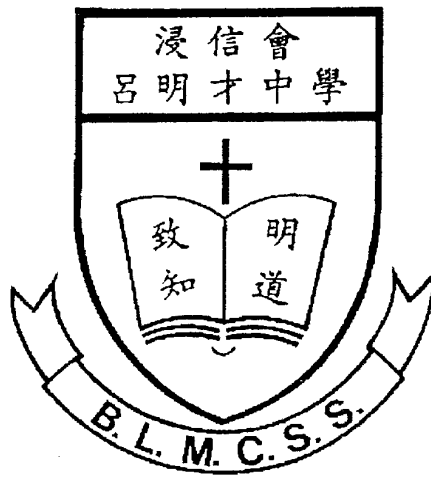


Baptist Lui Ming Choi Secondary School

浸信會呂明才中學



School Annual Report

(2014 - 2015)

Contents

	Page
1 Our School	
● Mission and Vision	2-6
● Beliefs	
● Management and Organizational Chart	
● Class Structure and Curriculum	
● Teachers	
● Students	
2 Achievements and Reflection on Major Concerns	
● Major Concern 1 :	
SELF-DISCIPLINE (自律)	7
- From School discipline to Students' Self-discipline	
● Major Concern 2 :	
SELF MANAGEMENT (自我管理)	8
- Leader-in-me with effective self-management skills	
● Major Concern 3 :	
SERVANT LEADER TO LEAD AND	9
INFLUENCE (僕人式領袖)	
- To serve but not to be served	
3 Our Learning and Teaching	10-11
4 Support for Student Development	11
5 Student Performance and Achievement	12-16
● Academic	
● Non-academic	
6 Financial Summary	17
7 Feedback on Future Planning	18-19

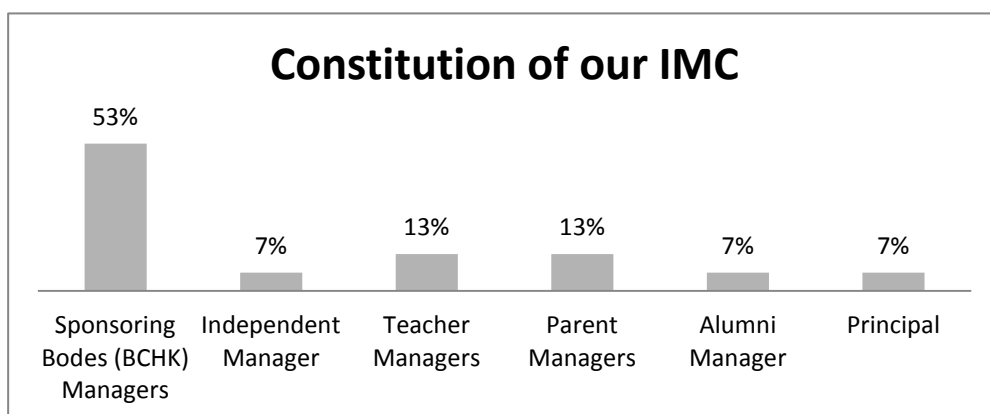
Our School Mission and Vision

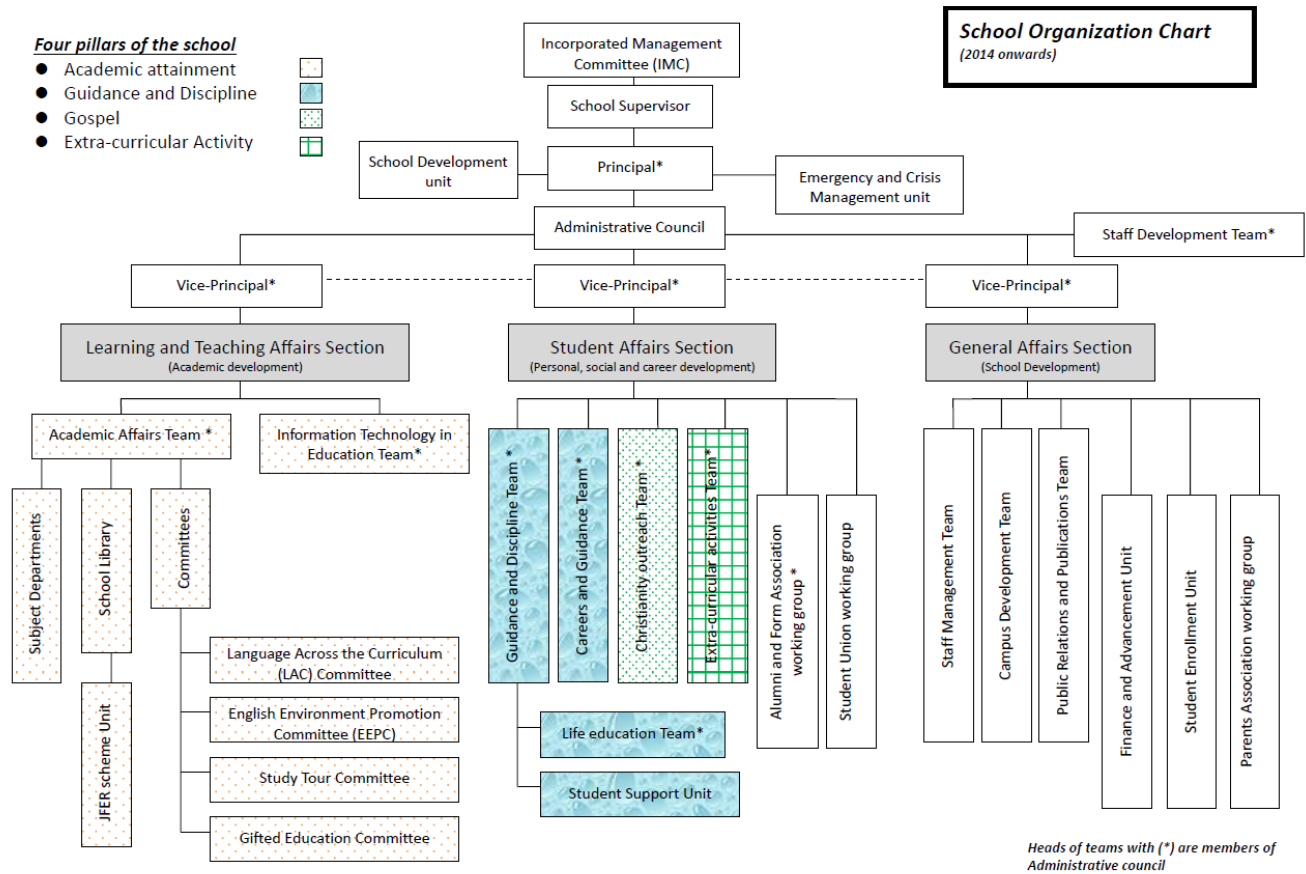
The School is a government-aided English grammar co-educational school run by the Baptist Convention of Hong Kong. Since its establishment by the Convention in 1978, the School's mission has always been to provide all-round education based on Christian values nurturing individual lives and character. Embracing our philosophy of 'holistic education' in proclamation and service, we are committed to the provision of a comprehensive range of quality education services. The "whole-school approach" is adopted to help young people to strive for balanced progress in morality, academic attainment, physical development, co-operation, aesthetic sense and spiritual growth. The School seeks to help students lead a prosperous and meaningful life through the preaching of the Gospel.

