



NT Heung Yee Kuk Yuen Long District Secondary School

School Report

(2010 / 2011)

School Mission

The school strives to provide students with all round education to inspire them to become responsible citizens and to be enthusiastic learners, developing their potential to the fullest extent so that they may cope with the challenge of the fast-changing world.

1. Our School

1.1 Brief Historical Background

The foundation-laying ceremony was held on 26th March 1966, with Hon. Aserappa JP, District Commissioner, New Territories, as our guest of honour. N.T Heung Yee Kuk made a donation of \$600,000, while the remaining construction expenses were covered by the government. Upon the completion of the construction work on 13th August 1968, the first batch of students moved into the new premises on 3rd September, 1968. The opening ceremony was officiated by Sir David Trench, G.C.M.G., M.C., Governor of Hong Kong, on 23rd January 1969.

1.2 School Premises

The school premises are divided into 4 blocks: Administration and Special Rooms Block, Classrooms Block, New Annex Block and the Hall. All blocks are ventilated with air conditioners. There are altogether 34 Classrooms, 4 Science Laboratories, 3 Computer / Multi-media / Information Technology Learning Centres, 1 Geography Room, 1 Visual Art Room, 1 Design and Technology Room, 1 Music Room, 1 Student Activity Room, 1 Library, 1 Social Worker Room. Other facilities include 2 Covered Playgrounds, 1 Basketball Court, 1 Volleyball Court, 1 School Garden, 1 Tuckshop and 1 Car Park.

1.3 School Management

The School Management Committee (SMC) was set up in September, 1999 to implement school based management. The SMC comprises wide representation of stake-holders, including school council members, teachers, parents, alumni and independent members who are professionals from different fields, to enhance transparency and accountability.

The composition of the SMC in Recent Years

	Sponsoring Body	Principal	Teacher	Parent	Alumni	Independent Members
08 - 09	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)
09 - 10	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)
10 - 11	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)

2. Achievements and Reflections on Major Concerns

2.1 Major Concern 1:

Ensuring successful implementation of the New Senior Secondary curriculum

Task 1

To enhance the smooth running of school-based assessment (SBA) of various subjects

Achievements and Reflections:

The assessment framework and schedule of SBA for the NSS subjects involved were delivered to S.5 parents and students by means of an SBA handbook. Coordination among panel chairpersons was achieved by making a timetable to remind students to complete SBA tasks and have supplementary lessons.

Task 2

To offer more chances for S4 and S5 students to take up key posts in OLE activities

Achievements and Reflections:

The actual percentage of S.5 and S.4 students (65% of S5 students & 47% of S4 students undertake key posts of OLE Clubs & Committees) undertaking key posts of OLE Clubs & Committees well exceeded the expected percentage (Over 50% of S5 students & over 35% of S4 students undertake key posts of OLE Clubs & Committees) set as success criteria, showing active participation and keen involvement of students in OLE Clubs & Committees.

Students who took up key posts were provided with opportunities to strengthen and refine their leadership and organizational skills. Students' experience and capabilities in various aspects of OLE were also enhanced.

Task 3

To confirm the software platform and method of data collection to be used for compiling the Student Learning Profile (SLP)

Achievements and Reflections:

myIT-School platform was chosen to process Student Learning Profile. It is able to store a wide range of records of students such as Extra-curricular Activities and Other Learning Experiences which let teachers understand the performance of students in various aspects easily. Moreover, teachers can export and print out students' personal record that helps students to obtain their personal record. It also simplifies searching and managing processes.

The new system also allows parents and students to upload and store the Extra-curricular Activity information. This relieves teachers and administrative staff's workload.

Task 4

To enhance learning in core subjects among those S5 students who dropped one elective

Achievements and Reflections:

38 S.6 students dropped one elective subject. Four teaching assistants were employed to prepare ample exercises of core subjects for these students to practise in their free periods. With more drilling and explanation given by the teaching assistants, their performance in core subjects was enhanced significantly. Most students demonstrated improvement in the 4 core subjects in sessional examinations.

Task 5

To enhance smooth succession of learning and teaching of LS in Senior Levels

Achievements and Reflections:

Small group learning is conducted in S.4 and S.5 LS. 5 classes are divided into 7 groups. There were 23 to 31 students in each group. Students were actively involved in classroom activities. A variety of learning and teaching activities such as role-play, group discussion, debates and etc. could help students develop a range of skills for life-long learning, including critical thinking and independent thinking. Teachers acted as learning facilitators. They were information and knowledge provider. Moreover, teachers were coaches to guide students to go through an enquiry process. They would give advice and feedback to students and enrich their discussion but not dictate their direction. It provided an opportunity for students to learn to become self-directed learners to be responsible for their own learning. Students were evenly distributed in each group according to their academic results in S.3 LS examination. Students could help each other and were provided with suitable assistance and guidance in accordance with their abilities and learning needs. Students had good achievement in school's examinations. The passing rate of S4 and S5 LS were 95% and 99% respectively. It indicates that most students have a good understanding of subject knowledge, basic concepts and skills in using information and applying critical thinking skills to making judgment on issues and problems. In view of these, small group learning in NSS LS is a vital arrangement to facilitate learning and teaching and should be extended to all senior levels.

Task 6

To further enhance the programme of 'Reading to Learn' for students to 'Read across the Curriculum'

Achievements and Reflections:

School-based Reading Lessons arranged for S1-S5 students were implemented successfully. All junior students completely finished worksheets tailor-made by teachers with good performances. In a survey, more than 85% of students stated that they were benefited from having Reading Lessons and loved to have them. Students in senior year groups read newspapers assiduously in Reading Lessons and kept a log of their reading experience. More than 75% of them found that they learnt more about the layout of newspapers as well as getting more interested in current affairs. Reading-related activities such as book exhibitions and sharing sessions delivered by writers were organized. In the next school year, more time could be allocated for students to read extensively on their own to further enhance their interest in reading.

2.2 Major Concern 2:

Catering for the diverse Abilities and needs of students

Task 1

To immerse students in an English-embraced environment to cultivate them with better confidence in using English in their learning and daily life

Achievements and Reflections:

A natural and encouraging atmosphere was well-established to get students engaged in learning and using English, resulting in boosting their language ability. With teachers' concerted effort, particularly the support of our NET, students conversed in English for meaningful communication. By adopting the whole-school approach, both students and teachers experienced different themed English Days to get used to speaking in English in an authentic context. About 80% of students subscribed South China Morning Post and read regularly to cultivate a good habit as well as getting their comprehension skills enhanced. Presentations on issues of students' interest were given in morning assemblies by representatives from all classes to promote sharing of ideas among themselves. With the grant from the English Enhancement Scheme, the English Corner, HITEC, was launched to provide students with a nice place where they could learn the language while having fun, eventually fostering their language skills. Students also took part in external competitions such as Hong Kong Schools Speech Festival, hard pen calligraphy competition, book report writing competition, short story writing competition, debate and etc to expose themselves to more English-relating activities. Less able learners were invited to attend various remedial programmes to assist them to tackle difficulties and better their interest and confidence in learning the language.

Task 2

To foster a healthy school

Achievements and Reflections:

The theme “Self Enhancement and Harmony in Life” is adopted as the focus of whole-person development this year. With reference to the theme, a wide range of activities including class-based activities, competitions, sharing sessions in morning assemblies and talks were organized to help students develop a healthy school life. Students were educated to treasure their lives, unleash their potential and caring and harmony in their school lives. Besides, 17 class teacher periods were conducted for S.1 to S.5 students, covering 4 major topics “Positive Thinking”, “Healthy Lifestyle”, “Stress Management” and “Resistance to Temptation”. Several special programmes were held to help S.1 students adapt to their new secondary school lives. Individual support and guidance were offered to particular students who were identified having special needs. From the end-of-year survey, 90% of students stated that class teacher periods as well as guidance programmes had helped them a lot to develop a healthy lifestyle and they were committed to resist temptation and demonstrate perseverance in surmounting challenges and adversity. With good collaboration of all functional teams, positive influence was made on our students.

Task 3

To facilitate students in formulating their career & life plan, in turn to elevate their motivation in learning

Achievements and Reflections:

Careers Committee has organized various career-related activities for S.1 - S.7 students. For junior students, a variety of self-understanding activities were held to introduce the concept of career interests. S.3 Parents’ Night and other activities were organised to assist S.3 students to do subject selection. Career exploration workshops were arranged for senior students. Job Shadowing programs provided students with authentic workplace experience during summer vacation. Apart from them, different career activities about further studies, future careers, interview skills, study skills, and JUPAS and etc. were arranged. Based on the successful careers guidance program this year, focus will be fallen on the double cohorts in the coming year.

Task 4

To help low-achievers improve their learning skill and confidence

Achievements and Reflections:

Small group learning was adopted in core subjects in junior forms to assist less-able students to keep pace with the regular curriculum. Remedial programmes were offered for S.1 to S.3 students who ranked the last 30 in internal examinations of Chinese Language and English Language respectively. Academic results of these students in Sessional Examination, shown in the table below, proved that the programmes were successful.

Effectiveness of Remedial Programme of Chinese Language

Level	Number of students having improvement in form position	Number of students elevated out of the last 30 places in Chinese Language examination
S1	11 (55%)	4 (20%)
S2	14 (70%)	3 (15%)
S3	15 (75%)	10 (50%)

Effectiveness of Remedial Programme of English Language

Level	Number of students having improvement in form position	Number of students elevated out of the last 20 places in English Language examination
S1	12 (60%)	3 (15%)
S2	13 (65%)	4 (20%)
S3	13 (65%)	3 (15%)

In senior forms, teachers offered students tailor-made programmes according to their needs to help them learning effectively. Supplementary lessons and individual tutorials were provided for low-achievers to enhance their academic standard and upgrade their public examination performances. Supported by these measures, the overall results of public examinations in 2011 were remarkable.

Task 5

To provide ample opportunities for high-fliers to fully explore their potentials

Achievements and Reflections:

Ample opportunities have been provided for high-fliers to explore their potential. They fully exhibited their gifted attributes in various aspects and obtained significant prizes.

In addition, gifted students, nine from S.4 and six from S.5 attended courses regarding various areas of learning run by CUHK. These students benefited from these invaluable opportunities to further develop their potential.

2.3 Major Concern 3:

Enhancing professional development of teachers to boost the effectiveness of learning and teaching

Task 1

To have better chance of experience sharing with teachers of other government schools

Achievements and Reflections:

Our staff attended the Joint Yuen Long & Tuen Mun GSS Staff Development Day held at Chiu Lut Sau Memorial Secondary School in the afternoon on 7 January 2011. In the seminar, several useful tips and methods about stress and emotion management were introduced. Evaluation results revealed that most of the participants were satisfied with the programme. In addition, our school joined the “Guangzhou Science Trip” together with 4 other government secondary schools on 18 February 2011. We visited the Guangdong Science Center in the morning and the Guangzhou Higher Education Mega Center in the afternoon. From the talks given by the education officers of Guangdong Province, we knew more about the education structure of secondary and tertiary education in mainland China and the current education reform carried out recently in Guangzhou. Similar difficulties and challenges happened both in Hong Kong and Guangdong. The trip definitely enriched our exposure in education systems of different regions. Besides our LS teachers also joined the GSS LS network and they attended seminars and workshops organized by the network. All participating teachers reflected that the experience sharing session was fruitful and practical especially when implementing the new NSS LS curriculum. They showed great eagerness to apply what they had learnt to our own school context. As recommended by the ESR team, more interflow and collaboration with other schools and tertiary institutions would benefit teachers for profession development in pedagogy.

