



Lam Tai Fai College
School Report
(2006/2007)

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A. School Mission & Vision

Our Mission

The College aims to contribute to the wholesome personal growth and intellectual development of youths through a comprehensive, challenging and demanding mix of academic, aesthetic and physical endeavours.

Our Vision

The College aspires to lead the local education by integrating academic, sports and innovative design activities to develop and nurture future community leaders, sports professionals, accomplished academics, upright citizens and cultured individuals in the 21st century.

B. Features of LTFC

1. Brief History

Lam Tai Fai College is a well-established EMI DSS school which was founded by the Lam Tai Fai Charitable Foundation Ltd in 2004.

2. School Facilities

The beautiful 21st century millennium school premises is fitted out with the full-scale facilities of a modern school, including air-conditioned multi-media classrooms equipped with the latest wireless communication technology for learning, a cyber campus with audio-visual and TV broadcasting network. To provide our students with first-rate facilities and a first-class learning environment, our school is the first secondary institute equipped with a Fashion Design Centre, a Gymnasium, a Language Learning Centre, a Lecture Theatre, Campus TV and a Fitness Centre.

3. School Extension Project (SEP)

A New School Extension Project to be completed in 2009

To prepare our students effectively for meeting the demands of our rapidly developing knowledge based society and the challenges of the launch of 334 new academic structure, a New Learning and Activity Complex is expected to be built in 2007-2008 and is to be completed by 2009-2010. New facilities included swimming pool, the second gymnasium, library resources centre, interactive learning areas, canteen, open learning areas, roof top garden or sportsground.

4. School Culture

We provide a broad and balanced curriculum and an environment conducive to enhancing students' wholesome development, particularly in the Four-Focus Learning Areas (Health Education, Creative Fashion Design, Innovative Technology, Sports Science & Recreational Management) and enhancing students' language proficiency, especially in English & Putonghua. Not only are we strong in the development of a culture of creative arts and sports, we also had an early start in the promotion of Health Education and development of an Information Technology culture. Students are able to acquire a healthy lifestyle as well as enjoy a wide exposure of creative arts and IT in learning and teaching. We have well-established leadership training and co-curricular activities for our students. In pastoral care, we attach great importance to values formation and life skills training.

5. Composition of the School Management Committee

Supervisor and Chairman of School Management Committee	Dr. Lam Tai Fai, BBS, JP
Deputy Supervisor & School Management Committee Member	Mr John Fan Kam-ping, BBS, JP
School Management Committee Member	Professor Philip Yeung Kwok Wing
	Professor Chung Pak Kwong
	Professor Wong Kam Fai
	Professor Albert Lee
	Mr. Michael Wong Sui Wah
	Dr. Raymond Au Wai Man

6. Class Structure

Level	S1	S2	S3	S4	S5	S6
No. of Classes	5	4	5	5	5	2

7. Curriculum

Curriculum Structure (2007-2008)

S1 to S3

Compulsory Subjects:

Chinese Language	English Language	Mathematics
Integrated Science	Integrated Humanities	Chinese History
Design Fundamentals	Computer Literacy	Health Education
Music	Physical Education	Life-wide Learning
Multiple Intelligence Lesson	Reading Lesson	Class Teacher Lesson

S4

(i) Compulsory & Elective Subjects:

Chinese Language	English Language	Mathematics
Physics	Chemistry	Biology
Additional Mathematics	Integrated Humanities	Chinese History
Geography	Computer Literacy	Health Education
Principles of Accounts	History	Economics
Physical Education	Visual Arts	Computer and Information Technology
Multiple Intelligence Lesson	Reading Lesson	Class Teacher Lesson

(ii) School-based FLA electives:

Creative Fashion Design (CFD)	Innovative Technology (IT)	Sports Science and Recreational Management (SSRM)
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(i) Compulsory & Elective Subjects:

Chinese Language	English Language	Mathematics
Physics	Chemistry	Biology
Additional Mathematics	Integrated Humanities	Chinese History
Geography	Computer Literacy	Health Education
Principles of Accounts	History	Economics
Computer and Information Technology	Physical Education	Visual Arts
Science & Technology	Multiple Intelligence Lesson	Reading Lesson
Class Teacher Lesson		

(ii) School-based FLA electives:

Creative Fashion Design (CFD)	Innovative Technology (IT)	Sports Science and Recreational Management (SSRM)
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(i) Compulsory & Elective subjects

Use of English	Chinese Language & Culture	Chinese Literature
Physics	Chemistry	Biology
Pure Mathematics	Chinese History	Geography
Economics	Principles of Accounts	Mathematics & Statistics
Computer Applications	Visual Arts AL / AS	Liberal Studies
Health Education	Physical Education	Reading Lesson
Multiple Intelligence Lesson	Class Teacher Lesson	FLA-Research

8. Our Teachers

Our Teachers

專業團隊 推動學生全人發展

Students of Lam Tai Fai College are under the care of an elite group of teaching staff in which all of our teachers are equipped with at least one bachelor's degree. We also have more Native English Speaking Teachers than the establishment in normal local schools and our students are taught in an English-rich and Putonghua enhanced, quality and conducive learning environment.

