

# ANNUAL SCHOOL REPORT 2017-2018



*Jockey Club Ti-I College*  
賽馬會體藝中學

## **CONTENTS**

### **(A) SCHOOL**

School Mission	1
----------------	---

### **(B) TEACHERS**

Teachers' Experience	2
----------------------	---

### **(C) STUDENTS**

(1) STUDENT ACADEMIC PERFORMANCE	
Hong Kong Diploma of Secondary Education Examination	3
(2) MAJOR AWARDS OBTAINED	
(a) Physical Education Related Awards	4
(b) Visual Arts Related Awards	8
(3) DESTINATION OF GRADUATES	10

### **(D) EVALUATION ON SCHOOL MAJOR CONCERNS**

Major Concern 1: To Ensure Quality Academic Outcomes Within The New Secondary School Curriculum	12
Major Concern 2: Strengthening The Use of English and Our English Rich Environment	13
Major Concern 3: Plan for The Future of Our College and Sustain Our Mission of Academics, Sports and Visual Arts	16

### **(E) LEARNING & TEACHING**

1. Biology	19
2. Business, Accounting & Financial Studies	20
3. Career and Life Planning Education	21
4. Chemistry	22
5. Chinese History	27
6. Chinese Language	28
7. Design & Technology	31
8. Economics	32
9. English Language	34
10. Geography	36
11. History	38
12. Information and Communication Technology	39
13. Integrated Science	40
14. Liberal Studies	46
15. Mathematics	47
16. Music	48
17. Physics	49
18. Physical Education	52
19. Putonghua	55
20. Visual Arts	56

## **(F) ACHIEVEMENTS & REFLECTION BY ADMINISTRATIVE GROUPS AND SUPPORTS FOR STUDENT DEVELOPMENT**

### **ACADEMIC AFFAIRS**

1. Panel Heads Committee	57
2. Curriculum Development Committee	60
3. Examinations & SBA Committee	61
4. Performance Analysis & Streaming Committee	62
5. Learning Resources Committee	63
6. Gifted Education Committee	66
7. Academic Support Committee	79
8. Student Admission Committee	83
9. Timetabling Committee	84

### **COMMUNICATION & DEVELOPMENT**

1. School-Home Collaboration Committee	85
2. Alumni Affairs Committee	87
3. External Communication Committee	88
4. Publication Committee	89
5. Image Promotion Committee	92
6. School & Staff Development Committee	94

### **STUDENT DEVELOPMENT**

1. Career and Life Planning Committee	96
2. Counselling Committee	98
3. Discipline Committee	100
4. OLE & SLP Committee	101
5. Student Exposure Committee	102
6. Student Growth Committee	104

### **ADMINISTRATION & RESOURCES**

1. Resources Committee	106
2. Estate Management Committee	108
3. IT Administration Committee	112
4. Supporting Staff Committee	114
5. Student Registration & Records Committee	116
6. Finance Committee	118
7. Major School Event Committee	120
8. Crisis Management Committee	121
9. Staff Welfare Committee	122

## **(G) FINANCIAL REPORT**

Government Funds and School Funds	123
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## **(H) ANNEX - SPECIAL REPORTS**

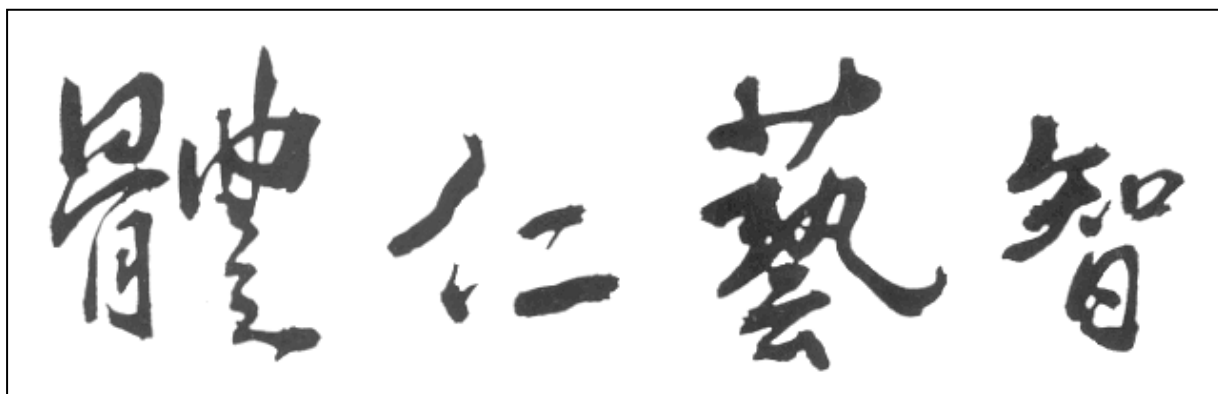
1. Capacity Enhancement Grant	125
2. Careers & Life Planning Grant	126
3. Composite Information Technology	132

<b>4. Diversity Learning Grant</b>	<b>133</b>
<b>5. Non-Chinese Speaking Student Support</b>	<b>137</b>
<b>6. School-based After-school Learning &amp; Support Grant</b>	<b>138</b>

## SCHOOL

### School Mission

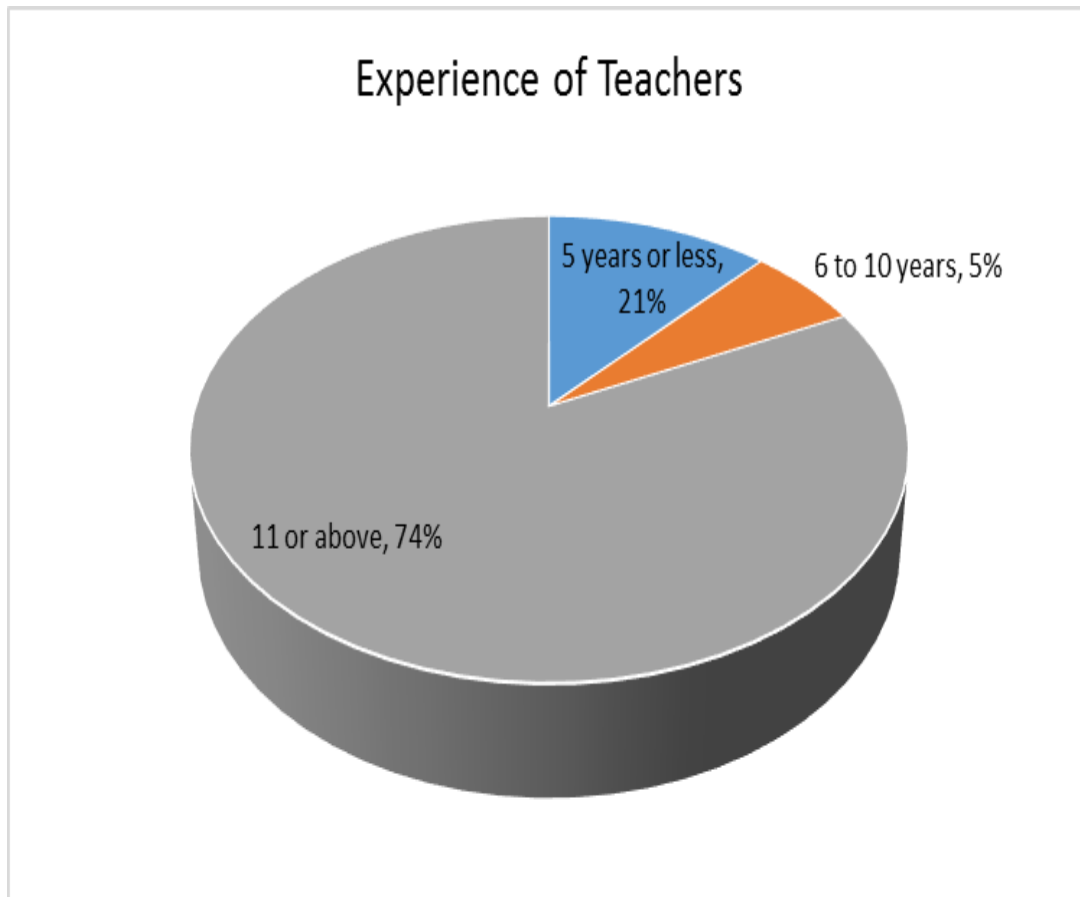
The vision and mission of the School are to provide students with the normal grammar school curriculum as well as a better chance to develop their potential in sports or arts. The School puts equal emphasis on academic achievement and the development of students' talent in sports and visual arts. By the time students leave the School, they will have acquired proficient language skills, have an analytical mind, the ability to think for themselves and a sound knowledge in academic subjects as well as in sports or visual arts.



Our School Motto: **Sports, Humanities, Arts & Wisdom**

## TEACHERS

### Teachers' Experience



## STUDENTS

### Students' Academic Performance

#### Hong Kong Diploma of Secondary Education Examination

	2017-2018
Percentage of students meeting the entrance requirements for local Bachelor degree programmes	60.1
Percentage of students meeting the entrance requirements for local sub-degree programmes	94.6

## Major Awards Obtained

### Physical Education Related Awards:

#### A. Athletics

##### 1. HKSSF Shatin and Sai Kung Inter-school Athletics Meet

Girls	A Grade	Champion
Girls	B Grade	7 <sup>th</sup>
Girls	C Grade	Champion
Girls	Overall Grade	Champion
Boys	A Grade	1 <sup>st</sup> runner up
Boys	B Grade	1 <sup>st</sup> runner up
Boys	C Grade	/
Boys	Overall Grade	2 <sup>nd</sup> runner up

##### 2. HKSSF Shatin and Sai Kung Inter-school Shing Mun River Long Distance Running Competition

Girls	A Grade	1 <sup>st</sup> runner up
Girls	B Grade	Champion
Girls	C Grade	Champion
Girls	Overall Grade	Champion
Boys	A Grade	Champion
Boys	B Grade	2 <sup>nd</sup> runner up
Boys	C Grade	5 <sup>th</sup>
Boys	Overall Grade	1 <sup>st</sup> runner up

##### 3. HKSSF Shatin and Sai Kung Inter-school Cross Country Running Competition

Girls	A Grade	1 <sup>st</sup> runner up
Girls	B Grade	Champion
Girls	C Grade	Champion
Girls	Overall Grade	Champion
Boys	A Grade	Champion
Boys	B Grade	8 <sup>th</sup>
Boys	C Grade	5 <sup>th</sup>
Boys	Overall Grade	1 <sup>st</sup> runner up

#### B. Gymnastics

##### All Hong Kong Inter-Secondary Schools Gymnastics Competition

Girls	B Grade	3 <sup>rd</sup> runner up
Girls	C Grade	2 <sup>nd</sup> runner up



**C. Swimming**

HKSSF Shatin and Sai Kung Inter-school Swimming Competition

Girls	A Grade	Champion
Girls	B Grade	Champion
Girls	C Grade	Champion
Girls	Overall Grade	Champion
Boys	A Grade	1 <sup>st</sup> runner up
Boys	B Grade	Champion
Boys	C Grade	Champion
Boys	Overall Grade	Champion

**D. Life-saving**

Hong Kong School Life-saving Competition

Girls	A Grade	2 <sup>nd</sup> runner up
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**E. Football**

1. HKSSF Shatin and Sai Kung Inter-school Football Competition

Boys	A B Grade	3 <sup>rd</sup> runner up
Boys	C Grade	1 <sup>st</sup> runner up

2. HKSSF Inter-school Girls Football Competition

Girls	Open	Champion
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3. HKSSF Jing Ying Football Competition

Boys	AB Grade	/
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**F. Basketball**

1. HKSSF Shatin and Sai Kung Inter-school basketball Competition

Girls	A B Grade	5 <sup>th</sup>
Girls	C Grade	1 <sup>st</sup> runner up
Boys	A B Grade	6 <sup>th</sup>
Boys	C Grade	5 <sup>th</sup>

2. HKSSF Jing Ying Basketball Competition

Girls	Open	/
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3. HKSSF Inter-school Basketball Marathon

Boys	Open	/
Girls	Open	/

### G. Volleyball

#### 1. HKSSF Shatin and Sai Kung Inter-school Volleyball Competition

Girls	A Grade	Champion
Girls	B Grade	1 <sup>st</sup> runner up
Girls	C Grade	1 <sup>st</sup> runner up
Boys	A Grade	Champion
Boys	B Grade	Champion
Boys	C Grade	5 <sup>th</sup>

#### 2. HKSSF Volleyball Jing Ying Competition

Girls	A Grade	3 <sup>rd</sup> runner up
Boys	A Grade	/

#### 3. HKSSF Inter-school Beach Volleyball Competition

Boys	Open Grade	Champion
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### H. Table Tennis

#### 1. HKSSF Shatin and Sai Kung Inter-school Tennis-tennis Competition

Girls	A Grade	/
Girls	B Grade	1 <sup>st</sup> runner-up
Girls	C Grade	Champion
Boys	A Grade	1 <sup>st</sup> runner-up
Boys	B Grade	1 <sup>st</sup> runner-up
Boys	C Grade	1 <sup>st</sup> runner-up

#### 2. HKSSF Table-tennis Jing Ying Competition

Girls	Doubles	/
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### I. Badminton

#### 1. HKSSF Shatin and Sai Kung Inter-school Badminton Competition

Girls	A Grade	5 <sup>th</sup>
Girls	B Grade	1 <sup>st</sup> runner-up
Girls	C Grade	/
Boys	A Grade	1 <sup>st</sup> runner-up
Boys	B Grade	5 <sup>th</sup>
Boys	C Grade	/

#### 2. HKSSF Badminton Jing Ying Competition

Girls	Group	/
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**J. Squash**

HKSSF All N.T. Schools Squash Competition

Boys	Team	Champion
Girls	Team	Champion

**K. Tennis**

HKSSF Inter-school Tennis Competition

Girls	Team	Champion
Boys	Team	Champion

**L. Fencing**

The New Territories Secondary Schools Fencing Competition

Girls	Epee Team	/
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**M. HKSSF Shatin and Sai Kung Area Committee Inter-school Competition Annual Overall Championship**

Boys	Overall	Champion
Girls	Overall	Champion

**Shatin and Sai Kung District Outstanding Athlete:**

F.5B Wai Ka Yuen (Athletics, Basketball)

F.6D Tsoi Siu Ching Esa (Athletics, Volleyball)

F.6E Ng Wing Lung (Athletics, Cross Country)

F.3B Tsang Pak Tung (Long Run, Girls Football)

**HKSSF Grantham Outstanding Student Athlete Awards (Ten Sport Excellence Awards)**

/

**HKSSF Grantham Outstanding Student Athlete Awards**

F.4B Lin Wing Ka (Tennis)

F.5D Chan Shun Yee (Athletics)

F.6D Fung Kin Hei (Athletics)

F.6D Wong Sum Yu (Girls football)

**HKSSF N.T Areas (Shatin & Sai Kung District) All Round Athlete**

F.5C Lee Wing Sze

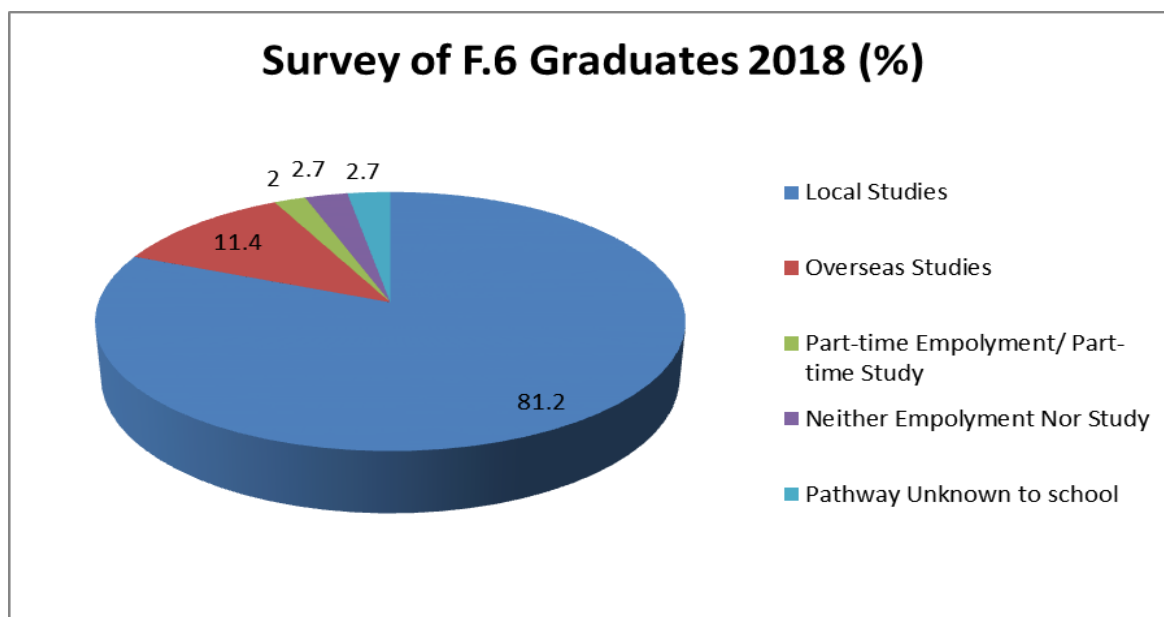
F.3B Tsang Pak Tung

## Visual Arts Related Awards:

	Competition	Award
1	"Control of Obscene and Indecent Articles Ordinance" Slogan and Colouring Competition	• Champion
2	The Healthy Comic Strip Contest 2016/17	• Merit
3	International Students' Visual Arts Contest-cum-Exhibition of Hong Kong - Photography (2017): "The Good Earth"	• Certificate of Merit
4	Exhibition of Senior Secondary School Students' Visual Arts Portfolios (2017/18)	• Selected for award and display in exhibition
5	Youth Arts Festival 2017	• 2nd Runner-up
6	The 3rd Secondary School Distinguished Artwork Exhibition 2018	• Selected Artwork
7	Clean Hong Kong Colouring Competition of Sha Tin District	• Champion
8	The 14th 《德藝雙馨》 Hong Kong District Race	• 1st Runner-up
9	「墨影匠心・2017 香港」閩港澳台兩岸四地職工書畫攝影比賽	• Merit
10	「回歸盃」首屆香港青少年書法大獎賽	• Merit
11	Exhibition of Student Visual Arts Work (2017/18) – Primary and Secondary School Student Visual Arts Work	• Gold Prize and Certificate of Merit • Silver Prize (2 students)
12	The SCMP Student of the Year Awards 2017	• Merit
13	Hong Kong Flower Show 2018 Jockey Club Student Drawing Competition	• Highly Commended (3 students)

14	印象台灣 - 八達通卡套設計比賽	• Merit
15	「啟動正能量」全港原子筆中文書法比賽	• Finalist
16	The Ninth ICEHK 2018 International Drawing Competition	• Third Prize
17	第3屆 am730 全港中學學界廣告賣橋王 2017-18	• 初級組品牌大獎及睇極吾厭靚稿優異獎
18	Competition of Tea Ware by Hong Kong Potters 2018	• Selected for exhibition (2 students)
19	The Wharf Hong Kong Secondary School Art Competition 2017-18	• Merit (15 Places)
20	2018 Secondary School Contemporary Drawing Competition	• Merit
21	Youth Arts Festival 2018	• Champion
22	The 12th Moral Education Comics Design Competition	• Merit

## DESTINATION OF GRADUATES



	Local Studies	Overseas Studies	Part-time Employment/ Part-time Study	Neither Employment Nor Study	Pathway Unknown to school	TOTAL
No. of Students	121	17	3	4	4	149
%	81.2	11.4	2.0	2.7	2.7	100

### Details of Local Studies:

	No. of Students
Bachelor's Degree Programmes*	63
Sub-degree Programmes#	51
Diploma Programmes	4
Other post-secondary course	2
Repeat Full-time S6	1
Total	121

\*: Bachelor's Degree Programmes (including Publicly-funded Programmes, Self-financings Programmes (including Non-local Programmes / Distance Learning Programmes))

#: Sub-degree Programmes (including Associate Degree and Higher Diploma) and (including Publicly-funded Programmes, Self-financings Programmes (including Non-local Programmes / Distance Learning Programmes))

**Details of Overseas Studies:**

	Mainland China	UK	USA	Australia	Canada	Japan	<b>Total</b>
Degree	2	6	1	2	1	2	<b>14</b>
Sub-degree Programmes#	0	0	0	0	1	0	<b>1</b>
Other courses	0	0	0	2	0	0	<b>2</b>
	<b>2</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>17</b>

#: Sub-degree Programmes (including Associate Degree and Higher Diploma)

## EVALUATION ON SCHOOL MAJOR CONCERNS

### MAJOR CONCERN 1:

TO ENHANCE OUR PEDAGOGY AND PRACTICE BY; IMPROVING OUR ACADEMIC ACHIEVEMENTS THROUGH EVIDENCE BASED PRACTICE, INVESTIGATING AND ADOPTING TEACHING AND LEARNING PRACTICES THAT FOCUS ON STUDENTS AS ACTIVE AND ENGAGED LEARNERS AND IMPLEMENT THE EDB 'FOURTH STRATEGY FOR IT' TO ENHANCE TEACHING AND LEARNING AND THE ATTAINMENT OF 21 CENTURY LEARNING SKILLS.

Achievement
<ol style="list-style-type: none"> <li>With the reorganization of the school administrative structure, committees have been set up under the <b>Academic Affairs Section</b>. While different committees carried out their specific tasks effectively, collaborations were seen among relevant committees in the section or even those in other sections in case necessary. <b>Working effectiveness</b> and <b>atmosphere</b> were both enhanced.</li> <li>It was seen that <b>Evidence Based Practice</b> had become part of our school culture. Different stakeholders including students, parents and teachers have naturally incorporated the concept into their everyday school lives. Through the use of the platforms of <b>API (Assignment Performance Index)</b>, <b>ASP (Assignment Submission Percentage)</b> and <b>QPI (Quiz Performance Index)</b>, students in general understood their learning progress well.</li> <li>With the support of the <b>Form Co-ordinators</b>, the whole school approach for giving support to students with relatively poor assignment performance has become more effective. Form Co-ordinators oversaw the performance of students in the whole form, paying special attentions to those who had poor performance in particular. In the process, the Form Co-ordinators worked with the Form Teachers to give concerned students guidance. Students continued to use <b>Digital Learning Hubs</b> to facilitate their <b>Self-Directed Learning</b>. The junior form <b>ICT curriculum</b> deliberately included the development of <b>a wild range of IT skills</b> among students so that these skills could facilitate students' learning in various KLAS.</li> </ol>
Reflection
<ol style="list-style-type: none"> <li>Teachers gave the feedback that the effectiveness of the "My Learning Progress Report" system was lower than originally expected. A minority of students might have been benefited from the system but in general students might not have worked with effort to make a good plan at the beginning of the year. Teachers thought that the API and QPI systems could already give enough motivations to students. "My Learning Progress Report" system was proposed to stop in the coming academic year.</li> </ol>
Follow-Up
<ol style="list-style-type: none"> <li>A <b>Homework Detention Class</b> could be considered to set up to support students with relatively poor assignment performance. The arrangement would serve as an opportunity for students to follow up those missed assignments as well as motivating them to form a better assignment habit. Further <b>data analysis</b> and <b>statistical studies</b> on students' learning effectiveness could be considered. The Performance Analysis &amp; Streaming Committee could have a holistic plan for working in this direction.</li> </ol>

Report compiled by: Chow Kwok Lim



## **MAJOR CONCERN 2:**

TO BUILD ON AND PROMOTE OUR UNIQUE SCHOOL MISSION OF ACADEMICS, SPORTS AND VISUAL ARTS AND TO ENHANCE STUDENTS' WHOLE-PERSON DEVELOPMENT.

