
By Principal

Our seventh school year brought us a need to affirm good traditions and practices to make new beginnings. Striving for improvement of the quality of education has always been our important agenda. On the eve of the inception of the new academic structure, this agenda has become an imperative. Drive for stronger student support, launch of new curricula and complexity of school administration have brought in two posts of Assistant Principal in our staff establishment. One is to take care of the curriculum, teaching and learning while the other on student support.

Public Examinations

In public examinations, we continued to make remarkable progress. In the Hong Kong Certificate of Education Examination 2007, our students managed to attain an improved passing rate of 87.2%. What is more encouraging is that our A-C rate has grown from 23.2% in 2006 to 35.6% this year. For the three core subjects, which all students had to take, the average A-C rate has grown from 27.3% to 47.2%. The number of students with their best 6 subjects reaching a total score of 20 or more has grown from 13 to 27. Among them, Mok Chit Yan Paul, Tsoi Wing Chau and Yiu Choi Man each scored 29 grade points in their best six subjects.

Our students have also achieved remarkable improvement in the Advanced Level Examination results, reaping an 8.5% increase in the total number of A-C grades. Koo Min Huai Raymond scored three A’s in all of his Advanced Level subjects, earning him a place for BSc in Actuarial Science in the University of Hong Kong. About 65% of our Secondary
Seven students were offered places in the universities, 76% of which were for degree courses ranging from dentistry and engineering to hotel management and languages. In sum, we had offers from eight local universities apart from those overseas. While we have no intention of taking the public examination results as the only icon of success in school, we will not rebuff the suggestion that it is an important benchmark for academic excellence.

We have made initial strides in defining and elevating standards for student learning. Nevertheless, with our achievement yet to be robust and time-honoured, it is too early to celebrate. Only through building a positive learning school culture can we keep progress sustainable.

**Curriculum Innovation**

After getting a head start in 2005 on adjusting our junior curriculum and teaching strategy to accommodate the new senior secondary curriculum, it was time for us to train our teachers on a massive scale. While trying their best not to disturb the normal teaching schedule, most teachers were recommended to take courses, seminars and workshops run by the Education Bureau, tertiary institutes and other professional bodies. Extra subsidies were also offered to staff for professional development.

2006-07 was our second year of pilot scheme on junior curriculum design. The full version of six years of secondary education has been taking shape with due consideration given to adjustment of teaching and supporting forces, subject electives to be offered, training schemes and funding resources. If continual innovations were not part of the school’s culture, it might be reasonable to think that our teachers, under the stress of the education reform, would be updating their resume for career transfer rather than focusing on quality education, an advantage we like to seize from the change in the education landscape.
Achievement in Sports

This year, among 145 schools, we came sixth in Co-educational Schools Group in the Bauhinia Bowl Award. We had 235 students registered as members of different school teams, participating in 8 different sports. In interschool competitions, we won 52 medals including 12 gold, 6 silver and 34 bronze. Because of his glorious achievement in several international open competitions on Go, Chan Nai San of 1E was put on the List of Persons with Outstanding Contributions to the Development of Sports and Recreation under the Secretary for Home Affairs’ Commendation Scheme. Furthermore, he won a prominent place in the “thinking” category at the Young Achievers’ Gallery newly set up by the Education Bureau. Ng Hei Man of 4C attained her 3rd Championship in the All Hong Kong Jing Ying Cross-country Tournament and secured her three consecutive Outstanding Cross-country Athlete Award in the Bauhinia Bowl Award Prize. Our boys’ volleyball team won the Division One B Grade Championship and was invited to represent Hong Kong to participate in the All China Soft Volleyball Youth Championships held in Jiangxi.

The tenancy of our affiliated sports ground was due to expire in April this year. We were granted recently a further 5-year tenancy of the Open Sportground after much lengthy negotiations with the Government. With this facility our students will continue to be provided more leg room for their further advancement in sports.

Attention to students with special needs

Additional areas of attention given to students include students with special financial needs, emotional and educational needs as well as the gifted education program. Our experience in running a Direct Subsidy Scheme school shows that the background of our students demonstrates a wider diversity than that of an ordinary aided school. While we have
students coming from well-off families, those falling in the Comprehensive Social Security Assistance bracket are by no means rare. Our public examination results also indicate that while we have students excelling in academic achievements, we do have ones who find schoolwork their challenge. In response to these diversities, the school has deployed an assistant principal underpinned by teams of staff to provide additional support to students with different needs.

The new measures enabled the school to identify the cues for supportive intervention sooner. Our exempted fees together with scholarships reached a record high of 15.8% of the school fees receivable, a stark contrast to the standard remission of 5% provided by an average government or aided school.

As a school under the Direct Subsidy Scheme, our spending on projects supported by the government’s special funding such as Capacity Enhancement Grant and Additional Time-limited Funding of Capacity Enhancement Grant far exceeds the official allotment.

