



Baptist Lui Ming Choi Secondary School

Annual School Report (2020-2021)

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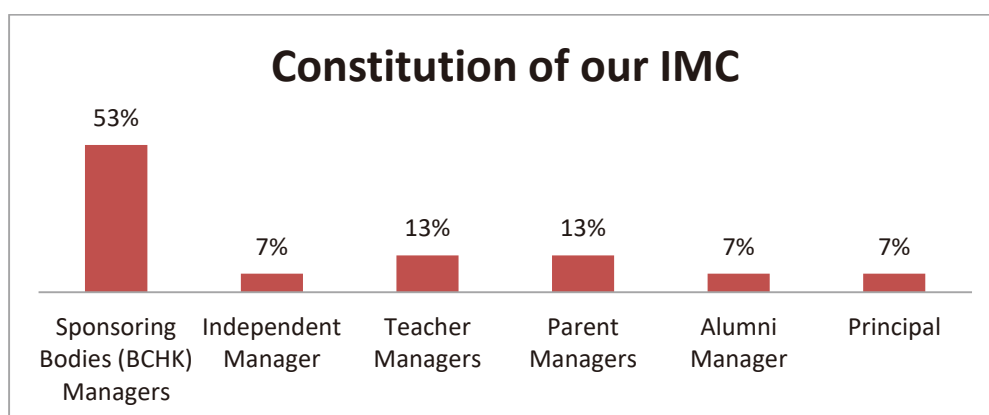
Our School Mission and Vision

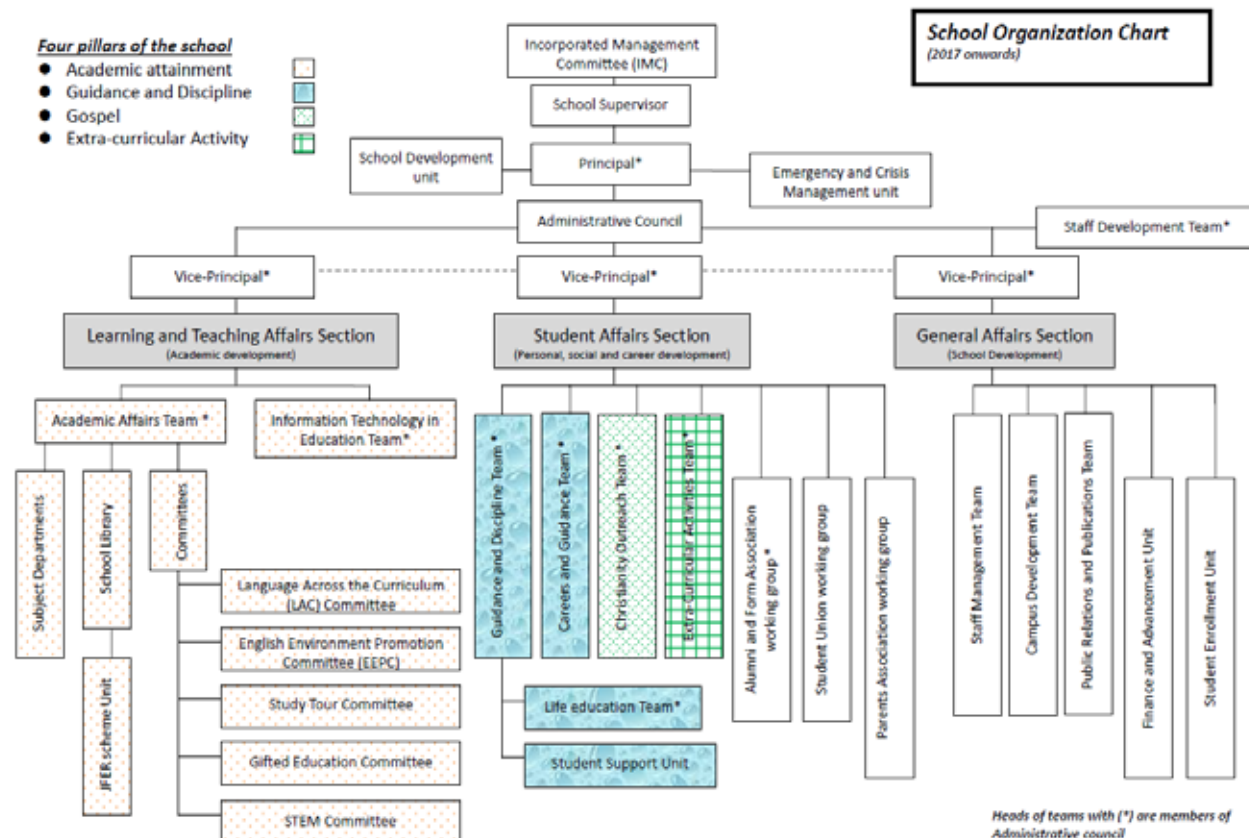
The School is a government-aided English grammar co-educational school run by the Baptist Convention of Hong Kong. Since its establishment by the Convention in 1978, the School's mission has always been to provide all-round education based on Christian values nurturing individual lives and character. Embracing our philosophy of 'holistic education' in proclamation and service, we are committed to the provision of a comprehensive range of quality education services. The "whole-school approach" is adopted to help young people to strive for balanced progress in morality, academic attainment, physical development, co-operation, aesthetic sense and spiritual growth. The School seeks to help students lead a prosperous and meaningful life through the preaching of the Gospel.

Our Beliefs

- Foster strong "Four Pillars" collaboration among the school's four domains: Academic Attainment, Guidance and Discipline, Spiritual Formation and Extra-Curricular Activities.
- Merge a corresponding fusion of guidance and counselling.
- Maintain strong teacher-student relationship.
- Emphasize home-school co-operation.
- Help students understand biblical truths, develop faith in God and live out their lives in purity by faith.

