

Chiu Lut Sau Memorial Secondary School



Annual School Report (2018 / 2019)

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A. Management and Organization

1. School Vision and Mission

School Vision

We provide students with a balanced education aimed at excellence in moral, intellectual, physical, interpersonal and aesthetic fields as well as at realizing the school motto – Wisdom, Virtue, Honesty and Progress.

School Mission

By means of teaching knowledge and skills professionally in the five fields, through formal curricula and extra-curricular programs, we develop in our students the quality of desirable behaviours and abilities.

2. Our School's History, Class Structure and Facilities

School's History

Thanks to one million dollar donation from the late Mr. Chiu Lut Sau, O.B.E, J.P. in 1973 and the land granted by the government, Chiu Lut Sau Memorial Secondary School, a government secondary grammar school, with an area of 5,300 square metres was founded in September, 1980.

Class Structure

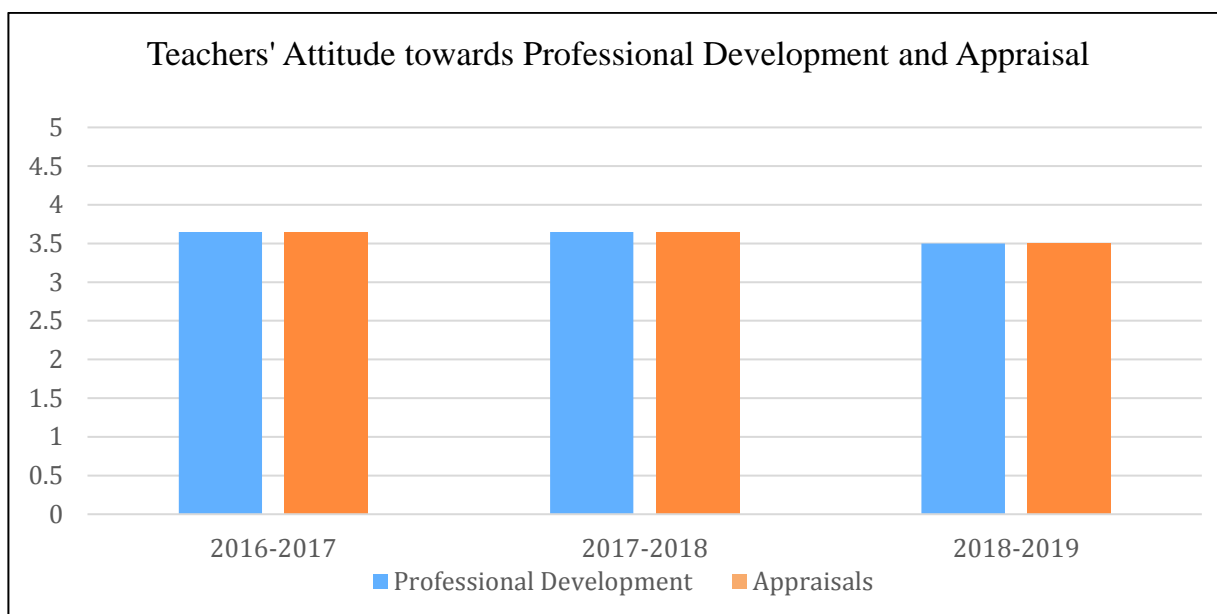
Our school is a grammar school which offers a 6-year diploma-level course with 24 classes. English is the main medium of instruction. The class structure is 4 classes for each level. A diversified curriculum is offered in S4-S6 with no clear distinction of the main streams of studies.

Facilities

Our school has 28 air-conditioned classrooms and 19 special rooms including 4 Laboratories, 2 Computer Rooms, an English Language Room, an English Reading Room, a Chinese Reading Room, a Geography Room, a Design and Technology Room, a Home Economics Room, a Music Room, 2 Art Rooms, a Lecture Room, a Function Room, a Multi-Purpose Room and an Information Technology Learning Centre. The sports facilities comprise a Table-Tennis Training Room, a Basketball Court, a Volleyball Court as well as a Slip-Proof Playground. Other facilities include the Lut Sau Hall, a Library, a Student Activity Centre, an Instrumental Practice Room, a Band Room, a Rehearsal Room, a Tuck Shop, a Medical Room, a Careers and Life Planning Resources Centre, a Campus Broadcasting Room, a Liberal Studies Resource Centre, an English Resource Centre, 2 School Social Workers' Offices, a Student Union Office, an Alumni Association Office, a PTA Office, a Conference Room, an Interview Room, a Meeting Room, a Staff Common Room and 3 Staffrooms.

3. Teachers' Professional Development

The results of the Stakeholders' Surveys conducted over the past three years indicated that our teachers have a positive attitude towards the school's professional development and appraisals.

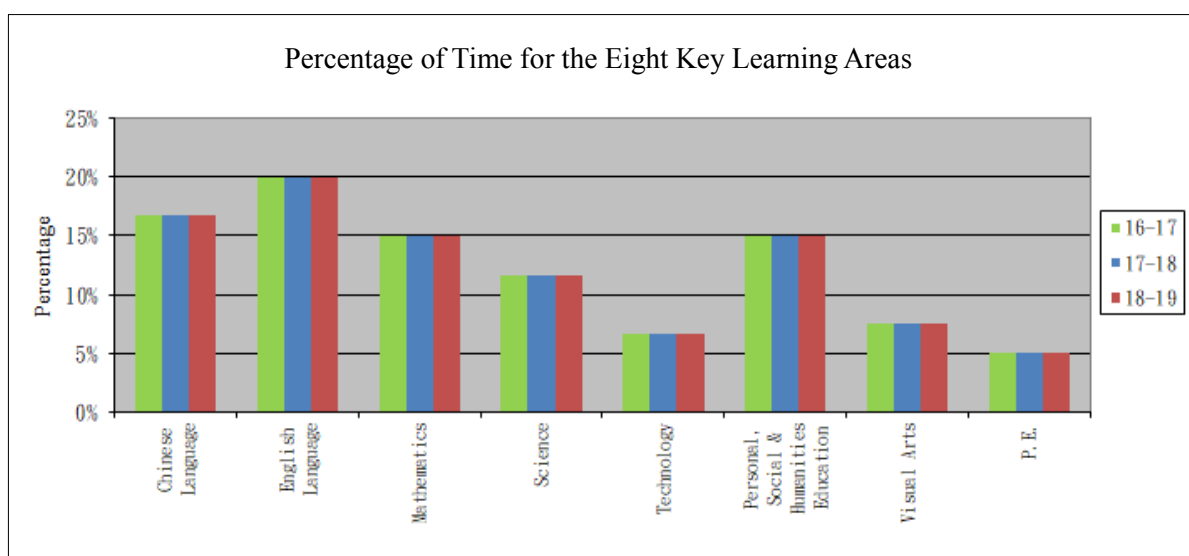


B. Learning and Teaching

1. Number of School Days

School Years	2016-2017	2017-2018	2018-2019
Number of school days	190	190	190

2. Lesson Time for the Eight Key Learning Areas for S1 to S3



3. Students' Attendance

	2016-2017	2017-2018	2018-2019
S1	99.3%	99.1%	99.0%
S2	98.7%	98.8%	99.0%
S3	98.9%	98.3%	98.6%
S4	98.2%	97.7%	97.2%
S5	97.4%	98.1%	98.2%
S6	98.4%	96.1%	97.5%

