



**Pentecostal Lam
Hon Kwong School
School Report
2015-2016**

Key Elements of the School Report

- **Our School**
- **Achievements and Reflections on Major Concerns**
- **Our Learning and Teaching**
- **Support for Student Development**
- **Student Performance**
- **Feedback on Future Planning**

Our School

- Our “School Profiles” for public reference (Secondary School Profiles)
http://applications.chsc.hk/ssp2015/sch_detail1.php?lang_id=1&chg_district_id=1&sch_id=352&return_page=ssp_sch_list.php%3Flang_id%3D1%26chg_district_id%3D1%26search_mode%3D%26frmMode%3Dpagebreak%26sch_name%3Dpentecostal%2Blam%26page%3D0
- Please refer to the following website for the relevant information of Pentecostal Lam Hon Kwong School <http://www.plhks.edu.hk>

1. The Sponsoring Body

Pentecostal Lam Hon Kwong School was founded by the Kowloon Pentecostal Church in 1983. The building of the school was mainly funded by Mrs. Lam Yip Wai Man in memory of her husband, Mr. Lam Hon Kwong.

2. Mission and Vision

The Kowloon Pentecostal Church aims to spread the Gospel through founding schools. Our school leads students to know the Truth and provides education in accordance with the requirements of the EDB, and we develop students spiritually, morally, intellectually, physically, socially and aesthetically in a balanced manner.

Following the mission of Kowloon Pentecostal Church, the school strives to create an enjoyable teaching and learning environment in which students can be equipped to meet the challenges of the 21st Century. We believe that all individuals are valuable, distinct and teachable, and they possess the abilities for self-improvement.

3. Class structure and number of students

In 2015-16, the school has a total of 782 students in 27 classes. The class structure is as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	5	5	5	27
Number of students	122	122	115	138	133	152	782

4. The school’s current developments

A whole-school self-evaluation is the foundation for our curriculum reforms and current developments. The process of “Planning-Implementation-Evaluation” has been integrated

into our school development cycle. We conduct the School Self Evaluation (SSE) Day every year. The SSE is a holistic review of the school and is made with close reference to the performance indicators. The major strengths and areas for improvement are identified by means of evidence-based and data-driven evaluation (e.g. with close reference to teachers' surveys, stakeholder surveys, Key Performance Measures and APASO survey). The School Development Plan and Annual School Plan are drafted and amended by teachers. These plans form the blueprint and formulate implementation strategies. The school report is written to summarize the school performance in different aspects and to review the effectiveness of priority tasks. Our school's recent major developments are listed as follows:

4.1 Learning and Teaching

- 4.1.1 Fostering Career and life planning (CLP) education
- 4.1.2 Promoting thinking and study skills
- 4.1.3 Launching Campus TV
- 4.1.4 Promoting academic-related activities such as debates, public speaking, Maths contests, etc.
- 4.1.5 Enhancing students' learning attitude through measures such as ASCHW, summer programs, etc.
- 4.1.6 Catering for learner diversity through conducting junior form core subject remedial programs and senior form enhancement and remedial programs
- 4.1.7 Having every panel to formulate and implement action plans to boost the academic performance of students in the public exam
- 4.1.8 Promoting eLearning
- 4.1.9 Promoting creative teaching strategies
- 4.1.10 Exploring self-directed learning
- 4.1.11 Promoting cross-curricular collaboration
- 4.1.12 Optimizing the curriculum
- 4.1.13 Strengthening the EMI policy

4.2 Student support

- 4.2.1 Fostering students' moral values and positive attitudes towards life
- 4.2.2 Cooperating with other departments and panels to organize activities to match the school major concern 3
- 4.2.3 Cooperating with other organizations to arrange activities to match the school major concern 3
- 4.2.4 Responding to the school theme by helping students develop correct value judgments and make right choices in their life
- 4.2.5 Improving the relationship between parents and their children and helping parents handle

their children's problems

4.2.6 Reinforcing students' sense of belonging to the school and their class

4.2.7 Strengthening students' sense of sharing and caring

4.2.8 Developing students' moral values and correct attitudes towards sex

Achievements and Reflections on Major Concerns

Priority Task 1:

Enhancing study atmosphere and learning motivation of students by setting clear targets for different forms

Achievements

- 1. Consolidating Career and life planning (CLP) education:** Through the collaboration of the Careers, Counselling and Studies departments, the working committee has coordinated the CLP-related programs in 2015-16. For instance, in S1-S2, the PATHS programs have been provided for students to enhance their self-understanding. In terms of goals setting, it has been taught in the form of career programs and a topic in the LS curriculum. In S3, a series of education programs on subject selection have been arranged for the students. In S4, class streaming talks have been arranged for the students. In S5, Alumni Career Day have been arranged for students. A career visit to Repulse Bay Hong Kong has been organized for S5 students to explore the hospitality industry. In S6, a series of CLP programs on JUPAS application and subject selection have been offered to the students to prepare them for better career and life planning. Apart from the above, a CLP Club and a team of CLP ambassadors in senior forms have been set up to arouse students' interest in CLP and to broaden students' horizons in CLP through various activities.
- 2. Promoting study skills:** Study skills have been disseminated to the junior form students through different channels. For instance, study skills such as note-taking and homework management were covered during the S1 Orientation Day. Also, skills such as time management, reading and news comments have been embedded in the junior form LS curriculum.
- 3. Thinking skills:** Thinking skills have been promoted vigorously this year through both the English and Chinese debate activities. All S5 students have been assigned to do English mini-debates in class so as to provide every student with the chance of experiencing debating. Apart from the above, in S3 LS lessons, inter-class debates have been organized this year to engage the whole form of students in developing their thinking skills through debates.
- 4. Campus TV:** Since its launch in March 2015, Campus TV has been welcomed by students and teachers. Through the morning broadcast, different educational programs have been shown in a lively way.
- 5. Organizing academic-related activities:** more academic-related activities have been organized by colleagues to boost the learning motivation of students. In addition to verse speaking contests and debates, students are encouraged to take part in different contests in Maths and public speaking competitions. Also, visits have been organized by subject panels

such as visiting to the Hong Kong Monetary Authority organized by the panel of BAFS.

6. **Form coordinators:** Form coordinators have been set up in the Studies Department for years. Meetings are held regularly with form teachers as well as the representatives from the Discipline, Counselling and Studies departments to spot students' learning problems and provide timely support to them.
7. **After-school homework completion class (ASHWC) and HW non-submission measures:** This year ASHWC has been kept to monitor those students who fail to submit homework frequently. This measure helps instill in students the good attitude that they have to seriously complete and submit their homework on time. This year, evaluation on the HW non-submission policy and HW collection mechanism is being done. It is hoped that the evaluation will help improve the existing practice.
8. **School teams:** Informal reminders to the school team members to strike a balance between studying and ECA have been given.
9. **Junior form core subject remedial classes:** The classes have been run for several years. This year, they have been optimized in the sense that subject teachers rather than university students, are allocated to teach those classes so that higher quality of teaching can be provided for the students in need.
10. **S3 subject selection and class streaming:** This year, S3 students and their parents were informed of the mechanism in the first term. Moreover, a series of education activities such as subject selection talks, try-out lessons of some senior form elective subjects, sharing by senior form students and so on have been provided.
11. **S4 subject withdrawal and class streaming in S5:** This year, a special meeting was held in the first term to brief the S4 students about the mechanism of subject withdrawal and S5 class streaming. Regarding the S5 class streaming, students are re-allocated into two 3X classes and three 2X classes. This aims to better utilize the free lessons due to subject withdrawal. As it is a newly-adopted mechanism, evaluation is in progress and ways to optimize it have to be explored.
12. **Coordinating supplementary classes:** Coordination of supplementary classes after school, during the post-exam and the summer vacation periods for the senior form students has been carried out. And the core subjects have been encouraged to conduct after-school hall drilling during the school term. Such coordination is believed to be able to boost the learning motivation of students.
13. **Careers Talks:** Careers talks in the form of Alumni Career Day have been provided for the S5 students this year. It is believed that the talks have enabled our students to be better informed of career and life planning in future.
14. **Action plans to boost academic results:** Like last year, action plans by panel heads have

