

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL REPORT

2016 – 2017

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 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. 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 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 Ms Au Yik Sum Mr Chiu Yu Kan Ms Jor Yin Fun Mr Kwok Kong Sang Ms Lam Yat Wai 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, 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	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	122	121	128	124	127	126	748

School Ethos

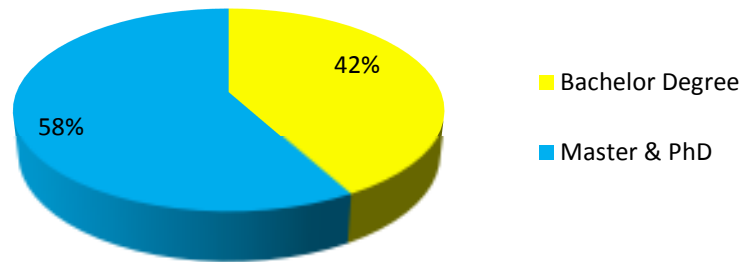
Under a supportive and harmonious learning environment, our students are polite, well-behaved and competent learners with positive value and attitudes. Through engaging in social services, leadership training programmes and co-curricular activities, students develop their leadership skills and foster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

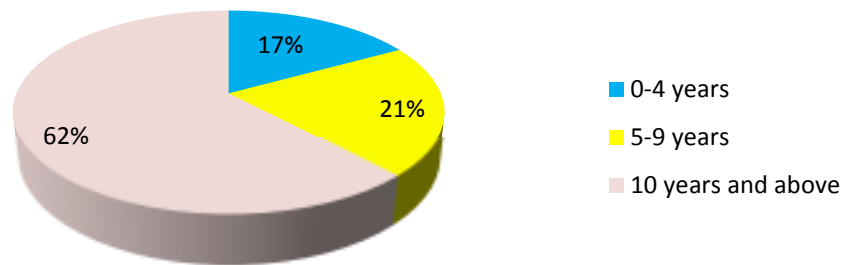
a. Highest academic qualification attained by teachers

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 abilities. English is used as the medium of instruction in Geography, Integrated Science and Mathematics. To maximize students' use of English in class, our Native English-speaking Teacher conducts speaking classes and all junior form English Drama lessons. An English-rich environment is created through activities like morning assembly talks, debates, writing and speaking competitions, English Ambassadors, 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, learning activities and the teaching of study skills. Equal emphasis is also placed on STEM education, encouraging students to participate actively in co-curricular activities. By interactive learning such as life-wide learning activities, seminars, cultural exchange trips to Guangzhou, Beijing, Xian, Korea and the United Kingdom, we could widen the horizon of students and provide them with authentic experiences in learning. "Learning Celebration" cultivates a culture of learning, sharing and appreciation among students. In addition, the school has organized teaching and learning activities to enhance creativity and higher order thinking skills among students, so as to promote learning effectiveness.

