

School Annual Report 2018-2019

Our School

School Mission

We are committed, with Christ as The All Exemplary, to providing a holistic Christian education which fosters the sound development of students in the ethical, intellectual, physical, social, aesthetic and spiritual spheres, and which 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 2018-2019, 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	4(5*)	4(5*)	4(5*)	4(5*)	24

* As a means to consolidate the learning outcomes in junior forms, the four classes in each level from Secondary 3 to 6 were divided into 5 groups for implementing small-class teaching.

2. Student enrollment

In September 2018, the total student enrollment was 715, with 329 boys and 386 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 have been admitted to our school come from primary schools located in the same district. Hence the largest percentage of our students come from Tai Po. A detailed analysis is as follows:

Students' residential area	Number	Percentage
Tai Po	539	75.4
North District	111	15.6
Sha Tin, Tai Wai	11	1.5
Yuen Long, Tin Shui Wai	8	1.1
Kowloon	16	2.2
Tsuen Wan, Tung Chung	2	0.3
Shenzhen	28	3.9
Total	715	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, one manager each from the principal, teacher, parent and alumnus categories, 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. List of IMC members:

<u>Name</u>	<u>Category of Manager</u>	<u>Tenure of office to</u>
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	27/08/2024
Mr. Shum Man Kwong	Sponsoring Body Manager	27/08/2024
Mr. Lee Ka Kui	Sponsoring Body Manager	29/08/2023
Mr. Leung Po Chung Dannuel	Sponsoring Body Manager (Treasurer)	21/09/2023
Dr. Fung Shu Fun	Independent Manager	26/4/2020
Mr. Tso Siu Man Simon	Alumni Manager	31/05/2021
Ms. Ng Ka Wai	Parent Manager	15/01/2021
Mr. Lee Wai Sun	Alternate Parent Manager	19/03/2021
Mr. Yeung Man Ching	Teacher Manager	14/3/2021
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 for the dedication of our school managers. Their insight, experience and faithful service are always great assets to the school. Special thanks go to our Parent Manager Ms. Wong Yuk Kuen Athena, Alternate Parent Manager Ms. Seto Man Yee Mandy and Teacher Manager Ms. Ngai Yuen Ming; and a warm welcome is extended to the newly appointed members, Ms. Ng Ka Wai (Parent Manager), Mr. Lee Wai Sun (Alternate Parent Manager) and Mr. Yeung Man Ching (Teacher Manager).

Staff

1. At present there are 56 full-time teachers, 1 part-time teacher, 7 teaching assistants, 3 laboratory technicians and 2 IT technicians, 13 tutors and coaches and 14 clerical and supporting staff members. Among our full-time teachers, 100% of our teachers have completed teacher training, 94% bachelor degree programmes, 45% an additional master degree programmes and 26% special education training. All English and Putonghua teachers have met the EDB language proficiency requirements.

2. Ms. Hui Mei Yee, Ms. Ng Yuk Lun and Ms. Yuen Wai Kam have been incorporated into the school regular staff establishment as Graduated Mistress from the school year 2019-2020.
3. After internal recruitment, Ms. Wong Hang Sim has been appointed as the Special Educational Needs Coordinator (SENCO), a new GM post opened for the school in the school year 2019-2020.
4. Hiring of non-teaching staff:

<u>Name</u>	<u>Post</u>	<u>Effective from</u>
Mr. Yeung Kam Fung	IT technician	10 January 2019
Ms. Siu Ying Pui	Laboratory technician II	2 September 2019
Ms. Lau Sau Lan	Janitor	30 November 2018
Mr. Fung Hoi Ching	Janitor	1 June 2019
Mr. Chu Man Ming	Janitor	14 June 2019
Mr. Li Chi Hung	Janitor	30 July 2019
Ms. Law Wun Yan	Multimedia & Graphic Designer	16 August 2019

5. Our experienced clerical assistant, Ms. Ng Sau Hing, retired. We would like to thank her loyalty as well as excellent service for the school in the past 20 years.
6. With the opening of the newly created post “Executive Officer” by the EDB in the school year 2019-2020, our Clerical Officer, Mr. Leung Chung Kwan, was selected to take up this post after an open recruitment exercise.
7. Our Assistant Clerical Officer, Ms. Choi Wai Yin, was promoted to Clerical Officer in the school year 2019-2020 after an internal recruitment among the clerical staff.
8. Hiring of teaching staff:

<u>Name</u>	<u>Post</u>	<u>Qualification</u>	<u>Effective from</u>
Mr. Hui Ming Chun	GM teacher	PGDE (HKU), B. Social Sc. (CUHK)	2 September 2019
Ms. Wu Kwok Ping	Teaching Assistant (Mathematics & STEM)	B.Sc. Eng (HKUST)	1 September 2019
Mr. Lo Kwok Hin	Teaching Assistant (Liberal Studies)	B.A. (EdUHK)	2 September 2019
Mr. Ng Ka Kin	Teaching Assistant (Chinese Language)	B.A. (OUHK)	30 September 2019
Mr. Sin John Ming Dak	Associate Teacher (AT) (History & Careers)	PGDE (EdUHK), B.A. (National Taipei U)	2 September 2019

9. Ms. Chan Lai Kuen was granted 4 weeks to attend the Thematic Course on Supporting Students with SEN – Cognition and Learning Needs (Facilitating Chinese Language Learning – Focusing on the needs of students with SpLD & ID); Ms. Chung Hoi Kam was granted 5 weeks to attend the Secondary School Chinese Language Professional Training Course.

