

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL REPORT

2022-2023

(1) Our School

School Motto

Study Extensively, Inquire Accurately, Deliberate Carefully, Discern Clearly, Practise Earnestly

Vision

We aim to be a school which continually strives for excellence as well as self-improvement, and nurtures able, knowledgeable, caring and responsible young people.

Mission

We will endeavour to provide whole-person education with a balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instil in them a commitment to serve our country and society.

ECOL School

To meet the new challenges in the 21st Century with the advancement in technology and bloom of knowledge, the use of the new campus at Kai Tak since 2019 has marked a new page for Cognitio College (Kowloon). The goal of campus establishment is to be actualized through the development of the College into an environmentally proactive, creative, open and learning (ECOL) school. I believe that learning should not be restrained by physical boundaries and a successful school should reach out to the community as well as allow the community to reach in. Central to the ECOL school is our vision to promote sustainable development and enrich the cultural life of our students and the local community. Environmental education and creative arts education will be the key focuses. The school plans to build a harmonious community by “opening” the campus for providing various environmental education programmes, cultural and artistic performances and event management services to the public. With its rich facilities with respect to supporting students’ cultural, creative and technological endeavours, the school will continue to be a “learning” community, aiming at stretching the potentials of our students to the fullest through whole-person development, as well as equipping them with necessary knowledge, skills and values as self-directed learners.

*Other details about our school can be retrieved from the **School Profile 20222023**:*

https://www.cckln.edu.hk/en/res/01_profile/School%20Profiles22-23.pdf

(2) Achievements and Reflections on Major Concerns: Feedback and Follow-up

Education for 21st Century: Building a Caring and Ever-learning School Community

Major Concern 1: To develop a caring community in the school

Achievement	Reflection	Feedback and Follow-up
Nurturing moral values (Integrity, Self-control & Citizenship, National Identity) among students by infusing essential experiential learning into the school curriculum and co-curriculum		
<p>1) Learning and teaching activities such as essay appreciation and writing, drama/video viewing, subject-based mentorship programmes, project learning, e.g. “National Day”, “TWGHS” and “Social enterprise establishment”, lunch time activities, e.g. 《中華文化周》, board games/CV/poster design, e.g. “Zero Tolerance of Corruption”, case study, news review, field trips, experiments and music composition were conducted to instil Chinese virtues and positive values into students.</p> <p>2) Talks and learning activities below were organized to enhance students’ understanding about the country’s contemporary development, and to develop in them a sense of law-abidingness and national identity.</p> <ul style="list-style-type: none"> • 人大政協講座 • 生活事件簿：國家發展、國家安全 • 圖書館書展 (國家發展) • 十月國慶月 • 五月國家安全教育月 • 國旗下的講話 <p>3) Activities to enhance students’ understanding of the Basic Law and enrich their knowledge about the history of the establishment and development of the country and the HKSAR (e.g. 基本法推廣活動) were arranged.</p> <p>4) Activities to educate students about the national flag, the national anthem, and the national emblem were arranged. National Flag Raising Ceremonies were organized to enhance students’ sense of national identity.</p>	<ul style="list-style-type: none"> • As revealed from the survey results of the Assessment Program for Affective and Social Outcomes (APASOIII) carried out by students in March-April 2023 and the Stakeholder Survey (SHS) by teachers in July 2023, the results reflected that the school curriculum aligned well with national and global identity. As reflected in the schemes of work, various Chinese virtues and moral values have been integrated into the curriculum of all subjects. • 96% of students surveyed agreed that relative learning activities have helped them build up related humanistic qualities • Over 80% of the participants agreed their understanding about our Country was enhanced through the learning activities. • Over 80% of participants agreed that their sense of law-abidingness and national identity were enhanced through participating in the activities. • Participants generally agreed that they had a better understanding of the Constitution and Basic Law after the activities. • Participants generally agreed that their understanding about the Constitution and Basic Law was enhanced through the activities. • Participants generally agreed that they know more about the national flag, the national anthem, and the national emblem. • Participants generally agreed that they had their sense of national identity being enhanced. 	<ul style="list-style-type: none"> • Values education will constitute a major element in the annual plan and continue to be delivered through infusing experiential learning into the school curriculum and co-curriculum. • Students are interested in national achievements, science, and technology. It is recommended to organize more related activities. • It is recommended to continue such activities in the next academic year. • The activities enhanced students’ sense of national identity. It is recommended to continue such activities in the next academic year.

