The Incorporated Management Committee was established in 2011 with the following composition:

Composition	Supervisor	Sponsoring Body	Principal	Parent	Teachers	Alumni	Independent
11/12	1 (6.7%)	7 (46.7%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

Incorporated Management Committee			
Supervisor	Prof. Chan Ying Shing	Teacher Manager	Mr. Fung Wah Sing
		Alternate Teacher Manager	Mr. Tse Sik Wai
Sponsoring Body Managers	Mr. Soo Yee Yau Hudson Ms. Yau Oi Yuen Irene Rev. Cheung Yuk Nung Victor Dr. Chan Kit Ching Annie Mr. Wong Tang Tat Rodney Ms. You Fung Yin Ms. Ma Lai Sheung Iris	Alumni Manager	Mr. Lee Ka Lun Clive
		Parent Manager	Mrs. Li Kwok Lai Mui
		Alternate Parent Manager	Ms. Cheung Sau Man
Principal	Mr. Chu Kai Wing	Independent Manager	Dr. Poon Sun Wah

Campus and Facilities

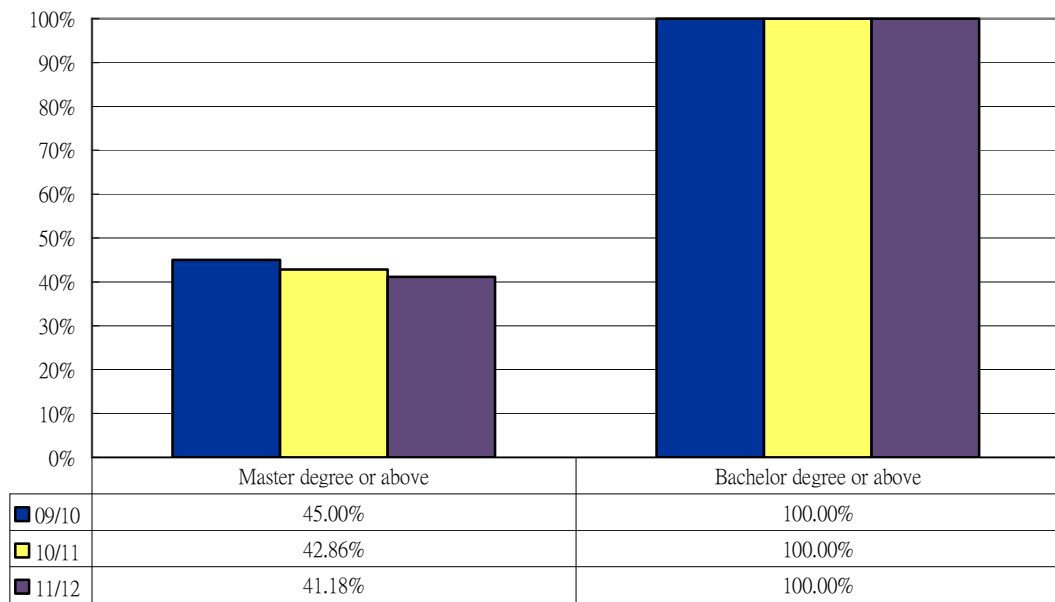
This school building came into existence in 1971 and was awarded Best Campus Design by the Hong Kong Architects' Association in the same year. The School Improvement programme began in 2002. The new annex has been in operation since June 13, 2005 and provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, conference room, function hall, the school also provides facilities for extra-curricular activities such as campus TV production room, music room, visual arts room, 3 multi-media learning centers, English learning centre, self-study rooms, student activity room and archive room.

II. Our Teachers

Number of Teachers (including the Principal)

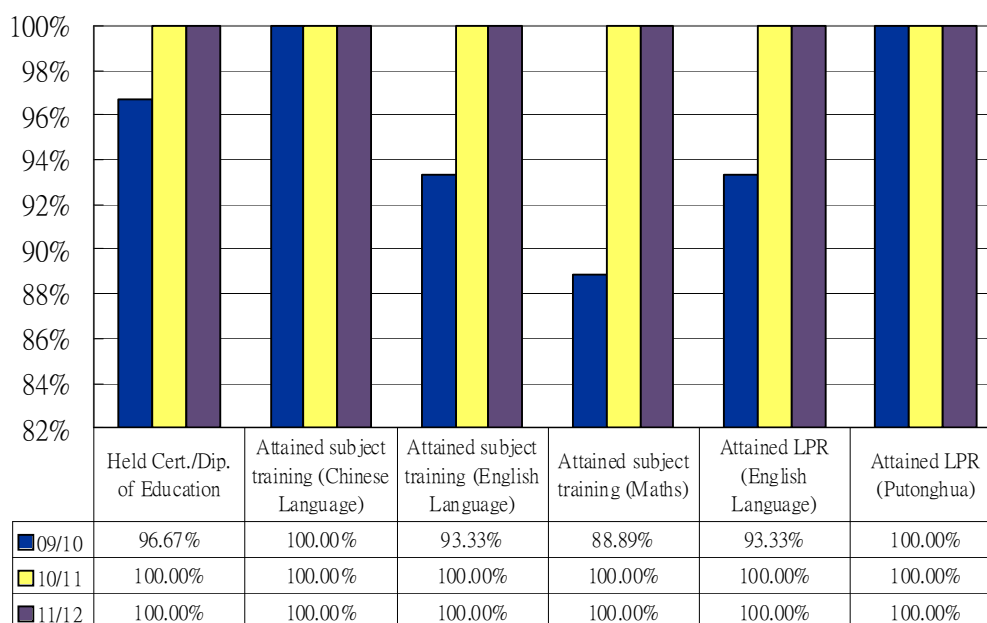
Year	2009-2010	2010-2011	2011-2012
Number of Teachers	60	63	68

Teachers' Academic Qualifications

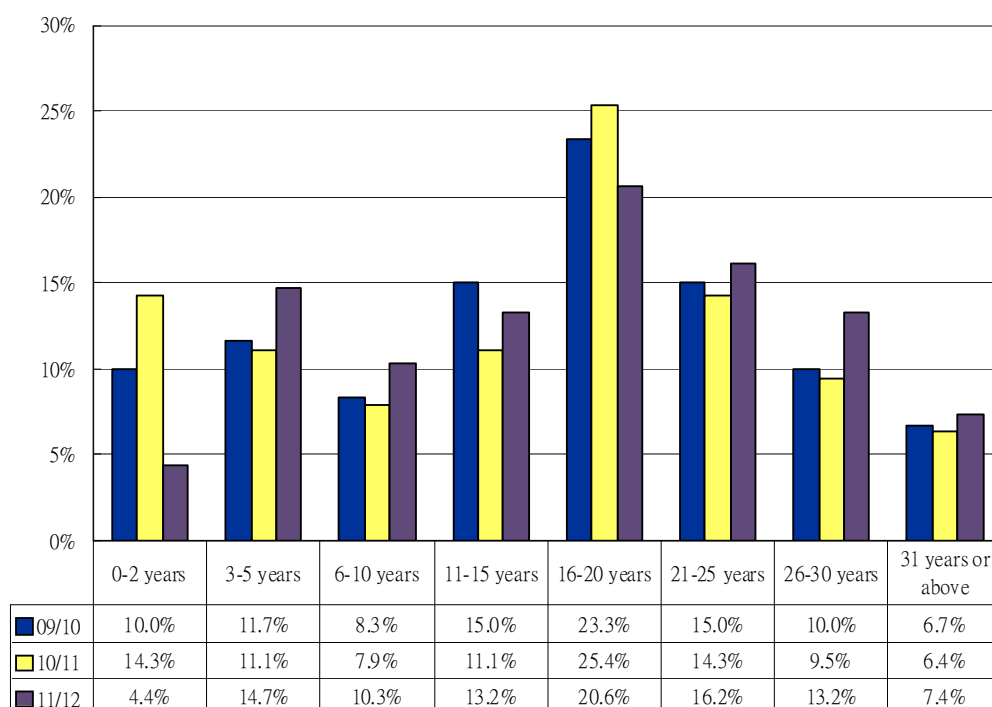


Teachers' Professional Qualifications

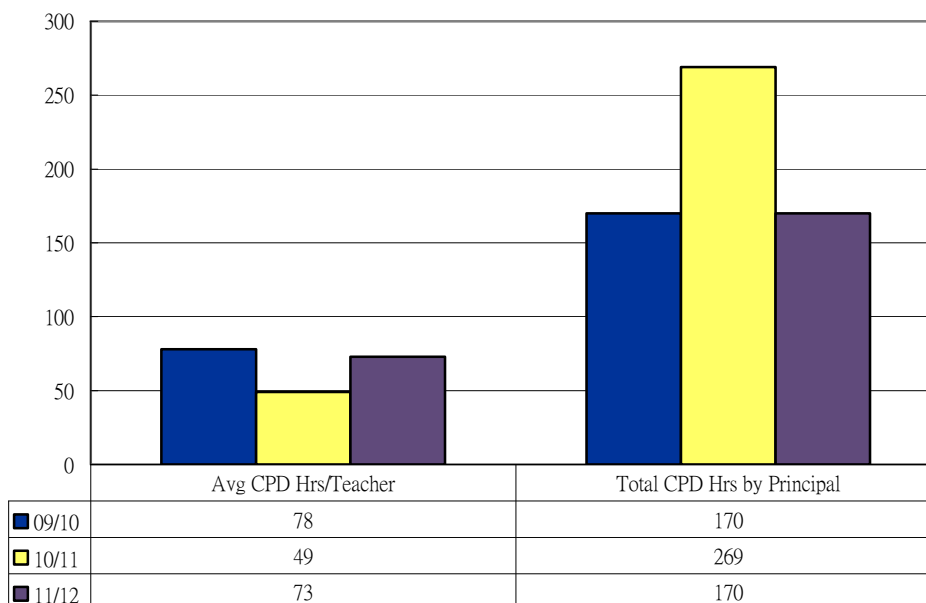
Teachers' Professional Qualifications
(Chinese Language, English Language, Mathematics and Putonghua)



