



HOLY TRINITY COLLEGE

School Annual Report

2008/2009

Holy Trinity College

Annual School Report

2008-2009

Contents

1. Our Vision and Mission	Page 1
2. Our School	Page 2
3. KPM Report	Page 3-11
4. Report on Major Concerns (Achievements and Reflections)	Page 12-16
● To Prepare Well for the New Senior Secondary Curriculum	
● To Enhance School Effectiveness through Self-evaluation	
● To Build up Student Quality as Trinitians	
5. Financial Summary	Page 19
6. Use of Capacity Enhancement Grant	Page 20
7. Student Performance	Page 21-23
8. Exchange Programmes to Mainland and Overseas	Page 24-26
9. Conclusion of School Report on Management & Organization, Learning & Teaching, Student Support & School Ethos, Student Performance	Page 27-30
10. Record of Principal's Continuing Professional Development	Page 31-33

1. OUR VISION AND MISSION

Our Vision

In keeping with the mission of the Sisters of the Precious Blood, we have defined our vision for all staff and students:

- To provide a good and all-round education
- To develop the truth, goodness, beauty and holiness of a person
- To give priority to religious and moral education
- To spread the words of the Gospel
- To teach students to be happy to serve others, and be good citizens who are ready to contribute positively to their society and country

Our Mission

At Holy Trinity College we are committed to:

- ◆ Attaining the all round development of the students
- ◆ Providing a happy learning environment
- ◆ Building up a strong family spirit in the campus, modelling on the unity, love and harmony of the Father, the Son and the Holy Spirit of the Trinity, after Whom our school is named
- ◆ Encouraging students to work hard in their studies and to take an active part in extra-curricular activities
- ◆ Developing students into independent-minded individuals with an awareness of the community
- ◆ Equipping our students with diversified knowledge, functional skills and proper attitudes which will help them lead a full life and play a positive role in society
- ◆ Empowering our students to develop their potential.

2. OUR SCHOOL

Background of school

The congregation of the Sisters of the Precious Blood first set up Holy Trinity College in 1966. It was granted status of a government subsidized school in 1978. In 1998, the school was ranked among 114 Hong Kong secondary schools using English as the Medium of Instruction (EMI). In an April 2000 publication by the Education Department, the school was evaluated as among the top forty-four value-added schools. In 2004, the Education and Manpower Bureau recruited twenty-two Hong Kong secondary schools, with Holy Trinity College among the list, to join hands in fostering a sister-school spirit with secondary schools in Beijing. The school celebrated her 40th Anniversary in 2006 and the guests of the Open Day and other celebrations witnessed the growth and development of the school.

