

Our Lady's College



School Report
2010-2011

Table of Contents

I. Our School

1. Brief History	1
2. School Vision and Mission	1
3. School Building and Facilities	2
4. Structure of School Organization	3
5. School Management	4
6. Number of Active School Days (KPM04)	4 - 5
7. Curriculum and Allocation of Lesson Period/Time	
Time-tabling arrangements	5
Percentage of lesson time for Key Learning Areas (KPM05)	6 - 7

II. Our Students

1. Class Organization (include promotion of S3)	8
2. Unfilled Places	8
3. Students' Attendance (KPM20)	8
4. Students' Early Exit	9
5. Destination of Graduates (KPM11)	9

III. Our Teachers

1. Number of Teachers	10
2. Teachers' Qualification	10 - 11

3. Teachers' Experience	12
4. Staff Turnover Rate	12
5. Teachers' Professional Development	12 - 13

IV. Areas of Major Concern : Achievements & Reflection

1. Enhancement of Students' Academic Performance	14 - 21
2. Enhancement of Moral Nurturing	21 - 27

V. Our Learning and Teaching

1. Curriculum	28
2. Student Learning and Teaching	29
3. Assessment	29

VI. Support for Student Development

• Student Support	30
• Partnership	30 - 31
1. Religious Activities and Formation	31 - 32
2. Civic and Environmental Education	32
3. Moral Education and Health Service	33
4. National Education	33 - 34
5. Counselling	34 - 35

6. Discipline	35
7. Careers Guidance	35 - 36
8. Extra-curricular Activities	36 - 37
– Percentage of students participating in territory-wide inter-school competitions (KPM18)	37
– Percentage of students in each of the Key Stages participating in uniform groups/social and voluntary services (KPM19)	37
9. Student Learning Record	37 - 38
10. Students' Association	38 - 39
11. Home-School Communication	
Home-School Liaison	39
Parents' Day	39
12. Past Pupils Association	40
13. Social Service	40
14. Students' Award and Development	
– Academic Award	41
– Merit Assessment	41
– Self-Development Award Scheme (junior forms)	41

VII. Student Performance

1. Public Examination Result (KPM16)	
HKALE	42
2. Inter-school Activities and Prizes Won during the year	42 - 45

VIII. Financial Reports

1. Financial Summary	46
2. Use of Grants	
A. Composite Information Technology Grant	47
B. Capacity Enhancement Grant	47
C. Teacher Professional Preparation Grant	47
D. Diversity Learning Grant (ApL)	47
E. Diversity Learning Grant (Op)	48
F. Liberal Studies Curriculum Support Grant	48
G. Learning Support Grant	48
H. Enhanced Senior Secondary Curriculum Support Grant	48
I. Extra Senior Secondary Curriculum Support Grant	49
J. School-based After-school Learning and Support Programmes	49

IX. Appendices

1. Strengthening of the Reading Culture among Students	50 - 52
2. Provisional of Co-curricular and Cross-curricular Activities	52 - 56
3. Enhancement of Language Proficiency	
– English Language	56 - 63
– Chinese Language	63 - 64
4. Academic Guidance	
– Pre-S1 Summer English Bridging Course	64
– Tutorial class	
• English Language	65
• Chinese Language	65
• Mathematics	66
– Remedial class	
• English Language	66
• Chinese Language	67

• Mathematics	67
– S2 Afterschool Homework Guidance	67 - 68
5. Learning Support	
– Academic Enhancement	68
– Children with Special Educational Needs	68 - 69
– Gifted Education	69 - 70
6. Project Learning	70 - 73
7. Implementation of IT	73 - 74

I. Our School

1. Brief History

The school was founded in 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. The 3 sectors: Kindergarten, Primary and Secondary Sections are closely related in spirit but are separated in administration. The school nurtures young girls of all walks of life especially those working class and the less fortunate ones. In 2006, the School Improvement Programme was completed, 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 Vision and Mission

School Vision

- **O**ptimistic and Upright Character
- **L**ife-long Learner
- **C**ommitment to Society and the Nation

School Emblem

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

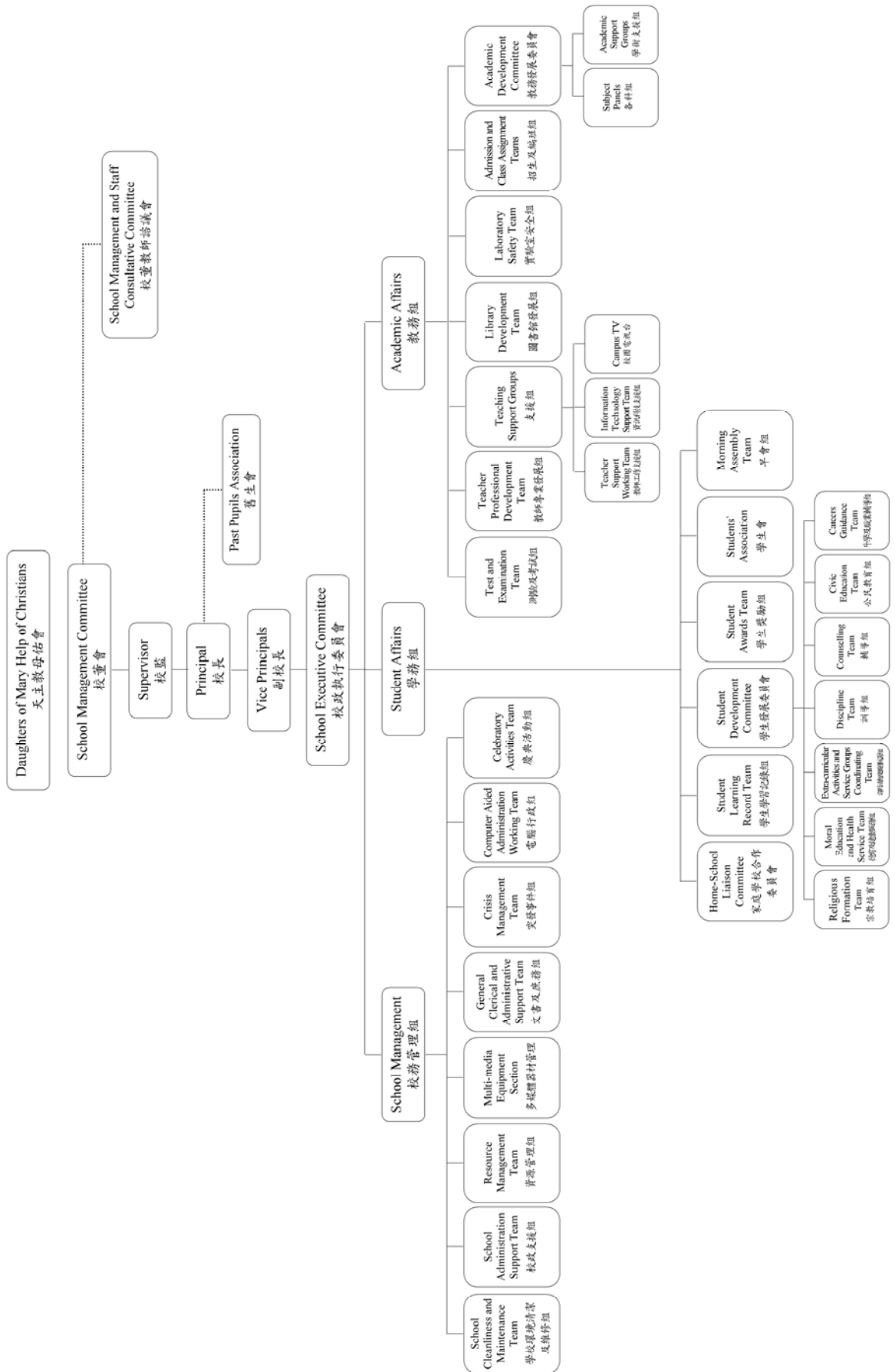
Mission Statement

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, 4 computer rooms and 7 special rooms. All are with specific furniture and equipment. The assembly hall can hold all students. In the basement, a large classroom was furnished for self-study or activities. Students can have Physical Education lessons there in the rainy days. The Campus TV plays an important role in the school life, it broadcasts some inspiring information directly into each classroom, students can participate better and solve the problem of time management and insufficient venues. The big graphics at the entrance and in the small playground instill students some principle values, together with the greening project, the school is more pleasant, refreshing and welcoming.

4. Structure of School Organization



5. School Management

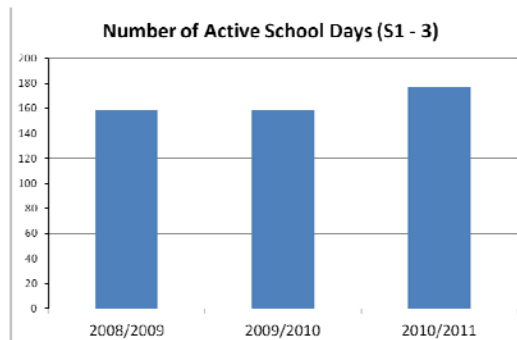
Features

- 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 trend of education nowadays.
- In the 3 staff development days, we focused on the issues relating to our major concerns: Learner Diversity, Questioning Technique and Class Management under the NSS. It offered teachers with more insights and possibilities.
- 2 Senior Graduate Mistresses attended a 2-day seminar on middle management organized by the Hong Kong Catholic Religious Schools Council. 4 teachers joined the in-service teacher training courses on Special Educational Needs. The trainings included basic course, advanced course and thematic course as well as catering for English and Chinese Language learning.
- In the allocation of elective subjects in S4, this year 85% of the allocated subjects were the students' first choice and up to 97% were their first to third choice. It means most students could study their preferred subjects.
- To fully utilize the manpower after joining the Optimization of Class Structure on a Voluntary Basis Under the New Senior Secondary (NSS) Academic Structure, the 5 classes of S3 were re-arranged into 6 groups for conducive to learning and teaching.
- Extra lesson was scheduled on every Wednesday for the fine-tuned MOI class of S1 so teachers could have more time for consolidating the subjects adopting EMI with their students.
- A 1-day trip to Dongguan was held for our S5 students. They visited a high technology toy factory, the Science & Technology Museum and an exhibition centre. Through the activity, they could have a better understanding of the modernization and development of our motherland nowadays. It supports the study of Liberal Studies curriculum.
- A computer room was converted into an ordinary classroom for providing more space for lessons in the coming double cohort year.
- 1 teacher was regraded from Certificated Mistress to Graduate Mistress while another from Graduate Mistress to Senior Graduate Mistress, it manifested the school recognized their efforts and contribution, and expected their greater commitment for the betterment of the school.
- The school scrutinized the whole system of the clerical staff including the teaching assistants. Their working hours, holidays and duties were revised upon mutual agreement.
- The Teacher Handbook and School Policy & Procedure Manual were amended as lots of changes occurred in these years.
- "Docucentre 9000" – a high technology printing machine was installed in the office. The output was of quality and the efficiency was high, it reduced the manpower. An octopus machine was also installed in the photocopier at the library for the convenience of students.

6. Number of Active School Days (KPM04)

- The number of school days was 190, with 177 being active school days. Other than classroom learning, outside classroom learning activities such as Sports Days, school picnic, Thanksgiving Day, post-examination activities and co-curricular activities held in Activity Days and Saturdays were organized to enrich students' experiential learning. Students could have sufficient learning time for a multi-perspective development.

No. of Active School Days	08/09	09/10	10/11
S1-S3	158.0	158.5	177.0



7. Curriculum and Allocation of Lesson Period/Time

Time-tabling arrangements

- It was on a 5-day week basis, with a total number of 42/43 periods, 40 minutes for a period. There were 8 periods on Monday and Friday, with the 9th period on Tuesday, Wednesday and Thursday.

Subjects offered in the 2010-2011 school year and the time-tabling arrangements:

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

Notes : + by split class
* as an elective

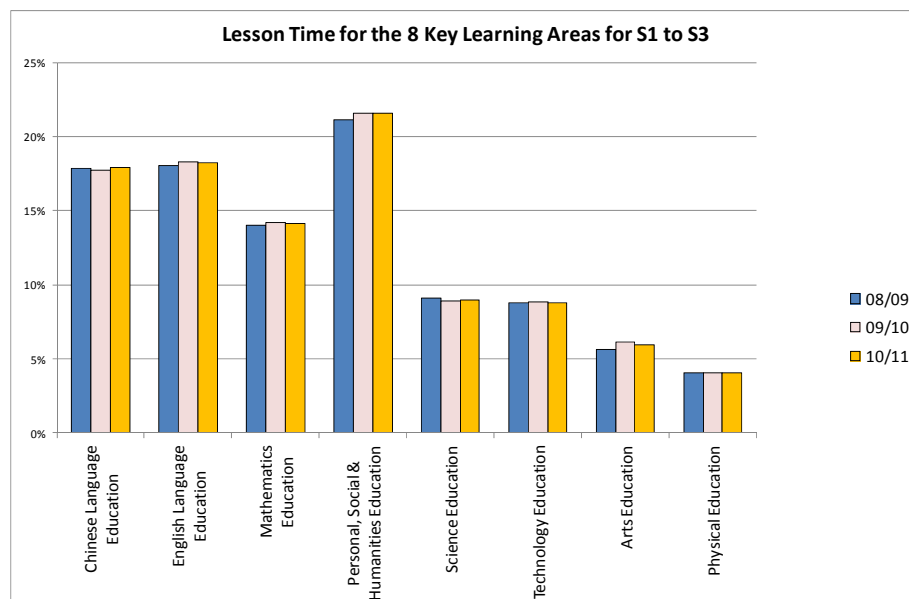
A Advanced Level
AS Advanced Supplementary Level

Percentage of lesson time for Key Learning Areas (KPM05)

S1-3

The actual lesson time allocated to each KLA this year was the same as last year. The percentages shown were the previous 3 years' average. The percentages allocated to most of the KLAs met the EDB's recommendation. The PSHE got a higher percentage because it was comprised of 6 subjects. In fact the average weighting of each subject was less than 4.5%, which was a minimal percentage for a subject's development. Though smaller percentages were allocated to the Arts and Physical Education KLAs, student learning was made up by co-curricular activities organized in Activity Days, Post-examination periods and non-school hours.

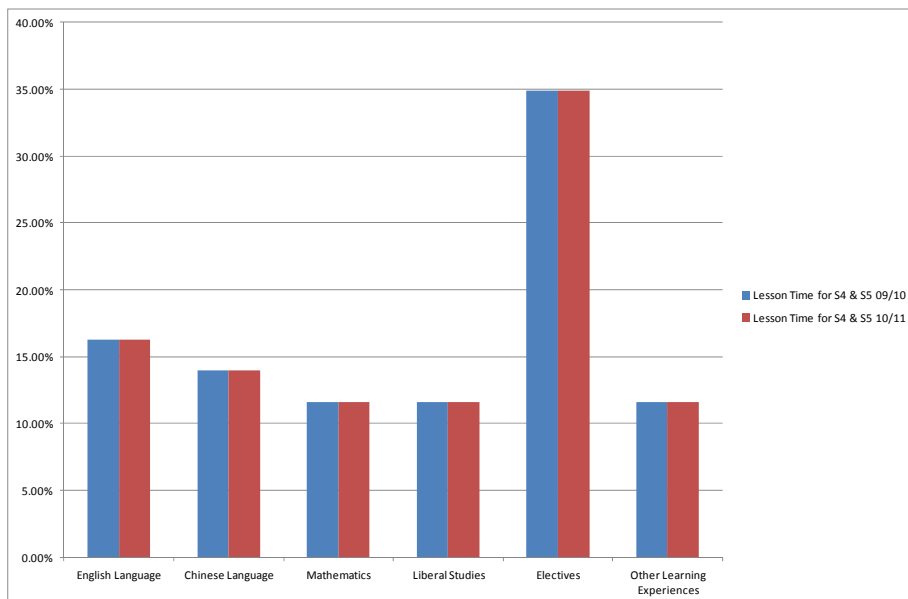
Key learning area	08/09	09/10	10/11
Chinese Language Education	17.88	17.75	17.92
English Language Education	18.07	18.27	18.23
Mathematics Education	14.02	14.20	14.14
Personal, Social & Humanities Education	21.13	21.81	21.58
Science Education	9.07	8.92	8.97
Technology Education	8.80	8.82	8.81
Arts Education	5.60	6.16	5.97
Physical Education	4.04	4.07	4.07



S4-5

NSS Curriculum	09/10 (S4)	10/11 (S4-S5)
Core subjects	53.49%	53.49%
English Language	16.28%	16.28%
Chinese Language	13.95%	13.95%
Mathematics	11.63%	11.63%
Liberal Studies	11.63%	11.63%
Electives	34.89%	34.89%
Other Learning Experiences	11.63%	11.63%

The percentages allocated to the core subjects and electives met the EDB's recommendation with the electives got 1.63% higher than recommended. In spite of the low percentage allocated to the Other Learning Experiences, student learning was made up by participating in activities held during the Morning Assembly, Activity Days, Saturdays and long holidays. Total number of learning hours could definitely meet the curriculum requirement.



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	4		* 145
S2	5		186
S3	6		193
S4	5		199
S5	5		182
	<i>Arts</i>	<i>Science</i>	
S6	1	1	65
S7	1	1	59
Total	28		1,029

* An additional student was admitted under the intervention of the Education Bureau.

- The percentage of S3 students promoted to S4 is as follows :

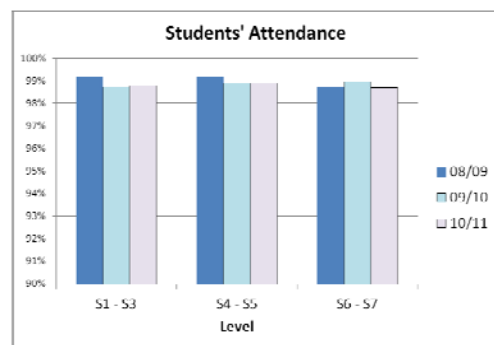
	Percentage
S3 students who were promoted to S4	94.71

2. Unfilled Places

	08/09	09/10	10/11
S1-S7	0	0	0

3. Students' Attendance (KPM20)

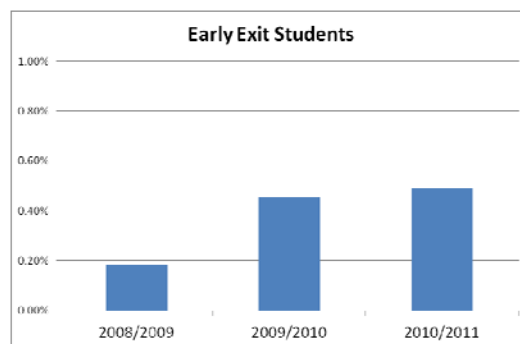
	08/09	09/10	10/11
S1	99.20	98.17	98.80
S2	99.00	99.15	98.89
S3	99.40	98.79	98.69
S4	99.30	98.79	98.97
S5	99.00	98.97	98.81
S6	99.50	99.08	99.36
S7	97.90	98.77	97.97



4. Students' Early Exit

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

Level	08/09	09/10	10/11
S1	0	1	0
S2	0	0	1
S3	0	0	1
S4	0	2	1
S5	0	2	1
S6	2	0	1
S7	0	0	0



	08/09	09/10	10/11
Percentage of early exit students	0.18	0.46	0.49

5. Destination of Graduates (KPM11)

S7 graduates (59 students)	10/11	
	No. of Students	Percentage
Local university bachelor's degree courses	28	47.46%
Repeating S7/self-study for re-sitting HKAL	0	0.00%
Local full-time post-secondary/vocational training courses	27	45.76%
Overseas studies & studies on the mainland	3	5.08%
Employment & evening courses	1	1.69%

The percentages of S7 students who were given offers from our local universities under the Joint University Programme Admissions Scheme (JUPAS) and pursued local full-time post-secondary or vocational training courses were 47.46% and 45.76% respectively. Hence, no student repeated S7 or retook HKAL as private candidate. Not many students (5.08%) chose to further their studies overseas or in the mainland. Only 1.69% of students started working or joined evening courses.

