

School Report 2007-2008

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 12 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 65 teachers (including the Principal), 1 teaching assistant, 1 Administrative Assistant, 1 Chaplain 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.

Qualifications of Principal and Teachers

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

Teachers' Experience

- 12 have taught for 1-4 years
- 8 have taught for 5-9 years
- 45 have taught for 10 years or above

Teachers' Professional Development

1. Further studies:
 - i. Miss Chow Po Yin obtained the Postgraduate Diploma in Education from The Chinese University of Hong Kong.
 - ii. Mr. Fu Kwok Chung obtained a Master Degree in Research and Professional Studies in Education from University of Bristol, UK.

- iii. Miss Lau Cheuk Yee, Natalie obtained the Postgraduate Diploma in Education from The Chinese University of Hong Kong.
- iv. Mrs. Law Tang Kam Ping completed the Professional Development Course for Teachers Using English as the Medium of Instruction in Secondary Schools offered by The Hong Kong Institute of Education.
- v. Mrs. Tsang Yu Siu Chu obtained Master of Arts in Liberal Studies and Ethics from Hong Kong Baptist University.
- vi. Miss Wong Yi Ching 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.
- vii. Miss Yu Yuen Ching completed the Professional Development Course on Teaching English through Language Arts at Secondary Level 2007/2008 offered by 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 Staff Development Day

We organized a number of Staff Development Days. These included a workshop on “School Improvement through Classroom Observation” conducted by Mr. Archie McGlynn, Director of Hong Kong Schools Self-evaluation Network in December 2007, a session to update teachers on the “Progress of 334” as well as another workshop on “How to Handle Common Problems of Students” arranged in June 2008 when Dr. Lee Tak Yan, Professor of Department of Applied Social Studies of City University of Hong Kong shared with us his precious view on the topic.

4. DOLACEE (Development of Language across the Curriculum for English-medium Education) programme

To further enhance teachers’ skills in using English as a medium of instruction, for the second year fifteen teachers teaching EMI subjects participated in the captioned programme organized by the school.

Principal’s Continuous Professional Development

- 1. Structured Learning – Total CPD hours: 90 hours
- 2. Action Learning – Total CPD hours: 15 hours
- 3. Services to Education and Community – Total CPD hours: 10 hours

Class Organization and Student Enrolment

We have a total of 31 classes with the following structure:

Secondary 1-3 : 5 classes in each form

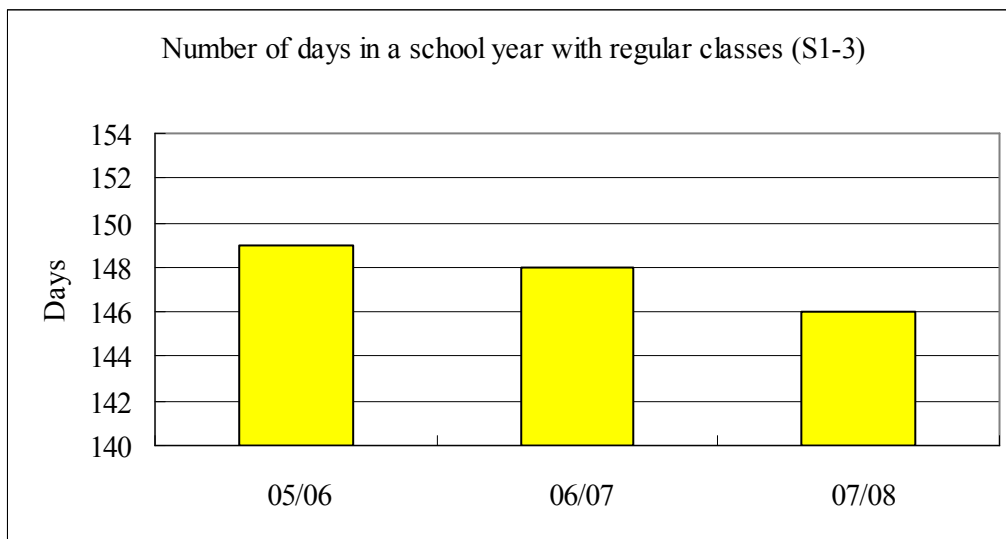
Secondary 4-5 : 5 classes in each form, with 3 in Science Stream and 2 in Arts Stream

Secondary 6-7 : 3 classes in each form, with 2 in Science Stream and 1 in Arts Stream

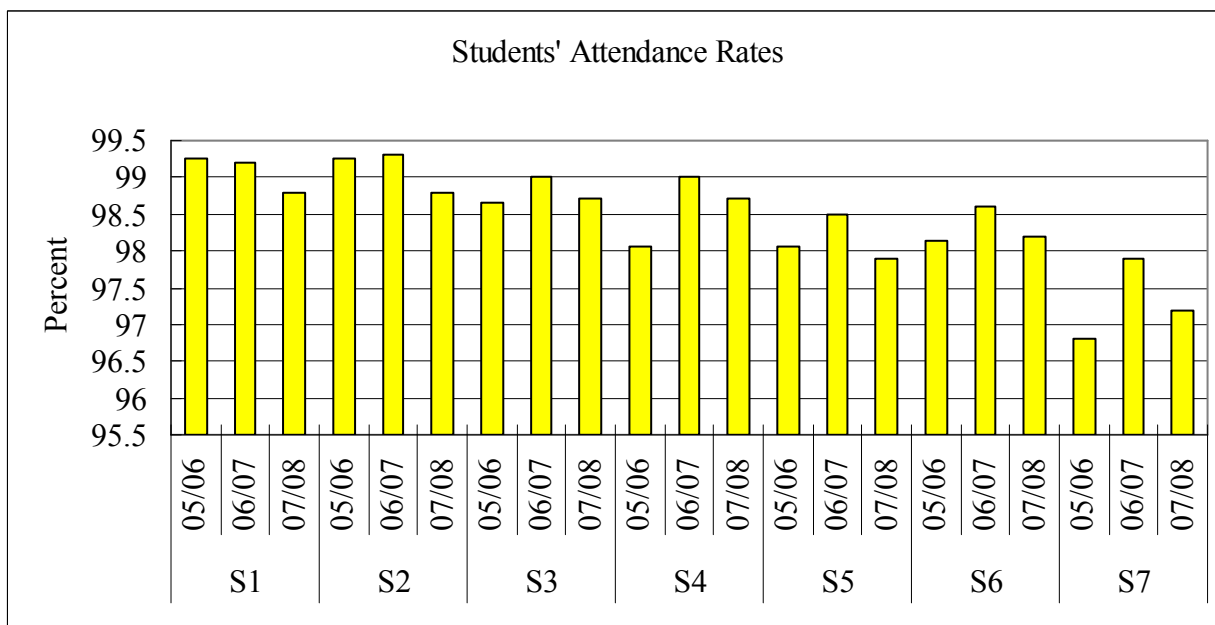
Student enrolment : 520 boys and 652 girls