Teaching Experience



Professional Development of Teachers



Seminars / Workshops for Professional Development 2011-2012

Date	Theme	Organization / Guest Speaker	Objective / Focus
29 th August, 2011, Monday	Community of Practices (CoP)	Prof. Eric Tsui (Associate Director, The Knowledge Management Research Centre, Department of Industrial and Systems Engineering, The Hong Kong Polytechnic University) and his team members (Jessica, Carrie, Leo and Man)	<ul style="list-style-type: none"> To introduce the concepts of Community of Practices (CoP) To introduce the effective ways or strategies to implement it in the context of school
14 th October, 2011, Friday	Mental Health Workshop	Mr. Chiu Siu Ning (Specialist in Psychiatry) and Ms. Kot Ming Yan, Zeno (Training Officer from The Samaritan Befrienders Hong Kong)	<ul style="list-style-type: none"> Understanding of the clinical states of Psychiatry Understanding the causes and symptoms of hyperactivity, depression and psychosis Understanding the referral and treatment process of the psychiatric cases Introduce the medication and the effect of drug used

	IMC	Mr. Cheung WH (Chairperson of General Affair Committee)	<ul style="list-style-type: none"> To demonstrate the school-based requirements in preparing the auditing of the stock-taking for IMC. To show the work distribution of preparing the auditing of the stock-taking for IMC.
	Lesson Study and Life-Wide Learning Day Briefing	Mr. Wong CT (Assistant Principal, Ms Tin YS (Chairperson of Academic Affair Committee) and Ms Chan ST (Chairperson of ECA Committee)	<ul style="list-style-type: none"> To provide guidelines on the implementation of lesson study To remind colleagues matters concerning the LWL day
30 th April, 2012, Monday	Staff Retreat (School Vision, Mission and Core values)	Mr. Chu KW (Principal) and Ms. Cherie Lui (Knowledge Management and Innovation Research Centre of Hong Kong Polytechnic University)	<ul style="list-style-type: none"> To consolidate colleagues' views concerning the vision, mission and core values on various aspects of school practice. Write down collectively the shared vision, mission and core values as our vision and mission statement as our common direction for the school's future development.

Staff Turnover Rate

During the school year of 2011-2012, the total number of staff is 97 including 68 teachers, 2 Teaching Assistants, 1 Research Assistant, 1 Guidance Officer, 3 Lab Technicians, 2 I.T. Technicians, 1 Library Assistant, 8 office staff and 11 janitors.

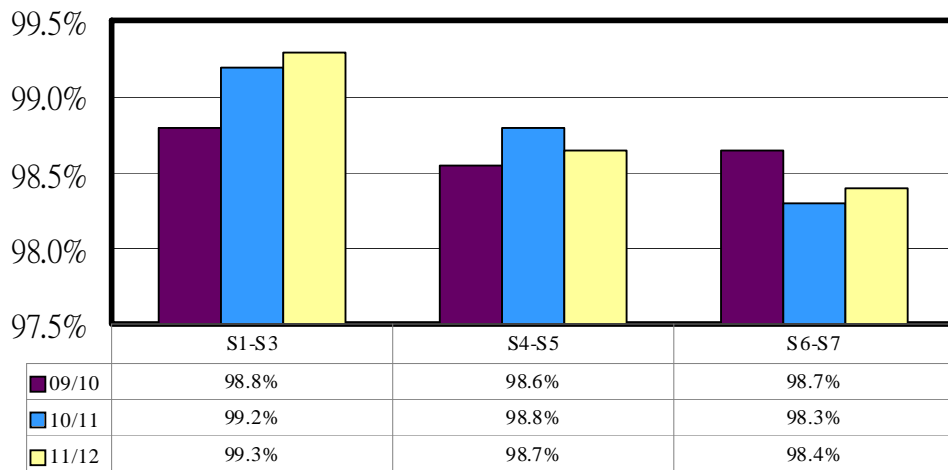
Staff Resignation in 2011-2012	Number of Staff
Teacher (Early Retirement and End of contract)	7
Teaching Assistant (End of Contract)	1
Research Assistant (End of Contract)	1
Guidance Officer (End of Contract)	1
Total	10

III. Our Students

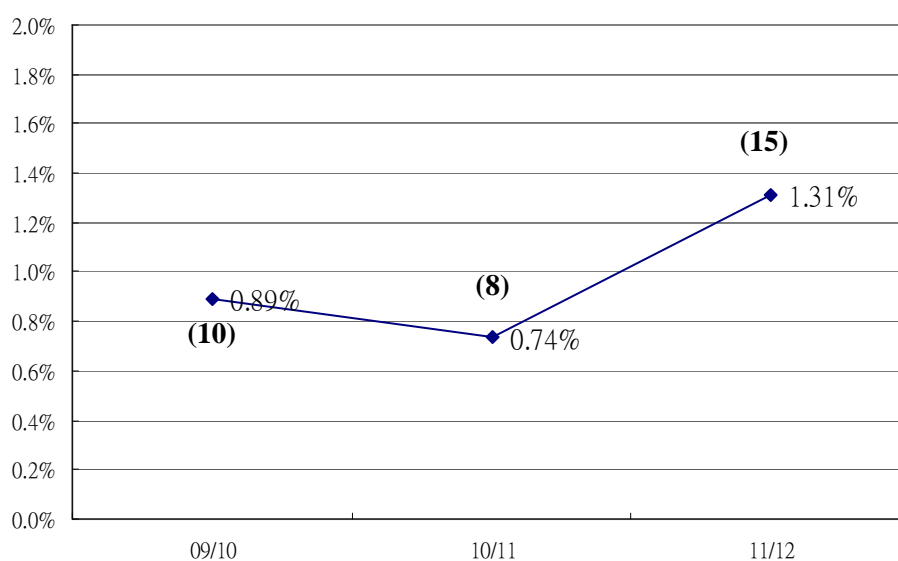
Class Structure and Enrolment

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of classes	4	5	5	5	5	5	2	31
Boys	71	85	82	87	95	92	38	550
Girls	71	96	106	106	105	84	26	594
Total Enrolment	142	181	188	193	200	176	64	1144
Drop-outs	3	3	0	4	5	0	0	15
Repeaters	7	8	10	10	11	5	0	51

Student Attendance



Drop-out Rate of Student



Destination of S6 HKDSE Graduates

Destination	No. of Students	Percentage
JUPAS	95	53.98%
NON-JUPAS	80	45.45%
Employment	1	0.57%

Destination of S7 HKAL Graduates

Destination	No. of Students	Percentage
JUPAS	55	85.94%
NON-JUPAS	9	14.06%
Employment	0	0%

IV. Our Major Concerns (Achievements and Reflection)

Priority Task 1.1: Boosting academic results, Arousing learning motivation and Providing learning skills

Achievements

1. Boosting academic results

A package of strategies was implemented to equip S6 students, the first cohort of HKDSE, to sit for the public exam. Extra lessons were arranged in July and August. A uniform test was arranged in early Sept., 2011. Extended lessons were arranged after Mock Exam. Project A for elite students by AAC and different departments were also arranged. 85.2% S6 students got “33223” or above in HKDSE and 56.25% S6 students got university degree offers in JUPAS.

Summer extra lessons were arranged for S5 students:

- Phase 1: 7 days at the beginning of Summer holidays in July,
- Phase 2: 5 days at the end of Summer holidays in August.

A uniform test was arranged in early September of their S6 academic year.

According to the results of school based questionnaires done in Feb., 2012, most S4 to S6 students (mean = 3.40, with 1 as strongly disagree and 5 as strongly agree) agreed that they had confidence in facing HKDSE and (mean = 3.38) agreed that they were able to fulfill the learning requirements of HKDSE.

Most S4 to S6 students (mean = 3.77) strongly agreed that they were interested in learning NSS subjects, (mean = 3.87) strongly agreed that they were satisfied with their learning performance and (mean = 3.98) strongly agreed that they had plenty of resources in helping them to learn NSS subjects effectively.