III. Our Teachers

1. Number of Teachers

There were 59 teachers in our school :

	08/09	09/10	10/11
Approved total teaching staff establishment	55	55	59
No. of teachers in the Chinese panel	13	13	14
No. of teachers in the English panel, excluding NET	12	11	11
No. of teachers in the Mathematics panel	11	13	10
No. of NET	1	1	1
No. of Putonghua teachers	3	3	3

2. Teachers' Qualification

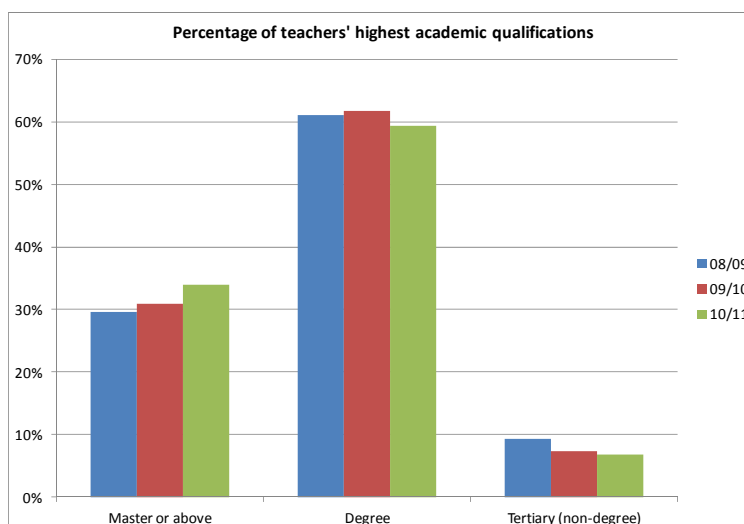
➤ The qualification of teachers are shown as below :

Highest Academic Qualifications attained	08/09	09/10	10/11
No. of Teachers with master or above qualification	16	17	20
No. of Teachers with degree qualification	33	34	35
No. of Teachers with tertiary non-degree qualification	5	4	4
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 :

	08/09	09/10	10/11
% of teachers with master or above qualification	29.63	30.91	33.90
% of teachers with degree qualification	61.11	61.82	59.32
% of teachers with tertiary non-degree qualification	9.26	7.27	6.78
% 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

Almost $\frac{1}{3}$ of the teaching staff obtained master or above qualification.



- 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 :

Subject-trained teachers in the core-three subjects	08/09	09/10	10/11
No. of subject-trained* Chinese Language teachers	8	9	10
No. of subject-trained* English Language teachers	10	11	11
No. of subject-trained* Mathematics teachers	7	8	8

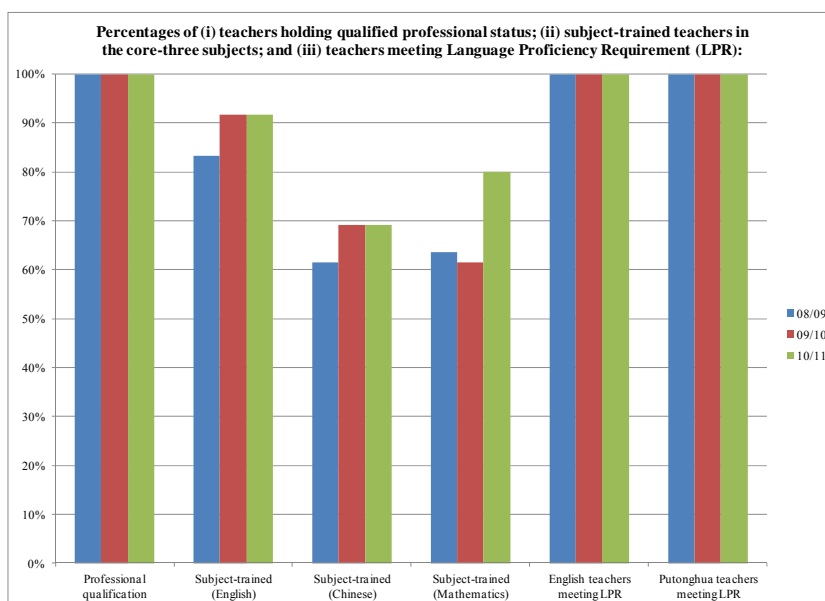
	08/09	09/10	10/11
% of subject-trained Chinese Language teachers	61.53	69.23	71.43
% of subject-trained English Language teachers	83.33	91.67	91.67
% of subject-trained Mathematics teachers	63.64	61.54	80.00

Among the 3 core subjects, English Language teachers have the highest percentage of subject-trained. Gradually more teachers are subject-trained in the core subjects especially Maths.

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

	08/09	09/10	10/11
No. of English teachers meeting LPR	12	11	11
No. of Putonghua teachers meeting LPR	3	3	3

	08/09	09/10	10/11
% of English teachers	100.00	100.00	100.00
% of Putonghua teachers	100.00	100.00	100.00



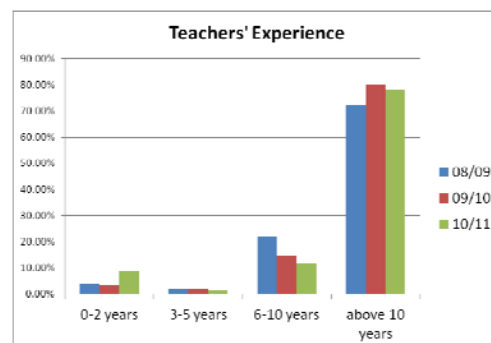
3. Teachers' Experience

The experience of the teachers is shown below :

Teaching Experience	08/09	09/10	10/11
0 to 2 years	2	2	5
3 to 5 years	1	1	1
6 to 10 years	12	8	7
over 10 years	39	44	46

	08/09	09/10	10/11
% of teachers with 0 to 2 years of experience	3.70	3.64	8.47
% of teachers with 3 to 5 years of experience	1.85	1.81	1.70
% of teachers with 6 to 10 years of experience	22.22	14.55	11.86
% of teachers with over 10 years of experience	72.22	80.00	77.97

We have a stable teaching staff team.



4. Staff Turnover Rate

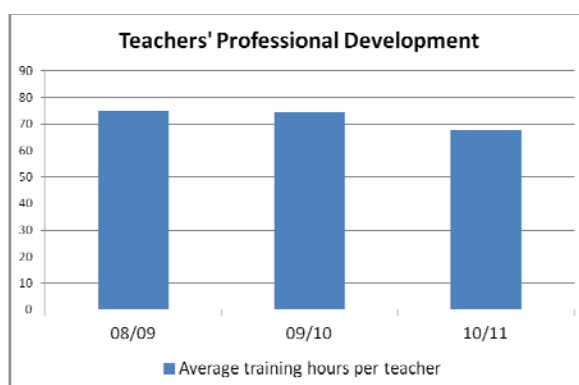
1 teacher retired and 4 teachers resigned due to personal reasons.

5. Teachers' Professional Development

➤ Teachers' professional training

Teachers were required to attend professional training for at least 15 hours in the whole school year. 84.7% of the teaching staff satisfied the requirement. The seminars/workshops attended covered various fields, most of which were subject-related.

	08/09	09/10	10/11
Average no. of CPD hours undertaken by teachers	75.04	74.41	67.58
No. of CPD hours undertaken by principal	116.75	139.25	109.75



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

Internal Sharing:

Date	Topic	Teacher-in-charge
15/11/10	Preventive Measures against Sexual Abuse – Cyber Crime	Ms. M. Au Yeung
21/ 4/11	School External Review	Sr. M. Tsui
	Performance of OLC students	Ms. J. Wu

- Staff Development Day
3 Staff Development Days were held for the whole year. Details are as follows :

Date	Topic
3/11/10	Learner Diversity – the Significance of Learning Strategies and Learning Goals
	Understanding Youths and Volunteerism in HK
23/ 3/11	Class Management in the NSS Curriculum
	Questioning Techniques
20/ 5/11	Discussion on School Policy
	Catholic School Teachers' Day

- Intra-panel professional sharing
Individual subject panels were required to organize at least one sharing session for the whole school year. 100% of the subject panels satisfied the requirement.
- Collaborative lesson planning & peer observation
All the teaching staff had completed the scheme by the end of the school year. Every teacher had observed his/her peer and had been observed twice a year.
- SEN Training
8.5% of the teaching staff had attended professional development courses or in-service training programmes on special education for the provision of professional support to students with special education needs.

IV. Areas of Major Concern : Achievements & Reflection

1. Enhancement of Students' Academic Performance

Target 1 : Enhance students' reading and writing abilities

Achievements

Reading

- Cross-curriculum reading was promoted to enhance students' reading abilities through the efforts of different subject panels and the school library
 - The Chinese Language and English Language Panels organized extensive reading schemes. Book fairs and reading activities were conducted in collaboration with the school library. Students were required to read books of different KLAs and themes. Most students met the requirements of the activities.
 - Different subject panels devised subject-based reading programmes to enhance the students' reading abilities. They included reading portfolio (Geography), pre and post lesson reading assignments (History, Liberal Studies, IH), book reports (Computer Literacy, Science, Chinese History) and news clipping (Economics).
 - Each class had its own class library under the co-ordination of the English Language and Chinese Language teachers to provide books in line with the students' ability and curriculum development.
 - The school library played an important part in promoting reading. Other than organizing its own activities, it also worked in collaboration with the other subject panels to promote reading.
 - It organized the S1 and S3 students to take part in the Popular Reading Award Scheme. All the students took part in the activities with 25% of them obtaining awards of various levels.
 - Two grand book fairs were organized to showcase the most contemporary books as well as topic books on requests from various subject panels and students. Chinese Language and English Language teachers had arranged class time to visit the book fairs to introduce students books based on their reading abilities and interests. Both book fairs were exceedingly welcomed by both teachers and students and the sales volume during both fairs was reported to be satisfactory by the vendors. However, the sales of fiction titles and examination orientated materials were more than those of other titles.
 - Activities were organized to celebrate the World Book Day 2011. Reading game stalls were set up to promote critical reading skills and a prominent author of teen fiction, Mr. Leung Wai Lok or Ho Lok, was invited to share his favourite book. The talk was inspiring and had aroused much applause from the students and after the talk, many students came to ask for the book introduced which proved that the activity aroused students' reading interest and that kind of activity can be continued, and our students are ready to read if suitable input is given.
 - In working with the subject panels, a total of 20 library activities in the form of library tours and book talks were conducted during scheduled lesson time. All those activities were well received by students and subject panels. Teachers agreed that the students performed well in the follow-up tasks and/or assignments. It was clear that students made progress in their ability to locate relevant resources and information for their learning.
 - Students were organized to take part in the '60 Good Books to Share' activities of the HKPTU. The activities were not only well received by students, but they also proved to be immensely effective in stimulating students' reading interest.

- The Morning Reading Programme was organized to promote reading. Students were required to read English newspapers, the Students Standard (senior students)/The Junior Standard (junior students) on Thursday morning assembly period. The reading programme was indeed valuable in fostering students' awareness of current issues and improving their ability in reading and writing.
- Reinforce students' reading skills
 - The English Language Panel organized a 5-session reading workshop for all S2 students. It was well received by both teachers and students. The lessons were found useful in improving students' reading comprehension. This was reflected in the final examination that all classes except the remedial class did better in the reading component of the GE paper when compared with their first term examination and the prior term test.
 - An author talk on critical reading skills was co-organized by the school library and the Chinese Language Panel. All the students gave positive feedback on the talk, and teachers agreed that it helped a lot in guiding the students to improve their observation and thinking skills.
- It was found that the students' reading spectrum was widened as lots of efforts were made to induce students read widely. Students showed improvement in their reading abilities though there was still room for improvement. Nevertheless the performance in HKAL was satisfactory, with a pass rate of 91.5% in the reading component of both Use of English and Chinese Language and Culture.

Writing

- The school made a holistic plan to enhance the students' writing abilities with different focuses for different levels : expressing ideas and vocabulary building for S1-S2; expressing ideas and opinions for S3 and writing skills for S4-S7. Each subject had its own subject-based language policy to address the school's language policy as well as its subject needs.
- Different writing activities were conducted by different subjects to enhance students' writing abilities, such as building up a subject-based vocabulary list (all subjects), news commentary (EPA and Economics), writing plans, journals and reports of various kinds (BAFS, Science subjects, I.H., Computer Literacy and English Language), essay writing (Geography and History), book commentary writing (Chinese History and Chinese Language) and various writing activities covering the writing genres and skills suggested in the writing curriculum of the language subjects(English Language and Chinese Language). On the whole, most students could meet the language requirement of the content-based subjects and showed enhancement of their writing skills at the end of the school year. However, the performance of the students in the language subjects, especially that of the junior levels, was quite disappointing. This was reflected in the performance in the examinations. This is because the language subjects focus on assessment of language ability whereas the content-based subjects focus more on subject matter, with language being a tool to express ideas. Nevertheless, the students made satisfactory performance in the HKAL. The pass rate of the writing component of the Use of English and Chinese Language and Culture was 94.9% and 93.2% respectively; both met the success criterion of 90%.
- Regular displays of student writing were conducted. Good work of English writing was posted up at the English Corner and students were interested in writing comments on them. Different subjects displayed good work for dissemination to let students learn from each other. Poor work was also shared to invite their comments so as to develop their critical thinking skills and to avoid similar mistakes in the future.
- A Chinese and English writing collection was published and delivered to all students to encourage peer learning and to recognise the achievements of the students.

- The school library also organized activities to enhance students' writing abilities. Those activities included a 6-session afterschool creative writing workshop, organizing students to take part in the Inter-school Book Commentary Writing Competition and display of student work in the library. These activities had positive results. Students found the workshop useful and the S4 students made obvious improvement in their writing abilities after completion of the workshop. The winning entries of the Book Commentary Writing Competition were of a high standard.
- From the above, it can be concluded that the students showed improvement in their writing abilities.

Reflection

- Students made improvements in their reading and writing abilities, but they should strive for greater improvements to facilitate self-learning and to meet the requirements of the world.
- The reading spectrum of the students was widened but they should be encouraged to read more challenging contents, such as news commentary and non-fictions to prepare them to be critical readers.
- As language accuracy and lack of ideas were the two major problems encountered by students in writing, it was suggested that writing shall be integrated with reading. Teachers should assign writing tasks as a follow-up so as to consolidate what students have read and to further develop their skills in writing.
- Intensive reading should be given to students. Teachers are recommended to discuss with the students the writing style, the use of language, the messages carried and the content in greater depth. Students should be given the chance to apply these skills in daily use. This would also foster students' writing abilities.
- More formal and informal book sharing sessions can be organized as students like book sharing activities. This also serves as opportunities to make good books accessible to students and develop their reading habit.
- It was found that students of junior levels were weak in their writing abilities. However, a solid language foundation is important to them as it facilitates learning. Special efforts should be made to foster students' writing abilities in the junior levels. More regular writing practice should be given but it should be well coordinated to avoid overburdening the students.

Target 2: Enhance students' problem solving and critical thinking abilities

Achievements

- Different learning activities in the formal and informal curriculum were conducted to enhance students' problem solving and critical thinking abilities.
- The S1 IH project work and S3 Project Learning aimed at cultivating these skills to cater for their learning in the junior and senior levels respectively. The IH project work aimed at building up a skills foundation whereas the Project Learning in S3 was a cross-curricular problem-based project which required application of problem solving and critical thinking skills. It also prepared students for the IES component of the NSS Liberal Studies curriculum. Most of the S1 students made satisfactory performance. For the S3 students, their abilities varied. The weaker ones were not able to go deep into the issue they studied. A few groups made good work. In general, the performance of

the students in these two learning activities met the teachers' expectation.

- Plenty of opportunities were given to students to share their opinions such as oral presentation and group discussion (English Language, History and Economics). Students were encouraged to comment on social issues (Liberal Studies, English Language and Geography) and the work of fellow students (English Language, Chinese Language and Visual Arts). Self-assessment was also conducted to make students have self-reflection on their own performance (History and P.E.). S1-S3 students were required to take part in online Liberal Studies courses for skills training purposes. All subjects fostered the elements of problem solving and critical thinking skills in the coursework. Each subject allocated a subject-based weighting of questions on problem solving and critical thinking in tests and examinations.
- The informal curriculum also played a part in developing students' abilities in these areas. Talks on social issues by teachers and students during the morning assembly sessions served the purpose. The school library also set up the News Commentary Corner to encourage students to express their views on social issues to foster students' problem solving and critical thinking skills.
- On the whole, students showed improvement in the application of those skills. This was shown in students' performance in the coursework and examinations, as well as the application of those skills in learning activities. Comparatively speaking, students of senior levels made better performance than the junior ones because the former had a stronger knowledge foundation and richer experiences as students were expected to use facts to back up their arguments.
- In spite of the achievements, there was room for improvement in the enhancement of such abilities. In issue-based learning activities, students were able to show their standpoints but they had problems in supporting their argument with relevant examples and details. They could not organize their ideas systematically. Students also generally did rather poorly in open-ended questions and eliciting the writer's feeling and opinions. The students with weak English foundation found it difficult to understand the texts and questions and could not express themselves effectively. Another factor contributing to the poor performance was the problem of learning attitude. The less motivated students were not willing to make further efforts to work for higher level of thinking and attainment.

Reflection

- Students' performance in critical thinking and problem solving were greatly hampered by their language problems and weak language foundation. A greater effort should be made to strengthen students' language abilities, as discussed in Target 1 reflection.
- Teachers should demonstrate the application of these skills through examples in context and working together with the students. Questioning would be a good tool to guide students to examine issues and opinions.
- Different learning activities can be designed to develop students' problem solving and critical thinking skills, such as regular short writing tasks based on current affairs, practicing brainstorming with students, discussion on subject-based issues and asking students to give their views.
- While the students have got lots of practices on writing book/study reports, they should be required to write the reports in greater detail and to write reflections, which would develop their higher order thinking skills.

