



Baptist Lui Ming Choi Secondary School

Annual School Report (2021-2022)

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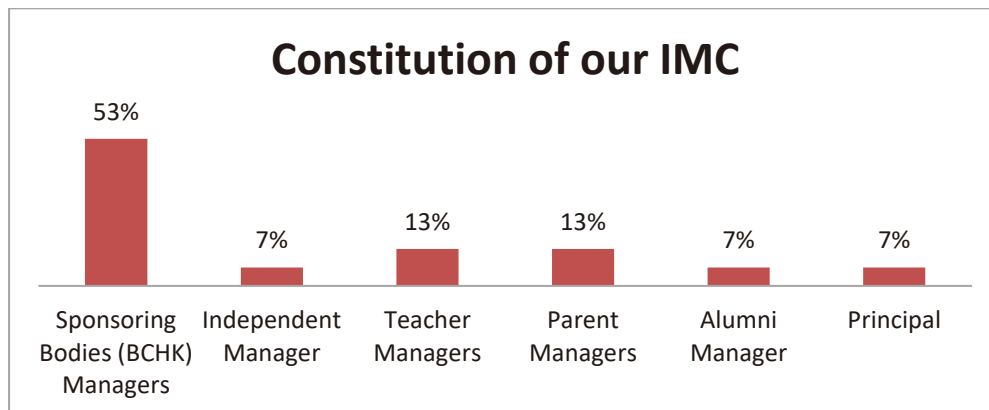
Our School Mission and Vision

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

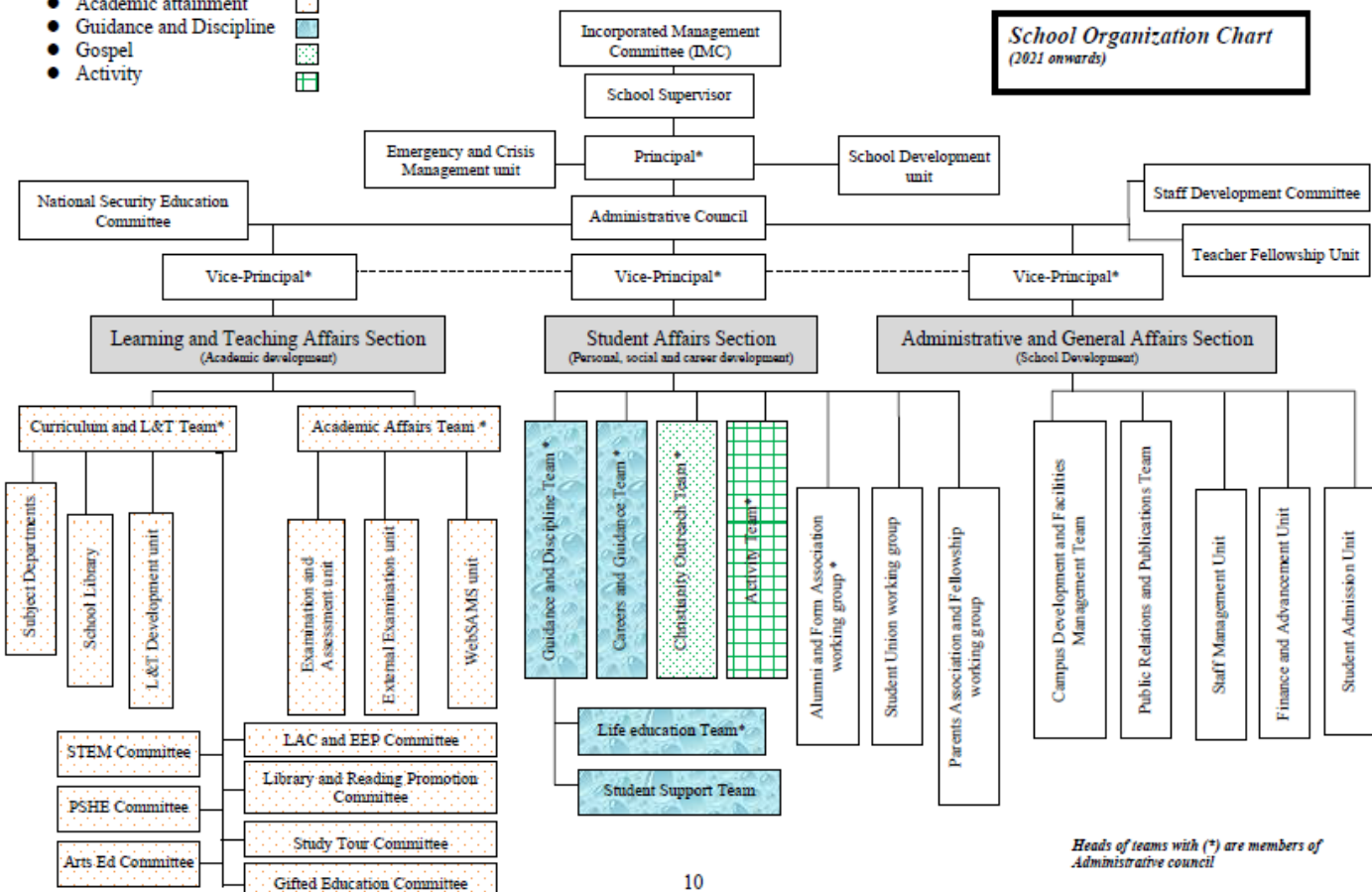


Four pillars of the school

- Academic attainment
- Guidance and Discipline
- Gospel
- Activity



School Organization Chart
(2021 onwards)



Heads of teams with (*) are members of Administrative council

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	6	33

Remarks: The 6-class senior form is a school-based measure which was financially supported by the school and parents. There are 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#, Japanese#, Korean#, Spanish# and French#</p>		

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

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

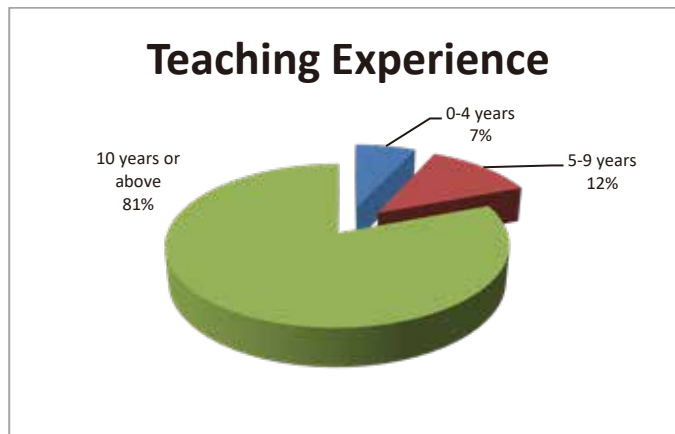
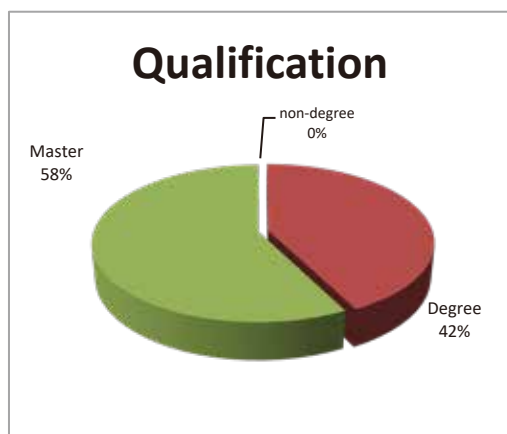
Class	A	B	C	D	E
Math Extended Part	M2	---	M1	---	---
X1	Phy	Chem	Phy	Econ / Geog / C. Lit	
X2	Chem	Bio	Chem / Bio / Hist / BAFS (Management Module)		
X3	Bio / Econ / C. Hist / V.A. / Geog / BAFS (Accounting Module) / ICT				

Network programme : NSS Music, NSS Applied Learning and DSE Other Languages including Japanese, Korean, Spanish and French.

