School Annual Report 2017-2018

Our School

School Mission

We are committed, with Christ as The All Exemplary, to providing holistic Christian education which fosters the sound development of students in the ethical, intellectual, physical, social, aesthetic and spiritual spheres, and encourages students to take the initiative to learn, to explore solutions creatively, to develop their individual potential with a positive attitude, and to enjoy a harmonious but disciplined campus life. Therefore, we instill in their young minds the habit of life-long learning, the ability of adapting to changes, the drive for self-discipline, and the expression of self-confidence, in an endeavour to contribute to the future well-being of the community and mother country.

Class Structure and Student Enrollment

1. Class structure

    In the school year 2017-2018, the school operated with 24 classes in total. Each level from Secondary 1 to 6 had four classes after joining the Voluntary Optimization of Class Structure Scheme. The class structure is tabulated below:

Level	S1	S2	S3	S4	S5	S6	Total
Class Number	4	4(5*)	4(5*)	4(5*)	4(5*)	4(5*)	24

    * As a means to consolidate the learning outcomes, the four classes in each level from Secondary 2 to 6 were divided into 5 groups for implementing small-class teaching.

2. Student enrollment

    In September 2017, the total student enrollment was 725, with 326 boys and 399 girls. The overall attendance of students for the whole year was 98.6%.

3. Distribution of students' residential areas

    Since the adoption of the Secondary School Places Allocation System according to school nets, most students who are admitted to our school come from primary schools located in the same district. Hence the majority of our students come from Tai Po. A detailed analysis is as follows:

Students' residential areas	Number of students	Percentage of students
Tai Po	565	77.93
North District	111	15.31
Sha Tin , Tai Wai	14	1.93
Yuen Long, Tin Shui Wai	8	1.1
Kowloon	12	1.66
Tsuen Wan, Tung Chung	2	0.27
Shenzhen	13	1.8
Total	725	100

Incorporated Management Committee

1. IMC managers representing different categories of stakeholders were elected in accordance with the Constitution. The IMC is comprised of seven managers from the sponsoring body, a manager each from the categories involving the principal, teachers, parents and alumni, as well as one independent manager. There is also an alternate teacher manager and an alternate parent manager. The Principal is an ex-officio manager. Three sub-committees on school development, school management and finance have been set up under the IMC. The IMC gives guidance and invaluable advice on matters related to school development and administration. The spirit of accountability and self-perfection is upheld.

2. The list of IMC members is as follows:

Name	Category of Manager	Tenure of office to
Mr. Tang Kai Ming Kenneth	Sponsoring Body Manager (Supervisor)	29/08/2023
Mr. Ho Ting Yau	Sponsoring Body Manager	29/08/2023
Mr. Chan Ho Sing Herman	Sponsoring Body Manager	29/08/2023
Ms. Wong Bonny	Sponsoring Body Manager	27/08/2019
Mr. Shum Man Kwong	Sponsoring Body Manager	27/08/2019
Mr. Lee Ka Kui	Sponsoring Body Manager	29/08/2023
Mr. Leung Po Chung Dannuel	Sponsoring Body Manager (Treasurer)	21/09/2023
Dr. Tang Yim Man	Independent Manager	13/03/2018
Dr. Fung Shu Fun	Independent Manager	26/4/2020
Mr. Tso Siu Man Simon	Alumni Manager	31/05/2019
Ms. Wong Yuk Kuen Athena	Parent Manager	14/01/2019
Ms. Seto Man Yee Mandy	Alternate Parent Manager	15/01/2019
Ms. Ngai Yuen Ming	Teacher Manager	14/02/2019
Mr. Kwan Cheuk Fung	Alternate Teacher Manager	7/11/2019
Mr. Cheng Sze Wang	Principal (Ex-officio Manager) (Secretary)	-

3. We would like to express our heartfelt gratitude to the dedication of our school managers. Their insight, experience and faithful service are always great assets to the school. Special thanks go to our retired managers, Dr. Tang Yim Man; and a warm welcome is extended to the newly appointed members, Dr. Fung Shu Fun and Mr. Kwan Cheuk Fung.

Staff

1. At present, there are 56 full-time teachers, 2 part-time teachers, 6 teaching assistants, 3 laboratory technicians and 2 IT technicians, 17 tutors or coaches and 15 clerical and supporting staff members. 100% of our full-time teachers have received teacher training, with 95% having bachelor degree, 46% having an additional master degree and 27% having special education training. All English and Putonghua teachers meet all the language proficiency requirements of the EDB.

2. Mr. Kou Wai Hin was employed as a programmer on 6 February 2017 and finished his contract on 30 June 2018. We would like to thank him for his great contribution in the construction of the WSC

Portal, which includes 7 systems in enhancing the school administration related to teacher training, examinations, attendance, student profiles, ECA and awards, discipline and academic reports.

3. Ms. Chan Suet Hang has been incorporated into the school regular staff establishment as Graduate Mistress since 2018-2019.

4. Ms. Chi Ka Yan was appointed as the Teaching Assistant (Chinese Language) from 1 March 2018. Besides, a clerical assistant, Ms. Chung Pui Man and a janitor, Ms. Poon Sau Chun were recruited in the first term. Since 1 of our clerical assistant (Ms. Ng Sau Hing) and 4 janitors(Ms. Lau Sau Lan, Mr. Fung Hoi Ching, Mr. Chu Man Ming and Mr. Li Chi Hung) are at their retirement age, they were ALL being accepted to continue their duties in our school after open recruitment and interviews.