Our Beliefs

- Foster strong "Four Pillars" collaboration among the school's four domains: Academic Attainment, Guidance and Discipline, Spiritual Formation and Extra-Curricular Activities.
- Merge a corresponding fusion of guidance and counselling.
- Maintain strong teacher-student relationship.
- Emphasize home-school co-operation.
- Help students understand biblical truths, develop faith in God and live out their lives in purity by faith.

Our Management and Organization Chart





Our Class Structure and Curriculum

Class Structure

Form	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	5	5	5	5	5	5	30

Subjects offered

Level	Junior Forms (F.1-3)			Senior Forms (F.4-6)		
	F.1	F.2	F.3	F.4	F.5	F.6
Subjects offered	<p>Academics : Chinese Language*, English Language, Mathematics, Putonghua*</p> <p>Chinese History*, History, Geography, Science(F.1-2), Physics(F.3), Chemistry(F.3), Biology(F.3), Computer Literacy</p> <p>Aesthetic and Physical : Music, Visual Arts, Drama Education and Physical Education*</p> <p>Moral, Life and Career education : Civic Education*, Religious studies (Christianity) *, Weekly Assembly*, Class teacher period*, Design and Technology, and Home Economics</p>			<p>Core : Chinese Language, English Language, Mathematics and Liberal Studies*</p> <p>Weekly Assembly*, Class teacher period*, Religious studies (Christianity) * and Physical Education*</p> <p>Elective : Business management, Accounting and Financial Studies (BAFS), Chinese Literature*, Chinese History*, History, Geography, Biology, Chemistry, Economics, Information and Communication Technology (ICT), Physics, Visual Arts*</p>		

English Medium of Instruction is compulsory in all subjects except those with (*).

NSS Combination offered (2013-2014 F.4 onwards)

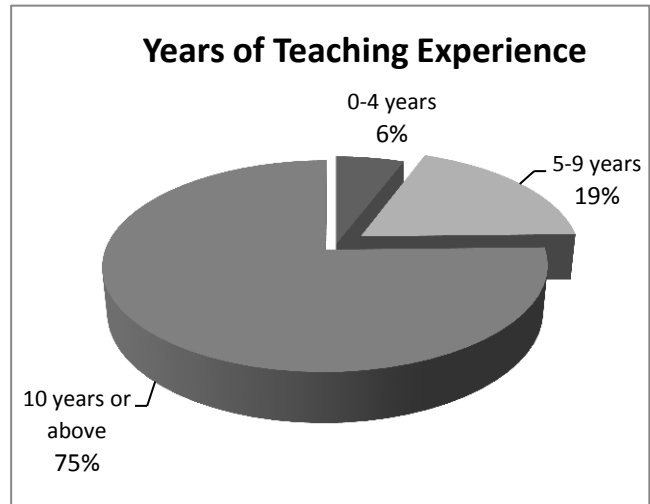
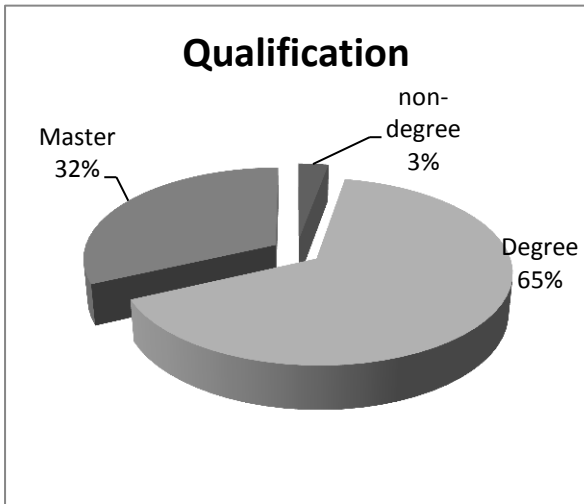
Class	A	B	C	D	E
Math Extended Part	M2	---	M1	---	----
X1	Phy	Chem	Phy	Econ / Geog / C. Lit	
X2	Chem	Bio	Chem / Bio / Hist / BAFS (Management Module)		
X3	Bio / Econ / C. Hist / V.A. / Geog / BAFS (Accounting Module) / ICT				

Network programme : NSS Music and NSS Applied Learning

School-Based Curriculum

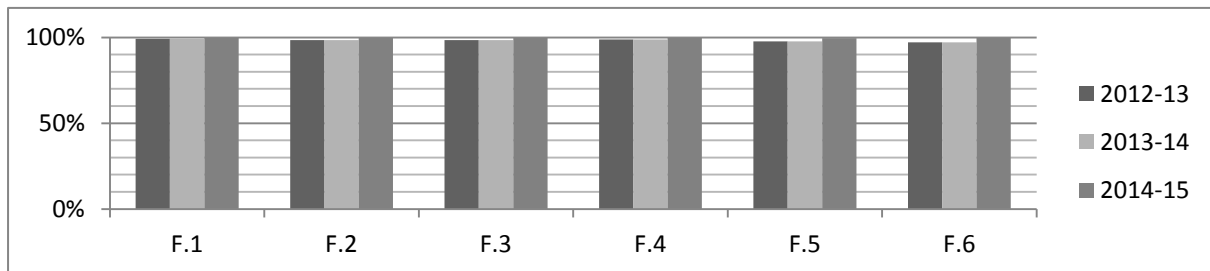
Language Across the Curriculum, Drama Education, Religious Studies (Christianity), Civic Education, Individual Student Planning.

