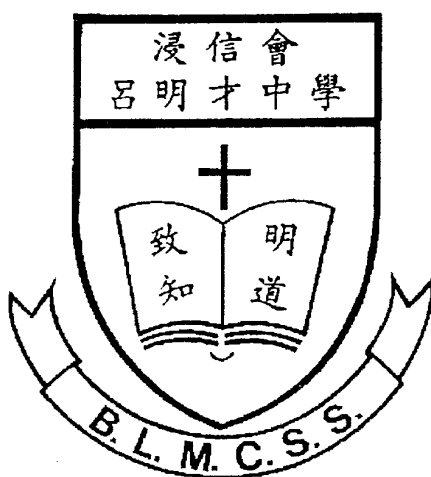


Baptist Lui Ming Choi Secondary School

浸信會呂明才中學



School Report

(2011 - 2012)

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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.
- Emphasise home-school co-operation.
- Help students understand biblical truths, develop faith in God and live out their lives in purity by faith.

Achievements and Reflection on Major Concerns

Priority Task 1 : **CARING CAMPUS**

Achievements

1. School Caring culture was strengthened. Teachers, alumni and parents fully supported the plan of Caring Campus. The encouragement and incentives for teachers, parents and students working together to create a warm and loving campus through a wide range of activities were continuously implemented. Most senior form students were willing to take care of lower form students and support those in need. The support from parents and alumni were continuously implemented all year, no matter it was the Flea Market, Thanks Teachers Morning Assembly or even the ASK programs, they were all supportive to the school.
2. Teachers' and students' awareness of special needs students was aroused through participating in teachers retreats and sharing in morning assemblies. Caring others' culture was fully enhanced in campus.
3. Caring and supporting skills were continuously implemented this year. Teachers and students were deeply inspired by the peer support scheme and the training sessions tailored-made for the caring ambassadors. The problem solving skills of both senior and lower form students were improved through participating in weekly trainings.
4. "Love Your Neighbors and Build up yourself" was successfully promoted by the training for SEN students and the caring ambassadors in social skills group and serving others on-campus and off-campus. SEN students enjoyed campus life and had higher self-esteem than before.
5. Most Form 1 students adapted to the new school life effectively with the help of peer support.

Reflection

- Understanding the needs of the lower form and SEN students is important for senior graders. Such area can be enhanced through training. However, the busy school life of senior form students is the greatest obstacle. It is suggested that the training shall be modified as one day training or an evening training.
- Information and skills concerning SEN are important to class teachers, who pay efforts in caring their students. Therefore, introducing the SEN students to all staff is carried out in the staff meeting before the school year starts.

Priority Task 2: **BROADENING HORIZONS**

Achievements

1. Teachers' and students' awareness of current social issues was driven by participating in extracurricular activities and information sharing. A culture and mindset of sharing social issues was promoted in campus.
2. Cross-boundary learning activities were continuously implemented. Teachers and students were deeply inspired by different social, cultural, livelihood experience in Singapore and Taiwan and the vision sharing from the social enterprises. Core members of relevant experiences were established and a great deal of knowledge in organizing cross-boundary learning activities was shared among them.
3. Senior-form students were promoted to gain a better understanding of different views of major shareholders in society through participating in a series of weekly assemblies and off-campus lectures.

Reflection

- Teachers generally supported the plan of broadening the horizons. We also obtained support from alumni and parents association.
- There were lots of opportunities for students to participate in activities that could enhance their understanding of social issues. However, because of the tight and hectic schedule of senior form students, they would reduce their intention to seek the opportunities.
- Teachers may have more confidence to organize exchange tours through the experience gained in the past few years. Cross boundary learning activities as a means of OLE can be further developed.
- Students usually have a positive learning attitude toward activities, but there is still room for promoting leadership training and service learning.