### **Achievement**

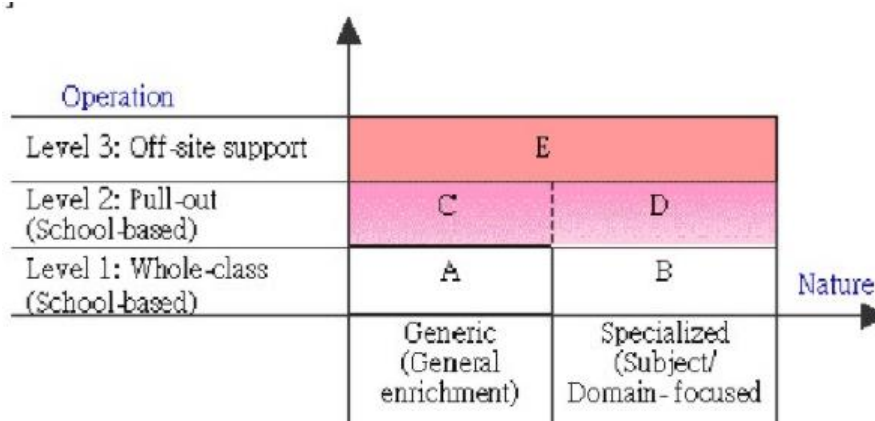
#### **Investigate Ways to Boost Our Sports Teams' Achievements:**

1. Selected sports team coaches in a vigilant manner. Coach with good quality was one of the key factors leading to a successful sport team.
2. Organized more friendly matches for team members to facilitate the use of different tactics and strategies such as friendly matches conducted before inter-school sports competitions.
3. Provided more oversea training environments for school team members to let them experience different training methods and exchange of sport skills with others students abroad. E.g. oversea training camp of girls' football team in Taiwan. Such kinds of activities were able to increase team members' exposure, boost team morale and cohesion as well as to enhance entire performance of the team.
4. Maintained the school tradition to explore more experienced alumni to help train our school sports teams.
5. Monitored team members' performance closely such as the level of participation and attendance rate etc. Follow up measures were taken to deal with any disciplinary problems of team members.
6. Maintained closed communication among team advisers, external coaches and parents, hence timely feedback on team performance and related affairs could be made.
7. Appraised team members who performed well in the team by giving small gifts, "TAI" awards and good performance grading in report card. On the contrary, actively manage those members with performance problem like frequent absence from team training.
8. Provided quality training in each training session.
9. Make good use of all school sports facilities to enhance training effectiveness e.g. the newly installed weight training equipment "Smith Rack" could effectively strengthen the upper body power of team members.
10. Continuous improvement of P.E. curriculum was made by updating and revising theoretical notes timely and introducing various kinds of new sport activities to enrich students' exposure.
11. Nominated potential students and athletes to participate in different kinds of sport awards' election so as to widen their exposure and experiences.

#### **Investigate Ways to Boost Our Visual Art Achievements:**

The mission of Visual Arts Department is to fully explore and develop the potentials of gifted students systematically and strategically by providing them with opportunities to receive education at appropriate levels in a flexible teaching and learning environment.

To cater for the educational needs of visual arts gifted students, a three-tier operation mode is adopted [Ref: EDB website > Curriculum Development > Gifted Education]:



### **Level 1: Whole-class (School-based)**

[For F.1-3 Minor Art Stream]: To adopt ONLY the Core Part of the junior Minor Art & AS Curriculum and to immerse the core elements advocated in gifted education i.e. high-order thinking skills, creativity skills, creativity and personal-social competence into the curriculum for ALL students.

[For F.1-3 Visual Arts Stream]: To differentiate teaching through school-based grouping of Visual Arts talented students to meet the different needs of Visual Arts major groups with enrichment and extension of the Visual Arts curriculum in regular classrooms. To immerse the core elements advocated in gifted education i.e. high-order thinking skills, creativity skills, creativity and personal-social competence via artwork discussion, evaluation and critiques during the process of art-making and art appreciation curriculum for Visual Arts Stream students.

### **Level 2: Pull-out (School-based)**

To conduct pull-out Visual Arts training programmes in specific areas (e.g. ceramics, fashion design, computer literacy, etc.) within or after regular school hours to allow systematic training for students with outstanding performance in art.

### **Level 3: Off-site Support**

Cooperation with some educational organizations (e.g. South China Morning Post, The Wharf (Holdings) Limited, Asia Art Archive, Hong Kong Youth Arts Foundation (HKYAF), St. James' Settlement – Viva Blue House Studio, Artwalkers, PowerHouse, ART@LCD, The Hong Kong Federation of Youth Groups) to provide challenging off-site enrichment and extension learning opportunities for exceptionally gifted students nominated by schools (e.g. Students nominated by subject teachers, OLE - Communi-arties).

### **General Departmental Policy to Boost Our VA Achievements:**

1. Promotion of art activities and competitions by updating information about art exhibition and competition information in the school website. Widening of the students' Visual Arts Horizons. Exhibition visitation and participation in visual arts competitions aim to provide students with rich and meaningful visual arts learning experiences. [School Website > Announcements and Coming Events > Information about Art Activities.

2. Establishment of the Most Frequent Participation in Visual Arts Award. Students who participate most frequently in visual arts competitions will be awarded the Most Frequent Participation in Visual Arts Award.

#### **Investigate the Planning and Delivery of Visual Arts Special Programs at All Form Levels:**

1. Promotion of art activities and competitions by updating information about art exhibition and competition information in the school website. Widening of the students' Visual Arts Horizons. Exhibition visitation and participation in visual arts competitions aim to provide students with rich and meaningful visual arts learning experiences. [School Website > Announcements and Coming Events > Information about Art Activities.
2. Establishment of the Most Frequent Participation in Visual Arts Award. Students who participate most frequently in visual arts competitions will be awarded the Most Frequent Participation in Visual Arts Award.
3. Widening of the students' Visual Arts Horizons in Junior Arts Major Stream by the following two policies. At least 1 exhibition visit per major VA class. At least 1 artist's talk per VA major class.
4. Widening of the students' Visual Arts Horizons in Senior forms by providing a series of talks in senior NS students in VA & AS lessons.
5. Application of DLG to conduct programmes such as Communication Design (What is design?) and Fashion Design Talks for VA students.

#### **Reflection**

##### **Investigate Ways to Boost Our Sports Team Achievements:**

1. Overseas training trip and related training activities were good means to help members learn and explore more of their strengths and weaknesses. Through sharing in morning assemblies, we can see their growth and development.
2. Close communication with team members and provided them with timely feedback were vital. Team advisers played a vital role in the development and achievement of the team, timely follow up work of team affairs was critical e.g. attendance issue of members.

##### **Investigate the Planning and Delivery of Visual Arts Special Programs at All Form Levels:**

1. Special designed programs for different levels would be able to address students' need and match with school curriculum.
2. Encouraged more activities which could help boost the visual arts spirit such as oversea training trip and related training activities.
3. Close communication with team members and provided them with timely feedback were vital.
4. Widening of the students' Visual Arts Horizons in Junior Arts Major Stream by the following two policies. At least 1 exhibition visit per major VA class. At least 1 artist's talk per VA major class.
5. Widening of the students' Visual Arts Horizons in Senior forms by providing a series of talks in senior NS students in VA lessons
6. Implementation of Digital Literacy courses and After-school Talent Program 2018-2019
7. Application of DLG to conduct programmes for VA students.

#### **Follow-Up**

##### **Investigate Ways to Boost Our Sports Teams' Achievements:**

1. Continues to strengthen collaboration and communication among team advisers, coaches, parents and the school.

2. Continues to keep good attendance of team members in after-school training, timely action should be taken for absentee.
3. Apart from regular training, more value-added activities like friendly matches and oversea training activities should be encouraged.
4. Gradually increase the coaching fee of alumni external coaches to the market level.
5. Counter check coaches' qualification to ensure good coaching qualities and meet basic requirement.
6. Continues to improve the performance of team advisers under comprehensive appraisal system.
7. Teaching materials in the curriculum will be updated and revised from time to time.
8. More different kinds of new sports will be introduced to students to enrich their exposure and knowledge.

#### **Investigate Ways to Enhance Visual Arts Teaching Effectiveness:**

1. Self-Directed Learning will be further promoted through Evidence Based Practice. New guidelines on ideal Assignment Performance Index (API) will be set for students. Students will be encouraged to work towards a higher standard.
2. All VA lessons will shift to a more oral and communicative focus, with greater preparation being required of students before lessons and more follow-up tasks being assigned afterwards.
3. New digital literacy training offered through changes in curriculum.

#### **Investigate Ways to Boost Our Visual Art Achievements:**

1. Extend the good practice of the Most Frequent Participation Award to form-based award.
2. Keep updating the current art-related information and send the information via email to all VA students.
3. Continue the good practice of teachers' promotion of art-related programmes.
4. Continue the annual Visual Arts Graduation Exhibition.

#### **Investigate the Planning and Delivery of Visual Arts Special Programs at All Form Levels:**

1. All the following useful good practice will continue to run next year.
  - At least 1 exhibition visit per major VA class.
  - At least 1 artist's talk per VA major class
  - A series of talks in senior students VA lessons
  - Fotan Open Studios 2018 Participation
  - Promotion of VA to primary schools
  - Primary VA Competition co-organized with the Chief Executive's Award for Teaching Excellence Teachers' Association
  - Professional exchange programmes with tertiary education institutes such as The Hong Kong Polytechnic University, Education University of Hong Kong
  - Annual Visual Arts Graduation Class Visual Arts Exhibition
2. After-school Talent Program 2018-2019 includes Digital Art Workshop, Ceramics Workshop, Mixed Media Workshop and Fashion Workshop. This diversified art program aims to develop the students' artistic qualities. The students will have the opportunity to learn and practice a form of art of their choice. Those who demonstrate excellence in their work and commitment to participation will be recognized and encouraged to share their experiences with the others.

Report compiled by: Tse Siu Wah and Ho Hon Kin

### MAJOR CONCERN 3:

TO STRENGTHEN THE USE OF ENGLISH ACROSS THE COLLEGE BOTH INSIDE AND OUTSIDE THE CLASSROOM AND ENSURE STUDENTS ACTIVELY ENGAGE IN THE USE OF ENGLISH IN KNOWLEDGE AND SUBJECT LANGUAGE ACTIVITIES.

Achievement
<ol style="list-style-type: none"><li>1. The “English Only” policy in assemblies and promotions was adhered to.</li><li>2. “The Current”, reports on latest issues, events and culture as a cross-curriculum collaboration programme between English and Liberal Studies, was broadcast every month and well received. Students used English actively as anchors, reporters and interviewees.</li><li>3. The “English Only” policy at the English Centre was completely implemented.</li><li>4. Students were exposed to the English rich environment by participating in a wide range of English activities organized at the English Centre from Monday to Friday, e.g. movies, peer-reading, guitar-playing, free-singing, foosball, scrabble, UNO, chess, Solo-verse Speaking Competition, English Halloween Carnival and Haunted House, Singing Competition, Spelling Bee Competition, etc. In addition, English Rock-band Club performed at the English Centre and on campus to promote English.</li><li>5. F.3 students designed and prepared game stalls for F.1-F.2 students to play English games at the English Centre.</li><li>6. Students of various abilities were put into programmes according to their abilities through the English Centre. Weaker F.1 students practised speaking English at lunch time regularly. Less able students from F.1-F.3 attended remedial English work after school in small groups. Above average F.3-F.4 students joined writing and vocabulary-building programmes after school. All were found helpful and useful.</li><li>7. An English print-rich environment was sustained on campus. Information posters, tall posters, and posters of idioms and phrasal verbs were put up to expose students to the language.</li><li>8. Split-class lessons for F.1-F.6 greatly increased opportunities for students to speak English with peers in an English-conducive environment.</li><li>9. F.1-F.3 students audio-recorded every reading passage to improve pronunciation, intonation, stress and fluency.</li><li>10. F.1-F.3 intensive speaking programmes in split-class lessons engaged students in speaking English actively and in a lively manner.</li><li>11. F.1-F.2 students did 1-minute individual presentations on BBC 6-minute English and BBC Words in the News to improve speaking and presentation skills. The videos were uploaded to the Google Classroom for the peer-learning purpose.</li><li>12. F.1-F.3 students recorded speaking videos as a project to improve speaking and presentation skills.</li><li>13. F.3 students did The Stream reporting issues and Folklore projects teaching idioms for F.1-F.2 students to view and learn English.</li><li>14. F.1 English Day Camp immersed incoming F.1 students in an English only environment in preparation for English language use in the classroom. Over 90% of incoming students and student helpers spoke English in the camp.</li><li>15. F.4-F.5 students recorded 1-minute individual presentations and group presentations on the themes covered in reading materials and uploaded them to Google Classroom for peer assessment. Students showed improvement in fluency and organization of ideas.</li><li>16. F.5 and F.6 had extra lunchtime or after-school English speaking sessions to improve their speaking skills.</li></ol>

<p>17. Students were given ample opportunities to do presentations and promotions in English in assemblies.</p> <p>18. F.1-F.3 students continued to learn to write argumentative essays and sharpen their argumentative writing skills in English lessons to acquire the ability to write in EMI subjects.</p> <p>19. To enhance the use of English across the curriculum, EMI teachers continued to incorporate the language in the scheme of work and conduct lessons with the targeted language.</p>
<p><b>Reflection</b></p> <p>1. Students enjoyed the activities at the English Centre and would switch to English readily when they used Cantonese. Students were given a lot more opportunities to speak English inside the classroom and at the English Centre.</p> <p>2. Outside the classroom, students could speak English more often. Teachers could converse with students in English habitually.</p> <p>3. More students could engage in English speaking activities, such as The Current, Game Stalls, etc.</p>
<p><b>Follow-Up</b></p> <p>1. All the useful programs or activities will continue to run next year.</p> <p>2. All split lessons will continue to focus on communicative skills and engage students actively.</p> <p>3. English teachers will continue to converse with students in the English Centre during lunchtime in a casual setting.</p> <p>4. Ways to get students used to speaking English to teachers and peers must be further investigated, including but not limited to:</p> <ul style="list-style-type: none"> <li>• “The Current” involving more students to be on the writing team, filming team, reporting team and editing team to provide many more opportunities for students to use English,</li> <li>• having both F.3 and F.4 students design English game stalls for F.1-F.2 students to play at the English Centre,</li> <li>• having F.4 and F.3 students mentor F.2 and F.1 students as mentoring programmes,</li> <li>• more intensive peer-reading programme for F.1 new students, and</li> <li>• utilizing TED Talks, BBC 6 Minute English and other online programmes to help students learn to speak better English.</li> </ul> <p>5. Mobile devices will be used more frequently to increase language production inside the classroom and outside of school as speaking assignments.</p> <p>6. Teachers must insist that students speak English with them outside the classroom to help form an English-speaking environment.</p> <p>7. EMI teachers will continue to get students to use subject-based language.</p>

Report compiled by: Tsao Yu Fang

## LEARNING & TEACHING

### BIOLOGY

Program Brief: Raise their interests in the subject by encouraging the F4 and F.5 students to take part in various competitions

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Enter Hong Kong Secondary School Health Exhibition Presentation Competition.</li> <li>Enter Hong Kong Joint School Biology Olympiad.</li> <li>Enter Hong Kong Biology Literacy Award.</li> </ul>	<ul style="list-style-type: none"> <li>Time Scale: Within the first term.</li> </ul>	<ul style="list-style-type: none"> <li>About 20 students took part.</li> </ul>	<ul style="list-style-type: none"> <li>The measure will continue in the next academic year.</li> </ul>

Report compiled by: Choi Koon Hung

**BAFS**

Program Brief: **Set up BAFS stalls on the school Open Day**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To broaden students' horizon and raise their interest in business.</li> </ul>	<ul style="list-style-type: none"> <li>Involve F.5 students in selling activities to gain valuable business experience such as planning, merchandising, stall decoration, product promotion, cost control and book-keeping.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>The stalls were set up according to their plans.</li> <li>Students were interested and gained invaluable business experience with reference to their personal reflection.</li> </ul>	<ul style="list-style-type: none"> <li>The element of social responsibility will be added to the activity.</li> <li>The number of students per booth will be increased to 6 – 7.</li> </ul>

Program Brief: **Participation in the HKMA Youth Development Scheme**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To broaden students' horizon and raise their interest in business.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage F.4 and/or F.5 students to take part in visits/events under the Hong Kong Management Association (HKMA) Youth Development Scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>A company visit to Hong Kong Airlines was organized with 5 participants (max quota).</li> </ul>	

Report compiled by: **Poon Sinn Ching**



## Career and Life Planning Education

Program Brief: Theme Related Program: Sharing

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Teaching students to give sympathy to the people in needed.</li> </ul>	<ul style="list-style-type: none"> <li>Blood donation.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>140 students with staff joined, 89 participants were successful to donate their blood.</li> </ul>	<ul style="list-style-type: none"> <li>It is very meaning program. But in the academic year 2018-2019, the program will pass to the Counselling Committee.</li> </ul>
<ul style="list-style-type: none"> <li>Teaching students to broaden eyesight and thinking about justice and love.</li> </ul>	<ul style="list-style-type: none"> <li>Food to share(Hold the program in which guiding students to think about the condition of the poor people and encourage students to share.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved.</li> <li>We joined the Counselling Committee's program which replaced the sharing program.</li> </ul>	<ul style="list-style-type: none"> <li>The cross department collaboration is better.</li> </ul>

Report compiled by:

Chui Lai Kuen

## CHEMISTRY

Program Brief:

To Improve Our Academic Achievements Through Evidence Based Practice

Related Major Concern:



Pedagogy & Practice



School Mission Promotion



English Medium of Instruction



N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To improve academic achievements of students through evidence based practice (API and QPI).</li> </ul>	<ul style="list-style-type: none"> <li>All F.3 – F.6 Chemistry Teachers will use the API &amp; QPI to motivate their student's work effort, including setting regular assignments and assessments, providing timely feedback and monitoring and chasing up students with poor API and or QPI scores.</li> <li>Student API will not exceed 3.0 per month as measured by API aggregated data.</li> <li>Student QPI (on form basis) will be targeted at 50, teachers concerned will monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Partially.</li> <li>This partly meets the "Success Criteria based on form API records.</li> <li>This partly meets the "Success Criteria". based on form QPI records and evaluation of examination results.</li> </ul>	<ul style="list-style-type: none"> <li>Since the total number of assignments is about 8 to 9 for F.3 students per school year, the annual API record in Chemistry was generally satisfactory (API less than 1 per student in a class in F.3) but record of students of "not collected" can be improved. 3A (L:28, N=16) 3B (L:31 ,N=5) 3C (L:35, N=10) 3D (L=24, N=1) 3E (L= 27, N=0)</li> <li>Subject teachers have to follow up those students who do not submit assignments frequently and may arrange detention class to them.</li> <li>The performance of students was generally unsatisfactory (less than 50% of students passed in formal assessments and % of F.6 students getting Level 4 or above is lower than expected.</li> <li>Since the teaching content in DSE chemistry is very rich, subject teachers have to explore about arrangement of 5-small step tutorial lessons to F.4 – F.6 students.</li> </ul>

Program Brief:

**To Engage in Lesson Observation And Peer Sharing Processes For Implementation of Teaching And Learning Practices**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To engage in lesson observation and peer sharing processes for implementation of teaching and learning practices.</li> </ul>	<ul style="list-style-type: none"> <li>All F.3-F.6 Chemistry Teachers will engage in lesson observation and peer sharing for professional learning.</li> <li>Lesson Observation and Peer Sharing Records will be kept and monitored by AS team.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>This meets the "Success Criteria" based on lesson observation record and exercise book inspection record.</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers concerned may attend some professional development / enrichment courses/SBA seminars about HKDSE and share with other subject teachers in panel meeting.</li> <li>Subject teachers are encouraged to serve as markers in DSE and to share about experience on marking in panel meeting.</li> </ul>

Program Brief: **Exploring about the Use of EdB's One-off STEM Grant**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To explore about use of the grant to organize some learning activities that can practice their problem-solving skills by creating innovative experimental designs.</li> </ul>	<ul style="list-style-type: none"> <li>To procure resources (e.g. teaching aids, consumables, learning and teaching resource materials) and/or upgrade some existing resources for the implementation of activities e.g.               <ol style="list-style-type: none"> <li>1. make use of Arduino system to measure the temperature instead of using the data logger.</li> <li>2. Making of breathalyzer [Topic VII]</li> <li>3. Making of battery [Topic VII]</li> <li>4. Making of soap [Topic XI]</li> </ol> </li> </ul> <p>Time Scale: whole year (F.4 – F.5)</p>	<ul style="list-style-type: none"> <li>This partly does not meet the “Success Criteria”.</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers concerned need time to explore about use of Arduino system which is new to subject teachers.</li> <li>Subject teachers will try to design some simple experiments and carry out testing of the Arduino system to measure the temperature of a reaction mixture in the coming F.5 about studying “energetic”.</li> </ul>

Program Brief:

**To Implement The EdB's 4th Strategy for IT to Enhance Teaching And Learning And the Attainment of 21st Century Learning Skills**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To implement the EdB's 4th Strategy for IT to enhance teaching and learning and the attainment of 21st Century Learning Skills.</li> </ul>	<ul style="list-style-type: none"> <li>All F.3-F.6 Chemistry Teachers will plan and detail the use of online learning resources in their Schemes of Work. [Schemes of Work are approved and signed off by the Panel Head, the principal or delegate]</li> <li>F.3-F.6 Chemistry Teachers will promote self-directed learning by uploading teaching resources to the Learning Hub. E.g. Sorted past paper questions, supplementary worksheet, notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly</li> <li>This meets the "Success Criteria".</li> <li>Students are encouraged to access all the learning materials such as supplementary exercises / notes/ sorted past paper</li> <li>Questions / useful websites / etc. about chemistry.</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers concerned may encourage students to master some basic skills about flame tests/use of pipette or burette in titration/etc. through experimental video uploaded in the learning Hub.</li> <li>Subject teachers may also use some animations to show about structures of substances and use of data logger with pH sensor for measuring about change in pH in titration experiment.</li> <li>Subject teachers concerned may explore more on-line resources for students and students have to submit some of their assignments on-line.</li> </ul>

Program Brief:

To Strengthen The Use of English Across The College Both Inside And Outside The Classroom

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To strengthen the use of English across the college both inside and outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>All F.3-F.6 Chemistry Teachers will require students to speak English to them at all times, both in and outside of the Classroom.</li> <li>All F.3-F.6 Chemistry Teachers will assign some writing tasks such as planning of an experiment (use of School LAC Handbook) and essays (past papers) to develop their skills of using appropriate English subject language in chemistry.</li> </ul>	<ul style="list-style-type: none"> <li>Partially.</li> <li>This partly meets the "Success Criteria".</li> <li>Only very low % of students would like to answer questions or communicate with subject teachers in English.</li> <li>Wholly.</li> <li>This meets the "Success Criteria" based on performance in writing essays in the examination.</li> <li>Students could write their essays using appropriate English subject language in Chemistry and they performed well.</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers concerned may introduce "Daily mark" Penalty Scheme or TAI to encourage student to speak English in the lesson.</li> <li>Subject teacher concerned may assign some experiments in which students have to write their procedures using appropriate English subject language.</li> </ul>

Report compiled by:

Leung Kim Hung

## CHINESE HISTORY

Program Brief:

舉辦富體藝特色及基本法元素的中國歷史考察

Related Major Concern:



Pedagogy & Practice



School Mission Promotion



English Medium of Instruction



N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>加強基本法的認識</li> <li>強化中國歷史及中華文化的學習</li> </ul>	2018 年 3 月 28 日舉辦中國歷史考察，帶領學生往東莞市： <ul style="list-style-type: none"> <li>於廣東省鴉片爭戰博物館進行考察。</li> <li>參與內地中學課堂並作聯校活動及比賽，促進交流及觀摩。</li> </ul>	<ul style="list-style-type: none"> <li>達到預期目標。</li> <li>成功按計劃完成考察活動。</li> <li>除數位同學因事未能出席外，全體中三學生均參與是次活動。</li> <li>參與學生對活動有正面評價。</li> </ul>	<ul style="list-style-type: none"> <li>透過與虎門外語學校學生的文化及體育交流，加強兩地學生的友誼。</li> <li>當天虎門外語學校安排的活動太多，時間不足，令最後的兩地兩校籃球賽草草完結，令高潮活動略為失色。</li> </ul>

Report compiled by:

Wong Ka Wing

## 中文科

工作簡述: 語文軒喬遷

相關關注事項: ☒ 教學法應用 ☐ 推廣學校使命 ☐ 以英語為教學語言 ☐ 不適用

目標	策略/ Time Frame	成功準則 及 檢討	反思 及 改進
<ul style="list-style-type: none"> <li>營造中國文化氛圍，提升學生學習中文的興趣。</li> </ul>	<ul style="list-style-type: none"> <li>裝修</li> <li>購置桌椅、飾物</li> <li>中文學會舉辦活動 (分級班際比賽、公開活動)</li> </ul>	<ul style="list-style-type: none"> <li>中一至中五級每級一次班際活動</li> </ul>	<ul style="list-style-type: none"> <li>整體而言，活動能提升學生學習中文的興趣，寓學習於班際活動之中。</li> <li>中一級成語大電視：各班水準參差，得獎班別，準備較充足。</li> <li>中二級成言語演繹：觀眾較嘈吵。</li> <li>中三級演講比賽參賽者及觀眾表現不俗。</li> <li>中五級新增範文問答比賽，氣氛熱烈；唯技術上可採用較先進科技，令過程更順利。改善建議如下：               <ul style="list-style-type: none"> <li>- 在淘寶網購 7 個搶答器；</li> <li>- 或請資訊科技統籌組作出技術支援；</li> <li>- 答案更精準；</li> <li>- 優化賽制；</li> <li>- 司儀訓練更細緻；</li> <li>- 增設中四級範文問答比賽。</li> </ul> </li> </ul>



工作簡述:

優化增值班

相關關注事項:

☒ 教學法應用

☐ 推廣學校使命

☐ 以英語為教學語言

☐ 不適用

目標	策略/ Time Frame	成功準則 及 檢討	反思 及 改進
<ul style="list-style-type: none"> <li>強化補底效能</li> </ul>	<ul style="list-style-type: none"> <li>以科任老師統籌，配合或補充課堂教學，提升初中各級中文科表現較遜學生的語文水平。</li> </ul>	<ul style="list-style-type: none"> <li>參加者於年終問卷持正面意見。</li> </ul>	<ul style="list-style-type: none"> <li>中一級學生學習動機較弱，練習草率對待。</li> <li>中二級大部分學生能重溫所學，收鞏固之效；唯部分根基較弱生欠缺學習動機，效果大減。</li> <li>中三級學生水平參差，其中非華語水平較弱，施教難度較大。</li> <li>嘗試運用多元教學法，別於一般常規課程，望能提升參與者學習動機。</li> <li>有同事提出合併補底班及試前鞏固班，但此計劃須交;田由學習支援組決定。</li> </ul>

工作簡述: 優化思見班

相關關注事項: ☒ 教學法應用 ☐ 推廣學校使命 ☐ 以英語為教學語言 ☐ 不適用

目標	策略/ Time Frame	成功準則 及 檢討	反思 及 跟進
<ul style="list-style-type: none"> <li>強化拔尖效能</li> </ul>	<ul style="list-style-type: none"> <li>以科任老師統籌，提升中一至中三級中文科表現優良學生的語文水平。</li> </ul>	<ul style="list-style-type: none"> <li>參加者於年終問卷持正面意見。</li> </ul>	<ul style="list-style-type: none"> <li>中一級以教授創意及實用文寫作為主，學生積極投入；另外，參觀中大活動，反映不俗，宜繼續舉辦。</li> <li>中二級大部分學生十分投入，學習氣氛濃厚；唯出席率欠理想。</li> <li>中三級學生較忙，缺席率較高，影響成效；建議來年拓闊參與者層面，並與推廣中學文學科活動掛鉤，由科任老師推薦每班名單，中文成績中上者為推介對象；課程亦改以短期及專題模式進行。</li> </ul>

報告者: 文麗英

## DESIGN & TECHNOLOGY

Program Brief: **F.1 Electronic STEM Related Activities**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To motivate and inspire students with practical electronic activities</li> </ul>	<ul style="list-style-type: none"> <li>Provide F.1 students some electronic components to make some STEM related products</li> <li>Use about 2 lessons for these activities</li> <li>Purchase enough electronic components for students</li> </ul>	<ul style="list-style-type: none"> <li>Wholly Achieved</li> <li>An electronic roulette wheel was made by students. Successful rate was about 83% in second term and 76% in first term. Students were interested in making the product.</li> </ul>	<ul style="list-style-type: none"> <li>2 lessons were not enough for these activities. One more lesson needed to be added next year.</li> <li>More individual guidance needed to help students trouble shoot the bad soldered points on the PCB.</li> </ul>

Program Brief: **Setting Up a 3D Printer in D&T Room to Facilitate Teaching and Learning**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To provide a 3D printer to facilitate teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>To source some 3D printers and compare their prices.</li> <li>Purchase of a 3D printer in D&amp;T room.</li> <li>To give some 3D design activities for F.2 students and make the products by the 3D printer.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Two 3D printers were purchased and installed at the end of the second term due to late approval of STEM budget.</li> <li>Time was not allowed to give 3D design activities for F.2 students and use the 3D printer to make the product.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher needs to learn the operation of the 3D printer and use it to print.</li> <li>3D design activities will be planned for F.1 and F.2 students and make the products by the 3D printer next year.</li> </ul>

Report compiled by: **Lee Tim Cheong**

## ECONOMICS

Program Brief:

Visit to Siu Ho Wan Sewage Treatment Work (Under Solar Energy System)

Related Major Concern: ☒ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To enhance students' understanding about sewage treatment.</li> <li>To investigate how sewage treatment is done under solar energy.</li> <li>To explore the cost and benefit of using solar energy in sewage treatment in Hong Kong.</li> <li>To ask students to compare the use of solar energy in Hong Kong and overseas countries.</li> </ul>	<ul style="list-style-type: none"> <li>Restructure the content of the project assignment (New Sports Games Design) of F.3 P.E. elective group in 2nd term.</li> <li>Incorporate the STEM elements (Science/ Technologies/Engineering/Maths) in the assignment.</li> <li>Students are encouraged to design or make any equipment facilitating the presentation of their assignments.</li> <li>Tentative submission deadline will be in May, 2018 and group presentation on their product will be required.</li> </ul>	<ul style="list-style-type: none"> <li>Students understood the use of solar energy in water treatment.</li> <li>Some of them did not behave properly. Teacher have to take care of their manner</li> <li>Unfortunately, the department was unable to who the cost and benefit of using solar energy. It tended to introduce much more water treatment rather than the use of solar energy.</li> </ul>	<ul style="list-style-type: none"> <li>A series of investigation over the use of solar energy in Hong Kong may be necessary so that students can learn more from their own exploration in the same topic in deeper understanding.</li> <li>However, a series of investigation will take a lot of time which may make the program not feasible.</li> </ul>

Program Brief: **Running a Business During The School Open Day**

Related Major Concern: ☒ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To expose students to business aspect with their Economics.</li> <li>To cultivate students' entrepreneurial skills.</li> </ul>	<ul style="list-style-type: none"> <li>To ask students to make up their own proposals.</li> <li>To choose the best one/two proposal.</li> <li>To carry out the business proposal by students themselves, for example, they have to solve the problems of how to raise money, what to sell, how to promote their products and so on.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to show their keen participation in the business game.</li> <li>However, they were unable to plan the activity by themselves.</li> <li>Students relied too much on teachers' work.</li> </ul>	<ul style="list-style-type: none"> <li>F.5 students may be better in this respect.</li> <li>Teachers should be given a higher tolerance of failure.</li> <li>No matter it is successful or not, it is still a learning for students themselves.</li> </ul>

Report compiled by: **Fu Sui Hong**

## ENGLISH LANGUAGE

Program Brief: **F.3 speaking program**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To improve speaking ability and prepare for TSA IP and GI.</li> </ul>	<ul style="list-style-type: none"> <li>To design and carry out livelier speaking activities to motivate F.3 students to speak with more enthusiasm and confidence in lessons.</li> <li>The program does not only focus on preparing students for TSA individual presentations and group interaction, but also aims to hone their skills and confidence for the F.4 SBA.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. The program was designed and completed</li> <li>Partially. Students used more formulaic expressions to engage audience.</li> <li>Partially. More than 60% of students attained 70 marks in speaking assessments.</li> </ul>	<ul style="list-style-type: none"> <li>The program will be further modified.</li> <li>A checklist for the target expressions in speaking assessments could be added to raise students' awareness of using them more frequently and accurately.</li> </ul>

Program Brief: **Sharing and modifying teaching methodologies in panel meetings**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To improve teaching and learning in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers take turns to share teaching strategies or methodologies in panel meetings.</li> <li>Teachers modify and experiment with the shared practices.</li> </ul>	<ul style="list-style-type: none"> <li>Partially. Teachers shared ideas from time to time.</li> <li>Partially. Some teachers adopted some shared methods.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching strategies in speaking and small group teaching in lesson observation were shared in the panel meeting and details were emailed to panel members for future reference.</li> <li>More peer-learning could be conducted to exchange ideas and learn from each other.</li> <li>The tutor in Item 2 could be hired again to share her practical teaching ideas and materials.</li> </ul>

Program Brief:

Improving the English standard of F.3 students

Related Major Concern:



Pedagogy & Practice



School Mission Promotion



English Medium of Instruction



N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To improve the interface between F.3 and F.4 syllabi.</li> </ul>	<ul style="list-style-type: none"> <li>To mandate the students to use upper-intermediary expressions from the news review handbook to improve critiques in news reviews assignments.</li> <li>To provide a writing-cum-expanding vocabulary size program for above-average students.</li> <li>To design a set of writing worksheets integrating the grammar items into writing exercises.</li> <li>Each class will be guided to produce a video clip on a current issue.</li> <li>Each class will be guided to run a game in the English Centre.</li> </ul>	<ul style="list-style-type: none"> <li>Partially. Some students used upper-intermediary expressions in the news critiques.</li> <li>Wholly. The writing and vocabulary program was completed.</li> <li>Partially. Most students liked the program and requested longer sessions; some teachers found the hired tutor resourceful and gained insights from her.</li> <li>Wholly. Writing worksheets were inserted to TAWBs.</li> <li>Wholly. Five F.3 classes produced The Stream for F.1 and F.2 students to watch, and prepared game stalls for F.1 and F.2 students to play at the EC at lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>News review format will be revised, with more expressions added for students to refer to when doing the assignment.</li> <li>A more comprehensive writing exercise book will be compiled to guide students to write with effective expressions and grammar.</li> <li>Game stalls set good examples for F.1 and F.2 students on how to create language games.</li> <li>The Stream helped train more students to be anchors and reporters.</li> </ul>

Report compiled by:

Tsao Yu Fang

## GEOGRAPHY

Program Brief: **New Form One Curriculum**

Related Major Concern: ☒ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To design 25 sessions of activity based lessons.</li> <li>Only one doubled lesson per cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Issue – based activities.</li> <li>Enquiry approach with current news.</li> <li>Daily life examples about urban land use, natural hazards and food problems.</li> <li>Vocabulary drills on geography jargons.</li> </ul>	<ul style="list-style-type: none"> <li>The students were kept busy and active in the lessons by class activities and home-work.</li> <li>Current issues were included in the lessons to arouse their interests.</li> <li>Mini-field work has been introduced to the students when learning about land-use conflict.</li> <li>Focus has been put on the understanding of question words and the answering techniques.</li> <li>Students' foundation has been strengthened gradually through photo interpretation, graph analysis and DBQs.</li> <li>The passing rates of the exams were satisfactory.</li> <li>All the students could complete and submit their homework satisfactorily.</li> <li>The double-lesson format has proved to be effective in learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Inevitably there was insufficient time to do vocabulary drills in the lesson.</li> <li>More short essays could only be done in the coming academic year through the new Form 2 syllabus.</li> <li>Map-reading skills should be introduced to the Form One students in 2018-2019.</li> </ul>



Program Brief: **Sharing at The Hall Assembly – The Sustainable Mission of Geography**

Related Major Concern: ☒ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To demonstrate to students the social responsibility and moral values of Geography as a discipline.</li> </ul>	<ul style="list-style-type: none"> <li>At least once in First Term as arranged by the Student Growth Committee.</li> </ul>	<ul style="list-style-type: none"> <li>The junior hall assembly was conducted on 10 May, 2018.</li> <li>Among the seven field studies and outside-classroom activities conducted this year, the Form 4 Geographers chose to share their learning experiences in Qian Hai, PRC and High Island Reservoir East Dam.</li> <li>The presenters have enjoyed the process of preparation. Some of the speakers stood on the stage to present for the first time.</li> <li>Positive feedbacks were received from the junior form students.</li> <li>The messages of “Seize the moment” and “Sustainable learning” were spread.</li> <li>It was hoped that the spirit of active learning could be passed down to the junior Ti-lans.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation skills of the students could be further polished, including articulation in speech and eye-contact.</li> <li>The senior students have plans to mobilize the junior students to get involved in the future assemblies and sharing.</li> </ul>

Report compiled by: **Yeung Pui San, Lucia**

## HISTORY

Program Brief: Restructuring of Junior Form Curriculum

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"><li>To introduce the History subject in F. 1</li></ul>	<ul style="list-style-type: none"><li>All F. 1 students have two History lessons instead of having four History lessons in F. 2.</li><li>Split of the original F. 2 curriculum into two with the easier topics taught in F. 1.</li></ul>	<ul style="list-style-type: none"><li>Wholly Achieved</li><li>The F. 1 students enjoyed the lessons.</li></ul>	<ul style="list-style-type: none"><li>The part on traditional Hong Kong can be taught in greater depth with more details.</li></ul>

Program Brief: Purchase of Students' HKDSE Papers

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"><li>To help students familiarize with the marking criteria of the HKDSE.</li></ul>	<ul style="list-style-type: none"><li>Purchase of 6 sets of examination papers from students with top, medium and low rankings in the HKDSE.</li><li>Discuss the performance of the 6 samples with the F. 6 students to find out the specific skills in answering different types of questions in HKDSE.</li></ul>	<ul style="list-style-type: none"><li>Partially Achieved.</li><li>The samples were not from the students but other sources.</li></ul>	<ul style="list-style-type: none"><li>More updated sample scripts can be purchased from students in the coming year.</li></ul>

Report compiled by: Chu Wai Yee

## INFORMATION AND COMMUNICATION TECHNOLOGY

Program Brief: **Revamp of The F.1 Coding Curriculum With STEM Elements**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To motivate and inspire students with practical and interesting coding activities.</li> </ul>	<ul style="list-style-type: none"> <li>All F.1 students must buy a micro-bit basic circuit board at the beginning of the school year.</li> <li>At least 1/3 of the curriculum time will be devoted to coding and STEM related design activities.</li> <li>Purchase sufficient sensors and devices for students (sharing mode).</li> <li>Identify elite students to participate in external competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Students had shown great interest in the new coding lessons in the year-end evaluation.</li> <li>Many high quality Micro:bit projects were received from F1 and F2 students.</li> </ul>	<ul style="list-style-type: none"> <li>The logistics of the packing and distribution of equipment could be further refined.</li> <li>Extending the curriculum to other forms of sensors in the 2nd year will further provoke students' creativity in their learning process.</li> </ul>

Program Brief: **M411 Renovation And Replacement of Computers**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To provide a better learning and teaching venue for ICT lessons, e-Learning, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Renovation (electrical wiring, lightings, etc.).</li> <li>Purchase of Chromebook + Notebook.</li> <li>Purchase of Mobile Trolley.</li> <li>Purchase of flexible furniture to facilitate group work.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Renovation work completed in Aug 18.</li> <li>New equipment purchased in Jan 18.</li> <li>A new flexible teaching arrangement is provided for all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>ASD insisted on installing a traditional type raised floor instead of new raised floor with smaller height.</li> </ul>

Report compiled by: **Chan Wai Leung**

**Program Brief:**
**Proposing the Use of EdB's One-off STEM Grant**
**Related Major Concern:** ☒ **Pedagogy & Practice** ☒ **School Mission Promotion** ☐ **English Medium of Instruction** ☐ **N/A**

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To use the Grant to build on existing practice and kick-start new school-based initiatives on "STEM@體藝" and further enrich STEM@體藝-related learning activities/projects.</li> <li>To offer opportunities for students to integrate and apply STEM@體藝-related knowledge and skills through solving problems and creating innovative designs.</li> <li>To be embedded with learning and teaching strategies that can facilitate students to integrate and apply STEM@體藝-related knowledge and skills.</li> <li>To provide challenging learning activities that can</li> </ul>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>To procure resources (e.g. teaching aids, consumables, learning and teaching resource materials) and/or upgrade some existing resources for the implementation of school-based STEM@體藝-related activities including projects and competitions.</li> <li>To organize STEM@體藝-related activities such as school-based scientific and technological activities/competitions.</li> <li>To support students to participate in various STEM@體藝-related local, national and international competitions/exhibitions/programs</li> </ul> <p>Time Frame:</p> <ul style="list-style-type: none"> <li>Submission of individual subject budget proposal [Sep 2017].</li> <li>Approval of individual subject budget by school Finance</li> </ul>	<ul style="list-style-type: none"> <li>Budget successfully approved by FC (wholly): A budget was applied for carrying out a "Basic Aquaponics Workshops" which were a programme consisting of 6 students' workshops (completed, ~30 student-participants), 1 trainers' workshop (completed, ~20 parent/teacher participants), and 1 school talk (to be launched in 2018-2019). The completed workshops were all well received by the participants.</li> <li>Grant successfully used up by the end of 2018-2019 School Year (partially): The aforementioned budget was successfully depleted by the end of 2017-2018. Another budget proposal for 2018-2019 on "Advanced Aquaponics Workshops", involving more STEM elements such as arduino, 3D printing, etc., was submitted in July 2018, pending approval.</li> </ul>	<ul style="list-style-type: none"> <li>The completed workshops received positive feedbacks from both students and parents. Thus an "Advance Aquaponic Programme" was proposed for 2018-2019, pending school's budget approval.</li> <li>The PTA would contemplate to follow-up the programme by producing their own course(s) with the collaborator (SuperFarm®).</li> <li>Though well received, the number of participants and their attendance rate, particularly those of the student workshops, did have room for improvement as many students had either lessons, trainings, or other involvements afterschool. More effective promotion and better choice of workshop dates and time should be devised for the coming school year.</li> </ul>

arouse students' interest in STEM@體藝-related areas, and enhance their creativity, collaboration and problem solving skills.	Committee (FC)[Oct 2017]. • Depletion of the Grant [end of 2018-2019 School Year].		
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**Program Brief:**

**"STEM@體藝" Activities [Joint-venture]**

Related Major Concern: ☒ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To further foster "STEM@體藝" education through co-curricular/cross-curricular/extracurricular activity.</li> </ul>	<p>Strategies</p> <ul style="list-style-type: none"> <li>To collaborate with ICT and D&amp;T panels to jointly teach students the use of micro:bit.</li> <li>To collaborate with D&amp;T and VA panels to jointly teach students to make a chair.</li> <li>To collaborate with ICT panel and PTA to jointly hold a Videotaping Competition with elements of "STEM@體藝" education.</li> <li>To collaborate with Chemistry panel and Science Society to teach students to make cold-cream.</li> </ul> <p>Time Frame:</p> <ul style="list-style-type: none"> <li>Micro:bit, Chair: 1st term.</li> <li>Videotaping competition, Cold-cream: 2nd term.</li> </ul>	<ul style="list-style-type: none"> <li>All concerned students participate and made their own products in the individual activities (partially): The VA chair-making project were successfully carried out in F.2 in the 2nd Term. The role of IS was to teach F.1 about force and gravity prior the project. At the end of the project, all VA students were able to make their own chair as their assignment. The Science Society's cream-making activity in May were very well-received with a fullhouse of 35+ participants. The role of IS was to teach F.1 about melting and dissolving prior the activity. At the end of the activity, all participants were able to produce their own cold cream as a gift for Mothers' Day. There were some alternations for the remaining activities and was described</li> </ul>	<ul style="list-style-type: none"> <li>The joint-ventures were welcome and successful. They helped students integrate knowledges and skills learnt in various subjects to solve problems on a thematic basis. This actualized the true spirit of STEM@體藝 education. Such kind of collaboration should thus be sustained for the school years to come.</li> </ul>

		<p>below.</p> <p>There was an "Organic Tye-Dye" workshop organized jointly by IS, VA, Science Society, and PTA in February. The workshop was completed with overwhelming success with signup rate well exceeding quota. At the end of the workshop, each student/parent was able to make a dyed T-shirt with their own fashion and style.</p> <p>The school's STEM@體藝 Team organized a group of 6 students to join the "Rocket Car Competition - Race for the Line" held by Trunptech® in March. The role of IS was to teach F.2 students about the concepts of air resistance and action-and-reaction force-pair prior the competition. At the end, each candidate student was able to design and make their own rocket car for the Competition.</p> <p>The IS, D&amp;T, and Science Society organized a group of 4 students to join the "Wooden Tower Challenge" organized by the Hong Kong Institution of Engineers (HKIE) and another 4 groups of 12 students to join the "Model Hovercraft Design Competition" organized by the STEM Education Centre of the Arts &amp; Technology Education Centre (ATEC). At the end, each group of students was able to design and produce their own model tower and hovercraft for the respective competition. In</p>	
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		addition, there were an in-school Sportswear Technology Talk, offered by the Polytechnics University, held in November and a study tour held in January, organized jointly with the school's Sailing Club, to visit the Volvo Ocean Race Village held by the Hong Kong Sailing Federation (HKSF).	
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**Program Brief:** **To Devise a Gifted Education Operational Framework for Integrated Science in School**

**Related Major Concern:** ☒ **Pedagogy & Practice** ☒ **School Mission Promotion** ☐ **English Medium of Instruction** ☐ **N/A**

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To Devise a 3-Tier Gifted Education Operational Framework for Integrated Science in School.</li> </ul>	<ul style="list-style-type: none"> <li>Subject contributions: 1A,1B,2D,3E</li> <li>1A [For Average Classes]: To adopt ONLY the Core Part of the I.S. Curriculum and to immerse the core elements advocated in gifted education i.e. high-order thinking skills, creativity and personal-social competence into the curriculum for ALL students.</li> <li>1B [For Elite Classes]: To adopt BOTH the</li> </ul>	<ul style="list-style-type: none"> <li>Subject contributions to be ready by October 2017 (wholly): A 3-Tier Gifted Education Operational Framework was successfully devised for IS and submitted to GEC in mid-September.</li> <li>Operations to be carried out throughout the school year and to be evaluation by concerned students' internal and external performances (partially): For category 1A, even though only the core curriculum were taught and examined, the quiz/test/exam passing rate were still unsatisfactorily low. More effective teaching pedagogies has to be devised to cater for students' learning ability.</li> </ul>	<ul style="list-style-type: none"> <li>Evidently, strategies for categories 1B, 2D, and 3E obtained various degrees of success while strategies for category 1A had considerable room for improvement. Even though only the core curriculum were taught and examined in category A, the quiz/test/exam passing rate were still unsatisfactorily low. More effective teaching pedagogies has to be devised to cater for students' diverse learning ability.</li> </ul>



