



Lam Tai Fai College

School Report

2015-2016



Our School

School Vision & Mission

Our Mission

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

Our Vision

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

Introduction

In support of the call for all-round development of youths in Hong Kong, Lam Tai Fai Charitable Foundation proposed to establish a quality secondary school under the Direct Subsidy Scheme in 2002. Lam Tai Fai College (LTFC) started its operation in September 2004, offering an innovative and comprehensive curriculum with special emphasis on Art and Fashion Design, Sport Development, Health Education and Innovative Technology.

The Junior Curriculum at LTFC offers a comprehensive range of programmes to enrich students' learning experiences as well as to prepare them for the Senior Secondary Curriculum. It also aims at enhancing students' generic skills with due emphasis on areas such as collaboration, communication, creativity, leadership and critical thinking skills.

Our Senior Curriculum is uniquely designed to provide a wide range of learning options from all the key learning areas so that students can choose the subjects that best suit their abilities and interests. It also prepares them for the Hong Kong Diploma of Secondary Education Examination and university admissions. With the extensive range of programmes we offer, we aim to improve students' prospects for success in life.

The College places great emphasis on instilling in the students the correct learning attitude and study habits. Students are encouraged to read, observe and to discuss during the learning process so as to develop their different generic skills. Lessons are designed in a flexible manner to give teachers adequate time to interact with the students so as to enhance learning effectiveness.

To explore students' different learning abilities and to widen their horizons, cross-curricular projects are introduced. Through project-based learning, students are given the opportunities to apply their knowledge, creativity, skills and values, collaborate with others and to develop their life-long learning capabilities.

Our beautiful 21st Century millennium school premises are equipped with first-rate facilities including wireless communication technology for learning, air-conditioned multi-media classrooms, two Fashion Design Centres, a Gymnasium, a Fitness Centre, a Lecture Theatre, Campus TV, English Café, Putonghua World and Visual Arts Passageway.

To further enhance the learning environment, a New Learning and Activity Complex was completed in 2010 to meet the challenge of the New Senior Secondary Curriculum and to enrich students' learning experiences. The complex includes an Indoor Heated Swimming Pool, another Fitness Centre, a 21st Century Library and Learning Resources Centre, a Multi-media Learning Centre, a Cafeteria and a Multi-purpose Stadium.

Major Concerns

1. To build a green and health promoting school
2. To develop e-learning to enhance learning motivation and learning effectiveness
3. To strengthen student support to cater to individual needs and differences

Achievements and Reflections on Major Concerns

1. To build a green and health promoting school

Achievements and Reflections on Major Concern 1

1.1. The awareness of environmental protection of staff and students is raised.

This target is largely achieved through cooperation among different units, subjects and the society. A wide variety of activities related to environmental protection has been arranged this year.

- Moral and Civic Education Unit (MCEU) had put up information and posters about environmental issues on the boards to raise the awareness of staff and students of environmental protection. MCEU also cooperated with Visual Arts KLA to make the eco-friendly Christmas tree from recycled bottles. We collected over 600 clean water bottles to make the tree and the result was pleasing.
- MCEU gave a speech about treasuring food and clean recycling during the morning assembly on 10/2015 and 2/2016 to educate staff and students about the importance of environmental protection and building green habits. Besides, 15 students took part in the Greener Actions to collect food and then to make a food donation to people in need in Cheung Sha Wan on 29/4/2016. According to feedback from Chartwell (our canteen service provider in 2015-2016), students would ask for less rice if they do not eat too much. This action reflects that students are trying not to waste food.
- Some members of our Gardening and Horticulture Society joined the Environmental Badge Training for Student Environmental Protection Ambassadors. They participated in rocky field trips and beach cleaning activities. The activities allowed them to gain more exposure to the countryside and to appreciate the nature around their living environment. This arouses their awareness of environmental protection by taking practical action.
- Society members also planted different species of edible plants and brought them home for enjoyment or for further breeding. Students enjoyed sharing their harvest in school with their family. This encourages them to plant their own food and reduce their carbon footprint on earth.
- Some janitors are skillful in planting and sometimes share the planting experience with staff and students.
- Our “One person, one flower” Scheme encourages more students to start planting and enhances their awareness to treat plants well with care.
- The Visual Arts KLA finished the installation of eco-friendly lighting on 1/F (outside new Fashion Center) for the Urban-rural Sustainable Life Community Art Project & Exhibition. Our students and teaching staff participated in these art projects actively and

the exhibition was held successfully.

