

School Report

2008-09

School Mission

Our mission is to provide the best opportunities for the formation of Christian and humanistic values, to foster constructive attitudes and develop a range of skills in order that our students can develop their potential to participate fully in the society and become a responsible citizen of the world.

We would endeavour to provide a caring and loving environment where everyone is regarded with mutual trust, respect and love to make the years we spend in MST a most nurturing and happy experience.

The School Council

The School Council consists of 11 members with the Rt. Rev. Louis Tsui as the Chairman, Mr. Michael Lai Kam Cheung as the School Supervisor and Miss Jennifer Wong Chi Mei as the Honorary Treasurer. Mrs. Katherine Chau, after 27 years of service as co-opted member had resigned with effect from 1st September 2008.

Staff

There were 64 teachers (including the Principal), 1 Administrative Assistant, 3 laboratory technicians, 1 IT technician, 5 clerical staff members, 1 library assistant and 12 janitors. In addition, two social workers from the Hong Kong Children & Youth Services were on our team. (Please also refer to P. of this programme book for the staff list.)

Qualifications of Principal and Teachers

- 63 are formally trained in teaching
- 29 possess a bachelor's degree
- 29 have a master's degree

Teachers' Experience

- 6 have taught for 1-4 years
- 10 have taught for 5-9 years
- 48 have taught for 10 years or above

Teachers' Professional Development

1. Further studies:

- i. Miss Kam Ka Li obtained Bachelor of Education (Honours) (Secondary) from The Hong Kong Institute of Education.
- ii. Miss Poon Wai Fong obtained Master of Social Science in General Education from The Chinese University of Hong Kong.

- iii. Miss Sin Lai Ting obtained the Postgraduate Diploma in Education from The Chinese University of Hong Kong.
- iv. Miss Sin Lai Ting completed the Professional Development Course for Teachers Using English as the Medium of Instruction in Secondary School offered by The Hong Kong Institute of Education.
- v. Mr. Wong Man Wai completed the Professional Development Course for Secondary School Chinese Language Teachers (Teaching and Assessment in the New Curriculum) offered by The Hong Kong Institute of Education.

2. Teacher Common Learning Time

We experienced 3 stimulating sessions of common learning with a view towards enhancing the quality of teaching and learning, in which teachers collaborated in designing curriculum, studying teaching strategies and activities as well as sharing subject-based development.

3. School Development Day

We organized a number of School Development Days, the programmes of which provided teachers with opportunities for further enhancing our knowledge in students with special educational needs (SEN), reviewing the current school situation and formulating the next 3-year School Development Plan, as well as sharing with teachers of St. Paul Co-educational College regarding curriculum development and promoting extra-curricular activities.

4. Joint SKH Secondary Schools Staff Development Day

All the teaching staff participated in the first Joint Staff Development Day organized by the Anglican (HK) Secondary Schools Council.

Principal's Continuous Professional Development

1. Structured Learning and Action Learning – Total CPD hours: 77 hours
2. Services to Education and Community – Total CPD hours: 14 hours

Class Organization and Curriculum

We have a total of 31 classes with a total of 1167 students, among them 510 boys and 657 girls. To cater for a range of student interests, abilities and needs as well as to develop their independent thinking and civic awareness, we offer a wide curriculum covering 8 key learning areas in 27 subjects:

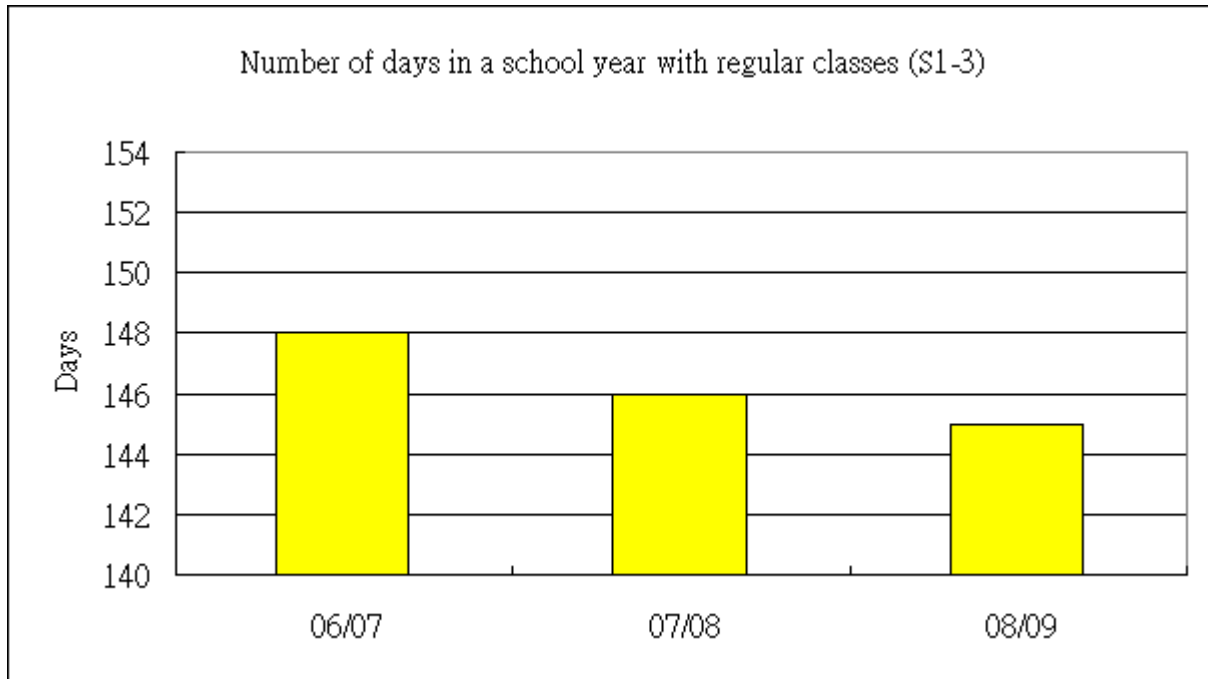
Class Subject	Secondary 1 –3 (5 classes each)	Secondary 4 – 5 (5 classes each)		Secondary 6 –7 (3 classes each)	
		Arts (2 classes)	Science (3 classes)	Arts (1 class)	Science (2 classes)
English Language/Use of English	✓	✓	✓	AS	AS
Chinese Lang./Chin. Lang. & Culture	✓	✓	✓	AS	AS
Chinese Literature				A	
Chinese History	✓	✓			
Putonghua	✓				
Mathematics/Maths. & Statistics	✓	✓	✓	AS	AS
Additional Mathematics			✓		
Pure Mathematics					A
History	✓	✓		A	
Geography	✓	✓		A	
Economics		✓	✓	A	A
Liberal Studies	✓			AS	AS
Science	✓				
Physics			✓		A
Chemistry			✓		A
Biology			✓		A
Computer Literacy / Computer & Information Technology	✓		✓		
Religious Studies (Christianity)	✓	✓	✓	✓	✓
Visual Arts	✓				
Home Economics	✓				
Design and Technology	✓				
Physical Education	✓	✓	✓	✓	✓
Music	✓				

