

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL REPORT

2015 – 2016

Section A Our School

School Motto

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

School Vision and 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 Chui Mei Yee
Independent Manager: Professor Chan Hon Wan, Edwin

Member of School Sponsoring Body

Dr Cheng Kee Tak
 Mr Lo Chi Ming
 Ms Tam Yun Han
 Mr Tsui Siu Keung
 Dr Wong Kin Hong

Teacher Manager Mr. Lam Kwok On
Alumni Manager Ms Au Yik Sum
Parent Manager Mr. Chu Chi Keung
Alternate Managers Mr. Tsang Kwong Hoi (Member of Sponsoring Body)
 Ms Chen Cai Ai (Alternate Parent Manager)
 Ms Mou Wai Yan (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 Ms Chui Mei Yee Mr Chui Chun King Ms Lam Yat Wai Mr Lee On Ming Mr Li Siu Keung Mr Lau Tsan Wei Ms Lui Sau Kwan	Supervisor Poon Shun Kwok, Albert Principal Au-Yeung Wai Yin Principal Cheung Lai Man Vice Principal Wong Lai San Mr Ho Wing Sum Mr Leung Pui Man Mr Sung Siu Wai Mr Tsang Kwong Hoi Mr Yau Shar Noon	Supervisor Poon Shun Kwok, Albert Principal Au-Yeung Wai Yin Principal Cheung Lai Man Vice Principal Lee Wai Shing Ms Au Yik Sum Mr Chiu Yu Kan Ms Jor Yin Fun Ms Tam Yun Han, Louisa Mr Tang Wai Shun
Teacher / Parent Managers	Mr Yim Hoi Chi Mr Lam Kwok On	Mr Ho Kwok Leung Ms Mou Wai Yan	
Parent Managers	Mr Chu Chi Keung Ms Lee Fung Ling		Ms Chen Cai Ai Ms Hon Yuen Heung

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, MA, 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	Mr Sin Wing Chiu, BSc, PGDE	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	Ms Wong Chui Ling, M Phil, 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	125	127	133	134	131	125	774

School Ethos

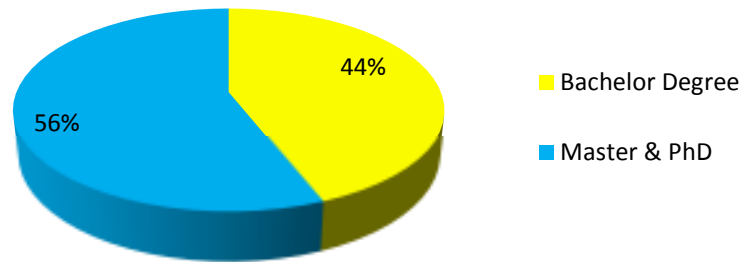
Under a supportive and harmonious learning environment, our students are polite, well-behaved and competent learners with positive value and attitudes. Through engaging in social services, leadership training programmes and co-curricular activities, students develop their leadership skills and foster 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

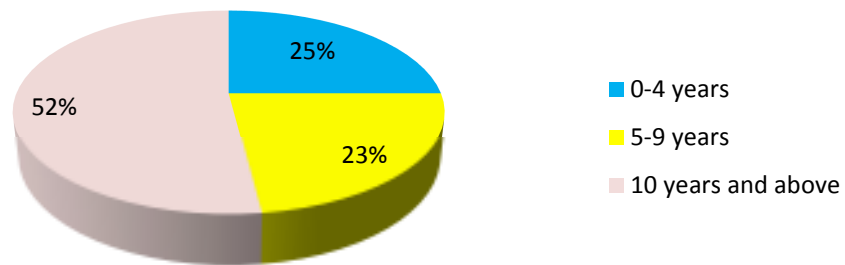
a. Highest academic qualification attained by teachers

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. In junior forms, English is also used as the medium of instruction for Mathematics, Geography and Integrated Science. In senior forms, English is the medium of instruction in Mathematics, Biology, Chemistry, Geography, Economics, Business, Accounting and Financial Studies, as well as Information and Communication Technology. To maximize students' use of English in class, our Native English-speaking Teacher will take up the drama, reading and speaking classes. An English-rich environment is created through activities like morning assembly talks, debates, writing and speaking competitions, English Ambassadors, lunchtime 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 the learning effectiveness of students. The key target is to implement self-directed learning. Various pedagogies are adopted to improve the study skills and motivation of learning among students. Equal emphasis has also been placed on the development of Science, Technology, Engineering and Mathematics (STEM) education. By participating in activities and competitions, the interests and the ability of students in STEM could be enhanced. In addition, creativity and holistic thinking skills of students are raised through projects, inter-school competitions and academic activities.

Number of School Days – 189 days

Student Support

Whole School Approach to Catering for Student Diversity

To take care of students with special education needs, the Student Support Team, which consists of counselling teachers, the social worker, the prefect of studies and language teachers, work hand in hand with parents to cater for their needs. In addition, advanced and remedial Chinese, English and Mathematics classes are organized for students with different abilities. Gifted students are recommended to join various courses provided by different organizations so as to further develop their potentials.

Co-curricular Activities

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. 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 ethnic minorities and people of different abilities. To promote aesthetic education, S4 students take one among seven elective courses in the OLE Aesthetic Education lessons. Professional drama education tutors, as well as professional dancers and movie-makers provide various training courses in the 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. Parents can 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. The PTA also holds various talks on parent education to share experience of how parents can nurture their children. It also sponsors learning activities and cross-border cultural exchange activities, and offers sponsorships, such as Academic Improvement Award and Improvement in Conduct Award. It also organises activities e.g. picnic, to foster harmonious family relationships, and actively participates in school activities such as Sports Day, Fashion Show, Parents Day and Graduation Ceremony. Parent managers also contribute a lot in the IMC, providing opinions on the setting up 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

