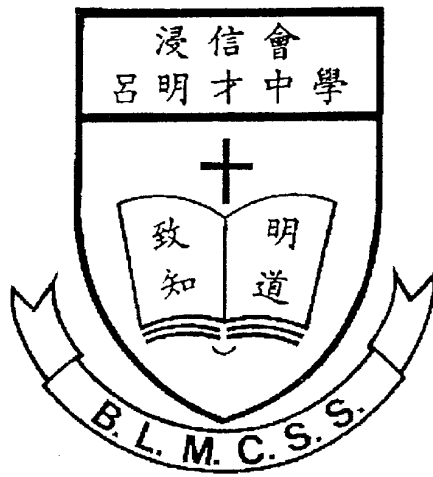


**Baptist Lui Ming Choi Secondary School**

**浸信會呂明才中學**



**School Annual Report**

**(2012 - 2013)**

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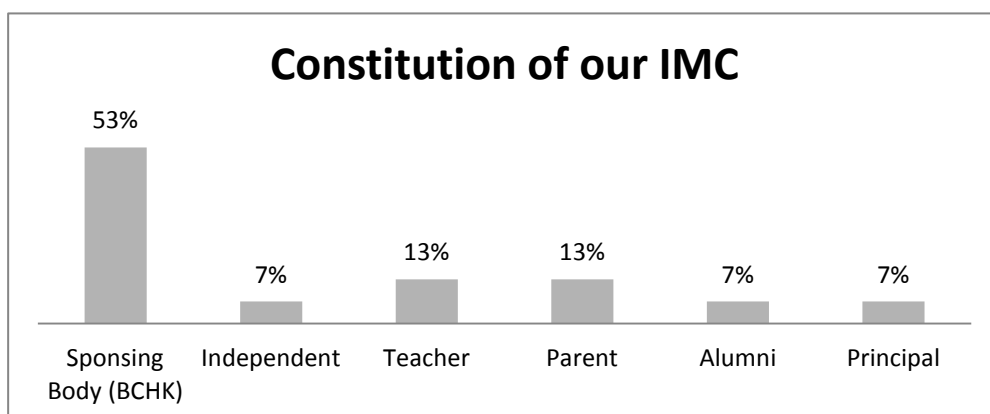
## Our School Mission and Vision

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.

## Our Management and Organization Chart

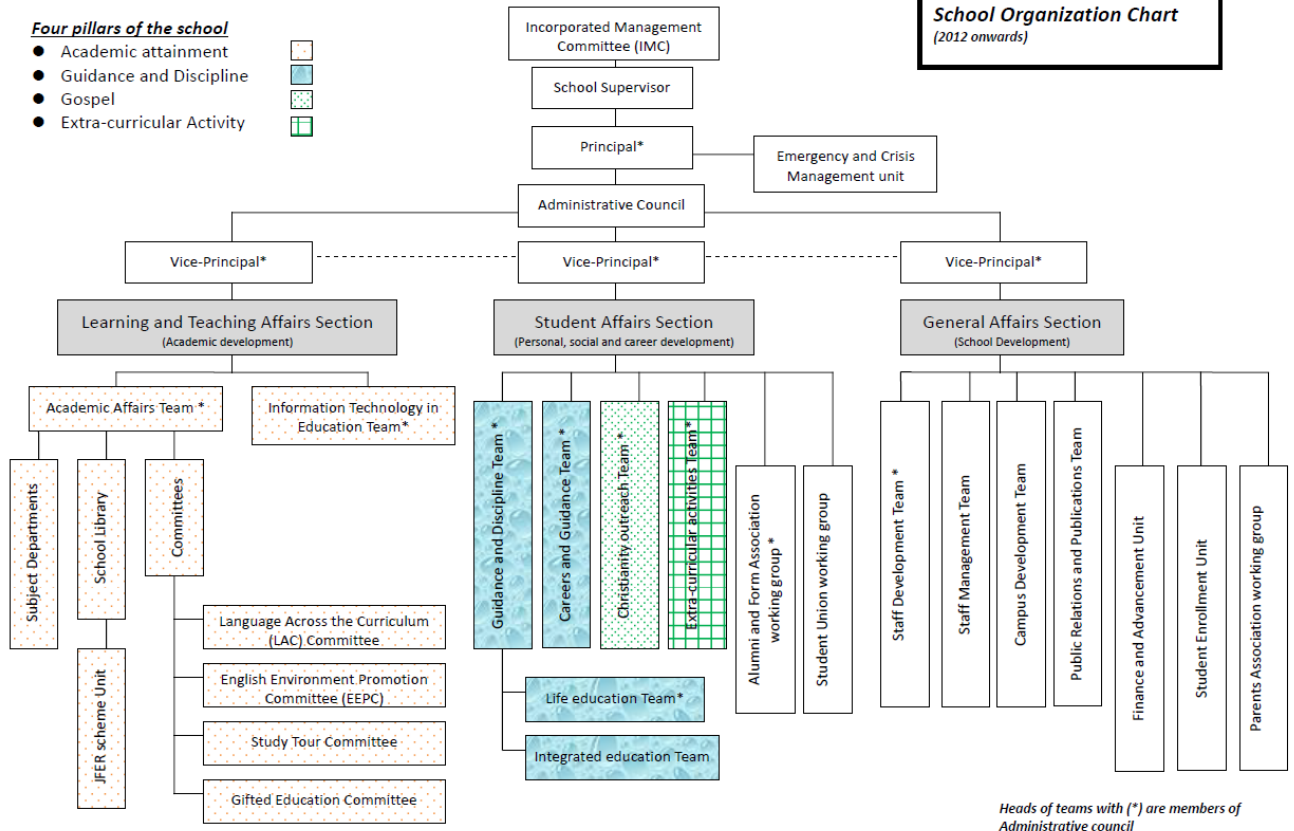


**Four pillars of the school**

- Academic attainment
- Guidance and Discipline
- Gospel
- Extra-curricular Activity