Students and Staff

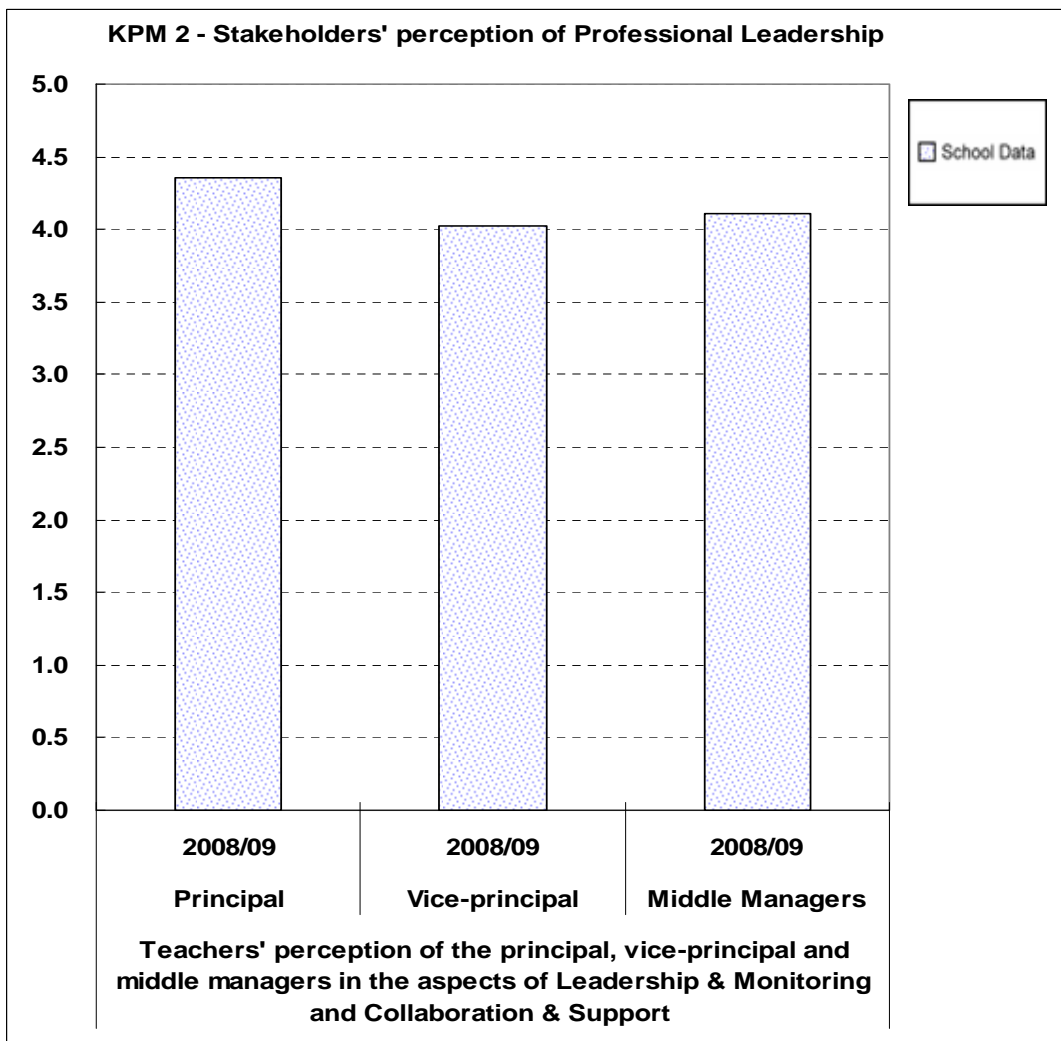
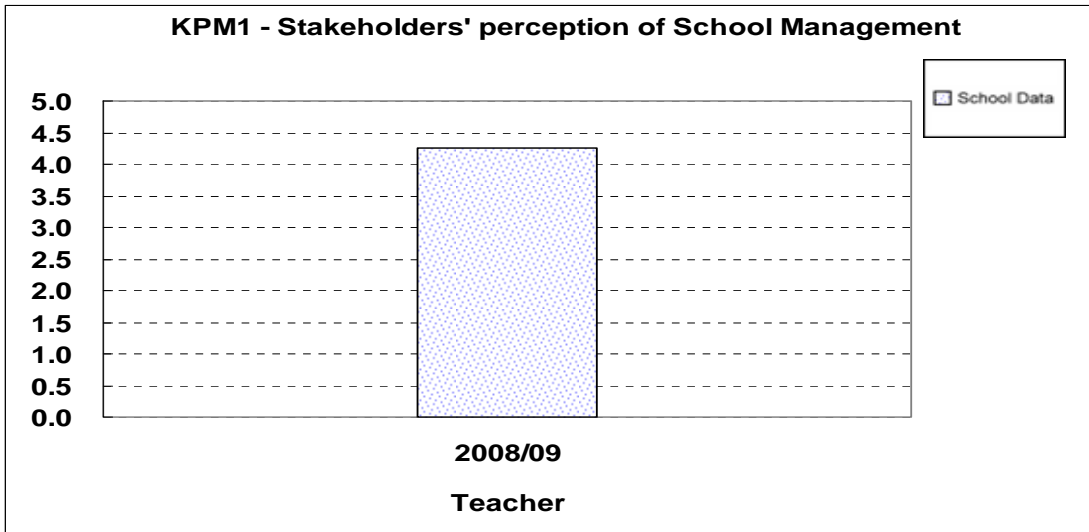
Currently, the school contains a total of 31 classes that run on a whole-day-school timetable and a student population of 1139. Besides the principal, there are 62 teachers, plus 24 clerical and menial staff. Among them, 30% have been serving the school for over 20 years, with the remaining 48% serving over 10 years. Over 95% of our teachers are degree holders, among them, 25 have attained Master's degree. We also have a Pastoral Care Worker and a school social worker.