Number of School Days – 188 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, social worker, prefect of studies and language teachers, work hand in hand with parents to cater for students' individual needs. In addition, the Catering for Learner Diversity Team plans and organizes various courses and activities, such as elite and remedial Chinese, English and Mathematics classes, TeamX activities, in order that the potentials of students with different abilities could be stretched. Gifted students are recommended to join various courses provided by different organizations so as to further lift up 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. In social services, Girl Guides, JPC and CYC members have demonstrated outstanding performance. All S2 and S4 students are required to participate in community services so as to serve the community, and understand and respect people of different abilities and backgrounds. To promote aesthetic education, professional drama education tutors and 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 so that parents can understand the progress of their children at school. Communication between parents and the school is also facilitated by the Parent-Teacher Association (PTA), which acts as a bridge between the two parties to enhance mutual understanding in terms of school culture and policies. The 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 at their own pace	70% of students surveyed reflect that they have participated in e-learning activities	Lesson observation / Student survey / Schemes of work	76% of students (strongly) agreed that e-learning and online learning have enhanced their motivation in self-directed learning It is also reflected in lesson observation and schemes of work that most students have participated in e-learning activities.	As e-learning is a key element to facilitate self-directed learning, it is suggested that e-learning should be further strengthened to enhance students' motivation and facilitate self-directed learning. It is also suggested that students be taught study skills so that they are better equipped for self-directed learning.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1-6	Employing diversified learning and teaching activities and/or assignment tasks to facilitate self-directed learning and arouse students' interest to learn	70% of learning and teaching activities and assignment inspected show varied tasks used. Each and every subject panel has produced at least one complete module which can facilitate self-directed learning	Lesson observation / Assignment inspection / Student survey	81% of students (strongly) agreed that diversified learning activities have raised their interest in learning. It is also reflected in lesson observation, schemes of work and assignment inspection that teachers have employed various types of activities and tasks to arouse students' interest in learning.	Students generally appreciated teachers' effort in providing diversified learning activities. Teachers will be encouraged to keep using various types of assignment tasks and activities to arouse students' interest. It is also suggested that more opportunities for teachers to share their assignment design to be organised.
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 to cater for learner diversity	Lesson observation / Assignment inspection / Student survey	83% of students (strongly) agreed that teachers have used diversified instruction and learning activities to cater for their needs. It is also reflected in lesson observation, schemes of work and assignment inspection that various means of instruction and assignment task design were employed to cater for learner diversity.	Differentiated instruction and learning activities will continue to be used and it is suggested that more attention should be paid to the weakest students to help improve the general learning attitude among all students.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1–S6	Promoting assessment for learning to enable students to reflect on their own learning and progress through self and peer-evaluation	70% of students surveyed agree that they have opportunities to reflect on their own learning and progress through self and peer-evaluation	Lesson observation / Student survey / Assignment inspection	74% of students (strongly) agreed that self and peer-evaluation in class and assignments tasks have enabled them to know their learning progress more. It is also reflected in lesson observation and schemes of work Assignment inspection that self and peer-evaluation tasks have been adopted to help students reflect on their own learning process.	It is suggested that peer and self-evaluation would continue to be used in all subjects to help students reflect 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 instil an interest in learning science and Mathematics / technology among students	70% of the students surveyed agree that the learning activities have helped to raise their interest in learning about science and Mathematics / technology.	Student survey/ Assignment Inspection / Lesson observation	66% of students (strongly) agreed that class activities and assignment tasks have enhanced their interest in learning science and Mathematics / technology. It is reflected in lesson observation schemes of work, and assignment inspection that teachers have employed various means to instil an interest in the area among students.	It is suggested that teachers employ more various learning and teaching activities and enhance measures to increase students' interest in learning science, Mathematics and technology.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1- 6	Strengthening the ability of students to integrate and apply their knowledge and skills 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	Student survey/ Assignment Inspection / Lesson observation	75% of students (strongly) agreed that learning activities have helped them apply subject knowledge in their daily life. It is also reflected in lesson observation, schemes of work and assignment inspection that teachers have used diversified methods to help students integrate their knowledge in solving daily life problems.	It is suggested that learning activities and opportunities for students to practise applying their knowledge in different situations to be continued to use.
S.1- 6	Employing diversified learning and teaching activities to nurture students' creativity, collaboration and problem solving skills	70% of students surveyed agree that learning activities have helped them to develop creativity, collaboration and problem solving skills	Student survey/ Assignment Inspection / Lesson observation	75% of students (strongly) agreed that diversified activities have helped to enhance their creativity. It is also reflected in lesson observation, schemes of work and assignment inspection that teachers have made use of different ways to help students strengthen their creativity, collaboration and problem solving skills.	It is suggested that such measures continue to be used to further enhance students' creativity, coloration and problem-solving skills.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1- 6	Providing students with STEM-related learning opportunities beyond the classroom	70% of students have been provided with such opportunities	Student survey / Teachers' records	68% of students (strongly) reflected that they have participated in STEM-related co-curricular activities. It is also reflected in teachers' record that such opportunities are provided for students in all forms.	It is suggested that more STEM-related learning opportunities be provided for students to enhance their knowledge and interest in the aspect.

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 holistic thinking skills	70% of students surveyed have participated in such activities and agree that they have improved their thinking skills	Student survey / Lesson observation / Schemes of work	80% of students (strongly) agreed that co-curricular activities provided by the school have helped them gain deeper understanding of subject knowledge. It is also reflected in lesson observation and schemes of work that such learning and teaching activities have been widely used by teachers to help students develop holistic thinking.	Co-curricular and interactive activities should continue to be used to help students develop holistic thinking skills.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
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 a variety of assignment tasks have been given 70% of the students surveyed agree that they are encouraged to present their ideas in different modes and/or graphic organisers	Student survey / assignment inspection	85% of students reflected that various learning activities have enabled them to learn various thinking skills. 74% of students (strongly) agreed that they have learned different learning strategies and modes of presentation through class activities. It is also reflected in lesson observation, schemes of work and assignment inspection that students have been required to present their ideas in diversified modes.	It is suggested that diversified assignments and tasks will continue to be used to encourage students to present their ideas in different modes and/or graphic organisers.
S1–S6	Using various types of learning activities to encourage creativity and higher-order thinking skills	70% of the students surveyed agree that subject teachers have given assignments to help develop their creativity / logical thinking / critical thinking skills	Student survey / assignment inspection	75% of students (strongly) agreed that diversified learning activities have helped them develop creativity. It is also reflected in assignment inspection that various tasks have been assigned to help students develop their creativity and thinking skills.	Different types of learning activities will continue to be used to enhance creativity and higher-order thinking skills.

S1–S6	Encouraging students to participate in activities and competitions outside the classroom/school	70% of students surveyed have participated in activities and/or competitions which encourage and help develop creativity	Student survey / teacher record	70% 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 co-curricular and other activities have been organised and arranged for students to help develop their creativity.	More opportunities should be provided to encourage students to participate in activities beyond the classroom.
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Discussion and Way Forward

According to the Annual Survey, most students agreed that they were provided with ample opportunities to participate in diversified learning activities to help them develop and strengthen their self-directed learning skills. Moreover, two-thirds of students reflected that their confidence and interest in learning have improved.

The majority of students reflected that teachers made use of various teaching and learning activities, assignment tasks to cater for their needs and help them develop various thinking skills. Most students also realised that teachers had given them feedback, suggestions for improvement and encouraging remarks to help them understand their strengths and weaknesses, as well as directions for improvement.

Diversified means of assessment, as well as various evaluation exercises, also provided students with indicators as to how well they were doing. Together with the teaching of study skills and learning strategies by various subjects, students were much better equipped for self-directed learning.