**School Organization Chart**  
(2012 onwards)



## 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><u>Academics</u> : 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><u>Aesthetic and Physical</u> : Music, Visual Arts, Drama Education and Physical Education*</p> <p><u>Moral, Life and Career education</u> : Civic Education*, Religious studies (Christianity) *, Weekly Assembly*, Class teacher period*, Design and Technology, and Home Economics</p>			<p><u>Core</u> : Chinese Language, English Language, Mathematics and Liberal Studies*</p> <p>Weekly Assembly*, Class teacher period*, Religious studies (Christianity) * and Physical Education*</p> <p><u>Elective</u> : 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 (2012-2013 F.4)**

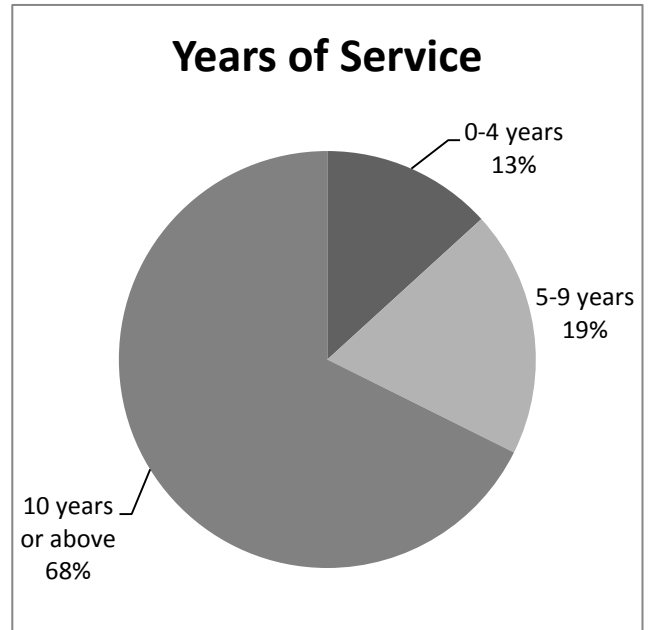
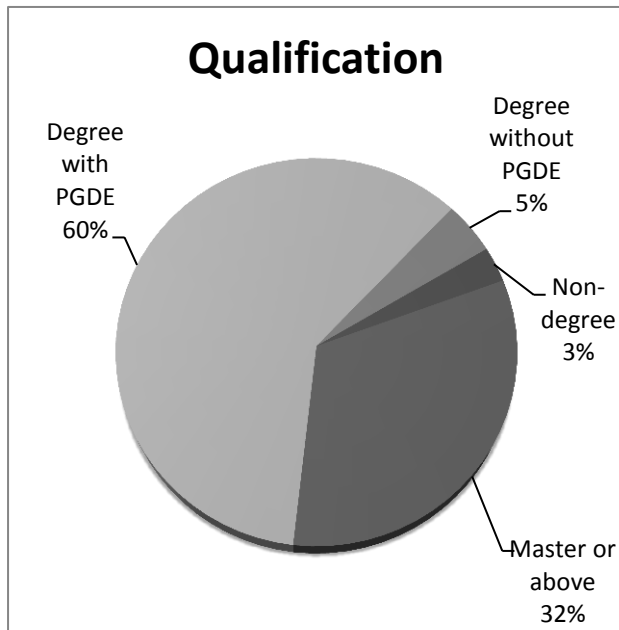
Class	A	B	C	D	E
Math Extended Part	M2	---	M1	---	----
X1	Phy	Chem	Phy	Econ / Geog / C. Lit	
X2	Chem	Bio	Chem / Bio / Hist / BAFS (Management Module)		
X3	Bio	Econ / C. Hist / V.A. / Geog / BAFS (Accounting Module) / ICT			

Network programme : NSS Music and NSS Applied Learning

**School-Based Curriculum**

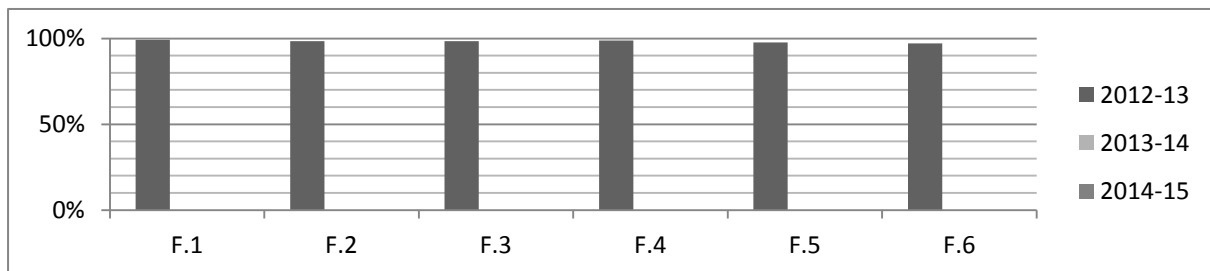
Language Across the Curriculum, Drama Education, Religious Studies (Christianity), Civic Education, Individual Student Planning.

