



**寶安商會王少清中學**

**Po On Commercial Association  
Wong Siu Ching Secondary School**

**2015 – 2016  
School Report**

# **Our School**

## **Our Mission**

We aim to develop students' virtues and talents and make them self-initiated learners, responsible citizens and tomorrow's leaders with integrity. Our school motto is "Reverence (敬), Humility (遜), Perseverance (時) and Earnestness (敏)". On this basis, we hope our students can always adopt a respectful and humble disposition in life and pursue endeavours with perseverance and earnestness. Our emphasis is on educating students to understand and accept themselves and others, to live virtuously, to have life-long pursuit of knowledge for their personal growth and to possess social awareness and a sense of conscientiousness for the common good.

## **School Sponsoring Body**

Po On Commercial Association was founded in 1914. With dedication to education, Po On Commercial Association Wong Siu Ching Secondary School and Po On Commercial Association Wan Ho Kan Primary School were established in Hong Kong in 1979 and 1997 respectively. Moreover, having keen concern for alleviating poverty and educational development in China, the Association sponsored primary school renovation projects by Sowers Actions in Hunan and Yunnan.

## **Incorporated Management Committee**

The School Management Committee was transformed into the Incorporated Management Committee (IMC) on 1 December 2011 to allow different stakeholders to be represented in school management and policy-making. Our IMC consists of 15 registered school managers, including 8 Sponsoring Body Managers, the Principal, 2 Teacher Managers, 2 Parent Managers, 1 Alumni Manager and 1 Independent Manager. The IMC exercises supervision and gives guidance to the school and oversees the school's daily operation.

## **Medium of Instruction**

Starting from Form One in 2010/11, English has become the medium of instruction in teaching and examination for the following subjects: English Language, Mathematics, Science, History, Geography, Computer and Information Technology. Chinese remains the medium of instruction for Chinese Language, Chinese History, Putonghua, Visual Arts, PE, Music, Home Economics, Design and Technology and Life Education. As for Liberal Studies, students are examined in Chinese but teachers can teach in either language.

## **School Facilities**

Our school is an aided, whole day co-educational secondary school established in 1979. With a campus site area of over 6,000 square metres, we are one of the largest schools in the Tsuen Wan District providing spacious areas for student activities. The school has modern facilities and equipment, including 29 classrooms, 5 science laboratories, an outdoor playground, 2 covered playgrounds, an assembly hall, a student activities centre, a library, a multimedia learning centre, a language laboratory, a Chinese room, an English room, a Geography room, a Design and Technology room, a Home Economics room, a Music room and 2 computer rooms. Each classroom is installed with a computer, a visualizer and a projection system. The school hall, all classrooms and special rooms are air-conditioned.

The Multi-purpose Area, on the ground floor of the new extension of the main building, has an estimated area of over 185 square metres. It has been renovated recently, equipped with air-conditioners, audio-visual facilities and folding glass panels for enclosure. The area serves as a venue for a variety of activities, such as assembly, speech and singing performances, film shows, tests and examinations, and even private study in the evening, with a capacity of up to 140 students.

## **Auxiliary Bodies**

Our Past Student Association, Student Association and Parent-Teacher Association were set up in 1994, 1995 and 1997 respectively. These three Associations are now operating smoothly according to their respective constitutions in enhancing the development of the school.

## **Class Structure**

We have 25 classes as follows.

- Form 1 – 5: 4 classes at each level
- Form 6 : 5 classes

## **School Days**

Students go to school from Monday to Friday following a 6-day cycle. A test and an examination are scheduled both in the first and the second terms.

## Qualification of Teachers

1. We have 61 teachers in this school year:
  - 100% of them were formally trained in teaching;
  - 97% of them possess a Bachelor's degree;
  - 48% of them hold a Master's degree or above.
2. Most of the lessons are taught by subject-trained teachers.
3. Teacher's experience

Year of Experience	0-4	5-9	10 years or above
No. of Teachers	10	9	42

## Student Population

The total number of students is 829.

## Curriculum

Class Level	Subject
Form 1 - 3	Chinese Language, English Language, Mathematics, Chinese History, History, Geography, Science, Computer and Information Technology, Putonghua, Life Education, Music, PE, Visual Arts, Design and Technology, Home Economics
Form 4 - 6 (NSS Curriculum)	Chinese Language, English Language, Mathematics, Liberal Studies, Chinese Literature, Chinese History, History, Economics, Geography, Physics, Chemistry, Biology, Information and Communication Technology, Business, Accounting and Financial Studies, Visual Arts, Music, PE

# **Achievements and Reflections**

## **on Major Concerns**

### **Major Concern 1: To review of the effectiveness of the implementation of the New Senior Secondary (NSS) Curriculum.**

#### **1.1 To deepen understanding of and compliance with the NSS Curriculum by continuing to implement and fine-tune the junior and senior form teaching syllabuses and schedules so as to make them align with the CDC and the newly revised NSS curricula.**

- As reflected in subject panel meetings, most of the subject departments had developed the habit of continuous adjustment of the junior form curricula according to their needs. They actively explored opportunities for cross-subject collaboration and fine-tuned their curricula so as to make them align with the latest curriculum or MOI policy. For instance, considerations were given to launching STEM in the junior forms and integrating more English language elements into content subjects. Efforts had been also made to review the Chinese History and Geography curricula according to the suggestions of the PSHE Focus Inspection report.

