

Tak Sun Secondary School

德信中學

School Annual Report

(2014/2015)

德
信
中
學

香港科技大學 (Jockey Club Science & Technology)

Tak Sun Secondary School
10th Anniversary
Celebrations

WALKATHO
WALKATHO

Contents

| | |
|--|-------------|
| 1. School Vision & Mission..... | P.3 |
| 1.1 Our Vision | P.3 |
| 1.2 Our Mission | P.3 |
| 2. Our School..... | P.4 |
| 2.1 Spirit and Philosophy of Education | P.4 |
| 2.2 School Management | P.4 |
| 2.3 Number of Active School Days | P.5 |
| 2.4 Lesson Time for the 8 Key Learning Areas | P.5 |
| 3. Our Teachers..... | P.6 |
| 3.1 Teachers' Qualification | P.6 |
| 3.2 Teachers' Experience | P.6 |
| 4. Our Students..... | P.7 |
| 4.1 Class Organization | P.7 |
| 4.2 Students' Attendance | P.7 |
| 4.3 Students' Early Exit | P.7 |
| 5. Performance of Students..... | P.8 |
| 5.1 Destination of Exit Students | P.8 |
| 5.2 HKDSE | P.8 |
| 5.3 Students' Reading Habit | P.8 |
| 5.4 Student Participation in the Inter-school Events and Uniform Groups | P.9 |
| 5.4.1 Inter-school Events | P.9 |
| 5.4.2 Uniform Groups | P.9 |
| 5.4.3 Participation Rates | P.9 |
| 5.5 Inter-school Activities and Prizes Won in the Past 3 Years | P.10 |
| 5.6 Major Social Services | P.17 |
| 6. Major Concerns (Achievements and Reflection)..... | P.18 |
| 6.1 To develop learning and teaching strategies to cater for learner diversities | P.18 |
| 6.2 To improve reading culture | P.22 |
| 6.3 To enhance curriculum planning, implementation and evaluation quality | P.24 |
| 7. Financial Summary..... | P.26 |
| 8. Key Issues for the new School Annual Plan..... | P.31 |

1. School Vision & Mission

1.1 Our Vision

Tak Sun Secondary School is founded on Catholic Christian values with an aim to offer a whole person education to students. Our holistic educational approach encompasses the intellectual, moral, aesthetic, physical, social and spiritual components.

The school envisions students who are trained in life-long learning. To accomplish this, the school, the parents, and the teachers consider it of utmost importance to train its students to be men of character, building their lives on a platform of values and virtues. These men of character will be characterised by clarity of thought and direction (prudence), steadfast will (fortitude), self-mastery (temperance), a selfless desire to serve the common good of society (justice), cultivated in an atmosphere of optimism and joy.

The school vision calls for greater involvement of parents in the education of their children, a vision we share with other schools of the same inspiration all over the globe. We envision a partnership where the parents also grow and become better parents through parent education.

1.2 Our Mission

Inspired by Catholic Christian ideals, we provide a demanding, balanced formation to our students so that they accomplish their full potential, as well as grow to be upright and responsible men, developing all their talents in a spirit of service to others. We strive to strengthen and unite the family, enabling parents to exercise their duties as primary educators of their children, with the school and the community as their active partners.

2. Our School

2.1 Spirit and Philosophy of Education

The spirit of our school (and the other Tak Sun schools) is drawn from the life and teachings of Saint Josemaría Escrivá, a priest and founder of Opus Dei (www.opusdei.org), a personal Prelature of the Catholic Church, that helps ordinary lay people seek holiness in and through their everyday activities, especially in work well done.

In the school, this means giving students an all-round formation by working closely with the parents, whom Saint Josemaría Escrivá (www.escrivaworks.org) said are the primary educators of their children. He also encouraged the development of a tutorial system through which a student acquires human virtues; especially initiative that balances freedom with responsibility.

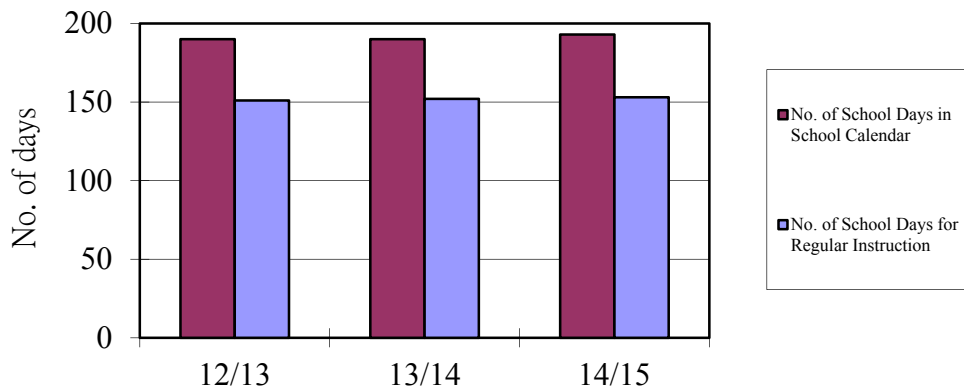
2.2 School Management

Our school implemented school-based management in 2001 when the School Management Committee (SMC) was established. The SMC is composed of four school managers appointed by the sponsoring body, the Supervisor and the Principal. In June 2007, the school set up the Incorporated Management Committee (IMC) so that different stakeholders can participate in the school management including Teacher Managers, Parent Managers and Alumni Manager.

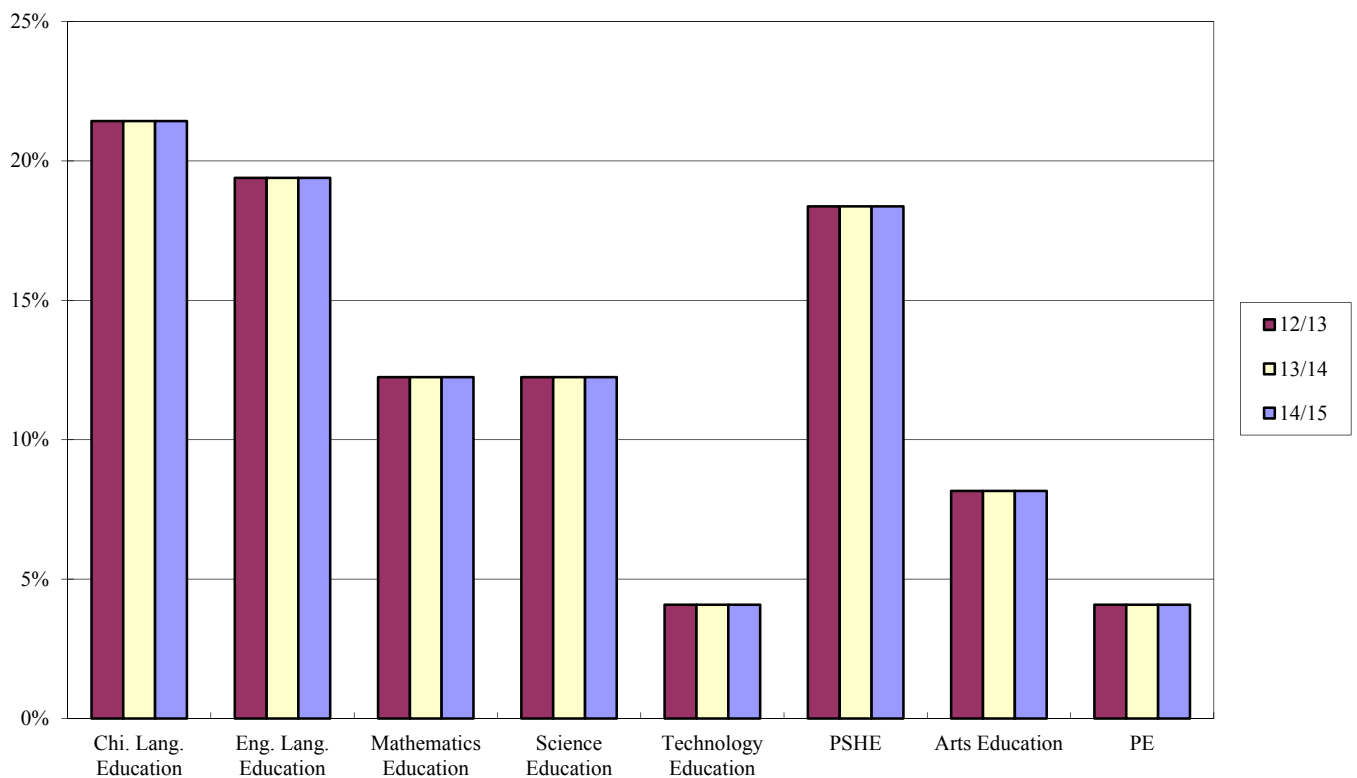
The main body responsible for the operations of the school is the Executive Office (EO), which is comprised of Supervisor, Principal, Vice-Principal (Junior Secondary), Vice-Principal (Senior Secondary), Vice-Principal (Administration), Vice-Principal (Academic Formation), Vice-Principal (Student Formation), School Chaplain and a member from the IMC.