been formulated and implemented this year in order to boost the public exam results of the senior form students. For instance, in S6, measures such as purchasing students' HKDSE answer scripts, arranging external mock exams, delaying the mock examination and so on have been adopted to better equip the S6 students for the HKDSE. This year, a special pre-mock timetable has been adopted to provide more drilling of different subjects for the students. The above practices enable subject panels to focus more on the academic performance of students and put more effort into improving students' results in the HKDSE.

15. **Special enhancement and remedial programs (SERP):** SERP have been launched in S4-S6 for years. This year, a sum of \$80000 from the school, together with other funding, has been allocated to the programs which are welcomed by teachers. It is believed that the programs can boost the learning motivation of students and the overall study atmosphere of the school.
16. **Arranging visits to universities:** It has been a norm for the S5 students to visit the local universities so as to enhance their aspiration for entering university. Such a practice is beneficial to students' goal setting and motivation in learning.
17. **Gifted education:** A lot of work has been done for gifted education within these two years. This year, a variety of gifted education has been offered to students, namely, English debates and public speaking, Chinese debates, Maths and Physics Olympics, leadership training, and courses offered by HKAGE or local universities. The above-mentioned programs further improve the learning atmosphere of the school.
18. **Summer programs:** Summer programs have been launched this year. One of the aims of the programs is to help the low-achievers to enhance their learning attitude. To optimize the programs, youth-developmental programs have been added to some of the programs. It is believed that the program is beneficial to students.
19. **S5 Summer tests:** Summer tests have been arranged for S5 during the summer vacation this year. Such a practice is believed to better equip the students for the HKDSE and to enhance the learning atmosphere.
20. **Academic awards:** In recent years, more academic awards and scholarship have been offered to students who have obtained outstanding performance in their learning. These awards include the post-1st term awards and the Economics scholarship. In 2015-16, the Maths scholarship has been added.
21. **Staff development:** This year, a talk on "the power of questioning" has been provided for the teachers to equip teachers with skills in motivating the students to learn.

Reflections

1. **Career and Life Planning (CLP):** It is good to see that CLP education at different levels

can be better structured. It is especially encouraging to see the addition of new programs, though they need to be further reviewed and optimized. The education is believed to enhance the learning atmosphere and students' motivation to learn.

2. **Thinking and study skills:** Those skills have been better developed with more intensity this year, through the formal and informal curriculums. Such skills have succeeded in raising the learning motivation of students.
3. **Campus TV and academic-related activities:** Campus TV definitely helps create a better learning atmosphere for the school. In future, utilization of the Campus TV in producing more educational programs can be explored. Academic-related activities can surely arouse the interest of students towards a certain subject, which results in enhancing students' learning motivation. Also, more communication with the school team members is needed to help them strike a better balance between studying and taking part in extra-curricular activities.
4. **Form coordinators and ASHWC:** The above systems are useful in monitoring students' progress as well as alleviating problems of students with collective efforts. The ASHWC, in particular, is effective in instilling a good learning attitude into students and helps improve the study atmosphere of the school.
5. **Junior form core subject remedial classes:** It is reassuring to see that teachers serve as the tutors of the remedial classes this year. Such an arrangement has prevented the classroom management problems in the past and ensured high quality teaching. By assisting the low-achievers to close the learning gap, the measure succeeds in enhancing students' motivation in learning and establishing a better learning atmosphere.
6. **Subject selection and class streaming:** The S3 subject selection mechanism and the education programs effectively help students make better choices in subject selection. As nearly all S3 students have been allocated to their top three combinations, the mechanism successfully motivates students in their learning. Though fine-tuning is needed, the S5 class streaming can help students better utilize the lesson time due to subject withdrawal.
7. **Action plans:** The formulation and implementation of action plans are promising as they serve as a blueprint for the subject panels to put more effort into improving the academic performance of students. It is believed that action plans can boost both students' learning motivation and the study atmosphere of the school.
8. **Supplementary lessons:** More coordination has been made. According to the feedback from panel heads, the special pre-mock timetable is useful in creating more time for drilling. The collective drilling of the core subjects at the hall also strengthens the study atmosphere and motivation of students in general.
9. **SERP:** They have been welcomed by teachers for years and are believed to be effective in

