

Using new SLP module of WebSAMS to create

Student Learning Profile

Course Code: CDI020082186

Training Manual

January – February 2009

Programme Rundown

Target audience: Teachers responsible for implementation of Student Learning Profile (SLP) in school

login : sysadmin

password : wsadmin

Time	Content
20 min	Role of SLP in Senior Secondary Education: Students telling their own stories to celebrate their success
80 min	WebSAMS SLP Module <ul style="list-style-type: none">- Recording of Information <i>to summarize students' participations and achievements</i>- Selection of OLE information <i>to reflect students' needs and voice</i>- Generation of SLP <i>to provide an overview on students' whole person development</i>- Use of data at individual and school levels <i>to assist school planning</i>- Setting up access rights for various teachers <i>to support students' whole person development</i>- Writing OLE programme description and self-account <i>to increase students' voice in SLP</i>
80 min	Hands on practice <ul style="list-style-type: none">- Sample case 1: Input data to generate a sample SLP report- Sample case 2: Use of Crystal Report to generate statistical data for making decision at school level

You can find the attached files about this workshop from the link below:

<http://cd1.edb.hkedcity.net/cd/lwl/ole/slp/WEBSAMS.asp>

Remarks: This manual serves as a training manual for the workshop. For details of other technical details, please refer to the technical manual available in WebSAMS.

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Section 1 Role of SLP in Senior Secondary Education: Students telling their own stories to celebrate their success

1.1 Purpose of SLP

- **The Student Learning Profile (SLP)** is a summary record of what a student achieves and participates, in terms of their whole person development during the senior secondary years. The purpose of the SLP is to provide supplementary information on secondary school leavers' competencies and specialties, such that a fuller picture of the student would be provided.
- Every student should be encouraged to build a personal profile. Schools should assist students to build this profile under school-based implementation that normally builds on existing practices.
- The SLP concept is not new to schools. There are many existing school practices that already serve the SLP purpose. Schools are advised to build on existing school-based practices and strengths to help SS students 'to tell their own stories' about their participation and achievement.
- At students' discretion, SLP could be used as a document to demonstrate personal qualities and competence to future employers and tertiary education institutions.

1.2 Content of SLP

To serve as evidence of whole person development, the content of SLP *may* include information of:

- Academic performance in school;
- Other Learning Experiences (OLE);
- Awards / Achievements gained outside school; and
- Student's 'self-account' (optional)

1.3 Design and Implementation

The SLP is not intended to be another 'bolt-on' initiative, but a way of enhancing learning and recognising personal development. Building on existing school-based practices (e.g. school reports, transcripts, portfolios), the SLP can take any form and include any content that helps students tell their 'learning stories' about their participation and achievements in whole person development during senior secondary years.

Schools would have full discretion over the design and implementation of their SLP, including:

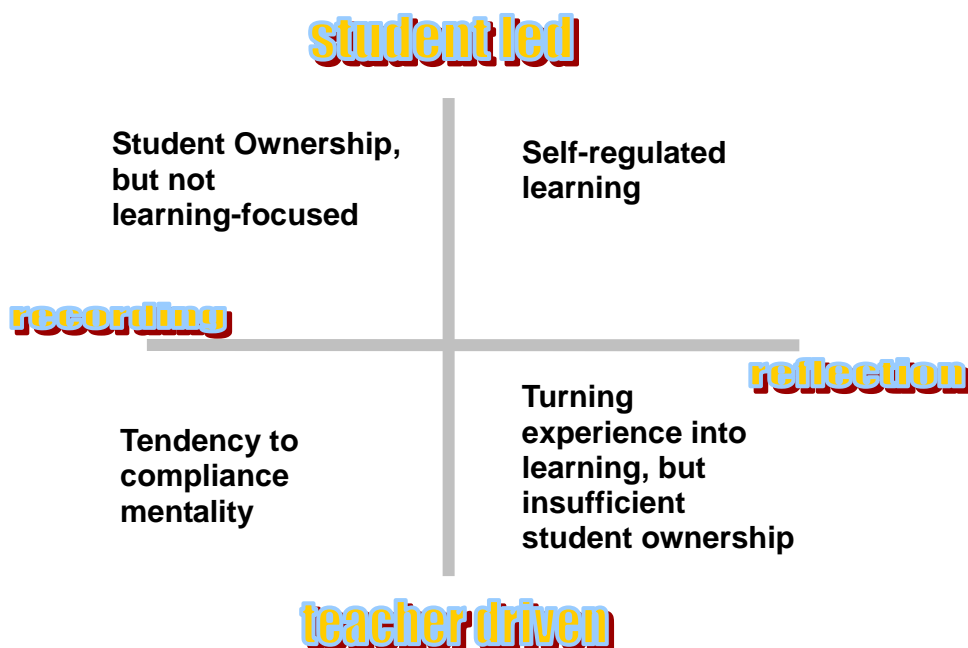
- the format (e.g. transcript, folder);
- the content (e.g. items to be included);
- the depth of information required; and
- the implementation process (e.g. portfolio, activity journal, log book, or a data management system)

The SLP should be designed as a summary presentation of student work or activities, rather than an account of each and every detail (usually not more than a few pages). It is the **quality**, not quantity, that matters.

The content of SLP also enables school leavers to provide useful information to future employers and/or to other education institutions if deemed appropriate.

1.4 Implementation Strategies

There has been a wide range of good practices that already achieve the aims of SLP in many schools. Practices may vary among schools in terms of SLP implementation process.



In general, there could be two main routes of implementation:

1. **Teacher-driven route:** Usually building on the existing strengths on adopting a well-established data management system and effective clerical support, schools could assist students to build their profiles by collecting all relevant data (e.g. OLE information) for future generation of SLP. At the final stage, students will be asked to select what should be included in their SLPs and are invited to supplement additional items (e.g. awards gained outside school and self-account).
2. **Student-led route:** Some schools have developed portfolio systems, learning diaries and activity handbooks for years. Their students are generally accustomed to building up their own profiles by recording relevant data during the senior secondary years. Teachers in some schools may take regular checks on the progress of individual profile building. Such route could be conducted with or without student reflection.

Section 2 WebSAMS SLP Module – An option to address students’ whole person development

The WebSAMS has been enhanced with the ‘SLP module’ as a tool that facilitates schools to generate the Student Learning Profile. The SLP is expected to provide supplementary information on secondary school leavers’ competencies and specialties that give a fuller picture of the students under the Senior Secondary Curriculum framework. The new module was released on 14 Feb 2008. Schools are invited to upgrade their systems accordingly.

There are many tools available in the market that could assist schools develop SLP. No matter what kinds of tools are used, both schools and students have some roles to play in the process. Generally, two stages would be involved in the process, namely the **data preparation** and the **profile generation** stage.

Stages	Responsibility of Schools	Responsibility of Students
Data Preparation	<ul style="list-style-type: none">• Assist recording process• Validate details (OLE / in-school performance)• Give advice on student’s whole person development	<ul style="list-style-type: none">• Provide details of OLE / outside school activities• Reflect on personal study and OLE• Goal setting
Profile Generation	<ul style="list-style-type: none">• Assist students in selecting records• Advise on presentation	<ul style="list-style-type: none">• Select relevant OLE data to present• Provide content of Self-Account through personal reflection

The WebSAMS SLP Module is designed to address students’ whole person development through assisting schools record students’ OLE data and to help students handle their outside school activities and self-accounts. Features are also provided to address students’ voice and needs in selecting relevant OLE data for presentation in their profiles. In the following sections, relevant technical procedures will be provided for reference.

2.1 Recording of information to summarize students’ participations and achievements

Schools could make use of the SLP module to generate two SLP templates – the simplified and sophisticated versions (Appendix). The content includes Student Particulars, Academic Performance, OLE data, Awards and Major Achievement, Performance/Awards and Key Participation outside school and Self-Account.

An introduction how to manipulate the above data will be covered in the following sections. The illustration will be based on the content of the sophisticated template.

2.1.1 Student Particulars

This part shows student’s personal particulars and basic school information, including the name, ID No., Date of Birth, Sex, Date of admission, and School name, code, address and phone number.

學生資料 Student Particulars			
學生姓名: Student Name:	陳小恆 CHAN Siu-hang, Michael	身份証號碼: ID No.:	R000101(2)
出生日期: Date of Birth:	01-10-1994	性別: Sex:	男 Male
學校名稱: School Name:	香港學校 Hong Kong School	學校編號: School Code:	54321
入學日期: Date of Admission:	1-9-2006		
學校地址: School Address:	新界, 大埔, 洋涌村 Pun Chung Village, Tai Po, N.T.		
學校電話: School Phone:	(852) 26563446		

Every student would have a profile in WebSAMS.

You may access the profile by

Step 1: Search the student (**Student → Profile → Search Student**).

Step 2: Select the respective Reg No.

Step 3: You may update the content accordingly after retrieving the student's record.

- Home
- Student Info Enq
- School Management
- Student
 - Profile
 - Fee Remission
 - Height & Weight
 - Info Upload
 - Photo Upload
 - Sch House
 - Seating Plan
 - Subjects Setup
 - Graduate Destir
 - Admission
 - IRTP
 - Setup
 - Document
 - Report
 - Data Commun
- Attendance
- Student Activities
- Award & Punishme
- Assessment
- SLP
- Special Assessme
- Staff Deployment

[S-STU10-01] Student > Profile > Particulars

Reg No 20061234 STRN

English Name Chan Siu Man Chinese Name 陳小m a n

CC Code - - - -

Other Name Sex ☐ Female ☒ Male

Date of Birth 01/09/1990 District Council Central & Western

Place of Birth Origin

HKIC No Birth Cert No

Ident Doc Type Others Ident Doc No 123456

Nationality Religion Not Applicable

Ethnicity Chinese

Spoken Language at Home Chinese

Date of Entry from Mainland 01/01/1994 ☐ Non-Chinese Speaking

Last / Post School Information

Last School Last School Last Class

Level Session Level

Last School Attended

Post School Information

Current Schooling Information

School Level / Session Primary / AM School Leaver N

Class Level / Name Primary 2 / 2A Class No

Subject Group

Other Information

☐ Suspension School House

☐ Transcript Printing Fee Remission

☐ Case Followed by Social Worker Social Worker Chinese Name

Upload Photo Add Delete Save

2.1.2 Academic Performance in School

This part shows student's academic performance all through their senior secondary education. The content includes the yearly subject scores and the names of key projects. This provides the readers information to understand student's in-school performance in academic subjects and the topics of key projects involved. The scores could be shown in marks, grades or both. A maximum of 6-years scores could be displayed in the SLP report. Key projects would not be shown in the simplified template.

(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')

校內高中學科成績 (資料由學校提供) Academic Performance in School at Senior Secondary Level (Information provided by the school)							
		2011-2012 中六 S.6		2010-2011 中五 S.5		2009-2010 中四 S.4	
科目 Subject	滿分 Full-Mark	校內表現 Mark Performance in-School	滿分 Full-Mark	校內表現 Mark Performance in-School	滿分 Full-Mark	校內表現 Mark Performance in-School	主要作品名稱 Name of Key Projects
中國語文 Chinese Language	300	200	300	175	300	(100)	
英國語文 English Language	300	190	300	180	300	160	
數學 Mathematics	100	90	100	95	100	95	
通識教育 Liberal Studies	100	80	100	(45)	100	65	獨立專題探究：發展中國家的環保科技 IES Assignment: Environment Protection Technology in Developing Countries
生物 Biology	100	90	100	85	100	60	
健康管理與社會關懷 Health Management and Social Care	100	85	100	85	100	85	香港公眾健康一疫區監察 Public Health Project on Disease Surveillance in Hong Kong

(-): 不及格 fail

Step 1: Input the scores by selecting the subjects and the assessment period. (Assessment → Data Entry → Score & Grade)

(Capture Score By Class/Subject Group/Cross Class Subject and assessment period)(Search)

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
 - Setup
 - Data Entry
 - Score & Grade
 - Subject Remark
 - Others
 - Export
 - Import
 - Consolidation
 - Promotion
 - Class No
 - Enquiry
 - Report P Data
 - Report
 - SLP

[S-ASR11-01] Assessment > Data Entry > Capture Subject Score and Grade

School Year: Current Year (2007)

School Level: Primary

School Session: AM

Capture Score By: ☒ By Class

Class Level: Primary 6

Class Name: 6A

☐ By Subject Group

Class Level: Primary 1

Class Name: All

Subject Group: All

☐ By Cross Class Subject

Class Level: Primary 1

Cross Class Sub-Group: All

Assessment: T1A1

Search

Subject / Component

- Chinese Language (Chinese (Cantonese))
- English Language (English)
- Ethics/ Religious Education (Chinese (Cantonese))
- General Studies (Chinese (Putonghua))
- Mathematics (Chinese (Cantonese))
- Music (Chinese (Cantonese))

Step 2: Input and save score.

[S-ASR11-03] **Assessment > Data Entry > Capture Subject Score and Grade**

School Year	Current Year (2007)	School Level	Primary
School Session	AM	Class Level	Primary 6
Subject Group	N/A	Class Name	6A
Subject	Ethics/ Religious Education (Chinese (Cantonese))		Assessment
			T1A1

+ : Absent (zero mark), -: Absent (not considered), * : Dropped, / : Exempted, **N.A.** : Not Assessed

Subject / Component:

Bottom

Class	Cls No	Student Name
6A	1	Student001
6A	2	Student002
6A	3	Student003
6A	22	Student022
6A	23	Student023
6A	24	Student024
6A	25	Student025
6A	26	Student026
6A	27	Student027
6A	28	Student028

Top

E&RE	
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Step 3: Input Names of Key Projects by accessing the Key Projects page and selecting the subject for further processing. (SLP → Maintenance → Data Entry → “Key Projects” tab)

- Home
- Student Info Enq
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
 - Setup
 - Maintenance
 - Data Entry**
 - Print Sequence
 - Import
 - Report
- Special Assessment
- Staff Deployment
- CDS
- HKAT
- Applied Learning

[S-SLP09-01] **SLP > Maintenance > Data Entry > Key Projects**

Key Projects Participation Outside School Self-Account

School Year: Current Year (2007)
School Level: Secondary
School Session: Whole Day

Key Projects	Subject
<input checked="" type="radio"/> By Class Class Level: Secondary 6 <input type="button" value="v"/> Class Name: S6A <input type="button" value="v"/>	Biology(AL) (Chinese (Cantonese)) Chemistry(AL) (Chinese (Cantonese)) Chemistry(ASL) (Chinese (Cantonese)) Chinese History(AL) (Chinese (Cantonese)) Chinese History(ASL) (Chinese (Cantonese)) Chinese Language and Culture(ASL) (Chinese (Cantonese)) Computer Applications(ASL) (Chinese (Cantonese)) Literature in English (English) French (Others) Liberal Studies (Chinese (Cantonese)) Physical Education (General) (Chinese (Cantonese)) Use of English(ASL) (English)
<input type="radio"/> By Subject Group Class Level: Secondary 4 <input type="button" value="v"/> Class Name: All <input type="button" value="v"/> Subject Group: All <input type="button" value="v"/>	
<input type="radio"/> By Cross Class Subject Class Level: Secondary 4 <input type="button" value="v"/> Cross Class Sub-Group: No Record <input type="button" value="v"/>	

Step 4: Select the predefined code from Table. Details of Key Projects will be extracted and input in respective entry.