Task 2

To adopt appropriate and effective approaches to enhance interaction and students' participation in class

Achievements and Reflections:

Collaborative lesson preparation was commonly adopted among core subjects, especially in Liberal Studies, English and Chinese Languages. A wide variety of pedagogies were thoroughly discussed and prudently chosen to enhance teaching effectiveness. Special attentions had been drawn to utilize appropriate pair and group activities so as to enhance students' participation and interactions in class. Students were then treated as the center of learning process, instead of traditional teacher-centre approach. Group discussions, projects and presentation as well as debates and group sharing were generally employed whenever appropriate. Through peer observations that teachers in the school were really treasured, teaching pedagogies were further refined after the post lesson professional sharing. From observations, it was revealed that cooperative learning was usually adopted with encouraging teaching effectiveness.

Task 3

To equip more teachers with expertise to handle students with special learning difficulties

Achievements and Reflections:

Teachers in the SEN committee attended workshops regarding students' special learning difficulties. They had meetings with subject teachers of SEN students to discuss teaching strategies required. Parents, teachers and students were satisfied with the arrangements made by our school which facilitate students with special educational needs to enjoy their school life and fully engage in the learning process.

Task 4

To cater for the diverse professional needs of new teachers of the school.

Achievements and Reflections:

The mentorship programme was further revised and implemented. Experienced teachers and colleagues from Discipline Committee and Guidance Team were assigned to be mentors or buddies of fresh or experienced teachers coming from other schools. Together with the induction programme organized by the mentorship team, new teachers were well adapted to the working environment in our school and demonstrate substantial professional development in their teaching performance and capability of handling administrative duties. From a teacher survey, all mentees reflected that the mentorship programme was essential and helpful for developing their teaching career.

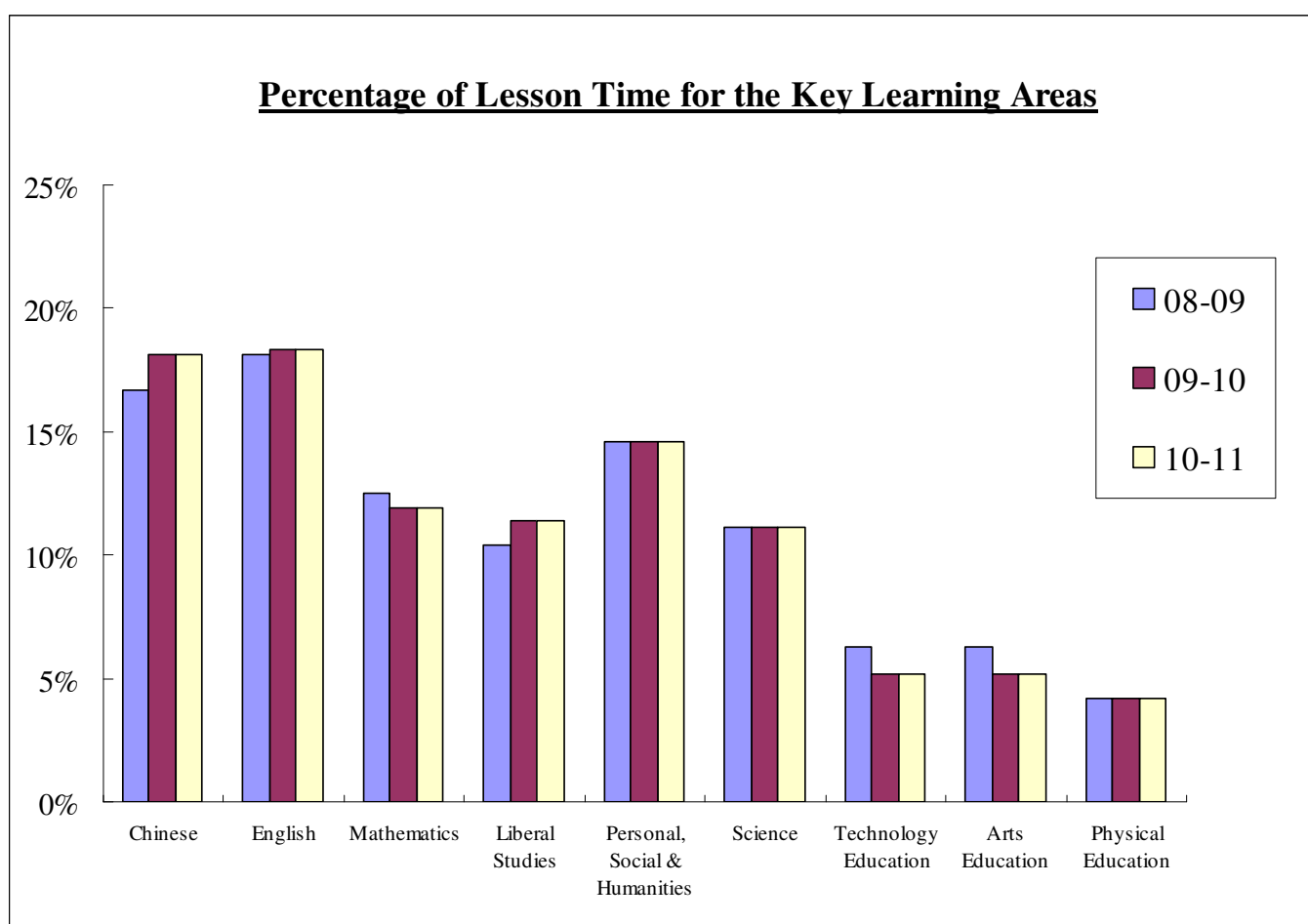
3. Our Learning and Teaching

School Curriculum

Subject \ Level	Level					S.6		S.7	
	S.1	S.2	S.3	S.4	S.5	Arts	Sci.	Arts	Sci.
English Language	✓	✓	✓	✓	✓				
Use of English (AS)						✓	✓	✓	✓
Chinese Language	✓	✓	✓	✓	✓				
Chinese Language & Culture (AS)						✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓				
Applied Mathematics (AL)							✓		✓
Pure Mathematic (AL)							✓		✓
Liberal Studies	✓	✓	✓	✓	✓				
Chinese History / Chinese History (AL)	✓	✓	✓	✓	✓	✓		✓	
Chinese Literature / Chinese Literature (AL)				✓	✓	✓		✓	
Economics / Economics (AL)				✓	✓	✓	✓	✓	✓
Geography / Geography (AL)	✓	✓	✓	✓	✓	✓		✓	
History / History (AL)	✓	✓	✓	✓	✓	✓		✓	
Computer Literacy	✓	✓	✓						
Information and Communication Technology				✓	✓				
Science	✓	✓							
Combined Science				✓	✓				
Physics / Physics (AL)			✓	✓	✓		✓		✓
Chemistry / Chemistry (AL)			✓	✓	✓		✓		✓
Biology / Biology (AL)			✓	✓	✓		✓		✓
Putonghua	✓	✓	✓						
Music	✓	✓	✓	✓	✓				
Physical Education	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technology for Life	✓	✓	✓						
Visual Arts	✓	✓	✓	✓	✓				
Reading Period	✓	✓	✓	✓	✓				
Class Teacher Period	✓	✓	✓	✓	✓				

Lesson Time for the 8 Key Learning Areas (S1-3)

KLA \ Year	08 – 09	09 – 10	10 – 11
Chinese	16.7%	18.1%	18.1%
English	18.1%	18.3%	18.3%
Mathematics	12.5%	11.9%	11.9%
Liberal Studies	10.4%	11.4%	11.4%
Personal, Social & Humanities	14.6%	14.6%	14.6%
Science	11.1%	11.1%	11.1%
Technology Education	6.3%	5.2%	5.2%
Arts Education	6.3%	5.2%	5.2%
Physical Education	4.2%	4.2%	4.2%



Curriculum Development Plan

The school curriculum well covered all the key learning areas, offered students a good range of combination of subjects and provided them with different learning experiences in moral and civic education, intellectual development, physical development and aesthetic development. Suitable measures were taken to cater for students' learning abilities so as to further polish the potential of high fliers and elevate the standard of low achievers. Special attention was devoted to develop students' generic skills, in particular through the student all-round development program. As an EMI school, strict EMI policy was adopted in teaching.

Teaching and Assessment

Teachers were very experienced and professionally trained. Their lessons were well prepared and conducted smoothly and effectively through having proper teaching strategies, clear explanations and good classroom management. They were caring, patient and friendly, showing respect to students' views and had a harmonious relationship with students.

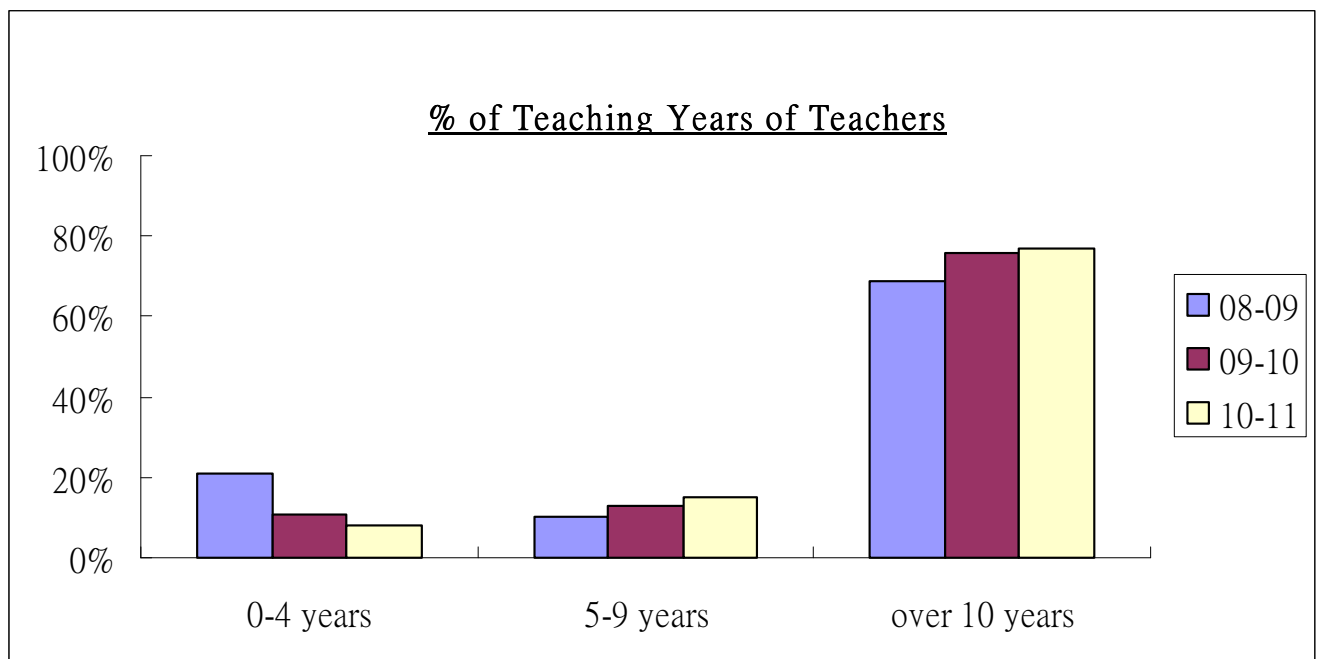
The school had clear guidelines on assignments, tests and examinations. Different methods of assessment were designed to reflect different learning targets. The level of difficulty and coverage of examination papers were suitable. Teachers marked assignments conscientiously and accurately with timely and appropriate feedback which provided useful guidelines for students to strive for improvement. Assessment information on students' academic and non-academic performances were recorded systematically to help the school and teachers monitor students' learning progress.