A = Advanced Level

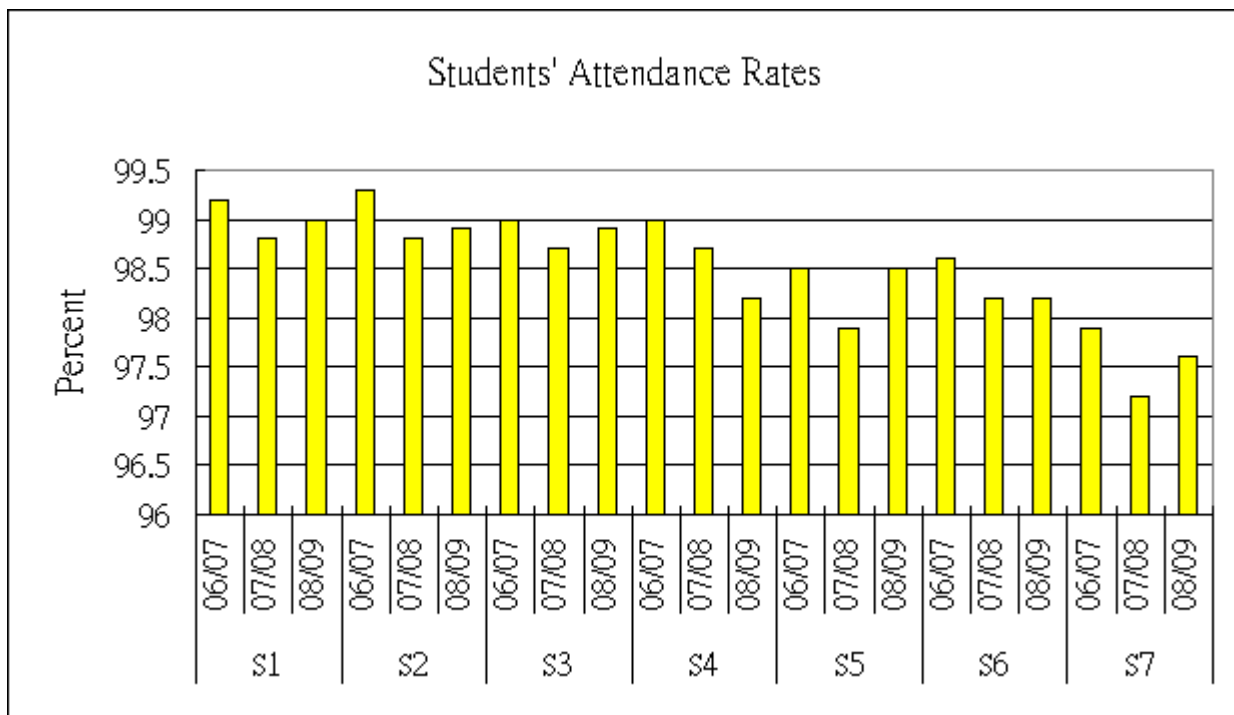
AS = Advanced Supplementary Level

In addition, there is a 15-minute morning session on each school day of a cycle focusing on different areas, including Chinese reading, English reading, Religious broadcast, English and Putonghua news broadcast, short talks by the Principal and teachers as well as form teacher periods.

Number of days in a school year with regular classes (S1-3)



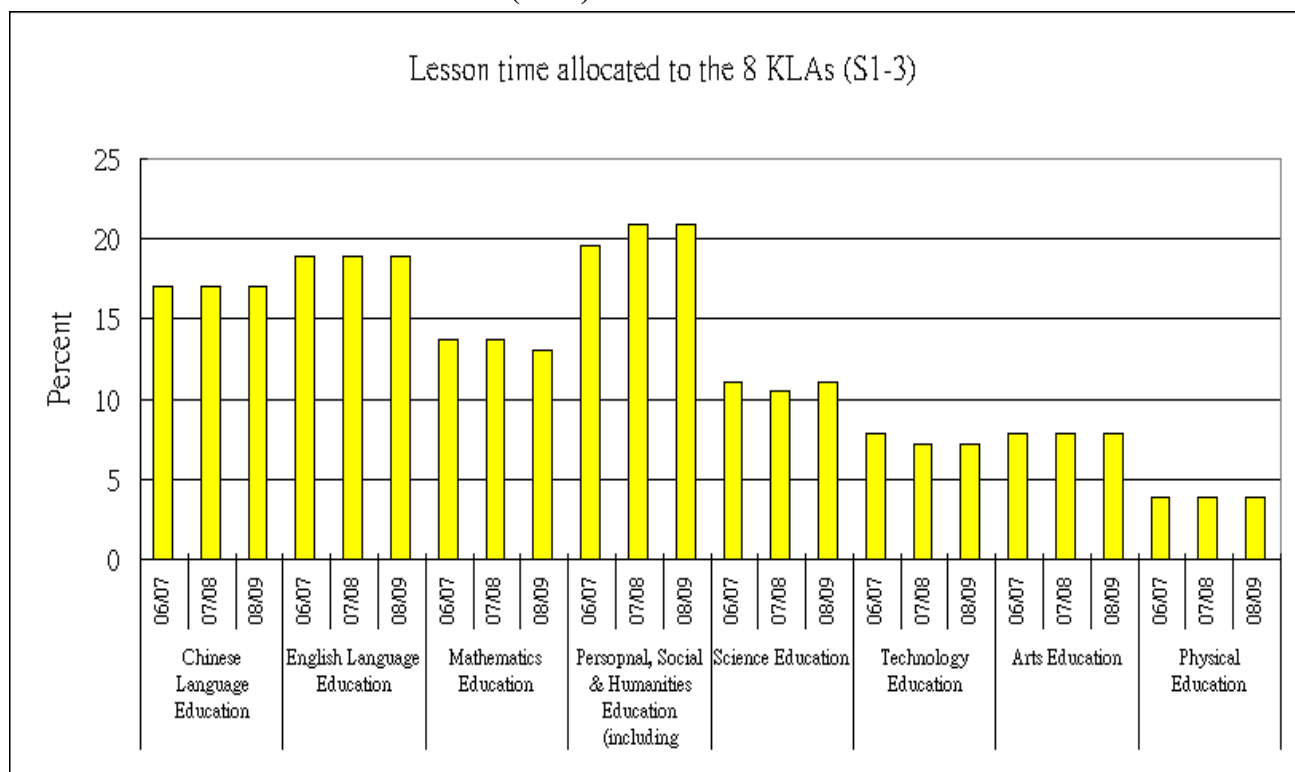
Students' attendance rates



School Facilities

Standard Classroom	30	Discipline Room	1
Assembly Hall	1	Prefect Room	1
Covered Playground	1	Counselling Room	1
Basketball Court	2	Library	1
Science Laboratory	4	Student Union Room	1
Computer Room	2	Student Activity Centre	1
Art Room	1	Dance Studio	1
Home Economics Room	1	Multimedia Learning Centre	1
Design and Technology Room	1	Self-access Learning Centre	1
Chapel	1	Multi-function Centre	1
Music Room	1		

Lesson time allocated to the 8 KLAs (S1-3)



Religious Activities

Our religious education and evangelistic work were organized by the school Chaplain, Ms. Kwong Siu Kuen. With the support from the Evangelical and Religious Affairs Committee and all Christian teachers, the following activities were conducted:

- Assemblies: Christian teachers led the hymn singing, prayer and spiritual sharing in every cycle.
- Christian Fellowship: The activities of the Christian Fellowship were organized by Christian teachers and student committee members. There were 22 regular meetings

this year, including a farewell service for S.7 students and a joint function with the Christian Fellowship of S.K.H. Yuen Chen Maun Chen Primary School. The committee members actively participated in the activities of the Christian Fellowship to spread the teaching of Jesus Christ, such as organizing an evangelical meeting for the students and inviting Mr. Lau Yan Chi, the Gold Medal winner of 2004 Paralympics to share his faith.

- Soul Friends' Scheme: Senior Christian students served as group leaders of the Soul Friends' Scheme to help the S.1 students to adapt to the new environment as soon as possible through regular small group meetings.
- Special Services: Services were held for special occasions. During the Thanksgiving Service in November, Mr. Cheng Hung Kit, social worker of St. James Settlement, shared with us how they helped the unemployed in the light of Christian faith. Rev. Lam Chun Wai of Hong Kong Sheng Kung Hui the Church of St. John the Baptist was the guest speaker for the Christmas Service to talk on "Do you choose the best?" while Rev. Kwok Chi Chin, Curate of Hong Kong Sheng Kung Hui the Crown of Thorns Church gave a talk on "A Different Easter" at the Easter and S.5 Graduation Service in April.
- Religious Talks: Mr. Wong Kam Tin, Preacher from Hong Kong Sheng Kung Hui the Church of Our Saviour conducted two religious talks in assemblies, and Mr. Chan Tit Fung, a fellowship member of the Christian and Missionary Alliance Shatin Church, had been invited to share on the theme of "Self-discipline and Commitment".

