



CCC Heep Woh College

Annual School Report 2016-2017

Love ourselves, Care about others
熱愛生命 心懷他人



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The Church of Christ in China

Heep Woh College

School Annual Report 2016-2017

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 Belief

Belief Statement

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, addressing the moral, intellectual, physical, social, aesthetic and spiritual needs of our students, enabling them to achieve their personal best to glorify God and to serve mankind.

School Goal

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.

With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

School Core Values

Excellence, Respect, Love, Faith and Justice

School Motto

When you know the Truth, the Truth will set you free.

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.

Incorporated Management Committee

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

Composition	Supervisor	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
16/17	1 (6.7%)	7 (46.7%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

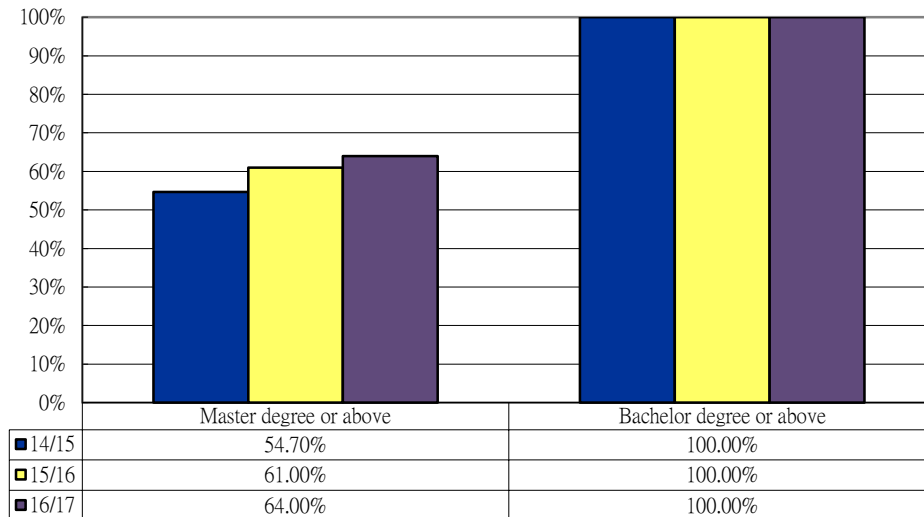
Incorporated Management Committee			
Supervisor	Professor Shum Kwok Yan, Daisy	Teacher Manager	Mr. Fung Wah Sing
		Alternate Teacher Manager	Mr. Wong Chun Tat
Principal	Dr. Chu Kai Wing	Alumni Manager	Mr. Lam Ming Hing
		Parent Manager	Ms. Lam Yuen Ching
		Alternate Parent Manager	Mr. Ngan Chi Wa
Sponsoring Body Managers	Ms. Yau Hoi Yuen Irene Dr. Leung Tin Ming Timothy Rev. Siu Ka Cheung Oliver Dr. Chan Kit Ching Annie Mr. Wong Tang Tat Rodney Ms. Ma Lai Sheung Iris Mr. Wu Yiu Hong	Independent Manager	Mr. Wong Wa Kei

II. Our Teachers

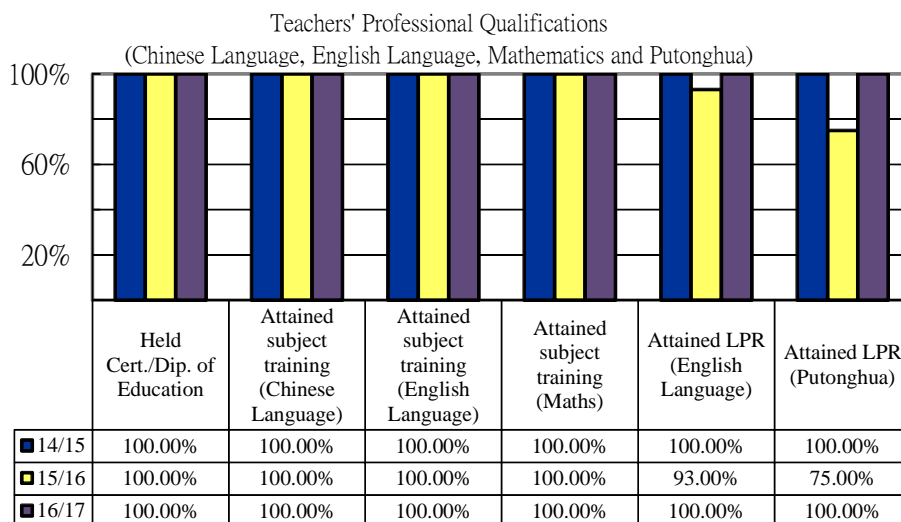
Number of Teachers (including the Principal)

Year	2014-2015	2015-2016	2016-2017
Number of Teachers	64	66	66

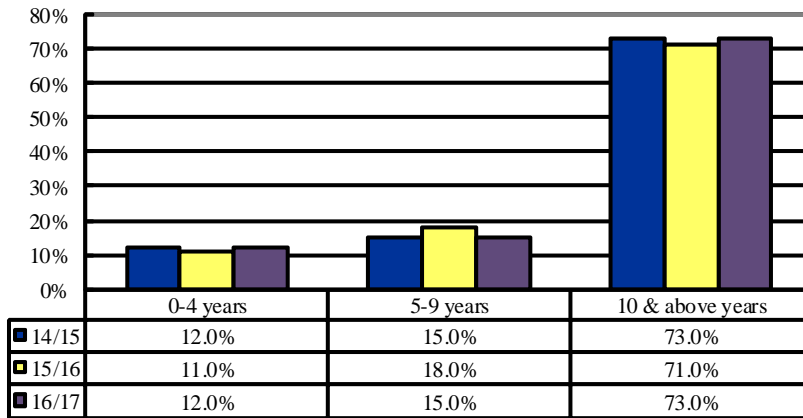
Teachers' Academic Qualifications



Teachers' Professional Qualifications



Teaching Experience

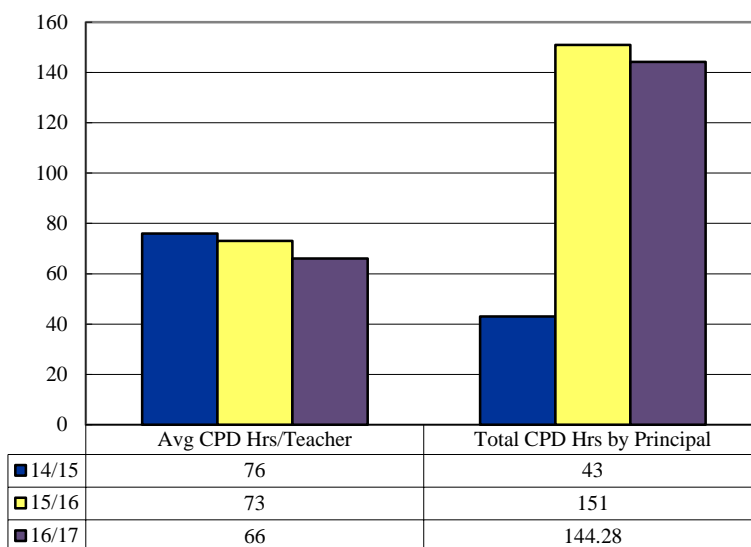


Staff Turnover Rate

During the school year of 2016-2017, the total number of staff is 91 including 66 teachers, 2 Teaching Assistants, 3 Lab Technicians, 2 I.T. Technicians, 1 Library Assistant, 8 office staff and 9 janitors.