Priority Task 3: **SEX EDUCATION**

Achievements

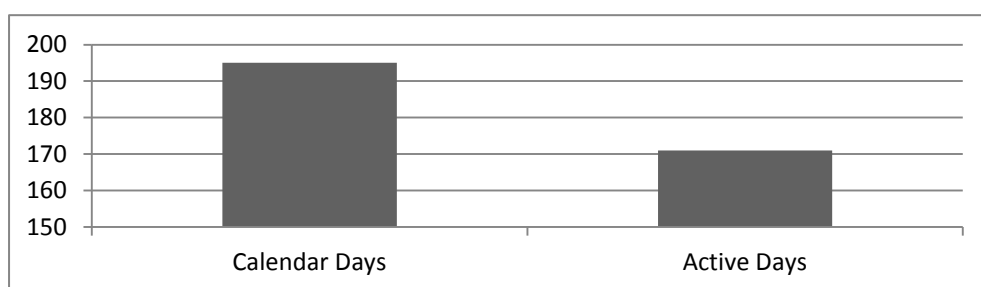
1. The school-based sex education was well-designed to complement and augment the sexual education students receive from their families, religious groups, and professionals. The efforts and cooperation of different stakeholders of the school on promoting colleagues' and parents' understanding of sex education were well-addressed.
2. The primary goals of school-based sex education aimed at helping students build a foundation as they mature into sexually healthy adults, assisting them in understanding a positive view of sexuality, providing them with information, values and attitudes, and helping them make sound decisions now and in the future were achieved.
3. The sex education curriculum implemented was well-tuned and modified.

Reflection

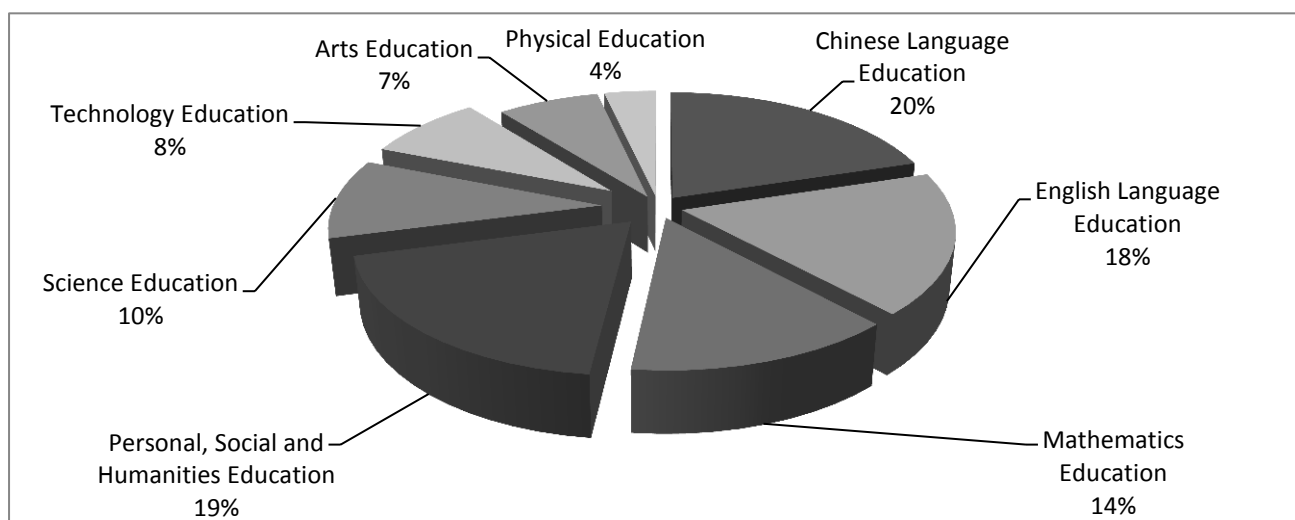
- Support from the school, and cooperation with different subject panels have been highly beneficial to the promotion of sex education.
- To ensure a more profound understanding of some sensitive topics, apart from inviting some professional speakers or service providers to give talks, making use of Form Teacher Periods for the relevant topics will be suggested.