**Our Teachers**

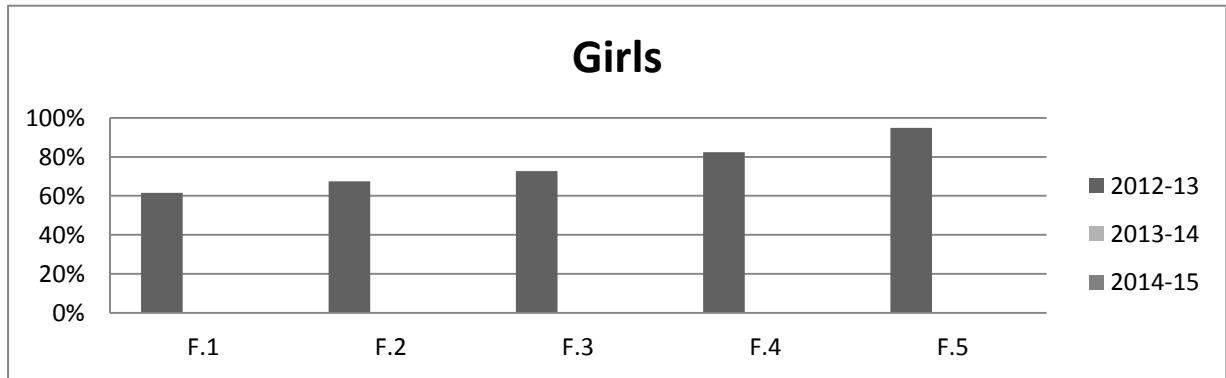
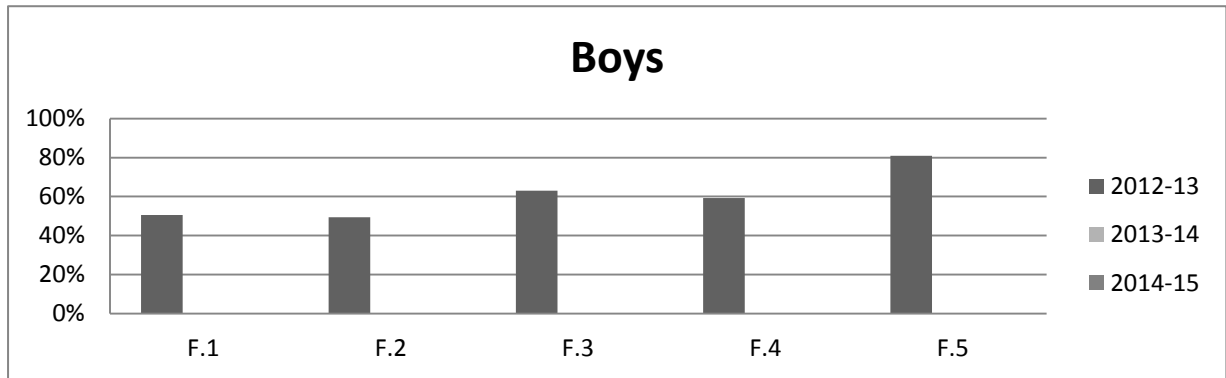


**Our Students**

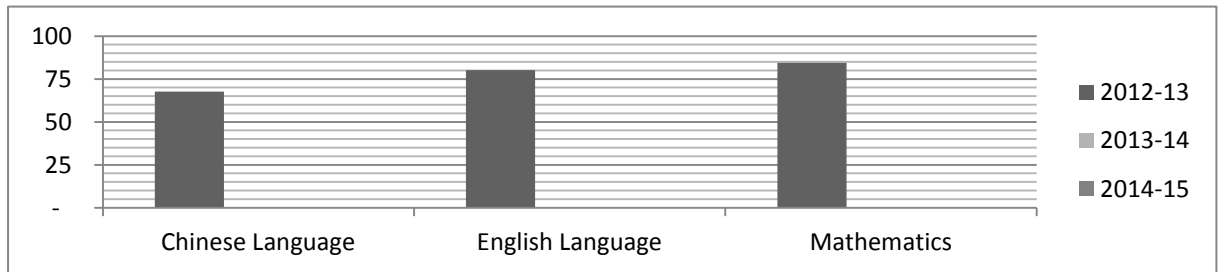
**(KPM 20)** Students' attendance rate



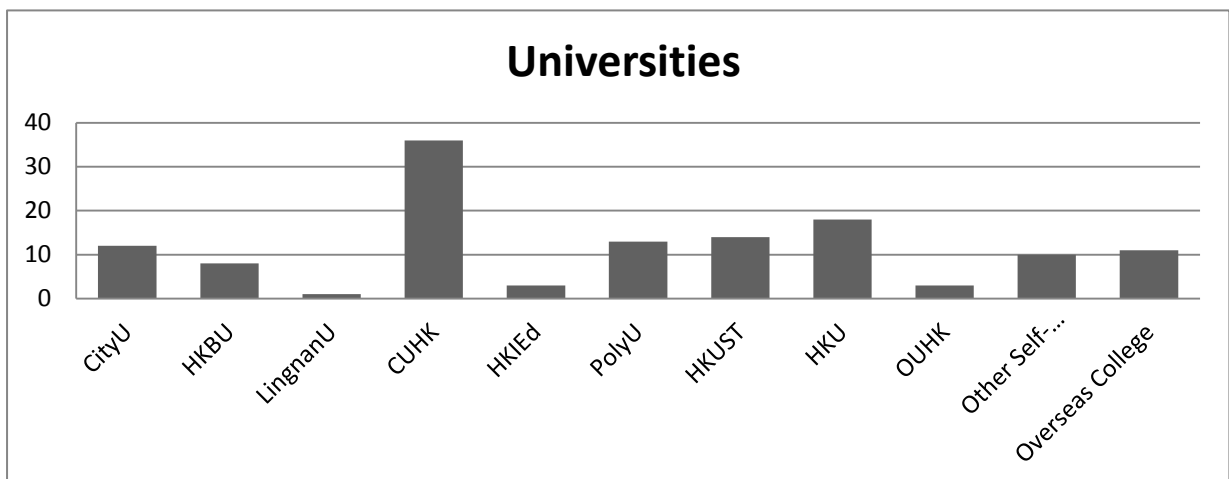
**(KPM 21)** Percentage of students within the acceptable weight range