School-Based Curriculum

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

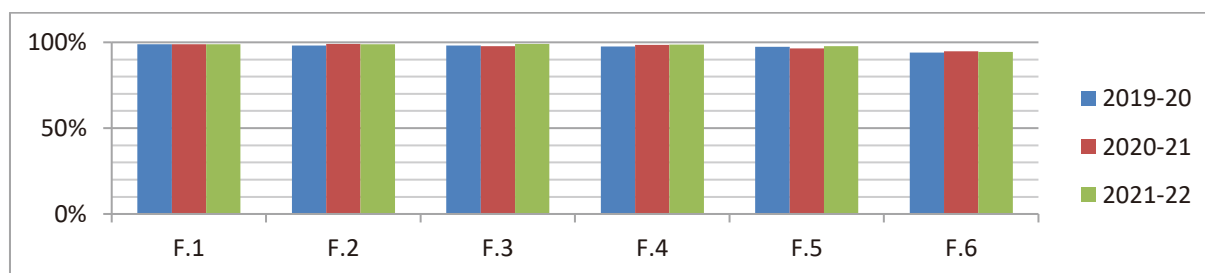
Our Teachers



(KPM 03) Teachers' perception of Professional Development from 2019/20 to 2021/22 were **3.7, 3.8** and **3.8** which are all high above the norms 3.5.

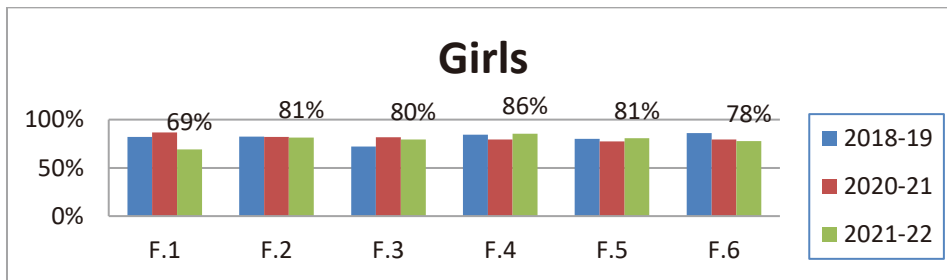
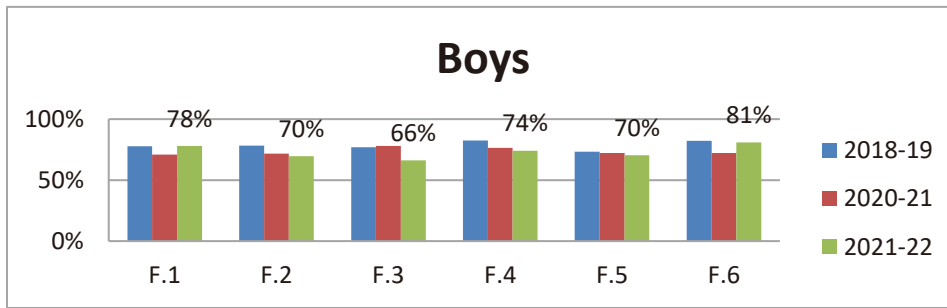
Our Students

(KPM 21) Students' attendance rate



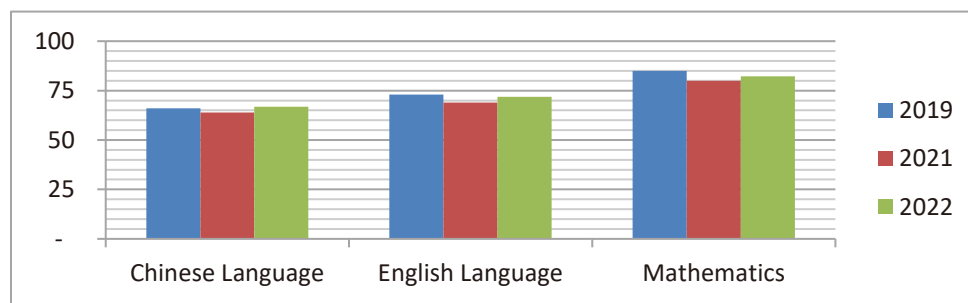
(KPM 22) Percentage of students within the acceptable weight range

