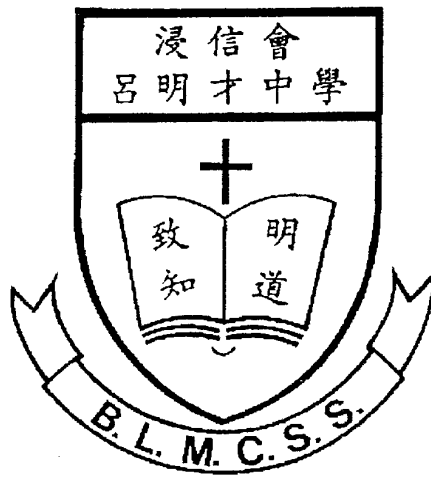


Baptist Lui Ming Choi Secondary School

浸信會呂明才中學



School Annual Report

(2013 - 2014)

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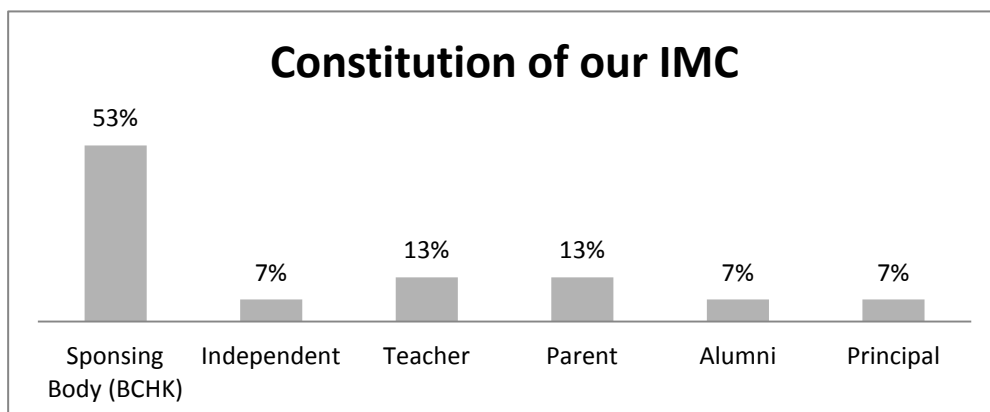
Our School Mission and Vision

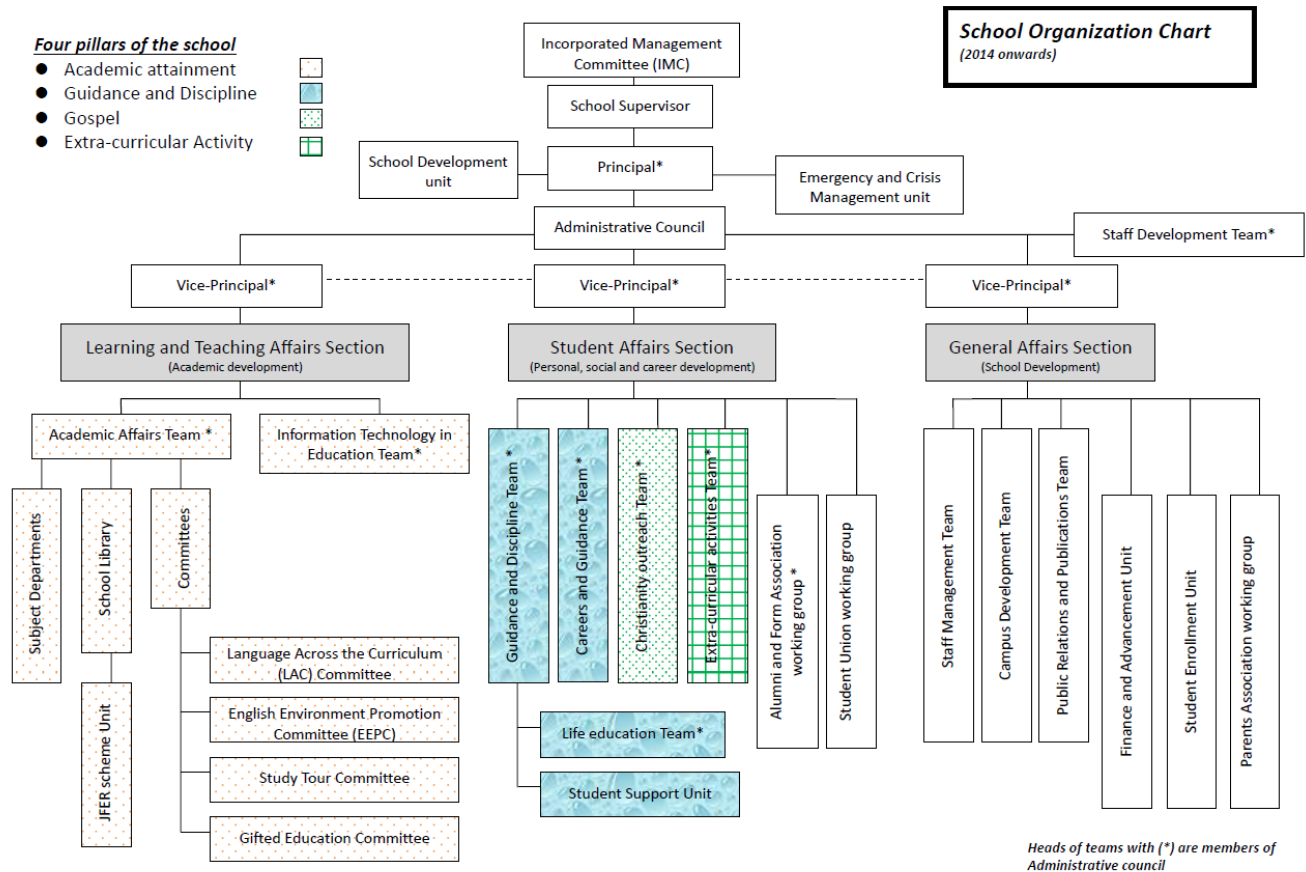
The School is a government-aided English grammar co-educational school run by the Baptist Convention of Hong Kong. Since its establishment by the Convention in 1978, the School's mission has always been to provide all-round education based on Christian values nurturing individual lives and character. 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.
- 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)

