The Chinese Foundation Secondary School

Annual Report

(2004-2005)
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1. Our Vision

We aim to help students achieve personal excellence through the nurturing of a set of positive values, the development of commendable attitudes and professional competence conducive to life-long learning, and to sustain a supply of well-educated, loyal and dedicated citizens for the future development of our society.

2. Our Mission

It is our mission to:

- provide quality education;
- foster leadership, critical thinking, creativity and confidence among students through the use of modern techniques and technology;
- hasten the integration of newly arrived children and returnees into the local community;
- adequately prepare students with the knowledge and skills necessary for substantive contribution to society.

3. School Management Committee (04-05)

Chairperson : Dr. Leung Kit Wah
Chevalier de l’Ordre des Arts et des Lettres –France
Officer’s Cross of the Order of Merit-Germany

School Supervisor : Dr. Annie S.C. Wu SBS, JP

Members : Mrs. Peggy Lam GBS, JP
Ms. Fei Fih JP
Ms. Wilhelmina S.K. Ngai
Prof. Rosie T.T. Young GBS, CBE, JP
Mr. Chow Sik Cheong Principal

Remark: As the school has only reached full swing this year, the composition is yet to include parents, teachers and alumni.
4. School Parents Teacher Association Committee (04-05)

Chairman : Mr. Lam Chi Kin
Vice-chairman : Mr. Pun Wai Ming
               Mr. Chow Sik Cheong
Secretary : Ms. Kan Kwai Lin
           Ms. Tsang Wing Sze
Treasurer : Ms. Wan Sau Lin
           Mr. Chan Ka Wai
Social Convener : Ms. Au-yeung Siu Chi
                 Mr. Au Kwong Wing
Recreation Activities : Mr. So Wing Pui
Members : Mr. Chan Ping Chuen     Ms. Kwong Suk Ching
          Mr. Law Kwok Leung    Ms. Leung Lai Ping
          Mr. Lok Hing Sun     Ms. Poon Yuk Kang
          Ms. Shea Kam Ling    Ms. Wan Siu Ling
          Mr. Woo Kin Ming

5. Basic Particulars (As at 1st September 2004)

Workforce
Student enrolment: 896
Teachers: 63 (26 male & 37 female) (including the principal)
Teaching Assistants: 4 in number responsible for English Language, Chinese
Language, Integrated Humanities & Library and Co-curricular activities.
Laboratory technicians: 3
School office manager: 1
Accounting administrator: 1
School secretary: 1
Clerical assistants: 2
IT technician: 1
Laboratory attendants: 2
Building maintenance assistant: 1
Workmen: 11
6. Teacher Qualifications:

Academic qualifications:
- Doctorate: 3.2%
- Master’s Degree: 44.4%
- Bachelor’s Degree: 50.8%
- Teacher’s Certificate: 1.6%

Professional training:
- With training: 85.7%
- Undergoing training: 9.5%

Teaching experience
- Teachers with less than 2 years of teaching experience: 17.5%

Teachers’ Language Proficiency Requirement
- Percentage of English Language teachers with LPR: 91.6%
- Percentage of Putonghua teachers with LPR: 100.0%
- Language Proficiency of teachers using EMI: 96.2%

7. Number of Active School Days

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of School Days</td>
<td>186</td>
<td>200</td>
<td>196</td>
</tr>
<tr>
<td>Number of Days for Instruction</td>
<td>153</td>
<td>173</td>
<td>168</td>
</tr>
</tbody>
</table>
8. Lesson Time Allocated to the KLA in S.1 – S.3

![Bar chart showing lesson time allocation for different subjects.]

9. Student Attendance Rates in the Past 3 Years

![Bar chart showing student attendance rates for different years and classes.]
10. Early Exit of Students

11. Students’ Reading Habit

In the school year 04-05 the borrowing record in the school library was 9264 for students, with an average of 13.6 per student. For details please refer a separate report on Extensive Reading Scheme.

12. HKAT (Pre-S1)
13. **Academic Progress of Students**

Banding of the graduates when they were admitted through SSPA as S.1 students in 2000-01

<table>
<thead>
<tr>
<th>Sch. Year</th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>0.0%</td>
<td>6.1%</td>
<td>21.7</td>
<td>56.5%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

14. **HKCEE 2005**

Percentage of students in the school awarded
grade E or above in at least 5 subjects = 73.9%
Percentage of students in the school awarded
14 points or more in the best 6 subjects = 36%
Percentage of students awarded E or above in English Language B = 94.8%
Percentage of students awarded E or above in Chinese Language = 68.7%
Percentage of students awarded E or above in Mathematics = 87.3%
Student with highest score in best 6 subjects = 29

15. **HKALE 2005**

<table>
<thead>
<tr>
<th>Year of Examination</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of English</td>
<td>97.6</td>
<td>97.8</td>
<td>100</td>
</tr>
<tr>
<td>Chinese Language &amp; Culture</td>
<td>90.5</td>
<td>97.8</td>
<td>93.8</td>
</tr>
<tr>
<td>Average pass percentage of all subjects</td>
<td>71.7</td>
<td>76.4</td>
<td>80.7</td>
</tr>
<tr>
<td>Percentage of graduates pursuing tertiary education</td>
<td>83</td>
<td>87</td>
<td>95.8</td>
</tr>
</tbody>
</table>

05-06 is the year when the Secondary Six has its students admitted to The Chinese Foundation Secondary School as Sec. One students in 00-01.

