C.C.C. Mong Man Wai College School Report 2017-18

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## The Church of Christ in China Mong Man Wai College School Annual Report 2017-2018

### Vision, Mission Statement and Core Value on Education

### Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

### **Mission Statement**

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

### **Core Value**

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

### School Mission

Embracing the HKCCCC philosophy of "To minister and serve through schools", we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development. It is our aspiration that our students will always strive for excellence, exemplifying our school vision "Together we nurture fullness of life; Hand in hand we witness the love of Christ." From 2016-2019, we are upholding the school vision of "Achieve our best with self-directed learning; Enrich our life with career and life planning."

## **Our School**

### 1 Brief History

C.C.C. Mong Man Wai College is one of the grammar schools run by the Church of Christ in China, the Hong Kong Council and it was founded in 1974. Since its establishment, the school has been gaining good reputation from the community. The school is named " Mong Man Wai College" because of Dr. William Mong Man Wai's generous donation of HK\$ 300,000 in 1970. Dr. Mong had been showing his genuine concern and support to us until he passed away in July, 2010. Throughout the years, Dr. Mong donated money, facilities and scholarships to our school and we'll never forget about him. His son, Dr. Mong Tak-yeung, the Chairman and Managing Director of Shun Hing Group, has continued to show both his support and concern to our school through continuous donations and personal visits. Shun Hing's representative has become our independent school manager since 2011/12.

### 2 Organization

2.1 Class Structure

Before September, 2011, our school has been adopting a 29-class structure with 5 classes for each form from S.1-S.5 and 2 classes for each form from S.6-S.7. However, with the implementation of the Voluntary Scheme of Optimization of Class Structure, EDB in Sept, 2011, the number of classes was reduced to 24 only in 2016/17. In the past, S.5 students attended the HKCEE and then the HKAL if allowed to study in S.6 and S.7. The school system was changed completely after the introduction of the New Senior Secondary (NSS) in 2009 and students in S.6 have taken one public examination since 2012, namely HKDSE only.

2.2 Teaching and Non-teaching Staffs

In 2012, there are more than 100 teaching and non-teaching staffs in our school They include teachers, teaching assistants, lab technicians and all supporting staffs, including I.T. technicians. We have one school social worker sending from the Christian Family Service Centre (C.F.S.C.). Every year, 2 student school social workers from the tertiary institute will have their placement practicum in our school for about 6 months. We also have some student teachers having their practicum in our school every year.

### 3 Organization and Management

3.1 Establishment of Committees

Right from the beginning of the school in 1974, we had important roles of middle managers such as Discipline Master and Guidance Master to assist the school principal in running the school. In recent years, in order to cope with the ever-changing challenges of the school, the Civic Education Committee, School Promotion Committee, the School Admin & I.T. Committee as well as the Other

Learning Experiences Committee have been established. Under the leadership of the principal and the vice-principals, the Executive Committee comprising the above-mentioned Committee heads holds regular meetings for the management and administration of the school. Besides, the computerization of school administration such as joining the WEBSAMS, EDB has helped enhancing school efficiency over the past 20 years.

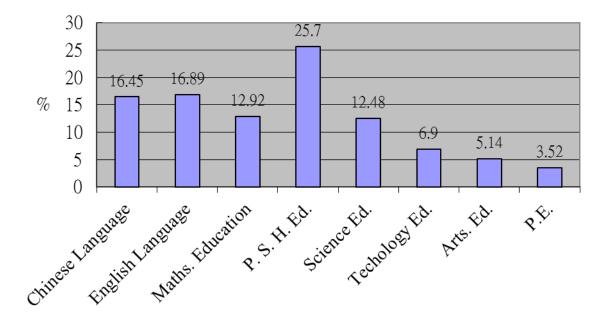
3.2 Establishment of SMC and IMC

With the introduction of school-based management from EDB in early 1990's, our school started to have School Management Committee in 1999, signifying an era of school-based management with the participation of both parents and teachers in managing the school. More significantly, the Incorporated Management Committee was established in September, 2011. This means the school is now having an independent legal entity which composes of school supervisor, school managers from the sponsoring body, parent school manager, teacher school manager, alumni school manager and an independent school manager. They all work together to rule and manage the school faithfully for the benefits of the students and the whole school has turned another new page of management.

### 4 School Campus and Facilities

Our school is situated in a quiet hillside place with a relatively spacious school campus of 6000 sq. metres. Because of the School Improvement Program, EDB, a new annex was built in 2001 which provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, the school also provides campus TV room, music room, visual arts room, Home Economics room, multi-media learning centres, English Learning Centre, self-study rooms, student activity room and band room. Thankfully, throughout the years, the Shun Hing Education and Charity Fund (abbrev. Charity Fund) has been sponsoring and donating a variety of facilities to our school. In 2004, we received funding from the Charity Fund to have air-conditioners installed in the school hall. In 2008, we had the campus TV sponsored by the Charity Fund. In 2010, Dr. T. Y. Mong, agreed to donate induction cooker for the teaching of cookery in the lessons of Home Economics for the future young generations, expressing his generosity and care to us. In 2014-2015, Shun Hing donated 44 sets of air conditioners and network improvement facilities to our school equivalent to a sum of \$816,610. In 2014-2016, Shun Hing also donated altogether \$64,000 to support our students to represent Hong Kong to participate in the World Youth Scrabble Championships, first in West Australia (2014/15) and then in Lille, France (2015/16). In 2016/17, the Charity Fund donated wireless microphone system valued at HK\$367,006.00. In 2017/18, the Charity Fund agreed to donate more than \$1,000,000 facilities including air-conditions and projectors to our school. Besides, we got approval from the EDB every year to have renovation construction works carried out in summer so as to keep the school new and well-maintained.

- Number of school days In 2017/18, the number of active school days was 191.
- 6. Lesson Time for 8 Key Learning Areas



Percentage of each KLA in the School Timetable

## 7. A New Development on STEM Education

Though it is not the first year for our school to initiate plans about STEM education, 2017/18 is an important year to plan and organize different activities of STEM for our students after joining the PDS, School-based Support Scheme, EDB, 2017-18. An historic STEM week was also organized in May, 2018. Students got good experience and learned a lot in joining the contests or activities of STEM both inside and outside school.

### 8. The Endeavors to Our Students

In 2017/18, our school joined the newly launched Local Exchange Programme organized by Hong Kong Subsidized Secondary Schools Council. 8 S.3 students were sent to another EMI secondary school (King Ling College) from May 8 to May 10, 2018. In return, 8 students from King Ling College came to our school to study for 3 school-days. The experience is wonderful and fruitful for it's the first time in our school history for our students to have school life in another school in Hong Kong.

Besides, our school was invited to join an educational trip to Singapore together with six other secondary schools from July 14 to July 21, 2018. In Nov 2018, students from Singapore will come to Hong Kong and some of them will live in the homes of our students. This endeavor is also totally new to us!

## 9. New School Principal and External School Review

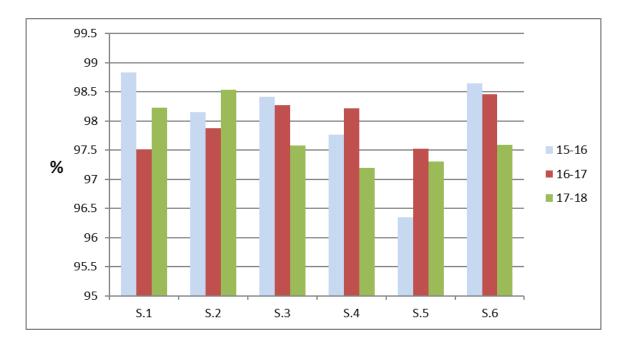
Mr. Ip Shun Tak, Andy will retire with effective from 1 September 2018 after serving the school as the school principal for 25 years. Dr. Lui Yee Man, Karen is the successor and will continue to head the school. Dr. Lui is an experienced educator and a devoted Christian. Under her leadership, the school is going to have external school review in 2018/19.

## **Our Students**

## 1. Class Structure

Level	<b>S</b> .1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
Boys	83	77	72	65	64	55	416
Girls	43	48	53	57	58	67	326
Total	126	125	125	122	122	122	742
Enrolment							

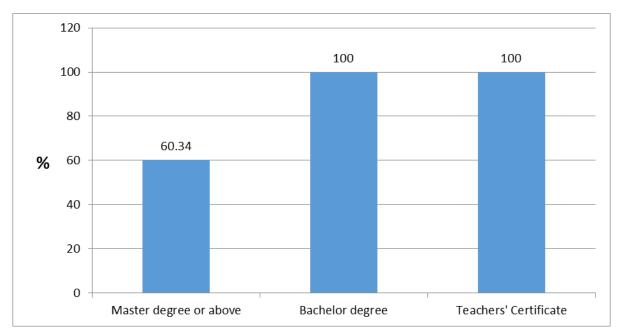
## 2. Student Attendance



## 3. Drop-out of Students

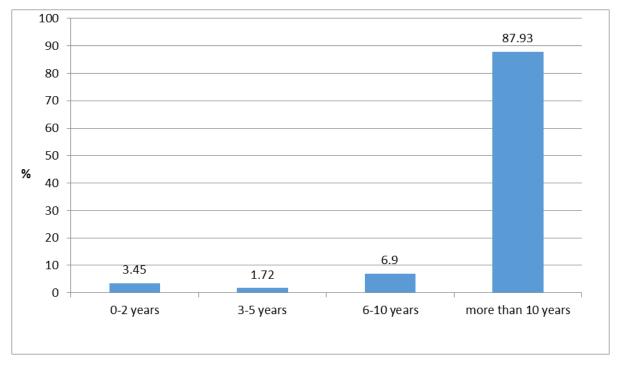
In 17/18, 1 in S.2, 1 in S.3

## **Our Teachers**



## 1. (a) Teachers' Academic & Professional Qualifications

## (b) Teaching Experience



## C.C.C. Mong Man Wai College Review of the School's Major Concerns, 2017/18

### 1 Background & School Vision

After the previous five-year-plan 'To Improve Learning, To Actualize Potential' (優化學習, 盡展所能) 2011-16, the school decided to have a three-year-plan 'Achieve our Best with Self-directed Learning, Enrich our Life with Career and Life Planning' (自主學習可成材, 人生規劃添色彩), 2016-2019 after thorough discussion at various levels and finally decided by IMC in October 2016.

# 1.1 School Vision - Achieve our Best with Self-directed Learning, Enrich our Life with Career and Life Planning.

We uphold this school vision because we believe:

- 1.1.1 Students have good potential academically as they are Band 1 students. All of them should and can actualize their potential in learning through the cultivation of self-directed learning (SDL)
- 1.1.2 Students' passive learning attitude can be improved and changed through SDL. Gradually and consequently, they can learn more proactively and effectively on their own motivation.
- 1.1.3 Through the cultivation of self-directed learning, students can set self-initiated learning goals for themselves.
- 1.1.4 Through the cultivation of self-directed learning, students can have the ability to make review on their learning progress.
- 1.1.5 Self-directed learning (SDL) should not only be limited in academic studying but should also be applied in other areas of education at school such as ECA participation.
- 1.1.6 Career and life planning education can prepare students to make informed and responsible choices in facing the challenges and opportunities in the explosive growth of worldwide information and technology
- 1.1.7 Career and life planning education can equip students with the knowledge, life skills and attitude to make informed choices in accordance with their interests, abilities and career/academic aspirations.
- 1.1.8 By integrating career and life planning education with subject learning, students are empowered to explore the possible further study and relationship between subjects and occupations in the world of work.
- 1.1.9 By curriculum-based or activity-based implementation in different subjects, students can be provided with broader horizons and experiences before making decision on their further study or work options.

### 2 Review & Reflection of School's Major Concern (1) Self-directed Learning (SDL)

Actually, this school's major concern is, to a large extent, an extended continuation of the last school's major concern 'Training Students to Learn Proactively', for we made preparation to implement it in 2014/15 and had formal and whole-school implementation only in 2015-16. We also renamed 'Training Students to Learn Proactively' into 'Training Students to have Self-directed Learning' in the preparation year of 2014/15 (**Appendix 1**). Simultaneously, we adopted a 3-pillar mode (**Appendix 2**) for the systematic and implementation for the cultivation of SDL among students with emphasis on S.1-S.4 students because in S.5-S.6, teachers are busy with HKDSE syllabus. In formulating the future vision during 2015-16, we decided to extend this major concern for the following three years, 2016-19 so that the new school principal who came in 2018/19 can take part in the review of the three-year-plan.

In 2017-18, our focus of SDL cultivation is in 'After-school Follow-ups' of the 3-pillar mode.

### 2.1 Review of what we achieved in 2017/18

- 2.1.1 Upon review, all subjects followed their annual plan and carried out policies concerning SDL with focus on 'After-class Follow-ups' accordingly (Appendix 3: An overview of SDL measures in each subject 2017-18). In fact, in lessons implementing SDL strategies, every subject followed the 3-pillar mode (pre-lesson preparation, classroom teaching and after-lesson follow-ups).
- **2.1.2** More than 60% of subject panels adopted, in average, around 70% of the SDL strategies listed in the checklist designed for teachers to use during the lesson on SDL (**Appendix 4**). Among all, 'teachers giving briefing on follow-up tasks' and 'students attempt follow-up assignments' are the two most commonly used SDL strategies adopted for 'after-lesson follow-ups'.
- 2.1.3 Enhancement of professional sharing on the third staff development day of 12 May 2018: Teachers from Visual Arts, Chinese History and History panels shared with all teachers on implementing SDL. The feedback collected after the SSD was positive (Appendix 5). Professional sharing at panel level was generally arranged in the panel meeting as well as after the lesson observation.
- 2.1.4 9 March 2018 professional visits to other schools on SDL teaching and learning (Appendix 6): English, Mathematics, LS and Science Departments arranged professional visits to other secondary schools and the feedback collected from colleagues are positive. Other colleagues attended a talk on learning motivation and life planning at school in that morning. (A visit to another secondary school organized by Chinese Department was unexpectedly cancelled)
- **2.1.5** Intermittent review done by subject panels: Besides the continuous reviews carried out by each subject panel, the panel heads also reported the program of what they achieved on SDL to the head of AC(S) by mid-May, 2018 (**Appendix 7**). In the review, the following observations about students can be concluded:
  - Students' motivation for learning has been enhanced.
  - There's improvement in students' analytical ability, problem solving and skill and creativity power
  - Through peer feedback during classroom teaching, more and more students can exchange ideals freely and smoothly.
  - > The review also reported that in some panels' professional sharing among has

become more frequent.

- **2.1.6** To facilitate the major concern of SDL, the school principal started a 3-year-cycle lesson observation for professional development on SDL in 2015-2016. This year, the remaining one third of the teaching staff was observed for their lessons with SDL. However, the school principal could only make a copy of the lesson observation document to the observed colleagues and had no time for a post-lesson 15-minute discussion. In spite of this, teachers generally could adopt 3-pillar mode SDL strategies in teaching the lessons.
- **2.1.7** Students' feedback from S1-S6 focus group meetings: students in the focus group meetings of different forms reflected to the school that teachers are generally using SDL strategies though deeper impression was on pre-lesson preparation and classroom teaching (**Appendix 8: S.2 minutes as an example**).

In brief, according to the success criteria for the implementation of the strategies listed in the document of School Major Concerns (2017-18) of our school (**Appendix 9**), the continuous implementation of SDL on 'pre-lesson preparation' and 'classroom teaching' as well as the implementation of SDL with focus on 'after-lesson follow-up' is basically achieved because the requirement of the success criteria is met. However, upon our evaluation and review done in different platforms and by different methods, we have concluded with the same reflections and suggestions.