5. 1 new teacher, 4 new teaching assistants and 2 laboratory technicians have been recruited in 2018-2019. They are:

	Qualification	Effective from
Ms. Chan Hiu Ching (GM, Liberal Studies)	B.Sc., PGDE, CUHK	3 September 2018
Mr. Lee Cho Shing Jeremiah (TA, Liberal Studies)	B.Ed, CUHK	3 September 2018
Ms. Wong Ming Ling (TA, English)	B.A, City U of HK, M.A, CUHK	21 August 2018
Mr. Wu Lik Hang (TA, Mathematics)	B.Sc, University of St. Andrew	3 September 2018
Mr. Chui King Hei (TA, Career)	B.A. Sheffield Hallam University	5 February 2018
Mr. Chu Ying Wing (Bio Lab. tech.)	Cert. (Lab. Tech.), HK Poly U	1 September 2018
Ms. Yeung Shuk Fan (IS Lab. tech.)	Cert. (Lab. Tech.), IVE	1 September 2018

6. Ms. Ng Yuk Lun obtained the Certificate of Professional Development Programme on "Catering for Diverse Learning Needs (Advanced Level)" from the Education University of Hong Kong.

7. Ms. Choi Wai Yin, our account clerk, obtained the Bachelor's Degree in Business Studies (Finance) from the University of Greenwich.

8. Ms. Wong Hang Sim was granted 4 weeks to attend the Thematic Course on Supporting Students with SEN – Behavioural, Emotional and Social Development Needs (Focusing on the needs of students with ASD, AD/HD and EBD)

9. In terms of professional development, our teachers have attended a wide range of training courses, talks, workshops and seminars organized by the EDB, HKEAA, universities and tertiary institutes for perspectives and enhancement. For their continual effort and the benefit of students, we salute them.

School Major Concerns

This was the final year of the 3-year School Development Cycle that commenced in the school year 2015-16. Three major concerns were addressed in the School Annual Plan 2017-18. The overview of their implementation is given as follows:

1. **Major Concern I: Improving students' academic performance through self-regulated learning**

<u>**Achievements**</u>

<u>Students developed their self-regulated learning habit and self-management ability</u>

1.1. Departments continued to consolidate the applications of their chosen metacognitive skills in their teaching for enhancing students' learning in their subjects. The table below summarizes the implementation in 2017-18.

	Self/Peer evaluation	Error analysis	Concept mapping	K-N-L table	Self-questioning
Chinese Language	✔				✔
English Language	✔	✔			✔
Mathematics		✔			✔
Chinese Literature	✔				✔
Liberal Studies			✔		✔
History			✔		✔
Integrated Humanities			✔		✔
Physics			✔		✔
Chemistry			✔		✔
Biology	✔		✔		✔
Chinese History			✔		✔
Geography	✔				✔
Integrated Science			✔		✔
Economics and Society			✔		✔
Visual Art			✔		✔
Economics					✔
BAFS	✔	✔			✔
Computer Studies					✔
Design and Technology				✔	✔
Home Economics	✔			✔	✔

1.2. With the experiences of the previous 2 years, the application of different metacognitive strategies attained maturity. Teachers have become more familiar with their chosen strategies which were put into practices in their lessons smoothly and effectively. In order to encourage students to achieve deeper learning, self-questioning was assigned as the strategy for every subject. Teachers made use of different pedagogical approaches to implement this strategy, such as arranging special written tasks and working out in classrooms etc. For concept mapping, both the traditional written tasks and the more advanced iPAD apps were applied during different lessons. Making use of technology could also enhance the sharing culture and interaction among students within the lessons. Teachers can share the work of students and let them evaluate with each other more effectively. Experiences on concept mapping reflected the importance of connecting concepts learnt in lessons and apprehend them deeply through constructing the map with others

after the sharing of ideas. Error analysis/log was firstly implemented in English Language 2 years ago and tried by Geography and BAFS regarding the effectiveness on building secure concepts in the learning process. Students were able to record the mistakes they always made and develop their unique personal bank of common mistakes so as to remind themselves frequently not to make the mistakes again in future. Among all, the self/peer evaluation strategy applied in Chinese Language, English Language and Chinese Literature can be regarded as the most mature and effective one as students were so familiar with all the criteria involved, such as the rubrics and the format in writing comments etc. It is encouraging that students could achieve higher standards if they could be good commentators on others' work.

1.3. In addition to the implementation of different metacognitive skills in teaching, we continued to apply a variety of pedagogical approaches to enhance the effectiveness of the lessons. Pre-lesson preparation has been continuously adopted by several departments to encourage students to take greater initiative in self-regulated learning. Subjects like Chinese Language, Chinese Literature, BAFS and Geography stressed on this self-regulatory learning habit. Positive outcomes were observed in those subjects on students' performance in internal and external examinations. In addition, effective strategies, such as "Flipped Classroom", were adopted by more subjects this year, including Chinese Language, English Language, BAFS, Biology, Geography, ICT and Mathematics. Various kinds of teaching materials, e.g. videos and interactive tasks, were uploaded to the Moodle platform for students to prepare well before the lesson.

Our teachers are well prepared to face the challenges of the rapid advancement in IT in teaching. All of us are well-equipped with hardware and software support. All classrooms were installed with high resolution LED projectors with apple TV for mirroring the iPAD images to the screens in lessons so that teachers and students were able to enjoy the wireless environment for e-teaching. All the Mathematics and some Science teachers got the more advanced iPAD pro for offering more detailed manipulation of their iPADs for the sophisticated diagrams and illustrations in specific subjects. Moreover, useful apps, such as Google doc, Google form, Nearpod, Kahoots, Plickers, Socrative etc were used. The commitment of our teaching team, which was fully reflected in their resilience and persistence, was highly acknowledged and much appreciated.

Teachers and students enhanced their abilities to use e-Teaching and e-Learning respectively

1.4. Moodle continued to be the platform to extend students' learning beyond the classroom and to support their self-regulated learning. The continuous increase in the application of the Moodle platform to extend the learning experiences of students beyond the classroom was evident. Besides the routine graded exercises, videos and short quizzes for the flipped classroom, each subject uploaded at least 2 interactive exercises to the platform to enhance student's learning interest and effectiveness.

