

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL REPORT

2017-2018

1. SCHOOL MOTTO

Study extensively, Inquire accurately, Deliberate carefully, Discern clearly, Practise earnestly

2. MISSION

We will endeavour to provide whole-person education with balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instil in them a commitment to serve our country and society.

Brief Introduction of the School

Year Founded : 1962

School Type : Aided

School Management***Incorporated Management Committee***

Supervisor	Mr Poon Shun Kwok
Chairman	Mr Poon Shun Kwok
Secretary	Ms Au Yeung Wai Yin (Principal of Cognitio College (Kowloon))
Treasurer	Ms Tam Yun Han
Independent Manager:	Professor Chan Hon Wan, Edwin
Member of School Sponsoring Body	Mr Kwok Kong Sang Mr Lo Chi Ming Ms Chui Mei Yee Mr Tsui Siu Keung Dr Wong Kin Hong
Teacher Manager	Mr. Li Man Fai
Alumni Manager	Ms Lai Yin Bing
Parent Manager	Mr. Lee Sun
Alternate Managers	Mr. Tsang Kwong Hoi (Member of Sponsoring Body) Ms Yip Mei Fung (Alternate Parent Manager) Mr Yeung Chi Yui (Alternate Teacher Manager)

Composition of the Incorporated Management Committee

Category	Sponsoring Body	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
Number (Percentage)	8 (53.3%)	1 (6.6%)	2 (13.3%)	2 (13.3%)	1 (6.6%)	1 (6.6%)

IMC Sub-committees

	School Administration Sub-committee	Academic Affairs Sub-committee	Student Development Sub-committee
Chairman	Mr Tsui Siu Keung	Dr Wong Kin Hong	Mr Lo Chi Ming
Secretary	Principal Cheung Lai Man	Vice Principal Yu Yin Chan	Vice Principal Cheung Mei Yee
Foundation / IMC Representatives	Supervisor Poon Shun Kwok, Albert Principal Au-Yeung Wai Yin Mr Cheung Shing Kuen Mr Chui Chun King Mr Lee On Ming Ms Lui Sau Kwan Mr Mak Sui Sang Ms Tam Yun Han, Louisa	Supervisor Poon Shun Kwok, Albert Principal Au-Yeung Wai Yin Principal Cheung Lai Man Vice Principal Wong Lai San Ms Chui Mei Yee Mr Ho Wing Sum Mr Leung Pui Man Mr Tsang Kwong Hoi Mr Yau Shar Noon	Supervisor Poon Shun Kwok, Albert Principal Au-Yeung Wai Yin Principal Cheung Lai Man Vice Principal Au-Yeung Shing Leung Mr Chiu Yu Kan Mr Ho Chi Keung Ms Jor Yin Fun Mr Kwok Kong Sang Ms Lai Yin Bing Ms Lam Yat Wai Mr Tse Siu Man
Teacher / Parent Managers	Mr Cheung Ka Kit Mr Li Man Fai	Ms Cheung Sze Wah Mr Yeung Chi Yui	
Parent Managers	Mr Lee Sun Ms Lee Fung Ling		Ms Ng Yuk Wan Ms Yip Mei Fung

Senior Staff

Principal

Ms Au-Yeung Wai Yin, MEd, BA, PGDE

Vice Principals

Ms Cheung Mei Yee, MBA, BA, PGDE

Ms Wong Lai San, BA, PGDE

Department Heads

Counselling Mistress

Ms Wong Lai San, BA, PGDE

Moral & Civic Education Master

Dr Leung Chi Kwan, PhD, MA, MSc, BSc

Careers Education Master

Mr Chan Yue Ming, BSc, PGDE

Discipline Master

Mr Li Man Fai, BSc, PGDE

Co-Curricular Activities Mistress

Ms Mak Woon Ying, MA, BA, PGDE

Subject Panel Heads

English Language

Ms Mou Wai Yan, MEd, BA, PGDE

Geography

Ms Kwok Wai Yee, BA, PGDE

Chinese Language

Dr Lui Wing Kai, PhD, MA, BA, PGDE

History

Ms Ho Sin Ching, MPhil, BA, PGDE

Mathematics

Dr Leung Chi Kwan, PhD, MA, MSc, BSc

ICT

Mr Li Chiu Fai, MPhil, BSc, PGDE

Liberal Studies

Mr Yuen Sea Yin, MA, BA, PGDE

Music

Mr Fung Wai Man, MA, BA, PGDE

Biology

Ms Chan Suk Yee, BSc, PGDE

Physics

Mr Yeu Pak Yan, BSc, PGDE

BAFS

Ms Cheung Mei Yee, MBA, BA, PGDE

Physical Education

Mr Kwan Hing Chung, BPE

Chemistry

Mr Li Man Fai, BSc, PGDE

Putonghua

Ms Yuen Lai Lin, BA, PGDE

Chinese History

Ms Cheung Tin Wai, MPhil, BA, PGDE

Visual Arts

Ms Mak Woon Ying, MA, BA, PGDE

Economics

Mr Lam Kwok On, MA, BSSc, PGDE

Our Students

Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Number of Students	120	120	117	122	113	126	718

School Ethos

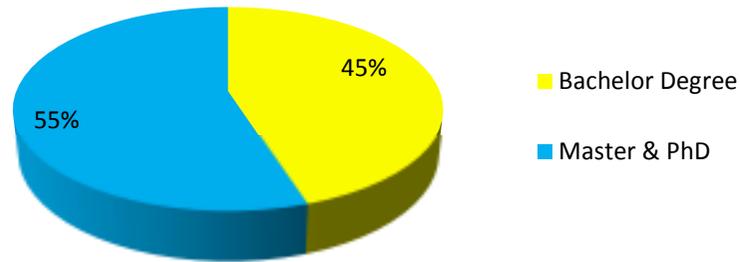
Under a supportive and harmonious learning environment, our students are polite, well-behaved and competent learners with positive value and attitudes. Through engaging in social services, leadership training programmes and co-curricular activities, students develop their leadership skills and foster proactive attitudes towards community services. Joyful Ambassadors and School Prefects provide peer support and help cultivate positive thinking and a caring relationship among students.