Target 3 : Improve students' learning attitude

Achievements

- Sharing sessions were held to enhance students' learning motivation. A past student, who is a popular D.J., was invited to share her experience with the students on her striving for success in the hope of inspiring our students to grasp their learning opportunities at school. It was well received by the students and many students agreed that the experience sharing gave them inspiration to work for their goal.
- Students of higher forms also shared their experience in studies with lower form students. Through experience sharing, students became more confident in their studies and were clearer about their goals.
- Teachers gave timely feedback and encouragement to students. It was found that students did make improvement in their work based on the feedback given to them. Encouragement was in particular effective in motivating the students of lower-ability for improvement.
- Teachers also used diverse teaching strategies to motivate students. This year, the focus was the use of questioning techniques. A workshop on questioning techniques was held for teachers and the use of questioning was a key feature in collaborative lesson planning and peer observation. Effective questioning could address student diversity and arouse students' learning motivation.
- For an overall evaluation, students of S3 or above had a better learning attitude than the S1 and S2 students. This may be due to the pressure of public examination. Students of the enhancement classes were more motivated in learning but they were not active enough to take up challenges to stretch their potentials. They would try their best to do what they were told. Students of lower abilities were rather passive but still they would do what they were told. Therefore, the overall punctual homework submission rate was above 90% but there was still room for improvement in terms of quality. Nevertheless, the S1-S3 students did show some improvement in their learning attitude. It was evident in their performance in the online Liberal Studies course, which was a self-driven learning process depending on students' time management and initiatives. Students made good progress in the second term upon teachers' encouragement and persistent monitoring.

Reflection

- The learning attitude of the junior levels had to be boosted. They lacked motivation to learn because they were hampered by weak foundation and lack of sense of responsibility. More encouragement, simpler and manageable tasks should be given to students so as to build up their confidence. The sense of responsibility should be further fostered to make them responsible for their learning as well as for their whole person development.
- Peer learning can be promoted to encourage students to learn from each other. This can be in the form of study group, group work, giving comments on the performance of fellow students or even trial marking. Dissemination of good work and sharing among students can also serve the purpose.
- Students would be more motivated to learn if they have their goals. The school should provide students more information about their future career paths. They would take their studies more seriously if they know how their studies are related to their prospects.

Target 4: Cater for student diversity

Achievements

- Support student learning in S1
 - Special support measures were taken to assist the S1 students in learning. It was hoped to build a strong academic foundation to facilitate learning and the school aims at preparing all the students to be able to study different subjects in the English medium in the senior secondary levels.
 - S1 Summer Bridging Programme
It was a 10-session course held in August for the pre-S1 students to help them get used to learning in the English medium. The course content was about classroom language, discussion and oral presentation, reading comprehension, dictionary usage and writing practice. Students gave positive feedback on the course.
 - Special arrangements were made for the fine-tuned MOI class. Small class teaching in English Language was arranged with 20 students in a group. More lesson time on I. H. and Science was provided so as to allow those students to learn at a slower pace for more effective learning.
 - After-school tutorial classes on English Language, Chinese Language and Mathematics were arranged for the weaker students who were not in the remedial or the fine-tuned MOI classes.
 - It was found that the measures were effective in addressing students' diversity. The general performance of the S1 students was better than that of the previous years. 19 students (52.8%) of the fine-tuned MOI class were eligible to switch to the EMI classes, and a Mathematics tutorial class was arranged during the summer holiday for those students to adapt to the English teaching medium in the coming year.

- Reinforce measures catering for higher-ability and lower-ability students
 - In the junior levels, enhancement classes, remedial classes and after-school tutorial classes were conducted as usual to cater for learner diversity. New measures were introduced to enhance effective learning. As it was found that the S2 students were less motivated to learn and poor in academic performance, afterschool homework guidance was arranged for them and participation was voluntary. There were teachers on duty to provide help. Both teachers and students gave positive feedback on the arrangement. This really addressed the needs of the students. Another measure was to split up the S3 students from 5 to 6 classes, with each class about 30 students. As more care was given to individual students, the S3 students made progress in their academic performance.
 - In the senior levels, new arrangements were also made to cater for student diversity. In S4 and S5, students were grouped according to their abilities in the English and Chinese languages. This facilitated learning and teaching as students were of similar standard. Tutorial lessons on English Language, Chinese Language and Mathematics were arranged for the students of lower abilities during their free periods.
 - Different subject panels carried out various measures to cater for student diversity.
For classes of higher-abilities
 - Teaching : More group discussions and group work were arranged to promote peer learning. More active student involvement was promoted. Greater use of source materials was adopted to enhance creativity and critical thinking.
 - Assignments : More challenging tasks requiring more critical thinking skills were given. Fewer mechanical drills were assigned. Higher expectation were set in terms of quantity and quality.
 - Assessment : More difficult and informal quizzes were given.

For classes of lower-abilities

- Teaching : More teacher input and guidelines were given. More regular revision on the basics was done. Class-based revision quizzes were given. More attention was given to individual students. Simplified notes and additional exercises were uploaded to eClass for self-learning. Some subjects also arranged after school tutorials for the senior forms, but they were not regularly carried out due to time constraint. Many teachers gave individual coaching to students instead.
- Assignments : Simpler but more frequent homework was given with clearer and more detailed guidelines.
- Assessment : More frequent and simpler quizzes were given.
- Through the efforts of teachers and students, some positive results were seen. Teachers found the enhancement classes and the classes of higher-ability were eager to learn and very co-operative though some should show more spontaneous response in class. It was more obvious in the higher forms as the students had to face the public examinations. For the students of lower-abilities, some made improvement in their studies, especially those in S3 and S5. However, many of them did not make much improvement because they had problems with their learning attitude. This was especially serious in S2 because this was the year with the least pressure to bear in the whole secondary school life. Another area of concern is that the problem of student diversity became more acute. It was due to the fact that it would not be possible to pull up the students of lower abilities in one day. It was a long term battle. At the same time, the students of higher abilities were making great progress, so the diversity was bigger.
- The school also enhanced its support for gifted and SEN students. To cater for the needs of the SEN students, a school mechanism is set up to identify the SEN students. A teacher was responsible for monitoring the SEN students and liaising with the government and NGOs to provide appropriate support measures to them. This year there were 5 referrals for follow-up. In addition to those cases, adaption was made to the curriculum and examinations for a non-Chinese student whose Chinese standard was only up to the junior primary level.

For the gifted students, workshops on creativity were organized for the S1 and S2 students to develop their potentials. Students of higher-abilities were arranged to take part in the pull-out programmes on gifted education. The activities were well received by the students.

- Support measures were also made for teachers to cater for student diversity. Professional development programmes addressing student diversity were organized for teachers. Workshops on student diversity and questioning techniques were arranged on the staff development days. Five teachers were arranged to take up training on SEN.

Reflection

- The school has got an effective mechanism on catering for student diversity and should continue.
- Different subjects can continue with their subject-based measures.
- Teachers can make use of the eClass to cater for the needs of students. Exercises of varied levels of difficulty and different learning resources can be uploaded to the eClass to let students choose and learn on their own. This would benefit students of different abilities. The school should organize workshops for teachers in running eClass and matters related to copyright.
- To ensure appropriate resources to be allocated to appropriate students, it was suggested that the students joining the afterschool tutorial classes should be assigned by teachers

instead of on voluntary basis which may result in mismatching.

- A lot of efforts were done to help the weak and border-lined students and achievements were seen. However, more efforts should be made to stretch the potentials of the higher-abilities students. Our students got good pass rates in public examinations but remarkable grades are few.
- The range of student diversity is widening as the students of higher-abilities would move at a faster pace than the lower-abilities ones. Teachers would find it more difficult in handling student diversity. They should change the mindset of narrowing the gap among the students and to set different levels of attainment for individual students instead.

Conclusion

The school is moving towards the targets. It is encouraging that the students' performance in the HKAL is satisfactory. The overall pass rate and the number of A – C grades got an increase of 4% and 5% respectively compared with last year. As this year was only the first year of the 3-year cycle, a lot of measures have to be followed up for greater achievement. The learning attitude of the students is the root of the problem. If they get a more positive attitude in learning, all the other measures will be implemented smoothly and finally their academic performance will be enhanced.

2. Enhancement of Moral Nurturing

Target 1 : Enhance students' personal and social responsibility

As a whole, most of the students behaved well and fulfilled their roles, for example, finishing their assigned homework and being well-disciplined in class. Senior students' sense of personal and social responsibility was better than those of the junior form students.

Achievements

- Raise students' sense of responsibility through morning assemblies and Ethics lessons
Six teachers gave morning talks on topics regarding 'Personal and Social Responsibility'. Different aspects of responsibility were taught in the Ethics lessons of different forms. S1-S3 students had lessons on related themes as part of the P.A.T.H.S. programme. The lessons aimed at building students' sense of responsibility. Workshops on improving concentration and study skills were held for S4 and S5-S6 respectively in Ethics lessons. It was hoped that through strengthening these generic skills, students' sense of responsibility on their study could be raised.
- Enhance students' sense of responsibility through organizing and participating in activities
 - Voluntary services
A Service Learning Programme named 'The Seed of Dandelion' was held for the S4 students. They were involved in planning, organizing and conducting service activities for the disadvantaged people. After the service, they had to prepare a board display to share their experiences with the other schoolmates. Most of them especially the leaders performed well in the project. However, some students forgot to submit the receipts of the materials bought for the Service Days, thus they could not get back the money. Students' sense of responsibility had to be enhanced

in this aspect.

- Peer Reading Programme

A “Reading Pal Programme” was organized for the S1 and S2 students. After attending two training sessions, S2 students helped S1 students in becoming better readers. At the same time, teachers also followed their progress and gave them advice. Their sense of personal responsibility was enhanced. The programme also increased their motivation and confidence in serving others.

The attendance rates of the tutors and the tutees were 100% and 84.7% respectively.

- Environmental conservation activities

- Collection of paper for recycling

Students of every class had to design a recycling box which would be used throughout the whole year for collection of waste paper in their classrooms. All participants were able to develop the habit of recycling waste paper. They were willing to sort out waste paper from garbage.

A total of \$524 was collected from selling the waste paper and the total amount was donated to Yan Oi Tong Eco Park Plastic Resources Recycling Centre.

- Environmental Conservation Corner

A total of five board displays were held this school year. The displays were about the promotion of ‘No Meat Day’, the story of plastic bottles, summary of the field studies in Nam San Wai, Eco-tips in our daily life and an introduction to the Lung Fu Shan Environmental Conservation Centre. Impressively, the student helpers took the initiative in thinking of the themes.

Besides the above activities, other environmental activities such as talks on “Sustainable Development” and “Sharing on life experience” and activities such as “Bring Your Own Cutlery”, “Be a member of Eco-Protectors”, “Organic Ambassadors”, “SEPA’s”, eco-tour and Green Carnival were organized to nurture students’ enthusiasm and concern for the environment and to encourage them to examine and change personal lifestyles in support of the culture of sustainability.

Through all these activities, students were ready to contribute to the betterment of the community.

- Enhance leadership training

A 2-day training workshop, an Adventure – Based Counselling Training Camp for Big Sisters and School Prefects and two leadership training day camps for committee members of Students’ Association and chairpersons of clubs and teams were held respectively to enhance their leadership.

Activities held in the camp gave chances for all participants to gain experiences of team work, problem and conflict solving, communicating and self-confidence building. All these were valuable in helping them to organize and coordinate activities in the future.

After training, they practised what they had learnt in the camp through their respective roles. Most of the teachers-in-charge of clubs and teams and more than 90% of the participants found the leadership training camps useful.

- Encourage students to be responsible for their personal growth

- Self-Development Award Scheme (S1 – S3)

The columns for self-management skills (S1 and S2) and self-decided items (S2 and S3) were added to the Self-Development Award Scheme.

- 34% of the students achieved the bronze badge or above.

- 52% and 70.7% of the S2 and S3 students achieved their set targets in the self-decided items respectively.

- Student Learning Profile (S4 – S6)

An introductory session on SLP and JUPAS application requirements was held in September. Students were encouraged to join activities in order to enrich their

Student Learning Profiles. 96% of S4 students and 98.9% of S5 students joined clubs and teams, showing a higher participation rate when compared with the past years. Their participation would be recorded in their Student Learning Profiles.

S5 students were required to write their self-account and descriptions of the activities they had joined outside school. Students' sense of personal responsibility was enhanced through the preparation of Student Learning Profiles.

➤ Optimize the Reward-Punishment System to raise students' sense of responsibility

- Refine the Atonement of Demerits by Merits Scheme

The amended Scheme required the students with demerits to meet the counselling teachers on their initiative regularly. 50% of the students passed the Scheme. Students' sense of responsibility was raised.

- Refine the 'On The Day Detention' measure

Since the problem of not handing in homework punctually was mainly found among S1 and S2 students, they were asked to set short-term and long-term goals and strategies at the beginning of the term to ensure the quality and the punctuality of their homework submission. Class teachers gave students support in accomplishing the goals throughout the year.

In order to prevent students from leaving the room frequently within the detention period, they were required to write down their names, reasons and time of absence in the record form. This policy helped the Teacher Assistant to take attendance and maintain order.

As a whole, the result was unsatisfactory. As compared to last year, there was a slight decrease of 1.5% in the punctuality of homework submission. Students' absence from detention increased by 4.7%.

- Make good use of the Awards and Achievements Board

The lists of students who had received external awards were posted timely on the Awards and Achievements Board. Students who were given recognition could have their sense of achievement boosted. It also gave a good chance for other students to acknowledge the achievements and learn from the awardees.

➤ Implement "Healthy Campus" Programme

- A mechanism of identifying students with behavioural problems is in place.

The procedures of referring students with different problems to different groups was set. Students who were identified as having learning and behavioural problems would be referred to the Learning Support Team and Counselling Team respectively.

- Subject curriculum related to healthy life is reinforced

The message of healthy lifestyle was incorporated in the curriculum via three ways. Firstly, basic knowledge of healthy lifestyle was conveyed in various subjects. Topics such as Opium War, Effects of Drug Abuse, Confronting Infectious Diseases, Human Health, Environmental Conservation and Green Chemistry were discussed in lessons.

Secondly, assignments and project work relating to the topic were given. Assignments included 'Healthy Eating' and Cantonese lyric writing on "Healthy Campus". Project work included Physics Learning Portfolio on the topics 'Health and Physics' and "Chinese Medicine and Health".

Thirdly, subject panels organized a wide range of co-curricular activities to reinforce healthy lifestyle. Activities included a personal finance workshop organized by the "Tung Wah Group of Hospitals – Healthy Budgeting Family Debt Counseling Centre", making dishes with fresh fruits, an intra-class quiz competition on drug abuse and an anti-drug slogan design competition.

- Activities of promoting healthy life are held and coordinated

A visit to Mobile Education Centre, participation in Student Health Services and drama appreciation were organized to arouse students' awareness of healthy lifestyle

and enrich their knowledge of food, personal and environmental hygiene and the puberty changes.

'Info-Health' Board displayed materials provided by various organizations throughout the year. Information on issues like drug, food hygiene, sex education was updated regularly. The board display helped to raise students' awareness of health issues.

Different kinds of fruits were sold to students at lunch time on two Joyful Fruit Days. Useful information about the importance of healthy eating was also displayed on the board. Students were encouraged to read the information and do a quiz in order to get a gift. This helped motivate students to develop a daily habit of fruit consumption.

We joined a fitness scheme jointly organized by the Department of Physical Education (HKBU), Our Lady of Maryknoll Hospital and Hong Kong Playground Association. In the scheme, all S1 students were given a test on aspects such as balance, flexibility, coordination, memory and inter-personal skills to assess their fitness levels. Afterwards, the test report was sent to the school, accompanied by a talk given to all S1 students for the further promotion of the importance of healthy lifestyle. Those who were identified as being 'unhealthy' would be encouraged to join a 2-day workshop in the coming September as a follow-up measure. Through this scheme, students' awareness of their own health conditions was raised. They were also more alert to the importance of maintaining physical fitness and leading a healthy lifestyle.

Reflection

- Morning assemblies on the topics regarding the school's major concerns should be continued. Curriculum, anti-drug education and activities related to healthy lifestyle should be further reinforced.
- More opportunities should be provided for the student leaders to exercise their leadership.
- The Self-Development Award Scheme proved to be effective as students achieved satisfactory results, though measures of increasing its effectiveness could be further considered.
- Students should be more motivated in preparing their Student Learning Profiles. The procedures of inputting and checking the data of Student Learning Profile should be reviewed.
- Despite teachers' untiring efforts to promote punctuality of handing in homework, S1 and S2 students still performed unsatisfactorily. More efficacious measures should be taken.
- Students did not make the best use of internet and quite a lot of them spent excessive time on netsurfing. As this seriously affects their health, network education to students and parents should be emphasized in the coming year, in the hope that students would become responsible and sensible internet users.

Target 2: Enhance students' caring spirit

Achievements

- Nurture students' caring spirit through morning assemblies and Ethic lessons
Three teachers gave their morning talks about nurturing the caring spirit. Some of the Ethics lessons for S1-S3 students were designated to nurturing students' caring spirit. Examples were 學校也公益, 「她」來自中國. The message of caring spirit was successfully conveyed to students.

➤ Incorporate the element of ‘caring culture’ into subject curriculum

Subjects of different Key Learning Areas enhanced students’ caring spirit through the curriculums and the assignments given to students.

In the area of Chinese Language Education, students were given readings and writing tasks on 「關愛滿校園」. Regarding English Language Education, gratitude and care was the theme for the S1-S3 English Creative Singing Contest.

The caring spirit was also promoted in the area of Personal, Social and Humanities Education. Topics such as Knowing Our School, Urban Problems in Hong Kong and Project Work – Sustainable Development of Heritages were covered in the curriculum of Integrated Humanities. Through the teaching of these topics, students learnt to care about the school and the society that they live in. In Chinese History lessons, students learnt how the caring spirit of the historical figures led them to success, contributing to the development of history and improvement of the country.

In EPA lessons, after watching the video ‘毒海浮生’ produced by RTHK, S2 students did role playing to convey the message of quitting drugs. S3 students wrote tips for others when purchasing mobile phones after reading current news and the advice given by the Consumer Council about mobile data roaming services of local providers. In the subject of History, topics relating to caring culture were incorporated into the curriculum, including United Nations, International cooperation after WWII, Work of Chinese Association in Hong Kong and International assistance to Japan’s recovery after WWII. Through various activities and discussions, students displayed sympathy for the less fortunate and realized the importance of sharing and caring.

Liberal Studies is also an area in which the element of caring culture is included. In different lessons, teachers discussed with students ways of caring for people surrounding us especially the weak and poor in our society, country and the world.

With respect to Technology Education, a flea market was held as a co-curricular activity for the subject of BAFS. The profit made was donated to the charitable organization – Hong Kong Red Cross. From this activity, students acknowledged the significance of caring for others.

In addition, students sang more songs promoting the caring spirit in Music lessons. Physical Education lessons were a good illustration of the caring theme as students always encouraged one another.