Our Teachers

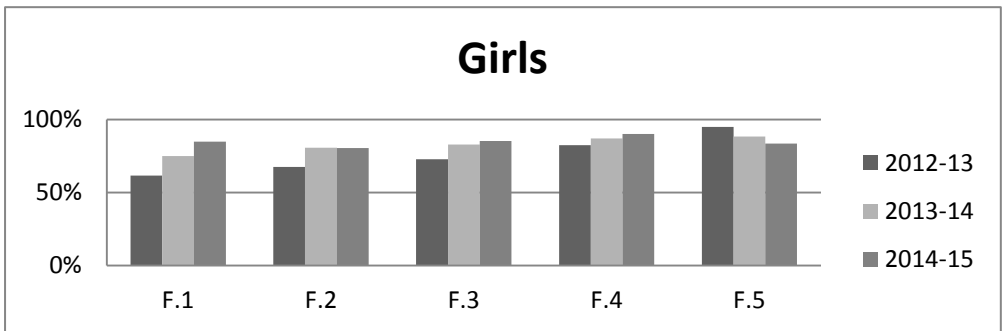
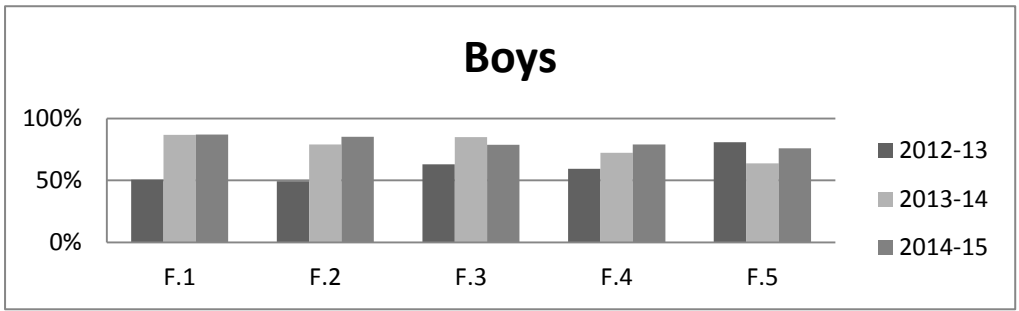


Our Students

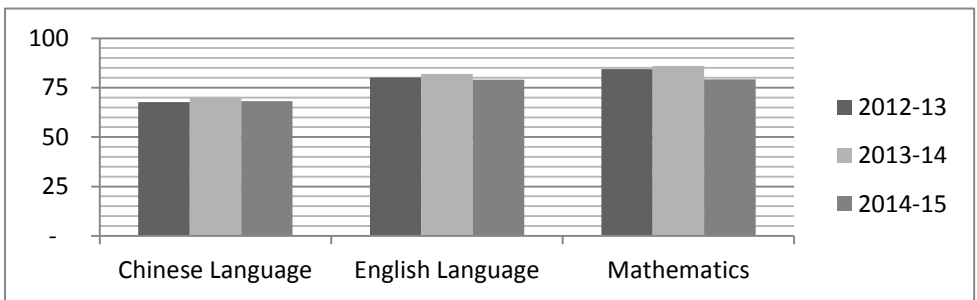
(KPM 20) Students' attendance rate



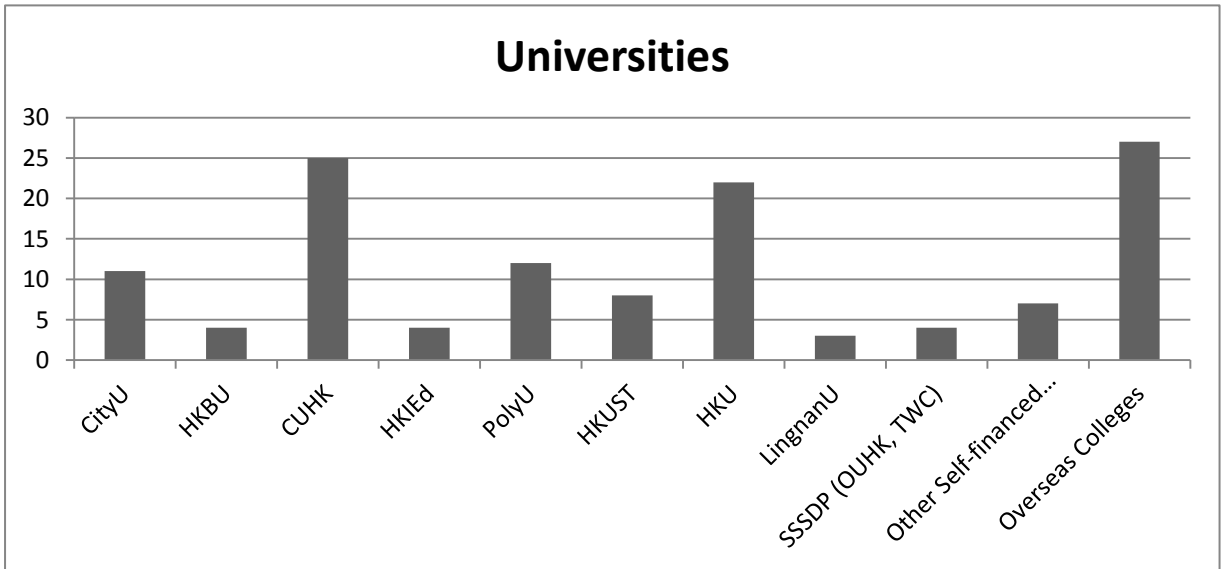
(KPM 21) Percentage of students within the acceptable weight range

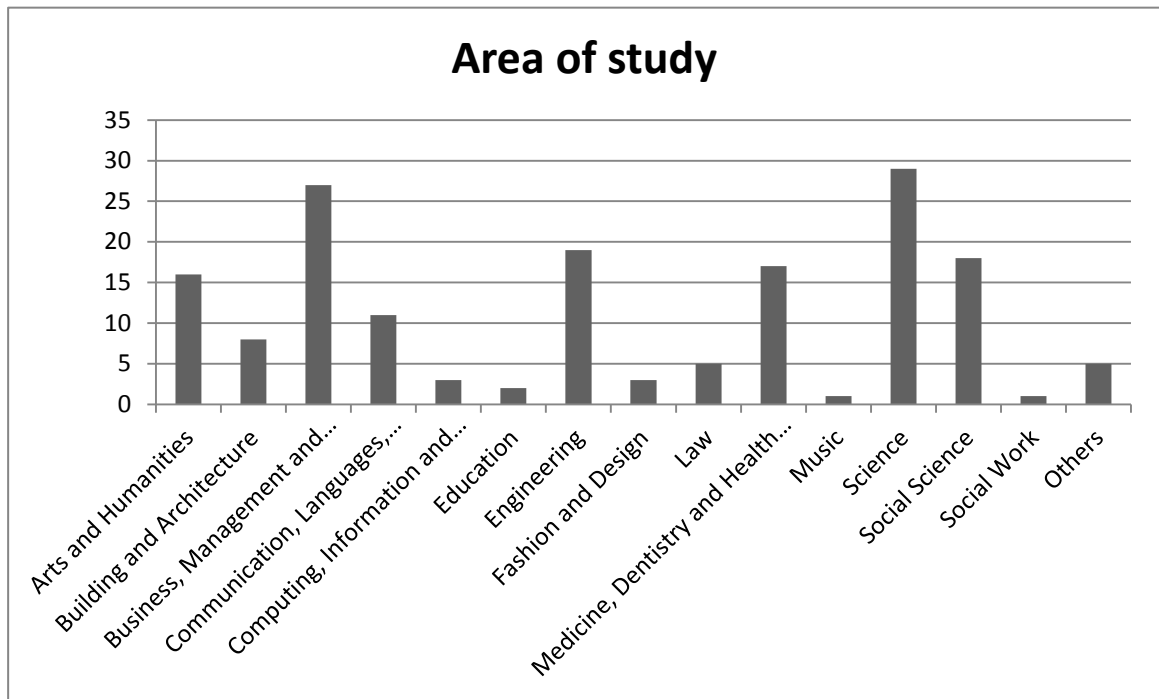


(KPM 14) Pre-S1 Hong Kong Attainment Test



(KPM 11) Destinations of graduates (2015)