1.1 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
S1-S6	Developing students' habit of self-directed learning by: 1) reinforcing students' lesson preparation and note-taking habits	70% of students surveyed have done lesson preparation tasks and have taken notes on a regular basis.	Lesson observation / Assignment inspection	As shown in lesson observation and assignment inspections, more than 80% of the students have done lesson preparation tasks and have taken notes on a regular basis.	It was shown that teachers have made good use of students' preparation work in class activities, and the majority of students have formed the habit of doing preparation for and taken notes in class.
	2) enhancing e-learning to allow students to learn in their own pace	70% of students surveyed reflect that they have participated in e-learning activities	Student survey	More than 70% of the students agreed or totally agreed that e-learning has enhanced their learning motivation.	E-Learning has been promoted in most subjects and students have become generally used to the learning format. Greater varieties of e-learning materials could be provided to help widen students' scope of knowledge.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1-S6	3) enhancing students' reading skills and providing students with various resources to facilitate self-directed learning	<ul style="list-style-type: none"> • 70% of students surveyed reflect that they have learned subject-related reading skills • 70% of students surveyed reflect that resources are provided for self-directed learning 	Schemes of Work / Student survey / Assignment inspection	<ul style="list-style-type: none"> • As shown in lesson observation and assignment inspections, students are encouraged to read extensively and/or employ reading skills to improve their learning. • Subject related reading materials are included in schemes of work of all subjects. • More than 70% of students agreed/strongly agreed that resources and materials are provided for facilitating self-directed learning. 	As students have acquired skills of self-directed learning, their habits and skills of learning should also be enhanced. It is suggested that subject teachers keep providing reading to learn materials to students and reading periods be conducted by language teachers to help students further strengthen reading skills among students.
	Providing students' with study skills to facilitate self-directed learning	70% of students surveyed agree that study skills are provided.	Student survey / Assignment inspection	83% of students agreed/strongly agreed that they have learned different skills and strategies which facilitate self-directed learning.	Students' skills and strategies in self-directed learning should be further enhanced and teachers are encouraged to further facilitate self-directed learning and help enhance learning effectiveness.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1-S6	Employing diversified learning and teaching activities and/or assignment tasks to facilitate self-directed learning and arouse students' interest to learn.	<ul style="list-style-type: none"> • 70% of learning and teaching activities and assignment inspected show varied tasks used. • 70% of students surveyed agree that different activities/tasks have been incorporated in the teaching and learning materials. 	Student survey / Lesson observation/ Assignment inspection	<ul style="list-style-type: none"> • 79% of students agreed/strongly agreed that diversified learning activities used in class could cater for their needs. • 83% of students agreed/strongly agreed that teachers have used various learning and teaching activities and assignment tasks to enhance their learning skills and enhance motivation. 	It was also shown in lesson observation and assignment inspection that most teachers have made use of diversified activities and tasks to help facilitate self-directed learning. It is suggested that such strategies be kept and further developed to help enhance students' motivation and interest to learn.
	Encouraging students to prepare learning/teaching materials or to set their own questions in different topics and search for answers.	70% of students surveyed agree that they have prepared learning/teaching materials or set questions and search for the answers.	Student survey / Assignment Inspection	As shown in lesson observation, assignment inspections and subject annual reports, more than 70% of students have set questions for their peers and/or carried out enquiry learning tasks.	It is suggested that such strategies be further developed to facilitate self-directed learning and help enhance students' interest to learn.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1–S6	Encouraging students to make good use of teachers’ feedback to achieve self-directed learning	70% of students surveyed agree that subject teachers have given them useful feedback for improvement and provided opportunities for them to reflect on their own learning.	Student survey / Assignment inspection	81% of students agreed/strongly agreed that teachers’ feedback have helped them improve their learning and reflect on their own progress.	It is suggested that such practice be kept to help students improve their learning and reflect on their own progress.
	Providing opportunities for students to share their learning/work with their peers and learn from the work of their peers.	<ul style="list-style-type: none"> • 70% of the students surveyed agree that the sharing of work help create a sense of achievement • 70% of the students surveyed agree that they can learn from the good work of their peers. 	Student survey / Learning Celebration	<ul style="list-style-type: none"> • 77% of students agreed/strongly agreed that their confidence in learning has improved. • 71% of students agreed/strongly agreed that they have learned to appreciate their own/peers’ effort through the Learning Celebration. 	As students have shown great interest in the Learning Celebration, such activity will be kept and students will be encouraged to present their assignments and good works in various manners.

1.2 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 raise students' interest in learning science and technology	70% of the students surveyed agree that the learning activities have helped to raise their interest in learning about science and technology.	Student survey / Assignment Inspection / teaching materials	Similar to the observation results, 78% of students agreed/strongly agreed that class activities, assignments and other learning activities have helped them gain knowledge in science and technology.	It is suggested that various learning and teaching activities be used continuously to strengthen students' interest in learning science and Mathematics / technology.
S.1-5	Encouraging students to participate in inter-school competitions and activities related to science, technology, engineering and mathematics	70% of students surveyed agree that participating in such activities has encouraged them to learn more about science, technology, mathematics and engineering	Student survey	73% of students agreed/strongly agreed that competitions and related activities have encouraged them to learn more about science, technology, mathematics and engineering	It is suggested that students be provided with more STEM-related learning opportunities beyond the classroom.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1	Encouraging junior form students to participate in activities held in the Science Exploration Room and organised by the Science Society	70% of students have participated in such activities	Student survey	More than 60% of junior form students have participated in activities held in the Science Exploration Room and organised by the Science Society.	It has been shown that certain students needed more encouragement before they would join activities after class. It is suggested that students should continue to be encouraged to participate in such activities.
S.2	Organising <i>Science Carnival @ School</i> to encourage students to explore new scientific knowledge	70% of students surveyed agree that the activity has encouraged them to explore new scientific knowledge	Student survey	94% of students surveyed agreed and strongly agreed that the activity has encouraged them to explore new scientific knowledge	It was also observed that students were enthusiastic with the activities held. It is suggested that similar activities be held to encourage students to explore new scientific knowledge.

