

# Our Lady's College



School Report  
2008-2009

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# I. Our School

## 1. Brief History

The school was founded in September 1953 and run by the Daughters of Mary Help of Christians, a religious order for women with about 15,000 members worldwide. It is situated in Wong Tai Sin. It nurtures young girls of all walks of life especially those working class or the less fortunate ones. In 1998, it became one of the eligible schools to continue using English as the medium of instruction. After the completion of the School Improvement Programme, more space and better facilities are available to cope with the new demand of the times. In alignment of the education reform and with the constant support of parents, it strives to provide quality education and to cope with the needs of the society and the young.

## 2. School Mission and Vision

### School Vision

- Optimistic and Upright Character
- Life-long Learner
- Commitment to Society and the Nation

<b>School Emblem</b>	
<b>Crown, Sceptre :</b>	Our Lady, Queen of Heaven and Earth—the Guide, the Teacher and the Mother of all those entrusted to her care.
<b>Lily :</b>	Purity – a pure heart strengthens the unity of mind, thus rendering it capable of assimilating all that is True, Good and Beautiful.
<b>Rose :</b>	Charity – attention, understanding and self-giving for the love of God and fellowmen.
<b>Puritas et Caritas :</b>	Purity and Charity.
<b>O.L.C. :</b>	Our Lady’s College

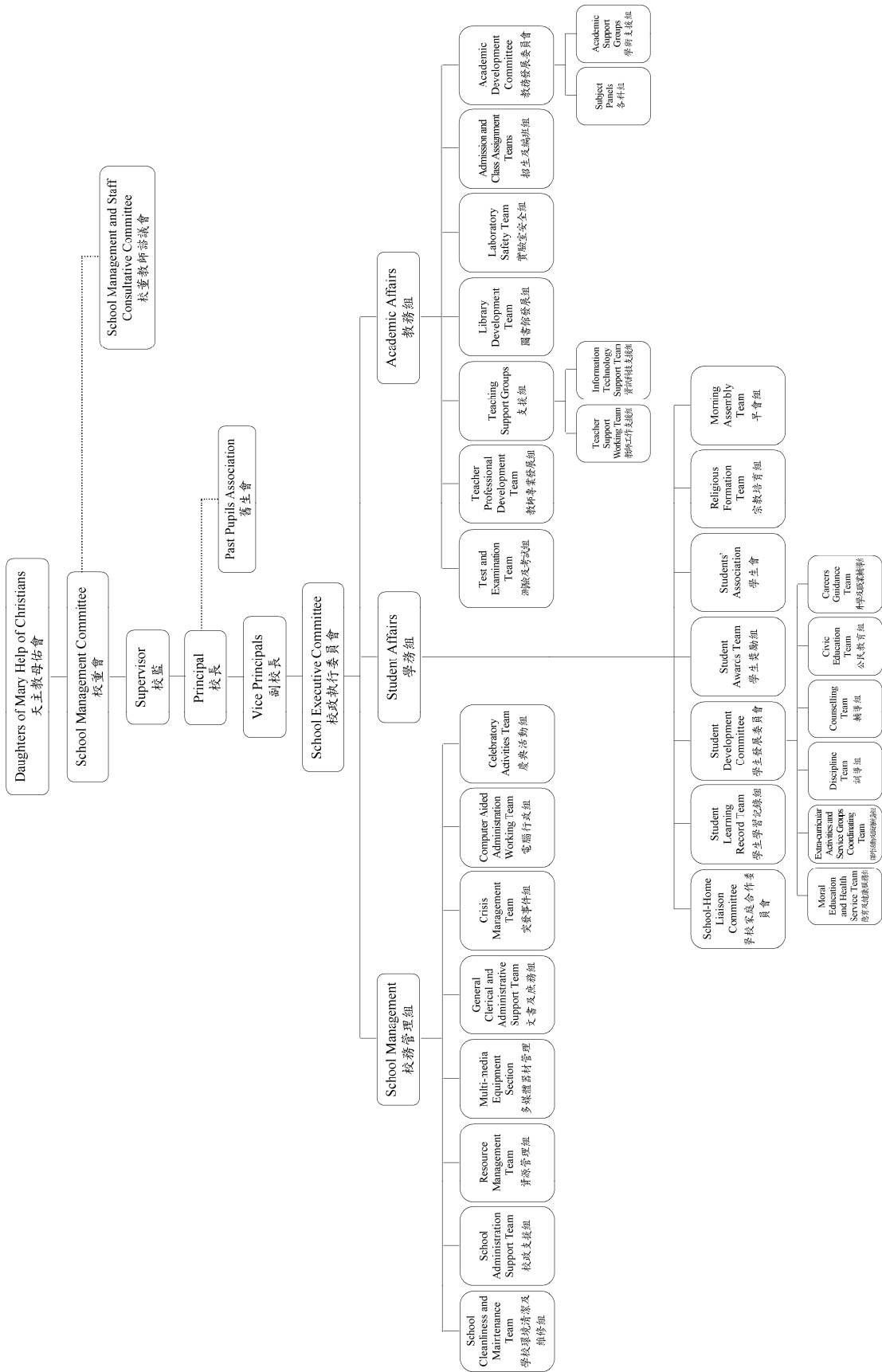
### Mission Statement

The School was founded by the Institute of the Daughters of Mary Help of Christians. It has been educating the students according to the principles of Catholic education and the spirit of our Founders : St. John Bosco and St. Mary Mazzarello. Imbued with a joyful and family ambience, it carries out the Preventive System which aims to nurture the students’ integral development of the spiritual, moral, intellectual, cultural and social aspects. It stimulates them to apply knowledge to life, to embrace it wholeheartedly, to face reality with integrity, fortitude and optimism and to serve society dedicatedly.

### 3. School Building and Facilities

The 3 blocks: Old Building, New Building and New Annex form the outer wall of the school campus. There are 30 classrooms, most are located on the lower storeys. They are equipped with public address system, computers, visualizers, projectors and screens. In addition, there are 4 laboratories, 5 computer rooms and 7 special rooms. All are with specific furniture and equipment. The assembly hall can hold all students. The newly renovated basement with a large classroom can provide some more space for physical education lessons in rainy days. It can also serve as area for self-study or activities. The whole school is air-conditioned, and is under good maintenance and care. With the greening scheme, the school campus is more pleasant, refreshing and welcoming.

# 4. Structure of School Organization



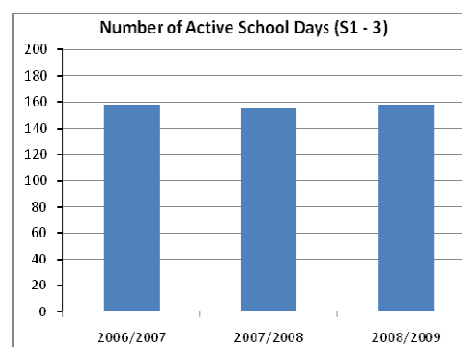
## 5. School Management

- The School Management Committee are composed of members of the Sponsoring Body, Principal, past pupil and teachers. They had 3 meetings this year to ensure the school is managed properly according to the Salesian spirit and the students are receiving holistic and all-rounded formation.
- Among the 3 staff development days, the school had joined the Ngong Ping 360 Education Program (culture and environment) and the Joint-school Professional Day organized by the Hong Kong Professional Teachers' Union to offer more possible opportunities to meet teachers' needs. The day designated for evaluation was to gather teachers of all levels to exchange their views and propose some feasible initiatives.
- A talk on middle managers by Mr. Ip Cho Yin was also arranged for teachers with promoted rank.
- A new Maths junior coordinator was appointed to shoulder the workload of the panel head in order to lay a more solid foundation for junior form students.
- With the increasing ratio of graduate teacher posts, one experienced teaching staff was regraded from certificated mistress to graduate mistress and one was promoted from certificated mistress to assistant mistress.
- For the effective implementation of Liberal Studies, we created space for the panel head to co-ordinate the curriculum by deploying an additional teacher to share her teaching duties and a clerical staff to prepare for the teaching materials. Besides, the school had joined the School-based Support Scheme from which the veteran staff of Tack Ching Girls' Secondary School shared their valuable experience and guided our planning.
- Library is the heart of the school, facing with the new senior secondary structure, it was renovated and a new system of filing the library books was adopted.
- The S3 students were nurtured to record the "Other Learning Experiences" on their own. On the other hand, a user-friendly software – "myIT-School" was bought to support the recording system when it is in full swing.
- A mock selection of elective subjects was carried out for S3 students and their parents were well informed. They were satisfied with the norms, criteria and procedures of choosing the elective subjects in S4.
- The P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme (2006/07 – 2008/09) was extended to S3. The teachers and students appreciated the contents of the lessons, they met the needs and situation of the society.
- A new student handbook was compiled to provide concise and clear guidelines to both parents and students. We hope they can abide to the school rules more seriously.

## 6. Number of Active School Days (KPM04)

- 8 days on post-examination activities were cancelled due to the prevention of the spread of swine flu, which made the total number of active school days only 158. In fact, together with the cancelled post-examination activities, tests and examinations, the number of school days scheduled for this school year was 191, which met the requirement of the EDB.

No. of Active School Days	06/07	07/08	08/09
S1-S3	158	155	158



## 7. Curriculum and Allocation of Lesson Period/Time

### Time-tabling arrangements

- It was on a 5-day week basis, with a total number of 42 periods, 40 minutes for a period. There were 8 periods on Monday, Wednesday and Friday, with the 9<sup>th</sup> period on Tuesday and Thursday.

Subjects offered in the 2008-2009 school year and the time-tabling arrangements:

Subject	S1	S2	S3	S4	S5	S4	S5	S6	S7	S6	S7
				Arts		Science		Arts		Science	
Ethics	1	1	1	1	1	1	1	0.5	-	0.5	-
Religious Studies	2	2	1	3	3	3	3	-	-	-	-
English Language/ Use of English	7	7	8	8	8	8	8	6 (AS)	6 (AS)	6 (AS)	6 (AS)
Chinese Language / Chinese Language and Culture	6	7	6	6	6	6	6	5 (AS)	5 (AS)	5 (AS)	5 (AS)
Putonghua	2	1	1	-	-	-	-	-	-	-	-
Chinese Literature	-	-	-	-	-	-	-	-	7.5(A)	-	-
Mathematics / Pure Mathematics	6	5	6	6	6	6	6	-	-	10 (A)	10 (A)
Additional Mathematics	-	-	-	-	-	4	4	-	-	-	-
Mathematics and Statistics	-	-	-	-	-	-	-	4 (AS)	4(AS)	4 (AS)	4 (AS)
Integrate Humanities	5	-	-	-	-	-	-	-	-	-	-
Geography	-	1.5	1.5	4	4	-	-	7.5(A)	8 (A)	-	-
History	-	1.5	2	4	4	-	-	7.5(A)	7.5(A)	-	-
Chinese History	2	1.5	2	4	4	-	-	8 (A)	7.5(A)	-	-
EPA /Economics	-	1.5	1.5	4	4	4	4	7.5(A)	7.5(A)	7.5(A)	-
Science	4	4	4	-	-	-	-	-	-	-	-
Biology	-	-	-	-	-	4	4	-	-	10 (A)	10 (A)
Chemistry	-	-	-	-	-	4	4	-	-	10 (A)	10 (A)
Physics	-	-	-	-	-	4	4	-	-	10 (A)	10 (A)
Computer Literacy	1	2	2	-	-	-	-	-	-	-	-
Computer & Information Technology/ Computer Applications	-	-	-	4	4	4	4	4 (AS)	4 (AS)	4 (AS)	4 (AS)
Library Period	1	-	-	-	-	-	-	-	-	-	-
Principles of Accounts	-	-	-	4	4	-	-	7.5(A)	-	-	-
Needlework	+1	+2	+2	-	-	-	-	-	-	-	-
Home Management	+1	+2	+2	-	-	-	-	-	-	-	-
Visual Arts	1	2	2	4	4	-	-	-	-	-	-
Music	1	1	1	1	1	1	1	-	0.5	-	0.5
P.E.	2	2	1	1	1	1	1	-	-	-	-

Notes : + by split class

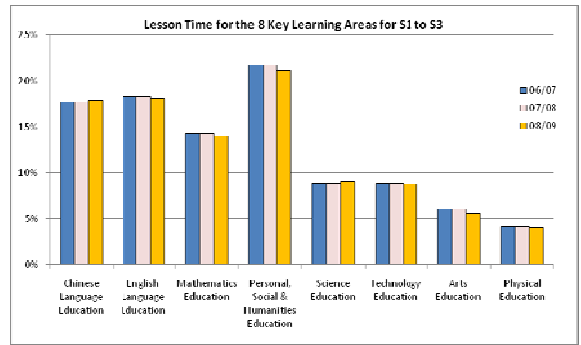
A Advanced Level

AS Advanced Supplementary Level

### Percentage of lesson time allocated to KLAs for S1 to S3 (KPM05)

- The week system was adopted to prepare for the implementation of the NSS curriculum. The percentages of lesson time to the KLAs were revised so as to give a more balanced curriculum to the students. More lesson time was allocated to the Chinese Language Education and Science Education KLAs as these two KLAs got a comparative low ratio in the previous arrangement. However, the percentages of the Arts Education and the PE Education KLAs were below the CDI's recommended percentages. Remedial measures were made in the form of co-curricular activities and post-examination activities.

Key learning area	06/07	07/08	08/09
Chinese Language Education	17.69	17.69	17.88
English Language Education	18.37	18.37	18.07
Mathematics Education	14.29	14.29	14.02
Personal, Social & Humanities Education	21.77	21.77	21.13
Science Education	8.84	8.84	9.07
Technology Education	8.84	8.84	8.80
Arts Education	6.12	6.12	5.60
Physical Education	4.08	4.08	4.04



## II. Our Students

### 1. Class Organization

- The number of operating classes and the number of students are shown below :

Level	No. of Classes		No. of Students
S1	5		200
S2	5		211
S3	5		190
	<i>Arts</i>	<i>Science</i>	
S4	3	2	205
S5	3	2	202
S6	1	1	61
S7	1	1	60
Total	29		1,129

- The percentages of S3 students promoted to S4 and S5 graduates to S6 are as follows :

	Percentage
S3 students who were promoted to S4	93.68
S6 places filled by our own S5 graduates	100.00
S5 graduates who had secured S6 places in other schools	29.70

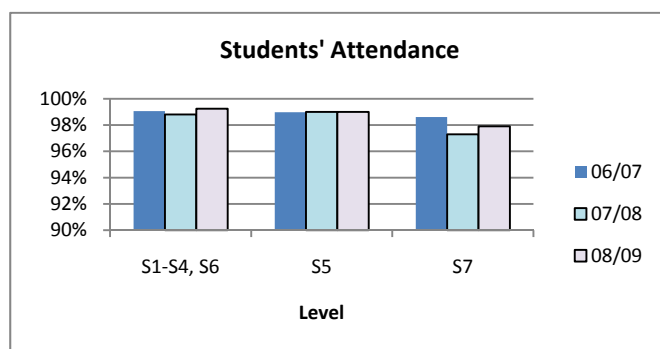
### 2. Unfilled Places

	06/07	07/08	08/09
S1-S7	0	0	0

### 3. Students' Attendance (KPM20)

	06/07	07/08	08/09
S1	99.56	99.30	99.20
S2	99.00	98.30	99.00
S3	98.85	99.30	99.40
S4	98.96	98.30	99.30
S5	98.98	99.00	99.00
S6	98.69	99.00	99.50
S7	98.61	97.30	97.90

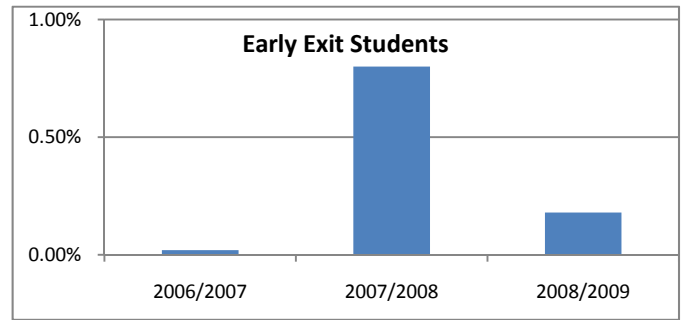
The attendance rate was satisfactory.



#### 4. Students' Early Exit

➤ *The number and percentage of early exit students are as follows :*

Level	06/07	07/08	08/09
S1	1	0	0
S2	1	2	0
S3	2	2	0
S4	2	4	0
S5	1	1	0
S6	0	0	2
S7	0	0	0



	06/07	07/08	08/09
Percentage of early exit students	0.62	0.80	0.18

### III. Our Teachers

#### 1. Number of Teachers

There were 54 teachers in our school :

	06/07	07/08	08/09
Approved total teaching staff establishment	55	55	55
No. of teachers in the Chinese panel	15	14	13
No. of teachers in the English panel, excluding NET	12	12	12
No. of teachers in the Mathematics panel	10	11	11
No. of NET	1	1	1
No. of Putonghua teachers	3	3	3

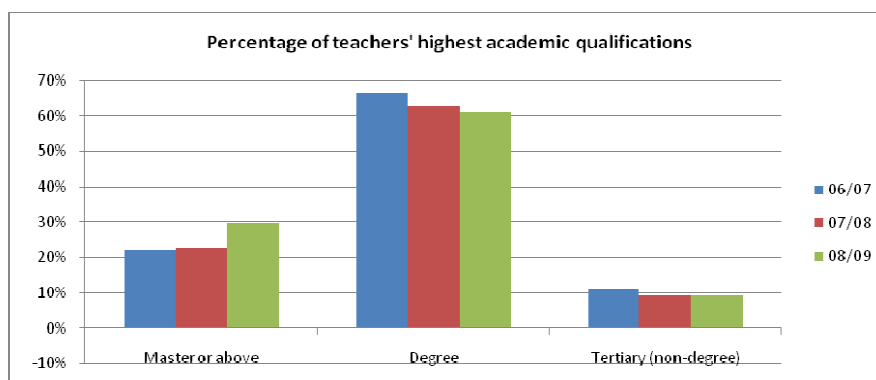
#### 2. Teachers' Qualification

➤ The qualification of teachers are shown as below :

Highest Academic Qualifications attained	06/07	07/08	08/09
No. of Teachers with master or above qualification	12	15	16
No. of Teachers with degree qualification	36	34	33
No. of Teachers with tertiary non-degree qualification	6	5	5
No. of Teachers with S6/7 qualification	0	0	0
No. of Teachers with S5 or below qualification	0	0	0

The chart below indicates the percentages of teachers' highest academic qualification in the recent 3 years :

	06/07	07/08	08/09
% of teachers with master or above qualification	22.22	27.78	29.63
% of teachers with degree qualification	66.67	62.96	61.11
% of teachers with tertiary non-degree qualification	11.11	9.26	9.26
% of teachers with S6/7 qualification	0.00	0.00	0.00
% of teachers with S5 or below qualification	0.00	0.00	0.00



- All teaching staff were professionally-trained and the numbers and percentages of subject-trained teachers in the core-three subjects are shown in the following figures :

