

# *CCC Heep Woh College*



## *Annual School Report 2017-2018*

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



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**The Church of Christ in China**  
**Heep Woh College**  
**School Annual Report 2017-2018**

**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:

<b>Composition</b>	<b>Supervisor</b>	<b>Sponsoring Body</b>	<b>Principal</b>	<b>Parent</b>	<b>Teacher</b>	<b>Alumni</b>	<b>Independent</b>
<b>17/18</b>	1 (6.7%)	7 (46.7%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

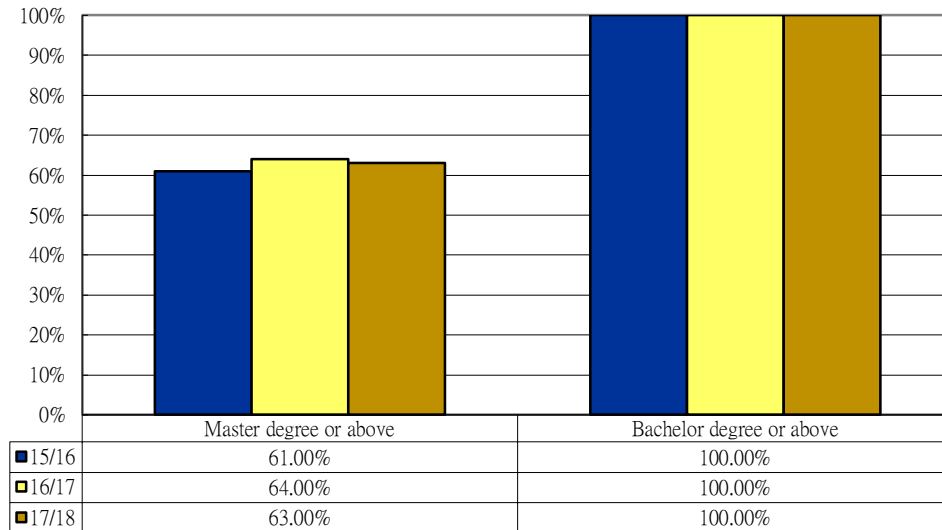
<b>Incorporated Management Committee</b>			
<b>Supervisor</b>	Professor Shum Kwok Yan Daisy	<b>Teacher Manager</b>	Mr. Wong Chun Tat
		<b>Alternate Teacher Manager</b>	Mr. Moy Ka Yiu
<b>Principal</b>	Dr. Chu Kai Wing	<b>Alumni Manager</b>	Mr. Hui Chi Fung Danny
		<b>Parent Manager</b>	Ms. Mak Ka Ying
		<b>Alternate Parent Manager</b>	Ms. Lam Yuen Ching
<b>Sponsoring Body Managers</b>	Ms. Yau Hoi Yuen Irene Dr. Leung Tin Ming Timothy Rev. Siu Ka Cheung Oliver Dr. Chan Yee Man Anne Mr. Wan Yuen Leung Kenneth Ms. Ma Lai Sheung Iris Mr. Wu Yiu Hong	<b>Independent Manager</b>	Mr. Wong Wa Kei Anthony

## II. Our Teachers

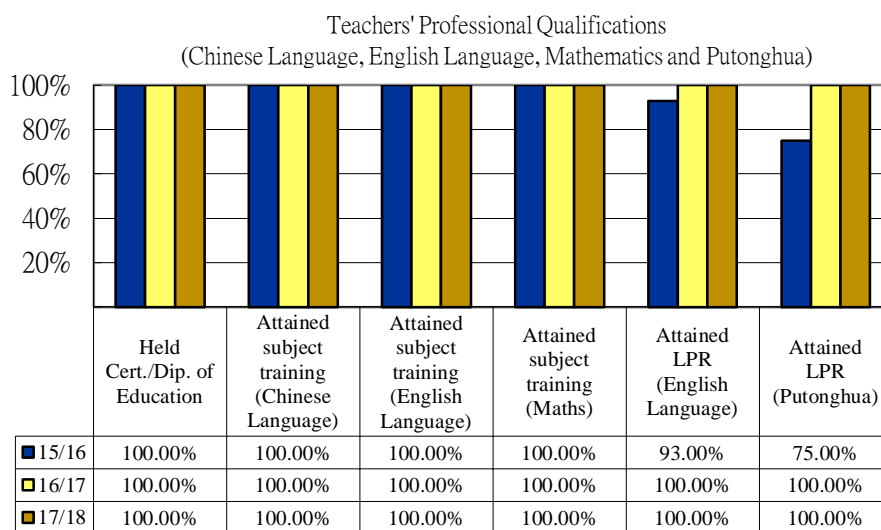
### Number of Teachers (including the Principal)

School Year	2015-2016	2016-2017	2017-2018
Number of Teachers	66	66	63

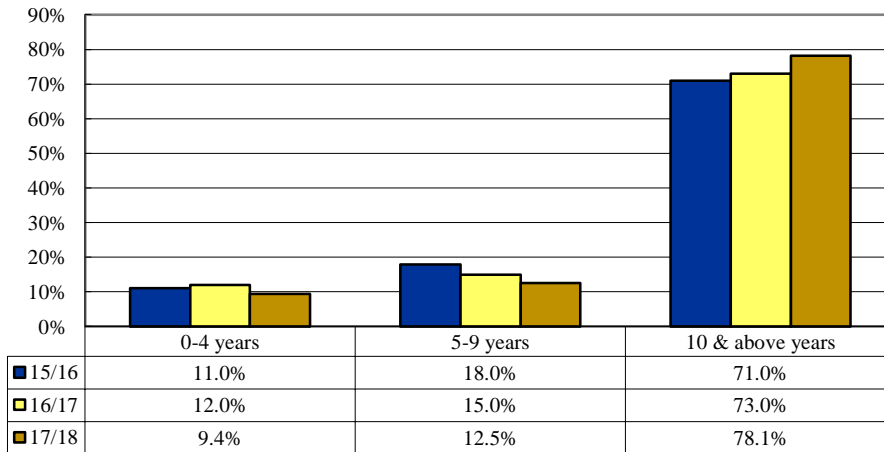
### Teachers' Academic Qualifications



### Teachers' Professional Qualifications



## Teaching Experience

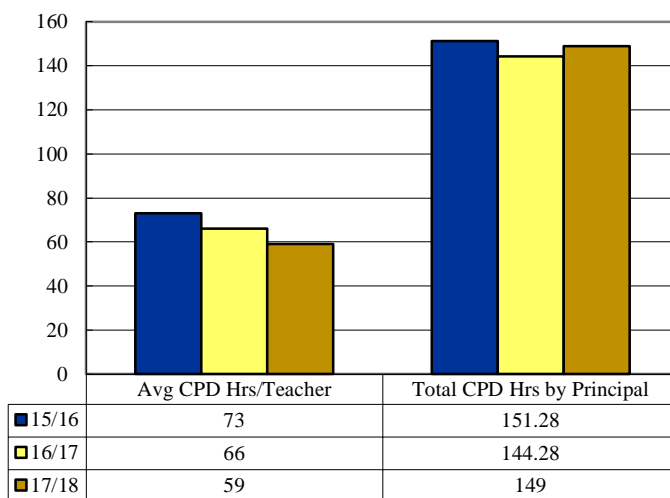


## Staff Turnover Rate

During the school year of 2017-2018, the total number of staff is 89 including 63 teachers, 3 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 ( <i>End of Contract</i> )	1
Teaching Staff ( <i>Personal Reason</i> )	2
Teaching Staff ( <i>Retirement</i> )	2
<b>Total</b>	<b>5</b>