4. Students' Reading Habit

To promote a reading culture in school and help students develop a good reading habit, we have implemented a Chinese and English Morning Reading Programme since the school year 2001-2002. The details are as follows:

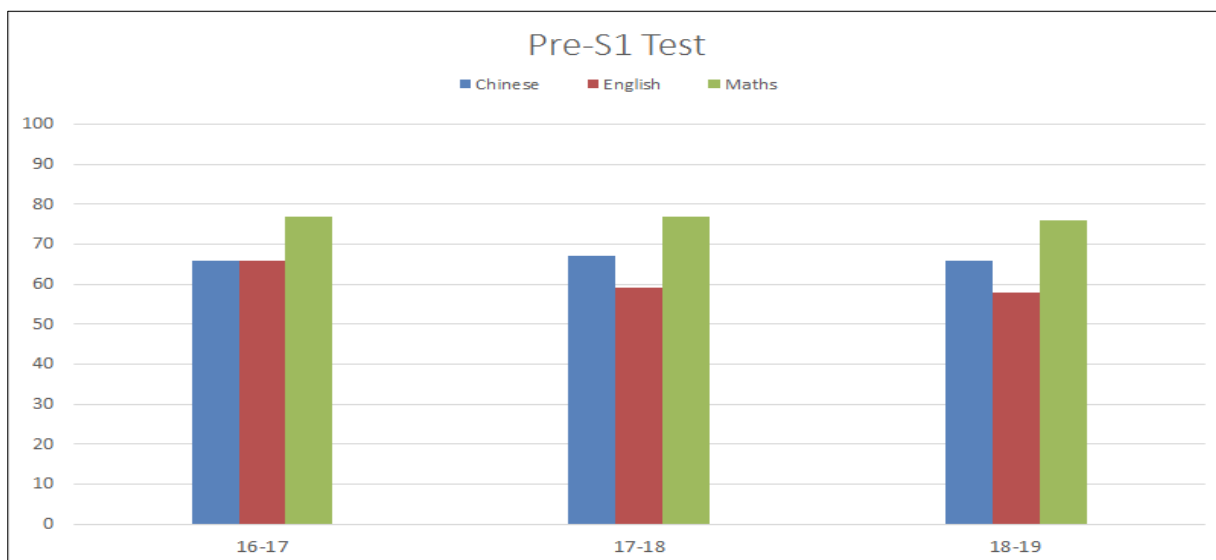
- (1) Classes: S1-S2
- (2) Implementation Method: Students read silently in the classroom
- (3) Number of sessions: 15 Chinese and 15 English sessions
- (4) Time: 8:05 a.m. - 8:30 a.m.
- (5) People involved: Parent Helpers, Teachers and Reading Ambassadors
- (6) Remarks: The programme was subsidized by the Committee on Home-School Cooperation (Education Bureau) to provide HK\$ 5,000 as traveling allowance for parent helpers.

The results of the Stakeholders' Surveys conducted over the previous three years reflected that teachers and parents were positive about students' reading habits.

C. Students' Performance

1. Pre-S1 Hong Kong Attainment Test Results

Over the past three years, the average raw scores of Pre-S1 Hong Kong Attainment Test results are as follows:



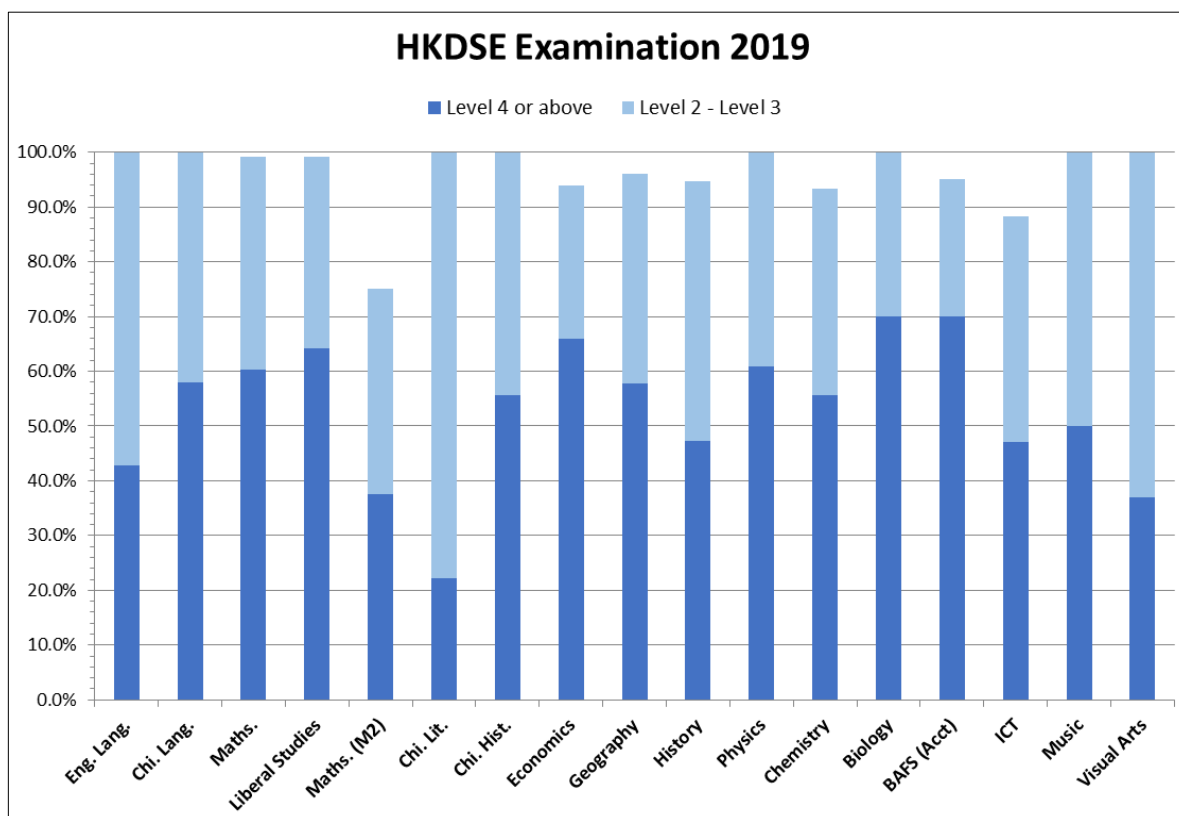
2. Results of HKDSE 2019

Hong Kong Diploma of Secondary Education (HKDSE) Examination 2019

In 2019, 131 students sat for the examination. 97.7% of our students attained Level 2 or above in 5 subjects, including Chinese and English. The overall passing percentage was 98.4% with 56.2% attaining Level 4 or above. 80.2% of our students met the minimum entrance requirements for degree programmes (Level 3 or above in Chinese Language and English Language and Level 2 or above in Mathematics, Liberal Studies and 1 elective subject).