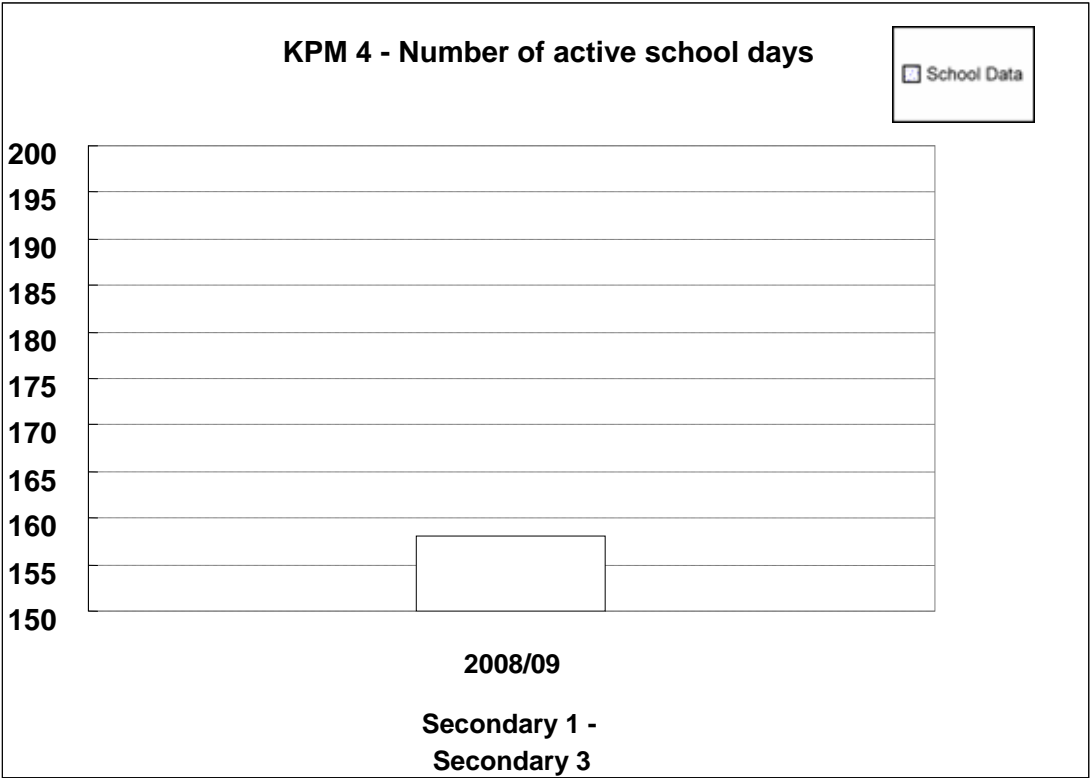
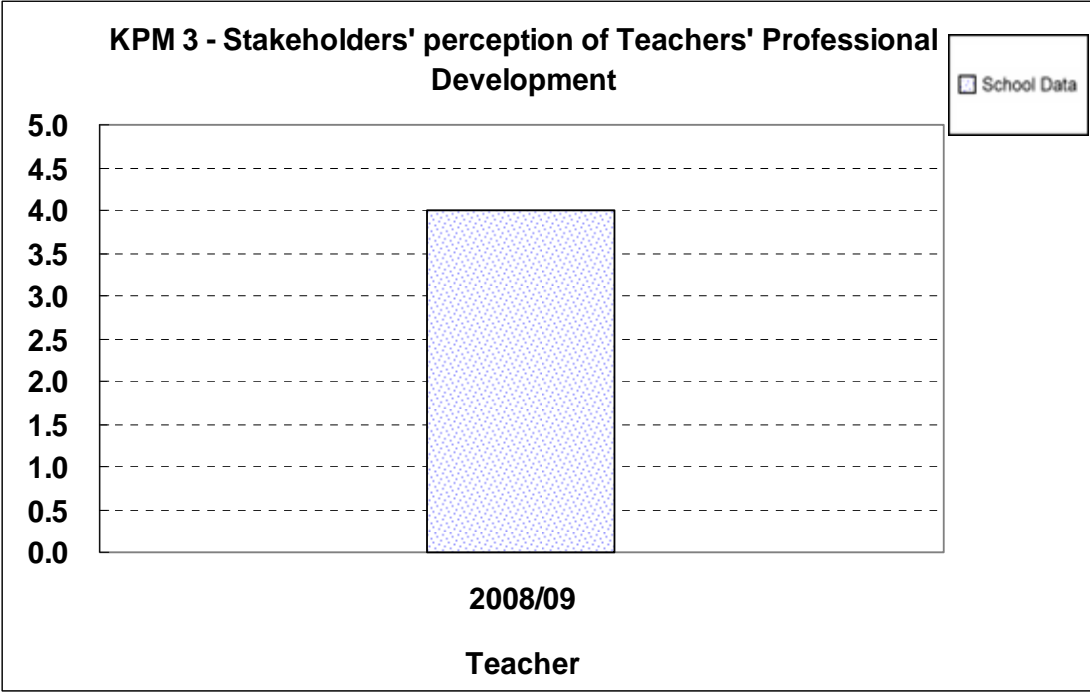
School facilities