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

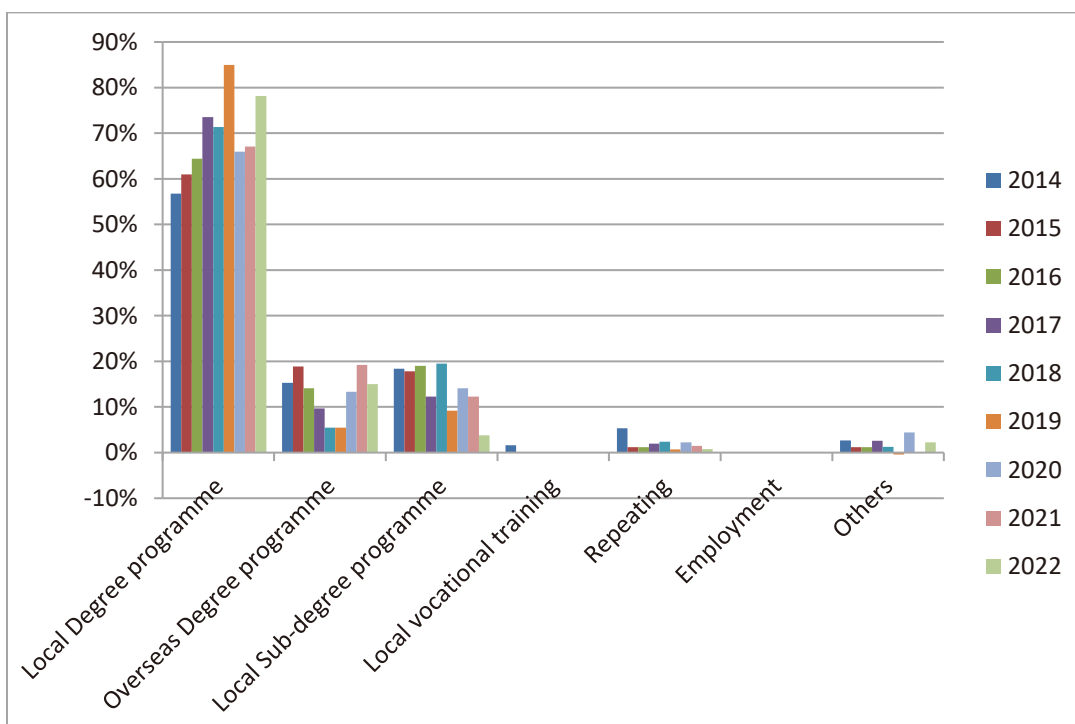


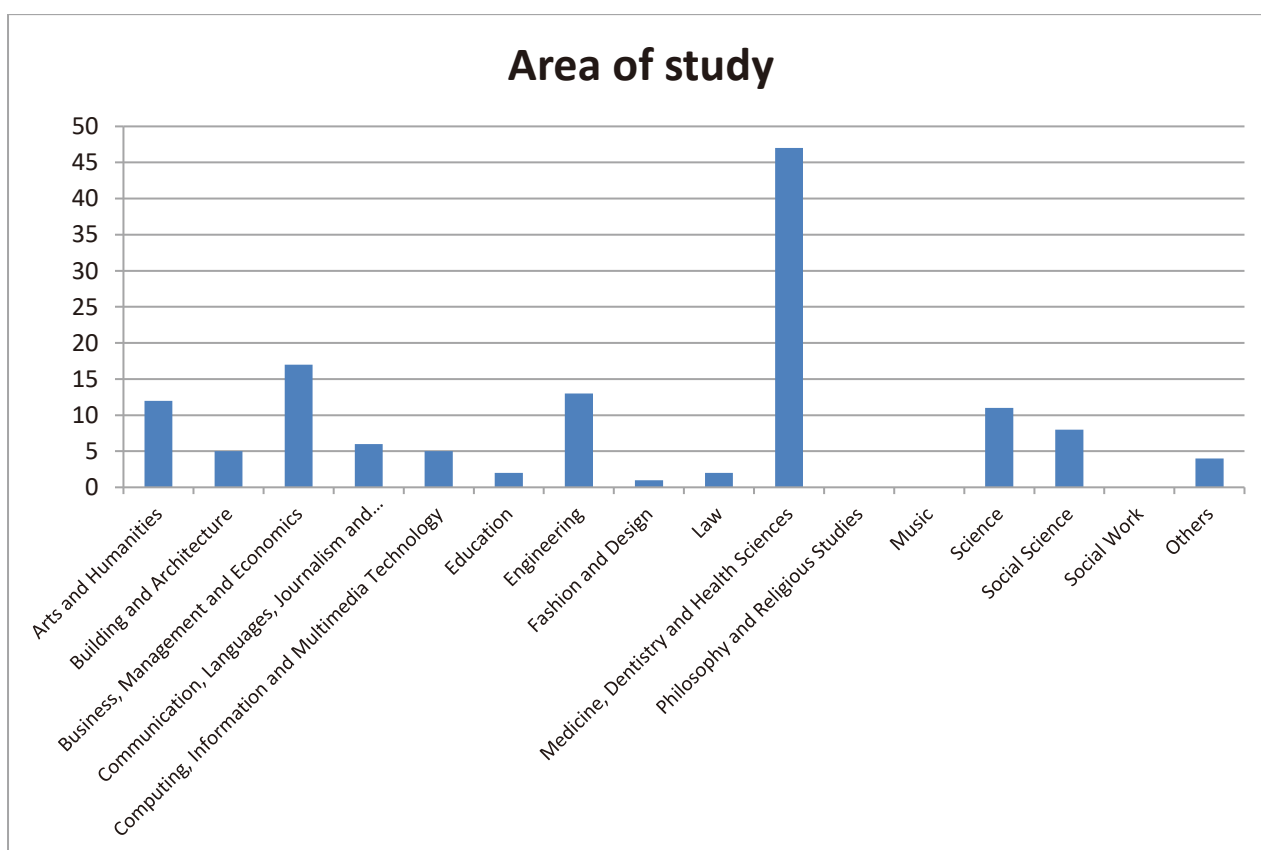
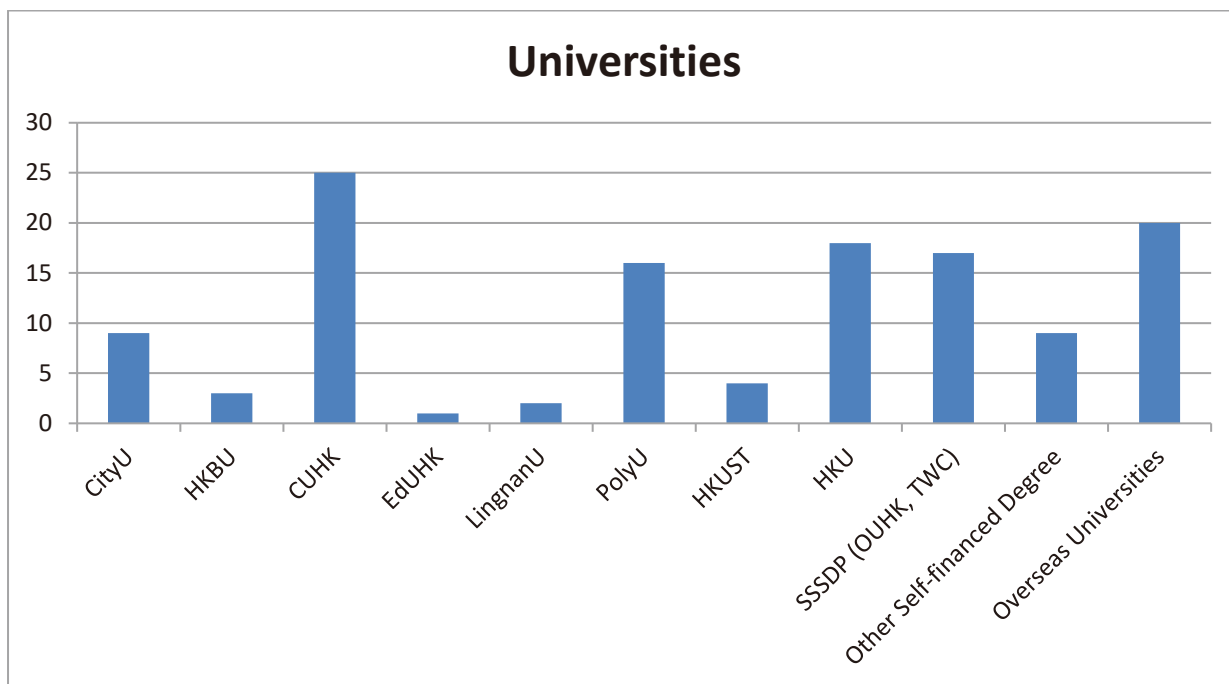
(KPM 16) Pre-S1 Hong Kong Attainment Test

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



(KPM 13) Destinations of graduates





Over the past 5 years, a handful of remarkable graduates were admitted to some internationally renowned universities including (UK) University of Cambridge, Imperial College London, UCL, 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, University of Leeds, Coventry University, University of South Wales, Anglia Ruskin University, University of Liverpool, University of Surrey, (Australia) University Of Melbourne, Australian National University, University of Sydney, University of Queensland, Monash University, University of Western Australia, (Switzerland) IHTTI School of Hotel Management, (Austria) Modul University Vienna, (USA) University of Chicago, Purdue University, (Canada) University of Toronto, University of British Columbia, Simon Fraser University, (Greater China) Peking University, National Taiwan University, National Sun Yat-sen University, Hsing Wu University, National Cheng Kung University, National Chung Cheng University ***

Achievements and Reflections on Major Concerns

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 (HL Ho)

Achievements								
<p>1. To learn, To Think and Collaborate & To Express (學思達), Flip-the-classroom, Self-Regulated Learning (SRL), STEM and Collaborative Learning among subjects were found in the school curriculum. Innovative learning strategies at subject level were found. All F.1-3 classes and some F.4 to F.6 classes were involved.</p> <p>2. 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. The teaching strategies used are summarized below. (Up to 29/06/2022)</p>								
Subject	Form	Class(es) involved	Teaching Strategy 1	Teaching Strategy 2	Teaching Strategy 3	Teaching Strategy 4	Teaching Strategy 5	Other Teaching Strategy
BAFS	4-6	All	E-learning	Collaborative Learning	Self-regulated Learning			
Bio	F.3-5	All	Self-regulated Learning	E-learning	Collaborative Learning			Classroom interaction
C. Hist	1-3	All	Self-regulated Learning	Learn-Think-Present 學思達	E-learning			
C. Lang	1-5	All	E-learning	Self-regulated Learning	Collaborative Learning			
Chem	3-6	All	Flipped Classroom	E-learning	Collaborative Learning	Learn-Think-Present 學思達		
Civic Ed /CSD / LS	1-6	All	Learn-Think-Present 學思達	Collaborative Learning	Self-regulated Learning	Flipped Classroom		
Drama Edu	1	All	Collaborative Learning	-----	-----	-----	-----	-----
DT	1-3	all	E-learning					STEM / Maker Education
Econ	4-6	All Classes	E-learning	Collaborative Learning	Self-regulated Learning			
English	1-6	All Classes	E-learning	Collaborative Learning	Self-regulated Learning			
Geog	1-3	50%	All Classes	E-learning	Self-regulated Learning	Flipped Classroom	Collaborative Learning	-----
HE	1-2	All Classes	Collaborative Learning	Self-regulated Learning				
Hist	1-6	All Classes	Learn-Think-Present 學思達	Self-regulated Learning	E-learning	Collaborative Learning	Flipped Classroom	
ICT/CL	1-3	All Classes	Collaborative Learning	E-learning	Self-regulated Learning			
Math	1-5	All Classes	E-learning	Collaborative Learning	Self-regulated Learning			
Music	1-3	All Classes	E-learning	Collaborative Learning	Self-regulated Learning			
P.E.	1-3	All Classes	Collaborative Learning	Self-regulated Learning	E-learning			
Phy	3-5	F.3, 4A, 4C, 5A, 5C	E-learning	Self-regulated Learning				

Putonghua	1-3	All	E-learning				
R.E.	1-2	All	E-learning	Self-regulated Learning			
Science	1-2	All	E-learning	Collaborative Learning			
Visual Arts	1-6	All	E-learning	Self-regulated Learning	Collaborative Learning		

Collaborative Lesson Studies

Subject	Form	Topics	Number of Teachers involved
BAFS	--	--	--
Bio	5	Scientific investigation- Factors affecting rate of photosynthesis	2
C. Hist	2	鄭和下西洋	2
C. Lang	1	肖像描寫、「課室添加物」(說明文)	5
Chem	4	Major air pollutants in burning fossil fuels	2
Civic Ed /CSD / LS (pilot scheme)	1	社區創新體驗活動	3
Drama Ed	--	--	--
DT	--	--	--
Econ	--	--	--
English (pilot scheme)	3	Letter of Complaint	5
Geog	2	Climate change	2
HE	1	F1 Pin Cushion (Picasso theme)	2
Hist	2	Causes of the French Revolution	3
ICT/CL	3	Selection Structure in Python Programming	2
Math (pilot scheme)	2	Factorization	2
Math (pilot scheme)	3	Properties of Quadrilaterals	2
Math (pilot scheme)	4	Nature of Roots and Polynomials	2
Music	--	--	--
P.E.	1	Volleyball (Underhand serve)	4
Phy	3	Heat Transfer Process	2
Putonghua	--	--	--
R.E.	--	--	--
Science	1	Density	3
Visual Arts	--	--	--

4. L&T Development Unit was set up
3 Staff Development Days were conducted on the topics of collaborative lesson studies, and all teachers have been equipped with the skills of implementation of SRL with the practices of lesson studies.
A web site was set up to collect L&T materials for teachers as reference.
5. Competence-based curricula were developed.
F.1-3 Cross-subject Maker curriculum in DT/VA/ICT.
F.5 English: Reading Across Curriculum (to be implemented in 2022-23 F.5)
F.1-F.6 Chinese: Speaking and communication
F.4 CS: Thinking and debating skills
6. Live streaming lessons were introduced during the school suspension of on-campus lessons. 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 assigning students ask questions) were carried out by different teachers.