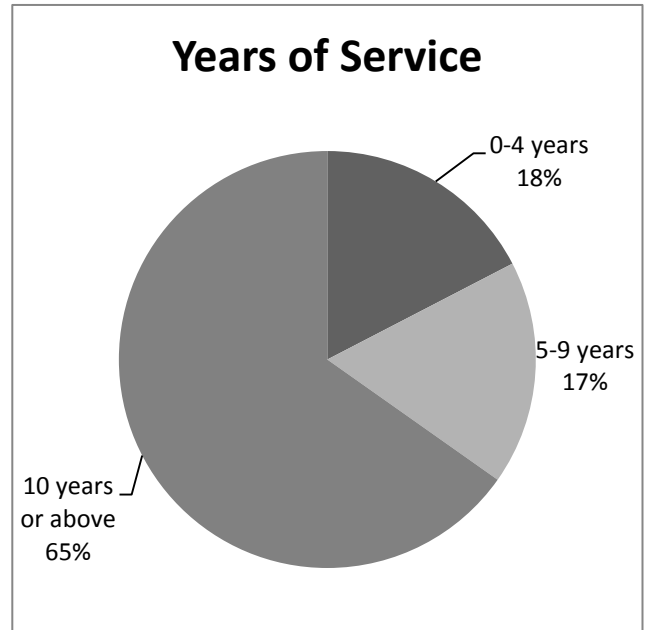
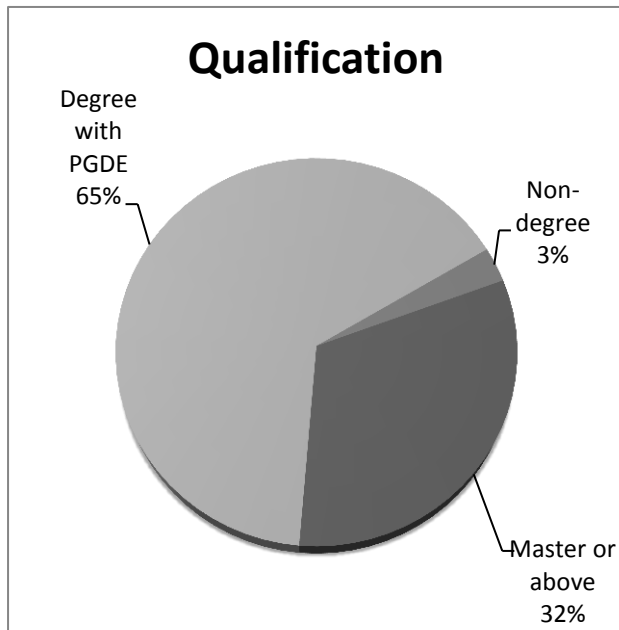
Class	A	B	C	D	E
Math Extended Part	M2	---	M1	---	----
X1	Phy	Chem	Phy	Econ / Geog / C. Lit	
X2	Chem	Bio	Chem / Bio / Hist / BAFS (Management Module)		
X3	Bio / Econ / C. Hist / V.A. / Geog / BAFS (Accounting Module) / ICT				

Network programme : NSS Music and NSS Applied Learning

School-Based Curriculum

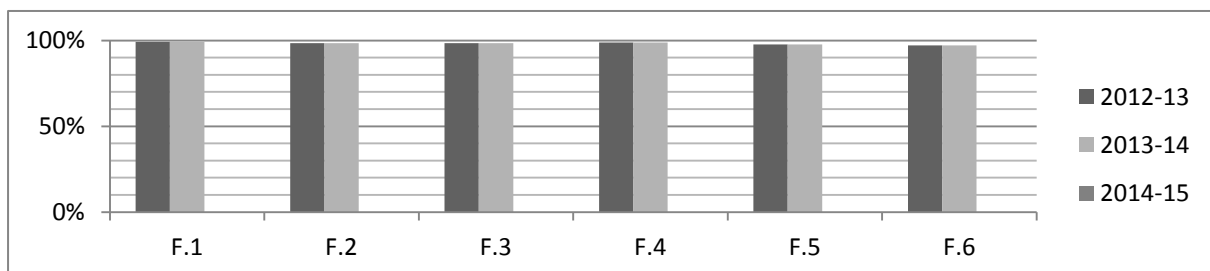
Language Across the Curriculum, Drama Education, Religious Studies (Christianity), Civic Education, Individual Student Planning.