[S-SLP09-02] SLP > Maintenance > Data Entry > Key Projects

Key Projects Participation Outside School Self-Account

School Year 2007 School Level Secondary
 School Session Whole Day Class Level Secondary 6
 Subject Group N/A Class Name S6A
 Subject Liberal Studies (Chinese (Cantonese))

Class	Cls No	Student Name	Code	Key Projects (Eng) [+]	Key Projects (Chi) [+]	Table	Batch Add
S6A	23	Student023				Table	<input type="checkbox"/>
S6A	28	Student028				Table	<input type="checkbox"/>
S6A	34	Student034				Table	<input type="checkbox"/>

Save Back

Step 5: You may also use Batch Add to add the key projects to a number of students. It can automatically fill in the code, key project in Eng/Chi by filled in the top part of the table and check at the 'Batch Add' column.

[S-SLP09-02] SLP > Maintenance > Data Entry > Key Projects

Key Projects Participation Outside School Self-Account

School Year 2007 School Level Secondary
 School Session Whole Day Class Level Secondary 6
 Subject Group N/A Class Name S6A
 Subject Liberal Studies (Chinese (Cantonese))

Class	Cls No	Student Name	Code	Key Projects (Eng) [+]	Key Projects (Chi) [+]	Table	Batch Add
S6A	23	Student023		test	testing	Table	<input checked="" type="checkbox"/>
S6A	28	Student028		test	testing	Table	<input checked="" type="checkbox"/>
S6A	34	Student034				Table	<input type="checkbox"/>

Save Back

Remarks:

- (1) The Key Projects code could be defined by accessing **SLP → Setup → Code Table**
(Add and save Code and Description for the Key Project.

[S-SLP04-01] SLP > Setup > Code Table

Code	Description (Eng)	Description (Chi)
<input type="checkbox"/> E001	Great Work	鉅著
<input type="checkbox"/> E002	Key Project	主要項目

Buttons: Add, Delete, Save

- (2) The Print Sequence of the subjects could be set up by accessing **SLP→Setup→Print Option→"Subject" tab**. You may click on "Fill" to automatically set up the sequence in order or you may put "0" for not printing the record. Decimal number could be accepted. Then click "Preview" to preview and print.

[S-SLP01-01] SLP > Setup > Print Option > Subject

Subject OLE Award

Subject (Eng)	Subject (Chi)	Code	Print Sequence
abc	明	997	<input type="text"/>
Additional Mathematics	附加數學	010	10
Application Devt for Mobile Devices (ApL)	流動裝置應用程式(應用學習)	605	<input type="text"/>
Art And Design	美術與設計	035	<input type="text"/>
Biology	生物	045	6.2
Putonghua	普通話	350	0
Religious Studies (Christianity)	宗教(基督教)	360	<input type="text"/>
Science & Technology (Secondary 4-5)	科學與科技(中四至中五)	371	<input type="text"/>
Travel and Tourism	旅遊與旅遊業	410	<input type="text"/>
Use of English(ASL)	英語運用(高級補充程度)	430	1.1

Buttons: Save, Reset, Preview

2.1.3 OLE information

This part shows details of OLE programmes. STA module has been enhanced to handle the OLE data which are not restricted to ECA. The content includes the programme description, the school year, student's role of participation, partner organization (if any), OLE components and student's awards/certifications/achievements. This provides readers information on the learning goals, knowledge, generic skills, values and attitudes developed by student through the programme. It also shows student's role of participation, the kind of experiences and evidence of student's achievement. OLE components would not be shown in the simplified template. OLE data could be inputted by student or by activity.

其他學習經歷 Other Learning Experiences					
<p>其他學習經歷的有關資料，須由學校確認。其他學習經歷可透過參與由學校舉辦或學校或與校外機構合辦的學習活動獲得。在高中學習階段的學習活動，除核心及選修科目外，尚包括德育及公民教育、藝術發展、體育發展、社會服務及與工作有關的經驗。</p> <p>Information about Other Learning Experiences must be validated by school. 'Other Learning Experiences' could be gained through programmes organized by the school or co-organized by the school with outside organizations. Apart from core and elective subjects, the learning programmes that the student participated during the senior secondary education includes Moral and Civic Education, Aesthetic Development, Physical Development, Community Service and Career-related Experiences.</p>					
活動項目(及簡介)* Programmes (with description)	學年 School Year	參與角色 Role of Participation	合辦機構 (如有) Partner Organizations (if any)	其他學習經歷種類 Components of Other Learning Experiences	獎項 / 證書文憑 / 成就 ** (如有) Awards / Certifications / Achievements (if any)
<p>工作影子計劃 Job Shadowing</p> <p>本活動提供學習機會讓學生了解社會福利工作及相關的工作態度。 The purpose of this programme is to provide a learning opportunity for students to know more about the world of work and the working attitude in the field of social welfare.</p>	2011-2012	工作人員 Staff	國際庇社計劃香港部 Junior Achievement Hong Kong	與工作有關的經驗 社會服務 Career-related Experiences Community Service	出席證書 Attendance Certificate 個人反思報告 Personal Reflection Report

Input OLE data by Student

Step 1: Select the student. (Student Activities → Maintenance by Student → Search)

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
 - Setup
 - Activities Offered
 - Maint By Activity
 - Maint By Student

[S-STA10-01] Student Activities > Maintenance by Student

School Year: 2007

English Name: Chinese Name:

Reg No: STRN:

School Level: School Session:

Class Level: Class Name:

Step 2: View student's current activity information. (Click on student's Reg. no.)

SR2 Through Train School																																							
<div> <ul style="list-style-type: none"> Home Student Info Enquiry School Management Student Attendance Student Activities <ul style="list-style-type: none"> Setup Activities Offered Maint By Activity Maint By Student Application On-line Application Allocation Results Report </div> <div> <p>[S-STA10-01] Student Activities > Maintenance by Student</p> <p>School Year: 2007</p> <p>English Name: <input type="text"/> Chan Chinese Name: <input type="text"/></p> <p>Reg No: <input type="text"/> STRN: <input type="text"/></p> <p>School Level: <input type="text"/> School Session: <input type="text"/></p> <p>Class Level: <input type="text"/> Class Name: <input type="text"/></p> <p><input type="button" value="Search"/> <input type="button" value="Reset"/></p> </div>																																							
<div> <p>Page 1 of 4 Bottom</p> <table> <tr> <th>Reg No</th><th>Eng Name</th><th>Chi Name</th><th>Sch Sess</th><th>Class</th><th>Cls No</th><th>STRN</th><th>Status</th></tr> <tr> <td>00052005</td><td>Bogey CHAN</td><td>陳明</td><td>Whole Day</td><td>4B</td><td></td><td>A1234567</td><td>Active</td></tr> <tr> <td>1999027</td><td>Chan AA AA</td><td>陳一文</td><td>Whole Day</td><td>3A</td><td>1</td><td>B1234567</td><td>Active</td></tr> <tr> <td>1999168</td><td>Chan AA BB</td><td>陳一二</td><td>Whole Day</td><td>3A</td><td>2</td><td>C1234567</td><td>Active</td></tr> </table> </div>								Reg No	Eng Name	Chi Name	Sch Sess	Class	Cls No	STRN	Status	00052005	Bogey CHAN	陳明	Whole Day	4B		A1234567	Active	1999027	Chan AA AA	陳一文	Whole Day	3A	1	B1234567	Active	1999168	Chan AA BB	陳一二	Whole Day	3A	2	C1234567	Active
Reg No	Eng Name	Chi Name	Sch Sess	Class	Cls No	STRN	Status																																
00052005	Bogey CHAN	陳明	Whole Day	4B		A1234567	Active																																
1999027	Chan AA AA	陳一文	Whole Day	3A	1	B1234567	Active																																
1999168	Chan AA BB	陳一二	Whole Day	3A	2	C1234567	Active																																

Step 3: Add activity information.

Step 3.1 On "Stud STA Info" tab, click Add to show the activity list.)

[S-STA10-02] Student Activities > Maintenance by Student > Student STA Information

Stud STA Info SLP Information

List of STA

School Year	2007	STA Duration	1
School Level	Secondary	School Session	Whole Day
Class Level	Secondary 4	Class Name	4B
Student Name	Student001 (學生001)	Class No	
Reg No	20052005		

	STA	Post	Performance	Report Card Readable Indicator
No record.				

Add Delete Reset Save Back

Step 3.2 Select activity and input student's post and performance → click Add to add the record.

[S-STA10-02] Student Activities > Maintenance by Student > Student STA Information

Stud STA Info SLP Information

List of STA

School Year	2007	STA Duration	1
School Level	Secondary	School Session	Whole Day
Class Level	Secondary 6	Class Name	S6A
Student Name	Student001 (學生001)	Class No	1
Reg No	2012030		

	STA	Post	Performance	Report Card Readable Indicator
<input checked="" type="checkbox"/>	Community Youth Club	Chairman	Good	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Art Club			<input checked="" type="checkbox"/>

Add Delete Reset Save Back

Add a Record

Step 4: Update SLP information by accessing the “SLP information” tab.

Step 4.1 On “SLP information” tab, select the activity.

[S-STA10-05] Student Activities > Maintenance by Student > SLP Information

Stud STA Info SLP Information

List of SLP Information

School Year	2007	STA Duration	1
School Level	Secondary	School Session	Whole Day
Class Level	Secondary 6	Class Name	S6A
Student Name	Student001 (學生001)	Class No	1
Reg No	2012030		

Remark: The data on this screen are for SLP (i.e. S4-S6 students) only.

Type	STA	Components of Other Learning Experiences	Awards / Certifications / Achievements
ECA	Community Youth Club	Aesthetic Development, Career-related Experiences, Community Service, ...	
ECA	Art Club	Aesthetic Development, Career-related Experiences	
ECA	Boy Scouts / Cub Scouts		

Edit Back

Step 4.2 Select OLE components and awards/certifications/achievements. You may manually input the awards/certifications/achievements if it is not defined in the list. Save the information.

[S-STA10-06] Student Activities > Maintenance by Student > SLP Information

Edit SLP Information

Student Name	Student001 (學生001)	Sex	M
Class	S6A	Cls No	1
School Year	2007	STA Duration	1
STA	1003-Boy Scouts / Cub Scouts		
Type	ECA		

Remark: The data on this screen are for SLP (i.e. S4-S6 students) only.

Available Components of Other Learning Experiences

- Aesthetic Development
- Career-related Experiences
- Community Service
- Moral and Civic Education
- Physical Development

Components of Other Learning Experiences

Available Awards / Certifications / Achievements

Awards / Certifications / Achievements

Awards / Certifications / Achievements (by text)

English Chinese

Input OLE data by Activity

Step 1: Select activity.(Student Activities → Maintenance by Activity → Choose STA (in the pull-down) → Proceed)

[S-STA11-01] Student Activities > Maintenance by Activity

School Year: 2007 STA Duration: 1

STA: 1003-Boy Scouts / Cub Scouts

Step 2: Add student.(Student Activities → Maintenance by Activity → Add (student to the activity))

[S-STA03-01] Student Activities > Maintenance by Activity > Student STA Information

Stud STA Info SLP Information Stud ECA Appl

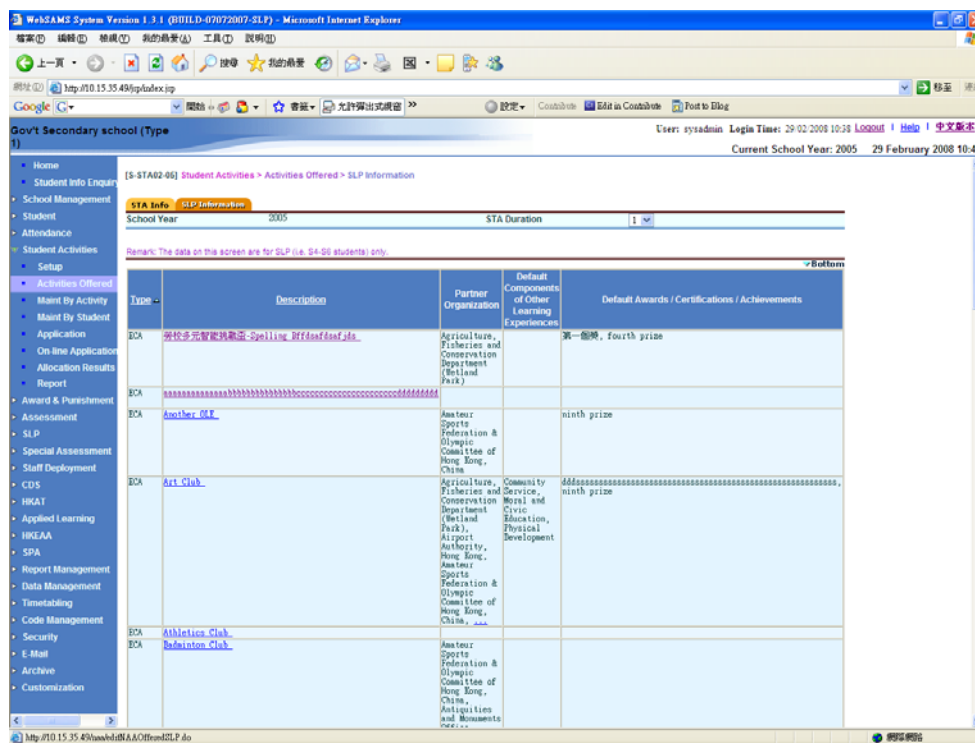
School Year	2007	STA Duration	1
STA Name	Boy Scouts / Cub Scouts	Quota	50
Staff In-charge			
Enrolled	3	Vacancies	47

	Class	Cls No	Student Name	Sex	Post	Performance	Report Card Readable Indicator
<input type="checkbox"/>	1A	29	Student029	F	Member	1st in position	<input checked="" type="checkbox"/>
<input type="checkbox"/>	1A	99	Student099	F	Member	1st in position	<input checked="" type="checkbox"/>
<input type="checkbox"/>	四甲	1	Student001	F	Member	Need Improvement	<input checked="" type="checkbox"/>

Step 3: Update SLP information (as Step 4 above).

