



Baptist Lui Ming Choi Secondary School
Annual School Report (2019-2020)

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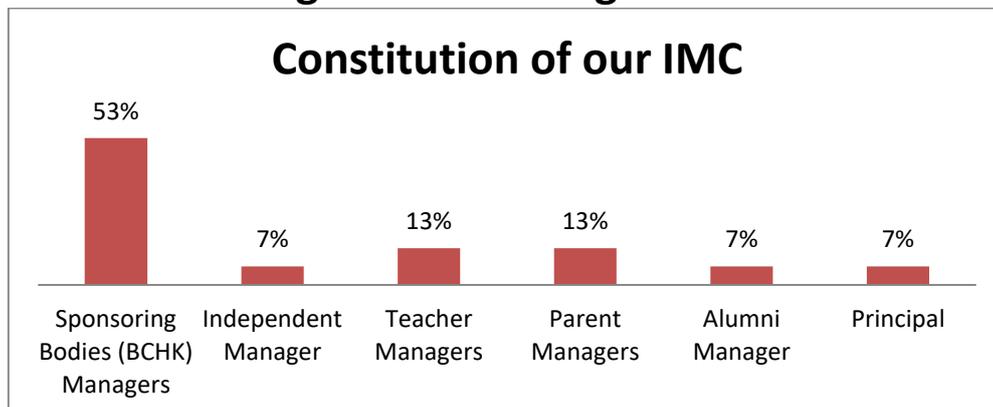
Our School Mission and Vision

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

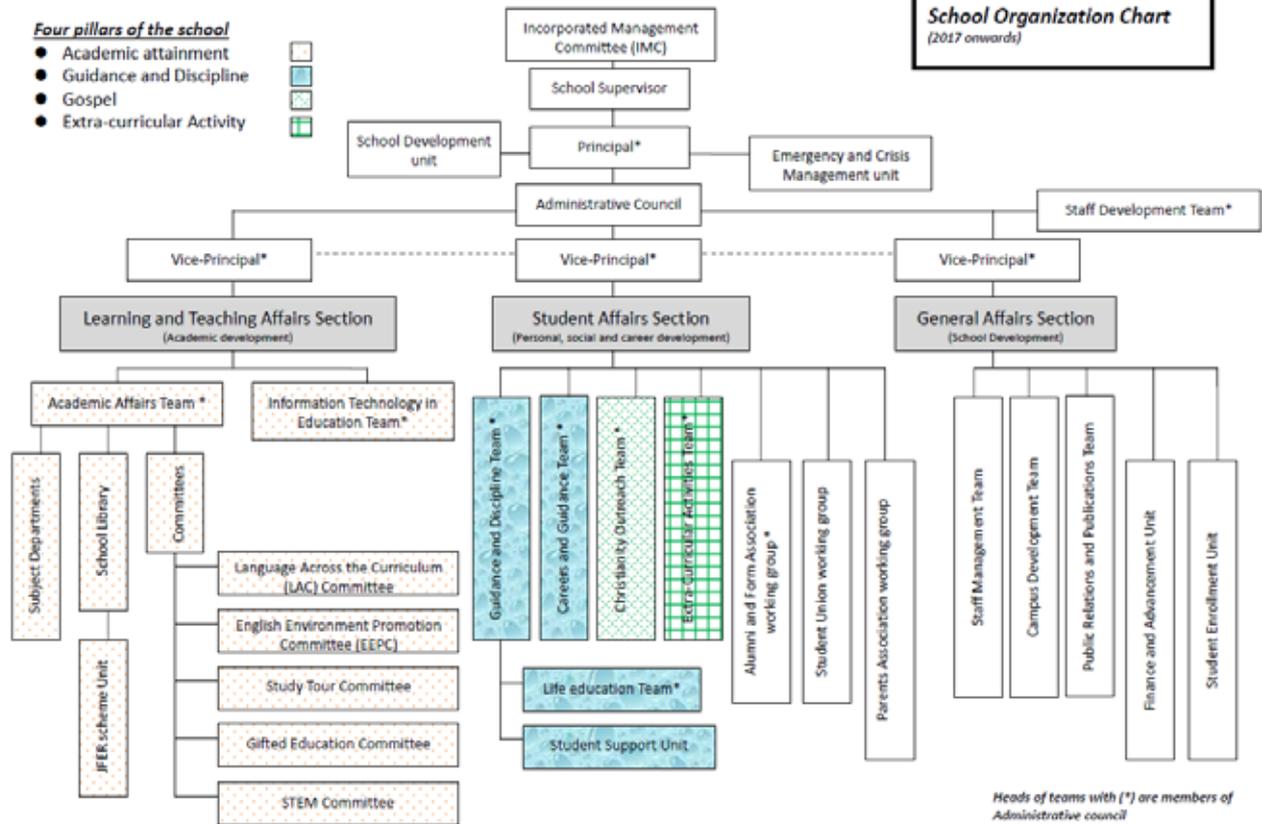
- Foster strong "Four Pillars" collaboration among the school's four domains: Academic Attainment, Guidance and Discipline, Spiritual Formation and Extra-Curricular Activities.
- Merge a corresponding fusion of guidance and counselling.
- Maintain strong teacher-student relationship.
- Emphasize home-school 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



Four pillars of the school

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



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	6	6	5	32

Remarks: The 6-class senior form is a school-based measure which was financially supported by the school and parents. There will be altogether SIX classes in each senior form in 2021-2022.

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>Academic subjects:</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 Education :</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* , Music#, Applied Learning#</p>		

English Medium of Instruction is compulsory in all subjects except those with (*).
Subjects with (#) are offered in network programme

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

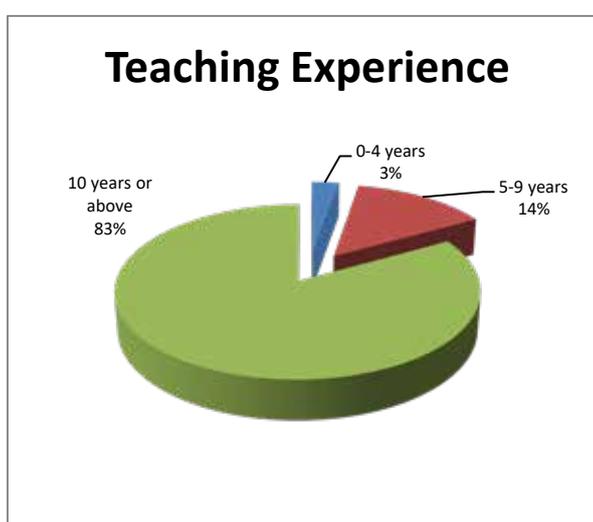
Class	A	B	C	D	E
Math Extended Part	M2	---	M1	---	----
X1	Phy	Chem	Phy	Econ / Geog / C. Lit	
X2	Chem	Bio	Chem / Bio / Hist / BAFS (Management Module)		
X3	Bio / Econ / C. Hist / V.A. / Geog / BAFS (Accounting Module) / ICT				

Network programme : NSS Music and NSS Applied Learning

School-Based Curriculum

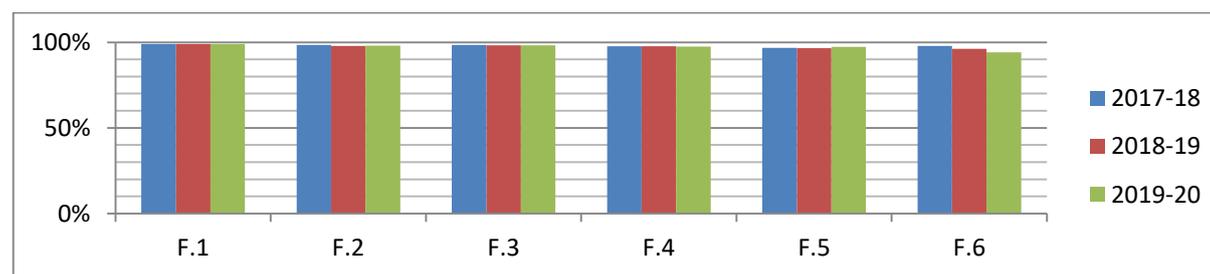
Language Across the Curriculum, Drama Education, Religious Studies (Christianity), Civic Education, Individual Student Planning.