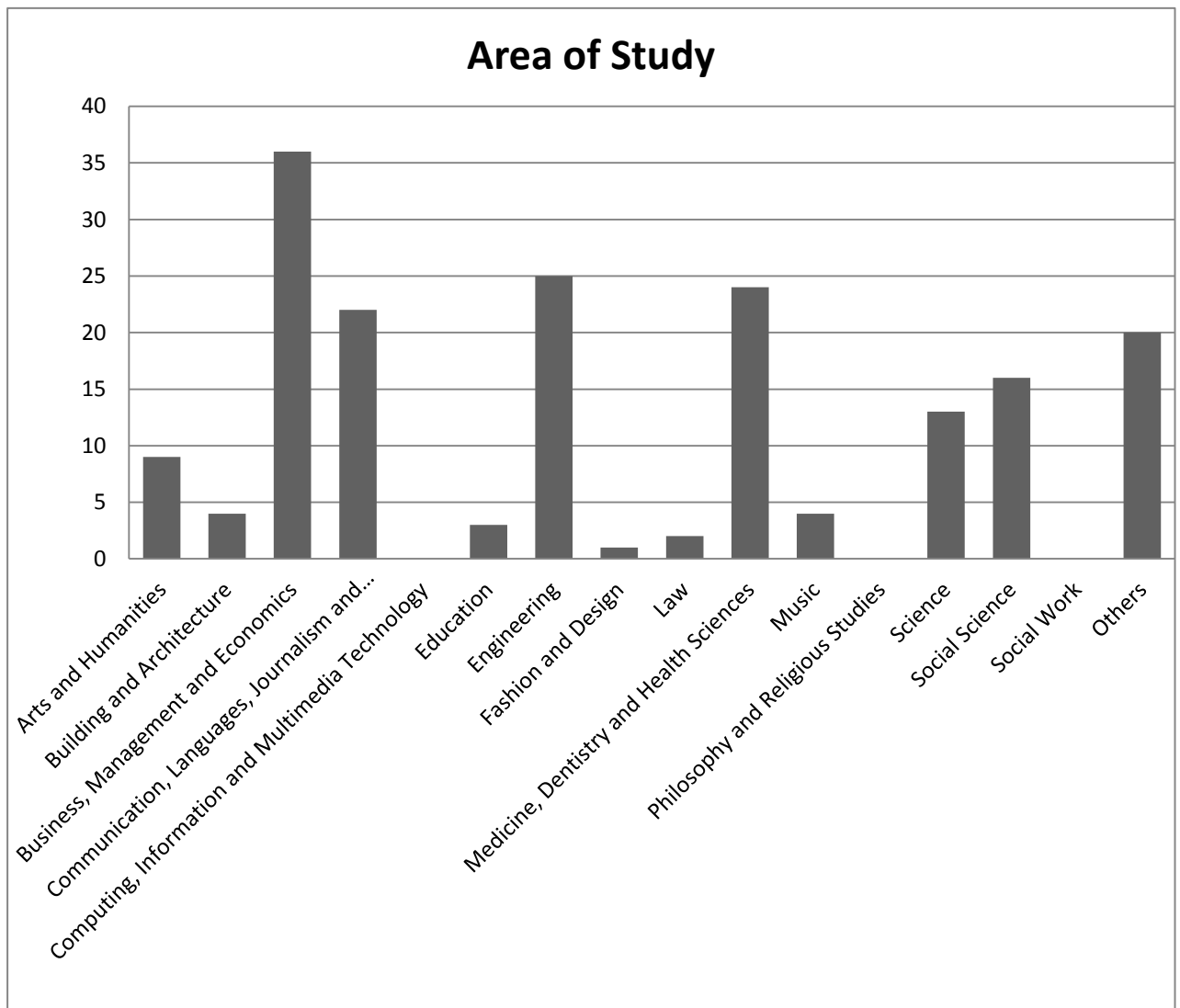


**(KPM 14)** Pre-S1 Hong Kong Attainment Test



**(KPM 11)** Destinations of graduates





## Achievements and Reflection on Major Concerns

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

- From School discipline to Students' Self-discipline

<b>Achievements</b>
<ol style="list-style-type: none"><li>1. The majority of the teachers were satisfied with the students' discipline performance. Teachers also agreed with the whole-school approach in maintaining students' discipline.</li><li>2. Students' awareness of the importance of settling down as a whole school was aroused through morning assemblies, weekly assemblies and uniform checking. Students were also able to understand the rationale behind the setting of school rules.</li><li>3. In order to help Form 1 students adapt to the new learning environment and the school requirements, and to learn how to set a good learning routine as soon as possible, a few measures were adopted by the school. This includes a Form 1 Orientation Day, a Form 1 Training Camp, and a tailor-made life skill booklet 'On My Way'.</li><li>4. After receiving assistance from teachers, improvements were seen in some repeaters and students of lower abilities.</li></ol>
<b>Reflection</b>
<ul style="list-style-type: none"><li>● The school has adopted the whole-school approach in discipline-related issues for many years, and found it effective. However, as teachers have to be on duty apart from teaching as well as having conferences with students after classes, teachers found it difficult to perform all duties satisfactorily.</li><li>● The discipline record in junior form classrooms could be used more effectively. There was the need to remind teachers of its use and grading criteria.</li><li>● Students' self-confidence and motivation could be further enhanced through caring for them and recognising their efforts.</li></ul>