- The School had arranged students to join the “Experience Fun Day – Worksite Visit” organized by the Hong Chi Jockey Club. Some students also joined the “Eco Park Guided Tour” and visited the Glass Bottle Recycling Worksite, Jockey Club Museum of Climate Change during the post-assessment period.
- Form-based Management Unit (FBMU) helped to promote Green Monday and other related activities throughout the year to raise the awareness of students.
- Paper usage is reduced by around 20% compared to last year after double-sided printing and printing on the other blank side of paper were implemented.
- The number of printouts and photocopies is also dropped due to the use of e-filing system.
- It is difficult to reduce the energy spending of our school because of the long working time. For example, the air conditioners and the light in our staff room and common room will remain on until 21:30. Even though only 2 or 3 colleagues are working in the venue, at least 2 sets of lights and air conditioners have to be switched on to maintain a comfortable working environment for staff. Besides, there are also after-school reinforcement classes and detention classes so that lights and air conditions in our classrooms will remain on until late afternoon. Besides, most of the colleagues will not choose the sleeping mode for monitor of the computers. In conclusion, the energy spending of the staff room and common room accounting for a majority of the total spending and it is difficult to reduce energy spending of the school because of their longest time of using.
- It is suggested to restrict staff to leave by 19:00 or 19:30 at the latest to reduce energy spending and to promote work-life balance.

1.2. More greenery is seen in the school campus.

- More plants were seen in the backyard and a new Astroturf runway was built.
- The main entrance of our school and the area outside swimming pool were laid with turf grass.
- The project of renovation of the roof of the new annex is in progress. The IMC approved to build a playground instead of a Green Roof.

1.3. The school culture of energy saving and recycling is fostered.

Staff and students actively participated in recycling activities and formed the culture of energy saving. The Student Development Committee educated students to be self-disciplined in maintaining cleanliness in recycling materials.

- MCEU placed a total of 6 small recycling bins on the 2nd floor and the 3rd floor. After the introduction of clean recycling, although the number of plastic water bottles collected is not very large, students can keep the recycling bins clean and do not place rubbish into the recycling bins. MCEU can further promote the use of recycling bins and liaise with the General Office to streamline our recycling procedures more efficiently.
- MCEU organized donation of textbooks or unused learning materials on 2-3/6/2016. Our school collected over 300 exercises books and 200 binders, students were willing to donate their materials for recycling.
- FBMU observed that students are willing to put their used paper in the recycled bin in their classroom. The Discipline and Pastoral Care Unit provided classroom guidelines to the students including promotion of energy saving and recycling.
- More than half of the Lunar New Year stalls sold second-hand goods, this reflects that the recycling concept is in our students' mind.
- Staff members are encouraged to use recycle papers and to recycle papers, plastics and metals.
- The habit of switching off unnecessary electrical appliances/equipment such as lights and air-conditioners is developed in the campus.
- Staff Development Unit put up reminder cards, notices and posters to remind staff of saving energy, water and paper.
- The consumption of A4 paper in 2015-2016 is dropped by 9.72% compared to 2014-2015. The amount of electricity fee is also reduced by 5.83%. However, the consumption of toilet paper is increased by 60%; this may due to the increased supply of toilet paper in students' toilets.

1.4. The staff and students maintain good health.

Majority of staff and students participated actively in health related activities to maintain good health. These activities and workshops were mainly organized by the Health Education KLA, the Guidance & Counseling Unit (GCU) as well as the PE KLA. These activities aimed at developing

good mental, psychological and physical health for our staff and students.

- This is the third year of our school to participate in the “Health Promoting Schools” and the signing of the charter. Students showed a supportive attitude in participating in the health promotion activities in Health Month. Activities organized during Health Month included:
 - (i) Fruit Week: fruity snack during lunch
 - (ii) Sharing by doctor of MSF
 - (iii) Drama on “No Smoking”
 - (iv) Seminar on “No Smoking”
 - (v) Visit to InfoWorld
 - (vi) Visit to Dialogue in the Dark HK
 - (vii) Seminar on Genetically Modified Food
 - (viii) Exhibition of Low Carbon Life

Students are provided with extensive and informative health knowledge.

