

Po Leung Kuk Laws Foundation College



School Report 2011-2012

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Appendix 1: Principal's Professional Development

A. Our Belief

We strongly believe that,

- The overall aims of education for the 21st Century should be to enable every person to attain all-round development and to be capable of life-long learning.
- Our priority should be to enable students to enjoy learning, enhance their effectiveness in communication and develop their creativity and sense of commitment.
- ‘Developing Information Technology in Education’ and ‘Cultivating Students’ Multiple Intelligence’ should be the two major directions of our curriculum development that aims to cultivate the following generic skills, including self-learning skills, creative thinking skill, communication skill, collaboration skill and problem solving skill.
- All students are unique and their potential and multiple intelligence can be fully developed if ample opportunities are duly provided.
- The development of student’s multiple intelligence helps to strengthen their confidence and to bring out their giftedness.

B. Our Mission

We commit ourselves....

To create a loving and harmonious learning environment which helps students to,

- develop self-esteem and optimism;
- pursue knowledge and truths, accept multi-cultures and have a world vision;
- think creatively and cope with changes;
- undertake the responsibility to the family and individuals; and serve the community;
- better understand Chinese history and culture; be concerned with the development of our country.

We strive....

- For creating a professional environment to,
 - encourage professional collaboration and cultivate the culture of quality assurance;
 - make good use of educational researches to enhance teaching and learning, and also to promote teachers' professional development;

- facilitate an innovative curriculum development in response to the needs of students and social changes.

- For developing an effective partnership network among the school, students' families and the community towards the accomplishment of the vision of 'all-round development for students'.

C. Our School

1. Introduction of the school

Po Leung Kuk Laws Foundation College was founded in 2004. It is a Direct subsidy co-educational Anglo-Chinese secondary School managed by Po Leung Kuk.

Core curriculum

Our school curriculum, structured to maintain both breadth and balance, is designed to cater for students' different needs, abilities and interests. The 8 key Learning Areas advocated by the Curriculum Development Council will form the backbone of school curriculum. A strong emphasis on 'language has a central role in learning' and 'a coherent, progressive and diversified career oriented curriculum for senior secondary students' serves to ensure a smooth transition from primary to secondary and to prepare students for lifelong learning and for career development.

The core of our Junior Secondary Curriculum consists of thirteen subjects, i.e. Chinese Language, English, Mathematics, Integrated Science, Biotechnology, Integrated Humanities, Chinese History, Computer and Information Technology, Home Economics, Music, Visual Arts, Physical Education and Life Education.

The core of our New Senior Secondary Levels consists of 4 subjects, i.e. Chinese Language, English, Mathematics and Liberal Studies. Moreover, our school offers Mathematics Module 1 and 2, Physics, Chemistry, Biology, Combined Science, BAFS, Economics, Chinese Literature, Geography, French and Chinese History as electives.

Language permeates the whole curriculum both as the vehicle for learning and as an object of study in its own right. English is the teaching medium for our formal curriculum except Chinese Language, Chinese History; while Putonghua is the teaching medium of the said two subjects.

House system and Student Council

The school is divided into four Houses: Blue, Green, Red and Yellow, for the purpose of sport and other competitions. Each new student admitted to the school is allocated to one House. He/she remains a member of that House for the rest of his/her school life.

Aims:

1. To provide opportunities to students in different activities.
2. To promote a positive attitude, fair play and sportsmanship towards different competitions.
3. To build up team spirit towards their houses.
4. To build up a positive and trusting relationship between teachers and students.
5. To provide a support system that promote continuity and personal relationship.

Student Council, founded since 2007, was formed to grant students authorities, obligations and rights to help build and manage our school. We believe that students, as one of the owners of this school, should be given autonomy and responsibility to voice out, participate and manage. We believe that a better school, a sense of belonging and a spirit of democracy should be built and exercised under substantial enthusiasm and cooperation among all individuals, especially teachers and students.

Facilities

The school is a millennium school campus of about 7,000 square metres. With the school-wide optical fibre network, wireless network and 532 UTP network points, all classrooms, science laboratories and special rooms are connected to the Internet and equipped with personal computers, projectors, visualizers, DVD players, TV box to facilitate teaching and learning with information technology.

The Biotechnology laboratories, Integrated science laboratory, Physics laboratory, Chemistry laboratory, Biology laboratory, Geography & History room, Home Economics Room and Induction Cookery Room for academic and cultural subjects, the Grand Lecture Theatre and the School Library provide opportunities for students to conduct information technology to navigate for information and create knowledge independently and collaboratively.

The Campus TV studio situated on the 7/F can provide students an opportunity to experience different duties, such as the operational procedures of a television company. This can help strengthen their language skills, collaboration skills, critical thinking skills and life-long learning skills.

Adjacent to the campus TV is a Lecture theatre of 83 seats. The major function of the theatre is to hold lectures and video conferences.

The 3 computer rooms in our school contain 120 computers in total. All rooms are equipped with Multi-media learning centre (MMLC) facilities and available for students to use after school every day.

Class Structure

In the academic year of 2011-2012, there were 731 Secondary 1 to Secondary 7 students in our school. Students are randomly assigned into five classes without ability grouping.

To cater for the different needs, talents of the students and maintain a small class size to facilitate the teaching and learning, some Secondary 1 to Secondary 3 classes will be split with mixed-abilities. This policy is applicable to the following subjects:

- 1) English
- 2) Chinese
- 3) Integrated Humanities
- 4) Home Economics

School Advisors

Panel of School Advisors - Partnerships for Growth

Strategic direction and policy environment

- Professor Allan David WALKER (Chairman, Department of Educational Administration and Policy, CUHK)

Teaching, learning and curriculum - Biotechnology

- Professor Yuk-Lam LO (Honourary Life Chairman, Hong Kong Biotechnology Association, President, PerkinElmer Life and Analytical Sciences)
- Professor Kwok-Fai SO (Chair Professor and Jessie Ho Professor in Neuroscience, Department of Anatomy, Faculty of Medicine, The University of Hong Kong)
- Dr. Ken Kin-Lam YUNG (Professor, Department of Biology, Hong Kong Baptist University)
- Dr. Raymond Chuen-Chung CHANG (Associate Professor, Department of Anatomy, Faculty of Medicine, The University of Hong Kong)

Principal and teacher growth and development

- Professor Ho-Ming Ng (Associate Professor, Faculty of Education, The University of Hong Kong)

Arts Education

Arts Education – contributing to whole person development

As a ‘through-train’ secondary school, we strive to build on the excellent achievement of our affiliated primary school, Po Leung Kuk Luk Hing To Primary School, winner of the Outstanding School Award 2001 and the Outstanding Arts Education Award in 2000 and 2003 respectively.

The two streams of our Arts Education, Music and Visual Arts, will play an important role for developing students' creativity and contributing to their whole-person development.

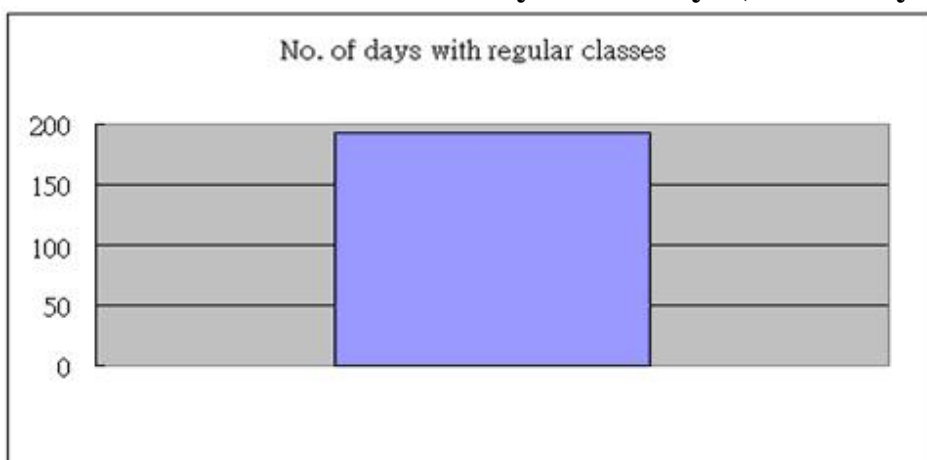
Our music education is not mandated for the small number of Music talents but to all our students. We encourage all our students to gain rich and comprehensive music experiences through participating in integrated activities of creating, performing and listening; to develop music skills, construct knowledge in music, and cultivate positive values and attitudes.