2. Arousing learning motivation and Providing learning skills *Flying High Empowerment Scheme*

The programme was assisted by our undergraduate alumni. For phase 1 and 2, participating students were required to complete the course by doing revision from 4:10 pm to 6:10 pm in the school hall / classrooms. For phase 3, students were required to complete the summer vacation courses by doing revision from 9:00 am – 4:00 pm in the school hall / classrooms.

Phase 1: for low achievers in 1st exam

Date: 6th to 29th, March, 2012 (8 days, every Tuesday and Thursday)

Participants: 50 S1 to S5 students

Phase 2: for low achievers in 2nd UT

Date: 22nd May to 7th, June, 2012 (9 days, every Tuesday, Wednesday and Thursday)

Participants: 30 S1 to S3 students

Phase 3: for low achievers in annual exam (Summer FHES)

Date: 13th July to 1st August (12 days)

Participants: 50 S1 to S5 students

Saturday core subjects tutorials

The courses were taught by our undergraduate alumni and low achievers had first priority to join the course.

Phase 1: 20 classes, 286 S1 to S5 students

Date: 8th Oct., to 3rd Dec., 2011 (7 lessons)

They are 6 Chinese classes, 6 English classes and 8 Mathematics classes respectively.

Phase 2: 19 classes, 248 S1 to S5 students

Date: 17th Mar., to 2nd Jun., 2012 (7 lessons)

They are 5 Chinese classes, 6 English classes and 8 Mathematics classes respectively.

S.1 Homework Policy

S1 Homework Policy has been implemented. The objectives of the policy are to help students adopt a serious attitude towards homework and to help teachers identify students with a lack of serious attitude towards homework so as to provide suitable assistance. An evaluation meeting was held with the S1 Form Teachers in June, 2012. All teachers attending the meeting agreed with the aims of the policy.

Form 3-4 Enlightenment Programme

Form 3-4 Enlightenment Programme was implemented. 8 S.3 and 5 S.4 low achievers were recommended by class teachers to join the programme. The programme commenced with a 3 days and 2 nights camp from 18th to 20th May with the aid of adventure based training and sharing with former students to arouse in participants thinking about their learning attitude and effectiveness. After the camp, a series of three revision classes dated from 21st May to 1st June were organized at school to acquire the core of the subject knowledge with 5 former students' help.

Reflection

1. Boosting academic results

The result of HKDSE, HKAL and JUPAS was quite satisfactory and matched our expectation. It is hoped that by encouraging students to work hard on 4 core subjects and one or two particular elective subjects, more students can get degree offers next year. From the results of school based questionnaires done in Feb., 2012, most S4 to S6 students seemed to feel that they had confidence in facing HKDSE and were interested in learning NSS subjects. It may reflect that learning and teaching in senior forms seemed to be effective from the students' perspective. However, the questionnaires were done before the programme, so it might not reflect the effectiveness of the strategies we launched. On the other hand, the S.6 Uniform Test held on September was reported to affect the teaching progress and the application of HKDSE. Therefore, it was suggested to rearrange it in late August and all extra lessons in July in next year.

2. Arousing learning motivation and Providing learning skills

Flying High Empowerment Scheme

The aim of the scheme is to arouse the participating students' motivation and equip them with relevant skills. Our school appointed some alumni who are studying in universities to offer assistance to the participating teachers. However, the learning atmosphere was not satisfactory. Students' discipline was difficult to control in the classroom. After serious evaluation, there will be some changes in the arrangements as follows:

- the programme will be conducted mainly in the school hall next year to promote a serious atmosphere;
- Students will be required to finish some worksheets or exercises instead of doing their own revision only; and
- Teachers should be assigned to supervise the class.

Saturday core subjects tutorials

The tutorial class showed satisfactory performance, except S.3 Chinese Language class and S3 English Language class, with more than 50% of the participating students in other classes showing improvement in their academic results.

From the results of the questionnaires, the participants also stated that the course was useful and helped them improve their learning outcomes.

S.1 Homework Policy

All S.1 subject teachers were invited to conduct evaluation questionnaires. 21% and 50% strongly agree and agree that the Homework Policy is useful to help the students to develop a serious attitude towards assignments. 29% and 42% of the subject teachers completing the questionnaires strongly agree and agree that the Homework Policy helps identify students with a lack of serious attitude towards homework so as to provide suitable assistance to them. It was decided that the Homework Policy will be implemented in S.1 and S.2 in 2012-2013.

Form 3-4 Enlightenment Programme

The programme was found to be useful. Participants commented that the adventure based training can help them boost their confidence and to set goals for the coming examination. Through sharing with their former students, they could learn the time management skills and the appropriate learning skills in different subjects. The revision classes held could help them understand the key concepts in the subjects. As the period between the uniform test and the final examination was short in the year, only 4 revision classes for every student could be planned. More revision classes will be expected for greater improvement in their academic results.

Priority Task 2: Fostering Teacher Sharing for Enhancement of Teacher Professional Development

Achievements

1. Set up Knowledge Management Team as task group to lead Knowledge Sharing in our school and build up a knowledge sharing platform on the intranet to facilitate teacher sharing of good/effective practices to enhance teachers' professional competence

From the results of School Based Teacher Questionnaire (2009-2012), almost half of the teachers expressed their needs of “Building up a knowledge sharing platform”.

48.5% of teachers strongly agreed and agreed with “Building up a knowledge sharing platform” in 2009-12 and 63.6% of teachers strongly agreed and agreed with the initiatives to be implemented in 2012-2015. We explored the feasibility of using Microsoft SharePoint as our sharing platform, but we rejected SharePoint because it could not be integrated with the existing platform. Afterwards, Knowledge Management Team and IT Team discussed together and sorted out that the ‘Digital Archive’ module of eClass system might be the solution. We tried to use the module this year and planned ahead to fully implement the module in next academic year.

2. Develop, store and share teaching resources

From the results of School Based Teacher Questionnaire (2009-2012), teachers expressed their needs of Developing, storing and sharing teaching resources. 63.7% of teachers strongly agreed and agreed with Developing, storing and sharing teaching resources in 2009-2012 and 81.8% of teachers strongly agreed and agreed with the initiatives to be implemented in 2012-2015.

The e-Class system in our school has been established for several years. Most departments have been trying to launch their e-learning platform using e-Classrooms in e-Class systems. Teachers develop and share teaching materials on an intra-school server called “user-home”, teaching server, e-Classrooms platform and also web assessed aero-drive. Students have begun to be familiar with using the platform for their self study.

3. Promote forming various Communities of Practice (CoP), e.g. “Learning Study” groups to encourage teachers to share their experience, knowledge and skills to further enhance quality of teaching and learning.

From the results of School Based Teacher Questionnaire (2009-2012), there was no substantial recognition of the need of Forming Communities of Practice. Only 27.2% of teachers strongly agreed and agreed with forming Communities of Practice in 2009-2012 but more teachers (45.6%) strongly agreed and agreed that Communities of Practice could be formed in 2012-2015. This year we tried to form Communities of Practice (CoP) across committees and departments within our school hierarchy to share with and acquire knowledge from others on topics encountered in their practice.

Teachers were invited to attend the meetings of CoP. All participating teachers reflected that CoP could facilitate knowledge sharing in the meeting and hoped that CoP could be

continually organized in the near future. The topics of Communities of Practice (CoP) covered were Handling Difficult Students, Using iPhone and iPad, Reflection on Pedagogy and Motivating Class Spirit.

This is the second year of implementation of Lesson Study in our school to encourage our teachers to share their teaching experience, skills and knowledge with colleagues teaching the same subjects and the same form. Most teachers reported that they have joined Lesson Study. Only 6 teachers cannot join the lesson studies due to the subject grouping limitation. Most teachers have taken part in a lesson study and there was at least one lesson study in each KLA. After collecting their feedback forms, it was found that:

5 “created” lessons were found workable because they were based on knowledge of students and how they learned and included all aspects of an effective lesson.

18 “created” lessons included some effective teaching strategies or moves, such as building background knowledge and checking for understanding.

11 “created” lessons were standard and sufficient but not particularly effective in terms of engaging students and helping them learn.

1 “created” lesson was probably one that one of the team had taught, and the others agreed to use that lesson, without much analysis.

4. Employ Mentoring Scheme for enhancing the professional competence of new teachers

- From the results of School Based Teacher Questionnaire (2009-2012), teachers expressed their needs of employing the Mentoring Scheme for enhancing the professional competence of teachers. 77.3% of teachers strongly agreed and agreed with the implementation of Mentoring Scheme in 2009-2012 and 87.9% of teachers expected the Mentoring Scheme to be continued in 2012-2015)
- There were 7 newly appointed teachers this year. 8 colleagues were invited to be the mentors on subject matters and class teacher affairs.
- Each of the mentors was awarded a file containing guidelines and feedback sheet of lesson observation by the Principal on the 1st staff development day.
- An informal gathering was held after school on the 1st day of Sports Day. Most new teachers attended the gathering and shared their opinions. Our principal, two vice-principals and all the staff development committee members also attended to express our support for the new colleagues.
- In order to show our appreciation to the mentors and encourage more colleagues to be mentors, 12 CPD hours of other modes were endorsed for their mentoring. Besides, a small gift was presented to mentors by Principal Chu on the last monthly staff meeting this year.