➤ Enhance students’ caring spirit through activities

- Fund raising activities

Before the sale of raffle tickets and fund raising campaigns, the services provided by the charitable organizations were introduced through Campus TV or bulletin board. The number of raffle tickets sold and the amount of money collected were satisfactory. Students’ caring attitude to the needy was evident.

- Voluntary services

Through the programme ‘The Seed of Dandelion’, students knew more about society by doing different kinds of voluntary work. These kinds of voluntary work helped students express their care and concern for the society. In addition, students reflected that they were willing to continue doing voluntary work in the coming future.

Moreover, the Social Service Team cooperated with the Technology & Living Panel and Computer Literacy Panel in organizing junior students to make gifts for the service targets of the service programme—The Seed of Dandelion. A total of 540 self-made gifts were collected.

Flag selling activities were organized for all S5 students during the whole school year. Every student had to do at least 10 hours of that kind of service.

- Environmental conservation activities

All classes participated in the activity ‘No Light for 10 minutes Campaign’.

Students were reminded of the importance of saving energy resources through the activity. The activity 'No Air Conditioning Day' was cancelled as no similar activity was carried out in June in Hong Kong. It was postponed to September.

- Other activities

Through activities such as HK Caring Slogan Collection, 'Sharing the care' Action, Christmas Card Design Competition, 'Learning English with your Guiding Angels' and writing competitions, the school encouraged students to show concern for other people.

Following the outbreak of the earthquake in Japan, Civic and Environmental Education Team, Moral and Health Education Team cooperated with Economics Panel, Physics Panel and Geography Panel in holding an exhibition to provide students with knowledge of the causes of an earthquake, the effects of radiation leakage and the global economic effects. Students were also guided to reflect on the incident and to show concern for the people in the disastrous area. Students were encouraged to write messages of support and condolence on cards, some of which were published in the School Press. Thousands of paper cranes folded by our students were sent to children in the afflicted areas of Japan. Through the board display on Japan earthquake, students learned to view global issues from different perspectives and show empathy for the unfortunates.

- Peer coaching

- Big Sister Scheme

This year, 48 Big Sisters took care of the S1 students throughout the year, such as meeting them regularly, having lunch with them and solving their academic problems, etc. The ratio of Big Sisters to S1 students was lowered to 1:3. The Big Sisters were able to build a good relationship with the S1 students. Most of them trusted and respected each other.

- Peer Reading Programme

The Peer Reading Programme was successfully completed.

Over 90% of the participating students of the Peer Reading Programme satisfied with the Programme. The tutors found it worthwhile to spend time and effort in doing the programme as they were more self-motivated in helping others. However, better motivation on the part of the tutees was needed.

- Peer coaching on subject selection for S3 students

A lunchtime program was held for S3 students. The sharing part of the program allowed S3 students to ask the senior students for first-hand information about selecting subjects.

Some other sharing sessions were also held for S3 students. They had a good chance to understand the subjects offered in the NSS. S3 students reflected that they were very useful, which proved that the senior students had offered them great help.

Reflection

- Students got along with one another harmoniously, with the exception of certain S1 classes. Teachers and students cared for one another, which was manifested in different activities. Activities suggested in the Annual School Plan should be continued.
- Unfortunately, few internet bullying cases prevailed among certain S1 classes. In view of the problem, network education, especially on caring for others, should be reinforced in the coming year.
- In the future, if there were outbreaks of disasters like the Japan earthquake of this year, activities could be organized for the enhancement of the caring spirit and the sense of thanksgiving.

Target 3: Nurture students' sense of thanksgiving

Achievements

- Implement 'Thanksgiving Week'
 - Morning assembly on the theme of 'Thanksgiving'
At the beginning of the week, the Vice Principal gave a morning talk on the theme of thanksgiving through Campus TV. The Chairperson of Students' Association informed students of the programmes of the Thanksgiving Week and the arrangements on the Thanksgiving Day.
 - Lunch-time song dedication
Some special songs were broadcast and messages from some of the "Thank you cards" were read out. Feedback of teachers and students was positive.
 - Thanksgiving Day
A mass was held in celebration of the Thanksgiving Day, followed by dances and drama performed by students. Student representatives from each class and two parent representatives from the Home-School Liaison Committee expressed their thanks to the teachers and the school. The atmosphere was good.
- Nurture students' sense of thanksgiving through religious education
 - Religious Studies lessons
Students were taught God's creation of the universe, Jesus' incarnation and redemption. Students learned to be thankful for their possessions and to treasure them.
 - Religious activities
The readings and homily during mass reminded students God's grace and invited them to live out God's words in their daily lives.
The PowerPoint presentations and video clips in the Lenten and Christmas Liturgies enabled students to appreciate the blessings they have received from God.

Reflection

- The general response to the Thanksgiving Week was positive. The "Thank you cards" collected showed that not only did the students thank their teachers, but they also expressed gratitude to the menial staff and all the clerical staff. It was suggested that in the coming year, students could be encouraged to thank their family members.
- It was proposed that liturgies should be followed by discussions in the Religious Studies lessons. Teachers could encourage students to practice thanksgiving in their daily life.

Conclusion

In general, students behaved quite well and got along with one another harmoniously. They also expressed gratitude to teachers and the menial staff. In the coming year, morning assemblies, schemes and activities regarding the school's major concerns would be refined and continued. For junior students, punctuality of homework submission and network education would be enhanced. Senior students would be further motivated in preparing their Student Learning Profiles and more opportunities would be provided for the student leaders to exercise their leadership.

V. Our Learning and Teaching

‘Enhancement of students’ academic performance’ is one of the areas of major concern this year. Many issues on teaching and learning were addressed in the Annual School Plan and the evaluation on the measures implemented was made in the meeting minutes. The following are complementary measures to sustain students’ learning and teaching.

1. Curriculum

- The holistic curriculum of the school is in line with the central curriculum complemented by the school-based curriculum which complies with the school mission and caters for the needs of the students.
- The four key tasks were incorporated into student learning to attain the goals of the school curriculum
 - Reading to Learn – focused on promoting reading across curriculum (See School Annual Plan evaluation)
 - Moral and Civic Education – assimilated into both formal and informal curriculum. Efforts were made to address one of the major concerns of the year—Enhancement of moral nurturing.
 - Project Learning – implemented as a cross-curricular problem-based project in S3, which aimed at cultivating the generic skills and at the same time preparing students for the IES components of the NSS Liberal Studies. Other small-scale skill-based learning activities were given to substantiate students’ subject-based learning.
 - Information Technology for Interactive Learning – online and eClass learning was fostered. S1-S3 students took up online courses on language learning and skills cultivation, whereas S4-S7 students took up courses on language enhancement. Learning activities on application of information technology were given to students to enlarge their learning capacity.
- The junior curriculum was implemented as scheduled. Additional resources were allocated to the fine-tuned MOI class to facilitate students’ learning : more lesson time was allocated to the two discretionary EMI subjects: I.H. and Science; small class for the English Language lessons and support measures for those who would switch to EMI classes in S2.
- This was the second year of the implementation of the NSS curriculum. All the measures were carried out as scheduled. The focus of this year was to monitor the implementation of the school-based assessment and to scrutinize the abilities of the students on the number of electives they studied.
- An appeal mechanism on SBA of the HKDSE was set up. To make the SBA more transparent, parents were informed of the mechanism and the students’ performance in the SBA of various subjects. Parents had to sign for acknowledgment, it indicates that they accepted the assessment made on their daughters’ performance. This would avoid any disputes after the release of the HKDSE results.
- The S4 and S5 students were advised to study the number of elective subjects in accordance with their abilities. For the S3 students, other than the last 40 students on the promotion list were to choose 2 elective subjects on mandatory basis as previous practice, the other students were free to choose 2 or 3 elective subjects at their own discretion.

2. Student Learning and Teaching

- Most students were willing to learn under teachers' guidance and they would do what was told. However, they needed to be more proactive in learning so as to develop their potential. In fact, many of them could apply the learning strategies and information technology in learning. All students knew how to handle the eClass system. They could make use of the skills they acquired to develop their learning capacity.
- More elearning was introduced to supplement classroom teaching. Learning materials ranging from course providers to tailor-made materials by teachers were uploaded to eClass for students. However, the results were not up to the teachers' expectation as this is a self-learning process.
- Co-curricular and life-wide learning activities were organized by different subjects and groups to complement classroom learning and widen students' horizon, which would result in powerful learning. This year 19 and 48 activities were held for S1-S3 and S4-S7 students respectively. 10 Activity Days were allocated in the school calendar for the purpose. In addition, some activities were held during the non-school days and long holidays.
- Cross-curricular activities were also organized by different subjects and groups to work for curriculum integration to let students realize learning is inter-related. Altogether 23 cross-curricular activities were organized.
- The school adopted the fine-tuned language policy in S1. Teachers did not find any problem in using Chinese as the teaching medium.

3. Assessment

- Various modes of assessment were used to assess students' performance in knowledge, skills and attitude, to cater for student diversity and to sustain student learning.
- This year, self-assessment and peer assessment were more widely adopted. Students were asked to assess their own performance against the assessment rubrics. This was a way to enable them for self-reflection and strive for excellence. Peer assessment was to enhance mutual learning. This was proved effective in learning, especially in the higher level.
- To let students have a better understanding on their performance, teachers gave timely feedback to the students both verbally and in written form. Assessment rubrics were used in marking to let students know their level of attainment and uniform teachers' marking. For the senior levels, teachers usually followed the public examination assessment rubrics.
- The Liberal Studies Panel adopted mark moderation for the second year. Teachers were more familiar with the marking and the marking deviation was narrowed. No student raised any queries on marking.
- All the test paper and examination answer scripts were scrutinized by the panel heads and were returned to parents for inspection. This was to let parents have a clearer understanding on the students' performance in tests and examinations, and to work in collaboration with the school to boost students' learning.

VI. Support for Student Development

Student Support

The mission of our school is to nurture students spiritually, morally, intellectually, culturally and socially under the Preventive System.

As a Salesian Catholic School, every day we started with prayers to thank the Almighty God and to ask for the needs of the world. This year, the relics of St. John Bosco visited our school. A liturgy was held to welcome the relics. Through the liturgy and the introduction of St. Bosco in Religious Studies lessons, students had a better understanding of Salesian Spirituality.

In order to put St. Bosco's preventive educational rationale into practice, the Principal and teachers took turns to give talks in morning assemblies. The talks were on diverse topics like ethical values, spiritual development, disciplinary issues and civic responsibilities. Furthermore, class teachers interviewed their students individually twice a year, so as to understand them better. Discussions in Ethics lessons and feedback on monthly diaries were also means to consolidate students' positive values towards life and nurture whole person development.

As in the previous years, we continued to ensure that all the S1 students started and adapted well from the beginning of their schooling by informing them and their parents of the school policies on the S1 Orientation Day. Coupled with the Big Sister Scheme, S1 students adapted well and quickly in our school.

For the cultivation of the whole person development, activities were organized aiming at the targets of each form. The targets for each form were : Time Management for S1, Social Relationship for S2, Preparation for NSS for S3, Study Skills for S4, Career Planning for S5 and Experiences related to Community for S6-S7. Different types of activities were conducted after school, on Activity Days and during the post-examination period. Apart from joining these activities, students had ample opportunities to be organizers of extra-curricular activities.

Students' performance in academic or non-academic aspects was monitored and assessed through the Self-Development Award Scheme, participation in ECA, deliberations of conduct marks as well as their records of daily attendance, merits and demerits.

In the coming year, a whole-day activity day will be arranged for the sake of making visits to Mainland China.

Partnership

Being a committee member of 黃大仙區「清新社區」禁毒平台小組, our Principal could easily grasp the general problems among teenagers in the district. She could also be more familiar with the implementation of the scheme carried out by 「清新社區」.

As a core member of the OLE network schools organized by the EDB, experiences regarding the implementation of OLE activities were shared. Our schedule regarding the preparation for the first cohort of NSS students to cope with the new arrangement of JUPAS application was uploaded to the EDB website.

The school was supported by the Home-school Liaison Committee and the Past Pupils Association as in previous years. A past student, Maggie Cheung, was invited to share her learning experience in school and career path. Students were encouraged to be more serious on learning.

As a member of the Salesian Family which consists of 19 schools, resources were fully utilized to

conduct religious activities. It also took the responsibilities of teacher induction programme for all its member schools.

The school continued to cooperate with the Centre for Restoration of Human Relationships, Our Lady of Maryknoll Hospital, the Caritas, and Junior Achievement Hong Kong in helping students in diverse aspects, such as counseling services, working experiences and academic knowledge.

1. Religious Activities and Formation

A series of religious activities were organized to enhance the religious atmosphere and to strengthen the Salesian Spirituality in the school community.

- To encounter Christ in prayers and liturgy

Achievements

- Daily morning prayer was carried out throughout the school year. Prayer leaders were sensitive to the needs of the world and the current affairs. They prayed for a diversity of intentions.
- Masses and liturgies were held to celebrate the special feast days or occasions, e.g. School Opening Mass, St. John Bosco Mass, Mary Help of Christians Mass. Teachers and students participated well.

Suggestions for improvement

- More hymns can be taught in the Music lesson or Religious Studies lesson.
- Good singers and good pianists can be recommended by the Music Club to help in the mass.

- To strengthen the Salesian Spirituality in the school community

Achievements

- Students participated in several activities organized by the Salesian Youth Ministry Office. There was an increasing number of students joining the Salesian Youth Day. A few students joined the leadership training camp, action song workshop and prayer training workshop.
- Teachers and students participated well in the celebration of the relics of St. John Bosco. They were glad to receive the relics of our founder.

Suggestions for improvement

- Follow-up activities or sharing sessions should be carried out after activities organized by the Salesian Youth Ministry Office.
- More students from the junior forms should be encouraged to join the Salesian Youth activities.

- To enhance students' caring spirit and sense of thanksgiving

Achievements

- The themes of caring spirit and thanksgiving were introduced in the liturgy and the daily morning prayer.

- An introduction of the Caritas and Salesian Cooperators was conducted in the Morning Assembly. This enables students to know the two organisations and their charitable work to the society better.
- Teachers and students were encouraged to practice charity towards the poor through several fund raising activities, e.g. Caritas raffle tickets, Salesian Cooperators raffle tickets, Casual Wear Day and the Lenten Campaign. The number of raffle tickets sold or the amount of money collected was satisfactory.

Suggestions for improvement

- RS teachers can give further input about these Catholic charitable organizations, and explain to students the meaning of generosity and solidarity with the poor.

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 sense of belonging to the family and the community, and are willing to contribute for their betterment.

Achievements

- During the year, several activities were organized. Talks on "Sustainable Development" and "Sharing on life experience" allowed students to show concern for the community affairs and life of different people in Hong Kong society. Board display on Japan Earthquake 2011 was held to help students view global issues from different perspectives and show empathy for the unfortunates.
- "Bring Your Own Cutlery", "Inter-class Recycling Box Design Competition" and "Environmental Conservation Corner" were organized to increase students' awareness in reusing, reducing and recycling waste.
- Activities such as "Be a member of Eco-Protectors", "No Light for 10 minutes Campaign", "Organic Ambassadors", "SEPA's" and eco-tour were organized to nurture students the enthusiasm and concern for the environment and get ready to examine and change personal lifestyles to secure sustainable cultures.
- Through all these activities, the objectives were achieved and students were ready to contribute to the betterment of the community.

Suggestions for improvement

- More environmental activities and training programs should be arranged to students to enrich their understanding on local and global environmental issues. Students need more opportunities to reflect on their environmental behaviors in relation to environmental problems. This is hoped that students will be led towards a green life.
- More activities should be organized to help students develop positive civic attitudes in response to current local and global events. Students can learn to analyze critically and objectively and give rational comments on these issues.

3. Moral Education and Health Service

An array of programmes addressed on teaching moral values, sex and health education was organized for moral nurturing and health promotion.

Achievements

To raise students' personal and social responsibility, a series of workshops on improving concentration and study skills were held in Ethics lessons for S4-S6 students. An Experiential Living Camp was arranged for students to experience life in a squatter area in the New Territories. Board Display of Japan Tsunami and Folding Origami Cranes Campaign also helped arouse students' response to global concerns.

Students' caring spirit was enhanced through competitions and oath-taking, such as HK Caring Slogan Collection, Christmas Card Design Competition and 'Sharing the Care' Action.

A wide range of activities were organized to heighten students' awareness of a healthy lifestyle. Some examples were Student Health Service and First-Aid Training Workshop for all S1 students, Joyful Fruit Day, Roving Drama on 'Healthy Information for a Healthy Mind', 'Health Info' Board Display and Fitness Scheme organized by the Department of Physical Education and Hong Kong Playground Association. Mobile Education Centre also made a visit to our school to enrich students' knowledge of food, personal and environmental hygiene.

Ethics lessons were given to inculcate in students positive values and values essential to their personal development. For the S1 to S3 curricula, 'P.A.T.H.S. to Adulthood' was introduced by 'Jockey Youth Enhancement Scheme'. Most teachers received the training and joined the Tier 1 Program. Part of S3 curriculum and the whole of S4 and S5 curricula were planned by the class teachers to cater for the students' needs at various stages of their development.

Suggestions for improvement

All programmes were well received by students and they will continue to be implemented in the coming year, such as Student Health Service, 'Health Info' Board Display, workshops on study skills and Fitness Scheme. Talks and drama performance on different health and moral issues, such as Roving Drama on 'Healthy Information for a Healthy Mind', also received positive and enthusiastic feedback from different parties. They would be organized for junior form students in the coming school year. Moral Education and Health Service Team will continue to take an active role in the preparation and organization of the curricula and the lesson plans.

4. National Education

After participating in the activities, students not only increased their understanding of the national knowledge, they could also cultivate their national awareness and identity.

Achievements

29 students joined the Nanjing Exchange Programme from 25th to 29th April. The program included sightseeing and sharing on Chinese cultural issues. A seminar and a tea reception were held to introduce students the history of Nanjing beforehand. Students had a better understanding of Nanjing's historic spots and it strengthened their interest in the Chinese cultural issues. A board display and a morning assembly were carried out after the trip for consolidation and sharing their experience with their peers at school.

The National Education Team and Chinese Language Panel jointly organized a reading program for S1 to S5 students. The program reinforced the knowledge of Chinese traditions and strengthened their understanding of Chinese culture.

Flag-raising ceremony and morning talks on national education were held as scheduled. Students were serious when attending the ceremony. The flag-raising ceremony was held once every two months.

A seminar on the Sino-Japanese relationship was organized for S2 students. From this activity, students had a deeper understanding of the history of our motherland. Teachers and 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.

Suggestions for improvement

- Students’ positive response showed that they have strong emotions and sentiments on the issues of national affairs. Through the activities, they showed that they could acquire precious knowledge and apply it in their daily lives.
- Resources like news programme will be recommended to students to boost their national knowledge.

