



Baptist Lui Ming Choi secondary School

Annual School Report (2022-2023)

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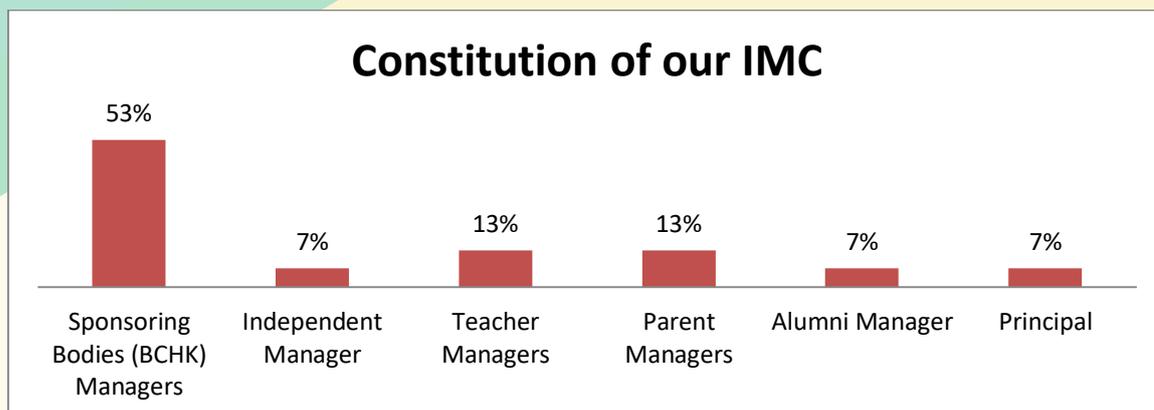
Our School Mission and Vision

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



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

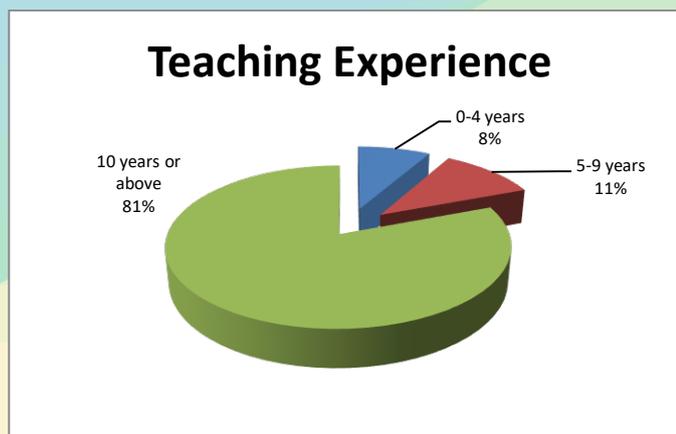
Class	A	B	C	D	E	F
Math Extended Part	M2	---	M1	---	----	----
X1	Phy	Chem	Phy	Econ / Geog / C. Lit		
X2	Chem	Bio	Chem / Bio / Hist / BAFS (Management Module)			
X3	Bio / Econ / C. Hist / V.A. / Geog / BAFS (Accounting Module) / ICT					

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.

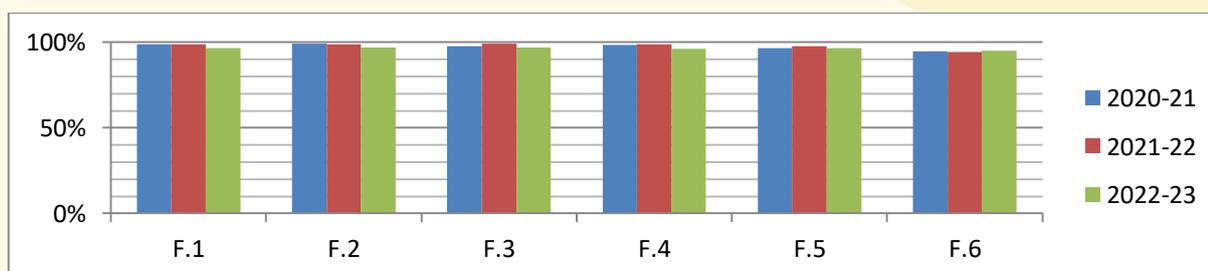
Our Teachers



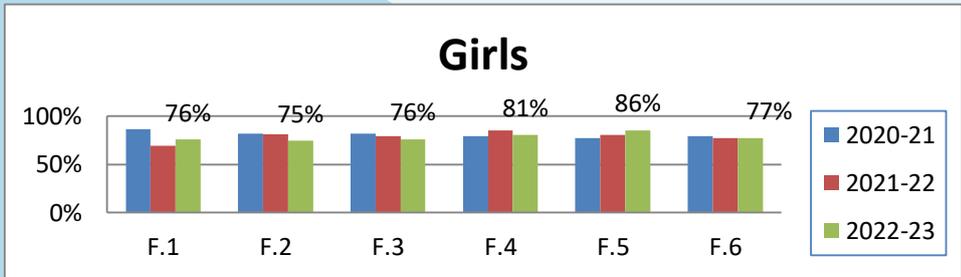
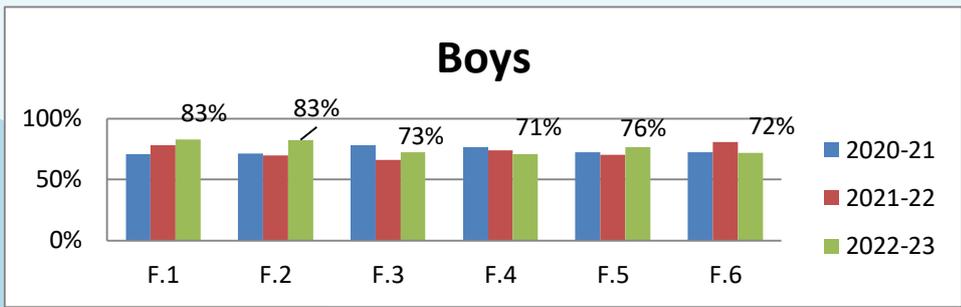
(KPM 03) Teachers' perception of Professional Development from 2019/20 to 2022/23 were **3.7, 3.8, 3.8 and 4.0** which are all high above the norms 3.5.

Our Students

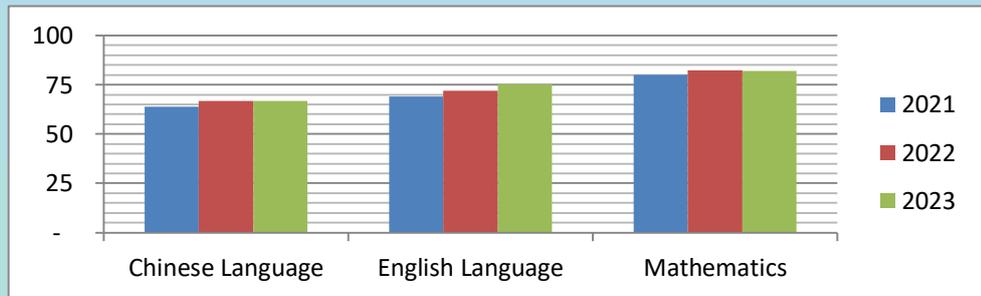
(KPM 23) Students' attendance rate



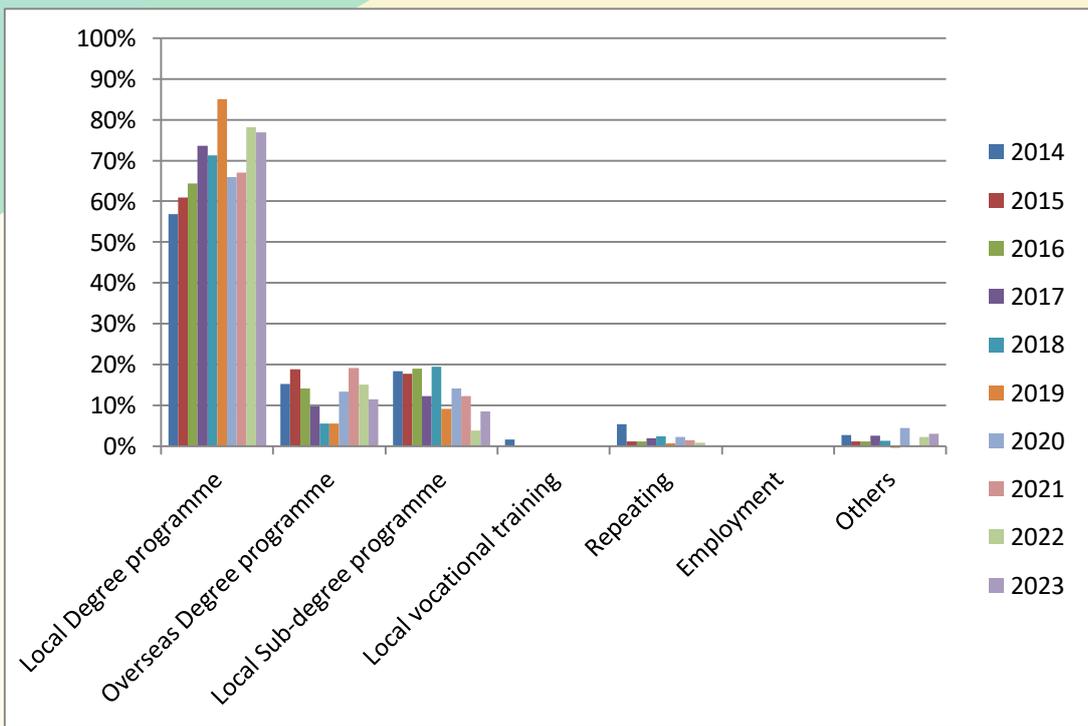
(KPM 22) Percentage of students within the acceptable weight range