Our Teachers



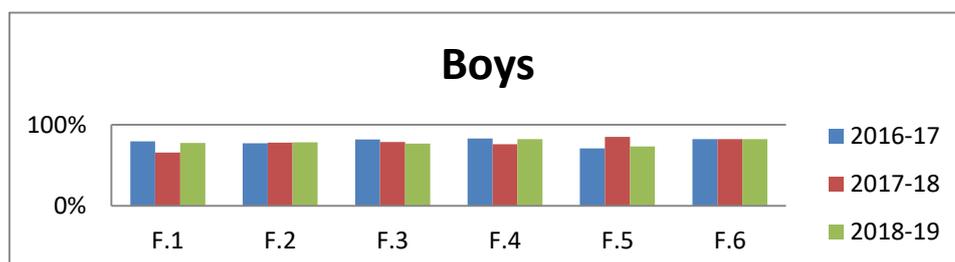
Our Students

(KPM 21) Students' attendance rate

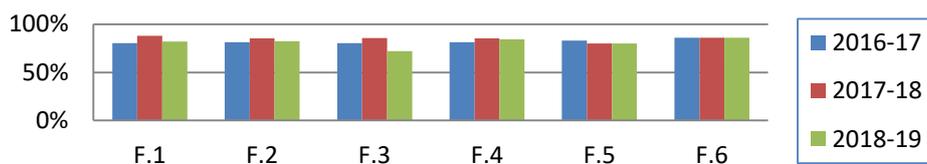


(KPM 22) Percentage of students within the acceptable weight range

Remarks :There are no data from 2019-2020 due to the school suspension.

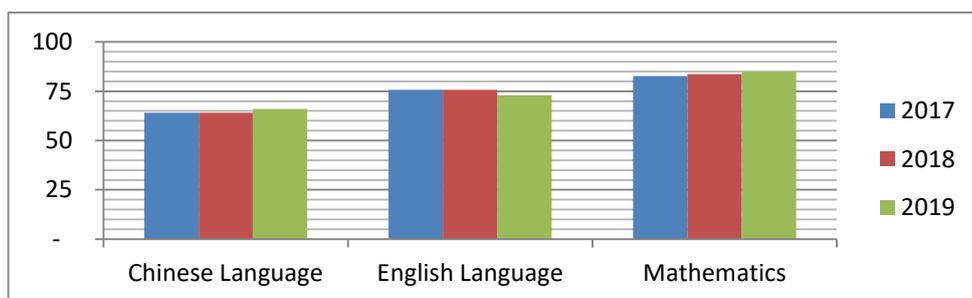


Girls

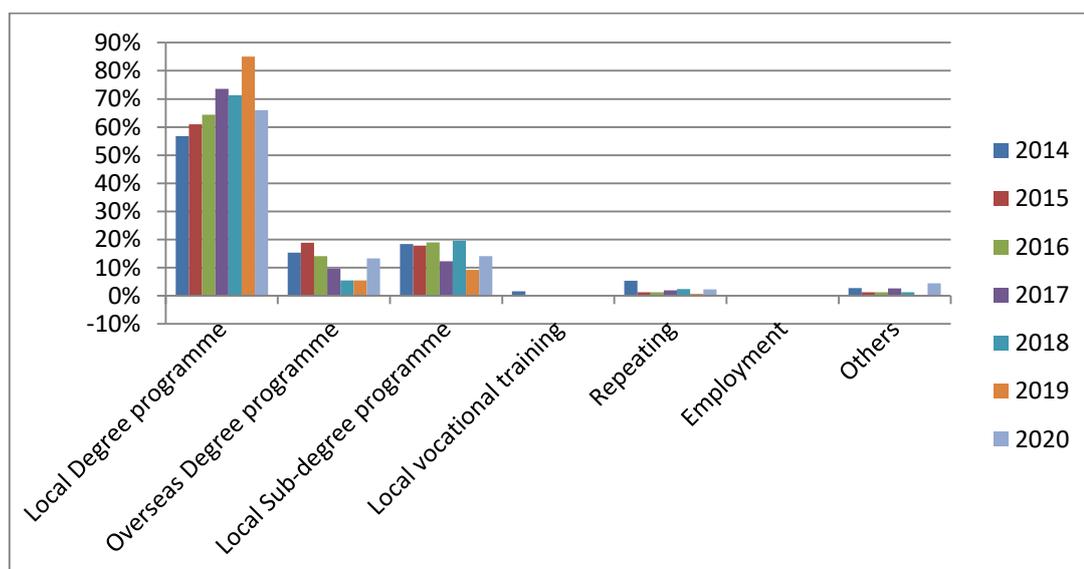


(KPM 16) Pre-S1 Hong Kong Attainment Test

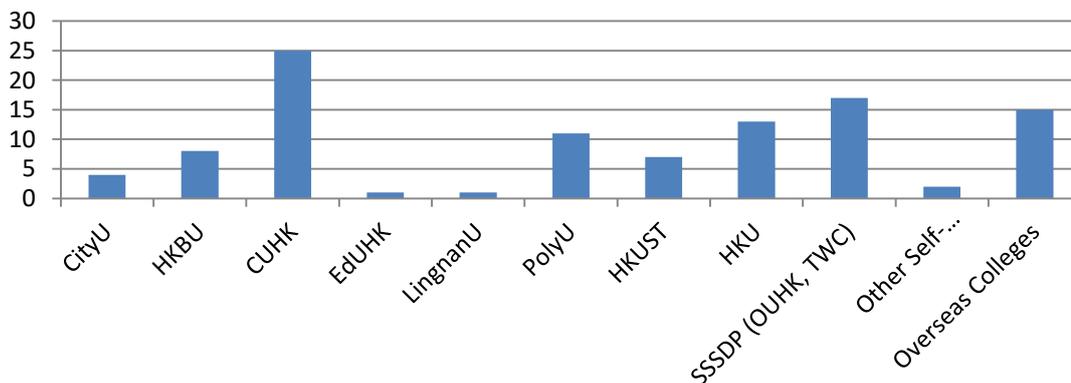
Remarks :There are no data from 2019-2020 due to the school suspension.