Achievements and Reflection on Major Concerns

Major Concern 1 : **Self-discipline**(自律)

- From School discipline to Students' Self-discipline

Achievements

1. The majority of the teachers were satisfied with students' performance on discipline. Teachers also agreed with the whole-school approach in maintaining students' discipline.
2. Students' discipline during morning assemblies was generally good, indicating that they have raised their awareness in terms of settling down before the assembly begins.
3. Individual subjects, in alignment with the 3-year plan, have designed different teaching materials and assignments for students to study and revise after lessons and during long holidays. Its aim was to allow students to have a better understanding on what and how to improve in the subject on their own.
4. After receiving assistance from teachers, improvements were seen in some repeaters and students of lower abilities.

Reflection

- In the following year, the school would strengthen the counselling to Form 2 students through the booklet 'On My Way' and ECA 'Leap Program'.
- Class-teacher Coordinators would help to strengthen the connection among class teachers in each form, thus enhancing the learning atmosphere and classroom management of each class.
- In the long run, there is the need to have workshops that aim at enhancing teachers' skills in classroom management.

Major Concern 2: **Self-management** (自我管理)

- Leader-in-me with effective self-management skills

Achievements

1. Performance of turning over of chairs was satisfactory, especially in lower forms. This shows that students were able to cooperate with the school and take care of the needs of others (janitors).
2. Students' sense of belonging towards their own class has risen through Classroom Cleaning Campaign.
3. Through weekly assemblies and individual counselling, students' awareness of the importance of mental health and emotion management was raised.
4. If students were emotionally disturbed, they would normally seek help from teachers themselves. This shows that students' awareness on the importance of emotion management has been raised.
5. The percentage of Form Six students getting JUPAS offers has risen.

Reflection

- It was clear that students' self-management was improved through Classroom Cleaning Campaign and the life skill booklet 'On My Way'. However, teachers had to spend more time in follow-up actions.
- There is an increase in the number of students showing signs of depression and anxiety. Therefore, there is the need to strengthen teachers' professional development in this area.
- It was clear that the talks and counseling by careers teachers and class teachers were effective in helping students establish concrete learning goals and review their study performance.

Major Concern 3: **Servant Leader**(僕人式領袖)

非以役人 乃役於人 To serve but not to be served

Achievements

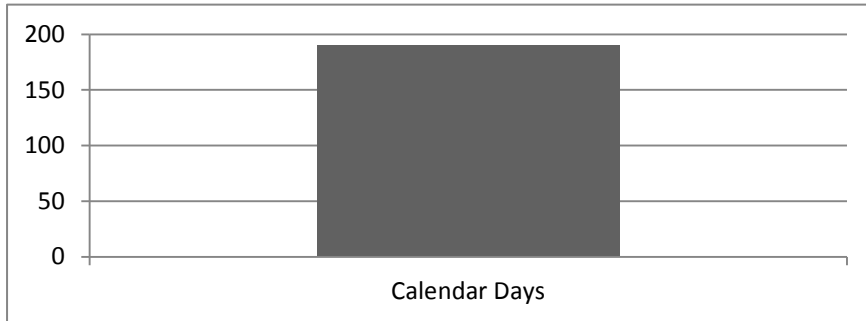
1. A school-based leadership training day was held in early Oct. Students leaders with designated posts were gathered together. They were able to master servant-leader concepts, basic definition of leadership and technique of influencing others, such as communicating skills. They were empowered to serve as a leader and as a team. Such training was well received by student leaders and most of them found it useful for their service as a leader.
2. A Facebook group of student leaders was set up. Information of leadership training and regular updates of leadership sharing were posted. It serves as a platform for student leaders to share and to build up network.
3. This year, 10 students were nominated for the Outstanding Leadership Award 傑出領袖才能獎. Many had shown exemplary service in the role of a leader. The final awardees were selected after a short interview. The selection procedure has been thoroughly reviewed and is considered to be completed.

Reflection

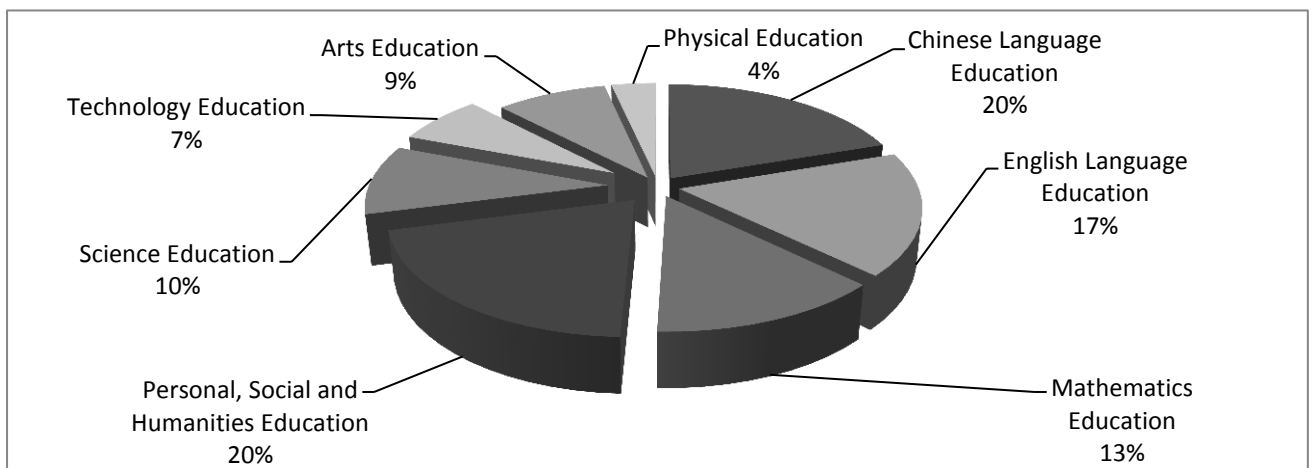
1. Most student leaders have very high potential and more resources should be deployed in leadership training of designated student leaders.
2. The leadership training matters should be overseen and monitored by a specific department.
3. A more structured way of leadership training should be implemented across all forms. For example, training can be done as a whole form: F.1 camp has been focusing on Self-discipline, F.3 can focus on communication skills and F.5 training can focus on leadership and services. The focus can be carried out through large scale programmes or in weekly assemblies/ Form teacher periods.