Total number of students : 1172

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		

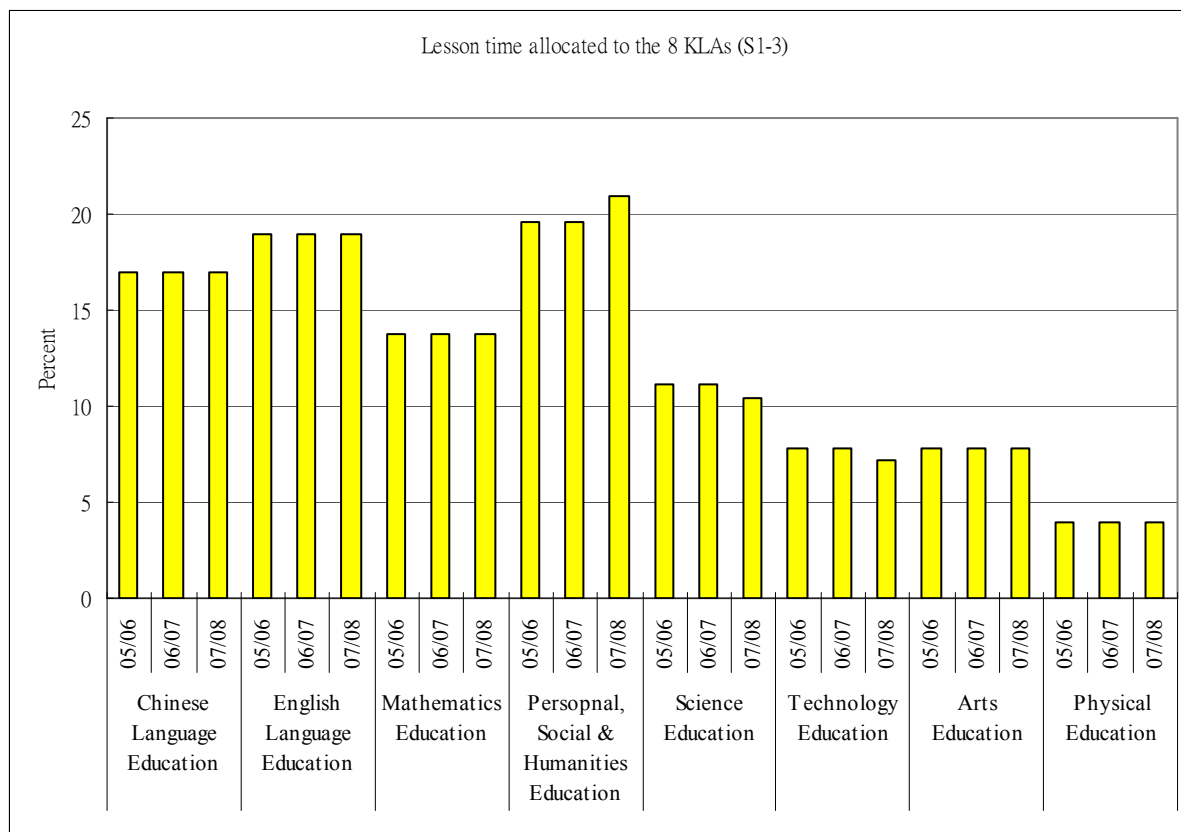
Curriculum

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 learning areas in 28 subjects :

English	Chinese History
Use of English	Liberal Studies
Chinese	History
Chinese Language and Culture	Geography
Chinese Literature	Economics
Mathematics	Civic Education
Additional Mathematics	Putonghua
Pure Mathematics	Computer & Information Technology
Mathematics & Statistics	Computer Literacy
Science	Visual Arts
Physics	Music
Chemistry	Physical Education
Biology	Religious Studies
Home Economics	Design and Technology

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.

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



Religious Activities

Our religious education and evangelistic work is organized by the school Chaplain, Ms. Kwong Siu Kuen with the support from Mr. Daniel Tang Ming Lung, the Chaplain Assistant, the Evangelical and Religious Affairs Committee and all Christian teachers to conduct the following activities

1. Assemblies: Christian teachers led the hymn singing, prayer and spiritual sharing in every cycle.
2. Christian Fellowship: The activities of the Christian Fellowship were organized by Christian teachers and student committee members. There were 21 regular meetings this year, among them there were 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 being the group leaders of the S.1 Gospel Camp.
3. 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.
4. Special Services: Services were held for special occasions. During the Thanksgiving Service in November, Mr. Mo Yun Ming, Administrative Manager of the HIS Foundation shared with us the Christian faith and the work of the Foundation. Ms Wong Pak Hop,

part time lecturer of Hong Kong Baptist Theological Seminary was the guest speaker for the Christmas Service to talk on “A Gift which One Cares” while Ms. Ma Mei Nor, Pastoral Care Minister of Hong Kong Sheng Kung Hui Church of the Good Shepherd gave a talk on “I am the Resurrection, and the Life” at the Easter and S.5 Graduation Service in March.

5. Religious Talks: Mr. Daniel Tang Ming Lung conducted two religious talks in assemblies, namely “Love that Comes Too Late” and “Memory • Love”, which echoed the theme of the major concerns of our school this year.
6. Gospel Week: Various programmes of the Gospel Week were organized to spread the gospel among students. These activities included hymn sharing at lunch time, film shows and Evangelical Meeting.

Personal Growth, Moral & Civic Education

Our school has exerted great effort in the cultivation of students’ personal growth. The Personal Growth Profile Scheme has 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”. To further promote the holistic development of our students, the school joined a four-year project known as '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 07-08. There are 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 such as adventure-based training activities, volunteer services and workshops for part of our S1 to S3 students and parents. The project was completed with satisfactory results.