16. **Average Banding of S.1 Students Admitted Through SSPA for the Past Three Years**

<table>
<thead>
<tr>
<th>Sch Year</th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-06</td>
<td>88.1%</td>
<td>11.9%</td>
<td>0%</td>
</tr>
</tbody>
</table>
### 17. Class Structure:

<table>
<thead>
<tr>
<th>Year</th>
<th>S.1</th>
<th>S.2</th>
<th>S.3</th>
<th>S.4</th>
<th>S.5</th>
<th>S.6</th>
<th>S.7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-01</td>
<td>6</td>
<td>1</td>
<td></td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>01-02</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>02-03</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>03-04</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>04-05</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>05-06</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>06-07</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>07-08</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>08-09</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>09-10</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>10-11</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>11-12</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>12-13</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

Numbers in brackets indicate the first batches working under the new structure.

### 18. Current Status of Our Graduates

#### a. Our S.7 Graduates (48 students)

<table>
<thead>
<tr>
<th>Local Degree Courses</th>
<th>Foundation Courses</th>
<th>Local High Diploma</th>
<th>Local Associate Degree</th>
<th>Other tertiary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>7</td>
<td>3</td>
<td>19</td>
<td>2</td>
</tr>
</tbody>
</table>

#### b. Our S.5 Graduates (134 students)

<table>
<thead>
<tr>
<th>Full-time S.6 course</th>
<th>Overseas studies</th>
<th>Full-time vocational training</th>
<th>Other courses</th>
<th>Full-time employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>34</td>
<td>14</td>
<td>35</td>
<td>1</td>
</tr>
</tbody>
</table>
19. **Student Withdrawals During School Year 04-05**

(Excluding S.5 & 7 graduates)

<table>
<thead>
<tr>
<th>Reasons</th>
<th>No. of places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying aboard</td>
<td>24</td>
</tr>
<tr>
<td>Transfer to another local school</td>
<td>20</td>
</tr>
<tr>
<td>Leave without giving reasons</td>
<td>3</td>
</tr>
<tr>
<td>Other reasons</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

20. **Summary of School Fee Remission as Percentage of School Fees**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Bursary</th>
<th>Scholarship</th>
<th>Bursary + Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-03</td>
<td>6.9%</td>
<td>2.1%</td>
<td>9.0%</td>
</tr>
<tr>
<td>03-04</td>
<td>10.3%</td>
<td>2.0%</td>
<td>12.3%</td>
</tr>
<tr>
<td>04-05</td>
<td>11.2%</td>
<td>3.2%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>
Addressing Areas of Major Concern

21. Curriculum Preparation for the Education Reform

In this school year, there were two major issues in the education community, the reform in structure and the academic requirement on staying to adopt English as medium of instruction. Much effort of the school is placed on riding over these two challenges.

SMC members, the principal and senior staff attended numerous seminars and workshops. Discussion groups were held in school. Around February and March 14 experts were interviewed on the 334 issues with their views incorporated in our curriculum planning.

Plans were made to address Science, Integrated Humanities, Information Technology, English Language, Chinese Language, Enrichment Course and Chinese History at junior levels. The new curriculum design will be implemented from school year 05-06. (Refer Annex 1)

Our school-based Enrichment Course (Annex 2) has been implemented since the inception of the school in 2000. Like what we have been doing in previous years, we continue to revise the contents. This year we made a large-scale moderation with the objective of interfacing this course with Integrated Humanities and the future Liberal Studies. Despite the introduction of the two latter subjects, the school still wants to keep the Enrichment Course which is designed with a strong focus on enhancing the learning attitude and the generic skills, the two elements essential to life-long learning.

22. Areas of Development

1. Presentation skills
   a. Speech Festival: 814 entries in the 56th Hong Kong Speech Festival: A total of 45 awards including 5 First Places, 13 Second Places, 27 Third Places 349 merits and 243 certificates of proficiency.
   b. A major project on the New Senior Secondary Reform: For the project, 60 students conducted fourteen interviews to veteran experts in the field of education including university presidents and professors, front line leaders and professionals, as well as parents and students.
   c. Exposure as presenters: Most of the school programs were run with student presenters. Students were asked to present book sharing in morning assemblies twice a week. 60 Student ambassadors in various classes were put to present the school during functions like Open Day, Briefing Sessions, English Fun Day. Social service
also included English tuition to primary students in local communities. Higher achieving students were deployed to serve as presenters and performers in the International Seminar in Commemoration of the 10th Anniversary of Soong Ching Ling Children's Foundation and in functions organized by The Hong Kong Tuberculosis, Chest and Heart Disease Association.

d. **Training:** The Unit on Social Skills in Secondary Two Enrichment Course is much revised to include more practical skills. Besides employing trainers to refine our students oral skills in English and Putonghua, we were also fortunate to have an expert in this field, Mr. Mario George Masher, Consul-General of the Republic of South Africa come to speak and demonstrate to our students the skills of public speaking.