Our Management and Organization Chart





Our Class Structure and Curriculum

Class Structure

Form	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	5	5	5	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

	Junior Forms (F.1-3)			Senior Forms (F.4-6)		
Level	F.1	F.2	F.3	F.4	F.5	F.6
Subjects offered	<p>Academic subjects: Chinese Language*, English Language, Mathematics, Putonghua*</p> <p>Chinese History*, History, Geography, Science(F.1-2), Physics(F.3), Chemistry(F.3), Biology(F.3), Computer Literacy</p> <p>Aesthetic and Physical Education : Music, Visual Arts, Drama Education and Physical Education*</p> <p>Moral, Life and Career education : Civic Education*, Religious studies (Christianity) *, Weekly Assembly*, Class teacher period*, Design and Technology, and Home Economics</p>			<p>Core : Chinese Language, English Language, Mathematics and Liberal Studies*</p> <p>Weekly Assembly*, Class Teacher Period*, Religious Studies (Christianity) * and Physical Education*</p> <p>Elective : Business management, Accounting and Financial Studies (BAFS), Chinese Literature*, Chinese History*, History, Geography, Biology, Chemistry, Economics, Information and Communication Technology (ICT), Physics, Visual Arts*, 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)

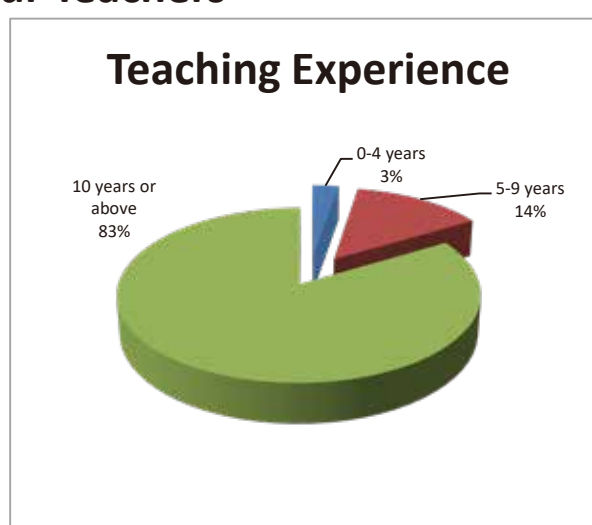
Class	A	B	C	D	E		
Math Extended Part	M2	---	M1	---	----		
X1	Phy	Chem	Phy	Econ / Geog / C. Lit			
X2	Chem	Bio	Chem / Bio / Hist / BAFS (Management Module)				
X3	Bio / Econ / C. Hist / V.A. / Geog / BAFS (Accounting Module) / ICT						

Network programme : NSS Music, NSS Applied Learning and GCE AL Japanese

School-Based Curriculum

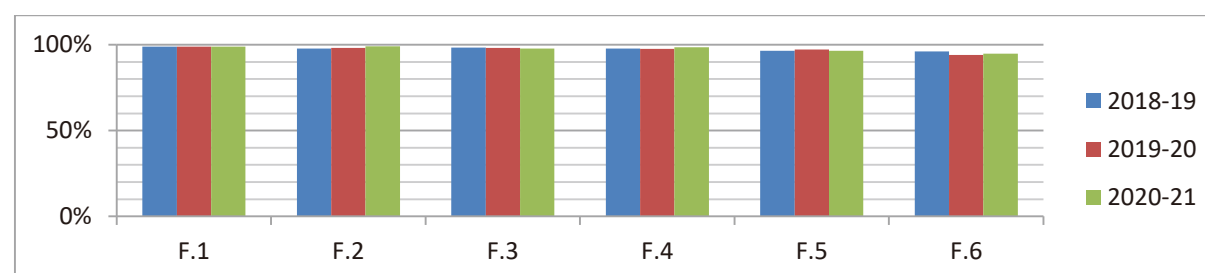
Language Across the Curriculum, Drama Education, Religious Studies (Christianity), Civic Education, Individual Student Planning.

