

NING PO COLLEGE
52nd Annual Speech Day, 19 January 2024 (Friday)
Annual Report (2022/23)

Introduction

Ning Po College is in its 52nd year of operation. The School continues to function smoothly under the direction of the Incorporated Management Committee. All programmes planned for the year 2022-23 have been carried out to the satisfaction of the Incorporated Management Committee, teachers and parents.

The success of an organization depends very much on its tradition and culture. It is our strong traditional belief in bringing up children with high standard of discipline and care. With the concerted efforts of our staff and the good communication between the School and parents, the School has successfully built a good reputation. Ning Po College has become one of the most popular secondary schools in Kwun Tong. Last year, more than 200 application forms were received to compete for the Secondary One discretionary places.

The School has strived for all-round education. Having a well-defined mission, our School has established a harmonious working relationship and a good team spirit. Our curriculum places equal emphasis on the five Chinese virtues, namely, morals, intelligence, physical development, sociability and aesthetics, and helps develop students' potential to the fullest. Activities are arranged within the School to promote the students' sense of belonging to the School and to upgrade their moral values and physique. Students are also encouraged to participate in activities outside of the School in order to obtain other learning experiences.

In the years to come, by the continual provision of a high-quality education and a caring, dynamic and stimulating school life, we aim to have our graduates entering the University and studying in the faculty of their choice, thus, enabling them to better equip themselves and become independent, confident, responsible and contributing citizens. We pledge to nurture all Ning Po students to be the whole person who is cultivated to pursue excellence in all endeavours, grow strong in mind and body at all times, persevere in times of hardship and seek truth and beauty for all.

Class Structure

Secondary 1	:	4 classes
Secondary 2	:	4 classes
Secondary 3	:	4 classes
Secondary 4	:	5 classes
Secondary 5	:	5 classes
Secondary 6	:	5 classes
		27 classes

Enrolment

The school year started with an enrolment of 679 students. There were 378 boys and 301 girls. In the course of the year, 5 students left and 4 new students enrolled, so in July 2023, the enrolment stood at 678.

Staff

The total number of staff was 78, namely:

- 1 Principal
- 55 Teachers
- 2 Laboratory Technicians
- 6 Clerical Staff
- 2 Information Technology Technicians
- 1 Teaching Assistant
- 11 Menial Staff

Miss Wong Sau-lin and Mr. Lee Wing-kin have been appointed by the Christian Family Service Centre as the School Social Workers. We are grateful for their professional service and unfailing support to the School throughout the year.

Scholarships and Aid Fund (2022 –23)

Ning Po Residents Association (Hong Kong) Limited Education Foundation Scholarships	HK\$ 95,420
Diligence Scholarship	1,500
Li Yen Tseu Scholarship, Mrs. Li Memorial Scholarship	1,000
Sally Leung Scholarship	10,000
Dr. Eleanor Wong Scholarship	10,000
S. C. Chiu Memorial Scholarship	30,000
S. S. Wong Memorial Scholarship	10,000
Li Shi Yi Memorial Prizes	1,000
Extensive Reading Award	13,200
	HK\$ 172,120

Effective Enhancement of Learning and Teaching

Our school strategic plan has been developed in conjunction with students, staff, parents and members of the wider community. It has set a clear strategic future which will support our students to be successful lifelong learners. Our priorities were centred around the key Curriculum Areas of Literacy and Numeracy as these were the corner stones of building solid understandings in other learning areas. To enhance the professional competence and to sustain their continuous and effective learning and teaching, teachers were advised to have their own plan of professional development. Teachers were encouraged to attend relevant seminars and workshops to keep abreast of the latest syllabus and assessment methods. Teacher development activities including school visits, sharing sessions, collaborative lesson planning, lesson observations and staff development days were held throughout the year. Teachers were encouraged to open their classes for visitors as well as parents of our students for observation. All these led to improvements in teaching methodology, resulting in greater effectiveness of students' learning.