5. Counselling

Achievements

- The Atonement of Demerits by Merits Scheme encouraged students who misbehaved to rectify their behaviour. The successful rate was 50% and it was worth continuing.
- About 108 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. Personal counseling, remedial groups, discussion with parents, etc. were measures used to help the students.
- For P.A.T.H.S. Tier II, 40 S1 students joined an Adventure-Based Camp, 22 S2 and 32 S3 students joined the study tour to China-Foshan to improve their communication skills and self-confidence. All students satisfied with the activities.
- Talks on Internet’s Crime and Risk and Fighting Against Crime, anti-smoking and anti-drug programmes, sex education workshops were held to develop the right attitudes of our students towards the problems. Most students found the activities useful in teaching them how to cope with the prevailing problems.
- Workshops on Time Management, Study Skills, Careers, Emotional Counselling, Stress Management, Interpersonal Relationship Skill as well as Big Sisters Scheme were held to equip students with various abilities to cope with difficulties independently. It was found that students had more confidence in handling their developmental and emotional problems.

Suggestions for improvement

- Although students' awareness of the internet's crime and risk has raised, we found that the frequency of net bullying of the lower forms increased slightly. Therefore, enhancement of students' awareness of the adverse effect of internet through a series of programmes would be the main focus of the coming year.

6. Discipline

Achievements

- There were steady improvements in the uniform and grooming code due to the regular checking and the co-operation of teachers.
- By means of morning talk, the introduction of the 2nd bell and the co-operation of subject teachers, students were able to go to their classrooms and special rooms within 5 minutes after recess and lunch periods.
- The number of students copying homework was reduced because the Discipline Team teachers walked around the playground every morning. The playground duty should be continued.
- The cases of losing personal belongings especially their books and wallets were reduced. The key holders of each class were willing to cooperate and work properly according to the instructions from the Discipline Team.

Suggestions for improvement

- The speed and order of going to other rooms between lessons have improved. The introduction of the 2nd bell was helpful. For the coming school year, the bell will be suspended since the students get used to move quickly already.
- Since the frequency of net bullying has increased, the Discipline Team will cooperate with the Counselling Team to enhance network education through a series of programmes in the coming year.

7. Careers Guidance

Activities were carried out to help students understand their interests and strengths in order to plan their careers paths in the future.

Achievements

- For S3 students, two parents' nights were held to help them and their parents understand the curriculum framework and subject selection strategies respectively. Careers Prefects Team organized a peer coaching activity on subject selection. It included a lunch time program, mock subject selection and a sharing session with target students and subject teachers. Two Ethics lessons on careers were conducted by S3 class teachers. From the activities, students and their parents had a better understanding of the New Senior Secondary Curriculum and could make the appropriate choices.
- Inter-class board design competition was held for S1 and S2 students to arouse their interest in career planning.

- For S4 students, a joint program with JA (Junior Achievement) was organized to provide them some basic knowledge of the business and commercial world.
- A series of career talks about degree, sub-degree and certificate programs offered by HKUST, HKU-SPACE and IVE respectively were organized for S4 and S5 students. Two talks about the banking and design industry were organized providing students the most up-dated information of the job market. S5 students visited different universities on their open days and Career Expo 2011. The Careers Guidance Team cooperated with the English Panel and SLP Team, and held a workshop to teach S5 students to write their self-account for the Student Learning Profile.

Suggestions for improvement

- More resources should be distributed to the senior form students to prepare them for successful transition in the New Academic Structure. The Careers Guidance Team has to work together with the other teams to give students sufficient guidance in their career planning. Our alumni can be one of the useful and reliable resources.

8. Extra-curricular Activities

Achievements

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

Category	08/09	09/10	10/11
Academic	6	6	6
Sports	7	6	6
Art	7	7	7
Interest	8	8	8
Social services	5	5	5

- The Extra-curricular Activities and Service Groups Coordinating Team continued to co-ordinate various activities to promote the all-round development of students.
- Aiming at helping S1 students to involve in their secondary school life, the ECA Orientation Programme was arranged specifically 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.
- In order to enhance the skills of team building, effective communication, human resource management and problem solving of those chairpersons and vice-chairpersons of all clubs and teams, a leadership training day camp organized by the Scout Association of Hong Kong had been held in October this year. 86 participants attended that day camp. Most of them were satisfied with the activities organized by those professional facilitators. They found it useful and meaningful to join the day camp. Besides, most of the teachers-in-charge of ECA clubs and service teams appreciated this day camp as they found it helpful for their chairpersons and vice-chairpersons.
- There were 10 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”.
- 7 days of post-exam activities, such as band show, dance show, sharing sessions, workshops and games, etc. were held, students could widen their horizons and had chances to develop themselves.

- In order to give good chances for the awarded students in the inter-school competitions to share their achievement and their fellow schoolmates to learn from them, the lists of students who had received external awards were posted timely on the Awards and Achievement Board.
 - Students were given ample opportunities to practice their leadership skills through running ECA clubs and teams. Four students obtained the Outstanding Student Award in the Third Wong Tai Sin Outstanding Students' Selection held by East Kowloon Youth Society. Besides, three students were selected to be one of the young leaders in the "Hong Kong 200" Leadership Project 2011.
- Percentage of students participating in territory-wide inter-school competitions (KPM18)

Level	08/09	09/10	10/11
Secondary 1-3	44.3%	79.0%	42.7%
Secondary 4-7	34.9%	85.9%	67.2%

Compared with last year, the participation rate of S1-S3 had decreased as those inter-school competitions organized by various organizations might not be appropriate for our students. However, the participation rate of senior form students was higher than that of the junior forms this year. Under the New Senior Secondary (NSS) curriculum, senior form students were more willing to participate in those inter-school competitions to gain valuable experience and to enrich their Student Learning Profile.

- The percentage of students in each of the Key Stages participating in uniform groups/social and voluntary services (KPM19)

Level	08/09	09/10	10/11
Secondary 1-3	20.5%	24.5%	22.8%
Secondary 4-7	19.3%	15.1%	80.0%

There was a slight decrease in the percentage of the lower forms as compared with last year. But it should be noted that actually all the S2 and S3 students had participated in the social service indirectly by preparing small self-made gifts for S4 students to carry out their voluntary work in the "The Seed of Dandelion" programme. Whereas for the upper forms, all S4 students had participated in the "The Seed of Dandelion" programme to do different kinds of voluntary works for those needy people, and all S5 students had to do at least 10 hours in flag selling activities. Therefore, the percentage of upper form students increased drastically as compared with last year.

Suggestions for improvement

- In order to further enhance the skills of team building, effective communication, human resource management and problem solving for students, the leadership training day camp will be provided again to all chairpersons, vice-chairpersons and nominees from ECA clubs and service teams. In order to avoid time clash with our Sports Day and training days of the four houses and give more time for nomination from teachers-in-charge of ECA clubs and service teams, the camp will be held in November next year.
- In order to improve the flexibility and efficiency of organizing life-wide learning activities for students to capture more "Other Learning Experiences", an additional whole activity day will be provided next year.

9. Student Learning Record

Achievements

All activities that S4 and S5 students joined either organized or co-organized by the school

with outside organizations were recorded.

S5 students were requested to report the activities they had joined outside school from 1st September 2009 and write descriptions of those activities and their own self-account.

Suggestions for improvement

In order to minimize the administration cost, some activities will be excluded from students' non-academic report next year. The academic part of SLP will be printed by WebSAMS while the non-academic part will be printed by myIT-School system.

10. Students' Association

Achievements

- At the beginning of the school year, an adventure leadership training day camp held by the Wellness Development Training Centre had been provided for the committee and sub-committee members in order to help them understand the importance of coordination among members. At the same time, they could also learn different skills which were very useful and relevant when they organized different activities throughout the year, such as skills of being good leaders, problem solving, collaboration and communication, etc.
- During the school year, a lot of welfare and school activities were arranged for helping students develop the sense of belonging to school :
 - Students' Welfare
 - Sale of ice-cream
 - Sale of stationery
 - Stationery Expo
 - School Activities
 - Collection of old clothes
 - Christmas Treasure Hunt and games
 - A casual wear day to raise funds for the Guangzhou Persons with Mental Disabilities and Orbis Hong Kong
 - Thanksgiving Week
 - Farewell ceremony for S7 students
 - An inter-class dodge ball competition
 - An inter-house competition
- In order to strengthen the communication among the Association, students and the school, the followings were conducted :
 - Publishing a newsletter for introducing the objectives of the Association, annual plan, committee and sub-committee members
 - Carrying out questionnaires to collect opinions from students at the end of the school year
 - Conducting sharing sessions between the Principal, committee and 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 during the organization of those activities.

Suggestions for improvement

The Association will continue to enhance students' caring spirit from fund raising in the casual wear day by providing a briefing session to let students know more about the beneficiary unit. Moreover, in order to nurture students' sense of thanksgiving, different activities will be organized again to express their sense of thanksgiving to teachers and other schoolmates. Besides, activities will also be organized to give chance to students to express their thanks to parents as well.

11. Home-School Communication

Achievements

➤ 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 Wong Tai Sin Parent-Teacher Association, it participated in 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 team members were also helpers of the Library in order to reduce our workload.

➤ Parents' Day

- Six parents' days : S1 Orientation Day, Special Parents' Day, General Parents' Day, two S3 Parents' Days and Parents' Consultation Meeting — were held.
- The attendance rate of the Special Parents' Day in November was about 78%. A talk was held in the hall followed by group discussion in the classroom with class teachers. Both parents and teachers had a better understanding of the students, and parents usually 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 would be arranged to meet the class teacher at their convenience. Students' conduct and academic performance were discussed and home-school understanding and cooperation were strengthened.

Suggestions for improvement

- In order to strengthen communication with parents, more promotion of the school activities would be done to encourage parents' participation.

12. Past Pupils Association

The Association enables past pupils to keep in contact with the school and with the other former students through newsletters and reunion activities.

Achievements

- An annual dinner was organised successfully on 27th Nov 10, more than 100 past pupils and retired teachers participated in that warm and meaningful gathering. They all had a wonderful evening together.

Suggestions for improvement

- Some past pupils claimed that they could not receive the newsletters from our Association regularly. It is hoped that we can find out the problem of our databank and update it systematically.

13. Social Service

Achievements

- A programme ‘The Seed of Dandelion’ was held for S4 students to promote a caring attitude towards other people. There were workshops, trainings, services and board display. All S4 students needed to take part in planning and organizing activities, this could also enhance their generic skills.

An activity “Caring Hearts” was organized between various departments to provide more chances for lower form students to take part in community services. They were required to prepare small gifts for the Service Days of the S4 students.

On the whole, the programme was successful. Students showed their concern to the society.

- A “Reading Pal Programme” was organized for the S1 and S2 students to promote a caring attitude towards others.

On the whole, most of the tutors and tutees found that the programme successful and useful. They agreed that it could improve their motivation and confidence in serving others.

- An activity “Learning English with your Guiding Angels” was organized for the members of CYC. They were requested to read with other children in English on Saturday mornings in the PLK kindergartens cum nurseries which catered for low-income families.
- Flag selling activities were organized in the whole school year for all the S5 students.

Suggestions for improvement

- A more comprehensive workshop about previous social service programmes including video clips should be given to S4 at the beginning of the school year. This gave students a clear picture and it is easier for them to plan their programme.

At least two more training sessions are needed for preparation during the Ethics lesson.

- Besides board display, the sharing of the whole social service programme can be carried out by Campus TV.
- The number of small gifts prepared by the lower form students is enough, but it is not in proportion to the service targets. It is advised to fix the number of the small gifts for certain targets.

14. Students' Award and Development

➤ Academic Award

- 72 students attained the Academic Progress Award.
- 8 students attained the Past Pupils of Mary Help of Christians Scholarship.
- 1 student attained Rev. Joseph Carra Memorial Education Grant.
- 2 students attained Sir Edward Youde Memorial Scholarship.

➤ Merit Assessment

This year, 4 top merits, 38 major merits and 293 merits were given to those students who were conscientious towards their studies, enthusiastic about promoting activities or strong in organizational skills and leadership.

➤ Self-Development Award Scheme (junior forms)

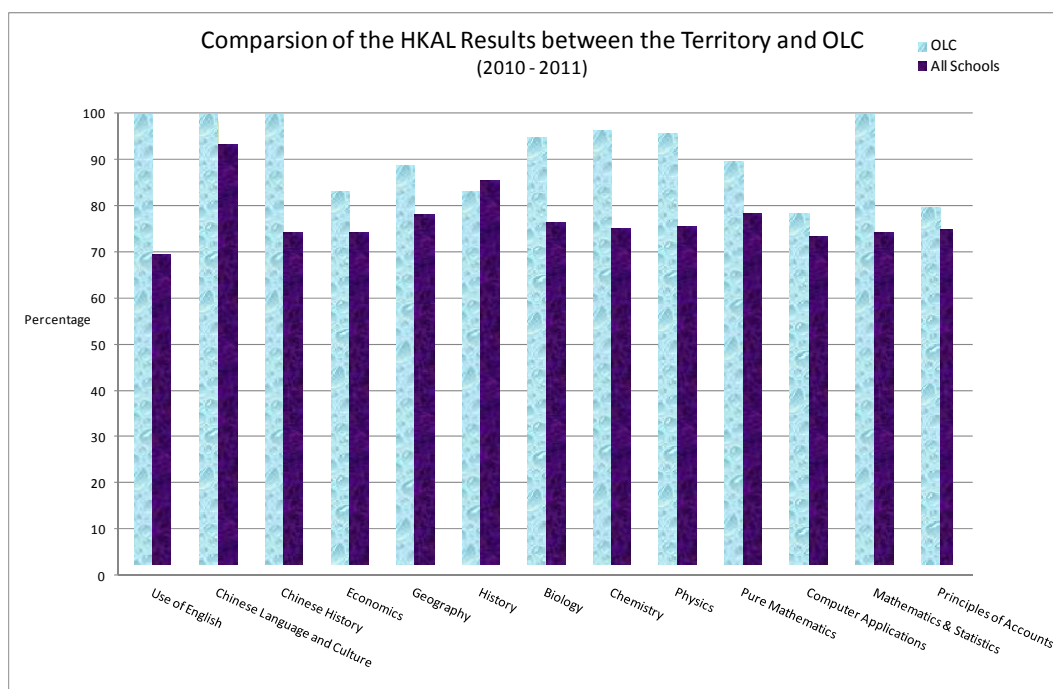
The Scheme aimed to provide a set of pragmatic guidelines for S1-S3 students to learn and to experience in a joyful ambience, where they could achieve whole person development and grow up to be responsible citizens. With the collaboration of all the teachers concerned, 80 students obtained the Golden Awards, 50 students obtained the Silver Awards and 46 students obtained the Bronze Awards.

VII. Student Performance

1. Public Examination Result (KPM16)

➤ HKALE

Our students got 94% of the total subject entries passed, and the number of A-C received was 25.5% which was much better than last year. We got 7As, 16Bs and 54Cs with 1 student got 4As and 1C. 4 subjects (Use of English, Chinese Language & Culture, Chinese History and Mathematics & Statistics) got 100% passed. Different from the previous years, the results of Chinese Language & Culture were better than Use of English.



	2009	2010	2011
% of students in the school awarded the minimum entrance requirements for tertiary education	81.66	78.18	91.53

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—中文高級組及初級組	優良
	第五屆「善言巧論：全港學生溝通大賽」—中學文憑組	
	即席演講(普通話)	卓越表現獎
	即席演講(粵語)	小組優異獎
	政策辯論(粵語)	小組優異獎
	國民教育中心：「喜迎世博、共襄盛舉」系列活動中文作文比賽—高中組	一等獎

Nature	Name of Competition/Organisation	Prize
Academic	Ten Best Books for Secondary Students	
	Best Commentary Writing Competition	Merit (2)
	Books Critics Writing Competition	Merit
	Australian Mathematics Competition	
	Senior	Certificate of Distinction
	Intermediate	Certificate of Credit
	Junior	Certificate of Distinction (2)
		Certificate of Credit (15)
		Certificate of Credit (8)
	Australian National Chemistry Quiz	
	The Senior Division	Distinction (6)
	The Junior Division	Credit (4)
	Clipit Competition 2010	Distinction
	"Dream, fly" program of the Water Rocket Competition	3 rd place (4)
	HKCC Business Excellence Contest 2010/11	Champion
	Stories Alive Junior Secondary Story Writing Competition	Judges Commendation Award (6)
	電影欣賞暨徵文比賽	Second Third
	SCHOOL OF CREATIVITY "Creative Thinking Training & Assessment Scheme"	亞軍
	Hong Kong Schools Speech Festival	Masterpiece
	English	
English Solo Prose Reading	Merit	
Solo Verse Speaking	Third (5)	
Chinese	Merit (61)	
二人朗誦	冠軍 (2)	
散文獨誦	亞軍 (4)	
詩詞獨誦	季軍 (4)	
Putonghua	優良 (36)	
散文獨誦	亞軍	
詩詞獨誦	季軍	
Putonghua	優良	
散文獨誦	優良 (15)	
詩詞獨誦	優良 (9)	
Putonghua	優良 (12)	
散文獨誦		
詩詞獨誦		
Putonghua		
散文獨誦	Purple Badge (18)	
詩詞獨誦	Blue Badge (51)	
Putonghua	Green Badge (72)	
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Putong		

Nature	Name of Competition/Organisation	Prize
Sports	<p>HKSSF Hong Kong Island and Kowloon Secondary Schools Regional Committee</p> <p>Inter-School Athletics Championships Div.III (Kln)</p> <p>A Grade</p> <p>Discus Throw, Shot Put</p> <p>4x400m relay, High Jump</p> <p>400m</p> <p>Javelin Throw</p> <p>B Grade</p> <p>Shot Put</p> <p>4x100m relay, High Jump, Discus Throw</p> <p>Long Jump</p> <p>C Grade</p> <p>100m hurdle, Shot Put</p> <p>400m</p> <p>4x100m relay</p> <p>Discus Throw</p> <p>Inter-School Swimming Championships Div. III (Kln)</p> <p>Girls Grade A</p> <p>4x50m free style relay</p> <p>Inter-School Volleyball Competition Div. III (K1)</p> <p>Girls B Grade</p> <p>Inter-schools Basketball Competition Div. II (Kln)</p> <p>Girls Grade A</p> <p>Wong Tai Sin District Athletic Meet</p> <p>Girl B : 400m, Shot Put</p> <p>Discus Throw</p> <p>200m, 100m Hurdle</p> <p>Javelin Throw</p> <p>Wong Tai Sin District Basketball Invitations Tournament</p> <p>全港學生街頭無煙 3 on 3 籃球比賽—女子丙組</p> <p>屈臣氏集團香港學生運動員獎</p> <p>第十六屆「現代盃」全港中、小學教師暨家校乒乓球賽中學男教師師生雙打公開賽</p>	<p>Girls Overall Champions</p> <p>Overall Champions</p> <p>Champion</p> <p>Second</p> <p>Third</p> <p>Champion & Third</p> <p>Overall Second</p> <p>Champion</p> <p>Second</p> <p>Third</p> <p>Overall Champions</p> <p>Champion</p> <p>Second</p> <p>Third</p> <p>Champion</p> <p>Third</p> <p>Second</p> <p>Overall Second</p> <p>Champion</p> <p>Girls Overall Third</p> <p>1st Runner Up</p> <p>Champion</p> <p>Second</p> <p>Third</p> <p>Champion</p> <p>Third</p> <p>Third</p> <p>亞軍</p> <p>第三名</p>
Art	<p>Hong Kong Wheelchair Aid Service "Christmas greeting card design Competition"—Secondary School Section</p> <p>UNICEF 8th International Art Competition—Children's age group:10-13</p> <p>「iTeen 記者計劃」</p> <p>「中大樹木攝影比賽」—中學生組</p> <p>「道路安全攝影」比賽—初中組</p> <p>平等社會、我眼中的視障人士短片創作比賽</p>	<p>Championship Outstanding (6)</p> <p>Distinction</p> <p>新聞圖片優異獎 (5)</p> <p>亞軍</p> <p>亞軍</p> <p>冠軍 (4)</p> <p>亞軍 (5)</p>