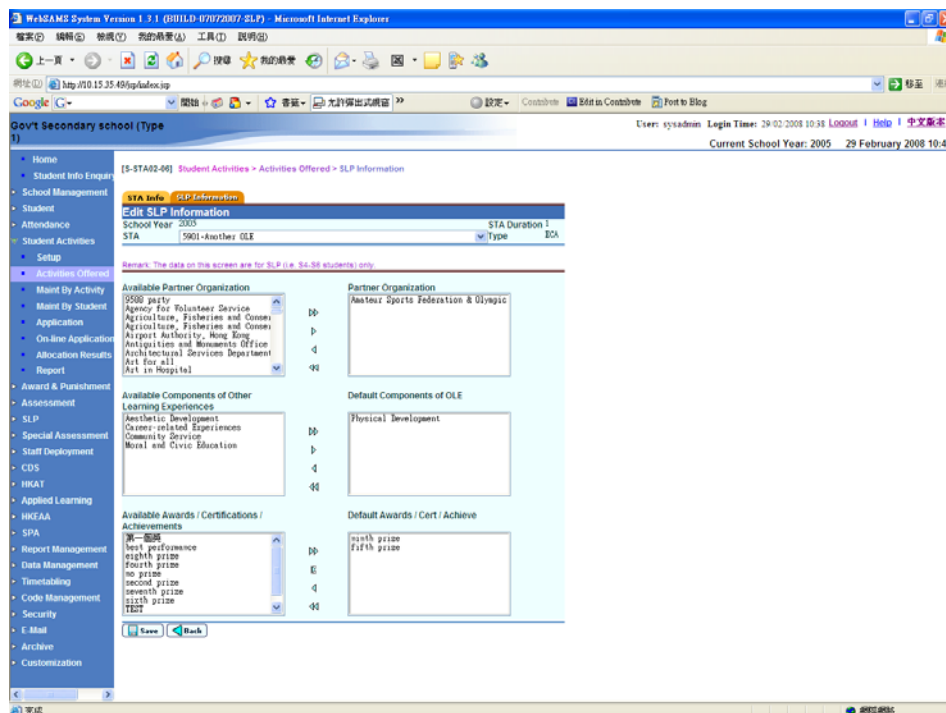
Preset details for OLE programmes

Step 1: Go to **Student Activities** → **Activities Offered** → Select “SLP Information” tab



Step 2: Select Activity

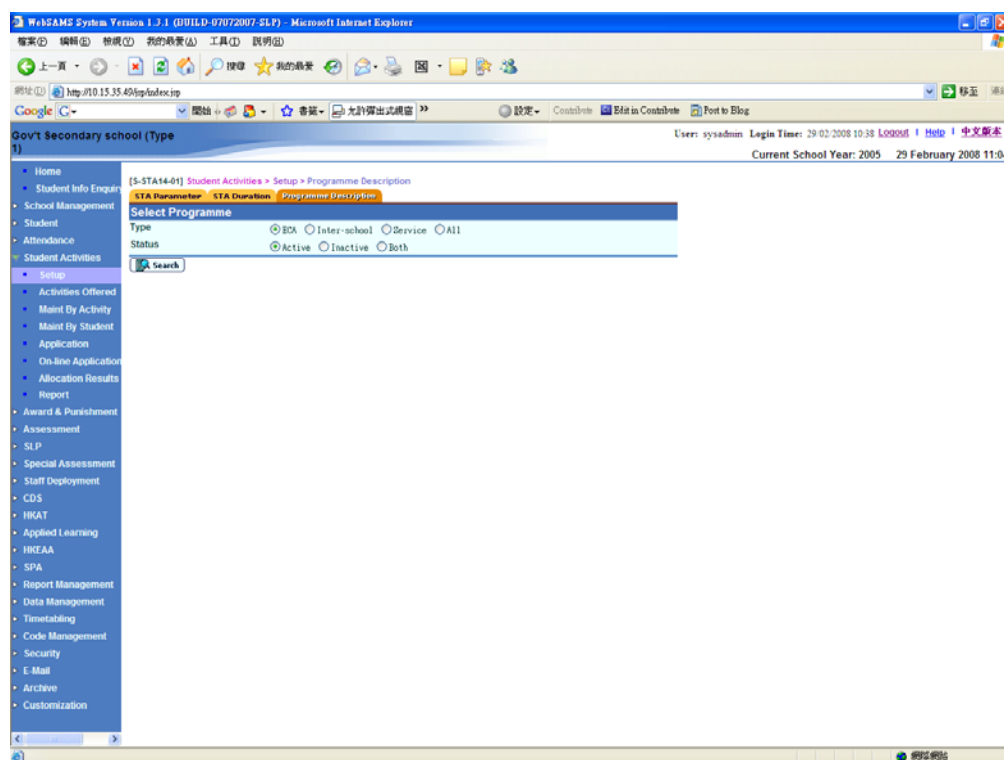
Step 3: Select the default Partner Organization, Components of Other Learning Experiences and Awards / Certifications / Achievements for the activity.



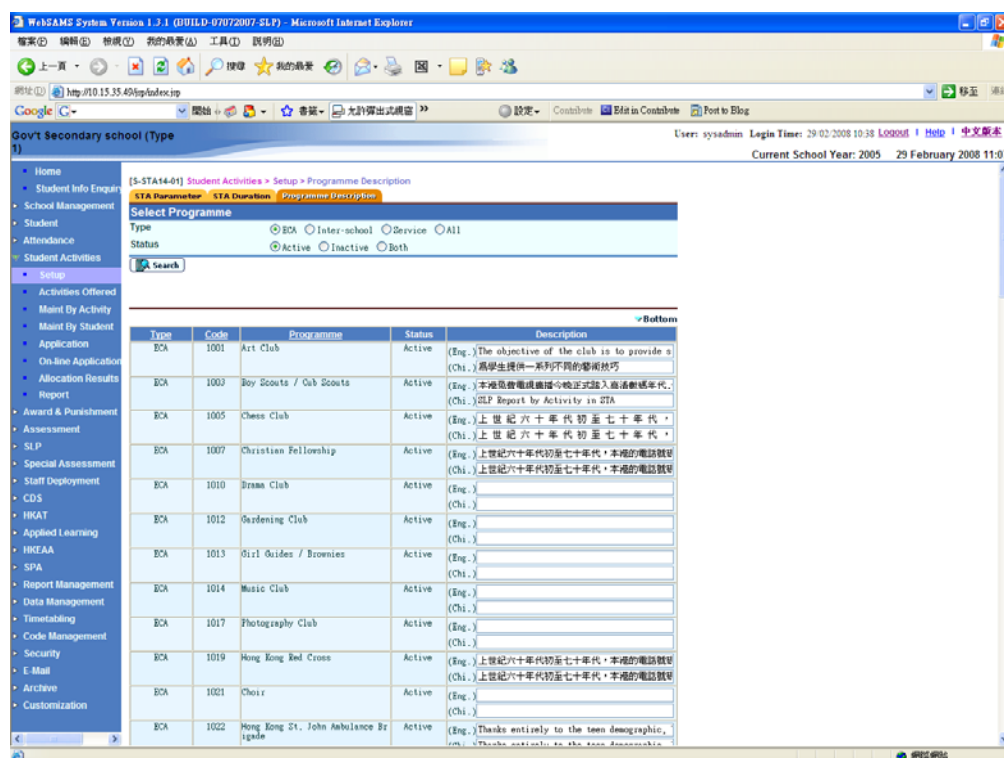
Step 4: Save the record.

Input OLE Programme Description

Step 1: Go to **Student Activities** → **Setup** → Select “Programme Description” tab



Step 2: Search the Programme which need to be updated.



Step 3: Fill in the English and Chinese Description for the Programme.

Step 4: Save the Record.

Remark: OLE information for activity could be predefined through code management.

(Code Management → Maintenance)

(Select **ECA/OLE**, **Awards/Certifications/Achievements**, **Components of Other Learning Experiences**, **Partner Organization** in Table Name, you may sort the category twice to have a fast track access.)

[S-HSE01-01] Code Management > Maintenance			Page 1 of 2
Type	Table Name	Category	
EDB	Activity Category	Student Activities	
SCHOOL	Awards/Certifications/Achievements	Student Activities	
EDB	Components of Other Learning Experiences	Student Activities	
EDB/SCHOOL	ECA/OLE	Student Activities	
EDB	Inter-school Activities/OLE	Student Activities	
EDB/SCHOOL	Partner Organization	Student Activities	
EDB/SCHOOL	Service/OLE	Student Activities	
SCHOOL	Student Activities Performance	Student Activities	
EDB/SCHOOL	Student Activities Post	Student Activities	
EDB	Admission Type	Student	
EDB	Departure Reason	Student	
EDB	Enrolment Survey Reference Date	Student	
EDB	Ethnicity	Student	
EDB	Fee Remission	Student	
EDB/SCHOOL	Relationship with Student	Student	
EDB	S5 Destination Category	Student	
EDB	S7 Destination Category	Student	
SCHOOL	School House	Student	
EDB	Special Ed Destination Category for S3/Extension of Years of Education graduates	Student	
EDB	Spoken Language at Home	Student	
EDB	Student Status	Student	

(Add and save new record.)

1030	E	The Girls' Brigade Hong Kong	香港基督教女少年軍	Social Services	⊕ ⊖
1031	E	Hong Kong Air Cadet Corps	香港航空青年團	Social Services	⊕ ⊖
1032	E	Civil Aid Service Cadet Corps	香港民安隊服務隊少年團	Social Services	⊕ ⊖
1033	E	Hong Kong Adventure Corps	香港少年領袖團	Social Services	⊕ ⊖
1034	E	The Boys' Brigade Hong Kong	香港基督教少年軍	Social Services	⊕ ⊖
1035	E	The Hong Kong Award for Young People	香港青年獎勵計劃	Social Services	⊕ ⊖
5005	S	Go Chess Club	Go Chess ClubGo Chess ClubGo ab	Academic	⊕ ⊖
5006	S	Sing Club	歌唱學會	Academic	⊕ ⊖
5007	S	Andrew		Academic	⊕ ⊖
5008	S	Kung Fu Fighting	散打	Sports	⊕ ⊖
5009	S	Testing	測驗	Academic	⊕ ⊖

2.1.4 Awards and Major Achievement

This part shows the awards and achievement issued by school.

校內頒發的主要獎項及成就 List of Awards and Major Achievements Issued by the School		
年份 Year	獎項及成就 Awards and Achievements	備註 Remarks
2009	李氏數學獎 Mrs. Lee Mathematics Award	

Step 1: Click on (Award & Punishment -> Maintenance).

Step 2: Search for a student.

[S-ANP02-01] Award & Punishment > Maintenance > By Student

By Student By Batch By STA By Attendance

School Year: Current Year(2005)
 English Name: Chinese Name:
 Reg No: STRN:
 School Level: Secondary School Session: Whole Day
 Class Level: Secondary 6 Class Name: 6A

Page 1 of 2 Bottom

Reg No	Eng Name	Chi Name	Class	Cls No	STRN	Status
20001019	Student001	學生001	6A	1	Z1234567	Active
91073	Student002	學生002	6A	2	Y1234567	Active
92009	Student003	學生003	6A	3	X1234567	Active
20001161	Student004	學生004	6A	4	W1234567	Active
20001062	Student005	學生005	6A	5	V1234567	Active
91063	Student006	學生006	6A	6	U1234567	Active
20001192	Student007	學生007	6A	7	T1234567	Active
19981005	Student008	學生008	6A	8	S1234567	Active
19981027	Student009	學生009	6A	9	R1234567	Active
19981031	Student010	學生010	6A	10	Q1234567	Active
19991021	Student011	學生011	6A	11	P1234567	Active
19991024	Student012	學生012	6A	12	O1234567	Active
19991025	Student013	學生013	6A	13	N1234567	Active
19991031	Student014	學生014	6A	14	M1234567	Active
19991085	Student015	學生015	6A	15	L1234567	Active
19991093	Student016	學生016	6A	16	K1234567	Inactive
19991101	Student017	學生017	6A	17	J1234567	Inactive
19991102	Student018	學生018	6A	18	I1234567	Active
20001121	Student019	學生019	6A	19	H1234567	Active

Step 3: Click "Add Award", fill in the detail and then "Save" the record.

[S-ANP02-04] Award & Punishment > Maintenance > By Student

Add Award Record

School Year: 2005
 Scheme: Merit/Demerit
 School Level: Secondary School Session: Whole Day
 Class Level: Secondary 6 Class: 6A
 Name: Student001(學生001) Class Number: 1

New Award Record Details

Date: 21/02/2008 ☐ Report Card Readable Indicator
 Event: ☐ Code: H00 Big Big Award
☐ Text:
 Position:
 Award Given: ☐ 1 Major Credit
☐ 0 Minor Credit
☐ 0 Merit
 Remarks:
 SLP Remarks: Performance is good
 Initiated By:

Remark: Remarks showing on SLP report must be inputted into the field SLP Remarks.

2.1.5 Performance/Awards and Key Participation outside school

This part shows the performance/awards and key participation outside school. The information is provided by student. It is not necessary for school to validate the information. Student holds full responsibility to provide evidence when requested. Readers could ask student to produce evidence against each entry if necessary.

There are two ways to input the information into the system – by student or in batch.

校外的表現 / 獎項及重要參與 Performance / Awards and Key Participation Outside School				
<p>學生可向學校提供一些在高中階段曾參與過而並非由學校舉辦的學習活動資料。學校不須確認學生的參與資料。在有需要時，學生須負全責向相關人士提供適當證明。</p> <p>For learning programmes not organized by the school during the senior secondary education, student should provide the information to the school. It is not necessary for the school to validate information below. Student should hold full responsibility to provide evidence to relevant people when requested.</p>				
活動項目(及簡介) Programmes (with description)	學年 School Year	參與角色 Role of Participation	主辦機構 Organization	獎項 / 證書文憑 / 成就*(如有) Awards / Certifications / Achievements* (if any)
英國皇家音樂學院鋼琴試 Associated Board of the Royal Schools of Music, Piano Examination 英國皇家音樂學院聯合委員會鋼琴考試及樂理考試，為本地最為人熟悉的音樂考試。 The ABRSM examinations are the most popular music examinations in Hong Kong.	2010-2011	考生 Candidate	香港考試及評核局 Hong Kong Examinations and Assessment Authority	英國皇家音樂學院，八級鋼琴 Associated Board of the Royal Schools of Music, Piano Examination, Grade 8

Input the information by student

Step 1: Access the "Participation Outside School" page and select a particular student.
(SLP → Maintenance → Data Entry → Participation Outside School)

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
 - Setup
 - Maintenance
 - Data Entry
 - Print Sequence

[S-SLP07-01] SLP > Maintenance > Data Entry > Participation Outside School

Key Projects Participation Outside School Self-Account

Select Student

☐ By Reg No
☐ By STRN
☒ By Selection

School Year: Current Year (2007)
 School Level: Secondary
 Class Level: All
 School Session: Whole Day
 Class Name: All

(Click Add to add the activity and define the Print Sequence of the records.)