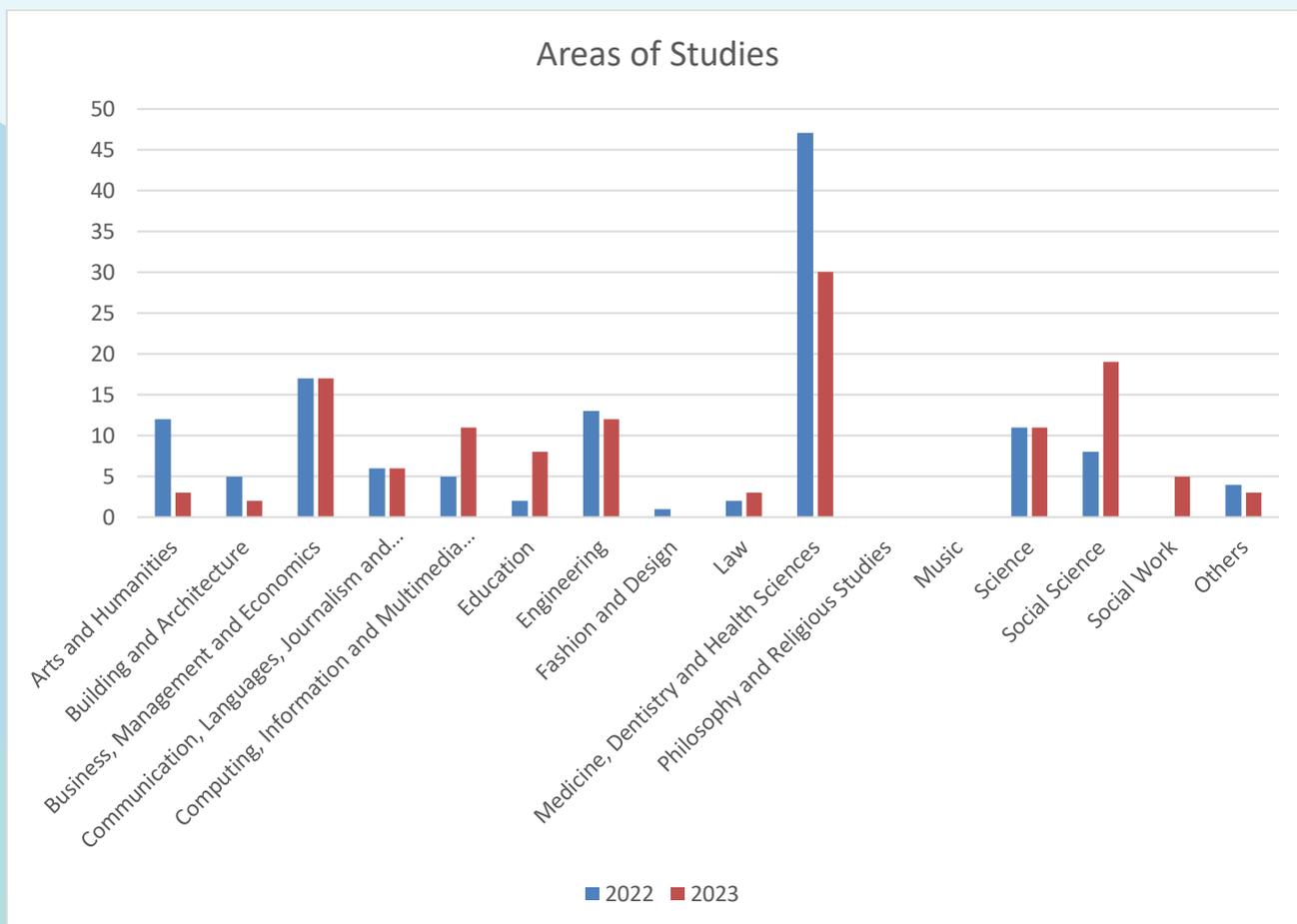


(KPM 16) Pre-S1 Hong Kong Attainment Test



(KPM 15) Destinations of graduates

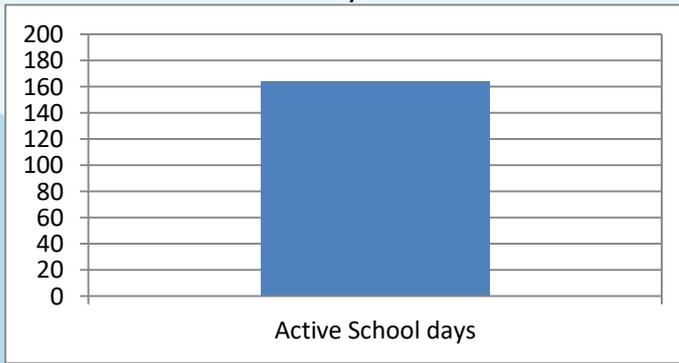




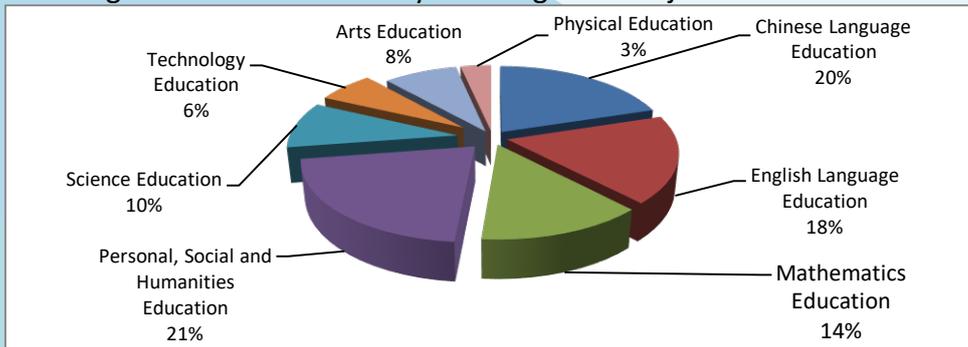
Over the past 5 years, a handful of remarkable graduates were admitted to some internationally renowned universities including (UK) University of Cambridge, Imperial College London, UCL, University of Manchester, University of Warwick, University of Bristol, University of Exeter, University of Birmingham, 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 ***

Our Learning and Teaching

(KPM 6) Number of active school days



(KPM 7) Percentage of lesson time for Key Learning Areas in junior forms



The rating of (KPM 11) stakeholders' perception of teaching as viewed by teachers and students were **4.2 and 3.9** respectively and that of (KPM 12) stakeholders' perception of student learning as viewed by teachers, students and parents were **3.8, 3.6 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 concern.

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 were 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 **\$556,416.94 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 **\$66,000.00**, supported the disadvantaged students to participate in after-school activities with a view to facilitating their whole-person development and personal growth. In addition, the amount of grant used in Life-wide learning (LWL) and Gifted Education (DLG) were **\$2,600,266.07** and **\$400,224.73** respectively.

The rating of (*KPM 13*) stakeholders' perception of support for student development was found to be on average around **4.1** (teachers), **3.8** (students) and **3.9** (parents) and that of (*KPM 14*) stakeholders' perception of school climate is **4.3** (teachers), **3.9** (Students) and **4.3** (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.

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

- To learn, To Think and Collaborate & To Express (學思達), Flip-the-classroom, Self-Regulated Learning (SRL), STEM and E-Learning among subjects were found in the school curriculum. Various learning strategies at subject level were found. All Form 1-6 classes were involved.
- 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.

Subj	Form	No. of lessons	Class(es) involved	Teaching Strategy 1	Teaching Strategy 2	Teaching Strategy 3	Teaching Strategy 4	Other (Teaching Strategy)
BAFS	F4-6	60%	ALL	Collaborative Learning	Self-regulated Learning	E-learning		
Bio	F.3-5	40%	ALL	Collaborative Learning	Self-regulated Learning	E-learning		
C. Hist	F1-6	4-8 periods	ALL	Collaborative Learning	Self-regulated Learning	E-learning		
C. Lang	1-6	50%	ALL	Collaborative Learning	Self-regulated Learning	E-learning		
Chem	3-6	60%	ALL	Flipped Classroom	E-learning	Collaborative Learning	Learn-Think-Present 學思達	
Civic Ed / CSD / LS	1-6	80%	ALL	Learn-Think-Present 學思達	Collaborative Learning	Self-regulated Learning		
Drama Edu	1-2	80%	ALL	Collaborative Learning	Self-regulated Learning			
DT	1-3	80%	ALL	Collaborative Learning	E-learning			STEM / Maker Education
Econ	F4-F6	50%	ALL	E-learning	Collaborative Learning	Flipped Classroom	Self-regulated Learning	
English	F1-5	50%	ALL	E-learning	Collaborative Learning	Learn-Think-Present 學思達		
Geog	1-3	50%	ALL	E-learning	Self-regulated Learning	Flipped Classroom	Collaborative Learning	
HE			ALL					
History	1-6	50%	ALL	E-learning	Collaborative Learning	Self-regulated Learning		
ICT/CL	1-3	80%	ALL	Collaborative Learning	Self-regulated Learning	E-learning		
Math	1-5	20%	ALL	E-learning	Self-regulated Learning	Collaborative Learning		
Music	1-3	80%	ALL	E-learning	Collaborative Learning	Self-regulated Learning		
P.E.	1-4	30%	ALL	E-learning	Collaborative Learning	Self-regulated Learning		
Physics	F.3-5	60%	ALL	E-learning	Self-regulated Learning	Collaborative Learning		
Putonghua	F1-3	20%	ALL	Collaborative Learning	E-learning			
R.E.	1-2	30%	ALL	E-learning	Self-regulated Learning			
Science	1-2	80%	ALL	E-learning	Collaborative Learning			
Visual Arts	1-6	50%	ALL	E-learning	Self-regulated Learning	Collaborative Learning		

- L&T Development Unit was set up
A Google site was set up to collect L&T materials for teachers as reference.