### 23. Staff Development
(For Continuous Professional Development of individual teacher, please refer Item 12 *Staff File*):

a. **Teacher advancement on individual training needs:** All staff may apply subsidy for purpose of training related to their school duties. The maximum amount was tentatively set at $10,000 for the school year.

b. **Training in student counselling:** With the catch clause “Attitudes decide all” we focused on giving the students a positive attitudes towards adversities. To this effect, the school scheduled 2 days for teachers’ training courses called “Positive Behaviour Nurturance” (積極行為培育法) provided by Green Pastures Whole Person Development Centre.

c. **Exchange program and Reflection:** In view of broadening the scope of our teachers we took two days for teachers to visit Guangzhou Fok Ying Tung School (廣州英東中學) in Nansha. Apart from exchanging with the counterparts in the host school, our teachers also spent a whole evening working on a reflection program in which teachers and school authority communicated and shared common concerns.

d. **Program on enhancing national identity:** By the end of the school year, 26 teachers 49 students and 4 parents took a study trip to Beijing to get a situational feeling of national identity. The experience was shared through articles, memoirs, photos, videos and reflections.

### 24. Co-curricular Activities

**Skill Assessment Scheme:** To clearly record students’ participation and achievements in Co-curricular activities, each student may choose up to 3 activities which they want to be assessed and recorded in the Students Record Sheet. Incidentally,
this might facilitate the school in preparing the Learning Profile as required in the Education Reform.

**56th Speech Festival**
With a focus on enhancing the exposure of students to experiences in public speaking, we made 814 entries by 646 participants in 63 events. We won 45 awards with 5 First Places, 13 Second Places, 27 Third Places, 349 Merits and 247 Certificates of Proficiency.

**Music**
**57th Hong Kong Music Festival**
50 students participating in 30 events: 20 Certificates of Merit, 8 Certificates of Proficiency

**Social Service**
To instill in students a sense of social commitment the school put more efforts in promoting social services. 236 students joined various kinds of social services, providing a total of 1698.5 service hours.

**Sports**
Our B grade boys won the Championship in volleyball, swimming and athletics while our C grade boys won the Championship in swimming. The C grade girls also won the overall first runners-up in Athletics and in Badminton. Having won numerous other trophies as well, we achieved the fourth place in the Bauhinia Bowl in the Co-educational School Section.

**25. Our Way Forward**
In the long term, we will be striving
- to becoming a visionary school through higher level of collaborative participation of the whole staff, both in terms of policy making, teaching and pastoral care to students;
- to light the fire within the students for positive thinking and learning motivation.

In the coming school year (05-06), we will be focusing on
- topping up the senior management by increasing post of Assistant Principal to provide better supervision on the growing complexity of the school routine;
- enhancing staff development program to prepare teachers for the new senior structure and curriculum;
- providing more supporting personnel such as secretary and teaching assistants to ease out the heavy duties of the teachers;
- Promoting peer lesson observation to increase the effectiveness of collaboration;
- Seeking to brew a culture of self motivation in learning among students
- Instilling in students a stronger sense of national identity and core moral values.
- Elevating the academic accomplishment of the school.

26. Appendices

Appendix 1:  Challenges and Opportunities -- Our Policies and Preparation on the Education Reform and the MOI issue presented on our school website http://cfss.edu.hk
Appendix 2:  Introduction on Junior Curriculum Design presented on S.1 Briefing Session and available at school office
Appendix 3:  Enrichment Course
Appendix 4:  Banding of S.1 in our intake through SSPA
Appendix 5:  Summary of Statistics of Student Behavioural Problem
Appendices to School Report 2004-05

Appendix 1

Challenges & Opportunities

-- Our school policy to meet changes

CHOW Sik Cheong
Principal

I.  The Senior Secondary Education Reform

Every major reform would be an object of vilification by some and praise by others. The forthcoming education reform is no exception. As a DSS school with flexibility on funding disposal and deployment of human resources, we would grasp its blessings and jettison the anticipated evils.

