

The Church of Christ in China Kwei Wah Shan College



**Annual Report
2009/2010**

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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 School Motto

Love Thy Neighbour As Thyself (愛人如己)

1.3 Directions of Premier Wen Jiabao

Core Directions laid down in Premier Wen's reply letter dated 29 July 2007.

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)

1.4 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 Qs

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)

1.5 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 33 years*.

1.6 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)

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Total no. of members in SMC	11	11	11	11	11	14	15	15
No. of school sponsoring body members	5	5	5	5	5	8	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	2	2	2
No. of parents	1	1	1	1	1	2	2	2
No. of alumni	1	1	1	1	1	1	1	1
No. of independent member(s)	0	0	0	0	0	0	1	1

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

	08/09	09/10
School Management	3.8	4.0

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

Aspects of Leadership & Monitoring and Collaboration and Support	08/09	09/10
Principal	3.8	4.0
Vice-principals	3.1	4.0
Middle managers	3.8	4.1

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

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Average no. of CPD hours undertaken by teachers	7.5	45.5	90.2	145.8	115.5	120.2	154.5	110.5
No. of CPD hours undertaken by principal	195	143	128	320	381	380.5	268	303.5
Staff Perception on Teachers' Professional development (KPM 03)	---	3.04	3.40	3.61	3.70	3.70	3.7	4.0

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	09/10
Teachers with master or above qualification (%)	15.0	14.0	17.5	21.2	20.4	23.4	26.1	25.5	28.2
Teachers with degree qualification (%)	56.1	56.1	56.1	71.7	73.5	70.2	67.4	72.3	67.1
Teachers with tertiary non-degree qualification (%)	29.3	29.8	26.3	7.7	6.1	6.4	6.5	2.1	4.7

2.5.2 Professionally-trained teachers (Percentage)

Professionally-trained teachers* (%)	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
	96.55	98.25	98.25	98.08	97.96	100	95.65	91.49	100

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	09/10
Subject-trained* Chinese Language teachers (%)	50.00	56.25	56.25	57.14	69.23	76.92	76.92	90.9	100
Subject-trained* English Language teachers (%)	57.14	57.14	64.29	61.54	53.33	71.43	90.91	100	100
Subject-trained* Mathematics teachers (%)	38.46	46.15	42.86	50.00	63.64	72.73	55.56	75.0	75.0

2.5.4 Teaching experience (Percentage)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
No. of teachers with 0 to 2 years of experience (%)	1.7	3.5	8.8	5.9	4.1	2.1	6.5	14.9	7.1
No. of teachers with 3 to 5 years of experience (%)	5.2	3.5	1.8	3.9	6.1	6.4	6.5	4.3	9.4
No. of teachers with 6 to 10 years of experience (%)	39.7	40.4	36.8	17.7	8.2	8.5	6.5	10.6	10.6
No. of teachers with over 10 years of experience (%)	53.4	52.6	52.6	72.6	81.6	83.0	80.5	70.2	72.9

2.5.5 Teachers meeting LPR (Percentage)

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
No. of English teachers meeting LPR (%)	21.4	35.7	38.5	33.3	92.9	100	100	100
No. of Putonghua teachers meeting LPR (%)	33.3	66.7	100	100	100	100	100	100

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	09/10
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	\$623.8
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	\$521.5
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	\$1681.4
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	\$1980.8

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**	09/10
S1	144	147	150	154	151	154	156	185	185
S2	144	147	150	154	151	154	156	185	185
S3	144	147	150	154	151	154	159	185	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	09/10
S1	---	---	9	10	17	22	26	23	17
S2	---	---	9	10	14	16	20	23	17
S3	---	---	10	10	15	17	20	23	17

* 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	09/10
Chinese Language Education	16.10	16.10	16.10	17.26	16.92	17.50	18.25	20.88	20.83
English Language Education	17.90	17.90	17.90	17.86	17.69	19.20	21.50	21.67	22.50
Mathematics Education	14.30	14.30	14.30	14.29	14.12	14.10	15.00	16.67	17.50
Personal, Social & Humanities Ed.	26.20	26.20	26.20	22.62	22.22	15.00	13.50	12.50	12.50
Science Education	11.30	11.30	11.30	10.71	10.55	11.70	8.25	5.00	5.00
Technology Education	5.40	5.40	5.40	7.14	6.98	11.70	10.00	11.67	10.00
Arts Education	5.40	5.40	5.40	6.54	5.20	5.80	8.50	6.67	6.67
Physical Education	3.60	3.60	3.60	3.57	6.32	5.00	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	09/10
Curriculum planning & organisation	3.53	3.68	3.96	3.90	3.91	---	---
Curriculum management	3.52	3.57	3.72	3.74	3.81	---	---
Performance assessment	3.74	3.80	3.90	3.90	3.87	---	---
Curriculum and Assessment	---	---	---	---	---	3.9	4.1

3.4 Stakeholders' Perception of Teaching (KPM 7)

	03/04	04/05	05/06	06/07	07/08	08/09	09/10
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)	---	---	---	---	---	4.0	4.2
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)	---	---	---	---	---	3.6	3.7

3.5 Stakeholders' Perception of Student Learning (KPM 8)

	03/04	04/05	05/06	06/07	07/08	08/09*	09/10
Student learning (Teachers)	2.97	2.98	3.11	3.28	3.16	3.3	3.6
Student learning (Students)	3.14	2.92	3.08	3.20	3.26	3.5	3.6
Student learning (Parents)	3.05	3.16	3.22	3.17	3.22	3.7	3.5

*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	Percentage of students	03/04	04/05	05/06	06/07	07/08	08/09	09/10
	Once a week or more frequently	25.2	29.0	33.0	23.8	36.4	32.1	29.7
	Once every two weeks	24.7	21.7	24.2	21.0	22.8	24.5	22.9
	Once a month	26.4	26.8	17.9	21.6	19.9	21.5	24.1
	Less than once per month	19.8	18.2	19.5	32.7	18.4	19.2	19.9
	Never	0.0	4.4	5.4	0.9	2.5	2.6	3.4

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	09/10
	Once a week or more frequently	7.2	12.3	11.0	6.5	11.6	10.6	11.4
	Once every two weeks	14.5	26.9	24.8	15.2	25.0	24.8	23.6
	Once a month	32.9	31.7	28.6	25.3	28.5	29.5	30.1
	Less than once per month	34.3	28.3	32.0	35.1	27.8	28.0	25.5
	Never	11.0	0.9	3.6	17.9	7.0	7.1	9.4

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	09/10
S1-S3 (Average)	30.2	36.9	35.2	24.5	39.5	32.6	34.1
S4-S7 (Average)	13.4	19.7	18.5	10.9	13.0	10.9	11.1
S1-S7 (Average)	21.3	27.9	25.8	18.0	24.1	20.6	19.8

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

	03/04	04/05	05/06	06/07	07/08	08/09*	09/10
Teachers	3.22	3.08	3.22	3.44	3.36	3.3	3.7
Parents	3.00	3.26	3.32	3.31	3.30	3.6	3.4
Students	3.17	3.02	3.22	3.22	3.32	3.6	3.7

* 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	09/10
Academic	9	9	10	10	9	9	9
Sports	5	6	6	8	8	15	15
Art	5	5	6	6	6	7	8
Interest	5	4	5	5	7	5	4
Social services	9	9	7	6	5	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	09/10
S1-S3	34	41	43	56	69	72
S4-S7	34	39	42	50	65	69

4. SCHOOL ETHOS AND STUDENT SUPPORT

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

	08/09	09/10
Support for Student Development (Teachers)	3.9	4.2
Support for Student Development (Students)	3.6	3.7
Support for Student Development (Parents)	4.0	4.1

4.2 Stakeholders' Perception of School Climate (KPM 10)

	03/04	04/05	05/06	06/07	07/08	08/09	09/10
School Climate (Teachers)	3.61	3.62	4.02	3.77	3.71	3.9	4.1
School Climate (Students)	3.44	3.14	3.41	3.51	3.49	3.6	3.8
School Climate (Parents)	3.19	3.71	3.67	3.67	3.86	4.2	4.2

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	09/10
S6 course	20.90	15.94	14.46	12.58	25.34	23.03	20.39	26.6	16.7
S5 course	14.18	30.43	3.61	7.95	13.01	8.55	13.82	8.6	6.1
Local full-time post-secondary / vocational training course	8.21	3.62	4.22	50.99	39.73	38.16	29.95	38.8	53
Overseas studies / mainland	0.00	0.72	0.00	4.64	3.42	3.29	2.63	4.4	8.3
Full-time employment	0.75	1.45	0.00	18.54	13.70	14.47	23.68	10.8	15.9
Others	0.75	5.07	0.00	4.64	3.42	3.95	4.61	7.2	0
Unknown	64.93	47.10	78.31	0.66	0.68	1.97	2.63	3.6	0

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	09/10
Local universities course	11.54	5.17	23.21	10.17	3.23	10.81	18.92	9.1	11.6
S7 course	3.85	12.07	0.00	3.39	17.74	5.41	14.86	22.7	27.5
Local full-time post-secondary /vocational training course	15.38	20.69	8.93	52.54	53.23	60.81	36.49	48.5	23.2
Overseas studies	1.92	3.45	0.00	3.39	6.45	9.46	5.41	6.1	18.8
Full-time employment	0.00	0.00	0.00	22.03	14.52	6.76	17.57	10.6	18.8
Others	3.85	5.17	0.00	6.78	1.61	0.00	4.05	1.5	0
Unknown	69.23	56.90	67.86	1.69	1.61	0.00	0	1.5	0

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

	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Home-school partnership	3.18	3.55	3.6	3.53	3.61	3.9	4.0

4.5 Students' attitudes to school (KPM 13)

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

Sub-scale	05/06	06/07	07/08	08/09	09/10
General satisfaction	2.37	2.37	2.39	2.50	2.7
Negative affect	2.10	2.01	2.00	2.03	2.02
Teacher-student relationships	2.66	2.74	2.74	3.04	2.9
Social integration	2.81	2.78	2.80	2.97	2.9
Achievement	2.42	2.36	2.37	2.52	2.7
Opportunity	2.62	2.70	2.72	2.76	2.8
Adventure	2.49	2.41	2.42	2.62	2.8

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	09/10
Chinese	48.10	43.30	37.10	43.20	53.06	52.12	45.18	45.30	49.5
English	34.80	30.30	31.40	32.20	41.63	40.32	27.12	28.30	30.5
Mathematics	39.40	33.90	36.10	40.90	30.12	29.49	38.53	40.70	41.4

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

S3 Test (Passing %)	05/06	06/07	07/08	08/09	09/10
Chinese	39	52	51	50	*
English	30	48	27	31	*
Mathematics	45	56	50	50.	*

* To be announced in mid-November 2010

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	09/10
Percentage of students in the school awarded 14 points or more in the best 6 subjects	5.2	5.6	8.1	3.5	5.1	6.6	3.1	8.7	7.8

5.3.2 HKALE	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Percentage of students in the school awarded the minimum entrance requirements for local degree courses	37.5	28.8	30.4	13.6	14.8	19.6	15.0	21.0	16.0

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 organized 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	09/10
S1-S3	103	100	234	236	284	172	196
S4-S7	90	93	81	106	108	219	291

Percentages of Students participating in inter-school events

	03/04	04/05	05/06	06/07	07/08	08/09	09/10
S1-S3	24.64	24.63	68.62	64.84	86.59	58.3	82.0
S4-S7	19.11	20.85	18.49	23.04	23.68	49.7	73.6