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

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

### **Achievements**

1. Students were aware of and have started to have in hand the importance of time-management through class teacher periods and sharing from senior form students.
2. Students' sense of belonging towards their own class has risen through the classroom cleaning campaign.
3. Students' awareness of disciplined learning and life routine was raised through the life-skill booklet 'On My Way' for Form 1 and Career Mapping for senior form students.

### **Reflection**

- It was clear that students' self-management was improved through the classroom cleaning campaign and the life skill booklet 'On My Way'. However, teachers had to spend more time for follow-up action.
- Class teachers' feedback to students' reflections on the Career Mapping Handbook has enabled students to receive timely assistance when searching for their career path. However, it would be more beneficial to students and effective, if class teachers could have more exchanges of ideas and information.

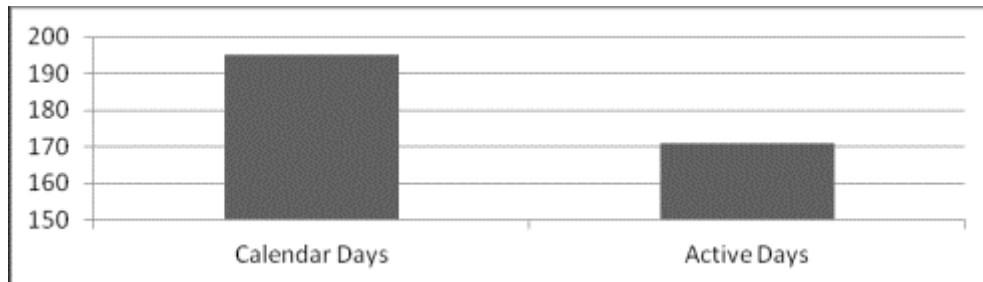
### Major Concern 3: **Servant Leader**(僕人式領袖)

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

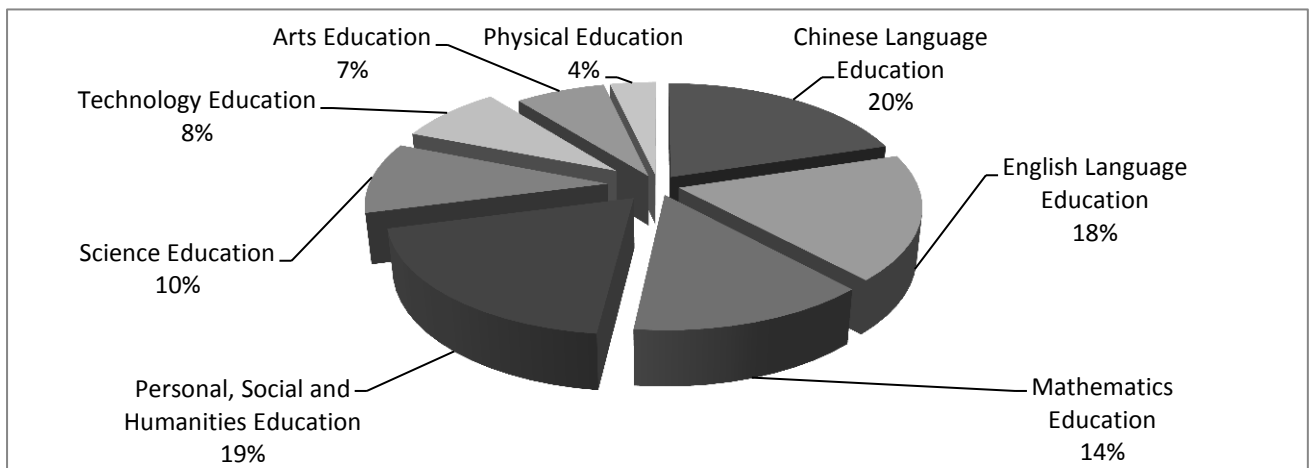
<b>Achievements</b>
<ol style="list-style-type: none"><li>1. Establishing a culture of servant-leader: the concept of Servant-Leader was shared throughout the year in morning assemblies. Students were challenged to become a servant who is willing to lead. The idea was further shared in an article published in Ming Dao. It has laid a solid foundation of the understanding of the quality of a servant leader among students.</li><li>2. Developing student leaders: the selection mechanism of all outstanding students awards was thoroughly reviewed. The purpose, values, eligibility, and selection criteria were intensively discussed as well as the application procedure. In addition, the Outstanding Community Service Award was newly added so that the list of all outstanding student awards represents a wide range of aspects of important values upheld by the school.</li><li>3. The awards are Outstanding Student 傑出學生, Outstanding Academic Achievement Award 傑出學術成就獎, Outstanding Leadership Award 傑出領袖才能獎, Outstanding Community Service Award 傑出社群服務獎, Outstanding Athlete Award 傑出運動員獎, Outstanding Artist Award 傑出才藝獎. The new criteria were adopted and the nominations for all awards were overwhelming.</li></ol>
<b>Reflection</b>
<ul style="list-style-type: none"><li>● Developing leaders is a long process and it requires strategic planning of work we are doing across various departments.</li><li>● A working committee is required to oversee and to coordinate matters concerning leadership.</li><li>● Targeted training for student leaders is of the utmost importance.</li><li>● We are still in search of a new paradigm in methods of developing student leadership potential such as coaching and mentorship.</li><li>● Related teacher training is necessary.</li></ul>