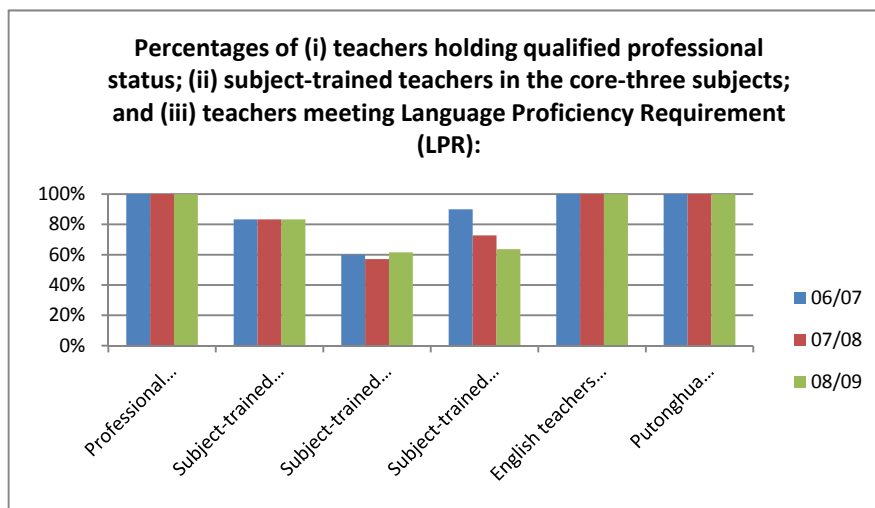
<b>Subject-trained teachers in the core-three subjects</b>	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>
No. of subject-trained* Chinese Language teachers	9	8	8
No. of subject-trained* English Language teachers	10	10	10
No. of subject-trained* Mathematics teachers	9	8	7

	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>
% of subject-trained Chinese Language teachers	60.00	57.14	61.53
% of subject-trained English Language teachers	83.33	83.33	83.33
% of subject-trained Mathematics teachers	90.00	72.73	63.64

- All English and Putonghua teachers have attained their Language Proficiency Requirement. The number and percentage of teachers meeting LPR are as follows :

	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>
No. of English teachers meeting LPR	12	12	12
No. of Putonghua teachers meeting LPR	3	3	3

	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>
% of English teachers	100.00	100.00	100.00
% of Putonghua teachers	100.00	100.00	100.00

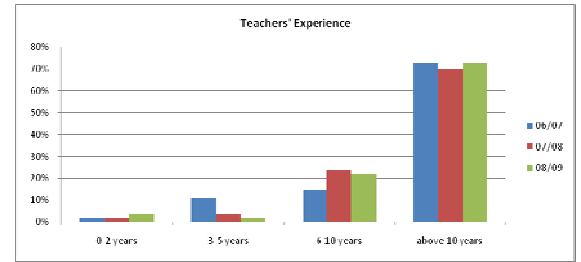


### 3. Teachers' Experience

The experience of the teachers is shown below :

Teaching Experience	06/07	07/08	08/09
0 to 2 years	1	1	2
3 to 5 years	6	2	1
6 to 10 years	8	13	12
over 10 years	39	38	39

	06/07	07/08	08/09
% of teachers with 0 to 2 years of experience	1.85	1.85	3.70
% of teachers with 3 to 5 years of experience	11.11	3.70	1.85
% of teachers with 6 to 10 years of experience	14.81	24.07	22.22
% of teachers with over 10 years of experience	72.22	70.37	72.22



### 4. Staff Turnover Rate

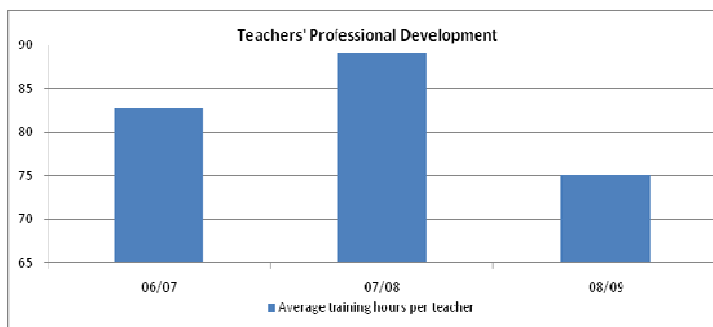
2 teachers left their posts due to resignation and successful application of Early Retirement Scheme.

### 5. Teachers' Professional Development

➤ Teachers' professional training

Teachers were required to attend professional training for at least 15 hours for the whole school year. 87.5% of the teaching staff satisfied the requirement. The seminars/workshops attended covered various fields, most of which were subject-related.

	06/07	07/08	08/09
Average no. of CPD hours undertaken by teachers	82.75	89.03	75.04
No. of CPD hours undertaken by principal	108.00	124.3	116.75



- Whole school professional sharing  
3 sharing sessions were organized for the whole teaching staff as planned.

Internal Sharing:

Date	Topic	Teacher-in-charge
26/11/08	Other Learning Experiences	R. Pang C. Lee
	China's Latest Development	Sr. Tsui
11/ 5/09	Discussion on school policy	
14/ 5/09	Discussion on school policy	

- Staff Development Day

Three Staff Development Days were held in the whole year. Details are as follows :

Date	Topic
31/10/08 (p.m.)	Voice Care
3/11/08 (p.m.)	Teachers' Role under the NSS Academic Structure
25/ 3/09	Visit to Ngong Ping 360 and Tai O
15/ 5/09	2009 Annual Conference cum Teachers' Professional Development Day

- Intra-panel professional sharing

Individual subject panels were required to organize at least one sharing session for the whole school year. 94.7% of the subject panels satisfied the requirement.

- Collaborative lesson planning & peer observation

All the teaching staff had completed the scheme by the school year. Every teacher had observed his/her peer and had been observed once a year.

Number of peer observations carried out by individual panels:

Subject	No. of Peer Observation
Biology	1
Chemistry	1
Chinese History	2
Chinese Language/CLC	2
Economics/E.P.A.	2
English Language	6
Geography	2
History	1
Integrated Humanities	1
Integrated Science	2
Maths./Maths. & Stat./Ad. Maths	4
Physical Education	1
Principle of Account	1
Putonghua	1
Religious Studies	1
<b>Total</b>	<b>28</b>

## IV. Areas of Major concern : Achievements & Reflection

### 1. Preparation for the New Senior Secondary Academic Structure

#### Achievements

##### **Curriculum**

- Review on the school-based NSS curriculum framework and related measures
  - The elective subjects to be offered were reconfirmed. It was decided to offer 12 subjects with 15 groups in 09-10. Ethics and Religious Studies would be offered a year afterwards provided more than 5 students taking it. Besides we had agreed on the student quota of each elective subject, the combination of subjects in each slot, the teaching periods and the criteria for promotion or retention. A holistic curriculum was drafted on the OLE components namely Ethics, Visual Arts, Physical Education and Music. Each subject panel has decided on its NSS textbooks, teaching sequences and SBA arrangement.
- Review on the junior curriculum facilitating the transition to the senior secondary curriculum
  - Teachers put a great deal of effort in preparing the junior forms for the senior secondary curriculum. The English panel modeled the listening paper of S1-3 on the format of the senior forms. Elements of elective modules such as drama and poetry appreciation were integrated into S1 curriculum to widen students' exposure to language arts. The GR in S3 helped students prepare for SBA and the use of print media enriched students' current awareness. A new teaching syllabus was adopted in Mathematics to facilitate the transition. As for Chinese Language, over 80% of students got more than 10 marks out of 20 in their reading and other related activities record, it implied they learnt the essentials of SBA in the senior forms. In Technology and Living, 40% of the junior curriculum was linked with the NSS proposed curriculum. All KLA coordinators reviewed the junior curriculum with their respective panel heads with reference to the "Tools for Self-auditing of Junior Secondary Curriculum" suggested by the CDI. In short, the contents of the teaching syllabi of all subjects were scrutinized against the NSS curriculum.
- Review on individual subject curricula providing support for Liberal Studies
  - Subject panels retained topics relating to Liberal Studies in the process of curriculum tailoring, and the Liberal Studies Panel was well informed of the implementation. It was a constructive way to broaden the knowledge horizon of students and prepare them for their study of Liberal Studies curriculum. Students were always assigned to read articles on current issues.

##### **Learning and Teaching**

- Promote teachers' professional development
  - Most potential NSS teachers completed the compulsory courses offered by the EDB comprising both curriculum interpretation and assessment. The rest would sign up for the training early next year. Some also attended enrichment courses. For the English panel, all potential teachers had attended training on the elective modules. For better preparation of the new core subject – Liberal Studies, the school joined the Professional Development School Scheme (PDS) and was supported by Tack Ching Girls' Secondary School. The relevant teachers had attended 8 workshops, they found the guidance was helpful. As for Technology and Living, in view of very few schools offering the subject, our teacher had joined the subject-based

learning community, which has created a platform for cooperation and collaboration through regular monthly meetings.

- Strengthen the culture of collaboration and sharing among teachers
  - On top of the 3 sharing sessions held by the school, co-lesson planning, informal sharings of subject-related initiatives were common among teachers. The English Panel held a meeting with the PSHE teachers to discuss ways of helping junior form students to learn through English medium more effectively, preliminary measures were drafted. The effectiveness of working in collaboration was evidence in the S1 project work of the Integrated Humanities (Sustainable Development of Monuments in Hong Kong). It was co-ordinated by the Liberal Studies panel, and worked in collaboration with the Integrated Humanities and Computer Panels and the school library. 91.3% obtained a pass (85.4% last year) which was higher than the success criteria: 80%. The quality of the written reports was good. The teachers found the students made some improvements in their generic skills through this learning activity. The students claimed they could learn new knowledge and it was worthwhile to spend time and effort on it. The acquired generic skills would be a good foundation for their project learning in S3.
- Cross-curricula Project Learning (S3)
  - The Project Learning activities was a large scale cross-curricula learning activities which lasted the whole year. 40 teachers served as advisors to the students. The English teachers helped organize a visit to the library to facilitate self-learning and library research skills. 96.8% (success criteria: 80%) of students obtained a pass though only 16.8% of students scored Grade A. 82.5% of teacher-advisors satisfied with the collaboration and sharing among teachers and 90% thought that the collaborative learning was effective.
- Diversify the teaching methodology
  - Teachers carried out different measures to encourage self-learning. They included group discussion (many subjects), small well-designed projects (Maths), role play (Geography), on-line learning (PSHE subjects, English and Chinese Language), note-taking and writing essay (History), book report (Chinese History), library tours (many subjects) and attending exhibitions by students themselves (EPA). Teachers also recommended learning software and on-line resources to students. For Chinese Language, 80% of S1-3 students had completed 「古典文學作品選」 which demanded self-learning. Over 80% of the S3 History students obtained Grade B or above in note-taking.
  - A continuous self-directed learning activity was the on-line Liberal Studies courses for S1 students in which teachers served as facilitators. The results were below the success criteria – 80%. Only 77% of the students completed 3 courses out of 4 and 54% received a certificate in recognition of their good performance. As for 每日通識網上學習計劃, the situation was even worse, only 43.9% and 65.8% of S2 and S3 students completed 3 exercises out of 5 per week respectively. Only 20.4% of the S2 and 28.9% of the S3 students received a certificate in recognition of their good performance. It showed that they were passive learners though they admitted the contents of the course were useful for knowledge enrichment and met their standard.

## Parents and students

- Introduce the new academic structure to students
- Inform parents of the school's arrangements for the new academic structure and its latest development
  - There were 3 talks delivered for the first batch of NSS students, one was done last

year when they were in S2. Almost all students were accompanied by their parent(s) to attend. The dates and topics were as follows:

- |          |  |
|----------|--|
| 18/ 4/08 | The latest development of NSS structure (last year)                                    |
| 16/ 1/09 | Introduction to the school-based NSS curriculum and the selection of elective subjects |
| 14/ 5/09 | Explanation on the results of the allocation of elective subjects                      |
| 5/ 6/09  | Introduction of 334 (the existing S2 students)   |

## Parents

- Circulars to Parents
  - “334” New Academic Structure – Useful tips for Parents (5 volumes) were distributed to parents. The school also posted all briefing sessions or seminars on “334 Academic Structure” conducted by the EDB on our website. The targeted parents could enroll themselves.

## Students

- Trial run on NSS elective combinations for S3 students
  - All S3 students made a mock selection of elective subjects after receiving the results of their First Term Examination. The results were released in mid-May. Only 14 students (7%) were not allocated with any 1<sup>st</sup> choice due to the mismatch of their selection with their academic results. A debriefing session on the mock selection was carried out in May so as to give further guidance to both parents and students in the actual selection in July. The parents and students were well informed of the procedures, norms and criteria before the actual selection. The whole arrangement was smooth and successful. Most students were allocated to their first or second subject choice.

## Assessment

- Prepare Student Learning Portfolios (SLP)
  - All S3 students were required to join the Life-wide Learning Award Scheme. They were asked to record the activities they had attended on their own by following the guidelines provided by the Student Learning Record Team. The information and experience were useful for the Team to plan the school-based SLP system. Since the school decided to use myIT-School software in July to support the SLP system, the framework and procedures of storing information had to be set up, so the system would not be ready in the beginning of the school year.
- Diversify the modes of assessment
  - In addition to the traditional assessments, attitude marks (all subjects), presentation (many subjects), coursework (continuous assessment), book report (Chinese History), IT assignment (Economics), self assessment and peer assessment (most subjects) were employed as assessment components. Many ways of peer assessments were carried out, such as cross-check or proofreading of fellow students’ work before submitting to teachers, giving oral comments to their peers which drilled their critical thinking. Regarding students’ performance in peer assessment, most teachers found the students were more concentrated and interested in the lessons, and their remarks for their peers were reasonable and constructive.

## **Resources**

- Plan the deployment of human resources
  - A 5-year human resource plan was drawn, it could provide a general direction in spite of the turnover of staff team or some unforeseeable reasons.
- Plan the use of government funding
  - With the surplus of the government fund from the previous years, one additional teaching staff was deployed to relieve the workload of the Liberal Studies panel head so as to spare her time to coordinate and prepare for the teaching materials. Feedbacks from the teachers were positive. We had also spread out the funding to meet the expenses until 2012.

## **Reflections**

Even if the implementation plans for the NSS can be carried out effectively, smooth transition is still questionable because there are a lot of unknown factors ahead of us. The professional training is useful as it enriches teachers' knowledge and helps them develop their NSS teaching strategies. Our students are not good self-learners, they cannot assimilate the knowledge well from the on-line courses because of their poor time management. In view of this, they must be encouraged to engage in self-directed learning, which would prepare them for life-long learning. They should also be exposed to a greater variety of text types in daily work and examinations. Peer assessment is a good tool for formative assessment, it promotes peer-learning atmosphere and the sense of appreciation among students. For better results, it can be simplified and focused on 1 or 2 aspects of students' performance.

## **2. Enhancement of Students' Academic Performance**

### **Achievements**

- Efforts were made to enhance students' academic performance in respect of enhancement of students' language proficiency, improvement in students' learning attitude, improvement in public assessment results and strengthening of students' generic skills.
- On-line and off-campus resources were used to facilitate learning
  - To prepare students for NSS Liberal Studies learning, on-line Liberal Studies courses were arranged for the S1 – S3 students. Those courses were mainly skill-based training. The course not only served as a good chance to promote self-learning among students but also broadened their horizons on social and global issues. The students agreed that those courses could broaden their knowledge and foster their thinking skills. However, the students' performance in this learning activity did not meet the teachers' expectations. Only 77%, 44% and 66% of the S1, S2 and S3 students respectively fulfilled the basic requirements set by the teachers.
  - The English Panel arranged a free on-line reading programme, 'An article a week' for the S4-S6 students. They were also required to join the on-line listening programme, TV news. Most students made considerable improvement in their performance in the on-line listening programme and most of them could meet the minimum score set by the teachers.
  - The Chinese Panel also made all the S1- S5 students take part in an on-line reading programme. However the students' performance was unappealing. They failed to

meet the basic requirements set by the teachers. The performance of the senior levels was much worse than that of the junior levels.

- Different subject panels designed on-line learning activities to enhance learning. Students were required to make use of on-line resources to do learning tasks (Home Economics, Science, Biology, EPA/Economics and History). They performed well in those learning tasks, which indicated that the students had motivation in doing those learning tasks even though it involved on-line information searching. This could be explained in a way that those learning tasks made up a heavier weighting of the term assessment and the duration of those learning activities was short. Nevertheless, it was a good practice on self-directed learning.
- Off-campus resources were widely used to enhance students' learning. Students also made use of community resources in their learning activities. In the S3 cross-curricular project learning, students conducted surveys and interviews for project materials. Other subjects also designed learning activities which involved the use of off-campus resources.

➤ Training in generic skills was fostered

- Self-management (S1)

A workshop on time-management at the beginning of the school year was arranged for the S1 students to help them adjust to the secondary school life and plan their time effectively, which would facilitate their learning. The students found the workshop useful to them and they showed improvement in time management by the end of the school year. Different subject panels (Home Economics, I.H., Science) arranged group work or projects for the students to train their self-management skills.

- Communication (S2)

Students acquired the skill of public speaking through oral presentation (History, Geography, English Language and Chinese Language). They became more confident when speaking in front of people. The students were also made to take part in group projects (Home Economics). Through group projects, they learned to communicate effectively in order to produce desirable learning outcomes. They were trained to learn to listen to and accept others' opinions and suggestions in order to run a successful project.

- Critical thinking (S3 – 7)

The training of the critical thinking skill was subject-based. The students developed this skills in different ways. They were asked to question their fellow students on the function of the self-made solar cooker (Physics), debate on current Budget proposals (EPA/Economics), keep a learning portfolio (Geography) and discuss learning sources (all subjects). Questions on testing students' critical thinking skills carried 10% or more in tests and examinations. They were in the form of data-response questions, open-ended questions or issue-based discussions. Most students were able to handle the basic level questions and gave relevant sensible answers. However, high level rational analysis was still lacking. This was particularly obvious in S3 and S4 level.

- Study skill (S4)

A workshop and a sharing session on study skills were organized for S4 students to help them foster proper attitude in academic improvement and facilitate them to master more efficient ways of learning. Both activities were well received by the students; 99% of the students found the activities helpful in their learning and studying. The effective learning skills and multiple memory skills introduced in the workshop were useful to their studies. In addition, they found the brain-training exercise interesting and that it could improve their concentration power and boost up their energy level. Students were encouraged to apply the learning and study skills consistently to improve their academic performance.

