



Baptist Lui Ming Choi Secondary School

School Annual Report 2017-2018

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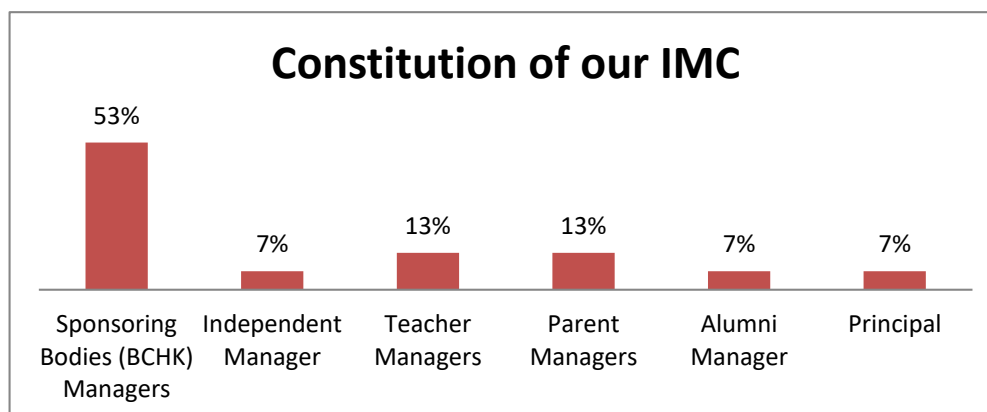
Our School Mission and Vision

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

Our Beliefs

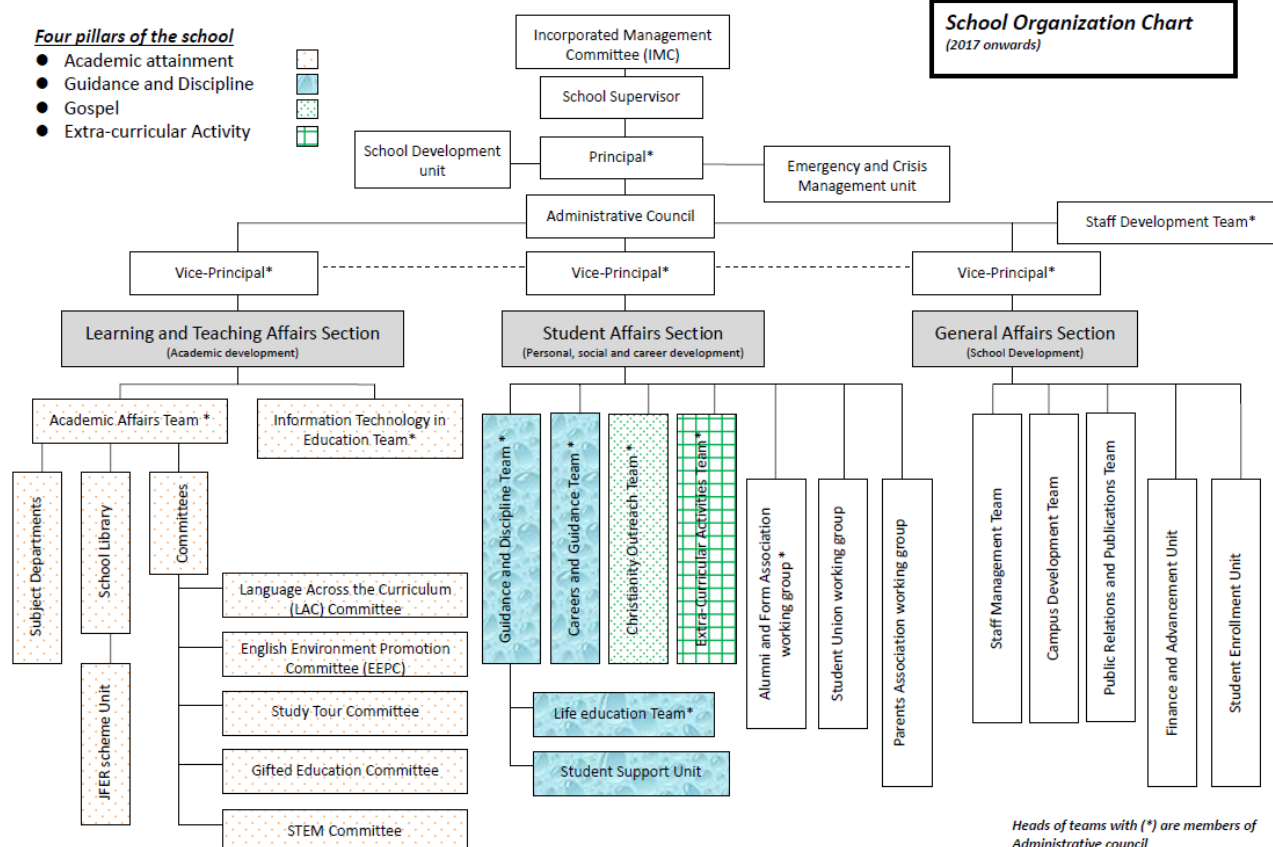
- Foster strong "Four Pillars" collaboration among the school's four domains: Academic Attainment, Guidance and Discipline, Spiritual Formation and Extra-Curricular Activities.
- Merge a corresponding fusion of guidance and counselling.
- Maintain strong teacher-student relationship.
- Emphasize home-school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

Our Management and Organization Chart



Four pillars of the school

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

**School Organization Chart**
(2017 onwards)

Our Class Structure and Curriculum

Class Structure

Form	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	5	5	5	5	5	5	30

Subjects offered

	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	Academic subjects: Chinese Language*, English Language, Mathematics, Putonghua* Chinese History*, History, Geography, Science(F.1-2), Physics(F.3), Chemistry(F.3), Biology(F.3), Computer Literacy Aesthetic and Physical Education : Music, Visual Arts, Drama Education and Physical Education* Moral, Life and Career education : Civic Education*, Religious studies (Christianity) *, Weekly Assembly*, Class teacher period*, Design and Technology, and Home Economics			Core : Chinese Language, English Language, Mathematics and Liberal Studies* Weekly Assembly*, Class Teacher Period*, Religious Studies (Christianity) * and Physical Education* 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#		

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)

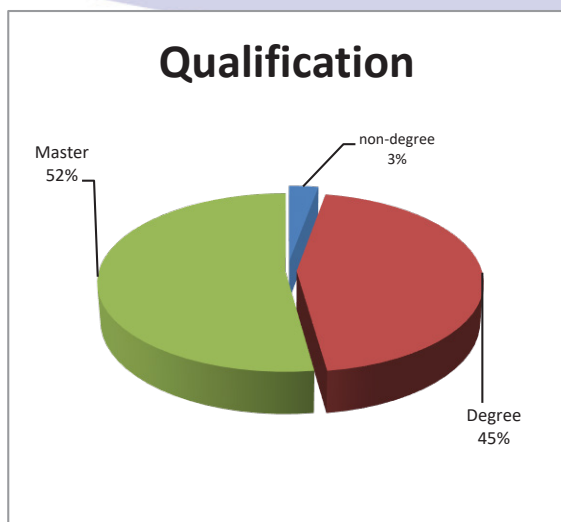
Network programme : NSS Music and NSS Applied Learning

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				

School-Based Curriculum

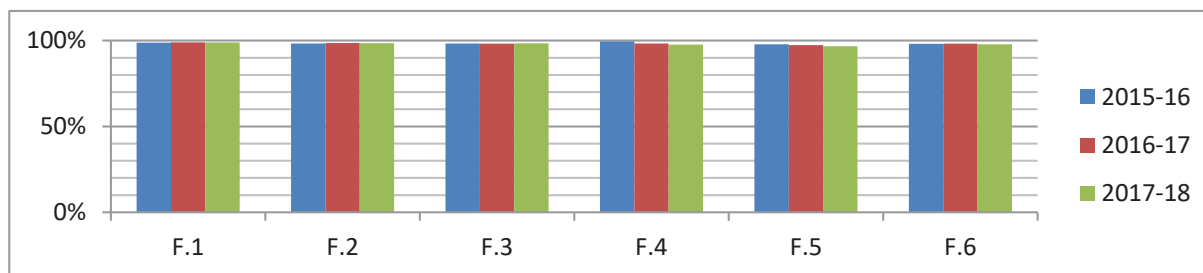
Language Across the Curriculum, Drama Education, Religious Studies (Christianity), Civic Education, Individual Student Planning.

