



寶安商會王少清中學
Po On Commercial Association
Wong Siu Ching Secondary School

2016 – 2017
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 24 classes as follows.

Form 1 – 6: 4 classes at each level

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 59 teachers in this school year:
 - 100% of them were formally trained in teaching;
 - 98% of them possess a Bachelor's degree;
 - 46% of them hold a Master's degree or above;
 - 23% of them have received special education training.
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	15%	12%	73%

Achievements of Teachers

Event / Award	Award Winner
Hong Kong Arts Development Award 2016 – Award for Arts Education	Ms. Huen Ka Yu Mr. Kwong Kai Tak Mr. Wong Chun Yau
InnoPower@JC: Fellowship for Teachers	Mr. Kwong Kai Tak Ms. Tam Siu Ting Ms. Tsui Nga Yin
The 7th Hong Kong Volunteer Award - Volunteer Long Service Award	Ms. Chui Siu Chun

Student Population

The total number of students is 773.

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 enhance the effectiveness of instruction.

1.1 To refine the curriculum and promote interdisciplinary learning.

1.1.1 Review of the school curriculum based on the framework of 8 Key Learning Areas (KLASs).

- This year, KLA coordinators have been designated for the Key Learning Areas (KLA) of Technology Education as well as Personal Social and Humanities Education. Cross-subject collaboration has begun with Technology Education KLA. The inadequate learning contents as mentioned in the 2015 PSHE Focus Inspection have been enriched. EDB officials visited the school and reviewed the curriculum of Technology Education KLA this year. The curriculum on the whole met the EDB requirements, but the school was advised to increase the students' learning time through implementing more interdisciplinary learning strategies and making use of the time beyond the regular teaching hours.

For the coming academic year, it is suggested that discussion will be held on how to strengthen the role of KLA coordinators, to hold KLAs group meetings for experience sharing, and to explore strategies for enhancing the curriculum.

Cross-subject collaboration activities, such as Aquaponics and Wheel Robots Competition were launched in F.2 this year. To be in line with the key elements as stated in the updated EDB curriculum guides, emphasis will be put on learning languages across different KLAs and STEM education next year.

1.1.2 Further review of the subject-based curricula especially on learning contents, skills development and assessment strategies to enhance coherence between junior and senior form curricular.

- To tie in with the revised EDB curriculum guides, the curricula of Chinese History and History were reviewed and the learning time for the subjects in F.1 and F.3 will be increased. Elements of Civic Education and Basic Law have been incorporated into Liberal Studies of the junior curriculum, for example, the principle of “one country, two systems” as delineated in the Basic Law, was taught in F.3.

After reviewing the junior form Extensive Reading Lesson, 0.5 period of English Extensive Reading lesson was given to Chinese Extensive Reading. One lesson of F.3 Chemistry will be allotted to Chinese History so as to increase the teaching time for the latter.

Evaluation of study skills training will be elaborated in the next section.

1.2 To encourage diversified teaching strategies.

1.2.1 Provide materials and platform for developing Self-Directed Learning (SDL) strategies like using concept maps, tool books and on-line resources, etc. and for

their application in class or through workshops to strengthen the learning competency of students.

- An external organization was hired to conduct study skills training workshops for F.1 this year. The feedback was positive. Over 70% of F.1 students replied that they would practise the study skills. Teachers also reflected that the students had applied the study skills in different subjects. As observed in assignment inspections, language teachers had utilized the mind map and concept map for students to formulate ideas in their writing exercises. It is suggested that study skills workshops with school-based teaching materials be held for the new F.1 students during the summer so that subject teachers can make use of the skills in the lessons.

As reflected in the Student School Life Survey, 88% of F.1 students replied that the skills learnt in the study skills workshops had facilitated their learning and 56% of them strongly agreed or agreed.

Over 70% of students agreed or strongly agreed that various study skills had been taught by different subject teachers. 89.6% of students agreed that reading skills such as skimming and scanning had been taught in Chinese Language lessons and had enhanced their reading speed.

1.3 To enhance the quality of assessment.

1.3.1 Enhance the quality of test and examination papers in respect of mark distribution, levels of difficulty and question types.

- As reflected in the analysis of test and exam papers, teachers had modified their papers of various subjects in respect of weighting of marks and assessment criteria for the junior form in order to align with those for the senior form. For example, the number of long questions for Chinese History had increased, and for Chinese Language the mark weighting between text-dependent questions (讀本問題) and reading comprehension was adjusted to meet the DSE requirements.

As shown in the test and exam results, each form had classes that were underperformed. One of the reasons might be that students were not familiar with the new assessment requirements. The other reason as suggested by the Academic Affairs Committee was the unsatisfactory learning attitude of the junior students. It is suggested that the classroom discipline of F.1 and F.2 be strengthened and teacher deployment be adjusted next year.

1.3.2 Strengthen the F6 uniform tests system by adjusting the lessons of core subjects.

- Lessons of F.6 Chinese Language, English Language and Mathematics were reduced to free up the afternoon session on Day 6 for the Uniform Test of the four core subjects. The F.6 students reviewed this arrangement at the end of the school term and were positive towards the Uniform Test except the test arrangement for each subject paper. They also proposed to launch the Uniform Test in F.5. But due to the tight teaching schedule and the heavy workload of the teachers, the proposal will not be considered for the time being. Although the effectiveness of the Uniform Test in boosting the public exam performance remains to be seen, both teachers and students agreed that it had strengthened the atmosphere of exam preparation.

It is recommended to have the Uniform Test continued next year.

1.4 To promote professional development.

1.4.1 Arrange curriculum and instructional leadership training programmes for middle managers.

- Development programmes for the middle managers had been launched. The Principal, middle managers and teachers paid visits to National Taiwan Ocean University and Fo Guang University during Easter to have professional exchanges with the Vice-Chancellors and administrators on educational leadership and management.