The EO is assisted by the Academic Formation Council (AFC), Student Formation Council (SFC) and the Administration Council (ADC). The AFC, which formulating the policies regarding academic issues of the school, is made up of Principal, Vice-Principal (Academic Formation), the subject stream masters and some co-opted members according to the needs. The SFC, which formulating the policies regarding student formation issues of the school, is made up of Principal, Vice-Principal (Student Formation), the representatives of Junior and Senior Secondary Sections, Co-Curricular Activities Master, Discipline Master, Careers Master, Tutoring Master and the representatives from the Pastoral and Spiritual Affairs Committee, the Social Service Committee and the Moral and Civic Education Committee.

2.3 Number of Active School Days

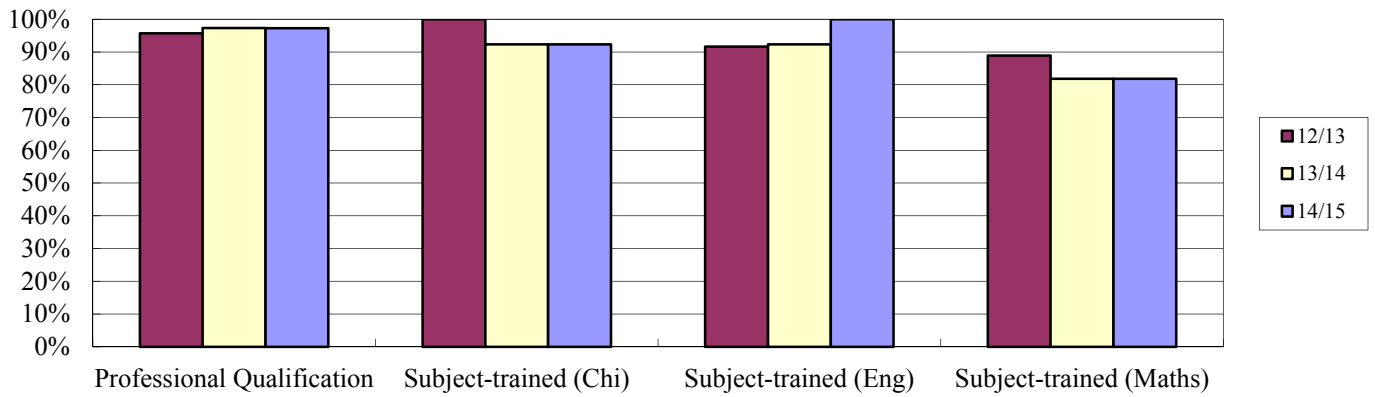
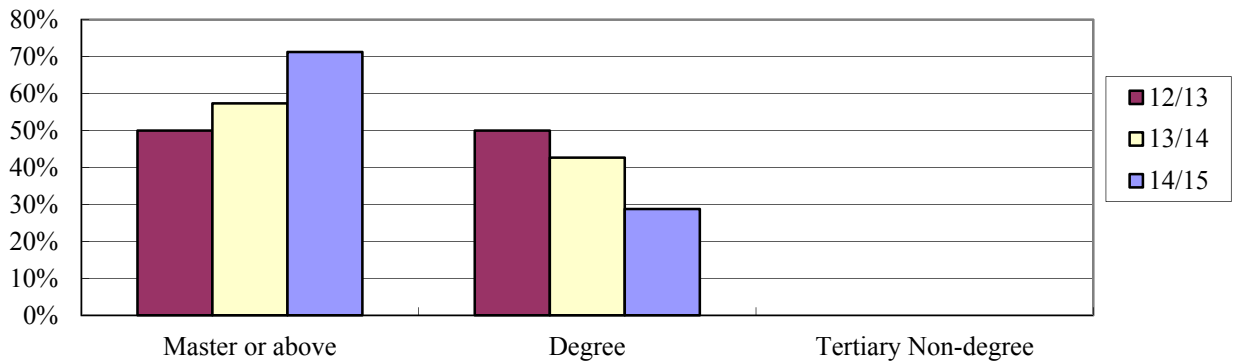


2.4 Lesson Time for the 8 Key Learning Areas

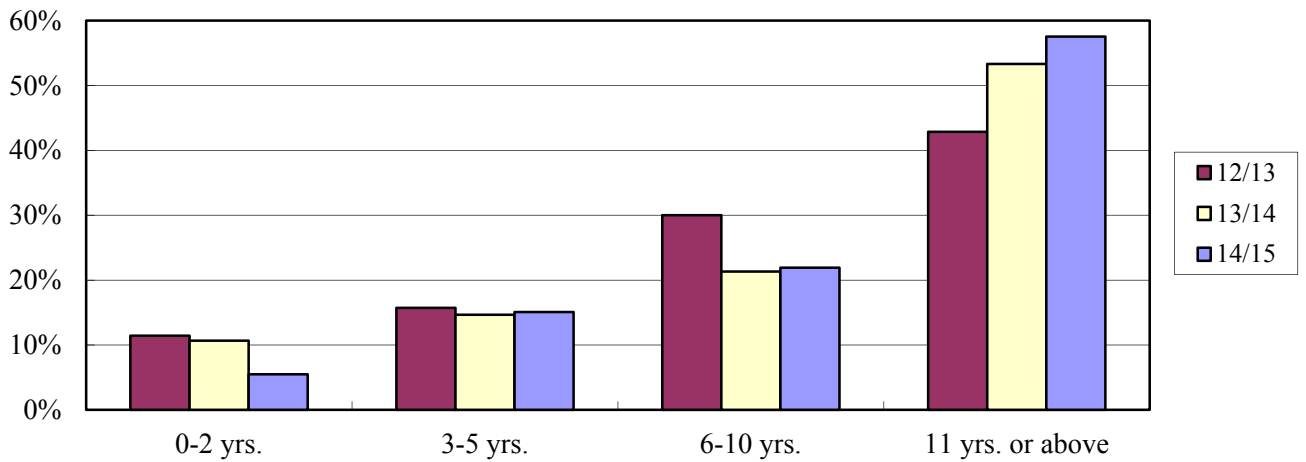


3. Our Teachers

3.1 Teachers' Qualification



3.2 Teachers' Experience



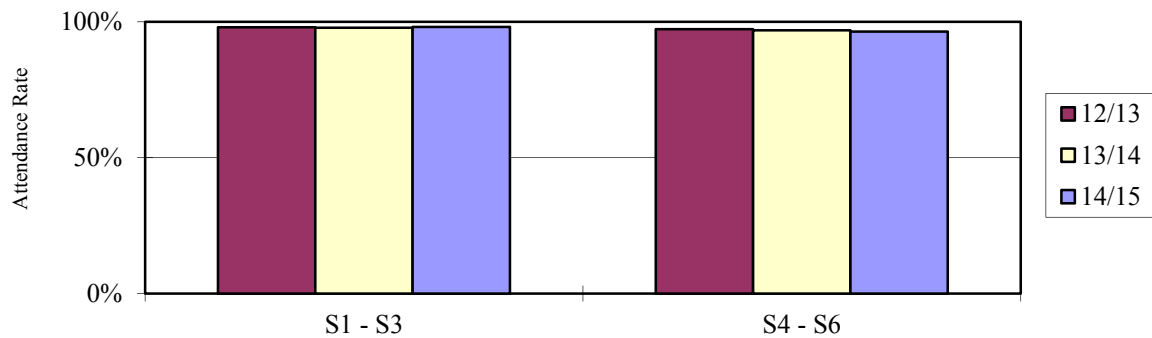
4. Our Students

4.1 Class Organization

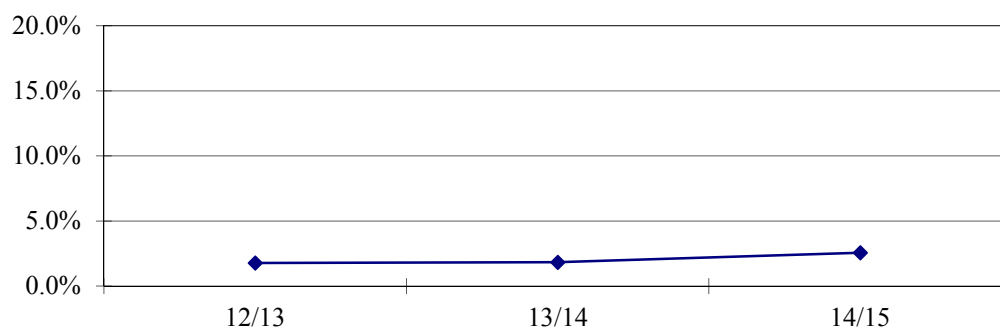
2014-15

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|-----------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Classes | 5 | 5 | 5 | 5 | 5 | 5 | 30 |
| Students | 164 | 164 | 172 | 156 | 138 | 103 | 897 |
| Total Enrolment | 164 | 164 | 172 | 156 | 138 | 103 | 897 |