Our Learning and Teaching

(KPM 4) Number of calendar days



(KPM 5) Percentage of lesson time for Key Learning Areas



Catering to more interactive learning and teaching, the time-table of 2-2-2-2 was used. It provided more double periods for further development of teaching strategies and SBA initiatives in the curriculum reform. The rating of (KPM 07) stakeholders' perception of teaching as viewed by teachers and students were 4.0 and 3.7 respectively and that of (KPM 08) stakeholders' perception of student learning as viewed by teachers and students were 3.5 and 3.6 respectively. They are high above the norm but all stakeholders appeared to agree to have room for improvement in the area of student learning as shown in the degree of concerns.

In response to the learning diversity of students, a wider range of different learning opportunities was offered to senior students in the school. First, the number of subject combinations in F.4 increased to 105. Second, an NSS music in network programme and Applied Learning courses were offered. Third, in an attempt to cater for the learning needs of the gifted students, off-site gifted programmes were promoted and subsidized by the school. Gifted education in the school, however, needs further enhancement and integration. It has been examined by the Academic Affairs Team this year for further development. A school-based pull-out gifted development programme and a curriculum-based gifted programme are the focuses.

Individual Student Planning (ISP) integrated in the NSS curriculum together with the Student Learning Profile (SLP) was fully developed under the cooperation of the Academic Affairs Team, Careers and Guidance Team and IT Team as well as all NSS class teachers. It offers comprehensive and organized self-reflection experiences for career aspirations and study plans.

Different kinds of study tours were carried out for enriching the cultural and learning experience of students. There were altogether 3 study tours organized by the school as follows.

	City, Country	Subject / ECA involved	Theme
1	Seoul , Korea	History, Chinese History and V.A.	World War II, Culture and Arts experience
2	Kyūshū, Japan	Liberal Studies, History	World War II , Cultural experience
3	Taipei, Taiwan	Dance Club	World-wise Performance Art

Regarding the OLE, all-round learning experiences under the core and extended curriculum were offered for student development in moral, social, aesthetic, physical and careers domains.

Besides, the Arts Gala and Arts Festival as well as Drama Night were introduced to offer more opportunities for on-stage performance in the school. A Mentorship programme in collaboration with the Rotary Club of Tolo Harbor and Arch Outreach was carried out with a view to enabling our students to get in touch with professionals and providing opportunities for overseas studies at prestigious universities.

Support for Student Development

Rating of (*KPM 09*) stakeholders' perception of support for student development was found to be on average around 4 and that of (*KPM 10*) stakeholders' perception of school climate was even averaging 4.1. The above two indexes are significantly high above the norm values. This confirms the support for student development in the school is adequate and effective.

The career education and guidance was enhanced under the support of class teachers, parents and alumni. Individual student planning for study and careers plan with DSE predicted levels according to their exam results was integrated in the class teacher period. SLP with self-account integrated in the English curriculum allowed students to enhance their self-understanding and career aspirations. Multiple pathways of F.6 to all parents and students were addressed on various occasions. Also, JUPAS Guidance Day for better preparation and readiness for the DSE release day as well as Individual JUPAS guidance on the DSE release day were introduced.

A whole-school approach (teachers, support staff, parents and students) was adopted in the implementation of Integrated Education in the school with an emphasis on a caring campus environment and peer support. The awareness of teachers towards students with special

educational needs (SEN) was developed with individual case presentations in staff meetings, professional development talks and seminars. Also, skills and attitudes through workshops and professional training courses were addressed. 18.3% of teachers received structural professional courses offered by the EDB.

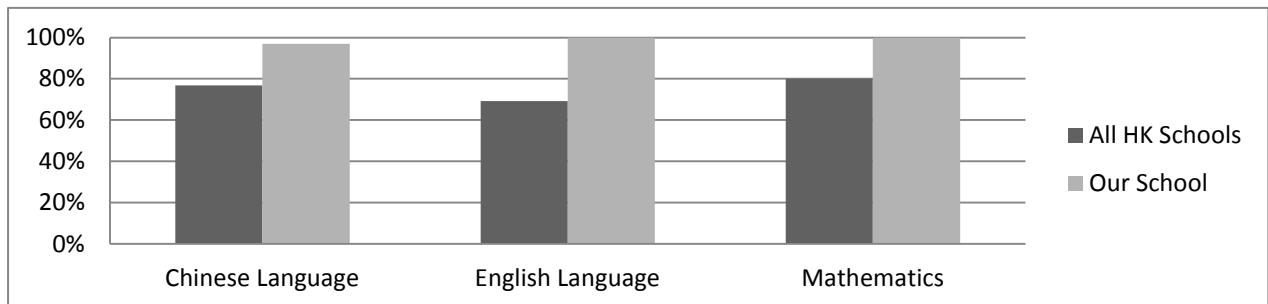
This year, the Learning Support Grant for Secondary Schools (LSGSS), totally \$390,000, was provided by EDB to help strengthen the support for students with SEN to achieve the aims of whole-person development. And the School-based After-School Learning and Support Programmes, in total \$78,000, supported the disadvantaged students to participate in after-school activities with a view to facilitating their whole-person development and personal growth.

Student Performance and Achievement

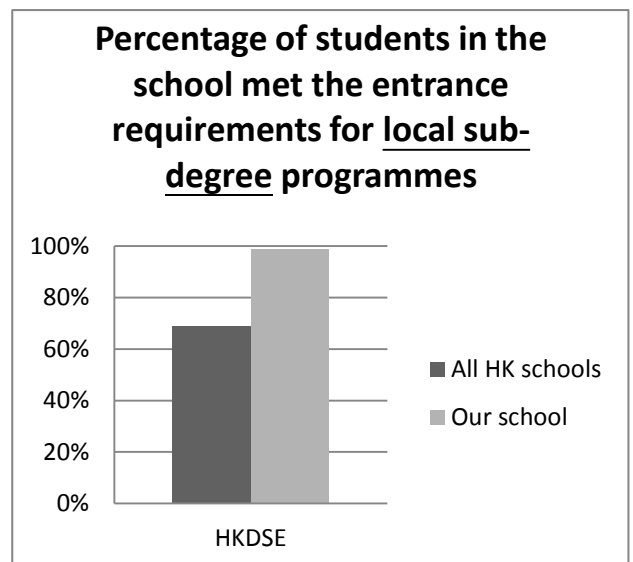
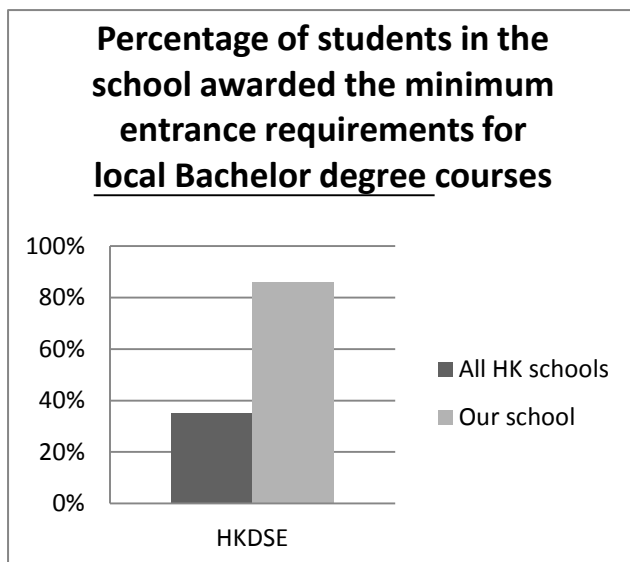
Students perform excellently in both academic and non-academic areas. Their achievements allow them to be placed in the top 10% of the population.