1.5. As the practice of last year, two Communities of Practice (CoP) were organized on 3 January 2018 and 11 May 2018 respectively. In the first CoP, Mr. Wong Chun Ting introduced the new "MC Marklist and MC Analysis Tool" so as to promote "Data-driven instruction" in regular classrooms. In the second CoP, Mr. Leung Yiu Wing shared the Moodle technical skills of

constructing interactive "MC quiz" for all subjects, making use of the "Flash Card" system for dictations and using the "Users' Statistics" for evaluating the performance and usage of students on the Moodle platform.

1.6. "e-learning and e-teaching" continued to be one of the main themes for annual action research for teachers' annual professional development exercise in the school year 2017-2018.

Among all the tasks carried out, about 90% involved e-learning and e-teaching strategies, the use of Moodle platform or other platforms (e.g. google). It shows that our teachers exercised their plans closely related to the Major Concerns. The following is the summary of the 12 related tasks completed:

Subject area	Research question / task	Level involved	IT Skill engaged
D & T	Improving students skills in developing new ideas in product design	S2	Making use of apps on mobile devices
Economics & BAFS	Using guided worksheets and Moodle to encourage students for self-regulated learning so as to improve their answering skills in Examinations	S3	Moodle
Mathematics	Teaching and learning in IT: Improvement of MC practices by more application on Moodle	S3	iPAD, Moodle
Chemistry	Naming of carbon compounds: Elements of metacognitive skills, self-regulated learning, Self-learning skills & IT skills	S4	iPAD, Moodle
Chinese Language	如何提升、鞏固初中學生之文言知識，網上進行自主學習，利用 Moodle 作文言字詞小測	S4	Moodle
Chinese Language	如何提升學生學習文言文的興趣	S2,3	Moodle, Plickers, iPAD
History	Fostering self-regulated learning of S3 History via Moodle Platform	S3	Moodle
Liberal Studies	使用 Google Docs 完成 IES 習作，提升學生的自主學習及自我管理能力	S5	Google doc, Moodle
Chinese Language	如何運用電子教學協助學生自學中文	S1-S5	iPAD, Plickers, Kahoot!, Nearpod
Geography	The efficient use of Google Earth & KMZ file in Geography lessons	S3	Google Earth, KMZ
Biology	Improving students' self-regulated learning habit through dissection of ox eye.	S4	Moodle
Physics	E-book learning and presentation	S5	Moodle,e-book,e-library

Data collected from performance surveys

1.7. The scores of those items probing self-regulated learning in the Stakeholder Survey 2017-2018 were generally higher last year. Progress was achieved on metacognitive and e-teaching strategies.

Item	13-14	14-15	15-16	16-17	17-18
I (teacher) often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	4.1	4.2	4.2	4.1	4.2
Teachers often provide us (students) with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources, etc.	3.9	3.9	3.9	3.8	4.0
I (student) know how to set learning goals for myself.	3.8	3.8	3.9	3.7	3.7
I (student) am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	3.7	3.8	3.9	3.8	3.8

Table showing students' and teachers' responses in items related to self-regulated learning (maximum score being 5)

Reflection

1.8. E-Learning and e-Teaching is indeed a double-edged sword. Our experiences reflected that the learning effectiveness required the efforts spent by both teachers and students. The same strategies or apps applied may have totally different effects on different students, teachers and subjects. As teaching professionals, we should be alert and assertive and always bear in our mind that what we are doing must be for the benefit of our students. As the management team, we should offer the most efficient policies and strategies to aid the changes in classrooms when adopting this learning and teaching initiative. We should adopt the "KISS" strategies – "Keep, Improve, Start, Stop" – so that the policies and strategies are sustainable to maintain a high quality learning and teaching environment in school.

1.9. Thanks to the efforts made by our teachers, especially those who spent much time designing the Moodle platform as well as the tools to construct interactive exercises on the platform and to teach the necessary techniques to all colleagues to adopt the system, e-Learning and e-Teaching were visible and feasible in our school. Through the harsh processes of change, our teachers can now make use of wireless devices and different tools and apps to maximize teaching effectiveness in their classes. We have jumped out of our comfort zone and hope to see our harvest. Taking one step further, I hope that our team is well-prepared to face the challenges ahead. It will be fast but even more fascinating than ever before.

1.10. The ultimate goal we intended to achieve is that our students could develop the ability and the habit to learn by themselves. All of us would like to create breakthroughs and insights to activate our students to take control of and be responsible for their own learning, which is the most powerful learning strategy and could guarantee excellent performance in any occasion.

2. **Major Concern II: Building students' capacity in managing their development plans**

Achievements

Students set and adjusted their development plans according to their strengths and weaknesses

2.1. Like last year, regular meetings with students individually or in group for reviewing their

progress on assessments, familiarizing them with their paths ahead and giving them advice at their critical stages are vital to their study plans and even life plans. The following summarizes the year-round schedule of different meetings with students for different purposes and in different formats:

Occasion	Purpose	Teacher in-charge	Format	Meeting in each year					
				S1	S2	S3	S4	S5	S6
Life Building Scheme	Reviewing students' annual targets, developing plans and reflections	Class teachers	Groups/ Individuals	3	4	4	4	4	2
Careers and Life Planning Lessons	Enhancing self-understanding and familiarizing students with the paths ahead	Class teachers	Class	-	-	3	4	4	3
Distribution of reports after Term Tests and Examinations	Reviewing students' academic progress and study strategies	Class teachers	Individuals	4	4	4	4	4	4
Choosing elective subjects for senior secondary	Reviewing students' aptitude, interests and abilities	Career teachers	Groups	-	-	2	-	-	-
JUPAS consultation	Reviewing students' aptitude, interest and abilities	Career teachers	Individuals	-	-	-	-	-	≥ 1

2.2. The school adopted various self-designed and external tools in assessing and monitoring students' performance including academic attainment, extra-curricular activity achievements, behavior, personal traits and career interests etc.

