



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

2018 – 2019
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 58 teachers in this school year:
 - 100% of them were formally trained in teaching;
 - 97% of them possess a Bachelor's degree;
 - 46% of them hold a Master's degree or above;
 - 38% 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	19%	15%	66%

Student Population

The total number of students is 724.

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 (Accounting Module), Visual Arts, Music, PE

Achievements and Reflections

on Major Concerns

Major Concern 1: To enhance the effectiveness of instruction.

1.1. To promote interdisciplinary learning and strengthen cross-curricular activities

- In this three-year development cycle, coordinators for Science, Technology and PSHE subjects have been established under the Academic Affairs Committee, and KLA coordination meetings were held to arrange interdisciplinary collaborations.
- Generic skills training structure for junior form students was established in this development cycle: F.1 - study skills and strategies training, F.2 - project learning skills training and F.3 high-order thinking skills training. All KLA and subject panel heads further developed these skills through assignments and classroom teaching.

Academic Affairs Committee organized study skills training workshop for F.1 students to cultivate their self-learning abilities.

According to 2018/19 student survey, over 80% of F.1 students agreed that they often practiced the learnt study skills and teachers had encouraged the use of various study skills during their lessons and in assignments. The F.2 and F.3 surveys had similar results, but only 50% of F.3 students mentioned that they often applied the study skills learnt.

- The PSHE KLA subjects worked closely in putting forth cross-curricular learning and activities. As reported by the PSHE coordinator, there were regular collaborations among Geography, Chinese History, History, Chinese and English panels. Cross-subject STEM project learning was launched in F.2. The teaching plan of the STEM project learning had been awarded and the teacher-in-charge was selected by the EDB to participate in an overseas study programme in Finland. Next year, the Computer panel will form a partnership with the Faculty of Education of the University of Hong Kong in promoting self-directed learning through STEM. These proved that the F.2 STEM cross-curricular collaboration and related activities have been launched smoothly.

As reflected in the 2018/19 student survey, 71% of F.2 students agreed that the STEM project had provoked their interest in new technology, 77% of them agreed that they had learnt project techniques through the STEM project and 56% of them agreed that the creative thinking workshops facilitated their overall learning.

Suggestion:

- According to the 2018/19 student survey, only 59% of F.3 students, which is the lowest among the junior form, agreed that the study skills learnt in F.1 assisted their learning. This implied that the skills would be a waste if the students were not practicing them. Teachers are recommended to devise assignments with study skills elements at all junior levels so as to help students build the habit through prolonged practice.
- Teachers reflected in the second Staff Development Day of 2018/19 that they needed training before implementing the new teaching strategies. Therefore, it is suggested

organize workshops for teachers on study skills and creative thinking in the Staff Development Day of the coming year so that the teachers could be familiarized with the course contents and be able to integrate the elements into their daily teaching.

1.2 To encourage diversified teaching strategies

- The F.1 study skills and learning strategies training has become a regular practice. According to the 2018/19 student survey, over 80% of F.1 students agreed that they often practiced the learnt study skills and teachers often encouraged the use of various skills during their lessons and in assignments.
- The F.2 creative thinking workshop was well received by students. According to the 2017/18 student survey, 74% of F.2 students found the interdisciplinary activities organized by DT, Computer, Chinese and English panels interesting and 60% of them found the creative thinking workshop useful.
- With regard to e-learning, the Campus TV was set up and has been operating smoothly for two years. Subject panels have made use of the Campus TV to strengthen teaching and learning e.g. Putonghua training, sharing of books, interactions between teachers and students.
According to the 2017/18 student survey, 85% of F.1, 70% of F.2 and 60-70% of F.3 to F.5 students agreed that the Campus TV programmes facilitated their learning. In general, students agreed that the Campus TV programmes are effective means for learning.
This year, Mr. Wan Kwok Tung, member of the Academic Affairs Committee, not only implemented Flipped Classroom in his class, but also organized a video making workshop for teachers to prepare them to launch e-learning.
- According to the 2017/18 student survey, 87% of F.1 students found the interdisciplinary activities organized by DT and Science panels interesting, 74% of F.2 students found the interdisciplinary activities organized by DT, Computer, Chinese and English panels stimulating while 60% of them found the creative thinking workshop useful. Overall, the KLA-based cross-curricular collaborations have become mature at the junior form level, especially F.1 and F.2 levels.

Suggestion:

- According to the 2018/19 student survey, only 59% of F.3 students, which is the lowest among the junior forms, agreed that the study skills learnt in F.1 assisted their learning. This implied that students would use the skills less if they were not given enough practice in higher forms. Teachers therefore are encouraged to devise assignments with study skills elements at all junior levels so as to help students build up the habit of using these skills through prolonged practice.
- To cultivate students' e-learning competence and IT literacy, teachers have to be trained first.

1.3 To enhance the quality of assessment

- Open-ended questions aiming at assessing students' high order thinking skills have been added in daily assignments and examination papers of PSHE subjects. The skills will be

further developed in the next development cycle.

- With the adjustment of core subject lessons, the F.6 Uniform Test has become a regular practice and will be implemented continuously.

Suggestion:

- High-order thinking skills training for F.3 students was launched in the last year of the development cycle. As shown in the 2017/18 student survey, 80% of students replied that teachers had put emphasis on training their high-order thinking skills but only 30% of them agreed that they had mastered the skills. In the next development cycle, it is suggested that more focus should be put on developing students' critical thinking skills.