Our Teachers

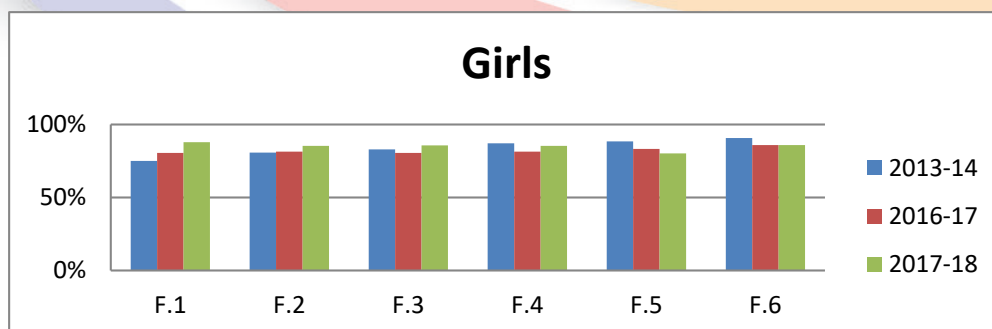
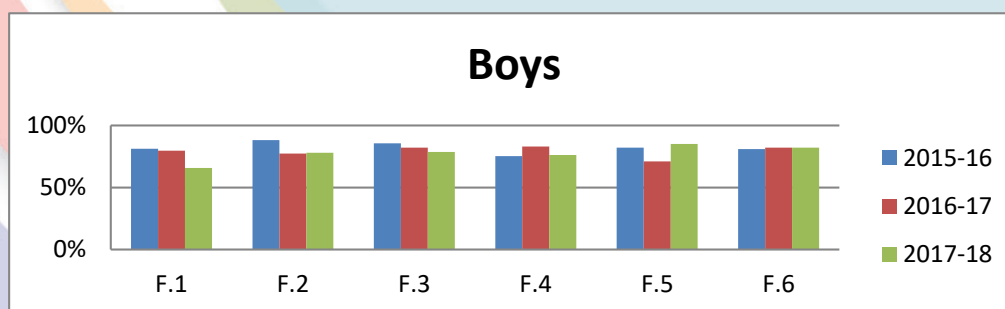


Our Students

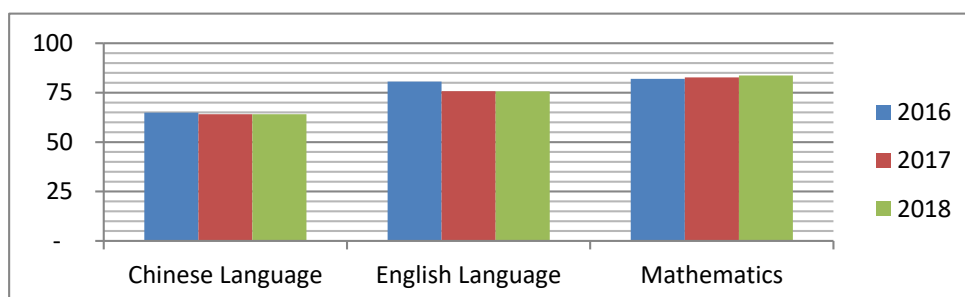
(KPM 21) Students' attendance rate



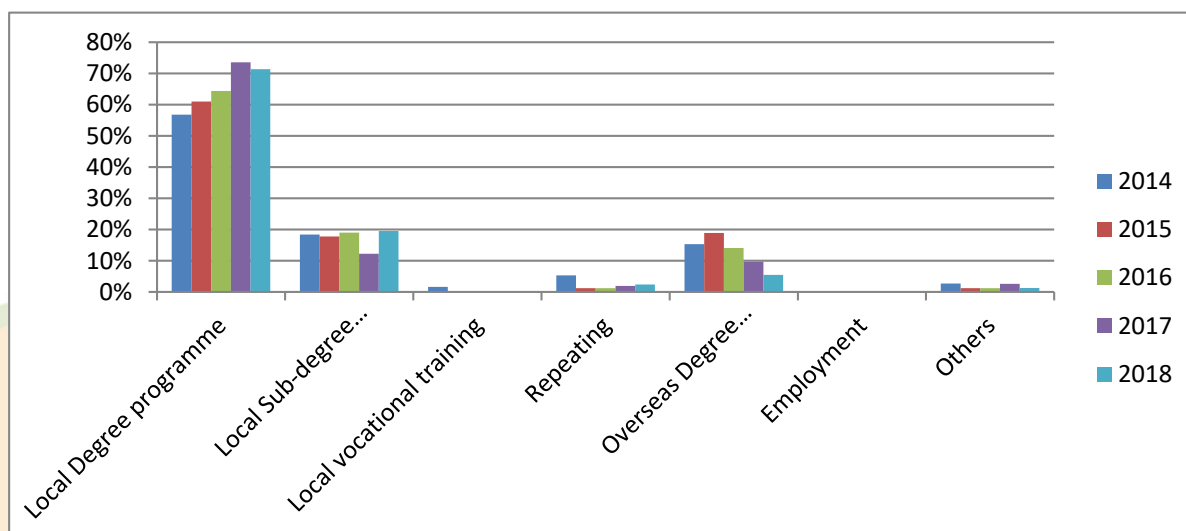
(KPM 22) Percentage of students within the acceptable weight range



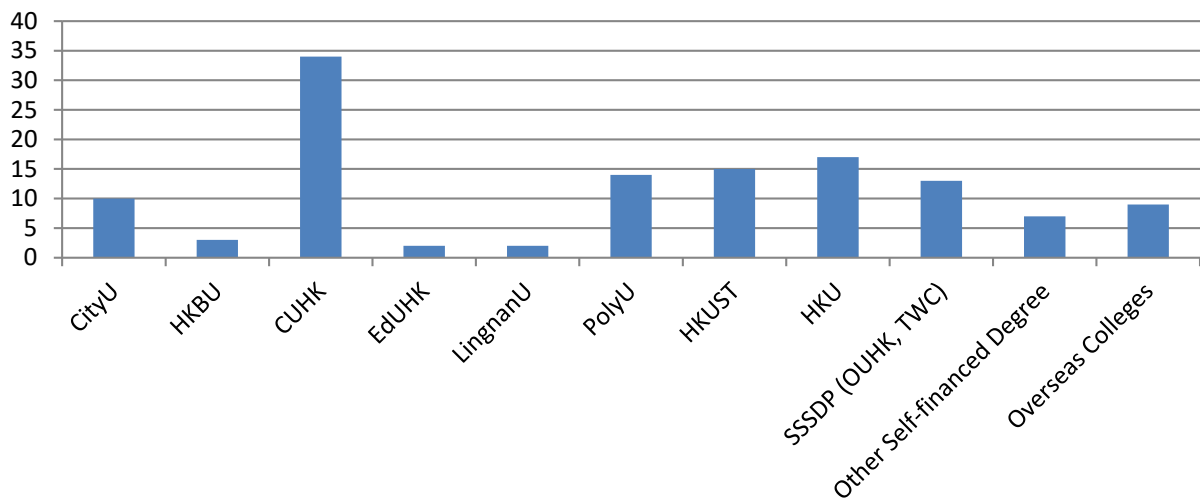
(KPM 16) Pre-S1 Hong Kong Attainment Test



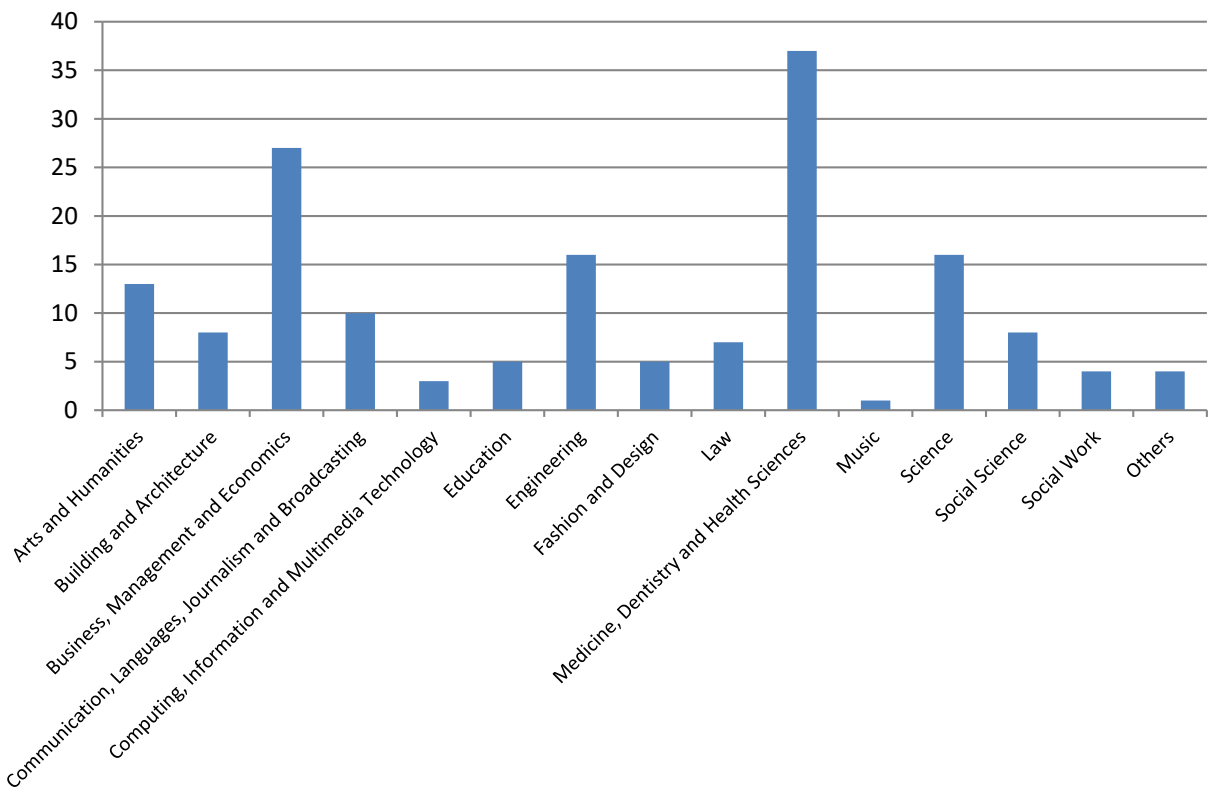
(KPM 13) Destinations of graduates



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 Exeter, University of Birmingham, University of Leicester, Lancaster University, University of Sussex, University of Nottingham, University of East Anglia, Cardiff University, Newcastle University, (Australia) University Of Melbourne, Australian National University, University of Sydney, University of Queensland, Monash University, (Switzerland) IHTTI School of Hotel Management, (Austria) Modul University Vienna, (USA) University of Chicago, Purdue University, (Canada) University of Toronto, Simon Fraser University, (Greater China) Peking University, National Taiwan University ***