1.3 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 activities to help students develop holistic thinking skills	70% of students surveyed have participated in such activities and agree that they have improved their thinking skills	Student survey / Scheme of work	79% of students surveyed agree that participating in project-learning/co-curricular activities has helped them improve their thinking skills.	It was also shown in the Learning Celebration that students were proud of their own works. It is suggested that such learning activities be continued to use to help students develop holistic thinking skills.
	Using diversified assignments and tasks to encourage students to present their ideas in different modes and graphic organisers	70% of the students surveyed agree that a variety of assignment tasks have been given.	Student survey / assignment inspection	As shown in the assignment inspection, diversified assignments are used to encourage students to present their ideas in different modes and graphic organisers in PSHE, Chinese, English and arts subjects. 81% of students agreed/strongly agreed that teachers have assigned diversified assignments and tasks to help them understand their progress.	Diversified assignments and tasks will continue to be used to encourage students to present their ideas in different modes and/or graphic organisers.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1–S6	Using various types of tasks / assignments to help students develop higher-order thinking skills	70% of the students surveyed agree that subject teachers have given assignments to help develop their logical thinking / critical thinking skills.	Student survey / assignment inspection	As shown in the assignment inspection, diversified assignments are used to stretch students' abilities in higher-order thinking skills in PSHE, Chinese, English and arts subjects. More than 81% of students agreed/strongly agreed that the assignments and other learning activities have helped to enhance learning effectiveness.	Various types of tasks / assignments will continue to be used to help students develop higher-order thinking skills
S1–S6	Encouraging students to participate in activities and competitions to enhance their creativity	70% of students surveyed have participated in activities which encourage and help develop creativity	Student survey / teacher record	74% of students agreed/strongly agreed that the assignments and other learning activities have helped to improve their creativity.	Students will continue to participate in competitions and activities to enhance their creativity.

Discussion and Way Forward

In the 2015-16 end-of-year Student Survey, the majority of students agreed that they have become more confident and more interested in learning than in the previous year and they considered that teachers have employed diversified teaching and learning activities to cater for their needs, adjusted teaching materials and activities to help them learn effectively and provided both encouragement and challenging assignments to help them improve. These results reflect that the effort made and strategies employed by teachers have successfully enhanced learning effectiveness among students.

In addition, most students agreed that various modes of learning activities were provided by the school to help them improve their learning. They have learned different learning strategies, study skills and means of e-learning, which, together with the teachers' encouragement, have helped to raise their motivation in learning and self-directed learning.

As shown in lesson observation and assignment inspections, more than 80% of the students have done lesson preparation tasks and have taken notes on a regular basis. It is also shown that teachers have made good use of students' preparation work in class activities. Nevertheless, students need to be further trained how to take notes effectively and make better use of the notes for revision and consolidation of their learning.

Most teachers have used different kinds of questioning techniques to help students construct knowledge. However, more emphasis could be placed on helping students with answering techniques, especially effective ways to tackle structural questions which require the interpretation of verbal and non-verbal sources of data. In general, the classes have been well conducted and students were given opportunities for presentations and discussions, but the confidence in their own potentials and abilities to achieve should be further boosted. In addition, as most students reflected that they have learned to appreciate their own/peers' effort through the Learning Celebration, the well-received event would continue to be organised to help build up students' confidence in their own work in the coming year.

Students generally agreed that class activities, assignments, internal and external competitions and other learning activities and other STEM Ed-related activities have helped them gain knowledge in science and technology. In the coming year, students will continue to participate in STEM Ed-related competitions and activities to broaden their horizons and enrich their knowledge in the area.

Most students surveyed agreed that participating in project-learning/co-curricular activities and diversified modes of learning activities both in the classroom and outside school has helped them improve their creativity and thinking skills. Further activities and programmes which allow students to improve their higher-order thinking skills will be explored. Moreover, the S.3 study tour to mainland China, the S.4 tour to Taiwan and the tour to the UK were all well-received by students. It is planned that similar trips would be organised in the coming year.

In the last academic year, teachers have participated in a number of seminars and workshops related to self-directed learning and visited schools which have done well in such aspect. It has been found that the implementation of a scheme which allows students to do reflection and preparation at the end of the school day would be an effective method to help students build up a better habit and confidence in doing homework well, reflecting on the day's work and preparing well for the next day's lessons. Furthermore, the review of the teaching effectiveness in senior secondary level has reflected that the total teaching hours of certain senior form subjects have been too limited for teachers to help students tackle their problems in preparation of the HKDSE and consolidate subject knowledge. Senior form subjects should be provided with more class time and space for teachers to help students tackle their learning problems. It is suggested that the time-table be re-designed to allow junior form students to benefit from having a homework and reflection period and senior form students be given more class time to strengthen the subject knowledge.

Student Development and Support

Major Concern: To enhance life education

Target: To cultivate positive values towards life

Strategy 1: To enrich humanistic values

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 3	<p>Through various school talks, workshops and moral and civic education lessons, we help our students to face their challenges at different developmental stages in the following aspects:</p> <p>1) Internet Education</p>	<ul style="list-style-type: none"> ● 70% of the students surveyed agree that the activity can help them to be wise and responsible internet users 	<ul style="list-style-type: none"> ● Student survey ● Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> ● In the talk on internet education, over 90% students agreed the activity could help them to be wise and responsible internet users. 	

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 2 & S4	2) Relationship with family: <ul style="list-style-type: none"> • S1 & 2 《給家長的心意手工製作》 	<ul style="list-style-type: none"> • 70% of the students surveyed agree that the activity can help them to be more grateful to their parents and be responsible family members. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	97% S1 students and 80% S2 students agreed that the activity could help them to be more grateful to their parents.	S1 & S2 students produced very nice gifts to their parents. It is suggested that Form-teachers could keep the gifts and let students give them to their parents in the teacher-parent meeting. This activity will be kept.
	<ul style="list-style-type: none"> • S2, S4 《健康家庭》 			76% S2 students and 69% S4 students agreed that the activity could help them to be responsible family members.	The related workshops were useful for students to build positive relationships with their family members. However, the teaching materials of MCE lesson were too theoretical. In the coming year, it will be done in form of an interactive workshop.
S2	3) Relationship with Peers <ul style="list-style-type: none"> • PATH《共創成長路》 	75% of the students surveyed agree that the activity can enhance positive values.	<ul style="list-style-type: none"> • Student survey 	91% students agreed that the activity could enhance positive values.	The training workshop could make students understand their strengths and the importance of teamwork. Activities organized by some classes could advocate caring culture.