Our Teachers



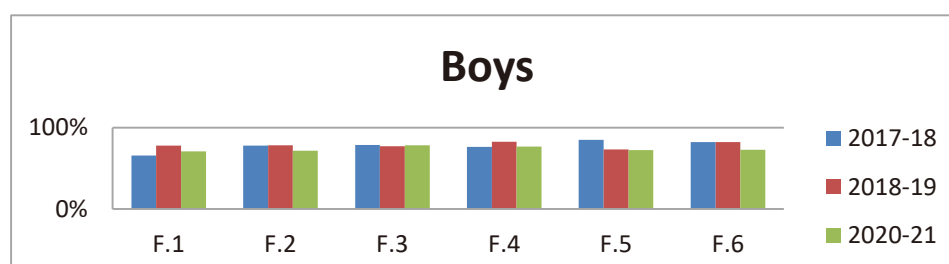
Our Students

(KPM 21) Students' attendance rate

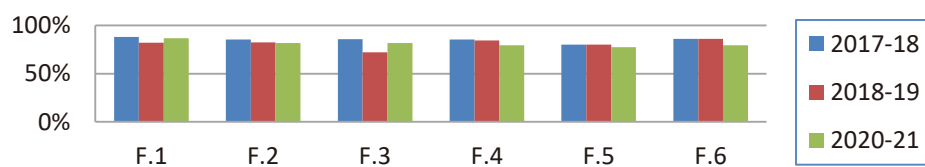


(KPM 22) Percentage of students within the acceptable weight range

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

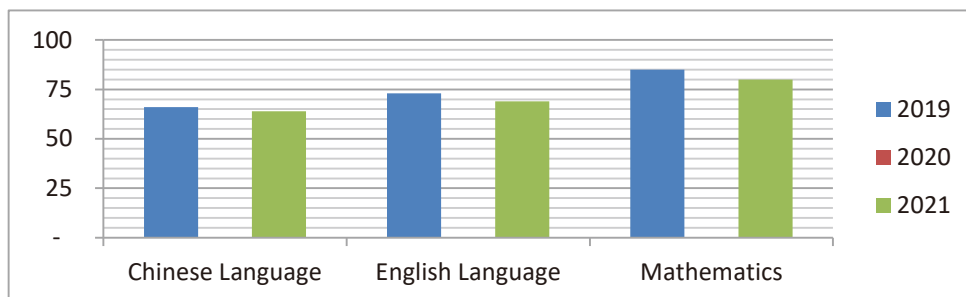


Girls

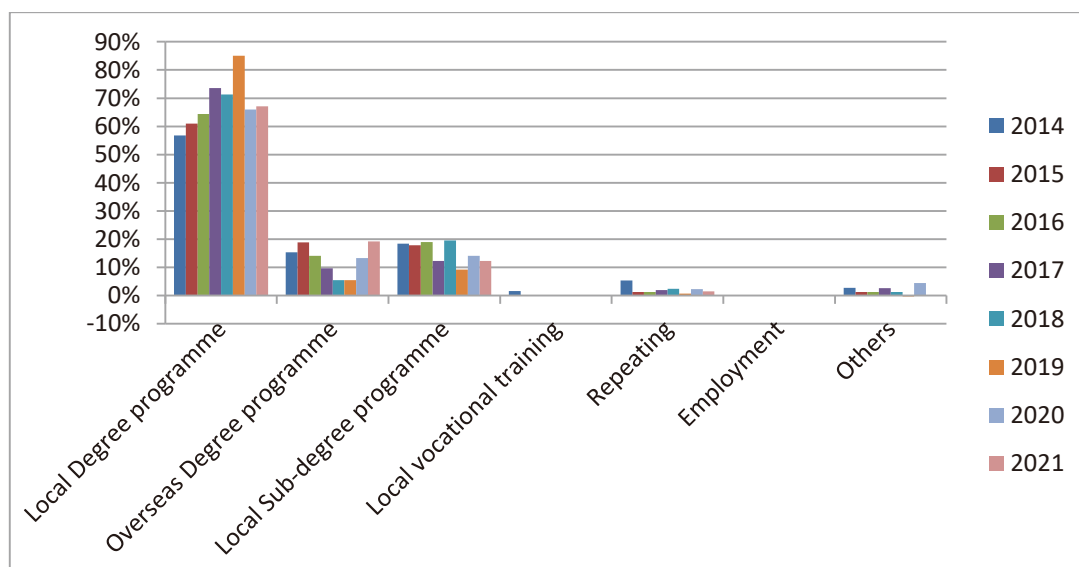


(KPM 16) Pre-S1 Hong Kong Attainment Test

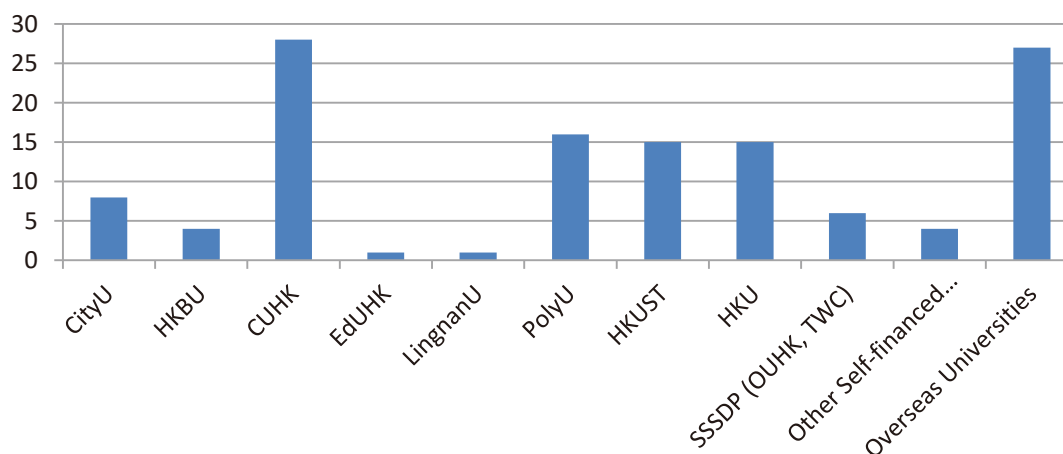
Remarks :There are no data from 2020 due to the school suspension.



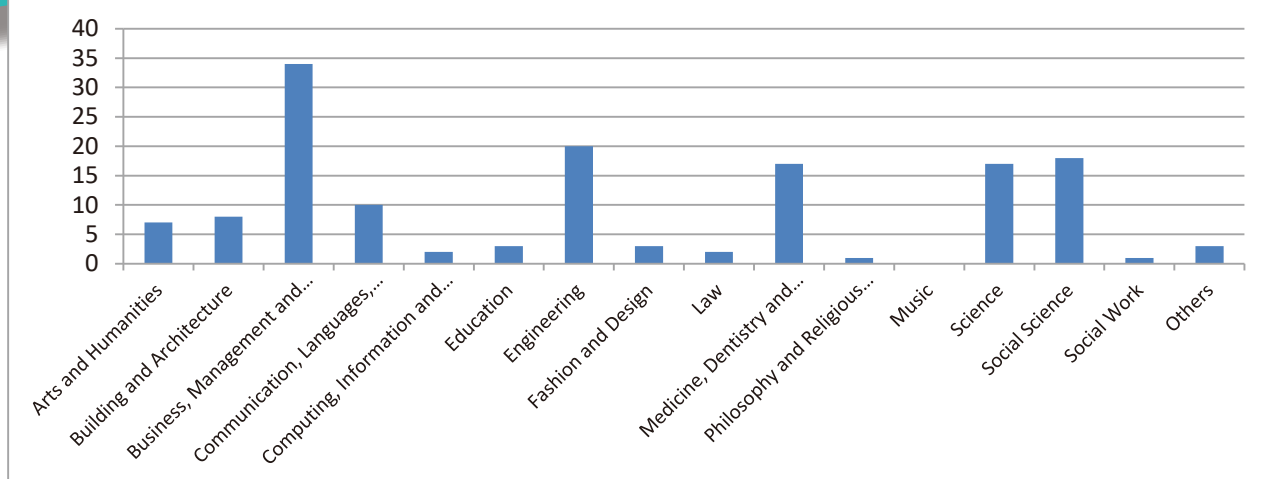
(KPM 13) Destinations of graduates



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, University of Leeds, Coventry University, University of South Wales, Anglia Ruskin University, University of Liverpool, (Australia) University Of Melbourne, Australian National University, University of Sydney, University of Queensland, Monash University, University of Western Australia, (Switzerland) IHTI 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 (Lau HT)

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	1-6	All	✓			✓	✓	
Chem	3-6	All	✓			✓		
Civic Ed /LS	1-6	All		✓	✓	✓	✓	
Drama Ed	1	All			✓		✓	Process Drama, Games
DT	1-3	All			✓	✓	✓	STEM Education
Econ	4-5	All	✓		✓	✓	✓	
English	1-5	All			✓	✓	✓	
Geog	1-6	All	✓		✓	✓	✓	
HE	1,2	All			✓		✓	
Hist	1-6	All	✓		✓	✓	✓	Peer Teaching, Peer Assessment
ICT/CL	1-6	All		✓		✓		
Math	1-6	All	✓			✓	✓	
Music	1-3	All			✓	✓	✓	
P.E.	1-4	F1E			✓		✓	
Phy	3-5	All	✓		✓	✓		
Putonghua	1-3	All			✓		✓	
R.E.	1-2	All			✓	✓	✓	
Science	1-2	All	✓		✓	✓	✓	
Visual Arts	1-4	All			✓	✓		

- The responses from students are positive. Most of the students recognized the importance of 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 passed all subjects

Term	2016-17	2017-18	2018-19	2019-2020	2020-2021
First Term	72.0%	72.0%	60.0%	53.0%	68.3%
Second Term	65.8%	69.3%	62.7%	56.7%	68.3%
change	-6.2%	-2.7%	+2.7%	+3.7%	0%

% of students who failed 4 or more subjects

Term	2016-17	2017-18	2018-19	2019-2020	2020-2021
First Term	2.6%	2.0%	8.7%	7.3%	4.2%
Second Term	3.3%	1.33%	10.7%	4.9%	6.1%
change	+0.7%	-0.67%	+2%	-2.4%	+1.9%

According to the above figures, it is clear that the new strategies did not impose any significant negative effect on the performance of students.