Our Teachers

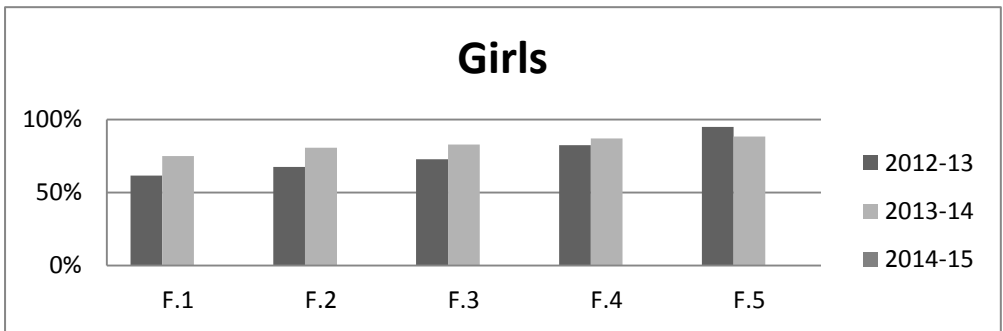
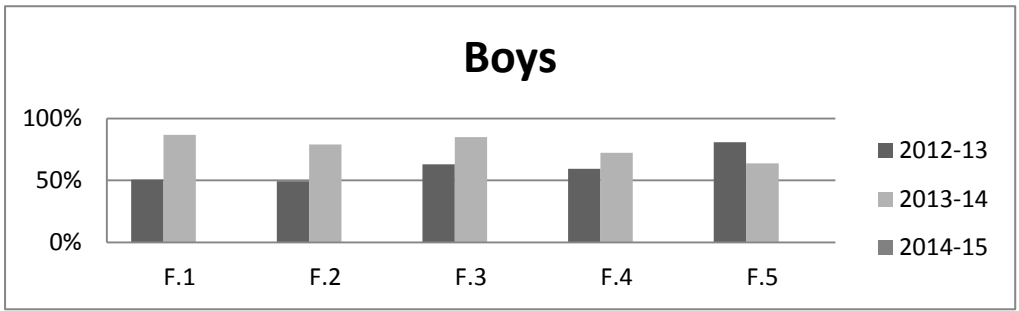


