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1. OUR SCHOOL

1.1 School Vision & Mission

The Church of Christ in China has the following vision, mission and core values:

Vision Statement

- Together we nurture the lives of our students.
- Hand in hand we witness the love of God.
(並肩培育豐盛生命，攜手見證基督大愛)

Mission Statement

Motivated by the Love of Christ and convinced of the value of man, we strive to provide quality education to our students, to elicit their potential and to share with them the holistic views of the gospel. We also pledge to educate our students to be good citizen so that they can make contribution to our society and our country.

Core Competence

- Evangelism and Service, Loving and Caring (傳道服務、愛心關懷).
- Whole-person education for all (有教無類、全人教育).
- Positive, Progressive and commitment (積極進取、勇於承擔).

1.2 Directions of Premier Wen Jiabao

Core Directions laid down in Premier Wen's reply letter dated 29 July 20071.

1. Strong and Healthy (壯健)
2. Wide Exposure and Eager to learn (博學)
3. Keep striving for excellence (進步)
4. Enjoy learning (愉快)

Core Directions of Premier Wen's Calligraphy Scroll:

杜鵑再拜憂天淚，精衛無窮填海心

1. Commitment to Hong Kong and the nation (熱愛並建設香港和祖國)
2. Perseverance (堅毅)

1.3 Principal's Pledge – Vision and Mission

Our society is constantly changing. A school into the 21st century must face changes in political, economic, social, demographic and cultural aspects of the society, information technology development, globalization, knowledge-based society and post-modernity. Schools need to have good management to face these changes and to ensure the adaptation of the students to such environment.

My visions are:

(1) School should have **quality management** and a team of **highly professional staff** working with all stakeholders to provide a **quality environment for student development**.

(2) All students should:

- Enjoy learning, be effective in communication (bi-literate & tri-lingual), be creative, and have sense of commitment (樂善勇敢);
- Have all-round development (excellence in all areas covering ethics, intellect, physique, social skills, aesthetics and spirituality) (全人發展);
- Be capable of life-long learning (終身學習);
- Make contributions to the society, our country and the World. [sense of responsibility for our country and sense of responsibility for the World — (面向中國，懷抱天下);
- Be developed as leaders.

In summary, my vision is to attain good quality in 10 aspects under two domains of school management and student development. My mission is to accomplish these visions:

<i>School Management</i>	<i>Student Development</i>
<i>1. Quality management</i>	<i>5. Quality all-round education</i>
<i>2. Quality staff</i>	<i>6. Quality life-long learners</i>
<i>3. Quality partnership with stakeholders</i>	<i>7. Quality citizens</i>
<i>4. Quality environment</i>	<i>8. Quality national citizens</i>
	<i>9. Quality international citizens</i>
	<i>10. Quality leaders</i>

The English Slogan of the Vision is : Aiming at 10 Q'

Principal's Core Directions:

- Leadership building(培育精英)
- Excellence in academic studies and conduct(品學齊升)
- Developing students' potential to the full(發展潛能)
- Commitment to the society(回饋社群)
- Keep striving for excellence (追求卓越)
- Whole person development(邁向完人)
- Commitment to the nation(心繫祖國)
- International exposure(面向世界)
- Commitment to the world(懷抱天下)
- Loyalty to God and serving God(終身侍主)

1.4 School Profile

The Church of Christ in China Kwei Wah Shan College was established in 1977 and run by the Hong Kong Council of the Church of Christ in China (HKCCC). Previously, the college was a private non-profit-making secondary school participating in the government's bought-place scheme and obtaining per capita grant. Following the government's enforcement of the nine-year free and compulsory education in 1978, we were invited to change over to a fully government subsidized school in three stages over a period of three years, starting from 1979. The school has been providing all-round education for her students in the *past 32 years*.

1.5 School Campus and Facilities

The school is situated at the junction of Cloud View Road and Braemar Hill Road in the mid-level area of North Point on the Hong Kong Island. It covers an area of 5,300 square metres. The school complex consists of a five-storey building with 24 standard classrooms, 4 laboratories (including the Physics, Chemistry, Biology and Integrated Science laboratories), and 10 special rooms, namely, Multi-media Learning Centre (MMLC), Library, Dancing Room, Visual Arts Room, Home Economics Room, Music Room, Design & Technology Room, Multi-purpose Room and 2 Computer Rooms. There are also an assemble hall and a canteen with a seating capacity of 900 and 300 respectively. All the facilities are air-conditioned and meet the specifications laid down by the Education and Manpower Bureau. In the campus, there are also two basketball courts, one volleyball court and a covered playground and reading corners at every lobby. The school also provides each student with a locker.

2. MANAGEMENT AND ORGANIZATION

2.1 Composition of School Management Committee (SMC)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Total no. of members in SMC	11	11	11	11	11	11	14	15
No. of school sponsoring body members	5	5	5	5	5	5	8	8
Principal as a member of the SMC	1	1	1	1	1	1	1	1
No. of teachers	3	3	3	3	3	3	2	2
No. of parents	1	1	1	1	1	1	2	2
No. of alumni	1	1	1	1	1	1	1	1
No. of independent member(s)	0	0	0	0	0	0	0	1

2.2 Staff's Perception of School Management (KPM 1)

	08/09
School Management	3.80

2.3 Staff's Perception of Professional Leadership (KPM 2)

	03/04	04/05	05/06	06/07	07/08
Competence & attitude of principal	3.44	3.45	4.37	3.91	3.84
Competence & attitude of vice-principal	3.09	2.95	2.77	3.11	3.30
Competence & attitude of middle managers	3.92	3.98	3.86	3.89	3.93

	08/09
Principal in aspects of Leadership & Monitoring and Collaboration and Support	3.80
Vice-principal in aspects of Leadership & Monitoring and Collaboration and Support	3.10
Middle managers in aspects of Leadership & Monitoring and Collaboration and Support	3.80

2.4 Teachers' Continuous Professional Development (CPD) (including KPM 3)

	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Average no. of CPD hours undertaken by teachers	7.5	45.5	90.2	145.8	115.5	120.2	154.5
No. of CPD hours undertaken by principal	195	143	128	320	381	380.5	268
Staff Perception on Teachers' Professional development (KPM 03)	---	3.04	3.40	3.61	3.70	3.70	3.70

2.5 Teacher Qualification and Experience

2.5.1 Highest academic qualifications attained by teachers (Percentage)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Percentage of teachers with master or above qualification	15.04	14.04	17.54	21.15	20.41	23.40	26.09	25.53
Percentage of teachers with degree qualification	56.14	56.14	56.14	71.15	73.47	70.21	67.39	72.34
Percentage no. of teachers with tertiary non-degree qualification	29.31	29.82	26.32	7.69	6.12	6.38	6.52	2.13

2.5.2 Professionally-trained teachers (Percentage)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Percentage of professionally-trained teachers*	96.55	98.25	98.25	98.08	97.96	100	95.65	91.49

2.5.3 Subject-trained teachers in the core-three subjects (Percentage)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
No. of subject-trained* Chinese Language teachers (Percentage)	50.00	56.25	56.25	57.14	69.23	76.92	76.92	90.9
No. of subject-trained* English Language teachers (Percentage)	57.14	57.14	64.29	61.54	53.33	71.43	90.91	100
No. of subject-trained* Mathematics teachers (Percentage)	38.46	46.15	42.86	50.00	63.64	72.73	55.56	75.0

2.5.4 Teaching experience (Percentage)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
No. of teachers with 0 to 2 years of experience (Percentage)	1.7	3.51	8.77	5.88	4.08	2.13	6.52	14.89
No. of teachers with 3 to 5 years of experience (Percentage)	5.20	3.51	1.75	3.92	6.12	6.38	6.52	4.26
No. of teachers with 6 to 10 years of experience (Percentage)	39.70	40.35	36.84	17.65	8.16	8.51	6.52	10.64
No. of teachers with over 10 years of experience (Percentage)	53.4	52.63	52.64	72.55	81.64	82.98	80.44	70.21

2.5.5 Teachers meeting LPR (Percentage)

	02/03	03/04	04/05	05/06	06/07	07/08	08/09
No. of English teachers meeting LPR (%)	21.43	35.71	38.46	33.33	92.86	100.00	100.00
No. of Putonghua teachers meeting LPR (%)	33.33	66.67	100.00	100.00	100.00	100.00	100.00

2.6 School Expenditure on Learning and Student Support

S1-S7 (Per Student)	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Budgeted total expenditure of all subjects, as well as library resources per student	\$334.3	\$341.9	\$313.4	\$340.2	\$110.5	\$357.9	\$466.5	\$476.6
Actual total expenditure of all subjects, as well as library resources per student	\$274.5	\$239.6	\$194.9	\$226.6	\$331.4	\$398.7	\$699.9	\$520.3
Budgeted total expenditure on student support per student	\$865.5	\$655.7	\$873.9	\$975.9	\$311.9	\$734.8	\$1,053.5	\$1,522.1
Actual total expenditure on student support per student	\$815.4	\$607.9	\$865.5	\$830.1	\$1,247.5	\$1,095.4	\$1,112.1	\$1532.7

3. OUR LEARNING AND TEACHING

3.1 Number of active school days (including KPM 4)

3.1.1 The no. of days in a school year with regular classes for

Level	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09**
S1	144	147	150	154	151	154	156	185
S2	144	147	150	154	151	154	156	185
S3	144	147	150	154	151	154	159	185

3.1.2 Exclusive of 3.1.1, the no. of days in a school year with learning activities organized for the whole school or whole-class level of students for

Level	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
S1	---	---	9	10	17	22	26	23
S2	---	---	9	10	14	16	20	23
S3	---	---	10	10	15	17	20	23

* The following guiding principles apply: a. learning is available and appropriate to students' ability levels; b. the learning targets of KLA curriculum guides are used to design the activities; c. all students are involved and entitled to learning opportunities in one way or the other through participating in events, organizing, helping or supporting, and are not just spectators; and d. the activities are organized with educational purposes and on structured learning.