**Widening Horizons**

To widen the horizons of our students, we organized a seven-day study trip to Hokkaido this past summer. Thirty-six students under the supervision of four teachers visited schools, historical sites, museums, modern organic farms and fisheries as well as state-of-the-art factories with a view to enriching the young minds with the ethnic as well as the modern corporate cultures of Japan. With their trip subsidized by the school, the team shared their experience with the whole school by making a large-scale presentation, which the Consul-General and the Director of Public Relations & Cultural Affairs of Japan were invited to attend.
After graduation, a few of our Secondary Five students joined exchange programmes organized by AFS and went to stay in schools in Austria, Switzerland and France for a year. On the other hand, we also hosted overseas students from Germany and Chile.

**Open Day**

Over the years, the objectives of our annual Open Days have been evolving from the school authority introducing education visions and teachers announcing innovations to including more and more students’ work. This provides another opportunity for our students to learn how to organize projects, enhance presentation skills and raise their level of awareness about social and controversial issues. In the thematic exhibition titled “Our School, Our Hong Kong, Our World”, the whole school has learnt more about where we stand, how Hong Kong has come to the present status and what impact the climate change would inflict on the global village. Due to the limitation of time, resources, knowledge and skills, the task was extremely challenging. But with the concerted efforts of hundreds of our students, the presentation has attracted nearly 3,000 visitors to the annual event.

**Support from Parents**

Parents not only helped in school functions, they also organized functions, ranging from leisure activities, internet skills to parenting workshops, thus enriching both school life and family relationships. The PTA committee also helped by serving as a channel of communication between parents and the school.
Acknowledgements

On behalf of the students and staff, I would like to thank the School Management Committee for its unwavering support and candid opinions.

Due tribute should be paid to the teachers whose unremitting effort and efficiency have helped to build up, for the school, a good learning culture and an academic progress that outpaces predications. I am most appreciative of their loyalty, devotion, toil and sweat as well as willingness to face challenges and to grasp the opportunities brought forth by the changing education landscape. My gratitude also goes to the parents because their confidence and concern have grown to become driving forces for the school. Our major stakeholders, the students, are picking up the good learning habits, and I believe more and more of our teachers would like to spend their lives giving time, skills and efforts to worthwhile endeavours where they could make a difference. Surely the roads to success are still thorny and meandering. However, if something appears to be too easy, we are probably doing it the wrong way. My heartfelt appreciation must also be given to our Deputy Principal, Mr. Au Kwong Wing, who has spent endless hours in lifting the school off the ground. I would also like to record my appreciation for the conscientious work rendered by the non-teaching staff, who have provided essential backup services for the school.

Finally, I would like to pledge that we will do our utmost to ensure that our students receive the best education possible, not only marked by academic advancement, but benchmarked by character development, vision crafting and pursuit of diverse interests.
Recent Remarkable Initiatives

In anticipation of the New Senior Secondary (NSS) Curriculum in 2009, the School has been actively adjusting academic programs and student support groups in order to ensure a smooth transition from junior secondary to the NSS. The following sections highlight notable changes in the areas of academic curriculum and student support.

Curricula

English Language

Our English teachers were encouraged to enroll in various NSS workshops to equip themselves with skills for teaching elective English modules in the new curriculum. Drama was another important element in our language arts program. A native-English-speaking drama teacher was engaged to conduct Secondary One drama classes in addition to our English teachers. Through the drama program, students tried out imitation exercises and stereotype analysis, stage performances, and incorporated art into language learning. They were involved in all aspects of dramatic English including improvisation, voice projection, articulation, phonological awareness, stage movements, script writing and drama games. Their self-confidence, leadership skills and sense of teamwork were enhanced through the creative and challenging learning processes involved in the program. In addition to drama, our students tried out poetry writing in Secondary One to stimulate their creativity.
Chinese Language

The Chinese Department initiated several changes in junior forms. First of all, in order to adapt to the new HKCEE syllabus, elements of listening, speaking and integrated skills were added to the school’s internal examination. Secondly, to familiarize students with the new mode of School-based Assessment (SBA), a “Learning Portfolio” that documents each individual student’s reading records, language activities and daily coursework was set up as a means for formative assessment. To help students build up the contents of their portfolio, the Chinese Department organized a number of language activities including an extensive reading scheme, writing workshops, talks by local writers, drama appreciation, museum visits, book exhibition, etc. Thirdly, in accordance with the Elective Units of the NSS Chinese syllabus, new elements were added to the junior form teaching, e.g., the introduction of “fiction appreciation”, “classical poem appreciation” and “projects on cultural issues” in which the skills of literary arts and self-learning were also highly mobilized.