Personal Growth, Moral & Civic Education

1. Our school had exerted great effort in the cultivation of students' personal growth and the holistic development of our students.
 - The Personal Growth Profile Scheme
It had been implemented from S1 to S7. Students set targets and plans for their development in the aspects of moral, academic and extra-curricular activities. Their achievements and self-evaluation are recorded in their personal profile—the "I-file".
 - 'P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme'
The term 'P.A.T.H.S.' denotes Positive Adolescent Training through Holistic Social Programmes. It was implemented from S.1 to S.3 in 08-09. There were two tiers of programmes. In the tier I programme, all the form teachers conducted the positive youth development programme developed by the Research Team in the form teacher periods. In the tier II programme, the Hong Kong Children and Youth Services organized experiential learning programmes on resilience and leadership training such as adventure-based training activities, volunteer services for part of our S1 to S3 students. The project was completed with satisfactory results.
2. The Moral and Civic Education Committee, headed by Ms. Ma Hau Ping and Mr. Wong

Ting Hong, aimed at the promotion of value education, civic education as well as national education.

- Promotion of the school theme of “Self-discipline and Commitment”
“Day 1 Morning Talks - Family Letters” and “Cleaning the School Campus Campaign” were conducted. In cooperation with the English and Chinese Departments, it held the S5 Mini Speech Contest and the S1 Story-telling Competition.
- MST Voluntary Service Team
Each of the S4 classes planned and implemented services for different needy people in the community. The number of serving hours was over 1700.
- Assemblies related to national education
Teachers and alumni who had served in the 2008 Beijing Olympic Games as well as volunteers serving people in Sichuan were invited to share their experience with the students.
- Fund-raising concert for the rebuild of schools in Sichuan
Over 300 teachers and students participated in the concert. All proceeds were donated to Sowers Action which runs education development programmes in China.
- 5-day StudyTrip to Beijing
It was jointly organized by the Committee and the External Affairs Committee on 13-17, April 2009. Our teachers and students witnessed the rapid urban development as well as the specific culture in the city. The experience was valuable.

Discipline, Counselling and Careers Guidance

1. Discipline

The Discipline Committee, headed by Mr. Leung Kwong Wai and Mrs. Law Tang Kam Ping was supported by other discipline teachers and the two Head Prefects, Liu Pak Hong and Law Ming Lam.

- School rules were taught to S.1 students at the Orientation Programme through which their proper conduct and behaviour were cultivated and strengthened.
- New prefects undertook a three-week training period and a 2-day training camp which was conducted in mid November.
- Three 15 Minute Morning Broadcasts were conducted by the school prefects to share with fellow students the importance of self-discipline and commitment.
- Talks given by Police Community Relations Office School Liaison Officer were arranged for junior and senior students respectively to learn more about “School Bullying” and “Drug Abuse Among Teens”.
- A social worker from Cheer Lutheran Centre had been invited to share the message of drug prevention.

2. Counselling

Headed by Mrs. Lai Shum Wai Yee, the Counselling and Guidance Committee worked

closely with the school social workers, Mr. Patrick Li and Miss Susanna Tsui to organize programmes for students and parents:

- The Committee carried out workshops and activities like the Peer Mentoring Scheme, which was aimed at promoting students' personal growth and holistic development.
- Various events to promote the message of caring for others had been organized as the preventive programmes by the Committee. These activities included a series of four morning programme broadcasts, assembly sharing and the "Do your best" Carnival.
- Much effort was put into the counselling work for students. The Committee worked closely with different departments, committees and teachers, as well as parents and outside bodies, in the hope of helping students who were experiencing a variety of personal and interpersonal challenges.
- To enhance parental education, the committee collaborated with the Parent-Teacher Association to organize workshops and talks with S.1 parents on adaptation to secondary education. Topics for S.5 parents on supporting their children and preparing for the publication of HKCEE results were also included.

3. Careers Guidance

The Careers Guidance Committee led by Mrs. Ng Chan Yuk Mui and working together with its members helped students to solve problems on future studies and career development with the following programmes:

- Guidance was provided for S.3 students on choosing subjects in S.4, as well as advice and information for S.4-7 students on careers, further studies, and the Joint University Programmes Admissions System.
- Talks and visits related to various courses and career prospects were arranged.
- Career planning activities for S.4 students by exploring external resources e.g. the School-Company Partnership were organized.
- Working together with the Academic Committee, the Careers Guidance Committee gave a talk to S.3 parents on choosing subjects in S.4, as well as a talk on the Tai Po Joint S.6 Admission Scheme to S.5 students before the publication of HKCEE results.
- Help was offered to our students with the Joint S.6 Admission on the day of the publication of the results.

Extra-curricular activities

The Extra-curricular Activities Committee headed by Miss Chan Esther aimed to promote and coordinate a diversity of student activities.

1. Clubs and Societies

There were a total of 40 clubs and societies grouped under 6 categories, including academic activities, sports, interest, religious activities, personal growth and social services. All S.1 students were required to join at least one activity. The overall

participation rate across all forms was over 90%.

2. Leadership Training

- Developing student leadership is one of the Committee's important goals. Students are entrusted with leading roles and responsibilities in clubs, societies and the Student Union. Leadership training programmes, including workshops and a 2-day day-camp, were jointly organized by the Committee and our school social worker, Miss Susanna Chui and her colleagues.
- Students were nominated to attend a great variety of leadership training programmes offered by outside agencies like the Hong Kong Tourist Commission, the Hong Kong Federation of Youth and the Education Bureau.

3. Outstanding Achievements

- Our Dance Team continued with their highly esteemed accomplishments in the 45th Hong Kong School Dance Festival, clinching 10 Honour Awards, 5 Highly Commended Awards and 2 Choreography Awards. In addition, they captured the Champion of the Group Chinese Dance and Western Dance Section as well as the second runner-up in the Oriental Dance Section.
- Apart from dance, our students also excelled in the area of music. They claimed the Best Music Composition Prize and the Best Musical Interpretation Prize, and 6C Luk Crystal and 7A Poon Cheuk Man were awarded the Best Individual Composition Prize in the Schools Creative Music Showcase. In the Hong Kong Arts Festival Young Friends' Scheme, our school was chosen again to be one of the 5 top excellent performance schools among more than a hundred participating schools.
- 2A Wong Chun Man achieved excellent results in the 7th Pan-Asia Harmonica Festival held in Hanzhou in the Mainland. He got 5 awards including Champions in the Duo and Trio Ensembles items as well as second in the Solo item.
- 6B Tang Chun Yin was selected as one of the Ten Model Teens while 2A Wong Chun Man was awarded Commendable Award in the 3rd Hong Kong Model Teens Election. 5B Lee Ling Yee was crowned as one of the 10 outstanding students in the Hong Kong Outstanding Students Election.
- 5A Ip Sin Ying was among one of the four recipients of the Moral Excel Award.
- Lee Ling Yee (5B), Lam Shing Ngok(6A), Chan Hiu Yan (1C), Kam On Wing (2A) and Tsang Po Man(3A) were each presented the Tai Po Outstanding Students Award.
- 7C Cheung Lok Ki attained his Gold Award in the Hong Kong Award for Young People.

Student Union

Under the guidance of the Chief Advisor, Mr. Kwong Pak Ho, the executive committee of the Student Union carried out various activities:

- “Simpatico”, which was led by Kwong Shing Fai (6B), won the election for the Executive Committee of the Student Union.
- Activities organized included ball games, a Music Contest, a Christmas Classroom Decoration Competition, the Principal-Student Interflow, Dress Special Day, S.1 Tutorial Class and the publication of the Student Union Post.
- Our Student Union was elected as the chair of the Tai Po Joint Schools Student Association, which organized a series of inter-school activities for member schools, including an oral mock examination and a basketball competition.