** From 08/09 onwards, the days counted include the days with learning activities.

3.2 Lesson time for the 8 Key Learning Areas (KLAs) (KPM 5)

S1-S3: Percentage of lesson time allocated to KLAs as per school timetable

Key Learning Area	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Chinese Language Education	16.10	16.10	16.10	17.26	16.92	17.50	18.25	20.88
English Language Education	17.90	17.90	17.90	17.86	17.69	19.20	21.50	21.67
Mathematics Education	14.30	14.30	14.30	14.29	14.12	14.10	15.00	16.67
Personal, Social & Humanities Ed.	26.20	26.20	26.20	22.62	22.22	15.00	13.50	12.50
Science Education	11.30	11.30	11.30	10.71	10.55	11.70	8.25	5.00
Technology Education	5.40	5.40	5.40	7.14	6.98	11.70	10.00	11.67
Arts Education	5.40	5.40	5.40	6.54	5.20	5.80	8.50	6.67
Physical Education	3.60	3.60	3.60	3.57	6.32	5.00	5.00	5.00

3.3 Teachers' Perception of Curriculum and Assessment (KPM 6)

	03/04	04/05	05/06	06/07	07/08	08/09
Curriculum planning & organisation (Teachers)	3.53	3.68	3.96	3.90	3.91	---
Curriculum management (Teachers)	3.52	3.57	3.72	3.74	3.81	---
Performance assessment (Teachers)	3.74	3.80	3.90	3.90	3.87	---
Curriculum and Assessment (Teachers)	---	---	---	---	---	3.90

3.4 Stakeholders' Perception of Teaching (KPM 7)

	03/04	04/05	05/06	06/07	07/08	08/09
Teaching strategies & skills (Teachers)	4.14	4.18	4.15	4.17	4.22	---
Teachers' knowledge & attitude (Teachers)	4.28	4.34	4.36	4.22	4.36	---
Teaching (Teachers)	---	---	---	---	---	4.00
Teaching strategies & skills (Students)	3.19	3.00	3.27	3.29	3.25	---
Teachers' knowledge & attitude (Students)	3.57	3.36	3.67	3.61	3.52	---
Teaching (Students)	---	---	---	---	---	3.60

3.5 Stakeholders' Perception of Student Learning (KPM 8)

	03/04	04/05	05/06	06/07	07/08	08/09*
Student learning (Teachers)	2.97	2.98	3.11	3.28	3.16	3.30
Student learning (Students)	3.14	2.92	3.08	3.20	3.26	3.50
Student learning (Parents)	3.05	3.16	3.22	3.17	3.22	3.70

* new questionnaire set in 2008/09

3.6 Students' Reading Habit

3.6.1 Students' frequency of borrowing reading materials from the school library

S1-S3		03/04	04/05	05/06	06/07	07/08	08/09
	Percentage of students						
	Once a week or more frequently	25.18	29.03	33.02	23.77	36.39	32.11
	Once every two weeks	24.69	21.70	24.21	20.99	22.78	24.50
	Once a month	26.41	26.76	17.92	21.60	19.94	21.52
	Less than once per month	19.80	18.16	19.50	32.72	18.35	19.20
	Never	0.04	4.35	5.35	0.93	2.53	2.64

3.6.1 Students' frequency of borrowing reading materials from the school library

S4-S7	Percentage of students	03/04	04/05	05/06	06/07	07/08	08/09
	Once a week or more frequently	7.24	12.30	10.98	6.49	11.60	10.61
	Once every two weeks	14.47	26.88	24.82	15.21	25.06	24.76
	Once a month	32.89	31.66	28.64	25.28	28.54	29.48
	Less than once per month	34.30	28.25	31.98	35.12	27.84	28.06
	Never	10.96	0.91	3.58	17.90	6.96	7.07

3.6.2 Average no. of reading materials borrowed from the school library by students in a school year

Key Stage	03/04	04/05	05/06	06/07	07/08	08/09
S1-S3 (Average)	30.2	36.9	35.2	24.5	39.5	32.6
S4-S7 (Average)	13.4	19.7	18.5	10.9	13.0	10.9
S1-S7 (Average)	21.3	27.9	25.8	18.0	24.1	20.6

3.6.3 Teachers', parents' and students' views on Student Reading Habits

	03/04	04/05	05/06	06/07	07/08	08/09*
Teachers	3.22	3.08	3.22	3.44	3.36	3.3
Parents	3.00	3.26	3.32	3.31	3.30	3.6
Students	3.17	3.02	3.22	3.22	3.32	3.6

* figures based on one question set in new questionnaires 2008/09

3.7 Provision of Co-curricular Activities

3.7.1 No. of ECA clubs/interest groups in the following 5 categories

Category	03/04	04/05	05/06	06/07	07/08	08/09
Academic	9	9	10	10	9	9
Sports	5	6	6	8	8	10
Art	5	5	6	6	6	7
Interest	5	4	5	5	7	5
Social services	9	9	7	6	5	5

3.7.2 Total number of learning activities* organised by KLA subjects to extend, enable and enrich students' learning

	04/05	05/06	06/07	07/08	08/09
S1-S3	34	41	43	56	69
S4-S7	34	39	42	50	65

4. SCHOOL ETHOS AND STUDENT SUPPORT

4.1 Stakeholders' Perception of Support for Student Development (KPM 9)

	08/09
Support for Student Development (Teachers)	3.9
Support for Student Development (Students)	3.6
Support for Student Development (Parents)	4.0

4.2 Stakeholders' Perception of School Climate (KPM 10)

	03/04	04/05	05/06	06/07	07/08	08/09
School Climate (Teachers)	3.61	3.62	4.02	3.77	3.71	3.90
School Climate (Students)	3.44	3.14	3.41	3.51	3.49	3.60
School Climate (Parents)	3.19	3.71	3.67	3.67	3.86	4.20

* The figures used for 03/04 up till 2007/08 are based on stakeholders' views on school culture

4.3 Destination of Graduates (KPM 11)

4.3.1 No. of S5 graduate students in the following destination categories (Percentage)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
S6 course	20.90	15.94	14.46	12.58	25.34	23.03	20.39	26.6
S5 course	14.18	30.43	3.61	7.95	13.01	8.55	13.82	8.6
Local full-time post-secondary / vocational training course	8.21	3.62	4.22	50.99	39.73	38.16	29.95	38.8
Overseas studies / mainland	0.00	0.72	0.00	4.64	3.42	3.29	2.63	4.4
Full-time employment	0.75	1.45	0.00	18.54	13.70	14.47	23.68	10.8
Others	0.75	5.07	0.00	4.64	3.42	3.95	4.61	7.2
Unknown	64.93	47.10	78.31	0.66	0.68	1.97	2.63	3.6

4.3.2 No. of S7 graduate students in the following destination categories (Percentage)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Local universities course	11.54	5.17	23.21	10.17	3.23	10.81	18.92	9.1
S7 course	3.85	12.07	0.00	3.39	17.74	5.41	14.86	22.7
Local full-time post-secondary /vocational training course	15.38	20.69	8.93	52.54	53.23	60.81	36.49	48.5
Overseas studies	1.92	3.45	0.00	3.39	6.45	9.46	5.41	6.1
Full-time employment	0.00	0.00	0.00	22.03	14.52	6.76	17.57	10.6
Others	3.85	5.17	0.00	6.78	1.61	0.00	4.05	1.5
Unknown	69.23	56.90	67.86	1.69	1.61	0.00	0	1.5

4.4 Parents' Views on Home-school Partnership (KPM 12)

	03/04	04/05	05/06	06/07	07/08	08/09
Home-school partnership	3.18	3.55	3.6	3.53	3.61	3.90

4.5 Students' attitudes to school (KPM 13)

Mean score of students' attitudes to school (based on date of the survey)

Sub-scale	05/06	06/07	07/08	08/09
General satisfaction	2.37	2.37	2.39	2.50
Negative affect	2.10	2.01	2.00	2.03
Teacher-student relationships	2.66	2.74	2.74	3.04
Social integration	2.81	2.78	2.80	2.97
Achievement	2.42	2.36	2.37	2.52
Opportunity	2.62	2.70	2.72	2.76
Adventure	2.49	2.41	2.42	2.62

5. PERFORMANCE OF STUDENTS

5.1 Pre-Secondary 1 Hong Kong Attainment Test (KPM 14)

S1 Test (Average raw score)	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Chinese	48.10	43.30	37.10	43.20	53.06	52.12	45.18	45.30
English	34.80	30.30	31.40	32.20	41.63	40.32	27.12	28.30
Mathematics	39.40	33.90	36.10	40.90	30.12	29.49	38.53	40.70

5.2 Secondary 3 Territory-wide System Assessment (KPM 15)

S3 Test (Passing %)	05/06	06/07	07/08	08/09
Chinese	39	52	51	50
English	30	48	27	31
Mathematics	45	56	50	50.