This year, we have placed significant emphasis on implementing national security education (NSE) as one of our top priorities. Through a multi-pronged approach, we have integrated NSE into our curriculum to promote it holistically. By incorporating NSE into various subjects, values education, and diverse learning activities, we aim to nurture a sense of nationhood among our students. We have deepened their understanding of the rule of law, national conditions, and the importance of safeguarding national security, instilling in them a strong sense of national identity and civic responsibility. This comprehensive approach has fostered a profound sense of nationhood among our students.

Furthermore, our school continues to promote STEM education through subject-based and co-curricular activities, creating a positive learning environment that nurtures creative thinking. With an integrated, future-focused curriculum, we provide opportunities for children to be innovative and prepare them for the challenges of the 21st century.

Assessment for learning was much emphasized, especially in face of the full implementation of the New Senior Secondary (NSS) Curriculum. Continuous assessment was employed in all subjects to monitor the formative development of students. Teachers were well aware of the importance of formative assessment and put assessment for learning in the classroom setting to closely monitor students' learning progress. Follow up measures were taken up by individual subject panels to see into the real implementation of these assessment strategies in lessons and assignments. Based on the strengths of our students, we always focus on enhancing the effectiveness of teaching and learning by arousing students' learning motivation. In view of this, students were provided with interactive and constructive learning experiences. The lively classroom atmosphere helped engage students in active participation in the lessons and they were much more ready and willing to contribute when learning in classroom. In addition, in their efforts to become life-long learners, students at all times tried their best to upgrade their outlook with their all-embracing approach to learning.

The overall passing percentage for the Diploma of Secondary Education Examination 2023 was 96.7%. It was much higher than the local passing rate of all candidates.

Fifty-six graduates were given a local bachelor degree offer this year by local universities in Hong Kong. One student pursued further study at universities outside Hong Kong.

In face of the unprecedented pace of changes worldwide with the advent of information technology and explosive growth of knowledge, the Department of Careers has been making great effort in helping students to develop the knowledge and skills needed for making wise choices, managing transition in learning and moving into the workplace.

Career and Life Planning lessons have been introduced at Secondary One and Secondary Two levels to develop students' understanding of their interests, potential, abilities, personalities, values, needs and priorities in relation to further study, vocational training and job opportunities so that they can be better prepared to make informed and responsible choices and thus be able to make the best of the opportunities ahead. Students are required to identify interest and inherent talent in fostering students' personal planning, goal setting, reflective habits of mind and articulation to progression pathways.

Our Career and Life Planning curriculum, apart from formal lessons, creates a portfolio for each student. It carries an organized record of academic history and performance in extra-curricular activities to support students' progression for further studies and career development when they select elective subjects at senior form levels, as well as actualisation of personal goals in pursuing their studies and future careers.

Various career talks including Subject Selection Workshop for students and Evening Talk for Secondary Three parents are organized every year. There are a series of seminars disseminating relevant information on selection of programme choices under Joint University Programmes Admissions System (JUPAS) as well as further studies to parents on a regular basis.

Visits to various universities and tertiary institutes were also arranged to meet both educational and vocational needs of our students. Work placement, internship and job shadowing programmes in various work fields have also been run to help students get a thorough understanding of different occupations and explore a variety of work experience.

Orientation for New Students

New students, together with their parents, actively participated on the orientation day and a 4-day induction program organized in August, with the purpose of letting new students familiarize themselves with the routine and more importantly, the culture of our School.

In the Induction Program, teachers from Counselling, Discipline and Academic Departments as well as school social workers conducted a series of class-based activities, with much emphasis being put on team-building, discipline-training, stress and emotion management, learning skills and campus tour. According to the participants' feedback, the Program was a great success.

The Induction Program provided a valuable opportunity for students to get to know their classmates before they began their new school life. It also helped them develop team spirit and a sense of belonging to their classes and School at an initial stage of secondary education.

