

**NING PO COLLEGE**  
**49th Annual Speech Day, 26 March 2021 (Friday)**  
**Annual Report (2019/20)**

**Introduction**

Ning Po College is in its 49<sup>th</sup> year of operation. The School continues to function smoothly under the direction of the Incorporated Management Committee. All programmes planned for the year 2019-20 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 675 students. There were 357 boys and 318 girls. In the course of the year, 3 students left and no new students enrolled so in July 2020, the enrolment stood at 672.

## **Staff**

The total number of staff was 79, namely:

- 1 Principal
- 55 Teachers
- 2 Laboratory Technicians
- 5 Clerical Staff
- 1 Computer Technician
- 2 Information Technology Technicians
- 3 Teaching Assistants
- 10 Menial Staff

Miss Wong Sau-lin and Mr. Yau Chi-chung 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 (2019–20)**

Ning Po Residents Association (Hong Kong) Limited Education Foundation Scholarships .....	HK\$ 93,400
Diligence Scholarship	3,000
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 .....	27,500
S. S. Wong Memorial Scholarship .....	10,000
Li Shi Yi Memorial Prizes .....	1,000
	HK\$ 155,900

## **Effective Enhancement of Learning and Teaching**

To enhance the professional competence and to sustain their continuous and effective learning and teaching, teachers are 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. In line with the Education Bureau's initiative to promote STEM education, subject-based and co-curricular activities were held throughout the academic year to promote STEM education in our school and to create a positive learning environment to nourish students' creative thinking process.

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 2020 was 97.6%. It was much higher than the local passing rate of all candidates.

Forty-three graduates were given a local bachelor degree offer this year by local universities in Hong Kong and about forty graduates continued their studies in local tertiary education institutions. Six students 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 were 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 are 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. Alumni have also been invited to share with fellow schoolmates their journeys in pursuing academic excellence as well as career development.

### **Orientation for New Students**

New students, together with their parents, actively participated in an online school orientation activity on 30<sup>th</sup> August. With the school resumption, a one-day Induction Programme were organized in September, with the purpose of letting new students familiarize themselves with the routine and more importantly, culture of the School.

On the Induction Day, school social workers Miss Wong and Mr. Yau conducted a series of class-based activities, with much emphasis being put on team-building and

discipline-training. According to the participants' feedback, the programme was a great success.

The Induction Day 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 has committed itself to promoting home-school cooperation. It is believed that a harmonious relationship between parents and teachers greatly helps to create a better environment to nurture students' lifelong learning.

Throughout the school year, the Principal and teachers made good use of different occasions to communicate with parents. In early September, class teachers initiated "sunshine calls" to parents after the commencement of the new school term and enhanced the proper home-school communication, which would facilitate the parent-teacher partnership. It undoubtedly led to more thorough understanding of the students. This valuable home-school collaboration was also highly essential for providing the students with appropriate guidance and support.

In order to further build mutual trust between home and the School, parents were invited to visit and attend classes with children and teachers as the School opened its campus. Through their personal in-class observation and participation, parents could understand and experience more about the daily learning of their children. All of them gave very positive response towards such invitation and highly appreciated the efforts of our teachers who have kept enhancing the interaction and quality of students' learning.

Moreover, three meetings between parents and teachers were scheduled as in the past school years. They served as an important channel to facilitate better communication between School and parents. However, owing to the social unrest and the outbreak of COVID-19, the above-mentioned three teacher-parent meetings were cancelled. Instead of having face to face sharing, class teachers kept contacting parents by phone to discuss the academic and non-academic performance of students individually throughout the school year. Since most teaching and learning were conducted online due to school suspension in light of the COVID-19 pandemic, the School was concerned about students' health and eyesight for the prolonged screen time.

### **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.

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.

A healthy and harmonious family relationship is a cornerstone of our society. With an aim to foster a closer communication and bonding between parents and students of our School, the association organized a day trip in Tung Ping Chau. The activity was well received as the parents and their children enjoyed a fun day.

## **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 hot-pot dinner and sharing.

With a strong sense of belonging to the School, our alumni have also given staunch support to different School functions and activities, like Speech Day, Form One Induction Programme, DSE Result Release Day and several working experience and career sharings for senior form students. In addition, the school alumni supported a variety of regular academic programmes including Mathematics Olympiad Classes and DSE Preparatory Courses in the first term.

## **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 year, hundreds of inter-school, inter-house or inter-class competitions and activities were held with the collaboration of 4 houses and 41 clubs and groups.

In light of the COVID-19 pandemic, most of the extra-curricular activities were cancelled in the second term. However, students were actively involved in some social services activities online such as making cloth masks and editing food demonstration videos. Through joining a range of voluntary activities, students built a real sense of achievement and had a positive effect on the community.

## **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. Due to the prolonged school suspension caused by the social unrest and the COVID-19 pandemic, more emphasis has been put on maintaining students' confidence, habit and awareness of the language.

Large-scale school English activities were organized in a student-led manner including Secondary 1 Students Orientation in which senior form students engaged more

than 100 Secondary 1 students in a series of English activities. Halloween Party, involving game stalls, photo-taking booths designed and coordinated by senior form students, attracted more than 200 students. Younglife Leadership Program involving Secondary 3-5 students provided a platform for students to enhance their interpersonal skills and develop their leadership talent via regular meetings. English Morning Talks and Radio Broadcast Team were the other two arenas for students to practice public speaking with the latter involving extensive research on various topics of student audience's interests. All these events were well-received as they fostered students' interest in English and boosted their confidence in using English.

Students participated in a number of inter-school competitions including Speech Festival Solo Verse, Dramatic Duologue and Debating competitions in which our student debaters were shortlisted as finalists after winning several preliminary matches. Although those matches were cancelled due to the social unrest and the pandemic at the end, the training and experiences gained by students all served as very valuable learning.

Since some planned and scheduled English activities, like Cultural Immersion Program Via Drama, English Week, Easter Carnival, were suspended, English Club Committee and the student leaders of different English Programs shifted the focus to reflecting on the activities they had organized in previous years, which has later been written into journals for the brand new English website.

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