

# 1. Our School

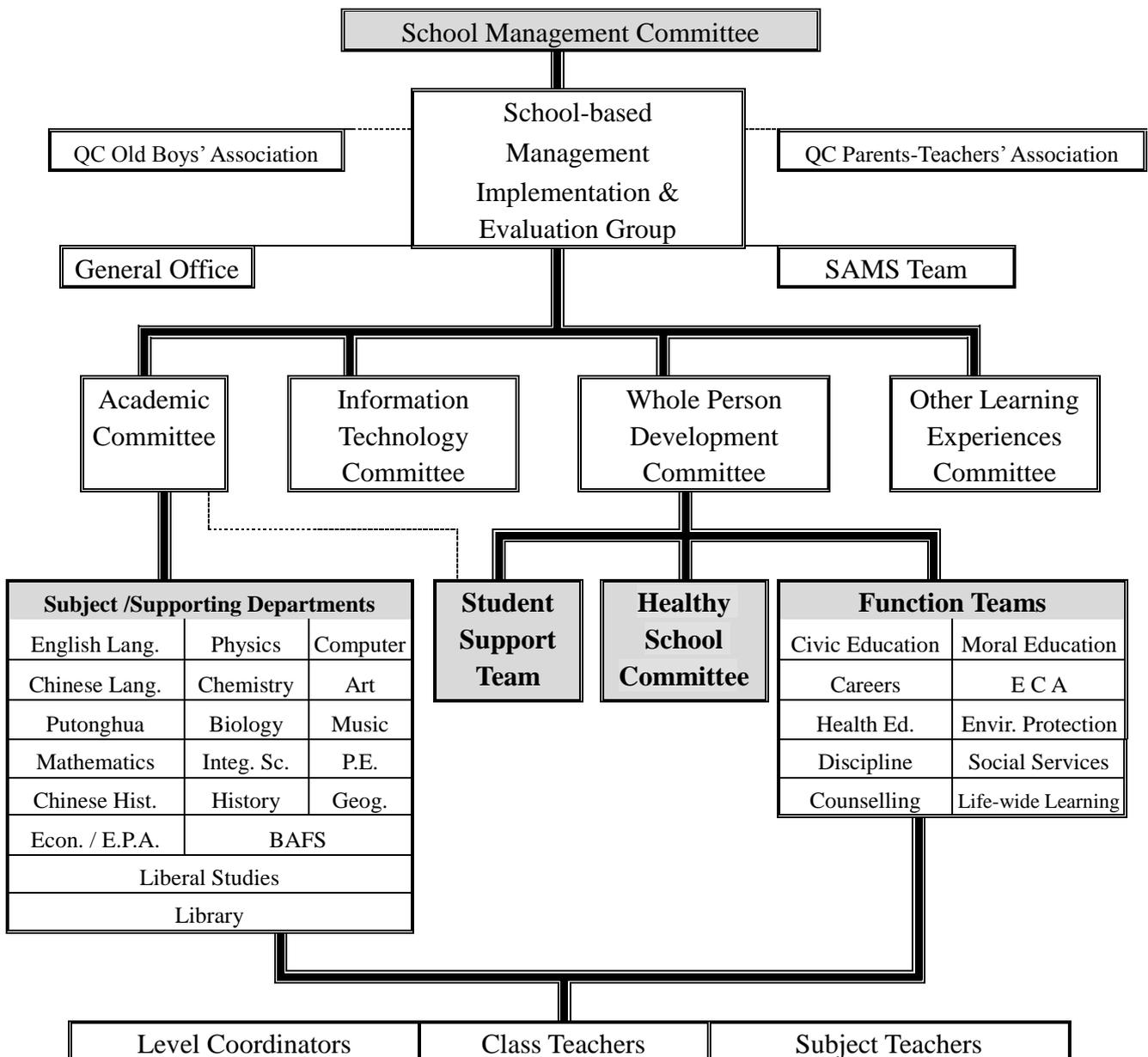
## 1.1 Brief History

The Government Central School was founded in 1862 at Gough Street, Central, as the first government school for boys. It was then re-sited to Aberdeen Street in the Central District in 1889, with its name changed to Victoria College. In 1894, the school was renamed as Queen's College. After World War II, the school was re-opened at Kennedy Road. In 1950, Queen's College was relocated to Causeway Road, its present site, and since then Queen's College has been a whole-day secondary school for boys.

## 1.2 School Building

There are altogether 30 Classrooms, 6 Science Laboratories, 2 Computer Rooms, 1 Lecture Room, 1 Multi-media Learning Centre, 1 Art Room, 1 Music Room and 1 Library. The multi-purpose School Hall is on the ground floor. For recreation and outdoor activities, there are 2 Playgrounds, a School Garden (Morning Sun Corner), a Gymnasium and a Student Activity Centre.

## 1.3 Management and Organization



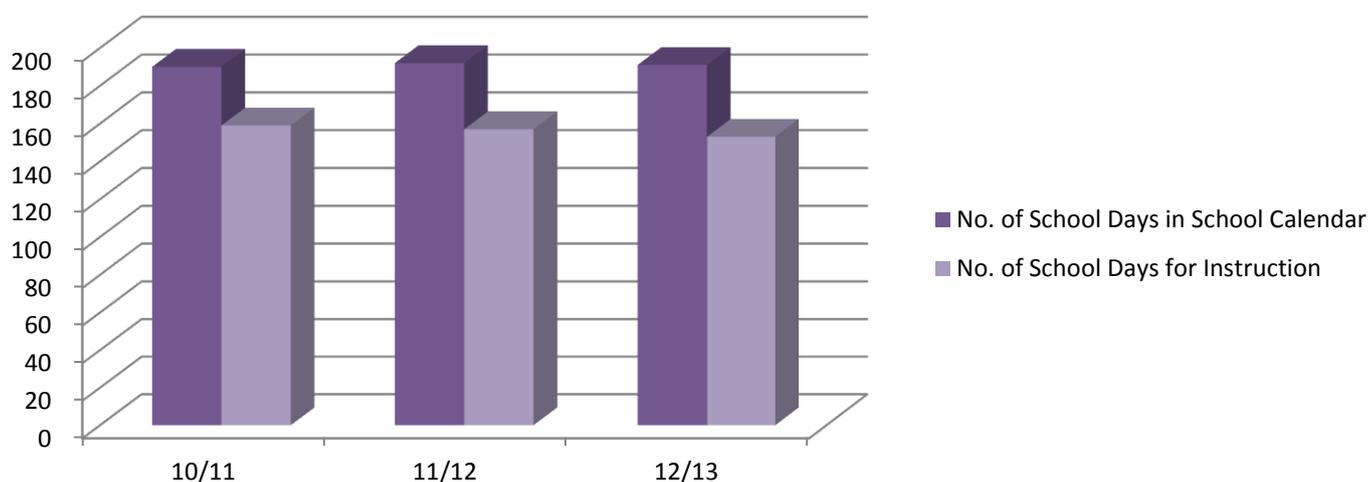
## 1.4 School Management

School Management Committee was set up in September 1999 to implement school based management.