- Curriculum Issue -- One of the major areas of dispute is the new curriculum design, stipulating that Liberal Studies (LS), a subject many teachers not familiar with, would be designated as a core study. It is a difficult subject for teachers with traditional teaching styles who are accustomed to teaching factual knowledge in a unilateral way under a well-defined syllabus. In LS, solutions of the issues under discussion are meant to be open ended. We agree that the subject is challenging to teachers and the first draft of topics ill-conceived. Although this subject has not been taught in our school, our school-based enrichment course introduced in 2000 has equipped our versatile teachers with the audacity and skills of planning and teaching new topics. Conducting presentations and supervising team projects are routine practices of our teachers. Some units listed in the draft Liberal Studies have been covered in our enrichment course. Media & Society, Self & Personal Development are just some of the examples. More than a subject in its own right, our main objective is to enable students to apply the skills they learnt in this subject to other conventional subjects and to life-long learning. Taking science as an example. Learning skills such as SCAMPER and 3 dimensional thinking skills have been injected into our teaching methodology. Besides, with the objectives similar to that of liberal studies, our enrichment course has laid a firm foundation of inquiring approach and project working skills in our junior students. We are of the opinion that the proposed Liberal Studies curricula are too knowledge-congested and it cannot distinguish itself as a subject capable of “developing in students a range of skills for life long learning”. In fact, a more in-depth study on the subject matter and teaching strategies shows that our enrichment course would complement the draft liberal studies in areas of critical and divergence thinking, project skills, scientific investigations and level of prescription.
Another contention is on the $4C + 3X$ formula (4 core subjects plus 3 electives), resulting in a midway between the present HKCEE and HKAL when we come to the number of subjects. Some educationists are of the opinion that the $3X$ would limit the scope of areas of studies. As a school we have to follow the mandatory stipulation. In fact, too many subjects in the examination syllabus would cause fragmentation and duplication in the knowledge base. On the other hand, the pedagogic shift from the knowledge-based to skill-based has helped to alleviate the limitation. For example, with good knowledge and skills in geography, one would be adequately prepared for advanced studies in humanity and other arts subjects. With the advent of a knowledge-based society, the relation between one’s former studies and present career is becoming more and more faint. It is no surprise we can always hear a human resource manager or even a university admission officer saying: “We don’t care what you study. We only care how you study.” This notion also brings us to the paradigm shift in teaching and the school-based Enrichment Course. The shift can also be applied to streamline the curriculum at the junior level. A working team has been set up to combine History, Geography and EPA as Integrated Humanities. In contrast to many other schools, we will keep Chinese History as a separate subject so as to make our students more acquainted to the history and culture of our own country. In the meantime, another team has already started to give our Integrated Science a major overhaul so that students would be better prepared for the future senior curriculum.

- **Choice of subjects** – The absorption of extra teaching post requirement for split-classes into the normal establishment would discourage public sector schools from opening up a wider choice of subjects for senior students. Subjects like music and visual arts are particularly sensitive to the change. For realistic reasons we may not vote to include these subjects in the $3X$ electives. Should the need arise; we will take them as additional subjects to be taught outside the regular timetable. With a higher flexibility in the teaching establishment, we are not bound by staff reduction.

- **Career Oriented Curriculum (COC)** -- We do hope to see some of our students being groomed for creativity industry or to become visual artists. In fact, even with the small handful of S.5 graduates in our formative years, we have already had students admitted to The Hong Kong Academy for Performing Arts and to a ballet school overseas. However, in face with the growing intellectual demand from all lines of business, we believe that a firm grounding in basics such as language proficiency and learning skills would better prepare our students for higher levels in their future careers. We believe that the conventional ‘academic subjects’ are within reach of most of our students. Furthermore, how COC are received on a par with other ‘academic subjects’
as entry requirements to tertiary education is yet to be confirmed. To those who have made up their minds to a vocation at the school age, we still prefer, at least for the time being, laying a study path that leads to full-time technical/vocational courses with professional recognition to adopting the shakily based COC. In case when individual students have a keen interest in these subjects, the school would be most prepared to assist them in registering for courses held outside school hours by external education bodies. We recommend interested students to take the career oriented subjects on top of the $4C + 3X$ in the new curriculum. In the meantime, we will make extra effort in nurturing students’ talents in these areas.

- **Class size** – The present class size of 30 in S.6 & 7 in public sector schools over the past years was established with sound reasons. Raising the class size of the future Senior Secondary 1-3 would be a retrograde step and is against the interest of the students, teachers and the school at large. The measure is particularly infelicitous if we are to encourage more class interactions. Our policy is to target the class size to no larger than 30, or even smaller at senior level.

- **Nurturing talents of students with student portfolio** – It has been our practice for years to include a detailed student portfolio in the school report. At present we are making use of students’ records of personal qualities, fitness and skill assessment to form an indispensable part of the student report. In the Skill Assessment we include learning experiences, community service, sporting and cultural activities and achievements. With a belief that students learn best through building on strengths, we will take one step forward to implement the Individual Education Programme.

The above measures taken by our school are not a stopgap response to the forthcoming Education Reform. In fact, some innovations have already been implemented for a number of years while others are in the pipeline or are being tested with a view of being adopted as standing practices in our school.

II. The Language Policy of the school under the new MOI Requirement

With the terms listed in the “Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation” Consultation Paper, our School will continue to adopt English as the medium of instruction (EMI).
Direct Subsidy Scheme schools are generally free from experiencing the anxiety over the “Changing Train”. Administratively, there is an agreement between the EMB and our school that we are given the flexibility on the choice of medium of instruction. The principle is consolidated in the consultation paper, “the Working Group recommends that the current flexibility be maintained”. On the other hand, we note that in order to continue adopting EMI, we need to fulfil the three prescribed criteria for EMI teaching namely student ability, teacher capability and school support measures. Based on our present situation, we have full confidence that we can meet all these criteria even if the new MOI arrangement becomes effected in the near future.

● **Student Ability** –

Authority suggests that about 40% of Hong Kong students are competent enough to learn using EMI. According to figures given to the school on students allocated to our school through SSPA in the past two years, more than 95% of them belonged to the top 40 percentile in English. Last year when we had our first lot of S.5 students taking the Hong Kong Certificate of Education Examination, our passing rate in English (syllabus B) was 100%. All these statistical results indicate that our students have reached a reasonable level of competency in using English as a medium of learning.

