

# ANNUAL | 2018 SCHOOL | 2019 REPORT



*Jockey Club Ti-I College*  
賽馬會體藝中學

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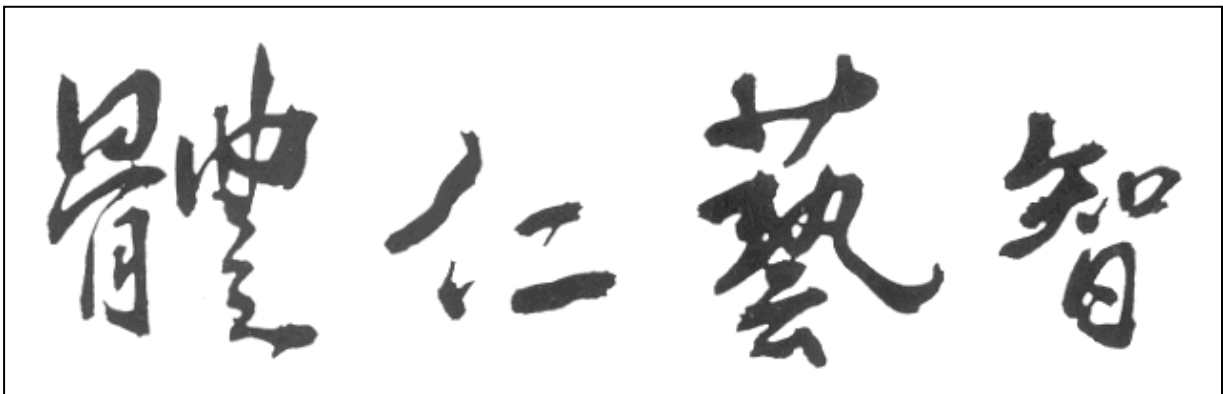
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## SCHOOL

### 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.

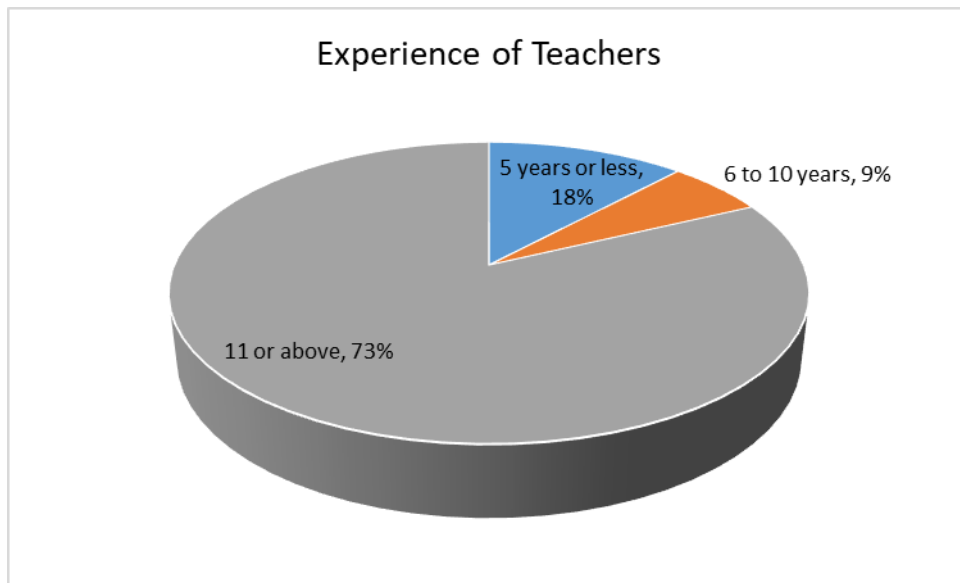


Our School Motto: **Sports, Humanities, Arts & Wisdom**

## TEACHERS

Total number of teaching staff in 2018-2019: 74 (including the half-loaded teachers, Assistant Teachers and the Principal)

### Teachers' Experience



## STUDENTS

### STUDENT PERFORMANCE

#### Hong Kong Diploma of Secondary Education Examination

	2018-2019
Percentage of students meeting the entrance requirements for local Bachelor degree programmes	61.0
Percentage of students meeting the entrance requirements for local sub-degree programmes	94.9

## MAJOR AWARDS OBTAINED

### Physical Education Related Awards:

#### A. Athletics

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

Girls	A Grade	Champion
Girls	B Grade	1st runner up
Girls	C Grade	Champion
Girls	Overall Grade	Champion
Boys	A Grade	1st runner up
Boys	B Grade	Champion
Boys	C Grade	Champion
Boys	Overall Grade	Champion

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

Girls	A Grade	Champion
Girls	B Grade	Champion
Girls	C Grade	Champion
Girls	Overall Grade	Champion
Boys	A Grade	1st runner up
Boys	B Grade	1st runner up
Boys	C Grade	4th
Boys	Overall Grade	Champion

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

Girls	A Grade	Champion
Girls	B Grade	Champion
Girls	C Grade	Champion
Girls	Overall Grade	Champion
Boys	A Grade	Champion
Boys	B Grade	Champion
Boys	C Grade	1st runner up
Boys	Overall Grade	Champion

#### B. Gymnastics

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

Girls	B Grade	1st runner up
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**C. Swimming**

## 1. 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	1st runner up
Boys	B Grade	Champion
Boys	C Grade	Champion
Boys	Overall Grade	Champion

**D. Life-saving**

## 2. Hong Kong School Life-saving Competition

Girls	A Grade	/
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**E. Football**

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

Boys	AB Grade	1st runner up
Boys	C Grade	Champion

## 2. HKSSF Inter-school Girls Football Competition

Girls	Open	1st runner up
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## 3. HKSSF Jing Ying Football Competition

Boys	AB Grade	2nd runner up
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**F. Basketball**

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

Girls	A Grade	2nd runner up
Girls	B Grade	3rd runner up
Girls	C Grade	1st runner up
Boys	A Grade	Champion
Boys	B Grade	Champion
Boys	C Grade	/

## 2. HKSSF Jing Ying Basketball Competition

Girls	Open	/
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## 3. HKSSF Inter-school Basketball Marathon

Boys	Open	TBC
Girls	Open	TBC

## **G. Volleyball**

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

Girls	A Grade	Champion
Girls	B Grade	1st runner up
Girls	C Grade	1st runner up
Boys	A Grade	Champion
Boys	B Grade	3rd runner up
Boys	C Grade	Champion

### 2. HKSSF Volleyball Jing Ying Competition

Girls	A Grade	/
Boys	A Grade	2nd runner up

### 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	1st runner-up
Girls	B Grade	1st runner-up
Girls	C Grade	2nd runner up
Boys	A Grade	1st runner-up
Boys	B Grade	/
Boys	C Grade	1st 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	1st runner-up
Girls	B Grade	Champion
Girls	C Grade	/
Boys	A Grade	/
Boys	B Grade	5th
Boys	C Grade	5th

### 2. HKSSF Badminton Jing Ying Competition

Girls	Group	/
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## **J. Squash**

### 1. HKSSF All N.T. Schools Squash Competition

Boys	Team	Champion
Girls	Team	Champion

**K. K. Tennis**

## 1. HKSSF Inter-school Tennis Competition

Girls	Team	1st runner up
Boys	Team	1st runner up

**L. L. Indoor Rowing**

## 1. The New Territories Secondary Schools Fencing Competition

Girls	A Grade	Champion
Girls	B Grade	Champion
Girls	C Grade	/

**M. 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.4B Tsang Pak Tung (Girls Football, Athletics)

F.4F Chen Ngo Hin (Boys Football, Athletics)

F.5E Chu Cheuk Ying (Athletics, Rowing, Long Run)

F.6C Lee Wing Sze (Volleyball, Athletics, Long Run)

**HKSSF Grantham Outstanding Student Athlete Awards**

F.5D Chiu Sin Yiu (Volleyball)

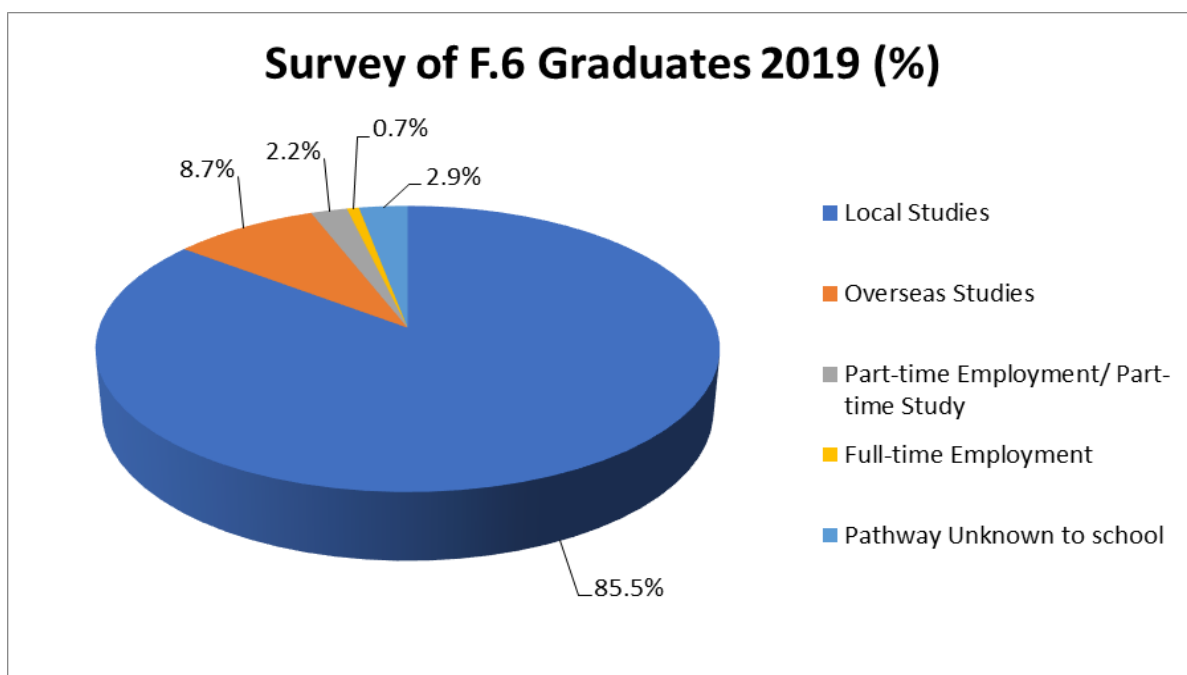
F.5C Wong Chun (Beach Volleyball)

## Visual Arts Related Awards:

	Competition	Award
1	Jockey Club Young Artists Development Programme HK Territory-wide Youths Painting Day 2018	• Merit
2	International Visual Arts Awards for Children & Teenagers 2017	• Art Star Award S5-6
3	The 11th HKQAA "My Dream Home" Writing, Photo, Microfilm, Drawing and Poster Design Contest	• Champion
4	Healthy Comic Strip Contest 2018	• Merit
5	第五屆「紫荊盃」兩岸暨港澳青少年書畫大賽	• Merit
6	關愛繪畫比賽	• 2nd Runner-up
7	「觸動眼球包容互愛」智能電話攝影比賽	• Third Prize (2 students)
8	KMB Paper Bus Design Competition 2018	• 2nd Runner-up • Special Prize • Merit (4 students)
9	2018 Hong Kong Youth Visual Arts Competition (Autumn)	• Champion
10	PaperOne™ U-Express 我的美好時光創作比賽	• Champion
11	Sha Tin District Clean HK Coloring Competition 2018	• Champion
12	"Lets Go Plastic Free" Poster Design Competition	• 2nd Runner-up
13	和合本一百周年標語及標誌設計比賽	• Champion
14	"Through the Eyes of Van Gogh" Drawing & Painting Competition	• Merit
15	The Greater Bay Area, Our Elegant Home - Guangdong-Hong Kong-Macao Marine Life	• Champion (Hong Kong)

	Drawing Competition 2018	
16	The 4th Secondary School Distinguished Artwork Exhibition 2019	• Selected for award and display in exhibition
17	ICEHK - Home Sweet Home Drawing Competition	• 1 <sup>st</sup> Prize • 3 <sup>rd</sup> Prize
18	2018 International Year of the Reef Art and Design Competition	• 3 <sup>rd</sup> Prize (Hong Kong)
19	The 3rd "Paint It! The Coffee Cup Art"	• Champion & 最佳創意獎 • Creativity Awards (4 students)
20	Hong Kong Flower Show 2019 Jockey Club Student Drawing Competition	• 1st Runner-up • Highly Commended (3 students)
21	Mask Design Contest 2018-2019	• Merit (2 students) • Finalist (6 students)
22	Youth Arts Festival 2019 - Young Artists Awards	• Top Ten New Young Artists

## DESTINATION OF GRADUATES



	Local Studies	Overseas Studies	Part-time Employment/ Part-time Study@	Full-time Employment	Pathway Unknown to school	<b>TOTAL</b>
No. of Students	118	12	3	1	4	<b>138</b>
%	85.5	8.7	2.2	0.7	2.9	<b>100</b>

**Details of Local Studies:**

	No. of Students
Bachelor's Degree Programmes*	57
Sub-degree Programmes#	59
Diploma Programmes	1
Other post-secondary course	1

**Total** **118**

@: Including self-studying students who would re-take the 2020 HKDSE Examination

\*: 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	Taiwan	UK	USA	Australia	Canada	Switzerland	<b>Total</b>
Degree	1	1	4	0	1	3	1	<b>11</b>
Sub-degree Programmes#	0	0	0	1	0	0	0	<b>1</b>
	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>12</b>

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

# EVALUATION ON SCHOOL MAJOR CONCERNS

## MAJOR CONCERN 1:

### Develop attitude to mount intellectual altitude

- To build up good learning habits
- To cultivate a positive learning attitude
- To foster an encouraging learning atmosphere.

Achievement
<ol style="list-style-type: none"><li>1. <b>Evidence Based Practice</b> continued to be adopted as the main approach for diagnosing students' learning effectiveness and teachers' teaching effectiveness. While the platforms of <b>API (Assignment Performance Index)</b>, <b>ASP (Assignment Submission Percentage)</b> and <b>QPI (Quiz Performance Index)</b> have been used extensively by teachers, students and parents, the school also make use of the data in the system to generate important reports like <b>Continuous Assessment Progress Report</b> at appropriate time for students' and parents' reference.</li><li>2. The <i>Performance Analysis &amp; Streaming Committee (PAS)</i> has made effort to develop a new "<b>Value-Added Analysis</b>" tool on the intranet for teachers to find the possible value-addedness for L&amp;T processes concerned. With the support of the <i>IT Administration Committee (IAC)</i>, students' internal assessment data in previous years have been incorporated into the system. Basic trainings had been provided to teachers and they were encouraged to have self-evaluation of their teaching. With the effort of the <i>Academic Support Committee (ASC)</i>, the <b>Detention Class</b> system has been set up. The class was held every Monday &amp; Wednesday to help students with very poor assignment performance to change their habit. The policy was effective in motivating the majority of students. Most students sent to the class were able to finish their missed assignments within a short period of time.</li></ol>
Reflection
<ol style="list-style-type: none"><li>1. A few students who have accumulated very poor API records were observed to have low motivation to change their assignment habit. Apart from expecting students to have a high (accumulated) ASP figure, requesting students to maintain a good API record separately for the current month may give motivations to students with very poor API records to do go.</li><li>2. For some months, the number of students with very poor assignment performance might have reached a figure of over twenty. In this case, even though they were sent to the vice-principal they might not have felt the seriousness of their poor performance. It was suggested these cases could be further divided into two different categories so that students in the most serious cases could be provided with even more support.</li></ol>
Follow-Up
While most teachers have been contributing to the joint effort of fostering students to have a good assignment habit via our API and ASP platforms, a few might not have been aware to make good use of the system. Records of "non-submission" were left unchanged even though students had resubmitted their assignments to those teachers. Those cases would be followed up.

Report compiled by: Chow Kwok Lim



## MAJOR CONCERN 2:

### Enrich exposure to new life experiences with gratitude, initiative and courage

- To strengthen passion to serve
- To nurture desire to lead
- To inspire courage to dream

#### Achievement

Different school level strategies were employed to actualise the major concern, they are:

1. opening avenues for students to show their respect and gratefulness to parents, teachers, the school and the wider community;
2. providing opportunities for students to serve the community and the school;
3. creating platforms and opportunities for students to **share** their personal views and acquire life experiences; and
4. strengthening **career-planning** support for senior form students.

Altogether, 17 programs and initiatives had been carried out to facilitate students to develop these passions, desires and courage.