Overall Performance

Subject	Level 2 or above	Level 4 or above
Chinese Language	100.0%	58.0%
English Language	100.0%	42.7%
Mathematics (Compulsory Part)	99.2%	60.3%
Liberal Studies	99.2%	64.1%

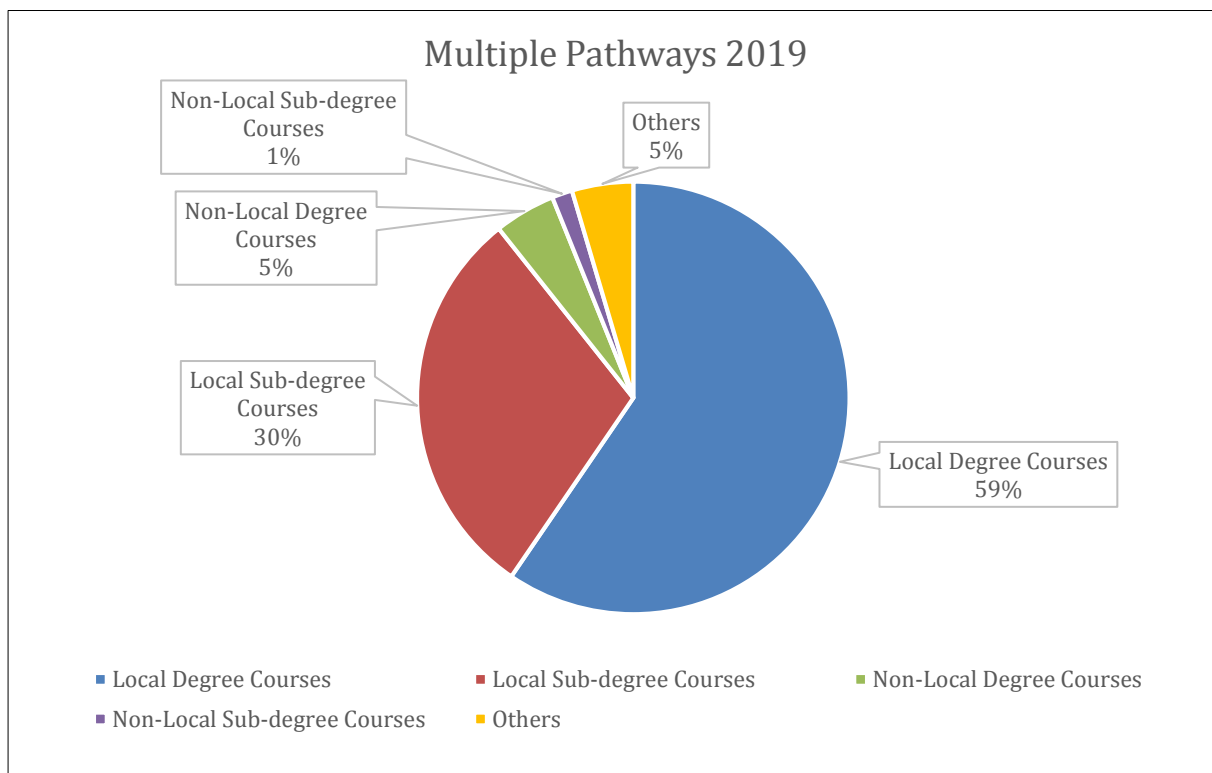


3. Multiple Pathways 2019

This has been a fruitful year for our school. Many of our students could further their studies at the tertiary level, due to their diligence and teachers' mentorship. 64% are pursuing degree courses while another 31% are continuing with other pathways towards higher education.

We are very proud of our students' admission to the 3 local renowned universities, The University of Hong Kong, The Chinese University of Hong Kong and Hong Kong University of Science and Technology. 23 students have been admitted to HKU, 4 students to CUHK and another 2 students to HKUST for degree courses. Among the courses are coveted programmes such as Medicine and Bachelor of Surgery, Bachelor of Science in Actuarial Science, Bachelor of Science in Quantitative Finance and Bachelor of Biomedical Science of HKU.

The class of 2018-2019 has done an excellent job and we are proud of them.



University / Institute	Degree	Sub degree	Total
The University of Hong Kong	23	12	35
The Chinese University of Hong Kong	4	3	7
The Hong Kong University of Science and Technology	2	0	2
The Hong Kong Polytechnic University	11	13	24
City University of Hong Kong	12	2	14
Hong Kong Baptist University	6	2	8
Lingnan University	4	1	5
The Education University of Hong Kong	1	0	1
The Open University of Hong Kong	7	0	7
Other Local Educational Institutes	8	6	14
Institutes outside Hong Kong	6	2	8
Subtotal:	84	41	125
Others	0	0	6
Total:	84	41	131

D. Major Concerns

Major Concern 1:

To enhance students' academic performance by raising the effectiveness of learning and teaching

Objectives

- (1) To enhance students' confidence and strategies in learning
- (2) To cater for students' diversity
- (3) To enhance teachers' professional competency

Areas of Success

1. To equip students with diverse learning strategies

- 1.1 All departments adopted subject-based learning strategies and included the strategies in the schemes of work.
- 1.2 Students could log in Schoology, an online platform, to carry out pre-lesson preparation before attending Biology lessons. Teachers observed that students had a better understanding of the background information of each chapter after doing the pre-lesson preparation.
- 1.3 Junior form students were provided with an online reading scheme to enhance their Chinese reading skills. 80% of students completed the reading tasks.
- 1.4 Google classroom was created to facilitate students to learn Economics.
- 1.5 English teachers adopted E-class, TV News, listening audio exercises from the Young Post, flipped classroom and Google Classroom to enhance the learning motivation of our students. Students found English learning more interesting and interactive.
- 1.6 Students were required to take notes in Mathematics lessons and do pre-lesson preparation. They were also required to complete review exercises to consolidate their prerequisite knowledge.
- 1.7 Teachers reflected that most students could adopt more diverse learning strategies.