4.2 Students' Attendance



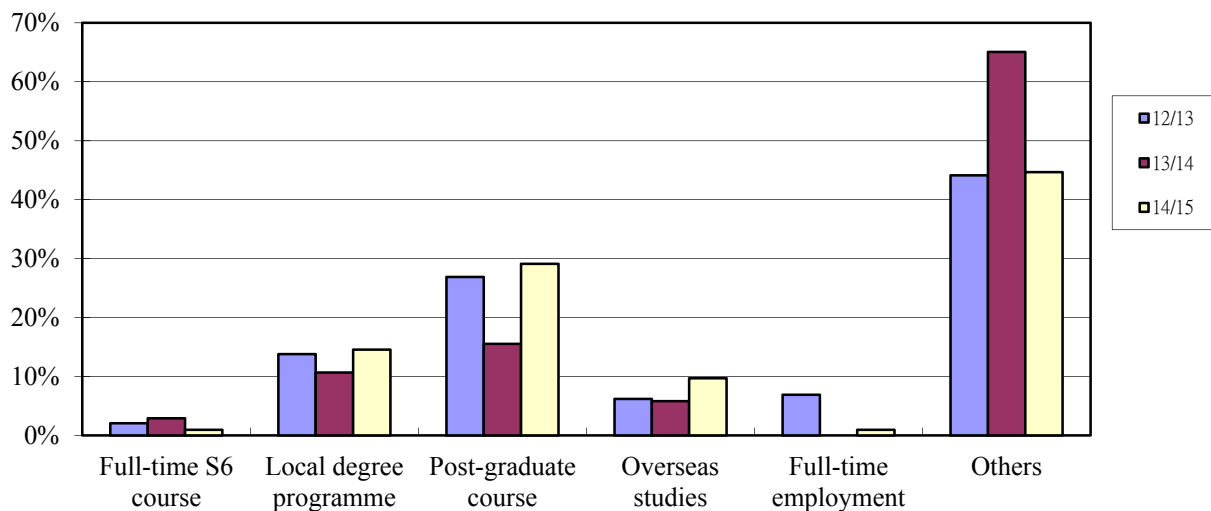
4.3 Students' Early Exit



5. Performance of Students

5.1 Destination of Exit Students

Form 6 Graduates

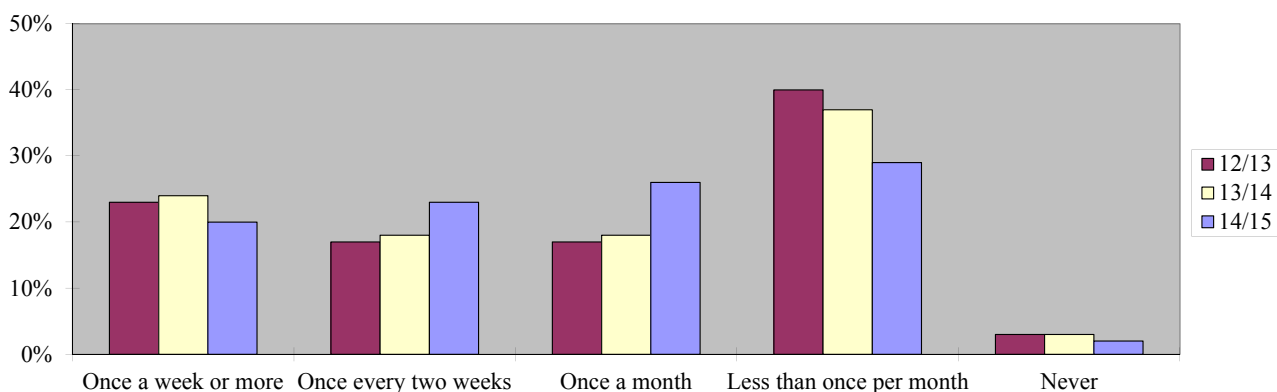


5.2 HKDSE

| | 12/13 | 13/14 | 14/15 |
|---|-----------------|----------------------|----------|
| No. of students sat | 139 | 100 | 95 |
| No. of students with 5 subjects having Level 2 or above | 73.4% | 75% | 74.7% |
| Best student result | 4 L5** 1L5* 1L5 | 1L5* 4L4; 3L5 2L4 | 2L5* 3L5 |

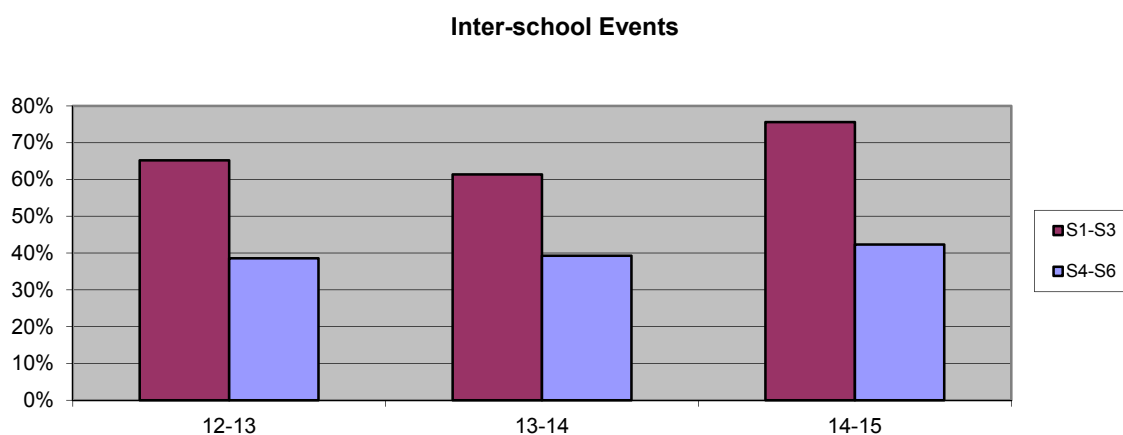
5.3 Students' Reading Habit

Percentage of Students Borrowing Reading Materials from School Library



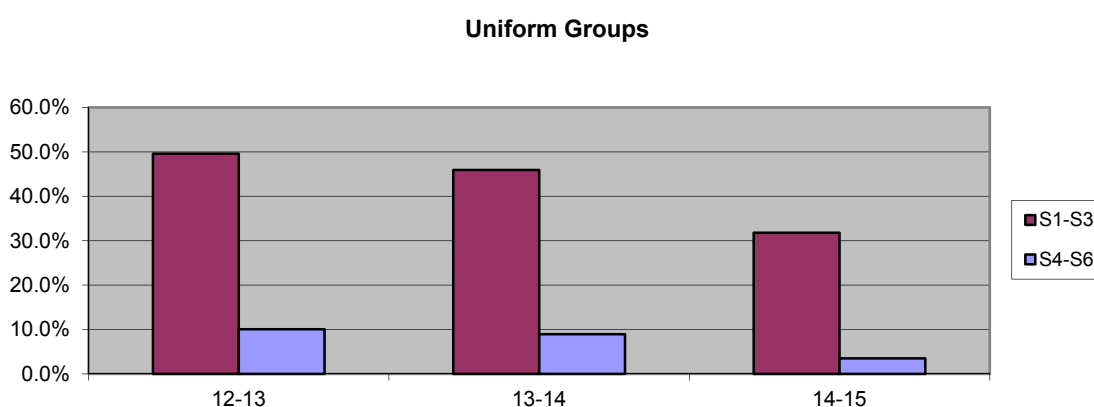
5.4 Student Participation in Inter-school Events and Uniform Groups

5.4.1 Inter-school Events



Notes: Inter-school events include Music, Speech and Drama Festivals and inter-school/inter-port sports events organized by the HK Schools Sports Federation.