SR2 Through Train School

User: sysadmin Login

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
 - Setup
 - Maintenance
 - Data Entry
 - Print Sequence
 - Import
 - Report

[S-SLP07-02] SLP > Maintenance > Data Entry > Participation Outside School

Key Projects Participation Outside School Self-Account

Student Name (Eng):
 Reg No:
 Student Name (Chi):
 Sex:

Latest Schooling Record:
 School Year: 2007
 School Session: Whole Day
 Class Name: 四甲
 School Level: Secondary
 Class Level: Secondary 4
 Class No: 1

Programme	Programme Description	School Year	Role of Participation	Partner Organization	Awards / Certifications / Achievements	Print Sequence
<input type="checkbox"/> Super Dancing	Just dance, anytime anywhere	2007 - 2007	Leader	SD Corp.	Certificate for Dancing Queen	6

Step 2: Fill in details of each programme.

[S-SLP07-03] SLP > Maintenance > Data Entry > Participation Outside School

Key Projects Participation Outside School Self-Account

Student Name (Eng) [] Student Name (Chi) []
Reg No [] Sex []

Latest Schooling Record:
School Year 2007 School Level Secondary
School Session Whole Day Class Level Secondary 4
Class Name 4A Class No 1

Programme []
Programme Description []
School Year From [] - School Year To []
Role of Participation []
Organization []
Awards / Certifications / Achievements []

Save Back

Insert the information in batch

Step 1: Download and fill in a predefined template.

(SLP → Import → Participation Outside School → Download the template.xls)

[S-SLP05-01] SLP > Import > Participation Outside School

Participation Outside School Self-Account

Import Performance / Awards and Key Participation Outside School

File Name and Path (*.xls / *.zip) [] [Browse...]

* The file name of each Excel file must be the same as registration number.
* The file uploaded may be a single Excel file, or a zip file containing more than one Excel file.

Import [] **Download template.xls**

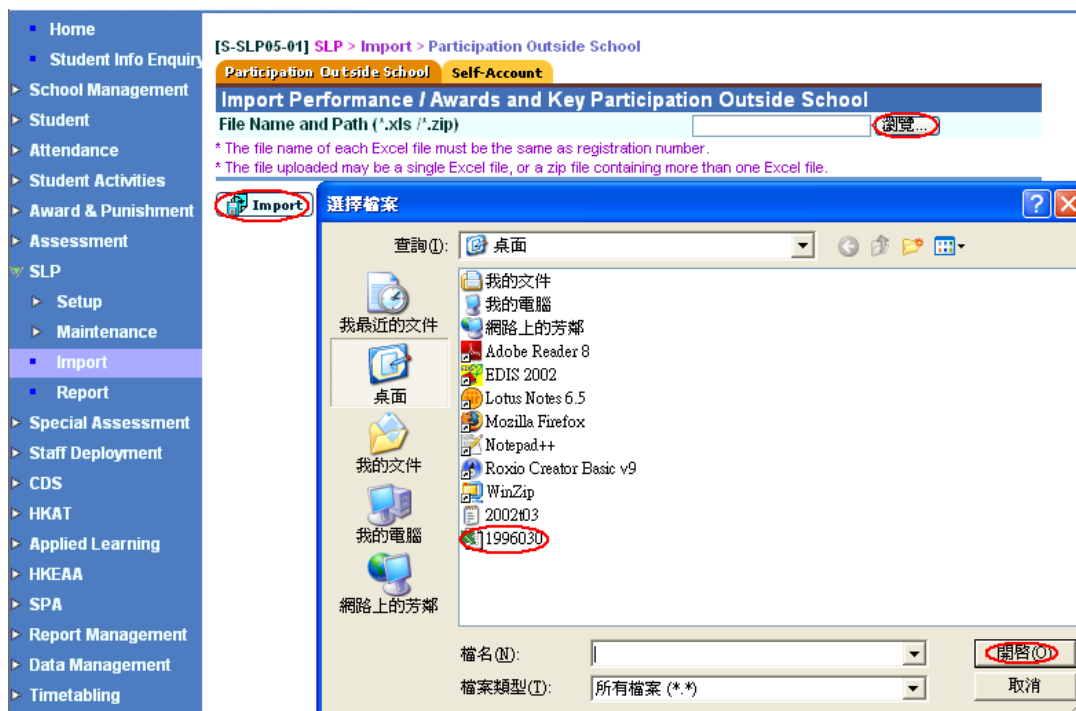
(Template sample)

	F	G	H
	主辦機構 Partner Organization	獎項 / 證書文憑 / 成就* (如有) Awards / Certifications / Achievements* (if any)	Validation (校驗)
1			
2			
3	test 123	Testing	School
4			
5			

Step 2: Fill in the template. **The file name must be using the format <registration number>.xls. Files could be uploaded in batch using zip file.**

Step 3: Import the file.

(SLP → Import → Participation Outside School → Browse for the *.xls or *.zip file → Import)



2.1.6 Self-Account

This part gives a space for student to provide additional information to highlight student's learning life and personal development. Student could highlight an impressive learning experience which affects his/her personal growth and life goals; and how skills and attitudes are learnt. The student may also tell his/her story about personal goal setting that influences his/her careers inspiration or whole person development. He/she could also highlight a particular skill possessed.

There are two ways to input the information into the system – by student or in batch.

學生自述 Student's 'Self-Account' (可選擇填寫 / Optional)

(以 1000 字內之英文 或 1600 字內之中文撰寫本部分)
(No more than 1000 words in English or 1600 words in Chinese)

學生可於本欄提供額外資料，重點描述其在高中或以前的學習階段中的學習生活及個人發展方面的情况，以便其他人士(例如各大專院校及未來僱主等)參考。...

舉例說，學生可簡略地敘述一項印象深刻的學習經歷，如何影響其個人成長及人生目標。學生也可於本欄述說其訂定人生目標的故事，如何影響其對職業的期望及全人發展。...

In this column, student could provide additional information to **highlight** any aspects of his/her learning life and personal development *during or before* the 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, which affects his or her personal growth and life goals. The student may also use this column to tell his or her story about personal goal setting that influences his or her careers inspiration or whole person development. ...

.....我喜歡與人相處.....在過去參與的活動中，我印象最深刻的是文化藝術義工計劃。透過這項活動，我不單只可擴展視野，同時，我體會到協作的重要性，尤其是與不同文化的朋友共同努力，締造更美好的將來。這項活動鼓勵我應多了解別人及他們的需要，並促使我立志將來從事有關市場分析和服務性行業的決心.....

...I enjoy very much to get along with people... Among the activities I joined in the past, the most impressive one was joining the Cultural Services Volunteers Scheme. It provided a chance for me to broaden my horizon and realized the importance of collaboration with people of different cultures to make a better world in future. This encouraged me to know more about people and to cater for their needs. Therefore, I have set a career goal to engage in marketing research and service business...

Input the information by student

Step 1: Access the “Self-Account” page and select a particular student.

(SLP → Maintenance → Data Entry → Self-Account)

[S-SLP08-01] SLP > Maintenance > Data Entry > Self-Account

Key Projects Participation Outside School Self-Account

Select Student

☐ By Reg No

☐ By STRN

☒ By Selection

School Year

School Level

Class Level

School Session

Class Name

Step 2: Input the content of self-account and save the record.

[S-SLP08-02] SLP > Maintenance > Data Entry > Self-Account

Key Projects Participation Outside School Self-Account

Student Name (Eng)

Reg No

Student Name (Chi)

Sex

Latest Schooling Record:

School Year

School Session

Class Name

School Level

Class Level

Class No

Self-Account

Input the information in batch

Step 1: Prepare the file. The coding must be in UTF-8 and the file name must be set in the format of <registration number>.txt. Files could be uploaded in batch using zip file.

Step 2: Import the file.

(SLP → Import → Self-Account → Browse for the *.txt or *.zip file → Import)

[S-SLP06-01] SLP > Import > Self-Account

Participation Outside School Self-Account

Import Self-Account

File Name and Path (*.txt, *.zip)

* The file must be plain text file encoded in UTF-8.

* The file name of each text file must be the same as registration number.

* The file uploaded may be a single text file, or a zip file containing more than one text file.

選擇檔案

查詢: SelfAccount

我最近的文件

桌面

我的文件

我的電腦

網路上的旁鄉

檔名: 97179.xls

檔案類型: 所有檔案 (*.*)

2.2 Selection of OLE information to reflect students' needs and voice

The SLP module provides a function to set up the print sequence of OLE programmes and awards to be printed in SLP report. Schools are encouraged to assist student to select and order his/her OLE programmes for better presentation of oneself in the perspective of whole person development.

Step 1: Select SLP → Maintenance → Print Sequence

Step 2: Select a student.

Step 3: On “OLE” tab and “Award” tab, you may set up the print sequence of the OLE programmes and awards respectively. You may click on “Fill” to automatically set up the sequence in order or you may put “0” for not printing the record. If “null” is assigned, the records will be displayed at end of the all numbered entries. Decimal number could be accepted.

“OLE” Tab

OLE		Award	
Student Name (Eng)		Student Name (Chi)	
Registration Number		Sex	M
Latest Schooling Record:			
School Year	2005	School Level	Secondary
School Session	Whole Day	Class Level	Secondary 4
Class Name	4A	Class No.	3

Bottom

School Year	Type	Code	Programme	Role of Participation	Partner Organization	Components of Other Learning Experiences	Awards / Certifications / Achievements	Print Sequence Fill
2005	ECA	5004	Chinese Society	Head Prefect		Moral and Civic Education		3
2005	ECA	5005	Chinese History Society	Head Prefect		Career-related Experiences		4
2005	ECA	5901	Another OLE	Head Prefect	Amateur Sports Federation & Olympic Committee of Hong Kong, China			
2005	ECA	5902	Test OLE	Head Prefect				
2005	ECA	5904	Zheng Group	Vice-Chairman	Art for all	Aesthetic Development	best improvement, best performance	85
2005	ECA	5999	OLE_20071119	Head Prefect		Career-related Experiences		
2005	Service	0006	Student Librarian	Head Prefect	Charles's organization	Career-related Experiences, Community Service		10
2006	ECA	1001	Art Club	Head Prefect, vcd	Civil Aid Service	Aesthetic Development, Community Service	Duration1, duration 2, first prize, no prize	0
2006	ECA	1003	Boy Scouts / Cub Scouts	Head Prefect				

“Award” Tab

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
 - Setup
 - Maintenance
 - Data Entry
 - Print Sequence**
 - Import
 - Report
 - Special Assessment
 - Staff Deployment

[S-SLP22-02] SLP > Maintenance > Print Sequence > Award Print Sequence

OLE		Award	
Student Name (Eng)	Student001	Student Name (Chi)	學生001
Reg No	1996030	Sex	M
Latest Schooling Record:			
School Year	2007	School Level	Secondary
School Session	Whole Day	Class Level	Secondary 6
Class Name	S6A	Class No	1

School Year	Date of issue	Code	Event	SLP Remarks	Print Sequence Fill
2005	10/02/2006	AW03	Award 3		
2005	09/05/2006	5005	Community Service Pioneer Chairman (Good)		
2005	09/05/2006	*	Charles Award		
2005	09/05/2006	001	100M Champion		1

Remarks: **The print indicators for respective OLE programmes and awards must be selected for printing.**
The print indicators could be selected by

Step 1: Access **SLP** → **Setup** → **Print Option** → **Search by Code/Event**.

[S-SLP02-01] SLP > Setup > Print Option > OLE

Subject OLE Award

Type ☒ ECA ☐ Inter-school ☐ Service ☐ All

Code From Code To

Event (Eng)

Status ☒ Active ☐ Inactive ☐ Both

Search Reset

Step 2: Check the Print Indicator if needed → Save

[S-SLP02-01] SLP > Setup > Print Option > OLE

Subject OLE Award

Type ☒ ECA ☐ Inter-school ☐ Service ☐ All

Code From Code To

Event (Eng)

Status ☒ Active ☐ Inactive ☐ Both

Search Reset

Search Record(s)

Type	Code	Event (Eng)	Event (Chi)	Status	Print Indicator
ECA	0001	Community Youth Club	公益少年團	Active	<input checked="" type="checkbox"/>
ECA	1001	Art Club	美術會	Active	<input checked="" type="checkbox"/>
ECA	1002	Ball Games	球類活動	Active	<input checked="" type="checkbox"/>
ECA	1003	Boy Scouts / Cub Scouts	男童軍/幼童軍	Active	<input checked="" type="checkbox"/>
ECA	5008	Kung Fu Fighting	散打	Active	<input checked="" type="checkbox"/>
ECA	5009	Testing	測試	Active	<input checked="" type="checkbox"/>

Save Bottom Top

2.3 Generation of SLP to provide an overview on students' whole person

development

Two SLP templates are provided for school reference. SLP A is the simplified template and SLP B is the sophisticated template. For details of the format, please refer the Appendix. The report could be printed by student or in group.

2.3.1 Print the SLP report by student / in group

Step 1: Access the report template.

(SLP → Report → Choose which report Category → Search (e.g. SLP))

[S-SLP10-01] SLP > Report

Category: SLP (dropdown menu open showing: All Categories, Print Option, SLP, Student Achievements)

Language: (empty)

Search Reset

Step 2: Select the report and click on the Template needed

[S-SLP10-01] SLP > Report

Category: SLP (dropdown menu open showing: All Categories, Print Option, SLP, Student Achievements)

Language: ☒ English ☐ Chinese

Search Reset

Report Name (ID)			
Template Description	Type	Creator	Creation Time
SLP A (R-SLP008)			
Built-in Template	Built-In	---	---
SLP B (R-SLP009)			

* Click > or the link to display the report template(s) and then click the template you need to create the report.

Step 3: Select students by Reg. no./STRN/By School year, level, class → Select student. You may also select the language version and the mark or grade for displayed in the SLP report.

[S-SLP10-21] SLP > Report

SLP A (R-SLP008) :- Built-in Template

Please input the print criteria.

Select Student

☐ By Reg No

☐ By STRN

☒ By Selection

School Year

School Level

Class Level

School Session

Class Name

Mark / Grade

Language

☐ Access to Eng / Chi Content

Format

Step 4: Select which students or the whole class to print.