Our Teachers

Teachers' Academic Qualifications

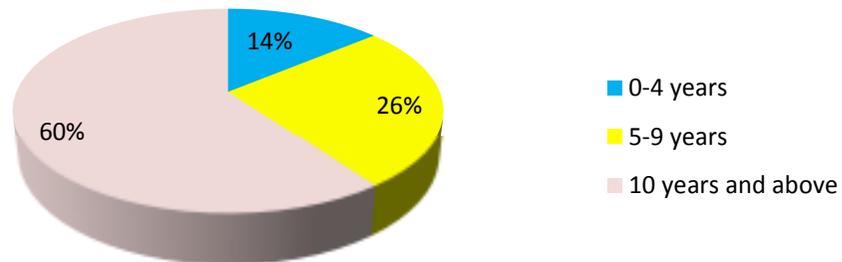
a. Highest academic qualification attained by teachers

Qualification of Teachers



b. Teachers' Experience

Teachers' Experience



Learning and Teaching

Whole School Language Policy

Students' language development is always a top priority in our school. Through active participation in lessons of different subjects and a wide variety of language activities, students are able to sharpen their abilities in Chinese, English and Putonghua, strengthen their generic skills and develop their learning capabilities.

To maximize students' use of English in class, our Native English-speaking Teacher conducts speaking classes and English Drama lessons for all junior form students. An English-rich environment is created through activities like morning assembly talks, debates, writing and speaking competitions, English Ambassadors, English Corner, English Kitchen, lunchtime academic activities, English Week, etc., where students can use English in authentic contexts.

Learning and Teaching Strategies

One of the key emphases of our school is to enhance learning effectiveness, mainly through the implementation of self-directed learning schemes, using relevant pedagogy and learning activities to equip students with effective study skills. Equal emphasis is also placed on STEM education, creativity and holistic thinking, encouraging students to participate actively in co-curricular activities and applying subject knowledge in their daily life.

Through interactive learning such as life-wide learning activities, seminars, cultural exchange trips to Beijing, Xian, Guangzhou, Korea and the UK, we provide students with authentic experiences in learning and ample opportunities to widen their horizons. Our annual "Learning Celebration" has also helped to cultivate a culture of learning, sharing and appreciation of good works among students.

Number of School Days – 190 days

Student Support

Whole School Approach to Integrated Education

To take care of students with special education needs, the Student Support Team, which consists of the SEN Coordinator, senior counselling teachers, social worker, prefect of studies and language teachers, work hand in hand with parents to cater for students' individual needs. Student Support Team makes good use of Learning Support Grant to provide services to SEN students, such as speech therapy services, training on social skills, remedial learning groups and counselling of life planning. Educational psychologist and social worker also provide appropriate counselling to students concerned.

Life-wide Learning Activities including Extra-curricular Activities, Co-curricular Activities, etc.

Our school offers 26 co-curricular activity groups in 5 domains: sports, services, academic, interest and miscellaneous activity groups. In the past few years, students have shown excellent performance in social services, visual arts and music. Regarding other learning experiences, the focus this year is to promote social services and aesthetic education. As far as social services are concerned, Girl Guides, JPC and CYC members have demonstrated outstanding performance. Our S2 students visited retirement home of Chi Lin Nunnery and were highly appreciated for their efforts on designing games for the elderly. Besides, all S2 and S4 students are required to participate in community services and all students are encouraged to serve the community, and to understand and respect the racial minorities and people of different abilities. To promote aesthetic education among S4 students, professional drama education tutors, as well as professional dancers and movie-makers, provide various training courses in OLE-Aesthetic Education lessons.

Home-School Co-operation

To foster home-school cooperation, parent meetings are held to enable parents to understand the learning and developmental needs of students in different stages of growth. Form-teacher-parent meetings are held twice a year to help parents understand the progress of their children at school. Communication between parents and the school is facilitated by Parent-Teacher Association (PTA), which acts as a bridge between the two parties to enhance their understanding of school culture and policies. PTA holds various talks on parent education to share experience of how parents can nurture their children. It also sponsors learning activities and offers awards such as Academic Improvement Award and Improvement in Conduct Award. It also organises activities to foster a harmonious family relationship, e.g. picnic, and actively participates in school activities such as Sports Day, Parents Day and Graduation Ceremony. Parent managers also contribute a lot in the IMC, providing opinions on the setting and implementation of our school policies. In the Stakeholders' Survey, parents highly recognize our school culture. Parents communicate well with the teachers and the school. With such a harmonious relationship, an excellent collaboration platform has been built to facilitate the healthy development of our students.

Learning and Teaching

Major Concern: To enhance learning effectiveness

Target: To implement self-directed learning

Strategy 1: To adopt pedagogy and learning activities to promote self-directed learning