4. Teachers have gained much experience from the pilot classes, including some “do’s and don’ts” practices.\
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 were introduced during the school suspension period (Sept and Dec to 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 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 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.
- Teachers may consider visiting online lessons for collaborative lesson study if online lessons are to be implemented next year.
- The library will collaborate with other subjects to promote information literacy.

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 collaborate to arrange STEM activities to promote STEM, such as using Micro:bit and Video editing skills.
2. Maker lab opened this year has provided a larger space and more facilities for STEM education. Apart from D/T lessons, some students used Maker lab for preparing external competitions.
3. Some students joined STEM competitions such as CLP Energy Innovation for Smart City Competition and Robofest. However, some of the competitions were cancelled due to school suspension.
4. Professional communication with teachers from other schools was enhanced. Maker lab was opened 3 times.
5. To promote mobile teaching and e-Learning, 30 mobile tablet PCs (Surface pro) are provided for teachers.
6. Hardware to support e-Learning was provided during school suspension, for example, lending PCs, mobile WiFi sharing devices and SIM cards to students as well as providing iPads, stylus pens, webcams and drawing boards for teachers to make teaching videos and enhance online marking.
7. Data logger systems were introduced in Physics and Science subjects. More experiments were conducted by the data logger system.

Promote e-Learning through BYOD and promote Information Literacy

1. WiFi is provided and students can bring their devices and use them in the library and Maker lab. In VA subjects, students are provided with their own WiFi account and they are allowed to use their devices in the VA room.
2. One-time WiFi for students is provided on campus. Teachers can share WiFi with students when teaching. Compared with borrowing iPad from school, this scheme can help teachers to promote BYOD in lessons and save time in handling iPad in lessons. Students are also allowed to use their own mobile devices under supervision of teachers.
3. Assembly and online seminar for students and parents about Information Literacy were arranged.
4. “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” was applied for students. This helped 29 students to own their mobile devices for learning in future. Extra hardware and software were provided by teachers, 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 for teachers.
2. In order to promote IT teaching, a team of pilot teachers will be formed to try different teaching strategies and promote them.
3. The use of online resources to enhance self-learning for students will be promoted.
4. 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.
5. In order to promote school wide STEM education, we will discuss different cross-subject curricular activities.
6. Some STEM related competitions were cancelled this year; and we will seek more opportunities for students in the coming 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 in the near future.
2. Some students received their own devices through the Community Care Fund. It is a good chance for our school to promote BYOD in the future.
3. The Information Literacy education was provided to ensure that students use the 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 drastic growth in the participating teachers and students in these 4 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)

- (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, 2021, the findings were positive. 9 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 subjects and promotion of the scheme to students.
 - Q.4: 100% of respondents thought students could benefit from the scheme.
 - Q.6 and Q.10: 100% of respondents said the scheme could meet their expectations and reduce their workload respectively.
 - Q.1: 89% of respondents were satisfied with the guidelines and arrangements of the scheme given in August, 2020.
 - Q.5: 89% 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 on DSE Guidance Day (I) on 22 May, 2021, the findings were positive. 75 F.6 students responded to the survey.
 - Q1: 92% 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 2020-21.**
 - (i) Through the business-school partnership programme organized by the Hong Kong General Chamber of Commerce, the Careers Team invited Prof. Steve Wong, Managing Director of Billion Group Technologies Limited (兆豐科技設備有限公司), to deliver a talk to F.5 students in June, 2021 on the topic of “Global Economy, Global Citizen and Global Perspective”.
 - (ii) As for the EDB Business-school Partnership Programmes, one F.4 student worked as an intern in an IT company for two days in April, 2021. Three F. 5 students have joined another voluntary services project, through which they will join a rehabilitation services job shadowing programme for Social Welfare Department in July-August, 2021 for 4 sessions.
 - (iii) The ASK programme for F.3-4, F.2 and F.5 students were launched in November, March and April 2021 respectively. Alumni from the journalism, marketing and business sectors were invited to share their working experience with students.
 - (iv) Five students joined the Virtual Peace Camp organized by the Rotary Club and the Hong Kong Li Po Chung United World College in April, 2021 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 as well as covers young people’s job prospects in Guangdong-Hong Kong-Macao Greater Bay Area.
 - (iii) A F.6 class teacher invited Dr Gunter Wong, Education Director, Asia Pacific, Abbott, to share his work experience and learning portfolio (學術歷程) in the F.6 ISP in September, 2020.
 - (iv) The Economics Department arranged for some F.6 students to attend a talk about the Linked Exchange Rate of Hong Kong by Hong Kong Monetary Authority (HKMA) in December, 2020, aiming to understand the financial systems and their implementation. At the end of the talk, students also knew more about the career opportunities and the trainee programme organized by the HKMA.
 - (v) A Biology teacher regularly introduced some university programmes with a higher subject weighing in Biology to F.3 students at the end of the final term. She also invited some alumni majoring in Medicine and Dentistry in HKU and CUHK to share with F.5 and F.6 Biology students who wanted to know more about the interviews and studies in the two departments through a Zoom meeting in November, 2020.

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) It is hoped that subject and career teachers can invite more alumni from different professional fields to provide students with life planning and career guidance support.

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

Achievements

- (1) Three tours including Nagano Social Service Tour and Miyazaki study tour had been canceled because of the COVID-19 outbreak.
- (2) A cultural exchange activity was carried out with Chatteris NET from other schools via zoom.
- (3) As most of the physical activities were suspended due to COVID-19, it was not possible to carry out cultural exchange programmes with the minority groups as proposed in the plan.
- (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 has been set up since 2019-20. There were 11 members and 8 lessons in 2019-20, the responses and comments from teacher and students were good. Due to the pandemic, the activity was suspended in 2020-21.
- (6) To establish a connection with the schools in Mainland China is not our first priority in the pandemic, but we still keep an eye on the development of the Sister School Scheme by joining some sharing sessions organised by the EDB. We also try to retrieve our connection with our sister school Beijing Chenjinglun High School (BJCJL) to see if any activities can be made in the future.