<p>5) School talks/activities were provided to S1-3 students to remind them from saying no to cigarette/drugs. S1 – Talk on cigarette S2 – Talk on drug S3 – 禁毒嘉年華</p> <p>6) School talks were provided to S3-4 students to promote information literacy and encourage them to be a responsible internet user. S3 – Talk on information literacy S4 – Talk on information literacy 4 social workers visited our school to deliver the lesson to 4 different classes.</p> <p>7) The ICAC Interactive Drama Show was organized for S4 students to promote integrity and the importance of obeying the law.</p> <p>8) Organizing workshop by collaborating with the Hong Kong Children & Youth Services to alert students the importance of integrity in the workplace.</p>	<ul style="list-style-type: none"> • Our students generally regarded themselves to have high honesty / good sense of morality according to the APASOIII results conducted in March/April 2023. • Over 90% of the students agreed to the importance of healthy lifestyle and agreed to saying no to cigarette/drugs • Over 90% of the students wanted to be a wise and responsible internet user. Over 90% of the students agreed that their awareness of cybercrime was increased through the workshops and they would stand against cyberbullying. • Based on the APASO results conducted in March-June 2023, our students spent too much time in surfing the internet. This might reflect that students were more vulnerable to the misuse of the internet. Based on teachers' observation, students' awareness of integrity and the importance of obeying the law were enhanced through the ICAC Drama. • Over 90% of the students wanted to be an honest people and agreed not to commit crime. • 85% of participants agreed that they are more aware of the importance of integrity through the workplace. Class teachers reflected that the HKCYS successfully engaged students in various activities and highlighted the aims of the workshop. 	<ul style="list-style-type: none"> • As S3 students enjoyed the 禁毒嘉年華 games booths and interaction strengthened the anti-drugs message, the programmes were effective. We suggested that the activity could be continued in the next academic year. • Interactions strengthen the anti-cybercrime/ cyberbullying message. The programmes were effective. Programme to nurture our students to be a responsible internet user should be reinforced in the next school year. • As ICAC drama was quite interactive and most of the students enjoyed the drama, we suggested that the drama could be continued in the next academic year.
<p>9) Learning activities contextualized with appropriate current affairs and life events (生活事件簿) were provided for students through moral and civic education (MCE) to cultivate with them the ten priority positive values and attitudes.</p>	<ul style="list-style-type: none"> • Over 80% of the participants agreed that their positive values and attitudes were promoted through the learning activities. 	<ul style="list-style-type: none"> • The activities conveyed positive values and attitudes. It is recommended to continue in the next academic year. • The MCE team considers arranging authentic learning experiences such as field visits, to practice positive values and attitudes.

Nurturing a spirit to serve the community (Care & Respect for Others, Love, Gratitude & Commitment) among students by infusing essential experiential learning into the school curriculum and co-curriculum		
1) Experiential learning activities were integrated into the school curriculum and co-curricular activities to nurture a spirit to serve the community. Throughout the school year, students have been exposed to opportunities of serving the others in subject-related and co-curricular activities. During the anniversary celebration events, many students have taken the initiative to organize and assist in academic exhibitions, talks, “Learning Celebration” presentations.	<ul style="list-style-type: none"> • 96% of students surveyed agree that relative learning activities have helped them build up related humanistic qualities. • 77% of students surveyed agree helping to organize activities and exhibitions in the 60th Anniversary celebration activities has enhanced their sense of serving the school and the others. • Students have shown proactive attitude in serving the schoolmates regularly, particularly as the English Ambassadors, PTH Ambassadors and subject mentors. • Teachers reflected that their performance in the festive events was impressive. 	Next year, the “Learning Celebration” will be held twice, and other elements will be added to enrich the content and allow more students of different abilities to showcase their good works. Other co-curricular activities in which students can build up positive values will continue to be conducted.
2) A thankful tree was displayed during Gratitude Month and the school’s Open Day to uphold the spirit of thankfulness to people who have helped them and appreciation for what they possess. Some MCE lesson time was arranged for students to submit their entries for Thank You Card and Good People Good Deeds. It helped deliver the related messages.	<ul style="list-style-type: none"> • 94% of the participants agreed that they should be grateful to people who have helped them and cherish what they possess after the activities. • The activities arranged in Gratitude Month successfully created the positive atmosphere for the whole school. 	In the coming year, the guidelines for class teachers should be refined to achieve greater clarity.
3) Joyful Ambassadors and school social workers organized fun and relaxing board games at the Wellness Hub for schoolmates that promote mental health and nurture in them the values of care and concern. Also, 15 Joyful Ambassadors actively participated in the training programme. They provided service in SKH Holy Cross Primary School by organizing interactive reading and handcraft activities to promote positive values and attitudes.	<ul style="list-style-type: none"> • Most participants expressed that these activities could help them reduce stress and gain emotional support through listening, communication and understanding. 94% of the participating Joyful Ambassadors agreed that the activities could help them improve their interpersonal skills and develop positive values. • 92% of the Joyful Ambassadors agreed that the activities could help them understand care and concern for schoolmates and take appropriate actions. 	Overall, Joyful Ambassadors’ skills in providing mental support to schoolmates were enhanced and they successfully created a friendly and supportive culture at school.
4) Prefects were engaged in regular patrol at school and encouraging prefects to participate actively in various school functions (e.g. sport days, swimming gala, speech day), so as to polish their leadership, problem solving and communication skills.	By teachers’ observations, head prefects demonstrated leadership skills and some of them are eager to help in school functions.	75% of the prefects were awarded in total of 6 Honours Medals ,6 Honours Certificates and 55 merits in appreciation of their good services to the school.