## Professional Development of Teachers





## Seminars / Workshops for Professional Development 2017-2018

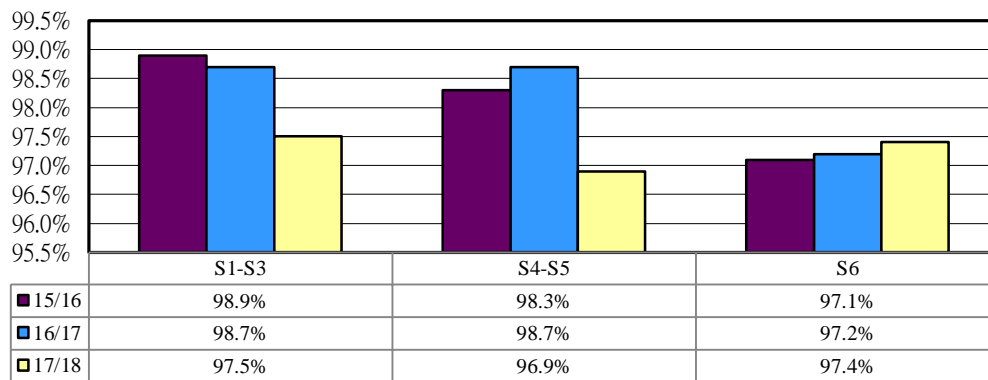
Date	Theme	Organization / Guest Speaker	Objective / Focus
25/8/2017	Flipped Classroom Web Platform and Applications Workshop and Seminar Flip@WO 翻轉教室網上教學平台及應用程式教師專業發展講座及工作坊	有機上網 Web Organic Team	<ul style="list-style-type: none"> <li>• To enable participants to have a better understanding on the rationale of Flipped Classroom.</li> <li>• To equip teachers how to use the Flipped Classroom Web Platform and Applications</li> </ul>
	Students' Cases Review	Mr. Kwan Chi Ho and Ms. Ng Tsz Yan	<ul style="list-style-type: none"> <li>• To equip teachers how to handle students' cases</li> </ul>
1/11/2017	Enhancing Effectiveness of Teaching Reading and Writing	Mr. Wong Nok Fung CCC Educational Psychologist	<ul style="list-style-type: none"> <li>• To enable participants to have a better understanding of the students' difficulties in reading and writing</li> <li>• To introduce teaching strategies to address the learners' difficulties in reading and writing</li> <li>• To provide opportunities for participants to reflect on their own practice</li> </ul>
25/05/2018	Communities of Practice (CoP) on Lesson Study	Mr. Coleman Leung, LS Department Head and Mr. Chan Lik De Daryl, English teacher	<ul style="list-style-type: none"> <li>• To share their experience in e-Learning and some applications for teaching and learning</li> </ul>
	Communities of Practice (CoP) on Flipped Classroom	Representatives of Hong Kong FlippEducators (teachers from other schools)	<ul style="list-style-type: none"> <li>• To share their experience in Flipped Classroom in Science and Chinese History</li> </ul>
29/5/2018	Staff Retreat (School Vision, Mission and Core values and Students' needs and strategies to meet their needs)	CKW, FWS, MKY, WCT, TYS,	<ul style="list-style-type: none"> <li>• To evaluate the Major Concerns of the School Development Plan (2015-2018)</li> <li>• To identify students' needs</li> <li>• To provide opportunities for teachers to share what our school should do to meet their needs</li> <li>• To collect views and opinions on formulation of the School Development Plan (2018-2021)</li> </ul>

### III. Our Students

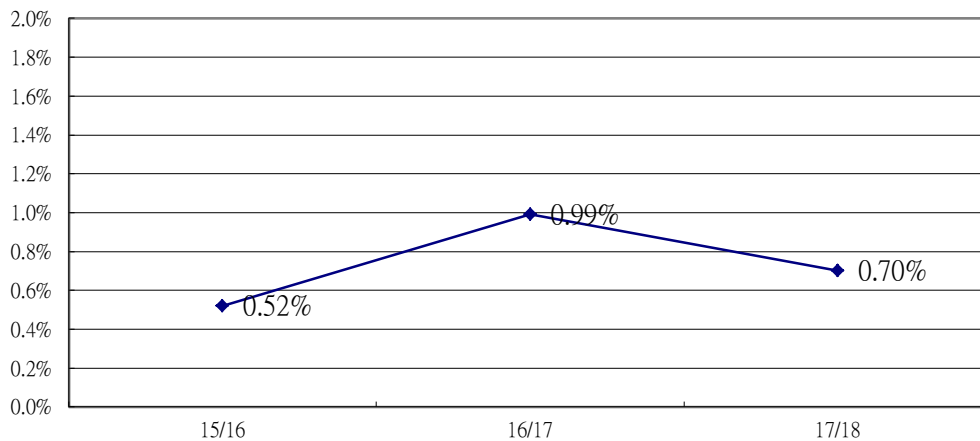
#### Class Structure and Enrolment

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	5	4	5	4	5	27
Boys	55	70	52	82	72	68	399
Girls	72	87	72	77	57	88	453
Total Enrolment	127	157	124	159	129	156	852
Drop-outs	1	3	1	1	0	0	6
Repeaters	7	7	9	7	5	0	35

#### 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 the whole-school curriculum
- To enhance teaching effectiveness by promoting e-learning
- To steer the school-based gifted education development

###### Achievements

###### 1. To review the whole-school curriculum

- 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. This was 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 which are targeted at generic skills development were implemented into S.1 and S.2 smoothly. Besides this, 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. Graphic organizers with samples of History and Geography subject matters were taught in the S3 and S4 Liberal Studies lessons to equipping students with better analytical skills and cue-message decoding skills. 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 the 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. This would allow our students to understand the Mathematics concepts in junior forms better.

## **2. To enhance teaching effectiveness by promoting e-learning**

- ***To promote professional sharing by lesson study with the theme of eLearning and Flipped Lesson.*** Six lesson study groups targeting at eLearning were formed. This involved 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’. Approximately 15 teachers participated in each CoP. According to the questionnaires, all teachers agreed that the speaker and facilitator of CoP was knowledgeable on the topic.

## **3. To steer the school-based gifted education development**

- 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% met from 1 to 5 times.
  - 20% met from 6 to 10 times.
  - 6.67% met from 11 to 15 times.
  - 10% met more than 15 times.
  - 75% of them will continue to be mentors in the next academic year.

