

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL REPORT

2018-2019

1. SCHOOL MOTTO

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

2. MISSION

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

Brief Introduction of the School

Year Founded : 1962

School Type : Aided

School Management***Incorporated Management Committee***

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

Composition of the Incorporated Management Committee

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

IMC Sub-committees

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

Senior Staff

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

Vice Principals Ms Cheung Mei Yee, MBA, BA, PGDE
Ms Wong Lai San, BA, PGDE

Department Heads

Counselling Mistress	Ms Leung Hoi, BA, PGDE
Moral & Civic Education Master	Dr Leung Chi Kwan, PhD, MA, MSc, BSc
Life Planning 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	Mr Chan Sok Kwun, MSc, BA, PGDE
Chinese Language	Dr Lui Wing Kai, PhD, MA, BA, PGDE	History	Ms Ho Sin Ching, MPhil, BA, PGDE
Mathematics	Dr Leung Chi Kwan, PhD, MA, MSc, BSc	ICT	Mr Li Chiu Fai, MPhil, BSc, PGDE
Liberal Studies	Mr Yuen Sea Yin, MA, BA, PGDE	Music	Mr Fung Wai Man, MA, BA, PGDE
Biology	Ms Chan Suk Yee, BSc, PGDE	Physics	Mr Yeu Pak Yan, BSc, PGDE
BAFS	Ms Cheung Mei Yee, MBA, BA, PGDE	Physical Education	Mr Kwan Hing Chung, BPE
Chemistry	Mr Li Man Fai, BSc, PGDE	Putonghua	Ms Yuen Lai Lin, BA, PGDE
Chinese History	Ms Cheung Tin Wai, MPhil, BA, PGDE	Visual Arts	Ms Mak Woon Ying, MA, BA, PGDE
Economics	Mr Lam Kwok On, MA, BSSc, PGDE	Tourism & Hospitality Studies	Mr Wong Tsz Chun, BSc, PGDE
Life & Society	Ms Cheung Kit Ying, BSocSc, PGDE		

Our Students

Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Number of Students	120	124	117	116	112	112	701

School Ethos

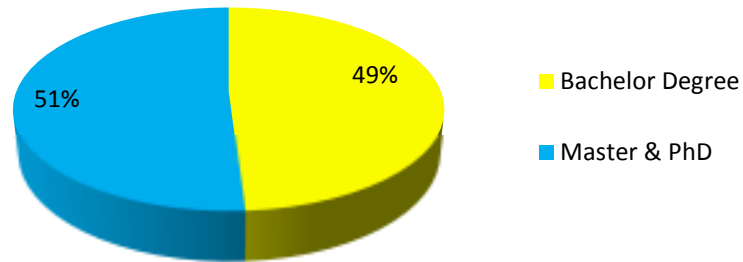
Growing up in a supportive and harmonious learning environment, our students are polite, well-behaved and competent learners with positive value and attitudes. Through engaging in social services, leadership training programmes and co-curricular activities, students develop their leadership skills and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

Our Teachers

Teachers' Academic Qualifications

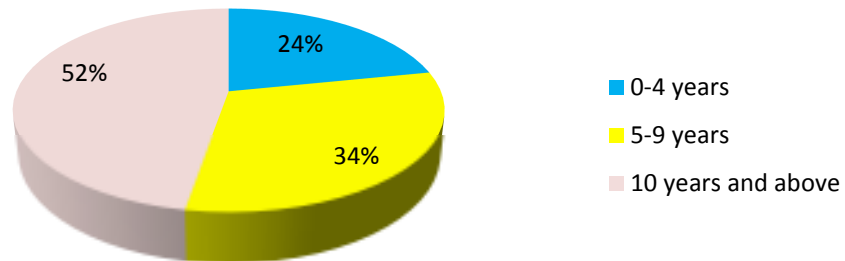
a. Highest academic qualification attained by teachers

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 a wide variety of language activities, students can sharpen their abilities in Chinese, English and Putonghua, strengthen their generic skills and develop their learning capabilities.

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

Learning and Teaching Strategies

In order to enhance learning effectiveness, all subjects systematically employ diversified learning and teaching activities to nurture students' creativity, collaboration and problem-solving skills. Reading schemes, learning strategies, as well as learning and teaching activities aim to equip students with effective study skills, are also enhanced to strengthen students' self-directed learning skills. Equal emphasis is also placed on STEM education, creativity and holistic thinking, encouraging students to participate actively in co-curricular activities and applying subject knowledge in their daily life.

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

Number of School Days – 190 days

Student Support

Whole School Approach to Cater for Learner Diversity

Junior forms Chinese Language and English Language of all levels are taught in groups of different language abilities. Catering for Learner Diversity Team plans and organize various courses and activities such as elite and remedial English and Mathematics classes. Cognitio Elite Team organizes activities for the elite students so as to stretch the potentials of students. Gifted students are recommended to join various courses provided by different organizations so as to further lift up their potentials. Co-curricular activities, such as Reading Club, Joint-school Chinese Writing class, English drama, could raise the interest and the language ability of students. IT elite students participate in various courses and competitions so as to grasp the updated IT skills and programming.

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

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

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

Home-School Co-operation

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

Learning and Teaching

Major Concern: To develop a caring community in the school

Strategy: Cultivating a caring culture and promoting humanistic values through experiential learning

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1-6	Employing diversified and experiential learning activities to nurture humanistic values and help cultivate caring culture among students	70% of students surveyed agree that the learning activities have helped them build up humanistic values and encouraged them to be more aware of the needs of a caring community. Diversified and experiential learning activities to nurture humanistic values and/or caring culture are used in class and reflected in assignments.	Student Survey / Assignment Inspection / Teachers' record / Schemes of work / Lesson Observation / Teachers' observation	As shown in the Schemes of work and lesson observation, teachers concerned have designed and employed various learning and teaching activities, including experiential learning activities, to cultivate humanistic values and caring culture among students. Some examples include role play, fieldwork, art exhibition showing students' concern of the district and their home country, intangible cultural heritage project (非物質文化遺產學習計劃), recycling-bin design, classroom discussion of current and local issues, wild-life conservation visit at Ocean Park, board-game design, comic strips design, exchange tours, sustainable development talks and appreciation of Dun Huang Arts, visits to artisan workshops, etc. 86.5% of S1-S6 students reflected that the learning activities have helped to encourage them to care more for others and the community.	In the next academic year, teachers concerned will continue to carry out such schemes, among which, volunteer work co-organised with Food Angel and co-curricular lunch-time academic activities. All other subjects which have not implemented the strategy this year will also adopt the strategy and collaborate to achieve the major concern.