In the past years, students have participated actively in exchange programmes to several mainland cities, Korea and Scotland, and gained valuable experiences while having their scope of knowledge widened. SEEDS scholarship winners also shared their experience after the trip and conducted class activities for the whole school to share what they have learned and help enhance the general atmosphere of English learning in the school.

The annual Learning Celebration showcased good assignments and works of students and has provided students with opportunities to present the fruit of their learning in different modes. Lunch-time academic activities and co-curricular activities and competitions also contributed in enhancing students' confidence and provided them with authentic situation to apply and integrate various subject knowledge.

The Tutorial Period for S1 and S2 students, however, were not too well received, as some class teachers reflected that the performance of different classes varied and not every class could benefit enough from the period. It is suggested that a special team be formed to design a formal curriculum on study and reading skills and explore the most effective way to conduct the period.

Moreover, in order to further enhance students' interest and knowledge in STEM-related education, regular lessons on the particular aspect are suggested for all junior form students to provide them with more opportunities to practise what they have learned from the books.

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
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> <ul style="list-style-type: none"> • Internet Education 	<ul style="list-style-type: none"> • 75% of the students surveyed agree that the activity can help them to be a wise and responsible internet user 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>Students participated actively in the activity. More than 90% of the students surveyed agreed that the activity could help them to be wise and responsible internet users.</p>	<p>Briefing of teachers could facilitate the events.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - 4	<ul style="list-style-type: none"> Relationship with family 	<ul style="list-style-type: none"> 75% of the students surveyed agree that the activity can help them to be more grateful to their parents and be a responsible family member 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	<p>S2《給家長的心意手工製作》The activity was carried out successfully.</p> <p>S3 interclass debate was organized and students enjoyed the activity.</p> <p>81% students agreed that the activity could help them to be more grateful to their parents and be a responsible family member.</p>	<p>Providing incentives could motivate students to participate more actively.</p> <p>Higher-order thinking activities provided opportunity for students to evaluate issues in depth and increase students' sense of achievement, self-esteem and inter-personal skills.</p>
S2	<ul style="list-style-type: none"> Relationship with Peers 	<ul style="list-style-type: none"> 75% of the students surveyed agree that the activity can achieve the specific objectives and enhance students positive values 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	<p>PATH 《共創成長路》</p> <p>93% students agreed and strongly agreed that the activity could</p> <ul style="list-style-type: none"> - enhance their sense of responsibility, - help them understand the importance of team work and communication, - help them understand the relationship between responsibility and life goal. <p>《給中一同學的信》</p> <p>Most students performed very well.</p>	<p>Clear instructions, detailed debriefing and better timing (e.g. completing the activities by Nov) are required to make the activities more effective.</p> <p>Letter writing helps students to have self-reflection.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - 5	Sex education	75% of the students surveyed agree that the activity can achieve the specific objectives	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	S2 《論盡性好奇》 Students have participated actively in workshops	There is room for improvement for the content and presentation skills of the speaker.
	Optimistic attitude towards adversity			S2 《積極人生音樂分享會》 88% students agreed that the concert and speaker's sharing was inspiring and helped them to face adversity with positive attitudes.	
				S2 《抗逆工作坊》 students participated actively in the workshop. 93% students surveyed agreed the events could help to nurture positive values.	More attention should be paid to seating and grouping arrangements to enhance the effectiveness of activities.
S6	<ul style="list-style-type: none"> • Handling stress 			83% students agreed that the activity could help them understand ways to handle stress.	

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - 6	Through Model Class Competition and various award schemes, students are motivated to become more responsible and active members at school.	<ul style="list-style-type: none"> 70% of the students surveyed agree that the award schemes can motivate them to become more responsible and active at school. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	<p>Over 90% of the classes got the prize.</p> <p>Over 75% of the students surveyed agreed that the Model Class Competition could motivate them to become a more responsible student.</p> <p>201 students were awarded in the CCA Award Scheme.</p>	<p>The criteria for awards and prizes should be revised to motivate students to strive for better performance.</p> <p>The award system should be evaluated thoroughly to enhance its effectiveness.</p>
	Through sharing of life education messages and stories from students striving for success, an atmosphere of positive values and attitudes towards life will be built up at school.	<ul style="list-style-type: none"> 70% of the students surveyed agree that the sharing can help to build up an atmosphere of positive values and attitudes at school. 70% of the students surveyed agree that the sharing have positive influence on their values and attitudes towards life. 		<p>Over 99% students surveyed agreed that the sharing have positive influence on their values and attitudes towards life.</p>	<p>Message would be more focused if the sharing concentrated on key values.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - 6	<p>Through various activities such as talks, inter-class competition, students could:</p> <ul style="list-style-type: none"> • gain better understanding of the development of our mother country • develop the sense of belongings towards our country • concern more about the society 	<p>70% 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 belongings towards our country; - help them to be more concern about the society. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>Talk by NPC deputy and CPPCC member (人大代表及政協委員簡松年先生)</p> <p>78% students surveyed agreed that they could gain better understanding of the development of our mother country.</p> <p>S4 Visit of CIC Zero Carbon Building enhanced the students' understanding on the measures of environmental conservation in HK. Over 75% students surveyed agreed that the activities could help them to be more concern about the society.</p>	