## Reflection

### 1. To review the whole-school curriculum

- 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 the 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 promoting e-learning

- 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 for 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 steer the school-based gifted education development

- *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, there were questions about the program objectives. The mean result was 3.37 of mentors agreed that they could help their mentee(s) to improve the learning attitude and skills; 3.48 could guide their mentee(s) to set goals for improvement; 3.26 could use various means to facilitate their mentee(s) to reach the goals; 3.56 could address issues impacting their mentee(s) such as attendance, academic performance, homework completion, behavior, and motivation/attitude towards 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. Also and the mentees' orientation program enabled mentors to start a good relationship with their mentee(s). In addition to this, an average of 3.41 agreed 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
<p><b>1. Enhance functionalities of the knowledge sharing platform and the school knowledge repository</b></p> <ul style="list-style-type: none"><li>• Our school has expanded using Google Drive for our staff to store school documents systematically as a knowledge repository to facilitate sharing. More teachers have utilized the Google Drive to store their documents not only for storage but also for sharing.</li><li>• The Information Technology Committee has expanded the function of Heep Woh Net to store all former students' records for further retrieval.</li></ul>
<p><b>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</b></p> <ul style="list-style-type: none"><li>• A series of sessions of Communities of Practice (CoPs) was held on 17th January, 7<sup>th</sup> February, 11<sup>th</sup> April, 16<sup>th</sup> May, 24<sup>th</sup> May and 25<sup>th</sup> May on e-learning implementation. 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.</li><li>• We organized six meetings of the CoPs with one hundred and ten person-time in this year. We will continue to organize such activities in the next academic year.</li><li>• From the result of the EDB Stakeholders' Survey (Teachers), teachers appreciated that the professional sharing culture has obviously been established this year (3.8, compared with 3.9 in 2016-17). The high rating was due to the implementation of Lesson Study and CoPs.</li></ul>
<p><b>3. Encourage teachers to store and share resources in our school knowledge repository</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• From the result of the School Based Teacher Questionnaire (2017-2018), teachers were satisfied with the culture of sharing their experience, knowledge and skills in teaching and learning so as to help teachers' professional development (80.0% Strongly Agree and Agree).</li></ul>

## Reflection

- Teachers' rating in the teachers' survey in the EDB Stakeholders Survey on teacher professional development was found to be lower at 3.5 this year. The rating was lower than last year but the same as that of the previous two years (3.7 in 2016-17, 3.5 in 2015-16). Our school used two days of Staff Development Days on Flipped Classroom and strategies for enhancing effectiveness of teaching Reading and Writing. We organized many CoPs in e-learning as in-house sharing for our teachers to share their own experience. These two initiatives can enrich teachers' knowledge and skills in teaching. Some teachers expressed their need that the topics of the Staff Development Day should meet teachers' needs in various areas, not only academic ones. Our school will try to explore various topics other than teaching in the forthcoming school years. In 2018-19, we will organize workshops related to students' mental health to provide opportunities for teachers to understand more about the needs of students and how to support them. Moreover, we will organize a Teacher Life Wide Learning Day to provide opportunities for teachers to broaden their horizons by visiting various organizations and reflect on their own practice in 2018-19. 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 last few years.
- From the result of the School Based Teacher Questionnaire (2017-2018), teachers were satisfied with the performance of the knowledge sharing platform (80.0% Strongly Agree and Agree, compared with 66.6% in 2016-17). The IT Committee will continue to expand other functions of Heep Woh Net so as to meet teachers' needs for sharing information and knowledge.
- Lesson Study and Communities of Practice (CoPs) have been implemented in these last few years to provide a platform for teachers to share their knowledge, skills and experiences with colleagues. 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. Our school tried to provide much flexibility to implement Lesson Study in this school year by allowing teachers to undergo the process of Lesson Study in a two-year cycle rather than in one year to finish the process. However, after the evaluation from the Staff Development Committee and discussion in the Cabinet, our school will revise the requirements of implementation of Lesson Study. We plan to set up the guidelines of implementation clearly so as to sustain the culture of sharing knowledge and experience. This will add to the continuous enhancement of teaching and learning in the school.

### Major Concern 3: Enhancing Student Whole-Person Development

#### Target 3.1:

- **To provide a continuous and coherent career and life education (formal and informal) curriculum according to the developmental needs of students**

#### Achievements

- Three Career and Life Planning (CLP) lessons, which covered the topics of career aspiration, knowing oneself, goal setting and understanding the importance of life planning, were tried out in the S1 and S2 General Reading Lesson (GRL) respectively since 2016 – 2017. This year, the curriculum was refined and adopted again in GRL curriculum. Students showed positive responses to the curriculum. Over 60% of students admitted that the curriculum design could help them to explore the direction of life.
- A complete CLP curriculum across levels were established and adopted in various formal platforms in the curriculum. For S1 and S2, it was adopted in GRL periods whereas in S3 it was administered in a ‘taster’ programme. For S4, it was incorporated in Christianity and Life whereas S5-S6, it had one period per cycle in the formal curriculum.
- The satisfactory level towards CLP curriculum was various across levels. From the school-based questionnaire, about 65% of S1 and 60% of S2 agreed that the curriculum could help them explore their direction of life in the future whereas 70% of S3 responded that it could assist them in the subject selection in S4. In terms of exploring personal development in senior levels, the responses were not quite satisfactory. About 40% and 35% of S4 and S5 students respectively acknowledged that the curriculum was helpful to them whereas 66% of S6 students found the curriculum helpful. However, the satisfactory level from committee-based survey was much higher. Over 90% of S6 and 70% of S5 students found the CLP curriculum satisfactory. Over 70% of S6 found the programme could help them acknowledge their personal values and future aspiration. The discrepancies might be due to differences in tools and time of surveys. If the data included programmes held in the informal curriculum such as S4 Life Education Camp, S6 Mock Release, Interview Workshop, etc., which received high ratings from 75% to over 95%. The target of having 70% of students’ satisfactory level was achieved.



## Reflection

- Though there might be a need to refine S4 and S5 CLP curriculum, a continuous and coherent CLP curriculum had been established. A set of booklets was compiled for the school-based CLP curriculum. A school-based career education curriculum across levels in collaboration with committees and departments was achieved. We may further develop an emphasis on values education in junior forms. There is a need for more collaboration with other subjects and committees. As well, it is advisable to make known the CLP curriculum to class teachers as to facilitate the understanding and involvement of class teachers in promoting careers education across levels.

### Target 3.2:

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

#### Achievements

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

Concerning the positive outlook of life, a school-based questionnaire illustrated that about 53% of students viewed themselves being at peace of mind. 57% face the challenges positively. 60% hold positive views to life. 84% lend their helping hands to others. Those figures showed a slight increase than that of the previous year.