Our Students

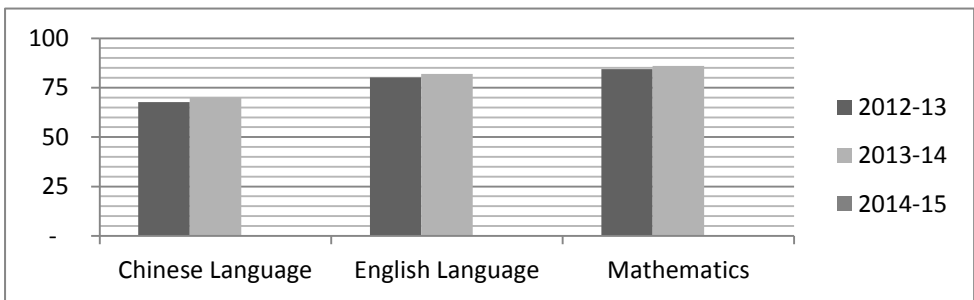
(KPM 20) Students' attendance rate



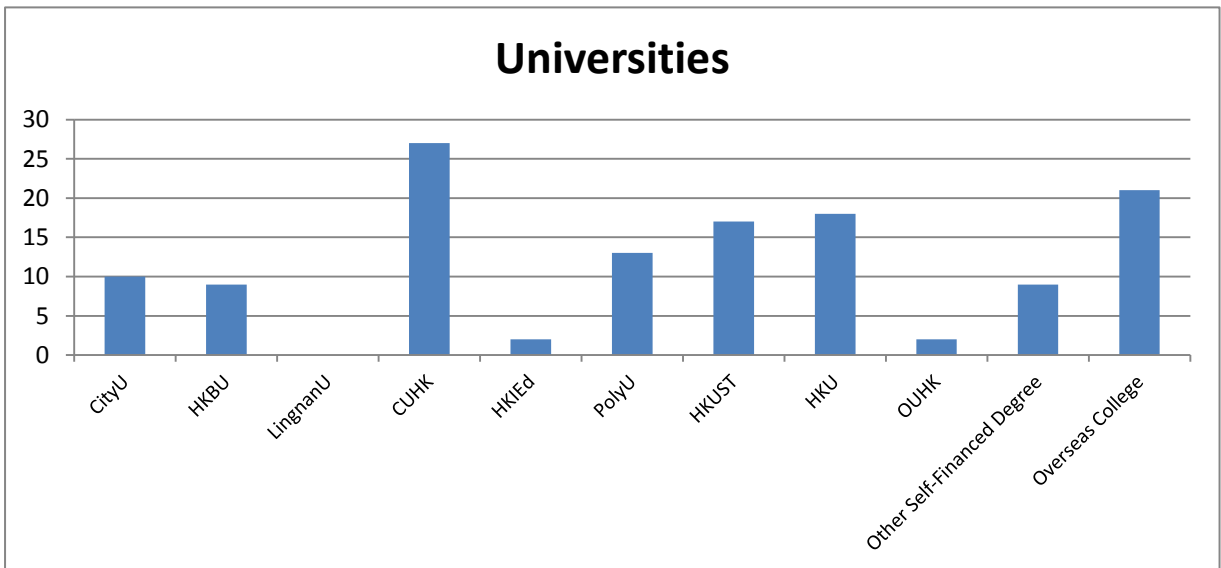
(KPM 21) Percentage of students within the acceptable weight range

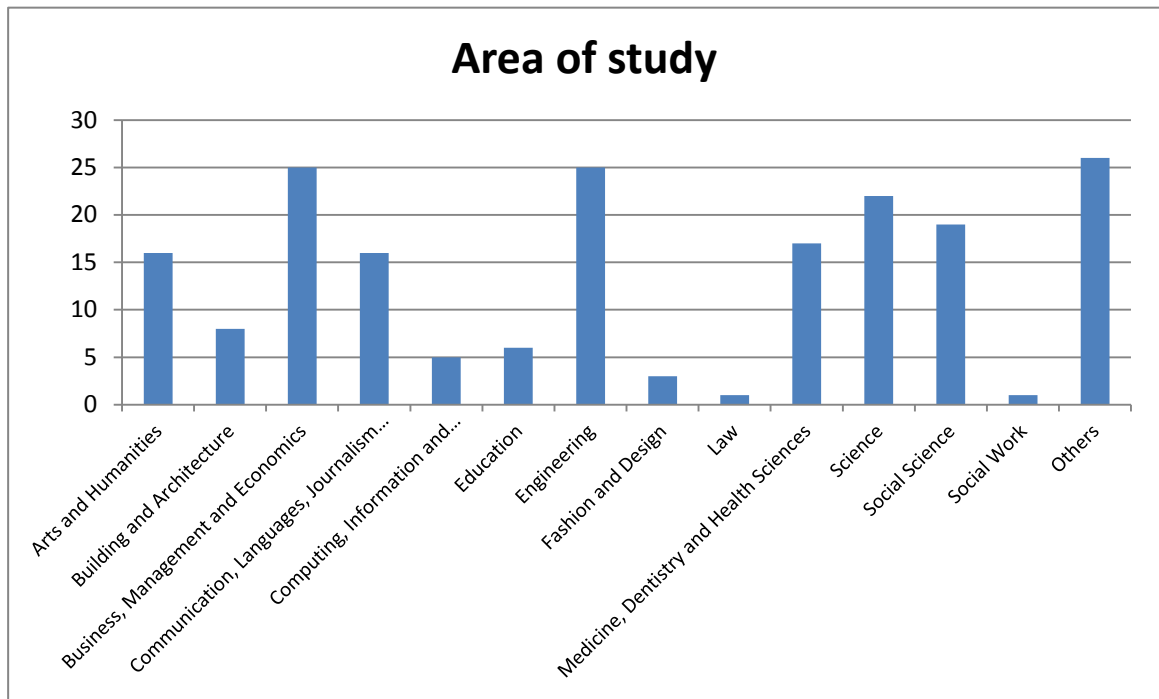


(KPM 14) Pre-S1 Hong Kong Attainment Test



(KPM 11) Destinations of graduates (2014)





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.
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.
- Teachers should provide clear guidelines to students in order to change them from being disciplined to self-discipline.
- In the long run, there is the need to have workshops that aim at enhancing teachers' skills on classroom management.

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

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

Achievements

1. Turning over of chairs at the end of each school day started at the beginning of the school year this year. The effect was better than previous years, 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 on 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 emotional management has been raised.

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 for 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.