Staff Resignation	Number of Staff
Teaching Staff (End of Contract)	2
Teaching Staff (Personal Reason)	2
Teaching Staff (Retirement)	2
Non-teaching Staff (Personal Reason)	3
Total	9

Professional Development of Teachers



Seminars / Workshops for Professional Development 2016-2017

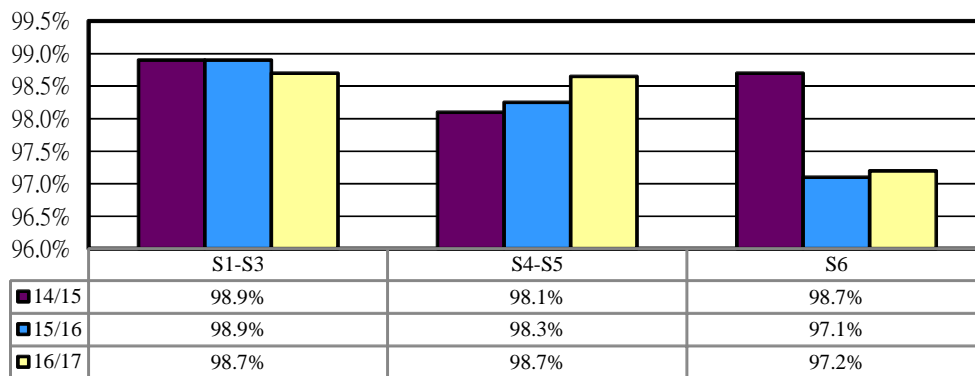
Date	Theme	Organization / Guest Speaker	Objective / Focus
26/8/2016	Self-directed Learning: from constructing knowledge to making notes 自主學習: 從建構知識到摘錄重點	Mr. Morton Chan, School Development Officer (SDO), Quality School Improvement Project (QSIP), Hong Kong Institute of Educational Research (HKIER) of the Chinese University of Hong Kong (CUHK)	<ul style="list-style-type: none"> To enable participants to have a better understanding on Self-directed Learning. To equip teachers how to structure their lessons and other measures for students to make their notes better
	Specific Learning Difficulties	Dr. Peter Shea, CCC Educational Psychologist	<ul style="list-style-type: none"> To understand the features of students with specific learning difficulties
	Students' Cases Review	Mr. Kwan Chi Ho and Ms. Ng Tsz Yan	<ul style="list-style-type: none"> To equip teachers how to handle students' cases
25/11/2016	CCC EMI Secondary Schools Staff Development Day	CCC EMI Secondary Schools Staff Development Day Organizing Committee Dr. Chiu Chi Shing and Teachers of CCC EMI Secondary Schools	<ul style="list-style-type: none"> To enable participants to gain experience from other school's experience To provide opportunities for participants to reflect on their own practice
29/5/2017	Teachers' Life Wide Learning Day <ul style="list-style-type: none"> mBot Robotics STEM Teachers' Workshop by Kotech Services Co. Jockey Club Life Journey by Jockey Club Life Journey Centre Coffee and Latte Art by Barista Hong Kong Golf Class by Horticulture Golf Center Visit to Tseng Kwan O Graveyard by Tung Wah Hospital Social Workers 		<ul style="list-style-type: none"> To enable participants to gain exposure from various topics

III. Our Students

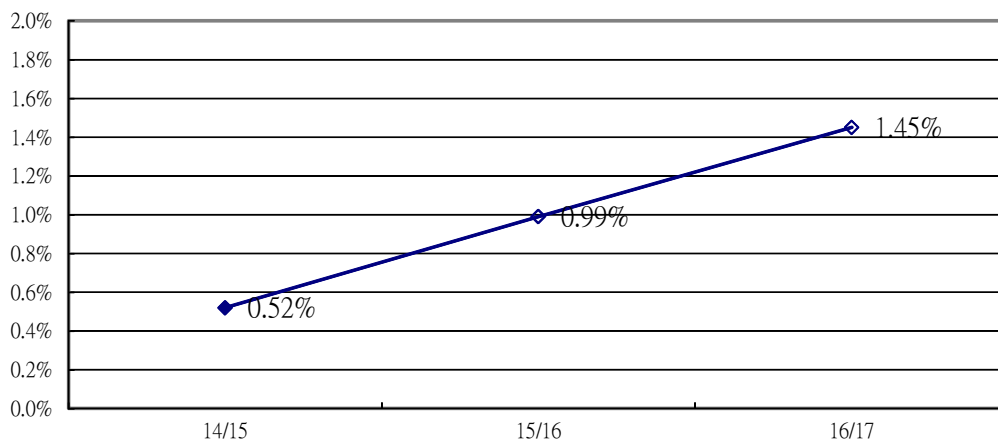
Class Structure and Enrolment

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	5	4	5	4	5	27
Boys	71	56	80	76	72	60	415
Girls	89	72	81	54	96	69	461
Total Enrolment	160	128	161	130	168	129	876
Drop-outs	0	1	4	2	6	0	13
Repeaters	8	8	6	8	7	0	37

Student Attendance



Drop-out Rate of Student



IV. Our Major Concerns (Achievements and Reflection)

Major Concern 1: Enhancing Learning and Teaching Effectiveness

Targets:

- To review and enhance curriculum design
- To enhance teaching effectiveness by forming learning communities

Achievements

1. To review and enhance curriculum design

- The three cross-curricular collaboration teams with representatives from Academic Affairs Committee, Mathematics, Liberal Studies, Geography, History and Guided Reading Lessons (GRL) implemented the works proposed in the previous academic year as planned to review and revise the curriculum in developing thinking skills, study skills and numeracy skills.
- *To review and revise the curriculum of S1 – 2 Guided Reading Lessons (GRL) to strengthen the teaching of study skills and thinking skills*, the planned GRL lessons targeted at generic skills development were conducted into S.1 and S.2 smoothly. Besides, collaborating with the Career Guidance Committee, career education elements were incorporated in the S1 & S2 GRL curriculum.
- *To work out the collaboration plan for improving skills for thinking and organizing knowledge in S1 – 3 Liberal Studies, History and Geography*, the plan of teaching HK housing problems as a common topic was conducted smoothly. To equipping students with better analytical skills and cue-message decoding skills, graphic organizers with samples of History and Geography subject matters were taught in the S3 and S4 Liberal Studies lessons. In addition, language skills in cause and effect analysis introduced in S3 Liberal Studies were practiced in the other two subjects.
- Apart from this, *training workshops of study skills and thinking skills* provided by Edvenue Limited were organized for S2 and S4 students in this academic year. All S2 students attended a 4-lesson note processing training program in October, 2016. The large majority (95%) of students found that the program was useful and were satisfied with it. For the senior forms, a 3-session deep learning workshop in which eighteen S4 students participated, was organized in March, 2017. Eighty seven percent of participants agreed that program was useful and were satisfied with it.
- *To review and revise the S1 – 3 Mathematics curriculum to strengthen the basic numeracy skills of students*. DSE elements were infused in the junior form curriculum. This measure was found to be useful and will be evaluated further.
- *For language across the curriculum*, the progress of the work in 2016-2017 was satisfactory. Collaboration was established between the English, History, Mathematics and Economics Departments. For the working team of numeracy skills development, sample questions of Integrated Science and Chemistry were collected. They would be further

considered to be put into the teaching process of junior Mathematics. In addition, the curriculum of junior Mathematics was also modified so that more advanced questions such as those at HKDSE level would also be included so that our students could better understand the Mathematics concepts in junior forms.

2. To enhance teaching effectiveness by forming learning communities

- **To promote professional sharing by lesson study with the theme of eLearning and Flipped Lesson.** Six lesson study groups targeting at eLearning were formed, involving teachers from the English, Mathematics, Liberal Studies, HMSC and Economics departments. The lesson studies adopted various eLearning apps such as Google Classroom, Google Form, Schoology, Nearpod, etc.
- **To let teachers share ideas and experiences on eLearning,** Communities of Practice (CoP) initiated by the Academic Affairs Committee (AAC) were organized by the Staff Development Committee (SDC) in January and March 2017 respectively on the topics of 'eLearning implementation' and 'Google Classroom and Google Form'. Around 15 teachers participated in each of the two CoP. Indicated by the evaluation questionnaires, all teachers agree that the speaker and facilitator of CoP is knowledgeable on the topic.

3. To develop the mentoring programme

- To strengthen the learning support measures, more teachers were invited as mentors. A total number of 30 teachers served in the program with 1 to 3 mentees matched with them.
- Orientation programs including mentors' meeting and mentees' orientation were held in September 2016. A mentors' booklet was provided for every mentor to inform them of basic information about the program and reference materials.
- Throughout the whole academic year, the mentors met their mentees regularly:
 - 50% of mentors met their mentees from 1 to 5 times.
 - 20% for 6 to 10 times.
 - 6.67% for 11 to 15 times.
 - 10% for more than 15 times.
 - 75% of them will continue to be mentors in the next academic year.