- **Cultivate an inviting environment conducive to the acceptance of individual differences and caring for others**

- On school climate and student support, students in general hold positive views. A school-based questionnaire reviewed that about 70% of students viewed the school could provide a harmonious and caring environment for learning as well as instill students will good virtues and attitude. The relationships of teachers-students (76%) and among peers (83%) were good. Over 60% of students showed cohesion to school. Over 70% of students valued the fame of school and were satisfactory with the overall atmosphere of the school. The results echoed with the positive results obtained in APASO of 'Attitude to School', in the sub-category of 'Teacher-student Relationship' and 'Social Integration'. Though there were slight drawbacks in the Stakeholder Student Questionnaire on the areas of 'Student Support' and 'School Climate', overall speaking, the school could create and sustain an inviting environment for learning and cultivate positive values and attitudes among students.
- However, the figures of 'Negative Affect', 'Achievement' and 'Experience' in APASO were not favourable, especially in S1 and S2. These suggested that students underwent certain stress due to academic performance. A school-based questionnaire clearly illustrated that the major sources of stress at school were academic results (58%) and assignments (21%). 'I am confident in learning' scored lowest in the Student Stakeholder Questionnaire. If they were only allowed to choose one of the means to seek help, 62% of S1 – S5 would choose peers, 19% would choose family members, 11% would not ask for any help and only 4% would seek help from teachers or school social workers. Similar questions were asked to S6 but without limiting their number of choices. Eighty percent seek help from peers, over 60% seek help from family members whereas only about 48% seek help from teachers or school social workers. The help-seeking patterns illustrated that the school could make good use of their peer support in tackling their learning difficulties, diminishing their stress and boosting the protective factors when they are facing adversities.

- **Apply QEF Joyful@School to cultivate students’ positive outlook of life**  
 Upon the initiatives of Joyful@School QEF in August 2017, the school tendered a proposal in October 2017 with the help of an NGO. Though the proposal was approved in March 2018, it was far beyond the original promise of a quick approval. The NGO surrendered her application due to administrative and financial difficulties. The proposal was forced to be aborted.
- **Foster leadership skills and qualities through training and community services**  
 Various trainings were held by committees such as ECA, Discipline, Guidance and Religious Education Committees with an aim to empower students’ leadership skills. Approximately 17% of students claimed that they received leadership training in the current year. If only S3 – S5 students were considered, approximately 28% of them received various kinds of leadership training. This was the highest rate in the recent years.
- **Foster the concerns for others through community services**  
 About 72% of S3 to S5 students participated in different kinds of social services as revealed in the school-based questionnaire. Approximately 63% of students viewed social services could help them understand more about the needs of others. Approximately 59% of them found that social services could improve their communication skills and collaboration skills.
- **Establish a platform for students to voice their views on school issue to arouse their concern for and participation in the community**  
 Two student forums were held in the 1st and 2nd terms respectively to facilitate the communication between the school and students on school issues. The forums were initiated and hosted by the Student Association. With the participation of class representatives, teachers and principal, students could exchange their views with teachers. After the forums, the school addressed the needs of students by increasing the colour choices for casual wear in winter during extremely cold weather. Besides this, a trial measure was launched in September 2018, which allows students to wear their PE uniform to school when having PE lessons. Furthermore, the school would consider designing an activity T-shirt for multiple purposes. These measures were initiated from the fruitful results of the forums.

## Reflection

- In summary, students show positive views towards the school climate and student support. Students maintain good relationship with peers and teachers. All these provide a positive environment and good protective factors for the development of students. However, students are facing negative experience in learning. The stress or failure experience in learning hampers their wellbeing. According to students' help seeking preference, peers are the top priority. It is advisable to enhance peer support by boosting class cohesion, 'Big Brother Big Sister Scheme' or the support among peers across levels.
- The roles of class teachers could be further enhanced so that students would actively seek help from teachers. Guideline for helping class teachers in performing their pastoral care should be compiled. Staff development on class management could be considered to equip teachers with knowledge, skills and attitudes in pastoral care. Class teachers are advised to hold class periods on moral or current issues.
- To support class teachers, the roles of form masters/ mistresses could be extended to taking up the preventive and developmental roles of the form. They are to help coordinate different parties and solicit resources in support of the class teachers on respective levels.
- The major stress of students is from learning. The school should review the policies related to assessments and learning with an aim to improve students' confidence in learning.
- To facilitate the protective factors from adversities, the school should continuously explore formal or informal curriculums to empower the resilience of students. Simultaneously, the school should unceasingly cultivate a caring environment so as to nurture good characters, to instill positive values and attitudes to students through curriculums or different life events.

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. Stakeholders 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 was implemented.

For senior forms, subject-based Project A was organized for higher ability students in the form of tutorials in which study tips were shared by alumni. Alumni with good results in 2018 HKDSE were also invited to share with F.4 and F.5 students in form assembly.

For junior forms, 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. 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, such as "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, etc.

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

For learning support, a mentoring programme was launched. Over 30 teachers served as mentors to provide care and guidance to lower achievers from F.1 to F.6. In addition, there was an Enlightenment Programme for F.1 to F.4 students. Tutorial classes were offered to students nominated by class teachers.

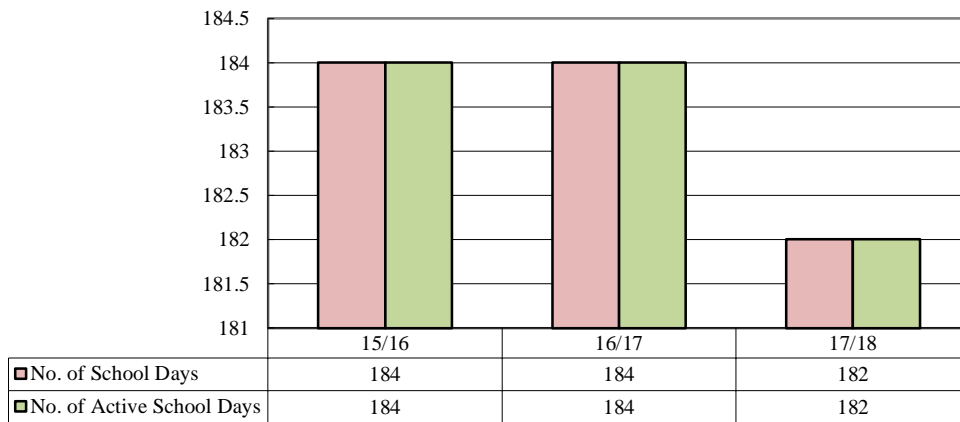
To enhance learning and teaching effectiveness, e-Learning and flipped classroom were promoted. CoPs and seminars were organized to equip teachers with related skills and pedagogy. Some teachers who used more e-Learning more frequently were invited to open their classrooms for professional exchange.