Reflection

- **Instant responses and feedback from students** should be collected when a new teaching practice has been carried 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 being 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**.
- Routines on **collaborative lesson studies** will be built and used.
- Videos and learning packages produced during the school suspension can be reused in the coming year as flipped classrooms' materials.

1.2 Computing & ICT Fluency (Ngan SH)

Achievements

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

1. Junior Form CR syllabus was revised to enhance STEM ability. CR, D/T and Science subjects collaborated to arrange STEM activities to promote STEM.
2. Maker lab was opened for STEM education and science projects were launched other than D/T subjects.
3. Some students joined STEM competitions such as CLP Energy Innovation for Smart City Competition and Robofest.
4. Workshops or making STEM crafts such as making monitor hangers and LED name tags for teachers were held.
5. To promote mobile teaching and e-Learning, 50 mobile tablet PCs (Surface pro) are provided for teachers. All teachers have mobile devices for teaching.
6. Hardware to support e-Learning was provided during school suspension, for example, lending PCs, iPads and mobile WiFi sharing devices.
7. IT courses, such as using Onenote and Google sheets, were held to enhance teacher's IT skills.

Promote e-Learning through BYOD and promote Information Literacy

1. WiFi is provided and students can bring their devices and use them in the campus.
2. BYOD was opened for registration. 113 students applied for BYOD. Students can use their devices freely in the Library, Maker Lab, table tennis area and covered playground. They can also use them during lessons with teachers' permission.
3. One-time WiFi for students is provided on campus. Teachers can share WiFi with students when teaching. Compared with borrowing iPads from school, this scheme can help teachers to promote BYOD in lessons and save time in handling iPads in lessons. Students are also allowed to use their own mobile devices under supervision of teachers.
4. Assemblies and online seminar for students and parents about Information Literacy were arranged.
5. "QEF Programme - Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning" was applied for students. This helped 10 students to borrow mobile devices for learning in future. Extra hardware and software were provided, such as Microsoft Office and stylus pens.

Reflections

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

1. After prolonged online teaching, teachers developed a lot of IT teaching skills. We can develop and introduce more IT teaching strategies to teachers.
2. More IT courses should be held to enhance teachers' IT teaching skills.
3. We planned to open the Maker lab for all students to conduct their own STEM works. However, this was suspended due to school suspension. We plan to open the Maker lab for all students next year.

Promote e-Learning through BYOD

1. Students and teachers have got used to using mobile devices in teaching and learning. We plan to introduce BYOD to a whole form of students next year.
2. WiFi coverage will be extended to all open areas such as the roof garden.
3. Information Literacy education should be enhanced to ensure that students use electronic devices properly.

1.3 Career & Life Planning (Wong SC)

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 gradual growth in the participating teachers in these 5 years:

Year	No. of F.6 classes	No. of mentees	No. of mentors
2018-2019	3	38	7 (3 career teachers & 4 subject teachers)
2019-2020	5	82	9 (7 career teachers & 2 subject teachers)
2020-2021	6	121	17 (6 career teachers & 11 subject teachers)
2021-2022	6	126	19 (6 career teachers & 13 subject teachers)
2022-2023	6	113	24 (4 career teachers, 18 subject teachers & 2 school social workers)

- (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) 22 teachers and 2 social workers were recruited as mentors in the coming academic year. The number of mentors has increased. Each mentor can be paired up with fewer mentees. They can provide more intensive guidance to their mentees. As more students have shown interest in social work, a meeting or workshop will be held in September or October in which the social workers will introduce their job duties and career paths to provide a general picture of the profession. Individual or small group counseling could also be provided upon request subsequently.
- (4) According to the survey sent to career teachers and career mentors involved in the Career Mentor Scheme in May 2022, the findings were positive. 16 teachers responded to the survey.
- Q.2: 100% 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.3: 100% of respondents were satisfied with the process of recruiting class teachers and subject teachers and promotion of the scheme to students.
 - Q.4: 100% of respondents thought students could benefit from the scheme.
 - Q.6 and Q.10: 94% and 100% of respondents said the scheme could meet their expectations and reduce their workload respectively.
 - Q.1: 94% of respondents were satisfied with the guidelines and arrangements of the scheme given in August 2021.
 - Q.5: 94% of respondents were satisfied with the way of collaboration: Class teachers focus on students' self-accounts while Career Mentors focus on JUPAS choices.
- (5) According to the survey sent to mentees involved in the Career Mentor Scheme on DSE Guidance Day (I) on 21 May 2022, the findings were positive. 63 out of 126 F.6 mentees responded to the survey. Q1: 95% of respondents agreed that their career mentors can provide professional advice during the first stage (September - December).

Reflections

- (1) 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.
- (2) As some career mentors are not familiar with 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 summarizes the business-school programmes coordinated by our team smoothly in 2021-22.
 - (i) As for the EDB Business-school Partnership Programmes, in September 2021, one F.4 student worked in an IT company for a day, one F.5 student worked in a hotel for two days and one F.4 and one F.5 students worked in a Chinese medicine clinic for a day. One F.4 student will work in a Chinese medicine clinic for a day in July 2022. Three F.5 students have joined another voluntary services project, through which they will join a rehabilitation services job shadowing programme for the Social Welfare Department in August 2022 for 4 sessions.
 - (ii) The face-to-face ASK programme for F.3-F.4, online programme for F.5 and F.2 students were launched in November 2021, January and March 2022 respectively. Alumni from the business, marketing and sports sectors were invited to share their work experience with students.
 - (iii) Ten F.4 and F.5 students joined the “Career in a Nutshell” whole-year business-school programme organized by the Hong Kong and China Gas Company Limited (Towngas). It offered a series of programmes including an assembly to F.3 and 4 students on October 12, 2022, an orientation on January 6, 2022, two online workshops on February 22 and May 20, 2022 for students to gain more practical and hands-on career-related knowledge in Towngas. As part of the reflection, participants will share their experience with fellow schoolmates in the form of essays to be published on the school website in July.
 - (iv) Three F.4 and F.5 students were selected by the ARCH Community Outreach for their Careers Programme. Participants are able to join a series of interview workshops, overseas university admission talks and job-shadowing programmes. Moreover, the ARCH Community Outreach has offered four of our F.3 students to participate in the Girls4Girls Coding + Summer Camp in August, 2022. They will visit the Science Park and get to know more about the field of information technology.
 - (v) Four students joined Rotary Life Planning Programme 2021/ 22 organized by the Rotary Clubs in Area 6 of Rotary International District 3450 (Rotary) and supported by the “Business-School Partnership Programme” (BSPP) of the Education Bureau on June 18, 2022 although the Rotary Club Mentorship Scheme was suspended this year due to COVID-19.
- (2) The following shows other life-wide learning activities run by other teams and departments related to career planning and education.
 - (i) The team has worked to incorporate career education into the school curriculum in collaboration with teachers of Chinese and English Departments and class teachers to build a whole-school approach. English and Chinese teachers have progressively worked to incorporate career education into the school curriculum.
 - (ii) Liberal Studies has modules about social trends, career opportunities and contextual developments. It also touches students’ self-growth, social relationships and career skills. Citizenship and Social Development covers young people’s job prospects in Guangdong-Hong Kong-Macao Greater Bay Area.
 - (iii) The Business, Accounting and Financial Studies Department and the Economics Department co- arranged some F.5 students to join a personal financial management online competition (香港線上消費理財教育錦標賽) in December 2021, aiming to understand the personal financial management skills. Students enjoyed the competition and knew more about financial planning and management.
 - (iv) The new careers team webpage has recently been launched to offer parents, students and members of the public a few glimpses of the team’s objectives, class teacher periods, weekly assemblies, ASK programmes and special activities. They could also obtain useful information concerning further studies and official document application.