- **Fund Fair on School Open Day** - A total of \$47,515.20 was raised for 6 charity organizations
- **F.6 Farewell Assembly** - Sharing by representatives of each F.6 class and blessing to F.6 students through a closing song. The atmosphere was really touching as reflected by teachers. Students showed their gratitude to their teachers which set a good role model to the junior form students
- **Student Growth Forum** on the topics: gratitude & respect
- Speeches and performance of graduates expressed gratitude to parents, teachers and the school on **Speech Day**. All student representatives did prepare the speeches and the performances well. What they said and sang were really touching and the audience could feel that it was from the bottom of their hearts
- Invitation extended to all teachers for **Graduation Dinner** and programs focused on thanking the teachers and the school were conducted. More teachers did turn up the dinner than before. They appreciated the arrangement
- Provide community service experience through the **Activity Day programs**
- **SEC Community Service Series** - Different services and programs had been organized such as cookie selling event and 清淡一餐, Charity Laisee Campaign & Red Packets Recycling Program, Volunteer Work Home for Elderly, Neighborhood First Reunion Lunch and many others. Students gained valuable experience through participation. The atmosphere of serving the community is being spread across the school. The school will continue exploring different kinds of opportunities for students to serve the community
- **"Heart to Heart Project"** - The school joined the scheme which was set up to provide bench marking for schools and students on their contributions in community services. By the end of the school year, there were 536 students got the certification and a total of 3,172.5 service hours were contributed
- **Campus Cleaning Day** - All students were involved in different kinds of cleaning tasks. Most of the students did work diligently and fulfilled the job requirements. Students' attitude change could be observed during the program. Students were not taking part actively at the beginning but eventually committed to the program at the end
- **Stack up chairs after assemblies** - All classes were involved. The arrangement successfully cultivated students' habit of reverting the hall after the assemblies. It is hoped that such a habit can be transferred to other situations
- A team of student helpers (**IT/AV Team**) was formed to assist video and photo shooting during

major school functions. Students were trained with basic skills and they were assigned to serve in different school functions. Students' active participation could be observed

- **Teachers' sharing** of their small stories as example for students to share their thoughts and believes to others in assemblies. Students did enjoy very much the sharing by teachers. Teachers took it seriously to promote the Theme of the Year through sharing their little stories. The messages behind were subtly passed to students.
- **Students' sharing** - Advisors of different parties, including student bodies, teams, clubs and subjects, are encouraged to provide opportunities to share their experiences gained by participating in programs and activities in hall assemblies. Over half of the assemblies were conducted by students of different student bodies. Their contents ranged from activities promotion, sharing of experience from participating school activities, etc. It becomes a norm for the follow up of activities.
- **Student Growth Forum** provided a platform for students to learn, share, and reflect personal views and acquire life experiences
- **Teens Time** - Head Prefects shared their life experiences and personal views with the whole school during morning assemblies to encourage peer learning. Speakers were trained and gained confidence in public speaking. 5 talks were carried out successfully in the year.
- **Channel** information (DSE & U admission) to students through emails
- **Provision of information on Multiple Pathways** including overseas studies to students and parents through conducting the F.6 Careers Day, F.6 Parents' Night and F.5 Parents' Night

#### Reflection

Most of the programs and initiatives were successfully carried out and their objectives were achieved. Thanks to the teachers and supporting staff who had rendered their efforts in one way or another. It was observed that some students did change their attitudes and behaviors such as getting used to tidy up the venue after school functions; less likely to refuse offering help to others in needs and more willing to show their gratitude to those who have offered help. However, we understand that it takes time to let the effects to be fermented and spread across especially those related to attitude and habitual changes. Only persistent and prolonged effort can bring out the effects. Therefore, all programs will be continue in the following school year with adjustments in some programs.

#### Follow-Up

- **Student Growth Forum** – Effort need to make to encourage more students to share their thoughts and experience during the Form Teacher periods.
- **Graduation Dinner** - there were not many moments that graduates showed their thanks and gratitude to their teachers. Feedback will be given to the student organizing group.
- **Activity Day programs** - some students were not interested in the community service and did not perform well. More guidance may be provided to prepare students for the service before they go out. Another type of service needs to explored for F.2 classes as the one at Mt. Davis is easily affected by weather. Services involving the use of students' talents in arts and sports may help grow students' interest.
- **Teens Time** - The drafts of the speeches may be released on the intranet for students' revisit.
- **Channel** DSE & U admission information to students through emails - Screening standard needs to be reviewed with the aim to provide diversified information to suit students with different needs and directions.

Report compiled by: Leung Chi Wing

### MAJOR CONCERN 3:

#### Inspire innovation and drive for aesthetic and physical challenge

- To be committed to our passions
- To be courageous in innovation
- To showcase and promote our school

Achievement
<ol style="list-style-type: none"><li>1. To broaden students' exposure and drive for their physical challenge and capacity, various external sports competition like Cross Harbor Swim, Winter Swim, HK Standard Chartered Marathon and etc. were organized to celebrate our 30<sup>th</sup> Anniversary.</li><li>2. Organized different Invitation matches from Dec to Jun, including football, basketball, volleyball, table-tennis and badminton. Over 20 schools were invited to join our matches.</li><li>3. Organized alumni home-coming matches for alumni.</li><li>4. New sport items were introduced to students e.g. Wing Chun Kuen and Stand up Paddle Board.</li><li>5. To develop students' aesthetic sensitivity, whole school assembly was arranged for students. E.g. after school talk conducted by expertise of sports photo taking.</li><li>6. To develop students' strong mind and stamina, whole school assembly was organized. E.g. after school talk conducted by Hong Kong Para-Badminton Player Mr. Chan Ho Yuen.</li><li>7. All external coaches were selected in a vigilant manner. Coach with good quality was one of the key factors leading to a successful sport team.</li><li>8. 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 volleyball team in Taiwan in summer 2019. 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.</li><li>9. Maintained the school tradition to have experienced alumni help train our sports teams.</li><li>10. 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.</li><li>11. Maintained closed communication among team advisers, external coaches and parents, hence timely feedback on team performance and related affairs could be made.</li><li>12. 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 under newly implemented School Team Policy.</li><li>13. 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.</li><li>14. Nominated potential students and athletes to participate in different kinds of sport awards' election so as to widen their exposure and experiences.</li><li>15. The Hong Kong Primary School Outstanding Visual Arts Students Election cum Exhibition have been demonstrated effective throughout the past 6 years. It becomes a popular Visual Arts competition among primary senior students.</li><li>16. Strengthen Digital and Media Literacy - Media Lab programs have been conducted effectively.</li><li>17. Fine-tuned and integrated Junior Form Basic Design curriculum is completed, and student engaged and interacted with genuine daily life. Assignment brief and student evaluation are implemented as planned. Some good samples are uploaded to team drive.</li><li>18. Enhancement of Visual Arts Participation - Send art activities &amp; competition information to all VA students via official email. Establish the "Most Active Participation in Visual Arts" in each</li></ol>

form. Marks for active participation in art activities and competition to be included in Art Appreciation & Participation.

19. STEM in VA - Building students' capacity in complex problem solving, critical thinking & creativity via junior form basic design projects.

### Reflection

1. Under School Team Policy, all F.1 to F.4 P.E. major and elective students are required to join a school sports team, close monitoring and supervision will be vital as number of team members will increase sharply.
2. 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.
3. More new sports items can be brought to students.
4. 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.
5. Coaching fee of external coaches is adjusted to the market level; it can help maintain the stability of coaching team.
6. The Hong Kong Primary School Outstanding Visual Arts Students Election cum Exhibition showcases and promotes our school effectively.
7. Students' Digital and Media Literacy has been enhanced via the Media Lab programs.
8. Teachers reflected that the fine-tuned Junior Form Basic Design curriculum implementation was successful.
9. The policy successfully arouse students' interest in Visual Arts Participation.
10. STEM in VA effectively develops students' competences of problem solving, critical thinking & creativity.

### Follow-Up

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. Adopt systematic appraisal system for external coaches.
5. Teaching materials in the curriculum will be updated and revised from time to time.
6. More kinds of new sports will be introduced to students to enrich their exposure & knowledge.
7. The department will continue the good practice of organizing The Hong Kong Primary School Outstanding Visual Arts Students Election cum Exhibition.
8. The department will continue the good practice of conducting Media Lab programs.
9. The department will continue the good practice of implementing the fine-tuned junior form Basic Design curriculum and related policies. Follow-up action will be held for teachers who have not uploaded good junior VA samples to team drive next academic year. It will be counted as an evidence in appraisal.
10. The department will continue the good practice of policy to enhance Visual Arts participation.
11. The department will continue the good practice of implementing STEM in VA in junior form basic design projects.

Report compiled by: Ho Hon Kin, Tse Siu Wah

## 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:**     Develop Learning Attitude     Enrich Exposure     Inspire Innovation & Drive     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>• Catering of learning diversity as more biology students are recruited in senior form.</li> <li>• Encourage students to participate more interschool competition.</li> <li>• Cooperate with IS panel to include more data analysis activities</li> </ul>	<ul style="list-style-type: none"> <li>• Time Scale: Within the whole academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Graded exercise for F3 students for several topics.</li> <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> <li>• Graph plotting and data analysis activities</li> </ul>	<ul style="list-style-type: none"> <li>• The measure will proceed to coming 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:  Academic Advancement  Student Development  School Mission  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> <li>To appreciate the spirit of social responsibility</li> </ul>	<ul style="list-style-type: none"> <li>F.5 students are engaged in selling activities to gain valuable business experience such as planning, merchandising, stall decoration, product promotion, cost control and book-keeping.</li> <li>The element of social responsibility will be added to the activity by donating part of the sales revenue to charitable organisations and the Ti-I grant.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly</li> <li>Students have gained invaluable experiential learning experience. They enjoyed themselves on the fun fair day.</li> </ul>	<ul style="list-style-type: none"> <li>To broaden students' horizon and raise their interest in business.</li> <li>To appreciate the spirit of social responsibility</li> </ul>

Program Brief: **Cross-subject collaboration with Economics - Personal Finance workshop for F.3 students**

Related Major Concern:  Academic Advancement  Student Development  School Mission  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 equip students with the appropriate attitude towards the use of money and make wise and responsible financial decisions throughout their careers and life.</li> </ul>	<ul style="list-style-type: none"> <li>A personal finance workshop will be organised for F.3 students.</li> <li>The workshop is co-organised with Economics.</li> <li>Time frame: post-exam period</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	<ul style="list-style-type: none"> <li>The post-exam period in July was occupied by another school function.</li> </ul>

Report compiled by: **Poon Sinn Ching**

## Career and Life Planning Education

Program Brief: Motivate to learn

Related Major Concern:  Academic Advancement  Student Development  School Mission  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>Motivate the students to learn and to involve.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> </ul>	<ul style="list-style-type: none"> <li>The result was good as we can assess the learning effectiveness accurately and uplift the learning motivation of the students.</li> </ul>

Program Brief: Cultivate empathy

Related Major Concern:  Academic Advancement  Student Development  School Mission  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>Help to promote the message of embracing campus inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with Counselling Committee and involved in the program "Campus with Love" in Nov. and May.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved</li> </ul>	<ul style="list-style-type: none"> <li>We took the students to join the game booth, distributed the leaflet and discuss about it.</li> </ul>
<ul style="list-style-type: none"> <li>Cultivate the caring atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>Discussed about the issue of Campus Bullying.</li> <li>Collaboration with Counselling Committee and involved in the program "Campus with Love".</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved</li> </ul>	<ul style="list-style-type: none"> <li>The discussion made use of the real case. It seems that they all involved and the feedback of the students were good.</li> </ul>

Report compiled by: Chui Lai Kuen

**CHEMISTRY**

Program Brief:

**To Improve Our Academic Achievements Through Evidence Based Practice**

Related Major Concern:

**Academic Advancement****Student Development****School Mission****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 2 per student in a class in F.3) but record of students of "not collected" has improved. 3A (L:26, <u>N=8</u>) 3B(L:11 ,N=0) 3C (L:15, <u>N=1</u>) 3D (L=10, N=0) 3E (L= 27, N=12)</li> <li>Subject teachers have to follow up those students who do not submit assignments and may arrange detention class for them.</li> <li>Subject teacher (ACY) did not meet the basic requirement about frequency of assignments (about 8 – 9) for F.3B , C and D. she was advised to meet the requirement in the coming academic year.</li> <li>The performance of students was generally unsatisfactory (&lt; 50% of students passed in formal assessments and the % of F.6 students getting Level 3 or above is much lower than expected when compared with that of previous year. Subject teachers will prepare sorted past papers of some important but difficult topics such as mole concept, redox reactions and organic synthesis for drilling.</li> </ul>



Program Brief:

To engage in lesson observation and peer sharing processes for implementation of teaching and learning practices

Related Major Concern:

- Academic Advancement
  Student Development
  School Mission
  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.term</li> </ul>	<ul style="list-style-type: none"> <li>Partially</li> <li>This does not meet the "Success Criteria" based on lesson observation record and exercise book inspection record.</li> </ul>	<ul style="list-style-type: none"> <li>Some subject teachers did not conduct peer sharing this academic year and all the subject teachers are required to have peer sharing in the coming academic year.</li> <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: **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:  Academic Advancement  Student Development  School Mission  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...</li> <li>Through experimental video uploaded in the learning Hub before SBA.</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> </ul>

Program Brief:

To strengthen the use of English across the college both inside and outside the classroom

Related Major Concern:  Academic Advancement  Student Development  School Mission  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> <li>(F.4 – to compare about strength of two unknown acids of same molarity)</li> <li>(F.5 – to prepare an organic compound)</li> </ul>

Program Brief:

Exploring about the Use of EdB's One-off STEM Grant

Related Major Concern:



Academic Advancement



Student Development



School Mission



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>make use of Arduino system to measure the temperature instead of using the data logger.</li><li>Making of breathalyzer [Topic VII] Making of battery [Topic VII] Making of soap [Topic XI]</li></ol></li><li>Time Scale: whole year (F.4 – F.5)</li></ul>	<ul style="list-style-type: none"><li>This partly meets the “Success Criteria”.</li></ul>	<ul style="list-style-type: none"><li>Subject teachers are required to design some simple experiments involving STEM in F.4 and F.5. They may refer to the information provided by the publisher.</li></ul>

Report compiled by:

Leung Kim Hung

## CHINESE HISTORY

工作簡述: 帶領學生參加本地/內地有關基本法的活動

相關關注事項:  學術水平  學生成長  辦校理念  不適用

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))
• 加強基本法的認識	• 帶領學生參加本地/內地有關基本法的活動  (2018年9月14日帶領學生往廣東省參加第三屆全國學生“學憲法講憲法”活動廣東省決賽)	• 達到預期目標 參與學生對活動有正面評價  學生獲得第三屆全國學生“學憲法講憲法”演講比賽廣東省決賽第三名及第六名。	• 學生透過體藝校友以中國香港名義參加印尼雅加達亞運會並獲得優異成績作橋樑，把基本法與體育兩者聯繫起來。 • 同學的演講充分體現體藝特色，獲得內地學者及裁判讚賞。他們與廣東省層層選拔出來的同學交流及切磋，表現不俗 • 兩位得獎學生回來後在高年級早會與同學分享得獎作品令未能參加的同學也獲益不少。

工作簡述: 與世界歷史科作聯科考察

相關關注事項:  學術水平  學生成長  辦校理念  不適用

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))
• 加強跨科合作	與世界歷史科共同帶領學生前往孫中山博物館 (因為孫中山博物館部份展覽廳有工程進行，所以改往基本法圖書館及大館。)	• 達到預期目標 參與學生對活動有正面評價	• 基本法圖書館的面積較細小，不合適讓中國歷史科及世界歷史科兩組同學一起前往考察。

報告者: 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
• 拓闊拔尖班受惠層面	<ul style="list-style-type: none"><li>讓學員感到光榮</li><li>課程節數較少，開設班數較多</li><li>課程滲入文學元素</li></ul>	<ul style="list-style-type: none"><li>參加者於問卷(課程完結時)持正面意見。</li></ul>	<ul style="list-style-type: none"><li>中三級選科模擬放榜結果：修讀文學人數為 15 人。</li><li>上學期效果較佳;下學期同學的學習態度較不理想。不建議擴大受眾範圍,可保留現行排位原則。</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
• 增進中三級學生對中國文學科的認識	<ul style="list-style-type: none"><li>師兄姐現身說法</li><li>文學對師兄姐的幫助</li></ul>	<ul style="list-style-type: none"><li>學生表現</li></ul>	<ul style="list-style-type: none"><li>兩次集會，台下學生九成學生投入。</li><li>加設有獎問答環節，借互動激活學生關注相關話題。</li><li>五位學長來自不同屆別，修讀文學動機、大學主修科亦大相逕庭，讓學生較全面認識修讀條件及文學對修讀者的幫助。</li></ul> <p>中三級選科模擬放榜結果：修讀文學人數為 15 人。</p>

工作簡述:

華服知多少(一)

相關關注事項:  學術水平  學生成長  辦校理念  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>增進同學對中國文化—華服的認識</li></ul>	<ul style="list-style-type: none"><li>傑青.專業設計師任擔周會嘉賓</li><li>設立有獎問答環節</li></ul>	<ul style="list-style-type: none"><li>學生表現</li></ul>	<ul style="list-style-type: none"><li>能提升學生能對華服認識。</li><li>惟時間略長，半場過後，不少學生專注力下降。</li></ul>

工作簡述:

華服知多少(二)

相關關注事項:  學術水平  學生成長  辦校理念  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>增進同學對中國文化—華服的認識</li></ul>	<ul style="list-style-type: none"><li>時裝表演—音樂劇中一環節</li></ul>	<ul style="list-style-type: none"><li>學生回應正面及內聯網上播放</li></ul>	<ul style="list-style-type: none"><li>長衫設計別具心思：融合傳統與現代。</li><li>模特兒表現優雅，盡顯長衫風韻。</li><li>觀眾大表讚賞。</li><li>下學年將舉辦長衫展。</li></ul>

報告者:

文麗英

## DESIGN & TECHNOLOGY

Program Brief: F.1 & F.2 3D design activities using TinkerCad and print by 3D printer

Related Major Concern:  Academic Advancement  Student Development  School Mission  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 practical 3D design activities using 3D printer.</li> </ul>	<ul style="list-style-type: none"> <li>Teach F.1 &amp; F.2 students to use TinkerCad to design 3D products.</li> <li>Use about 2 lessons for these activities.</li> <li>Use 3D printer to print the good 3D products. 3 designed products for each class may be chosen for 3D printing.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>90% of students can use TinkerCad to design 3D keychain. Some could design 30th Anniversary keychain.</li> <li>3 good 3D products can be found but could not 3D printed due to time limitation for each class.</li> </ul>	<ul style="list-style-type: none"> <li>One lesson for F.1 was not enough for using TinkerCad and introduction of 3D printing. One more lesson needed to be added next year.</li> <li>Some F.2 students could design some good 30th Anniversary keychain and 3D printed.</li> </ul>