2. To develop Junior Form students' learning skills and cultivate their good learning habits

- 2.1 Programmes on learning skills and learning habits were provided for Junior Form students. For S1, two workshops on study skills and learning habits were organized on 23 July 2018 and 7 September 2018. Over 90% of students reflected that they had acquired necessary study skills to help them adapt to the learning environment of secondary school. For S2, two workshops on memorization skills were organized on 23 November 2018 and 7 December 2018. Over 90% of students reflected that they could memorize the content taught in everyday lessons better.
- 2.2 English teachers requested junior form students to do production diary, journals, etc. to reflect on their learning process and habits. S1 and S2 students did penmanship assignments to cultivate their awareness of neat handwriting. Materials for quizzes were uploaded to the T-Drive to

facilitate students' self-learning. Junior form students were required to do preparation before each chapter.

- 2.3 Many subject departments adopted strategies to develop students' self-directed learning habits and skills. For instance, Geography teachers provided pre-lesson exercises, and various types of reference/learning materials like websites and news to them.

3. To promote reading across curriculum

- 3.1 All departments provided at least 2 reading materials with guided questions for the whole level of S1 to S5 students. Students showed interest in the reading materials and learnt vocabulary through the materials. Some reading materials helped students understand how to apply their knowledge in the real world. According to the feedback of students, they agreed that reading aroused their learning interests in the subject.
- 3.2 Chinese Language Department, Visual Arts Department, Computer Department and School Library organized a Bookmark Design Competition. S1 students chose their favourite quotes from books and designed the background of the bookmarks using computer graphics. 14 best bookmarks were selected from 136 designs of S1 students. The bookmarks were printed and distributed to students, alumni and visitors on the Open Day.
- 3.3 One reading lesson per week was conducted in class in junior forms' English lessons. S1 students designed bookmarks with the themes of character appreciation or book reflection. Senior form students were provided with a variety of text types of different themes to read. S4 students conducted book sharing in the morning assemblies on 19 December 2018 and 7 March 2019.
- 3.4 The Chinese Language Department arranged book sharing sessions during lessons in S1. Good book reports were displayed on the Open Day and book sharing was arranged in the morning assembly for the whole school. An on-line reading platform was also provided for junior form students to promote reading.
- 3.5 The School Library organized a 'Jin Yong' book exhibition, a famous author seminar and reading talks to arouse students' interest in reading.

4. To employ appropriate strategies to cater for students' diversity

- 4.1 All departments have designed strategies to cater for students' diversity and included the strategies in the scheme of work.
- 4.2 All teachers have applied the appropriate strategies in their lessons.
- 4.3 Graded exercises, project work, study group, co-operative learning, peer teaching, role play and grouping, etc. are common strategies of departments to cater for students' diversity.
- 4.4 Simplified versions of English comprehension texts and slow versions of listening recording materials are used in weaker classes.

4.5 Different teaching aids and learning materials, such as using video for visual learners, are used in Geography lessons to suit learning styles of student.

5. To provide enrichment and enhancement programmes for students

5.1 Chinese Language, English Language and Mathematics Enhancement programmes were provided for the bottom 31 S1 students in English Language or the bottom 15 in Chinese Language or Mathematics in the Pre-S1 Hong Kong Attainment Test in the first term. 9 lessons of 1.5-hour were arranged on Saturdays. After attending the enhancement programmes, 84% of students made improvement and were not required to attend the programmes in the second term. In the second term, the S1 enhancement programmes were provided for the bottom 12 students in Mathematics, the bottom 12 in Chinese Language and the bottom 24 in English Language. Students gave positive feedback on the enhancement programmes and agreed that the programmes helped enhance their confidence in learning and motivation.

5.2 Supplementary lessons for high achievers and less able students were provided for S6 Chemistry students to enhance their learning.

5.3 After-school supplementary lessons were offered by various departments to enhance learning effectiveness of the less able students.

5.4 Enrichment courses were organized for the S1 to S5 elite students in Mathematics to enrich their skills and knowledge for external and international competitions.

5.5 Enrichment LS lessons were offered to the more able students to further stretch their potential in the subject.

5.6 Through external competitions, our elite students gained valuable experience and explored new knowledge and skills.

6. To strengthen professional sharing among teachers and collaboration exercise through curriculum study

6.1 All departments or KLAs conducted at least one sharing session for the members throughout the year.

6.2 Teacher sharing was conducted in staff meetings.

6.3 All teachers participated in collaboration exercises.

6.4 Under the collaboration of Chemistry teachers, the learning materials were standardized and enriched.

6.5 Computer Literacy teachers collaborated every two weeks to prepare learning and teaching materials.

6.6 LS teachers constantly shared information and L&T materials with other panel members after they attended seminars or training sessions.

7. To conduct peer lesson observation

- 7.1 All teachers conducted peer lesson observation in the same level or across levels as well as in the same subject or across subjects.
- 7.2 Teachers reflected that peer lesson observation promoted professional sharing and collaboration in teaching. It helped polish their teaching skills.

8. To enhance knowledge management by building up teaching resources bank

- 8.1 Lesson plans and revised lesson plans were created and saved in departmental teaching resource banks in T-drive and Google drive.
- 8.2 Learning and teaching materials were also saved in the teaching resource bank for sharing among panel members.

Reflections

1. Teachers are willing to adopt e-learning in class teaching despite more time has to be spent on preparation. The sharing platform of collaboration exercise and the use of teaching resource banks help lessen the workload of teachers and create capacity for teachers in designing learning and teaching resources.
2. Students' learning skills and habits can be further reinforced by incorporating the skills learnt in classroom activities.
3. Varied reading materials can be provided for students to choose to arouse their motivation in reading and meet their interest.
4. Some words in the reading materials can be supplemented by Chinese translation.
5. More classroom activities can be organized to facilitate learning. Teachers need to consider students' different learning styles when designing activities.
6. Early identification of gifted students and less able students helps the school plan enrichment and enhancement programmes, and provide learning opportunities to facilitate the development of students.
7. Some departments adopt collaboration teaching in lessons. Positive feedback from both teachers and students were found. Teachers are encouraged to conduct collaboration teaching in the coming academic year.
8. Teachers are advised to discuss with the observers after lesson observation to enhance professional sharing.
9. Teachers suggested saving the resource bank in Cloud Storage so that they can access the resources at home.

Major Concern 2:

Objectives:

- (1) To promote students' positive thinking and mental health
- (2) To stretch students' potentials

Areas of success:

(1) To promote students' positive thinking and mental health

1.1 To provide a healthy school environment and promote positive minds through developing in students a positive thinking attitude

1.1.1 Discipline Team

- a. The Discipline Team adopted the whole school approach and worked closely with class teachers, the Counselling team and the Education Psychologist to provide pastoral care for students.
- b. To encourage students to take up their responsibility and think positively, sharing sessions by prefects, teachers and guests as well as an Inter-class Cleanliness Competition were organized for students. Moreover, detention class and homework submission system were implemented. Because of their vigilance, students became more aware of their behavior towards others and the need for punctuality. The result was pleasing as the number of lateness dropped 34% and there were no serious misconduct case throughout the year.