Reflection

1. To review and enhance curriculum design

- With curriculum mapping being the major development focus for years, it is agreed that the established collaborative works can be regarded as *routine items*. For further development, focuses should be put on integrating the *major renewal emphases (MRE)* recently proposed by EDB into curricula of different key learning areas. The development of value education, the learning of Chinese history and Chinese culture, STEM education, entrepreneurial spirit, gifted education and curriculum mapping of Science KLA will be the core emphases in coming years.

2. To enhance teaching effectiveness by forming learning communities

- In June, 2017, an *eLearning teacher survey was conducted*. The aim of the survey was to collect data about teachers' experience on eLearning. Thirty nine teachers completed the questionnaire; 35.9% of them agree that eLearning can enhance teaching and learning effectiveness; 48.72 % of them will adopt eLearning in teaching in the next academic year while 43.59% claimed that they may try using eLearning next year. This indicates teachers' readiness to eLearning. The feedback was considered to formulate an eLearning strategy for the next academic year. More professional training and technical support will be provided.

3. To develop the mentoring programme

- *Evaluation questionnaires* were conducted at the end of each school term. The evaluation questionnaire for the second term was completed by 27 mentors. On a 5-point scale questions about the program objectives, there is a mean result of 3.37 of mentors agreed that they could help their mentee(s) to improve the learning attitude and skills; 3.48 for guiding their mentee(s) to set goals for improvement; 3.26 for using various means to facilitate my mentee(s) to reach the goals; 3.56 for addressing issues impacting my mentee(s) such as attendance, academic performance, homework completion, behavior, and motivation/attitude toward school.
- Mean results of 3.81 and 3.59 are obtained respectively agreeing that the mentors' orientation program could provide mentors with sufficient information about the program and the mentees' orientation program enabled mentors to have a good start of relationship with their mentee(s). Also, an average of 3.41 is recorded for agreeing that the information booklet is useful.
- It is agreed that the *attachment with mentees* is able to build up relationships and cater for their individual needs. To develop further, more *practical support* on learning skills might be given to students. Students should also be encouraged to *explore their strengths and talents* through sharing with other mentees and mentors or experiential learning activities.

Major Concern 2: Strengthening culture of teacher sharing and collaboration

Target: To encourage teachers to share their experience, knowledge and skills in teaching and learning so as to help teachers' professional development

Achievements

- 1. Enhance functionalities of the knowledge sharing platform and the school knowledge repository by incorporating taxonomy, searching and version control function**
 - Besides the e-Class system and Digital Archive, our school has expanded using Google Drive for our staff to store school documents systematically as a knowledge repository to facilitate sharing.
 - The Information Technology Committee has expanded the function of searching teachers timetables in this year so as to facilitate teachers and administrators to search the periods for meeting and periods for swapping with colleagues because of attending seminars and workshops.
- 2. Form various Communities of Practice (CoP), to encourage teachers to share their experience, knowledge and skills to refine their instruction and further enhance effectiveness of daily practice.**
 - A session of Communities of Practice was held on 5th October, 2016 and 8th March, 2017 on the topic of Google Classroom, and e-learning implementation on 9th January, 2017. We shared our experience in e-learning. Teachers also shared their experience in Cross-subjects, using various teaching strategies. Teachers agreed that they have learned a lot from sharing ideas.
 - We organized 6 meetings of the CoPs with sixty five person-time in this year. We will continue to organize such activities in the next academic year.
 - From the result of the EDB Stakeholders' Survey (Teachers), teachers appreciated that the professional sharing culture has obviously been established this year (3.9, c.f. 3.8 in 2015-16). The high rating was due to the implementation of Lesson Study and CoP.
- 3. Encourage teachers to store and share resources in our school knowledge repository**
 - The school management also encouraged Department Heads and Committee Heads to upload their departmental and committee level documents to the Digital Archive and Google Drive as the central repositories. Teachers were found to access the documents they need from the central repository. Our school encourages teachers to share their documents with other colleagues so as to enhance organizational learning in our school.
 - From the result of the School Based Teacher Questionnaire (2016-2017), teachers expressed their needs to enhance the functionalities of the knowledge sharing platform and the school knowledge repository (82.3% Strongly Agree and Agree).

Reflection

- Teachers' rating in the teachers' survey in the EDB Stakeholders Survey on teacher professional development was found to be higher at 3.7 this year. The rating was better than the previous two

years (3.5 in 2015-16 and 2014-15). Some teachers expressed their need via other channels that the topics of the Staff Development Day should meet teachers' needs in various areas, not only academic ones. Various topics other than teaching have been explored in the programme organized and various CoPs in this year. We organized Teacher Life Wide Learning Day to provide opportunities for teachers to broaden their horizons by visiting various organizations and reflect on their own practice. We also organized many CoPs as in-house sharing for our teachers to share their own experience. These two initiatives can enrich teachers' knowledge and skills in teaching. A school based mode of teacher professional development has been adopted to facilitate teacher professional learning which addresses concerns about issues experienced in daily practice and situational contexts in our school. The sharing culture in our school has been greatly improved in these few years.

- From the result of the School Based Teacher Questionnaire (2016-2017), teachers were fairly satisfied with the performance of the knowledge sharing platform (66.6% of Strongly Agree and Agree, compared with 70% in 2015-16). Although IT Committee has expanded the function of searching Teachers' timetable, teachers were only fairly satisfied with the performance of the knowledge sharing platform. Much opinions should be collected from colleagues so as to understand our teachers' needs in order to develop the system more suitable for them to use.
- Lesson Study and Communities of Practice (CoPs) have been implemented in these few years to provide a platform for teachers for sharing their knowledge, skills and experiences with colleagues to enhance their effectiveness. The school management has reviewed the arrangement of the implementation of Lesson Study and various Communities of Practice (CoPs) and revised the ways of implementation with more flexibility and variety of professional development activities. From the result of the School Based Teacher Questionnaire (2016-2017), it showed that less proportion of teachers supported to continue Lesson Study and Learning Communities for knowledge sharing (66.7% of Strongly Agree and Agree less than 80% in 2015-16). However, Lesson Study and CoPs are good practices to enhance teachers sharing their knowledge in teaching. Lesson Study and CoPs should be put to the routine items.

Major Concern 3: Fostering Student Whole-Person Development

Target 3.1: To provide a continuous and coherent career education programme via formal and informal curriculum according to the developmental needs of students.

Achievements

- To Formulate and refine the Career and Life Education (CLP) curriculum from S3 to S6. (16-17)**
 - Since the restructuring of the timetable in 2012-2013, more timeslots were allocated to Career and Life Planning (CLP). S5 and S6 had one period in every cycle. CLP was implanted in S4 Life Education which constituted one-fourth of its curriculum. In S3, it was incorporated in a taster program where every student had 5 class periods for CLP and 3 seminars on CLP. The platform and curriculum of CLP in senior forms was established. From committee-based questionnaire¹, 85% of S5 were satisfied with the curriculum. Over 80% found that it could help them to understand their interests, abilities, personalities, goals in further studies or future careers and understand the multiple pathways after school. In S6, 87% of students viewed the curriculum as satisfactory. 80% found the programme could help them plan for their future studies. Over 70% revealed that the programme could help explore their future career and understand their interest, abilities, personalities, values and future aspiration. From a school-based questionnaire, about 60% S3 and 45% of S4 students found the programme could help them understand the importance of life planning. About 53% of S4 viewed that the programme could help them understand multiple pathways in further studies.
 - For S1 to S2, 6 tryout CLP lessons were implemented in respective forms via the platform of General Reading Lesson (GRL) focusing on career aspiration, knowing oneself, goal setting and understanding the importance of life planning. The curriculum will be refined and implemented in the coming year. It is hoped that a formal CLP curriculum across levels will be established after 2017 – 2018.
 - Apart from formal curriculum conducted in the classroom, there were seminars, workshops and visits, etc. were held for various levels to stretch students' scope of views and address their needs to further studies or explore future pathways. The theme for S.3 students was "Subject Selection and Life". 68% of students viewed that it could help them to choose electives in S4. In S4, over 60% of students agreed that the workshop in S4 Life Education Camp, "Life of Senior Forms", could help them understand the life in senior forms and provide them insights to it. 95% of S4 students were satisfied with "Self-awareness Workshop" conducted by Sheung Kung Hui (The Hong Kong Anglican Church 聖公會). In S6 Mock Release of HKDSE, over 90% of students were satisfied with the workshop. About 98% viewed the workshop as useful to help them prepare for the authentic situations and found the debriefing of tutors helpful to them in facing the challenges.
 - For workshops, satisfactory rates ranged from 68% to 95%. For CLP curriculum, the satisfactory rates ranged from 45% to 87%. The difference might be due to the quality of the workshops, curriculum designed or might be attributed to using different tools and different lengths of time in administering surveys. It is suggested that a unified measuring tool should be

used and the success criteria could be turned from 60% to 70% in the next academic year.