1.4.2 Promote cross-subject lesson observation and post-observation discussion and sharing with the focus on developing students' learning competency and effective teaching strategies:

- **Junior Form: Study Skills & Strategies**
- **Senior Form: High-order Thinking**
- The Principal had observed the lessons of 22 teachers among which 11 of them involved cross-subject lesson observation. As commented by the Principal, the questioning techniques employed by some teachers could stimulate students' thinking, which fits in the focus of developing high-order thinking skills. However, teacher-centered and subject content-based instructions were still the dominant teaching models. It is suggested that a variety of teaching strategies should be employed with more Teacher-Student and Student-Student interactions to enhance the learning and teaching effectiveness.

1.5 To review lesson time allocation and timetabling

1.5.1 Review of the current timetable by examining the teaching hour allocation for senior-form elective subjects, number of morning assemblies, duration of lunchtime, etc. in order to draw up and implement a more effective timetable.

- After year-long discussions and consultations with different stakeholders, the new timetable will be launched in the 2017-18 academic year. With the shortened lunchtime and the extra teaching time given to senior form elective subjects, it is expected that clashes of supplementary classes and extra-curricular activities will be minimized, and the morning assembly will be used more effectively. After the implementation of the new timetable, the school will observe and deal with the newly arisen issues in a timely manner.

Major Concern 2: To strengthen students' learning efficacy – building a solid foundation in junior forms progressively.

2.1 To cultivate good learning attitude among students.

- According to the Student School Life Survey, nearly 70% of students agreed or strongly agreed that they knew what they did not understand in the lesson, how to make improvement and to complete assignments on time. Over 70% of students reflected that they would take the initiative to learn knowledge that is beyond the teaching contents. However, the students' feedback on self-directed learning was less satisfactory. Only 50% of students replied that they would search for information on the subject matters they did not understand. It is suggested that subject panels should pay more attention to the promotion of self-directed learning by providing relevant learning tasks and activities.

2.2 To consolidate knowledge and build a solid language foundation of students.

- An extra 0.5 period of Extensive Reading Lesson was allotted to Chinese Language this year. As reflected by the Chinese Language teachers, the reading attitude of students had been improved and more books were read. An assigned reading list for junior form students had been jointly prepared by the panels of Chinese Language and Chinese History in order to broaden students' exposure to various types of topics. To enrich students' knowledge, similar collaboration between more subjects was suggested for next year. Moreover, the Extensive Reading Lesson was incorporated into the Reading Promotion and Award Scheme organized by the School Library. Activities such as World Book Day Reading Report and Alumni Reading Award Scheme were carried out and the feedback was positive. Next year, the school will continue to explore more different forms of collaboration.

According to the Student School Life Survey, more than 80% of F.1 students, 60% of F.2 and 70% of F.3 agreed that the Extensive Reading Lesson encouraged them to read. As F.2 students were less motivated to read, more emphasis could be put on them next year.

2.3 To strategically cultivate students' generic skills and information technology literacy.

- A generic skills training structure had been established for the junior form.
 - F.1: Study skills & strategies training -- The evaluation of the training workshops is mentioned above. The theme will be further developed next year.
 - F.2: Project learning skills training -- This is the Major Concern for 2017-18.
 - F.3: High-order thinking skills training -- The coherence of training contents between junior and senior form will be the focus.

Major Concern 3: To promote whole-person development and to build unique school traditions.

3.1 To uphold core values.

3.1.1 Educate students through appropriate promotion of value education with: ‘Care and Service’ as the theme of the year.

- According to the students’ school life survey, 91% of the students agreed to use “Care & Service” as the theme for the yearly major concern. 89% of the students were familiar with and understood the topic, and they were willing to take the initiative to care for other people and provide services to them. Details of the implementation have been shown in the reports of individual functional groups.

3.1.2 Promote the culture of care and service through students' daily interactions with teachers and participation in teaching activities of various subjects.

- In the same survey, 90% of the students agreed that they had the initiative to care for the people around them (e.g. parents, teachers & fellow schoolmates). 77% of the students actively seized a chance to serve.

3.1.3 Promote the theme 'Care and Service' through a variety of activities during class-teacher periods, which include sharing, workshops, video viewing etc.

- Due to the abundant activities, there was a tight schedule of the class-teacher periods. Class-teachers therefore did not have very many opportunities to give their views and share their feelings on the theme of ‘Care and Service’. Nevertheless, it could be observed that some class teachers even with the constraints still made good use of their lessons to achieve the goal.

3.1.4 Promote the theme by the Moral and Civic Education Unit and Counselling Unit. Activities include sharing in morning assemblies (keynote speeches), and essays written for the *Ringin Ten*, and other competitions, etc.

- The activities were successfully implemented. Nearly all members of the Moral and Civic Education Unit and Counselling Unit (i.e. over 25 teachers) took turns to share their views during the morning assembly. Some scripts of their speeches were published in the *Ringin Ten*. Details can be seen in the reports of individual functional units.

3.2 To promote whole-person development.

3.2.1 Restore Mid-year Prize Presentation Ceremony to show recognition for students’ outstanding achievements, to encourage their active participation in diverse activities and to strengthen their sense of unity.

- In response to last year’s suggestion, the Mid-year Prize Presentation Ceremony was held on 23rd March, 2017. 24 items involving over 100 students were presented in the ceremony. A keynote speech by Principal Chung was delivered to congratulate the students on their outstanding achievements and to reiterate the school’s mission to foster all round development among students. At the beginning of the ceremony, all participants sang the school song to strengthen the unity and sense of belonging to school.

3.2.2 Provide diverse activities for students to encourage interaction, participation and the building of self-confidence. Continue to use three post-exam days as OLE Days to hold different activities for each form.