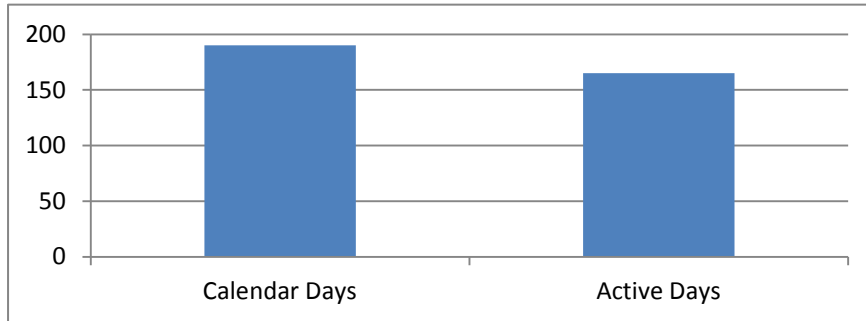
Major Concern 3: **Servant Leader**(僕人式領袖)

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

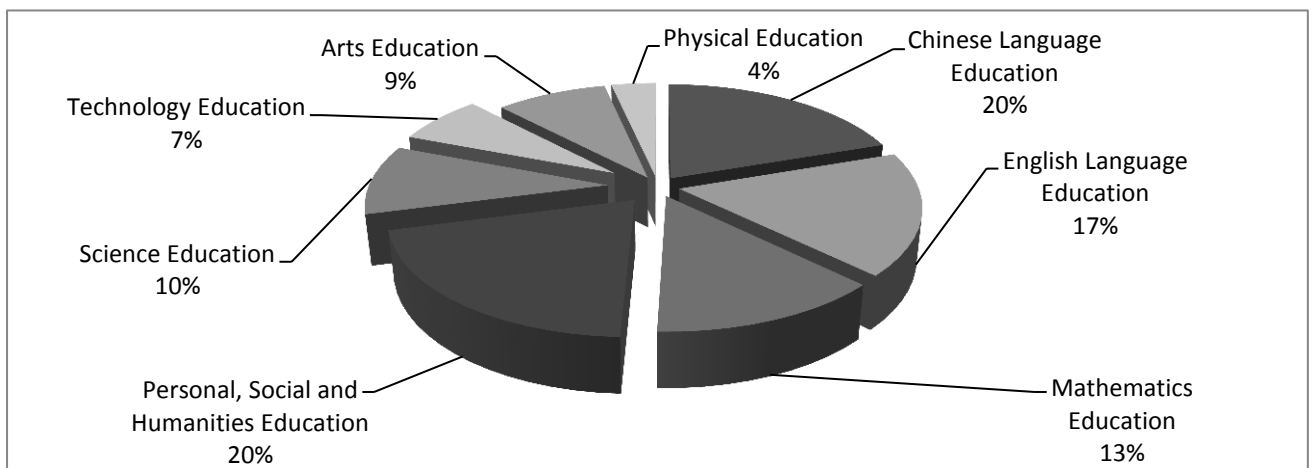
Achievements
<ol style="list-style-type: none">1. Following the introduction of the idea of Servant Leader in the first year, identifying student leaders comes next. First, a group of student leaders (with leading posts) were gathered and a Dedication Ceremony was held in the morning assembly. They made a commitment in front of the whole school and were sent out formally to carry out their duties in the coming year.2. A display board was set up to post information of all student leaders. The PEOPLE were made known to the whole school.3. The procedure of nominating students for external awards and training programmes was also reviewed. The communication between different parties was strengthened.4. In this year, 8 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.
Reflection
<ul style="list-style-type: none">● Developing leaders is a long process and it requires strategic planning of work we are doing across various departments.● A working committee is required to oversee and to coordinate matters concerning leadership such as nomination for external awards and training of student leaders.● Targeted training for student leaders is of the utmost importance.● We are still in search of a new paradigm in methods of developing student leadership potential such as coaching and mentorship.● Related teacher training is necessary.

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 4.0 and 3.7 respectively and that of *(KPM 08)* stakeholders' perception of student learning as viewed by teachers and students are 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 was increased 105. Second, a 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. There were altogether 4 study tours organized by the school as follows.

	City, Country	Subject involved	Theme
1	Yunnan, China	PTH, LS	Community service
2	Okinawa, Japan	LS	National Identities
3	Singapore	Music	International event of choir performance
4	Hualien, Taiwan	VA	Culture and Arts experience

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 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 4.1. 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 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. 10% of teachers received structural professional courses offered by the EDB.

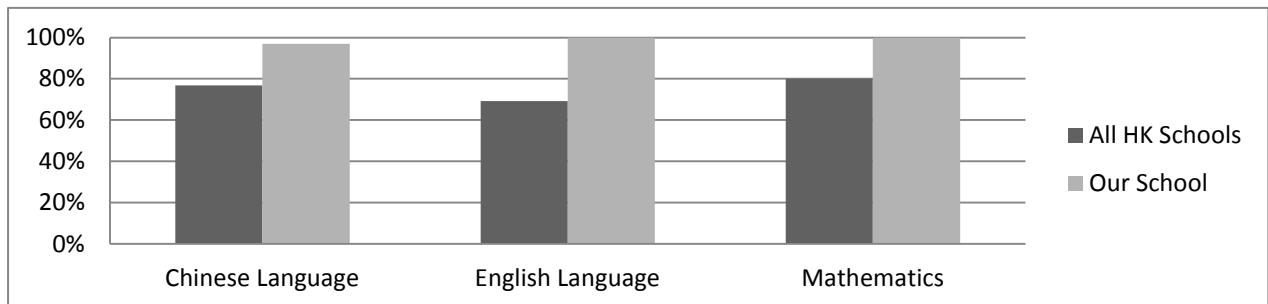
In this year, the Learning Support Grant for Secondary Schools (LSGSS), totally \$270,000, was provided by EDB to help strengthen the support for students with SEN to achieve the aims of whole-person development. And the School-based After-School Learning and Support Programmes, totally \$43,600, was provided to support 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