### 2.2 Reflection & Forward Looking

- **2.2.1** With the continuous effort made by teachers on the 'pre-lesson preparation' and 'classroom teaching', it is generally agreed that giving pre-lesson tasks to students has become a usual practice and students also echo about this (**Appendix 8**).
- **2.2.2** In 'classroom teaching', besides using group work and students-on-task worksheets, peer assessment strategy has become a more common SDL strategy.
- **2.2.3** Besides the difficulties encountered in 'pre-lesson preparation' and 'classroom teaching' such as reading passages assigned too difficult and suitable English videos not easy to find, colleagues find it difficult to define or understand 'after-lesson follow-ups' though it is generally agreed that these follow-ups are for consolidation, application and checking (**Appendix 10**). Therefore, on one hand, 'after-school follow-up assignments/activities need clearer definition or concensus. And on the other hand, subject panels are encouraged to employ more and more strategies in this aspect in 2018/19.
- **2.2.4** Though improvement has been made in the replacement of IT facilities such as projectors in classrooms, the need for school support in providing IT facilities like ipad and apps is again urged by colleagues. Actually, the school is glad to find more and more colleagues (though still limited in number) are using e-teaching as SDL strategy in the past year. It is hoped that appropriate training with authentic professional sharing can be done more at subject panel level so as to fit the specific teaching and learning need of teachers.
- **2.2.5** Students' learning ability enhanced generally: As mentioned in 2.1.4 section above, with the continuous adoption of SDL strategies in teaching, students' motivation for learning is generally enhanced. Their analytical power, problem solving skill communication ability and creativity have improved in general. Through peer feedback during classroom teaching, more students can exchange ideas more effectively.

- **2.2.6** Regardless of the progress and achievement made in the past year, teachers still have to make further effort in tackling the problems related to SDL teaching.
  - 2.2.6.1 How to help academically lowly motivated students complete the assigned pre-lesson tasks?
  - 2.2.6.2 How to select or adapt video chips produced in English for students of different abilities to watch?
  - 2.2.6.3 How to spread the SDL lessons more evenly over the first term and second term as it is found that most of the SDL activities/lessons are conducted in the second term? (Appendix 10)

To conclude, after three years' (2015/16-2017/18) of implementing the 3-pillar mode of SDL teaching step by step, colleagues generally believe that students' learning attitude and habit can be changed from passive to active. Their learning ability such as analytical power and communication ability can also be improved. Students' feedback collected from either focus groups meetings or teaching survey (**Appendix 11**) organized by the school reflect that they are experiencing SDL teaching and learning and they hold positive attitude towards it and have become better in learning.

However, in 2018-19, the last year of the 3-year-plan on "Achieve our Best with Self-directed Learning, Enrich our Life with Career and Life Planning", subject panels and teachers have to add in more lessons with SDL teaching and learning strategies for solid consolidation of what have been achieving and for future sustainability as a habit of teaching and learning. The data collected by Academic Committee (Subject) on the time spent by students in completing SDL activities (in hour) (Appendix 12) shows that the total effort made by subject panels in SDL teaching may not be enough with only around 6-7 hours per each subject in S.1-S.4 levels.

In the coming year of overall evaluation, the adopted 3-pillar mode of SDL teaching can also be reviewed to decide on the most suitable mode of SDL teaching to be sustained for our future. Besides, as motivation is concluded by us (and, of course supported by a number of literature reviews) as one of the crucial factors accounting for students' positive response to SDL teaching, this factor can be further explored and discussed in the coming year for the consolidation and sustainability of SDL teaching and learning.

### 3 Review & Reflection of School's Major Concern (2) Career and Life Planning Education (CLPE)

Career and Life Planning Education was adopted as one of the school's major concerns in 2015/16 though that year was one of trial and preparation. In 2016-17, some achievement was attained in terms of the following three strategies:

- Implementation of comprehensive plan of class teacher period in S.1-S.3 for better alignment of CLPE.
- Provision of professional training on infusing CLPE planning into subject learning through planned subject-oriented engagement activity.
- Experimentation of possible modes of integration of CLPE into subject.

Based on the review made concerning CLPE implementation in 2016/17, we made some adjustment to the three strategies in 2017/18 (Appendix 13).

### 3.1 Review on what we achieved

# **3.1.1** Implementation of comprehensive plan of class teacher period in S.1-S.3 for better alignment of CLPE.

- 3.1.1.1 A comprehensive, plan of CLPE composing a number of graded topics for S.1-S.3 was adopted in 2017/18. Refined and revised school-based CRE material was provided to class teachers to deliver CLPE according to different needs of students in different forms.
- 3.1.1.2 The continuous use of revised log book based on the feedback collected last year in class teacher period provided a good platform for class teachers in developing study and career aspiration. Topics and material of different forms were modified and updated. Other student-growth related committee also contributed to the comprehensive curriculum. The feedbacks collected from different forms of students are all positive (Appendix 14: S3 data as example). S.1-S.3 class teachers also provide positive feedback to the use of log book and its contents (Appendix 15: S2 data as an example).
- 3.1.1.3 Some class teachers were invited to share on the continuous use of log book in conducting CLPE to students in the third SDD of 12 May 2018. Again, their sharing reflected that the content of the log book was useful to students and most topics were covered.

# **3.1.2** Arrangement of professional training and sharing on infusing CLP into subject through planned subject oriented engagement activity.

- 3.1.2.1 In 2017-18, two teachers were recommended by the school principal to attend a 20-hour basic course for CLPE but was finally rejected by EDB.
- 3.1.2.2 Three 15-minute-sharings on the following topics were smoothly arranged in the staff meetings:
  - Alumni sharing on personal, academic aspirations and career exploration
  - Know more about university admission on academic requirement
  - Know more about university admission on non-academic requirement

Colleagues generally gave positive feedback to the sharing when responding to the question on this in the 'Staff Teaching & Non-teaching Duties Arrangements Form, 2018-2019'. Many felt the need of keeping up themselves with the ever-changing JUPAS admission.

# **3.1.3** Implementation of at least two possible modes of integration of CLPE into subjects

3.1.3.1 In 2017-18, more than 80% of the subject panels engaged in the exploration of at least two modes of integration of CLPE and around 50% subjects even engaged in all the three modes (i.e. empowering students on further studies, experiencing the possible relationship between subject and occupations and integration between subject learning and life skills). Overall, more subjects attended to the mode of life skills. For details, please refer to the

2017-18 annual report of Academic Committee (Subjects) and OLE Committee.

3.1.3.2 School-based, updated information and invitation from post-secondary institutes were sent to subject panel heads by OLE Committee throughout the year. Consequently, more nominations/activities were achieved in 2017/18 than the previous years (**Appendix 16**) and closer collaboration between OLE Committee and subject panels was established. Students' responses collected through the survey revealed that the collaboration develops better linkage between subject and future occupation/study.

### **3.2 Reflection and Forward Looking**

# **3.2.1** Implementation of comprehensive plan of Class Teacher Period (CTP) in S.1-S.3 for better alignment of CLPE

- 3.2.1.1 It is the second year for class teachers of S.1-S.3 to use refined, self-designed log book to cultivate CLPE for students. According to the feedback collected from the forms of 'Staff Teaching & Non-teaching Duties Arrangement Form, 2018-2019', class teachers of S.1-S.3 generally show positive comment towards the provision and use of the log book in CTPs. The log book can help student set personal goal and reflect on a number of areas such as personal growth, interpersonal relationship and career orientation.
- 3.2.1.2 However, in 2018-19, the topics and content of the log book still need further refinement for better effectiveness. For example, more academic related topics and content can be added to the log book.
- 3.2.1.3 In 2018/19, the formal briefing about the rationale and objective of CLPE log book to class teachers should be continued.

# **3.2.2** Arrangement of professional training and sharing on infusing CLP into subject through planned subject oriented engagement activity

- 3.2.2.1 Because of the continuous, positive feedback from teaching staff for the professional sharing from our colleagues, this kind of internal sharing will be continued in 2018/19.
- 3.2.2.2 The school will continue to nominate two colleagues to receive training of basic course provided by EDB or other training course of CLPE.
- 3.2.2.3 The school will plan to arrange a whole-day staff development day for external visit such as vocational institutes.

# **3.2.3** Implementation of at least two possible modes of integration of CLPE into subjects

- 3.2.3.1 Though satisfactory progress has been made in the integration of CLPE into subjects, some subject panels express that the mode of life skill is difficult for integration and further effort should be made in this area.
- 3.2.3.2 Among all the activities organized by subject panels for the integration, alumni sharing and external visits are two frequently held activities.
- 3.2.3.3 The strategy of providing up-dated career related information to subject panels by OLE Committee proves to be effective in increasing the

integration of CLPE into subjects. This strategy should be continued in 2018/19.

3.2.3.4 All subjects have evaluation on the integration of CLPE into subjects. However, not all subjects collected direct feedback from students owing to different reasons. For convenience sake, the OLE Committee will provide some samples of questionnaire for collecting students' feedback in 2018/19.

### 4 Overall Conclusion

In 2017/18, the third part of the 3-pillar mode of SDL was fully implemented. All subject panels as well as teachers did try to implement the plans by giving after-lesson follow-up assignments or activities to students.

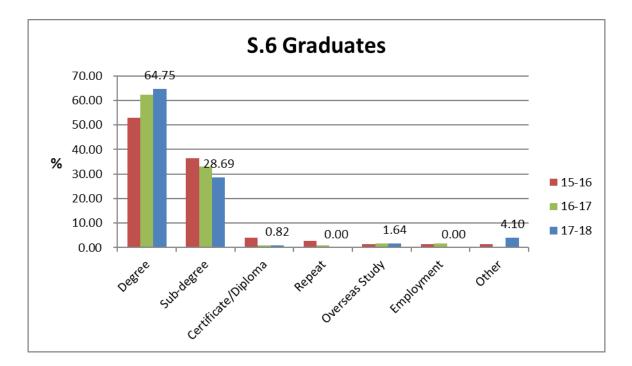
- 4.1 While it is generally agreed that the after-lesson following assignments or activities are for consolidation, application and checking for understanding, the exact kind of assignment or activity still needs to be further explored in order to establish better understanding or concensus on the definition of 'after-lesson follow-up'.
- 4.2 Besides, to consolidate and sustain what have been done or achieved in SDL 3-pillar mode of teaching, subject panels should even exert greater force in implementing all three parts in 2018/19 so that students' habit of SDL learning habit can be better developed.
- 4.3 It is believed that the school can make a comparatively more sophisticated review if the SDL 3-pillar mode of teaching can continuously be implemented with greater force in 2018/19.

Regarding CLPE, in the past two years of full-stretched implementation, the school has achieved a lot in cultivating CLPE among students of different forms. Feedback from both teachers and students is encouraging. The fruitful result of CLPE cultivation in 2017/18 can be objectively reflected by the invitation of EDB for our OLE team to share openly on what we have achieved, particularly on the relationship between CLPE and class teacher periods.

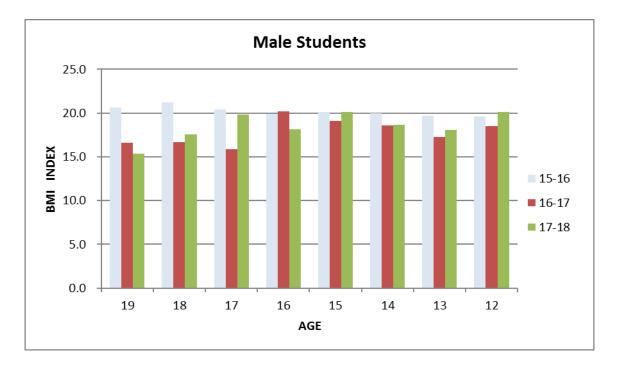
- 4.4 In spite of the achievement, the log book still has room for improvement.
- 4.5 The running of the class teacher periods will be supervised by a vice-principal of student support for more effective implementation of CLPE.
- 4.6 Though the school also achieves a lot in the integration of CLPE into subjects through attaining 2-3 modes of integration by subject panels, 2018/19 should be a year of further consolidation of what they have achieved especially in the mode of 'life skill' which seems more difficult to integrate.
- 4.7 Other than consolidation, 2018/19 should also be a year of searching for a future, sustainable mode for the relationship of integration between subject panels and CLPE.

## **Our Students' Performance**

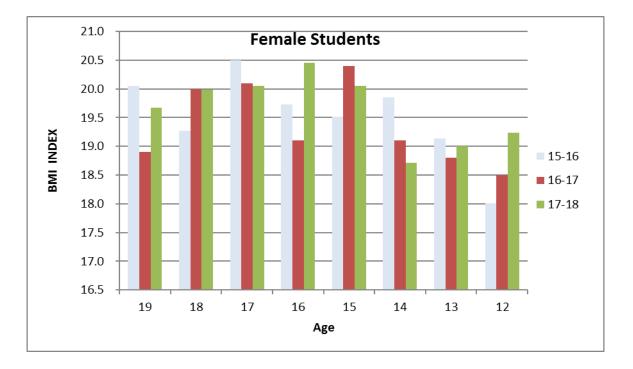
1. Destination of S.6 Graduates



## 2. Students' Physical Development



Optimum BMI Index Range (Male) : 15-22



Optimum BMI Index Range (Female) : 18-21

### 3. Reading Habits of Students

3.1 Frequency of borrowing books/materials

Frequency	15/16	16/17	17/18
Weekly	0	0	0
Bi-weekly	3	0	8
Monthly	30	4	34
Less than once per month	64	76	251
Never	3	18	92

### S.1 to S.3 (no. of students)

S.4 to S.6 (no. of students)

	S.4			<b>S.5</b>			<b>S.6</b>		
Frequency	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Weekly	0	0	0	0	0	0	0	0	0
Bi-weekly	1	0	0	0	0	0	0	0	0
Monthly	7	2	4	22	2	6	1	0	0
Less than once	56	75	82	55	43	78	31	19	36
per month									
Never	36	22	48	34	54	51	68	80	328

3.2 Average no. of books/materials borrowed per year by a student

Stages of Learning	15/16	16/17	17/18
S.1 – S.3	21.92	12.9*	16.9*
S.4 – S.6	4.03	7.76*	3.9*

### 3.3 Total no. of times of books/materials borrowed by students

Stages of Learning	15/16	16/17	17/18
			(exclude e-books)
S.1 – S.3	8441	4824*	2933
S.4 – S.6	1665	2902*	979
Total	10106	7726*	3912

### 3.4 Total click rate of e-books by students

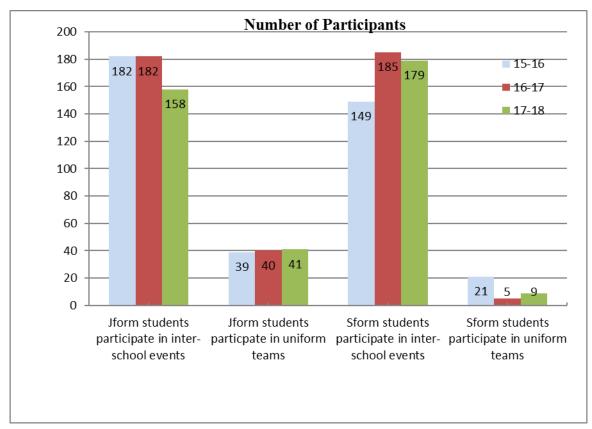
Stages of Learning	17/18
S.1 – S.3	3411
S.4 – S.6	455
Total	3866

\* including books/materials and e-books

90 79.9279.0377.03 80 66 65.09 62.89 70 61.6861.77 60 55.71 50 15-16 % **16-17** 40 17-18 30 20 10 0 English Chinese Mathematics

### 4. Pre-S.1 HKAT < Full Mark: 100>

## 5. Profile of Students Participating in Inter-school Events & Uniform Teams



## C. C. C. MONG MAN WAI COLLEGE School-based After-school Learning and Support Program Evaluation 2017-18

AREA OF CONCERN	IMPLEMENTATION PLAN	TEACHER / COMMITTEE RESPONSIBLE	EVALUATION
Leadership Development	To provide a Prefect Training Camp	Discipline Committee	51 prefects joined the camp. 96% of the participants reported that the training camp could help them to understand the school rules and strengthen their confidence and technique while performing their duties. 100% of the participants strongly agreed and agreed that the training camp could help them to strengthen their cooperation and team spirit.
Sports' team training	To provide training of school bowling team, basketball team and football team	PE Panel	11 school teams had got awards and they gained a lot from the training.
Aesthetic Development – Dance	To provide students with life learning experience outside the classroom in the field of aesthetic development	Dance Group	Over 80% students participation rate in 2 dance courses throughout the year. Dance Group obtained 'Honours Award and Choreography Award' (Jazz Dance and Street Dance in Secondary Section) at the 54 <sup>th</sup> Schools Dance Festival in 2018. Dance performance I Learning Celebrations Ceremony was well-received.
Aesthetic Development Music	To provide students with life- wide learning experiences outsides the classrooms in the category of aesthetic development - music courses include cello, violin, flute, orchestra, keyboard classes.	Music Panel	Around 90 students participated more than 10 different types of music classes or performance group in the school year with over 80% attendance. Through learning basic instrument techniques and performing on stage such as music week and post exam activities, students could enrich their musical experience either by performing or appreciating others.
Intellectual Development – KLA English	To organize elite training for top & elite students To organize tutorials for remedial groups To provide out-of-class practices to students	English Panel	6 remedial and 1 level-up courses were held after school for S.1-6 to help students improve their English performance. The attendance rate was up to 80% overall. All courses were well-received by most of the participants and positive feedback on the effectiveness of the course was given by the tutors and the teachers in charge.