Major Concern: To enhance students' potential in order to achieve academic and individual excellence.

Strategy: *Developing the Creativity of students*

Level(s)	Strategies /Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1-6	Employing diversified learning and teaching activities to nurture students' creativity, collaboration and problem-solving skills	70% of students surveyed agree that the learning and teaching activities have helped them to develop creativity, collaboration and problem solving skills. Diversified learning and teaching activities to nurture students' creativity, collaboration and problem solving skills are employed.	Student survey / Lesson observation / Schemes of work / Assignment inspection	<p>Diversified learning and teaching activities have been used in all subjects to nurture students' creativity, collaboration and problem-solving skills.</p> <p>87.6 % of students surveyed (strongly) agreed that learning and teaching activities have helped them to develop creativity, collaboration and problem-solving skills.</p> <p>89.9 % of students surveyed (strongly) agreed that teachers have employed diversified learning activities to help them integrate classroom learning in solving daily life problems.</p> <p>Examples of such activities include T&H short film making to promote Hong Kong, VA/Music Impressionism module, Chinese Hist./VA, History, L&S comic strip design, Garage Band music composition, choreography (PE), drama production and appreciation, and publication of student writing in Chinese and English.</p>	<p>In the next academic year, all subjects have planned to keep using various presentation and teaching and learning skills so as to better cater for diversity and to enhance students' interest and motivation to acquire higher-order thinking skills. With the improved facilities of the new campus and the coming open day, more opportunities for students to practise and showcase their creativity, collaboration and problem-solving skills will be offered.</p>

Target: Building an ever-Learning School

Strategy 1: Strengthening self-directed learning

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
<i>Building of self-directed learning habits and skills by:</i>					
S1–S2	1) Enhancing the reading and study skills of students through implementation of a school-based curriculum in Reading and Study Skills lessons.	70% of the Reading Log and Study Skills assignments are of satisfactory standard. 70% students surveyed agree that their reading and study skills have been strengthened.	Student Assignment / Student survey	More than 75 % of S1 subject teachers are satisfied with students' performance in note-taking, data collection, graphic organisers and induction skills learned in Study Skills (RSS-S) lessons. More than 90 % of S2 subject teachers reflected that students have benefited from the Chinese input method, usage of electronic learning applications, perspectives of different stakeholders and critical thinking skills. 78% of S1 and S2 students agreed that they have applied study skills learned in RSS-S in other subjects.	In 2019-2020, the scheme of work will be slightly altered to match the major concern and the facilities of the new campus. It is also suggested that the school include more electronic equipment to enhance the general ambience and motivate students to read more. In the second term, students have made use of the study skills acquired to complete a group project on topics related to the new school campus (S1), and made use of their interview results and skills learned to create a new product to help people in the community (S2). Subject teachers concerned were satisfied with their performance. A Reading across the Curriculum Team will be formed to better promote reading and cross-curricular reading activities.

S.1-6	2) Providing appropriate preparation work, learning strategies and assignment tasks to help students form good learning habits and improve language skills required for learning	70% of students surveyed reflect that the preparation work, strategies and assignment tasks have helped them form better learning habits and improve language skills. Students show improvement in learning habits and languages skills.	Student survey / Lesson observation / Schemes of work / Assignment inspection / Teachers' record	89.4% of students surveyed reflected that the preparation work, strategies and assignment tasks have helped them form better learning habits and improve their language skills. As reflected by panel heads, the Prefect of Studies and EDB focus inspection officers, students have formed the habit of doing preparation for classes during lesson observation and book inspection. Peer evaluation, peer feedback and self-reflection have also been implemented. Examples of preparation work include reading and note-taking, presentation, the LS Student-Teacher scheme (小老師計劃), Study Journals, reading materials in Google classrooms (e.g. EconSchool), iLearner, HKEdCity online question bank and other self-conducted quizzes, collecting news articles and related information, worksheets, dubbing for video clips, guided writing practice, ETV viewing worksheets, film viewing, flipped classroom video viewing, VDO vocabulary and self-directed learning package co-developed with HKU.	In the next academic year, teachers will be encouraged to continue with the useful/interesting strategies they have employed and required to use more variety and refine the present ones, if necessary, for preparation work and self/peer-evaluation, to encourage students to set questions involving problem-solving and other higher-order thinking skills, strengthen all students' habits of independent learning and provide more instructions for using the electronic learning apps during lesson.
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<i>Enhancing reading to learn and reading across the curriculum by:</i>					
S.1- 6	1) Providing subject-related reading resources and learning activities to encourage students to learn and strengthen the general knowledge and language skills required for learning	70% of students surveyed reflect that reading resources and activities have helped them get further access to information and language skills required for learning. Reading resources and related learning activities are provided in all subjects to improve general knowledge and language skills required.	Student survey / Lesson observation / Schemes of work / Assignment Inspection	92.1 % of students surveyed reflect that reading resources and activities have helped them get further access to information and language skills required for learning. Teachers observed that most junior form students have read the assigned essays and news articles to prepare for their lessons. Senior form students have also shown records of reading extensively in their assignments. Library book exhibitions, book talks and co-curricular learning programmes have been well received. Students showed particular interest in borrowing books that have been introduced in book talks. Cross-curricular reading resources are provided in all classrooms to allow students to read at their own pace. All subjects have prepared recommended book lists to students to arouse their interest in learning and help them improve their general knowledge and language skills. Most of the students completed the reading materials with satisfactory answers. Other examples of reading-related activities include pamphlet design of a Biology subject-related books, subject related book review, cross-curricular reading assignments, joint-school Chinese reading and writing club.	In the next academic year, subject teachers will be encouraged to continue using various reading resources and related learning activities. Teachers will also be encouraged to provide students with online reading resources and e-books to facilitate reading.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1- 6	2) Strengthening the reading skills of students through reading schemes, learning and teaching activities and providing resources for students to facilitate reading to learn	70% of students surveyed reflect that reading resources, schemes and activities have helped to enhance their language skills and reading habits. Reading schemes and activities are provided and students show satisfactory performance in such activities.	Schemes of work / Student survey / Teachers' record	<p>Reading resources are provided at the reading corner in all classrooms to allow students to read at their own pace.</p> <p>All RSS-Reading lesson teachers agreed that reading materials, reading journal/records and authentic questions used have helped students to apply their knowledge and skills in solving daily life problems and aroused their interest in extensive reading.</p> <p>92.5% of students reflected that they found study skills and activities organised by language teachers have helped them improve their reading skills.</p> <p>The Reading Award Scheme, Video-clip competition, inter-school and school-based book review writing competitions and inter-school Chinese and English Battle of the Books competitions are organised by the library and the language departments to encourage students to read extensively and share their views on books with the whole school.</p>	<p>Chinese and English extensive reading schemes and intensive reading lessons have also provided students with learning and teaching activities and resources to facilitate reading to learn. Various activities, including drama staging and viewing, pre/post- drama viewing workshops, book talks and creative drawing and designing activities have also been conducted to help enhance students' language skills and reading habits.</p> <p>The establishment of the Reading across the curriculum team is expected to further enhance students' performance and habits in reading.</p>