Mathematics

One of the main goals of the Mathematics Department is to ensure students attain a high level of achievement in the subject. Our students have consistently improved in their performance in public examinations. Last year, a credit rate of 55% in the HKCEE was achieved. Students who have demonstrated to be high achievers are qualified for our Enhanced Curriculum. Outstanding students were selected to join the School’s mathematics team. Regular training for the team members prepare them for participating in various competitions, including the Math Olympiad. In the Hong Kong Mathematical High Achievers Selection Contest, our students obtained second class honor award and third class honor award. Junior students participated in the World Class Test and received 6 distinctions and
several merits in the test. Senior students were recommended as exceptionally gifted students to join the accelerated course organized by Gifted Education Team of Education Bureau.

On the other hand, tutorials were provided for students with difficulty maintaining their mathematics standard at a satisfactory level. The tutorial sessions were conducted by various mathematics teachers so that students might benefit from teachers with different styles and teaching strategies.

**Integrated Humanities**

The excessive emphasis on “moving the Personal, Social and Humanities Education away from the content-focused curriculum” has caused a concern that the subject would be left knowledge-empty. It is the School’s desire to moderate the curriculum pendulum from swinging too far to the other end. Integrated Humanities was first introduced to the Secondary One curriculum in the 2005–2006 school year. Topics ranging from history, geography, economic and public affairs were incorporated. Inter-disciplinary by nature, it provides a platform for Personal, Social and Humanities Education, a Key Learning Area under the EDB’s curriculum reform, aiming to build a broad knowledge base and a rich repertoire of skills in learning-to-learn as well as to nurture moral and social values through enquiry and issue-based learning in students. Course content would prepare students for their future courses in Liberal Studies in Senior Secondary levels while students benefited from the useful concepts and structured approach taught in the curriculum.

Students were encouraged to ask questions and search for their own answers through the enquiry approach. In addition, the issue-based teaching strategy, which aimed to build up students’ understanding of society and environment through the course of questioning,
discussion and exploration, utilized a large volume of authentic materials and wide varieties of updated new scripts. Through an interactive mode of learning, we sought to enhance the students’ knowledge base and as well as strengthening their practical skills at the same time.

Science

Our newly implemented school-based curriculum emphasized much more on building the processing skills of students. As a new initiative, students’ practical skills would be assessed. To this end, additional assistance was provided in developing their scientific hands-on skills, such as spending more time on the training of laboratory techniques, in small groups or individually. Furthermore, the experiments required more scientific inquiry skills and hence were more cognitively demanding.

Skills in proper communication of scientific ideas were also stressed. First, students were encouraged to expand their scientific vocabulary, so that they would be more confident in discussing science-related matters. Secondly, a greater portion of class time was allocated to the reading of contextual or authentic scientific articles. Thirdly, assignments were designed to call for higher order thinking. Students were required to give more elaborate answers in their assignments such as experiment design, science laboratory report writing, concept map and essay writing.

Information Technology

Major changes were made to the basic Information Technology curriculum in 2006. Information Technology projects were added to the program, which in turn affected the assessment weighting. An on-line learning platform was also introduced.
Control technology was introduced to the Secondary One and Two Information Technology curriculum with the aim of developing students’ logical and analytical thinking skills and problem-solving techniques. Students were required to design programs for computers to operate external simulation systems such as traffic lights and car-park barriers.

Creative Media had been added to the Secondary Three Information Technology curriculum. The students applied what they learnt in basic photographic skills and video taking and editing techniques to present their ideas through a vivid video. Creativity, organisational and presentation skills were cultivated in the process.

Because of the change in curriculum, heavier emphasis was placed in projects and practical assessments. Students had the opportunity to consolidate what they learnt in class and apply they creativity into these projects. To account for the newly introduced project-based assignments, which would carry a weighting not less than 50% of the curriculum, the weighting of written assessments was reduced from 80% to around 20 to 30%.

An Information Technology learning platform was implemented for more effective teaching and learning. As a result, students were able to revise what they learnt from anywhere on the Internet at any time they liked. It also provided a systematic way for teachers to collect the students’ work.

**Chinese History**

With our emphasis on “being rooted in Chinese culture,” Chinese History deserved its own separate curriculum, setting it apart from the Integrated Humanities program. Our goal
was to supplement the learning of Chinese history and culture by promoting an additional sense of national identity in our students. To spark further interest in the subject and provide more local awareness, History of Hong Kong was integrated into the junior Chinese History curriculum.