Reflections

- According to school-based questionnaire¹, 82% of teachers agreed to provide a continuous and coherent career education programme via the formal and informal curriculum. To better communicate with colleagues, a booklet combining the curriculum, focal points and learning materials of CLP across levels would be compiled and be accessible to teachers. Besides, the coherence of curriculum should be reviewed and fine-tuned in the coming years. Lastly, different subjects or committees may be addressing similar topics related to career education according to the developmental stages of students. There is a need to collaborate with those parties to weave a more holistic and coherent curriculum concerning the developmental needs of students.

Target 3.2: To strengthen an inviting and caring environment so as to cultivate positive values (Respect, Care and Justice) and attitudes among students with a view to boosting their resilience against the adversities and their concern for oneself, others and community

Achievements

1. Boost students' awareness of mental health education via various platforms and channels to enhance students' capacity against adversities

- According to the school-based questionnaire, about 52% of students viewed themselves being at peace of mind. 57 % would face the challenges positively. 56% would hold positive views to life. 80% would lend their helping hands to others. Over 70% admit that helping others could enhance their generic skills and make themselves more mature. When encountering difficulties, 74% of students would seek advice from peers, 50% would seek help from family members and only 36% were willing to seek assistance from teachers or school social workers. Though there was a slight drop compared to previous years, most figures stayed steady within an acceptable range.
- From the inventory of 'School Attitude' in APASO II², it caught our attention that figures for 'Negative Affect', 'Achievement' and 'Experience' were below HK norms. 'Negative Affect' showed that students were worried and feel helpless at school due to learning. However, 'Teacher-student Relationship' and 'Social Integration' still showed protective factors to students. As reviewed in the survey, students get on well with other students' in class. Teachers treat students fairly in class. Teachers listen to them, help them to do the best and guide them patiently. This positive experience with peers and teachers could assist them to sustain the hardship in learning.
- According to the annual report³ of the school social workers, 'Family-related Issue' stood highest, about 31%, 'Emotion / Mental Health' came second, about 26% and 'School-related Issue' and 'Peer Relationship' came third with 11%. Compared to previous years, there was a slight drop in 'School-related Issue'.

- Apart from the referral of school personnel and early identification of the school social worker, 32% of the cases were referred by peers, family members or even by self-referral. This is in line with the survey done by social workers that students see social workers as accessible and they are willing to seek help from them. The survey further showed that students rated 'Emotion/ Mental Health', 69%, 'Study' 57% , and 'Growth and Development', 51%, are their first three priority of service needs whereas parents' viewed 'Study' 72%, 'Emotion/ Mental Health' 47%, 'Developmental Needs' 41%, are their priority service needs. Previously, both parties showed grave concern to 'Study' but this year, the concern for 'Emotion/ Mental Health' started to catch the attention of students and parents. This should be attributed to the continuous work of school on boosting students' and parents' awareness of mental health.

2. Cultivate an inviting environment conducive to the acceptance of individual differences and caring for others

- In Stakeholders Questionnaires⁴, students rated 'Student Support' and 'School Climate', 3.7 and 3.8 respectively 87% of students responded that they get on well with schoolmates, 75% of them affirmed that 'the school actively fosters our virtues'. 68% claimed that 'teachers care about students' and about 65% viewed that 'students respect teachers'. About 67% of students agreed that they like the school. On the other hand, parents scored 'Student Support' and 'School Climate', as 3.8 and 4.0 respectively. About 80% of parents viewed that 'the school actively foster student's virtue'. 'Students respect teachers' (87.5%). 'Students get on well with schoolmates (83%)'. 'Teachers care about students' (76%). Teachers rated similarly as parents with 3.9 for 'Student Support' and 4.0 for 'School Climate'. Stakeholders' results show that students hold positive views to 'School Climate' and 'Student Support', which were confirmed by the views of parents and teachers.
- From the school-based questionnaire, it also reflected positive views of students to school climate and student support. For instance, 'good relationship with the teachers' (71%), 'have good relationship with peers' (80%). 'satisfy with the school climate' (63%), 'have sense of belonging to the school' (58%), 'foster an inviting environment conducive to learning' (62%) and 'foster good values and attitudes to students' (60%).
- In summary, students show positive views to the school climate and student support. Students maintain good relationship with peers and teachers. Students are willing to seek assistance from school social workers. All these provide positive environment and good protective factors for the development of students. However, the results from APASO signaled the school that students are facing a failing experience in learning. According to students and parents, the school should continuously work on 'Emotion and Mental Health' issues.

3. Foster leadership skills via services and exchanges with other schools or institutions

- For leadership training, various trainings were held by committees such as ECA, Discipline, Guidance and Religious Education Committees with an aim to empower students' skills, confidence and stretch their potentials. About 14% of students claimed that they received leadership training in the year. However, from the recent observation, students were still not

well prepared to take up leading roles. This mostly happened in student groups or clubs. Leadership training or education should be taken into account if the school hopes to prepare our students to be quality leaders in the society.

- For the establishment of Student Council (SC), Student Association (SA) held no active intention to set up a new platform nor to explore the roles of SC. SA wished to hold conference between school and students to enhance communication between both parties. At this point, a forum was firstly introduced at the end of March 2017 by SA with representatives of each class and school representatives on the topic whether it is feasible to provide toilet paper in washrooms. Participants expressed their views actively and showed positive feedback. Though a small step, it was a first big step for school and students to exchange views on some common issues which facilitated mutual understanding. Back to the needs of students, the establishment of SC could be slowed down. Instead, a few more forums on school's existing practices could be held in the coming years to promote mutual understanding and trust between the school and students.

4. Provide chances and channels for students to serve the needy and society

- About 66% of S3 to S5 students involved in different kinds of social services. School-based questionnaire illustrated that about 60% of S3 to S6 students viewed that social service can help them understand more the needs of others. About 55% of them found that social services improve their communication and collaboration skills with others.
- From committee level, Social Service Group initiated 9 services and CYC held 5 services, which involved flag-selling, beach cleaning, visiting elderly homes, shopping with the blind, making life story booklets for the elderly, serving young children, etc. Guidance Committee participated in a Community Canteen Scheme which recruited students to help prepare The Lunar New Year Eve Banquet for 70 elderly in the community. Student Support and Religious Education Committees jointly held services for Lok Yan Secondary School, which caters for students with a severe physical disability. Health Management and Social Care continuously joined the 2-years programme 'Health in Mind' (Teen 使行動青少年思健推廣計劃), which was initiated by the EDB, Hospital Authority and Jardine Ambassadors, to promote mental health education and acceptance of people with mental illnesses. Services were arranged to serve the people with mental health problems and other underprivileged groups. Besides, a 5-day service tour in Cambodia was held by the Religious Education Committee this summer with the participation of 18 S3 to S5 students, four alumni and five teachers, with the aim to broaden participants' view to the needy and extend their concerns outside the territory. Life Education Department incorporated 4 workshops (Beauty and Make-up, Magic Performance, Balloon Twisting and Sign Language) into its S2 curriculum on the theme of 'Knowing Ones Talents'. 55 S2 students were recruited for the workshops and then helped to serve in different parties by using the new skills learnt.
- From the data, though not all students found social services beneficial to their development, it depends very much on the type of service and their role in it. The school should continuously

nurture students' affective development, instill positive thinking and values, widen their horizons, and cultivate their generic skills and good character to prepare them to be the future leaders of the society.