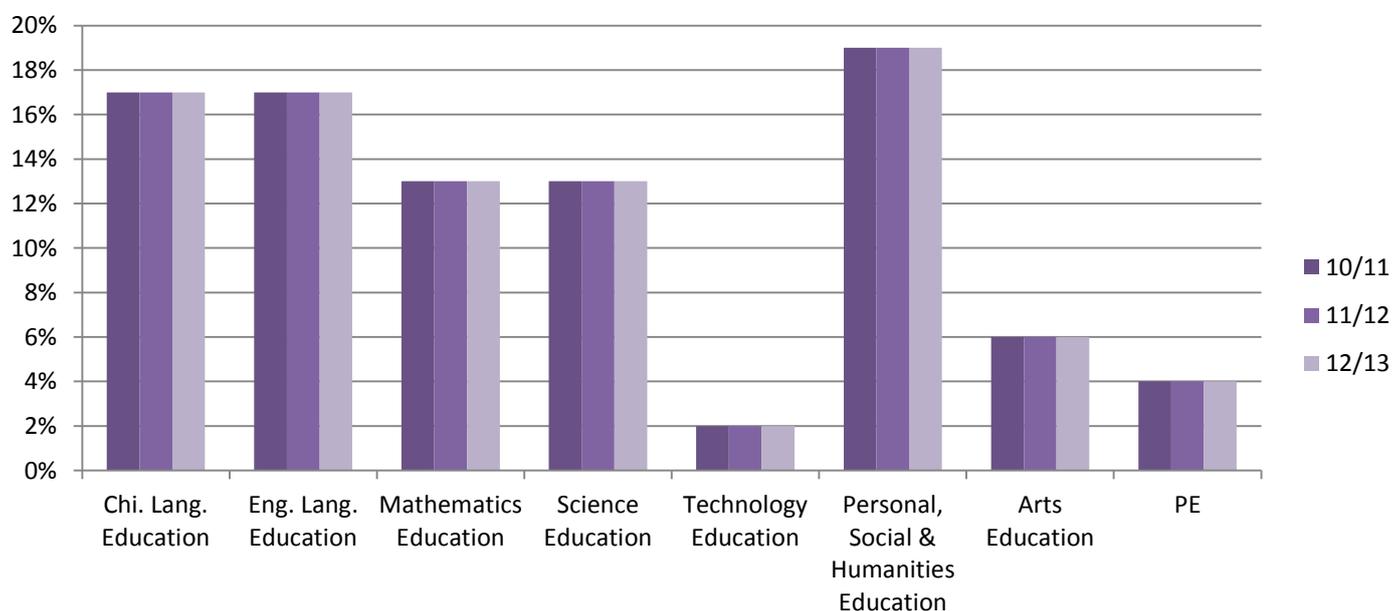
The composition of School Management Committee in recent years has been as follows:

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
<b>10/11</b>	1 (10.0%)	1 (10.0%)	2 (20.0%)	2 (20.0%)	2 (20.0%)	2 (20.0%)
<b>11/12</b>	1 (10.0%)	1 (10.0%)	2 (20.0%)	2 (20.0%)	2 (20.0%)	2 (20.0%)
<b>12/13</b>	1 (10.0%)	1 (10.0%)	2 (20.0%)	2 (20.0%)	2 (20.0%)	2 (20.0%)

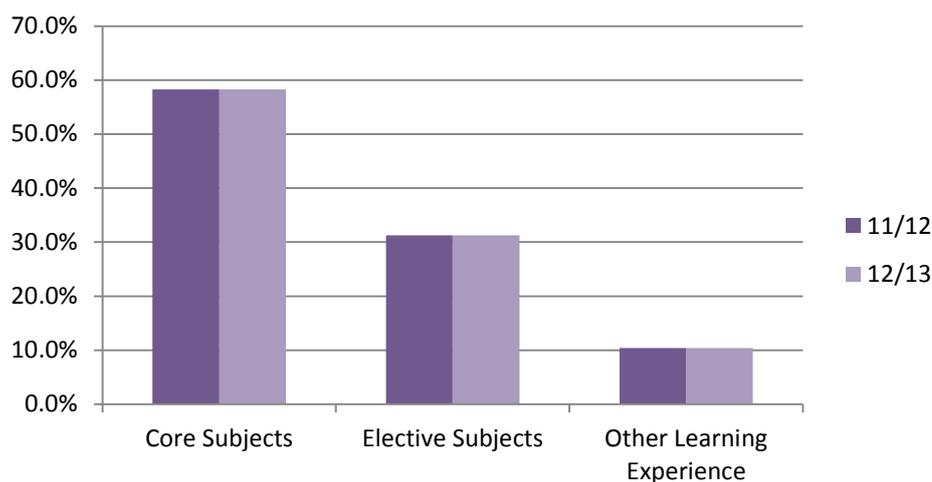
## 1.5 Number of Active School Days



## 1.6 Lesson Time for the 8 Key Learning Areas



## 1.7 Lesson Time for the 8 Key Learning Areas



## 2. Areas of Major Concern: Achievements & Reflections

### **Task 1: Enhancing Learning and Teaching Effectiveness**

#### **Aims**

Through collaboration with school social worker, educational psychologist, alumni and various departments (e.g. Careers Team, Queen's College Old Boys' Association and Liberal Studies Department), workshops, morning assembly sharing, talks and remedial classes for students were conducted. Teachers were explained how to make learning meaningful for their students by an EDB representative in the SMI Day program. The purpose of these activities was to enhance students' learning and teachers' teaching efficacy.

#### **Achievements**

Workshops about effective study skills and time management skills as well as reading strategies and note-taking skills were conducted by professional instructors for Secondary 1 and 2 students respectively. 『正能量加油站』 workshop was run by the school social worker and educational psychologist collaboratively for these Secondary 1 and 2 students who needed additional support for learning. Through these training programmes, students' self-awareness was greatly enhanced. Furthermore, positive thinking and learning motivation were developed gradually.

Careers Team invited Queen's College Old Boys' Association representatives to deliver talks on Hong Kong Diploma of Secondary Education Examination (HKDSE) preparation for Secondary 6 students in Life-Wide Learning periods. Secondary 6 students could have better preparation for and greater confidence in facing the HKDSE examination. In addition, four Secondary 6 students shared their experiences in examination preparation and time management with all students during morning assemblies.

A talk 『自信心升 Level 秘笈』 was delivered to Secondary 3 and 4 students by Dr. Lui Yue Chun during the post-examination period. Dr. Lui helped our students understand the importance and techniques of goal setting, self-evaluation, and plan implementation thoroughly.

Remedial classes of Chinese, English and Mathematics were conducted for less able students. Additional exercises and support were given to students during the lessons. The students could therefore consolidate basic concepts and knowledge of these three subjects.

### **Reflections**

The programmes were implemented smoothly and well received by both students and teachers due to close collaboration with various parties and departments. Different parties and departments contributed their expertise and shared their knowledge, when planning and implementing the programmes. Synergic effect was achieved and students learning effectiveness was greatly increased.

## **Task 2: Enhancing Students' Core Values through Whole School Approach to Character Building**

### **Aims**

Various function teams and subject departments cooperated to nurture the target values among students, spreading the vision of being a respectful and responsible Queenian with firm beliefs especially when facing adversity. "Respect" refers to respecting oneself, others and the social context. "Responsibility" includes being responsible for ones' own roles, learning, future and emotions. The implementation strategy is enhancing mutual life-enhancement through role modeling.