The Moral and Civic Education Committee, headed by Ms. Ma Hau Ping and Mr. Wong Ting Hong, aims at the promotion of value education, civic education as well as national education. It initiated various programmes for the promotion of the school theme of “Caring for Myself, My Family and Our School”, such as Day 1 Morning Talks - “Family Letters”, a Quotation Design Competition and an assembly talk. Ms Tang Oi Lam was invited to be one of the speakers in the assembly talk and shared with our students her views on students keeping good relationship with parents. The Committee also promoted civic awareness and social concern by organizing different activities. Voluntary work was promoted through the “MST Voluntary Service Team” which was formed by all S4 classes. Each of the classes planned and implemented services for different needy people in the Tai Po community. Besides, two fund-raising activities were organized for the snowstorm relief in Mainland China and for the relief of earthquake in Sichuan, China and the storm in Burma. Furthermore, taking the opportunity of the 2008 Beijing Olympic Games, various educational

activities were conducted to enhance students' national identity. These activities included assemblies with themes related to the Beijing Olympic Games, and an appreciation of the perseverance of athletes as well as school activities held on the day of Olympic Torch Relay in Hong Kong. Our teachers and students have also served as volunteers, performers and spectators in the 2008 Olympic Equestrian Competition.

Discipline, Guidance and Counselling

The Discipline Committee was headed by Mr. Leung Kwong Wai and Mrs. Law Tang Kam Ping. The Committee was supported by other discipline teachers and the two Head Prefects, Lam Ming Cheung and Chung Tsz Shan. 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 mid November. In terms of school discipline, the majority of our students behaved properly and the misconduct of students was not of a serious nature. The Discipline Committee would continue to cooperate with all teachers in promoting positive behaviour, so as to uphold the good standard of student behaviour. In addition, the Committee worked closely with form teachers, counselling teachers and our social workers to handle students' problems. The Committee also worked closely with the Community Relation Officer (Tai Po District) of the Hong Kong Police Force.

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 and the "Do your best" Carnival. In addition, 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.

The Careers Guidance Committee was led by Mrs. Ng Chan Yuk Mui. The Committee provided guidance for S.3 students on choosing subjects in S.4, as well as advice and information for S.5-7 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 were also organized for senior students by exploring external resources e.g. the School-Company Partnership (S4) and the Business-School Partnership Program (S4-S6). The Committee worked together with the

Academic Committee to give 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. The Committee also helped our students to join 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 aims to promote and coordinate a diversity of student activities. Through participation in these activities, not only can students acquire different skills and grow intellectually, they can also develop self-discipline and a sense of responsibility.

There were a total of 39 clubs and societies grouped under 6 categories, including academic activities, sports, interests, religious activities, personal growth and social services. All S.1 students were required to join at least one club or society. The overall participation rate across all forms was over 90%.

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. They were also assigned such leadership positions as prefect and student librarian. Leadership training programmes, including workshops and a 2-day day-camp, were jointly organized by the Committee and our school social worker, Miss Susanna Tsui and her colleagues. Furthermore, our 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. Besides participating in trainings held locally, our students had chances to visit places in the Mainland such as Beijing, Nanjing, Shanghai, Hunan and Guangzhou in the Mainland and overseas destinations like Japan, the Philippines, Cambodia and South Africa for interflow tours. These experiences provided good opportunities for them to broaden their horizon.

It has been another excellent year for our students with impressive performances in the various inter-school competitions. Our Dance Team continued with their highly esteemed accomplishments in the 44th Hong Kong School Dance Festival, clinching 8 Honour Awards and 7 Highly Commended Awards. In addition, they captured the first runner-up of the Group Chinese Dance and Oriental Dance Section as well as the second runner-up in the Western 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 in the Schools Creative Music Showcase with their production 'Harmony'. In the Hong Kong Arts Festival Young Friends' Scheme, our school was chosen to be one of the 6 top excellent performance schools among more than a hundred participating schools.

As for our students' individual accomplishments, Leung Ling Hong (6B) and Chik Yin Yan (6C) were among the 20 recipients of the Fourth Outstanding Student Leadership Award. Yin Yan was also crowned one of the 10 outstanding students in the HKSAR Outstanding

Students Election and one of the recipients of the Hong Kong Summer Youth Interflow Scheme. Tam Ka Hei (6A) was selected as one of the ten Red Cross Youth of the Year recipients for her excellent achievement in the Red Cross Youth Unit. Tse Yat Fung (6B), Chik Yin Yan (6C), Ng Ching Leung (6C), Tin Wai Ho (1B), Wong Chun Man (1C) and Lam Sze Ki(1E) were each presented the Tai Po Outstanding Students Award. 1B Cheung Mun Lau was selected to be one of the members representing Hong Kong to participate in the "The 2nd Cross Strait Four Regions National Hua Luo-geng Cup Mathematics Competition" in Beijing in July this year and he got the First Class Award while ranking 15 in the individual event. 2E Leung Chun Wing claimed Champion in Boys' C Grade in the Hong Kong Inter-school Cycling (BMX) Competition first to fifth round and came third in the Boys' 14-16 Group in the China Youth Cycling Competition Boys' Grade B.

Student Union

There was one nomination for the Executive Committee of the Student Union. "Master", which was led by Lau King Yeung (6B), won the election. Under the guidance of the Chief Advisor, Mr. Leung Tak Ming, the Student Union carried out various activities, including ball games, a Music Contest, the Paper-fashion Competition, a Christmas Classroom Decoration Competition, the Principal-Student Interflow 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 music contest

Parent-Teacher Association

The 13th Annual General Meeting of the Parent-Teacher Association was held on 13 October 2007. Mr. Kong Cheung Fat was elected as Chairman of the Association. The Association organized talks for S.1 and S.3 parents, focusing on adaptation to secondary education and choosing S.4 subjects respectively. Other activities included the Principal-Parent Interflow, talks, two workshops for S.5 parents, a Christmas party, an excursion, a summer computer course and joining in the parent-teacher relay on the Sports Day. All the above mentioned activities were supported by the enthusiastic parental response. In addition, the Association also published two issues of the Parent-Teacher Association Newsletter, sponsored student scholarships and activity grants to the school.

Performance of Students in Public Examinations

Hong Kong Certificate of Education Examination

- No. of candidates : 191
- No. of students obtaining level 2 or above in Chinese and English Languages and a pass or above in three other subjects : 186 (97.4%)

- No. of distinctions and credits : 919(63.1%)

Students with outstanding results:

Chau Lok Kan (9A)
 Lau Chung Yi (8A 1B)
 Tang Chun Yin (7A 1B)
 Chan Yun Tat (7A 1B)
 Ku Wing To (6A 2B)

Hong Kong Advanced Level Examination

- No. of candidates : 88
- No. of students obtaining passes in 2-3 AL subjects, Use of English and Chinese Language & Culture : 86 (97.7%)
- No. of distinctions and credits : 263 (59.8%)