#### **1.2 To improve our assessment strategies so as to enhance the quality of learning and teaching.**

##### **1.2.1 Implement and fine-tune the internal assessment strategies for junior and senior forms. Subjects with SBA being cancelled or exam syllabus being modified can adjust their curriculum for better allocation of lesson time or for development of school-based materials.**

- The senior form curricula and assessment methods of History, Chinese History, Economics and Geography, with School-based Assessment (SBA) being cancelled or examination syllabus being modified, had been revised to align them with the requirements of the public exam syllabuses and the CDC curriculum guides. Junior form curricula and assessment methods were also fine-tuned to ensure continuity and coherence with the senior form as well as to allow more time for teaching.

##### **1.2.2 Use internal and public examination assessment data as feedback on the quality of learning and teaching.**

- In the second term, all subject panels were requested to conduct data analysis of DSE results and to suggest improvement plans on academic performance. As discussed in the Academic Affairs Committee meeting and Panel Heads meeting at the end of the year, it was concluded that it was mandatory to carry out DSE data analysis and evaluation for all subjects at the second subject panel meetings each year so as to refine teaching strategies and to enhance learning and teaching effectiveness. The reports had to be submitted together with the meeting minutes to the Academic Affairs Committee for review and drafting plans for the following year.

## **Major Concern 2: To enhance the effectiveness of learning and teaching.**

### **2.1 Students take the initiative in learning with learning effectiveness being enhanced.**

#### **2.1.1 Consolidate students' self-directed learning behaviour and attitude through establishing the habits of pre-lesson preparation and daily revision.**

- The Academic Affairs Committee had organized panel heads and subject teachers to participate in the external education symposium 'Self-Regulated Learning -- Open Class Activities', and their experiences had been shared with other colleagues in school afterwards. As reflected in the lesson observations by the Principal, panel heads and peers, pre-lesson preparation and daily revision had been incorporated in many lessons. For example, Flipped Classroom had been practised in Physics where students were asked to do pre-lesson preparation on-line and in-depth discussions were carried out during lessons. Flipped Classroom will be continued next year.

#### **2.1.2 Strengthen students' competence in learning including employing different learning tools and strategies.**

- It could be observed that some subjects still focused much on the adjustment of teaching contents rather than the cultivation of various learning skills. As mentioned in the PSHE Focus Inspection, a lot of effort had been put in teaching the contents of the examination syllabus as well as training students how to tackle examination questions. It was suggested that after fine-tuning the curriculum, subject panels should focus more on developing different learning skills of students.

#### **2.1.3 Develop senior form students' critical and creative thinking skills.**

- As shown in the student survey, the training for the development of critical thinking was insufficient. Since it was time-consuming to conduct critical thinking exercises during class, teachers often asked students to do preparation before lessons. Yet, some students failed to do pre-lesson preparation which made the follow-up class learning activities rather ineffective. It is necessary to further promote pre-lesson preparation, to start carrying out critical thinking training in F.3 and to explore opportunities for cross-subject activities to enhance students' thinking skills.

### **2.2 Teachers adopt various teaching strategies to cater for the needs of students.**

#### **2.2.1 Provide professional development programmes to enhance teachers' ability to apply effective teaching strategies.**

- Due to numerous student suicide cases at the beginning of the year, professional development activities for teachers turned to focus on crisis management and mental health of students, and since the current 3-year school development plan is approaching the end, discussions for the next development plan were held. Professional development activities regarding teaching and learning included teachers' participation in the external education symposium 'Self-Regulated Learning -- Open Class Activities', introduction of competency-based training by external institutions and discussions

among junior-form teachers on competency-based training. In a survey administered after the Staff Development Day, over 70% of teachers agreed that the professional development programmes were useful to enhance their ability to facilitate students' learning and personal development.

- As many experienced subject panel heads have retired with young successors taking up their responsibilities, the leadership roles of the new subject panel heads in curriculum and instruction needed to be strengthened.

### **2.3 Teachers are willing to share their experience and learn from one another to enhance teaching effectiveness**

#### **2.3.1 Promote lesson observation with themes corresponding with the teaching and learning strategies.**

- The Principal and subject panel heads had conducted lesson observations of half of the teaching force. Many teachers were willing to participate in cross-subject lesson observations this year, and more post-lesson observation sharing had been conducted.

#### **2.3.2 Strengthen the culture of professional sharing and teaching research.**

- It was observed that in the open lessons on raising integrated language ability of male students organized by the Chinese Department as well as the other professional sharing activities like "Self-Regulated Learning Open Class Activities", teachers were willing to share their experiences and learn from each other in the post-lesson observation session to enhance teaching effectiveness.
- As the culture of lesson observation as well as professional sharing had started to develop, it was suggested that more cross-subject lesson observations with the focus on students' competency should be launched and the culture of teaching research should be further strengthened to align with the major concerns of the new 3-year School Development Plan.

### **Major Concern 3: To strengthen moral and value education and promote diversity of students' development.**

#### **3.1 Notify students with appropriate promotion of the theme of value education of the year: "Respect and Acceptance".**

- The Moral & Civic Education Unit and Counselling Unit & Discipline Unit had arranged teachers of their units to deliver speeches in the morning assemblies to strategically instil the values of "Respect and Acceptance" in students. Students had a deeper understanding of the theme and learnt a lot through the sharing of the teachers.

#### **3.2 Promote the culture of respect and acceptance through students' daily interactions with teachers and teaching activities in various subjects.**

- According to the record of Discipline Unit, the cases of disputes especially in junior forms have dropped significantly. Teachers as a whole felt that our students were generally caring, respectful and self-disciplined.

#### **3.3 Promote the theme 'Respect and Acceptance' through a variety of activities during class teacher periods which will include sharing, workshops, video appreciation, etc.**

- The 'Virtue Commendation Scheme' organized by the Moral & Civic Education Unit had provided precious materials for sharing in Class Teachers Periods (Assembly). Nevertheless, the effectiveness depends highly on Class teachers' management and commitment.