Our Visual Arts curriculum aims to broaden students' perspectives through exploring arts and cultures.

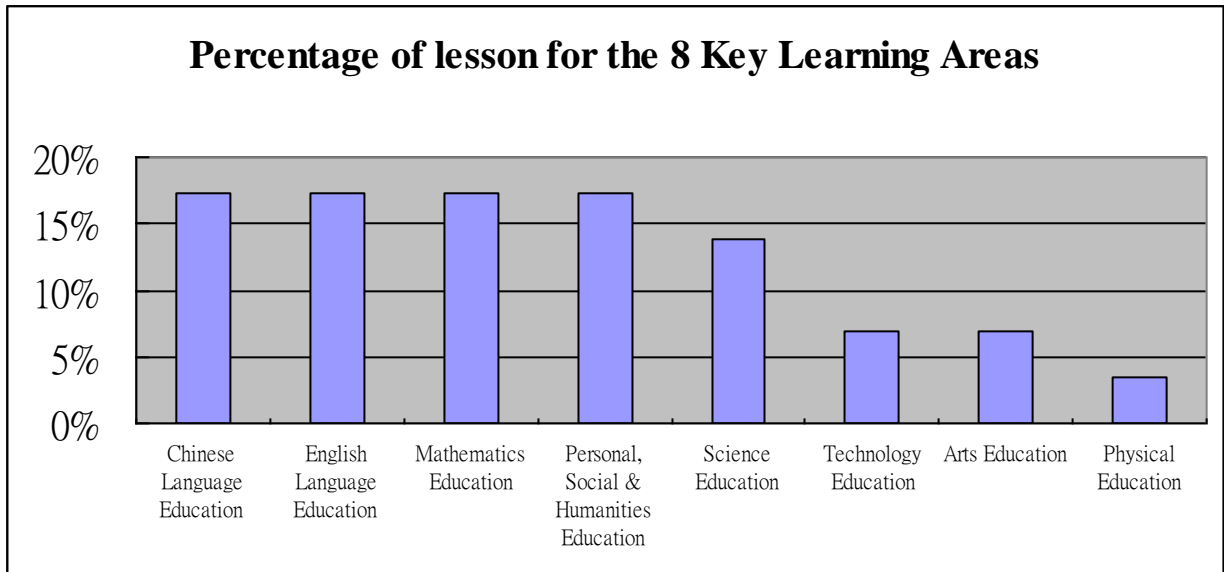
2. School Incorporated Management Committee

Our Incorporated Management Committee has been formed since June 2008. There are altogether 12 registered School Managers, which consist of 2 Teacher Managers and 2 Parent Managers, covenants to conduct the school in an efficient and proper manner and in accordance with the Education Ordinance, Hong Kong Special Administrative Region.

3. Number of Active School Days - 195 Days (Secondary 1 – Secondary 7)



4. Lesson Time for the 8 Key Learning Areas

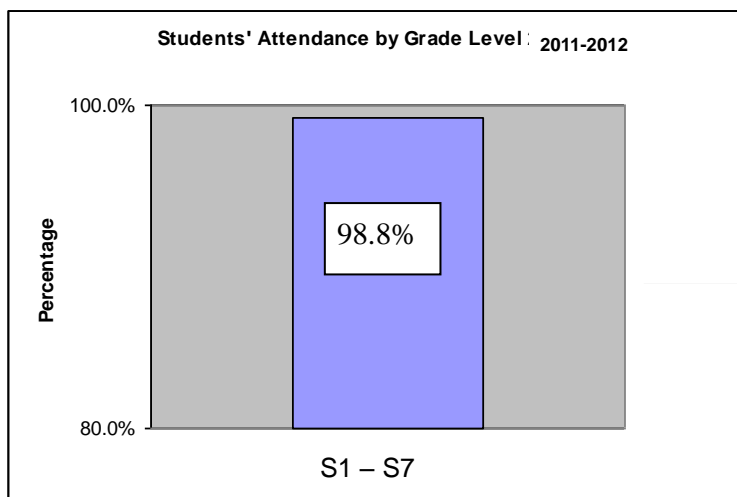


D. Our Student

1. Class Organization (2011/2012)

Level:	S1	S2	S3	S4	S5	S6	S7
No. of Classes:	4	4	4	5	5	2	2
Total Enrolment:	126	81	115	120	145	94	50

2. Students' Attendance



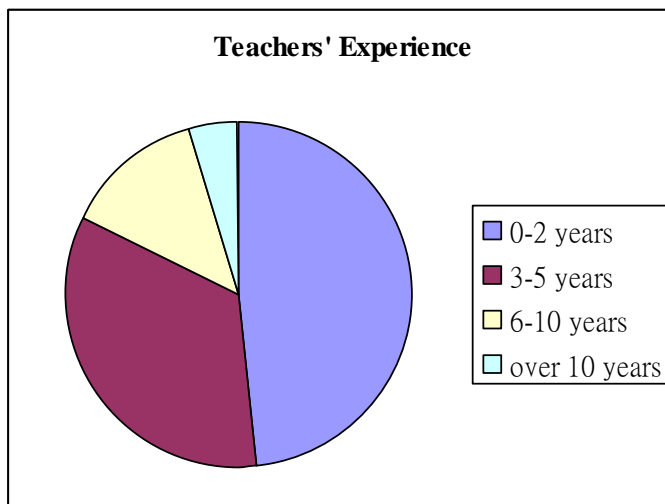
E. Our Teachers

1. Teachers' Qualifications

There were 65 regular teachers (including 4 NET), 5 teaching assistants, 1 social worker, 3 laboratory technicians, 2 information technology technician, 4 secretaries, 1 accountant, and 7 full-time janitors. The teachers' qualifications were shown below:

Qualifications	No.(Percentage)
Doctoral Degree	2 (3%)
Master Degree	36 (56%)
Bachelor Degree	64 (100%)
English Teachers meeting Language Proficiency Requirement	11 (100%)
Putonghua Teachers meeting Language Proficiency Requirement	11 (100%)
Total number of teaching staff	64

2. Teachers' Experience



3. Principal's Professional Development 2011/12 – 149 hours

* Please also refer to Appendix 1.

F. Achievements and Reflection on Major Concerns

Major Concern 1: To set higher expectations for students to stretch them and help them to realize their potentials.

Achievements

- To help students become self-motivated, self-regulated and cooperative learners

Goal setting exercise

To promote students' learning motivation and self-regulated attitude, our school has adopted a "Goal Setting Exercise" since the academic year of 2009-2010. Last academic year, we found that this exercise can act as a motivator for students to learn and help them achieve a higher standard in their learning process. In the academic year of 2011-2012, it was the third cycle to develop and adopt the "Goal Setting Exercise" to further enhance students' learning motivation and self regulation.

As mentioned in School Report 2010/11, to help students set a clear target for the year, each student was suggested to set up to 3 goals in a year. A revised version of the goal setting booklet was therefore designed to instruct students to work on 2-3 goals with action plans. In order to help students develop a self-regulated learning attitude and make concrete plans for achieving the goals, a self evaluation task and a series of self-study tasks on career-related issues were introduced for students to learn more about the objectives and requirements of Other Learning Experiences, the entrance requirements of universities in Hong Kong and the mechanism of JUPAS such as School Principal's Nomination Scheme. Some students indicated that the goal setting exercise helped them develop an ability to analyze current learning situations and study possible opportunities before developing an action plan.

School-based gifted education programmes

In order to help students realize their potentials and set higher expectations in their learning, Taskforce of School-based Gifted Education Programme was established. Through regular meetings in staff development periods, teachers of different subjects including Chinese, English, Mathematics, Social Science and Science formulated a school-based education programme in which different subject departments started pilot pull-out and off-site programmes for talented students. Moreover, the taskforce developed a subject-based system for identifying students with specific talents and set up an incentive scheme to encourage students develop various types of their potentials. With the coordination by the taskforce, the development of school-based gifted education programmes will help stretch students for higher achievements.