<p>5) Arranging community services by the co-curricular activities (CCA) groups arranged community services for students to take part to cultivate their caring attitudes.</p> <ul style="list-style-type: none"> • The Red Cross provided services such as checking blood pressure, glycemic index for the elderly in our community by. • The Girl Guides provided visits to the elderly home and children’s home for students to show care for the disadvantaged. • The CYC conducted flower charity sale and flag-selling activities for public welfare fund raising. 	<ul style="list-style-type: none"> • More than 75% of the Red Cross participants agreed that their social awareness was reinforced through participation in the services and experiential learning. They could promote positive health through participation in the services. • Girl Guide members carried out more social services when distancing restrictions were released since March 2023. More than 70% participants agreed that their social awareness and love to their community were enhanced. • 80% of the CYC participants agreed that they could express their gratitude through conducting flower charity sale and fund raising. 	<p>The CCA groups can explore more social services opportunities towards communities in the coming year.</p>
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Major Concern 2: To enhance students' potential in order to achieve academic and individual excellence

Target 1: Building an Environmentally-proactive school (E)

Achievement	Reflection	Feedback and Follow-up
Incorporating environmental education into the curriculum and co-curricular activities		
1) Through curriculum mapping, environmental education is integrated into the formal and informal curriculum. Learning and teaching activities included project learning were employed in various subjects. Examples are “Energy Efficiency cum No Air Con Day”, “National Security Education project on Endangered Species in China & Hong Kong”, “Upcycling”, proposal writing, Language Across the Curriculum poster (LaC) design, “Energy Efficiency Labelling Scheme”, infographics design competition, public facilities design, proposal writing and lyrics writing.	<ul style="list-style-type: none"> • 93% of students surveyed agree that such activities have helped them become more aware of the importance of protecting the environment. • 97% of S1-2 students surveyed agree that the learning and teaching activities in S.1-2 LaC lessons have helped them become more aware of the importance of protecting the environment. 	Learning activities employed in various subjects to raise students' awareness of the importance of protecting the environment. Environmental education and related positive values will continue to be integrated into the formal and informal curricula of all subjects.
2) Environmental workshop 「童一天空 (氣候變化與可持續發展) 環保工作坊」 was organized by the MCE Team to promote green living.	<ul style="list-style-type: none"> • More than 80% of the students agree that green living was promoted through the activities. • More than 80% of the participant agree that positive values were promoted through the activities. 	Students were interested in the topic about green living, it is recommended to organize more related activities.
3) Conservation-related lectures or seminars were conducted for students to enhance their environmental awareness by the Science society.	75% of participants agreed that environmental awareness have been reinforced.	It is recommended that the IT Club and Science Society can conduct more STEAM-related programs in the coming academic year.

Target 2: Developing the Creativity of students (C)

Achievement	Reflection	Feedback and Follow-up
Enriching STEAM education to enhance creativity of students		
<p>1) Programmes and activities were organized to help students integrate and apply STEAM Education knowledge and skills in practical situations. These learning and teaching activities included the Science Channel production, self-directed scientific investigation project, Mini Robocon, F1 in Schools (HK) 2023 and Caltex-STEM Robotic Engineer Classroom, "SHKP Read Good Books" X "Future Engineer Competition" and packaging design project for the elderly. Research skills, collaboration, problem-solving skills as well as the ability to integrate and apply STEAM-related knowledge and skills were strengthened among students.</p>	<ul style="list-style-type: none"> • 87% of students surveyed agree that participating in such activities has strengthened their ability to integrate and apply their knowledge and skills in daily life situations. • 83% of students show improvement and satisfactory performance in problem-solving and innovation/creative skills. 	<p>Programmes and activities to help students integrate and apply STEAM Education knowledge and skills in practical situations will continue to be organized in the coming academic year.</p>
<p>2) Cross-curricular creativity activities to help students integrate knowledge learned in STEM Ed and Visual Arts. The activities included Science Fair Competition, OGCIO IT-Lab Booth, "Smart@GWIN" E&M IoT Application Challenge, Hong Kong Youth Science & Technology Innovation Competition, Aerosim flight simulator activities, LaC statistics project, Impressionistic wooden plane design and making. They were conducted to provide chances for students to integrate knowledge learned in STEM education and Visual Arts.</p>	<p>91% of students show the ability of applying such knowledge in making their products.</p>	<p>Cross-curricular creativity activities will be organized to help students integrate knowledge learned in STEM Ed and Visual Arts in the next academic year.</p>
<p>3) Maker Lab activities were organized for S2 and S3 students with higher ability in science to investigate and try out science-related activities. Students have joined the (ongoing) "Hong Kong Science Fair Competition". Students have shown keen interest and great effort and got very good results.</p>	<p>74% of the participants agree that their creative ability and interest in Science are raised.</p>	<p>S2 and S3 students with higher ability in science will also be trained to investigate and try out science-related activities in the coming school year.</p>

Target 3: Connecting with the community as an “Open” school (O)