1.4 To promote professional development.

- The Staff Development Unit organized a seminar for subject panel heads and middle managers on the role of curriculum leaders and middle managers.
- A one-day team building workshop was organized and teachers were positive towards the activity.
- The school has met the EDB requirement of teacher training on catering for students with special education needs. 17 teachers completed the basic course, 8 teachers completed the advanced course and 7 teachers completed the thematic course. Moreover, 3 teachers completed the course on handling students' mental health.
- Peer lesson observations and lesson observations by the Principal have become a regular practice. And some subjects started thematic lesson observation, e.g. Chinese panel arranged lesson observation on argumentative writing and relating teaching strategies.

Suggestion:

- The thematic lesson observation as well as the staff development programmes could echo the Major Concerns of the School Development Plan.

1.5 To review lesson time allocation and timetabling

- As shown in the 2017/18 student survey, students' feedback towards the new timetable is as follow: 45% of F.2 students remained neutral, 26% were satisfied and 26% felt dissatisfied; 45% of F.3 students remained neutral, 35% were satisfied which was higher than those dissatisfied. 50% of F.4 students remained neutral and 32% were satisfied. 39% of F.5 students and 32% of F.6 students were satisfied. Overall speaking, the students were satisfied with the new timetable.
- The percentage of students participated in extra-curricular activities is as follows: F.1-6.3%, F.2-5.6%, F.3-7.8%, F.4-8%, and F.5-11.45%. The higher the form level, the more students participated in the extra-curricular activities, however, the participation rate is still low in general.
- The percentage of students who spend 1-3 hours on electronic games are as follows: F.1-75%, F.2-61%, F.3-6%, F.4-68%, and F.5-72%. The percentage of students who spent 1-3 hours on social media is as follow: F.1-75%, F.2-78%, F.3-77%, F.4-60% (28% of

students spent 4-5 hours on the social media), and F.5-65%.

Suggestion

- Students are satisfied with the new timetable for it has an earlier school dismissal time, however, they do not make good use of their time after-school. It is suggested develop more after-school and e-learning activities for the students so as to help them maximize the use of their spare time.

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

- As shown in the 2017/18 student survey, 25% of F.1 and F.2 students (first two years of the School Development Cycle) agreed that they had pre-lesson preparation every day while 45% remained neutral. Students have built up pre-lesson preparation habit, however, it has not yet become a norm.
- With regard to the completion of assignments on time, 72% of F.1 students, 68% of F.2-F.4 students and 54% of F.5 students agreed. Despite the relatively low response rate of F.5 students, they still completed their assignment on time in general
- The F.1 self-management training course as well as the co-class teacher system helped students build good learning habits. 83% of F.1 students agreed that the self-management course assisted them to manage the assignments and use the locker wisely. Yet, according to the class teachers' opinions and records from the Discipline Unit, the learning attitude of F.2 students was relatively poor.

Suggestion:

- It is suggested to have more diversified assignments for students such as those which integrate more pre-lesson preparation elements and maximize the use of e-learning.
- Teachers may need to strengthen the supervision of F.2 students and to improve their discipline by boosting classroom management.

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

- According to the 2017/18 student survey, 55% of F.1 students agreed that the Chinese extensive reading lesson had facilitated their reading, while 33% of them remained neutral. For F.2, 60% agreed while 23% remained neutral. For F.3, 30% agreed while 47% remained neutral. For the English extensive reading lesson, 53% of F.1 students agreed that it had facilitated their reading, while 33% remained neutral. 35% of F.2 students agreed while 38% remained neutral. And 27% of F.3 students agreed while 48% remained neutral.
- In the junior form students' reading habit survey conducted in 2018/19 first term, students had to choose five activities that they often did at their leisure time. Multi-media entertainment ranked top (over 90%), however reading was not on the top 5. Most students replied that they spent 30 minutes to one hour in reading Chinese materials and less than 30 minutes in reading English books every week. The most popular book genres were fictions and leisure reading materials (93%) and students mainly read for leisure (85%). They agreed that reading was important (68%) but 43% of them replied that they had read less after being promoted to secondary school. The reasons hindered students building a good reading habit are the occupation of other after school activities or leisure activities (65%), and students have not yet found reading materials interesting to them (60%).

Suggestion:

- The promotion of reading is one of the key focuses in the education sector. However, how to change students' mindset of reading just for leisure is a difficult problem to tackle.
- It is suggested promote reading across the curriculum to widen students' scope of reading and emphasize that reading is an effective way to accumulate interdisciplinary knowledge.

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

- For the evaluation of F.1 study skills training, F.2 STEM project learning skills and e-learning as well as F.3 high order thinking skills training, please refer to the Section 1

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

3.1 To uphold core values

3.1.1 Educate students through appropriate promotion of the theme of value education of the year: '*Perseverance & Sense of Belonging*'

- As the school 40th anniversary is approaching, we have revised the theme of value education for 2018-19 from 'Commitment' to 'Sense of belonging' while the other theme 'Perseverance' remain unchanged. Followed by the successful launching of several celebrating activities such as 'The 40th Anniversary Variety Show' in May and 'The 40th Anniversary Visual Art Exhibition' in July, we found that the sense of belonging among students, teachers or even alumni had been highly increased.

3.1.2 Promote the culture of Perseverance & Sense of Belonging through students' daily interactions with teachers and participation in learning activities of various subjects

- The interactions between teachers and students have been highly increased through the organization of various major events this year. The preparation work and the performance platform have provided a great and natural opportunity for the interaction. The oral feedback from students and teachers proved that the culture of 'Sense of belonging' had been established. There were also learning activities and extra-curricular activities organized by different panels and groups for promoting another theme 'Perseverance' this year, details can be found from their reports.

3.1.3 Promote the theme ' Perseverance & Sense of Belonging' through a variety of activities during class-teacher periods, which will include sharing, workshops, video viewing, etc.