Achievements and Reflection 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

Achievements								
1. All F.1 classes and some F.2 to F.6 classes were involved. 2. 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, 5	F4-5	✓		✓	✓	✓	
Bio	3, 4	F.3, F.4			✓	✓	✓	Self-study
C. Hist	1,3	F.1, F.3		✓	✓		✓	Deducing reasons for China not being scrambled through videos
C. Lang	1,2,3	F.1, F.2, F.3		✓	✓	✓	✓	Self-study, student presentation
Chem	3	3E	✓					
Civic Ed /LS	1,2,3,4,5,6	1CE, 2AB, 3AB, 3D, F.4, F.5, F.6		✓	✓	✓		
Drama Ed	1,2,3	1A-E, F.2, 3A-E			✓			Process Drama, Project Learning
DT	1	1A - 1E			✓	✓		STEM Education
Econ	4,5	F4-5			✓	✓		Student presentation
English	1-6				✓	✓		Reading across the curriculum
Geog	1	F.1A-E	✓		✓	✓	✓	Orienteering to Central
Geog	2	F2 A-E	✓		✓	✓	✓	Presentation
Geog	3	F.3A-E	✓			✓	✓	
Geog	4	Geog group	✓		✓		✓	Field trip to Central and Science Park
HE	1,2	F1A-E 2A-E		✓	✓		✓	
Hist	1, 4, 5, 6	F.1A-1E, F.4CDE, F.5 CDE and F.6CDE	✓		✓		✓	Reading across the curriculum, Peer teaching
ICT/CL	1-3	All F1-F3				✓		
ICT/CL	4-5	F4 ICT, F5 ICT		✓		✓		
Math	1	1A - 1E	✓			✓		
Math	2	2A, 2E			✓			
Math	2	2D	✓					
Math	2	2A - 2E			✓			Self-learning
Music	1,2	F1A-E, 2A-E			✓			
P.E.	1	F1E			✓			
Phy	3	F.3			✓			
Putonghua	1	F1					✓	
R.E.	1,2	F1A-E 2A-E		✓				
Science	1	1E					✓	
Science	2	2A - 2E	✓			✓	✓	
Visual Arts	F.1	1A - 1E			✓	✓		

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

% of students who got all subjects passed

Term	2015-16	2016-17	2017-18
First Term	70.1%	72.0%	72.0%
Second Term	61.3%	65.8%	69.3%
% change	-12.6%	-8.6%	-3.75%

% of students who got 4 or more subjects failed

Term	2015-16	2016-17	2017-18
First Term	4.7%	2.6%	2.0%
Second Term	8.7%	3.3%	1.33%
% change	85.1%	26.9%	-33.5%

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

3. Teachers gain much experience from the pilot classes, including some “dos and don’ts” practice.
4. 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.

Reflection

- **Instant responses and feedback from students** should be collected when a new teaching practice is trying out, so that the teaching pace, methods as well as the assessment practices can be aligned with students’ learning quickly.
- A **clear explanation to students** about the rationale, procedures, 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 **reflection** 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 this kind of teaching strategy.

1.2 Computing & ICT Fluency

Achievements

Promote e-Learning with tablets and internet via IT Team

1. The entire IT applications have been shifted to Google Service, including email, learning platform, storage and instant communication. There are about 900 active Gmail users, 500 classroom users and 750 Google Drive users, which shows staff, teachers and students are getting familiar with Google Service.
2. Microsoft Wireless Display Adapters have been installed in all classrooms and special rooms. It helps teachers to project the screen of the tablet PC smoothly on the screen, which promotes mobile teaching and learning in lessons.
3. 10 more teachers also use tablet PC instead of desktop PC. This will also promote the mobile office in future.
4. White boards with short throw projectors instead of screen for screen mirroring have been used.
5. Training videos instead of workshops for IT training have been used.
6. Some new IT training has been embedded in different subjects such as VR programming in CL and making use of Google site in learning Science.

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

1. Our school joined the University-school Support Programme (USP) provided by Education University to promote STEM and self-directed learning. Two trial activities were held this year in Science subjects. These activities will be modified and continued in future.

2. A new ECA, STEM Group, has been established. It aims at promoting the STEM atmosphere in school and supporting students to join STEM competitions outside school.
3. Our school joined 3 different STEM competitions this year.

Reflection

- More training videos and materials will be collected and prepared for teachers. We will establish a platform to upload training materials together.
- The use of other Google applications will be explored, such as Google Keep, which enhances teaching and learning.
- In order to encourage the use of tablet PC for mobile teaching and mobile office, all new teachers will use tablet PC. Teachers are also encouraged to upgrade the desktop PC to tablet.
- We will also prepare the implementation of BYOD in future. The ultimate goal is that students will use the mobile device as a learning tool, just like using the calculator in their daily life. For example, taking notes, searching information, having group discussion, facilitating communication, etc.
- The restructuring of the teaching of information literacy (IL) is not yet completed. We will integrate the IL content in CL and Civic Ed syllabus next year.

1.3 Career & Life Planning

Achievements

1. From the evaluation of school development plan, the rationale of 'Holistic curriculum of Careers and Life Planning' was highly ranked (3.1 out of 4). Also, teachers generally thought that involvement of subject teachers in career guidance can provide more comprehensive career and life planning education to students. (2.7 out of 4). English and Chinese teachers have progressively worked to incorporate careers and life planning education into school curriculum. Other subject teachers from the Art, Liberal Studies and Science Department have also taken the initiative to fulfil the goal. For example, Art teachers invited a lecturer from a design institute to introduce its curriculum and programmes to art students (F.4-F.5). A BAFS teacher brought students to join the job shadowing scheme organized by the Education Bureau and Marks and Spencer and the programme was found very fruitful. Liberal Studies teachers continued to lead students to join an activity related to architecture. These career-related experiences can help students acquire more knowledge in different workplaces and more about work ethics and values, which will help them make informed career choices in the future. From the teachers' review of 3-year plan, some teachers showed appreciation for integration of career module into English lessons.
2. We have restructured the General Assembly Periods (GAPs) and Class Teacher Periods (CTPs) by integrating the life and career education curricula into our school curricula, with life education and career guidance as the focuses in the junior forms and senior forms respectively. In each form, there are form coordinators of Life Education Team and Careers and Guidance Team. One of the important roles includes giving briefing of Individual Student Planning (ISP) and guidance to class teachers before each CTP. From the teachers' review of 3-year plan, some teachers showed appreciation for the well-structured CTPs, in which class teachers could have time to share their opinions and experience regarding choice of subjects with their students. The ISP talk offered for F. 4 students in September and adoption of DISC (career test) were appreciated in the teachers' review on 3-year plan. There was a drama on the theme of 'corruption prevention' given by the ICAC for F.4 students. The career ambassadors were responsible for running a workshop for sharing the tips of time management and study skills with F.4 students in the general assembly period. Also, from the evaluation of school development plan in 2016-17; 2017-18, teachers generally found the form coordinators' briefing and guidance to class teachers sufficient (2.9 out of 4). The guidance to senior students for further studies in the territory and overseas is sufficient. (2.9 out of 4). In the teachers' review on 3-year plan, it was found that students have become more mature. For example, some could be more considerate, well-natured and optimistic.
3. As the majority of students choose to pursue their studies after graduation, one of our team's main concerns in the ISP is to let students learn more about multiple pathways of studies including local and overseas degree and sub-degree programmes. We organize various talks and workshops in the CTPs (Class Teacher Periods), GAPs (General Assembly Periods) and after school with the help of NGOs, local and overseas universities. We invited and recruited NGOs such as Hong Kong Young Women's Christian Association (HKYWCA), Hong Kong Federation of Youth Groups (HKFYG) and Hok Yau Club to conduct careers visits (F. 3), Mock Jupas interview (F. 6) and Jupas talk (F. 6) respectively.

Many warm-hearted alumni have come back to the alma mater to provide students with life-planning and career guidance support like Alumni Sharing Knowledge (ASK) talks, Career Day, F. 5 and 6 alumni sharing session and so on. From the KMP results, teachers (4.0 / 5.0), parents (3.9 / 5.0) and students (3.6 / 5.0) are unanimously satisfied with our school support related to helping students with their student development. From the teachers' review of 3-year plan, some teachers showed appreciation for organizing a great variety of careers talks, workshops and ASK programmes for students.

4. We helped equip students with different kinds of careers-related knowledge by organizing a mentorship programme with the Rotary Club of Tolo Harbour, the Business-School Partnership Programme (BSPP) with the Hong Kong General Chamber of Commerce, job shadowing programmes with the Education Bureau and Hong Kong Association of Career Masters and Guidance Masters (HKACMGM) and internship programmes with various companies. From the teachers' review of 3-year plan, some teachers showed appreciation for the organization of various career-related activities for different stake-holders.
5. In the evaluation of school development plan in 2016-17 and 2017-18, the F.6 Pilot Scheme of Jupas Guidance was positively commented as good and helpful since it could lessen the current F.6 class teachers' workload.