Distribution of students into the various universities

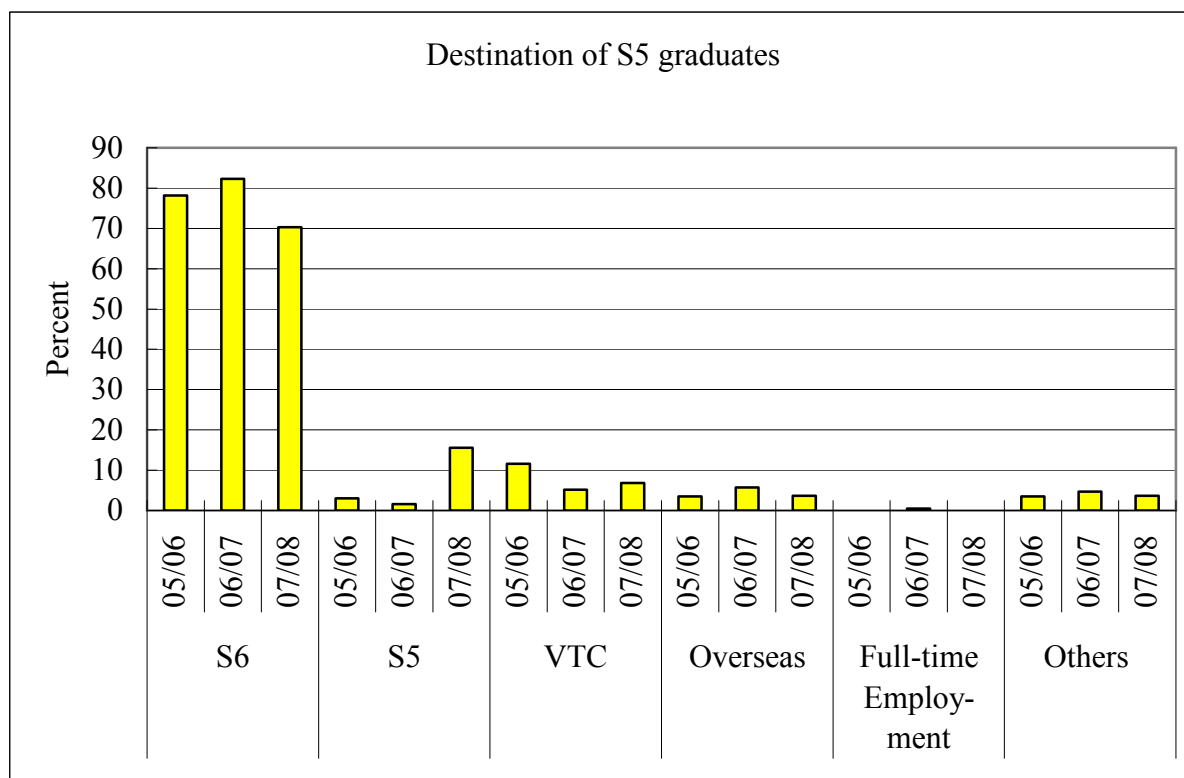
- The University of Hong Kong : 21
- The Chinese University of Hong Kong : 21
- The Hong Kong University of Science and Technology : 7
- The Hong Kong Polytechnic University : 12
- Hong Kong Baptist University : 6
- City University of Hong Kong : 6
- Lingnan University : 1
- Hong Kong Shue Yan University : 1
- Overseas : 2

Early Admission Scheme

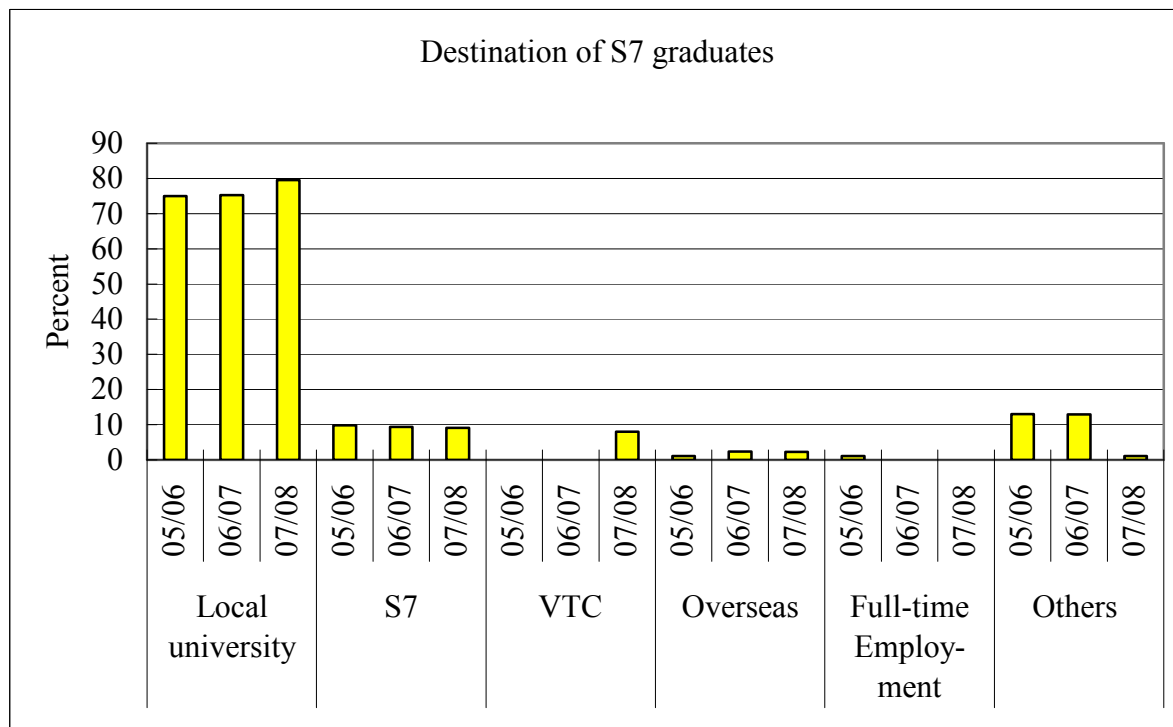
The following students were admitted into universities through the Early Admission Scheme:

Tang Chak Ming (6A) –Governemnt & Law (HKU)
 Lam Ming Cheung (6B) –Medical Studies(CUHK)
 Lee Ka Chun (6B) –BBA(Law)(HKU)
 Lau King Yeung (6B) –Insurance, Financial and Actuarial Analysis(CUHK)
 Li Ka Ho (6B) – Insurance, Financial and Actuarial Analysis(CUHK)
 Chan Ka Ki (6B) – Insurance, Financial and Actuarial Analysis(CUHK)
 Yu Ying Chi(6B) – LLB(HKU)
 Chik Yin Yan(6C) – BBA(Law)(HKU)
 Ng Ching Leung(6C) – Insurance, Financial and Actuarial Analysis(CUHK)

Destination of S5 graduates



Destination of S7 graduates



Achievements of the Year

1. Further Enhancement of the quality of EMI learning and teaching

The endeavours to further improve the language proficiency of students had again resulted

in marked success in various aspects. The school continued to make efforts to provide an authentic and nurturing language environment for our students to develop and polish their language skills both inside and outside schools with the number of activities organized by committees conducted in English significantly rising. Increasing participation in programmes such as the English News Broadcast, drama workshops, performances and the highly popular English Enhancement Day had widely exposed our students to the language through various channels, thus enhancing their appreciation of the English language cultures and stretching their English abilities extensively. For the second year 15 more teachers participated in the programme “Development of Language across the Curriculum for English-medium Education” (DOLACEE). On completion of all the relevant training the overall EMI learning and teaching in our school was further enhanced.