● **Teacher capacity** –

Among teachers teaching in EMI at our school, more than 97% of them have met the specific qualifications stipulated in the consultation paper. The remaining very small minority is expected to meet the requirement in the very near future without being even selected for classroom observation.

● **School support measures** –

Throughout the years, our school has been running summer English programmes for the newly admitted Secondary One students in August. In the beginning of every school year the school also runs a language-bridging course for S.1 students from
September to November. It is a school based new curriculum design that takes up 4 periods per week. Most students would not find much difficulty in using English as the medium of learning after they have finished the bridging course. Like most schools, the NET scheme is a standard of the school. The school has a substantial extensive reading scheme, which is highly subscribed to by students, especially those in the junior classes. In school functions, students are given ample opportunities to act as ceremony presenters in the biliterate trilingualism mode so as to sharpen their language skills.

With consultation in progress and contention boiling up in the city, we have no intention to be categorized into either the ‘for’ or the ‘against’ group. Our principle is to give the able students and teachers a right to practise using English as a medium of learning and instruction.

In the current egalitarian social clime, pressure is mounting for extra support, both in terms of funding and human resource deployment, to be directed to CMI schools. At present, in the aided sector, a typical CMI school with underachieving students would have two to four more teachers than its EMI counterpart. How much the gap would be widened still depends on the result of wrestling and bargaining. To make the situation worst, the recent Senior Secondary Education Reform is giving the education community a bleak scenario that an average aided school would have to cut four to five teachers when the reform goes full swing. Government subsidy to DSS schools would also be cut accordingly. To uphold the principle that resources of our school are not jeopardized in the name of any “Reform”, we would stand to provide quality education for our students. In concrete terms, our school would maintain a teacher class ratio of not less than 2 in contrast to the official proposal of 1.7 for junior secondary and 1.9 for senior secondary. To capitalize on the benefits brought by the education reform, teachers’ preparation work would be further supported by the growing teams of teaching assistants and clerical staff.
All in all, through government subsidies and fees collected for tuition, we will ensure that our students will not be deprived just because of their having motivated attitudes and beautiful minds.

7th April 2005
Summary of Subject Group Percentile Results in Secondary one intakes through SSPA

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Percentage of students (Eng. Subject group)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2003-04</td>
</tr>
<tr>
<td>1 - 9</td>
<td>0.00</td>
</tr>
<tr>
<td>10 - 19</td>
<td>0.00</td>
</tr>
<tr>
<td>20 - 29</td>
<td>0.00</td>
</tr>
<tr>
<td>30 - 39</td>
<td>0.00</td>
</tr>
<tr>
<td>40 - 49</td>
<td>0.00</td>
</tr>
<tr>
<td>50 - 59</td>
<td>2.86</td>
</tr>
<tr>
<td>60 - 69</td>
<td>18.57</td>
</tr>
<tr>
<td>70 - 79</td>
<td>22.86</td>
</tr>
</tbody>
</table>

Remarks:  The above statistics reflects the standard of 2 classes of students admitted through SSPA, including the Discretionary Places and the Central Allocation. The average bandings for these two years amount to 85% band one and 15% band two. Another 3 classes are admitted through direct intake by the school and there is no statistics supplied by the EMB on this lot of students. However, through internal examination matching, we have reasons to believe that the standards of two lots of students are comparable.
The following is a cut-and-paste excerpt of the Executive Summary in the Review of MOI of secondary schools & SSPA. The part selected is considered to be proposals that would exercise an impact on our school. For details please refer to the full text which could be downloaded from the EMB website.

Medium of Instruction (Summary)

10. The proposals of the Working Group on the prescribed criteria for EMI teaching are summed up below.

**Student Ability**

11. As mentioned in paragraph 5 above, since the overall academic performance can be used to gauge student ability, the Working Group proposes:

(a) In assessing students’ ability, their overall academic performance in the internal assessment (IA) of their primary schools (the second term of Primary (P) 5 and the first and second terms of P6) is taken as the basis. However, given the disparity in the assessment modes and standards among schools, a scaling instrument is needed. For this purpose, the IA results will be scaled by the pre-Secondary 1 Hong Kong Attainment Test (pre-S1 HKAT) currently conducted annually.

(b) Since past data demonstrate the stability of pre-S1 HKAT results between two adjacent cohorts of the same school, it is proposed to collect samples of the pre-S1 HKAT results biennially and to take the average of the results of the two most recently sampled pre-S1 HKATs to derive the instrument to scale primary schools’ IA results of the coming cohort of P6 students proceeding to Secondary (S) 1.

(c) A research study indicates that currently, at most 40% of S1 students are able to learn through English. Therefore, the Working Group proposes that the scaled scores will be put into a pecking order and the top 40% of students will be taken as having the ability to learn through English.

(d) According to the Guidance, schools intending to adopt English as the MOI must have at least 85% of students being able to learn through English. We propose to continue with the requisite percentage. Should the within-school streaming be adopted, an EMI class should have at least 85% of its students being EMI-capable. Should schools be bifurcated into EMI and CMI schools, then an EMI school should have at least 85% of its S1 intake being EMI-capable.