1.1.2 Counselling Team

- a. Visits by the School Social Worker to all S1 and S6 classes to encourage them to seek help from her received good response. After her visits, some S1 and S6 students were willing to approach her on their own.
- b. Through the Angel's Programme, 26 trained Peer Counsellors conducted class-based activities with S1 students. S1 students participated actively in these activities. Rapport between the Peer Counsellors and their younger 'brothers and sisters' was established.
- c. To promote positive mindset, the Team provided opportunities for students, especially those shy ones, to take part in sports and stretch their potentials. Students enjoyed the activity and participated in the inter-school competition and received positive feedback.

1.1.3 Careers and Life Planning Committee

- a. Through class teacher's periods, S1 students got to know their own strength and interests and tried to produce their own action plan. They understood more about their own interest and potentials. 80% of them could set their own short term and long term study goals.
- b. For S3, 3 workshops on '我是...我想~自我認識工作坊', '中三選科攻略' and 'Connection of subjects and occupational choices' were organized for students to learn about

their own strengths and weaknesses and established positive attitude. They were familiarized with the electives in senior forms, Applied Learning courses and the subject requirements of courses for further studies. In this way, students could know more about the connection of subjects and future jobs as well as the curriculum of Applied Learning.

- c. S4 students were familiarized with real world working conditions and ethics through the class teacher's period. Students had a clearer concept towards the value and meaning of work during group sharing.

1.1.4 Student Development Committee

- a. The Committee set the targets for the 'Fly high and strive for the best' Programme 「高飛破浪」. A total of 29 activities and programmes were organized by different teams and units under the Committee for students to promote positive mindset and proper values towards life. 93.1% of respondents, according to the SHK survey, agreed that the school had inculcated in them positive values.
- b. The Inter-class Board Display Competition was organized to promote the theme of 'Fly high and strive for the best'. Most classes could complete the board display on time.
- c. Class period materials on Moral and Civic Education were prepared and used during class periods. According to survey, most students thought the materials could help them develop positive values, with only 3.8% disagreeing.

1.1.5 Moral Education Committee

- a. On 'Respect the Teacher Day', students designed their own cards for teachers.
- b. Through the ICAC Interactive Drama Performance, students could learn about proper values and ethics in a lively way.

1.1.6 Civic Education Committee

- a. Through regular flag hoisting ceremonies and speeches by Civic Education Team members, students could learn about the latest developments in China.
- b. The Committee encouraged students to be more aware of current affairs both locally and internationally through News Display Board and the 27th Top Ten News Election.
- c. A talk on 'Ethnic Assimilation and Communion' was organized to let students know about the cultures of other ethnic groups in Hong Kong.

1.1.7 Environmental Education Committee

- a. An Inter-class Energy Saving Competition was held to raise awareness of the importance of environmental conservation. Student helpers checked the classrooms during before lessons,

lunch and after school to ensure that classes were saving energy by turning off lights and air-conditioners when not in use. All classes could adhere to the target of breaking the rules less than 20 times in the year.

- b. Information on the latest news about the environment and Air Quality Index was regularly updated and displayed as well as announced during morning assemblies.
- c. Two sharing sessions on ‘Conserving Water Resources’ and ‘Protection of our Forests’ were conducted during morning assembly and via email to spread the message of environmental protection.
- d. Recycling activities included placing recycled bins on each floor for classes to dispose of their used paper as well as collection of old clothes and used printer cartilages. 44 printer cartilages were collected and old clothes were collected by the Conservancy Association. However, the amount of cartilages and clothes collected was less than the previous year.
- e. There was a board displaying news on environmental issues to promote environmental protection.
- f. A visit to Tai Kwun was organized to enable students to explore revitalized buildings.

1.1.8 Health Education Committee

The Blood Donation Day was held on 30.10.18 to promote awareness of the needs in society and the need to help the less fortunate. 82 students took part in the event.

1.1.9 Sex and Family Education Committee

- a. A workshop on ‘Sexual Harassment’ was organized for S1 students to help them understand the proper relationship between the two sexes.
- b. For S1-S3, a talk titled ‘About Love’ (談愛情), was held by the Family and Planning Association of Hong Kong on the proper attitude towards love relationships and consequences of sexual relationships. 80% of students surveyed agreed that the talk made them realize the serious consequences of having love and sexual relationships. They learnt how to handle the relationships with the opposite sex and how to protect themselves.
- c. Class teachers used materials on ‘Personal Photo Album’ (私相簿) for S6, ‘Enjoying the Festivities’ (節日狂歡) for S5 and ‘A Happy Family’ (我也有個快樂的家) for S3. After these class periods, S3 students understood the different issues and the effects brought by them. S6 students realized the negative consequences of uploading photos without thinking. S5 students knew they had to be alert to the dangers of going out during festivals and their right to say ‘no’.
- d. To help students establish a positive image of themselves, the Committee organized a workshop, ‘A Beautiful Me’ (美得起) for students with low self-esteem. Most participants felt

they could learn to appreciate their own strengths and their self-esteem was boosted.

1.1.10 Healthy School Programme

A workshop on ‘Positive Mindset’ was held for students to relieve their negative feelings and Stress. 97.6% of the participants agreed that the activity let them know more about Positive Mindset and 86.4% thought they knew more about their strengths.

1.1.11 Community Service

- a. A whole school approach was adopted to carry out programmes to help students develop positive core values.
- b. Opportunities were provided for S2 and S5 students to get involved in community service programmes for primary school students, mentally handicapped and the elderly. Social workers held training workshops, preparation workshops, rehearsals and debriefing sessions for S.2 and S.5 students. According to survey results, 90.9% (S5) and 91.1% (S2) agreed that they had learnt the importance of good planning for a service learning programme. 91.7% (S5) and 89.6% (S2) agreed that they could understand the importance of division of labour from the service learning programme. 95.1% (S5) and 87.3% (S2) agreed that they had learnt how to organize and implement a service learning programme. 93.4% (S5) and 88.1 % (S2) agreed that they realized the needs of the targeted groups. 94.3% (S5) and 90.3% (S2) agreed that the programmes were significant and meaningful. 94.2% (S5) and 88.8% (S2) agreed that they were satisfied with their own performance in the programmes.
- c. Different Community Service units/clubs broadened students’ service experience by organizing social services for different targeted groups (Yuen Long citizens, South Asians, mentally handicapped, physically handicapped, homeless, villagers and patients who have recovered from cancer). These units included the Junior Police Call, the Community Youth Club and the St. John’s Cadets.
- d. More joint club activities were organized this year. An example would be the very successful collaboration between the JPC, CYC and Civic Education Committee, e.g. Yuen Long Home Affairs Department: “清明節防止山火 and ‘重陽節防止山火活動”.