3.5 Number of Teachers

School Year	08 – 09	09 – 10	10 – 11
Number of Teachers	62	62	62

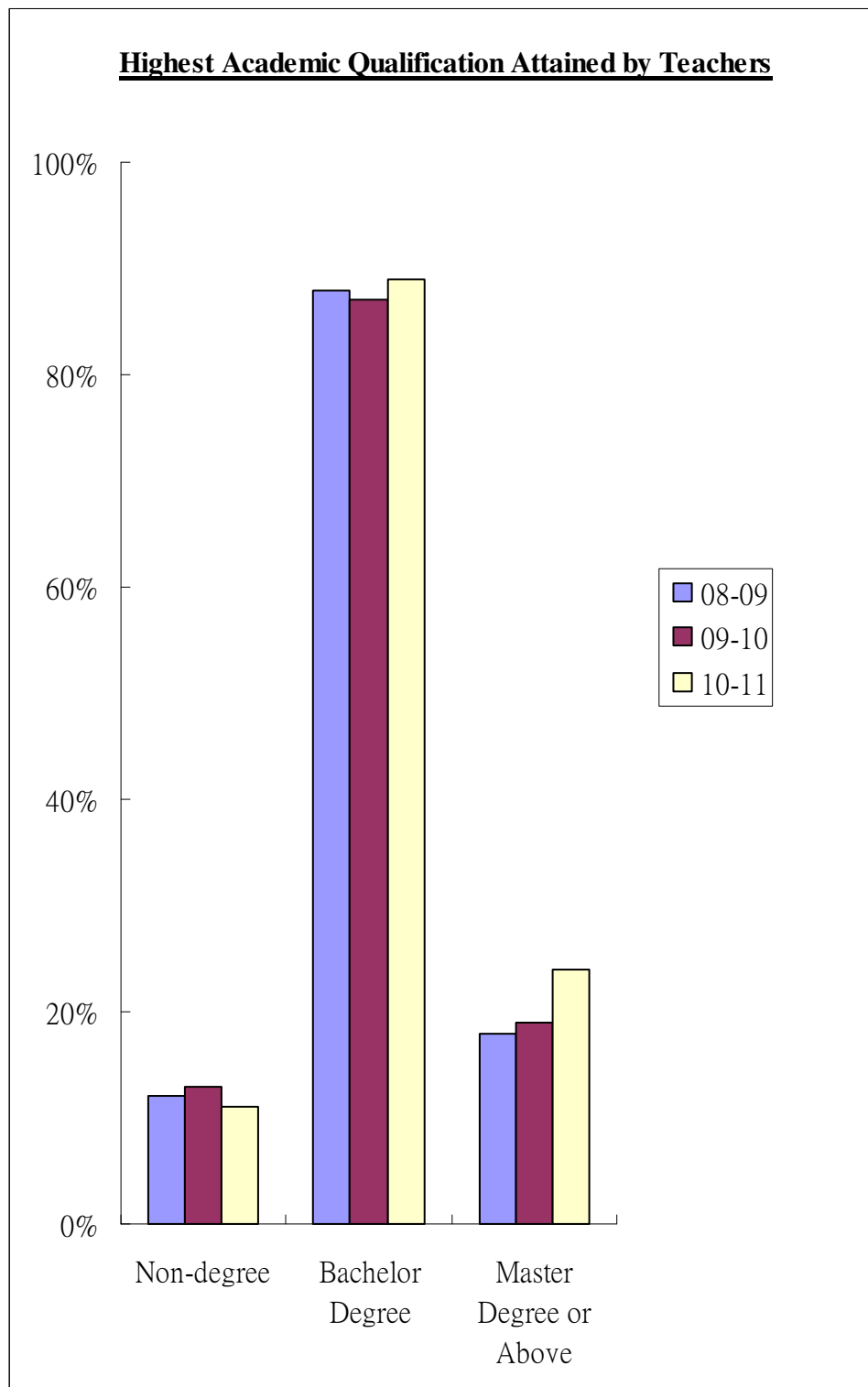
Teachers' Experience

Year	Teaching Experience		
	0 – 4 years	5 – 9 years	Over 10 years
08 – 09	21%	10%	69%
09 – 10	11%	13%	76%
10 – 11	8%	15%	77%



Academic Qualification

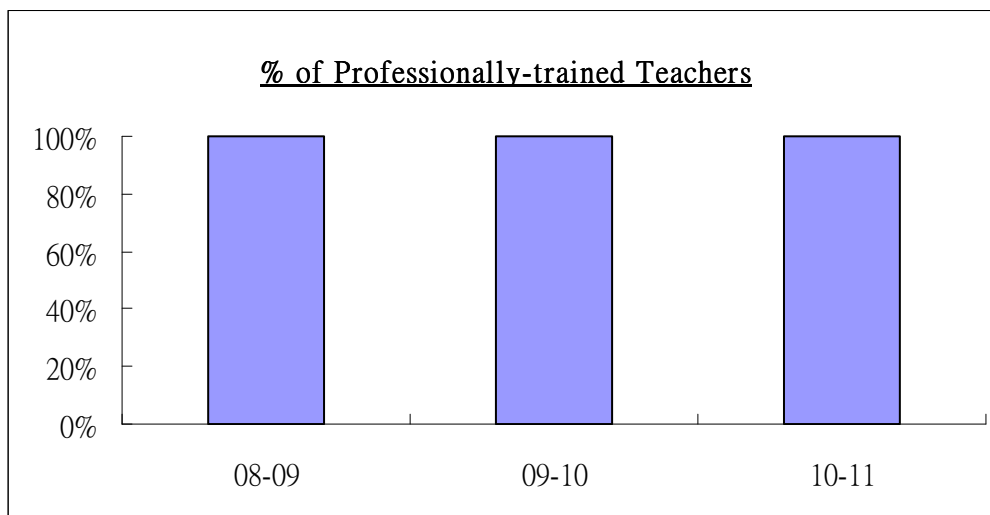
Year \ Qualification	Tertiary Non-degree	Bachelor Degree	Master Degree or above
08 – 09	12%	88%	18%
09 – 10	13%	87%	19%
10 – 11	11%	89%	24%



3.8 Professional Qualification

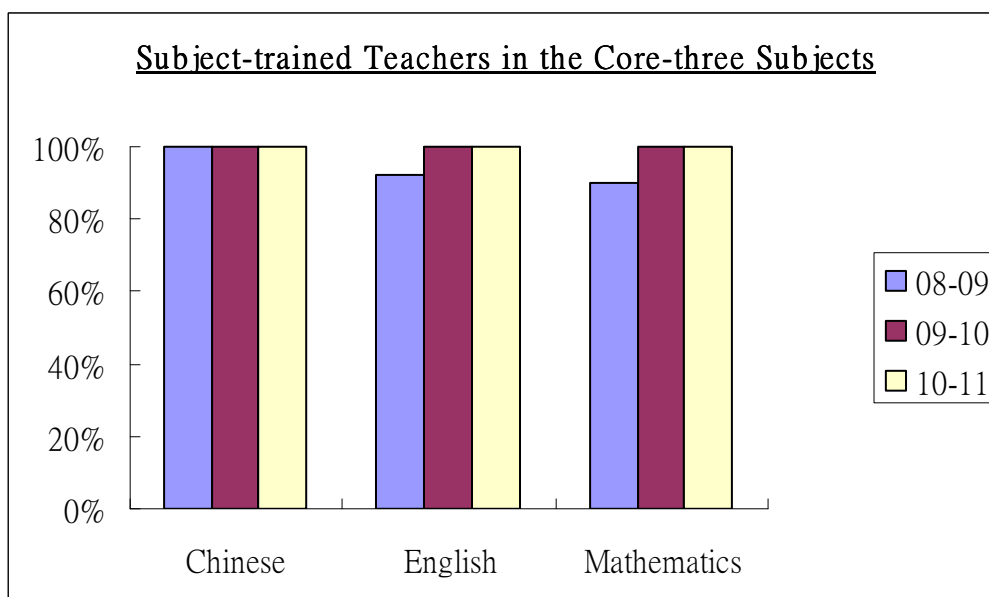
3.8.1 Professionally Trained Teachers

Year	08 – 09	09 – 10	10 – 11
Professionally Trained	100%	100%	100%



Subject-trained Teachers

Year \ Subject	Chinese	English	Mathematics
08 – 09	100%	92.3%	90%
09 – 10	100%	100%	100%
10 – 11	100%	100%	100%

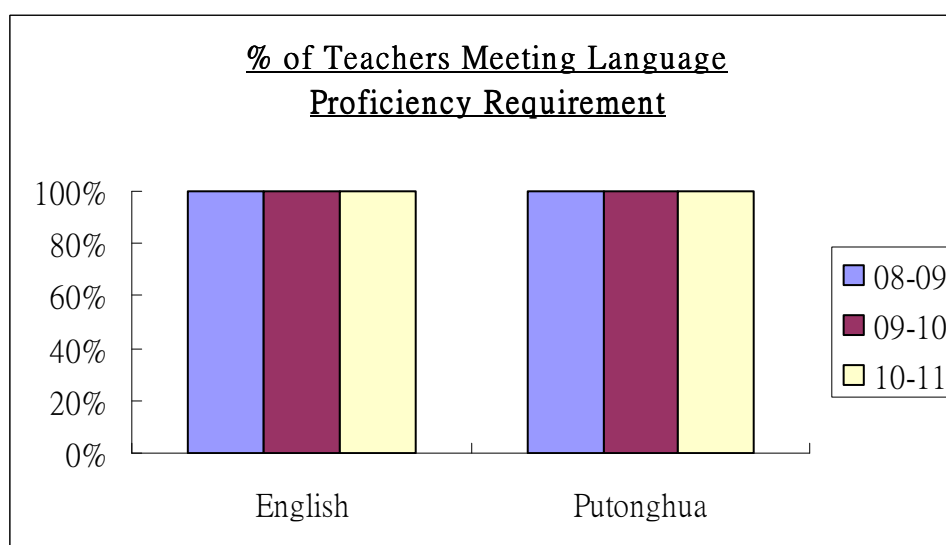


Subject-trained teachers refer to serving teachers assigned to teach subjects relevant to the major subjects they took in the former College of Education / Hong Kong Institute of Education, post-secondary colleges or universities.