Our Versatile Teachers

優良師資推動創新教育方法 優化學習 造就學生

Most of our teaching staff have attained more than one higher degree (including PhD's). Moreover, in breaking tradition where teachers taught their own specialized subject, our teachers are able to apply their knowledge in teaching other academic subjects. Our dedicated team cherishes the enhancement of quality teaching and effective learning as well as students' good character formation.

▶▶ Ms Chan Ping, Kate

(Assistant Head of the School Information & Management Department)

- Master of Education, The University of Hong Kong
- Master of Arts, The Chinese University of Hong Kong

An experienced English teacher who has served as Curriculum Development Officer, Gifted Education Section, Curriculum Development Institute, Education Bureau.

"LTFC has successfully created a lively and dynamic learning environment for our students to develop and elaborate their multiple intelligences."

▶▶ Ms Cham Yuen Mei, May

(Chinese Language KLA Convener)

- The recipient of the Chief Executive's Award for Teaching Excellence in Chinese Language Education
- Bachelor of Arts, Chinese Language & Literature, The Chinese University of Hong Kong

An experienced teacher with more than 20 years of experience in teaching Chinese Language and the development of the new Chinese Language curriculum.

"Leveraging on Hong Kong's development into an educational hub, we set our eyes on the Mainland, Putonghua — the language for the future — is adopted as our medium of instruction in Chinese Language."

▶▶ Ms Gatchalian Rosita

(English Language KLA Convener, Assistant Head of the Curriculum & Development Coordinating Committee) --- Former Vice Principal and English Panel Chairperson in a renowned EMI Girls' School for over 30 years.

- The recipient of the Chief Executive's Award for Teaching Excellence in English Language Education
- Bachelor of Arts, English Literature (Hons) German & German Literature, The University of Hong Kong

"Teaching outside the classroom", "Thinking outside the box" and "Learning with fun" have become popular notions in education in recent years, but for Ms Gatchalian, a veteran in the field for over 30 years, it is what she has been doing since she began teaching.

The Assessment Panel of the "The Chief Executive Award for Teaching Excellence" has this to say of her, "Ms Gatchalian is an expert teacher who demonstrates exemplary practice in all five domains. She is a living model of teaching excellence. Her curriculum is made up of language activities related to the students' daily life experience."

▶▶ Mr Keung Chi Kin

(Head of the School Information & Management Department)

- Bachelor of Engineering in Systems Engineering & Engineering Management, The Chinese University of Hong Kong
- Master of Philosophy in Systems Engineering & Engineering Management, The Chinese University of Hong Kong

"The College enjoys access to the professional expertise of School Management Committee in curriculum design, teacher development, research on education practices, and other areas."

▶▶ Ms Lee Hoi Chi, Angie

(Convener of the Technology KLA)

- Bachelor of Engineering (Hons) in Manufacturing Engineering, The Hong Kong Polytechnic University
- Master of Philosophy in Automation and Computer-Aided Engineering, The Chinese University of Hong Kong

"I have learned to see teaching and learning from a broader, student-centred perspective and so I can help my students appreciate the wonder of technology."





▶▶ **Mr Lee Ping Kwan**

(Deputy Principal, Student Support & General Affairs)

- Bachelor of Education (Hons), Education & Physical Education, The University of Liverpool
- Master of Arts, Sports Management, The Victoria University of Technology
- Certificate in Olympism, International Olympic Academy

Mr Lee serves on the CDC-HKEAA Committee on Health Management & Social Care and the Hong Kong Schools Sports Federation with special expertise in the development of school-based Health Education modules and sports education. He has strong belief in students' comprehensive and whole-person development.

▶▶ **Dr Mok Tim Ming**

(Science Education — Senior Forms, Convener)

- Bachelor of Science in Mathematics, The University of London
- Master of Science in Meteorology, The University of Reading
- Doctor of Philosophy in Physics, The City University of Hong Kong

“As the world becomes increasingly globalized, young people have to step beyond Hong Kong. Scientific inquiries enable our students becoming sophisticated individuals at ease in an increasingly globalized market.”

▶▶ **Dr Tam Yan Kit**

(Biology and Health Education teacher, Assistant Head of the School General Affairs Department)

- Master of Philosophy in Biology, The Chinese University of Hong Kong
- Master of Science in Genetic Counselling, The University of Pittsburgh
- PhD, The University of Maine, USA

“LTFC is a new school staffed with an insightful supervisors and Principal, and there are ample opportunities in career development.”

▶▶ **Mr Tang Kin Chung**

(Head of the Student Whole-person Development Department)

Bachelor of Arts, History, The Hong Kong Baptist University
Master of Arts, Liberal Studies, The Hong Kong University of Science and Technology

“At LTFC, we endeavour to cultivate students' whole-person development by providing an well-disciplined, compassionate and inviting learning environment.”