And

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S2	<ul style="list-style-type: none"> 《給中一同學的信》 	75% of the students surveyed agree that the activity can enhance positive values.	<ul style="list-style-type: none"> Student survey 	82% students agreed that the activity could enhance the caring culture and positive reflection of their school life.	<ul style="list-style-type: none"> The activity could help S2 students have self-reflection on their S1 school life. Students were serious in writing the letters. A student from 1B wrote a reply letter to S2 students. This activity will be continued in the coming year.
S4 – 5	4) Life planning <ul style="list-style-type: none"> Talk on “Planning your Life” 	75% of the students surveyed agree that the activity can help them aware of the importance of life planning.	<ul style="list-style-type: none"> Student survey Evaluation and observation and by teachers concerned 	81% of students agreed that the activity could help them become aware of the importance of life planning.	The talk was meaningful. However, some parts of the talk were not related to the theme and the content should be more interesting.
S1 – 5	5) Sex education <ul style="list-style-type: none"> S3 「細說戀前」講座 S4, 5 「相親、傷愛」性教育講座 	75% of the students surveyed agree that the activity can enhance students’ positive values towards dating.	<ul style="list-style-type: none"> Student survey Evaluation and observation and by teachers concerned 	98% students agreed that the activity could enhance positive values towards dating and respecting the opposite sex.	The content was good and the rundown of the talk was smooth.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 5	<p>6) Optimistic attitude towards life</p> <ul style="list-style-type: none"> • S2「COOL TEEN 有計」 • S3「無藥一樣 COOL」講座 • S3 Inter-class Debate • S5《班家經營設計比賽》-「活得精彩」 	75% of the students surveyed agree that the activity can enhance optimistic attitude towards life.	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	Over 90% students agreed that the activity could enhance optimistic attitude towards life.	<ul style="list-style-type: none"> • Students participated actively in the debates related to moral values or ethics. The debate also provided very good opportunities for students to develop their generic skills and has facilitated students to have self-reflection. • These activities could build positive values and class culture. They were effective and will be continued next year.
S1 – 6	<p>6) Optimistic attitude towards life</p> <ul style="list-style-type: none"> • Talk on life education (cancelled) 	<ul style="list-style-type: none"> • 75% of the students surveyed agree that the activity can enhance optimistic attitude towards life. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	The talk was cancelled due to tight schedule of the NGO.	<ul style="list-style-type: none"> • To make up the talk cancelled, two life education activities, a film show and a drama, were arranged. Interaction in the two activities showed that students were engaged and received the messages well.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 6	6) Optimistic attitude towards life <ul style="list-style-type: none"> • sharing of life education messages and stories from students striving for success in Life Education Broadcast and Morning Assembly 	<ul style="list-style-type: none"> • 70% of the students surveyed agree that the sharing can help to build up positive atmosphere in school. • 70% of the students surveyed agree that the sharing have positive influence on their values and attitudes towards life. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> • 69% students agreed the sharing could help to build up positive atmosphere in school. • 77% students agreed the sharing had positive influence on their values and attitudes towards life. 	<ul style="list-style-type: none"> • Life Education Broadcast: Sharing sessions conducted by Form Masters, the Counselling Mistress and students representatives were very meaningful. However, as students were busy during the roll call after lunch time, the broadcast sessions were not very effective. • Sharing of students in morning assembly about their experiences in leadership training programmes and various activities were interesting and meaningful. • More teachers will be invited to share their life experiences next year.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S6	7) Handling stress	75% of the students surveyed agree that the activity can help them handle stress.	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	93% students agreed that the activity could help them handle stress.	The effectiveness of the workshop was hindered by the limited space of the school hall.
S1 – 6	<p>Through various activities such as talks, cultural exchange trips, inter-class competitions, students could:</p> <ul style="list-style-type: none"> • gain better understanding of the development of our country • be concern more about the society • develop the sense of belongings towards the community and our country 	<ul style="list-style-type: none"> • 70% of the students surveyed agree that the activity can <ul style="list-style-type: none"> – help them to be more concern about the development of our country – help them to be responsible citizens – can enhance their sense of belongings towards our community and our country 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> • 70% students agreed that the trip to Guangzhou let them have better understanding of the development of Zhu Jiang Delta. • 65% students agreed that the flag-raising ceremony can raise their awareness towards the manners needed for the event. • 83% students agreed that the school talk helped them know more about the Basic Law. 	Students should be briefed on the meaning and etiquette of flag-raising before the ceremony.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S2, S4 & S5	<p>Through programmes in Career and Life Planning lessons, students could</p> <ul style="list-style-type: none"> • have better understanding on their characters, interests and abilities, • evaluate their strengths and weaknesses and explore their job values in order to set life goals. 	<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 their job values. • 75% of the students surveyed they have attempted to set life goals. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> • 90% S2 & S4 students and 74% S5 students agreed that those programmes helped them understand their characters, interests and abilities. • 86% S2 students, 85% S4 students and 75% S5 agreed that those programmes helped them evaluate their strengths and weaknesses and explore their job values. • 76% S2 students, 89% S4 students and 85% S5 students agreed they had attempted to set life goals. 	<ul style="list-style-type: none"> • S2: The teaching materials and the activity should be simplified to suit the state of personal growth of students.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 6	Through school talks and discussion on Code of Conduct in class, students could learn more about self-management and self-disciplined.	<ul style="list-style-type: none"> • 70% of the students surveyed agree that the school talks and class code of conduct can encourage them to be more self-disciplined 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> • School talks: 90% students agreed that they were encouraged to be more self-disciplined. • Code of Conduct : <ul style="list-style-type: none"> - Target achievement rate: 70% - 60% students agreed that the class code of conduct could encourage them to be more self-disciplined. 	