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1-6	Enhancing e-learning to encourage students to learn and excel through engaging in resourceful, interactive and self-directed learning	70% of students surveyed reflect that e-learning activities they have participated in helped them get further access to information.	Lesson observation / Student survey / Schemes of work	77% of students surveyed (strongly) agreed that e-learning and online learning have enhanced their motivation in self-directed learning 83% of students surveyed (strongly) agreed that e-learning and online learning have encouraged them to practise self-directed learning. It is also reflected in lesson observation and schemes of work that most students have participated in e-learning activities.	With the implementation of the new BYOD scheme and the fact that e-learning can facilitate self-directed learning, it is suggested that e-learning should be further strengthened to enhance students' motivation and encourage them to learn at their own pace. It is also suggested that after learning the study skills, students are better equipped with necessary skills for self-directed learning.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1-6	Providing appropriate preparation work, learning strategies and assignment tasks to help students form good learning habits and improve language skills required for learning	70% of students surveyed reflect that the preparation work, strategies and assignment tasks have helped them form better learning habits and improve language skills.	Lesson observation / Schemes of work / Assignment inspection / Student survey	81% of students surveyed (strongly) agreed that they have learned different learning strategies and study skills in class. Lesson observation, assignment inspection and schemes of work also show that various preparation work, strategies and assignment tasks are employed to help students form better learning habits and improve language skills.	As most students appreciated teachers' effort in providing them with diversified learning activities, learning strategies and study skills, teachers will be encouraged to keep using various types of assignment tasks and activities to facilitate students' learning. It is also suggested that more opportunities for teachers to share their good practices and assignment design should be organised during subject panel meetings and staff development days.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1-6	Using differentiated instruction and learning activities and/or assignment tasks to cater for learner diversity	70% of learning and teaching activities and assignment inspected show means and/or tasks to cater for learner diversity	Lesson observation / Assignment inspection / Student survey	83% of students (strongly) agreed that teachers have used diversified teaching and learning activities to cater for their needs. It is also reflected in lesson observation, schemes of work and assignment inspection that diversified activities and assignment task design have been employed to cater for learner diversity.	Differentiated teaching and learning activities will continue to be used. It is also suggested that more attention should be paid to the weakest students to help them catch up with the majority.
S1-S6	Promoting assessment for learning to enable students to reflect on their own learning performance and progress through self and peer-evaluation	70% of students surveyed agree that they have opportunities to reflect on their own performance and progress through self and peer-evaluation	Lesson observation / Student survey / Assignment inspection	82% of students (strongly) agreed that teachers have provided feedback and comments to help them reflect on their performance and make improvement. 72% of students (strongly) agreed that self and peer-evaluation in class/assignments have helped them reflect on their learning progress. It is also reflected in lesson observation, schemes of work and assignment inspection that self and peer-evaluation tasks have been adopted to help students reflect on their learning process.	It is suggested that peer and self-evaluation would continue to be used in all subjects to help students reflect on their own progress.

Strategy 2: To promote Science, Technology, Engineering and Mathematics (STEM) education

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1- 6	Employing various learning and teaching activities to develop a solid knowledge base and instil an interest among students in learning science, technology and mathematics	70% of the students surveyed agree that the learning activities have helped them develop a solid knowledge base in learning science and Mathematics / technology.	Student survey / Assignment Inspection / Lesson observation	71% of students (strongly) agreed that class activities and assignment tasks have enhanced their interest in learning Science, Technology, Engineering and Mathematics. It is also reflected in lesson observation, schemes of work and assignment inspection that teachers have employed various means to instil interest in the subject/topic among students.	STEM-Ed related teaching and learning activities will continue to be organised in related subjects, STEM-Ed classes and Makers' Lab. It is also suggested that teachers employ more measures to increase students' interest in learning science, Mathematics and technology.
S.1- 6	Strengthening the ability of students to integrate and apply their knowledge and skills and through solving daily life problems with practical solutions and/or innovative designs	70% of students surveyed agree that participating in learning activities has strengthened their ability to integrate and apply their knowledge and skills in solving daily life problems.	Student survey / Assignment Inspection / Lesson observation	76% of students (strongly) agreed that class and learning activities have helped them apply subject knowledge in their daily life.	Class and learning activities and opportunities for students to practise applying their knowledge in daily life and/or innovative designs will continue to be used.

S.1- 6	Employing diversified learning and teaching activities to nurture students' creativity, collaboration and problem solving skills	70% of students surveyed agree that the learning activities have helped them develop creativity, collaboration and problem solving skills.	Student survey / Assignment Inspection / Lesson observation	76% of students (strongly) agreed that diversified activities have helped to enhance and realise their creativity. It is also reflected in lesson observation, schemes of work and assignment inspection that teachers have employed diversified assignments and activities to help students strengthen their creativity, collaboration and problem solving skills.	It is suggested that such measures continue to be used by all related subjects to further enhance students' creativity, collaboration and problem-solving skills.
S.1- 6	Providing students with STEM-related learning opportunities beyond the classroom to develop their talents/experts in STEM-related areas	70% of students have been provided with such learning opportunities.	Student survey / Teachers' records	67% of students (strongly) agreed that they have participated in co-curricular STEM-Ed activities. As reflected in teachers' record, such opportunities are provided for students in all forms.	It is suggested that more STEM-related learning opportunities should be provided to enhance the knowledge and interest of students in related areas.

Strategy 3: To enhance creativity and holistic thinking skills

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1–S6	Using project-learning / co-curricular / interactive activities to help students develop creativity and holistic thinking skills	70% of students surveyed have participated in such activities and agree that they have improved their creativity and/or thinking skills.	Student survey / Lesson observation / Schemes of work	79% of students (strongly) agreed that co-curricular activities provided by the school have helped them gain deeper understanding of subject knowledge. 76% of students (strongly) agreed that diversified activities have helped to enhance and realise their creativity. It is also reflected in lesson observation and schemes of work that interactive activities have been used by teachers to help students develop holistic thinking skills.	Co-curricular and interactive activities will continue to be used to help students develop holistic thinking skills.
S1–S6	Using diversified assignments and tasks to encourage students to present their ideas in different modes and/or graphic organisers	70% of the students surveyed agree that they have been assigned a variety of assignment tasks. 70% of the students surveyed agree that they have been encouraged to present their ideas in different modes and/or graphic organisers.	Student survey / assignment inspection	83% of students reflected that learning activities have enabled them to present their ideas in different modes. Lesson observation, schemes of work and assignment inspection also showed that students have been required to present their ideas in diversified modes and graphic organisers.	It is suggested that diversified assignments and tasks continue are used to encourage students to present their ideas in different modes and/or graphic organisers.