Reflections

- (1) We should continue to consolidate teachers' awareness and understanding of career and life planning with other student support groups when providing different programmes and activities in school through Staff Development Days, etc.
- (2) Subject and career teachers could keep on inviting more professionals from various tertiary institutions or fields to school to give talks and organize workshops so as to introduce students to different programmes and workplaces.
- (3) Subject and career teachers could continue organizing 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) Some subject teachers, e.g. Visual Art, reflected that they would like to invite alumni working in the specific field to share their experience with students next year. It is hoped that more subjects and career teachers can invite more alumni from different professional fields to provide students with life planning and career guidance support.
- (5) A list of alumni have expressed that they are interested in sharing their experience with students through video or talk. The team could consider organizing a programme to invite alumni to take a series of videos similar to TED talks for interested students to watch.

1.4 Cross-cultural Understanding (WT Kan, PY Chew, TM Yeung, KM Chan, K Lai)

Achievements

- (1) The study tour to Zhonglu-Tibetan-Village had been canceled due to the pandemic.
- (2) Cultural exchange activities with Chatteris CNETs were still maintained at a minimum level.
- (3) As most of the physical activities were suspended due to the 5th wave of COVID-19, it was not possible to carry out the Culture Day as planned in July 2022. However, two students were able to attend the "Youth Intercultural Learning Program in December 2021 organized by AFS.
- (4) No exchange student through AFS was able to make it to Hong Kong schools due to the pandemic. Therefore, the scheme was suspended for the school year.
- (5) Japanese class as an ECA and Japanese language course as a HKDSE subject have been launched this school year.
- (6) We have joined some sharing sessions organized by the ED to understand the development of the Sister School Scheme.

Reflections

1. Local, overseas and online overseas study tours will be launched more in the coming school year.
2. Co-organizing with other schools is a good attempt for tours to underdeveloped countries.
3. The curriculum and subject activities related to cross cultural understanding will still be included in the English curriculum. However, due to the pandemic, it was almost impossible to hold any visits to NGOs or organize any in person culture exchange activities.
4. Elements to assist students understand more about the different cultures have been successfully integrated into the curriculum of English and Citizenship and Social development.
5. Japanese class as an ECA and Japanese language course as a HKDSE subject will continue in the coming school year. Korean, Spanish and French language courses as a HKDSE subject will be explored in the coming school year.
6. We are still looking for ways to connect with our sister school Beijing Chenjinglun High School (BJCJL) and other schools in other provinces.

Major Concern 2 :

1.1 Cross-cultural Understanding (WT Kan, PY Chew, TM Yeung, KM Chan, K Lai)

Achievements
<p>(7) The study tour to Zhonglu-Tibetan-Village had been canceled due to the pandemic.</p> <p>(8) Cultural exchange activities with Chatteris CNETs were still maintained at a minimum level.</p> <p>(9) As most of the physical activities were suspended due to the 5th wave of COVID-19, it was not possible to carry out the Culture Day as planned in July 2022. However, two students were able to attend the “Youth Intercultural Learning Program in December 2021 organized by AFS.</p> <p>(10) No exchange student through AFS was able to make it to Hong Kong schools due to the pandemic. Therefore, the scheme was suspended for the school year.</p> <p>(11) Japanese class as an ECA and Japanese language course as a HKDSE subject have been launched this school year.</p> <p>(12) We have joined some sharing sessions organized by the ED to understand the development of the Sister School Scheme.</p>
Reflections
<p>7. Local, overseas and online overseas study tours will be launched more in the coming school year.</p> <p>8. Co-organizing with other schools is a good attempt for tours to underdeveloped countries.</p> <p>9. The curriculum and subject activities related to cross cultural understanding will still be included in the English curriculum. However, due to the pandemic, it was almost impossible to hold any visits to NGOs or organize any in person culture exchange activities.</p> <p>10. Elements to assist students understand more about the different cultures have been successfully integrated into the curriculum of English and Citizenship and Social development.</p> <p>11. Japanese class as an ECA and Japanese language course as a HKDSE subject will continue in the coming school year. Korean, Spanish and French language courses as a HKDSE subject will be explored in the coming school year.</p> <p>12. We are still looking for ways to connect with our sister school Beijing Chenjinglun High School (BJCJL) and other schools in other provinces.</p>

Major Concern: (2)

Professional Learning Community 專業學習社群

2.1 Creating time and space for teachers and students (HL Ho, SH Ngan)

Achievements
<ol style="list-style-type: none">1. Administrative systems such as eBooking, Parent Notice app, ePortal, Google for education were introduced. All parents have confirmed they have installed the ParentApp. Around 87.9% parents responded regularly in the ParentApp and only 77% students 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. Only one teacher completed a one-week course this year.3. 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.4. All learning and teaching materials were transferred to the Shared drive in the Google for Education and renamed to better the knowledge management.5. Real-time programs on vaccination and RAT of teachers and students were developed with Google form and Google sheet for easier administration and monitoring.6. Some external invigilation work has been substituted by external examiners.7. Compulsory staff training for new teachers was launched during orientation day.
Reflections
<ol style="list-style-type: none">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 (HL Ho)

Achievements
<ol style="list-style-type: none">1. There are 4 subjects (English Language, Mathematics, Civic Education and Computer literacy) in the pilot scheme of Collaborative Lesson Studies. The subject teachers had the training with our external change agent Dr Stanley Ho and conducted pre- and post-lesson meetings for the lesson studies. Several lesson plans have been prepared, and some deliverables and routines have been extracted for all subjects in the coming year.2. More common lesson preparation periods (mathematics, computer literacy) have been set up for collaboration.3. 6 teachers from Mathematics, Civic Education and Economics prepared to open their classrooms in the Self-Regulated Learning Festival organized by the Hong Kong Association of the Heads of Secondary Schools.4. In all subjects, subject teachers have been well collaborating in developing self-regulated learning strategies. Some subject teachers focused on developing teaching strategies on the topics that students found difficult to learn.5. More peer lesson observations were carried out. More pre- and post-lesson meetings were carried out for improving lesson efficiency.6. All subjects have built up a culture of internal interflow of experience sharing. Professional sharing among all teachers on Staff Development Days is also becoming a regular event.7. The understanding of the classroom practices of different subjects among teachers is growing.8. Collaboration and sharing among colleagues in enhancing teaching strategies have been increasing.
Reflections
<ul style="list-style-type: none">• The pilot scheme of Collaborative Lesson Studies which integrated both internal and external change agents for better learning and teaching will be continued next year. More subjects are involved in the scheme to follow the routines and use the lesson plan templates set up in this year.• Opening classrooms for peer observation is welcome by teachers. More teachers will be invited to open their classrooms (6 teachers in 2021-2022).

2.3 Professional Development and Interflow beyond school (HL Ho)

Achievements

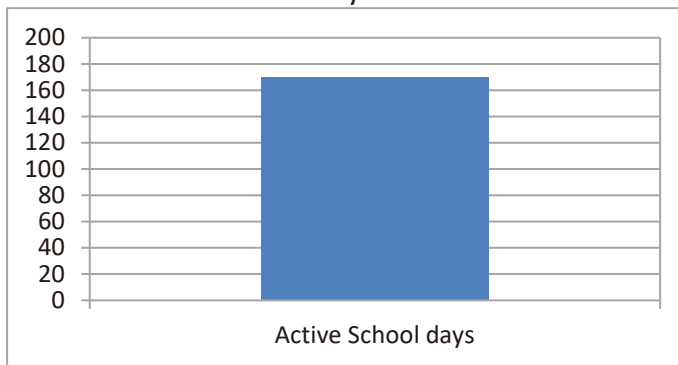
1. Principal and one of the Vice-principals joined the HKAHSS Happy Hour Forum organized by the Hong Kong Association of the Heads of Secondary School to have professional interflow among schools.
2. 6 teachers from Mathematics, Civic Education and Economics prepared to open their classrooms in the Self-Regulated Learning Festival organized by the Hong Kong Association of the Heads of Secondary Schools. Unfortunately, due to the school suspension, only the Mathematics and Civic Education open classroom sessions were conducted, 8 teachers and vice principals from other schools visited our school and fruitful interflow in teaching strategies were exchanged.
3. 2 teachers joined Video-based Core Practices Knowledge Transfer Program offered by Bei Shan Tang (北山堂) regarding video-based teacher professional development. Meanwhile 1 subject teacher participated in Discovering Positive Education (Cantonese) in June.
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. All teachers attended the joint-school National Security Education Workshop 國家安全教育到校教師工作坊 on 17/12/2021.