- The Health Education Centre is located on 7/F of the campus. Periodicals and readings were made available in Rm 709a. Students could read them in the room.
 - Physical health: books related to nutrition and common communicable diseases
 - Social health: conflict management
 - Mental health: mental illness and support to mental patients
- Information about health promotion activities in school and posters about health knowledge were updated bi-monthly.
- Health Ambassadors in senior forms were trained as leaders in planning and organizing health promotion activities.
- The school received the following awards:
 - (i) Go Green 3D Coloring Competition: the Most Participation School (Senior Group), by Green Monday
 - (ii) Green Monday Programme: Golden Award, by Green Monday
- The GCU also organized programmes for students to develop their positive values which included ‘Respect and Caring’, ‘Overcome Teenage Changes’, ‘Positive Living Attitude’ and ‘Whole Personal Development’.

- In ‘Respect and Caring’ activities, students learnt to accept and to respect the uniqueness of schoolmates and teachers through the activities with the theme ‘Care and respect, from me, to you’ in cooperation with our school social worker. The activities built up students’ self-esteem and self-confidence, reinforced their positive values of life, established a care and respect atmosphere in school and at home. On 9/10/2015, 10 Pupil Ambassadors participated in the experiential exhibition of Dialogue in the Dark HK. All participants agreed that this activity was attractive. They had the experience to understand the life of visually disabled people. They understood the strengths and weaknesses of themselves and their classmates, and learnt to accept and respect to the uniqueness of people through the experiential exhibition.
- In ‘Overcome Teenage Changes’ activities, GCU promoted the healthy life style and enhanced students’ understanding about the changes during puberty through the health check in cooperation with the Department of Health. The 2014/2015 statistics showed that the students were more aware about their health problems. GCU also designed and provided sex education in cooperation with the PHAB, the Department of Health (DOH) to increase students’ knowledge and raise their awareness of sex education. Workshops of different topics such as sexual harassment, the difference and the boundary between boys and girls, the difference between sex and love, the harmful consequences of having sex and all kinds of sexually transmitted diseases, the skills to turn down love affairs in a gentle way and how to control their emotion afterwards were conducted. More than 90% participants agreed that the content of the activities can help for their personal growth.
- In ‘Positive Living Attitude’ activities, GCU helped students to recognize emotional problems, understand and handle anxiety and stress, and develop positive living attitude through activities and board display in cooperation with the school social worker. The parents talk of topic ‘Love • Return Home - Build a Harmonious Family’ in cooperation with the Jockey Club Long Ping Youth Services Centre of the Scout Association of Hong Kong — The Friends of Scouting was conducted on 23/4/2016. 8 parents participated in the workshop. All of them agreed that the workshop helped them to learn the skills to communicate with their children. In Caring week from 25-29/4/2016, our school co-worked with the Stewards of HK to set up games booths. This activity raised students’ awareness about their emotion and pressure. Most of the students agreed that the activities increased their understanding about the cause of pressure, the symptoms of anxiety and depression and methods for help.
- In ‘Whole person development’ activities, Project PATHS Tier 1 lessons and activities

were planned and designed by the PHABS. There were 1 workshop, 2 LWL lessons, 2 services training and 1 service day. The lessons and activities were catered to the needs of our students. PATHS helped to enhance students' personal growth and social development. Over 80% of students agreed that they enjoyed the lessons and developed their social network through the lessons, services and camping. 20 S1 students participated in Tier 2 of Project PATHS that was organized with SSW and PHAB. The activity enhanced students' personal growth and social development. Stars of the Month Scheme that was organized by the FBMU and Class Teachers enhanced students' good attitude and behaviors in different aspects. From Sept 2015 to May 2016, 184 students nominated by CTs received the Stars of the Month Award with praise card and certificate. All class teachers nominated one student in their class to receive this award. 4 students from S6 and 19 students from S1-S5 were selected to be the role models at the end of the school year too. The scheme helped to motivate students to try their best in different aspects. It also showed recognition to the students for their good attitude and behaviors. GCU promoted 'Love yourself, love others, love school and love the community' through Pupil ambassador. Active, Bright and Caring Scheme and Whole School Award Scheme were organized in cooperation with the EDB.