1.1.12 Subject Departments

- a. 12 subject departments arranged various programmes and activities as well as lessons to help students develop positive thinking and values. Subjects included Biology, Chemistry, Chinese Language, Computer Studies, English Language, Geography, History, Liberal Studies, Music, Physics, Putonghua and Physical Education.
- b. Students were taught positive core values like punctuality, sense of responsibility,

perseverance, etc. through song appreciation, reading and studying about famous people, historical figures, proverbs, etc. They were encouraged to investigate global issues as well as develop their concerns for their community and the world. Students learnt about the adverse effects of harmful habits such as drug abuse and were encouraged to develop healthy habits, such as taking up sports.

Reflections:

1. It is suggested that visits to S1 and S6 students by the school social worker be continued next year so that students can be encouraged to seek help proactively.
2. It is suggested that the Theatre sports programme be continued next year to promote positive mindset.
3. To bring the idea of recycling to students and their families, it is suggested that more promotion should be carried out. It is hoped that the amount of old clothes and printer cartilages will increase.

1.2 To provide a healthy school environment and promote positive minds through developing in students a sense of achievement

1.2.1 Discipline Team

To develop the head prefects, they were trained to host the morning and school assemblies. In this way, they could develop their leadership and communication skills and gained a sense of achievement.

1.2.2 Counselling Team

26 Peer Counsellors learned basic counseling skills in 3 after-school workshops. A supportive rapport has been built among the Counsellors.

1.2.3 Community Service

- a. Community Service units/clubs nominated students to participate in service award schemes. A record of students' achievement in community service was kept.
- b. Many intra-school and inter-school awards were attained compared with last year. For CYC, 1 member won the “2019 年度傑出團員” and was nominated to join the exchange tour to Japan. 9 members obtained Orange Badge, 1 member obtained Purple Badge and 2 members attained Blue Star Honour Badge. JPC members won many prizes and captured the First Place in the “元朗區少訊龍虎榜”. In the Hong Kong St. John Ambulance Brigade Youth / N.T. Command Inter-Divisional Competition 2018, our team won the Overall 2nd Runner-up in Inter-Divisional Competition 2018, the Overall Champion in Inter-Divisional Competition 2018

Group D, the Champion in Inter-Divisional Home Nursing Competition 2018 Group D, the Hong Kong St. John Ambulance Brigade Youth Command (NT) Outstanding Cadet Award 2018, the Champion & 2nd Runner-up in the 博愛老夫子香港慈善跑 2019 and the Champion in Inter-Divisional First Aid Competition 2018 (Group).

1.2.4 Health Education Committee

- a. Students with interest in competitions about health and hygiene were nominated to take part in competitions.
- b. 2 students joined the “Eat Smart, Reduce Salt & Sugar” Folder Design Competition and found it useful in promoting the importance of balanced diets. 3 students gained knowledge about Chinese medicine in the 17th Chinese Medicine Health Quiz organized by the HKBU Chinese Medicine Society and showed preference for opting related subjects in their JUPAS application.

1.2.5 Subject Departments

- a. 6 subject departments organized different activities and programmes to help students develop a sense of achievement. Subjects included Chemistry, Chinese Language, English Language, Geography, Liberal Studies and Music.
- b. Activities included display of students’ good work, inter-class competitions, the Hong Kong Schools Speech Festival, Emcee Training Course, 40th Anniversary Musical, choral training, the Hong Kong Schools Music Festival, the Chemist Online, etc. The Primary English Speaking Contest and the 40th Anniversary Open Day offered good chances for student helpers to demonstrate their diligence in preparing for the events and their excellent performance to the public.

Reflections:

1. It is suggested that the workshops for the Peer Counsellors be scheduled in the summer so that clashes with other activities can be avoided.
2. It is suggested that short video clips be added to class period materials to capture the attention of students.

1.3 To equip students with resilience to adversity

1.3.1 Counselling Team

- a. In the ‘Love & Care – Be Your Sunshine Action@CLSMSS’ Programme, a series of activities were organized.
- b. Workshops were conducted for S5 (Friend Friend Workshop) and S6 (「互助互愛」工作坊). Over 98% of the students liked writing encouraging messages to each other or to S1 students.

However, more time was needed.

- c. For the Overnight residential camp for Sunshine Ambassadors and S1, a supportive rapport was established. S1 students enjoyed making the Glitter Calm Down Jar for S6 students.
- d. The Song Dedication Programme 「校園」齊打氣 was well received by students. Songs with positive messages were selected for this programme and students' response was fantastic.
- e. Students held a game booth on the 40th Anniversary Open Day. They were happy to have won 2 awards, Most Popular Game Booth and the Warmest Reception.

1.3.2 SEN Team

28 students joined the winter camp, 融樂「童」心聖誕營, organized by the SEN Team. All participants agreed they have learnt to appreciate their own strengths and weaknesses, and respect individual differences.

1.3.3 Careers and Life Planning Committee

- a. For S6, a talk on JUPAS Programme Choice was conducted, familiarizing students with the use of the JUPAS Calculator and the choices for prioritization. They learnt more about the intake of the different institutions and could prepare their future study plan better. Guidance and counseling for individual students was provided by the Committee members and class teachers.
- b. Talks on the entrance scores of different universities/ faculties, SSSDP programmes and Multiple Pathways after S6 were organized for S6. Students gained more insights on how JUPAS operated and were more prepared to choose their programmes sensibly considering their own abilities and the options open to them.
- c. A talk by Hok Yau Club was held for S6 students in late June before the release of the HKDSE results to familiarize them with the actual calculation of scores for different universities / faculties. This prepared students for the possible re-prioritization of choices after the release of results.
- d. For S5, students were introduced to the JUPAS system, procedures and entry requirements for programmes during the Individual Planning Portfolio workshop. They were asked to work on a mock application form, giving them first-hand knowledge of how to manage the application. Individual counseling was given by class teachers and Committee members when needed.
- e. A session on how to write the SLP was held for S5 before the Post-exam Activities Period to provide them with guidelines on how to write their self-account in the summer.
- f. For S3, talks for streaming were organized and students shared the information they found on various subjects and jobs. They learnt more about the connection between subjects and careers. Moreover, they showed a positive attitude towards learning.

1.3.4 Moral Education Committee

Committee members and student volunteers visited the elderly and played games with them. Students understood the plight the elderly living alone had and wanted to visit them more.