4. Competence-based curricula were developed.
 F.1-3 TE and Arts Education were reformed (F.2 integrated curriculum of Music & Drama).
 F.5 English: Reading Across Curriculum implemented in 2022-23 F.5.
 F.1-F.6 Chinese: Speaking and communication were implemented.
 F.4 CS Thinking and debating skills were implemented.

5. Collaborative Lesson Studies were carried out in most subjects as follows:

Subject	Form	Topics	Number of Teachers involved
BAFS	4	Interrelationship of key business functions	2
Bio	4	Factors affect the rate of transpiration	2
C. Hist	5	漢武帝施政與漢初政局關係	2
C. Lang	2	議論文寫作回饋	5
Chem	4	Writing Chemical Equations	3
Civic Ed /CSD / LS	4	促進不同族裔的融和	3
Drama Ed	/	/	/
DT	/	/	/
Econ	4	Demand & Supply - Government Intervention	2
English	1	Future	7
Geog	3	landslide	2
HE	/	/	/
Hist	2	Causes of American Revolution	2
ICT/CL	2	Spreadsheets	2
Math	1	Percentages	3
Math	2	Congruent Triangles	3
Math	3	Properties of Quadrilaterals	3
Math	4	Nature of Roots and Polynomials	6
Music	/	/	/
P.E.	1	Volleyball (Underhand serve)	4
Phy	4	Wave	2
Putonghua	/	/	/
R.E.	/	/	/
Science	2	Action and reaction	3
Visual Arts	1	homage to Van Gogh	2

6. According to the SSE data, the school curriculum aligns with the education development plans (All teachers agree with this the 2nd most, 4.3) SHS Q38

What are my students' needs?

- Generic skills (Just about 80% of teachers strongly agree or agree) SHS Q37
- Students do not feel confident in their learning inside and outside of the classroom. SHS Students 8
- Students don't often read materials such as leisure reading materials and newspapers outside class. SHS Students 12/SHS Parents 5
- Students don't really enjoy learning. SHS Students 9

From the School Survey for future development (Curriculum), students should have more opportunities for public speaking, and they can also participate in more group activities to explore abroad. Make more use of group discussions to build students' common skills. Also, computing & ICT fluency is slightly lower than the other 4Cs.

Qualities and skills needed to be developed in order to be prepared for their future lives and work.

	Self-management Skills	Self-learning Skills	Critical thinking Skills	Problem Solving Skills	Creativity and Innovation	Communication and Media Literacy	Computing & ICT Fluency
student	5.18	5.12	5.18	5.15	5.01	5.05	4.73
Rank	1	5	2	4	9	7	13
Parent	5.56	5.53	5.54	5.51	5.36	5.40	5.21
Rank	1	4	3	5	8	7	10
Teacher	5.27	5.11	5.32	5.16	5.14	5.18	5.07
Rank	2	8	1	6	7	5	9
Staff	4.88	4.88	4.75	4.63	4.25	4.88	5.00
Rank	4	4	7	10	13	4	3
All	5.33	5.27	5.32	5.29	5.15	5.19	4.94
Rank	1	5	2	4	9	7	11

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.
- The learning objective should be clearly **presented at the beginning of a lesson** and let students have **reflections** on what they have learnt **at the end of a lesson**.
- Keep the routines on **collaborative lesson studies** in all subjects.
- More self-regulated learning skills should be integrated in all subjects.
- Among 4Cs, most have been achieved and only computing & ICT fluency should be strengthened.

Feedback and Follow-up

- The SRL@CLS Google site on ePortal will be enhanced and all templates will be ready for use.
- **Teaching strategies and the CLS topics need to be displayed in the scheme of work and the general lesson plan.**
- All SRL elements including stating or realizing the learning objectives at the beginning of a lesson and carrying out learning reflection at the end of a lesson are to be included in the lesson plan template.
- A folder of CLS (including all versions of lesson plan, photos, videos, student work and their feedback as well as teachers' reflection) should be set up in subject folders.
- Micro-teaching skills in Computing and ICT fluency will be further enhanced.
- More opportunities for public speaking (communication) and group activities will be included in our school curriculum.
- Students' confidence and interest in learning should be emphasized in daily instructions. The four SRL skills (自主學習能力) namely learning motivation 學習動機 (想學)、learning behaviors 學習行為 (肯學)、learning strategies 認知策略 (會學) and meta-cognitive strategies 元認知策略 (能學) would be upgraded.
- Self-learning domains with assessment in each subject (for gifted education).

1.2 Computing & ICT Fluency (Ngan SH)

Achievements

1. **Enhance computing and ICT skills in learning and research in subjects (including STEM development)**
 - Junior Form CR syllabus was revised to enhance STEM ability. CR, D/T and Science subjects collaborated to arrange STEM activities to promote STEM.
 - Some students joined STEM competitions listed below:
 - a. 9 students joined the "Hong Kong ROBOFEST Robotics Competition"
 - b. 12 students joined the "World Robot Olympiad (Hong Kong Division)"
 - c. 21 students joined the "Hong Kong Robotic Olympiad 2023"
 - d. 8 students joined the "Hong Kong Tech Challenge Game 2023" held by The Hong Kong Productivity Council (HKPC)
 - e. 3 students joined the "25th Hong Kong Youth Science & Technology Innovation Competition" held

- by the Hong Kong New Generation Cultural Association
- f. 4 students joined the “Green innovation” held by CUHK
- g. 5 students joined “Robo-soccer Competition” held by EDB and HKUST
- h. 6 students joined the “FLL Challenge – FIRST® LEGO® League”

- Some students joined different STEM activities listed below:
 - a. 20 students visited the “InnoCarnival 2022”
 - b. DT Soc member joined the maker fair of Chang Ming Thien College to demonstrate their projects and interflow with the students from other schools.
- Joined a two-year project “Robotics, STEM and Green Innovation (Phase 3)” held by CUHK
- To promote eBook reading, 12 iPads were purchased for library.
- Online learning platform – Zoom – was provided to all teachers.
- IT courses, such as using Nearpod, Kahoot, Padlet and Loilonote were held to enhance teachers’ IT skills.

2. **Promote e-Learning through BYOD and promote Information Literacy**

- Wi-Fi is provided and students can bring their devices and use them in the campus.
- BYOD was fully implemented in F.1. All F.1 students prepare their own mobile devices for learning.
- BYOD was opened for registration for F.2-F.6 students. 251 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.
- BYOD Workshop was provided for F.1 students to help them to utilize their mobile devices properly and effectively.
- Assemblies and online seminars for students and parents about Information Literacy were arranged.
- “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 12 students to borrow mobile devices for learning in future. Extra hardware and software were provided, such as Microsoft Office and stylus pens.

Reflection

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

- Establish a more stable WiFi network as some teachers reflected that the unstable WiFi connection disrupted the lesson.
- According to the feedback from teachers, more IT courses should be held to enhance teachers’ IT teaching skills.
- Promote cross disciplinary STEM education.

2. **Promote e-Learning through BYOD**

- Some misbehaviors about using mobile devices were found. Information Literacy education should be enhanced to ensure that students use electronic devices properly.
- Clear policies and guidelines need to be established to ensure that teachers and students are using these tools in a safe, responsible, and effective manner.
- The usage of learning tools such as Nearpod, Kahoot and Padlet is quite low. More promotion is required.

Feedback and Follow-up

- Purchase learning tools such as Nearpod, Kahoot and Padlet. However, more promotion is needed.
- Implement BYOD to higher Forms.
- Provide mobile devices for teachers.
- Hold more IT workshops for teachers.
- Clarify and promote the BYOD policy to teachers and students.
- Provide Zoom licenses for teachers.
- Promote the use of AI in education

1.3 Career & Life Planning (Lam CL)

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 6 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)
2023-2024	6	25 (as at 31 May)	21 (7 career teachers & 12 subject teachers & 2 school social workers)

2. 19 teachers and two social workers have been recruited as mentors in the coming academic year. 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 November 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.
3. According to the survey sent to career teachers and career mentors involved in the Career Mentor Scheme in May 2023, the findings were positive. 12 teachers responded to the survey.
 - Q.1: 100% of respondents were satisfied with the guidelines and arrangements of the scheme given in August 2022.
 - Q.4: 100% of respondents thought students could benefit from the scheme.
 - Q.5: 100% of respondents were satisfied with the way of collaboration: Class teachers focus on students' self-accounts while Career Mentors focus on JUPAS choices.
 - Q.2: 91.7% 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: 91.7% of respondents were satisfied with the process of recruiting class teachers and subjects teachers and promotion of the scheme to students.
 - Q.6 and Q.10: 91.7% and 100% of respondents said the scheme could meet their expectations and reduce F.6 class teachers' workload respectively.
4. According to the survey sent to mentees involved in the Career Mentor Scheme on DSE Guidance Day (I) on 27 May 2023, the findings were positive. 72 out of 113 F.6 mentees responded to the survey. Q1: 87.5% of respondents agreed that their career mentors can provide professional advice during the first stage (September - December).