### **Achievements**

Eight all-year-long programs and fourteen one-off activities were launched to get students immersed into an atmosphere of character building.

The Learning Log System was effective to cultivate a sense of responsibility for learning among students. In the first term, 586 students got no homework and misbehavior record, and 51 students received recognitions for positive learning attitude and behavior. In the second term, the figures became 456 and 79 respectively. Nine students were awarded the Respectful and Responsible Learner Award for having no homework and misbehavior record throughout the academic year.

Students representing various function teams conducted 39 sharing sessions during morning assemblies. The students could draw others' attention by elaborating the target values through life issues. All S1 students and 39 S2 students joined the S1 and S2 Peer Concern and Guidance Scheme respectively. The 19 Counseling Prefects and 42 Peer Counselors were trained well to adopt the "MASK" approach (role model with an admirable attitude, skills and knowledge) to lead 13 small group tutoring sessions and organize mass programs based on the Satir Model and Choice Theory.

The scheme of promoting moral values through reading was conducted by the Moral Education Team. The senior form students were enthusiastic in engaging with the S1 and S2 classes in reading sessions to facilitate reflections on the target values. The AHP (by the Department of Health) and PATHS were integrated into the Life-Wide Learning Periods of which 72 out of 113 sessions aimed at cultivating the target values. The Cleanliness Competition and S4 Leadership Training program were effective in promoting respect and responsibility among students.

The 14 one-off activities complimented the all-year-long programs in promoting the target values. The competitions such as Chinese Writing Competition, Board Design and Slogan Competition, Bookmark Competition, 4-Panel Comic Strip Drawing Competition, and Clean QC Day facilitated individual reflections. The “Spring of Thoughts” in Liberal Studies lessons and publication of “Virtus” encouraged sharing among the students. The extension of the S2 Peer Concern and Guidance Scheme, circus training and HIPP camp focused on goal setting and the idea of persistence and conflict resolution respectively. The training program (Adventure-ship Partnership Program, IPSC, advanced training on emotional control and adversity management, etc.) helped the Counseling Prefects and Peer Counselors to cultivate empathy and mutual respect among them. The Parenting Programs I and II and subject talks encouraged parents to nurture the target values among their children at home.

### **Reflections**

The comprehensive programs and activities were effective in improving students’ awareness and emotional wellbeing. There is room for improvement on their behaviour. The Counseling Prefects, Peer Counselors, Moral Education Committee members were proud of promoting school ethos in their capacity as role models. The Peer Concern and Guidance Scheme and Moral Education programs are an effective platform for character building.

## **Task 3: Enhancement of Students’ Core Values by Raising Students’ Social Awareness**

To strengthen students’ social awareness and their willingness to serve the community, different function teams, ECA clubs, uniform groups, subject departments in school and non-governmental organizations collaborated to organize different activities to raise their social awareness and provide chances for them to participate in community services. The major events organized and achievements obtained in 2012-2013 are as follows:

### **Establishment of ‘Queen’s College-Methodist Centre Elder Academy’**

Our school coordinated with Wan Chai Methodist Centre for the Seniors to establish “Queen’s College & Methodist Centre Elder Academy” with the aim of encouraging the elderly to learn continuously and lead an active and flourishing life, as well as enhancing interaction between students and the elderly. In this academic year, the Elder Academy held eight four to eight session courses on sports, information technology, art and design and science. Our students acted as student tutors or student helpers teaching the elderly about science concepts and how to use IT equipment and programmes. Moreover, the Elder Academy organized a series of student-elder activities such as the Elder Academy Opening Ceremony, the Elder Academy Closing Ceremony, home visits to families with social needs, the Table Tennis Fun Day, as well as setting up Chinese painting and Chinese calligraphy booths during the Open Days. Students could enhance communication skills with the elderly through participating in the activities of the Elder Academy, which in turn promoted intergenerational harmony between the elderly and young students. In this year, there were a total of 108 student helpers and more than 400 elderly people involved in the activities organized by the Elder Academy.

## **Leadership Training Programmes for Student Leaders Organizing Social Service Activities**

Our school has four uniform groups including the Sea Cadet Corps, Red Cross, Road Safety Patrol and Boy Scouts. These uniform groups held regular training courses for their members on regular drill, first aid, nautical and road safety knowledge, knot-making and square lashing, and hiking, camping and field trips. Through these activities, students developed self-control, team spirit, collaboration and leadership skills and a sense of success and responsibility. In this year, the four uniform groups trained 123 students to work as student helpers in major school functions such as the Swimming Galas, Sports Days, Speech Day, S6 Graduation Ceremony and Open Days. They also participated in volunteering work outside school during school holidays and weekends.

Furthermore, our school has different social groups such as the Social Service Club, the Community Youth Club, the Interact Club, the Hong Kong Award for Young People and the Junior Police Call. These societies organized a wide range of short term to one-year volunteer training programmes for our students. The programmes included workshops, camps and talks given by social workers and various service learning projects. These activities helped students to develop positive values and attitudes, self-confidence, empathy and good communication skills. In this year, more than 150 students completed the programmes mentioned above.

### **Developing Students' Positive Values - "More Blessed to Give than to receive"**

Our school aims to develop students' positive values by encouraging them to participate in charity events actively so as to help the people in need. In this year, our school organized the 'Dress Special Day' on 28/9/2012. There were 1029 students and teaching staff, i.e. 94% of our school members, taking part in this event. A total amount of \$20067 was raised and sent to the Community Chest of Hong Kong to support the activities related to helping children and youngsters. Besides, our school has organized 13 flag-selling activities to raise money for different non-profit organizations. There were 230 students involved in selling flags.

### **'Other Learning Experience' – Service Learning Programme**

Service learning is an important 'Other Learning Experience' for the senior form students. To let the students gain experience and joy by helping people in need, our school organized two service learning programmes for all S4 and S5 students. In this year, our school coordinated with the Hong Kong Family Welfare Society to arrange the service learning programmes during the Life-Wide Learning periods so as to arouse students' awareness of the need of the underprivileged in our society. They also learnt about methods to organize a service learning programme and the skills to lead activities for target groups. Afterwards, each class set up its own organizing committee to organize a service programme for different target groups. The target group for S4 was the elderly people staying in the elderly centres and the target group for S5 was primary school students with special educational needs. Professional social workers led students to evaluate the programme and helped students to reflect upon their experiences. Students showed great enthusiasm in organizing activities and they were happy that they had a deeper

understanding of the minority groups in our society. They also agreed that they developed stronger collaboration skills and a closer bond with their classmates after the activities.

### **Enhancing Students' Social Awareness through Various Activities**

Through the school curriculum, as well as the inter-class competitions, visits, talks and workshops organized by various clubs and function teams, our school enhanced students' awareness of different social issues. Furthermore, our students participated actively in multifarious inter-school competitions such as the Inter-school Chinese Debate Competition, Inter-school English Debate Competition, Diplomatic Contest, Hong Kong Secondary School Mental Health Quiz, etc. Students showed excellent performance in these competitions and achieved brilliant results. Students agreed that these competitions widened their horizons and helped them improve their critical thinking skills through data collecting, analysis and discussion. In addition, the Student Council, various clubs and function teams distributed publications regularly. Student editors always selected the most popular issues related to students. They conducted interviews with different stakeholders and prepared questionnaires for students which helped them develop a deeper understanding of the issues. Our school also organized a wide range of overseas exchange programmes, during which students studied and analyzed the cultural diversity between different areas through project work. Through the exchange programmes, students knew more about different cultures and strengthened their problem solving skills.