Intellectual Development- KLA Chinese Language	To offer after school tutorials	Chinese Panel	<ul> <li>Writing course for S.4 and S.5 serving 17 students. Over 80% students gave positive comment.</li> <li>Writing course for S.6 serving 32 students. Over 80% students gave positive comment.</li> <li>According to the data of questionnaires, most of the students can enhance the reading or writing abilities through the courses.</li> </ul>
Aesthetic Development – Visual Arts	To provide a platform for students to learn from local artists. Foundation courses included: Chinese painting, Chinese calligraphy, elementary figure drawing and elementary still life drawing	Visual Arts Panel	All courses were held with over 80 % attendance. Students had positive feedback towards the courses. Many of them would join the courses in the next school year. Tutors reflected that students' artworks were satisfactory and some of them have improved their drawing skills at the end of the courses. Good artworks were collected, framed and were shown in Sept.
Leadership Development	To provide training for potential leaders	ECA Committee	<ul> <li>Students were equipped to become a leader and will take up important role in school at the next academic year.</li> <li>About 90% of ECA prefects become leaders in different school teams and organizations. More than half of the ECA Prefects became the chairperson or vice-chairperson.</li> </ul>

### C. C. C. MONG MAN WAI COLLEGE Programme Evaluation for DLG-funded Other Programme (Gifted Education) (17-18)

Programme	Objective(s)	Targets and selection mechanism	Duration/venue	Deliverables	Evaluation	Expenditure
S5 Acrylic Painting Workshop	-To develop students' interest and skill in painting -To learn from a local artist	-six S.5 students -nominated by VA Dept. with (i) highest scores in S.4, (ii) good performance in S.4 painting workshop	14 lessons in 8 months from 21 September 2017	-A painting was completed in every two weeks -pictures collection for each topic	<ul> <li>-The attendance of students was high (100%)</li> <li>-Each student finished 6 paintings</li> <li>-Time management of completing a painting was improving for each student</li> <li>-Good work of all students were displayed during the week of Learning Celebration.</li> </ul>	\$14,000
S.4 Figure Drawing and Oil Painting Course	<ol> <li>To provide a platform for direct contact with a local artist.</li> <li>To cultivate students' interests in oil paintings.</li> <li>To develop students' artistic potential through long-term art training.</li> </ol>	Seven S.4 VA elective students were selected by interview and artworks.	10 lessons in 4 months, 3 hours per session	Students completed 2 sketches and 2 oil paintings with satisfactory standard.	<ol> <li>Over 80% attendance.</li> <li>Some finished works are in high quality.</li> <li>Good artworks were displayed in the campus.</li> </ol>	\$14,000
S.4-6 Chinese Debate Training	<ol> <li>To develop students' interest in debate</li> <li>To improve the speaking skills</li> <li>To serve as a platform for debate lovers</li> <li>To promote debate culture in junior forms</li> </ol>	<ul> <li>16 members in the team including the team leader</li> <li>S.4-6 students</li> <li>Potential students will be recruited when they are in S.3 after form debate competition</li> </ul>	Whole year	Preparation and research before competitions	<ul> <li>3 external competitions and 1 Foshan Debate Interflow Tour were taken part.</li> <li>3 of the members got the prizes of the Best Debater in different competitions. And the team got the 1st runner- up in the Cup of the Basic Law</li> </ul>	\$10,000

5-17-18\_DLG\_evaluation[FLH]2018/10/04 • S.3 and S.4 form debate competitions were held. • Some members are very active. It would be better to mobilize other members to join the competitions. The attendance of students To tailor-make public 8 lessons in two A finalized and edited \$ 10,740 **Public Speaking** Senior form students speaking training months: speech, a showcase was high (above 95%). Training lessons through 9 divisions lesson, morning Many students promised intensive coaching speeches for the top of to return for next year's training because of the for participants in the class, and public speaking participation in public good quality of the competition and speaking competition lessons. demonstrations in The tutors provided timely advice and feedback to school students. 6 out of the 13 students awarded prizes, and 3 of them were champions. One of the students. Roxanne Yuen, was the finalist of the Public Speaking Competition organised by the Music and Speech Association. Around 20 S.4-6 S.4-6 English 10/17-4/18 Students had to do \$5,000 **English Debate Team** Our debaters learnt as they debate training research, write up were preparing for the students will be debate. Our old guy Elvis selected for the speeches, arguments training. Experienced So was helping us with his and rebuttals. private tutors will be past experience! It turns hired for the training out to be a successful pass on.

S5 Elite training course (Stage 1 - learning styles and critical thinking skills)	To let students have awareness of their learning styles & be equipped with study skills in the hope of helping them enhance their learning effectiveness	S5 students who are good at academic performance	July	Students may conduct experience-sharing session(s) with their fellow schoolmates about what they have acquired in their courses	S5 elites of this year are very eager to join the elite course. 92% of the students found the course useful and satisfied with it.	\$9,680
Elite training courses	Select elite students to attend courses organised by tertiary institutions	Recommended by subject teachers	July-August	Students are able to get the awareness of their own learning styles and how this can facilitate their learning habits. In addition, they can acquire skills in critical thinking, which can help cultivate their proactive learning	Elite students of this year are very eager to join the elite course and they were satisfied with the course.	\$7,300
C programming	To enrich students programming knowledge and equip them for external competition (HKOI)	Among 7 S4 ICT students, 6 students are selected to participate in HKOI	2 lessons (3 hours) in two weeks	One assignment for each lesson Mock written tests are given to students	Attendance rate was high Students could finish the assignment Evaluation from students' questionnaire has shown that students are engaged in the learning. 1 student could advance to the final round of HKOI.	\$3,000
DSE Music Network Programme	To equip student to prepare the DSE music examination	One S5 student was selected to join a network programme to attend courses prepared for DSE music in year 2019	25 3-hour lessons during Saturdays starting from Sept 2017 till June 2018	Two written exam papers, one performance ensemble evaluation and one music creative project	The attendance was above 98% and the results of the two written exam papers were above 70% which was quite satisfactory. The ensemble performance was completed in March 2018.	\$9,120

## Appendix 1

# **Timeline 2011-2016**

2011/12	2012/13	2013/14	2014/15	2015/16	Major Concerns
Preparation Year for major concerns 3.1 & 3.2	~	$\checkmark$	$\checkmark$		3.1 Catering for Learner Diversity
5.2	~	~			3.2 Implementing school-based support scheme for students' all-round development
			$\checkmark$		3.3 40 <sup>th</sup> Anniversary Celebration
			Preparation and trial year for major concern 3.4	$\checkmark$	3.4 Training students to learn proactively (renamed Training students to have self-directed learning in 14/15)
				Preparation & trial year for major concern 3.5	3.5 Cultivation of students' careers and life planning education
			1		

## 3-pillar SDL Lesson Design

# \*Pre-lesson Preparation 課前備課

- Establishing Knowledge Links 知識鏈接
- Priming New Knowledge 新課啓蒙
- Summarising Contents 內容摘要
- Prompting Questions 問題思考

## Classroom Teaching

課堂教學

- Showcasing learning 展示所學
- Cooperative Enquiry 合作探究
- Facilitating & Clarifying 點撥釋疑
- Organizing Knowledge 知識整理

# After-class Follow-ups

課後練習

- Deliberate Practice 重覆練習
- Varied Practice 變式練習
- OPTIONAL:
- (1) Formative Assessment 進展性評估
- •(2) Enrichment 增潤拓展
- •(3) Reflection 反思改進

• \* Lesson preparation can be in the form of (1) reading materials, (2) online internet search, (3) video clips, and (4) worksheets

### <u>An overview of SDL measures in each subject panel</u> (2017-2018) (Source: program plans)

### Core Subjects

#### <u>Chinese</u>

--自主學習教學實踐:通過課前讓學生準備;課堂讓學生多參與及互動;課後跟進等模式,培養學生自主學習。每位同事不限開發範疇,設計教學流程,尋找該節課的難點。在級的層面或跨級進行觀課,並在課後交流意見,填寫表格。
--初中自主學習:初中進行作家研究,以工作紙輔助,導讀後由學生自行探索老師選定的篇章(輸入),進行匯報,以讀帶寫,進行仿作(輸出)。
--通過講座、友校探訪,探索自主學習的不同模式,在班試行,並在會議上分享。

#### <u>English</u>

--Lesson study on 'Self-directed learning' will be conducted by S.3 teachers. Pre-lesson preparation and post-lesson sharing will be done. The lessons concerned will be open for all English teachers to attend for professional development.

--Teachers teaching S.1-2, 4-6 will be required to integrate the elements of 'Self-directed learning' for peer and appraisal class visits.

--S.1 and S.3 elites will be invited to take part in a summer project which requires them to play an active role throughout.

--The self-access reading scheme targeting the S.1 students will be carried out with the help of English Ambassadors and the English learning passport.

--The S.3-4 students will be required to have self-access oral practices at the English Centre.

--Students' autonomous learning will be enhanced through ERVS and SBA.

--S.1-3 students will be required to complete the self-access online learning programme i.e. i-Learner beyond class time while S.4-6 students will be encouraged to do the TVnews practices.

--E-readers will be run by the school library and available for students to access beyond class time.

--Students will be encouraged to take part in English activities with the help of the English learning passport and the activity marks in S.1-3.

--Students can utilize the resources available at the English Centre to enhance self-learning e.g. books, DVDs, tablets, etc.

--Teachers will be encouraged to take PD activities outside on 'Self-directed learning' and 'E-learning' e.g. workshops or seminars by EDB, visits to other schools, etc.

### **Mathematics**

--Implement after-lesson follow up activities on SDL lesson

--Invite teacher to have sharing on SDL

--Implement all successful SDL programs to the whole form

--Encourage teachers to visit other school on SDL programs if available

--Modify the trial SDL programs focusing on after-class follow ups

### LS

--老師嘗試整理教材、簡報、工作紙,並置於學校內聯網給學生自行下載,或先 印制教材、工作紙給學生上課前備課,以提高他們的學習動機。

--在課堂上,將課堂還給學生,學生於課堂上分享其學習成果,老師及其他學生 給予回饋,以增加他們的參與率。

--課後需完成與課堂相關的延伸練習,需兼備課堂知識與技巧並重的課後練習以 鞏固其所學。

### **Other Subjects**

### <u>BAFS</u>

--Pre lesson preparation is introduced

Students prepared lesson in advance

--On line exercise/home assignment as follow up

Students are able to complete classwork

Students got satisfactory scores in home exercises

### <u>Biology</u>

**Pre-lesson preparation**: Use of e-class or drop box to upload pre-lesson materials e.g. worksheet, videos, HKCEE and HKAL questions.

**Classroom teaching:** Conducting oral presentations, group discussion on the pre-lesson tasks, peer learning, sharing of materials on the Internet.

After-class follow ups.: flipped classroom, reflection exercise, designing posters, quiz, extra reference materials, etc.

### <u>BK</u>

--各級皆有不同程度專題,由學生自主研集,並帶回課室滙報及與同學討論。
 --高中同學表現的積極較低,相信他們較忙碌,而且聖經科活動不佔分數有關。

### **Chemistry**

--Inclusion of pre-lab materials (video + exercise)

--Assessment of pre-lab work

--Operations with assessments

### --Follow-up assignments

With lesson observations/video recordings

Evaluations with checklists

Sharing in panel meetings

### --Recommended topics:

Titration for S4 Kinetics for S5

### **Chinese History**

--多利用 E-CLASS 進行課前預習及課後延伸〕(節錄)

--今明兩學年計劃完成初中的課後鞏固題,鼓勵學生自動下載及完成」(本學年

為第二年)

--繼續進行撰寫筆記的習慣

### **Economics**

--Pre lesson preparation material is given to

F.4 students in 2<sup>nd</sup> term

F.5 students on credit creation and

Comparative advantage

F,6 students on PPC

--Students made pre lesson preparation

Students can give answers

Students can complete Class EX

### **Geography**

**Self-directed Learning** ('Pre-lesson/unit preparation (1)', 'Classroom teaching (2)' and 'After-class/unit follow ups' (3))

(S.1)

Question / Answer Competition in the lessons. (2)(Students need to prepare for the lesson activities, e.g. collect information of current issues / social affairs (1))

(S.1)

Finish the exercises in the text book  $\underline{or}$  quiz for consolidation. (3)

(S.2)

Pre-studying preparation of each unit (All classes) (1)

Group activities in the lessons (such as group discussion and presentation) (2)

Taking notes in the lesson.(2)

(S.2)

Finish the unit summary in the text book  $\underline{or}$  quiz for consolidation. (3)

(S.3)

Pre-studying preparation of each unit (All classes) (1)

To have lesson activities with IT means (such as using tablet and cloud data) (2) (S.3)

Finish the assigned exercises  $\underline{or}$  quiz for consolidation. (3)

(Senior forms)

S. 4 students (2Y class) will have pre-studying quiz of each unit. (1)

Some senior form students (S. 4 (3X class) and S. 5 (2Y class)) will have inquiry learning activities by using tablets in the lessons.(2)

The students need to prepare the activities before the lessons, e.g. information collection. (1)

S. 6 students are assigned a past Mock Examination Paper. They need to think about their decision making on question selection at home. (1)

They need to explain their question selection arrangement/strategy of the past paper in the lesson.(2)

Teacher discusses the question selection strategy in DSE with the students. (2) S. 6 students are assigned another past Mock Examination Paper. They need to think about their decision making on question selection and explain their strategy in the lesson. (3)

Students need to finish the exercise/quiz for consolidation after studying a unit. (3)

### <u>History</u>

### **Pre-lesson preparation**

Teachers may ask students to watch videos (suggested by teachers or students searching from youtube), search the internet, attend talks, visit museums, etc to collect information and then finish related assignments before class. Also, students can submit their assignments through e-class or in written formats.