- Members of the Student Affair Committee suggested that the class teacher period had room to improve, but the fact is that there were too many activities organized by functional groups and the class teachers complained that many class periods had been occupied. After discussions, though most of the activities are good for students' learning, we have to sacrifice some of them. Better coordination will be made next year by the Vice-principal and a certain number of class periods will be reserved in advance.

Moreover, the Student Support Unit will collaborate with class teachers next year to promote a routine programme for SEN students.

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

- Since the PA system had a sudden failure and emergency repairing process was quite long, the teacher sharing schedule was slightly affected. Nevertheless, we made use of the broadcasting function of the Campus TV to fix the problem. The Ringing Ten continues to serve as a ‘bridge’ between parents and the school of the most updated information. Next year, the cover story of the bulletin will be strengthened by resuming Principal speeches as well as essays from different panels and functional groups. We have found that communications among stakeholders are very important nowadays, and many speeches delivered in the morning assembly were in good qualities. We shall edit some of these speeches as the cover story of the Ringing Ten in the coming year.

3.2 To promote whole-person development

3.2.1 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

- Most of the teachers and students believed that the Mid-year prize presentation ceremony could stimulate the students’ self-esteem by making a public recognition to their achievements. That is why we have included this item year by year in face of numerous limitations including venue problem, trophies of public competitions not yet in hand etc. Next year, we will try out best to continue to make this event happen.

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 OLE Days this year have accomplished successfully. Due to the unexpected venue problem, we changed the training location of F.3 from Pat Heung JPC campsite to Whampoa Military Academy in Shenzhen. However, quite a number of students refused to go. And some public media reported the case. With the help of teachers and alumni, the incident was settled smoothly by organizing a similar training programme at the school campus for those students who are unwilling to travel to the Mainland. This programme, together with the original programme at Whampoa, have won a very good reputation at last.
- A number of interflow and study tours were held this year. The destinations include: Shantou, Shanghai, Guizhou, Xian, Nanjing, Taiwan, Singapore, and England. The topics consisted of but not limited to: economic & city development, science, Chinese culture, STEM, mathematics and languages. In Xian, we concluded a sister school relationship with Shang Luo Middle School Shaanxi Province (商洛中學) which has more than 100 years of history. Local public media reported the ceremony on their daily news. School leaders and teachers of both schools had an excellent opportunity to share

their professional leadership and teaching experiences while students from both schools had developed a deep friendship.

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**
- Student leaders training programmes were organized under the collaborations between the ECA Unit and the Counseling Unit. Prefect training camps, which has special elements concerning the operation order, were conducted by the Discipline Unit. Principal Chung suggested that even though the training programmes were differed according to the service nature, some core values and common reminders should be put together and announced to all trainees at a time.

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

- The comprehensive programmes organized by the Career Guidance Unit not only widened the scope of the students on further study opportunities, but were also highly commended by parents who regarded the guidance service of our school as one of the best in Hong Kong. For a better reflection of their work, the Career Guidance Unit will be renamed as Career and Life Planning Unit starting from the coming academic year. Life planning programmes for junior form students will also be strengthened. Details of the programmes can be found in the evaluation report of the Career Guidance Unit.

3.3 To establish unique school traditions and strengthen support networks

3.3.1 Build support networks for students through seminars and experience-sharing conducted by various stakeholders (school sponsoring body, parents, alumni, etc.) and strengthen their sense of belonging

- Alumni sharing were held several times this year. Topics included ‘Life in Tsinghua University’ and ‘The Belt and Road Opportunities’. The content shared by the alumnus echoed our theme ‘Perseverance’ very much.

3.3.2 Prepare to set up the School History Room.

- The collection of relics started two years ago and the interior design of the School History Room has been accomplished. Tender document has been approved by the IMC. The construction work will start this summer. The opening ceremony is scheduled on the coming Speech Day depending on the construction progress.

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 the senior levels, 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 closely 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 2016-2019 School Development Cycle, the KLA cross-subject collaboration Unit has been set up to explore collaboration formats among different panels. Subject panel heads of PSHE KLA discussed the use of a common topic in teaching various subjects in F.1, and the Technology KLA launched STEM project learning in F.2 while the strategies for co-training high-order thinking skills of F.3 and above students had also been discussed. With the aim of enhancing teaching effectiveness, Chinese panel jointly developed teaching strategies for senior form integrated skills paper with the Polytechnic University of Hong Kong. Our Physics panel head, Mr. Wan Kwok Tung, held workshop for colleagues on the use of electronic devices in Flipped Classroom. Moreover, to allow the students to put into practice of what they have learnt in their lessons and extend their learning experiences beyond classroom, more co-curricular activities had been organized. Our 40th Anniversary Variety Show was held in May. The programmes included speech and public speaking, drama, Chinese opera, dancing and music performances which well-demonstrated the all-round abilities of our students.

In the 2019-2022 School Development Cycle, we will continue to develop upon the foundation.

The KLA-based cross-subject collaborations will be deepened to enhance the curriculum effectiveness and consistent skills trainings will be provided to students. The KLA subject teachers will focus on training study skills of F.1 students and help them build a good learning habit. Through STEM project learning, F.2 students will be nurtured with self-directed learning skills. To enable a smooth transition to the senior form, F.3 students will be equipped with holistic thinking skills. In addition, cross-curricular reading will be strengthened at all form levels to let students understand that reading is a form of extended learning and an essential tool for consolidating their basic knowledge.

Generic skills training will continue to be strengthened in the senior form. Next year, IT literacy and high order thinking skills are the key forms of training for senior form students. To enhance students' high order thinking skills, subject teachers of Chinese, English and Liberal Studies teachers will discuss how to integrate debate elements into daily teaching. Moreover, the Chinese panel will introduce IT literacy training through the topic of "News and Report".