## Our Learning and Teaching

(KPM 4) Number of calendar days and active 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 are 4.1 and 3.6 respectively and that of (KPM 08) stakeholders' perception of student learning as viewed by teachers and students are 3.8 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 was increased from 87 to 105. Second, an NSS music in network programme and Applied Learning courses were offered. Third, in an attempt to cater for 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 instead of Careers and Guidance Team for further development. A gifted student school based withdrawal programme and 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. A group of 30 students from F.3 to F.5 visited Japan while another group visited Korea this year. The school plans to launch more study tours next year.

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 35<sup>th</sup> Anniversary Musical were introduced to offer more opportunities for on-stage performance in the school. A Mentorship programme with the Rotary Club of Tolo Harbor and Arch Outreach were carried out so that our students could get in touch with professionals and provide opportunities for overseas study at famous 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 4.2. 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 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 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 DSE release day were introduced.

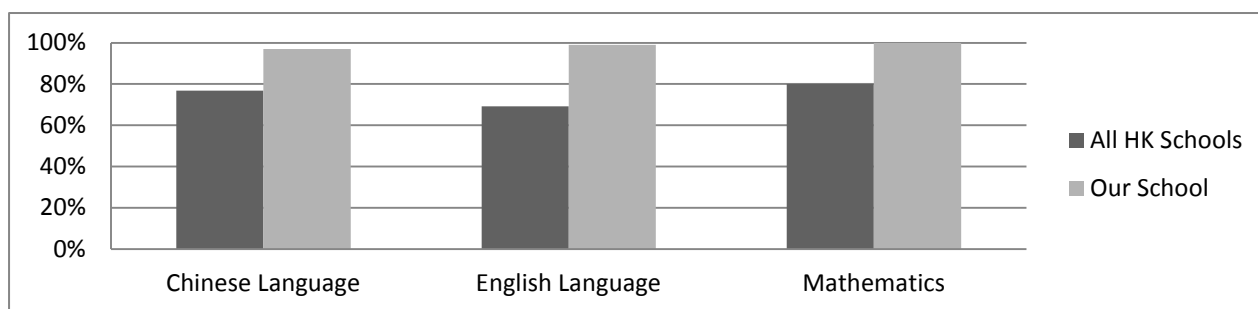
A whole-school approach (teachers, support staff, parents and students) was adopted in the implementation of Integrated Education in the school with an emphasis on a caring campus environment and peer support. The awareness of teachers towards students with SEN was developed with individual case presentations in staff meetings, professional development talks and seminars. Also, skills and attitudes through workshops and professional training courses were addressed. 10% of teachers received structural professional courses offered by the EBD.

# Student Performance and Achievement

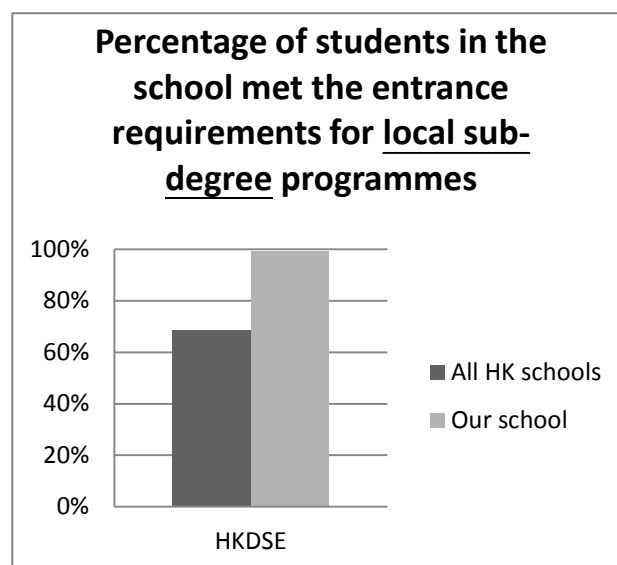
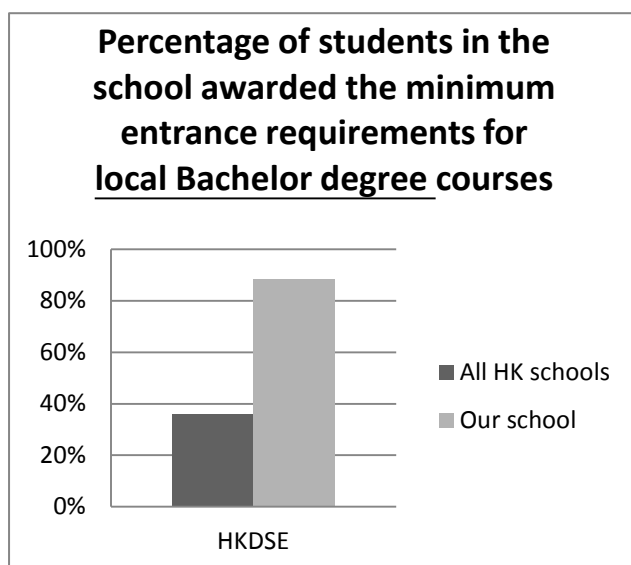
Students perform excellently in both academic and non-academic areas. Their achievements allow them to be placed in the top 10% of the population.