Our Learning and Teaching

(KPM 4) Number of calendar days and active days

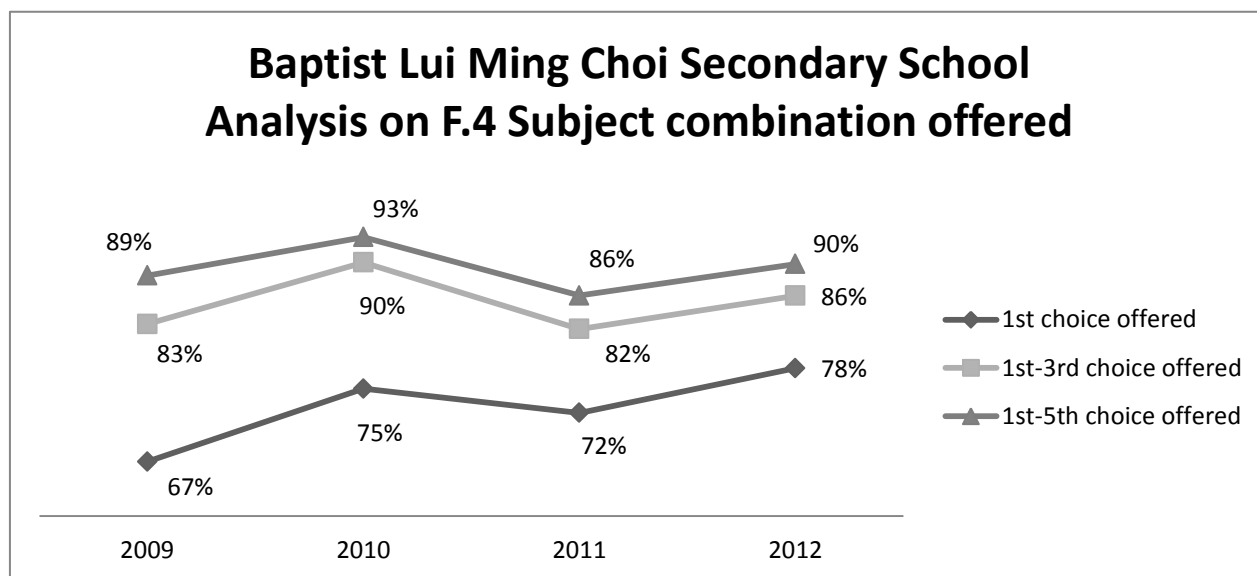


(KPM 5) Percentage of lesson time for Key Learning Areas



The new time-table of 2-2-2-2 was opted this year to cater more interactive learning and teaching. More double period classes for further development of teaching strategies and SBA initiatives in the curriculum reform were addressed. The rating of *(KPM 07)* Stakeholders' perception of Teaching as viewed by teachers and students are 4.1 and 3.7 respectively and that of *(KPM 08)* Stakeholders' perception of Student Learning as viewed by teachers, students and parents are 3.7, 3.7 and 3.8 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 combination in F.4 was increased from 34 to 87. Percentage of students offered with first choice increased from 72% to 78%, see the chart below. Second, NSS music in network programme and Applied learning courses were offered. Third, in an attempt to cater 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 will be looked over by the Academic affair team next year instead of Careers and Guidance Team for further development. Pull-out school-based gifted programme and curriculum-based gifted programme will be the focuses.



Individual Student Planning (ISP) integrated in the NSS curriculum together with the Student Learning Profile (SLP) was fully developed under the cooperation among the Academic Affair 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 aspiration and study plan.

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. This year, the scheme “Serving the community service scheme” celebrated its 10-year anniversary. The school reviewed and refocused the scheme. Total number of service hours outside school was 10,003 this year and the percentage of students getting “A” (more than 30 service hours) was 63%. Class-based voluntary services and Service Trip will be considered in the coming future.

Besides, Arts gala and Arts Festival plus Drama Night were introduced to offer more opportunities of on-stage performance in the school. In addition to Mentorship programme with Rotary Club of Tolo harbor, the school was invited to participate in another mentorship programme with Arch Outreach which allows our students to get in touch with opportunities of overseas studies in famous universities.

Support for Student Development

Rating of (*KPM 09*) Stakeholders' perception of Support for Student Development was found to be in average around 4 and that of (*KPM 10*) Stakeholders' perception of School Climate was even in average 4.2. These confirm the support for student development in the school is adequate and effective.

The career education and guidance was enhanced under the supports of class teachers, parents and alumni for the first badge of NSS students this year. 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 arouse their self-understanding and careers aspiration. Multiple pathways of F.6 to all parents and students were addressed in various occasions. Also, JUPAS guidance day for better preparation and readiness for the DSE release day as well as Individual JUPAS guidance on DSE release day were introduced.