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - 5	<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 the values of jobs 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 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 	<p>83% strongly agreed/agreed that the activities let them have better understanding of themselves (characters, interests, abilities, values of jobs)</p> <p>77% strongly agreed/agreed that they were encouraged to strive hard for their life goals.</p>	<p>Lower form students required more guidance in completing the tasks in class.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 3	Through talks and class discussion on Code of Conduct, students could learn more on self-management and self-disciplined.	<ul style="list-style-type: none"> 75% 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 by teachers concerned 	<p>S1 自律守紀、自我管理技巧、警察講座 Over 90% of the students agreed to be more self-disciplined, and over 80% of the students will try to apply the skills learnt in the self-management activities.</p> <p>S1 學生約章(上學期) Over 60% of the targets set in the Code of Conducts were achieved.</p> <p>S1 吸煙多面睇 Over 90% of the students agreed to say no to cigarette.</p> <p>S2: Cool Teen 有計 S3: 無藥一樣 COOL 講座 Over 90% of the S2 and S3 students understand the effect of drugs.</p>	<p>Time for the police talk was too short. A double-period lesson is suggested.</p> <p>More creative ways to present the ideas will make the talks more effective.</p>

Strategy 2: To promote experiential learning

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 – 5	<p>Through participating in various community services, students could know more about the needs of the community and show their care for others.</p> <p>With the training and workshops on community services, students could learn more communication skills.</p>	<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. • 75% of the participants agree that the training and workshops help them build up more communication skills. 	<ul style="list-style-type: none"> • Community service records • Student survey • Evaluation and observation by teachers concerned 	<p>95% of the participants agree that community services make them care more about others.</p> <p>92% of the participants agree that the training and workshops help them build up more communication skills.</p>	<p>Students found experiential learning activities like ‘黑暗中對話’, ‘耆樂相傳’ and sorting of waste for recycling very meaningful. These activities not only arouse their awareness on the needs of the community but also allow them to gain the sense of achievement by serving others.</p> <p>Debriefing is important for students to have quality reflection.</p> <p>Some students need extra help in organizing service events while duration of service should be adjusted to sustain students’ interest in the activity.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S3, 4 & 5	Through study tour, students could gain a better understanding of the development of the Mainland China and Korea and better prepared for the 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 prepare for their future career. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>Through the Mainland study tour, 63% of students joining the Tour to Guangzhou agreed that they could gain a better understanding of the development of the Mainland China.</p> <p>73% of students joining the Tour to Guangzhou and 80% S4 and S5 students joining the Tour to Korea agreed that the tour helped them better prepare for their future career.</p>	
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, <ul style="list-style-type: none"> - their abilities and generic skills are enhanced; - their spirit of care and concern are strengthened 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>All student ambassadors agreed that by organizing various education activities, their abilities and generic skills are enhanced.</p> <p>Over 75% agreed that their spirit of care and concern are strengthened.</p>	A win-win situation was created. On the one hand, students gained a lot from organising life education activities. On the other hand, teachers' workload was eased with the help of students.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S3 - 6	<p>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. They could set goals for future study and career.</p>	<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 studies and career. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>S4: HKCC/SPACE visit, S5 IVE / THEI visit: 75% of the students surveyed strongly agreed / agreed that the visit helped them know more about further studies and the trend of working world. 78% of the students surveyed strongly agreed / agreed that the visit helped them set goals for future studies and career.</p> <p>S6 interview workshop: 77% strongly agreed / agreed the workshop could help them prepare better for the interview.</p> <p>S6 mock DSE result release workshop: 70% strongly agreed / agreed that they have set goals for future studies.</p>	<p>Students particularly enjoyed various visits and workshops, including Castle Peak Hospital, Bakery Workshop, Ocean Park Academy and Hong Kong Baptist University Lesson Experience. These experiences could help them understand more about the nature of different jobs and set their life goals.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - 5	By participating in inter-school activities / competitions, students could broaden their horizon and develop their potentials.	<ul style="list-style-type: none"> • 70% of the CCA groups have participated in inter-school activities/ competitions. • 70% 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 by teachers concerned 	16 CCA groups (61%) have participated in external activities and 8 CCA groups received various external awards.	More opportunities should be provided for students to participate in inter-school activities or competitions.
S2 - 5	By participating in training courses such as leadership training camp and event management workshop, the leadership skills and generic skills of committee members of activity groups could be enhanced.	<ul style="list-style-type: none"> • 75% of the students surveyed agree that the training program can enhance their leadership skills and generic skills. 		Leadership Training Camp completed with high participation rate (31 students from 21 groups). Over 90% students agreed that the leadership training camp could enhance their leadership skills and generic skills.	

Discussion and Way Forward

In the second year of the five-year Plan, we have attempted different approaches to actualize our major concern “To enhance life education”, with the aim to cultivate our students with positive values towards life.

For the first strategy - “To enhance values education”, talks, workshops and moral and civic education lessons were effective means for educating our students. Students have learnt how to be responsible internet users and grateful family members and be respectful towards the opposite sex. In addition, various programs were carried out to instil in our students the skills and positive attitudes when facing adversity and stress.

To advocate the core values of “Responsibility and Perseverance”, we have set up various award schemes, including Model Class Competition and CCA Award Scheme, to motivate students to be responsible and active members at school. For the Model Class Competition, over 79% of the classes were awarded for their satisfactory performance in self-discipline, while 201 students were awarded in the CCA Award Scheme for their active participation. This proved that positive reinforcement is an effective strategy. However, we should fine-tune the schemes to encourage students to take more active roles in planning and organizing activities.