## Curriculum

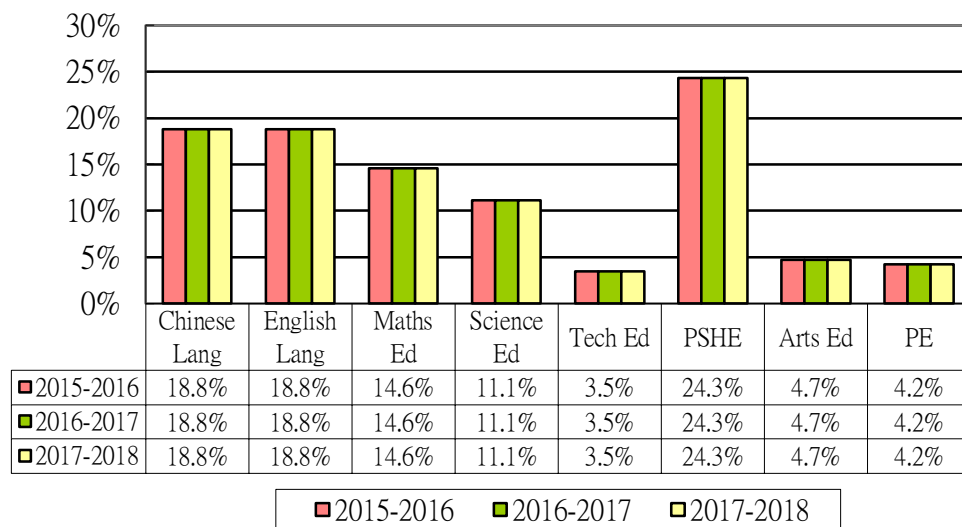
Subjects offered	S1 – S6					
	S1	S2	S3	S4	S5	S6
English Language	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Liberal Studies	E	E	E	E	E	E
Mathematics / Compulsory part	E	E	E	E	E	E
Mathematics Extended part (M1/M2)				E	E	E
Chinese History	C	C	C	C	C	C
Economics				E	E	E
History	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	E/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.
- Extra-curricular Activities 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. We established partnership with schools in different parts of the world, such as Singapore Kent Ridge Secondary School, Malaysia Penang Union School, Thailand Suratpittaya School and Nanjing Jinling High School. The principals, teachers and students from the above-mentioned schools visited our schools. Through these partnership, we hope that we can broaden our students' sense of globalization and enhanced students' awareness of the challenges facing Hong Kong today. The committee helped organize exchange tours to Singapore and Nanjing initiated by the Education Bureau. It also helped to receive visitors from 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 used the funding to employ a SEN teacher and a 0.5 school social worker to support the students with special educational needs. On top of these, it provided speech therapy services to help diagnose and support students with audio and speech difficulties. Arts therapy was employed to enhance students' communication and social skills. The committee also worked closely with other committees or departments to provide holistic development to students. The programmes conducive to social integration and self-efficacy included 'S4 Life Education Camp', 'S2 Wild Camp', 'After-school Learning Support', 'Animal Assisted Therapy Workshop', 'Juggling Ambassadors', 'Board Games Activities', 'Shooting Team', 'Silent Corner', etc. Besides, services to arouse awareness to mental and physical disability were conducted to promote respect and acceptance of differences in the society such as joining the 'Health in Mind' programme and services for Caritas Jockey Club Lok Yan School.
- Student Guidance Committee endeavored to polish counselling skills of colleagues and promote positive thinking of students. A number of programmes, talks, workshops, therapeutic group, etc. were held to cultivate a sharing culture and broaden students' life skills such as 'Heep Woh Stalls Festivals', 'Friendship Festival', 'Poverty Talk', 'Leather Craft Class', 'Cooking Class', etc. Shooting team was established for underachievers to build their



self-confidence, self-discipline and sense of responsibility. A ‘Silent Corner 靜靜地’ was established this year for students to relax at their free time. Hong Kong Assisted Therapy Association was invited to conduct workshop for helping students relieve stress. The committee also issued leaflets to students to promote positive psychology and healthy life style. To facilitate professional exchange, regular link with Munsang College, Hoi Ping Chamber of Secondary School and TWGHs Wong Fut Nam College was found. Joint school programmes were held to broaden students’ horizon and strengthen their leadership skills.

- ‘Power and colours in our hands 1’ (生命力量在我手, 發放生命色彩 1) was the yearly theme of the Discipline Committee. The committee aimed to cultivate students with positive characters, especially on the values of respect, care and justice. Apart from monthly article sharing and morning assembly sharing, a number of mini-talks, game stalls, workshops, visits, etc. were held to instill positive values and attitudes of students. All these covered the topics of ‘Self-management Skills’, ‘Integrity’, ‘Respect and Care’, ‘Say No to Crimes’, ‘Facing Adversities’, ‘Peer and Family Relationship’, etc.
- The Careers Guidance Committee had established a systematic and coherent Career and Life Planning (CLP) curriculum across all levels and incorporated the curriculum in formal curriculum via various subjects with an the aim to help students to identify their interests, strengths and aspirations so as to plan for their multiple pathway in studies and careers.

## VII. Our Students' Performance

### Destination of S6 HKDSE Graduates:

Destination	No. of Students	Percentage
Local Degree Programmes	97	62.2%
Post-secondary Education / Vocational Training Council	54	34.6%
S6 Repeat	1	0.6%
Overseas Studies	1	0.6%
Full-time Employment / Others	3	1.9%

### HKDSE Results:

HKDSE	2018	
	CCCHWC	All Day Schools
No. of Candidates Sat	156	50,642
Candidates fulfilling the minimum university entrance requirements (%)	87.2%	42%
Candidates scored Level 2 or above ( <i>Category A subjects</i> )	99%	85.5%
Candidates scored Level 4 or above ( <i>Category A subjects</i> )	56.1%	35.4%

## External Awards 2017-2018

### P.E. Department

#### Inter-School Athletic Championships

<b>Boys A Grade</b>		
4B Chow Ho Sum	Discus Throw	3 <sup>rd</sup> runner up
5C Wong Tsz Chung	High Jump	Champion
5D Chan Chak Kwan	High Jump	1 <sup>st</sup> runner up
<b>Boys B Grade</b>		
2C Kwok Hiu Kin	High Jump	Champion
4D Tang Chi Fung	100m hurdle	Champion
4D Tang Chi Fung	Triple Jump	2 <sup>nd</sup> runner up
<b>Boys C Grade</b>		
1B Chiu Tsz Lok	Discus Throw	3 <sup>rd</sup> runner up
2B Yip Hing Long	High Jump	2 <sup>nd</sup> runner up
2B Yip Hing Long	100m Hurdle	1 <sup>st</sup> runner up
<b>Girls B Grade</b>		
4D Chan Hei Yu Heywood	800m	2 <sup>nd</sup> runner up
4D Chan Hei Yu Heywood	1500m	Champion

#### TCAA Junior Athletic Meet

<b>Boys B Grade</b>		
5D Chan Chak Kwan	High jump	champion
5C Wong Tsz Chung	High jump	2nd runner up
<b>Boys C Grade</b>		
4F Chung Cho Kiu	High jump	1st runner up
2C Kwok Hiu Kin	High jump	2nd runner up
<b>Girls A Grade</b>		
5A Ho Ka Yi	High jump	champion