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	09/10
S1-S3	52	62	40	279	309	268	236
S4-S7	12	59	19	201	174	209	182

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

	03/04	04/05	05/06	06/07	07/08	08/09	09/10
S1-S3	12.44	15.27	11.73	76.65	94.21	90.9	98.7
S4-S7	2.55	13.23	4.34	43.70	38.16	47.4	46.0

5.6 Students' Attendance (KPM 20)

Level	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
S1	98.80	98.20	98.30	93.00	94.50	98.63	98.25	98.43	97.12
S2	97.20	98.10	97.50	91.00	94.70	92.76	95.51	95.83	95.95
S3	97.50	96.10	97.30	93.00	95.10	91.79	95.51	96.25	96.33
S4	96.80	96.10	96.10	95.00	94.10	91.50	93.54	94.75	95.03
S5	97.10	97.40	96.20	95.00	96.40	94.72	93.33	94.73	95.74
S6	96.90	98.10	97.70	97.00	98.00	95.56	94.17	97.78	98.04
S7	94.10	94.90	96.40	95.00	97.40	95.80	92.69	94.74	94.77

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	09/10
14-year-old S3 students	Boys	3.10	3.50	3.80	3.75	3.72	3.75	3.11
	Girls	2.30	2.57	2.42	2.54	2.61	2.80	2.76
15-year-old S3 students	Boys	3.30	2.90	3.50	3.60	3.62	3.70	3.20
	Girls	3.71	2.22	2.38	2.33	2.34	2.80	3.02

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. (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
2009/10	S1	S2	S3	S4	S5	S6	S7
Boys	83.3	94.1	83.9	88.8	85.6	87.1	86.2
Girls	91.6	83.3	81.3	78.5	81.4	95.4	87.7

5.8 Inter-school Activities and Awards Won in the Past 7 Years

5.8.1 Awards in the Past 7 Years (Events)							
Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Championship	0	3	21	86	82	107	115
First Runner-up	3	3	12	116	102	160	93
Second Runner-up	5	2	20	165	129	136	100
Outstanding Award	59	68	339	186	186	179	164
Others	2	7	35	52	420	64	186
Total	69	83	427	605	919	646	658

(Accumulated)							
Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Championship	0	3	21	86	82	107	115
First Runner-up & Above	3	6	33	202	184	267	208
Second Runner-up & Above	8	8	53	367	313	403	308
Outstanding Award & Above	67	76	392	553	499	582	472
Total	69	83	427	605	919	646	658

5.8.2 Awards in the Past 7 Years (No. of Students)

Awards in the Past 7 Years (No. of Students)							
Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Championship	0	23	177	272	128	203	248
First Runner-up	3	3	55	194	142	233	216
Second Runner-up	5	2	64	228	214	244	150
Outstanding Award	68	78	359	227	350	256	225
Others	2	16	335	100	547	134	238
Total	78	122	990	1021	1381	1070	1077

(Accumulated)							
Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Championship	0	23	177	272	128	203	248
First Runner-up & Above	3	26	232	466	270	436	464
Second Runner-up & Above	8	28	296	694	484	680	614
Outstanding Award & Above	76	106	655	921	834	936	839
Total	78	122	990	1021	1381	1070	1077

5.8.3 Awards in 2009-2010 (Events)

Awards in 2009-2010					
Type	Arts	Interest	Language	Music	Sports
Championship	0	17	1	0	97
First Runner-up	2	0	5	0	86
Second Runner-up	3	0	9	1	87
Outstanding Award	0	8	63	9	84
Others	12	5	65	7	97
Total	17	30	143	17	451

(Accumulated)					
Type	Arts	Interest	Language	Music	Sports
Championship	0	17	1	0	97
First Runner-up & Above	2	17	6	0	183
Second Runner-up & Above	5	17	15	1	270
Outstanding Award & Above	17	25	78	10	354
Total	17	30	143	17	451

5.8.4 Awards in 2009-2010 (Number of Students)

Awards in 2009-2010					
Type	Arts	Interest	Language	Music	Sports
Championship	0	47	43	0	158
First Runner-up	2	6	86	0	122
Second Runner-up	4	3	45	1	97
Outstanding Award	0	20	75	9	121
Others	27	33	24	7	147
Total	33	109	273	17	645

(Accumulated)					
Type	Arts	Interest	Language	Music	Sports
Championship	0	47	43	0	187
First Runner-up & Above	2	53	129	0	275
Second Runner-up & Above	6	56	174	1	377
Outstanding Award & Above	6	76	249	10	498
Total	33	109	273	17	645

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.***

Owing to the great success and achievements in the school ethos and extra-curricular activities in the previous cycle of school development plan 2004/05 - 2006/07. In the School Development Plan 2007/08 – 2009/10, **one major concern** is set. 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 three academic years 2007/08, 2008/09 and 2009/10.

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 this school development plan cycle **2007-10**, the school has continued 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 **well maintaining 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 the past few years. 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 in the school development cycle of 2007/08 – 2009/10

Teachers continued to work hard to take active measures to help upkeep the quality of learning and teaching. The major measures were as follows:

- ✓ All subject departments have been **very dedicated** to provide **more extra lessons (3908 hrs. in 2009-10, 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. **Small group tutorial classes** were also arranged for S.5 & 7 students (Chinese and English classes for S.5 & 7 and Mathematics classes for S.5 students) to cater for students' diverse needs.
- ✓ **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** taken to help students of **other forms** were 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**.
 - 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.
 - **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 rock climbing activities** were organized for S.1-7 students for goal-setting and building 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.
- ✓ **Lesson studies for Chinese, English, Maths and Liberal Studies** were arranged for

enhancing teachers' professional sharing and upgrading the teaching pedagogies.

- ✓ **Active monitoring roles** were taken by the Principal, Vice-principals and middle management (like Assistant Prefect-of-Studies) **in guiding panel's meetings and operations.**

2. Enhancement measures in 2009-10

- ✓ In **2008-09 Annual Report**, it was pointed that the following aspects of **students' learning and teaching approaches** were to be improved:
 - 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.**
- ✓ In **2009-10**, the **Learning Diversity Team (Learning and Teaching Domain)** worked on **the above mattered matters** to improve the situations through
 - ensuring the **use of more interactive teaching strategies** of meta-cognition or invitational education through emphasizing that it is a must in the requirements of lesson observations;
 - continuing to encourage the **self-regulated study habits of meta-cognition** to be cultivated among all students;
 - encouraging **lesson studies to be conducted in all subjects** in the long run and trying out in more subjects.

3. 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. The percentages of first-timer students with 14 points, 5E or above, 6E or above and the percentages of first timer students getting A Grade, A-B Grades, A-C Grades, A-D Grades and A-E Grades were the **best results in the school previous records.**

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 **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.

In **2009-10**, our HKCEE results maintained the good performance in 2008-09 with some **improvement**:

- ✓ **11** subjects showed **improvement** in their passing percentages.
- ✓ **7 subjects** with passing percentages (first-timers) **higher than Hong Kong averages** (Computer & IT: 71.3%, Economics : 85.3%, Commerce: 90.5%, Principles of Accounts: 94.1%, Chinese History: 80%, Additional Maths: 100%, Putonghua: 100%).
- ✓ the percentage of first-timer students with **A Grade, A-B Grades, A-C Grades, A-D Grades and A-E Grades** were **either the highest or second highest in the records** of first-timers 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 **either the best or second best records** in the past history.

4. HKAL Results

Like the HKCEE results, the HKAL results also showed 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.

In 2009-10, the major achievements are:

- ✓ **6 subjects showed improvement** in the passing percentages (3rd best in the past 12 years).
- ✓ The number of **A-B** is the **3rd best** in the past 10 years.
- ✓ The number of **A-D** is the **3rd best** in the past 5 years.
- ✓ The number of **A-D (AL)** is the **2nd best** in the past 5 years.
- ✓ The number of **A-E (AL)** is the **best** in the past 5 years.
- ✓ Overall **E or above (AL)** is **2nd best** in the past 5 years.

5. 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** (*with ratings above 3.5 in recent 2 years*).

Average score of Student Survey	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Teaching strategies & skills	3.19	3.00	3.27	3.29	3.25	3.60	3.70

- ✓ **Ratings of teachers, students and parents** show that there is **significant continuous improvement in student learning** (*with ratings above 3.5 in recent 2 years*).

Student learning	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Teacher Survey	2.97	2.98	3.11	3.28	3.16	3.30	3.60
Student Survey	3.14	2.92	3.08	3.20	3.26	3.50	3.60
Parents Survey	3.05	3.16	3.22	3.17	3.22	3.70	3.50

6. Figures in **2006-07, 2007-08, 2008-09 and 2009-10** 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.
7. The **passing percentages of Chinese, English and Mathematics** of internal tests and examinations were well maintained at about 70% on average. The key concern is to **maintain a culture of students' positive attitude** and **build up students' confidence** to strive for better performance, which our school has been able to achieve in the **past few years**.
8. Based on the success criteria of school plan, KPM figures and other information about the four domains of the school, it can be seen that the **programs for remedial and enhancement have been well-established** in the past few years to help **enhance students' progress in their learning process**. On the whole, the students' needs and academic results **showed continuous improvement, proving the effectiveness of the programs**.

6.1.2 Reflections

1. Though **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. In **2009-10, all teaching staff members were involved to review the school holistically** based on KPM figures and other information about the four domains of the school. It was pointed out that
 - the school has **achieved a lot in students' learning** through enhancing the effectiveness of remedial and enhancement program (**as reported** in the previous section about Achievements);
 - **student learning** [(a) interest in learning, (b) initiative to learn, (3) confidence in

learning, (d) doing assignment, and (e) learning strategies] **and teaching approaches** [(a) raising thought-provoking questions, (b) arranging interactive activities, and (c) arranging more learning activities outside class] showed some progress in 2009-10 but should continue to be our school's **major concern in the coming school development plan cycle 2010/11 – 2012/13.**

6.2 Other Concerns

6.2.1 Domain 1: Management and Organization

6.2.1.1 School-based Management Issues

✓ Financial Management and Assets Management

- The **accounting software (MYOB)** was implemented this year together with previous computer spreadsheet system for smooth transition purpose. This year all staff members were trained with the skills for using this new accounting software (MYOB). It is expected that the new accounting software system will be used with the previous computer spreadsheet system for one more year in 2010-11 for gaining more experience and having more time for the conversion period.
- The first stocktaking process for setting up the Incorporated Management Committee was accomplished in December 2007. The stocktaking process was yearly arranged (February to June 2009 and February to June 2010) by the school-based stocktaking team. All departments and functional teams were aware of the requirements of resource management and stocktaking. The **stocktaking system was well institutionalized** and will be a yearly regular process for better assets management.

✓ Organization Effectiveness

- The **school organization structure** was **revised yearly** to enhance management effectiveness in the past few years.
- In **2009-2010**, the **new organization structure** with **full monitoring and leadership roles of Principal and 2 Vice-principals** (one supervising the domain of Learning and Teaching and one supervising the domain of the School Ethos and Support Measures) **operated efficiently and effectively**.
- **Revised guidelines for subject panels and functional teams 2009-10 were well followed this year.**
- The **roles of principal, vice-principals and middle management have been highly effective** and have been showing very good performance above Hong Kong standard in the past years (refer to the KPM ratings of the competence, attitudes, monitoring and supervisory roles of the principal, vice-principals and middle management of EDB in Sections 2.2 and 2.3).