Strategy 2: Adopting e-learning strategies to enhance learning effectiveness

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1- 6	Enhancing e-learning to encourage students to learn and excel through engaging in resourceful, interactive and self-directed learning	70% of students surveyed reflect that e-learning activities they have participated in help them get further access to information and facilitate their self-directed learning. Students show improvement in learning motivation and self-directed learning habits with the use of e-learning strategies.	Lesson observation/ Student survey / Schemes of work /Teachers' record	<p>88.1% of students surveyed reflect that multi-media and audio-visual materials, electronic applications and other online learning activities helped them get further access to information and facilitate their self-directed learning.</p> <p>Teachers observed that students have shown improvement in learning motivation and self-directed learning habits with the use of e-learning strategies.</p> <p>Google classrooms have been established for all subject teachers and all classes before the beginning of the term and have been used by all classes. Teachers reflected that many students participating in Google classroom discussion have shown a serious manner and presented quality points and most students were able to complete the online question-bank tasks in time.</p> <p>Other examples of e-learning strategies include various teaching programmes and apps (Kahoot, Nearpot, Padlet, iLearner, Mindmeister, Edpuzzle, etc.), videos for self-directed learning, online HKDSE question bank, interactive simulation VR and AR apps, AR sandbox used in reading contours, QR Code links for online preparation and viewing resources, etc.</p>	In the next academic year, as more students will be provided with iPads, e-learning and teaching activities should be further enriched to enhance motivation and learning effectiveness. The eITDC will continue to disseminate useful ideas concerning e-learning and share with teachers the use of learning and teaching apps.

Strategy 3: Enriching Science, Technology, Engineering and Mathematics (STEM) education

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S.1- 2	Providing students with STEM-related skills in school based STEM-Ed lessons.	70% of students complete the assignment with satisfactory standard.	Student assignment / Teachers' records	S1 students have learned fundamental knowledge in electric circuits, to design, construct, decorate and fly wooden planes using an LED guided route. S2 students have acquired basic knowledge about Arduino and related topics and made use of Arduino IDE as a platform to produce LED products. An ICT/Maths Tessellation programme was organised for S1 and S2 students. S1 and S2 STEM elites have joined Maker Lab activities and participated in various related activities.	Teachers have observed that S1 students actively participated in the activities and completed the electric circuits. In the second term, students have shown great interest and active participation in the Impressionistic plane production and design and the LED flight path construction and most S2 students could complete their assignments with a satisfactory standard.

S.1- 6	Employing various learning and teaching activities to develop a solid knowledge base and instil an interest among students in learning science, technology and mathematics. 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 the students surveyed agree that the learning activities have helped them develop a solid knowledge base in learning science and Mathematics / technology. Students show improvement and satisfactory performance in the learning of STEM Ed subjects. 70% of students surveyed agree that participating in learning activities has strengthened their ability to integrate and apply their knowledge and skills in solving daily life problems. Students show improvement and satisfactory performance in problem solving and innovation skills.	Student survey / Assignment Inspection / Lesson observation / Teachers' record Student survey / Assignment Inspection / Lesson observation / Teachers' record	It has been observed that the various learning and teaching activities employed have helped students develop a solid knowledge base and interest in the learning of STEM Ed related subjects. Authentic daily life examples and questions employed have facilitated students to apply their knowledge and skills in solving daily life problems and aroused their interest in new technology. 85.5% of students reflected that the co-curricular and learning and teaching activities have helped them improve their STEM Ed skills. Teachers have commented that interactive simulation VR and AR apps as teaching tools and demonstration of VR and AR have facilitated the learning process, aroused interest in new technology and facilitated students to learn more effectively. Co-curricular STEM Ed related activities conducted have been well received. Students have shown great interest during such activities and applied their knowledge and skills in solving problems. Examples of such activities include ICT/Maths tessellation design, Mathematics treasure hunt, smartphone ring design, telescope/periscope DIY, board game design, healthy menu design, daily life scientific investigation, scientific video production, encryption and competitions including 3D Stop Motion, RIDIY 2019, Enriched IT, WRO 2019 and Element of the Month for IYPT-2019.	In 2019-20, learning activities will continue to be conducted to strengthen students' ability to integrate and apply their knowledge and skills in solving daily life problems with practical solutions and/or innovative designs.
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Student Development and Support