5.4.2 Uniform Groups



5.5.4 Participation Rates

| Activities | 12/13 | 13/14 | 14/15 |
|---------------------|--------|--------|--------|
| Inter-school events | 53.16% | 52.06% | 60.87% |
| Music Festival | 9.55% | 10.18% | 8.25% |
| Speech Festival | 6.10% | 6.18% | 4.24% |
| Uniform Groups | 31.74% | 30.32% | 19.29% |

5.5 Inter-school Activities and Prizes Won in the Past 3 Years

| Category | Name of Competition / Organization | Award / Prize details | | |
|------------------|--|--|--|---|
| | | 2012/13 | 2013/14 | 2014/15 |
| ARTS | <i>Canon Photo Marathon</i> | | Individual: 3 Merits School: Gold Prize | |
| MUSIC | <i>HK Schools Music Festivals</i> | 1 First runner-up: 21 Merit 7 Proficiency | 2 Champion: - Vocal Solo Chinese Tenor U19 - Grade 6 Piano 2 First runner-up: - Vocal Solo (Male) U16 - Vocal Solo Finals (Male) 9 Merit: - Clarinet Junior (5) - Double Bass Junior - Trumpet Junior - Grade 8 Piano - Grade 5 Piano 9 Proficiency: - Vocal Solo Chinese Boys Treble Voice - Clarinet Junior (2) - Flute Junior - French Horn Junior - Trombone Junior - Grade 8 Piano - Grade 4 Piano - 粵曲平喉獨唱 – 中學高級組 | 1 Champion: - Vocal Solo Chinese Tenor U19 11 Merit: - Woodwind Ensemble - Vocal Solo Foreign Language Tenor U19 - Clarinet Solo Junior - Flute Solo Junior - Saxophone Solo Junior - Piano Duet Intermediate - Piano Solo Grade 7 - Piano Solo Grade 6 - Piano Solo Grade 5 (2) - Piano Solo Grade 4 9 Proficiency: - Vocal Solo Boy Treble Foreign Language U14 - Clarinet Solo Junior (4) - Saxophone Solo Junior (2) - Piano Solo Grade 7 - Piano Solo Grade 5 |
| | <i>Bravo Music! Bravo Life! Joint School Concert</i> | | | Choir: Meritorious Performance Award Wind Band: Meritorious Performance Award |
| SPORTS (WORLD) | <i>World Junior Wu-Shu Championships</i> | | 1 st in Gunshu 2 nd in Nanquan 2 nd in Nandao 2 nd in Duilian 2 nd in Changquan 3 rd in Nangun 3 rd in Daoshu | |
| SPORTS (HK Team) | <i>Prague Handball Cup</i> | 3 members - Play-off | 3 members | 1 member |
| | <i>Singapore Handball Open Competition</i> | | | 3 members - 4 th |

| Category | Name of Competition / Organization | Award / Prize details | | |
|---|--|--|---|---|
| | | 2012/13 | 2013/14 | 2014/15 |
| SPORTS (HK Team) | <i>Shenzhen Hong Kong Youth Handball</i> | | | 2 members - 2 nd |
| | <i>Hong Kong Macau Inter-port Handball</i> | 1 member - 1 st | | 3 members - 3 rd |
| | <i>Asian Youth Games Handball</i> | | 3 members - 14 th | |
| | <i>Regional Squad Training – Taipei</i> | | 1 member | |
| | <i>Asian Men's Junior Handball</i> | 1 member - 11 th | | |
| | <i>Asian Junior and Cadet Fencing Championships</i> | | <i>Team Men's Epee</i> - 3 rd | |
| SPORTS (HKSSF) | <i>HKSSF Overall Championship (Shatin and Sai Kung Area-Boys)</i> | 4 th | 3 rd | 3 rd |
| | <i>HKSSF Inter-school Tennis Competition (All NT Area)</i> | | | <i>Boys' Overall</i> - 4 th |
| | <i>HKSSF Inter-school Rugby Competition (All NT Area)</i> | | | <i>B Grade</i> - 7 th |
| | <i>HKSSF Boys C Grade Handball Invitation Tournament (All NT Area)</i> | 2 nd | | |
| | <i>HKSSF Inter-school Fencing Competition (All NT Area - Boys)</i> | <p>Overall: Epee: 2nd Sabre 4th</p> <p>A Grade: Epee: 5th Sabre: 5th</p> <p>B Grade: Foil: 2nd Sabre: 7th</p> <p>C Grade: Epee: 2nd Sabre: 1st</p> | <p>Overall: Boys: 3rd Sabre: 2nd Epee: 4th</p> <p>B Grade: Sabre: 1st Epee: 2nd</p> <p>C Grade: Sabre: 3rd</p> | <p>Overall: Epee: 1st Sabre: 2nd Foil: 5th</p> <p>A Grade: Sabre: 3rd Epee: 5th</p> <p>B Grade: Epee: 1st Sabre: 1st Foil: 3rd</p> <p>C Grade: Foil: 3rd, 5th</p> |
| <i>HKSSF Inter-school Athletics Competition</i> | <p>A Grade: 7th in Shot put</p> <p>C Grade: 3rd in Overall 2nd in 400m 2nd in 800m 2nd, 5th in 1500m 2nd in Shot put 3rd in Long jump 4th in 4x400m</p> | <p>B Grade: 5th in Overall 1st in 400m 2nd in 3000m 3rd in 1500m</p> <p>C Grade: 2nd in Shot put</p> | <p>B Grade: 6th in Overall 1st in 1500m 1st in 3000m 1st in Long jump 2nd in 400m 7th in Javelin</p> <p>C Grade: 7th in Overall 4th in 200m 5th in 100m hurdles 5th in 4x100m 6th in High jump 7th in Long jump</p> | |

| Category | Name of Competition / Organization | Award / Prize details | | |
|-------------------|---|--|---|---|
| | | 2012/13 | 2013/14 | 2014/15 |
| SPORTS (HKSSF) | HKSSF Inter-school Badminton Competition | A Grade: 5 th C-Grade: 3 rd | B Grade: 5 th C-Grade: 5 th | B Grade: 2 nd C-Grade: 4 th |
| | HKSSF Inter-school Basketball Competition | C Grade: 5 th | B Grade: 3 rd | A Grade: 5 th B Grade: 2 nd C Grade: 2 nd |
| | HKSSF Inter-school Cross Country Competition | B Grade: Team: 8 th C Grade: Team: 1 st Individual: 1 st , 6 th | A Grade: Team: 5 th Individual: 9 th B Grade Team: 2 nd Individual: 2 nd , 9 th C Grade Team: 4 th | A Grade Team: 7 th Individual: 8 th B Grade Team: 3 rd Individual: 1 st , 8 th C Grade Team: 4 th Individual: 10 th |
| | HKSSF Inter-school Distance Run Competition | A Grade: Individual: 6 th B Grade: Team: 7 th Individual: 7 th C Grade: Team: 2 nd Individual: 1 st , 9 th | A Grade Team: 2 nd Individual: 8 th , 10 th B Grade Team: 3 rd Individual: 2 nd C Grade Team: 5 th Individual: 4 th | A Grade Individual: 8 th , 10 th B Grade Team: 5 th Individual: 1 st C Grade Team: 5 th |
| | HKSSF Inter-school Football Competition | A Grade: 3 rd C Grade: 2 nd | A Grade: 8 th B Grade: 6 th C Grade: 4 th | A Grade: 3 rd C Grade: 2 nd |
| | HKSSF Inter-school Handball Competition | A Grade: 2 nd B Grade: 2 nd C Grade: 5 th | A Grade: 3 rd B Grade: 1 st C Grade: 2 nd | A Grade: 5 th B Grade: 1 st C Grade: 1 st |