better preparing the senior form students for the HKDSE. Thus they can improve the learning motivation and performance of students.

10. **Visits to universities:** No doubt such visits help enhance the learning motivation of the S5 students to a certain extent. Therefore, such kinds of visits should also be arranged for the S4 students.
11. **Summer programs and tests:** With the addition of youth-developmental programs, the summer programs have been optimized. It is helpful to encourage the weaker students to better use the summer time and to enhance their learning motivation. With the provision of S5 tests for all academic subjects, it is believed that the learning motivation of the S5 students can be boosted.
12. **Gifted education:** It has been promoted in a successful way as a variety of gifted education has been provided for students. These programs have increased students' interest in the subjects concerned and are helpful in enhancing students' motivation in learning.
13. **Academic awards:** The awards obviously provide positive reinforcement for students to work harder in their learning and so successfully build up the learning atmosphere of the school.
14. **In short, most of the targets of Major Concern 1 have been achieved,** though there is still room for improvement.

Priority Task 2:

Enhancing pedagogy, cross-curricular collaboration, school curriculum and assessment practices

Achievements

- eLearning & PowerLesson:** Lots of efforts have been put into promoting eLearning this year. First, more subjects are encouraged to have lesson trials on eLearning, for instance, Biology, Maths, Chinese, Integrated Science and Physics. Second, visits to the lessons of the pioneering colleagues have been arranged to provide our teachers with an understanding of the pedagogy. Third, a number of sharing sessions and lesson observations have been conducted by the pioneering colleagues for teachers from other schools. For instance, our colleagues have been invited to share on different occasions such as the Online Learning and Teaching Association (OLTA) meetings and eClass Day. Fourth, close collaboration has been established with BroadLearning, which serves as strong support to our eLearning development. Fifth, IT training on the use of PowerLesson has been conducted. Sixth, the IT working committee has visited United Christian College (Kowloon East), which is well-known for eLearning. Further development and the possibility of launching BYOD have been put on the agenda.
- Promoting creative teaching strategies:** In 2015-16, with the collaboration between the English and the Arts Education panels, creative teaching strategies have been employed in the teaching of readers in English. Students enjoy the lessons very much and such trials provide colleagues with valuable experience in terms of cross-subject collaboration.
- Exploring self-directed learning (SDL):** Being one of the popular learning strategies, the SDL has been explored on staff development days this year. In addition, the Chinese panel has joined a SDL program organized by the University of Hong Kong. The aim of the program is to try out SDL in some Chinese lessons in S1.
- Other teaching strategies:** This year, more attention has been paid to pedagogy. Through a series of workshops held on teachers' collaboration days, teaching strategies such as ASK, HOT, SRL, cooperative learning and eLearning have been introduced to colleagues, who are encouraged to explore and try out the above-mentioned strategies wherever they think appropriate and effective.
- Promoting cross-curricular collaboration:** Apart from the above-mentioned collaboration on creative teaching, this year cross-curricular collaboration can be seen from the S5 Art Show. Based on the reading passages learnt in English lessons, the S5 students have to write a script and perform a play which involves skills acquired in drama lessons.
- Optimizing curriculums:** Two curriculum reforms have been introduced this year. First, the separation of the S1-S2 social subjects has been put into practice. From this year onwards, History and Geography are offered to S1 and S2 students as individual subjects. Such a reform aims to strengthen the knowledge basis of the junior form students. Second, the junior

form LS curriculum has been revised in a comprehensive way so as to interface better with the senior form LS curriculum. For instance, most of the modules in senior form LS have been covered in brief in junior forms. Also, skills such as news comments, tackling IES and so on are to be covered in junior forms LS lessons.