Major Concern: To develop a caring community in school

Target: Cultivating a caring culture and promoting humanistic values through experiential learning

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 & S4	<p>Students could show their support, care and concern to their peers and the disadvantaged in the community by:</p> <ol style="list-style-type: none"> 1) developing and adhering to the class “Code of Conduct” 2) participating in the “Caring Ambassador Programme” 	<ul style="list-style-type: none"> • 75% of the students surveyed agreed that the class “Code of Conduct” could encourage them to be more self-disciplined. • 70% of the students surveyed agreed that the “Caring Ambassador Programme” could enhance the caring culture in S1 classes. 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>Almost 80% of the students agreed to be more self-disciplined.</p> <p>S1 students were willing to share and contribute their ideas when drafting the “Code of Conducts” together.</p> <p>Over 80% of the students agreed this program could build a positive culture in class.</p> <p>The Caring Ambassadors (i.e. prefects) participated in the Programme actively and developed a good relationship with classes.</p>	<p>Discipline Master and Form Mistress collaborated well with each other and facilitated timely adjustments to the “Code of Conduct” according to the actual conditions of different classes.</p> <p>The mediation skills are valuable and it is believed that both S1 students and prefects will be benefited when the skills are used.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
	<p>3) S2 students serving Chi Lin Nunnery Elderly Home</p> <p>4) S4 students participating in various community services</p>	<ul style="list-style-type: none"> • 75% of the participants agreed that community services let them identify the needs of the community. • 75% of the participants agreed that community services reminded them to care more about others. 	<ul style="list-style-type: none"> • Community service records • Student survey • Evaluation and observation by teachers concerned 	<p>93% of S2 students agreed that, through the community services, they could understand more about the needs of the elderly and could learn how to respect and care about the elderly.</p> <p>Students could gain a sense of satisfaction to help the elderly. They learnt to be more considerate.</p> <p>86% of S4 students agreed that they could understand more about the elderly and 89% of S4 students agreed that, through the community services, they could show more care and respect to the elderly</p> <p>Most of them were well prepared and actively participated in the service.</p>	<p>More information about the elderly and more specific guidance on games and activities would help students better prepared for the service. Notes on “Dos and Don’ts” and materials for activities could be shared among the 4 classes.</p> <p>It would be more desirable to schedule the services within the regular school timetable and not close to test week and mid-year exam.</p> <p>More preparation time and more support from social workers (internal or external) or Community Service Team would help students have better preparation for the service.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
Whole school	By organising various activities and competitions during the Gratitude Month, students could show gratitude and appreciation to people in their life and treasure what they have.	<ul style="list-style-type: none"> 75% of the participants agreed they could show gratitude to the one they treasure and appreciate what they have throughout the activities. 	<ul style="list-style-type: none"> Student survey Teacher observation and evaluation 	<p>Various activities such as “Gratitude Tree” and “Thank You Card” were completed successfully.</p> <p>95% of the students wrote “Thank You Card” to show gratitude and appreciation to people in their life. 5 students from each class were awarded with their excellent card designs.</p> <p>80% of the students surveyed agreed they could show gratitude to the one they treasure and appreciate what they have.</p> <p>The “Thank You Card” activity during the Fun Fair was popular among alumni as they could send the cards to their teachers, even the retired ones.</p>	MCE lessons should be allocated for the Gratitude activities so that teachers and students could have more time to work together. The Gratitude activities could be held during lunchtime to avoid clashing with MCE lessons. Gratitude activities will be modified in the coming year.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - S2	<p>Positive values towards life and resilience against adversity could be nurtured by:</p> <p>1) 兒情計劃</p>	<ul style="list-style-type: none"> 75% participants agreed that they are more resilient in the face of adversity. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teacher concerned 	<p>S1 and S2 students generally agreed the screening test was helpful in realizing their feelings in different life situations.</p> <p>16 students were identified participated actively in the Personal Growth Group. All of them agreed that they gained necessary life skills to tackle difficulties such as struggling with anxiety or low self-esteem.</p> <p>96% of them agreed that the programme helped them to become more resilient in facing adversity and develop positive values towards life.</p>	<p>The participants of the Personal Growth Group said they enjoyed the activities very much and looked forward to additional sessions. The Counselling Team has started following up with the counselling needs of those participants.</p> <p>The Project will be carried out in alternate years due to limited resources offered by the Hospital Authority.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - S2	2) Journey of Life	<ul style="list-style-type: none"> 75% participants agreed that they have positive values towards life. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teacher concerned 	<p>83% of participants surveyed agreed that the workshop inspired them to think about their life journey and helped build up their resilience to challenges.</p> <p>From teachers' observation, the participants liked the activities and games as they inspired them to review different stages of life and learn positive life attitude. The last session 「人生終點站」 was the most popular as reflected in the survey.</p>	<p>Some participants were not serious in the workshop. Class teachers and counselling teachers performed well as a facilitator to guide and settle those students. Class teachers observed that a workshop leader failed to engage students effectively. The above feedback has been reflected to the workshop organizer.</p> <p>Journey of Life will be continued in the coming year. Class teachers are reminded to pay particular attention to student grouping. Teacher-in-charge will discuss with the organizer measures to engage students more effectively.</p>
S1 - S6	2) Sharing of messages and stories of positive values.	<ul style="list-style-type: none"> 75% of the students surveyed agreed that the sharing had a positive influence on their values and attitudes towards life. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	<p>Over 80% of the students surveyed agreed that the sharing had a positive influence on their values and attitudes towards life.</p>	<p>With the aids of current issues and personal experience, teachers delivered positive values in an interesting way. As a result, students generally enjoyed the sharing in the morning assembly.</p>

Major Concern: To enhance students' potential in order to achieve individual excellence.

