

Principal's Report

2011 – 12

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.

Staff

There were 67 teachers (including the Principal), 1 Administrative Assistant, 3 laboratory technicians, 1 IT technician, 5 clerical staff members, 1 library assistant and 12 janitors employed in 2011-2012. In addition, two social workers from the Hong Kong Children & Youth Services were on our team. (Please also refer to p.20 of this programme book for the staff list.)

Qualifications of Principal and Teachers

- 65 are formally trained in teaching
- 27 possess a Bachelor's Degree
- 36 have a Master's Degree
- 1 possesses a Doctor's Degree

Teachers' Experience

- 8 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:

- Mr. Wong Kwan Yin obtained a doctor in Education in Curriculum and Instruction from The Chinese University of Hong Kong
- Mr. Chui Ting Chung obtained an Advanced Course Certificate on Catering for Diverse Learning Needs from the Hong Kong Institute of Education.

2. Teacher Common Learning Time

We experienced 5 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 the following areas:

- Sharing by the SEN Team, Healthy School Team and Liberal Studies Department of the school
- Sharing on 'The Leaking Pipeline: Linkage of Parents' Belief in Science Career Motivation and Gendered Educational and Occupational Trajectories Related to Science' by Mr. Wong Kwan Yin, our Biology teacher
- A workshop on 'Counselling Skills for Students who Abuse Drugs' by Hong Kong Sheng Kung Hui Welfare Council
- A workshop on 'Where We Are & Our Way Forward – Preparation for the new School Development Plan'
- A workshop on Gifted Education by Mr. Patrick Lam, Associate Director of The Hong Kong Academy for Gifted Education

Class Organization and Curriculum

We have a total of 32 classes with a total of 1161 students, comprising 487 boys and 674 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	S1 (4 classes) S2-3 (5 classes each)	S4 –6 (5 classes each)	S7 (3 classes)	
Subject			Arts (1 class)	Science (2 classes)
English Language/Use of English	✓	✓	AS	AS
Chin. Lang./Chin. Lang. & Culture	✓	✓	AS	AS
Chinese Literature			A	
Chinese History	✓	✓		
Putonghua	✓			
Mathematics/Maths. & Statistics	✓	✓	AS	AS
Pure Mathematics				A
History	✓	✓	A/AS	
Geography	✓	✓	A	
Economics		✓	A	A
Liberal Studies	✓	✓	AS	AS
Science	✓			
Combined Science (Bio. & Chem.)		✓		
Physics		✓		A
Chemistry		✓		A
Biology		✓		A
Computer Literacy / Information & Communication Technology	✓	✓		

BAFS		✓		
Religious Studies (Christianity)	✓	✓	✓	✓
Aesthetic Education		✓		
Visual Arts	✓			
Music	✓	✓		
Home Economics	✓			
Design and Technology	✓			
Physical Education	✓	✓	✓	✓

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.

School Facilities

Standard Classrooms	31	Discipline Room	1
Assembly Hall	1	Prefect Room	1
Covered Playground	1	Pastoral Room	1
Basketball Courts	2	Library	1
Science Laboratories	4	Chapel	1
Computer Rooms	2	Student Activity Centre	1
Art Room	1	Technology Learning Centre	1
Home Economics Room	1	Multimedia Learning Centre	1
Student Union Room	1	Self-access Learning Centre	1
Music Room	1	Multi-function Centre	1
Counselling Room	1	Dance Studio	1

Religious Activities

Our religious education and evangelistic work were organized by the Panel Head of the Religious Studies Department, Miss Kwong Siu Kuen, the Evangelical and Religious Affairs Committee and all Christian teachers. Sheng Kung Hui the Church of Our Saviour has given our school ardent support by arranging the ministers, Mr. Wong Kam Tin and Mr. Tsang Pui Chiu, to help us organize and host assembly talks, Christian fellowship gatherings, religious morning broadcasts, S.7 prayer meetings and morning gatherings that have nurtured our students' spiritual growth.

Assemblies were organized every cycle. Christian teachers led the hymn singing, prayer and spiritual sharing. There were four religious talks and three guest speakers: Mr. Wong Kam Tin, Mr. Percy Wong and Miss Cheng Yan Yan were invited to share Christian messages with our students. The Rev. Lee Kwok Kuen, Vicar of Hong Kong Sheng Kung Hui Church of the Good Shepherd, gave a sermon at the Christmas Service, while The Rev. Ng Tat Wai, Curate of Sheng Kung Hui St. Matthias' Church, was invited to speak for the Easter Service. Miss Fung Hoi Ping was invited to share her testimony at the Evangelical meeting.

There were nineteen regular meetings of the Christian Fellowship this year. Twenty-eight committee members were involved in organizing activities, such as an evangelical meeting for students and the S.1 Gospel camp. The members were committed, receiving favorable responses from other students in the Fellowship. Also, the Boys' Brigade with about fifty enthusiastic members conducted activities such as skills training, Bible study, training camp and services.