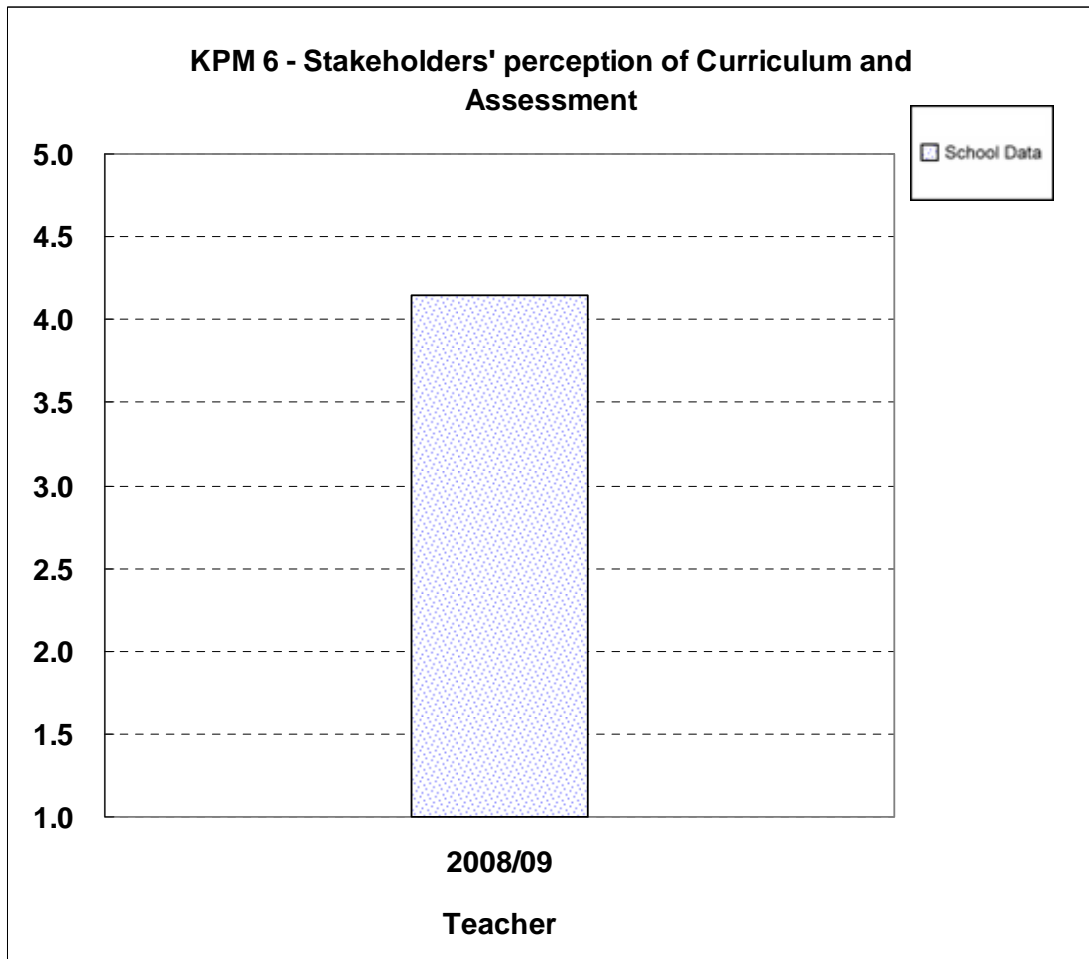
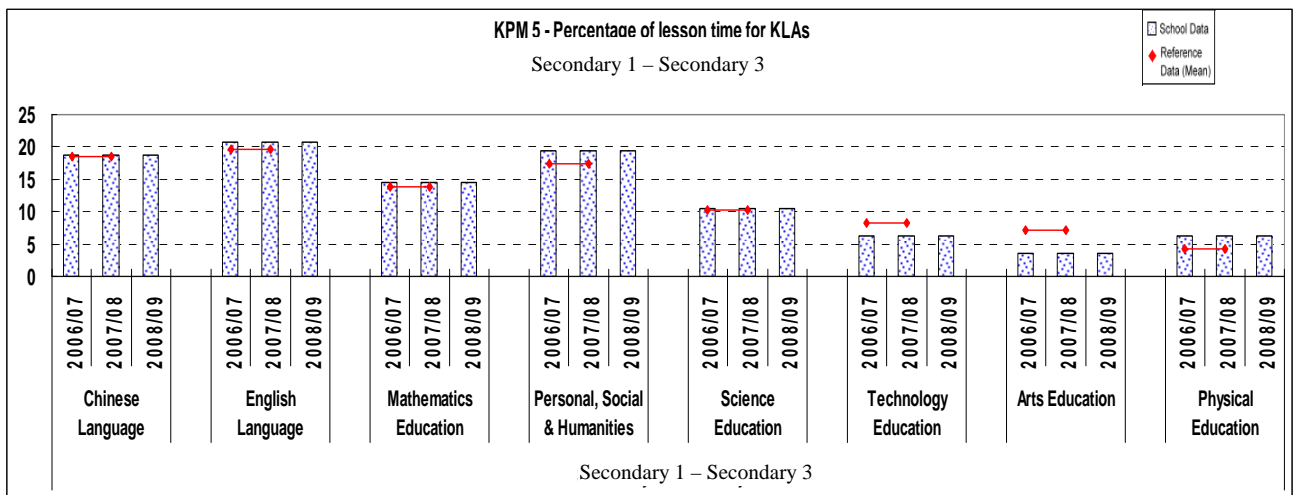
Under the School Improvement Program, the New Annex was completed in October 2005. The completion of the project allows students additional space for activities and provision of upgraded Information Technology facilities. At present, all classrooms have a computer, a projector and a visualizer already installed to ensure efficient transmission of news via the Internet, and reinforce application of the School Intranet for student learning and assignment, as well as circulation of questionnaires and collection of survey results.