- The whole-school 3-OLE-days approach proved to be successful in 3 pilot years. This practice will become a regular way to organize the Other Learning Experience activities in the future. Detailed evaluations of the activities launched in different forms were shown in the OLE & ECA unit's report. For more sufficient time to arrange a Mainland trip for F.5 beyond the Guangdong province, as well as to echo the government policy of strengthening the National Education, we are considering a 5-day trip (instead of 3 days) to Xi'an next year. In response to some parents' opinions through the Parent-Teacher Association, a UK study tour for 3 teachers & 20 students was organized after the final exam this year. Positive feedback was received from the parents and students participated.

3.2.3 Train student leaders through:

- **Integrating various leadership training programmes organized by different functional units to fully utilize resources.**
 - **Providing training opportunities of experiential learning for student leaders.**
 - **Making good use of Handbook for Student Clubs to ensure smooth operation of the clubs and societies.**
 - **Encouraging students to participate in leadership training programmes outside school.**
- The Diversity Learning Grant from the EDB has provided abundance resources for organizing integrated programmes by different functional units. Next year, better coordination among functional units will be expected to create a whole-school approach in training student leaders. Training the monitors in each class & on-the-job training for various club chairpersons will be their new directions. Details can be found in various functional units' year plans.

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

- A teacher assistant was employed for the Careers & Guidance Unit to support various life planning education programmes and to share some teaching load of the life planning programmes teacher-in-charge for the second year. The policy proved effective. For overseas learning trips, 3 tours were organized to Taiwan in different areas of learning. The Principal, the Vice-Principal (Student support) & 10 students with excellent academic performances joined a "One Belt One Road" tour to Xiamen in May, 2017. As mentioned above, a UK study tour for 3 teachers & 20 students was organized after the final exam this year. All these tours have broadened the horizons of our students.

3.3 To establish unique school traditions and strengthen support networks.

3.3.1 Build support networks for students through seminars and experience-sharing

sessions conducted by various stakeholders (school sponsoring body, parents, alumni, etc.), to strengthen their sense of belonging.

- In February, 2017, Dr. Dominic S. C. Li, the former IMC manager of our school, came to share his working experiences with the F.5 & F.6 students at the school assembly. An old boy of WSC whose name appeared in the press for taking a round-the-island trip in Taiwan came to share his experience during the Anniversary Run and became our guest of honour in the prize presentation session.

3.3.2 Prepare to set up the School History Room by collecting documents, relics and exhibits.

- As the relics & documents have been collected, a working group will be established to design the layout of the School History Room in the coming year. It is considered that Rm. 111 (next to the Education Research Room) will be used as the site.

Learning and Teaching

The school seeks to develop our students' learning ability so that they will become young people who are keen on pursuing life-long learning and citizens with critical and independent thinking after gaining knowledge and skills through continuous learning. For the junior forms, our target has been to develop students' generic skills and help them build good learning habits. At senior level, we have to prepare students to strive for academic excellence for further studies through a wide and well-balanced curriculum.

The Academic Affairs Committee is composed of the panel heads of four core subjects and the major elective subjects. The Committee works in cooperation with 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 high quality of education.

In the first year of 2016-2019 School Development Plan, emphasis has been put on developing learning skills of the F.1 students. Study skills workshops conducted by an external institution was arranged for them. To provide a more comprehensive bridging programmes and to instil good learning habits in new F.1 students, study skills workshops will be added on top of the English and Mathematics bridging courses during summer from next year onwards. Moreover, teachers will continue to incorporate various learning skills in their daily teaching and assignments for students so as to boost the learning efficiency.

With the collaboration of Design and Technology, Computer and Information Technology, English and Chinese departments, STEM project-based learning on smart home will be launched in F.2 next year. Through various activities, students will grasp the basic skills of project-learning and their creativity and innovation will be developed. They will also equip with the qualities that are essential for their career planning in the rapid changing world.

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 coming year, collaboration of teachers will continue to focus on enhancing students' learning competency. Teachers will help students master various study skills through classroom teaching and assignments. Meanwhile, more diversified teaching strategies will be explored by teachers. For example, Chinese department will work jointly with the research team of the Hong Kong Polytechnic University in developing integrated skills learning materials for the students. F.2 Chinese and English teachers will seek for cross-subject collaboration opportunities to widen students' exposure in reading. Besides, a school-based assignment policy will be established to ensure the quantity and quality of the assignments meet the needs of the students, especially the junior form, and to further consolidate their knowledge and skills.

Providing a favourable and effective English learning environment for students has

always been our key focus. To carry out the MOI Policy effectively, vocabulary building skills has been introduced to F.1 students, and EMI subject teachers strengthen and broaden students' subject-related vocabulary through various oral presentation and essay-writing exercises. In addition to the existing English activities, an extra day of English Morning Assembly will be arranged, English programmes will be broadcasted through the Campus TV and the English extensive reading scheme will be fine-tuned

To cater for learning diversity, English enhancement class is arranged for the junior form and F.1 students are streamed according to their English ability so as to provide effective learning support to the less able students. Apart from developing various skills of the students, Junior Form Academic Affairs Unit will be formed next year to closely monitor and follow up the learning progress of the junior form. For the senior form, core subject uniform tests are being held to boost the learning atmosphere and to strengthen public exam preparation of the F.6 students. To allow sufficient time for the paper practice and to give the students an authentic exam experience, core subjects have adjusted their lesson time to free up an afternoon session for organizing the uniform test.

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

To uphold the core value, the theme “Care & Service” has been launched in the 2016-17 academic year. According to the students’ school life survey, as one of our major concerns this year, over 90% of the students agreed that they had the initiative to take care for the people around them, while nearly 80% of the students actively seized a chance to serve.