| Category | Name of Competition / Organization | Award / Prize details | | |
|-----------------------|---|---|--|--|
| | | 2012/13 | 2013/14 | 2014/15 |
| SPORTS (HKSSF) | HKSSF Inter-school Swimming Competition | <p>A Grade: 5th in 50m backstroke 5th in 100m backstroke 8th in 4x50m medley</p> <p>B Grade: 6th in 50m butterfly 6th in 200m freestyle</p> <p>C Grade: 3rd in Overall 1st, 8th in 100m backstroke 2nd in 4x50m medley 2nd in 50m backstroke 2nd, 4th in 50m butterfly 2nd, 5th in 50m freestyle 2nd, 7th in 50m breaststroke 8th in 100m freestyle 8th in 100m breaststroke</p> | <p>B Grade: 5th in Overall 2nd in 100m freestyle 3rd in 200m medley</p> <p>C Grade: 3rd in Overall 1st in 4x50m freestyle 1st in 50m freestyle 1st, 2nd in 50m butterfly 2nd in 200m medley 2nd in 50m backstroke 3rd in 100m backstroke 3rd in 4x50m medley</p> | <p>B Grade: 2nd in Overall 1st in 4x50m relay 1st in 50m backstroke 1st in 100m backstroke 1st in 50m butterfly 2nd in 100m freestyle 2nd in 200m medley 4th in 50m freestyle 5th in 100m breaststroke 5th in 50m breaststroke 5th in 200m medley 6th in 200m freestyle</p> <p>C Grade: 2nd in Overall 1st in 200m freestyle 1st in 4x50m relay 2nd in 50m backstroke 2nd in 100m backstroke 3rd in 200m freestyle 4th in 4x50m freestyle 4th in 50m butterfly 5th in 200m medley 6th in 50m freestyle 7th in 50m freestyle 8th in 200m medley</p> |
| | HKSSF Inter-school Table-tennis Competition | <p>A Grade: 2nd</p> <p>B Grade: 4th</p> <p>C Grade: 4th</p> | <p>A Grade: 5th</p> <p>C Grade: 5th</p> | <p>A Grade: 5th</p> <p>C Grade: 1st</p> |
| | HKSSF Inter-school Volleyball Competition | C Grade: 3 rd | C Grade: 2 nd | B Grade: 5 th |
| | HKSSF Outstanding Athletes | 4 Winners | 4 Winners | 4 Winners |
| SPORTS (Non-HKSSF) | A. S. Watson Group Hong Kong Student Sports Awards | 1 Winner | 1 Winner | 1 Winner |
| | Hong Kong Youth Aged Group Handball Competition | 4 th | 4 th | 2 nd |
| | All Hong Kong District Handball Competition | | | Champion |
| | Chun Yuen Cup Youth Handball Tournament | | | 2 nd |
| | Yuen Long Cup Youth Handball Tournament | | Grade B: Champion Grade C: Champion | |
| | Hong Kong Youth Handball Training Program | 1 st , 3 rd | | |
| | Hong Kong Gymnastics Open | | Individual: 5 th | Individual: 2 nd |

| Category | Name of Competition / Organization | Award / Prize details | | |
|-------------------------|--|--|---|---|
| | | 2012/13 | 2013/14 | 2014/15 |
| SPORTS (Non-HKSSF) | <i>Hong Kong Secondary School Trampoline Championship</i> | | Grade B Individual: Champion | Grade B Individual: 3 rd |
| | <i>Hong Kong Trampoline Age Group Championship</i> | | | Grade B Individual: 3 rd |
| | <i>TFC Cup Fencing Age Group Competition</i> | | | 5 th in U14 8 th in Foil |
| | <i>Hong Kong Aged Groups Fencing Championship</i> | | 3 rd in U17 Epee | |
| | <i>Hong Kong Junior Fencing Championship</i> | | 1 st in U14 Men Epee 2 nd in U17 Men Epee | |
| | <i>Hong Kong U14 Challenge Cup Fencing Championships</i> | | 2 nd in U14 Men Sabre | |
| | <i>Squash Summer League</i> | | Division 10C: 3 rd | Division 10C: 1 st |
| | <i>Short Course Age Group Swimming Competition</i> | | | 1 First place 1 Third place |
| | <i>New Territories Age Group Swimming Competition</i> | | | 2 First place |
| | <i>Central and Western District Age Group Swimming Competition</i> | | | 2 First place 2 Second place |
| | <i>Tsuen Wan District Age Group Swimming Competition</i> | | | 2 First place 1 Second place |
| | <i>Northern District Age Group Swimming Competition</i> | | | 2 First place |
| | <i>Wong Tai Sin District Age Group Swimming Competition</i> | | | 2 First place 2 Second place |
| | <i>Southern District Age Group Swimming Competition</i> | | | 1 Second place |
| | <i>Hong Kong Amateur Aged Group Long Course Swimming Competition</i> | | Age 11-12: 2 nd in 100m butterfly | |
| | <i>Youth Inter-District Table-tennis Championship</i> | | | 1 st in U11-14 |
| | <i>Shum Shui Po Aged Tennis Competition</i> | | Champion | |
| | <i>Shum Shui Po Boys Cross Country Competition</i> | Section D: 9 th Section E: 2 nd , 4 th , 5 th , 8 th , 9 th | | 3 Merits |
| SPORTS (Mind Sports) | <i>Tin Ngai Cup Chinese Chess Competition</i> | | | Secondary Section: 1 st |
| | <i>Tsuen Wan Autumn Chinese Chess Competition</i> | | Secondary section: Champion | |
| | <i>“Young Chess Master Cup” Inter-school Chess Competition</i> | | Secondary & University section: Merit Secondary section: Merit | |

| Category | Name of Competition / Organization | Award / Prize details | | |
|-------------------------|---|--|---|---|
| | | 2012/13 | 2013/14 | 2014/15 |
| SPORTS (Mind Sports) | <i>Yuen Long Arts Festival Chinese Chess Competition</i> | | Secondary section: 3 rd | |
| | <i>National Day Chinese Chess Competition</i> | | Junior Secondary: 3 rd | |
| | <i>Rose Bowl (Inter-school Bridge Competition)</i> | Qualifying Section: 4 th , 5 th , 6 th | Qualifying Section: 7 th | Qualifying section 5 th |
| ACADEMIC | <i>Hong Kong Schools Speech Festival</i> | 3 Champion - Solo Verse Speaking Non-open - Solo Prose Speaking Non-open (2) 1 First runner-up - Solo Verse Speaking Non-open 7 Second runner-up - Solo Verse Speaking Non-open - Solo Prose Speaking Non-open (6) - 34 Merit 9 Proficiency | 1 Champion: - Solo Verse Speaking Non-open 2 First runner-up: - Solo Verse Speaking Non-open - Solo Prose Speaking Non-open 3 Second runner-up: - Solo Verse Speaking Non-open (2) 40 Merit 15 Proficiency | 2 First runner-up: - Solo Verse Speaking Non-open (F5 boys) - Solo Verse Speaking Non-open (F1 and F2 boys) 1 Second runner-up: - Solo Verse Speaking Non-open (F1 and F2 boys) 1 Third runner-up: - Solo Verse Speaking Non-open (F1 and F2 boys) 1 Honours: - 散文獨誦 (粵語) 17 Merit: - Solo Verse Speaking Non-open (F1 and F2 boys) (9) - Solo Verse Speaking Non-open (F3 boys) (6) - 詩詞獨誦 (普通語) (2) 4 Proficiency: - Solo Verse Speaking Non-open (F1 and F2 boys) (2) - Solo Verse Speaking Non-open (F3 boys) - 詩詞獨誦 (粵語) |
| | <i>Hong Kong Secondary Schools Debate Competition (Basic Law Cup)</i> | | 1st round Putonghua: Best Debater Design of Motion: Merit | |
| | <i>Hong Kong Primary and Secondary Schools Putonghua Speech Contest</i> | | 1 Merit 2 Proficiency | |
| | <i>Asia International Olympiad Open Contest</i> | | Qualifying: 3 Silver 9 Bronze Knockout: 4 Bronze Final: 1 Bronze | |

| Category | Name of Competition / Organization | Award / Prize details | | |
|--|--|--|--|--|
| | | 2012/13 | 2013/14 | 2014/15 |
| ACADEMIC | <i>Hong Kong Youth Mathematics Higher Achievers</i> | | | 1 Second prize 3 Third prize |
| | <i>Australian Mathematics Competition</i> | 3 Distinction 9 Credit | 4 Distinction 10 Credit | 1 Distinction 7 Credit |
| | <i>Hong Kong & Macau Mathematical Olympiad Open Contest</i> | 3 Silver 9 Bronze | | |
| | <i>'Hua Xia Cup' National Mathematics Olympiad Invitational Competition (Hong Kong District)</i> | Qualifying: 2 Frist prize 2 Second prize 3 Third prize Knockout stage: 1 Second prize 4 Third prize Final: 1 Frist prize 1 Third prize | Qualifying: 2 Frist prize 2 Second prize 3 Third prize Knockout stage: 1 Second prize 4 Third prize Final: 1 Frist prize 1 Third prize | |
| | <i>Secondary School Mathematics and Science Competition</i> | Physics: Distinction Chemistry: Medal Mathematics: High Distinction | | |
| | <i>Hong Kong Biology Olympiad</i> | | | 2 Merit 2 Active Participation |
| | <i>Junior Achievement Personal Finance</i> | Participation | Participation | Participation |
| | <i>Joint School District Orienteering Championship</i> | | | 3 rd in NT |
| | <i>The Hong Kong Academy of Gifted Education</i> | 2 students | 2 students | 5 students |
| | SERVICE | <i>The Sir Edward Youde Memorial Prizes for secondary schools students</i> | 1 F5 student 1 F6 student | 1 F5 student 1 F6 student |
| <i>St. John Ambulance Brigade Cadet Command Inter-Divisional Competition</i> | | | 3 rd in Foot Drill | 2 nd in Overall 1 st in Home Nursing (Overall) 1 st in Home Nursing 3 rd in Uniform and Equipment |
| <i>Hong Kong Red Cross Youth of the Year</i> | | Hong Kong: Winner East NT District: Winner | East NT District: Winner | |
| <i>Shatin Student Ambassador</i> | | 7 Winners | 7 Winners | Most Creative Award 8 Winners |