**Teacher Capability**

12. Regarding the language proficiency requirement of EMI teachers, the Working Group considers the basic requirement as “teachers should be able to communicate their subject content to students intelligibly and their use of English should have no adverse impact on students’ acquisition of the English language”. Specifically, the Working Group proposes that teachers should attain any of the
following qualifications in order to be eligible to teach in EMI:
(a) a Grade C or above in English Language (Syllabus B) in the HKCEE, or its equivalent
   (including band 6 or above in the International English Language Testing System; a pass or above
   in English in the General Certificate of Education Ordinary Level (Overseas) Examination);
(b) a Grade D or above in Use of English in the Hong Kong Advanced Level Examination;
(c) having met the Language Proficiency Requirements (English); or
(d) a Grade C or above in English Language in the defunct Hong Kong Higher Level Examination.

13. As for serving EMI teachers who have not attained any of the above qualifications, they may
have their capability certified in one of the following ways:
(a) to obtain the relevant qualifications within two years starting from the 2005/06 school year; or
(b) to opt for classroom observation by both subject and language experts appointed by the EMB to
   assess their overall capability to teach through English, viz. “to communicate the subject content
   intelligibly and their use of English should have no adverse impact on students’ acquisition of the
   English language”.

14. Besides, EMI teachers should accumulate a minimum of 15 hours of EMI-related continuous
   professional development activities for every three years.

Support Measures
15. The Working Group is of the view that secondary schools using English as the MOI should
   purposefully and strategically provide a language environment conducive to learning English. These
   include, for instance:
   (a) strengthening the teaching and learning of English as a subject;
   (b) creating an English-rich environment; and
   (c) devising well designed bridging programmes.

16. The Working Group proposes that schools intending to adopt English as the MOI should set out
   the related support strategies and specific measures in their school development plans and annual
   school reports. Based on the results of schools’ self-evaluation and external school review
   mechanism, the EMB could then assess qualitatively and quantitatively whether adequate support
   measures are in place.

MOI Arrangement at Junior Secondary Levels
17. The Working Group has considered two main options, namely the within-school approach and
   the bifurcation approach. Intuitively, the within-school approach (i.e. adopting different MOI for
   different classes) not only allows greater flexibility to schools, but also reduces the
   “MOI-mismatch” of students and provides parents with more choices. However, there are many
   drawbacks associated with this option:
   (a) Given the community’s prevailing preference for EMI teaching, the number of EMI classes in a
school might be conveniently used as an “indicator” of how “good” a school is. People may devise a more elaborate school labeling schema by drawing up a “league table” of schools according to the number/proportion of EMI classes they operate, i.e. with full adoption of EMI being regarded as grade one schools, and the grade drops in tandem with the decreasing number or proportion of EMI classes. It would, in effect, create multiple labeling among schools.

(b) The strong labeling effect could induce schools to seek to operate as many EMI classes as possible so as to attract students. Due to market forces, many schools might operate EMI class(es) as far as they can. Some schools that have so far been upholding mother-tongue teaching would be under immense pressure to operate some EMI classes, even though this may be contrary to their education philosophy.

(c) The streaming of students into EMI or CMI classes within the same school would also undermine the self-image of CMI students and induce within-school labeling. Students would also be subject to the unsettling effects of possible switches between CMI and EMI teaching in S2 and S3.

(d) In the pursuit of more EMI classes, schools may find it prudent to require teachers to obtain the qualifications for EMI teachers as mentioned in paragraphs 12 and 13 above as early as possible. Besides, teachers need to prepare teaching materials and examination papers in both English and Chinese, as well as to devise different teaching pedagogies and support measures for different MOI classes. The pressure on and workload for teachers will increase significantly.

Overall, the within-school approach would impede the overall development of schools and bring about undue pressure on teachers and students.

18. If bifurcation of CMI and EMI schools is maintained,

(a) Secondary schools will continue to be predominantly CMI schools. Schools would not feel pressured to switch to EMI teaching for some junior secondary classes, thus obviating the problem set out in paragraph 17 above.

(b) With the same MOI, all CMI schools will have a “fair competition”. They can develop their own characteristics in school-based curriculum, student support, diversified extra-curricular activities and home-school cooperation, etc. They can also capitalize on the relatively greater space for development by focusing on teaching pedagogy improvements and strengthening of language education.

(c) It entails lesser pressure on teachers, thus enabling them to have more time for student support, professional development and enhancing teaching effectiveness.

(d) The labeling effect of the bifurcation approach is notably less than that of the within-school streaming.

(e) Students can experience their junior secondary education through the same MOI, without being subject to the undue anxieties arising from switches between CMI and EMI classes. Therefore, with student effective learning and all-round development as the overriding concern, the Working Group proposes to maintain the current bifurcation approach under which most of our secondary schools would practise mother-tongue teaching. This would help promote the development of
mother-tongue teaching which has begun to bear fruit.

19. Besides, the Working Group proposes to introduce a six-yearly review mechanism to assess whether there should be any change to the MOI adopted by individual schools.