Moral & Civic Education

The Moral and Civic Education Committee, headed by Miss Ma Hau Ping and Mr. Wong Man Wai, aimed at the promotion of value education, civic education as well as national education.

To promote the theme of "Respect and Protect our Environment" and to enhance the environmental consciousness in our school, the Committee initiated a photography competition. Photographer Mr. Ho Chi Keung was invited to be the guest speaker to talk about photo-taking as well as be our judge for the competition. Students took beautiful pictures of the scenery in Tai Po and learnt to admire and protect our environment. In addition, "Family Letters" on the Day 1 Morning Talks were produced for the whole school and a talk by the officer from the Green Sense was held for S4 students to encourage our students to become environmental-friendly members in the community. The Committee was also concerned about the moral development of our students. Lesson plans on "Integrity", "Respect Others", "Ideal Life", "Work Ethics" etc. were conducted in the senior form periods to develop our students' positive values and attitudes as well as their ability for moral judgement.

Under the program of MST Voluntary Service Team, each of the S.4 & S.5 classes received training on voluntary work by social workers. They also planned and implemented services for different groups of needy people in the community. Students gained valuable experience from serving others. Students' social concerns were also directed to the Chief Executive Election as well as to underprivileged groups. A mock Chief Executive Election was held in the school and students participated actively in the poll. They learned to reflect on their political awareness and civic participation when the polling results in the school and community were compared and discussed in a morning programme. In addition, students joined two workshops in the Oxfam Hong Kong's Interactive Education Centre to explore and reflect on the local and global poverty issues.

A national education assembly was held in October for a thought-provoking sharing on the conservation of Chinese Culture and Heritage. Teachers and students who joined the study trip to the World Heritage Site - Fujian Tulou, shared their views on the ways to protect, conserve and revitalise our historical and heritage sites and buildings. A talk on the traditional Chinese Opera by Ms Michelle Yip was also held for S.5 students. Students' horizons were widened and they learned to appreciate the different versions of Chinese opera.

Students' Personal Growth

Our school has exerted great effort in the cultivation of students' personal growth and the holistic development of our students.

The Personal Growth Profile Scheme was implemented from S.1 to S.7. Students set targets and plans for their development in all aspects of moral, academic and extra-curricular activities. Their achievements and self-evaluation were recorded in their personal profile, the "I-File". This year, students reflected on their study goals and their action plans for learning.

The "P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme" was also implemented from S.1 to S.3 in 2010-11. The term 'P.A.T.H.S.' denotes Positive Adolescent Training through Holistic Social Programmes. There were two tiers of this programme. In tier I, all the form teachers conducted the positive youth development programme developed by the Research Team of "P.A.T.H.S." in the form teacher periods. In tier II, the social workers of the Hong Kong Children and Youth Services organized experiential learning programmes on resilience and leadership training, such as adventure-based training activities, and volunteer services for our S.1 to S.3 students. The project was completed with satisfactory results.

Students' 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, Wong Tsz Fung and Wun Tsz Sum. Training of prefects was one of the Committee's most important tasks. New prefects undertook a three-week training period and a 2-day training camp which was conducted in late September.

Besides teaching S.1 students school rules at the Orientation Programme, the Committee also organized a number of activities to cultivate and strengthen S.1 and students of other forms proper conduct and behaviour. Three 15-Minute Morning Broadcasts were conducted by the Discipline teachers and school prefects to share the importance of self-discipline and learning. A guest speaker from Cheer Lutheran Centre was invited to give talks on "Preventing Drug Abuse". The Committee also worked closely with form teachers, counselling teachers and our social workers on how to promote positive behaviour and handle students' problems proactively.

Career Guidance

The Careers Guidance Committee led by Mr. Pang Ying Yeung and supported by its members, helped students to solve problems with further studies and career development.

Working together with the Academic Committee, the Careers Guidance Committee gave talks to S.3 students and parents on choosing elective subjects in S.4. To meet the needs of the implementation of the NSS curriculum, talks related to careers planning and various courses offered by tertiary institutions were arranged for S.4 and S.5 students in their Life Wide Learning lessons. Guidance and support was provided for S.6 and S.7 students on the choice of programmes under the Joint University Programmes Admissions System (JUPAS) and other further studies opportunities.

To widen students' horizons, we joined the Business-School Partnership Programme (BSPP) and visited Beauty Tech Institute Limited. We also arranged for students to visit Youth Employment Start (Y.E.S.) of the Labour Department, and participated in the 'Mr Work' workshop. In order to provide students with opportunities to explore the career world, we nominated students to join the careers program organized by ARCH Community Outreach, and the Summer Work Experience Scheme organized by HKACMGM.

Counselling & Guidance

Headed by Mr. Wong Ting Hong and Miss Lau Cheuk Yee, the Counselling and Guidance Committee worked closely with the school social workers, Mr. Patrick Li and Miss Susanna Chui to

organize programmes for students and parents. The Committee carried out workshops and activities like the Peer Mentoring Scheme, which aimed at promoting students' personal growth and holistic development. To help students establish positive learning attitudes, various activities including two morning broadcasts and three sessions in S.4 and S.5 Life-wide Learning lessons were organized. This year, in order to help S.6 students prepare for the release of HKDSE results, a series of activities like sharing sessions and sending greeting cards with supportive messages to S.6 students were arranged.