Nature	Name of Competition/Organisation	Prize
Art	香港青年協會主辦「徐悲鴻盃國際青少年兒童美術比賽」 中學組 初中組 國際青年文化交流中心(香港)及香港學界書畫協會合辦「第四屆全港學界書畫大賽」—中學組：西畫 教育專業人員協會主辦「第22屆閱讀嘉年華攝影比賽」 黃大仙民政事務處主辦 黃大仙區滅蚊先鋒計劃標誌設計比賽—中學組 第三屆「友生昌盃」全港青少年書畫大賽—書法初級組 「傷健共融、平等參與」標語比賽—高中組 Endangered Species Protection Wallpaper Design Competition Hong Kong Schools Music Festival Cello Solo, Double Bass Solo, Pi-pa, Yang-qin, Zhongruan Soprano Recorder Solo Alto Saxophone Piano Duet Piano Solo Female Voice Duet—Singing in Foreign Language Schools Dance Festival (Competition)	一等獎 優異獎 二等獎 優異獎 優異獎 優異獎 季軍 Merit Prize Merit Merit (3) Merit (2) Merit (4) 1 st Runner-up 2 nd Runner-up Merit (23) Merit Commended Prize
Service	Outstanding Red Cross Youth Member Honorary Badge of The Hong Kong Youth Red Cross Unit Outstanding Girl Guide Award (2) 公益少年團獎章 Outstanding Student Environmental Protection Ambassador Student Environmental Protection Ambassador	Merit Merit Merit 紫章 (2) Gold Award Silver Award Bronze Award Merit Award (17)
Scholarship	Lion & Globe Education Trust Sir Edward Youde Memorial Prizes (2) The Rev. Joseph Memorial Education Grant (1) 2010-2011 年度黃大仙工商聯獎學金(1)	Best Improved Students Award (16)
Others	The Hong Kong Award for Young People 黃大仙區傑出學生選舉 高中組 初中組	Silver 優秀學生 傑出學生(2) 優秀學生

VIII. Financial Reports

1. Financial Summary

<u>Subjects</u>	Received	Payment	Balance
Compsite IT Grant	344,696.00	438,725.12	-94,029.12
Consolidated Subject Grant	163,065.12	167,906.90	-4,841.78
Migration Grant - Liberal Studies	320,000.00	151,504.00	168,496.00
	<u>827,761.12</u>	<u>758,136.02</u>	<u>69,625.10</u>
<u>Student Development</u>	Received	Payment	Balance
Prog. Fund for whole-sch ap to Guid & Dis.	6,030.00	7,230.00	-1,200.00
Diversity Learning Grant for the Second Cohort of NSS Students (Apl)	35,820.00	45,030.00	-9,210.00
Diversity Learning Grant for the Second Cohort of NSS Students (Op)	35,000.00	34,762.30	237.70
Learning Support Grant	20,000.00	13,950.00	6,050.00
Jockey Club Life-wide Learning Fund	63,180.00	63,180.00	0.00
Library Books for Students	3,703.70	68,263.95	-64,560.25
Newspaper and Magazine		9,021.00	-9,021.00
SB After School Learning	46,000.00	46,000.00	0.00
Study Tour	150,660.00	156,220.00	-5,560.00
Scholarships		6,370.00	-6,370.00
國民教育藝術計劃	4,050.00	4,051.45	-1.45
公民教育資助計劃 – HSBC	20,000.00	20,000.00	0.00
	<u>384,443.70</u>	<u>474,078.70</u>	<u>-89,635.00</u>
<u>Extra-curricular Activities</u>	Received	Payment	Balance
Extra-curricular Activities	665.00	368,942.00	-368,277.00
Sports		44,691.10	-44,691.10
	<u>665.00</u>	<u>413,633.10</u>	<u>-412,968.10</u>
<u>Operation of the School</u>	Received	Payment	Balance
Cleaning Materials		3,598.00	-3,598.00
Composite Furniture and Equipment	419,720.00	240,968.00	178,752.00
Consumables Stores		46,361.50	-46,361.50
Essential Fees		2,460.00	-2,460.00
First-aid Facilities		816.50	-816.50
Fuel, Light and Power	359,696.24	469,111.00	-109,414.76
Insurance		24,226.00	-24,226.00
Lift Maintenance Grant	25,152.00	31,858.00	-6,706.00
Minor items		3,390.00	-3,390.00
Miscellaneous Expenses		4,427.20	-4,427.20
Noise Abatement Grant	135,270.00	175,159.65	-39,889.65
Postage and Stamp Duty		1,543.40	-1,543.40
Printing & Stationery	500.00	155,961.79	-155,461.79
Repairs & Maintenance		119,193.88	-119,193.88
Telephone	218.41	19,402.00	-19,183.59
Transport and Travelling Allowance		3,612.30	-3,612.30
Water	2,331.90	12,422.90	-10,091.00
Wreaths, Flower-baskets and Similar Tributes		6,046.00	-6,046.00
	<u>942,888.55</u>	<u>1,320,558.12</u>	<u>-377,669.57</u>
<u>Others</u>	Received	Payment	Balance
Training and Development	150.00	13,443.00	-13,293.00
Capacity Enhancement Grant	471,771.00	515,121.60	-43,350.60
Enhanced Senior Secondary Curr. Support Grant		1,060,325.00	-1,060,325.00
Extra Enhance Senior Secondary Curr. Support Grant	250,000.00	240,406.00	9,594.00
Teacher Professional Preparation Grant		317,475.50	-317,475.50
Teacher's Textbook, Maps, etc		28,293.80	-28,293.80
	<u>721,921.00</u>	<u>2,175,064.90</u>	<u>-1,453,143.90</u>

2. Use of Grants

A. Composite Information Technology Grant

Grant Rec'd		344,696.00
Less :		
Salary for Technician and Opening IT Room	275,961.00	
Internet Services and Consumables	69,393.00	
Maintenance Charges	88,355.12	
Equipment, License, Software	<u>7,936.00</u>	<u>441,645.12</u>
		<u>-96,949.12</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.

B. Capacity Enhancement Grant

Grant Rec'd		471,771.00
Less :		
Salary for T.A.		<u>515,121.60</u>
		<u>-43,350.60</u>

Teaching Assistants were deployed to assist clerical work, invigilation and activities so as to relieve the workload of teachers.

C. Teacher Professional Preparation Grant

Balance b/f		495,440.50
Less :		
Salary for 1 Teacher	310,535.00	
Salary for Supply Teachers	<u>6,940.50</u>	<u>317,475.50</u>
Balance c/f		<u>177,965.00</u>

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

D. Diversity Learning Grant (ApL)

Grant Rec'd		35,820.00
Less :		
Course Fee of Students	<u>45,030.00</u>	<u>45,030.00</u>
		<u>-9,210.00</u>

Six S5 students took the Applied Learning courses.

E. Diversity Learning Grant (Op)

Grant Rec'd		35,000.00
Less :		
Creative Workshop	22,962.30	
Course Fee of Students	<u>11,800.00</u>	<u>34,762.30</u>
Balance c/f		<u>237.70</u>

The Grant was mainly for fostering gifted education in school, or recommending students to attend gifted programs offered by universities.

F. Liberal Studies Curriculum Support Grant

Grant Rec'd		320,000.00
Less :		
eLearning Studies Course	20,000.00	
Workshops on writing and thinking skills	57,650.00	
Study Tour to Dongguan	<u>73,854.00</u>	<u>151,504.00</u>
Balance c/f		<u>168,496.00</u>

It was an one-off Grant provided by the EDB. Since the expenses are almost for all students, it was quite worthwhile such as eLearning on Liberal Studies (S1-S3), workshops (S4-S5) and study tour (S5).

G. Learning Support Grant

Grant Rec'd		20,000.00
Less :		
Course Fee of Students	<u>13,950.00</u>	<u>13,950.00</u>
Balance c/f		<u>6,050.00</u>

The expenses were used mainly for purchasing outsourcing services provided by the NGOs for the students with special Educational Needs. The surplus subsidy would be carried forward for next year.

H. Enhanced Senior Secondary Curriculum Support Grant

Balance b/f		692,172.00
Grant Rec'd		296,436.00
Less :		
Salary for 3 Teachers	<u>1,060,325.00</u>	<u>1,060,325.00</u>
		<u>-71,717.00</u>

Extra teachers were needed for the double cohort year.

I. Extra Senior Secondary Curriculum Support Grant

Grant Rec'd		250,000.00
Less :		
Salary for 1 Teacher	<u>240,406.00</u>	<u>240,406.00</u>
		<u>9,594.00</u>

Extra teacher was deployed for the double cohort year.

J. School-based After-school Learning and Support Programmes

Balances b/f	\$4,062.90
Grant Received	<u>\$46,000.00</u>
	\$50,062.90

<u>Expenditure</u>	<u>Actual</u>	<u>Budget</u>	<u>Difference</u>
Study Tour-Nanjing	\$20,285.90	\$16,800.00	3,485.90
Musical Instrument Classes	\$25,687.00	\$24,000.00	1,687.00
Dance Classes	\$560.00	\$560	0.00
Visual Arts Classes	\$0.00	\$1,200.00	-1,200.00
Leadership Training	\$530.00	\$1,000.00	-470.00
Services	\$50.00	\$1,000.00	-950.00
Enrichment Courses	<u>\$2,400.00</u>	<u>\$5,000.00</u>	<u>-2,600.00</u>
	<u>\$49,512.90</u>	<u>\$49,560.00</u>	<u>-47.10</u>

Balance c/f	<u>\$550.00</u>
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24 students were subsidized by the Grant. They could further develop their potentials and interests through participating in Instrumental Classes, Dance Classes and Enrichment Courses. Those who joined the study tour to Nanjing agreed that their horizon was broadened.

IX. Appendices

1. Strengthening of the Reading Culture among Students

Achievements

- All students were invited to join the Popular Reading Award Scheme jointly organized by the Professional Teachers' Union and the Library.
- Five book club gatherings were organized and conducted collaboratively with the Chinese Language Panel for all students, and the dates and titles of book for sharing are listed below :

日期	年級	書目
19/11	中四	《秘密青少年版》
3/12	中五	《一人一故事》
28/1	中三	《陪著你走》
25/2	中二	《走過死蔭的樹下》
11/3	中一	《港孩》

- As a member school of the Hong Kong Reading City, our Reading Ambassadors organized four gatherings under the Reading Buddy Program of which they had to organize and conduct story telling sessions in two primary schools, namely St. Patrick's Catholic Primary School (Po Kong Village Road) and PLK Camoes Yan Lin-yin International Primary School and another two in Tseung Kwan O Public Library for children readers aged 4 to 8.
- Three grand book fairs, two general and one English book fairs were organized to introduce to students contemporary publications and various genres of Chinese and English reading materials.
- Over 20 collaborative reading promotion activities were conducted by the Library with various subject panels and groups.
- Ms. Yu Fei (余非) and Ms. Kwan Bi (君比) were invited to give talks on critical thinking skills for S3 to S6 students and creative reading and writing for S1 and S2 students respectively.
- Prominent author of teens' fictions, Mr. Leung Wai-lok, was invited to conduct a 6-session Creative Writing Workshop for S4 to S6 students.
- A class-based reading award scheme was organized for S1 to S6.
- Students were encouraged to read across the curriculum. English books related to other KLAs were purchased for the school library and the class library for S1-S3. Students of all forms were required to read English books related to other subject areas. Chinese topical book reports writing were conducted in collaboration with other subjects/teams including Music, Religious Studies, Chinese History and National Education Team to encourage reading across curriculum.

日期	各級主題					合辦單位
	中一	中二	中三	中四	中五	
29/10	中國樂曲與樂器					音樂科
3/12	關愛精神					宗教科
18/2	六十本好書讀後感比賽					圖書館
11/4	中國歷史人物					中國歷史科
16/5	課室圖書					—
暑假	國情教育					國情教育組

- The NET and students were invited to share their reading experience in the English morning programme.
- All students subscribed to English newspapers for the morning reading program.
- All S2 and S3 students subscribed to the English magazine, English Corner.
- Class time in English lessons was devoted to the use of the newspapers and magazines students subscribed to.
- The Reading Pal Programme conducted by the English Language Panel was organized for S1 with S2 students being tutors hosting reading sessions for their tutees.

Performances

- 143 students gained the awards of the Popular Reading Award at various levels, including 73, 52 and 18 Green, Blue and Purple Badges of Honour respectively.
- Success criterion for the class-based English Reading Award Scheme : 85% of the students of the class meet the minimum requirement set for individual forms
 - 1st Term : 25 out of 30 classes (S1-S6) met the success criterion
 - 2nd Term : 25 out of 30 classes (S1-S6) met the success criterion
- Number of English Reading Awards :

	Gold	Silver	Bronze
1 st Term	250	64	149
2 nd Term	300	113	142
- The Reading Pal Programme was successfully completed. The attendance of both tutors (100%) and tutees (84.7%) was high. Participants found the programme useful in boosting their interest in reading.

Reflections

- Of the award achievers, 86% were senior formers whose perseverance was well appreciated.
- Students did take a proactive participation in the Book Club as each gathering was patronized by over 200 students and opinion survey showed an average of 97.8% satisfactory rate in regard of the arrangement of the book club gathering.
- Feedbacks from students on various collaborative Library activities were encouraging and the survey by the EPA/Economics Panel reflected a 100% satisfactory rate of the arranged library tour and book talks organized jointly by the two departments.
- The Reading Buddy Programme was highly satisfactory. All the reading sessions were well received. For the programme with Tseung Kwan O Public Library, all story telling sessions were well received by patrons and the interactive reading activities had gained us a rating of 9 out of 10 marks by the attendants, including the children and their parents. The activities not only provided our students chances for training their leadership, organization and communication skills, but also exhibiting their care for the little ones in the community.
- The number of gold awards increased considerably from 250 in the first term to 300 in the second term.
- The Reading Pal Programme provided a valuable opportunity for peer support and sharing. Most of the tutors found it worthwhile to spend time and effort on the programme and they became more motivated in helping others. However, the tutees were not as motivated as those of last year probably because the programme was compulsory for the fine-tuned MOI class.

Suggestions for the coming year

- To enrich students' exposure to the language and vocabulary, English Language teachers would continue to encourage students to make good use of the print media and online reading resources.
- The NET would continue to invite students to share their reading experience in the English morning programme.
- The class library titles, especially for the junior classes, would be updated to ensure the books suit the interests of the students. Book fairs would continue to be held.
- Teachers should try to introduce a greater variety of reading activities. For instance, junior forms could model on the SBA of senior forms, and students could be asked to give individual presentations and conduct group discussions on books they had read.
- Teachers especially GR teachers were encouraged to share their reading experience with their classes and recommend good books to them.
- English books related to the other KLAs would be purchased for the class library and the school library.
- The English Language Panel would work more closely with the school librarian to promote reading.
- The Reading Pal Programme would continue next year. To boost students' motivation, the programme would be joined on a voluntary basis and more bonus points for the English Award Scheme would be awarded to participating students.
- Lunchtime reading workshops would be hosted by the NET for S1 students to expose them to a variety of text types through interesting reading activities.
- Simple poems and students' compositions would be posted up at the English Corner. Bonus points for the English Award Scheme would be awarded to encourage students to read the works posted up and to write comments on them.
- Under the REES, a school-based cross-curriculum multimedia reading and listening programme and an E-reading programme would be implemented. It was hoped that the measures would raise students' interest in reading and promote reading across the curriculum.
- Book Clubs would continue to be conducted collaboratively by the Chinese Language Panel and the library in the coming year but books on the same theme would be chosen for the junior and another pre-designed thematic ones for the senior forms.
- Collaborative activities with various panels and groups would continue to be conducted, including library tour, book talks, collaboratively lesson planning and conduction.
- Students would be encouraged to take a more active part in the Popular Reading Award Scheme and it was hoped that participants can accomplish at least one award within the coming year.
- Prominent authors would be invited to organize talks on critical reading and writing for our students.

2. Provisional of Co-curricular and Cross-curricular Activities

The activities were held on Activity Days, after school and non-school days. There were 10 Activity Days this year. The activities spread evenly amongst the KLAs but the senior levels got a larger share. A number of activities were devoted to the Other Learning Experiences of the NSS curriculum. In addition to organizing co-curricular activities, different subject groups also worked in collaboration to promote integration of learning.