6.2.1.2 Staff Development

- ✓ Our school is a **”Learning Organization”** and the **professionalism among teachers** was much enhanced in the past **5 academic years (2005-2010)**. 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 4.0 in 2009-10** (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 is 110.5 hours in 2009-10** (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 303.5 hours in 2009-10** (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 **18 major partnerships** (17 in 2008-09, 16 in 2007-08, 11 in 2006-07 and 4 in 2005-06) **with tertiary education institutions, the Education Bureau and Non-government Organizations** 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
 - ✓ **Inviting School Project 2008-10** for Hong Kong Schools organized by International Alliance for Invitational Education (IAIE)
 - ✓ Participation in the **Hong Kong School Self-evaluation Network** focusing on improving teaching and learning through classroom observation.
 - (ii) Learning and Teaching
 - ✓ **Professional Partnership Program for Teacher Placement** – A mentoring support program for students of **Faculty of Education of the University of Hong Kong**

(about **10 student teachers** from Courses of Bachelor of Education and Postgraduate Diploma in Education will work with our teachers)

- ✓ **Professional Development Network for Knowledge Building in Schools for Science** Key Learning Area (A University-School Support Programme of School-based Support Service of the EDB provided by the **University of Hong Kong**)
- ✓ **Language Support Service for Chinese Language** (F.4 level) (A Professional Collaboration project with EDB)
- ✓ **6-year 3-million English project** for supporting teaching and learning of English in Chinese Medium School
- ✓ **Common lesson preparation for F.1-3 Mathematics Curriculum** (EDB School-based Curriculum Development Support Services for Secondary Schools)
- ✓ A **Joint School Project for Preparation of Teaching Resources of Liberal Studies** (A 2-year Quality Education Fund project organized by Hok Yau Club starting from February 2010)
- ✓ The use of **Metacognition** strategies for self-regulated learning (CUHK project) started in 2008/09

(iii) School Ethos and Support Measures

- A Project for Environmental and Conservation Fund – **Greening program for promoting environmental protection**
- **Junior Secondary Sustainable Development Education Scheme** (A University-School Support Programme of School-based Support Service, EDB, provided by the **Chinese University of Hong Kong**)
- **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 –3 students**
- **Junior Secondary Sustainable Development Education Project** organized by Centre for University & School Partnership (CUHK)
- **Youth Program** organized by Health Department
- **“Pupil Ambassador: Active, Bright and Caring” Program** (organized by EDB) for leadership training
- **Elderly Academy** – for developing school’s social services
- **School Partnership Scheme** in Supporting Students with Special Education Needs arranged by Education Bureau – a project on **Integrated Education** with CCC Kei Shun Secondary School.
- **Resource Support Programme for Visually Impaired Students** provided by Ebenezer 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-learning, school self-evaluation, external school review, crisis management, new senior secondary curriculum:-
 - (a) Workshop on **“Crisis Management”** held in December 2010
 - (b) Talks on **“Needs of Students of Special Education Needs (SEN)”** held in April 2010 and May 2010
 - (c) Talk and sharing session for **e-learning** held in April and May 2010
 - (d) Talks on the **“Development of School Self-evaluation”** and **“New Cycle of External School Review”** held in November 2009, April 2010, May 2010 and June 2010. .
 - (e) **4 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 (May to June 2010). **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 **Principal Ip, Pastor Lai Chi Kow and Pastor Chau Po Hae** in November 2009 and April 2010 and May 2010.

- ✓ **Peer lesson observations** and **classroom observations** among **all subjects** continued to be exercised for enhancing the quality of teaching and learning in class
- ✓ About 20 teachers were arranged to attend a 2-day International Conference on Lesson Studies organized by Hong Kong Institute of Education in December 2009. After that conference, **the Chinese Department, English Department, Maths Department and Liberal Studies Department arranged a small-scale lesson study** for their own department in the second term on trial basis. It is expected **better and more effective teaching pedagogies for our students** can be tried out in the process.
- ✓ As reviewed from the past experience, it is very important to **train new teachers** to enable them to fit for their professionalism. **A two-day induction program including school introduction and lesson observation** was arranged in **August 2009**. 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.
- ✓ As a learning school, our school 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 the fourth time**.
 - On 24 March 2010, two **experts of Invitational Education** (Dr. David Chapman, Executive Director of the International Alliance for Invitation Education and Mr. Lim, Singapore Education Consultant) and **one Hong Kong Educator** (Ms. Chan Yuen Chau, Principal of Yuen Long Lutheran Secondary School) 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 school was given the **Inviting School Award** in the International Conference in October 2010.
 - **Our Chinese team**, being one of those outstanding partnership schools in the Chinese Language Scheme of the School-based Support Services (EDB), **was invited by EDB to share our experience in April 2010**
 - **Our Chinese team and English team** were invited by the Central Management Committee of **our sponsoring body** to share with CCC schools on **how they prepare for Secondary 3 Territory-wide Systematic Assessments in May 2010**.
 - **Our English team and school principal** were invited by the Faculty of Education of the **University of Hong Kong** to share their **partnership experience concerning teaching practice of student teachers on 26 June 2010**.
 - Our school was invited by the Editorial Board of the **Newsletter of the Hong Kong Teacher Centre** to share our experience on **how to enhance the learning of English** in the **July Edition 2010**.
- ✓ **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 5 academic years (4.1 in 2009-10, 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 and showing good progress.

Teachers' strategies and skills	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Teacher Survey	4.14	4.18	4.15	4.17	4.22	4.00	4.20
Student Survey	3.19	3.00	3.27	3.29	3.25	3.60	3.70

- ✓ 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

- ✓ Since 2007, the principal had served four times as External School Reviewer for the EDB. The principal has been making use of the experiences gained to cultivate a better and more effective self-evaluating culture in the past few years.
- ✓ Our school conducted 4 small-scale Internal School Reviews arranging classroom observation of some teachers in January 2008, January 2009, January 2010 and May 2010 by parent representatives from Parent-teacher Association. In each review, about 10 lessons were observed and appraised for improving the quality of teaching and learning in school. School environments (physical and cultural) were observed. Parents' feedback showed recognition to our school efforts in upkeeping our standards in many areas in the past years. Similar review(s) will be organized on yearly basis. We are true to ourselves and will take active measures to strive for excellence.
- ✓ In the past three 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. 5 school-based workshops for school self-evaluation were also arranged to prepare the staff for the new cycle of school development plan and external school review (November 2009, April 2010, May 2010 and June 2010).

- ✓ Since the academic year **2008-09**, **three regular meetings** (2 yearly meetings in the past) were held by **all subject departments and functional teams**. Senior middle managers (**Vice-principals and 4 Assistant Prefect-of-Studies**) took turn to **sit in all the meetings**. **Principal attended most of the meetings**. The culture of meeting has changed to be **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 in 2008-09. In 2009-10, **Diversity Learning Team and School Executive Committee joined together to have meetings** to oversee the effectiveness of the school's major concern and 7 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:

- ✓ 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 includes **greening the roof and programs promoting environmental protection and conservation**. The Green Roof Garden System was **opened in January 2010**.
- ✓ A **major repairs project with a budgeted amount of \$270,000** (approved by EDB) mainly includes (a) re-surfacing the basketball court and volleyball court (G/F), (b) replacing the fencing of upper basketball court, (c) replacing defective metal door panels (roof, G/F), and (d) replacing the door panels of 11 classrooms.
- ✓ Use of one-off IT grant to **improve the facilities for Campus TV room and photo-taking club** for promoting a creative environment for students and for promoting moral and civic education.
- ✓ **24 computers** in the **Multi-media Language Learning Centre** were replaced with new ones.
- ✓ **9 new video projectors** were purchased for replacement.
- ✓ **Classrooms, corridors and washrooms were decorated** based on the concept of Invitation Education.
- ✓ Renovating the hall with the **banners for 8 Beatitudes** (sponsored by Community Church Hong Kong).

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 continued to have **yearly review of the curriculum for Senior forms including elective subjects** with reference to school constraints and students' choices. On the whole, **the curriculum (including the electives) arranged in 2009-10 fit students' choices and interests**. One minor point for better arrangement is that the blocks of subjects arranged during lunch time and after school were a bit inconvenient for some students. The arrangement for 2010-11 will avoid S.4 subjects to be offered after school. **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 5 years (2005 to 2010)**. In 2008-09, 51 completed the course requirement and 1 student got distinction. In 2009-10, 1 out of 2 students successfully completed the course on Law and Society (offered by HKU SPACE).
- **Volunteer social services** have been systematically arranged since 2006-07. In addition, Wah Shan Elderly Academy was set up in 2008-09. With **4 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) Our Community for S.1, (b) Our Hong Kong Society for S.2, and (c) Our China for S.3. **3 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 gained from joining the Collaboration Seed Project with EDB in 2006-08. The purpose of the portfolio would be mainly on **recording students' performance**. A **yearly self-reflection section** will be included in the portfolio and our present **S4 students** have completed this section satisfactorily with good feedback in 2009-10.
- **Sending teachers to attend seminars and courses** related to the NSS Curriculum. (Please refer to Appendix G for details)
- 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**. Since **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 greatly improved** in the **past few years**.
- In the past 5 academic years (2005-2010), our students were **usually 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 **20 books read by each student a year** (21 in 2008-09, 24 in 2007-08, 18 in 2006-07). The borrowing **figures 2009/10** from the school library **showed that students well kept a reading habit formed in previous years** with over **50% S.1-3** students (52.6% in 2009-10, 56.6% in 2008-09, 59.2% in 2007-08, 44.8% in 2006-07) and about **35% S.4-7** students (35.0% in 2009-10, 35.4% in 2008-09, 36.7% in 2007-08, 21.7% in 2006-07) borrowing books **at least once every two weeks**. 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*	09/10*
Teachers' survey	3.22	3.08	3.22	3.44	3.36	3.3	3.7
Students' survey	3.17	3.02	3.22	3.22	3.20	3.6	3.7
Parents' survey	3.00	3.26	3.32	3.31	3.30	3.6	3.4

* 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.
- Arranging **40 junior form students** to join a **cultural trip to He Xian (Guangzhou)** in **December 2009** (A trip organized by the National Education Centre and Education Bureau).
- Arranging **40 students** with excellent sports performance to join a study trip to **Guangzhou** in April 2010 (sponsored by Commission on Youth).
- 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. In 2009-10, our school had continuous dialogue with the sister school but the time proposed for visiting them in April 2010 did not fit the school's schedule. It is expected that a visit can be fixed up in 2010-11. Luckily, our school has arranged a **visit to No.97 Secondary School**, also an elite school of Provincial Number 1 level, during the visit to Guangzhou in **April 2010**).

4. IT for Interactive Learning

- **Computers have been made available on each floor** for students' easy access to internet resources since 2007-08.
- Making use of **campus TV for enhancing students' creativity and**

performing arts since 2007-08.

- **IT learning resources** for all subjects in e-class was well built up since 2008-09.
- **Use of e-class for interactive learning** since 2008-09.