Parent-Teacher Association

The 14th Annual General Meeting of the Parent-Teacher Association was held on 11 October 2008. Mrs. Fan Shum Siu Ping was elected as Chairlady of the Association. The Association organized the following activities which were supported by the enthusiastic parental response:

- Talks for S.1 and S.3 parents, focusing respectively on adaptation to secondary education and choosing S.4 subjects respectively, and talks and two workshops for S.5 parents were organized.
- Other activities organized included a Christmas party, an excursion, a summer computer course and the parent-teacher relay on the Sports Day.
- A Principal-Parent Interflow was held.
- Two issues of the Parent-Teacher Association Newsletter were published.
- The Association also sponsored student scholarships and activity grants to the school.

Performance of Students in Public Examinations

1. Hong Kong Certificate of Education Examination

- No. of candidates : 203
- No. of students obtaining level 2 or above in Chinese and English Languages and a pass or above in three other subjects : 184 (90.6%)
- No. of distinctions and credits : 742(48.3%)
- Students with outstanding results:
 - 5A Lau Lai Shan (7A1B)
 - 5A Wu Chun (6A2B)

2. Hong Kong Advanced Level Examination

- No. of candidates : 76
- No. of students obtaining passes in 2-3 AL subjects, Use of English and Chinese Language & Culture : 74 (97.4%)
- No. of distinctions and credits : 194 (51.2%)

- Students with outstanding results:
7C Chan Kwan Ki (3A1B)
7A Chan Tsz Fung (3A1C)

3. Distribution of students into various universities

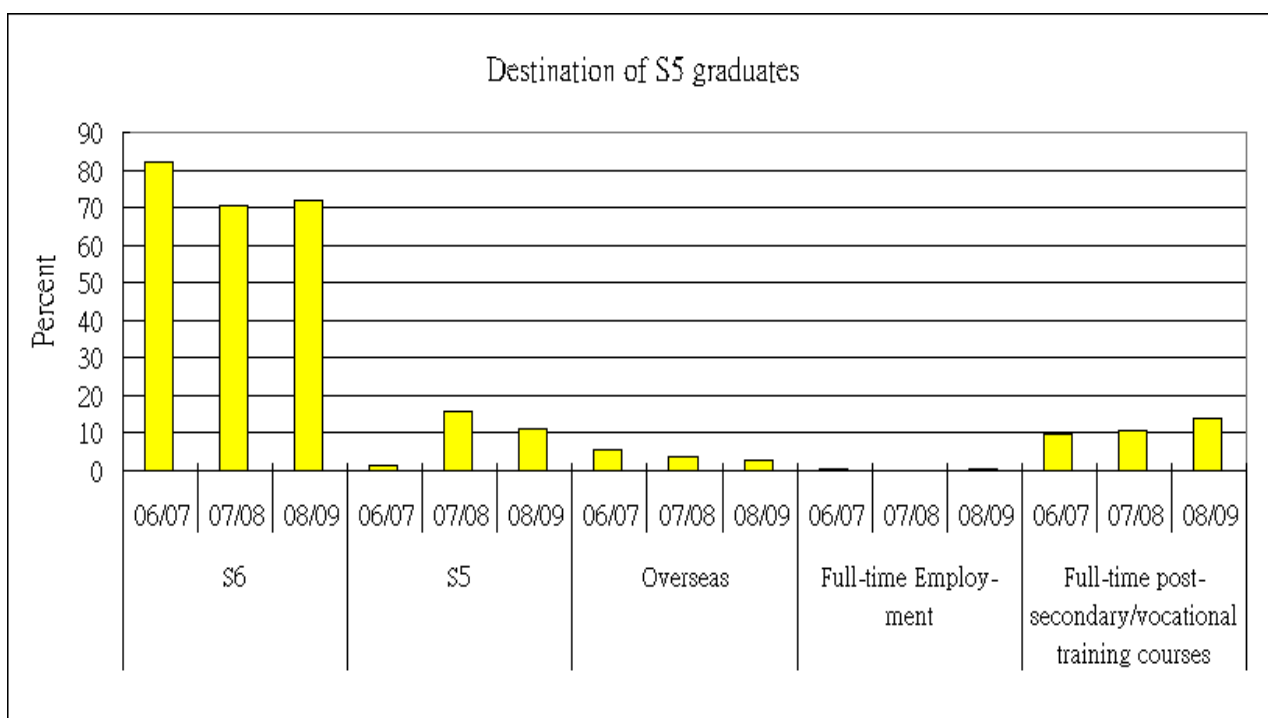
- The University of Hong Kong : 8
- The Chinese University of Hong Kong : 26
- The Hong Kong University of Science and Technology : 6
- The Hong Kong Polytechnic University : 11
- Hong Kong Baptist University : 1
- City University of Hong Kong : 6
- Lingnan University : 2
- Hong Kong Shue Yan University : 2
- The Open University of Hong Kong : 1
- Overseas : 2

4. Early Admission Scheme

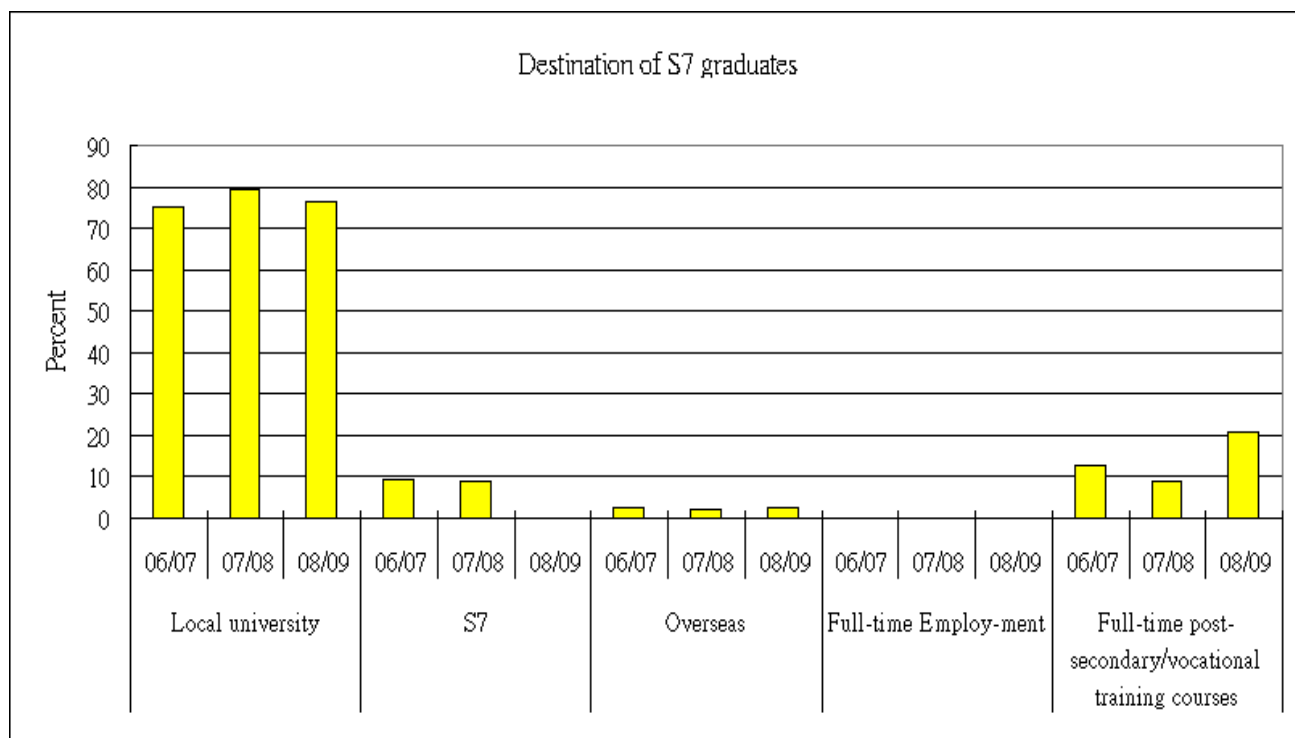
The following students were admitted into universities through the Early Admission Scheme:

- 6B Tang Chun Yin –Law (HKU)
- 6B Ku Wing To –Physics (CUHK)
- 6B Lau Chung Yi –Global Business Studies (CUHK)
- 6B Chau Lok Kan –Architectural Studies (HKU)

Destination of S5 graduates



Destination of S7 graduates



Achievement of the Year

1. With the concerted efforts and devotion of all the teachers we continue to make remarkable progress as we are turning the last chapter of the current cycle of the three-year School Development Plan (SDP). We are ready to march forward with the next SDP.
2. **Further Enhancement of the quality of EMI learning and teaching**

The last three years' endeavours had seen an authentic and nurturing language environment being created and sustained for our students to further develop and polish their language skills both inside and outside schools. The language proficiency of our students continued to develop and the majority of our students had become confident communicators in English. Various and increasing activities were organized by different committees employing English and among which the English Enhancement Day had continued to grow in popularity among students. Other opportunities were also provided to expose our students extensively to the language such as the English News Broadcast, drama workshops, performances and overseas study tour, thus cultivating in students the appreciation of the English language culture and enhancing their language ability.
3. **Cultivation and strengthening of students' positive values and proper attitudes**

To nurture responsible and remarkable citizens for our society, various educational and formative programmes were organized by the Moral and Civic Education Committee,

Counselling and Guidance Committee, Career and Guidance Committee and the Religious and Evangelical Affairs Committee in order to firmly establish in our students positive values and proper attitudes. Students' feedback of a recent questionnaire reaffirmed our success in the endeavours to foster whole-person development. The number of students receiving the Good Conduct Award and the Excellent Conduct Award rose steadily.

4. Achieving academic excellence in public examination

With the joint efforts of teachers and students to strive for academic excellence, our students were making steady progress in their academic achievements. In the last three years there was an average of five to six high achievers among our HKCEE candidates and the university admission rate had been well over 90%.

5. Ensuring a smooth and coherent transition to New Senior Secondary (NSS) education

To ensure an effective and smooth transition to the new academic structure commencing this September, we had devoted great efforts to the proper preparation for the implementation of NSS education in the past several years. Our teachers had undergone all the necessary training and were well prepared to embark on this journey. A broad and balanced NSS curriculum that matched students' diverse abilities and catered for their varied interests was in place. We were confident that this NSS curriculum, including the "Other Learning Experiences" (OLE) would facilitate our students' multifarious and whole-person development.

Review on Major Concerns 2008-09

Major Concern 1: To further enhance the quality of EMI teaching and learning - a whole school approach

1.1 To fortify students' language skills for learning in EMI classroom

Achievements:

- **Organized a year-round bridging course to help S1 students to adapt to a new EMI learning environment.**
 - Two bridging courses were organized as planned, one in August 08 and the other in Feb, 09 to familiarize S1 students with the necessary language for daily routine and EMI learning. Students' responses to both courses were favorable. Over 80% of the students were positive that the course helped them to adapt to the EMI learning environment well.
Most of the students agreed that the first bridging course helped to prepare them well for school life in August while the second course provided them with a good tool for learning vocabulary in all EMI subjects.
 - Four of the five EMI subjects offered in S1 varied the amount and pace of their curriculum to help their students to adjust better to the new EMI learning environment.
- **Initiating and developing cross-curricular joint projects between the English Department and other subject departments.**
 - With the DOLACEE project held in previous years, more teachers of EMI subjects acknowledged the language support students needed to cope with the demands of the curriculum. As students move up and across the curriculum, reading, writing, listening and speaking are indispensable tools for the learning process, and thus teachers should take prompt actions to address the problem before it is too late.
 - This year, nine of the eleven EMI subjects modified their teaching plans to facilitate learning taking into the consideration of students' language need and the diversity of English ability among students.
- **Encouraging wide reading**
 - Six out of the eleven EMI subjects mentioned plans to encourage wide reading in their subject program plans.
 - The school continued to subscribe class magazines for students' reading at school.
 - Teachers of all subjects were encouraged to make use of the magazines for class activities.
 - Two book displays were organized to introduce to students books of different varieties; a number of which were recommended by EMI subject teachers.
According to the sales record of the EE-Day Book Display, 27% of the books purchased in the book display were non-fiction, 57% of which were content-subject related readings.

Reflections

Failure to develop cross-curricular joint projects between the English Department and other subject (EMI) departments

- Although it has been found that the EMI subject departments are able to handle themselves the task of modifying their methodology and pedagogy to give language assistance to students in learning the curriculum, collaborations between EMI subject departments and the English Department is still greatly encouraged.

1.2 To provide an authentic and nurturing environment to build students' confidence in the use of English outside classroom

Achievements

● **Increasing the number of EMI subjects/committees/societies conducting activities in English**

- All board design competitions were done in English.
- The Reading Promotion Team and English Society jointly organized an English book-sharing session featuring books of all topics during the Book Festival.
- The number of assemblies / major school functions employing English rose from 4 to 6. The newly added ones were Term Commencement Service and Speech Day.
- The 'English Enhancement Day' (EE-Day) this year was scaled up to a 2-day program to further promote use of English for communication purpose outside classrooms through a variety of games and activities.
 - This year we were able to involve more clubs / societies to take part in conducting the 'Shall We Chat' activity and hosting 'Game-stalls', the number rose from 2 to 4 and from 1 to 6 respectively.
 - Students' response to the program was overall positive. Senior students favoured the various tasks more probably because of their active involvement in hosting the events. Junior students on the other hand enjoyed the drama more because it was within their language repertoire.
- The English Enhancement Team continued to collaborate with other clubs and societies to create opportunities for students to practise and polish their English skills on a regular basis, e.g. the daily school announcement, monthly on-line school news report (Monthly Focus) and the infotainment program ('MST News Broadcast') on alternate cycles.
- In a whole-school survey conducted on our school's English language environment, more than 70% of students were satisfied with the current language environment and the amount of practice opportunities provided to them.

● **More varied language arts activities were organized to enhance appreciation of the English culture:**

Different items of language arts such as poems and song, radio drama and debate were introduced to different form levels in lessons to enhance appreciation of the language arts.

- There were also interclass competitions to foster interest and give incentives to students to advance their understanding and skills of the particular art form they studied. Students generally welcomed the learning tasks and enjoyed the fun of the competitions. All teachers involved were appreciative of the general atmosphere of the activity and the quality of students' performance.

● **More students took part in competitions, cultural activities and workshops on language skills organized by outside organizations and institutes to stretch their language ability**

Our students had become more active in taking part in various language related activities, competitions and even examinations held by organization outside school, for examples:

1. Competitions: Speech Festival ([Hong Kong Schools Music and Speech Association](#)), 'Yes, Your Honour' (City University) and the Hong Kong Budding Poet Awards (EDB)
2. Examinations: International Assessments For School (University of New South Wales)
3. English Events: International Cultural Fair (AFS) and the year-end study tour to England

Reflections:

It is indeed encouraging to see that more students are willing to take up challenges to expand their horizons and stretch their ability. However, this often increases the workload of teachers involved in coaching or escorting them to the activities. Therefore, in order to keep the momentum going

and reap more awards and prizes, it is essential that the school would consider allocating more resource to support these events.

1.3 To enhance teaching in EMI subjects

Achievements

Encouraging EMI teachers to attend related courses to further facilitate teaching and learning in English

- One of our former DOLACEE participants, Ms Sin Lai Ting, attended a 10-week language program designed for this purpose in the Second Term.
- Three EMI subject departments organized various activities to enhance their members' EMI teaching. The History department organized activities in TCLT to acquaint members with current pedagogies in respect of EMI teaching and learning, while the Mathematics and Science departments encouraged peer sharing through formal and/or informal lesson observations.