➤ Co-curricular activities :

S1-S3

English Language Education KLA

Subjects	Level	Activity	No. of students
English Language	S1 – S3	English Morning Programme & English Speaking Days	523
	S1 – S3	Creative Singing Competition	523
	S1	Lunchtime meeting with the NET	145
	S1 – S3	TV News Programme (HK Education City)	523
	S1 – S3	Book Fair	523

Chinese Language Education KLA

Subjects	Level	Activity	No. of students
普通話	S2	午膳活動 - 觀看影片	100
	S3	午膳活動 - 觀看影片	140
中國語文	S1	讀書心得分享會	140
	S2	讀書心得分享會	160
	S3	讀書心得分享會	160
	S1 – S2	作家講座	330

PSHE KLA

Subjects	Level	Activity	No. of students
History	S2	Visit to Hong Kong Heritage Museum	185
RS	S2	歡迎鮑思高神父聖髑學生聚會	160
IH	S1	Visit to heritages	145
	S1	「人口統計」講座	145

Technology Education KLA

Subjects	Level	Activity	No. of students
T & L	S2	Visit to the 「歷久常新 - 旗袍的變奏」 (Qi-Po Exhibition)	187
	S1	Library Tour: “Fruits & Vegetables”	144
	S2	Library Tour: “Healthy Eating”	187
	S2	「健康飲食與運動」 Exhibition	187

Total no : 19

S4-S7

English Language Education KLA

Subjects	Level	Activity	No. of students
English Language	S4 – S7	English Morning Programme & English Speaking Days	506
	S4 – S7	TV News Programme (HK Education City)	506
	S4 – S5	News Presentation Competition	382
	S4 – S7	Book Fair	506
	S4	Drama Appreciation—Twelfth Night	100

Chinese Language Education KLA

Subjects	Level	Activity	No. of students
中文	S4	讀書心得分享會	180
	S5	讀書心得分享會	180
	S4 – S6	作家講座	444

Liberal Studies

Subjects	Level	Activity	No. of students
通識科	S4	思維訓練工作坊	200
	S5	國內考察：參觀工廠	180
	S4 – S5	寫作技巧工作坊	382
	S4 – S5	講座：改革開放前中國的實況（1949 – 1978）	382
	S4 – S7	講座：可持續發展	500

PSHE KLA

Subjects	Level	Activity	No. of students
Economics	S4	Visit to the Exchange Exhibition Hall	40
	S6 – S7	Talk on National Income Statistics	54
History	S5	參觀「清明上河圖」電子版	22
Geography	S5	Field trip (Shek O)	38
	S6	Field trip at Geo Park – East Dam	15
	S4	Field trip at Geo park – East Dam	41
RS	S4	Retreat	7
中史	S5	參觀「清明上河圖」電子版	20

Science Education KLA

Subjects	Level	Activity	No. of students
Biology	S6	Field trip	20
Chemistry	S6 Science	Visit to CUHK	30
		Talk: The role of basic chemical research in modern society	22

Technology Education KLA

Subjects	Level	Activity	No. of students
T & L	S4	Visit to Town Gas Cooking Demonstration	25
	S4	萬糴同心為公益	25
	S4	Body Project	25
	S5	Guided Tour to HK Tea Museum	24
	S5	Visit to HK Town Gas Company Headquarters	24
	S5	Town Gas Cooking Ambassador Scheme	24
	S5	Body Project	24
	S5	中國文化食品專題研發課程	25
BAFS	S1 – S7	Incredible Business Opportunities in OLC	/
	S4 – S5	Talk on Entrepreneurship	152
	S1 – S7	Flea market	/

Arts Education KLA

Subjects	Level	Activity	No. of students
視藝科	S4	「陶塑、塗素」繪畫及陶塑工作坊	20
	S4	香港中文大學校園寫生(一)，(二)，(三)	(一)22 (二)20 (三)18
	S4	雕塑工作坊	39
	S5	參觀 UNiART 致美設計學校	24
	S5	參加裝置及多媒體展示—墨池 - 《私塾·習》工作坊	24
	S5	香港賽馬會「點對點」社區藝術計劃視藝展覽	25
	S5	「今昔家國六十年」國民藝術教育計劃： 江西國民教育青少年藝術交流團 - 水墨創作展覽	25
	S4	卷軸畫創作(一)	175
	S4	卷軸畫創作(二)	150
	S5	攝錄初體驗工作坊(一)(二)	180
S5	壁畫集體創作	182	
Music	S1 – S7	Post-exam Concert	/

Physical Education KLA

Subjects	Level	Activity	No. of students
PE	S4	Bowling Fun Day	200
	S5	Golf Fun Day	182

Total no : 48

➤ Cross-curriculum activities :

Subjects	Level	Activity	Month
Computer Literacy & English Language	S1	Creating Homepage	11/2010
English Language & IH	S1	Audio chips on vocab. items	9/2010 – 6/2011
English Language & Social Service Team	S1 – S2	Reading Pal Programme	1/2011 – 5/2011
English Language & Religious Formation Team	S5 – S7	English Morning Assembly	9/2010 – 6/2011
English Language & Campus TV	S1 – S7	English Programme	5/2011
English Language & Academic Enhancement Team	S4	Board Display Competition	10/2010
Putonghua & English Language	S1 – S6	兩文三語綜合活動	3/2011
中國語文、數學及科學	S1 – S6	中國週 – 猜燈謎	2/2011
通識、綜合人文科、地理、歷史及經公科	S1 – S3	通識網上學習課程	10/2010 – 5/2011
通識科及專題研習小組	S3	專題研習	9/2010 – 5/2011
通識科及公民教育組	S4 – S7	講座: 可持續發展	12/2010
通識科、歷史科及會計科	S5	國內考察: 參觀工廠	12/2010
通識科、校園電視台及早會組	S1 – S7	時事評論	9/2010 – 6/2011
Hist., EPA, Geog. & RS	S3	「貿易! 謬易?」工作坊	1/2011 – 3/2011
Geog, Hist. & EPA	S3	Self-learning visit to “City Flâneur: Social Documentary Photography” Exhibition	10/2010
Hist., Visual Arts & Ch. Hist.	S5	參觀「清明上河圖」電子版	1/2011
Technology and Living & Social Service Team	S3	Donation of crochet articles	12/2010
Technology and Living & Moral Education and Health Service Team	S4 – S5	“Fruit Day” Cooking	4/2011
Technology and Living & PE	S2	「健康飲食與運動」Exhibition	4/2011
音樂科及中文科	S1 – S5	音樂主題閱讀	10/2010 – 11/2010
音樂科及中文科	S1 – S5	中國文化專題工作紙	9/2010 – 6/2011
視藝科及科技與生活科	S2 & S5	參觀香港歷史博物館之「歷久常新 – 旗袍的變奏」展覽	9/2010

Total no : 22

3. Enhancement of Language Proficiency

English Language

The English Language 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' reading skills

Achievements

- More class time was devoted to teaching reading skills. In S1 and S2 GR lessons, students were exposed to a variety of text types with the adoption of the class

readers, Daily Reader and Thematic Anthology.

- All students were required to subscribe to English magazines and newspapers.
- More class time was devoted to the use of the English newspapers and magazines students subscribed to.
- The Reading Pal Programme was organized for the S1 fine-tuned MOI class. S2 students from the enhancement class were recruited as tutors to host reading sessions for S1 students.
- A 5-session reading workshop was held for all S1 classes. It covered newspaper reading, short story reading and the skills of extracting relevant information and tackling unknown vocabulary.

Students' Performance

Average pass percentage of various levels in examinations:

	S1	S2	S3	S4	S5	S6	S7
1 st Term:	55.8%	89.2%	88.6%	95.9%	97.0%	65.6%	—
2 nd Term	60.4%	87.1%	61.4%	96.1%	83.4%	89.1%	91.5%

Reflection

- For the junior forms, the reading paper was the weakest paper for many students. With the exception of S3, performance had slightly improved. Questions requiring students to give reasons in their own words or answer in complete sentences proved hard for students. For S3, students were weak at reading poems, charts and graphs.
- For the senior forms, time management had improved and most could handle the long texts with greater ease. Questions involving the change of word form, the interpretation of figurative language and the use of students' own words proved challenging for many students.
- Teachers generally found the magazines or newspapers students currently subscribed to useful in enriching their vocabulary and world knowledge.
- The general feedback on the Reading Pal Programme was good. Most of the tutors and tutees found that peer sharing and the integration of speaking and reading could make reading a more interesting experience.
- Apart from the first two sessions which were highly unsatisfactory mainly due to the poor presentation of the tutor, the rest of the reading workshops were well received by both teachers and students as the substituting teacher conducted the lessons in a lively and clear manner. The lessons on extracting information and decoding unknown vocabulary were found useful in improving students' reading comprehension.

Suggestions for the coming year

- As reading comprehension is an essential skill for learning through the English medium, teachers should continue their effort in promoting a reading habit among students and developing their reading skills.
- Greater use of the print media in the English lessons 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. To boost students' motivation, the programme would be joined on a voluntary basis. More bonus

points for the English Award Scheme would be awarded to the participating students.

- Lunchtime reading workshops would be organized by the NET for S1 to expose students to a variety of text types through interesting reading activities.
- Simple poems would be posted up at the English Corner for students' appreciation.

B. Enhancement of students' writing skills

Achievements

- Students were given additional writing practice in the form of journal writing or short writing tasks. Writing was also integrated into the GR and split oral lessons with the NET.
- A writing curriculum across the forms was drawn up to focus on different areas at various key stages.
- To give recognition to students' efforts in writing, teachers were encouraged to display students' work in the classrooms regularly. Outstanding work recommended by teachers was posted up at the English Corner in the covered playground to encourage students to learn from one another. Bonus points for the English Award Scheme were awarded to encourage students to write comments on the displayed writing. Students' response was enthusiastic.
- The Anti-drug Slogan Design Competition for S1-S7 was held in the first term. Adjudicators were satisfied with the overall standard of the entries.
- A class-based short story writing competition was held for S1-S3 in the second term. The winning entries were recommended to join the Stories Alive Junior Secondary Story-Writing Competition. Two S3 students won the second and the third prizes.
- S6 students were recommended to join the Clipit Short Film Competition held by the EDB.
- The enhancement classes and the higher-ability students of the other classes were encouraged to participate in external writing competitions to boost their confidence and polish their writing skills.

Students' Performance

Average pass percentage of various levels in examinations:

	S1	S2	S3	S4	S5	S6	S7
1 st Term:	83.6%	96.4%	87.0%	100.0%	99.0%	98.5%	—
2 nd Term	98.0%	95.4%	89.5%	99.5%	96.2%	98.5%	100.0%

Reflection

- Though the pass percentage of all classes was quite high, there was a lot of room for improvement in both language and content. For the junior forms, students had difficulty generating interesting ideas and elaborating their own ideas. For senior forms, some had problems with the format of formal and informal letters. They also failed to give a balanced coverage of every part of the topic. Language accuracy was a major problem for most students.

- Students participated in a variety of external writing competitions such as short story writing competition, proposal writing and short film production.

Suggestions for the coming year

- To address the problems of language accuracy and the lack of ideas, writing should be integrated with reading and grammar work especially for the junior forms.
- A class-based short writing contest would continue to be held next year to promote students' interest in writing and give them a sense of achievement.
- Under the REES, a writing package for S1 to S3 would be developed. The common problems faced by students in writing would be taken into consideration in the design of the writing package.

C. 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 Language Panel.
- Regular listening and note-taking assignments were given to students.
- S4-S7 students were required to join the TVNews listening scheme organized by HKEdCity to have extra listening practice. The online listening programme was also introduced to junior forms in class. For the senior forms, prizes were awarded to the best performing students of each class. For the junior forms, bonus points for the English Award Scheme were awarded.

Students' Performance

Average pass percentage of various levels in examinations:

	S1	S2	S3	S4	S5	S6	S7
1 st Term:	68.3%	76.2%	93.4%	100.0%	97.1%	92.2%	—
2 nd Term	85.8%	78.2%	100.0%	87.1%	80.3%	46.9%	65.8%

Reflection

- For the junior forms, improvement was made. They were able to concentrate better. However, many students had difficulty extracting relevant information from the data file and they tended to copy indiscriminately. For S3, students found listening to poetry challenging.
- For the senior forms, performance declined in the second term probably because the final listening exams were intended to be more challenging. For S4 and S5, they did better in the extended tasks and were able to extract relevant information. But

they were weak at making relevant linguistic and stylistic changes in response to the task requirements. The short listening tasks were hard for many as they required good note-taking skills and a high accuracy in spelling and grammar. For S6 and S7, limited vocabulary and careless spelling were the major handicaps.

- Poor spelling and limited vocabulary seriously hindered their listening comprehension. Many had limited knowledge and vocabulary of everyday lives and social issues.
- For the on-line listening scheme, senior form students did quite well. Most managed to obtain the minimum score set for each month. The programme was also well received by the lower form students.

Suggestions for the coming year

- More remedial work on students' weaknesses should be given such as sound recognition exercise and dictations.
- Online resources like TVNews programme and TV programmes like 'The Pulse' would continue to be recommended to students to boost their listening skills and general knowledge.
- More teaching and practice on note-taking would be done for all forms.
- The school would set up a school-based cross-curriculum multimedia reading and listening programmes under the REES. The needs, problems and interests of students would be taken into consideration when implementing the measure.

D. 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 arranged for S5 and S7 outside class.
- S1 students took turns to meet the NET in groups during lunchtime. One more meeting with the NET was arranged for every student of the fine-tuned MOI class.
- 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 speaking days, English morning programme, etc. In the English morning programme, students of various forms were invited to speak to the whole school, which offered a valuable opportunity to develop students' public speaking skills. Through the English Ambassador Scheme, senior form students were involved in organizing and conducting English activities for the junior form students.
- A creative singing contest was held for S1-S3.
- A news presentation competition was organized for S4-S5.

Students' Performance

Average pass percentage of various levels in examinations:

	S1	S2	S3	S4	S5	S6	S7
1 st Term:	98.1%	100.0%	77.9%	100.0%	100.0%	100.0%	—
2 nd Term	99.0%	99.1%	93.4%	100.0%	99.5%	100.0%	98.1%

Reflection

- Many junior form students lacked confidence in interacting in English though they did quite well in the oral exams. More speaking opportunities should continue to be provided to build students' confidence in using the language. Besides, many students lacked the skills to conduct group work or discussions in English. More training and practice should be given by both the NET and the regular English teachers.
- For the senior forms, students were generally willing to contribute ideas in group discussions, but many failed to elaborate on their response to others' ideas.
- The attendance rate of the lunchtime oral practice for exam classes was satisfactory. Students were generally co-operative. All participants took it seriously.
- The creative singing contest was well received by students. Most classes showed initiative and good effort in preparing for the event. Adjudicators were impressed by their creativity and high standard performances. Some teachers even found students' learning motivation and team spirit improved after the event.
- The news presentation competition was successfully held. In general, students demonstrated creativity and showed confidence in expressing themselves in English.

Suggestions for the coming year

- Additional oral practice would continue to be held for the senior forms. Students would be encouraged to form discussion groups to have extra oral practice regularly outside class.
- The NET would continue to give S1 & S2 training on the skills and language for interaction at the beginning of the coming school year. Handouts would also be prepared for students. Regular English teachers would provide more speaking opportunities for students to apply and consolidate the skills acquired.
- The creative singing contest would continue to be held for junior forms.
- The news presentation competition for S4-S5 would continue to be organized.
- Under the REES, discussion and presentation workshops would be held for S5. The common problems faced by students in speaking would be taken into consideration when designing the programme.
- Public speaking workshops would also be organized for the higher-ability students of S3 and S4.

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.
- Students were encouraged to read across the curriculum. English books related to other KLAs were purchased for the school library and the class library for S1-S3. Students of all forms were required to read English books related to other subject areas.
- The NET and students were invited to share their reading experience in the English morning programme.
- All students subscribed to English newspapers.
- All S2 and S3 students subscribed to the English magazine, English Corner.
- Class time was devoted to the use of the newspapers and magazines students subscribed to.
- The Reading Pal Programme was organized for S1 with S2 students being tutors hosting reading sessions for their tutees.

Students' Performance

- Success criterion : 85% of the students of the class meet the minimum requirement set for individual forms in the class-based reading award scheme
 - 1st Term : 25 out of 30 classes (S.1-S.6) met the success criterion
 - 2nd Term : 25 out of 30 classes (S.1-S.6) met the success criterion
- Number of reading awards :

	Gold	Silver	Bronze
1 st Term:	250	64	149
2 nd Term	300	113	142
- The Reading Pal Programme was successfully completed. The attendance of both tutors (100%) and tutees (84.7%) was high. Participants found the programme useful in boosting their interest in reading.

Reflection

- The number of gold awards increased considerably from 250 in the first term to 300 in the second term.
- The Reading Pal Programme provided a valuable opportunity for peer support and sharing. Most of the tutors found it worthwhile to spend time and effort on the programme and they became more motivated in helping others. However, the tutees were not as motivated as those of last year probably because the programme was compulsory for the fine-tuned MOI class.

Suggestions for the coming year

- To enrich students' exposure to the language and their vocabulary, English Language teachers would continue to encourage students to make good use of the print media and online reading resources.
- The NET would continue to invite students to share their reading experience in the English morning programme.
- The class library titles, especially for the junior classes, would be updated to ensure the books suit the interests of the students. Book fairs would continue to be held.

- Teachers should try to introduce a greater variety of reading activities. For instance, junior forms could model on the SBA of senior forms, and students could be asked to give individual presentations and conduct group discussions on books they had read.
- Teachers especially GR teachers were encouraged to share their reading experience with their classes and recommend good books to them.
- English books related to the other KLAs would be purchased for the class library and the school library.
- The English Language Panel would work more closely with the school librarian to promote reading.
- The Reading Pal Programme would continue next year. To boost students' motivation, the programme would be joined on a voluntary basis and more bonus points for the English Award Scheme would be awarded to participating students.
- Lunchtime reading workshops would be hosted by the NET for S1 students to expose them to a variety of text types through interesting reading activities.
- Simple poems and students' compositions would be posted up at the English Corner. Bonus points for the English Award Scheme would be awarded to encourage students to read the works posted up and to write comments on them.
- Under the REES, a school-based cross-curriculum multimedia reading and listening programme and an E-reading programme would be implemented. It was hoped that the measures would raise students' interest in reading and promote reading across the curriculum.

中文科

A. 閱讀能力的提升

- 在本學年學生的文言文理解能力略有改善，故此在下學年會繼續購買有關的補充教材。
- 初中科任教師在考試前，提示學生溫習閱讀教材，以加深對各種寫作技巧的掌握。
- 在初中的默書範圍中，加入了成語測驗，以提升學生對詞彙的掌握。
- 高中在語體文閱讀方面，理解能力不俗，只是答題技巧欠佳，因此科任教師將重新編輯工作紙，以加強語體文閱讀理解的比重，增加訓練的次數。

B. 寫作能力的提升

- 在本學年所實行的審題練習，效果不錯，審題錯誤的情況有所改善。因此在下學年將繼續有關練習。
- 在寫作訓練方面，大部分學生均能達到基本要求，只是仍有改善的空間。故此，在下學年將會加強拔尖的措施。
- 高中學生在議論文寫作方面，未如理想，下學年可選取較佳的社論，作為教材，以提升學生議論文的寫作及批判能力。

C. 聆聽能力的提升

- 初中的聆聽能力不錯，只是對批判題的處理仍有不足。故此，在下學年的課堂練習中，宜修訂練習題型，加入批判性的問題，要求同學評價說話者的觀點；也可運用口頭提問，就錄音內容進行討論，以加強學生的批判能力。
- 高中的同學對各種題型的答題技巧，未能充份掌握，故在下學年的課堂練習中，會加入多種題型。

D. 說話能力的提升

- 部分學生在小組討論中，發言欠積極。為了令學生敢於發言，宜多在課堂上作提問，並要求學生在答題時，答案力求完整及層次分明。
- 高中學生在朗讀項目中，有誤讀語音的情況。下學年將為高中學生整理正音表，以協助學生掌握正確的讀音。

4. Academic Guidance

Pre-S1 Summer English Bridging Course

Dates	: August 8-12, 15-19, 2011 (10 days)
Duration	: 15 hours (1 ½ hrs per session)
Organizer	: Headstart Education
Content	: school orientation, group discussion, short stories, dictionary usage, class presentation and the four language skills
No. of students	: 92
Attendance	: The attendance rate was high with an attendance percentage of 95.5%.

Feedback from tutors

- Most students were active and attentive in class. Though a few were quite talkative, they were generally well behaved, motivated and co-operative. The overall classroom atmosphere was fine.
- More work on vocabulary and sentence making was recommended.