Target: Developing the Creativity of students by Enriching Aesthetic Education and Co-curricular Activities

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - S6	Through organising or participating in exhibitions and performances, students could help to promote artistic culture and atmosphere at school.	<ul style="list-style-type: none"> 75% of participants agreed that the artistic culture and atmosphere at school were enhanced. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	Over 90% of the students surveyed agreed that artistic culture and atmosphere at school were well-promoted via exhibitions and performances. From teachers' observation, most of the students participated actively in the exhibition.	With more space available and better venues in the new school campus, we can further promote the artistic culture and atmosphere at school.
S1 - S5	Through providing training to students, Arts Ambassadors could share their creative ideas and processes to audience more effectively. Presentation skill of Arts Ambassadors could be strengthened.	75% of participants agreed that after the training as Arts Ambassadors, they could share their creative ideas and convey the concept more effectively. Presentation skill was strengthened	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	Over 85% of Arts Ambassadors agreed that their presentation skill was strengthened. From teachers' observation, students performed well in their first attempt as Art Ambassadors in the Art Fair and the Variety Show.	With continuous guidance and support given by Teacher Advisors, students could build up their confidence in presentations.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S4	In OLE (AE) curriculum, diversified arts and creative technology courses were provided to cultivate students' interest and knowledge in various art forms and creative technology as well as the ability to appreciate creative arts.	75% of participants agreed that the OLE (AE) courses could cultivate their interest and knowledge on arts and creative technology; and nurture the ability of arts appreciation.	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<p>Over 90% of the students surveyed agreed that OLE (AE) courses could cultivate their interest and knowledge on arts and creative technology, and nurture their ability of arts appreciation.</p> <p>From teachers' observation and evaluation. Students participate actively in the course they chose.</p>	Students reflected that the number of OLE lessons is not enough for them to learn the skills in depth.

Target: Building an ever-Learning school

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - S6	<p>Civic awareness, personal integrity and the spirit of the rule of law could be educated by:</p> <ol style="list-style-type: none"> 1) The ICAC drama 2) Basic Law education activities 3) "One Country, Two Systems" Talk 	<ol style="list-style-type: none"> 1) 75% of students surveyed agreed that the activities could remind them of the importance of <ul style="list-style-type: none"> - personal integrity, and - respecting the law 2&3) 70% of the students surveyed agreed that the activities can <ul style="list-style-type: none"> - enhance their civic awareness; - help them understand the "Basic Law"/the spirit of "One Country, Two Systems" - remind them of the importance of obeying the law 	<ul style="list-style-type: none"> • Student survey • Evaluation and observation by teachers concerned 	<ol style="list-style-type: none"> 1) Over 80% of students surveyed agreed that the activities could remind them the importance of personal integrity, and respecting the law. Teachers commented that the drama enhanced students' understanding about the work of ICAC and awareness of corruption. 2&3) Over 70% of the students surveyed agreed that both activities could arouse their civic awareness and help them understand the "Basic Law" and the spirit of "One Country, Two Systems". Teachers commented that Basic Law activities enhanced students' understanding on the "Basic Law" while "One Country, Two Systems" Talk enhanced students' knowledge about the country's contemporary development. 	<ol style="list-style-type: none"> 1) As ICAC drama was pretty interactive and enjoyable, the activity could be continued in the next academic year. 2) The teaching materials "Access to Justice – Basic Law Learning Package" (明法達義教材套) by EDB should be more widely used in the next academic year. 3) "One Country, Two Systems" Talk contains lots of knowledge about the Chinese economic reform. MCE Team should collaborate with Liberal Studies for in-depth study.

S2 - S6	<p>In life planning lessons, students would have a better self-understanding of their character, interests, ability and values. They were encouraged to set their life goals.</p>	<ul style="list-style-type: none"> 70% of the students agreed that life planning lessons can enhance self-understanding and help them set goals 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	<p>90% of students agreed that the activities helped them have a better self- understanding and set goals.</p> <p>Activities held by the Life Planning Team (LPT) were highly recognized.</p>	<ul style="list-style-type: none"> With the positive feedback from teachers and students on the activities, LPT will make continuous efforts to enrich their life planning activities.
S3 - S4	<p>Through joining study tours, students could gain a full picture of the economic development of Mainland China and Korea, while in return better prepared for their future career.</p>	<ul style="list-style-type: none"> 70% of the students surveyed agreed that after joining the study tour, they understood more about the economic development of China/ Korea. 75% of the students surveyed agreed that the study tour encouraged them to prepare for their future career. 	<ul style="list-style-type: none"> Student survey Evaluation and observation by teachers concerned 	<p>70% of students surveyed agreed that in the tour, they understood more about the economic development of China.</p> <p>90% of students agreed that they understood more about environmental conservation and the culture of South Korea.</p> <p>75% of the students surveyed agreed that the study tour could stimulate them to prepare for their future career.</p> <p>Many of them reflected that their generic skills and self-management skills have been improved.</p> <p>Only a few students were interested in studying in South Korea due to the language barrier.</p>	<p>China study tour:</p> <ul style="list-style-type: none"> The visiting places are unsatisfactory because of inadequate explanation by tour guides and limited visiting time. Itinerary of the tour would be changed to fit the purpose. <p>Korea study tour:</p> <ul style="list-style-type: none"> Most of the participants showed a positive view on the study trip and supported the continuation of study trip. However, the destination of the trip and the theme may change in order to broaden the horizon of students.

Staff Development

Target: Building an Ever-Learning school

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
All teaching staffs	Staff Development activities on pedagogy, student guidance and counselling were organized to enrich the pedagogy and guidance skills of teachers.	<ul style="list-style-type: none"> • 75% of the teacher participants agreed that the activities could enrich their pedagogy and guidance skills. 	<ul style="list-style-type: none"> • Teacher survey 	80.1% of teacher participants agreed that the activities could enrich their guidance skills in supporting students with emotional needs. The feedback from teacher participants was generally positive and they particularly preferred the stretching exercises.	A project in the coming year - Hand in Hand - To Co-create Harmonious School Environment Project will be carried out in next academic year. Staff Development activities will be organised to help teachers acquire knowledge and skills to support students in face of bullying. Planning of professional development should be done in a more holistic way to enhance teachers' professional skills and to cater for their personal development needs.