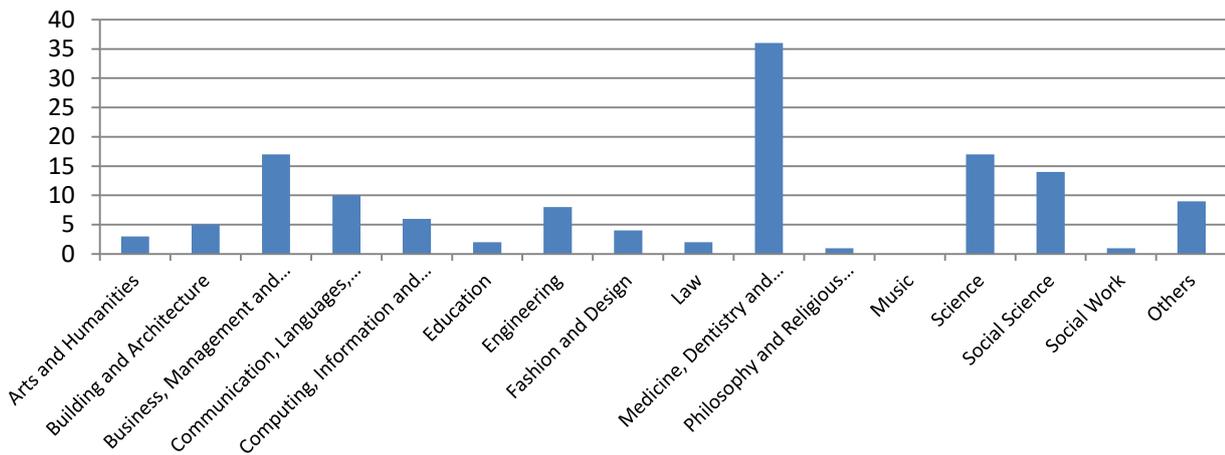
(KPM 13) Destinations of graduates



Universities



Area of study



Over the past 4 years, a handful of remarkable graduates were admitted to some internationally renowned universities including (UK) University of Cambridge, Imperial College London, University of Manchester, University of Warwick, University of Bristol, University of Exeter, University of Birmingham, University of Leicester, Lancaster University, University of Sussex, University of Nottingham, University of East Anglia, Cardiff University, Newcastle University, (Australia) University Of Melbourne, Australian National University, University of Sydney, University of Queensland, Monash University, (Switzerland) IHTTI School of Hotel Management, (Austria) Modul University Vienna, (USA) University of Chicago, Purdue University, (Canada) University of Toronto, Simon Fraser University, (Greater China) Peking University, National Taiwan University ***

Major Concern 1 :

Skill-based Learning and Teaching 能力為本的學與教

1.1 4Cs Skill and Learning Self-reliance in classrooms

Achievements

- All F.1-3 classes and some F.4 to F.6 classes were involved.
- The teaching strategies used are summarized below.

Subject	Form	Class(es) involved	Flipped Classroom	學思達	Collaborative Learning	E-learning	Classroom interaction	Other Teaching Strategies
BAFS	4-6	All			✓	✓	✓	
Bio	3-5	All			✓		✓	
C. Hist	1-5	All		✓	✓	✓	✓	
C. Lang	1-5	All	✓			✓	✓	
Chem	3-6	All	✓	✓		✓		
Civic Ed /LS	1-6	All	✓	✓	✓	✓	✓	
Drama Ed	1-3	All			✓			Process Drama
DT	1-3	All			✓		✓	STEM and Maker Education
Econ	4-5	All	✓		✓	✓	✓	
English	1-6	All		✓	✓	✓		
Geog	1-6	All	✓	✓	✓	✓	✓	
HE	1,2	All			✓	✓	✓	
Hist	F.1-6	All	✓		✓	✓	✓	Peer Teaching, Peer Assessment
ICT/CL	1-6	All		✓		✓		
Math	1-5	All	✓		✓	✓	✓	
Music	1-3	All			✓	✓	✓	
P.E.	1-4	F1E			✓		✓	
Phy	3-5	All	✓			✓		
Putonghua	1-3	All					✓	
R.E.	1-3	All			✓		✓	
Science	1-2	All	✓		✓	✓	✓	
Visual Arts	F.1-5	All			✓	✓	✓	

- The responses from students were positive. Most of the students treasured collaborative learning and pre-lesson study. The comparison of the performance of the F.1 students in the examinations between this year and last year is summarized below.

% of students who got all subjects passed

Term	2015-16	2016-17	2017-18	2018-19	2019-2020
First Term	70.1%	72.0%	72.0%	60.0%	53.0%
Second Term	61.3%	65.8%	69.3%	62.7%	56.7%
change	-8.8%	-6.2%	-2.7%	+2.7%	+3.7%

% of students who got 4 or more subjects failed

Term	2015-16	2016-17	2017-18	2018-19	2019-2020
First Term	4.7%	2.6%	2.0%	8.7%	7.3%
Second Term	8.7%	3.3%	1.33%	10.7%	4.9%
change	+4%	-0.7%	+0.67%	+2%	-2.4%

From the above figures, we can see that the new strategies did not impose significant negative effect on the performance of students.

- Teachers gain much experience from the pilot classes, including some “dos and don’ts” practice.

5. Most subject panels realize the need of students in 4Cs skills and self-reliance in learning and are ready to update and renew their curricula and teaching strategies.
6. Live streaming lessons have been introduced during the school suspension period (Feb-May). Several teaching and learning modes including live streaming lesson with pre-lesson materials, live streaming lesson without pre-lesson materials, self-study with assessment (e.g. online quiz), self-study with live streaming tutorial (mainly let students ask questions), have been tried out by different teachers.

Reflection

- Instant responses and feedback from students should be collected when a new teaching practice is trying out, so that the teaching pace, methods as well as the assessment practices can be aligned with students' learning quickly.
- A clear explanation to students about the rationale, procedures and expectations before the new teaching methods are implemented is a must to success.
- It is a good practice to tell the students what they will learn at the beginning of a lesson and let students have reflections on what they have learnt at the end of a lesson.
- There will be more sharing and professional development programmes on collaborative learning as most subjects opt for this kind of teaching strategy.
- Videos and learning packages produced during the school suspension can be reused in the coming year as flipped classrooms' materials.
- Online lessons can be considered as the means to conduct make-up lessons or tutorials in the coming year.
- The new library will collaborated with other subjects to promote information literacy.

1.2 Computing & ICT Fluency

Achievements

Enhance computing and ICT skills in learning and research in subjects (including STEM development)

1. The Broadband speed was upgraded to 1000M (previously was 100M) this year which enhance the stability of e-Learning.
2. WiFi network covers the whole campus including LKPF Building and support at least 40 students using WiFi simultaneously in a classroom.
3. Maker lab opened this year which provide a larger space and more facilities for STEM education.
4. 15 notebook PC and 20 notebook PC with advanced specification are purchased for C/R and Maker lab respectively to enhance teaching efficiency.
5. To promote mobile teaching and e-Learning, 16 mobile tablet PC (Surface pro) are provided for teachers.
6. Established an IT support website for teachers and students during school suspension, which provides information during school suspension and IT learning materials. This equips teachers to be ready for e-Learning. For examples, teachers know how to make teaching video, conduct online lesson, online marking, design self-learning package for students, using learning platform such as Google Classroom, etc. Students also know how to make use of IT learning materials in learning.
7. Provide hardware to support e-Learning during school suspension. For examples, lending PC and WiFi sim card to some students, provide iPad, stylus for teachers to create teaching video and enhance online marking.
8. Some students joined STEM competitions such as VEX 機械人工程挑戰賽. But some of the competitions were cancelled due to school suspension.
9. Data logger systems were introduced in Physics and Science subjects. Teachers and students conducted experiments by using the data logger system to help further investigation in experiments.

Promote e-Learning through BYOD and promote Information Literacy

1. Pilot BYOD scheme starts in library and VA. BYOD policies were established in library and VA lessons. In library, WiFi is provided and students can bring their devices and use in library. In VA subjects, students are provided with their own WiFi account and they are allowed to use their devices in VA room.
2. Provide one-time WiFi for students in campus. Teachers can share this WiFi with students when teaching. Comparing with borrowing iPad from school, this scheme can help teachers to promote BYOD in lessons and save time in handling iPad in lesson.
3. Assembly and online seminar for students and parents about Information Literacy were arranged. Morning assemblies and parents talks were arranged via Zoom. Students and parents are more familiarize with using online streaming platform.