S.1- 6	Strengthening the ability of students to integrate and apply their knowledge and skills in solving daily life problems	70% of students surveyed agree that the learning activities have strengthened their ability to integrate and apply their knowledge and skills in solving daily life problems.	Student survey / Assignment Inspection / Lesson observation	76% of students (strongly) agreed that class and learning activities have helped them apply subject knowledge in their daily life. It is also reflected in lesson observation and assignment inspection that various tasks have been assigned to help students apply their knowledge and skills in solving problems in daily life.	Class and learning activities and opportunities for students to practise applying their knowledge in daily life and/or innovative designs will continue to be used.
S1-S6	Providing students with opportunities to participate in activities and competitions beyond the classroom to develop their talents/experts in the learning area concerned	70% of students surveyed have participated in activities and/or competitions which encourage and help develop creativity and/or other thinking skills.	Student survey / teacher record	81% of students (strongly) agreed that teachers have encouraged them to participate in activities and competitions outside the classroom. It is also reflected in teachers' record that ample chances have been provided for students to participate in co-curricular and other activities to help develop their talents and potential.	Such opportunities will continue to be provided to facilitate students to develop their talents and potential.

Student Development and Support

Major Concern: To enhance life education

Target: To cultivate positive values towards life

Strategy 1: To enhance values education

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
	Through participating in the following activities, students could show more care and concern to their peers:				
S2	1) <i>PATH</i> Programme	75% of participants agree that they would show more care and concern to their peers.	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	94% of the participants agreed that they showed more care and concern to their peers.	<ul style="list-style-type: none"> - As the day camp was too tiring for students and teachers, some parts could be simplified. - Programme leaders and helpers were expected to take a more active role in facilitating the group activities and discussions. Clearer instructions should be given and debriefing should be done in greater detail.
S1 & S4	2) “Caring Ambassador Programme”			Over 70% of the participants agreed that they showed more care and concern to their peers.	Caring Ambassadors will introduce to S1 students the idea of mediation in the coming year.

S2 & S3	<p>Through participating in the following activities, positive values towards life and resilience to adversity could be nurtured:</p> <p>1) <i>Joyful @ School Programme</i> (尊重生命 逆境同行)</p>	<ul style="list-style-type: none"> • 75% participants agree that they have positive values towards life. • 75% participants agree that they are more resilient to adversity. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<ul style="list-style-type: none"> - 94% of the students surveyed agreed they learned to adopt a more positive attitude towards life. - 94% of the students surveyed agreed the programme helped them build resilience against adversity. 	<ul style="list-style-type: none"> - Students participated actively in various activities. They have made positive changes, such as being more confident, more willing to try new things and express their ideas. They were satisfied with the programme but some students reflected that the number of sessions could be reduced. - Briefing of teachers helped facilitate the events and Class Teachers were helpful. - Programme leaders and helpers were enthusiastic and dedicated but more in-depth counselling sessions were expected.
S1 - S6	<p>2) Sharing of messages of positive values and stories from students striving for success</p>	<p>75% of the students surveyed agree that the sharing have positive influence on their values and attitudes towards life.</p>	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>77% of students surveyed agreed that the sharing has helped them to build up positive values and attitude towards life.</p>	<p>The theme for sharing could be aligned with the key values emphasized next year.</p>

S2 - S5	<p>By organizing the following activities, the potentials of the students are stretched and the sense of responsibility and self-confidence are cultivated.</p> <ol style="list-style-type: none"> 1) Co-curricular activities 2) Values education activities 3) Showing their learning outcomes in various celebrating activities of the 55th Anniversary, such as Open Day and Joint School Speech Day 	<p>75% of the students surveyed agree that after participating and organizing activities,</p> <ol style="list-style-type: none"> 1) potentials are stretched; 2) sense of responsibility is enhanced; 3) self-confidence is boosted. 	Student Survey	<p>Over 82% of the students surveyed agreed that after participating in and organizing activities, their potentials were stretched and their sense of responsibility was enhanced. Over 80% agreed that their confidence was boosted.</p>	<ul style="list-style-type: none"> - The 55th Anniversary was a great opportunity to stretch students' potentials. - Teachers can further enhance students' capabilities if they let the students take charge of the activities.
---------	--	---	----------------	---	---

S1 - S6	<p>Participating in various activities such as talks, inter-class competitions, exhibitions and study trips, students could:</p> <ul style="list-style-type: none"> • gain better understanding of the development of our mother country • enhance the sense of national identity • gain better understanding of the “Basic Law” and “One Country, Two Systems” 	<p>75% of the students surveyed agree that the activities can</p> <ul style="list-style-type: none"> - help them to know more about the development of our mother country; - enhance their sense of national identity; - help them understand the “Basic Law” and “One Country, Two Systems” 	Student survey	<ul style="list-style-type: none"> - 73% of the students surveyed agreed that the activities could help them to know more about the development of our mother country; - 70% of the students participated in the S3 Mainland study tour agreed that the activity could enhance their sense of national identity. - 69% of the students surveyed agreed that the activity could help them to understand the “Basic Law” and “One Country, Two Systems”. 	Briefing of teachers could facilitate the event.
S1 - S6	<p>Through participating in the following activities, students are motivated to be more self-disciplined:</p> <p>1) Model Class Competition</p>	<p>70% of the students surveyed agree that the Model Class Competition can motivate them to become more self-disciplined.</p>	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>67% of the students surveyed agreed that the Model Class Competition could motivate them to become more self-disciplined.</p>	<ul style="list-style-type: none"> - Students would like to keep the Competition. - Discipline Team will put more efforts to promote the Model Class Competition in the morning assemblies and encourage Class Teachers to help promote the activity.

S1	2) Setting of <i>Code of Conduct</i> in class	75% S1 students agree they are more self-disciplined with the code of conduct.		<ul style="list-style-type: none"> - Over 90% of the students agreed that they were more self-disciplined after the activity. - Teachers commented that two-third of the S1 students became more self-disciplined with the Code of Conduct. 	
----	---	--	--	---	--

Strategy 2: To promote experiential learning

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1	<p>By joining community services groups / activities, students' sense of responsibilities as well as willingness of serving and caring of the school and community can be built up:</p> <p>1) Joining at least one of the six service groups, namely Girl Guides, Green Team, Red Cross Youth Unit, Scout, Stage Management Team and Student Librarians.</p>	<p>70% of the students agree that participating in service group can build up their sense of responsibility and willingness to serve the school and community.</p>	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<ul style="list-style-type: none"> - 83% of S1 students agreed that participating in a service group could build up their sense of responsibility. - Over 80% of the students agreed that participating in service group can build up their willingness to serve the school and community. 	<p>This practice will continue next year even though CCA Mistress found it difficult to allocate students to the service groups of their first choices.</p>
S2	<p>2) S2 students serve Chi Lin Nunnery Elderly Home</p>	<ul style="list-style-type: none"> ● 75% of the participants agree that community services let them understand more about the needs of the community. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>93% of S2 students agreed that community services let them understand more about the needs of the community and make them care more about others.</p>	<ul style="list-style-type: none"> - Even with time constraints, S2 students have learnt more about the needs of the elderly and ways to help, respect and take care of them. - Students' sharing in S2 parents' night showed that they found the process meaningful and memorable.