Reflection

- It is hoped that careers and life planning education can be further incorporated into school curriculum in **collaboration with more and various departments and teams** to provide holistic support to our teenagers in pursuit of their interests, dreams and careers.
- Besides implementing Individual Student Planning (ISP) lessons, there should be other ways to help students foster self-understanding and develop their career and life planning. It is hoped that with the Career Mentor Scheme, we will recruit **more teacher volunteers as individual counsellors** to help students as career mentors to give guidance to senior form students relating to Jupas choice, writing of self-accounts and job prospects.
- Apart from promoting different voluntary services, the Life Education Team **cooperates with various NGOs** to carry out community services so as to let students have deeper understanding of different spectrums of society. **Some career-related activities** organized by the Education Bureau and other organizations on the Business-School Partnership Programme (BSPP) on weekdays are usually not promoted to students to avoid a clash with school days. Thus, we can only promote the activities held at weekends and in the long holidays but they are not popular among students because of students' busy schedules. Thus, our students could not get the chances to join some excellent career-related activities at the expense of academic pursuits.
- It was reflected that popularity of the career guidance talk given by Hok Yau Club for F.6 students was dropping (3.1 out of 4 in 2016 – 17 but 2.6 out of 4 in 2017 – 18) but the rating of popularity of its speaker was very high among F.6 students' parents. Therefore, Hok Yau Club would be invited to give a talk next year but only F. 6 students' parents need to attend the talk. Also, the rundown of the Jupas Guidance Talk in 2018 - 19 would be altered.
- Some teachers reflected in the Teacher Review of 3-year plan that students should join more OLE activities and show more concern for the world. We should help students to build up more effective learning habits such as time management, self-discipline and priority-setting. The life education should be further strengthened. At the same time, it is expected that students can be given more space and time for personal development and students' individual needs could be concerned.

Major Concern: (2)

Professional Learning Community 專業學習社群

2.1 Creating time and space for teachers and students

Achievements

1. Administrative systems such as eBooking, Parent Notice app, ePortal, Google for education were introduced. Around 85% of the parents responded regularly in the ParentApp and 70% of the students responded regularly in the StudentApp. Most teachers expressed these measures can help increase their work efficiency. Review on duties of class teachers and part-time teachers was done and some duties were cut, reduced and reallocated.
2. Quite a lot of duties such as administrative tasks, invigilation, regular patrolling and attending weekly assemblies were reduced. Most teachers welcomed the half-day-off measures during examination period in the second term. Teachers were encouraged to take up 5-week development course during the period.
3. Google for Education was introduced to replace some functions of eClass such as email and knowledge management system. All other Google apps were promoted and used among teachers in teaching and learning as well as administration. They are Gmail, Google Doc, Google Form, Google sheet, Google classroom and Google Hangout, etc.
4. Some external invigilation work has been substituted by external examiners.
5. For the last two cycles of teaching, ECA almost stopped and students could have more time to prepare for their final examination. Teachers could also arrange make-up class to help students.
6. No make-up lesson was arranged in August to allow students to revise on their own and relax in summer vacation.
7. Teachers are invited to give their ideas and suggestions and a review meeting was carried out to discuss at the end of the school term.
8. Completion of student record online was introduced. Most class teachers expressed this measure could increase their work efficiency.
9. Study rooms were arranged for the students to have self-study after school.
10. A comprehensive review on ECA participation had been done. The pre-selection of ECA for F.1 students and summer courses were reviewed and enhanced.

Reflection

- **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 the new staff members.
- Efficiency and effectiveness of **meetings** could be further enhanced at department and school level.
- Space and time should be reserved in **assignments, curriculum, teaching periods, holidays for students' own learning**.

2.2 Professional Development and Interflow within school

Achievements

1. Subject teachers teaching the same form are well collaborating in developing new teaching strategies.
2. The new teacher induction 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. Fruitful sharing among various KLAs has been observed. Cooperation among different subjects/ departments/ forms is beginning to strengthen.
4. About 80% (65% last year) of the teachers agreed that observing lessons conducted by fellow teachers enhanced their teaching strategies effectively and 85% (70% last year) of the teachers learned effectively from experience

sharing of fellow teachers. A total of 10 teachers from three subject departments were awarded with book coupons for sharing their teaching experience in meetings.

5. About 80% (70% last year) of the teachers showed their strong will to develop new strategies in collaboration with teachers of the same subject/form.

Reflection

- Opening classroom for peer observation is welcome by teachers. **More teachers** will be invited to **open their classrooms**.
- It is advisable that there are **foci for class visits**, for example, handling topics that students had difficulties in learning them in the past.
- **Collaboration** and **sharing** among colleagues in enhancing teaching strategies is worth promoting.
- A **more structured and comprehensive** coordination of the new teacher induction was proved to be effective.
- **Sharing of teaching practices** among teachers is very important. Ways of conducting more fruitful sharing needs to be explored. More platforms such as STEM implementation and PSHE KLA review focusing on **cross-discipline professional interflow** can be addressed.
- It is not only important to promote professional dialogues as a practice but also promote the **values** behind it, such as fostering collaboration, building a culture of learning, adopting an open attitude to advice. When teachers share the values, all the above practices will be adopted.
- As viewed from the teachers' survey, teachers in general did not get very familiar with **creativity and learning self-reliance as well as collaboration skills**. The school may provide more staff development programmes in those areas. In addition, a working culture with those skills could indeed cultivate among teachers.

2.3 Professional Development and Interflow beyond school

Achievements

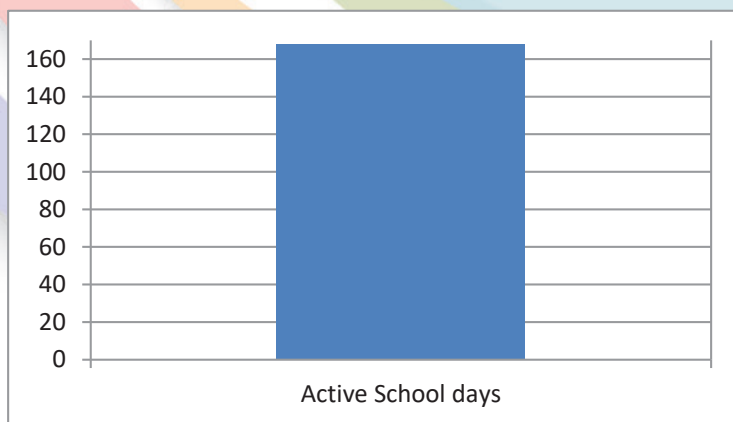
1. A vast amount of lessons has been observed in both BLMCSS and other schools. Teachers have broadened their understanding of the implementation of Self-Regulated Learning and various teaching strategies.
2. A growing number of teachers is adopting new teaching strategies, such as Learn-Think-Present, Flip-the-classroom, Collaborative Learning, etc. Many teachers have joined network of teachers of the corresponding teaching strategies. Interflow of new insights with teachers of BLMCSS and other schools is done regularly.
3. Many teachers have been renowned for sharing their experience such as offering open classrooms and sharing teaching practices through Chief Executive's Award for Teaching Excellence Teachers Association and The Hong Kong Association of the Heads of Secondary School.
4. Two lessons conducted by Ms Man YW (Maths) and Mr Kong KH (Science) were open to the public under the support of the Hong Kong Association of the Heads of Secondary Schools.

Reflection

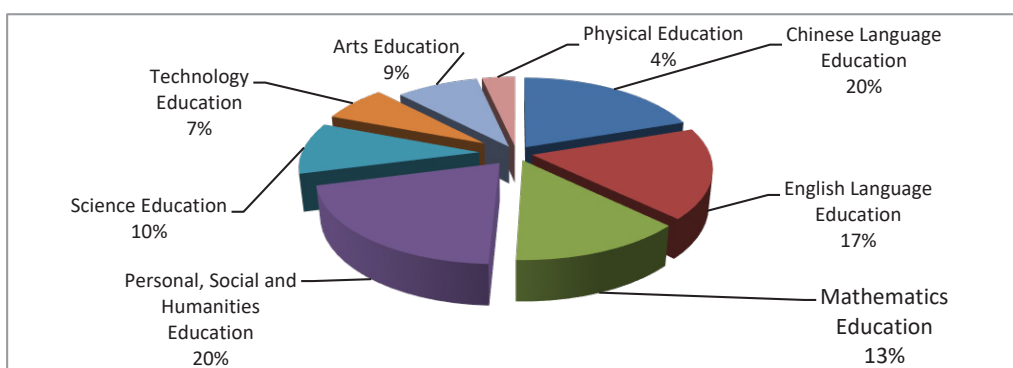
- Interflow of teaching experience among teachers of BLMCSS was well received. The culture of sharing should be promoted on a more organized and regular basis.
- Teachers' interflow of experience should not be limited by sharing only but a more collaborative approach of planning and evaluation in teaching practices should be encouraged.
- More in-depth study or exploration of teaching strategies should be adopted among teachers.
- Open classroom to the public is still a big challenge to our teachers. More encouragement and support are needed.

Our Learning and Teaching

(KPM 5) Number of active school days



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



Catering to 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 time-table 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 redundant learning opportunities was offered to senior students in the school. First, the number of subject combinations in F.4 increased to 105. Second, NSS music in network programme and Applied Learning course 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.

Different kinds of study tours were carried out for enriching the cultural and learning experience of students. There were altogether 5 study tours organized by the school as follows.

	City, Country	Subject / ECA involved	Theme
1	Singapore	English	Cultural experience
2	Kyoto 京都、Ōsaka 大阪、Nara 奈良, Japan	Visual Arts, Chinese History and Life education team	History, Arts and Cultural experience
3	Taipei 台北, Taiwan	Liberal Studies	Cultural experience
4	Dalian 大連、Shěnyáng 瀋陽, China	Chinese History	Modern History

Regarding the OLE, all-round learning experiences under the core and extended curriculum were offered for student development in moral, social, aesthetic, physical and careers domains. Arts Gala and Arts Festival as well as Drama Night were introduced to offer more opportunities for on-stage performance in the school. A Mentorship programme in collaboration with the Rotary Club of Tolo Harbor and Arch Outreach was carried out with a view to enabling our students to get in touch with professionals and providing opportunities for overseas studies at prestigious universities.