- Creativity (S4 – 7)  
Students displayed their creativity in different learning activities: composing music pieces with recorder playing or singing (Music); writing business plan (Principles of Accounts), creative writing (English Language), making of movie (English Language) and pamphlet design (Biology). Language arts were introduced in both English Language and Chinese Language curricula to stimulate students' creativity.
- Students' speaking skills were strengthened
  - The English Panel required all the students to give at least one oral presentation in the first term. The English Speaking Day was held every Tuesday and Thursday. Every junior form student joined at least one activity held on that Day. An English camp for all S1 students and S6 students were involved as camp leaders. Students communicated in English throughout the whole event. Oral examination practice was arranged for S5 and S7 outside class. Students made good performance in the speaking component of the English Language subject in both HKCEE and HKALE.
  - The Chinese Language Panel required students to give oral presentation in both terms. S1 to S3 students' performance slackened in the second term whereas S4 to S6 students made steady performance. The students of senior forms were more positive than those of the junior forms. The latter could not cope with the higher expectations of the teachers in the second term.
  - The Putonghua Panel also promoted the use of Putonghua on the campus. S1-S3 classes were responsible to make a presentation in Putonghua every Friday during the morning assembly. The Putonghua Day was arranged for the whole school participation. The activity was well received by the students.
- Students' writing skills were strengthened
  - The English Panel made efforts to strengthen the writing skills of the students. Regular displays of students' writing were organized to stimulate peer learning. Students were encouraged to join writing activities held outside school. Over 70% of enhancement class students joined at least one external writing activity. The external writing activities attended were the English Penmanship Competition and the Hong Kong Schools Writing Contest 2009. An inter-class photo essay contest was held for S1 to S4. Students made satisfactory performance in both internal and external examinations. In the internal examination, only 2 classes out of 32 did not meet the passing rate of 90%; whereas the student passing rate in the HKALE was 100 and 99.5 % of the S.5 students obtained Level 2 or above in the HKCEE.
  - The Chinese Language arranged writing workshops and author talks to foster the writing skills of the students. Most students showed improvement in their writing skills. However they were not able to express themselves adequately. Nevertheless, they made satisfactory performance in both internal and external examination. Over 90% of the students got a pass in internal writing examination, 100% obtained a pass in the HKALE and 93.5 % got Level 2 or above in the HKCEE.
- Efforts catering for learner diversity were reinforced
  - Diverse mode of teaching and different learning activities were conducted to cater for different needs of students. Student-centred teaching was widely adopted by many subjects. Co-curricular activities were carried out to complement classroom teaching and develop different potential of the students.
  - Graded exercise workbooks and worksheets were designed for progressive learning. (EPA and Integrated Humanities). Students of higher abilities could attempt the more challenging exercises.
  - The English Language and Mathematics Panels organized after-school tutorial classes for the weaker students of S1 – 3 to strengthen their foundation. They were well received by both parents and students. As the enrollment was on voluntary basis, those who joined the programme had high motivation in learning. The

attendance rate of most students was above 80%. They showed improvement in their schoolwork. Teachers reflected that the after-school tutorial classes were more effective than the remedial classes in terms of alleviating the academic standards of the students.

- The Chinese Language Panel organized writing enhancement courses for S2 and S3 students. The students were positive towards the course and their performance was up to the teachers' expectation. Over 90% of the participants passed in the Chinese writing examination.
  - Additional support was given to lower ability students. In term of teaching, more teacher input and guidelines, more revision on the basics and more attention for individual students were given. Some subjects even arranged tutorial sessions for students to ask questions or to clarify classroom teaching. More frequent but shorter and simpler assignments were given to these students. Teachers gave more positive feedback to them. A balance between drills and application was maintained.
  - Students of higher ability were given more student-centred activities so as to encourage more active involvement. They were encouraged to make greater use of outside materials. They were also made to do more challenging tasks, less mechanical drills and tasks to extend learning outside class. The performance of those students in 3E and higher level could meet teachers' expectations. However, those of S2E, though it was an enhancement class, did not perform well in the learning activities.
- The reading culture of the school was strengthened (Appendix 1)
- With the aim to promote students' English reading abilities as well as their current issue awareness, every Thursday morning assembly was dedicated to conducting the whole school Morning Reading Program, with the assistance and guidance from their class teachers.
  - Two grand book fairs had been organized by the Library. Both book fairs were well received by students and teachers. Teachers allocated their class time to organize visits to the book fairs with their students so as to share their valuable reading and book selection experiences with them.
  - It had been the third year that the school was selected as the 'Pleasurable Reading School (悦讀學校)' to fully utilize the support from the Hong Kong Reading City of the Hong Kong Education City which was funded by the Government. Their support included online reading platform, reading banners with thematic posters, training courses for Student Reading Ambassadors and financial support for reading related activities.
  - 5 whole school Book Club sharings had been conducted during lunch breaks. It was well received by both teachers and students. Students agreed that the Book Club activities motivated them to read. The Student Reading Ambassadors and Book Club played an important role in strengthening the reading culture of the school.
  - All students from S3 to S7 were invited to take part in the Popular Reading Award Scheme organized jointly by the Library and the Hong Kong Professional Teachers' Union while those from S1 and S2 had to take part in the Scheme as part of their subject assignments.
  - 12 collaborative activities had been conducted by the Library with various subjects across all 7 levels of students to promote reading of various subjects and topical books as well as broadening their scope and horizon of reading.
  - Book Lovers' Classes and Reading Angels, which were the whole school year programmes, had been recognized as our school's unique reading recognition award scheme for all the students.

- The students took part in the ‘60 Good Book To Share’ activities organized by the Hong Kong Professional Teachers’ Union. All the S1 to S4 and S6 students cast their votes for their favourite book(s) and beloved authors.
- Two author talks had been conducted in the year. One was on creative writing with focus and the other was on the secrets of in-depth reading. Both talks were well received by the students as those talks gave them insight into writing and reading stories.

## **Reflections**

- Through the efforts of teachers and students, the prescribed targets enhancement of students’ language proficiency, improvement in public assessment results and strengthening of students’ generic skills were achieved though there was still room for further achievements. However, the improvement in students’ learning attitude was not obvious.
- The students’ language proficiency met teachers’ expectations for further improvement, students should be encouraged to read books in English and Chinese across the curriculum. The extensive reading schemes would be revised. Students would be required to read books of the other KLAs. Books covering different KLAs would be purchased for the class library and the school library. This measure would not only enhance students’ language proficiency but also broaden students’ subject knowledge.
- Learner diversity should be addressed in hopes of improving students’ learning attitude and public assessment results. Students of lower ability would find learning interesting if they could catch up with their learning. Once they were motivated to learn, their academic performance would be improved. More strategic measures should be devised to stretch the potential of the higher ability students. The passing rate in the public examination was satisfactory, and it was much above the territory average. But there was room for improvement in achieving good grades. On the other hand, it should be noted that the problem of learner diversity was likely to be more acute under the NSS academic system and teachers should continue to develop special learning activities and employ special strategies to meet the needs of the enhancement classes and the lower ability students.
- It was a good start that students showed enhancement of generic skills in various learning activities. Those skills should be further fostered as they could facilitate student learning at school and life-long learning.
- Students made disappointing performance in on-line learning. This reflected the poor learning attitude of the students. Teachers of the subjects concerned should co-ordinate the on-line learning given to the students to ensure a reasonable amount of work would be given to the students. Students would be more positive towards learning if they found the learning activity manageable. At the same time more monitoring on the part of the teachers and encouragement in the form of prizes would improve students’ performance and their learning attitude.

## 3. Fostering National Education

Students’ cognition of national issues was enhanced and the sense of belonging to their motherland was cultivated after taking part in the first and second term activities. They learnt more about development of the state and their interest in national affairs was developed.

## Achievements

- Integrate national education into individual subject curricula
  - The message of ‘National Education’ was integrated in the curriculum of all subjects. Chinese Language teachers immersed the knowledge and activities about Chinese culture with national education. In English lessons, national issues or related topics were used in class as topics for writing and discussion especially for senior forms. Students started getting to read news about China regularly and use national issues for oral presentations. Students generally showed their interest in topics about China.
  - National education was embedded in one part of the I.H. curriculum—The Traditional Rural Life of Hong Kong. Students recognized more about traditional Chinese customs and festivals. Furthermore, the subject of Science put more emphases on drawing students’ awareness on scientific development in China. For example, issue about melamine found in the baby milk formula was discussed in class to make students aware of the importance of food safety.
  - Home Economics teachers required S2 students to do an assignment on ‘Chinese New Year Greetings’ which was related to national theme. Students were able to produce creative and attractive greetings suitable for home decorations. Some of them managed to work meticulously on their greetings with exquisite style. Their sense of nationality was enriched and at the same time their creativity and manipulative skills were developed.
- Arrange co-curricular activities which are related to national education
  - Different subjects panels arranged activities on national themes. For example, the activity ‘Lantern Quiz’ was organised by the Chinese Language panel followed by films about Confucius in the China Week. These activities aimed at providing chances for students to develop a deeper knowledge of traditional Chinese customs and philosophical thinking. Moreover, ‘Festival Cooking’ was arranged by the Home Economics Club during Chinese New Year.
  - The National Education Team worked in collaboration with the History Panel. The S4 excursion to the Sun Yixian Trail was well received by students and they agreed that they had a better understanding on the work of Sun Yixian. They also performed well in the excursion report. In addition, S5 students visited Sun Yixian Memorial Hall and their views on the visit were positive. The visit not only gave them a deeper understanding on the life of Dr. Sun but also provided them a valuable lesson on the architectural history of Hong Kong.
- Organize cross-border exchange activities
  - Xian study tour  
From 14<sup>th</sup> to 18<sup>th</sup> April, a Xian study tour was organized. The tour included both sightseeing and academic sharing on Chinese cultural issues. Three seminars and a tea reception were held before the tour so that the students could be introduced briefly to the history of Xian. The participants visited lots of historical sites, such as Qianling Mausoleum, Huaqing Pool, Hanyang Tomb Museum, Terracotta Army Museum, Xian Museum etc. The participants were well behaved during the tour. In addition to deepening students’ knowledge of their home country, their sense of belonging to their motherland was fostered. Their horizons were broadened and their self-confidence was boosted. Over 90% students were satisfied with the study tour and agreed the study tour would arouse their interest in home country.  
After the trip, an exhibition was held to consolidate what the students had learnt.
  - Promotion and Publicity  
In order to encourage students to participate in different exchange programmes, the National Education Team carried out promotion work on Tsinghua University National Cultivation Program 2009, Aerospace Science of China Expedition Trip 2009 and My Homeland-Beijing Hongkong Macau Exchange Programme which

were organized by the Hong Kong New Generation Cultural Association.

- Other exchange programs

Two students joined the National Education Leadership Programme organized by the Hong Kong New Generation Cultural Association Science Innovation Centre.

Two students were recommended to join the Shanghai study tour held by the Wong Tai Sin Home Affairs Bureau and the Wong Tai Sin District School Liaison Committee.

- Organize activities on national education

- Activity on the “Aerospace Science of China”

In order to make students aware of the Shenzhou VII spacecraft blastoff, a noon live television programme was broadcast. This activity helped students know more about aerospace science development in China. Through the activity, the interest of students in national affairs could be aroused.

- Quiz on National Education

A national information competition was held to revise students’ national knowledge and they were satisfied with the activity.

- China Week

It was held in February. The Chinese Club and the Putonghua Club organized a series of events, such as “National Conditions Q&A”, “Interpretation of Cantonese and Putonghua” and “Lantern Riddles Guessing”. Through participating in these activities, students were given a chance to deepen their understanding in the Chinese culture, increase their discerning ability between Cantonese and Putonghua and arouse their interest in the traditional Chinese activities. 85% students were satisfied with the activities.

- Broadcast of national affairs

Morning Talks on the events of 2008 Beijing Olympic Games, Shenzhou VII manned space mission, the milk scandal, Xian Incident, the former leader of China—Mr Deng Xiaoping, the former premier of China—Mr Zhou Enlai and the 1<sup>st</sup> anniversary of Sichuan Earthquake were conducted to enable students to have a better understanding of our history, the prominent leaders and the current events.

- Board Display on national affairs

Board displays on the 2008 Beijing Olympic Games, 59<sup>th</sup> anniversary of the founding of the People's Republic of China, the Shenzhou VII manned space mission, G20 Summit, the May Fourth Movement, Sichuan Earthquake and the June Fourth Incident were held to arouse students’ concerns about our motherland and international affairs.

- Activities on national education at different levels (S1-S7)

- Flag-raising ceremony on special events such as the 918 Incident, the 59<sup>th</sup> anniversary of the People's Republic of China, the Xian Incident and the Great Sichuan Earthquake.

- Expedition trip and visit

- A Kat Hing Wai and Red House expedition trip was organized for S4 students in collaboration with the History panel. Students’ feedback was positive and they agreed that they had a better understanding in Hong Kong’s local culture, lifestyle, architectural features and the work of Sun Yixian. 90% students were satisfied with the trip.

- The Chinese History panel arranged a visit to “The Hong Kong Museum of History” for S1 students. The students got a better understanding of the historical and cultural development of Hong Kong after the visit. More than 90% students were satisfied with the trip and participated actively.

- Seminar
  - A seminar on the Sino-Japanese relationship was organized for S2 students. From this activity, students got a deeper understanding of the history of our motherland. About 90% students were satisfied with the activity.
  - A seminar on “The relationship between Confucianism and modern society” was held for S6 students. The seminar was presented by a lecturer from the Chinese University of Hong Kong. He illustrated how the Confucian philosophy inspired our present time through the ideas of modern living. Students not only gained a deeper understanding of the relationship between the Confucian philosophy and the modern society, but also enhanced their awareness of social responsibilities. Positive feedback from students showed that they were satisfied with the activity.

➤ Working in collaboration with other subject panels

The History panel and National Education Team arranged a visit to the “Dr. Sun Yat-Sen Museum” for S5 students. Students had a better understanding in the life, career and contribution of Dr. Sun Yat-Sen after the visit.

The Chinese Language panel and National Education Team jointly organized a theme reading program for the junior forms. Students were asked to write a book report after reading a variety of cultural references on Chinese legends, the landscape of China, Chinese science and technology. This activity not only fostered their reading interest but also enriched their knowledge of Chinese science and technology, cultural knowledge and national identity.

## **Reflections**

- Students’ feedback showed that they have strong passions and sentiments on the issues of national affairs. They learnt precious knowledge through the activities and concerned more about their country.
- Teachers found that they spent much time on preparing the materials for the activities.
- Teachers agreed that students could discuss national affairs from different perspectives but their national identity could be further cultivated.

## V. Our Teaching and Learning

### Curriculum

- The school curriculum is in line with the central policy. Different subjects of the junior level tailored their curriculum according to the needs of the students. The Integrated Humanities and Computer Literacy curricula are school-based.
- The four key tasks are incorporated into student learning:
  - Reading to Learn—one of the components of the Annual School Plan
  - Moral and Civic Education—assimilated into both formal and informal curriculum with fostering of National Education being one of the areas of major concern of the school year.
  - Project Learning—implemented as a cross-curricular problem-based project in S3
  - Information Technology for Interactive Learning — enhancement of the use of on-line learning and e-class learning
- A school-based NSS curriculum plan was devised in the following areas: subjects to offer, combination of electives, period allocation and resources of the school. Subject panels chose the electives modules according to the needs of the students and teachers' strengths. Linkage of junior and senior forms curricula was reviewed periodically.
- Measures were devised to cater for learner diversity. Enhancement classes were arranged in S2 and S3 for the higher ability students. They were given more challenging learning contents, assignments and tasks in hope of stretching their potentials. Remedial classes and after-school tutorial classes were given to those who were weak in Chinese Language, English Language and Mathematics. Teachers of those classes worked more on consolidations. In view of the poor performance in S2 and S3 Mathematics, the Mathematics Summer Programmes were arranged on an ad hoc basis for the low achievers.
- Students were given opportunities to move their learning beyond the classroom to other learning contexts through co-curricular activities and life-wide learning activities. 13 activity days were assigned in the school calendar for this purpose. Different KLA subjects organized co-curricular activities to extend and enrich students' learning. This year 39 and 32 activities were organized for S1-3 and S4-7 respectively (Appendix 2). Students were provided with experiential learning or learning experiences that were difficult to attain through classroom learning alone.
- The curriculum implementation was monitored and reviewed in the following ways: meetings of the Academic Development Committee, panel heads and subject panels; scrutiny of students' work; analysis of students' performance in tests and examination and class observation by the Principal and panel heads.

### Student Learning and Teaching

“Enhancement of students' academic performance” is one of the areas of major concern this year. Many issues on teaching and student learning were addressed in the Annual School Plan. The implementation and evaluation of the action plans were stated in Part X (Appendix 3, 4 and 5) of this report. The following are complementary measures to sustain student learning and teaching.

- Project Learning (Appendix 6)
  - S3 students took part in cross-curricular project learning. They were divided into groups and every group had a teacher-advisor. The learning activity was a preparation for the students to work on the NSS IES components of Liberal Studies. Workshops were organized to teach

students how to make hypothesis, write project proposals, conduct oral presentation and process information.

The students gave positive feedback on the learning activity. 90% of them were satisfied with the workshops and agreed that the workshops were useful. They reflected that they had played an active part in this learning activity and they knew the requirements of working on a problem-based project. Therefore, the objective of this activity was achieved.

The teacher-advisors were also satisfied with the performance of the students. They appreciated the cooperation of the students. However, they pointed out that there was room for improvement in the areas of creativity, critical thinking and expressing viewpoints with justified reasons and from different perspectives.

- Use of Information Technology for Interactive Learning (Appendix 7)
  - The introduction of e-class enhanced student learning. All teachers received training on the operation of e-classes. Students downloaded learning materials and handed in assignments through e-classes in some subjects.
  - Many student activities and assignments required the use of IT skills. They helped students acquire a cluster of skills dealing with the effective use of information, from locating it to its use and management.
  - Improvement in IT facilities facilitated student learning. The Language Room and the Computer –Assisted Learning (CAL) Room, which were equipped with up-to-date IT facilities, were opened; and the computers in the I.T. Room were replaced by the latest models. The computer rooms were better equipped for students to have lessons.
  
- Measures catering for learner diversity
  - Enhancement classes in S2 & S3  
The students of the S3 enhancement class showed good performance throughout the year. They were positive in learning and their academic attainment was up to the expectations of the teachers. They were among the first batch of the NSS students so they had been working hard in hopes of studying their favorite subjects in S4 and doing well in their studies. It turned out all the students were assigned to their first choices.  
However, the performance of the S2 enhancement class was not as good as that of the S3 class in terms of academic capability and learning attitude, though the majority of the class was serious in learning. 10 of them could not stay in the enhancement class in S3.
  
- Remedial classes and after-school tutorial classes
  - Remedial classes were arranged in English Language (S1-3), Chinese Language (S2 & 3) and Mathematics (S1-3). The teachers could attend to the needs of individual students due to a smaller class size. The curricula were tailored; some topics were shortened or simplified. To build up the confidence of the students, the homework and quizzes were made easier than those of the other classes. Most of the students could complete the tasks given to them. The academic performance of those students varied. Those who had worked hard made improvements whereas the less-motivated ones did not make any progress at all.
  - The after-school tutorial classes were different from the remedial classes as the students joined the programme voluntarily and it focused on dealing with students' weaknesses. The overall performance of the students was satisfactory. They had motivation in learning. Most of them were attentive, co-operative and willing to learn. The attendance rate was high. Most students found the tutorial class helpful as they could understand what the teacher taught.
  
- Summer courses
  - S1 Summer English Bridging Course  
The S1 students took part in this course during the summer vacation. In the course, the students learned relevant vocabulary items of different EMI subjects and practised their English skills. The students found the course provided them with a smooth transition from CMI classes to EMI classes.