**Support to students**

**From Piecemeal Supervision to Overall Co-ordination**

Besides the standard provisions, such as Discipline Team, Counseling Team, Careers & Further Studies Team, there were other teams taking care of students in the areas of financial hardship, health care, special emotional or educational needs and special talents waiting for development. Overall co-ordination involved:

- closer co-operation between Discipline Team and Counseling Team
- Functional Teams’ planning of Class Periods for periodic themes and even-handed distribution
- equitable financial assistance for students in different activities

**Flexible and Generous Funding**

The flexibility of our school, operated under the Direct Subsidy Scheme, enables more fee remission quotas and school scholarships to support the needy and the high-achieving students. Our school rebated to students 15.8% of the school fees in the form of fee remission and scholarships in contrast with the 5% quota exercised by government and subsidized schools. Other financial supports included free lunch boxes, Miscellaneous School-related Fees Remission and Activity Fees remission.
Mass programmes with focused support

Responsibility, politeness and respect for others are the prime values emphasized last year. Secondary One students received strong moral education during Class Periods from Positive Adolescent Training through Holistic Social Programmes (P.A.T.H.S.), with the full support of the Chinese YMCA of Hong Kong. In each Class Period concerned, students acquired positive values in different social aspects, including bonding, emotional & moral competence, resilience and belief in the future. A strong link is established among P.A.T.H.S., Integrated Humanities and Affective Development in the Enrichment Course (a two-year specially-designed curriculum for Secondary One and Two students run under a module system). It is hoped that this can build a strong foundation to “Self & Personal Development” of Liberal Studies in the forthcoming New Senior Secondary Education.

In order to benefit our students most, we provided the best support in terms of human resources and training: Class Teachers and our School Social Worker met regularly to tailor teaching materials and classroom activities as preparation. During the Class Periods, two Class Teachers and a Social Worker together catered for one class to ensure that students completed all the assigned tasks.

In the school year 07-08, we extended P.A.T.H.S. to Secondary Two Class Periods with more organized preparation in advance. On top of it, students’ time-table underwent large-scale re-organization to facilitate Class Periods and P.A.T.H.S: more influential speakers were invited, more large-scale function were held and more Social Workers showed up, to name a few.
Students’ special talents, both academic and non-academic, were particularly endorsed. With the introduction of Exceptional Giftedness Programme for Young Achievers as part of Gifted Education, students gained wider acquaintances on this concept and, if selected, became more confident in utilizing their talents, be it in competitions or helping others. The school has done its part too: offering scholarships/bursaries to shortlisted students, subsidizing gifted students for attending courses run by tertiary institutions, and tutorial supports (mostly for English Language) in case of academic needs. Last November, we were honoured to be a guest school to visit the Young Achievers’ Gallery run by the Education Bureau – with Chan Nai San (S.2E) being one of the selected young achievers.

While some talents (such as athletics and arts) can be easily identified, others (such as creativity and writing) cannot. Teachers, being the frontier in classrooms, are not alone in search of gifted students. They have constant support from School Educational Psychologist who joined our school in September 2007. Besides in search of gifted students, the Education Psychologist is very keen on identifying students’ special educational needs, from dyslexia to Asperger’s diseases and from hyperactivity disorder to emotional disturbance. After consultation, most students succeeded in leading normal lives or receiving additional assistance.

**Other Learning Experience**

Thanks to Moral & Civic Education Team, positive values were strengthened through well-planned activities such as “Respect Our Teachers”, “Our Pride – Achievements of Our Motherland in the Twenty-first Century” and “The Week of Chinese Minority Ethnic Groups”. Strong sense of national identity was cultivated through the hoisting of the national flags.
The values were put into deeper practice on the three Learning Activities Days organized by Other Learning Experience Team. These activities boomed under a three-way development, viz. *Society & Culture, Environmental Education* and *Community Service*. Whole-level visits to museums, parks, forms and institutions were arranged. Community service was provided to the elderly and the handicapped. A study tour to Nansha (南沙) was organized with the Hong Kong University of Science and Technology from 4th to 6th April 2007 to investigate sustainable development in Pearl River Delta.

**Cultural and Professional Exchanges**

Cultural exchanges are an indispensable part of modern education. Teachers’ hard work earn kudos in the education sector, both in Hong Kong and overseas.

On June 28, 2007, an education mission from Thailand (National Institute for Development of Teachers, Faculty Staffs and Educational Personnel, Ministry of Education, Nakhonpathom) visited our school. We spent an afternoon on valuable cultural and experience sharing, focusing on the features of our school under the DSS scheme in Hong Kong.

Last December, a group of experienced educationalist from Mainland China and Taiwan, Gardeners of Chinese Nations, visited us. Our Chinese and Putonghua teachers welcomed the visitors to join their classes and enjoyed a fruitful discussion with them afterward.
As for students, they embarked on an eight-day study tour to Hokkaido in July 2007. In view of the close ties between Japan and China, it was a precious opportunity to learn Japanese history, culture and society. During the trip, most students opened their eyes wide to some rare encounters: volcanoes, museums, historical villages, organic farms and aquariums. On return, they delivered a presentation to share their experience with their schoolmates. The Consul-General of Japan in Hong Kong, Mr. Shigekazu Sato, honoured us on this occasion with his presence as our special guest.