#### **3.4 Promotion by the Moral & Civic Education Unit and Counselling Unit.**

- Various activities including morning assembly talks, keynote speeches, etc. were organized. (Please refer to 3.1.) Moreover, some of the manuscripts of speeches by the teachers were published on "Ringing Ten" right after the sharing to reinforce the memory of the students.

#### **3.5 Restore Mid-year Prize Presentation Ceremony to recognize students' outstanding achievements, to encourage their active participation in diverse activities and to strengthen their sense of unity.**

- Most of the inter-school competitions had not yet been finished in the middle of the school year. Some of the trophies were not collected either. After consulting the teachers concerned, it was decided to cancel the event. It was suggested that even if the presentation items are not rich enough, the ceremony could still be held by adding some key-note speeches by the Principal or other teachers in order to strengthen the sense of unity next year.

#### **3.6 Provide diverse activities for students to encourage interaction, participation and the building of self-confidence.**

- The whole-school 3-OLE-days approach had proven to be successful after two years of trial run. The self-discipline camp for S1 will be shortened to two days next year and held



in local places to relieve the tension of manpower mobilization when travelling outside Hong Kong. As shown in the students' reports presented by the teacher-in-charge of S2 during staff meeting, the interaction, participation and the building of self-confidence of the students had been greatly strengthened. The S5 students who acted as voluntary teachers in a remote hilly village school in mainland China highly commended the project for giving them an invaluable opportunity to understand the lives of the underprivileged and serve them.

**3.7 Set priorities for activities through coordinating various departments inside and outside school. Provide training opportunities of experiential learning for student leaders. Make good use of the handbook for student clubs to ensure smooth operation of the clubs and societies. Encourage students to participate in leadership training outside school.**

- Measures to promote diverse development were implemented. With the assistance of teachers, the guidelines showing the priorities of students' participations in academic and non-academic activities had been created and put in the teachers' handbook. Both the Counselling Unit & Discipline Unit had launched various training courses to develop students' leadership skills. For details, please refer to the reports of individual units. Next year, a Diversity Learning Grant programme of leadership training will be launched to better coordinate respective activities.

**3.8 Provide diverse information and opportunities in further studies and careers for students through means such as the employment of teaching assistants, sponsorship of overseas exchange tours, purchase of professional services and teaching resources on life planning.**

- A teacher assistant had been employed for the Careers Guidance Unit to support various life planning education programmes. In addition, the teaching load of some teachers of this Unit had been reduced to make room for their planning and implementation work. The details of the programmes can be found in the Unit's report. As for the overseas learning trips, 3 tours had been organized to Taiwan this year on different areas of learning respectively Chinese Literature, Robots Design and Mathematics & Engineering. Some parents suggested that longer trips to countries like Singapore or the UK can be made to broaden the students' horizons. The possibility of organising such tours will be discussed next year.

# Learning and Teaching

The school seeks to develop our students' learning ability so that they will become proactive young people who are keen on pursuing life-long learning and responsible citizens with critical and independent thinking after gaining knowledge and skills through continuous learning. For the junior forms, we target at developing students' generic skills and helping them build good learning habits. At senior levels, we prepare our students to strive for academic excellence through wide and well-balanced curricula.

The Academic Affairs Committee is composed of the panel heads of four core subjects and the major elective subjects. It collaborates with the Panel Heads Co-ordination Unit, Staff Development Unit, Internal Examinations and Tests Unit and Promotion of Students Co-ordination Unit to oversee the implementation of teaching and learning strategies in the school to ensure a high quality of education.

To help students build a solid foundation, the school will focus on the development of the junior form in the next 3-year cycle. The junior form curriculum will be reviewed based on the 8 Key Learning Areas (KLA). Science, Technology, Engineering and Mathematics (STEM) education will be promoted at F.2 to further enhance students' learning interests and skills in science and technology.

A comprehensive curriculum should cover the learning of knowledge and skills and the cultivation of the correct attitude. It is believed that having subject-related learning skills and strategies can help students improve their learning efficacy. Articles on self-directed learning strategies of different subjects have been published on the school newsletter the "Ring of Ten" to promote students' initiative in learning. Moreover, a systematic competency-based training programme will be provided to junior form students in the next 3 years, ranging from basic learning habits to the inquiring ability and spirit for interdisciplinary project learning and thinking skills training. With the essential learning skills and subject knowledge built up, students can cope with the challenges at senior forms.

Our teachers have worked tirelessly to improve teaching and learning in school. Lesson observation by the Principal and subject panel heads has become a usual practice. There is also an increase in the number of teachers participating in cross-subject lesson observations. In the next three years, collaboration of teachers will focus on enhancing students' learning competency. Teachers will help students master various study skills through classroom teaching and assignments. Meanwhile, more diversified teaching strategies such as Flipped Classroom will be adopted by teachers.

Providing a favourable and effective English learning environment for students has always been our key focus. On top of the existing English activities, such as English Free Writing, English Builder, English Friday and English Week, an additional day of English Morning Assembly will be arranged and the English extensive reading scheme will be fine-tuned. To carry out the MOI Policy effectively, vocabulary building skills will be

introduced to F.1 students. EMI subject teachers will strengthen and broaden students' subject-related vocabulary through various oral presentation and essay-writing exercises.