2. Cultivation and strengthening of students’ positive values and proper attitudes

To nurture our remarkable students of today and future leaders of society, various educational and formative programmes and activities were organized by the Moral and Civic Education Committee, Counselling and Guidance Committee and the Religious and Evangelical Affairs Committee. Socially renowned personnel in various fields had been invited to give inspiring talks to both our students and parents to convey the message of “Care for yourself, your family and your school”, to cultivate and strengthen their positive values and proper attitudes. To further encourage students to improve their self-discipline and personal quality, the “Excellent Conduct Award” had been established this year with 138 students receiving the awards.

3. Achieving academic excellence in public examination

With the joint endeavours of our teachers and students to strive for academic excellence, our students continued to perform remarkably in public examinations this year with one student obtaining 9A, another obtaining 8A1B and 13 students attaining 4A or above in the HKCEE. 10 students obtained 2A or above in the HKALE.

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

The preparation for the implementation of the NSS was well on its way with the NSS curriculum in place and the completion of the tentative human resource plan and timetables for the years 2009-12. The conversion of facilities to provide adequate classrooms had also commenced. Seminars had also been conducted for S.1 – 2 students and parents on the proposed NSS curriculum to help them to better understand the curriculum.

5. External School Review

The ESR Team had visited the school in November 2007 following a vigorous self-evaluation process conducted at various levels by the school. We were highly appreciative of and were greatly encouraged by the positive assessment of the ESR Team that acknowledged the efforts of our staff. We were also greatly inspired by the constructive recommendations they made. We would take note of their suggestions, continue to conduct our self-evaluation and build on our school's strengths and weaknesses to further improve the quality of learning and teaching in our school.

Review on major concerns implementation (2007-08)

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:
<ul style="list-style-type: none"> ● Two bridging courses, one in August 2007 and another in February 2008 were organized to help S1 students to adapt to a new EMI learning environment. Students' responses to both courses were favourable. ● Cross-curricular joint projects between the English Department and other subject departments were initiated and developed. All 15 DOLACEE programme participants (06-07), representing 5 different EMI departments set aside a number of lessons for teaching some language components in their 07-08 syllabus. Subsequently, this practice increased collaboration opportunity between the English Department and other subject departments. ● To encourage wide reading, a number of magazines including the Readers' Digest and Time Magazine were purchased for the morning reading in class. Teachers were encouraged to adopt some of the topics discussed in the magazines for the class activities. A magazine hunt game was organized on the English Enhancement Day to further promote use of the magazine and to arouse students' interest in them. ● Several departments had organized small scale book activities related to EMI teaching with the help of the library. The Physics department had successfully put on a board display of the photos and relevant materials of their reading activity during the First Term, while the Mathematics department exhibited a thematic collection of their books in the library in the Second Term.
Reflections
<ul style="list-style-type: none"> ● If resources and manpower were available, a year-round EMI book display conducted by the library as originally proposed should be much more helpful for the promotion of wide reading in English ● With the NSS Curriculum around the corner and all the education reforms going on, the library should take this opportunity to increase its collection of English books across all subjects.
1.2 To provide an authentic and nurturing environment to build students' confidence in the use of English outside classroom
Achievements
<ul style="list-style-type: none"> ● More EMI subjects/committees/societies were encouraged to conduct activities in English. Various activities had been held in this respect such as board design competitions done in English, book sharing session jointly organized by the English Society, the Reading Promotion Team and the English department, etc. There were also an increasing number of assemblies including the Prize Presentation Assembly and Term-end Service, major functions features such as the vote-of-thanks by S5

<p>graduates at Speech Day, and morning talks employing English.</p> <ul style="list-style-type: none"> ● Students were provided with an authentic and nurturing environment to practise speaking skills. A whole new programme called “English Enhancement Day” was introduced to encourage both teachers and students to use English for communication purpose outside classrooms through a variety of games and activities. Students’ response to this function was immensely encouraging and their feedbacks were also loaded with constructive suggestions and advice. The Day 6 multi-media news programme “MST News Broadcast” was another such programme that had continued to develop and thrive. ● Two new activities were introduced this year to cultivate students’ interest in language arts and to enhance appreciation of the English culture: a courts case drama called “Yes. Your Honour” for S4 and 6 students and a crime case investigation game named “Murder Mystery” for S2 students held in April and July respectively. Again, students’ responses to both activities were exceptionally high with an average of 89% of the participants recommended organizing a similar workshop next year. ● Over 70 students ranging from S1 to S6 took part in the annual Speech Festival, 24 of them won prizes in different events.
<p>Reflections:</p> <ul style="list-style-type: none"> ● The popular ‘English Enhancement Day’ could be expanded to a two-day one allowing the students more time to enjoy the activities. ● For a second year the ‘Chunky Onion Drama Troupe’ was invited to stage a drama performance “Aladdin and His Magic Lamp” to our students in April as the highlight of the ‘English Enhancement Day’. Unfortunately, the performance this year was disappointing in a number of ways. Therefore it was suggested that an alternative drama group should be considered for next year’s performance. ● A drama workshop similar to the one last year was organized again for S3 students. Despite the fact that it ran smoothly and achieved its objectives in stretching students’ imagination and strengthening their performing talents, teachers involved suggested training the students ourselves to save money and time. ● Since all English school functions conducted this year were met with good response, we should consider employing English in more school functions in the years to come. In fact, the English Ambassadors are attracting more students each year to join to provide language service to the school.
<p>1.3 To increase students’ exposure to the English environment and culture</p>
<p>Achievements</p> <ul style="list-style-type: none"> ● English was employed in all signs, posters and notices displayed all over the school. According to a survey done early among senior students on the amount of English used in our school, written or spoken, three quarters of the items asked scored high in the satisfaction zone, ranging from 75% and 89%. In short, the majority of our students agreed that the environment was conducive to their learning of the English language.
<p>1.4 To enhance teaching in EMI subjects</p>
<p>Achievements</p> <ul style="list-style-type: none"> ● School-based workshops were organized for content subject teachers to make them aware of their students’ language need and to acquaint them with current pedagogies in respect of EMI teaching and learning. This year a modified version of the DOLACEE programme of 5 sessions was offered to another 15 teachers in the second term, running from April to June 2008. All participants finished the programme with an action plan incorporating some language teaching components in their syllabus for the following year and this will open up ample collaboration