### MOI Arrangement for Schools Joining the Direct Subsidy Scheme (DSS)

21. Having considered the broad direction of mother tongue teaching, the Working Group is of the view that DSS schools have to meet the prescribed criteria of student ability, teacher capability and support measures if they are to adopt English as the MOI. In operationalizing this principle, having regard to the DSS concept, the Working Group recommends that the current flexibility be maintained. However, since an immersion mode is more effective in overcoming the barriers of using a second language to learn, the Working Group does not recommend that DSS schools adopt different MOI for different subjects at junior secondary levels.

22. For transparency, DSS schools should state in their school development plans and annual reports their MOI arrangement and the supporting educational considerations, the implementation strategies and fulfilment of the three prescribed criteria. It is an established practice of the EMB to conduct focus inspections at DSS schools as and when necessary. Should such inspections suggest any MOI practices being inconsistent with a school’s professed education philosophy, the EMB would take appropriate measures, including requiring the school to rectify the situation immediately.
Appendix 2

The New Junior Secondary Curriculum
*(Implemented in S.1 from year 05-06)*

The School has made overhaul on the following subjects to pave way for the New Academic Reform and New Senior Secondary Curriculum Development.

- **Integrated Humanities:** This new subject merges Geography, History and Economic and Public Affairs in order to link up with the “Liberal Studies” of the Senior Secondary.
- **Science:** This subject is to replace “Integrated Science”, with due emphasis on experimental and inquiring approach.
- **Information Technology:** To cope with the rapid development of IT, this subject focuses on computer applications and making use of updated software and hardware technology.
- **Chinese Language, English Language and Putonghua:** The objectives of these subjects are to sharpen the skills in speaking, reading, listening and writing and to enhance students’ trilingual ability.
- **Chinese History:** History of Hong Kong is added to the subject in order to give students a better understanding and a better sense of belonging to the city we live in.

<table>
<thead>
<tr>
<th>Traditional subjects</th>
<th>CFSS subjects</th>
<th>School-based Curriculum subjects</th>
<th>Subject Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Science</td>
<td>Science</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Integrated Humanities</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>EPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese History</td>
<td>Chinese History</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>Information Technology</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Visual Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Features of Science for Junior Secondary**

<table>
<thead>
<tr>
<th>Broadening science knowledge and bridging to senior secondary curriculum</th>
<th>Enhancing understanding in science knowledge and presentation skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use of British science textbook (published in 2005) and tailor-made teaching and learning materials: provide effective learning tool and teaching support.</td>
<td></td>
</tr>
<tr>
<td>3. Interesting science reader: lesson reading time is allocated and the outcome becomes part of the subject assessment.</td>
<td></td>
</tr>
<tr>
<td>1. Assignment: experiment design, science laboratory report and concept map.</td>
<td></td>
</tr>
<tr>
<td>2. Essay writing: use of scientific terms and students’ communication skills become part of the subject assessment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengthening scientific thinking</th>
<th>Use of technology in teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scientific investigation and enquiry skills.</td>
<td></td>
</tr>
<tr>
<td>2. Effective questioning skills.</td>
<td></td>
</tr>
<tr>
<td>3. Assessment on laboratory practical skills.</td>
<td></td>
</tr>
<tr>
<td>1. Proficiency in the use of datalogger as a tool of manipulating experimental data.</td>
<td></td>
</tr>
<tr>
<td>2. Exploration of information and knowledge through the world wide web.</td>
<td></td>
</tr>
</tbody>
</table>

2. **Feature of Information Technology for Junior Secondary**

<table>
<thead>
<tr>
<th>Practical supplemented with theory</th>
<th>High ratio of Teacher to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers to design all material; two lessons every week. With each lesson taking 35 minutes.</td>
<td></td>
</tr>
<tr>
<td>2. Ratio of practical to theory 75:25.</td>
<td></td>
</tr>
<tr>
<td>Continuous assessment</td>
<td>Further Computer Applications</td>
</tr>
<tr>
<td>Continuous assessment conducted according to project-based learning, work sheet, quizzes/tests, performance of practical skills, news clipping in addition to examination.</td>
<td></td>
</tr>
<tr>
<td>Spiral approach for easy mastery of the course.</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Features of Integrated Humanities for Junior Secondary

<table>
<thead>
<tr>
<th><strong>Content – Keep abreast with HK society</strong></th>
<th><strong>Skills – Skills proper and related skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching materials tailor-made by teachers after extensive consultation and to be revised annually</td>
<td>2. Related skills: statistical skills, language skills (writing &amp; presentation), and collaboration</td>
</tr>
<tr>
<td>3. Materials related to daily life and sourced from surrounding environment</td>
<td></td>
</tr>
<tr>
<td>4. Guided newspaper reading</td>
<td></td>
</tr>
</tbody>
</table>

**Value & Attitude**

1. Responsibility

2. Respect for others

3. Concern for local, national and global issues

**Approach**

1. Inter-disciplinary: The boundary of humanities subjects to be removed

2. Inquiry approach: A central question as the focus of investigation and discussion

3. Issue-based approach: A hot issue, with sufficient knowledge backup, to be discussed in class

4. Preliminary project-based learning: In co-operation with PBL1 in S.1 Enrichment Course
4. English Language for Junior Secondary

- **English bridging course** – to help Secondary 1 students adapt to the English learning environment
  - Listening, speaking, reading and writing skills.
  - Phonetic and technique of using dictionaries.