▶▶ **Ms Tang Wai Chun, Agnes**

(Deputy Principal, School Administration & Academic Affairs)

- Bachelor of Arts (Hons), History, The University of Hong Kong
- Master of Education, The University of Western Australia
- Master of Arts, Liberal Studies, The Hong Kong University of Science and Technology
- Having rich experience in the field of education and school self-evaluation:
 - Seconded school inspector & school reviewer in Quality Assurance Division (QAD), Education Bureau (EDB) & senior teacher in an EMI school for more than 20 years
 - An experienced External School Reviewer of QAD, EDB
 - HKCEE & HKALE Board and CDC Subject Committees, Joint CDC & HKEA Ad Hoc Working Party, Textbook Review Committee & Moderator (HKALE) for more than 10 years.
 - Academic Coordinator and member of the Academic Board of the Hong Kong International Institute of Educational Leadership (HKIIEEL).
- Speaker of Certificate Course in Values Education and professional development programmes

“LTFC cherishes the educational goal of creating a learning environment where no potential goes untapped and no interest uninspired.”

▶▶ **Ms Wang Xiaofan**

(Fashion Design teacher, Assistant Head of the Focus Learning Coordination Department)

- Master of Art and Design, The University of New South Wales

“At LTFC, students have more opportunities and room to develop their own interests and express their creative ideas.”

▶▶ **Ms Yeung Chung Yin, Elfin**

(School Librarian, Assistant Head of the Student Learning Support Department)

- Bachelor of Arts in English Language, The Chinese University of Hong Kong
- Master of Arts, Manchester Metropolitan University

“The promotion of a reading culture in school can leverage two important outcomes in our students' learning, and address two of the major concerns in education, i.e., language proficiency and learning capacity. As ensuring quality education in LTFC has always been our prime aim, curriculum development and reform must be ongoing, so that we can face the challenges of the 21st century, through learning to read and reading to learn to best equip ourselves to smoothly cross the millennial threshold.”

▶▶ **Mr Yiu Pak Leung, Perry**

(Coordinator of the Sports Development Department)

- Bachelor of Education in Sports Science & PE, The Chinese University of Hong Kong
- Master of Education in Sports Science & PE, The Chinese University of Hong Kong

“To nurture talents, promising athletes are well supported by a school-based comprehensive training programme and appropriate academic support scheme.”



9. Report on NSS preparation

New Senior Secondary Curriculum Committee Annual Report (2006-2007)

The New Senior Secondary Curriculum Committee was formed in 2006-2007 which aimed to coordinate the implementation of the New Senior Secondary Curriculum especially in curriculum migration and professional development. The main focus of the year was to prepare the draft NSS curriculum of our school.

Report and Review of Work (2006-2007)

1. To ensure a smooth and coherent transition to NSS

Achievements

- The NSS Curriculum Committee has already worked out the basic principles of the new NSS curriculum which have been explained to all teachers thoroughly and are agreed by them.
- A preliminary human resource plan on the deployment / re-deployment of human resources has also been prepared by most departments.

Reflections

- Some departments have not finished their Preliminary human resources plan. As the Provisional Final Draft of the NSS curriculum has been worked out, *all department heads are requested to include a more detailed human resources plan when drafting their 07-08 Programme Plan to ensure having appropriate staffing and necessary training for NSS curriculum.*
- As the information on individual teacher's plan of professional development is not enough, *a survey have been conducted among teachers by the NSS Curriculum Committee to gauge teachers' opinion on their personal wish as regards the major and minor subjects to teach and their development plan.*

2. To work out a school-based NSS curriculum

Achievements

- The Final Draft of the NSS Curriculum was prepared. In the process of drafting, the interests of students and the chance for further studies were given top priority.
- The curriculum framework allows flexibility for future modification and inclusion of new teachers.

Reflections

- As the Final Draft of the NSS curriculum has not yet been finalized, parents' opinion has not yet been consulted. *The finalized NSS curriculum would be introduced to S2 and S1 parents next school year and their feedback would be considered.*
- Though preliminary study has been made on the redesigning of timetable, no conclusion has been made. *The design of timetable should be explored further in the coming school year especially on the feasibility of a special afternoon for Other Learning Experience in addition to Wednesdays at present. Moreover, tentative timetables for the years 09-12 including both senior and junior forms would have to be prepared. In these issues, the NSS Curriculum Committee would work hand in hand with the Timetable Unit.*

3. To promote and regulate staff development and training

Achievements

- All department heads have joined the seminar for Third Consultation on New senior Secondary Curriculum and Assessment Framework which is the last consultative on NSS Curriculum and after that the finalized version was published.
- More teachers have completed PDPs concerning NSS curriculum.
- Increasing number of teachers using TPPG for PDPs concerning NSS curriculum. Two curriculum coordinators have been employed to substitute teachers for taking courses for NSS.

4. To familiarize teachers with SBA & SRA

Achievements

- Subject teachers who have attended the seminar for the Third Consultation get familiar with the SBA of their own subjects.
- As the English and Chinese departments have to undergo SBA and SRA in this school term, they acquire valuable knowledge and experience on them.
- As a start to prepare for the introduction of SLP, the CCA Unit has been considering recording current S1 student achievements in areas outside school.
- Heads of the related departments or units of Moral Civic Education, discipline, guidance, careers, CCA gave attended workshops on implementing School-based OLE & SLP.