- If possible, it was advised to conduct health activities in the same month, so as to draw students' attention more effectively. It would be better to train more junior form students to be health ambassadors to promote health in school.
- Over 80% of teachers took part in the sports activities on the 1st Staff Development Day. Around 10% of colleagues took part in several sport activities regularly but the majority was male colleagues. It shows that sports activities were not popular among female colleagues.
- Most staff members are busy with school work and it is difficult to encourage them to spend time for leisure activities after school. It may be better to reduce meetings and documentary works to relief workload and stress among staff.

2. To develop e-learning to enhance learning motivation and learning effectiveness

Achievements and Reflections on Major Concerns 2

2.1 Teachers are able to employ different e-Learning strategies in their lessons.

- IT Support Unit and the e-Learning coordinators in each KLA provide teachers with information on different e-Learning strategies and pedagogy.
- E-Textbooks were adopted in Secondary one and two in subjects like Integrated Science, Innovative Technology, Mathematics and Chinese Language. E-readers were used in English Language lessons.
- Secondary one and two subject teachers attended training workshops on e-Learning. They also planned e-lessons and designed e-Learning materials during common lesson time and subject meetings. They have formed the habit of sharing their e-learning practice and experiences, latest e-learning tools, apps and platform, as well as useful and interesting videos related to teaching. There were also peer lesson observations and regular discussions on e-Learning.
- Teachers teaching Secondary one and two are therefore familiar with the use of e-textbooks, e-learning tools, apps and platform. E-Homework was assigned to students on a regular basis.
- Some of our teachers were even invited to share their e-Learning experiences in seminars.
- All Secondary one and two students used iPads in class, which made the lessons more interactive. Language teachers made use of the device for discussion, which provided more opportunities for students to interact with each other. Students were able to listen to the discussion of other groups at home so that they could learn from the strengths of the others. Flipped classroom was implemented in some Secondary one, two and senior secondary lessons.
- The use of iPads in lessons was quite challenging for new and less experienced teachers who found it more difficult to ensure the students were not distracted by the device. A new Mobile Device Management System was adopted to provide the teachers with more functions to control students' use of the device. Secondary one and two Form Teachers also helped to monitor students' use of the device to ensure students used the mobile device properly.
- E-Learning will continue to be adopted in Junior Secondary in the 2016-2017 academic year.
- As the development of quality e-Learning materials takes time, it will take a few more years for the e-Learning resources in each subject to be fully developed.

2.2 The infrastructure and tools for e-learning have been enhanced to facilitate the implementation of e-learning.

- The school installed the PowerLesson learning platform for the implementation of

e-Learning in Secondary one and two.

- All Secondary one and two classrooms were installed with Wifi and Apple TV, which facilitated the use of e-learning.
- For effective implementation of e-learning in Secondary one and two, all Secondary one and two subject teachers were each provided with an iPad and every Secondary one and two student was required to bring an iPad to school every day.
- Technical support was provided to teachers during lessons by the IT Support Unit.
- A whiteboard was installed in the classroom to facilitate the implementation of e-learning.
- E-Textbook publishers developed some useful tools and apps which make it more convenient for the teachers to conduct e-Lessons.
- The Wifi connection can be unstable at times, which affected the functions of the Mobile Device Management System. The limitation of the projectors in the classrooms also created some problems in the implementation of e-Learning. These are what need to be improved in the coming year.

2.3 Students are able to learn at home.

- With the use of the PowerLesson learning platform and e-classrooms, students are able to complete online assignments and quizzes at home. For example, 80% of the BAFS teaching notes, revision exercises and quizzes were uploaded to the e-classroom. Students found it useful to retrieve the notes or quizzes from e-classrooms for revision. Also, the auto-marking function in e-classrooms not only allows students to receive instant feedback for their work, but also saves teachers' marking time. It also provides useful statistical reports to help teachers keep track of students' learning progress.
- Some teachers expressed that they had difficulty in collecting online assignments from the students. Teachers who are able to motivate students to complete and submit online assignments will be invited to share their good practice with other teachers.
- Some teachers also uploaded videos to e-classrooms so students can replay and watch the videos at home to reinforce what they have learnt in class.
- As mentioned earlier, the development of online self-learning resources is very time-consuming, some subject panels are still developing their school-based online question banks, and it will take quite a while to have them fully developed.
- The School Library purchased over 1000 e-books for the students. Other e-resources like Wisenews, online Mingpao, online Hong Kong Economics Times, English Builder and e-readers were also subscribed. Students are able to read books and newspapers anytime anywhere.
- All Secondary one and two students were taught in the library workshops to use the library's e-resources. Secondary five students were also taught in the Information Skills Workshops to use Wisenews. Links to e-books and other e-resources were

posted on the library or school website for easy access.