- **Writing**
  - Creative writing
  - Situational writing
  - Process writing.

- **Reading**
  - Young Post – quizzes, unseen dictation passages
  - Magazine - English Channel
  - Other reading scheme - SRA (Scientific Research Laboratory) and ERS (Extensive Reading Scheme)

- **Drama in English**
5. **Chinese Language for Junior Secondary**

The aim of Secondary 1 Chinese Language is to strengthen the foundation of the students in Chinese Language. Apart from textbooks and materials the following are included:

- Accumulation of Idioms and vocabularies
- Calligraphy skills with pen and brush
- Recitation of Classical Poems
- Guided reading of additional essays

6. **Enrichment Course and the Liberal Studies as Elements of Quality Education**

- Clear objective of the curriculum: development of the 9 generic skills
- Part of this curriculum overlaps with that of the Liberal Studies in Senior Secondary: Project-based learning, Media Education and Affective Development
- Teachers have rich experience in producing school-based material and curricula
- Evaluation and updating are conducted annually

**Diagram:**
- **Liberal Studies**
  - Pedagogy (Interdisciplinary, Inquiry approach, awareness of news)
  - Environmental Education
  - Society Culture

- **Enrichment Course**
  - Project-based Learning
  - Thinking Skills

- **Integrated Humanities**
  - Affective Development
  - Personal Growth
  - Media Education
  - Presentation Skill

*Enrichment Course, Integrated Humanities and Liberal Studies are closely related*
### 7. Features of Chinese History for Junior Secondary

The introduction of Hong Kong History in Secondary 1 emerges local history into Chinese History. Through permeation and active learning the related topics common to China and Hong Kong, a closer tie between the two could be established.

Topics emphasized this year:
- Hong Kong in Qin Dynasty
- Grave of Li Zheng Estate in Han’s Dynasty
- A “permeation approach” style is adopted for teaching
Appendix 3

Enrichment Course

Apart from the teaching of a regular curriculum, our school strives to help students develop essential generic skills. By ‘Generic Skills’, we refer to techniques students can adopt in the process of knowledge acquisition, synthesizing knowledge, applying knowledge, and problem solving. Our school-based enrichment course is designed to help students acquire the nine generic skills promoted by the Hong Kong Curriculum Development Council. These nine types of generic skills include: Communication skills, Critical thinking skills, Creativity, Collaboration skills, Information technology skills, Numeracy skills, Problem solving skills, Self-management skills, and Study skills. We believe that these Generic skills are fundamental to helping students learn how to learn. Having the teaching materials revised annually, the course is updated to provide a broad knowledge base and a smooth transition to tune in to the new framework proposed in the recently reformed senior secondary curriculum.

Our school’s enrichment course has an interdisciplinary curriculum specially designed for secondary one and secondary two students. Teaching takes the form of modules which includes formal classroom teaching, talks, workshops, project-based learning, small group discussions, both oral and written reports, public speaking and keeping a learning portfolio. The course aims at inculcating these underlying skills through learning and teaching in the context of different subjects or key learning areas, enabling these skills to be transferable to different learning situations. The main aim therefore is to focus on character building, which can help students throughout all their academic pursuits.

Modules include:

**Learning Aspects**

- **Language Bridging Course**
  A two-month language bridging programme using thematic approach to help students adapt to a new English learning environment. Particular emphases are made to enhance students’ intensive reading skills (e.g. inferencing); writing skills with the introduction of process writing; phonics and vocabulary learning.

- **Learning Skills**
  Fundamental learning skills such as reading skills; time management; examination techniques and preparation; positive learning attitudes and good learning habits; memory enhancing techniques and mind-mapping techniques are taught.
<table>
<thead>
<tr>
<th><strong>Thinking Skills</strong></th>
<th>Thinking skills include critical thinking, and problem-solving; ‘three-dimensional thinking’ are instructed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creativity</strong></td>
<td>SCAMPER; Mindmapping and various creativity enhancement activities.</td>
</tr>
<tr>
<td><strong>Project-based Learning</strong></td>
<td>Setting the aims of study; data collection (primary and secondary); data analysis (quantitative and qualitative); oral and written reports; evaluation and assessment are taught.</td>
</tr>
<tr>
<td><strong>Presentation Skills</strong></td>
<td>Public speaking skills are taught.</td>
</tr>
<tr>
<td><strong>Personal Growth</strong></td>
<td><strong>Affective Development</strong> Lessons on building up of self-esteem; individual affective development; communication methods; problem-solving and decision-making techniques; preserving emotional stability and development of inter-personal relationships are given.</td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>Basic etiquette; table manners, interviewing techniques are observed.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Qualities of leaders; ways of boosting morale and team spirit; leadership styles are defined.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Media Education</strong> Different means of mass media (e.g. news, pop music, television programmes, movies); analyzing mass media reports and making critical judgment of hidden messages are explored.</td>
</tr>
</tbody>
</table>