

Example of Student Learning Profile

Date of Issue: 31-07-2012

Student Particulars			
Student Name:	CHAN Siu-hang, Michael	ID No. :	R000101(2)
Date of Birth:	01-10-1994	Sex:	Male
School Name:	Hong Kong School	School Code:	54321
Date of Admission:	1-9-2006		
School Address:	Pun Chung Village, Tai Po, N.T.		
School Phone:	(852) 26563446		

(For this part, there are three optional formats in the existing WebSAMS for school's choice, which are presented by 'Marks', 'Grades', 'both Marks & Grades')

Academic Performance in School								
Subject	Full Mark	2011-2012 S.6		2010-2011 S.5		2009-2010 S.4		Name of Key Projects
		Mark /Performance in School	Full Mark	Mark /Performance in School	Full Mark	Mark /Performance in School	Full Mark	
Chinese Language	300	200	300	175	300	(100)		
English Language	300	190	300	180	300	160		
Mathematics	100	90	100	95	100	95		
Liberal Studies	100	80	100	(45)	100	65	IES Assignment: Environmental Protection Technology in Developing Countries	
Information and Communication Technology	100	90	100	85	100	60		
Health Management and Social Care	100	85	100	85	100	85	Public Health Project on Disease Surveillance in Hong Kong	

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Other Learning Experiences

Information about Other Learning Experiences must be validated by the school. Other Learning Experiences can be achieved through programmes organised by the school or co-organised by the school with outside organisations. They may include learning experiences implemented during time-tabled and/or non-time-tabled learning time. Apart from core and elective subjects, Other Learning Experiences that the student participates in during his/her senior secondary education include Moral and Civic Education, Aesthetic Development, Physical Development, Community Service and Career-related Experiences.

Programmes (with description)*	School Year	Role of Participation	Partner Organisations (if any)	Major Components of Other Learning Experiences	Awards / Certifications / Achievements** (if any)
Chinese Debating Team Students can learn skills of information collection, data analysing, and ways to present materials. Through this activity, students will be able to think systemically and respond logically.	2011-2012	Member	-	Moral and Civic Education	-
Student Union Students are responsible for holding activities for schoolmates to create an enjoyable school life for them. Students would be gained with event planning and communication skills.	2011-2012	External Vice Chairman	-	Moral and Civic Education	-
Community Service Together Students organise their own Community Service in small groups, under supervision of teachers and experts from community agencies. Tasks include planning, liaising with community agencies as well as evaluating their service. The programme is designed to empower students with key responsibilities and enhance their quality of learning (e.g. problem solving, creativity and responsibility).	2009-2010	Group leader	The Hong Kong Federation of Youth Groups The Boys' and Girls' Clubs Association of Hong Kong	Community Service Moral and Civic Education Career-related Experiences	Certificate of Participation Learning Log http://hk.blog.yahoo.com/learning_log
Company Programme This is an enterprise programme requiring students to establish a 'mini' company under the guidance of volunteer business advisors. Students are responsible for selling stock, producing and marketing real products, as well as liquidating the company at the last phase. It is intended to build among students a learning climate in which students share their learning with peers and teachers.	2009-2010	Member	Junior Achievement Hong Kong	Career-related Experiences	Certificate of Achievement

A Day for Healthy Living	2009-2012	Student participant	-	Physical Development Moral and Civic Education	-
A variety of ballgames, programmes on healthy living and related activities are held on a special school day to increase students' concern and understanding about the relations among health, physical exercise and lifestyle.					
In-school Drama Festival	2010-2011	Stage manager	-	Aesthetic Development	Certificate of Merit
The Drama Festival is an annual school function with a series of programmes, including competitions, designed for all students with different forms of participation. Students not only learn how to produce plays creatively, but also learn to understand the history and development of drama and acquire a sense of arts appreciation.					
Summer internship programme at the Wetland Park	2010-2011	Member	Hong Kong Wetland Park	Moral and Civic Education Community Service	Certificate of Participation
Teachers and students undergo training in the context of environmental education. The overall aim is to promote a sense of environmental protection among schools and communities through leading guided tours to promote wetland conservation at the end of the programme. Training on tour-guide skills is arranged to enable students to develop the abilities and confidence to meet the service's requirements.					
Cultural Services Volunteers Scheme	2010-2011	Team Leader	Leisure and Cultural Services Department	Aesthetic Development Community Service Moral and Civic Education	Certificate of Attendance
The Scheme is designed to equip students with capabilities to promote art and culture through voluntary service. With a range of learning opportunities and exposures to different art forms and cultures, students broaden their horizons and become more aware of the need to raise the quality of the humanities. Overall, students expected to enhance their leadership, communication abilities and creativity.					
Hong Kong Schools Music Festival	2010-2011	Competitor	Hong Kong Schools Music and Speech Association	Aesthetic Development Moral and Civic Education	Vocal Solo (Certificate of Merit)
Through participating as competitors in the Festival, students enhance the techniques, interpretation, audience awareness, and musicality of their performance. The Festival also helps students to develop better self-understanding and perseverance.					

