United Christian College (Kowloon East)

2015 - 2016
School Report

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Foreword by the Principal

2015/16 school year has been a challenging but fruitful year for UCCKE. We have experienced the External School Review and Financial Audit by the Education Bureau, which required a lot from the school in terms of preparation and during the process; we have also gone through school crisis of losing a beloved student. All in all, we thank God for the difficult moments as they are somehow like nutrients added in the soil beneficial for our growth. We have received very encouraging report from the EDB, confirming us that we are on the right track of development. We learned to treasure the people around us and express our love to them when we have the chance. The Bible said, 'Your strength will equal your days.' (Deuteronomy 33:25) We are walking along with our 'strength' and our 'days'.

'Together we grow in love' was the school theme of 2015/16. We emphasized togetherness in our Co-curricular Activities system by establishing 4 Houses and in the classroom learning by promoting cooperative learning. We did not expect to finish all these in a year; all the changes under the theme just got started. We understand that it is a long way to change the culture; but with your support and with the Lord's guidance, we can surely make it.

Apostle Paul taught us in Philippians 3:13-14, 'Brethren, I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. I press toward the mark for the prize of the high calling of God in Christ Jesus.' Yet we do not consider ourselves successful in this ministry, we continue to work hard for the Lord in nurturing the young generation. This is our calling. We are sure that we will receive prizes from the Above when we do it faithfully.

I want to take this opportunity to express my heartfelt thanks to my colleagues who work diligently throughout the year, to parents who support the school unceasingly and to students who trust us and allow us to walk with them.

To God be the Glory!

Yours sincerely,

Dr Samuel K. T. Cheng

1. Our School

1.1 School Motto

Understanding Truth
Pursuing God
Developing Diligence
Cultivating Virtue

1.2 School Badge

United Christian College (Kowloon East) was established through the unified efforts (circle) of three founding organizations (triangle): OMS International, the Free Methodist Church and Schools for Christ Foundation. The Holy Spirit (flame), the Guide into all truth, must lead us in our search for knowledge. Our faith (shield on top) in Christ (cross on the shield) will be greatly rewarded (crown on top of shield).

1.3 Our Vision

To provide quality whole-person education based on God's love and biblical principles.

1.4 Our Mission

To help our students identify and develop their God-given abilities and talents to their fullest potential so that they will become a person with faith, moral character, knowledge, culture and dreams in a caring environment. It is hoped that students would formulate their life direction and goals, build a positive life view, form a habit of lifelong learning, have a solid foundation for further education, acquire a sense of social responsibility and live a life according to God's will.

1.5 Our Core Values

God as the Centre
Integrity
Academic Excellence
Caring Community

1.6 Theme of the Year 2015-2016

Theme Verse: From Him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work. (Ephesians 4:16)

The school theme for that year was **"Together We Grow in Love"**. We want to emphasize "Togetherness" in this journey. We are not living like an island, we are not alone. We believe in the power of synergy; meaning one plus one is greater than two. We know that we are strong in

some aspects but also weak in others. We need companions along the way. We do not see each other as competitors but complement, in learning, in activities and etc.

We also emphasize “To Grow in Love”. We may not have been mature enough in the past but we can rest assured that we are growing in a loving environment. Growing is a painful process at times because we need to break through our comfort zones and face the obstacles in our lives. The apostle Paul also taught us “That ye put off concerning the former conversation, the old man, which is corrupt according to the deceitful lusts; and be renewed in the spirit of your mind; and that ye put on the new man, which after God is created in righteousness and true holiness.” (Ephesians 4:22-24)

2. Achievement and Reflection on Major Concerns

2.1 Major Concern I: To evaluate the appraisal system and professional development of teachers for teaching effectiveness.

Objectives:

a. To evaluate the refined staff appraisal system
b. To evaluate the improved feedback practice for teachers' professional development and teaching effectiveness

2.1.1 Objective 1: To evaluate the refined staff appraisal system

Strategies and Progress:

We seek to collect feedback of all teachers regarding the refined appraisal system and evaluate the user-friendliness and effectiveness of appraisal instruments list below.

Aims	Assessment tools to be implemented
1. To enhance teachers' professional growth in facilitating learning and teaching	i. A set of Lesson Observation criteria with balanced assessment on learning process, learning performance, planning and organization, teaching process and feedback and follow-up; ii. A set of students' work inspection criteria with balanced assessment on frequency, quantity, quality, marking and feedback; iii. A set of teacher performance criteria with balanced assessment on teacher's subject knowledge, lesson preparation and design, learning management and professional development.
2. To enhance teachers' professional growth in pastoral care of students	i. A set of form teacher performance criteria with balanced assessment on class management, cultivation of class spirit, discipline, handling of home room learning and communication with parents
3. To enhance teachers' professional growth in cultivating holistic moral character in students	i. A set of functional performance criteria with balanced assessment on quality of leading co-curricular activities and functional groups
4.To facilitate holistic professional growth of each teacher	i. A refined Teacher Performance Inventory used for teacher's self-evaluation and communication for professional growth and development with balanced guidelines on reflection of teaching qualities, classroom management, personal and interpersonal qualities, professional and spiritual development, rapport with students and parents, as well as personal goal setting.

Reflection and Evaluation:

Feedback has been collected from teachers' special meeting at various levels. The refined evaluation tools including the Lesson Observation Criteria, Students' Work Inspection

Criteria, Teachers' Evaluation Criteria on subject performance, class management and function group performance are deemed user-friendly. The present practice is that teachers would do self-evaluation using the set criteria, and then functional/subject heads would give comments for further improvement. The effectiveness of the appraisal system has been indicated by positive points of 3.83 and 3.64 on its purpose and quality respectively in the KPM survey of the year.

Subject/functional heads are recommended to provide more intensively feedback sessions to their team teachers so as to facilitate professional dialogues and enhance more effectively to the latter's professional growth.

2.1.2 Objective 2: To evaluate the improved feedback practice for teachers' professional development and teaching effectiveness development and teaching effectiveness

Strategies and Progress:
We seek to evaluate whether goals of professional growth have become the focus of discussion in appraisal meeting and whether professional development programs are launched towards school developmental needs which are derived from appraisal information when each teacher is interviewed by the Principal to report on self-evaluation and discuss ways of enhancement. Teachers' professional development is also facilitated by subject and functional appraisal. Supervision in terms of class observations, students' work inspection and other regular feedback on teaching and pastoral care are carried out in supportive and friendly ways to help teachers' professional growth throughout the year.

Reflection and Evaluation:
The principal is able to focus on goals of professional growth of teachers during the annual appraisal meeting with the aid of the refined Teacher Performance Inventory.
Professional development programs are launched including PD day, retreat camp, school visits, open lessons, talks, workshops and sharing sessions towards developmental needs derived from appraisal information and progression of SDP. Its effectiveness has been indicated by the positive 3.60 points in the KPM survey of the year. The feedback practice is also thoroughly evaluated in teachers' meetings.

In ESR feedback of 2015, it states positively, "various school-based professional development programs are well planned to equip teachers for addressing the school's and students' needs. Sharing platforms such as open lessons and the annual Curriculum Celebration event are created for teachers to actively share curriculum and pedagogical practices. Apart from internal sharing, the school actively engages in professional exchange activities with other schools and educational organizations, facilitating mutual learning and sharing of good practice." It gives the recommendation that "more focused and in-depth sharing could be made to highlight and explore the effective pedagogical approaches to addressing students' learning difficulties" which the school finds a good direction for future development.

2.2 Major Concern II: To facilitate more extensive development on learning strategies that empower students to be self-regulated learners.

Objectives:

a. To consolidate training on study skills to enable students to be proactive, organized and well-informed learners
b. To facilitate self-regulated learning through lesson planning on cooperative learning, flipped classroom, and more extensive use of mobile devices
c. To enhance the use of formative assessment and feedback practice to cater for learner diversity

*2.2.1 **Objective 1:** To consolidate training on study skills to enable students to be proactive, organized and well-informed learners*

Strategies and Progress:

Our success criteria are that students demonstrate frequent use of skills in lesson preparation (LP) and note-taking (NT) in the learning of most subjects. Also, most subjects should incorporate frequent use of the skills lesson preparation and/or note-taking in students' learning process.

Reflection and Evaluation:

From subject heads' reports, about ¾ of the subjects assign LP tasks for students to attempt before lessons, either for all forms or particular forms, or for certain topics. More than ½ of the subjects make use of LP guided questions. About a third of the subjects include LP questions in learning guides. Almost all subjects apply NT as usual practice and lesson activity either in all forms or particular forms. About ½ give guidance on skills of NT. Some used partly-completed notes; other used Apps like Evernotes. Almost all subjects assign NT as on-going tasks. Some give daily marks for NT works.

In view of the students' feedback which is not positive enough (KPM 1.97 points) in the item related to NT, and also the gap between T's and S's perception (and partly from parents' feedback) of the effectiveness of LP (which is likely caused by the increase of subject tasks but inadequate coordination among subjects; students might have found their work overloading hence reducing their positive perception of the skill training), development in the future should gear towards coordination of subject tasks within the same class.

In ESR feedback of 2015, it states, "to promote self-regulated learning, tasks requiring lesson preparation before the lessons and those involving note-taking during the lessons are regularly assigned. Most students dutifully complete them. Students, in general, demonstrate the ability to take notes to capture key points. In the more effective lessons, classroom learning is well integrated with and suitably on, the lesson preparation tasks." Our subjects would certainly strive for increasing the "more effective lessons".

*2.2.2 **Objective 2:** To facilitate self-regulated learning through lesson planning on cooperative learning, flipped classroom, and more extensive use of mobile devices*

Strategies and Progress:

We seek to motivate the majority of subjects to input self-regulated learning (SRL) elements

in lesson planning to promote self-monitoring habits of students. Our success criteria is that over half of the subjects start active implementation of cooperative learning (CL) and flipped classroom (FC) practice in their lesson planning.
Mobile devices in the form of BYOD are to be introduced in S1-2 with active use of no less than 2/3 subjects.

Reflection and Evaluation:
Subjects report vigorous attempts of input of self-regulated learning elements (including pre-lesson, during lesson and post-lesson strategies) in lesson planning to promote self-monitoring habits of students. Most subjects apply some forms of peer/cooperative learning for interactive learning and to take care of learner diversity. A few subjects pioneer the use of 'Share Start', a flipped classroom strategy, to facilitate self-regulated learning. About 2/3 of the subjects apply BYOD in lessons, among which, 6 subjects make use of BYOD at least once every one or two weeks; a few subjects several times a term, a few apply occasionally in a term and others still in developing stage. Usage of BYOD is varied: Power Lesson, Apps e.g. QR Code, Data Logger, e-textbooks, e-book reading, research tool, dictionary/Bible references, tool for HW/reports/ presentations etc.

While SRL and FC elements should be consolidated to become self-monitoring habits of students, peer learning should be continued and better organized to take care of learner diversity. In view of the trend of more diverse S1 intake, as well as the new way of junior forms class streaming according to core subject strengths, more individualized style of L&T, and perhaps curriculum should be provided. BYOD should move on to S3.

The ESR feedback of 2015 on the objective of the major concern shows "Lessons are well prepared and organized. To align with the school's major concern of enhancing learning motivation and skills, many teachers have included self-regulated learning, collaborative learning and e-learning elements in their lesson plans." Also, "Teachers make good use of e-resources, such as electronic presentations slides and video clips in the Internet, to stimulate interest and enhance understanding of the lesson content. In a small number of junior secondary lessons, students make effective use of mobile devices for lesson preparation, searching and sharing of information and peer feedback." Nonetheless, "Students, in general, have developed habitual use of learning skills and strategies that are conducive to self-regulated learning. They also demonstrate their strong learning motivation in lessons where e-Learning have been suitably devised and conscientiously practiced by different subject panels." These encouraging comments define our direction for further enhancement in our already strengthened areas.

*2.2.3 **Objective 3:** To enhance the use of formative assessment and feedback practice to cater for learner diversity*

Strategies and Progress:
As continuous refinement of subject assessment enhancement plans in terms of quality, intensity and feedback to learning and teaching has been achieved last year, our target is that over half of the subjects can design formative assessment tasks with differentiated levels of content/skill requirements to cater for learner diversity. Continual use of assessment data to feedback learning is also emphasized.

Reflection and Evaluation:

With continual encouragement, more than ½ of the subjects apply formative assessment in lessons. Various means are used in different subjects, e.g. peer or self-evaluation checklists/forms, peer assessment checklists/forms, informal critique groups, the 'check your progress' section in textbooks, teachers' immediate oral or written feedback in scaffolding tasks before assessments, using past paper questions, MC, short conventional questions, Power Lesson's immediate feedback, regular mini-dictations, weekly mini-quizzes (some are informal and not counted as daily marks). Formative assessment is most frequently applied in SBAs, writing tasks and scientific experiments. About ½ of the subjects apply peer assessment in lessons, either formal or informal. Chinese and English Languages use it in all forms especially in writing tasks, while other subjects have tried it in certain forms. About two third of the subjects apply self-evaluation assessment in lessons, either formally or informally. Some subjects involve using self-evaluation checklists, while some ask students to check answers by themselves and evaluate their own performance in addition to teachers' feedback. More than ½ of the subjects give bonus marks in either daily or exam components, or both; some in certain forms, some in all forms. The positive 3.71 KPM points feedback on teachers' readiness making use of continuous assessment has been encouraging. Teachers' confidence in putting into practice the principle of assessment for learning is as positive as 4.26 points.

In ESR feedback of 2015, it states, "The school has made progressive efforts in enhancing its assessment practices in the current school development cycle." Also, "To further promote assessment for learning, the school has organized some workshops to deepen teachers' understanding of formative assessment concepts and practices. This school year, the design of formative assessment has been enriched. A wider range of activities is used to assess students' knowledge and skills and cater for their different abilities and interests. Increasing opportunities for conducting self and peer assessment are provided for students to track their learning progress. Timely and specific feedback is given in homework and assessment to facilitate learning improvement. To better achieve the goal of developing students into self-regulated learners, the strategies for promoting assessment for learning could be further developed into assessment as learning." Thus, in the coming days, more formative assessment strategies are expected to be shared among subjects. Self- and peer-evaluation should be more vigorously applied. Development towards Assessment As Learning is to be the focus.