Role of class teachers

Our school believes that class teachers play an important role in students' development of various aspects. To strengthen the role of class teachers, Taskforce of Strengthening the Role of Class Teachers was established this year. As there were different concerns in junior forms and senior forms, the taskforce was divided into Junior Forms Section and Senior Forms Section. Through regular meetings in the staff development periods, class teachers can share and formulate common practices to help students develop a good learning attitude. For example, to help S.1 students adapt to the secondary school life and learning style, all S.1 students had a Mock examination before the first formal examination. To help students develop a self-regulated learning attitude, junior form students learnt to make a study timetable. In senior forms, the taskforce set up a system of predicted grades and expected grades to help students visualize their learning targets and effectiveness before examinations, cultivating their self-regulated learning abilities.

Reflection

To evaluate the goal setting exercise, qualitative comments from teachers and students indicated that it can significantly promote help students' self-regulated and self-motivated attitude through a series of independent learning tasks and teachers' support. Moreover, most students found that 2-3 goals with action plans were more practical to be fulfilled in a year. More importantly, many students understood their strengths and weaknesses and started making improvement at the start of the academic year during the Goal Setting Exercise days on September 1 and 2, 2011. Our school believes that those goals acted as a motivator for students to learn and help them achieve a higher standard in their development.

To help students realize their potentials and stretch them for higher achievements, Taskforce of School-based Gifted Education Programme was successfully set up this year. With the active participation of teacher representatives from various academic departments, pilot programmes of school-based gifted trainings started. There was a 1-fold increase of student's participation in school's pull-out and off-site gifted trainings when compared to the participation number in 2010-2011. To further promote students' potentials in various aspects, talented programmes from cultural subjects and other interpersonal skills such as leadership could be implemented. Besides, collaboration with universities could be another direction to provide students with more opportunities to unleash their talents.

With the taskforce of strengthening the role of class teachers, there were common goals and targets were set within the same forms. This provided mutual support for class teachers to enforce good practices to stretch their students for higher achievements. S.1 class teachers also indicated that there was significant improvement on students' learning attitude when compared to different batches of new secondary school learners. Some class teachers indicated that the regular meetings of this taskforce provided for each class teacher with a good learning platform to build up their professionalism in education.

Major Concern 2: To further strengthen the quality assurance mechanism to enhance the quality output of core subjects

Achievements

- To maintain quality output on teaching and learning

Taskforce of Liberal Studies as a core subject

To assure the quality output of Liberal Studies in HKDSE, the Taskforce of Liberal Studies was set up this year. The objectives of the taskforce were to make continuous development on the curriculum of Liberal Studies, to provide teachers for a learning platform to share and develop the curriculum, pedagogies and assessment of Liberal Studies, to open cross-subject collaboration.

Like other taskforces, there were regular meetings among teachers of Liberal Studies, English and Chinese in the academic year of 2011-2012. The primary work done by the taskforce was to study the marking scheme of different examination papers of Liberal Studies. This task helped teachers of Liberal Studies to identify and develop a uniform marking standards in school's examinations and to establish teaching strategies to help students achieve higher standards in this new subject in HKDSE. Moreover, the taskforce created opportunities for cross-subject collaboration. For example, Departments of Chinese,

English and Liberal Studies helped students develop common skills with different learning focuses in essay writing. With the mutual support of different subject departments, the quality output of Liberal Studies in HKDSE can be assured.

Taskforce of the quality output of HKALE and HKDSE

In order to further assure the quality output on HKALE and HKDSE, the Taskforce of Quality Output on HKALE and HKDSE was set up this year. The objective of the taskforce was to help students obtain good results in public examinations in which high passing and credit-to-distinction rates were the target.

The taskforce was composed of S.6 class teachers and subject teachers. It was coordinated by Academic Board, School Administrative Board and Careers Development Committee, providing full support to facilitate effective teaching and learning. The taskforce developed a series of action plans which could be adopted by future S.6 classes. For example, a predicted and expected grade system was collaboratively developed with the Taskforce of Strengthening the Role of Class Teachers (Senior Forms). Senior form students were asked to develop a revision plan which was introduced in the goal setting exercise. More importantly, the taskforce developed a policy to identify and help at-risk students in terms of academic results in the public examinations. During study-leave period, structured remedial lessons, self-study schedule and post-mock practices were made to support the students who can achieve high efficiency to do revision at the school.

Peer's lesson observation

To promote teacher's professional development, the peer's lesson observation exercise was continued. In 2010-2011, it was proposed that each teacher should observe at least 10 peer's lessons. As most teachers indicated that frequent peer lesson observations could promote the development of pedagogies, understanding of the curricula in different subjects and teacher's learning culture, this mode of peer's lesson observation was also conducted in this year. In the academic year of 2011-2012, all teachers had observed at least 10 lessons of other teachers. A centralized system to record lesson observation's comments was also maintained.

New teachers' induction programme

The new teacher's induction programme was initiated in 2010-2011. In order to help teachers of less than 2-year teaching experience to develop their professionalism, this teacher-supporting programme was continued this year. Its objectives were to build up a communication channel among new teachers themselves, to start a professional dialogue between new teachers and their mentors and to help the new teachers set goals for their professional development. All of the new teachers found that this programme constructively helped them make a good start in their professional development.

Restructure of regular staff development periods on Fridays

This year, there were 6 taskforces formed to study and enforce different areas of school's development. As mentioned above, taskforce became a learning community among teachers for professional development. In order to provide a platform for the taskforces to have regular meetings, the staff development periods on Fridays were re-structured. This year, each taskforce had 3-5 meetings during the staff development periods.

Reflection

Taskforce of Liberal Studies as a Core Subject formed a platform to continuously develop this new subject in the public examination. Moreover, a clear target to assure high quality output in Liberal Studies was visualized by the formation of the taskforce. In order to work

deeply on individual modules of the curriculum of Liberal Studies, the taskforce could be divided into different sections for particular topics. Generally, there was positive impact to mobilize the cross-subject collaboration among different subjects.

As there were high passing and credit-to-distinction rates in both HKALE and HKDSE, the taskforce run by S.6 class teachers and subject teachers should be acknowledged. The policies and schemes for supporting students' learning at different stages could be resources for future batches of HKDSE students. More collaboration between the taskforces of strengthening the role of class teachers and of assurance of quality output in public examinations could be increased.

Peer lesson observation was one of the most important activities to assure the quality of teaching and learning. It appeared that our teachers had adapted to conducting lesson observation. This professional practice should be kept in future as a kind of effective activity in continuing professional development.

To support new teachers to develop their professionalism, new teachers' induction programme was carried out. It successfully helped new teachers created a professional dialogue with experienced teachers. Interactions among new teachers also provided mutual support to each of them. Generally, the objective of the new teacher's induction programme had been achieved. Future goals of the programme could be building up a social learning community, creating a caring environment to encourage mutual development in teaching profession and developing a good teaching practice to assure the quality of students' learning.

Major Concern 3: To nurture a positive school culture and school norm through Other Learning Experiences and ECAs.

Achievement

1. To develop and promote positive personal growth, discipline and interpersonal skills

Goal Setting Exercise for Junior Form Students

The whole school approach "Goal Setting Exercise" was introduced to our junior form students to cultivate on positive personal growth, self-discipline and interpersonal skills. Most class teachers appreciated our students for their serious attitude and the specific goals they have set. In 2011/12 academic year, we tried to extend the exercise to get more parents involvement such as making a goal setting booklet as a tool for communicating with their parents. The feedback from parents were mostly positive.

Moreover, individual consultation sessions were conducted by class teachers two times a year. From the class teacher meetings organized by the Pastoral Care Board, most class teachers appreciated the improvement in students' attitude and persistence to achieve the goals set by themselves. At the end of the school year, class teachers assessed the students individually. Merits were given as an award for students who could achieve the goals successfully and feedbacks were given to those students who encountered difficulty in reaching their targets.

S2 Class Committee Election

To develop our students' sense of democracy and self-management ability, a trial scheme for Class Committee Election was launched in S2. Students were asked to form a cabinet to run for the presidency of class committee. In 2011/12 academic year, 4 class committees from S2 were

successfully elected. They were responsible for managing their classes, including improving learning attitude, maintaining discipline and promoting a harmonious climate. Firstly, regular class meeting was held once a month. Secondly, different activities such as inter-class competitions and festival celebration were carried out throughout the year. Last but not least, class committees organized revision and study groups before the examination.

2. To cater for students with different needs

No Child Left Behind Program

To provide support to students who are academically weak and have relatively poor social skills, the “No child Left Behind”, Taskforce was formed last year. Members from No Child Left Behind are mainly cultural subject teachers. Counseling based services were provided to our target students once a week. Moreover, an in-depth discussion with the student was done in the progress report meeting every two months. Teachers of No Child Left Behind held the progress review meeting once a month for sharing students’ progress.