- S2 and S3 Summer Mathematics Courses  
The courses aimed at revising some basic and difficult topics with the students. Those who attended the courses had high motivation in learning. Throughout the course, nearly 90% of S2 students and 70% of S3 students attended all the classes. The rest missed 1 or 2 lessons.
- Teachers carried out collaborative lesson planning and peer lesson observation with the aim of fostering professional sharing and reflective practice. Post-lesson sharings were held in exchange of ideas and experience for improvement.
- All teachers received at least one training session on each subject they taught so as to keep them abreast with the curriculum development and bring the skills learned to the classrooms.

## Assessment

- Assessment was used to assist students to identify their strengths and weaknesses in their studies and abilities so that they could improve their weaknesses or enhance their strengths. Various modes of assessment were adopted, like tests and examinations, learning portfolios, project work, class work and homework, group work, peer assessment and assessment on students' learning attitude.
- It is the school policy that learning attitude and coursework made up 5% and 10% of the total assessment respectively.
- The school aimed at making a balance between formative and summative assessment. The weightings of examinations and other components were 50:50 in general whereas in some subjects, the weightings of examinations were even lower.
- All the student assessment activities were discussed and evaluated in panel meetings for identifying students' abilities and the effectiveness of those assessment activities. Follow-up work was suggested for improvement.

## VI. Support for Student Development

### Student Support

- Our educative goals were to inculcate students' positive values and upright character through promoting a caring school atmosphere, help students develop their interests and understand their abilities and aptitudes through promoting whole-person development.
- In order to achieve the educative goals and meet the needs of different age groups, different kinds of activities such as workshops, training courses and talks were organized. 13 activity days were set aside in this year. Activities in diversified modes were conducted on activity days, after school and in the post examination period. Students also had ample opportunities to join and organize extra-curricular activities. Moreover, the school joined the P.A.T.H.S. Project which provided a systematic and successive positive youth development programme for junior students. Students benefited from it greatly.
- In addition, the principal and teachers took turns to give talks in the morning assembly on topics covering diverse aspects such as ethical values, spiritual development, disciplinary issues and civic responsibilities. Teachers also played an active role in building up and consolidating a positive value towards life in students through informal talks outside class, monthly diary and in Ethics lessons. Students and teachers were given the chance to exchange opinions on topics of general interest.
- Students' behavior and attitude could be monitored and assessed through their performance in the Self-Development Award Scheme, the Life-wide Learning Award Scheme, deliberations of conduct marks, their performance in ECA, as well as their records of daily attendance, merits, demerits, and violation of school regulations.
- This year, activities on the same topics and activities organized for each form focusing on certain targets were coordinated. All teachers were informed of the planned activities at the beginning of the academic year. There was no duplication of activities.
- Coordination of activities would be continued. The effectiveness of the activities would be considered. The school would continue to join the P.A.T.H.S. Project in the coming three years. 15 teachers were sent to attend the training workshops of the project.

### Partnership

- A close linkage was maintained with external organizations or institutions for conducting activities or for better and more effective deployment and utilization of resources. For instance, the Centre for Restoration of Human Relationships collaborated with the school in conducting Ethics lessons under the P.A.T.H.S. programme for S1 to S3 students. The Caritas provided pastoral care and counselling services for students and helped arrange voluntary services for the students. The Haven Of Hope offered chances for students to provide elderly services.  

The school is part of the Salesian Family which consists of 19 schools. Under the same charism, countless opportunities are created for organizing activities together such as the Salesian Youth Movement, Teacher Induction Programme and pastoral care so as to fully utilize the resources available.
- Formal and informal channels were employed in maintaining the link with past pupils. The Past Pupils Association was established years ago. It offered careers talks to schoolmates and awarded scholarships to those who had exhibited outstanding academic performance.

- With the support of Home-school Liaison committee, school policies could be implemented smoothly. The Parent Volunteer Team helped distribute lunch boxes and served as helpers of the library. Parents were given chances to be involved in school activities.
- Cooperation with the external organizations would be continued and more external linkages would be investigated such as joining the programmes arranged by the Junior Achievement Hong Kong.

## 1. Religious Activities and Formation

A series of religious activities were organized to enhance the religious atmosphere in the school community and to let the teachers and the students experience the good news of Christ.

- Prayer and Liturgy Celebration
  - Daily Morning Prayer  
Special intentions were prayed for in the Morning Prayer. Prayer leaders were responsible and led the prayers well. But sometimes they were not able to use a variety of prayers because of the limited prayers in the students' prayer book. A revision of the students' prayer book in the future was suggested.
  - Saying Rosary in Month of Rosary (October)  
In the month of Rosary, Saying Rosary activity was held every morning at 7:45 am in the school chapel. The activity aimed to give praise to Our Lady. Junior form students participated better as they were motivated by the Self-Development Award Scheme. However, some prayer leaders were not familiarized with saying rosary so a briefing session to them was suggested.
  - Mass and Liturgy  
Two masses (School Opening Mass and Mary Help of Christians Mass) and four liturgies (liturgies for St. John Bosco, St. Mary Mazzarello, Christmas, Easter) were held. Teachers and students participated well, especially during the mass. Attending mass by the whole school has already been part of the school culture.
  - Sacrament of Reconciliation  
Sacrament of Reconciliation was organized for two times, one during the Advent while another during the Lent. Catholic teachers and students liked this activity as it gave them a chance to ask for forgiveness from God and to prepare themselves to welcome Christmas and Easter.
- Salesian Spirituality
  - Salesian Saints Week  
Salesian Saints Week was held in January as several feast days of Salesian Saints fell in this month. There was a display of the life of Salesian Saints in the bulletin board to let students know their lives and imitate their virtues.
  - Salesian Youth Movement  
Students participated several activities organized by the Salesian Youth Ministry Office. For example, about 20 students joined the Salesian Youth Day. Other activities were leadership training camp, S5 & S7 graduates camp, action song workshop, prayer training camp. It was hoped that by joining these activities, students could have a deeper understanding of Salesian Youth Spirituality.
  - Salesian Bulletin (magazine)  
Salesian Bulletin was distributed to all teachers. They could know the news of the Salesian Family and could enhance the sense of belonging to the Salesian Family. Teachers enjoyed reading the magazine.

- Catholic Society
  - Monday meetings of the Catholic Society  
Meetings were held once every two weeks for the Catholic students of the school. Different topics were carried out in each meeting to deepen the faith experience of the Catholic students. The participation for a few meetings was not very satisfactory as the meeting clashed with other activities.
  - Annual Retreat for the members of the Catholic Society  
Two annual retreats were held, one for the senior form while the other for the junior form. Students liked the retreat venue and the prayer experience. It was suggested to organize retreat also for the Catholic teachers.
  - Catechism  
Two catechism classes were held for those students who yearned to know more about Jesus. Although only a few students joined the catechism, their learning attitude was good.
- Other activities
  - Evangelisation Week in December  
A variety of activities was carried out to let students know better the good news of Christ, e.g. games stalls and religious articles fair. Students were interested to play the games, such as Jesus chess.
  - Caritas Raffle tickets  
Teachers and students were encouraged to buy the caritas raffle tickets to help the poor and to practice solidarity. Most of them bought the number of raffle tickets given to them. In order to let them understand more the meaning of this activity, a staff member of the Caritas was invited to give a speech to the school in the morning assembly.

## 2. Civic and Environmental Education

Both formal and informal activities were organized in school and outside school so as to develop students' positive civic attitudes, values and a sense of belonging to the family and the community so that they are ready to contribute to the betterment of the family and the community.

Civic and Environmental Education were promoted in the following ways :

- No Air Conditioning Day  
It was organized to raise students' awareness of the effect of air conditioning as well as the importance of environmental protection. Students fully supported this activity.
- Drama Performance (Oops-I kill a penguin)  
The numbers of the endangered species are decreasing rapidly all over the world, organizing this activity is to tell the students to treasure and cherish the animals. It can also raise the environmental concern to the students.  
S1-S7 students attended the drama performance. It was educative and amusing. Students enjoyed watching the show and some took part in the play too. Many students agreed that the drama was meaningful and their feedback was positive.
- Recycling  
In order to provide an opportunity for students to recycle papers conveniently and raise their concern for the environment, recycling bins were placed in the school campus. All the classes were involved and a lot of papers were collected. More and bigger recycling

bins would be put as most of the bins were always full.

➤ Greening Our Life

This activity was organized to promote a habit of recycling among students. Each class was planned to prepare one recycling bin for recycling papers. However, only some classes participated in this activity. Most of them forgot to prepare the recycling bin.

➤ SEPA

It was organized to keep students' abreast of environmental issues in Hong Kong. It could also encourage students to plan, organize and implement environmental protection projects in schools. Each member received a log book to record the environmental protection activities participated in order to meet the requirement of the 'Environmental Badge'. 26 members joined this activity but none of them could get the 'Environmental Badge'. The reason was that students forgot to mark the activities down.

➤ Lights Off

It was organized to raise students' awareness of environmental consciousness about the effect of global warming due to overuse of electricity.

On 20<sup>th</sup> March 2009, the whole school turned off the light for 20 minutes. At the same time, a speech was delivered on the topic of global warming.

Turning off the lights may affect the lesson, so conducting this activity on a sunny day may be a better choice.

➤ Newspaper Display

This activity was organized to raise students' concern about the current affairs in the society.

15 students were divided into 5 groups and prepared the newspaper cutting and wrote down the summary and reflection. The newspaper cutting was displayed on the board in the covered playground.

➤ Electioneering activities

This activity aimed at giving a chance to the students to understand more about the current affairs in the society and to promote the environmental-friendly attitude to others.

Students joined this activity to assist Roy Tam, the Chairman of Green Sense and a candidate for the District Board Election, in promoting the attitude of environmental-friendly to Hong Kong citizen. About eight meetings were held during summer holiday. Students distributed leaflets to passers-by near the MTR stations.

Three students from our school participated in this activity. There were other students from different schools joining it. They distributed some leaflets and posters to the pedestrians. They also took part in the promotion of the candidate.

Students agreed that the activity was quite meaningful. However, it was exhausted because they needed to walk along the streets for more than three hours in each function and they hoped to have a break after two hours.

➤ Mock election

This activity was organized to familiarize students with the Legislative Council Election.

The activity was held on 1<sup>st</sup> September, 2008. Each student received a questionnaire and used approximately five minutes to finish it. The questionnaire was quite informative because they could understand more about the candidates in their own district. On the whole, it was successful.

➤ A visit to the Marine Park

It provided an opportunity for students to learn more about the diversity of Hong Kong's ecosystem in order to arouse the awareness of environmental consciousness.

20 students from 6A visited the Marine Park in February. This trip was meaningful as students could learn more about the natural environment and different types of marine animals. Students enjoyed this activity and they would like to join similar activities. Trips to other marine parks in Hong Kong such as Yan Chau Tong or Hoi Ha Wan Marine Park would be organized.

➤ Board Display

This activity provided a chance for students to learn about the culture of ethnic minorities in Hong Kong and the principle of racial harmony. Students were enthusiastic about the board display and their response was encouraging.

➤ Talk

It provided an opportunity for students to learn more about the ways of co-operation with people of other different countries in order to create a harmonious city.

S6 students attended the talk. They enjoyed the talk but reflected it was a bit boring. They learned how to cooperate with others.

### 3. Moral Education & Health Service

To raise students' awareness of moral and health education, several activities were held such as talks, visits and different kinds of competitions.

➤ Sharing on Beijing Olympics

This sharing was arranged during assembly period in September. Two Locomotive members were invited to Beijing Olympics under the Olympic Education Promotion Scheme. They shared their precious experiences with the whole school. It helped enrich students' knowledge of their home country and promote students' awareness of their national identity.

➤ 'Life on the Train' Exhibition

25 students joined the exhibition organized by the Society for the Promotion of Hospice Care in Hollywood Plaza. Students expressed that the exhibition helped them nurture a positive attitude towards facing end-of-life and respect cultural, religious and family beliefs. It also helped raise their awareness and attention on the issues surrounding death, dying and bereavement.

➤ Student Health Services

In order to raise students' awareness of the relations among health, physical exercises and lifestyle, an annual visit at a designated student health service centre was arranged for each student starting from October 2008. Through the visit, students could receive the services provided by the Department of Health, such as physical examination, health screening and individual counseling.

➤ Talk on Sex Education and female health

The talk was organized for S4 and S6 students in November. It covered different aspects of sexuality education including accurate sexual knowledge, sexually transmitted diseases and personal hygiene. The aim was to instill in students a proper attitude towards sex, helping them understand and positively handle the changes of physical and psychological development and establish good interpersonal relationship.

➤ Eat Smart @ school.hk Campaign

i) 'Clean Environment' Quiz

ii) 'Know more about Japanese Sashimi and Sushi' Exhibition

In order to increase students' concern and understanding about the importance of food safety and clean environment, two activities were organized by the Department of Health, including an exhibition and a quiz competition. 61 students joined these activities which helped them cultivate healthy eating practices and a healthy lifestyle.

➤ Distribution of the leaflet and pamphlet

The leaflet of 'Know more about asthma' and the pamphlet of 'How to prevent skin cancer' were distributed to S1-S7 students in November and December to help increase their concern of a healthy living style.

➤ 512 School Rebuilding Project by Sowers Action

In December, our school helped raise funds for the school rebuilding project in Sichuan by Sowers Action in the following three ways:

- The purchase of the calendar 2009 designed by Ah Chung — With the help of the school, teaching staff, parents and students, the donation received amounted to \$2,612.
- The Christmas Casual Wear Day – Co-organized by the Students' Association, it was held on 22/12/08 and \$26,573 was collected.
- The donation of \$1,303 was made by the charity sale organized by the Business Exposure Club.

Through the above fund-raising events, we raised a total of \$30,488 for Sowers Action.

➤ Evaluation session of P.A.T.H.S

For the S1, S2 and S3 curricula, 'P.A.T.H.S to Adulthood' was organized by 'Jockey Club Youth Enhancement Scheme' to help students acquire some basic skills to deal with some common youth problems. In order to evaluate the effectiveness of this Scheme, an evaluation session was conducted in May. Five social workers from the Jockey Club Youth Enhancement Scheme' had an interview with two students from each S3 class, which lasted for one and a half hours. The feedback and opinions collected were valuable to the Scheme and our students.

➤ Talk on Making Sense of Money

The talk was held by TWGHs Healthy Budgeting Family Debt Counseling Centre in May for all S3 students to raise their awareness of the importance of financial planning. The basics of saving and investment were also covered in the talk.

➤ The ordering of religious books

To stimulate students to brood over problems concerning the value of life, find their own directions in life and foster sound concepts of values, two edifying and heuristic religious books concerning sex education were ordered from Catholic Education Office for S1-S4 and S6 students and their parents. The content was discussed during the R.S. lessons for S1-S4 students in April and Ethics lessons for S6 students in May. Students were required to write a book report as their summer holiday homework.

➤ Health Info' Board Display

The materials displayed were given by various organizations and were updated regularly. Issues like food hygiene, smoking etc, were covered to provide S1 to S7 students with different health knowledge and information.

## 4. Counselling

Remedial, preventive and developmental activities and programmes were held to help students solve their developmental and emotional problems, develop their ability to cope with difficulties independently and enhance their sense of belonging to the school and society.

### ➤ Remedial

- 76 students with behavioural problems joined the Atonement of Demerits by Merits Scheme and 63.2% of them succeeded in meeting the target. The Scheme encouraged students who misbehaved to rectify their behaviour and was worth continuing.
- About 118 cases of behavioural problems were dealt with. These included problems relating to unstable emotions, peer influence, lack of parental supervision, late arrivals and late submission of homework. Some cases are still being handled.
- 38 S1 students joined the S1 Homework Guidance Programme to improve their homework.
- Three 10-hour courses and a day camp were organized for S1 students to improve their study skills, communication skills and EQ in collaboration with the Centre for Restoration of Human Relationships (復和服務中心) (P.A.T.H.S. TIER II).
- An Adventure-based Workshop and Adventure-based Camp were organized for S2 students to improve their study skills, communication skills and self-confidence with the Centre for Restoration of Human Relationships (P.A.T.H.S. TIER II).
- A study tour to China — Zhong Shan was organised in collaboration with the Centre for Restoration of Human Relationships for S3 students to improve their communication skills and self-confidence (P.A.T.H.S. TIER II)

### ➤ Preventive

- S1 class visits were conducted by the school social worker to introduce the work of the Counselling Team.
- Sex education workshops were held for S1–4 and S6 to educate students on how to prevent sexual harassment and the right attitudes towards pre-marital sex.
- A talk on Fighting Against Crime was held for S1 to prevent them from joining the triads.
- An anti-smoking programme and an anti-drug programme were organised for S1 in collaboration with the Life Education Activity Programme (LEAP) and the Hong Kong Police Force.
- A four-session course was provided for parents to improve their skills in communicating with their children, and they showed positive response.

### ➤ Developmental

- Training workshops and camps had been arranged for the Big Sisters, so as to enhance their leadership and communication skills.
- Under the Big Sister Team, 40 students in S4 and S6 helped the S1 students adapt to their secondary school life and offered counselling services whenever necessary.
- Two orientation days (Time Management and Study Skills Workshop and Emotional Counselling Workshop) were held for S1 students in collaboration with the Caritas.
- Time management workshop was held for S2 to improve their time management skills.
- 2 two-session courses on study skills were organised for S6 students.
- 2 four-session courses were organised for S6 students to introduce to them ways to ease pressure from their studies.

- A workshop was organized for S5 students to teach them how to face the HKCEE.
- Two workshops — moral and career were organised for S3 students to improve their moral standard and teach them how to choose suitable subjects in NSS respectively. (P.A.T.H.S. TIER II).

## 5. Discipline

- By means of holding morning assemblies, seminars and staff meetings, the awareness of having to minimize students' misbehaviour was raised. Students' misbehaviour showed improvement inside and outside school.
  - The frequencies of misbehaviour in the 1<sup>st</sup> and 2<sup>nd</sup> terms were 10 and 18 respectively.
- The number of demerits due to lateness in the 1<sup>st</sup> term was 41 and 33 in the 2<sup>nd</sup> term.
- The number of demerits due to late homework submission was 7 and 23 in the 1<sup>st</sup> and 2<sup>nd</sup> terms respectively.
- The number of late arrivals decreased this year. There was steady improvement.
- Students were able to go into their classrooms and special rooms within 5 minutes after recesses and lunch periods. It remains the main focus of the coming year.
- There was steady improvement in students' grooming: their hair styles and uniforms, but the hair styles of them still have room for improvement. Only 1 girl obtained demerits due to breaching the uniform and grooming code in the school year.

## 6. Careers Guidance

Activities were carried out to help students understand their interests and strengths, and plan for their undergraduate studies and careers paths.