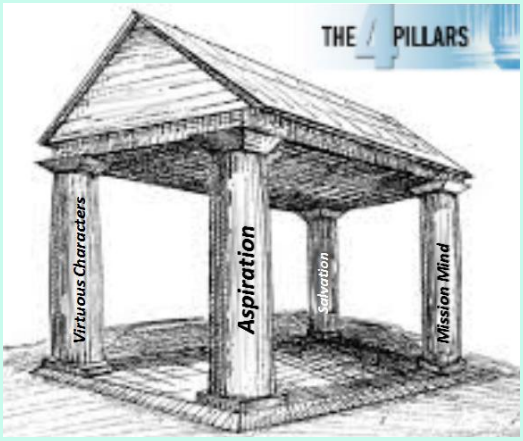
2.3 Major Concern III: To consolidate the whole school character building program

Objectives:

a. To produce the 'Blueprint' on student development
b. To optimize the whole school Aspiration Driven Curriculum
c. To promote the value of being "Respectful"

Dimensions:

a. Let God be our Centre
b. Develop an Aspiration Driven Live
c. Build Virtuous Characters
d. Serve our Neighbor with Mission Mind



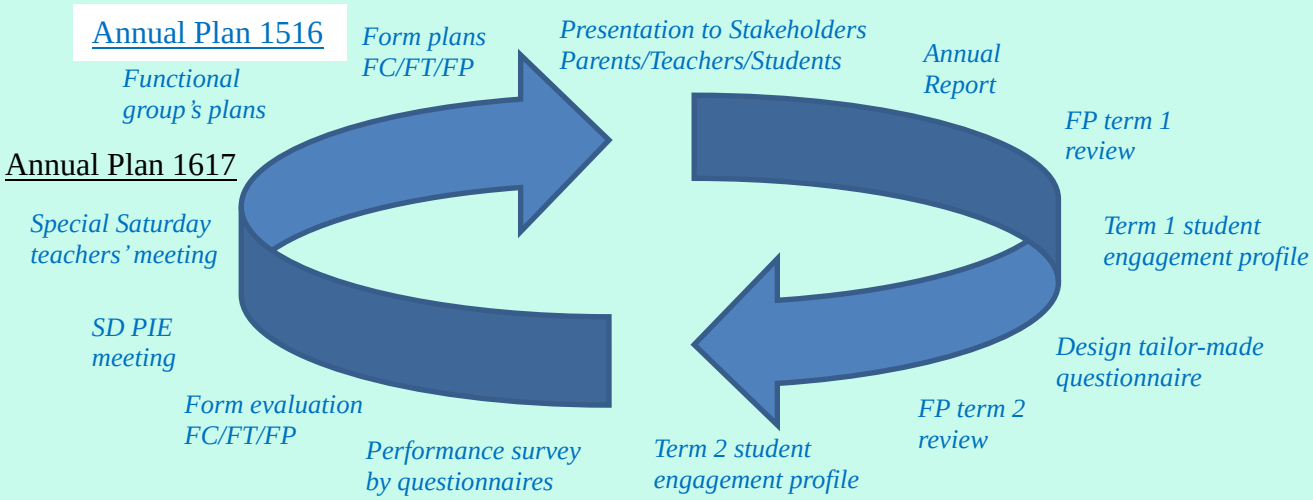
2.3.1 Objective 1:To produce the "Student Development Blueprint" that guides whole school character development programs

Strategies and Progress:

Students in different ages encounter different challenges. Experience told us that a mutual understanding between functional groups and the frontline form teachers who realize their students' needs is crucial. On the basis of the school vision, mission and core values, there should be up-to-date strategies to nurture students' positive growth in the ever rapid changing community. Student Development Blueprint – the "Blueprint" is a standard annual communication cycle that facilitates the development and evaluation of such strategies. It does not only help stakeholders to have a better understanding on the major concerns of student development, but also bridge insight from the frontline teachers to the annual planning process effectively. The blueprint had facilitated a good communication between the form coordination system and functional groups. Through the communication process, we compromised that "Respectful" is an important character that our students should possess. The promotion of "Respectful" became our major concern in 2015-2016.

We have also developed a character building record system – Student Engagement Profile that provided frontline form teachers a thorough picture on their students' engagement in school activities. As the profile gathered useful information on students' school life, we helped our student leaders to well-manage their time through discussing with them on their school duties loading.

Reflection and Evaluation:
The second version of the working flow has been developed.



Both the form coordinators the functional groups' heads thought that the blueprint could facilitate better mutual understanding. The effectiveness had been indicated by the positive feedback (3.81 points) on effective coordination and effective communication; and (3.69 points) on effective communication with the principal in the KPM survey of the year. Through collecting ideas from the frontline teachers, the working flow of the blueprint could help identify the virtuous characters that the Student Development Committee should concern. The concerns also matched with the real needs of students.

The blueprint also helped evaluate the learning effectiveness of the measures through collecting opinions from different stake holders. The committee helped students to live with thanksgiving attitude during the year 1314 and helped students to learn to be respectful during the year 1516. Both teachers and students had positive perspective on the practices. For teachers, KPM teacher questionnaire provided the following data: building students' interpersonal skill (3.64 points); building positive values (3.83 points); providing sufficient pastoral care (3.79 points); sharing on service and mission mind (4.24 points) and building students' aspiration (4.17 points). For students, APASO questionnaire had also indicated that students' perceptions on all relevant practices were above 3 points on 4-point scale. APASO questionnaires indicated that students have developed a proper mind-set on providing social service. The proper thoughts on social service scored (2.85 points) on average from a 4-point scale.

In ESR feedback of 2015, it states, "The Student Development Blueprint, which consists of the two components of a standardized workflow and a character building record system, serves well to facilitate communication between form coordinators and functional groups on enhancing students support services as well as provide form teachers with a full picture of students' engagement in activities." Also "Its development have been making routine use for stocking taking the school's character building resources and identifying students attributes or positive values to be nurtured." The encouraging comments recognize our effort in the facilitation of whole school communication.

In the coming years, there will be cooperation with different subjects and different functional groups. In which, one of the purpose of the service program is to provide occasion to

exercise the virtuous character that is concerned in the year. It is also worth to integrate social service program in the dormitory training curriculum. The practice will move on in the coming years to identify the major concern on character building.

2.3.2 Objective 2: To optimize the whole school Aspiration Driven Curriculum that enhances intrinsic learning motivation

Strategies and Progress:

Traditional reward and punishment approach worked well for routine learning tasks but unstuck for the 21st century which treasures creative and collaborative. We decided helping students to be self-motivated through identifying their aspiration. Since our career guidance team has already been sophisticated in organizing goal management activities for senior forms (S4 –S6), our strategy is to prolong the learning by beginning the practice of goal management as early as S1. Besides from the well-structured 'S3 subject selection counseling series' and the sophisticated 'Applied strategic thinking & career guidance' series organized by the Career Guidance Team, we had tried two new measures in junior forms:

a. In order to help students to well manage their learning goal throughout the whole school year, a newly designed Goal management worksheet had been integrated to the student's diary. The diary had been collected for inspection at the middle of each term.

b. A "9 hours" lessons series that helps students to identify their aspiration had been implemented in our S2 Life and Study Skill lesson. The teaching contents were extended to an assembly series. It included 3 sessions on foreign exchange experience, 6 sessions on the progression of developing aspiration and 5 sessions on celebration of student achievements.

Reflection and Evaluation:

As scheduled, two parents' nights and two students' guidance activities including subject briefing sessions were conducted to help S3 students and their parents on NSS-subjects selection. Various kinds of workshops and activities were also arranged to S4 to S6 students and their parents. Both students and parents were satisfied with the fruitful and relevant information. The programs have also facilitated quality parent-child communication on subject selection.

For the goal management worksheet, the term inspection ensured the students' participation effectively. It was reflected from students' writing that most students could keep on manage their learning goal. Some of them could even be motivated by their own concrete goals. At the same time, the curriculum implemented in the Life and Study Skills lesson was success. Teachers thought the quality and effectiveness of the course were excellent. Both KPM teacher and APASO student questionnaires indicated the effectiveness of the curriculum. Teachers' positive perception on building students aspiration is indicated by the (4.17 points). For students, all questions relevant to building aspiration are above 3 points in 4-point scale. In which, the 3 highest wishes among students are getting a university degree (3.25 points); building positive characters (3.32 points), and building a healthy spiritual life (3.44 points).

In ESR feedback of 2015, it states, "The Aspiration Driven Curriculum has extended the good practice on career counseling in senior level to the junior level. Students are guided to identify their aspirations as well as begin setting and managing their goals at an early stage through the Life and Study Skills lessons and doing some assignments on goal setting." Yet,

it also reminds us that there is a need to better monitor students' goal setting and provide ongoing guidance and support on achieving them.

Most of the programs in the curriculum will be managed by the Life Planning Committee in the coming years. The utilization of student goal setting statements should be concerned. In order to further enhance the effectiveness, the involvement of form teachers, even the form coordination system, should be stressed.

2.3.3 Objective 3: To promote the value of "Thanksgiving" and "Appreciation"

Strategies and Progress:
We tried to promote the attitude of respectful through a utilization of assembly. Three assemblies were used to promote respectful to people of different genders, different ages and different jobs. We also promoted respectful across different aspect of life, from the appreciation to life to the appreciation to knowledge; and from the respect to the country to the respect to the environment. We had also organized a more in-depth study on a global issue: Girl Trafficking through an assembly and during the post-exam period.

Reflection and Evaluation:
The scheduled assemblies were successfully run. Based on a comprehensive communication with frontline teachers through the above-mentioned blueprint, teachers have positive perception on the work done by the functional groups. KPM teacher questionnaire indicated teachers' perception on the effectiveness of building students' manner (4.17 points).

The ESR feedback appreciates the efforts of teachers, form coordinators and students development team. Positive values such as "Thanksgiving", "Appreciation" and "Respectful" have been promoted through various programs. Students are also provided with abundant opportunities in the well-planned co-curricular activities for nourishing their different aspects of life. Though students are in general having good characters, refer to the observation during the ESR period, it is suggested that there is room to enhance students' public manner.

On the other hand, the APASO questionnaire indicated that students treasure the proper manner in their interpersonal communication (all above 3 points in 4-point scale). It was also the highest score in the survey (3.15 point in a 4-point scale). In short, it could be concluded that the character building measures in the year had aroused students' awareness on their public manner successfully. Yet, students were lacking of skill. So the focus on character building in the next year will be the teaching of student manner as a significant skill on communication.

3. Management and Organization

3.1 School Management Committee (SMC)

The School Management Committee was incorporated as the United Christian College (Kowloon East) School Management Committee Ltd. to manage the school.
The Board members were Mr. Kenneth Chan (Chairman and Supervisor), Dr Samuel Leung, Ms Sharon Chin, Mr Kwok Wai Keung and Rev. David Aufrance from the sponsoring bodies, Mrs Josephine Kung (Parent), Mrs. Catherine Cheng (Independent), Mr. Wong Kam Chuen (Independent), Dr. Samuel Cheng (Principal), Rev. Lui Yik Yeung (Chaplain), and Mrs. Elsie Fung (Vice Principal and Teacher).
They met 3 times in school year 2015-16, with the aims of discussing the school operational issues. The members of the SMC are enthusiastic and passionate about Christian school education. They adopt an open-minded and transparent approach in managing the school. Under their supportive leadership, a conglomeratic team culture has been formed.

3.2 Parent-Teacher Association (PTA)

The Parent-Teacher Association is composed of both parent and teacher representatives. Seven parents were elected from the annual PTA Election, and four teachers were appointed by the school. They were:
Chairlady: Mrs. Joanna Koo,
Vice Chairlady: Mrs. Cindy Chan, Mrs. Elsie Fung (Vice Principal),
Treasurer: Mrs. Fonnie Yip, Mr. Kenneth Ng (Assistant Principal),
Secretary: Mrs. Josephine Leung, Mrs. Wendy Lin (Teacher),
Member: Mrs. Julie Fung, Mrs. Julia Leung,
Mr Michael Woo, Mrs. Carmen Tam (Teacher)

3.3 Teaching Consultants

Our team of teaching consultants was composed of professors and principals from both local universities and overseas tertiary institutes:
Dr. Anne Ma (Associate Professor, HKIED)
Dr. Ching-leung Lung (Assistant Professor, HKIED)
Dr. Edwin Boyce (Principal, Pacific Hills Christian School of Sydney, Australia)
Dr. Helen Shen (Associate Professor, HKUST)
Dr. Kwok-wing Tsui (Professor, CUHK)
Dr. Lam-lung Yeung (Associate Professor, HKUST)
Dr. Ora Kwo (Associate Professor, HKU)
Dr. Pun-lee Lam (Former Associate Professor, HKPU; Columnist and Textbook Writer)
Mrs. Yin-ching Wu Ho (Associate Professor, HKBU)
Mrs Doen-yee Lee Ho (Former Assessment Officer, EDB)

3.4 Executive Committee

The Executive Committee is composed of the Principal, Vice principal, Assistant Principals, Form Coordinators and teachers of various functional responsibilities, with a total of 14 people. They met on every Monday for about two hours to decide on the administrative

matters of the school. Major changes were also discussed in these meetings and proposals were made to SMC for consideration and approval.

3.5 Department Management

The academic subjects are classified according to subject nature. There are eight faculties: Faculty of Chinese, English and Foreign Languages, Mathematics, Science and Computer Science, Humanities, Business, Liberal Studies, Cultural Subjects. Subject panels report to the Faculty Heads who are under the Academic Coordinator. Other than the Academic Faculties, the school has functional departments that are led by Department Coordinators. They are Life Planning, Student Development, Discipline and Counseling, Spiritual Affairs, Moral and Civic Education, Co-curricular Activities, Mission and Service, and Parent Affairs.

3.6 Form Coordinator System

To create better pastoral care and more effective communication among teachers, the school has a Form Coordinator system in place. There is a Form Coordinator to take care of each form and support the Form Teachers. In this school year, the Form Coordinators were:
S1 : Mrs. Helen Cheung
S2 : Mrs. Lee Liu Hoi Yung
S3 : Mrs. Tam Ng Yee Ming
S4 : Mrs. Lin Kwok Ching Yee
S5 : Mrs. Chan Liu Man Ying
S6 : Mrs. Kwok Lee Hoi Yan

3.7 Class Arrangement and Enrolment in 2015-2016

Form	Classes	no. of students
S.1	5	151
S.2	5	149
S.3	5	150
S.4	5	156
S.5	5	138
S.6	5	123
Total	30	867

3.8 Reporting DSS Schools' Annual Financial Position Financial Summary for the 2014-2015 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)	68.0 %	*N.A.*
School Fees	*N.A.*	30.8 %
Donations, if any	*N.A.*	0 %
Other Income, if any	*N.A.*	1.2 %
Total	68.0 %	32.0 %
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	87.55 %	
Operational Expenses (including those for Learning and Teaching)	5.50 %	
Fee Remission / Scholarship[1]	3.40 %	
Repairs and Maintenance	1.01 %	
Depreciation	1.99 %	
Miscellaneous	0.55 %	
Total	100 %	
Surplus for the School Year #	1.26 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year # **(excluded the net book value of the building cost of the extension block)**	6.13 months of the annual expenditure	
# *in terms of equivalent months of annual overall expenditure*		