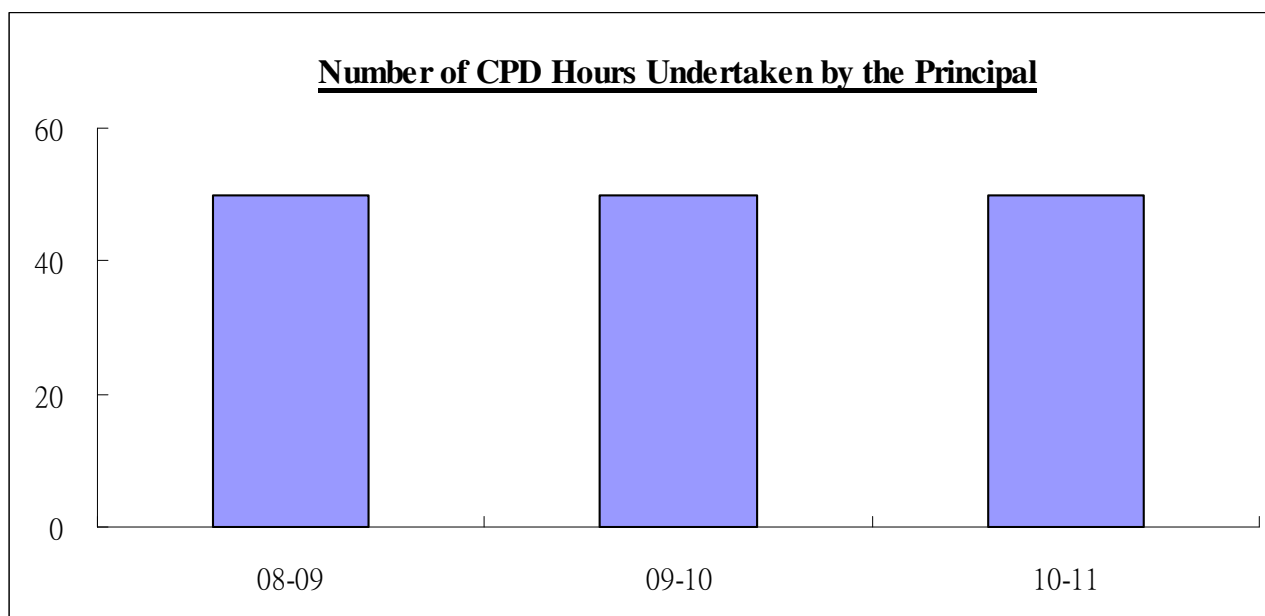
3.8.3 Teachers Meeting Language Proficiency Requirement (LPR)

English and Putonghua

Year \ Subject	English	Putonghua
08 – 09	100%	100%
09 – 10	100%	100%
10 – 11	100%	100%



3.8.4 Number of CPD Hours Undertaken by the Principal



Numbers of School Days

Year	Number of School Days
08 – 09	193
09 – 10	192
10 – 11	190

4. Support for Student Development

Whole-school approach is our strategy to cater for student diversity. Class teachers, subject teachers, discipline teachers, guidance teachers and the school social worker devotedly provide full support and extensive assistance to students with different needs. We also actively maintain close contact with their parents. Student Development Committee composed of OLE Team, Guidance & Counselling Team, Careers Team, Moral & Civic Education Team, Health & Sex Education Team and Environmental Education Team aptly formulate various programmes and activities for cultivating students' whole-person development. 'Class Teacher Period' is conducted each cycle for students to develop positive moral values and social attitudes through participating in a variety of activities with various themes.

6. Student Performance

Class Organization

Number of Operating Classes

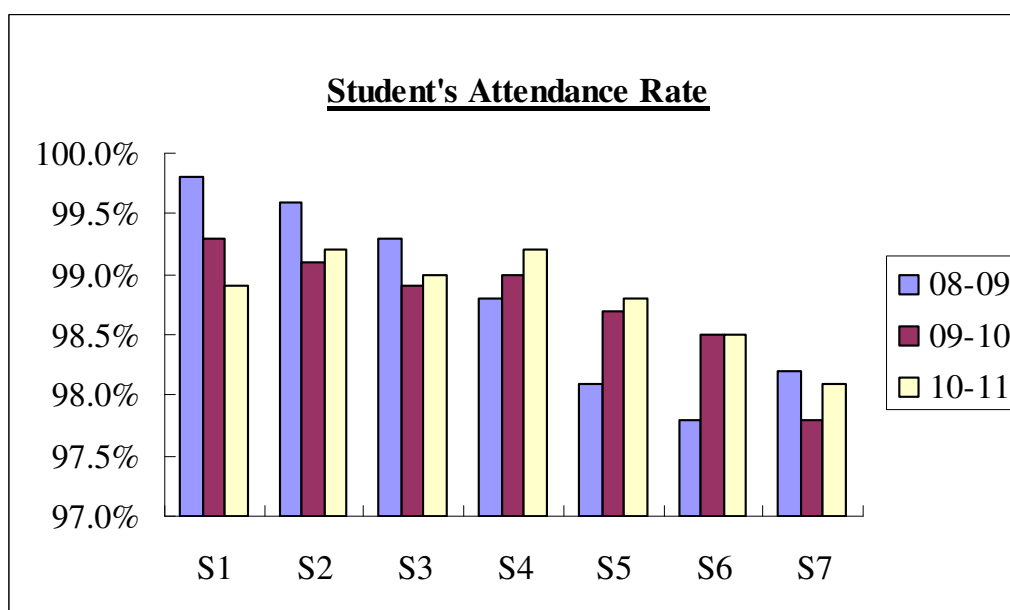
Level	S1	S2	S3	S4	S5	S6		S7		Total
						Arts	Sci.	Arts	Sci.	
No. of Classes	5	5	5	5	5	1	2	1	2	31

Number of Students

Level	S1	S2	S3	S4	S5	S6		S7		Total
						Arts	Sci.	Arts	Sci.	
No. of Boys	83	71	82	67	80	5	31	6	27	452
No. of Girls	97	121	126	121	126	26	29	25	24	695
Total Enrolment	180	192	208	188	206	31	60	31	51	1147

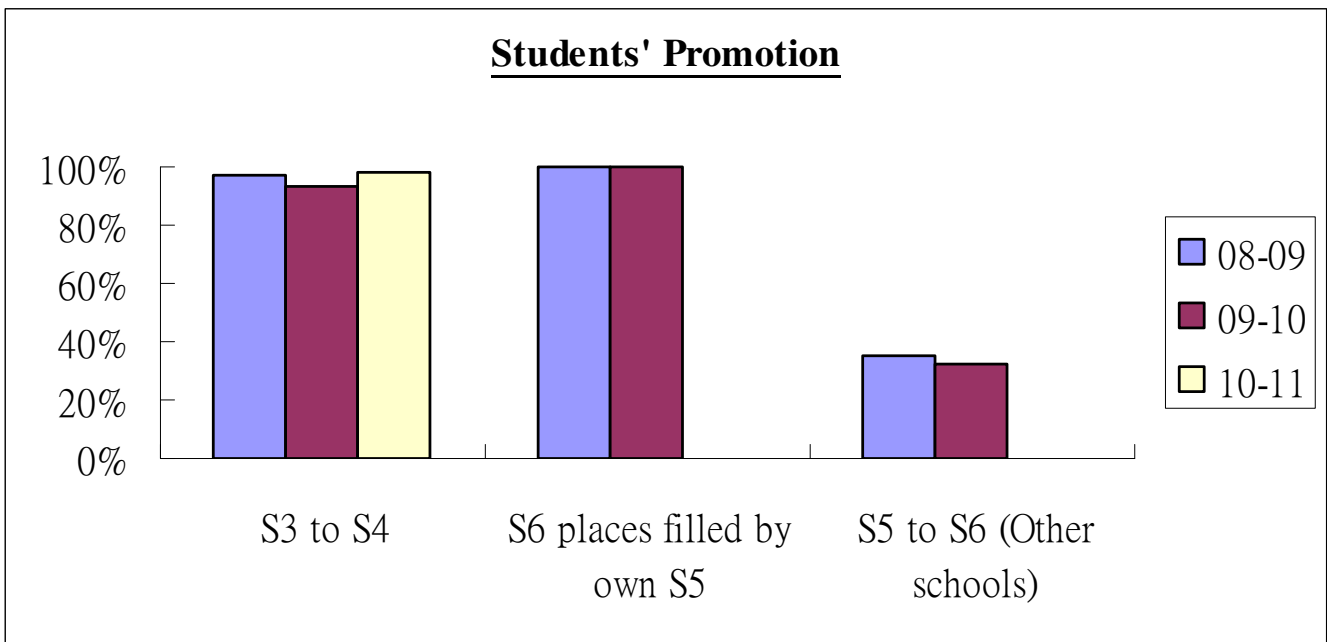
Students' Attendance

Year \ Level	S.1	S.2	S.3	S.4	S.5	S.6	S.7
08 – 09	99.8%	99.6%	99.3%	98.8%	98.1%	97.8%	98.2%
09 – 10	99.3%	99.1%	98.9%	99.0%	98.7%	98.5%	97.8%
10 – 11	98.9%	99.2%	99.0%	99.2%	98.8%	98.5%	98.1%



Students' Promotion

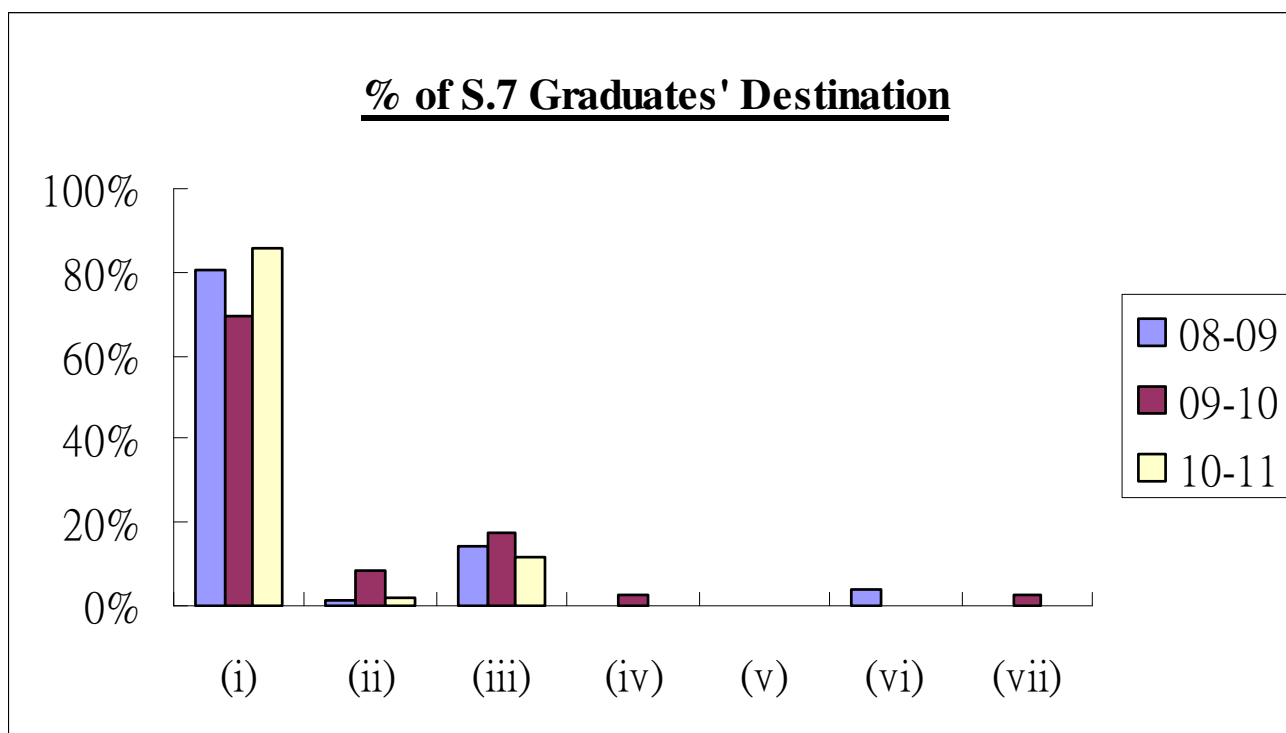
Students' Promotion Year	S3 to S4	S6 places filled by own S5	S5 to S6 (Other schools)
08 – 09	97%	100%	35%
09 – 10	93%	100%	32%
10 – 11	98%	/	/