Tool	Information	Access
WSC Portal	Integrated platform with student profiles, academic performance, conduct, extra-curricular participation and services, awards and punishments, Trend Line Charts on core subjects and HKDSE performance prediction profiles	Online Trend Line Charts and HKDSE Performance Prediction Profiles will be printed out and distributed to students
Basic Interest Marker – Hong Kong (BIM – HK)	Personal interests and abilities as references for choosing elective subjects at senior forms	External servers / hard copies distributed at the counseling sessions
Career Interest Inventory Test – Hong Kong (CII – HK)	Personal Interests and abilities as references for choosing courses for further studies at tertiary level	External servers / hard copies distributed at the counseling sessions

Teachers, parents and students could make good use of the data retrieved from these tools in reviewing students' performance in different aspects and could take accurate and targeted actions to maximize the effect of learning strategies as well as to make wise choices for their future.

<u>Students better explored their potential through in-depth participation in extra-curricular activities</u>

2.3. The Student Affairs Committee took the leading role to review the structures of the House and the Extra-curricular Activity system. A series of strategies were adopted to enhance and optimize our existing systems including:

2.3.1. 6 Houses were integrated into 4 so as to raise the number of students in each house under the condition of student shortage. The participation rate of House activities increased as each house could get more athletes in the Annual Athletic Meet and more sportsmen / sportswomen in various inter-house activities.

2.3.2. To improve the guidance to Clubs and Houses by teacher advisors, a more detailed and clearer annual plan should be submitted and approved by the ECA Master and Assistant Principal to ensure the quality and feasibility of the activities and programmes to be launched. To steer the ECA towards long-term and in-depth participation, strengthening of the membership system for more persistent and consistent devotion to the events and clubs is essential. Teacher advisors and Club Chairpersons adopted different strategies to invite more students to join their respective teams and as a result, a higher enrolment rate and lower drop-out rate was reported.

2.3.3. Data from the Stakeholders Survey and APASO reflected directly and indirectly the positive effect of the above strategies:

Stakeholder Survey

	2015-2016	2016-2017	2017-2018
Teachers			
The school's extra-curricular activities can help extend students' learning experiences	4.0	4.0	4.1
Parents			
Through participation in the school's extra-curricular activities, my child's learning opportunities in respect of extra-curricular knowledge and life skills etc. are increased	3.8	3.8	3.9
Students			
My schoolmates actively participate in extra-curricular activities	3.9	3.8	3.9
Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased	3.9	3.8	3.9

APASO

		2015-2016	2016-2017	2017-2018
Achievement	Junior forms	2.76	2.73	2.79
	Senior forms	2.48	2.5	2.53

<u>Students showed improvement in respect and sense of responsibility</u>

2.4. Respect and sense of responsibility are traits requiring long-term nurturing through knowledge teaching, role-modeling and substantial experiences. We maximized the opportunities to share the importance and value of respect and responsibility through different means:

2.4.1.　Morning Assemblies, formal Assemblies, Class Teacher Periods and routine lessons.

2.4.2.　Every teacher greeted all students who entered the school through the main gate and side gate in the morning and a "return" of "Good Morning" was expected.

2.4.3.　Various leading posts were recruited and the leaders were required to participate in the respective leadership training workshops or camps before assuming their duties. Respect and responsibility must be an important element in the every training session.

2.4.4.　Voluntary services were organized and joined by different teams. The Student Association joined the Tai Po Youth Association to serve the elderly and voluntary service teams were formed to participate in different services, such as the "Adventureship programmes", the "V-ARE-ONE programme" and the year-round 「親切」共融計劃 etc.

2.5. The disciplinary records in 2017-2018 gave us a clear picture of our students' performance in areas related to respect and responsibility. The table below illustrates the positive trends of the development:

Students' performance	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average number (percentage) of students awarded A grade in Conduct in each term	199 (25.9%)	220 (30.9%)	210 (32.4%)	215 (34.5%)	185 (30.5%)
Average number (percentage) of students having 'No penalty records' in each term	144 (18.8%)	155 (21.8%)	161 (24.8%)	176 (28.2%)	109 (18%)
Average number (percentage) of students having 'No late homework records' in each term	168 (21.9%)	160 (22.5%)	212 (32.7%)	182 (29.2%)	156 (25.7%)
Number of merits	980	1142	799	794	765
Number of credits	109	186	204	138	209
Number of major credits	4	4	5	2	10

Table showing students' performance related to responsibility and respect

Although the decreasing percentage of students 'awarded A Grade', 'with no penalty records' and 'with no late homework records' reflected that our students are still required to spend more efforts on "Responsibility", the significantly rising number of 'credits' and 'major credits' implied that our students were more eager to devote their time to serve the school and the

community. This is indeed a big step forward in their willingness to serve others. We really hope that our students can strike a balance in being both responsible for themselves as well as others.

2.6. In respect of the Stakeholder Survey 2017-2018, the scores given by teachers, students and parents on the support for student development indicated a rising trend in comparison with 2016-2017. The scores given by parents are the highest among all the years shown. It is encouraging that teachers' effort is highly acknowledged by students and parents.

	12-13	13-14	14-15	15-16	16-17	17-18
Teachers	3.87	3.75	3.77	3.9	3.88	3.9
Students	3.77	3.81	3.84	3.89	3.79	3.85
Parents	3.76	3.66	3.72	3.74	3.72	3.85

Table showing teachers', students' and parents' view on support for student development
(maximum score being 5)

Reflection

2.7. Nurturing students' respect and responsibility is a life-long journey. Students should have the knowledge, the techniques and more importantly, the mindset, so that they not only agreed with them but also put into practice and further internalized in order to become their moral standard and life rationale. Being their teachers, we should optimize our roles and influences to offer them opportunities to learn and to experience in their school life. We have to light up the 'Leader" in every student's heart so that they can lead and respect their own selves and learn responsibly. Then the "Leader" in their heart can further extend to lead others and to contribute to the community and the country.