The Student Affairs Committee, headed by the Vice Principal (Pastoral Care), has been set up to coordinate various units, including Discipline Unit, Student Counseling Unit, Careers Guidance Unit, Moral & Civic Education Unit and Student Activities/OLE Coordination Unit, to provide suitable, timely and continuous support for the students.

A school-based Educational Psychologist (EP) has been assigned to our school through EDB for the second year. Under the coordination of the Vice Principal (Pastoral Care), the EP has work hand in hand with our school social workers in handling various kinds of the students’ cases. Moreover, some teacher training workshops organized by them had successfully enriched the professional knowledge of the teachers.

Facing the high student suicide rate this year, we are joining the Joyful@School Campaign (好心情計劃) launched by EDB in the coming academic year. With early identification of the high risk students at our school through some tools developed by CUHK, our EP, social workers & counseling teachers can have a quick response to related cases. Besides, even under a heavy teaching loads, our teachers are still enthusiastic in taking part in the 3-tier EDB training in handling students with special education needs (SEN). Up to July, 2017, there are 21 teachers who have already finished taking the relevant courses.

To help the F.1 newcomers adapt to our school environment, the Student Counseling Unit had arranged a series of programmes, such as orientation day-camp, parents information day and mentorship scheme for them during the summer holidays. Student Activities/OLE Coordination 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. The Careers Guidance Unit has 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 counseling service. The team work of Discipline Unit, Student Counseling Unit and the school social workers has proven to be effective and successful in dealing with students’ disciplinary, behavioural and developmental problems.

Student Performance

Student Awards – External Competitions

1. Academic

Event	Award	Award Winner
第九屆大學文學獎	少年作家獎	4D Yuk Ling Ling
全國青少年語文知識比賽(現場作文初賽) 中學五年級	三等獎	5A Yeung Ka Yi
第三屆樂施「寫字扶貧」硬筆書法比賽 (初中組)	亞軍	3B Yip Ying Ying
第九屆經典翹楚榜「經典盃」書法比賽 初中硬筆組	亞軍	3B Yip Ying Ying
2016 全港學生書法比賽 硬筆組	優異獎	3B Yip Ying Ying
	優異獎	4A Fung Ting Yan
	優異獎	4D Wong Wing Yan
荃灣區少年警訊「荃城滅罪禁毒」普通話朗誦比賽 2016		
初中組	優異獎	1A Cheng Sabrina Wing Yan
高中組	優異獎	5C Wu Ching Ching
Australian National Chemistry Quiz 2016	Excellence	4E So Pok Hin
	High Distinction	4D Chan Ho Wing
	High Distinction	4E Lok Chuen Leung
	High Distinction	4E Tjon Kwok Lung
	High Distinction	5D Tsui Man Lok
	High Distinction	6D Chan Lik Chun
	High Distinction	6D Lai Pui Man
	High Distinction	6D Ng Pak Hei
	High Distinction	6D Ng Wing Ki
	High Distinction	6E Fan Sheung Wang
	High Distinction	6E Fung Hiu Yan
	High Distinction	6E Mori Tatsuya
	Distinction	4D Yuk Ling Ling
	Distinction	5A Tang Tsz Ching
	Distinction	5D Lai Kang Hin
Distinction	5D Tsui Man Lok	

	Distinction	5E Chan Chak Fu
	Distinction	5E Chan Lok Him
	Distinction	5E Cheng Wing Hei
	Distinction	5E Mak Ka Ho
	Distinction	5E Mak Wai Kit
	Distinction	6D Cheung Chin Tung Yoki
	Distinction	6D Ng Yat Shan
	Distinction	6D Ng Yee Ching
	Distinction	6D Siu Hiu Yan
	Distinction	6E Chan Hau Yi
	Distinction	6E Yung Ho Lam
	Credit	4E Ho Kai Chiu
	Credit	5B Chak Wai Lam
	Credit	5D Chan Hoi Hin
	Credit	5D Or Wai Tsun
	Credit	5E Yau Ka Yu
	Credit	6D So Ka Hei
The Chemists Online Self-study Award Scheme 2016	Diamond	5A Leung Yuet Lam Cori
	Diamond	5A Tang Tsz Ching
	Diamond	5B Chak Wai Lam
	Diamond	5C Mak Tsz Yeung
	Diamond	5D Guan Hui Jun
	Diamond	5D Li Tsz Qiu
	Diamond	5D Tsui Man Lok
	Diamond	5D Wong Tsz Yan
	Diamond	6D Xie Sum Yee
	Diamond	6D Ng Yat Shan
	Diamond	6E Chan Hau Yi
	Diamond	6E Fung Hiu Yan
	Platinum	5D Lee Kwan Wai
	Platinum	5E Yeung Sum Yi

	Platinum	6C So Ka Hei
	Platinum	6D Siu Hiu Yan
	Platinum	6E Wong Tsz Ying
	Gold	5D Cheng Man Hing
	Gold	5D Cheng Wing Hei
	Gold	5D Lin Tao
	Gold	5D Or Felix Wai Tsun
	Gold	5E Chan Chin Ngai
	Gold	5E Yau Ka Yu
	Gold	6E Lam Nga Mei
	Silver	5A Chung Wing Lam
	Silver	5D Cheung Hoi Yin Haydn
	Silver	5D Fung Cheuk Ying
	Silver	5D Lai Kang Hin
	Silver	5E Li Nga Yan
	Silver	5E Sze-To Sum Yu
	Bronze	5A Chueng Chung Yau
	Bronze	5A Fung Hiu Laam
	Bronze	5B Lam Hoi Wing
	Bronze	5C Suen Yee Ka
	Bronze	5D Chan Chun Kai
	Bronze	5E Chan Chak Fu
	Bronze	5E Chan Chak Yan
	Bronze	5E Ho Ho Yeung
	Bronze	5E Lau Yuk Yin
	Bronze	6C Wong Wing Chi
	Bronze	6D Cheung Chi Tung Yoki
	Bronze	6E Lau Ho Pong
	Bronze	6E Lin Huan