Team Challenge Program

The Team Challenge Program was set under the Pastoral Care Board and co-organized with the Boys & Girls Club Association of Hong Kong. We aimed at providing students with more adventure-based activities and through the in-site communication, to make teachers have a better understanding of the students. Hence, teachers know what messages should be given to them in order to fully stretch their potential or improve their shortcomings.

Six preparation meetings aimed at setting specific goals and self-reflection and six outing activities such as hiking and canoeing in which a mutual trust relationship was built up between teachers and students.

From the evaluation meeting, we found that students tended to express more clearly during the outing. Moreover, fewer misbehaviors were found among these students after they completed the program.

3. Health School Policy and School Green Policy

Healthy School Policy

Anti-drugs was the highlighted topics of the year. Anti-drugs messages were voiced out through talks and Life Education lessons. We also aimed to promote and cultivate positive values and attitudes among students for the whole person development through lessons and community services.

Students are required to check their body temperature every day to prevent the spread of disease and maintain good health. Our school has provided a tidy, clean and ventilated learning environment for our students.

School Green Policy

Policies on the use of lighting and air-conditioning have been developed. Air-conditioners are only turned on when the temperature is 25°C or above. A strict policy on the use of the color printer has been adopted.

All school documents, like minutes, agenda, teaching plans, school plans, are saved electronically in the school server instead of using hard copies.

Notes, worksheets and facsimiles are printed on both sides of the paper.

Reflection

1. Goal Setting Exercise For Junior form students and S2 Class Committee Election

After evaluation, it was suggested that parent involvement should continue to be included in the goal setting program. The booklet should be kept as a tool for communicating with parents, teachers and students. The class committee election was quite successful last year and should be extended to S3 in the coming year.

However, we found that the focus and product of class committees are mainly related to recreational events. A shift to classroom learning and discipline climate will be our main concern in the coming academic year.

2. Moral Education Lesson in Lunch Time

Although the teaching kit of moral education has been done, there was insufficient of time for conducting the lessons. Therefore, it was suggested that moral education lessons will be incorporated into the curriculum of Life education.

3. No Child Left Behind

From the No Child Left Behind teachers' meeting, we found that our repeated students were more active and well planning under the guidance of mentoring teachers. The promotion rate was greater than 90% at the end of the year.

For No Child Left Behind program to be run more effective in the next academic year, we will use email and survey instead of individual interview to communicate with all subject teachers in order to understand the learning attitude of the students. It was suggested that if any problem arises which requires follow-up work, an in-depth discussion with the corresponding subject teachers should be carried out.

4. Team Challenge Program

Time clashes were always found in Team Challenge Program. It was suggested that the activities should be organized during the long holidays in the coming year.

5. Health School Policy and School Green Policy

We have invited social workers to hold anti-drugs topics during life education lessons so that students could have a better understanding of the effects of drugs through discussion, games and videos. Anti-drugs talks were also given to students in our school. Following up on this topic, sex education is suggested for 2012/13.

Life education lessons were provided for all junior form students. We taught students to show love, concern and respect for others. Sharing from students who showed prominent improvements were held to promote positive attitudes with their fellow students.

For the School Policy, our school had a good start with our green policy. There will be more measures to help minimize waste, electricity and water consumption in the next academic year.

G. Our Learning and Teaching and Other Learning Experiences

Learning and Teaching

In the course of designing the NSS curriculum, the school conducted surveys with S3 students in order to know the preference in subject selection. Based on the findings, the curriculum was worked out to meet the needs of students.

Core Subjects	Elective Subjects	Other Learning Experience
Chinese Language English Language Mathematics Liberal Studies	2 to 3 electives including Applied Learning. Chinese Literature, French (Non-Chinese students only), Chinese History, Economics, Geography, BAFS, Information and Communication Technology, Technology and Living, Music, Visual Arts, Physics, Chemistry, Biology, Combined Science.	Moral and Civic Education Community Services Career-related Experiences Aesthetic development Physical Development (Including Physical Education lessons for Senior form students)

Moreover, different taskforces were established in 2011/12 academic year in order to further strengthen the learning and teaching of the school and stretch the potential of our students.

Taskforces
Quality assurance on HKDSE
School-based gifted education programme
Liberal Studies as a core subject
Strengthening the role of class teachers (S1 and S2)
Strengthening the role of class teachers (senior forms)
No child left behind (NCLB) programme

Other Learning Experiences and ECAs

Achievements

Extra-curricular activities have always been an important component of students' education. Our activities do not only allow students to join the programs of their own choice, but also enable them to learn about leadership and teamwork, as well as gaining gratifying and rewarding experiences.

Activities in school are designed with reference to school's mission as well as students' characteristics. There are 8 sports teams, 15 musical instrumental classes and 16 different clubs provided for students.

Annual whole-school/form based activities such as School Picnic, Fashion Show, Speech Day, Singing Contest, Christmas Party, Swimming Gala, Athletics Meet, Chinese New Year Carnival and Leadership Training Camp are all very popular events for students.

The House system was initiated and all teaching staff and students were inducted into four houses.

Various inter-house competitions were held throughout the year including basketball, football, badminton, debate, drama and singing. Many of our students developed skills and confidence through winning awards and excelled in above competitions.

Under the NSS Curriculum, OLE is one of the three components that complement the core and elective subjects for the whole person development of students. Our school has offered a wide range of OLE opportunities to encourage them to participate in the five areas of OLE, namely Physical Development, Aesthetic Development, Moral and Civic Education, Career related Experiences and Community Service. S.4-5 students took part in OLE courses on Saturdays on a regular basis. In addition, OLE days were held during post examination period due to the demand from students. Students have been provided with various opportunities such as Elder Academy and Volunteer Team to serve the community.

In order to instill a global perspective in our students, the school has formed a comprehensive network with partner schools from around the world.

In 2011/12, an Italian school, a Wuhan school and 2 Taiwanese schools paid visits to us and the details are as follows:

Host family reception for partner schools from overseas

Reception	Theme	Description
Liceo Bertrand Russell, Italy (Bertrand Russell High School) (17/09/2011 – 1/10/2011)	Cultural exchange	During their stay in Hong Kong, the school arranged a series of cultural learning programmes. They learnt Chinese calligraphy, enjoyed dim sum at Chinese tea house and visited wet market. They also went to Ocean Park, Wong Tai Sin temple and Lamma Island. Apart from that, our students had lessons about making mooncakes, Italian pizzas and learning Cantonese and Italian interactively with them.
Shuiguohu die r Zhongxue (水果湖第二中學), Wuhan, China (14/1/2012 – 20/1/2012)	Cultural exchange	We organized a rock climbing activity for them in the school. They also attended a sustainable development programme at Ocean Park and learnt the history of Hong Kong through visiting Hong Kong History Museum.
National Dali Senior High School & National Yuanlin Home-Economics and Commercial Vocational Senior High School, Tai Chung, Taiwan (30/6/2012 – 10/7/2012)	Cultural exchange	Students from Tai Chung joined our school's different post-exam activities, e.g. inter-house debate competition, visiting Ping Shan Heritage Trails, so as to understand the school life in Hong Kong. Their host families bought them to different places to know about the local life.

In addition, the school provided valuable exchange opportunities for our students to enrich their exposure through traveling to different parts of the globe.

In 2011/12, we sent students to Italy, the Netherlands as well as Taiwan to participate in an

exchange programme, an international conference and a charity concert. The details are as follows:

Study tours

Study tour	Theme	Description
Reciprocal visit to Liceo Bertrand Russell, Italy (Bertrand Russell High School) (9/12/2011 – 23/12/2011)	Cultural exchange	Our students paid a reciprocal visit to Cles and Venice in Italy. They stayed at their host families in Cles and they introduced Hong Kong and our school to the Italian students. The school provided the student participants with a valuable experience by visiting to a hydroelectric dam, a cheese storehouse and an apple factory. They also visited some historical places like Verona, Bolzano and Trento for museums and Christmas markets. During the last three days, the team has stayed in Venice to see how people live in a city without land traffic but lots of canals. Students also did a project on the sustainable development of Venice.
26th Youth Conference of Caretakers of the Environment International, Maastricht, Netherland (1/7/2012 – 10/7/2012)	Sustainability in Cross-Border Partnership	Before the conference, students carried out their researches according to theme of the conference – Sustainability in Cross-Border Partnership. Three topics were set including (1) Reduce Municipal Solid Waste: Public and Private Sectors Collaboration; (2) Effectiveness of Greening on Urban Heat Island Effect; and (3) Urban Renewal – A Case Study of Hong Kong. During the youth conference, students presented their researches to nearly 40 teams of participants coming from more than 15 countries. Students also took part in field trips, workshops and a cultural night.
Music camp, Tai Chung, Taiwan (21/7/2012 – 28/7/2012)	Music exchange and fund raising	A team of 57 students from our school and our affiliated primary school – Luk Hing Too Primary School, went for a meaningful music exchange to Tai Chung. The team stayed at the school dormitory. There were music trainings and sightseeing. On 27 th July. The schools held a concert in the Yuanlin Auditorium to raise fund for the children in Cambodia.