5. Organize Professional Sharing Time for teachers to share their good practice and relevant knowledge and skills

- According to the School Based Teacher Questionnaire 2009-2012, more than half of

all colleagues (62.1% of Strongly Agree and Agree in 2009-2012 and 71.2% of Strongly Agree and Agree in 2012-2015) agreed with the opportunities of organizing professional sharing time for teachers to share their good practice and relevant knowledge and skills.

- Eighteen departments arranged their own sharing sessions which provide fruitful opportunities to learn from each other.
- The themes of Departmental Professional Sharing mainly concentrated on the SBA implementation in NSS, sharing on good practice and new educational approaches in their own subjects.
- Evaluation questionnaires were completed. It was indicated in the statistical results that the sharing session enhanced the carrying out of departmental programmes for professional development. (88%) The departmental programmes arranged were useful for professional career growth. (88%).

Reflection

- Although teachers' rating in the Stakeholder Survey-Teacher on teacher professional development has been increased from 3.6 last year to 3.7 this year, we think that there is room for improvement. In order to sustain and further develop our school's success, teacher professional development should be emphasized and focused on in our school. A school based mode of teacher professional development should be forged to facilitate teacher professional learning addressing concerns about issues experienced in daily practice and situational contexts in our school. Lesson Study was tried out last year and extensively carried out this year to provide a platform for every teacher to study a particular lesson by sharing their knowledge, skills and experiences with colleagues to enhance the quality of teaching and learning.
- From the results of School Based Teacher Questionnaire (2009-2012), there was no substantial recognition of the need of Setting Knowledge Management (KM) Team (only 22.7% of teachers expressed with the view of strongly agree and agree in 2009-2012), but more teachers (36.3% of teachers expressed with the view of Strongly Agree and Agree) agree with the need of setting KM team in the next three years (2012-2015). The function of the team should be enhanced to lead and promote Knowledge Sharing in our school. The team will encourage and promote teachers to develop teaching materials or resources, and share their experiences in organizing classroom activities, enhancing pedagogical techniques and applying practical insights into learning, development and human relations. These are all teachers' valuable knowledge assets that are potentially sharable and reusable.
- To inculcate a sharing culture, and to promote teacher sharing of their experience, knowledge and skills in teaching and learning so as to enhance teachers' professional development, Learning Study can be promoted in all subjects. Several Communities of Practice (CoP) would be set up to share the good practices of

teachers across committees and departments.

- From the results of Stakeholder Survey of Teachers, teachers expected that the middle managers, including Committee and Department heads could better motivate teachers professional sharing and collaboration (3.8 in 10/11 and 3.7 in 11/12). They expressed the need of knowledge sharing in committees and departments.
- The experience of some departments in developing, storing and sharing resources among teachers for teaching could be shared among other teachers, so that more resources can also be shared in other departments.
- Initiatives of knowledge management should be launched to formulate certain guidelines and devise systems for enhancing departments to develop, store and share resources for teaching among colleagues.
- The rationale of knowledge management could be explained to teachers and good practice of knowledge sharing in committees and departments could be shared to encourage other committees and departments to follow.

Priority Task 3: Enhancement of Student Whole-Person Development

Achievements

1. To provide a balanced OLE conducive to the development of students.

1.1 Leadership Training by ECA

Leadership training was organized for potential junior and senior students to equip them for future challenges. Training programmes are listed as follows:

- Junior leadership training programme was held in the first term
- 12 S4 & S5 students were recruited to join Outward Bound Senior Leadership Training Programmes held from 27th to 31st Jan 2012.
- Senior Leadership Training Camp was held in July 2012 for committee members of SA, Houses, Prefects, School Choir and Christian Fellowship with 77 student leaders participated in it.
- Leadership Training Programme for interest group and club committee members was held in August 2012 with about 30 participants.
- About 12% of students stated that they had received different kinds of leadership training initiated by school

On leadership development, 58% of students reflected in a stakeholder questionnaire that the school is intent on fostering students' leadership, which scored 3.55. Similarly, 85% of teachers agreed that the school provides sufficient opportunity to foster students' leadership, which scored 4.2. In the school-based questionnaire, 48% students agreed that the activities organized by school can foster their leadership talents.

The stakeholder questionnaire further illustrated that 77% of students agreed that

through participation in ECA, learning opportunities in life skills are increased. Similarly, over 80% of teachers viewed that the school's ECA can help extend students' learning experiences. In line with the school-based questionnaire, 75% of students stated that the life-wide learning activities are beneficial to them whereas 66% of students viewed that the various activities held by school can help them in personal development and growth.

1.2 Careers Guidance Programme in Senior Forms

Collaborating with the HK Federation of Youth Groups, a few sessions of workshops and a career seminar were held for S4 with an aim to help students recognize their strengths and weaknesses, and plan for their future careers.

By using RE lessons and class teacher periods, S5 students got access to some tools to explore their career aptitude, as well as be informed how to prepare for JUPAS and SLP. A mock release was held in July 2012 to familiarize them with the multiple pathways of JUPAS and Non-JUPAS.

In S6, an interview training workshop was offered to each student in Nov 2011 for further studies. A teacher mentor was assigned to each student in giving advice on their JUPAS choices as well as giving comments on their OEA (JUPAS). A facebook account was set up to provide them with the latest information and reminders about multiple pathways. A pre-HKDSE seminar was held for students and parents on 14 July 2012 to prepare them for the results release day. Teacher mentors, career teachers and support teachers gave advice and support to students on and after the results release day of 2012 HKDSE.

In short, the support to S6 students was systematically arranged. After completing one cycle in NSS, the planning could be further polished since the school was under limited information and time to prepare for the necessary support to students in the first year. The school-based questionnaire revealed that only 29% of students in senior forms claimed that the careers education programmes can help them understand their career aspirations and pathways (scored 3.03 out of 5). There is a need of a more systematic, coherent and continuous careers guidance programme for the senior form students so as to better prepared and equipped them for their future studies and careers pathways. To provide a stable platform, RE Department would work closely with Career Guidance Committee to deliver career programmes in lessons. As well, a wider scope of views should be considered in planning such as administrative coordination among committees, teacher training and parents' education.

1.3 Service Programmes Collaborated by Committees and Departments

RE Committee, ECA Committee, CYC, Heep Woh Service Group, RE Department and Liberal Studies Department jointly provided various kinds of

social services inside and outside the territory. Three Flag-selling fundraising activities for NGOs were held with 131 participating students. Social services were held for the children, mentally retarded, physical disabled, minority groups and people who have mental illnesses. Two were also held service learning tours were made to Dongguan and Beijing to serve the underprivileged children of workers. Sixty-nine students and nine teachers participated in three service tours. The service learning to Cambodia planned in August 2012 was cancelled due to the unknown epidemic in Cambodia.

About 45% and 56% of junior and senior forms students respectively participated in various kinds of community services. Over 60% of students reflected in the school-based questionnaire that the school can provide them with opportunities to participate in different kinds of voluntary services. From their sharing or reflection forms, these services provided profound learning experiences for students and fostered their personal, social, moral and civic developments.

2. Foster an inviting, harmonious and caring learning environment to cater for students with diverse learning needs

2.1 QEF by using positive psychology to support SEN students

The QEF was initiated by Hong Kong Christian Service. This year, it came to its implementation phase. Three ADHD students were followed by class teachers and case workers of the NGO through this approach of positive psychology. Pre-test and post-test were administrated, which showed that there were positive changes among students, parents and teachers joining the scheme found good support for students and teachers involved from the NGO. The school would like to have further collaboration with the NGO to provide more effective support for the stakeholders.

2.2 Caring culture by Guidance, Discipline, Religious Education and Student Support with the theme 'Lend a Helping Hand to Others' 「走進他們的世界」 A common theme 'Lend a helping hand to others, 走進他們的世界' was adopted with the collaboration of committees. A number of workshops, seminars, visits and services were held as follows:

- Workshops on communication skills for SEN and non-SEN students held by school social workers and Guidance Committee
- Participated in the programme, 「傷健共融活動體驗計劃」(逆境自強--我也能做到), held by HK Federation of Handicapped Youths. (July 2011 to Jan 2012)
- Paid a visit to Cheuk Yuen Mental Rehabilitation Centre (Oct 2011)
- Paid a visit to ethnical minority families (Nov 2011)
- Attended a workshop held by Neighbourhood Advice-action Council, 鄰舍輔導會 on the communication skills with mentally disabled people and a visit paid to

the target group. (Mar 2012)

- Participated in the workshop, ‘Dialogue in the Dark’ in Life-wide Learning Days.
- Participated in the workshop held by Oxfam on poverty.
- Whole school assembly on 『逆境自強』共融教育講座(肢體傷殘) (Mar 2012)
- ‘Friendship Festival’ held by Guidance Prefect to enrich a caring culture on school campus.
- Paid a visit to Caritas Jockey Club Lok Yan School, 明愛賽馬會樂仁學校 (May 2012)
- Paid a visit to HK Christian Pui Oi School (May 2012)
- School programme, 共融海陸空, to arouse students’ understanding and acceptance to the disabled (May 2012)
- Social Service for Spinal Muscular Atrophy Association(脊髓肌肉萎縮症)(May 2012)

Feedbacks from students, teachers and the NGOs were good, especially the S3 group who served in a severe mentally retarded school, Caritas Jockey Club Lok Yan School.