## Academic performance

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



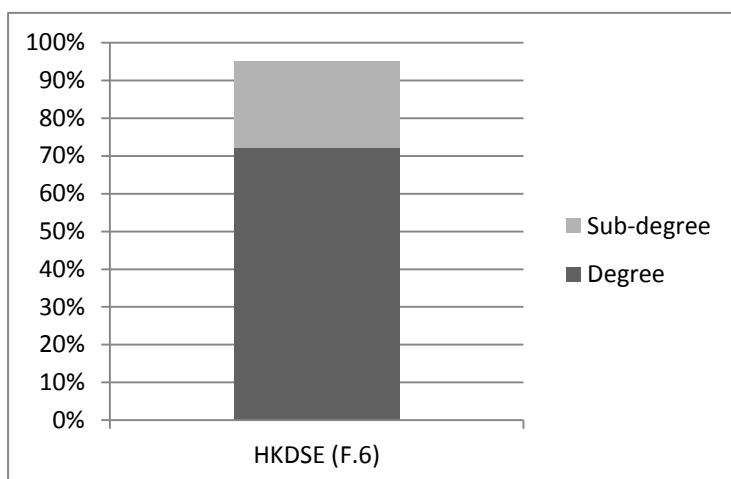
### 2. Public Examination Results (*KPM 16*) of F.6 HKDSE (2013)



### 3. Academic Value-added Performance (*KPM 17*) of F.6 HKDSE (2012, 2013)

Subject with high value-added	Stanine (1-9)
Chinese History	7
Chinese Literature	9
Computer and Information Technology	8
History	9

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



#### Non-academic performance

##### 1. Highlights

- \* 2013 Hong Kong & Macau Mathematical Olympiad Open Contest "HKMO Open" **Bronze Medal (Overall), Senior Group Champion, Form 3 Champion, Form 2 7th place, Form 1 5th place, Outstanding Secondary School Award 5th place**
- \* The 7th Hong Kong Diplomatic Knowledge Cup Contest (**Bronze**) organized by The Department of State Office of the Commissioner in Hong Kong
- \* "Rose Bowl 2013" (**Champion**) organized by the Secondary School Bridge League
- \* 2011-2012 The Best Youth Unit – NT division (**1st Runner-up**) by the Red Cross
- \* 2011-2012 The Best Youth Unit – Shatin North District (**Champion**) by the Red Cross
- \* HK Red Cross Youth of the Year 2012 (**Outstanding Members Award**)
- \* Hong Kong Girl Guides Association (**Outstanding Members Awards**)
- \* HK Physics Olympiad 2013 (**Best School Award**)

##### 2. Outstanding Student Awards and Scholarships

班別	姓名	詳情
6C (上屆)	杜穎霖	2012 至 2013 年度葛量洪獎學基金「葛量洪傑出學生獎」
5E	何晰璿	<b>Winner of the International Essay Writing Contest by the Gulen Institute with a 4-day trip to Washington for the award ceremony</b>
5E	何晰璿	普林斯頓大學香港校友會 Princeton Club Hong Kong 2013 Book Prize
5E	何晰璿	哈佛大學香港校友會 2013 Harvard Book Prize
5A	蔡秀杏	第十二屆理工大學青少年企業領袖訓練課程獎學金
6A	程凱盈	香港交通銀行中學生獎學金
6A	伍紀穎	
6C	陳培鐸	
6D	陳穎欣	

5E	許嘉貽	
5C	鄧喬心	傑出青年協會及教育局主辦第二屆明日領袖獎得主
6A	黃君怡	尤德爵士紀念獎學金
5C	鄧喬心	
5C	謝諾稀	沙田青年協會主辦第九屆沙田區傑出學生
3A	周卓霖	我愛香港十大模範少年 嘉許同學
3E	葉望華	
3E	林小芬	
4A	熊文浩	Bravo! 香港青年劇場獎 2013-14
3A	彭焯然	
5E	何晰璿	元朗青年商會 香港特別行政區傑出學生選舉候選人
6A	程凱盈	
6C	陳培鐸	

### 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	-	-	第五名	第七名	季軍	亞軍
長跑	第六名	亞軍	季軍	第五名	亞軍	殿軍
田徑	殿軍	季軍	-	第五名	季軍	第五名
游泳	第六名	季軍	亞軍	第五名	冠軍	亞軍
羽毛球	-	季軍	第五名	亞軍	第五名	-
乒乓球	-	-	季軍	亞軍	-	-
手球	-	-	-	殿軍	亞軍	第五名
排球(第一組)	季軍	季軍	亞軍	殿軍	冠軍	殿軍
籃球(第一組)	第五名	冠軍	第六名	-	-	-
足球(第一組)	第五名	亞軍	殿軍	-	-	-
全年總錦標	亞軍			亞軍		

Individual awards	Gold	Silver	Bronze
Number	13	15	7

#### (ii) Music

Individual /Group awards	First	Second	Third
Number	4	4	6

(iii) Speech Festival

Individual /Group awards	First	Second	Third
Number	9	19	10

(iv) Dance Festival

Individual /Group awards	Highly Commended	Commended
Number	9	4

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

Individual Awards	Gold	Sliver	Bronze
Number	1	9	17



# Financial Summary

Baptist Lui Ming Choi Secondary School  
School Financial Report (2012-2013)