Reflection

- Surveys reflected that students show positive views towards the school climate and student support. Students maintain a good relationship with peers and teachers. Students are willing to seek assistance from school social workers. All these provide a positive environment and protective factors for the development of students. However, the results from APASO II indicated that students are facing a negative experience in learning. Report and surveys from the school social workers illustrated that 'Emotion/ Mental Health', 'Family' and 'Study-related' issues are the major causes of stress to students. It is suggested, as a preventive approach, the school should continuously boost students' awareness of mental health and equip them with skills to cope with stress via the formal curriculum, workshops or programmes. On the other hand, from a developmental perspective, the school should aim to instill a positive outlook of life, foster successful or joyful experiences at school to help students search for the meaning and values of life.
- From a curriculum perspective, Religious Education, Life Education, General Reading Lesson and Career Life Planning have provided platforms to serve the above purposes. On top of this it is to have an overview on their curricula and focus of learning so as to interweave a coherent, interrelated and holistic picture on student support. Curriculum mapping of these subjects can help draw a map or scaffold of student support across levels. Besides, instead of stretching students' limits in learning through tests, subject teachers should explore ways to create a more successful learning experience to boost students' confidence and perseverance to sustain hardship, a way to arouse their intrinsic motivation in learning.
- From a school level perspective, committees related to student support should keep collaboration. More outside resources should be poured in to widen students' horizon and enhance their positive experiences, strengthen positive values so as to have a positive outlook of life. The mini Quality Education Fund (QEF), joyful@school, is a great opportunity for schools to tailor-make workshops and programmes for students, parents and teachers. Making more good use of the existing resources, soliciting more outside resources, aligning more on teachers' consensus on learning and student support could help the school and students to face the challenges and surpass the obstacles in the coming years.

Remark: Assessment inventories or tools

1. There are school-based questionnaires administered to all students and teachers. Committee-based questionnaires are specifically administered to the group of students after finishing a programme or attending a workshop.
2. APASO II is a set of inventories issued by the EDB to school to serve as internal evaluation. The set of inventory used in 'Attitude to School' which comprises 7 domains namely. 'General Satisfaction', 'Negative Affect', 'Teacher-Student Relationship', 'Social Integration', 'Achievement', 'Opportunity' and 'Experience'. The inventory adopts 4-point scale with HK norms given as reference.
3. The annual report of school social workers include the statistics of cases and workshops held, sampled survey from students and parents and recommendation for school.
4. Stakeholder Questionnaire is issued by the EDB to schools. It covers the parties of students, teachers and parents. Student stakeholder questionnaire involves the domains of 'Teaching', 'Student Learning', 'Student Support' and 'School Climate. It is measured by 5-point scale. When the score attains 3.5 or above, it signifies positive tendency of the items or category.

V. Our Learning and Teaching

To boost academic results and students' learning motivation, a series of programmes were implemented.

For senior students, Project A was launched for higher ability students in the form of tutorials in which study tips were shared by alumni. "Give-me-Five", a learning support program for motivated students who aim higher in the public examination, was also carried out. Alumni with good results in 2016 HKDSE were invited to share with F.4 and F.5 students in form assembly.

For junior students, to better identify students' learning needs and take early intervention, after-school homework classes were arranged for F.1 and F.2 students who have difficulties in handing in assignments. Elite senior formers were appointed as Academic Prefects to act as peer mentors in the homework classes and to promote the learning atmosphere in the school. Academic Prefects also helped in organizing various learning-related activities for junior formers. Some of these were "Academic Challenge"; an annual quiz competition for F.1 and F.2 students; F.1 pre-uniform test / examination revision tutorials; lunchtime pop quiz about Chinese Language for F.1 to F.3 students.

To develop students' potential and foster their all-round development, various life-wide learning activities such as Life-wide learning Days, educational visits, fieldtrips and competitions, were arranged to extend their learning experiences and broaden their horizons. The more able students were also encouraged to join programmes for the gifted, organized by the tertiary institutions.

In order to equip students with learning skills, note taking workshops were organized for all F.2 students. In addition, deep learning workshops were held for senior students on a voluntary basis. Teachers' and students' feedback after the workshops were positive.

In helping junior students' transition to the senior curriculum, various strategies were implemented. These included trial NSS elective subject selection for F.2 students, a taster program and subject talks for F. 3 students.

Curriculum

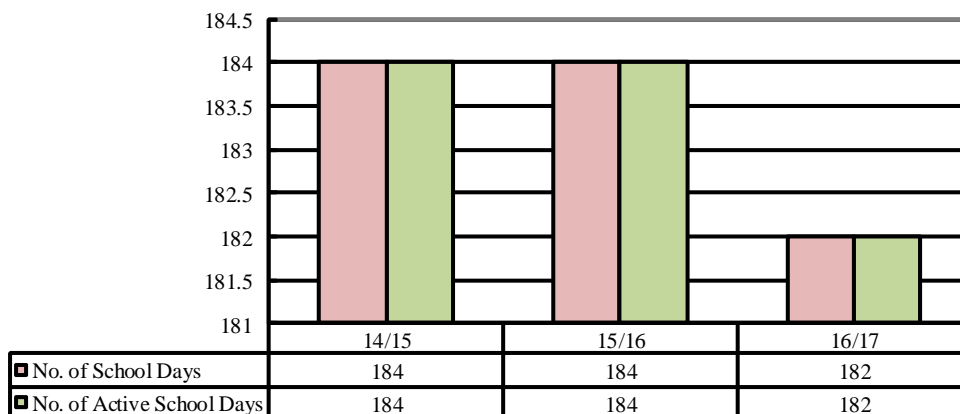
Subjects offered	S1 – S6					
	S1	S2	S3	S4	S5	S6
English Language	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Liberal Studies	E	E	E	E	E	E
Mathematics / Compulsory part	E	E	E	E	E	E
Mathematics Extended part (M1/M2)				E	E	E
Chinese History	C	C	C	C	C	C
Economics				E	E	E
History	E	E	E	E	E	E
Geography	E	E	E	E	E	E
Physics			E	E	E	E
Chemistry			E	E	E	E
Biology			E	E	E	E
Integrated Science	E	E				
Health Management & Social Care				E	E	E
Information and Communication Technology	E	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	E	E	E
Combined Arts (Music/ Creative Media)				E		
Combined Arts (Drama)					C	
Religious Education	E	E	E			C
Christianity and Life				C	C	C
Life Education	C	C				
Guided Reading Lesson	C	C				
Career Education Programme			E/C	C	C	
Assembly / Class Teacher period	✓	✓	✓	✓	✓	✓