### **Reflections**

Community Service is an essential part in values education. Our school provided a wide range of opportunities for students to participate in volunteering work. In this year, 72.8% of our students were engaged in serving different groups in need in society. Students strengthened their personal reflection ability through these activities. They developed a heightened sense of civic and personal responsibility. Their self-management and organization skills, collaboration ability and team spirit were enhanced. On the whole, our school has organized a number of whole school or small group events to raise social awareness among students so that they learnt to get along with different underprivileged groups in our society. The activities helped cultivate students' critical thinking skills and positive values. The achievement was the result of the total commitment of teachers, parents and students. Our students have therefore become upright, intelligent and responsible global citizens.

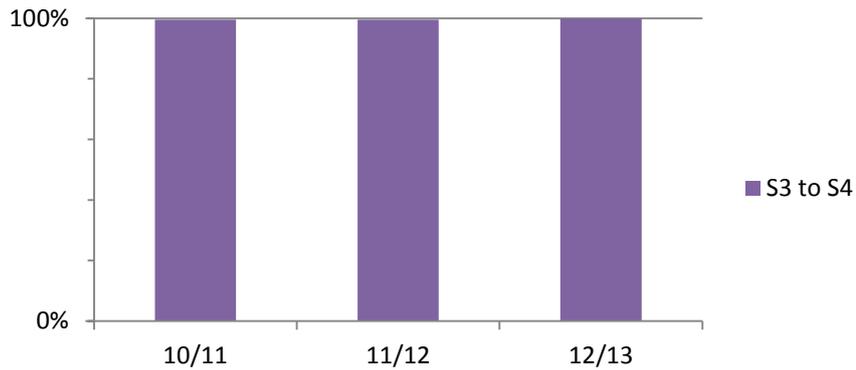
# 3. Our Learning and Teaching

## A. Our Students

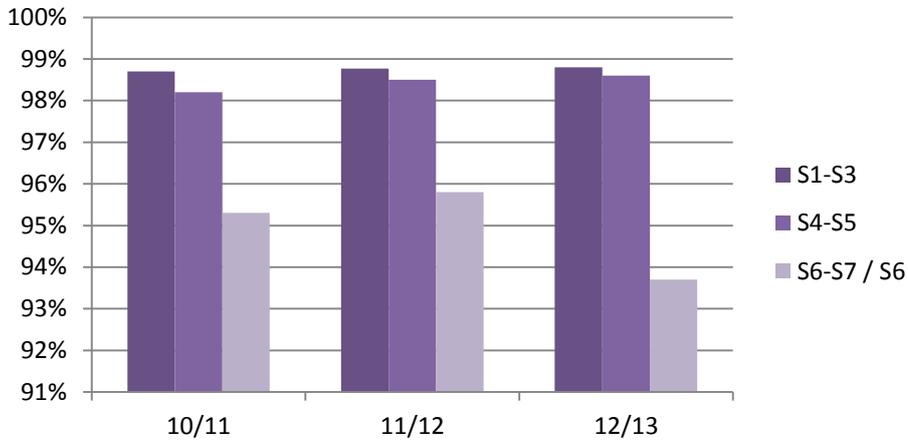
### 3.1 Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	5	5	5	5	28
Total Enrolment	144	144	179	183	191	189	1030

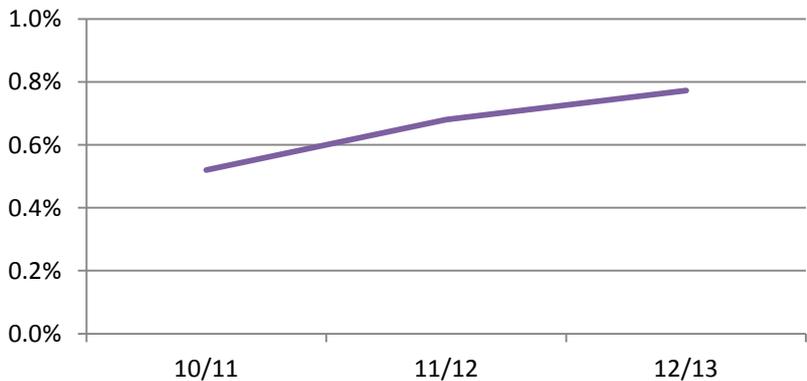
Promotion of S.3 Students



### 3.2 Students' Attendance



### 3.3 Students' Early Exit



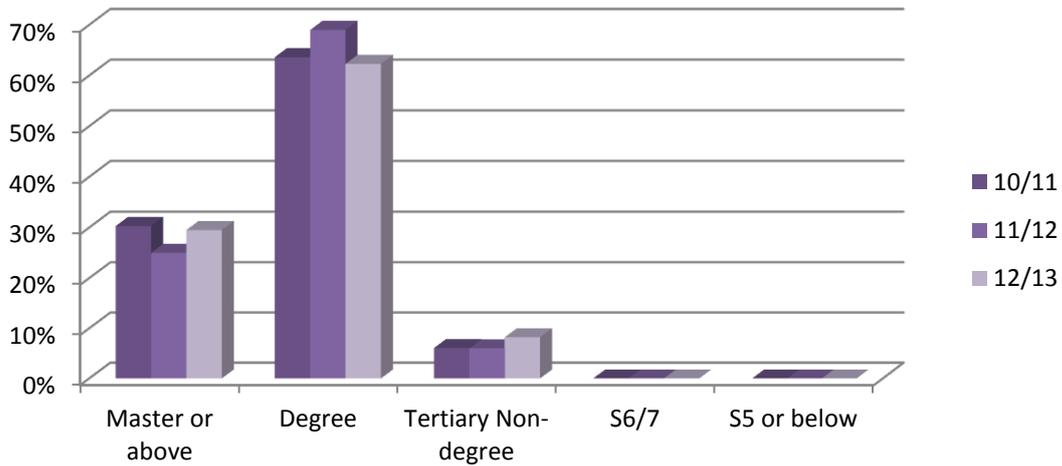
## **B. Our Teachers**

### **3.4 Number of Teachers**

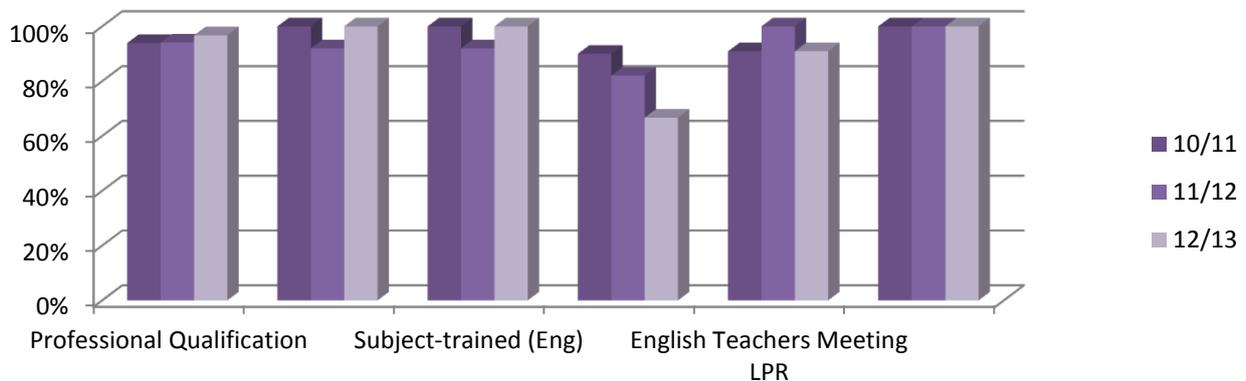
School year	10/11	11/12	12/13
Number of teachers	66	69	61