The implementation of the second strategy “promoting experiential learning” was successful. A number of meaningful activities were arranged to provide valuable experiences to students so as to enhance their personal growth. For instances, in the ‘耆樂相傳’ Volunteer Service Project, S3 students showed their care by producing the “Life Story Books” for the elderly after learning about their life experiences. They were highly appreciated for their patience, communication skills and care by the Chi Lin Elderly Services. The *Bounce Back Program* has helped S4 students who doubted about their values and future to reestablish self-confidence. Under the guidance of the “seniors” (mentors), our students gained a better understanding of

themselves and had a clearer picture about their life goals. In the *CPR Programme for Secondary School*, 187 S4 and S5 students took a serious approach in learning the theory and skills of CPR. In the practical session, they showed the quality of perseverance by not giving up. They also showed their helpfulness by reminding and encouraging each other. All students successfully got the certificate and felt accomplished. We will keep exploring meaningful experiences to students.

Our Life Planning Team has been working very hard in promoting career and life planning education at school. With their efforts, students have become more aware of the importance of life planning and most of our graduates are able to make informed choice on their own. Their efforts were recognised by winning the “*Caring School Award*” under the Caring School Award Scheme, co-organised by Hong Kong Christian Service, Hong Kong Association of Careers Master and Guidance Master (HKACMGM) and EDB. Congratulations!

For students who are facing a more and more demanding and complicated world, we have to strengthen their abilities to face adversity. The Counselling Team will take this essential role by introducing the *Joyful@School Program* (「尊重生命、逆境同行」) to help students in need in the coming year. Related staff development activities will also be arranged to raise the awareness of the teaching staff on problems students are facing.

On the other hand, to be effective in building up students’ upright moral values, we need to be more focused and thus Care, Responsibility and Self-confidence are the major values that we will advocate next year. To further enhance the sense of care, students’ service opportunities will be enhanced. To strengthen students’ sense of responsibility and confidence, the College 55th Anniversary will provide plenty of opportunities when students take part in various celebrating activities. We are expecting an exciting and fruitful anniversary year.

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 / HKABE Joint Scholarship for BAFS 2016-17	Scholarship	5A Lau Hung Ming
EDB Enhanced NET Scheme “Shorts on Stage” Drama Competition	1 st Prize	1C Chau Ka Yi 1C Ng Ho Chiu 1D Heung Siu Fung 1D Tam Yu Chiu 2A Leung Wing Yan 2B Lam Kwok Fei 4B Lam Chi Him 4B Li Kang Wa
i-Learner English Programme	Reading i-Learner: Silver Award	2B Yap Yik Yin
	DSE i-Learner: Gold Award	5A Yang Hongxin 5D Lau Wai Fung
聯校文學創作獎	高級組 散文冠軍	5A 周凱嵐
	高級組 新詩季軍	5A 周曉嵐
	初級組 新詩冠軍	3A 顏樂怡
	初級組 散文冠軍	3A 賴雅丹
	初級組 小說季軍	3A 盧沛瑤
	初級組 新詩季軍	2A 胡仕楠
香港青年聯會及明匯智庫舉辦「PM 特首」徵文比賽	優異獎	5C 陳希遜 5C 郭靖彤 5C 梁景諾 5C 黃健銘
香港教育專業人員協會主辦「書評寫作比賽」	初級組 優異獎	3A 張嘉程 3A 廖華駒
	高級組 優異獎	5A 陳家樂 5A 陳欣婷

68th Hong Kong Schools Speech	3rd	5A Tsui Wai Kei
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Festival English Speaking	Merit	1A Tsang Hiu Yu 1A Ho Hiu Ning 1B Ho Yan Ling 1B Lam Ka Ching 2A Choi Pui Ying 2A Lau Nga Fong 3A Tsang King Hin 3B Ho Hosea 5C Leung Shiu Yu Zoey 5D Chan Sze Lam 5D Yeung Hei Lok 6B Chung Wai Yi 6B Ho Ho Laam 6B Leung Wai Ki 6B Wong Oi Ming 6B Yeung Ming Fong
	Proficiency	1A Ho Sze Ching 1A Lai Ka Wing 4A Lui Hau Yung 4A Tsang Man Yim 6B Lam Lee Hoi
香港學校音樂及朗誦協會主辦 「第六十八屆香港學校朗誦節」	詩詞獨誦(粵語)--冠軍	1A 何曉甯
	詩詞獨誦(粵語)--亞軍	1B 鄧倩瑜
	散文獨誦(粵語)--季軍	5C 梁劭渝
	詩詞獨誦(粵語)--優良	1A 王甄譽 1A 黃欣婷 1B 黃嘉敏
	詩詞獨誦(普通話)--優良	4A 何嘉恩
Hong Kong Mathematical Olympiad (AIMO) (Semi-final)	S3 2 nd Class Award	3A Wu Di
	S3 3 rd Class Award	3A Yip Hau Yee
Hong Kong Mathematical Olympiad (AIMO) Chinese Racing Cup (Final)	S3 3 rd Class Award	3A Yip Hau Yee
Asia International Mathematics Olympiad 2017 Open Contest Semi-final	S3 Silver Award	3A Yip Hau Yee
	Senior Form Silver Award	4B Wong Kin Fung 5A Poon Ka Lun 5B Leung Wing Chung