7. **Strengthening the EMI policy:** The school has stepped up a gear in promoting EMI learning and teaching this year. First, an EMI workshop on “study skills” has been organized by the NET. Second, another workshop on “the power of questioning” has been conducted during the Staff Development Day this year. Third, lesson observations by the panel heads of the English panel have been arranged to give more practical advice to the EMI colleagues. Fourth, a glossary of the commonly used vocabulary of the EMI subjects with both English and Chinese meanings has been provided for students. Fifth, clever sayings have also been posted around the campus to enrich the language environment conducive to learning in English in the visual aspect. Sixth, a comprehensive summer bridging program with the addition of EMI subjects will be offered to the 16-17 S1 students in the coming summer vacation.

Reflections

1. **eLearning & PowerLesson:** Remarkable advancements related to eLearning have been noticed. More teachers are positive towards eLearning and are willing to try out the strategies with the purpose of enhancing the learning motivation and effectiveness in mind. Through class visits and professional interflow, our colleagues have developed greatly in this area. With the joining of WiFi 900, more development in eLearning will be expected.
2. **Creative teaching:** As stated above, creative teaching has been promoted in some subjects such as Arts Education and English. More development should be introduced in the coming years.
3. **SRL and other pedagogy:** Although SRL and other teaching strategies such as HOT and cooperative learning have been introduced to colleagues, our understanding of these strategies is still at an elementary level in general. More exploration and trials of the strategies should be conducted in future.
4. **Promoting cross-curricular collaboration:** Though a certain extent of collaboration between subjects is seen, more collaboration of this type will be sought.
5. **Optimizing curriculums:** As mentioned above, curriculum reforms have been introduced this year in junior forms. The reforms are believed to be successful in broadening the knowledge base of students and provide better interface with the senior form curriculum. More optimization in curriculum could be made in catering for learners’ diversity.
6. **Strengthening the EMI policy:** With all the measures mentioned above, doubtless, better

implementation of the EMI policy has been shown.

7. All in all, **most of the targets of Major Concern 2 have been achieved**, though there is room for improvement in areas such as creative teaching and cross-curricular collaboration.
8. To sustain the development, possible focuses for the coming year could be:
 - (1) Different kinds of pedagogy, in particular, eLearning
 - (2) Cross-curricular collaboration

Priority Task 3: To foster students' moral values and positive attitudes towards life

Achievements

1. School theme related activities

- (1) To reinforce an atmosphere of appreciation and respect in the school campus, 'Star of the Class' has been elected by classmates and form teachers.
- (2) To develop positive values and attitude towards life, 'I Can Do It Campaign' and 'We Can Do It Campaign' have been held to show appreciation to students and classes that have good performance in punctuality, submission of homework, grooming and class discipline. Awards and merits have been given to outstanding students.
- (3) To echo the school theme, an award scheme has been introduced by the Religion Department. Students have been encouraged to recite the Bible verses, pray and attend the fellowship meetings. Students' performance is satisfactory.
- (4) Bible verses have been put in the students' handbook to remind students of the moral values. Students joining the student fellowship have to recite them in the meetings.
- (5) Teachers and guests have shared school-theme messages in the Morning Prayer sessions and assemblies.

2. Cross-departmental Work

- (1) To enhance students' sense of belonging to school, cross departmental collaboration on the Cleanliness and Discipline Contest and the Student Organizer Cover Design Competition have been held successfully.
- (2) Close liaison with the Counselling Department facilitates the follow up of students' cases.
- (3) There has been close coordination among the Religion Department, Counselling Department and Discipline Department, especially in deciding the school theme, school major concerns and S.1 Orientation Day in August.