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

School Major Concerns

This was the first year of the newly launched 3-year School Development Cycle 2018-2021. Three major concerns were addressed in the School 3-year Development Plan and the School Annual Plan 2018-2019. The overview of their implementation is given as follows:

1. Major Concern I: To equip students as competent learners in the 21st century

Achievements

1.1. To cultivate students' interest in STEM

1.1.1. To coordinate school-based curriculum and extra-curricular activities related to STEM

- 1.1.1.1. Two assemblies were organized, concerning the coral ecosystem and the coral aquariums in the school.
- 1.1.1.2. The school co-organized two STEM lectures with Hong Kong Polytechnic University and the lectures were opened for the enrollment of all the secondary schools in Tai Po.
- 1.1.1.3. The school joined the QEF Programme of the Faculty of Education of the University of Hong Kong on "Strengthening junior students' knowledge of STEAM through engaging them in a gamified e-learning platform".
- 1.1.1.4. Two teams of students were recruited to take care of the two coral aquariums and the aquaponics system respectively.
- 1.1.1.5. Each S3 student was required to do an IT project throughout the whole year. Students needed to plan, write proposals and ultimately construct the products.
- 1.1.1.6. The Design and Technology Club, Computer Club, Mathematics Club and Science Club co-organized a number of STEM activities as well as the STEM week.

1.1.2. To nominate students to participate in external trainings and projects and competitions related to STEM

- 1.1.2.1. To arouse students' interest and enhance their knowledge on Hong Kong marine life, the school joined the Hong Kong Coral Caring Project, which was co-organised with the School of Life Science CUHK and the Agriculture, Fisheries and Conservation Department.
- 1.1.2.2. A booth was set up to demonstrate the water quality monitoring system for coral aquariums in the Inno-tech Expo@Tai Po. The system was designed and constructed by our S2 and S3 students.
- 1.1.2.3. A professional team from the STEM Inc, Science Centre Singapore visited our school on 18 December 2018, to host a demonstration lesson on S1 Integrated

Science. Students were taught to write simple programme to control a drone. Approximately 30 teachers from other schools joined this demonstration lesson. A seminar was also delivered on the development of STEM in Singapore after the demo lesson. Both our teachers and students had a very good experience and exposure in the event.

- 1.1.2.4. Five S2 students joined the Hong Kong Student Science Project Competition organized by the Hong Kong Federation of Youth Groups, the Education Bureau and the HK Science Museum.
- 1.1.2.5. Four S1 students joined the Young Inventor Competition 2019 - Racing Car organized by the Polytechnic University of Hong Kong.
- 1.1.2.6. The school participated in “Ten to One” competition organized by the Hong Kong Science Museum and won the 2nd honour prize.
- 1.1.2.7. Twelve S1 and S4 students joined a six-week 3D printing workshop called “Memorizing Tai Po” and their product was exhibited to the public.
- 1.1.2.8. Ten students were nominated to participate in the first Lingnan Design Thinking Challenge Day to learn design thinking methodology and its relationship with social innovation, and apply the methodology to design innovative solutions for meeting needs in society.

1.1.3. The coral aquariums are managed by the Science Club and the Environmental Conservation Club. A team of S3 students were recruited for this task. They were responsible for changing water periodically, monitoring the water quality, and recording the growth parameters of the coral.

1.1.4. To monitor the aquaponics system by the Environmental Conservation Club and the Horticulture Club
A team of eight S3 students and four biology students were recruited to take care of the system. They were responsible for changing the water, washing the tank, feeding the fish, monitoring the water quality and growing the plants.

1.2. To develop among students a solid knowledge base of STEM

1.2.1. To adopt more lively and innovative curricula for the Science, Technology and Mathematics Education KLAs

1.2.1.1. Integrated Science

1.2.1.1.1. The curriculum was reviewed and a new textbook which emphasizes more on STEM-related experiments and activities, e.g. constructing a water flow controller and making an eco-friendly kitchen cleaner, was adopted.

1.2.1.1.2. More STEM-related projects were introduced, e.g. constructing a solar water purifier in S1, making a musical Christmas card and a bladeless fan in S2.

1.2.1.1.3. The topic of “Living Organisms” was taught by visiting the coral aquariums.

- 1.2.1.2. Mathematics
 - The topic “Statistics” was taught early in the first term of S3 so as to cooperate with the coral aquarium team to collect and process the water quality data and help monitor the water quality in the aquariums.
- 1.2.2. To enhance the junior Computer Literacy (CY) and Design & Technology (DT) curricula to involve more elements related to coding and robotics
 - 1.2.2.1. Computer Literacy
 - 1.2.2.1.1. S3 students were required to design a prototype to make a product with coding elements.
 - 1.2.2.1.2. The CY Department collaborated with the English Department with English teachers teaching proposal writing for product construction and CY teachers offering technical support for students to construct the proposed products.
 - 1.2.2.2. Design & Technology
 - 1.2.2.2.1. The curriculum was enhanced to involve more elements related to coding and robotics.
 - 1.2.2.2.2. All S1 students were required to learn how to draft 3D models by computer software and convert the model to the format that a 3D printer can read to print out the product.
 - 1.2.2.2.3. Collaborating with the HE Department, all S2 students were required to design a cookie cutter by 3D printing technique.
- 1.3. To enhance the effectiveness of learning through quality learning experiences
 - 1.3.1. To enhance learning and teaching effectiveness through e-learning and e-teaching strategies
 - 1.3.1.1. All teachers familiarized themselves with the use of iPADS in their lessons with the aid of a variety of apps.
 - 1.3.1.2. Student iPADS were also fully maximized in different lessons to enhance learning effectiveness. Language teachers always made use of iPADS in peer evaluation lessons whereas interactive apps were used in science lessons.
 - 1.3.1.3. Visual Reality (VR) tools were used in geography lessons for increasing students’ learning interests and offering more chances for them to explore different places which are difficult to access in reality.
 - 1.3.1.4. Internet resources were frequently used in lessons to provide more updated information to supplement the resources in textbooks.
 - 1.3.2. To maximize the Moodle platform in developing students’ self-regulated learning habits
 - 1.3.2.1. Moodle platform was effectively used by all teachers in providing a variety of means to aid teaching.
 - 1.3.2.2. Different subjects made use the Moodle platform for providing the resources for students’ self-regulated learning as well as for helping teachers carry out different pedagogical approaches in their lessons effectively. The following table shows the application of the platform in different subjects:

	Study guidelines & links	Teaching materials used in class	Exercises (non-interactive)	Exercises (interactive)	Reading materials	Listening materials	Videos for flipped class	Videos for independent learning	Forums/ Discussions
Chinese Language		✓	✓	✓	✓	✓	✓	✓	
English Language		✓	✓		✓	✓		✓	✓
Mathematics	✓	✓	✓	✓			✓	✓	
Integrated Humanities (Junior)		✓						✓	
Liberal Studies (Senior)	✓	✓		✓	✓		✓	✓	✓
Integrated Science/Physics/Chemistry/Biology (Junior)			✓	✓	✓		✓	✓	
Other Subjects e.g. Chinese History/ES (Junior)	✓	✓	✓	✓	✓			✓	✓
Elective Subjects (Senior)	✓	✓	✓	✓	✓		✓	✓	✓

1.3.3. To enhance students' interaction in lessons

In lessons observed by the Principal, more than 60% of teachers chose “Students’ Interaction” as the theme. Most of those lessons had elements including group discussions and students’ collaboration.

1.3.4. To adopt strategies in catering for the learners’ diversity in lessons

1.3.4.1. Only a few teachers chose this area as their theme in the lessons observed by the Principal.

1.3.4.2. Most teachers adopted cooperative learning to cope with the learning diversity issue. Students tended to work together with the more able ones helping those less able ones. Moreover, all the students were given a role in the group so that there was no free rider in the class activities.

1.3.4.3. In addition, teachers took care of the less able students by giving individual guidance during individual working time.

1.3.4.4. Some teachers gave extra tasks to the more able students, as they always finished their tasks faster than others.

Evaluations

1.4 Quantitative evaluation results

1.4.1. Teaching Performance Survey (TPS)

1.4.1.1. The majority of students agreed that the activities and programmes could enhance their interest in STEM-related areas.

1.4.1.2. The overall score of the TPS in the school year 2018-2019 (3.29) was higher than last year’s (3.27).

1.4.2. Teacher Questionnaires

- 1.4.2.1. The majority of teachers (87.7%) agreed that the activities and programmes could enhance students' interest in STEM-related areas.
- 1.4.2.2. The majority of teacher advisors (75%) of different activities and programmes agreed that student participants' interest was enhanced.
- 1.4.2.3. The majority of related subject teachers (82.6%) considered students had a stronger knowledge base of STEM.
- 1.4.2.4. Computer Literacy and Design & Technology teachers agreed that the majority of students could complete the tasks related to coding and robotics and could get a passing grade or above in related assessments.

1.4.3. Stakeholder Survey

Score in “My view on Student Learning” higher than the last school year

	2017-2018	2018-2019
Teachers	3.17	3.20
Students	3.72	3.80

1.4.4. APASO Survey

Score in “Academic Self Concept” higher than the last school year

	2017-2018	2018-2019
Junior forms	2.83	2.86
Senior forms	2.65	2.69

The overall statistical data reflected that the strategies implemented in the school year 2018-2019 on cultivating students' interest and developing a solid knowledge base in STEM were effective and encouraging. Besides, the effectiveness of learning was enhanced through the adoption of various learning and teaching strategies and pedagogical approaches.

2. Major Concern II : To develop students' leadership traits through character building

Achievements

2.1. To help students set and achieve meaningful goals

2.1.1. To help students set and evaluate the goals in academic performance, extra-curricular activities and careers and life planning through the improvement of Life Building Scheme (LBS) and other formal and informal functions

2.1.1.1. Revised instructions were given to both teachers and students so that more specific and concrete goals could be set.

2.1.1.1.1. For S1 and S2, one goal was related to academic performance whereas another was related to extra-curricular activities.

2.1.1.1.2. For S3, one goal was related to subject selection whereas another was related to extra-curricular activities

2.1.1.1.3. For S4 and S5, the goals could be related to moral and civic education, aesthetic development, physical development, community services and career-related experiences.

2.1.1.1.4. For S6, students focused on writing their OEA essays.

2.1.1.2. Important dates were clearly stated in the LBS Student Handbooks, which enhanced their awareness of timely reflections.

2.1.2. To strengthen the role of teachers by giving them thorough student portfolios so that they could advise and help students better in setting and evaluating their set goals

2.1.2.1. The WSC Portal was better enhanced and enriched so that it contained very comprehensive students' information including both their academic and non-academic achievements, e.g. student profiles, award and punishment records, students' test and examination trend line charts, service records, conduct, S5 students' HKDSE performance prediction profiles etc. Teachers could effectively make use of the information in assessing students' overall performance. The WSC Portal offered extremely good references to help students set goals and review their progress.

2.1.2.2. E-notices of students' LBS reflections were issued to notify parents. The practice was very useful for teachers to communicate and collaborate with parents in guiding students to achieve their goals.

2.1.3. To strengthen the role of parents in guiding students towards setting their goals through parent meetings and parents' education.

2.1.3.1. Different parent meetings were organized with the following specific aims:

Time	Level	Theme
October 2018	S1	Students' adaptation
December 2018	S3	S4 subject selection
February 2019	S1-S3	Careers and life planning
August 2018	S4	Orientation
May 2019	S4	JUPAS introduction
July 2019	S6	Preparation for the release of HKDSE results
November 2018	S6	Parent's seminar to provide updates on JUPAS and multiple pathways

2.1.3.2. Four parents' talks with the main theme on nurturing "the Leader of the New Generation" were organized. They were useful in helping parents understand more about their children's potential, which is essential in goal setting for students at any levels.