Reflections

- Subjects which have electives in their SBA have to decide their choice so as to enable preparation could be started earlier.
- The overall administrative system on SBA is still not available. *The Academic Committee shall oversee the administrative work of SBA and monitor its overall development.*

- The draft for a new student report to align with the development of Student Learning profile (SLP) is not yet ready, as EDB has not yet finished under their SAMS-based version. *A working group will be set up next year to prepare for a draft SLP and the administration of it.*

5. To prepare for the introduction of NSS Liberal Studies

Achievements

- Junior form preparation for LS is smoothly implemented through the subject Integrated Humanities.
- A number of teachers have received training in Curriculum Leadership and Management, Learning and Teaching Strategies, Assessing Student learning, Independent Inquiry Study, Enriching Knowledge and Understanding and Interpretation of the Curriculum.
- 2 additional teachers would teach LS in 07-08, so that the number of LS teachers would increase.

Reflections

- A more detailed planning of the school should be made so that teachers concerned could know more explicitly whether they should teach or whether would teacher NSS Liberal Studies. This would provide a clearer picture for them to decide their professional development plan and the other departments needed for their human resource planning.

B. Major Concerns and Programmes for 2006-2007

Domain 1: Management & Organization—Enhancing School Effectiveness and Capacity via Continuous Professional Development, School-based Appraisal System, Team Building and Collaborative Self-evaluation

2006-2007

- Setting up a clear administrative and management structure with clearly defined organizational framework, roles and responsibilities
- Devising a self-evaluation mechanism and procedure manual which works for enhancing the collaboration between subjects/KLAs/committees
- Implementing a school-based appraisal system which puts dual emphasis on evaluation and performance and setting up criteria, selection mechanism and procedure for promotion
- Designing a school based staff establishment and salary structure so as to put in place a stable working environment which helps to cultivate a stronger sense of job satisfaction
- Increasing teachers' participatory role in school policy making through the establishment of School Development & Steering Committee
- Fostering teachers' professional continuous development through enhanced professional interflow and sharing
- Preparing teachers for the NSS through attending NSS training workshops and seminars
- Deployment of resources in the use of Capacity Enhancement Grant (CEG) and Teacher Professional Preparation Grant (TPPG) in preparing for NSS curriculum framework

Domain 2: Learning & Teaching—Enhancing Learning & Teaching Effectiveness and Fostering a Learning Culture (Empowering our Students to be effective and lifelong learners)

2006-2007

- Developing class culture and classroom management strategies
- Raising student concentration and motivation through enhancing class interaction and designing diversified class activities
- Cultivating school learning habit through continuous and formative assessment
- Incorporating Drama into the teaching of English Language which aims at improving students' speaking and listening skills as well as enhancing their power of communication and self-confidence
- Coordinating the implementation of the four key tasks, i.e. Reading to Learn, Moral & Civic Education, Project Learning and Information Technology in Interactive Learning
- Tapping student potential and maximising their strengths through elite programmes in physical education and arts
- Enriching the extended curriculum by developing a junior school-based curriculum
- Setting up Focus-Learning Steering Committee to coordinate Focus-Learning curriculum
- Setting up NSS Task Group (Bridging Junior Form and new NSS curriculum: Implementing cross-circular project learning in the Junior Form, Offering of AS level Liberal Studies in the Sixth Form, considering the feasibility of offering Applied Learning Curriculum)
- Working out a balanced curriculum paying due emphasis on formal and informal curriculum (multi-dimension and cultural as well as enriching learning experience) and promoting life-wide learning

Domain 3: Student Support & School Ethos—Nurturing of perfect generation in the 21st century

2006-2007

- Promoting 'Inclusive Education: Love & Care' with Appreciation and respect as the core values
- Enhancing class spirit and unity through organizing classroom common practices
- Promoting the integration of teaching, discipline and counselling
- Provisioning of more award schemes to give student more positive encouragement
- Promoting 'A sport for life' and developing a healthy & vibrant campus culture