With reference to the caring culture, students rated ‘Student Support’ and ‘School Climate’ 3.7 and 3.8 respectively in the stakeholder questionnaire. Over 71% of students claimed that ‘they like their school’; ‘they respect their teachers’ and ‘the teachers care about them’. About 83% of students stated that they got along well with schoolmates. In APASO II, the inventory of ‘Attitude to School’, students rated ‘General Satisfaction’, ‘Teacher-Student Relationship’ and ‘Social Integration’ as 2.76, 3.04 and 3.05 respectively. The results of school-based questionnaire echoed similar results that students rated 3.88 and 3.66 on ‘Teacher-student Relationship’ and ‘Peer Relationship’ respectively, that is 75% agreed that they had good relationship with teachers and 62% of them had good peer relationship. These showed students held positive views to school and were satisfied with the school environment.

Reflection

- Though different committees have different foci, it is good for committees and departments to go for a common theme with different entry points so that the outcomes and performances of committees can be maximized. This year, the theme ‘Lend a Helping Hand to Others’ lined up with the existing work of committees and service group, especially promoting on the understanding of underprivileged minority groups, the acceptance to them and the assistance or services to them. All these programmes reiterate the school values and Christian values: Caring, Acceptance, Respect, Equality (love and responsibility) and cultivate a caring school ethos. A common theme is proposed to gather focus of different service groups, as well as the resources of committees especially, Religious Education,

Student Guidance Committee, and Student Support Committee, to provide a better holistic development to students.

- After the first cohort of NSS, teachers gradually know more about its operation and requirement. Inevitably, amendments might be made to The curriculum designs, subject combination or even timetabling. Similarly, it also signals the school that career education is pivotal in the coming years. On the one hand, students are required to choose their electives at S3, which in certain senses determines their further studies. They are required to understand their strengths, interests and career aspirations at an earlier stage. They also need to understand the multiple pathways in careers and studies so that they can figure out their plans. On the other hand, the school does not only prepare students for their HKDSE but also their career paths. Moreover, the school needs to coordinate regarding with different committees responsible for a number of administration duties in JUPAS / NON-JUPAS application, SLP, SSR, reference letters, testimonials, etc. Both career support programmes and related administration should be taken into account.

Remark: Assessment inventories or tools

1. School-based questionnaire, 5-point scale
2. Stakeholder questionnaires, 5-point scale
3. APASO II questionnaire (Attitude to School), 4-point scale

V. Our Learning and Teaching

To face the new academic structure, our major concern was about “*Implementation and Evaluation of New Senior Secondary Curriculum*”, which aimed at encouraging our teachers to revisit the teaching pedagogy and assessment strategies to address changes in the curricula. On the other hand, much attention was drawn to students’ academic achievement, which is the key to success for students. We also endeavored to develop students’ academic competence and confidence in learning through another major concern “*Boost academic results and learning motivation*”.

Excelling in Learning and Teaching

- To cater for the diverse needs of our students, attempts were made to provide extra support (e.g. tutorial classes, Flying High Empowerment Scheme) to students in need.
- Our school has also launched a Peer Mentoring Project to help S.1 students adapt to secondary school life, particularly getting used to a new learning mode in an EMI school.
- The Staff Development Team organized Peer Lesson Observation and promoted Lesson Study this year to strengthen the sharing culture in teachers’ teaching pedagogy. It also aimed at enhancing teaching effectiveness and providing support to individual teachers.
- Local Life-wide learning activities and overseas study tours were organized for students to extend and expand their learning outside classrooms. Our school explored opportunities to form networks and partnerships with other organizations, and bodies to provide service learning, career-related experience, moral and civic education, physical education, aesthetic development and academic development, to broaden our students’ horizons.

VI. Support for Student Development

- The school has established a defined organization framework to support students' moral, intellectual, physical, social, aesthetic, spiritual and emotional growth. A whole-school approach to student support was adopted to cultivate a caring culture.
- To live up to the Christian education mission, our students took an active role in community service and spiritual formation activities. The Religious Education Committee held a series of evangelical programmes throughout the year. Service learning and community service were emphasized in core and extended curriculum across various levels.
- The Students' Association played an important role in promoting students' leadership and learning. It organized joint-school activities for students to have more exposures to other school cultures as well as the community.
- School-based Integrated Education Policy was issued and addressed to parents and students on different occasions. External resources were tapped to support students with special educational needs. Groups were held to enhance students' communication and social skills.
- To arouse students' awareness to the needy and cultivate a caring ethos in school, a common theme, 'Lend a Helping Hand to Others' 「走進他們的世界」, was shared among committees with various collaborated programmes held inside and outside campus such as competitions, workshops, visits, and services.
- A task force to review and revise existing policies related to health education was in place. School-based Health Policy would be in effect next year, addressing the matters of wellbeing of students and school personnel in the school context.
- To better support the first cohort of NNS students, a task force involving different committees was set up addressing the administrative supports in JUPAS and Non-JUPAS application and career guidance to students. A teacher-mentor scheme was initiated to provide guidance to graduates in face of public examinations on emotional support or professional advice on JUPAS application. Workshops on interviews skills and seminars on multiple career pathways were held to better equip them with skills and knowledge to ease their anxiety during the process.

Curriculum

Subjects offered	S1 - S6						S7
	S1	S2	S3	S4(SS1)	S5(SS2)	S6(SS3)	S7
English Language / Use of English (AS)	E	E	E	E	E	E	E
Chinese Language / Chinese Language and Culture (AS)	CP	CP	C	C	C	C	C
Chinese Literature / Chinese Literature (AL)				C	C	C	C
Life Education / Liberal Studies (NSS) / Liberal Studies (AS)	E	E	E	E	E	E	
Mathematics / Compulsory part (NSS) / Pure Mathematics (AL)	E	E	E	E	E	E	E
Extended part (NSS) / Additional Mathematics / Applied Mathematics (AL)					E	E	E
Chinese History / Chinese History (AL) / Chinese History (AS)	C	C	C	C	C	C	C
Economics / Economics (AL)				E	E	E	E
History / History (AL) / History (AS)			E	E	E	E	E
Geography / Geography (AL)			E	E	E	E	E
Physics / Physics (AL)			E	E	E	E	E
Chemistry / Chemistry (AL)			E	E	E	E	E
Biology / Biology (AL)			E	E	E	E	E
Combined Science (Biology/ Chemistry)					E	E	
Integrated Science	E	E					
Health Management & Social Care				E	E	E	
Information and Communication Technology		E	E	E	E	E	
Putonghua	P	P	P				
Visual Arts	E	E	E	E	E	E	
Music	E	E	E				
Physical Education	E	E	E	C	C	C	C
Combined Arts (Music/ Creative Media/ Dance/ Drama)				E	E		
Religious Education	E	E	E	C	C	C	C
Assembly / Class Teacher period	✓	✓	✓	✓	✓	✓	✓
Library lesson	E						