Student Performance – External Awards

學生表現 - 校外活動獎項

Academic Activities 學術活動

活動	獎項	獲獎者
協恩中學、民生書院、喇沙書院、 文理書院、聖芳濟書院合辦 「2018-2019 聯校文學創作獎」	小說高級組冠軍 新詩高級組季軍 小說初級組亞軍 小說初級組季軍	4A 陸韞文 4A 蔡珮瑩 2A 呂曉晴 3D 曾曉瑜
賽馬會「過去識」本土文學普及教育計劃主辦 「香港文學季·字立門戶」徵文比賽	冠軍	3B 陳宇豪
香港中學生文藝月刊主辦 「香港中學生文藝月刊校園小記者計劃」	優秀獎	3B 陳宇豪
Battle of the Books Competition 2018-2019	3rd place	1A Lee Tse Yan 1A Leung Suet Yiu Yo Yo 1A Tsang Chiu Ha 1B Chan Man Yam 1B Cheung Sum Yin 1B Hui Ka Lam 2A Lu Hiu Ching 2A Luo Yuen Lung 2A Tse Ka Wing 2A Tse Cheuk Yin 2A Wan Chun Sing 2B Huang Yuk Ying 3A Cheung Yuk Fong Yvona
Harvard Book Prize 2019	Harvard Book Prize	3B Tang King Hei 5A Cheung Lai Kin 5A Lau Sin Yung
HKICPA/HKABE Joint Scholarships for BAFS (2018-19) awarded by Hong Kong Institute of Certified Public Accountants	Scholarship	5A Ngan Lok Yi
THEi 手工模型飛機飛行比賽	創意金獎	1B 陳浩翔 1B 鄭康希 1B 吳綽燊
長春社文化古蹟資源中心及香港特別行政區 政府教育局聯合主辦「中華文化·香港遊蹤比 賽」	初中組(中一至中三)·個人 地標賽 - 季軍 及 薪火相傳·文化承傳獎	1B 張心然
Hang Lung Mathematics Award	Finalist	6A Wong Kin Fung
The Hong Kong Polytechnic University Secondary School Mathematics and Science Competition (Mathematics)	High Distinction	5A Cheung Lai Kin
	High Distinction	5A Wong Ka Hei
	Distinction	5A Tsang Wang Pok

第 10 屆 Super 24 邀請賽	三等獎	1B 呂俊恒
	三等獎	1B 陳文鑫
「華夏盃」全國數學奧林匹克邀請賽	總決賽二等獎	1A 陳宇衡
	晉級賽二等獎	1A 陳宇衡
	初賽二等獎	1A 陳宇衡
亞洲國際數學奧林匹克公開賽 AIMO 初賽	銀獎	1A 陳宇衡
	銀獎	5A 張灃鍵
	銅獎	5B 葉巧儀
The Hong Kong Polytechnic University Secondary School Mathematics and Science Competition (Biology)	Credit	5A Cheung Lai Kin
The Hong Kong Polytechnic University Secondary School Mathematics and Science Competition (Physics)	Distinction	5A Cheung Lai Kin
	Credit	5A Tsang Wang Pok
The Hong Kong Polytechnic University Secondary School Mathematics and Science Competition (Chemistry)	High Distinction	5A Cheung Lai Kin
	Distinction	5A Lin HeLin
	Credit	5A Tsang Wang Pok
	Credit	5A Wong Ka Hei
第七十屆朗誦節(中文)詩詞獨誦(粵語)	(普通話)榮譽証書	6A 何嘉恩
	(粵語)冠軍・優良獎狀	1A 嚴心悅 1C 莫詩穎
	(粵語)季軍・優良獎狀	1B 許嘉琳 1C 鄭詠之 1C 黃頌沂
	(粵語)優良獎狀	1A 張曉澄 3A 何曉甯 3A 黃欣婷
70th Hong Kong Schools Speech Festival English Solo Verse Speaking	Merit	1A Cheng Man Hei 2A Chan Pui Yin 2A Cheung Man Ting 2A Lu Hiu Ching 2A Tse Cheuk Yin 2A Wan Chun Sing 2B Chen Lok Sze 2B Huynh Wing Yan 3A Cheung Yuk Fong 3B Tang King Hei 4A Choi Pui Ying 5C Lo Pui Yiu 5C Yu Hiu Ki

70th Hong Kong Schools Speech Festival English Solo Verse Speaking	Proficiency	1A Cheung Hiu Ching 2A Luo Yuen Lung 2A Sze Ho Yin 4A Yan Chi Kwan 4A Yip Ka Kit
VTC STEM 挑戰盃 2019	季軍	3A 陳穎玟 3A 張樂軒 3A 黎俏蘭 3A 阮國慶
英才盃—STEM 教育挑戰賽 2018 「微震機械乒團爬山競技賽」	二等獎 (Team 1)	3A 陳凱晴 3A 陳子洋 3A 陳穎玟 3A 陳賢晉 3A 周浩欣 3A 張樂軒 3A 張毓舫 3A 周厚奎 3A 朱潔瑩 3A 何曉甯
	二等獎 (Team 3)	3A 李 莹 3A 鄺昱棋 3A 盧建銘 3A 吳柏廷 3A 阮國慶 3A 彭 穎 3A 孫梓懿 3A 鄧芷彤 3A 曾彥霖 3A 黃嘉敏
	三等獎 (Team 2)	3A 黃嘉雯 3A 柳樂恆 3A 羅衍聰 3A 李尚賢 3A 梁鎧汶 3A 梁嘉樂 3A 梁佩棋 3A 李佳旭 3A 黎俏蘭