S4	3) S4 students participate in various community services	<ul style="list-style-type: none"> ● 75% of the participants agree that community services make them care more about others. 	<ul style="list-style-type: none"> ● Student survey ● Evaluation and observation by teachers concerned 	94% of S4 students agreed that community services let them understand more about the needs of the community and make them care more about	- S4 students reflected that the service could raise their awareness to help others.
S2 - S5	<p>By providing the following experiential learning activities, students set their life goals and become better prepared for the future studies and career:</p> <p>1) Career and Life Planning lessons</p>	<ul style="list-style-type: none"> ● 75% of the students surveyed agree that the lessons can help them to: <ul style="list-style-type: none"> - understand their characters, interests and abilities; - evaluate their strengths and weaknesses and explore the values of jobs. ● 75% of the students surveyed have attempted to set life goals. 	<ul style="list-style-type: none"> ● Student survey ● Evaluation and observation by teachers concerned 	<ul style="list-style-type: none"> - On average, 84% of students agreed that the lessons helped them to evaluate their strengths and weaknesses and explore the values of jobs. - On average, 85% of students agreed that they had attempted to set life goals through CLP lessons. 	- Our programmes were generally welcomed by students and teachers from various forms.

S3 - S6	2) Activities of life planning, such as visiting firms and universities, career expo, job shadowing and interview workshop, are arranged to help students know more about further studies and trend of working world.	<ul style="list-style-type: none"> • 75% of the students surveyed agree that the activities of life planning can help them know more about further studies and the trend of working world. • 75% of the students surveyed have set goals for future study and career. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<ul style="list-style-type: none"> - 78% of the students surveyed agreed that the activities could help them know more about further studies and the trend of the working world. - 68% of agreed that the activities could help them to set goals for further study and career. 	<ul style="list-style-type: none"> - A number of visits of interesting workplace were organized and students were highly engaged. - Various programmes were organised to cater for students with different levels of self-motivation. In general, students are interested in these activities but the feedbacks of different activities varied. Life Planning Team will continue to find some activities that suit the needs and interest of the students.
S3, S4	3) Through joining study tours, students could gain a better understanding of the economic development of the Mainland China and Korea and become better prepared for their future career.	<ul style="list-style-type: none"> • 75% of the students surveyed agree that after the study tour, they understand more about the development of China/ Korea. • 75% of the students surveyed agree that the study tour can encourage them to 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<ul style="list-style-type: none"> - 76% of the students surveyed agreed that the S3 Mainland study tour could help them understand more about the economic development of China and 78% agreed that the study tour could encourage them to prepare for their future career. 	S4 students had excellent performance in sharing their experience and learning in the morning assembly.

		prepare for their future career.		- 92% of the students surveyed agreed that the Korea study tour could help them understand more about the economic development of Korea and over 90% agreed that the study tour could encourage them to prepare for their future career.	
S4	4) By participating in <i>Bounce Back Programme</i> (逆風飛翔), students could have better understanding of their strengths and set their life goals.	<ul style="list-style-type: none"> 75% students indicate in the self-reflection that they have set life goals. 	<ul style="list-style-type: none"> Evaluation and observation by teachers and mentors concerned 	<ul style="list-style-type: none"> Over 80% students agreed that they have better self-understanding and all of them had set their life goals. 	<ul style="list-style-type: none"> Students have actively participated in the programme From students' reflection during the graduation ceremony, their parents and Class Teachers could understand more about the students. Students were so grateful about the care and guidance from the "Seniors" (mentors). Detailed briefing of the programme should be conducted about 2 weeks before the start of the programme.

Student Performance – External Awards

學生表現 - 校外活動獎項

Academic Activities 學術活動

Activities 活 動	Prizes 獎 項	Winners 獲 獎 者	
香港新一代文化協會主辦 「聯校科學創意活動」 英才盃 - STEM 挑戰賽 2017 -- 微震機械乒團爬山競技賽	三等獎 (team 1)	2A 陳凱晴 2A 陳子洋 2A 陳穎玟 2A 陳賢晉 2A 周浩欣 2A 張樂軒 2A 張毓舫 2A 周厚奎 2A 朱潔瑩 2A 何曉甯	
	三等獎 (team 2)	2A 何昕玲 2A 黃嘉雯 2A 郭浣雯 2A 李尚賢 2A 梁鎧汶 2A 梁嘉樂 2A 梁佩棋	
	二等獎 (team 3)	2A 黎俏蘭 2A 李 瑩 2A 盧建銘 2A 吳柏廷 2A 阮國慶 2A 彭 穎 2A 鄧芷彤 2A 曾彥霖 3A 蔡珮瑩 3A 岑嘉怡	
	二等獎 (team 4)	2A 黃嘉敏 2A 黃寶傑 2A 黃欣婷 2A 吳婉儀 3A 麥美玲 3A 麥諾軒 4B 馮莉育 5B 蔡子樂 5C 周翠兒	
	青年成就香港部 X J.P.Morgan - 「智慧生活@九龍東」香港學生 挑戰賽	成就證書	3A 陳若瑾 3A 陸韞文 3A 麥美玲 3B 陳家泳