- S7
  - Talk on JUPAS
  - Sharing session with alumni from the Humanity Faculty of the Hong Kong Baptist University
  - Visit to The Hong Kong Polytechnic University
  - Providing counselling services after the release of HKAL results
- S6
  - Quiz competition on job safety organized by the Occupational Safety and Health Council
  - 5 students participated in the consultation session of the Engineer Faculty, CUHK, in which they had the chance to go through mock admission interviews and meet with the academic staff to discuss matters related to admission and curriculum

- S5
  - Talks on studying in Mainland China and courses offered by the Vocational Training Council
  - 2 workshops on “How to deal with the pressure exerted by HKCEE”
  - Visit to Careers Expo
  - Seminar for students and parents before the release of HKCEE results
  - Counselling services after the release of HKCEE results
- S4
  - Participation in the Poster Design Competition organized by the Equal Opportunities Commission
  - Visit to Angel Tong International Beauty School to help students have an in-depth understanding of their interests and their preferred occupational choices
- S3
  - Completing “Wong’s Career Interest Assessment Questionnaires”
  - Workshop on careers planning
  - Two parents’ meetings on subjects selection
  - Quiz competition on NSS subjects organized by the Careers Prefect Team
- S2
  - A parents’ meeting to help both students and parents understand the NSS academic structure
- S1
  - A role play competition on occupations was scheduled in July but was cancelled due to the continuous spread of the human swine influenza
- Others
  - Updated and displayed information on undergraduates studies was on the bulletin board at the Careers Corner of the School library.
  - Published 2000 copies of the school profiles.
  - Carried out questionnaires and made data analysis on further studies and employment of S5 and S7 graduates.
- Most activities were successfully held and were fully supported by both students and parents. Students had the chance to plan their future studies and careers paths in a proper way. In the coming academic year, similar activities will be held and more seminars and workshops will be organized for S4 students in order to enhance their career related experience.

## 7. Extra-curricular Activities

The number of categorized ECA clubs/interest groups is as follows :

Category	06/07	07/08	08/09
Academic	5	5	6
Sports	6	7	7
Art	7	7	7
Interest	10	8	8
Social services	6	5	5

- The Extra-curricular Activities and Service Groups Coordinating Team continued to offer various activities to promote all-round development of students. This year Business Exposure Club was newly established.
- Aiming at helping S1 students to involve in the secondary school life, the ECA Orientation Programme was arranged for them in the first week of September. The Programme introduced procedures for the application for clubs and teams. S1 students were required to participate in at least one club/team at their preferences.
- There were 13 activity days in this year. Different kinds of life-wide learning activities such as visits, talks, workshops, field trips, competition etc. were held in the afternoons of these activity days for students to capture more “Other Learning Experiences”
- Four days of post-exam activities were held. Students could widen their horizons and had chances to develop themselves.
- Students were given ample opportunities to practice their leadership skills through running ECA clubs and teams. Three students obtained the Outstanding Student Award in the Second Wong Tai Sin Outstanding Students’ Selection held by East Kowloon Youth Society. One of them even obtained the Outstanding Performance in Art and Physical Education Award. Besides, one student was selected to be one of the young leaders of the “Hong Kong 200” Leadership Project 2009.

## 8. Student Learning Record

- This year, for the preparation of NSS Student Learning Profiles (SLP), all S3 students were required to join the Life-wide Learning Award Scheme. Teachers were asked to write the descriptions of the activities they organized and upload the files to e-class. S3 students were asked to choose the activities they had joined and download the files from e-class. Guidelines were made for them to choose the activities. The Student Learning Record Team had got a general grasp of the types of activities most students joined, which was a good guide for the Team to plan the framework of the SLP system.
- After studying the softwares of e-class, WebSAMS and myIT-School, the school had decided to buy the myIT-School software to store students’ non-academic data. This was because the service provided by the company was more flexible and the layout of students’ reports could be tailor-made.

## 9. Students' Association

- At the beginning of the school year, an adventure leadership training day camp organized by the Youth Outreach was provided for the committee and sub-committee members in order to learn the importance of understanding and coordinating among members. At the same time, they could learn different skills which were useful when they organized different activities throughout the year, such as skills of being good leaders, collaboration and communication skills, etc.
- During the school year, a lot of welfare and school activities were arranged for helping students to develop the sense of belonging to school:
  - Students' Welfare
    - Sale of ice-cream and dessert
    - Sale of stationery
    - Exchange of S5 mock examination papers with other schools
  - School Activities
    - Singing contest
    - A casual wear day to raise funds for the victims of Sichuan Wenchuan Earthquake
    - Farewell ceremonies for S5 and S7 students
    - Thanksgiving Day
    - An inter-house competition
    - An inter-class basketball competition
- In order to strengthen the communication among the Association, students and the school, the following were conducted:
  - Publishing a newsletter to introduce the objectives of the Association, annual plan and committee and sub-committee members
  - Organising “class visits” throughout the school year
  - Carrying out questionnaires to collect opinions from students at the end of the school year
  - Conducting sharing sessions between the Principal, committee, sub-committee members
- All in all, all the activities were enthusiastically supported by the students. The committee and sub-committee members also learnt a lot from organizing these activities.

## 10. Home-school Communication

- Home-School Liaison

It aims at establishing strong liaison, and building up trust and rapport among parents, teachers and the school.

  - Meetings, workshops, BBQ, Parents' Tea Gatherings, “Parents Also Appreciate Teachers Drive”, picnic, parents' group, interest group, prayer group, lunch programme — most well-behaving class award and sale of old textbooks were organized to share experience in parenting and enhance a close relationship among parents, students, teachers and the school.

- Being a member of the Federation of Parent-Teacher Associations Wongtaisin District Limited, it participated in the district activities and established a relationship of mutual support and assistance to other members.
  - In order to promote good communication between the school and parents, 2 newsletters “Bridge (橋)” were published.
  - Parent Volunteer Team distributed lunch boxes to S1 and S2 students, and were helpers of the Library, they released the workload of the teachers and increased their participation in school.
- Parents’ Day
- Six parents’ days : S1 Orientation Day, Special Parents’ Day, General Parents’ Day, S2 Parents’ Day, Two S3 Parents’ Days and Parents’ Consultation Meeting — were held.
- The attendance rate of the Special Parents’ Day in November was about 80%. A talk was held in the hall followed by meeting with class teachers in the classroom. Both parents and teachers had a better understanding of the students, most parents showed great concern for their children.
  - All parents were required to attend the General Parents’ Day in February and those who were unable to come were arranged to meet the class teachers at their convenience. Students’ conduct and academic performance were discussed; and home-school understanding and cooperation were strengthened.

## 11. Past Pupils Association

- The Association enables past pupils to keep in contact with the school and with other past students through Newsletter and reunions. They published and delivered two issues of newsletter in October 08 and June 09 to our alumni. It is hoped that the past students can maintain their attachment to the school, their teachers and schoolmates through the newsletters.
- An annual BBQ reunion dinner was organized in our school playground on 29<sup>th</sup> November 08. More than three hundred alumni and their family members joined the function. Sisters, existing staff, retired teachers and alumni from different years of graduation enjoyed a very warm and fragrant evening together.
- The publication of newsletters and the organization of annual dinner can successfully maintain the link between the school and former students. Some past pupils suggested to organize a greater variety of activities instead of just organizing annual dinner in November.
- In the future, we hope to send out our E-newsletter through email after our electronic databank has been well established. In the coming November, we are planning to organize a one-day local tour so that the past pupils can have a good chance to meet their old friends and teachers.

## 12. Social Service

- Workshop (靈實協會－關懷大使服務)
  - This activity was organized to promote a caring attitude towards the elderly. Through the games, students shared the joy with the elderly and hoped they could feel their vitality and love. Students could also learn the elderly world, develop a positive and optimistic attitude as well as the ways to communicate with the elderly and co-operate with each other.

The elderly in Nursing Homes was our serving targets for their physical ability was better. Forty students joined the activity and the number of the serving targets was about thirty.
  - On the whole, this programme was successful. Students benefited a lot through this voluntary activity and expressed their care and concern to the elderly. The communication, organization and time management skills were enhanced.

Students enjoyed this activity and they would like to join similar activities again. Our best performance was awarded a prize from Haven of Hope.
- Reading Pal Programme
  - Most tutors and tutees found the programme successful, useful and could help them improve their spoken English. They agreed that it could improve their motivation and confidence in speaking after the programme.
  - The programme could be improved if more time would be given to students to complete their reading booklets as most of them were not serious in finishing them. Moreover, a variety of post –reading exercises should be included in the booklets instead of giving them a free hand as most of them did not do that part properly.
- Service (綠色小天使)
  - This activity aroused students and the children the importance of protecting the environment. It also trained the generic skills of students and provided them a chance to do voluntary work.

Students needed to arrange an indoor activity for the children in Our Lady’s Kindergarten. Actually students prepared the activity well, however some were too shy to lead the children in the activities.
  - The time for preparing the services was not enough, thus more time should be given. The number of leaders was not enough on that day, so more recruitment was needed. Some leaders were too passive and they did not have enough communication with the children, they should be advised to be more proactive in the activity.

## 13. Students’ Award and Development

- Academic Award
  - 57 students attained the Academic Progress Award (last year : 126).
  - 5 students attained the Past Pupils of Mary Help of Christians Scholarship (last year : 4).
  - 1 student attained Rev. Joseph Carra Memorial Education Grant, the same as last year.
  - 2 students attained Sir Edward Youde Memorial Scholarship, the same as last year.

➤ Merit Assessment

This year, 4 top merits, 61 major merits and 347 merits were given to the students who were conscientious towards their studies, enthusiastic about promoting activities or strong in organizational skills and leadership.

➤ Self-Development Award Scheme (S1,2) / Life-wide Learning Award Scheme (S3)

The Schemes aimed to provide a set of pragmatic guidelines for S1-S3 students to learn and experience in a joyful ambience, where they could achieve whole person development and grow up to be responsible citizens. In addition, the LWL Award Scheme was designed for S3 students in preparation for the SLP in NSS. With the collaboration of all the teachers concerned, 40 students obtained the Gold Award, 50 students obtained the Silver Award and 73 students obtained the Bronze Award.

## VII. Student Performance

### 1. Public Examination Results (KPM16)

#### ➤ HKCEE

Although the overall pass percentage was moderate : 90%, we could regard it as the best among the recent 4 years (after the implementation of 3 bandings in the SSPA), we got 41.3% of students awarded with 14 points or above in the best 6 subjects. We had 29As, 105Bs, 296Cs, that was 2.14 A-C grades per student. The highest best 6-subject score was 29 points from the Arts Stream. As usual, 100% of students attained Level 2 or above in English Language, but this year we got 93.5% in Chinese Language. Since only very few eligible students left us so all our S6 places were filled by our own students.

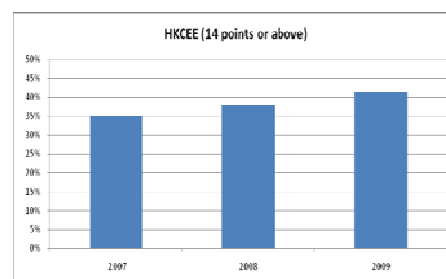
Subject	5*	5	4	3	2
Chin Language	2.0%	7.0%	16.4%	39.8%	28.4%
Eng Language	1.0%	8.5%	36.3%	49.8%	4.5%

Subject	A	B	C	D	E
Add Maths	4.8%	11.9%	38.1%	21.4%	19.0%
Biology	1.1%	11.5%	18.4%	34.5%	25.3%
Chemistry	1.1%	12.6%	19.5%	25.3%	36.8%
Chin History	0.0%	1.6%	9.7%	32.3%	40.3%
Computer & IT	0.0%	0.0%	9.7%	22.6%	35.5%
Economics	0.9%	3.4%	17.1%	36.8%	29.9%
Geography	2.5%	2.5%	13.9%	29.1%	30.4%
History	0.0%	5.5%	9.6%	23.3%	37.0%
Mathematics	4.5%	7.0%	16.9%	37.3%	26.9%
Music	0.0%	0.0%	66.7%	33.3%	0.0%
Physics	0.0%	9.2%	20.7%	31.0%	29.9%
Prin of Accts	4.3%	10.0%	24.3%	40.0%	20.0%
Putonghua	0.0%	100.0%	0.0%	0.0%	0.0%
Rel Stud	1.0%	2.0%	10.4%	20.9%	35.8%
Visual Arts	9.1%	13.6%	13.6%	22.7%	40.9%

% of candidates with 3E or above excluding Chi & Eng W.R.T. : 90.0

% of candidates with 14 points or more from best 6 subjects W.R.T. (M) : 41.3

	2007	2008	2009
% of students in the school awarded 3E or above excluding Chinese & English	91.4	92.9	90.0
% of students in the school awarded 14 points or more in the best 6 subjects	35.1	38.0	41.3



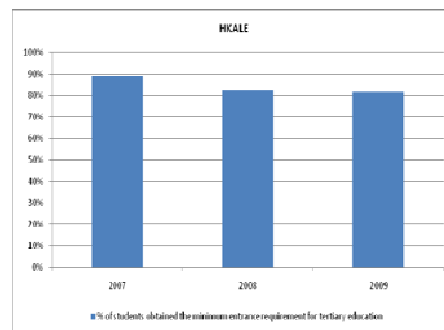
➤ **HKALE**

Our students only got 88.0% of the total subject entries passed, and the number of A-C received was 25.2%, it was higher than last year 20.4%. Apparently we were better than last year but the results were not so satisfactory especially of the science subjects with around 75% passed. Although we maintained 100% passed in Use of English and Chinese Language & Culture, we got less A and B grades. Last year we had 3As, 23Bs and 34 Cs, but this year we only attained 2As, 18Bs and luckily 58Cs.

<b>Subject/Level</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Use of English (AS)	0.0%	5.0%	33.3%	33.3%	28.3%
Chin Language & Culture (AS)	1.7%	11.7%	16.7%	40.0%	30.0%
Computer Applications (AS)	0.0%	0.0%	5.6%	33.3%	50.0%
Mathematics & Statistics (AS)	0.0%	16.7%	5.6%	22.2%	33.3%
Chinese Literature (A)	8.3%	0.0%	41.7%	25.0%	16.7%
Chinese History (A)	0.0%	22.2%	44.4%	11.1%	11.1%
Economics (A)	0.0%	0.0%	8.3%	29.2%	41.7%
Geography (A)	0.0%	10.5%	10.5%	36.8%	36.8%
History (A)	0.0%	0.0%	8.3%	16.7%	50.0%
Biology (A)	0.0%	0.0%	11.1%	33.3%	27.8%
Chemistry (A)	0.0%	3.3%	16.7%	23.3%	30.0%
Physics (A)	0.0%	0.0%	23.5%	23.5%	29.4%
Pure Mathematics (A)	0.0%	0.0%	8.3%	16.7%	50.0%

% of candidates awarded the minimum entrance requirement for local degree courses : 81.66

	<b>2007</b>	<b>2008</b>	<b>2009</b>
% of students in the school awarded the minimum entrance requirements for tertiary education	88.89	82.46	81.66



## 2. Inter-school Activities and Prizes Won during the year

Nature	Name of Competition/Organisation	Prize
Academic	全港中小學中英文硬筆書法比賽	
	中文初級組	優異
	第三屆「善言巧論：全港學生口語溝通大賽」預科小組討論項目	優異獎
	Hong Kong Schools Speech Festival	
	Chinese	
	Solo Prose Reading	
	S6-S7	Merit
	S5-S7	Merit
	S5	Merit
	S4	Merit
	S3-S4	1 <sup>st</sup> Runner-up 2 <sup>nd</sup> Runner-up
		Merit (9)
	S3	1 <sup>st</sup> Runner-up
	S2	Merit
	S1	Merit
	Dramatic Dialogue	
	S5-S7	1 <sup>st</sup> Runner-up (2) 2 <sup>nd</sup> Runner-up (2)
		Merit (2)
	S3-S4	Merit (8)
	S1-S2	Merit (2)
	Solo Verse Speaking	
	S6-S7	Merit
	S5	Merit (2)
S4	Merit	
S3-S4	Merit	
S2	Merit (2)	
S1-S2	1 <sup>st</sup> Runner-up	
S1-S2	Merit (4)	
S1	Merit	
English		
English Solo Prose Reading	Third Merit	
English Solo Verse Speaking	First Second (2) Third (4) Merit (38)	
Inter-school IT Package Competition		
Advanced Level Group	Merit (5)	
Hong Kong Schools English Penmanship Competition	Merit Third	
Popular Reading Award Scheme (organized by Professional Teachers' Union)普及閱讀獎勵計劃	Purple Badge (3) Blue Badge (11) Green Badge (46)	
Secondary Students' Best Ten Books Election — Commentary Writing Contest (Senior Section)	Outstanding Work Award (2)	
Phase 1 - Scientific Workshops of a Science Enrichment Programme for Secondary 3-4 Students 2008 - 2010	Bronze Award (4)	



Nature	Name of Competition/Organisation	Prize
Art	<p>Descant Recorder Solo Age 17 or under</p> <p>Di Senior</p> <p>Flute Solo Junior</p> <p>Piano Solo Grade Eight</p> <p>Piano Solo Grade Seven</p> <p>Piano Solo Grade Six</p> <p>Piano Solo Grade Five</p> <p>Piano Solo Grade Four</p> <p>Piano Solo - Chinese Composer Elementary</p> <p>Pi-pa Junior</p> <p>Treble Recorder Solo Age 13 or under</p> <p>Violin Concerto Age 18 and under</p> <p>Violin Solo Grade Five</p> <p>"High School Musical Summer Rocks" - Asia Inter-school Dance Competition (DISNEY "HIGH SCHOOL MUSICAL" MY SCHOOL ROCKS!)</p> <p>誇啦啦藝術集 主辦「裝模作樣：吹氣人形公仔時裝 / 戲服創作」</p> <p>生命熱線主辦「生死有愛」平面及電子心意卡創作比賽</p> <p>香港經濟日報主辦「反吸毒由我畫起 2008」</p> <p>防止青少年吸煙委員會主辦「世界無煙日郵票設計比賽 2008/9」</p> <p>黃大仙民政事務處主辦「黃大仙區滅蚊先鋒計劃環保袋設計比賽」中學組</p> <p>Arts Ambassadors-in-school Development Scheme organized by HK Arts Development Council Arts Ambassadors-in-school</p> <p>1969-2008 Summer Youth Programme "Summer Youth Exchange Programme 2008" Art Category</p>	<p>Merit (2)</p> <p>Merit</p> <p>Merit</p> <p>Merit</p> <p>1<sup>st</sup> Runner-up Merit</p> <p>Merit (6)</p> <p>Merit (3)</p> <p>Champion 1<sup>st</sup> Runner-up 2<sup>nd</sup> Runner-up Merit</p> <p>Merit</p> <p>2<sup>nd</sup> Runner-up</p> <p>Merit</p> <p>Merit</p> <p>2<sup>nd</sup> Runner-up</p> <p>Top Six Best Hong Kong Team (3)</p> <p>首十五名 優異獎(2) 優異(2)</p> <p>優異(3)</p> <p>優異獎(3)</p> <p>優異獎</p> <p>Student Representative</p>
Service	<p>Listen and Feel with your Heart - To Give Love to the Elderly</p> <p>Community Youth Club Merit Award Scheme</p> <p>Unit Outstanding Girl Guide Award (2)</p> <p>Hong Kong Red Cross The Most Outstanding Member 2008 (Youth Units)</p>	<p>傑出愛心大獎(37)</p> <p>Purple Badge (2)</p>
Scholarship	<p>Sir Edward Youde Memorial Scholarships (2)</p> <p>The Rev. Joseph Carra Memorial Education Grant (1)</p> <p>Lion &amp; Globe Education Trust</p>	<p>Best Improved Students Award (18)</p>

Nature	Name of Competition/Organisation	Prize
Others	黃大仙區傑出學生選舉 高級組 初級組	體育藝術獎 傑出學生(2) 傑出學生獎