[1] *The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.*

✓It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

4 Staff Development

4.1 Professional Development

i. Professional Development Workshop on Questioning Skills was conducted by Mr Yeung Chun Keung on Aug 18, 2015 for all teachers.
ii. A talk on the topic of "又愛又恨–衝突處理" (Conflict Management) was delivered by Dr. C. Harry Hui, HKU on Aug 19, 2015 for all teachers.
iii. An annual 2-day Retreat Camp was held for all teachers on Aug 19 & 20, 2015 at Breakthrough Youth Village, preparing teachers for the new school year.
iv. Mr. Simon Lau was invited to hold an open lesson for S.1 parents to know more about 學思達 on 5 September, 2015.
v. Mr. Simon Lau was invited to hold a seminar on the topic of "eLearning Implementation Experience for Local Educators" on 24 September, 2015.
vi. Mr. Simon Lau was invited to hold an open eLesson for UCC S.1 students for Professional Development on 7 October, 2015.
vii. Mr. Simon Lau was invited to hold a seminar on the topic of "學思達 Experience" for local educators on 5 November, 2015.
viii. Mr. Derrick Lok was invited to share his experience on the topic of self-regulated learning in the Joint School Teachers Professional Development Day for teachers on 5 November, 2015.
ix. All the teachers joined the Joint-school Professional Development Day "Self-regulated Learning" sharing which was held on 6 November, 2015.
x. Mr. Simon Lau was invited to hold a seminar on the topic of "eLearning Implementation Experience" for EDB Training Program on 10 November, 2015.
xi. Mr. Simon Lau was invited to hold a seminar on the topic of "eLearning Implementation Experience" for local educators on 12 November, 2015.
xii. Mr. Simon Lau was invited to hold a seminar on on the topic of "eLearning Implementation Experience" for local educators on 19 November, 2015.
xiii. Professional workshop "Crisis Management" was held on 23 November, 2015 for all teachers.
xiv. Mr. Simon Lau was invited to share our school experience on BYOD program on 27-28 November, 2015 in the 10th Taipei International Conference of Innovative ICT Education.
xv. Mr. Simon Lau was invited to hold a seminar about 學思達 experience for local educators on 3 December, 2015.
xvi. Mr. Simon Lau was invited to hold a seminar on topic of "BYOD Implementation Experience" for local educators on 7 January, 2016.
xvii. Mr. Simon Lau, Mrs. Helen Cheung and Mr. Shek Kim Fung were invited to hold a seminar on the topic of 'eLearning Implementation Experience" for Stewards Pooi Tun Secondary School Professional Development Day on 12 January, 2016.

xviii. Mr. Simon Lau was invited to share the experience on BYOD Implementation Experience with the teachers of Bethel High School, SKH Kei Hau Secondary School and T.W.G.Hs Lui Yun Choy Memorial College on 22 January, 2016.

xix. Professional exchange with 佛山市外國語學校國際部 12 teachers on the topic of e-Learning and Chinese, English and Science subject teaching experience on 25 January, 2016.

xx. Mr. Simon Lau was invited to hold a seminar with 台北中山女高張輝誠老師 on the topic of "學思達" for local educators on 21 February, 2016.

xxi. Professional training for L&S teachers and related functional groups teachers on the topic of "Aspiration Driven Curriculum" on 2 Mar 2016. Teachers involved: LS faculty, KLHY, LCF, LTC, NHY.

xxii. All the teachers joined 第十三屆基督教中學聯校退修日 on 11 Mar, 2016.

xxiii. Professional workshop "知識管理與學校發展" for middle management staff was held for all EC members, Subject Heads, Heads of Functional Groups on 11 Mar, 2016 afternoon.

xxiv. Mr. Simon Lau was invited to share the experience on BYOD Implementation Experience in Senco 1 to 1 Meeting on 17 March, 2016.

xxv. Mr. Simon Lau was invited to hold a seminar on the topic of '照顧學習差異，促進協作學習" in eClass Day 2016 on 19 March, 2016.

xxvi. Mr. Simon Lau was invited to hold a seminar on the topic of "學思達" for HKMA K S Lo College Professional Development Day on 23 March, 2016.

xxvii. Mr. Simon Lau was invited to share the experience on BYOD Implementation Experience with the teachers of Lock Tao Secondary School、Queen Elizabeth School on 12 April, 2016.

xxviii. Mr. Lau, Mrs. Fung, Mrs. Chan, Mr. Lee, Mr. Leung, Mr. Shek, Miss Wong, Mr. Wan joined FlipCon@Taipei 2016 and 國際名人論壇 on 15-17 April, 2016.

xxix. Mr. Simon Lau was invited to hold a seminar on the topic of "學思達" for HKMA K S Lo College Professional Development Day on 23 March, 2016.

xxx. Mr. Simon Lau were invited to hold a seminar on the topic of "eLearning Implementation Experience" for YMCA of Hong Kong Christian College on 26 April, 2016.

xxxi. Our English Department held a professional exchange with Carmel Pak U Secondary School on 26 April, 2016 afternoon.

xxxii. Mr. Simon Lau were invited to hold a seminar on the topic of "eLearning Implementation Experience" for Queen Elizabeth School Old Students' Association Secondary School on 29 April, 2016.

xxxiii. Mr. Kenneth Ng has joined a professional exchange trip to Canada from 29 April, 2016 to 8 May, 2016. The education system of Canada was studied.

xxxiv. Mr. Kenneth Ng was invited to share the implementation of elearning in Mathematics teaching for Ling Liang Church MH Lau Secondary School on 11 May, 2016.

xxxv. Our Mathematics Department held a professional exchange with teachers from Ling Liang Church MH Lau Secondary School on 11 May, 2016 in the afternoon.

xxxvi. Mr. Simon Lau and Mr. Caleb Lo were invited to hold a seminar on the topic of "eLearning Implementation Experience" for local educators on 27 May, 2016.

xxxvii. Mr. Simon Lau was invited to hold a seminar on the topic of "學思達" for Baptist Lui Ming Choi Secondary School Professional Development Day on 1 June, 2016.

xxxviii. The Mathematics department has organized a professional sharing session for mathematics teachers on 17 June, 2016. Mathematics teachers of HKMA David Li Kwok Po College and ECF Saint Too Canaan College were invited.

xxxix. Mr. Simon Lau, Mrs. Anita Lau, Mr. Shek Kim Fung were invited to share on topic of "eLearning Implementation Experience" for local educators in the 15th OLTC 2016 on 17 June, 2016.

xl. Mr. Simon Lau and Mr. Tompson Lee were invited to share the experience about 學思達 with educators on 15-16 July, 2016.

xli. All the teachers joined the "學思達在香港" seminar and training workshop on 15-16 July, 2016.

4.2 Lesson Open for Professional Exchange

Date	Teacher	Subject	Focus	Observers
5 Sept, 2015	Mr. Simon Lau	Chinese Language	學思達	S.1 Parents
7 Sept, 2015	Mr. Simon Lau	S.2B Chinese History	學思達	S.2 parent
10 Sept, 2015	Mr. Jacky Yu	6B Chinese Oral	Self-regulated Learning	CLMY, CWSY, FPY, WMP, WLML, YCSP, TCH
5 Oct, 2015	Mr. Simon Lau	S.2B Chinese History	學思達 eLearning	Open
7 Oct, 2015	Mr. Simon Lau	S.1B Chinese History	學思達 eLearning	Methodist College
7 Oct, 2015	Mrs. Esther Cheng	S. 2AD Math	eLearning	Methodist College
7 Oct, 2015	Mr. Tompson Lee	S. 1D Chem	eLearning	Methodist College
7 Oct, 2015	Mrs. Rita Lee	S. 2E Eng	eLearning	Methodist College
8 Oct, 2015	Mr. Simon Lau	S.4 Chinese History	學思達	Open
8 Oct, 2015	Mr. Simon Lau	S.2B Chinese History	學思達 eLearning	Open
26 Oct, 2015	Mr. Simon Lau	S.2B Chinese History	學思達 eLearning	Open
27 Oct, 2015	Mr. Simon Lau	S.4 Chinese History	學思達	Open
29 Oct, 2015	Mr. Simon Lau	S.2B Chinese History	學思達 eLearning	Open

2 Nov, 2015	Mrs. Elsie Fung	S.2E History	BYOD	Hong Kong Association of the Heads of Secondary Schools 自主學習節 對外公開課
3 Nov, 2015	Mr. Angus Lam	S.6C Chinese	SRL	
3 Nov, 2015	Mrs. Felicia Tam	S.6 Economics	SRL	
3 Nov, 2015	Mr. Steven Chan	S.2 Geography	SRL	
3 Nov, 2015	Mrs. Cecilia Chan	S.5E Chinese	SRL	
3 Nov, 2015	Mrs. Irene Loo	S.5E Chinese	SRL	
4 Nov, 2015	Mrs. Wing Yee Lam	S.4 ERS	SRL	
4 Nov, 2015	Mr. Jacky Yu	S.6E Chinese	SRL	
4 Nov, 2015	Mr. Michael Leung	S.3D English	SRL	
5 Nov, 2015	Mrs. Stephanie Chan	S.5B Chinese	SRL	
5 Nov, 2015	Mr. Simon Lau	S.4 Chinese History	學思達	
4 Dec, 2015	Mr. Simon Lau	S.4 Chinese History	學思達	Breakthrough Magazine Editor
4 Dec, 2015	Mr. Tompson Lee	S.5 Chemistry	學思達	Breakthrough Magazine Editor
18 Dec, 2015	Mr. Tompson Lee	S.5 Chemistry	學思達	Christ College Chemistry Teachers
21 Jan, 2016	Mr. Simon Lau	S.4 Chinese History	學思達	Open
21 Jan, 2016	Mr. Simon Lau	S.2E Chinese History	學思達	Open
22 Jan, 2016	Mr. Simon Lau	S.2E Chinese History	學思達	Bethel High School
22 Jan, 2016	Mr. Tompson Lee	S.5 Chemistry	學思達	Bethel High School
27 Jan, 2016	Mr. Simon Lau	S.1E Chinese History	學思達	陽朔學校
28 Jan, 2016	Mr. Simon Lau	S.2E Chinese History	學思達	Christian Alliance College
29 Jan, 2016	Mr. Tompson Lee	S.5 Chemistry	學思達	Tsung Tsin Christian Academy
11 Apr, 2016	Mr. Simon Lau	S.1D Chinese History	學思達	Diocesan Girls' School, HKSYCIA Wong Tai Shan Memorial College
22 April, 2016	Mr. Simon Lau	S.4 Chinese History	學思達	Grace Hong Kong Evangelical Church
22 April, 2016	Mr. Tompson Lee	S.5 Chemistry	學思達	
22 April, 2016	Mr. Simon Lau	S.1D Chinese History	學思達	
29 April, 2016	Mr. Simon Lau	S.4 Chinese History	學思達	Macau Colegio Diocesano de Sao Jose, Macau Colegio Estrela do Mar , China Holiness College
29 April, 2016	Mr. Tompson Lee	S.5 Chemistry	學思達	
29 April, 2016	Mr. Simon Lau	S.1D Chinese History	學思達	
29 April, 2016	Mr. Tompson Lee	S.2A Chemistry	學思達	
11 May, 2016	Mrs Esther Cheng	Mathematics		Ling Liang Church MH Lau Secondary School
11 May, 2016	Mr Gordon Ho	Mathematics		
11 May, 2016	Mr Kenneth Ng	Mathematics		
12 May, 2016	Mrs Helen Cheung	1A Literature in English	eLearning	CUHK
12 May, 2016	Mr Shek Kim Fung	2E Biology	eLearning	

12 May, 2016	Mr. Simon Lau	S.4 Chinese History	學思達	Macau Colegio Mateus Ricci
12 May, 2016	Mr. Tompson Lee	S.5 Chemistry	學思達	
13 May, 2016	Mr. Simon Lau	S.4 Chinese History	學思達	Hoi Ping Chamber of Commerce Secondary School
13 May, 2016	Mr. Tompson Lee	S.5 Chemistry	學思達	
13 May, 2016	Mr. Tompson Lee	S.2A Chemistry	學思達	
25 May, 2016	Mrs. Elsie Fung	S.3A History	學思達	LCW
27 May, 2016	Mr. Eastman Hung	S.5 BAFS (A)	學思達	FKYS
30 May, 2016	Mrs. Elsie Fung	S.3A History	學思達	LCF, HCT
30 May, 2016	Mr. Tompson Lee	S.5 Chemistry	學思達	FKYS, HCT
31 May, 2016	Mr. Edmund Kwan	S.3C Music	學思達	FKYS
1 June, 2016	Mrs. Elsie Fung	S.3A History	學思達	United Christian College

4.3 Professional Service

4.3.1 Mrs Elsie Fung has continuously been appointed as a committee member of the History Textbook Review Panel (Secondary) from Sept 1, 2015 to August 31, 2017.

4.3.2 Mrs Helen Cheung was appointed as a committee member of CDC-HKEAA Committee on the English Language from September 1, 2015 to August 31, 2017.

4.3.3 Mrs Helen Cheung was appointed as a committee member of the English Language Textbooks Review Panel (Secondary) from Sept 1 2015 to Aug 31 2017.

4.3.4 Mrs Helen Cheung was appointed as a committee member of the HKEAA Literature in English Subject Committee from Sept 1 2015 to Aug 31 2018.

4.3.5 Mr Lee Chun Fai Tompson was appointed as the committee member of Chemistry Textbook Review Panel (Secondary) from Nov 1, 2013 to Oct 31, 2015.

4.3.6 Mrs Lam Lee Wing Yee was appointed as the committee member of Ethics and Religious Education Textbook Review Panel (Secondary) from Nov 1, 2013 to Oct 31, 2015.

4.3.7 Mr Chau Chiu Sing was appointed as the committee member of Chemistry Textbook Review Panel (Secondary) from Nov 1, 2013 to Oct 31, 2015.

5. Our Learning and Teaching

5.1 Planning

Under the annual school theme 'Together We Grow In Love', the academic team of the school seeks

5.1.1 to evaluate the improved feedback practice for teachers' professional development and teaching effectiveness;

5.1.2 to facilitate more extensive development on learning strategies that empower students to be self-regulated learners;

5.1.3 to facilitate self-regulated learning through lesson planning on cooperative learning, flipped classroom, and more extensive use of mobile devices;

5.1.4 to enhance the use of formative assessment and feedback practice to cater for learner diversity;

5.1.5 with vigilant coordination of all academic subjects and the reading team, to implement various enhancement programs and activities for effective learning in and outside the formal curriculum.

5.2 HKDSE

5.2.1 The passing percentages of the 2016 HKDSE are as follows:
English Language: 100%
Chinese Language: 99.1%
Overall: 98.5%
11 of the 20 subjects got 100% passing
73.1% of our students with 3322 or above

5.2.2 Our students got good results in the DSE examinations in the last school year (2016), 70% of them got JUPAS offers, 86% of them got into degree programs and 35% of them got offers from HKU, CUHK and HKUST.