D. Student Achievement & Awards

1. Student Achievements (2006-2007) in Inter-school Competition and Awards

(1) Inter-school Competition

Sport	Event	Result	Name
Athletics	Boys Grade C	3rd	
	Boys Grade B	2nd	
	Boys Grade A	5th	
	Girls Grade C	Champion	
	Girls Grade B	5th	
	Girls Grade A	3rd	
Cross Country	Overall – Girls Grade A	4th	
	Overall – Girls Grade B	4th	
	Overall – Girls Grade C	Champion	
	Girls Grade A	2nd	Ma, Sze Wai, Catesly 5GS
	Girls Grade B	4th	Choi See Kay Silkie 3C
	Girls Grade C	2nd	Lee Yan Yee 1C
	Girls Grade C	Champion	Chan Kei Yiu 1C
	Jing Ying Competition (Territory-wide)	6th	Lee Yan Yee 1C
Fencing	Girls A Individual Events (Foil)	Champion	Liu Yan Wai, Firen 5S1
	Girls Open Individual Events (Sabre)	2 nd	Au Sin Ying 6A
	Boys B Individual Events (Foil)	3rd	Wong Tsz Chung 3C
	Boys C Individual Events (Foil)	Champion 2nd 3rd	Nicholas Choi 2D Sham Kin Fai 1E Ma Kin Hang 2A
	Boys C Individual Events (Epee)	Champion 2nd	Fong Kiu 1E Li Chun Yiu 1A
	Girls Sabre Team	2nd	Liu Yan Wai, Firen 5S1 Yuen Ki Yan 2A Lau Pui Wan, Tatia 2B Leung Chin Yu 2C
	Boys Sabre Team	4th	Lam Nok Hang 3E Chiu Tsz Chun 3C Lai Yeuk Hei 2C Wong King hung 2A
	Boys Foil Team	Champion	Sham Kin Fai 1E Ma Kin Hang 2A Nicholas Choi 2D Wong Tsz Chung 3C Perth Li 4GS

Swimming	Overall – Boys Grade A	Champion	
	Overall – Boys Grade C	6th	
	Overall – Girls Grade B	8th	
	Overall – Girls Grade C	7 th	
	Boys 50m Backstroke Boys 100m Backstroke	3rd 3rd	Chan Tin Yau 6A
	Boys 200m Individual Medley Boys 200m Freestyles	3rd 3rd	Li Yi Hung 5S2
	Boys BA 100m Freestyles (New Record) Boys BA 50m Butterfly	Champion Champion	Chan Cheuk Yin 6A
	Boys BA 50m Freestyles	2nd	Yu Chung Suen 5GS
	Boys BA 200m Backstroke	2nd	Cheung Tsz Kit 2B
	Boys BB 100m Breaststroke	3rd	Lai Tsz Yin 3D
	Girls GC 200m Backstroke	3rd	Chui Wai Wa 1E
	Girls GC 50m Freestyles Girls GC 100m Freestyles	2nd 2nd	Yuen Shuk Wai 1B
	Table Tennis	Boys Grade C	Champion
Boys Grade B		Champion	
Girls Grade C		4th	
Girls Grade B		4th	

(2) Open Competition / International Competition

Sport	Event	Result	Name
Badminton	Kwai Ching District Badminton Competition – Girls, 16-18 years old	Champion	Chu Sin Kwok 4A1
Cycling	2006 Pacific Youth Track Tournament U/15 Scratch Race (Australia)	3rd	Cheung Joy Lai 2D
	2006 Pacific Youth Track Tournament U/15 Time Trial (Australia)	2nd	
Fencing	29th Joint-School Fencing Competition – ladies’ sabre team	Champion	Au Sin Ying 6A Liu Yan Wai, Firen 5S1 Yuen Kei Yan 2A Leung Chin Yu 2C
	29th Joint-School Fencing Competition - women’s sabre individual	Champion	Au Sin Ying 6A
	29th Joint-School Fencing Competition – women’s sabre individual	1 st runner-up	Liu Yan Wai, Firen 5S1

Golf	Hong Kong Chinese Lady Golfers Association Championship 2006	3rd	Ho Nga Yin 2C
Gymnastics	The 14 th Artistic Gymnastics Competition --- Floor --- Group	3rd Champion	Mak Haymon Frente 1B
	Hong Kong Open Competition --- Ring --- Horse	3rd 3rd	Poon Chun Kit, Sampson 1E
	All Schools Hong Kong Gymnastics Competition 06-07 -- Floor Exercise (Novice)	1 st 2nd	Mak Haymon Frente 1B Poon Chun Kit, Sampson 1E
	All Schools Hong Kong Gymnastics Competition 06-07 -- Horizontal Bars -- Parallel Bars -- All-round	2 nd 2 nd 3rd	MA, Kin Lok 3C
Cross-country	HKSSF Jing Ying Cross-country Competition 06-07	5th	LEE, Yan Yee 1C
Indoor Cycling	7th Asian Indoor Cycling Championships - Artistic Pair Women Group	Champion	Lo Wai-man 4GS
Tennis	Hong Kong Junior Tennis Series 2006 Grand Master - Boys' 12 & Under Doubles	2nd	Wan On Tik 1D
	Junior Team Tennis Competitions 2006 - Spring Division A	2nd	
	Junior Team Tennis Competitions 2006 - Autumn Division A	2nd	
	HKSSF Jing Ying Table-tennis Competition 06-07 -- Double -- Single	Top 16	LAU, Pak Wai 3D WONG, Chun Ting 3D WONG, Chun Ting 3D
Triathlon	OSIM 2006 Hong Kong ITU Triathlon Asian Cup - Secondary School Girls School Aquathon	Champion	Chan Kei Yiu, Trini 1C Choi, Silkie See Kay 3D
	2006 Aquathon Series Race 5 Girls 1994	3rd	Chan Kei Yiu, Trini 1C
	2006 Aquathon Series Race 5 Girls 1992	2nd	Choi See Kay 3D
	2007 Aquathon Series Race Girls School Team	1 st runner-ups	YUEN, Shuk Wai 1B CHAN, Kei Yiu Trini 1C CHOI, Silkie See Kay 3D
	2007 Aquathon Series Race Girls Individual	5th 3rd 7th	YUEN, Shuk Wai 1B CHAN, Kei Yiu Trini 1C CHOI, Silkie See Kay 3
	2007 Aquathon Series Race Boys Individual	4th	CHEUNG, Tsz Kit 2B