Program Brief:

Structural design activities for F.2 students

Related Major Concern:

Academic Advancement

Student Development

School Mission

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 inspire F.2 students in structural design by designing a tower to withstand weights.</li> </ul>	<ul style="list-style-type: none"> <li>Teach F.2 students about the design of structures in towers.</li> <li>Students in groups need to design and make a tower which can withstand some weights on the top of the tower.</li> <li>Purchase enough materials to make the tower.</li> <li>Loading test will be performed after finishing the tower and the highest loading will be recorded.</li> <li>Use about 3 lessons for these activities.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>80% of students can pass the 5 kg loading test.</li> <li>Two good models could be found for each class.</li> </ul>	<ul style="list-style-type: none"> <li>Weaker students could not construct the tower to withstand 5 kg. The models only passed 2 kg test due to their bad design of the structure.</li> <li>Some students could not finish the tower model on time. They needed to test the model after school.</li> </ul>

Report compiled by:

Lee Tim Cheung

## ECONOMICS

Program Brief: **Running a business during the school open day**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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>Wholly achieved.</li> <li>Students were able to show their keen participation in the business game.</li> <li>They were able to plan and carry out the activity by themselves.</li> <li>Students did not rely too much on teachers' work.</li> </ul>	<ul style="list-style-type: none"> <li>Students are more mature than we have thought.</li> <li>A better division of labour could be planned.</li> <li>Students should be asked to have more involvement in the planning, execution and evaluation of the game.</li> <li>Teacher advisors have played a very good role in coordination.</li> </ul>

Program Brief:

Cross-subject collaboration with BAFS -Personal Finance workshop for F.3 students

Related Major Concern:

Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 equip students with the appropriate attitude towards the use of scarce resources such as their money and make cautious and responsible choices for their study, careers and life.</li></ul>	<ul style="list-style-type: none"><li>A personal finance workshop will be organised for F.3 students.</li><li>The workshop is co-organised with Economics.</li><li>Time frame: post-exam period.</li></ul>	<ul style="list-style-type: none"><li>The workshop is held with the help of PSC.</li><li>Students tended to learn personal finance from a new perspective.</li><li>However, the response of students is just satisfactory.</li></ul>	<ul style="list-style-type: none"><li>External activity should have not have too much lecture.</li><li>Students may learn from non-academic activities.</li><li>Collaboration with BASF will be continued</li></ul>

Report compiled by:

Fu Sui Hong

## ENGLISH LANGUAGE

Program Brief: **Compiling F.1-F.3 Writing Exercise Books**

Related Major Concern:  Academic Advancement  Student Development  School Mission  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 students' writing ability.</li> </ul>	<ul style="list-style-type: none"> <li>To compile a writing workbook for each form, which includes common linkers and their usage, proofreading exercises focusing on common errors, target language items, format and outline and samples.</li> <li>To be used as a pre-task for each writing task to help students manage the required writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly</li> <li>Three writing handbooks were completed and used .</li> <li>Language items and outlines in the workbooks prepared Ss for each writing task.</li> <li>Students used the pre-task materials in their actual writing.</li> </ul>	<ul style="list-style-type: none"> <li>The handbooks will be further modified.</li> <li>The sentence-making part will be checked and marked to help weaker students.</li> </ul>

Program Brief:

Improving the English standard of F.3 students via different programs

Related Major Concern:  Academic Advancement  Student Development  School Mission  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 prepare F.3 students for F.4 syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>To further consolidate grammar focusing on commonly misused items, e.g. passive voice, past perfect tense.</li> <li>To mandate the students to use upper-intermediary expressions from the news review handbook to improve critiques in news reviews assignments. Improved format and examples will be provided.</li> <li>To polish students' reading skills by providing short reading tasks focusing one skill at a time.</li> <li>To adopt the writing exercise book in (1) to integrate the taught grammar items into writing tasks.</li> <li>To collaborate with LS Department to teach argumentative essays in the 2<sup>nd</sup> term to guide students to write more effectively.</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 did not apply the learned grammar items correctly.</li> <li>Partially. New format was provided but students did not use the expressions and linkers frequently.</li> <li>Not achieved. The schedule was too tight to include more practices.</li> <li>Wholly. Students were required to apply the taught items in the handbook</li> <li>Wholly. Teachers taught the target language and observed each other's lessons to see its effect</li> <li>Wholly. Five F.3 classes produced The Stream</li> <li>Wholly. Each F.3 class 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>The Stream required students to write a transcript, which required a lot of work and coordination so students needed more guidance.</li> <li>Game stalls must include more oral English and more challenging games that require players to interact with the host in English.</li> <li>SOW needs to be arranged to include skill-based reading material.</li> <li>The LAC practice will continue next year.</li> </ul>

Program Brief:

Mentoring Program

Related Major Concern:  Academic Advancement

Student Development

School Mission

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 have senior students mentor junior students.</li> </ul>	<ul style="list-style-type: none"> <li>F.4 students mentor 10 F.2 less able students to improve their writing skills at lunch time.</li> <li>F.3 students mentor 10 F.1 less able students to improve their speaking skills at lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>Partially. F.2 students learned to write more accurately with meaningful content but some F.4 mentors and F.2 mentees did not show up on time.</li> <li>Wholly. Both F.1 and F.3 students actively conversed with each other all in English.</li> </ul>	<ul style="list-style-type: none"> <li>Both teachers and students found the programmes helpful, so they will continue next year.</li> <li>Reliable F.4 students will be put on the programme.</li> </ul>

Program Brief:

Sharing and modifying teaching methodologies

Related Major Concern:  Academic Advancement

Student Development

School Mission

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 teaching effectiveness in classrooms via peer-learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers share teaching strategies or methodologies and implement them in lessons via lesson observation or sharing in panel meetings.</li> <li>F.4 teachers share small group teaching ideas and observe each other's lesson to improve teaching strategies.</li> <li>Hiring experienced teachers for practical and effective teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. Teachers shared writing strategies and reviewed them.</li> <li>Wholly. Six teachers co-planned and observed each other's lessons to improve two areas: building positive learning atmosphere and catering to learner diversity.</li> <li>Not achieved. Topics did not match the need of members.</li> </ul>	<ul style="list-style-type: none"> <li>More sharing on writing strategies will be conducted to improve effective teaching and marking.</li> <li>The good practice will continue next year as teachers learned a great deal from each other.</li> <li>The panel heads will continue to explore suitable topics.</li> </ul>

Report compiled by:

Tsao Yu Fang

## GEOGRAPHY

Program Brief: **New Form Two Curriculum**

Related Major Concern:  Academic Advancement  Student Development  School Mission  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>To make full use of the only doubled lesson in each 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 climate change and tropical rain forests.</li> <li>Map-reading will be introduced.</li> <li>Vocabulary drills on geography jargons.</li> </ul>	<ul style="list-style-type: none"> <li>In order to facilitate learning and teaching, each student was trained and instructed to complete and file quite a number of classwork activity sheets and homework assignments in their two subject files respectively. Having a neat filing system was a key to independent learning. This was indeed step one to good learning habits.</li> <li>Current issues concerning deforestation and climate change were included in the lessons to arouse their interests.</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>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 essay drills would be designed and implemented in F.3 lessons.</li> </ul>



**Program Brief:**

**Sharing at the Hall Assembly and Book Sharing**

Related Major Concern:  Academic Advancement  Student Development  School Mission  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 the academic year as arranged</li> </ul>	<ul style="list-style-type: none"> <li>The booking sharing section was arranged on 3 April, 2019. The topic was “tourism”</li> <li>Miss Li and Miss Yeung shared their personal experiences in their tours to Europe and Siberia.</li> <li>The audience comprised of F.1 and F.2 students.</li> <li>The presenters have enjoyed very much the process of preparation.</li> <li>Positive feedbacks were received from the audience and all of them borrowed books on tourism after the sharing.</li> <li>The messages of “Make a difference” and “mutual cultural respect” were spread through the sharing.</li> </ul>	<ul style="list-style-type: none"> <li>The 15-minute duration was indeed not too enough for such a rich content.</li> <li>Unfortunately F.3 students who have enrolled could not attend due to a uniform test.</li> <li>The sharing at the hall assembly has been done in 2017-2018. There was no arrangement this year.</li> </ul>

**Report compiled by:**

Yeung Pui San, Lucia

## HISTORY

Program Brief: **Revising the F. 2 Curriculum**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 revise the F. 2 History curriculum</li></ul>	<ul style="list-style-type: none"><li>All F. 2 students have two History lessons instead of four.</li><li>The topic on 'The Age of Machines' is to be included in the F. 2 curriculum</li></ul>	<ul style="list-style-type: none"><li>Wholly achieved</li><li>The new curriculum is smoothly run and the new topic can be picked up by the students easily.</li></ul>	<ul style="list-style-type: none"><li>Some videos can be included to arouse the interest of the students in the topic.</li></ul>

Program Brief: **Joint outing with Chinese History students**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 cross-subject activity</li></ul>	<ul style="list-style-type: none"><li>Visit to Dr. Sun Yat-sen Museum and Tai Kwun with the Chinese History students</li></ul>	<ul style="list-style-type: none"><li>Wholly achieved though the Dr. Sun Yat-sen Museum was replaced by the Basic Law Library</li><li>Students enjoyed the visit to Tai Kwun</li></ul>	<ul style="list-style-type: none"><li>The Basic Law Library is too small to accommodate two groups of students and another site is needed to replace the Basic Law Library.</li></ul>

Report compiled by: **Chu Wai Yee**

## INFORMATION AND COMMUNICATION TECHNOLOGY

Program Brief: Revamp of F.1 and F.2 coding curriculum with STEM elements

Related Major Concern:     Develop Learning Attitude     Enrich Exposure     Inspire Innovation & Drive     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 to F.3 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>Time frame: Year round.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Many students had expressed positive feedbacks on the teaching and projects related to coding, especially Micro:bit.</li> </ul>	<ul style="list-style-type: none"> <li>Can explore more suitable accessories and driver-boards to simplify the connection and expand the connectivity options.</li> <li>Can explore more integration / collaboration with other STEM related subjects.</li> </ul>

Program Brief:

Promote ICT Literacy through the participation of competitions / visits

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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 raise students' ICT Literacy through the participation of more competitions / visits.</li></ul>	<ul style="list-style-type: none"><li>F1 to F3: At least 1 group/batch of students in each form participate in external competitions.</li><li>F4 to F5: Each student must participate in at least 1 external competitions per year.</li><li>Time frame: Year round.</li></ul>	<ul style="list-style-type: none"><li>Partially achieved.</li><li>4 visits and 5 competitions organized.</li><li>Some awards (Merits, Bronze Medals) were won.</li><li>Some F.4 and F.5 ICT students were reluctant to participate in competitions.</li></ul>	<ul style="list-style-type: none"><li>Could encourage more students to participate in a wider spectrum of competitions / visits to further enrich their ICT exposure.</li></ul>

Report compiled by:

Chan Wai Leung, Lie Chi Wai

## INTEGRATED SCIENCE

Program Brief:

New Learning Tools devised to Improve Students' Performances in Science

Related Major Concern:



Develop Learning Attitude



Enrich Exposure



Inspire Innovation & Drive



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 performance of students in written examinations</li> </ul>	<ul style="list-style-type: none"> <li>Reading skills: (1) article-reading structured questions for assignments (timeline: one assignment per unit); (2) flipped classroom exercise (timeline: once per term).</li> <li>Writing skills: (1) Science process-writing skills worksheets (timeline: one worksheet per unit); (2) F.2 STEM project-writing assignment (timeline: mid-second term).</li> <li>LAC skills: (1) worksheet for Science language basics (timeline: beginning of the school year); (2) unit-focussed "Learning Science in English (LSE)" worksheets (timeline: one worksheet per unit).</li> <li>Provision of revision notes, revision</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved</li> <li>There was a significant improvement in the overall final examination passing rate but the rate was still a bit behind the expected 60% value.</li> <li>In particular, some student are poor in Fill-in the-Blank question (lower-level language skills) while some are poor in writing scientific passages (higher-level language skills).</li> </ul>	<ul style="list-style-type: none"> <li>Interestingly, student performance was satisfactory in mid-level language skills but not so much in both lower-level and higher-level language skills. In the coming academic year, more LAC practices in lower-level and higher-level language skills would be provided.</li> </ul>

	exercises, and online exercises (timeline: before each uniform quiz, test, and examination).		
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**Program Brief:** F.1 Practical Examination

**Related Major Concern:**     **Develop Learning Attitude**     **Enrich Exposure**     **Inspire Innovation & Drive**     **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 consolidate in students basic Science process skills.</li> </ul>	<ul style="list-style-type: none"> <li>F.1 Practical Examination (preparation: first term, examination: May-Jun).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved</li> <li>Students obtained very pleasing results, meeting and above expectation.</li> </ul>	<ul style="list-style-type: none"> <li>Upon the success, the Practical Examination would be extended to F.2 in the coming academic year.</li> </ul>

**Program Brief:** F.2 Scientific (STEM) Project

**Related Major Concern:**     **Develop Learning Attitude**     **Enrich Exposure**     **Inspire Innovation & Drive**     **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 consolidate in students Science process skills and unifying Scientific concepts abilities.</li> </ul>	<ul style="list-style-type: none"> <li>F.2 STEM Project (preparation: first term, project: Mar-May).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved</li> <li>Students obtained very pleasing results, meeting and above expectation.</li> </ul>	<ul style="list-style-type: none"> <li>Upon the success, similar Project Assignment would be extended to F.1 in the coming academic year.</li> </ul>

Program Brief: **Further STEM Education Enforcement in Co-curricular Activities**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 deliver more STEM activities In Science Society.</li> </ul>	<ul style="list-style-type: none"> <li>Using the EdB's One-off STEM Grant, to conduct an Advanced Aquaponics Workshop with 3D Printing and Micro:bit/Arduino Programming In the course (in second term, six 1.5-hour lesson, Total 9 hours).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved</li> <li>In the Advanced Aquaponics Workshops, students were able to write programmes and utilize micro:bits and sensors (luminious, temperature, humidity, water flow, pH, nitrate, etc.) to monitor the pottis.</li> <li>Other activities that also delivered STEM education effectively through an enjoyable learning atmosphere included 2 Organic Gardening Workshops, a Mudflat Ecological Survey, the 『能』創未來：粵港青少年科技考察雙向交流團, and an Organic Soap Workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Other STEM activities that could motivate students in learning Science would be investigated for the coming school year.</li> </ul>

Report compiled by:

Tsung Pui Sum

## LIBERAL STUDIES

Program Brief: **Implementation of Basic Law education in F.1-2 curriculum**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 meet the requirement of EDB in regard to Basic Law education.</li> </ul>	<ul style="list-style-type: none"> <li>Revise the schemes of work of F.1 and F.2 to include Basic Law education for not less than 10 hours of lesson time. In 2019-20, there will be at least 15 hours of teaching related to Basic Law in F.1-3.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved</li> <li>The total lesson time for F.1-2 was 11.6 hours, a bit higher than the target. But students generally found the content less relevant to them.</li> </ul>	<ul style="list-style-type: none"> <li>It was important to teach the concepts and principles of the Basic Law rather than the articles. They should also be taught in context which is current and relevant to students.</li> </ul>



Program Brief:

Collaboration with English Panel in teaching argumentative essays in F.3

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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>Synchronize the effort of English and LS panels in teaching argumentative writing in F.3.</li></ul>	<ul style="list-style-type: none"><li>In the second term for F.3, English and LS teachers will arrangement their schemes of work so that students will do argumentative writing in English Language lessons and LS lessons consecutively, with each subject has their own focus and complementary to one another.</li></ul>	<ul style="list-style-type: none"><li>Partially achieved</li><li>The concerned English and LS lessons have been rolled out as planned in the schemes of work. Peer-learning lesson observations between the two subjects were also conducted to enhance synergy effect. However, the impact on students' work was not very obvious and did not sustain very long.</li></ul>	<ul style="list-style-type: none"><li>Weaker students had difficulties in handling both the current issue and the use of language items at the same time in writing the essay. It was suggested that next year a more straightforward and familiar current issue may be used if it is decided to continue.</li></ul>

Report compiled by:

Ng Chi Lam

## MATHEMATICS

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

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  N/A

<b>Objectives</b>	<b>Strategies / Time Frame</b>	<b>Level of Achievement (Wholly / Partially / Not Achieved) &amp; Evidence of Performance</b>	<b>Reflection (include areas for improvement and follow-up work (if any))</b>
<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>Wholly.</li></ul>	<ul style="list-style-type: none"><li>Teachers were active in peer observation in sharing teaching strategies.</li><li>Teachers were eager in and practising new teaching strategies.</li></ul>

Report compiled by:

Li Kwok Keung

## MUSIC

Program Brief: Participation on live performance in musical

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 join the musical FAME for the school anniversary celebration</li> </ul>	<ul style="list-style-type: none"> <li>Students are interested in this activity and gain valuable experience in performing production.</li> </ul>	<ul style="list-style-type: none"> <li>Students need more training in the pronunciation of English.</li> <li>Difficult to maintain the attendance of rehearsal.</li> </ul>

Program Brief: Searching one external performance in for school choir or drum class

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 and drums.</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>Students learnt attitude from the other choirs in joining the visits / events.</li> <li>Students had positive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to collect the reply slip of letter to parents before the performance.</li> <li>Same condition in collecting parent letter after each rehearsal.</li> </ul>