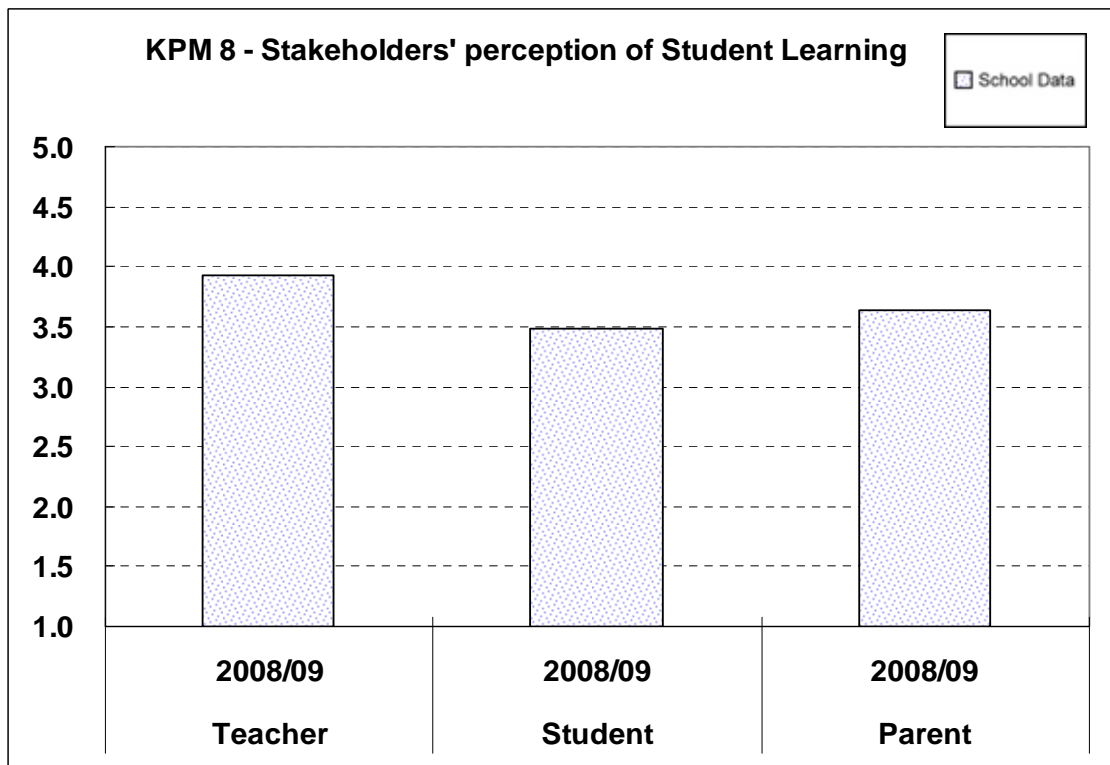
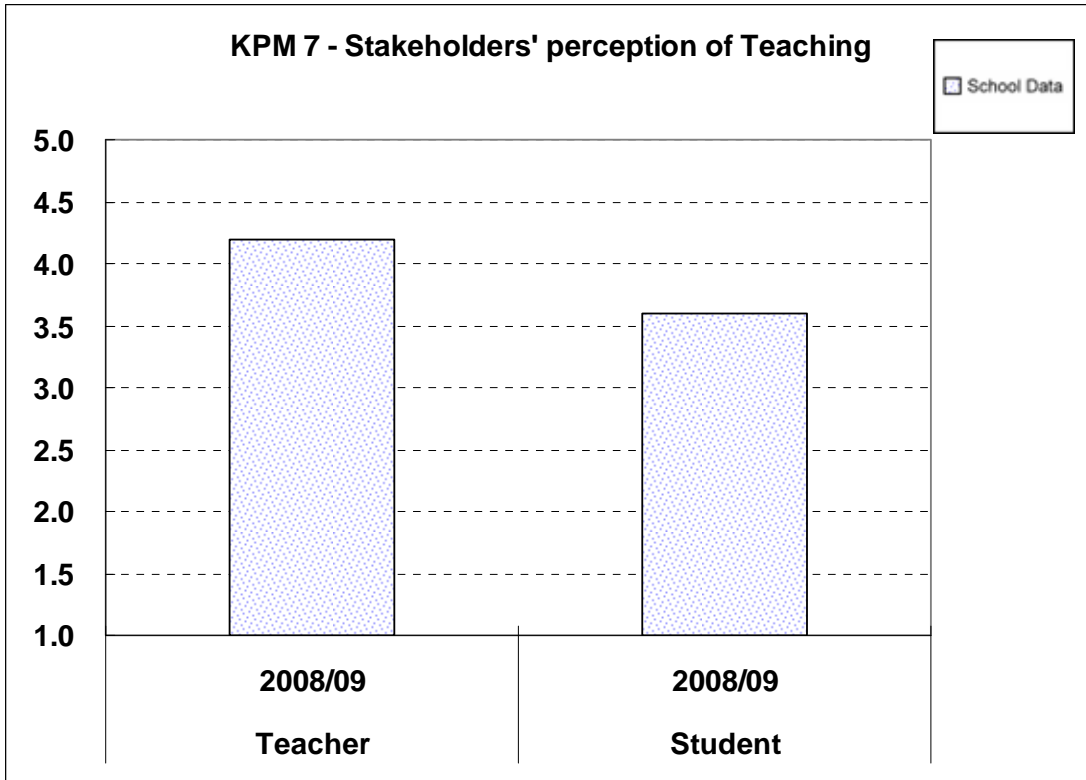
The school has 31 standard classrooms, a school hall and a library, a new staff room and conference room, three multi-media rooms, two computer assisted learning centres, one language room, four science laboratories, a student activity centre, a multi-purpose room and other special rooms for cultural and social subjects.