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:
 - **Three uniform assessment tests for F.1-4 & 6** were arranged.
 - **2 Examinations** for each form (one in each term). One more examination for F.5 & 7 was arranged in September (i.e. **3 Assessments for F.5 & 7**)
 - **Regular tests** were arranged for students according to subjects' tests policies.
 - **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.
- ✓ The development of student assessments in the past few years is summarized as follows:

	Before 2006	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)
Uniform Tests for S.4 & 6	0	0	0	
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.)	
Parents' Day	1 in Jan	1 in Jan	2 in Jan and Jul	4 in Nov, Jan, Apr & Jul

- ✓ The measures taken were **well implemented and well accepted** by parents, students and teachers. *Teachers and parents work hand in hand with good mutual understanding* for the all-round development of our students.

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, 2008-09 and 2009-10**, 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 Dinner of Parent-teacher Association, training students' drama skills for the English Drama performance). One key opportunity is to **organize inter-school competitions** to widen students' exposure. 3 main activities were organized:
 - ◆ Our school organized the **Third Inter-school Photograph Literature Competition (第三屆攝影文學創作比賽)** for Hong Kong Primary and Secondary Schools. The prize giving ceremony was held on 19 January 2010.
 - ◆ Our school also jointly organized with Hong Kong GO Association (香港圍棋協) an **Inter-school GO competition for Primary Schools(第一屆華山盃小學校際圍棋比賽)** on 6 February 2010 with over 30 primary school teams joining the events.
 - ◆ Our school organized the **Inter-school Wah Shan Cup Basketball Competition for Primary Schools** in April 2010. 15 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. Classes for Choir and Chinese Orchestra 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. Lee Kin Wo (football), Ms. Chow Sai Ho (girls' volleyball team) and Mr. Huen Kwok Wah (boys' volleyball team), 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 **40 in 2009-10** (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. **HKM**
- **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. This year **5 open days** of different scales were arranged (December 2009, January 2010, February 2010, April 2010) and the students were given the opportunities to take **active leading roles** in organizing the events and activities involved.
 - ◆ 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. In **2009 and 2010 Community Youth Club Sand Castle Making Competitions held at Shek O**, our team was invited to serve for them and produce videos for them.
 - ◆ **The volunteer service team organized by Counselling team** was also

another major platforms for leadership and service training. They actively helped in a **variety of flag selling activities**. 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. They also took part actively in organizing courses and activities for **Wah Shan Academy for Elderly**. **Yearly service activities for each form** were also arranged to cultivate students' heart to serve for the community.

- ◆ Our school was selected to join a **School-Business Partnership project, organized by the EDB**, since 2007-08. We were given the chance to have the *Hong Kong Bank (2008)*, *American International Assurance (Bermuda) Limited (2009)* and *Shun Tak Holding Limited (2010)* to be our partners. This year **24 S.6 students** participated in this partnership project in March 2010 up till June 2010.
- **2 educational trips** were arranged by the Civic Education Team in this academic year as mentioned in the previous section.
- In **2009-10**, the **number of co-curricular activities** organized **increased to 72 for F.1-3** (69 in 2008-09, 56 in 2007-08, 43 in 2006-07, 41 in 2005-06, 34 in 2004-05) and **to 69 for F.4-7** (65 in 2008-09, 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 **2009-10**, the **number of student headcount awarded** is **1077** (1070 in 2008-09, 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 **658 in 2009-10** (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 again **well recognized with the following outstanding results in 2009-10:**

Sports:

Our school's position in the Hong Kong Federation of Sports Association was **23rd** for co-education schools in **Hong Kong** (**25th** in 2008-09, **60th** in 2007-08,

90th in 2006-07, 120th in 2005-06, 145th in 2004-05). This is **the best sports results** in our school's **33 years of history**.

Our **basketball boys' teams and girls' teams** also got the **best results in our school history**.

Our basketball boys' teams have won the **A Grade Champion, B Grade Champion, C Grade 1st runner-up, Overall Champion in the Inter-school Competition (Division One)**, the **2nd place** in the **Hong Kong Inter-school Marathon Basketball Competition**, the **3rd place** in the **Hong Kong Panasonic Basketball Competition** and the **4th place** in the **Jing Ying Basketball Competition**.

Our basketball girls' teams have won the **A Grade Champion, B Grade Champion, Overall Champion in the Inter-school Competition (Division Two)**, the **2nd place** in the **Jing Ying Basketball Competition**, the **2nd place** in the **Hong Kong Inter-school Marathon Basketball Competition** and the **2nd place** in the **Hong Kong Panasonic Basketball Competition**.

Our table-tennis boys' teams have won **A Grade 2nd runners-up C Grade 5th place, Overall 5th place** in the Inter-school Competition (Division Three). All 3 teams (A Grade, B Grade and C Grade) got the quality and right to join the events on the Final day.

Languages:

Chinese, English, Putonghua and Bible teachers have been **actively involved** in training students' language and presentation skills for the Hong Kong Schools Speech Festival and the Hong Kong Bible Speech Competitions. Our school captured a total of **114 awards from the Hong Kong Schools Speech Festival** with **five top 3 awards**. Our school also captured **eight awards with seven top 3 awards in the Hong Kong Bible Speech Competition** which is **the best** in our school history.

Aesthetic aspect:

Our student **music talents** also got **the best results** in our school history with 1 **2nd-runner-up**, 9 Certificates of Merit and 7 Certificates of Proficiency.

Our school teams on **Sand Castle Making** won (a) the **Champion** of the competition organized by **Eastern District Parent-teacher Association** in November 2009 and (b) the **Champion**, the **Best Presenter Award** and **Most Creative Award** of the competition organized by **Community Youth Club** in March 2010.

6.2.2.5 English Medium Teaching

- *Before 2009-10*, the following were the arrangement concerning use of English extended learning activities:
 - ✓ The three subject departments (**Mathematics, Science and Liberal Studies**) followed the **percentages of 15%, 20% and 25%** in Form 1, Form 2 and Form 3 respectively to **implement English extended learning activities**. The three departments monitored the extended learning activities **on subject basis**.
 - ✓ **All teachers concerned are qualified** for English medium teaching. Subject **teachers from the three subjects** concerned **joined the EDB training** program “Improving Language and Learning in Public Sectors”(ILLIPS) for improving the use of English medium in teaching the subjects **in 2008-09**.
- **In 2009-10**, a **core committee** (*Fine-tuned Language Policy Core Group*) was **formed to oversee the implementation** of English extended learning activities of the three subject departments (Mathematics, Science and Liberal Studies). Three meetings were arranged to review the implementation of the three subjects.

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**. **Since 2006-07**, 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 8 committees and 2 Associations under this domain. [**six core committees** :*Discipline Committee, Counseling Committee, Careers Committee, Religious and Moral Education Committee, Civic Education Committee, Extra-curricular Activities and Life-wide Learning Committee*; **two additional committees**: *Support for Learning Diversity Committee and Link with External Organization Committee* were set up in 2008-09; **two associations** : *Parent-teacher Association and Alumni Association*]
- **The Vice-principal (Pastoral Care) worked closely together with the school principal** to supervise the work of this domain.
- The committee heads formed good partnerships with **external organizations** and **experts** 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. For **many key competitions like the finals** of inter-school basketball competitions for different grades and table-tennis competitions, **a big number of students also turned up to support** our student teams. **WE REALLY BELONG TO ONE BIG FAMILY!**
- **Church-school collaboration** and the **support from Community Church Hong Kong** have 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. Mr. Hui K.Y. (Shing Kwong Church), Ms. Lee T.M. (from Hop Yat Church, North Point) contributed a lot of time and efforts for our students' spiritual growth. We are grateful to the full support from Pastor Chau P.H. and Paster Lai C.K.
 - 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, graduation ceremony, religious festival and service for Community Youth Club. We are grateful to the team leader of the Boys' Brigade, Mr. Lau T.M.
 - **Hop Yat Church (North Point)** also provided human resources to **teach Form 4 & 6 Religious Studies lessons** and **train our students**

for the Bible Reading Competition. Students gained a lot from the lessons and competition. We are very grateful to the dedicated service of Mr. To C.B.

- A **religious month** was held with the concerted efforts of **both churches** and **Community Church Hong Kong** since 2008-2009 and a total of 87 students responded positively to good news in 2008-09 and about 40 students responded positively in 2009-10. In this academic year, **one more religious week** was held **in April 2010** as a concluding religious activity for the year.
- Since 2008 April, representatives from Shing Kwong Church and Hop Yat Church (North Point) also took turns to **provide spiritual guidance to our teachers during our staff development days.** The school wishes to thank the two churches again for their support to upkeep the spiritual health of our teachers. .
- In 2009-10, the **Community Church Hong Kong sponsored \$15,000** for the costs involved in Bible Speech Competitions and Religious Drama Training. Our school wishes to thank our school manager, Mr. Yap K.O. for his great assistance and his church's support to us.
- 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 closely with the PTA** for the school improvement. **Ms. Leung Kit Yi**, the parent manager and vice-chairperson, **Mrs. Cheung Chan Pik Ling**, the alternate parent manager and PTA committee member, **Mr. Louis Lam**, the chairperson, **and their 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 vice-chairperson being its executive committee member and supported many of its functions.
- The **Alumni Association held regular meetings (4 meetings per year) since 2008-09.** Constitutions were revised. New committee, with new organization structure, was formed. **Committee members showed strong support to the school** and sent representatives as guests to attend some important school events like the Prize-giving ceremony for the Photo-writing

competition, Green Roof Opening Ceremony, and Singing contest. **Alumni have been very supportive to the functions** like annual picnic (November 2009), Open Day (January 2010), annual general meeting and annual dinner (February 2010).

- **External Link built up involved a number of activities and resources to support students' growth. Some major ones were as follows:**
 - ◆ Through joining the **Positive Adolescent Training through Holistic Social Programme to Adulthood (P.A.T.H.S.)**, S.1-3 students have been well-trained with life skills and communication skills and they are more capable to face challenges in adversity.
 - ◆ 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.
 - ◆ 20 students were sent to join the **"Pupil Ambassador; Active, Bright and Caring" Program** (organized by EDB) for leadership and drama training in November 2010. A drama promoting positive values and beating drugs was presented to all students on 19 March 2010 with an EDB official, Mrs. Shum, presenting Certificates of Recognition on the occasion. The sharing session after the drama was fruitful and the EDB official gave very positive remarks to our students, teachers and principal.
 - ◆ 30 S4 students joined the **Goal for Youth Workshops (organized by the Junior Achievement Hong Kong)** equipping them with essential concepts on personal leadership, life planning and financial responsibility. It is expected that students will gain the fundamentals for our next generation to realize their life goals and to become socially and financially responsible leaders of tomorrow.
 - ◆ **Resource teachers from Ebenezer School** paid weekly visits to help our 4 Visually Impaired students and provided guidance to our teachers when necessary. They also provided a training session this year.
 - ◆ Through forming a **school partnership scheme with CCC Kei Shun Secondary School** in supporting students with Special Education Needs since 2008-09, our teacher-in-charge of integrated education had regular contacts with our partnership school regarding the support we can provide for our needy students.
 - ◆ A Form 4 student (Chin Ka Ho) 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 were 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. In **2009-10**, **Forms 1-7** classes were **renamed**. The past labeling effects of ABCD classes had been minimized in the past few years. **A better school spirit was created.**
 - ◆ The school **reviewed the summer and winter uniform** in 2007-08. **New uniform** has been used since 2008-09 and has been **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 2007-08 and 2008-09**. According to the APASO and KPM figures of EDB, the school ethos can be seen to be **well-maintained in 2009-10**.