- Teachers of senior levels made good use of the HKEdCity Online Question Bank to design exercises for senior secondary students so that students could attempt examination-based questions at home as a practice. However, the online Question Bank for BAFS has not been developed yet and suggestions have been made to the HKEdCity to improve in this area. In Economics, 90% of the S4 students and 70% of the S5 students finished the online question bank even though the Economics teachers found the online question bank not very user friendly, but with limited choices and resources, they will continue to use the online question bank for consolidation of learning.

2.4 Students' learning motivation and learning effectiveness are enhanced through e-Learning.

- With the implementation of e-Learning, some teachers expressed that teaching and learning in some of their lessons have become more interesting and interactive. In a survey conducted by the Learning Resources and Support Unit (LRSU), over 80% of our teachers expressed that through e-Learning, they could explore more teaching resources and make the teaching contents more interesting and interactive, and students' learning motivation could be enhanced.
- In Geography, students used e-fieldtrip to find out their location and characteristics of different spots during their field trip to Ma Shi Chau.
- In Liberal Studies, students used iPad for data research and presentation.
- Science teachers developed new apps for students which made the learning of Science more enjoyable.
- With the implementation of flipped classroom, students were able to prepare for the coming lessons at home in advance, making learning more effective and efficient.
- Teachers also made good use of educational videos from youtube to help illustrate the topics taught and keep the students more engaged and interested.
- However, additional manpower will be needed to help develop apps, e-learning resources and teaching materials.
- Another problem with the use of mobile device is that students can be easily distracted by other information on the internet. It will require good classroom management by the teachers.
- With the adoption of e-readers in Secondary one and two, students enjoyed reading more than before. In a survey conducted by LRSU, 55.9% of the students expressed that they enjoyed reading e-books.

3. To strengthen student support to cater to individual needs and differences

Achievements and Reflections on Major Concern 3

3.1. Teachers and staff have a better understanding of the diverse learning needs of students and the different strategies they can employ to support the students.

- Information had been disseminated to teaching and non-teaching staff to encourage them to attend relevant training, seminars and workshops catering to the diverse needs of students organized by the Education Bureau or other organizations.
- School-based training and experience sharing related to catering to individual needs and differences of students had been provided for teaching and non-teaching staff. Three related teacher training workshops were held in this year. The speaker of all these workshops was the School Educational Psychologist. The objective was to equip teachers with knowledge and skills in handling students with SEN. The first workshop was about ‘Understanding the characteristics and support strategies of AD/HD students’ which was held before the start of the school year. The second one was ‘Understanding the characteristics and support strategies of SpLD students’ which was held in January 2016. The last one was focused-group training for Language Teachers, on the topic about ‘Reading and writing strategies and implementation plan for SEN students’ which was held in June. Results of the survey showed that nearly all the teachers participated in the training agreed or strongly agreed that they could understand more about the characteristics, learning needs and learning support of students with AD/HD or SpLD. And nearly all of them agreed that they would try to use some of the support strategies in their classes.
- With more teacher training provided, teachers’ knowledge and skills in handling SEN students had improved. And teachers could identify the characteristics and symptoms of SEN students more easily in general. Teachers and Form Masters could also identify SEN students earlier, so that more could be done to cater to different students’ needs, such as early communication with parents.
- Briefing sessions by form had been organized to provide teachers with detailed information of students with special educational needs and specialists’ suggestions on how to cater to their needs. This helped teachers understand more about the SEN students they taught and the strategies to cater to their needs.
- A school visit was organized to see how learner diversity was catered in other schools. The LRSU members, CAU members and IT technicians had visited TWGHs Mr. and Mrs. Kwong Sik Kwan College which was experienced in learning support for SEN students. The purpose of the visit was to observe how the special examination arrangements (SEAs) of speech-to-text and screen reader were made in the school.
- Two teachers were nominated to attend the 5 days basic SEN course and one teacher was nominated to attend the 15 days basic SEN course.