Lastly, we understand that to enhance the quality of teaching and learning, professional training for teachers should be closely related to the 3-year School Development Plan. Next year, briefing sessions on students' study skills, creativity and IT literacy training workshops will be arranged for teachers. A coach will be hired to provide debating skills training to Chinese, English and Liberal Studies teachers to enhance their teaching capacities. Moreover, the setting of senior form elective subjects will be reviewed to allow more

flexibilities for the students.

2019-2020 will be the first year of the new 3-year School Development Plan, we will continue to consolidate efforts of each subjects in providing a more effective teaching and learning environment for students.

Student Affairs

To celebrate the 40th School Anniversary, we revised the theme of value education for 2018-19 from 'Commitment' to 'Sense of belonging' with the other theme 'Perseverance' remained unchanged. Followed by the successful launching of several celebrating activities such as 'The 40th Anniversary Variety Show' in May and 'The 40th Anniversary Visual Art Exhibition' in July, we found that the sense of belonging among students, teachers or even alumni had been elevated.

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 by the EDB for four consecutive years. A part-time Clinical Psychologist (CP) was also employed by the school this year to meet the increasing needs of our students. Under the coordination of the Vice Principal (Pastoral Care), the EP and CP have worked hand in hand with our school social workers as well as our Counseling Unit in handling various cases, making diagnoses and giving professional opinions.

The Joyful@School Campaign (好心情計劃) which helped to identify the high risk suicidal students at our school through the tools developed by CUHK had been successfully launched for two years. Next year, a school-based version will replace this campaign. Besides, even under a keen competition for enrolment, 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 2019, the teachers of our school have fulfilled the requirements of EDB in taking the relevant courses. In the coming academic year, the government policy of 'Two social workers in one school' will surely empower us in helping the students in need.

To help the F.1 new comers adapt to our school environment, the Student Counseling Unit arranged a series of programmes, such as orientation day-camp, parents information day and mentorship scheme during the summer holidays. Moreover, Student Activities/OLE Co-ordination Unit organized a variety of activities to strengthen students' sense of morality and train them in all sorts of skills. This year, the interflow tours successfully broaden the horizons of our students. Their footprints had reached Mainland China (Shantou, Shanghai, Guizhou, Xian, Nanjing), Taiwan, Singapore, and England. 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 choices and further study opportunities through seminars, workshops, mock interviews, alumni's sharing and overseas trips. An information centre was set up on the DSE results release day to provide students with the latest information as well as career guidance and counseling service. For better reflecting the work of this unit, the former The Careers Guidance Unit will be renamed as The Careers and Life Planning Unit next year. The team work of Discipline Unit, Student Counseling Unit and the school social workers was proven to be effective and successful in dealing with students' disciplinary, behavioural and developmental problems. Their collaborations will continue.

Student Performance

Student Awards – External Competitions

1. Academic

Event	Award	Award Winner
第六屆龍少年文學獎	Second Prize	2B Suen Cheuk Yin
	Third Prize	4A Cheung Hetal
	Merit	4D Chan Wing Lam
	Merit	4B He Si Qi
新聞·反思徵文比賽	Merit	6B Wong Ka Man
「怪獸家長」短篇故事創作比賽	Finalist	2B Suen Cheuk Yin
		4D Chan Wing Lam
		4B He Si Qi
		3D Wong Kit Sum
		4D Tang Gwan Yung
		4B Chow Tsam
		3D Lau Fung Ki
		4A Lau Yan Yee
Australian National Chemistry Quiz 2018	High Distinction	5C Liu Wai Wing
	High Distinction	5C Tse Chung Hong
	High Distinction	5D Poon Chun Fung
	High Distinction	5D Li Tsun Ming
	High Distinction	6D Chan Ho Wing
	High Distinction	6E So Pok Hin
	High Distinction	6E Tjon Kowk Lung Danny
	Distinction	4A Wu Hei Man
	Distinction	4C Shek Wing Him
	Distinction	5B Ng Wai Yan
	Distinction	5C Cheng Cheuk Ying
	Distinction	5C Kong Wang Hin
	Distinction	5C Lai Lok Yin
	Distinction	5C Lau Pui Yin
	Distinction	5C Wong Chun Yin
	Distinction	5C Wong Wai Chak
	Distinction	5C Yan Ka Hei
	Distinction	5D Ho Lok Yiu
	Distinction	5D Mo Hoi Pan
	Distinction	6E Ho Kai Chiu Eric
	Distinction	6E Kwok Oi Lam
	Distinction	6E Lok Chuen Leung Ferdinand
	Distinction	6E Wong Hoi Ying
	Credit	4C Ng Tsz Ngai
	Credit	4C Tai Wing Hei
	Credit	4C Wong Hoi Chun
	Credit	4C Yam Ka Pan
	Credit	5B Ching Kwong Kwan
	Credit	5B Tai Yan Adeline
	Credit	5C Chan Man Tik
	Credit	5C Lam Yan Yi