### **Classroom teaching**

Instead of just using lectures, teachers may ask students to complete written tasks and give brief oral presentation. The tasks can cater for CLPE as well. Teachers can also arrange peer observation and evaluation. Meanwhile, teachers can also give feedback to students after their sharing.

### After school follow ups (focus of this year)

Teachers may design some follow up exercises. Students may finish the exercises through studying textbooks or notes or even via internet or watching videos. Such exercises can consolidate what students have learned during Pre-lesson preparation

and classroom teaching. Also, after-class follow up exercises can be utilized to teacher historical concepts such as continuity and change, cause and effects, etc.

### <u>HE</u>

### S1 Food and Nutrition

- Students are to prepare for the lessons, i.e. reading the textbooks, having discussion and finishing worksheets in groups. Students are to submit the worksheets which will be checked and marked by the subject teacher.

### S2-S3 Meal planning

- Students are to create a healthy dish for the practical examination, i.e. reading recipe books and textbooks, having discussion, writing a recipe and preparing a dish in groups. The dishes will be evaluated and marked by the subject teacher.

### S1-3 NW assignments

- Students are to prepare for the NW assignments, i.e. reading their textbooks and notes, finishing worksheets, and designing their NW articles / garments and sewing their NW projects in pairs / groups. The NW worksheets and projects will be evaluated and marked the subject teacher.

### <u>ICT</u>

--Cultivation of Self-Directed Learning (SDL) in junior form

--1 lesson using SDL measures is carried out

### <u>IS</u>

SDL-- Classroom teaching (Focus of 2017-2018) Pre-lesson preparation Classroom teaching (Focus of 2017-2018) Select 1 topic to use S.D.L. in 2<sup>nd</sup> term Students do presentation After-class follow ups 利用問卷調查、小測、同儕評估…等不同方式,對 SDL 作出評鑑與檢討

### <u>LAS</u>

--學生上課或分組討論前需進行搜尋相關的資料及備課。

--老師嘗試整理教材、簡報、工作紙置於學校內聯網給學生自行下載,或先印制
 教材、工作紙給學生上課前備課,以提高他們的學習動機。

--在課堂上,將課堂還給學生,學生於課堂上分享其學習成果,老師及其他學生 給予回饋,以增加他們的參與率。

--課後需完成與課堂相關的延伸練習,需設計一個以知識及技巧兼備的課後練習 以鞏固其所學。

### <u>Music</u>

--To cultivate self-directed learning, more weight in each form's curriculum will be allocated on promoting "Self-designed music project". Students as a group will be encouraged to present their own music project such as "composing for a picture", or "making an advertisement jingle" upon their own choice. Students will be guided to set their goal and review on their own project at the end of the term. Teacher's guidance, especially pre-lesson preparation will be given to help student's startup idea development.

### <u>PE</u>

--To provide a platform for students to organize sports activities or competitions in SDL mode at PE lessons.

--Inter-class table tennis or badminton competition will be held in S.2 in the  $2^{nd}$  semester

### **Physics**

For S3 and S4, choose one topic suitable for practising SDL. Ask students to so some preparation work in advance. Students need to present their work during the lesson. Follow-up work with briefing from teacher should be given.

### <u> PTH</u>

各級繼續以「自主學習」教學模式,在去年課前及課間教學試驗的成果的基礎上, 探討如何在課後加強鞏固及應用所學

本年度措施如下:

- 主題:自選/配合課程話題
- 重點:探討如何在課後加強鞏固及應用所學
- 策略: 小組專題研習
- 設課前備課會、課間交流、課後檢討會

### <u>VA</u>

**S**.2

### Theme: Doodling and Zentangle

1. Pre-lesson Preparation

- research & study of doodling and Zentangle Patterns

(youtube, websites)

2. Classroom Teaching

- pattern experiments

- sharing & discussion

-explore & discover more ways

### Appendix 3

3. Follow-up (Artwork Creation)

-application in artwork

-presentation and critique

### S.4 VA Elective Group

### **Theme: Art Movements and Artists' Styles**

- Pre-lesson preparation:

   -research on Art Movements and artists' styles
- <u>Classroom Teaching</u>: -students' ppt presentation -peer discussion of styles of artists
- <u>Creation of Artwork</u>:
   -application and transformation of artists' styles in artwork
   -self reflection
- S.5 VA Elective Group

### Theme: Skill & Idea Development in Painting

- 1. <u>Pre-lesson preparation</u>:
  - -Online research
  - -Research & study of different artists' work in relation to
    - -Composition
    - -Color & mood
  - -Symbolic meaning
  - -Perspective view point
- 2. <u>Classroom Teaching</u>:
  - -practice
  - -presentation
  - -analysis
  - -peer sharing
  - -peer appreciation & criticism
- <u>Creation of Artwork</u>:
   -application in artwork (SBA)
   -selection of objects
  - -self reflection
- S.5 Elective Group

### **Theme: Visual Diary**

1. <u>Pre-lesson preparation</u>:

### Appendix 3

Online research

Brainstorming

- <u>Classroom Teaching</u>:
   -experiment, sharing
   -presentation
   -peer appreciation & criticism
- 3. <u>Creation of Artwork</u>:
   -application in artwork
   -selection & transformation

-self reflection

# C.C.C. Mong Man Wai College

Academic (	Committee	(Subjects)	
Academic		(Subjects)	

Self-directed Learning (SDL) strategies checklist [Overall: 46]							
Name of Subject Teacher(initial) S	ubject:						
Name of Teacher filling the form(initial) C	lass:						
Topic of Professional Sharing							
Date of Professional Sharing Time							
Please tick the appropriate box(es) for the SDL strategies when you	u finish the sharing.						
SDL Strategies	$\sqrt{1}$ if it is used						
Pre-lesson preparation							
<u>Teacher</u>							
1. Designs pre-lesson tasks for student to complete	45						
2. Gives feedback to students' pre-lesson preparation tasks	41						
3. Monitors progress of students in completing pre-lesson assignment	40						
<u>Students</u>							
4. Complete pre-lesson preparation tasks	45						
Classroom teaching							
<u>Teacher</u>							
1. Gives feedback on students' performance on pre-lesson tasks	41						
2. Designs tasks for students to do during lesson.	46						
3. Gives debriefing on students' performance	42						
<u>Students</u>							
4. Conduct oral presentation on the pre-lesson preparation tasks	35						
5. Conduct group discussion							
6. Give presentation	34						
7. Give peer feedback	34 35						
8. Complete worksheets / tasks during lesson.							
o. Complete worksheets / tusks during lesson.	35						
Other Classroom teaching activities:	35 29						

After-class follow-ups [The following items can be checked during post-lesson								
discussion in addition to observation during class visit]								
<u>Teacher</u>								
1. Gives briefing on follow-ups tasks	43							
2. Monitors progress of students in completing follow-up task	28							
Students								
1. Attempt follow-up assignments	38							
2. Make self-reflection on what they have learned	20							
3. Give feedback	19							
4. Apply the knowledge they acquired for further self-study	15							
Other After-class follow-ups activities:								

### 中華基督教會蒙民偉書院

### 教師發展日(三)

### 回應問卷

第一節

主題:老師分享校內 SDL 及 CLPE 的實踐

講者:本校老師

		極同意	同意	不同意	極不同意
1	本節的主題吸引。	0	37	5	0
2	本節內容對我的專業發展有幫助。	2	38	2	0
3	本節內容能切合我的需要。	2	37	3	0
4	本節內容使我對有關主題有所啟發。	4	36	2	0
5	本節內容可應用在我的日常教學工作。	2	35	5	0
6	本節講者能清晰地表達主題內容。	3	37	2	0
7	希望對本節相關的內容有更多的認識。	4	36	2	0
8	有意嘗試在日常教學工作應用本節內容。	4	34	4	0
9	有信心在日常教學工作應用本節內容。	0	33	9	0
10	本節內容合乎我的期望。	0	38	4	0
11	對主題的意見或建議:				
12	對內容的意見或建議				
13	對形式/時間長短的意見或建議	- 有點長			
14	如要應用本節的內容,學校可作甚麼支	– IT Suppo	ort		
	援?	11	Form maste ATHS mate		lize and

第一節問卷完

### CCC Mong Man Wai College 2nd Staff Development Day (2018/03/09) Group List and Programme

### **Group List**

English Group	-	chnology & tics Group	Liberal Studies Group	Home	Group
*TLM	*FKW	LOL	*CYY	*WSF	LWS
#YWL	#KTK	LPM	#FPS	#CTY	LWS2
CWL	CSM	LSW	СКС	AKC	LYF
CWY2	CST	LYL	CTW	CWK	TSL
FMY	CWY	NTY	HCY	CXJ	TWP
KLP	KMW	NWH	LKC	НМК	WP
SC	KWC	WSH	LWL	LCY	WSY
TLM	KWC2	WWC	SLY	LFM	WWC2
WC	LKT			LLM	YFL
WFT				LMY	YLS
WKY					
YCS					
IST					

\* - Coordinator, please take a pennant as a gift for the host school and help to take photos.

#- Colleague who help to take the roll-call, please bring a staff name list to take the roll-call and give back to KTK on 2018/03/12 (Mon.).

#### Time & Venue

English Group Arrival Time: 09:00 Time: 09:15-11:00 Venue: CUHKFAA Chan Chun Ha Secondary School Activities: Introduction, Lesson observation, Debriefing

#### Science, Technology & Mathematics Group

Arrival Time: 13:15 Time: 13:30-16:30 Venue: CCC Tam Lee Lai Fun Memorial Secondary School Activities: Introduction, Sharing on STEM, School Tour, Sharing on the Application of Geogebra to STEM Education, Photo-taking

#### **Liberal Studies Group**

Arrival Time: 08:45 Time: 09:00-12:00 Venue: S.K.H. St. Mary's Church Mok Hing Yiu College Activities: Concept of E-learning, Application of E-learning softwares and apps to Liberal Studies, Q & A

#### **Home Group**

Sign-in/out Time: 08:45/12:15 Time: 09:00-12:00 Venue: CCC Mong Man Wai College (MMLC) Activities: Talk on Learning Motivation and Life Planning

#### **Overview on the Progress of SDL and CLPE for Each Panel (up to mid-May)**

#### <u>SDL</u>

As a whole, over 90% of the non-on-going programmes have been completed. For on-going programmes, most of them have been smoothly run. Only few programmes have been reduced in scale or frequency due to a lack of teaching time.

Most of the programmes have been evaluated by panel heads. Evaluation is mostly positive. Panel heads indicate that students' motivation for learning has been enhanced and students can learn more effectively. There is improvement in students' analytical power, problem solving skill and creativity. Through peer feedback during classroom teaching, more and more students can exchange ideas freely and effectively. In some panels, sharing among teachers has become more frequent.

For the less positive evaluation, panel heads indicate that some weaker students fail to grasp the gist of subject matter and thus lose motivation. Some students are lazy and do not complete the task assigned by the teachers. Also, students have difficulties in understanding videos produced in English.

#### <u>CLPE</u>

For those 15 subject panels which submitted their evaluation before this document is made, all of them meet the requirement of employing at least 2 modes. Eight subject panels even employ all three modes in their CLPE programmes.

A variety of programmes have been used to implement CLPE policy. These include joining seminars and workshops, visits, alumni sharing, taking part in competition, participating in training programmes, completing projects and written exercises, writing book reports, experiencing professional examinations, etc.

Evaluation is mostly positive. Most panel heads indicate that students' horizon has been widened through the CLPE activities. For those less positive evaluation, some panels indicate that it is difficult to control the quality of the talks or workshops held by some organizations.

For details, please access the files of individual panel through the following path: Subject ---- ac\_subjects ---- admin\_Documents ---- annual\_concerns ---- May review files collection ---- 2017-2018

### 中華基督教會蒙民偉書院 中二級面見學生內容

日期:27-2-2018

地點:H02

時間:4:00-5:15

自主學習

2A:

logbook 內的溫習時間表會收回,使同學在溫習時未能運用時間表溫習。

中文、數學多在課後練習

英文不停小測

IS 則在課堂做實驗

2B:

中一時小老師輔導班對同學有幫助。

OLE 堂的工作分類有用,讓學生能認識不同的工種

多數學科都要求學生備課,例如:中史、數學、英文、西史、科學科

IS 在課堂上寫筆記

2C:

IS 在課堂上寫筆記

中文科會在課堂發問問題/背課文,不能背就抄書

2D :

英文較多活動及分組上課

Logbook 內的溫習時間表較少用

整體:

中一課堂氣氛與中二差不多(7位同學) 中二課堂較悶(4位同學) 中一課堂較悶(1位同學)

課後練習:

數學科會多做教科書後的練習 中文、英文科多網上練習(i-Learner, 看漢) 英文科及中文科會在課後看片回答問題 功課量方面,大部份同學都在 1.5 小時至 2 小時內完成。

學習上的困難: 科學科記生字很困難,試過抄也記不入腦 科學科不明白問題問什麼。

### CCC Mong Man Wai College School Major Concern (2017-2018)

Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed	Mid-year progress
1.1 Implementation of the plans of the subject panels regarding the first two tiers of Self-directed Learning (SDL) (pre-lesson preparation and classroom teaching)	9/17-6/18	<ul> <li>100% of the subject panels complete their plans</li> </ul>	<ul> <li>Evaluation by Academic Committee (Subjects) and subject panels</li> <li>APASO</li> <li>Students' feedback</li> </ul>	<ul> <li>Academic Committee (Subjects) and Panel Heads</li> <li>Teaching Staff</li> </ul>	<ul> <li>Allocation of the school manpower</li> </ul>	
1.2 Implementation of the focus of SDL – After lesson follow up	9/17-6/18	<ul> <li>At least 60% of the subject panels have adopted the strategies shown on the "Self-directed Learning strategies checklist".</li> </ul>	<ul> <li>Evaluation by Academic Committee (Subjects) and subject panels</li> </ul>	<ul> <li>Academic Committee (Subjects) and Panel Heads</li> <li>Teaching Staff</li> </ul>	<ul> <li>Allocation of the school manpower</li> </ul>	
1.3 Enhancement of Professional Sharing	9/17-6/18	<ul> <li>Professional sharing can be carried out in school and panel level.</li> <li>Professional sharing can be carried out after the lesson inspection.</li> </ul>	<ul> <li>Evaluation by Academic Committee and subject teachers</li> </ul>	<ul> <li>Academic Committee and Panel Heads</li> <li>Teaching Staff</li> </ul>	<ul> <li>Arrangement of the platform of sharing</li> </ul>	

#### A summary on the group-discussion reports on the third SDD

#### <u>SDL</u>

Pre-lesson preparation activities

--reading (works of selected writers)

--watching videos

--completing on-line exercises

--writing down key concepts on log book when doing pre-lesson preparation exercises

--design (e.g. recipe, fashion, songs)

#### Classroom teaching activities

--peer assessment becomes more frequent. This can help nurturing students' creativity. To enhance the effectiveness of using peer assessment in learning, teachers should give a clearer rubrics / guidelines for peer comments.

--group discussion

After-lesson follow-up activities

--writing exercises

--projects

--writing reviews

Aims of such activities

--for consolidation

--for application (such as using participle phrases in future writing)

--to check whether students have acquired the knowledge they learned

--To achieve such goals, teachers should give clearer guidelines for students to do the after-lesson follow-up

#### Difficulties encountered

--some pre-lesson preparation activities are difficult (such as reading passages may be too long). Teachers should fine-tune the difficulty of the activities to match the standard of the students.