Through the tours, students gained lots of opportunities to train up their self-management skills and presentation skills. They have also broadened their horizons and learnt more about different cultures. Participants now identify themselves with our nation more than before. For those who have joined the international conference built up more confidence in using English to present in front of others and made friends from different nations.

Reflection

Other Learning Experience and ECAs

ECA and OLE lessons are scheduled throughout the year. We have provided intensive training programs for talented students and they had the chance to compete in different competitions.

Adequate sports opportunities were provided for students with different abilities and interests. Besides intensive training programs, students were encouraged to take up different roles in different sports activities, such as being players, spectators, referees, organizers, officials or even supporters. This helped to broaden their horizons in sports.

The School provided a wide variety of activities such as visits, services and inspiring sharing programs for our students. Students had the opportunity to participate in different courses and broaden their learning experience. We plan to join the LCSD Outreach Coaching Program next year in order to provide more unique courses for students.

H. Financial Summary

1. Government funds and School Funds

2010/11 School Year	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		33,680,965.04
I. Government Funds		
(1) DSS subsidy	29,846,078.77	33,067,910.75
(2) Other Grants (including Capacity Enhancement Grant, Special Non-recurrent Grant etc.)	1,222,048.00	817,416.55
(3) Others	6,142.74	--
<i>Sub-total</i>	31,074,269.51	33,885,327.30
II. School Funds (General Funds)		
(1) School fee	12,144,960.00	2,636,595.40
(2) Tuckshop rental received	165,000.00	--
(3) Others (including hire of school premises, course fee etc.)	1,679,233.39	746,388.60
<i>Sub-total</i>	13,989,193.39	3,382,984.00
Total surplus for school year		7,795,151.60
Accumulated surplus as at the end of school year		41,476,116.64

DSS Schools' Annual Financial Position
Financial Summary for the 2010 / 2011 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	66%	N.A.
School Fees	N.A.	27.00%
Donations, if any	N.A.	0.09%
Other Income, if any	N.A.	3.70%
Total	66%	30.79%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	82.21%	
Operational Expenses (including those for Learning and Teaching)	10.69%	
Fee Remission / Scholarship ¹	3.62%	
Repairs and Maintenance	0.59%	
Depreciation	2.65%	
Miscellaneous	0.24%	
Total	100%	
Surplus/Deficit for the School Year [#]	2.5 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	13.35 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

2. Donations 2011-12

Name of donor	Description of donation	\$
周恩舜老師	捐款	39,670.00
Eastpak	「背包設計比賽」捐款	5,348.00
保良局陳仲銘通識教育基金	陳仲銘通識教育基金	5,202.75
上海商業銀行 Titanium Master Card	簽帳捐款	33.42
保良局	開卷有益籌款及配對撥款	20,227.97
學生家長	捐款	2,000.00
陳榮光校長	吉之島現金券	500.00

3. School-based After-school Learning and Support Programmes

A. Programme Report

Name of activity	Average no. of grant beneficiaries served	Average attendance rate	Period	Actual expenses (\$)	Method of evaluation
Mathematics remedial classes	19	100%	9/11 – 5/12	\$14,000	Interview the teacher/teaching assistant in-charge.

B. Project Effectiveness

To the benefitted students, achievements of the activities conducted are rated as follows:

put a "✓" against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students' motivation for learning	✓					
b) Students' study skills		✓				
c) Students' academic achievement		✓				
d) Students' learning experience outside classroom	✓					
e) Your overall view on students' learning effectiveness	✓					
Personal and Social Development						
f) Students' self-esteem	✓					
g) Students' self-management skills		✓				
h) Students' social skills						✓
i) Students' interpersonal skills	✓					
j) Students' cooperativeness with others		✓				
k) Students' attitudes toward schooling			✓			
l) Students' outlook on life						✓
m) Your overall view on students' personal and social development		✓				

Community Involvement						
n) Students' participation in extracurricular and voluntary activities						✓
o) Students' sense of belonging						✓
p) Students' understanding on the community						✓
q) Your overall view on students' community involvements						✓

C. Comments on the project conducted

Problems/difficulties encountered when implementing the project

	(You may tick more than one box)
✓	unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
✓	difficult to decide on the 10% discretionary quota;
	target students unwilling to join the programmes;
	the quality of service provided by partner/service provider not satisfactory;
	tutors inexperienced and student management skills unsatisfactory;
	the amount of administrative work leads to apparent increase on teachers' workload;
✓	complicated to fulfill the requirements for handling funds disbursed by EDB;
✓	the reporting requirements too complicated and time-consuming;
	Others (Please specify):