5.6 Major Social Services

2014 – 2015

- ◆ School-based Social Services curriculum for all senior secondary students including Elderly Service (for Form 4) and Serving for the Community (for Form 5)
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Causal Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: Care Programme – Cambodia, Experiencing Vietnam, The Laos Experience Trip, China's Reform Series: Differential Development between City and Village, Grassroots Families in Hong Kong

2013 – 2014

- ◆ School-based Social Services curriculum for all senior secondary students including Elderly Service (for Form 4) and Serving for the Community (for Form 5)
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Causal Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: Experiencing Vietnam, NICAM: Nice Cambodia Trip, The Laos Experience Trip

2012 – 2013

- ◆ School-based Social Services curriculum for all senior secondary students
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Special Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: Experiencing Vietnam, Feel Thailand: The Thai Experience Trip

6. Major Concerns (Achievements and Reflection)

6.1 To develop learning and teaching strategies to cater for learner diversities

Achievements

Target (a): Students with different learning abilities show academic improvement

Task 1.1: Use collaborative lesson preparation to design suitable lesson activities

- F3 Chinese collaborative planning with support of the SBSS (School-Based Support Programme) – this project particularly for boys / Chinese.
- Form 1-3 Computer Literacy.
- F1 English co-teaching was modified: instead of using the NET (Native English Teacher) as a co-teacher, he was re-deployed as a teacher of oral English and a resource for English vocabulary teaching.

Task 1.2: Effective grouping in most senior and junior forms for core subjects

- In Forms 5 – 6, five classes were divided into six teaching groups for Mathematics with two objectives: (a) reduce class size and (b) group according to student performance for homogeneity.
- In Forms 4 – 6, five classes were divided into seven teaching groups for Liberal Studies to reduce class size.
- In Form 3, three classes were divided into four teaching groups for Mathematics to reduce class size.
- Analysis of public examination results shows that the school is equally effective for students of different abilities and especially so in core subjects.

Task 1.3: Remedial classes offered to students in need, enrichment programs offered to more able students

- Students readily attended Mathematics after-school homework clinic.
- The English department set up reading and writing clubs led by teachers in order to offer able students opportunities for extensive reading and writing.
- Alumni university students came back to help students with poor performance complete homework and prepare for end of term examinations.

Target (b): Student confidence and self-efficacy are enhanced

Task 1.4: Provide individual support during morning Class Tutor Period (CTP) to students who have difficulty in completing homework

- For one month before both Term 1 and 2 examinations there were study revision classes.
- Students with difficulties in completing homework were offered guided support sessions each morning in CTP; this strategy was used all year.

Task 1.5: Provide after-school support to individuals with learning difficulties

- The programme whereby alumni come back to school to help for one or two months preparing for Term 1 and 2 examinations continued.

Task 1.6: Offer a Term 1 English and Chinese Bridging Class to reinforce basic language skills of students in need

- In Form 1 there were bridging classes in English and Chinese until the Term 1 examination.

Task 1.7: Provide personal recognition and advice through tutoring

- Student Survey on tutoring showed that student satisfaction had improved.
- Students in junior forms who made significant improvement in different subject Term 1 were identified, recognized and given a small award.

Target (c): Less able students can use English to learn

Task 1.8: Two programmes: Cross Curricular Mapping and Vocabulary Log Book will be used to implement LAC (Language Across the Curriculum) policy

- Curricular Mapping was not done. We tried to standardize use of English vocabulary in worksheets across different subjects in Form 1. Vocabulary Log Book was not done.

Task 1.9: Film English teachers modeling vocabulary teaching for Geography, IS (Integrated Science) and Life & Society colleagues

- This strategy is in good progress.

Task 1.10: Co-teaching of English in Form 1 by native and local teacher

- This strategy was implemented and the co-taught English lessons were observed for evaluation.

Target (d): Enhance teacher awareness when handling students with SEN (Special Educational Needs)

Task 1.11: Provide teacher training in SEN by SEN Team and outside experts

- One Staff Development Day dedicated part of the day to a talk to all teachers by the head of the SEN team.

Task 1.12: Two more teachers sent for SEN training

- The Head of the SEN Team went on a 5-week in-service course on SEN with a view to preparing up a training schedule in SEN for teachers for the coming years.

Task 1.13: Outsource training programme of dyslexic students

- A 10-session course targeting dyslexic students was done in Term 2 by an outside supplier for incoming SEN students with dyslexia as this was the largest group.

Reflection

Target (a): Students with different learning abilities show academic improvement

Task 1.1: Use collaborative lesson preparation to design suitable lesson activities

- The subject Panel Chair has a key role to play; collaborative planning works better when the Panel Chair is directly involved as occurred in Computer Literacy.
- Collaborative planning is enhanced when an outside agent was involved. This occurred in the case of the SBSS involvement in Form 3 Chinese.
- It is difficult for teachers to sustain co-planning without leadership from the Panel Chair or an outside body such as SBSS, therefore the strategy was not extended to other subjects.

Task 1.2: Effective grouping in most senior and junior forms for core subjects

- Effective grouping showed the value of selecting appropriate subject matter from the curriculum according to the level of the students, thus enabling them to give the best performance they are capable of in public examinations.

Task 1.3: Remedial classes offered to students in need, enrichment programs offered to more able students

- Evaluation of Math after-school homework clinic shows offering homework clinics in English and Chinese is worthwhile.
- The alumni programme is useful but more alumni mentors are needed and the program is difficult to sustain over a long period in its present form; next year, the program will be outsourced to address these two limitations.

Target (b): Student confidence and self-efficacy are enhanced

Task 1.4: Provide individual support during morning Class Tutor Period (CTP) to students who have difficulty in completing homework

- The homework support sessions worked well; they can be enhanced and widened by an outward sourced programme.

Task 1.5: Provide after-school support to individuals with learning difficulties

- The homework support sessions worked well; they can be enhanced and widened by an outward sourced programme.

Task 1.6: Offer a Term 1 English and Chinese Bridging Class to reinforce basic language skills of students in need

- Next year the bridging classes can be replaced by the after-school outward sourced support programme.

Task 1.7: Provide personal recognition and advice through tutoring

- The reward strategy was welcomed by students and motivated them. It can be extended to recognize student improvement between the Term 2 examination of 2014-15 and the Term 1 examination of 2015-16.

Target (c): Less able students can use English to learn

Task 1.8: Two programmes: Cross Curricular Mapping and Vocabulary Log Book will be used to implement LAC policy

- We learnt that the school culture does not favor cross-curricular cooperation and therefore to achieve this goal, an outside agent would be necessary who could act as a catalyst. This led us to apply to the School Based Support Service, LAC Project who will enter the school in September 2015 with emphasis on Curriculum Mapping and Vocabulary Building for non-language teachers.

Task 1.9: Film English teachers modeling vocabulary teaching for Geography, IS and Life & Society colleagues

- The goal was fine-tuned to mutual lesson observation by the teachers of IS and English under the SBSS LAC Project.

Task 1.10: Co-teaching of English in F1 by native and local teacher

- Lesson observation showed co-teaching was effective but not co-planning.
- Planning consisted of discussions on division of labour and selection of contents rather than how to teach.

Target (d): Enhance teacher awareness when handling students with SEN (Special Educational Needs)

Task 1.11: Provide teacher training in SEN by SEN Team and outside experts

- Teachers appreciated the input but would welcome more practical knowledge arising from real case studies.

Task 1.12: Two more teachers sent for SEN training

- The Head of SEN Team benefit from SEN training and will propose a rotating system whereby more colleagues can go each year at basic, advanced and thematic levels.

Task 1.13: Outsource training programme of dyslexic students

- Feedback from students and parents was positive so the course will be continued and expanded next year.

6.2 To improve reading culture

Achievements

Target (e): Students acquire a reading habit

Task 2.1: Fine-tune the uninterrupted reading program and reading reward scheme

- Students were asked to read books or readers, not newspapers or magazines – in line with advice of ESR (External School Review).

Task 2.2: Organize regular library visits for Forms 1 – 3 students

- All 15 classes in Forms 1 – 3 made 3 library visits. The Library circulation records showed an increase in individual library visits and book borrowing.

Task 2.3: Set up pilot G/F mobile library scheme

- A mobile ground floor library was set up in the large conference room two lunchtimes per week. However, despite the convenience, not many students visited.

Task 2.4: Increase the number of class libraries

- The number of class libraries increased from below 10 to 15. More resources were provided to Class Tutors (CT) to set up the class libraries and some CT shown great dedication to this project.