Report compiled by: Lee Suk Han, Mariana

## PHYSICS

Program Brief: **To promote the use of IT in physics experiments and data analysis**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  N/A

<b>Objectives</b>	<b>Strategies / Time Frame</b>	<b>Level of Achievement</b> (Wholly / Partially / Not Achieved) <b>&amp; Evidence of Performance</b>	<b>Reflection</b> (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"><li>To promote the use of data loggers and computer/mobile apps in studying physics experiments</li></ul>	<ul style="list-style-type: none"><li>Teachers design at least one experiment using data logger in each topic.</li><li>All senior form students are able to use Microsoft Excel to plot graph and analyze data.</li><li>Students can work in groups to use the data logger.</li><li>Time frame: Whole year.</li></ul>	<ul style="list-style-type: none"><li>Wholly.</li><li>Positive feedbacks were received from students.</li><li>Most of the students were able to make use of computers and mobile apps to analyze data in experiments.</li></ul>	<ul style="list-style-type: none"><li>Students were expected to extend their knowledge to daily life applications and self-directed learning.</li></ul>

Report compiled by: **Cheung Fook Lai**

## PHYSICAL EDUCATION

Program Brief: **Broaden students' exposure and to drive for their physical challenge via 30<sup>th</sup> Anniversary activities**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 inspire innovation and drive for physical challenge through celebration of school 30<sup>th</sup> Anniversary by organizing various P.E. activities.</li> </ul>	<ul style="list-style-type: none"> <li>To broaden students' exposure and drive for their physical challenge and capacity by coordinating various external sports competition like Cross Harbor Swim, Winter Swim, HK Standard Chartered Marathon and trail-walker etc.</li> <li>Organize invitation friendly matches from Dec to Jun, sports items include football, basketball, volleyball, table-tennis and badminton.</li> <li>Organize alumni home-coming matches from Dec to Jun, sports items include football, basketball, volleyball, table-tennis and badminton.</li> <li>New sport items will be introduced to senior form P.E. elective students e.g. Wing Chun Kuen.</li> </ul>	<ul style="list-style-type: none"> <li>The objectives in this part were wholly achieved and all planned programs were carried out as scheduled.</li> <li>Activities like HK Standard Chartered Marathon successfully recruited two staff teams and many students to join the race. Other Ti-lan like parents, alumni were also actively join the program.</li> <li>All other invitation matches and alumni home-coming matches were conducted.</li> <li>This year we introduced a new sport named Lacrosse for F.5 P.E. elective students.</li> </ul>	<ul style="list-style-type: none"> <li>In general, all P.E. programs related to the celebration of the school 30th Anniversary were successfully organized.</li> <li>There were many students and staff who were the first time joining the Marathon run due to the special occasion of 30th Anniversary celebration.</li> <li>Due to adverse and rainy weather, the alumni home-coming matches were affected a little bit especially those outdoor matches.</li> </ul>

Program Brief: **Cultivate sportsmanship through new "School Teams Policy"**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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' exposure to various sports and cultivate sportsmanship.</li> <li>To help students gain enjoyment and satisfaction through participating in sports.</li> </ul>	<ul style="list-style-type: none"> <li>Extend "Mandatory One Sport Team Engagement Policy" from F.1 to F.2 in 2018-2019 to increase number of student's man-times in sports participation, hence to widen students exposure in sports and further strengthen the foundation of Grade B and C.</li> <li>To require all F.4 P.E. elective students to join one sports teams that relevant to the sports items they select in DSE-PE</li> <li>To align and enforce the "School Teams Policy"</li> <li>To uphold and maintain good discipline of sports team members e.g. to have good attendance record etc.</li> </ul>	<ul style="list-style-type: none"> <li>This objective was partly achieved.</li> <li>All targeted F.1 to F.2 P.E. major students were allocated in different sports teams and a balance development of all teams could in general be maintained.</li> <li>Under the new school team policy, all targeted students get involved in sports teams training in their selected sports items and in general the monitoring system were enforced.</li> <li>Basically all team advisors were able to carry out assigned tasks and align with the Policy agreed action.</li> <li>Good competition results were recorded e.g. in Jing Ying Tournament of boys football, boys volleyball and cross country race.</li> </ul>	<ul style="list-style-type: none"> <li>Too many other engagements of students after school, that affected the normal training schedule was still a great problem reported in many different teams.</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:

Develop Learning Attitude     Enrich Exposure     Inspire Innovation & Drive     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 cultivate students’ aesthetic sensitivity.</li> <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>Encourage students to give comments on sports performance of other classmates in selected sports items in P.E. lesson.</li> <li>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 e.g. arrange relevant talk like sports picture taking etc.</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 "Circuit Training Program". Mutual sharing among students was organized which can facilitate teaching and learning effectiveness.</li> <li>E.g. F.3 gymnastics practice mutual sharing via video taking</li> <li>Talk related to aesthetic view was conducted in Friday assembly on 22/3.</li> <li>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 practice was necessary to groom students’ aesthetic views in a clear and justified manner.</li> <li>A talk for whole school on aesthetic appreciation “sports photography” was arranged by Mr. FYL, which match with the main theme of “make a difference” this year and our objective “aesthetic sensitivity”, the disable badminton athlete Mr. Chan Ho Yuen also shared his experience and story for students.</li> </ul>

Report compiled by:

Ho Hon Kin

## 普通話科

工作簡述:

增廣同學課外視野

相關關注事項:

學術水平

學生成長

辦校理念

不適用

目標	策略/ Time Frame	成功準則 及 檢討	反思 及 改進
• 增廣同學課外視野	<ul style="list-style-type: none"><li>• 初中同學積極參加校外普通話朗誦比賽</li><li>• 加入週五普通話週會，讓全校同學多接觸普通話</li></ul>	<ul style="list-style-type: none"><li>• 統計參加朗誦比賽人數</li><li>• 週會可多給予學生參與</li></ul>	<ul style="list-style-type: none"><li>• 除鼓勵學生參加朗誦比賽外，亦推薦優秀學生參加普通話公開試</li></ul>

報告者:

羅健明



## VISUAL ARTS

Program Brief: **Strengthen Digital and Media Literacy**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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>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 programs have been conducted as planned.</li> </ul>	

Program Brief: **Junior Form Curriculum Review**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 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 Basic Design curriculum for more integrated, student engaged and interacted with genuine daily life.</li> <li>Time frame: All 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>Follow-up action will be held for teachers who have not uploaded good junior VA samples to team drive next academic year.</li> </ul>

Program Brief: **Enhancement of Visual Arts Participation**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 create a strategic plan to promote VA learning beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Send art activities &amp; competition information to all VA students via official email.</li> <li>Establish the “Most Active Participation in Visual Arts” in each form.</li> <li>Marks for active participation in art activities and competition to be included in Art Appreciation &amp; Participation.</li> <li>Time frame: All year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved: Action carried out as planned.</li> </ul>	

**STEM in VA**

Program Brief:

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 prepare students for the future via STEM in VA projects.</li> </ul>	<ul style="list-style-type: none"> <li>Building students’ capacity in complex problem solving, critical thinking &amp; creativity via junior form basic design projects.</li> <li>Time frame: All year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved: STEM in VA projects conducted as planned.</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:

Cross-subject collaboration

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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 effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Two subjects as partners collaborate to improve teaching effectiveness in terms of depth of content or LAC.</li> <li>Two subjects as partners collaborate to run a programme.</li> <li>All subjects explore possible ways to collaborate in 19-20.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Four subjects collaborated to improve depth of content.</li> <li>Two subjects collaborated to improve LAC.</li> <li>Eight subjects collaborated to run programmes.</li> <li>6 subjects joined Open Class organized by other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Panel heads will work out the collaboration plan for 19-20, which will be included in the PHC annual plan.</li> <li>Subjects will continue to collaborate with other schools to share and improve teaching effectiveness.</li> </ul>

Report compiled by:

Tsao Yu Fang

## 2. Curriculum Development Committee

Program Brief: **Support Basic Law Education in Junior Form Liberal Studies**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 implementation of Basic Law Education.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with junior form Liberal Studies Panel Head to understand the implementation situations.</li> <li>Understand students' performance in concerned assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Partially</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from the Liberal Studies panel on the implementation of Basic Law in F.1 &amp; F.2 was received.</li> <li>The expected 10 hrs of lesson time in F.1 &amp; F.2 was achieved.</li> <li>Students found content less relevant to them.</li> <li>Can explore the possibility of enhancing the teaching effectiveness by highlighting the concepts &amp; principles behind the Basic Law.</li> </ul>

Program Brief:

Keep Track of the development of Chinese History education in HK

Related Major Concern:

- Develop Learning Attitude     
  Enrich Exposure     
  Inspire Innovation & Drive     
  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 keep track of the development of Chinese History education in HK</li> </ul>	<ul style="list-style-type: none"> <li>Make reference to EDB curriculum documents &amp; circulars</li> <li>In case necessary, compile concerned reports to the school &amp; IMC</li> </ul>	<ul style="list-style-type: none"> <li>Partially</li> </ul>	<ul style="list-style-type: none"> <li>No further significant documents on this area were published by the government or education body.</li> <li>Members attended the Basic Law Education &amp; exchange programme (in the mainland) organized by the Chinese Department. It was observed that the programme objectives were achieved.</li> </ul>

Program Brief:

The Current and Current Minis

Related Major Concern:

- Develop Learning Attitude     Enrich Exposure     Inspire Innovation & Drive     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 English learning environment.</li></ul>	<ul style="list-style-type: none"><li>Students on different “Current” teams will produce full episodes for full school viewing, as well as “Mini” 60-second episodes for viewing on Instagram to arouse the interest of schoolmates to watch and discuss the contents.</li><li>To inspire and involve more students to produce “Current minis”, making more students use English.</li><li>To get quick and handy access to students via Instagram for increased exposure to English.</li></ul>	<ul style="list-style-type: none"><li>Wholly.</li></ul>	<ul style="list-style-type: none"><li>Very good feedback was received from students, teachers &amp; audience.</li><li>Great number of followers, likes and views in Instagram.</li><li>High dedication rate of student production teams.</li><li>Good quality productions were prepared.</li></ul>

Report compiled by:

Chow Kwok Lim

### 3. Examinations & SBA Committee

Program Brief:

Coordination of Uniform Test System

Related Major Concern:

- Develop Learning Attitude   
  Enrich Exposure   
  Inspire Innovation & Drive   
  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 teachers should follow the regulation of not giving too many tests or quizzes within a short period.</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: **Using Data for Predicting DSE Levels**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 predict DSE levels through regression analysis.</li> </ul>	<ul style="list-style-type: none"> <li>The committee will collect the exam data for predicting DSE levels through regression analysis. Time scale: The concerned programme will start after the examination.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. Subject panels can make use of the results for making prediction.</li> </ul>	<ul style="list-style-type: none"> <li>With more exam data, the prediction will be more accurate.</li> </ul>

Program Brief: **Modification of the Early Intervention Approach on Assignment Performance**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 make new arrangements on monitoring students' assignment performance</li> </ul>	<ul style="list-style-type: none"> <li>The committee will modify the approach so as to monitor the assignment performance closely. Time scale: The concerned programme will start right at the commencement of the year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. The logistics were smooth and concerned people knew their roles clearly.</li> </ul>	<ul style="list-style-type: none"> <li>The updated student's reflection form highlights the main reasons and suggestions to be made for reference.</li> </ul>

Report compiled by: **Wong Yuk Lun**



## 5. Learning Resources Committee

Program Brief:

F.5 Legacy of Reading

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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 F.5 students' sense of belonging to school.</li> </ul>	<ul style="list-style-type: none"> <li>F.5 students sign the book they have chosen to purchase for the Learning Hub as a legacy to school.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. All F.5 students who were present on that day participated in the activity and chose the book for the Learning Hub.</li> </ul>	<ul style="list-style-type: none"> <li>Over 70 % of the students reflected in the questionnaire that they enjoyed the activity, so the same activity will be organized for F.5 students next year.</li> </ul>
<ul style="list-style-type: none"> <li>To expose students to a wider range of books.</li> </ul>	<ul style="list-style-type: none"> <li>To encourage students to participate in a range of reading activities by giving them extra budget for book purchases.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. Over 90% of F.5 students participated in at least one reading activity.</li> </ul>	<ul style="list-style-type: none"> <li>A wider range of reading activities could be offered to students.</li> </ul>
<ul style="list-style-type: none"> <li>To increase students' interest in reading.</li> </ul>	<ul style="list-style-type: none"> <li>To allow all F.5 students to purchase a book of their interest from Elite Bookstore for the Learning Hub.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. Over 95% of F.5 students borrowed the book and submitted a book report after the activity.</li> </ul>	<ul style="list-style-type: none"> <li>The same activity will be organized for F.5 students next year.</li> </ul>

Program Brief:

Reading Across the Curriculum

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 a wider range of books</li> </ul>	<ul style="list-style-type: none"> <li>Books of similar topic or theme will be displayed for students to borrow after the book sharing session</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. More than 50% of the participants borrowed a book after each book sharing session.</li> </ul>	<ul style="list-style-type: none"> <li>A wider variety of books will be purchased for students.</li> </ul>
<ul style="list-style-type: none"> <li>To provide students with a chance to have a deeper understanding of a topic of their interest</li> </ul>	<ul style="list-style-type: none"> <li>Students will attend a book sharing session by teachers according to their interest during reading periods</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. More than 90% of the participants attended the book sharing sessions on time.</li> </ul>	<ul style="list-style-type: none"> <li>Different book sharing topics will be offered to students according to their interest.</li> </ul>

Program Brief:

**To Expose Students to More Reading-related Activities**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 the facilities of public libraries</li> </ul>	<ul style="list-style-type: none"> <li>1E and 2E students will participate in two public library visits separately</li> <li>F.1, F.4 and F.5 students will apply for a public library card</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. The two classes visited the public libraries.</li> <li>Partially. Some students applied for the public library card but some didn't because of the insufficient information.</li> </ul>	<ul style="list-style-type: none"> <li>Different public library activities will continue to be explored for students.</li> <li>Application forms will be distributed to interested students next year.</li> </ul>
<ul style="list-style-type: none"> <li>To share book reading experiences with others</li> </ul>	<ul style="list-style-type: none"> <li>Students will share their ideas about the book they have read in the Reading Forum</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. 8 students did a presentation in the Reading Forum and 10 students participated in it as audience.</li> </ul>	<ul style="list-style-type: none"> <li>More students will be invited to join this activity next year.</li> </ul>
<ul style="list-style-type: none"> <li>To raise students' awareness of the issues of intellectual property</li> </ul>	<ul style="list-style-type: none"> <li>A talk / drama will be organized by the Intellectual Property Department for junior form students</li> </ul>	<ul style="list-style-type: none"> <li>Wholly. A drama performance was organized by the Intellectual Property Department for F.1-3 classes and students learnt more about intellectual property.</li> </ul>	<ul style="list-style-type: none"> <li>Other resources regarding this area will be explored.</li> </ul>

Program Brief:

Exercise Books Arrangement

Related Major Concern:

- Develop Learning Attitude       Enrich Exposure       Inspire Innovation & Drive       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 exercise book layouts suited to the needs of different subjects</li></ul>	<ul style="list-style-type: none"><li>To coordinate the designs of different exercise books from different subject panels</li></ul>	<ul style="list-style-type: none"><li>Wholly. The existing exercise books were reviewed and revised.</li></ul>	<ul style="list-style-type: none"><li>Nil</li></ul>

Report compiled by:

Chan Ying Brenda

## 6. Gifted Education Committee

Program Brief: **STEM@體藝 - The Process and the Way Forward**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 the feasibility of establishing a STEM Lab. in the school.</li> </ul>	<ul style="list-style-type: none"> <li>QEF Project 2 : Exploring the Feasibility of establishing a STEM Lab. in the school (Oct 2018 - Jun 2019).</li> </ul>	<ul style="list-style-type: none"> <li>In good progress.</li> <li>With the support from the school, the process had currently been in good progress.</li> </ul>	
<ul style="list-style-type: none"> <li>To allow students exposure to the elements of STEM in different interesting ways.</li> </ul>	<ul style="list-style-type: none"> <li>Afterschool STEM workshops: (a) Welding (Oct 2018 - Dec 2018) (b) Twinkling T-shirts (Oct 2018 - Dec 2018).</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> <li>A 10-session LED Wearable Workshops was held. The Welding Workshops were not organized due to insufficient participants.</li> </ul>	<ul style="list-style-type: none"> <li>Students found the technical skills very challenging. Many did not have the patience to complete the whole process for the final product. Easier tasks should be set next time.</li> </ul>
<ul style="list-style-type: none"> <li>To allow students to expose to STEM in various interesting ways.</li> </ul>	<ul style="list-style-type: none"> <li>F.2 I.S. STEM@體藝 project (Mar-Apr 2019).</li> <li>Afterschool Science Society STEM activities (year-round).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>A F.2 STEM@體藝-3R Model Race Car Project/Competition was held. Students obtained very pleasing results, meeting and above expectations.</li> <li>Science Society STEM activities included 2 "Organic Gardening Workshops", 英才盃—STEM教育挑戰賽2018之「微震機械乒團爬山競技賽」 organized by the New Generation Cultural Association (HKNGCA) Science Innovation Centre (SIC), 『能』創未來：粵港青少年科技考察雙向交流團, 6 workshops and 1 F.3 talk on Advanced Aquaponics, and an Organic Soap Workshop.</li> </ul>	<ul style="list-style-type: none"> <li><u>F.2 I.S. STEM@體藝 project</u>: Similar Project Assignment would be extended to F.1 in the coming academic years. For the F.2 Project Assignment, a cross-curricular (I.S.+ICT+D&amp;T) activity, "Model Rocket Car Race", would be conducted in the coming academic year.</li> <li><u>Afterschool Science Society STEM activities</u>: Other STEM activities that could motivate students in learning Science would be investigated.</li> </ul>