1.4 To promote English learning at home

Achievements

Involving parents in the promotion and monitoring of reading at home

At the beginning of the school year, S1-3 parents were introduced to their children's Self- Access Independent Learning program (SAIL), which included the extensive reading program, EngClass, an on-line learning program and TV News (some classes only). They were also encouraged to show support by endorsing their reading records and EngClass progress records.

Major concern 2: To cultivate students' positive values and proper attitudes in whole school approach

2.1 To strengthen collaboration amongst committees of Student Affairs in planning and implementing school policies on student programmes

Achievements

● To hold regular Joint Committee meetings of Student Affairs

- Joint meetings of committees of student affairs were held in Aug 08, Dec 08, Mar 09 and June 09. The school theme "Self-discipline & Commitment" was identified for current year and related programmes were scheduled and reported in the meetings. From the evaluation reports of various committees of student affairs, programmes implemented by committees/ joint effort of committees were basically well-scheduled and smoothly run.
- Besides, sharing and exchange of views in certain school policies was also conducted, e.g. matters related to further improve students' behaviours and the preparation of OLE in the NSS Curriculum among committees of Student Affairs.

● To attend meeting of different committees of Student Affairs by Vice-Principal (Student Affairs)

- Three meetings of two committees of student affairs were attended by Vice-Principal.

Reflections

- The meetings of Joint Committees of Student Affairs were essential and worthwhile to make a concerted effort to cultivate students' positive values and proper attitudes in whole school approach.
- The presence of Vice-Principal in the committees' meetings ensured that timely guidance and advice was provided when necessary.

2.2 To cultivate students positive values & attitudes (self-discipline & commitment) through various educational & formative programmes

Achievements

- **To launch various educational & formative programmes/activities on selected positive values and**

proper attitudes by committees of student affairs through different means

- Thirteen morning Talks with specific topics related to the theme “Self-discipline and commitment” were conducted by the members of different committees: six talks conducted by Moral & Civic Education Committee (MCE), one by Counselling & Guidance Committee (CGC), three by Discipline Committee (DC), two by Extra-curricular Activity Committee (ECA) and one by Careers & Guidance Committee (CC). Students were attentive and the response was generally positive.
- Two sets of articles related to the theme were prepared for Morning Reading for senior students by CGC. CC has also prepared one piece of article for similar purpose.
- A lesson plan “為社群承擔” was prepared by MCE and was conducted in the form teacher periods in S4-S7. From the feedback of form teachers and students, the aims of the teaching plans were achieved and students’ responses were satisfactory.
- S1 Story-Telling Contest and S5 Mini-speech Contest were jointly held by MCE, collaborated with Chinese and English Departments respectively. Students’ performance was good and the value of commitment was conveyed effectively.
- To promote “Commitment to our School”, the MCE launched a “School Cleaning Campaign”. Students of S3 to S5 and S7 were organized to clean their form rooms and the public areas such as stairs, tuck shop and the hall. (Activity for S1, S2 and S6 was cancelled due to school suspension in July.) Students’ reaction and participation were generally positive.
- The message of “Commitment to our Motherland” has also been promoted by MCE through various activities in memory of the 2008 Sichuan earthquake. Talks were held in both the senior and junior form assembly. Some university students who participated in the volunteer work in Sichuan were invited for sharing what they saw and learnt. A charity concert aimed at fund raising for the rebuild of schools in Sichuan was then held in January. A memorial activity was held on May 12, 09 to mark the first anniversary of the earthquake. A hunger-banquet was jointly initiated and organized by CYC and Red Cross. The series of activities were smoothly run and gained positive response from both teachers and students.
- Two assembly talks were shared by students from ECA who had joined leadership programme outside school with particular focus on ‘commitment’. Students’ feedback from questionnaire was positive. 75% of students agreed that this programme could achieve the aim. Guest speakers were also invited to deliver assembly talks. Police Community Relations Office School Liaison Officer was invited by DC to deliver speeches on Bullying (S.1-3) and Drug Abuse (S.4-7). Miss. Ng Yin Ling, a social worker from Cheer Lutheran Centre also talked to students of the whole school on drug prevention. The message was clearly delivered and students paid attention to these talks. CGC also promoted message on the spirit of Integrity by an interview with Mr. Billy Yau Wai Yip, the blind teacher. Students’ feedback was positive.
- A carnival “Joint our effort” was jointly organized by CGC, the Aesthetic Society and the Chinese Department. Feedbacks from students (by questionnaire) and teachers’ response were positive. The team spirit of participating units was aroused through planning the game stalls and participating in the games.
- “Good Conduct Award” and “Excellent Conduct Award” were promoted by DC. The total number of awards issued slightly increased from 262 in 07-08 to 269 this year.

● **To educate and consolidate the selected values and attitudes from the view of Christianity by Religious & Evangelical Affairs Committee through different means**

- Three Morning Broadcasts in Day 4 and three religious talks in assembly were conducted by Miss Wong Pak Hop, Mr. Wong Kam Tin and Mr. Chan Tin Fung who shared the selected values and attitudes in Christian perspective. Christian teachers were satisfied with the messages.
- Activities organized by Christian Fellowship under the theme include evangelical meetings and religious services. Students’ feedback was positive.

● **To direct the effort of all teachers in securing the enforcement of school rules to ensure better discipline in school**

- The Principal, the Vice-Principal (Student Affairs) and DC reminded teachers in staff meetings their roles and duties in maintaining school discipline with specific focus on school uniform.
- By providing monthly disciplinary records to form teachers, students' misbehaviour was monitored more closely and form teachers can take appropriate actions.
- DC had invited form teachers to participate in handling disciplinary cases and obtained more collaboration from teachers.
- The disciplinary offences of accumulated records (e.g. lateness, violating school uniform rules, misdemeanour, etc.) were decreased. Through the effort of all teachers, more students' misbehaviour was rectified.

● **To implement P.A.T.H.S. Project in S1 – S3**

- Lessons of personal growth were planned and conducted effectively in form teacher periods. Tier 2 programme for selected students of each form were effectively run by social workers from the Hong Kong Children & Youth Services as well as CGC.
- According to the evaluation survey, both the students and form teachers generally agreed that the Tier 1 programme contributed to students' overall development. Participants in the Tier 2 programme also showed positive feedback towards the program.

Reflections

- It was appreciated that committees of student affairs had put much effort to implement various educational & formative programmes/activities. On the whole, feedback from form committees was positive – messages of self-discipline, caring and commitment were clearly conveyed.
- A questionnaire survey had been set and conducted for all students to gather information on implementation of major concern 2 (to cultivate positive values and attitudes in students) for the past three years and to help students to reflect their performance in the areas of self-discipline, care for others and commitment. According to the survey, an overall average of over 3 points on a 5 points scale was recorded throughout S.1-7. The overall performance was good.
- From the survey, items related to students' learning attitude and related to students' self-discipline such as time-management and using indecent language ranked the lowest in the different forms. A concerted effort was required from all staff to address these concerns in order to further improve students' behaviours. Besides, students in S.4 and S.5 obtain score relatively lower than the other forms. The problem of adaptation was observed when students were promoted to S.4 as regards the new subjects and the growing intensity of work. At the same time, S.4 students also encountered the problem of time-management with clashes between their studying time and participation in activities. Therefore, the Academic Committee and the Counselling and Guidance Committee would plan an orientation programme for S.4 students for the next year.

2.3 To strengthen teachers and parents roles and efforts in cultivating students' proper values and proper attitudes

Achievements

- **To strengthen teacher training on roles and duties in value education**
 - Two more junior form teacher had completed the training program (20 hours) of the P.A.T.H.S. Project. Totally about 80% of the junior form teachers had received training on the implementation of Tier 1 programme.
- **To strengthen roles and duties of form teachers in class management: classroom tidiness & board design**
 - With the Classroom Management Scheme run by MCE, classroom tidiness was improved. Classes with unsatisfactory performance were required to do extra service. According to the minutes of form meetings, teachers were generally satisfied with performance of students, especially those in junior forms.
 - The board design competitions held in the first and second terms were coordinated by AAC. Form

teachers were able to take a more active role in monitoring the performance of their classes, especially in observing related rules and regulations. On the whole, many of the classes received sufficient guidance and support and their performance were satisfactory.