Much effort was also put into the counselling of students. The Committee worked closely with 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 talks and workshops on adaptation to secondary education for S.1 parents. For S.5 and S.6 parents, workshops and sharing sessions on how to support their children and prepare for the release of HKDSE results were arranged.

Extra-curricular activities

The Extra-curricular Activities Committee headed by Miss Esther Chan aimed to promote and coordinate a diversity of student activities. Through participation in various activities, students not only acquired different skills and grew intellectually, they also developed self-discipline and a sense of responsibility, and hence, their leadership potential.

There were a total of 37 clubs and societies grouped under categories including academic activities, sports, interests, religious activities and social services. All S.1-5 students were required to complete at least one activity.

Developing student leadership was one of the Committee's important goals. Three workshops on leadership were organized for all S.4 and S.5 students respectively during the Life Wide Learning periods. They not only grasped a better understanding of leadership but were also offered an opportunity to reflect on their own leadership potential. Moreover, a half-day leadership programme was organized for all S.2 students in the post-exam period to better equip them before they took up their different posts in S.3.

Students were entrusted with leading roles and responsibilities in organizing different student activities and providing services in school. A leadership training camp was jointly organized with the Young Men's Christian Association of Hong Kong for about 80 student leaders from different ECA clubs and societies and the Student Union. Our students also were also nominated to attend a great variety of leadership training programmes offered by outside agencies.

Our students were indeed well-rounded and versatile. They outperformed students from

other schools in various outstanding ways in student elections, competitions in dance, music, sports, visual arts and academic events. Details of their achievements can be found on p. 31 - p. 56 of this booklet.

Student Union

Under the guidance of the Chief Advisor Mr. Kwong Pak Ho, the executive committee of the Student Union carried out various activities. There was one nomination for the Executive Committee of the Student Union. "Vista", led by 5C Chan Lok Ki who won the election. Other activities included ball games, a Quiz Competition, a Music Contest, a Paper Fashion Design Competition, a Christmas Classroom Decoration Competition, the Principal-Student Interflow, Special Dress Day, S.1 Tutorial Class and the publication of the Student Union Post.

Our Student Union was also elected as the Core Member of the Tai Po Joint Schools Student Association, which organized the 2012 Inter-School Music Contest.

Parent-Teacher Association

The 17th Annual General Meeting of the Parent-Teacher Association was held on 8th October 2011. Mr. Kong Cheung Fat was elected as Chairman of the Association. Activities organized by the Association included talks to S.1 parents on adaptation to secondary education, to S.3 parents on the choice of S.4 subjects and to all parents on 'Parental Strategies in dealing with parent-child conflicts'. Other activities organized included a Christmas party, an excursion, two workshops on parenting, the parent-teacher relay on the Sports Day and a Principal-Parent Interflow. All the activities were highly successful and attracted a large number of parents. The Association also published two issues of the Parent-Teacher Association Newsletter and sponsored student scholarships and activity grants to the school.

Performance of Students in Public Examinations

Hong Kong Advanced Level Examination 2012

Number of students sat for the HKAL Examination : 95

Percentage of students reached the minimum requirements* for local degree course : 92.6%

Total number of distinctions and credits : 207

Students with outstanding results:	7C	Tsang Ling Yin	(3A 2B)
	7B	Ho Chun To	(3A 2C)
	7A	Ng Pui Yan	(3A 1C)
	7B	Cheung Tsz Fung	(2A 2B 1C)
	7C	Chan Tak Wah Jacky	(2A 2B 1C)
	7B	Chan Ho Yeung	(2A 1B 2C)

7B	Wong Ka Nam	(2A 1B 2C)
7C	Tse Yan Ki	(2A 1B 2C)
7A	Cheng Hon To	(2A 2C)
7B	Chau Chi Fai	(2A 1C)

** Minimum requirements for local degree course: Passes in Use of English, Chinese Language and Culture & 2 AL subjects or Passes in Use of English, Chinese language and Culture, 1 AL subject & 2 ASL subjects*

Hong Kong Diploma of Secondary Education Examination 2012

Number of students sat for the HKDSE Examination : 182

Percentage of students reached the minimum requirements* for local degree course : 85.7%

Total number of Levels 5**, 5* and 5 : 359

Students with outstanding results:	6A	Tsang Po Man	(Four 5** & Three 5*)
	6A	Chan Lok Hei	(Three 5** & Four 5*)
	6A	Wan Ho Ching	(Three 5** & Two 5*)
	6A	Kwok Siu Leung	(Two 5** & Four 5*)
	6A	Fok Ellie Hei Wai	(Two 5** & Four 5*)
	6A	Lee Man Huen Isis	(Two 5** & Four 5*)
	6D	Yip Wa Hei	(Two 5** & Three 5*)
	6A	Lau Ching Man Jane	(Five 5*)