香港新一代文化協會主辦「第20屆香港青少年科技創新大賽」初中組研究及發明-數理及工程	優異獎	3A 麥諾軒
第三屆立體逐格動畫設計比賽	初中組：一等獎	1B 呂梓游 1B 吳卓謙
	高中組：最佳故事獎	4A 張嘉程 4B 陳曉薇 4B 陳鎂琪 4D 李藝鵬
智能機械由我創 2018	中學組二等獎	3C 林俊軒 4C 朱亮城 4C 馬健文
香港機械人挑戰賽 -極速循線挑戰賽	金獎	4C 朱亮城 4C 馬健文
華夏盃 全國數學奧林匹克邀請賽 2018 香港賽區 初賽	二等獎	1C 張靜靈
	三等獎	1B 范卓航 1C 張雯婷 2A 張樂軒 2A 阮國慶 3A 洪顯揚 3A 林寶怡 3A 田佩紋 3A 黃曜德
「華夏盃」全國數學奧林匹克邀請賽 2018 華南賽區晉級賽	三等獎	1C 張雯婷
亞洲國際數學奧林匹克公開賽 香港賽區初賽 暨 港澳數學奧林匹克公開賽<<港澳盃 HKMO OPEN>>	金獎	5A 黃健鋒
	銀獎	2A 張樂軒 2A 阮國慶
	銅獎	1B 范卓航 2A 陳賢晉 3A 黃曜德 5A 李子豐
亞洲國際數學奧林匹克公開賽 晉級賽	金獎	5A 黃健鋒
全港青少年數學挑戰賽	銅獎	5A 黃健鋒
2018 香港中學校際閱讀擂台賽	季軍	1A 蔡佩恩 1B 呂曉晴 1B 李小煥 2D 丁城鑫 3A 陳子承 3A 蔡珮瑩 3A 李鈞琦 3A 陸韞文 3A 胡仕楠 3B 殷坤煒

聯校文學創作獎	新詩初級組亞軍	3A 胡仕楠
	散文初級組亞軍	2B 陳宇豪
香港公共圖書館世界閱讀日創作比賽	未來的圖書館	4A 伍穎怡
	中學中文組優勝獎	4A 陳景成
第六十九屆朗誦節(中文)	詩詞獨誦(普通話) - 冠軍	5A 何嘉恩
	詩詞獨誦(普通話) - 優良獎狀	2A 吳婉儀 2A 黃嘉敏 2B 鄧倩瑜
	詩詞獨誦(普通話) - 良好獎狀	2B 王甄譽
	詩詞獨誦(粵語) - 優良獎狀	2A 何曉甯
	詩詞獨誦(粵語) - 良好獎狀	2A 黃欣婷
	中國青少年文化藝術交流協會 主辦「2017 第十屆中國青少年 (香港)才藝比賽」	普通話詩詞 (高中組)- 季軍
	普通話詩詞總決賽 (中學組)- 第四名	5A 何嘉恩
2018 Harvard Book Prize From Cognitio College (Kowloon)	Harvard Book Prize	5A Chan Yuk Lam Samuel 5A Li Kang Wa 5A Shum Yi Hang
69th Hong Kong Schools Speech Festival English Solo Verse Speaking	Merit	1A Chung Man Hei 1A Huynh Wing Yan 1A Lee Hong Yui 1A Sze Ho Yin 1A Tang Chun Yee 1B Lui Lok Yee 1C Cheung Man Ting 1C Lun Sze Chai 1C Wong Hoi Ying 1D Chen Lok Sze 1D Wu Ka Yan 1D Yiu Pak Lam 2A Ng Pak Ting 2B Cheng Chung Ching 2B Lai Ka Wing 2B Leung Lai Kiu 2D Ho Sze Ching 3A Choi Pui Ying 3B Chiu Nga Yee 3B Lam Kwok Fei 4A Tsang King Hin 5C Tai Yiu Long 5D Tang Ho Tung
	Proficiency	2A Nguyen Quoc Khanh 2C Chan Lok Sze 2D Yeung Sze Mei 3A Chan Ka Ying

2018 傑出學生暑期歷史文化課程		3A 胡仕楠 4A 曾敬軒
教育局課程發展處主辦「推廣中國歷史及中華文化校本閱讀計劃」	嘉許狀	1A 施昊然 1A 黃翹盈 1B 蘇胤禎 1C 倫思齊 1D 鄧鈺婷 2A 張毓舫 3A 陸韞文 3A 鄧志泓 3A 鄧浩鋒 3B 吳詠雯

Leadership 領導才能

Activities 活動	Prizes 獎項	Winners 獲獎者
東九龍青年社主辦「第十一屆黃大仙區傑出學生選舉」	初中組優秀學生	3A 陸韞文
	高中組優秀學生	5A 梁美靜

Sports 體育

Activities 活動	Prizes 獎項	Winners 獲獎者
屈臣氏集團香港學生運動員獎 2017-2018	屈臣氏集團香港學生運動員獎	4A 溫梓霖
黃大仙區田徑比賽	女甲 100 公尺--亞軍	6D 周紫祺
	女甲 200 公尺--冠軍 (破大會紀錄)	6D 周紫祺
	女甲標槍--冠軍	6A 黃嘉榆
	女乙鐵餅--亞軍	3C 何栢詩
	女乙跳高--季軍	2A 黃嘉雯
	男乙跨欄--亞軍 (破大會紀錄)	4A 溫梓霖
	男乙跳遠--季軍	3C 葉奕延
	男丙跳遠--亞軍	2A 曾彥霖
	男丙 4X100 公尺--季軍	1B 黃雋軒 1D 郭朗彥 1D 盧寶霖 1D 姚柏林