3. **Major Concern III: To Strengthen the communication among staff so as to enhance the shared vision**

   Achievements

   Teachers' communication was enhanced through better administrative support and a culture of Communication was developed

3.1 School transformation works best from the inside. The school itself does not behave whereas the people inside do. Hence, school transformation is the outcome of individual transformation. Thus the place to begin school transformation is the ways of thinking and the actions of people inside and the starting point must be the Principal and the teachers.

3.2 Starting from 2009, we experienced 3 consecutive cohorts of School Development Plans. Throughout these 9 years of implementation, we consistently involved our teachers. The major concerns involved were :

2009-2012	Enabling the teaching staff to develop into a Learning Organization through regular sharing, team work and cross-curricular collaboration
2012-2015	Developing the School into a Learning Organization
2015-2018	Strengthening professional dialogue among staff for building a shared vision

As a matter of fact, the knowledge pool of the school is embedded in every teacher who possesses his/her own strength, which can develop students to a certain extent. However, if we can combine the knowledge of all the knowledge pools from all teachers, the synergic effect will be a geometrical progression. In order to achieve such a big dream, the school has to create opportunities for all teachers to share, to collaborate and to practice. Besides, the school has to offer ways to store the knowledge so that they are easily retrievable by all others and can be made use of in different occasions.

3.3 Thanks to the visionary insights of the previous Principal who developed a strong base on "Teachers' Communication", we are progressively achieving a culture of communication among our teaching team. With the implementation of the "Community of Practice" (CoP) and the "Sharing Session" in the Staff Meeting, all the teachers were used to such a "Habit" and ready to be the next one to share their knowledge.

3.4 There were 2 CoPs organized by Assistant Principal Mr. Tse Chung Man. Mr. Wong Chun Ting was responsible for the 1st one , "The introduction of the new MC marklist and MC analysis tool". Mr. Leung Yiu Wing was responsible for the 2nd one, "The Moodle's interactive activities" for setting quizzes and exercises and "Moodle's users' statistics". We really thank them for their great contributions.

3.5 4 teachers shared their different experiences in 2 Staff Meetings. Ms. Lee Chau Ha and Ms. Hui Mei Yee shared their experiences in the study tour to Fujian with the Principals and teachers in Tai Po District. Mr. Chau Chun Sing and Mr. Wong Chun Ting shared their experiences in leading students to participate in an external STEM competition and leading students to maintain the coral aquarium at school respectively. Their sharings were so insightful and stimulating. They have set up a good role model of nurturing students to explore the world of STEM, which should be one of the greatest issues in the coming decades.

3.6 The School Development Committee has changed the format of the meeting to a 1-hour sharing session in the morning with coffees with the Principal in the Principal's Room. Thanks to the sharing culture built in the previous year, 10 committee members shared their ideas with the Principal on different school policies freely in a relaxing environment 10 times in 2017-2018.

Teachers had better understanding of the students' performance

3.7 With the help of the advanced technology and the efforts of our teachers and technicians, we are now having faster and more accurate ways in accessing and retrieving students' information so as to enhance the learning and teaching effectiveness. As mentioned before, we have built the WSC Portal, which is a very powerful platform comprising students' information, including Student Profile, Attendance records, ECA and Award records, Discipline records and Academic records. Since the platform is web-based, teachers can access and retrieve this information at any time and in any place. It is also convenient to discuss with parents on students' performance through instantly accessing the platform with iPADs or mobile phones during Parents' Day and

any other appointment with parents and students. Besides, teachers may make good use of the information in the platform to select suitable candidates for different nominations of scholarships, awards and training programmes.

3.8 In addition, the comprehensive "Repository" was built in 2015-2016 to replace the traditional school intranet storage drive. The more systematic naming system, with a well-designed hierarchy, offered teachers great convenience to enter and retrieve both the school administrative information and students' information, especially that requireing higher internet security, such as students' personal information, internal and external examination records.

<u>Data collected from performance surveys</u>

3.9 In respect of the Stakeholder Survey 2017-2018, teachers indicated a prominent rise in the scores for areas related to shared vision, communication and professional development.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
The school has a clear direction of development.	3.5	3.4	3.6	3.9	4.1
The vice-principal(s) effectively facilitates communication between the management and teachers.	3.5	3.2	3.6	3.7	3.9
The subject panel/committee heads effectively promote teachers' professional interflow and collaboration.	4.0	4.1	4.2	4.3	4.2
The school has developed an ambience of professional interflow.	3.5	3.3	3.5	3.7	3.8

Table showing teacher's view on areas related to shared vision,
communication and professional development
(maximum score being 5)

Reflection

According to the "Social Theory of Learning", learning is as much a part of our human nature as eating or sleeping and is fundamentally a social phenomenon. For knowing, it is a matter of participation which is an active engagement in the world. Hence, we laid much emphasis on "Communication" among our teachers in the past decades in order to build a "Learning Organization" through sharing and collaboration. Evaluation data showed that our efforts spent in the past were worthwhile and valid. It is expected that our teaching team will continue to improve through learning from each other. In addition, being teaching professionals, we need to enrich our knowledge so as to raise both the quantity and quality of our knowledge pools, which will ultimately be beneficial to future generations.

Our Learning and Teaching

The School Curriculum

The school curriculum is designed with due emphasis on preparing students to pursue further studies after their secondary education and also inspiring them to plan for the future career.

Junior Secondary

In junior forms, a school-based curriculum addressing the needs of our students has been developed to supplement the formal curriculum and to prepare them for their senior secondary studies.