Reflections

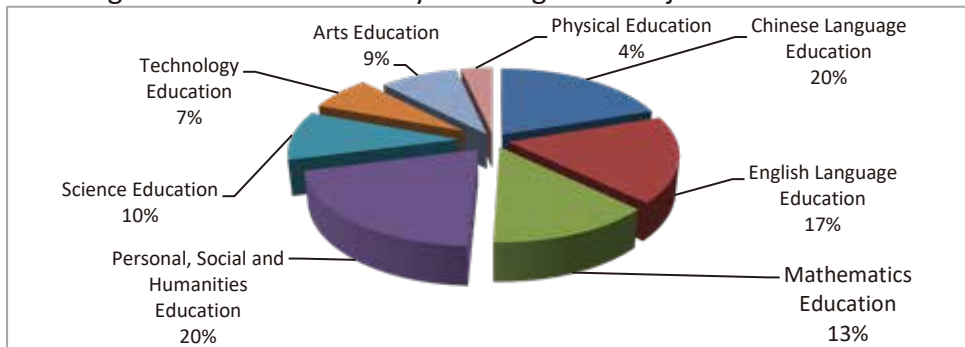
1. Interflow of teaching experience among teachers of BLMCSS was well received. The culture of sharing should be promoted on a more organized and regular basis. A breakthrough of the boundary of the relevancy of different subjects was achieved .
2. Teachers' interflow of experience should not be limited by sharing only. Instead, a more collaborative approach of planning and evaluation in teaching practices should be encouraged. Collaborative Lesson Studies pilot scheme is to be carried out.
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 classrooms to the public is still a big challenge to our teachers. More encouragement and support is still needed.
5. More opportunities of connections with professional bodies will be explored in the coming year such as Bei Shan Tang (北山堂).
6. Interflow among secondary schools in Wo Che and Lek Yuen will be considered.

Our Learning and Teaching

(KPM 5) Number of active school days



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



The rating of (KPM 09) stakeholders' perception of teaching as viewed by teachers and students were **4.1 and 3.6** respectively and that of (KPM 10) stakeholders' perception of student learning as viewed by teachers, students and parents were **3.7, 3.5 and 3.7** 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.

This year, the Learning Support Grant for Secondary Schools (LSGSS), which is **\$585,601.51** 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 **\$62,400.00**, supported the disadvantaged students to participate in after-school activities with a view to facilitating their whole-person development and personal growth.

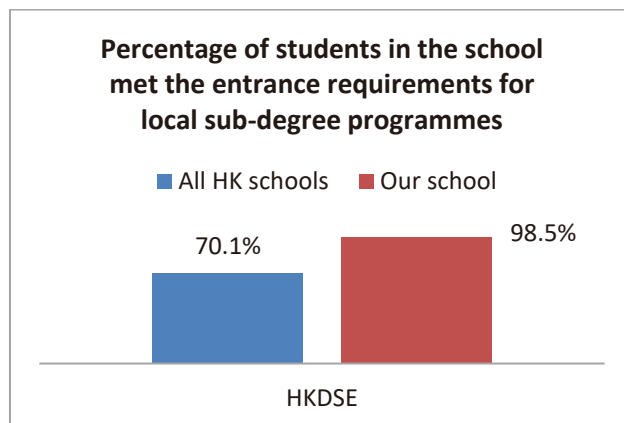
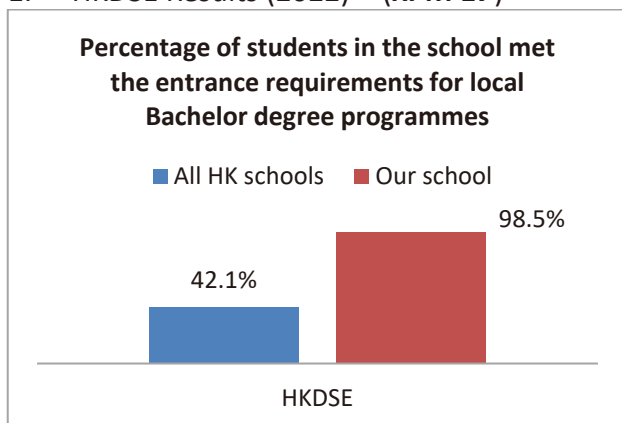
The rating of (KPM 11) stakeholders' perception of support for student development was found to be on average around **4.2** (teachers), **3.7** (students) and **4.0** (parents) and that of (KPM 12) stakeholders' perception of school climate is **4.3** (teachers), **3.9** (Students) and **4.2** (Parents). The above two indexes are high above the norm values (3.7). This may reveal that the support for student development in the school is adequate and effective.

Student Performance and Achievement

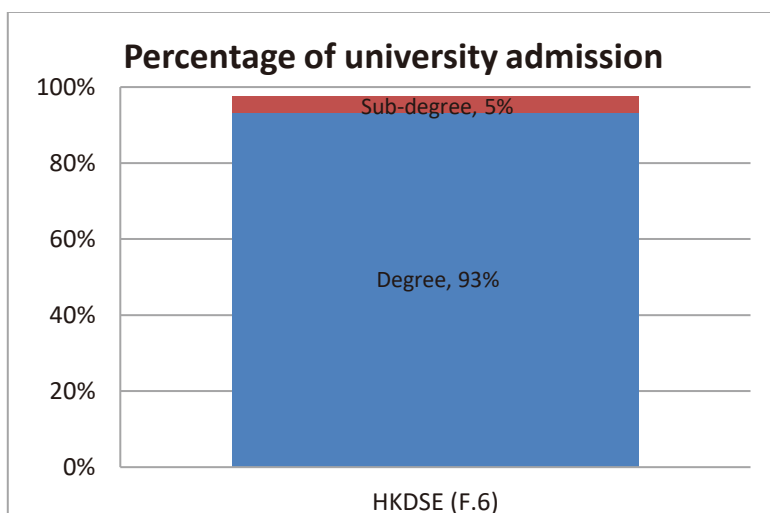
Students had excellent performance in both academic and non-academic areas. They were among the top 10 % of the population.

Academic performance

1. HKDSE Results (2022) (KPM 17)



2. Percentage of university admission of students of our school (2022).



Remarks :

Data of sub-degree includes 6 students (5%) with degree offers who chose to study sub-degree programmes according to their careers inspirations.

3. Awards and Achievements

BLMCSS ECA Award List (21-22)		
Prize Winners	(A) Academics	Award / Recognition
	Chinese	
3C Chan Oi Tung	The Chinese Secondary School Students Writing Competition (Hong Kong Section) 2021-2022, organised by The Hong Kong Institute for Promotion of Chinese Culture	National First Prize, Qualified for the National Finals
2A Ho Man Chi, Lee Ching Chun Jade, 3D Cheng Yi Lun Ellen	18th Bilingual & Trilingualism Composition and Speech Competition, organised by Rotary Club of HK Island West and HK Federation of Education Workers (Junior Secondary Group)	Semi-finalist
	Maths	
2E Lam Tsz Kit	Hua Xia Cup Mathematics Olympiad Competition 2022 (South China Region) (Form 2 Division) organised by The Hong Kong Mathematical Olympiad Association, Semi-finalist	Second Class Honour
1D Jing Lingguo	Ditto (Form 1 Division)	Second Class Honour
1D Lee Ka Hei		Second Class Honour
3E Go Yiu Lam Gabriel	Hong Kong International Mathematical Olympiad Heat Round 2022 (Hong Kong Region), organised by Olympiad Champion Education Centre (Form 3 Division)	Gold Award
2A Gu Zhenxing	Ditto (Form 2 Division)	Silver Award
2C Go Ho Lam Godwin		Silver Award
1D Lee Ka Hei		Silver Award
1E Pang Lok Hei		Bronze Award
6A Li King Hong	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2022 (Hong Kong Region) (Senior Form Division)	First Class Honour
3E Go Yiu Lam Gabriel	Ditto (Form 3 Division)	Second Class Honour
2A Gu Zhenxing	Ditto (Form 2 Division)	Second Class Honour
2A Zheng Kaiyang		Second Class Honour
2C Go Ho Lam Godwin		Third Class Honour
1D Lee Ka Hei		Second Class Honour
1E Pang Lok Hei		Third Class Honour
1D Lee Ka Hei	Thailand International Mathematical Olympiad Heat Round 2021 - 2022 (Hong Kong Region), organised by Thailand Mathematics Society (Form 1 Division)	Silver Award
1E Pang Lok Hei		Bronze Award
1D Lam Tsz Yu	Global Junior Math Aptitude Test 2022, Organised by Global Olympiads Academy	Merit Award
	Science	
The School	Hong Kong Physics Olympiad 2021, co-organised by Education Bureau and HKUST	Best School Award (Second Place in HK)
4A Cheng Pak Hay Haydn		First Honour
4A Chan Hei Ching		First Honour
5A Chan Aron		Second Honour
5A Shen Zhecheng		Second Honour
5A Cheung Bock Man		Honourable Mention
5A Hou Yuk Kit		Honourable Mention
4A Cheng Pak Hay Haydn		17th Pan-Pearl River Delta and Chinese Elite Schools Physics Olympiad, organised by HK Physics Olympiad Committee
4A Chan Hei Ching	(Basic test) Third Honour	