Individual Student Planning (ISP) integrated in the NSS curriculum together with the Student Learning Profile (SLP) was fully developed under the cooperation of the Academic Affairs Team, Careers and Guidance Team and IT Team as well as all NSS class teachers. It offers comprehensive and organized self-reflection experiences for career aspirations and study plans.

The rating of (*KPM 09*) stakeholders' perception of teaching as viewed by teachers and students were **4.0 and 3.5** respectively and that of (*KPM 10*) stakeholders' perception of student learning as viewed by teachers, students and parents were **3.5, 3.4 and 3.7** respectively. They are high above the norm but all stakeholders appeared to agree to have room for improvement in the area of student learning as shown in the degree of concerns.

Support for Student Development

In addition to academic development, the school emphasizes personal and social development, careers and life planning of all students equally. We offer different opportunities both inside and outside classroom to cater 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 current needs, more support is given to applications for overseas universities and scholarships.

A whole-school approach (teachers, support staff, parents and students) was adopted in the implementation of Integrated Education in the school with an emphasis on a caring campus environment and peer support. The awareness of teachers towards students with special educational needs (SEN) was developed with individual case presentations in staff meetings, professional development talks and seminars. Also, skills and attitudes through workshops and professional training courses were addressed. **25.7%** of teachers received structural professional courses offered by the EDB.

This year, the Learning Support Grant for Secondary Schools (LSGSS), totally **\$601,398**, was provided by EDB to help strengthen the support for students with SEN to achieve the aims of whole-person development. And the School-based After-School Learning and Support Programmes, in total **\$84,000**, supported the disadvantaged students to participate in after-school activities with a view to facilitating their whole-person development and personal growth.

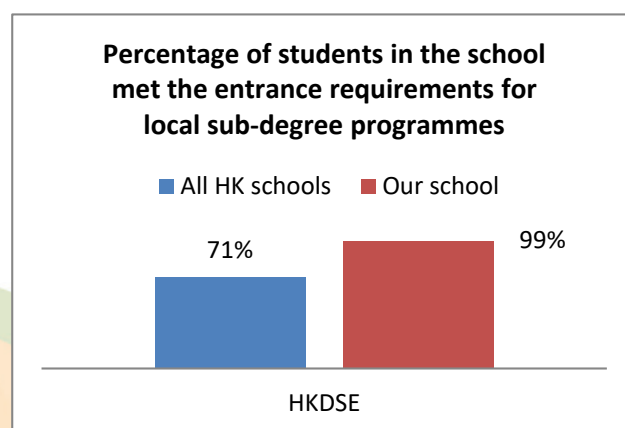
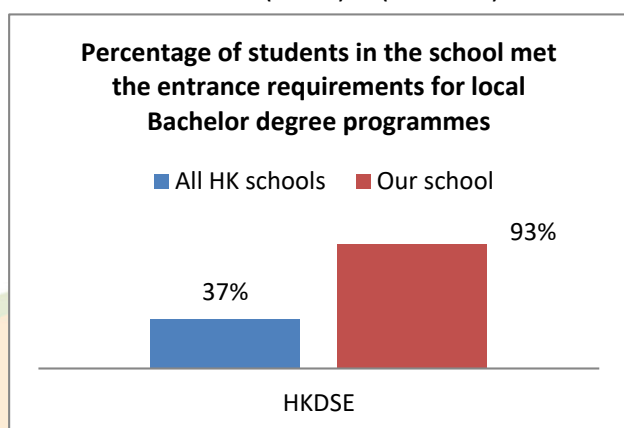
The rating of (KPM 11) stakeholders' perception of support for student development was found to be on average around **4** and that of (KPM 12) stakeholders' perception of school climate was even averaging **3.9**. The above two indexes are high above the norm values. This may reveal that the support for student development in the school is adequate and effective.

Student Performance and Achievement

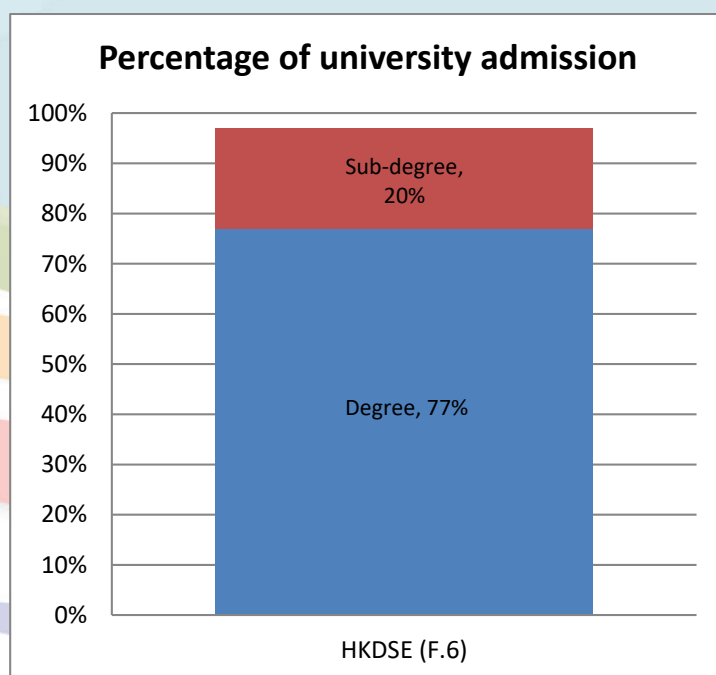
Students had excellent performance in both academic and non-academic areas. They were among the top 10 % of the population.

Academic performance

1. HKDSE Results (2018) (KPM 17)



2. Percentage of university admission of students of our school (2018).



Remarks :

Data of sub-degree includes 19 students (11.6%) with degree offers who chose to study sub-degree programmes according to their careers inspirations.

5. Awards and Achievements

Prize Winners	(A) Academics	Awards
Chinese		
3C Kong Ka Ying	Chinese Plan, organised by The Gifted Education Section of Education Bureau	Bronze Award
5E Hu Zhiyao	The 4th On-the-spot Literary Writing Competition for Hong Kong Secondary School Students, organised by Hong Kong Pupil Literature Monthly Magazine - Senior Secondary	Merit (Senior Form)
5E Pau Ho Wing		Merit (Senior Form)
3C Kong Ka Ying	The 14th Bilingual & Trilingualism Composition and Speech Competition, organised by Rotary Club of Hong Kong Island West and Hong Kong Federation of Education Workers - Junior Secondary	Enter Semi-final
5B Fong Ling Sum	Ditto (Senior Secondary)	Enter Semi-final
3A Chan Yan Ching	'Star of Literature' - The Chinese Secondary School Students Writing Competition (Hong Kong Section) 2016/2017, organised by The Hong Kong Institute for Promotion of Chinese Culture - Senior Secondary	Merit
3A Cheung Wai Chu		Merit
3C Cheung Tsz Yu		Merit

6E Chan Yi Ching	Ditto (Junior Secondary)	Merit
6E Hon Po Yu		Merit
6E Cheung Hok Lam		Merit
3C Chan Chun Lok	2017-2018 Dr. Stephen Chan Joint School Micro-novel Writing Competition, organised by Dr. Stephen Chan Education Foundation Limited & Aberdeen Baptist Lui Ming Choi College	Commended Prize (Junior Form)
5B Lo Wai Yan		Commended Prize (Senior Form)
3E Tong Yi Kiu	The 22 nd Hong Kong School Chinese & English Penmanship Competition, organised by Hong Kong Professional Teachers' Union	Merit
5B Leung Hang Yu	Stewards Slogan Competition (Refer to Chinese Version)	1 st Runner-up
5E Ng Hang Yu		Merit
5E Peng Xinyu		Merit
4D Cheung Ka Yim	The Hong Kong Youth Putonghua Speech Competition (Civic Education), organised by Lions Club of Kwai Tsing Hong Kong and Hong Kong Youth Cultural & Arts Competitions Committee	Merit (Senior Form)
English		
5C Chow Wan Ki	2017-2018 The Hong Kong Young Ambassador Scheme, organised by the Tourism Commission of the HKSAR Government and the Hong Kong Federation of Youth Groups	Hong Kong Youth Ambassador
5D Hung Yik Shuen		Hong Kong Youth Ambassador
5D Yeung Kam Ying Remi		Hong Kong Youth Ambassador
5A So Chuen Yan		Hong Kong Youth Ambassador
4B Wong On Kiu	2018 Hong Kong Inter-school Mock Trial Championship, organised by ARCH Community Outreach	The Honourable Mr. Justice Harris Award
4C Lam Sheung Fan Sapphire		
4D Yeung Ho Laam		
4D Lau Chak Him		
4E To Ka Yue		
5A Ho Zhe Shu Joshua		
5B Fong Ling Sum		
5C Lam Yi Lok		
5D Leung Mei Yee Katrina		
5D Meau Wai Sum		
5D Chan Wing Yin		
5D Chan Wing Yin		Outstanding Barrister Award