4. Applied "Community Care Fund Assistance Programme - Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning" for students. This helps 67 students to own their mobile devices for learning in future.

Reflections

Enhance computing and ICT skills in learning and research in subjects (including STEM development)

1. As some teachers created lots of e-Learning materials during school suspension period, it is a good time to organize and promote e-Learning. We will think of different measures to use these materials even in normal school days. For examples, promote flipped learning and self-directed learning.
2. Establish some method to help teachers and students to organize their e-Learning materials.
3. Maker Fair was cancelled this year. We will consider rearranging it in the coming year (e.g. during the Open Day).
4. In order to promote school wide STEM education, we will discuss different cross-subject curricular activities.
5. Some STEM related competitions were cancelled this year; we seek for more opportunities for students in the coming year.
6. After trying the data logger system this year, we will try some more experiments in the coming school term.
7. In order to fully utilize Maker lab, we will arrange some subject activates which make use of Maker lab.
8. Utilize the use of e-portal for uploading self-learning materials for students.

Promote e-Learning through BYOD

1. After introducing BYOD in library and VA Room, we will further promote BYOD in different aspects (1. activity based, 2. subject needs, 3. use of Kindle). But we need to consider carefully when we allow students to manage their devices. Teacher's support (hardware support and training) should be provided.
2. Personal WiFi accounts will be provided to students in future. But we need to setup the BYOD rules for students carefully when we provide personal WiFi accounts to student.
3. Some students receive their own devices through the Community Care Fund. It is a good chance for school to promote BYOD in future.
4. We need to discuss with different subjects such as CL and LS to establish an Information Literacy curriculum in school.

1.3 Career & Life Planning

1.3.1. Whole-school approach: Introduce Career Mentor Scheme which provides career guidance and life planning advice

Achievements

- (1) In terms of the number of participating students, class teachers and mentors, there has been a drastic growth in the participating teachers and students:
 In 2018-19, 3 F.6 classes, 38 students and 7 teachers (3 career teachers and 4 subject teachers) joined it.
 In 2019-20, 5 F.6 classes, 82 students and 9 teachers (7 career teachers and 2 subject teachers) joined it.
 In 2020-21, 6 F.6 classes, 121 students and 17 teachers (6 career teachers and 11 subject teachers) joined it.
- (2) As more career teachers and subject teachers were willing to join the scheme, the pair-up of mentors and mentees could be more effectively arranged to meet the students' preference of fields of studies because participating subject teachers and careers teachers have expertise in different fields of studies and workplaces.
- (3) According to the survey sent to career teachers and career mentors involved in the Career Mentor Scheme in June, the findings were positive.
 - Q.6 and Q.8: 87.5% and 91.7% of respondents said the scheme could meet their expectations and reduce their workload respectively.
 - Q.3: 93.8% of respondents were satisfied with the process of recruiting class teachers and subjects and promotion of the scheme to students
 - Q.2: 93.8% of respondents agreed that the involvement of subject teachers as the career mentors in Jupas guidance could help F. 6 class teachers and students.
 - Q.1: 81.3% of respondents were satisfied with the guidelines and arrangements of the scheme given in August to September.
 - Q.5: 81.3% of respondents were satisfied with the way of collaboration: Class teachers focus on students' self-accounts while Career Mentors focus on Jupas choices.
- (4) According to the survey sent to mentees involved in the Career Mentor Scheme in July after the DSE result release, the

findings were positive.

- 42 out of 82 mentees have filled in the survey (36 online and 6 hard copies). The response rate was low (51%) as only 59% of F.6 students returned to school to collect their DSE result slips.
- Q.1: 88% of respondents found the Career Mentor Scheme useful on the whole.
- Q.2: 84% of respondents said the involvement of subject teachers as Career Mentors in Jupas guidance could help them.
- Q.4: 88% of respondents managed to seek advice from their Career Mentor at least once.
- Q.6: 86% of respondents said their Career Mentor could provide professional advice on making Jupas choices.
- Q.7: 88% of respondents said their Career Mentor was helpful and friendly.
- Q.8: 88% of respondents said the Scheme could meet their expectations.

Reflections

- (1) We should continue to consolidate teachers' awareness and understanding of career and life planning with other student support groups in providing different programmes, activities, etc. in school through Staff Development Days, etc. Though Staff Development Days have been fixed with the theme of 'Teach for Tomorrow; Learn for Tomorrow' next year, it is hoped that there will be a workshop or talk providing guidance for teachers to explore and develop students' academic and career potential.
- (2) As more mentors counsel students on careers possibilities, life planning as well as Jupas choices, they need to be better equipped with counseling skills in addition to information concerning multiple pathways including local and overseas studies and different occupations and professions. Our team will endeavor to update mentors with the latest information via our shared drives and various modes of communication.
- (3) As some career mentors are not familiar with the Jupas application procedures and scoring systems, they can refer their mentees to the career teachers who have better knowledge of Jupas, specific fields and professions. A table of strengths related to Jupas / professional fields will be provided in the coming year for mentors and mentees. Various exchanges of information will also be made so that their professional knowledge in different fields will be shared amongst all mentors.

1.3.2. Promote life-wide learning activities with career education in subjects and teams.

Achievements

- (1) The following were the business-school programmes coordinated by our team smoothly in 2019-20.
 - (i) Through the business-school partnership programme organized by the Hong Kong General Chamber of Commerce, the Careers Team invited The Managing Director, Prof. Steve Wong of BillionGroup Technologies Limited (兆豐科技設備有限公司), to deliver a talk to F.5 students in November on the topic of "Green Business Opportunities in Greater Bay and Belt & Road".
 - (ii) Six students joined the EDB Business-school Partnership Programmes to work as an intern in companies from various sectors (including the firms related to law, Chinese medicine and IT) for one to three days from Oct to Jan.
 - (iii) The Hong Kong and China Gas Company Limited (Towngas) launched the "Club Youngas" in 2019. 14 F.5 and F.6 students, who joined the "Career in a Nutshell" in 2018-2019, joined the programme this year.
 - (iv) The ASK programme for F.5 students was launched in January. Two alumni from the business sector were invited to share their working experience with the F.5 students.
 - (v) Jointly organized with the Tolo Harbour – Rotary Club, the Mentorship Programme has been launched in its twelve year. 18 mentors from the club were matched with 25 F.4 – F.5 students. The Opening Ceremony and BBQ dinner was held at school in January.
- (2) The following shows other life-wide learning activities run by other teams and departments related to career planning and education
 - (i) The Liberal Studies Department nominated a group of F.4 students to join the Hang Lung Young Architects Programme. They gained basic architectural knowledge.
 - (ii) The Economics and Commerce Society organized a market fair at a shopping centre in Wo Che in Oct. to let students experience how to run a business.
 - (iii) Some activities and programmes originally planned by the Careers and Guidance Team and other departments /teams had to be cancelled due to class suspension in the whole year.

Reflection

- (1) We should continue to consolidate teachers' awareness and understanding of career and life planning with other student support groups in providing different programmes, activities, etc. in school through Staff Development Days, etc.
- (2) Subject and career teachers could invite more professionals from various tertiary institutions or fields to school to give talks, workshops, etc. so as to introduce students to different programmes and workplaces.
- (3) Subject and career teachers could organize some visits, job-shadowing and internship programmes in order to equip students with more practical or hands-on career-related experiences and knowledge in various workplaces and academic disciplines.
- (4) Subject and career teachers could invite alumni from different professional fields to provide students with life planning and career guidance support.