Outstanding Athlete	HKSSF N.T. Secondary Schools Outstanding Athlete Award 06-07 -- All-round -- Fencing -- Swimming	Champion Champion Champion	LEE, Yan Yee 1C CHOI, Nicholas Edward 2D CHAN, Cheuk Yin 6A
	第二屆屈臣氏集團香港學生運動員選舉	香港學生運動員獎	AU, Sin Ying 6A

(3) Arts, Music, Speech and Innovative Technology

Item	Event	Result	Name
Dance	The 43th Dance Festival	Champion	Mak Haymon Frente 1B
Music	The 59 th Hong Kong Schools Music Festival -- secondary school choir Girls-Junior (U14) -- Grade 5 Piano Solo -- Grade 6 Piano Solo -- Grade 8 Piano Solo -- Female Voice Solo in Foreign Language Age 13 and under -- Female Voice Solo - Soprano - Foreign Language - Age 19 and under -- Female Voice Solo in Chinese Language --	Merit Proficiency Proficiency Proficiency Merit Proficiency	School choir CHEUNG, Tsz Ching 1B CHAN, Suet Man 1C WONG, Wing Hang 6A TSE, Clarissa Choi Wing 6A CHOI, Hei Ting 2B
Robot	Logo 機械車越野賽	Champion	Lo Chun Wai 4S1 Chui Wai Wah 1A Cheng Kwan Yu 1B Cheung Cheuk Him 1B
Visual Arts	香港保良局「2006 國際沙漠及荒漠化年美術設計創作比賽」	世界賽二等獎	Chiu Wai Ying 6A
Speech	58th Hong Kong Schools Speech Festival -- Solo Verse	Merit	CHAN Hei Tung 1B CHEUNG Tsz Ching 1B LAW Kam Yan Debby 1B LEE Yin Tung 1B WAN, Ho Yin 1C WONG, Yin Yeung 3D WAI, Tak Yee 4A CHAN, Chak Fung 5S1
		Proficiency	CHENG, Ching Nam Hippocrates 1B CHENG, Kwan Yu 1B CHIANG, Lok Yee 1B MAN, Ka Wai 1C SAT, Wing Hei 1D LO, Wai Man 4GS

	58th Hong Kong Schools Speech Festival -- Prose Reading	Merit	TUNG, Ka Wai 4A MAK, Sze Wing Phoebe6A
		Proficiency	MA, Sin Man 4A
	58th Hong Kong Schools Speech Festival -- Bible Reading	Merit	LO, Chun Wai4S1 LO, Yin Tung5A1 CHAN, Chak Fung5S1 MAN, Takka5S1 CHAN, Ho Yan Caleb6S LEUNG, Frances6S LIU, Tin Ying6S
		Proficiency	LAM, Yuen Sze6S TAM, Po Yeung6S

(4) Sports Elite

Sports	Name	Class	Level
Badminton	• Won, Renee Hei Yin 王晞然	2B	Regional Squad
Cycling	• Yuen, Chi Ho 袁智浩	5GS	Junior Squad
	• Cheung, Joy Lai 張在禮	2D	Junior Squad
Fencing	• Sham, Kin Fai Kent 岑建輝	1E	Junior Squad
	• Choi, Nicholas Edward 崔浩然	2D	Junior Squad / HK representative
	• Liu, Yan Wai 廖恩尉	5S1	Junior Squad / HK representative
	• Au, Sin Ying* 歐倩瑩	6A	Junior Squad / HK representative
Football	• Tsang, Kin Fong 曾健晃	1D	Junior Squad
	• Choy, Hoi Leong 蔡凱亮	2B	Regional Squad
	• Tsang, Chi Hau 曾健孝	4A1	Junior Squad
Gymnastics	• Poon, Chun Kit, Sampson 潘駿傑	1E 3C	Junior Squad Junior Squad / HK representative
	• Ma, Kin Lok 馬健樂	5S2	Junior Squad
	• Yau, Pui Shan 丘沛珊		
Indoor Cycling	• Lo, Wai Man 盧慧敏	4GS	Junior Squad / HK representative
Rowing	• Wong, Jing Gloria 黃政	5A1	Junior Squad
Tennis	• Wan, On Tak Andy 雲安妣	1D	Junior Squad
Windsurfing	• Heung, Pak San* 香柏燊	5GS	Junior Squad / HK representative
Wu Shu	• Kwan, Ming Wai* 關寧慧	6S	Junior Squad / HK representative

* Nominee of the Hong Kong Sports Stars Awards 2006, organized by SF & OC of Hong Kong

2. Students' Outstanding Achievements in Territory-wide Awards

The Most Outstanding in the New Territories 2007 & the Shatin Most Outstanding Student Award 2007

As we endeavour to offer our students a spectrum of opportunities both within and outside the School, we are abundantly blessed as we witness how their effort and our labour are fruitfully rewarded with the awards granted them, showing us that we are leading them on the right path, i.e. nurturing a 'perfect' generation of the 21st century.