5.4 Destination of Exit Students

S.7 Graduates

Year \ Destination Category	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)
08 – 09	81%	1%	14%	0%	0%	4%	0%
09 – 10	69%	8%	18%	2%	0%	0%	2%
10 – 11	86%	2%	12%	0%	0%	0%	0%

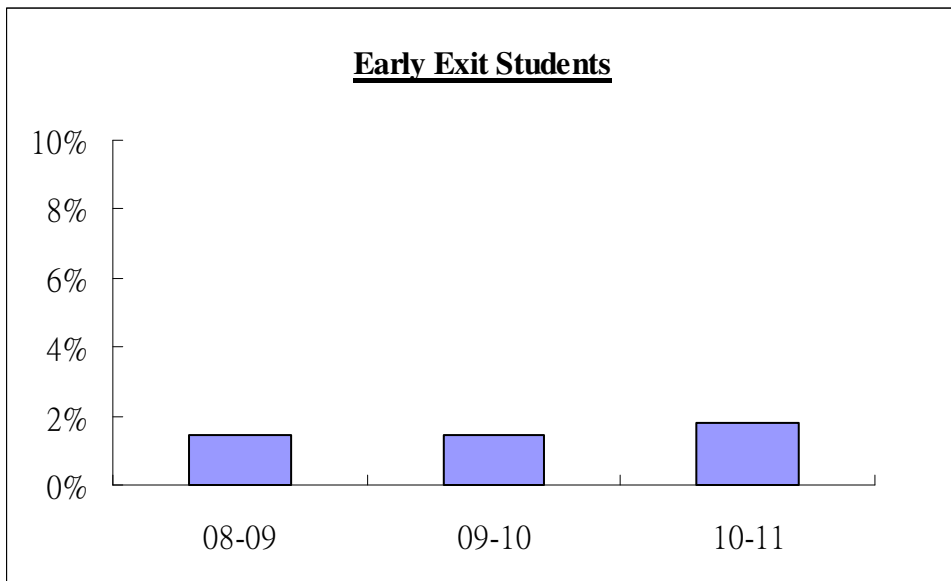


Key for Destination categories:

- (i) Local universities course;
- (ii) S7 course;
- (iii) Local full-time post-secondary / vocational training course (including HKIEd, HKAPA, Shu Yan, Chu Hai, YMCA, Private Institutes, Institutes of continuing education, Associate degree programme, HKIVE, CITA, VTC, etc);
- (iv) Overseas studies;
- (v) Full-time employment (including Youth Pre-employment Training Programme & Youth Work Experience & Training Scheme);
- (vi) Others (including "neither working nor studying" & Study in China & Macau); and
- (vii) Unknown

5.4.2 Early Exit Students

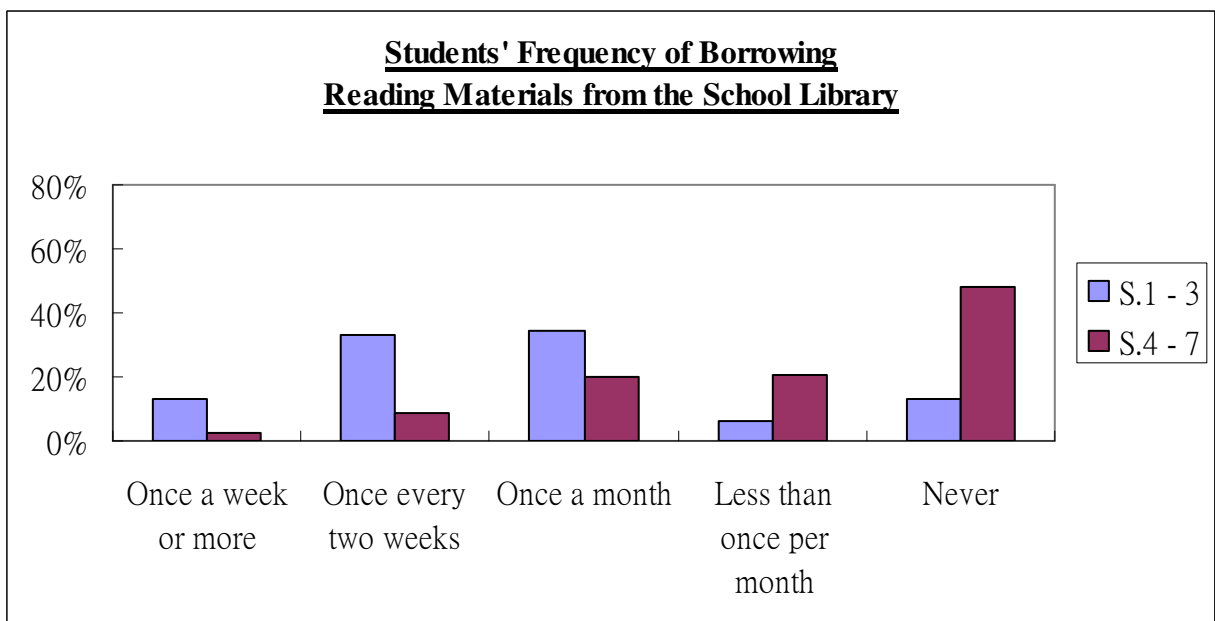
School Year	08 - 09	09 - 10	10 - 11
Early Exit Students	1.43%	1.44%	1.83%



5.5 Reading Habit

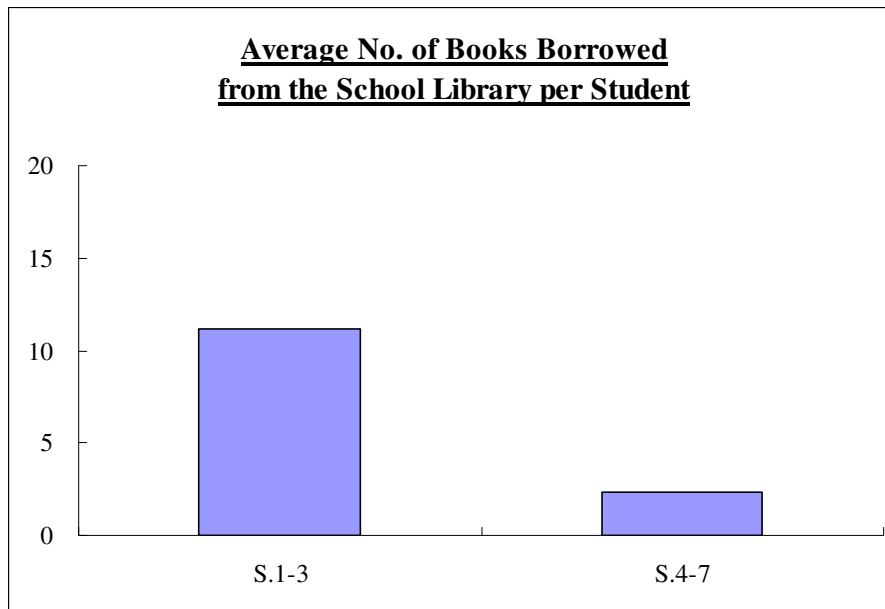
5.5.1 Students' Frequency of Borrowing Reading Materials from the School Library

Frequency \ Level	Once a week or more	Once every two weeks	Once a month	Less than once per month	Never
S.1 - 3	13%	33%	34%	7%	13%
S.4 - 7	2%	9%	20%	21%	48%



5.5.2 Average No. of Reading Materials Borrowed from the School Library per Student per Year

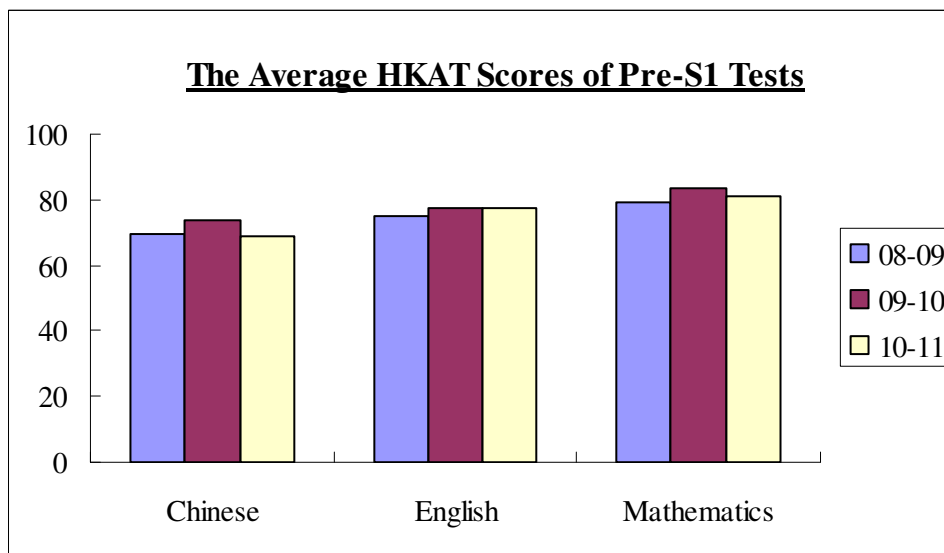
Level	Average Number of Reading Materials Borrowed from the School Library per Student per Year
S.1 - 3	11.2
S.4 - 7	2.3



5.6 Results of Hong Kong Attainment Test

Pre-S1 Results

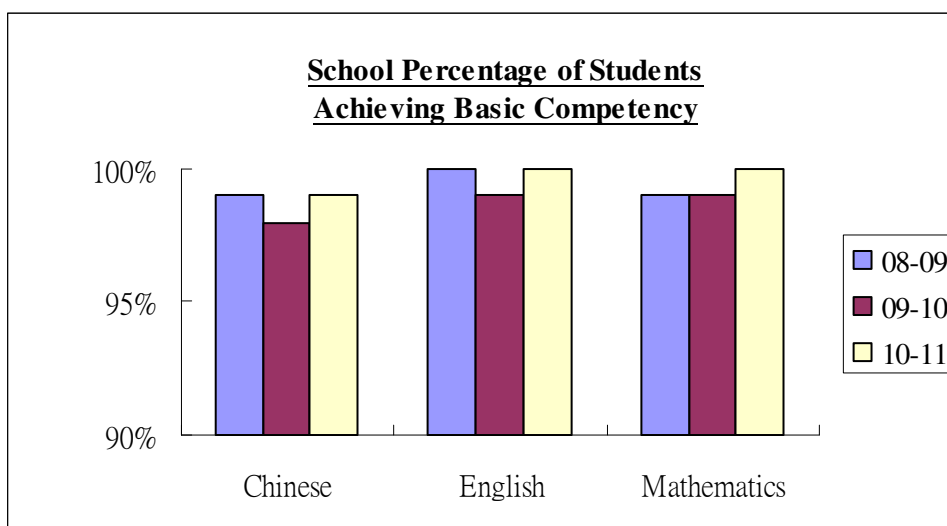
Year \ Subject	Chinese	English	Mathematics
08 - 09	69.60	74.91	79.15
09 - 10	73.50	77.39	83.77
10 - 11	69.17	77.25	80.91