<ul style="list-style-type: none"> <li>To allow students to further expose to STEM through a model land yacht activity.</li> </ul>	<ul style="list-style-type: none"> <li>STEM Land Yacht Competition cum Carnival [co-organized with the Hong Kong Schools Sailing Association (HKSSA)](26 May 2019).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>4 schools participated in the event.</li> <li>Around 100 students participated.</li> </ul>	<ul style="list-style-type: none"> <li>More schools would be invited to join the event in the coming academic year.</li> <li>The solution to measure the speed of the land yacht would be further fine-tuned.</li> </ul>
<ul style="list-style-type: none"> <li>To expose our students to STEM through sailing sports.</li> </ul>	<ul style="list-style-type: none"> <li>QEF Project: Connecting STEM To Authenticity through Sailing Schedule: Submission of application Feb 2019.  Event: STEM and Sailing Camp Proposed schedule: July 2019.  Service: Water Safety Day 2019. Proposed schedule: May 2019.  Activity: Tai Mei Tuk Regatta 2019 STEM Challenge. Proposed schedule: Nov 2019.  Activity: Joint School STEM Sailing Team. Proposed schedule: Sep 2019 to Aug 2020.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> <li>The Water Safety Day was successfully completed. 100 cars were produced during the event.</li> <li>A promotion booth on Land Yacht was set up in HKEdU during their Coding Fair. About 1,000 land yachts were produced from guests during the 4-day exhibition period.</li> <li>The Tai Mei Tuk Regatta 2019 STEM challenge would be organized in Nov 2019.</li> </ul>	<ul style="list-style-type: none"> <li>The venue for next year coding fair would be Wan Chai Expo (date TBD). Sufficient material should be made be ready before the event.</li> <li>More student helpers should be trained up for different events.</li> </ul>
<ul style="list-style-type: none"> <li>To expose students to STEM through designing (Micro:bit) Rocket Cars and applying related aerodynamics and</li> </ul>	<ul style="list-style-type: none"> <li>Further Enrichments (Micro:bit) in the Rocket Car Competition.</li> <li>Students applied the aerodynamics concept in</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>A promotion was conducted during the ICT lessons.</li> <li>Afterschool car making activities were then</li> </ul>	<ul style="list-style-type: none"> <li>More internal car test session should be arranged so as to let students to obtain more data about the speed of their design. It was suggested that all F.2</li> </ul>

<p>programming concepts.</p>	<p>producing the rocket car. To further improve the design of the car, more internal car test session should be arranged so as to let students to obtain more data about the speed of their design.</p>	<p>provided to students.</p> <ul style="list-style-type: none"> <li>• 10 teams of students produced the rocket cars and participated in the inter-school car testing session and competition.</li> </ul>	<p>students would produce rocket cars in the next academic year, forming a cross-curricular project for ICT, D&amp;T and IS for 2019-2020.</p>
<ul style="list-style-type: none"> <li>• To allow students to expose to STEM through a collaborative Upcycling design project.</li> </ul>	<p>BCSW×JCTIC - Upcycling Design Project (Mar 2019 ~ May 2019)</p> <ul style="list-style-type: none"> <li>• Ti-I students worked as teaching assistants in the whole project. They taught and assist primary kids to complete the tasks.</li> <li>• Seminar : Severity of Hong Kong's pollution and waste problems (plastic pollution).</li> <li>• Workshop: A new way to define garbage. Applying the concept of Upcycling design thinking to reform garbage as material.</li> <li>• Workshop: Explore the possibilities of materials (Plastic bottles).</li> <li>• Workshop : Re-form and combine the plastic bottles to design and make an Upcycling plastic bottle lighting.</li> <li>• Exhibition : Upcycling lighting displayed in BCSW primary school.</li> </ul>	<ul style="list-style-type: none"> <li>• Wholly achieved.</li> <li>• 6 workshops were held in Mar-May 2019.</li> <li>• 30 primary students joined the programme, each student created at least 3 Upcycling plastic artworks. 6 Upcycling lights were created and displayed in the primary school in June and July.</li> <li>• 22 Ti-I students from Communi-arties worked as student helpers, assisted in teaching, sharing experience, and implementing the programme.</li> </ul>	<ul style="list-style-type: none"> <li>• In the next school year, more primary schools may be invited to join the programme.</li> </ul>

Program Brief: **External Opportunities for Gifted Students**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 internal / external opportunities and supports to talented students.</li> </ul>	<ul style="list-style-type: none"> <li>To provide as many internal/external learning opportunities and supports as possible to students (year round).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>More than 35 external events (programmes, courses, scholarships, awards, competitions, etc.) were offered to students; in which more than 120 head-counts of students joined; All in all, more than 80 certificates, prizes, awards, medals, etc. were obtained.</li> <li>An Elite Advancement Scheme (EAS) - a university excursion for CLP, was provided for top 20 higher flyers in each F.4 and F.5 level. Students participation and response were both well above expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the data and evidences collected, these strategies were proven to be effective and thus should be carried on in the academic years to come.</li> </ul>
<ul style="list-style-type: none"> <li>To enhance the effectiveness of associations of external opportunities and supports with talented students in school.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a School-based Talent DataBank (TDB) System [with WebSAMS] (Oct 2018 - Jul 2019).</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved.</li> </ul>	<ul style="list-style-type: none"> <li>The Talent DataBank system in WebSAMS is not user friendly and we are exploring setting our own system.</li> </ul>
<ul style="list-style-type: none"> <li>To give recognition to distinguished students in academics, sports, arts, leaderships,</li> </ul>	<ul style="list-style-type: none"> <li>Honours List and the newly initiated Appreciation Night (28 Jun 2019).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>138 students were on the Honours List 2019 and were invited to the High Table Dinner of the newly initiated Appreciation Night on 28 Jun 2019.</li> </ul>	



cultural activities, and services.			
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**Report compiled by:**

Tsung Pui Sum

## 7. Academic Support Committee

Program Brief:

After-school homework detention class

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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 the students' who have serious problem in assignment submission</li> <li>To help improve the entire API's performance</li> </ul>	<ul style="list-style-type: none"> <li>Students having severe assignment submission problem (require meeting VP) will be arranged to stay in this detention class and complete all assignment required.</li> <li>Other API cases not reaching such serious level should not be recruited in this detention class.</li> <li>The detention class will not be operated if no serious API case is found.</li> </ul>	<ul style="list-style-type: none"> <li>The detention classes were organized from Nov, 2018 to End of May 2019 on every Monday and Wed from 4:00pm to 5:00pm. No. of students stayed in the class from Nov to May are 13, 22, 18, 12, 32 and 35 respectively.</li> <li>Objective is partially achieved as nearly 15-20 students stayed in the class for continuous at least two months and reluctant to submit missing assignments.</li> </ul>	<ul style="list-style-type: none"> <li>The "after-school homework detention class" to a certain extent helped handle part of the students resubmitting the assignments. But quite a large group of students were reluctant to re-submit assignments; instead they preferred staying in the class and created discipline problem.</li> <li>More encouragement, support, following up, and supervision given to those students by respective subject teachers are vital and necessary.</li> <li>Time consuming to follow up ABS cases as large no. of students were required to stay in the classes but the detention class were arranged on every Mon and Wed.</li> </ul>

Program Brief:

Arrange "Elective Dropout Class Enrichment" for F.5 and 6 students

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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 structural enrichment class for</li> <li>F.5-6 students who have extra free lesson due to dropping out of elective subjects.</li> <li>To help students well spend their free lesson time</li> </ul>	<ul style="list-style-type: none"> <li>Targeted group: students who have dropped elective subject(s)</li> <li>Strategies:               <ul style="list-style-type: none"> <li>half of their free periods (i.e. 4 out of 8 lessons) will be occupied for the structural enrichment class in Learning Hub</li> </ul> </li> <li>1st term: conduct enrichment class for F.6 students</li> <li>2nd term: conduct enrichment class for F.5 students</li> <li>Only Chinese, English and LS classes will be arranged.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>In 1st term, 16 man-time of F.6 students attended the classes in Chi, Eng and LS from Sep 20, 2018 to Dec 14, 2018.</li> <li>In 2nd term 21 F.5 students attended the classes in Chi, Eng and LS from Mar 4, 2019 to Jun 6, 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Basically, the class was able to help make good use of students and especially help them improve academic performance in main core subjects for better preparation of HKDSE.</li> </ul>

Report compiled by:

Ho Hon Kin

## 8. Student Admission Committee

Program Brief: **Improve S.1 Admission Information Session**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 the live broadcast of the information session in LT and classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Work closely with IAC to find new solution to improve the audio/visual quality and the stability of the streaming of the live broadcast.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Due to the poor live broadcast in classrooms, two identical information sessions were held in hall to accommodate nearly all participants. Late comers were arranged to watch the live broadcast in Lecture Theatre. The result was to our satisfactory. Positive feedbacks were collected through the online questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>The hall could be more fully utilized. Late comers may enter the hall from the back.</li> </ul>

Report compiled by: **Ng Chi Lam**

## 9. Timetabling Committee

Program Brief: Professional Development on Timetabling Techniques

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 arrange professional development programs on Timetabling techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development programs / sessions held to share experiences in timetabling.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development sessions held &amp; basically all members attended and well-equipped for applying the aSc Timetabling software to compile authentic lesson timetables for the school.</li> </ul>

Program Brief: Succession Plan

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 work out succession plan for the committee.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the working experience of the two sub-teams, propose the succession plan for the committee.</li> </ul>	<ul style="list-style-type: none"> <li>Partially.</li> </ul>	<ul style="list-style-type: none"> <li>Apart from professional development, all committee members have gain the authentic experience in handling the timetabling task for the school.</li> <li>Despite one member has left the committee, there were still more than 50% of the members having the ability to work independently on the timetabling task.</li> <li>To prepare for the retirement of the original committee head, one of the members can be proposed to serve as the new committee head in the next academic year so that transition arrangements can be carried out.</li> <li>May explore the possibility of recruiting one to two new members in the next academic year.</li> </ul>

Report compiled by: Chow Kwok Lim

## COMMUNICATION & DEVELOPMENT

### 1. School-Home Collaboration Committee

Program Brief:

Voluntary Services

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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 up a caring campus.</li> <li>To promote the development of "Humanity" as laid down in our School Motto.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a voluntary service team which includes teachers, parents and students.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Organized two voluntary service:                             <ol style="list-style-type: none"> <li>Home visit to the elderly at 26 Jan 2019.</li> <li>Voluntary service of Angel Food at 11 July 2019.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Liaison with Student Exposure Committee.</li> </ul>

Program Brief:

Parent-Teacher Sharing Session I (Teaching and learning)

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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 communication between the school and the parents.</li> </ul>	<ul style="list-style-type: none"> <li>Session I (Teaching and learning) 21-09-2018.</li> <li>Session II (Student development) 29-03-2018.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>4 teachers (CKH, HHK, TSW, TYF) were invited to be the sharing guests.</li> <li>Over 50 parents attended the sharing sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to organize Parent-Teacher Sharing Session in the coming academic year.</li> </ul>

Report compiled by:

Wong Man Kin

## 2. Alumni Affairs Committee

Program Brief: **Sit in on Alumni Association Committee Meeting**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 communication and coordination between the school and the alumni.</li> </ul>	<ul style="list-style-type: none"> <li>Accept the invitation to sit in on regular alumni association committee meeting this academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved</li> <li>Sit in at 100% of the meetings.</li> </ul>	<ul style="list-style-type: none"> <li>This practice could really serve the purpose.</li> <li>Prior consensus must be sought before sitting in.</li> </ul>

Program Brief: **Increase Membership in the Alumni Association**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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>Help recruit more members for the association.</li> </ul>	<ul style="list-style-type: none"> <li>To inform the alumni committee of different F6 special activities</li> <li>Jupas Day (27 Sep 18)</li> <li>Speech Day (10 May 19)</li> <li>Through on-line social media like facebook or IG.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> <li>There was an increase in the number of members.</li> </ul>	<ul style="list-style-type: none"> <li>To be continued.</li> </ul>

Program Brief:

Alumni Database Update

Related Major Concern:

- Develop Learning Attitude       Enrich Exposure       Inspire Innovation & Drive       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))
• Update the database of 2018 DSE graduates.	• Send the confirmation email to the students to update the information.	• Partially achieved. • Confirmation email sent.	• quite a challenge to update the database.

Report compiled by:

Man Lai Ying



### 3. External Communication Committee

Program Brief: **Storing all the media archives in the Team Drive**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 in the Team Drive so that members can access easily</li> </ul>	<ul style="list-style-type: none"> <li>Classified archives are to be uploaded to the Team Drive from time to time</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved</li> <li>All the media archives of the current year have been stored in the Team Drive and members have easy access to them.</li> </ul>	<ul style="list-style-type: none"> <li>Media archives in the previous years will be migrated to the Team Drive in the next year as follow-up work.</li> </ul>

Report compiled by: **Chu Wai Yee**

#### 4. Publication Committee

Program Brief: **Production of Year Book**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 reflect the events and lives of people involved with the school.</li> </ul>	<ul style="list-style-type: none"> <li>Production of Year Book.</li> <li>Time frame: Whole year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved: Production of Year Book as planned.</li> </ul>	

Program Brief: **Production of printed materials for promotion (with IPC)**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 development and production of printed materials for promotion.</li> </ul>	<ul style="list-style-type: none"> <li>Production of printed materials for promotion.</li> <li>Time frame: Whole year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved: Production of printed materials for promotion as planned.</li> </ul>	

Program Brief: **Production of Student Handbook, Parent Handbook**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 students and parents/guardians an understanding of the general rules and guidelines for attending and receiving an education in our school.</li> </ul>	<ul style="list-style-type: none"> <li>Production of Student Handbook, Parent Handbook.</li> <li>Time frame: Whole year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved: Production of Student Handbook, Parent Handbook as planned.</li> </ul>	

Program Brief: **Supervision of Student Editorial Board**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 development and production of the Year Book.</li> </ul>	<ul style="list-style-type: none"> <li>Supervision of Student Editorial Board.</li> <li>Time frame: Whole year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved: Successful supervision of Student Editorial Board as planned.</li> </ul>	

Program Brief:

Online publication

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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 21<sup>st</sup> century digital technologies.</li><li>To promote the school in the wider community.</li></ul>	<ul style="list-style-type: none"><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><li>Time frame: Whole year.</li></ul>	<ul style="list-style-type: none"><li>Wholly achieved: Completed the process of scanning old school yearbooks.</li></ul>	<ul style="list-style-type: none"><li>To align with the 21<sup>st</sup> century digital technologies.</li><li>To promote the school in the wider community.</li></ul>

Report compiled by:

Tse Siu Wah

## 5. Image Promotion Committee

Program Brief:

Participation in activities in Greater Bay Area

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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>Promote school reputation and image in Greater Bay Area.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage Ti-Ian participate in activities in Greater Bay Area on behalf of Ti-I College.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved</li> <li>Ti-I won 3<sup>rd</sup> prize and 6<sup>th</sup> prize (second class awards) in the fierce competition.</li> </ul>	<ul style="list-style-type: none"> <li>The students won 3rd prize in 第三屆全國學生學憲法講憲法演講比賽廣東省決賽。 In their speeches, they illustrated the relationship between Basic Law and sports by quoting the example that some Ti-I alumni entered the Jakarta Palembang 2018 Asian Games representing Hong Kong China and attained excellent results.</li> <li>The speeches of the students well-displayed the characteristic of Ti-I and will the recognition of Mainland scholars and judges. Ti-I won 3rd prize and 6th prize (second class awards) in the fierce competition. The students also have the chance to exchange with the finalists from different provinces.</li> </ul>

Program Brief:

Asian Games & Ti-lan

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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>Promote positive school image through the outstanding results of Ti-lans in Asian Games.</li></ul>	<ul style="list-style-type: none"><li>Production of a banner to congratulating the medal winners.</li><li>Collaborate with other subjects/committees to conduct talk(s) or interview(s) with the medal winners.</li></ul>	<ul style="list-style-type: none"><li>Wholly achieved.</li><li>Production of a banner to congratulating the medal winners.</li><li>Collaborate with other committees to conduct talks with the medal winners.</li></ul>	<ul style="list-style-type: none"><li>Promote positive school image with the outstanding results of Ti-lans in Asian Games.</li><li>Can further promote school image with the outstanding results of Ti-lans in Qualification tournament of Olympic Games in coming year.</li></ul>

Report compiled by:

Wong Ka Wing

## 6. School & Staff Development Committee

Program Brief: **Reaching Out - Learn from Our Counterparts**

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 learn from other schools which has experiences and good reputation in the areas that our school would like to improve or develop.</li> <li>To build relationship and consolidate collaboration with our counterparts.</li> <li>To broaden teachers' horizon.</li> </ul>	<p><b>Staff Development Day 2 (Apr 17)</b></p> <ul style="list-style-type: none"> <li>Teachers are divided into a few groups according to their specialisation. E.g. Science, English Lang., Moral Education, STEM, etc.</li> <li>Each group will be arranged to visit a school which has good reputation / solid experience in delivering educational programs in one of the following areas:               <ul style="list-style-type: none"> <li>STEM education</li> <li>Moral education</li> <li>Self-directed learning</li> <li>Positive education</li> <li>Service learning</li> <li>Data analysis for improving T&amp;L</li> </ul> </li> <li>Well before the visits, each group conducts pre-visit discussion to prepare a "wish list" on what the group would like to get or learn from the visit. E.g. Lesson visit, teacher sharing, meeting with students, visiting facilities, etc.</li> </ul> <p><b>Staff Development Day 3 (Jun 24)</b></p> <ul style="list-style-type: none"> <li>Each group presents what they have learned from the visit to the other teachers.</li> <li>Each group shall suggest how we may practically implement what we have learned from the visiting school.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved</li> <li>The plan was not carried out due to the clash of our visiting schedule with the Easter holidays of our targeting schools or organizations.</li> <li>The plan was superseded by other programs including enrichment talks on legal knowledge, stretching exercise and major concerns evaluation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The program will be carried out in 2019-20.</li> </ul>