English Language

Drama, short stories and poetry have been incorporated into the junior form English curriculum. In particular, the poetry course was developed by our professional English teaching team. The content of these courses aims to strengthen students' capacity to appreciate literature and increase their confidence in public speaking. In addition, these echo and build the foundation for the elective modules in the senior secondary curriculum.

Chinese Language

The habit of self-study is nurtured among our students. Study guides on Chinese Language have been compiled for both junior and senior form students. With the collaboration of parents, students are required to make use of their time outside the classroom to have self-study according to the progress suggested by the guides. Learning activities include reading, language exercises, advertisement design competitions, studies on Chinese culture and recitation of literature. The elements related to the senior secondary elective modules are also infused into the junior form Chinese Language curriculum – science fiction, translated novels and drama are included in the extensive reading book list; modules on debate, news, novels and script writing and cultural issues are taught as enrichment. We have joined the School-based Support Services of the EDB. The professional advice offered great help to senior form students, especially on the essential elements required in the HKDSE curriculum.

Computer Literacy (CY) and Design & Technology (DT)

Technology Education is extended through the concerted effort of the two departments. For S2, Scratch programming is first introduced in CY lessons. Being a building-block programming language, Scratch programmes can be written by simply snapping the blocks into stacks. The blocks are designed to fit together only if they are syntactically matching. The programme writing skills are applied in control technology in DT lessons, thus developing students' problem-solving skills. CY was firstly introduced in S3 in 2017-2018. The curriculum is designed as STEM projects in which students were required to write project proposals and make their products in groups. It is a cross-curricular strategy, in which the proposal was one of the writing tasks in their English Language curriculum and the designs were built in their CY lessons.

Senior Secondary

In senior forms, students can study either 2 or 3 from 10 elective subjects apart from the 4 core subjects. Japanese is offered as a choice as other languages. Students can take applied learning, run by external course suppliers, or other elective subjects offered by the network schools in Tai Po.

Learning Diversity

Small-class Teaching

To fully utilize the extra teaching manpower gained after joining the Voluntary Optimization of Class Structure Scheme, the school deployed the resources to allow the division of 4 classes into 5 groups in junior forms. In view of the constraints of resources, small-class arrangement will be suspended in S1 and S2 but maintained in classes at levels from S3 to S6 in 2018-2019.

Remedial Class

In junior forms, students are streamed according to their academic performance. Students requiring extra support and guidance are grouped into smaller classes. After-school remedial classes are organized for students with below-par performance in English, Chinese and Mathematics. Students who fall into the bottom tier in each of the core subjects receive remedial support. Regular teachers or Teaching Assistants were deployed to take up these classes.

Gifted Education

We make use of the resources of the Diversity Learning Grant to enhance gifted education. Senior form students showing strengths in different areas are nominated to participate in various courses or activities organized by universities and external organizations for enhancing their capacities. The expenses in these areas reached $73,332 last year.

Course / Activity Participated	Number
Academic	18
Leadership	44
Civic education	4
Music	6
Total	72

Table showing statistics on students' participation in courses and activities

funded by the Diversity Learning Grant

Support for Students with Special Educational Needs

With better screening tools available and understanding of special educational needs in public, parents are more ready to discuss with the school the needs of their children. It also saves our resources when parents agree to transfer their children's SEN reports from primary schools to us. Timely supporting measures can therefore be arranged. Every new S1 entrant is also required to answer a school-based questionnaire for screening any potential educational and emotional needs. There were cases of autism, dyslexia, attention deficit hyperactivity disorder, speech and hearing impairment, physical disabilities and emotional and behavioural difficulties. Special courses were arranged for these students and conducted by external professional service suppliers. The course content addressed speech therapies, learning skills, communicative skills, social skills and basic life skills. The expenses were covered by the Learning Support Grant for Secondary School (SEN) of the EDB, amounting to $346,733.65. Other administrative support to cater to the needs of these students was extra examination time and special seating arrangements. An additional social worker from the YWCA was deployed to the school to support the special educational needs under the "Joyful@School Campaign". In addition, the School-based

Educational Psychologist Service offered by the Education Bureau provided strong support for us. The Educational Psychologist mainly provides psycho-educational assessments, counselling and guidance services for students in need.

Project Learning

In each school year, junior form students are grouped together in teams of 7 to 8, under the supervision of a teacher, to carry out a project study. There is a different study emphasis in each form, i.e. research methods for S1 and S2, and issue-inquiry and decision making for S3. Students are invited to share their projects completed in the previous year as exemplars for their junior schoolmates. Their sharings give ideas to other students in their project work and at the same time are recognition of their past efforts. Our students, and certainly our teachers as well, have demonstrated their mastery of project studies with their consistent inspirational performance in inter-school project studies competitions. Congratulations go to the teachers and students participating in the following projects:

Competition	Project Title	Award	Teacher Advisor
The 7th Inter-school Competition of Project Learning on Hong Kong's History and Culture	The Development of Yuen Long Freshwater Fishing Industry	Champion (Senior Section – Written Report)	Mr. Lee Tsz Wa
	A Brief History of Oyster Farming in Deep Bay	1st Runner-up (Junior Section – Written Report)	Mr. Lee Tsz Wa
	Living History - The Study of Pokfulam Village	1st Runner-up (Junior Section –Multi-media production)	Mr. Yeung Man Ching
Secondary School Mathematics Project Competition 2017-2018	Throw away the compass	1st Runner-up	Mr. Kwong Chun Yu
	三角「大」戰	Outstanding Performance	Mr. Pun Cheuk Wah
	Fence-Posts Light Transmission Problem	Outstanding Performance	Mr. Man Wai Kit
Hong Kong Red Cross Youth Best Service Theme Project Competition	STOP bullying in school	Champion	Mr. Tse Chung Man

Reading

We hold the belief that reading is a key leading to lifelong learning. The school statistics indicate that students are still having active engagement in reading. However, there is a falling trend on the average number of books borrowed from our school library given that the data does not reflect students' other sources of reading, such as e-books, reading materials in the Moodle platform offered by each subject and the books borrowed from public libraries. We may need to evaluate the reading habits of our students and the strategies in promoting reading habits at school, in terms of both reading quality and quantity.