Table A - Statistics Related to Core and Elective Subjects

Subjects	UCCKE (%)	HK Average (%)
Core subjects at level 3 3 2 2 or better	73.1	36.6
Core subjects at level 3 3 2 2 or better, with one electives at level 4+	57.1	27.9
Core subjects at level 3 3 2 2 or better, with two electives at level 4+	42.0	19.3

Distinguish Subjects with high credit as follows:

By Subject - Level 5 or Above

Subjects	UCCKE (%)	HK Average (%)
Biology	29.4	18.6
Business, Accounting and Financial Studies (Accountings)	12.5	13.4
Business, Accounting and Financial Studies (Business Management)	21.1	7.3
Chemistry	26.7	25.4
Chinese History	28.6	12.7
Chinese Language	15.4	8.7
Chinese Literature	10.5	11.7
Economics	23.3	17.2
English Language	30.6	9.7
Geography	13.0	11.5
History	46.2	15.2
Information and Communication Technology	0.0	7.8
Liberal Studies	12.4	8.9
Literature in English	11.1	26.3
Mathematics Compulsory Part	19.0	14.0
Mathematics Extended Part (Algebra and Calculus)	33.3	27.9
Music	0.0	19.8
Physics	20.0	26.5
Tourism and Hospitality Studies	40.0	4.2
Visual Arts	12.5	6.7

By Subject - Level 4 or Above

Subjects	UCCKE (%)	HK Average (%)
Biology	47.1	44.3
Business, Accounting and Financial Studies (Accountings)	50.0	43.2
Business, Accounting and Financial Studies (Business Management)	57.9	28.0
Chemistry	63.3	52.2
Chinese History	71.4	36.3
Chinese Language	45.3	26.7
Chinese Literature	36.8	32.4
Economics	80.0	45.2
English Language	78.5	27.4
Geography	56.5	37.0

History	84.6	48.9
Information and Communication Technology	100.0	26.5
Liberal Studies	49.6	35.6
Literature in English	33.3	58.1
Mathematics Compulsory Part	62.0	39.1
Mathematics Extended Part (Algebra and Calculus)	75.0	54.9
Music	50.0	52.4
Physics	65.7	50.9
Tourism and Hospitality Studies	70.0	15.8
Visual Arts	37.5	23.5

5.3 Academic Week

UCCKE has launched her Academic Week on Dec 7-11, 2015. The objectives and activity schedule are as follows:

Objectives:

a. To create for students the opportunities to explore and experience the joy of learning in various Key Learning Areas
b. To promote learning skills with mobile devices to students
d. To promote academic atmosphere throughout the campus

	7/12 Mon	8/12 Tue	9/12 Wed	10/12 Thu	11/12 Fri
Recess	BYOD Smart Tips – Smart Presentation (15 mins, 1/F Canteen)	1. BYOD Smart Tips – Smart Note-Making 2.“Be a BookCrosser!”_ Initial Book Collection	1.BYOD Smart Tips – Smart Mindmap 2.“Be a BookCrosser!”_ Initial Book Collection	1.BYOD Smart Tips – Smart use of Internet Dictionaries 2.“Be a BookCrosser!”_ Initial Book Releasing	1.BYOD Smart Tips – Smart Search 2.“Be a BookCrosser!”_ Initial Book Releasing
Lunch		“Be a BookCrosser!”_ Initial Book Collection	“Be a BookCrosser!”_ Initial Book Collection	1.Academic Fun Fair Contributing subjects/parties: Chinese, PTH, English, Mathematics, Visual Arts, Geography, Business, Chemistry,History, Biology, Japanese, French, L&S, LS, Foreign Exchange, PTA 2.Star-lab Show 3.“Be a BookCrosser!”_ Initial Book Releasing	1.Star-lab Show 2.“Be a BookCrosser!”_ Intial Book Releasing
Assembly	English Debate			1. Academic Fun Mart Contributing subjects/parties: Chinese, English, English Literature, Mathematics, L&S/LS, Foreign Exchange, Visual Art, Geography, History, Biology, PTA, Japanese, French 2. Interactive Game Design Workshop By Prof. Jose Rueda, SCAD 3.“Be a BookCrosser!”_ Initial Book Releasing	
PM		1.名言雋語縱橫遊 2.“Be a BookCrosser!”_ Initial Book Collection	“Be a BookCrosser!”_ Initial Book Collection		“Be a BookCrosser!”_ Initial Book Releasing

Academic Funfair Game Booths

Subject	Game Booth
Chinese	追源尋根
PTH	普通話天地
English Language	Innovative English
Mathematics	From mathepanic to matholic
Japanese	新年のお願い
French	French Origami
VA	Quiet Book
History	Fun with Historical Figures
Geog	Earthquake Countries Match Match Match
Bio	Biotechnology
Chem	Explore Project
LS	World Trade Centre
L&S / M&C	通識釣魚樂
Business	What is effective marketing?
Exchange	Cross Culture Adventure
PTA	PTA
Company Program	Company Program
Library (Outside Office)	Be a BookCrosser!

5.4 Flipped Learning

To implement flipped learning, our staff team seeks to answer the following questions in lesson preparation to experiment the Share Start Pedagogy (學思達教學法).

i. What is the difference between the traditional classroom and a Share Start flipped classroom?

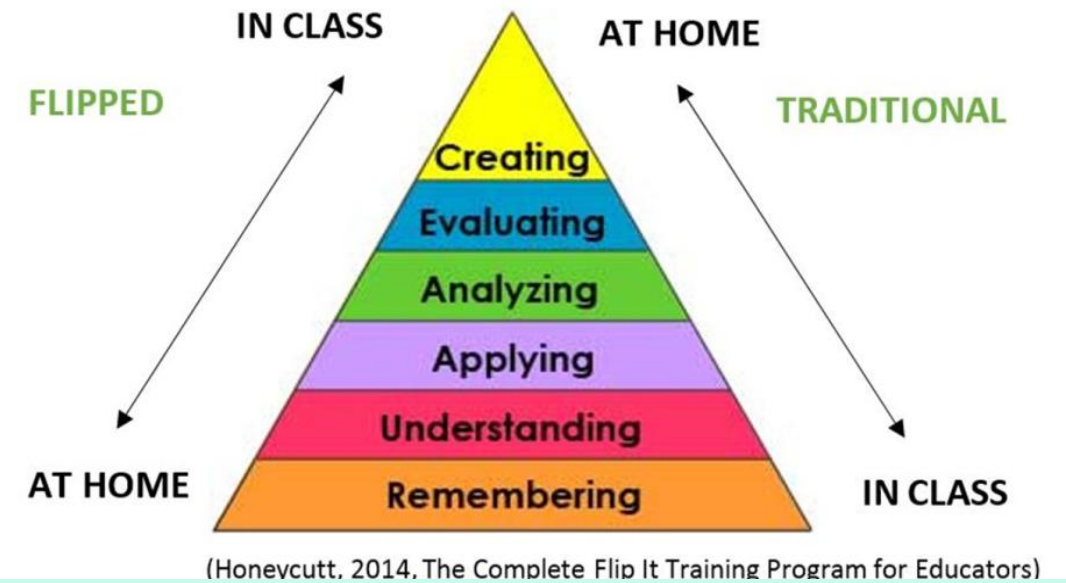
Traditional Classroom

Activity	Time
Warm-up Activity	5 min
Go over previous night's homework	10 min
Lecture new content	30 min
Guided and independent practice and/or lab activity	15 min

Share Start Flipped classroom

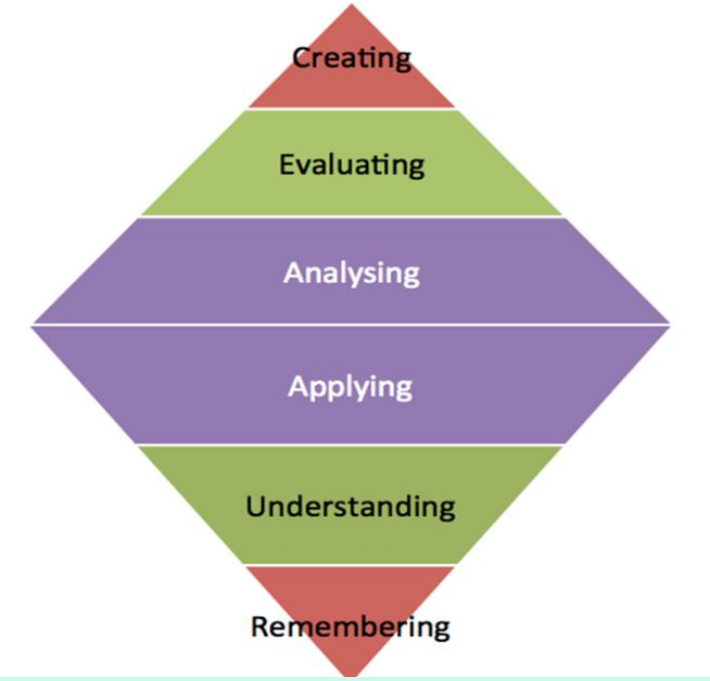
Activity	Time
Self-learning	10 min
Applying & Analyzing Facilitated by • Higher levels questions • Group discussions	45 min
Presentation • Oral • Written	
Wrapping up	5 min

ii. How does flipped learning enhance the use of class time?



(Honeycutt, 2014, The Complete Flip It Training Program for Educators)

iii. How does flipped learning spend time on different levels of skills?



iv. When we talk about 'flipped classroom', what are actually flipped?

- Individual learning space and Class learning space
- The role of students and teachers

v. What is a typical Share Start classroom look like?

Skills	Steps	Time		Built on Strengths
Self-learning 自學	1. S answer questions for understanding to self-study materials 2. T check S' progress	10 min	10 min	Lesson Prep Note Taking
Application 思考	3. S guided with higher level questions for application (and above) 4. Group discussion among students; T walks round to take care of learner diversity	45 min	25 min	Cooperative Learning Collaborative Learning Note Taking BYOD
Presentation 表達	5. S gives oral or written answers to the questions 6. T guides S by probing, prompting, follow up questioning and supplementary explanations			
	7. T 's wrapping of the learning	5 min	5 min	

5.5 Library as a Learning Centre

5.5.1 Explicit teaching of Library and Reading Skills

Classes were conducted for S.1- S.3 classes during the Reading Time. Objectives of this program are to help students become effective users of library resources, develop the habit of reading for learning, become independent information seekers & life-long learners, and develop problem solving and communication skills.

Student comments on the program include:
"Information skills are the essence of our lives in the midst of overwhelming information in daily lives as well as our studies." _a UCCKE alumna

"Checking on the reliability of information is always a real challenge. I appreciate the wide variety of school work which has helped further polish my information seeking strategies to seek the appropriate source of information in the most effective manner." _a S.6 student

5.5.2 Extended Research

Students from some classes spent a couple of weeks researching on specific topic as assigned by the subject teachers in the library using both printed and electronic resources. They had to apply high-ordered thinking and the reading & information skills learned in the Library Program in this research unit. They were also required to prepare a bibliography including all the resources used.

5.5.3 Electronic Resources Workshops

Workshops were conducted to introduce Lit Pro, WiseNews and other online resources to staff and students. Reports generated from the Lit Pro and WiseNews program showed that the resources were well used by the students.

5.6 Reading for Learning

5.6.1 Growing through Reading

S.1-3 students read books on various subjects and levels appropriate to their reading ability, and then submitted their reflective sharings either online through eClass or in hard copies.

101 from S.1, 101 from S.2, 115 from S.3 (out of 450 S.1-3 students) got the Gold Awards, i.e. with an Excellent Grade in one term and at least a Good in the other two terms; 29 from S.1, 21 from S.2, 13 from S.3 students got the Silver Awards, i.e. with Passes in all 3 terms and at least a Good in two terms; 9 from S.1, 9 from S.2, 6 from S.3 students got the Bronze Awards, i.e. with Passes in all 3 terms and at least a Good in one term.

5.6.2 Reading Circles

S.1 students in groups of 5 under the supervision of Reading Circles Mentors who were our senior form students met regularly to discuss the books that they were reading. These reading sessions were conducted in Term 3.

5.6.3 Book Month

5.6.3.1 Book Fair

A wide range of book titles available at the two-day book fair provided by 教協有為圖書坊 were welcomed by the students; and more than HK$60,000 worth of books have been purchased by students.

5.6.3.2 Book Talk

An interesting book talk was conducted by 范建梅老師 which aroused the student interest in many popular titles; most of these titles were also made available in the book fair.

5.6.3.3 S.1 Lexile Test, Lit Pro & Lit Pro Library

S.1 Parents were also introduced to this program in one of the Oct Parent Talks as well as through the eClass public announcement. Student took the Lexile Test and had their reading level identified. 10 advanced readers (5 from 1B and 5 from 1D) attained Lexile Scores which are higher than 1000. Students used the Lit Pro and Lit Pro Library to complete one of the Growing thro' Reading assignments in Term One. Extended activities were to be held in the Second and Third Terms.

5.6.3.4 S.2 Lit Pro Library

Students used the Lit Pro Library Program to complete one of the Growing thro' Reading assignments in Term One. Extended activities were to be held in the Second and Third Terms.

5.6.3.5 S.3 Cross Curriculum Reading Competition

Students were given articles on various disciplines to read during the Reading Time; students were also invited to contribute questions to be used in the competition which covered all the articles read. Participation from students was good.

5.6.3.6 S.4 有聲好書 – 全港中學生聲演比賽

香港舉辦「有聲好書」全港中學生聲演比賽，目的為增加中學生對閱讀興趣，透過聲音演繹作品，提高同學公開演說及表達技巧。

22 students participated and competed against 20 schools across HK.

5.6.4 Book Crossing

Book Crossing which aims to promote reading among students and encourage them to share good read with others was introduced in a premiere release ceremony assembly in the first term, the initial collection took place in early December and initial release in mid-December. More than 210 books were collected and 106 released in the initial sessions. A Book Crossing hotspot has been set up outside the 1/F canteen for students to catch and release books on their own. Award schemes were in place before the long holidays to promote the use of the Book Crossing resources.

5.6.5 Battle of the Books Competition

BOB aims to introduce students to a variety of reading materials, build teamwork skills, and ensure that reading is fun. The questions asked in the competition are based on the list of books that all participants have to read.

The UCCKE BOB team, consisting of two S.1, three S.2 and one S.3 avid readers, was formed in September. The team won the Semi-Final of the 1516 BOB Competition competing against about 30 schools in Hong Kong and was able to enter the Final.

5.6.6 Harvard Book Prize 2015-2016

Three outstanding S.5 students who demonstrated academic excellence, possess exceptional personal qualities were nominated for the Harvard Book Prize this year. The three awardees were given a chance to apply a special scholarship to attend the Harvard Summer School Secondary School Program in 2017.

5.6.7 Scholastic Reading Club

Scholastic Reading Club Orders were held in each term. Students enjoyed the introduction to a wide range of quality English books which they could order directly from the States. Ordered books were delivered to students concerned before the long holidays. And the School Library would also order many of the good and popular titles and made them available for students to borrow.

5.6.8 Parent Talks on Reading

Talks were conducted for parents on Parent Teacher Conference Days on reading and information literacy. These talks were well attended with positive feedback from parents.

5.7 Gifted Education

5.7.1 In order to develop students' strengths to the fullest with enrichment experience, within and beyond the realm of subjects and co-curricular activities, the school established the "Student Achievement and Gifted Education (S.A.G.E.) Committee" in 2011. Since then we have helped students to understand themselves, broaden their vision, go beyond their limits and grow holistically. In the school year 2015-2016, There were totally 342 nominations to different gifted programs, awards and scholarships.

5.7.2 Subject based gifted programs
Science: Mr. Shek Kim Fung of Biology Department has been working along with a group of 31 students (S.4-S.6) on projects related to biotechnology. The students did some experiments using various kinds of biotechnology under the teacher's guidance.

5.7.3 Nomination to external programs, awards and scholarships

5.7.3.1. Students who had shown potential in Leadership, Mathematics, Science and Humanity were nominated to the Hong Kong Academy for Gifted Education for further training on their giftedness, and 10 were finally admitted.

5.7.3.2. Students with talents in different subjects were nominated to various gifted programs that were organized by local universities. Among them, 13 students participated in CUHK's gifted programs, whereas 3 students participated in HKUST's gifted programs.

5.7.3.3. There were totally 23 stduents' nominations to different extenal awards and scholarships including excellent student awards, future leaders, Sir Edward Youde memorial scholarship, etc.

5.7.4 Foreign exchange opportunities
As an effective to equip highly performed students, the school provided foreign exchange opportunities with schools in Australia, Germany, Indonesia and South Korea, and offered scholarship (80% of the expenses) to 8 students for their exchange. Two students went to Germany; two S.3 students to Australia, two students to Indonesia and two students to South Korea. Another two students went to Australia on self-financed basis. Details are mentioned in 5.9 Life-wide Learning.