Achievement	Reflection	Feedback and Follow-up
Unleashing students’ collaboration and problem-solving skills through programmes in partnerships with the stakeholders and the community		
<p>1) Art exhibitions and performances were organized in the 60th Anniversary Open Day and the Annual Speech Day for students to facilitate their creative and aesthetic abilities through demonstration to the community. The artistic and creative capacities of the students who served as Arts Ambassadors were exhibited through presentation to the visitors.</p>	<ul style="list-style-type: none"> • Over 80% of the participants appreciated the creative and aesthetic abilities of the students through the performances in the 60th Anniversary Open Day and the Speech Day. • Over 90% of the participants appreciated the efforts of the artistic creators, performers and the Stage Management Team through the exhibitions and performances in the 60th Anniversary Open Day • 80% of students agreed that their horizons on performing arts were broadened through the Speech Day performances and they gained valuable experience. • More than 90% of Arts Ambassadors proactively presented their art pieces to the guests in the Open Day. • 75% of the participants agreed that they conveyed their ideas of their creative artworks to the visitors effectively and their presentation skills were enhanced. 	<ul style="list-style-type: none"> • It is recommended that students performance activities (e.g. Variety Show) could be conducted in the coming academic year to enhance students’ potentials. • It is recommended that exhibitions could be organized in the campus to enhance artistic atmosphere at school in the coming academic year.
<p>2) Head prefects were arranged to participate in the “iTeen Leadership Programme for Senior Secondary School Students” to learn how to organize probity promotion activities in school and polish their leadership skills.</p>	<ul style="list-style-type: none"> • Head Prefects participated in 'iTeen Leaders' training activities in Oct-Dec2022 and organized activities in Jan-Apr2023. • Training activities included raising awareness about integrity, as well as equipping their leadership skills and public speaking skills, which were useful to Head Prefects. • 100% Head Prefects agreed that they learned how to organize probity promotion activities in school and their leadership skills were polished through the programme. 	<p>We suggest that the programme could be continued in the next academic year.</p>
<p>3) Upon continuation of the path for our students towards normalcy in terms of life-wide learning, a number of local visits about Chinese tradition and culture (e.g. Cheung Chau, Kut O, Stanley) were also arranged across the forms. Also, an English immersive tour to Brisbane was organized for our S3-5 students in June-July 203.</p>	<p>Due to the restrictions from half-day schooling and face-to-face class suspension, many of the planned programmes and projects involving experiential learning activities were either adversely affected or even cancelled.</p>	<p>Still, our teachers endeavoured to arrange educational activities outside the school campus. With the relaxation of the constraints, more activities serving the community will be planned for implementation.</p>

Target 4: Cultivating an ever-Learning School (L)

Achievement	Reflection	Feedback and Follow-up
Assisting students to be self-directed learners through building a learning community at school		
<p>1) As shown in lesson observation and Google Classroom, e-learning and teaching activities have been adopted by the majority of teachers to enrich pedagogy and learning activities. Interactive websites, Google form chapter quizzes, simulation apps, experiment videos and vocabulary worksheets were also used for explaining abstract concepts, and to facilitate pre-lesson preparation, class presentation, revision and self-directed learning.</p>	<ul style="list-style-type: none"> • 93% of students surveyed reflect that e-learning activities they have participated in have helped them make use of information conducive to self-directed learning. • The results APASOIII (2021/22) and Stakeholder Survey (2021/22 & 2022/23) held in 2023 revealed that our students generally were less confident in goal-setting, weaker in time management, as well as did not often take the initiative to learn. 	<ul style="list-style-type: none"> • In order to further enhance teachers' skills, it is suggested that latest e-teaching tools be introduced to teachers regularly in staff development workshops in the coming school year. • Nurturing our students with desirable learning habits to be an effective self-directed learner should be our major focus in the coming school year.
<p>2) Online reading activities were enhanced. Subject-based reading materials are provided by all subjects and teachers reported that such materials have enhanced students' subject knowledge and motivation to learn. Teachers-in-charge have reported that our students have participated actively in joint-school reading club and other reading circle activities.</p>	<ul style="list-style-type: none"> • 93% of students have used online subject-based reading resources to strengthen their reading abilities and subject knowledge • 92% of students surveyed reflect that reading resources and activities have helped enhancing their interest and motivation to learn. 	<p>It is suggested that, in the coming school year, various online reading platforms will continue to be used to help strengthen their reading abilities and subject knowledge, as well as to enhance their interest and motivation to learn.</p>
<p>3) Learning and teaching activities were provided via Google Classroom and online platforms to enhance self-directed learning. As classroom teaching has fully resumed, Google Classroom has been widely used by teachers for preparation tasks, flipped-class videos, online assignments, reading resources, communication with students and building online learning community. Other commonly employed platforms include HKEdCity online DSE question banks, eClass, Pear Deck, CodeCombat, Tynker, CodeHS, Padlet and Nat Geo Kids. Teachers and students have made use of the assessment data provided to spot areas of strengths and weaknesses to help students improve their learning.</p>	<ul style="list-style-type: none"> • 90% of teachers have made use of Google Classroom (and other online platforms) to promote pre-lesson preparation / provide feedback and resources to students. • 94% of students have made use of teachers' resources/feedback on Google Classroom or online platforms to improve their learning. 	<p>In the coming school year, staff development programmes will focus more on strengthening teachers' in the aspect of enhancing students' self-directed learning skills.</p>