4A Chan Hei Ching	Sing Yin Physics Olympiad 2021	Merit (5th place)
4A Cheng Pak Hay Haydn		Merit (4th place)
5A Chan Aron		Merit (7th place)
5A Hou Yuk Kit		Merit (16th place)
The School	International Biology Olympiad – Hong Kong Contest 2021, co-organised by Education Bureau and HK Academy for Gifted Education	Honourable Mention for Schools
6A Wong Kwok Kam		Bronze Awards
6B Chan Chun Sun		Bronze Awards
5A Au Lok Man	Hong Kong Biology Literacy Award (2021/2022), co-organised by the Hong Kong Association for Science and Mathematics Education (HKASME), Royal Society of Biology – HK Branch, The Education University of Hong Kong and The University of Hong Kong	First Class Honour
5A Shen Zhecheng		First Class Honour
5C Sin Chun Ting		First Class Honour
5C Liu Shing Kit		Second Class Honour
5B Chan Cheuk Gi		Third Class Honour
5C Lai Cheuk Hei		Merit
6A Wong Kwok Kam	Hong Kong International Science Olympiad Heat Round 2021 - 2022 (Hong Kong Region), organised by Olympiad Champion Education Centre (Senior Form Division)	Gold Award
ICT		
5A Hou Yuk Kit	International Coding Elite Challenge 2022 (Hong Kong, Taiwan & Macau), co-organised by Hong Kong Association for Computer Education, ICE Foundation and Cyberport	Gold Award
5D Lau Chin Wai		Bronze Award
5A Fung Choi Lam	Ditto (New Territories - Secondary Division),	Outstanding Coder
5A Chan Aron		Outstanding Coder
5A Chow Lok Hin		Outstanding Coder
5A Kuang Wai Yeung		Outstanding Coder
4A Ho Yu Ka		Outstanding Coder
4A Cheng Cheuk Yin		Outstanding Coder
4A Ip Ho Ching		Outstanding Coder
1E Chan Chun Ting		Outstanding Coder
Others		
5E Li Pak Yin Pazu	Mock Trial Competition 2.0, organised by The Society of Rehabilitation and Crime Prevention, Hong Kong	Best counsel
4F Yip Tsz Ho		Best counsel
5E Lau Wing Kiu		Best Witness
5E Mok Wing Sze		Best Witness
5A Kwok Yi Shing, 5D Ho Chin Kiu, 2A Cheng Hing Yi, 2A Lee Ching Chun Jade		Hong Kong Interschool Mediation Tournament 2022, co-organised by the Hong Kong Schools Mooting and Mock Trial Association and Hong Kong Shue Yan University
5A Cheung Bock Man, 5B Kwok Yik Kiu, 5B Lau Sui Kiu Tiffany, 5D Yip Hiu Yu, 5E Cho Ho Yiu, 5E Yeung Yat Yiu, 5F Yeung Yiu Ching, 4B Tsui Siu Nga Fiona, 4D Wong Yat Chai, 4E Yau Pak Hei Nic	2021 Hong Kong Online Consumer Financial Education Championship (Pilot Programme), co-organised by The Education University of Hong Kong and Dot Dot Fire	Best School Performance (1st Runner up)
5A Cheung Bock Man		Form 5 Best individual performance 1st Runner up and Overall Best Individual performance 2nd Runner up
3C Yang Hiu Kwan Sandy	30th News Commentary Competition, Junior Forms (Chinese Section), organised by Hok Yau Club	2nd runner up
4B Kwong Ying Chi, 4B Lau Chun Chun Francesca, 4B Ng Tsz Kiu Cherie, 4C Law Pak Kiu	4th "Social Innovation • Community 4.0 Competition", organised by The Hong Kong Council of Social Service Prototype Name : Treasure Hunt Go Go Go	One of the 15 finalist teams

	Organised by Hong Kong Schools Sports Federation (Shatin & Sai Kung)	Award / Recognition
Boys A	Badminton	3rd Runner Up
Girls A		4th Runner Up
Boys A	Table Tennis	5th Place
Girls A		2nd Runner Up

	Items (Individual/ Relay)	
Swimming		
5C Wong Lok Yin Patience	Girls Grade A 200M Breast Stroke	Champion
5E Chiu Wing Yiu	Girls Grade A 50M Breast Stroke	1st Runner Up
5C Lau Wing Tung	Girls Grade A 50M Back Stroke	2nd Runner Up
2E Ngan Wing Tung	Girls Grade C 50M Breast Stroke	Champion
2C Tseung Yan Kiu	Girls Grade C 50M Freestyle	1st Runner Up
5F Wong Ho Yeung	Boy's Grade A 50m Freestyle	Champion
6A Lee Chun Hei	Boy's Grade A 100m Breaststroke	2nd Runner Up
6A Suen Sen Ho	Boy's Grade A 50m Backstroke	2nd Runner Up
6C CHOILEUK	Boy's Grade A 50m Butterfly	2nd Runner Up
3A Siu Ou Sang Anson	Boy's Grade B 50m Butterfly	2nd Runner Up
2C Chan Yat Him Evan	Boy's Grade C 200m Individual Medley	2nd Runner Up
2D Mak Ho Yin	Boy's Grade C 100m Breaststroke	2nd Runner Up
1C Chan Yat Long	Boy's Grade C 50m Backstroke	2nd Runner Up

	Athletics	
5E Ho Pan Ching	Girls Grade A 100M Hurdles	3rd Runner-up
6D Li Cheuk Laam	Girls Grade A 100M	2nd Runner-up
6D Li Cheuk Laam	Girls Grade A 200M	3rd Runner-up
3A Ng Ping Ngan Paisley	Girls Grade B 800M	2nd Runner-up
3D Kwong Sze Oi Sarah	Girls Grade B Javelin	2nd Runner-up
4A Lee Wing Kei	Girls Grade B High Jump	2nd Runner-up
2E Yip Tsz Yan	Girls Grade C High Jump	3rd Runner-up
5A Ma Ho Hang	Boys Grade A Javelin	2nd Runner-up
5E Li Pak Yin Pazu	Boys Grade A Triple Jump	3rd Runner-up
5E Lo Cheuk Hei Damian	Boys Grade A Shot Put	2nd Runner-up

	Hong Kong-Wide Events	
Badminton		
6C Cheung Sai Shing	All HK schools Jing Ying Badminton Tournament 2021-2022 Boys Single	7th Runner-up

Prize Winners	(C) Aesthetics	Award / Recognition
The 73rd Hong Kong Schools Speech Festival (Chinese)		
2A Ko Tin Oi	Cantonese Solo Verse Speaking, Girls (S 2)	First Place
2D Mak Ho Yin	Cantonese Solo Verse Speaking, Boys (S 2)	First Place
1D Sin Hoi Yuet	Cantonese Solo Prose Speaking, Girls (S1)	First Place
1E So Chung Yan	Putonghua Solo Verse Speaking, Girls (S 1-2)	First Place
4A Lau Cho Yui	Cantonese Solo Verse Speaking, Boys (S 4)	Second Place
3B Lau Yan Ting	Putonghua Solo Verse Speaking, Girls (S 3-4)	Second Place
3C Chen Jinxi	Putonghua Solo Prose Speaking, Girls (S 3-4)	Second Place
2A Tong Ya Xin	Putonghua Solo Verse Speaking, Girls (S 1-2)	Second Place
1D Sin Hoi Yuet	Cantonese Lyrics Speaking (S1-3)	Second Place
5F Wang Qianxun, 5F Chen Tsz Lam	Duologue in Cantonese (S 5-6)	Third Place
1D Sin Hoi Yuet	Putonghua Solo Verse Speaking, Girls (S1-2)	Third Place

	The 73rd Hong Kong Schools Speech Festival (English)	
6E Lai Ka Man	Solo Verse Speaking (S 6 Girls Non-open)	First Place
5E Wang Wing Wun	Solo Verse Speaking (S 5 Girls Non-open)	First Place
2A Tong Ya Xin	Solo Verse Speaking (S 2 Girls Non-open)	First Place
2A Ng Tsz Ying	Solo Verse Speaking (S 2 Girls Non-open)	First Place
1D Sin Hoi Yuet	Solo Verse Speaking (S 1 Girls Non-open)	First Place
6E Choy Lok Yung, 6F Yip Yi	Dramatic Duologue (S 5-6)	Second Place
5F Cheung Wan Suet	Solo Verse Speaking (S 5 Girls Non-open)	Second Place
3C Chen Jinxi	Solo Verse Speaking (S 3 Girls Non-open)	Second Place

Drama		
Drama Club	Hong Kong School Drama Festival 2021/2022 (Cantonese Section) Play: (Our Endless Days)	Award for Outstanding Audio-visual Effects
5C Ho Sze Ching, 5F Sze Pui Man		Award for Outstanding Cooperation
2A Lam Wing Winona, 2A Ng Tsz Ying, 2D Wong Ka Kit, 2E Lau Sin Hang, 1B Chui Yik Kwan, 1D Chung Ching Hallie, 1E So Chung Yan,		Award for Outstanding Director
		Award for Outstanding Performer
Awardees	(D) Recreational & Miscellaneous	Award / Recognition
	The competition: have been cancelled due to the COVID-19 pandemic.	