	<p>Core and Extension Parts of the I.S. Curriculum in regular classroom.</p> <ul style="list-style-type: none"> <li>• 2D: To conduct pull-out Science programmes (e.g. trainings for Junior Science Olympiad, HKASME Science Assessment Test, HKU Science Quiz Competition, etc.) after regular school hours to allow systematic training for students with outstanding performance in Science.</li> <li>• 3E: To nominate students exceptionally gifted in Science to the Gifted Education Section of EdB and the Hong Kong Academy for Gifted Education cooperate with or/and commission tertiary institutes/educational organisations/bodies (e.g. Asian Science Camp, HKAGE Science Learning Programmes, CUHK Science Academy for Young Talent, CUHK Science Programmes for the Gifted and Talented, HKUST Dual Science Programme, etc.) to provide challenging off-site enrichment and extension learning opportunities.</li> </ul>	<p>For category 1B, the assessment results were in contrast very pleasing, should some very outstanding performances both internally and externally.</p> <p>For category 2D, there were also some good results. A 3rd Class Honour was received from the International Junior Science Olympiad 2018 - Hong Kong Screening 2018 organized by the Hong Kong Academy for Gifted Education (HKAGE). A Gold Award was received from the Science Assessment Test 2018 organized by the Hong Kong Association for Science and Mathematics Education (HKASME). Apart from these, a group of 4 students joined the "Wooden Tower Challenge" organized by the Hong Kong Institution of Engineers (HKIE) and another 4 groups of 12 students joined the "Model Hovercraft Design Competition" organized by the STEM Education Centre of the Arts &amp; Technology Education Centre (ATEC). At the end, each group of students was able to design and produce their own model tower and hovercraft for the respective competitions. Lastly, 6 F.2 students had already applied for the International Junior Science Olympiad 2018 - Hong Kong Screening 2019 organized by the Hong Kong Academy for Gifted Education (HKAGE).</p>	
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		<p>For category 3E, students were encouraged to join various renowned off-site courses. For instance, 10 students applied for the Secondary Schools – University Dual Programme 2017-2018 organized by the Center for the Development of the Gifted and Talented (CDGT) of the Hong Kong University of Science and Technology (HKUST), 8 successfully passed, and 2 were promoted to higher levels. Another 2 students applied for the Sciences Web-based Learning Courses for Gifted/More Able Students of the Hong Kong Academy for Gifted Education (HKAGE) and both completed successfully. 6 and 33 students applied for the Hong Kong Academy for Gifted Education (HKAGE) Secondary School Nomination 2017-2018 and 2018-2019 respectively. Lastly, a F.2 student was recently admitted to the The Hong Kong Academy for Gifted Education (HKAGE) Face-to-Face Courses.</p>	
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**Report compiled by:**

Tsung Pui Sum

**LIBERAL STUDIES**Program Brief: **The Current – an LS-English Subject Collaboration**Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☒ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Arouse discussion of current affairs within campus using English.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with English Department to produce short video (approx. 10 mins each) to be shown in junior form LS lessons and senior form assemblies. In each English-speaking video current news will be explained, and students will be interviewed to bring out talking points and controversies.</li> </ul>	<ul style="list-style-type: none"> <li>12 episodes were produced which was above our target of monthly production. Feedback collected through questionnaires from teachers was very positive. The videos were reported to have been used in F.1 and F.4-6 at teachers' discretion.</li> </ul>	<ul style="list-style-type: none"> <li>It is a good program and should be continued. Students could be trained and given greater roles in the script writing and production process.</li> </ul>

Report compiled by: Ng Chi Lam

**MATHEMATICS**Program Brief: **Sharing and modifying teaching methodologies in panel meetings**Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To improve teaching and learning in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers take turns to share teaching strategies or methodologies in panel meetings.</li> <li>Teachers modify and experiment with the shared practices.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Partially.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers were active in peer observation in sharing teaching strategies.</li> <li>Teachers were just in the earliest stage in learning and practicing new teaching strategies. More practice next year should bring perfection.</li> </ul>

Report compiled by:

Li Kwok Keung

## MUSIC

Program Brief: **Appreciation on Live Performance in Musical**

Related Major Concern: ☒ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To broaden students' horizon and raise their interest in music.</li> </ul>	<ul style="list-style-type: none"> <li>Invite students to the Kwai Ching theatre for a joint school musical in Sep 2017.</li> </ul>	<ul style="list-style-type: none"> <li>Students from F.1 to F.4 were excited for the joint school musical in Sep 2017.</li> <li>After this musical appreciation, around thirty to fifty students throughout the year were invited to attend different musicals performed in several anniversary celebrations in local secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>It was successful to attract students' attention on performing and backstage crew for our school's 30th anniversary celebration in 2019.</li> <li>Thirty students had their trial performance in the Musical Review on 13/ 07/2018.</li> </ul>

Program Brief: **Searching One External Performance For School Choir**

Related Major Concern: ☒ Pedagogy & Practice ☒ School Mission Promotion ☒ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To broaden students' horizon and raise their interest in singing.</li> </ul>	<ul style="list-style-type: none"> <li>It depends on the nature of the event and the date which will not be clashed with examination.</li> <li>Music teacher's workload will be considered.</li> </ul>	<ul style="list-style-type: none"> <li>The School Choir was invited as the guest performing group in the Sham Shui Po Festival on 27/ 01/ 2018 was a successful one.</li> <li>The Chinese percussion class was invited to perform in the Shatin Drum Festival on 11/ 02/2018. It was a service as well to promote Chinese culture.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpts on students' performance were shown in a junior form morning assembly.</li> </ul>

Report compiled by: **Lee Suk Han, Mariana**

## PHYSICS

Program Brief: **Using API And QPI to Motivate Student's Work Effort**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To improve academic achievements through evidence based practice.</li> </ul>	<ul style="list-style-type: none"> <li>All Physics Teachers will use API and QPI to motivate their student's work effort, including setting regular assignments and assessments, providing timely feedback and monitoring and chasing up students with poor API and QPI scores.</li> </ul> <p>Time scale: All year.</p>	<ul style="list-style-type: none"> <li>Partially.</li> <li>Many students' API had exceeded 3.</li> <li>The passing rate was unsatisfactory since the passing rate was below 50%.</li> </ul>	<ul style="list-style-type: none"> <li>Timely feedback has been given to individual students.</li> <li>More effort should be given to monitor students' API.</li> </ul>

Program Brief: **Engaging in Lesson Observation And Peer Sharing For Professional Learning**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To engage in lessons observation and peer sharing processes for implementation of teaching and learning practices.</li> </ul>	<ul style="list-style-type: none"> <li>All Physics Teachers will engage in lesson observation and peer sharing for professional learning.</li> </ul> <p>Time scale: All year.</p>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Lesson observation and peer sharing has been carried out in physics panel.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching materials has been modified after the professional sharing.</li> <li>Lesson observation can be carried out not only within physics panel but also can be done with other subjects.</li> </ul>

Program Brief:

Promoting The Use of IT Learning And Teaching in Physics by Using Data Loggers, Mobile Apps And Sensors

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To promote the use of IT learning and teaching in Physics.</li> </ul>	<ul style="list-style-type: none"> <li>Physics Teachers will promote the use of data logger in the lessons.</li> <li>Physics teachers will promote and explore the use of learning apps and sensors in mobile devices in the lessons.</li> </ul> <p>Time scale: All year.</p>	<ul style="list-style-type: none"> <li>Partly.</li> <li>One SBA experiment was carried out using data logger</li> <li>More demonstrations were done using data logger and sensors.</li> <li>No evidence for students using mobile devices to engage in self directed learning.</li> </ul>	<ul style="list-style-type: none"> <li>More student based experiment should be designed for using data loggers and sensors.</li> <li>Using mobile apps for self-directed learning is encouraged.</li> <li>Teachers should encourage students to use computer to plot graphs.</li> </ul>

Program Brief:

Forming Learning Groups And Set Own Learning Targets

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To Promote self-directed learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students will form learning groups and set their own learning targets.</li> <li>Senior form students will submit lesson preparation report for every chapter.</li> </ul> <p>Time scale: All year</p>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Senior form students engaged in reporting their learning progress in groups.</li> <li>Senior form students had submitted lesson preparation report for every chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers can give more support to different learning groups outside lesson time.</li> </ul>

Program Brief:

Physics Olympiad 2018

Related Major Concern:



Pedagogy & Practice



School Mission Promotion



English Medium of Instruction



N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"><li>To promote the learning of Physics</li></ul>	<ul style="list-style-type: none"><li>Physics Teachers will select talented students to take part in the Physics Olympiad 2018.</li><li>Physics Teachers will also provide special training for those students who will join the competition. Time scale: All year</li></ul>	<ul style="list-style-type: none"><li>Partly</li><li>Only 2 students were selected to take part in Physics Olympiad 2018</li><li>1 student has won the "Honourable mentioned" in the competition.</li></ul>	<ul style="list-style-type: none"><li>More training session should be provided to students who have taken part in the Physics Olympiad.</li></ul>

Report compiled by:

Cheung Fook Lai

## PHYSICAL EDUCATION

Program Brief: **Revamp of the F.3 project assignment with STEM elements**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To enhance students creativity and excel their potential through P.E. activities.</li> </ul>	<ul style="list-style-type: none"> <li>Restructure the content of the project assignment (New Sports Games Design) of F.3 P.E. elective group in 2nd term.</li> <li>Incorporate the STEM elements (Science/ Technologies/Engineering/Maths) in the assignment.</li> <li>Students are encouraged to design or make any equipment facilitating the presentation of their assignments.</li> <li>Tentative submission deadline will be in May, 2018 and group presentation on their product will be required.</li> </ul>	<ul style="list-style-type: none"> <li>The objectives of this program were wholly achieved. Students are able to design the games with STEM elements. e.g. force application and parabola etc. were</li> <li>applied in the newly designed games.</li> <li>Students were able to present their projects in a logical and systematic way.</li> </ul>	<ul style="list-style-type: none"> <li>Basically, students were able to apply “STEM” elements in their assignments, however, more information of “STEM” and relevant knowledge should be prepared for students before project design, thus more comprehensive and quality assignments could be made.</li> </ul>



Program Brief:

Strengthen the element of “Aesthetic Sensitivity” in the six strands of P.E. Key Learning Area in P.E. curriculum

Related Major Concern:



Pedagogy & Practice



School Mission Promotion



English Medium of Instruction



N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To let students understand the meaning of beauty; strengthen the capability of giving comments on physical performance and to develop students' aesthetic view</li> </ul>	<ul style="list-style-type: none"> <li>Giving comments on sports performance in selected sports items in P.E. lesson E.g. In the basketball class, the teacher may arrange students to take turns at playing the role of a commentator; and replay the best audio-recording for sharing, afterwards. The students who give comments on the movement performance of others may make use of the terms provided by the teachers.</li> <li>To develop students' aesthetic view.</li> <li>E.g. The teacher may initiate a discussion on aesthetics (e.g., clothing designs in different sports) and provide opportunities for students to express and explain their viewpoints).</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieve.</li> <li>E.g. F.5 P.E. elective students was assigned to form groups to design "Training program for different targeted groups". They needed to present their findings and other classmates gave comment on their topics. This practice enhanced mutual sharing among students and facilitate teaching and learning effectiveness.</li> <li>The objective to develop students' aesthetic view was partially achieved.</li> <li>E.g. Topics related to "Team uniforms" were discussed in F.2 lesson like 'Olympic National Teams Uniforms Design' and 'Ugliest Uniforms in sports history' etc.</li> </ul>	<ul style="list-style-type: none"> <li>Similar practice was assigned in F.5 practical skill lesson in which students designed 'circuit training program' and supervise other groups to perform, they were asked to take turn to do the practice, then each group was encouraged to give comment/feedback on other groups.</li> <li>More similar practice could be adopted in other forms to further strengthen the capability of giving feedback and to develop students' aesthetic view.</li> <li>A talk for whole school on aesthetic appreciation "sports photography" was planned by Mr. FYL, which match with the main theme of "seize the moment" this year and our objective "aesthetic sensitivity", but due to availability of school hall, this talk will be postponed to next year.</li> <li>'Gifted Education Committee' arranged a talk named "Sportswear" which was conducted by Poly University. This talk also matched our main theme "aesthetic sensitivity", information of clothing designs in different sport items was highlighted. Cooperation of similar function could be considered.</li> </ul>

Program Brief:

To adopt the new system of student registration in HKSSF inter-school competitions

Related Major Concern:

☐ Pedagogy & Practice

☐ School Mission Promotion

☐ English Medium of Instruction

☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To facilitate the process of student registration in HKSSF inter-school competition in a more effective and efficient way.</li> </ul>	<ul style="list-style-type: none"> <li>To implement the student registration process by online system.</li> <li>To establish a data base to collect all ID image of school team members for registration process.</li> <li>To attend external workshop for the implementation of the new process.</li> <li>New registration process will be fully implemented in Sep, 2017.</li> </ul>	<ul style="list-style-type: none"> <li>This objective was wholly achieved.</li> <li>The online student registration system was successfully launched in September 2017.</li> <li>A data base of all students' ID image of school team members for registration process was prepared prior to the launching of the system.</li> <li>Respective staff had attended some workshops before the full implementation of the new process.</li> </ul>	<ul style="list-style-type: none"> <li>At the beginning of the new system, a no. of students were not able to provide accurate information on time. After running a period of time, registration process was able to be completed on time and respective competition documents could be sent to school at least 3 days before competition without error.</li> </ul>

Report compiled by:

Ho Hon Kin

優化口語考試

工作簡述:

相關關注事項：☒ 教學法應用 ☐ 推廣學校使命 ☐ 以英語為教學語言 ☐ 不適用

目標	策略/ Time Frame	成功準則 及 檢討	反思 及 改進
<ul style="list-style-type: none"> <li>優化口語考試效能</li> </ul>	<ul style="list-style-type: none"> <li>由中一級首先試行，利用資訊科技，讓學生使用電腦或手機，拍攝口語考核片段，上載到學校內聯網，再由老師在網上批核。</li> </ul>	<ul style="list-style-type: none"> <li>一中級科任老師提供年終報告。</li> </ul>	<ul style="list-style-type: none"> <li>整體而言，口語考試順利進行，大大節省考試時間。唯個別同學缺席網上口語考試，成績未能評估。建議科任老師跟進未有應考的同學，為其補考，以一對一形式在課後進行。</li> </ul>

報告者:

羅健明 韓幸彩

## VISUAL ARTS

Program Brief: **Media Lab Program**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To build on and promote our unique school mission of visual arts.</li> <li>To implement the EDB 'Fourth Strategy for IT' to enhance teaching and learning and the attainment of 21Century Learning Skills.</li> </ul>	<ul style="list-style-type: none"> <li>Establish the JCTIC Media Lab.</li> <li>Develop the JCTIC Media Lab programs.</li> <li>Time frame: Whole school year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved: JCTIC Media Lab has been set up as planned.</li> <li>Not Achieved: JCTIC Media Lab programs were not conducted as planned due to the installation problem of the furniture.</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up work for the implementation of the JCTIC Media Lab will be held next academic year.</li> <li>JCTIC Media Lab programs will be held next academic year.</li> </ul>

Program Brief: **Junior Form Curriculum Review**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To improve the academic achievements through evidence-based practice.</li> <li>To investigate and adopt teaching and learning practices that focus on students as active and engaged learners.</li> </ul>	<ul style="list-style-type: none"> <li>Revise the F1-F.3 VA curriculum for more integrated, student engaged and interacted with genuine daily life.</li> <li>Implement assignment brief and student evaluation in all assignments.</li> <li>Request F.1-F.3 students to do peer-learning and peer-sharing, e.g. discuss content of interesting material related to SOW.</li> <li>Time frame: Whole school year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved: Fine-tuned VA curriculum is completed.</li> <li>Wholly achieved: Assignment brief and student evaluation are implemented as planned.</li> <li>Partially achieved: Some good samples are uploaded to team drive.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous evaluation on revised VA curriculum will be held next academic year.</li> <li>Continuous implementation of assignment brief and student evaluation.</li> <li>Follow-up action will be held for teachers who have not uploaded good junior VA samples to team drive next academic year.</li> </ul>

Report compiled by: Tse Siu Wah

## ACHIEVEMENTS & REFLECTION BY ADMINISTRATIVE GROUPS AND SUPPORT FOR STUDENT DEVELOPMENT

### ACADEMIC AFFAIRS

#### 1. Panel Heads Committee

Program Brief:

The Current

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To effect cross-subject collaboration and expose students to current issues.</li> </ul>	<ul style="list-style-type: none"> <li>Form student teams to report on current issues, cultures and events.</li> <li>Video productions will be played in form teacher periods monthly and gradually weekly.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. Anchors and reporters were trained to present each episode almost perfectly.</li> <li>Wholly. More than 8 episodes were presented.</li> </ul>	<ul style="list-style-type: none"> <li>The program will continue with more students involved.</li> <li>More culture episodes will be included.</li> </ul>

**Program Brief:**

Purchase of HKDSE Marked Scripts

**Related Major Concern:**☒ Pedagogy & Practice☐ School Mission Promotion☐ English Medium of Instruction☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To purchase HKDSE marked scripts of the F.6 cohort</li> </ul>	<ul style="list-style-type: none"> <li>Use content of the marked scripts as teaching materials to enhance learning and teaching</li> <li>Time frame:               <ul style="list-style-type: none"> <li>- Application procedure - from Jul to Aug 2018</li> <li>- Enhancement of L&amp;T - from Jan 2019</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 was completely wholly.</li> <li>Phase 2 is to be implemented in 2019</li> </ul>	<ul style="list-style-type: none"> <li>The practice will continue next year</li> </ul>

**Program Brief:**

Review of Lesson Observation Policy

**Related Major Concern:**☒ Pedagogy & Practice☐ School Mission Promotion☐ English Medium of Instruction☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To review the lesson observation policy</li> </ul>	<ul style="list-style-type: none"> <li>Review the policy and devise ways to further enhance professional development and appraisal needs</li> <li>Time frame: Sep</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> </ul>	<ul style="list-style-type: none"> <li>The practice will continue next year</li> </ul>

**Program Brief:**

Review of Assignment Inspection Policy

**Related Major Concern:**

☒ Pedagogy & Practice

☐ School Mission Promotion

☐ English Medium of Instruction

☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"><li>To review the assignment inspection policy</li></ul>	<ul style="list-style-type: none"><li>Review the policy and devise ways to further enhance professional development and appraisal needs</li><li>Time frame: Sep</li></ul>	<ul style="list-style-type: none"><li>Wholly.</li></ul>	<ul style="list-style-type: none"><li>The practice will continue next year</li></ul>

**Report compiled by:**

Tsao Yu Fang

## 2. Curriculum Development Committee

Program Brief: Curriculum Study on Basic Law Education

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To study the current provision of Basic Law Education in the school-based curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Review the present provisions from relevant subjects and devise ways for further improvements.</li> <li>Time frame: From Nov to Mar.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved &amp; a summary of the curriculum study has been compiled &amp; included in a report to IMC.</li> </ul>	<ul style="list-style-type: none"> <li>N.A.</li> </ul>

Program Brief: Curriculum Study on Chinese Culture Education

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To study the current provision of Chinese Culture Education in the school-based curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Review the present provisions from subjects, committees and student bodies and devise ways for further improvements.</li> <li>From Nov to Mar.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved &amp; a summary of the curriculum study has been compiled &amp; included in a report to IMC.</li> </ul>	<ul style="list-style-type: none"> <li>N.A.</li> </ul>

Report compiled by: Chow Kwok Lim



### 3. Examinations & SBA Committee

Program Brief:

Revitalization of Internal Tests

Related Major Concern:



Pedagogy & Practice



School Mission Promotion



English Medium of Instruction



N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To develop a system of uniform test arrangements based on the principle of continuous assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Build up the format by early Sep.</li> <li>Gather assessment data from panels from Sep to Oct.</li> <li>Announce changes to students and parents in Sep &amp; Oct.</li> <li>Develop corresponding mark processing arrangements in Oct and Nov.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Wholly</li> <li>Wholly</li> <li>Wholly</li> </ul>	<ul style="list-style-type: none"> <li>It is important that School Timetable contains common text periods for core subjects.</li> <li>Use of Google Sheet can facilitate collection of information.</li> </ul>

Report compiled by:

Li Kwok Keung

#### 4. Performance Analysis & Streaming Committee

Program Brief:

Online Platform for F.3 students in F.4 Subjects Selection

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To facilitate students to submit the subject selection through intranet.</li> </ul>	<ul style="list-style-type: none"> <li>The committee will discuss with the IAC for developing an online platform for subject selection in the intranet. Time scale: The concerned programme will start right at the commencement of the year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. Students made their subject selection conveniently and the school collected the information effectively.</li> </ul>	<ul style="list-style-type: none"> <li>The platform will continue with more students submitted on time.</li> </ul>

Report compiled by:

Wong Yuk Lun

## 5. Learning Resources Committee

Program Brief: **"Read to Breathe" Reading Programme**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To help students explore more types of books and promote the fun of reading.</li> </ul>	<ul style="list-style-type: none"> <li>To collect information from all subject panel heads and compile two book lists that suit students' levels and interests for junior form and senior form students respectively.</li> <li>To co-ordinate the production of book sharing videos by all subject panel heads, committee members and other teachers.</li> <li>To produce book sharing videos with reading ambassadors.</li> <li>To organize teacher book sharing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Partially. Two booklists were compiled and some students chose the books to read from the booklists.</li> <li>Wholly. The book sharing videos were produced by both teachers and students.</li> <li>Wholly. Over 70 % of the participants enjoyed the book sharing activities.</li> </ul>	<ul style="list-style-type: none"> <li>The booklists will be revised every year.</li> <li>The videos of better quality will be played again to students.</li> <li>Students will be exposed to a wider range of books via different channels next year and therefore they will not be expected to choose the books to read from the booklists.</li> </ul>
<ul style="list-style-type: none"> <li>To assess students' reading effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>To organize two end-of-term reading activities.</li> <li>Students design a new book cover for the book they have read by the end of the first term.</li> <li>Students present a part of the book in the form of voice-acting in class that will be recorded by the end of the second term.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. More than 70% of students submitted their work.</li> <li>Wholly. Outstanding book covers and audio clips were collected and displayed via different channels.</li> </ul>	<ul style="list-style-type: none"> <li>The outstanding book cover designs will be further utilized for making souvenirs next year.</li> <li>The mode of presentation will be modified.</li> </ul>

Program Brief:

Learning Hub Lessons

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To help F.1 students understand more about our school reading resources.</li> <li>To encourage them to participate in the reading award scheme.</li> </ul>	<ul style="list-style-type: none"> <li>To provide F.1 students a Learning Hub Orientation lesson during reading period.</li> <li>To introduce F.1 students to our reading award scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. The Learning Hub lessons were completed.</li> <li>Partially. More than 70 % of F.1 students borrowed books from the Learning Hub at least once.</li> <li>Not achieved. Only a few students participated in the reading award scheme.</li> </ul>	<ul style="list-style-type: none"> <li>The Reading Award Scheme will be incorporated in the F.1 orientation program so that all F.1 students will participate in the scheme at the beginning of the term.</li> <li>Promotion of the Reading Award Scheme will be strengthened.</li> </ul>
<ul style="list-style-type: none"> <li>To strengthen F.4 students' skills doing research.</li> </ul>	<ul style="list-style-type: none"> <li>To provide F4 students with a lesson about using Learning Hub resources for research.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved. The teaching schedule for F.4 LS IES was changed.</li> </ul>	<ul style="list-style-type: none"> <li>The content and schedule of the lessons will be modified.</li> </ul>
<ul style="list-style-type: none"> <li>To raise awareness of copyright and plagiarism issues.</li> </ul>	<ul style="list-style-type: none"> <li>To provide F.5 students with a lesson about citation and referencing methods, and raise their awareness of copyright and plagiarism issues.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. F.5 students showed improvement in citation and referencing in their IES projects.</li> <li>An additional quiz concerning copyright was organized for the whole school and the result shows that students were aware of copyright issues.</li> </ul>	<ul style="list-style-type: none"> <li>More activities concerning copyright issues will be organized for students.</li> </ul>

Program Brief:

Books Donation / Swapping Activity

Related Major Concern:

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Pedagogy & Practice

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School Mission Promotion

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English Medium of Instruction

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N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To encourage students to recycle unwanted books and share the joy of reading.</li> </ul>	<ul style="list-style-type: none"> <li>To organize a book donation/ book swapping activity at lunchtime in the covered playground.</li> <li>Students write some messages on a book mark and insert it in the used book to encourage other students to read that book.</li> <li>Students are encouraged to swap their books with each other or take unwanted books for free.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. More than 10% of students participated in the activity.</li> <li>More than 200 used books were collected from students, teachers and alumni.</li> <li>150 books were taken by students and teachers, and the rest of the books were donated to a charitable organization.</li> </ul>	<ul style="list-style-type: none"> <li>Students were eager to take free books but they did not have many unwanted books to donate, so this activity can only be organized once every few years.</li> </ul>

Report compiled by:

Chan Ying Brenda

## 6. Gifted Education Committee

Program Brief:

School-based Support Service (SBSS)[with EdB]: "STEM@體藝" Education

Related Major Concern:



Pedagogy & Practice



School Mission Promotion



English Medium of Instruction



N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To establish a school-based STEM@體藝-oriented framework across Sciences, Technologies, Mathematics, Sports, and Arts Education KLAs in the following three domains.</li> <li>Curricular, administrative, and organizational leaderships.</li> <li>STEM@體藝-oriented gifted education.</li> <li>A community of effective learning, teaching, and assessment practices.</li> </ul>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>To join the EdB's SBSS for "STEM@體藝" education.</li> <li>Diversified collaborative support services are provided to schools in the light of the school context and developmental needs, such as reviewing and developing school-based curricula, collaborative lesson planning, lesson studies, lesson observation, formulating development plan and professional development programmes (e.g. seminars, workshops and sharing sessions), and consultancy services on school-based curriculum development and pedagogical designs.</li> </ul> <p>Time Frame:</p> <ul style="list-style-type: none"> <li>Support Scheme to be held</li> </ul>	<ul style="list-style-type: none"> <li>Sound professionalism and strengthened cross-curricular collaboration oriented to STEM@體藝 education for strengthening students' ability to acquire integrated knowledge and skills (partially): This school year, there were evidently many more opportunities of cross-curricular collaboration oriented to STEM@體藝 due to the introduction of SBSS. Regular biweekly meeting with EdB's official provided diversified collaborative support services to schools in the light of the school context and developmental needs, such as reviewing and developing school-based curricula, collaborative lesson planning, lesson studies, lesson observation, formulating development plan and professional development programmes (e.g. seminars, workshops and sharing sessions), and consultancy services on school-based curriculum development and pedagogical designs.</li> <li>Comprehensive catering for students with diverse talents across STEM, Sports, and Arts (partially): With the assistance of the SBSS, more</li> </ul>	<ul style="list-style-type: none"> <li>The SMSS provided diversified collaborative support services to schools in the light of the school context and developmental needs, such as reviewing and developing school-based curricula, collaborative lesson planning, lesson studies, lesson observation, formulating development plan and professional development programmes (e.g. seminars, workshops and sharing sessions), and consultancy services on school-based curriculum development and pedagogical designs.</li> <li>It effectively helped colleagues develop sound professionalism and strengthened cross-curricular collaboration oriented to STEM education for strengthening students' ability to acquire integrated knowledge and skills.</li> </ul>

	throughout the school year	<p>comprehensive learning measures to cater for students with diverse talents across STEM, Sports, and Arts were devised. These included a chair-making project in VA, a parachute-design project in IS, a Friday Function on vehicle aerodynamics, and a Post Examination Activity on 3D-printing. Pull-out activities were also devised, including an aquaponics workshop, a cream-making workshop, an organic tie-dye workshop, a Sportswear Technology Talk offered by the Polytechnics University (PolyU), and a study tour visiting the Volvo Ocean Race Village held by the Hong Kong Sailing Federation (HKSF). Selected talented students were also invited to join various off-site activities such as the "Rocket Car Competition - Race for the Line" held by Trunptech®, the "Model Hovercraft Design Competition" organized by the STEM Education Centre of the Arts &amp; Technology Education Centre (ATEC), the "Hong Kong Interschool Astronomy Quest 2018" organized by the Astronomy Club of CUHK (CUastro), the "Young Astronaut Training Scheme" organized by the Hong Kong Space Museum, and the「善德關愛科研青年發展計劃—2018北京、西安航天科技發展考察團」organized by the HK Association for the Advancement of Science and Technology (HKAASST). Details of the aforementioned activities are described in the second Programme Brief: 'Further "STEM@體藝" Activities' of this annual evaluation report.</p>	<ul style="list-style-type: none"> <li>• The activities developed comprehensively catered for students with diverse talents across STEM, Sports, and Arts.</li> <li>• The exchange culture it nurtured encouraged further cross-discipline collegial sharing.</li> </ul>
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		<ul style="list-style-type: none"> <li>Enhanced cross-discipline collegial sharing and exchange culture (partially): The SBSS effectively enhanced cross-discipline collegial sharing and exchange culture by two means. First, its regular biweekly meeting facilitated fruitful discussion amongst colleagues from various STEM@體藝-related subjects and committees. Second, it allowed colleagues to bring the ideas back to individual subject/committee for further development after the regular meeting.</li> </ul>	
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Program Brief: **Further "STEM@體藝" Activities**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To further foster "STEM@體藝" education through co-curricular/cross-curricular/extracurricular activity.</li> </ul>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>To collaborate with PTA and ICT to jointly hold a Videotaping Competition [c.f. YouTube Competition] with elements of "STEM@體藝" education.</li> </ul> <p>Time Scale:</p> <ul style="list-style-type: none"> <li>Activity to be prepared in the 1st term and be held in the 2nd term.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved.</li> <li>There are however several cross-discipline STEM@體藝 activities carried out in place of the Videotaping one, all with different degrees of success.</li> <li>The VA chair-making project were successfully carried out in F.2 in the 2nd Term. The role of IS was to teach F.1 about force and gravity prior the project. At the end of the project, all VA students were able to make their own chair as their assignment. The project was such a success that the EdB SBSS eventually invited the school to present and share the project in their STEM ExPo on 05 July 2018.</li> <li>The Friday Function on vehicle aerodynamics (collaborator: Trunptech®) was held in October 2017 for all F.2 students. All groups of students successfully designed and made their own model vehicles and used them to study the effect of shape of vehicle on the magnitude air resistance encountered.</li> <li>The "Basic Aquaponics Workshops" were a programme consisting of 6 students' workshops (completed, ~30 student-participants), 1 trainers' workshop (completed, ~20 parent/teacher participants), and 1 school talk (to be launched in 2018-2019). The completed workshops were all well</li> </ul>	<ul style="list-style-type: none"> <li>The aim of the having a videotaping competition with elements of "STEM" education has to be reviewed and justified.</li> <li>The quite a number of other STEM@體藝 activities nonetheless was carried out successfully throughout the school year and students evidently learnt considerable in them. Such effort is worth to be continued in the school years to come.</li> </ul>

		<p>received by the participants.</p> <ul style="list-style-type: none"> <li>• The Science Society's cream-making activity in May were very well-received with a fullhouse of 35+ participants. The role of IS was to teach F.1 about melting and dissolving prior the activity. At the end of the activity, all participants were able to produce their own cold cream as a gift for Mothers' Day.</li> <li>• There was an "Organic Tye-Dye" workshop organized jointly by IS, VA, Science Society, and PTA in February. The workshop was completed with overwhelming success with signup rate well exceeding quota. At the end of the workshop, each student/parent was able to make a dyed T-shirt with their own fashion and style.</li> <li>• In the post-exam activity on 3D printing (collaborator: DTSL®) for all F.3 students held on 12 July 2018, all groups of students successfully design their own 3D souvenir for the school's 30th anniversary. A cross-discipline selection board would be formed to select the best souvenirs, and prizes would be given accordingly.</li> <li>• The school's STEM@體藝 Team organized a group of 6 students to join the "Rocket Car Competition - Race for the Line" held by Trunptech® in March. The role of IS was to teach F.2 students about the concepts of air resistance and action-and-reaction force-pair prior the competition. At the end, each candidate student was able to design and make their own rocket car for the Competition.</li> <li>• The IS, D&amp;T, and Science Society organized a group of 4 students to join the "Wooden Tower Challenge" organized by the Hong Kong Institution of Engineers (HKIE) and another 4 groups of 12 students to join</li> </ul>	
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		<p>the "Model Hovercraft Design Competition" organized by the STEM Education Centre of the Arts &amp; Technology Education Centre (ATEC). At the end, each group of students was able to design and produce their own model tower and hovercraft for the respective competition. In addition, there were an in-school Sportswear Technology Talk, offered by the Polytechnics University, held in November and a study tour held in January, organized jointly with the school's Sailing Club, to visit the Volvo Ocean Race Village held by the Hong Kong Sailing Federation (HKSF).</p> <ul style="list-style-type: none"> <li>• In the field of Astronautics, 2 groups of 6 students were formed to join the Hong Kong Interschool Astronomy Quest 2018 organized by the Astronomy Club of CUHK (CUastro); 2 students were selected to run for the Young Astronaut Training Scheme organized by the Hong Kong Space Museum; and 2 students were selected to run for the 「善德關愛科研青年發展計劃－2018北京、西安航天科技發展考察團」 organized by the HK Association for the Advancement of Science and Technology (HKAASST). In the last activity, 1 student eventually succeeded in joining the study tour.</li> </ul>	
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**Program Brief:** **Coordination of The Use of EdB's One-off STEM Grant**

**Related Major Concern:** ☒ **Pedagogy & Practice** ☐ **School Mission Promotion** ☐ **English Medium of Instruction** ☐ **N/A**

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To use the Grant to build on existing practice and kick-start new school-based initiatives on "STEM@體藝" and further enrich STEM@體藝-related learning activities/projects;</li> <li>To offer opportunities for students to integrate and apply STEM@體藝-related knowledge and skills through solving problems and creating innovative designs;</li> <li>To be embedded with learning and teaching strategies that can facilitate students to integrate and apply STEM@體藝-related knowledge and skills; and</li> <li>To provide challenging learning activities that can arouse students' interest in STEM@體藝-related areas, and enhance their creativity, collaboration and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>To procure resources (e.g. teaching aids, consumables, learning and teaching resource materials) and/or upgrade some existing resources for the implementation of school-based STEM@體藝-related activities including projects and competitions;</li> <li>To organize STEM@體藝-related activities such as school-based scientific and technological activities/competitions; and</li> <li>To support students to participate in various STEM@體藝-related local, national and international competitions/exhibitions/programmes.</li> </ul> <p>Time Scale:</p> <ul style="list-style-type: none"> <li>Submission of individual subject budget proposal [Sep 2017]</li> <li>Approval of individual subject budget by school Finance Committee (FC)[Oct 2017]</li> <li>Depletion of the Grant [end of 2018-2019 School Year]</li> </ul>	<ul style="list-style-type: none"> <li>Partially Achieved.</li> <li>A total of \$13,3000 has been approved for the related programs and procurements of materials and equipment by the following committees and departments: Gifted Education Committee, Integrated Science Department, Design &amp; Technology Department, Information &amp; Communication Technology Department and Visual Arts Department.</li> </ul>	<ul style="list-style-type: none"> <li>Due to the serious delay of the submission of one of proposed budgets by one of the parties involved, the approval of the budget was done in the second term.</li> <li>The rest, a relatively small portion, of the STEM grant will be spent in 2018-2019. It is probable that more parties will show interest in using the money. Hence it is likely that extra funding will be needed to meet the demand.</li> </ul>

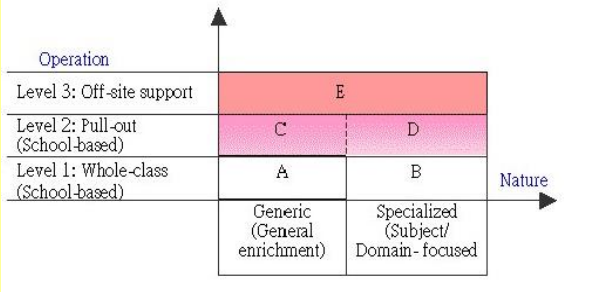
Program Brief: **To Develop a School-based Talent DataBank (TDB)[with webSAMS]**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To assist schools to obtain diversified data and information through WebSAMS and generate their TDB for analyzing the characteristics and distribution of the gifted/more-able students.</li> <li>To let teachers make reference to the information and plan its school-based gifted education plan and gifted development programmes appropriately in accordance with the developmental needs of students and in the context of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Installation of the TDB module in WebSAMS [September-October 2017]..</li> <li>TDB ready for daily uses [November 2017 onwards].</li> </ul>	<ul style="list-style-type: none"> <li>Partially Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Different parties have been introduced to the TDB module in WebSAMS.</li> <li>The related needs of the different parties concerning the TDB are very different from one another and particular with what the current TDB module can offer.</li> <li>The General Office requests to have a customized interface and external program which can feed data into the TDB module in WebSAMS.</li> <li>The IAC is notified of such a request and further exploration will be carried out after the trial period.</li> </ul>

**Program Brief:** **To Collect and Compile Information on Existing Gifted Education in School**

**Related Major Concern:** ☒ **Pedagogy & Practice** ☐ **School Mission Promotion** ☐ **English Medium of Instruction** ☐ **N/A**

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To collect Information on existing Gifted Education in school and compile it based on a 3-Tier Operational Framework.</li> </ul>	<p><b>Strategies:</b></p>  <ul style="list-style-type: none"> <li>Subject contributions: 1A,1B,2D,3E</li> <li>1A: To immerse the core elements advocated in gifted education i.e. high-order thinking skills, creativity and personal-social competence in the curriculum for ALL students;</li> <li>1B: To differentiate teaching through appropriate grouping of students to meet the different needs of the groups with enrichment and extension of curriculum across ALL subjects in regular classrooms;</li> <li>2D: To conduct pull-out programme in specific areas (e.g. Maths, Arts, etc.) within or after regular school hours to allow systematic training for students with outstanding performance in specific</li> </ul>	<ul style="list-style-type: none"> <li>Subject contributions to be collected by October 2017; compilation to be completed by the end of 1st Term (wholly): The compilation exercise was completed in the 1st term. This effectively facilitates further development of Gifted Education on the subject/committee, the cross-curricular/committee, as well as a whole-school level in the future.</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive, 3-Tier Gifted Education Operational Framework was successfully established. This effectively facilitates further development of Gifted Education on the subject/committee, the cross-curricular/committee, as well as a whole-school level in the future.</li> </ul>

	<p>domains;</p> <ul style="list-style-type: none"> <li>• 3E: The Gifted Education Section of EDB and The Hong Kong Academy for Gifted Education cooperate with or/and commission tertiary institutes/educational organisations/bodies to provide challenging off-site enrichment and extension learning opportunities for exceptionally gifted students nominated by schools.</li> </ul> <p>Time Frame:</p> <ul style="list-style-type: none"> <li>• Subject contributions to be collected by October 2017;</li> <li>• Compilation to be completed by the end of 1st Term.</li> </ul>		
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Program Brief: **To Encourage More Students to Join More Pull-out and Off-site Gifted Education Activities, Scholarships, Award Schemes, etc.**

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To encourage more students to join more off-site Gifted Education activities, scholarships, award schemes, etc.</li> </ul>	<p>Strategies</p> <ul style="list-style-type: none"> <li>To promote as many suitable pull-out and off-site Gifted Education activities, scholarships, award schemes, etc. as possible to students.</li> <li>To select as many suitable students as possible through variable viable means (e.g. webSAMS, cross-curricular / committee collaboration, etc.).</li> </ul> <p>Time Frame:</p> <ul style="list-style-type: none"> <li>Year-round</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of pull-out and off-site Gifted Education activities introduced to students; increased number of students joining the activities (wholly):</li> <li>This school year, more suitable pull-out and off-site Gifted Education programmes, scholarships, award schemes, etc. were offered to the student and there was subsequently a multiple-fold increase in the number of suitable students selected through webSAMS and cross-curricular/committee collaboration for the various activities. Some of the more prominent ones are listed below.</li> <li>10 students were selected for the "Secondary Schools – University Dual Programme 2017~2018" organized by the Center for the Development of the Gifted and Talented (CDGT) of the Hong Kong University of Science and Technology (HKUST) in which 8 passed their respective courses and 2 successfully promoted to higher levels.</li> <li>3 students were selected for the 『2017第三屆全港青少年進步獎』 offered by the Elsie TU Education Fund in which 1 won the award and 1 earned a merit prize.</li> <li>2 students joined the Self-Nomination via Sciences</li> </ul>	<ul style="list-style-type: none"> <li>The increased number of pull-out and off-site Gifted Education activities introduced to students successfully encouraged a multiple-fold increase in the number of participating students. The result is manifest and heartening. Such effort should be sustained, further structuralized, and eventually regularized into routine practices in the forthcoming school years.</li> </ul>



		<p>Web-based Learning Course for Gifted/More Able Students offered by the Hong Kong Academy for Gifted Education (HKAGE); both completed their respective courses successfully.</p> <ul style="list-style-type: none"> <li>• 26 students were elected for the "Youth Arch Student Improvement Award 2016~2017" offered by the Youth Arch Foundation.</li> <li>• 1 students successfully won the "Multi-faceted Excellence Scholarship (MES) 2018" offered by the Home Affairs Bureau (HAB).</li> <li>• 3 students were elected for the "Harvard Book Prize 2018" offered by the Harvard Club of Hong Kong.</li> <li>• 2 students were nominated for the "CMA and Donors Scholarship 2017" offered by the Chinese Manufacturers' Association of Hong Kong (CMA) and both won out.</li> <li>• 2 students were nominated for the "Sir Edward Youde Memorial Prizes 2017~2018" offered by the Sir Edward Youde Memorial Fund Council and both received the prize.</li> <li>• 6 students were nominated in the " Hong Kong Academy for Gifted Education (HKAGE) Secondary School Nomination" and all were admitted.</li> <li>• 1 student successfully completed the "Spring Programme for the Gifted and Talented 2018" offered by the Faculty of Education (FED) of the Chinese University of Hong Kong (CUHK).</li> <li>• 20 students joined the "Secondary School Mathematics and Science Competition (SSMSC) 2018" organized by the Faculty of Applied Science</li> </ul>	
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		<p>and Textiles (FAST) of the Hong Kong Polytechnic University (polyU) and altogether 2 high distinctions, 8 distinctions, 6 credits, and 3 proficiencies were obtained.</p> <ul style="list-style-type: none"> <li>• 2 students were selected for the "Future Leader Election 2018" organized by the Outstanding Young Persons' Association (TYOPA) and 1 received a merit prize.</li> <li>• 2 students were nominated for the "'Pursuing Excellence and Beyond' Youth Leadership Award Scheme" offered jointly by the Fung Hon Chu Education Trust Fund and the Man Kwan Education Fund, and both successfully received it.</li> <li>• 4 students were chosen for the "14th Shatin District Outstanding Student Award" organized by the Shatin Youths Association (SYA). 1 student obtained an individual merit award while another a team merit award.</li> <li>• 1 student successfully completed 2 "Face-to-Face Courses" offered by the The Hong Kong Academy for Gifted Education (HKAGE).</li> <li>• 1 student successfully obtained a "Merit Award for Outstanding Students" in the "Summer Programme for Senior Secondary Students" offered by the Chinese University of Hong Kong (CUHK) Summer Institute (SI).</li> <li>• 32 students were nominated for the Youth Arch Student Improvement Award 2017~2018" offered by the Youth Arch Foundation.</li> </ul>	
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**Report compiled by:**

Tsung Pui Sum

## 7. Academic Support Committee

Program Brief: **Explore The Possibility of Setting Up “After-school homework Detention Class”**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To improve the performance of students in the aspect of assignment submission.</li> <li>To provide a platform for subject teachers to follow up students' assignment.</li> <li>To help improve the entire API's performance.</li> </ul>	<ul style="list-style-type: none"> <li>To set proper criteria and guidelines before initiating detention class.</li> <li>To minimize the drawbacks of detention class e.g. subject teachers are over-rely on detention class, increase no. of students and related discipline problem etc.</li> </ul>	<ul style="list-style-type: none"> <li>The objectives of this program were not achieved.</li> </ul>	<ul style="list-style-type: none"> <li>The “after-school homework detention class” did not carry out after thorough discussion in the Committee. Detailed plan was required to make this a value-added program for students in the coming year before implementation.</li> <li>Follow up work would be continued and this class would be launched next academic year.</li> </ul>

Program Brief:

To Revamp The After School Remedial Class (AEP) And Saturday Enhancement Class

Related Major Concern:

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Pedagogy & Practice

☒

School Mission Promotion

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English Medium of Instruction

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To coordinate the existing remedial and enhancement classes in a systematic and effective way.</li> </ul>	<ul style="list-style-type: none"> <li>To allocate students in remedial class properly so as to help balance their school life and at the same time entertain more students in needed.</li> </ul>	<ul style="list-style-type: none"> <li>This program was wholly achieved.</li> <li>The two after school remedial classes were conducted according to preset time-slots, each class recruited 10 students.</li> <li>The two enhancement classes were organized as planned. In 1st term, 148 students participated in the classes from F.1-3 while another 135 students joining the classes in 2nd term.</li> </ul>	<ul style="list-style-type: none"> <li>All classes were conducted according to preset schedule.</li> <li>Strict disciplinary actions were adopted especially in the after school remedial classes, performance of students was satisfactory in general. It was advised to monitor closely on students' performance especially at the beginning of the courses.</li> <li>The Saturday enhancement classes were conducted in weekday after school before examination. Most of the application was made by parents.</li> <li>All classes would be continued in the coming academic year.</li> </ul>

Program Brief:

To Explore The Possibility to Recruit More Elite Athletes in Tutorial Program (Elite Athlete Program)

Related Major Concern:

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Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To provide assistance for elite athletes who are weak in academic.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the status of elite athletes.</li> <li>To communicate with elite athletes and understand their needs.</li> <li>To employ external tutors.</li> <li>All year-round program.</li> </ul>	<ul style="list-style-type: none"> <li>The program was wholly achieved. Tutorial classes were arranged from Feb 2018 onwards, subjects included Mathematics, Biology, Chemistry, Physical Education and Physics, no. of elite athletes in each class ranged from 3 to 8 and around 20 athletes participated in the program. 6 external tutors (our alumni) were employed in this program.</li> <li>All information of elite Athletes were well organized and their individual files were also set up to record relevant data like competition, tutorial and other special need etc.</li> </ul>	<ul style="list-style-type: none"> <li>Closer communication between mentors and elite athletes was required.</li> <li>A general meeting for all elite athletes and mentors would be arranged.</li> <li>Monitoring of the program would be continued and more tutorial classes would be arranged for elite athletes.</li> </ul>