英才盃—STEM 教育挑戰賽 2018 「微震機械乒團爬山競技賽」	三等獎 (Team 4)	3A 黃欣婷 3A 吳婉儀 3A 游碧兒 4B 林俊軒 4D 麥諾軒 5A 林河霖 5C 朱亮城
教育局個人、社會及人文教育組舉辦 「2018/19 年度中國歷史及 中華文化校本閱讀獎勵計劃」	嘉許狀	1B 劉澤寬 1B 劉凱欣 1B 許嘉淇 1D 林姍怡 2A 詹柏旻 2A 羅曉晴 2B 李小煥 3A 張毓舫 3A 柳樂恆 3B 周嘉怡
香港公共圖書館主辦 4.23 「世界閱讀日」創作比賽-- 「喜『閱』新一代」	優勝獎	3A 周浩欣
香港教育專業人員協會主辦 「第 30 屆好書龍虎榜--書評寫作比賽」	優異獎	4A 陸韞文

Leadership 領導才能

Activities 活動	Prizes 獎項	Winners 獲獎者
隊伍優秀女童軍選舉 2019	隊伍優秀女童軍	6C 石咏芝
第十二屆黃大仙區傑出學生選舉	初中組優秀學生	3A 陳穎玟
	高中組優秀學生	4A 胡仕楠
UNICEF Young Envoys Program 2019	UNICEF Young Envoy	3C Ho Sze Ching

Sports 體育

Activities 活動	Prizes 獎項	Winners 獲獎者
屈臣氏集團香港學生運動員獎 2018-2019	屈臣氏集團香港學生運動員獎	6B 羅啟軒
校際田徑比賽 (九龍區第三組)	男乙 400 公尺--季軍	4C 樊智鍵
	男乙 200 公尺--亞軍	4C 樊智鍵
	男乙 跳遠--季軍	4B 葉奕延
	男乙 4X100 公尺接力賽--殿軍	2B 葉曉鋒
		4A 曾嘉勁
		4B 葉奕延
		4C 樊智鍵
女乙 100 公尺--亞軍	3A 陳凱晴	
女乙 200 公尺--亞軍	3A 陳凱晴	
黃大仙區田徑比賽	女乙 200 公尺--亞軍	3A 陳凱晴
校際乒乓球比賽 (九龍區第三組)	女甲--第六名	3D 朱穎思
		4A 許子欣
		4B 岑嘉怡
		6A 陳禧瑩
		6D 黃凱琪
	女乙--第六名	3A 梁鎧汶
		4A 周詩韻
		4A 梁穎欣
		4C 鍾鳴鳴
	女丙--第七名	1C 林詩雅
		1D 吳聶芸
		2A 蘇綺晴
		2B 李小煥
全港運動會「7分鐘心連心活力跑」「最具歡樂氣氛相片」比賽	中學組--冠軍	學生會及 體育委員會

Community Services 社會服務

Activities 活動	Prizes 獎項	Winners 獲獎者
公益少年團(黃大仙區)		
2019 公益少年團傑出團員	黃大仙區傑出團員	5C 許焯菘
「環保為公益」慈善花卉義賣籌款	金獎	文理書院(九龍)
「關愛服務」活動冊設計比賽	季軍	文理書院(九龍)
公益少年團黃大仙區堆沙比賽	亞軍	文理書院(九龍)
社會福利署「義工運動」 個人義工服務嘉許	金狀 (服務滿 200 小時或以上)	5B 何凱堯
	銀狀 (服務滿 100 小時或以上)	3B 陳宇豪
		3B 李俊禧
		4B 黃耀銘
		4D 周啟杰
		5A 蔡嘉倩
		5A 廖詠儀
		5A 吳卓琪
		5B 趙美瑜
		5B 何錦怡
		5B 賴雅丹
		5C 俞曉琪
		6A 凌潔心
		6B 何苑華
		6C 李敏溢
	6C 石咏芝	
	銅狀 (服務滿 50 小時或以上)	2A 詹柏旻
		2A 黃翹盈
		2A 羅曉晴
		2A 呂曉晴
		2A 倫思齊
		2A 溫晉昇
		2B 李小煥
		2C 莊浚謙
		2C 周己力
		2C 方曉柔
		2C 葉璧瑜
2D 陳楚臻		
2D 張靜靈		
2D 周佳靜		
2D 黃希敏		

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)	3A 何曉甯
		3A 吳柏廷
		3B 鄭仲晴
		3B 錢政焮
		4A 陳嘉瑩
		4B 張湛霖
		4B 謝凱雯
		5A 曾敬軒
		5A 曾宏博
		5C 許焯霖
		5D 梁頌琪
		6B 朱文杰
6C 凌嘉儀		
義工小組嘉許狀	金狀 (服務滿 1000 小時或以上)	圖書館管理組
		紅十字會青年團第 102 團
		東九龍第 84 隊女童軍隊
	銀狀(服務滿 600 小時或以上)	公益少年團
	銅狀(服務滿 300 小時或以上)	少年警訊

Arts 藝術

Activities 活動	Prizes 獎項	Winners 獲獎者
English Drama Awards 2019	The People's Choice Award (popular vote)	3B Heung Siu Fung 3C Tam Yu Chiu 3D Ng Ho Chiu 4A Chan Ka Ying 4A Tang Chi Wan 4A Tang Wing Yan 4A Yip Ka Kit 4C Chan Ka Wing
	Outstanding Actor	4A Tang Chi Wan
香港藝術發展局主辦 「校園藝術大使計劃」	第十一屆校園藝術大使	5A 林玉珠 5C 蔡淑津
香港創意戲劇節 2019 香港浸會大學全人教育教與學中心主辦、香港教師戲劇會、香港創意教育工作者協會協辦、田家炳基金會贊助	優異獎狀	1B 何浩欣 4A 鄧泳恩 5B 李旺榮
	傑出獎狀	1B 張心然 3A 黃欣婷 3A 張樂軒 5C 譚普恩
	嘉許獎狀	1C 鄒浩渝 2D 柯泓銘 4A 鄧志泓
青年藝術節 2018 (西畫比賽)	中學初級組：冠軍	4A 陸韞文
開心社區服務-攜手扶弱基金主辦「喜樂四格漫畫創作比賽」	中學初級組：亞軍	4C 葉希彤
香港城市大學主辦「第四屆中學生傑出視藝作品獎」	傑出視藝作品獎	5A 林玉珠
		6A 鄭佩婷
賽馬會「傳·創」非遺教育計劃	《長衫創作》表現優異	4A 陸韞文
	《長衫創作》表現上佳	4A 周碧琪
	《剪紙創作》表現上佳	1B 許嘉琳 1B 張心然 1B 廖韻希 1A 梁雪熿 1A 何煒菁
香港中華基督教青年會主辦 「捕·夢名信片創作比賽」	冠軍	4A 周曉彤
	優異獎	3A 黎俏蘭 4C 葉希彤 5C 蔡淑津
九龍社團聯會及黃大仙地區委員會主辦	中學組季軍	2D 蔣可瑩