Math and Science		
5A Ip Tsz Lok	International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2018, organised by The Hong Kong Academy for Gifted Education	Gold Medal
3C Edward Yan Yang Xu		Honorable Mention
5A Ip Tsz Lok, 5A Suen Kin Wah, 5A Yu Ling Kwan, 5A Zhang Ziang, 4A Poon Yin Ki, 4A Wan King Him	The 35th Hong Kong Mathematics Olympiad, co-organised by the Gifted Education Section of Education Bureau and Hong Kong Federation of Education Workers	Certificate of Merit in the Geometric Construction Section
5A Ip Tsz Lok		Second-class Honour
5A Ip Tsz Lok	The 17th Pui Ching Invitational Mathematics Competition, organised by Pui Ching Academy (Senior Form Final)	Silver Medal
2E Poon Chun Hei	2018 Hong Kong & Macau Mathematical Olympiad Open Contest 'HKMO Open', organised by Education Bureau (Form 2)	Gold Medal
2B Chan Chui		Silver Medal
3B Zhang Yeyang	Ditto (Form 3)	Gold Medal
3A Mui Lok Heng		Silver Medal
3A Li Kin Ip		Bronze Medal
4A Lau Pak Hei	Sing Yin Physics Olympiad 2017-2018	Merit (Top 20)
4A Mo Ka Lok		Merit (Top 20)
3C Edward Yan Yang Xu		Merit (Top 20)
4B Cheng Ka Shun, 4B Hung Tsz Ho, 4B Lee Ngo Ching, 4B Ngan Fung Lam	SciPOP Science Demonstration Contest 2018	Merit
5A Lai Chun Hei	The 1 st Hong Kong Joint School Biology Olympiad, organised by The Hong Kong University of Science and Technology	Winner (Top 4)
Design and Technology		
5A Lai Chun Hei, 5A Lee Ho Yeung, 5A Tsang Chun Kit	World Robot Olympiad 2017, organised by WRO Advisory Council - Hong Kong Selection, Open Category	Champion (Hong Kong representatives at the international WRO)
5A Lee Ho Yeung, 5A Ma Sze Long	Ditto (World Robot Olympiad, Open Category, held in San Jose, Costa Rica)	World Ranking: 5th place among 40 teams
3D Chung Pui Ka, 3E Ieong Kwan Hei, 3E Tau Yan Yau	Ditto (Hong Kong Selection, Regular Category - Junior High)	Champion (Hong Kong representatives at the international WRO)
3D Chung Pui Ka, 3E Tau Yan Yau, 3E Ieong Kwan Hei	Ditto (World Robot Olympiad, Regular Category, held in San Jose, Costa Rica)	Top 10
3B Ho Tin Ngo, 3C Lee Shun Him, 3D Lam Chun Ho	Ditto (Hong Kong Selection, Robot Soccer)	2 nd Runner-up

3C Chung Wai Yin, 3D Chun Pui Ka, 3E Tau Yan Yau, 2A Chow Ho Shing, 2D Ho Chi Hang, 1E Chan Chek Wai, 1E Lee Shun Long, 1E Pang Hei Tung, 1E To Ching Shun Caleb	FIRST LEGO League Robotics Competition 2018, organised by the Hong Kong Federation of Youth Groups	2 nd Runner-up Robot Challenge Award
5A Ma Sze Long, 3C Lee Shun Him, 3D Lam Chun Ho, 2A Chow Ho Shing, 2C Ho Chi Ngo	2018 Hong Kong Robotic Olympiad, organised by Hong Kong Robotic Olympiad (Robot Basketball)	Champion (Hong Kong representatives at the international WRO)
3B Ho Tin Ngo, 2B Wong Kin Chun, 2D Ho Chi Hang, 2D Wong Ching Tung	Ditto	1 st Runner-up (Hong Kong representatives at the international WRO)
5A Lau Ka Him, 5A Lee Ho Yeung, 5A Ma Sze Long, 2C Chung Ho San, 1E To Ching Shun Caleb	Ditto (Robot Water Polo)	Champion (Hong Kong representatives at the international WRO)
3B Ho Tin Ngo, 3C Lee Shun Him, 3D Chung Pui Ka, 3D Lam Chun Ho	Ditto (Robot Soccer)	1 st Runner-up (Hong Kong representatives at the international WRO)
Others		
The School	Hong Kong Physics Olympiad 2018	Honourable Mention for Schools (2 nd)
4A Lau Pak Hei		Second Honor
3C Edward Yan Yang Xu		Second Honor
4A Mo Ka Lok		Honourable Mention
4A Lee Sze Hang Gabriel		Honourable Mention
2A Wang Zhenghao	Hok Yau Club Students' Top Ten News Election News Commentary Competition Junior form (Chinese Section)	Champion

Prize Winners	(B) Sports	Awards
Organised by Hong Kong Schools Sports Federation (Shatin & Sai Kung)		
Boys B	Badminton	1 st Runner-up
Boys C	Badminton	2 nd Runner-up
Girls A	Badminton	The Fifth
Girls B	Badminton	2 nd Runner-up
Boys A	Swimming	The Fifth
Boys B	Swimming	2 nd Runner-up
Boys C	Swimming	The Fifth
Girls A	Swimming	The Fifth

Girls B	Swimming	1 st Runner-up
Girls C	Swimming	2 nd Runner-up
Boys B	Cross-country	The Seventh
Boys C	Cross-country	The Eighth
Girls A	Cross-country	The Sixth
Girls C	Cross-country	The Fifth
Boys B	Athletics	The Seventh
Girls B	Athletics	Champion
Girls C	Athletics	The Fifth
Boys AB	Basketball (Division 2)	The Fifth
Girls AB	Basketball (Division 1)	The Eighth
Girls C	Basketball (Division 1)	The Sixth
Girls C	Handball	3 rd Runner-up
Boys A	Table Tennis	The Fifth
Boys B	Table Tennis	The Fifth
Boys C	Table Tennis	2 nd Runner-up
Girls A	Table Tennis	1 st Runner-up
Girls C	Table Tennis	3 rd Runner-up
Boys AB	Football (Division 1)	3 rd Runner-up
Boys C	Football (Division 1)	Champion
Boys A	Volleyball (Division 2)	Champion
Boys B	Volleyball (Division 2)	Champion
Boys C	Volleyball (Division 2)	The Fifth
Girls A	Volleyball (Division 1)	2 nd Runner-up
Girls B	Volleyball (Division 1)	The Fifth
Girls C	Volleyball (Division 1)	The Fifth
Boys A	Long Distance Run	2 nd Runner-up
Boys B	Long Distance Run	The Seventh
Girls A	Long Distance Run	The Seventh
Girls C	Long Distance Run	The Fifth

Boys	Overall Champion	The Sixth
Girls	Overall Champion	The Fourth
The 21st Outstanding Athletes Election		
5A Chung Yuen Yee	Outstanding Athlete Award (Shatin & Sai Kung)	Elected
5C Tang Ngo Chi		Elected
4B Chan Yan Shing		Elected
3E Tang Cheuk Yin		Elected
Items (Individual/ Relay)		
Swimming		
6A Sung Wing Yan	Girls Grade A 100M Breast Stroke	2 nd Runner-up
4A Chan Mei Yu, 4A Ip Mei Hang Viola, 3E Kwok King Hay Kennis, 3E Tang Cheuk Yin Jennifer,	Girls Grade B 4x50M Medley Relay	1 st runner-up
3E Kwok King Hay Kennis	Girls Grade B 50M Freestyle	1 st Runner-up
3E Kwok King Hay Kennis	Girls Grade B 50M Back Stroke	Champion
3E Tang Cheuk Yin Jennifer	Girls Grade B 50M Butterfly	2 nd Runner-up
3E Tang Cheuk Yin Jennifer	Girls Grade B 100M Back Stroke	2 nd Runner-up
1C Tam Hau Yu Tiffany	Girls Grade C 50M Freestyle	Champion
1C Tam Hau Yu Tiffany	Girls Grade C 50M Back Stroke	1 st Runner-up
1B Chiu Wing Yiu	Girls Grade C 200M Freestyle	Champion
5C Tang Ngo Chi	Boys Grade A 100M Freestyle	2 nd Runner-up
2C Choi Leuk	Boys Grade C 100M Freestyle	1 st Runner-up
2C Choi Leuk	Boys Grade C 200M Freestyle	2 nd Runner-up
4B Chan Yan Shing	Boys Grade B 50M Breast Stroke	Champion
4B Chan Yan Shing	Boys Grade A 4x50M Free style Relay	Champion
2A Lee Chun Hei, 2B Suen Sen Ho, 2C Choi Leuk, 1B Wong Ho Yeung	Boys Grade C 4x50M Medley Relay	2 nd Runner-up
6A Chan Ki Hang	Boys Grade A 50M Back Strok	2 nd Runner-up
1B Wong Ho Yeung	Boys Grade C 50M Back Strok	2 nd Runner-up
Athletics		
3C Yeung Tik Sum	Girls Grade B 100M Hurdles	Champion

4D Kam Yuen Wa	Girls Grade B Long Jump	Champion
4D Kam Yuen Wa	Girls Grade B High Jump	Champion
4A Au Tsz Yan, 4D Chan Ho Yan, 4D Kam Yuen Wa, 4E Man Long Yan, 3C Yeung Tik Sum	Girls Grade B 4x100M Relay	1 st Runner-up
1A Ng Hoi Ki	Girls Grade C High Jump	1 st Runner-up
1A Ng Hoi Ki	Girls Grade C 100M	1 st Runner-up
1C Luk Heung Ping	Girls Grade C Long Jump	2 nd Runner-up
1A Ng Hoi Ki, 1C Luk Heung Ping, 2C Li Cheuk Laam, 2C Woo Wing Yiu	Girls Grade C 4x100M Relay	2 nd Runner-up
5A Ho Yin Chun	Boys Grade B High Jump	2 nd Runner-up
3C Chan Chun Lok	Boys Grade B 4x100M Relay	2 nd Runner-up
Long Distance Run		
3E Tang Cheuk Yin Jennifer	Girls' Grade B	4th Runner-up
5A Ho Zhe Shu Joshua		2 nd Runner-up
Cross Country		
3E Tang Cheuk Yin Jennifer	Girls' Grade B	4th Runner-up
5A Ho Zhe Shu Joshua	Boys Grade A	2 nd Runner-up
2C Choi Leuk	Boys Grade C	The Sixth
Hong Kong-Wide Events		
Judo		
2C Luk Kai Nok	Hong Kong Student Judo Championships 2017 Men Senior-50Kg	2 nd Runner-up