Achievement	Reflection	Feedback and Follow-up
Assisting students to be language-proficient learners through building a learning community at school		
<p>1) Language Across the Curriculum (LaC) was enriched through learning and teaching activities. As reflected in assignments, subject-based and cross-curricular learning and teaching activities such as presentation, group discussion and mock interviews, as well as vocabulary-building exercises, essay-writing framework, answering techniques, reading/news review writing and LaC worksheets were used to help students strengthen their language skills needed for various subjects.</p> <p>2) Reading Across the Curriculum (RaC) was enriched through reading activities and recommendation of appropriate subject-related reading materials. Recommended reading resources have been provided by most subjects to strengthen reading to learn and reading across the curriculum. Library tours and monthly subject-based library book exhibitions, subject-related news reading, book report, RaC reading materials, online reading platforms and competitions have been employed to enhance students' interest and language skills required for studying various subjects. Individual students have performed very well in inter-school reading and book report competitions.</p> <p>3) Enriching LaC through the adoption of a theme-based integrated learning approach to dealing with English in content subjects</p> <p>4) LaC and RaC were enriched between English Language KLA and PSHE KLA / Technology Education KLA subjects through reading-to-write tasks.</p> <p>5) RaC was enriched through the incorporation of graded reading materials on themes related to science and humanities (EMI subject learning) in the LaC lessons.</p>	<ul style="list-style-type: none"> • 95% of students surveyed reflect that reading resources and activities provided by the teachers have helped to enhance their interest and language skills required for various subjects. • 91% of students surveyed reflect that reading resources and activities have helped to enhance their interest in various subjects. • 92% of students surveyed reflect that reading resources and activities have helped to enhance their language skills required for various subjects. • 94% of students surveyed agree that the LaC lessons can help them deal with English in learning. • 95% of students surveyed agree that the tasks can help them deal with English in learning Geography / ICT / Economics. • 92% of students surveyed agree that the reading materials can develop their interests in learning content subject matter. • Students are able to demonstrate their comprehension of the reading materials and reflect on what they have learnt in the tasks submitted during S.1-2 LaC lessons. • From the APASOIII conducted in March/April 2023, our students generally thought that they possess good reading strategies. However, teachers, parents and even students themselves expressed that they generally do not like / are not often read outside class. 	<ul style="list-style-type: none"> • Learning and teaching activities will continue to be used to help strengthen students' language skills required for various subjects. Graded reading materials and LaC reading materials will continue to be used to help develop among students the interest in learning content subject matter. • The S.1-2 LaC lessons will continue to be incorporated into the regular school timetable to help students deal with English and related study skills in learning. Certain LaC tasks have been designed for students' self-directed learning. It is expected that the S.4-5 tasks can be better incorporated into the English curriculum early on as there will be major changes in policies and the use of learning materials in the English Department in the upcoming year. • However, teachers reflect that most students' performance in reading and the general reading atmosphere have to be enhanced. It is suggested that further schemes to promote reading should be implemented to help students form good reading habits.

<p>6) Meaningful and authentic English, Chinese and Putonghua (PTH) activities were provided to students.</p> <ul style="list-style-type: none"> • All junior form students have participated in English in Action classes to practise using English in authentic situations. The English Corner provided activities every recess and lunch time were well received, especially by junior form students. Senior form students practised presentation and interaction skills with the NET teacher and tutors. Whole school English activities including “One Minute Mysteries”, “Cognitio Café”, festival-themed activities, “Giant Jenga Competition”, Jamaican and Ancient Egypt Culture Weeks and workshops were held by the NET and CNETs. • 《中華文化周》、《元宵節》、《語文擂台》 and Putonghua broadcasting have also exposed students to ample opportunity to develop language and communication skills, creating a campus environment rich in language learning activities. • Students have also participated in RTHK “Teen Talk”, “Battle of the Book” reading contest and HKSF solo verse speaking competitions and got good results. 	<ul style="list-style-type: none"> • 90% of the junior students and 72% of the senior students have participated in at least one of the English activities. • 95% of the junior students and 88% of the senior students surveyed agreed that the two CNETs provided more opportunities for interaction in English. 	<p>As some of the activities were better received than others, teachers in charge have suggested enriching the content and adjusting the themes to cater for students of different interests and thus further enhance their motivation and interest in learning languages.</p>
<p>5) A campus with rich English, Chinese and Putonghua contexts was generated as below:</p> <ul style="list-style-type: none"> • CCA Club display, notices, signs, slogans, riddles and Words of Wisdom were up around the campus. • Students were invited to practice spoken English through making coffee and crafts at the English Cafe during recess. • An atmosphere rich in both Chinese and English learning have been created. Students, though, have not shown great interest in joining some of such activities. Teachers in charge will consider how to enhance students’ motivation in making better use of the chances offered. 	<ul style="list-style-type: none"> • 94% of the junior students and 85% of the senior students surveyed have noticed the bilingual signs around the campus. • 90% of the junior students and 80% of the senior students surveyed agreed that the bilingual signs have enriched their knowledge of English. 	<p>It has been suggested that bilingual cue cards be posted around the campus to encourage students to interact politely in English.</p>