Office of the Government Chief Information Officer and City University of Hong Kong 3D Stop Motion Competition	Best Story Creation Award	3A Cheung Ka Ching 3C Cheng Mei Ki 3C Chu Leong Shing 3C Li Ngai Pang
Hong Kong Federation of Youth Groups Creative Coder Competition	Junior Form (Division B) Best Creative Presentation Award	2A Chan Tsz Shing 2A Lee Kwan Ki 2A Mak Nok Hin 2A Shum Ka Yi 2A Wong Jemson Jun Peng
Hong Kong Science Museum, Leisure & Cultural Services Department & Creative Power Educational Association - Robotic Intelligence DIY 2017	1 st Class Award	2C Lam Chun Hin 3C Chu Leong Shing 3D Ma Kin Man 4B Choi Tsz Lok
World Robot Olympiad Competition –Speed Challenge	Gold LEGO Award	2C Lam Chun Hin 3C Chu Leong Shing 3D Ma Kin Man
	Silver LEGO Award	4B Choi Tsz Lok 4B Lee Chi Shing 4C Chau Chui Yi
Golden Cup STEM Education Challenge 2016 organised by Hong Kong New Generation Cultural Association Science Innovation Centre	Merit Award	2A Wong Yiu Tak
Joint School Miniature Vibration Robot Relay 3.0 - Mechanical organised by Hong Kong New Generation Cultural Association Science Innovation Centre Joint School Miniature Vibration Robot Relay 3.0 - Mechanical organised by Hong Kong New Generation Cultural Association Science Innovation Centre	Second Merit Award (Team 2)	2A Hong Hin Yeung 2A Huang Pui Tsz 2A Huang XiaoXin 2A Lam Po Yi 2A Lau Nga Fong 2A Lee Kwan Ki 2A Leung Wing Yan 2A Luk Wan Man 2A Mak Mei Ling 2A Mak Nok Hin

Joint School Miniature Vibration Robot Relay 3.0 - Mechanical organised by Hong Kong New Generation Cultural Association Science Innovation Centre Joint School Miniature Vibration Robot Relay 3.0 - Mechanical organised by Hong Kong New Generation Cultural Association Science Innovation Centre	Third Merit Award (Team 1)	2A Chan Ka Ying 2A Chan Tsz Shing 2A Chau Hiu Tung 2A Chen Hiu Yan 2A Chen RuoCui 2A Chiu Nga Yee 2A Choi Pui Ying 2A Choi Yan Sin 2A Chow Pik Ki 2A Chow Sze Wan
	Third Merit Award (Team 3)	2A Ng Wing Man 2A Ng Yuk Shan 2A Poon Yee Man 2A Shum Ka Yi 2A Tang Chi Wang 2A Tang Wing Yan 2A Tin Pui Man 2A Tsang Ka King 2A Tse Hoi Man 2A Wong Jemson Jun Peng
	Third Merit Award (Team 3)	2A Wong Yiu Tak 2A Woo Shi Nam Kenny 2A Yan Chi Kwan 2A Yan Sze Wing 2A Yip Wing Ki 3D Fung Lee Yuk 4B Choi Tsz Lok 4C Chau Chui Yi 4C Lai Chung Ching 4D Kong Sum Yi

Leadership 領導才能

Activities 活動	Prizes 獎項	Winners 獲獎者
東九龍青年社主辦「第十屆黃大仙 區傑出學生選舉」	高中組優秀學生	5A 周曉嵐

Arts 藝術

Activities 活 動	Prizes 獎 項	Winners 獲 獎 者
香港校際戲劇節 2016-2017	傑出演員獎	2A 鄧志泓 4D 李嘉麗
	傑出舞台效果獎	文理書院(九龍)劇社
	傑出合作獎	文理書院(九龍)劇社
世界兒童藝術文化協會主辦「世界兒童繪畫大獎賽 2017(校際視藝邀請組)」	高中組(西畫)亞軍	4C 鄭佩婷
	高中組(西畫)優秀獎	4C 羅月明
	初中組(西畫)優秀獎	1B 楊珀瑤 2A 陸韞文 2A 麥美玲 2A 吳鈺珊
	WCACA 傑出藝術教育學校	文理書院(九龍)
黃大仙區撲滅罪行委員會及黃大仙民政處主辦「黃大仙區《蛻變·新衣》行動 2016 禁毒及滅罪時裝設計比賽」	亞軍	5B 劉家雯 5C 郭婧彤 5C 呂嘉琦
	最佳繪畫獎	5A 鍾穎賢 5A 劉雪兒
黃大仙(西南)分區委員會及東九龍居民委員會主辦「同創一盞心燈」元宵花燈設計比賽	學生組優異獎	6B 楊明芳 6B 呂卓軒
第九屆校園藝術大使		5A 鍾穎賢 5C 姚卓芝
家庭與學校合作事宜委員會主辦「快樂的我」繪畫比賽	中學組優異獎	4C 黎頌晴
鯽魚涌社會服務中心樂群社會服務處主辦「同根同行繪畫比賽」	優異獎	2A 蔡珮瑩 2A 黃曉欣
澳洲領事館主辦「澳洲聖誕咭設計比賽」	優異獎	3A 伍穎怡
愛滋寧養服務協會主辦面具創作《向歧視說不，繪出平等社會》	優異獎	4C 羅月明 4C 鄭佩婷
音樂盛宴音樂交流比賽	評判嘉許獎	合唱團