Strategy 2: To promote experiential learning

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 5	Through participating in pre-service workshops and various community services, S2 and S4 students could know more about the needs of the community and show their care for others.	<ul style="list-style-type: none"> • 75% of the participants agree that community services let them know more about the community. • 75% of the participants agree that community services make them care more about others. 	<ul style="list-style-type: none"> • Community service records • Student survey • Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> • Student surveys showed that over 90% of the participants agreed that community services let them know more about the community. • Over 90% of the participants agreed that community services have made them care more about others. 	<ul style="list-style-type: none"> • S2 students realized the inconvenience encountered by the blind in their daily life and showed concern to the elderly. • S4 students managing game booths in the community green carnival as well as participating in waste separation and recycling of plastic bottles were praised by the organizations served as responsible and energetic helpers. • Students were highly involved in the services. They found the activities very meaningful. • More diversified voluntary services and experiential activities should be provided to students in other forms.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S3 – 5	Through study tour to Mainland China and Taiwan, students could better prepare for their career development.	<ul style="list-style-type: none"> 75% of the students surveyed agree that the study tour can encourage them to prepare for their future career. 	<ul style="list-style-type: none"> Student survey Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> 89% students agreed that the study tour could encourage them to prepare for their future career. 	
S3 – 6	Career activities, such as visiting firms and universities, career expo, job shadowing and interview workshop, are arranged to help students know more about further studies and the world of work. They could set goals for future study and career.	<ul style="list-style-type: none"> 75% of the students surveyed agree that the life planning activities can help them know more about further studies and the world of work. 75% of the students surveyed have set goals for future studies and career. 	<ul style="list-style-type: none"> Student survey Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> 80% students agreed that the life planning activities could help them know more about further studies and the world of work. S4 Form-teachers strongly agreed that the school visits and seminars could help students in life planning. Overall over 79% students agreed that they had set goals for future studies and career. 	<ul style="list-style-type: none"> Some S5 students mentioned that the visits were irrelevant to them. A greater variety of visits could be arranged to cater for the diversity in interest of jobs. Students could be encouraged to join the mentorship scheme organized by NGOs so as to widen their horizons of the world of work.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 6	Through organising various activities in relation to life education, students' abilities and generic skills would be enhanced and their spirit of care and concern will be strengthened.	<ul style="list-style-type: none"> • 75% of the students surveyed agree that after organizing various life education activities, their <ul style="list-style-type: none"> – abilities and generic skills are enhanced; – spirit of care and concern are strengthened. 	<ul style="list-style-type: none"> • Student survey 	<ul style="list-style-type: none"> • Overall over 90% students agreed that after organizing various life education activities, their abilities and generic skills are enhanced; and spirit of care and concern are strengthened 	

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 5	By participating in inter-school activities and competitions, students could broaden their horizon and develop their potentials.	<ul style="list-style-type: none"> • More than half of the CCA groups have participated in inter-school activities/ competitions. • 75% of the students surveyed agree that the inter-school activities/ competitions can broaden their horizon and help them to develop their potentials 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> • 16 out of 27 (59%) CCA groups have participated in external activities. • 70% of the students agreed that external activities could broaden their horizons and help them to develop their potentials. 	<ul style="list-style-type: none"> • According to the assessment of CCA group advisors on the performance of their committee members, 70% performed at a satisfactory level. • Sports School Teams, Art Club and IT Club actively participated in external activities and competitions. • CCA advisors should provide students with more opportunities to participate in inter-school activities/ competitions in order to broaden their horizons.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S2 – 5	By participating in various kinds of training such as leadership training camp and event management workshop, committee members of activity groups could improve their leadership skills and generic skills.	<ul style="list-style-type: none"> • 70% of the CCA groups have their committee members participate in the training programs. • 75% of the students surveyed agree that the training program can enhance their ability and generic skills. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation and by teachers concerned 	<ul style="list-style-type: none"> • 70% of the CCA groups have their committee members participated in the training programs. • Leadership Training Camp: Completed with high participation rate (39 students from 19 groups) and students achieved good attendance and performance. • Event Management Workshop: 29 leaders from more than 10 CCA groups and TeamX participated in the workshop. 63% of students agreed that the workshop could enhance their ability and generic skills. 	<ul style="list-style-type: none"> • The service provider should train not only students' leadership skills, but also their skills in organising activities. • The leadership training camp should be integrated with the event management workshop to bring out synergy effect. • Mid-September is a better time for holding the event as committee members of CCA groups are equipped with the necessary skills for organizing activities. • The participants should organize a whole-school activity after the workshop so as to fully utilize the generic skills learnt. • Improvement in leadership skills is observed e.g. new ideas are introduced in the activities.

Discussion and Way Forward

As the first year of our 5-year Plan, we have put the major concern as 'To enhance life education', with the aim to cultivate our students with positive values and attitudes towards the lives in this ever-changing world. We have to prepare students with the qualities and strengths to act proactively in the 21st Century.

The first strategy "To enrich students' humanistic values" was implemented in 3 ways. First of all, it is important to foster better family and peer relationships. Activities like "A letter to a S1 student" and "making gifts to parents" provided students with opportunities to show their care to the people around them. The results were pleasing not only because our students have produced beautiful gifts and meaningful letters, but also that they have become more grateful to their parents and the school.

Instilling students with knowledge, skills and positive values to face challenges was the second means to enrich their humanistic values. Over 90% of students agreed that the activities could help them handle stress, hold healthier life styles, and have responsible attitudes towards the opposite sex and the use of the Internet.

Last but not least, we have actively constructed a positive and optimistic atmosphere at school. Teachers and students have shared stories, experiences and songs about life education at lunch time. The whole school made a pledge on being wise and responsible Internet users. By watching a movie about facing adversity, students had good reflection on their attitudes towards life. 77% students agreed that the sharing had positive influence on their values and attitudes towards life.

In the second strategy of promoting experiential learning, various kinds of activities, interactive workshops and training courses were organized. Students could learn effectively by action, sharing and reflection. Community service experiences made students care more about the community. Visits to firms and universities, as well as study tours to Mainland China and Taiwan motivated students to prepare for their future career. Co-curricular activities, inter-school competitions, leadership training camp and event management workshop enhanced their generic skills and provided opportunities for students to explore their potentials.

Inter-class Class Flag Design and Cheering Competitions were organized to strengthen team spirit in class. 78% students agreed that the activities enhanced the sense of belonging and team-spirit in their classes. The event was successful with the active participation of students and meaningful post-activity reflection. In addition, the form teachers also inspired students with their own life experiences in different occasions. They have played a significant role in fostering the personal growth of students.