Achievement	Reflection	Feedback and Follow-up
Building a learning community at school		
<p>1) Learning and teaching effectiveness were raised through improvement in assessment literacy as follows:</p> <ul style="list-style-type: none"> • Staff development sessions for all teachers and workshops for subject panel heads on assessment literacy were conducted. • Teachers also practised using the “Blueprint for setting papers” in the exams to further enhance relevant knowledge. 	<p>90% of the teacher participants agreed that relevant staff development programmes have enhanced their knowledge in assessment literacy.</p>	<p>In the coming academic year, further development on making better use of assessment data, alignment of teaching and assessment and more skills of teaching students to become self-directed learners will be conducted.</p>
<p>2) In collaboration with the QSIP of the CUHK, learning and teaching effectiveness was raised through:</p> <ul style="list-style-type: none"> • organizing collaborative planning workshops for English, Geography, Physics, Mathematics and Life & Society departments; as well as • organizing exam-script design workshops for Mathematics, Economics, Life & Society, English, Geography and Physics departments. <p>With the help of QSIP personnel, all participating teachers had the opportunity to co-plan a lesson on a given topic and observe one another conduct the lesson. At the end of the term, they designed a paper that reflected the key teaching and learning points covered in the project under the guidance of the expert. The assessment data of the paper were analyzed and further ideas for improvement were discussed.</p>	<ul style="list-style-type: none"> • 86% of the teacher participants agree that learning and teaching effectiveness concerning their classes has improved. • 94% of the teacher participants agree that their skills in collaborative lesson planning have improved. • 88% of the teacher participants agree that their skills in aligning examinations and teaching have improved 	<p>In the coming academic year, further development on making better use of assessment data, alignment of teaching and assessment and more advanced skills of teaching students to become self-directed learners will be discussed.</p>
<p>3) Learning and teaching effectiveness in Chinese Language was raised through School-based Support Services by EDB support officers, offered by the Education Bureau. S3 teachers attended 12 collaborative lesson planning workshops and a workshop for all Chinese teachers on teaching reading were conducted with significant results.</p>	<p>Teachers reflected that they have gained great insight through the suggestions and the knowledge acquired would benefit the improvement of pre-lesson tasks design immensely.</p>	<p>The next year’s programme will focus on writing in Secondary 2.</p>

(3) Student Performance

Students' attitude and behavior

- Our students are generally diligent and striving hard for improving their academic performance. Actively participating in the territory-wide activities, including those respect to languages, STEAM education and humanity studies, our students have been recognized for their effort and performance by various external awards.
- Highly willing to learn new things, the students enthusiastically engage themselves in a variety of life-wide learning experiences. Despite being a bit implicit in attitude, our students have performed well not only academically, but also in linguistics, cultural, musical, aesthetic and athletic aspects.
- Since our School Founders have passed on to us the mission of building a school with a caring culture that exhibits “gratitude” in the curriculum and co-curricular activities, our students have a spirit of serving others.
- They are developed with essential virtues to respect others with different opinions, races and cultures for living in harmony. Being very well-behaved, they live up to the expectations to become socially responsible citizens who possess a sense of national identity.

Students' participation and achievement

- 112 students took part in examinations of 16 subjects in the 2023 HKDSE. The average levels of 10 subjects are higher than those among all day schools in Hong Kong. The percentage of students scoring Levels 2, 3 and 4 are also higher than the whole Hong Kong data. However, the percentage of students attaining Level 5 or above are relatively lower.
- In terms of average scores in levels, the best performing subjects include Biology, Chemistry, History, Chinese History and Liberal Studies. The weakest subjects include Economics, ICT, English Language, BAFS and Physics.
- Comparing the results in the last 5 academic years, Biology, Chemistry, English Language, Geography, ICT and Mathematics (Extension Module 2) have show relatively greater improvement in 2023 HKDSE.
- The 2022 Value-Added Score of Tourism & Hospitality Studies was above average. Subjects with Value-Added Score on a par with the average include Chinese Language, Mathematics, Liberal Studies, Economics, History, Biology and the Best 5 subjects. Subjects with Value-Added Score below the average include English Language, Geography, Chemistry, Physics and BAFS.

2022-2023
Student Performance – External Awards
學生表現 - 校外活動獎項

Academic Activities 學術活動

Activities 活動	Prizes 獎項	Winners 獲獎者
明日之星--上游獎學金 2022	上游獎學金	5A 呂樂怡 5B 陳文俊 6A 何永昌
尤德爵士紀念基金獎學金 2022/2023	獎學金	6A 何永昌 6A 呂曉晴
香港新一代文化協會主辦 「第 25 屆香港青少年科技創新大賽」	高中組數理及工程--優異獎	4A 馬子謙 4A 潘苑寧
「新地齊讀好書 X 未來工程師大賽」大賽 作品名稱：Tech Ideas to Improve Lives	優秀獎	4A 馬子謙 4A 潘苑寧
「英才盃 - STEM 教育挑戰賽」2022 決賽	優異獎	3A 陳煥朗 4A 許皓爾 4A 劉鈺暉
「智在 GWIN 」物聯網機電應用挑戰賽	中學組評審嘉許獎	4A 馬子謙 4A 潘苑寧
香港創科展 2022-2023	優異獎	3A 馬嘉堯 3A 黃宗霆 3A 許慧怡 4A 陳俊晴 4A 吳鎮邦 4A 楊朗怡 4A 招穎燕
第 75 屆香港學校音樂節比賽結果(2022-23)	分級鋼琴獨奏(四級)：銀獎	1A 陳沁儀
	分級鋼琴獨奏(二級)：銀獎	1B 顏暄穎
	分級鋼琴獨奏(八級)：銅獎	2A 賴郁琦
	長笛獨奏(中學初級組)：銀獎	3A 何灼琳
	分級鋼琴獨奏(六級)：銅獎	3B 鄭倩茹
	分級鋼琴獨奏(六級)：銀獎	4A 楊朗怡
	中提琴獨奏(中級組)：銀獎	4B 王雪瑩
	分級鋼琴獨奏(七級)：銀獎	5A 黎哲澄
三弦獨奏(深造組)：銀獎	5D 張伊嵐	
國際編程精英挑戰賽 2023 - CodeCombat 港澳挑戰賽	Top Coder	3A 林耀銘
香港特別行政區政府教育局及香港電子學習教育協會主辦第七屆全港學界「中史解碼」通訊程式表情圖像設計比賽 (跨科協作中史科及 ICT)	初中組優異獎	3A 黃梓琪 3A 許慧怡 3B 譚文慧