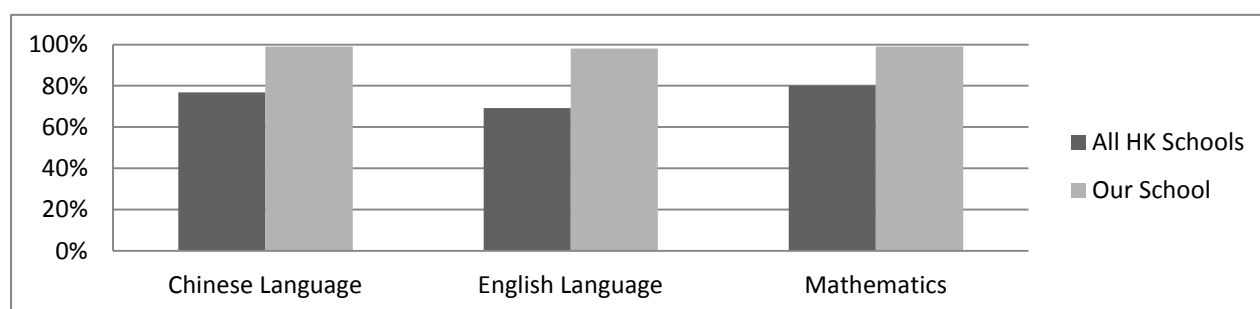
Whole-school approach (teachers, supporting staff, parents and students) was adopted in the implementation of Integrated Education in the school. The awareness of teachers towards students with SEN was aroused with case alter in staff meeting, professional development talks and seminars. Also, skills and attitudes through workshop, professional training courses were addressed. 10% of teachers received structural professional courses offered by the EBD.

Student Performance and Achievement

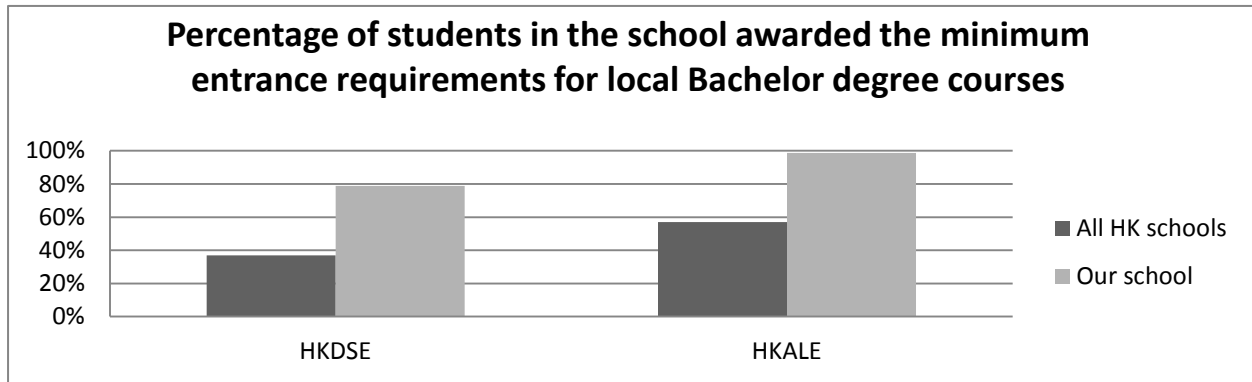
Students perform excellent in both academic and non-academic areas. Their achievements allow them stay in the top 10% among the population.