[S-SLP10-24] SLP > Report

SLP B (R-SLP009) :- Built-in Template

	Class	Cls No	Reg No	Eng Name	Chi Name	Sex	Status
<input checked="" type="checkbox"/>	S6A	1	1996030	Student001	學生001	M	Active
<input type="checkbox"/>	S6A	2	2002t03	Student002	學生002	F	Active
<input checked="" type="checkbox"/>	S6A	3	2002t04	Student003	學生003	M	Active
<input type="checkbox"/>	S6A	4	1996127	Student004	學生004	F	Active
<input checked="" type="checkbox"/>	S6A	5	1996222	Student005	學生005	F	Active
<input type="checkbox"/>	S6A	64	1996047	Student064	學生064	F	Active
<input type="checkbox"/>	S6A	65	1996101	Student065	學生065	F	Active
<input type="checkbox"/>	S6A	66	1996034	Student066	學生066	F	Active
<input type="checkbox"/>	S6A	67	1996012	Student067	學生067	M	Active

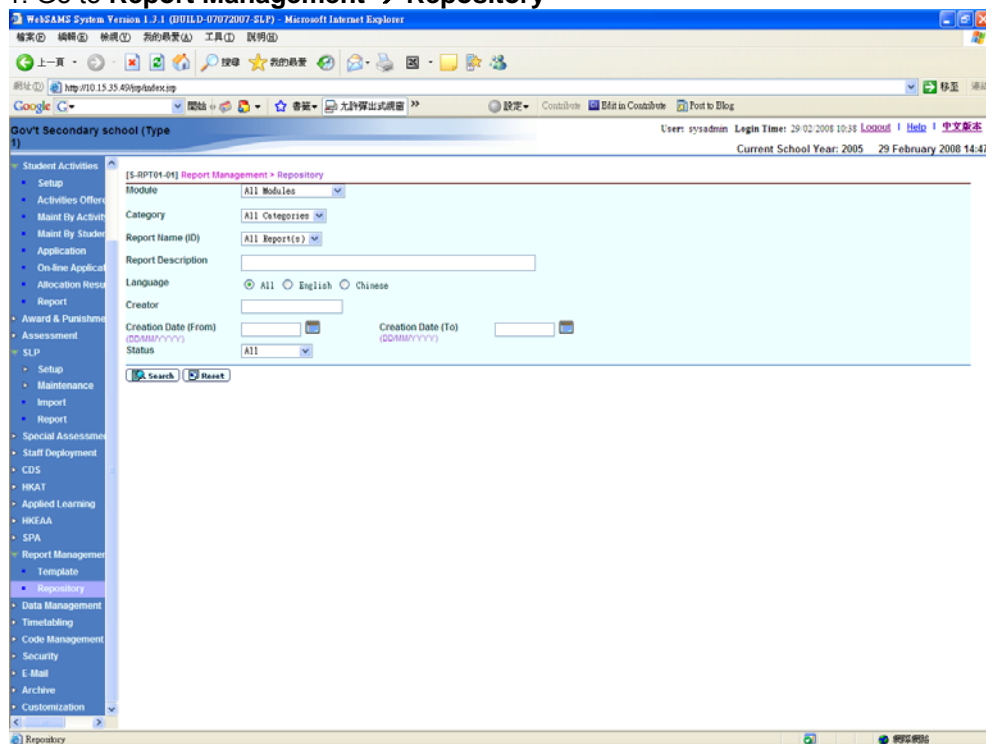
[Bottom](#) [Top](#)

Step 5: You may select “Preview & Print” to browse the student’s report in PDF file or select “To File” to save the report in Report Repository.

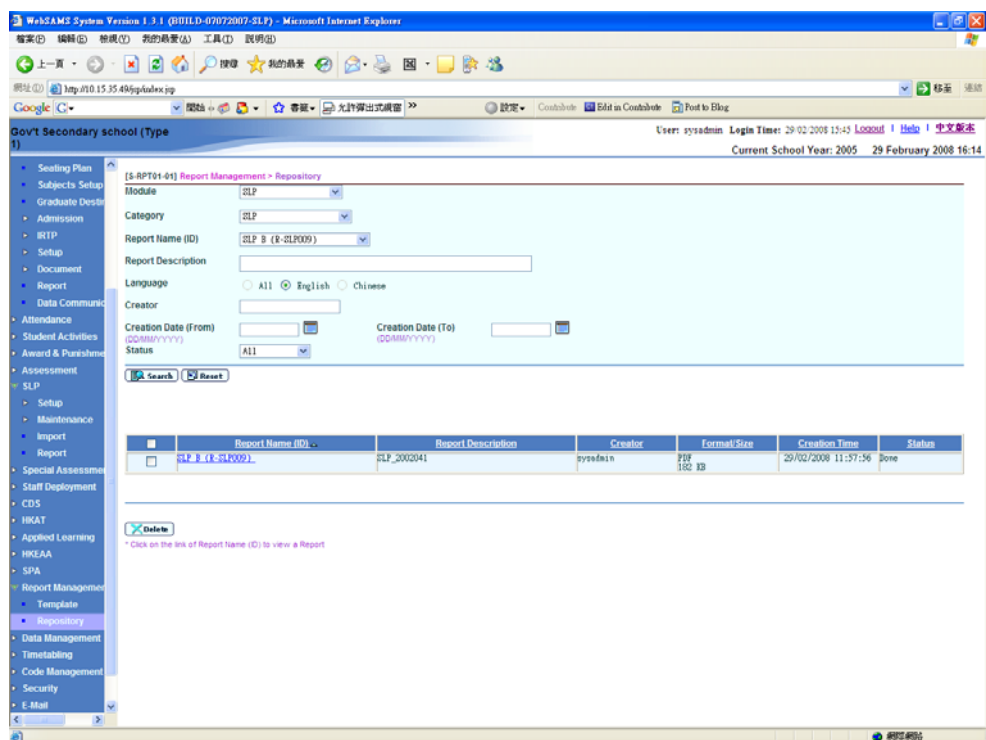
Remarks: Separate reports showing Award print indicator, Key project code list, OLE Print Indicator, Participation outside school and Subject-OLE-Award are available.

2.3.2 Print the SLP report from report repository

Step 1: Go to Report Management → Repository



Step 2: Select Module “SLP”, Category “SLP”, Report name (ID) “SLP A (R-SLP008)” or “SLP B (R-SLP009)”. Search the Records



Step 3: Click on the “Report Name (ID)” to view the report.

2.4 Use of data at individual and school levels to assist school planning

Apart from recording students' information in WebSAMS, schools could make use of SQL to extract the data to assist school management in future planning in OLE implementation.

2.4.1 Students' participation in OLE programmes by level, class, student and sex.

For execution of the SQL statement, please paste the following SQL statement to "Data Management > Maintenance > Add Advance". Then, input SUID and SCHYEAR to get the raw data.

Step 1: Access **Data Management** → **Query Maintenance** → **Add Advance**

The screenshot shows the 'Add Advance' form within the 'Query Maintenance' section of the WebSAMS application. On the left is a blue sidebar menu with options: Home, Student Info Enquiry, School Management, Student, Attendance, Student Activities, Award & Punishment, Assessment, SLP, Special Assessment, Staff Deployment, CDS, HKAT, Applied Learning, HKEAA, SPA, Report Management, Data Management, and Query Maintenance (highlighted). The main content area has a breadcrumb trail: [S-DAT03-01] Data Management > Query Maintenance. Below this is a form with two columns. The left column contains: Query Name (text input), Table in Query (text input), and Last Modified Date (After) (calendar icon). The right column contains: Query Description (text input), Owner (text input), and Last Modified Date (Before) (calendar icon). Both date fields have a placeholder format (DD/MM/YYYY). At the bottom of the form are four buttons: Add Advance, Add Wizard, Search (with a magnifying glass icon), and Reset (with a circular arrow icon).

Step 2: Input the Query Name, Query Description and SQL Statement → Save

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
- Special Assessment
- Staff Deployment
- CDS
- HKAT
- Applied Learning
- HKEAA
- SPA
- Report Management
- Data Management
 - Query Maintenance

[S-DAT03-02] Data Management > Query Maintenance

Add Advance Query

Query Name report 1

Query Description SUID

SQL Statement

```
{d.TB_ID = 'INTERSCH' and b.NAATYPE = 'I'} or
{d.TB_ID = 'SEVPST' and b.NAATYPE = 'S'})
left outer join wsadmin.TB_NAA_STUDENTNAA_SLP e
on a.SUID = e.SUID and a.NAAOFFEREDID = e.NAAOFFEREDID
and a.STUID = e.STUID and
e.TB_ID = 'OLE'
left outer join wsadmin.TB_HSE_COMMON f
on a.SUID = f.SUID and f.TB_ID = 'OLE' and e.CODE_ID =
f.CODE_ID
order by c.SCHSESS, c.CLASSLVL, c.CLASSCODE, c.CLASSNO,
b.DURATION, b.NAACODE
```

Save Back

Microsoft Internet Explorer

Are you sure to save record(s)?

確定 取消

Step 3: Execute the Query.

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
- Special Assessment
- Staff Deployment
- CDS
- HKAT
- Applied Learning
- HKEAA
- SPA
- Report Management
- Data Management
 - Query Maintenance

[S-DAT03-02] Data Management > Query Maintenance

Query is saved.

Add Advance Query

Query Name report 1

Query Description SUID

SQL Statement

```
select b.SCHYEAR, c.CLASSLVL, h.CLASSNAME, c.CLASSNO, c.CHNAME, c.ENNAME,
c.SEX, c.REGNO, c.STRN, b.DURATION, d.EN_DES 'PROGRAMME_EN', d.CH_DES
'PROGRAMME_CH', f.EN_DES 'OLE_EN', f.CH_DES 'OLE_CH', f.CODE_ID 'OLE_CODE'
from wsadmin.TB_NAA_STUDENTNAA a join wsadmin.TB_NAA_NAAOFFERED b on a.SUID
= b.SUID and a.NAAOFFEREDID = b.NAAOFFEREDID and a.SUID = ? and b.SCHYEAR
= ? join wsadmin.VW_STU_LATESTSTUDENT c on a.SUID = c.SUID and a.STUID =
c.STUID and b.SCHYEAR = c.SCHYEAR and c.CLASSLVL in ('S4', 'S5', 'S6') join
wsadmin.TB_SCH_SCHCLASS h on a.SUID = h.SUID and c.SCHYEAR = h.SCHYEAR and
c.SCHLVL = h.SCHLEVEL and c.SCHSESS = h.SCHSESSION and c.CLASSLVL =
h.CLASSLEVEL and c.CLASSCODE = h.CLASSCODE join wsadmin.TB_HSE_COMMON d on
a.SUID = d.SUID and b.NAACODE = d.CODE_ID and ((d.TB_ID = 'ECACD' and
b.NAATYPE = 'E') or (d.TB_ID = 'INTERSCH' and b.NAATYPE = 'I') or (d.TB_ID
= 'SEVPST' and b.NAATYPE = 'S')) left outer join
wsadmin.TB_NAA_STUDENTNAA_SLP e on a.SUID = e.SUID and a.NAAOFFEREDID =
e.NAAOFFEREDID and a.STUID = e.STUID and e.TB_ID = 'OLE' left outer join
wsadmin.TB_HSE_COMMON f on a.SUID = f.SUID and f.TB_ID = 'OLE' and
e.CODE_ID = f.CODE_ID order by c.SCHSESS, c.CLASSLVL, c.CLASSCODE,
c.CLASSNO, b.DURATION, b.NAACODE
```

Go To Execute Back

Step 4: Input all the necessary information and select output format → view result

http://10.15.35.49 - Execute Query and Task - Microsoft Internet Explorer

[S-DAT04-03] Data Management > Execution

Query Name	report1	
Query Description	SUID	
SQL Statement	<pre>select b.SCHYEAR, c.CLASSLVL, h.CLASSNAME, c.CLASSNO, c.CHNAME, c.ENNAME, c.SEX, c.REGNO, c.STRN, b.DURATION, d.EN_DES 'PROGRAMME_EN', d.CH_DES 'PROGRAMME_CH', f.EN_DES 'OLE_EN', f.CH_DES 'OLE_CH', f.CODE_ID 'OLE_CODE' from wsadmin.TB_NAA_STUDENTNAA a join wsadmin.TB_NAA_NAAOFFERED b on a.SUID = b.SUID and a.NAAOFFEREDID = b.NAAOFFEREDID and a.SUID = ? and b.SCHYEAR = ? join wsadmin.VW_STU_LATESTSTUDENT c on a.SUID = c.SUID and a.STUID = c.STUID and b.SCHYEAR = c.SCHYEAR and c.CLASSLVL in ('S4', 'S5', 'S6') join wsadmin.TB_SCH_SCHCLASS h on a.SUID = h.SUID and c.SCHYEAR = h.SCHYEAR and c.SCHLVL = h.SCHLEVEL and c.SCHSESS = h.SCHSESSION and c.CLASSLVL = h.CLASSLEVEL and c.CLASSCODE = h.CLASSCODE join wsadmin.TB_HSE_COMMON d on a.SUID = d.SUID and b.NAACODE = d.CODE_ID and ((d.TB_ID = 'ECACD' and b.NAATYPE = 'E') or (d.TB_ID = 'INTERSCH' and b.NAATYPE = 'I') or (d.TB_ID = 'SEVPST' and b.NAATYPE = 'S')) left outer join wsadmin.TB_NAA_STUDENTNAA_SLP on a.SUID = e.SUID and a.NAAOFFEREDID = e.NAAOFFEREDID and a.STUID = e.STUID and e.TB_ID = 'OLE' left outer join wsadmin.TB_HSE_COMMON f on a.SUID = f.SUI and f.TB_ID = 'OLE' and e.CODE_ID = f.CODE_ID order by c.SCHSESS, c.CLASSLVL, c.CLASSCODE, c.CLASSNO, b.DURATION, b.NAACODE</pre>	