Program Brief:

To Revamp The Pre-S1 Summer Bridging Program

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"><li>To provide a systematic and comprehensive summer bridging program for Pre-S1 students.</li></ul>	<ul style="list-style-type: none"><li>To identify the need of Pre-S1 students.</li><li>To communicate with different parties involved and provide proper and relevant programs.</li><li>To plan the schedule systematically.</li></ul>	<ul style="list-style-type: none"><li>The program would be implemented from Aug 20 to 24, 2018.</li><li>The program was well structured and all parties were cooperative.</li><li>Good preparation work was made.</li></ul>	<ul style="list-style-type: none"><li>Feedback would be obtained from different parties after the program for continuous improvement and follow up work after Aug, 2018.</li></ul>

Report compiled by:

Ho Hon Kin

## 8. Student Admission Committee

Program Brief:

Raise Interview Rate

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Improve the quality of admitted F.1 students by more extensive interview.</li> </ul>	<ul style="list-style-type: none"> <li>Involve all teachers in first interview and streamline the process.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved as only 65% (494 out of 765) of the applicants were actually interviewed.</li> </ul>	<ul style="list-style-type: none"> <li>As compared with previous year's interview rate of 49% (375 out of 762), this year's 65% was already good enough. The target of 80% interview rate was set too high and might not be justified as the standard of the last group of applicants allowed to the interview would be rather low.</li> </ul>

Report compiled by:

Ng Chi Lam

## 9. Timetabling Committee

Program Brief:

Updating Information in The List of "Subject Panel Requirements in Timetable"

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To update information in the list of "Subject Panel Requirements in Timetable" so as to set priorities for different requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Collect requirements from subjects: Nov.</li> <li>Determine priorities of requirements: Jan – Feb.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved &amp; a summary of requirements compiled.</li> </ul>	<ul style="list-style-type: none"> <li>N.A.</li> </ul>

Report compiled by:

Chow Kwok Lim



## COMMUNICATION & DEVELOPMENT

### 1. School-Home Collaboration Committee

Program Brief: 「親子跨科學習——有機紮染」工作坊

Related Major Concern: ☒ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>讓家長與子參與有機紮染的藝視創作並從中了解當相關化學知識</li> </ul>	<ul style="list-style-type: none"> <li>2018-03-08</li> </ul>	<ul style="list-style-type: none"> <li>與科學學會聯辦，參加家長及學生超過 30 人。</li> </ul>	

Program Brief: 家長教師會團隊制服標誌設計比賽

Related Major Concern: ☐ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>加強團隊歸屬感</li> <li>提升學生對平面設計的興趣</li> </ul>	<ul style="list-style-type: none"> <li>2018-03-13 至 04-13</li> </ul>	<ul style="list-style-type: none"> <li>參賽人數只有三位。</li> <li>得獎獲書券及證書，獲獎標誌製作成隊依供團員參加活動時穿著。</li> </ul>	<ul style="list-style-type: none"> <li>可與 VA 科聯辦。</li> </ul>

Program Brief: AFS program

Related Major Concern: ☐ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
• Self-directed Learning	• Feb 2018	• 未有合適時間舉辦。	• 可考慮與其他活動，如家長晚會一同舉辦。

Program Brief: Mentorship Program ( collaboration with AAC)

Related Major Concern: ☐ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
• Liaison with alumni	• Start from Dec 2018	• 基於中文科將於 1819 年度舉行同類活動(校友余燴帶領學生設計旗袍及籌辦展覽)，1718 年度活動取消。	• 可考慮與不同科組合辦。

Report compiled by: Wong Man Kin

## 2. Alumni Affairs Committee

Program Brief: **Communication Channels for The Collection of Up-to-date Personal Data of Alumni**

Related Major Concern: ☐ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To set up communication channels for improving alumni database.</li> </ul>	<ul style="list-style-type: none"> <li>To launch related online system and questionnaire on the Intranet by 2017 December.</li> <li>Channels: School webpage, major school events (e.g. Open Day), memorial webpage of Mr. TCM and Alumni Association.</li> </ul>	<ul style="list-style-type: none"> <li>The goal to obtain responses from 100 alumni was wholly achieved.</li> </ul>	<ul style="list-style-type: none"> <li>The designs on the online questionnaire could be further improved (e.g. qualitative data could be collected for “others” in occupation, and to fine-tune some checkboxes by setting them into individual questions for better layout and easy reading.)</li> </ul>

Program Brief: **Updating and saving of personal data of alumni**

Related Major Concern: ☐ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To update and save alumni personal data.</li> </ul>	<ul style="list-style-type: none"> <li>Alumni database to be updated by 2018 May</li> </ul>	<ul style="list-style-type: none"> <li>The goal to obtain responses and save personal data of 90 alumni was wholly achieved.</li> </ul>	

Report compiled by: **Man Lai Ying**

### 3. External Communication Committee

Program Brief: **Establishing a Communication Directory With External Bodies**

Related Major Concern: ☐ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To establish and accumulate a communication directory with external bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Compilation of a list of educational bodies which our school has contact with.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly Achieved.</li> <li>A list of educational bodies was compiled.</li> </ul>	<ul style="list-style-type: none"> <li>The list can be better classified with more educational bodies in future.</li> </ul>

Program Brief: **Setting Up an IT System to Input Media Archive of News Related to School and Students**

Related Major Concern: ☐ Pedagogy & Practice ☒ School Mission Promotion ☐ English Medium of Instruction ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To store the media archives of our school in a more systematic way.</li> </ul>	<ul style="list-style-type: none"> <li>The News Clippings in the school Intranet will be modified with classification of the archives.</li> <li>A Google Drive for storing media archives will be set up.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly Achieved.</li> <li>The media archives were stored in the News Clippings in the school Intranet with classification.</li> </ul>	<ul style="list-style-type: none"> <li>The drafts of the media archives can be stored in the Team Drive so that they can be shared among our members.</li> </ul>

Report compiled by: Chu Wai Yee

#### 4. Publication Committee

Program Brief: **Preparation of Publication for 30th Anniversary**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To ideate celebration actions of the 30th anniversary via school publication.</li> </ul>	<ul style="list-style-type: none"> <li>Brain write and analyse creative ideas about the 30th anniversary publication.</li> </ul> <p>Time frame: Whole year.</p>	<ul style="list-style-type: none"> <li>Wholly achieved: Constructive and creative ideas were collected via school publication meeting as planned.</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up work will be held in the 30th Anniversary publication committee next academic year.</li> </ul>

Program Brief: **Online Publication**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To align with the 21st century digital technologies.</li> <li>To prepare for the 30th anniversary celebration.</li> <li>To promote the school in the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the possibility of online year book production.</li> <li>Digitalize the past year books and handbook covers.</li> <li>Promote the school image via publishing the year book and handbooks on the school website.</li> </ul> <p>Time frame: Whole year.</p>	<ul style="list-style-type: none"> <li>Partially achieved: Purchase of flip PDF software completed. Kicked off the process of scanning old school yearbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up work will be held next academic year.</li> </ul>

Program Brief:

Enhancement of The Quality of School Year Book

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To enhance the quality of writings in the publication.</li> </ul>	<ul style="list-style-type: none"> <li>Collect proofreading receipt from teacher advisors during submission.</li> </ul> <p>Time frame: Whole year.</p>	<ul style="list-style-type: none"> <li>Partially Achieved: Oral reply received from teacher advisors.</li> </ul>	<ul style="list-style-type: none"> <li>Written proofreading receipt will be collected next academic year.</li> </ul>
<ul style="list-style-type: none"> <li>To enhance the quality of year book layout.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct professional graphic page layout talk to students.</li> <li>Supervise the layout process closely.</li> </ul> <p>Time frame: Whole year.</p>	<ul style="list-style-type: none"> <li>Partially achieved: Page layout grid provided. Close layout process supervision was carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Professional graphic page layout talk will be held next academic year.</li> </ul>
<ul style="list-style-type: none"> <li>To enhance the quality of images in the publication.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct professional photography talk to student editors.</li> <li>Collaborate with Image Promotion Committee in planning &amp; collecting images.</li> </ul> <p>Time frame: Whole year.</p>	<ul style="list-style-type: none"> <li>Partially achieved: The source of Images was from IT/AV Team and teacher advisors.</li> </ul>	<ul style="list-style-type: none"> <li>No professional photography talk is necessary for student editors.</li> </ul>
<ul style="list-style-type: none"> <li>To produce online publication.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the possibility of online publication production.</li> </ul> <p>Time frame: Whole year.</p>	<ul style="list-style-type: none"> <li>Wholly achieved: Purchase of flip PDF software. Kicked off the process of scanning old school yearbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up work will be held next academic year.</li> </ul>

Program Brief:

Online Submission of Information via Google Drive

Related Major Concern:

☐

Pedagogy & Practice

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School Mission Promotion

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English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"><li>To enhance the efficiency in information collection.</li><li>To digitalize the process of information collection.</li></ul>	<ul style="list-style-type: none"><li>Collection of information via google drive.</li></ul> Time frame: Whole year.	<ul style="list-style-type: none"><li>Wholly achieved: Successfully collected the information via google drive.</li></ul>	<ul style="list-style-type: none"><li>Continue the practice of the image collection via google drive.</li></ul>

Report compiled by:

Tse Siu Wah

## 5. Image Promotion Committee

Program Brief:

Story of Ti-lan

Related Major Concern:

☐

Pedagogy & Practice

☒

School Mission Promotion

☐

English Medium of Instruction

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To promote positive school image through interviews with outstanding Ti-lans.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct interviews with two outstanding Ti-lans who got outstanding results in Asian level championship in morning assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>2 interviews done, one on Karate, another one on Artistic Cycling.</li> </ul>	<ul style="list-style-type: none"> <li>It would be better if the Ti-lans could provide more photos in the slides shown in the interviews.</li> </ul>

Program Brief:

Promotion of School Major Events

Related Major Concern:

☐

Pedagogy & Practice

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School Mission Promotion

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English Medium of Instruction

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To promote the school image by releasing the information of the school major events to the publics.</li> </ul>	<ul style="list-style-type: none"> <li>Upload the information of the school major events , such as Swimming Gala, Athletic Meet, Open Day, Activity Day, Speech Day and Musical Review, onto the school website/social media at least 2 weeks before the commencement of the events.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>The information is released as planned.</li> </ul>	



Program Brief:

School Event Highlight

Related Major Concern:

☐

Pedagogy & Practice

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School Mission Promotion

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English Medium of Instruction

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"><li>To promote the school image by releasing the highlights of the major school events to the public.</li></ul>	<ul style="list-style-type: none"><li>Upload the event highlights and snapshots/videos onto the school website/social media after the completion of the events.</li></ul>	<ul style="list-style-type: none"><li>Partially achieved.</li><li>The highlights are released as planned.</li></ul>	<ul style="list-style-type: none"><li>Some event-in-charge are too busy to provide information even after the event.</li></ul>

Report compiled by:

Wong Ka Wing

## 6. School & Staff Development Committee

Program Brief:

Formulation of 3-year School Development Plan (SD Plan) 2018-2021

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To evaluate the implementation of the SD Plan for 2015-2018.</li> <li>To formulate the school major concerns for 2018-2021.</li> <li>To formulate a strategic plan for implementing the school major concerns 2018-2021.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate school's performance against the major concerns 2015-18 by conducting different surveys, e.g. APASO, Stakeholder Survey, SWOT Analysis, etc. (Jan – Mar).</li> <li>Collect teachers' suggestions and opinions on SD Day 1 (Dec).</li> <li>Discuss teachers' suggestions and opinions and make proposals in EC (Feb - Mar).</li> <li>Collect teachers' feedback on EC proposals and discuss the implementation strategies on SD Day 2.</li> <li>Finalize the major concerns and 3-year School Development Plan in EC (May).</li> <li>Discuss and confirm the detailed implementation plan on SD Day 3 (Jun).</li> <li>Table SD Plan for IMC approval (Jun).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>The school performance was evaluated through conducting APASO, Stakeholder and SWOT Analysis from Jan. to Mar.</li> <li>Teachers' suggestions and opinions were collected and discussed on SD Day 1 &amp; 2.</li> <li>The major concerns and 3-year School Development Plan were finalized according to schedule.</li> <li>The SD Plan was approved by IMC in Jun.</li> </ul>	<ul style="list-style-type: none"> <li>The plan was successful carried out mainly due to the superb cooperation of the whole committee. All members were willing to contribute their ideas and follow what had been decided.</li> <li>All leaders and secretaries could lead the discussions smoothly and produced precise reports.</li> <li>New tools should be explored for collecting opinions online in more effective and efficient ways.</li> </ul>

Program Brief:

Induction to New Teachers and Associate Teachers

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To help new teachers and associate teachers for their quick adaptation to the working practice and environment in JCTIC.</li> </ul>	<ul style="list-style-type: none"> <li>Explain school information to new teachers, e.g. School Administrative Structure, Staff Handbook, Form Teacher Handbook, etc.</li> <li>Offer help and assistance and provide necessary information to new teachers upon request.</li> <li>Match mentors to new teachers for their 1st year of working in school.</li> <li>Channel new teachers' reflections to school management.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>All meetings were held according to schedule.</li> <li>The mentors provided timely and useful advice.</li> <li>The new teachers worked according to school practices and could follow the schedule in their school work.</li> <li>Feedback was collected from new teachers through the end-of-term meetings. The opinions had been passed to the Principal.</li> </ul>	<ul style="list-style-type: none"> <li>The mentors may not necessary to be the panel head. Experienced teachers teach the same subject may be more suitable.</li> </ul>

Report compiled by:

Leung Chi Wing

## STUDENT DEVELOPMENT

### 1. Careers & Life Planning Committee

Program Brief:

Careers Day

Related Major Concern:

☐ Pedagogy & Practice

☐ School Mission Promotion

☐ English Medium of Instruction

☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To increase student participation and to enhance the quality of programmes on “Careers Day”.</li> </ul>	<ul style="list-style-type: none"> <li>To organize “Careers Day” in the morning of a Saturday (16/12/2017) with well packed programmes (instead of organizing several small-scale talks over a week).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly Achieved.</li> <li>the attendance rate of Form 6 students was over 85%. Besides, 84 parents and students from Form 1 to Form 5 also attended the talk.</li> <li>according to teachers' observation, attitude of over 50% of attending students were positive and proactive.</li> </ul>	<ul style="list-style-type: none"> <li>The talk on Overseas Studies was found a little bit late since the admission deadline of some overseas institutions was already passed in December. The talk will be organized in September and October in the next academic year.</li> </ul>

Program Brief:

Pilot Scheme on Job-Shadowing

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"><li>To arouse students' awareness of real life workplace.</li></ul>	<ul style="list-style-type: none"><li>To organize a pilot scheme on job-shadowing during Feb - May 2018 (TBC).</li></ul>	<ul style="list-style-type: none"><li>The scheme was postponed.</li><li>The programme of the scheme involved safety and insurance of students which were found complicated. More preparation time is required.</li></ul>	<ul style="list-style-type: none"><li>Explore similar schemes from other schools and find out the most suitable model for our own school.</li></ul>

Report compiled by:

Tong Cheong Wing

## 2. Counselling Committee

Program Brief: **Theme Related Program: Strengthening Mental Health of Students**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Getting support from professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Co-operating with The Education University of HK(香港教育大學) and The Mental Association of HK(香港心理衛生會).</li> <li>Co-operating with the SEN Support Committee from 11/2017 to 5/2018.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>We held 4 times meeting with EU and MAHK and completed all the program planned.</li> </ul>	<ul style="list-style-type: none"> <li>EU and MAHK were appreciated.</li> </ul>
<ul style="list-style-type: none"> <li>Enriching knowledge of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Providing training course for the teaching staff: 12/2017 3/2018</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>We provided 10 hours training program to all of staff.</li> <li>3 days training to 18 selected teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Due to some misunderstanding, the date of program from March 2018 changed into June and July.</li> <li>Reinforce the communication.</li> </ul>
<ul style="list-style-type: none"> <li>Setting up a students' team.</li> </ul>	<ul style="list-style-type: none"> <li>Providing training for some students from 11/2017 to 5/2018.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>The team has been set up.</li> </ul>	
<ul style="list-style-type: none"> <li>Creating a warm atmosphere in the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching the students to accept the needy from 12/2017 to 8/2018.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> <li>The program has been completed.</li> <li>But the atmosphere was slightly improved.</li> </ul>	<ul style="list-style-type: none"> <li>We need to continue the program to eliminate the misunderstanding.</li> </ul>

<ul style="list-style-type: none"> <li>Protecting the students by enriching their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Educating the students to manage the stress and seek help.</li> <li>From 9/2017 to 8/2018</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>We arranged 2 times of test separately to all of F.1 and F.2 students.</li> <li>Through the talk, the exhibition and the game, we encouraged students to seek help and give hand to others.</li> </ul>	<ul style="list-style-type: none"> <li>We need to continue the program.</li> </ul>
<ul style="list-style-type: none"> <li>Protecting the students by helping them to develop positive attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening the resilience of students from 9/2017 to 8/2018</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>The talk and exhibition had been held in Nov 2017 and May 2018.</li> </ul>	<ul style="list-style-type: none"> <li>It should be continue.</li> </ul>
<ul style="list-style-type: none"> <li>Support the needy.</li> </ul>	<ul style="list-style-type: none"> <li>Co-operate with School Social Workers and Psychologist to support the students with mental problem from 9/2017 to 8/2018</li> </ul>	<ul style="list-style-type: none"> <li>Wholly, achieved.</li> <li>Over 10 case conference were held to communicate with subject teachers and other people whom may concern in order to give better support to students with needs.</li> </ul>	<ul style="list-style-type: none"> <li>The case conference are useful and effective way to communicate.</li> <li>It should be continue.</li> </ul>

Report compiled by:

Chui Lai Kuen

### 3. Discipline Committee

Program Brief:

Uniform Checking and Punctuality Improvement

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Further improve student punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>DC teacher met those students that were late twice as a preventive measure.</li> <li>Students, who were 5 times late need to report to the office at 7:45am for 3 consecutive days.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional sheets to Form Coordinators and concerned students were prepared.</li> <li>Punishment reduction will be added as an encouragement to motivate students to complete the improvement scheme.</li> </ul>

Report compiled by:

Choi Koon Hung



#### 4. OLE & SLP Committee

Program Brief: **Self-Organized Activity Day by F.4 and F.5 Students**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To enhance students' leadership.</li> <li>To develop students' potential in organizing activities.</li> <li>To increase students' independence.</li> <li>To make students more responsible for their own activities.</li> </ul>	<ul style="list-style-type: none"> <li>F.4 students will be allowed to plan their own activity day on class basis under teachers' guidance.</li> <li>After the career visit in the morning, F.5 students will be allowed to plan a half-day activity either on class or form basis.</li> </ul>	<ul style="list-style-type: none"> <li>Partly achieved.</li> <li>F.5 students had submitted well planned activities in the afternoon according to the school guidance and Form Teachers' assistance.</li> <li>The feedbacks from F.5 students are favourable. They tend to enjoy activities organized by themselves more than that by the school for whole form.</li> <li>However, since there was a very good social service opportunity offered by Pui Oi School which provides education for physically handicapped children in Tuen Mun, the original plan of self-organized activities were postponed to next year.</li> <li>The social services activities in Pui Oi were very successful.</li> </ul>	<ul style="list-style-type: none"> <li>The afternoon session of self-organized activities for F.5 should be continued next year.</li> <li>Students should take part in more social services.</li> <li>Students should be allowed to gain more exposure to organize activities for themselves so as to improve their self-competence and leadership.</li> </ul>

Report compiled by:

Fu Sui Hong

## 5. Student Exposure Committee

Program Brief:

Revised Leadership Training Program

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To enhance the leadership qualities of student leaders in areas including proactive-ness, self-confidence, readiness to face challenges, communication skills, creative problem-solving skills and team building skills, etc.</li> <li>To nurture a greater sense of belonging among the student leaders to the school, as well as the continuity of the spirits of Ti-ians through the involvement of the student leaders in the training of potential leaders at school.</li> </ul>	<ul style="list-style-type: none"> <li>30 student leaders of the major roles are invited to participate in the program:</li> <li>Program structure:               <ul style="list-style-type: none"> <li>- 2 half-day training workshops in school (21/10, 11/11)</li> <li>- 1 full-day training camp in a campsite (3/2)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Positive feedback from the student leaders</li> </ul>	<ul style="list-style-type: none"> <li>Base on this year practice, we think that the programs should add some more external elements, take for an example, interschool cooperation, training programs provided by external agents etc.</li> <li>The format is well accepted, so the practice will be continued.</li> </ul>

Program Brief:

**Fun Fair (School Open Day)**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Incorporate leadership training, community service, arts and entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>Set up of booths at Open Day by 4 Houses and Student Union (SU)</li> <li>4 Houses and SU have to decide the activities at the booth to promote school mission, e.g. selling artworks or play games.</li> <li>The fund raised from the booth will be used as donation to NGO.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>During the Open Day, the traffic is high, and atmosphere is fill with hype of excitement.</li> <li>The total amount of \$21,289 was raised.</li> </ul>	<ul style="list-style-type: none"> <li>The program will continue with more different bodies involved. Take for an example, Ti-I alumni.</li> </ul>

Program Brief:

**Musical Performance**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☒

English Medium of Instruction

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Encourage students to gain exposures through participating in the musical performance.</li> </ul>	<ul style="list-style-type: none"> <li>Employ an external agency to set up a musical event as the framework to encourage participations.</li> <li>Promotion among Music Club, Dance Club and Drama Club.</li> <li>Confirm script (with EMI) for practice and rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Positive feedback from the audio regarding the performance night. (Musical Review 1718).</li> </ul>	<ul style="list-style-type: none"> <li>Base on this successful ground, the program will carry on this year.</li> <li>The format is well accepted, so the practice will be continued.</li> </ul>

Report compiled by:

Woo Mei Hung

## 6. Student Growth Committee

Program Brief:

Form One Accommodation Program

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To convey important information to the F.1 students which may help them better accommodate to Ti-I life.</li> <li>To demonstrate to the students the basic requirements of being a decent Ti-ian.</li> </ul>	<ul style="list-style-type: none"> <li>17-day lunch program in September</li> <li>F.1 students will take their lunch inside the classrooms</li> <li>Different committees will be responsible for the 15-minute accommodation program</li> <li>SGC will be responsible for two days. It will be activity-based. The theme will be "Set the Goal! Seize the Moment!"</li> </ul>	<ul style="list-style-type: none"> <li>Positive response was reflected by the F.1 parents.</li> <li>Most of the students worked seriously on their own target-setting in the first period of the SGC lesson. They then reflected on their own accomplishment by drawing and writing in the second lesson.</li> <li>On the whole, most form teachers reflected that the whole month activity was very demanding. They agreed with taking lunch with the students together, but not all the way until 1:30 pm. They suggested shortening the program or allow more time for students to rest during the lunch.</li> <li>In order to fill up all the 17 slots, some big committees had two sessions with the students. They all found the arrangement not necessary. One session should be enough.</li> </ul>	<ul style="list-style-type: none"> <li>After collecting feedbacks from the form teachers, a trimmed down version of the program would be suggested for the next academic year.               <ul style="list-style-type: none"> <li>(a) 15-minute hall section or classroom activities only on Monday, Wednesday and Friday after eating lunch.</li> <li>(b) Lunch inside classroom until 1:15pm on Tuesday and Thursday</li> </ul> </li> </ul>