Secondary School Mathematics & Science Competition 2017		
Chemistry	Medal	5D Chan Ho Yu
	High Distinction	5D Tsui Man Lok
Biology	High Distinction	5B Chak Wai Lam
	High Distinction	5D Chan Ho Yu
	High Distinction	5D Tsui Man Lok
Physics	High Distinction	5D Tsui Man Lok
	High Distinction	5E Mak Ka Ho
Mathematics	High Distinction	4E Cheung Ka Fai
	High Distinction	5D Li Tsz Qiu
	High Distinction	5E Fung Tsz Ho
	High Distinction	5E Wong Lok Chun
2017 Asia International Mathematical Olympiad Open Contest		
Preliminary Round	Gold Award	1A Chan Cheuk Hang
	Gold Award	1B Ho Chak Fung
	Gold Award	2B Lam Sheung Chi
	Gold Award	3C Wong Chun Yin
	Gold Award	4E Cheung Ka Fai
	Gold Award	5E Chan Lok Him
	Gold Award	5E Wong Lok Chun
	Silver Award	1A Cheung Hok Pan
	Silver Award	1A Wong Martin
	Silver Award	1A Wu Lok Sang
	Silver Award	1B Chui Lung Kwun Bonald
	Silver Award	1C Choy Yiu Ting
	Silver Award	1D Wong Wing Wa
	Silver Award	2C Liu Pui On
	Silver Award	2C Ng Hoi Chak
	Silver Award	3B Lau Pui Yin
	Silver Award	4E So Pok Hin
	Bronze Award	1A Wong Kwan Ching
	Bronze Award	1C Chan Pak Him

	Bronze Award	1D Chau Pak Lam
	Bronze Award	3C Chan Man Tik
	Bronze Award	5E Chan Chak Fu
	Bronze Award	5E Hung Wai Tsit
	Bronze Award	5E Mak Ka Ho
Qualifying Round	Gold Award	5E Wong Lok Chun
	Silver Award	1B Ho Chak Fung
	Bronze Award	1A Cheung Hok Pan
	Bronze Award	1C Choy Yiu Ting
	Bronze Award	2C Ng Hoi Chak
2017 Hua Xia Cup National Mathematical Olympiad Competition		
Preliminary Round	Second Class Award	1B Leung Yung Kei
	Second Class Award	2A Shek Wing Him
	Third Class Award	1A Wong Pui Yi
Qualifying Round	Second Class Award	1B Leung Yung Kei
Final Round	Second Class Award	1B Leung Yung Kei
Hong Kong Youth Mathematical High Achievers Selection Contest	Third Class Award	3B Kong Wang Hin
	Third Class Award	3C Chan Man Tik
	Third Class Award	3C Wong Chun Yin
Pui Ching Invitational Mathematics Competition	Merit	1A Chan Cheuk Hang
	Merit	1A Tse Pui Sing
	Merit	3C Chan Man Tik
	Merit	4E Cheung Ka Fai
	Merit	5E Chan Lok Him
Hong Kong Mathematics Olympiad	Third Class Honour Award	3C Wong Chun Yin
IT Elite Challenge 2017	Third	POCA IT School Team

2. Music

Event	Award	Award Winner
69th Hong Kong Schools Music Festival		
Secondary School Choir – Foreign Language	Second	Junior Choir
Piano Solo – Grade 6	Second	1A Choy Ching Yin
Piano Solo – Grade 6	Second	2A Lei Chi Kit
Vocal Solo – Female Voice	Third	5B Liu Wing Ki
全港學生歌唱專才愛心慈善戰 2016	亞軍	3A Yuen Hoi Ying
2016 Hong Kong Youth Music Interflow		
Symphonic Band Contest	Silver	POCAWSC Orchestra

3. Sports

Event	Award	Award Winner
Tsuen Wan & Islands Secondary Schools Area Inter-Secondary Schools Competitions		
Badminton Competition – Boys A Grade	Champion	POCAWSC Badminton Team
Badminton Competition – Girls B Grade	Champion	POCAWSC Badminton Team
Badminton Competition – Girls C Grade	Second	POCAWSC Badminton Team
Handball Competition – Boys AB Grade	Second	POCAWSC Handball Team
Table-tennis Competition – Girls A Grade	Third	POCAWSC Table-tennis Team
Table-tennis Competition – Girls B Grade	Third	POCAWSC Table-tennis Team
Athletics Competition – Boys A Grade Javelin	Champion	5D Cheung Hoi Yin Haydn
Athletics Competition – Boys A Grade Shot Put	Champion	5D Cheung Hoi Yin Haydn
Athletics Competition – Boys C Grade 100m Run	Third	2C Cho Cheuk Yin
Athletics Competition – Girls B Grade Javelin	Champion	3D Wong Tsz Fong
Athletics Competition – Girls C Grade Javelin	Champion	2C Kwan Yan Tung

Athletics Competition – Girls C Grade Long Jump	Second	1D Lau Sum Tung
Athletics Competition – Girls C Grade 4X100m Relay	Third	1B Ho Yin Lam 1C Tse Pui Yi 1D Lau Sum Tung 2B Ching Yeuk Ling
Swimming Competition – Boys B Grade 50m Backstroke	Second	3C Chu Man Tik
Swimming Competition – Boys B Grade 50m Freestyle	Third	3C Chu Man Tik
Swimming Competition – Boys C Grade 50m Breaststroke	Third	1D Mok Tsz Wing
Swimming Competition – Boys C Grade 100m Breaststroke	Second	1B Fung Ka Chun
	Third	1D Mok Tsz Wing
Swimming Competition – Boys C Grade 200m Freestyle	Second	1D Fan Sze Laam
Swimming Competition – Girls C Grade 50m Breaststroke	Champion	2D Li Wing Hin
Swimming Competition – Girls C Grade 100m Breaststroke	Champion	2D Li Wing Hin
Tsuen Wan Sports Festival		
Inter-schools Badminton Competition-Girls B Grade	Champion	POCAWSC Badminton Team