E: English as medium of instruction

C: Cantonese as medium of instruction

P: Putonghua as medium of instruction

Number of Active School Days



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

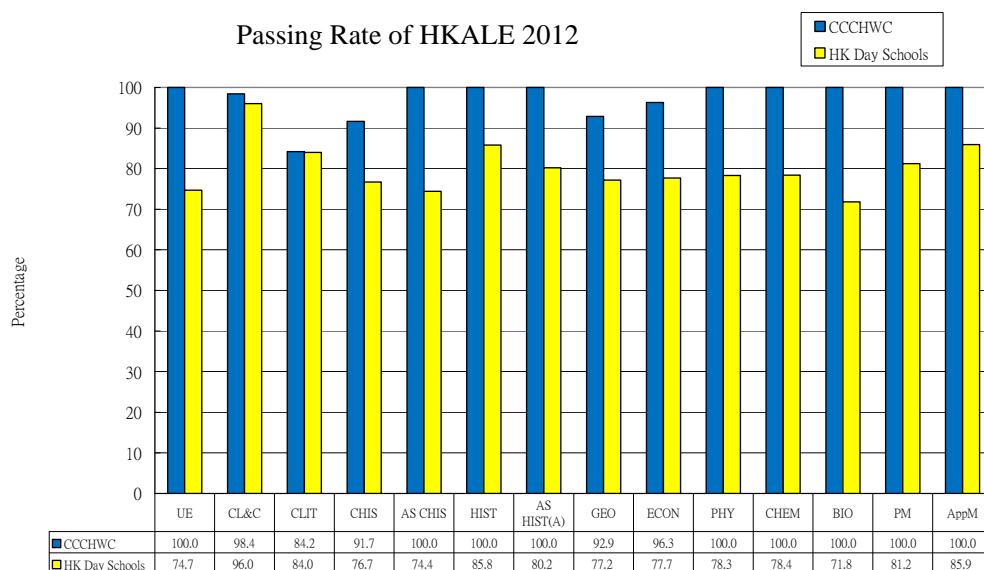
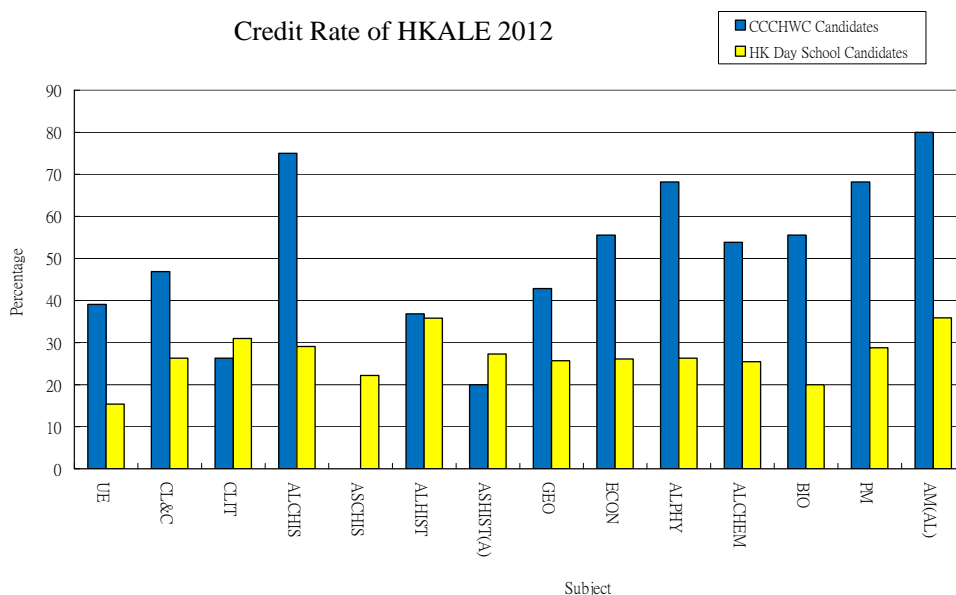
Lesson Time for the 8 Key Learning Areas (S1-S3)



VII. Our Students' Performance

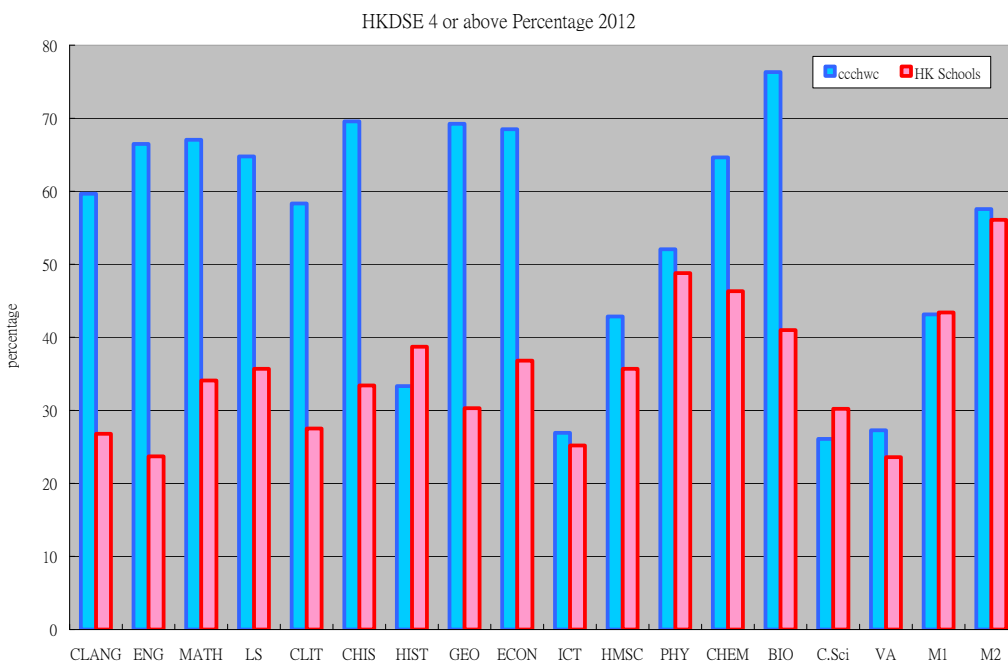
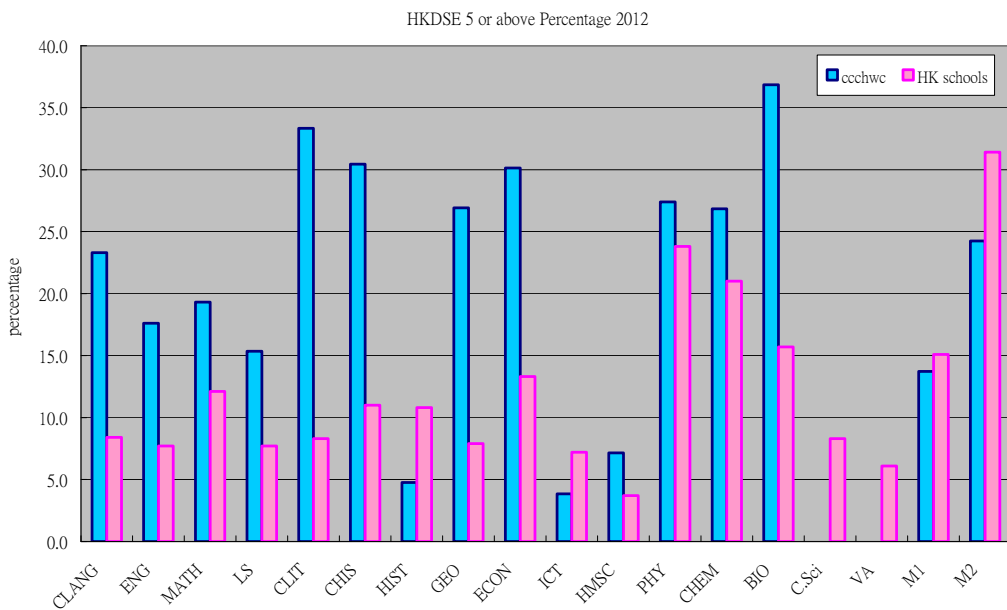
HKALE 2012 Results:

HKALE	09/10		10/11		11/12	
	CCCHWC	All Day Schools	CCCHWC	All Day Schools	CCCHWC	All Day Schools
No. of Candidates Sat	61		62	-	64	-
Candidates fulfilling the entrance requirement of tertiary institutions (%)	95.1	47.1	96.8	46.2	91.9	46.2



HKDSE 2012 Results:

HKDSE	11/12	
	CCCHWC	All Day Schools
No. of Candidates Sat	176	70,109
Candidates fulfilling the entrance requirement of tertiary institutions (%)	85.2	37.7



External Awards 2010-2011

P.E. Department

Inter-school Athletics Championships 2012

Boys A Grade *6E Yeung Hong To High Jump *Top in high jump in Hong Kong Junior Ranking, Representative of Hong Kong Team to take part in Interport Athletic Competition	Champion
Boys B Grade 3C Cheung Ho Yin High Jump 3C Hui Wing Yau High Jump	1 st runner-up 2 nd runner-up
Girls A Grade 4C Yu Wing Wing, 5C Ma Ka Man, 5D Kwok Man Wai, 5D Man Chui Yan 4 X 400m	2 nd runner-up
Girls B Grade 3A Yiu Wai Yan 100m Hurdle 3B Fu Wai Kwan High Jump 3D Chiu Ka Yi 100m Hurdle	1 st runner-up 2 nd runner-up 2 nd runner-up
Girls C Grade 2A Lau Mei Sze Discus 2B Lau Sze Ching 100m Hurdle	2 nd runner-up Champion

2011 Wong Tai Sin Athletics Championships

Boys B Grade 6E Yeung Hong To High Jump	Champion
Boys C Grade 3C Cheung Ho Yin High Jump 3C Hui Wing Yau High Jump 4A Yan Tze Wah Discus 4E Chan Hoi Chun 100m 4E Chan Hoi Chun 200m	1 st runner-up 2 nd runner-up 1 st runner-up Champion 2 nd runner-up
Boys D Grade 1D Wong Yu Chung 100m	1 st runner-up
Girls C Grade 3A Yiu Wai Yan 100m Hurdle 3A Yiu Wai Yan Long Jump 3B Fu Wai Kwan High Jump 4B Hung Shuk Ling Shot Put 4C Yu Wing Wing 400m	Champion Champion 1 st runner-up 2 nd runner-up Champion