Reflections

1. Study tours on a whole form basis may be arranged in the future. More teacher advisors are needed for further development of study tour planning.
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 of English and Liberal studies will be reviewed in the upcoming school year.
4. Japanese class as an ECA will continue in the coming school year. However, the feasibility of running Japanese class will be studied under the limitations of half-day face-to-face lessons. Japanese language course as a HKDSE subject will be launched in the coming school year.

Major Concern: (2)

Professional Learning Community 專業學習社群

2.1 Creating time and space for teachers and students (KK Wan, HT Lau, KF Lee)

Achievements
<ol style="list-style-type: none">1. Administrative systems such as eBooking, Parent Notice app, ePortal, Google for education were introduced. Around 96.9% parents have confirmed they have installed the ParentApp. Around 86.0% parents responded regularly in the ParentApp and only 63.6% 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. 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. By reducing the time allocated for reporting different issues and focusing only on new items in staff meetings, the duration of the first staff meeting in August was shortened to morning session only instead of the whole day meeting in the previous year. The average duration for staff meetings (excluding 1st meeting) was 2 hr 10 min which is acceptable. Also, the annual review of major concerns for all teachers was replaced by an evaluation meeting of major concerns with teachers concerned only.5. All learning and teaching materials were transferred to the Shared drive in the Google for Education to better the knowledge management.6. Some external invigilation work has been substituted by external examiners.
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.

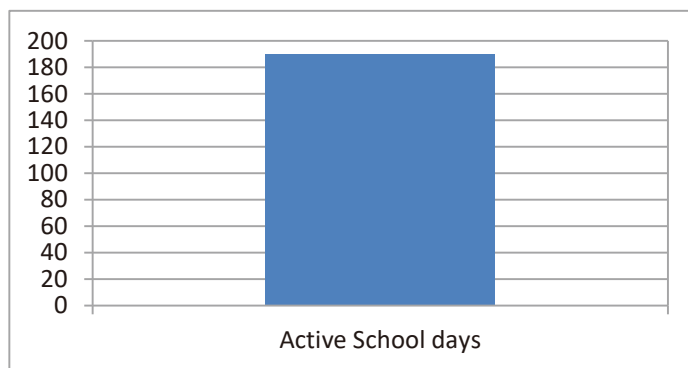
2.2 Professional Development and Interflow within school (IH Du, HT Lau)

Achievements
<ol style="list-style-type: none">1. Subject teachers teaching the same form are well collaborating in developing new teaching strategies. Some subject teachers 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. 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.4. Deeper understanding of the classroom practices of different subjects among teachers is growing.5. Some subjects such as ICT and Design & Technology have also conducted co-teaching project in STEM education.6. Most subjects have made effective use of Google platform for knowledge management and sharing.
Reflections
<ul style="list-style-type: none">● A pilot scheme of Collaborative Lesson Studies which integrated both internal and external change agents for better learning and teaching will be launched next year.● Opening classrooms 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.● 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 essential to promote the values behind it, such as fostering collaboration, building a culture of learning, and adopting an open attitude to advice. When teachers share the values, all the above practices will be adopted.

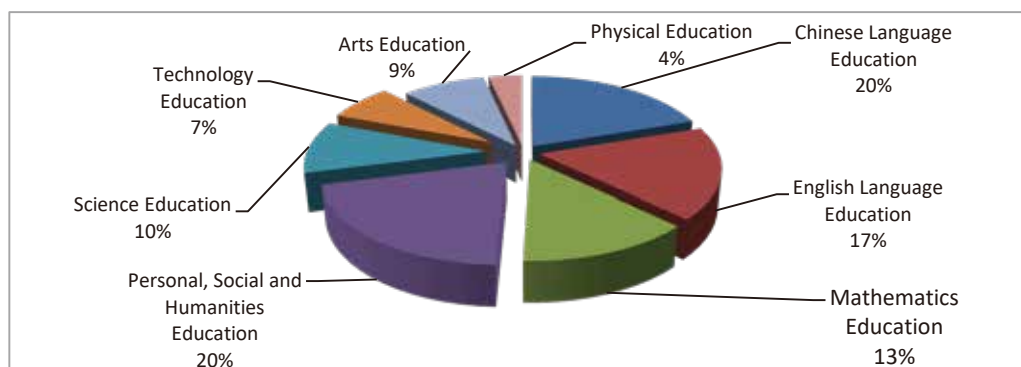
Achievements	
1.	The school continued to join the Self-Regulated Learning workshops organized by the Hong Kong Association of the Heads of Secondary School this year.
2.	15 teachers from Mathematics, Liberal Studies, Economics, Chinese Literature, Science, Design and Technology, and Visual Arts prepared 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 one Mathematics open classroom session was conducted, 5 teachers from other schools visited our school and fruitful interflow in teaching strategies were exchanged.
3.	Most subjects are actively connecting with other schools through joint-school projects, such as STEM 教育卓師工作室 and The Hong Kong Association of the Heads of Secondary Schools SRL3.0.
4.	Three curriculum leaders joined the joint-school training workshop offered by Bei Shan Tang (北山堂) and HKU from Jan to Aug 2021 regarding video-based teacher professional development. Meanwhile 4 subject teachers participated in another joint-school training workshop on formative assessment offered by Bei Shan Tang (北山堂) and the CSET of Stanford University in July.
5.	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.
6.	Two teachers have conducted experience sharing sessions 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 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).

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 and the subject combination will be reviewed and updated in 2021-2023. 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. Japanese (other languages) will be open for the coming F.4 students in 2021-2022.

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 **4.1 and 3.6** respectively and that of (*KPM 10*) stakeholders' perception of student learning as viewed by teachers, students and parents were **3.6, 3.5 and 3.6** respectively. They are high above the norm but all stakeholders appeared to agree to have room for improvement in the area of student learning as shown in the degree of concerns.

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 **\$468,571.80** 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 **\$66,172.68**, supported the disadvantaged students to participate in after-school activities with a view to facilitating their whole-person development and personal growth.