新界北學界籃球熱身賽	亞軍	3A 黃宇軒 4A 莊蕙峰 5B 梁偉杰 5B 羅啓軒 5B 莫梓皓 5C 梁榮光 5D 鄒耀淇 6A 梁康成 6C 張焯南 6C 羅永成 6C 梁景諾 6C 黃健銘 6D 陳凱浚 6D 葉卓軒
黃大仙學界聯賽	殿軍	2A 周厚奎 3A 黃宇軒 3B 莊曜政 3B 李敖泓 3D 林耀桓 4A 莊蕙峰 5B 梁偉杰 5B 羅啓軒 5B 莫梓皓 5C 梁榮光 5D 鄒耀淇 6C 黃健銘 6C 張焯南
元朗體育會主辦香港中小學 花式跳繩聯賽 - 元朗盃	中學女子新秀組： 30 秒單車步 - 亞軍	2C 林曉彤
	中學女子新秀組： 30 秒二重跳 - 亞軍	4A 陸佩雯 4D 羅穎雯
	中學女子新秀組： 4x30 秒個人速度接力 - 亞軍及全場總亞軍	2C 林曉彤 4A 陸佩雯 4B 黃雅蒼 4D 羅穎雯
	中學男子新秀組： 30 秒二重跳 - 冠軍及全場總季軍	3B 郭汝鏘
校際乒乓球比賽 (九龍區第三組)	男子丙組--亞軍	1A 王 豐 1B 陳楚泓 1B 蔡凱峰 1B 谷德容 1C 陳子庭

校際排球賽女子乙組	優異獎 (8 強)	2A 黃嘉雯 3A 陳嘉瑩 3B 陳曉嵐 4B 黃雅蒼 4B 黃綺琪 4C 賴熙霖 4C 林冰怡 4C 李慧玲 4D 何卓琪 4D 宋伊菱
校際籃球比賽 (九龍區第三組)	男子甲組季軍 男子全場總季軍	1A 周兆浚 1A 朱洛言 1B 陳賢樂 1B 張佑維 1C 陸果賢 2A 周厚奎 2A 盧建銘 2A 黃寶傑 2B 葉卓泓 2C 袁振嵐 2D 連銘彬 2D 譚泰林 3A 黃宇軒 3B 莊曜政 3B 李敖泓 3D 樊智鍵 3D 黎民諾 3D 林耀桓 3D 林奕聰 4A 溫梓霖 4D 陳緯軒 4A 莊廷峰 5B 羅啓軒 5B 梁偉杰 5B 莫梓皓 5C 梁榮光 5D 鄒耀淇 6A 梁康成 6C 張焯南 6C 羅永成 6C 梁景諾 6C 黃健銘 6D 陳凱浚 6D 葉卓軒

校際籃球比賽第三組(九龍) 女子甲組	殿軍	3D 陳文欣 3D 羅寶珠 3D 李 釵 4A 廖詠儀 4B 陳寶兒 4B 鍾苑瑩 4C 譚素香 5C 陳珊珊 6B 梁芷嫻 6D 周紫祺 6D 劉曉靖
-----------------------	----	--

Community Services 社會服務

Activities 活 動	Prizes 獎 項	Winners 獲 獎 者
女童軍隊伍優秀女童軍	隊伍優秀女童軍	6C 吳子欣
黃大仙區公益少年團： (1) 2018 年公益少年團傑出 團員日本交流團	傑出團員	6D 葉美欣
(2) 「環保為公益」慈善花卉 義賣	銀獎	文理書院(九龍)公益少年團
(3) 「關愛服務」活動冊設計 比賽	優異獎	文理書院(九龍)公益少年團
(4) 黃大仙區堆沙比賽	優異獎	文理書院(九龍)公益少年團
(5) 團員獎勵	中級章	6A 陳欣婷 6B 劉燦標 6D 葉美欣
	忠誠服務獎	歐陽惠賢校長 趙漢生老師
(6) 電影欣賞及感想報告比 賽	中學組優異獎	4A 盧沛瑤
社會福利署「義工運動」個 人義工服務嘉許	長期服務嘉許狀 (服務滿5年)	6A 韓麗芬 6A 劉雪兒 6A 譚穎新 6A 黃浩顛 6B 鍾佩珊 6B 廖穎怡 6C 陳佳利 6C 鄭正維 6C 李泳珈 6C 吳子欣 6D 韋宏鈺 凌嘉儀校友

社會福利署「義工運動」個人義工服務嘉許	銀狀 (服務滿 100 小時或以上)	3A 陳嘉瑩 3B 張湛霖 3B 殷坤煒 4A 蔡嘉倩 4A 曾宏博 4A 俞曉琪 4B 吳卓琪 4D 何凱堯 4D 賴雅丹 5A 凌潔心 5B 朱文杰 5C 石咏芝 6B 廖穎怡 6C 吳子欣
	銅狀 (服務滿 50 小時或以上)	2A 吳柏廷 3A 謝凱雯 3B 吳詠雯 3D 周啓杰 3D 黃耀銘 4A 趙美瑜 4A 廖詠儀 4C 賴熙霖 5B 張穎欣 5B 何苑華 5C 李敏溢 5C 黃梓謙 5D 徐詩慧 6A 陳欣婷 6C 鄭正維 6D 韋宏鈺
義工小組嘉許狀	金狀 (服務滿 1000 小時或以上)	圖書館管理組 紅十字會青年團第 102 團 東九龍第 84 隊女童軍隊
	銀狀 (服務滿 600 小時或以上)	公益少年團
	銅狀 (服務滿 300 小時或以上)	童軍東九龍 17 旅