## VIII. Financial Summary

<b>Subjects</b>	<b>Received</b>	<b>Payment</b>	<b>Balance</b>
AL Biology	3,602.00	9,553.50	-9,951.50
AL Chemistry	5,465.00	14,813.80	-9,348.80
ASL Chinese Lang & Culture	2,672.00		2,672.00
ASL Computer Application	4,736.00		4,736.00
ASL Use of English	2,624.00		2,624.00
Compsite IT Grant	348,766.00	512,494.20	-163,728.20
Computer Literacy	6,174.00	289.80	5,884.20
Computer Studies / IT	7,410.00	1,028.00	6,382.00
Home Economics	50,568.00	52,377.00	-1,809.00
Integrated Science Grant	17,458.00	10,437.40	7,020.60
Putonghua Grant	1,671.00	374.00	1,297.00
Visual Art	34,326.00	32,153.40	2,172.60
	485,472.00	633,521.10	-148,049.10

<b>Student Development</b>	<b>Received</b>	<b>Payment</b>	<b>Balance</b>
Additional Support for EMI School		208,247.14	-208,247.14
Committee on the Home-School Co-operation Project Grants	9,900.00	9,900.00	0.00
Chinese Extensive Reading Scheme Grant	13,893.00	12,611.25	1,281.75
English Extensive Reading Scheme Grant	13,893.00	10,426.10	3,466.90
Gifted Education		11,855.70	-11,855.70
Jockey Club Life-wide Learning Fund	30,960.00	30,960.00	0.00
Library Books for Students	5,519.60	57,778.64	-52,259.04
Newspaper and Magazine		8,153.80	-8,153.80
NSS Curri. MIG Grant	106,000.00	424,810.00	-318,810.00
Olympism and Sports Grant			0.00
Prog. Fund for whole-sch ap to Guid & Dis.	7,101.00	9,081.60	-1,980.60
SB After School Learning	21,000.00	30,157.10	-9,157.10
School Press - Our Ladian	12,100.00	12,000.00	100.00
Special One-off IT Grant		84,966.00	-84,966.00
Study Tour - Xian	174,920.00	188,910.00	-13,990.00
Moral and Civic Education	12,905.00	2,102.00	10,803.00
公民教育活動 - 青 TEEN 啓航	22,300.00		22,300.00
	430,491.60	1,101,959.33	-671,467.73

<b>Extra-curricular Activities</b>	<b>Received</b>	<b>Payment</b>	<b>Balance</b>
Celebration and Entertainment		1,386.90	-1,386.90
Extra-curricular Activities	33,703.00	247,265.00	-213,562.00
Sports		28,294.70	-28,294.70
	33,703.00	276,946.60	-243,243.60

<b>Operation of the School</b>	<b>Received</b>	<b>Payment</b>	<b>Balance</b>
Cleaning Materials		2,544.80	-2,544.80
Composite Furniture and Equipment		1,234,716.20	-1,234,716.20
Consumable Stores		38,432.90	-38,432.90
Enhancement Grant	5,945.00		5,945.00
Essential Fees		3,000.00	-3,000.00
First-aid Facilities		819.00	-819.00
Fuel, Light and Power	5,236.60	447,925.00	-442,688.40
Insurance		19,129.00	-19,129.00
Lift Maintenance Grant	24,696.00	30,265.00	-5,569.00
Minor items		4,922.50	-4,922.50
Noise Abatement Grant	132,786.00	6,740.00	126,046.00
Postage and Stamp Duty		2,276.10	-2,276.10
Printing & Stationery	472.00	154,750.28	-154,278.28
Repairs & Maintenance		145,436.50	-145,436.50
Telephone		19,380.00	-19,380.00
Transport and Travelling Allowance		7,711.30	-7,711.30
Travelling Allowances, etc for Guest Speakers		3,718.00	-3,718.00
Water	1,590.30	10,521.40	-8,931.10
Wreaths, Flower-baskets and Similar Tributes		6,750.00	-6,750.00
	170,725.90	2,139,037.98	-1,968,312.08

<b>Others *</b>	<b>Received</b>	<b>Payment</b>	<b>Balance</b>
Additional Capacity Enhancement Grant	29,024.15		29,024.15
Capacity Enhancement Grant	463,100.00	706,915.07	-243,815.07
S B M Supplementary Grant	163,939.00		163,939.00
Teacher Professional Preparation Grant	480,000.00	728,144.30	-248,144.30
Teacher's Textbook, Maps, etc		23,084.45	-23,084.45
Training and Development	6,744.00	28,120.00	-21,376.00
	1,142,807.15	1,486,263.82	-343,456.67

\* Use of Grants is attached in Appendix 8.

## IX. Future Planning

- Preparation of the 3-year School Development Plan (2010-2013)
- Monitoring the implementation of the NSS curriculum
- Enhancement of middle management development

## X. Appendix

### 1. Students' Reading Habit

#### Evaluation

- With the aim to promote students' English reading abilities as well as their current issue awareness, every Thursday morning assembly was dedicated for conducting the whole school Morning Reading Program when junior students, i.e. S1 and S2, read ES Junior of the Economic Times while senior formers would read the Student Standard of the Standard. All students had subscribed the respective newspapers and the whole morning assembly period on Thursday mornings was assigned for self reading with the assistance and guidance from their class teachers.
- The NET and students were invited to share their reading experience in the English morning programme. Lunchtime book sharing sessions were held for S1 students.
- Three grand book fairs had been organized by the English Panel, the Chinese Panel and the Library jointly with Stanford House, the Commercial Press and Breakthrough so as to enable students to get acquainted with the latest published books which were offered to them at bargain prices.
- It had been the third year when the school was selected as the 'Pleasurable Reading School (悅讀學校)' to fully utilize the support from the Hong Kong Reading City of the Hong Kong Education City which was funded by the Government. 100% of our students could benefit from the program as they could make use of many resources for free while they were given access to the interesting contemporary reading world presented by the Hong Kong Reading City as the latest book news released. Reading activities conducted by the HK Reading City were also made known to our students through the hyperlink updating on our school library webpage.
- A total of 10 Student Reading Ambassadors were recruited from our S4 to S6 students who assisted in promoting reading activities and conducting book clubs.
- A total of 5 whole school Book Club gatherings had been conducted from October 2008 to March 2009 during lunch breaks. 90% of all S1 to S5 students had taken part in at least one of the 5 Book Club gatherings with some of them taken part in more than one gathering. In each of the 5 Book Club gatherings, over 200 students had come to the gatherings. 90% of the respondents were satisfied with the overall arrangement of the Book Clubs. 98% of all respondents understood well the theme of the Book Clubs and 84% of them appreciated the reading atmosphere of the reading sharing and gathering. Over 80% of the respondents appreciated the presentation and communication skills of the Reading Ambassadors. Regarding the books chosen for each Book Club sharing, 82% of all respondents loved the books while around 90% of them claimed that they had much in-depth and thorough understanding of the messages conveyed behind the lines, and the percentage for such insightful reading claim was particularly significant for S5, which was 93.1%.
- All students from S3 to S7 were invited to take part in the Popular Reading Award Scheme organized jointly by the Library and the Hong Kong Professional Teachers' Union while those from S1 and S2 had to take part in the Scheme as part of their subject collaborative assignments. 100% of the S1 and S2 had gained 5 marks or above in their Reading Record Books with 57 being awarded the Green Badge of Honour, 11 gained the Blue Badge of Honour and 3 achieved the most honourable Purple Badge of Honour, i.e. 18.2% of the participants had achieved awards.
- A class-based reading award scheme was organized for S1 to S6 by the English Panel. Success criterion: 80% of the students meet the minimum requirement set for individual forms. In the first term: 24 out of 30 classes (S1-S6) met the success criterion while 18 out of 25 classes (S1-4 & S6) met the success criterion in the second term. The number of reading awards is as follow:

	Gold	Silver	Bronze
1 <sup>st</sup> Term:	294	73	218
2 <sup>nd</sup> Term	240	118	161

- All students subscribed to English magazines and senior form students were encouraged to subscribe to English newspapers.
- An English story book presentation competition was organized for S4 & S5.
- For the Chinese Reading Portfolio, 80% of the students had gained 6 marks or above though teachers found that their reading genres need to be broadened.
- A total of 12 collaborative activities had been conducted by the Library with various subjects across all levels of students to promote reading of various subjects and topical books as well as broadening their scope and horizon of reading. Some of such collaborative reading activities were not just for fun but also for marks, such as the computer book reading record as one of the assessments for S1 to S3 students which accounted for 5% of their total year end marks for their Computer Literacy with the Teacher Librarian responsible for introducing to students the relevant computer books, marking the record forms and inputting and recording the marks for the Computer subject teachers. The percentage of completion in S1 was 82% while that in S2 and S3 was 87% and 89% respectively. In fact, the percentage of completion in S2E and S3E, that the enhancement classes, was 100%. Of those who had completed the reading record and assignment, 96% passed in S1, and the passing percentage in both S2 and S3 was 99%. Those very few who failed were mainly because they were lazy and did not write more than 30 words as required. This type of reading activity was welcome by teachers and students alike as they could manipulate their task and students had eventually started their exciting journey to the computer book treasure.
- Book Lovers' Classes and Reading Angels had been recognized as our school's unique reading recognition award scheme for students and it was held every month from September 2008 till June 2009. Three top readers, that a total of 18 students from all six sections, were awarded certificates and book coupons in recognition of their effort to enrich themselves through reading while one class in each section, altogether six classes in each month, with the highest book loan record was awarded certificate and souvenirs. The awards were well treasured by the students as book lovers were no longer silent readers but were made known to all through the prize presentation during morning assembly.
- Students had taken part in the '60 Good Book To Share' activities organized by the Hong Kong Professional Teachers' Union. 100% of the S1 to S4 and S6 students had cast their votes by filling in the voting forms for their favourite book(s) and beloved authors. 98% of the students from S1 to S4 had sent in entries for the Best Book Commentary Competition and an S1 student and an S5 student had their work won the Best Commentary for the Junior and the Senior Sections of the Competition respectively. 93 % of the S1 students had handed in book marks for the Best Designed Book Mark Competition and 10% of the best ones had been selected for entries in the final round of the Competition.
- 7 tailor-made library activities had been conducted to stimulate students' reading interest while catering for their diversified capabilities and interest. Some of these reading activities were organized with subject panels with specific subject-based motives.
- Two author talks had been conducted in the year. One was the talk on creative writing with focus on detective story writing by Ah Kuk (阿谷) for S1 and S2 while the other was given by Mr. Ho Wing-yip (何永業), a Government Civil Engineer turned writer, who shared with the S3, S4 and S6 students the secrets of in-depth reading. Both talks were well received by the students as they were motivating and fruitful and gave them insight into writing and reading stories.
- A writing workshop called 'On track with the author: Ho Lok creative writing workshop' was organized from January till April 2009 for S3 and S4 students. Ten writing workshops were held after school every Wednesday in school with two visits to Central

Library for literacy talks and book shop tour during weekends were organized. To enable more personal attention to students' writing needs so that more tailor-made advice and coach could be given to individuals, only 20 places were open for application and therefore, many students were disappointed. 100% of the students were very satisfied with the workshop arrangement and presentation of the author Ho Lok (Mr. Leung Wai-lok) which was very lively and thought-provoking. 100% of them agreed that they would join in the workshop again if they were given the chance.

### **Follow-up**

- With the success this year, the Library will take an even more proactive approach in organizing and conducting collaborative reading activities with various subject panels in order to promote the reading habit and culture amongst students with thematic and topical-based reading focus.
- Book fairs and author talks are welcome by students and teachers alike as they not only serve as an opportunity for acquainting themselves with the most currently published quality books but also as inspiring life-wide event. In the coming year, the Library will make every effort to organize such meaningful activities for the students. However, most of the activity days in the coming year have been fully reserved by various groups, therefore, the author talk may have to be conducted after school on Mondays or for a smaller group of students who are available.
- As the Creative Writing Workshop has proved to be a success for students to improve their reading and writing competencies, therefore arrangement will be made in this coming year with Ho Lok, the author-teacher, for conducting similar workshop for our students. Further details have yet to be finalized.
- To cope with the teaching and learning of the new core subject in the NSS, i.e. Liberal Studies, particularly the IES, in school, the Library has accepted the invitation to join the SEED program of the Curriculum Development Institute of the Life Wide Learning and Library Section of the Education Bureau to conduct an experimental program on introducing Information Literacy Skills to our 2 groups of S4 students so as to strengthen their information sourcing, selection and analyzing skills.
- We will continue to conduct the monthly Reading Angels and Book Lovers' Classes for all our students so as to challenge their reading abilities while providing recognition for their reading effort.
- Effort will be allocated to encourage S1 and S2 students to put in greater persistence and perseverance to accomplish their Popular Reading Award Scheme. Yet, the Scheme should not be made as a compulsory one as it would surely hamper the joy and pleasure that one can get from reading with autonomy and freedom.
- To enrich students' greater exposure to the language and their vocabulary, English Language teachers will continue to encourage students to make good use of the print media and online reading resources.
- The NET will continue to invite students to share their reading experience in the English morning programme.
- English teachers should try to introduce a greater variety of reading activities. For instance, students could be asked to give oral book reviews or role-play certain scenes of the story.
- A book presentation competition will continue to be held to promote students' interest in reading.
- Teachers are encouraged to share their reading experience with their classes and recommend good books to them.
- The Extensive Reading Scheme will be revised to encourage students to read across the curriculum.

## 2. Provision of Co-curricular Activities

To facilitate the implementation of co-curricular activities, 13 activity days were assigned in the school calendar for arranging subject-related activities. 39 and 32 activities were arranged for S1-3 and S4-7 students respectively. The English Language and Chinese Language KLAs got the greatest share in the activities organized. Each had a total number of 20 activities for the whole school year. This reflected that language development played an important part in student learning. In fact, the demand for time slots for holding activities was great. For better implementation of the learning activities, further coordination could be made so as to spread them out more evenly among the KLAs, especially for those which got a smaller share in the lesson time allocation, namely, the Arts, P.E. and Technology KLAs, so as to supplement student learning in those areas and to give the students a more balanced learning experiences.

The details of the learning activities organized for the whole school or whole class level of students are as follows :

### S1-S3

Subjects	Secondary	Activity	No. of students attended
中國語文	1-3	猜燈謎比賽	200
	1-3	教協六十本好書讀後感比賽	601
	3	作家講座 (講者: 何永業)	200
	3	讀書心得分享會	150
	2	讀書心得分享會	200
	1	讀書心得分享會	200
English	1-3	English Morning Program	601
	1-3	English Speaking Day	601
	1-3	English Essay Competition	601
	1-3	Book Fair	601
	1-3	Drama Appreciation 'I killed a Penguin'	601
	1-3	Music Show	601
	1-2	Musical : King and I	60
	1	English Camp	200
	2	Drama Appreciation 'Looks Matters'	211
	1	Drama Appreciation	200
	1	Movie Appreciation : High School Musical	30
Mathematics	1-3	燈謎比賽	200
	1	數學遊踪	200
中國歷史	1	參觀香港歷史博物館	200
Computer Literacy	1-3	E & M Safety Campaign Online Exercise	200
EPA	3	Talk on Consumer Education	190
Geography	1	Visit to Oxfam Hong Kong	190
History	2	Visit to Hong Kong History Museum	211
Home Economics	1	Visit to Hong Kong Tea Museum	200
Integrated Humanities	1	Visit to Historical Monuments	200
Library	1-2	Author Talk by 'Ah Kuk' (阿谷) : Creative Writing with Cases of Detective Stories (與中文科合辦)	400
Music	1-3	Annual Concert	All S1-S3

Subjects	Secondary	Activity	No. of students attended
Physical Education	2	參觀香港文化博物館	211
Putonghua	1-3	問答比賽（早會舉行）	601
	1-3	朗誦比賽（與中文科合辦）	601
	1-3	早會短講	601
	1-3	兩文三語話劇（早會）	601
	1-3	午膳活動（說說繞口令）	601
	1-3	中國週（廣普對譯）	601
Religious Studies	3	Life is Miracle	200
Science	1-3	Scientific Investigation Week	200
	1-3	E & M Safety Campaign	200
	2	Airplane Construction Competition	200

#### S4-S7

Subjects	Secondary	Activity	No. of students attended
中國語文	4-5	教協六十本好書讀後感比賽	400
	5	讀書心得分享會	180
	4	讀書心得分享會	200
English	4-7	English Moring Program	526
	4-7	English Speaking Days	526
	4-7	Book Fair	526
	4-7	Drama Appreciation : 'I Killed a Penguin'	526
	4-5	Book Presentation Competition	407
	6	'Clipit' Short Film Competition	59
	4	Photo Essay Competition	205
	4	Music Show	205
Biology	6-7	Field Trip to Sai Keng	39
	6-7	Visit to SAA	39
Chemistry	7	Visit to Chinese Medicine Museum	30
	7	Visit to "The Satellite Remote Sensing Ground Receiving Station"	30
Economics	6	Visit to the Auction of Personalized Vehicle Registration Marks in Hong Kong	18
Economics & Principles of Accounts	4 & 6	Talk on Personal Finance	S4 – 118 S6 - 18
Geography	6	Field Trip to Hoi Ha Wan	74
	4	Field Trip to Ma Shi Chau	20
History	5	Visit to Sun Yat Sen Memorial Museum	83
	4	Outing to "Hung Lau" and Kut Hing Wai	80
Library	1-7	Book Fair by Commercial Press	1,000
	1-7	Book Fair by Breakthrough	1,000
	3-6	Author Talk by 'Ho Wing Yip'（與中文科合辦）	660
Library & Religious Studies	1-7	Halloween Fun Fair	600
Music	4, 6	Annual Concert	All S4 & S6

Subjects	Secondary	Activity	No. of students attended
Physical Education	4	Talk on Nutrition	205
Physics	7	Attend the lecture “The Shaw Prize” winners	17
Principles of Accounts	4	Incredible Business Opportunities in Our Lady’s College	81
Putonghua	4-7	早會短講	526
	4-6	兩文三語話劇（早會）	263
Religious Studies	4	Life is Miracle	200

### 3. Enhancement of Language Proficiency

#### English Language

The English Panel has taken various measures to enhance students’ English language proficiency. The following report will include a review of some of the key measures adopted.

#### A. Enhancement of students’ listening skills

##### Achievements

- The morning assembly was conducted in English and most announcements were made in English. English songs were played every Tuesday and Wednesday before the morning assembly and during lunchtime. Besides, an English morning programme was held every Tuesday. These measures aimed at giving students more exposure to spoken English.
- Students were encouraged to listen to spoken English outside school through watching TV or listening to the radio.
- Students were encouraged to browse the listening websites linked to the homepage of the English Panel. The MMLC was open during lunchtime and after school for students to use the online resources.
- Regular listening and note-taking assignments were given to S3-7 students.
- S4-6 students were required to join the TVNews listening scheme organized by HKEdCity to have extra listening practice.