Prize Winners	(C) Aesthetics	Awards
The 69th Hong Kong Schools Speech Festival (Chinese)		
4D Lai Sammie	Putonghua Solo Prose Speaking, Girls	Champion
5B Lo Wai Yan, 5D Ng Hoi Ying	Duologue	Champion
5B Yiu Tsz Tung	Putonghua Solo Prose Speaking, Girls	Champion
1A Ng Yan Tao	Putonghua Solo Verse Speaking, Girls	1 st Runner-up
1B Li Pak Yin Pazu	Cantonese Solo Prose Speaking, Boys	1 st Runner-up
2A Yip Yi	Cantonese Solo Prose Speaking, Girls	1 st Runner-up

2A Ho Tsz Wun Stephanie, 2C Au Hang Ying	Duologue	1 st Runner-up
2D Wong Wing Kiu	Putonghua Solo Verse Speaking, Girls	1 st Runner-up
3C Chan Hei Tung	Putonghua Solo Prose Speaking, Girls	1 st Runner-up
4C Mo Uen Ngai	Cantonese Solo Verse Speaking, Girls	1 st Runner-up
4C Ou Yeung Ching Yee Jeanie	Bible Speaking	1 st Runner-up
4C Choi Lok Tung, 4D Cheung Ka Yim	Duologue	1 st Runner-up
5A Ng Sze Yuet, 5E Ng Yin Wah	Duologue	1 st Runner-up
3C Chan Hei Tung	Cantonese Solo Prose Speaking, Girls	2 nd Runner-up
4C Mo Uen Ngai	Cantonese Solo Prose Speaking, Girls	2 nd Runner-up
4D Yeung Ho Laam	Bible Speaking	2 nd Runner-up
5C Chan Chak Yan Esmong	Putonghua Solo Prose Speaking, Boys	2 nd Runner-up
The 70th Hong Kong Schools Music Festival		
School Senior Mixed Voice Choir	Secondary School Choir Foreign Language Mixed Voice (Second Division -Senior - Age 18 or under)	Second Place
School Intermediate Girls' Choir	Secondary School Choir Foreign Language Girls' Voice (Second Division - Intermediate - Age 16 or under)	Second Place
3A Cao Sze Yuk	Secondary School Vocal Solo (Singing in Chinese -Female Voice- Age 14 or under)	First Place
5E Zhong Pei Tung	Secondary School Vocal Solo (Singing in Chinese -Female Voice- Age 19 or under)	Second Place
5B Meng Fan Ching	Secondary School Vocal Solo (Singing in Foreign Language -Female Voice-Age 16 or under)	Second Place
4A Pong Chi Long Jabez	Secondary School Vocal Solo (Singing in Foreign Language -Male Voice-Age 16 or under)	Second Place
5B Leung Hoi Laam	Secondary School French Horn Solo - Senior	Second Place
2A Ma Hiu Ki	Chinese Composer Piano Solo - Intermediate	Second Place
5B Leung Yue Fung	Zhongruan Solo - Advanced	Second Place
5B Lee Jesse	Secondary School Vocal Solo (Singing in Foreign Language -Tenor - Age 19 or under)	Third Place

5B Tsoi Wai Lam Katie	Secondary School Vocal Solo (Singing in Chinese -Female Voice- Age 16 or under)	Third Place
3C Cheung Tsz Yu	Secondary School Vocal Solo (Singing in Chinese -Female Voice- Age 14 or under)	Third Place
4A Wong Yin Ting	Secondary School Pipa Solo- Advanced	Third Place
1A So Tsz Lun	Secondary School Liuquin Solo- Senior	Third Place
2E Lai Man Huen	Secondary School Zhongruan Solo- Intermediate	Third Place
5B Yung Yu Hom	Secondary School Erhu Solo- Junior	Third Place
The 54th Schools Dance Festival		
Jazz club	Group: The Happy Clowns	Honours Award
Jazz club	Group: Broadway Showgirl	Highly Commended
4D Ng Hiu Ching, 4E Lau Hei Nga	Duet: The Midnight Miracle	Honours Award
5C Ieong Kwan Nok, 5D Tam Hoi Laam, 5D Yu Wing Ka	Trio: The Wally	Highly Commended
Chinese Dance Club	Group : Songs of Happy Magpie	Honours Award
	Group : A Touch of Red	Highly Commended
3B Fung Ching Yan, 3B Wong Yuet Yan, 3C Fung Ching Hei	Trio : June Jasmine	Commended
5B Choy Hiu Ching	Solo : Snow Plum	Highly Commended
Western Dance Club	Group: Polish Dance	Commended
	Group: Scottish Dance	Highly Commended
5C Ieong Kwan Nok, 5E Wong Hau Tung	Modern Dance (Duet): I will be there for you	Highly Commended
2B Yeung Hei Tung, 4D Yeung Yu Ying	Latin Dance (Duet) - Cha Cha Cha	Commended
3E Wong Lok Ching, 4C Choi Lok Tung	Ditto	Commended
2B Yeung Hei Tung, 4D Yeung Yu Ying	Latin Dance (Duet) - Jive	Commended
3E Wong Lok Ching, 4C Choi Lok Tung	Ditto	Commended
4D Yeung Yu Ying, 3E Wong Lok Ching	Children and teenagers Latin Dance Competition 2018, organised by the Asia Dance Sport Council Latin Dance (Duet) - Jive	Champion
4D Yeung Yu Ying, 3E Wong Lok Ching	Ditto - Latin Dance (Duet) - Cha Cha Cha	1 st Runner-up

Drama		
Drama Club	Shatin Drama Festival 17/18 Name of Play: Dream Robber	Best Costume Design
4B Ngan Fung Lam		Best Makeup (Individual)
Drama Club		Best Makeup (Team)
5B Nicole Lai, 5E Pau Ho Wing	Hong Kong School Drama Festival 17-18 (Cantonese) Name of Play: Dream Robber	Award For Outstanding Director
Drama Club		Award for Outstanding Stage Effect
Drama Club		Award for Outstanding Cooperation
Prize Winners	(D) Recreational & Miscellaneous	Awards
3A Ho Jun Yin, 3A Tang Ka Lok, 3A Wong Hei Shun, 3B Chan Ho Yin, 3E Lai Hoi Shun	2018 Drone Video Taking Competition, organised by Rotary Club of Tolo Harbour	Merit
6A Lau Lak Tao , 4B Tang Hok Yee , 4E Tse Yuet Sum, 3C Edward Yan Yang Xu 2E Cheung Sze Man	The Twelfth Hong Kong Cup Diplomatic Knowledge Contest, organized by the Commissioner's Office of China's Foreign Ministry in the HKSAR, the Education Bureau of the HKSAR government and the Better Hong Kong Foundation	Bronze Medal
Mind Broadening Club	Ditto	The Best Performance Award
Mind Broadening Club	Ditto	The Most Active Participation Award
3C Edward Yan Yang Xu 1E Kwok Ling Fung , 1E Lee Shun Long	The 4th Territory-wide Inter-school Basic Law Competition, organised by the Education Bureau of the HKSAR government	2 nd Runner-up
Mind Broadening Club	Ditto	The Most Active Participation Award
6C Ng Chin Hei	Red Cross Youth of the Year 2017	Elected
Hong Kong Red Cross Youth Unit 109	Hong Kong Red Cross Youth Units Service Project - Final (East New Territories Divisional Headquarters)	1 st Runner-up
Hong Kong Red Cross Youth Unit 109	Hong Kong Red Cross Youth Units Youth First Aid Competition - Final (East New Territories Divisional Headquarters)	2 nd Runner-up
Hong Kong Red Cross Youth Unit 109	Hong Kong Red Cross Youth Units - Service Shield (East New Territories Divisional Headquarters)	2 nd Runner-up
Hong Kong Red Cross Youth Unit 109	Hong Kong Red Cross Youth Units - Service Shield	Certificate of Recognition

Hong Kong Red Cross Youth Unit 109	Hong Kong Red Cross Youth Units Outstanding Units Competition	Certificate of Recognition
4C Chong Tin Tak	2017-2018 CYC Shatin-district Inter-school Chinese Chess Competition (Senior)	Champion
4E Chan Kwan Ho	Ditto	First runner up
5C Chan Chi Ho	Ditto	Second runner up
5B Zhao Chu Qiao	2018 The Outstanding Girl Guide Award Election, organised by Hong Kong Girl Guides Association	The Outstanding Girl Guide Award
Name (Class of 16-17)	(E) Awards received from June to Aug, 2017	Awards
Outstanding Athletes Election		
6B Kwok Chun Him Wallace	Grantham Outstanding Athlete Awards (New Territories)	Outstanding Athlete (Badminton)
2A Yeung Tik Sum	20th Outstanding Athlete Award (Shatin & Sai Kung)	Elected
3B Chan Mei Yu		Elected
4B Cheng Wang Hei		Elected
4C Tang Ngo Chi		Elected
Organisations and Items		
6A Li Yang Hong	48th International Physics Olympiad (held in Rio de Janeiro, Brazil)	Gold Medal
6E Leung Wing Chun	2016-2017 Hong Kong Young Historian Award, organised by HKU Master of Arts in Chinese Historical Studies Alumni Association	Young Historian Award
5A Chan Ki Hang, 5A Ho Man Kai, 5A Ng Ting Chun,4A Chan Lok Hin	Rose Bowl, organized by Secondary School Bridge League	Champion
5A Ma Sze Long 2D Ho Chi Hang	2017 International Robotic Olympiad, organised by Hong Kong Robotic Olympiad (Robot Basketball, held in Liaoning, China)	Champion
6B Chan Lok Yee, 2B Wong Kin Chun, 2D Wang Zheng Tong	Ditto (Robot Basketball, held in Liaoning, China)	1 st Runner-up
1A Chow Ho Shiung, 1A Chung Ho San, 1A Sung Cheuk Yat, 1A Yeung Yiu Ching, 1D Sung Cheuk Hei, 1C Chan Chui, 1C Hung Man Kit, 1C Lo Pak Yu, 1D Chin Ching, 1D Chu Chun, 1D Lau Wai Lam, 1D Zhao Cheuk Hei Jasper	“Our Glamorous Victoria Harbour” Hong Kong Secondary Schools 3D Printing Design Competition, organised by Hong Kong Productivity Council	Break the Guinness World Record