- **To conduct programmes for parents on the importance and ways of value education in family**
 - Both CGC and Parents Teachers Association had organized talks for our parents relating nurturing youths on proper values and attitudes. Members of the CGC and DC had conducted talks for S1 parents in the S1 Orientation Week. Survey showed over 97% of the participants agreed that the talk reminded them importance of cooperation with the school and ways to enhance personal growth of their children. PTA had invited Mr. Lee Kam Hung to deliver a talk on ‘Upbringing of a Child with Self-discipline and Commitment’ to our parents and the survey showed that 100% of the attendants agreed the talk successfully helped them communicate and educate their children.

Reflections

- Most of the form teachers have taken up their roles and duties in class management.
- The senior forms students need further encouragement and direction in class management.

Major Concern 3: To achieve academic excellence in public examinations

3.1 To increase the number of students attaining outstanding results in HKCEE

Achievements

- In HKCEE 2009, 1 student in S5 obtained 7A1B and 1 student obtained 6A2B. 5 students attaining level 4 both in Chinese language and English Language and 3 A or above in other subjects. 2 students were eligible for the University Early Admission Scheme.
- 8 students in S4 and 1 student in S 5 were awarded Ma Sing Kuen Scholarship (Last year, 4 students in S. 4 and 9 students in S. 5 were awarded Ma Sing Kuen Scholarship)
- 3 high achievers in S4 applied to enroll in additional subjects for the HKCEE. One of them even took 2 additional subjects for the HKCEE. (She will take 10 subjects in 2010 HKCEE) (Last year, no high achievers in S4 applied to enroll in additional subjects for the HKCEE)
- Number of students obtaining 6As increased in S4 Annual.
- As the S4 students are the last cohort to participate in the HKCEE, all students will have supplementary lessons for all CE subjects during summer holiday.

3.2 To raise the percentage of students in attaining distinctions and credits in the HKCEE

Achievements

- The average percentage of distinctions and credits in the HKCEE was 5.8% (90) and 48.3% (742) respectively. (Last year: 9.47 % and 53.5%)
- 9 and 18 students obtained 4A or above in S5 Mock examination and S4 Annual respectively. (Last year, 20 and 24 students obtained 4A or above in S5 Mock examination and S4 Annual respectively)
- Geography department had deployed tutorial institute to offer tutorial class to S5 students. Other 6 departments had deployed alumni to give tutorial classes to average and high ability students to help them to achieve better results in the HKCEE.
- Ten S6 students were invited to share their experience with S4 students in preparing for the HKCEE.
- Measures to help students to get better results in the HKCEE including tutorial classes, supplementary lessons in Summer Holiday have been implemented this year.
- The ECA activities for S5 students were stopped after January so that they could have more time to prepare the public examination.

Reflection

- Both teachers and students gave favorable feedback on the tutorial lessons. The tutors had prepared useful materials to students to help them to prepare the public examination.
- After studying the analysis of the results in Mock examination and that in public examination, we found that the grading policy in Mock examination could not predict students' performance in HKCEE accurately. A review on the grading policy should be conducted.

3.3 To raise the number of subjects having a 100% pass in the HKCEE

Achievements

- In HKCEE 2009, the passing percentage of English language, Chinese language and Mathematics were 100%, 96.6% and 97.0% respectively.
- One other major subject (CIT) achieved 100% pass in HKCEE.
- The passing percentage of English Language, Chinese Language and Mathematics were 100%(203/203), 99.5%(202/203) and 97.5%(198/203) respectively in S5 Mock examination.
- The passing percentage of English Language, Chinese Language and Mathematics were 96.9%(190/196), 99.0%(194/196) and 96.9% (190/196) respectively in S4 Annual
- Mock Oral examination for both languages had been conducted after the written examination of HKCEE to help students to practice their oral skills.
- Some study groups or remedial lessons had been formed in S4 to help weak students to achieve the required standard in public examination.
- Some departments also recruited alumni to give tutorial classes to S4 students in the second term.

Reflection

- Students gave positive feedback on the tutorial classes conducted.
- The Academic committee and Departments concerned will study the factors affecting students performance in public examination. The following aspects will be reviewed
 - (1) Understanding question
 - (2) Homework policy
 - (3) Learning altitude
 - (4) ECA activities
 - (5) Assessment policy.

3.4 To increase the number of students attaining outstanding results in the HKALE

Achievements

- 2 students in S7 were awarded Alex Siu Scholarship (3 As in HKAL examination) (Last year, 2 students in S. 7 were awarded Alex Siu Scholarship)
- 8 departments obtained 100% pass in HKALE. (Last year, 9 departments obtained 100% pass in HKALE)
- The average percentage of distinctions and credits in the HKALE were 6.1% and 51.2% respectively. (Last year : 9.3% and 49.6%)
- 3 students in S6 and 2 students in S7 were awarded Ma Sing Kuen Scholarship (Last year, 5 students in S. 6 and no student in S7 were awarded Ma Sing Kuen Scholarship)
- In S7 Mock examination, all subjects except Econ and CLC achieved 100% pass while the passing percentage of Econ and CLC were 98% and 98.7% respectively.
- 7 students could not get any offer in local universities. The percentage of students entering into local universities was 90.8%.
- An extra form meeting was held at the end of October to identify students' problems earlier so that teachers could help them to have better preparation for the AL examination.
- The ECA activities for S7 students were stopped after Christmas Holiday so that they could have more time to prepare the public examination.
- The Career Guidance Committee gave individual counseling and advice to students so that they could have proper rearrangement of their choices in JUPAS after the publication of the HKALE results.

Reflection

- Some high achievers in S7 only focused their study on the AL subjects and less effort was paid to the language subjects that were only counted as AS level.
- Students should be reminded of the importance of time management. They should have balance between studying and participation in ECA activities.

3.5 To raise the quality and effectiveness of teaching and to strengthen the skills of teachers in lessons and class management

Achievements

- Lesson observations for the purpose of sharing experience had been promoted in department heads meeting and staff meeting.
- To improve the effectiveness of teaching, all departments had conducted peer lesson observations and peer sharing after the lesson observation.
- This year was the formal appraisal of the appraisal system. More class observation had been conducted. Focus on the experience sharing and teaching effectiveness on class observation was also encouraged.
- According to the questionnaires from the department heads, all departments claimed that they had promoted, discussed and implemented the effective teaching method in this year. Teachers in their departments had also followed closely the latest assessment mode.
- All departments also agreed that they had prepared more teaching materials to students when compared with last year.
- Sharing on the role of department heads was conducted in the department heads meeting.

Reflection

- Greater effort should be paid to enhancing teaching and learning in the coming three years, as this is our major concern in the next cycle.

3.6 To broaden students' horizon in academic related activities

Achievements

- Some recommended English booklists for various EMI subjects were prepared for students' reference.
- All departments reported that they had provided more subject-related booklist or articles to students to promote reading.
- Students had participated in external competitions and activities including Joint School Science Exhibition Competition, Hong Kong Mathematics Olympiad, Hong Kong Science Olympiad, Hong Kong Chemistry Olympiad and International Assessment. Encouraging achievements were obtained in various competitions.
- Some alumni obtaining awards in Joint School Science Exhibition Competition were invited to share their experience to lower form students.

3.7 To give recognitions to outstanding students over their academic achievements.

Achievements

- One prize presentation assembly was conducted in this school year. Students obtaining awards could have a chance to share their experience with other students in the assembly.
- Students' response was good and would continue next year.
- Names of students with outstanding academic achievements were uploaded to the achievement corner of the school WebPages.
- The Alex Siu Scholarship and Ma Sing Kuen Scholarship were presented to students in the Speech day and the Term-end service.
- A certificate to students offered with degree courses of local universities through the Early Admission Scheme was presented in the Term-end service.