2.2. To help students take responsibility for every aspect in their life and work well with others with mutual respect

2.2.1. To offer chances to strengthen students' sense of responsibility such as programmes to train students to help one another in learning (e.g. peer learning through forming study groups)

- 2.2.1.1. The Leader in Me initiative was practiced in the Prefect Team. There was a handbook for each member to help them build the “Seven Habits of Highly Effective People”. Sharing by the Head Prefects and Team leaders were conducted for all members and surely, similar messages would spread to others through the closely linked social media among teenagers.
 - 2.2.1.2. Student Helpers received a special training session from YWCA for helping them take greater responsibility in the school year 2018-2019.
 - 2.2.1.3. Angels utilised a new strategy for executing their duties and it aimed to achieve greater accountability. More assessable and clearer targets were set so that Angels could carry out their duties more systematically and effectively.
 - 2.2.1.4. Class teachers from some classes set class targets and rules to build students’ sense of responsibility. Regular evaluations were carried out by class teachers to ensure students’ persistence and seriousness in observing the rules as well as taking their responsibility proactively.
- 2.2.2. To develop “The Leader in Me” training programme for all students
- 2.2.2.1. A core team (the Lighthouse Team) was established and a preliminary training was carried out by the trainers from the official training organization for the “Seven Habits for Highly Effective People”, FranklinCovey in December 2018.
 - 2.2.2.2. The proposal for the S2 Leader in Me programme was submitted to the Quality Education Fund (QEF) Dedicated Funding Programme for Publicly-funded Schools in March 2019.
 - 2.2.2.3. It was agreed the “Leader in Me” curriculum would start in S2 in the school year 2019-2020.
- 2.2.3. To encourage students to achieve their set goals through activities and award schemes
- 2.2.3.1. Through LBS, students were encouraged to participate in activities offered by a variety of clubs, houses and teams.
 - 2.2.3.2. Students took up different responsibilities via being the executive committee members of different service groups, e.g. the Prefect Team, Student Helpers, Angels, Volunteer Team, Student Association and the Student Council, and uniform groups, e.g. the Scouts, Girl Guides and Red Cross.
 - 2.2.3.3. Students participated in different award schemes, such as the AYP, CYC, JPC and the school-based award schemes organized by different subject departments, such as the English Department, Chinese Department and Library Committee.

Evaluations

2.3. Quantitative evaluation results

2.3.1. “Life Building Scheme” (LBS) Teacher Advisor Questionnaires

The majority of respondents agreed that most students set better action plans than in the last school year. A similar survey was conducted in the school year 2018-2019. In comparison, the percentage of LBS advisors who agreed increased from 28.6% in the school year 2017-2018 to 53.1% in the school year 2018-2019, while the percentage of LBS advisors who had no comment dropped significantly from 46.4% to 15.6%.

2.3.2. Stakeholder Survey

2.3.2.1. To evaluate students' goal-setting, the following 7 questions from the teacher, student and parent questionnaires were used as reference:

	2017-2018	2018-2019
Teachers		
My students take the initiative to learn	2.9	3.0
My students often complete their assignments seriously	3.1	3.2
The school's discipline and guidance work is geared to students' development needs	3.8	3.7
Students		
I know how to set learning goals for myself	3.7	3.7
The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance	3.8	3.9
Parents		
My child takes the initiative to learn	3.4	3.5
My child often completes his/her assignments seriously	3.6	3.6

Among the 7 items selected for measurement, 6 of them showed a score higher or unchanged scores with the last school year. All 3 stakeholders agreed that students were able to set and achieve meaningful goals.

2.3.2.2. To evaluate students' sense of responsibility and respectfulness, the following 11 questions from the teacher, student and parent questionnaires were used as our reference:

	2017-2018	2018-2019
Teachers		
The school provides enough opportunity to foster students' leadership	4.0	3.9
The school can help students develop good interpersonal skills	3.8	3.9
Students		
The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance	3.8	3.9
The school is intent on fostering our leadership	3.8	3.9
The school actively guides us to acquire the skills to get along with others well	3.8	3.9
The students respect the teachers	3.9	3.9
I get along well with my schoolmates	4.1	4.1
The teachers have high expectations for us	3.9	3.9
Parents		
The school helps my child acquire the skills to get along with others well	3.8	3.8
The students of this school respect their teachers	4.0	3.9
My child gets along well with his/her schoolmates	4.0	4.0

Among the above 11 items, 10 displayed higher or unchanged scores and 1 showed a lower one when compared with those in the last school year. This reflected the effective strategies adopted could effectively enhance students' sense of responsibility, leadership and respect to others.

Besides, the improvement of students' discipline records in 2018-2019 is another concrete and objective evidence on showing students' enhancement on the personal traits mentioned above.

Students' performance	2017-2018	2018-2019
Average number (percentage) of students awarded A grade in Conduct in each term	185 (30.5%)	214 (32.4%)
Average number (percentage) of students having 'No penalty records' in each term	109 (18%)	109 (16.2%)
Average number (percentage) of students having 'No late homework records' in each term	156 (25.7%)	209 (31.3%)

2.3.3. APASO Survey

	2017-2018	2018-2019
Junior forms		
Goal setting	3.13	3.11
Perseverance	3.07	3.05
Senior forms		
Goal setting	2.82	2.94
Perseverance	2.8	2.93

Junior form students gave lower scores to both "Goal setting" and "Perseverance" than those in the last school year. They showed some regression in both areas. Although it was not a significant drop, the change was a concern that was worth further investigation. On the contrary, senior forms gave higher scores to both areas than in the last school year. It reflected that senior forms were more concerned with the importance of effective goal setting. Besides, they grasped the skills for goal setting better and possessed greater perseverance required to achieve their goals.

3. To fully explore and develop the potential of gifted students

Achievements

3.1. To promote school-based talent development and gifted education in our school

- 3.1.1. The Chinese University of Hong Kong (CUHK) organized a series of assessment activities for our S3 students and teachers. This project "Giftedness Into Flourishing Talents" was conducted also by CUHK with the financial support of The Hong Kong Jockey Club Charities Trust.