--Some students are not interested in completing pre-lesson preparation activities. Teachers should select topics that are more related to the daily life of students.

--MOI is a hindrance for conducting SDL smoothly. For examples, it is difficult to find videos in English that suits the language ability of students. Also, it is quite difficult for students to present in English, especially for those weaker classes.

--Although teachers mainly follow the three-tier modes in conducting SDL, some of them still have difficulties in grasping the meaning of SDL. This is especially the case for after-lesson follow-up activities. As a result, some teachers suggest different panels can have their own policy in implementing SDL.

--Workload of students will be heavy as they have to do pre-lesson preparation as well as after-lesson follow-up exercises. Teachers need to strike a balance.

#### Future annual concern

- --catering for elite students' need
- --cover all three SDL stages in our lessons next year

# 2017-2018 教學問卷調查

Dark Red	Red	Yellow	Blue	Green
0%-20%	20%-40%	40%-60%	60%-80%	80%-100%
同意及	同意及	同意及	同意及	同意及
極同意	極同意	極同意	極同意	極同意
Orange	Purple	Brown	Grey	Black
0%-20%	20%-40%	40%-60%	60%-80%	80%-100%
不同意及	不同意及	不同意及	不同意及	不同意及
極不同意	極不同意	極不同意	極不同意	極不同意

### 基本問題

	題目	S	1	S2	S	3	S4	S5
1	課堂上,我明白老師的講解。							
2	課堂上,老師的講解有趣味。							
3	課堂上,老師的問題具啟發性。							
4	課堂上,老師經常讓我們探索問題。							
5	課堂上,老師經常幫助我解決學習困難。							
6	課堂上,老師經常安排學習活動,例如小組討論和口頭報告等。							
7	課堂上,老師經常鼓勵我們。							
8	老師經常指導我們學習的方法,如作課前預習、運用概念圖、工具							
	書及網上資源等。							
9	老師經常指出我們的學習進展和問題。							
10	我能自動自覺地學習。							
11	我對學習有自信。							
12	我經常認真地做功課。							
13	我經常在課餘閱讀課外讀物,例如課外書及報刊等。							
14	我懂得訂立自己的學習目標。							
15	我懂得運用學習方法,如作課前預習、運用概念圖、工具書及網上 資源等。							
16	我經常藉著測考成績和老師給予的意見,如習作評語、課堂表現 等,檢討我的學習。							

#### Time spent by students in completing SDL activities (in hour)

Form	Pre-first test week	Pre-first term exam	Pre-second test week	Pre-second term exam	Total
1	15	23.5	33	28.5	100
2	19.5	15.5	31	42.5	108.5
3	13.5	16	49	16.5	95
4	19	23	39	30.5	111.5
5	11.5	18.5	25	14.5	74
6	1.5	12.5	0	0	14

Note:

- 1. The table does not include data for Senior form Visual Arts.
- 2. The following figures relate to Senior Visual Arts:

Form	Pre-first test week	Pre-first term exam	Pre-second test week	Pre-second term exam	Total
4	33	33	0	0	66
5	89	89	52	52	282

3. No data from 2 subjects.

### CCC Mong Man Wai College School Major Concern (2017-2018)

2. Career and Life Planning Education	ı				
Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
2.1 Implementation of comprehensive plan of Class Teacher Period in S1 - 3 for better alignment of Career and Life Planning Education	9/17-6/18	<ul> <li>S1 – 3 comprehensive plan for implementation of Career and Life Planning Education in Class Teacher Period can be further developed for Class Teachers</li> <li>School-based Student Log Books can be modified and implemented in S1 – 3 Class Teacher Periods, with feedback from Class Teachers in 16-17</li> </ul>	<ul> <li>Evaluation by concerned committee heads, form masters and class teachers</li> <li>Performance and feedback of students</li> </ul>	<ul> <li>Vice Principal</li> <li>Committee heads</li> <li>Form Masters</li> <li>Class Teachers</li> </ul>	<ul> <li>Arrangement of the platform of discussion and evaluation</li> </ul>
2.2 Arrangement of professional training and sharing on infusing CLP into subject through planned subject oriented engagement activity	9/17-6/18	<ul> <li>At least 2 professional sharing can be arranged</li> <li>At least 2 teachers attend 20-hour basic course for CLP</li> </ul>	<ul> <li>Feedback from colleagues</li> <li>Sharing done by teachers who attended the training course</li> </ul>	<ul> <li>Other Learning Experiences Committee</li> <li>Teaching staff</li> <li>Teachers attended the training course</li> </ul>	<ul> <li>Allocation of the school manpower</li> <li>Allocation of the platform of sharing</li> </ul>
<ul> <li>2.3 Implementation of at least two possible modes of integration of Career and Life Planning Education in subject</li> <li>Remark: Three possible modes of integration: <ul> <li>(1) Empower students on further study</li> <li>(2) Experience the possible relationship between subject and occupations</li> <li>(3) Integrate the subject learning into life skills</li> </ul> </li> </ul>	9/17-6/18	<ul> <li>At least 70% of the subject panels have engaged in the exploration of different modes and practices of infusing career and life planning into subject learning</li> </ul>	<ul> <li>Evaluation by Academic Committee (Subjects) and Head of Other Learning Experiences Committee</li> <li>Feedback from concerned subject teachers and students</li> </ul>	<ul> <li>Vice Principal</li> <li>Academic Committee (Subjects) and Panel Heads</li> <li>Head of Other Learning Experiences</li> </ul>	<ul> <li>Arrangement of the platform of discussion /sharing in Academic Committee (Subject)</li> <li>Provision of external resources to Subject Panels</li> <li>Collaboration between Subject Panels and OLE Committee</li> </ul>

### 中華基督教會蒙民偉書院 教學問卷調查 生涯規劃結合學科課程 結果概覽 [2018-03]

### 中三級

1	我覺得科任老師於課堂內講解學科與將來升學 的關係 , 可幫助我探索將來升學出路。	A							
2	我覺得科任老師於課堂外安排學科與將來升學 相關的活動,可幫助我探索將來升學出路。	A							
3	我覺得科任老師於課堂內講解學科與職業的關 係 , 可幫助我認識不同職業。	A							
4	我覺得在科任老師於課堂外安排學科與職業相 關的活動 , 可幫助我認識不同職業。	A							
5	整體來說,我覺得了解學科與將來升學的關係 ,可幫助我將來作選科抉擇。	A							
6	整體來說,我覺得了解學科與職業的關係,可 幫助我規劃將來選擇職業。	A							
7	整體來說 , 我樂意參與學科與升學或職業相關 的活動。	A							
		0	% 2	20%	40%	6	0%	80%	100%
桓	⑥同意	不	同意			<b>.</b> t	亟不同意	5	

### 中華基督教會蒙民偉書院 教學問卷調查 中三生涯規劃班主任課 (2017-2018) 結果概覽 [2018-03]

中三級

桓	<b>函同意</b>	不	同意					極	不同意	意	
		0'	%	20	)%	40	%	60%	6	80%	ъ́ 10
	人及德育發展,例如﹔與人相處技巧、與異性 相處。(與PATHS「信不信由你」、「一日有 一記」緊扣)										
11	我覺得班主任課的內容/主題,能提升我的個	A									
	我的個人習慣,例如善用餘暇、上網及使用手 機的習慣。(與PATHS「出路」緊扣)										
10	我覺得班主任課的內容/主題,能幫助我檢視	А									
	真「巴打」」、「虛擬世界」緊扣)										
9	我覺得班主任課的內容/主題,能提升我的生 活技能,例如:時間管理。(與PATHS「網絡	А									
	0										
8	班主任於班主任課引導學生檢視課外活動參與 ,我覺得能幫助我探索個人的學習興趣、專長	A									
	, 我覺得能幫助我規劃我的課外活動/其他學 習經歷的發展。										·
7	班主任於班主任課引導學生檢視課外活動參與	A									
	校內課外活動、校外活動/參與等)。										
6	班主任於班主任課引導學生檢視課外活動參與 ,我覺得能幫助我積極參與非學術活動(例如	A									
0		•									
	動的表現 (例如校內課外活動、校外活動/參與 等)。										
-	, 我覺得能我幫助我定期檢視個人的非學術活										
5	班主任於班主任課引導學生檢視課外活動參與	A									
	我覺得能幫助我規劃我的學業發展。										
4	班主任於測考後定時引導學生檢視測考成績,	A									
	我覺得能幫助我檢視個人的學習習慣及方法。										
3	班主任於測考後定時引導學生檢視測考成績,	A									
	我覺得能建立我定期檢視測考成績的習慣。										
2	班主任於測考後定時引導學生檢視測考成績,	A									
	我覺得能引導我檢視學業表現。										
•	班主任於測考後定時引導學生檢視測考成績,	Α									

12	我圈泪「姑嫩石孔」的内容/十陌,张封时我								
12	我覺得「快樂巨升」的內容/主題 , 能幫助我 管理壓力及情緒。(與PATHS 「離開幽谷」、	A							
	「快樂巨升」緊扣)								
13	整體而言,我覺得班主任課的內容/主題,更	A							
	能幫助建立更平衡及健康的校園生活。								
	能带的是主义上因为促体的状态工作。								
		0	%	20	9% 40	)% 6	0%	80%	100%
1-			- (				270	÷	
杠	<b>國同意</b> 同意 同意		同意			1	亟不同意	ē.	
		3							

2017-2018 年度

### 中二級 班主任課

上學期班主任問卷

本年度班主任課一共分為六大部份與個人成長及生涯規劃有關的課題,感謝班主任積極參與。為使課 程內容更切合同學需要,請提供以下意見:

	<u> </u>	•			
		完成日期	能否達致目的	意見 / 建議	義
П.	定立目標	2A 9.2017	2A Yes		
		2B 9.2017	2B 尚可		
		2D22.9.2017	2D Yes		
Ш.	測驗/考試目標及反思				
Α.	上學期測驗目標	2A 10.2017	2A Yes	2C 好像有點	點過早,學
		2B 9.2017	<b>2B</b> 尚可	還未清楚考	測範圍
		2C 22.9.2017	2C Half		
В.	上學期考試目標及反思	2A 10.2017	2A Yes	2B 學生在第	寫內容時未
		2B 9.2017	2B 尚可	有深思熟慮	o
		2C 5.12.2017	2C Yes		
		2D19.12.2017	2D Yes		
C.	下學期測驗目標				
D.	下學期考試				
IV.	年終回顧及反思	2A 11.2017	2A Half		
V.	學習成果展示日				
VI.	班主任課工作紙一正向工程				
Α.	樂觀心法	2A 11.2017	2A Yes		
		2B 11.2017	2B 或許		2C 同學
		2C 10.11.2017	2C Yes		對於課題
		2D6.11.2017	2D Yes		都不感陌
В.	感恩大行動	2A 17.11.2017	2A Yes	2B 什麼	生,樂意於
		2B 11.2017	2B 能夠	是感恩・同	堂上分
		2C 20.11.2017	2C Yes	學有不同	享,但做
1		2D27.11.2017	2D Yes	意見。	logbook 時
C.	S2 — ACR5 比 1	2B 9.2017	2B 能夠	2B 同學	不夠認
1		2C 8.9.2017	2C Half	對這話題	真,答案較
		2D12.9.2017	2D Yes	的興趣相	馬虎。
				對地多。	
VII.	班主任課工作紙一至正網絡				
Α.	02.課程二.網絡欺零	2A 11.2017	2A Yes		
		2B 2.2018 (TBC)			
В.	07.課程七.我要升呢	2A 12.2017	2A Yes		

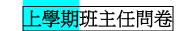
		完成日期	能否達致目的	意見 / 建議
VIII.	班主任課工作紙一PATHS			
Α.	自我效能感_學習全攻略	2A 10.2017	2A Yes	
		2B 3.2018 (TBC)	2D Yes	
		2D15.12.2017		
В.	建立目標和抉擇能力_一路向前	2B 3.2018 (TBC)		
C.	建立目標和抉擇能力_開心前行	2B 4.2018 (TBC)		
D.	與健康成人和益友的聯繫_後街第 13 座	2B 5.2018 (TBC)		
E.	認知能力_思維型格大揭秘			
IX.	班主任課工作紙一生涯探索課	2B 12.2017	2B 或許	
	上學期/下學期 測驗周/考試 學習反 &學習目標計劃表	2A 11-12.2017 2B 12.2017	2A Yes 2B 尚可	

班主任課之整體意見

2A So far so good.

2B 由於班主任課是單堂,而要完成的內容又不少,所以經常要在匆忙中完成,影響成效。

<u>2017-2018 年度 中二級 班主任課</u>



本年度班主任課一共分為六大部份與個人成長及生涯規劃有關的課題,感謝班主任積極參與。為使課程內容更切合同學需要,請提供以下意見:

		完成日期	能否達致目的		意見 / 建議
			能	能與不能之間	
١١.	定立目標	2A 2017-09-18	2A 2B		
Ш.	測驗/考試目標及反思				
Α.	上學期測驗目標	2A 2017-09-18	2A 2B	2D	2D 太早。
		2B 2017-09-22			
		2D 2017-09-22			
В.	上學期考試目標及反思	2A 2017-11-10	2A 2B 2D		
		2B 2017-12-05			
		2D 2017-12-07			
C.	下學期測驗目標	2A 2018-03-27	2A 2B 2D		
		2B 2018-03-15			
D.	下學期考試	2A 2018-04-20	2A 2B 2D		
		2B 2018-05-08			
IV.	年終回顧及反思	2A 2018-05-29	2A 2B	2D	2D 時間太匆忙。
V.	學習成果展示日	2A 2018-03-19	2A 2B		
1.41					
VI.	班主任課工作紙一正向工程				
Α.	樂觀心法	2A 2017-09-6	2A 2B 2D		
		2B 2017-11-10			
		2D 2017-11-06			

		完成日期	能否達致目的		意見 / 建議
			能	能與不能之間	
В.	感恩大行動	2A 2017-10-09	2A 2B 2D		
		2B 2017-11-20			
		2D 2017-11-27			
C.	S2 — ACR5 比 1	2A 2017-10-09	2A 2B 2D		
		2D 2017-09-12			
VII.	班主任課工作紙一至正網絡				
Α.	02.課程二.網絡欺零	2A 2018-01-29	2A 2B	2D	2D 太簡單,早已掌握。
		2B 2018-02-02			
		2D 2018-02-08			
В.	07.課程七.我要升呢	2A 2018-03-19	2A 2B		
		2B 2018-04-18			
		2D 2018-04-08			
VIII.	班主任課工作紙—PATHS				
Α.	自我效能感_學習全攻略	2A 2017-12-05	2A 2B	2C	2C 可加多一點 Guiding questions 引導學生思考。
		2B 2018-02-28			2D 略淺及課程落後。
		2C 2018-02-06			
		2D 2017-12-15			
В.	建立目標和抉擇能力_一路向前	2A 2017-12-13	2A 2B	2C	2C 教材頗多,準備時間頗費時,如能找到合適的新
		2B 2018-03-08			—— 聞資料當更貼近學生生活。
		2C 2018-03-08			2D 略淺及課程落後。
		2D 2018-03-02			—

	完成日期	能否達致目的		意見 / 建議
		能	能與不能之間	
C. 建立目標和抉擇能力_開心前行	2A 2017-11-10 2B 2018-03-20 2C 2018-04-26 2D 2018-04-24	2A 2B	2C 2D	<ul> <li>2C 教材頗多,準備時間頗費時,如能找到合適的新 間資料當更貼近學生生活。</li> <li>2D 略淺及課程落後。</li> </ul>
<ul><li>D. 與健康成人和益友的聯繫_後街</li><li>第 13 座</li></ul>	2A 2017-11-20 2B 2018-05-18 2C 2018-05-18 2D 2018-05-14	2A 2B 2C		<ul> <li>2C PPT 內容有點不合時宜,但學生的分享很真誠, 有不錯的交流。</li> <li>2D 略淺及課程落後。</li> </ul>
E. 認知能力_思維型格大揭秘	2A 2018-04-20 2B 2018-04-26 2D 2018-04-26	2A 2B 2D		<b>2D</b> 可以加入更多内容。
<ul><li>IX. 班主任課工作紙一生涯探索課</li><li>X. 上學期/下學期 測驗問/考試</li><li>學習反思及學習目標計劃表</li></ul>	2A 2018-05-10 2A 2018-06-06 2D 見 III	2A 2B 2A 2B	2D	

班主任課之整體意見

2A Logbook 內容太豐富,可否濃縮一點。

2B 班主任課太多課題要教,建議減少,將部份變為選修,建議增加班務的教節。

2D 已預備的內容過多,班主任沒足夠時間去了解同學,常要用上課時間去處理班務。

建議: 刪減約 6-8 次安排的內容。(即每月有一次班主任課處理班務)及可以更多認識學生。

### 5.1.1.6 For Subject Panels

### 5.1.1.6.1 Information Dissemination / Joint Venture Invitation

To explore possible support and collaboration with subject panels on implementation of Career and Life Planning Education, updated information and activity recruitment were sent to concerned subject panels throughout the year.