** Minimum requirements for local degree course: Level 3 or above in English Language and Chinese Language and Level 2 or above in Mathematics and Liberal Studies.*

S7 students pathways statistics

Government-funded degree programs:

The Chinese University of Hong Kong	21
The University of Hong Kong	14
The Hong Kong Polytechnic University	14
City University of Hong Kong	5
The Hong Kong University of Science and Technology	3
Hong Kong Baptist University	3
Lingnan University	1
Hong Kong Institute of Education	1

Government-funded sub-degree programs:

The Hong Kong Polytechnic University	6
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Self-funded degree programs:

Hang Seng Management College	6
Hong Kong Shue Yan University	3
Chu Hai College of Higher Education	1
Open University of Hong Kong	1
Tung Wah College	1

Self-funded sub-degree programs:

Hong Kong Community College	6
Community College of City University	3
Hong Kong Institute of Education	2
Academy of Film, Hong Kong Baptist University	1
Hong Kong Institute of Vocational Education	1
HKU SPACE Community College	1

Overseas study 3

Working 2

S6 students pathways statistics

Government-funded degree programs:

The Chinese University of Hong Kong	25
The Hong Kong Polytechnic University	18
The Hong Kong University of Science and Technology	13
Hong Kong Baptist University	13
City University of Hong Kong	10
The University of Hong Kong	9
Hong Kong Institute of Education	6
Lingnan University	5

Government-funded sub-degree programs:

The Hong Kong Polytechnic University	5
City University of Hong Kong	1
Hong Kong Institute of Education	1

Self-funded degree programs:

Hang Seng Management College	8
Technological and Higher Education Institute of Hong Kong	3
Open University of Hong Kong	2
Caritas Institute of Higher Education	1
Centennial College	1

Chu Hai College of Higher Education	1
Hong Kong Institute of Education	1
Tung Wah College	1
Self-funded sub-degree programs:	
HKU SPACE Community College	17
Community College of City University	6
Hong Kong Community College	5
Academy of Film, Hong Kong Baptist University	3
College of International Education, Hong Kong Baptist University	2
HKU SPACE Po Leung Kuk Community College	2
Hong Kong Institute of Education	2
Hong Kong Institute of Hotel Management	2
School of Continuing and Professional Studies, the Chinese University of Hong Kong	1
Hong Kong College of Technology	1
Hong Kong Institute of Vocational Education	1
Overseas study	14
Other study pathways	2
Working	2

Achievements of the Year

1. Successful implementation of the first cycle of the New Senior Secondary (NSS) Curriculum

With the continuous and tireless efforts of teachers, we moved steadily into the third year of the new academic structure. We continued to provide our students with a well-balanced curriculum, opportunities to experience a variety of Life-wide Learning lessons and a supportive school environment to strive for success. Great efforts were also exerted by both students and teachers to prepare for the first Hong Kong Diploma of Education Examination and this paid off with gratifying results being obtained by students in the Hong Kong Diploma of Education Examination.

2. Strengthening students' learning initiative and desire to learn

Concerted efforts by departments and committees continued to lead our students through different programmes to explore their own interests, weaknesses and strengths and to become masters of their own studying destiny. Orientation programmes and strengthened career guidance provided students with clearer pictures of their own potential, directing them to recognize their learning needs, their future pathways and the preparation needed to reach

their learning and career goals.

3. Improving learning initiative through “Reading to Learn”

Cultivating students’ interest in reading remained a priority in our school. Subject departments, library, teams and interest groups joined hands to organize various programmes to promote wider and general reading among students. Talks by guest speakers, fellow teachers and students during assemblies, 15-minute morning programmes and lunch time book sharings and appreciation sessions provided ample opportunities to inspire students for more active and reflective reading.

4. Enhancing teaching and learning effectiveness

Teachers’ participation in various professional development programmes and workshops both inside and outside school grew steadily to meet the increasing demand for all kinds of educational endeavours and challenges, such as the junior and senior secondary interface issue, learner diversity, etc. Our students continued to benefit from teachers’ experiments with classroom knowledge and new teaching techniques they acquired in these programmes which resulted in positive impacts on students’ learning. Peer lesson observation, collaborative lesson planning and cross-departmental sharing, constantly inspired teachers to share good practices and adopt appropriate measures in the classroom.

Appreciation

I would like to thank our Council members, parents, alumni and friends for their advice and support throughout the year. Special thanks are given to the Rev. Louis Tsui, our Council Chairman and Mr. Michael Lai, our Supervisor, for their unfailing care and trust.

With grace from the Lord, our school is bestowed with many devoted, competent and caring staff whose dedication and professionalism have been providing our students with a quality education and wonderful learning experience throughout the year. We take pride in our school and we shall continue to offer the best opportunities for our students to strive for excellence. With our Lord’s unceasing love and guiding light, together we are making great strides in nurturing our students to become excellent students academically and responsible citizens with vision.