1.4 Cross-cultural Understanding

Achievements

- (1) Three tours include to Germany, Japan and Vietnam had been planned and in progress before the COVID-19 outbreak. New elements such as STEM and voluntary service have been added in planning.
- (2) Another co-organized voluntary service tour to Japan with ABLMCC is in progress. (Applying for the Funding Scheme for International Youth Exchange)
- (3) The exchange student shared once in the morning assembly during the school year as she returned earlier to Finland than expected due to COVID-19.
- (4) Cultural exchange activities were planned with Chatteris but were cancelled due to COVID-19.

Reflections

- Students positively respond for joining the exchange tour.
- Study tour in whole form basis may be arranged in the future. More teacher advisors are needed for further development of study tour planning.
- Co-organized is a good attempt for tours to under developed countries.
- For applying the International youth exchange fund, more than a year planning is needed. Information can be provided for teachers
- We should alert the risk of suspension or cancellation of tours due to spread of disease.
- Students in the school were able to learn more about the culture of the country where the exchange student is from, and get to know the exchange student more through interaction with her during her stay in Hong Kong. During the school year, the exchange student interacted well with her classmates and was able to meet students from different forms.
- For the 2019-2020 school year, our exchange student who went to Canada returned earlier than expected due to COVID-19.
- The curriculum and subject activities related to cross cultural understanding of English and Liberal studies will be reviewed in the upcoming school year.

Professional Learning Community 專業學習社群

2.1 Creating time and space for teachers and students

Achievements

1. Administrative systems such as eBooking, Parent Notice app, ePortal, Google for education were introduced. Around 96.1% parents have installed the ParentApp. Around 88.3% parents responded regularly in the ParentApp and only 35.4% students (F.2-F.6) responded regularly in the StudentApp. Most teachers expressed these measures can help increase their work efficiency.
2. Support measures to teachers in taking up 5-week development courses during the examination period were implemented. Two teachers in total completed the courses this year.
3. The Chinese and English version of the Administrative guide (行政指引), School policy documents (學校政策文件) and Teachers' handbook (教師工作手冊) have been updated and completed. They were uploaded in the ePortal in August. They provide clearer and more accessible guidelines about teachers' duties. Some policy documents have been uploaded to the school website for all stakeholders.
4. Subsidy for teachers' professional development programmes was further extended to overseas events. No teachers in total successfully applied for it this year due to the COVID-19 epidemic.
5. By reducing the time allocating for reporting different issues and focusing only on new items in staff meetings, the duration of the first staff meeting in August was shortened by 70 minutes when compared with the one in 2017-2018 and about the same as in 2018-2019. The average duration for staff meeting (excluding 1st meeting) was 1hr 53 min. Also, the meeting of annual review of major concerns for all teachers was replaced by evaluation meeting of major concerns with teachers concerned only.
6. All learning and teaching materials were transferred to the Shared drive in the Google for Education to better the knowledge management.
7. Some external invigilation work has been substituted by external examiners.
8. No make-up lesson was arranged in August to allow students to revise on their own and relax on summer vacation.
9. Completion of student record online was introduced. Most class teachers expressed this measure could increase their work efficiency.
10. Language support was given to the native English class teacher. The teacher concerned expressed that the measures were helpful.

Reflections

1. Administrative procedures of those systems should be modified and made clear and more effective. Continuous review and modification should be done in the coming year. Also, compulsory staff training is essential, especially for the new staff members.
2. Efficiency and effectiveness of meetings could be further enhanced at department and school level.
3. Space and time should be reserved in assignments, curriculum, teaching periods, holidays for students' own learning.

2.2 Professional Development and Interflow within school

Achievements

1. Subject teachers teaching the same form are well collaborating in developing new teaching strategies. Some subject teachers well used the chance to develop teaching strategies on the topics that students found difficult to learn.
2. The new teacher induction programme has been reviewed and an enhanced induction programme was launched. The new programme is more comprehensive. A teacher-coordinator has been assigned to each new teacher and is responsible for overseeing the new teacher adaptation to the new school throughout the first year. Peer lesson observations and new teacher gatherings were introduced.
3. The PSHE committee has been kicked off. Collaboration within PSHE subjects will be done in the coming year.
4. All subjects have built up a culture of internal interflow of experience sharing. Professional sharing among all teachers in staff development days is also becoming a regular event.
5. Deeper understanding of the classroom practices of different subjects among teachers is growing.
6. Some subjects such as ICT and Design & Technology have also conducted co-teaching project in STEM education.
7. Most subjects have made effective use of Google platform for knowledge management and sharing.

Reflections

- Opening classroom for peer observation is welcome by teachers. More teachers will be invited to open their classrooms (15 teachers in 2020-2021).
- It is advisable that there are foci for class visits, for example, handling topics that students had difficulties in learning in the past.
- Collaboration and sharing among colleagues in enhancing teaching strategies is worth promoting.
- A more structured and comprehensive coordination of the new teacher induction was proved to be effective.
- Sharing of teaching practices among teachers is very important. Ways of conducting more fruitful sharing needs to be explored. More platforms such as STEM implementation and PSHE KLA review focusing on cross-discipline professional interflow can be addressed.
- It is not only important to promote professional dialogues as a practice but also promote the values behind it, such as fostering collaboration, building a culture of learning, adopting an open attitude to advice. When teachers share the values, all the above practices will be adopted.

2.3 Professional Development and Interflow beyond school

Achievements

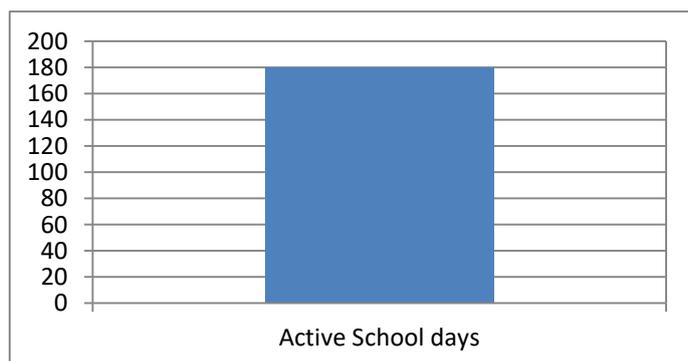
1. The school continued to join the Self-Regulated Learning workshops organized by the Hong Kong Association of the Heads of Secondary School this year.
2. Ten open classroom sessions were conducted by our fellow teachers in the Self-Regulated Learning Festival organized by the Hong Kong Association of the Heads of Secondary Schools. Over 40 teachers from other schools visited our school and fruitful interflow in teaching strategies were exchanged. Subjects involved in open classroom were Mathematics, Science, Liberal Studies, Economics, Chemistry and Drama Education.
3. Most subjects are actively connecting with other schools through joint-school projects, such as STEM 教育卓師工作室, 香港中學校長會 SRL3.0, 發展翻轉學習實踐社區 sponsored by QEF.
4. More and more teachers are joining teachers from other schools in professional sharing and staff development through which lesson observation, discussion of classroom practices and sharing of material are conducted.
5. Three teachers have conducted experience sharing session in university, schools and other media. These connections with other schools have enriched our scope of teaching and benefited the quality of our teaching.