69th Hong Kong Schools Music Festival	Merit:	
	- Clarinet Solo (Senior)	4B Li Kang Wa
	- Zheng Solo (Intermediate)	3B Wong Sin Yung
	- Graded Piano Solo (Grade 1)	2D Chan Ka Wing
	- Graded Piano Solo (Grade 4)	2C Ng Ying Yu 2A Lau Nga Fong
	- Graded Piano Solo (Grade 5)	4A Tse Man Hei 2C Ma Ho Hin
	- Graded Piano Solo (Grade 8)	2A Chow Sze Wan
	- Treble Recorder Solo	4A Shum Yi Hang
	- Recorder Ensemble (Team 1)	6A Chan Cheuk Man 6A Ngan Wun Yu 6B Yu Chun Yip Alvin 6D Lau Siu Tin
	- Recorder Ensemble (Team 2)	5A Cheung Ki 5B Lam Yuen Ying 5C Li Ka Wing 5C Yeung Wo Yin
	- Recorder Ensemble (Team 3)	3A Chan Tsz Hin 3A Yip Hau Yee 4B Lam Chi Lim 5B Ho Cheuk Hung Andrew 5C Fung Ching Kwan 5C Leung Shiu Yu Zoey
	- Recorder Ensemble (Team 4)	3D Szeto Chun Hei 4A Chan Yuk Lam Samuel 4A Lam Ka Yu 4C Ma Ka Wai
	- Recorder Ensemble (Team 5)	2A Lee Kwan Ki 4A Lau Pak Hin Ambrose 4A Shum Yi Hang 4B Li Kang Wa
- Recorder Ensemble (Team 6)	2A Chen Hiu Yan 3A Choi Ka Sin 3A Lam Sze Nga 3D Lam Sze Wing 3D Ma Kin Man 3D Tam Po Yan 3D Tong Shun Kai	

69th Hong Kong Schools Music Festival	Proficiency:	
	- Violin Solo (Grade 3)	1B Ng Tsz Yui
	- Violin Solo (Grade 4)	3B Wong Sin Yung
	- Graded Piano Solo (Grade 3)	2C Wong Pik Yi
	- Recorder Duet	4A Shum Yi Hang 4B Li Kang Wa

Sports 體育

Activities 活動	Prizes 獎項	Winners 獲獎者
HKSSF Inter-school Table-Tennis Competition (Kowloon Division 3)	Boys C Grade – 3 rd	1B Chow Hau Fui 1B Li Wai Lun 2B Yap Yik Yin 2D Chu Cheuk Ngai
	Boys Overall – 4 th	Cognitio College (Kowloon)
HKSSF Inter-school Basketball Competition (Kowloon Division 3)	Girls Overall – 3 rd	Girls A Grade Girls B Grade Girls C Grade
HKSSF Inter-school Basketball Competition (Kowloon Division 3)	Girls B Grade – 4 th	2B Lee Chai 2D Law Bo Chu 3A Liu Wing Yee 3B Chung Yuen Ying 3C Poon Suet Yee 3D Ho Pak Sze
HKSSF Inter-school Volleyball Competition (Kowloon Division 3)	Girls A Grade – Merit	5A Chen Ying Ying 5B Liu Wing Yi 5C Ho Cheuk Ying 5C Poon Ching Fei 5D Tsoi Tsz Shan 6A Lau Sin Yi 6B Kwok Yi Ni 6B Tze Tung Lam 6C So Ching Lai 6C Wong Kai Hei 6D Hui Lam Lam 6D Ng Tsz Wai

Wong Tai Sin District Recreation and Sports Council Wong Tai Sin Schools Basketball Competition 2017	Champion	3A Chuang Ting Fung 4B Leung Wai Kit 4B Lo Kai Hin 4B Mok Tsz Ho 4D Chow Yiu Ki 4D Leung Wing Kwong 5C Cheung Cheuk Nam 5C Leung King Lok 5C Wong Kin Ming 5D Chan Hoi Chun 5D Yip Cheuk Hin Mathew
Wong Tai Sin District Recreation and Sports Council Wong Tai Sin Schools Basketball Competition 2017	Champion	3A Wan Tsz Lam 3B Wong Yu Hin 3C Chong Yiu Ching 3C Fong Man Tik
HKSSF Inter-school Track and Field Competition (Kowloon Division 3)	Boys C 400m – 2 nd	2B Fan Griffith
	Boys C High Jump – 3 rd	2B Yap Yik Yin
	Boys A Triple Jump - 4th	6B Lin Ka Hung
WTS Track and Field Competition		
Boys A High Jump	2 nd	6D Lam Chi Yuen
Boys B Hurdles	2 nd	4B Lo Kai Hin
Boys B High Jump	2 nd	2B Yap Yik Yin
Boys B 4x100 Relay	3 rd	1D Tam Yu Chiu 2A Tsang Ka King 2B Li Kin Ho 2B Yap Yik Yin
Boys C Shot Put	2 nd	1D Tsang Yin Lam
Girls A 400m	1 st	6B Ng Tsz Ching
Girls A 200m	1 st	5D Chow Lei Ki
Girls A 100m	1 st	5D Chow Lei Ki
Girls A Javelin Throw	3 rd	5B Law Pui Man
Girls A Hurdles	2 nd	5A Wong Ka Yu
Girls A 4x100m Relay	2 nd	3C Tan Su Xiang 4D Chan Shan Shan 5D Chow Lei Ki 6B Ng Tsz Ching
A.S. Watsons Hong Kong Students Sports Award		6B Ng Tsz Ching