6.2.3.3 Achievements

- ✓ The school was awarded the **“Loving and Caring school” Award by the Hong Kong Christian Service** in April 2010 --- the 4th time 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 2009-10, 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 (3.8 in 2009-10, 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 5 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 generally 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	09/10
General satisfaction	2.37	2.37	2.39	2.50	2.7
Negative affect	2.10	2.01	2.00	2.03	2.02
Teacher-student relationships	2.66	2.74	2.74	3.04	2.9
Social integration	2.81	2.78	2.80	2.97	2.9
Achievement	2.42	2.36	2.37	2.52	2.7
Opportunity	2.62	2.70	2.72	2.76	2.8
Adventure	2.49	2.41	2.42	2.62	2.8

- Many students have got **more merits** than in previous years (**7429 in 2009-10**, 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 (182 in 2009-10**, 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 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.

7. FEEDBACK ON FUTURE PLANNING

1. According to the evaluation of the school development plan 2007/08 – 2009/10, and the holistic review of the school based on the KPM figures and other information about the four domains of the school, it was pointed out that **students' learning has improved in the past few years** through *enhancing the effectiveness of remedial and enhancement programs*.
2. However, figures show that there is still room for improving **students' learning** [(a) *interest in learning*, (b) *initiative to learn*, (3) *confidence in learning*, (d) *doing assignment*, and (e) *learning strategies*] **and teaching approaches** [(a) *raising thought-provoking questions*, (b) *arranging interactive activities*, and (c) *arranging more learning activities outside class*] though there was some progress in 2009-10. Therefore, these few aspects of student learning and teaching approaches should continue to be our school's **major concern in the coming school development plan cycle 2010/11 – 2012/13**.
3. The coming major concern 2010/11 - 2012/13 will consist of the following sub-themes:

Enhancing the Quality of Classroom Learning and Teaching;	優化課堂教學，
Uplifting students' interest in learning and thinking skills;	提升學生的學習興趣及思維能力，
Improving students' learning effectiveness;	加強學習效能，
Aiming at increasing students' confidence in learning with a more proactive learning attitude.	從而提升學生的自信心及積極學習的態度

APPENDICES

Appendix A English Enhancement Scheme – Report 2009-10

Appendix B School-based Support Grant for Newly Arrived Children – Report 2009-10

Appendix C Use of Special One-off IT Grant – Report 2009-10

Appendix D Use of Composite IT Grant 2009-10

Appendix E Report on Integration Education 2009-10

Appendix A English Enhancement Scheme – Report 2009-10

Part One: Creating an English-rich language environment

Plan	Progress Report	Achievements / outcomes
<p>A. English extra/co-curricular programmes</p> <p>1. ‘One Student One “E” award programme</p>	<p><u>Internal activities:</u></p> <ul style="list-style-type: none"> - Token passports (with Reading & Viewing Record) were issued to students to record their involvement in English activities. - Everyday Radio Station/Campus TV (131): provided students with chances to give short speeches in the announcement period every day. - A series of Campus TV programmes (12) was conducted. - The grand opening of English Corner was on 11/11/09. Students were encouraged to go for reading, playing board games and doing interactive online learning there. - Regular meetings and functions at lunch breaks (1:10pm – 1:40pm) provided students with chances to learn English with fun, e.g., movie viewing (4), lunchtime radio station (12), etc. <p><u>Writing competition</u></p> <ul style="list-style-type: none"> - Selected works from senior forms were sent to <i>the Hong Kong World Book Day 4.23</i> in February,10. <p><u>Drama Performance:</u></p> <ul style="list-style-type: none"> - A service provider, Sweet Three, was hired to coach our S2-5 students for a drama, namely ‘<i>Death Not</i>’. The training started from 	<ul style="list-style-type: none"> - Every student participated in at least one English competition/ performance. - The tokens got from the token passport were redeemed for food at the school tuck shop. - Over 80% of the HK Schools Speech Festival participants could get awards (55 out of 67) - Student English Ambassadors of the English Society were given chances to initiate & organize activities, including English Friday & English Week - The Best Presenter Award and Presentation were conducted in May. 100% of students participated. There was one champion of each form. - The teacher survey in the 3rd panel meeting showed that over 70% of teachers agreed that students improved in three domains: attitude, skills & knowledge.

October to December, 2009.

Inter-house Costume Competition & Quiz:

- The Competitions were held on 13th May, 2010.

Singing Contests:

- English songs learnt in class were strongly encouraged to be used in the school singing contest.
- Winners of the Inter-class Singing Contest (English) performed in the English Week on 13th May, 2010.

RTHK: Teen Time Open Space:

- 4 S4-6 students participated as speakers. It was broadcast on 24th November, 2009.

Hong Kong Budding Poets:

- 21 students' poems were sent to enter the competition in February. William Dhinarto (4W) was awarded as Poet of the School.

Summer English Camp:

- 2 S6 students joined a one-week English summer camp, *Learning English Through Cultural Exchange* (26-30/7/10) as group leaders hosted by CCC at Youth Camp, YWCA, Tseung Kwan O. Students used English to communicate with university students from other countries.

Open Days (Dec. & Jan.) & Games Day (14/5/10):

English game stalls were set up on those days for students to use English

	with fun.																																																									
2. Verse-Speaking Lessons	<p>For the Schools Speech Festival, there were 221 headcounts & 67 entries this year, of which two were solo prose reading, one was dramatic duologue, three were choral speaking and the remaining ones were solo verse speaking.</p> <p>To provide support to students, all the poems selected from the Speech Festival were recorded by Ms Marj and uploaded to the eclass for easy access.</p> <p>Workshops on the selected poems were offered by Ms Marj (NET) & a service provider as professional development programmes for the English teachers & training for students respectively.</p> <p>The marks that students got from the Speech Festival could replace the marks that they got from the 1st Term English Oral Exam if the former were higher.</p>	<p>HK Schools Speech Festival: Comparison Table 04-09</p> <table border="1" data-bbox="1451 316 2114 730"> <thead> <tr> <th></th> <th>2004</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Championship</td> <td>0</td> <td>3</td> <td>2</td> <td>0</td> <td>3</td> <td>0</td> </tr> <tr> <td>1st runner-up</td> <td>0</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> </tr> <tr> <td>2nd runner-up</td> <td>1</td> <td>2</td> <td>2</td> <td>8</td> <td>3</td> <td>0</td> </tr> <tr> <td>Certificate of Merit</td> <td>8</td> <td>35</td> <td>32</td> <td>54</td> <td>45</td> <td>39</td> </tr> <tr> <td>Certificate of Proficiency</td> <td>10</td> <td>46</td> <td>77</td> <td>51</td> <td>19</td> <td>15</td> </tr> <tr> <td>No. of Headcounts</td> <td>19</td> <td>148</td> <td>223</td> <td>424</td> <td>205</td> <td>221</td> </tr> <tr> <td>No. of Entries</td> <td>19</td> <td>114</td> <td>189</td> <td>152</td> <td>88</td> <td>67</td> </tr> </tbody> </table> <p>- Students were motivated to learn the verses and take part in the Speech Festival.</p>		2004	2005	2006	2007	2008	2009	Championship	0	3	2	0	3	0	1 st runner-up	0	1	2	2	2	1	2 nd runner-up	1	2	2	8	3	0	Certificate of Merit	8	35	32	54	45	39	Certificate of Proficiency	10	46	77	51	19	15	No. of Headcounts	19	148	223	424	205	221	No. of Entries	19	114	189	152	88	67
	2004	2005	2006	2007	2008	2009																																																				
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<p>3. English enhancement programme</p>	<ul style="list-style-type: none"> - After analyzing the results of students' tests /quizzes/exams., teachers designed timely and appropriate measures, e.g., streaming students for extra lessons to help different students to pass the benchmark: <p><u>S5 & 7</u> Extra lessons/intensive trainings were conducted. Three alumni also offered intensive help in students' free lessons. Total extra lesson hours up to 2/7/10: 428 (S5); 212 (S7)</p> <p><u>S4 & 6</u></p> <ul style="list-style-type: none"> - Total extra lesson hours: 72 (S4); 140 (S6) - A pull-out programme for the talented S4 students was conducted between 7/5/10-02/6/10 to provide intensive English training before the final exam. <p><u>Junior forms</u></p> <ul style="list-style-type: none"> - English Enhancement Courses for junior forms (Total extra lesson hours: 57; 13; 37 for S1; S2 & S3 respectively) - S1 English Course for Basketball Team members between Oct. & Dec. every Tuesday (5.5 hours) - English Remedial Group for SEN during lunchtime every Friday (10'40" hours) - NAC (3 groups altogether): 16' 30" hours 	<ul style="list-style-type: none"> - The teacher survey in the 3rd panel meeting showed that over 70% of teachers found the extra lessons useful - The no. of students who could get a pass in AL & CE is the same: 33
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<p>4. International English tests</p>	<ul style="list-style-type: none"> - In order to cater for the diverse needs of students, screening tests were designed for students. - Tests or quizzes were set for students: <ul style="list-style-type: none"> i. Except the 1st Term Exam. & the Mock Exam., there was one centralized uniform test in September for S5 & 7 i. There were altogether three uniform tests for each form ii. Teachers designed at least six quizzes/dictations per term to cater for students' needs in order to help them meet the benchmark. 	<ul style="list-style-type: none"> - The teacher survey in the 3rd panel meeting showed that over 80% of teachers agreed the measures could help them identify the needs of students. - Total no. of tests & quizzes for students (08/09) <table border="1" data-bbox="1473 395 1886 791"> <thead> <tr> <th></th> <th>Quizzes</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>19</td> </tr> <tr> <td>S2</td> <td>19</td> </tr> <tr> <td>S3</td> <td>19</td> </tr> <tr> <td>S4</td> <td>14</td> </tr> <tr> <td>S5</td> <td>15</td> </tr> <tr> <td>S6</td> <td>12</td> </tr> <tr> <td>S7</td> <td>13</td> </tr> </tbody> </table> <p>All classes attained the requirements.</p>		Quizzes	S1	19	S2	19	S3	19	S4	14	S5	15	S6	12	S7	13
	Quizzes																	
S1	19																	
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S5	15																	
S6	12																	
S7	13																	

<p>5. English week</p>	<p>- English Week in May:</p> <ul style="list-style-type: none"> i. Inter-House Costume Competition ii. Teacher Catwalk iii. Best Presenter Awards iv. Inter-House Quiz v. Inter-House Singing Contest vi. Book Exhibition vii. Game Stalls viii. Food Redemption 	<p>- Student leaders of the English Society took initiatives to make suggestions for the potential activities, which were in a whole school approach. Positive comments were generated from teachers and students alike, especially for students' involvement and participation in the fashion show.</p>
<p>6. English variety show</p>	<p>- English elements, including English sharing, speeches, readers' theatre, drama, role play or choral speaking, were integrated into each school assembly.</p>	<p>- These created a welcoming atmosphere of using English in general.</p>