Reflections

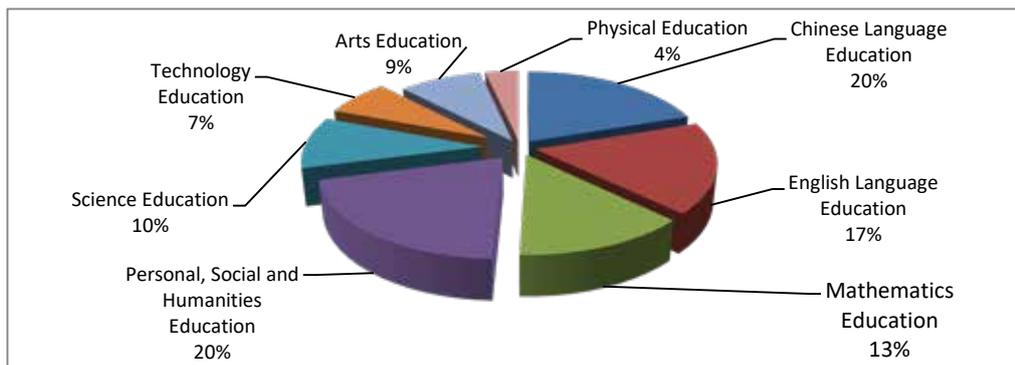
1. Interflow of teaching experience among teachers of BLMCSS was well received. The culture of sharing should be promoted on a more organized and regular basis. A breakthrough of the boundary of the relevancy of different subjects is sought.
2. Teachers' interflow of experience should not be limited by sharing only but a more collaborative approach of planning and evaluation in teaching practices should be encouraged.
3. More in-depth study or exploration of teaching strategies should be adopted among teachers.
4. Despite the growing number of open classrooms conducted, open classroom to the public is still a big challenge to our teachers. More encouragement and support are still needed.
5. More opportunities of connections with professional bodies will be explored in the coming year, e.g. Bei Shan Tang 北山堂
6. To communicate with other schools and organizations during open day.

Our Learning and Teaching

(KPM 5) Number of active school days



(KPM 6) Percentage of lesson time for Key Learning Areas



Catering for more interactive learning and teaching, teaching and learning strategies have been renewed and tried out from 2015-16 onwards. More emphasis will be put onto the 4Cs skills (Communication, Critical thinking and problem solving, Creativity and Innovation, Collaboration and Leadership), eLearning and active learning. Also, the timetable of 2-2-2-2 has been used since 2012 so as to provide more double periods for further development of teaching strategies and SBA initiatives in the curriculum reform.

In response to the learning diversity of students, a wider range of abundant learning opportunities were offered to senior students in the school. First, the number of subject combinations in F.4 increased to 105. Second, 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. Fourth, the school is open to consider introducing new subjects to cater special needs of students such as English Literature and GCE A-level Other languages

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. 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.

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.

The rating of (KPM 09) stakeholders' perception of teaching as viewed by teachers and students were **4.0 and 3.5** respectively and that of (KPM 10) stakeholders' perception of student learning as viewed by teachers, students and parents were **3.6, 3.4 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.

Support for Student Development

In addition to academic development, the school emphasizes personal and social development, careers and life planning of all students equally. We offer different opportunities both inside and outside classroom to cater for the developmental needs of students through Extra-curricular activities, Discipline and Guidance activities, and Christianity Outreach activities. These years, we have focused on careers education and guidance as well as support to SEN and under-resourced students.

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. In order to cater for current needs, more support is given to applications for overseas universities and scholarships.

A whole-school approach (teachers, supporting 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. **25.7%** of teachers received structural professional courses offered by the EDB.

This year, the Learning Support Grant for Secondary Schools (LSGSS), which is **\$602,096.20** in total, was provided by EDB to help strengthen the support for students with SEN to achieve the aims of whole-person development. The School-based After-School Learning and Support Programmes offering a total of **\$78,609.08**, supported the disadvantaged students to participate in after-school activities with a view to facilitating their whole-person development and personal growth.

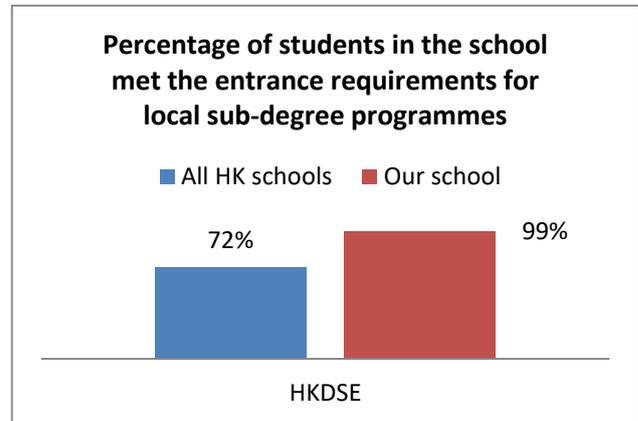
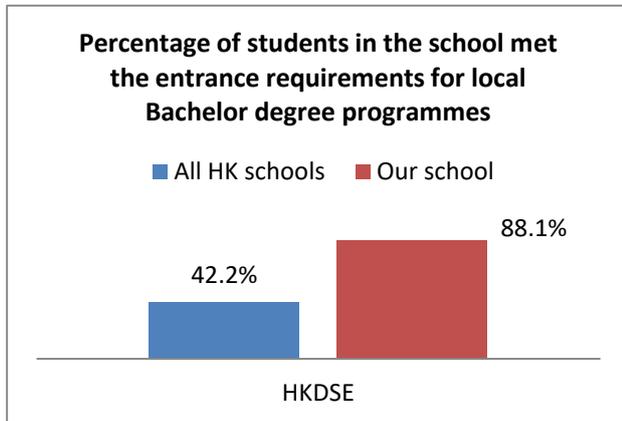
The rating of (*KPM 11*) stakeholders' perception of support for student development was found to be on average around **4.1** and that of (*KPM 12*) stakeholders' perception of school climate was even averaging **3.9**. The above two indexes are high above the norm values. This may reveal that the support for student development in the school is adequate and effective.

Student Performance and Achievement

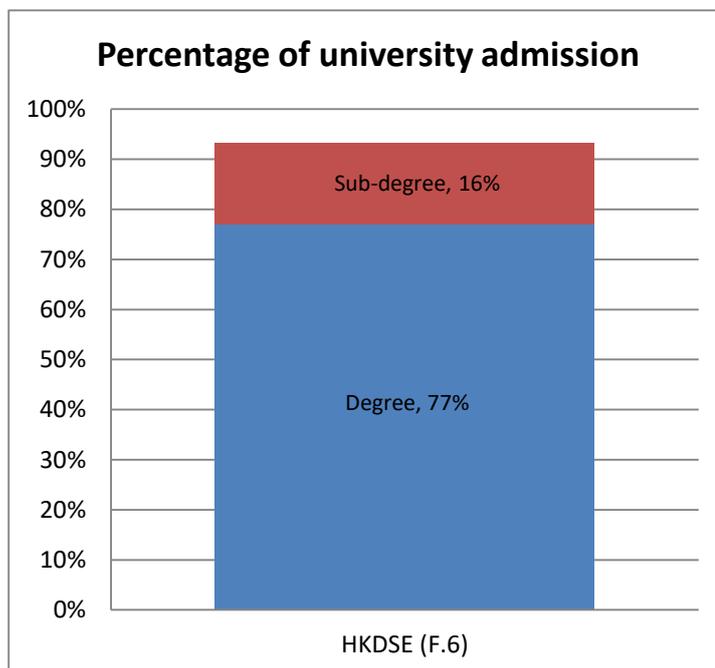
Students had excellent performance in both academic and non-academic areas. They were among the top 10 % of the population.

Academic performance

1. HKDSE Results (2020) (*KPM 17*)



2. Percentage of university admission of students of our school (2019).



Remarks :

Data of sub-degree includes 12 students (8.9%) with degree offers who chose to study sub-degree programmes according to their careers inspirations.