3. Moral education programmes

- (1) The moral education lessons have been conducted smoothly.
- (2) The programmes of sex education have been carried out. They include workshops, lessons, talks and many other activities.
- (3) To instill the correct moral values and responsibilities into students, guidelines on suggested moral topics for teacher sharing in morning assemblies have been provided.

4. Training for students

- (1) The Counselling Prefect Team has been organized. Its activities are well established. More than a hundred students from different forms have benefited from joining it.
- (2) A series of tailored leadership training sessions and workshops have been organized for the school prefects, in which guidance about teamwork development, sense of

belonging, social skills, problem solving skills in management and students' matters has been provided.

- (3) The prefect cadets have displayed their potential in helping with the daily routine school activities and some of the miscellaneous work in the prefect team.

5. Talks for students

Special talks, workshops and mass programs delivered by guest speakers or professional institutions with the aim of enhancing students' perseverance, confidence and holistic development have been arranged. Topics include media influences, bullying, drug abuse, sex education, emotion management, seduction, integrity, decision making, bullying, shop-lifting, anti-smoking and anti-gambling.

6. Equipping parents

The work related to parents such as parents' evening talks, parent-child camp and S.1 parents' day have been successfully done and the feedback from parents is positive.

7. Social service

Community services, such as blood donation, charity, voluntary services have been organized. Students are trained to serve and care for others in the community.

8. Special care for students

- (1) The Counselling Social Services Team has been organized. It is effective to carry out the integration education, take care of the SEN students and provide life & moral education. It also gives a chance for SSW and teachers to get in touch with those students in need and give them individual counselling.
- (2) The S.1 orientation programme has been fine-tuned.
- (3) The new edition of Student Handbook and Student Organizer facilities students' management of their learning in school.
- (4) The monthly performance summaries enable the form coordinators to have accurate information about students' performance. Communication among students, parents and teachers has been enhanced.
- (5) To mediate in non-disciplinary cases so as to rebuild the relationship among the students in disputes.
- (6) To monitor students' performance outside school so as to ensure their performance is appropriate.
- (7) Electronic records of disciplinary data speed up the efficiency of handling cases. An instant analysis provides "up-to-the-minute" information that helps students understand their situation.
- (8) School rules and regulations have been revised regularly, including the measures on submitting homework, dress code under cold weather warning and frost warning, etc.

(9) The application of eClass parent apps has strengthened the bond of communication between form teachers and parents, as well as delivering information of related talks / workshops for parents.

(10) Special training is given to leaders and students responsible for the band in the student fellowship.

Reflections

1. A school based moral education programme should be launched and developed in the coming three years.
2. Evaluation and improvement of the programme of the Counselling social service team is needed.
3. Evaluation and improvement in the work and system related to SEN students is needed.
4. Re-establishing the inter-school prefect activities with neighboring schools.
5. Understanding colleagues' need in suggested moral topics for teacher sharing.
6. Seminars, feature talks or workshops to equip parents with the skills in handling students' discipline should be organized to strengthen the bond of teacher-parent communication and parent-child relationship.
7. Investigating the feasibility of providing reading materials in reading lessons to enhance the development of junior form students' moral values and positive attitudes.
8. Arranging various award schemes and group activities to develop students' moral values and positive attitudes.
9. Measures are needed to educate students with the right attitude towards daily routines, such as keeping the campus clean and a tranquil environment, etc.
10. More work has to be done to encourage more students to join the Shatin Chapel's meetings after joining the follow-up work organized by the Church.
11. To avoid duplication and to improve the effectiveness of the S.1 Orientation Day, further evaluation, communication and co-operation among the Counselling Department, Studies Department, Discipline Department and the Religion Department is necessary.
12. To review whether the 'Fellowship Growth Plan' can encourage students to grow spiritually.
13. To review whether the training of leaders and students responsible for the band in the student fellowship is effective.
14. **The targets are mostly achieved. Effort will be made on this major concern in the coming academic year, with emphasis on:**
 - (1) **Developing a school-based moral education programme.**
 - (2) **Evaluating and improving the SEN work.**