<p>7.. Extended Learning/Life-long Learning</p> <p>i. Interactive learning through IT</p>	<p><u>Learning & teaching:</u></p> <p>i. The use of IT for learning & teaching was strongly encouraged, e.g., the Teacher Assistant helped out.</p> <p>ii. MMLC lessons (alternate weeks) were allocated for students (S1-4, S6 & 5S)</p> <p>iii. An SBA Corner located at the former janitor room in the hall provided convenience for recording.</p> <p><u>Self-access learning:</u></p> <p>i. Online programmes:</p> <ul style="list-style-type: none"> - Online TVNews learning programme by Hkedcity was introduced to students (S6, S4, 3K & 2W). ■ They were required to do them as homework assignments. ■ Students were registered for the <i>u21.hk – English Corner by HKFYG</i> to read the weekly updated English articles. ■ Students can go to eclass to play Scrabble related games. ■ user name and password of the Online Assessment Centre of ‘Aristo’ was given out which could be used by any senior form students for self-access learning ■ Junior Form students also set up their personal accounts at the Online Assessment Centre of ‘Longman Activate’ <p>ii. The school homepage:</p> <ul style="list-style-type: none"> - The homepage of the English Department was enriched – 	<ul style="list-style-type: none"> - Over 90% of teachers used IT for learning & teaching activities. - One project work with the use of IT was submitted. - S4 & S5 SBA marks were submitted to EDB. - More and more students picked up the habit as autonomous learners who self-access various English websites and do online English practices. - The homepage of the English Department was updated after activities.
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	<p>students' achievement and useful links of English teaching & learning were updated; more works & photos of students were displayed.</p> <p>iii. Computers were set up at the English Corner for students' easy access.</p>	
<p>iv. Reading & Viewing Promotion</p>	<p>E-days (English reading days): 2 reading sessions each week were arranged for English materials: reading newspaper (Mondays) & reading magazines/books (Fridays)</p> <p>School-based Online Reading Programme was introduced to students</p> <p>Two to three library lessons were allocated for each class each term.</p> <p>Students were required to borrow one book the minimum each month</p> <p>Encouraging rewards:</p> <p>i. Reading & Viewing Record Sheets were issued, updated & checked monthly</p> <p>ii. Student Profile - Students' achievements of reading & viewing were stated on the profile by the end of the academic year</p> <p>iii. Library Lesson > After reading activities> Display of students' works (online, English Corner & classroom) + Coursework mark</p>	<p>A newsletter, <i>Monday English Fun</i>, was published & issued to junior form students every Monday for their reading session.</p> <p>Students were required to read the English materials &/or books during English reading sessions under the supervision of the class teachers &/or teachers assigned by the school. The reading atmosphere was improved.</p> <p>The passages of the School-based Online Reading Programme were encouraged to be used for the Best Presenter Award</p> <p>Reading & Viewing Awards were given to students on 5/11, 29/1, 23/4, 2/7</p> <p>Yearly Awards on the student profile: Gold Award (over 20 books): 44; Platinum Award (over 40): 4; Sapphire (over 60): 1; Diamond (over 80):1. The total no. of last year is 43.</p> <p>Library lessons could encourage students to borrow</p>

	<p>iv. The Best Presenter Award Winners were awarded on 13/5/10</p> <p>Reading & Viewing Ambassadors – telling stories/ recommending books to schoolmates</p>	<p>books from the Library</p> <p>Reading & Viewing Ambassadors recommended books/films to schoolmates during class teacher period (18)</p> <p>New books & DVDs were bought for the school from time to time</p> <p>A book exhibition by Times Magazine was held on 14/5/10.</p>
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<p>B. Physical environment</p> <p>1. Assembly</p> <p>2. Official language</p>	<ul style="list-style-type: none"> - English elements were added in every school assembly. <p>Added to the multitudinous activities mentioned above for students to use English, we did the following to enlarge students' exposure to English:</p> <ul style="list-style-type: none"> - Corridor English: the theme of this year was 'inviting school'. In addition to posters related to the above topics, quotations for moral education as well as song lyrics for the Singing Contest were put up in the campus. - There were English announcements by Ms Marj during Swimming Gala on 19th September, 2009. - There were English ambassadors and teachers greeting students at the school gate on English Speaking Day (Fridays) & in the English Week. - A board at the back of each classroom was reserved for English materials. 	<ul style="list-style-type: none"> - English activities / presentations were offered in the assemblies. - There were posters, proverbs and banners put at the areas concerned. - The photos of activities were put into the annual photo album of the English Department - New information was updated. Students had more sense of belonging & achievement.
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	<ul style="list-style-type: none">- A banner for different themes supplied by Hkedcity was posted & updated regularly on the first floor. - As mentioned above, on the English homepage, recent activities, students' achievements, useful links of English learning & teaching and more works of students were updated.	
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Part Two: Collaborative & reflective teaching culture

<p>A. Co-lesson-planning of the English Panel</p>	<p>Through co-lesson planning:</p> <ul style="list-style-type: none">- A lesson study was conducted in S2.- Elements of ILLIPS were integrated into classes, except S2.- SEN (Teaching materials were compiled for students with SEN)- Metacognition pedagogy was tried out in all forms- Invitational Education was adopted for all forms.	<p>Teaching materials & strategies were customizing to meet students' needs</p>
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<p>B. Language-across-the-curriculum</p> <ol style="list-style-type: none"> 1. English teachers who also teach other subjects conducted extended learning in English in the subjects. 2. Teachers introduced English websites/materials to students for content subjects. 3. Teachers of other subjects/substitute lessons were strongly encouraged to utilize the English DVDs for their lessons. 4. Cross-curricular project 5. Promoting extended learning of English in other subjects. 	<ul style="list-style-type: none"> - English teachers who also teach other subjects have conducted extended learning in English in the subjects, e.g., Religious Studies. - Teachers, especially those of Math., Integrated Science & Integrated Humanitie, introduced English websites/materials to students for content subjects. - The list of DVDs was updatedd via eclass. DVDs with relevant worksheets were offered in the school library for teachers' use. - Cross-curricular projects were assigned to junior forms students. - Math., Integrated Science & Integrated Humanities integrated English into their teaching. A systematic ELA policy was formed 	<ul style="list-style-type: none"> - English drama training (<i>Death Not</i>) was conducted from October to December with the theme of Religious Studies - L.S. teachers supplied materials for the English newsletter, <i>Monday English Fun</i> - Substitute lessons were more fun & meaningful - The best projects were awarded on stage.
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<p>C. Fostering partnership with experts</p> <p>1. Integrating language arts to English teaching</p>	<p>- Based on the experience of collaboration with Quality School Improvement Project, CUHK, language arts elements was integrated into teaching</p>	<p>- The experience accumulated was useful for the teaching & learning of both the NSS English Language and English Literature:</p> <p>-</p> <p><u>Curriculum integration:</u></p> <p>- Short story elements were integrated into S1 Curriculum.</p> <p>- Poems & songs and verses appreciation were introduced for S1-3</p> <p>- A service provider was hired to offer intensive speech training</p> <p>- A poem writing course was provided for S4 & 6 by a service provider in January: 12 hours in total</p> <p>- Printed/non-printed fictions/non-fictions were taught in S4-5</p> <p>- Short stories module was introduced to NSS 4 in the 2nd term</p> <p>- Matriculation classes learned social issues & debating /public speaking skills</p>
<p>2. English teachers are assigned to observe the lesson conducted by service providers</p>	<p>- Teachers concerned had to observe the classes of speech training, poem writing, generic skills training, enhancement courses & day camp</p>	<p>- Teachers could reflect on their teaching and the teaching materials of the courses were kept for reference</p>

Part Four: More effective deployment of English Language Teachers

<p>A. Native-speaking English Teacher</p> <ol style="list-style-type: none"> 1. Pen-pal Club / E-mail Club, Debate Club, etc. 2. Phonics programme for junior forms 3. Lunchtime speaking focused programme for senior form students 	<ul style="list-style-type: none"> - The NET conducted training sessions on solo-verse speaking for both students & teachers. - The NET took charge of the English Corner & Campus TV. - The NET conducted some intensive exam. training after school and during lunchtime for senior form students. - The NET made English announcement on Swimming Gala - The NET taught NSS English Literature, S5 & 6. 	<ul style="list-style-type: none"> - Most of the students got certificates from the Speech Festival (See the figure on B3) - More patronage of students to the English Corner. - The students found the practice useful.
<p>B. Strategic deployment of English language teachers & NET</p>	<ul style="list-style-type: none"> - The four Committees helped to ensure the English Enhancement Scheme could be run smoothly. The NET was assigned to be one of the Committee leaders. - Teachers were assigned to teach one or two forms only so as to reduce their teaching preparation time and increase efficiency. - For the curriculum design, except the Panel Heads, other members were appointed as Form Co-ordinators, they could oversee the implementation of the curriculum design. 	<ul style="list-style-type: none"> - The experience and materials developed were sustainable for future use.

English Enhancement Scheme for Schools Adopting Chinese-medium Teaching
C C C Kwei Wah Shan College
Report on Expenditure

School Year	2009/10 (HK\$)
Scheduled payment (HK\$) (as at approval of 30.11.2006)	451,699
Latest approved cashflow	524,260
Expenditure on approved measures	<u>Expenditures paid</u>
(a) Professional development programme on teaching pedagogy for English teachers	9,000.00
(b) Speech training for S2-6	7,000.00
(c) Poem writing for senior forms	9,000.00
(d) Generic skills training in English for senior forms	7,583.00
(e) Enhancement programme for S1-3	7,525.00
(f) Enhancement programme for S4-5	15,750.00
(g) Enhancement programme for S6-7	16,350.00
(h) Additional qualified English teachers to create room for English teachers to undertake professional development	319,032.00
(i) A teaching assistant to assist in developing learning and teaching materials	98,018.52
(m) Learning and teaching resources, e.g. books, education	21,550.10
(n) English day camps for junior forms	14,000.00
Subtotal of expenditures (up to 31 August of the school year)	524,808.62

English Enhancement Scheme for Schools Adopting Chinese-medium Teaching
CCC Kwei Wah Shan College
Report on Expenditure

Notes for completing the table:

- (i) School needs to fill in the yellow boxes for the expenditures already paid up to 31 August 2010 and the blue boxes for expenditures of the concerned school year committed for payment .
(ii) School needs to fill in green boxes for the interest gained in the 2009/10 school year.
(iii) All input figures should be given up to two decimal places.