3. Awards and Achievements

BLMCSS ECA Award List (18-19)		
Prize Winners	(A) Academics	Awards
Chinese		
4B Li Ziyuan	The 16th Bilingual & Trilingualism Composition and Speech Competition, organised by Rotary Club of Hong Kong Island West and Hong Kong Federation of Education Workers (Senior Secondary)	Enter Semi-final

Business, Accounting and Financial Studies		
5A Zhang YeYang	Hong Kong Institute of Certified Public Accountants Scholarship for Secondary Schools	Elected

Prize Winners	(B) Sports	Awards
Organised by Hong Kong Schools Sports Federation (Shatin & Sai Kung Area)		
Boys A	Badminton	Champion
Girls A		3rd Runner-up
Boys A	Swimming	3rd Runner-up
Boys B		2nd Runner-up
Girls A		2nd Runner-up
Girls B		1st Runner-up
Girls C		The Sixth
Boys A	Cross-country	The Sixth
Girls A		The Eighth
Boys A	Athletics	The Eighth
Boys B		The Fifth
Girls A		3rd Runner-up
Boys A	Table Tennis	The Fifth
Girls A		The Fifth

Items (Individual/ Relay)		
Swimming		
5D Kwok King Hay Kennis, 5F Tang Cheuk Yin Jennifer, 6A Chan Mei Yu, 6A Ip Mei Hang Viola	Girls Grade A 4x50M Medley Relay	Champion
6A Ip Mei Hang Viola	Girls Grade A 50M Freestyle	3rd Runner-up
6A Ip Mei Hang Viola	Girls Grade A 100M Freestyle	2nd Runner-up
5D Kwok King Hay Kennis	Girls Grade A 100M Back Stroke	3rd Runner-up
5D Kwok King Hay Kennis	Girls Grade A 50M Back Stroke	1st Runner-up
6A Chan Mei Yu	Girls Grade A 50M Back Stroke	3rd Runner-up
5F Tang Cheuk Yin Jennifer	Girls Grade A 50M Butterfly	2nd Runner-up

3A Tam Hau Yu Tiffany, 3C Wong Lok Yin Patience, 3E Chiu Wing Yiu, 4D Chung Wai Yan	Girls Grade B 4x50M Medley Relay	1st Runner-up
3C Wong Lok Yin Patience	Girls Grade B 100M Breast Stroke	3rd Runner-up
3C Wong Lok Yin Patience	Girls Grade B 200M Breast Stroke	1st Runner-up
3E Chiu Wing Yiu	Girls Grade B 100M Freestyle	Champion
3A Tam Hau Yu Tiffany	Girls Grade B 50M Freestyle	2nd Runner-up
3E Chiu Wing Yiu	Girls Grade B 50M Breast Stroke	Champion
6B Chan Yan Shing	Boys Grade A 200M Medley	Champion
6B Chan Yan Shing	Boys Grade A 50M Breast Stroke	Champion
5E Ho Lai Shun	Boys Grade A 200M Breast Stroke	3rd Runner-up
6A Chan Ho Man, 6B Chan Yan Shing, 5C Tsoi Shek Man Branson, 5E Ho Lai Shun	Boys Grade A 4x50M Freestyle Relay	2nd Runner-up
4C Choi Leuk	Boys Grade B 200M Freestyle	2nd Runner-up
4A Lee Chun Hei, 4A Suen Sen Ho 4C Choi Leuk, 3E Wong Ho Yeung	Boys Grade B 4x50M Freestyle Relay	Champion
3E Wong Ho Yeung	Boys Grade B 100M Freestyle	Champion
3E Wong Ho Yeung	Boys Grade B 50M Freestyle	Champion
2C Sit Cheuk Hin	Boys Grade C 200M Freestyle	3rd Runner-up

	Athletics	
5B Yeung Tik Sum, 6A Au Tsz Yan, 6D Kam Yuen Wa, 6E Man Long Yan	Girls Grade A 4x100M Relay	Champion
6D Kam Yuen Wa	Girls Grade A Long Jump	Champion
5B Yeung Tik Sum	Girls Grade A 200M	Champion
5B Yeung Tik Sum	Girls Grade A 400M	Champion
4D Li Cheuk Laam	Girls Grade B 100M	3rd Runner-up
5A Lui Ho	Boys Grade A 5000M	2nd Runner-up
5A Chan Chun Lok	Boys Grade A Triple Jump	2nd Runner-up
3C Ma Ho Hang	Boys Grade B Javelin	Champion

	Cross Country	
5A Lui Ho	Boys Grade A	5th Runner-up

	Hong Kong-Wide Events	
	Badminton	
6C Chung Po Yin	All HK schools Jing Ying Badminton Tournament 2019-2020 Girls Single	Round of 16

Prize Winners	(C) Aesthetics	Awards
	The 69th Hong Kong Schools Speech Festival (Chinese)	
1C Yeung Hei Ching, 1C Yung Wing Lam	Duologue	Champion
5B Chan Hei Tung	Putonghua Solo Prose Speaking, Girls	1st Runner-up
4B Tsang Kwong Kuen, 4D Wong Shin Wah	Duologue	1st Runner-up
1B Lau Yan Ting	Putonghua Solo Verse Speaking, Girls	1st Runner-up
1C Yung Wing Lam	Putonghua Solo Prose Speaking, Girls	1st Runner-up
1B Chen Jinxi	Putonghua Solo Prose Speaking, Girls	1st Runner-up
6C Choi Lok Tung, 6D Cheung Ka Yim	Duologue	2nd Runner-up

	The 71st Hong Kong Schools Speech Festival (English)	
1E Tse Ming Sum	Shakespeare Monologue	Champion
2E Siu Tsz Fai	Solo Verse Speaking (Boys Non-open)	1st Runner-up
4D Lai Man Huen	Solo Verse Speaking (Girls Non-open)	1st Runner-up
1D Khoo Cho Hiong	Solo Verse Speaking (Boys Non-open)	1st Runner-up
2A Yip Pui Ying, 2D Chan Tsz Kiu	Dramatic Duologue (Secondary 1-2)	1st Runner-up
3B Lam Hoi Ching	Solo Verse Speaking (Girls Non-open)	2nd Runner-up
2D Zhong Robin Mingyue	Solo Public Speaking (Girls Non-open)	2nd Runner-up
1C Yung Wing Lam	Solo Prose Speaking (Girls Non-open)	2nd Runner-up
4D Ho Tsz Wun Stephanie, 4D Wong Ming Wai	Dramatic Duologue (Secondary 3-4)	2nd Runner-up

Prize Winners	(D) Recreational & Miscellaneous	Awards
6A Wong Yan Suet	Red Cross Youth of the Year 2019	Merit
Hong Kong Red Cross Youth Unit 109	Hong Kong Red Cross Youth Units Service Project - Final (East New Territories Divisional Headquarters)	Champion
	Hong Kong Red Cross Youth Units Service Project - Final	Overall Champion
	Hong Kong Red Cross Youth Units - Service Shield (East New Territories Divisional Headquarters)	Champion
	Hong Kong Red Cross Youth Units - Service Shield	1st Runner-up
	Hong Kong Red Cross Youth Units - Training Shield	Certificate of Recognition
	Hong Kong Red Cross Youth Units Outstanding Units Competition (East New Territories Divisional Headquarters)	Champion
	Hong Kong Red Cross Youth Units Outstanding Units Competition (East New Territories Divisional Headquarters - Shatin North)	Champion
	Hong Kong Red Cross Youth Units Outstanding Units Competition (East New Territories Divisional Headquarters)	Certificate of Recognition

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

(i) Sports

HK Schools Sports Federation (Shatin & Sai Kung Area, 2019-2020)

● Group Award

Item \ Grade	Boys			Girls		
	A	B	C	A	B	C
Cross Country	6 th	-----	-----	6 th	-----	-----
Athletics	8 th	5 th	-----	4 th	-----	-----
Swimming	4 th	3 rd	-----	3 rd	2 nd	6 th
Badminton	Champion	Canceled	Canceled	4 th	Canceled	Canceled
Table-tennis	5 th	Canceled	Canceled	5 th	Canceled	Canceled

Most of the competition were cancelled due to the social events and epidemic situation in Hong Kong from Nov 2019 to Aug 2020.