(1) Tang Hiu Tung (鄧曉彤) --- S6A (2006-2007)

- (1) MOST OUTSTANDING STUDENT IN THE NEW TERRITORIES
- (2) SHATIN MOST OUTSTANDING STUDENT AWARD
- (3) MOST OUTSTANDING PERFORMANCE AWARD

(2) Choi Hei Ting (蔡希婷) --- S2B (2006-2007)

- (1) CERTIFICATE OF COMMENDATION --- Shatin Most Outstanding Student of the 3rd Shatin Most Outstanding Student Award

E. Key Issues for the New School Plan 2007-2008

Domain 1: Management & Organization—Enhancing School Effectiveness and Capacity via Continuous Professional Development, School-based Appraisal System, Team Building and Collaborative Self-evaluation

2007-2008

- Actualizing school-based management, enhancing communication and increasing school coordination through re-structuring of school organization into 4 Coordinating Committees and strengthening of the middle management
- Putting in place a new staff establishment and salary structure
- Setting up Appraisal Committee to administer the school-based appraisal system
- Setting up staff management system and implementing school-based appraisal system
- Tuning and refining school administrative and management structure, reviewing the school information and data retrieval system
- Working out policy & procedure manual and Staff/Teacher Handbook
- Enlarging the representation of the School Development Steering Committee so as to further enhance team collaboration and teacher participation in policy making
- Compiling school-based performance indicators so as to facilitate School Self-evaluation through development and accountability
- Reviewing the training progress of teacher in the preparation for NSS so as to make plans for staff entitlement for the new academic structure
- Professional development: enhancing teachers' capacity through peer observation, collaborative or co-teaching, collaborative lesson planning and lesson study.
- Devising human resource and professional development plans for NSS
- Forming of a School Improvement Project (SIP) Liaison Group with an aim of studying and coordinating the building of new school annex so as to cope with the development for NSS
- Putting in place a central and subjects/ departments/committees programme budgeting system and setting up a Finance & Resource Planning Team to review financial management such as planning, budgeting, administration deployment, re-deployment and monitoring
- Promoting home-school cooperation and setting up Parent-Teacher Association (PTA) Preparatory Committee and Alumni Preparatory Committee

Domain 2: Learning & Teaching—Enhancing Learning & Teaching Effectiveness and Fostering a Learning Culture (Empowering our Students to be effective and lifelong learners)

2007-2008

- Enhancing class culture and implementing whole-school routine as well as management strategies
- Enhancing learning & teaching effectiveness by promoting a whole-school approach to develop 'an ideal lesson' which takes care of every detail in classroom teaching
- Increasing classroom interaction and student participation through diversified teaching strategies such as group activities and methods to cater for learners' diversity
- Developing students self-learning capacity by consolidating their study skills
- Enforcing the EMI and Language on Campus Policy as well as promoting a whole-school approach to the creation of a language-rich environment

- Enhancing S1 Bridging Programme and developing EMI Learning Package
- Prioritizing the implementation of the four key tasks, i.e. Reading to Learn, Moral & Civic Education, Project Learning and Information Technology in Interactive Learning
- Strengthening after-school learning support and consolidating students' foundation in English, Chinese & Mathematics
- Putting in place assessment of learning, devising policy for quality assignment and continuous assessment
- Extending the gifted programme to potentials in academic, language and innovative technology
- Implementing junior form school-based and extended curriculum
- Developing school-based Focus-Learning Curriculum through the integration of formal and informal as well as other learning experience
- Integrating moral and civic education, life education, life-wide learning and other learning experience by developing a platform of extended curriculum
- Preparing for NSS curriculum (curriculum integration) : Integrating Junior Form IH, piloting Leading through Engineering, Art and Design (LEAD) programme, developing Research-based Learning in Integrated Science) and Issue-enquiry Learning in Integrated Humanities, extending student learning repertoire by the offering of Applied Learning
- Developing a whole-person development framework by coordinating activities in Other Learning Experience and designing the Student Learning Profile
- Raising academic results in public examinations and value added performance of students

Domain 3: Support to student development—Nurturing of perfect generation in the 21st century

2007-2008

- Promoting positive thinking with 'Identity ---Awareness & recognition' as the core values
- Emphasising on a serious and caring attitude toward studies which helps to form good habits for life and learning
- More praise and more appreciation
- Using class routine and a 'Duty for Life' to enhance class spirit and consolidate team spirit
- Piloting a life skills training programme and promoting service learning which help to enhancing student self-esteem and good character formation
- Piloting student learning profile / portfolio, this prepares the way for Other Learning experience in the Senior forms
- Building a conceptual framework for students' whole-personal development

F. Use of Government Funds

(1) Capacity Enhancement Grant (2006-2007) Evaluation Report

1. Curriculum Development

A school-based S1-S2 Integrated Humanities Curriculum, with teaching materials, assessment scheme and cross-curricular learning activities has been developed.