Reflection

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.
3. **As teachers join the Scheme on a voluntary basis, the number of career mentors for each year cannot be guaranteed. This poses a problem when pairing up the mentors and mentees since the number of mentees for certain fields (e.g. healthcare) cannot meet students' demand.**

4. A constant supply of career mentors is important for the smooth running of the Career Mentor Scheme. Some alumni could be recruited to be career mentors. The Team will look into the possibility with the Alumni and Form Association Working Group.

Feedback and Follow-up

- Make the Career Mentor Scheme (with teachers' training and assistance) a school routine within 3 years
- Students' healthy living and life planning should be strengthened.

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 2022-23.
 - As for the EDB Business-school Partnership Programmes, in November 2022, one F.5 student worked in the Hong Kong Housing Society for three days. In April 2023, four F.5 students worked at the retail chain Watsons for three days, one F.5 student worked in an IT company for two days, one F.5 student worked in a pet shop for two days and one F.4 student worked in a retail company for three days.
 - The ASK programmes for F.2-F.5 were launched in November 2022, January and March 2023 respectively. Alumni from the sports, business and cultural sectors were invited to share their work experience with students.
 - 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 orientation on January 10, 2023, two workshops on February 8 and April 6, 2023 for the to gain more practical and hands-on career-related knowledge in Towngas. Participants also learned about corporate responsibility through joining a voluntary farming activity held on Feb 18, 2023. To show what they have learned from the programme, they finished the School Challenge where they set up a game booth imparting knowledge concerning the proper use of gas. The Closing Ceremony was held on July 5, 2023.
 - Two F.4 and F.5 students were selected by 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.
 - Five of our F.4 and F.5 students participated in the Intuitive Fosun Workshop on the Evolution of Surgery, part of the 'CareerXplorer' Programme initiated by Jennifer Yu Cheng Girls Impact Foundation on March 25, 2023.
 - The Mentorship Programme co-organized with the Rotary Club of Tolo Harbour resumed in this academic year. 19 F.4 and F.5 students took part in the programme. They are mentored by 17 professionals from different fields ranging from healthcare to IT. There are three meetings throughout the year, including the Opening Ceremony held on Jan 16 and the BBQ Gathering held on March 13, 2023. The Closing Ceremony was held on June 27, 2023.
2. The following shows other life-wide learning activities run by other teams and departments related to career planning and education.
 - Chinese: 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. For example, F.3 students are asked to write a letter about their subject selection when being taught about letter format in Chinese.
 - English: 'Careers' is a module in the F.3 and F.5 syllabuses. Students are also taught about business writing and interview skills in the senior form syllabus.
 - Citizenship and Social Development: various guest speakers have been invited to share knowledge with students in weekly assemblies. For example, the founder and CEO of Kaifong Tour shared what he has done to establish and run a social enterprise in the F.1 and F.2 weekly assembly on social innovation. For F.3 and F.4 students, an assembly with the theme of social entrepreneurship has been organized. A founder and CEO of Retrovert shared her experience to establish and run a social enterprise). On the other hand, topics related to the development of Guangdong-Hong Kong-Macao Greater Bay Area have been incorporated into the F.4 and F.5 curriculums.
 - Business, Accounting and Financial Studies and Economics: the elements of careers and life planning has been incorporated in the curriculum through subject activities like stockery board games and EC shops to help students understand financial concepts and business operations in Hong Kong. Some students have also been nominated to join gifted programmes organized by universities to explore further study and future career options.
 - 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.

Reflection

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 have invited alumni studying and working in specific fields to share their experience with students in weekly assemblies. For example, the P.E. Department invited some students studying Physiotherapy to give advice on future studies, common injuries and health tips in the weekly assembly held on October 14, 2022. Given the positive feedback, 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.

Feedback and Follow-up

- Life-wide learning activities run by other teams and departments related to career planning and education: annual report of the department / teams and in Ming Dao.

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

Achievements

1. 20 students from F.3-F.5 joined a five-day study tour to Jyushu, Japan in July.
2. All F.5 students joined a one-day CS Mainland study tour to Shenzhen organised by the EDB in July.
3. Cultural exchange activities with Chatteris CNETs were fully resumed.
4. The school successfully hosted an exchange student from Spain in 2022-23 and she was placed in a F.4 class and other junior form classes for lessons.
5. During the School's Open Day, five exchange students from AFS (Brazil, Germany, Spain, Japan and France) were invited to help introduce their countries to guests, students and parents. They played games, danced and mingled with the people well.
6. Six students from F.1, 3 and 4 were able to participate in the AFS Intercultural Fair this year after the pandemic.
7. Japanese class as an ECA and Japanese, Korean, French and Spanish language courses as HKDSE subjects have been launched this school year.
8. We have joined some sharing sessions organized by the EDB to understand the development of the Sister School Scheme. In those sharing, different kinds of activities between management teams, teachers and students of both schools are mentioned. Those experiences served as guidelines and reminders for our future planning of similar activities under the scheme.

Reflection

1. Mainland and overseas study tours will be launched more in the coming school year.
2. The curriculum and subject activities related to cross cultural understanding will still be included in the English curriculum.
3. Elements to assist students understand more about the different cultures have been successfully integrated into the curriculum of English and Citizenship and Social development.
4. Japanese class as an ECA and Japanese, Korean, Spanish and French language courses as HKDSE subjects will continue in the coming school year.
5. As the connections between China and Hong Kong resume as normal after the pandemic, it is suggested to join the Sister School Scheme in the coming school year. It also aligns with the work of the government to encourage more interflow and mutual understanding between young people of China and Hong Kong. Other than our sister school Beijing Chenjinglun High School (BJCJL) in Beijing, we can also seek connections with schools around the Greater Bay Area and southern part of China. Lots of advanced cities with both hi-tech industries and historical landmarks can be found in the areas. It allows us to have more flexible planning on short-distance exchange programmes for students in the future.

Feedback and Follow-up

- English and CES Curriculum
- HKDSE Other languages subjects
- Sister-school scheme (mainland China and oversea countries)
- AFS Intercultural Fair for junior forms
- National Education (Chinese Tradition and Cultures)
- Minority groups in Hong Kong and China (Social innovation, STEM and Entrepreneurship)
- Global awareness

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

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 90.4% parents responded regularly in the ParentApp, which is more than last year (87.9%). 70.3% students responded in the StudentApp which is less than last year (77.7%).
2. Support measures to teachers in taking up 5-week development courses during the examination period were implemented. One teacher completed a five-week course this year.
3. Subsidy for teachers' professional development programmes which includes overseas events was provided. No teachers successfully applied for it.
4. All learning and teaching materials were shared through Google drive to enhance the efficiency.
5. Some external invigilation work has been substituted by external examiners.
6. Compulsory staff training for new teachers was launched during Orientation Day.

Reflection

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**.
4. More promotion of professional development programmes to teachers is needed because only a few teachers who took 5-week courses or overseas courses.

Feedback and Follow-up

- Support teachers to take professional development programmes.
- Make use of Google for Education to share documents

2.2 Professional Development and Interflow within school (HL Ho)

Achievements

1. SRL Collaborative Lesson Studies

This is the second year of the SRL Collaborative Lesson Studies. 3 subjects (Chemistry, Biology and Economics) joined the pilot scheme in 2022-23 and 4 pilot subjects (English Language, Mathematics, Civic Education and Computer literacy) joined the scheme in 2021-22. Dr Stanley Ho, Mr Wan KK and Mr Ho HL are the facilitators to help in pre-lesson meetings and post-lesson discussions. The details of the pilot schemes are listed below.

Subject	Form	Teachers (Full Name)	Topic
Biology	4	Ms Lee Hoi Ying (IC), Ms Chan King Lun	Effects of environmental factors on rate of transpiration
Chemistry	4	Mr Kong Kwok Hung Mr Yeung Tat Ming	Balancing Chemical Equations
CL	2	Mr Wong Kwan Lam Mr Chan Tin Tak	Spreadsheet Functions
CSD	4	Mr Kan Wing Tung (IC), Ms Kwong Tsz Ying, Mr Chan Hei Tung	促進不同族裔的融和
Economics	4	Ms Leung Wai Yin (IC), Ms Wan Siu Mei	Demand & Supply - Market Intervention
English	1	Mr Chui Chi Hin (IC), Ms Lee Yee Ting, Ms Lam Chau Lan, Ms So Ching Tung, Ms Lai Chin Ching, Ms Cheung Shing Che	Design an Innovative Living Room and Bedroom Using Technology

English	3	Chew Pi Yun (IC) Leung Shuk Ling Kwong Wing Yan Hui Wing Si Lee Yan Chun	Giving a structured presentation
Mathematics	1	Ms Law Ka Ying, Mr Lam Chi Pak, Ms Koo Suk Yin	Solve Real-life Problems involving Discount and Profit / Loss
Mathematics	2	Ms Lam Fung Mei, Mr Cheung Tai Lok, Mr Pang Hoi Kwan	Conditions for Congruence
Mathematics	3	Mr Chan Pak Hei, Mr Wong Kwan Lam, Mr Lo Tsz Wang	Properties of Quadrilaterals

2. SRL Workshop for Pilot Team

A workshop was held on 8 December, 2022 for the pilot team members. The subject teachers had the training with our external change agent Dr Stanley Ho about self-learning and co-learning.

3. Common lesson preparation periods have been set up for collaboration for pilot team members.

Reflection

The pilot scheme of Collaborative Lesson Studies which integrated both internal and external change agents for better learning and teaching has been conducted this year. The routines and the guidelines have been set up in the Google Sites for teachers. All subjects will be involved in SRL lesson studies to improve the teaching efficiency by following the routines in the coming year.

Feedback and Follow-up

- All subjects need to proceed collaborative lesson studies (SRL) which will be conducted by an external or internal facilitator. The processes and the deliverables would be monitored by form coordinators, panel heads, the Principal, and the Vice-principal.
- L&T training will be handled by the L&T Development Unit.