4. Visual Arts

Event	Award	Award Winner
“Climate Change and Our Environment” 2D & 3D Model Design Competition for Secondary Schools	Champion	5A Chui Man Ka 5B Lee Hoi Hei 5C Cheng Yee Sin 5C Suen Yee Ka 5C Yang Ning Kwan
第五屆愛惜生命全港兒童畫比賽 (公開組)	Champion	5A Yeung Ka Yi
World Heart Day Drawing Competition 2016		
Senior Section	Elite Prize	4A Ho Chi Wing
	Merit	4A Tam Ho Wing
The Wharf Hong Kong Secondary School Art Competition 2016-2017	Distinguished Entries of Tsuen Wan	4A Ho Chi Wing
		4C Li Wing Yan Charlotte
	School with the Most Number of Entries	POCA Wong Siu Ching Secondary School

The 16th Inter-School Stamp Exhibits Competition		
Class B (Students of Secondary 1 to Secondary 3)	1 st Runner-up	3B Yeung Lee Mun 3B Yip Ying Ying
	2 nd Runner-up	3A Yip Hoi Tung 3D Chan Lok Kan Sandra 3D Tai Yan Adeline
	Merit	1C Yu Chenxu
	Merit	2B Chan Ying Tung 2B Lee Ho Yan 2B Wu Hei Man
	Merit	2C Kwan Yan Tung 2C Tang Gwan Yung
	Merit	2C Leong Ka Yi
Class C (Students of Secondary 4 or above)	1 st Runner-up	4A Tam Ho Wing 4C Chan Ching Yee
	Merit	4A Kwok Ka Yu Andrea 4D Ho Tsz To 4D Lok Chuen Ting Nicholas
	Merit	4A Wong Lok Yi 4C Kwan Ho Yin Lois
	Merit	4A Lok Hui Ying 4D Chan Ho Wing
	Merit	4B Chan Tsz Lam 4B Chan Wing Kiu Virginia 4B Hui Shuk Ying 4B Wong Sau Wai
	Merit	4B Chan Ka Man 4B Ip Wai Nga 4B Siu Nok Yi
The Most Active Participation School Award		POCA Wong Siu Ching Secondary School
Hong Kong Flower Show 2017 Jockey Club Student Drawing Competition	Third	3B Yip Ying Ying
Secondary School Distinguished Artwork Exhibition 2017	Appreciation Award	2B Sze-to Sum Ying
社區生活提案比賽-中學組	優異獎	5B Lee Hoi Hei
三好助人小畫家獎徵畫比賽	入選狀	2A Wong Sze Ki
	入選狀	2B Cheng Tsz Hin
	入選狀	2B Szeto Sum Ying
	入選狀	2B Woo Hui Ching
	入選狀	2B Leung Wing Kwan

	入選狀	2B Chan Hey
	入選狀	2C Ho Tsz Hin Anson
	入選狀	2C Wong Lai Sum
	入選狀	2C Choi Hiu Lam
	入選狀	2C Li Wai Hung
	入選狀	2C Kwan Yan Tung
The Arts Ambassadors-in-School Scheme	Art Ambassadors	5B Lee Hoi Hei 5C Suen Yee Ka

5. Others

St. John Ambulance Brigade Cadet Command (NT) Inter-Divisional Competition		
President Cup		POCAWSC Ambulance Cadet & POCAWSC Nursing Cadet
Joint Division Competition	Overall Champion	POCAWSC Ambulance Cadet & POCAWSC Nursing Cadet
First Aid Competition	Champion	POCAWSC Nursing Cadet
Uniform Inspection Competition	Second	POCAWSC Ambulance Cadet
The Outstanding Girl Guide Award Election	Outstanding Unit Award	POCAWSC Girl Guides
	Unit Highest Service Hour Award	POCAWSC Girl Guides
	Outstanding Girl Guide (Unit Level)	4C Lai Hiu Wing
The Hong Kong Girl Guides Association NT South Challenge Shield Competition	Third	POCAWSC Girl Guides
The Harvard Book Prize 2017	Runners-up	5C Yang Ning Kwan
	Runners-up	5E Chan Chak Fu
“We Did It” Award Scheme 2016/17	Commendation Certificate	4A Wong Lok Yi
		4C Lai Hiu Wing
		4C Tsui Wan Ying
		4D Lam Tsz Ching
		6E Leung Lok Sum

「綠色生活愛地球」環保比賽	亞軍	3C Cheng Cheuk Ying
	優異獎	1B Ho Yin Lam
Amazing Teens 荃灣區公益少年團聯校領袖培訓計劃 2016		
專題報告	專業報告大獎	POCAWSC CYC
	評判大獎	POCAWSC CYC
	我最喜愛大獎	POCAWSC CYC
個人分享	優異獎	4E Lau Wai Yin
「義軍突起」全港青少年義工體驗活動	傑出隊伍獎	3C Cheng Cheuk Ying 3C Cheng Ka Yi 3D Lau Pak Leong 3D Tse Tsz Kong
Outstanding Youth Commendation Scheme 2016-2017	Top 10 Outstanding Youth	Chan Tsz Ying Cathy (2015 Graduate)
	Stellar Accomplishment Award	