	Balance b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
<b>Balance B/F (Government Funds and School Funds)</b>				
<b>I. Government Funds</b>				
(1) EOEBG Grant	3,229,345.23	6,035.90	0.00	
(a) School Specific				
① Admin Grant / Revised Admin Grant		3,376,161.31	3,328,452.41	47,708.90
② Noise Abatement Grant		183,382.00	214,768.00	(31,386.00)
③ Composite Information Technology Grant		377,467.00	665,627.62	(288,160.62)
④ Whole-school Approach to Integrated Education		0.00	0.00	0.00
⑤ Capacity Enhancement Grant		516,616.00	405,112.60	111,503.40
<i>Sub-total</i>		4,459,662.21	4,613,960.63	(160,334.32)
(b) Non-School Specific				
Baseline Reference Grant		2,002,424.93	2,068,268.75	
Other Income		117,631.72		
<i>Sub-total</i>	0.00	2,120,056.65	2,068,268.75	51,787.90
<i>(a + b) Sub-total</i>		6,579,718.86	6,682,229.38	(108,546.42)
(c) ① Fund set aside for Long Service Payment			218,233.60	
② Unspent Balance refundable to EDB			0.00	
<i>(a to c) Total</i>	3,229,345.23	6,579,718.86	6,900,462.98	2,908,601.11
(2) Salary Grant	(1,959.52)	36,072,331.40	36,081,440.60	(11,068.72)
(3) Teacher Relief Grant	353,699.54	2,308,607.25	2,415,630.15	246,676.64
(4) Grant Accounts Outside EOEBG				
(a) Committee on Home-School Co-operation Project	0.00	24,626.00	24,626.00	0.00
(b) Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme	0.00	0.00	0.00	0.00
(c) School-based After-school Learning and Support Programmes	3,150.00	43,600.00	49,455.00	(2,705.00)
(d) Other Recurrent Grants	(19,799.50)	381,562.00	361,762.00	0.50
(e) Learning Support Grant	9,452.58	210,000.00	192,398.30	27,054.28
(f) Diversity Learning Grant	105,000.00	105,000.00	31,205.60	178,794.40
(g) Fractional Post Cash Grant	0.00	9,787.50	9,787.50	0.00
(h) One-off Grant for Procurement of e-Learning Resources	52,570.00	0.00	56,800.00	(4,230.00)
(i) Liberal Studies Curriculum Support Grant	0.00	160,000.00	160,000.00	0.00
(j) Community Care Fund Ass Prog (Cross Boundary Learning Act)	0.00	47,250.00	129,250.00	(82,000.00)
(k) Senior Secondary Curriculum Support Grant	0.00	713,520.00	713,520.00	0.00
(l) Upgrading Network Router of Web-based Sch Adm, Mgt System	0.00	8,850.00	8,750.00	100.00
(m) Moral and National Education	0.00	530,000.00	0.00	530,000.00
(n) Diversity Learning Grant (Applied Learning)	0.00	18,350.00	18,350.00	0.00
(o) Pilot Project on Strengthening School's Admin Management	0.00	300,000.00	0.00	300,000.00
<i>Sub-total</i>	150,373.08	2,552,545.50	1,755,904.40	947,014.18
(5) Other Charges Account	161,387.04	0.00	0.00	161,387.04
(6) Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-Teaching Staff Account	203,456.87	447,121.22	484,175.98	166,402.11
<b>II. School Funds (General Funds)</b>				
(1) Collection of fees for specific purposes (including electricity charges for air-conditioning)	1,599,640.21	551,381.13	673,125.30	1,477,896.04
(2) Tong Fai		168,000.00		168,000.00
(3) Donations		748,588.10	180,006.20	568,581.90
(4) Rental and hiring charges		411,607.80	97,443.12	314,164.68
(5) Others	6,262,843.79	4,198,526.51	4,432,147.54	6,029,222.76
<i>Sub-total</i>	7,862,484.00	6,078,103.54	5,382,722.16	8,557,865.38
<i>Grand Total</i>	11,242,202.31	15,210,367.90	14,039,089.54	12,413,480.67
Total surplus for school year				1,171,278.36
Accumulated surplus as at the end of school year				12,413,480.67

# Feedback on Future Planning

## Management and School Advancement

The school will apply the P.I.E. concept at three levels: professional learning at a department level; organizational learning at a school level and student learning at a 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 that makes a meaningful, effective and efficient practice for the learning community. Appraisal system and policy will be enhanced and modified.

**Professional Learning** : Planning in departments and teams echoing 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.

**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 carried out for teachers to enhance their skills.

Endorsed an amount of HK 450,000 under the **Strengthening Schools' Administration Management Scheme**, the School, from SEP 2013 to DEC 2014, has begun optimize and modify administrative processes including Human Resource Management, Financial Management, Information Management and Facilities Management.

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

## Teaching and Learning

In teaching and learning, a comprehensive **review** on curriculum development after the first and second implementation of HKDSE will be carried out in departments. Life-wide learning activities, implementation of SBA and the 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 tours 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 the Academic Affairs Section should be set up to organize, monitor and review related activities.

Academic Affairs Team and Gifted Education Committee are to increase more gifted withdrawal **programmes** in departments under the Diversity Learning Grant (DLG).

In order to reserve more time and space for students to revise for final examinations, the last two

cycles are to be allocated as **study cycles** in which no extra-curricular activities will be continued. Make-up classes and revision lessons will be carried out where necessary with study rooms reserved for students to study after school.

### **Student Support**

To foster student support, **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.

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 tried out with an emphasis on the roles, quality, skills and attitudes of leaders.

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 the students' view of their community, country, as well as the world, students will be equipped to serve the needy with their talent, passion and vision. Their career aspirations and vocation is to be further associated to the needs of the world.

END