E: English as medium of instruction

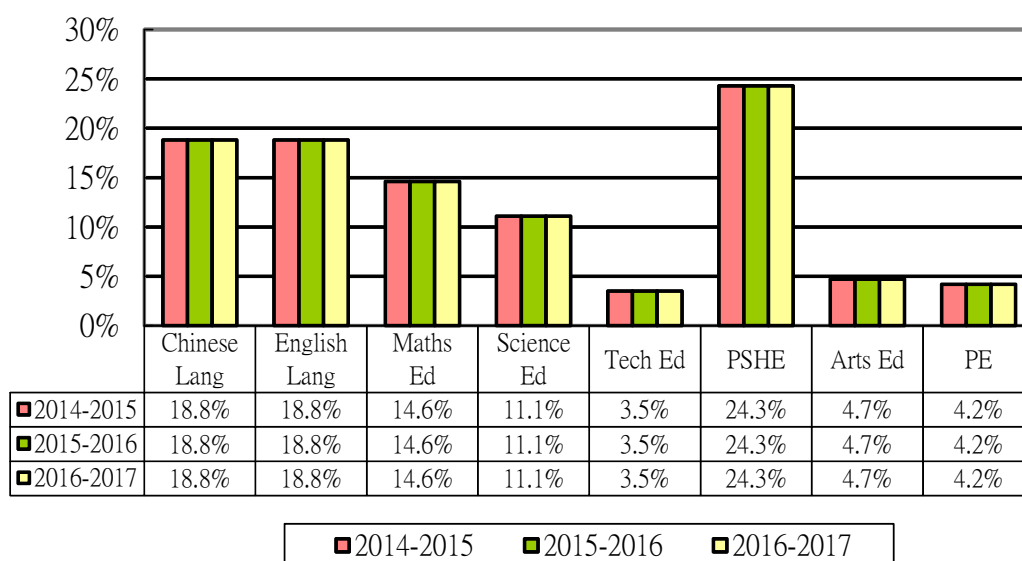
C: Cantonese as medium of instruction

P: Putonghua as medium of instruction

Number of Active School Days



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



VI. Support for Student Development

- The school has established a defined organizational framework to support students' moral, intellectual, physical, social, aesthetic, spiritual and emotional growth. A whole-school approach to student support is adopted to cultivate a caring culture.
- To live up to the Christian education mission, our students took an active role in community services and spiritual formation activities. The Religious Education Committee held a series of evangelization programmes throughout the year. Through the collaboration with Extra-Curricular and Student Support Committees, community service was promoted across levels. A caring and sharing culture was emphasized.
- ECA Committee endeavored to widen students' horizon by promoting exchange tours. This year, the committee held a Taipei University Exchange Trip, Taiwan Athletic University Sports & Cultural Exchange Trip and Guangzhou Xiehe High School Cultural Exchange Trip. The committee helped organize exchange tours to Singapore and Beijing initiated by the Education Bureau. It also helped to receive visitors from Korean, Thailand and Singapore secondary schools. To arouse concern for school, the committee assisted the Student Association to hold a student-teacher forum on school issues this year.
- The Student Support Committee works closely with other committees or departments to provide support to students and promotes an ethos of integration on campus. 'Health in Mind' is a programme working with Health Management and Social Care to arouse awareness to mental health and promote acceptance to people with a mental illness. It regularly holds visits and services to a special school to enhance acceptance of students to the disabled. With the support of Learning Support Grant, the school could employ additional school social worker, speech therapist and staff to cater for the development and learning needs of students through counselling, workshop and learning support. This year, the committee firstly introduced arts therapy activities to students to enhance their communication skills and self-understanding.
- Student Guidance Committee had close collaboration with the school social workers and other committees. It conducted a seminar for colleagues on handling suicidal cases and arranged a visit to cemeteries to broaden colleagues' views to life and death. Joint school programmes were held to broaden students' horizon and strengthen their leadership skills.
- 'Flying high in the sky' (翱翔人生2-志氣飛行) is the yearly theme of The Discipline Committee. The committee aims to cultivate our students with the value of respect and compassion, skills of self-management and the attitude of healthy lifestyle, which covered the topics of internet and substance addiction, respect for the lives of pets, 'Say No to Crimes', 'anti-bully school-based policy', 'Resist Peer Pressure', 'Manage Peer Relation', etc. A number of preventive and developmental programmes such as mini-talks, workshops, game stalls, competitions and reading activities have been organized to instill students' positive values and attitudes.
- The Careers Guidance Committee administered mass programmes to S.4 - S.6 to instill the notion of Career and Life Planning among students. Taster programme of Career Life Planning was delivered to S.3 students. Concepts of Career and Life Planning were introduced to S1 – S2 students in their Guided Reading Lesson this year. A number of workshops, visits and interviews were arranged to prepare students for future career pathways. A Career Trip was also arranged to visit the universities in Taipei.

VII. Our Students' Performance

Destination of S6 HKDSE Graduates:

Destination	No. of Students	Percentage
Local Degree Programmes	77	59.7%
Post-secondary Education / Vocational Training Council	35	27.1%
S6 Repeat	2	1.6%
Overseas Studies	4	3.1%
Full-time Employment / Others	11	8.5%

HKDSE Results:

HKDSE	2017	
	CCCHWC	All Day Schools
No. of Candidates Sat	129	52,058
Candidates fulfilling the entrance requirement of tertiary institutions (%)	86.8%	40.9%
Candidates scored Level 2 or above	99.4%	84.7%
Candidates scored Level 4 or above	60.6%	35.6%

External Awards 2016-2017

P.E. Department

The 6th Children of Asia International Sports Games – Athletics, Yakutsk, Russia

4D Chan Chak Kwan	High Jump	2 nd runner up
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Inter-School Athletic Championships

Boys B Grade		
3B Chung Cho Kiu	100m hurdle	2nd runner up
3B Tang Chi Fung	100m hurdle	1st runner up
3C Chu Chun Hin	Discus Throw	2nd runner up
4C Wong Tsz Chung	High Jump	
4C Wong Tsz Chung	Triple Jump	1st runner up
4D Chan Chak Kwan	High Jump	2nd runner up
4D Chan Chak Kwan	Long Jump	Champion
4C Chan Ka Shing	4X400m	Champion
4C Wong Tsz Chung	4X400m	Champion
4D Chan Chak Kwan	4X400m	Champion
4D Kiang Tsz Kin	4X400m	Champion
4D Wong King Lok	4X400m	Champion
	Overall	Champion
Boys C Grade		
2A Wu Xuhui	High Jump	2nd runner up
2A Wu Xuhui	100m Hurdle	Champion
2D Chan Ho Hong	100m	1st runner up
2D Chan Ho Hong	200m	Champion
2D Kwok Hiu Kin	High Jump	Champion
2D Kwok Hiu Kin	100m hurdle	1st runner up
	Overall	2nd runner up
Boys Overall		1st runner up
Girls A Grade		
4A Ho Ka Yi	High Jump	Champion
4A Ho Ka Yi	Long Jump	Champion
Girls B Grade		
3C Chan Hei Yu Heywood	800m	1st runner up
3C Chan Hei Yu Heywood	1500m	1st runner up
Girls C Grade		
1A Lee Cheuk Lam	4X100m	2nd runner up
2C Lo Wai Ki	4X100m	2nd runner up
2C Tse Pui Man	4X100m	2nd runner up

2D Lam Shu Yan	4X100m	2nd runner up
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TCAA Junior Athletic Meet

Boys B Grade		
4D Chan Chak Kwan	High Jump	Champion (Break record)
4C Wong Tsz Chung	High Jump	1st runner up
3B Chung Cho Kiu	High Jump	2nd runner up

Watsons Athletic Club Annual Challenge

Boys B Grade		
4D Chan Chak Kwan	High Jump	Champion (Break record)

Pacers Youth Athletic Championships

2D Kwok Hiu Kin	High Jump	3rd runner up
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The 6th Children of Asia International

4D Chan Chak Kwan	High Jump	Champion (Break record)
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2017 Guangdong – Hong Kong – Macau Junior Athletics Invitation Meet, Huizhou, China

4D Chan Chak Kwan	High Jump	Champion (Break record)
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Hong Kong and Sichuan Athlete Exchange Programme friendly competition, Sichuan, China

4D Chan Chak Kwan	High Jump	Champion (Break record)
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泰國曼谷亞洲少年田徑錦標賽

4D Chan Chak Kwan	High Jump	5 th runner-up
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70th SCAA Annual Inter-School Athletic Meet

Boys B Grade		
4D Chan Chak Kwan	High Jump	Champion*

HKSSF Inter-School Volleyball Competition

Boys A Grade	Champion
Boys B Grade	1st runner-up *
Boys C Grade	1st runner-up *
Boys Overall	Champion

HKSSF Inter-School Swimming Championship

Girls C Grade	
2C Tse Pui Man	50M Butterfly

Inter-School Basketball Competition

Boys C Grade	1 st runner-up
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Science Key Learning Area

Senior Secondary Science and Mathematics Competitions 2016

Biology	
6C Ip Fung Ka	High Distinction
Chemistry	

6C Leung In Kui	High Distinction
6C Ma Chun Hin	High Distinction
6D Au Chi Ho	High Distinction
6D Ng Pui Yiu	High Distinction
Mathematics	
6C Ma Chun Hin	Medal
6C Chan Sui Kit	High Distinction
6C Long Tin Hei	High Distinction
6C Ma Long Sang	High Distinction
6C Ng Tin Chun	High Distinction
6D Yu Shing Hei	High Distinction
Physics	
6C Ma Chun Hin	High Distinction
6C Ma Long Sang	High Distinction
6D Tong Hei	High Distinction