### **3.5 Teachers' Qualification**

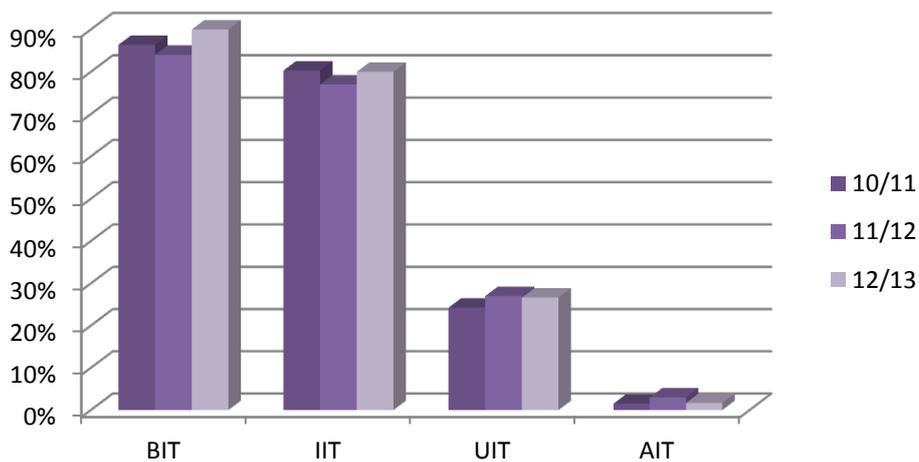
#### *Academic Qualification*



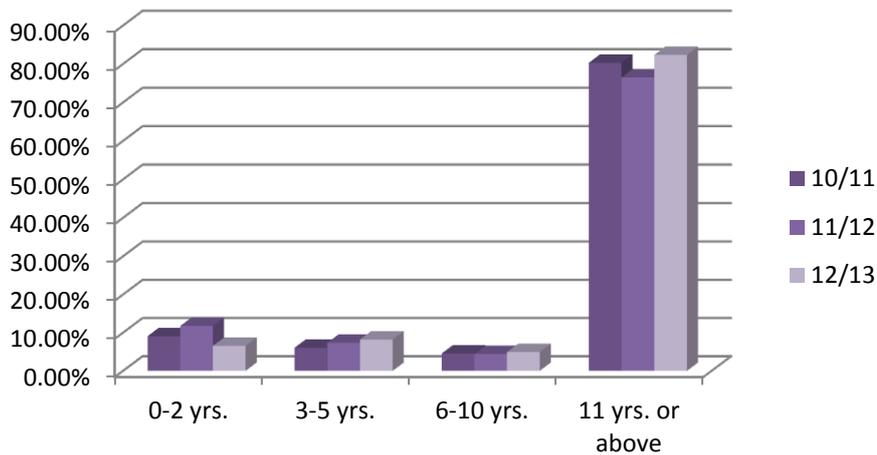
#### *Professional Qualification*



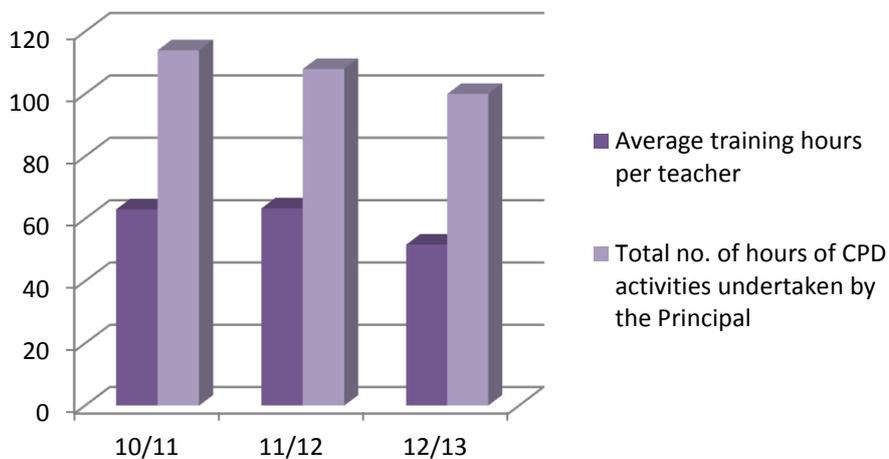
#### *Teachers' Information Technology Competency*



### 3.6 Teachers' Experience



### 3.7 Teachers' Professional Development



### 3.8 Commendations of Teachers

In 2012-2013, our school joined the 18<sup>th</sup> Teacher Commendation Scheme organized by the Education Bureau. Ten teachers: Mr. CHAN Man Ching, Mr. CHAN Chi Chuen, Mr. CHAN Yuk Lun, Mr. CHUNG Mau Yin, Mr. FUNG Tong, Miss LEE Wah Ying, Miss LEUNG Tsz Wan, Ms. NGAI Pui Wah, Mr. WONG Lap Shun and Mr. YU Wai Keung, were elected by students for commendation. Teachers recommended to the Education Bureau for the award of Commendation Certificates were Ms. NGAI Pui Wah and Mr. YU Wai Keung.

## **4. Support for Student Development**

On top of providing every opportunity for our students to realise their academic potentials and talents, we bear the most important duty to foster whole person development and instill proper values among our students. The Whole Person Development Committee organised a wide range of cross-curricular activities to cater for the needs of all students throughout the year. The Moral Education Team organised regular sharing sessions, special life-wide learning periods, morning assemblies and the Clean QC Day to disseminate proper personal virtues among students. We hope that our students, equipped with a solid academic foundation, will become decent members of society who know how to respect others and cherish the world around them with a caring and grateful heart.

The Counselling Team launched a full range of remedial and developmental programmes to cultivate students' personal growth. The Peer Guidance Programme was effective in creating a strong sense of brotherhood and a caring atmosphere in the school. Senior form Counsellors and Discipline Prefects played an important role as big brothers for the new students in S1. The Leadership Training Camps, S1 Orientation Day and Camp and other inter-level activities provided a platform for senior form students to approach their younger brothers and offer help in their studies and guidance towards character building.

To promote civic education and enhance our students' understanding of our country, a number of activities were held in the past year. They included a Heritage Cultural Tour to Inner Mongolia in October 2012, participation in a City Forum held by RTHK, a Chinese History and Modern China Quiz and a Top Ten News Election. Our students competed in the 7th Hong Kong Cup Diplomatic Knowledge Contest, won a silver medal and became part of the delegation to take part in an exchange tour to Beijing and Harbin.

Financed by the Beat Drugs Fund, our school has been implementing a Healthy School Programme with an anti-drug element since 2011. During the last year, we worked with the Tung Wah Group of Hospitals CROSS Centre to organize a range of activities, together with our school-based programmes, to help students think positively, build up healthy lifestyles and develop positive values.