Evaluation Report on Major Concerns 2011-12

Major Concern 1: To develop students' independence in learning

Intended outcome (1): Students master their study skills, which are basics for learning independently and effectively

(a) To strengthen study skills to consolidate students' learning ability
● To further develop pre-lesson preparation and note-taking skills
Achievements <ul style="list-style-type: none">- Basing on last year's satisfactory progress in this area, the target had been largely fulfilled with the following observation by subject departments:<ol style="list-style-type: none">(1) In varying degrees and subjects, over 70% and in some subjects and some classes even reaching over 90% of students had prepared lessons in advance and took notes during lessons.(2) Teachers had spent more time and in general had habitually asked students pre-lesson questions at the beginning of lessons to check the effectiveness of students' preparation.(3) Teachers had also continued to assign specific tasks to guarantee students' establishing this habit and help students to further consolidate by employing various methods such as requiring students to have their own notebook, using blackboard teaching more frequently, read the experimental manuals before laboratory lessons, etc., and designing notes and exercises specifically to facilitate pre-lesson preparation and note taking.
Reflection <ul style="list-style-type: none">- While most students took the initiative to prepare lessons and take notes, and have improved over their previous performance, there is still room for improvement. With the ever widening learner diversity, continuous effort is needed for all students to realize the importance.- While having the readiness and habits to take notes, students should be continued to train to take notes efficiently, both in pace and in content.- Teachers' proactive role could help a great deal in inducing students to form self-learning habits.
● To help students put into practice the self-management skills
Achievements: <ul style="list-style-type: none">- Target of organizing morning programmes, assemblies, form periods focusing on helping students to strengthen their self-management skills as regards learning had been achieved. All the responsible committees (Academic Committee, Counselling and Guidance Committee, Moral & Civic Education Committee and Discipline Committee) were able to organize the designated number of activities to share with students how a strong self-management skill could help them learn more effectively.- Other activities also helped students to realize the importance of setting their own learning goal and schedule<ol style="list-style-type: none">(1) Measures implemented by Discipline Committee started last year to train students to self-manage their learning attitude and behavior in classroom were continued this year with improved result. With a few exceptions, students now were ready with things for lessons as soon as the preparation bells sounded. Majority of floating classes could now reach the classrooms most of the time within three minutes when the preparation bell had sounded.(2) Teacher-in-charge of I-File and SLP coordinator had observed that most students had set their own learning goals, their schedule of learning and reflection in I-Files

or SLP. Most students had also kept records of achievements in ECA, service and other learning experiences in I-Files or SLP.

- (3) Some subjects continued to require students to take up self-reading scheme or required students to keep a personal file to keep a systematic record of all their works so that they could manage their own progress.

Reflection

- Feedback from students as regards Morning Programmes talks / broadcast, assemblies and other activities were mostly positive. They particularly welcomed sharing by teachers about their own personal learning experience and strategies that helped them succeed.
- Continued effort needed to train students to sustain and be persistent as regards having initiative and self-managed learning.
- Some students still needed more strengthening in time-management.

(b) To further develop students' generic skills in subjects, such as collaboration, communication, critical thinking skills and creativity

● Progressively infuse generic skills in teaching

Achievement

- Most subject departments had achieved the goal of infusing various generic skills (collaboration / communication / critical thinking / creativity) into their teaching with designing different appropriate projects, IES (in L.S.) and task-based activities.
- Students were observed to improve gradually and be able to acquire and make use of the skills in their daily learning activities.
 - (1) Small group discussions had been conducted in many classrooms, which helped junior form students to get familiarized with both the internal and external speaking examination format, and senior form students to enhance their public examination results.
 - (2) Through discussion in small groups and oral presentation of their completed reports, their communication skills improved and their confidence heightened. Some departments had been experimenting new integrated project, e.g. the TE-KLA project had been implemented with satisfactory result.
 - (3) Student performance as regards coordination, communication and critical thinking ability in group tasks, oral presentation, skill-based worksheets, video-clips making projects, case study and classroom display board competitions were observed by many subject departments to be satisfactory.
 - (4) Some departments also suggested the training junior form students received through engaging in project-based targets paved a smoother transition to the senior forms.
- Students' feedback collected by some subjects also reflected that most students agreed or strongly agreed that these project-based tasks helped them in their learning and cooperation with their classmates.

Reflection

- Further strengthening in this area is desirable.

● Encourage and arrange teachers' participation in training seminars

Achievement

- The strategy had been partly implemented with subject teachers of several departments having attended seminars and workshops on generic skills relevant to the curriculum.