- 3.1.2. CUHK analyzed the data collected and provided advice for future planning, on formulating a more evidence-based policy in gifted education in our school
- 3.2. To nurture students' diverse talents and provide sequential and multiple educational activities to gifted students at different levels
 - 3.2.1. To strengthen "The three-tiered implementation mode" in gifted education that has fully realized the spirit of curriculum reform
 - 3.2.1.1. Gifted education was developed into a whole school approach with the collaboration with different departments and committees.
 - 3.2.1.2. The three-tiered implementation model for gifted education was strengthened so that school-based whole-class teaching, school-based pull-out programmes and off-school support were practiced at different scales.
 - 3.2.2. To strengthen the three key elements of gifted education (high-order thinking skills, creativity and personal-social competence) and align with the nine generic skills, positive values and attitudes, advocated in the curriculum reform
 - 3.2.2.1. All these key elements, skills and values were incorporated in both the formal and informal curricula by different departments and committees for the development of all students. Targets and strategies were acknowledged in the annual plans of the departments and committees concerned. The effectiveness was monitored by regular meetings, interim and annual evaluations.
 - 3.2.2.2. Resources, e.g. the EDB Language Support Services Section for the Chinese Language Department and the School of Life Science CUHK for the coral aquarium system, were explored to develop students' talent in Chinese Language and STEM on the coral ecosystem respectively.
 - 3.2.3. To identify students' strengths and talents through closer teacher-student interactions and communication
 - 3.2.3.1. Co-class teacher policy was adopted in S1, S2 and S6 classes so as to enhance care for students, cater for individual diversity, strengthen the foundation of class management and explore students' strengths and talents effectively.
 - 3.2.3.2. There were at least 2 teacher advisers in each club and 11 teacher advisers in each house. Student leaders worked closely with their teacher advisers in organizing different club and house activities. Hence, teacher advisers got more chance to understand and explore the strengths of their student leaders.
 - 3.2.3.3. An even closer relationship between teacher advisers and students was found in different service teams, e.g. School Prefects, Student Helpers, Angels and Student Volunteer team; special teams, e.g. sports teams, debating teams, drama teams, M.C. teams etc.; and different uniform teams, e.g. the Scouts, Girl Guides and Red Cross.

- 3.2.4. To develop an atmosphere that recognises and appreciates students' achievements, strengths and contributions to school on different occasions through award schemes and various acknowledgement strategies
- 3.2.4.1. Prizes and awards were presented in the morning assemblies.
- 3.2.4.2. Award messages and photos were uploaded to the school website.
- 3.2.4.3. Photos for some major awards were posted at the main entrance, lift lobbies and other areas in the corridors.
- 3.2.4.4. Names of Head Prefects and high achievers in public examinations were put into the 3 honour boards at the entrance and in the School Hall.
- 3.2.5. To provide more opportunities for students to explore and develop their talents through comprehensive nomination schemes, e.g. awards, trainings and career attachment programmes (EDB and Alumni)
- 3.2.5.1. Different departments and committees arranged different pull-out programmes outside regular classrooms for stretching the potential of gifted students. The following are some of the examples:

Subject	Pull-out programme
Physical Education	<ul style="list-style-type: none"> ● Sport Legacy ● Friendly matches between the school team and Chiang Mai, Thailand
Chinese Language	<ul style="list-style-type: none"> ● S5 Writing Enhancement Course (8 lessons) ● Debating training classes
English Language	<ul style="list-style-type: none"> ● High Flyers Team ● Public Speaking and Young Reporter Training Workshops ● Debating training classes
Mathematics	Enhancement classes for S1, S3, S4 and S5
Integrated Science	Enrichment class for S1 Science Olympiad
Chemistry	Enrichment class for S4 Chemistry Olympiad
Prefect Team	Leadership Training Camp
Student Helpers	Leadership Training Workshop
Student Leaders	Leadership Training Camp

- 3.2.5.2. A comprehensive and effective nomination procedure was developed for different award schemes. The Assistant Principal (Student Affairs) was responsible for overseeing the whole nomination procedure. All the documents of different programmes and awards were gathered by the Assistant Principals who delegated to different teachers to handle the nomination processes including the selection processes.

- 3.2.6. To offer more chances for students to approach and contribute to the community and nation through local voluntary work and services in sister schools in the Mainland respectively
- 3.2.6.1. The Guidance Mistress led a group of 18 S4 students to participate in the programme “Education and Prevention – Health in Mind” organized by the Jardines. They joined a series of workshops and activities to promote mental health. They also participated in voluntary services to promote integration and acceptance of the underprivileged.
 - 3.2.6.2. Two teachers in the OLE committee led 30 students to join the V-ARE-ONE programme. Students were required to design and organize voluntary activities for the disabled. Two members won the Outstanding Volunteers award.
 - 3.2.6.3. The OLE Committee recruited 16 student volunteers and cooperated with the “Echo Valley Evangelistic Association for the Handicaps Limited”. They received trainings and placements provided by the organization in February and March 2019. The team also participated in an experiential activity organized by the “Independent Police Complaints Council” in March 2019 and a service learning trip to Hangzhou organized by the Polytechnic University in June 2019.
- 3.2.7. To strengthen the role played by students in cross-boundary exchanges and overseas tours
- 3.2.7.1. In January 2019, the staff and students of Tarumizu Junior High School in Kagoshima accompanied by the representatives of the Board of Education of Tarumizu and Kagoshima Office Hong Kong visited the school. In the visit, our guests were escorted by our senior form students taking Japanese as an elective subject. In addition to a campus tour, our guests also observed a Mathematics lesson and a Science lesson together with our students. In the afternoon, our guides led the guests to visit the Railway Museum, Man Mo Temple and Fu Shin Street. The one-day cultural exchange between Hong Kong and Japan was short yet fruitful.
 - 3.2.7.2. In April 2019, the Principal and 2 teachers led 29 S4 and S5 students to visit our sister school, Guangzhou Nanwu Middle School. They joined the flag raising ceremony. The Principal and a student representative gave speeches in their morning assembly. Besides, a school tour and four lessons were arranged for our students to experience the teaching of Biology, Physical Education, Sand Art and Drone. The main programme was the “Youth Leader Forum” where the students of both schools shared their views on “The Pros and Cons of Artificial Intelligence on Service Industries”. A very fruitful exchange of views was achieved in the forum and a very valuable experience was received on the day.
 - 3.2.7.3. In another cross-boundary tour to Hangzhou, 4 teachers led 32 S2 and S3 students to visit different famous venues including lakes, temples, museums the Cultural & Art Centre etc. The objective of this tour was to enhance students’ understanding of the cultural as well as economic development in Mainland.
 - 3.2.7.4. A tour to Korea was organized for S3 to S5 students who were studying Chinese History. 4 teachers led 25 students to visit and the main theme of this tour was to explore the history and culture of China and Korea.