Prompt

Field Name	Operator	Value
a.SUID	=	8201
b.SCHYEAR	=	2005

Output Format

☒ HTML

☐ Text File

☐ Excel

☐ Word

☐ CSV Delimiter |

View Result Save Result Close

SQL Statement

```
select
  b.SUID,
  b.SCHYEAR,
  c.CLASSLVL,
  h.CLASSNAME,
  c.CLASSNO,
  c.CHNAME,
  c.ENNAME,
  c.STUID,
  c.SEX,
  c.REGNO,
  c.STRN,
  b.DURATION,
  d.EN_DES 'PROGRAMME_EN',
  d.CH_DES 'PROGRAMME_CH',
  f.EN_DES 'OLE_EN',
  f.CH_DES 'OLE_CH',
  f.CODE_ID 'OLE_CODE',
  b.NAATYPE, b.NAACODE
from wsadmin.TB_NAA_STUDENTNAA a
join wsadmin.TB_NAA_NAAOFFERED b
  on a.SUID = b.SUID and a.NAAOFFEREDID = b.NAAOFFEREDID and a.SUID = {?SUID} and
  b.SCHYEAR = {?SCHYEAR} and ({?DURATION} = 'ALL' or b.DURATION = '{?DURATION}')
join wsadmin.VW_STU_LATESTSTUDENT c
  on a.SUID = c.SUID and a.STUID = c.STUID and b.SCHYEAR = c.SCHYEAR and
  c.CLASSLVL in ('S4', 'S5', 'S6')
join wsadmin.TB_SCH_SCHCLASS h
  on a.SUID = h.SUID and c.SCHYEAR = h.SCHYEAR and c.SCHLVL = h.SCHLEVEL and
```

```

c.SCHSESS = h.SCHSESSION and c.CLASSLVL = h.CLASSLEVEL and c.CLASSCODE =
h.CLASSCODE
join wsadmin.TB_HSE_COMMON d
on a.SUID = d.SUID and b.NAACODE = d.CODE_ID and
((d.TB_ID = 'ECACD' and b.NAATYPE = 'E') or
(d.TB_ID = 'INTERSCH' and b.NAATYPE = 'I') or
(d.TB_ID = 'SEVPST' and b.NAATYPE = 'S'))
left outer join wsadmin.TB_NAA_STUDENTNAA_SLP e
on a.SUID = e.SUID and a.NAAOFFEREDID = e.NAAOFFEREDID and a.STUID = e.STUID and
e.TB_ID = 'OLE'
left outer join wsadmin.TB_HSE_COMMON f
on a.SUID = f.SUID and f.TB_ID = 'OLE' and e.CODE_ID = f.CODE_ID

order by c.SCHSESS, c.CLASSLVL, c.CLASSCODE, c.CLASSNO, b.DURATION, b.NAACODE

```

Sample content

Group by Level

Level	No. of participations in selected duration(s)					
	No. of OLE Programmes	AD	CRE	CS	MCE	PD
4	60	80	40	80	160	160
5	50	80	160	80	160	160
		160	200	160	320	320

Group by Class

Level	No. of participations in selected duration(s)					
	No. of OLE Programmes	AD	CRE	CS	MCE	PD
4A	40	40	0	40	80	80
4B	45	40	40	40	80	80
5A	35	40	80	40	80	80
5B	25	40	80	40	80	80
		160	200	160	320	320

Group by Student

Student			No. of participations in selected duration(s)					
Class	No.	English Name	No. of OLE Programmes	AD	CRE	CS	MCE	PD
4A	1	Chan Tai Man		1	1	1	1	1
4A	2	Chan Siu Man		1	1	1	1	2
4A	3	Cheung Sun		2	1	1	1	2
4A	4	Wong Tai Sun		2	1	1	1	2
4A	5	Wong Tai Man		2	1	1	1	2
			
				40	40	40	80	80

Group by Sex

Sex	No. of participations in selected duration(s)					
	No. of OLE Programmes	AD	CRE	CS	MCE	PD
F	35	40	80	40	80	80
M	60	120	80	120	80	80

2.4.2 No. of OLE programmes by school

SQL Statement

```
select
  a.SUID,
  b.SCHYEAR,
  d.EN_DES 'PROGRAMME_EN',
  d.CH_DES 'PROGRAMME_CH',
  f.EN_DES 'OLE_EN',
  f.CH_DES 'OLE_CH',
  f.CODE_ID 'OLE_CODE'
from wsadmin.TB_NAA_STUDENTNAA a
join wsadmin.TB_NAA_NAAOFFERED b
  on a.SUID = b.SUID and a.NAAOFFEREDID = b.NAAOFFEREDID and b.SCHYEAR = ?
join wsadmin.VW_STU_LATESTSTUDENT c
  on a.SUID = c.SUID and a.STUID = c.STUID and b.SCHYEAR = c.SCHYEAR and
  c.CLASSLVL in ('S4','S5','S6')
join wsadmin.TB_SCH_SCHCLASS h
  on a.SUID = h.SUID and c.SCHYEAR = h.SCHYEAR and c.SCHLVL = h.SCHLEVEL and
  c.SCHSESS = h.SCHSESSION and c.CLASSLVL = h.CLASSLEVEL and c.CLASSCODE =
h.CLASSCODE
join wsadmin.TB_HSE_COMMON d
  on a.SUID = d.SUID and b.NAACODE = d.CODE_ID and
  ((d.TB_ID = 'ECACD' and b.NAATYPE = 'E') or
  (d.TB_ID = 'INTERSCH' and b.NAATYPE = 'I') or
  (d.TB_ID = 'SEVPST' and b.NAATYPE = 'S'))
left outer join wsadmin.TB_NAA_STUDENTNAA_SLP e
  on a.SUID = e.SUID and a.NAAOFFEREDID = e.NAAOFFEREDID and a.STUID = e.STUID and
  e.TB_ID = 'OLE'
left outer join wsadmin.TB_HSE_COMMON f
  on a.SUID = f.SUID and f.TB_ID = 'OLE' and e.CODE_ID = f.CODE_ID

group by a.SUID, b.SCHYEAR, d.EN_DES, d.CH_DES, f.EN_DES, f.CH_DES, f.CODE_ID

order by 3,5
```

Sample Content

OLE Component	No. Of OLE Programmes
Aesthetic Development	10
Career-related Experiences	5
Community Service	5
Moral and Civic Education	20
Physical Development	10

2.4.3 Information on Partner Organization

SQL Statement

```
select
  a.SUID,
  b.SCHYEAR,
  c.ENNAME,
  c.CHNAME,
  c.REGNO,
  c.STUID,
  c.CLASSLVL,
  h.CLASSNAME,
  c.CLASSNO,
  d.EN_DES 'PROGRAMME_EN',
  d.CH_DES 'PROGRAMME_CH',
  i.EN_DES 'PARTORG_EN',
```



```

i.CH_DES 'PARTORG_CH',
i.CODE_ID 'PARTORG_CODE',
f.EN_DES 'OLE_EN',
f.CH_DES 'OLE_CH',
f.CODE_ID 'OLE_CODE'
from wsadmin.TB_NAA_STUDENTNAA a
join wsadmin.TB_NAA_NAAOFFERED b
  on a.SUID = b.SUID and a.NAAOFFEREDID = b.NAAOFFEREDID and b.SCHYEAR = ?
join wsadmin.VW_STU_LATESTSTUDENT c
  on a.SUID = c.SUID and a.STUID = c.STUID and b.SCHYEAR = c.SCHYEAR and
  c.CLASSLVL in ('S4','S5','S6')
join wsadmin.TB_SCH_SCHCLASS h
  on a.SUID = h.SUID and c.SCHYEAR = h.SCHYEAR and c.SCHLVL = h.SCHLEVEL and
  c.SCHSESS = h.SCHSESSION and c.CLASSLVL = h.CLASSLEVEL and c.CLASSCODE =
h.CLASSCODE
join wsadmin.TB_HSE_COMMON d
  on a.SUID = d.SUID and b.NAACODE = d.CODE_ID and
  ((d.TB_ID = 'ECACD' and b.NAATYPE = 'E') or
  (d.TB_ID = 'INTERSCH' and b.NAATYPE = 'I') or
  (d.TB_ID = 'SEVPST' and b.NAATYPE = 'S'))
left outer join wsadmin.TB_NAA_NAAOFFERED_SLP g
  on a.SUID = g.SUID and b.NAAOFFEREDID = g.NAAOFFEREDID and g.TB_ID = 'PTRORG'
left outer join wsadmin.TB_NAA_STUDENTNAA_SLP e
  on a.SUID = e.SUID and a.NAAOFFEREDID = e.NAAOFFEREDID and a.STUID = e.STUID and
  e.TB_ID = 'OLE'
left outer join wsadmin.TB_HSE_COMMON f
  on a.SUID = f.SUID and f.TB_ID = 'OLE' and e.CODE_ID = f.CODE_ID
left outer join wsadmin.TB_HSE_COMMON i
  on a.SUID = i.SUID and i.TB_ID = 'PTRORG' and g.CODE_ID = i.CODE_ID

order by d.EN_DES, i.EN_DES, f.EN_DES

```

Sample Content

Partner Organization	OLE Programmes	No. of participations in selected duration(s)	AD	CRE	CS	MCE	PD
(NONE)	Activity1	20	√	X	√	X	√
(NONE)	Activity2	80	X	X	√	X	X
Airport Authority, Hong Kong	Activity3	40	√	√	X	X	X
	Activity4	120	X	X	√	X	X
	Activity5	40	√	√	√	X	X
Art for all	Activity6	100	X	X	X	X	√
	Activty7	20	X	X	X	X	√
Breakthrough

2.5 Setting up of access rights for various teachers to support students'

whole person development

To generate a SLP report, various teachers may be involved to input and process the data. The following is a sample case from a school:

Tasks	Roles in school	Access rights in WebSAMS
Setting up of student's personal profile	WebSAMS team	SLP_ADMIN, SYSTEM ADMIN
Input subject scores	Subject teachers	Score Capture Team, Score Capture Option for Class and Subject teachers
Input OLE programme information	Activity teachers	SLP_ADMIN, STA_Admin, SYSTEM ADMIN
Process selection of OLE programmes	Class teachers	Student Data Access Control Team
Input/Import participation of outside school activities	WebSAMS team	SLP_ADMIN, SYSTEM ADMIN
Import student's self-account	WebSAMS team	SLP_ADMIN, SYSTEM ADMIN
Generate SLP report	WebSAMS team	SLP_ADMIN, SYSTEM ADMIN

2.5.1 View and Set up User group Access Right

Step 1: Access **Security** → **Access Control** → **User Group**

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
- Special Assessment
- Staff Deployment
- CDS
- HKAT
- Applied Learning
- HKEAA
- SPA
- Report Management
- Data Management
- Timetabling
- Code Management
- Security
 - Access Control
 - User Group
 - Special Team

[S-SEC02-01] Security > Access Control > User Group

	Group ID	Group Description	Type
<input type="checkbox"/>	SYSTEM ADMIN	WebSAMS System Administrator	Built-in
<input type="checkbox"/>	SCHOOL HEAD	School Head	Built-in
<input type="checkbox"/>	ALLOCATION GROUP PRI	Allocation Group (Primary)	Built-in
<input type="checkbox"/>	ALLOCATION GROUP SEC	Allocation Group (Secondary)	Built-in
<input type="checkbox"/>	APL ADMIN	Applied Learning Administrator	Built-in
<input type="checkbox"/>	ANP ADMIN	Award and Punishment Team	Built-in
<input type="checkbox"/>	CDS ADMIN	CDS Administrator	Built-in
<input type="checkbox"/>	CLERK	Clerk	Built-in
<input type="checkbox"/>	DM ADMIN	Data Management Administrator	Built-in
<input type="checkbox"/>	DM USER	Data Management User	Built-in
<input type="checkbox"/>	DOT ADMIN	Data Query Tool Administrator	Built-in
<input type="checkbox"/>	DOT USER	Data Query Tool User	Built-in
<input type="checkbox"/>	FMP ACCT CLERK	FMP Accounts Clerk	Built-in
<input type="checkbox"/>	FMP ADMIN	FMP Administrator	Built-in
<input type="checkbox"/>	FMP PETTYCASH CLERK	FMP Petty Cash Clerk	Built-in
<input type="checkbox"/>	FMP USER1	FMP USER 1	Built-in
<input type="checkbox"/>	FMP USER2	FMP USER 2	Built-in

Step 2: Click on the user group for the access right details (for view, edit, add, delete, execute)

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
- Special Assessment
- Staff Deployment
- CDS
- HKAT
- Applied Learning
- HKEAA
- SPA
- Report Management
- Data Management
- Timetabling
- Code Management
- ▼ Security
 - ▼ Access Control
 - User Group
 - Special Team
 - User Account
 - Loc Access Ctrl
 - Unlock Account
 - Login Status
 - Configuration
 - Report & Log

[S-SEC02-03]
Security > Access Control > User Group > Access Right

Group Desc
Access Right
Add Account to Group

Group ID	SYSTEM_ADMIN
Group Description	WebSAMS System Administrator

* Please click on the link of Module to edit the access rights or click ➤ to display the list of access rights.

➤ Module / Function
<ul style="list-style-type: none"> ➤ School Management ➤ Student ➤ Attendance ➤ Student Activities ➤ Award & Punishment ➤ Assessment ➤ SLP ➤ Special Assessment ➤ Staff Deployment ➤ CDS ➤ HKAT ➤ Applied Learning ➤ HKEAA ➤ SPA ➤ Report Management ➤ Data Management ➤ Timetabling ➤ Code Management

Function	View	Edit	Add	Delete	Execute
Maintenance	X	X	-	-	-
Report	X	-	-	-	-
Data Communication	X	X	-	-	-

- [Security](#)
- [E-Mail](#)
- [Archive](#)

⬅ Back

Step 3: Select Add Account to Group to add teachers to the user groups selected.

2.5.2 Assigning Access Right by Individual User Account

Step 1: Access **Security** → **Access Control** → **User Account** → **Search User Account**

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
- Special Assessment
- Staff Deployment
- CDS
- HKAT
- Applied Learning
- HKEAA
- SPA
- Report Management
- Data Management
- Timetabling
- Code Management
- Security
 - Access Control
 - User Group
 - Special Team
 - User Account

[S-SEC04-01] Security > Access Control > User Account > Search User Account

Search User Account Create Individual Account Create Student/Parent Account

☒ Staff/Others Accounts
☐ Student/Parent Accounts
☐ All

School Level / Session (* For data access control for Staff and Others accounts)

School Level Secondary School Session Whole Day

User ID (* For login use)

User Code

* "Staff Code" for "Staff" User Type, "Student Registration No." for "Student / Parent" User Type and Not Applicable for "Others" User Type

User Name (English or Chinese)

User Group

Account Status ☒ All ☐ Active ☐ Expired

	User ID	English User Name	Chinese User Name	User Code	User Type
<input type="checkbox"/>	chanwaiming			0307	Staff
<input type="checkbox"/>	jaychow			T108	Staff

Step 2: School level, Change password, set account expiry and attach or detach user group

- Home
- Student Info Enquiry
- School Management
- Student
- Attendance
- Student Activities
- Award & Punishment
- Assessment
- SLP
- Special Assessment
- Staff Deployment
- CDS
- HKAT
- Applied Learning
- HKEAA
- SPA
- Report Management
- Data Management
- Timetabling
- Code Management
- Security
 - Access Control
 - User Group
 - Special Team
 - User Account
 - Loc Access Ctrl
 - Unlock Account
 - Login Status
 - Configuration
 - Report & Log
 - E-Mail
 - Archive
 - Customization

[S-SEC04-02] Security > Access Control > User Account > Search User Account

Search User Account Create Individual Account Create Student/Parent Account

Modify User Account Information

Latest Login Time: 20/06/2007 11:06

School Level/Session (* For data access control for Staff and Others accounts only)

School Level Secondary School Session Whole Day

User Type ☒ Staff ☐ Student ☐ Parent ☐ Others

User Code 0307

* "Staff Code" for "Staff" User Type, "Student Registration No." for "Student / Parent" User Type and Not Applicable for "Others" User Type

User ID (* For login use) chanwaiming

Password *****

Enter New Password

Re-enter New Password

Password Expiry ☒ Never Expire ☐ Password Expiry Date (DD/MM/YYYY)

English User Name

Chinese User Name

Login Language Chinese

User Account Access Time

*Actual access time is also subject to "System Access Time" setting.