#### SCAA 70th Annual Inter-School Athletic Meet

<b>Boys A Grade</b>		
5D Chan Chak Kwan	High Jump	1st runner up

#### Watsons Athletic Club Annual Challenge

<b>Boys A Grade</b>		
5D Chan Chak Kwan	High Jump	2nd runner up

### Wong Tai Sin Athletic Meet

<b>Boys D Grade</b>		
2C Kwok Hiu Kin	High Jump	1 <sup>st</sup> Runner Up
<b>Boys E Grade</b>		
1B Chiu Tze Lok	Soft Ball Throw	1 <sup>st</sup> Runner Up
1D Chung Wai Lun	High Jump	1 <sup>st</sup> Runner Up
<b>Girls C Grade</b>		
4B Chow Ho Sum	Discus	1 <sup>st</sup> Runner Up
5B Lai Wing Tak	Long Jump	1 <sup>st</sup> Runner Up
6D Lo Pui Ki	Long Jump	Champion
6C Lai Wing Man	High Jump	1 <sup>st</sup> Runner Up
6C Lai Wing Man	100m Hurdle	2 <sup>nd</sup> Runner Up
<b>Girls D Grade</b>		
2D Shing Hei Tung	High Jump	Champion
3C Lam Shu Yan	Shot Put	2 <sup>nd</sup> Runner Up
3B Chan Lai Ying	4 X 100m Relay	1 <sup>st</sup> Runner Up
3C Lo Wai Ki	4 X 100m Relay	1 <sup>st</sup> Runner Up
3C Tse Pui Man	4 X 100m Relay	1 <sup>st</sup> Runner Up
3C Lam Shu Yan	4 X 100m Relay	1 <sup>st</sup> Runner Up
3D Choi Pui Yee	4 X 100m Relay	1 <sup>st</sup> Runner Up
3D Lau Lok Yiu	4 X 100m Relay	1 <sup>st</sup> Runner Up
<b>Girls E Grade</b>		
1A Siu Hong Yi	High Jump	1 <sup>st</sup> Runner Up

### HKSSF Inter-School Swimming Championship

<b>Girls B Grade</b>		
3C Tse Pui Man	50M Butterfly	3 <sup>rd</sup> runner up
<b>Boys C Grade</b>		
2A Chan Cho Kit	50M Breaststroke	2 <sup>nd</sup> runner up
2A Chan Cho Kit	100M Breaststroke	1 <sup>st</sup> runner up

### Academy of Fencing

<b>Girls U12 Epee</b>		
1A Siu Hong Yee		2 <sup>nd</sup> runner up

### Hong Kong Fencers Club

<b>Girls U12 Epee</b>		
1A Siu Hong Yee		2 <sup>nd</sup> runner up

### **Hong Kong Fencing Association**

<b>Girls Epee</b> 1A Siu Hong Yee	1 <sup>st</sup> runner up
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### **Inter-School Beach Volleyball Competition**

<b>Boys</b>	Champion
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### **Science Key Learning Area**

#### **Hong Kong Secondary School Chinese Medicine Quiz Competition**

6B Wong Pan Wa, 6C Chan Yeung Chun, 6C Cheuk Hok Fan, 6C Lee Sin Ni, 6D Mok Pui Lam	Champion
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#### **Community Explore – From Science to Action (Oral Presentation)**

5C Lai Man Hung, 5C Lee Ho Ming, 5C Wong Ho Yi, 5C Wong Mei Yuk, 6C Chan Yeung Chun, 6C Cheung Chun Ting, 6C Hui Ka Man, 6C Law Ka Hung, 6C Lee Sin Ni, 6C Tam Pui Ki, 6C Tam Sze Man, 6C Tse So Yu, 6C Tsoi Ching Yi, 6D Luk Wai Shuen, 6D Mok Pui Lam, 6D Ng Ching Yan	First Prize
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#### **HKU Interschool Science Quiz Competition**

5C Chan Ka Shing, 5C Lam Pak Hong, 5D Ngan Man Cheuk	1st runner-up
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#### **Next BMW Designer Competition 2017**

2B Li Wai Leung	2 <sup>nd</sup> runner-up
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#### **Chemists Online Self-study Award 2017**

5A Yip Mong Yeung	Diamond Award
5C Chan Lok Yi	Diamond Award
5C Lai Man Hung	Diamond Award
5C Lee Ho Ming	Diamond Award
5D Chan Chun Ting	Diamond Award
5D Ngan Man Cheuk	Diamond Award
5E Ho Hiu Wai	Diamond Award
5E Lau Wa Sho	Diamond Award
6A Chen Hui	Diamond Award
6B Kwok Wing Yan	Diamond Award
6B Lee Tsz Ying	Diamond Award
6B Yip Tsz Wai	Diamond Award
6C Chan Wai Yan	Diamond Award

6C Chan Wing Lam	Diamond Award
6C Chan Yeung Chun	Diamond Award
6C Cheuk Hok Fan	Diamond Award
6C Cheung Chun Ting	Diamond Award
6C Chow Ka Yee	Diamond Award
6C Fok Hiu Ching	Diamond Award
6C Lai Wing Man	Diamond Award
6C Law Wing Yan	Diamond Award
6C Ng Hiu Yan	Diamond Award
6C Ng Man Yi	Diamond Award
6C Shum Hiu Ching	Diamond Award
6C Tam Pui Ki	Diamond Award
6C Tam Sze Man	Diamond Award
6C Tse So Yu	Diamond Award
6C Yip Wai Ying	Diamond Award
6C Yip Yee Ching Cherry	Diamond Award
6C Yun Hiu Mei	Diamond Award
6D Lam Hiu Ching	Diamond Award
6D Liu YongTao	Diamond Award
6D Luk Wai Shuen	Diamond Award
6D Ng Ching Yan	Diamond Award
6D Tang Sheung	Diamond Award
6D Wong Shan Shan	Diamond Award
6E Chan Chun Kit	Diamond Award
6E Siu King San	Diamond Award
6E Wong Man Hong	Diamond Award

### Senior Secondary Science and Mathematics Competitions 2017

<b>Biology</b>	
6C Chan Yeung Chun	High Distinction
6C Tam Ka Yi	High Distinction
6D Mok Pui Lam	High Distinction
<b>Chemistry</b>	
6C Cheung Chun Ting	High Distinction
6C Lee Sin Ni	High Distinction
6E Wong Man Hong	High Distinction
<b>Mathematics</b>	
6E Chan Chun Kit	High Distinction
6E Siu King San	High Distinction

**Physics**

6D Tam Tsz Chung

High Distinction

6E Siu King San

High Distinction

**2017 Science Assessment Test**

3C Leung Ching Man

Silver Award

4C Chan King Yuk

Gold Award

4C Luo XiaoRan

Silver Award

4C Tam Tsz Yui

Silver Award

4D Chan Tsz Ching

Gold Award

4D Chow Lok Hin

Bronze Award

4D Mak Choi Yee

Gold Award

4D Tse Tsz Chung

Bronze Award

4E Christopher Lee

Gold Award

4E Hung Man Hin

Gold Award

4E Lam Long Kit

Gold Award

4E Wong Cheuk Hei

Diamond Award

4F Li Ngai Yin

Gold Award

4F Li Tsz Ching

Gold Award

4F Tong Sze

Gold Award

**Australian National Chemistry Quiz (2017) HK Section**

5C Chan Ka Shing

High Distinction

5D Ngan Man Cheuk

High Distinction

5E Leung Sin Lan Larissa

High Distinction

6C Ng Man Yi

High Distinction

6E Chan Chun Kit

High Distinction

6E Siu King San

High Distinction

**International Junior Science Olympiad**

3B Cheung Tin Long

2<sup>nd</sup> Class Honour

3B Yang Sik Kwan

2<sup>nd</sup> Class Honour

3D Sin Kwan Lok

3<sup>rd</sup> Class Honour**Music Department****The 70<sup>th</sup> Schools Music Festival****Descant Recorder Solo**