##### Students’ Performance

Average pass percentage of various levels in examinations:

	S1	S2	S3	S4	S5	S6	S7
1 <sup>st</sup> Term:	91.3%	98.8%	71.5%	100.0%	100.0%	28.6%	—
2 <sup>nd</sup> Term	90.4%	98.8%	100.0%	100.0%	100.0%	60.8%	66.7%

##### Reflections

- Not many students especially the junior classes took the initiative to listen to English outside school. Many did not have choice over TV channels at home. Therefore, students should continue to be encouraged to use the facilities at school to boost

their listening skills.

- Spelling and vocabulary still posed a serious problem.
- For the senior forms, many had problems following spoken English at a natural pace. They also failed to follow spoken instructions. Proofreading was not done properly.
- For the on-line listening scheme, students' performance improved considerably in the second term with more frequent monitoring done by teachers and the allocation of marks for the scheme. Most managed to obtain the minimum score set for each month.

### **Suggestions for the coming year**

- More remedial work on students' weaknesses should be given such as sound recognition exercise and spelling quiz.
- Online resources like TVNews programme and TV programmes like 'The Pulse' will continue to be recommended to students to boost their listening skills and general knowledge. Prizes will be awarded to students with outstanding performance.

## **B. Enhancement of students' reading skills**

### **Achievements**

- More class time was devoted to teaching reading skills. Short reading comprehension passages were used to facilitate discussion in class.
- All students were required to subscribe to English magazines and senior classes were also encouraged to subscribe to English newspapers.
- Teachers were encouraged to make better use of the print media in teaching.
- The Reading Pal Programme was organized for S1 students. S2 students were recruited as tutors hosting reading sessions for S1 students.

### **Students' Performance**

Average pass percentage of various levels in examinations:

	S1	S2	S3	S4	S5	S6	S7
1 <sup>st</sup> Term:	82.3%	96.7%	53.3%	95.4%	93.4%	48.9%	—
2 <sup>nd</sup> Term	71.4%	85.9%	96.4%	89.3%	97.8%	74.4%	95.0%

### **Reflections**

- Teachers generally found the magazines students currently subscribed to useful in enriching their vocabulary and world knowledge. However, S1 teachers found the magazine for S1 a bit too hard and they had difficulty sparing class time on it. They suggested making better use of ES Junior instead.
- The general feedback on the Reading Pal Programme was good. Most of the tutors and tutees found it useful in improving their spoken English and their confidence in using the language. Teachers also found that the tutors had benefited from the training prior to the Programme.

## Suggestions for the coming year

- As reading comprehension is closely tied with students' exposure to written English, teachers should continue their effort in promoting a reading habit among students.
- Greater use of the print media should be promoted so as to enrich students' vocabulary and to expose them to the use of English in the real world.
- The Reading Pal Programme would continue next year. More post-reading activities would be included in the programme booklet for the tutors' reference.
- The weighting of the reading component for S1 & S2 GE papers would be raised to help students cope with the reading paper of the senior forms.

## C. Enhancement of students' speaking skills

### Achievements

- Students were required to give at least one oral presentation per term.
- Group interaction was integrated into lessons.
- Students were required to join at least one activity held on English Speaking Days.
- Students were encouraged to join external speech competitions to boost their confidence in using English.
- To improve students' performance in public oral examinations, additional oral practice was given to exam classes. After-class and lunchtime oral practice was also organized. A mock oral exam was held for S5 before the public examination.
- A variety of activities were held to promote the use of English outside class. To promote the use of English beyond the classroom, regular activities were held, e.g. English Ambassador Scheme, English Morning Programme, lunchtime English games, video shows.
- A drama programme was held for S1-3 students.

### Students' Performance

Average pass percentage of various levels in examinations:

	S1	S2	S3	S4	S5	S6	S7
1 <sup>st</sup> Term:	96.9%	100.0%	84.0%	100.0%	100.0%	98.3%	—
2 <sup>nd</sup> Term	99.4%	99.2%	98.3%	100.0%	100.0%	100.0%	100.0%

### Reflections

- The attendance rate of the lunchtime oral practice for exam classes was satisfactory. Students were generally co-operative. For the S5 oral practice after the mock exam, the response was fine with over 70 S5 students participating. Many found it very useful in preparing them for the HKCEE Oral Exam.
- Many students enjoyed the drama programme. Most agreed that it could encourage them to use more English. Many were cooperative and participated quite well in the lessons. Teachers generally found the course materials helpful. Students developed a greater confidence in using English and were more willing to speak up. The course instructors had tried to motivate students though they could have set them more challenging tasks.

- The English day camp was held successfully and was well received by S1 students.
- Though students' performance in oral examinations was fine, quite a few junior form students were rather passive in class discussions, partly because they lacked the skills and language for interaction.

### **Suggestions for the coming year**

- Additional oral practice will continue to be held for exam classes. The joint-class oral practice for S5 prior to the public exam would continue next year.
- The NET teacher would give S1 & S2 training on the skills and language for interaction at the beginning of the coming school year.
- An English fun fair would be organized by S6 for S1 students.
- A creative singing contest would be held for S1-3.

## **D. Enhancement of students' writing skills**

### **Achievements**

- Students were given additional writing practice in the form of journal or short writing tasks.
- To give recognition to students' efforts in writing, teachers were encouraged to display students' work regularly. The English Writing Corner was set up in the covered playground to encourage students to learn from one another.
- An inter-class photo essay contest was held for S1-4.
- A short film competition, 'Clipit', was held for S6.

### **Students' Performance**

Average pass percentage of various levels in examinations:

	S1	S2	S3	S4	S5	S6	S7
1 <sup>st</sup> Term:	90.8%	99.6%	93.6%	100.0%	100.0%	83.4%	—
2 <sup>nd</sup> Term	97.9%	100.0%	91.2%	100.0%	98.6%	94.9%	98.4%

### **Reflections**

- Though the pass percentage of all classes was quite high, there was a lot of room for improvement in their grammatical accuracy and the organization of ideas.
- The photo essay was a new idea and some did quite well while others were a little unsure. More guidelines for both teachers and students were needed.
- S6 students participated quite well in the short film competition although more technical support was recommended.

## Suggestions for the coming year

- Students should be encouraged to participate in writing activities held outside school to boost their confidence in expressing themselves in English.
- Students will be encouraged to read the students' work posted at the English Writing Corner.
- An inter-class essay contest would be held next year.
- Students who were interested in writing would be recommended to join the School Press Team. Teachers should also try to encourage students to contribute to the school newspaper.

## E. Strengthening of the reading culture among students

### Achievements

- An English book fair was organized to introduce to students various types of English reading materials.
- A class-based reading award scheme was organized for S1 to S6.
- Library tours were arranged for junior students and they were encouraged to make good use of the reading resources available at the library.
- The NET and students were invited to share their reading experience in the English morning programme. Lunchtime book sharing sessions were held for S1 students.
- All students subscribed to English magazines and senior form students were encouraged to subscribe to English newspapers.
- A book presentation competition was organized for S4 & S5.

### Students' Performance

- Success criterion : 80% of the students meet the minimum requirement set for individual forms

1<sup>st</sup> Term : 24 out of 30 classes (S1-S6) met the success criterion – 80%

2<sup>nd</sup> Term : 18 out of 25 classes (S1-4 & S6) met the success criterion – 72%

- Number of reading awards :

	Gold	Silver	Bronze
1 <sup>st</sup> Term:	294	73	218
2 <sup>nd</sup> Term	240	118	161

### Reflections

- The number of gold awards given away dropped significantly from 294 in the 1<sup>st</sup> term to 240 in the 2<sup>nd</sup> term. A few senior form classes did not perform well as they were fully occupied with other assignments.
- The book presentation competition was quite well received. The general standard of the performances was fine.

## Suggestions for the coming year

- To enrich students' greater exposure to the language and their vocabulary, English Language teachers will continue to encourage students to make good use of the print media and online reading resources.
- The NET will continue to invite students to share their reading experience in the English morning programme.
- The class library titles, especially for the junior classes, will be updated to ensure the books suit the interests of the students. Book fairs will continue to be held.
- Teachers should try to introduce a greater variety of reading activities. For instance, students could be asked to give oral book reviews or role-play certain scenes of the story.
- A book presentation competition will continue to be held to promote students' interest in reading.
- Teachers were encouraged to share their reading experience with their classes and recommend good books to them.
- The Extensive Reading Scheme will be revised to encourage students to read across the curriculum.
- English books related to the other KLAs will be purchased for the class library and the school library.
- The English panel will work more closely with the librarian to promote reading across the curriculum.

## 中文

### ➤ 閱讀教學方面

學生對說明、議論的單元掌握欠佳，宜在教學節數方面作出調整，以加強有關方面的訓練。學生對基本語文知識亦未曾重視，故在考卷方面亦會重新規劃，以鞏固基本能力。

### ➤ 聆聽教學方面

學生對四式判斷題的掌握已有所改善，但在文字題方面，答題技巧仍有不足，在此方面需加強訓練。至於評論題的處理，學生表現已見進步。

### ➤ 寫作訓練方面

學生多能按題寫作，個別同學更能運用不同修辭技巧及寫作手法。但仍有不少同學犯了詞彙貧乏、別字連篇等毛病。故在下學年將製作有關工作紙，加強語詞的訓練。

### ➤ 說話技巧方面

學生亦多能按照題目要求，作個人演說。但是小組討論方面，仍見內容貧乏、欠缺理據等毛病。下學年宜加強議論單元的教學，以強化其邏輯思維。

### ➤ 課外閱讀方面

各級均能按照本科要求完成閱讀計劃。但不少同學的閱讀習慣仍偏向某類作品，令閱讀範疇較狹隘。下學年計劃在主題閱讀計劃中，多與不同科目合作，讓學生能接觸更多不同類型的作品。

## 4. Academic Guidance

### **S1 Homework Guidance**

Dates	: 26 <sup>th</sup> February – 14 <sup>th</sup> May 2009 (Every Tuesday, Wednesday and Thursday)
Study Skills Workshop	: 4 <sup>h</sup> , 5 <sup>th</sup> March 2009
Course Duration	: 1 hour
Participants	: 38 S1 students

School Prefects and Big Sisters from S3 to S6 offered homework guidance to S1 students to enhance their academic performance. The school social worker had provided 2 study skills workshops during the period.

The responses from parents, teachers and students for this scheme were quite positive. 87% of the participants found the Homework Guidance increased their work efficiency and was useful. The attendance was about 70%. The on-the-day detention, after-school activities and extra-curricular activities were so frequent that made some students absent from the Homework Guidance class.

### **S1 Summer English Bridging Course**

Dates	: 3 <sup>rd</sup> August – 14 <sup>th</sup> August 2009 (10 days)
Duration	: 15 hours (1½ hrs per session)
Organizer	: EL2100
Content	: Interactive classroom activities covering speaking, reading aloud, reading, introduction to basic concepts and vocabulary items of various EMI subjects and classroom language
No. of students	: 114
Attendance	: The attendance rate was quite high. Over 90% of the students had an attendance rate of 90% or above.

➤ Feedback from tutors:

- The English ability of the participants was found to be quite good in general though a few were rather shy and did not speak up at the beginning.
- Most students were active and attentive in class. They were generally well behaved, motivated and co-operative. The overall classroom atmosphere was fine.
- More work on vocabulary and grammar was recommended.

➤ Feedback from participants:

- 94% of the participants agreed that the programme could increase their confidence in using English.
- 96% found that the course helped lessen their fear for English.
- Over 90% agreed that the course could improve their grammar, listening, reading and speaking skills.
- 94% found the course interesting.
- 98% found that the teachers' explanation and presentation were clear.
- 95% found that the programme was of an appropriate level i.e. not too hard or too easy.

## Tutorial class

### ➤ English Language

- Dates : Early December 2008 - Late May 2009
- No. of students : S1 – 26  
S2 – 20  
S3 – 25
- Instructors : S1 – S3 English Language teachers
- Course Content : Grammar revision, reading comprehension, TAS practice (for S3 only).
  
- Evaluation :
  - S1
    - Most students attended more than 80% of the lessons.
    - All of the students had good learning attitude and were willing to learn.
    - Students had diverse language ability. Most students had got some improvements in English after taking the course while a few smarter students found some of the teaching materials too easy.
    - Students found the grammar practices and proofreading exercises most useful.
    - Some students liked to have more listening training.
    - Some students suggested that the tutorial lessons could be arranged before the term test or exam instead of having them throughout the year as such arrangement would be more helpful for revision.
  - S2
    - The attendance of the students was not very good. Only 55% attended more than 80% of all the lessons.
    - Most of the students were absent because of on-the-day detention class and inter-school sports competitions.
    - Nearly all students found the tutorial lessons very useful especially in the learning of grammar.
    - The revision exercises for each lesson also helped them a lot in enhancing their reading skills.
  - S3
    - 80% of the students fulfilled 80% attendance rate.
    - Students were absent from class due to some project work or sports competitions.
    - The overall performance of students was good as most of them were attentive and willing to complete all exercises punctually. They found the worksheets very helpful.
    - Over 70% of the students found the tutorial class helpful and they made some progress in their tests and examinations.

### ➤ 中文科

- 推行情況  
在本學年中一至中三級均舉行了三次保底班。中三級保底班仍以小組討論為主，每次一小時，共有四十名學生參加。中一、中二級保底班的内容則按每次測驗、考試的學生表現而設計。科任老師在測驗或考試後，檢討學生的表現，然後按其一般弱點而設計教學內容，其中包括閱讀理解、聆聽理解及寫作訓練等。每次保底班共有三個課節，每節四十五分鐘至一小時，約有二十名學生參加。
- 學生表現  
學生表現多見積極，可惜部分成績較弱的學生因參加其他保底班或功課輔導班而

未能出席。經過統計後，學生在參加保底班後，在下次的測驗或考試，同一範疇的成績多見進步，有關比率達 80% 以上。

### ➤ Mathematics

- Dates : Early December 2008– June 2009
- No. of students : S1 – 20  
S2 – 20  
S3 – 24 (2 classes, each class 12 students)
- Instructors : S1-S3 Mathematics teachers
- Evaluation :
  - The ability of students was low but they were attentive in the tutorial class.
  - The overall performance of the students was good.
  - Most of the students were attentive, serious, co-operative and willing to learn during the lessons.
  - On the whole, the students found the tutorial class useful.
  - Most of the students made some progress in the examinations after joining the class.

## Remedial class

### ➤ English Language

- Support measures adopted
  - With a smaller class size, teachers could give more individual attention to all students in the class and students felt more at ease in English lessons.
  - More input, guidelines and revisions were given by the teachers to ensure and consolidate what they have learnt.
  - Students were sometimes required to complete their assignments in class in order to provide them a chance to ask teachers what they did not understand.
  - Assignments given to the students were shorter, simpler but more frequent, and more positive feedback was given by the teachers.
- Performance of the students
  - The remedial class consisted of two groups of students: one group of students had very weak foundation but they were willing to learn while the other group of students were very lazy and inattentive.
  - Many students were careless and had too much reliance on the teachers in class.
  - Many students lacked confidence in English but they were willing to do extra revision exercises and follow-up activities.
  - Generally, their learning attitude in the first term was not quite satisfactory. With more motivation and greater encouragement from the teachers, many students made some progress in the second term. Their effort was reflected in the result of the final examination.

### ➤ 中文科

- 學生表現

本科在中二、中三級均設有輔導班。根據科任老師的意見，中二級部分學生閱讀能力不弱，只是欠缺學習動機；而且未肯熟讀課文，容易失分。個別學生則表達能力欠佳，未能準確答題。中三級個別學生已見改進，但學習動機弱，信心亦不足。

- 跟進工作

針對以上的情況，下學年本科對輔導班的教材進行適當的剪裁，刪減略讀課文，以便有較多時間對精讀課文作更深入的講解，令學生對基本知識有更佳的掌握。而在工作紙的選擇方面，亦會選取程度較淺的練習，一方面可令學生易於適應，另一方面亦可加強其自信心。待其基本能力有所改善，可再作調節。

➤ **Mathematics**

- Support measures adopted

- With a smaller class size, teachers could give more individual attention to all students.
- The abilities of students were low and teachers had to use more time to teach.
- Suitable assignments and exercises were given to students.

- Performance of the students

- Their learning attitude was not satisfactory. However, the teachers could spend more time on individual students because of the small class size.
- In general, the students in the remedial class had some improvement in the 2<sup>nd</sup> term.

## 5. Learning Support

➤ **Academic Enhancement**

- Achievements

Workshop and Sharing on Study Skills were organized for S4 students to help them foster proper attitude in academic improvement and facilitate them to master their learning more efficiently.

For the Workshop on Study Skills, 99% of the students found the Workshop helpful and useful for learning and studying : the effective learning skills and multiple memory skills. In addition, they found the brain-training exercise interesting and could improve their concentration and boost up their energy level.

For the Sharing on Study Skills, 99% of the students found the Sharing useful and suited their needs. Most students found the contents useful as the 5 topics (Time management, Concentration power, Learning strategies, Pros & cons of tutorial schools, Mental & physical health) were all relevant to their needs.

- Reflections

Students appreciated the activities and gave very positive feedback. Most of them were attentive but some students lose their attention span easily. In order to enhance their motivation to learn, more interactive activities will be included in the Workshop and Sharing. Besides, if the Workshop can be arranged for two one-hour sessions, the students can absorb the information easily and benefit more. Students should be encouraged to apply the learning and study skills consistently for improving their academic performance.

➤ **Children with Special Educational Needs**

A few students have been identified by the Education Bureau with Special Educational Needs (SEN). They belong to the categories of ‘Special Learning Difficulties in Reading and Writing, ‘Hearing Impairment’ and ‘Speech and Language Impairment’.

- Evaluation  
The students with Special Learning Needs (SEN) were making steady learning progress with teachers' guidance, peer support from senior form students and assistance from the school social worker.
- Follow up measures  
Psychological Testing Services of EDB and courses provided from different Non-Governmental Organizations (NGO) are available. These services could be arranged and offered to the students with SEN and the suspected cases of students with SEN upon request. The learning progress of students are monitored closely and reviewed on a regular basis.

### ➤ Gifted Education

“Growth and Innovation Focus Team” continued to promote gifted education in our school. It actively explored and developed the potential of gifted students. It was keen to compile resources collected from the educational parties and provide our students with opportunities to receive specific education at appropriate levels in a flexible teaching and learning environment.

#### **In school**

- Gifted students from different levels formed the leadership committee of the “Growth and Innovation Focus Team”. They helped to promote activities for gifted students and organize different activities for students in general.
- A creative workshop for all the S1 students was organized. The students could fully develop their creativity and problem solving skills. They enjoyed a meaningful afternoon.
- The sharing of LEAD program for all S1 to S3 students was successful.

#### **Outside School**

- Competitions
  - 2 groups of students from S3 and S4 joined LEAD Show 2008. One group from S4 was awarded the LEAD Creativity Award 2008.
  - 166 students competed in Australian Mathematics Competition. Our students were awarded 1 certificate of distinction, 42 certificates of credit, 93 certificates of proficiency and 30 certificates of participation.
  - 8 students participated Hong Kong Physics Olympiad 2009.
- Learning Experience
  - A one-day workshop for LEAD program was organized for the members of Growth and Innovation Focus Team to learn simple programming and robot control.
  - 8 students were nominated and successfully entered the Support Measures for the Exceptionally Gifted Students Scheme.
  - 4 students from S3 entered the “Phase 1 – Scientific Workshops of a Science Enrichment Programme for Secondary 3-4 Students 2008-2010” organized by the Chinese University of Hong Kong. They completed the Program and were awarded the Bronze Certificate. One of them was promoted to Phase 2 of the Programme.
  - 4 students from S4 and S6 were nominated and participated in the “Hong Kong Secondary School Model United Nations Conference 2009”. Their English communication skill and global awareness were greatly enhanced.