- 3.2.7.5. Ten S3 students and a teacher joined a Shanxi exchange tour held by the Education Bureau from 22 April to 26 April, 2019. Our school was one of the 8 schools participating in the tour. Throughout the trip, students got the chance to visit various famous World Heritage Sites, museums and Taiyuan University of Technology.
- 3.2.7.6. In July 2019, our careers teacher led ten S4 and S5 student volunteer team members to Hangzhou to join the service learning trip organized by the China Mainland Affairs Office of the Hong Kong Polytechnic University. The objective was to nurture students' sense of care and compassion towards other people in need in the community.
- 3.2.7.7. In July 2019, our English teacher led 35 S1 to S4 students to go on a 16-day study tour to Sydney. Students did not only experience the dynamics of the metropolitan city, but also learned about the city's unique culture. Students lived with local host families, attended English lessons and took part in a wide range of activities, including excursions and cultural visits.

Evaluations

3.3. Quantitative evaluation results

3.3.1. Teaching Performance Survey (TPS)

Two questions were selected from this school-based questionnaire for reference.

	2017-2018	2018-2019
Teachers are able to give enrichment to high achievers	3.24	3.28
Teachers have different expectations of students, aligned with their strengths and weaknesses	3.25	3.29

Students generally agreed that teachers took care of the diversity among them and could display relevant expectation and offered suitable enrichment measures to high achievers.

3.3.2. Stakeholder Survey (SHS)

Four questions of this survey were selected for reference.

	2017-2018	2018-2019
Teachers		
The school strategically arranges different learning modes and opportunities for students, in the light of students' abilities, interests and needs	3.7	3.8
The school provides enough opportunity to foster students' leadership	4.0	3.9
The school's extra-curricular activities can help extend students' learning experiences	4.1	4.1
Students		
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	3.9

Since the scores of the above 4 areas remained at a relatively high level, the targets set in the Annual Plan were basically achieved. All teachers were familiar with the process for gifted education. Besides, students' participation in extra-curricular activities and the service scores improved.

In the school year 2018-2019, more resources were allocated to this area. 50 students with potential in the academic and leadership areas were nominated to different gifted education courses and the total expenses for subsidizing them was \$100,806, which was 37% more than the school year 2017-2018.

In order to implement gifted education effectively, a talent pool of students will be established in the next year so that better allocation of resources can be arranged for students with different potential.

Our Learning and Teaching

The School Curriculum

The school curriculum was 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 was developed to supplement the formal curriculum and to prepare them for their senior secondary studies.

English Language

Drama, short stories and poetry were incorporated into the junior form English curriculum. The school-based language arts curriculum aimed to strengthen students' capacity to appreciate literature and increase their confidence in public speaking. In addition, these built the foundation for the smooth transition from junior levels to the senior secondary elective modules.

Chinese Language

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

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

Technology Education was extended through the concerted effort of the two departments. S2 students learnt Scratch programming in CY lessons and applied their programming skills in control technology in DT lessons. Synergy was developed among the subjects on developing students' problem-solving skills. CY was firstly introduced in S3 in the school year 2017-2018 and the number of lessons was increased to 2 lessons per cycle from the school year 2018-2019. The curriculum was designed as a STEM project in which students were required to write project proposals and make their products in groups. It was a cross-curricular strategy, in which the proposal was one of the writing tasks in the English Language curriculum and the designs were built in the CY lessons.

Senior Secondary

In senior forms, students could study either 2 or 3 from 10 elective subjects apart from the 4 core subjects. Japanese was offered as an elective in relation to other languages. Students could 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

Along with the utilisation of the last 2 extra teaching manpower gained after joining the Voluntary Optimization of Class Structure Scheme, the school deployed our own resources to allow the division of 4 classes into 5 groups in 4 forms. In view of the constraint of resources, small-class arrangement will be suspended in junior forms (S1-S3) but maintained in classes at levels from S4 to S6 in the school year 2019-2020. A variety of teaching strategies will continue to be implemented in those forms by maximizing the advantages of the small class size.

Remedial Class

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

Gifted Education

The school made use of the resource of the Diversity Learning Grant to enhance gifted education. Senior form students showing strengths in different areas were nominated to participate in more than 50 courses or activities related to academic, leadership, civic education and music organized by universities and external organizations for enhancing their capacities. The expenses in these areas reached \$100,806 in the school year 2018-2019. One of our S6 students Ho Ting is not only gifted in Visual Arts, but studied diligently during her time at school. Thanks to her Visual Arts teacher, Mr. Lee's effective guidance, she has won a variety of important local and international prizes. In particular, she was awarded the Home Affairs Bureau "Multi-faceted Excellence Scholarship" with an amount of \$168,000, equivalent to her 4-year university tuition fee.

Supports for Students with Special Educational Needs

Whole-school approach was the principle governing our support for students with Special Educational Needs (SEN). The Student Support Team led by our Special Educational Needs Coordinator was established by the Guidance Committee to better support students with SEN. A teaching assistant was recruited to offer assistance to the team. With a view to adopting the most appropriate and effective strategies in the support programmes, the team was in collaboration with various school committees. These strategies facilitated the differentiation of homework, examinations and teaching curricula, and developed Individual Education Plans for individual students in need. The team also worked closely with parents and educational psychologists in order to provide the best support. Moreover, the Learning Support Grant was employed for the provision of art therapies and speech therapies to students with SEN, and for setting up social groups to enhance their social skills. Educational psychologists from the Education Bureau and outsourced professional team were also ready to provide on-site support.