2.3 Professional Development and Interflow beyond school (HL Ho)

Achievements

1. The Principal and the Vice-principals joined the one-day workshop of “The Enhanced School Development and Accountability Framework” on 19 May, 2023.
2. SRL Open Lessons
Our school joined the Self-Regulated Learning Festival organized by the Hong Kong Association of the Heads of Secondary Schools. The school encourages teachers to establish learning communities and promotes a culture of peer observation through open classrooms as follows.

15/11/2020	F4 Math
28/11/2022	F1 Civic Edu.
16/01/2023	F4 Econ.
03/02/2023	F5 Math
15/02/2023	F1 Math
16/02/2023	F1 Math
22/03/2023	F1 Eng.
24/03/2023	F2 Chi.
27/03/2023	F4 BAFS(BM)
17/04/2023	F2 Civic Edu.
20/4/2023	F3 Civic Edu.
21/4/2023	F1 Chi.

3. CSET

Our school continued joining the programme offered by Bei Shan Tang (北山堂) as follows.

Year	Course	Number of Teachers participated
2022-2023	Implementing Dialogic Teaching Adaptively in a Changing Teaching Context	7

4. Joint-school Development Day

Our school and 4 other secondary schools located in Lok Yuen Estate and Wo Che Estate, including Kiangsu-Chekiang College (Shatin), Shatin Pui Ying College, SKH Tsang Shiu Tim Secondary School, and TWGHs Mrs Fung Wong Fung Ting College, were also celebrating their 45th anniversary. As a result, our school contacted the other four schools to organize a joint school professional development day on 3 October, 2022, inviting retired Professor Cheng Kai Ming from the University of Hong Kong as the keynote speaker. The topic of the speech was "Teach for Tomorrow, Learn for Tomorrow - Innovation and Legacy for Our Next 45 Years". Staff from the five schools also participated in group discussions to exchange teaching experiences.

Reflection

1. The 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. More open classrooms to the public were made, and it is still a challenge to our teachers. More encouragement and support is still needed.
5. Explore more opportunities to collaborate with other schools in Shatin, especially the ones in Yuen Wo area. They may include a joint-school development programme, cross-school education projects and competitions, sharing of educational resources, etc.
6. Collaborate with more NGOs and universities.
7. Seize more opportunities to encourage teachers' participation and achievement in educational initiatives.
8. Professional interflow with sister schools both in Mainland China and overseas countries should be maintained.

Feedback and Follow-up

- Open classroom measures will be handled by the L&T Development Unit.

Student Performance and Achievement

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

● Attitude and Behavior

The table below indicates the attitudes and behaviors of our students from the APASO report who score one standard deviation higher than the norm. The items scoring higher than 115 are Satisfaction (School), Honesty (Act of Honesty), Sense of Morality (Importance), School Atmosphere (Not Lonely), School Atmosphere (Belongingness), Information Technology (No addiction), and Information Technology (Not attracted by its functions).

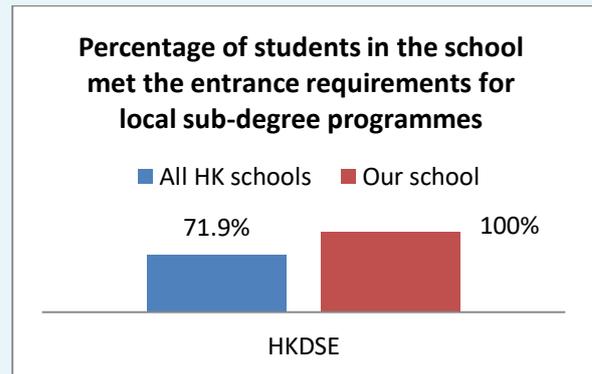
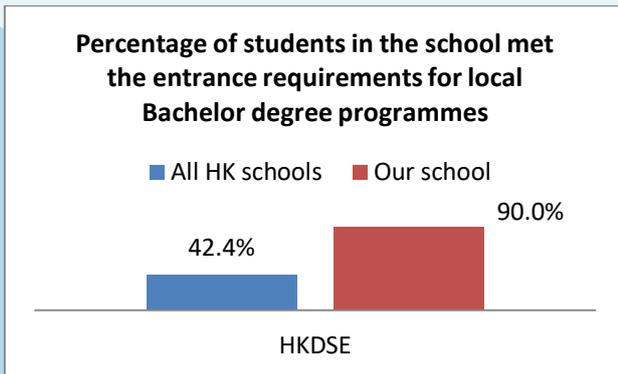
	Q-value
滿足感（學校）Satisfaction (School)	116
生命意義 Meaning in Life	109
誠實（誠實表現）Honesty (Act of Honesty)	116
道德意識（重要性）Sense of Morality (Importance)	116
學校氣氛（不孤單）School Atmosphere (Not Lonely)	115
學校氣氛（歸屬感）School Atmosphere (Belongingness)	116
閱讀（非指定讀物）Reading (Non-assigned Materials)	113
資訊科技（無成癮）Information Technology (No Addiction)	116
資訊科技（不受功能所吸引）Information Technology (Not Attracted by its Functions)	116
國民身份認同（責任、義務）National Identity (Responsibility, Obligations)	108
國民身份認同（自豪、愛護）National Identity (Proud, Love)	112
國民身份認同（國旗、國歌）National Identify (National Flag, Anthem)	111
國民身份認同（成就）National Identity (Achievements)	114

Based on our school survey and inspection report, it was found that students are attentive and exhibit sustained motivation in lessons. They are willing to answer teachers' questions and have the habit of taking notes spontaneously. They possess a good command of English and are able to produce structured answers with clear standpoints. More than 90% of teachers agree or strongly agree with the following descriptions of our students: self-discipline and following rules, using different resources to learn, and often completing learning tasks, including homework, seriously. Student leaders demonstrate a high level of responsibility and leadership in performing their duties and take good care of junior form students.

However, all stakeholders showed relatively more room for improvement in student learning (Teachers: 3.8, Students: 3.6, and Parents: 3.6). The following items had the lowest rank of agreement: (Students) "I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress" (3.3) and (Parents) "My child leads a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress" (3.4). Although the Q-value and P-value of positive affect were 103 and 57.9% respectively, both anxiety and depressive symptoms of students was alarming. The Q-values for the absence of both negative affect and anxiety and depressive symptoms were only 91 and 85, corresponding to 27.4% and 15.9% in the P-values. The Q-value and P-value of physical exercise were 85 and 15.9% respectively, which was far worse than in normal schools.

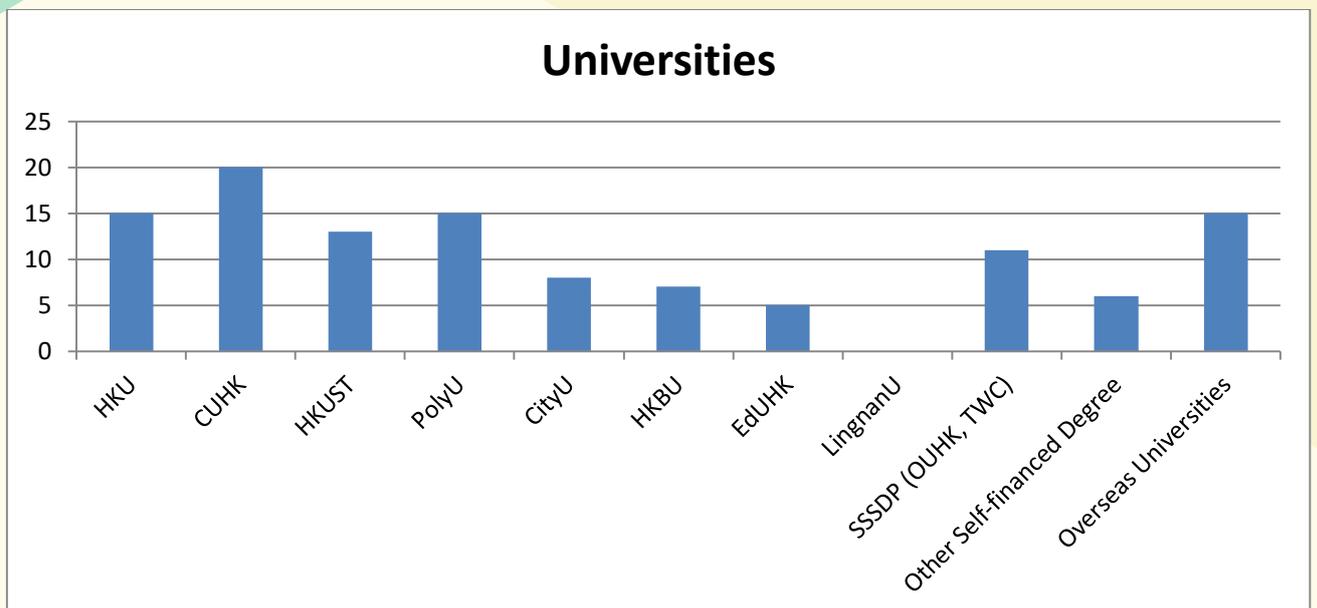
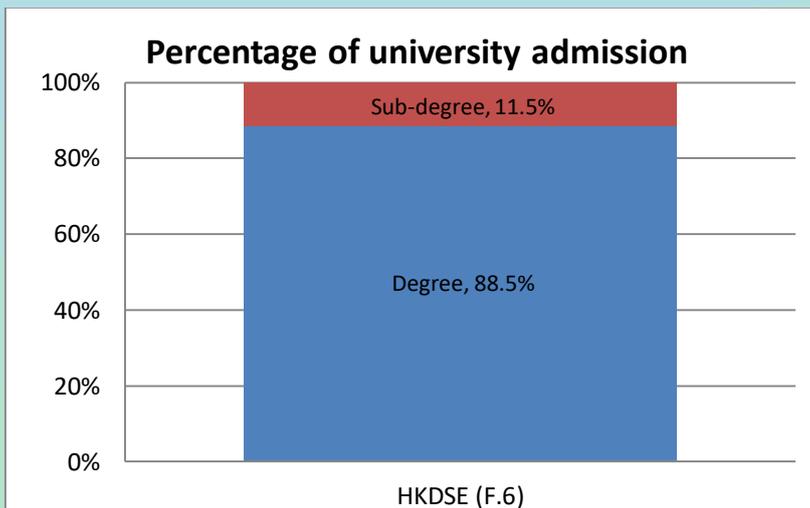
● Academic Participation and Achievement