Target (f): Students are able to read, read to learn and read for life

Task 2.5: English Teachers will use 1 – 2 readers, short stories, newspapers, and magazines to develop reading skills

- The English Subject Panel produced a booklet with a selection of suitable newspaper articles design to capture the interest of our students.

Task 2.6: Chinese Teachers will require Forms 1 – 3 students to choose 3 – 4 Chinese readers for study

- This strategy was carried out. However, our students did not respond to books which the teachers consider educationally useful. Our students seem to prefer books with excitement and action like science fiction or detective readers rather than books about human relationships.

Task 2.7: Enhance the book sharing sessions and activities

- There were six teacher-student joint book sharing events held at lunchtime in the library and attended by 20 – 40 students each time.

Task 2.8: Two book exhibitions

- One Chinese and one English book exhibition were held and visited by all. The Chinese book exhibition was more popular.

Task 2.9: Teachers set up and lead small group reading and writing clubs

- The English subject panel chair set up a number of lunchtime and after-school reading or writing clubs to enhance reading and writing skills particularly of students with strong interest and high potential.

Reflection

Target (e): Students acquire a reading habit

Task 2.1: Fine-tune the uninterrupted reading program and reading reward scheme

- Role-modelling of uninterrupted reading by class teachers was an important factor in achieving the goal.

Task 2.2: Organize regular library visits for Forms 1 – 3 students

- If the 1st library visit is organized at the beginning of school term, this helps the students have a wider exposure to varieties of books for their reading period.

Task 2.3: Set up pilot G/F mobile library scheme

- Many students seem to prefer other activities at lunchtime or may prefer the environment and facilities of the school library.

Task 2.4: Increase the number of class libraries

- Encouragement of class tutors is an important factor in helping students to develop a reading habit through class based reading strategies.

Target (f): Students are able to read, read to learn and read for life

Task 2.5: English Teachers will use 1 – 2 readers, short stories, newspapers, and magazines to develop reading skills

- This was a good initiative which will be retained in 2015 – 16.

Task 2.6: Chinese Teachers will require Form 1 – 3 students to choose 3 – 4 Chinese readers for study

- The findings helped the subject panel teachers re-consider the criteria for book selection.

Tasks 2.7 and 2.8: Enhance the book sharing sessions and activities; Two book exhibitions

- A book sharing is much more effective in motivating students to read a certain book than a book exhibition – this strategy seems worth continuing.

Task 2.9: Teachers set up and lead small group reading and writing clubs

- Teachers were able to incorporate this extra activity into their timetable. Student attendance was voluntary but regular. Part of the success of the project is the small, voluntary scale for teachers and students.

6.3 To enhance curriculum planning, implementation and evaluation quality

Achievements

Target (g): Middle managers take up greater leadership role in academic and student formation

Task 3.1: Develop middle management participation in developing school policies

- Subject Stream Masters and Subject Panel Chairs helped formulate school policies through monthly meetings of the Academic Formation Council and Student Formation Council monthly meetings which were then considered and, if appropriate, were implemented by EO (Executive Office).
- In their weekly meetings, the Principal and Vice-Principal for academic formation also met SSM (Subject Stream Masters) and SPC (Subject Panel Chair).

Task 3.2: Enhance the role of middle management in the professional development of teachers

- The English SPC and deputy SPC observed and assessed the effectiveness of co-teaching in Form 1.
- The School Based Support Service conducted some hands-on training for Subject Stream Masters of Science and Humanities (PSHE) KLA.

Target (h): Effective implementation of curriculum with proper evaluation

Task 3.3: Improved whole school co-ordination of core subject homework

- Homework assignments in core subjects were coordinated across the school such that every Monday there was core subject homework submission.
- Written assignments in Chinese and English were coordinated on alternate weeks.

Task 3.4 Better use of assessment data to improve teaching

- The data used was the HKDSE statistical report.
- The Subject Panel Chair discussed findings with school management and panel colleagues.

Task 3.5 Analyze teacher “value added” data to improve teaching

- The SVA (School Value-Addedness) scores were analyzed and in certain cases, the management met the subject panel chair to help the panel look for more effective teaching models to prepare students for HKDSE. Where SVA was high, the panels were asked to share their successful experiences and good practices.

Target (i): All school members receive recognition and feedback on their performance

Task 3.6: Recognize teachers’ efforts and contributions

- The Teacher Development Master was able to use Student Survey data to identify teachers whose performance was outstanding.
- Good performers were given recognition and acknowledgement by the school.

Task 3.7: Collect teacher feedback on leadership of school middle management

- This strategy is in good progress.

Reflection

Target (g): Middle managers take up greater leadership role in academic and student formation

Task 3.1: Develop middle management participation in developing school policies

- The mechanisms used for consultation between EO and middle management seem to be effective.

Task 3.2: Enhance the role of middle management in the professional development of teachers

- The SSM of Science and Humanities appreciated this practice which helped them to exercise their role in contributing to professional development of teachers.

Target (h): Effective implementation of curriculum with proper evaluation

Task 3.3: Improved whole school co-ordination of core subject homework

- Coordination was helpful in ensuring a regular flow of homework to students.

Task 3.4: Better use of assessment data to improve teaching

- The HKDSE statistical data enables the school to compare students' performance with Hong Kong boys which is a more relevant reference.

Task 3.5: Analyze teacher "value added" data to improve teaching

- It is important to use SVA data in a positive way that encourages the panel to keep improving and trains the panel chair to analyze the data and use it to improve curriculum delivery.

Target (i): All school members receive recognition and feedback on their performance

Task 3.6: Recognize teachers' efforts and contributions

- This initiative had a positive impact on teachers.
- The data can be used in different ways, for example, to identify improved teaching performance.

Task 3.7: Collect teacher feedback on leadership of school middle management

- Systems have been set up for students and management to assess and acknowledge teacher performance. This creates a school culture of assessment, reflection and encouragement which will allow for more teacher feedback on management performance apart from the APASO (Assessment Program for Affective and Social Outcomes) findings.

7. Financial Summary

Financial Summary for the 2013/2014 School Year

| | Government Fund | Non-Government Fund |
|--|---------------------------------------|---------------------|
| INCOME (in terms of percentages of the annual overall income) | | |
| DSS subsidy (including government grants not subsumed in DSS unit rate payable to schools) | 68.54% | N.A. |
| School Fees | N.A. | 30.44% |
| Donations, if any | N.A. | 0.01% |
| Rental, Interest & Sundry Income | 0.18% | 0.83% |
| TOTAL INCOME | 68.72% | 31.28% |
| EXPENDITURE (in terms of percentages of the annual overall expenditure) | | |
| Staff Remuneration | | 83.90% |
| Operational Expenses (including those for Learning and Teaching) | | 8.25% |
| Fee Remission / Scholarship | | 4.48% |
| Repairs and Maintenance | | 1.09% |
| Depreciation | | 2.18% |
| Miscellaneous | | 0.10% |
| TOTAL EXPENDITURE | | 100% |
| Surplus/(Deficit) for the School Year# | 1.34 months of the annual expenditure | |
| Accumulated Surplus/Deficit in the Operation Reserve as at the End of the School Year # | 5.21 months of the annual expenditure | |
| <i># in terms of equivalent months of annual overall expenditure</i> | | |

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship 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 / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriated).

Additional Information:

Diversity Learning Grant (2014-15) Annual Programme Report

多元學習津貼（其他課程）報告

| | |
|----------|---|
| 名稱 | 2013/2016 及 2014/2017 沙田區新高中課程聯網計劃－音樂科 |
| 目標 | 1. 為具音樂天賦的學生提供的一個新高中選修科目，以照顧學生的學習及升學需要 2. 提供支援予學生以展現才能 |
| 學習成果 | 學生能夠掌握新高中音樂科的課程 |
| 目標學生 | 2 位中四學生及 1 位中五學生 |
| 遴選機制 | 經香港浸會大學附屬學校王錦輝中小學的老師面試收錄本校學生 |
| 修業期及上課地點 | 1. 上課時間：逢星期四 16:30 – 19:00 2. 上課地點：香港浸會大學附屬學校王錦輝中小學 |
| 成效評估 | 每個學期成績報告 |
| 支出 | HK\$ 7,200.00（聯校課程費用，由 DLG 撥款中扣除） |

| | |
|----------|--|
| 名稱 | 青協領袖培訓證書課程 2014-2015 |
| 目標 | 培訓學生領袖 |
| 學習成果 | 學員能瞭解個人特質，掌握帶領技巧，並有效地在學校所屬崗位推行活動及實踐職務。 |
| 目標學生 | 三名領袖生長 |
| 遴選機制 | 經現有領袖生遴選機制 |
| 修業期及上課地點 | 香港青年協會青年領袖發展中心 |
| 成效評估 | 學生出席率達 80% |
| 支出 | HK\$2,865.00（課程津貼，由 DLG 撥款中扣除） |