1.3.5 Civic Education Committee

Students entered an inter-school competition, 第3屆《策踰-傑出政策人大賽2018》. They learnt about different policies and politicians.

1.3.6 Environmental Education Committee

The Committee encouraged staff and students to join the ‘No Air-con Night 2018’ organized by Green Sense through email.

1.3.7 Sex and Family Education Committee

Class teachers used materials on ‘Marriages’ (婚姻不是兒戲) for S4 and ‘Temptations’ (情色誘惑) for S1. After these class periods, S4 students learnt about the importance of responsibility and keeping one’s promise to make a relationship work. S1 students understood that they should not be swayed by others easily and that they had the right to say ‘no’.

1.3.8 Healthy School Programme

- a. A workshop, ‘壓力 tap and go’, was held for S6 students to help them face the pressure of taking the HKDSE. Students took active part in it, especially in the part when they learnt to draw ‘zentangle’ (禪繞畫) which helps students relax. 91.4% felt the activity could help them understand the different ways to relieve stress.
- b. Through the series of activities of the programme, Cheer Lady 積極人生小組, 89.5% of the participants felt the activity could help them learn to face difficulties in a positive manner and develop their problem-solving skills.

1.3.9 Subject Departments

The Chinese Department and English Department organized activities and programmes, such as writing articles and projects, on values and how to handle adversities to let students understand more resilience and tenacity.

Reflections:

1. The Environmental Education Committee should inform staff and students earlier to encourage them to join the ‘No Air-con Night’. Moreover, announcements should be made during assemblies for more promotion.

2. It is suggested that a similar camp to 融樂「童」心聖誕營 be held to promote respecting individual difference.
3. It is suggested that committees can introduce the themes and topics for the class periods to students during morning assemblies.

1.4 To promote students' mental wellness

1.4.1 Counselling Team

In the Angel's Programme, Peer Counsellors were trained to conduct games with S1 students, who enjoyed the games very much. A close and supportive rapport was established between the Peer Counsellors and students.

1.4.2 SEN Team

- a. A drama show on anti-bullying was arranged for S1 – S3 students. All students actively interacted with the performers and enjoyed the show. Students understood more about bullying. The programme was entertaining and educational.
- b. A training workshop, “點滴信箱”, on writing reply letters to primary school students about their stress problems was held. Through the programme, students wrote replies to 30 primary school students. Not only did the participants learn about the importance of good mental health, but it also strengthened their positive values towards life.

1.4.3 Moral Education Committee

Winning entries of the Slogan Competition were printed and displayed in the classrooms, with class teachers explaining their meaning and the messages they brought.

1.4.4 Civic Education Committee

8 students joined the ‘Love Yourself’ Writing Competition organized by the Yuen Long Civic Education Committee. Through the essays, students showed their understanding of issues in their community and their role in it.

1.4.5 Health Education Committee

- a. Students were arranged to take part in the medical checkup conducted by the Health Department. Students learnt about the importance of good health.
- b. The Joyful Fruit Day was held at lunchtime on 27 May 2019 to promote fruit consumption through playing English games, reading poems and playing puzzles. There was a role-play at the morning assembly on 24 May 2019 to promote the activity. The activity was well received and students learnt about the benefits of fruit consumption and healthy eating was promoted.

1.4.6 Healthy School Programme

- a. A briefing session for S1 parents was held to introduce the ‘Drug Testing’ programme to them and to garner their support.
- b. Students participated in a programme, ‘Health Magnifying Glass’, on physical and mental health check. Most students were found to be healthy mentally and physically. 94.8% of students agreed the activity made them understand their health conditions. 92.2% felt it could raise their awareness to manage their health better. Some students who were found to have emotional problems were referred to the school social worker for follow-up counselling.
- c. For the programme, ‘50 km Challenge’, 61 students participated. The Programme helped students realize the importance of having a healthy habit.

1.4.7 Other Learning Experiences Committee

- a. The Committee organized the Outdoor Learning Day on 14th December 2018 for all levels. Students went to Tai Tong (S1), Butterfly Beach Park (S2), Tai Mei Tuk (S3), Cheung Chau (S4), Stanley (S5) and Shek O (S6). Students enjoyed themselves and established a close bond with their classmates and class teachers.
- b. On the LWL/ OLE Day, different activities were organized for different levels. Activities included Programmes on Positive Psychology for S1, Service for primary schools for S2, Workshops on Basic Law and Financial Management as well as a visit to Tai Kwun for S3, Team Building Programme for S4 and Service for the elderly for S5.

1.4.8 Subject Departments

5 subject departments arranged activities to enhance mental wellness of students. They included English Language, Chemistry, Integrated Science, Liberal Studies, Physical Education. S.1 students were encouraged to do at least 60 minutes of physical activities every day. Messages to promote students’ mental wellness were included in lessons and activities. Students were introduced to the importance of a healthy lifestyle, sustainable development and good mental health.

Reflections:

1. As there were not enough venues to hold the games for the S1 students, it is suggested that the Peer Counsellors make use of the CLP Room for some sessions.
2. As students can learn about different issues through dramas in a fun way, it is suggested that such dramas should be arranged next year. Moreover, follow-up discussion on the topic should be carried out.

(2) To provide opportunities for students to stretch their potentials

2.1 Counselling Team

An Archery Workshop was held for students, especially shy ones, to let them try new things. All participants enjoyed the workshop and agreed that they could discover their potential.

2.2 Careers and Life Planning Committee

For S2, a programme called ‘Occupational Choices – Walk of Life’ was held. After discussing different careers, students would select one career of their choice to conduct research on. Then they presented their findings to their classmates. In this way, students could get to know about a variety of professions in-depth. This would be beneficial to them in their choice of electives and careers.

2.3 Civic Education Committee

- a. In the 5th ‘Basic Law Inter-school Quiz, our students won the Most Active Participation Award. Four students joined the extended activities, including the Study Tour to Chengdu.
- b. Other competitions included the 第八屆全港中國國情知識大賽, 《基本法》及「一國兩制」漫畫設計比賽 2018, 高中 iTeen 領袖計劃及校內推廣活動 and 和富社會企業主辦「傑出公民學生獎各勵計劃 2018/19.
- c. In the 改革開放四十周年專題研習獎勵計劃, one team of 5 students joined the Beijing Shanghai Cultural Exchange. Students could learn more about the advancements in transportation and education in China.

2.4 Environmental Education Committee

- a. 15 students were recruited into the Student Environmental Ambassadors Scheme. They attended the Basic Course on Environmental Protection.
- b. Another scheme students participated in was the Organic Ambassador Scheme. Activities included talks, organic farm experience, organic walk, the Sustainability Gallery Training Day, etc.