Feedback from participants

- 100% of the students were satisfied with the teachers' performance. They found the teachers knowledgeable and enthusiastic. They were also able to use a variety of teaching methods to help them learn and make the lessons interesting.
- 98% of the students thought that the course materials suited their needs.
- 99% of the students found the course materials interesting.
- 100% of the students thought that teachers' comments helped them make improvement in writing and reading English.
- 99% of the students thought that teachers' comments helped them make improvement in speaking English.
- 100% of the students were satisfied with the course and they would recommend it to other students.
- The favourite topic was group discussion.
- The least favourite topic was listening.

Tutorial class

A. English Language

- Dates : Early December 2010 – Late May 2011
- Instructors : S1 – S3 English Language teachers
- Course Content : Grammar, reading comprehension, exam skills, TSA practice (for S3 only).

Performance of the students :

- Attendance percentage was high. 80% of the students attended more than 80% of the lessons.
- Most students were attentive and participated well in the lessons as the after-school tutorial class was on a voluntary basis.
- Students found the lessons useful especially in the revision of the grammar items.
- The students felt relaxed in the lesson as they could ask the teachers in Cantonese. Therefore the teacher could attend to their problems individually.
- All students could finish the exercises in class. Some diligent students even asked for more to do at home.
- Most of the students made some progress after joining the class. Some of them made a lot of progress. In fact their confidence and interest in the subject were enhanced.

Suggestions for improvement

- More oral activities would be conducted in order to help the students build up their confidence in speaking.
- Exercises and answer keys would be uploaded to eClass so that students could do them at home.
- A better coordination among panels was needed to avoid clash of activities and venues.

B. 中文科

學習表現

- 本學年保底班改以長期課程的形式進行，對象為中一至中五級學生，每週一至兩節，以訓練閱讀能力為主。初中保底班整體出席率令人滿意，達80%以上。中一、中二級學生學習態度較佳，故有平穩的進步。但中三至中五級學生在下學期表現較懶散，進步率稍微下降。

跟進工作

- 初中繼續現行的措施。
- 高中宜多作鼓勵，以提升其學習動機。

C. Mathematics

Course Content : Revisions on the concepts, more examples and exercises.

Performance of the class :

- Most of the students attended more than 80% of the lessons.
- The ability of the students was quite diverse. Students were in general attentive in class but some had low learning motivation. Some students made progress in the second term.

Suggestions for improvement

- The performance of the students in the tutorial classes was not satisfactory this year. This was because the admission procedure for tutorial classes was centralized. Some students who applied for Mathematics tutorial classes as their first choice were arranged to attend Chinese or English tutorial classes. On the other hand, some who joined Mathematics tutorial classes were only forced by their parents.
- It was suggested that the school should adopt the admission procedures of the tutorial classes that had been used last year so as to enable Mathematics teachers to select students who are willing to improve their Mathematics.

Remedial class

A. English Language

Performance of the students

- Most students' learning attitude was satisfactory. They were generally co-operative in class. Most of them completed the assignments given by the teachers punctually.
- Many students read very slowly and their comprehension skill was very weak. They could do better if they were given more time in reading.
- Many students lacked confidence in English but they were willing to do extra revision exercises and follow-up activities.
- They were particularly weak in English speaking mainly because of lack of ideas and vocabulary.
- 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.

Suggestions for improvement

- More pairwork or group work activities could be organized in order to help build up their confidence in the language.
- More class assignments should be given in order to provide students a chance to ask teachers what they do not understand.
- Simpler notes and exercises about grammar would be uploaded to eClass for weaker students to do revision at home.
- Assignments given should be shorter, simpler but more frequent. More positive feedback would be given.

B. 中文科

學習表現

- 大部分學生邏輯思維紊亂，學習態度馬虎、懶散，不願意溫習所學。只有個別學生態度較積極，能投入課堂活動。

跟進工作

- 科任教師宜多作鼓勵，盡量給予欣賞，誘發其學習動機。此外，在課堂練習中，多用共同訂正的方式，讓學生易於明白自己的錯處，並能加以糾正。

C. Mathematics

Performance of the students :

- Most of the S1 students were with rather good mathematics foundation. Their learning attitude was good. They were attentive in class and submitted their homework punctually.
- The mathematics foundation and ability of S2 students were weak. They lacked confidence in Mathematics but they were quite attentive in class and were willing to ask questions. More time should be given in order to finish the classwork.
- With extra exercises, more motivation and greater encouragement from the teachers, some S2 students made some progress in the second term. However, they still lacked confidence in attempting more complicated questions.

Suggestions for improvement

- Some of the S1 students were good in Mathematics. This reflected that the attainment test for S1 students could not really reflect the mathematics ability of students. The method of assigning S1 students to remedial class should be reviewed.
- More activities or competitions could be organized in class in order to promote students' interests in Mathematics.

S2 Afterschool Homework Guidance

Performance data

- In general, about 85 % students attended the class, which was satisfactory. Some students had informed teachers that they had scheduled activities such as handball or basketball training. Some students had detention class.

Achievements

- The participation rate was good and over 95% of students successfully completed all their homework during the period especially Monday. Some students managed to revise their books after completing their homework.
- A few students asked questions related to English including Science subjects. The most commonly asked questions are the meaning of words, phrases and how to answer some questions in English (Science subjects). Some students also asked questions related to Religious Studies.

Reflection

- The class size was appropriate and a few students always completed their homework too early and teachers had to pay more attention or ask them to revise their books instead of wasting their time sleeping. Some students complained that the time duration was too long, particularly Monday.

Suggestions for improvement

- Those students who are involved in too many other activities should not join this class. Senior form students or students from Big Sister Scheme can be invited to give homework guidance.

5. Learning Support

A. Academic Enhancement

Achievements

- Workshop and Sharing on Study Skills were organized for S4 and S5 students respectively to teach them different learning skills, help them foster proper attitude in academic improvement and facilitate them to master more efficient ways of learning.
- For the Workshop on Study Skills, over 90% of S4 students agreed that the Workshop satisfied their needs. The layouts were concise and clear. The speaker used examples of different subjects to illustrate different thinking methods and students found that they were very useful to their studies. In addition, the group discussion and presentation helped the students understand the contents and apply different methods of logical inquiry and reasoning to analyze social events.
- For the Sharing on Study Skills, 100% of S5 students found the Sharing useful and suited their needs. Most students found the contents helpful in enhancing their effectiveness in study such as time management, concentration power, learning strategies and mental health were all relevant to improve their academic performance.

Reflection

- Students appreciated the activities and gave very positive feedback. Most of them were attentive but some students lost their attention span easily. In order to enhance their motivation to learn, more interactive activities can be included in the Workshop. Besides, if the Workshop can be arranged as two one-hour sessions, the students can absorb the information easily and benefit more. For the Sharing program, some students hoped to get more information about answering techniques and ways of stress management.
- Study skills should be further fostered as it could facilitate student learning at school and life-long learning. More skills and strategies for group discussion and presentation should be introduced to enhance their logical and reasoning power.

B. Children with Special Educational Needs

Achievements

In this year, our school had few students with Special Educational Needs (SEN). They

belonged to the categories of ‘Hearing Impairment’, ‘Speech and Language Impairment’, ‘Attention Deficit Disorder’ and ‘Atypical Autism’. Two students had received subsidies from the Education Bureau and supported with professional services from the NGOs. The Special Educational Needs Coordinator had arranged meetings with SEN students throughout the whole academic year to monitor their learning progress and provide them with guidance and support.

Evaluation

The outsourcing services provided by the NGOs proved to be beneficial and effective for the SEN students and it would be continued in the next academic year. Regular meetings with SEN students and their parents were necessary in order to cater for their educational needs. In addition, few teachers had completed the basic training course from the Education Bureau to gain more understanding about SEN students.

Follow up measures

To increase the effectiveness of outsourcing programmes provided by the NGOs for the SEN students, the venue could be changed to school campus and cell group activities could be organised. More regular meetings could be arranged to meet with the SEN students to cater for their educational needs more closely. Besides, teachers could improve their understanding about SEN students by attending the advanced training courses and thematic courses organized by the Education Bureau. In order to reinforce the whole school approach to inclusive education, more staff development programmes and related functions could be arranged for the stakeholders in school.

C. Gifted Education

This year the “Growth and Innovation Focus Team” continues to promote gifted education in school. They actively explore and develop the potentials of gifted students. They are keen to compile resources collected from educational parties and provide our students with opportunities to receive education at appropriate levels in a flexible teaching and learning environment.

In school

- Gifted students from different levels had established the leadership committee for “Growth and Innovation Focus Team”. They helped to promote activities for gifted students.
- A creative workshop for all the S1 students was organized. The students had enjoyed a meaningful afternoon.
- An airplane construction workshop and competition were held for S1 and S2 students. They could learn the basic theory of flight. They could also design, construct and test the airplane.
- Intensive training for students participating in Physics Olympiad Competition was provided.
- The successful experience in “LEAD” training workshop and Hong Kong Model United Nations were shared to all students.

Outside School

- Competitions
 - Two hundred students participated in the Australian Mathematics Competition.
 - Ten students participated in the Physics Olympiad Competition.

- Thirty S2 & S4 students participated in the Hong Kong Paper Airplane Contest 2011 organized by the Chinese YMCA of Hong Kong and Hong Kong Aviation Club Foundation.
 - Twenty-two S4 students had attended the City U-CS Robocode Contest 2010 which was organized by the Department of Computer Science of City University of Hong Kong.
- Learning Experience
- “Scratch” learning workshop was organized for fifteen S2 students. Students learned to create animation by the software “Scratch”.
 - Forty students joined “LEAD Creative Workshop”. They learned how to design and build simple robots and control them by computer programming.
 - Five students from S3 to S6 were nominated and successfully joined the "Support Measures for the Exceptionally Gifted Students Scheme" organized by the EDB.
 - More than twenty students had received training for gifted students from the Chinese University of Hong Kong and the Hong Kong University of Science and Technology.
 - Thirty-four students from S4 to S6 students participated in the Hong Kong Model United Nations Conference. The Model United Nations Conference provided a precious opportunity for students to discuss a wide range of global issues, under the specific rules and procedures of the UN General Assembly.
 - Ten S4 students joined the Civil Engineering Experience Certificate Programme organized by The Hong Kong University of Science and Technology. Students had a chance to get in touch with the Civil Engineering at HKUST, so as to have a better understanding of some aspects in Civil Engineering.

6. Project Learning

Achievements

- Students’ performance in the project

Pass percentage

According to the school policy, the pass grade for this year ranges from A to D. Mark range of each grade was also reviewed at the beginning of the term. The mark range for Grade A is slightly lowered from 80+ to 75+. Therefore, the percentages may not be suitable for comparison with those of previous years.

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	64.1	35.9	0.0	0.0	0.0	100.0	77.7
3B	0.0	34.4	43.8	21.9	0.0	100.0	61.8
3C	16.1	41.9	38.7	0.0	3.2	96.8	65.7
3D	29.0	71.0	0.0	0.0	0.0	100.0	71.2
3E	13.3	80.0	6.7	0.0	0.0	100.0	68.2
3F	0.0	86.7	13.3	0.0	0.0	100.0	68.8
Overall	22.3	57.0	16.6	3.6	0.5	99.5	68.9

The overall pass percentage was 99.5%. The percentage of students who scored Grade A was 22.3% (5.1% in 09/10 and 16.8% in 08/09). Unlike previous years, these students did not only come from the enhancement class, but also from other normal classes. Around half of the students obtained Grade B. The percentage of students

who scored Grade C was just 16.6% (38.3% in 09/10 and 21.1% in 08/09).

- A new workshop on advanced information search was introduced this year (Workshop 2). On the other hand, according to the evaluation of last year, the workshop on data analysis was not organized in this year. Instead, the skills on statistical data analysis and data presentations were included in S3 Mathematics curriculum.
- There were 8 groups participated in the “2010/11 Statistical Project Competition for Secondary School Students” organized by the Hong Kong Statistical Society.
- More than 90% of students evaluated themselves positively in the whole learning process. 55.8% of students reflected that they actively participated in the whole learning process. Over 90% of students reflected that they could grasp the skills of data analysis and creativity, and could finish the allocated work by working hard. However, students generally agreed that they were unwilling to meet their teacher advisors, as revealed by the statistics that 10.5% of students thought that more effort should be made.
- Students’ feedback in different workshops was very positive. As reported above, Workshop 2 is a newly added workshop this year. About 70% of students rated “agree” and “strongly agree” in all questions. They reflected that the workshop helped them to learn more advanced skills on information search, especially the part regarding the use of various search engines. They had also gained some exposure for browsing the websites of government and NGOs for extracting relevant information and statistics. Among all workshops, students evaluated Workshop 3 the best. 75.1% of students satisfied with the workshop.
Workshop 4 was lengthened this year. Though the satisfaction of students was comparatively lower than the other workshops, the rating was still higher than that of the last year.
The feedback of students on Workshop 5 was not as good as the other workshops. It may be because only the skills of report writing were taught in the workshop. Part of the time was allocated to students for discussion. Therefore, students may mistakenly think that the workshop was not properly arranged.
- There were more than 97.2% of teacher advisors satisfied with the collaboration and sharing among teachers throughout the project learning activities. 94.3% of them reflected the form of collaborative learning was effective. All of them reflected that the timing of activities was appropriate and satisfactory. In general, the feedback from teacher advisors was very positive.
- Unlike students’ self-evaluation, feedback from teacher advisors was not so positive. In the performance of students in activities, 68.6% and 57.1% of teacher advisors reflected that students could complete the tasks satisfactorily and they were responsible for their work. About 80% of respondents also thought that students were well-disciplined. However, only 42.9% of respondents thought that students were active in self-learning. In addition, only 20% of respondents reflected that our students were creative.
In the performance of students in report writing, there were only 51.5% and 57.1% of teacher advisors satisfied with students’ written and oral presentation abilities respectively. 31.4% of respondents satisfied with students’ analytical skills. Same as the performance of students in activities, only 20% of teacher advisors reflected that our students were creative. Among all, least teachers (only 11.4%) reflected that students possessed a multiple perspective.
- Library tour was arranged after Workshop 1 (Skills on choosing a topic title and the scope of study). The librarian showed a great variety of books, which helped students to brainstorm their topics. As reflected by the librarian, students’ performance was

very good. Their learning motivation was high. They were also very concentrated in the tour. They raised a lot of questions even after the tour. They reflected that the workshop was inspirational and helped to establish a close linkage between students and the library.

- Book display for 1 week was arranged right after the library tour. As reflected by the librarian, different groups of students visited the library after the library tour. They were eager to search for the books they needed.
- Project works of past students were displayed in the library for 3 days at the end of April. A lot of students were interested in the projects. Students also raised a lot of queries about the contents of report writing.
- Students' presentation and writing skills were enhanced. The pass percentage fulfilled the success criteria though students' performance was not so excellent. Same as last year's students, most students still did not understand the requirements of a good project proposal, for example, how to write a good literature review, how to set some focus questions/hypothesis, and how to design their researches.

Reflection

- Library tour and book display will continue to be held in the coming year.
- More project works in good quality will be collected for display. It is also essential to display the good works on project proposal to help students understand the criteria for judging good proposals.
- Though students were willing to raise questions, the questioning manner of students could be improved. Questioning techniques will be emphasized more next year.
- The form of assessment will remain the same in the coming year.

Rooms for Improvement and Preliminary Plan for the next year

- The results of project learning should be deliberated before the distribution of report cards. One session during the Post-exam Review Session is suggested to be reserved for project learning. The Team will also revise the procedures of marks distribution in the coming year.
- The workshop on data analysis was cancelled this year. Some skills of statistics, data presentations and data analysis were taught by S3 Mathematics teachers. However, the skills of more in-depth data interpretations were not taught. In the coming year, the workshop on data analysis will be given again and some modifications will be made.
- Since last year, students were encouraged to participate in the "Statistical Project Competition for Secondary School Students" organized by the Hong Kong Statistical Society. This year, quite a lot of students were interested in the competition, as revealed by the fact that there were 8 groups of students participated in the Competition. Due to the keen interest in the Competition, eventually, not only the Mathematics teachers acted as advisors, but there were 3 more Science teachers invited to give advice to the participating students. Therefore, as reflected by the Mathematics Panel, they will set a quota on the number of participating groups in the coming year. Only the Mathematics teachers will act as teacher advisors from next academic year onwards.
- The Team will encourage 3A students to participate in the "消費文化考察報告比賽".
- To motivate students to participate in the workshops, the Team will continue to give

some gifts to students. The groups of students who obtain “A” will be awarded special gifts at the end of year.

7. Implementation of IT

A. Provide good IT services at all times

Achievements

- All problems were handled within 1.5 working days and most of the problems were resolved within 3 working days, except the ones which required repair by producer.
- Videos for Ethics lesson were stored in a separate network drive so that teachers did not need to take the CD of those video for the lessons.
- All SBA marks were submitted to HKEAA on time.

Reflection

- As the teaching assistant is not available because of other duties, sometimes the IT room is not open after school.
- As the class list was finalized in October only, some inconvenience was caused in September.

B. Facilitate the use of IT in learning and teaching

Achievements

- IT room was opened in lunch time and after school for most of the school days. The procedure ran smoothly.
- As teachers are now making good use of flash drive for backup, network drive for storing files for use in classrooms and eClass for assignments and notes, the usage of CD-R was reduced.
- SBA marks for HKDSE and HKALE were submitted on time.

Reflection

- As the teaching assistants are not available for most Activity Days, it is suggested that the IT room should be closed on the Activity Days.
- As HKEAA introduces a new system for inputting SBA marks, subject teachers and panel heads have to do much more settings before inputting of SBA marks. Much more time is spent in teaching colleagues one by one to do those settings (compared with the setting up in the past).
- Moreover, there were problems in the software provided by the HKEAA, so time was wasted in spotting out problems in the system and waiting for reply and solution from the HKEAA.

C. Foster a culture of using IT

Achievements

- Teachers used eClasses in various new ways, for example, listening exercises with sound tracks and videos for revision.
- More subjects stored the teaching CD provided by publishers in the classroom computer. This gave convenience to teachers concerned.

- All non-academic report (except demerit records) were recorded in the myIT-School system this year. S4 and S5 students are required to login the system to check their record at home. The non-academic reports of all students were created successfully.

Reflection

- Some teachers asked the Team to provide training on eClass in the course of the year, they should make their request at the start of the school year.
- Publishers distributed teaching CDs late, especially the ones for NSS. As a result, our technician could not prepare the teaching CD in the classroom during the summer vacation.
- There were several problems in uploading and generating reports when large amount of data was inputted. The service provider (myIT-School) claimed that the problems will be resolved in the latest update of the system. Related committees are suggested to change the procedures of inputting information of ECA, merit, external awards and SLP data in the coming school year.

D. Enhance the existing IT facilities

Achievements

- New projectors and screens were installed in 21 rooms and worked properly.
- To save the cost of maintenance, some outdated items were not covered.

Reflection

- Some of the projectors do not function well and thus replacement is needed next year.