We are so proud that our efforts to nurture students are well recognized by EDB and the community. The Career and Life Planning Team, after being interviewed by the EDB Life Planning Session, was selected as one of the six schools in the territory to share the works and approaches in Life Planning Education and the occasion was reported in Economic Daily News. The Counselling Team and the Joyful Ambassadors were awarded Commendation Certificates for the "*I am With You*" Award Scheme 2016.

Facing conflicting political ideas and changing peer and family relationships with the use of the Internet, our students should build up upright moral values to face the challenges. Thus, in the coming year, the key strategy is "To enhance values education". A whole-school approach is adopted with the focus on advocating 5 core values, namely Respect, Responsibility, Integrity, Care and Perseverance. Besides organizing activities in the Moral and Civic Education lessons, we will carry out co-curricular activities and incorporate these values in the curriculum. Moreover, various award schemes, including the Model Class award, will be set up to motivate students to be proactive learners as well as responsible and caring members who contribute to the betterment of the school and the community.

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
HKICPA Scholarship for Secondary Schools 2015-2016 awarded by Hong Kong Institute of Certified Public Accountants	Scholarship	5A Chu Sen Long
Asian English Usage Contest 2015-2016 (Hong Kong Heat Event)	Bronze Award	1A Ng Ting Sheng
Asian English Usage Contest 2015-2016 (Hong Kong Final Event)	Bronze Award	1A Ng Ting Sheng
i-Learner English Programme (2015-2016 Second Term) Reading i-Learner	Silver Award	2A Yuen Kai Hin
Hong Kong Schools Speech Festival (English)	Merit	1A Chan Ka Ying 1A Choi Pui Ying 1A Huang Xiaoxin 1A Lau Nga Fong 1B Chiu Nga Yee 2A Tsang King Hin 2A Yu Hiu Ki 3A Ho Ka Yan 3A Kong Sum Yi 3B Chau Chui Yi 3B Tse Ka Yan 3D Yu Lok Yan 4A Leung Shiu Yu Zoey 4A Yip Mei Yan 4B Law Chak Fun 4B Law Chak Fun 4B Yang Hongxin 5A Yeung Kong Lung 5B Ho Ho Laam 5B Lam Lee Hoi 5B Lin Ka Hung

Hong Kong Schools Speech Festival (English)	Merit	5B Lo Ka Yu 5B Wong Tsz Chun 5B Yeung Ming Fong 5D Wong Kwan Ting
	Proficiency	2A Cheung Lai Kin 2D Ho Hoi Yiu 3A Cheng Chun Hin 3A Lee Chi Shing 3B Yeung Meliande 5B Leung Wai Ki
2016 聯校文學創作比賽	高級組新詩冠軍	4A 周曉嵐
	初級組新詩冠軍	3A 陳禧瑩
	初級組新詩季軍	3A 岑懿行
	初級組微型小說 亞軍	3B 鄭佩婷
香港中學生文學藝月刊及大頭菜月刊主辦「第二屆 2016 年香港中學生文藝散文即席揮毫大賽」	初中組優異獎	3A 梁美靜
香港第六十七屆朗誦節 (中文)	普通話詩詞獨誦：亞軍	3A 何嘉恩
	普通話詩詞獨誦：季軍	3B 周翠兒
	粵語詩詞獨誦：季軍	2B 林詩詠
		2A 趙美瑜
粵語詩詞獨誦：優良獎狀	2A 蔡嘉倩 3B 楊雯芯 3A 吳小莉 4A 梁劭渝	
香港數學奧林匹克協會 主辦「數學奧林匹克邀請 賽 2015」 華夏盃 AIMO (亞洲國際數學奧 林匹克公開賽)	華夏盃初賽：二等獎	2D 葉巧儀
	華夏盃初賽：三等獎	1A 田珮奴
		2A 吳迪
		2A 張禮鍵 2A 陳旻皓
華夏盃晉級賽：三等獎	2D 葉巧儀	
華夏盃總決賽：三等獎	2D 葉巧儀	

香港數學奧林匹克協會 主辦「數學奧林匹克邀請 賽 2015」 華夏盃 AIMO (亞洲國際數學奧 林匹克公開賽)	AIMO 初賽：銅獎	1A 田珮玟 1B 郭汝鏘 2A 吳迪 2A 張澧鍵 2D 葉巧儀 3A 蔡子樂
	AIMO 初賽：銀獎	1B 洪顯揚 3A 陳旻皓 5A 朱辰朗 5A 張永灝 5A 楊港龍
	AIMO 晉級賽：銀獎	2D 葉巧儀
	AIMO 決賽：銅獎	5A 朱辰朗 5A 張永灝
	AIMO 決賽：銀獎	5A 楊港龍
	COMO 初賽：三等獎	2D 葉巧儀
	培正數學邀請賽	決賽：優異獎
香港升旗總會主辦「細說人生，口 述歷史比賽」	題材突出獎	4A 盧偉揚
	優異獎	4A 陳家樂
美荷樓「兩代情」徵文比賽	優異獎	3A 謝文熙 3A 羅月明 3A 岑懿行
第三屆全港「中華五千年」 問答及砌圖比賽	優異獎	中國歷史科
HKICPA Accounting and Business Management Case Competition Award	Proficiency Team	Team Leader: 5A Chu Sen Long Members: 5A Chan Ka Yan 5A He Xiaoyan 5A Tsoi Kam Wai 5B Lam King Lok
Robotics Intelligence DIY 2016 - NXT Robots	Champion, Secondary School Division	3A Choi Tze Lok 3A Lee Chi Shing 3B Ng Man Ling 3B Chau Chui Yi
World Robot Olympiad Hong Kong Robot Challenge	Bronze Lego Award & Certificate of Excellence	3A Choi Tze Lok 3A Lee Chi Shing 3B Ng Man Ling