| | |
|----------|---|
| 名稱 | 通識批判性思考及寫作能力工作坊 |
| 目標 | 批判性思考訓練 |
| 學習成果 | 利用有效思考工具 (Bridge & CAR Model)學生能分別批判性思考中四大要素及三大準則，以審視不同的角度，從而得出更好的結論。 |
| 目標學生 | 中四及中五同學 |
| 遴選機制 | 通識科前三十名同學 |
| 修業期及上課地點 | 1. 上課時間：7 月 13 日至 15 日 09:00 – 10:30 2. 上課地點：本校課室 |
| 成效評估 | 學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。 |
| 支出 | HK\$19,800.00（課程津貼，由 DLG 撥款中扣除） |

| | |
|------|--------------------------------------|
| 名稱 | 生物科奧林匹克 |
| 目標 | 提升同學對日生物科的興趣 |
| 學習成果 | 學生能在活動過程中提升科學的解難能力 |
| 目標學生 | 中五及中六同學 |
| 遴選機制 | 生物科成績較好並獲老師推薦 |
| 成效評估 | 學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。 |
| 支出 | HK\$600.00 (課程津貼，由 DLG 撥款中扣除) |

| | |
|----------|--|
| 名稱 | 火星媒體夏令營 |
| 目標 | 認識傳播媒體行業，認識傳媒知識，如新聞製作，廣告製作及 MV 拍攝等，同學也藉此反思傳媒價值觀，及增進溝通技巧。 |
| 學習成果 | 短片製作-有關網絡與社交媒體 |
| 目標學生 | 6 名中五同學 |
| 遴選機制 | 老師推薦 |
| 修業期及上課地點 | 1. 上課時間：7 月 20 日至 23 日 2. 上課地點：中文大學 |
| 成效評估 | 學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。 |
| 支出 | HK\$3,600.00 (課程津貼，由 DLG 撥款中扣除) |

| | |
|----------|--|
| 名稱 | 模擬立法會 |
| 目標 | 提升學生之領袖素質，發掘及培訓新一代的人才 |
| 學習成果 | 學生可了解香港立法機關的運作，並親身體驗立法會內外的的工作，加深他們對香港社會、經濟、民生等各方面時事議題的認識，鼓勵參加者討論香港社會政策及時事。 |
| 目標學生 | 4 名中五、六同學 |
| 遴選機制 | 老師推薦 |
| 修業期及上課地點 | 香港中文大學 全年 |
| 成效評估 | 學生出席率達 80% 根據課後檢討調查，學生對課程表示滿意。 |
| 支出 | HK\$4,800.00 (課程津貼，由 DLG 撥款中扣除) |

| | |
|----------|-----------------------------------|
| 名稱 | EPYMT (CUHK) 數學英才精進課程 |
| 目標 | 提升同學的數學解難能力 |
| 目標學生 | 課程主要對象是對數學有興趣和有能力的高中學生 |
| 遴選機制 | 老師推薦 |
| 修業期及上課地點 | 2014 年夏季 |
| 成效評估 | 學生出席率達 80% 根據課後檢討調查，學生對課程表示滿意。 |
| 支出 | HK\$3,400.00 (課程津貼，由 DLG 撥款中扣除) |

| | |
|----------|--|
| 名稱 | 暑期青少年培訓計劃 “Global Effects” |
| 目標 | 透過多元學習平台，主動認識社會；提高探討本土以至全球問題的興趣與敏感度 |
| 學習成果 | 講座課程，領袖培訓工作坊，三日兩夜學習體驗營 模擬聯合國會議 |
| 目標學生 | 2 名中五同學 |
| 遴選機制 | 面試 |
| 修業期及上課地點 | 2015 年 7 月 11 日至 8 月 5 日 香港中文大學、柴灣青年廣場及青年旅舍 |
| 成效評估 | 學生出席率達 90% 參與模擬聯合國會議 |
| 支出 | HK\$1,960.00 (課程津貼，由 DLG 撥款中扣除) |

| | |
|----------|--------------------------------------|
| 名稱 | 香港 200 |
| 目標 | 培育青年領袖「願意為香港」的心志 |
| 學習成果 | 提升個人的領導、分析及思考能力。 |
| 目標學生 | 中五同學 |
| 遴選機制 | 從各學生組織遴選有志領袖,並老師推薦 |
| 修業期及上課地點 | 200 小時本地培訓及於內地服務學習 |
| 成效評估 | 學生出席率達 90% 根據課後檢討調查，大部份學生對課程表示滿意。 |
| 支出 | HK\$1,400.00 (課程津貼，由 DLG 撥款中扣除) |

| | |
|----------|---|
| 名稱 | 國際性評估 (IELTS) |
| 目標 | 鼓勵語文資優學生參與國際性評估 |
| 學習成果 | 學生能從預備應試，提升英文的寫作能力。 |
| 目標學生 | 3 名中四同學 |
| 遴選機制 | 老師推薦 |
| 修業期及上課地點 | 7 月 15、16 日, 8 月 10、13、17、20 日訓練班 8 月 30 日評估 |
| 成效評估 | 評估成績達標 |
| 支出 | HK\$5,250.00 (課程津貼，由 DLG 撥款中扣除) |

| | |
|------|---------------------------------|
| 名稱 | 校本輔導大使計劃 |
| 目標 | 為學生提供輔導訓練，以掌握助人技巧 |
| 學習成果 | 在校籌辦升學及選科輔導活動 |
| 目標學生 | 6 名中四同學 |
| 遴選機制 | 老師推薦 |
| 成效評估 | 校籌辦升學及選科輔導活動,並出版升學刊物 |
| 支出 | HK\$3,800.00 (課程津貼，由 DLG 撥款中扣除) |

8. Key Issues for the new Annual School Plan

Major Concerns (1): To develop learning and teaching strategies to cater for learner diversities

- Students with different learning abilities show academic improvement
 - ⇒ To implement the concept of core/extended assessment and feedback mechanism in the curriculum
 - ⇒ As assessment is an end product, the core/extended concept will be applied to curriculum (Form 1 English and Integrated Science (IS))
- Student confidence and self-efficacy are enhanced
 - ⇒ To provide individual after-class tuition to students who need more support
 - ⇒ Open after-school Homework Clinics in English, Chinese, Mathematics and IS for all students
 - ⇒ Academic Support Programme (ASP) for all Conditionally Promoted (CP) Form 1-Form 5 students thrice weekly
 - ⇒ To provide personal recognition and advice through tutoring
- Less able students can use English to learn
 - ⇒ To enhance strategies for EMI (English as Medium of Instruction) teaching through training and sharing of good practices
 - ⇒ Strengthen collaboration between English and IS in curriculum design and implementation
- Enhance teacher awareness when handling students with Special Educational Needs (SEN)
 - ⇒ To provide teacher training in SEN
 - ⇒ Give teacher training in SEN by SEN Team and outside experts
 - ⇒ 2 more teachers sent for SEN training
 - ⇒ Outsource programme for students with ADHD and Dyslexia

Major Concerns (2): To improve Reading Culture

- Students acquire a reading habit
 - ⇒ Fine-tune the uninterrupted reading programme and reading reward scheme
 - ⇒ The Reading Reward Scheme is synchronized with Class visits to the library
 - ⇒ Continue regular library visits for Form 1-Form 3 students
 - ⇒ Increase the number of Class Libraries from existing 18 classes
 - ⇒ Increase frequency of book promotion in assembly
- Students are able to read, read to learn and read for life
 - ⇒ English Teachers use 1-2 readers, short stories, newspapers, and magazines to develop reading skills
 - ⇒ Chinese Teachers will require Form 1-Form 3 students to choose 3-4 Chinese readers for study
 - ⇒ Enhance the book sharing sessions and activities
 - ⇒ 2 book exhibitions
 - ⇒ Teachers set up and lead small group reading and writing clubs

Major Concerns (3): To enhance curriculum planning, implementation and evaluation quality

- Effective implementation of curriculum with proper evaluation
 - ⇒ Better use of assessment data to improve teaching
 - ⇒ Refer to (School Value-Addedness Index) SVAI in identifying good practices
 - ⇒ Subject Panel Chairmen meet Academic Formation Council to discuss application of findings to curriculum delivery
- All school members receive recognition and feedback on their performance
 - ⇒ To recognize teachers' efforts and contributions:- Use student survey to identify teachers whose performance has improved
 - ⇒ To collect feedback from teachers about the leadership of middle management
 - ⇒ Interview teachers for feedback on quality of teacher development programmes provided by management