(A)	School Year	2006/07 (HK\$)			2007/08 (HK\$)			2008/09 (HK\$)			2009/10 (HK\$)			2010/11 (HK\$)			2011/12 (HK\$)			2012/13 (HK\$)			2013/14 (HK\$)			Total (HK\$)				
		Latest approved cashflow (as at 13.11.08)	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 13.11.08)	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 13.11.08)	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 13.11.08)	Expenditures paid	Expenditures committed	Latest approved cashflow	Expenditures paid	Expenditures committed	Latest approved cashflow	Expenditures paid	Expenditures committed	Latest approved cashflow	Expenditures paid	Expenditures committed	Latest approved cashflow	Expenditures paid	Expenditures committed	Total approved cashflow (till current year)	Total expenditure (till current year)			
(A)	Scheduled payment (HK\$) (as at approval of 30.11.2006)		472,768		467,120		490,036		451,699		375,940		379,674	N.A.		N.A.		N.A.		N.A.					2,637,237					
(B)	Expenditure on approved measures																													
	(a) Professional development programmes on teaching pedagogy for English teachers	3,000.00	3,000.00	0.00	0.00	0.00	6,000.00	6,000.00	0.00	3,000.00	9,000.00															12,000.00	18,000.00			
	(b) Speech training for S2-6	N.A.	N.A.	N.A.	9,000.00	9,000.00	0.00	10,000.00	6,142.00	0.00	10,000.00	7,000.00															29,000.00	22,142.00		
	(c) Poem writing for senior	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	15,000.00	9,000.00															15,000.00	9,000.00		
	(d) Generic skills training in English for senior forms	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	10,000.00	7,583.00																10,000.00	7,583.00		
	(e) Enhancement programme for S1-3	N.A.	N.A.	N.A.	N.A.	N.A.	20,000.00	10,320.00	0.00	20,000.00	7,525.00																40,000.00	17,845.00		
	(f) Enhancement programme for S4-5	N.A.	N.A.	N.A.	18,500.00	18,500.00	0.00	20,000.00	20,000.00	0.00	20,000.00	15,750.00																58,500.00	54,250.00	
	(g) Enhancement programme for S6-7	N.A.	N.A.	N.A.	18,200.00	18,200.00	0.00	20,000.00	19,000.00	0.00	20,000.00	16,350.00																58,200.00	53,550.00	
	(h) Additional qualified English teachers to create room for English teachers to undertake professional development	#####	270,096.75	0.00	231,948.00	231,948.47	0.00	249,921.00	249,921.00	0.00	287,820.00	319,032.00																1,039,786.00	1,070,998.22	
	(i) A teaching assistant to assist in developing learning and teaching materials	54,680.00	54,680.00	0.00	103,298.00	103,298.16	0.00	118,440.00	130,110.00	0.00	118,440.00	98,018.52																	394,858.00	386,106.68
	(j) Drama education programmes for S1-3 students	56,000.00	56,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	N.A.	N.A.																56,000.00	56,000.00	
	(k) Coaches of drama production for training teachers and teaching students	0.00	0.00	0.00	21,345.00	21,345.00	0.00	15,000.00	14,250.00	0.00	N.A.	N.A.																	36,345.00	35,595.00
	(l) Drama performance for all students	20,000.00	20,000.00	0.00	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.																	20,000.00	20,000.00
	(m) Learning and teaching resources, e.g. books, education	9,528.00	9,528.10	0.00	9,379.00	9,379.20	0.00	10,000.00	14,374.00	0.00	20,000.00	21,550.10																	48,907.00	54,831.40
	(n) English day camps for junior forms	N.A.	N.A.	N.A.	22,800.00	22,800.00	0.00	30,000.00	0.00	0.00	N.A.	14,000.00																	52,800.00	36,800.00
	Subtotal of expenditures (up to 31 August of the school year)		413,304.85	0.00	434,470.83	434,470.83	0.00	470,117.00	470,117.00	0.00	524,808.62	524,808.62		0.00	0.00		0.00	0.00		0.00	0.00								1,842,701.30	
	(I) Total approved cashflow / (II) Total expenditures (up to 31 August of the school year)	413,305.00		413,304.85	434,470.00	434,470.83	499,361.00		470,117.00	524,260.00		524,808.62	0.00		0.00	0.00		0.00	0.00		0.00	0.00							1,871,396.00	1,842,701.30
(C)	Surplus/(Deficit) for the school year (= (A)-(B)(II))			59,463.15		32,649.17			19,919.00			-73,109.62																	38,921.70	
(D)	Interest gained, if any, in school designated account of the school			0.00		0.00			0.00			0.00																	0.00	
(E)	Balance in school designated account (funding in hand) (= (C)+(D))			59,463.15		32,649.17			19,919.00			-73,109.62																	38,921.70	

Remarks :

- N.A. - Not applicable as school does not apply for the funding
N.R. - Funding not recommended
S.R. - Subject to review for further funding

(Please print out the completed report, sign and return)

On behalf of the School Management Committee / Incorporated Management Committee* of my school, I undertake that the funding disbursed by the Government to my school under the Scheme has been properly expended for the approved English enhancement measures and the EES funding has been included in the school's annual audited accounts. All documents and records are ready for inspection as and when required by the

* Delete whichever is inappropriate

Clauses in the Performance Contract pertinent to the completion of this report

- (1) Clause 3.2:
All the interests earned on monies in the Designated Account shall form part of the Funds and shall be used for the sole purpose of the Project in accordance with the terms of this Contract.
- (2) Clause 4.6(f):
The Government shall be entitled to suspend further funding to the Participant if there is a credit balance in the Designated Account the amount of which in the reasonable opinion of the Government is sufficient to pay for the budgeted expenditure of the Project in the next twelve months.
- (3) Clauses 4.8 and 4.9:
4.8 The Participant undertakes to use the Funds for the stated purpose of the Project only and in accordance with the Budget outlined in the Approval-in-Principle and on the basis that any internal virement between the Budget items should only be between the approved items of the Budget and must not exceed 5% of the approved cashflow for that particular school year within the Project Period.
4.9 The Participant shall obtain the prior written approval of the Government for any proposed reallocation between the budget items which exceeds the amount stipulated in clause 4.8.

Automatically generated expenditure figures for official use only

	School year	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	Total
(A)	Scheduled payment	472,768.00	467,120.00	490,036.00	451,699.00	375,940.00	N.A.	N.A.	N.A.	2,257,563.00
(B)	Latest approved cashflow	413,305.00	434,470.00	499,361.00	524,260.00	0.00	0.00	0.00	0.00	1,871,396.00
(C)	Expenditure for the school	413,304.85	434,470.83	470,117.00	524,808.62	0.00	0.00	0.00	0.00	1,842,701.30
(D)	Underspending/(Overspending) against approved cashflow (= (B) - (C))	0.15	-0.83	29,244.00	-548.62	0.00	0.00	0.00	0.00	28,694.70
(E)	% underspending / (overspending) ((D)/(B)x100)	0.00	-0.00	5.86	-0.10					--
(F)	Funding in hand ((A) - (C))	59,463.15	32,649.17	19,919.00	-73,109.62					38,921.70

Appendix B

C.C.C. KWEI WAH SHAN COLLEGE

School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children (NAC)

Annual Report 2009/2010

With the School-Based Support Scheme Grant, the school was able to offer different English programmes to our NAC from F. 1 to F. 4. These programmes were mainly carried out in the form of extra lessons for small groups so as to suit students of different abilities in using English. Some of them were nominated to attend a 6-day English Summer Camp in July. Most of the students finished the English courses with satisfactory attendance and performance. Many of them showed continuous improvement in their English standard. As shown in the yearly examination results, 83% of them passed their English examination.

Of the thirteen new students admitted to our school this year, seven of them joined the special outing for parents and students organized by our PTA. We also organized a visit to Disney Theme Park for the NAC admitted between 08/09 and 09/10. All who took part in this visit had a memorable and enjoyable day. This outing provided a great opportunity for them, who shared a similar background, to develop their peer support and relationship while exploring a popular landmark in Hong Kong.

Financial Report 09/10

	Dr.	Cr.	Balance
Balance b/f			77,143.00
Grant Received in 09/10	70948		148091.00
Outing for Parents and Students		700	
Disney Theme Park Adventure		4,560.00	
English programmes		46,374.22	
English Summer Camp		1,500.00	
Balance c/f			94956.78

Appendix C

Use of Special One-off IT Grant

1. 中華基督教會桂華山中學 校園電視台 2009-2010 年度工作報告

1.1 活動簡介：

本年度校園電視台秉承「於實踐中學習」的方針，培訓同學前期準備、拍攝技巧、後期製作、器材認識及保養及幕前演出等範疇，並透過校內及校外服務，給予同學實踐所學，培養正面的學習態度以及自信。

本年度會員以中一至中六為主，於校內，為各項校內活動進行現場攝錄，每星期更負責午間直播，讓同學透過校內廣播，進行午間集會。負責同學於活動中策劃節目，聯絡有關人員，並安排每人的崗位，以應付硬件操控及節目流程管理的需要，培養同學的溝通技巧、團隊精神、項目管理技巧及責任感等。電視台會員被要求在多方面作出配合，為本校其他同學處理攝錄活動時以不同方式作出支援，提升同學責任感及專業形象之餘，亦讓其體現學校的關愛文化。

隨校內活動及培訓以外，學生亦積極參與社會活動。如協助多個機構團體攝錄、攝影及短片製作活動，讓同學於藝術知識得以訓練之餘，亦能與社區互動，增強溝通技巧及社會歸屬感。

1.2 校內活動：

1.2.1. 早會/午間直播

時間：2009年9月至2010年4月

次數：約50次

地點：校園電視台

參與人：所有校園電視台會員及演出單位

內容：同學分別負責攝錄、音量監控、畫面監控、助導、主持等崗位，於直播前檢查有關器材與線路，並協助有關節目負責老師/同學於直播中順利演出。本年度分別以英語、普通話及粵語為主題，每星期製作共3集節目，同學以推廣公民教育、關愛文化及提升語言興趣為題，在老師指導下，籌組及製作節目內容。

1.2.2. 活動攝錄

時間：2009年9月至2010年4月

次數：約20次

參與人：校園電視台活動攝錄組會員

內容：本年度為多項校內活動進行攝錄，詳細記錄請參看「附錄一」。攝錄的校內活動包括學校恆常活動如周會、水陸運會等，亦包括個別特別活動如力克佈道會。

1.2.3. 短片製作

時間：本年度

次數：約 20 次

參與人：校園電視台會員及演出同學

內容：為配合午間直播及不同活動需要，本年度各級同學均有積極參與製作影片。除自製短片作午間直播之用外，校園電視台會員在聯絡、拍攝、剪接、技術支援等方面為其他同學製作影片作出貢獻。

1.3 校外活動：

1.3.1. 校外義工攝錄活動

時間：2009 年 9 月至 2010 年 5 月

對象：多個機構，如國民教育中心、東區家長教會聯會、公益金、潮州商會等。

內容：派出攝錄、攝影及主持同學，協助活動的攝錄工作，活動內容廣泛，包括新聞發佈會、堆沙比賽、頒獎典禮等，活動名單請參看「附錄一」。

1.3.2. 人物專訪

對象：洪松蔭先生、司徒永富先生、高皓正先生等。

時間：2009 年 11 月至 2010 年 6 月

內容：同學透過問對象，學習採訪準備工作及提升應對能力。

2. 其他支出

其他支出包括了更換 eClass 伺服器及交換器的費用。本年度為配合校內學習與訊息平台 eClass 的更新，更換了伺服器及交換器，以期透過提升資訊平台的運算及傳送速度，加快校內各方面訊息交流的效能，協助老師更有效地統整學習材料、建立並使用自學與評估工具，促進師師、師生、生生間交流，加強數據為本文化與增加訊息交流。

3. 財政收支

3.1 IT One-off Grant

項目	\$	\$
		44,080.00
手提攝錄機 2 部	6,360.00	
電子琴	1,990.00	
Eclass 伺服器	19,950.00	
交換器	16,200.00	44,500.00
		<u>(420.00)</u>

3.2 School & Class Grant (SCG)

項目	\$	\$
本年度預算		18,700.00
咪架(2 支)	464.40	
廣角鏡	480.00	
襟章	1,400.00	
搬運費	177.00	
DV 充電器	680.00	
餐費津貼	1,694.20	
DV 帶	385.00	
電腦硬碟	2,200.00	
玻璃	200.00	
外出攝影車費	127.00	
無線收音咪---2 支	3,660.00	
有線收音咪(2 支)、耳機(2 支)、混音器(1 支)	1,270.00	12,737.60
		<u>5,962.40</u>