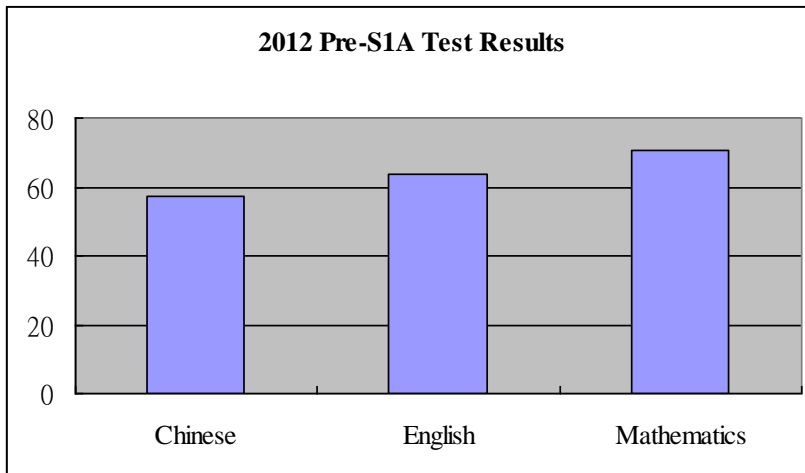
4. Capacity Enhancement Grant

Evaluation on the use of Capacity Enhancement Grant

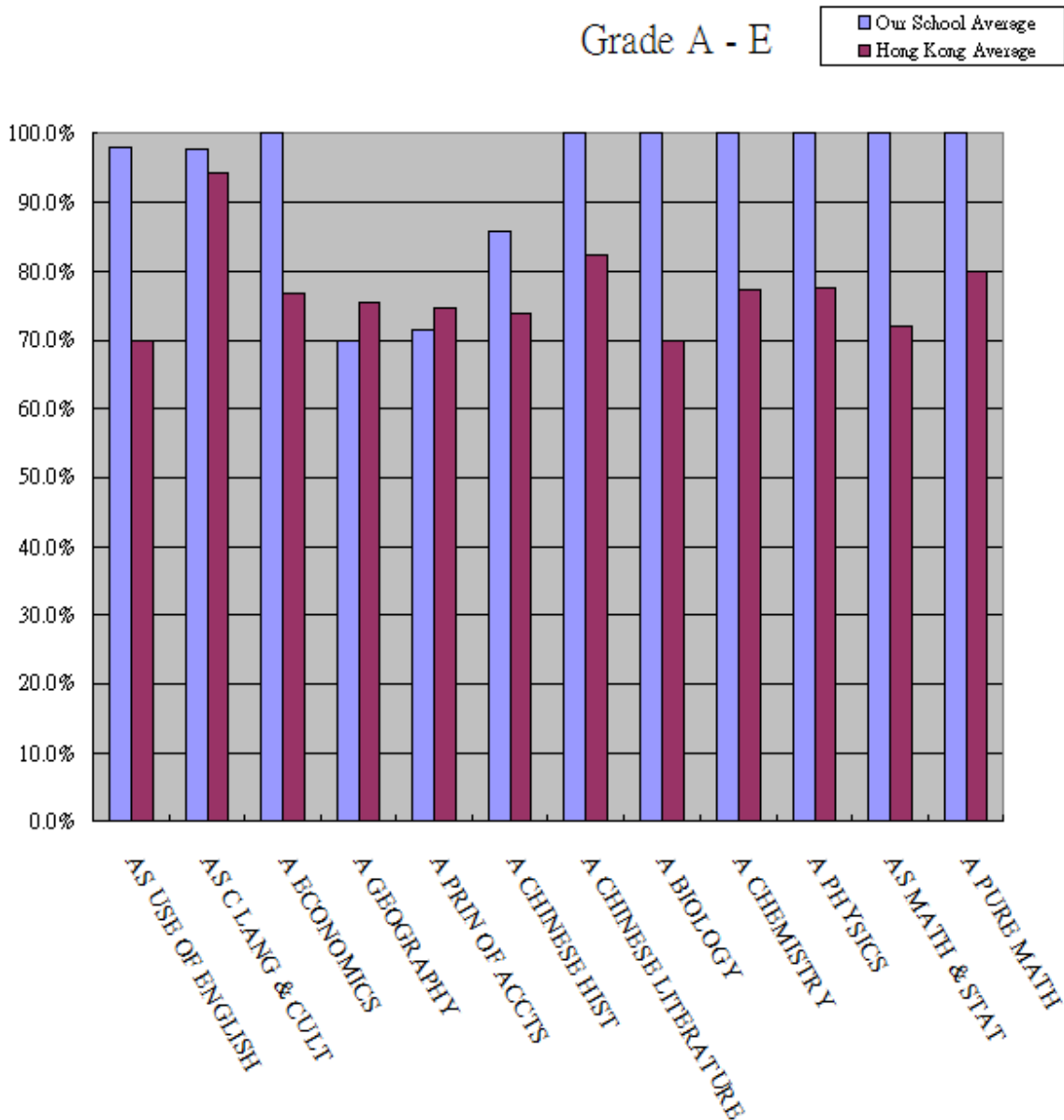
Major Areas of Concern	Implementation Plan and Evaluation	Expenditure
To enable Chinese and English teachers to more focus on the teaching and learning of their subjects and more time to prepare for the new senior curriculum.	<p>A full-time Chinese teaching assistant was employed for 12 months.</p> <p>A full-time English teaching assistant was employed for 12 months.</p> <p>The non-teaching workload, for example, scanning documents, photocopying, preparing/purchasing materials for activities, data input of both teaching workload of Chinese and English teachers could be relieved. Teachers could have more time to concentrate on the design of learning materials and organizing learning activities related to language.</p> <p>The heads of departments of Chinese and English were satisfied with the performance of their Teaching Assistants according to the appraisal report and their working log. At least 30 teaching materials handled by the TA per month.</p>	\$361,609.50 (\$339,050.75 from CEG)

I. Performance of Students

1. Hong Kong Attainment Test (S1A)

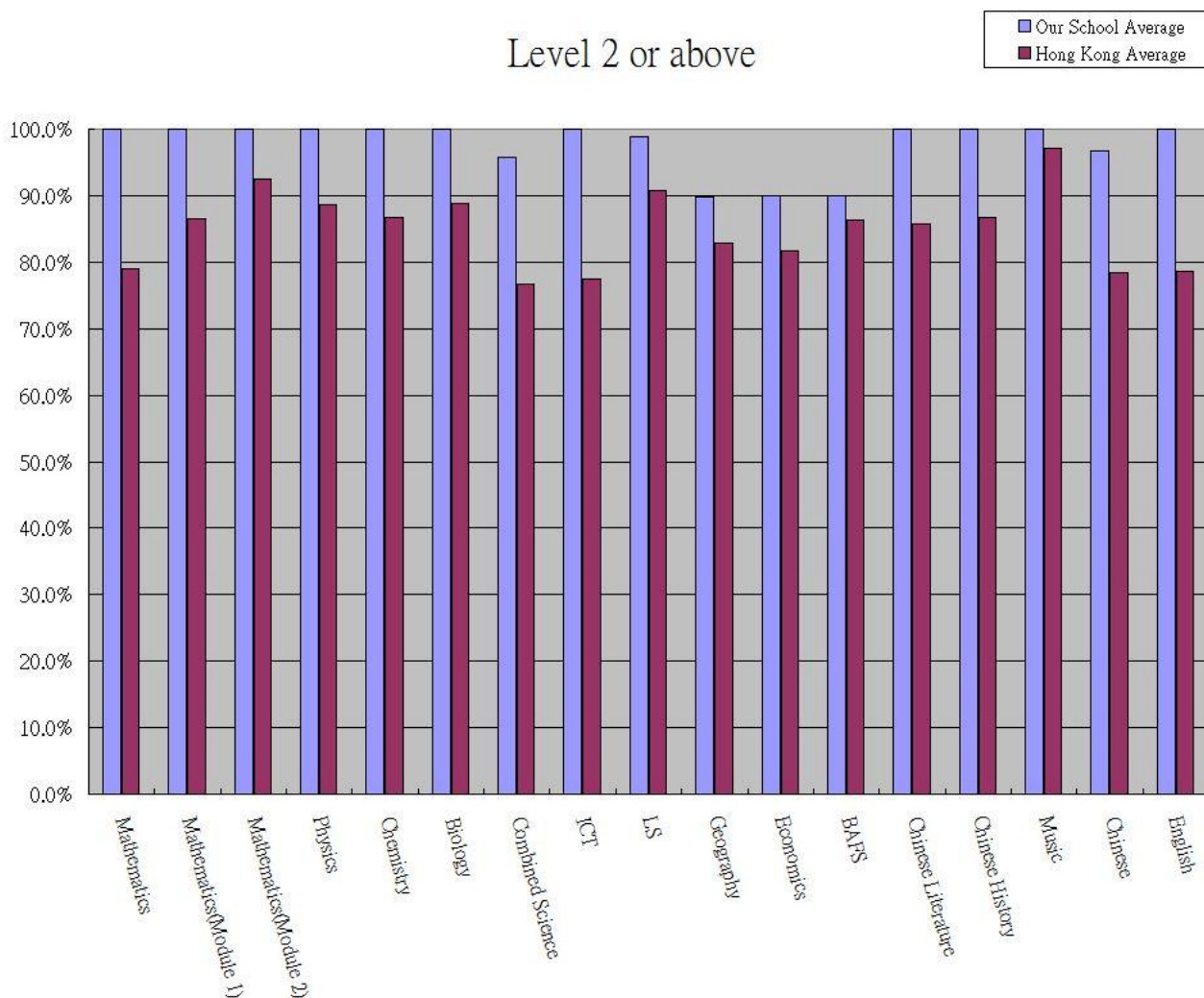


2. (A) Hong Kong Advanced Level Examination



(B) Hong Kong Diploma of Secondary Education

Level 2 or above



3. Scholarships

3.1 The Academic Scholarship and the Fee Remission are granted through the deduction of the Tuition Fee, the total amount that any of our students can get should not exceed the total Tuition Fee for that year.