	Credit	5C Tse Tsz Kong
	Credit	5C Wong Chun Cheong
	Credit	5C Yip Hoi Tung
	Credit	5D Ho Nang Chun
	Credit	5D Kwok Tsz Ying
	Credit	5D Lee Chui Shan
	Credit	5D Leung Kam Yan
	Credit	5D Mak Hin Yeung KK
	Credit	5D Wong Yu Ning
	Credit	6B Wong On Yin
	Credit	6D Chan Ying Lam
	Credit	6D Lui Wing Shan
	Credit	6E Chan Kwun Chung
The Chemists Online Self-study Award Scheme 2018	Diamond	5B Kwok Ka Wun
	Diamond	5B Lau Kwun Yin
	Diamond	5B Tai Yan Adeline
	Diamond	5B Yan Hau Yin
	Diamond	5C Cheng Cheuk Ying
	Diamond	5D Ho Lok Yiu
	Diamond	5D Leong Ka Wai
	Diamond	5D Ng Tsz Wai
	Diamond	5D Wong Karin
	Diamond	5D Wong Yu Ning
	Diamond	6C Tai Ho Kiu
	Diamond	6D Chan Ho Wing
	Diamond	6D Lok Chuen Ting Nicholas
	Diamond	6D Lui Wing Shan
	Diamond	6D Mak Sau Yin Sheryl
	Diamond	6D Yuk Ling Ling
	Diamond	6E Chan Ching Yee
	Diamond	6E Chow Yuet Ting
	Diamond	6E Ho Hoi Ming
	Diamond	6E Ho Kai Chiu Eric
	Diamond	6E Kwok Oi Lam
	Diamond	6E Lok Chuen Leung Ferdinand
	Diamond	6E Wong Hoi Ying
	Platinum	5B Cheng Ka Yi
	Platinum	5B Ching Kwong Kwan
	Platinum	5B Ng Wai Yan
	Platinum	5D Ho Nang Chun
	Platinum	5D Li Tsun Ming
	Platinum	6E So Cheuk Lam
	Gold	5D Fong Sum Yu
	Gold	5D Lau Cheuk Ying
	Gold	6D Ko Hiu Lam
	Gold	6D Lo Yee Lam
	Silver	5C Lam Yin Kwong
	Silver	5C Lau Pui Yin
	Silver	5C Wong Chun Cheong
	Silver	5C Wong Wai Chak

	Silver	5D Lau Chi Kit
	Silver	6A Fung Ting Yan
	Silver	6D Chan Ying Lam
	Silver	6D Ho Tsz To
	Silver	6D Lam Hei Yuet
	Silver	6D Lam Tsz Ching
	Silver	6D So Tsz Yau
	Silver	6D Tong Tsz Ching
	Bronze	5C Chan Man Tik
	Bronze	5C Kong Wang Hin
	Bronze	5C Lai Chun Hei
	Bronze	5C Lai Lok Yin
	Bronze	5C Lai Wing Sum
	Bronze	5C Lam Ching Chin
	Bronze	5C Lam Yan Yi
	Bronze	5C Liu Wai Wing
	Bronze	5C Mak Ka Yu
	Bronze	5C Tse Chung Hong
	Bronze	5C Tse Tsz Kong
	Bronze	5C Wong Chun Yin
	Bronze	5C Yip Hoi Tung
	Bronze	5D Choi Yin Kin
	Bronze	5D Chu Man Tik
	Bronze	5D Kwok Tsz Ying
	Bronze	5D Lee Laam Laam
	Bronze	5D Leung Kam Yan
	Bronze	5D Mak Hin Yeung KK
	Bronze	5D Yeung Lee Mun
	Bronze	6A Wong Chun Wai
	Bronze	6C Lai Hiu Wing
	Bronze	6D Hui Ka Ka
	Bronze	6D Lam Fong Yu
	Bronze	6D Wong Alex
	Bronze	6E Chan Kwun Chung
	Bronze	6E Lai Siu Kan
	Bronze	6E Wong King Yu
Element of the Month for International Year of Periodic Table	Merit 1	5C Lam Yan Yi
	Merit 2	4A Wu Hei Man
	Merit 2	4B Chan Hey
	Merit 2	4C Au Yeung Yat Hong
	Merit 2	4C Cheng Tsz Hin
	Merit 2	4C Law Sai Pong
	Merit 2	4C Tai Wing Hei
	Merit 2	4D Wong Lai Sum
	Merit 2	5C Tse Tsz Kong
	Merit 2	5D Wong Karin
Secondary School Mathematics & Science Competition		
Chemistry	High Distinction	5C Liu Wai Wing
	High Distinction	5D Lee Chui Shan
Physics	High Distinction	5C Mak Ka Yu

2. Speech & Debate

Event	Award	Award Winner
Hong Kong Schools Speech Festival		
Choral Speaking-Mixed Voice	Second	Class 2B
Solo Verse Speaking	Second	1A Kwok Hoi Tim
Public Speaking	Second	5B Chow Tsz Kei
	Third	4C Yeung Kwong Ho
Inter-school English Debating Competition-NTW Group 1	Second	4A Wong Lui Hin 5A Cheung Yu Him 5D Lee Chui Shan
第五屆中華傳統文化精粹演講盃	Merit	4A Li Wing Hin

3. Music

Event	Award	Award Winner
71st Hong Kong Schools Music Festival		
Piano Solo - Grade 4	Second	1B Lui Oi Chun Omi
Church Music Foreign Language Class	Second	POCAWSC Junior Choir
All Hong Kong Secondary Schools Students Singing Contest	Champion	5B Yuen Hoi Ying
Hong Kong Youth Music Interflow Symphonic Band Contest	Merit	POCAWSC School Band