Intended Outcome (2): Students take initiative in learning and developing their own interest and desire to learn

(a) To improve learning initiative through “Reading to Learn”
<ul style="list-style-type: none"> ● To organize book exhibitions to expose students to a variety of texts
<p>Achievement</p> <ul style="list-style-type: none"> - The strategies were implemented with the following activities by concerned subjects: <ol style="list-style-type: none"> (1) Book exhibitions, on English and Chinese books respectively had been organized by the Library during the Book Festival in May. (2) English Department had organized a book exhibition on the EEDay. (3) Chinese department had also organized a mini book exhibition in April 2012. Selected works of students on books introduction and reviews were displayed. This had become a valued-tradition of the Chinese department and was well-received among students.
<ul style="list-style-type: none"> ● To present Reading Awards to further promote wider and general reading
<p>Achievement</p> <ul style="list-style-type: none"> - The Reading Award Scheme – Reading Top Ten was still being processed by the library. - Both Chinese Department and English Department had organized their own subject-based Reading Award programme where students set their own reading goal to achieve. The number of students that obtained the gold, silver and bronze awards of the Chinese Department surpassed those of last year’s. - English teachers had observed an increase in participation rates of self-access on-line learning programmes (English Builder and TV news)
<ul style="list-style-type: none"> ● To issue an update list of new library books and organize new book display to inform students monthly
<p>Achievement</p> <ul style="list-style-type: none"> - This strategy had been implemented Ten new book lists had been released monthly by the Library and posted in Excel format to both students and teachers. - Five new book displays were organized by the Library. - A number of departments had also compiled extensive reading list for students and assigned reading tasks. Almost all had completed the tasks and the targets.
<ul style="list-style-type: none"> ● To hold talks / book sharing activities to cultivate students’ interest in reading
<p>Achievement</p> <ul style="list-style-type: none"> - This strategy had been implemented <ol style="list-style-type: none"> (1) A series of activities had been held by the Library including two 15-minute Morning Programme Day 1 talks, one Day 6 morning broadcast and two sessions of LWL lessons for S.4 and S.5 respectively to cultivate students’ interest in reading. (2) Book sharing sessions had been conducted throughout the school year hosted by the Chinese department, English Department and the Reading Club respectively. Both teachers and students shared their views on reading during lunch hours at these sessions. (3) Annual Book Festival was held from 27 April to 7 May
<ul style="list-style-type: none"> ● To encourage students to participate in school-based and external reading programmes / competitions

<p>Achievement</p> <ul style="list-style-type: none"> - School-based and external reading programmes and competitions are introduced to S.1 students in the Library orientation - Students recorded their participation in the Reading Award Scheme
<p>(b) To instill in students a better understanding of their own strengths and weaknesses so that they can design plans and strategies to meet their own learning needs.</p>
<ul style="list-style-type: none"> ● I-files are made use of to help junior form students to better understand themselves as regards their learning needs
<p>Achievement</p> <ul style="list-style-type: none"> - Requiring students to compile I-Files continued to serve as a guidance and encouragement for students to strike a balance between academic pursuit and activities participation, as well as adopting a proper moral attitude and behavior. Most classes in S.1 – 5 nominated 3 students for all-round achievements.
<ul style="list-style-type: none"> ● Orientation programmes are conducted for S.1 and S.4 students
<p>Achievement</p> <ul style="list-style-type: none"> - This strategy had been fully implemented with the following orientation programmes conducted by different committees concerned: <ol style="list-style-type: none"> (1) Academic Committee and Counselling Committee continued to jointly conduct orientation programmes for S.4 and S.5 students during the LWL lessons. Feedback from students as recorded on their LWL logbooks was positive. (2) A Life Education Training Day Camp was also organized for S.1 students by the Counselling Committee, Discipline Committee, MCE Committee, ECA Committee and social workers with positive participation. (3) Peer Mentor Scheme took care of S.1 students and their adaptation to the new school life while providing opportunities for S.3 – S.5 peer mentors to discover their own potentials and leadership ability. Most mentors had built peer bonding through lunch gathering and other activities with S.1 students. (4) Same as previous years, Academic Committee organized a series of S.4 LWL periods during which students learned to set their learning goals, design their plans and strategies to achieve their goals. Students were also provided the chance learn to revise their plan after the First Term Exam. Students also learned to face success and failure of their learning.
<p>(c) To provide a supportive school environment and a positive and appreciative atmosphere to encourage students to strive for self-betterment.</p>
<ul style="list-style-type: none"> ● To help students to internalize what they learnt from good models and reach for higher goals

Achievement

- This strategy had been fully implemented and the targets met with the following activities:
 - (1) Talks given by Principal at Morning Programme Day 1 Talk and by Vice Principal Mr. PK Wan to students in both the junior and senior assemblies hosted by Academic Committee encouraged students to strive for betterment in daily life.
 - (2) ECA Committee had also organized four 15-minute Morning Programme talks where students shared what they had achieved in terms of learning and personal growth when participating in ECA. Feedback from both teachers and students were positive. Three LWL lessons in S.4 and two LWL lessons in S.5 were devoted to students' leadership training.
 - (3) A number of subject departments had also helped to organize students' participation in outside competitions to broaden their horizons which had in turn helped them to achieve higher goals.

Reflection

- Response from students to these activities was positive and some had indicated their wish for more of this kind to be held.