To strengthen teachers' capacity in teaching and creating a positive learning atmosphere for students, the daily operation of the school will be reviewed in the coming three years. For the senior-form students, apart from conducting lunchtime supplementary lessons and teacher-student study groups, English enrichment classes will be launched and more core subject uniform tests will be arranged. To create a conducive atmosphere for the F.6 students to prepare for public exam and to allow them sufficient time for mock paper training, core subject lessons will be reduced so that the uniform tests will be held in the afternoon session. To cater for learning diversity and facilitate teaching effectiveness, F.1 students will have split classes for Chinese, English and Mathematics lessons while F.2 and F.3 students will be streamed according to their English ability.

As assessment is a crucial part in the learning and teaching process, teachers of all subjects always keep themselves updated with the latest examination assessment requirements to fully prepare our students for the DSE. Moreover, a data analysis mechanism has been established to provide teachers feedback on the quality of learning and teaching. This DSE data analysis and evaluation will be carried out across all subjects at the end of the first term, and the reports will be submitted to the Academic Affairs Committee for review and improvement. The Committee has also reviewed the junior-form test and exam papers to ensure continuity and coherence with the senior form in the design of tests and exams.

## **Student Affairs**

The vision and mission of our school is not only to help our students acquire brilliant academic results, but also to cultivate and strengthen their moral virtues through values education. Six dimensions of values and attitude suggested by EDB have been introduced in turn as the theme of each year over a six-year cycle. In the 2015-16 academic year, the theme was “Respect & Acceptance”. Through various activities and settings, students have learnt how to respect the people around them and to observe their duty as students to work hard. Students are also encouraged to accept the differences among their fellow schoolmates. To cultivate a harmonious and caring campus, the Healthy School Policy has been implemented and proven to be sustainable. It is hoped that the pursuit of all-round excellence can be developed among our students.

The Student Affairs Committee, headed by one of the Vice Principals, has been set up to coordinate various units, including Discipline Unit, Student Counselling Unit, Careers Guidance & Past Students Affairs Unit, Moral and Civic Education Unit and Student Activities/OLE Coordination Unit, to provide suitable, timely and continuous support for the students. Starting from this year, a school-based Educational Psychologist has been assigned to our school through EDB.

As a result of the introduction of the Inclusive Education policy, there is an increase in the number of SEN students in school. Although our school had already fulfilled the requirements of EDB for the 3-tier training of the teaching staff to cope with SEN students, we strove to strengthen teachers’ capacities in serving these students. School-based training programmes were launched while teachers were also encouraged to attend external courses or workshops organized by EDB or universities to further enhance their related knowledge and skills. Moreover, a lot of effort has been put on the early identification and diagnosis of students so that prompt referral and suitable measures can be taken to handle their conditions and support their needs in learning and growth.

The team work of Discipline Unit, Student Counseling Unit and the school social workers has proven to be successful in dealing with students’ disciplinary, behavioural and developmental problems. To help new F.1 students adapt to the new school environment, the Student Counselling Unit had arranged a series of programmes for them, such as orientation camp, parents day and mentorship scheme during the summer holidays. Student Activities/OLE Co-ordination Unit had organized a variety of activities to strengthen the students’ sense of morality and train them in all sorts of skills. For students with financial difficulties, sufficient subsidies were provided to ensure equal opportunities for their participation. We have formulated a continuous OLE Days to enrich their life-wide experiences as well as to minimize the loss of lesson hours due to the running of the activities. To cope with the NSS and the DSE, the Careers Guidance and Past Students Affairs Unit have given lots of advice and support to students on career choice and further study opportunities through seminars, workshops, mock interviews and overseas trips. An information centre was set up on the day of release of DSE results to provide students with the latest information as well as career guidance and counselling service.

# Student Performance

## Student Awards – External Competitions

### 1. Academic

Event	Award	Award Winner
第二屆千言萬語小小說 校際電子書小創作比賽	最佳小說創作獎	5B Sit Kai Man
	最佳封面設計獎	5B Sit Kai Man
香港校際成語邀請賽	季軍	5A Pang Ka Man 5C Ko Yiu Wa 5D Ho Wing Yee
<b>亞洲國際數學奧林匹克競賽 2016</b>		
初賽	金獎	2B Wong Chun Yin
		3B Cheung Ka Fai
		4E Chan Lok Him
		4E Wong Lok Chun
	銀獎	1A Ng Hoi Chak
		1D Lam Sheung Chi
		1D Liu Chun Hey
		2B Chan Man Tik
		2C Lau Pui Yin
		4E Hung Wai Tsit
	銅獎	2C Kong Wang Hin
		4E Mak Ka Ho
	晉級賽	銅獎
1D Liu Chun Hey		
決賽	銀獎	4E Wong Lok Chun
	銅獎	4E Chan Lok Him
		4E Mak Ka Ho
第九屆華夏盃全國數學奧林匹克邀請 - 初賽	二等獎	1D Lam Sheung Chi
<b>The 18<sup>th</sup> Hong Kong Youth Mathematical High Achievers Selection Competition</b>	Second Class Award	3B Cheung Ka Fai
		3C So Pok Hin
		3C Yuen Hei Yin
	Third Class Award	2B Chan Man Tik
		2B Wong Chun Yin