5.3 Public Examination Results (KPM 16)

5.3.1 HKCEE	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Percentage of students in the school awarded 14 points or more in the best 6 subjects	5.20	5.60	8.10	3.50	5.10	6.60	3.10	8.70

5.3.2 HKALE	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Percentage of students in the school awarded the minimum entrance requirements for local degree courses	37.50	28.80	30.40	13.60	14.80	19.60	15.00	21.00

5.4 Student Participation in Territory-wide Inter-school Events (KPM 18)

Total no. of students participated in any of the following inter-school events (entire school year)

Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, Hong Kong School Drama Festival, School Dance Festival, Inter-school/inter-port sports events organised by the HK Schools Sports Federation/Hong Kong Sports Association for the Mentally Handicapped

	03/04	04/05	05/06	06/07	07/08	08/09
S1-S3	103	100	234	236	284	172
S4-S7	90	93	81	106	108	219

Percentages of Students participating in inter-school events

	03/04	04/05	05/06	06/07	07/08	08/09
S1-S3	24.64	24.63	68.62	64.84	86.59	58.3
S4-S7	19.11	20.85	18.49	23.04	23.68	49.7

5.5 Student Participation in Uniform/Social and Voluntary Services Groups (KPM 19)

Total no. of students participated in any of the uniform/social and voluntary services groups (entire

school year) HK Girl Guides Association, The Girl's Brigade HK, HK Red Cross, Scout Association of HK, HK Air Cadet Corps, Civil Aid Service Cadet Corps, HK Adventure Brigade, HK Sea Cadet Corps, St. John Ambulance Brigade, The Boy's Brigade HK, HK Road Safety Association, The Community Youth Club, Junior Police Call

	03/04	04/05	05/06	06/07	07/08	08/09
S1-S3	52	62	40	279	309	268
S4-S7	12	59	19	201	174	209

Percentage of Students participating in uniform/social and voluntary services groups

	03/04	04/05	05/06	06/07	07/08	08/09
S1-S3	12.44	15.27	11.73	76.65	94.21	90.9
S4-S7	2.55	13.23	4.34	43.70	38.16	47.4

5.6 Students' Attendance (KPM 20)

Level	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
S1	98.80	98.20	98.30	93.00	94.50	98.63	98.25	98.43
S2	97.20	98.10	97.50	91.00	94.70	92.76	95.51	95.83
S3	97.50	96.10	97.30	93.00	95.10	91.79	95.51	96.25
S4	96.80	96.10	96.10	95.00	94.10	91.50	93.54	94.75
S5	97.10	97.40	96.20	95.00	96.40	94.72	93.33	94.73
S6	96.90	98.10	97.70	97.00	98.00	95.56	94.17	97.78
S7	94.10	94.90	96.40	95.00	97.40	95.80	92.69	94.74

5.7 Students' physical development (KPM21)

5.7.1 Students' physical development (based on date of the physical tests)

Average of total score of the 4 physical fitness items (Bent-knee Sit-ups, Sit-and-reach, Endurance Run/Walk, Push-ups (for male) or Bent-knee Push-ups(for female)) for the following groups of students in the school by gender

		03/04	04/05	05/06	06/07	07/08	08/09
14-year-old S3 students	Boys	3.10	3.50	3.80	3.75	3.72	3.75
	Girls	2.30	2.57	2.42	2.54	2.61	2.80
15-year-old S3 students	Boys	3.30	2.90	3.50	3.60	3.62	3.70
	Girls	3.71	2.22	2.38	2.33	2.34	2.80

5.7.2 The percentages of the following groups of students in the school within the acceptable weight range by gender

(i) The acceptable weight range is from 80% to 120% of the median Weight-For-Height based on figures of a territory-wide survey conducted by the Department of Paediatrics, the Chinese University of Hong Kong. The median Weight-For-Height for boys and girls can be found at

(ii) Obesity is defined as weight > median Weight-For-Height x 120%; Wasting is defined as weight < median Weight-For-Height x 80%

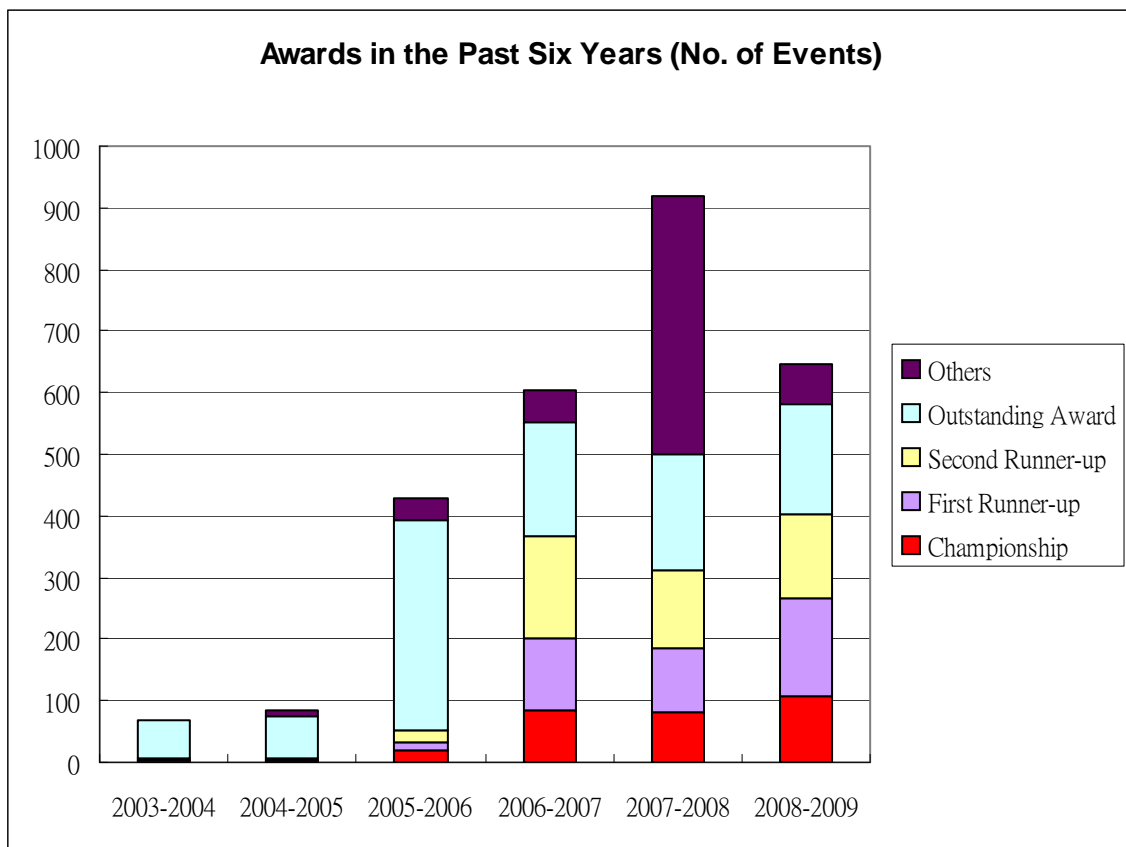
(iii) In the case where body height is greater than 175 cm and 165 cm for boys and girls respectively, the Body Mass Index (weight in kg / square of height in metre) is adopted. For both boys and girls, the acceptable BMI range is taken as 18 kg/m² to 23 kg/m²

2008/09	S1	S2	S3	S4	S5	S6	S7
Boys	90.0	90.0	88.0	87.0	93.0	81.0	80.0
Girls	88.0	92.0	87.0	85.0	82.0	80.0	80.0

5.8 Inter-school Activities and Awards Won in the Past 6 Years

5.8.1 Awards in the Past 6 Years (Events)						
Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Championship	0	3	21	86	82	107
First Runner-up	3	3	12	116	102	160
Second Runner-up	5	2	20	165	129	136
Outstanding Award	59	68	339	186	186	179
Others	2	7	35	52	420	64
Total	69	83	427	605	919	646

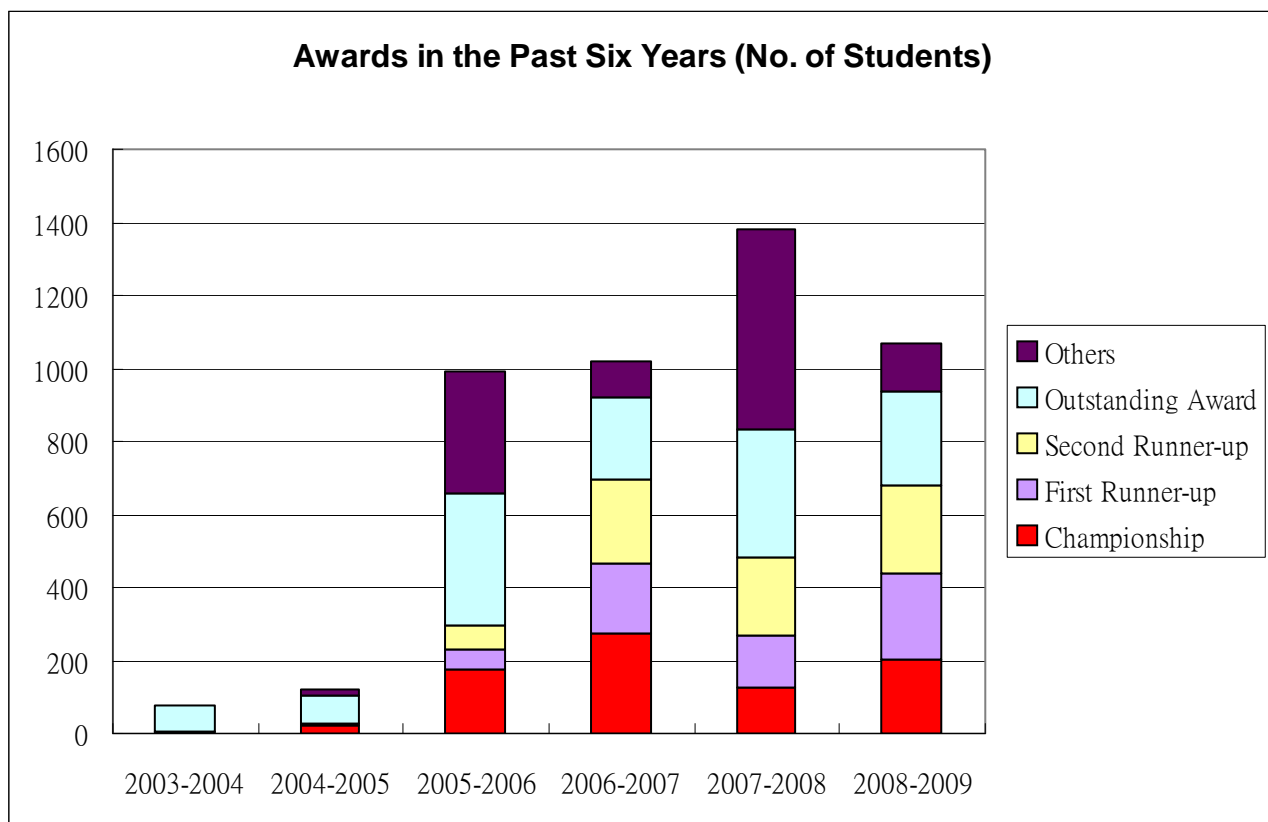
(Accumulated)						
Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Championship	0	3	21	86	82	107
First Runner-up & Above	3	6	33	202	184	267
Second Runner-up & Above	8	8	53	367	313	403
Outstanding Award & Above	67	76	392	553	499	582
Total	69	83	427	605	919	646