微型震動機械人接力賽	三等獎 (Team 1)	1A 陳嘉瑩 1A 陳穎軒 1A 周曉彤 1A 張湛霖 1A 張竣維 1A 蔡珮瑩 1A 周碧琪 1A 周詩韻 1A 馮燦榮 1A 何浩聲
	三等獎 (Team 2)	1A 黃曉欣 1A 許子欣 1A 熊恩婷 1A 林憫斐 1A 劉雅芳 1A 李鈞琦 1A 李仕諾 1A 陸韞文 1A 馬詠珊 1A 麥美玲
	三等獎 (Team 3)	1A 吳庭生 1A 吳詠雯 1A 潘綺雯 1A 鄧泳恩 1A 田珮奴 1A 謝凱雯 1A 謝子健 1A 黃尹琪 1A 胡仕楠 1A 殷志鈞
	三等獎 (Team 4)	1A 殷坤煒 1A 楊正劭 1A 葉嘉傑 1A 葉穎琪 1D 鄭偉文 1D 李敖泓 1D 劉天福 3A 蔡子樂 3A 江心兒 3C 王浩南

Leadership 領導才能

Activities 活動	Prizes 獎項	Winners 獲獎者
東九龍青年社主辦「第九屆黃大仙區傑出學生選舉」	初中組優秀學生	3A 李志成
	高中組傑出學生	4B 周凱嵐

Sports 體育

Activities 活動	Prizes 獎項	Winners 獲獎者
黃大仙區田徑比賽	女甲 100 公尺冠軍 (破大會紀錄)	5B 伍芷澄
	女甲 200 公尺冠軍 (破大會紀錄)	5B 伍芷澄
	女甲 100 公尺亞軍	4C 周梨祺
	女甲 200 公尺季軍	4C 周梨祺
	女甲標槍季軍	4C 羅佩敏
	女甲鉛球季軍	4C 羅佩敏
	女乙跨欄冠軍	4C 廖穎怡
	女乙鉛球季軍	4C 廖穎怡
	女乙跨欄季軍	4D 黃嘉榆
	男甲 200 公尺季軍	6C 梁凱旋
	男甲跳高季軍	5D 林致遠
	男丙 100 公尺冠軍	1B 樊智鍵
	男丙 60 公尺亞軍	1B 樊智鍵
	男丙跳高冠軍	1B 葉奕延
	男丙跳遠冠軍 (破大會紀錄)	1B 葉奕延
	男丙 60 公尺冠軍	1D 曾嘉勁
	男丙擲壘球亞軍	1D 曾嘉勁
	男子丙組 4X100 公尺冠軍 (破大會紀錄)	1B 樊智鍵 1B 葉奕延 1B 吳柏賢 1D 曾嘉勁
香港校際田徑賽	女子甲組 200 公尺冠軍	5B 伍芷澄
	女子甲組 400 公尺冠軍	5B 伍芷澄
	男子甲組跳高殿軍	5D 林致遠
	男子丙組 400 公尺殿軍	1B 樊智鍵
	男子丙組跳遠殿軍	1D 林耀桓
香港校際乒乓球賽	男甲季軍	5C 羅文龍 6A 鄭錡鍾 6B 盧日昇
	女甲殿軍	5A 何曉妍 6B 馬曉琳 6D 林泳彤
	男團殿軍	乒乓球組
	女團亞軍	乒乓球組
	香港校際排球賽	女子丙組 16 強

Community Services 社會服務

Activities 活 動	Prizes 獎 項	Winners 獲 獎 者
2016 年公益少年團傑出團員 韓國交流團	黃大仙區代表	6A 盧煖培
女童軍獎券銷售	紀念銀布章	女童軍 (全隊)
香港女童軍總會周年大匯操 2015 暨百周年慶典啟動禮	優秀隊伍	女童軍
香港女童軍總會-黃大仙區晉升禮 2016 暨 2015-16 年度頒獎禮	隊伍優秀女童軍	6C 連嘉琪
香港女童軍總會-黃大仙區全區領 袖會議暨領袖節	最積極參與領袖	張潔瑩老師 蘇家瑩老師
少年警訊學校支會	30 年長期服務	文理書院(九龍)
「V-ARE-ONE 義人行」學界義工 計劃	超卓學校策劃獎	文理書院(九龍)少年警訊 學校支會
	傑出義工學生獎	4D 郭婧彤
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)	5A 吳浩研 5A 朱麗妮 5A 尹子鳴 6A 梁俊浩 6A 劉子軒 6A 梁婉桐 6A 鄧穎欣 6B 郭靜純 6C 連嘉琪 6D 譚詠詩 6D 楊滿婷
	金狀 (服務滿 200 小時 或以上)	3D 黃梓謙 4B 陳欣婷 4C 韋宏鈺 6A 梁婉桐 6A 鄧穎欣 6C 連嘉琪 6D 譚詠詩 6D 楊滿婷

<p>社會福利署「義工運動」個人義工服務嘉許</p>	<p>銀狀 (服務滿 100 小時或以上)</p>	<p>2B 吳卓琪 2B 賴熙霖 2C 洪柏林 3A 何嘉恩 3A 石咏芝 3A 江心兒 3A 黎頌晴 3A 凌潔心 3A 吳小莉 3B 何苑華</p>
<p>社會福利署「義工運動」個人義工服務嘉許</p>	<p>銀狀 (服務滿 100 小時或以上)</p>	<p>3C 徐詩慧 3D 張穎欣 3D 賴雅丹 4A 劉雪兒 4A 葉美欣 4A 周曉嵐 4B 韓麗芬 4B 吳子欣 4B 楊紅新 4B 周凱嵐 5A 陳嘉欣 5B 林景樂 5C 殷希鈞</p>
	<p>銅狀 (服務滿 50 小時或以上)</p>	<p>1A 張湛霖 2A 盧沛瑤 2A 趙美瑜 2A 蔡嘉倩 2B 黃綺琪 2C 盧嘉敏 2D 李慧玲 4A 盧偉揚 4A 黃浩顛 4B 譚穎新 4C 蔡穎妍 4C 鍾佩珊 4D 凌嘉儀 4D 郭婧彤 4D 劉家雯 5A 朱麗妮 5A 廖嘉峻</p>

社會福利署「義工運動」個人義工服務嘉許	銅狀 (服務滿 50 小時或以上)	5A 朱辰朗 5A 周思睿 5A 楊港龍 5A 何曉妍 5A 周詩朗 5A 蔡錦威 5A 尹子鳴 5B 陳慧君 5B 梁瑋淇 5B 何皓嵐 6B 馬曉琳 6B 曾俊賢 6C 郭鈞達 6C 鍾煒雪
社會福利署「義工運動」義工小組嘉許狀	金狀 (服務滿 1000 小時或以上)	少年警訊 圖書館管理組 香港女童軍總會 東九龍 84 隊
	銀狀 (服務滿 600 小時或以上)	環保組