Key Learning Area	gTarget SubjectEvent / ActivitiesOrganization		Organization	Positive Response from
Lang	CHIN	中學生「大學生活體驗計劃 2018」	CityU 中文及歷史學系	×
Language	ENG	CityU LT (Linguistics and Translation) Wonderland 2018	CityU Department of Linguistics and Translation	✔ ENG
	LS	M21 「新媒體體驗」	HKFYG M21	√ LS
	C. HIST HIST	中學生「大學生活體驗計劃 2018」	CityU 中文及歷史學系	√ с. ніst
	BAFS	VTC 金融及銀行服務體驗活動 - 「課程 體驗」、「行業實務體驗」及「金融科技體 驗」	VTC	×
-	BAFS ECON	JA It's My Business!	Junior Achievement Hong Kong 青年成就香港部	×
Humanities	BAFS ECON	HKUST Business Young Star (S4 - 5)	HKUST	NA
nities	BAFS ECON	HKUST School Visit	HKUST	×
	GEOG	2017-18 年度生態旅遊証書訓練課程	Hong Kong Playground Association 香港遊樂場協會	×
	GEOG	PolyU Free Lectures in Geo-Informatics 地理資訊學	PolyU	×
	GEOG	Career Talk Programme 2017/18	Survey & Mapping Office, Lands Department of HKSAR	×
	GEOG	HKUST 「海洋生態及保育」暑期課程	HKUST	×
	MATHS PHY ICT	2-days PolyU Engineering Summer Programme	PolyU	√рнү, √іст
Science	BIO CHEM MATHS PHY ICT IS	2018/19 JUPAS Admission of the HKUST (with School Visit)	HKUST	NA
	BIO	香港中文大學護理學士課程本科入學講 座(2月)	香港中文大學護理學	NA

				Appendix 16
Key Learning Area	Target Subject	Event / Activities	Organization	Positive Response from
	BIO	養和護士學校參觀日	養和護士學校	×
BIO		PolyU Free Online Course - Human Anatomy	PolyU	NA
	BIO	HKUST 「海洋生態及保育」暑期課程	HKUST	<b>√</b> BIO
	BIO	2017-18 年度生態旅遊証書訓練課程	Hong Kong Playground Association 香港遊樂場協會	NA
	BIO	基因工程計劃 2018	HKFYG(創新科學中心)	<b>√</b> BIO
	РНҮ	Orientation Workshop on Electronic Engineering at CUHK	СИНК	√рнү
	РНҮ	PolyU Free Lectures in Geo-Informatics 地理資訊學	PolyU	×
	рнү ICT	2 days University Experience Programme – "From Physics and ICT to Engineering"	PolyU	<b>√</b> РНҮ <b>√</b> ІСТ
	BIO CHEM MATHS PHY VA	PolyU Mini-Lecture Series 2018	PolyU Faculty of Applied science and Textile	√снем
	BIO CHEM	'Biotech, works!' 'Chemistry, works!'	PolyU Department of Applied Biology and Chemical Technology	√вю √снем
	BIO CHEM MATHS PHY	HKU Science Institute	НКО	NA
	MATHS PHY IS	IVE 工程科技全接觸 (中一至中六)	VTC	×
	РНҮ	CityU EE International Summer Camp 2018: 2-week Taster Programme for Secondary School Students	PolyU Department of Electronic Engineering	<b>√</b> РНҮ <b>√</b> ICT
	MATHS PHY ICT	The HKIE School Ambassadors Programme 2017/18「香港工程師學會 大使計劃」- 學校講座	The Hong Kong Institution of Engineers (香港工程師學會)	<b>√</b> maths
	BIO MATHS PHY ICT	HKU Science Enrichment Programmes	НКИ	NA

				Appendix 16
Key Learning Area	Target Subject	Event / Activities	Organization	Positive Response from
Technology	VA	教育局「商校合作計劃」2017/18「第二 屆全港中學生珠寶設計比賽暨生涯規劃 教育區域發展網絡(九龍城及油尖旺區)啟 動禮」	EDB BSPP	<b>√</b> VA
уgу	VA	17-18 年度「商襄校園 親親社群」計劃之 「珠寶業初階工作坊」	EDB BSPP	<b>√</b> VA

### C.C.C.Mong Man Wai College 2017-2018 Awards of Students

#### 1. 2017~18 Non-academic Award List (presented in school-closing ceremony)

汪彼得牧師紀念獎學金

5D12 梁慧怡 5D16 蔡植琳

楊家正博士傑出服務獎學金

5B26 施塏霖 5C08 劉潔儀 5C12 阮麗怡

梅浩求校長紀念獎學金

 4A06
 蔡恩琦
 4B20
 莊浚彥
 5A12
 翁芷晴
 5A14
 蔡仁澤
 5A27
 吳景文
 5A29
 戴溢賢

 5A30
 鄧宏駿
 5B31
 楊睿彥
 5D16
 蔡植琳
 5D18
 任真

#### 何苑蕙老師紀念獎學金 4B20 莊浚彦

樂程獎學金 (領導才能)

5D25 林堅毅

#### <u>樂程獎學金(體育才能)</u> 6D31 吳谷村

2018 年「明日之星」計劃一上游獎學金 5A11 熊楚淇 5B06 李國容

<u>第9屆中華基督教會蒙民偉書院聯校 Scrabble 比賽</u> 初中組隊制冠軍:1C22蕭鎮劻、1D13 康海庭、1D25 王俊其、3C15 何卓耀、3D23 洪嘉恩 初中組第3名及最佳隊員:1D13 康海庭 高中組隊制冠軍:4A25 劉偉強、4A28 李嘉祺、4A31 彭城偉、4D14 譚善璇、6B05 鍾穎詩、6D27 何俊鴻 高中組個人第1名及最佳隊員:4A28 李嘉祺 高中組個人第3名:6B05 鍾穎詩

第13 屆順德聯誼總會梁銶琚中學聯校 Scrabble 邀請賽個人亞軍: 3C15何卓耀

HKSPA 2018 第 3 屆聯校 Scrabble 新手比賽 個人冠軍: 1D13 康海庭 個人第 5 名: 3D23 洪嘉恩 個人第 6 名: 2C19 趙沛恆

<u>翠華 50 周年呈獻 - 白日夢獎學金 2017</u> 季軍: 5D26 劉浩然

<u>九龍倉全港中學生繪畫比賽</u> 優異獎及「藝術●中心」特別獎:5C15 黃可盈

#### <u>第二十屆「飛向北京一飛向太空」全國青少年航空航天模型教育競賽(美嘉欣遙控四軸飛行器競時</u> <u>賽)香港區選拔賽</u> 冠軍: 4A19 鍾銘輝 季軍: 4B22 鍾浩俊

<u>香港心臟專科學院-「跳繩強心」校際花式跳繩比賽</u> 中學乙組優異獎:跳繩隊成員

### 教師聯誼會獎學金(最佳進步獎)

1A31 黃泳霖	1B23 劉健翎	1C30 阮漢生	1D31 周耀祖
2A19 李文偉	2B04 梁嘉如	2C29 徐日軒	2D28 雷俊傑
3A19 李卓峰	3B18 蔡智傑	3C24 馬本徳	3D13 麥芳華
4A31 彭城偉	4B21 朱啓邦	4C03 張瑋純	4D30 潘浩鑾
5A10 潘洪欣	5B13 陳浩霆	5C19 周展龍	5D02 朱靜儀

### 校長盾-最佳表現獎

企業、會計及財務概論科	4B26 林俊希	资讯及通讯科技科	5A01 趙嘉欣	數學科 5A29 戴溢賢
英文科	5B11 翁家詠	歷史科	5C11 魏子晴	視覺藝術科 5C15 黃可盈
中國歷史科	5D22 朱鎮饒	地理科	5D25 林堅毅	經濟科 5A32 溫卓禧
物理科	5A32 溫卓禧	中文科	5B25 伍海華	化學科 5B25 伍海華
通識教育科	5B25 伍海華	生物科	5B25 伍海華	

### 學業成績獎

1 1								
1A01	郭可琳	體育科	3A12	王鈺晶	全班第一名	5A01	趙嘉欣	資訊及通訊科技科
1A03	顧雪盈	全班第一名			品學兼優獎	5A07	林玉瑩	數學單元二
		聖經科	3B08	曾美雪	品學兼優獎	5A29	戴溢賢	數學科
		品學兼優獎	3B14	陳厚仁	體育科	5A30	鄧宏駿	企業、會計及財務概 論科
1A23	李穎揚	綜合科學科	3B15	陳嘉男	全班第一名	5A32	温卓禧	全級第一名
		音樂科	3B27	施鏌涵	視覺藝術科			全班第一名
1A30	黄俊維	生活與社會科	3C13	陳俊威	全班第一名			經濟科
1B11	黃韻穎	家政科			品學兼優獎			物理科
1B14	陳彥銘	全級第二名	3D07	李明儀	體育科			品學兼優獎
		全班第一名	3D12	馬善玲	全級第二名	5B11	翁家詠	英文科
		英文科			聖經科	5B13	陳浩霆	數學單元一
		歷史科			中國歷史科	5B25	伍海華	全級第二名
		資訊及通訊科技科			經濟科			全班第一名
		品學兼優獎	3D16	許曉琳	家政科			生物科
1C10	葉盈影	視覺藝術科			體藝獎(家政)			化學科
1C12	陳彥澤	全班第一名	3D17	陳俊賢	聖經科			中文科
1C22	蕭鎮助	品學兼優獎	3D19	張灝天	全級第三名			通識教育科
1D13	康海庭	歷史科			數學科			品學兼優獎
		資訊及通訊科技科			物理科	5B28	董其穎	全級第三名
		數學科	3D27	黎裕郴	中文科	5B31	楊睿彦	聖經科
1D20	施炯昊	全級第一名			音樂科	5C01	陳令山	體育科
		全班第一名			普通話科	5C11	魏子晴	全班第一名
		中國歷史科	3D28	麥頌廷	全級第一名			歷史科
		地理科			全班第一名			品學兼優獎
		普通話科			生物科			體藝獎(視覺藝術)
		品學兼優獎			化學科			視覺藝術科
	曾志陽	全級第三名			英文科		何衍毅	
	王俊其	中文科			地理科	5D22	朱鎮饒	中國歷史科
	黄啟新	體育科			歷史科			體藝獎(音樂)
2A24	黄晋毅	全班第一名			資訊及通訊科技科	5D25	林堅毅	全班第一名
		品學兼優獎			品學兼優獎			地理科
	雷嘉豪	音樂科		趙綺琪	聖經科			品學兼優獎
2B28	蔡煒豪	全班第一名		張嘉裕	數學科			
		品學兼優獎	4A28	李嘉祺	全級第二名			
	阮宗賢	家政科			全班第一名			
2C08	林茵琪	全班第一名			數學單元二			
		中文科			物理科			
		品學兼優獎			品學兼優獎			
	陳珈瑤	家政科		戴昊曌	體藝獎(體育)			
	林子淇	生活與社會科			數學單元一			
2D09	梁熙怡	歷史科			中文科			
	<b>.</b>	體育科		黄寶英	體育科			
	盧樂怡	視覺藝術科		黄悌	歷史科			
2D23	郭熙研	綜合科學科	4B16	王語琳	體藝獎(體育)			

2D25	黎名朗	全級第一名 全班第一名 英文科 地理科 資訊及通訊科技科 數學科	4B20	莊浚彦	全級第一名 全班第一名 經濟科 資訊及通訊科技科 通識教育科 品學兼優獎
		品學兼優獎	4B26	林俊希	1
2D28	雷俊傑	聖經科			企業、會計及財務概論科
2D29	李澤彬	中國歷史科			體育科
2D33	孫慶霖	體育科	4B28	劉智軒	生物科
2D34	黃家駿	全級第二名			化學科
		視覺藝術科	4B33	楊華健	地理科
2D35	吳庭杰	全級第三名	4C02	鄭美惠	全班第一名
		地理科			品學兼優獎
		普通話科	4D01	陳藹婷	視覺藝術科
			4D04	鍾天恩	品學兼優獎
			4D22	高穎俊	英文科
			4D26	李栢賢	全班第一名
					中國歷史科

# 2. 69th Inter-school Speech Festival (Chinese) Award List

	班別	姓名	<b>参賽項目</b>	獎項
1	2D04	張嘉欣	二人朗誦	冠軍
2	2D12	陸穎賢	二人朗誦	冠軍
3	5B07	吳艶虹	二人朗誦	亞軍
4	5D16	蔡植琳	二人朗誦	亞軍
5	2D20	趙梓銘	詩詞獨誦	季軍
6	2D30	梁銳	詩詞獨誦	季軍
7	3D30	倪浩宇	散文獨誦	季軍
8	1D10	黄雅靖	二人朗誦	優良獎狀
9	1D11	邱淑茹	二人朗誦	優良獎狀
10	2B02	高綽晞	二人朗誦	優良獎狀
11	2C05	許文慧	二人朗誦	優良獎狀
12	2C11	謝嘉怡	二人朗誦	優良獎狀
13	2D06	郭芷桐	二人朗誦	優良獎狀
14	2D08	林子淇	二人朗誦	優良獎狀
15	2D10	梁希妍	二人朗誦	優良獎狀
16	4A10	莫雅璇	二人朗誦	優良獎狀
17	4B02	陳映璇	二人朗誦	優良獎狀
18	6B14	伍凱琪	二人朗誦	優良獎狀
19	6B15	潘凌雪	二人朗誦	優良獎狀
20	1A03	顧雪盈	散文獨誦	優良獎狀
21	3A12	王鈺晶	散文獨誦	優良獎狀
22	3C08	李孝慇	散文獨誦	優良獎狀
23	5B06	李國容	散文獨誦	優良獎狀
24	1A07	施恩桐	詩詞獨誦	優良獎狀
25	1C21	李健朗	詩詞獨誦	優良獎狀
26	1D09	鄧惠心	詩詞獨誦	優良獎狀
27	2C27	勞淳和	詩詞獨誦	優良獎狀
28	3D03	朱穎妍	詩詞獨誦	優良獎狀
29	3D30	倪浩宇	詩詞獨誦	優良獎狀
30	5B19	陳鉅森	詩詞獨誦	優良獎狀