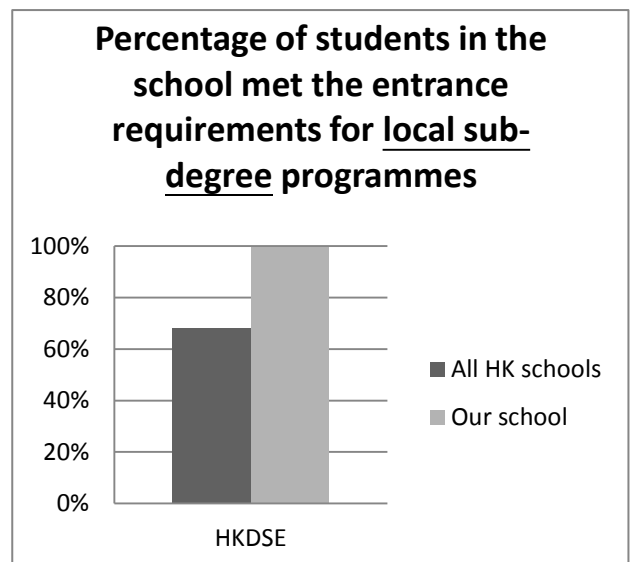
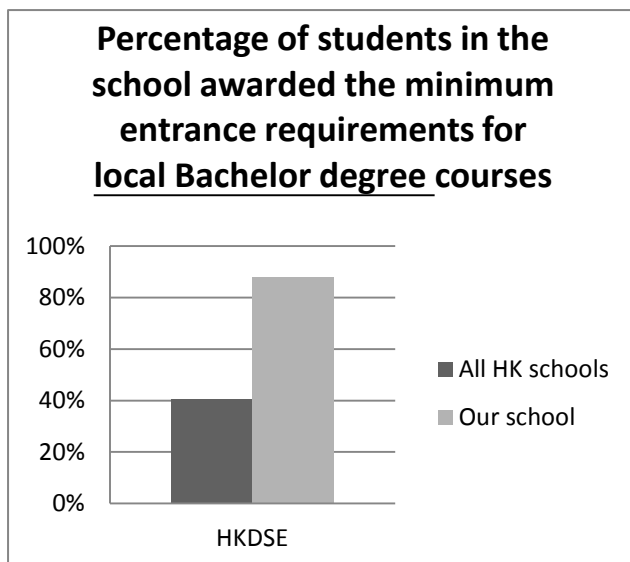
Students perform excellently in both academic and non-academic areas. Their achievements allow them to be placed in the top 10% of the population.

Academic performance

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



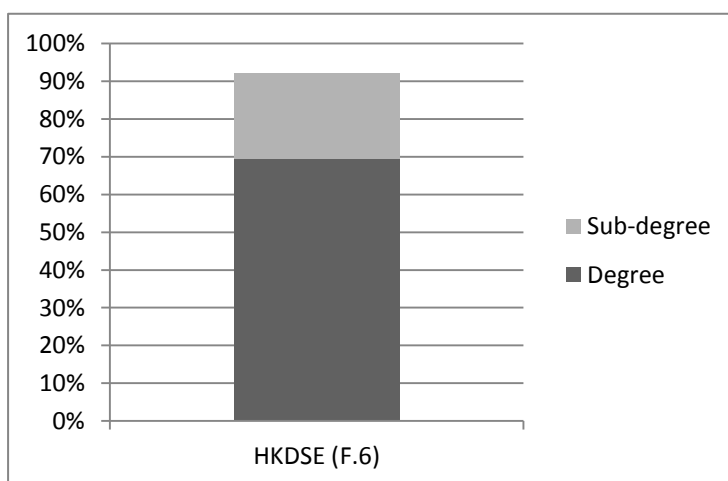
2. Public Examination Results (*KPM 16*) of F.6 HKDSE (2014)



3. Academic Value-added Performance (**KPM 17**) of F.6 HKDSE (2014)

Subject with high value-added	Stanine (1-9)
Mathematics	6
Chinese Literature	6
Chinese History	6
Geography	6
Combined science (Bio/Chem)	7
Computer and Information Technology	7

4. Percentage of university-entrance of F.6 students in the school (2014).



5. Award and Achievement

Design and Technology	
World Robot Olympiad (WRO) 2013 (Junior) (selected to be the Hong Kong representatives at the international WRO)	2nd Runner-up
International Robotic Olympiad 2013 - Robotic Basketball (held in Liaoning, China)	1st Runner-up
2014 HK Robotic Olympiad & Ocean Exploration Competition - Robotic Basketball	Champion 1st Runner-up
Ditto - Robotic Soccer (Ditto)	Champion
Ditto - Robotic Water Polo (Ditto)	1st Runner-up
Knowledge competition	
The 8th HK Diplomatic Knowledge Cup Contest organised by The Office of the Commissioner of the Ministry of Foreign Affairs in HK	Bronze Award
The 13th Chinese Medicine Quiz Contest for Secondary Schools, organised by the Chinese Medicine Society, HKBU	2nd Runner-up