Activities 活動	Prizes 獎項	Winners 獲獎者
數學比賽：華夏盃晉級賽 2023	二等獎	3A 許慧怡
	三等獎	1A 袁子喬 1C 李恩澤
數學比賽：AIMO 港澳盃晉級賽 2023	銅獎	3A 許慧怡
2023 香港數學及奧數挑戰賽	金獎	4A 黃振賢
	銀獎	3A 張兆豐
		3A 林耀銘
		3A 黃宗霆
銅獎	4A 許浩爾	
	4A 吳鎮邦	
	3A 許慧怡	
	4A 李曉南	
優質數學教育團體銅獎	4A 黃明浩	
	4D 陳浩偉	
	文理書院(九龍)	
第七十四屆香港學校朗誦節 粵語詩詞獨誦 (中學五、六年級-女子組)	冠軍 (優良獎狀), 杏林子紀念盃	5B 嚴心悅
	亞軍 (優良獎狀)	5B 鄭詠之 5D 莫詩穎
74th Hong Kong Schools Speech Festival (2022) (English Speech)	1st place / Honours	1C Leung Ka Yu
	2nd place / Merit	5B Lee Tsz Tung
	Merit	1A Lai Ka Lam
		1A Wong Lam Yan
1B Chan Yun Fung Arthur		
1B Chen Vicky Ya Wing		
1B Cheung Chak Yan		
2D Wong Shing Kit Keith		
3A Law Wai Ki		
4A Ng Nok Yan Samantha		
4A Poon Yuen Ning		
4B Lam Chin Kiu		
4B Ma Sai Hang		
5A Hui Ka Lam		
Proficiency	4A Hui Ho Yi	
Hong Kong Battle of the Books - Modified Secondary	3rd place	1A Lai Ka Lam 1A Shun Ka Ho 1A Wong Lam Yan 1B Chan Yun Fung Arthur 1B Chen Vicky Ya Wing 1B Cheung Chak Yan 1C Leung Ka Yu 3B Subagia Vigo

Activities 活動	Prizes 獎項	Winners 獲獎者
Hong Kong Budding Poets (English) Award	The Poet of the School Award	3A Law Wai Ki
The Harvard Prize Book	The Harvard Prize Book	5A Lai Jit Ching Jonah 5B Lee Tsz Yan 5B Lee Tsz Tung
香港史學會及香港特別行政區政府教育局聯合主辦「歷史好好玩」全港中學生比賽 -- 網上閱讀獎勵計劃	推廣閱讀文化學校	文理書院 (九龍)
	推廣閱讀文化獎：優異獎	19 人
	推廣閱讀文化獎：嘉許獎	206 人
教育局及香港電子學習教育協會聯合主辦第七屆全港學界「中史解碼」通訊程式表情圖像設計比賽	初中組優異獎	3B 譚文慧 3A 黃梓琪 3A 許慧怡
教育局課程發展處主辦「想·創 —— 中國歷史」學生自學平台 2022/2023 年度「奪寶奇兵」全港初中學生自學獎勵計劃	最具價值奇兵獎：第七名	1D 吳奕晞
	最具價值奇兵獎：第十三名	1A 柯瀚城
	最具價值奇兵獎：第十五名	1A 沈家豪
	最具價值奇兵獎：第二十名	2A 林梓渝
	最具價值奇兵獎：第三十一名	1A 陳梓樂
	多寶奇兵獎：第二名	1D 吳奕晞
	多寶奇兵獎：第十二名	1A 沈家豪
	多寶奇兵獎：第十六名	1A 柯瀚城
	積極參與獎	1A 鄺愷玲 1A 黃嘉茵
教育局課程發展處主辦「傳承·想創 -- 積極推廣中國歷史與中華文化學校年度大獎 (2022/23)」	積極推廣中國歷史與中華文化學校年度大獎	文理書院 (九龍)
	積極推廣中國歷史與中華文化教師獎	張天慧老師 謝雯茵老師
	積極學習中國歷史與中華文化獎	1A 鄺愷玲 1A 柯瀚城 1A 沈家豪 1A 黃嘉茵 1D 吳奕晞 3A 許慧怡 3A 黃梓琪 4B 陳凱齡 4B 莫嘉美 4B 蘇祖賢