5.7 Results of Territory-wide System Assessment

S3 TSA Results

Year \ Subject	Chinese	English	Mathematics
08 – 09	99%	100%	99%
09 -10	98%	99%	99%
10 - 11	99%	100%	100%

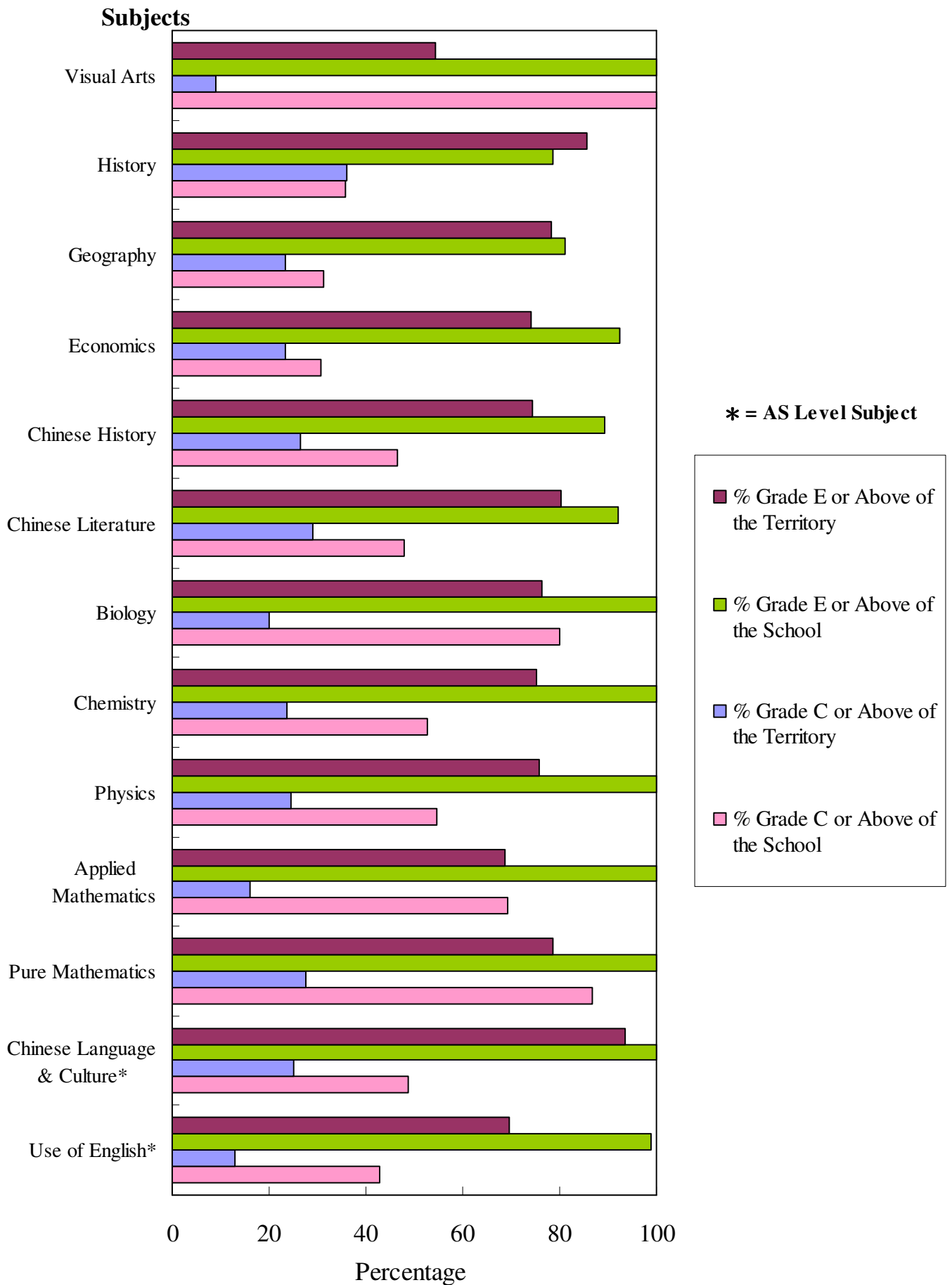


5.8 Public Examination Results

5.8.1 The Overall Performance in the Public Examinations of 2011

HKALE	
No. of students sat	82
Overall passing %	96.8%
No. of distinctions (Grade A)	37
No. of credits (Grades B and C)	173
Best individual result	3A 2C

5.8.2 Results of Hong Kong Advanced Level Examination of 2011



5.9 Inter-school Activities and Awards Won in 2010 / 2011

5.9.1 Academic

Activities	Awards	Number obtained
Hong Kong Schools Music and Speech Association, The 62nd Hong Kong Schools Speech Festival	Champion	8
	First Runner-up	19
	Second Runner-up	19
	Merit Award	108
	Proficiency Award	10
Yuen Long Town Hall, 2010 Yuen Long District Children & Youth English Speech Competition	1st Runner-up	1
The Cultural and Educational Association of the New Towns Standing Committee on Language Education and Research, The 13th Hong Kong Primary & Secondary School Putonghua Speech Competition	Merit Award	1
Hong Kong Education City, Creative Writing Award Scheme	Certificate of Merit	1
Powersoft Consultancy Limited and Roundtable Community, Government Policy-proposal-writing Competition	Certificate of Merit	1
The Hong Kong Institute for Promotion of Chinese Culture, The Secondary School Student Writing Competition of China	Star of Chinese Literature	1
Hong Kong Institute of Education, 5th Hong Kong Students' Chinese Oral Communication Competition	Certificate	1
Hong Kong Youth Cultural and Arts Competitions Committee & Peninsula Junior Chamber, The 35th Hong Kong Youth Cultural and Arts Competitions Hong Kong Youth Translation Competition	Junior Secondary Division - Second Runner-up	1

Activities	Awards	Number obtained
Pui Ching Education Centre, The 10th Pui Ching Invitational Mathematics Competition	Silver Award	1
	Merit Award	8
	Attainment Award	6
Asia-Pacific Cup International Mathematics Competition Committee, The 6th Asia-Pacific Cup International Mathematics Competition	Second Class Award	3
	Third Class Award	1
Qualification and Curriculum Authority of British Government, World Class Arena (Mathematics) Test	Distinction in Mathematics	3
	Distinction in Problem Solving	3
	Merit Award in Mathematics	1
	Merit Award in Problem Solving	1
China Aoshuzhixing Teaching Research Association, 'China Cup' Mathematics Olympic Competition Final	Second Class Award	1
Australian Mathematics Trust, Australian Mathematics Competition	High Distinction	5
	Distinction	19
	Credit	11
	Proficiency	2
Chiu Lut Sau Memorial Secondary School & Hong Kong Association for Science and Mathematics Education, Chiu Lut Sau Memorial Secondary School Mathematic Competition	First Runner-up (Group)	1
Education Bureau, International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2010	Silver Award	1
	Bronze Award	1
Hong Kong Olympic Mathematics Association, "Nanfangbei" Mathematics Olympic Invitational Competition (Final)	Second Class Award	1

Activities	Awards	Number obtained
The National Hua Luo-geng Cup Mathematics Competition Hong Kong Committee, National Hua Luo-geng Mathematics Competition (Hong Kong)	Second Class Award	1
Po Leung Kuk & Hong Kong Mathematics and Science Education Association, The Hong Kong Mathematical High Achievers Selection Contest	Second Class Award	2
	Third Class Award	2
Hong Kong Community College of Hong Kong Polytechnic University, HKPSO Hong Kong Problem Solving Olympiad	Silver Award	2
	Bronze Award	1
	Merit Award	3
Mathematics Education Section, The 28th Hong Kong Mathematics Olympiad	Merit Prize (Final Event)	6
	2nd Runner-up in NT Region 3 (Heat Event)	6
	Certificate of Merit in the Geometric Construction Section (Heat Event)	6
	3rd Class Honour Certificate in the Individual Section (Heat Event)	4
Hong Kong Olympic Mathematics Association, 2010 ‘Xiwanbei’ International Mathematics Contest	Second Class Award	2
	Third Class Award	6
	Merit Award	11
	Participation Award	11
China Aoshuzhixing Teaching Research Association, “Asian Cup” : Stars of Olympic Mathematics Creative Thinking Competition (Final)	First Runner-up (School Team)	1
	Second Class Award	2
	Third Class Award	24

Activities	Awards	Number obtained
The Hong Kong Mathematical Olympiad Association, Hong Kong & Macao Mathematical Olympiad Open Contest "HKMO Open"	Gold Award	3
	Silver Award	20
	Bronze Award	11
Hong Kong Mathematics Education Promotion Association, Recreational Mathematics Problem Solving Techniques Competition	Second Class Award	2
	Third Class Award	5
Education Bureau, Hong Kong Mathematics Creative Problem Solving Competition for Secondary School	Gold Award	4
Hong Kong Polytechnic University, Hong Kong Community College, Hong Kong Problem Solving Olympiad	Gold Award	1
	Merit Award (Inter-school Junior Secondary)	2
Joint Committee for The Promotion of The Basic Law of Hong Kong, The 10th Basic Law Debating Competition for Secondary School Students	First Runner-up (New Territories West)	1
	The Best Debater (Final)	1
	The Best Debater (Semi-final)	1
	The Best Debater (Quarterfinal)	1
	The Best Debater (Round of 16)	1
	The Best Debater (Round of 32)	1
	The Best Debater (Qualifier)	1
Sing Tao Daily, The Standard and the Education Bureau, The 26th Sing Tao Inter-School Debating Competition	The Best Debater in 1st Preliminary	1
The United Nations Children's Fund, UNICEF Young Envoys Club Joint Schools Debate Competition	Finalist	1
Tung Wah Group of Hospitals, The Second Hong Kong Finance Education Debating Competition	The Best Debater in the Round of 16	1

Activities	Awards	Number obtained
Hong Kong Joint School Electronics and Computer Society, The 3rd Hong Kong Joint School Electronics and Computer Debate Tournament	The Best Debater in the Round of 16	1
New Territories Joint School Debating Association, The 27th New Territories Joint School Debating Competition	The Best Debater in 1st Preliminary	1
	The Best Debater in 2nd Preliminary	1
Hong Kong International Relations Research Association, Hong Kong International Relations Research Association Debating Competition 2010-2011	Second Runner-up	1
Chinese Language Education Research Association, Hong Kong Chinese Language Elite Competition (Secondary Section)	Bronze Award	2
Tuen Mun Outstanding Students' Association, New Territories Chinese Debating Competition 2011 – The 8th Outstanding Students' Cup	Second Runner-up	1
	The Best Debater (Final)	1
	The Best Debater (Quarterfinal)	1
	The Best Debater (Round of 16)	1
	The Best Debater (Round of 32)	1
Hong Kong Polytechnic University, Hong Kong Community College, Hong Kong Problem Solving Olympiad: Online School-based Competition	Silver Award	1
	Merit Award	3
The Hong Kong Academy for Gifted Education, Hong Kong Physics Olympiad 2011	Second Class Honour Award	1
The Hong Kong Academy for Gifted Education, International Junior Science Olympiad - Hong Kong Screening 2011	Second Honour	1
The Hong Kong Association for Computer Education, The Hong Kong Olympiad in Information 2011	Bronze Medal (Junior Group)	1
	Bronze Medal (Senior Group)	3