● Students' academic achievements are shared and displayed through prize presentation assembly and school webpage

Achievement

- Students' academic achievements were also shared and displayed through prize presentation assembly, the school webpage as well as on board display.
- Students achievements in other areas such as in Music, performing arts and visual arts are also recorded in their personal profiles and displayed in class sharing or other suitable occasions.

Major Concern 2: To enhance teaching effectiveness

Intended Outcome (1): Teachers improve in pedagogy and classroom teaching strategies

(a) To adopt appropriate approaches to facilitate quality interactions and students' participation in class

● A seminar / workshop of different approaches to facilitate quality interaction is conducted and over 70% of teachers find that useful

Achievement

- The Academic Committee had invited the Chinese Department to share ideas on classroom interaction at the August 2012 Staff Meeting. (to be implemented)

● Peer lesson observation with sharp focus on class interaction are conducted by subject departments

Achievement

- This strategy had been implemented
 - (1) Most subject departments had completed lesson observations within department. Some departments had conducted peer observations with each teacher being observed and having observed others.
 - (2) Some departments had invited peers both within and across departments to observe lessons.
 - (3) Most departments had made use of the focus lesson observation form designed by the Academic Committee

Reflection <ul style="list-style-type: none"> - In general peer observation had become a common practice annually and valued by most teachers as good opportunity to enhance the quality of teaching, enabling teachers to exchange ideas of teaching experiences and teaching techniques, and foster understanding of the syllabus and teaching activities of different forms.
(b) To foster a better understanding and develop appropriate strategies to address learners' diversity
● To enhance teachers' understanding of learners' diversity
Achievement <ul style="list-style-type: none"> - The strategies were implemented successfully with targets met <ol style="list-style-type: none"> (1) The Academic Committee had organized a workshop on identification of gifted students / high achievers conducted by the Associate Director of the Hong Kong Academy for Gifted Education was held on 8 June School Development Day (2) Teachers of almost all departments frequently attended seminars, workshops and training courses organized by EDB on learners' diversity as revealed by the CPD records (and Annual Report – to be confirmed). Two teachers had also completed the 90-hour "Advanced Courses on Catering for Diverse Learning Needs" held by EDB. (3) Some teachers had also shared knowledge they had acquired from these seminars and workshops with colleagues of their departments (4) Academic Committee had completed an analysis on students' performance in S.1 – 3, and the data had given teachers better understanding of the distribution of learner diversity in school. Some departments reflected that they had made use of the data to identify classes with greater learner diversity and adopt different strategies to cater for the challenge.
● To formulate policies in curriculum planning, teaching and assessment methods by Academic Committee
Achievement <ul style="list-style-type: none"> - Department Heads agreed to the policies in curriculum, teaching and assessment methods formulated by the Academic Committee <ol style="list-style-type: none"> (1) Continuous reviews had been conducted on curriculum to update teaching and assessment policies and the department manuals. (2) Small groups and split classes had been implemented. (3) A number of measures had been adopted by various subject departments to cater for learners' diversity including some departments implementing spiral curriculum, others tailor-making worksheets to set more challenging content for high achievers, or arranging re-dictation or re-sitting for tests for lower achievers, as well as setting exam papers that could accommodate students of all levels. (4) Some subjects had also taken consideration for learners' diversity when grouping students in class discussion activities.
● To encourage teachers to participate in the courses about developing appropriate strategies to address learners' diversity, such as Jigsaw, SEN, etc. offered by EDB and tertiary institutions
Achievement <ul style="list-style-type: none"> - This strategy was implemented and target met with two teachers attending courses on Special Education Need (SEN).
(c) To improve teachers' questioning techniques in classroom teaching to provoke higher order thinking and critical thinking among students
● Teachers include questions demanding higher order thinking in classroom teaching

Achievement <ul style="list-style-type: none"> - This strategy was implemented with some departments reported that higher order thinking questions were asked more frequently in elite classes where students showed more obvious interest in thinking about such questions.
<ul style="list-style-type: none"> ● Peer observations with sharp focus on questioning techniques are conducted by subject departments
Achievement <ul style="list-style-type: none"> - This strategy had been implemented with peer observation had conducted by almost all departments and most made use of the lesson observation form prepared by the Academic Committee

Intended Outcome (2): Teachers' professional growth will be enhanced with improved teamwork and synergy