Arts 藝術

Activities 活動	Prizes 獎項	Winners 獲獎者
香港藝術發展局主辦「校園藝術大使計劃」	第十屆校園藝術大使	5A 鄭佩婷 5D 劉博軒
「打破愛滋。由我始」 2017-2018 港澳青年短片創作比賽	優異獎 (關懷愛滋病患者)	4A 張超俊 4A 李梓導 4A 譚敬義 4A 黃嘉熙
	優異獎 (愛滋)	4A 陸佩雯 4A 伍穎怡 4B 陳曉薇 4D 梁永謙
	優異獎 (健聰的一生)	4C 羅天明 4D 區建聰 4D 王禧陽 4D 黃鐫新
	優異獎 (愛滋超人)	4A 林河霖 4A 丘雲滔 4B 李致安 4B 葉衍佑
世界兒童文化協會主辦「世界兒童繪畫大獎賽 2018」 -假期狂想曲	優秀獎	4A 蔡淑津 4B 周凱琳
香港城市大學及文康委員會主辦「中學生傑出作品展」	傑出中學生作品獎	6C 馮晴君
香港教育大學及基督教信仰與發展中心主辦【恩典太美麗】漫畫創作比賽	優異獎	3A 陸韞文
開心社區服務-攜手扶弱基金主辦【喜樂家庭】四格漫畫創作比賽	中學組別初級組：亞軍	3C 葉希彤
香港學校戲劇節 2017-18	傑出演員獎	2D 丁城鑫 4A 林詩詠 4C 徐思敏
	傑出舞台效果獎	文理書院(九龍)
	傑出合作獎	文理書院(九龍)
70 th Hong Kong Schools Music Festival:		
Recorder Band	Honours	CCK
French Horn Solo (Junior)	Merit	1D Wan Chun Sing
Recorder Duet (Age 19 or under)	Merit	3A Chen Hiu Yan
	Merit	4A Choi Ka Sin
Recorder Ensemble	Merit	CCK-Group 1
	Merit	CCK-Group 2

Recorder Ensemble	Proficiency	CCK-Group 3
	Proficiency	CCK-Group 4
	Proficiency	CCK-Group 5
	Proficiency	CCK-Group 6
	Proficiency	CCK-Group 7
	Proficiency	CCK-Group 8
Graded Piano Solo (Grade Two)	Proficiency	3B Chan Ka Wing
Violin Solo (Grade Two)	Proficiency	1C Choi Yan Ki
Recorder Duet (Age 19 or under)	Proficiency	3A Mak Mei Ling
	Proficiency	3A Lau Nga Fong

Others 其他

Activities 活動	Prizes 獎項	Winners 獲獎者
Rotary District 3450 - Rotary Adopt A School	Best Improvement Award	5D Yu Lok Yan
「明日之星」計劃 上游獎學金	上游獎學金	4A 何光輝 5A 梁美靜
黃大仙文志獎學金	最顯著進步獎	2D 楊思美
家庭與學校合作事宜委員會、香港海洋公園、香港大學社會工作及行政學系合辦「關心你獎勵計劃」	表揚同學積極協助學校建立關愛校園文化	3A 陳曉茵 3B 陳家泳 3B 何天欣 3B 許子欣 3B 林嘉莉 3B 林嫻斐 3B 馬詠珊 3B 吳詠雯 4A 蔡淑津 4A 黎志康 4A 林詩雅 4A 廖華駒 4A 廖詠儀 4B 陳鎂琪 4B 鍾苑瑩 4C 羅天明 4D 何凱堯 5A 陳禧瑩 5A 朱慶威 5C 戴耀朗

Financial Report (Pending for approval)

Cognitio College (Kowloon)

2017-2018 Financial Report summary

	<u>Income \$</u>	<u>Expenditure \$</u>	<u>Balance \$</u>
Balance c/d (Government Funds)			4,493,562.40
(I) Government Funds			
(1) EOEBG Grant			
(a) Non-School Specific			
Basic Baseline	1,722,658.99	1,680,956.48	
Other income received	23,920.01		
Sub-total:	<u>1,746,579.00</u>	<u>1,680,956.48</u>	65,622.52
(b) School Specific			
Administration Grant	3,131,008.70	3,397,491.66	
Capacity Enhancement Grant	599,381.00	502,638.56	
Composite Information Technology Grant	462,787.00	198,588.00	
Noise Abatement Grant	419,959.00	328,790.50	
Sub-total:	<u>4,613,135.70</u>	<u>4,427,508.72</u>	185,626.98
(2) Grants Outside EOEBG			
Teaching Relief Grant	1,041,858.75	1,206,263.14	
Committee of Home-School Co-operation Project	10,372.00	12,100.00	
Grant Account for Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme	17,010.42	17,010.42	

Cash Grant for School-based After-school Learning and Support Programmes	114,400.00	12,869.00	
Government rent and rates	621,800.00	621,800.00	
Learning Support Grant	293,706.00	328,067.30	
Diversity Support Grant	84,000.00	25,921.14	
Fractional Post Cash Grant	63,623.50	4,121.25	
Senior Secondary Curriculum Support Grant	700,272.00	730,794.88	
Career and Life Planning Grant	583,560.00	559,697.25	
Strengthening School Administration Management Grt	0.00	187,005.69	
Hong Kong Jockey Club Life-wide Learning Fund	178,668.00	178,668.00	
Hong Kong School Drama Festival	3,250.00	3,250.00	
One-off Grant for Promotion of STEM Education	0.00	91,773.51	
One-off Grant for Promotion of Chin Hist & Culture	150,000.00	5,300.00	
Information Technology Staffing Support Grant	300,000.00	269,913.00	
School Support Partner Scheme	282,304.00	282,304.00	
Sub-total:	<u>4,444,824.67</u>	<u>4,536,858.58</u>	-92,033.91

Balance c/f to next year (Government Funds)

4,652,777.99

Financial Report (Pending for approval) - cont.

	<u>Income \$</u>	<u>Expenditure \$</u>	<u>Balance \$</u>
Balance c/d (Subscriptions)			6,031,138.33
Subscriptions			
Subscriptions	112,530.00		
Tuckshop Rental received	88,000.00		
Others	<u>1,431,875.12</u>	<u>1,362,621.81</u>	
Sub-total:	<u>1,632,405.12</u>	<u>1,362,621.81</u>	
Balance c/f to next year (Subscriptions)			<u><u>6,300,921.64</u></u>
Balance c/d (Approved collection for specific purposes)			1,709,145.30
Approved collection for specific purposes			
Income received	198,000.00		
Expenses		<u>87,696.00</u>	
Sub-total:	<u>198,000.00</u>	<u>87,696.00</u>	
Balance c/f to next year (Approved collection for specific purposes)			<u><u>1,819,449.30</u></u>

Remarks: Salaries Grant and Employer's Contributions to PF/MPF Scheme for Non-teaching staff are not included.