The school based curriculum, namely Health Education, Fashion Design, Innovative Technology, Sport Science and Recreation Management, were further developed and extended to S.2 and S.4 respectively.

Two cross-KLA projects, namely Poverty Education (before Christmas holiday) and Chinese New Year Fair (before the Chinese New Year holiday), were organized in the period.

2. Cultivating a Reading Habit

Morning Reading Scheme was implemented in the period. Three 20 minutes morning sessions a week (before the first lesson of each day) were allocated to reading activities. Teaching Assistants were assigned to assist in organizing reading programme and activities. Class teachers reported that a steady progress has been made in the formation of reading habit and attitude among students.

3. Recruitment of a Student Activity Officer

A Student Activity Officer was employed to facilitate the implementation of sports programmes during term time. The Student Activity Officer is also responsible for co-ordinating the S1 Bridging programme and S4 Orientation Camp during summer vacation.

4. Recruitment of Administrative Assistants

To lower teachers' extra burden on substitution for sick leave or attending seminars, an Administrative Assistant was recruited. Teachers' workload was, to a certain extent, relieved. In order to make school learning experience authentic and hands-on, a Media Education Officer was employed. A school wide Campus TV programme has been put in place and school broadcasts were produced.

5. Professional Development

Two workshops and one retreat camp were organized to develop teachers' teaching repertoires and develop student management skills. Teachers feedback was positive and generally found these programmes useful.

6. Coping with the Diverse and Special Learning Needs of Students

Students with special learning needs, both high and low achievers, were identified. Tutorial classes were outsourced to external agencies. Outsourcing of tutorial services helped to alleviate teachers' heavy workload. More time can then be devoted to teaching and student development, especially taking care of student individual needs.

7. Special Remedial Programme (Mathematics)

With administrative support, Mathematics teachers organised remedial Mathematics programmes for S4 students during lunch-time so as to bridge the anticipated great learners' diversity of the new S4 entrants.

Actual expenditure

	Task	Income (HK\$)	Expenditure (HK\$)
1.	CEG Grant - DSS	\$919,157.90	
1.	Employed one Administrative Assistant & one Media Education Officer & one Sports Development Officer (Total salary payment with MPF)		\$356,000.00
2.	Employed five Teacher's Assistant (TA) (Total salary payment with MPF)		\$591,300.00
3.	Employed part-time invigilators for 2 nd Term Assessment (Total salary payment with MPF)		\$11,325.00
4.	Subsidies by School	\$39,467.10	
	Total	<u>\$ 958,625.00</u>	<u>\$ 958,625.00</u>

(2) New Senior Secondary Curriculum Migration Grant (NSSCMG) 2006-2007 Evaluation Report

Estimated Income & Expenditure of NSSCMG

(1) Estimated Income

	<u>2006-2007</u>	<u>2007-2008</u>	
NSSCMG	<u>\$ 30,000.00</u>	<u>\$40,000.00</u>	
		TOTAL	<u>\$70,000.00</u>

(2) Estimated Expenditure 2007-2008

1. Setting up of School Development Centre for Staff Professional Development & Curriculum Planning for NSSC preparation		\$50,000.00
2. Teaching Aids, Teaching Materials, Equipment & Furniture for Staff Resource Centre for NSSC Preparation		\$ 10,000.00
4. Professional Development related to NSS Curriculum & Migration		\$ 10,000.00
	Estimated Expenditure	\$70,000.00

(3) Teacher Professional Preparation Grant (TPPG) 2006-2007 Evaluation Report

Estimated Expenditure of TPPG

Estimated Income

	2006-2007	2007-2008
TPPG	<u>\$ 205,320.00</u>	<u>\$366,720.00</u>
	(@290 x 708 pupils)	(@480 x 764 pupils)

Estimated Expenditure 2006-2007

Amount Left

1. Salary of Contract Teacher plus MPF	\$165,320.00
2. Teaching Aids	\$ 40,000.00
TOTAL	<u>\$ 205,320.00</u>
<i>Nil</i>	

Estimated Expenditure 2006-2007

Amount Left

1. Salary of Teaching Assistants plus MPF	\$306,720.00
2. Teaching Aids	\$ 60,000.00
TOTAL	<u>\$366,720.00</u>
<i>Nil</i>	

FINANCIAL SUMMARY 2006-2007

	Income (HK\$)	Expenditure (HK\$)	Balance (HK\$)
Government Funds			
- DSS Grant	20,284,041.96		
- Expenses		24,273,555.98	
Special Government Funds			
- CEG Grant b/f from 2005-2006	206,865.90		
- CEG Grant	712,292.00	919,157.90	
- Other Grants	11,228.00	11,228.00	
School Funds			
- School Fees	9,126,750.00		
- Fee Remission & Scholarship		960,295.00	
- Other Income	570,606.19		
- Donation			
- Expenses		368,905.70	
Subtotal	30,911,784.05	26,533,142.58	

Total Surplus for school year 2006-2007

4,378,641.47