Australian National Chemistry Quiz (2016) HK Section

4C Wong Ho Yi	High Distinction
4D Ngan Man Cheuk	High Distinction
4E Leung Kin Tung	High Distinction
5C Fok Hiu Ching	High Distinction
5C Lee Sin Ni	High Distinction
5C Ng Man Yi	High Distinction
5C Tam Ka Yi	High Distinction
5C Tam Sze Man	High Distinction
5D Chan Chun Hang	High Distinction
5D Lam Hiu Ching	High Distinction
5E Chan Chun Kit	High Distinction
5E Ho Sze Man	High Distinction
5E Siu King San	High Distinction
6C Chan Sui Kit	Excellence
6C Ma Chun Hin	Excellence
6D Au Chi Ho	Excellence
6D Wong Tsz Chung	Excellence
6C Ng Tin Chun	High Distinction
6D Huang Zeyang	High Distinction

2016 Science Assessment Test

3B Pun Kam Wing	Silver Award
3E Tse Tsz Chung	Bronze Award
4A Lo Wai Yin	Bronze Award

4A Yeung Wing Tsun	Bronze Award
4A Yip Mong Yeung	Silver Award
4B Leung Ting Fung	Gold Award
4B Wong Wing Ho	Silver Award
4C Fung Wing Tung	Silver Award
4C Lai Man Hung	Silver Award
4C Lam Shiu Ching	Silver Award
4C Leung Ka Chung	Gold Award
4C Wong Tsz Chung	Silver Award
4D Chan Pui Shan	Silver Award
4D Ho Chik Piu	Bronze Award
4D Lam Tsz Lok	Silver Award
4D Lau Chi Shing	Bronze Award
4D Ngan Man Cheuk	Gold Award
4E Lau Wa Shi	Silver Award
4E Long Sing In	Gold Award
4E Wong Lok Hin	Diamond Award

HKIE Microfilm Competition

2B Liang Chun Kit, 2B Mok Ching Hei, 2C Pong Tsz Wai, 2C Sin Kwan Lok, 2D Ng Yan Yu	1 st runner-up
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HKU Interschool Research Competition

5B WONG PAN WA	2nd runner-up
5C CHAN YEUNG CHUN	2nd runner-up
5C LEE SIN NI	2nd runner-up
5D MOK PUI LAM	2nd runner-up
5D NG CHING YAN	2nd runner-up
5B WONG PAN WA	2nd runner-up

HKBU Hong Kong Secondary School Chinese Medicine Quiz

5B WONG PAN WA	Champion
5C CHAN YEUNG CHUN	Champion
5C CHEUK HOK FAN	Champion
5C LEE SIN NI	Champion
5D MOK PUI LAM	Champion
5B WONG PAN WA	Champion

Music Department

2016 HK Schools Music Interflow

Chinese Orchestra Competition (Secondary School Group A) School Chinese Orchestra	Bronze Award
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2016 Joint Schools Concert

School Western Orchestra	Merit Award
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The 69th Schools Music Festival

Violin Concerto class: aged 13 and under 1D Wong Sze Hang Stephen	2 nd
Sheng Solo: Senior class 5E Siu King Sang	Champion
Composing Class 6A Wong Lok Yi	Merit Award

The 5th Japan-Hong Kong International Music Competition

Young Artist Category: Piano Section Advanced Class 5B Cho Sum Yuet	Bronze Award
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Joint School Music Competition 2017

CCC Heep Woh College	卓越音樂培訓獎
Secondary choir competition (senior) School Junior Choir	Gold Prize
Ensemble singing competition School A cappella Team	Gold Prize
Secondary School Solo singing: Intermediate group 1D Ng Choi Lam 1D Chien Yuk Ling 2D Ho Kwan Yu	Silver Prize Silver Prize Silver Prize

HK International Handbell Olympics

Secondary School Junior Group School Handchime Team	Bronze Award
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The 4th Hong Kong International Music Festival 2017 Music Competition

民樂重奏小組 School Chinese Orchestra (ensemble group)	Champion
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Visual Arts Department

South China Morning Post: Student Of The Year (Visual Artist)

5D Lo Pui Ki

Children Art Annual Exhibition 2016

5D Lo Pui Ki	Gold Award
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The Contest of “CCAIE” National Children’s Fine Arts, Calligraphy & Photography Work

3D Law Ho Ting	Third Class
4A Wu Hiu Kai	Second Class
4C Chan Hiu Laam	Third Class
5D Lo Pui Ki	Second Class
5E Wong Hiu Lin	Third Class
6B Lai Choi Yui	First Class

The Creative Environmentally Friendly Bookmark Design Competition

5D Lo Pui Ki	Most Creative Award
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The 37th Japan-China International Painting and Calligraphy Competition

5D Lo Pui Ki	Silver Prize
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Social Service

The 10th Wong Tai Sin District Outstanding Students Award

Senior High Secondary Category 5D Luk Wai Shuen	Excellent Award
Junior High Secondary Category 3A Huen Cho Ki	Outstanding Student Award

Upward Mobility Scholarship

3A Huen Cho Ki	Scholarship
5C Cheuk Hok Fan	Scholarship
5D Lau Hung Ying	Scholarship

Kiwanis Club of HK Community Services Award

5D Luk Wing Shuen	Prize Winner
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The 68th Hong Kong Schools Speech Festival

English

Solo Verse Speaking, Non-open 6C Kam Lok Yin Charlotte	Champion
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第六十八屆香港學校朗誦節

粵語組

散文獨誦 1D 蔡婧琳	季軍
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普通話組

詩詞獨誦 2B 畢芷澄	亞軍
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Mathematics Department

中華基督教會香港區會聯校魔力橋數學比賽

5E 蕭景新	一等獎
5E 陳麗盈	二等獎
5E 何思敏	二等獎

環亞太杯國際數學邀請賽

2A 顏文亮	三等獎
2A 蘇依琳	二等獎
2A 黃思朗	三等獎

Kub 牌(Rummikub 大賽) 新生命福音堂

4E 劉華莎	銀獎
4D 顏文連	金獎
4E 呂琳瑋	金獎
4E 植俊銘	銅獎

第八屆 SUPER 24 數學邀請賽

2B 楊錫鈞	三等獎
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港澳杯數學邀請賽

1A 梁泳詩	銅獎
2A 黃泳淇	銅獎
2B 楊錫鈞	銀獎
4E 呂琳瑋	銅獎
4E 陳瑞彰	銀獎

第十屆《華夏盃》全國數學奧林匹克邀請賽(華南賽區)晉級賽

1A 梁泳詩	二等獎
2A 顏文亮	三等獎

2A 司徒德熙	三等獎
2A 黃泳淇	三等獎
2B 楊錫鈞	二等獎
2D 梁靜雯	三等獎
2D 李灌機	三等獎
3B 黃汝恒	一等獎

第十九屆香港青少年數學精英選拔賽

3B 黃汝恒	二等獎
3C 李梓靖	三等獎

香港中學數學創意解難比賽

1D 黃渝文	銀獎
1E 蕭浩桓	銀獎
2A 陳蔚業	銀獎
2A 司徒德熙	銀獎

2017 香港創意思維活動競賽

3A 禰楚琪, 3A 宋慧敏, 3B 鄧志鋒, 3C 朱雋軒, 3D 葉柏延, 3D 郭令欣, 3D 楊灤淘	冠軍
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VIII. Financial Summary (2016 September to 2017 August)