The school provided candidates with SEN special examination arrangements according to the nature and degree of the special needs of the students, such as taking assessments separately, time extension and supervised break. We also helped them apply for the special examination arrangement in the HKDSE. In addition, teachers were nominated to attend regional sharing sessions and courses to equip themselves with the essential qualifications in handling students with special educational needs. What was more, the school also encouraged all teaching staff to participate in various talks and seminars in order to raise the professional knowledge and skills in integrated education.

The expenses were covered by the Learning Support Grant for Secondary School (SEN) of the EDB, amounting to \$562,080. Other administrative support to cater for the needs of these students were 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 a strong support for the school. The Educational Psychologist mainly provided psycho-educational assessment, counselling and guidance services for students in need.

Project Learning

Each school year, junior form students were grouped together in teams of 7 to 8 to carry out a project study under the supervision of a teacher. There was a different study emphasis in each form, i.e. research methods in S1 and S2, and issue-inquiry and decision making in S3. These learning experiences lay a solid foundation for students' studies in senior forms and were relevant to the independent enquiry study of Liberal Studies. Students were invited to share their projects completed in the previous year as exemplars for their counterparts. Their sharing gave ideas to other students in their project work and at the same time was a recognition of their past efforts. Our students, and certainly our teachers as well, demonstrated their mastery of project study 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 8 th Inter-school Competition of Project Learning on Hong Kong's History and Culture	The Legalization of Public Light Buses in Hong Kong (1960-1973)	Champion (Junior Section – Written Report)	Mr. Lee Tsz Wa
	Taikoo Sugar Refinery	Champion (Junior Section – Multi-media Production)	Mr. Yeung Man Ching
Secondary School Mathematics Project Competition 2018/2019	Soda Can Problem & Its Extension	2 nd Runner up	Mr. Kwong Chun Yu
2019-2019 SOJLEHK Group Project Award for Senior Secondary Japanese Subject Students	Japanese Urban Legend	Group Project Award	Ms. Lau Pui Ki

Reading

The school holds the belief that reading is a key leading to lifelong learning. The school statistics indicated that students were still having active engagement in reading. However, there was a falling trend on the average number of books borrowed from our school library although the data did 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. Our students' reading habits and the strategies in promoting reading habits at school, in terms of both reading quality and quantity, were also evaluated.

	School year					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average number of books borrowed	20	20	21.2	19	16	16

Table showing the average number of books borrowed by each student from the School Library in 2013-2019

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

The Chinese Department, English Department and Library worked closely to establish the reading environment 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 event. In the school year 2018-2019, 200 (55%) 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 the school year 2018-2019, 186 (50%) of our S1-3 students were awarded with a merit certificate for completing 10 or more English books in 8 months' time.

Reading habit was also nurtured through different departments, such as the morning reading sessions on Days 3 and 5 as well as Chinese book sharing sessions co-organized by the Chinese Language and Liberal Studies Departments during the last five minutes of the morning reading sessions.

English reading was promoted through the participation of the “Hong Kong Battle of the Books”, which aimed to encourage reading through the fun and excitement of a game format. Besides, through the junior form reading lessons, S4 Short Story lessons and Book Club meetings, students got a lot of opportunities to enjoy the fun of reading.

Chinese reading was promoted through famous author seminars, reading groups, reading lessons, teachers’ book sharing sessions, mini book fair and so on.

Information Technology for Interactive Learning

The school intranet provides the platform for extending learning beyond the classroom. Teachers uploaded 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 were provided to encourage self-learning and to cope with the variations in learning styles and pace. “Flipped classroom” was possible with the video clips uploaded so that students could prepare for the corresponding lessons before coming to the classroom.

In addition, there was an increase in the number of teachers making use of the iPADs in their lessons. Students made use of this tool to carry out peer evaluations in language lessons. Besides, geography lessons were enriched and enhanced by using the VR technology. Cross-subject collaboration was adopted by the Home Economics Department and Design & Technology Department in designing and producing “cake tags” by using the 3D printers in the DT workshop and decorating the cakes made in the HE lessons.

Moodle platform continued to serve as the interactive hub for students and their teacher advisors in the Life Building Scheme. The web-based platform served as a supplement to face-to-face interviews. Students submitted their personal development plans, activity records and reflections to the platform, while teacher advisors monitored students’ progress and gave immediate feedback in return. Students could also access Wisenews accounts to search for information related to current issues. It was especially useful for Liberal Studies and writing. Similarly, students could access online TVNews modules for current news clips in English as a way for improving listening skills.

Staff Development

Our teachers positively engaged themselves in professional development. In the school year 2018-2019, the average Continuous Professional Development hours of each teacher reached 67.58 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 was a routine practice in individual departments and committees.

In the school year 2018-2019, there were staff development workshops covering various topics like a whole-day workshop on “How to resolve and prevent school complaints” and “How to enhance the learning effectiveness of the SEN students” before the school term. Another whole-day Staff Development Day was a breakthrough in our school. 60 teachers visited our sister school, Guangzhou Nan Wu Middle School, on 4 January 2019. It was such an eye-opening experience to all the teachers. Lesson observations and professional dialogue greatly enhanced teachers’ understanding and relationships. Besides, five “Community of Practices”

(CoP) were carried out with the help of teachers who were good at specific areas. The themes ranged from building teachers' own competence in the usage of IT in teaching and enhancing their skills in writing good remarks for students, to becoming familiarised with the multiple pathways of students.

Teaching Enhancement and Support Measures

The Recurrent Capacity Enhancement Grant and Senior Secondary Curriculum Support Grant amounting to a total of \$1,182,078.70 for the school year 2018-2019 were used to employ 2 teachers and 4 teaching assistants. The additional teaching force made it possible to implement small class teaching. These government subsidies were a great help in creating teacher space and enhance teaching effectiveness.