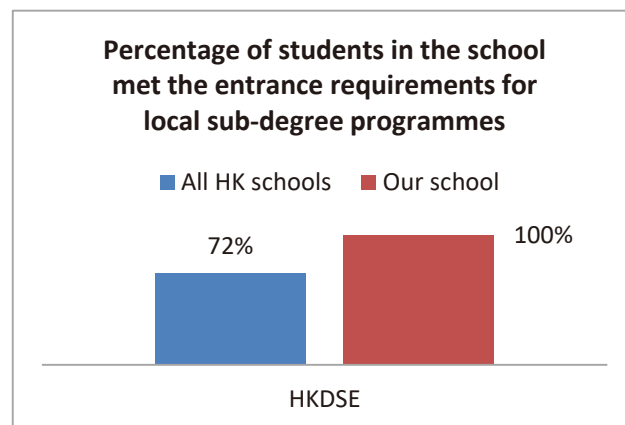
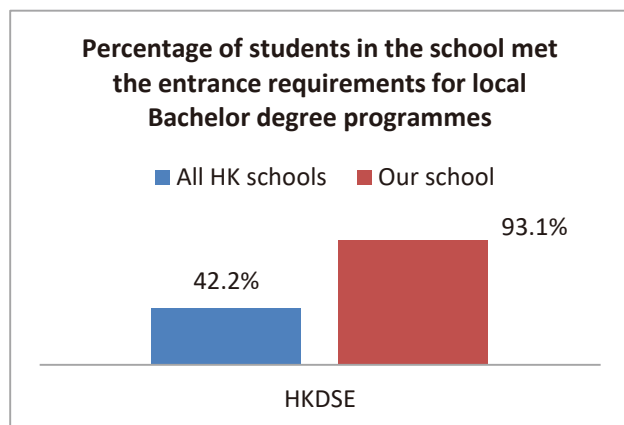
The rating of (*KPM 11*) stakeholders' perception of support for student development was found to be on average around **4.1** (teachers), **3.7** (students) and **3.9** (parents) and that of (*KPM 12*) stakeholders' perception of school climate was even averaging **4.1**. The above two indexes are high above the norm values. This may reveal that the support for student development in the school is adequate and effective.

Student Performance and Achievement

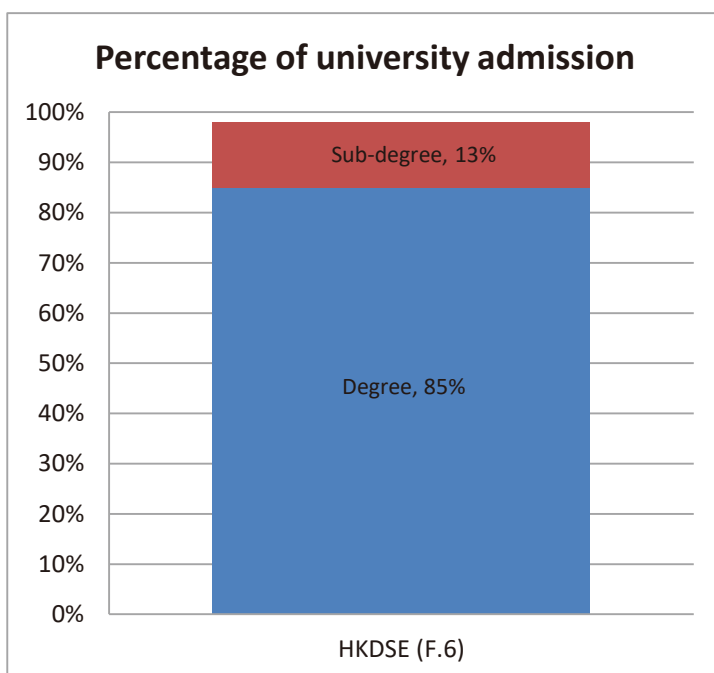
Students had excellent performance in both academic and non-academic areas. They were among the top 10 % of the population.

Academic performance

1. HKDSE Results (2021) (*KPM 17*)



2. Percentage of university admission of students of our school (2021).



Remarks :

Data of sub-degree includes 9 students (6.2%) with degree offers who chose to study sub-degree programmes according to their careers inspirations.

3. Awards and Achievements

BLMCSS ECA Award List (20-21)		
Awardees	(A) Academics	Award / Recognition
	Chinese	
5F Wang Zhenghao	City Literary Award 2020, organised by CityU (Secondary School - Prose category)	Merit Award
3C Li Wei Xin	17th Biliteracy & Trilingualism Composition and Speech Competition, organised by Rotary Club of HK Island West and HK Federation of Education Workers (Junior Secondary Group)	Excellence Award in Chinese Writing
5B Lee Ka Wai	Ditto (Senior Secondary Group)	Semi-finalist
6F Chi Wai Kit	11th Interschool Creative Writing Competition, co-organised by HKBU Faculty of Arts and Language Centre, HKBU	Young Writer's Award

Design and Technology		
6C Chung Wai Yin, 6D Chung Pui Ka, 5A Chow Ho Shing	Hong Kong ICT Awards 2021: Student Innovation Award, organised by Office of the Government Chief Information Officer	Certificate of Merit
4A To Ching Shun, Caleb	2021 ROBOFEST Robotic Competition BottleSumo (Senior Classic), organised by Robot Institute of Hong Kong	Gold Award
1D Lai Ruo Hai	ditto	Gold Award
1C Tse Ka Chun, Jason	ditto	Bronze Award

Science		
5A Lau Long Long, Branson 5A Lo Ting Hin	Hong Kong Physics Olympiad 2020, co-organised by Education Bureau and HKUST	Second Honour Third Honour
6A Xu Yan Yang, Edward	16th Pan-Pearl River Delta and Chinese Elite Schools Physics Olympiad, organised by HK Physics Olympiad Committee (Integrated test)	Third Class Award
6A Kwee Hartanto, Jeffrey		Third Class Award
6A Xu Yan Yang, Edward	4th European Physics Olympiad	Bronze Medal
6A Xu Yan Yang, Edward	International Distributed Physics Olympiad 2020	Silver Medal
6A Kwee Hartanto, Jeffrey		Honorable Mention
The School	International Biology Olympiad – Hong Kong Contest 2020, co-organised by Education Bureau and HK Academy for Gifted Education	Best School Award
6A Xu Yan Yang, Edward		Outstanding Student Performance Award - Second Runner-up
6A Xu Yan Yang, Edward		Gold Award
6A Chan Ching Ho		Silver Award
6A Wong Ka Ho		Silver Award
5A Wong Kwok Kam		Silver Award
6A Mak Tsz Yan		Honourable Mention
5B Chan Chun Sum		Honourable Mention
3C Yam Chun Hei	International Junior Science Olympiad 2021 - Hong Kong Screening, co-organised by Edu. Bureau and HK Ass. for Science and Maths Education	Third Honour