Activities	Awards	Number obtained
Yuen Long Inter-school IT Olympiad Organizing Committee, Yuen Long Inter-school Information Technology Olympiad	School Champion	1
Food and Environmental Hygiene Department, Public Health – Computer Game Design Competition 2010	Certificate of Merit	2
Hong Kong Professional Teachers' Union, Extensive Reading Scheme	Purple Medal	95
Read-Cycling, Read-Cycling Competition	Champion	1
	First Runner-up	1
	Second Runner-up	1

5.9.2 Art

Activities	Awards	Number obtained
The Hong Kong School Drama Festival Steering Committee, Hong Kong School Drama Festival 2010-2011	Award for Outstanding Script	1
	Award for Outstanding Actress	1
	Award For Outstanding Cooperation	1
Lok Kwan Social Service, Let's Build up Harmonious Family together Red Packet Design Competition	Certificate of Merit (Senior Group)	1
Outstanding Designers' Association and Hong Kong Communication Art Centre, The Outstanding Visual Arts Student Election	Certificate	1
Hong Kong Professional Teachers' Union, The 15th Chinese and English Calligraphy Competition for Primary and Secondary Schools in Hong Kong	Certificate of Merit	1
Singapore Bukit Timah Community Club, The World Peace International Youth and Children Work of Painting & Calligraphy Exhibition	Bronze Award	1
The Hong Kong Federation of Youth Groups, Xu Bei Hong International Arts Competition for Young Adults & Children	Second Honor Award	1
	Merit Prize	1
Society of Boys' Centres Hui Chung Sing Memorial School, 2011 Anti-drugs Fashion Design Competition	Outstanding Performance Award	1
Committee of Hong Kong Teenagers Painting Competition, 2010 Hong Kong Teenagers Painting Competition	First Runner-up	1

Activities	Awards	Number obtained
Ching Chung Koon, Tuen Mun Bonsai Show painting Competition	Champion	1
	First Runner-up	1
	Outstanding Award	1
Education Bureau & Po Leung Kuk, International Students' Visual Arts Contest cum Exhibition of Hong Kong	Certificate of Merit	1
Hong Kong Arts Development Council, The 3rd Arts Ambassadors-in School Scheme	Certificate of Merit	1
Education Bureau, Exhibition of Secondary School Students' Creative Visual Arts Work	Honourable Mention	4
Leisure and Cultural Service, Hong Kong Flower Show 2011 Student Drawing Competition	Highly Commended	2
	Certificate of Merit	1
Di Shiyijie Chuyingbei Quanguo Qingshaonian Ertong Shuhua Dasai Zuwei Ceng, Di Shiyijie Yimei Chuyingbei Quanguo Qingshaonian Ertong Chuhua Dasai	Silver Award	1
Board of Education of Chinese Art, Eighteen Overseas Chinese Youth and Children's Calligraphy and Painting Contest	Gold Award	1
Mocaibei Quanguo Qingshaonian Ertong Shuhua Zuopin Dianshi Zhanping Weiyunhui	First Class Award	1

5.9.3 Music

Activities	Awards	Number obtained
Hong Kong Schools Music & Speech Association, The 63rd Hong Kong Schools Music Festival	Champion	6
	First Runner-up	7
	Second Runner-up	10
	Merit Award	64
	Proficiency Award	41
Music Education Branch of Chinese Society of Education, 2011 Charming Schools New Year Concert 'Harmony Movement'	Gold Medal	1
Yuen Long Town Hall, 2010 Yuen Long District Children & Youth English Singing Competition	Merit Award	1
New Tune Music Association, 2010 "New Tune Trophy" Chinese Musical Instruments Competition	3rd Prize (Junior)	1

5.9.4 Sports

Activities	Awards	Number obtained
Hong Kong Schools Sports Federation, Inter-school Swimming Gala	Overall Boys Champion	1
	Overall Champion (Boys Grade B)	1
	Overall Champion (Girls Grade A)	1
	Overall First Runner-up (Boys Grade C)	1
	Overall Second Runner-up (Boys Grade A)	1
	Overall 5 th place (Girls Grade B)	1
Hong Kong Schools Sports Federation, 2011 Yuen Long District Inter-school Table Tennis Competition	Champion (Girls Grade A)	1
	Champion (Girls Grade B)	1
	Merit Award (Boys Grade A)	1
	Merit Award (Boys Grade B)	1
	First Runner-up (Boys Grade C)	1
Hong Kong Schools Sports Federation, All Hong Kong Jing Ying Table Tennis	Merit Award	1
Yuen Long District Sports Association, Yuen Long district 3-on-3 Basketball Competition	First Runner-up (Girls Youth Group)	1
	Second Runner-up (Girls Youth Group)	1
Handball Association of Hong Kong, China, Shanghai Hong Kong Youth Handball Competition 2010	Second Runner-up	1
Handball Association of Hong Kong, Beach Handball Competition	First Runner-up (Boys Grade C)	1
	Second Runner-up (Boys Grade B)	1
	Fourth Place (Girls Grade A)	1

Activities	Awards	Number obtained
Hong Kong Schools Sports Federation, Inter-school Handball Competition 2010-2011	First Runner-up (Boys Grade C)	1
	Second Runner-up (Girls Grade A)	1
Hong Kong Schools Sports Federation, Inter-school Badminton Competition 2010-2011	Second Runner-up (Girls Grade A)	1
HK Squash Association, HK Junior Squash Championships 2010	First Runner-up (Girls Under 13)	1
North District Sports Association & Leisure and Cultural Services Department, North District 25th Aged Badminton Competition	Third Runner-up (Girls Youth Double)	1
A.S. Watson Group, 209-10 A.S. Watson Group Hong Kong Student Sports Awards	Hong Kong Student Sports Award	1
Tin Shui Wai Government School, Tin Shui Wai Government School - The Second Annual Swimming Gala	Second Runner-up	2
Leisure & Cultural Services Department & Yuen Long Sports Association, The 28th Yuen Long Swimming Gala	Champion	1
	First Runner-up	3
	Second Runner-up	1
Chiu Lut Sau Memorial Secondary School, Chiu Lut Sau Memorial Secondary School, Annual Athletics Meet 2010-2011	Champion	1
	First Runner-up	1
YLPMSAA Tang Siu Tong Secondary School, YLPMSAA Tang Siu Tong Secondary School – The 12th Annual Athletic Meet	Second Runner-up	2
HK Schools Sports Federation, Inter-school Athletic Championship 2010-2011	Individual Champion (Girls Grade C)	1
	7th Place (Girls Grade B)	1

Activities	Awards	Number obtained
Hong Kong City University Student Association & Bridge Chess Club, Hong Kong Chinese Chess Competition	Champion	1
City University of Hong Kong Bridge and Chess Club, Hong Kong Chinese Chess Competition	Champion	1
New Territories West Chinese Chess Association, Tuen Mun Students Chinese Chess Competition	Champion (Secondary Group)	1
	Second Runner-up (Secondary Individual)	1
	Merit Award (Secondary Individual)	2
Lui Tung Hai's Office, Yau Tong Chinese Chess Competition	Champion (Youth Group)	1
	Fourth Place (Youth Group)	1
	Merit Award (Youth Group)	1
Hong Kong Youth Culture and Arts Competition, The 36th Hong Kong Youth Chinese Chess Competition	Merit Award (Senior Secondary Group)	1
Heung To Middle School, The Sixth National Day Chinese Chess Competition	First Runner-up (Secondary Group)	1
	Merit Award (Secondary Individual)	2
Hong Kong Youth Culture and Arts Competition, 2010 Hong Kong Secondary Student Chinese Chess Competition	Champion (Senior Secondary Group)	1
	The Fourth Prize (Senior Secondary Individual)	1
Tsuen Wan Chinese Chess Association, New Year Chinese Chess Competition	The Fourth Prize (Open Group)	1
Hong Kong Culture Association, The First Hong Kong Student Chinese Chess Competition	Fourth Prize	1
	Semi-quarter Finalist	1

Activities	Awards	Number obtained
New Territories Association of Societies and Tsuen Wan Chess Association, New Territories Chinese Chess Competition	Champion	1
Heung To Middle School, The 24th Heung To Cup Hong Kong Secondary School Chinese Chess Competition	Champion (Qualifier Group)	1
	Merit Award (Individual)	2
	Merit Award (Team)	1
Tsuen Wan Chinese Chess Association, New Territories Chinese Chess Competition	Champion (Secondary Group)	1
	Champion (Secondary Individual)	1
	Merit Award (Secondary Individual)	1
Tin Chess Association, Yuen Long Chess Association and Yuen Long Town Hall, 2011 Tin Yi Cup Chinese Chess Competition	Champion (Secondary School Division)	1
Leisure and Cultural Services Department, South District Chess Association, 18th South District Chess Competition	Champion (Junior Division)	1
Sham Shui Po District Culture and Recreation Promotion Association, Hong Kong Youth Chinese Chess Competition	Senior Secondary School - Second Runner-up	1
The Gymnastics Association of Hong Kong, Hong Kong Acrobatic Gymnastics Age Group Competition	First Runner-up (Girls Age 6-13, Double)	1
Hong Kong Schools Sports Federation & The Gymnastics Association of Hong Kong China, All Hong Kong Inter-Secondary School Gymnastics Competition	Merit Award (All-around of Girls Intermediate)	1
Bank of China (HK) 54th Festival of Sport, Acrobatic Gymnastics Open Championships 2011	First Runner-up (Girls Double)	1
The Sports Federation & Olympic Committee of Hong Kong China, The Bank of China (Hong Kong) – 54th Festival of Sports (Taekwondo Colour Belt Competition 2011)	Champion (Feather Weight)	1

Activities	Awards	Number obtained
Yan Oi Tong Sport Centre, 2010 Yan Oi Tong Taekwondo Competition	Welter Weight Champion (Boy's Adolescent Group)	1
	Feather Weight Champion (Boys Teenagers Group)	1
	Welter Weight 2nd Runner-up (Girls Teenagers Group)	1
Hong Kong Taekwondo Association, Hong Kong Secondary School Taekwondo Competition 2011	Group Champion (Boy's Welter Weight)	1
	Champion (Girls Fin Weight)	1
	First Runner-up (Boys Feather Weight))	1
	First Runner-up (Boys Fin Weight	1
Tuen Mun Sports Association Ltd, Tuen Mun District Teenagers Taekwondo Competition 2010	2nd Runner-up (Feather Weight, Boys Colour Bert Group)	1
South China Athletic Association, HK Judo Championship	First Runner-up (Age 10-12 Girls 36 Kg or Below)	1
The Judo Association of HK China, HK Junior Judo Championship 2010	32 Kg Champion (10-12 Years Old Girls)	1
The Judo Association of HK China, HK Junior Judo Championship 2011	First Runner-up (Girls Age 13-16 under 38 Kg)	1
Yuen Long District Sports Association, HK International Junior Judo Championships	40 Kg Champion (Girls Junior)	1
Leisure & Cultural Services Department & The Judo Association of the HK, China, The 40th Anniversary HK Judo Championships 2010	Second Runner-up (Women Junior Group – 40 Kg)	1
Education Bureau & Hong Kong Schools Dance Association, The 47th Schools Dance Festival	Highly Commended Award	1
	Commended Award	2

5.9.5 Scholarships

Activities	Awards	Number obtained
Sir Edward Youde Memorial Fund Council, Sir Edward Youde Memorial Prize 2010/2011	Certificate & Scholarship	2
Education Scholarships Fund Committee, "Murjani Scholarship"	Certificate & Scholarship	5
Education Scholarships Fund Committee, "Woo Hay Tong Scholarship"	Certificate & Scholarship	2
Hong Kong Construction Association, Hong Kong Construction Association Scholarship	Scholarship	2