Community Services 社會服務

Activities 活動	Prizes 獎項	Winners 獲獎者
香港女童軍總會周年大匯操 香港女童軍總會-黃大仙區晉升 禮 2017 暨 16-17 年度頒獎禮	優秀隊伍(連續十年)	女童軍東九龍第 84 隊
	隊伍優秀女童軍	6C 殷希鈞
2017 年公益少年團傑出團員 韓國交流團	黃大仙區代表	6A 周詩朗
公益少年團	中級章	5A 陳欣婷 5B 劉燦標 6A 周詩朗 6A 蔡錦威 6A 莫導平 6B 徐略展 6D 葉美欣
	環保為公益慈善花卉義賣銀獎	文理書院(九龍)公益少年團
	電影欣賞及報告比賽優異獎	3A 盧沛瑤
	黃大仙區堆沙比賽優異獎	文理書院(九龍)公益少年團
Social Welfare Department Volunteer Movement Individual Volunteer Award	Long Service Certificate (Service over 5 Years)	5A Chan Lee Kiu 5A Lau Suet Yi 5A Tam Wing San 6A Chou Sze Yui 6A Chu Lai Ni 6A Chu Sen Long 6A Liu Ka Tsun 6A Ng Ho Yin 6A To Chi Hong 6A Wan Tsz Ming
Social Welfare Department Volunteer Movement Individual Volunteer Award	Long Service Certificate (Service over 5 Years)	6B Lam King Lok 6C Choi Ho Sing 6C Wong Shan Shan 6C Yan Hei Yu
	Gold Certificate (Service over 200 Hours)	4A Ho Ka Yan 4A Wong Tsz Him 4C Lai Chung Ching 4C Ng Siu Lee 4C Shek Wing Chi 6C Yan Hei Yu

<p>Social Welfare Department Volunteer Movement Individual Volunteer Award</p>	<p>Silver Certificate (Service over 100 Hours)</p>	<p>2B Cheung Cham Lam 3A Chiu Mei Yu 3A Choi Ka Sin 3A Lai Nga Tan 3A Lo Pui Yiu 3A Tsang Wang Pok 3A Yu Hiu Ki 3B Ng Cheuk Ki 3C Ho Hoi Yiu 3C Hung Pak Lam 3C Lai Hei Lam 3C Ting Hoi Nam 4A Ling Sammi 4B Chu Man Kit 4C Cheung Wing Yan 4C Ho Yuen WA 4C Xu ShiHui 4D Kong Sum Yi 4D Lam Chin Fung 5A Chan Yan Ting 5A Hon Lai Fan 5A Yang HongXin 5B Liu Wing Yi 5C Cheng Ching Wai 5C Ng Tsz Yan 5D So Wing Sze 5D Wei Hong Yu 5D Yip Mei Yan 6A Liu Ka Tsun</p>
		<p>6A Wan Tsz Ming 6A Yeung Tsz Lung Jacky 6B Lam King Lok 6C Wong Shan Shan</p>

<p>Social Welfare Department Volunteer Movement Individual Volunteer Award</p>	<p>Bronze Certificate (Service over 50 Hours)</p>	<p>2D Yip Hei Tung 3A Liu Wing Yee 4C Yung Tsz Kwan 4D Ling Ka Yee 5A Lo Wai Yeung 5A Tam Wing San 5A Wong Ho Chuen 5A Yip Wing Yan 5A Zhou KaiLan 5A Zhou XiaoLan 5B Chung Pui Shan 5B Lau Ka Man 5B Lau Tsan Piu 5C Chan Kai Lee 5C Kwok Ching Tung Annie 6A Chou Sze Yui 6A Chu Lai Ni 6A Chu Sen Long 6A Ng Ho Yin 6C Lo Thackeray 6D Wong Hiu Tong</p>
<p>Community Service Groups</p>	<p>Gold Certificate (Service over 1000 Hours)</p>	<p>HKGG Association 84EK Coy Red Cross Youth Unit 102 Student Librarians Community Service Team</p>
	<p>Silver Certificate (Service over 600 Hours)</p>	<p>Junior Police Call</p>
	<p>Bronze Certificate (Service over 300 Hours)</p>	<p>Green Team</p>

Others 其他

Activities 活動	Prizes 獎項	Winners 獲獎者
香港基督教服務處《關愛校園》獎勵計劃	《關愛校園》「推動生涯規劃」	文理書院生涯規劃組
Rotary Club 3450 District Mock Legislative Council Debate	Most Popular Debater Award	5D Lam To Wa
HSBC Urban Organic Farming Programme- Organic Day 2017	Best students' booth- The second runner-up	Green Team
Sir Edward Youde Memorial Scholarship		6A Chu Sen Long 6B Lam King Lok
明日之星 2016 上游獎學金		5D 許華亮 5D 葉美欣 3A 曾敬軒
黃大仙文志獎學金	最顯著進步獎	5C 林瑋諾
「青苗學界進步獎」獎學金		3C 區子慧