1A Li Chit Wing

Champion

<b>Treble Recorder Solo</b>		
1A Li Chit Wing		1 <sup>st</sup> runner-up
<b>Pipa Solo (Junior)</b>		
1B Lee Sze Man		1 <sup>st</sup> runner-up
<b>Guzheng Solo (Intermediate)</b>		
5E Chan Yin Lam		2 <sup>nd</sup> runner up

### Joint School Music Competition 2018

<b>Secondary School Choir (Senior)</b>		
School Choir		Gold Award

### The 5<sup>th</sup> Japan-Hong Kong International Music Competition

<b>Young Artist Category: Piano Section Advanced Class</b>		
5B Cho Sum Yuet		Bronze Award

### Joint School Music Competition 2017

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

### HK International Handbell Olympics

<b>Secondary School Junior Group</b>		
School Handchime Team		Bronze Award

### The 4<sup>th</sup> Hong Kong International Music Festival 2017 Music Competition

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



## **Visual Arts Department**

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

6D Lo Pui Ki
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### **Hong Kong Tsing Ying Art Painting Competition 2017**

6D Lo Pui Ki
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Gold Award
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### **2017 HKDSE (VA) SBA Learning and Achievement Award**

6B Cho Sum Yuet Shera
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### **39<sup>th</sup> China-Japan Drawing and Calligraphy Competition**

3A Wong Chit
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Silver Prize
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4D Chung Hoi Man
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Bronze Prize
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### **The Contest of “CCAIE” National Children’s Fine Arts, Calligraphy & Photography Works**

4B Wu Hiu Kai
---------------

1st runner-up
---------------

4F Tong Sze
-------------

2nd runner-up
---------------

5B Chik Po Yee
----------------

2nd runner-up
---------------

5B Ng Wai Kit Kenny
---------------------

2nd runner-up
---------------

5B Ngan Chin Hei
------------------

2nd runner-up
---------------

5B Wong Hiu Lam
-----------------

1st runner-up
---------------

5C Chan Hiu Laam
------------------

1st runner-up
---------------

5D Liu Ying Kit
-----------------

1st runner-up
---------------

6B Cho Sum Yuet Shera
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Champion
----------

6D Lo Pui Ki
--------------

Champion
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## **Social Service**

### **The 11th Wong Tai Sin District Outstanding Students Award**

<b>Senior High Secondary Category</b>
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4D Sung Wai Man
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Excellent Award
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<b>Junior High Secondary Category</b>
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3C So Yee Lam
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Outstanding Student Award
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### **Upward Mobility Scholarship**

4B Wong Wing Ho
-----------------

Scholarship
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5A Cheng Sze Ching
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Scholarship
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### **Kiwanis Club of HK Community Services Award**

4E Sung Wai Man
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Prize Winner
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## 第六十九屆香港學校朗誦節

### 粵語組

二人朗誦 2B 黃鈺婷, 2C 錢昱菱	季軍
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### 普通話組

散文獨誦 1B 黎唯亮	季軍
3A 畢芷澄	亞軍

## 數學科

### 環亞太杯國際數學邀請賽

2B 劉小燦	三等獎
2D 梁泳詩	三等獎
2E 張希瑤	二等獎
3A 許智顯	三等獎
3B 司徒德熙	一等獎
3B 楊錫鈞	一等獎
3C 黃詩琦	三等獎
3D 顏文亮	二等獎

### 第十一屆《華夏盃》全國數學奧林匹克邀請賽（華南賽區）晉級賽

1B 梁浩軒	二等獎
1C 勞駿能	三等獎
1D 蕭詠瑤	二等獎
1D 黃齊	二等獎
1D 黃祥元	二等獎
2D 梁泳詩	三等獎
2E 張希瑤	三等獎
3B 黃泳淇	三等獎
3B 楊錫鈞	二等獎
3D 黃思朗	三等獎

### 中華基督教會區會聯校魔力橋 Rummikub 比賽 (2017-2018)

5E 呂琳瑋	一等獎
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### 第二十屆香港青少年數學精英選拔賽

3B 劉愷健	三等獎
3B 司徒德熙	二等獎
3B 楊錫鈞	二等獎
3C 梁靜雯	三等獎
3D 顏文亮	二等獎

### 第八屆全港中小學 T 字謎大賽

3B 劉愷健	三等獎
3B 黃泳淇	三等獎

### 真光女子中學數學邀請賽

4F 郭令欣	Merit
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<b>VIII. Financial Summary (2017 September to 2018 August)</b>				
			<b>Income (\$)</b>	<b>Expenditure (\$)</b>
<b>Balance B/F (Government Funds and School Funds)</b>			4,973,734.16	
<b>I. Government Funds</b>				
<b>Expanded Operating Expenses Block Grant</b>				
<b>(a) School Specific Grant</b>				
1.	Administration Grant		4,099,134.00	4,275,151.75
2.	Noise Abatement Measures		497,853.00	173,466.00
3.	Composite Information Tech. Grant		437,948.00	306,912.64
4.	Capacity Enhancement Grant		599,381.00	475,713.00
5.	School-based Educational Psychology Service Grant		102,100.00	102,080.00
		<b>Sub-total</b>	<u>5,736,416.00</u>	<u>5,333,323.39</u>
<b>(b) Non-School Specific Grant</b>				
	Baseline Reference		<u>1,970,667.87</u>	<u>2,060,128.68</u>
<b>(c) Others :</b>				
1.	Deficit transferred from One-off & Recurrent under ITE4		0.00	7,455.00
2.	Funds set aside for SP/LSP		0.00	52,123.10
		<b>Sub-total</b>	<u>0.00</u>	<u>59,578.10</u>
		<b>Total EOEBG</b>	7,707,083.87	7,453,030.17
<b>II. School Funds (General Funds)</b>				
1.	Tong Fai		142,400.00	0.00
2.	Tuckshop rental		248,800.00	0.00
3.	Donations		98,500.00	0.00
4.	Hire of school premises		1,962.96	0.00
5.	Library fine and printing card fee		5,509.50	0.00
6.	Profit on Sale of exercise book and school uniforms		1,881.79	0.00
7.	Collection of fees for specific purposes (including electricity charges for air-conditioning		358,365.75	314,643.05
8.	Insurance premium		0.00	20,860.83
9.	Janitor staff uniform		0.00	937.00
10.	Repairs and maintenance		0.00	54,570.00
11.	Scholarship award		0.00	58,000.00
12.	Others		170,690.22	145,986.70
		<b>Total School Funds</b>	1,028,110.22	594,997.58
<b>Total surplus for school year</b>			687,166.34	
<b>Accumulated surplus as at the end of school year</b>			5,660,900.50	

## **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. We will continue to evaluate teaching pedagogies, assessment strategies as well as 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 during the 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 (2017/18)

請於2018年9月28日或以前，把填妥的全年活動簡報(Excel版本)電郵至課程發展處全方位學習組(經辦人：彭小姐；電郵地址：jcfund@edb.gov.hk)，並抄送(Copy to)貴校校長。