<p>opportunities between the English department and EMI content subjects next year.</p> <ul style="list-style-type: none"> ● One of the former DOLACEE participants further developed her teaching in EMI classrooms by attending a 10-week language programme designed for this purpose.
<p>Reflections</p> <ul style="list-style-type: none"> ● With the majority of our EMI subject teachers have a better understanding of students' language needs in EMI classrooms and are more ready to modify their teaching to give them necessary support, they are encouraged to further enhance their teaching skills by attending relevant courses organized by outside institutions.
<p>1.5 To promote English learning at home</p>
<p>Achievements</p> <ul style="list-style-type: none"> ● At the beginning of the school year, S1 parents were introduced to their children's reading program at school and reminded of the need of their participation in this endeavour. They were invited to sign on their children's reading portfolio to monitor their progress throughout the year. ● Record forms were signed and returned as requested. ● The same practice was followed in all three junior forms.

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

<p>2.1 To strengthen collaboration amongst committees of Student Affairs in planning and implementing school polices on student programmes</p>
<p>Achievements</p> <ul style="list-style-type: none"> ● Joint meetings of committees of student affairs were held in Aug 07, Dec 07 and June 08. The Vice- Principal (Student Affairs) attended two of these three meetings. The presence of Vice-Principal in the joint committees meetings ensured timely guidance and advice was provided when necessary. The school theme "Caring Myself, My family and Our school" was identified for current year and related programmes were scheduled and reported in the meetings. Besides, sharing and exchange of views in certain school policies was also conducted, e.g. matters related to students handling homework and rules and regulations for board design competition. ● Additional activity aiming caring our students was also generated and implemented by the members of the joint meeting - some S6 students were invited to share their study skills for preparing the HKCEE with S5 classes in the first school day. ● Evaluation reports of various committees of students affairs indicated that programmes implemented by committees/ joint effort of committees were basically well-scheduled and smoothly run.
<p>Reflections</p> <ul style="list-style-type: none"> ● Committees could be further encouraged to cooperate and implement programmes related to cultivation of positive values and proper attitudes so as to enhance their effectiveness.

<p>2.2 To cultivate students positive values & attitudes (caring myself-self-management, self-respect and integrity; caring my family - communication, responsibility and concern; caring our school – environment, people and reputation) through various educational & formative programmes</p>
<p>Achievements</p> <ul style="list-style-type: none"> ● Various educational and formative programmes/activities on selected values and proper attitudes were launched by committees of student affairs through different means. Most of these programmes/activities were educational and well prepared.

Examples of such programmes were the eleven Morning Talks with specific topics related to the theme conducted by the members of different committees. On the whole, feedback from form committees was positive – clear messages of caring of myself, my family and our school were conveyed.

- MCE had conducted a number of activities including preparing articles related to the theme Morning Reading for whole school, collaborating with Chinese and English Departments to hold “Quotes Design Competition” on related topics in S2 to S7. A lesson plan “自尊自愛 – 從誠信開始” was prepared by MCE and conducted in the form teacher periods in S4-S7 while another lesson plan “關愛家人” was jointly prepared by MCE and CGC. Both teachers’ and students’ feedbacks were positive and indicated that the aims of the teaching plans were achieved. Guest speakers were invited to deliver assembly talks, e.g. Miss Tang Oi Lam had delivered a speech “跟爸媽做個 friend?!” to the senior form students. Over 90% of the respondents to the survey conducted agreed that the speaker appealed to them effectively. CGC also promoted message of perseverance by an interview with Mr T.K. Wong, the handicapped athlete.
- A carnival “Do our best” was jointly organized by CGC, the Aesthetic Society and the Chinese Department. Feedbacks were positive and the team spirit of participating units was aroused through planning the game stalls. “Warmth Giving on Parents Day” Campaign held by CGC encouraged students to initiate communication with parents.
- “Good Conduct Award” and “Excellent Conduct Award” were promoted by DC. The total number of awards issued slightly increased from 258 in 06-07 to 263 this year.
- The Student Union had organized various activities related to the school theme, e.g. S1 Pre-exam Revision Class, Student-teacher Debate Competition, Inter-house Student-teacher Cookery Competition. About 95% of the S1 students attended the revision classes and responses of both students and teachers were very positive. The activities had promoted caring of our schoolmates.
- To educate and consolidate the selected values and attitudes from the view of Christianity, the Religious & Evangelical Affairs Committee has employed different means. Activities were organized, such as the Chaplain Assistant conducting the Morning Broadcasts in Day 4 and two religious talks in assembly when selected values and attitudes in Christian perspective were shared, Christian Fellowship organizing evangelical meetings, S1 gospel camp and gospel week, and the Soul Friends Scheme allowing students practicing caring for other members of the school.
- To direct the effort of all teachers in securing the enforcement of school rules to ensure better discipline in school, various measures had been adopted. The Principal, the Vice-Principal (SA) and DC reminded teachers in staff meetings of their roles and duties in maintaining school discipline. Through the effort of all teachers, more students’ misbehaviour was rectified. More collaboration with form teachers existed in handling students’ cases. All these effectively helped students to have better behaviour in school. Besides, students’ responsibility of handling personal property were promoted effectively in Prefects Day, a game stall in carnival “Do our best” and the talk presented by the Police Community Relations Office School Liaison Officer. The number of reported theft was decreased by 50%.
- To implement P.A.T.H.S. Project in S1 – S3, lessons of personal growth were conducted effectively in form teacher periods. Tier 2 programme for selected students were effectively run by social workers from the Hong Kong Children & Youth Services as well as CGC.

Reflections

- More activities could be conducted so that the school theme could be consolidated from the view of Christianity.
- Records on offences this year showed “violating the school uniform rules” and “late submission of sick leave form” were relatively higher than other offences. Further measures will be taken by DC on these matters, e.g. clear guidelines for enforcement of these school rules could be provided for teachers.
- Concerning the implementation of P.A.T.H.S. Project, some of the lesson plans of the Tier 1 programme should be better modified for our students. Besides, the Tier 2 activities in each level would be scaled down to ensure efficient use of manpower.
- Evaluation of the programmes should be better designed and implemented.