1. HKDSE Results (2023) (KPM 17)



(2021-2023)	2 or above	4 or above	5 or above	5* & 5**	Attaining 33222
Average in the past THREE years	~100%	>75%	>36%	>15%	~94%

2. Percentage of university admission of students at our school (2023).



● Non-academic Participation and Achievement

BLMCSS ECA Award List (22-23)		
Prize Winners	(A) Academics	Awards
Chinese		
6F Cheung Wan Suet	The 49th Youth Literary Awards (Modern Poetry, Junior Group)	Champion
5B Tsui Siu Nga Fiona	The 23th World Writing Contest for Chinese Students	First Class Award
6F Tam Cheuk Yee	The 12th University Literature Award	Young Writer Award
3C Kwok Yee Him Joshua	The 19th Bilingual & Trilingualism Composition and Speech Competition	Semi-finalist, Chinese Outstanding Writing
5B Ng Tsz Kiu Cherie		Semi-finalist
3C Ho Man Chi		Semi-finalist
4C Poon Lik Ming		Merit Award
3C Gu Zhenxing	The 2nd Hong Kong Impromptu Speech Contest for Senior Secondary Students	Merit Award
4B Fung Lok Yin	Fight Crime Slogan Competition, organized by Sha Tin District Fight Crime Committee	Merit Award
English		
4E Cheng Yi Lun Ellen	The 23rd Lions International Youth Exchange Scholarship Essay Competition	4th Place
6E Wang Wing Wun	The 11th Story Writing Competition (Senior Group), organized by The Standard	Champion
Mathematics		
6A Chan Hiu Long, 6A Cheung Bock Man	2022 S.-T. Yau High School Science Award, Mathematics Award	Bronze Prize
6A Chan Hiu Long, 6A Cheung Bock Man	2022 S.-T. Yau High School Science Award (Asia), Mathematics Award	Gold Prize
3C Zheng Kaiyang	The 25th Hong Kong Mathematical High Achievers Selection Contest, co-organized by Po Leung Kuk and Hong Kong Association for Science and Mathematics Education	First Class Honour
3C Hon Nicole		Third Class Honour
3D Tse Ming Hin		
5A Chan Hei Ching, 5A Cheng Pak Hay Haydn, 5A Law Tsz Yuen, 5A Tso Yee To Daniel, 5C So Yup Hin, 4A Go Yiu Lam Gabriel	The 40th Hong Kong Mathematics Olympiad, co-organized by The Mathematics Education Section of the Education Bureau and The Department of Mathematics and Information Technology of The Education University of Hong Kong	Regional Winner (the New Territories East)
5A Tso Yee To Daniel		Second Class Honour
5A Cheng Pak Hay Haydn		Third Class Honour
4A Go Yiu Lam Gabriel		
Science		
6A Au Lok Man	International Biology Olympiad - Hong Kong Contest 2022, co-organized by The Education Bureau and The Hong Kong Academy for Gifted Education	Bronze Award
6C Sin Chun Ting		Honourable Mention
5A Lo Hin Ching		Honourable Mention
The School Team	Hong Kong Biology Literacy Award (2022/2023), co-organized by Hong Kong Association for Science and Mathematics Education, Royal Society of Biology - HK Branch, The Education University of Hong Kong and The University of Hong Kong	Best School Award
5A Lo Hin Ching		First Class Honours
5A Chan Hei Ching		First Class Honours
5B Tsui Siu Nga Fiona		First Class Honours
5A Chung Sheung Yin		Second Class Honours
5B Ng Tsz Kiu Cherie		Second Class Honours
5A Lo Tsz Kei		Merit
5B Siu Tsz Fai		Merit
5D Ng Tsz Ki		Merit
4A Lau Ho Laam		Merit
4A Cheng Tsz Kiu	Sing Yin Physics Olympiad 2022-23	Merit
3C Zheng Kaiyang		Merit
5A Cheng Pak Hay Haydn	The 18th Pan-Pearl River Delta and Chinese Elite Schools Physics Olympiad, organized by Hong Kong Physics Olympiad Committee	Third Honour (Integrated test)
ICT		
4A Cheng Tsz Kiu	Hong Kong Olympiad in Informatics 2022/23	Bronze Medal
4C Chen Kwong Tai	International Coding Elite Challenge 2023, co-organized by HKEdCity, The Hong Kong Association for Computer Education and ICE Foundation	Top Coder
4C Wong King Hei		Top Coder
4A Tsang Shek Hei		Outstanding Coder
4A Mak Ka Hei		Outstanding Coder
Design and Technology		
4A Wong Kar Man, 4A Chen Jinxi, 4C Yang Hiu Kwan Sandy	ROBOFEST Hong Kong 2023 Exhibition Competition (Senior), organized by Robot Institute of Hong Kong	2nd Runner-up
4A Wong Kar Man, 4A Chen Jinxi, 4C Yang Hiu Kwan Sandy	World Robot Olympiad (Hong Kong Selection) 2023, Open Category, organized by WRO Hong Kong Organizing Committee	2nd Runner-up
4C Chen Kwong Tai, 3A Chan Yik Hei, 3B Lai Ruo Hai, 3C Tse Ka Chun Jason, 2E Chan Hoi Ching, 2E Chan Chun Ting	World Robot Olympiad (Hong Kong Selection) 2023, UMC Category, organized by WRO Hong Kong Organizing Committee	Bronze Prize
2B Chan Hong Sui, 2C Wu Sai Ki, 2E Chan Chun Ting, 2E Ou Ze Hao	Hong Kong Tech Challenge Game 2023 (Junior Group), organized by Asian Robotics League Fund	Sportsmanship Award
5A Wong Sze Chit Thomas, 5A Yam Chun Hei, 3E Cheng Yik Hang, 1D Chan Long Him, 1D Cheung Yik Hei, 1D Chung Lap Shun, 1D Li Ho Hui, 1D Wong Yin Kwan, 1E Tang Chun Hang	Hong Kong Robotic Olympiad 2023 Robot Soccer Competition, organized by Hong Kong Robotic Olympic Association	Champion
5A Law Tsz Yuen, 4C Chen Kwong Tai, 3B Lai Ruo Hai, 3C Tse Ka Chun Jason, 1D Kan Hiu Sen, 1D Li Tian Qi, 1D Lei Kwan Ham, 1D Yang Dai Xin		1st Runner-up
5A Wong Sze Chit Thomas, 5A Yam Chun Hei, 5A Law Tsz Yuen	Hong Kong Robotic Olympiad 2023 Robot Penalty Shoot-out Competition, organized by Hong Kong Robotic Olympic Association	Champion
4B Yip Sin, 4E Ngai Ka Hei		1st Runner-up
Others		
3C Cheng Hling Yi	The 31st Students' Top News Election	1st Runner-up
3C Hon Nicole	News Commentary Competition: Junior Form (Chinese Section), organized by Hok Yau Club	4th Place

Prize Winners	(B) Sports	Award
	Organized by Hong Kong Schools Sports Federation Shatin & Sai Kung	
Boys A	Swimming	6th Place
Boys B		6th Place
Boys C		6th Place
Girls A		4th Place
Girls B		6th Place
Girls C		6th Place
Girls A	Volleyball (Division 1)	2nd Runner-up
Girls B		5th Place
Girls C		5th Place
Boys A	Badminton	Champion
Girls A		4th Place
Girls B		1st Runner-up
Boys C		4th Place
Girls C		5th Place
Boys A	Table Tennis	5th Place
Girls A		5th Place
Boys C		2nd Runner-up
Boys Senior	Football (Division 1)	2nd Runner-up
Boys B	Athletics	6th Place
Boys C		8th Place
Girls A		8th Place
Girls B		7th Place
Girls C		8th Place
Boys A		8th Place
Boys B	Cross-country	4th Place
Boys C		4th Place
Girls A (Division 1)		4th Place
Boys B (Division 2)	Basketball	2nd Runner-up
Girls C	Handball	4th Place
Boys	Overall Champion	8th Place
Girls		6th Place
	Items (Individual / Relay)	
	Swimming	
6C Wong Lok Yin Patience	Girls' Grade A 200m Breast Stroke	1st Runner-up
	Girls' Grade A 200m Individual Medley	Champion
6E Chiu Wing Yiu	Girls' Grade A 50m Breast Stroke	Champion
	Girls' Grade A 100m Freestyle	1st Runner-up
6C Lau Wing Tung, 6C Wong Lok Yin Patience, 6E Chiu Wing Yiu, 5B Ng Yuen Ying	Girls' Grade A 4x50m Freestyle Relay	2nd Runner-up
3E Tseung Yan Kiu	Girls' Grade B 50m Backstroke	1st Runner-up
	Girls' Grade B 50m Freestyle	Champion
6F Wong Ho Yeung	Boys' Grade A 50m Freestyle	Champion
	Boys' Grade A 100m Freestyle	1st Runner-up
6F Wong Ho Yeung, 5A Sit Cheuk Hin, 5C Ng Cheuk Ting, 5D Tse Tin Laam Jericho	Boys' Grade A 4x50m Freestyle Relay	4th Place
3D Chan Yat Him Evan	Boys' Grade B 200m Individual Medley	2nd Runner-up
2D Chan Yat Long	Boys' Grade B 50m Backstroke	4th Place
	Boys' Grade B 200m Individual Medley	4th Place
1C Yung Tsun Shane	Boys' Grade C 50m Backstroke	4th Place
2C Ho Chun Yin, 2C Lo Ansel, 2D Ma Ho Yeung, 1C Yung Tsun Shane	Boys' Grade C 4x50m Freestyle Relay	2nd Runner-up
	Athletics	
6E Lau Sze Ue	Girls' Grade A Discus Throw	4th Place
3E Yip Tsz Yan	Girls' Grade B High Jump	1st Runner-up
4C Ng Ping Ngan Paisley	Girls' Grade B 800m	4th Place
4C Kwong Sze Oi Sarah	Girls' Grade B Discus Throw	2nd Runner-up
	Girls' Grade B Javelin Throw	Champion
2C Poon Wing Tung Trisha	Girls' Grade C 400m	4th Place
6E Lo Cheuk Hei Damian	Boys' Grade A Shot Put	Champion
3D Ng Lucas Qulong	Boys' Grade B Triple Jump	Champion