- The English Language KLA had joined the QEF Thematic Network (QTN) on Support for Diverse Learning Needs (Reading and Writing) in Junior Secondary Schools. Teachers could obtain support from the facilitators in the network on support for SEN students.
- As each SEN case was very distinct and different from the others, there should be more training for teachers on catering for learner diversity. Workshops conducted by experienced speakers/ professionals and/or school visits could be arranged to provide our teachers with more information for better understanding in handling different types of SEN students.

3.2. Support for sports elite students is strengthened.

- There were two types of sport elite students in the school. One was the S4 full-time athletes from the Hong Kong Sports Institute (HKSI), and the other was the full-time students who were members of Hong Kong Team or Youth Squad or those who had special talents in sports. Better academic support was provided to enhance the performance of these sport elite students in the school this year.
- The School had joined the Partnership School Programme and the Elite Athlete-Friendly School Network of the HKSI this year. A group of S4 full-time athletes from the HKSI studied in the school this year. An integrated and flexible education programme was implemented to cater to their special needs in study through a flexible timetable and curriculum. After meetings and discussion with the HKSI, a flexible time table with lessons only on Mondays, Wednesdays, Fridays and Saturdays was implemented. In order to increase the number of teaching hours for this full-time athlete's class, some lessons were arranged in school holidays. As this group of sport elites sometimes needed to attend international competitions and trainings, extra tutorial lessons were arranged for them and the lessons were recorded and uploaded on the internet for their self-study when they could not attend lessons. There was also special arrangement in the assessment time table for those students who could not attend the assessment. In the Final Assessment held in July and August this year, there were three periods of assessment time with different sets of papers for them to choose from in order to suit their time of training and competition.
- The sport elite students were allowed more flexibility in their choices of elective subjects (one to three elective subjects) in senior levels based on their learning ability.
- The arrangement of tutorial classes for sport elite students was strengthened. For S1, the required attendance rate for Chinese tutorial classes for sport elite students was 66.7%. And the attendance rate was 100% for Mathematics. For S2 to S5, Chinese and English tutorial classes could only be arranged for elite athletes in Summer Holiday as they had to attend reinforcement classes, Reaching for the Star Scheme and other tutorial classes arranged by subject teachers. To secure the attendance rate, the students had to pay a

refundable tuition fee before the tutorial classes, and the fee would be refunded to parents if the student's attendance rate was higher than 80%. As a result, an improvement of students' attendance rate was shown.

- Workshops were organized to help improve learning strategies and social skills of sport elite students. Three S5 sport elite students joined the cell group organized by the GCU. The students learnt more about study skills and different learning strategies in the cell group. Guidance teachers also helped them to set their goals for achievement.
- The Student Counselors conducted personal counseling sessions with elite athletes to help them understand their personality, interest and career aspirations. This could help them to plan for their career.
- The School had joined the Partnership School Programme and the Elite Athlete-Friendly School Network of the HKSI in 2015-2016. Therefore, our sports elite students had more opportunities to take part in HKSI events and to use its advanced facilities. A guided tour around the HKSI and sports science and health lectures were provided for 25 student athletes of our school. They could also meet with HKSI elite athletes and coaches during its grand opening in December 2015. Moreover, 138 LTFC students had the opportunity to interact with China's Olympic gold medalists and to learn from them during their visit to HKSI on 29 August 2016. Through close liaison, our sports elites and HKDSE PE students could also use HKSI's lecture rooms, track and field and other sports facilities in the school year for training and learning purposes. All these measures could motivate sports elite students to learn and could also give them a better understanding of their career pathways.
- Although a formal parent support group for sports elite students had not been established, the School always invited parents to attend sports activities such as Athletics Meet and Swimming Gala. Parents of some sports elite students always joined the events. They shared their experiences with others in these activities. At the same time, the Student Counselor seized this opportunity to discuss with the parents of sports elite students concerning the needs and the career development of their children during these sports activities.