Name (Class of 21-22)	(E) Awards received from June to Aug, 2021	Award / Recognition
	The 57th Schools Dance Festival	
Chinese Dance Club	Group: Yi Ban Du	Highly Commended
3C Li Ping Sum	Solo: Di Jia de Nu er Di jia de zu	Highly Commended
3A Cheung Ho Long, 3B Ao Oi Lam	Latin Dance (Duet) - ChaChaCha	Commended
5B Yeung Hei Tung, 1D Ko Hau Yee	Latin Dance (Duet) - ChaChaCha	Commended
3A Cheung Ho Long, 3B Ao Oi Lam	Latin Dance (Duet) - Jive	Commended
5B Yeung Hei Tung, 4B Chan Oi Tung	Latin Dance (Duet) - Jive	Commended

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

(i) Sports

HK Schools Sports Federation (Shatin & Sai Kung Area, 2021-2022)

- All competition were cancelled due to the COVID-19 pandemic in Hong Kong.

(ii) Speech Festival

Individual /Group awards	First	Second	Third
Number	9	10	3

(iii) Dance Festival

Individual /Group awards	Highly Commended	Commended
Number	2	4

(iv) Drama Festival

Drama Club	Hong Kong School Drama Festival 2021/2022 (Cantonese Section) Play: (Our Endless Days)	Award for Outstanding Audio-visual Effects
5C Ho Sze Ching, 5F Sze Pui Man		Award for Outstanding Cooperation
2A Lam Wing Winona, 2A Ng Tsz Ying, 2D Wong Ka Kit, 2E Lau Sin Hang, 1B Chui Yik Kwan, 1D Chung Ching Hallie, 1E So Chung Yan,		Award for Outstanding Director
		Award for Outstanding Performer

Remarks:

Most of the sport competition and Music festival events were cancelled due to the social events and epidemic situation in Hong Kong in 2021-2022.

Financial Summary

Not yet audited

Baptist Lui Ming Choi Secondary School
School Financial Report (2021-2022)

	Balance b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Balance B/F (Government Funds and School Funds)				
I. Government Funds				
(1) EOEBG Grant	862,119.91	0.00	44,279.57	817,840.34
(a) School Specific				
① Admin Grant / Revised Admin Grant		4,546,620.00	5,152,273.08	-605,653.08
② Composite IT Grant		555,900.00	539,107.63	16,792.37
③ Capacity Enhancement Grant		642,934.00	245,502.81	397,431.19
④ Air-conditioning Grant		636,028.00	545,415.50	90,612.50
⑤ School-based Management Top-up Grant		50,702.00	17,000.00	
⑥ School-Based Speech Therapy Administration Recurrent Grant	0.00	0.00	0.00	0.00
<i>Sub-total</i>		6,432,184.00	6,499,299.02	-100,817.02
(b) Non-School Specific				
Baseline Reference Grant		2,453,482.61	1,670,637.48	782,845.13
Other Income		77,873.12		77,873.12
<i>Sub-total</i>	0.00	2,531,355.73	1,670,637.48	860,718.25
<i>(a + b) Sub-total</i>		8,963,539.73	8,169,936.50	759,901.23
(c) ① Fund set aside for Long Service Payment	79,623.12	123,902.69	79,623.12	123,902.69
② Unspent Balance refundable to EDB			0.00	0.00
<i>(c) Sub-total</i>	79,623.12	123,902.69	79,623.12	123,902.69
<i>(a to c) Total</i>	941,743.03	9,087,442.42	8,293,839.19	1,701,644.26
(2) Salary Grant	-30,534.77	58,479,858.90	58,452,283.65	-2,959.52
(3) Teacher Relief Grant	3,420,608.06	5,989,705.00	5,308,814.38	4,101,498.68
(4) Grant Accounts Outside EOEBG				
(a) Home-School Cooperation Grant	0.00	45,780.00	45,780.00	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	62,400.00	62,400.00	0.00
(d) Other Recurrent Grant - Rent & Rate Grant	-220,150.00	716,162.00	496,012.00	0.00
(e) Learning Support Grant	41,969.72	592,504.00	585,601.51	48,872.21
(f) Diversity Learning Grant	76,002.95	206,400.00	259,789.30	22,613.65
(g) Diversity Learning Grant (Applied Learning)	0.00	16,955.00	16,955.00	0.00
(h) Senior Sec Sch Students Mainland Exchange Prog Sub Scheme	0.00	0.00	0.00	0.00
(i) After-Sch Support for NCS Students	52,278.60	151,050.00	145,820.91	57,507.69
(j) IT Staffing Support Grant	45,797.08	321,796.00	367,593.08	0.00
(k) Hong Kong School Drama Festival	2,897.60	3,600.00	6,443.00	54.60
(l) Promotion of Reading in Schools (8-2019)	43,087.00	73,326.00	60,556.48	55,856.52
(m) One-off Supporting Citizenship & Social Development (8/2024)	0.00	300,000.00	24,588.00	275,412.00
(n) Life-wide Learning Grant (Including ECA)	1,529,355.67	1,429,807.00	1,352,374.28	1,606,788.39
(o) School Executive Officer Grant	3,686.99	540,268.60	540,729.25	3,226.34
(p) Student Activity Support Grant (Replace JCF)	23,345.00	54,600.00	21,200.00	56,745.00
(q) Special Anti-epidemic Grant	0.00	0.00	0.00	0.00
<i>(4) Sub-total</i>	1,598,270.61	4,514,648.60	3,985,842.81	2,127,076.40
(5) Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-Teaching Staff Account	111,843.72	358,223.47	401,750.81	68,316.38
<i>(I) Total</i>	6,041,930.65	78,429,878.39	76,442,530.84	7,995,576.20
II. School Funds				
(1) Specific				
(a) Collection of fees for specific purposes (Special Operation Fee)	601,851.00	195,111.00	0.00	796,962.00
(b) Collection of fees for specific purposes (Special Subscription Fee)	100,748.97	801,500.00	609,283.36	292,965.61
(c) School Development Fund	976,300.96	704,841.20	8,476.56	1,672,665.60
(d) Ms Shirley Ngai Education Fund	348,081.98	22,000.00	7,500.00	362,581.98
(e) New Annex Building Development Reserve *	-2,045,346.00	49,000.00	0.00	-1,996,346.00
(f) Loan for MPA	2,700,000.00	0.00	300,000.00	2,400,000.00
<i>Sub-total</i>	2,681,636.91	1,772,452.20	925,259.92	3,528,829.19
(2) General	1,166,275.91	0.00	208,555.00	957,720.91
(a) Tong Fai		137,360.00	0.00	137,360.00
(b) Rental and hiring charges		156,778.40	62,564.36	94,214.04
(c) Others		420,294.89	648,974.11	-228,679.22
(d) Smartcard Admin	193,175.47	25,455.85	20,749.20	197,882.12
<i>(a-c) Sub-total</i>	1,359,451.38	739,889.14	940,842.67	1,158,497.85
(e) Temporary Fund from Staff & Student	754,119.32	147,869.30	221,787.38	680,201.24
<i>(II) Sub-total</i>	4,795,207.61	2,660,210.64	2,087,889.97	5,367,528.28
<i>Grand Total</i>	10,837,138.26	81,090,089.03	78,530,420.81	13,363,104.48
Total surplus for school year				2,559,668.22
Accumulated surplus as at the end of school year				13,363,104.48

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