<b>The 15<sup>th</sup> Pui Ching Invitational Mathematic Competition - Final</b>	Merit	1D Lam Sheung Chi
		2B Wong Chun Yin
		3B Cheung Ka Fai
		3C So Pok Hin
		4E Chan Lok Him
		4E Wong Lok Chun
<b>The Chemists Online Self-study Award Scheme 2015</b>	Platinum	5B Ho Chung Hei
		5D Ng Yat Shan
		5E Fung Hiu Yan
		5E Lam Nga Mei
		5E Wong Tsz Ying
		6D Chan Hei Kuk
		6D Chan Yat Tin
		6E Shum Chung Kit
		6F Cheng Ching Long
	Gold	5C So Ka Hei
		6C Poon Tak Chun
		6D Sham Wing Ka
		6F Tsang Cheng Yu
	Silver	6D Leung Ling Yee
	Bronze	5D Lai Pui Man
		5E Mori Tatsuya
		6B Wong Wai Pui
		6D Ngai Wai Lok
		6D Tam Tsz Ching
	<b>Australian National Chemistry Quiz 2015</b>	High Distinction
6D Chan Yat Tin		
6E Shum Chung Kit		
6F Tsang Ming Chun		
Distinction		4D Wong Tsz Yan
		4E Yau Ka Yu
		5D Chan Lik Chun
		5D Ng Wing Ki
		5D Ng Yat Shan
		5E Mori Tatsuya
		6D Chan Hei Kuk
		6D Ngai Wai Lok
6F Tsang Cheung Yu		

	Credit	4E Chan Chak Fu
		5D Ip Tsz Ching
		5D Lee Hoi Lam Sharon
		5D Ng Yee Ching
		5D Xie Sum Yee
		5E Chiu Pit Lai
		5E Fung Hiu Yan
		5E Lai Lok Him
		6B Chau Hei Yin
		6B Ho Chung Hei
		6C Poon Tak Chun
		6F Chan Chi Long
		6F Cheng Ching Long
		6F Wong Lok Hei
		6F Yeung Hoi Cheung
<b>Secondary School Mathematics and Science Competition 2016</b>		
Chemistry	Gold Medal	5E Mori Tatsuya
	High Distinction	5E Chan Hau Yi
		5E Fan Sheung Wang
		5E Fung Hiu Yan
		5D Lau Kai Ching
		5D Lee Hoi Lam Sharon
5D Xie Sum Yee		
Biology	Gold Medal	5E Mori Tatsuya
	High Distinction	5E Lam Yiu Yu
Physics	High Distinction	5E Fan Sheung Wang
Mathematics	High Distinction	3B Cheung Ka Fai
		4E Chan Lok Him
		4E Mak Ka Ho
		5E Lam Yiu Yu
<b>Inter-School IT Elite Challenge 2016 - Junior Section</b>	Champion	3C Mak Wing Wai 3C So Pok Hin 3C Tjon Kwok Lung Danny

## 2. Sports

Event	Award	Award Winner
<b>Tsuen Wan &amp; Islands Secondary Schools Area Inter-Secondary Schools Competitions</b>		
Handball Competition - Boys A Grade	Champion	POCAWSC Handball Team
Handball Competition - Boys B Grade	Second	POCAWSC Handball Team
Badminton Competition - Boys A Grade	Champion	POCAWSC Badminton Team
Badminton Competition - Boys B Grade	Third	POCAWSC Badminton Team
Badminton Competition - Girls B Grade	Third	POCAWSC Badminton Team
Badminton Competition - Girls C Grade	Champion	POCAWSC Badminton Team
Cross Country Competition - Boys A Grade Team	Champion	POCAWSC Cross Country Team
Cross Country Competition - Girls A Grade Team	Third	POCAWSC Cross Country Team
Table-tennis Competition - Girls A Grade Team	Third	POCAWSC Table-Tennis Team
Table-tennis Competition - Girls B Grade Team	Champion	POCAWSC Table-Tennis Team
Table-tennis Competition - Girls C Grade Team	Third	POCAWSC Table-Tennis Team
Swimming Competition - Boys A Grade 200m Freestyle	Champion	5E Yung Ho Lam
Swimming Competition - Boys A Grade 100m Freestyle	Second	5E Yung Ho Lam
Swimming Competition - Boys C Grade 50m Backstroke	Champion	2B Chu Man Tik
Swimming Competition - Girls C Grade 200m Medley	Champion	1A Li Wing Hin
Swimming Competition - Girls C Grade 200m Breaststroke	Second	1A Li Wing Hin



Athletics Competition – Boys A Grade Triple Jump	Second	6F Chu Cheuk Yin
Athletics Competition – Boys B Grade Short Put	Champion	4D Cheung Hoi Yin Haydn
	Third	4C Sit Hoi
Athletics Competition – Boys B Grade Javelin	Second	4D Cheung Hoi Yin Haydn
Athletics Competition – Boys B Grade 100m Hurdle	Third	3A Hui Chak Wai
Athletics Competition – Girls C Grade Short Put	Third	2C Wong Tsz Fong

### 3. Speech & Music

Event	Award	Award Winner
<b>67<sup>th</sup> Hong Kong Schools Speech Festival</b>		
散文獨誦-普通話	冠軍	5E Sung Pui Yee
	季軍	5C Cheng Tsz Ching
詩詞獨誦-粵語	亞軍	2C Chan Ka Ue
散文集誦-粵語	亞軍	F.5A, F.5B
散文二人朗誦-粵語	亞軍	5D Ip Tsz Ching 5E Sung Pui Yee
Thematic Group Speaking	1 <sup>st</sup> Runner-up	F.1
Choral Speaking – Mixed Voice	2 <sup>nd</sup> Runner-up	F.1D
Solo Verse Speaking	1 <sup>st</sup> Runner-up	4D Chan Wing Yan
	2 <sup>nd</sup> Runner-up	1A Lam Shing Chi
Shakespeare Monologue	2 <sup>nd</sup> Runner-up	5E Sung Pui Yee
<b>68<sup>th</sup> Hong Kong Schools Music Festival</b>		
Piano Solo	Champion	3A Lam Hei Yuet
Yangqin Solo	Champion	1B Tsang Pik Ka
Female Voice Solo	Second	3C Lam Ching Yan Krista
	Third	4B Liu Wing Ki
	Third	5C Cheng Tsz Ching
<b>香港國際青少年表演藝術節 2015</b>		
長笛 6-8 級組	亞軍	4B Liu Wing Ki
鋼琴 7 級組	亞軍	1B Lee Ho Yan
<b>2015 Hong Kong Youth Music Interflow</b>		
Symphonic Band Contest	Bronze	POCAWSC Orchestra