ICT		
6A Kwee Hartanto, Jeffrey	Hong Kong Olympiad in Informatics 2020/21 (Senior Classic), co-organised by Education Bureau and HK Ass. for Computer Education	Bronze Medal
4A Cheng Chi Long	International Coding Elite Challenge 2021 (Hong Kong & Macau), organised by Hong Kong Association for Computer Education and Inno Space, Hong Kong Productivity Council	Gold Award
4A Hou Yuk Kit		Silver Award
4A Mok Yik Him, Hubert		Silver Award
4C Lo Yu Jaan		Bronze Award

	Others	
3C Yip Pui Ying	Students' Top Ten News Election 2020 - News Commentary Competition, organised by Hok Yau Club (Junior Chinese Section)	Champion
3C Cheung Pak Hay, Haydn		First runner-up
2A Yim Chun Sing		Second runner-up
3E Tsui Siu Nga, Fiona		Third runner-up
4C Kwok Ling Fung		First runner-up
4A Au Lok Man	Inter-School Online Intellectual Property Quiz Contest 2020, organised by Intellectual Property Department (Individual Award – Senior Secondary)	Merit Award
4A Ma Ho Hang		Merit Award
4C Lee Shun Long		Merit Award
4C Liu Shing Kit		Merit Award
4C Ng Jonathan		Merit Award
4C Sin Chun Ting		Merit Award
4D Au Kwan Yin, Joshua		Merit Award
2A Yang Hiu Kwan, Sandy	Ditto (Junior Secondary)	Merit Award

Awardees	(B) Sports	Award / Recognition
	Organised by Hong Kong Schools Sports Federation (Shatin & Sai Kung Area)	
	The competitions have been cancelled due to the COVID-19 pandemic.	

	Hong Kong-Wide Events	
	Table Tennis	
3C Lo Hin Ching	All HK schools Jing Ying Table Tennis Tournament 2020-2021 (Girls Singles)	Top 16

Awardees	(C) Aesthetics	Award / Recognition
	72nd Hong Kong Schools Speech Festival (Chinese)	
1C Mak Ho Yin	Solo Prose Speaking (Cantonese) - Boys, S 1-2	Second Place
2D Yeung Hei Ching, 2E Yung Wing Lam	Duologue (Cantonese) - S 1-2	Second Place
5B Tsang Kwong Kuen, 5D Wong Shin Wah	Duologue (Cantonese) - S 5-6	Third Place
6B Chan Hei Tung	Solo Prose Speaking (Putonghua) - Girls, S 5-6	Third Place
2D Lau Yan Ting	Solo Verse Speaking (Putonghua) - Girls, S 1-2	Third Place
1A Tong Ya Xin	Solo Verse Speaking (Putonghua) - Girls, S 1-2	Third Place
1A Ng Tsz Ying	Solo Verse Speaking (Putonghua) - Girls, S 1-2	Third Place

	72nd Hong Kong Schools Speech Festival (English)	
4F Cheung Wan Suet	Solo Verse Speaking (non-open) - Girls, S 4	First Place
1A Ng Tsz Ying	Solo Verse Speaking (non-open) - Girls, S 4	Third Place
1B Chan Yik Hei	Solo Verse Speaking (non-open) - Boys, S 1	Third Place
5D Cheung Hiu Ki	Solo Verse Speaking (non-open) - Girls, S 5	Third Place
6B Chan Hei Tung, 6D Wong Ching Lam, Dorothy	Dramatic Duologue (non-open) - S 5-6	Third Place

	73rd Hong Kong Schools Music Festival	
6C Cao Sze Yuk	Vocal Solo - Foreign Language - Alto - Secondary School - Age 19 or under	First Place
4D Kwong Angela, 4F Sze Pui Man	Female Voice Duet - Secondary School - Age 19 or under	Second Place
3B Zheng Hao	Alto Saxophone Solo - Secondary School - Junior	Second Place
1D Lai Ruo Hai	Guitar Solo - Junior	Second Place
1A Che Lok Yan	Graded Piano Solo - Grade Five	Second Place
3D Wong Rees, Allan	Cantonese Operatic Song Solo - Zihou Solo - Senior	Third Place
2A Chan Pui Lam	Graded Piano Solo - Grade Seven	Third Place
2E Chan Po Yi	Yangqin Solo - Senior	Third Place
1A Ng Tsz Ying	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under	Third Place
1D Yu Yeuk Ching, Jessica	Graded Piano Solo - Grade Five	Third Place

	Music	
3D Wong Yu Yan Jessie	2nd "China Yangqin Net / Yangqin Circle" National Yangqin Contest 2020 (Non-professional Group A)	Gold Award
2E Chan Po Yi		Silver Award
1E Kwok Sze Yuen	Joint School Music Competition 2021, organised by Joint School Music Association Pipa Solo - Intermediate	Gold Award
2A Chan Pui Lam	Blackheath Music Festival 2021 Piano solo - 14 & 15 years old	Third Place

	57th Schools Dance Festival	
3C Li Ping Sum	"Dai's Daughter and Dai's rain" (Dai Dance) Chinese Dance Solo (Secondary Section)	First Class Award

	Drama	
Drama Club	Hong Kong School Drama Festival 2020/2021 (Cantonese Section) Play: (Unanticipated Love)	Outstanding Script
5B Tsang Kwong Kuen, 5D Wong Shin Wah		Outstanding Audio-visual Effects
5E Lai Hok Him, 5F Sung Cheuk Yat, 4B Yee On Ki, 4C Lau Wing Tung		Commendable Overall Performance
		Outstanding Director
Drama Club	Shatin Drama Festival 2020/2021 Play: (Lost in Career Planning)	Outstanding Performer
5F Lai Hoi Shun		Creative Performance
4B So Yau Cheung		the Best Actor
		Talented Actor

	Calligraphy	
1A Tang Yan Ching	Hong Kong Student Calligraphy Competition 2021, organised by Rotatory Club of Tolo Harbour (Hard Pen Calligraphy)	Merit
2A Yang Hiu Kwan, Sandy		Final Round
1A Ho Man Chi		Final Round
1A Lau Brittany		Final Round
1C Zheng Kai Yang		Final Round
1D Icong Tsz Lam		Final Round

Awardees	(D) Recreational & Miscellaneous	Award / Recognition
	The competitions have been cancelled due to the COVID-19 pandemic.	