5.8.2 Awards in the Past 6 Years (No. of Students)

Awards in the Past 6 Years (No. of Students)						
Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Championship	0	23	177	272	128	203
First Runner-up	3	3	55	194	142	233
Second Runner-up	5	2	64	228	214	244
Outstanding Award	68	78	359	227	350	256
Others	2	16	335	100	547	134
Total	78	122	990	1021	1381	1070

(Accumulated)						
Year	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Championship	0	23	177	272	128	203
First Runner-up & Above	3	26	232	466	270	436
Second Runner-up & Above	8	28	296	694	484	680
Outstanding Award & Above	76	106	655	921	834	936
Total	78	122	990	1021	1381	1070



5.8.3 Awards in 2008-2009 (Events)

Awards in 2008-2009					
Type	Arts	Interest	Language	Music	Sports
Championship	0	1	4	0	102
First Runner-up	0	1	7	0	152
Second Runner-up	0	0	3	0	133
Outstanding Award	4	1	169	2	3
Others	5	32	15	0	12
Total	9	35	198	2	402

(Accumulated)					
Type	Arts	Interest	Language	Music	Sports
Championship	0	1	4	0	102
First Runner-up & Above	0	2	11	0	254
Second Runner-up & Above	0	2	14	0	387
Outstanding Award & Above	4	3	183	2	390
Total	9	35	198	2	402

5.8.4 Awards in 2008-2009 (Number of Students)

Awards in 2008-2009					
Type	Arts	Interest	Language	Music	Sports
Championship	0	3	45	0	155
First Runner-up	0	0	81	0	152
Second Runner-up	0	8	46	0	190
Outstanding Award	4	6	240	2	4
Others	5	39	26	0	64
Total	9	56	438	2	565

(Accumulated)					
Type	Arts	Interest	Language	Music	Sports
Championship	0	3	45	0	155
First Runner-up & Above	0	3	126	0	307
Second Runner-up & Above	0	11	172	0	497
Outstanding Award & Above	4	17	412	2	501
Total	9	56	438	2	565

6. ACHIEVEMENTS AND REFLECTIONS

GOD is full of LOVE and has been GUIDING our school and all stakeholders including the sponsoring body, affiliated churches, supervisor, school managers, parents, alumni, social workers, teaching and non-teaching staff to **WORK HARD for our STUDENTS' DEVELOPMENT. It is God's grace and blessings that make things happen positively and effectively.**

One major concern is set in the School Development Plan 2007-2010. This key concern is: **Enhancing the Effectiveness of Remedial and Enhancement Program** (根基紮穩，學術直攀高峰). This concern is the major school focus in the Annual School Plan of the two academic years 2007-08 and 2008-09 .

Other 11 concerns set under the following 3 domains are as follows:

- ✓ Domain 1: Management and Organization --- (a) school-based management issues, (b) staff development, (c) self-evaluation and (d) school facilities
- ✓ Domain 2: Learning and Teaching --- (a) New Senior Secondary curriculum, (b) 4 key tasks of curriculum reforms, (c) assessment for learning, (d) life-wide learning and (e) English medium teaching
- ✓ Domain 3: School Ethos and Student Support Measures --- (a) a loving and caring school; and (b) uplifting students' self-identity and strong sense of belonging to the school.

In the academic year **2008-09**, the school continues to put much effort in providing ALL-ROUND EDUCATION for students' whole-person development and life-long learning skills. Therefore, efforts can be seen in **improving the school learning environment** (facilities, curriculum, life-wide learning, a loving and caring school ethos, home-school co-operation, and religious atmosphere), **upkeeping the quality of staff** (in teaching and learning; and student development through staff development), **enhancing the life attitudes of students** and **developing students' potential to the full** so as to realize the vision of the Hong Kong Council of the Church of Christ in China --- Together we nurture the lives of our students; Hand in hand we witness the love of God.

Through the concerted efforts of teachers, parents, alumni, affiliated churches, school managers, supervisor and sponsoring body, it was noticed that there have been continuous improvements in students' conduct, academic results and extra-curricular performance in this year. Students are well cultivated to have **an attitude of striving for excellence and surpassing Band 1 quality.**

The following section will list out the achievements and reflections regarding the key major concern and other 11 concerns of the School Development Plan and Annual Plan. The outline is as follows:

6.1 Major Concern 1: Enhancing the Effectiveness of Remedial and Enhancement Program.

(根基紮穩，學術直攀高峰)

6.1.1 Achievements

6.1.2 Reflections

6.2 Other Concerns

6.2.1 Domain 1: Management and Organization

6.2.1.1 School-based Management Issues

6.2.1.2 Staff Development

6.2.1.3 School Self-evaluation

6.2.1.4 School Facilities

6.2.2 Domain 2: Learning and Teaching

6.2.2.1 New Senior Secondary Curriculum

6.2.2.2 4 Key tasks of curriculum reforms

6.2.2.3 Assessment for learning

6.2.2.4 Life-wide learning

6.2.2.5 English Medium Teaching

6.2.3 Domain 3: School Ethos and Student Support

6.2.3.1 A Loving and Caring school

6.2.3.2 Enhancement Measures for School Ethos

6.2.3.3 Achievements

6.1 Major Concern 1: Enhancing the Effectiveness of Remedial and Enhancement Program.

(根基紮穩，學術直攀高峰)

6.1.1 Achievements

1. Active Measures

Teachers took active measures to help upkeep the quality of learning and teaching. The major measures are as follows:

- ✓ All subject departments have been **very dedicated** to provide **more extra lessons (3625 hrs. in 2008-09, 2362 hrs. in 2007-08, 1262 hrs. in 2006-07, 722 hrs. in 2005-06)** especially for F.5 & F.7 --- after school, Saturdays, Sundays and long holidays. Regular **assessments (tests and examinations)** were arranged to give regular feedback for better learning.
- ✓ **Three study rooms (2/F) were arranged and opened until 9:00 p.m. from Monday to Friday** for students' self-study. These rooms were also available on **Saturdays and Sundays**.
- ✓ Other **support measures** were taken to help students of **other forms**. They are as follows:
 - **Active remedial and enhancement measures** for dealing with students of diverse learning needs ----- (i) Using the benchmark requirements for Chinese, English and Maths as standards to **design tests** to identify students' learning needs, (ii) arranging the remedial and enhancement courses and co-curricular activities after school, on Saturdays and during **long holidays for junior form students**.
 - **Tailor-made teaching materials for Chinese, English and Maths** were evaluated and modified to suit the needs of lower form students.
 - **Courses on study skills** were organized for students.
 - **Multiple intelligence camps** were organized for S.1-4 students for goal-setting and training their generic skills and build up their confidence.
- ✓ **Data Analysis on students' academic performance was often used** for evaluating students' performance and designing appropriate remedial and enhancement programs for students at junior and senior levels.
- ✓ **More monitoring roles** were taken by the Principal and Senior middle management (like Prefect-of-Studies, Vice-principal and Discipline Master) **in guiding panel's meetings and operations**.
- ✓ All these helped to **enhance students' progress in their learning process**.

2. HKCEE Results

The HKCEE results showed great improvement in 2005-06. 12 out of 15 subjects showed improvement in their performance and the percentages of first-timer students with 5E or above and 6E or above increased by over 100% in 2006. In 2007-08, most subjects maintained the performance achieved in 2005-06 and 2006-07 with the following major achievements:

- ✓ the passing percentages of **Principles of Accounts and Commerce** were **high above Hong Kong standard**.
- ✓ the number of first-timer students with **A to D Grades** was the **second highest** in the **past 5 years**.
- ✓ the percentage of first-timer students with **5 E or above** was the **third best record** in the **past 10 years**.
- ✓ the percentage of first-timer students with **6 E or above** was the **third best record** in the **past 10 years**.

In this academic year **2008-09**, our HKCEE results showed an **outstanding improvement**.

- ✓ All 16 subjects showed good progress in performance: **14** out of 16 subjects showed **improvement** in their passing percentages, **2 other** subjects (though with a lower rate than last year) with **high passing percentages** of 94.1% (Putonghua) and 72.7% (Visual Arts).
- ✓ **7 subjects** with passing percentages (first-timers) **higher than Hong Kong averages** (Economics : 83.8%, Commerce: 89.3%, Principles of Accounts: 89.3%, Chinese History: 100%, History 80%, Geography: 78.9%, Putonghua: 94.1%).
- ✓ **4 subjects with A-C percentages** (first-timers) **higher than Hong Kong averages** (Chinese History: 22.2%, Commerce: 35.7%, History: 60%, Putonghua: 35.3%).
- ✓ the number of first-timer students with **A Grade, A-B Grades, A-C Grades, A-D Grades and A-E Grades** were **the highest in the records** of first-timers at least in the past 15 years.
- ✓ the percentages of first-timer students with **5 E or above, 6E or above and 14 points or above** were also **the best records** in the past history.

3. HKAL Results

Like the HKCEE results, the HKAL results also showed the success of the concerted efforts of teachers and students with the following major achievements.

In 2007-08, major achieved records:

- ✓ the **highest** percentage of **A to C grades** in AL subjects in the **past 10 years**.

- ✓ the **highest** percentage of **A to D** grades in AL subjects in the **past 5 years**.
- ✓ **7 subjects** made **improvement in the passing percentages** while **other subjects maintained** past performance (2nd best in the past 10 years).
- ✓ Students' AL performance in **Chinese History** and **Chinese Literature** was **high above Hong Kong standard** in terms of the percentage of A to C Grades.