Major concern 4: To prepare for the implementation of New Senior Secondary (NSS) Curriculum

4.1 To ensure a smooth and coherent transition to NSS
Achievements
<ul style="list-style-type: none">● In November 08, all subject departments had decided their choice of elective modules and the teachers teaching the 09-10 NSS Curriculum.● For the first cycle (09-12), department heads and more experienced CE and AL teachers would be arranged to teach the NSSC.● Teachers who are going to teach the 09-10 NSS curriculum have all completed the PDP component “Understanding and Interpreting the Curriculum” conducted by the Curriculum Development Institute for their subjects.● The TPPG was utilized to relieve some of the workload of teachers who were planning for NSSC and employ supply teachers to enable teachers to attend NSS-related professional development programmes.● The NSSCMG was used on the conversion of DT Room as well as the procurement of teaching and learning materials and equipments by the Physics, Chemistry, Biology and Geography departments.
4.2 To work out a school-based NSS curriculum
Achievements
<ul style="list-style-type: none">● Modifications had been made to the NSS curriculum by adding Music/ICT to 4A and Combined Science (Chemistry & Biology) to 4D&E with a view to broaden the choice of subjects for students.● Two seminars were held on 11 Oct, 2008 and 25 April, 2009 in which the finalized NSS curriculum, proposed changes to timetable, progress of development of HKDSE, new subjects of our NSS curriculum, Other Learning Experiences arranged and Student Learning Profile were introduced and explained to S3 parents. Their questions had been answered and the proposed NSS curriculum was well received by the parents. Same information had also been introduced to S3 students in 5 form periods.● Features of NSS curriculum and some basic information about Liberal Studies were introduced in the Orientation Programme for S1 parents (August 08).● The OLE coordinator had worked out the OLE programme plan and the time allocation plan. These had been explained to all teachers.● After considering different options, it was decided to adopt the SAMS Student Learning Profile and the related technical arrangement had also been studied.● Timetable for the year 2009-10 had been prepared without much difficulty.
Reflections
<ul style="list-style-type: none">● It is found that the time allocated for Aesthetic Experiences is not up to the time requirement set by the EDB. More aesthetic activities should be planned in the coming years.● The Student Report Card and I-file have to be reviewed to align with the SLP.● In order to let the S3 parents know earlier the NSS curriculum and its related arrangements, the content of the two S3 Parents seminars will be combined into one and held in October 09.
4.3 To promote and regulate staff development and training
Achievements
<ul style="list-style-type: none">● The progress of NSS development was reported in every Staff meeting and Department Heads meeting. Teachers were constantly reminded to prepare adequately for the changes and to attend seminars and workshops.● Teachers completed PDPs concerning NSS curriculum (figures to be confirmed).
Reflections
<ul style="list-style-type: none">● Departments are advised to devote some of their TCLT periods in 09-10 to the NSSC lesson preparation.
4.4 To familiarize teachers with SBA and SRR
Achievements
<ul style="list-style-type: none">● Department heads were reminded to study the SBA handbook prepared by the HKEAA and to set up a within-school SBA moderation mechanism complying with the HKEAA requirements.● The SBA coordinator had been assigned the duty to co-ordinate the input of SBA marks and to conduct statistical analysis which would provide information for the department heads to endorse the SBA marks.● Teachers were reminded of the importance of proper storing and recording of students’ SBA work.

- The SRR information packages published by the HKEAA had been distributed to relevant departments and teachers were reminded to study the content of the packages.

Reflections

- A sharing on SBA has to be arranged in 09-10 so as to let teachers familiarise more with it.
- It is urgent for the school to allocate a safe and easy access place for the storing of current and NSSC SBA work of different subjects.

4.5 To prepare for the introduction of NSS Liberal Studies

Achievements

- A new school-based S.3 LS syllabus had been worked out based on the rationale as well as curriculum aims of NSS Liberal Studies and suggested learning experiences in basic education listed in the Senior Secondary Curriculum and Assessment Guide.
- Detailed evaluation had been conducted in the last meeting of the LS department concerning the S1 to 3 LS syllabus and modification would be made to 09-10 S.1 to 3 LS syllabus with a view to better prepare students for this new subject.
- A total of 130 teachers had received training in Curriculum Leadership and Management, Learning and Teaching Strategies, Assessing Student Learning, Independent Enquiry Study, Enriching Knowledge and Understanding and Interpretation of the Curriculum.
- 1 additional teacher taught in 08-09 S.1 to 2 Liberal Studies, so the number of junior form LS teachers increased to 7.
- The School had decided to assign two periods each cycle for the S4 LS teachers to conduct collaborative lesson preparation.

Reflections

- Due to the time constraint, on reflection, the preparation of teaching materials for NSS Liberal Studies took more time than was anticipated and should have started earlier.

SKH Bishop Mok Sau Tseng Secondary School
Financial Summary for the year 2008 -2009

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	9,181,364.81	
I. Government Funds - OEBC Grant		
(1) (a) General Domain		
Administration Grant	3,402,585.00	3,372,700.16
School and Class Grant	713,671.30	1,373,686.03
Lift Maintenance Grant	125,952.00	59,110.00
Subject and Curriculum Grants	171,160.00	108,140.95
Enhancement Grant	6,355.00	-
Supplementary Grant for School-based Management	163,939.00	5,500.00
Training and Development Grant	6,774.00	11,150.00
Composite Information Technology Grant	369,572.00	315,941.40
Sub-total	4,960,008.30	5,246,228.54
(b) Special Domain		
Capacity Enhancement Grant	463,100.00	549,120.00
English Extensive Reading Scheme	13,893.00	7,777.68
Chinese Extensive Reading Scheme	13,893.00	8,408.49
Program Fund for Whole-School Approach to Guidance & Discipline	7,101.00	3,547.00
Sub-total	497,987.00	568,853.17
(2) Grants Outside OEBC		
Committee on Home-School Co-operation Project	9,900.00	9,900.00
Composite Furniture and Equipment Grant	456,134.00	1,351,306.96
Substitute Teacher Grant	50,417.08	36,529.02
Teacher Professional Preparation Grant (Non-recurrent)	500,000.00	556,398.00
Enhanced Senior Secondary Curriculum Support Grant	421,140.00	274,560.00
New Senior Secondary Curriculum Migration Grant	110,000.00	121,699.00
Add'l Support for Adopting English-medium Instruction	-	8,000.00
Sub-total	1,547,591.08	2,358,392.98
II. School Funds (General Funds)		
Tong Fai	128,905.00	-
Scholarship & Donations	15,400.00	15,000.00
Tuckshop Rental	138,000.00	-
Bank Interest	24,742.14	-
Jockey Club Life-wide Learning Fund	47,520.00	16,647.00
Secondment to the School Support Partners	630.00	630.00
PATHS to Adulthood	9,450.00	4,424.00
Hire of School Premises	3,520.38	-
Building	-	52,053.00
Activities Subsidy	-	43,197.70
Collection of fees for specific purposes (including electricity charges for air-conditioning)	345,060.00	212,454.59
Temp Receipt / Payment	727,509.90	779,817.30
Others	-	53,730.70
Sub-total	1,440,737.42	1,177,954.29
Total surplus/(deficit) for 2008/2009 school year		(905,105.18)
Accumulated surplus as at the end of 2008/2009 school year		8,276,259.63

Donations received by school
From 1 September 2008 to 31 August 2009

Date	Sponsoring Body/Donor	Purpose	Amount (HK\$)
18/09/08	Hong Kong Sheng Kung Hui (HK Anglican Church)	General	100.00
18/09/08	S.K.H. Bishop Mok Sau Tseng Parent-Teacher Association	Book coupons	10,000.00
18/09/08	S.K.H. The Church of Our Saviour	Book coupons	3,000.00
29/10/08	Alumni Association	Association Scholarship	2,000.00
17/12/08	Mr. Ho Man Sing	Library Books	300.00
Total			15,400.00