5.8 Co-curricular Activities

Co-curricular Activities in our school serve as a platform for students to find their interest, to find challenge through joining competitions, to be shaped as a leader, and eventually, to be a humble servant to serve the community. In ESR feedback of 2015, it states, "Our students keenly participate in a broad range of academic and non-academic activities. They perform well and have gained numerous group and individual awards in inter-school competitions in sports, music, speech, science and drama." We expected that our students could exercise their strengths with faith through joining our activities.

5.8.1 Teams, Clubs and Interest Groups

CCA serves a platform for students to find their interest, being challenged by joining competition, act as a leader and serving the others. Students could act out their faith throughout the whole process. There were altogether 22 subject-related clubs, 17 non-subject based activities and 14 teams this year which had 2 more activities held as a whole when compared with 2014-2015. Model club tried using their professional skills to serve the students of HK Red Cross Hospital Schools. Our students shared with them some basic skills about making models. Both our students and students of that school enjoyed this serving session.

5.8.2 Subject-based CCA Reorganization

Chinese, English, Mathematics, Science and other subjects like Music, BAFS, VA, ICT and Geography had integrated their curriculum planning to CCA level by holding clubs, musical instruments and vocal training, providing S4 OLE musical training and competition and finally performing their master piece in the annual concert. We CCA team would provide administrative support to them in recruiting students, providing coordinative service to them such as venue booking, maintaining the web administrative work and run out the CCA attending report, etc. Faculty head or department head would fully support their advisors so that students could learn most even outside the classroom.

5.8.3 One Student One Activity Policy

There were 73.5% active members of S.1 students, 71.4% for S.2 students and 75.0% for S.3 students. The overall percentage was 73.2% for the junior form students. It was good to have all students in junior forms exposed themselves to different environments to learn technical, communicative and cooperative skills which could not equip and acquire in the classroom setting. And students were able to find their interests in their early secondary school life so that some might prepare themselves to be the leaders and some found their most interested hobby during their school life. However, students with intensive training outside school would be exempted from this scheme so that these students could have a balance between learning academically and CCA participation.

5.8.4 House System Establishment

As planned we had started this system at the 3rd term of last academic year which invitation of the student leaders and teacher advisors made. The house committee formed before the end of the school year. All teachers had been grouped under four houses, Faith (Yellow), Reverence (Green), Diligence (Blue) and Virtue (Red). Students had not experienced the benefit of this system but felt a bit frustrated at first until sports days, the first big whole school event with the element of inter-house competitions. Students got used to this system very quickly especially whenever their house representatives ran on the track in the last 100 metres before finish. Competitions were so tight between houses and students fully participated in the house system. And this definitely happened repeatedly in swimming gala and other sport games too.

We held 10 ball games, two whole school sport events (sport days and swimming gala including house cheering competitions), inter-house singing competition and whole-year events like CCA participation and inter-house reading competition

through the campaign "Learning through Reading". We also had some subject-related competitions such as school exercise book cover design held by VA and two science competitions (one junior and one senior, Famelab) during 2015-16. Some class-based activities had been held by the student council. This would help cultivating the sense of belonging to their class on top of the houses and the school.

Student leaders got more opportunities to be trained as a leadership and learnt other elements outside the classroom such as time management, communication with committee and house members, stress dealing and building up the house culture in parallel with their busy school life. We wish more students joining the CCA would shoulder up as a leader, equip their leadership skills through in-job training and in a more systematic manner next year.

5.9 Life-wide Learning

5.9.1 Foreign exchange scholarship

There were 18 applicants in this year and 10 of them were successfully selected. Students are sent to 4 sister schools in different parts of the world from two weeks to 3 months' exchange during the school year, 8 on scholarship and 2 self-financed.

Overseas Institution	Participants	Commencing	Contribution
Australia Pacific Hills Christian School, Sydney (Scholarship program)	2 S3 students	Late July to the end of August, 2016	These students conduct sharing of cultural exchange experience at school assembly; prepare game booths to introduce foreign cultures during Academic Week and Open Day, as well as help preparing fellow students to join the next cohort of foreign exchange program. In general, they play active role in overseas cultural exchange promotion at school.
Germany Freie Evangelische Schule Stuttgart (Scholarship program)	2 S3 students	Late June to mid-August, 2015	
Indonesia SPH International Lippo Village (Scholarship program)	1 S3 students	Two weeks in Mid-August, 2015	
Korea Glovill High School, Busan (Scholarship program)	2 S4 student	Early April to early May, 2015	
Australia Pacific Hills Christian School, Sydney (Self-financed program)	2 S3 students	April to July, 2016	
Indonesia SPH International Lippo Village (Self-financed program)	1 S3 students	Two weeks in Mid-August, 2015	

5.9.2 Scholarship Tours

Two scholarship tours targeting subject elites are conducted during summer post-exam period.

Subject / Tour	Participants	Commencing	Contribution
Science Scholarship Tour to Chang Gung University, Taiwan (Co-organized by UCCKE and the Chang Gung University)	20 S4-5 Science elite students	27/6-2/7, 2016	Having experienced the experimentation in medical laboratories of an upstream Taiwan medical school, students exert positive influence of interests among science students.
Chinese Literature Scholarship Tour 台灣文化體驗團	20 S4-5 Chinese Literature elite students	29/6-4/7, 2016	Having exposed to Chinese Literature related cultural activities in Taiwan, students exert positive influence of interests among Chinese Literature students.

5.9.3 GLocal Week of Mission and Service

Our Mission and Service team conducted trips reaching different needy in the Mainland China and South Asia. Students visited and taught orphanage and school in garbage dump in Cambodia, visited children village in Xian, Fuzhou, organized graduation camp for P6 Kunming students, Witnessing God in Malaysia Thailand, Singapore and Macau.

Students demonstrated positive attitudes towards serving others and shared what they learnt through writing articles and public speaking in school assembly. APASO analysis demonstrated that students were in general motivated by proper mission mind. The two highest scored motivators for doing service were to understand more about the underprivileged (2.98 in 4-point scale) and to help people who are in need (2.99 in 4-point scale). The ESR feedback also states that our G-Local Week and service activities offered plentiful opportunities for students to broaden their outlook and explore their aspiration.

6 School Ethos and Student Support

As helping students to develop an aspiration driven life and to build positive characters were our major concerns of the year, much of them have been already covered above. Below are the other aspects to be reported:

6.1 Home-School Cooperation

Not only does successful parent involvement improve student behavior, but it also positively affects student achievement. Our school fosters quality home-school cooperation. There are different opportunities for parents to be involved in the school; we promote communication between parents and school, we encourage parents to help as volunteers in school events, and we also provide parents with learning activities. Our school puts school parent programs in the following three broad categories:

6.1.1 Communicating

Our school provides different opportunities for parents to communicate with the Principal, the Form Teachers and Subject Teachers. The regular Principal's letters, e-class notices & announcements, electronic mails and individual phone calls are very important communication channels in UCCKE. These channels keep parents updated of school events and allow parents to have easy access to teachers.

According to the questionnaire analysis, parent interviews and through observation, Parent-Teacher Happy Hour (PTHH) is always one of the most popular school events for parents. Parents and teachers can have informal chat in a relaxing atmosphere. There were a total of 4 PTHHs in the school year.

It is our tradition that all new parents of S1 classes were cordially invited to have breakfast with the Principal. The breakfast gatherings were held from October to early November, which offered a good chance for parents to share their concerns and comments.

The Parents Teachers Association (PTA) in UCCKE consists of 7 parents and 4 teachers. The PTA organizes different school-based home-school activities, parent-student activities and parent education programs. The PTA organizes different activities at different time so as to accommodate the needs of different parents (including moms and dads). Activities held are Mommy's Group, Parents' Prayer Group, different interest classes, etc. All these activities encourage parents to meet regularly and develop the bonding among parents.

There are two Parents Days held each year after the first and second term break. Parents, Form Teachers and Assistant Form Teachers discussed together students' overall development, aiming at enhancing students' performance and achievement. Parents Nights are arranged for S3 and S6 parents to meet for special purposes such as subject selection and JUPAS application.

We also strengthen the parent-teacher relationships through home visits. We arranged two home visits last year. These visits were very meaningful, because it allowed us to understand our students better.

6.1.2 Volunteering

We are gratefully supported by a group of dedicated parents who contribute their time and efforts to meet different school needs; a total of about 200 parent volunteers were involved in school activities, like S1 lunch monitoring, S1 student interview and school briefing sessions, S6 mock release, Sports Day, Swimming Gala, Open Day, Fruit Days, career guidance, students' interest groups and library service, etc.

According to the 1516 KPM analysis, we got more than 3 point out of 5 on average from parents' feedback; this shows that parents appreciated the activities organized by the school and they have enjoyed helping the school in different events.

Parents are also invited to join the school administration groups, such as the Parents Teachers Association and the School Management Committee, etc.

6.1.3. Parenting

Apart from students, parents in UCCKE also need to learn. Together with our church (UCCC), our school helps families with their parenting skills by providing parent classes on teenagers' developmental stages.

A full day orientation was held in August for the S1 new parents to help them prepare for the adjustment of their children's challenging new school life.

S1 parents are required to attend four compulsory talks organized by the school. Parents enjoyed the talk very much. Most parents used this opportunity to know other parents and a strong sense of belongingness was fostered in the parents' community.

6.2 Nourishing the Spirituality of Students

We dedicate to inculcating our students with Christian values. The school's Spiritual Affairs Committee (SAC) has a variety of activities to reiterate the school annual theme "Together We Grow in Love". SAC has been working closely with the school church's pastoral team to strengthen students' faith. To further stimulate students to grow in the love of God and practice the virtues of "Thanksgiving", "Appreciation" and "Respectful", we organize whole-year activities including Weekly Chapel, Class Fellowship, Witness Days, UCCKE Prayer Day, Student Prayer Meeting, Tuesday Café, etc.

During Thursday Assembly on UCCKE Prayer Day, i.e.7 Jan 2016, all S1–5 students attended the prayer workshops assigned. United Christian Fellowship members and S4&5 Ethics and Religious Studies (ERS) class prepared prayer materials prior to the programs. Teachers and students prayed over the future of Hong Kong, children in poverty, religious persecution, people in Mainland China, Taiwan, Japan, South East Asian countries, etc.

This year, the SAC continued to extend students' exposure to "Life and Death Education' through sharing by teachers, students as well as guest. On 1 Feb 2016, Rev. Peter Shen (沈鵬) shared God's salvation in his life, his repentance and call to ministry. To further cultivate a serving heart, we also visited Hong Kong Red Cross Hospital School at The Duchess of Kent Children's Hospital at Sandy Bay on Wed, 20 Apr 2016. In concerted effort

with the Modelling Club, we played and exchange ideas with kids there. Such activity has successfully deepened the mutual understanding, trust and friendship and is worth organizing in the coming years.

Furthermore, we provided opportunity for UCCKE Christian alumni to nurture newborn Christians spiritually after Gospel Week and train students to become Christian leaders in United Christian Fellowship. It is hoped that more and more Christian leaders are raised to set good examples to peers.

"Together We Grow in Love" Gospel Week (5–9 Oct, 2015)

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 8:10	**Worship & Prayers** (Volleyball Court, S1 Fellowship Committee Rep)	**Worship & Prayers** (Volleyball Court, S2 Fellowship Committee Rep)	**Worship & Prayers** (Volleyball Court, S3 Fellowship Committee Rep)	**Worship & Prayers** (Volleyball Court, S4 Fellowship Committee Rep)	**Worship & Prayers** (Volleyball Court, S5 & 6 Fellowship Committee Rep)
Devotion/ Recess Time	---	---	Witness Day: **Devotion** (classrooms)	---	**Christian Book & Gift Stall** (G/F)
Lunch Break	**Gospel Week Special** 福音定向活動 (fellowship committee in all forms)	**Gospel Café 露天茶座** (ospel Dance by UCC, worship by UCCC)	---	**Gospel Fun Fair**Gospel Movie w/ coke and popcorn (Hall) Game Booths by S4 students & ice-cream (Covered Playground, PTA) Campus Gospel Angels	**Christian Book & Gift Stall** (G/F)
Assembly/ Chapel	**Kick Off & Talk on Special Topic「信仰合乎科學嗎？」** (Hall, 浸會大學宗哲系關啟文博士)	---			**澳門晨光福音堂 白約翰牧師 (Rev John Birkeland)** (Hall, UCCC) **1:30–2:50 Junior Chapel; 2:50–4:10 Senior Chapel**

6.3 School-Church Collaboration

United Christian Community Church is part of the school, founded to serve the school community (堂校一體化). The Church Council consists of the School Chaplain, the Principal, parents and teachers. The church has a congregation of about 170, mostly existing students, alumni and families of the School. The pastoral work of UCCC is mainly shared by the pastoral team ─ Rev. Lui Yik Lun, Rev.Tam Wai Yee, Rev. Wong Pak Ming. They also taught S1–3 Bible subject in the school. UCCC closely works with the school's Spiritual Affair Committee in various student ministries. Furthermore, UCCC is also engaged in parent ministries and regular activities, like Parents' Education Institute, Parent Fellowship, Prayer Meeting, Bible Study Class, Youth Fellowship, Adult Ministry, and Regular Sunday Teen Worship Service, etc.

6.4 Mission and Service

In 2015 – 2016, Mission and Service sector had launched diversified programs in different platforms in and outside the school campus.

Over 30 community service programs and training were organized to S1 – S5 students; students were equipped and able to serve different underprivileged groups. Those programs include: i-Biography by iPad usage for elderly, elderly friendly environment checking, 3D printing workshop for elderly, kindergarten and primary school teaching, cookery class with multiple-challenged students, game day for primary students etc.

Student's initiative in social justice and equality is our concern. Our Student Mission and Service Team aroused their schoolmates concern through school open day, assembly sharing, campaigning for human trafficking and education inequality issue. For example, fundraising days to raise fund for 9 deprived groups worldwide, Gift collection for Local food bank, and charity sale for the hospital.

Being a faithful steward of God, we provided opportunities and guidance to students to value people, be a good partner of the community, commit to the poor, and be responsive to the needy. APASO analysis reflected the positive attitude among our students. (3.00 in a 4-point scale) indicated that they are always ready to offer help to the needy.

The ESR feedback in 2015 has provided us an encouraging feedback. Through observing and interviewing, they found that our students are active and outgoing. They take part in various activities and serve others. Student leaders perform their service responsibly and with commitment. It also says: "Through the collaborative efforts across functional teams, they work well to widen students' horizons and nurture their serving heart." Through the comments, our effort is recognized.

6.5 Life Planning and Career Guidance

The Life Planning Committee was established this year to address the changing needs of students and the need to implement life planning education in the long run. A close collaboration of Life Planning Committee and Academic Affairs Committee has been witnessed throughout the year to align academic goals with career ones for students' benefits. As part of the aspiration-driven curriculum, the Life Planning Committee provides further education and career guidance programs for S.3 to S.6 students. Activities were organized in different scales and modes, ranging from mass programs, workshops, small groups to individual support and assistance, with an aim to cater for both the developmental and individual needs of our students. Individual counseling was also offered to each S.6 student this year, due to the positive feedback from the previous cohort, with teachers committee meeting students individually and providing them with guidance and advice on both their aspiration and academic pursuit.