5.9.6 Others

Activities	Awards	Number obtained
NTGCC Community Service Foundation Limited, Rotary Club of New Territories & Hong Kong Association for Business Education, New Territories Outstanding Secondary School Business Students Award Scheme 2010/11	Champion	1
	Leadership Award	1
	Social Service Award	1
	Best Performance in Art and Sport	1
	Merit Award	1
The Princeton Club of Hong Kong, The Princeton Club of Hong Kong 2011 Book Award	The Princeton Club of Hong Kong 2011 Book Award	1
Hok Yau Club & The Federation of Outstanding Student Leaders, Outstanding Students Leaders Award	One of the Ten Outstanding Student Leaders	1
	One of the Initial Thirty Student Leaders	1
Federation of Yuen Long Youth, Yuen Long District Outstanding Students Selection 2011	Champion of Junior Form	1
	First Runner-up of Senior Form	1
	Second Runner-up of Senior Form	2
	Third Runner-up of Junior Form	1
	The Best Debater of Junior Forms	1
	The Best Debater of Senior Forms	1
	Finalists	7
Yuen Long Junior Chamber, HKSAR Outstanding Students Selection	One of the Ten HKSAR Outstanding Students	2
Federation of New Territories Youth, New Territories Outstanding Students Selection 2011	One of the Ten Outstanding Students	1
	N.T. Outstanding Student (Merit Award)	2
Lion & Globe Educational Trust, Best Improved Students Awards	The Most Improved Students Award	20

Activities	Awards	Number obtained
Community Youth Club, Member Merit Award Scheme	Foundation Level	13
	Level 1	7
	Level 2	6
	Level 3	3
	Outstanding Member Award	1
Yuen Long Junior Police Call, The Performance of the Best JPC School Club (Secondary) Award in Yuen Long District 2010/2011	Champion (Best JPC School Club Award)	1
Hong Kong Girl Guides Association, Guides Shield Competition 2011	Certificate of Enthusiastically Participating in Final Competition	1
Hong Kong International Airport, Hong Kong International Airport, My Green Sedanchair Design Competition	Second Runner-up	1
Wofoo Social Enterprises, Millennium Entrepreneurship Programme	First Runner-up	1
Yan Oi Tong, Mighty Rovers 2011	Polar Ambassador	1
The United Nations Children's Fund, UNICEF Young Envoys Programme 2011	UNICEF Young Envoy	1
The Hong Kong Construction Association, the Faculty of Engineering of the University of Hong Kong and the Hong Kong Institute of Vocational Education, The 8th Bridge Building Competition for Secondary Schools	Champion	1
Hong Kong Science & Technology Parks, Solar Car	Finalist	1
Social Welfare Department, Volunteer Movement	Gold Award	5
	Bronze Award	1

Activities	Awards	Number obtained
Kely Support Group, Keeping it REAL Short Film Awards	Champion	1
Yuen Long District Promotion of Voluntary Work Committee, 2010 Yuen Long District Most Commendable Volunteer Election	First Runner-up (Youth Group)	1
Environmental Protection Department, Environmental Campaign Committee, Education Bureau, Student Environmental Protection Ambassador Scheme	Merit Award	15
Society of Japanese Language Education Hong Kong, 2011 Senior Secondary School Student Japanese Speech Competition	Merit Award	1
MTR Corporation Limited, LRT Road Safety Quiz	Champion	1
Yuen Long District Secondary School Heads Association, Yuen Long Student Ambassador Scheme 2010-2011	Merit Award (Social Service)	1
	Outstanding Performance Award	1
	The Most whole-heartedly Dedication Award	1
	Completed the Training and Served for 80 Hours	6
Harvard Club of Hong Kong, 2011 Harvard Book Prize Award	Winner	1
	Runner-up	2
Yuen Long District Fight Crime Committee, Student Crime Fighter of Yuen Long District	Student Crime Fighter of Yuen Long District	3
Kiwaniis International of Hong Kong	Community Service Award 2011	1
Hong Kong Baptist University Chinese Medicine Society, Hong Kong Secondary School Chinese Medicine Quiz	Third Runner-up	1

Activities	Awards	Number obtained
Hong Kong Culture Museum, Young Leadership Programme	Certificate of Merit	1
The Government of the Hong Kong Special Administrative Region of the People's Republic of China Education Bureau, The 4th Hong Kong Cup Diplomatic Knowledge Contest	Good Performance Award	5
Hok Yau Club, Expo 2010 Shanghai China Exhibits Design Competition	Certificate of Merit	4
Hong Kong Road Safety Patrol, 2010-2011 Marching Competition (NTN)	Second Runner-up	1
Hong Kong Road Safety Patrol, Hong Kong Safety Patrol Commissioner's Special Commendation (School Patrol) (with Lanyard)	Hong Kong Safety Patrol Commissioner's Special Commendation (School Patrol) (with Lanyard)	3
The Hong Kong Institute of Education, Religious and Spirituality Competition	Certificate of Merit	15

6. Financial Summary

I. Government Fund		
A Non-school-specific Grants (NSSG)	Budget Allocated with Balance B/F*	Expenditure
(1) Baseline reference provision - GSS	476,488	180,972
Sub-total	476,488	180,972
B School-specific Grants (SSG)		
(1) Composite I T Grant	376,501	246,471
(2) Capacity Enhancement Grant-GSS	471,771	750,058
(3) Teacher Relief Grant	401,051	198,337
Sub-total	1,249,323	1,194,867
C Other Non-recurrent grants		
(1) New Senior Secondary Curriculum Migration Grant	16,332	6,396
(2) Liberal Studies Curriculum Support Grant	320,000	106,738
(3) One-off Cash Grant for procurement of e-Learning Resources	35,785	10,094
Sub-total	372,117	123,228
Total (A+B+C)	2,097,928	1,499,065
Accumulated surplus as at the end of 2010/11 School Year and will be brought forward to next year	1,499,065	

II. Non-Government Fund	Budget Allocated with Balance B/F*	Expenditure	Balance
(1) ECA Fund	521,246	345,609	175,637
(2) SMI Fund	983,182	289,692	693,490
(3) English Enhancement Grant	197,214	13,369	183,845

* Balance B/F = Balance brought forward from 2009/2010 School Year

7. Feedback on Future Planning

1. Surmounting the challenges of double-cohort year

- a. Detailed planning should be made regarding the use of classrooms and timetable arrangement so that it can cater for the needs of expanded number of classes
- b. To deploy resources to meet the demands of the double cohort year, extra manpower should be hired to alleviate additional workload of teachers.
- c. To further enhance smooth running of school-based assessment (SBA) and TAS of various subjects in both S6 & S7, a holistic scheme of SBA for all related subjects should be developed.
- d. To excel students' performance in both HKDSE and HKALE, various effective learning and teaching measures should be implemented to extend students' ability to the full.
- e. To compile the Student Learning Profile (SLP) for S6 graduates with the use of a tailor-made electronic platform to facilitate the management of students' data so that the information concerned can be processed efficiently.
- f. To enable S6 and S7 students to have smooth transition from the school to tertiary education, other education programmes or employment, students should be encouraged to expose themselves to different fields of study and career.
- g. To continue enhancement of learning in core subjects among those S5 & S6 students who dropped one elective, they should be given adequate exercises to do as intensive practice in their free periods under the supervision of teaching assistants.
- h. To fine-tune the NSS curriculum to cater for the needs and learning of students, survey on S3 students' preference for electives should be conducted so that information would be obtained for reviewing and refining the details concerned.
- i. To facilitate S4 and S5 students to take up key posts in OLE activities, the guidelines on the composition of Executive Committee of OLE clubs and committee should be revised to offer more chances for the students concerned to take up posts in OLE activities.

2. Catering for diverse abilities and needs of students

- a. A wide range of activities should be organized to foster the development of being a healthy school.
- b. To enhance students' capability of using English in their learning, pre-S1 bridging programme and a school-based language across curriculum scheme should be adopted.
- c. To cater for the special needs of students with learning difficulty in their campus life, timely and appropriate actions should be taken by the SEN committee to address students' concerns.
- d. To help low-achievers improve their learning skill and confidence, remedial and assistance measures should be applied to help the students in need.

- e. To provide ample opportunities for high-fliers to fully explore their potentials, Diversity Learning Grant (DLG) should be used to let them have extra tutorials, take part in gifted education programmes and participate in external activities and competitions.

3. Refinement of pedagogy to enhance the effectiveness of learning and teaching

- a. To strengthen interflow and collaboration with other schools and tertiary institutions for profession development in pedagogy, the school should join more joint government secondary school professional development activities to provide better chances of experience sharing among teachers of different government schools.
- b. Data regarding students' performance should be studied carefully for reviewing effectiveness of learning and teaching, followed by teaching pedagogy and strategic planning refinement.
- c. To further enhance interaction and students' participation in class, teachers should adopt appropriate and effective approaches to motivate students to give responses and have keen participation.
- d. To cater for the diverse professional needs of new teachers of the school, the mentorship programme should be enhanced to give more appropriate assistance to support new teachers to strive for development.

8. Appendix: Report on Capacity Enhancement Grant

8.1 Evaluation

Task Area	Major Area(s) of concern	Strategies/Tasks	Evaluation								
Coping with diverse and special learning needs of students	To facilitate the implementation of measures for	To employ 4 Teaching Assistants of diploma level: 1 for Chinese 1 for English 1 for Mathematics 1 for PSHE	1. Teaching assistants (TAs) helped relieve non-teaching tasks of teachers effectively. Teachers of corresponding subjects could then have more capacity to <ol style="list-style-type: none"> attend to the needs of students and teaching work carry out appropriate measures to assist students with special learning needs prepare teaching resources for NSS curriculum 2. Teachers of S.7 core subjects could totally focus on their teaching so students' performances in these subjects in HKALE were enhanced, obtaining promising results: Passing Percentages <table border="1" style="margin-left: 20px;"> <tr> <td>Chinese Language & Culture</td> <td>100%</td> </tr> <tr> <td>Use of English</td> <td>98.8%</td> </tr> <tr> <td>Applied Mathematics</td> <td>100%</td> </tr> <tr> <td>Pure Mathematics</td> <td>100%</td> </tr> </table> 3. NSS teaching resources were prepared properly. 4. Teachers' administrative work concerning SBA and TSA was conducted efficiently with the help of teaching assistants.	Chinese Language & Culture	100%	Use of English	98.8%	Applied Mathematics	100%	Pure Mathematics	100%
	Chinese Language & Culture	100%									
Use of English	98.8%										
Applied Mathematics	100%										
Pure Mathematics	100%										
1. enhancing high-fliers' performance	2. improving the learning skills and confidence of low-achievers	to support teachers									
3. preparing for the commencement of NSS curriculum	4. providing adequate exercises of core subjects for those S5 students who dropped one elective to practise in their free periods	1. preparing / revising teaching materials 2. designing teaching / learning materials for SBA of CE subjects and NSS curriculum 3. preparing student records 4. conducting remedial classes 5. supervising activities after school 6. performing non-teaching duties									

8.2 Financial Report

Income	
Capacity Enhancement Grant	\$ 471,771

Expenditure		
Item	Salary	Total
4 Teaching Assistants of Diploma Level for 12 months	\$11,860 × 12 × 4	\$569,280

Balance:	-\$97,509*
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*The deficit was covered by OEP of ESCBG.