3.3. Support for academically high-achievers is strengthened.

- The Junior Secondary Accelerated Learning Scheme had been improved through providing differentiated teaching and learning materials in Chinese Language, English Language and Mathematics. Homework policy of the accelerated class was different from that of the normal classes. The assignments of students with high abilities were different from that of the normal students. For Mathematics, accelerated classes would have weekly quiz to enhance their learning. During the lesson observation, the students in the accelerated classes were found to be more motivated to learn and more willing to ask

questions.

- There was also increased support for academically high-achievers. The “Reaching for the Star Scheme” had been strengthened to enhance the learning motivation for S4 – S6 higher achievers. Class size was around 4-16 per class on average. The attendance rate of the classes was over 70% for S4 to S6 Chinese, English and Mathematics, except for S4 and S5 Chinese. While for S5 LS, the attendance rate was 65%. And the attendance rate was over or equal to 60% for the S5 Economics, BAFS and Physics. After-school learning support for senior secondary high-achievers such as enhancement classes had been provided. To secure the attendance rate, the students had to pay a refundable tuition fee before the tutorial classes, and the fee would be refunded to parents if the student’s attendance rate was higher than 80%.
- For English, the Reaching for Star Scheme Tutorial Classes had been tailored for the top 5% of each form for S4 to S6. Some parts of the HKAL Sections A and E past papers were used as teaching materials in Class D to develop students’ application of the English Language. Creative English Writing Workshops were offered to student writers with potential in English writing. HKDSE English Language Level 5 and 5* samples were shown to Class D to help them develop a concrete idea of skills and ability required to reach an overall Level 5 in the HKDSE.
- In order to recognize, encourage and motivate the high achievers, different scholarships for higher achievers were provided and reviewed. The Internal Scholarships Scheme was reviewed to strengthen the support for academically high achievers. The Internal Scholarships Scheme was combined with the Academic Award Scheme of CAU. There were only 41 awards (12 types) available in 2014-2015 and there were 451 awards (17 types) available in 2015-2016. Internal Scholarships were only awarded to students at the end of the second term last year while Internal Scholarships were awarded to students after each Uniform Test/ Revision Test at the end of each term this year.
- In order to identify potentially gifted students, students were nominated to the Hong Kong Academy for Gifted Education (HKAGE) this year. Five students were shortlisted (by class teachers and subject teachers) and nominated to the HKAGE, and two of them were successfully screened out and admitted. It was suggested that there should be better preparation for students who are eligible to participate in the selection tests/ interviews. There should also be better monitoring of students’ progress after they had become eligible members of the Academy.
- The Student Counselors met students with S5 and S6 high academic achievement on a regular basis to provide support and guidance on their future careers plan and subject selection. Mock interviews with S6 high achievers were conducted to equip students with essential interview skills and subject selection strategies. Visits to local universities for S6 academically high-achievers had been organized in order to further enhance their motivation to learn.

- Because of the reduction in manpower in the Mathematics KLA, the competition training classes for academically high achievers that were scheduled had not been conducted. It is worthwhile to train students and to equip them with the skills to participate in external competitions in the next academic year so as to enhance students' academic and non-academic achievement.

3.4. Support for students with special educational needs (SEN) is strengthened.

- Teachers were provided with the guidelines on how to cater to needs of SEN students.
- Support for SEN students was the school-based educational psychology service provided by TWGHs. They helped on school system level (10%), teacher support level (25%) as well as student support level (65%). The number of students with Specific Learning Difficulties in reading and writing (SpLD)/Dyslexia was the highest; there were some students with Attention Deficit/Hyperactivity (AD/HD), Autism Spectrum Disorder (ASD), Hearing Deficit (HD), Speech and Language Impairment (SLI) and several other types, for example, weak muscle coordination, anxiety and mood disorder.
- Our Educational Psychologist handled 6 new SpLD cases and 7 review SpLD cases and there were altogether 19 sessions of individual counseling, including Cognitive Behavioral Therapy counseling and depression cases.
- Subsidy (\leq \$4,500 per student) was provided for senior secondary students (for SEN other than SpLD) to conduct professional assessment/renew assessment prior to their HKDSE applications.
- Workshops for SEN students had been organized to improve their learning strategies and social skills. Three enrichment programmes were launched this year. The first enrichment programme with focus on reading strategy in Chinese had been provided for S1 SEN students to enhance their skill and proficiency in reading comprehension (altogether 6 sessions, each 1.25 hours). The second enrichment programme aimed at providing fundamental phonics knowledge for S2-S3 SEN students (altogether 8 sessions, each 1.25 hours). The third enrichment programme which aimed at training writing strategy in Chinese had been provided for S4 SEN student to improve their writing skills (altogether 6 sessions, each 1.25 hours). The programmes were delivered by our School Educational Psychologist. The attendance rate was over 90% on average. The feedback on all the enrichment programmes provided by the students was positive. According to the results of the survey, all students (100%) responded that the strategies were helpful to them in learning and they would adopt the strategies learnt in their study.
- The School Social Worker and teachers from GCU met SEN students on a regular basis to provide support and guidance on their learning and emotional needs. Four new SEN cases that involved weak emotional control and learning difficulties were identified and Guidance Teachers and School Social Worker provided guidance support for them.