3. Sports

Event	Award	Award Winner
Tsuen Wan & Islands Secondary Schools Area Inter-Secondary Schools Competitions		
Table-tennis Girls Team	Overall Champion	POCAWSC Table-tennis Team
Table-tennis Girls A Grade Team	Champion	POCAWSC Table-tennis Team
Table-tennis Girls C Grade Team	Champion	POCAWSC Table-tennis Team
Badminton Girls A Grade Team	Champion	POCAWSC Badminton Team
Badminton Girls B Grade Team	Third	POCAWSC Badminton Team
Basketball U19 Boys	Second	POCAWSC Basketball Team
Handball U19 Boys	Third	POCAWSC Handball Team
Handball U15 Boys	Third	POCAWSC Handball Team
Athletics Competition – Girls B Grade Team	Merit	POCA Athletics Team
Athletics Competition – Girls B Grade 4X100m Relay	Second	3A Lau Sum Tung 3C Ho Yin Lam 3D Tse Pui Yi 4A Ching Yeuk Ling
Athletics Competition – Girls B Grade High Jump	Second	4D Wong Ka Lee
Athletics Competition – Girls B Grade 200m Run	Second	3C Ho Yin Lam
Athletics Competition – Girls B Grade 100m Run	Third	3C Ho Yin Lam

Athletics Competition – Girls C Grade Team	Merit	POCAWSC Athletics Team
Athletics Competition – Girls C Grade High Jump	Champion	2B Leung Ka Na
Athletics Competition – Girls C Grade Shot Put	Second	2D Lau Lam Ching
Swimming Competition Boys A Grade 100m Backstroke	Champion	5D Chu Man Tik
Swimming Competition Boys A Grade 50m Backstroke	Champion	5D Chu Man Tik
Swimming Competition Boys B Grade 200m Breaststroke	Champion	3C Fung Ka Chun
Swimming Competition Boys B Grade 100m Breaststroke	Champion	3C Fung Ka Chun
Swimming Competition Boys B Grade 50m Breaststroke	Champion	3D Mok Tsz Wing
Swimming Competition Girls B Grade 100m Breaststroke	Champion	4A Li Wing Hin
Swimming Competition Girls B Grade 50m Breaststroke	Champion	4A Li Wing Hin
Cross Country Competition Boys A Grade Team	Third	POCAWSC Cross Country Team
Cross Country Competition Boys A Grade Individual	Third	5A Tse Justin
Tsuen Wan Sports Festival Inter-school 3x3 Basketball Competition-Boys	Champion	POCAWSC Basketball Team

4. Visual Arts

Event	Award	Award Winner
Hong Kong Outstanding Visual Art Student Awards 2019	Top Ten	6A Ho Chi Wing
	The Most Creative Award	6A Kwok Ka Yu Andrea
		6A Tam Ho Wing
		6B Siu Nok Yi
		6C Kwan Ho Yin Lois
		6C Li Wing Yan Charlotte
		4A Wong Sze Ki
Exhibit of Student Visual Arts Work 2018-19 – Secondary School	Gold Award	4B Lei Hei Tung
	Silver Prize	4A Wong Sze Ki 4D Li Wai Hung
The Mills Techstyle Summer Programme Textile Design Competition	Grand Prize	4A Wong Sze Ki 5A Yip Ying Ying
Inter-school Science, Visual Art Writing Contest	Champion	2B Lai Ching Fung 2B Wong Kwan Fan 2B Yip Hoi Nam
	Second	2A Meng Enhui

		2B Chan Yuen Ching 2C Wong Ki Lam 2D Chan Wan Yin
	Third	2B Chim Kai Yi 2B Leung Nok Man 2B Or Hui Kiu 2B Poon Hong Ching
	Most Creative Award	2A Lai Chun Hei Bosco 2A Lam Man Ho 2C Ng Ka Chun
18th Inter-school Stamp Exhibits Competition		
Class B–Secondary 1-3	Champion	2D Lau Lam Ching 2D Mak Mau Tung 2D Wong Yin Sze 2D Yip Hoi Yan
	1 st Runner up	2B Ngai Ka Yuen 2B Lo Nga Ki 2B Ng Wai Ching
Class C–Secondary 4 or above	1 st Runner up	4A Wong Sze Ki
	2 nd Runner up	4D Li Wai Hung
Hong Kong Stampex 2019	Vermeil	4A Wong Sze Ki 4D Li Wai Hung
	Large Silver	4A Leong Ka Yi
Macao 2018-35th Asian International Stamp Exhibition	Silver Medal	5A Yip Ying Ying
	Silver Medal	5B Tai Yan Adeline 昕 5C Yip Hoi Tung
	Silver Medal	6A Tam Ho Wing
Hong Kong Flower Show 2019		
Floral Art by School Children	Second	4A Wong Sze Ki
	Highly Commended	5A Zhang Ziyi
Jockey Club Student Drawing Competition	Merit	5A Yip Ying Ying
Architectural Sketch Competition 2019	Third	5A Yip Tsz Ching
UOB Art in Ink Awards	Bronze Award	5A Yip Tsz Ching
The Wharf Hong Kong Secondary School Art Competition 2018-19	Top 18	6A Kwok Ka Yu Andrea
	Bauhaus 100 Special Award	6A Kwok Ka Yu Andrea
SCMP Student of the Year Awards 2019-Visual Artist	Top 10	4A Wong Sze Ki
		5A Yip Ying Ying
11th Youth Visual Art Exhibition 2019	The Outstanding Visual Art Student Creative Award	4A Wong Sze Ki
“Building on Board” Competition	STEM Award	4A Kwong Nga Sin 4A Leong Ka Yi 4A Wong Sze Ki
Healthy Comic Strip Contest 2018	Merit	4D Li Wai Hung
Social Photography	Selected artwork	4A Leong Ka Yi

Exhibition for Educational Circles 2019		4A Wong Sze Ki
		4B Lei Hei Tung
		4D Tsang Pik Ka
		6B Siu Nok Yi
The 4th Secondary School Distinguished Artwork Exhibition	Selected artwork	4A Ching Yeuk Ling
		4B Lei Hei Tung