Academic performance

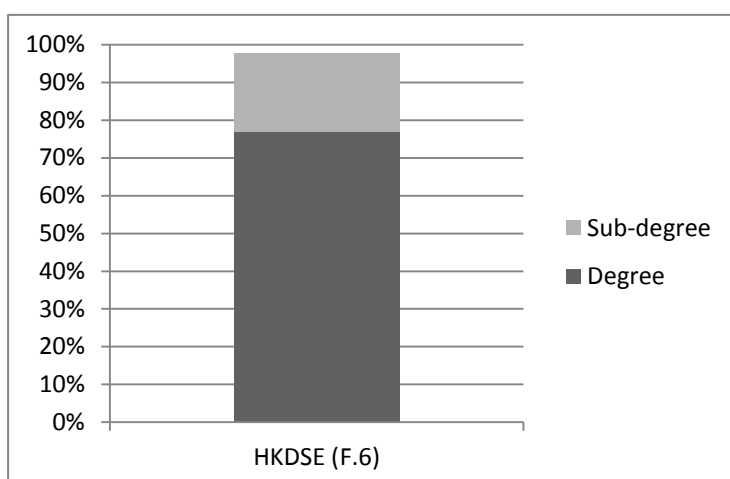
1. Territory-wide System Assessment (*KPM 15*) of F.3 (2014).



2. Public Examination Results (*KPM 16*) of F.6 HKDSE (2015)



3. Percentage of university-entrance of F.6 students in the school (2015).



5. Award and Achievement

Design and Technology	Awards
World Robot Olympiad (WRO) 2014 - Hong Hong Region, organised by HKRTEA (Regular Category - Junior High) <small>*selected to be the Hong Kong representatives at the international WRO</small>	Champion
Ditto, WRO held in Sochi, Russia	Participation
World Robot Olympiad (WRO) 2014 - Hong Kong Region - Open Category <small>*selected to be the Hong Kong representatives at the international WRO</small>	Best Performance Award
Ditto, WRO held in Sochi, Russia	Participation
Ditto, Robot Basketball (held in Hong Kong)	1st Runner-up
	2nd Runner-up
Ditto, Robot Soccer (held in Hong Kong)	2nd Runner-up
Hong Kong Robotic Olympiad 2015 & Ocean Exploration Competition	Overall: 3rd Runner-up (Land)
Ditto, Robot Basketball <small>*selected to be the Hong Kong representatives at the IRO</small>	Champion
Ditto <small>*selected to be the Hong Kong representatives at the IRO</small>	1st Runner-up
Ditto, Robot Soccer <small>*selected to be the Hong Kong representatives at the IRO</small>	1st Runner-up
Ditto, Robot Penalty Shootout <small>*selected to be the Hong Kong representatives at the IRO</small>	Champion
Ditto, Robot Water Polo	2nd Runner-up
3D Printing Creativity Incubation Program 2014 - Design Competition	Gold

Mathematics		
4A Kwok Man Yi, 4A Li Yang Hong, 4A Liu Lok Wai, 4C Lau Wang Chi, 4C Li Yiu Kam	The 32nd Hong Kong Mathematics Olympiad, organised by Education Bureau	Regional Winner (New Territories Region 1)
2A Ip Tsz Lok	The 17th Hong Kong Youth Mathematical High Achievers Selection Contest, organised by HK Assn for Sci and Maths Education	1st Honour Award
3C Chan Don		3rd Honour Award
3C Chung Yiu Ting		3rd Honour Award
3E Yu Ka Chun		3rd Honour Award
2A Ip Tsz Lok	2015 Hong Kong Junior Mathematics Olympiad – National Mathematical Forum for Youths (Form 2)	Silver Medal & 1st Honour Award
1B Chung Po Yin	2015 Hong Kong & Macau Mathematical Olympiad Open Contest 'HKMO Open', organised by Education Bureau (Form 1)	Silver Medal
2A Zhang Zi Ang	ditto (Form 2)	Bronze Medal
3C Chung Yiu Ting	ditto (Form 3)	Gold Medal
3E Yu Ka Chun		Gold Medal
3D Lai Ting Chun		Bronze Medal
4A Kwok Man Yi	ditto (Senior Form)	Gold Medal
4C Lau Wang Chi		Gold Medal
4A Li Yang Hong		Silver Medal
4A Liu Lok Wai		Silver Medal
5A Lun Siu Ho		Silver Medal
2A Ip Tsz Lok	The 20th National Hua Luo-geng Cup Mathematics Competition (Form 2)	2nd Honour Award
1B Lim Yat Chun	Singapore and Asian Schools Math Olympiads 2015 Trial (Hong Kong Region)	Silver Medal
The School	The 6th Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools	3rd Runner-up
2A Ip Tsz Lok		Gold Award
1E Wan King Him		Gold Award
1E Yau Chi Yan Spencer		Gold Award

Science		Award
The School	Hong Kong Physics Olympiad 2015	Best School Award 5th place
4A Li Yang Hong		First Honour Outstanding Student Performance Award (1st Runner-up)
4A Kwok Man Yi		First Honour
4A Lo Kwan Lam		Third Honour
4A Cheng Muiyang		Honourable Mention
4A Kwok Man Yi	The 11th Pan-Pearl River Delta and Chinese Elite Schools Physics Olympiad	Third Honour
4A Li Yang Hong		Third Honour
4A Kwok Man Yi, 4A Li Yang Hong, 2A Ip Tsz Lok	2014/15 Hong Kong Budding Scientists Award, organised by Education Bureau	Champion (and Most Creative Proposal Award)

Non-academic performance

1. Highlights

Community service Award		Award
Hong Kong Red Cross Youth Unit 109	Outstanding Youth Team Competition (East New Territories Divisional Headquarters)	Champion
	Outstanding Youth Team Competition (East New Territories Divisional Headquarters - Shatin North District)	Champion
	Outstanding Youth Team Competition (East New Territories Divisional Headquarters)	Certificate of Commendation
	Hong Kong Red Cross Youth Units Service Shield (East New Territories Divisional Headquarters)	Champion
	Hong Kong Red Cross Youth Units Youth Nursing Competition (East New Territories Divisional Headquarters)	1st Runner-up
6B Wong Angie On Sin	Red Cross Youth of the Year 2014	Elected
6B Tang Yik To	Hong Kong Red Cross Youth Units	Youth Attainment Badge
6B Wong Angie On Sin	Hong Kong Red Cross Youth Units	Youth Attainment Badge
6E Lam Sum Yi	CYC Outstanding Member	Elected