Monday - Saturday ☐ 00 : 00 To 00 : 00 ☒ 24 Hours

Sunday ☐ 00 : 00 To 00 : 00 ☒ 24 Hours

Account Expiry ☐ Never Expire ☒ Account Expiry Date 01/12/2007 (DD/MM/YYYY)

User Group Attached

☐ STA_USER
☐ STAFF
☐ TEACHER

Note:

1. Length of password : 6-12 characters.
2. Password is case-sensitive.
3. User ID, "password" and "websams" cannot be used as password.
4. Password can contain a-z, A-Z, 0-9 or special characters. However, "Space" is not allowed.

2.6 Writing OLE programme description and self-account to increase

students' voice in SLP

Apart from recording the factual information in the SLP report, it is expected that from the OLE programme description and student's self-account, the readers could have a more thorough picture on the student's learning life. Thus the content should provide comprehensive information for describing student's learning experiences and what they have developed in those experiences.

2.6.1 OLE programme description

What should be included in the OLE programme description?

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

Discussion: Which of the following description could show the knowledge, generic skills, values and attitudes to be developed by the students through the experience?

Version A

活動項目(及簡介)* Programmes (with description)	學年 School Year	參與角色 Role of Participation	合辦機構 (如有) Partner Organizations (if any)	其他學習經歷種類 Components of Other Learning Experiences	獎項 / 證書文憑 / 成就 ** (如有) Awards / Certifications / Achievements (if any)
探訪老人院 Visits to elderly home	2009-2012	義工 Volunteer	明愛服務中心 Caritas Social Services	社會服務 Community Service	社署義工服務獎勵計劃 銅獎 Social Welfare Department's Volunteer Award Scheme Bronze Award
學生有機會學習如何在安老院進行義工服務。在高中安排了三次的探訪活動。 Students have opportunities to learn how to serve as volunteers in elderly homes. Three visits have been scheduled over the senior secondary years.					

Version B

活動項目(及簡介)* Programmes (with description)	學年 School Year	參與角色 Role of Participation	合辦機構 (如有) Partner Organizations (if any)	其他學習經歷種類 Components of Other Learning Experiences	獎項 / 證書文憑 / 成就 ** (如有) Awards / Certifications / Achievements (if any)
探訪老人院 Visits to elderly home	2009-2012	義工 Volunteer	明愛服務中心 Caritas Social Services	社會服務 Community Service	社署義工服務獎勵計劃 銅獎 Social Welfare Department's Volunteer Award Scheme Bronze Award
學生學習如何在老人院提供義務工作，如綜合表演及遊戲活動等，增進與長者溝通的能力，在過程中學生對受助者產生同理心。 Students learn to serve as volunteers in elderly homes, such as offering variety shows and conducting activities. Through the experience, students enhance their communication skills and develop sense of empathy for the elderly.					

2.6.2 Self-Account

What should be included in student's self-account?

In this column, student could provide additional information to highlight any aspects of his/her learning life and personal development during or before the 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, which affects his or her personal growth and life goals. The student may also

use this column to tell his or her story about personal goal setting that influences his or her careers inspiration or whole person development. .

Discussion: Which of the following self-account could give readers a more thorough picture on the student?

Version A

In my secondary school life, I have participated in a number of activities. The most impressive ones are:

- 2009 Dr. Hiu's Cup, Champion of Poem (Secondary 4), Inter-school Chinese Speech Festival
- 2008 Regional 1st Runner-up (Secondary 1), Kwai Ching Region, New Generation Robot Competition
- 2006-2009 Accompanist, School Choir

Version B

I am a cheerful person. I like to get along with people from all walks of life and I am inspired through the interaction with them. I would also engage in a number of activities, such as community service, music competition and invention competition. Through these activities, I have learned collaboration, discipline and creativity. Though I do not have many prizes from the competitions, in the process, I have developed my interest and discovered my potentials. In future, I hope I will have different encounters so that my life would be more fruitful...

Section 3 Hands on Practice

In this section, you are going to create a SLP report for a S.6 student, Michael Chan. During the process, you will need to take up different roles to input the data.

To facilitate implementation of OLE in school, you will take up different roles to access SLP-related data in the system and provide suggestion to students and teachers in future implementation of OLE.

3.1 Sample case 1: Input data to generate a sample SLP report

In the following, you will take up different roles for creating a sample SLP report as attached at Appendix. (Data is available at the SLP folder on the desktop. You may process the data of a 6A student “CHAN Tai-sun, Michael” with Reg No. 97071 for this practice).

3.1.1 You will be the subject teachers to input the subject scores.

3.1.2 You will be the teachers responsible for the activities to input details of the OLE programmes. You will need to assign the programmes, awards and the relevant OLE components for Michael.

3.1.3 You will be a class teacher responsible for generating the SLP data for Michael’s selection of OLE programmes to be displayed on her SLP report. You will help input Michael’s selection into the system for further processing.

3.1.4 You will be Michael responsible for creating details of your participation in the outside school activities and writing your own self-account to highlight any aspects of your learning life and personal development during or before the senior secondary education.

3.1.5 You will be a member of the WebSAMs team in your school to facilitate uploading Michael’s activity participation outside school and her self-account into the system. On Michael’s leave of the school, you will help generate her SLP report.

3.2 Sample case 2: Use of Crystal Report to generate statistical data for making decision at school level

3.2.1 STUDENT BS is a 4A student with Reg No. 99094. Every student at S.4 will enroll into 2 OLE programmes in the next semester. You are his class teacher. Referring to his current participation, please give him some recommendations on his choice of programmes.

3.2.2 You are the ECA Master/Mistress of your school. To ensure enough OLE opportunities are given to all S.5 students of various orientations, what kinds of OLE programmes should be strengthened and what could be reduced in future?

3.2.3 You are the Vice-principal of your school. To ensure enough OLE opportunities are given to senior secondary students of various orientations, what kinds of OLE programmes should be strengthened and what could be reduced in future? Please specify your overall planning for all senior secondary levels. Hint: You may review on the overall OLE participation of the senior secondary students to project and adjust your future plan.

3.2.4 You are the Career Master/Mistress of your school. You would like to explore the potentials to enhance CRE in existing OLE programmes. What programmes would you suggest?

3.2.5 You are the Religion Education subject panel of your school. As you've newly joined the school, you would like to have some information on those organizations which have jointly provided community service programmes to senior secondary students.

3.2.6 You are the PE Panel of your school. MCE coordinator of your school would like to collaborate with your team to offer an OLE programmes to all students concerning Beijing 2008 Olympic Games. The OLE programme will be named as "Beijing 2008 Olympic Games". Please suggest a proper description for the programme to show briefly the kinds of knowledge, generic skills, values and attitudes to be developed through the experience.

學生學習概覽例子 Example of Student Learning Profile

發出日期 Date of Issue: 31-07-2012

學生資料 Student Particulars

學生姓名: Student Name:	陳小恆 CHAN Siu-hang, Michael	身份證號碼: ID No. :	R000101(2)
出生日期: Date of Birth:	01-10-1994	性別: Sex:	男 Male
學校名稱: School Name:	香港學校 Hong Kong School	學校編號: School Code:	54321
入學日期: Date of Admission:	1-9-2006		
學校地址: School Address:	新界，大埔，泮涌村 Pun Chung Village, Tai Po, N.T.		
學校電話: 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')

校內學科成績

Academic Performance in School

科目 Subject	滿分 Full Mark	2011-2012 中六 S.6		2010-2011 中五 S.5		2009-2010 中四 S.4	
		校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	滿分 Full Mark
中國語文 Chinese Language	300	200	300	175	300	(100)	
英國語文 English Language	300	190	300	180	300	160	
數學 Mathematics	100	90	100	95	100	95	
通識教育 Liberal Studies	100	80	100	(45)	100	65	
生物 Biology	100	90	100	85	100	60	
健康管理與社會關懷 Health Management and Social Care	100	85	100	85	100	85	

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其他學習經歷 Other Learning Experiences

其他學習經歷的有關資料，須由學校確認。其他學習經歷可透過由學校舉辦或學校與校外機構合辦的學習活動獲得，包括在上課時間表以內及/或以外的學習時間進行的有關學習經歷。除核心及選修科目外，在高中學習階段的其他學習經歷，尚包括德育及公民教育、藝術發展、體育發展、社會服務及與工作有關的經驗。

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.

活動項目(及簡介)* Programmes (with description)*	學年 School Year	參與角色 Role of Participation	合辦機構 (如有) Partner Organisations (if any)	獎項 / 證書文憑 / 成就** (如有) Awards / Certifications / Achievements** (if any)
共同策劃社會服務 Community Service Together 在教師和社福機構專家的指導下，學生組成小組去策劃社會服務。組織工作包括計劃、跟社福機構聯絡及評估服務。這項活動的目的是為提升學生承擔重要責任的能力及學習的素質（例如解決問題的能力、創意和責任感）。 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	組長 Group leader	香港青年協會 The Hong Kong Federation of Youth Groups 香港女童群益會 The Boys' and Girls' Clubs Association of Hong Kong	出席證書 Certificate of Participation 學習紀錄 Learning Log http://hk.blog.yahoo.com/learning_log
企業計劃 Company Programme 透過企業計劃，在義務商管顧問的指導下，學生成立一「小型」公司，售賣股票、生產及推廣貨品，及在最後階段把公司清盤。活動的目的是營造學習氣氛，讓學生與同儕及教師分享學習成果。 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	會員 Member	國際成就計劃香港部 Junior Achievement Hong Kong	成就證書 Certificate of Achievement
健康生活日 A Day for Healthy Living 在特定的上課日舉行各種的球類運動及與健康生活相關的活動，以提升學生對健康的關注和對健康、體育運動和生活方式的關係的了解。 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.	2009-2012	出席學生 Student participant	-	-

<p>校內戲劇節 In-school Drama Festival</p> <p>戲劇節是學校每年舉行的大型活動，當中包括一連串的表演項目及比賽，讓所有學生以不同形式參與。學生不僅學習如何有創意地製作戲劇，他們並可多了解戲劇的歷史和發展，從而學習如何欣賞藝術。</p> <p>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.</p>	2010-2011	舞台經理 Stage manager	-	優良證書 Certificate of Merit
<p>濕地公園暑期實習計劃 Summer internship programme at the Wetland Park</p> <p>教師和學生一起接受環境教育的訓練。計劃的整體目標是透過帶領導賞活動推廣濕地保育，在學校及社區推廣環保意識。學生參加導賞員訓練，以提升能力及信心去配合服務的要求。</p> <p>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.</p>	2010-2011	會員 Member	香港濕地公園 Hong Kong Wetland Park	出席證書 Certificate of Participation
<p>文化藝術義工計劃 Cultural Services Volunteers Scheme</p> <p>本計劃透過義務工作訓練，讓學生推廣藝術及文化的能力。藉著一連串的學習活動及接觸不同的藝術模式及文化的機會，擴闊學生視野及提升其對人文生活素質的關注，讓他們的領導能力、溝通能力及創造力得以發展。</p> <p>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.</p>	2010-2011	隊長 Team Leader	康樂及文化事務署 Leisure and Cultural Services Department	出席證書 Certificate of Attendance
<p>校際音樂節 Hong Kong Schools Music Festival</p> <p>透過參加比賽，讓學生增強有關的演繹技巧、受眾意識，和表演時的音樂感，也讓學生更能認識自我及發展堅毅的精神。</p> <p>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.</p>	2010-2011	參賽者 Competitor	香港音樂及朗誦協會 Hong Kong Schools Music and Speech Association	獨唱(優良證書) Vocal Solo (Certificate of Merit)

<p>探訪老人院 Visits to elderly homes</p> <p>透過這項服務學習計劃，學生培育正面的價值觀和態度，包括責任感、尊重生命、承擔精神、同理心、愛心和關心。提供服務前學生會接受訓練，讓他們了解服務的意義，對老人院這個新的學習環境有基本的認識，及應該如何訂定學習目標。 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.</p>	2010-2012	義工 Volunteer	香港明愛 Caritas – Hong Kong	社署義工服務獎勵計劃銅獎 Social Welfare Department's Volunteer Award Scheme (Bronze Award)
<p>圖書館管理員 Library Prefect</p> <p>除了認識及協助學校圖書館運作，學生學習如何對工作負責。透過提供經常性的服務，學生可發展溝通技巧和進一步明瞭服務學校的意義。 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.</p>	2011-2012	圖書館管理員 Librarian	-	-
<p>與工作有關的經驗講座 Talk on career-related experiences</p> <p>講座於週會時段舉行。校友向高中同學分享他們寶貴的工作經驗，高中同學可就其理想職業作出提問。透過本活動，同學可了解不同行業的入職要求，並對工作態度及與工作有關的經驗有更多認識。 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.</p>	2011-2012	參加者 Participant	-	職業初探報告 Report on "My desirable profession"

* 本部分除介紹相關的活動項目內容外，也可概略地述說學生透過參與該活動項目所發展得來的知識、共通能力、價值觀及態度。
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.

**有需要時可提供 獎項 / 證書文憑 / 成就 作證明。
Evidence of awards/ certifications/ achievements listed is available for submission when required

備註：上表只展示了學生在高中階段主要的學習經歷，並不需要徹底地列出所有曾參與過的經歷。
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.

校內頒發的主要獎項及成就

List of Awards and Major Achievements Issued by the School

年份 Year	獎項及成就 Awards and Achievements	備註 Remarks
2010	李氏數學獎 Mrs. Lee Mathematics Award	
2011	校內戲劇節(優良證書) In-school Drama Festival (Certificate of Merit)	
2012	陸運會(跳高冠軍) Sports Day (Champion in high jump)	

校外的表現 / 獎項

Performance / Awards Gained Outside School

學生可向學校提供一些在高中階段曾參與過而並非由學校舉辦的學習活動資料。學校不須確認學生的參與資料。在有需要時，學生將會負責向相關人仕提供適當證明。

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.