S1 -S3 Academic Scholarships	
Rank in the level	Scholarship
1 - 3	100%
4 - 6	50%
7 - 10	25%
11 - 25	20%

S4 and S5 Science Academic Scholarships	
Rank in the level	Scholarship
1 - 3	100%
4 - 6	50%

7 - 10	25%
11 - 15	20%

S4 – S5 Arts/Commerce Academic Scholarships	
Rank in the level	Scholarship
1 - 3	100%
4 - 6	50%
7 - 10	25%

S1 - S2 Subject Scholarships		
Subject	Rank in the level	Scholarship
Chinese	Top 3	\$1000 each
English	Top 3	\$1000 each
French	Top 1	\$1,000
Mathematics	Top 3	\$1000 each
Science (Integrated Science + Biotechnology)	Top 3	\$1000 each
Social Science (Liberal Studies + Chinese History)	Top 3	\$1000 each

S3 Subject Scholarships		
Subject	Rank in the level	Scholarship
Chinese	Top 3	\$1000 each
English	Top 3	\$1000 each
French	Top 1	\$1,000
Mathematics	Top 3	\$1000 each
Science (Physics + Chemistry + Biology + Biotechnology)	Top 3	\$1000 each
Social Science (Liberal Studies + Chinese History)	Top 3	\$1000 each

New Senior Secondary S4 – S6 Subject Scholarships		
Subject	Rank in the level	Scholarship
Chinese	Top 3	\$1000 each
English	Top 3	\$1000 each
Mathematics	Top 3	\$1000 each
Liberal Studies	Top 3	\$1000 each
Mathematics (Module 1)	Top 1	\$1,000.00
Mathematics (Module 2)	Top 1	\$1,000.00
Physics	Top 1	\$1,000.00
Chemistry	Top 1	\$1,000.00
Biology	Top 1	\$1,000.00
Combined Science	Top 1	\$1,000.00

Geography	Top 1	\$1,000.00
Chinese History	Top 1	\$1,000.00
Economics	Top 1	\$1,000.00
Information & Communication Technology	Top 1	\$1,000.00
BAFS	Top 1	\$1,000.00
Chinese Literature	Top 1	\$1,000.00
Visual Arts	Top 1	\$1,000.00

S7 Subject Scholarships		
Subject	Rank in the level	Scholarship
Chinese Language & Culture	Top 3	\$1,000.00
Use Of English	Top 3	\$1,000.00
Economics	Top 1	\$1,000.00
Principles Of Accounts	Top 1	\$1,000.00
Chinese Literature	Top 10	\$1,000.00
Geography	Top 1	\$1,000.00
Mathematics & Statistics	Top 1	\$1,000.00
Physics	Top 1	\$1,000.00
Chemistry	Top 1	\$1,000.00
Biology	Top 1	\$1,000.00
Pure Mathematics	Top 1	\$1,000.00

3.2 Public Examination Scholarships

HKDSE:

Students who achieve an 5** are awarded a scholarship of HK\$10000 for each HKDSE subject. Students who achieve an 5* are awarded a scholarship of HK\$5000 for each HKDSE subject.

Class	Name	Scholarship(\$)
6V	林曉靖	5,000.00
6V	陳兆希	5,000.00
6V	霍銘晴	5,000.00
6V	莫沛豐	15,000.00
6V	吳家豪	5,000.00
6V	顏嘉珈	5,000.00
6V	蕭銘毅	5,000.00
6V	唐嘉穎	15,000.00

6V	尹子聰	15,000.00
6V	王僖文	5,000.00
6V	胡健希	10,000.00
6N	陳凱翹	5,000.00
6N	鄭穎騫	10,000.00
6N	張芷蔚	20,000.00
6N	李曉彤	5,000.00
6M	李銘恩	5,000.00
6M	黃逸熙	10,000.00
6J	陳倩婷	25,000.00
6J	許永亮	40,000.00
6J	林傲雄	5,000.00
6J	劉卓妍	5,000.00
6J	劉善澎	25,000.00
6J	李汶蔚	15,000.00
6J	李思彤	5,000.00
6J	曾巧嬋	20,000.00
6J	曾學賢	5,000.00
6J	黃學仁	10,000.00

HKALE:

Students who achieve an A are awarded a scholarship of HK\$10000 for each HKALE subject.

Class	Name	Scholarship(\$)
7V	鄺曉晴	30,000.00
7V	劉家豪	20,000.00
7N	紀靜雯	10,000.00
7N	郭冠麟	10,000.00
7N	盧卓玲	10,000.00
7N	謝浩軒	10,000.00
7V	許曦文	10,000.00
7V	梁愷萱	10,000.00
7V	梁栢林	10,000.00
7V	穆觀宇	10,000.00

7V	謝建輝	10,000.00
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3.3 External Scholarships

班別	學生姓名	金額(\$)	獎助學金類別
6J	許永亮	1,000.00	保良局中學獎助學金
6N	張芷蔚	1,000.00	保良局中學獎助學金
6N	林偉銘	1,000.00	保良局中學獎助學金
1V	袁焯芝	500.00	屈臣氏集團香港學生運動員獎
4V	李國璋	764.50	保良局屬下中學音樂獎助學金
2V	朱訢彤	764.50	保良局屬下中學音樂獎助學金
1M	馬梓喬	1,000.00	保良局獎學金
2M	孫穎芝	1,000.00	保良局獎學金
3V	黃皓然	1,000.00	保良局獎學金
4J	區翰欣	1,000.00	保良局獎學金
4S	張嘉恩	1,000.00	保良局獎學金
5J	楊愷庭	1,000.00	保良局獎學金
5S	袁愷晴	1,000.00	保良局獎學金
6V	馬世洪	2,158.00	葛量洪生活津貼
1J	廖愷琳	1,000.00	保良局三師紀念獎助學金
3M	詹佩盈	1,000.00	保良局三師紀念獎助學金
3M	陳學勤	1,000.00	保良局梁照先生獎助學金
1M	馬梓喬	2,000.00	保良局伍何永貞紀念教育基金獎學金 (學業成績出眾者)
2M	孫穎芝	2,000.00	保良局伍何永貞紀念教育基金獎學金 (學業成績出眾者)
5J	楊愷庭	2,000.00	保良局伍何永貞紀念教育基金獎學金 (學業成績出眾者)
2J	邵顯聲	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍 獎學金 (荷蘭)
2J	余天朗	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍 獎學金 (荷蘭)
3J	林翊行	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍 獎學金 (荷蘭)
4J	王心言	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍 獎學金 (荷蘭)
4S	劉鈞浩	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍 獎學金 (荷蘭)
5M	文景鏗	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍 獎學金 (荷蘭)

5M	謝宏山	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (荷蘭)
5V	朱星融	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (荷蘭)
5M	謝宏山	5,000.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (德國)
7V	孫卓彬	2,000.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (德國)
4J	鄭堅誠	2,000.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (德國)
2S	葉雲峰	2,000.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (德國)
2J	王瀚霖	2,000.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (德國)
1S	Singh Lakhwinder	2,000.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (德國)

4. Student Participation in Inter-school Events

Sports

	Name of Competitions	Results	Team(s) / Student(s)
1	2011 飛達國慶杯	亞軍-男子 99 年組跳高	江竣鋒
2	東區分齡田徑比賽	季軍-男子 13-15 年組 400 米	李雋
3	油尖旺區分齡田徑比賽	亞軍-男子 13-15 年組 400 米	李雋
4	Yeo Chi Man Secondary School Sports Day	2 nd Runner-up Boys 4 x 100m Relay	Athletics Team (Yu Ho Ching, Mak Lok man, Lee Chun, Yung Wai Chun)
5	Sai Kung District Swimming Competition	1 st Runner –up Boys 4 x 50m Freestyle Relay	Swimming Team (Cheuk Wai Yip, Mok Chun Ming, Chung Siu Hin & Lau Wang Chiu)
	PLK Joint School Swimming Gala	2 nd Runner up Girls Junior 50m Freestyle	Yip Tsz Tung
		2 nd Runner up Girls Junior 100m Freestyle	Yip Tsz Tung
		2 nd Runner up Girls Senior 50m Butterfly	Ho Sze Wai
		3 rd Runner up Boys 4 x 50m Freestyle Relay	Swimming Team (Cheuk Wai Yip, Mok Chun Ming, Chung Siu Hin & Lau Wang Chiu)

6	Kung Tong Distrit Swimming Competition	1 st Runner up Boys 200m Back stroke	Lau Wang Chiu
7	The Pacific Club Swimming Gala	2 nd Runner up Boys 50m Freestyle	Lau Wang Chiu
		2 nd Runner up Girls 200m Back stroke	Lau Pui Chi
		1 st Runner up Boys 50m Freestyle	Lau Wang Chiu
		2 nd Runner up Boys 50m Back stroke	Lau Wang Chiu
		2 nd Runner up Boys 50m Butterfly	Lau Wang Chiu
		1 st Runner up Girls 50m Freestyle	Lau Pui Chi
		2 nd Runner up Girls 50m Butterfly	Lau Pui Chi
8	Inter-School Swimming Championships 2011-2012	2 nd Runner up Girls 50m Back stroke	Lau Pui Chi
		Champion Girls 50m Freestyle	Yip Tsz Tung
		Champion Girls 50m Back stroke	Yip Tsz Tung
		Champion Girls 50m Butterfly	Yip Tsz Tung
		2 nd Runner up Girls A Grade 50M Butterfly	Ho Sze Wai
		1 st Runner up Girls B Grade 100M Freestyle	Yip Tsz Tung
		2 nd Runner up Girls B Grade 50M Freestyle	Yip Tsz Tung
		3 rd Runner up Girls C Grade 50M Backstroke	Lau Pui Chi
		2 nd Runner up Boys A Grade 100M Backstroke	Lau Wang Chiu
		3 rd Runner up Boys A Grade 200M Freestyle	Lau Wang Chiu
		2 nd Runner up Boys A Grade 100M Freestyle	Man King Hang
3 rd Runner up Boys A Grade 50M Backstroke	Man King Hang		
		3 rd Runner up	Wong Lok Him