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, five S1 to S3 form teachers had completed the 20-hour training programme of the Tier 1 programme for S1 – S3, three teachers had attended the additional workshops for teachers training under the PATHS Project and a workshop on “How to Handle Common Problems of Students” was conducted in 6 June 08 by Dr Lee Tak Yan.*
- To strengthen roles and duties of form teachers in class management, classroom tidiness and board design, MCE ran the Classroom Management Scheme and helped to monitor the classroom management secretaries to improve the classroom tidiness. The Administrative Affairs Committee (AAC) overall supervised the janitor’s work. The classroom tidiness was generally satisfactory in junior forms while there was still room for improvement in senior forms. The AAC coordinated the board design competitions held in the first and second terms. 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. Over 98% 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 Miss Tang Oi Lam to deliver a talk to our parents and 100% of the attendants indicated on the survey that 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.
- Parent education is increasingly important. To achieve better home-school cooperation, it deserves deployment of more resources in the coming years.

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 2008, 1 student obtained 9A and 1 student obtained 8A1B. 13 students attaining level 4 both in Chinese language and English language and 3A or above in other subjects. 4 students were eligible for the University Early Admission Scheme.
- 4 students in S4 and 9 students in S5 were awarded Ma Sing Kuen Scholarship respectively.
- Arrangements had been made for S.6 high achievers to act as mentors for S.5 high achievers. The students reported that the program could help them to have better preparation for the HKCEE.

Reflections

- 5 students took the ninth subject in HKCEE. Both of them could get A in the 9th subject (Chau Lok Kan got A in Music, Lau Chung Yee got A in PTH and Chan Man Tik got A in CIT, Chan Yun Tat and Yeung Wing Cheung got A in A. Maths). We believe that the high achievers have ability to take more subjects in HKCEE. As the coming S4 is the last year to participate in HKCEE, we should consider whether we would encourage the high achievers to take 10 subjects in 2010 HKCEE.
- No students apply to enroll in extra subjects for HKCEE even we released the criteria for those students obtaining good results in First Term Examination. They may have not enough confidence to study an extra subject by self-study. They may think that if they get 8A in the existing subjects, they can enter into University through the EAS scheme. We may consider inviting the targeted students to apply for the additional subjects for the coming S4 students. The measure will continue in the next year and more information will be given to eligible students for more effective implementation.
- The number of high achievers in S.4 decreased. We need to encourage more high potential students to make greater efforts to strive for better results.

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

Achievements

- The average percentage of distinctions and credits is 9.47 % (138) and 53.5 % (780) respectively.
- 20 students obtained 4A or above in Mock examination.
- Physics department had deployed tutorial institute to offer tutorial class to S.5 students. 7 departments had deployed alumni to give tutorial classes to average and high ability students to help them to achieve higher results in the HKCEE.
- Some S.6 students were invited to share their experience with S.5 students in preparing for the HKCEE.
- The alumni recruited had prepared useful materials for the students including past paper and notes.
- Both teachers and students gave favorable feedback on the tutorial classes and the sharing conducted.

Reflections

- In the coming year, we need to encourage S.5 students to prepare the HKCEE earlier, some tutorial classes should be conducted in October.

3.3 To raise the number of subjects having a 100% pass in the HKCEE
Achievements
<ul style="list-style-type: none"> ● In HKCEE 2008, the passing percentage of English Language, Chinese Language and Mathematics were 100%, 99.0% and 99.0% respectively. ● Seven departments had organized various remedial classes. ● Some departments had deployed alumni to give tutorial classes to S4 students in the second term. More than half of the students in science classes participated in the tutorial classes. ● Mock oral examination for both languages had been conducted after the written examination of the HKCEE to help the students to practice their oral skills.
3.4 To increase the number of students attaining outstanding results in the HKALE
Achievements
<ul style="list-style-type: none"> ● 10 students obtained 2A or above in the HKALE 2008. ● 9 subjects (UE, CLC, LS, Chin Lit, Hist., Bio., Phy., M & S and Pure Mathematics) obtained 100% pass. ● The average percentages of distinction and credit were 9.32% and 49.55% respectively. The passing percentage, the credit percentage and the distinction percentage had improved. The overall results were improved when compared with that of last year. ● The percentage of students entering into local universities had increased to 92.1%. ● An additional form meeting for S.7 was held at the end of October to review students' performance. It gave a chance for subject teachers to share the information on students' performance. Hence prompt reminder could be given to students. ● 2 students could not be matriculated and 10 students got no credit in the HKALE. The Career Guidance Committee gave individual counseling to these students and gave advice for them to change the order of their choice in JUPAS. ● Among these 12 students, 4 had no offer, 5 were offered associated degree or high diploma and 3 were offered degree courses. Finally, only 7 students could not get offer in local universities. The percentage of students entering into local universities increased about 10%. (From 82.2% to 92.1%).
3.5 To raise the quality and effectiveness of teaching and to strengthen the skills of teachers in lessons and class management
Achievements
<ul style="list-style-type: none"> ● Lesson observations for the purpose of sharing experience had been promoted in department head meeting and staff meeting. ● To improve the effectiveness of teaching, the Principal had conducted lesson observations at the school level and some forms of peer observations had also started in various departments. ● 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. ● One departmental sharing on students' assignment was arranged.
Reflections
<ul style="list-style-type: none"> ● Since the formal appraisal of the appraisal system will be conducted in the coming year, more class observation would be expected. Other than class observation for appraisal, to put focus on the experience sharing on class observation is also encouraged.

3.6 To broaden students' horizon in academic-related activities

Achievements

- Some recommended English booklist for various EMI subjects were prepared for students' reference.
- Over 90% of the departments reported that they had provided more subject-related booklist or articles list 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 Chemistry Olympiad and Citigroup Youth Investment Competition, etc. Good results had been obtained.
- 70% of departments reported that they provided more opportunities to students to take part in external competitions this year.

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. It was suggested to display their work to other students after the competition.