	Boys' Grade B Long Jump	2nd Runner-up
3D Chan Yat Him Evan	Boys' Grade B 3000m	2nd Runner-up
1A Cheung Ko Sum Summy	Boys' Grade C 400m	4th Place
1E Ho Pak Hung	Boys' Grade C 200m	4th Place
	Cross-country	
5F Lok Cho Sun	Boys' Grade A Individual	10th Place
3D Chan Yat Him Evan	Boys' Grade B Individual	1st Runner-up
	Territory-wide Events	
4A Khoo Cho Hiong, 3A Cheung Sai Shing, 3B Yip Sung Hei, 2A Lai Lok Him, 2D Ma Ho Yeung, 1A Liu Wang Shun Joseph, 1C Chan Joy Sze, 1E Xia Andrew	2023 Hong Kong Inter-School Badminton Team Championship (Boys Junior)	Quarter Finalist
3A Cheung Sai Shing	All Hong Kong Schools Jing Ying Badminton Tournament 2022-2023 (Secondary Boys – Singles)	8th Place
4C Kwong Sze Oi Sarah	All Hong Kong Schools Jing Ying Athletics Tournament 2022-2023 (Girls Javelin Throw)	Champion
6E Lo Cheuk Hei Damian	All Hong Kong Schools Jing Ying Athletics Tournament 2022-2023 (Boys Short Put)	2nd Runner-up
6D Chung Ning Pneuma	New Territories Secondary Schools Fencing Competition 2022-2023 (Girls A Foil (Individual))	2nd Runner-up
	Others	
3A Cheung Sai Shing	WONCHEON YONEX Korea Junior International Series 2022 (U15 Boys' Singles) organized by Badminton Korea Association	Round of 16
	WONCHEON YONEX Korea Junior International Series 2022 (U15 Boys' Doubles)	2nd Runner-up
	Polytron Superliga Junior 2023 (U17 Boys' Team)	2nd Runner-up
3D Ng Lucas Qulong	Hong Kong Junior Age Group Athletics Meet 2023 -2 (U16 Boys Triple Jump)	Champion
	Hong Kong Junior Age Group Athletics Meet 2023 -2 (U16 Boys Long Jump)	4th Place
1E Ho Pak Hung	Hong Kong Junior Age Group Athletics Meet 2023 -2 (U14 Boys 100m)	2nd Runner-up
4C Ng Ping Ngan Paisley	2022 Hong Kong Ladies Black Belt Taekwondo Competition (Junior Black Belt Bantam) organized by Hong Kong Taekwondo Association	Champion
4E Wong Pak Hang	Kwai Tsing Sports Festival Fencing Competition 2022 (U17 Boys' Epee)	2nd Runner-up
Prize Winners	(C) Aesthetics	Awards
	The 74th Hong Kong Schools Speech Festival (Chinese Speech)	
2E Sin Hoi Yuet	Solo Verse Speaking (S2 Girls, Cantonese)	1st Place
2E Sin Hoi Yuet	Solo Prose Speaking (S1-2 Girls, Cantonese)	1st Place
1A Yiu Cheuk Fung	Solo Prose Speaking (S1 Boys, Cantonese)	2nd Place
2E Sin Hoi Yuet	Christian Scripture Speaking	2nd Place
4A Chen Jinxi	Solo Prose Speaking (S3-4 Girls, Putonghua)	2nd Place
1E Chan Lok Him	Solo Prose Speaking (S1 Boys, Cantonese)	3rd Place
2D Fung Zin Ki	Solo Verse Speaking (S2 Girls, Cantonese)	3rd Place
4A Lau Yan Ting	Solo Verse Speaking (S3-4 Girls, Putonghua)	3rd Place
5C Lee Cheuk To, 5B Yeung Pui Lam Kary	Duologue (S5-6, Cantonese)	3rd Place
	The 74th Hong Kong Schools Speech Festival (English Speech)	
4A Khoo Cho Hiong	Solo Verse Speaking (S4 Boys, Non-Open)	1st Place
4B Tse Ming Sum	Shakespeare Monologue (Age 15 and over, Non-Open)	1st Place
3C Ng Tsz Ying	Solo Verse Speaking (S3 Girls, Non-Open)	1st Place
1A Yiu Cheuk Fung	Solo Verse Speaking (S1 Boys, Non-Open)	1st Place
1B Chan Sum Yuet	Solo Verse Speaking (S1 Girls, Non-Open)	1st Place
4B Tse Long Isaac	Solo Verse Speaking (S4 Boys, Non-Open)	2nd Place
2E Sin Hoi Yuet	Solo Verse Speaking (S2 Girls, Non-Open)	2nd Place
1E Yu Yi	Solo Verse Speaking (S1 Girls, Non-Open)	2nd Place
2E Chung Ching Hallie, 2E Sin Hoi Yuet	Dramatic Duologue (S1-2, Non-Open)	2nd Place
4A Chen Jinxi	Solo Verse Speaking (S4 Girls, Non-Open)	3rd Place
	59th Schools Dance Festival	
Chinese Dance Club	Chinese Dance (Group): (Miao) 一抹紅	Honours Award
5A Li Ping Sum	Chinese Dance (Solo): (Classic) 唐印	Honours Award
5C Lee Cheuk To	Chinese Dance (Solo): (Tibet) 阿珈鼓	Highly Commended Award
5D Kong Shiu Wai	Chinese Dance (Solo): (Contemporary) Hope for	Highly Commended Award
5B Yeung Pui Lam Kary	Chinese Dance (Solo): (Uighur) The Rhyme of Blue	Highly Commended Award
5B Cheung Ho Long, 5E Au Oi Lam	Latin Dance (Duet): Jive	Highly Commended Award
5B Cheung Ho Long, 5E Au Oi Lam	Latin Dance (Duet): Cha Cha Cha	Highly Commended Award
2A Ko Hao Yee, 2ASo On Ngan	Latin Dance (Duet): Cha Cha Cha	Commended Award
Jazz Dance Club	Jazz Dance (Group): Be ourselves	Commended Award
Jazz Dance Club	Jazz Dance (Senior, Group): Passion for Life	Commended Award
5F Lam Chun Ting	Jazz Dance (Solo): Utopia	Commended Award
3D Chan Kei Ling, 3D Lee Wing Kiu	Jazz Dance (Duet): Kiss and makeup	Commended Award
	Visual Art	
4D Chan Hei Yi	"Kazumasa Nagai: From Now to Eternity" Colouring Competition	Merit
4E Ceng Yi Lun Ellen		Merit
5F Lau Yin Ue		Merit
3A Lau Sin Hang	Guangdong-Hong Kong-Macao Marine Life Drawing Competition 2022 (Secondary Group)	Champion
4B Wong Kaa Yin	MY STAGE – Inter-School Fashion Design Competition 2022-2023	Merit
4D Yeung Hei Ching		Merit
5F Mok Wan Fung	The Hong Kong Jockey Club "Drago Cavallo. Youth Art Competition" (Secondary Group, Individual)	Shortlisted
	The 75th HK Schools Music Festival	
2E Chan To Him	Sheng Solo (Advanced)	1st Place
5C Zheng Hao	Alto Saxophone Solo (Secondary School, Senior)	3rd Place
4F Leung Ka Ching Olivia	Clarinet Solo (Secondary School, Junior)	3rd Place
1A Leung Jing Ping	Trumpet Solo (Secondary School, Junior)	3rd Place
	Others	
5B Yeung Yat Yi Leslie	The 3rd View Win Chinese Instrumental Contest (Erhu, Intermediate Group)	2nd Runner-up