● Individual / Relay Award

Medal	Gold	Silver	Bronze
Number	13	3	7

(ii) Speech Festival

Individual /Group awards	First	Second	Third
Number	2	9	5

Remarks:

Dance festival, Drama festival and most of the sport competition and Speech festival events were cancelled due to the social events and epidemic situation in Hong Kong from Nov 2019 to Aug 2020.

Financial Summary (Not yet audited)

Baptist Lui Ming Choi Secondary School
School Financial Report (2018-2019)

	Balance b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Balance B/F (Government Funds and School Funds)				
I. Government Funds				
(1) EOEBG Grant	356,530.07	1,538,357.20	95,089.98	1,799,797.29
(a) School Specific				
① Admin Grant / Revised Admin Grant		4,044,039.48	4,902,580.49	(858,541.01)
② Composite Information Technology Grant		448,459.00	480,915.42	(32,456.42)
③ Capacity Enhancement Grant		613,766.00	603,652.85	10,113.15
④ Air-conditioning Grant		532,113.00	802,045.00	(269,932.00)
<i>Sub-total</i>		5,638,377.48	6,789,193.76	(1,150,816.28)
(b) Non-School Specific				
Baseline Reference Grant		2,342,198.63	2,349,812.48	(7,613.85)
Other Income		154,755.99		154,755.99
<i>Sub-total</i>	0.00	2,496,954.62	2,349,812.48	147,142.14
<i>(a + b) Sub-total</i>		8,135,332.10	9,139,006.24	(1,003,674.14)
(c) ① Fund set aside for Long Service Payment	210,173.83	305,263.81	210,173.83	305,263.81
② Unspent Balance refundable to EDB			0.00	0.00
<i>(c) Sub-total</i>	210,173.83	305,263.81	210,173.83	305,263.81
<i>(a to c) Total</i>	566,703.90	9,978,953.11	9,444,270.05	1,101,386.96
(2) Salary Grant	(446.48)	51,856,608.14	51,856,608.14	(446.48)
(3) Teacher Relief Grant	1,099,504.28	4,810,825.68	3,642,088.46	2,268,241.50
(4) Grant Accounts Outside EOEBG				
(a) Committee on Home-School Co-operation Project	0.00	23,474.00	23,474.00	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	0.00	78,600.00	78,609.08	(9.08)
(d) Other Recurrent Grant - Rent & Rate Grant	0.00	460,012.00	460,012.00	0.00
(e) Learning Support Grant	99,388.57	615,846.00	602,096.20	113,138.37
(f) Diversity Learning Grant	40,826.15	117,000.00	147,895.50	9,930.65
(g) Diversity Learning Grant (Applied Learning)	0.00	14,850.00	14,850.00	0.00
(h) Careers & Life Planning Grant (8-2018)	0.00	0.00	0.00	0.00
(i) Senior Sec Sch Students Mainland Exchange Prog Sub Scheme	0.00	96,000.00	78,600.00	17,400.00
(j) Enriched IT Activities Programme	30,000.00	0.00	30,000.00	0.00
(k) One-off Grant for WiFi & Mobile Computing Devices (8-2019)	105,900.00	0.00	111,392.00	(5,492.00)
(l) Extra Composite IT Grant ITE4 (1617 8/2018)	65,860.00	84,940.00	110,350.00	40,450.00
(m) After-Sch Support for NCS Students	21,867.10	50,000.00	22,200.00	49,667.10
(n) One-off Grant for the Promotion of STEM Education (8-2019)	154,797.45	0.00	155,584.52	(787.07)
(o) One-off Gt for the Promotion of Chin Hist & Culture (8-2020)	139,352.00	0.00	139,352.00	0.00
(p) IT Staffing Support Grant	171,742.48	307,200.00	324,135.00	154,807.48
(q) Hong Kong School Drama Festival	0.00	3,400.00	1,664.50	1,735.50
(r) Promotion of Reading in Schools (8-2019)	0.00	70,000.00	72,812.50	(2,812.50)
(s) Hong Kong Jockey Club Life Wide Learning Fund (8/2019)	0.00	56,307.00	56,307.00	0.00
(t) Special Grant on Typhoon Disturbance	0.00	189,000.00	189,000.00	0.00
<i>(4) Sub-total</i>	829,733.75	2,216,629.00	2,668,334.30	378,028.45
(5) Other Charges Account	0.00	103,441.09	103,441.09	0.00
(6) Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-Teaching Staff Account	(12,324.10)	444,000.00	444,000.00	(12,324.10)
<i>(I) Total</i>	2,483,171.35	69,410,457.02	68,158,742.04	3,734,886.33
II. School Funds				
(1) Specific				
(a) Collection of fees for specific purposes (Special Operation Fee)	0.00	198,531.00	0.00	198,531.00
(b) Collection of fees for specific purposes (Special Subscription Fee)	0.00	814,000.00	728,998.20	85,001.80
(c) School Development Fund	1,790,110.29	1,947,061.21	2,435,018.79	1,302,152.71
(d) Ms Shirley Ngai Education Fund	386,950.67	36,741.01	104,357.50	319,334.18
(e) New Annex Building Development Reserve *	9,530,500.00	6,600,000.00	4,327,480.00	11,803,020.00
<i>Sub-total</i>	11,707,560.96	9,596,333.22	7,595,854.49	13,708,039.69
(2) General	1,942,650.10	0.00	1,506,953.37	435,696.73
(a) Tong Fai		141,440.00		141,440.00
(b) Rental and hiring charges		462,573.84	137,029.54	325,544.30
(c) Others		3,187,474.93	2,783,988.68	403,486.25
<i>(a-c) Sub-total</i>	1,942,650.10	3,791,487.77	4,427,971.59	1,306,167.28
(d) Smartcard I&E	898,031.93	350,531.57	246,665.30	1,001,898.20
<i>(II) Sub-total</i>	14,548,242.99	13,738,353.56	12,270,491.38	16,016,105.17
<i>Grand Total</i>	17,031,414.34	83,148,810.58	80,429,233.42	19,750,991.50
Total surplus for school year				2,719,577.16
Accumulated surplus as at the end of school year				19,750,991.50

* Transfer \$2,100,000 from (II 1c to e) for New Annex Building Development Reserve

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.

The 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.

The 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 online system. Professional training related to coaching, career guidance and stress management will be provided for teachers to enhance their skills.

The 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 help of the newly-introduced subsidy from the EDB, namely one-off IT grant for e-Learning, one-off grant for WiFi & Mobile computing devices, IT staffing support grant and extra composite IT grant, the IT in education will be further enhanced with better personnel and hardware support. Also, the introduction of SENCO in the coming year will further lessen the tension of manpower and help better the implementation of integrated education in the school.

The school campus development scheme with the new annex and improvement of facilities in the existing building is also underway, which can improve 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 financial support 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.

The Way forward

- (1) Innovative and effective teaching strategies at departmental level
- (2) Skill-based learning and teaching with e-Learning 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.

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

END