Visits to elderly homes	2010-2012	Volunteer	Caritas – Hong Kong	Community Service Moral and Civic Education Career-related Experiences	Social Welfare Department's Volunteer Award Scheme (Bronze Award)
Through this service learning programme, students nurture positive values and attitudes, including responsibilities, respect for life, commitment, empathy, love and care. Pre-service training sessions are provided to help students make meaning of their service, acquire basic understanding of the new learning context at the elderly homes, and set learning goals.					
Library Prefect	2011-2012	Librarian	-	Career-related Experiences Community Service	-
Besides understanding and offering assistance in the operation of the school library, students learn how to be responsible for tasks under their charge. Through regular service, they also develop communication skills and particularly the meaning of serving the school.					
Talk on career-related experiences	2011-2012	Participant	-	Career-related Experiences	Report on "My desirable profession"
This sharing is arranged during the assembly period. School alumni share their precious working experiences with senior form students. Students could select their desirable professions and make personal enquiries on related areas. Through this activity, apart from knowing more about the entry requirements of different industries, students have more exposure in work ethics and career-related experiences.					

* Apart from explaining what the programme is about, the description also shows briefly what knowledge, generic skills, values and attitudes would be developed through the experience.

** Evidence of awards/ certifications/ achievements listed is available for submission when required

Remarks: The above list, which does not mean to be exhaustive, merely illustrates the 'key' learning experiences acquired by the student throughout the senior secondary years.

List of Awards and Major Achievements Issued by the School

Year	Awards and Achievements	Remarks
2011	Chinese Debating Competition (Best debater)	

Performance / Awards Gained Outside School

For learning programmes not organised by the school during the senior secondary education period, students may provide information to the school. It is not necessary for the school to validate such information. Students will be responsible for providing evidence to relevant people whenever requested.

Programmes (with description)	School Year	Role of Participation	Organisation	Awards / Certifications / Achievements* (if any)
Associated Board of the Royal Schools of Music, Piano Examination	2010-2011	Candidate	Hong Kong Examinations and Assessment Authority	Associated Board of the Royal Schools of Music, Piano Examination, Grade 8
The ABRSM examinations are the most popular music examinations in Hong Kong				
International English Language Testing System	2011-2012	Candidate	English for International Opportunity	Achieved UK and Australian universities enrolment standard
The International English Language Testing System has been developed for non-native English speakers all over the world in order to evaluate and certify their English-language proficiency.				

* Evidence of awards/ certifications/ achievements listed is available for submission when required

Student's 'Self-Account' (Optional)

(No more than 1000 words in English or 1600 words in Chinese)

In this column, students may provide additional information to highlight any aspects of his/her learning life and personal development *during* or *before* senior secondary education for readers' (e.g. tertiary education institutions, future employers) references.

For example, the student may take the opportunity to briefly highlight an impressive learning experience that has had an impact on his/her personal growth and life goals. The student may also use this column to tell his/her story about personal goal setting that is influencing his/her career aspirations or whole person development.

I love raising questions. How do we live in our society? How do we behave under the current social system? Why traditional culture is important to our modern life? These are the questions I have always asked and I really enjoy finding out their answers. That's why I am interested in Social Science and Sociology as well as its rigorous and systemic way of studying the society.

I believe that not every question have a definite answer, especially those related to ethics, politics and human behaviour. I have experienced this through participating in debates. Being a member of the Chinese Debating Team, I have learnt how to collect useful information, how to analyze data, and in what way I should present my materials and how they can be made persuasively. More importantly, I have been trained to think systemically and respond logically. I am sure all these experience would be very helpful for being a Social Science student.

As a sociable and active student, I enjoy dealing with people. I really think there is somehow a specialty of knowledge about interactions with people. Perhaps communication is the key factor. Being elected by my schoolmates as a member of the Student Union, I got a lot of chances to get along with different people by taking up the role as External Vice Chairperson. According to my experience, arguments were from time to time unavoidable when we conducted planning of various activities, but a good communication skill had often helped us to come to a conclusion smoothly because it allowed sharing of ideas possible. I've also learnt how to cooperate with others. Human beings is a group of connected individuals, we can never live on our own.

Among various services in school, being the Chairperson of the Junior Police Call is a role I treasure most. Though I was only a junior form student then, I got a lot of exposure about the Police Force and the crime situation in Hong Kong. It was also the first time for me to realise my responsibility as a citizen. Since then, I develop a curiosity in things and public issues happening around me. The government, political groups, economy and the people's livelihood are all areas of interest. I observe people from different cultures, I try to understand why they do and the reason behind their actions and culture. These experiences attract me further towards the field of Social Science.

With all these activities I have participated, I am now becoming more independent and mature. I am able to make decisions in critical time and work effectively. Moreover, I have acquired a valuable leadership skills and it could surely help me in the future.

I believe that university education is not really about job training. It helps us develop intellectual ability and expand our knowledge base. I hope that I can be one of the candidates you find suitable for your university.

End of Report