To cater for financial difficulties, the HKJC Life-wide Learning Grant and School-based After-school Learning and Support Grant enabled many enrichment learning activities to be organized beyond the classroom at reduced costs. In the school year 2018-2019, the subsidies received were \$91,823 and \$106,200 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 212 and 176, and the corresponding expenses were \$91,823 and \$127,004.

The school facilities and infrastructure are renovated annually to maintain a reasonable learning and teaching environment for students. Under the Major Repair (2019/20) Scheme, the EDB granted a lump-sum of \$838,000 for the internal decorations of the English Corner and Social Worker room, re-flooring of the rooftop of School Premise Phase V, re-decorating some of the toilets and other miscellaneous repair works.

Support for Student Development

Class Management

In the school, class teachers stand on the frontline in establishing students' values, giving day-to-day guidance and being their companions on their growth path. Apart from being their teachers in subject matter, they shoulder duties in running the class periods that cover different areas related to values education, organising 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 to their students under the school-based Life Building Scheme. The Scheme was first introduced to S1 in 2006. By the school year 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 opportunities for students to discuss with their class teachers their future plans and receive advice on their life path.

Co-class Teacher System has been implemented in senior forms for 7 years. It has successfully reduced the workload of class teachers and enhanced both the quantity and quality of students' counseling. This practice was shifted to junior forms from the school year 2017-2018 with the rising S1 population and considering the launch of the nurturing of students' characters and habits from junior forms to strengthen their foundation for the challenges in senior forms.

S1 Bridging

A well-structured series of programmes has been developed to help our new S1 entrants to adapt to life in the school. We emphasise 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 in two different occasions which are usually scheduled in mid-July and late August respectively. During the school term, the Annual General Meeting (AGM) of the Parent-Teacher Association in November and the annual Parents' Day in February provide opportunities for teachers and parents to exchange their views on student development.

Apart from the aforementioned occasions, another meeting was specifically organized for S1 parents in October 2018. It provided the opportunity for parents and teachers to share their observations about how well the children had adapted to the new school environment. Approximately 90 parents attended the workshop.

Before each new school year, a 2-week English Bridging Programme is organised 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 "LOVE" and held in September and October in the school year 2018-2019. 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 had their role. They were recruited as peer counselors of S1 students under the Angel Project. Activities, lunch gatherings and workshops were 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 format and some tips for preparation.

Values Education

The Life Education Committee adopted “The Leader in Me” as the theme of values education in the school year 2018-2019. The values were integrated in the content of class periods, assemblies and training workshops. Most importantly, the school also provided 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 former plays the role in communicating with the school to realise students’ expectations while the latter serves as a consultative body. The Student Association also organizes retailing services, inter-school and other activities.

School prefects assist in upholding the school discipline, and likewise serve as exemplars for their fellow schoolmates in their conduct. The team was formed with 76 members in the school year 2018-2019. The team attended 2 leadership training camps which were held in May and July 2019. Their leadership skills were further polished through the regular Wednesday lunch meetings which involved head prefects and leaders. The team 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 2019 and their role was to support the Life Education Committee in organising educational activities related to moral, health and civic issues. 34 students enrolled in these activities. Another 46 students were recruited for the “Angel Project”, which aims to provide peer counseling and guidance to S1 students when they adjust to their new secondary school life. The helpers and angels provided services to their schoolmates voluntarily, whilst bearing the burden of their studies. Their contributions were 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 yearly theme of the school year 2018-2019 was “Come to Jesus”. The core of Christianity is not only the forgiveness of sin, but God loves all of us. We are deeply loved by God. He is willing to sacrifice for us, die in the cross, love and accept us unconditionally. He forgave us all the sins and made us reconcile with him.

Students were given opportunities to shoulder greater responsibilities. They took the role of leading prayers and sharing short Bible messages in school assemblies. During lunchtime on Wednesday, they were given the opportunity to share their faith through the school announcement system. In the school year 2018-2019, 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 from 10 October 2018 to 19 October 2018. EFCC Po Nga Church was invited to deliver a message in the evangelistic meetings. The message was well received and there were 40 converts. Bible study groups were formed for the follow-up of the new believers.

22 weekly meetings were held on Fridays by the Christian Fellowship. The total attendance was over 200 students.

We are thankful 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 the school.

Home-school Cooperation

Teachers used to have close liaison with parents. The Parent Teacher Association (PTA) serves the crucial role to enhance communication and cooperation between teachers and parents. In the school year 2018-2019, the Guidance Committee organised a variety of activities with the PTA, such as thematic parents' talks, parent groups and cross-boundary tours, etc. 4 talks were organized. The main theme was nurturing "the Leader of the New Generation" and was disseminated in 4 sessions namely "Accompanying your children to meet their good self", "A dialogue with emotion", "Skills in getting along with children" and "Developing children's potential".

In addition, the PTA liaised with parents to participate in local voluntary activities with their children to serve the people in need. To enhance the communication between parents and class teachers on the learning progress of students, a Parent's Day is scheduled every year immediately after the Half-yearly Examination. The school's door is always open for parents and they are always welcome to the school or to make appointments with teachers to share and discuss on different issues concerning their children. Parents are also our important co-workers as well as honourable guests in different school events.

Student Performance

Hong Kong Diploma of Secondary Education Examination

113 S6 students sat for the examination. 110 (97.35%) 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. 89 (78.76%) met the basic requirements for degree courses under JUPAS, i.e. with 4 core subjects attaining Levels 3, 3, 2, 2 respectively and one elective attaining level 2 or above. Of the 18 subjects they entered in the examinations, a total of 702 subject-entries (or 56.98%) scored Level 4 or above, while the percentage of subject-entries with Level 2 or above was 98.43%. The overall performance was satisfactory.

Statistics on Further Studies and Employment

112 out of the 113 S6 graduates in 2019 continued their studies. The following table provides the statistics on further studies and employment:

Local degree courses	65
Local sub-degree courses	37
Repeating S6	3
Overseas (including China) degree courses	7
Other courses	0
Employment	0
Not confirmed	1