In 2008-09, the major achievements are:

- ✓ **8 subjects showed improvement** in the passing percentages (2nd best in the past 12 years).
- ✓ The percentage of **A-C (AL)** is the **2nd best** in the past 10 years.
- ✓ The percentage of **A-C (AS & AL)** is the **2nd best** in the past 5 years.
- ✓ The percentage of **A-D (AS)** is the **best** in the past 5 years.
- ✓ The percentage of **A-D (AS & AL)** is the **best** in the past 5 years.
- ✓ The percentage of **A-E (AL)** is the **best** in the past 5 years.
- ✓ The percentage of **A-E (AS & AL)** is the **2nd best** in the past 5 years.

4. According to the results of the Stakeholders' Survey, the self-evaluation tools of the Education Bureau (EDB), the following **improvements** were noticed:

- ✓ Students' ratings in the student survey show there is **continuous improvement in teaching strategies and skills**.

Average score of Student Survey	03/04	04/05	05/06	06/07	07/08	08/09
Teaching strategies & skills	3.19	3.00	3.27	3.29	3.25	3.60

- ✓ **Ratings of teachers, students and parents** show that there is **significant continuous improvement in student learning**.

Student learning	03/04	04/05	05/06	06/07	07/08	08/09
Teacher Survey	2.97	2.98	3.11	3.28	3.16	3.30
Student Survey	3.14	2.92	3.08	3.20	3.26	3.50
Parents Survey	3.05	3.16	3.22	3.17	3.22	3.70

5. Figures in **2006-07**, **2007-08** and **2008-09** from the studies carried out by the School Development and Evaluation Team of the Chinese University of Hong Kong conducted show that (a) our **students** have **gradual improvement in learning strategies** and learning **attitudes**, and (b) our teachers also have **improvement in instructional leadership** in the past three years.

6. The **passing percentages of Chinese, English and Mathematics** of internal Examinations were maintained at about 70% on average. The key concern is to **maintain a culture of students' positive attitude** to strive for better performance, which our school has been able to achieve in the **past few years**.

6.1.2 Reflections

1. Though figures from EDB's questionnaires show that **our school has been improving in many areas** (as shown in many figures in previous report sections), our school **still wishes to strive for much better progress**.
2. The following are identified areas that we will try to improve concerning some aspects of **students' learning and teaching approaches**.
 - Regarding *student learning*, the areas for improvement are concerned with (a) **interest** in learning, (b) **initiative** to learn, (3) **confidence** in learning, (d) doing **assignment**, and (e) **learning strategies** such as lesson preparation, concept maps, tool books and on-line resources, etc.
 - Regarding *teaching approaches*, the areas for improvement are concerned with (a) raising **thought-provoking** questions, (b) arranging **interactive activities**, and (c) arranging **more learning activities outside class**.
3. The **Learning Diversity Team (Learning and Teaching Domain)** will **work on these matters** to improve the situations (through more proactive approaches to lesson observations, lesson studies and more discussions with teachers.).

6.2 Other Concerns

6.2.1 Domain 1: Management and Organization

6.2.1.1 School-based Management Issues

- ✓ **Assets Management and Financial Management**
 - The first stocktaking process for setting up the Incorporated Management Committee was accomplished in December 2007. The stocktaking process 2008-09 was well arranged and finished in June 2009 with the help of the school-based stocktaking team. All departments were trained for the requirements of resource management and stocktaking. The **stocktaking system was well institutionalized** and will be a yearly regular process for better assets management.
 - Some staff members were trained with the skills for using a **new accounting software (MYOB)**. The new accounting software system will be fully implemented in 2009-10 for higher efficiency and greater effectiveness.
- ✓ **Guidelines for subject panels and functional teams 2007-08** (concerning meetings and documents required) and **dates for meetings 2008-09** were well followed and implemented with **better management effectiveness**.
- ✓ The **revised school organization structure 2008-09 started to operate this year** to enhance management effectiveness.
 - **The Learning and Teaching Core Committee (Academic Affairs Team) operated with better co-ordination** through the efficient and effective work of (a) the Prefect-of-Studies and 4 New Assistant Prefect-of-Studies, (b) Curriculum Development Committee, (c) Diversity Learning Team (Remedial and Enhancement Program Team), (d) Committees for key tasks concerning curriculum reforms, and (e) 8 Key Learning Area co-ordinators especially Science Education, Technology Education, Personal, Social and Humanities Education and Art Education.
 - **The School Ethos and Support Measures Core Committee**, building on its management strengths especially better communication in 2007-08 and under the supervision of the Principal, Vice-principal and Student Affairs Master, also **well co-ordinated all 10 functional committees** under this domain in 2008-09.
 - **The roles of principal and middle management have been highly effective** above Hong Kong standard in the past years (refer to the KPM ratings of the competence and attitudes of the principal and middle management of EDB).

6.2.1.2 Staff Development

- ✓ **Professionalism among teachers** was much enhanced in the past **four academic years (2005-09)**. Teachers took part in **a great variety of professional development programmes**. Many teachers joined **the training programmes for teaching the New Senior Secondary curriculum**. Teachers are more well equipped for the future changes.
- ✓ **The teachers' rating of the Key Performance Measure (KPM) for Staff Development is high above Hong Kong Standard with 3.70 in 2008-09** (3.70 in 2007-08, 3.70 in 2006-07, 3.61 in 2005-06, 3.4 in 2004-05, 3.04 in 2003-04).
- ✓ **The Continuing Professional Development (CPD) hours of teachers are 154.5 hours in 2008-09** (120.2 hours in 2007-08, 115.5 hours in 2006-07, 145.8 hours in 2005-06 and 90.2 hours in 2004-05), which is far above the average hours of Hong Kong teachers.
- ✓ **The CPD hours of Principal are 268 hours in 2008-09** (380.5 hours in 2007-08, 381 hours in 2006-07, 320.5 hours in 2005-06, 128 hours in 2004-05, 143 hours in 2003-04). Again the figure is high above Hong Kong standard. Much networking work with external organizations like Eastern Parent-teacher Association, primary schools, Community Youth Club, Police, Shaukeiwan District Board, Hong Kong Teachers' Centre and National Education Centre were established.
- ✓ This year the school formed the following **17 major partnerships (16 in 2007-08, 11 in 2006-07 and 4 in 2005-06) with tertiary education institutions and the EDB** in enhancing the quality of the three domains (a) Management and Organization, (b) Learning and Teaching and (c) School Ethos and Support Measures. They are as follows:
 - (i) Management and Organization
 - ✓ **Teacher Induction Scheme (ACTEQ) – Pilot School**
 - ✓ Participation in the **Hong Kong School Self-evaluation Network** focusing on improving teaching and learning through classroom observation.
 - ✓ **Quality School Project** with Dr. Chiu Chi Shing from CUHK to enhance **self-evaluation** culture
 - (ii) Learning and Teaching
 - ✓ **Language Support Service for Chinese Language** (F.4 level) (School-based Support Service of the EDB)
 - ✓ 2008/09 Standing Committee on Language Education and Research (SCOLAR) Junior Secondary **Chinese Debate** Education Scheme

- ✓ **6-year 3-million English project** for supporting teaching and learning of English in Chinese Medium School (Please refer to **Appendix A** for details)
- ✓ **Hand-in-hand English Teaching Program** – organized by Chinese International School and Rotary Club of Mid-level
- ✓ Improving Language and Learning in Public Sectors (**ILLIPS**) --- improving teachers' performance in **using English language as medium of instruction**
- ✓ **Common lesson preparation for F.1-3 Mathematics Curriculum** (EDB School-based Curriculum Development Support Services for Secondary Schools)
- ✓ The use of **Metacognition** strategies for self-regulated learning (CUHK project)

(iii) School Ethos and Support Measures

- ✓ **Inviting School Project 2008-10** for Hong Kong Schools organized by International Alliance for Invitational Education (IAIE)
 - ✓ **Positive Adolescent Training through Holistic Social Programme (P.A.T.H.S.) to Adulthood:** A Jockey Club Youth Enhancement Scheme – Personal Development Programme for Form 1 – 2 students
 - ✓ **Youth Program** organized by Health Department
 - ✓ **Train-The-Trainer Programme in Gifted Education** (By Ms. Cheung Lai Ming) -- (a) arrange a gifted education program for our students; (b) train at least 10 front-line teachers
 - ✓ **Junior Secondary Sustainable Development Education Project** organized by the Centre for University and School Partnership (CUHK)
 - ✓ Elderly Academy – for developing **school's social services**
 - ✓ Partnership project on **Integrated Education** with CCC Kei Shun Secondary School
- ✓ The following **staff development programs** have been arranged to develop teachers in different aspects especially updating teachers on education issues like integrated education, e-resources, school self-evaluation, external school review, new senior secondary curriculum:-
- (a) Talks on **“Needs of Students of Special Education Needs (SEN)”** held in September 2008 and March 2009
 - (b) Talks on the operation of **e-class** held in November 2008 and March 2009
 - (c) Talk on the resources of **Hong Kong Education City** held in June 2009
 - (d) Talk on the **arrangement for “Other Learning Experiences” and “Student**

Learning Portfolio” held in March 2009

- (e) Talk on the “**Development of School Self-evaluation**” by Mr. So Wing Keung (from CUHK Quality School Project) held in March 2009.
- (f) **Joining the Common Staff Formation Day** organized by the Chinese University of Hong Kong held in December 2008.
- (g) **6 professional sharing sessions** (about 2.5 hours each) by teachers on what teachers gained from talks, courses and seminars they joined or the development of their subjects or teams. These sessions were held in the second term (April to June 2009). **All teachers participated in these sessions.**

Last but not the least, to **strengthen our teachers’ spirituality for their life-long career**, the school arranged talks for teachers’ spiritual development given by Pastor Chau Po Hae and Ms. Lee Tin Man, a preacher, in March 2009 and June 2009.