	School year					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average number of books borrowed	17	20	20	21.2	19	16

Table showing the average number of books borrowed by each student from the School Library, 2012-2018

(Not including the books borrowed under the Chinese and English Extensive Reading Schemes)

The Chinese Department, English Department and School Library work closely to establish the reading atmosphere on campus. Since 2004, the school has been participating in the Popular Reading Award Scheme organized by the Hong Kong Professional Teachers' Union (HKPTU). The Scheme is divided into two parts – reading of Chinese books and participation in reading related activities. As in the past, our students maintained a high standard of performance in the scheme. Last year, 153 (42%) of our students received the "Purple Badge of Honour" – the highest award in recognition of their systematic reading habits and skills in pursuing knowledge. The Hong Kong Public Library Reading Programme for Children and Youth (HKPL) was first launched in 2012 with the objective of promoting English reading in junior forms. In 2017-2018, 149 (41%) of our S1-3 students were awarded with a merit certificate for completing 10 or more English books in 8 months' time.

Book sharing is arranged to arouse students' interest in reading and open their eyes to the choices of readers. In 2017-2018, there were book sharings on different occasions: 33 students shared their Chinese readers during the last two minutes of reading sessions on Day 3 and Day 5; 3 English reading ambassadors shared their English readers in the Morning Assemblies on Day 2 and Day 6.

Information Technology for Interactive Learning

The school intranet provides the platform for extending learning beyond the classroom. Teachers upload the teaching materials used in the classroom for students to do revision at home. The set-up of the Moodle platform is also an effective means to cater to students' diverse needs and promote self-regulated learning. Interactive exercises and reading materials are provided to encourage self-learning and to cope with the variations in learning styles and pace. "Flipped classroom" is possible with the video clips uploaded so that students can prepare for the corresponding lessons before coming to the classroom.

Moodle platform also serves as an interactive hub for students and their teacher advisors in the Life Building Scheme. The web-based platform serves as a supplement to face-to-face interviews. Students submit their personal development plans, activity records and reflections to the platform, while the teacher advisors monitor their progress and give immediate feedback in return. Students can also access Wisenews accounts to search for information related to current issues. It is especially useful for Liberal Studies and writing. Similarly, students access TV News online for current news clips in English as a way for improving listening skills.

Staff Development

Our teachers positively engage themselves in professional development. Last year the average Continuous Professional Development hours of each teacher reached 67.28 hours. They attended courses related to subject knowledge, guidance, administration, personal development and many others. Sharing of the materials collected in external trainings and seminars is a routine practice in individual departments and committees.

In 2017-2018, there were staff development workshops covering various topics like a whole-day team building workshop before the school term. Another half-day seminar "Psychological First-aid" given by the Hong Kong Red Cross and a half-day "Eco-walk" in Long Valley organized by "The Conservacy Association" were arranged as the 2nd Staff Development Day in February 2018. The 3rd workshop was arranged in late April 2018 on the introduction of the new lesson observation tool ICALT, facilitated by the Education University of Hong Kong. This is intended to offer new insights on lesson observation which has been a routine practice in our school for many years.

We are indebted to the preparation of Mr. Tse Chung Man, our Assistant Principal and the School Social Worker, Ms. Wong Tak Chong, in making these training sessions possible.

As mentioned in Major Concern II, we have organized 2 "Communities of Practice" (CoP) in which invited teachers would share their strengths on different areas in learning and teaching. The participation rate was satisfactory and the feedback was very positive. This strategy became an important element in Staff Development, with prominent effect on enhancing the communication among teachers.

Teaching Enhancement and Support Measures

The Recurrent Capacity Enhancement Grant and Senior Secondary Curriculum Support Grant amounting to a total of $901,959.94 for the last school year were used to employ 1 teacher and 3 teaching assistants. The additional teaching force made it possible to implement small-class teaching. These government subsidies were a great help in enhancing teaching effectiveness.

To cater for financial difficulties, the HKJC Life-wide Learning Grant and School-based After-school Learning and Support Grant have enabled many enrichment learning activities to be organized beyond the classroom at reduced costs. Last year, the subsidies received were $85,523 and $105,000 respectively. They were used to cover students' expenses in a wide range of activities, such as visits, project excursions, community services, training camps, physical and aesthetic classes, interest groups and career-related experiences. The respective total beneficiaries amounted to 304 and 144, and the corresponding expenses were $85,523 and $102,181.

The school facilities and infrastructure are renovated annually to maintain a reasonable learning and teaching environment for students. Under the Major Repair (2018-2019) Scheme, the EDB has granted a lump-sum of $1,974,000 for the external decoration and re-flooring of the corridor of the School Hall, replacement of the floor tiles of the canteen, re-paving the sports ground, re-decorating the toilets and other miscellaneous repairing works.

Support for Student Development

Class Management

In this school, class teachers stand on the frontline in establishing students' values, giving day-to-day guidance and being their companions in their growth paths. Apart from being their teachers in subject matter, they shoulder the duties in running the class periods that cover different areas related to values education, organizing class activities for developing life skills, and collaborating with parents and other teachers to give appropriate guidance on students' lives.