#### 4. Visual Arts

Event	Award	Award Winner
<b>Hong Kong Outstanding Visual Art Student Awards 2016</b>		
Outstanding Visual Art Student Award	Top Ten	5C Ho Pui Ying
	Merit	5A Tsang Hei Tung 5B Lam Tsz Tong 5C Tam King Fung
Outstanding Visual Arts Creative Award		5A Tsang Hei Tung 5B Lam Tsz Tong 5C Ho Pui Ying 5C Tam King Fung
<b>The 15th Inter-School Stamp Exhibits Competition</b>	Champion	2B Chan Lok Kan Sandra 2B Ng Wai Yan 2B Tai Yan Adeline 2D Yip Hoi Tung
	Merit	1C Kwan Yan Tung, 1C Tang Gwan Yung 1C Lo Hiu Tung 1C Wong Wing In
	Merit	2C Yip Ying Ying
	Merit	3A Lau Wai Yin 3A Chan Ka Yiu
	Merit	3A Wong Wing Yan 3C Tong Tsz Ching 3C Kwok Suen Hei
	Merit	3A Siu Nok Yi 3C Chan Ho Wing 3C Ho Tsz To 3D Lok Hui Ying
	Merit	3C Lok Chuen Ting Nicholas
	The Most Supporting School Award	POCA Wong Siu Ching Secondary School

<b>St John Ambulance Cadet Sports Day Slogan and Poster Design Competition 2015</b>	Champion	4A Mok Wan Ying
	Second	4D Choi Wing Tung
	Third	5B Lam Tsz Tong
	Merit	4B Ko I Lam 5A Wu Ka Hei 5A Mok Pui Man 5A Tsang Hei Tung 5C Tam King Fung
<b>Time Travel with KMB Drawing Competition</b>	Second	1C Li Wai Hung 1C Lo Lok Yin 1C Tai Yiu Chun
	Third	1C Kwong Nga Sin 1C Lok Hiu Tung 1C Tang Gwan Yung
<b>2016 Hong Kong Flower Show</b>		
Floral Art by School Children	Second	3C Chan Ying Lam
	Merit	3A Wong Sau Wai
	Merit	3C Ho Chi Wing
Jockey Club Student Drawing Competition	Merit	5A Wu Ka Hei
	Commemorative Prize	3B Wong Hoi Ying
<b>Hong Kong Graphic Art Fiesta 2015 Youth Impressions - The Print Triennial</b>	2 <sup>nd</sup> Runner-up	4D Chan Wing Lam
	Merit	4A Wong Ting Ting
	Merit	4D Chan Wing Lam
	Merit	5C Tam King Fung
<b>The Wharf Hong Kong Secondary School Art Competition 2015-2016</b>	Merit(Top 18)	5B Lam Tsz Tong
	Distinguished Entries of Tsuen Wan	5C Tam King Fung
	Most Supportive School	POCA Wong Siu Ching Secondary School
創意影像教室	最佳創意影像作品	5B Mak Tsz Kit
燃亮號 - 我的流動教室設計大賽	亞軍	3A Siu Nok Yi 3D Lok Hui Ying
安健社區海報設計比賽	季軍	3C Tam Ho Wing
禁毒時設計比賽 2015	優異設計圖獎	2B Hui Cheuk Him 2C Wong Karin 2C Yip Ying Ying

## 5. Others

Event	Award	Award Winner
<b>St. John Ambulance Brigade Cadet Command (NT) Inter-Divisional Competition</b>		
President Cup		POCAWSC Ambulance Cadet & POCAWSC Nursing Cadet
Joint Division Competition	Overall Champion	POCAWSC Ambulance Cadet & POCAWSC Nursing Cadet
Footdrill Competition	Champion	POCAWSC Ambulance Cadet
Home Nursing Competition	Second	POCAWSC Ambulance Cadet
Uniform Inspection Competition	Second	POCAWSC Nursing Cadet
First Aid Competition	Third	POCAWSC Nursing Cadet
Overall Result	Fourth	POCAWSC Ambulance Cadet
<b>Hong Kong Girl Guides Association Outstand Girl Guides Award</b>	Outstanding Unit	POCAWSC Girl Guides
<b>Hong Kong Girl Guides Association NT South Challenge Shield Competition</b>	Third	POCAWSC Girl Guides
荃灣區公益少年團主題活動匯報比賽	最佳展板設計獎	POCAWSC CYC
	最受歡迎展板獎	POCAWSC CYC
「認識基本法 - 法治創繁榮」善德全港中學校際問答比賽	季軍	POCA Wong Siu Ching Secondary School
<b>Hong Kong Secondary Schools Debating Competition 2015-2016</b>		
Term 1 New Territories & Kowloon Division I	1 <sup>st</sup> Runner-up	POCAWSC English Debating Team
	Best Speaker	5C Ko Yiu Wa
<b>The 8<sup>th</sup> Hong Kong Model Legislative Council</b>	The Best Councillor	6A Wong Hei Long
<b>Basic Law Poster and Slogan Competition</b>	Champion	4D Fung Cheuk Ying
<b>Hong Kong Ecocinema Festival 2016 - Films Appreciation Writing Competition</b>	Outstanding	5B To Chi Pong
	Merit	5A Lui Chin Ar
		5B Ho Wing Yan
<b>The 29<sup>th</sup> HKSAR Outstanding Students Selection</b>	Top 20	5C Ko Yiu Wa
<b>The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung &amp; Tsing Yi District Outstanding Student Award</b>		5C Ko Yiu Wa