Home-School Cooperation

The School is dedicated to fostering home-school cooperation, recognizing the importance of a harmonious relationship between parents and teachers in creating an optimal environment for students' lifelong learning. We believe that by working closely with parents, we can achieve success and support students in their educational journey.

At our school, we value the foundation laid by parents and actively encourage their involvement in school life. We recognize that parents play a vital role in their child's education and development. By ensuring their child is fully equipped to take advantage of all that our school offers, parents can contribute to the partnership between home and school.

Throughout the school year, the Principal and teachers have made effective use of various occasions to communicate with parents. In early September, our class teachers initiated "sunshine calls" to parents, aiming to enhance home-school communication and facilitate the parent-teacher partnership. These calls have proven invaluable in fostering a deeper understanding of our students and providing appropriate guidance and support.

In addition to these communication efforts, we have scheduled three meetings between parents and teachers this year. These meetings serve as a dedicated platform for effective communication, further strengthening our partnership with parents. By collaborating closely, we aim to create a nurturing environment that promotes student well-being and resilience, ensuring their success academically, socially, and emotionally.

Ning Po College Parent-Teacher Association

Ning Po College Parent-Teacher Association was established in 2004. It values a close collaboration between School and family as well as friendly relations between parents and teachers.

A healthy and harmonious family relationship is a cornerstone of our society. Many parents also devoted their time to volunteering various events and workshops inside

and outside the school. Their volunteer efforts have demonstrated a good example to their children and increased their sense of belonging to the school.

The Parent-Teacher Association (PTA) at our school actively supports various functions throughout the year, including the S.1 Orientation Day, S.3 subject selection parents' meeting, Speech Day, and the New Student Parents' Meeting. Their participation in these events strengthens the bond between parents, students, and the school community, fostering closer communication and bonding.

Our school aligns with the guidelines provided by EDB and recognizes the importance of incorporating elements of Chinese culture into parent-child and parent education activities. In line with this approach, our PTA has taken steps to organize activities that showcase Chinese culture and traditions. For example, the "Precious Moments" Parent-Child Photo Album Workshop focused not only on fostering family bonds but also on passing on the valuable traditional Chinese family ethics values.

Additionally, the PTA arranged an outdoor day trip to visit the Ping Shan Heritage Trail, the Bin Mo Bridge, and the Chau Wong Yee Kung Study Hall, among other historical buildings. This activity aimed to enhance participants' understanding of our country's history, cultural customs, and cultural preservation. All these activities have been well received by the participants, with a high level of enjoyment reported.

Ning Po College Alumni Association

Aiming to maintain close connections between the School and the graduates, the alumni association continued to organize various types of activities for its members like The election for the 9th Alumni Association Executive Committee.

With a strong sense of belonging to the School, our alumni have been giving staunch support to different School functions and activities. This year, the school invited many alumni to return and provide support for the DSE Exam Preparation Class. The involvement of alumni in the DSE Exam Preparation Class has brought several specific benefits. Firstly, their presence has provided valuable insights and firsthand experiences. Additionally, alumni have served as role models and sources of inspiration for the students. Their success stories and achievements have motivated and encouraged the current students to strive for excellence in their own exam preparations.

Besides, the alumni showed their support for the School by attending the 51st Annual Speech Day.

Extra-curricular Activities

Providing students with a balanced and whole-person development to meet the learning goals of the New Senior Secondary (NSS) curriculum has been the mission of the School.

Our junior form students join 'One Sports/Arts in Life' scheme, which helps develop their lifelong interest in sports and arts. Senior form students are also encouraged to gain 'Other Learning Experiences (OLE)', one of the key elements of the NSS. Through a diverse range of extra-curricular exposures in sports, arts, moral and civic education, as well as social services organized in our school, students can build their positive attitudes and learn to commit to our society.

It is worth noting that 'Student Learning Profile' (SLP) is an important record of what students achieve and participate during their secondary school life. Therefore, the School has made an effort to help our students build their personal profiles. With the individual portfolios systemically and properly compiled, students' profiles in terms of their whole person development can thus be fully reflected.