2. Outstanding Student Awards and Scholarships (Chinese only)

班別姓名	傑出學生選舉	獎項
6A 陳君怡	新界青年聯會主辦「新界區傑出學生選舉」	「新界區十大傑出學生」
6A 陳君怡	尤德爵士紀念獎學金	獲獎
6B 王安倩	沙田區青少年活動委員會主辦 「第四屆沙田區傑出青年選舉」	「沙田傑出青年」
5A 許穎熙	哈佛大學香港校友會「哈佛圖書獎 2015」	獲獎
5A 杜沛蔚		
5C 劉環恆		
5C 劉環恆	哈佛大學 香港校友會頒發「哈佛圖書獎獎學金 2015」	獲獎
4B 李天心	「普林斯頓大學香港學校友會」頒發「普林斯頓大學香港校友會圖書獎 2015」	獲獎
6A 彭銘基 6B 譚誠壹 6C 許名瀚	交通銀行中學生獎學金	獲獎
5D 韓可揚 5D 黃依婷	政賢力量「卓越學生領袖選舉」	獲選
4B 李天心	沙田青年協會主辦 「第十一屆沙田區傑出學生選舉」	入圍
5A 許穎熙		
4B 李天心	沙田青年協會主辦「第十一屆沙田區傑出學生選舉」	「沙田傑出學生獎」及 「團隊競賽卓越表現獎」
4B 黎芊晴	南華早報主辦傑出學生獎（語言文學：普通話組）	入圍
6A 黃俊誠	南華早報主辦傑出學生獎（科學家及數學家組）	入圍
4B 古潔茵	ARCH 外展社區「職業計劃」	入圍

3. Awards in local competitions (inter-school, territory-wise, regional)

(i) Sports

HK Schools Sports Federation (Shatin & Sai Kung Area, 2014-015)

● Group Award

Item \ Grade	Boys			Girls		
	A	B	C	A	B	C
Cross Country	----	4 th	8 th	6 th	2 nd	----
Athletics	3 rd	----	3 rd	3 rd	4 th	4 th
	Overall : 1 st runner-up			Overall : 2 nd runner-up		
Long Distance Run	----	7 th	7 th	6 th	2 nd	----
Swimming	3 rd	3 rd	1 st	2 nd	2 nd	5 th
	Overall : Champion			Overall : 1 st runner-up		

Badminton	1 st	----	5 th	----	----	2 nd
Table-tennis	1 st	5 th	3 rd	1 st	----	5 th
Handball	N.A.			3 rd	----	5 th
Volleyball (Division 1)	1 st	5 th	5 th	3 rd	3 rd	2 nd
Basketball (Division 1)	5 th	5 th	3 rd	N.A.		
Basketball (Division 2)	N.A.			----	5 th	3 rd
Football (Division 1)	5 th	2 nd	6 th	N.A.		
Overall Champion	1 st runner-up			1 st runner-up		

- Individual / Relay Award

Medal	Gold	Silver	Bronze
Number	19	14	8

- Territory-wise and Regional Award

Territory-Wide Events		
Boys Badminton Team	2014-2015 Bonaqua All H.K. Schools Jing Ying Badminton (Team) Tournament	Champion
Boys Badminton Team	BOCHK 2015 All H.K. Schools Badminton (Team) Tournament	4th Runner-up
5E Tang Ho Yeung	The 6th Asian School Badminton Championship	Participation
5E Tang Ho Yeung	School Interport Badminton Competition 2014-2015	Boys Team Champion
5E Tang Ho Yeung	All Hong Kong Schools Jing Ying Badminton Tournament (Secondary Boys – Singles)	4th Runner-up
4B Kwok Chun Him Wallace	BOCHK Hong Kong Youth Badminton Championships 2014 : Boys Singles (Year 99-01)	Champion
6E Leung Yan Ching	BOCHK Hong Kong Youth Badminton Championships 2014 : Girls Doubles (Year 95-98)	2nd Runner-up
2C Ho Yin Chun	Hong Kong Windsurfing Joint School Competition, organised by Windsurfing Association of Hong Kong (Minum, Boys)	6th Runner-up
5C Yu Wai Him	Ditto (Open, Boys)	10th Runner-up
5A Lau Ka Ming	A.S.Watson Group : HK Student Sports Awards	Awarded

(ii) Music Festival

Individual /Group awards	First	Second	Third
Number	7	6	5

(iii) Speech Festival

Individual /Group awards	First	Second	Third
Number	12	8	13

(iv) Dance Festival

Individual /Group awards	Honors Award	Highly Commended	Commended
Number	2	8	3

(v) Drama Festival

Hong Kong School Drama Festival (Cantonese) Count on ME	Outstanding Cooperation
	Outstanding Stage Effect
Sha Tin Drama Contest 2014/2015, organised by Sha Tin Theatre iHome 1.8	Overall Champion
	Best Script
	Best Director
	Best Actor and Best Actress
	Most Creative Performance
	Best Visual Effect

4. Community service : Volunteer Service Awards Social Welfare Department HKSAR

Individual Awards	Gold	Sliver	Bronze
Number	1	0	4

Financial Summary

Baptist Lui Ming Choi Secondary School
School Financial Report (2014-2015)