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
<i>Achievements</i>
<ul style="list-style-type: none"> ● A survey had been conducted in January 2008 to gauge the views of the teachers on their preferred major and minor subjects to be taught in the NSS curriculum. Their interest in teaching NSS Liberal Studies had also been gauged in the survey. ● In March, all department heads submitted a plan on their department's allocation of teaching duties for the period 2008-2013 which would help to work out a more accurate human resources plan and tentative timetables for the years 2009-12. ● Teachers had been reminded to complete the PDP component "Understanding and Interpreting the Curriculum" conducted by the Curriculum Development Institute for their subjects before they took up teaching duties in the NSS curriculum. ● The TPPG was utilized to relieve some of the workload of teachers who were planning for the NSS and employ supply teachers to enable teachers to attend NSS-related professional development programmes. ● The NSSCMG was used on the conversion of SAC 1 and the janitor's quarters as well as the procurement of teaching and learning materials and equipments.
4.2 To work out a school-based NSS curriculum
<i>Achievements</i>
<ul style="list-style-type: none"> ● A seminar was held on 13 Oct. 2007 to introduce the Final Draft of the NSS curriculum to S2 parents. Their questions had been answered and the proposed NSS curriculum was well received by the parents. ● Features of the NSS curriculum and some basic information about Liberal Studies had been introduced in the Orientation Programme for S1 parents. ● Policies on elective modules, adding and dropping of subjects in the NSS had been studied by the Academic Committee. ● A draft Student Learning Profile had been prepared together with the SAMS Committee. ● Tentative timetables for the years 2009-12 had been completed in July. The proposed NSS curriculum had been proved feasible in view of timetabling. A post analysis would be conducted and a written report with suggestions would be prepared by the Timetable Committee.
<i>Reflections</i>
<ul style="list-style-type: none"> ● The recent policy of HKEAA on the maximum number of examination subjects taken in the HKDSE will be studied to see whether there is a need to modify the Final Draft of the NSS curriculum.
4.3 To promote and regulate staff development and training
<i>Achievements</i>
<ul style="list-style-type: none"> ● A half-day Staff Development Programme was conducted on 6 June 2008 on the progress of NSS Curriculum in which the proposed NSS curriculum and timetable, progress of development of HKDSE, core subjects and new subjects of our NSS curriculum, Other Learning Experiences arrangement and Student Learning Profile had been introduced. Teachers had a more comprehensive picture of the development of NSS. ● Teachers completed PDPs concerning NSS curriculum (130 programmes)
4.4 To familiarize teachers with SBA and SRA
<i>Achievements</i>

- The teacher-in-charge of Examination Committee had explained the recent development of SBA and SRA to all teachers in the June Staff Development Day.
- An SBA coordinator had been appointed to co-ordinate the input of SBA marks.

Reflections

- It is reflected that a survey on the needs of various departments concerning SBA, e.g. storage of Students' work, should be conducted.
- Each department should start to build up a moderation mechanism to ensure that the same marking criteria and standards are adopted in SBA.

4.5 To prepare for the introduction of NSS Liberal Studies

Achievements

- A new school-based S.2 LS syllabus had been worked out basing on the rationale, curriculum aims of NSS Liberal Studies as well as 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 & 2 LS syllabus and modification would be made to 08-09 S.1 & 2 LS syllabus with a view to better prepare students for this new subject.
- A total of 11 teachers including the teacher librarian 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.
- 2 additional teachers taught S.1 & 2 Liberal Studies in 07-08, so the number of junior form LS teachers had increased to 6.
- 33 teachers had expressed their willingness to teach NSS Liberal Studies.

School Finance

SKH Bishop Mok Sau Tseng Secondary School

Financial Summary for the year 2007 - 2008

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	8,786,360.64	
I. Government Funds - OEBC Grant		
(1) (a) General Domain		
Administration Grant	3,206,987.00	2,954,990.57
School and Class Grant	699,427.80	1,064,248.96
Lift Maintenance Grant	118,704.00	59,110.00
Subject and Curriculum Grants	160,991.00	93,110.32
Enhancement Grant	5,983.00	-
Supplementary Grant for School-based Management	154,514.00	-
Training and Development Grant	6,385.00	16,065.00
Composite Information Technology Grant	322,347.00	300,757.85

Sub-total	4,675,338.80	4,488,282.70
(b) Special Domain		
Capacity Enhancement Grant & Additional Capacity Enhancement Grant	1,091,208.00	1,155,609.00
English Extensive Reading Scheme	13,094.00	20,787.30
Chinese Extensive Reading Scheme	13,094.00	4,536.60
Program Fund for Whole-School Approach to Guidance & Discipline	6,693.00	3,189.00
Sub-total	1,124,089.00	1,184,121.90
(2) Grants Outside OEBG		
Committee on Home-School Co-operation Project	9,390.00	9,390.00
Composite Furniture and Equipment Grant	429,908.00	476,517.47
Substitute Teacher Grant	11,829.58	11,326.00
Teacher Professional Preparation Grant (Non-recurrent)	500,000.00	671,062.50
New Senior Secondary Curriculum Migration Grant	110,000.00	111,015.00
Add'l Support for Adopting English-medium Instruction	793.20	242,708.31
Sub-total	1,061,920.78	1,522,019.28
II. School Funds (General Funds)		
Tong Fai	165,515.00	-
Scholarship & Donations	131,400.00	5,100.00
Tuckshop Rental	125,000.00	-
Bank Interest	136,397.41	-
Jockey Club Life-wide Learning Fund	51,900.00	16,559.90
Secondment to the School Support Partners	1,300.00	16,200.00
PATHS to Adulthood	12,750.00	6,174.50
Hire of School Premises	7,451.10	-
Building	-	64,566.00
Activities Subsidy	-	30,167.50
Collection of fees for specific purposes (including electricity charges for air-conditioning)	368,550.00	115,156.00
Temp Receipt / Payment	605,918.20	660,840.50
Others	-	156,480.60
Sub-total	1,606,181.71	1,071,245.00
Total surplus for 2007/2008 school year		201,861.41
Accumulated surplus as at the end of 2007/2008 school year		8,988,222.05

Donations received by school
From 1 September 2007 to 31 August 2008

Date	Sponsoring body/Donor	Purpose	Amount (HK\$)
19/09/07	Hong Kong Sheng Kung Hui (HK Anglican Church)	General	100.00
19/09/07	S.K.H. Bishop Mok Sau Tseng Parent – Teacher Association	Book coupons	10,000.00
10/10/07	S.K.H. The Church of our Savior	Book coupons	3,000.00
17/10/07	Mr. Ho Yuk Wah	For Excellent Good Conduct Award	50,000.00
17/10/07	Alumni – S5 Graduates of 2007	Alumni Association Scholarship	2,000.00
15/11/07	Mr. Ho Man Sing	Library Books	300.00
27/11/07	Vitaland Co., LTD.	General	5,000.00
07/01/08	Alumni – S5 Graduates of 1979	For Subject Awards	50,000.00
15/04/08	Fung Cheong Shun Uniform Co.	General	10,000.00
26/05/08	Mr. Li Ma On	General	1,000.00
Total			131,400.00