4C Yu Wing Wing	800m	Champion
4C Yu Wing Wing	Long Jump	2 nd runner-up
Girls D Grade		
2B Lau Sze Ching	800m	1 st runner-up

10th TCAA Junior Athletic Meet 2011

Boys A Grade		
6E Yeung Hong To	High Jump	1 st runner-up

SCAA 65th Inter-School Athletic Meet

Boys A Grade		
6E Yeung Hong To	High Jump	Champion

Hong Kong Junior Age Group Athletic Meet – Race 1

Boys A Grade		
6E Yeung Hong To	High Jump	2 nd runner-up
6E Yeung Hong To	Triple Jump	2 nd runner-up

A.S. Watson Group Hong Kong Students Sports Awards

*6C Ip Ka Long	*6th in 110m hurdle in Hong Kong Junior Ranking	
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Inter-school Table-tennis Championships

Boys A Grade		2 nd runner-up
4D Lam Ho Lim, 4D Tang Chi Kin, 4E Chan Hoi Chun, 4E Poon Ho Yan, *5A Mak Tze Him *Representative of Hong Kong Team to take part in Interport Table-Tennis Competition		

Inter-school Beach Volleyball Competition

Boys Open		Champion
5C Leung Chi Ho, 5D Yuen Sze Wai		

Inter-school Volleyball Competition 2012

Boys C Grade		1 st runner-up
1A Leung In Kui, 1A Wong Ho Yin, 2B Wong Ho Chun, 2C Chiang Kam Yin, 2C Law Ho Hin, 2C Wong Hin Lok, 2D Yau Chun Ho, 2E Huang Wenjun		

Girls B grade 2A Chen Xing Yi, 3A Wong Cheuk Ying, 3A Yim Pui Man, 3A Yiu Wai Yan, 3B Chung Kwan Lai, 3C Ting Lok Yan, 3D Chan Hiu Wai, 3E Kwok Chung Wing, 3E Yeung Wing Yan	1 st runner-up
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Inter-school Swimming Championships 2012

Boys C Grade 1C Hau Ching Long	50m Butterfly	1 st runner-up
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Inter-school Basketball Competition 2012

Girls C Grade 1C Wong Shuk Yi, 1D Chan Cho Kiu, 1D Tam Dik, 2A Yim Oi Yan, 2B Lau Sze Ching, 2C Lau Shuk Yin, 2C Siu Mei Wai, 2D Cheung Lok Yiu Yoyo, 2E Choy Yuen Tung	2 nd runner-up
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Mathematics Department

The 14th Hong Kong Mathematical High Achievers Selection Contest 3D Cheung Yuen Tsz 3D Tang Wing Chung 3E Cheung Tsz Hong 3E Lam Chin Hung	Third Honour Second Honour Third Honour Third Honour
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Science Key Learning Area

Rock Caverns – Unlimited Creativity Competition 4A Lau Wai Nim, 4A Lee Ka Hang, 4E Chik Chung Yin, 4E Mak Shun Ki	Silver Award
Hong Kong Budding Scientists 2B Law Tsz Kit 4D Tang Chi Kin 4E Chau Iris	2 nd Class Honour 2 nd Class Honour 2 nd Class Honour
International Year of Chemistry 2011 (HK) - Online Video Competition 6C Yiu Chun Yin, 6D Chan Chi Hon Jeffery, 6D Chung Lai Him, 6D Koo Ka Wai, 6D Mak Chun Wing, 6D Yang Chun Pong	Champion

Senior Secondary Science and Mathematics Competitions (Chemistry) 5E Chan Hiu Fung 6E Lam Chak Cheung 6E Lai Ming Kit 6E Lee Junhao	High Distinction High Distinction High Distinction High Distinction
Australian National Chemistry Quiz 2011 5E Chan Tsz Man 5E Cheung Chui Yi 5E Cheung Man Hin 5E Chung Ka Lee Kally 5E Tsang Yee Wai 5E Yip Wing Ching 6E Lai Ming Kit 6E Li Junhao 6E To Hing Lui 6E Tung Tin Ho 7S Chan Chun Hong 7S Chu Ho Yin 7S Fan Kai Hei 7S Huang Zexu Winson	High Distinction Distinction Distinction Distinction High Distinction Distinction High Distinction Distinction Distinction Distinction Distinction Distinction High Distinction Distinction Distinction

Music Department

The 64th Schools Music Festival

Trumpet Solo 1C Tse Man Hei	2nd runner-up
Piano Duet 4A Tang Pui Kei, 4A Yeung Hoi Hin	2nd runner-up
Madrigal, Open Senior Choir	Champion

Visual Arts Department

11th Star River National Children's Fine Art Calligraphy and Photography Contest 4D Chong Tsoi Yi 5A Hui Ling Suet 5C Kwok Sze Tung	1 st runner up Champion 2 nd runner up
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ECA Committee

Hong Kong School Drama Festival 2011-2012 1D Tam Dik, 2E Wong Hoi Ying,	Award for Outstanding
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3B Yu Lok See, 4A Wong Kwan Yee CCC Heep Woh College	Actress Award for Outstanding Cooperation
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The 63rd Hong Kong Schools Speech Festival

English

Solo Verse Speaking 4A Lai Sung Yan	Champion
Solo Prose Reading 4A So Ka Leung 5E Fan Chi Mei Judy	Champion Champion
Dramatic Duologue 4A So Ka Leung 5E Fan Chi Mei Judy	2 nd runner up 2 nd runner up

第六十三屆香港學校朗誦節

粵語組

中二級男子組散文 2A 李嘉進	季軍
中四級男子組散文 4A 蘇家樑	季軍
中四級女子組散文 4A 王鈞儀 4D 莊采怡	季軍 冠軍
中五級女子組詩詞 5A 關錦欣 5D 郭雯慧	季軍 季軍
中五級女子組宗教篇章 5D 鍾瑞霖	季軍
中六級女子組二人 6C 林穎姿, 6C 李鈺儀	亞軍

普通話組

中二級男子組詩詞 2D 李承翰	亞軍
中二級女子組詩詞 2B 蕭秀儀	季軍

IX. Feedback on Future Planning

We continue to face great challenges ahead. In an inviting and harmonious learning environment, C.C.C. Heep Woh College aims to assist our students to possess a positive outlook and values towards life. With the passion and collaboration of all our staff members, we endeavor to strengthen students' capacity in their personal and social development.

Teaching and learning are at the very heart of schooling. Our teachers will keep on developing and evaluating our teaching and learning effectiveness. With the release of the first Hong Kong Diploma of Secondary Education and the JUPAS for NSS students this academic year, our teachers will continue to evaluate and readjust the teaching pedagogies and assessment strategies to address the assessment changes, as well as to boost students' academic achievement and learning motivation. To cater for individual learning diversities, tutorial classes for high achievers and students with learning difficulties will be arranged.

Meanwhile, Staff Development Committee will foster teachers' learning with focuses not only on NSS implementation and Special Educational Needs (SEN), but also on strengthening teachers' collegiality, collaboration and sharing culture by implementing Knowledge Management, such as establishing Knowledge Repository and promoting Communities of Practice and Lesson Study to facilitate teachers' sharing. These measures will enhance teachers' professionalism for facing waves of changes brought by education reform and societal transition.

The coming academic year will be the first year of the next cycle of the School Development Plan. Our school will evaluate our achievements, and identify the needs for further development and improvement to formulate the next cycle of the School Development Plan.

We pray that the Lord grants us strength and bestows us with grace.