31	1B06	劉曉呈	二人朗誦	良好獎狀
32	1B07	劉芷呈	二人朗誦	良好獎狀
33	4A01	張嘉雯	二人朗誦	良好獎狀
34	4A03	鄭榕	二人朗誦	良好獎狀
35	4C02	鄭美惠	二人朗誦	良好獎狀
36	4C06	盤騏漪	二人朗誦	良好獎狀

# 3. 69<sup>th</sup> Inter-school Speech Festival (Putonghua) Award List

班別	學號	姓名	誦才類別	类項
1C	09	黄焕然	散文獨誦	優良獎狀
1C	17	鄺文濠	散文獨誦	優良獎狀
1D	06	梁愛玲	散文獨誦	優良獎狀
1D	08	蘇靖嵐	散文獨誦	優良獎狀
2B	09	黄鍵怡	散文獨誦	優良獎狀
班別	學號	姓名	誦才類別	獎項
2C	03	馮茵晴	散文獨誦	優良獎狀
2D	20	趙梓銘	散文獨誦	優良獎狀
2D	30	梁銳	散文獨誦	優良獎狀
3D	10	劉綺晴	散文獨誦	優良獎狀
5B	06	李國容	散文獨誦	優良獎狀

### 4. 中英文辯論組

4		0004 0 7		
香港中學英語辯論比賽		3B21 洪晨皓		上學期第二名
2017-18(九龍)		4A04 張穎茵		
Hong Kong Secondary		4A29 李健諾		
Schools Debating		4B03 張穎欣		
Competition 2017-18		4B27 林仁懿		
(Kowloon)		4D22 高穎俊		
		5B11 翁家詠		
香港中學英語辯論比賽		3B21 洪晨皓		下學期冠軍
2017-18(九龍)		4A04 張穎茵		
Hong Kong Secondary		4A29 李健諾		
Schools Debating		4B03 張穎欣		
Competition 2017-18		4B27 林仁懿		
(Kowloon)		4D22 高穎俊		
		5B11 翁家詠		
第十七屆《基本法》多面	香港基本法推介	3D17 陳俊賢	普通話組	亞軍
體——全港中學生辯論賽	聯席會議	3D27 黎裕郴		
(基本法盃)		3D33 王家榮		
		4B14 黃寶英		
		5B25 伍海華		
		5B09 廖惠儀		
		5C23 高卓逸		
		5D18 任真		
第十七屆《基本法》多面	第十七屆《基本	高卓逸	普通話組	高卓逸:
體——全港中學生辯論賽	法》多面體——全	任真		初賽最佳辯論員
(基本法盃)	港中學生辯論賽			第一回複賽最佳

	(基本法盃)			<ul> <li>辩論員</li> <li>第二回複賽最佳</li> <li>辩論員</li> <li>任真:</li> <li>準決賽最佳辩論</li> <li>員</li> </ul>
第十七屆《基本法》多面體 全港中學生辯論賽佛山辯 論交流團	香港基本法推介 聯席會議,佛山市 禪城區教育局	3D17 陳俊賢 3D27 黎裕郴 3D33 王家榮 5B25 伍海華 5B09 廖惠儀 5C23 高卓逸 5D18 任真	普通話組	亞軍
第十七屆《基本法》多面 體——全港中學生辯論賽 (基本法盃)	香港基本法推介 聯席會議	廖惠儀	粵語組初賽	初賽最佳辯論員

# 5. 69th Inter-school Speech Festival (English) Award List

Class	Name	Event	Prize
4B20	Chong Tsun Yin	Public Speaking Solo	1st
4D22	Ko Wing Chun	Public Speaking Solo	1st
6A15	Yuen Ngai Wa	Public Speaking Solo	1st
5A25	Lo Lok Man	Public Speaking Solo	2nd
2C02	Fung Kwan Tung	Solo Verse Speaking	2nd
4B14	Wong Po Ying	Solo Verse Speaking	2nd
5C18	Chau Man Sum	Solo Verse Speaking	2nd
5A16	Ho Chak Chung	Public Speaking Solo	3rd
5A23	Lee Chi Kin	Public Speaking Solo	3rd
5B06	Li Kwok Yung	Solo Verse Speaking	3rd
5B21 5D25	Chung Cheuk Hang Lam Kin Ngai Jabez	Dramatic Duologue	3rd
1A08	Sum Sze Nga	Solo Verse Speaking	Merit
1A11	Yeung Kei Ying	Solo Verse Speaking	Merit
2C01	Chan Yuk Lam Angela	Solo Verse Speaking	Merit
2D11	Lo Lok Yi	Solo Verse Speaking	Merit

Class	Name	Event	Prize
2D19	Chau Chung Yeung Joesph	Solo Verse Speaking	Merit
3C19	Lee Long Hei	Solo Verse Speaking	Merit
3C25	Ng Ching	Solo Verse Speaking	Merit
3D10	Liu Qi Qin	Solo Verse Speaking	Merit
3D10 3D16	Liu Qi Qin Xu Hiu Lam	Dramatic Duologue	Merit
4A29	Li Kin Lok	Public Speaking Solo	Merit
4A31	Pang Shing Wai	Solo Verse Speaking	Merit
4B27	Lam Yan Yee	Public Speaking Solo	Merit
4B28	Lau Chi Hin	Public Speaking Solo	Merit
4C09	Chan Tsz Hei	Solo Verse Speaking	Merit
4D22	Ko Wing Chun	Solo Verse Speaking	Merit
4D29	Pau Shing Hin	Solo Verse Speaking	Merit
4D30	Pun Ho Luen	Solo Verse Speaking	Merit
5B07 5D18	Ng Yim Hung Yam Chun	Dramatic Duologue	Merit
5B07	Ng Yim Hung	Public Speaking Solo	Merit
5B11	Yung Ka Wing	Solo Dramatic Performance	Merit
6B03 6B04	Chan Sum Yi Chu Yin Na	Dramatic Duologue	Merit
6B14	Ng Hoi Ki	Public Speaking Solo	Merit
6B16 6B20	So Tsz Yin Kenna Tsang Ching Sum	Dramatic Duologue	Merit
6B01 6B05	Chan Hei Kan Chung Wing Sze Kiki	Dramatic Duologue	Proficiency

### 6. 70th Hong Kong School Music Festival Award List

班別	參賽學生	組別/項目	所獲獎項
1B13	陳樂謙	小提琴獨奏 - 五級	良好證書
2A05	梁凱晴	鋼琴 - 七級	良好證書
2D05	郭凱盈	琵琶獨奏 - 初級	良好證書
3D02	張慧賢	琵琶獨奏 - 初級	良好證書

班別	參賽學生	組別/項目	所獲獎項
4B04	馮綽欣	鋼琴 - 八級	良好證書
5A01	趙嘉欣	笛子獨奏 - 初級	良好證書
1D25	王俊其	鋼琴 - 初級	優良證書
2B10	阮靜詩	鋼琴 - 五級	優良證書
2C19	趙沛恒	鋼琴 - 八級	優良證書

### 音樂薈萃 - 學校創藝作品 2018

主辦機構	班別	<b>參賽學生</b>	組別/項目	所獲獎項
教育局及香港作曲 家聯會	1B11	黄韻穎	最佳意念獎	銀獎
教育局及香港作曲 家聯會	2A23	王竣樂	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3A13	徐浩鈞	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D03	朱穎妍	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D04	方嘉兒	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D08	李曉琳	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D17	陳駿賢	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D23	洪嘉恩	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D27	黎裕郴	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D28	麥頌廷	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D32	黃駿傑	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D34	王家榮	最佳意念獎	銀獎
教育局及香港作曲 家聯會	3D35	楊啟名	最佳意念獎	銀獎
教育局及香港作曲 家聯會	4B04	馮綽欣	最佳意念獎	銀獎
教育局及香港作曲 家聯會	5A14	蔡仁澤	最佳意念獎	銀獎
教育局及香港作曲 家聯會	5D09	梁凱恩	最佳意念獎	銀獎

# 7. Dance Group 舞蹈組

Title	Organizations	Students	Grades/Even	Awards
			ts	
第五十四屆學校舞蹈節	Hong Kong	1A06 倪憲怡, 1B05 馮韻晴	中學組	優等獎
2017/2018 中學組 爵士	Schools Dance	1C03 羅鈺淇, 1D04 甘幸兒	Secondary	Honours Award

舞及街舞(群舞)	Association	1D06 梁愛玲, 1D08 蘇靖嵐	Section	編舞獎
		1D11 邱淑茹, 2C03 馮茵晴		Choreography
	香港學界舞蹈	3A10 吳素賢, 3C01 陳嘉怡		Award
	協會有限公司	3D06 羅雯姿. 4A15 黄安兒		
		4B06 韓芷茵, 4B11 譚咏琪		
		4B14 黃寶英, 4C08 黃敏晴		
		4D01 陳藹婷, 4D08 劉子鈺		
		4D17 丘穎筠. 5B04 關靜婷		
		5D01 鄭嘉琪, 5D02 朱靜儀		
		5D03 朱祉欣, 5D14 雷凱琪		

### 8. Scholarships

### 蒙民偉博士教育基金獎學金 (2016 - 2017)

6A18	陳昱材	6A19	趙璟禧	6A22	简浩林	6A23	古子鋒
6A28	伍穎佳	6A38	姚國鼎	6A40	余梓匡	6B11	余穎琳
6B28	戴智琛	6D13	陳炯暘	6D20	劉銘軒		

### 品學兼優獎 (2017-2018)

6A25 甘翊熹	6B04 朱燕娜	6C07 陳浚琛	6D18 蔡慧怡
學科獎(2017	- 2018)		

6A15	袁藝華	生物科
6A25	甘翊熹	全級第一名
		全班第一名
		化學科
		中文科
		英文科
		通識教育科
		數學科
		數學單元二
		物理科
6A30	李國樑	資訊及通訊科技科
6B04	朱燕娜	全級第三名
6B32	方杰洲	經濟科
6B34	林樂維	全級第二名
		全班第一名
		企業、會計及財務概論科
		數學單元一
6C01	張婉瑜	聖經科
6C04	高汶禧	視覺藝術科
6C05	吕曉琳	中國歷史科
6C07	陳浚琛	全班第一名
6D08	何卓凝	體育科(女)
6D18	蔡慧怡	全班第一名
		地理科
		歷史科
6D32	吴文浚	體育科(男)

9.2017-2018 九龍地區傑出學生選舉得獎名單:

初中組優秀學生	:	朱穎妍
初中組傑出學生	:	黃穎賢
高中組優秀學生	:	歐俊賢

第十三屆觀塘區傑出學生選舉得獎名單:

初中組傑出學生 : 朱穎研,黃穎賢

高中組傑出學生 : 歐俊賢

# **10. Inter-School Bowling Team**

	88			1
HK Island & Kowloon Secondary Schools Regional CommitteeBOCHK Tenpin Bowling Cup 2017-18	The Hong Kong Schools Sports Federation	5C Chan Ling Shan, 5C Lui Suet Ying, 4C Cheng Mei Wai		季軍
		5C Chan Ling Shan	Girls student	2 <sup>nd</sup> runner-up
		Ms. Lew Yuk Fong	Female Teacher	3 <sup>rd</sup> runner-up
19 <sup>th</sup> Hong Kong Inter-School	The Hong Kong Schools Sports	6B Sze Hon Chung, Mr Ho Man Kai	Teacher-Student Doubles	Champion
Bowling Competition	Federation	C.C.C. Mong Man Wai College		Most Active Participation Award
		C.C.C. Mong Man Wai College		Overall Champion
	CCC	4C Tseung Yee Kai	Boy's student	1 <sup>st</sup> runner-up
		6B Sze Hon Chung	Boy's student	3 <sup>rd</sup> runner-up
		5C Lui Suet Ying	Girl's student	Champion
CCC Inter-School Bowling Competition		MMWC Team A 6B Sze Hon Chung、5CLui Suet Ying、 5A Kwok Chin Pok	Student Trio	1 <sup>st</sup> runner-up
		MMWC Team B 6D Cheung Yu Fai、 4C Tseung Yee Kai、 3D Cheung Ho Tin	Student Trio	2 <sup>nd</sup> runner-up
		MMWC Team B 6D Cheung Yu Fai 、 4C Tseung Yee Kai 、 3D Cheung Ho Tin and Ms Lew Yuk Fong	Teacher-student	Champion
		MMWC Team A 6B Sze Hon Chung 5CLui Suet Ying 5A Kwok Chin Pok and Mr. Ho Man Kai	Teacher-student	1 <sup>st</sup> runner-up
		Miss Lew Yuk Fong	Female teacher	Champion
		Miss Chung Shuk Ting	Female teacher	1 <sup>st</sup> runner-up
		Mr. Ho Man Kai	Male teacher	1 <sup>st</sup> runner-up

### 11. Biology

Competitions	Organizations	Class	Winners	Awards
Secondary School	PolyU	5B 25	Ng Hoi Wah	High Distinction
Mathematics and Science				
Competition 2017-2018				
Secondary School	PolyU	5B 07	Ng Yim Hung	Distinction
Mathematics and Science				
Competition 2017-2018				
Secondary School	PolyU	5B 15	Chan Tak Wai	Credit
Mathematics and Science				
Competition 2017-2018				

### 12. Scrabble Award List (2017-2018)

Title	Organizations	Students	Grades/Events	Awards
Hong Kong Youth Scrabble Champions Tournament 2017	HK Scrabble Players Association		Team Prize	Champion
Hong Kong Youth Scrabble Champions Tournament 2017	HK Scrabble Players Association	5B Chung Cheuk Hang	Individual Prize	Champion + Best Player
Hong Kong Youth Scrabble Champions Tournament 2017	HK Scrabble Players Association	6D Ho Chun Hung	Individual Prize	2nd runner-up
Headstart Cup HK Inter-Secondary School Scrabble Championship 2018 (Masters)	Headstart Group + HK Scrabble Players Association		Team Prize	Champion
Headstart Cup HK Inter-Secondary School Scrabble Championship 2018 (Masters)	Headstart Group + HK Scrabble Players Association	5B Chung Cheuk Hang	Individual Prize	Champion + Most Valuable Player
Ho Lap College Invitational Scrabble Championship (2018)	Ho Lap College		Team Prize (Junior)	Champion
Ho Lap College Invitational Scrabble Championship (2018)	Ho Lap College		Team Prize (Senior)	Champion
Ho Lap College Invitational Scrabble Championship (2018)	Ho Lap College	5B Chung Cheuk Hang	Individual Prize (Senior)	Champion

Title	Organizations	Students	Grades/Events	Awards
Ho Lap College	Organizations	Students	Oracles/Events	Awarus
Invitational Scrabble Championship (2018)	Ho Lap College	6D Ho Chun Hung	Individual Prize (Senior)	1st runner-up
Ho Lap College Invitational Scrabble Championship (2018)	Ho Lap College	5B Chung Cheuk Hang	Individual Prize (Senior)	Champion
Ho Lap College Invitational Scrabble Championship (2018)	Ho Lap College	3C Ho Cheuk Yiu	Individual Prize (Junior)	2nd runner-up
8th CCC Inter-School Scrabble Competition	C.C.C. Mong Man Wai College		Team Prize	Champion
8th C.C.C. Inter-School Scrabble Competition	C.C.C. Mong Man Wai College	5B Chung Cheuk Hang	Individual Prizes	High Word
8th C.C.C. Inter-School Scrabble Competition	C.C.C. Mong Man Wai College	5B Chung Cheuk Hang	Individual Prize	High Game
6th Mini-Scrabble Competition	C.C.C. Mong Man Wai College		Team Prize	Champion (Senior)
6th Mini-Scrabble Competition	C.C.C. Mong Man Wai College		Team Prize	Champion (Junior)
9th C.C.C. Mong Man Wai College Inter-School Scrabble Tournament (2017)	C.C.C. Mong Man Wai College		Team Prize	Champion (Junior)
9th C.C.C. Mong Man Wai College Inter-School Scrabble Tournament (2017)	C.C.C. Mong Man Wai College		Team Prize	Champion (Senior)
9th C.C.C. Mong Man Wai College Inter-School Scrabble Tournament (2017)	C.C.C. Mong Man Wai College	1D Hong Hoi Ting	Individual Prize (Junior)	2nd runner-up & Best Player