Name (Class of 20-21)	(E) Awards received in June to Aug, 2020	Award / Recognition
	Organisations and Items	
5A Xu Yan Yang, Edward	International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2020, co-organised by Education Bureau and International Mathematical Olympiad Hong Kong Committee	Silver Award
5A Kwee Hartanto, Jeffrey		Silver Award

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

(i) Sports

HK Schools Sports Federation (Shatin & Sai Kung Area, 2020-2021)

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

(ii) Speech Festival

Individual /Group awards	First	Second	Third
Number	1	2	9

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 in 2020-2021.

Financial Summary

Baptist Lui Ming Choi Secondary School
School Financial Report (2020-2021)

(Not yet audited)

	Balance b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Balance B/F (Government Funds and School Funds)				
I. Government Funds				
(1) EOEBG Grant	(88,767.16)	168,163.48	0.00	79,396.32
(a) School Specific				
① Admin Grant / Revised Admin Grant		4,515,018.00	4,970,139.15	(455,121.15)
② Composite IT Grant		552,036.00	293,976.24	258,059.76
③ Capacity Enhancement Grant		638,461.00	619,013.20	19,447.80
④ Air-conditioning Grant		631,621.00	580,669.75	50,951.25
⑤ School-based Management Top-up Grant	50,000.00	50,350.00	5,000.00	95,350.00
Sub-total		6,387,486.00	6,468,798.34	(31,312.34)
(b) Non-School Specific				
Baseline Reference Grant		2,436,427.62	1,364,918.84	1,071,508.78
Other Income		52,310.68		52,310.68
Sub-total	0.00	2,488,738.30	1,364,918.84	1,123,819.46
(a + b) Sub-total		8,876,224.30	7,833,717.18	1,092,507.12
(c) ① Fund set aside for Long Service Payment	493,578.78	325,415.30	493,578.78	325,415.30
② Unspent Balance refundable to EDB			0.00	0.00
(c) Sub-total	493,578.78	325,415.30	493,578.78	325,415.30
(a to c) Total	404,811.62	9,369,803.08	8,327,295.96	1,497,318.74
(2) Salary Grant	58,021.85	59,358,210.40	59,448,267.02	(32,034.77)
(3) Teacher Relief Grant	2,650,547.26	5,882,015.00	5,111,954.20	3,420,608.06
(4) Grant Accounts Outside EOEBG				
(a) Home-School Cooperation Grant	0.00	25,740.00	25,740.00	0.00
(b) Fringe Benefits under the Enhanced NET Scheme	0.00	213,471.28	621,562.15	(408,090.87)
(c) School-based After-school Learning and Support Programmes	0.00	66,000.00	66,172.68	(172.68)
(d) Other Recurrent Grant - Rent & Rate Grant	0.00	448,012.00	668,162.00	(220,150.00)
(e) Learning Support Grant	346.52	510,195.00	468,571.80	41,969.72
(f) Diversity Learning Grant	49,500.65	118,800.00	94,097.70	74,202.95
(g) Diversity Learning Grant (Applied Learning)	0.00	0.00	0.00	0.00
(h) Senior Sec Sch Students Mainland Exchange Prog Sub Scheme	0.00	0.00	0.00	0.00
(i) Extra Composite IT Grant ITE4 (Half 8/2020)	0.00	0.00	0.00	0.00
(j) After-Sch Support for NCS Students	49,821.95	150,000.00	147,543.35	52,278.60
(k) IT Staffing Support Grant	109,920.68	319,559.00	383,682.60	45,797.08
(l) Hong Kong School Drama Festival	1,735.50	3,600.00	2,437.90	2,897.60
(m) Promotion of Reading in Schools (8-2019)	22,912.00	72,816.00	52,641.00	43,087.00
(n) One-off Special Support Grant	100,000.00	0.00	100,000.00	0.00
(o) Life-wide Learning Grant (Including ECA)	662,902.99	1,419,870.00	654,502.32	1,428,270.67
(p) School Executive Officer Grant	1,151.39	534,660.00	532,124.40	3,686.99
(q) Student Activity Support Grant (Replace JCF)	0.00	53,950.00	30,605.00	23,345.00
(r) Special Anti-epidemic Grant	(35.12)	0.00	0.00	(35.12)
(s) Summer Reading Programme - Gift Book Pilot Scheme	0.00	0.00	0.00	0.00
(t) Top-up Gt for Supporting Online Learning of Fin Needy Stud	0.00	3,520.00	3,520.00	0.00
(u) CCFAP - Needy Students to buy Mobile for Learning	0.00	4,740.00	4,740.00	0.00
(v) Adjustment for Diversity Learning Grant 19-20	0.00		(1,800.00)	1,800.00
(4) Sub-total	998,256.56	3,944,933.28	3,854,302.90	1,088,886.94
(5) Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-Teaching Staff Account	71,776.53	450,000.00	409,932.81	111,843.72
(I) Total	4,183,413.82	79,004,961.76	77,151,752.89	6,086,622.69
II. School Funds				
(1) Specific				
(a) Collection of fees for specific purposes (Special Operation Fee)	398,766.00	203,085.00	0.00	601,851.00
(b) Collection of fees for specific purposes (Special Subscription Fee)	259,049.26	833,500.00	991,800.29	100,748.97
(c) School Development Fund	726,743.81	856,967.50	194,561.85	1,389,149.46
(d) Ms Shirley Ngai Education Fund	322,884.68	31,997.30	6,800.00	348,081.98
(e) New Annex Building Development Reserve *	(2,779,611.00)	1,932,388.00	1,198,123.00	(2,045,346.00)
(f) Loan for MPA	2,900,000.00	100,000.00	300,000.00	2,700,000.00
Sub-total	1,827,832.75	3,957,937.80	2,691,285.14	3,094,485.41
(2) General (\$1,347,428.77 + \$139,274.95 - \$37,662.62 = \$1,449,081.10)	1,449,081.10	0.00	27,073.70	1,422,007.40
(a) Tong Fai		150,620.00		150,620.00
(b) Rental and hiring charges		56,644.80	22,657.92	33,986.88
(c) Others		263,481.17	416,979.04	(153,497.87)
(a-c) Sub-total	1,449,081.10	470,745.97	466,710.66	1,453,116.41
(d) Smartcard I&E (\$1,060,227.44 + \$12,829.73 = \$1,073,057.17)	1,073,057.17	(190,959.90)	12,440.40	869,656.87
(e) Temporary Fund from Staff & Student	37,622.62	31,884.80	21,838.50	47,668.92
(II) Sub-total	4,387,593.64	4,269,608.67	3,192,274.70	5,464,927.61
Grand Total	8,571,007.46	83,274,570.43	80,344,027.59	11,551,550.30
Total surplus for school year				2,930,542.84
Accumulated surplus as at the end of school year				11,551,550.30

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