5. Others

Event	Award	Award Winner
St. John Ambulance Brigade Cadet Command (NT) Inter-Divisional Competition		
Division Competition	Assistant Commissioner's Shield	POCAWSC Ambulance Cadet
	Overall Champion	POCAWSC Ambulance Cadet
	President Cup	POCAWSC Ambulance Cadet & POCAWSC Nursing Cadet
First Aid Competition	Champion	POCAWSC Ambulance Cadet
Home Nursing Competition	Second	POCAWSC Ambulance Cadet
Uniform Inspection Competition	Third	POCAWSC Ambulance Cadet & POCAWSC Nursing Cadet
Footdrill Competition	Third	POCAWSC Ambulance Cadet & POCAWSC Nursing Cadet
The Outstanding Girl Guide Award Election	Outstanding Unit (consecutive 7 years)	POCAWSC Girl Guides (NT 141 ST COY)
	Outstanding Unit Gold Ribbon	
	Unit Highest Service Hour Award	
Amazing Teens CYC Joint School Leadership Training Programme		
Project Report	Best in Reporting	POCAWSC CYC
Thematic Activity Report Competition	Best Display Board Award	POCAWSC CYC
Individual	Grand Prize	4A Dai Oi Yiu
	Grand Prize	4D Wong Ka Lee

Academic Performance

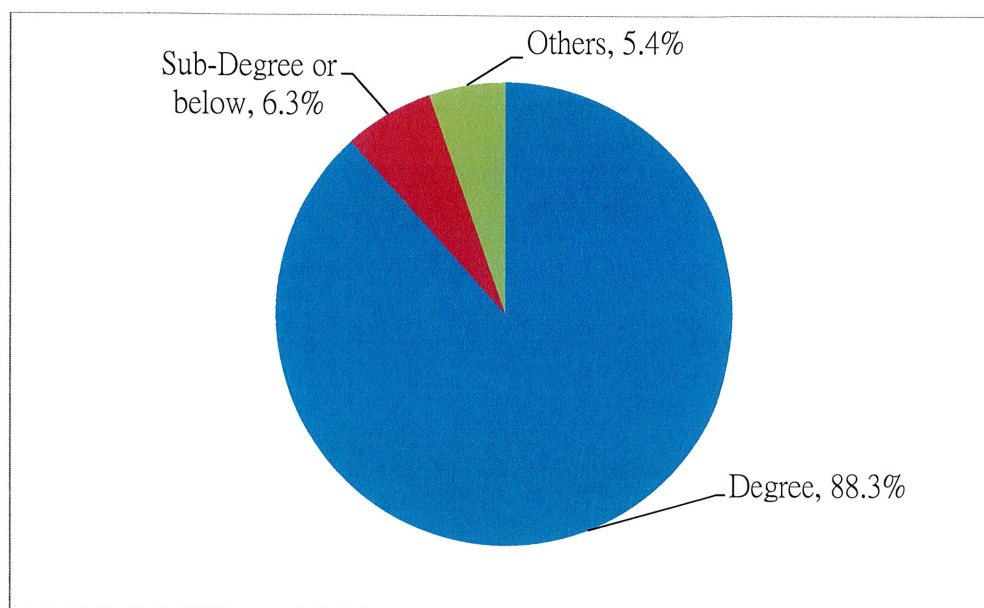
2019 HKDSE Results

Subject	No. of Candidates	Level 4 or above		Level 2 or above	
		WSC Students	Average HK Students	WSC Students	Average HK Students
Music	1	100.0%	52.7%	100.0%	96.7%
History	19	89.5%	51.8%	100.0%	94.7%
Physics	29	82.8%	49.9%	100.0%	90.2%
Mathematics (Extended part)	23	82.6%	57.5%	100.0%	90.9%
Mathematics (Compulsory Part)	111	81.1%	39.7%	100.0%	81.3%
Geography	26	80.8%	38.5%	100.0%	87.6%
Biology	24	79.2%	47.3%	100.0%	90.8%
Chemistry	46	78.3%	53.6%	97.8%	88.1%
Business, Accounting & Financial Studies	27	74.1%	44.9%	100.0%	91.4%
Visual Art	11	72.7%	26.7%	100.0%	87.2%
Economics	16	62.5%	47.6%	87.5%	86.7%
Liberal Studies	111	62.2%	40.0%	100.0%	91.4%
Chinese Language	111	60.4%	30.7%	100.0%	87.3%
English Language	111	57.7%	27.5%	100.0%	79.0%
Information & Communication Technology	13	46.2%	30.3%	100.0%	83.0%