- (3) Strengthening the roles of the prefect team.**
- (4) Reviewing the new arrangement for the morning assemblies in the hall on Day 2 and Day 6.**
- (5) The feasibility of conducting a Discipline Day Programme.**
- (6) Reviewing the award and punishment scheme.**
- (7) Strengthening the application of mediation skills in handling cases.**
- (8) Special arrangement on the execution of school rules is needed to help S1 students to get used to the new school life.**
- (9) To review various plans and training given to the leaders in the student fellowship.**

Our Learning and Teaching

1. Learning attitude and motivation

Through the career and life education, and together with other measures such as ASHWC, junior form remedial classes, summer programs and so on, students now better understand themselves, set goals and take actions to fulfill their goals.

2. Action plans

The formulation and implementation of action plans are promising as they serve as a blueprint for the subject panels to put more effort in improving the academic performance of students.

3. Gifted education:

It has been promoted in a successful way as a variety of gifted education has been provided for students.

4. Learning and teaching

Lots of effort has been put into promoting eLearning. First, more subjects are encouraged to have lesson trials on eLearning, for instance, Biology, Maths, Chinese, Integrated Science and Physics. Second, visits to the lessons of the pioneering colleagues have been arranged to provide our teachers with an understanding of the pedagogy. Third, a number of sharing sessions and lesson observations have been conducted by the pioneering colleagues for teachers from other schools.

5. Teaching strategies

Through a series of workshops held on teachers' collaboration days, teaching strategies such as ASK, HOT, SRL, cooperative learning and eLearning have been introduced to colleagues who are encouraged to explore and try out the above-mentioned strategies wherever they think appropriate and effective.

6. Curriculum optimization

Two curriculum reforms have been introduced this year. First, the separation of the S1-S2 social subjects has been put into practice. From this year onwards, History and Geography are offered to S1 and S2 students as individual subjects. Such a reform aims to strengthen the knowledge basis of the junior form students. Second, the junior form LS curriculum has been revised in a comprehensive way so as to interface better with the senior form LS curriculum.

7. EMI policy

The school has been strengthening the EMI policy through holding EMI workshops, lesson observations and so on.

Support for Student Development

1. The PATHS programme has been conducted to nurture students' healthy development.
2. Early identification and support have been provided to the SEN students.
3. Sex education programmes have been carried out to educate students with the right concepts of sex.
4. Effective programmes are organized for students. These activities include Best Class Award and fund-raising activities. Students and parents generally find that the activities match their expectations and facilitate the growth of students.
5. The school adopts a positive attitude towards the misconduct of students and all the punishments aim at behaviour modification and facilitating the growth of students. Students' misconduct and cases of improper behaviour are handled with confidentiality and the level of punishment is decided in case meetings and with the final approval of the Principal.

Student Performance

- **Students' academic performance**
 1. In general, students' performance in internal assessment is good.
 2. In general, students' performance in public examinations is good.
 3. Students have very good performance in academic-related activities such as the Speech Festival.
 4. Students' performance in TSA is good but there is still room for improvement.
 5. The value-added results of our school are good but there is still room for improvement.
- **Students' non-academic performance**
 1. Students perform well in the extra-curricular activities in terms of both participation and achievements, e.g. English debating contests, speech competitions (English, Chinese and PTH) and the 3-year leadership training programme.
 2. Students perform satisfactorily in inter-school activities and open competitions in terms of both participation and achievements, e.g. volleyball, basketball and soccer competitions.
 3. Students' levels of physical fitness
 - (a) Concerning students' levels of physical fitness (in term of BMI), most of the students are up to standard.
 - (b) For the school-based fitness test, about 80% of our students are above the average

of the test organized by PFA.