2.5 Health Education Committee

- a. 15 Health Ambassadors rendered help on Blood Donation Day.
- b. 6 students won the Second Runner-up Award and one of them won the Top Scorer Award in the Rotary Health Quiz.
- c. 8 health ambassadors ran the game booths for participants on Joyful Fruit Day.

2.6 Student Exchange Team

- a. Students were invited to participate in study tours. They were assigned different roles, such as group leaders and reporters to ensure the smooth implementation of the study tours.
- b. Study Tours to 3 places were organized, Xian in December 2018 (S5) organized by the Yuen Long District Board, Seoul in April 2019 (S3 – S5) and Melbourne and Brisbane in July 2019 (S1 – S4).
- c. Our school participated in the Sister School Scheme. We organized a Study Tour to our Sister School in Ningbo in April. Another Study Tour to Shenzhen in May was cancelled due to unforeseen circumstances.
- d. From students' reflections after the trips, all felt the tours could enhance their understanding and appreciation of the history, the cultures and the people of the places they visited. Moreover, they could learn to be independent and develop their generic skills. For the Seoul Tour, they learnt a lot about new technology and environmental facilities.
- e. For the Ningbo Tour, participants regarded the interflow with the Mainland students the most impressive activity as they could better understand the Chinese education system and the life of teenagers in China.
- f. The Xian visit also broadened students' horizon about aviation education in China and the development of the aviation industry in China. Our students' study report was selected as the most outstanding study report among all participants. They were invited to share their feelings and reflections with the District Councilors in January 2019.

2.7 STEM Education Committee

- a. Numerous activities and competitions were organized for students by the STEM Education Committee and the I.T. Club. They included a visit to Inno Tech Expo 2018, the WRO Hong Kong World Robot Olympiad 2018, Arduino–YITAA 學生工作坊, Guangdong-Hong Kong-Macao Bay Area Unmanned Aircraft Competition 2019 (Heats), the “Distinguished Master, Accomplished Students” Mentorship Programme, etc. The school also joined the Professional Development School Scheme on STEM Education.
- b. For the 2nd "New Generation of New Energy" Engineering Solar Car Competition, our students made a solar car from scratch. Not only was the car a solar car, it was a rideable one, with people actually driving it.
- c. 3 students were selected for the Young Scientist Mentorship Programme 18-19. Through the scheme, students learnt proper research methodologies, visited different universities and conducted their own research under supervision.
- d. In the Vex Robotics Challenge Competition and Carnival 2018, our students won the Bronze Award and the Most Active Participation Award. In the Remote Controlled Car Competition

2019, our student won the Second Runner-up in Junior Group A. In the Robotics Intelligence DIY (RIDY) 2019 Competition, our students won Second Merit & Best Challenge Spirit Award (Secondary School Section). In the Guangdong-Hong Kong-Macao Bay Area Robot Open 2019, our students won the VEX Specialty Award. One student won the First Runner-up and First Class Award in the 第二十一屆「飛向北京 飛向太空」全國青少年航空航天模型教育競賽香港區無人機選拔賽 and the First Runner-up in the final in China in August 2019.

2.8 OLE Committee

- a. 6 students participated in the Yuen Long Student Life-Wide Value-Added Scheme 2018-2019. Through a series of activities such as volunteer service, camp, game booth helpers, etc., students developed their leadership, communication and collaborative skills in addition to learning about mental illnesses and disabilities. Our students performed very well, winning individual awards like Outstanding Leadership, Best Involvement and Most Involvement and the Outstanding Performance Award for Group.
- b. In 2018-2019 Statistical Project Competition for Secondary School Students, our 2 teams of S4 and S5 students won the Distinguished Prize for Senior Section.
- c. Students were encouraged to take part in the Adversity Challengers 2019 (「逆流挑戰 2018」). Students competed against students from all over Hong Kong in a series of activities. They developed their leadership skills and collaborative skills.
- d. Inter-house and inter-class activities were held to stretch students' potentials as well as to develop a sense of belonging to their house or class.

2.9 Subject Departments

- a. 19 subject departments organized activities and competitions for students to stretch their potentials. Subjects included BAFS, Biology, Chemistry, Chinese Language, Chinese Literature, Computer Studies, Design & Technology, Economics, English Language, Geography, Home Economics, Integrated Science, Liberal Studies, Mathematics, Music, Physical Education, Physics, Putonghua, and Visual Arts.
- b. During lessons, teachers stretched students' potentials using different teaching strategies such as cooperative learning, project work, etc. Activities and visits included Laboratory Safety Poster, Inter-class and Inter-House Singing and Music Contests, ceramic and pottery design, Emcee training course, field trips, Innotech Expo 2018, Visits to Tai Kwun Centre, etc.
- c. Students were encouraged to join Gifted Education courses, Chemistry Olympiad, the Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, Hong Kong Schools Drama Festival, Open Robotic Competitions, STEM Competitions, Inter-school sports competitions, Mathematics Olympiad, courses on Astronomy, Physics Olympiad (HKPhO), Secondary School

Mathematics & Science Competition (SSMSC), JA Programme, the Hong Kong Geography Olympiad, Huaxiabei National Mathematics Olympic Invitation Competition, etc.

Reflections:

1. It is suggested that more time be allocated for cultural exchange with students' counterparts in Mainland secondary schools so that they could have more in-depth discussion.
2. It is suggested that more Teaching Assistants be hired to support activities organized by various teams, committees and clubs.

E. Financial Summary (Government and Non-government Fund)

1. ESCBG Account (2018/2019) Financial Year

	Income \$	Expenditure \$
Balance B/F from 2017/2018 Financial Year	1,432,563.00	---
(a) Non-school-specific grants		
- Subject Grants	583,244.00	500,381.27
- Other Education Purposes	0.00	500,000.00
- Baseline adjustment - GSS	(83,161.00)	
Sub-total:	500,083.00	1,000,381.27
(b) School-specific grants		
- Composite IT Grant	403,238.00	257,963.25
- Extra Recurrent grant under ITE4 - GSS	66,740.00	62,152.00
- Capacity Enhancement Grant	1,107,772.00	856,534.63
Sub-total:	1,577,750.00	1,176,649.88
Surplus C/F for 2019/2020 Financial Year	1,333,364.00	---

2. Extra-curricular Account (2018/2019) School Year

	\$
Balance B/F from 2017/2018 School Year	315,663.75
Income	1,640,358.55
Expenditure	1,695,403.76
Year Deficit	(55,045.21)
Total Balance C/F for ECA A/C in 2018/2019 School Year	260,618.54

3. SMI Fund Account (2018/2019) School Year

	\$
Balance B/F from 2017/2018 School Year	211,372.44
Income	144,852.71
Expenditure	242,106.40
Year Deficit	(86,359.29)
Total Balance C/F for SMI Fund A/C in 2018/2019 School Year	114,118.75