## 6. Project Learning

- The aim of project learning this year is to provide S3 students an experience in doing a large-scale research project, so as to equip them with necessary generic skills in doing an Independent Enquiry Study (IES) required in the NSS Liberal Studies Curriculum.
- The activities were divided into 3 stages. These stages included 6 workshops and 2 student presentations.
- Students' performance in the Project

Pass percentage (*Success criteria: 80% of students have obtained a pass in the project*)

The percentage of students who scored A to E was shown as follows:

Grade (%)	A	B	C	D	E	Pass percentage	Mean score (100 marks)
3A	11.1	66.7	19.4	2.8	0.0	97.2	71.49
3B	0.0	71.4	28.6	0.0	0.0	100.0	68.41
3C	2.6	71.1	27.0	0.0	0.0	100.0	69.69
3D	0.0	55.3	31.6	0.0	13.2	86.8	62.99
3E	62.8	34.9	2.3	0.0	0.0	100.0	79.63
Overall	16.8	58.9	21.1	0.5	2.6	96.8	70.44

96.8% students obtained a pass (Grade A to C). However, the percentage of students who scored Grade A was just 16.8% (30.6% in 07/08), in which nearly all were came from 3E (the enhancement class). The percentage of students who scored Grade C was 21.1% (11.2% in 07/08), which was much higher than last year. The result was expected as the performance of students in their S2 was fair too (A:24.5%; B:34.8%; C:29.4% in 07/08). The mean score of 3E students were the highest among all classes.

- More than 82.5% of teacher-advisors satisfied with the collaboration and sharing among teachers throughout the project learning activities. 90% of them thought that collaborative learning was effective. 95% thought that the project time prolonged to one academic year was good, since there was more time for students to learn the skills and to complete the project.
- Areas for improvements and plan for the next year
  - In order to evaluate the effectiveness of equipping students in doing an IES, the theme of projects in the coming academic year will remain the same as this year.
  - The number of workshops will be remained as 6, together with 6 lessons of class discussions in Chinese History/History lessons. However, as reflected in the evaluation, Workshop 4, 5 and 6 will be shortened to 1.5 hour.
  - The assessment forms will be adjusted. More marks will be given to the contents of the study area in the oral presentations assessment.
  - More use of the IT through the e-class is planned. Apart from photocopying the powerpoint notes or handouts of workshops to students, all powerpoints or handouts will be uploaded in the e-class.

## 7. Implementation of IT

- Provide good IT services at all times
  - Provide Technical Support Services (TSS) to the school
    - With the help of the TSS staff, acceptable IT services had been provided at all times. Computers in the IT Room were replaced by new ones and each teacher was provided a desktop computer.

- The number of computers in the school was large (more than 240 desktops), workload of the TSS staff was very heavy this year. Reaction time to each incident sometimes lengthened.
- Create and maintain various user accounts and resources in the school LAN
  - In the school web server, user accounts of teachers, students, clubs and functional groups were created and maintained, with a total of more than 1200 accounts.  
Two common network drives were provided – “Teachpub” for teachers to share resources in teaching and administration, and “Public” for sharing resources between teachers and students.  
Outdated files (over 2 years) in “Teachpub” and all files in “Public” were deleted at the end of the summer vacation.
  - Space available in Teachpub was still tight in the second term, as more teaching resources in the form of computer files were available for use or share among teachers, enlarging the “Teachpub” would be considered.  
Print quota in this year was not enough for several users (more than 10 teachers) as teachers had to print more notes, exercises, minutes and reports this year. Their print quotas were increased during the school year.
- Facilitate the use of IT in teaching and learning
  - Maintain a team of IT prefects to look after the IT Room during lunch time
    - A team of IT prefects was maintained to look after the Language Room during lunchtime. Students were allowed to use the Language Room during this period of time every school day.
    - Since some students went to the computer rooms during free lessons or lunchtime on their own, the rooms thus were locked each time after lessons.
  - Maintain a team of IT coordinators to help teachers adopt IT teaching in classrooms
    - A team of IT co-ordinator was also maintained to help teachers inside the classrooms. This shortened the preparation time for using IT in teaching.
    - As the use of IT in classrooms was common, no training for IT coordinators was needed.  
IT coordinators were class-based; they were included in the class committee.
  - Provide IT facilities after school (Extended Opening Hours)
    - Extended opening hours were provided and welcomed by students. Many students used the IT Room after school.
    - Usage of computers was uneven. Shortage of computers was common before deadlines of projects, but the usage was below 50% in many school days.
  - Handle booking procedures for the use of MMLC, IT Room, CAL Room & Language Room
    - Procedures ran smoothly
    - In the next year, all classrooms will be booked through e-class.
  - Provide Accessories (CD-R and Floppy Disk) for teachers’ use
    - Procedures ran smoothly.
    - Floppy disks were outdated. After the current stock was used up, no new floppy disks would be provided, teachers were advised to reuse old floppy disks.
  - Assist handling of submission of SBA marks to HKEAA
    - Procedures ran smoothly.
- Foster a culture of using IT
  - Encourage teachers to use e-class in communication, booking and teaching

- 39 e-classes were set up, more teachers used e-class to provide teaching resources to students.  
However, some teachers did not use e-class throughout the year, so they missed some materials which were distributed through e-class (e.g. name list of students).
- Teachers were advised to use e-class more frequently, more materials, notices etc. would be distributed through the Intranet mail of e-class. This might reduce the burden of “Teachpub”.
- Provide School’s own Web Server for teachers’ and students’ use
  - Websites for clubs and subject panels were updated in the year.
- Assist in the setting up of Campus TV
  - The application of QEF was successful and the fund was received in the 2<sup>nd</sup> term. The procedures of setting up Campus TV would be commenced in August 2009.
- Enhance the existing IT facilities
  - Add and replace projectors in various rooms
    - 4 old projectors were replaced and 2 projectors were installed in classrooms without projectors (7S and Special room B). The projectors worked properly.
    - The first two lots of projectors purchased in 2003 and 2004 were too old and replacement of projectors would be necessary in the coming years.
  - Replace computers in IT Room
  - Enhance existing network speed
  - Renew e-class, hardware, software maintenance
    - As the amount of hardware was increased rapidly in these two years, the cost of maintenance also increased. The renewal was made in August.
    - The maintenance cost of CCNet Library system was renewed and myIT-School software for supporting the SLP system was purchased.
  - Replace SAMS server
    - The SAMS server was replaced in June 2009.

## 8. Use of Grants

### A. Additional Support for EMI Schools

Grant Rec'd		478,000.00	
Add : Interest Rec'd		3,522.80	
<b>Less :</b>			
(a) Hiring a part-time Native English Teacher (NET) to assist teachers in designing and implementing a curriculum of movie appreciation and extensive reading for S1-S3 students	183,999.98		
(b) Hiring a part-time NET to design a 15-hr drama programme for S1-S3 students with a view to incorporating drama into future formal English curriculum	171,145.00		
(c) Hiring a service provider to train English ambassadors to organize English activities for other students	10,800.00		
(d) Organizing an English Day camp for S1 students to use English authentically	24,000.00		
(e) Organizing English activities to promote English learning	8,147.75		
(f) Hiring an English drama show to arouse students' interest in English	43,860.00	441,952.73	
			<u>39,570.07</u>

The fund was spent mainly on two areas :

Raising students' motivation in English language learning and English proficiency through language arts.

Enriching the English environment so as to promote a greater use of English among students outside the classroom.

- Incorporation of movie appreciation and extensive reading into the English curriculum for S1-3
  - Period : October 07 – May 08
  - Description :

Part-time NETs were hired to assist teachers in developing and implementing the related curriculum. Learning activities and resources based on movie clips and extracts from related readers were developed and used in English lessons to promote the integrated use of the language skills particularly the reading and speaking skills. To broaden students' exposure to language arts, poetry and songs were included in the programme for S1-2 in the second term. For S3, social issues were covered in the second term. The programme was conducted mainly by the NETs with the assistance of the English teachers concerned. A double lesson per cycle was devoted to the programme.
  - Evaluation :

Students' performance

    - The S3 students were very good in terms of their ability and their attitude. They were generally very responsive in class. The S2 students were generally good though sometimes they were not attentive enough. The S1 students were generally weaker than the other two levels. Some were reluctant to speak and get involved in the activities, which was probably due to their ability and shyness. However, many were making improvement in

their willingness to speak up during the course.

#### Comments from students

- Over 80% of the S3 students surveyed found that the course helped to improve their listening and speaking skills as well as their confidence in using English.
- About 60% of the S2 students found the course helpful in improving their listening and speaking skills and about 20% responded that it helped to enhance their confidence in using English.
- About 40% of the S1 students responded that the programme helped to enhance their confidence in using English and 20% found it helpful in improving their listening and speaking skills.
- Over 75% of the S1 and S2 students found the course a bit challenging to them.

#### Comments from teachers

- Overall, the students enjoyed the programme. The materials were a bit challenging for S1 and S2 students. Very often, the lessons were too packed with activities. More time could be spent on providing better scaffolding to prepare students for the activities. More group activities were recommended. The overall effectiveness of teaching was fine. But the NETs were not very effective in getting reluctant students to be fully engaged in the activities. More warm-up games and activities could have been used and more visual resources and clearer instructions could help students follow the lessons better.

#### ➤ Interactive Drama Performances

- ‘Aladdin and the Magic Lamp’

- Producer : Chunky Onion
- Date : 20 November 07
- Evaluation :

Over 80% of the students surveyed found the performance funny and entertaining. Most could follow the play very well. Many agreed that the programme was a fun way of learning English.

Most teachers found that the show could arouse students’ interest in drama and English. The pre-performance worksheets were also helpful in preparing students for the performance and reinforcing their learning experience.

- ‘Looks Matter ?’

- Producer : Chung Ying Theatre Company
- Date : 29 September 08
- Evaluation :

About 75% of the students surveyed enjoyed the performance and most were able to follow the story.

Teachers generally found the play both enjoyable and meaningful as it touched on the issues of national identity and racial discrimination. The guide for appreciation was useful to teachers in organizing follow-up activities after the performance. The activity offered students a good opportunity to learn across the curriculum as the theme was relevant to Liberal Studies and Integrated Humanities.

- ‘Oops ... I killed a Penguin’
  - Producer : Dramatic English
  - Date : 17 December 08
  - Evaluation :
 

Over 80% of the students found the performance enjoyable and they liked the songs very much.

Teachers were also impressed by the various amusing ways to present the issue of global warming and the meaningful lyrics.
  
- Interactive Music Show
  - Producer : Dream Language Studio
  - Date : 13 May 09
  - Evaluation :
 

About 70% of the students found the show entertaining and enjoyed learning English through songs.

Most teachers enjoyed the show but found the songs a bit too old for students. It was a good idea to show the lyrics to students so as to reinforce their English learning experience.
  
- English Ambassador Training Programme
  - Period : Nov – Dec 07 (eight 1½ sessions)
  - Description :
 

Two classes were held, each consisting of 15 students from S6. The training programme focused on building participants’ confidence and fluency in using English and developing their skills in organizing and running activities in English. The course covered areas like language for English ambassadors, organizing English games, MC training and presentation skills. By the end of the course, participants were required to organize an activity for junior form students so as to practice applying what they had learnt.
  - Evaluation :
 

Students’ performance

    - According to the course instructor, participants were enthusiastic and actively involved in the programme. They were cheerful and motivated. Their speaking proficiency was generally good and they showed greater confidence in expressing themselves by the end of the programme.

Comments from students

    - All the students surveyed found the course instructor helpful and clear. They enjoyed the part on MC and DJ most. But some found the course too easy and too long. They suggested spending more time on presentation skills.

Comments from teachers

    - It was hard to recruit students for the training course as most S6 students were fully occupied with extra-curricular activities, extra lessons, after-school quizzes or other commitments. It would be more practical for the NET of the school to arrange informal training meetings for the English ambassadors during lunchtime.
  
- English Day Camp
  - English Day
    - Date : 15 February 08

– Description :

Four part-time NETs were hired to organize a half-day English camp for about 200 S1 students. 30 English ambassadors from S6 were recruited as camp leaders and they were given an hour's training cum briefing by the NETs prior to the camp. Participants were introduced to foreign culture and a culture fashion show was staged.

– Evaluation :

- Students' performance

The overall response of S1 students was good. They enjoyed the songs and were enthusiastic about preparing for the fashion show. They co-operated well with the NETs and the camp leaders though they needed to be reminded from time to time to speak in English. The camp leaders did try their best in motivating the S1 students. They also helped to explain the games to those who could not follow very well.

- Comments from students

Over 80% of the S1 students found the activities enjoyable and well prepared. About 70% responded that the camp could improve their ability to communicate in English. Most found the NETs friendly and helpful.

- English Interactive Camp 'Waiting at the Pearly Gates'

- Date : 17 January 09

- Description :

The camp was organized by Dramatic English. It took the form of an active theatre game in which participants were required to perform various tasks including singing, story-telling, creating a poem and making an advertisement. About 200 S1 students participated and 30 S6 students were recruited as camp leaders.

- Evaluation :

- Students' performance

Most of the students enjoyed the camp. They participated actively and many could communicate mainly in English. Nearly all were able to finish the tasks assigned.

- Comments from students

Many students enjoyed the games. Over 85% responded that the camp could improve their confidence in using English.

➤ Other English activities

- Period : Every Tuesday & Thursday 07-09

- Description :

Various English activities were held during lunchtime every Tuesday and Thursday, which are designated as the school's English speaking days. The activities were designed, organized and conducted by English Ambassadors who were mainly recruited from S6 with the help of the NET teacher and teacher-advisors of the English Club. Activities held included lunchtime conversation with the English ambassadors, video shows, language games, book sharing, book presentation competition and song dedication. To encourage students' participation, an English Award Scheme was held for S1-5 students. Bonus marks and prizes would be awarded to students.

- Evaluation :  
The lunchtime English activities were generally well received. The most popular activities were the lunchtime conversation and the book presentation competition. Many students were able to get the full bonus mark allocated for the English award scheme. Most of the English ambassadors were responsible and reliable.

➤ Drama Programme

- Period : October 08 – May 09
- Description :  
Part-time NETs were hired to design and implement a 15-hour drama programme for each of the classes of S1-3. Drama appreciation and drama techniques were integrated into the English curriculum. The programme covered areas like stress & intonation, voice projection, script writing and role-playing. The lessons were mainly conducted by the NETs with the assistance of the English teachers concerned. A double lesson per cycle was devoted to the programme.

- Evaluation :  
Students' performance
  - According to the course instructors, most of the S3 students listened attentively and were well-motivated. The end-of-course performance of most groups was excellent. However, there were a few times when there were lapses of concentration and students were not prepared for the lesson. There were different skill levels, but the majority of the classes could follow the material. They generally showed improvement in their speaking skills and confidence. For the S1 classes, students were generally obedient and showed interest in the lessons. Many were eager to learn and took the tasks seriously. As for the S2 classes, the classes had a mixed level of ability. Many were co-operative and eager to improve their skills though some were a little shy when they needed to perform in front of others. A few were reluctant to participate and tended to disrupt the rest of the class.

Comments from students

- About 85% of the students surveyed found the lessons useful and interesting. About 80% found the teachers helpful and encouraging. Many students suggested adding more games and more interactive activities.

Comments from teachers

- Most teachers found the course design and materials relevant and useful. But more input on script writing was recommended. They also found that the course instructors had good presentation skills and they had tried hard to encourage students' participation. Constructive comments on students' work were given. More examples and demonstrations were recommended especially for the weaker classes whereas more challenging tasks could have been set for the higher ability students.

## B. Capacity Enhancement Grant

Add : Grant Rec'd		463,100.00	
<b>Less :</b>			
Salary for T. A.	659,115.07		
Coach Fee: Chinese Discussion Groups	32,400.00		
Chinese Writing Course	10,000.00		
Maths Tutorial Class	5,400.00	<u>706,915.07</u>	
			<u><u>-243,815.07</u></u>

Teaching Assistants and coaches were deployed to assist clerical work, tutorial class, small group training so as to enhance teachers' capacity to concentrate on their teaching duties. The small group training could foster students' language proficiency while the tutorial class was to cope with the learner diversity. Most teachers and students were benefited.

## C. Teacher Professional Preparation Grant

Add : Grant Rec'd		480,000.00	
<b>Less :</b>			
Salary for Teachers	625,740.30		
Salary for Supply Teachers	110,242.00	<u>735,982.30</u>	
			<u><u>-255,982.30</u></u>

It was spent on hiring teachers and supply teachers as additional resources for creating space for teachers to undergo professional development to prepare for the implementation of NSS curriculum in coming year.

## D. Composite Information Technology Grant

Grant Rec'd		338,352.00	
<b>Less :</b>			
Salary for Technician and Opening IT Room	249,979.80		
Internet Services and Consumables	97,898.30		
Maintenance Charges	27,894.40		
Equipment, License, Software	66,199.00		
e-Learning	45,066.00	<u>487,037.50</u>	
			<u><u>-148,685.50</u></u>

Except for deploying a technician and a teaching assistant to cope with the technical problems and extended opening hours in school, the Grant was used for license, software, consumables and internet services. In addition, the school bought some useful resources such as Wise News and some online courses for students. These facilitated their self-directed learning and sharpened their time management skills. Though the performances of the students were not outstanding, they admitted the contents were useful and stimulating. We will continue the service in the coming year.

### E. New Senior Secondary (NSS) Curriculum Migration Grant

Add : Grant Rec'd		106,000.00
<b>Less :</b> Conversion of the Basement	439,100.00	
Renovation of the Library	<u>130,560.00</u>	<u>569,660.00</u>
		<u><u>-463,660.00</u></u>

Some minor conversion work was done such as creating a spacious area for students to station during their free lessons. The library was renovated and all library books were categorized according to the KLAs. Teachers and students found the alterations were conducive to their learning and teaching.

### F. School-based After-school Learning and Support Programmes

Balances b/f	\$22,550
Grant Received	<u>\$19,200</u>
	\$41,750

<b><u>Expenditure</u></b>	<b><u>Actual</u></b>	<b><u>Budget</u></b>	<b><u>Difference</u></b>
English Activities	\$0	\$600	-600
Visit or Study Tour	\$13,040	\$12,300	740
Music Instrument Classes	\$19,440	\$14,340	5,100
Dance Classes	\$560	\$560	0
Visual Arts Classes	\$600	\$800	-200
Leadership Training	\$150	\$500	-350
Science Enrichment Course	\$0	\$3000	-3000
Services	\$1000	\$0	+1000
Other activities	\$707.1	\$0	+707.1
	<u>\$35,497.1</u>	<u>\$32,100</u>	<u>3,397.1</u>
Balance c/f	<u>\$6,252.9</u>		

16 students were subsidized by the Grant. They liked the activities and agreed that their communication skills were improved and their horizon was broadened. Those who attended the Music Instrument Class, Dance Class and Visual Arts Class could further develop their interests.