- Regular meetings had been arranged among different Units in the school such as the Curriculum and Academic Unit and Form-based Management Committee to discuss about the co-morbid cases, i.e. students with learning problems and emotion disorders. This helped the school to formulate more comprehensive strategies to support the students in various aspects.
- Peer support was employed to help SEN students. Guidance Prefect Team was organized to provide peer guidance. Under the supervision of the Guidance Teachers, two of them were eager to try and form a peer support group and gave support to two S1 students who were weak in social relationship and emotional control. However, most of the guidance prefects were not confident enough to act as a ‘Big brother/ Big sister’ to provide guidance support to the junior form. More guidance training should be provided to them in the next academic year so that they could have greater confidence in peer counseling.
- Student “angel” and mentoring teacher was arranged for each SEN student. Support to them would be more effective if they could know who their student “angel” and mentoring teacher were earlier.
- There was a better support and arrangement in tests and assessments for SEN students. The School helped 11 SEN students to apply for special arrangements from HKEAA. There were 6 S5/S6 students who were eligible for applying for the speech-to-text and/or screen reader in HKDSE this year
- Special arrangements in internal assessments (e.g. time extension, paper enlargement, single-sided printing, etc.) were provided for SEN students. For senior levels, the School followed the same SEA arrangement provided., This could help students to familiarize with the SEA arrangement in HKDSE. In this year, speech-to-text and screen reader were provided for eligible students for internal tests/assessment too. But due to the complexity in using the equipment and the requirement of character input methods, four out of six students chose not to use it in their HKDSE. Some SEN students reflected that the time extended in exams was long enough, and in fact it did not help much for them to achieve better scores as they lacked the required knowledge/ability instead.
- There were only special measures in the summative assessment (during UTs/ assessments), but little was done in the formative assessment (the daily assessment). Measures to cater for the SEN students in the formative assessment (e.g. the homework, dictations, quiz, etc.) had to be formulated (Core subject first).
- It was planned to establish a parent support group for SEN students. However, it could not be set up eventually because parents did not want to expose the status of their children as SEN students.
- The English Language KLA had joined the QEF Thematic Network (QTN) on Support for Diverse Learning Needs (Reading and Writing) in Junior Secondary Schools. The School used the Grant to employ two Teaching Assistants to develop instructional materials that benefited students with needs in reading and writing. The pilot scheme of

using revised booklets with specially designed instructional materials started in S3. These had helped students learn better in lesson and they could have better motivation in class.

Financial Summary for 2014/15 School Year

Items	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy	68.45%	
School Fees		25.73%
Donations		0.00%
Others Income	1.69%	4.13%
TOTAL :	70.14%	29.86%

EXPENDITURE (in terms of percentages of the annual overall expenditure)	
Staff Remuneration	79.42%
Operating Expenses	12.25%
Fee Remission & Scholarships	2.52%
Repairs & Maintenances	1.12%
Depreciation	4.56%
Miscellaneous	0.13%
TOTAL :	100%

Surplus/Deficit for the School Year #	Deficit - 0.03 Months of the annual expenditure
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	Surplus - 5.67 months of the annual expenditure
# in terms of equivalent months of annual overall expenditure	

***The % of expenditure on fee remission/scholarships is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarships provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.**

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarships scheme according to Education Bureau's requirements.

End Of Report