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

(i) Sports

HK Schools Sports Federation (Shatin & Sai Kung Area, 2017-2018)

● Group Award

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

● Individual / Relay Award

Medal	Gold	Silver	Bronze
Number	8	9	12

● Territory-wise and Regional Award

The 21st Outstanding Athletes Election		
5A Chung Yuen Yee	Outstanding Athlete Award (Shatin & Sai Kung)	Elected
5C Tang Ngo Chi		Elected
4B Chan Yan Shing		Elected
3E Tang Cheuk Yin		Elected

(ii) Speech Festival

Individual /Group awards	First	Second	Third
Number	6	18	7

(iii) Dance Festival

Individual /Group awards	Honors Award	Highly Commended	Commended
Number	3	6	6

(iv) Music Festival

Individual /Group awards	First	Second	Third
Number	1	8	7

Choir

School Senior Mixed Voice Choir	Secondary School Choir Foreign Language Mixed Voice (Second Division -Senior - Age 18 or under)	Second Place
School Intermediate Girls' Choir	Secondary School Choir Foreign Language Girls' Voice (Second Division - Intermediate - Age 16 or under)	Second Place

(v) Drama Festival

Drama Club	Shatin Drama Festival 17/18 Name of Play: Dream Robber	Best Costume Design
4B Ngan Fung Lam		Best Makeup (Individual)
Drama Club		Best Makeup (Team)
5B Nicole Lai, 5E Pau Ho Wing	Hong Kong School Drama Festival 17-18 (Cantonese) Name of Play: Dream Robber	Award For Outstanding Director
Drama Club		Award for Outstanding Stage Effect
Drama Club		Award for Outstanding Cooperation

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

Individual Awards	Gold	Sliver	Bronze
Number	1	2	0

Financial Summary

Baptist Lui Ming Choi Secondary School (Not yet audited)
School Financial Report (2017-2018)

	Balance b/f (\$)	Income (\$)	Expenditure (\$)	Balance c/f (\$)
Balance B/F (Government Funds and School Funds)				
I. Government Funds				
(1) EOEBG Grant	875,273.28	0.00	(29,877.65)	905,150.93
(a) School Specific				
① Admin Grant / Revised Admin Grant		4,055,336.36	4,701,426.96	(646,090.60)
② Noise Abatement Grant		212,770.00	214,771.60	(2,001.60)
③ Composite Information Technology Grant		437,948.00	284,622.73	153,325.27
④ Capacity Enhancement Grant		600,851.00	553,286.00	47,565.00
Air-conditioning Grant		0.00	0.00	0.00
Sub-total		5,306,905.36	5,754,107.29	(447,201.93)
(b) Non-School Specific				
Baseline Reference Grant		2,287,303.35	2,531,725.45	(244,422.10)
Other Income		143,003.17		143,003.17
Sub-total	0.00	2,430,306.52	2,531,725.45	(101,418.93)
(a + b) Sub-total		7,737,211.88	8,285,832.74	(548,620.86)
(c) ① Fund set aside for Long Service Payment	237,231.14	(27,057.31)		210,173.83
② Unspent Balance refundable to EDB			0.00	0.00
(c) Sub-total	237,231.14	(27,057.31)	0.00	210,173.83
(a to c) Total	1,112,504.42	7,710,154.57	8,255,955.09	566,703.90
(2) Salary Grant	(2,418.86)	53,633,699.72	53,631,727.34	(446.48)
(3) Teacher Relief Grant	0.00	3,943,525.26	2,844,020.98	1,099,504.28
(4) Grant Accounts Outside EOEBG				
(a) Committee on Home-School Co-operation Project	0.00	23,372.00	23,372.00	0.00
(b) Fringe Benefits under the Enhanced NET Scheme	0.00	8,050.00	8,050.00	0.00
(c) School-based After-school Learning and Support Programmes	0.00	84,000.00	84,000.00	0.00
(d) Other Recurrent Grant - Rent & Rate Grant	0.00	449,012.00	449,012.00	0.00
(e) Learning Support Grant	136,630.07	601,398.00	638,639.50	99,388.57
(f) Diversity Learning Grant	36,261.75	105,000.00	100,435.60	40,826.15
(g) Diversity Learning Grant (Applied Learning)	0.00	28,650.00	28,650.00	0.00
(h) Careers & Life Planning Grant (8-2018)	98,615.50	0.00	98,615.50	0.00
(i) Enriched IT Activities Programme	0.00	49,980.00	19,980.00	30,000.00
(j) One-off Grant for WiFi & Mobile Computing Devices (8-2019)	105,900.00	0.00	0.00	105,900.00
(k) Extra Composit IT Grant ITE4 (1617 8/2018)	61,780.00	84,940.00	80,860.00	65,860.00
(l) After-Sch Support for NCS Students	21,703.00	50,000.00	49,835.90	21,867.10
(m) One-Off IT Grant for e-Learning in School (8-2019)	167,426.25	0.00	167,426.25	0.00
(n) One-off Grant for the Promotion of STEM Education (8-2019)	195,733.75	0.00	40,936.30	154,797.45
(o) One-off Gt for the Promotion of Chin Hist & Culture (8-2020)	0.00	150,000.00	10,648.00	139,352.00
(p) IT Staffing Support Grant (8-2019)	0.00	300,000.00	128,257.52	171,742.48
(q) Hong Kong School Drama Festival	0.00	3,250.00	3,250.00	0.00
(r) Promotion of Reading in Schools (8-2019)	0.00	0.00	0.00	0.00
(s) Hong Kong Jockey Club Life Wide Learning Fund	0.00	0.00	0.00	0.00
(4) Sub-total	824,050.32	1,937,652.00	1,931,968.57	829,733.75
(5) Other Charges Account	103,079.32	0.00	103,079.32	0.00
(6) Employer's Contributions to Provident Fund / Mandatory Provident Fund Scheme for Non-Teaching Staff Account	0.00	428,000.00	440,324.10	(12,324.10)
(I) Total	2,037,215.20	67,653,031.55	67,207,075.40	2,483,171.35
II. School Funds				
(1) Specific				
(a) Collection of fees for specific purposes (Air-conditioning)	0.00	203,364.00	283,111.00	(79,747.00)
(b) Collection of fees for specific purposes (Special Subscription Fee)	0.00	828,000.00	844,923.01	(16,923.01)
(c) School Development Fund	1,824,395.72	1,981,796.12	2,016,081.55	1,790,110.29
(d) Ms Shirley Ngai Education Fund	439,784.59	51,075.28	103,909.20	386,950.67
(e) New Annex Building Development Reserve *	8,730,500.00	800,000.00	0.00	9,530,500.00
Sub-total	10,994,680.31	3,864,235.40	3,248,024.76	11,610,890.95
(2) General	1,804,581.75	0.00	0.00	1,804,581.75
(a) Tong Fai		149,120.00		149,120.00
(b) Rental and hiring charges		458,218.96	135,287.58	322,931.38
(c) Others		1,336,367.16	1,573,680.18	(237,313.02)
(a-c) Sub-total	1,804,581.75	1,943,706.12	1,708,967.76	2,039,320.11
(d) Smartcard I&E	720,045.71	193,599.92	15,613.70	898,031.93
(II) Sub-total	13,519,307.77	6,001,541.44	4,972,606.22	14,548,242.99
Grand Total	15,556,522.97	73,654,572.99	72,179,681.62	17,031,414.34
Total surplus for school year				1,474,891.37
Accumulated surplus as at the end of school year				17,031,414.34

* Transfer \$800,000 from (II 1c to e) for New Annex Building Development Reserve

Feedback on Future Planning

Management and School Advancement

The school will apply for the **P.I.E.** concept at three levels: professional learning at the departmental level; organizational learning at the school level and student learning at the personal level.

Organizational Learning : Getting used to the procedures and practices of SA and bettering the knowledge management of the school. Self Evaluation and reflection are to be made a routine to facilitate a meaningful, effective and efficient practice towards the learning community.

The Way forward

- (1) Building learning networks / circles with other schools in Hong Kong and overseas
- (2) Building supporting networks with educational institutes and professional teaching associations
- (3) Enhancing and modifying appraisal system and policy
- (4) Bettering knowledge management with administrative guides, staff operation handbooks, intranet drives and Google applications, etc.

Professional Learning : Planning in departments and teams is in line with the development plan and promoting knowledge management. Evidence-based management will be applied in which interpretation of data and focusing on mismatch and development will be emphasized. Building an effective learning community will be our next focal development.

The Way forward

- (1) Learning culture of school staff (Classroom observation, reflective practices, professional training and learning)
- (2) Professional interflow among teachers inside and outside the school
- (3) Promoting teachers' training with focus on L&T

Student Learning : promoting ISP in lower forms with an SLP on-line 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 refine 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 realise 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 eLearning 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