Appendix:

中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, Government of the Hong Kong Special Administrative Region
The People's Republic of China

本局檔號 Our Ref. : EDB(CD/LWLL)/F&A/65/1/1(21)

電話 Telephone : 2892 5881

來函檔號 Your Ref. :

傳真 Fax Line : 2892 6428

«School_Chi_Address_1»

«Chi_School_Name»

傳真號碼 : «School_Fax»

帳戶號碼 : «Treasury_School_Code»

校長先生/女士 :

香港賽馬會全方位學習基金
全年活動簡報(2011/12)

一如以往，學校需要在學期完結時向本局遞交該年度的全年活動簡報。在這裏，讓我們再作提示，促請學校關注用款進度，盡量使用撥款，令更多基層弱勢學生得到扶助。

隨函附上樣本及簡報表各一份，請學校於二零一二年九月十七日或以前，填妥簡報，並透過傳真，將簡報交回本局。基金的財政年度於八月底結束，因此在不超支的情況下，在二零一二年八月三十一日或以前舉行的活動支出，均屬有效開支。倘若尚有餘款，官立、私立及下年度停辦的學校須根據本局稍後發出的退款提示，以劃線支票退回餘款；其他學校則毋須以支票退款，本局會從學校戶口扣除相關餘款。

如有查詢，請與課程發展處全方位學習及圖書館組聯絡（電話：2892 5881 或 3540 7436）。

教育局局長

(葉蔭榮



代行)

二零一二年三月十五日

附：香港賽馬會全方位學習基金：全年活動簡報樣本(2011/12)及表格各一份

本信件及簡報的 Word 版本可於以下網址下載：

http://www.edb.gov.hk/FileManager/TC/Content_3153/annualreportform_1112_c.doc (中文版)

http://www.edb.gov.hk/FileManager/EN/Content_3153/annualreportform_1112_e.doc (English version)

香港賽馬會全方位學習基金：全年活動簡報 (2011/12)

樣本

填妥後請於本年九月十七日或以前傳真至課程發展處全方位學習及圖書館組。

傳真號碼：2892 6428

校名：全方位學習學校 學校編號：123456 帳目編號：5678

(一) 開支總結：

本局提供有關資料，學校核對。

2011/12 撥款	-	2011/12 支出	=	餘額 (此金額須退回教育局) ⁽¹⁾
\$22,000		\$20,350		\$1,650

註(1)：如有餘款，a) 官立、私立及停辦學校請根據本局日後的提示，以支票退回餘款；b) 其他學校則毋須以支票退款，本局會直接從學校戶口扣除餘額。

(二) 受惠學生人數(即合資格並已領取津貼的學生)：

學校須填寫基金的總支出(截至八月三十一日)和退款額。

年級	綜援 ⁽²⁾	學生資助 全額津貼：	其他有經濟 困難的學生	合共	年級	綜援 ⁽²⁾	學生資助 全額津貼：	其他有經濟 困難的學生	合共
P1:	3	8	2	13	S1:	10	7	5	22
P2:	0	1	7	8	S2:	5	3	7	15
P3:	10	11	23	44	S3:	6	3	4	13
P4:	11	13	8	32	S4:				
P5:	3	4	12	19	S5:				
P6:	8	0	16	24	S6:				
					S7:				
				小計(a):	140				
								小計(b):	50
								總受惠人數 (即 a + b):	190

註(2)：如學校有接受基金資助的綜援學生人數資料，請提供。

受惠學生人數(非人次)

(三) 活動報告：(如空間不足，請加附頁)

	全方位學習活動的 名稱 ⁽³⁾	資助的用途 (如：入場費、交通費等)	舉辦機構 ⁽⁴⁾		活動舉行 地點 ⁽⁴⁾		在香港賽馬會全方位學習基金 資助下的：		
			本校	認可 機構	本港	境外	支出	受助學生 人次(非人數)	
1.	學校旅行	交通費	✓		✓		\$ 1,900	190	
2.	參觀香港歷史博物館	交通費及入場費	✓		✓		\$ 3,350	45	
3.	中港學生交流計劃	營費		✓		✓	\$ 4,500	7	
4.	小提琴班	學費及租用樂器費用	✓		✓		\$ 6,400	32	
5.	陶瓷工作坊	學費及材料費	✓		✓		\$ 4,200	21	
6.									
							總數	\$ 20,350	295

註(3)：請填上清晰明確的活動名稱。「全方位學習活動」、「課外活動」等名稱較為籠統，不宜使用。

註(4)：請在合適的空格加上「✓」。

上述資料由學校的基金負責人填寫，並經校長或校長授權人員覆核，達至內容準確無誤。

基金負責人員簽署：		校長簽署：	
基金負責人員姓名：		校長姓名：	

聯絡電話：_____

日期：_____

香港賽馬會全方位學習基金：全年活動簡報 (2011/12)

填妥後請於本年九月十七日或以前傳真至課程發展處全方位學習及圖書館組。傳真號碼：2892 6428

校名： 中華基督教會協和書院 學校編號： 170470 帳目編號： 1067

(一) 開支總結：

2011/12 撥款	-	2011/12 支出	=	餘額 (此金額須退回教育局)⁽¹⁾
\$172980		\$162533		\$10447

註(1)：如有餘款，a) 官立、私立及停辦學校請根據本局日後的提示，以支票退回餘款；b) 其他學校則毋須以支票退款，本局會直接從學校戶口扣除餘額。

(二) 受惠學生人數(即合資格並已領取津貼的學生)：

年級	綜援 ⁽²⁾	學生資助 全額津貼：	其他有經濟 困難的學生	合共	年級	綜援 ⁽²⁾	學生資助 全額津貼：	其他有經濟 困難的學生	合共	
P1:					S1:	11	22	0	33	
P2:					S2:	19	39	0	58	
P3:					S3:	17	35	0	52	
P4:					S4:	18	44	00	62	
P5:					S5:	18	34	0	52	
P6:					S6:	14	30	0	44	
					S7:	0	17	0	17	
小計(a):					小計(b):				318	
									總受惠人數 (即 a + b):	318

註(2)：如學校有接受基金資助的綜援學生人數資料，請提供。

(三) 活動報告：(如空間不足，請加附頁)

	全方位學習活動的 名稱 ⁽³⁾	資助的用途 (如：入場費、交通費等)	舉辦機構 ⁽⁴⁾		活動舉行 地點 ⁽⁴⁾		在香港賽馬會全方位學習基金 資助下的：	
			本校	認可 機構	本港	境外	支出	受助學生 人次 (非人數)
1.	交流團	團費及入場費	✓			✓	28093.7	16
2.	樂器班	導師費	✓		✓		60041	69
3.	興趣班	報名費、材料費及導師費	✓		✓		18390	51
4.	教育營	營費及交通費	✓		✓		26627.5	84
5.	校隊訓練	教練及器材費	✓		✓		5568.9	18
6.	校際比賽	報名費	✓		✓		3814	31
7.	參觀博物館及演奏會	入場費	✓		✓		405	8
8.	制服團隊	器材費	✓		✓		899	7
9.	全方位學習日	交通費及入場費	✓		✓		18693.9	128
總數							\$162533	412

註(3)：請填上清晰明確的活動名稱。「全方位學習活動」、「課外活動」等名稱較為籠統，不宜使用。

註(4)：請在合適的空格加上「✓」。

上述資料由學校的基金負責人填寫，並經校長或校長授權人員覆核，達至內容準確無誤。

基金負責人員簽署：		校長簽署：	
基金負責人員姓名：	陳淑端	校長姓名：	朱啓榮

聯絡電話： 23234265 日期： 14-9-2012

校本課後學習支援計劃報告 2011-12

(1) 開支總結：

<u>2011/12 撥款</u>	-	<u>2011/12 支出</u>	=	<u>餘額</u>
\$114400+46000(top-up grant)+45842.4(B/F1011)=206242.4		\$116206		\$90036.4

(2) 活動報告：

	學習活動名稱	資助的用途 (如：入場費、交通費等)	舉辦機構 ⁽⁴⁾		活動舉行地點 ⁽⁴⁾		在校本課後學習支援計劃資助下的：	
			本校	認可機構	本港	境外	支出	合資格的受助學生人次
10.	補習班	導師費	✓		✓		12060	58
11.	暑期課程	材料費及導師費	✓	✓	✓		41600	32
12.	交流團	團費及入場費	✓	✓		✓	57846	11
總數							\$116206	101

負責老師簽署： _____

負責老師姓名： 陳淑端

日期： 30-10-2012

Diversity Learning Grant (DLG) Report in 2011-2012:

DLG funded Programme(s)	Strategies & benefits anticipated	Name of programme(s) and provider(s)	Duration of the programme	Target students	No. of students involved in 2011-2012	Evaluation of student learning / success indicators	Teacher-in-charge
Other Languages	To enhance students' competitiveness in the 21 st Century and increase their chances for tertiary education.	Elementary Japanese Course and Intermediate Japanese Course (HKU SPACE)	3 years	Students who were interested in learning Japanese	Elementary: 15 students Intermediate: 7 students	-More than 70% of students showed positive comments about the courses and passed relevant assessments and examinations.	Mr. Pang Chung Yin (DLG Coordinator)
Gifted Education Programmes	Subsidize gifted students to join the gifted education programmes organized by tertiary institutes.	Gifted education programmes organized by tertiary institutes including HKUST, HKU, and HK Poly U.	3 years	S.4 to S.5 elite students	About 60 students	-More than 70% of students showed positive comments about the courses. -Teachers agreed that the courses provided could stretch students' ability.	Mr. Pang Chung Yin (DLG Coordinator)
Applied Learning	To offer a range of APL courses for students with different learning needs and interests. To provide students opportunities to acquire diversified learning experiences and develop career aspirations.	Students can apply for any courses that they are accepted by the course providers.	180 hours in 2 years	S.5 to S.6 Students who are interested in the courses	About 60 students	- 100% of students showed positive comments about the course. - 95% of students passed relevant assessments and examinations. - 10 students attained with Distinction, 9 students attained the standard and 1 students unattained.	Ms. Chow Sze Ying Emily (Career Guidance)