Prize Winners	(D) Recreational & Miscellaneous	Awards
5C Chung Yu Kai	Youth Championships organized by Asian Pacific Bridge Federation	2nd Runner-up
1C Chan Ka Long	Community Youth Club (Shatin District)	Champion
3C Gu Zhenxing	Inter-school Board Game Competition 2023 (Junior Form Section)	1st Runner-up
Prize Winners(Class of 21-22)	(E) Addendum (Awards received during Jun to Aug 2022)	Awards
	Chinese	
5F Cheung Wan Sue	The 1st Dandelion Literary Awards (Novel, Senior Form)	Champion
5F Chen Tsz Lam	Ditto (Prose, Senior Form)	Merit
4F Chau Shun Mei Mayme		Merit
2A Cheng Hing Yi	Ditto (Prose, Junior Form)	Merit
5F Cheung Wan Sue	City Literary Awards 2022 (Novel, Secondary School Category)	2nd Runner-up
5F Chen Tsz Lam	Ditto (Modern Poetry, Secondary School Category)	2nd Runner-up
2E Chan Hang Yu	Look for the Shining "Me" INSTAGRAM Creation Competition	1st Runner-up
	Science	
The School Team	Hong Kong Physics Olympiad 2022, co-organized by Education Bureau and HKUST	Best School Award (4th Place in HK)
4A Cheng Pak Hay Haydn		First Class Honours
4A Chan Hei Ching		First Class Honours
4A Cho Lai Lam		First Class Honours
3D Lau Ho Laam		Third Class Honours
4A Lo Tse Kei		Honourable Mention
4C Cheung Wan Lam		Honourable Mention
4A Cheng Pak Hay Haydn		Champion
4A Chan Hei Ching		Merit (7th Place)
		Design and Technology
3E Chan Ngai Fung, 3D Lau Yan Nok, 3E Poon Lik Ming	Hong Kong Robotic Olympiad 2022 Robot Penalty Shoot-out Competition, organized by Hong Kong Robotic Olympic Association	Champion
3E Ngai Ka Hei, 3E Yip Sin		4th Place
	The 58th Schools Dance Festival	
Chinese Dance Club	Chinese Dance (Group): 壯水謠	Honours Award
4A Li Ping Sum	Chinese Dance (Solo): 滇南映少	Highly Commended Award
4F Lam Chun Ting, 4E Lam Cheuk Wing	Jazz Dance (Duet): Excuses	Commended Award
	The 74th HK Schools Music Festival	
1A Chu Hoi Fai	Clarinet Solo (Secondary School, Junior)	2nd Runner-up
2D Lee Tsz Lam	Graded Piano Solo (Grade Six)	2nd Runner-up
3D Chan Po Yi	Yangqin Solo (Advanced)	1st Runner-up
3C Shuen Jasmine Tsz Hei	Graded Piano Solo (Grade Eight)	2nd Runner-up
4E Tam Tsz Ki	Viola Solo (Junior)	2nd Runner-up
	Joint School Music Competition 2022	
3C Lui Pak Yiu	Piano Solo (Secondary Group, Intermediate)	Gold Award
1B Chan To Him	Chinese instrument (Sheng) Solo	Silver Award
Wind Band	Symphonic Band (Secondary Group)	Silver Award
	Others	
2D Liu Yuet Fei	HK Music Talent Award 2022 (Zheng, Open Class)	Certificate of Recognition
	The 6th Hong Kong Youth Cup International Music Contest (Guzheng, Diploma Class)	1st Place
1B Chan To Him	HK Music Talent Award 2022 (Sheng, Secondary School Senior Class)	1st Place

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

(i) Sports

HK Schools Sports Federation (Shatin & Sai Kung Area, 2022-2023)

● Group Award

Item \ Grade	Boys			Girls		
	A	B	C	A	B	C
Cross Country	8 th	4 th	4 th	-----	-----	-----
Athletics	-----	6 th	8 th	8 th	7 th	8 th
Swimming	6 th	6 th	6 th	4 th	6 th	6 th
Badminton	Champion	-----	4 th	4 th	2 nd	5 th
Table-tennis	5 th	-----	5 th	5 th	-----	-----
Volleyball (D1)	-----	-----	-----	4 th	2 nd	5 th
Football (D1)	3 rd		-----	-----	-----	-----
Basketball	3 rd (D2)	-----	-----	4 th D1	-----	-----
Handball	-----	-----	-----	-----	-----	3 rd

● Individual / Relay Award

Medal	Gold	Silver	Bronze
Number	7	6	3

(ii) Speech Festival

Individual /Group awards	First	Second	Third
Number	7	7	5

(iii) Music Festival

Individual /Group awards	First	Second	Third
Number	2	3	8

(iv) Dance Festival

Individual /Group awards	Honours 優等	Highly Commended 甲級	Commended 乙級
Number	3	6	6

Financial Summary

Not yet audited

Baptist Lui Ming Choi Secondary School
School Financial Report (2022-2023)

	Balance b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Balance B/F (Government Funds and School Funds)				
I. Government Funds				
(1) EOEBG Grant	1,577,741.57	116,371.47	29,814.37	1,664,298.67
(a) School Specific				
① Admin Grant / Revised Admin Grant		4,635,177.78	5,085,200.92	-450,023.14
② Composite IT Grant		565,906.00	710,654.99	-144,748.99
③ Capacity Enhancement Grant		654,502.00	291,394.94	363,107.06
④ Air-conditioning Grant		647,481.00	844,071.25	-196,590.25
⑤ School-based Management Top-up Grant	0.00	51,615.00	2,250.00	49,365.00
⑥ School-Based Speech Therapy Administration Recurrent Grant	0.00	28,904.00	1,268.10	27,635.90
Sub-total		6,583,585.78	6,934,840.20	-351,254.42
(b) Non-School Specific				
Baseline Reference Grant		2,497,645.30	2,871,830.88	-374,185.58
Other Income		805,212.92		805,212.92
Sub-total	0.00	3,302,858.22	2,871,830.88	431,027.34
(a + b) Sub-total		9,886,444.00	9,806,671.08	79,772.92
(c) ⑦ Fund set aside for Long Service Payment	123,902.69	153,717.06	123,902.69	153,717.06
⑧ Unspent Balance refundable to EDB			0.00	0.00
(c) Sub-total	123,902.69	153,717.06	123,902.69	153,717.06
(a to c) Total	1,701,644.26	10,156,532.53	9,960,388.14	1,897,788.65
(2) Salary Grant	-2,959.52	50,759,779.11	50,764,413.88	-7,594.29
(3) Teacher Relief Grant	4,101,498.68	6,330,805.00	6,925,091.93	3,507,211.75
(4) Grant Accounts Outside EOEBG				
(a) Home-School Cooperation Grant	0.00	45,855.00	45,855.00	0.00
(b) Fringe Benefits under the Enhanced NET Scheme	0.00	11,035.22	229,223.67	-218,188.45
(c) School-based After-school Learning and Support Programmes	0.00	66,000.00	66,000.00	0.00
(d) Other Recurrent Grant - Rent & Rate Grant	0.00	504,012.00	504,012.00	0.00
(e) Learning Support Grant	48,872.21	646,955.00	556,136.94	139,690.27
(f) Diversity Learning Grant	22,613.65	285,600.00	400,224.73	-92,011.08
(g) Diversity Learning Grant (Applied Learning)	0.00	46,095.00	46,095.00	0.00
(h) After-Sch Support for NCS Students	57,507.69	0.00	52,278.60	5,229.09
(i) IT Staffing Support Grant	0.00	327,588.00	327,588.00	0.00
(j) Hong Kong School Drama Festival	54.60	0.00	0.00	54.60
(k) Promotion of Reading in Schools (8-2019)	55,856.52	74,646.00	54,668.45	75,834.07
(l) One-off Grant Supporting Citizenship & Social Development	275,412.00	0.00	58,356.00	217,056.00
(m) Life-wide Learning Grant (Including ECA)	1,606,788.39	1,455,555.00	2,600,266.07	462,077.32
(n) School Executive Officer Grant	3,226.34	558,729.04	507,067.00	54,888.38
(o) Student Activity Support Grant (Replace JCF)	56,745.00	50,050.00	96,695.00	10,100.00
(p) The Sister School Scheme Grant	0.00	0.00	0.00	0.00
(4) Sub-total	2,127,076.40	4,072,120.26	5,544,466.46	654,730.20
(5) Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-Teaching Staff Account	68,316.38	354,990.62	422,628.09	678.91
(I) Total	7,995,576.20	71,674,227.52	73,616,988.50	6,052,815.22
II. School Funds				
(1) Specific				
(a) Collection of fees for specific purposes (Special Operation Fee)	796,962.00	186,549.00	0.00	983,511.00
(b) Collection of fees for specific purposes (Special Subscription Fee)	292,965.61	766,000.00	479,422.80	579,542.81
(c) School Development Fund	-323,680.40	963,618.25	265,063.70	374,874.15
(d) Ms Shirley Ngai Education Fund	362,581.98	21,500.00	22,284.20	361,797.78
(f) Loan for MPA	2,400,000.00	0.00	300,000.00	2,100,000.00
Sub-total	3,528,829.19	1,937,667.25	1,066,770.70	4,399,725.74
(2) General	960,615.73	0.00	1,280,667.97	-320,052.24
(a) Tong Fai		132,940.00	0.00	132,940.00
(b) Rental and hiring charges		243,475.20	87,790.08	155,685.12
(c) Others		3,937,467.99	2,787,668.08	1,149,799.91
(a-c) Sub-total	960,615.73	4,313,883.19	4,156,126.13	1,118,372.79
(d) Smartcard IdE	197,882.12	25,104.92	21,099.92	201,887.12
(e) Temporary Fund from Staff & Student	680,201.24	234,878.50	291,452.56	623,627.18
(II) Sub-total	5,367,528.28	6,511,533.86	5,535,449.31	6,343,612.83
Grand Total	13,363,104.48	78,185,761.38	79,152,437.81	12,396,428.05
Total surplus for school year				-966,676.43
Accumulated surplus as at the end of school year				12,396,428.05

END