Activities held for various forms:

S.3

- Talks by professionals
- Parent-child workshops on senior secondary subject choice
- Subject briefing sessions for students
- HKU visit *

S.4

- Talks by Professionals
- Talk on Qualifications Framework
- Talk on university summer programs
- Workshops on career potential analysis (Holland Model)
- HKU visit *
- Admission talk by Department of Nursing, HKU *
- Work experience programs *
- Seminar on 'Studying in Ireland and Dublin City University' *

S.5

- Talks by Professionals
- Workshops on career potential analysis (Holland Model)
- Workshop on JUPAS strategies
- Workshops on Applied Strategic Thinking
- Parent-child workshop on Applied Strategic Thinking and DSE preparation
- Admission talk by 台灣龍華科技大學 *
- Seminar on 'Studying in Ireland and Dublin City University' *
- HKU visit *

S.6

- Individual counseling program (1st counseling session: Sept to Dec 2015, 2nd counseling session: mid-July 2016)
- Alumni's sharing session on UGC-funded university programs
- Workshops on JUPAS strategies & handling OEA
- Talk on sub-degree programs
- Parents night on DSE and JUPAS preparation
- Socio-game: Mock DSE result release
- Interview training workshop
- Parent-child workshop before DSE release

In general, most of the activities could achieve their purposes, with an attendance rate of more than 70% for the compulsory programs. Feedback collected from students and parents through questionnaires and teachers' observation was also positive.

(** participation on voluntary basis/ enrolment needed)*

6.6 Project Gabriel

The number of group leaders (mentors from upper forms) was 63. It was found that in previous years, there were too many mentors (three or more mentors to five S.1 students) during the group meeting. Some mentors did not have enough chance to interact with their mentees and this might affect the group dynamics. Therefore, we limited the mentor to mentee ratio at 2 to 5 this year. The number of mentor was much lower than that of 2014-15 (94).

In a survey conducted in the last Gabriel meeting, over 91% of S.1 students strongly agree or agree with the statement "I like my Gabriel." And over 85% of S.1 students strongly agree or agree with the statement "I enjoy the meeting with my Gabriel." On the other hand, in the same survey, over 95% of Gabriels (mentors) strongly agree or agree with the statements "I like my S.1 mentees." and "I enjoy the meeting with my mentees."

As the number of co-curricular activities in the school keeps increasing, there are more opportunities for our students to involve in different activities. For instance, the school introduced the House System in year 2015-2016 and each House required some students to take up different duties. It is expected that it will be more difficult to recruit Gabriel Leaders for all S.1 students in the coming years. It is suggested that some change in the program should be made in the future.

6.7 Striving for Excellence Campaign

The purpose of this campaign is to promote the importance of punctuality and responsibility in submitting homework.

There were on average 70 groups (210 students) taking part in the Campaign each term. And the average number of students awarded is 150 (72%).

Starting from the second term, the Diamond Prize was introduced to encourage students who have received the awards in this campaign to invite those who have not participated before. In the first term, only 7.29% of the participants received the Gold Prize. In the second term and the third term, the percentage of participants received the Diamond or Gold Prize were 18.87% and 21.67% respectively. This reflected that the introduction of the Diamond Prize motivated more students to improve their performance.

The Campaign has been held for over 5 years. Many students may find it boring to participate. The D&C team will discuss how to improve the attractiveness of the Campaign by adding new components into it.

6.8 Support for under-achievers

The MAGIC Group was organized by the social worker. Eleven S.2 and eight S.3 students with weak academic performance were invited to take part in it. The activities included social services, war-games and group counseling sessions. The participants generally demonstrated certain level of improvement in terms of academic performance and their conduct grades.

As the social worker do not have extra resource to continue the MAGIC group, the members of the Discipline and Counseling Team will take care of the students with difficulty in academic performance from S.1 to S.3. It is planned that there will be workshops on studying skills of different subjects and small group counselling. The recruitment will start at the beginning of the second term.

6.9 Dream Project

Launched in 2011, the Dream Project is aimed at encouraging the students to realize their dreams through financing and providing in-kind support to their self-initiated projects. The students take initiatives to plan and manage their projects, under the teachers' supervision. There were totally 65 students respectively participating in five projects in 2015-2016, encompassing K-pop dance, J-pop music, interviews with the missionaries as well as a social service program. Korean music performed in the V-show and the Road Show in the Open Day, which was well-received; whereas J-pop music group is still carrying out their project. But there is no final product yet. For the interviews with the missionaries, a group of students, entitled as Mediators, interviewed several missionaries to know more about their ministry and take the video during the interviews. For the social service program "Together We Care Together We Share", the students carried out two projects, namely, scarf-knitting and a food party during the Christmas holidays and the Lunar New Year respectively. Through participating in the Dream Project, our students have gained a lot of hands-on experience in their areas of interest, which further motivated them to realize their potentials, challenge themselves and serve the needy using their talents, beyond the boundaries of the classrooms.

6.10 Moral and Civics and Habit of Mind(HOM) Education

In the past year, a large number of whole-school activities were initiated by the M & C team, based on the school's "Together We Grow in Love" motto. Many activities focused on the key theme of respect, including several presentations during assemblies. The M & C team aimed to help students understand the importance of respect and put it into practice. Different HOM skills were incorporated in the presentations, and the M & C team also continued to organize a number of existing activities, including Fruits Days, School Cleaning Day and No Air-conditioning Day.

Respect was the key recurring theme in a series of assembly presentations, each focusing on a different aspect. In September, the first assembly was on Respect to God. In late September before National Day, the M & C team planned an assembly presentation on "Conflict between China and Japan, and its impact on Prospect of Hong Kong Teenagers" (中日外交角力與香港年青人前途的關係及影響), to help students develop a better understanding of China's relations with Japan, and the implications for their future career. In October, the M & C team organized an assembly presentation on respect to the elderly, integrated with the HOM Skill of Responding with Wonderment and Awe. Students learnt the importance of appreciating the elderly, learn from them and be inspired by them. In November, there was a presentation on "The Proper Use of the Internet", focused on respect in the Digital World. The talk was informative and well-received with plenty of real-life examples. Related to the talk, a No-net Campaign was organised to help students and their family plan alternative activities and make a better use of time, with especially encouraging results among junior-form students.

In December, there was an assembly presentation on "Taking Responsible Risks to Pursue Dreams," to teach students the value of self-respect. In January, an assembly presentation on "Respecting Minority Groups in Hong Kong" was conducted. In February, there was a talk focused on "Respecting Different Groups in Society." with domestic helpers from Indonesia from a church invited to share their experiences. In April, alumnus Brian Wong was invited to lead an assembly presentation on "Respecting the Pursuit of Knowledge," and his sharing incorporated the teaching of HOM Skill: Remaining Open to Continuous Learning.

In May, Legislative Councilor Leung Yiu Chung was invited to deliver an assembly talk on "Respecting Workers in Hong Kong: Standardized Working Hours". In the last assembly in June, there was a presentation on "Respect the Environment", focused on climate change. Other activities including Fruits Days, School Cleaning Day and No Air-conditioning Day were conducted as scheduled in school. The three Fruits Days launched in the three terms all generated excellent responses. The school cleaning day provided students with a chance to clean the school campus together before Chinese New Year. The "No Air-conditioning Day" was carried out in early June, following the onset of summer.

The students developed a greater awareness of the importance of respect as a result of the M & C team activities in the past year. The ESR feedback of 2015 has also provided us encouraging comments. It states that we has built students character and maximized their potential through success collaborative efforts across functional teams. To enable them to put it into practice, further teaching on their manners and life habits should be conducted and that would be a new goal for 16-17, because respect is strongly correlated to other values such as responsibility and perseverance.

6.11 Boarding Life

Boarding at UCCKE is not simply living away from home. It is a bridge between students' comfort zone and a challenging vibrant school community. The experience will remain a positive influence for years to come. What makes residential life at KE unique is our dormitory training curriculum. The curriculum included night-walk, planting, cooperative games, drama training, sharing by alumni, formal dinner, and a celebration. The ESR feedback has also recognized our effort in nurturing students. It states: "The Dormitory and Facility Extension Block enable the school to enrich students' learning experience.

All the planned activities were implemented except the formation of UCCC caring groups as there was no sufficient occasion and manpower facilitated peer caring. Also, students' interview indicated that almost all students thought that their interpersonal skill, sense of collaboration and their sense of self-enhancement were all improved through the dormitory living. Most students did not aware of the learning purpose of the formal dinner, they just thought of the formal dressing a funny experience. Proper education before the dinner is needed.

The arrangement of the night walk on the hill was usually affected by the weather condition. The night walk in the third term was replaced by an orienteering in the school campus. The caring offered by senior students was not significant. In a long run, school campus orienteering will be used instead.

For the dormitory personnel, tutors can play a more proactive role in students learning. Besides from tutorial, they can also prepare interest tasks in core subjects. Meanwhile, students wardens can be involved more not only on daily routine, but also on leadership in the dormitory life. There should be some training to nurture the student wardens.

7 Student Performance

International Awards

International Competitions and Assessments for Schools 2016 Award

High Distinction in English

1D	CHEUNG VIRGINIA SZE-YIN
3B	CHOU HOI NOK GABRIEL
4D	CHAN KING CHEE LEO
4E	IP LAI WUN
4E	LEUNG PUI CHING JANIS
4E	OOI YAN KIU
5E	LAU YEE HIN

High Distinction in Mathematics

1D	LEE HIN CHUNG
1E	TO ON YIN

High Distinction in Science

2C	MAK MING HO

High Distinction in Writing

1B	CHEUNG ON KIU ANKU
1D	CHEUNG VIRGINIA SZE-YIN
3D	CHEN ABBIE XIANG-PING

Distinction in English

1B	JESSICA KOIRALA
1D	FUNG HO YEUNG
2B	TAM KARISSA JEN
2D	CHAN HIM YAU
2D	WONG NATALIE WING YUI
2D	WONG SUM YIN
3B	CHAN LOK SUM
3B	HUNG TAK WAN
3B	LEUNG WING
3B	LOO JUN ZING
3B	LUI YI LOK
3B	TSANG CHEUNG HIM AUSTIN
3B	WONG CHING
3B	WONG LOK YAN REBECCA
3B	WU YUET KA
3B	YEUNG HO YU
3C	LIN SHUN HEI CALEB
3C	YEUNG CHUNG WAI
3D	CHEN ABBIE XIANG-PING
3D	LEE HEI CHING
3E	TSANG YEE LAP TIMOTHY
4E	CHAN LONG HIM
4E	LAM ALVIN
4E	MA WING YAN
4E	NG HOI CHING
4E	SIAH XIN YI

Distinction in Mathematics

1A	AU TIN LONG
1B	CHEUNG ON KIU ANKU
1B	LUI YI FUNG
1C	CHAN SZE LAAM
1C	HUNG TAK CHUN
1C	WONG HEI YIN
1D	CHONG MAN YAN
1E	LAI TSZ YIN
2B	WONG KWUN HEI BRYAN
2C	CHAN SZE CHAI
2C	CHU YAT FUNG
2C	LIN LOK HEI JOSIAH
2C	LIU ANGUS CHAK HEI
2C	MAK MING HO
2C	SIU YI SHUN ETHAN
2D	MOO LEW JEROME SOLOMON
2E	WONG MAN HEI
3B	LOO JUN ZING
3C	LIN SHUN HEI CALEB
3D	CHONG MAN HEI
3D	HUNG PAK WING ANDREW
3D	LEE HEI CHING
3E	LAI TSZ CHING
3E	TSANG YEE LAP TIMOTHY
4A	TO LOK KAN
4C	LAI LING
4C	YEUNG HOI TIN
4E	CHAN LONG HIM
4E	IP LAI WUN

Distinction in Science

1C	CHAN SZE LAAM
1D	CHEUNG VIRGINIA SZE-YIN
1D	CHONG MAN YAN
1D	LEE HIN CHUNG
2B	LAI SHI LEUNG
2C	LIN LOK HEI JOSIAH
2C	LIU ANGUS CHAK HEI
2D	LIN FAITH
2D	MOO LEW JEROME SOLOMON
3B	LOO JUN ZING
3B	TSANG CHEUNG HIM AUSTIN
3C	LIN SHUN HEI CALEB
4A	TO LOK KAN
4E	IP LAI WUN

Distinction in Writing

1B	PUT SO YAN
2D	WONG NATALIE WING YUI
3B	HUNG TAK WAN
3B	LUI YI LOK
3B	YEUNG HO YU
3D	YU HONG CHI
4D	CHAN KING CHEE LEO
4E	CHENG YIK SUM
4E	CHOW YAN TO
4E	OOI YAN KIU

Credit in English

1A	CHAN HIU YUET JOY
1A	SO WAN SHUN
1B	CHEUNG ON KIU ANKU
1B	LAU ZIT
1B	LI MING KI
1B	LUI YI FUNG
1B	LUN KAI TONG
1B	POON WING YAN BELLE
1B	PUT SO YAN
1B	SULIT REIGN CHRISTIANA DAPROZA
1B	TAM SUM
1B	YAU CHEUK NAM CHARLOTTE
1C	CHAN SZE LAAM
1C	CHUNG WAI CHING
1C	HUNG TAK CHUN
1C	TSE YAU HIM
1C	WONG LOK TO
1C	YAU CHEUK YIU GABRIEL
1D	AU YEUK TO
1D	CHAN CHUN KIT ANSON
1D	CHIU LOK YIU
1D	CHONG MAN YAN
1D	CHU HIN CHEE
1D	CHUNG YAN HIU QUINCEY
1D	HO YUI HENG
1D	KWOK HO YAN JESSIE
1D	LEE CHUN KIT
1D	LEE HIN CHUNG
1D	LIN HOPE REBECCA
1D	TSE KAI YIN TIMOTHY
1D	TSUI SIN KI
1D	WU MEI YAN GRACE
1E	CHAN HOI YIN
1E	CHENG WING TUNG
1E	CHU HIN YAN
1E	LOR YUET YING HEIDI
1E	MUI CHUN YIN
1E	TAM YAN YU LYDIA
1E	YAU HOI YIN HARMONY
2A	CHAN LOK WAN
2A	CHAN WAI SUM
2A	HO LOK SI
2A	LO HAU CHING
2A	WONG CHING KI
2B	CHAN CHUN FUNG
2B	CHAN HOI YAN
2B	CHAN LOK SZE
2B	CHENG CHEUK YING
2B	CHENG WING SUM
2B	HUANG CHUO YAN
2B	LAI SHI LEUNG
2B	LAU HO YEUNG MARCUS
2B	LEUNG JI CHING
2B	THAN MARCUS LONG HEI
2B	TO SIU KI ROY
2B	YIM PAK KIN
2C	CAI PEI LIN
2C	CHAN SZE CHAI
2C	CHU YAT FUNG
2C	HO CHEUK YU
2C	HON KAM YUEN
2C	HUI MAN SHUN
2C	LIN LOK HEI JOSIAH
2C	MAK MING HO
2C	NG SUET YING
2D	CHAN AN SANG ANSON
2D	CHENG HON SANG JONATHAN
2D	HO SHING HEI
2D	KOO YAU
2D	LAU CHEUK YAN CHRISTOPHER
2D	LI YAN HEI EUNICE
2D	LIN FAITH
2D	MOO LEW JEROME SOLOMON
2D	NG YAN SHUET
2D	WONG HOI YIN
2D	WONG JOSHUA TIN NOK
2D	YEUNG HO CHING
2E	CHEUNG KWAN LOK LINUS
2E	CHUI SIU WA
2E	CHUNG KAI SHING
2E	WONG MAN HEI
3A	CHAN HUEN YAN
3A	CHAN YAN NOK
3B	CHAN HEI CHI TOBY
3B	KONG FUNG
3B	LEE SOENG TUNG
3B	LEE STEVEN JASON
3B	LEUNG HOI YUET
3B	MAK HIU CHING
3B	MOK HOI CHING
3B	PAK LASARUS
3B	SZE MAN CHAI KATHERINE
3B	WOO WAI KIN AMBROSE
3B	YIM TIN YIU