Academic performance

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



2. Public Examination Results (*KPM 16*) of F.6 HKDSE and F.7 HKALE

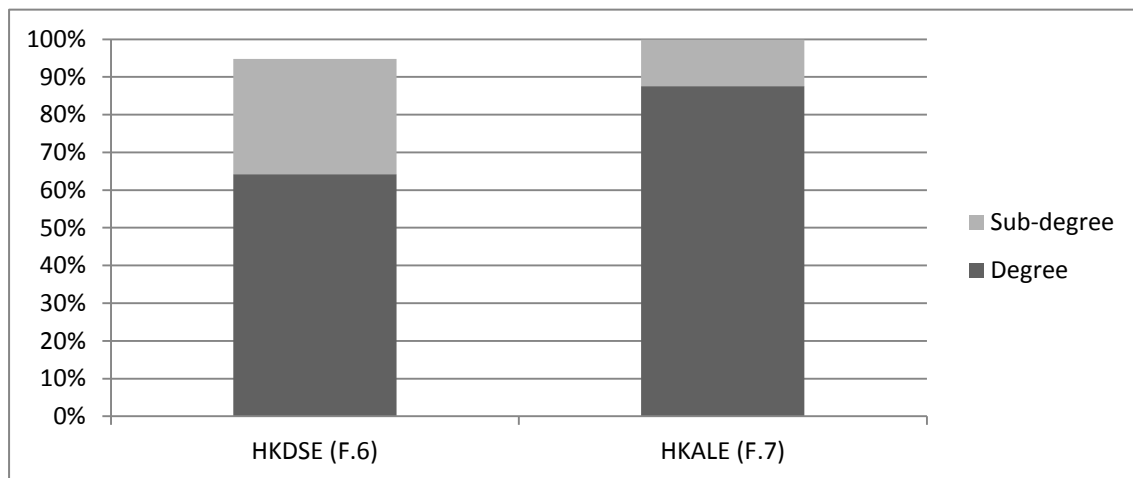


3. Academic Value-added Performance (*KPM 17*) of F.7

F.7 A-level

| Subject with high value-added | Stanine (1-9) |
|-------------------------------|---------------|
| Biology | 8 |
| Business Studies | 7 |
| Chinese Literature | 7 |
| Geography | 7 |
| Physics | 7 |

4. Percentage of university-entrance of F.6 and F.7 students in the school



Non-academic performance

1. Highlights

- * The 6th Hong Kong Diplomatic Knowledge Cup Contest (**Bronze**) organized by The Department of State Office of the Commissioner in Hong Kong
- * “Rose Bowl 2012” (**Champion**) organized by the Secondary School Bridge League
- * 2010-2011 The Best Youth Unit – NT division (**1st Runner-up**) by the Red Cross
- * 2010-2011 The Best Youth Unit – Shatin North District (**Champion**) by the Red Cross
- * HK Red Cross Youth of the Year 2011 (**Outstanding Members Award**)
- * Community Youth Club (**Outstanding Members Awards**)
- * HK Physics Olympiad 2012 (**Senior : Overall 8th place, Junior : Overall 4th place**)

2. Outstanding Student Awards and Scholarships

| | | |
|----|-----|---|
| 4C | 謝展晴 | 2012 香港遊樂場協會香港傑出少年 |
| 5A | 鍾詠萱 | 傑出青年協會及教育局主辦第一屆明日領袖獎得主 |
| 5C | 盧樂遙 | 第十一屆理工大學青少年企業領袖訓練課程獎學金 |
| 6C | 陳志瀚 | 沙田青年協會主辦第八屆沙田區傑出學生 |
| 6D | 黃佩施 | 普林斯頓大學香港校友會 Princeton Club Hong Kong 2012 Book Prize |
| 5A | 鍾詠萱 | 尤德爵士紀念獎學金 |
| 6A | 杜穎霖 | |
| 6A | 杜穎霖 | |
| 6D | 黃沛施 | |
| 6D | 劉凡可 | 香港浸信會獎學金 |

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

(i) Sports

香港學界體育聯會主辦沙田及西貢中學分會校際比賽成績

全年錦標賽(2011-012) 團體項目獎項

| 項目 | 組別 | 男子組 | | | 女子組 | | |
|---------|----|-----|-----|-----|-----|-----|-----|
| | | 甲組 | 乙組 | 丙組 | 甲組 | 乙組 | 丙組 |
| 越野 | | 亞軍 | 第七名 | 季軍 | 第七名 | 第七名 | 季軍 |
| 長跑 | | 殿軍 | 第六名 | 第五名 | 第七名 | 季軍 | 亞軍 |
| 田徑 | | - | 第八名 | 季軍 | - | - | 第六名 |
| 游泳 | | 殿軍 | 殿軍 | 亞軍 | 季軍 | 亞軍 | 亞軍 |
| 羽毛球 | | 冠軍 | 亞軍 | 冠軍 | 亞軍 | - | - |
| 乒乓球 | | - | 第五名 | 冠軍 | - | 第五名 | 第五名 |
| 手球 | | - | - | - | 季軍 | 亞軍 | 第五名 |
| 排球 | | 冠軍 | 冠軍 | 冠軍 | 第五名 | 亞軍 | 第五名 |
| 籃球 | | 季軍 | 第六名 | 冠軍 | - | 第五名 | - |
| 足球(第一組) | | 殿軍 | 冠軍 | 亞軍 | - | - | - |
| 全年總錦標 | | 亞軍 | | | 季軍 | | |