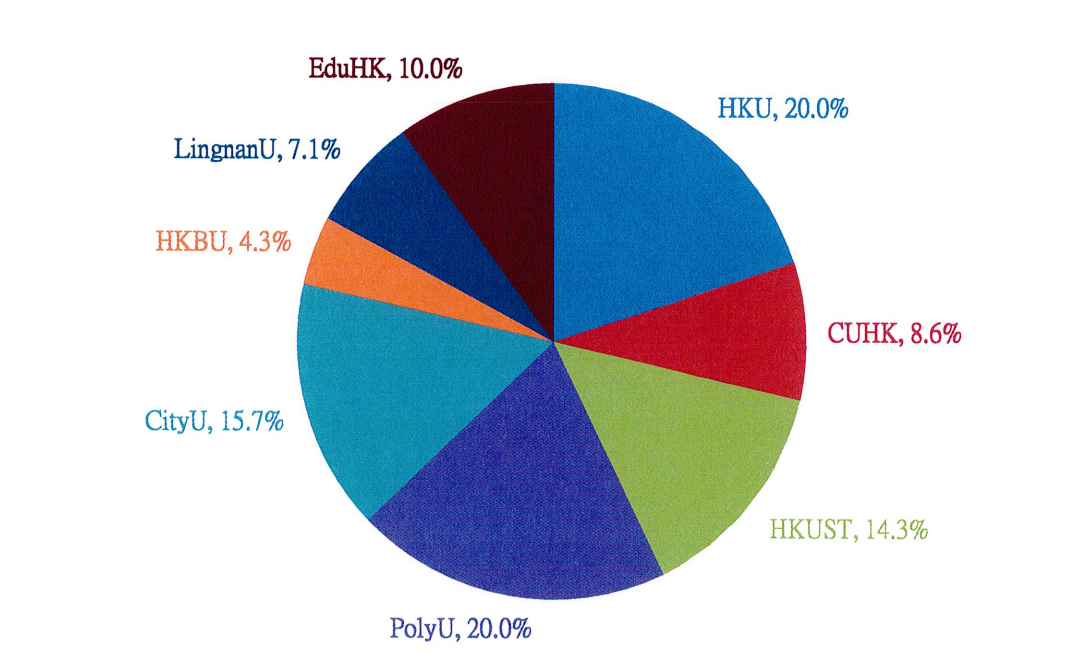
Remarks:

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. 95.5% and 91% 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. 98 students (88.3%) fulfilled the general entrance requirements for local undergraduate university programmes.

4. JUPAS Main Round Offer of F.6 Graduates



5. Distribution of F.6 Graduates Entering UGC-funded Degree Programmes



2018-2019 Scholarship Award List

Internal Scholarships

POCA Scholarships	
Secondary School Level Scholarship	1C Wong Lik Hang Ivan
Secondary School Level Scholarship	1C Liu Lebin
Secondary School Level Scholarship	1C Kong Yu Sen
Secondary School Level Scholarship	2B Yip Hoi Nam
Secondary School Level Scholarship	2B Liu Hong Kiu Anna
Secondary School Level Scholarship	2B Leung Lok Man
Secondary School Level Scholarship	3C Cheung Yiu Fai
Secondary School Level Scholarship	3C Ng Sum Yu
Secondary School Level Scholarship	3C Cheung Hok Pan
Secondary School Level Scholarship	4C Lam Tsz Ching
Secondary School Level Scholarship	4C Au Yeung Yat Hong
Secondary School Level Scholarship	4A Wu Hei Man
Secondary School Level Scholarship	5B Ng Wai Yan
Secondary School Level Scholarship	5C Wong Chun Yin
Secondary School Level Scholarship	5B Ching Kwong Kwan
University Level Scholarship	6D Chan Ying Lam
University Level Scholarship	6E Kwok Oi Lam
University Level Scholarship	6D Chan Ho Wing
University Level Scholarship	6D Tong Tsz Ching
University Level Scholarship	6E Cheung Ka Fai
University Level Scholarship	6E Lok Chuen Leung Ferdinand
University Level Scholarship	6E So Pok Hin
University Level Scholarship	6E Chan Ching Yee
University Level Scholarship	6A Cheung Ka Yuen
Outstanding Non-academic Achievement Scholarship	6E So Cheuk Lam

Alumni Scholarships

Mr. Yuen Lik Hong Biology Scholarship	5B Ching Kwong Kwan
Mr. Tse Kin Lop Memorial Scholarship	5B Li Yuk Yu

External Scholarships

Rotary Scholarship	3D Zhou Qiaoling 3D Yu Chenxu	4C Yeung Kwong Wo
Upward Mobility Scholarship	5A Ng Ching Wan 5C Liu Wai Wing 5C Tai Lok Hei	
Tsuen Wan Rural Committee Scholarship	1A Leung Shuk Man 1C Chow Wing Yin 2B Leung Lok Man 2B Chu Ying Lam 3C Cheng Wun Yu	3C Chan Cheung Fung 4B Chan Hey 4C Yam Ka Pan 5B Lai Yan Ting 5C Tai Lok Hei
Grantham Scholarships Fund for Visual Arts	4A Wong Sze Ki	

Feedback on Future Planning

In the School Development Cycle of 2016-19, a series of accomplishments have been made to improve the teaching and learning quality. KLA coordinators have been designated to coordinate the various subjects within the same KLA; cross-subject collaboration units have been set up to develop inter-disciplinary activities; the curricula of subjects have been reviewed to conform with the latest EDB curriculum guide; test and exam papers have been fine-tuned to strengthen the interface between junior and senior form; junior form study skills training structure has been established to facilitate students' self-learning; and Chinese and English extensive reading lessons have been launched to promote reading habits. The school will continue to build upon the solid foundation and further enhance the effectiveness of instruction as well as strengthen students' learning efficacy in the next development cycle. Moreover, key focuses will be put on cross-curricular collaborations, generic skills training and E-learning.

To promote academic achievement as well as holistic development of our students, the timetable was reviewed in 2016-17. The revised timetable has been implemented for two years, the operation is smooth and the students are satisfied with the new arrangement. In response to the needs of the students and to broaden the choices of elective subject, the framework of senior form elective subjects will be reviewed next year.

Value education is always one of the key focuses of the school. The themes of core values for the next year are 'Courtesy and Respect for Others'. Through various theme-based activities, students will realize that each person has a distinctive background and a different outlook on life. They should allow others to make and express their own views even when they do not agree with. Moreover, the school will keep on organizing a wide range of activities, including cultural activities, career activities, self-discipline camp, educational camp, leadership training camp and study tours for the students to widen their learning experiences outside classroom, to fully stretch their potentials and to facilitate their all-round development.