Arts 藝術

Activities 活動	Prizes 獎項	Winners 獲獎者
黃大仙(西南)分區委員會及東九龍居民委員會主辦：會元宵樂繽紛 FUN 嘉年華，同創一盞心燈，愛·環保花燈設計比賽 (作品名稱：愛--巴黎鐵塔)	學生組冠軍	5C 談芷瑋
黃大仙區撲滅罪行委員會及黃大仙民政處主辦「禁毒及減罪時裝設計比賽之蛻變新衣行動」	蛻變新衣大獎	6A 歐嘉雯 6A 梁婉桐 6C 陸翠霞
	最佳演繹獎	6A 歐嘉雯 6A 梁婉桐 6C 陸翠霞
	季軍	5C 金佩玲 5D 黃娟 6D 王楚濱 6C 黃德兒

黃大仙民政事務處主辦青年先鋒計劃 2015-16「獅子仔愛社區」繪畫比賽人氣獎	熱爆人氣獎	6D 陳麗因
	優異獎	5D 劉兆天 6D 陳麗因
電影、報刊及物品管理辦事處主辦「健康四格漫畫創作大賽」	良好表現獎	6D 陳宇琳
瑞士卡達顏料有限公司及香港工藝美術協會主辦「全港學界視藝節--手繪社區繪畫比賽」	優異獎	5D 黃曉棠
愛滋寧養服務協會主辦面具設計比賽「向歧視說不，繪出平等社會」	優異獎	5B 楊明芳 5D 黃曉棠
港區省級政協委員聯誼會、學習及文化委員會「美麗中國 幸福香港繪畫比賽」	優異獎	2A 伍穎怡
校際戲劇節比賽	傑出演員獎	1C 黃培梓
	傑出合作獎	文理劇社
香港校際音樂節	木笛隊比賽亞軍	1B 陳曉茵 2A 陳子軒 2A 蔡嘉倩 2B 林詩詠 2B 譚普恩 2D 葉巧儀 2D 馬健文 3A 岑懿行 3A 陳昱霖 3A 劉柏軒 3A 林家瑜 3B 李庚華 3B 李文竣 3C 馬嘉蔚 3C 林訖謙 3D 司徒俊禧 4A 楊禾彥 4A 張淇 4A 梁劭渝 4B 李泳珈 4C 何卓雄 4C 馮晴君 5A 顏煥宇 5A 陳卓民 5B 余俊業 5C 陳明亮 5D 劉兆天 6A 盧煖培 6A 楊俊賢 6A 林家豪 6B 盧日昇 6C 梁柱峰
香港校際音樂節	木笛小組比賽亞軍	6A 盧煖培 6A 楊俊賢 6A 林家豪 6B 盧日昇 6C 梁柱峰
「音樂·動力」學校聯演	評判團嘉許獎	合唱團

Others 其他

Activities 活動	Prizes 獎項	Winners 獲獎者
扶貧委員會主辦「明日之星 2015 上游獎學金」	獎學金	5A 楊港龍
「明日之星」計劃上游獎學金	上游獎學金	4A 周曉嵐 5A 朱麗妮 6D 王才欣
扶輪社最佳進步獎	最佳進步獎	2C 李慧心 4B 潘靖霏
香港青年協會黃寬洋青少年進修獎勵計劃	嘉許獎狀	5D 吳麗萍
「百毒不侵，我係我！」：「抗毒環保攤位遊戲創作比賽」	亞軍	4D 凌嘉儀 4C 鍾佩珊 4D 劉家雯 4D 郭靖彤 4B 陳佳利
公益金賣旗	優異獎	公益少年團
黃大仙區公益少年團堆沙比賽	優異獎	公益少年團
慈善花卉義賣	銀獎	公益少年團
關愛活動冊	優異獎	公益少年團

財務報告

文理書院（九龍）

2015/2016 財務報告摘要

	<u>收入 \$</u>	<u>支出 \$</u>
(I) 政府津貼		
(甲) 一般範疇		
擴大的營辦開支整筆津貼	1,685,384.75	1,466,499.68
其他收入（包括租借校舍及雜項）	25,039.19	0.00
小結：	<u>1,710,423.94</u>	<u>1,466,499.68</u>
(乙) 特殊範疇		
行政津貼	2,998,908.00	3,030,057.17
學校發展津貼	574,415.00	470,942.36
資訊科技綜合津貼	443,513.00	366,064.23
消滅噪音津貼	402,461.00	311,108.00
小結：	<u>4,419,297.00</u>	<u>4,178,171.76</u>
(丙) 其他津貼		
整合代課教師津貼	957,408.50	970,577.25
家庭與學校合作活動計劃津貼	15,129.00	15,192.00
家庭與學校合作活動計劃特別津貼	5,000.00	4,800.00
校本課後學習支援計劃現金津貼	130,800.00	54,800.00
其他經常津貼	598,000.00	598,000.00
「赤子情 中國心」資助計劃	109,000.00	73,704.00
中學學習支援津貼	201,045.00	207,719.20
多元學習津貼	28,000.00	20,660.00
小數位職位現金津貼	220,844.00	327,622.50
高中課程支援津貼	649,872.00	637,920.25
德育及國民教育支援津貼	0.00	48,250.00
生涯規劃津貼	541,560.00	484,971.50
加強學校行政管理津貼	250,000.00	0.00
其他 (EITA)	50,000.00	25,340.00
小結：	<u>3,756,658.50</u>	<u>3,469,556.70</u>

財務報告 (續)

(II) 學校經費 / 堂費

特定用途認可收費	212,850.00	80,159.00
堂費	120,590.00	0.00
租金	88,000.00	0.00
雜項	2,082,645.37	2,198,254.37
小結：	<u>2,504,085.37</u>	<u>2,278,413.37</u>
總結：	<u>12,390,464.81</u>	<u>11,392,641.51</u>
本年度盈餘：	<u>997,823.30</u>	

備註：不包括薪金津貼及公積金/強積金津貼