最佳進步獎：男子組

| Individual awards | Gold | Silver | Bronze |
|-------------------|------|--------|--------|
| Number | 13 | 12 | 13 |

(ii) Music

| Individual /Group awards | First | Second | Third |
|--------------------------|-------|--------|-------|
| Number | 3 | 4 | 7 |

(iii) Speech Festival

| Individual /Group awards | First | Second | Third |
|--------------------------|-------|--------|-------|
| Number | 12 | 18 | 15 |

(iv) Dance Festival

| Individual /Group awards | Honour | Highly Commended | Commended |
|--------------------------|--------|------------------|-----------|
| Number | 2 | 8 | 3 |

(iv) Drama Festival

| Prize Winners | Drama | |
|--------------------------------------|--|------------------------------------|
| 5B Chong Tik Ming, 5E Wong Kam Ki | Hong Kong School Drama Festival 2011-2012 (Secondary, Cantonese) “賣 Love” | Award for Outstanding Director |
| 4C Chan Chu Fai | | Award for Outstanding Actor |
| 4C Chan Mei Wai | | Award for Outstanding Actress |
| Drama Club | | Award for Outstanding Script |
| Drama Club | | Award for Outstanding Stage Effect |
| Drama Club | | Award for Outstanding Cooperation |
| 3A Lee Chun Hei | | Award for Outstanding Actor |
| Drama Club | English Drama Festival 2012 | Award for Outstanding Script |
| 4D Ko Sum Yi | Sha Tin Drama Festival 2011-2012 | Award for Outstanding Actress |

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

| Individual Awards | Sliver | Bronze |
|-------------------|--------|--------|
| Number | 13 | 11 |