In the previous school years, hundreds of inter-school, inter-house or inter-class competitions and activities were held with the collaboration of 4 houses and 35 clubs and groups.

With the easing of social distance restrictions, all activities and training sessions have resumed to normal, allowing for uninterrupted participation and implementation. As part of these activities, the School organized the "Learning from History, Creating the Future: Treaty of Nanking Historical Exhibition," which aimed to foster students' patriotism and national sentiment by drawing comparisons between the past and present. Both junior and senior form students participated in this exhibition, enhancing their historical knowledge and deepening their sense of patriotism.

In addition to the National Security Education activities, students also engaged in a diverse array of STEM-related learning activities and competitions. Notably, the entire Form One cohort participated in the Rocket Car Competition, showcasing their skills and knowledge in this STEM field. Similarly, all Form Three students had the opportunity to take part in the AI Experience Camp organized by Sense Time, providing them with hands-on experience and exposure to cutting-edge technology. These opportunities fostered skill development, knowledge acquisition, and enthusiasm among students in STEM-related fields.

Implementation of English Life-wide Learning

'CHANCE', which refers to 'Confidence', 'Habit', 'Awareness', 'New Experiences', 'Challenges' and 'Empowerment', remains the major direction for our subject development. As school life has resumed to pre-pandemic normalcy, more emphasis has been put on maintaining students' confidence, habit and awareness of the language.

To sustain the continued efforts and positive impacts of the aforementioned strategic development, four regular large-scale school English activities were organised. The first highlight was the 'Secondary 1 Students Orientation' in which senior form students engaged more than 100 Secondary 1 in a series of engaging English speaking activities. The 'Halloween Party', involving prizes, game stalls, photo-taking booths, pumpkin-making crafting designed and coordinated by senior form students, served as the second annual, prominent and cultural-focused event which engaged all Secondary 1 and 2 students into interacting with each other in English. The third sizeable, themed function was the 'Easter Carnival' in which all Secondary 1 and 2 students joined this festive celebration, involving English-learning game booths, crafts-making, carnival snacks such as cotton candy, popcorn, egg waffles and red bean cakes as well as two team-building activities - archery tag and laser tag, for learning English in a fun and team-bonding manner. Lastly, to further enrich our English learning atmosphere, the 'Cultural Immersion via Drama Program', an intensive large-scale initiative involving over 120 Secondary 2 students, was held. The students were divided into small groups and coached by experienced drama NETs in various aspects, ranging from body language, voice projection to stage directions. At the end of the program, students were asked to write scripts centred on role models such as Siobhan Haughey and Edgar Cheung and put on a grand performance to showcase their skills and talents. This program not only offered students a precious chance to express themselves freely on stage, but also encouraged them to use English outside the classroom, hugely boosting their learning incentives.

In addition to the aforesaid regularly held, large-scale, school-based functions, students also participated in a number of inter-school competitions, such as: the 'Cambridge English Writing Competition (Lower Secondary)', 'MI Young Writers Award' that our school secured 'The Most Enthusiastic School Award' ('Junior TOP 50' and

Senior TOP 50), '74th Speech Festival' (English Speech) in which our students won the 1st, 2nd and 3rd place, 'The Harvard Book Prize Scholarship (Semi-Finalist)', the 'Asian English Usage Contest (Arch Cup) 2023' that one of our students secured the awards of Gold Award (Top 10%) and Silver Award (Top 20%) respectively, and the 'Daily Readers Readout Loud Competition' (S.1-S.2) in which our school secured the Merit Award in its Semi Final as well as Final Competition over hundreds of schools in the Greater Bay Area.

Overall, all these events were well-received as they fostered students' interest in English, boosted their confidence in using English, positively reinforced their habit of using English and raised their awareness of English usage in a wide range of cultural and situational context.

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