**Program Brief:****Promote the Message “Seize the Moment” Across the School****Related Major Concern:**☐ Pedagogy & Practice☐ School Mission Promotion☐ English Medium of Instruction☒ N/A

Objectives	Strategies / Time Scale	Level of achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To cultivate positive values and attitudes as the direction for whole-person education</li> <li>To emphasize students' need to make the most of each and every opportunity for learning, growth, character building, leadership development, social engagement, and to become the best individual they can be right now, not later.</li> </ul>	<ul style="list-style-type: none"> <li>Promote the theme through different channels such as morning assemblies, hall assemblies, Friday assemblies, form teachers' periods and the F.1 Accommodation Program. Students will also be trained to contribute more.</li> </ul>	<ul style="list-style-type: none"> <li>In general, the message “Seize the moment” has successfully been cultivated in the hearts of all Ti-ians.</li> <li>20 teachers have shared their own precious experiences (moments) in the morning assemblies to facilitate a better connection with students and spread the importance of “Seizing the moment”. The stories were very well-received.</li> <li>The hall assemblies were another great success for promoting our main theme of “Seize the moment”. Different student bodies, clubs and societies, teams and subjects have displayed their experiences of perseverance and success in various presentations. Students were trained as presenters and speakers.</li> <li>The Student Growth Forum has been introduced by using the time at the morning assemblies as well as the Form Teachers' Period. Four issues have been addressed this year: respect, money management, time management and emotion. Student Growth Ambassadors were trained to write their own story scripts to deliver the messages at the morning assemblies. As a follow up of reflection and debriefing, teaching kits were then prepared for form teachers to conduct classroom activities to consolidate the positive messages. Students were encouraged to speak up and share their views on papers. Insightful work has been displayed in the campus to round up all meaningful activities.</li> </ul>	<ul style="list-style-type: none"> <li>After collecting feedbacks from form teachers and other colleagues, the Student Growth Forum will be further developed in the next academic year. In order to align with the school's EMI culture, Student Ambassadors would be trained and encouraged to share their stories in English.</li> </ul>

**Report compiled by:**

Yeung Pui San

## ADMINISTRATION & RESOURCCES

### 1. Resources Committee

Programme Brief: Enhance The PA And Communication System

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To enhance the stability and reliability of the PA system.</li> </ul>	<ul style="list-style-type: none"> <li>Rewiring of whole school PA system.</li> </ul> <p>Time scale: 1 year.</p>	<ul style="list-style-type: none"> <li>Partially.</li> <li>The whole PA system has been rewired during the summer holiday.</li> <li>Emergency intercommunication devices were installed in all teaching venues.</li> </ul>	<ul style="list-style-type: none"> <li>The whole school testing of the PA system has to be carried out in September and October 2018.</li> </ul>
<ul style="list-style-type: none"> <li>To enhance the communication between presenter and audience in tour guide.</li> </ul>	<ul style="list-style-type: none"> <li>To purchase digital tour guide system.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieve.</li> <li>Tour guide system has not been purchase.</li> </ul>	<ul style="list-style-type: none"> <li>As the demand of using tour guide system is low. The purchase of the system is suspended.</li> </ul>

Programme Brief:

Promotion of Our School Using Display Boards

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To promote our school by using the display boards in the covered walkway (Time tunnel).</li> </ul>	<ul style="list-style-type: none"> <li>Reassigning the display boards in the covered walkway and to display students' achievements systematically.</li> </ul>	<ul style="list-style-type: none"> <li>Partly.</li> <li>All display boards in the covered walkway were reassigned.</li> <li>Minor errors were found in the content.</li> </ul>	<ul style="list-style-type: none"> <li>Other notice boards should also be reassigned to cater for the needs of new organization structure.</li> </ul>
<ul style="list-style-type: none"> <li>To display our honoured students systematically.</li> </ul>	<ul style="list-style-type: none"> <li>Design and reconstruction of the display area outside the school hall (coordination with EMC).</li> </ul>	<ul style="list-style-type: none"> <li>Not Achieved.</li> <li>Reconstruction of the display area outside school hall have not been carried out.</li> </ul>	<ul style="list-style-type: none"> <li>The planning of reconstruction of display area outside the school hall has been suspended. The chair store next to the display area may have to be reconstructed which affects the initial reconstruction schedule.</li> </ul>

Report compiled by:

Cheung Fook Lai

## 2. Estate Management Committee

Program Brief:

Major Repairs

Related Major Concern:

☐ Pedagogy & Practice

☐ School Mission Promotion

☐ English Medium of Instruction

☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To complete the 2 Major Repairs items which were left from 2014-2015:               <ul style="list-style-type: none"> <li>(a) Leaking of water tanks and ceiling.</li> <li>(b) Spalling of external wall.</li> </ul> </li> <li>To complete the Major Repair item which were left from 2015-2016: Tennis Court.</li> <li>To complete the 2 Major Repairs item which were left from 2016-2017:               <ul style="list-style-type: none"> <li>(a) Aluminium window</li> <li>(b) Basketball Court</li> </ul> </li> <li>To complete the 2 Major Repairs item which were left from 2017-2018:               <ul style="list-style-type: none"> <li>(a) Computer Room</li> <li>(b) Preparation Room of Chem and Bio Lab</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Scheduled to be conducted during the summer holidays of 2017.</li> <li>Scheduled to be conducted during the Easter Holiday of 2018.</li> <li>Scheduled to be conducted during the summer holidays of 2017.</li> <li>The renovation of the Computer Room was conducted on 1st June, 2018.</li> <li>The renovation works of the Preparation Room of Chem and Bio Lab. will be started on 16th July, 2018.</li> </ul>	<ul style="list-style-type: none"> <li>The tanks and ceiling were wholly repaired during the summer holidays of 2017.</li> <li>The patched repair of the external walls was wholly completed during the summer holidays of 2017.</li> <li>The resurfacing works of the tennis court was wholly completed in April of 2018.</li> <li>All the double glazed windows of the classrooms above the covered playground were wholly replaced with the aluminium window during the summer holidays of 2017.</li> <li>Contractor completely finished the patched repair of the defective floor in the Tennis Court.</li> <li>The renovation works of Computer Room is scheduled to be wholly completed in mid-August, 2018.</li> <li>The renovation of the Preparation Room of Chem and Bio Lab. is scheduled to be wholly completed in mid-August, 2018.</li> </ul>	<ul style="list-style-type: none"> <li>With the support of the ASD, agreement was reached on the method, scope and the schedule of the repair work.</li> <li>With the support of the SSDO, agreement was reached on the method, scope and the schedule of With the support of the ASD, agreement was reached on the method, scope and the schedule of the repair work.</li> <li>With the support of the ASD, agreement was reached on the method, scope and the schedule of the renovation work &amp; the repair work.</li> </ul>



Program Brief:

**Electronic Door Access System**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To enhance the security of the special rooms.</li> </ul>	<ul style="list-style-type: none"> <li>Installing an Electronic Door Access System for all special rooms.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly Achieved.</li> <li>The installation of the Electronic Door Access System was successfully completed.</li> <li>A cost effective solution using LORA technology was deployed.</li> </ul>	<ul style="list-style-type: none"> <li>A lot of time had been spent on discussing and solving problems with the contractors.</li> </ul>

Program Brief:

**Gardening**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To better maintain the trees in the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Trimming of trees frequently.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>The trees were trimmed. Some infected trees with potential hazard were removed according to the advices of the tree expert.</li> </ul>	<ul style="list-style-type: none"> <li>The trees on the slopes along the road leading to the main entrance and the pathway from the middle gate to the small gate need to be monitored. Complaints were received from pedestrians via Land Department.</li> <li>Periodic inspection and trimming are being carried out.</li> </ul>

Program Brief:

**Upgrade of CCTV System**

Related Major Concern:

☐ Pedagogy & Practice

☐ School Mission Promotion

☐ English Medium of Instruction

☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To enhance the security system in the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Upgrading the DVRs of the CCTV system.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>The new DVRs was installed in February 2018.</li> </ul>	<ul style="list-style-type: none"> <li>A lot of effort was spent in dealing with the contractor to improve the presentation of alert signals for motion detection enabled cameras.</li> </ul>

Program Brief:

**Green Programs**

Related Major Concern:

☐ Pedagogy & Practice

☐ School Mission Promotion

☐ English Medium of Instruction

☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To develop the campus into a green school of energy conservation.</li> </ul>	<ul style="list-style-type: none"> <li>Installing solar energy and energy saving devices in the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Solar panels and LED lights were installed in the Study Room and along the walkway.</li> <li>EMC will continue to install the energy saving devices in other suitable locations.</li> <li>Educational talk of energy conservation in both the junior form and senior form assemblies.</li> <li>Off Light Campaign on 8th March, 2018.</li> </ul>	<ul style="list-style-type: none"> <li>The educational talk of energy conservation can cultivate a sense of energy saving among students. This program should maintain and continue.</li> </ul>

<ul style="list-style-type: none"> <li>To enhance students' awareness of resource conservation and waste separation.</li> </ul>	<ul style="list-style-type: none"> <li>Estate Management Committee will explore the continuity of the paper recycling program.</li> </ul>	<ul style="list-style-type: none"> <li>Not Achieved.</li> <li>No consensus could be made with the Student Union (SU) concerning paper recycling.</li> </ul>	<ul style="list-style-type: none"> <li>EMC will explore such possibility with the new SU in 2018-2019.</li> </ul>
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**Report compiled by:**

Ma Chi Wing

### 3. IT Administration Committee

Program Brief:

Setting Up a New Student IT/AV Team

Related Major Concern:

☐

Pedagogy & Practice

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School Mission Promotion

☐

English Medium of Instruction

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To provide photo and video recording services for major school events.</li> <li>To maintain and uphold all online galleries, School YouTube Channel, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Recruit and assemble a team of around 10~15 students with interest in media production. (Early Sept 17)</li> <li>Purchase of suitable equipment. (Within Sept 17)</li> <li>Redesign and simplify the workflow of the collection of photos and videos from staff. (Within 1st Term)</li> <li>Enrich the content of our YouTube Channel by uploading videos of most major school events. (Year Round)</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> <li>The team was successfully recruited.</li> <li>Equipment was purchased and shipped in the 2nd Term.</li> <li>A new 360 VR School Gallery was created.</li> <li>Some media production tasks were carried out by the team.</li> </ul>	<ul style="list-style-type: none"> <li>More systematic training, planning and work allocation to the team will benefit the development of the team.</li> </ul>

Program Brief:

**M411 Renovation and Replacement of Computers**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To provide a better learning and teaching venue for ICT lessons, e-Learning, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Renovation (electrical wiring, lightings, etc.)</li> <li>Purchase of Chromebook + Notebook.</li> <li>Purchase of Mobile Trolley.</li> <li>Purchase of flexible furniture to facilitate group work.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Renovation work completed in Aug 18.</li> <li>New equipment purchased in Jan 18.</li> <li>A new flexible teaching arrangement is provided for all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>ASD insisted on installing a traditional type raised floor instead of new raised floor with smaller height.</li> </ul>

Report compiled by:

Chan Wai Leung

## 4. Supporting Staff Committee

Program Brief:

Induction to The New Executive Officer

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To improve the functions of the General Office.</li> <li>To better allocate the duties of the General Office.</li> <li>To help the new staff for her quick adaptation to the culture, working practice and environment of JCTIC.</li> </ul>	<ul style="list-style-type: none"> <li>Explain school information to new staff, e.g. School Administrative Structure, Handbooks, etc.</li> <li>Discuss with the staff the assigned duties in details and make necessary adjustments if needed.</li> <li>Offer help and assistance and provide necessary information to new staff upon request.</li> <li>Channel new staff's reflections to school management.</li> <li>Time scale: Throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> <li>The staff was successfully recruited according to schedule.</li> <li>The office works were reallocated.</li> <li>All strategies were carried out where necessary.</li> <li>The staff will leave upon completion of contract.</li> </ul>	<ul style="list-style-type: none"> <li>When recruiting the new staff, more concern would be put in exploring candidate's abilities of multi-tasking and human relationship.</li> </ul>

Program Brief:

Review of The Appraisal System For Supporting Staff

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Improve the existing system to be a fairer, simpler and more open system to monitor the performance of supporting staff.</li> <li>Promote and cultivate the sense of accountability.</li> <li>Motivate staff for continue reflection and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Review the areas to be appraised.</li> <li>Review the assignation of the appraisers.</li> <li>Review the documentation of the appraiser system.</li> <li>Review the system logistics.</li> <li>Introduce the appeal procedures into the system.</li> <li>Explain clearly the objectives, implementation and the documentation of the system to all concerned staff to minimize their worries.</li> <li>Time scale: Jan to Jun 2018.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>All strategies were successfully carried out according to schedule.</li> <li>The new system was passed during the IMC meeting in Jun.</li> <li>The new system will be implemented starting 2018-19.</li> </ul>	<ul style="list-style-type: none"> <li>The review could be successfully and smoothly carried out might be because trust has been built up between the school management and the staff. Most of the staff, if not all, considered that it is an improvement of the existing one but not a measure to exert pressure to them.</li> </ul>

Report compiled by:

Leung Chi Wing

## 5. Student Registration & Records Committee

Program Brief:

**Compile a One File Summary of All Student Information**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>A comprehensive file for school administration personnel to access student information in a more convenient way.</li> </ul>	<ul style="list-style-type: none"> <li>Extract the basic student information from WebSAMS (work with IAC)</li> <li>Include all other necessary student information into the file. (e.g. stream, electives)</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved</li> <li>Positive feedback from school administration personnel</li> </ul>	

Program Brief:

**Enhance The "Student Data" of School Intranet**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To provide a more dynamic student data repository for teachers to access and retrieve relevant and updated data.</li> </ul>	<ul style="list-style-type: none"> <li>Include the data of student development.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved</li> <li>OLE data was included successfully</li> </ul>	<ul style="list-style-type: none"> <li>Other data such as awards/punishments could be included.</li> </ul>



Program Brief:

**Production & Distribution of Student ID Card**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
• To produce and distribute student ID card.	• At the beginning of the school year.	• Wholly achieved	

Program Brief:

**F.1 Registration & Preparation Work**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
• To execute the registration details of F.1 students.	• At the registration period.	• Wholly achieved.	

Program Brief:

**Photo-taking for All Students**

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
• To arrange photo-taking for all students.	• At different assigned period.	• Wholly achieved.	

Report compiled by:

Lie Chi Wai

## 6. Finance Committee

Program Brief: **Testing and Launching of The electronic Financial System**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To enhance financial management efficiency and effectiveness through an on-line electronic system.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct testing of the new system</li> <li>Set up time-table for staff training</li> <li>Perform pilot and parallel run, etc.</li> <li>Time frame: Within 1st term</li> </ul>	<ul style="list-style-type: none"> <li>Partially</li> <li>Repeated testing and debugging have been conducted.</li> <li>A schedule has been set for launching the system.</li> <li>The pilot and parallel run has not taken place.</li> </ul>	<ul style="list-style-type: none"> <li>The pilot and parallel run will take place in 2018/2019.</li> </ul>

Program Brief: **Regulation of Insurance Affairs, Provident Fund And MPF For Staff**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To regulate the insurance, provident fund and MPF plans for teaching and supporting staff</li> </ul>	<ul style="list-style-type: none"> <li>Choose a relevant insurance plan for the school</li> <li>Provide relevant MPF information to staff for their consideration</li> <li>Time frame: Within the school year</li> </ul>	<ul style="list-style-type: none"> <li>Wholly</li> <li>The insurance, provident fund and the MPF system were operated smoothly.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Program Brief: **Regulation of The Newly Launched Scholarship And VA/PE Subsidies**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To regulate the newly launched scholarship for outstanding students and subsidies for VA and PE students.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the application and regulate the use of funds for the scholarship and subsidies.</li> </ul> <p>Time frame: Whole school year.</p>	<ul style="list-style-type: none"> <li>Wholly</li> <li>The scholarship and subsidies were made available to students and more students approached the teacher for enquiry and application.</li> </ul>	<ul style="list-style-type: none"> <li>The application form for the VA subsidy has been revised and guidelines drawn up to ensure that the application procedures are in order.</li> </ul>

Program Brief: **Transfer The Fixed Assets to The Relevant Parties**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To ensure that the fixed assets are transferred to the right parties.</li> </ul>	<ul style="list-style-type: none"> <li>Review the Fixed Asset Register to re-allocate the fixed assets to the relevant committee heads.</li> </ul> <p>Time frame: 2nd term.</p>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>The fixed assets have been allocated to the relevant parties.</li> </ul>	

Report compiled by: Poon Sinn Ching

## 7. Major School Event Committee

Program Brief:

School Ambassador Team

Related Major Concern:

☐ Pedagogy & Practice

☒ School Mission Promotion

☐ English Medium of Instruction

☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To promote school mission for the visitors by a group of buddies.</li> </ul>	<ul style="list-style-type: none"> <li>Recruit student ambassadors mainly from F.3 and 4 and give them training.</li> <li>Student Ambassadors would present our school in a friendly and helpful way.</li> <li>They would accompany guests and visitors in campus tours to help them understand our school in different aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Participated in               <ul style="list-style-type: none"> <li>(a) the school promotion organized by PTA outside school</li> <li>(b) the Opening day</li> </ul> </li> <li>Set up a booth in the Baptist Lui Ming Choi primary school.</li> <li>Accompanied teachers and students from Singapore for campus visit.</li> </ul>	<ul style="list-style-type: none"> <li>Around 20 to 30 school ambassadors should be included.</li> <li>Recruit F.2 to F5 students as the school ambassadors.</li> <li>More training for serving guests in a tea reception will be given to students.</li> </ul>

Report compiled by:

Wong Ming Yuet

## 8. Crisis Management Committee

Program Brief:

Emergency Handbook Compilation

Related Major Concern:

☐ Pedagogy & Practice

☐ School Mission Promotion

☐ English Medium of Instruction

☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>Formulate protocols to handle emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>A draft of the Emergency Handbook was compiled before the beginning of the school year 2017-2018.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved as the Principal commented that the Emergency Handbook had to be re-compiled.</li> </ul>	<ul style="list-style-type: none"> <li>YWS will continue to work on the compilation of the Emergency Handbook and produce a second draft by the end of August 2018.</li> </ul>

Report compiled by:

Yip Wing Shun

## 9. Staff Welfare Committee

Program Brief:

Yoga programs

Related Major Concern:

☐

Pedagogy & Practice

☐

School Mission Promotion

☐

English Medium of Instruction

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> <li>To provide occasions for teachers' gatherings and communications.</li> <li>To promote work-life balance among the teachers during leisure time.</li> <li>To acquire basic skills in yoga when attending the program.</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings were held after school throughout the year.</li> <li>Each meeting lasted for an hour and was held in the Activity Room.</li> <li>The fee for the yoga coach was shared among the participants.</li> </ul>	<ul style="list-style-type: none"> <li>The objectives of this program was wholly achieved.</li> <li>Meetings were regularly held throughout the year.</li> <li>More than five teachers joined the program in each meeting.</li> <li>All the teachers enjoyed the program and relaxing atmosphere could be found.</li> <li>The program was good for the teachers' work-life-balance.</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers were having the yoga-mentor courses outside school. The concerned teachers could be invited as the yoga coach next school year.</li> </ul>

Report compiled by:

Chu Po Yee

## FINANCIAL REPORT

### Government Funds and School Funds

	Income (\$)	Expenditure (\$)
<b>I. Government Funds</b>		
(1) Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
- Administration Grant	4,918,946.05	4,751,445.41
- Noise Abatement Grant	651,390.00	645,842.18
- Composite Information Technology Grant	437,948.00	440,207.53
- Capacity Enhancement Grant	599,381.00	400,205.00
(b) Non-School Specific Grant		
- School and Class Grant	877,828.41	1,372,306.66
(Daily running cost: electricity charges, cleaning materials, postage, printing, repairs & maintenance, etc.)		
- Composite Furniture and Equipment Grant	583,113.21	1,089,938.40
- Programme Fund – WS Approach to Guidance & Discipline	8,527.50	4,978.03
- Lift Maintenance Grant	29,644.76	75,971.58
- Consolidated Subject Grants (for various subjects)	167,530.00	133,972.04
- Other Grants	236,636.88	14,239.65
(including Enhancement, SBM Supplementary Grant, Staff Training and Development Grant, Air Conditioners For Prep. Rm. of Lab., Baseline Reference balance)		
	<b>8,510,945.81</b>	<b>8,929,106.48</b>

	Income (\$)	Expenditure (\$)
(2) Special Grant		
- School-based After-school Learning Scheme	112,800.00	20,888.90
- Teacher Relief Grant	227,856.25	4,575.00
- Senior Secondary Curriculum Support Grant	875,340.00	1,000,165.48
- Learning Support Grant	111,888.00	124,600.00
- Diversity Learning Grant	117,000.00	77,603.60
- Jockey Club Life Wide Learning Fund	87,098.00	49,031.90
- Career & Life Planning Grant	583,560.00	519,041.50
- Non-Chinese Speaking Students	800,000.00	713,171.00
- Strengthening Schools' Administration Management	0.00	260,875.00
- One-off Grant & Extra recurrent under ITE4	84,940.00	84,940.00
- One-off IT Grant for e-Learning	0.00	219,099.00
- One-off Promotion of STEM	0.00	124,586.00
	<b>3,000,482.25</b>	<b>3,156,185.38</b>

	Income (\$)	Expenditure (\$)
<b>II. School Funds</b>		
Tong Fai & Miscellaneous	1,871,487.50	2,299,444.26

**Report compiled by:** Chem Wan Chi Sabina



## ANNEX – SPECIAL REPORTS

### 1. Capacity Enhancement Grant

Item	Major Area(s) of Concern	Implementation Plan	Benefits Gained	Resources Used	Performance Indicators	Assessment Mechanism	Evaluation
1	<ul style="list-style-type: none"> <li>Create more space for teachers to prepare for their teaching</li> <li>Reduce teachers' non-teaching duties and administrative work</li> <li>Provide teaching support for subject panels (VA., Eng. Lang &amp; ICT).</li> </ul>	<ul style="list-style-type: none"> <li>Together with other share of grants from EDB such as CLPG, to employ 3 Associate Teachers (ATs) to share teachers' teaching load and assist teachers in handling administration work and conducting extra-curricular activities and other school functions.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' teaching and non-teaching workload was reduced</li> <li>Teachers could spare more time in planning for their teaching and taking care for the students.</li> <li>After school and weekend academic programs were conducted for students</li> </ul>	Total: <b><u>\$400,205</u></b>	<ul style="list-style-type: none"> <li>Formal class teaching of Eng. Lang., V.A. and ICT were conducted by ATs.</li> <li>ICT co-teaching was carried out in junior forms.</li> <li>The after school academic programs were carried out.</li> <li>Support for SEN students was provided.</li> <li>Support for organizing school functions was provided.</li> </ul>	<ul style="list-style-type: none"> <li>Annual appraisal</li> <li>Feedback from staff</li> <li>Observation</li> <li>Job record</li> </ul>	<p>Teachers' feedback on ATs' performance were mostly positive. They were considered as helpful, responsible and efficient.</p> <p>The appraisal reports show that their performances were quite good. Most of the comments were positive.</p> <p>All ATs completed the contracts. One of them was promoted to be a VA teacher and the other one's contract was renewed.</p>

**Report compiled by:** Leung Chi Wing

## 2. Careers & Life Planning Grant

The *JCTIC Career and Life Planning Program* addresses the interrelationships between family, work, community and environment. It is an organized, coordinated program from F.1- F.6 that is effective and appropriate to the needs of our students and families.

Our vision is: To enable our students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future.