## Academic Performance

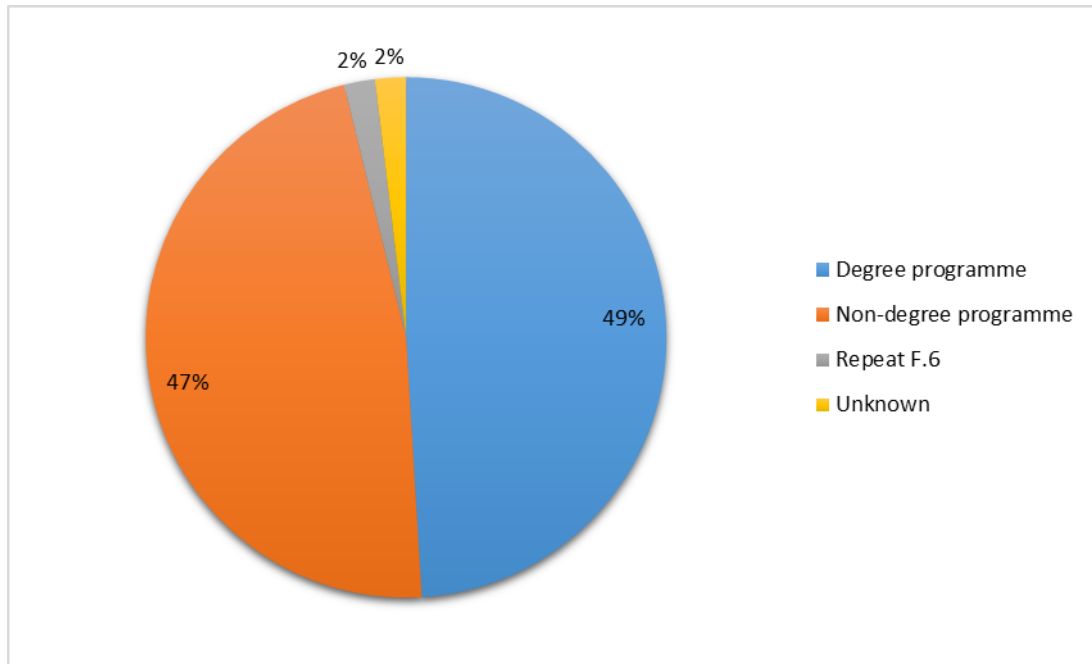
### 2016 HKDSE Results

Subject	No. of Candidates	Level 4 or above		Level 2 or above	
		WSC Students	Average Hong Kong Students	WSC Students	Average Hong Kong Students
<b>Geography</b>	<b>28</b>	78.6%	37.1%	96.4%	85.9%
<b>History</b>	<b>30</b>	70.0%	49.0%	100.0%	94.2%
<b>Liberal Studies</b>	<b>158</b>	65.2%	36.3%	98.7%	89.4%
<b>Business, Accounting &amp; Financial Studies</b>	<b>27</b>	63.0%	43.4%	100.0%	91.1%
<b>Mathematics (Compulsory part)</b>	<b>158</b>	61.4%	38.6%	99.4%	81.3%
<b>Mathematics (Extended part)</b>	<b>36</b>	61.1%	58.9%	100.0%	90.9%
<b>Physics</b>	<b>45</b>	60.0%	50.7%	97.8%	90.8%
<b>English Language</b>	<b>158</b>	51.9%	28.6%	100.0%	80.3%
<b>Chinese History</b>	<b>30</b>	40.0%	36.8%	100.0%	90.8%

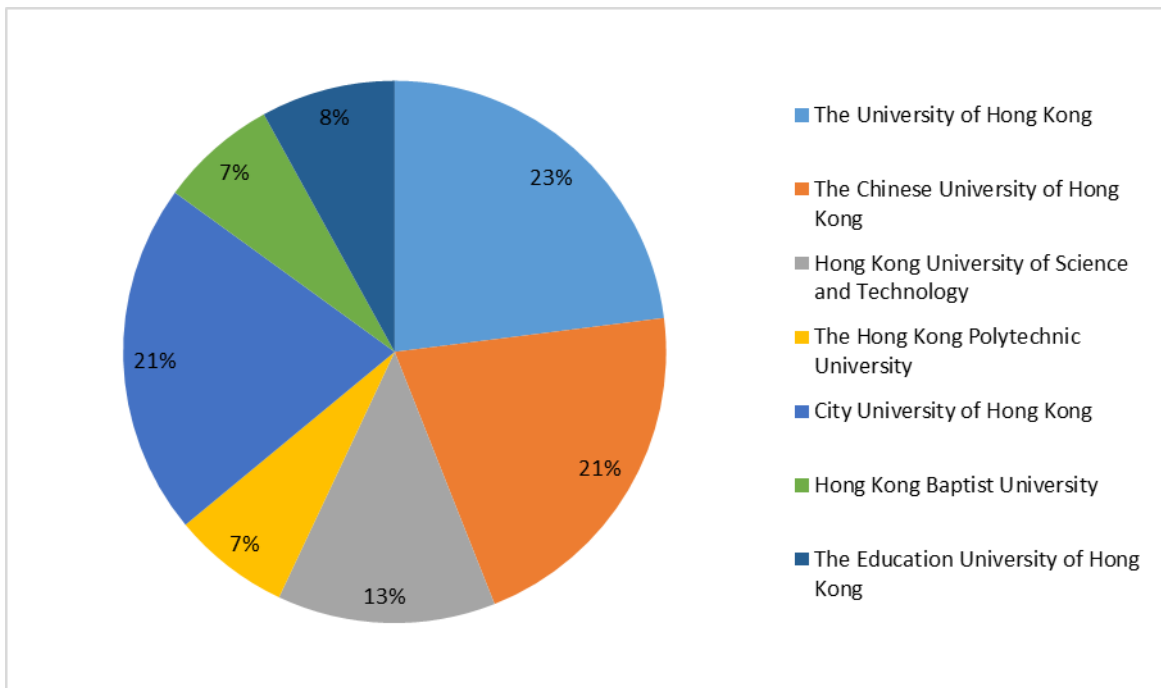
#### Remarks:

1. The above shows the subjects with over 50% of students attained Level 4 and/or 100% of students attained Level 2, the percentage is higher than that of the Hong Kong average.
2. 95.6% and 79.7% of students were awarded Level 3 (the basic language requirements for admission to the local universities) in English Language and Chinese Language respectively, which exceeded the Hong Kong average.
3. 120 students (75.9%) fulfilled the general entrance requirements for local undergraduate university programmes.

#### 4. Destinations of F.6 graduates



#### 5. Distribution of F.6 graduates entering degree programmes of local universities



## 2015-2016 Scholarship Award List

### Internal Scholarships

Secondary School Level Scholarships		
德富強獎學金	1B Tung Wai Nam	
趙泰先生獎學金	1B Lee Ho Yan	
趙樹勳紀念獎學金	1A Kong Sin Yiu	
吳球先生獎學金	2B Wong Chun Yin	
陳泰祥先生獎學金	2B Leung Kam Yan	
陳玉棠紀念獎學金	2B Hui Cheuk Him	
鄧冠章先生獎學金	3C Chan Ying Lam	
趙聿修基金獎學金	3C Kwok Oi Lam	
張笑媚紀念獎學金	3C Ho Chi Wing	
袁耀鴻先生獎學金	4E Chan Chak Fu	
陳宗蔭先生獎學金	4C Yang Ning Kwan	
周效良紀念獎學金	4D Tsui Man Lok	
周冼雪晶女士獎學金	5C Ko Yiu Wa	
永源堂獎學金	5B To Chi Pong	
歐陽惠蓮紀念獎學金	5E Mori Tatsuya	
POCA Scholarship	6E Shum Chung Kit	
POCA Scholarship	6A Lai Wing Sum	
POCA Scholarship	6A Lee Hiu Yeung	
University Level Scholarships		
陳宗蔭先生大學獎學金	6E Yu Hoi Kwan Kevin	6F Tsang Ming Chun
POCA Scholarship	6A Lee Hiu Yeung 6B Chan Yuen Jark 6D Cheung Hoi Lam 6F Cheng Ching Long 6F Sum Ka Chung	6A Lai Wing Sum 6C Shiu Chit Hei 6E Shum Chung Kit 6F Yau Kwan Lok

### External Scholarships

Rotary Scholarship	3C Ho Tsz To 3D Kwok Ting Yan	3D Ting Tsz Ching
Upward Mobility Scholarship	5B Sit Kai Man 5D Ho Wing Yee	5E Tse Wing Yi
Sir Edward Youde Memorial Prizes	6F Sum Ka Chung	

## **Feedback on Future Planning**

The Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) Focus Inspection conducted by the EDB with attention to Chinese History and Geography was conducted in March 2016. Positive comments have been received. The inspectors highly complimented the PSHE subject panels on the rich life-wide learning activities arranged for students, their close collaborations with other KLA panels as well as their effective strategies in promoting students' self-directed learning. Despite the commendations, the Focus Inspection report also shed light on areas for school improvement and development.

With the 3-year development cycle approaching the end, a plan for the new cycle will be drafted in response to the Focus Inspection Report and the needs of the school. The school will put emphasis on enhancing the effectiveness of instruction, strengthening students' learning efficacy, promoting whole-person development and building unique school traditions.

To improve the teaching quality, the school curriculum will be reviewed based on the framework of the eight KLAs. Subject-based curricula will be fine-tuned in terms of learning contents, skills development and assessment strategies to further enhance coherence between junior and senior form curricular. Lesson time allocation and the school timetable will be reviewed to meet the needs of the subjects and the students. Professional development of teachers will be further promoted to enrich their professional capacity in teaching and to empower middle managers to be effective curriculum and instructional leaders.

As a strong academic foundation is essential for boosting students' learning efficacy, the school will strengthen the knowledge and ability of students from the junior forms up. Workshops on study skills like note-taking, the use of graphic organization and vocabulary will be conducted for F.1 students for their effective learning. To help students build a solid ground in language, good reading skills and habits will be developed through Chinese and English extensive reading lessons, library activities and awards schemes. Moreover, to facilitate students' self-directed learning, the practice of pre-lesson preparation and daily revision will continue to be enforced.

Apart from the academic studies, the school also stresses whole-person development of students. Diversified activities and learning experiences, including cultural activities, career activities, self-discipline camp, educational camp, leadership training camp and voluntary teaching tours will be organized for students to widen their exposure and to fully exploit their potentials and talents. To further encourage students' participation in extra-curricular activities and to recognize their achievements, a Mid-year Prize Presentation Ceremony will be held. To instil positive values among students, "Care and Services" will be adopted as the theme of values education in the coming year. Students will be given opportunities to practise these values through activities and social services in school and the community.