Apart from the aforementioned important roles, they also act as the teacher advisors of their students under the school-based Life Building Scheme. The Scheme was first introduced to S1 in 2006. By 2011-2012, the Scheme was fully implemented from S1 to S6. It is designed to instill among students the habits of setting developmental goals, designing action plans and making reflections. In junior forms, students draft their development plans with a focus on the virtues highlighted in the school motto. In senior forms, the scheme is incorporated with the needs for career development. The scheme provides the opportunities for students to discuss with their class teachers their future plans and to receive advice on their life paths.
Co-class Teacher System has been implemented in senior forms for 7 years. It successfully reduces the workload of class teachers and enhances both the quantity and quality of students' counseling.

S1 Bridging

A well-structured series of programmes has been developed for helping our new S1 entrants to adapt to life in this school. We emphasize building up a close partnership with parents. Before the start of the school term, parents are able to meet the school administration staff and their children's class teachers on two different occasions which are usually scheduled in mid-July and late August respectively. During the school term, the AGM of the Parent-Teacher Association in November and the annual Parents' Day in February provide the opportunities for teachers and parents to exchange their views on student development.

Apart from the aforementioned occasions, another workshop was specifically organized for S1 parents in October 2017. The workshop provided the opportunity for the parents and teachers to share their observations about how well the children had adapted to the new school environment. About 70 parents attended the workshop.

Before each new school year, a 2-week English Bridging Programme is organized for S1 students aiming at helping them to transit their learning medium from Chinese to English. The programme is effective in building students' confidence in using English in the classroom. As an enhancement activity, S1 classes participated in a whole-school classroom language bulletin board competition, under the theme "Respect, Responsibility and Appreciation", held in September and October in the last school year. Students were encouraged to present their ideas in English in the competition.
To give further emotional support to the newcomers, a seminar on "Seek Help ABC" was delivered by our school social worker, Ms. Wong Tak Chong, as one of the S1 orientation activities. The seminar was

designed to help students transit to a new learning environment by introducing new adjustment strategies and learning habits to students. Senior form students also have their role. They are recruited as the peer counselors of S1 students under the Angel Project. Activities, lunch gatherings and workshops are specifically organized for S1 students by the Angels.

"Learning how to Learn" is a school-based half-year programme with the objective of developing students' study skills and habits right at the beginning of their secondary studies. Students are required to go through a series of reflection exercises, under the supervision of their class teachers. Parents are also involved through giving feedback to their children's reflections. A workshop on examination skills was organized for S1 students right before the First Term Test. The students had their anxiety alleviated, through gaining a clearer picture of the examination formats and some tips for preparation.

Values Education

The Life Education Committee adopted "Respect, Responsibility and Appreciation" as the theme of values education last year.

The values were integrated in the content of class periods, assemblies and training workshops. However, most importantly, the school also provided the opportunities for students to incorporate these values in services for the school and community.

The Student Association and Student Council are the two major bodies serving as the communicative bridge between students and the School. The latter serves as a consultative body, while the former has the role of communicating with the school to realize students' expectations. The Student Association also organize retailing services, inter-school and other activities.

School prefects assist in upholding the school discipline, and likewise serve as the conduct exemplars of their fellow schoolmates. The team was formed with 69 members in the last school year. The team attended two leadership training camps which were held in May and July 2018. Their leadership skills were further polished through the regular Wednesday lunch meetings which involved head prefects and leaders. The team has cultivated a tradition based on a strong sense of belonging and pride in their identity.

School helpers form another important group of student leaders on campus. They attended a one-day leadership training in July 2018 and their role is to support the Life Education Committee in organizing educational activities related to moral, health and civic issues. 42 students were enrolled. Another 41 students were recruited for the "Angel Project". The Angels aim to provide peer counseling and guidance to S1 students, facilitating their adjustment to their new secondary school life. The helpers and angels provided these services to their schoolmates voluntarily, whilst bearing the burden of their studies. Their contributions are significant and should be highly commended.

Religious Activities

Biblical Knowledge lessons, Christian Fellowship, assemblies, special evangelistic meetings and Christmas Worship provide us the opportunities to share God's good news with students. The theme of last year was "The Best Blessing". Our heart is often filled with busy life and materials, not knowing that "Peace and Joy" is a long and hearty blessing. The most beautiful blessing is actually from the Lord Jesus Christ we Trust.

Students were given opportunities to shoulder greater responsibilities. They took the roles of leading prayer and sharing short Bible messages in school assemblies. During the lunchtime of every Wednesday, they were given the opportunity to share their faith through the school announcement system. Last year, they also led Bible studies in the Christian fellowship. All the study materials were designed to echo the yearly theme.

The annual Gospel Week was held during the period from 10 October 2017 to 18 October 2017. EFCC Po Nga Church was invited to deliver the message in the evangelistic meetings. The message was well received, there were 50 converts. Bible study groups were formed for the follow-up of the new believers. A total of 21 weekly meetings were held on Friday by the Christian Fellowship and the total attendance was over 350 students. We are grateful to Christian teachers for their participation in leading Bible study groups, and also to the pastors from EFCC Po Nga Church, HKML Grace Church for giving support to the evangelistic works in this School.

Student Performance

Diploma of Secondary Education Examination

118 S6 students sat for the examination. 118 (100%) met the basic requirements for sub-degree courses, i.e. with 5 DSE subjects attaining Level 2 or above, including English Language and Chinese Language. 93 (78.8%) met the basic requirements for degree courses under JUPAS, i.e. with 4 core subjects attaining Levels 2 and 3 respectively and one elective level 2 or above. Of the 17 subjects they took for the examinations, a total of 397 subject-entries (or 53.5%) scored Level 4 or above, while the percentage of subject-entries with Level 2 or above was 98.4%. The overall performance was satisfactory.

Statistics on Further Studies and Employment

116 out of the 119 S6 graduates in 2018 continued their studies. The following table provides the statistics on further studies and employment.

Local degree course	66
Local sub-degree course	35
Repeating S6	6
Non-local(including China) degree cpourse	9
Other course	2
Employment	1