Academic Performance

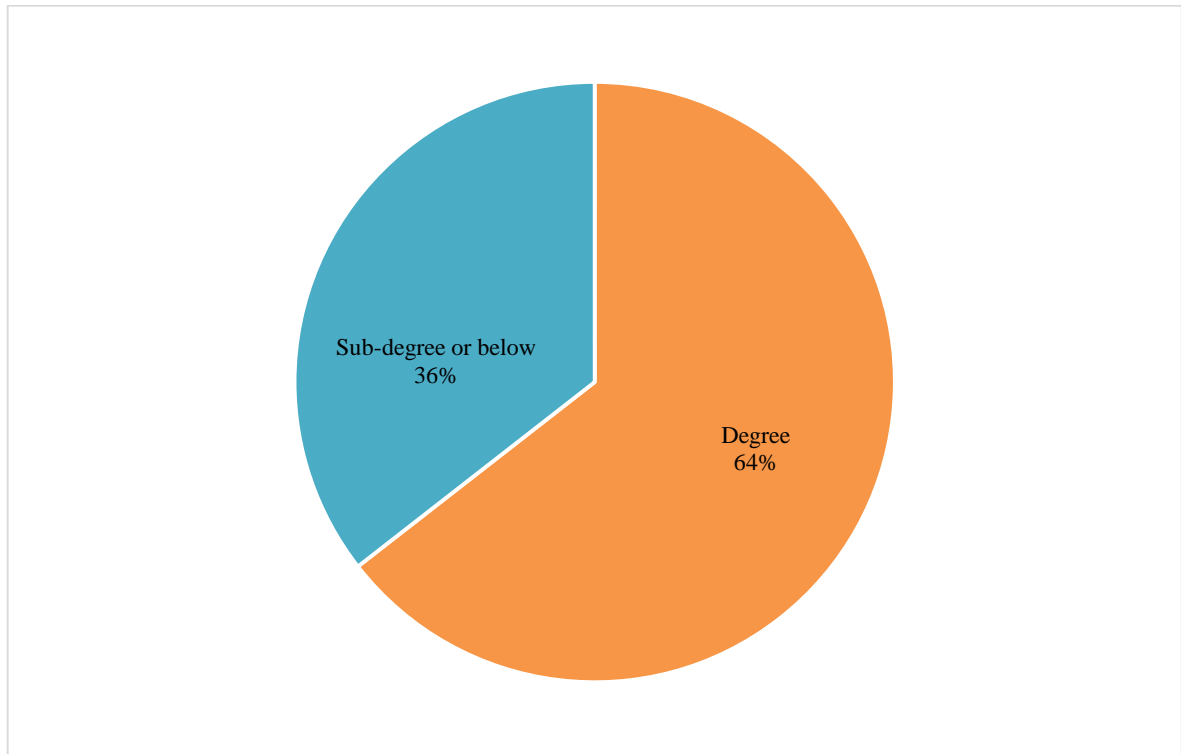
2017 HKDSE Results

Subject	No. of Candidates	Level 4 or above		Level 2 or above	
		WSC Students	Average HK Students	WSC Students	Average HK Students
Geography	24	79.2%	38.7%	100.0%	87.1%
Mathematics (Compulsory part)	137	67.2%	39.1%	98.5%	81.1%
Business, Accounting & Financial Studies	29	65.5%	43.8%	100.0%	90.9%
Mathematics (Extended part)	28	64.3%	59.1%	92.9%	91.1%
Chemistry	49	61.2%	52.3%	95.9%	88.4%
History	25	60.0%	49.0%	100.0%	94.5%
Physics	35	57.1%	50.8%	100.0%	89.7%
Liberal Studies	137	54.0%	36.5%	99.3%	89.5%
Biology	32	50.0%	46.2%	93.8%	90.1%
Chinese History	26	50.0%	36.1%	100.0%	90.3%
English Language	136	41.2%	27.5%	100.0%	77.0%
Chinese Literature	8	37.5%	33.9%	100.0%	89.7%
Information & Communication Technology	9	33.3%	27.1%	100.0%	80.6%

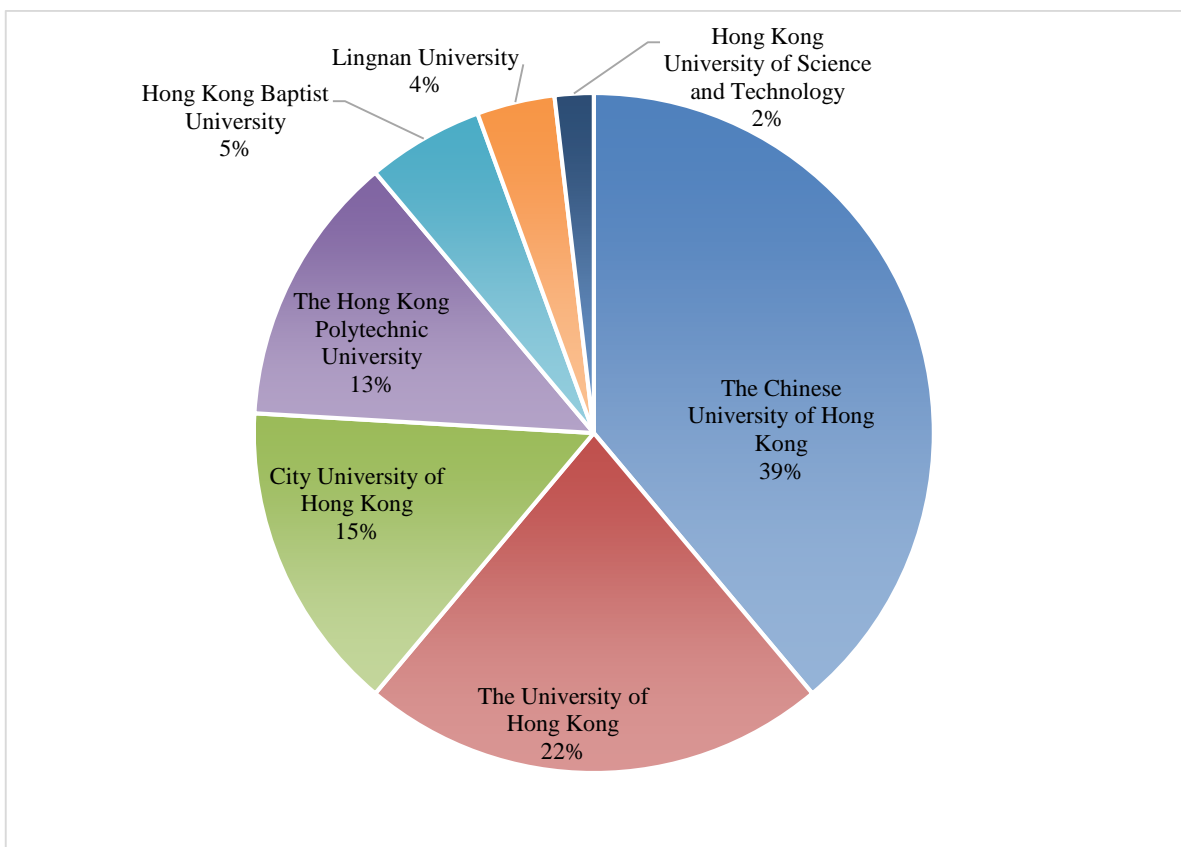
Remarks:

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. 94.1% and 79.6% 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. 104 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



2016-2017 Scholarship Award List

Internal Scholarships

POCA Scholarships	
Secondary School Level Scholarship	1A Cheung Hok Pan
Secondary School Level Scholarship	1C Yu Chenxu
Secondary School Level Scholarship	1B Lau Yat Fung
Secondary School Level Scholarship	2B Tai Wing Hei
Secondary School Level Scholarship	2B Chan Hey
Secondary School Level Scholarship	2B Wu Hei Man
Secondary School Level Scholarship	3C Wong Chun Yin
Secondary School Level Scholarship	3C Lai Yan Ting
Secondary School Level Scholarship	3C Lam Yan Yi
Secondary School Level Scholarship	4D Chan Ying Lam
Secondary School Level Scholarship	4E Kwok Oi Lam
Secondary School Level Scholarship	4A Ho Chi Wing
Secondary School Level Scholarship	5D Tsui Man Lok
Secondary School Level Scholarship	5E Chan Chak Fu
Secondary School Level Scholarship	5C Yang Ning Kwan
University Level Scholarship	6E Mori Tatsuya
University Level Scholarship	6C Ko Yiu Wa
University Level Scholarship	6B To Chi Pong
University Level Scholarship	6B Tse Wing Yi
University Level Scholarship	6E Fung Hiu Yan
University Level Scholarship	6E Leung Lok Sum
University Level Scholarship	6E Chan Hau Yi
University Level Scholarship	6D Ip Tsz Ching
University Level Scholarship	6D Ho Wing Yee
Outstanding Non-academic Achievement Scholarship	6E Yung Ho Lam

Alumni Scholarships

Mr. Yuen Lik Hong Biology Scholarship	5B Chak Wai Lam
Mr. Tse Kin Lop Memorial Scholarship	5B Liu Wing Ki

External Scholarships

Rotary Scholarship	3D Li Yuk Yu	4D Wong Wing Yan
	4A Kwok Suen Hei	4E Chan Ching Yee
Upward Mobility Scholarship	5C Hui Lok Yiu	5E Yu Pik Ching
	5D Chan Wing Lam	

Feedback on Future Planning

Learning and teaching efficiency and personal growth of students are always the key concerns of our school. In the second year of the 3-year Plan, the school will continue to enhance the effectiveness of instruction, to strengthen students' learning efficacy, to promote whole-person development and to build unique school traditions.

In response to the ongoing renewal of the curriculum guide and to take a further step to promote academic achievement as well as holistic development of our students, the school reviewed the timetable this year. Through thorough discussions and consultations with the stakeholders, adjustments have been made on the number of morning assemblies, duration of lunchtime, school dismissal time and teaching hour allocation for subjects, so as to help the students to strike a right balance between academics and extra-curricular activities. Gaining wide support from the stakeholders, the fine-tuned timetable will be launched next year and evaluation will be carried out at the end of the year.

With successful application of the Quality Education Fund, our school Campus TV has been established. With the use of multi-media tools, we aimed to develop generic skills of our students, to deepen their self-directed learning skills, to provide them a platform to demonstrate their creativity and potentials, to intensify their life-wide experiences and to enrich cross-curricular collaborations. After months of preparation and training, the Campus TV will be officially launched in the next academic year and a diversified array of programmes on languages, mathematics and science, humanities, sports and arts, and liberal studies and civic education will be broadcasted at the morning assembly, lunchtime and after-school.

To attend more closely to the emotional well-being of our students and to create a positive school climate, 'Gratitude and Sense of Belonging' is the theme of value education for the coming year. The Joyful@School Campaign will be launched to enhance students' awareness and understanding of mental health, to cultivate in them a positive attitude towards life and the ability to handle adversity. Mid-year Prize Presentation Ceremony will be continued to show recognition for students' outstanding achievements and to strengthen their sense of unity. Various activities and other learning experiences, such as cultural activities, career activities, self-discipline camp, educational camp, leadership training camp and study tours will be organized to tighten students' connections with teachers and peers, and to boost their sense of belonging at school. Moreover, to recall all the memorable moments and achievements of the school in the past decades, a School History Room will be set up next year.