- ✓ **Peer lesson observations and classroom observations** among **all subjects** continued to be exercised for enhancing the quality of teaching and learning in class
- ✓ As reviewed from the past experience, it is very important to **train new teachers** to enable them to fit for their professionalism. **A 3-hour training and lesson observation was arranged in August 2008.** Continuous professional **dialogues with new teachers by panels, senior teachers and principal** were arranged throughout the year in order to provide sufficient support for their professional growth.
- ✓ Our school is **a learning school** and is willing to share our experience with others and welcome their comments. The efforts of our school and teachers have been **well recognized by different organizations.** The following are some examples:
 - Our school was nominated to receive the **Loving and Caring School Award by the Hong Kong Christian Service.**
 - Our school was invited by the School Development and Evaluation Team of the Chinese University of Hong Kong to be **one of the receiving schools** in Hong Kong to **welcome the lecturers and principals from Taiwan in February 2009** and have professional dialogues with them.
 - On 2 April 2009, two **experts of Invitational Education** (Dr. Jack Herlihy and Mrs. Rhianna Fair) visited our school. Our school **teachers, parents and students shared with them about the progress of our school** concerning implementation of Invitational Education. The **experts gave very positive remarks about our school culture.** The **report** about our school was **excellent.**

- **Our Chinese team**, being one of those outstanding partnership schools in the Chinese Language Scheme of the School-based Support Services (EDB), **was invited to share our experience in their journal (Language Matters)** issued in January 2009 and in **their Anniversary Publication (The Language Teaching Album: A Collection of School-based Practices)** issued in July 2009. Our team was also invited to have **a professional sharing with Tai Po Secondary Schools** during a seminar held in April 2009.
 - **The Support for Learning Diversity committee** and the school **principal** were **invited by Ebenezer School** to have a **meeting with 4 teachers from Macau in May 2009**. The main theme of the meeting was **to discuss the support measures for visually impaired students**.
 - The **school principal and Careers Master** were **invited** to make presentation for Eastern District Parent-Teacher Association **concerning Form 6 Admission Procedures in July 2009**.
- ✓ **Team spirit among teachers and staff is well maintained** as reflected by the teachers' ratings of KPM in **school culture**, which are **high above the average ratings** of Hong Kong schools in the **past 4 academic years (3.9 in 2008-09, 3.71 in 2007-08, 3.77 in 2006-07, 4.02 in 2005-06, 3.62 in 2004-05 and 3.61 in 2003-04)**. **Teachers are dedicated** to the **school life** and to **helping students' development**. It is noticed that this positive school culture and a harmonious environment had a great positive impact on the learning attitudes of students.
- ✓ **The ratings of teachers' strategies and skills by teachers and students were also good.**

Teachers' strategies and skills	03/04	04/05	05/06	06/07	07/08	08/09
Teacher Survey	4.14	4.18	4.15	4.17	4.22	4.00
Student Survey	3.19	3.00	3.27	3.29	3.25	3.60

- ✓ Building on our strengths and past successes, the school administration and staff development team would arrange training for teachers according to their staff development needs and new education development with the **following priorities**: (a) develop a **high standard of teaching qualities** with excellent student learning qualities, (b) equip themselves for the **New Senior Secondary Curriculum**, (c) develop a substantial **self-evaluation culture**; (d) equip themselves for other aspects of **student development** (invitation education, integrated education, gifted education, diverse learning needs, learning effectiveness, language ability, affective domain and character formation) and (e) consolidate their progress on **4 key tasks of curriculum reforms** (IT, moral and civic education, project learning and reading).

6.2.1.3 School Self-evaluation

- ✓ Up till this academic year, the principal had served three times as External School Reviewer for the EDB. The **principal attended a refresher course for External School Reviewer** in June 2009 and will **serve for EDB** in the coming years.
- ✓ Our school conducted two small-scale **Internal School Reviews** arranging **classroom observation of some teachers in January 2008 and January 2009 by parents from Parent-teacher Association**. In each review, about **10 lessons were observed** and appraised for improving the quality of teaching and learning in school. **Two** similar reviews would be organized **in 2009-10**. **We are true to ourselves and will take active measures to strive for excellence**.
- ✓ In the past **two years**, the **School-based support team** of the **Chinese University of Hong Kong** arranged **3 staff development programs on self-evaluation** (November 2007, June 2008 and March 2009) to enhance the self-evaluation culture among all teachers.
- ✓ In this academic year **2008-09**, **three regular meetings** were held by **all subject departments and functional teams**. **Senior middle managers** (like Vice-principals, Prefect-of-studies and Discipline Master) took turn to **sit in all the meetings**. **Principal attended most of the meetings**. The culture of meeting has changed to **more self-evaluating**. Discussion and decision has become **data-driven**. The **Diversity Learning Team** took over the job of **overseeing the implementation of the major concern of the Annual Plan 2008-09** and **7 effective meetings** were held.
- ✓ **A better and transparent culture of classroom observation and self-evaluation was built up** for enhancing the quality of teaching and learning. Teachers were seen to be more positive and have greater enthusiasm for self-evaluation for their own improvement.

6.2.1.4 School Facilities

The followings are the major improvements in school facilities:

- ✓ **23 teacher stands, each with a computer and visualizer, were purchased and put in student classrooms** to enhance the teaching effectiveness.
- ✓ **Computers in the Multi-media Learning Centre were replaced** with new ones in July 2009 with **the support of a sponsorship of \$50,000 from Ms. Kwei Mary**, a daughter of Mr. Kwei Wah Shan.
- ✓ **WebSAMS system was upgraded** and the server was replaced.

- ✓ **21 new video projectors** were purchased for replacement.
- ✓ **38 sets of new lockers for students** were purchased for replacement.
- ✓ **Major Repairs Programme with a budgeted amount of \$628,000** (approved by EDB and executed by Architectural Services Department) mainly includes (a) applying **liquid type waterproof membrane** in patch (roof area), (b) **repointing the expansion joints** (1/F to 5/F expansion joint & roof), (c) replacing defective wooden door panels with **aluminum doors (main entrance)**, (d) replacing defective flooring in different areas, and (e) **changing the blinds** of classrooms.
- ✓ In September 2008, the “**Greening the School**” **Subsidy Scheme** organized by the Leisure and Cultural Services Department **approved our school’s application** and granted us **an amount of \$10,000** for purchasing and **planting some trees** in our school premises.
- ✓ In July 2009, the **Environment and Conservation Fund approved our school’s application** and granted us **an amount of \$334,500**. Our school project is called “**Greening the school Saving the World**”. This project will include **greening the roof** and **programs promoting environmental protection and conservation**. It is expected the green roof system will be set up by the end of December 2009.

The **Community Church Hong Kong sponsored** the following improvements in facilities:

- ✓ Making **two janitor rooms** near Dancing room. Two rooms in the school hall were changed from janitor rooms to **rooms for School-based Assessment of English and Chinese**.
- ✓ Plan for **decorating all classrooms with religious atmosphere** initiated would be completed by December 2009.

It is expected that **facilities development will fit the learning needs of students**.

6.2.2 Domain 2: Learning and Teaching

6.2.2.1 Preparation for the New Senior Secondary (NSS) Curriculum

The following major actions were taken:

- The Curriculum Development Committee had a **review of the proposed curriculum for Senior forms including elective subjects chosen** with reference to school constraints and students' choices. This matter was discussed and approved by the Incorporated Management Committee in April 2009. **Yearly review will be conducted** to ensure successful implementation of the new senior curriculum.
- **Applied Learning courses** with service providers were tried out in the past 4 years (2005 to 2009). Concerning the results of the most recent Form 5 graduates, 51 completed the course requirement and 1 student got distinction.
- **Volunteer social services** have been systematically arranged since 2006-07. In addition, Wah Shan Elderly Academy was set up in 2008-09. With **3 years of good experiences**, the arrangement of the community services for the new senior secondary curriculum will be expected to implement smoothly in the coming years.
- **Project learning committee** comprising members from 8 Key Learning Areas set up in 2007 continued to invite all junior teachers and subject heads to **guide students' group projects (S.1-3)**. The cross-curricular projects are (a) Olympic Games for S.1, (b) Knowing more about our sponsoring body – The Hong Kong Council of the Church of Christ in China for S.2, and (c) 30 years of Economic Reform of China for S.3. 2 years of experiences were **to actively prepare teachers** to be equipped to guide students' projects required in the Liberal Studies curriculum and **to get students prepared for** the new project requirement of **Liberal Studies**.
- **Building up the student portfolio record system** through experimenting our own report system and based on the experience from joining the Collaboration Seed Project with EDB in 2006-08. The purpose of the portfolio would be mainly on recording students' performance.
- **Sending teachers to attend seminars and courses** related to the NSS Curriculum.
- Making use of the **Teacher Professional Preparation Grant to employ extra teachers or supply teachers** to relieve the workload of middle management for planning the NSS curriculum and to employ external organizations to arrange training concerning NSS curriculum and teaching strategies.
- Making use of the **NSS Curriculum Migration Grant to purchase equipment** for science curriculum and **library resources for all subjects**.

6.2.2.2 4 Key tasks of curriculum reforms

Some major measures for the 4 key tasks of curriculum reforms are as follows:

1. Project Learning

- **Arranging cross-curricular group projects for S.1-3 to be guided by all junior form teachers and subject heads** and co-ordinating projects of other form levels. The primary purpose of project learning is to build up S.1-3 students' generic skills especially communication skills, collaboration skills, creativity skills and critical thinking skills.