3C	LAM LOK HIN
3C	LAU CHI NOK
3C	LAW HIU CHUN
3C	LEE CHE YUET ISAAC
3C	LEE CHIT
3C	LIU TZE SUM
3C	WONG CHI CHIT JABEZ
3C	YIP HOI CHING
3D	CHAN LONG PUI
3D	CHEN NOK HANG ELSIE
3D	CHONG MAN HEI
3D	LUN ALISSA FONG YI
3D	TAM ON LAM
3D	WONG CHING HIN
3D	WONG YUEN CHING
3D	YU HONG CHI
3E	CHEUNG PUI YAN
3E	CHOI NGA NAM BELLA
3E	CHOW SUEN YAN
3E	LAI LOK SUM
3E	LAI TSZ CHING
3E	LEE CHUN HEI
3E	LI WING YAN GRACE
3E	TAM LAI YING IVY
3E	WONG HIU LUM
3E	YU NGA KI
4A	HO PAK YUNG
4A	LUK HAU CHING
4A	NG HOI KIU
4C	CHUK KEI YAN
4D	CHUNG KAI JING JEREMY
4D	LAI CHEUK LAM
4E	CHAU TSZ YAU
4E	CHENG YIK SUM
4E	CHOW YAN TO
5D	POON KWONG YIU
5E	KUNG SHUN YAN

Credit in Mathematics

1A	CHAN HIU YUET JOY
1A	LEUNG IRENE CHING HEI
1A	LEUNG YAN NOK RUBY
1A	OWEN CHEUK NI CHARLEE
1A	YEUNG WAI HIM
1B	CHOI JONAS SZE NGO
1B	LAU ZIT
1B	LI MING KI
1C	CHAN TSUN HIM
1C	CHAN WAI YEE PRUDENCE
1C	CHENG YUK MAN
1C	KWONG TSZ HIM
1C	LI NOK HIM
1C	TANG HIN LAM MELANIE
1C	YAU CHEUK YIU GABRIEL
1D	CHEUNG JOYCELYN
1D	CHEUNG VIRGINIA SZE-YIN
1D	KWOK HO YAN JESSIE
1D	LIN HOPE REBECCA
1D	TAM TSZ HO JONATHAN
1E	CHENG WING TUNG
1E	CHEUNG CHUN HIN
1E	HUI KAK HO CHRIS
1E	LEUNG NOK HEI
1E	LU CHING HO JALEN HOWELL
1E	TAM YAN YU LYDIA
1E	WONG TSZ YAN
1E	WU CHUNG YAN
2A	CHAU YAN TUNG
2A	HO LOK SI
2A	WONG CHING KI
2B	CHENG WING SUM
2B	CHUNG YIK KI RYAN
2B	LEUNG JI CHING
2B	TAM KARISSA JEN
2B	TSE TSOI YIN
2C	CHUNG YU TUNG
2C	HUI MAN SHUN
2C	LEE O
2C	LI IAN
2C	NG TSZ LONG
2C	TANG YAN PUI MIRIAM
2C	WONG CHI CHING
2C	WUN GA YUN ESTHER
2D	CHAN AN SANG ANSON
2D	CHAN HIM YAU
2D	CHENG HON SANG JONATHAN
2D	HO SHING HEI
2D	LAU CHEUK YAN CHRISTOPHER
2D	LI YAN HEI EUNICE
2D	NG YAN SHUET
2D	WONG JOSHUA TIN NOK
2D	YAM SHING FUNG
2E	CHAN WING TUNG
2E	CHUNG KAI SHING
2E	LAU KA KWAN
2E	LAU WING TOU
2E	POON LOK TIN
3A	FUNG SHUN YAN HANNAH
3B	CHAN LOK SUM
3B	HUNG TAK WAN
3B	TSANG CHEUNG HIM AUSTIN
3B	WU YUET KA
3B	YEUNG HO YU
3C	FUNG KWAN NGO
3C	LAM LOK HIN
3C	LAU CHI NOK
3C	LAW HIU CHUN
3C	LEE CHIT
3C	LEUNG LOK YAN PRISCA
3C	POON LONG KAY
3C	WONG CHI CHIT JABEZ
3C	WONG PAK LUN BRENDAN
3C	YIP HOI CHING
3D	CHEN ABBIE XIANG-PING
3D	IP WANG CHAK
3D	YU HONG CHI
3E	CHEUNG PUI YAN
3E	LEE CHUN HEI
3E	LI WING YAN GRACE
3E	LUI TSZ HUEN
3E	YU NGA KI
4A	HO TUNG HEI
4A	LUK HAU CHING
4A	NG HOI KIU
4A	YIP CHIU CHUN MATTHEW
4C	MAK CHUN WAI
4D	CHAN KING CHEE LEO
4E	CHOW YAN TO
4E	LEUNG PUI CHING JANIS
4E	MA WING YAN
4E	OOI YAN KIU
5E	OOI MAN CHIT

Credit in Science

1A	AU TIN LONG
1A	CHAN HIU YUET JOY
1C	CHAN TSUN HIM
1C	HUNG TAK CHUN
1C	KWONG TSZ HIM
1C	TSE YAU HIM
1C	WONG HEI YIN
1C	YAU CHEUK YIU GABRIEL
1D	CHAN PAK HO
1D	FUNG HO YEUNG
1D	HO YUI HENG
1D	KWOK HO YAN JESSIE
1D	TSUI SIN KI
1E	LU CHING HO JALEN HOWELL
1E	TAM YAN YU LYDIA
1E	TO ON YIN
2B	TAM KARISSA JEN
2C	CHAN HOI TING
2C	CHAN SZE CHAI
2C	CHU YAT FUNG
2C	LAU YAN HEI
2C	LI IAN
2C	WUN GA YUN ESTHER
2D	CHAN AN SANG ANSON
2D	CHAN HIM YAU
2D	HO SHING HEI
2D	KOO YAU
2D	KWAN EVAN YUHANG
2D	LAU CHEUK YAN CHRISTOPHER
2D	MA ZI FENG
2D	WONG JOSHUA TIN NOK
2D	WONG SUM YIN
2D	YAM SHING FUNG
2E	CHUI SIU WA
2E	CHUNG KAI SHING
2E	FONG PAULETTE
2E	LAU WING TOU
2E	POON LOK TIN
3B	HUNG TAK WAN
3B	WU YUET KA
3B	YEUNG HO YU
3C	LAM HUNG NGAI
3C	LAM LOK HIN
3C	LAW HIU CHUN
3C	LEE CHIT
3D	CHEN ABBIE XIANG-PING
3D	LEE HEI CHING
3D	LUN ALISSA FONG YI
3D	YU HONG CHI
3E	LAI TSZ CHING
3E	LI WING YAN GRACE
4A	YIP CHIU CHUN MATTHEW
4E	LAM ALVIN
4E	LEUNG PUI CHING JANIS
4E	OOI YAN KIU

Credit in Writing

1B	AU SHEUNG CHI
1B	CHAN MO YIN
1B	JESSICA KOIRALA
1B	KAM YEE TING
1B	LAU ZIT
1B	LUI YI FUNG
1B	LUN KAI TONG
1B	POON WING YAN BELLE
1B	SULIT REIGN CHRISTIANA DAPROZA
1B	TAM SUM
1C	CHUNG WAI CHING
1D	AU YEUK TO
1D	CHUNG YAN HIU QUINCEY
1D	FUNG HO YEUNG
1D	HO YUI HENG
1D	KWOK HO YAN JESSIE
1D	LAI TSZ YEUNG
1D	LEE CHUN KIT
1D	LEE HIN CHUNG
1D	LIN HOPE REBECCA
1D	NG TSUN LING
1D	TAM TSZ HO JONATHAN
1D	TSE KAI YIN TIMOTHY

1E	CHAN HOI YIN
1E	CHEUNG CHING MAN
1E	LAI TSZ YIN
1E	LAM JODIE CHOI CHING
1E	LEUNG NOK HEI
1E	LOR YUET YING HEIDI
1E	TAM YAN YU LYDIA
1E	TO ON YIN
1E	WONG TSZ YAN
2A	CHAN LOK WAN
2A	CHAN WAI SUM
2A	LOO SUET YIN
2B	CHAN HOI YAN
2B	HUANG CHUO YAN
2B	LAI SHI LEUNG
2B	LEUNG JI CHING
2B	SEYAU TSZ YAU JEFFREY
2B	TAM KARISSA JEN
2B	THAN MARCUS LONG HEI
2B	TSE TSOI YIN
2B	TSUI CHI LOK
2B	YIM PAK KIN
2C	LAU CHUNG YAN
2C	NG SUET YING
2C	WONG CHI CHING
2D	HO SHING HEI
2D	KOO YAU
2D	LAM CHUNG KI
2D	LAU CHEUK YAN CHRISTOPHER
2D	LI YAN HEI EUNICE
2D	LIN FAITH
2D	WONG SUM YIN
2E	CHUI SIU WA
2E	DERICK
2E	YUAN WING TUNG
3A	CHAN CHUN HEI
3A	CHAN HUEN YAN
3A	CHAN YAN NOK
3A	CHEUNG HEI LAM
3A	GAN TONG XUAN
3A	LEUNG YIU HANG JONATHAN
3A	LING HOI YING
3A	MA KA KI RACHEAL
3A	TSANG HO YAN LETTI
3B	CHAN LOK SUM
3B	CHOI HO CHEE
3B	CHOU HOI NOK GABRIEL
3B	LEE SOENG TUNG
3B	LEUNG ETHAN TING CHEUNG
3B	LOO JUN ZING
3B	SZE MAN CHAI KATHERINE
3B	WU YUET KA
3B	YIM TIN YIU
3C	LAW HIU CHUN
3D	CHAN LONG PUI
3D	CHONG MAN HEI
3D	CHOW MICHELLE
3D	FUNG WING YU
3D	HUNG PAK WING ANDREW
3D	LUN ALISSA FONG YI
3D	TAM ON LAM
3D	WONG CHING HIN
3D	YEUNG WING KEI
3D	YIP CHEUK KAN
3E	AU PAN LIN
3E	CHEUNG PUI YAN
3E	CHOI NGA NAM BELLA
3E	CHU MEI SUEN
3E	LAI LOK SUM
3E	LAI TSZ CHING
3E	LI WING YAN GRACE
3E	WONG HIU LUM
4A	CHAN TAK SUM
4A	HO PAK YUNG
4C	YEUNG HOI TIN
4E	CHAU TSZ YAU
4E	IP LAI WUN
4E	MA WING YAN
4E	SIAH XIN YI

World Robot Olympiad Hong Kong Regional Selection - Open Category Award

1st Runner-up

3C	LEUNG NGA CHING
3C	YUEN KIM JOCELYN
3D	HUNG PAK WING ANDREW
4A	LEE CHI HONG
4E	LEUNG YI LOK

Inter-School Awards

Hong Kong Outstanding Students Award 2015-16

4A	LUK HAU CHING

Harvard Book Prize

Winner

5E	FLORES, TRISHA DANIELLE CEDENO

Runner-up

5E	LAU YEE HIN
5E	POON WING HIN

2016 Robofest Hong Kong Tryout Bottle Sumo Competition Award

2nd Runner-up

3D	HUNG PAK WING ANDREW
4E	LEUNG YI LOK
5A	LEUNG PAK CHUEN

Robot Intelligence DIY 2016 Award

1st Runner-Up

3C	LEUNG NGA CHING
3C	YUEN KIM JOCELYN
3D	HUNG PAK WING ANDREW
4E	LEUNG YI LOK

Inter-School Athletics Competition (Division Three Area Three) 15/16 Award

Girls B 100m Hurdle 1st Place

4A	YAN CRYSTAL SHUN MEI

Girls B 1500m 1st Place

4E	LEUNG PUI CHING JANIS

Girls C 4x100m Relay 1st Place

1A	KWONG HEI LONG VIANNA
1A	LEUNG IRENE CHING HEI
1A	TAI OI LAM
2C	LAU YAN HEI
2E	CHUI SIU WA
2E	HO KA YUI SERENA

Girls C Long Jump 1st Place

2E	HO KA YUI SERENA

Girls A 4x100m Relay 2nd Place

4B	WONG SUET CHING
5A	CHAN YI NAM
5A	KWONG HEI CHING HANNAH
5A	LEE YI SUM
5D	CHAN HO SUM ELLEN
6C	CHEUNG KA YUET

Girls B 800m 2nd Place

4E	LEUNG PUI CHING JANIS

Girls C High Jump 2nd Place

2B	YIM SIU HANG

Girls C Overall 2nd Place

1A	KWONG HEI LONG VIANNA
1A	LEUNG IRENE CHING HEI
1A	TAI OI LAM
1C	KWONG WING KEI
1D	FUNG YAN TO
2B	YIM SIU HANG
2C	HUI MAN SHUN
2C	LAU YAN HEI
2E	CHOI SHU KIU PRISCILLA
2E	CHUI SIU WA
2E	HO KA YUI SERENA
2E	TSOI HEI LAM

Boys A Long Jump 3rd Place

5A	WONG HO YEE

Boys C Discus Throw 3rd Pace

2C	LIU ANGUS CHAK HEI

Girls A Shot Put 3rd Place

5A	KWONG HEI CHING HANNAH

Girls B 4x400m Relay 3rd Place

3B	SIN LOK YIU
3B	SZE MAN CHAI KATHERINE
3E	CHOI NGA NAM BELLA
3E	KOO HOI YAN
3E	YEUNG KEI YAU
4E	LEUNG PUI CHING JANIS

Girls C 100m Hurdle 3rd Place

2E	HO KA YUI SERENA

Girls C 400m 3rd Place

2B	YIM SIU HANG

Inter-School Basketball Competition (Division Two Kowloon) 15/16 Award

Girls C 2nd Place

1A	OWEN CHEUK NI CHARLEE
1C	CHOI WAI TUNG
1C	WONG LOK TO
1D	CHEUNG JOYCELYN
1D	CHONG MAN YAN
2A	HO LOK SI
2A	LO HAU CHING
2B	YIM SIU HANG
2B	YU HIU CHING
2C	HUI MAN SHUN
2C	LO HEI TUNG
2D	KOO YAU
2D	WONG HOI YIN
2E	HO KA YUI SERENA

Inter-School Cross Country Competition (Division Three Area One) 2015-2016 Award

Boys B Individual 3rd Place

2B	LAW KAI YUI JUSTIN

Boys C Individual 3rd Place

2C	LEE O

Girls A Overall 3rd Place

5A	KWONG HEI CHING HANNAH
5A	LEE YI SUM
5D	CHAN HO SUM ELLEN
5D	CHEUNG HAU YIN
6A	LAU WING TUNG FIONA
6C	CHEUNG KA YUET
6C	NG MING WAI