活動項目(及簡介) Programmes (with description)	學年 School Year	參與角色 Role of Participation	主辦機構 Organisation	獎項 / 證書文憑 / 成就* (如有) Awards / Certifications / Achievements* (if any)
英國皇家音樂學院鋼琴試 Associated Board of the Royal Schools of Music, Piano Examination	2010-2011	考生 Candidate	香港考試及評核局 Hong Kong Examinations and Assessment Authority	英國皇家音樂學院，八級鋼琴 Associated Board of the Royal Schools of Music, Piano Examination, Grade 8
英國皇家音樂學院聯合委員會術科考試及樂理考試，為本港最為人熟悉的音樂考試 The ABRSM examinations are the most popular music examinations in Hong Kong				
雅思國際英語測試 International English Language Testing System	2011-2012	考生 Candidate	English for International Opportunity	達到英澳大學入學水平 Achieved UK and Australian universities enrolment standard
雅思國際英語測試原則是為母語並非英語的人士，測定及認證英文能力的考試。 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.				

*有需要時可提供 獎項 / 證書文憑 / 成就 作證明

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

完
End of Report

學生學習概覽例子 Example of Student Learning Profile

發出日期 Date of Issue: 31-07-2012

學生資料 Student Particulars

學生姓名: Student Name:	陳小恆 CHAN Siu-hang, Michael	身份證號碼: ID No. :	R000101(2)
出生日期: Date of Birth:	01-10-1994	性別: Sex:	男 Male
學校名稱: School Name:	香港學校 Hong Kong School	學校編號: School Code:	54321
入學日期: Date of Admission:	1-9-2006		
學校地址: School Address:	新界，大埔，泮涌村 Pun Chung Village, Tai Po, N.T.		
學校電話: 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')

校內學科成績

Academic Performance in School

科目 Subject	滿分 Full Mark	2011-2012 中六 S.6		2010-2011 中五 S.5		2009-2010 中四 S.4		主要作品名稱 Name of Key Projects
		校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School		
中國語文 Chinese Language	300	200	300	175	300	(100)		
英國語文 English Language	300	190	300	180	300	160		
數學 Mathematics	100	90	100	95	100	95		
通識教育 Liberal Studies	100	80	100	(45)	100	65		獨立專題探究：發展中國家的 環保科技 IES Assignment: Environmental Protection Technology in Developing Countries
生物 Biology	100	90	100	85	100	60		
健康管理與社會關 懷 Health Management and Social Care	100	85	100	85	100	85		香港公眾健康—疾病監察 Public Health Project on Disease Surveillance in Hong Kong

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其他學習經歷 Other Learning Experiences

其他學習經歷的有關資料，須由學校確認。其他學習經歷可透過由學校舉辦或學校與校外機構合辦的學習活動獲得，包括在上課時間表以內及/或以外的學習時間進行的有關學習經歷。除核心及選修科目外，在高中學習階段的其他學習經歷，尚包括德育及公民教育、藝術發展、體育發展、社會服務及與工作有關的經驗。

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.

活動項目(及簡介)* Programmes (with description)*	學年 School Year	參與角色 Role of Participation	合辦機構 (如有) Partner Organisations (if any)	其他學習經歷的主要範疇 Major Components of Other Learning Experiences	獎項 / 證書文憑 / 成就 ** (如有) Awards / Certifications / Achievements** (if any)
共同策劃社會服務 Community Service Together 在教師和社福機構專家的指導下，學生組成小組去策劃社會服務。組織工作包括計劃、跟社福機構聯絡及評估服務。這項活動的目的是為提升學生承擔重要責任的能力及學習的素質（例如解決問題的能力、創意和責任感）。 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	組長 Group leader	香港青年協會 The Hong Kong Federation of Youth Groups 香港女童群益會 The Boys' and Girls' Clubs Association of Hong Kong	社會服務 Community Service 德育及公民教育 Moral and Civic Education 與工作有關的經驗 Career-related Experiences	出席證書 Certificate of Participation 學習紀錄 Learning Log http://hk.blog.yahoo.com/learning_log
企業計劃 Company Programme 透過企業計劃，在義務商管顧問的指導下，學生成立一「小型」公司，售賣股票、生產及推廣貨品，及在最後階段把公司清盤。活動的目的是營造學習氣氛，讓學生與同儕及教師分享學習成果。 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	會員 Member	國際成就計劃香港部 Junior Achievement Hong Kong	與工作有關的經驗 Career-related Experiences	成就證書 Certificate of Achievement
健康生活日 A Day for Healthy Living 在特定的上課日舉行各種的球類運動及與健康生活相關的活動，以提升學生對健康的關注和對健康、體育運動和生活方式的關係的了解。 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.	2009-2012	出席學生 Student participant	-	體育發展 Physical Development 德育及公民教育 Moral and Civic Education	-

<p>校內戲劇節 In-school Drama Festival</p> <p>戲劇節是學校每年舉行的大型活動，當中包括一連串的表演項目及比賽，讓所有學生以不同形式參與。學生不僅學習如何有創意地製作戲劇，他們並可多了解戲劇的歷史和發展，從而學習如何欣賞藝術。</p> <p>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.</p>	2010-2011	舞台經理 Stage manager	-	藝術發展 Aesthetic Development	優良證書 Certificate of Merit
<p>濕地公園暑期實習計劃 Summer internship programme at the Wetland Park</p> <p>教師和學生一起接受環境教育的訓練。計劃的整體目標是透過帶領導賞活動推廣濕地保育，在學校及社區推廣環保意識。學生參加導賞員訓練，以提升能力及信心去配合服務的要求。</p> <p>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.</p>	2010-2011	會員 Member	香港濕地公園 Hong Kong Wetland Park	德育及公民教育 Moral and Civic Education 社會服務 Community Service	出席證書 Certificate of Participation
<p>文化藝術義工計劃 Cultural Services Volunteers Scheme</p> <p>本計劃透過義務工作訓練，讓學生推廣藝術及文化的能力。藉著一連串的學習活動及接觸不同的藝術模式及文化的機會，擴闊學生視野及提升其對人文生活素質的關注，讓他們的領導能力、溝通能力及創造力得以發展。</p> <p>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.</p>	2010-2011	隊長 Team Leader	康樂及文化事務署 Leisure and Cultural Services Department	藝術發展 Aesthetic Development 社會服務 Community Service 德育及公民教育 Moral and Civic Education	出席證書 Certificate of Attendance
<p>校際音樂節 Hong Kong Schools Music Festival</p> <p>透過參加比賽，讓學生增強有關的演繹技巧、受眾意識，和表演時的音樂感，也讓學生更能認識自我及發展堅毅的精神。</p> <p>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.</p>	2010-2011	參賽者 Competitor	香港音樂及朗誦協會 Hong Kong Schools Music and Speech Association	藝術發展 Aesthetic Development 德育及公民教育 Moral and Civic Education	獨唱(優良證書) Vocal Solo (Certificate of Merit)

<p>探訪老人院 Visits to elderly homes</p> <p>透過這項服務學習計劃，學生培育正面的價值觀和態度，包括責任感、尊重生命、承擔精神、同理心、愛心和關心。提供服務前學生會接受訓練，讓他們了解服務的意義，對老人院這個新的學習環境有基本的認識，及應該如何訂定學習目標。</p> <p>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.</p>	2010-2012	義工 Volunteer	香港明愛 Caritas – Hong Kong	<p>社會服務 Community Service</p> <p>德育及公民教育 Moral and Civic Education</p> <p>與工作有關的經驗 Career-related Experiences</p>	社署義工服務獎勵計劃銅獎 Social Welfare Department's Volunteer Award Scheme (Bronze Award)
<p>圖書館管理員 Library Prefect</p> <p>除了認識及協助學校圖書館運作，學生學習如何對工作負責。透過提供經常性的服務，學生可發展溝通技巧和進一步明瞭服務學校的意義。</p> <p>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.</p>	2011-2012	圖書館管理員 Librarian	-	<p>與工作有關的經驗 Career-related Experiences</p> <p>社會服務 Community Service</p>	-
<p>與工作有關的經驗講座 Talk on career-related experiences</p> <p>講座於週會時段舉行。校友向高中同學分享他們寶貴的工作經驗，高中同學可就其理想職業作出提問。透過本活動，同學可了解不同行業的入職要求，並對工作態度及與工作有關的經驗有更多認識。</p> <p>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.</p>	2011-2012	參加者 Participant	-	與工作有關的經驗 Career-related Experiences	職業初探報告 Report on "My desirable profession"

* 本部分除介紹相關的活動項目內容外，也可概略地述說學生透過參與該活動項目所發展得來的知識、共通能力、價值觀及態度。
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.

**有需要時可提供 獎項 / 證書文憑 / 成就 作證明。
Evidence of awards/ certifications/ achievements listed is available for submission when required

備註：上表只展示了學生在高中階段主要的學習經歷，並不需要徹底地列出所有曾參與過的經歷。
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.

校內頒發的主要獎項及成就

List of Awards and Major Achievements Issued by the School

年份 Year	獎項及成就 Awards and Achievements	備註 Remarks
2010	李氏數學獎 Mrs. Lee Mathematics Award	
2011	校內戲劇節(優良證書) In-school Drama Festival (Certificate of Merit)	
2012	陸運會(跳高冠軍) Sports Day (Champion in high jump)	

校外的表現 / 獎項

Performance / Awards Gained Outside School

學生可向學校提供一些在高中階段曾參與過而並非由學校舉辦的學習活動資料。學校不須確認學生的參與資料。在有需要時，學生將會負責向相關人仕提供適當證明。

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.

活動項目(及簡介) Programmes (with description)	學年 School Year	參與角色 Role of Participation	主辦機構 Organisation	獎項 / 證書文憑 / 成就* (如有) Awards / Certifications / Achievements* (if any)
英國皇家音樂學院鋼琴試 Associated Board of the Royal Schools of Music, Piano Examination	2010-2011	考生 Candidate	香港考試及評核局 Hong Kong Examinations and Assessment Authority	英國皇家音樂學院，八級鋼琴 Associated Board of the Royal Schools of Music, Piano Examination, Grade 8
英國皇家音樂學院聯合委員會術科考試及樂理考試，為本港最為人熟悉的音樂考試 The ABRSM examinations are the most popular music examinations in Hong Kong				
雅思國際英語測試 International English Language Testing System	2011-2012	考生 Candidate	English for International Opportunity	達到英澳大學入學水平 Achieved UK and Australian universities enrolment standard
雅思國際英語測試原則是為母語並非英語的人士，測定及認證英文能力的考試。 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.				

*有需要時可提供 獎項 / 證書文憑 / 成就 作證明

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

學生的自述 Student's 'Self-Account' (可選擇填寫 / Optional)

(以 1000 字內之英文 或 1600 字內之中文撰寫本部分)
(No more than 1000 words in English or 1600 words in Chinese)

學生可於本欄提供額外資料，**重點描述**其在高中或以前的學習階段中的學習生活及個人發展方面的情況，以便其他人士(例如各大專院校及未來僱主等)參考。

舉例說，學生可概略地敘述一項印象深刻的學習經歷，如何影響其個人成長及人生目標。學生也可於本欄述說其訂定人生目標的故事，如何影響其個人抱負及全人發展。

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.

我喜歡與人相處……在初中，我是一名童軍，喜歡透過社會服務接觸人群，在過程中，我學習到很多解決問題的方法，這些經驗豐富了我的學習，對我的研習有著正面的影響。在一個「關心社區」的活動中，作為一群年青人，我們向區議會反映意見，改善社區設施，讓鄰舍更有效使用區內的環境。舉例說，我們發現有些椅子的擺放位置並不理想，因為那裡有些沒有上蓋的金屬椅子，在炎熱的夏季是不能使用的，我們把這些發現及相關建議提交區議會考慮。在高中，我有機會參與其他類型的社會服務，例如，在一項名為濕地公園暑期實習計劃中，我可透過導賞活動推廣濕地保育及環保意識。透過這些活動，我可以身體力行地去愛和關心他人，而且我變得更具分析力、觀察力及對人的需要更加敏銳。因著這些正面的經驗，我有更多寫作的題材及設計的意念，我的溝通能力和社交技巧也改善了。除了在學習上的得益，我也發展了著重紀律及關愛別人的性格，比較起童年時以自我為中心的態度，我對自己的強項和限制，及對個人的抱負都了解多了。

在高中參與的活動中，我印象最深刻的是文化藝術義工計劃。透過這項活動，我接觸到很多有關藝術及文化的內容，透過藝術作品了解人們如何看待生命，了解他們認為甚麼是最有價值的事物，我有機會與不同文化背景的義工繪畫醫院的牆壁，因著我們不同的背景，適切的溝通是十分重要的，這能促進我們彼此之間的協作。我發現不論種族、文化、年齡及背景，愛及關心是最大的推動力叫人甘心樂意地付出，為社會謀福祉。

我希望將來可投身服務行業，幫助有需要的人。無論我將身處哪一個工作崗位，我已下定決心以愛心服務人羣，為社會締造更美好的將來。……

I enjoy getting along with people very much. I was a boy scout at junior secondary level. I liked meeting people and solving problems through community service. The experience enriched my learning and exerted a positive impact on my study. In a "Care for Community" project, as a team of teenagers, we made proposals to the district office to improve the facilities in our community so that people could make good use of the environment. For instance, we observed that some chairs in our community were not properly located because some metallic chairs there were not suitable for use during hot summers with no shelter on top. We channeled our ideas to the district office and made suggestions for improvement. At my senior secondary level, I got another opportunity to serve the community in a summer internship programme at the Wetland Park. I was trained to lead guided tours to promote wetland conservation and environmental protection. These activities gave me a chance to share love and care in a practical way. I also became more analytical, observant and aware of people's needs. With these positive experiences, I had more ideas in terms of writing and design, and my communication and interpersonal skills improved. Apart from the benefit in learning, I have also developed a disciplined and caring character. As compared to my childhood, I understand myself better, in terms of strengths, limitations and aspirations for the future.

Among the activities I joined at my senior secondary level, the most impressive one was the Cultural Services Volunteers Scheme. I learned a lot about art and culture, how people perceive life, and what people value the most through their art works. This activity provided me with a chance to paint walls in hospitals with volunteers from different cultures. Because of different backgrounds, proper communication was important to ensure smooth collaboration with each other. I discovered that whatever the culture, whatever the age and background, love and a heart to care for others is the greatest motivation for anyone to work for the best of the community.

I have set a career goal to participate in a service industry that could benefit the needy. Whatever position I have in future, I have decided to try my best to love and serve the community to make us live in a better world. ...

完
End of Report