Sports 體育

Activities 活動	Prizes 獎項	Winners 獲獎者
HKSSF Inter-School Volleyball 2022-2023 Division Three (Kowloon Two)	Girls A Grade - Fourth	4C Li Pui Yi 4D Cheung Hiu Ching 6A Chan Pui Yin 6A Cheung Man Ting 6A Chung Eugenia 6A Deng Yuk Ting 6B Yip Wing Sze 6D Wong Ho Laam 6D Wu Ka Yan
59th Hong Kong Schools Dance Festival 2022-2023	Honours Award (Dream of You - Solo) (Jazz & Street Dance)	4B Tao Sum Yiu
	Highly Commended Award (Speedway Girls - Duet) (Jazz & Street Dance)	5D Chin Kit Sheung 5D Mo Shiyong
	Highly Commended Award (Cowgirls) (Jazz & Street Dance)	1A Ho Zi Yiu 2A Chan Ji Xing 2A Lai Yuk Ki 2A Lam Tsz Ki 2A Siu Ka Wan 3A Deng Tsz Kwan 3A Ng Cheuk Kei 3A Noisa Kanlayakorn 3B Chan Kwun Kwok 3C Ng Pui Yin 4B Leung Yan Hei 4B Siu Ka Ying 4B So Joe Yin 4C Li Pui Yi 5D Chin Kit Sheung 5D Liu Wan Hei

Arts 藝術

Activities 活 動	Prizes 獎 項	Winners 獲 獎 者
香港創意戲劇節 2023	傑出獎 (第二名)	1B 郭詠恩 1B 馮瑤瑤 2A 賴郁琦 2B 蔡洛彤 2B 謝瑩晶 2C 趙康佑 2D 李楚雯 3C 楊芷君 3C 謝子朗 4A 黃添樂 4B 陳希彤 4C 曾慶灝
中國新世代協進會主辦「My STAGE inter-school fashion design competition」 主題『邁向銀禧』	優秀獎	6A 陳其鋒
香港胸肺學會、香港胸肺基金會主辦《笑全戴，COVID-bye bye》口罩設計比賽	中學組優異獎	4B 莫嘉美 4B 蘇祖賢

Others 其他

Activities 活 動	Prizes 獎 項	Winners 獲 獎 者
東九龍青年社主辦「從心認識香港 認識《基本法》2022」--國家安全你要知 認識《基本法》網上問答比賽	初中組優異獎	1D 吳奕晞

(4) Financial Summary**Financial Report**

Cognitio College (Kowloon)

2022-2023 Financial Report summary

	<u>Income \$</u>	<u>Expenditure \$</u>	<u>Balance \$</u>
Balance c/d (Government Funds)			1,753,897.65
(I) Government Funds			
(1) EOEBG Grant			
(a) Non-School Specific			
Basic Baseline	1,881,081.78	2,805,456.38	
Other income received	5,696.25		
Sub-total:	<u>1,886,778.03</u>	<u>2,805,456.38</u>	-918,678.35
Pior year(s) adjustment			
(b) School Specific			
Administration Grant	4,501,128.00	4,400,605.54	
Capacity Enhancement Grant	654,502.00	567,776.40	
Composite IT Grant	574,241.00	462,148.35	
Air-Conditioning Grant	632,834.00	538,721.69	
School-based Management Top-up Grant	51,615.00	0.00	
School-based Therapy Admin Recurrent Grt	8,258.00	785.00	
Sub-total:	<u>6,422,578.00</u>	<u>5,970,036.98</u>	452,541.02
Balance c/f (Government Funds)			<u><u>1,287,760.32</u></u>
Balance c/d (Government Funds)			2,266,206.58
(2) Grants Outside EOEBG			
Teacher Relief Grant (Optional)	3,165,840.00	1,862,330.98	
Sen Sec Curri Support Grant	0.00	774,599.35	
Career Life Planning Grant	0.00	109,099.20	
Diversity Learning Grant	84,000.00	132,780.00	
Learning Support Grant	383,710.00	474,131.00	
Life-wide Learning Grant	1,195,413.00	1,612,535.76	
Support for NCS Students Grt	153,769.00	10,750.00	
Sub-total:	<u>4,982,732.00</u>	<u>4,976,226.29</u>	6,505.71
Balance c/f to next year (Government Funds)			<u><u>2,272,712.29</u></u>

Financial Report - cont'

	Income \$	Expenditure \$	Balance \$
Balance c/d (Subscriptions)			8,743,924.04
Subscriptions			
Subscriptions	99,820.00		
Tuckshop Rental received	88,000.00		
Others	2,838,293.01	5,542,840.26	
Sub-total:	3,026,113.01	5,542,840.26	
 Balance c/f to next year (Subscriptions)			6,227,196.79
 Balance c/d (Approved collection for specific purposes)			840,238.30
Approved collection for specific purposes			
Income received			
Expenses		19,000.00	
Sub-total:	0.00	19,000.00	
 Balance c/f to next year (Approved collection for specific purposes)			821,238.30

Remarks: Salaries Grant and Employer's Contributions to PF/MPF Scheme for Non-teaching staff are not included.