2014 Hong Kong & Macau Mathematical Olympiad Open Contest (School)	1st Runner-up (Overall)
Ditto (Senior Group)	Champion
Ditto (Form 3)	2nd runner-up
Ditto (Form 2)	9th place
Ditto (Form 1)	2nd runner-up
The 13th Pui Ching Invitational Mathematics Competition (Final)	Merit
Hong Kong Mathematics Olympiad	Regional Winner (NT Region 1)
HK Physics Olympiad 2014 organised by The HK Academy for Gifted Education	Best School Award 6th place

Non-academic performance

1. Highlights

Community service awards		
The CYC Go Contest (Shatin)		1st Runner-up
Hong Kong Red Cross Youth Unit 109	Outstanding Youth Unit Competition (the New Territories East Cluster Headquarters)	Champion
	Outstanding Youth Unit Competition (Shatin North District)	Champion
	Outstanding Youth Unit Competition	Certificate of Commendation
	Hong Kong Red Cross Youth Unit	Service Shield (Champion)
	Hong Kong Red Cross Youth Unit	Training Shield (First Runner-up)
	Hong Kong Red Cross Youth Unit	Outstanding Red Cross Youth members 2013

Bridge competition		
Year-round MP Pairs organised by Secondary School Bridge League		Champion
		1st Runner-up
Swiss Team organised by Secondary School Bridge League		Champion
The CYC Go Contest (Shatin)		1st Runner-up

2. Outstanding Student Awards and Scholarships

班別	姓名	詳情
6E	何晰璿	美國芝加哥大學獎學金
6E	梁采珩	SCMP: Student of the Year - Linguistic (Chinese) (Finalist)
6E	何晰璿	SCMP: Student of the Year - Linguistic (English) (shortlisted student)
6A	盧志明	沙田傑出青年選舉嘉許狀
6A	盧志明	沙田區青年活動委員會主辦 2013 沙田傑出青年
6A	蔡秀杏	第一屆沙田傑出青年領袖選舉傑出青年領袖嘉許狀
6A	蔡秀杏	第二屆沙田傑出青年領袖選舉傑出青年領袖委任狀
6A	蔡秀杏	全港中學生"升呢"大行動<沙田區> 之"升呢之星"
5A	陳君怡	沙田青年協會主辦第十屆 沙田區傑出學生優勝盃
5A	彭銘基	沙田青年協會主辦第十屆 沙田區傑出學生優勝盃
5A	陳君怡	沙田青年協會主辦第十屆 沙田區傑出學生團隊競賽獲個人卓越表現獎
5D	許欣琪	香港青年協會主辦 2014 黃寬洋青少年進修獎勵計劃
4A	周卓霖	香港青年協會主辦 2014 黃寬洋青少年進修獎勵計劃
4E	林小芬	尤德爵士紀念基金 SEYM Awards for Disabled Students
4E	林小芬	香港小童群益會主辦張永賢律師奮進獎學金 2013

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

(i) Sports

HK Schools Sports Federation (Shatin & Sai Kung Area, 2013-014)

● Group Award

Item \ Grade	Boys			Girls		
	A	B	C	A	B	C
Cross Country	----	4 th	6 th	7 th	3 rd	8 th
Athletics	4 th	4 th	4 th	7 th	2 nd	----
Long Distance Run	----	2 nd	7 th	5 th	2 nd	----
Swimming	4 th	1 st	2 nd	2 nd	2 nd	2 nd
Badminton	----	1 st	2 nd	----	3 rd	5 th
Table-tennis	3 rd	3 rd	----	2 nd	----	1 st
Handball	/	/	/	3 rd	5 th	5 th
Volleyball (Division 1)	4 th	1 st	2 nd	3 rd	4 th	6 th
Basketball (Division 1)	5 th	3 rd	1 st	/	/	/
Basketball (Division 2)	/	/	/	----	4 th	8 th
Football (Division 1)	5 th	2 nd	8 th	/	/	/
Overall Champion	1 st runner-up			2 nd runner-up		

- Individual Award

Medal	Gold	Silver	Bronze
Number	13	18	12

(ii) Music

Individual /Group awards	First	Second	Third
Number	5	9	8

(iii) Speech Festival

Individual /Group awards	First	Second	Third
Number	16	11	15

(iv) Dance Festival

Individual /Group awards	Highly Commended	Commended
Number	6	6

(v) Drama Festival

Hong Kong Schools Drama Festival (Cantonese)	Outstanding Performer
	Outstanding Script
	Outstanding Cooperation
	Commendable Overall Performance
The 2nd Social Capital School Drama Competition: Taste of Neighbourhood	Overall Champion
	Best Actress
	Most Evocative Award
"We can bring hope to the run-down areas" Drama Competition 2013: Rebuilding Homes	2nd Runner-up