Financial Summary

| | Balance b/f (\$) | Income (\$) | Expenditure (\$) | Balance c/f (\$) |
|---|---------------------|----------------|---------------------|---------------------|
| Balance B/F (Government Funds and School Funds) | | | | |
| I. Government Funds | | | | |
| (1) EOEBG Grant | 2,891,448.35 | | | |
| (a) School Specific | | | | |
| ① Admin Grant / Revised Admin Grant | | 3,339,543.00 | 2,951,430.09 | 388,112.91 |
| ② Noise Abatement Grant | | 176,836.00 | 228,040.80 | (51,204.80) |
| ③ Composite Information Technology Grant | | 397,585.00 | 704,126.88 | (306,541.88) |
| ④ Whole-school Approach to Integrated Education | | 44,780.00 | 44,780.00 | 0.00 |
| ⑤ Capacity Enhancement Grant | | 498,185.00 | 421,233.10 | 76,951.90 |
| <i>Sub-total</i> | | 4,456,929.00 | 4,349,610.87 | 107,318.13 |
| (b) Non-School Sepcific | | | | |
| Baseline Reference Grant | | 2,070,893.86 | 1,957,232.51 | |
| Other Income | | 165,319.08 | | |
| <i>Sub-total</i> | 0.00 | 2,236,212.94 | 1,957,232.51 | 278,980.43 |
| <i>(a + b) Sub-total</i> | | 6,693,141.94 | 6,306,843.38 | 386,298.56 |
| (c) ① Fund set aside for Long Service Payment | | | 113,505.68 | |
| ② Unspent Balance refundable to EDB | | | 18,797.10 | |
| <i>(a to c) Total</i> | 2,891,448.35 | 6,693,141.94 | 6,439,146.16 | 3,145,444.13 |
| (2) Salary Grant | (135,234.36) | 37,088,212.95 | 36,954,938.11 | (1,959.52) |
| (3) Teacher Relief Grant | 330,352.46 | 2,172,598.75 | 2,149,251.67 | 353,699.54 |
| (4) Grant Accounts Outside EOEBG | | | | |
| (a) Committee on Home-School Co-operation Project | | 24,418.00 | 24,418.00 | 0.00 |
| (b) Substitute Teacher Grant | | 2,790.06 | 2,790.06 | 0.00 |
| (c) Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme | | 10,209.75 | 10,209.75 | 0.00 |
| (d) School-based After-school Learning and Support Programmes | | 49,600.00 | 38,450.00 | 11,150.00 |
| (e) Other Recurrent Grants | (23,999.50) | 330,400.00 | 326,200.00 | (19,799.50) |
| (f) Learning Support Grant | 105,837.58 | 74,000.00 | 170,385.00 | 9,452.58 |
| (g) Diversity Learning Grant | 105,000.00 | 105,000.00 | 105,000.00 | 105,000.00 |
| (h) Fractional Post Cash Grant | 75,360.90 | 407,884.50 | 483,245.40 | 0.00 |
| (i) One-off Grant for Procurement of e-Learning Resources | 52,570.00 | 0.00 | 0.00 | 52,570.00 |
| (j) Intensive Support for Integrated Education | | 75,443.00 | 75,443.00 | 0.00 |
| <i>Sub-total</i> | 314,768.98 | 1,079,745.31 | 1,236,141.21 | 158,373.08 |
| (5) Other Charges Account | 119,749.36 | 10.48 | | 119,759.84 |
| (6) Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-Teaching Staff Account | 25,710.03 | 611,568.00 | 433,821.16 | 203,456.87 |
| II. School Funds (General Funds) | | | | |
| (1) Collection of fees for specific purposes (including electricity charges for air-conditioning) | 1,411,295.41 | 598,966.00 | 410,621.20 | 1,599,640.21 |
| (2) Tong Fai | | 195,750.00 | | 195,750.00 |
| (3) Donations | | 609,531.00 | | 609,531.00 |
| (4) Rental and hiring charges | | 254,162.92 | | 254,162.92 |
| (5) Others | 5,114,746.61 | 1,888,137.66 | 1,799,484.40 | 5,203,399.87 |
| <i>Sub-total</i> | 6,526,042.02 | 3,546,547.58 | 2,210,105.60 | 7,862,484.00 |
| <i>Grand Total</i> | 9,732,259.35 | 11,319,434.83 | 9,885,392.97 | 11,166,301.21 |
| Total surplus for school year | | | | 1,434,041.86 |
| Accumulated surplus as at the end of school year | | | | 11,166,301.21 |

Feedback on Future Planning

Management and School Advancement

P-I-E concept in three level, i.e. professional learning in department level, organizational learning in school level and student learning in personal level, will be observed in the school. Self Evaluation and Reflection are to be made a routine that make a meaningful, effective and efficient practice for the learning community. In Organizational Learning : Getting used to the procedures and practices of SA and bettering the knowledge management of the school. In Professional Learning : Planning in departments and teams echoing to the development plan and promoting knowledge management. In Student learning : promoting ISP in lower form with SLP on-line system.

The school will be also working on the campus development regarding new annex and the modification of facilities in the existing building so as to enrich and enhance the learning environment for students and working environment for teachers and supporting staff.

Teaching and Learning

In teaching and learning, a comprehensive review on curriculum development after the first implementation of HKDSE will be carried out in departments. Life-wide learning activities, implementation of SBA and effectiveness of teaching and learning will be evaluated and enhanced.

Cross-boundary activities are to be continuously implemented with an emphasis on subject-related study tour in order to strengthen momentum of manpower and better the knowledge management for its further development. Hopefully, some service trips could be tried out in response to the promotion of servant leadership. A new committee, Study Tour Committee, in Academic Affairs Section should be set up to organize, monitor and review related activities.

Student Supports

In student supports, Integrated Education will be further developed and enhanced with the newly established team in the Student Affairs Section following the successful work from the previous school development. Outsourcing, school-based educational psychology service, professional development in curriculum and instruction will be the focus.

To enhance and further develop the personal guidance and caring, much emphasis should be put onto the whole-school settlement and discipline. Also, after broadening students' view in their community, country as well as the world, students are encouraged to well equip themselves to serve the needy with their talents, passion and vision. Their careers aspiration and vocation is to be further associated to the needs of the world. Concept of Servant leadership will be introduced and the school community will be learning how to act like Jesus Christ, serving the God and others.

END