(a) To promote lesson study / collaborative lesson planning to improve the quality of lessons
<ul style="list-style-type: none"> ● A department is invited to share the rationale and implementation process of the collaborative lesson planning
Achievement <ul style="list-style-type: none"> - The Academic Committee had invited the Chinese Department to share the rationale and implementation process of the collaborative lesson planning at the August 2012 Staff Meeting. (to be implemented)
<ul style="list-style-type: none"> ● Knowledge acquired in seminars / workshops on learners' diversity is put into practice
Achievement <ul style="list-style-type: none"> - This strategy had been implemented with success <ol style="list-style-type: none"> (1) Most subject departments had been making use of TCLT sessions and other time to conduct lesson study and collaborative lesson planning. Some continued to meet regularly in common periods to report progress, to discuss uprising matters and to share teaching tips. (2) Inter-departmental meetings to discuss matters on common topics had also taken place among several subjects.
Reflection <ul style="list-style-type: none"> - Sparing more time on collaborative lesson planning on NSSC topics continued to be on demand from teachers.
(b) To encourage sharing of good teaching practices among subject departments and with those from other schools
<ul style="list-style-type: none"> ● Sharing of good teaching practices among subject departments or with those from other schools is conducted
Achievement <ul style="list-style-type: none"> - This strategy had been implemented with some success <ol style="list-style-type: none"> (1) Some departments had visited other schools and some were in the process of planning upcoming events with other school for the sharing of ideas and teaching experiences. Maths Department had organized a meeting with United Christian College, SKH Lui Ming Choi Secondary School (Aberdeen) in March to share experiences on "student centred" lessons in junior forms with participation of all members. (2) Inter-departmental sharing of good teaching practices and making trial use of teaching methods after learning from seminars in some departments had also taken place.

Financial Summary for the year 2011-2012

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	7,956,530.91	
I. Government Funds - OEBG Grant		
(1) (a) General Domain		
Administration Grant	3,728,278.00	3,430,021.35
School and Class Grant	782,865.68	1,313,778.10
Noise Abatement Grant	7,616.00	3,607.00
Air-conditioning Grant for Preparaton Rooms of Laboratories	8,414.00	4,249.31
Lift Maintenance Grant	135,480.00	63,200.00
Consolidated Subject Grants	216,385.95	143,575.60
Enhancement Grant	7,072.00	-
Supplementary Grant for School-based Management	176,366.00	-
Training and Development Grant	7,287.00	1,500.00
Composite Information Technology Grant	397,585.00	245,944.47
Sub-total	5,467,349.63	5,205,875.83
(b) Special Domain		
Capacity Enhancement Grant	498,185.00	403,414.20
Program Fund for Whole-School Approach to Guidance & Discipline	7,639.00	2,546.00
Sub-total	505,824.00	405,960.20
(2) Grants Outside OEBG		
Committee on Home-School Co-operation Project	14,418.00	14,418.00
Composite Furniture and Equipment Grant	506,528.00	491,110.40
School-based After-school Learning & Support Prog.	178,000.00	7,450.00
Cash Grant for School-based After-school Learning and Support Programmes		
Substitute Teacher Grant	84,919.72	44,217.00
Learning Support Grant for Secondary Schools	50,000.00	21,875.00
Diversity Learning Grant - Other Programmes	105,000.00	56,474.00
One-off Grant - Procurement of e-Learning Resources	-	29,000.00
One-off Liberal Studies Curriculum Support Grant	-	201,692.50
Fractional Post Cash Grant	93,178.50	107,793.00

Enhanced Senior Secondary Curriculum Support Grant	1,011,555.00	799,744.75
Extra Senior Secondary Curriculum Support Grant	250,000.00	-
Special Non-recurrent Grants for Enhancement of IT Facilities/Services in Schools		
Others		
Sub-total	2,293,599.22	1,773,774.65
II. School Funds (General Funds)		
Tong Fai	156,890.00	-
Scholarship & Donations	74,200.00	28,878.00
Tuckshop Rental	168,000.00	-
Bank Interest	27,762.55	-
Hire of School Premises	4,551.82	1,634.80
Income from transcript and wastepaper recycling	4,189.50	-
Jockey Club Life-wide Learning Fund	58,320.00	57,553.80
Activities Subsidy	-	26,800.00
Collection of fees for specific purposes (including electricity charges for air-conditioning)	326,890.00	163,784.78
Temp Receipt / Payment	683,603.40	572,016.60
Sub-total	1,504,407.27	850,667.98
Total surplus/(deficit) for 2011/2012 school year		1,534,901.46
Accumulated surplus as at the end of 2011/2012 school year		9,491,432.37

Donations received by school
From 1 September 2011 to 31 August 2012

Date	Sponsoring Body/Donor	Purpose	Amount (HK\$)
14/09/2011	S.K.H. The Church of Our Saviour	Book coupons for Church of Our Saviour Scholarship	3,000.00
19/09/2011	The Archbishop of Hong Kong Sheng Kung Hui (HK Anglican Church)	General	100.00
16/12/2011	SKH Bishop Mok Sau Tseng Sec. School Alumni Association	Alumni Association Scholarship	2,000.00
06/03/2012	Leung May Ho	Subject Award Scholarship	50,000.00
12/06/2012	Mr. Cheng Chi Hong	Excellent Academic Result	2,200.00
4/07/2012	S.K.H. Bishop Mok Sau Tseng Secondary School Parent- Teacher Association	Book coupons for Merit Students	14,000.00
20/07/2012	Professor S W Tam	Tam Nai Fat Memorial Scholarship	3,000.00
Total			74,300.00