With the aim of assisting students with special learning needs (SEN) to lead a happy and healthy school life, our school's Student Support Team has been working closely with the School Social Worker, the School-based Educational Psychologist, the Counselling Team and all teachers to implement effective policies on promoting integrated education.

In 2012/13, SEN students at Queen's College included students with autism, Attention Deficit and Hyper Activity Disorder (ADHD), physical disabilities and hearing impairment. Regular case conferences were held among all stakeholders such as parents, SEN students, class teachers, subject teachers, School Social Worker, Educational Psychologist and other experts. Intervention programmes were implemented to help students with ADHD and autism to develop better self and emotional management skills. An Individual Educational Plan (IEP) was implemented for target SEN students with the support of the

Educational Psychologist and EDB SEN Team.

It was the second year since we first joined the School-based Educational Psychologist scheme organized by the Education Bureau. An Educational Psychologist from the EDB visited our school twice a month throughout the whole school year. On top of providing focused services to the SEN students, she was also responsible for conducting assessments of suspected cases, providing advice on crisis management and giving support to teachers on teaching and learning.

Hearing Experts from the EDB visited our school at least once a year to conduct assessments and meeting students, teachers and parents in order to provide technical support and expert advice on helping students' with hearing difficulties.

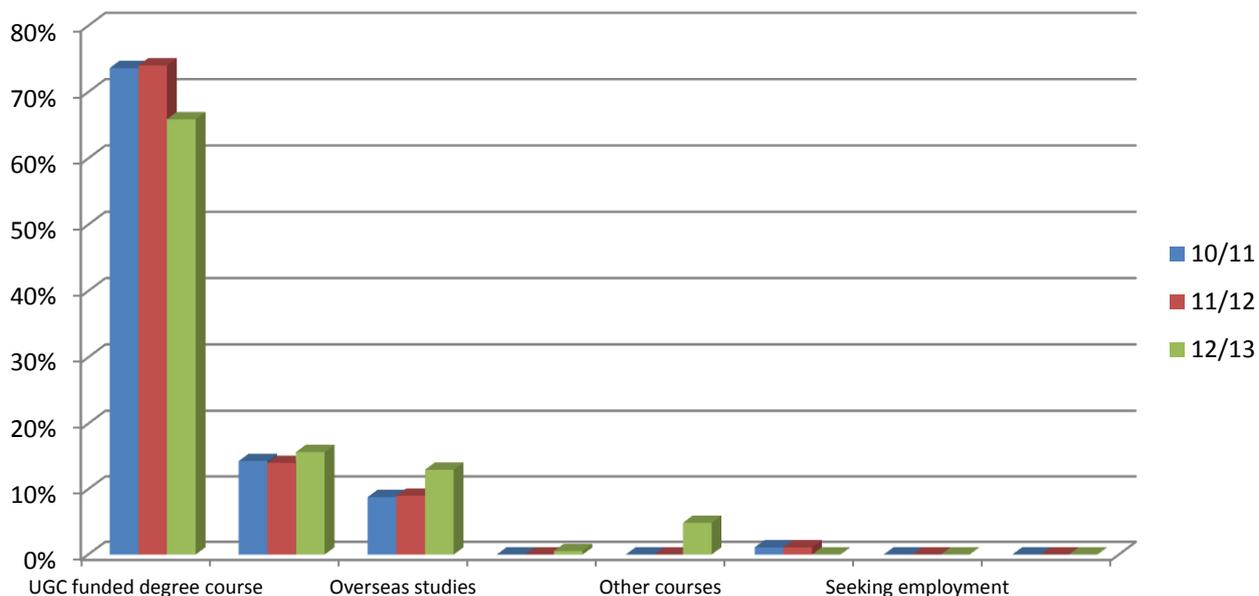
With the funding from the Learning Support Grant for Secondary Schools, an SEN Teaching Assistant was employed full-time to offer tailor-made assistance to students. To promote a positive message of celebrating individual differences in an inclusive school environment, class-based workshops were conducted by School Social Workers at the beginning of the school term with all S1 students.

The presence of SEN students in our school has been a precious opportunity for our students to learn about appreciating individual uniqueness and to develop a caring and loving attitude towards others. With the concerted efforts of our teachers and experts, it is hoped that our students with special needs will continue to grow with confidence and strength.

## 5. Performance of Students

### 5.1 Destination of exit students

#### Secondary 6 Graduates



### 5.2 Students' Reading Habit

#### Percentages of students borrowing reading materials from school/public libraries

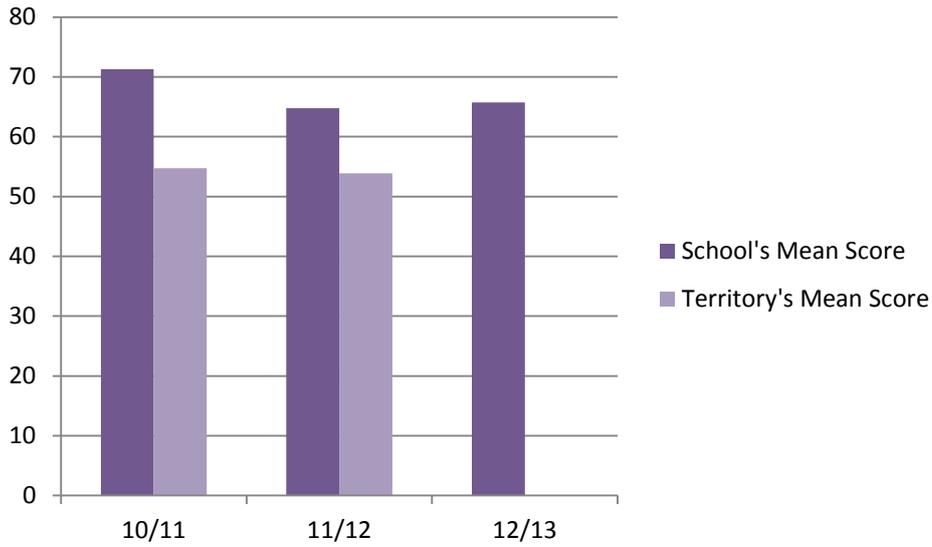
	10/11		11/12		12/13	
	S1 – S3	S4 – S7	S1 – S3	S4 – S7	S1 – S3	S4 – S6
Once a week or more	13	16	9	11	10	13
Once every two weeks	8	29	14	19	18	21
Once a month	30	16	35	25	35	28
Less than once per month	46	36	36	40	35	35
Never	3	3	6	5	2	3