Girls B Individual 3rd Place

4E	LEUNG PUI CHING JANIS

Inter-School Football Competition (Division Three Kowloon Three) 15/16 Award

Boys A 1st Place

4A	CHENG NOK LAM
4E	LAM ALVIN
5A	LI MING NOK
5A	WONG HO YEE
5B	CHAN SHEUNG YAN
5B	CHOI LOK HAY GEOFFREY
5C	CHOY RONDY
5E	FUNG ENOCH YAN WAH
5E	WONG WING MICHAEL
6B	CHENG NOK HEI
6B	NG CHOR TIN
6C	CHEUNG KING MAN OMER
6C	MOK KA HEI
6D	KWOK YAN HO

Inter-School Swimming Championships (Division Three Kowloon One) 15-16 Award

Girls A 50m Back Stroke 1st Place

6D	LAW HO YIN JACQUELINE

Girls A 50m Butterfly 1st Place

6D	LAW HO YIN JACQUELINE

Girls B 4x50m Medley Relay 1st Place

2D	CHAN TSZ YU
3C	LEUNG NGA CHING
3D	CHUNG HO LING CANDACE
4E	MA WING YAN

Boys B 50m Butterfly 2nd Place

2B	LAW KAI YUI JUSTIN

Boys C 100m Breast Stroke 2nd Place

2B	THAN MARCUS LONG HEI

Boys C 50m Breast Stroke 2nd Place

2B	THAN MARCUS LONG HEI

Girls B 50m Butterfly 2nd Place

2D	CHAN TSZ YU

Girls B Overall 2nd Place

2D	CHAN TSZ YU
3C	LEUNG NGA CHING
3D	CHUNG HO LING CANDACE
4A	HO CHUN CHING HEGEL
4A	LUK HAU CHING
4C	MOK CHING LAM
4E	MA WING YAN

Boys B 50m Free Style 3rd Place

4E	CHAN SHU HAN BENIGTAS

Girls A 4x50m Free Style Relay 3rd Place

4A	CHEONG SUM YIN
5B	CHAN LOK LAM SOPHIE
5D	KWAN CHEUK TUNG ASHLEY
6D	LAW HO YIN JACQUELINE

Girls B 100m Free Style 3rd Place

2D	CHAN TSZ YU

Girls B 50m Butterfly 3rd Place

4E	MA WING YAN

Inter-School Table Tennis Competition (Division Three Kowloon One) 15/16 Award

Boys Overall 3rd Place

1A	SO WAN SHUN
1E	CHOI YIK TO
1E	HUI KAK HO CHRIS
1E	LUI CHUN MING
2A	TAM NATHANAEL
2C	TO CHEUK HIM
3B	CHOU HOI NOK GABRIEL
4B	CHAU HIU YEUNG
4C	LAU CHUN YIN
4D	LEE HO CHUN
4E	LAU YIU CHEUNG
5A	LAU CURTIS CHUN LOK
5A	LAU YIU YAT
5B	FUNG JASPER
5C	WONG CHAK YAN
6E	YAN TIM

Boys A 2nd Place

4E	LAU YIU CHEUNG
5A	LAU CURTIS CHUN LOK
5A	LAU YIU YAT
5B	FUNG JASPER
5C	WONG CHAK YAN
6E	YAN TIM

Inter-School Volleyball Competition (Division Three Kowloon One) 15/16 Award

Girls C 1st Place

1A	CHAN HIU YUET JOY
1C	CHUNG WAI CHING
1C	TANG HIN LAM MELANIE
1D	LAI TSZ YEUNG
1E	CHENG WING TUNG
1E	LAI TSZ YAU
1E	YUEN SZE MAN
2D	WONG NATALIE WING YUI
2E	CHEUNG HO LAAM
2E	CHUI SIU WA
2E	HO KA YUI SERENA
2E	WONG MAN HEI
2E	YEUNG HEI LAM

Outreach Coaching Squash Team Competition 15-16 Award

Girls Junior 1st Place

1A	CHENG WING LAM
1A	NGAI TSZ CHING
1A	POON TSZ CHING
1E	YAU HOI YIN HARMONY
2A	MAK YI YAN
3D	LAM YUEN YUNG

Overall 1st Place

1A	CHENG WING LAM
1A	NGAI TSZ CHING
1A	POON TSZ CHING
1E	YAU HOI YIN HARMONY
2A	MAK YI YAN
3D	LAM YUEN YUNG
5A	LEUNG PAK CHUEN
5A	POON LONG SENG
5D	CHAN KUN KEI

Boys Senior 2nd Place

5A	LEUNG PAK CHUEN
5A	POON LONG SENG
5D	CHAN KUN KEI

2015-2016 年度中文校際朗誦節：

普通話散文獨誦組

冠軍

3E	CHU MEI SUEN

亞軍

1D	CHONG MAN YAN
1E	CHU HIN YAN

2015-2016 年度中文校際朗誦節：

普通話詩詞獨誦組

亞軍

2E	CHEW CHING LAM

2015-2016 年度中文校際朗誦節：

粵語散文獨誦組

亞軍

4A	LUK HAU CHING

季軍

2D	YEUNG HO CHING

68th Hong Kong Schools Speech Festival 2016 Award (English Speech)

1st Place

2D	CHAN HIM YAU

2nd Place

1C	LAM HIU TUNG
2D	WONG NATALIE WING YUI
3D	CHONG MAN HEI
4C	LIU SONIA YEN TUNG
5E	CHAN CHI CHING
5E	LAU YEE HIN

3rd Place

1B	POON WAI LOK
1D	AU YEUK TO
1D	CHONG MAN YAN
1D	TSE KAI YIN TIMOTHY
2B	CHAN CHUN FUNG

52nd Schools Dance Festival Award

Group Dance - Highly Commended Award

1B	CHEUNG TSZ CHING
1B	WONG YI HONG JASMINE
1B	YEUNG SIN YU
1D	CHU SUET CHING
2A	CHAU CHING KIU
2A	CHAU YAN TUNG
4A	WONG TSZ WING
4C	LEE YIN
5A	CHAU CHING YIN
5A	CHEUK LOK YI
5C	LEUNG OI YING

Solo Dance Highly Commended Award

5A	CHAU CHING YIN

Chess Federation National Junior Chess Championship

U14 Champion

2D	WONG JOSHUA TIN NOK

HKAPSC Hong Kong Open Award

Round 1 Standard Division Youth Champion

5D	WONG CHAK HON

Hong Kong Shooter Open Award

Standard Division Youth 2nd Runner-up

5D	WONG CHAK HON

香港射手會牛角叮叮盃 2016

Standard division Youth Champion

5D	WONG CHAK HON

香港射手會丙申年新春團拜會賽

Standard Division Youth Champion

5D	WONG CHAK HON

Standard Division C Class 2nd Runner-up

5D	WONG CHAK HON

2015 仁愛堂跆拳道賽

青少年搏擊組冠軍

4D	CHAN KING CHEE LEO

校際跆拳道品勢比賽獎項 - 男子黑帶套拳

冠軍

4D	CHAN KING CHEE LEO

第九屆國際跆拳道香港總會童青少年邀請賽

搏擊組冠軍

4D	CHAN KING CHEE LEO

第三屆觀塘區聯校辯論盃賽

冠軍賽最佳辯論員

4A	SETO KEI YAU

亞軍

2B	LAU HO YEUNG MARCUS
3D	MAK TSZ SHING
4A	SETO KEI YAU
4D	CHEUNG HO KIU

準決賽最佳辯論員

3D	MAK TSZ SHING

School Awards

College Award

6D	LAW HO YIN JACQUELINE
6D	LING HON SUM CHRISTOPHER
6D	WONG HOI YEE

First Class Honour

1A	CHAN HIU YUET JOY
1A	CHENG WING LAM
1A	NGAI TSZ CHING
1B	CHAN MO YIN
1B	CHEUNG ON KIU ANKU
1B	CHOI JONAS SZE NGO
1B	KAM YEE TING
1B	POON WAI LOK
1B	SULIT REIGN CHRISTIANA DAPROZA
1B	TANG HO CHING
1C	CHAN CHING YAN
1C	CHAN SZE LAAM
1C	CHUNG WAI CHING
1C	LAM HIU TUNG
1D	CHONG MAN YAN
1D	CHU SUET CHING
1D	CHUNG YAN HIU QUINCEY
1D	FUNG HO YEUNG
1D	FUNG YAN TO
1D	KWOK HO YAN JESSIE
1D	LAI TSZ YEUNG
1D	LEE HIN CHUNG
1D	LEE JAIME
1D	LEUNG HO WING
1D	LIN HOPE REBECCA
1D	TAM TSZ HO JONATHAN
1D	WONG YAN KEI
1E	CHAN HOI YIN
1E	CHENG WING TUNG
1E	CHU HIN YAN
1E	HUI KAK HO CHRIS
1E	LAI TSZ YAU
1E	LEUNG NOK HEI
1E	LOR YUET YING HEIDI
1E	NG CHING YI
1E	TAM YAN YU LYDIA
1E	TO ON YIN
1E	WONG TSZ YAN
2A	CHAN LOK WAN
2A	CHAN WAI SUM
2A	LO HAU CHING
2A	WONG CHING KI
2B	CHAN LOK SZE
2B	CHENG CHEUK YING
2B	CHENG WING SUM
2B	LEUNG JI CHING
2B	TSE TSOI YIN
2C	CHAN SZE CHAI
2C	CHENG KWAN YIU
2C	CHU YAT FUNG
2C	HO CHEUK YU
2C	HUI MAN SHUN
2C	IP NING FUNG
2C	LIN LOK HEI JOSIAH
2C	LO HEI TUNG
2C	WONG CHI CHING
2C	WUN GA YUN ESTHER
2D	HO SHING HEI
2D	LAU CHEUK YAN CHRISTOPHER
2D	LIN FAITH
2D	MOO LEW JEROME SOLOMON
2D	NG YAN SHUET
2E	CHAN WING TUNG
2E	CHUI SIU WA
2E	CHUNG KAI SHING
2E	DERICK
2E	WONG MAN HEI
2E	YEUNG HEI LAM
2E	YUAN WING TUNG
3A	CHAN HUEN YAN
3A	CHAN YAN NOK
3A	FUNG SHUN YAN HANNAH
3A	PAK TSZ YU LAVENDER
3B	CHOI HO CHEE
3B	HUNG TAK WAN
3B	LEUNG HOI YUET
3B	YEUNG HO YU
3C	AU WAI YAN
3C	LAM LOK HIN
3C	LAW HIU CHUN
3C	LEE CHIT
3C	LIN SHUN HEI CALEB
3C	YEUNG CHUNG WAI
3C	YIP SHIN YU
3D	CHAN LONG PUI
3D	CHEN ABBIE XIANG-PING
3D	CHONG MAN HEI
3D	CHOW MICHELLE
3D	LEE HEI CHING
3D	LUN ALISSA FONG YI
3D	TAM ON LAM
3D	WONG CHING HIN
3D	WONG YUEN CHING
3D	YIP CHEUK KAN
3D	YU HONG CHI
3E	AU PAN LIN
3E	CHEUNG PUI YAN
3E	CHOI NGA NAM BELLA
3E	CHOW SUEN YAN
3E	DENG DUO LA
3E	LAI TSZ CHING
3E	LI WING YAN GRACE
3E	LUI TSZ HUEN
3E	TAM LAI YING IVY
3E	TSANG YEE LAP TIMOTHY
3E	WONG HIU LUM
3E	YIP PAK WING
3E	YU NGA KI
4A	LO HAU TUNG
4A	LUK HAU CHING
4A	TO LOK KAN
4B	HO MAN YUI
4B	LEE YUI HANG
4B	LEUNG CHUN HO
4C	CHOI TSZ TING
4D	CHEUNG HO KIU
4D	LAI CHEUK LAM
4E	CHOW YAN TO
4E	LEUNG PUI CHING JANIS
4E	OOI YAN KIU
5D	CHIU CHUN HONG
5D	LAU HONG CHING
5D	LEE TSZ YU
5D	LEUNG NATALIE
5E	LAU YEE HIN
5E	LEUNG CHEUK HEI
5E	WONG YIU KWAN NICHOLAS
5E	WU WAI YIN
6D	WONG JING MAN JESSICA
6D	WONG WING CHI
6E	LUI SZE WAI
6E	YAN TIM

Highest Distinction in Academic Performance

2E	CHUI SIU WA
3C	LAW HIU CHUN

Principal's Commendation

1E	LOR YUET YING HEIDI
3C	LAW HIU CHUN
3C	YIP SHIN YU
3D	FUNG WING YU
3D	LEE HEI CHING
3D	YU HONG CHI
3E	YU NGA KI
4E	LAU HO LAM KENDRA
5A	CHEUK LOK YI
5A	CHOY TIAN ZHENG
5A	LEE YI SUM
5C	LEUNG OI YING
5C	LUI YAN WING
5C	TSANG NOK CHING
5D	CHENG BOOK MAN
5D	CHIU CHUN HONG
5D	KWAN CHEUK TUNG ASHLEY
5D	LAM WING TUNG
5D	LAU MAN LOK MONA
5E	CHENG PAK HO
5E	LEE SZE HANG PHYLLIS
5E	MA WAI YIN
5E	POON YU MAN
5E	WU WAI YIN
6C	LEUNG TSZ KIU CARMEN
6C	YOU JEREMY CHUCK RON
6D	KWOK YAN HO
6D	WONG HOI YEE
6E	CHEUNG CHUN KIT
6E	CHOW HOI LAM LYDIA
6E	YIP KAI NOK

PTA Progress Award

1A	CHAN NGA MAN
1A	LI HIU LAM
1A	NGAI TSZ CHING
1A	SHIU YAT YEUNG
1B	SULIT REIGN CHRISTIANA DAPROZA
1B	WOO KA YI MAVIS
1C	KWONG WING KEI
1C	LEUNG SHING HEI
1C	YIU KWAN HO
1E	CHENG WING TUNG
1E	LAI TSZ YAU
1E	TO ON YIN
1E	TSANG WING HANG
1E	WONG TSZ YAN
2B	WOO KA HEI MAX
2C	TANG YAN PUI MIRIAM
3B	LUI YI LOK
3B	SIN LOK YIU
3B	YEUNG NING

3C	WONG MING HEI
3C	YIP YUK SHUN
3C	YUEN KIM JOCELYN
4A	LAI YAT TSUN
4C	CHEUNG CHEUK YUEN
4C	LEE VERONICA WING-SUEN
5A	LO SIN YEE
5B	CHAN KING KI
5B	CHAN SZE LONG
5B	CHAU CHEUK HEI
5B	CHOI LOK HAY GEOFFREY
5B	CHOW HOI YIU JANNA
5B	FUNG JASPER
5B	SUEN HIU YAN RACHEL
5C	TSANG SHING WUI
5D	LEUNG HOI LAM
5E	CHAN CHI CHING
5E	CHAN SZE LONG
5E	CHOU KAM MAN
5E	LAU HOI YIN
5E	WONG HAY YEE

Student of Arts

1D	CHU SUET CHING
2D	WONG NATALIE WING YUI
3D	LEE HEI CHING
4B	WONG SUET CHING
5A	CHAU CHING YIN
6C	YIM HIU CHING

Student of Sports

1D	FUNG YAN TO
2E	HO KA YUI SERENA
3C	LEUNG NGA CHING
4E	LEUNG PUI CHING JANIS
5A	KWONG HEI CHING HANNAH
6C	CHEUNG KA YUET

Student of the Form

1B	POON WAI LOK
2E	WONG MAN HEI
3C	LAW HIU CHUN
4A	LUK HAU CHING
5E	LAU YEE HIN
6D	WONG WING CHI

UCCKE Different SKY OF LEARNING