2. Reading to Learn

- Arranging students to **share what they gained from reading in the regular assemblies (both Chinese and English medium)**.
- In 2007-08, the number of **20-minute reading session** was increased **from 3 days a week to 5 days a week**. In **2008-09**, the **5-day reading session** was placed in the **last session of each day** with **senior teachers** arranged to **patrol outside classrooms** to supervise the operation of reading sessions. Students have become involved in the reading session. In brief, the **quantity and quality of reading sessions have been improved in the past few years**.
- In the past 4 academic years (2005-2009), our students were awarded **Top 12 Winners Awards (3 students in 2008-09, 2 in 2007-08, 1 in 2006-07 and 1 in 2005-06)** with other top school students in Hong Kong in the **4.23 World Reading Day - Reading Report Competition** organized by the Leisure and Cultural Services Department.
- **The reading habit of students was rated satisfactorily** by teachers, students and parents with an average of about **21 books read by each student a year** (24 in 2007-08, 18 in 2006-07). The borrowing figures 2008/09 from the school library **showed that students well kept a reading habit formed** in 2007/08 with **56.6% S.1-3** students borrowing books **at least once every two weeks** (59.2% in 2007-08, 44.8% in 2006-07) and **35.4% S.4-7** students borrowing library books at least once every two weeks (36.7% in 2007-08, 21.7% in 2006-07). The ratings of **students' reading habits by different stakeholders** also show **good habits** of our students.

Students' reading habit	03/04	04/05	05/06	06/07	07/08	08/09*
Teachers' survey	3.22	3.08	3.22	3.44	3.36	3.3
Students' survey	3.17	3.02	3.22	3.22	3.20	3.6
Parents' survey	3.00	3.26	3.32	3.31	3.30	3.6

* 08/09 figures are based one new question about reading habit.

3. Moral and Civic Education

- Arranging **2 weekly afternoon assemblies** (changed from morning session to afternoon session in 2008-09) to promote moral and civic education.
- Organizing **8 flag raising ceremonies** (changed from 6 ceremonies to 8 in 2008-09) to build up better sense of belonging to the country.
- Regularly using **Premier Wen’s core values and directions to guide students’ development** e.g. healthy life, hardworking attitude.
- Continuing the **sister school scheme with Guangzhou Nan Mo Secondary School, an elite school of Provincial Number 1 level** (In 2007-08, their principal, 8 teachers and 40 students paid visit to our school on 1-2 November 2007, observed some of our lessons, and held meetings to have professional dialogues with our teachers. In 2008-09, our school principal, 4 teachers, 1 parent and 45 students paid visit to their school in November 2008 and had sharing sessions with their teachers and students).
- Arranging **40 senior form students** to join a **cultural trip to Hanzhou and Shanghai** in November 2009.
- Arranging **25 junior form students** to join the **“One Country, Two Systems” Historical Study Tours to Guangzhou** in April 2009 (organized by National Education Centre and sponsored by Education Bureau) with a theme about “China’s Reform and Opening-up”.

4. IT for Interactive Learning

- A **computer corner was set up on 2/F** for students’ easy access to internet resources.
- Making use of **campus TV for enhancing students’ creativity and performing arts.**
- **IT learning resources** for all subjects in e-class was built up.
- **Use of e-class for interactive learning** was put in practice in small-scale.

6.2.2.3 Assessment for Learning

- ✓ The key purpose behind assessment was to **provide feedback** to students and parents for **students’ better learning**. The key measures taken are as follows:
 - **Regular tests** were arranged for students.
 - **Three uniform assessment tests for F.1-4 & 6** were arranged: one in the 1st term and two in the 2nd term.

- **2 Examinations** for each form (one for each term). One more uniform test for F.5 & 7 was arranged in September (i.e. **3 Assessments for F.5 & 7**: 1 uniform test and 2 examinations).
 - **E-student learning profile** was used to keep record of students' all-round development.
 - **4 parents' days** were arranged to enhance home-school co-operation and give feedback to parents about students' learning on term basis.
 - Students' **performance in tests and examinations were reviewed regularly** in subject meetings and Diversity Learning Committee meetings.
 - S1-3 students with low academic achievements were invited to join a **continuous assessment summer programs** in order to keep them in a study mood and help them establish a better time management and learning habits for themselves.
- ✓ The development of student assessments in the past few years is summarized as follows:

	2005-06 or before	2006-07	2007-08	2008-09 onwards
Uniform Tests for S.1-3	1 in 2 nd Term	1 in 2 nd Term	2 (1 in each term)	3 (1 in 1 st term & 2 in 2 nd term) Extending to S.4 & 6
Examinations (S1-4 &6)	2 (1 in each term)			
Examinations (S.5 & 7)	1	2 (1 in each term)	3 (1 in each term + 1 in Sept.)	3 (1 in each term + 1 in Sept.)
Parents' Day	1 in January	1 in January	2 in Jan. and July	4 in Nov, Jan, Apr. & Jul.

6.2.2.4 Life-wide learning

1. Direction

- ✓ The school **believes that students should be active and involved outside classrooms** so as to broaden their horizon and **widen their exposure**.
- ✓ In fact, this section is an **extension of the Major Concern 3 of the School development Plan 2004-2007: *Developing students' potential to the full.***
- ✓ Parents, teachers, and students generally agreed that the **school's direction and policy**

regarding students' life-wide learning was a success in 2005-06. In 2006-07, 2007-08 and 2008-09, the school continued to **uphold the policy** and enhance the quality of the activities to boost students to strive for excellence and surpassing band 1.

2. Provision

- ✓ The school **continued to provide a great variety of quality life-wide learning environment** (extra-curricular / co-curricular activities) for developing multiple intelligence.
 - The school **provided a lot of opportunities to widen students' exposure and broaden their horizon**. (e.g. visiting 26 Museums in Hong Kong during the two Life-wide Learning Days, visiting different kinds of exhibitions, visiting famous business companies, training students' speeches and language skills for the Hong Kong Schools Speech Festival and the Hong Kong Bible Speech Competitions, Lion Dance performance for different occasions like National Day performance for Heep Wooh Primary School and Police Force Graduation Ceremony, training students' drama skills for the English Drama performance, training students' arts skills to prepare for the HKCCCC Joint School Art Exhibition held in June 2009). One key opportunity is to **organize inter-school competitions** to widen students' exposure. 3 main activities were organized:
 - ◆ Our school organized the **Second Inter-school Photograph Literature Competition** (第二屆攝影文學創作比賽) for Hong Kong Primary and Secondary Schools. The prize giving ceremony was held on 25 April 2009. Mr. Ku Tin Lung, the Chairman of the Committee for Promoting Art Development, was the guest-of-honour and guest speaker for the ceremony.
 - ◆ A **friendly Chinese debate** was arranged with Lingnan Hang Yee Memorial Secondary School in February 2009.
 - ◆ Our school organized the **Inter-school Wah Shan Cup Basketball Competition for Primary Schools** in May 2009. 10 Teams participated in the competition.
 - **To develop students' music talents: A lesson for Music was arranged for Form 1 and 2 respectively** and instructors were employed to teach students a great variety of **musical instruments** like harmonica, Chinese musical instrument classes. Choir, Chinese Orchestra and Dancing class were also arranged after school to help strengthen the aesthetic education in school.
 - **Providing continuous year-long training for sporting activities: Through working with outstanding professional expertise** like Mr. Yung Kam Wah

(basketball), Mr. Choy (football) and Mr. Huen Kwok Wah (volleyball), an **excellent sense of sportsmanship** were built in the hearts of our students through training for sporting activities like basketball, football, volleyball, beach volleyball. The number of **sports categories** arranged **increased from 11 to 15 in this academic year**. Four more categories were being planned. The number of **school teams** is **36 in 2008-09 (24 in 2007-08, 22 in 2006-07, 11 in 2005-06, 11 in 2004-05)**. These students served as better walking examples for other students to follow.

- **Leadership training** is also very important for student development.
 - ◆ **House system and Student Union continued to be the platforms for leadership training**. Chances will be provided for senior students to lead students and organize extra-curricular activities like singing contests and cheering activities.
 - ◆ They were arranged to **join other leadership training programs** organized by Youth Federation.
 - ◆ Our school was selected to join a **School-Business Partnership project, organized by the EDB**, in 2008-09. We were assigned to have the **American International Assurance (Bermuda) Limited** to be our partner. **22 S.6 students** participated in this partnership project in March 2009 up till June 2009.
 - ◆ **About 40 students from Forms 3, 4 and 6** were invited to join a **volunteer social service project, an EdExchange project**, organizing visits and functions for mentally retarded and physically handicapped people.
 - ◆ The **Campus TV team** set up in January 2008 operated a lot of lunch assemblies. Students of different forms were given chances to present themselves. Students' confidence was increased through this arrangement. In March 2009, our TV team was **honoured to be one of the four secondary schools invited by the Office of the Privacy Commissioner for Personal Data, Hong Kong to produce a promotion film** for them. Our team was **occasionally invited by National Education Centre** to serve for them.
- **3 educational trips** were arranged by the Civic Education Team as mentioned in the previous section.
- In **2008-09**, the **number of co-curricular activities** organized **increased to 69 for F.1-3 (56 in 2007-08, 43 in 2006-07, 41 in 2005-06, 34 in 2004-05)** and **to 65 for F.4-7 (50 in 2007-08, 42 in 2006-07, 39 in 2005-06, 34 in 2004-05)**.

- All these continue to contribute to a **favourable and positive life-wide learning environment** for students.

3. Results

- ✓ The school continued to have **great success in students' extra-curricular performance.**

- In **2008-09**, the **number of student headcount awarded** is **1070** (1381 in 2007-08, 1022 in 2006-07, 990 in 2005-06) which is **10 times** the average figures in 2004-05 and 2003-04. The **number of awards and prizes captured** is **646** in **2008-09** (919 in 2007-08, 605 in 2006-07, 427 in 2005-06) which is about 11 times as many as the average figures in 2004-05 and 2003-04 (Please refer to Appendix for details of awards).

- Students' **sports skills and language skills** were **much enhanced with the following outstanding results in 2008-09:**

■ Sports:

- ✓ **Our school's position** in the Hong Kong Federation of Sports Association was **25th** for co-education schools in **Hong Kong.**
- ✓ Our basketball teams have won the **A Grade Basketball Champion, B Grade Basketball Champion, Overall Champion in the Inter-school Competition (Division One), 3rd place in the Jing Ying Basketball Competition and 3rd place in the Hong Kong Panasonic Basketball Competition.**
- ✓ Our football team has captured the **A Grade Football Champion** in the Inter-school Competition (Division Three) and was selected to join the Jing Ying Competition.
- ✓ Our **Beach Volleyball (A Grade) Boys Team** captured the **4th** place in the inter-school competition.