In order to achieve this:

- We will assist students to make the most appropriate plans for their career and life choices through analyzing multiple life roles and responsibilities in family, work, and community settings and integrating those factors that impact on personal choice and career pathways.
- Students need to experience opportunities which are designed not only to raise their awareness of future choices but also heighten their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant																					
<ul style="list-style-type: none"><li>Assessment of Extent of Career Counseling (2016-17 year)</li></ul>	<ul style="list-style-type: none"><li>Careers &amp; Life Planning Committee to provide baseline data on extent of career counseling in 2016-17. Statistics on numbers of students involved in career planning activities.</li></ul>	<ul style="list-style-type: none"><li>Baseline data was tabulated for comparisons for F.3 – F.6.</li><li>No. of students participated in career exploration per school year:<table><tr><td></td><td>2016-17</td><td>2017-18</td></tr><tr><td>F.1</td><td>152</td><td>155</td></tr><tr><td>F.2</td><td>153</td><td>150</td></tr><tr><td>F.3</td><td>153</td><td>151</td></tr><tr><td>F.4</td><td>160</td><td>149</td></tr><tr><td>F.5</td><td>174</td><td>145</td></tr><tr><td>F.6</td><td>148</td><td>149</td></tr></table></li></ul>		2016-17	2017-18	F.1	152	155	F.2	153	150	F.3	153	151	F.4	160	149	F.5	174	145	F.6	148	149	<ul style="list-style-type: none"><li>Nil.</li></ul>
	2016-17	2017-18																						
F.1	152	155																						
F.2	153	150																						
F.3	153	151																						
F.4	160	149																						
F.5	174	145																						
F.6	148	149																						

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
<ul style="list-style-type: none"> <li>Provision of Career Planning &amp; Counseling to Students</li> </ul>	<ul style="list-style-type: none"> <li>Provide career planning and career counseling service to students via the Careers &amp; Life Planning Committee of ten teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students who sought for career advice and support:  F.3 ----- 1 F.5 ----- 1 F.6 ----- 4</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/AT salary</li> </ul>
<ul style="list-style-type: none"> <li>'JUPAS Day for F.6 Students' (29/9/2017)</li> </ul>	<ul style="list-style-type: none"> <li>A workshop day in which F.6 look at alternative pathways and JUPAS online counseling. The program, run by the Careers &amp; Life Planning Committee, to be supported by Form Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>A channel that had aroused students' interest and provided information on JUPAS.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/AT salary</li> </ul>
<ul style="list-style-type: none"> <li>'Careers Day' (16/12/2017)</li> </ul>	<ul style="list-style-type: none"> <li>Organize various career-related activities such as career talk, board display, game booth, video show etc. to raise students' awareness of career prospect.</li> </ul>	<ul style="list-style-type: none"> <li>A channel that had aroused students' interest and provided information on overseas studies.</li> </ul>	<ul style="list-style-type: none"> <li>Purchased materials for career-related activities: (HK\$181.5)</li> </ul>
<ul style="list-style-type: none"> <li>Individual Counseling (Career Counseling Services) (for F.5 students) (9/4, 10/4, 11/4, 16/4, 17/4, 18/4, 23/4, 24/4, 25/4, 27/4, 30/4, 2/5)</li> </ul>	<ul style="list-style-type: none"> <li>A counseling session on career and life planning development for F.5 students.</li> </ul>	<ul style="list-style-type: none"> <li>The program was organized by Hong Kong Sheng Kung Hui Welfare Council. Student response for the program was positive and encouraging.</li> </ul>	<ul style="list-style-type: none"> <li>Nil.</li> </ul>
<ul style="list-style-type: none"> <li>Pilot Scheme on Job-shadowing</li> </ul>	<ul style="list-style-type: none"> <li>A job-shadowing scheme for F.4 and F.5 students on understanding job world.</li> </ul>	<ul style="list-style-type: none"> <li>The program was postponed to next year due to insurance arrangement had not been solved.</li> </ul>	<ul style="list-style-type: none"> <li>Nil.</li> </ul>
<ul style="list-style-type: none"> <li>'Mock Release of HKDSE Results for F.6 Students' (1/3/2018)</li> </ul>	<ul style="list-style-type: none"> <li>A workshop session for F.6 students, with prior arrangements made with Subject Teachers, to predict students' performance in HKDSE.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the predicted scores, students were advised to develop their own strategies in response to the release of HKDSE results.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/AT salary &amp; external consultant cost: (HK\$19,200)</li> </ul>

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
		The mock experience helped them familiar with the process.	
<ul style="list-style-type: none"> <li>Parents' Night on F.4 streaming for parents of F.3 Students (2/3/2018)</li> </ul>	<ul style="list-style-type: none"> <li>A special program for F.3 students and their parents on F.4 subject selection.</li> </ul>	<ul style="list-style-type: none"> <li>It was the second time to combine the Friday assembly and parents' night into one event for delivering career counseling to F.3 students and their parents simultaneously. The rundown was well-structured and majority participants found the activity helpful and useful.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/AT salary</li> </ul>
<ul style="list-style-type: none"> <li>'Individual Counseling on F.4 Subject Selection' (5/3/2018-11/5/2018)</li> </ul>	<ul style="list-style-type: none"> <li>To provide career planning and career counseling service to students by F.3 Form Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students who sought for career advice and support:</li> <li>F.3 ----- 151</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/AT salary</li> </ul>
<ul style="list-style-type: none"> <li>'Employment, Careers, and Pathways Workshop' (10/3/2018)</li> </ul>	<ul style="list-style-type: none"> <li>A workshop for F.5 students on work experience program.</li> </ul>	<ul style="list-style-type: none"> <li>Program organization was impressive and students participated actively and found it very useful and interesting.</li> <li>Teachers' feedback was very positive.</li> </ul>	<ul style="list-style-type: none"> <li>External consultant cost:</li> <li>(HK\$14,000)</li> </ul>
<ul style="list-style-type: none"> <li>Career Education Programs/Workshops (for F.2 students) (16/3/2018, 23/3/2018)</li> </ul>	<ul style="list-style-type: none"> <li>Two Friday assemblies (about 120 mins in total) for F.2 Classes on career education program/workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Student response for the program was positive and encouraging.</li> </ul>	<ul style="list-style-type: none"> <li>External consultant cost: (HK\$13,000)</li> </ul>
<ul style="list-style-type: none"> <li>'Activity Day/Career Day Work Experience'</li> </ul>	<ul style="list-style-type: none"> <li>Workplace visits for F.5 students to experience real work life in shops,</li> </ul>	<ul style="list-style-type: none"> <li>The visits gave students practical experience and</li> </ul>	<ul style="list-style-type: none"> <li>Nil. The program was organized by OSC Committee.</li> </ul>

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
(28/3/2018)	factories, office, etc.	insights for their career planning. Teachers' feedback was also positive.	
<ul style="list-style-type: none"> <li>• 'Career Counseling Day' (for F.3 students) (12/4/2018)</li> </ul>	<ul style="list-style-type: none"> <li>• A presentation workshop on career pathways and elective choices for HKDSE subjects and one-on-one counseling for F.3 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students had better understandings on their interest and gained insights for DSE subjects. Teachers' feedback was also positive.</li> </ul>	<ul style="list-style-type: none"> <li>• External consultant cost: (HK\$18,580)</li> </ul>
<ul style="list-style-type: none"> <li>• Career Education Programs/Workshops (for F.1 students) (13/4/2018, 20/4/2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Two Friday assemblies (about 120 mins in total) for F.1 Classes on career education.</li> </ul>	<ul style="list-style-type: none"> <li>• Student response for the program was positive and encouraging.</li> </ul>	<ul style="list-style-type: none"> <li>• External consultant cost: (HK\$9,580)</li> </ul>
<ul style="list-style-type: none"> <li>• 'Self-understanding Workshop' (Career Counseling Services) (for F.4 students) (13/4/2018)</li> </ul>	<ul style="list-style-type: none"> <li>• A workshop for F.4 students on self-understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• The program was organized by Hong Kong Sheng Kung Hui Welfare Council Limited. Student response for the program was positive and encouraging.</li> </ul>	<ul style="list-style-type: none"> <li>• Nil.</li> </ul>
<ul style="list-style-type: none"> <li>• 'Career Video Show' (for F.1 &amp; F.2 students) (May 2018)</li> </ul>	<ul style="list-style-type: none"> <li>• A video show for F.1 and F.2 students on exploration of the job world.</li> </ul>	<ul style="list-style-type: none"> <li>• Students had better understandings on different occupations. Teachers' feedback was positive.</li> </ul>	<ul style="list-style-type: none"> <li>• Nil.</li> </ul>
<ul style="list-style-type: none"> <li>• 'Mock Interview for F.6 Students' (4/5/2018)</li> </ul>	<ul style="list-style-type: none"> <li>• A mock interview for F.6 students featuring detailed instruction and interactive practice in interview skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students had better understandings of themselves and gained insights for further studies. Teachers' feedback was also positive.</li> </ul>	<ul style="list-style-type: none"> <li>• Nil.</li> </ul>
<ul style="list-style-type: none"> <li>• 'CV Writing and Job Application Skills Workshop for F.4 Students' (3/7/2018)</li> </ul>	<ul style="list-style-type: none"> <li>• A workshop for F.4 students on CV writing, developing a portfolio and job finding skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Student response for the program was positive. Teachers' feedback was also satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>• External consultant cost: (HK\$8,000)</li> </ul>

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
<ul style="list-style-type: none"> <li>• 'Interview Skills and Career Counseling Workshop' (10/7/2018)</li> </ul>	<ul style="list-style-type: none"> <li>• One-day workshop for F.5 students featuring detailed instructions and interactive practices on interview skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students had learnt and had practised various skills which were useful for future interviews. Teachers' feedback was also satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>• External consultant cost: (HK\$10,500)</li> </ul>
<ul style="list-style-type: none"> <li>• Careers Visit (Career Counseling Services) (for F.3-F.5 students) (3/7/2018)</li> </ul>	<ul style="list-style-type: none"> <li>• A visit on understanding the job world for F.3 - F.5 students.</li> </ul>	<ul style="list-style-type: none"> <li>• The program was organized by Hong Kong Sheng Kung Hui Welfare Council Limited. Student response for the program was positive. Teachers' feedback was also satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>• Nil.</li> </ul>
<ul style="list-style-type: none"> <li>• To strengthen the role of Career Ambassadors in the promotion of careers activities (7/4, 14/4, 28/4, 5/5, 12/5, 26/5)</li> </ul>	<ul style="list-style-type: none"> <li>• A course (including 5 half-day sessions) for developing skill sets of Career Ambassadors.</li> </ul>	<ul style="list-style-type: none"> <li>• The program was co-organized by school and YDC (Young Entrepreneurs Development Council 青年企業家發展局). The feedback of the program was very positive and the students found it very useful.</li> </ul>	<ul style="list-style-type: none"> <li>• Nil.</li> </ul>
<ul style="list-style-type: none"> <li>• Career and Life Planning Education Classes (for F.1 &amp; F.2 students)</li> </ul>	<ul style="list-style-type: none"> <li>• Two lessons per cycle for all F.1 &amp; F.2 classes on Life Planning Education.</li> </ul>	<ul style="list-style-type: none"> <li>• With reference to 2016-17, content improvements were made in 2016-2017.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/AT salary</li> </ul>
<ul style="list-style-type: none"> <li>• To strengthen the affiliation between alumni and current students</li> </ul>	<ul style="list-style-type: none"> <li>• To invite selected alumni for video shooting to share their unique experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Invitation, scheduling coordination arrangement including ad hoc changes for video shooting sessions and interviews were extremely</li> </ul>	<ul style="list-style-type: none"> <li>• External consultant cost: (HK\$6,000)</li> </ul>

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
		time consuming. Yet, the video outcome was satisfactory.	
<ul style="list-style-type: none"> <li>To organize and/or coordinate ad hoc career activities (Year round)</li> </ul>	<ul style="list-style-type: none"> <li>To reserve budget for guest speakers/ instructors invitation, program fees for ad hoc career activities, seminars or workshops etc.</li> </ul>	<ul style="list-style-type: none"> <li>Fortunately, all ad hoc career activities were free of charge this year.</li> </ul>	<ul style="list-style-type: none"> <li>Nil.</li> </ul>

**Overall balance:**

**Teacher/AT Salary**

**Component:**

\$420,000

**External Consultant Cost**

**component:**

\$181.5 + \$19,200 + \$14,000  
 + \$13,000 + \$18,580 + \$9,580  
 + \$8,000 + \$10,500 + \$6,000  
 = \$99,041.5

**Total Expenditure:**

\$420,000 + \$99,041.5 =

**\$519,041.5**

**Fund Available: last year surplus  
and this year grant**

\$110,838.28 + \$583,560  
 = **\$694,398.28**

**Balance:**

Fund Available - Total Expenditure:

\$694,398.28 - \$519,041.5

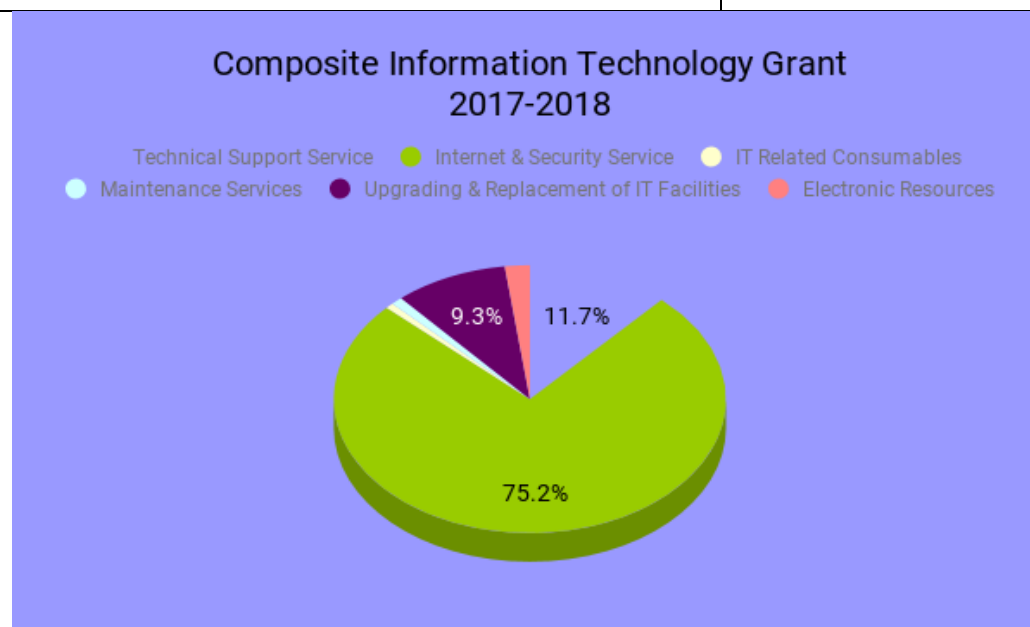
= **\$175,356.78**

**Report compiled by:**

Tong Cheong-wing

### 3. Composite Information Technology Grant

Type	Item	Income (\$)	Expenditure (\$)
	Subsidy of 2017-2018	437,948.00	
	1) For provision of Technical Support Services to schools		179,183.00
	2) For Internet Services & License		218,294.00
	3) I. T. related consumables		10,597.00
	4) Repair & Maintenance for school's facilities		13,250.00
	5) Upgrading and replacement of I.T. facilities		23,208.00
	6) Purchase of digital resources		6,592.00
	Total:	<b>437,948.00</b>	<b>440,207.53</b>



Report compiled by: Chan Wai Leung



#### 4. Diversity Learning Grant

##### Program Evaluation Report for DLG – Other Program: Gifted Education and Network Programs for Senior Secondary Students 2017-2018

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure (\$)
Elite Advancement Scheme (EAS)	<ul style="list-style-type: none"> <li>To foster a very positive learning atmosphere amongst higher achievers in F.4 &amp; F.5</li> <li>To update the higher achievers the most recent criteria for university admission</li> </ul>	Top 20 higher flyers in F.4, and top 20 higher flyers in F.5	A half-day, afternoon program on 13 Mar 2018 (Wed)	<ul style="list-style-type: none"> <li>More than 85% of the selected students joined the scheme.</li> <li>More than 80% of the students found that they obtained more knowledge about the university, including the entrance requirements, helping them better plan their careers &amp; further studies.</li> </ul>	<ul style="list-style-type: none"> <li>22 out of 40 selected students, mostly F.5's, joined the Scheme. This is because the date and time clashed with a F.4 quiz/test. Therefore, date and time for the EAS should be more carefully selected in the coming school years.</li> <li>Students were very participative throughout the program.</li> <li>Post-activity survey revealed that for all aspects of the Scheme, 85% of the students were satisfied or very satisfied with them.</li> </ul>	2,000
NSS Music Joint Schools Program (Shatin)	<ul style="list-style-type: none"> <li>Supporting one Music elite student to be engaged in the DSE Music course &amp; prepare her to take the DSE Music Exam</li> </ul>	One student at F.5 (2017-18); assessed by the Music Teacher	The whole course lasts for 3 academic years (this is the second year)	<ul style="list-style-type: none"> <li>By 2019 when the student finishes the HKDSE course, she will be eligible to take the HKDSE Music Exam</li> </ul>	<ul style="list-style-type: none"> <li>According to the teacher advisor, Lenni Hui, the F.5 music student, had very good learning attitude and performed very well in music studies. She got above average marks in each term with good attendance.</li> </ul>	2,400

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure (\$)
Elite Athlete Tutorial Program	<ul style="list-style-type: none"> <li>Tutors will be organized for the elite athletes to enhance their academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>20 students</li> <li>All levels</li> <li>Elite athletes</li> </ul>	Oct 2017 to May 2018	Private tutorial lesson (1.5-2 hours per week)	<ul style="list-style-type: none"> <li>Due to the shortage of tutors, the tutorial lesson started a bit late this year from Feb 2018 onwards.</li> <li>21 elite athletes were engaged in the program. We hope to invite more elite athletes to join the program and start the lesson as early as possible in the coming school year.</li> <li>The number of elite athletes targeted next year is 30, hopefully the tutorial lesson can be commenced in Oct 2018, thus the estimated expenditure will increase next year.</li> </ul>	20,540
Annual P.E. training camp	<ul style="list-style-type: none"> <li>P.E Camp is one of the core training items for all P.E. elite students, they will learn practical skills through examination and certification and at the same time their collaboration skills, team spirit and other key learning areas can also be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>50 students</li> <li>F.5 level</li> <li>All F.5 elective PE students</li> </ul>	4 days 3 nights 27/4 – 30/4/2018	Attend: 1) Canoe training 2) Windsurfing training 3) Hiking  Complete: P.E. Camp log book	<ul style="list-style-type: none"> <li>The P.E. camp was conducted as planned from Apr 27 to 30, 2018. This year, 35 students joined the program.</li> <li>Within the 4 days, 5 canoe courses and 7 windsurfing classes were arranged for students. Hiking activities was organized according to the original plan.</li> <li>All P.E. camp log books were collected in Jun 2018.</li> </ul>	18,968

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Off-site pull-out gifted education programs/ competitions (e.g. HKAGE, tertiary institutes, etc.)	<ul style="list-style-type: none"> <li>To stretch the abilities and performances of students with varied talents</li> <li>To cope with the diverse learning needs of students with varied abilities and talents</li> <li>To improve students' academic achievements</li> </ul>	<ul style="list-style-type: none"> <li>Approximately 40 students</li> <li>F.4-F.6 level</li> <li>Selected by the relevant subject / committee</li> </ul>	Varied	<ul style="list-style-type: none"> <li>Certificates, prizes, awards, medals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>There were significant improvements comparing with previous school years' results:</li> <li>Over 20 events (programs, courses, scholarships, awards, competitions, etc.) were joined by over 125 head-counts of students.</li> <li>All in all, over 95 certificates, prizes, awards, medals, etc. were awarded.</li> </ul>	240
<ul style="list-style-type: none"> <li>Art media workshops</li> <li>Designer's Talk and workshops</li> <li>3D Printing and basic modeling design</li> <li>Art camp</li> </ul>	<ul style="list-style-type: none"> <li>To broaden students' perspective in different art / design domains</li> <li>To dilate students' knowledge in understanding and reading images</li> <li>To take responsibility to the environment and concern our society</li> <li>To enrich</li> </ul>	<ul style="list-style-type: none"> <li>Nomination from visual arts department with specific criteria</li> <li>40 students</li> </ul>	<ul style="list-style-type: none"> <li>4 seminars</li> <li>3 workshops</li> <li>Art camp</li> </ul>	<ul style="list-style-type: none"> <li>Student's artworks</li> <li>Students' reflection</li> </ul>	<p>Art media and design workshops held for NSS students this year:</p> <ul style="list-style-type: none"> <li>Ceramics Workshop (31 students)</li> <li>Puppet Workshop (18 students)</li> <li>Cloth creation Workshop (18 students)</li> <li>Asia Art Archive Pilot School Scheme Workshop (31 students)</li> </ul> <p>Designer's talk held for NSS students this year:</p> <ul style="list-style-type: none"> <li>Seminar about the design and performance of "The Nutcracker" (15 students)</li> <li>Seminar about BU VA study and</li> </ul>	<p>Speaker fee: 15,000</p> <p>Materials &amp; tools: 11,887.9</p> <p>Reference books: 6,567.7</p>

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure (\$)
	students' knowledge in learning new 3D modeling • Communicate and interact with local artists and designers directly				preparation / design of art portfolio (20 students) • Harbour Arts Sculptures (31 students) • Pre camp seminar : HK community arts (31 students) 3D printing and basic modeling design: • 13 F.5 students joined the demonstration of 3D printing. • 31 F.4 VA major students (X1 + X2) joined the Art camp from 27-29 Apr 2018. Students created different artworks, logbooks for documentation and reflection of the camp. • Around 80% of the NSS VA major students were involved in the DLG activities. Students experienced and learned different art forms and perspectives from local artists and designers through workshops. • F.4 students were more active in joining workshops and seminars after school, as date and time clashed with F.5 after-school classes and tests.	Total: <b>77,603.6</b>

Report compiled by: Poon Sinn Ching

## 5. Non-Chinese Speaking Student Support Grant

策略	成效及見證	反思
•採取小班教學	•能減少師生比例 •學生學習中文的興趣有所提升，上課較開學時投入	•持續正面鼓勵(如：善用平時分)，成效彰顯 •針對學生怕難心理，訂立較易達成目標
•調適課程	•能因應學生程度剪裁課程 •學生循序漸進，中文水平漸見提升	•初中級調適課程可配合 GCSE 及 GCE 設計
•報考 GCSE 課程	•中五級兩位學生參加 GCE，分別取得 A 及 B 級成績。	•可安排中四學生先考程度較淺的 GCSE 作準備
•舉辦文化活動	•能提升非華語學生對中國文化的認識。	•繼續安排相關文化活動 •從生活層面了解中國文化
•參加校內比賽	•鼓勵非華語學生參加中文學會活動，例如講故事大賽、金句背誦大賽等	•與中文學會緊密配合，善用比賽提升學生語文能力

報告者：黃文堅

## 6. School-based After-school Learning & Support Grant

Name of Activity	Actual Number of Grant Beneficiaries Served	Attendance Rate	Period / Date Activity Held	Actual Expenses (\$)
Study tour (Shandong)	1	100%	23-27 July 18	3,342.90
Football training camp(Taiwan)	6	100%	21-25 July 18	17,206.00
Summer Astronomy Camp for Secondary School Student	1	100%	14-18 Aug 18	340.00
Total:				<b>20,888.90</b>

Report compiled by: Man Lai Ying