		Boys C Grade 50M Backstroke	
		Champion Boys A Grade 4 x 50M Freestyle Relay	Swimming Team (Cheuk Wai Yip, Mok Chun Ming, Chung Siu Hin & Lau Wang Chiu)
		2 nd Runner up Boys A Grade 4 x 50M Medley Relay	Swimming Team (Man King Hang, Ho Tsz Kiu, Cheung Siu Wun, Chiu Chi Wing, Yau Lok Yin)
		3 rd Runner up Girls A Grade 4 x 50M Medley Relay	Swimming Team (Ho Sze Wai, Cheng Hin Yu, Fungming Huen, Liu I Ting)
		Champion Girls B Grade 4 x 50M Freestyle Relay	Swimming Team (Yip Tsz Tung, Lee Zhi Ching, Leung Hoi Ying, Tang Chung Yau)
		2 nd Runner up Girls C 4 x 50m Medley Relay	Swimming Team (Lau Pui Chi, Cheng Yu Tung, Fung Sze Wai, Kwok Wing Lam)
		Champion Boys A Grade Overall	Swimming Team
		3 rd Runner up Girls B Grade Overall	Swimming Team
		2 nd Runner up Boys Overall	Swimming Team
		3 rd Runner up Girls Overall	Swimming Team
9	Inter-School Badminton Championship	Boys C Grade 1 st Runner-up	Badminton Team
		Boys' Overall 1 st Runner-up	Badminton Team
10	Inter-school Table-Tennis Championship	Girls' C Grade 1 st Runner-up	Table-tennis Team
		Boys' B Grade 1 st Runner-up	Table-tennis Team
		Boys' Overall 2 nd Runner-up	Table-tennis Team

Name/Team	Competitions	Results	Organizers
Library			
林灝兒	讀樂樂，眾樂樂讀書報告比賽	前 15 名	明報
保良局羅氏基金中學	讀樂樂，眾樂樂讀書報告比賽	最積極參與學校獎	明報
Music			
1J 李怡廷	第六十四屆香港學校音樂節 (小提琴獨奏四級)	第三名	香港學校音樂及朗誦協會
1M 陳安盈	第六十四屆香港學校音樂節 (鋼琴獨奏六級)	第三名	香港學校音樂及朗誦協會
1V 鍾睿軒	第六十四屆香港學校音樂節 (鋼琴獨奏六級)	第三名	香港學校音樂及朗誦協會
2V 朱訢彤	第六十四屆香港學校音樂節 (鋼琴獨奏-本年度指定作曲家)	第二名	香港學校音樂及朗誦協會
3V 鄭民浩	第六十四屆香港學校音樂節 (小提琴獨奏六級)	第二名	香港學校音樂及朗誦協會
4V 李國璋	第六十四屆香港學校音樂節 (二胡獨奏高級組)	第二名	香港學校音樂及朗誦協會
5V 蕭萱宜	第六十四屆香港學校音樂節 (小號獨奏高級組)	第三名	香港學校音樂及朗誦協會
Chinese			
1J 羅舒藍、2M 侯啟航、3J 郭朗鋒	第十四屆全港中小學普通話演講比賽 2012	最傑出參與學校獎杯	新市鎮文化教育協會、
3M 謝婷蔚、4V 李加裕、4J 湯穎儀			語文教育及研究常務委員會
4J 洪思琪、5N 黃嘉琪			
1M 梁穎芊、1M 李嘉言、1S 文彥婷 1S 張希瑩、1J 羅舒藍、1J 李睿熙 1J 區倬僖	「香港任我行」-學生普通話服務業推廣大使培育計劃 普通話演說匯演比賽	「優秀隊伍」獎項	香港理工大學香港專上學院、 語文教育及研究常務委員會
劇社	學校戲劇節	傑出舞台效果獎	教育局
劇社	學校戲劇節	傑出合作獎	教育局
4M 施樂怡	學校戲劇節	傑出女演員獎(粵語組)	教育局
5M 羅灝穎	學校戲劇節	傑出女演員獎(普通話組)	教育局
5S 陳泳淇	學校戲劇節	傑出劇本獎	教育局
5V 崔思路	學校戲劇節	傑出劇本獎	教育局
5V 楊巧怡	學校戲劇節	傑出劇本獎	教育局

5J 李鑑天	香港青年獎勵計劃	銀獎	香港青年獎勵計劃
5V 高雅君	2011-2012 中國中學生作文大賽	香港區一銀獎	香港文化促進中心
6J 鍾京姣、6J 曾學賢、6N 鄭穎騫、	第六屆「善言巧論：全港學生口語溝通大賽」	小組優異獎	香港教育學院理性溝通教育學會
6N 張芷蔚、6N 馬天衡、7N 盧卓玲		小組優異獎	香港教育學院理性溝通教育學會
7N 施可瑩		小組優異獎	香港教育學院理性溝通教育學會
6J 曾學賢	第六屆「善言巧論：全港學生口語溝通大賽」	卓越論手獎	香港教育學院理性溝通教育學會
3J 林灝兒	「敬老護老 服務社群」徵文比賽	優異獎	葵涌扶輪社 與仁濟醫院靚次伯紀念中學合辦
3J 容芷羚	「敬老護老 服務社群」徵文比賽	冠軍	葵涌扶輪社 與仁濟醫院靚次伯紀念中學合辦
3V 梁芷晞	「敬老護老 服務社群」徵文比賽	季軍	葵涌扶輪社 與仁濟醫院靚次伯紀念中學合辦
5M 陳思穎	「敬老護老 服務社群」口號創作比賽	優異獎	葵涌扶輪社 與仁濟醫院靚次伯紀念中學合辦
Mathematics			
1M 陳逸承	第十一屆培正數學邀請賽	優異獎	香港培正中學
5J 李鑑天	第十一屆培正數學邀請賽	優異獎	香港培正中學
1M 陳逸承	港澳盃 2012	銀獎	香港數學奧林匹克協會
1V 鍾睿軒	港澳盃 2012	銀獎	香港數學奧林匹克協會
1V 鍾睿軒	第 17 屆華羅庚金杯少年數學邀請賽	三等獎	全國華羅庚金杯少年數學邀請賽香港賽區組織委員會
Home Economics			
4S 張鳳嵐	LISA 味道第十四屆全港中學生	PopCorn 最滋味大	南華傳媒、味道雜誌

4S 張希鈴	烹飪比賽	獎	
4S 廖彥婷			
4M 黎子欣	全港直資中學烹飪比賽 2012	亞軍	香港直接資助學校議會
4M 施樂怡			
4J 謝嘉琪			
English			
5V 崔智榮	English Builder 2011-12	Distinction Trophy	Wiseman Education
5V 譚潔茵	English Builder 2011-12	Gold Medal	Wiseman Education
4S 陳柏良	English Builder 2011-12	Gold Medal	Wiseman Education
5M 劉智豪	English Builder 2011-12	Silver Medal	Wiseman Education
5J 黃子敬	English Builder 2011-12	Bronze Medal	Wiseman Education
2M 孫穎芝	English Builder 2011-12	Bronze Medal	Wiseman Education
Dance Club			
1S 朱星燁	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
1V 謝諾瑤	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
1V 王建欣	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
2J 邵顯聲	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
2J 黃宛瑩	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
2S Morales Stacy Gwen Molina	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
2S 王蔓蕎	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
2V 劉珮姿	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
3J 何梓筠	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
3J 林灝兒	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
3M 盧芍好	馬拉松 101 打氣大行動「啦啦隊比賽」	中學組優異獎	「馬拉松 101 教育計劃」秘書處
Others			
4V 鄭彥隆	第三十七屆(2011-2012)全港青年學藝象棋比賽	冠軍	全港青年學藝比賽大會、民政事務總署