#### Average no. of hours spent on reading books, newspapers and electronic information per week

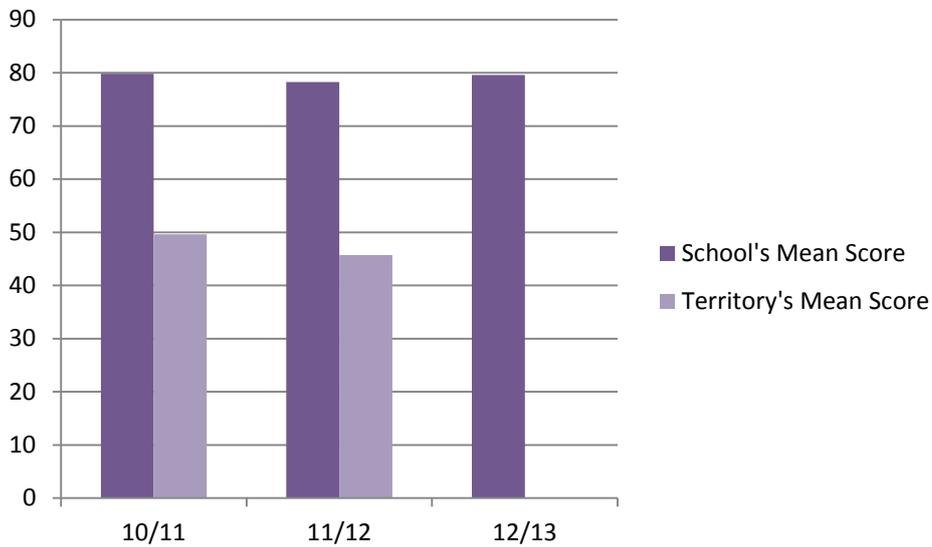
	10/11		11/12		12/13	
	S1 – S3	S4 – S5	S1 – S3	S4 – S5	S1 – S3	S4 – S5
English reading materials	2.7	3.1	2.4	2.3	2.15	2.12
Chinese reading materials	5.9	6.1	3.6	3.5	3.35	3.28

### 5.3 Results of Hong Kong Attainment Test (Pre-S1)

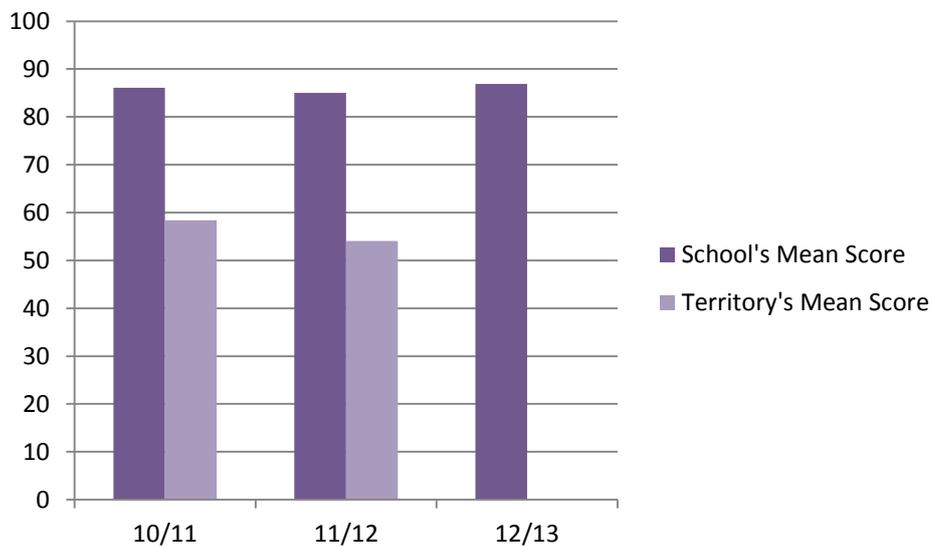
#### CHINESE (Pre-S1)



#### ENGLISH (Pre-S1)



#### MATHEMATICS (Pre-S1)



## 5.4 Results of Hong Kong Diploma of Secondary Education Examination 2013

Statistics related to university admission (minimum entrance requirement)

	All candidates (%)	Queen's College (%)
Core Subjects at 3322 or better	34.9	87.9
Core Subjects at 3322 or better, with one elective at level 2+	34.7	87.9
Core Subjects at 3322 or better, with two electives at level 2+	32.8	87.9

## 5.5 Academic Achievements/ Scholarships

In 2012/13, our students continued to achieve excellent academic results, reaping numerous awards and scholarships. Some of the outstanding performances include:

Students with outstanding results in Hong Kong Diploma of Secondary Education Examination	<p>CHAN WANG HEI CHRISTOPHER (7(5**)), TSANG KA HING(7(5**)), WONG CHEUK HIM (6(5**) 2(5*)), FUNG CHUN KI (6(5**) 1(5*)), SZETO LOK LAM (6(5**) 1(4)), LAI KIN HEI (5(5**) 2(5*)), TONG KWAN NOK (5(5**) 1(5*) 1(4)), TAM CHUN KIT (5(5**) 1(5*) 1(4)), LEE WAI LEONG (4(5**) 3(5*) 1(5)), FAN TSUN WAI (4(5**) 3(5*)), LAI CHEUK LUN (4(5**) 2(5*) 1(4)), YAN KA CHAI (4(5**) 1(5*) 2(5)), CHUI LONG GORDON (4(5**) 1(5*) 2(5)), LAM TAK LOK (3(5**) 4(5*)), CHEUNG SIU HIN (3(5**) 3(5*) 1(5)), LAU JOHN YAT CHUN (3(5**) 3(5*) 1(5)), CHOI SHEUNG YIN (3(5**) 2(5*) 2(5)), LUM KAI CHUN (3(5**) 2(5*) 2(5) 1(4)), TSE TAK MONG DESMOND (3(5**) 2(5*) 2(5)), TSUI LAP CHI (3(5**) 1(5*) 2(5) 1(4)), LUNG YUE HIN HINNES (3(5**) 1(5*) 1(5) 2(4)), WONG KWOK CHUN (3(5**) 1(5*) 1(5) 2(4)), RONALD ROYCE (2(5**) 3(5*) 3(5)), CHOI CHEUK SHING (2(5**) 2(5*) 3(5)), LAU CHUN HANG (2(5**) 2(5*) 2(5) 1(4)), LAM SHING HON (2(5**) 2(5*) 2(5) 1(3)), TSEUNG SIK BIT JEREMIAH (2(5**) 1(5*) 4(5) 1(4)), CHAN GA MING (2(5**) 1(5*) 3(5) 1(4)), CHU HO YIN (1(5**) 6(5**)), CHAN CHUN HIM (1(5**) 4(5*) 2(5)), LEUNG KIM HIN (1(5**) 4(5*) 1(5) 1(4)), CHAN CHI JUN (1(5**) 4(5*) 2(4)), CHAN SAM KEI (1(5**) 3(5*) 3(5)), ONG SHUN TING JOHNATHAN (1(5**) 3(5*) 2(5) 1(4)), CHEUNG HO CHEUNG WINSON (1(5**) 2(5*) 4(5)), LEUNG WAI NAM (1(5**) 2(5*) 3(5) 1(4)), LI WAI LOK BERNARD (1(5**) 2(5*) 3(5) 1(4)), CHOW CHEUK TING (1(5**) 2(5*) 3(5) 1(4)), WONG KIU HO (1(5**) 2(5*) 3(5) 1(4)), CHOI JENSEN (1(5**) 2(5*) 2(5) 2(4)), LUK KING SUM (1(5**) 2(5*) 2(5) 2(4)), LUI CHEUNG CHUN (1(5**) 2(5*) 2(5) 2(4)), WAN HON MING (1(5**) 2(5*) 1(5) 3(4)), LAM JOSHUA BOAZ (1(5**) 2(5*) 1(5) 2(4) 1(3)), TSANG KIN SUN (1(5**) 2(5*) 1(5) 1(4) 1(3)), CHEUNG MAN YUI (1(5**) 1(5*) 2(5) 4(4)), CHIU WANG YUI (1(5**) 1(5*) 2(5) 2(4) 1(3)), CAI TUNG SAN (1(5**) 4(5) 2(4)), CHAN KA CHUN (1(5**) 2(5) 4(4)), LIU HAU YIN (1(5**) 2(5) 2(4) 1(3) 1(ABS)), TSE LONG FUNG (1(5**) 2(5) 2(3) 1(2) 1(1))</p>
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## 5.6 Scholarships