Report compiled by: **Leung Chi Wing**

## STUDENT DEVELOPMENT

### 1. Careers & Life Planning Committee

Program Brief: **Pilot Scheme on Job-shadowing**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 various career options and gain some job experiences.</li> </ul>	<ul style="list-style-type: none"> <li>To gather information from other schools for preparation of a pilot run in 2019-2020 academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved. An implementation plan including schedule and guidelines for students was developed.</li> </ul>	<ul style="list-style-type: none"> <li>The schedule and guidelines could be more detailed when the Scheme will be implemented in 2019-2020.</li> </ul>

Program Brief: **F.6 Parents' Night (on Careers)**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 necessary information to facilitate students' pathway planning.</li> </ul>	<ul style="list-style-type: none"> <li>To provide necessary information about non-JUPAS pathway to F.6 students and their parents.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved. With teacher observation, students had a better understanding of different pathways of post-secondary education.</li> </ul>	<ul style="list-style-type: none"> <li>Timing of the activity had been already arranged in the second term of F.5 so that both students and parents could have ample time for planning.</li> </ul>

Report compiled by: Tong Cheong Wing



## 2. Counselling Committee

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

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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>Help to promote the message of embracing campus inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment of Team B of PCS (Caring Ambassadors) (May-July).</li> <li>Training program for Caring Ambassadors (July).</li> <li>Providing service to schoolmates by Caring Ambassadors (Nov-June).</li> <li>"Share my Blood 450ml"(Oct).</li> <li>Boost Morale Camp.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Wholly achieved.</li> <li>Partially achieved.</li> <li>Wholly achieved.</li> <li>Wholly achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Need to strengthen the sense of responsibility of the students because some of Team B members were always absent from the activities.</li> <li>More education work should do to reinforce the motivation of blood donation of the students.</li> </ul>
<ul style="list-style-type: none"> <li>Cultivating the value of contribution to society.</li> </ul>	<ul style="list-style-type: none"> <li>Promotion and education in Assembly (Sept).</li> <li>Hold the Blood Donation Day "Share My Blood 450ml"(Oct).</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Wholly achieved.</li> </ul>	<ul style="list-style-type: none"> <li>More education work should do to reinforce the motivation of blood donation of the students</li> </ul>
<ul style="list-style-type: none"> <li>Strengthen the communication between form teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>Design and distribute the questionnaires to students in early of academic year.</li> <li>Form teachers read the result of the questionnaires and understand more about their students.</li> <li>Form teachers can transfer the case to form coordinators of the CC if needed.</li> <li>Give the transfer guideline to form teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Wholly achieved.</li> <li>Wholly achieved.</li> <li>Wholly achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Collect the opinion of the form teachers to improvement the design of the questionnaires.</li> </ul>

<ul style="list-style-type: none"> <li>• Encourage students to give a hand so as to help them to grow.</li> </ul>	<ul style="list-style-type: none"> <li>• “Campus with Love”.</li> <li>• Caring Ambassadors.</li> <li>• “Share my Blood 450ml”.</li> <li>• Boost Morale Camp.</li> </ul>	<ul style="list-style-type: none"> <li>• Wholly achieved.</li> <li>• Wholly achieved.</li> <li>• Wholly achieved.</li> <li>• Wholly achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Caring Ambassadors was not very success because part of students lacked of sense of responsibility.</li> <li>• The amount of donators was less than last year. Should promote the activity more.</li> </ul>
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**Report compiled by:**

Chui Lai Kuen

### 3. Discipline Committee

Program Brief:

Improvement

Related Major Concern:

Develop Learning Attitude

Enrich Exposure

Inspire Innovation & Drive

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 teachers met those students that late twice as an preventive measure.</li> <li>Completion of the early bird scheme, the punishment count will be reduced by one to encourage student to complete the schemem.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly Achieved</li> </ul>	<ul style="list-style-type: none"> <li>Instructional sheets to FormCo and concern students are prepared</li> <li>Punishment reduction will be added as an encouragement to motivate student to complete the improvement scheme.</li> <li>Statistically the improvement is not obvious. In coming year, more focus would be on preventive and educational measures instead of reinforce the 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:

- Develop Learning Attitude  
  Enrich Exposure  
  Inspire Innovation & Drive  
  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> <li>To provide more opportunity for students to serve the society.</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 if half day social service can be arranged with NGOs.</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> <li>F.2 students will help conservation of the military heritage in Mt. Davis and students will be asked to bring their own lunch so as to increase their independence and decrease the use of foam lunch boxes.</li> </ul>	<ul style="list-style-type: none"> <li>This activity has not applied to F.4 students owing to the visit to Pui Oi School in Tuen Mun.</li> <li>F.5 students has their chance to organize a half-day programs for their classmates. They have to plan where, how and what to do in the afternoon.</li> <li>The activities enable students and teachers to contact one another in a leisure environment. For example, they may play snooker and online games together.</li> </ul>	<ul style="list-style-type: none"> <li>Students tend to be more willing to attempt their self-organized activities and they were more eager to play with one another in their own styles.</li> <li>Students can choose their most preferred activity under the guidance of the form teachers.</li> <li>The guidance and ideas of form teachers are very important in choosing between different kinds of activities. For example, Mr. Herman Chan has brought his students to visit the minorities in Hong Kong. . Miss Man has brought her students to have hiking and so on.</li> </ul>

Report compiled by:

Fu Sui Hong

## 5. Student Exposure Committee

Program Brief:

Leadership Training Program

Related Major Concern:

Develop Learning Attitude     Enrich Exposure     Inspire Innovation & Drive     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>• Create the culture of Ti-I training team.</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance the leadership qualities of student leaders.</li> <li>• To nurture a greater sense of belonging among the student leaders.</li> <li>• To broaden student leaders' field of vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Wholly. Successful conducted two training workshops:               <ul style="list-style-type: none"> <li>- Induction &amp; Effective Communication (Session 1)</li> <li>- Creative Problem-Solving (Session 2)</li> </ul> </li> <li>• Wholly. Successful conducted the Overnight Training Camp and organized the New F.1 Students Orientation Day – Orienteering Games.</li> <li>• Wholly. Organized by U-hearts (兩地一心), the full-day training will focus on topics including leadership roles and project management.</li> </ul>	<ul style="list-style-type: none"> <li>• The program will continue with Infiltrate volunteer service elements in the coming year.</li> </ul>

Program Brief:

**Musical Performance (Ti-I Live)**

Related Major Concern:

- Develop Learning Attitude  
  Enrich Exposure  
  Inspire Innovation & Drive  
  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>Regular practice and rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Positive feedback from the audio regarding the performance night.</li> </ul>	<ul style="list-style-type: none"> <li>This successful performance really depends on all the staff to work together and hope to have the opportunity to show the students talents in the future.</li> </ul>

Program Brief:

**F.4 Mass Program**

Related Major Concern:

- Develop Learning Attitude  
  Enrich Exposure  
  Inspire Innovation & Drive  
  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 experience through participating in the mass program.</li> </ul>	<ul style="list-style-type: none"> <li>The program is to be conducted in November 2018.</li> <li>Explore a suitable format and NGO to set up a mass function for F4 students.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>Positive feedback from the students.</li> </ul>	<ul style="list-style-type: none"> <li>In the coming year, we can organize more different types of voluntary work experience to students.</li> </ul>

Report compiled by:

Woo Mei Hung

## 6. Student Growth Committee

Program Brief: **F.6 Farewell Assembly and Special thankful section in Speech Day**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 cultivate in F.6 students the passion to serve and to show gratitude.</li> <li>To let the F.6 students set a good role model.</li> <li>To open up avenues for graduates to show their respect and gratefulness to parents, teachers and the school.</li> </ul>	<ul style="list-style-type: none"> <li>The date will be 1 March, 2019 and 10 May, 2019 Respectively.</li> <li>SGC will cooperate with the F.6 FTs, F.6 Form Coordinators and MEC.</li> </ul>	<ul style="list-style-type: none"> <li>The new task has eventually been taken up by another committee headed by Mr. NCL. Hence SGC has concentrated on the Student Growth Forum instead. We have focused one more time on the theme "Respect" after the first success in the previous year. It is believed that "respect" is one of the most crucial personal attributes which our Ti-ians still have a lot of room to cultivate and acquire. In fact, the topic on "gratitude" came prior to "respect". We hold a strong belief that once our students can appreciate more, they will show their respect from the bottom of their hearts.</li> <li>In addition, teachers have whole-heartedly shared their small stories about how to make a difference during the Friday morning assemblies. These stories have strengthened the mutual respect and understanding among teachers and students.</li> </ul>	

Report compiled by: **Yeung Pui San**

## ADMINISTRATION & RESOURCCES

### 1. Resources Committee

Programme Brief: **To setup a souvenir stock system**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 setup a system to manage the stock of souvenirs.</li> </ul>	<ul style="list-style-type: none"> <li>To record the number and type of souvenirs in our school.</li> <li>To setup specific guidelines for teachers to apply for giving out souvenirs.</li> <li>Time scale: 1 year.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved.</li> <li>The system has not been setup.</li> </ul>	<ul style="list-style-type: none"> <li>The new system should setup in 2019-2020 combining the stocking of 30th Anniversary souvenirs.</li> </ul>

Programme Brief: **Resources Committee online support hub**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 guidelines and information for all RC services through webpage. (RC support hub).</li> </ul>	<ul style="list-style-type: none"> <li>To setup webpage (RC support hub) for providing information and guidelines of all RC related services.</li> <li>Time scale: Finished by 1st term.</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Printing system, digital signage system, and other related links were uploaded to the Resources Committee support hub (rc.tic.edu.hk).</li> </ul>	<ul style="list-style-type: none"> <li>More information and related RC services can be uploaded to the support hub.</li> </ul>



Programme Brief: **Review of the design and usage of Exercise book**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 design and usage of exercise book.</li> </ul>	<ul style="list-style-type: none"> <li>To do survey on how student and teachers using the current exercise book.</li> <li>To design new exercise book to suit for students' need.</li> <li>Cooperate with LRC.</li> <li>Time scale: 1 year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>With the initiation by LRC, new exercise books have been produced.</li> <li>30th anniversary special edition exercise books have been distributed to students.</li> </ul>	<ul style="list-style-type: none"> <li>Resources committee will also involve in the support of the purchasing of exercise books for students.</li> </ul>

Report compiled by: **Cheung Fook Lai**

## 2. Estate Management Committee

Program Brief: **Enhance Students' Awareness of Resources Conservation and Waste Separation**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 raise students' awareness on waste recycling and separation.</li> </ul>	<ul style="list-style-type: none"> <li>Together with SU, devise a new paper recycling scheme.</li> <li>Participate in paper recycling programs offered by related government department(s).</li> <li>Time frame: Whole year.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved. Solid waste recycling points were established in 3 different location within the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Need to remind and encourage students to dispose their waste properly.</li> </ul>

Program Brief:

Green School Initiatives

Related Major Concern:

- Develop Learning Attitude     Enrich Exposure     Inspire Innovation & Drive     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 through the promotion of energy conservation.</li><li>To apply solar energy and energy saving devices in the campus.</li></ul>	<ul style="list-style-type: none"><li>Explore the possibility of participating in the Renewable Energy Feed-in Tariff Scheme offered by China Light &amp; Power.</li><li>Explore the possibility of installing large scale roof top solar panels to reduce energy consumption in the whole campus.</li><li>Time frame: Whole year.</li></ul>	<ul style="list-style-type: none"><li>Partially achieved. Various vendors were invited but a feasible and cost effective solution cannot be devised.</li><li>A food waste decomposer was installed.</li></ul>	<ul style="list-style-type: none"><li>Need to invite some other vendors to further investigate the feasibility of the installation of solar panels.</li><li>More planning and collaboration with the Canteen on how to use the food waste decomposer needed.</li></ul>

Report compiled by:

Chan Wai Leung

### 3. IT Administration Committee

Program Brief: **Strengthen the Student IT/AV Team with the utilization of newly renovated computer room (Rm425) to support school promotion**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 desired media products in cope with the revamped school website, social media and other associated portals.</li> </ul>	<ul style="list-style-type: none"> <li>Recruit and assemble a team of around 15 students with interest in media production (Early Sept 18).</li> <li>Purchase of suitable equipment (Within 1st term).</li> <li>Enrich the content of our revamped school website, social media and YouTube Channel by uploading photos and videos of most major school events timely (Year Round).</li> <li>Assign suitable space, furniture and hardware equipment for media production and equipment storage (Year Round)</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved. The new school website, social media and associated portals were enriched with more media files(both photos and videos) of school functions, e.g. 30th anniversary musical.</li> </ul>	<ul style="list-style-type: none"> <li>More training can be provided to the student IT/AV team.</li> </ul>

Program Brief: **Strengthen blended learning support to subjects/teachers**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 blended learning support to subjects/teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Update the Blended Learning Support Page of JCTIC ICT Support Hub (Year Round).</li> <li>Assign IAC members to support every subject (Early Sept 18).</li> <li>Arrange support meetings with every subject (Year Round).</li> <li>Organize workshops to every subject (Year Round).</li> </ul>	<ul style="list-style-type: none"> <li>Partially achieved. The blended learning support page was not updated for all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Needs-based support should be a more appropriate and effective way to promote blended learning.</li> <li>New Google classroom can be expected to enhance the application of blended learning.</li> </ul>

Report compiled by: Lie Chi Wai

## 4. Supporting Staff Committee

Program Brief:

Induction to the new Executive Officer & School Bursar

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>Hold periodic informal meeting with the new staff in order to understand the difficulties they are facing and offer help if necessary.</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>Largely achieved.</li> <li>The staff were successfully recruited according to schedule.</li> <li>The office works were reallocated.</li> <li>All strategies were carried out where necessary.</li> <li>Both staff had successfully adjusted to the working culture and environment of the school.</li> <li>Contracts have been renewed for 2019-20.</li> </ul>	<ul style="list-style-type: none"> <li>More guidance should be given to newly recruited staff so as to let them know the expected standard and time schedule for the work.</li> <li>Opportunities should be explored for newly recruited staff to gain experience on handling different kinds of work.</li> <li>Longer notification period for resignation should be set for the post of school bursar to allow better transition.</li> </ul>

Program Brief: **Implementation 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>To conduct annual appraisal for the supporting staff by using the new appraisal system.</li> </ul>	<ul style="list-style-type: none"> <li>Explain clearly the objectives, implementation and the documentation of the system to all concerned staff at the beginning of the school year to avoid confusion.</li> <li>Issue reminders to both the appraisers and the appraisees prior to the beginning of each key stage.</li> <li>Time scale: Sep 2018 to Jun 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>All strategies were successfully carried out according to schedule.</li> <li>All appraisal reports were collected on schedule.</li> </ul>	<ul style="list-style-type: none"> <li>The review was 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 on them.</li> </ul>

Program Brief: **Review of the remuneration package of the Janitors**

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 present remuneration package of the Janitors so as to boost team morale and to match with the current market situation.</li><li>To make our recruitment of janitor easier by offering a competitive remuneration package.</li></ul>	<ul style="list-style-type: none"><li>Research on the offer of the current market.</li><li>Revise the remuneration package in the areas of salary, working hours, holidays, and fringe benefits.</li><li>Propose the revised package for IMC approval.</li><li>Time scale: Mar to Jun 2019</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 proposed package was approved by IMC in Jun 2019.</li></ul>	<ul style="list-style-type: none"><li>The revised package will be implemented starting Sep 2019.</li></ul>

Report compiled by: **Leung Chi Wing**



## 5. Student Registration & Records Committee

Program Brief: **Enhance the student history page – to include DPI summary**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 page for teachers to access student information in a more convenient way.</li> </ul>	<ul style="list-style-type: none"> <li>Update DPI information for each month.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Positive feedback from school administration personnel.</li> </ul>	

Program Brief: **Review the routines for withdrawal student**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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>Maintain a list for withdrawal student.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a list using Google Doc.</li> <li>Other committee should update respective record with the list.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> </ul>	

Program Brief: **Production & Distribution of student ID card**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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: Leung Li Yick

## 6. Finance Committee

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

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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: 2 phases                1<sup>st</sup> term – IAC, RC, VA, PE                2<sup>nd</sup> term – all other subjects/committees/clubs and societies.</li> </ul>	<ul style="list-style-type: none"> <li>Partially.</li> <li>The pilot and parallel run took place as scheduled. However, PE was not involved in the 1<sup>st</sup> term due to changes in personnel.</li> <li>Briefing sessions have taken place and a guideline has been drafted for staff's reference.</li> </ul>	<ul style="list-style-type: none"> <li>The efinancial system is highly unstable. The parallel run will continue in the coming academic year until the system works properly.</li> </ul>

Report compiled by: **Poon Sinn Ching**

## 7. Major School Event Committee

Program Brief:

School Ambassador Team

Related Major Concern:

- Develop Learning Attitude
  Enrich Exposure
  Inspire Innovation & Drive
  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.1 to 5 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> <li>Participate in some outside school activities in order to promote school mission.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly</li> <li>Participated in                             <ol style="list-style-type: none"> <li>the school promotion organized by PTA in <b>Shatin</b> and <b>Kowloon City</b></li> <li>all major school events</li> <li>the reception for 30<sup>th</sup> Anniversary Musical Performance in the Hong Kong Polytechnic University</li> <li>Accompanying guests from <b>Singapore and Macau</b> to visit school campus.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Overall performance of the school ambassadors was good.</li> <li>Junior form students were comparatively willing to serve the guests in tea reception.</li> <li>Recruit F.2 to F.5 students as the school ambassadors.</li> <li>More training for serving guests in tea reception will be given to junior students.</li> </ul>

Program Brief: **Kick off Ceremony for 30<sup>th</sup> Anniversary**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 celebrate 30th Anniversary of school.</li> </ul>	<ul style="list-style-type: none"> <li>Recruit more student ambassadors for the reception.</li> <li>Prepare the Kick off ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>The ceremony was carried smoothly.</li> <li>The performances of rope-skipping and dancing team were good and could created a lively atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>It is better to carry out the ceremony in a basketball court or hall.</li> </ul>

Program Brief: **Internal prizes and award coordination**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 internal prizes.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate the prizes for different parties according to the guidelines.</li> <li>Order the prizes.</li> <li>Present the prizes in the ceremonies.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly.</li> <li>The number of trophies and the list of awardees were all corrected.</li> </ul>	<ul style="list-style-type: none"> <li>A letter for an awardee was wrongly sent out.</li> </ul> <p>Since, the change in policy would affect different parties and cause mistakes easily, so we will strengthen the coordination and logistics of handling the matters of awardees.</p>

Report compiled by: **Wong Ming Yuet**

## 8. Crisis Management Committee

Program Brief:

Emergency Handbook Compilation

Related Major Concern:

Develop Learning Attitude  
  Enrich Exposure  
  Inspire Innovation & Drive  
  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>Protocols to handle emergencies will be revised.</li> </ul>	<ul style="list-style-type: none"> <li>Part of the Crisis Management Handbook was revised.</li> <li>The newly compiled "Prevention of Sexual Harassment Policy" was uploaded to school intranet.</li> </ul>	<ul style="list-style-type: none"> <li>Wholly achieved.</li> </ul>	<ul style="list-style-type: none"> <li>The revision to the current handbook and policy would continue.</li> </ul>

Report compiled by:

Yip Wing Shun

## 9. Staff Welfare Committee

Program Brief: **Birthday parties and festival celebrations**

Related Major Concern:  Develop Learning Attitude  Enrich Exposure  Inspire Innovation & Drive  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 channels for communications among the staff.</li> <li>To enhance an even better and harmonious atmosphere among the staff.</li> </ul>	<ul style="list-style-type: none"> <li>To organize social gatherings during lunch time on specific occasions, e.g. birthday months, Chinese New Year etc.</li> </ul>	<ul style="list-style-type: none"> <li>Several birthday celebrations were held after the Staff Meetings and festive food was provided at Mid-autumn Festival.</li> <li>The staff enjoyed the occasions very much.</li> <li>It enhanced an even better and harmonious atmosphere among the staff.</li> </ul>	<ul style="list-style-type: none"> <li>The birthday celebrations were held after the Staff Meetings. More different informal gatherings will be arranged at other time slots in this academic year.</li> </ul>

Report compiled by: **Chu Po Yee**

# FINANCIAL REPORT

## 1. Government Funds and School Funds

	Income (\$)	Expenditure (\$)
<b>I. Government Funds</b>		
(1) Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
- Administration Grant	5,036,931.49	5,003,896.88
- Air Conditioning Grant	716,000.00	625,228.67
- Composite Information Technology Grant	448,459.00	600,139.00
- Capacity Enhancement Grant	613,766.00	613,766.00
(b) Non-School Specific Grant		
- School and Class Grant	898,896.29	1,604,441.47
(Daily running cost: electricity charges, cleaning materials, postage, printing, repairs & maintenance, etc.)		
- Composite Furniture and Equipment Grant	597,107.93	687,309.45
- Programme Fund – WS Approach to Guidance & Discipline	8,732.16	18,643.00
- Lift Maintenance Grant	30,356.23	71,650.00
- Consolidated Subject Grants (for various subjects)	191,370.00	141,851.08
- Other Grants	242,316.17	39,610.17
(including Air-condition for Lab Room, Enhancement, SBM Supplementary Grant, Training		
	<b>8,783,935.27</b>	<b>9,406,535.72</b>



	Income (\$)	Expenditure (\$)
(2) Special Grant		
- School-based After-school Learning Scheme	59,200.00	123,438.00
- Teacher Relief Grant	238,152.50	401,328.90
- Senior Secondary Curriculum Support Grant	914,850.00	1,049,119.35
- Learning Support Grant	100,254.00	95,831.55
- Diversity Learning Grant	105,000.00	41,041.00
- Jockey Club Life Wide Learning Fund	60,060.00	27,470.50
- Career & Life Planning Grant	609,900.00	523,035.00
- Non-Chinese Speaking Students	800,000.00	853,119.82
- Strengthening Schools' Administration Management	0.00	0.00
- One-off Grant & Extra recurrent under ITE4	84,940.00	127,332.00
- One-off IT Grant for e-Learning	0.00	33,600.00
- One-off Promotion of STEM	0.00	75,367.60
- One-off Promotion of Chi Hist & Culture	0.00	33,818.80
- Information Technology Staffing Support Grant	307,200.00	294,600.80
- The Promotion of Reading Grant	70,000.00	70,000.00
- Hong Kong School Drama Festival	3,400.00	0.00
- School Support Partners Scheme	635,310.00	635,310.00
- CCFAP - Needy Students to Buy Mobile E-Learn	857,250.00	857,250.00
- Special Grant on Typhoon Disturbance	143,929.00	143,929.00
	<b>4,989,445.50</b>	<b>5,385,592.32</b>

	Income (\$)	Expenditure (\$)
<b>II. School Funds</b>		
Tong Fai & Miscellaneous	<b>1,626,384.98</b>	<b>3,708,067.41</b>

## 2. Diversity Learning Grant

Type	Item	Income (\$)	Expenditure (\$)
	Subsidy of 2018-2019	105,000.00	
	Elite Advancement Scheme (EAS)		2,200.00
	Tutorial Program for Elite Athletes		7,830.00
	P.E. Training Camp		22,361.00
	Joint School Astronomy		350.00
	VA Design Program, workshop		6,000.00
	NSS Music joint school program		1,200.00
	Off-site pull-out gifted education programs		1,100.00
	Total:	<b>105,000.00</b>	<b>41,041.00</b>

### 3. Jockey Club Life-wide Learning Fund

No. of Students	Activity Details	Expenditure (\$)
2	Volleyball Team Taiwan - Tour Fee	4,000.00
1	Taekwondo Course - Course Fee	630.00
1	PCS War Game - Course Fee	180.00
5	Sports Training - Camp Fee	8,800.00
3	China Visit	970.00
2	Rope Skipping Training - Course Fee	2,100.00
1	Prefect Camp - Camp Fee	150.00
1	Music Training Courses - Course Fee	850.00
3	Moral Education Camp - Camp Fee	2,580.00
71	Activity Day - Activity Fee	7,210.50
Total:		<b>27,470.50</b>

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 TRG, CLPG &amp; SSCSG, to employ 2 Associate Teachers (ATs) and 2 teachers to share teachers' teaching load and assist teachers in handling administration work and other school affairs.</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> <li>• Pastoral care was provided to students through the role of form teacher</li> </ul>	Total: <u>\$616,152.</u> <u>35</u>	<ul style="list-style-type: none"> <li>• Formal class teaching of Eng. Lang., Maths 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 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> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback on ATs' performance were mostly positive. They were considered as helpful, responsible and efficient.</li> <li>• The appraisal reports show that their performances were good. Most of the comments were positive.</li> <li>• All ATs completed the contracts. One of them was promoted to be a Maths teacher and the other one's contract was renewed.</li> <li>• For the teacher's performance, the contract of one teacher was renewed whereas the other one was not renewed for the next academic year.</li> </ul>

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 (2017-18 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 2017-18. 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 border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th><u>2016-17</u></th> <th><u>2018-19</u></th> </tr> </thead> <tbody> <tr> <td>F.1</td> <td>155</td> <td>156</td> </tr> <tr> <td>F.2</td> <td>150</td> <td>154</td> </tr> <tr> <td>F.3</td> <td>151</td> <td>148</td> </tr> <tr> <td>F.4</td> <td>149</td> <td>143</td> </tr> <tr> <td>F.5</td> <td>145</td> <td>134</td> </tr> <tr> <td>F.6</td> <td>149</td> <td>138</td> </tr> </tbody> </table> </li> </ul>		<u>2016-17</u>	<u>2018-19</u>	F.1	155	156	F.2	150	154	F.3	151	148	F.4	149	143	F.5	145	134	F.6	149	138	Nil.
	<u>2016-17</u>	<u>2018-19</u>																						
F.1	155	156																						
F.2	150	154																						
F.3	151	148																						
F.4	149	143																						
F.5	145	134																						
F.6	149	138																						

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.5 ----- 1 F.6 ----- 3</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/AT salary</li> </ul>
<ul style="list-style-type: none"> <li>'Careers Day' (22/9/2018)</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>Teacher/AT salary</li> </ul>
<ul style="list-style-type: none"> <li>'JUPAS Day for F.6 Students' (27/9/2018)</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>F6 Parents' Night (on Careers) (5/10/2018)</li> </ul>	<ul style="list-style-type: none"> <li>A counselling session on JUPAS for parents of F.6 students.</li> </ul>	<ul style="list-style-type: none"> <li>It was the first time to combine the Friday assembly and parents' night into one event for delivering career counseling to F.6 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>'Mock Release of HKDSE Results for F.6 Students'</li> </ul>	<ul style="list-style-type: none"> <li>A workshop session for F.6 students, with prior arrangements made with Subject</li> </ul>	<ul style="list-style-type: none"> <li>Based on the predicted scores, students were</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/AT salary &amp; external consultant cost:</li> </ul>

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
(1/3/2019)	Teachers, to predict students' performance in HKDSE.	advised to develop their own strategies in response to the release of HKDSE results. The mock experience helped them familiar with the process.	(\$19,200)
<ul style="list-style-type: none"> <li>• Career Education Programs/Workshops (for F.1 students) (8/3/2019, 15/3/2019)</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: (\$15,000)</li> </ul>
<ul style="list-style-type: none"> <li>• Career Education Programs/Workshops (for F.2 students) (8/3/2019, 15/3/2019)</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: (\$10,000)</li> </ul>
<ul style="list-style-type: none"> <li>• F.3 Parents' Night (on F.4 Streaming) (15/3/2019)</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>• Parents and students attended together that made the activity more meaningful and effective. 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' (18/3/2019-31/5/2019)</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: F.3 ----- 148</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/AT salary</li> </ul>
<ul style="list-style-type: none"> <li>• 'Career Counseling Day' (for F.3 students) (9/4/2019)</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: (\$19,400)</li> </ul>

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
<ul style="list-style-type: none"> <li>'Employment, Careers, and Pathways Workshop' (13/4/2019)</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. Teachers' feedback was very positive.</li> </ul>	<ul style="list-style-type: none"> <li>External consultant cost: (\$8,000)</li> </ul>
<ul style="list-style-type: none"> <li>'Activity Day/Career Day Work Experience' (16/4/2019)</li> </ul>	<ul style="list-style-type: none"> <li>Workplace visits for F.5 students to experience real work life in shops, factories, office, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The visits gave students practical experience and insights for their career planning. Teachers' feedback was also positive.</li> </ul>	<ul style="list-style-type: none"> <li>Nil. The program was organized by OSC Committee.</li> </ul>
<ul style="list-style-type: none"> <li>'Career Video Show' (for F.1 &amp; F.2 students) (May 2019)</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' (2/5/2019)</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>'CLP Sharing Session (School Life of Senior Form Students)' (25/6/2019)</li> </ul>	<ul style="list-style-type: none"> <li>A sharing session on senior form school life for F.3 students.</li> </ul>	<ul style="list-style-type: none"> <li>About 10 F.6 graduates were invited to share their experience in selecting HKDSE subjects and senior form school life. Teachers' feedback was also positive.</li> </ul>	<ul style="list-style-type: none"> <li>Nil.</li> </ul>



Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
<ul style="list-style-type: none"> <li>• 'CV Writing and Job Application Skills Workshop for F.4 Students' (11/7/2019)</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: (\$11,000)</li> </ul>
<ul style="list-style-type: none"> <li>• 'Interview Skills and Career Counseling Workshop' (11/7/2019)</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: (\$14,400)</li> </ul>
<ul style="list-style-type: none"> <li>• 'Self-understanding Workshop' (Career Counseling Services) (for F.4 students) (12/4/2019)</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>• 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>• Careers Visit (Career Counseling Services) (for F.3-F.5 students) (12/7/2019)</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>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Nil.</li> </ul>

<b>Objectives:</b>	<b>Strategies</b>	<b>Monitoring / Evaluation</b>	<b>Allocation of the CLP Grant</b>
		not been solved.	
<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 alumni for video shooting in which they shared their unique experiences</li> </ul>	<ul style="list-style-type: none"> <li>Due to difficulty in guest invitation, the program was postponed to next year.</li> </ul>	Nil.
<ul style="list-style-type: none"> <li>To provide students' opportunity of participating adhoc career activity (Year round)</li> </ul>	<ul style="list-style-type: none"> <li>To invite guest speakers or instructors for adhoc career activity, seminar or workshop etc.</li> </ul>	<ul style="list-style-type: none"> <li>Fortunately, all ad hoc career activities were free of charge this year.</li> </ul>	Nil.

**Overall balance:**

**Teacher/AT Salary**

**Component:**

\$411,635

**External Consultant Cost**

**component:**

\$19,200 + \$15,000 + \$10,000  
 + \$19,400 + \$8,000 + \$11,000  
 + \$14,400  
 = \$97,000

**Total Expenditure:**

\$411,635 + \$97,000  
 = **\$508,635**

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

\$175,356.78 + \$609,900  
 = **\$785,256.78**

**Balance:**

Fund Available - Total Expenditure:  
 \$785,256.78 - \$508,635  
 = **\$276,621.78**

**Report compiled by:**

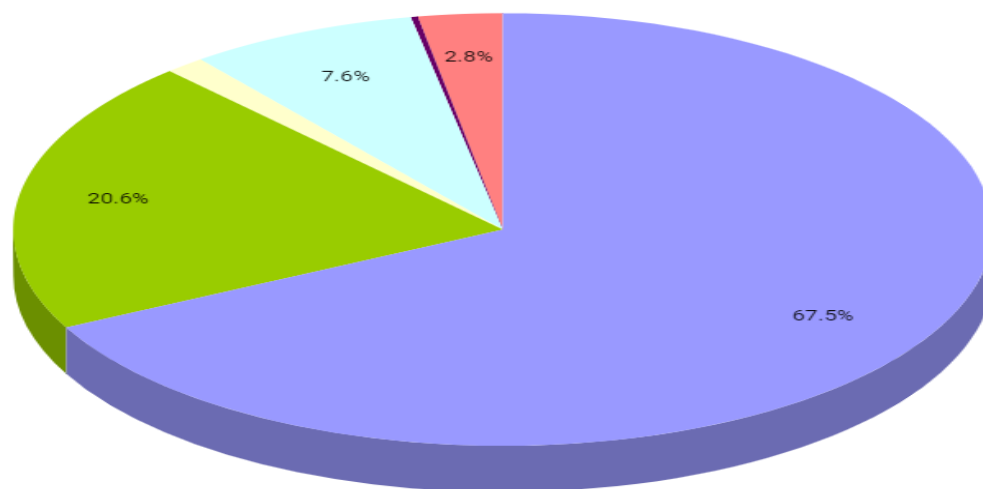
Tong Cheong-wing

### 3. Composite Information Technology Grant

Type	Item	Income (\$)	Expenditure (\$)
	Subsidy of 2018-2019	448,459	
	1) For provision of Technical Support Services to schools		448,459
	2) For Internet Services & License		84,325
	3) I. T. related consumables		5,959
	4) Repair & Maintenance for school's facilities		37,010
	5) Upgrading and replacement of I.T. facilities		16,586
	6) Purchase of digital resources		7,800
	Total:	448,459	600,139

Composite Information Technology Grant  
2018-2019

● Technical Support Service   
 ● Internet & Security Service   
 ● IT Related Consumables  
● Maintenance Services   
 ● Upgrading & Replacement of IT Facilities   
 ● Electronic Resources



Report compiled by: Chan Wai Leung

#### 4. Diversity Learning Grant Evaluation

##### Program Evaluation Report for DLG – Other Program: Gifted Education and Network Programs for Senior Secondary Students 2018-2019

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 program in the second term	<ul style="list-style-type: none"> <li>More than 85% of the selected students will join the scheme.</li> <li>More than 80% of the students find that they can obtain more knowledge about the university such as the entrance requirement which help them better plan their careers &amp; further studies.</li> </ul>	<ul style="list-style-type: none"> <li>95% of the selected students were able to join the Scheme. 100% of them were satisfied with the personnel and the services it provided; more than 95% were satisfied with the overall rundown; 100% found they understood more about the university entry requirement; more than 90% found they learnt more about the university curricula; and more than 95% found they knew more about university life.</li> <li>Some students even reflected that they wanted to know more about the requirements of each program; and can visit some main buildings of the university.</li> </ul>	2,200
NSS Music Joint Schools Program (Shatin)	<ul style="list-style-type: none"> <li>To support one elite student to participate in the NSS Music Joint School Program &amp; prepare her to take the HKDSE music exam</li> </ul>	One student at F.6 level	3 years starting Sept 2016 (1 year left)	<ul style="list-style-type: none"> <li>By 2019 when the student finishes the DSE course, she will be eligible to take the HKDSE music exam</li> </ul>	<ul style="list-style-type: none"> <li>The student, Lenni Hui, had completed the program with high attendance and satisfactory academic results .</li> <li>She had taken the HKDSE music exam in April, 2019 and attained Level 4 in the HKDSE examination</li> </ul>	1,200