「綠色生活黃大仙・綠在家園，親親畫廊・繪畫比賽」	中學組優異獎	5C 蔡淑津
培道 xBarbie 主辦 「旗袍 Barbie 連場景設計(全港中學)邀請賽」	優異狀	4A 陸韞文 4A 周碧琪 4A 周曉彤 4C 葉希彤 5C 王美婷
世界兒童文化協會主辦「世界兒童繪畫大獎賽 2019」-童分同享主題創作	高中組優秀獎	5A 林玉珠
第 71 屆香港學校音樂節比賽	直笛小組 (中學)第三名	4A 李鈞琦 4A 鄧浩鋒 4B 李仕諾 4C 薛文浩
	優良獎狀	2C 鍾文晞 1B 張心然 1A 葉嘉俊 1C 何浩欣 2B 范頌灝 CCKLN Team 1 CCKLN Team 2 CCKLN Team 3 CCKLN Team 4 CCKLN Team 5
	良好獎狀	2A 溫晉昇 5C 俞曉琪 CCKLN Team 1
香港青年培育協會主辦、民政事務局及公民教育委員會資助之《基本法》及「一國兩制」漫畫設計比賽 2018	中學組入圍獎	1B 許嘉琳
校友會 45 周年標誌設計比賽	季軍	5A 林玉珠
	優異獎	5B 劉智健 5C 蔡淑津

Others 其他

尤德爵士紀念基金獎學金	獎學金	6A 庄嘉裕 6A 吳健柏
明日之星--上游獎學金 2019	上游獎學金	3A 陳穎玟 5A 張灋鍵 5A 黃嘉熙
黃大仙文志獎學金	獎學金 (最顯著進步獎)	3B 鄧景熙

Financial Report

Cognitio College (Kowloon)

2018-2019 Financial Report summary

	<u>Income \$</u>	<u>Expenditure \$</u>	<u>Balance \$</u>
(I) Government Funds			
Balance c/d (EOEBG Grant)			4,726,956.21
(1) EOEBG Grant			
(a) Non-School Specific			
Basic Baseline	1,764,002.81	2,486,003.81	
Other income received	59,339.59		
Sub-total:	<u>1,823,342.40</u>	<u>2,486,003.81</u>	-662,661.41
(b) School Specific			
Administration Grant	3,204,348.00	3,689,848.42	
Capacity Enhancement Grant	613,766.00	464,205.00	
Composite Information Technology Grant	473,894.00	432,640.94	
Air-conditioning Grant	474,786.00	332,442.00	
Special Grant on Typhoon Disturbance	13,350.00	13,350.00	
Sub-total:	<u>4,780,144.00</u>	<u>4,932,486.36</u>	-152,342.36
Balance c/d (Grants outside EOEBG)			1,489,172.83
(2) Grants Outside EOEBG			
Teaching Relief Grant	1,066,141.00	1,310,093.66	
Committee of Home-School Co-operation Project	5,474.00	5,550.00	
Grant Account for Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme	124,686.46	124,686.46	
Cash Grant for School-based After-school Learning and Support Programmes	186,000.00	114,400.00	
Government rent and rates	635,200.00	635,200.00	
Learning Support Grant	329,406.00	324,500.00	
Diversity Support Grant	93,600.00	98,880.00	
Fractional Post Cash Grant	60,990.00	25,908.90	
Senior Secondary Curriculum Support Grant	731,880.00	772,200.00	
Career and Life Planning Grant	609,900.00	581,871.90	
Extra Recurrent Grant under ITE4	95,340.00	95,340.00	
Hong Kong Jockey Club Life-wide Learning Fund	152,933.00	152,933.00	
One-off Grant for Promotion of STEM Education		106,227.00	
One-off Grant for Promotion of Chin Hist & Culture		34,680.85	
Information Technology Staffing Support Grant	307,200.00	218,397.63	
Promotion of Reading Grant	60,000.00	8,965.34	
School Support Partner Scheme	323,972.10	323,972.10	
Sub-total:	<u>4,782,722.56</u>	<u>4,933,806.84</u>	-151,084.28
Balance c/f to next year (Government Funds)			<u><u>5,250,040.99</u></u>

Financial Report - cont.

	<u>Income \$</u>	<u>Expenditure \$</u>	<u>Balance \$</u>
Balance c/d (Subscriptions)			6,300,921.64
Subscriptions			
Subscriptions	105,090.00		
Tuckshop Rental received	88,000.00		
Others	<u>1,823,506.84</u>	<u>1,833,903.94</u>	
Sub-total:	<u>2,016,596.84</u>	<u>1,833,903.94</u>	
Balance c/f to next year (Subscriptions)			<u><u>6,483,614.54</u></u>
Balance c/d (Approved collection for specific purposes)			1,819,449.30
Approved collection for specific purposes			
Expenses		216,516.00	
Sub-total:	<u>0.00</u>	<u>216,516.00</u>	
Balance c/f to next year (Approved collection for specific purposes)			<u><u>1,602,933.30</u></u>

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