Name of Competition/Organization	Award/Prize	Prize Winners
Harvard Club of Hong Kong	Harvard Book Prizes	MA KWOK MING (5B) LEUNG KA KEI ALEX (5B) LUI CHI YIN WILSON (5B)
Brown University Club of Hong Kong	Brown University Book Award	CHEUNG KA NAM (5D)
Princeton Club of Hong Kong	Princeton Club of Hong Kong Book Award	TSE HO YUEN (5D)

## 5.7 Achievements in External Competitions (From July 2012 to June 2013)

Month	Name of Organizing Body	Name of Competition	Awards	Student Name and Class
July 2012	Tung Wah Group of Hospitals Cross Centre	Let's Shine - Healthy School Development Prize Giving Ceremony	Best Creative Game	RONALD ROYCE 5C CHAN GA MING 5C TSENG WING KEUNG 4D WONG CHING HOI 5C CHUM TSUN HIN 4A WONG KING CHUN 5D LI HO TING 4D MA KWOK MING 4B
October	The Royal Australian Chemical Institute	2012 Chemistry Australian National Chemistry Quiz	Junior Division Year 9/10 High Distinction  Senior Division Year 11 High Distinction  Senior Division Year 12 High Distinction and Award of Excellence	LUI CHI YIN WILSON 5B  LAM TAK LOK 6A YAN KA CHAI 6A TSEUNG SIK BIT JEREMIAH 6C WAN HON MING 6C WONG KWOK CHUN 6C LEE WAI LEONG 6E YU WAYNE ZOBEL 6E  LUM KAI CHUN 6C
October	Hong Kong Schools Sports Federation	Inter-School Badminton Competition-- Division I (Hong Kong)	Boys – B Grade Champion	LAM CHEUK FUNG 4B LAM CHI LONG 4B CHUNG MING CHUN 4A NG LOK PING 4B



				CHIN HO YIN 4E
May	Speech & Music Recital Development Foundation	6th HK Students Open Speech Competition	Secondary School Division Modern Chinese Poetry(Cantonese) Champion  Classical Chinese Poetry(Cantonese) Champion	CHU CHUN WAH 5B  CHU CHUN WAH 5B
May	Hong Kong Schools Music and Speech Association	64th Hong Kong Schools Speech Festival	Secondary Four Chinese Poetry(Cantonese) Champion	LUI CHING YIN 4C TAM CHUN YAN 4C
May	Hong Kong Schools Music and Speech Association	65th Hong Kong Schools Music Festival	Guitar Duet Champion  Recorder Duet Age 19 or under Champion  Descant Recorder Solo Age 14 or under Champion  Treble Recorder Solo Age 19 or under Champion  Descant Recorder Solo Age 19 or under Champion  Flute Solo Junior Champion	LAW YAT TUNG 4C WAN ALEXANDER KA CHUN 4A  CHOI CHUNG KI 5B CHOI CHUNG YIN 2E  KWAN YIK CHING EUGENE 3B  LEE HO BOND 3B  LEE HO BOND 3B  CHAN MUK HANG 3D
May	The Hong Kong Federation of Youth Groups	Hong Kong a cappella Contest 2012	Secondary School Vocal band Champion	A Cappella Group

## Highlights of school activities



**Student Council Election Forum**



**Swimming Gala (Heats)**



**Swimming Gala (Final)**



**Annual General Meeting of Parents-teachers' Association**



**HK-Singapore Exchange Program Closing Ceremony**



**HK-Singapore Exchange Program Closing Ceremony**



**Morrison Scholarship recipients**



**150<sup>th</sup> Anniversary History Exhibition**



**150<sup>th</sup> Anniversary Speech Day**



**150<sup>th</sup> Anniversary Speech Day**



**150<sup>th</sup> Anniversary Speech Day**



**150<sup>th</sup> Anniversary Speech Day**



**150<sup>th</sup> Anniversary Gala Dinner**



**150<sup>th</sup> Anniversary Gala Dinner**



**150<sup>th</sup> Anniversary Gala Dinner**



**150<sup>th</sup> Anniversary Gala Dinner**



**150<sup>th</sup> Anniversary Athletic Meet**



**150<sup>th</sup> Anniversary Athletic Meet**



**Delegates from Beijing 101 High School**



**Delegates from Beijing 101 High School**



**School Management Committee**



**Annual Open Days**



**Annual Open Days**



**Annual Open Days**



**Tea Gathering of parents volunteers**



**Graduation Ceremony**



**S4 Leadership Training Camp**



**Diplomatic Cup winners**

## 6. Financial Summary

### Non-school Specific Grants

	Income (\$)	Expenditure (\$)
Expanded Subject and Curriculum Block Grant	426,886.00	406,076.94

### School Specific Grants

Type of grants	Uses	Expenditure
Composite IT grant	Employment of two IT assistants and other maintenance charges	The total expenditure for 2012/2013 was <b>\$356,433.80</b> . About 72.27% of the fund has been used and the surplus of <b>\$136,792.20</b> will be carried forward
Capacity Enhancement Grant	Employment of 3 Teaching Assistants for English, Chinese and IT/Mathematics.	The total expenditure for 2012/2013 was <b>\$475,241.96</b> . About 91.44% of the fund has been used and the surplus of <b>\$44,473.04</b> will be carried forward.

### Additional Grants

Senior Secondary Curriculum Support Grant	One temporary teacher for the Chinese Department was employed.	The expenditure was <b>\$365,280.00</b> in 2012/2013 and the surplus of <b>\$469,120.00</b> would be used next year.
Extra Senior Secondary Curriculum Support Grant		No expenditure incurred for this grant in 2012/2013 and the surplus of <b>\$513,253.00</b> would be used in the next school year.
Learning Support Grant for Secondary Schools	Employment of one Teaching Assistant, procurement of custom made furniture for a student	The total allocation was <b>\$190,000.00</b> for 2012/13 and the expenditure was <b>\$181,865.50</b> . The surplus would be used next year.
Liberal Studies Curriculum Support Grant	Purchase of teaching equipment and hiring of services to conduct workshops and community tours	The total additional allocation was <b>\$160,000.00</b> together with <b>\$19,426.00</b> surplus carried forward from 2011/12. The total expenditure for 2012/13 was <b>\$115,064.00</b> . About 64.13% of the fund has been used and the surplus is <b>\$64,362.00</b> .
Refined English Enhancement Scheme	Employment of a project coordinator, and hiring consultancy services to prepare junior forms teaching materials and teachers' professional training	The total additional allocation was <b>\$942,440</b> . \$489,380 and \$453,060 were allocated for 2011/12 and 2012/13 respectively. The total expenditure for 2011/12 and 2012/13 were <b>\$407,496</b> and <b>\$430,344.42</b> respectively. The surplus would be \$104,599.58