Title	Organizations	Students	Grades/Events	Awards
9th C.C.C. Mong	Organizations	Students	Oracles/Events	Awalus
Man Wai College Inter-School Scrabble Tournament (2016)	C.C.C. Mong Man Wai College	4A Li Ka Ki	Individual Prize (Senior)	Champion & Best Player
9th C.C.C. Mong Man Wai College Inter-School Scrabble Tournament (2016)	C.C.C. Mong Man Wai College	6B Chung Wing Sze	Individual Prize (Senior)	2nd runner-up
13th STFA Leung Kau Kui Inter-School Scrabble Championship	STFA Leung Kau Kui College	3C Ho Cheuk Yiu	Individual Prize	1st runner-up
2018 Inter-School Scrabble Championship	HK Scrabble Players Association		Team Prize	1st runner-up
2018 Inter-School Scrabble Championship	HK Scrabble Players Association	4B Chung Cheuk Hang	Individual Prize	High Word
HK National Scrabble Championship 2018	HK Scrabble Players Association	4A Pang Shing Wai	Individual Prize	2nd runner-up
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association		Team Prize	Champion (Junior)
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association		Team Prize	Champion (Senior)
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association	5B Chung Cheuk Hang	Individual Prize (Senior)	Best Player + Champion + Bingo Machine
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association	6A Ng Ka Wing	Individual Prize (Senior)	2nd runner-up

Title	Organizations	Students	Grades/Events	Awards
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association	4D Tam Sin Shuen	Individual Prize (Senior)	3rd runner-up
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association	6B Kiki Chung Wing Sze	Individual Prize (Senior)	4th runner-up
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association	1D Wong Chun Ki	Individual Prize (Junior)	Best Player + Champion
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association	1C Siu Chun Hong	Individual Prize (Junior)	3rd runner-up
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association	1D Hong Hoi Ting	Individual Prize (Junior)	2nd runner-up + High Game + Bingo Machine
Association Cup 2018 Inter-School Scrabble Tournament	HK Scrabble Players Association	3B Ho Cheuk Yiu	Individual Prize (Junior)	High Word
3rd Inter-School Scrabble Tournament for Novices	HK Scrabble Players Association and SKH Tsang Shiu Tim College	1D Hong Hoi Ting	Individual Prize	Champion
3rd Inter-School Scrabble Tournament for Novices	HK Scrabble Players Association and SKH Tsang Shiu Tim College	3D Hong Jiaen	Individual Prize	4th runner-up
3rd Inter-School Scrabble Tournament for Novices	HK Scrabble Players Association and SKH Tsang Shiu Tim College	2C Chiu Pui Hang	Individual Prize	5th runner-up

# **13. Information & Communication Technology**

第二十屆「飛向北京一飛向太空」全國青少年航 空航天模型教育競賽(香港區選拔賽)	香港航模協會	4A19	Chung Ming Fai	美嘉欣遙控四軸飛行器競時賽	冠軍
第二十屆「飛向北京一飛向太空」全國青少年航 空航天模型教育競賽(香港區選拔賽)	香港航模協會	4B22	Chung Ho Chun	美嘉欣遥控四軸飛行器競時賽	季軍

第二十屆「飛向北京一飛向太空」全國青少年航 空航天模型教育競賽(香港區選拔賽)	香港航模協會	4B25	Lai Wing Lok	美嘉欣遥控四軸飛行器競時賽	三等獎
第二十屆「飛向北京一飛向太空」全國青少年航 空航天模型教育競賽(香港區選拔賽)	香港航模協會	4A23	Lam King Him	美嘉欣遥控四轴飛行器競時賽	優勝獎
	Creative Power				Second
Robotic Intelligence DIY 2018	Educational	1A12	Chan Lik Hang	Robotic EV3 (Sec. Sch.)	Merit
	Association				Award
	Creative Power				Second
Robotic Intelligence DIY 2018	Educational	1A23	Lee Wing Yeung	Robotic EV3 (Sec. Sch.)	Merit
	Association				Award
	Creative Power				Second
Robotic Intelligence DIY 2018	Educational	1C20	Leung Yau Ming	Robotic EV3 (Sec. Sch.)	Merit
	Association				Award

### 14. 2017-2018 Visual Arts Award List

Competitions	Organisations	Winners	Groups	Awards
HK Students Design Competition on Fei Cui Jewellery in Celebration of the 20 <sup>th</sup> Anniversary of the Reunification of HK with China 2017 國際時尚翡翠首飾 設計大賽之慶祝回歸二 十周年全港學生翡翠首 飾設計大賽	HK Jewellery and Jade Manufacturers' Association 香港珠寶玉石廠商會	4D Chow Tsoi Chi 周采芝	Secondary 中學組	Champion 冠軍.
The 22 <sup>nd</sup> HK School Chinese and English Penmanship Competition	PTU 教協	3D Li Xiao Lin 李曉琳 2D Li Chak Pan 李澤彬 5B Li Kwok Yung 李國容	Junior Secondary 初中組 Junior Secondary 初中組 Senior Secondary 高中組	Certificate of Merits 優異獎
Ball-point pen Penmanship Competition 2017 全港原子筆書法大賽	The Federation of Hong Kong and Kowloon Labour Unions 勞聯	3D Li Xiao Lin 李曉琳	Secondary 中學組	Certificate of Merits 優異獎
中國藝術及文化傳承之 旅攝影比賽	香港珠寶玉石廠商會	4D Chow Tsoi Chi 周采芝	中學組	冠軍
The Student of the Year (SOTY) Visual Artist 2017	Young Post	5C Ruan Liyi 阮麗怡		Finalist
翠華 50 周年呈獻- 白日夢 獎學金 2017	翠華餐廳	5D Lau Ho Yin 劉浩然	中學組	季軍
Bookmark Design Competition	PTU	4D Fung Yan Lam 馮恩臨		Champion 冠軍

第29屆中學生好書龍虎 榜書簽設計比賽	教協	4D Chow Tsoi Chi 周采芝		Commended Prize 優異獎
Chinese Cheongsam Design Contest 2017 "旗袍禮遇.香港風情"全 港旗袍設計比賽 2017	HK Society for the Promotion of Chinese Liyi 香港禮儀振興會	1A Chan Lik Hang 陳力恆	中學組	Commended Prize 優異獎
The Wharf Hong Kong Secondary School Art Competition 九龍倉全港中學生繪畫 比賽	The Wharf Hong Kong 九龍倉	5C Wong Ho Ying 黃可盈		Merit, "Arts at the Centre" Special Award 優異獎+「藝術.中心」特別 獎

# 15. Hong Kong School Drama Festival 2017-2018 Awards received by Chinese Drama Club

Category: Cantonese

Title	Organizations	Students	Grades/Events	Awards
		2C 馮筠桐 2C 謝雪瑩 4D 黃綺琪 5C 黃楓洳	/	Award for Outstanding Performer 傑出演員獎 Certificate of Merit
Hong Kong School Drama Festival 2017/18 香港學校戲劇節 2017/18	教育局	中華基督教會蒙民 偉書院	/	Award for Outstanding Stage Effect 傑出舞台效果獎 Certificate of Merit
		中華基督教會蒙民 偉書院	//	Award for Outstanding Cooperation 傑出合作獎 Certificate of Merit

### **16. Reading Award List**

	Award : Green Badge of Honour (青章)			
<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>	
1A 01	郭可琳	1A 03	顧雪盈	
1A 04	林希苗	1A 07	施恩桐	
1A 21	劉家軒	1A 22	劉潤城	
2A 05	梁凱晴	2A 09	鄧洛瑤	
2A 17	劉潤良	2A 26	胡少軒	
2B 15	許俊傑	2B 25	伍駿軒	
2C 05	許文慧	2C 18	周啟陽	
2C 28	曾栢熹	2D 06	郭芷桐	
2D 10	郭芷桐	3A 12	王鈺晶	
3A 25	王浩宏	3B 03	李明玉	
3B 06	吳敏瑩	3B 09	黃家瑩	

3B 14	陳厚仁	3B 15	陳嘉男
3B 16	周凱浚	3B 19	周壹鋒
3B 22	林俊昇	3B 24	劉子健
3C 29	鄧俊杰	3D 08	李曉琳
3D 09	梁芷珊	3D 15	黃穎賢
3D 17	陳俊賢	3D 18	陳貽超
3D 19	張灝天	3D 21	朱宏章
3D 27	黎裕郴	3D 30	倪浩宇
4D 18	周經凡		

Blue Badge of Honour (藍章)			
<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
2D 04	張嘉欣	3B 04	呂柏萱
3B 15	陳嘉男	3D 11	盧銥琳
3D 12	馬善玲	4D 15	黃綺琪
4D 16	游樂怡		

### 1. <u>看漢中文網一閱讀寶庫</u>

1.1<u>個人獎項</u>

### 上學期

中一級

1 10/25	
獎項	得獎者
冠軍	1B 22 林銳恒
亞軍	1D 20 施炯昊
季軍	1A 07 施恩桐

中二級

獎項	得獎者	
冠軍	2C19 趙沛恒	
亞軍	2A 27 邱政賀	
季軍	2B10 阮靜詩	

### 中三級

獎項	得獎者		
冠軍	3D18 陳貽超		
亞軍	3D 04 方嘉兒		
季軍	3D 09 梁芷珊		

中四級

獎項	得獎者	
冠軍	4D 08 劉子鈺	
亞軍	4A 27 李宇杰	
季軍	4B05 何綺霞	

### 下學期

中一級		
獎項	得獎者	
冠軍	1D 20 施炯昊	
亞軍	1B 22 林銳恒	
季軍	1A 27 伍華璋	

中二級

獎項	得獎者
冠軍	2D07 賴淑玲
亞軍	2D 13 吳愛蓮
季軍	2C19 趙沛恒

### 中三級

獎項	得獎者
冠軍	3D18 陳貽超
亞軍	3D 04 方嘉兒
季軍	3D 34 王龍海

### 中四級

<b></b>	得獎者
冠軍	4D 08 劉子鈺
亞軍	4C03 張瑋純
季軍	4D 21 洪梓軒

中五級

獎項	得獎者
冠軍	5A 30 鄧宏駿
亞軍	5B 28 董其穎
季軍	5A 04 何寶琳

### 1.2 <u>班際獎項</u>

### 上學期

中五級
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獎項	得獎者
冠軍	5A 30 鄧宏駿
亞軍	5B 28 董其穎
季軍	5A04 何寶琳

|--|

中一級		中一級	
獎項	得獎班別	獎項	得獎班別
冠軍	1A	冠軍	1A
亞軍	1C	亞軍	1D
中二級		中二級	
獎項	得獎班別	獎項	得獎班別
冠軍	2B	冠軍	2D
亞軍	2D	亞軍	2B
•	•		· · · · · · · · · · · · · · · · · · ·

中三級

<b></b>	得獎班別
冠軍	3D
亞軍	3B

4	1 <b>二</b>	級
- 1		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

獎項	得獎班別
冠軍	3B
亞軍	3A

#### 中四級

獎項	得獎班別			
冠軍	4A			
亞軍	4B			

#### 中四級

得獎班別	獎項	得獎班別			
4A	冠軍	4A			
4B	亞軍	4B			

#### 中五級

獎項	得獎班別
冠軍	5D
亞軍	5C

# 中五級

獎項	得獎班別
冠軍	5D
亞軍	5B

#### 2. Top 10 Outstanding Student Librarians (1718)

得獎者	得獎者
1A 10 鄧明眷	1B 25 潘永樂
3D 11 盧銥琳	3D 12 馬善玲
3D 30 倪浩宇	5A01 趙嘉欣
5A 04 何寶琳	5A 08 麥詠恩
5A 10 潘虹欣	5A 14 蔡仁澤

### 3. S1-S2 Reading Award Scheme (Co-operate with ACA)

Application of reading skills using e-book(s) & graphic organizer(s) – Best performance

<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
1A 31	黄泳霖	1B 14	陳彥銘
1B 25	潘永樂	2D 04	張嘉欣
2D 11	盧樂怡		

Application of reading skills using e-book(s) & graphic organizer(s) – Good performance

<u>Class</u>	Name	<u>Class</u>	Name
1A 09	岑詠霖	1B 04	鍾希悅
1B 09	譚凱澄	1C 05	林培欣
1C 08	黄詩慧	1D06	梁愛玲
1D 12	區駿熹	2B 02	高綽晞
2B 05	劉霖琳	2B 09	黃鍵怡
2C 07	林書婷	2D 06	郭芷桐
2D 13	吳愛蓮	2D 15	蔡煒瑜
2D 16	黃寶儀	2D 17	陳俊揚
2D 23	郭熙研		

### 4. Design Competition (Co-operate with VA department)

### 4.1 e-books Icon Design Competitions – Best performance

<u>Class</u>	<u>Name</u>	
4D 16	游樂怡	

#### 4.2 Book Mark Design Competition

香港教育專業人員協會-- 第 29 屆中學生好書龍虎榜選舉一書簽設計比賽得獎名單

冠軍	4D05 馮恩臨
亞軍	1A04 林希苗
優異	1A09 岑詠霖
優異	1A12 陳力恒
優異	3D13 麥芳華
優異	4C16 梁榮軒
優異	4D03 周采芝
優異	4D16 游樂怡

### **17. Sports Award List**

Title	Organizations	Students	Grades/Events	Awards
Inter-school Athletics	The Hong Kong	Xu Chung Shun	BC 100m	亞軍
Competition		Tang Kai Hong	BC 400m	第四名
Division Three (A2)	Federation	Wong Chun Ngai	BC High Jump	第四名
		Li Yuk Lung,	BB 4x400m	季軍
		Tai Ho Chiu,	Relay	季軍
		Lai Kam Hei <i>,</i>	BC 4x400m	
		Li Pak Yin	Relay	
		Ma Hon Tat, Fu Ryan, Xu		
		Chung Shun,		
		Tang Kai Hong		
Inter-School Cross-Country		Li Yuk Lung, Hui Chi Chiu,	BB	季軍
Competition		Hui Chi Sum,	Cross-Country	
	Federation	Lai Kam Hei, Li Pak Yin, Tsoi		
		Chuen Kwai		
香港青年協會賽馬會社區	香港青年協會	U14:		季軍
體育盃		2A09 鄧洛瑤		
女子三人籃球賽 U14 組別		2A01 陳巧瑜		

Title	Organizations	Students	Grades/Events	Awards
		2D16 黃寶儀		
		1A06 倪憲怡		
「跳繩強心」校際花式跳	香港心臟專科	2D03 鄭珈琳、2D09 梁熙怡	男女混合	中學乙組
繩比賽	學院	2D32 馬國豪、3B02 劉詰絺		優異獎
		3A05 何秀茵、3B11 王雅茹		
		3B18 蔡智傑、3C12 謝綽妍		
		3C06 梁麗欣、3C21 梁裕銘		
		4A09 李雪琳、5A05 洪詩雅		
		5A27 吳景文、5C04 張羨盈		
Hong Kong Students Sports	A.S. Watson	6D Ng Kuk Chuen		Winner
Award	Group			