填寫此簡報時，請詳閱附頁之「注意事項」。

學校名稱： <u>中華基督教會協和書院</u>	學校編號： <u>170470</u> (*6位數字)	帳目編號： <u>          </u> (*2/4位編號)
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#### (一) 開支總結：

2017/18撥款	-	2017/18支出	=	2017/18餘額 (此金額須退回教育局) <sup>(1)</sup>
\$135,450.00		\$135,450.00		\$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) 受惠學生人數及金額 (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	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
P1 人數：				0	S1 人數：	2	6		8
P2 人數：				0	S2 人數：	3	18		21
P3 人數：				0	S3 人數：		20	8	28
P4 人數：				0	S4 人數：	8	6	3	17
P5 人數：				0	S5 人數：		9		9
P6 人數：				0	S6 人數：				0
人數小計：	0	0	0	0	人數小計：	13	59	11	83
金額小計：				\$0.00	金額小計：	\$15,380.00	\$90,503.30	\$29,566.70	\$135,450.00
(請提供各類別學生資助金額總數。)									
總受惠人數 (A)：83									
(請提供全校人數作參考之用。)									
全校人數：858									
受惠人數百分比 (%)：9.67%									

#### (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 <sup>(2)</sup>	所屬基要學習經歷 <sup>(3)</sup> (每活動只可選擇一項；請於適用的空格上填「1」)						海外活動 <sup>(4)</sup> (請於適用的空格上填「1」)	活動已達訂定的學習目標 <sup>(5)</sup>	參與該活動受助學生數目 <sup>(6)</sup>	活動資助金額
	服務	體育	藝術	工作	德育	智能				
e.g. 義工訓練課程學費	1							1	30	\$3,000.00
1 交流團	1	1					1	1	30	\$48,314.00
2 樂器班			1	1				1	18	\$58,058.00
3 興趣班			1	1				1	11	\$8,010.00
4 制服團隊	1	1			1			1	2	\$372.00
5 教育營	1	1				1		1	6	\$4,956.00
6 校隊訓練			1		1			1	43	\$14,420.00
7 校際比賽			1			1		1	6	\$1,320.00
8										
9										
10										
(如空間不足，請於上方插入新行。)										
合計：	3	6	2	4	4	5	1	7	116	\$135,450.00

#### (四) 「社會服務」及「體育發展」活動共佔總開支的百分比：

2017/18學年	96.74%
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#### (五) 備註/其他資訊 (如適用)：

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基金負責人員姓名： <u>陳淑端老師</u>	負責人員常用電郵地址： <u>stchan@ccchwc.edu.hk</u>
基金負責人員職位： <u>課外活動主任</u>	聯絡電話： <u>96622744</u>
校長姓名： <u>朱啓榮博士</u>	校長常用電郵地址： <u>chukw@ccchwc.edu.hk</u>
<input checked="" type="checkbox"/> 本簡報內的資料已由校長或校長授權人員覆核，並確定內容準確無誤。	

(請必須在左方空格內加上☑)

#### 香港賽馬會全方位學習基金：全年活動簡報 (2017/18)

##### 注意事項

- 黃色的空格由校方填寫，其他資料則由系統計算。
- 近年全港學校的基金用款率平均達90%或以上。本局期望學校能盡力把撥款用罄，令更多有經濟需要的學生受惠，促進全人發展。
- 如有餘款，有關金額須全數退回教育局；如有超支情況，學校並不會於本學年或下學年獲發額外撥款以填補超支金額。
- 本局鼓勵學校善用「其他有經濟需要的學生」類別，讓更多有經濟需要的學生受惠。
- 未能達到全方位學習目標的活動，例如補習、考試/模擬考試、訂購報章/雜誌、網上課程等，均不屬資助範圍。
- 表(三)各項註解：
  - 註(2)：請填上清晰明確的活動名稱。「全方位學習活動」、「課外活動」或「上學期興趣班」等名稱較為籠統，不宜使用。
  - 註(3)：請按活動的學習目標，為該活動選擇一項所屬的基要學習經歷，並於適用的空格加上「1」。各代號所指的學習經歷如下：
    - 服務-社會服務(例如：童軍、紅十字會、義工訓練、探訪老人院、內地/外地服務團等)
    - 體育-體育發展(例如：游泳班、羽毛球隊、田徑比賽等)
    - 藝術-藝術發展(例如：參觀展覽、觀賞音樂會、鋼琴班、歌唱比賽等)
    - 工作-與工作有關的經驗(例如：真實工作體驗、參觀機構、與升學及就業相關活動如參觀中學/學院等)
    - 德育-德育及公民教育(例如：環保活動、德育及公民教育活動、學校旅行、領袖訓練、畢業禮等)
    - 智能-智能發展(例如：境外交流、專題研習、實地考察、非考試相關講座、其他興趣班等)
  - 註(4)：如屬於香港境外舉辦的活動，請於適用的空格加上「1」。
  - 註(5)：如活動已達到訂定的學習目標，請於適用的空格加上「1」。此項旨在幫助學校檢視活動成效。學校如實填報即可，亦無須提交相關證明；但本局會向學校了解有關情況，有機會要求學校提供相關的記錄，例如師生問卷和學校檢討等。
  - 註(6)：受助學生可參與多於一次活動，故參與活動受助學生的總數目可多於表(二)總受惠人數(A)。

二零一七/一八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

計劃統籌員姓名： 陳淑端

聯絡電話： 23234265

- A. 本計劃受惠學生人數(人頭)共 87 名(包括 A. 領取綜援人數：17 名，B. 學生資助計劃全額津貼人數：60 名及 C. 學校使用 10% 酌情權的清貧學生人數：10 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	6	23		100%	10/2017- 8/2018	111485	同學書面報 告、老師評語		
補習班	1	3	10	95%	10/2017 - 8/2018	12250	老師觀察		
樂器班	6	18		90%	9/2017 - 5/2018	50568	導師評語		
興趣班	5	12		90%	9/2017 - 5/2018	15450	導師評語		
教育營	2	9		100%	10/2017 - 7/2018	4238	同學書面報 告、老師評語		
體育活動	3	4		100%		2000.3	導師評語		
活動項目 總數： <u>6</u>									
@學生人次	23	69	10		總開支	195991.3			
** 總學生 人次	102								

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			
<b>學習成效</b>						
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		✓				
<b>個人及社交發展</b>						
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	✓					
<b>社區參與</b>						
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 2017-2018:

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 2017-2018	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 2017 to Aug 2018	S.4 & S.5 high ability students in different subjects	About 500 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. Lau Chi Kin (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 18 students	<ul style="list-style-type: none"> <li>- 100% of students showed positive comments about the course.</li> <li>- 83.3% of students passed relevant assessments and examinations.</li> <li>- 3 students (16.7%) awarded "Attained with Distinction" (II).</li> <li>- 9 students awarded (50%) "Attained with Distinction (I).</li> <li>- 3 students (16.7%) awarded "Attained".</li> </ul>	Ms. Chow Sze Ying Emily (Career Guidance)