附件一

2009-2010 年度校外活動工作紀錄日程

日期	相關機構	活動	時間(小時)
2009/9/10		劇本創作與評估工作坊	3
2009/9/11		「祖國不會忘記」大型圖片展	2
2009/9/20	中華基督教會	教育主日	2
2009/9/27	香港旅遊發展局	國慶巡遊拍攝	6
2009/10/4		大坑火龍拍攝活動	3
2009/10/16	張振興伉儷書院	藝聚 XVI 聯校畫展	1
2009/11/14		賣旗活動	1
2009/11/21	英國保誠	JA Goal 青工作坊	1
2009/11/22	東區家長教師會	東區家長教師會堆沙比賽	5
2009/11/25	香港學界體育聯會	男子籃球甲組 4 強	2
2009/11/28	東區區議會	東區升學巡禮	2
2009/12/5	香港學界體育聯會	女子籃球甲組決賽	2
2009/12/5	香港學界體育聯會	男子籃球甲組冠軍	2
2009/12/23	Panasonic	女子籃球精英決賽	1
2009/12/23	Panasonic	男子籃球精英季軍賽	1
2010/1/19	香港學界體育聯會	學界男子籃球乙組準決賽	2
2010/1/26	香港學界體育聯會	學界男子籃球乙組總決賽	2
2010/2/5		升學博覽	1
2010/2/6	香港學界體育聯會	女子籃球乙組決賽	2
2010/2/9	少年警訊	少年警訊全港學校支會抗毒宣傳創作室中學組壁報設計比賽	1
2010/3/6	公益少年團	公益少年團堆沙比賽	5
2010/3/12	漢語聖經協會聖言中心	聖經朗誦節	1
2010/3/23	香港學界體育聯會	男子籃球丙組四強賽	2
2010/3/26	香港學界體育聯會	男子籃球丙組決賽	2
2010/5/3	香港學界體育聯會	中學校際籃球錦標賽頒獎典禮	1
2010/5/14	信德集團有限公司	商校伙伴計劃-信德集團有限公司工作坊(信德)	1
2010/5/17	香港賽馬會	點對點社區藝術展覽	1
2010/6/29	中銀香港	紫荊盃頒獎禮	1
2010/7/10	香港學界體育聯會	學界籃球馬拉松	4

附件二

2009-2010 年度校內活動工作紀錄日程

日期	活動	時間(小時)	日期	活動	時間(小時)
2009/9/1	中六迎新活動	1	2009/9/1	中一及中二級樂器示範表演	2
2009/9/1	開學禮	2	2009/9/8	拍攝上課情況	1
2009/9/8	多元智能立志定標攀石日-中二	2	2009/9/9	敬師日	1
2009/9/18	水運會	6	2009/9/19	長者學苑第一屆畢業禮	2
2009/9/24	多元智能立志定標攀石日-中七	2	2009/9/28	國慶升旗禮	1
2009/9/28	國慶周會	1	2009/9/28	陸運會	6
2009/10/5	周會	1	2009/10/15	周會	1
2009/10/16	班級經營	3	2009/10/19	社際排球	1
2009/10/20	多元智能立志定標攀石日-中四	2	2009/10/27	環保講座	1
2009/10/28	社際排球決賽	1	2009/10/30	學生大使－跳躍生命計劃	1
2009/11/2	長者學苑頒獎禮	1	2009/11/5	中樂表演	1
2009/11/5	司徒永富先生見証分享	2	2009/11/6	東亞火炬傳送活動	1
2009/11/8	Nick 佈道會	2	2009/11/13	中六級探訪獨居長者	2
2009/11/13	呂宇俊先生見証分享	2	2009/11/13	家長觀課日	1
2009/11/15	家教會親子同樂日	3	2009/11/18	學習技巧工作坊	2
2009/11/19	午會	1	2009/11/23	參觀香港交易所	1
2009/11/26	English Drama	2	2009/11/27	高皓正佈道會	2
2009/12/18	廣州遊學團	8	2009/12/19	開放日	6
2009/12/19	教育局辯論觀摩交流比賽	1	2009/12/21	聖誕崇拜	2
2010/1/14	中七級職業訓練局課程講座	1	2010/1/16	校園生活體驗日	6
2010/1/19	中四探訪健康村獨居長者	1	2010/1/23	長者學苑(教授英語)	1
2010/1/25	午間聚會	1	2010/1/26	班際閃避球比賽	1
2010/1/27	中七級樹仁大學升學講座	1	2010/1/27	長者電腦班	1
2010/1/28	參觀公理高中書院暨升學講座	1	2010/1/29	畢業班周會	3
2010/2/9	校園共融活動-燒烤活動	2	2010/2/27	校園生活體驗日	6
2010/2/27	元宵晚會	2	2010/3/1	周會	1
2010/3/3	升旗禮	1	2010/3/3	畢業班周會	3
2010/3/4	中五級職業訓練局課程講座	1	2010/3/4	香港大學專業進修學院課程講座	1
2010/3/4	周會	1	2010/3/8	講座 孫中山先生和香港的關係	1
2010/3/10	內地升學講座(香島專科學校)	1	2010/3/12	天台種植	1
2010/3/16	周會	1	2010/3/17	男子籃球丙組友誼賽	2
2010/3/18	男子籃球丙組友誼賽	2	2010/3/19	學生大使計劃	1
2010/3/24	中三級生涯規劃	1	2010/3/25	中一義工探訪健康村獨居長者	1

日期	活動	時間(小時)	日期	活動	時間(小時)
2010/3/25	午間聚會	1	2010/3/25	周會	1
2010/3/26	考察米埔自然保護區	1	2010/3/30	周會	1
2010/4/1	義工探訪思諾成人訓練中心	1	2010/4/9	「你我祂，戀愛嗎」宗教營	6
2010/4/9	基法小學(油塘)參觀學校	1	2010/4/10	春季攀山活動剪影	1
2010/4/10	義工探訪東華三院長者鄰舍中心	1	2010/4/10	廣州交流團	8
2010/4/11	義工服務	1	2010/4/12	職業訓練局課程講座	1
2010/4/12	宗教周周會	1	2010/4/14	升旗禮	1
2010/4/14	長者到訪 MMLC	1	2010/4/15	基灣小學參觀校園	6
2010/4/16	參觀天文台	1	2010/4/18	關愛校園獎勵計劃頒獎禮	1
2010/4/19	長洲野外考察營	1	2010/4/22	4C 生涯規劃工作坊	1
2010/4/22	劍擊訓練	1	2010/4/22	周會(中樂)	1
2010/4/23	參觀赤柱污水處理廠	1	2010/4/24	華山杯	4
2010/4/24	義工賣旗	1	2010/4/27	中四探訪興華村獨居長者	1
2010/4/27	義工服務	1	2010/4/28	中四級生涯規劃工作坊	1
2010/4/28	綠色花園播種日	1	2010/4/29	學生學習培訓工作坊	1
2010/4/30	中二探訪獨居長者	1	2010/5/3	Brooks 到訪校園	2
2010/5/3	中三級職業訓練局課程講座	1	2010/5/5	升旗禮	1
2010/5/7	羽毛球練習照片	1	2010/5/13	English Assembly	1
2010/5/14	家長教師會會議	1	2010/5/15	長者學苑活動	1
2010/5/19	參觀淘化大同食品有限公司	1	2010/5/25	啟發潛能、融合教育煮飯仔活動	1
2010/5/25	中六祝捷會	1	2010/5/29	中五、中七畢業	2
2010/6/1	升旗禮	1	2010/6/11	謝師宴	2
2010/6/29	綠色花園活動	1	2010/7/2	結業禮	2

Appendix D Use of Composite IT Grant

Financial Report (2009/10)

	\$	\$
Income		
Grant Received		304,469.00
Actual Expenditure		
I.T. Consumables - Toner, Cable, USB, DVD-R, Mouse, Keyboard etc	40,248.50	
Internet Services Charges	52,108.20	
Repair and Maintenance Charges	54,572.20	
E-Class Expenses	6,250.00	
Kaspersky Education site License	6,880.00	
IT Technician	<u>23,637.44</u>	
Total Expenditure		<u>183,696.34</u>
Surplus / (Deficit) for the Year		<u><u>120,772.66</u></u>

Appendix E Report on Integration Education

中華基督教會桂華山中學
推行「全校參與」模式融合教育的政策、資源及支援措施
(2009/2010 學年)

1. 政策	<ul style="list-style-type: none"> ● 本校致力建立共融文化，以「全校參與」模式支援有特殊教育需要的學生；透過整體規劃和全校各部門的合作，為學生提供適切和多元化的支援服務，以提昇學生的學習效能及融入校園生活。 ● 本校重視每一個有特殊學習需要的學生，期望能藉不同的學習體驗，發展學生個人的潛能和加強他們的信心，以致同學畢業後能更自信地投入社會，對社會作出貢獻。 ● 本校着重家校合作，透過不同渠道，與家長攜手支援同學成長。
2. 資源	<ul style="list-style-type: none"> ● 為支援有特殊學習需要及成績稍遜的學生，本校獲教育局增撥的額外資源為「全校參與模式的融合教育」計劃。
3. 支援措施及資源運用方式	<ul style="list-style-type: none"> ● 本校為有特殊學習需要及成績稍遜的學生，提供下列各項支援： ● 於 08/09 年度成立「學習差異支援委員會」，成員包括統籌主任、中、英、數科主任、各科老師、教育心理學家及社工等； ● 統籌主任負責每年制定全校融合教育計劃、推廣和跟進每個個案支援措施的實行； ● 增聘 1 位教學助理及 1 位文員，以配合「全校參與」模式，支援有特殊教育需要的學生； ● 本校教育心理學家，為教師作培訓，並為有特殊學習需要之學生作專業評估和家長支援等； ● 已有 7 位老師接受了「如何照顧學習差異同學」基本課程，並有 2 位老師接受了「如何照顧學習差異同學」高級課程； ● 為老師作培訓，已邀請基順學校、心光學校及本校教育心理學家作工作坊； ● 邀請基順學校作協作學校； ● 為有特殊學習需要之學生購買適當的學習儀器； ● 安排午間中、英、數功課輔導班，為有特殊學習需要的學生，提供每星期各科一次的加強輔導教學； ● 安排教學助理，以協作教學模式，在課堂上支援有特殊學習需要的學生； ● 舉行了兩次全校融合活動，包括燒烤及烹飪活動，平均每次有 20% 老師參加，融合生和非融合生合共每次平均有 40 位同學參加； ● 組織了「愛心老師大使」及「愛心同學大使」，全面照顧有特殊學習需要的同學，並藉此推廣全校參與之融合教育模式；

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| | <ul style="list-style-type: none">● 本校社工於午間安排社交小組，為有特殊學習需要的學生，提供社交及自信心訓練小組；● 另聘校外機構-越己堂，為有特殊學習需要（學習障礙、學習困難、自閉症）的學生，提供額外各科學習技巧和提昇語文能力之課程；● 另聘校外機構-救世軍自閉症人士家庭支援服務，為有特殊學習需要（自閉症）的學生，提供社交及行為訓練小組；● 為有特殊學習需要的學生，安排測考調適和特別考試安排；● 與家長保持緊密之聯繫，除經常透過電話、電郵聯絡家長外，學校每年有 4 次家長日，並會邀請家長參加家長教師會或個別學習計劃會議等；● 與教育局特殊教育組、教育局言語及聽覺服務組、心光學校、基順學校經常就有特殊學習需要的學生作溝通，從而提供最適切的幫助。 |
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