■ Languages:

- ✓ **Chinese, English, Putonghua and Bible teachers were much involved** in training students' language and presentation skills for the Hong Kong Schools Speech Festival, the Hong Kong Bible Speech Competitions and the Hong Kong Bible Drama Competition. Our school captured a total of **119 awards from the Hong Kong Schools Speech Festival** with **11 top 3 awards and 3 Champions from English Section.**
- ✓ One **excellent English Section speech winner** of our school, **Poon**

Chi Kwong (F.5), was invited to **perform at Prize-winners' Recital** at RTHK Television House on 18 January 2009. Definitely our school is one of the **top 50 secondary schools** in Hong Kong achieving such great number of awards **in Speech Festival**.

- ✓ **Our Chinese Debate Team** has captured the **16th place** in the Inter-school Junior Form Chinese Debate Competition organized by Standing Committee on Language Education and Research (SCOLAR) and Education Bureau.

6.2.3 Domain 3: School Ethos and Student Support

6.2.3.1 A Loving and Caring school

✓ Direction

- The school **believes** that it is **our duties to nurture students' lives**. Students need to **have correct life attitudes and values**. A **favourable loving and caring school environment** is to be provided by the school in order to well cultivate our students.
- In fact, this section is actually **related to the Major Concern 2 of the School development Plan 2004-2007: *Enhancing the life attitudes of students***.
- In the past few years, as the feedback from parents, teachers, and students **continued to agree with the school's direction and policy set in 2005-06. In 2006-07, 2007-08 and 2008-09, the school kept on upholding the policy.** Our focus was basically still on the environment setting.

✓ School Ethos and Student Support Core Committee

- A **School Ethos and Student Support Core Committee set up** in 2007-08 continues to oversee the operations of the **six committees** (*Discipline Committee, Counseling Committee, Careers Committee, Religious and Moral Education Committee, Civic Education Committee, Extra-curricular Activities and Life-wide Learning Committee*) and **two associations** (*Parent-teacher Association and Alumni Association*) under this domain.
- In **2008-09, two more committees** (*Support for Learning Diversity Committee and Link with External Organization Committee*) were formed under this domain.
- **The Vice-principal and the Student Activities Master work closely together with the school principal** to supervise the work of this domain. They worked with **external organizations** for the students' all-round development.

✓ A whole-school approach to pastoral care system has been adopted to cultivate a loving and caring school.

- With the concerted efforts of the Discipline Committee, Counselling Committee, Careers Committee, Extra-curricular activities and Life-wide Learning Committee, Religious and Moral Education Committee, Civic Education Committee, Affiliated Churches and Parent-teacher Association, a **warm family spirit** on class basis, activity basis and school basis and a **positive and encouraging school culture** continued to be the **main school**

atmosphere (well established in 2005-07, the second and third years of the previous school development plan cycle).

- **Class activities** were regularly organized by individual classes (including school picnic, outings, visiting Ocean Park, class picnic, visits and lunch) to upkeep good class spirit and relationship between form-teachers and students.
- **Principals paid regular class visits** to recognize students' success and achievements and deliver positive and encouraging messages to students. **Certificates and appreciation cards** were used to recognize students' outstanding performance in tests and examinations. **Principal gave positive remarks for all students' report cards** showing recognition of the strengths and achievements of each individual student.
- **Teachers and the principal also actively attended students' inter-school competitions** to show support to the students.
- **Church-school collaboration** has been a great input to our school leading to our great success in our pastoral care.
 - Both **Shing Kwong Church** and **Hop Yat Church (North Point)** have been supporting and caring our students and religious affairs in the past years. **Both churches inputted a lot of resources** for our **school fellowship, preaching good news, religious camp for spiritual development and taking care of students' needs** on many occasions like the dates of the release of public examination results (Form 5 and Form 7), Form 1 registration.
 - In particular, **Shing Kwong Church** continues to lead the **Hong Kong Boys' Brigade**, which has been training our students to be more mature and have more self-discipline. In fact, the Brigade also dedicated a lot of their efforts to a lot of school activities like the flag raising ceremonies and graduation ceremony and religious festival.
 - **Hop Yat Church (North Point)** also provided human resources to **teach Form 1 Religious Studies lessons** and **train them for the Bible Reading Competition**. Students gained a lot from the lessons and competition.
 - A **religious month** was held with the concerted efforts of both churches and Community Church Hong Kong in November 2008 and a total of **87 students responded positively** to good news.
- The **Parent-teacher Association (PTA)** held regular meetings (**6 meetings per year**) to discuss the school development issues and student performance. The **Principal has started to attend the meetings since 2005 September** and has been **working hand in hand closely with the PTA** for the school

improvement. **Ms. Leung Kit Yi, the Chairperson, and her devoted committee members have been very supportive to many of our school events and activities** like Christmas celebration service, Graduation Ceremony, S.1 Student Registration, Visit by Invitational Education experts and talk to HKCCCC primary schools. The school and its PTA also have built up **very good network with the PTA of Eastern District Hong Kong** with our PTA chairperson being its executive committee member and supported many of its functions. Our school was also invited by them to **jointly organize a talk for Form 5 students on 25 July 2009.**

- **The Alumni Association has become more active in 2008-09. 4 meetings were held.** Constitutions were revised. **New committee, with new organization structure, was formed.** Some alumni have been very supportive to the school function. Nearly 100 alumni supported the Annual Dinner held on 28 February 2009. In the coming year, it was fixed that about 4-5 meetings would be held to discuss the development of the association.
- **External Link built up to support students' growth were as follows:**
 - ◆ **The Community Church Hong Kong arranged a 3 months' Alpha course** for our **Form 6** to give them opportunities to know more about God. **The responses from students were positive.**
 - ◆ To enhance students' attitudes with respect to (a) quality lifestyle, (b) time management, (c) self-management, and (d) financial management, the **Nurse section of the Health Department** was invited to provide a series of life education programs for our junior form students. The responses from teachers and students were very good.
 - ◆ A Form 7 student (Lau Tung Leung) was nominated to apply for the **Youth Improvement Scheme organized by CCC Kung Lee Church.** \$1,500 was granted to help him improve his academic performance.

6.2.3.2 Enhancement Measures for School Ethos

- ✓ To **uplift students' self-identity and strong sense of belonging to the school**, the following actions are taken:
 - ◆ In **2007-08**, classes of **each form of Forms 1-4 were re-named as KWSC** which is the abbreviation of the school name. In **2008-09**, the classes of **Forms 5-6 were renamed** as well. The past labeling effects of ABCD classes were minimized. **A better school spirit was created.**
 - ◆ The school **reviewed the present summer and winter uniform** in 2007-08. **New uniform** was used in 2008-09 and was **well received** by students, parents and teachers.

- ✓ The school organized a **campaign promoting excellent school ethos in January 2008**. The name of the campaign is **Excellent School Ethos Action 2008**. The basic directions set continue to direct the school ethos. It was noticed that **the school discipline and students' standard** to strive for excellence had been **uplifted in the past two years**.

6.2.3.3 Achievements

- ✓ The school was awarded the **“Loving and Caring school” Award by the Hong Kong Christian Service** in March 2009 --- the 3rd year obtaining this award. In 2008-09, our school was **one of the 10 finalists** in the competition.
- ✓ **The ratings of school culture by parents in the past years maintain at a very high Hong Kong standard level (4.2 in 2008-09, 3.86 in 2007-08, 3.67 in 2006-07, 3.67 in 2005-06, 3.51 in 2004-05)** while the ratings **by students has been very good and improving in the past few years (3.6 in 2008-09, 3.49 in 2007-08, 3.51 in 2006-07, 3.41 in 2005-06, 3.14 in 2004-05)**.
- ✓ **In the past 4 years, students continued to improve in many aspects**. They have more refined students' character.
 - According to the APASO analysis (a tool of EDB), students were found to have
 - better **self-concept**,
 - better **care for the school environment**
 - better **feeling about the school**
 - better **relationship with classmates and schoolmates**
 - better **relationship with teachers**
 - better **feeling about the provision for their all-round education**
 - better **sense of achievement**

Sub-scale	05/06	06/07	07/08	08/09
General satisfaction	2.37	2.37	2.39	2.50
Negative affect	2.10	2.01	2.00	2.03
Teacher-student relationships	2.66	2.74	2.74	3.04
Social integration	2.81	2.78	2.80	2.97
Achievement	2.42	2.36	2.37	2.52
Opportunity	2.62	2.70	2.72	2.76
Adventure	2.49	2.41	2.42	2.62

- Many students have got **more merits** than in previous years (**5777 in 2008-09**, 5655 in 2007-08, 5368 in 2006-07, 5317 in 2005-06; 3014 in 2004-05). The

number of **demerits decreased greatly (194 in 2008-09, 1362 in 2007-08, 2100 in 2006-07, 3132 in 2005-06; 6700 in 2004-05)**. Merits were mainly given based on their service for the school, achievements in extra-curricular activities and good conduct. Demerits were mainly given due to attendance problems and late submission or no submission of homework.

- Most of the **students already bear in their mind a very proactive attitude in improving themselves** in many aspects --- striving for excellence and aiming at Band 1 achievements and quality.
- The **School Ethos and Student Support Core Committee** will keep on **striving for better school ethos** with excellent student discipline and learning attitudes.

APPENDICES

Appendix A Extra-Curricular Activities Achievements 2008-09

Appendix B English Enhancement Scheme 2008-09

Appendix C School-based After-school Learning and Support Programme 2008-09

Appendix D School-based Support Grant for Newly Arrived Children 2008-09

Appendix E Use of Special One-off IT Grant

Appendix F Financial Report (with report for CEG)

Appendix G Professional Preparation for New Senior Secondary Curriculum

Appendix H Use of Composite IT Grant