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	5,891,493.25	
I. Government Funds		
Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
1. Administration Grant	4,025,170.80	4,162,335.24
2. Noise Abatement Measures	488,569.50	179,861.00
3. Composite Information Tech. Grant	429,782.00	423,982.82
4. Capacity Enhancement Grant	588,202.00	433,026.19
5. School-based Educational Psychology Service Grant	100,196.00	99,889.00
<i>Sub-total</i>	5,631,920.30	5,299,094.25
(b) Non-School Specific Grant		
Baseline Reference	1,940,753.69	2,166,549.70
(c) Others :		
1. Deficit transferred from SSCSG, DLG & E.SSCSG	0.00	824,900.50
2. Funds set aside for SP/LSP	0.00	29,411.07
<i>Sub-total</i>	0.00	854,311.57
Total EOEBG	7,572,673.99	8,319,955.52
II. School Funds (General Funds)		
1. Tong Fai	136,960.00	0.00
2. Tuckshop rental	248,800.00	0.00
3. Donations	58,500.00	0.00
4. Hire of school premises	303.90	0.00
5. Library fine and printing card fee	16,399.88	0.00
6. Serving allowance for External School Review	5,254.50	0.00
7. Jockey Club Life Wide Learning Fund	349,214.75	458,323.51
8. Collection of Fees for specific purposes		
9. Insurance premium	0.00	46,650.00
10. Repairs and maintenance	0.00	20,858.83
11. Scholarship award	0.00	247,422.00
12. School facility improvement project	0.00	37,600.00
13. School celebration and entertainment	0.00	67,500.00
14. 45th Anniversary celebration fund raising	0.00	44,009.00
15. Others	226,967.33	290,514.58
Total School Funds	1,042,400.36	1,212,877.92
Total deficit for school year		917,759.09
Accumulated surplus as at the end of school year	4,973,734.16	

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 positive 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. We are utilizing much pedagogy with e-Learning so as to enhance students' learning motivation and self-directed learning. They will continue to evaluate and readjust teaching pedagogies and assessment strategies to address assessment changes, as well as to boost students' academic achievement and learning motivation. To cater for individual learning diversity, tutorial classes for high achievers and students with learning difficulties will be arranged.

The EDB has provided our school with a one-off grant for promotion of STEM (Science, Technology, Engineering and Mathematics) education. We have gathered our department heads in Science, Biology, Physics, Chemistry, Mathematics and Information and Communication Technology to discuss the development of STEM education in our school. A STEM day will be organized for S.2 students in the coming academic year.

As well, the Staff Development Committee fosters teachers' learning. It focuses on strengthening teachers' collegiality, collaboration and a sharing culture by implementing Knowledge Management. This includes establishing a Knowledge Repository and promoting Communities of Practice and Lesson Study. This will facilitate teacher sharing in order to enhance teachers' professionalism for facing the waves of changes brought by education reform and societal transition.

This academic year was the second year of the new cycle of the School Development Plan. Our school has evaluated our achievements in the previous development cycle, and identified the need for further development and improvement ahead.

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

X. Appendix

香港賽馬會全方位學習基金：全年活動簡報 (2016/17)

校名：	中華基督教會協和書院	學校編號：	170470
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(一) 開支總結：

2016/17 撥款	-	2016/17 支出	=	2016/17 餘額 (此金額須退回教育局) ⁽¹⁾
\$146,869.00		\$146,869.00		\$0.00

註(1)：學校須按照教育局安排，把餘款全數退回教育局。

(二) 受惠學生人數 (即合資格並已獲得基金資助的學生)：

年級	綜援	學校書簿津貼 計劃-全額津貼	其他有經濟 需要的學生	合共
S1:	3	9	4	16
S2:	1	7	3	11
S3:	1	6	5	12
S4:	0	8	5	13
S5:	4	15	10	29
S6:	0	0	0	0
小計：	9	45	27	81
總受惠人數 (A):		81	全校人數	877
			受惠人數 百分比 (%)	9.24%:

(三) 活動報告：(各註解詳情請參閱「注意事項」。)

	全方位學習活動 的名稱及資助用 途(2)	所屬基要學習經歷(3) (每活動只可選擇一項；請於適用的空格上填"1")						境外 活動(4) (請於適用的空格上填 "1")	活動已達訂定 的學習目標(5)	參與該活動 受助學生數目(6)	活動資助金額
		服務	體育	藝術	工作	德育	智能				
1	交流團		1					1	1	27	\$103,173.00
2	樂器班			1					1	11	\$19,850.00
3	興趣班		1						1	11	\$2,075.00
4	制服團隊	1							1	7	\$2,294.00
5	教育營	1							1	14	\$4,854.00
6	校隊訓練		1						1	25	\$12,842.00
7	校際比賽		1						1	7	\$1,261.00
8	演奏會			1					1	2	\$520.00
合計：		2	4	2	0	0	0	1	8	104	\$146,869.00

(四) 「社會服務」及「體育發展」活動共佔總開支的百分比：(各註解詳情請參閱「注意事項」。)

2016/17 學年	2017/18 學年 (預算) ⁽⁷⁾
86.13%	50%

註：學校遞交表格代表上述資料已由校長或校長授權人員覆核，確定內容準確無誤。

(本局將向校長發電郵 (並抄送基金負責人員)，以作最後確認。請於下方提供常用電郵地址以便跟進。)

二零一六/一七學年校本課後學習及支援計劃

校本津貼 - 活動報告表

學校名稱： 中華基督教會協和書院

計劃統籌員 陳淑端

聯絡電話：23234265

姓名： _____

A. 本計劃受惠學生人數(人頭)共 91 名(包括 A. 領取綜援人數：10 名，B. 學生資助計劃全額津貼人數：55 名及 C. 學校使用 10%酌情權的清貧學生人數：11 名)

B. 計劃的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/日期	實際開支(\$)	評估方法(例如:測驗、問卷等)	合辦機構/服務供應機構名稱(如適用)	備註(例如:學生的學習及情意成果)
	A	B	C						
交流團	4	25			10/2016- 8/2017	100060	同學書面報告、老師評語		
補習班	1	5	10		10/2016 - 8/2017	18640	老師觀察		
樂器班	6	22			9/2016 - 5/2017	68350	導師評語		
興趣班	2	9			9/2016 - 5/2017	7070	導師評語		
教育營	1	7	1		10/2016 - 7/2017	2919.1	同學書面報告、老師評語		
活動項目總數： <u>5</u>									
@學生人次	14	68	11		總開支	197039.1			
**總學生人次	93								

備註:*活動名稱/類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指 (A) + (B) + (C) 的總和

合資格學生：指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生

C.計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機	✓					
b) 學生的學習技巧		✓				
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整體觀感		✓				
個人及社交發展						
f) 學生的自尊	✓					
g) 學生的自我照顧能力	✓					
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作	✓					
k) 學生對求學的態度		✓				
l) 學生的人生觀		✓				
m) 你對學生個人及社交發展的整體觀感	✓					
社區參與						
n) 學生參與課外及義工活動		✓				
o) 學生的歸屬感	✓					
p) 學生對社區的了解		✓				
q) 你對學生參與社區活動的整體觀感		✓				

D. 對推行活動計劃的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；

難以甄選 10%的酌情名額；

合資格學生不願意參加計劃；

伙伴/提供服務機構提供的服務質素未如理想；

導師經驗不足，學生管理技巧未如理想；

✓ 活動的行政工作明顯地增加了教師的工作量；

對執行教育局對處理撥款方面的要求感到複雜；

✓ 對提交報告的要求感到繁複、費時；

其他(請說明)：_____

Diversity Learning Grant (DLG) Report in 2016-2017:

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 2016-2017	Evaluation of student learning / success indicators	Teacher-in-charge
Gifted Education Programmes	<p>-To offer a range of gifted education courses/ programmes for students who excel in different subjects.</p> <p>-To provide high ability students with chances to broaden horizons and stretch their abilities.</p>	-Various programmes organized by local tertiary institutes and professional organizations.	1 year, from September 2016 to Aug 2017	S.4 & S.5 high ability students in different subjects	About 350 students	<p>-Students showed positive comments about the courses/programmes.</p> <p>-Teachers agreed that the courses/programmes provided could broaden students' horizons and further stretch their abilities. For details, please refer to the appendix.</p>	Mr. Pang Chung Yin (DLG Coordinator)
Applied Learning	<p>To offer a range of APL courses for students with different learning needs and interests.</p> <p>To provide students with opportunities to acquire diversified learning experiences and develop career aspirations.</p>	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 3 students	<p>- 100% of students showed positive comments about the course.</p> <p>- 100% of students passed relevant assessments and examinations.</p> <p>- 2 students (66.7%) awarded "Attained with Distinction"</p> <p>- 1 student (33.3%) awarded "Attained"</p>	Ms. Chow Sze Ying Emily (Career Guidance)