	Balance b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Balance B/F (Government Funds and School Funds)				
I. Government Funds				
(1) EOEBG Grant	2,098,591.74			
(a) School Specific				
① Admin Grant / Revised Admin Grant		3,637,566.00	4,132,218.29	(494,652.29)
② Noise Abatement Grant		197,774.00	256,104.00	(58,330.00)
③ Composite Information Technology Grant		407,089.00	821,044.32	(413,955.32)
④ Whole-school Approach to Integrated Education		0.00	0.00	0.00
⑤ Capacity Enhancement Grant		557,148.00	633,855.17	(76,707.17)
<i>Sub-total</i>		4,799,577.00	5,843,221.78	(1,043,644.78)
(b) Non-School Specific				
Baseline Reference Grant		2,159,567.23	2,140,548.15	19,019.08
Other Income		94,599.16		94,599.16
<i>Sub-total</i>		2,254,166.39	2,140,548.15	113,618.24
<i>(1)(a + b) Sub-total</i>	2,098,591.74	7,053,743.39	7,983,769.93	1,168,565.20
(c) ① Fund set aside for Long Service Payment			(244,982.68)	244,982.68
② Unspent Balance refundable to EDB			0.00	0.00
<i>(1) Total</i>	2,098,591.74	7,053,743.39	7,738,787.25	1,413,547.88
(2) Salary Grant (including Supply Teacher Grant)	(1,959.51)	40,222,075.96	40,264,504.86	(44,388.41)
(3) Teacher Relief Grant	249,196.72	2,744,370.85	3,500,118.33	(506,550.76)
(4) Grant Accounts Outside EOEBG				
(a) Home-School Cooperation Grant	0.00	23,989.00	23,989.00	0.00
(b) Fringe Benefits under the Enhanced NET Scheme	0.00	0.00	0.00	0.00
(c) School-based After-school Learning and Support Programmes	54.10	78,000.00	78,385.00	(330.90)
(d) Other Recurrent Grant - Rent & Rate Grant	0.50	406,012.00	406,012.00	0.50
(e) Learning Support Grant	27,299.28	390,000.00	334,153.23	83,146.05
(f) Upgrade Websams-Aid Secondary School Grant	0.00	50,000.00	49,800.00	200.00
(g) Diversity Learning Grant	99,494.40	105,000.00	117,077.60	87,416.80
(h) Community Care Fund Ass Prog (Cross Boundary Learning Act)	0.00	0.00	0.00	0.00
(i) Senior Secondary Curriculum Support Grant	(9,342.75)	776,430.00	1,022,185.46	(255,098.21)
(j) Pilot Project on Strengthening School's Admin Management	(116,652.17)	0.00	(122,115.00)	5,462.83
(k) Careers & Life Planning Grant	0.00	517,620.00	430,335.56	87,284.44
<i>(4) Sub-total</i>	853.36	2,347,051.00	2,339,822.85	8,081.51
(5) Other Charges Account	161,907.04	0.00	0.00	161,907.04
(6) Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-Teaching Staff Account	(4,706.66)	574,236.16	563,673.80	5,855.70
<i>Government Fund (1~ 6) Total</i>	2,503,882.69	52,941,477.36	54,406,907.09	1,038,452.96
II. School Funds				
(1) Specific				
(a) Collection of fees for specific purposes (Air-conditioning)	1,428,148.42	227,339.75	1,323,367.80	332,120.37
(b) Collection of fees for specific purposes (Special Subscription Fee)	(222,217.20)	459,500.00	765,773.81	(528,491.01)
(c) School Development Fund	944,822.30	639,619.40	101,098.26	1,483,343.44
(d) Ms Shirley Ngai Education Fund	449,106.00	13,386.40	79,400.40	383,092.00
(e) New Annex Building Development Reserve	1,000,000.00	200,000.00	1,969,500.00	(769,500.00)
<i>(1) Sub-total</i>	3,599,859.52	1,539,845.55	4,239,140.27	900,564.80
(2) General	4,913,512.20			
(a) Tong Fai		159,030.00		159,030.00
(b) Rental and hiring charges		396,669.19	93,067.68	303,601.51
(c) Others		1,459,581.65	1,658,252.37	(198,670.72)
<i>(a-c) Sub-total</i>	4,913,512.20	2,015,280.84	1,751,320.05	5,177,472.99
(d) Smartcard I&E	728,810.60	4,044,376.00	3,949,953.15	823,233.45
<i>(2) Sub-total</i>	5,642,322.80	6,059,656.84	5,701,273.20	6,000,706.44
<i>School Fund (1 + 2) Total</i>	9,242,182.32	7,599,502.39	9,940,413.47	6,901,271.24
<i>Grand Total</i>	11,746,065.01	60,540,979.75	64,347,320.56	7,939,724.20
Total deficit for school year				(3,806,340.81)
Accumulated surplus as at the end of school year				7,939,724.20

Feedback on Future Planning

Management and School Advancement

The school will apply for the **P.I.E.** concept at three levels: professional learning at the departmental level; organizational learning at the school level and student learning at the personal level.

Organizational Learning : Getting used to the procedures and practices of SA and bettering the knowledge management of the school. Self Evaluation and reflection are to be made a routine to facilitate a meaningful, effective and efficient practice towards the learning community.

Way forward

- (1) Building learning networks / circles with other schools in Hong Kong and overseas
- (2) Building supporting networks with educational institutes and professional teaching associations
- (3) Enhancing and modifying appraisal system and policy
- (4) Bettering knowledge management with administrative guides, staff operation handbooks, intranet drives and Google applications, etc.

Professional Learning : Planning in departments and teams is in line with the development plan and promoting knowledge management. Evidence-based management will be applied in which interpretation of data and focusing on mismatch and development will be emphasized. Building an effective learning community will be our next focal development.

Way forward

- (1) Learning culture of school staff (Classroom observation, reflective practices, professional training and learning)
- (2) Professional interflow among teachers inside and outside the school
- (3) Promoting teachers' training with focus on L&T

Student Learning : promoting ISP in lower forms with an SLP on-line system. Professional training related to coaching, career guidance and stress management will be provided for teachers to enhance their skills.

Way forward

- (1) Promoting academic development at subject levels
- (2) Integrating careers education with subject curriculum
- (3) Reviewing the effectiveness of class-teacher policy in careers education

With the endorsement of an amount of HK 450,000 under the Strengthening Schools' Administration Management Scheme, the School, from SEP 2013 to DEC 2014, has begun to optimize and modify administrative processes including Human Resource Management, Financial Management, Information Management and Facilities Management. The school is to seize every chance to simplify all administrative process and spare more time and space for professional development of school staff.

The school campus development scheme with the new annex and improvement of facilities in the existing building is also underway, which can enrich and enhance the learning environment for students and the work environment for teachers and supporting staff.

The last area that the school has to put effort into in the coming years is **fund-raising**. The school is to gather the financial supports from alumni, parents and the public so as to realize the following initiatives:

- (1) New-annex construction
- (2) Renovation projects
- (3) Small-class teaching
- (4) More cross-cultural learning and study tours

Learning and Teaching

Teaching effectiveness is the key to success in learning and teaching.

Way forward

- (1) Innovative and effective teaching strategies at departmental level
- (2) Skill-based learning and teaching with eLearning at school level
- (3) Small-class teaching in core subjects
- (4) Increasing the number of KLA-based pull-out enrichment programmes for the gifted with the Diversity Learning Grant (DLG)
- (5) Data-driven curriculum development

Student Support

With the successful implementation of previous school development plans on Integrated Education, it will be further developed and enhanced with the newly established team in the Student Affairs Section to foster student support in this domain. Outsourcing service, school-based educational psychology service, professional development in curriculum and instruction will be the focus.

The concept of **Servant leadership** will be introduced and the school community will be learning how to act like Jesus Christ, serving God and others. In-house leadership training will be provided with an emphasis on the roles, quality, skills and attitudes of leaders.

As the number of under-privileged families is increasing these years, the school is to increase the **financial aid** and enhance the supporting mechanism so as to cultivate a favourable and caring learning environment.

Life and career planning will be further enhanced with the new Career and Life planning Grant.

*A School for Tomorrow
Servant Leaders on the cutting edge*

END