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

Individual Awards	Gold	Sliver	Bronze
Number	0	3	12

Financial Summary

Baptist Lui Ming Choi Secondary School
School Financial Report (2013-2014)

	Balance b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Balance B/F (Government Funds and School Funds)				
I. Government Funds				
(1) EOEBG Grant	2,983,282.83	3,400.00	1,000.00	
(a) School Specific				
Ⓞ Admin Grant / Revised Admin Grant		3,511,164.00	3,627,657.87	(116,493.87)
Ⓞ Noise Abatement Grant		190,900.00	213,834.88	(22,934.88)
Ⓞ Composite Information Technology Grant		392,743.00	427,309.97	(34,566.97)
Ⓞ Whole-school Approach to Integrated Education		5,470.00	5,470.00	0.00
Ⓞ Capacity Enhancement Grant		537,792.00	356,967.50	180,824.50
<i>Sub-total</i>		4,641,469.00	4,632,240.22	6,828.78
(b) Non-School Specific				
Baseline Reference Grant		2,084,524.35	2,647,014.69	
Other Income		88,672.47		
<i>Sub-total</i>	0.00	2,173,196.82	2,647,014.69	(473,817.87)
<i>(a + b) Sub-total</i>		6,814,665.82	7,279,254.91	(466,989.09)
(c) Ⓞ Fund set aside for Long Service Payment			420,102.00	
Ⓞ Unspent Balance refundable to EDB			0.00	
<i>(a to c) Total</i>	2,983,282.83	6,814,665.82	7,699,356.91	2,098,591.74
(2) Salary Grant	(57,894.52)	40,055,412.04	39,999,477.03	(1,959.51)
(3) Teacher Relief Grant	295,491.24	2,868,702.50	2,914,997.02	249,196.72
(4) Grant Accounts Outside EOEBG				
(a) Committee on Home-School Co-operation Project	0.00	24,811.00	24,811.00	0.00
(b) Fringe Benefits under the Enhanced Native-speaking English Teacher	0.00	176,676.07	176,676.07	0.00
(c) School-based After-school Learning and Support Programmes	19,693.60	121,600.00	63,755.50	77,538.10
(d) Other Recurrent Grants	0.50	12.00	12.00	0.50
(e) Learning Support Grant	27,054.28	270,000.00	269,755.00	27,299.28
(f) Diversity Learning Grant	100,794.40	105,000.00	106,300.00	99,494.40
(g) Community Care Fund Ass Prog (Cross Boundary Learning Act)	0.00	0.00	72,000.00	(72,000.00)
(h) Senior Secondary Curriculum Support Grant	0.00	741,510.00	750,852.75	(9,342.75)
(i) Moral and National Education	530,000.00	0.00	530,000.00	0.00
(j) Diversity Learning Grant (Applied Learning)	0.00	18,350.00	18,350.00	0.00
(k) Pilot Project on Strengthening School's Admin Management	300,000.00	150,000.00	566,652.17	(116,652.17)
(l) Understanding Our Motherland Programme	0.00	41,820.00	41,820.00	0.00
<i>(4) Sub-total</i>	977,542.78	1,649,779.07	2,620,984.49	6,337.36
(5) Other Charges Account	161,387.04	520.00	0.00	161,907.04
(6) Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-Teaching Staff Account	0.00	511,215.00	515,921.66	(4,706.66)
II. School Funds				
(1) Specific				
(a) Collection of fees for specific purposes (Air-conditioning)	1,372,209.43	242,078.75	186,139.76	1,428,148.42
(b) Collection of fees for specific purposes (Special Subscription Fee)	105,686.61	292,650.00	620,553.81	(222,217.20)
(c) School Development Fund	988,811.20	754,436.80	798,425.70	944,822.30
(d) Ms Shirley Ngai Education Fund	0.00	459,650.00	2,544.00	457,106.00
(e) New Annex Building Development Reserve	0.00	192,000.00	0.00	192,000.00
<i>Sub-total</i>	2,466,707.24	1,940,815.55	1,607,663.27	2,799,859.52
(2) General	6,171,558.14			171,430.00
(a) Tong Fai		171,430.00		171,430.00
(b) Rental and hiring charges		382,258.71	84,763.88	297,494.83
(c) Others		3,501,743.34	3,691,903.51	5,981,397.97
<i>Sub-total</i>	6,171,558.14	4,055,432.05	3,776,667.39	6,450,322.80
<i>(1 + 2) Sub-total</i>	8,638,265.38	5,996,247.60	5,384,330.66	9,250,182.32
<i>Grand Total</i>	12,599,090.99	14,460,692.49	15,704,672.06	11,355,111.42
Total deficit for school year				(1,243,979.57)
Accumulated surplus as at the end of school year				11,355,111.42

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

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).

A review on **small-class teaching** will be carried out next year and more resources will be considered to be added to better the effectiveness of teaching and learning in core subjects through small-class teaching.

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.

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

END