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure (\$)
Elite athlete 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>30 students</li> <li>All levels</li> <li>Elite athletes</li> </ul>	Oct to May 2017	Attend tutorial lesson (1.5-2 hrs per week, \$130 per hr)  $\$130 \times 30 \times 8 = 31,200$	<ul style="list-style-type: none"> <li>Due to the lack of tutors, the tutorial lesson started a bit late this year. The program did not start until Jan 2019 onward.</li> <li>There were in total 16 elite athletes engaging in the program. We hope to invite more elite athletes to join the program and to start the lesson as early as possible in the coming school year.</li> <li>Our targeted number of elite athletes is still 30 next year and hopefully the tutorial lesson can be commenced in Oct 2018.</li> <li>This year, 2 junior F.1 students also joined the classes.</li> </ul>	,280
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. senior form elective students, they will learn practical skills through examination and certification and at the same time their collaboration skills, team spirit and other key</li> </ul>	<ul style="list-style-type: none"> <li>50 students</li> <li>F.5 P.E elective</li> <li>All F.5 elective PE students will be required to attend</li> </ul>	4 days 3 nights In Mar to Apr 2019	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 26 to 29, 2019.</li> <li>This year, there were 32 students in total participating 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 2019.</li> </ul>	17,783

<b>Program</b>	<b>Objective(s)</b>	<b>Targets (No./Level/ Selection)</b>	<b>Duration/ Start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>	<b>Expenditure (\$)</b>
	learning areas can also be enhanced.					
<b>Program</b>	<b>Objective(s)</b>	<b>Targets (No./Level/ Selection)</b>	<b>Duration/ Start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>	<b>Expenditure</b>
Off-site pull-out gifted education programs/ competitions (e.g. HKAGE, tertiary institutes, etc.)	<ul style="list-style-type: none"> <li>• To stretch the performances of students with varied abilities and 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>• 40 (approx.) students</li> <li>• F.4 to F.6 level</li> <li>• Selected by the relevant committee /subject</li> </ul>	Varied	<ul style="list-style-type: none"> <li>• certificates, prizes, awards, medals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• &gt; 35 events (programs, courses, scholarships, awards, competitions, etc.) were offered;</li> <li>• &gt; 120 head-counts of student participants;</li> <li>• All in all, &gt; 80 certificates, prizes, awards, medals, etc. were won.</li> </ul>	1,800

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure (\$)
<b><u>Art Workshop</u></b> <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>• Overseas art study tour</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 the responsibility to the environment and concern our society.</li> <li>• To enrich students' knowledge in learning new 3D modeling.</li> <li>• To communicate and interact with artists and designers directly.</li> </ul>	<ul style="list-style-type: none"> <li>• Nomination from visual arts department with specific criteria.</li> <li>• 60 students (workshop).</li> <li>• 20 students (overseas art study tour).</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop throughout the year.</li> <li>• Easter overseas art study tour.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's artworks.</li> <li>• Students' reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• For the computer graphics workshop, it was quite theoretical, not so much practical application.</li> <li>• In order to reduce the tour cost, the overseas art study tour had been postponed in July.</li> <li>• Students got interested in studying Taiwan VA university. It enriched students' realization of contemporary art and culture in Taiwan.</li> </ul>	Speaker fee: 6,000
					Total:	<b>36,263.00</b>

Report compiled by: Poon Sinn Ching

## 5. Jockey Club Life-wide Learning Grant Evaluation

The life-wide learning fund in our school was mainly used to support and encourage students' participation in school based activities. We have used the fund to finance different kinds of activities organized by the different committees and subjects in our school, for example, the School Activity Day, School Exchange Programmes, F.3 Boost Morale Camp, Prefect Camp, PE Camp and different sport training.

In this academic year, we have spent a total of \$27,470.50 which benefited 103 students accounting for 11.7% of the total student population. In the future, we will try to expand the support to more students even on a larger varieties of activities.

**Report compiled by:** Fu Siu Hong



## 6. 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
•協作教學寫班(寫作及說話教學)	•能減少師生比例 •學生能有更多機會接受教師在寫作能力方面的指導 •學生能有更多機會參與說話能力訓練	•可因應學生程度調適課程。
•報考 GCE 課程	•中五級 1 位非華語學生參加 GCE，取得 B 級成績。	•可安排該名學生於中六時繼續上調適中文課程(說話能力訓練)。
•報考 GCSE 課程	•中四級 1 位非華語學生參加 GCSE，取得 Grade 9 成績。	•可安排該名學生於中五時報考 GCE

報告者：黃文堅

## 7. One-off Chinese History & Culture Grant

Name of Activity	Actual Number of Grant Beneficiaries Served	Attendance Rate	Period / Date Activity Held	Actual Expenses (\$)
•東莞歷史考察及交流 (富體藝特色及基本法元素的中國歷史考察)	•以加強學生對中國歷史與中華文化的認知	中三全級學生  學生:142 人 老師:15 人	16/4/2019	•能達到預期效果透過考察海戰博物館，加強學生對鴉片戰爭的認知與興趣 •透過虎門第五中學學生的文化及體育交流，加強兩地學生的友誼
•傳統與現代—現味山東之早會分享	•讓參加者向全校同學分享遊學心得	全校 (分別於初中及高中早會進行)	2018 年 9 月	•加插戲劇、朗誦等元素，增進全校同學對山東的風景名勝、民俗風情及現代城鎮發展的認識。 •觀眾投入，反應不俗。
•華服知多少	•認識中國文化—華服(長衫)	全校	2018 年 9 月至 2019 年 7 月	•9 月份講座，學生對長衫有初步認識， •長衫工作坊，學生在設計中進一步認識長衫的結構、部件及文化意義。 •四社與中文學會合辦的「長衫徵文比賽」作品質素不俗。 •7 月音樂劇中的長衫展，模特兒親身展現長衫的韻味，現場觀眾眼展一亮，反應熱烈，好評如潮。
Total:				<b>33,722.80</b>

Report compiled by: Wong Ka Wing

## 8. One-off STEM Grant

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Rocket Car competition	<ul style="list-style-type: none"> <li>Enhance students' interest in science.</li> <li>Let students work as a team.</li> <li>Let students get hands-on experience on programming and aerodynamics.</li> </ul>	A total of 30 F1 to F3 students.	Oct 2018 to Apr 2019	<ul style="list-style-type: none"> <li>Rocket car promotion activity was conducted during ICT Lesson.</li> <li>After school car-making activities was provided to students.</li> <li>10 of the teams in our school successfully made their rocket cars and participated in the inter-school car testing session and competition.</li> </ul>	<ul style="list-style-type: none"> <li>Students applied the aerodynamics concept in making the rocket cars. All our teams completed the race. To further improve the design of the car, more internal car test sessions should be arranged for them to let the students obtain more data about their designs. It is suggested that all F2 students will make their rocket cars in the next academic year. Therefore, the rocket car will be a cross subject project for ICT, D&amp;T and IS for 2019-2020.</li> </ul>	9,000
Advanced Aquaponics Workshops	<ul style="list-style-type: none"> <li>Through Arduino / Micro:bit workshops, provide hands-on experience to monitoring system and programme sensors for control.</li> </ul>	A total of 30 students.	9 hours: six 1.5-hour afterschool workshops running from mid-March to mid-May.	<ul style="list-style-type: none"> <li>Knowledge and usage of various aquaponics sensors, including light sensor, temperature sensor, etc.</li> <li>Knowledge and skills in Arduino / Micro:bit programming.</li> </ul>	<ul style="list-style-type: none"> <li>The 6 Advanced Aquaponics Workshops was conducted from mid-March to Mid-May 2019. Micro:bit was chosen as the programming medium. In this 6-workshop activity, all students were able to acquire more advanced STEM skills (e.g. using micro:bit and various sensors such as temperature sensor, light sensor, etc.) in</li> </ul>	15,000

<b>Program</b>	<b>Objective(s)</b>	<b>Targets (No./Level/ Selection)</b>	<b>Duration/ Start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>	<b>Expenditure</b>
					aquaponics and thus further appreciated the significance of STEM in various scientific and technological advancements.	
LED T-shirt Workshop	<ul style="list-style-type: none"> <li>To arouse the interest of students in making their own products using Arduino and electronics components.</li> </ul>	15 students	A 10 hour workshop was held after school on 27/11/2018, 4/12/2018, 5/12/2018, 11/12/2018 & 12/12/2018	<ul style="list-style-type: none"> <li>Students learned the basic of electronic components and programming with Arduino.</li> </ul>		8,500
Synchronized LED Glove Workshop	<ul style="list-style-type: none"> <li>To arouse the interest of students in making their own products using Arduino and electronics components.</li> </ul>	15 students & parents	A 15 hour workshop was held on five Saturday afternoons: 9/3/2019, 16/3/2019, 30/3/2019, 6/4/2019 & 13/4/2019	<ul style="list-style-type: none"> <li>Students and parents learned the basic of electronic components and programming with Arduino.</li> </ul>		10,600

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Purchase of Micro:bit	<ul style="list-style-type: none"> <li>Integrate Micro:bit into the F1, F2 and F3 ICT curriculum.</li> </ul>	All F1, F2 and F3 students. A total of 450 students.	Nov 2018 to May 2019	<ul style="list-style-type: none"> <li>F1, F2 and F3 students learned programming by using Micro:bit during the ICT lessons. The students learned different programming skills in the process of making remote control cars.</li> </ul>	<ul style="list-style-type: none"> <li>The remote control cars purchased by the One-off STEM grant was used for the student project. Since the Micro:bit could work with other input (sensors) and output devices (such as speaker), different types of devices should be introduced to the students so that they could further make use of their creativity to enhance the function of the remote control cars.</li> </ul>	7,600
Purchase of STEM related teaching kits & tools	<ul style="list-style-type: none"> <li>To allow interested students to experiment with the STEM kits and have hands-on experience with electronic components and learning programming skills.</li> </ul>	All students.	N.A.	<ul style="list-style-type: none"> <li>Students could master STEM related skills through experimenting with the kits available for them.</li> </ul>	<ul style="list-style-type: none"> <li>The STEM related kits were necessary to allow the students to select experiments that were suitable to their levels.</li> </ul>	22,635
Purchase of STEM related books	<ul style="list-style-type: none"> <li>To broaden the horizon and knowledge of students.</li> </ul>	All students.	N.A.	<ul style="list-style-type: none"> <li>Books for reference &amp; mastery of STEM related knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>A larger diversity of books should be purchased to suit the different levels of students.</li> </ul>	2032.6
<b>Total:</b>						75367.6

Report compiled by: Yip Wing Shun

## 9. Reading Grant

### Part 1: Evaluation of the Effectiveness

#### 1. Evaluation of the objective:

The objective of “creating a pleasant and enjoyable reading culture in school” was achieved as a series of reading activities were organized to arouse students’ interest in reading. Students were given chances to share their reading experiences through “Read to Breathe” Reading Program and their reading experiences were promoted in different competitions which showcased students’ participation and effort. F.1- F.3 students became more eager to borrow books after participating in teacher’s book sharing sessions as they were given the autonomy to suggest and choose the topic of the book sharing session they wanted to attend. F.5 students enjoyed the process of exploring more book genres and choosing a book for the school learning hub (library) through “Legacy of Reading” program in which F.5 students visited Eslite bookstore and recommended a book for the school to purchase. All students were encouraged to participate in reading-related activities and their initiatives were rewarded with gifts and awards.

#### 2. Evaluation of strategies:

It is believed that the strategies we employed to promote reading were effective as students reflected in a questionnaire that they enjoyed the reading activities in general. In addition to students’ feedback from the survey, the increase in the total number of books students borrowed from 2395 in 17-18 to 3294 in 18-19 proved that students are more eager to read than before. The scope of the reading activities was comprehensive enough to engage all students in our school. Based on the positive feedback from students, more promotion and a wider range of reading activities will continue to be explored to strengthen students’ reading habit.

## Part 2: Financial Report

	Item	Actual Expenses (\$)
1	Purchase of Printed Books and E-books <ul style="list-style-type: none"><li>Printed books and e-books<ul style="list-style-type: none"><li>regular printed books and e-books purchases</li><li>purchase of books recommended by F.5 students (Legacy of Reading Program)</li></ul></li></ul>	23,300 29,987.8
2	Reading Activities <ul style="list-style-type: none"><li>Hiring a writer to conduct 2 talks for junior and senior form students</li><li>Book sharing activities by teachers</li><li>Subsidizing student representatives' transport fee to participate in Reading Forum</li><li>Gifts for reading activities (e.g. F.1, F.4, F.5 Learning Hub Lessons, F.5 Book Hunt Activity, Bookplate Competition)</li></ul>	2,880 954.4 700 2,500
3	Reading Award Scheme	4,975
4	"Read to Breathe" Reading Programme	3,994
	Total:	69,291.2
	Unspent Balance:	708.8

Report compiled by: Chan Ying

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

A. The number of students (count by heads) benefitted under the Grant is 26 (including A. 4 CSSA recipients, B. 15 SFAS full-grant recipients and C. 7 under school's discretionary quota).

B. Information on Activities to be subsidized/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Rope skipping Training Camp	1			100%	24-30/7/19	3,450	questionnaire	Hong Kong Rope Skipping Academy	
Volleyball team summer training tour	1	2		100%	5-10/8/19	5,825	questionnaire		
Outward bound	1	6		100%	16-20/2/19	5,280	questionnaire	Outward Bound Hong Kong	
30 <sup>th</sup> Anniversary overseas expedition	1	3	2	100%	23/7-2/8/19	45,000	questionnaire		
Visual art study tour (Taiwan)		1	1	100%	11-14/7/19	3,883	questionnaire		
Study tour (England)		3	4	100%	20-31/7/19	60,000	questionnaire	International Student Exchange Center	
<b>Total no. of activities:6</b>									
<b>@No. of man-times</b>	4	15	7						
<b>**Total no. of man-times</b>	26				<b>Total Expenses</b>	123,438			

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).



### C. Project Effectiveness

Please put a “ ” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students' motivation for learning		✓				
b) Students' study skills			✓			
c) Students' academic achievement			✓			
d) Students' learning experience outside classroom	✓					
e) Your overall view on students' learning effectiveness			✓			
<b>Personal and Social Development</b>						
f) Students' self-esteem	✓					
g) Students' self-management skills		✓				
h) Students' social skills	✓					
i) Students' interpersonal skills		✓				
j) Students' cooperativeness with others		✓				
k) Students' attitudes toward schooling	✓					
l) Students' outlook on life	✓					
m) Your overall view on students' personal and social development	✓					
<b>Community Involvement</b>						
n) Students' participation in extracurricular and voluntary activities		✓				
o) Students' sense of belonging		✓				
p) Students' understanding on the community		✓				
q) Your overall view on students' community		✓				

Report compiled by: Wong Man Kin

## 11. SEN Support Group

2018 / 2019 grant: \$ 80201 + \$ 20,053 = \$ 100,254

2017 / 18 balance: \$ 11,655

2018 / 19 Total fund available: \$ 111,909

	Item	Task	Name of Company	Implementation time	Target students	Success criteria	Effectiveness	Actual Amount Spent (\$)
1.	Employment of AT (partial payment)	Individual coaching of ADHD students	Nil	No. of coaching: 6 Duration per meet: 30 min. Total time for each student: 3 hr.	SEN students No. and type: 6 ADHD students No. of parent: 6	Written report by AT and feedback from parents	Students shared their problems with teachers and improved.	Total amount: <b>47,351.55</b>
2.	Speech therapy course	Training of students' articulation and group discussion	One Speech Therapy Centre	No. of visit: 16 Hour per visit: 1.5 Total time: 25 hr.	SEN students No. and type: 4 2 HI, 2 ASD & 1 ADHD No. of parent: 5	Assessment by therapist and feedback from students	Students got improvement in their speech and guidance from the therapist.	Price per hour: \$1000 Total amount: <b>25,000</b>
3.	Dyslexia course	Training of students' critical thinking in Liberal Studies	Edvenue Limited	No. of visit: 6 Hour per visit: 1 Total time: 6 hr.	SEN students No. and type: 4 4 SpLD No. of parent: 4	Reports from tutor and feedback from students	Students understood basic reading skills with more drillings	Price per hour: \$1667 Total amount: <b>10,000</b>
4.	ADHD course	Training of students' concentration	Edvenue Limited	No. of visit: 4 Hour per visit: 1 Total time: 4 hr.	SEN students No. and type: 8 8 ADHD No. of parent: 8	Feedback from students and their products	Students were trained to have more concentration in learning.	Price per hour: \$2500 Total amount: <b>10,000</b>
5.	Language course		Classroom 334	No. of visit: 6 Hour per visit: 1 Total time: 6 hr.	SEN students No. and type: 1 1 HI & other students No. of parent: 1	Feedback from students	Students could further consolidate their reading skills.	Price per hour: \$580 Total amount: <b>3,480</b>

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**Total amount:**

**95,831.55**

**Balance b/d**

**16,077.45**

**Report compiled by:**

Chu Wai Yee