- (c) Concerning students' levels of physical fitness, there is room for improvement in the "9 minute run-walk".

Financial Summary

2015-2016

	BALANCE b/F (\$ DR.)	INCOME (\$)	EXPENDITURE (\$)	BALANCE C/F (\$)
Government Funds				
(A) EOEBG				
(1) Administration Grant		3,871,367.00	4,276,984.84	(405,617.84)
(2) Capacity Enhancement Grant		574,415.00	441,751.78	132,663.22
(3) Composite Information Technology Grant		419,709.00	444,245.50	(24,536.50)
(4) Noise Abatement Grant		339,707.00	129,683.52	210,023.48
(5) EOEBG Baseline Reference		1,761,121.23		
		6,966,319.23	5,292,665.64	(87,467.64)
Other Income		587,768.24		
		7,554,087.47		(87,467.64)
School Specific			5,292,665.64	
Non-School Specific			1,978,044.46	
		7,554,087.47	7,270,710.10	283,377.37
Surplus brought forward from previous period/year	1,593,297.00			1,593,297.00
				1,876,674.37
Prior year(s) adjustment				(40,207.08)
				1,836,467.29
(B) Salary Grant		37,731,073.19	37,731,073.19	
(C) Teaching supporting Grant		1,456,030.00	1,456,030.00	
(D) Grant Accounts Outside EOEBG				
(1) Setting Subsidizing Expense of Parent-Teacher Association	2,500.00	5,129.00	5,129.00	2,500.00
(2) Special Home-School Co-operation Grant	-	5,000.00	-	5,000.00
(3) School-based After-school Learning and Support Programmes	63,200.00	60,000.00	63,200.00	60,000.00
(4) Learning Support Grant for Secondary Schools	85,800.00	308,269.00	342,884.64	51,184.36
(5) Diversity Learning Grant(Other Programmes)	38,915.00	91,000.00	38,915.00	91,000.00
(6) Fractional Post Cash grants	-	220,844.00	214,200.00	6,644.00
(7) Extra Senior Sec. Curr. Support Grant Provision	699,789.30	334,940.00	222,916.30	811,813.00
(8) Senior Secondary Curriculum Support Grant	628,671.65	704,028.00	628,671.65	704,028.00
(9) Moral and National Education Support Grant	472,194.00	-	103,620.00	368,574.00
(10) Career and Life Planning Grant	78,452.65	541,560.00	569,790.70	50,221.95
(11) Extra Recurrent Grant under ITE4	-	84,940.00	-	84,940.00
(12) Strengthening School Administration Management Grant	-	250,000.00	-	250,000.00
(13) Pilot Sch-Promoting Interflows between Sister Schs	-	120,000.00	-	120,000.00
(14) Teacher Relief Grant	431,805.62	189,956.00	70,653.00	551,108.62
	2,501,328.22	2,915,666.00	2,259,980.29	3,157,013.93
(E) Life-wide Learning Expenses		67,515.00	67,515.00	
School Funds	6,087,480.43			6,087,480.43
(1) Tong Fai		112,500.00		112,500.00
(2) Tuckshop Rental		198,000.00		198,000.00
(3) Donations		5,749.60		5,749.60
(4) Others		447,386.83	276,598.05	170,788.78
	6,087,480.43	763,636.43	276,598.05	6,574,518.81

Feedback on Future Planning

- Based on School Self-evaluation, we have identified three major concerns for the school years 2016/17 – 2018/19:
 - (1) Major Concern 1: To enhance the learning and teaching effectiveness with various strategies
 - (2) Major Concern 2: To help students develop a balanced lifestyle and achieve a holistic growth
 - (3) Major Concern 3: To foster career and life planning education

- We believe that with the concerted effort of our staff, our school will be further improved by implementing the abovementioned plans.