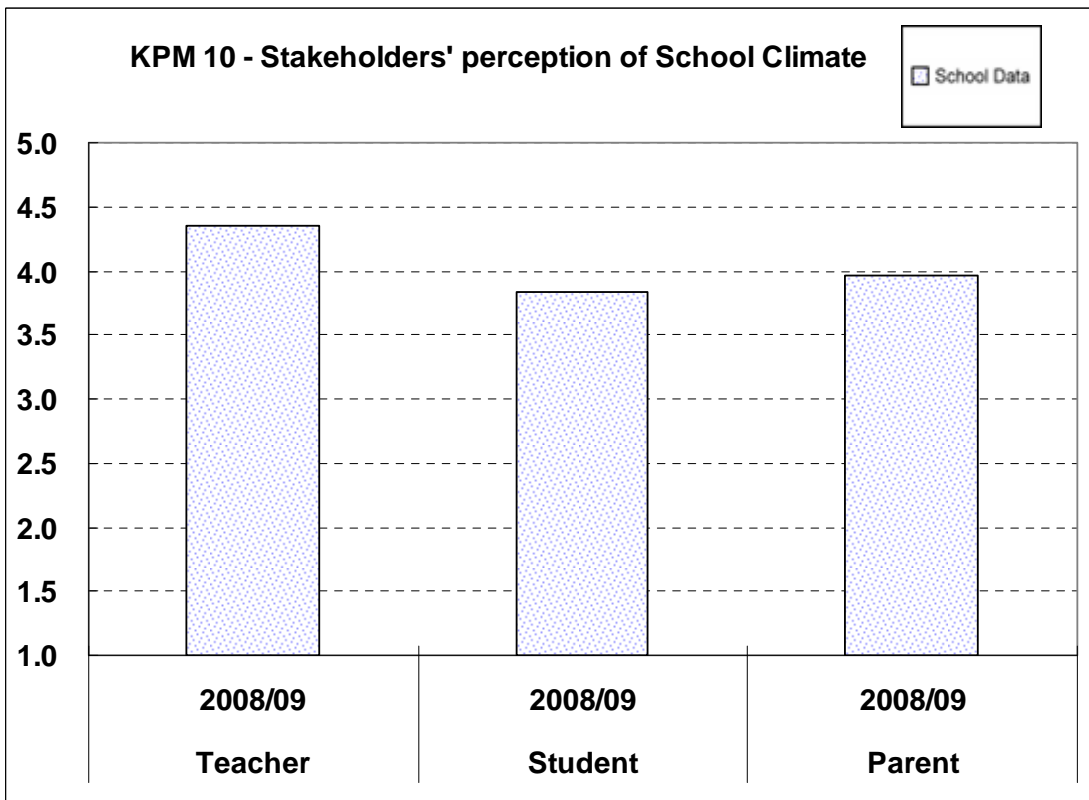
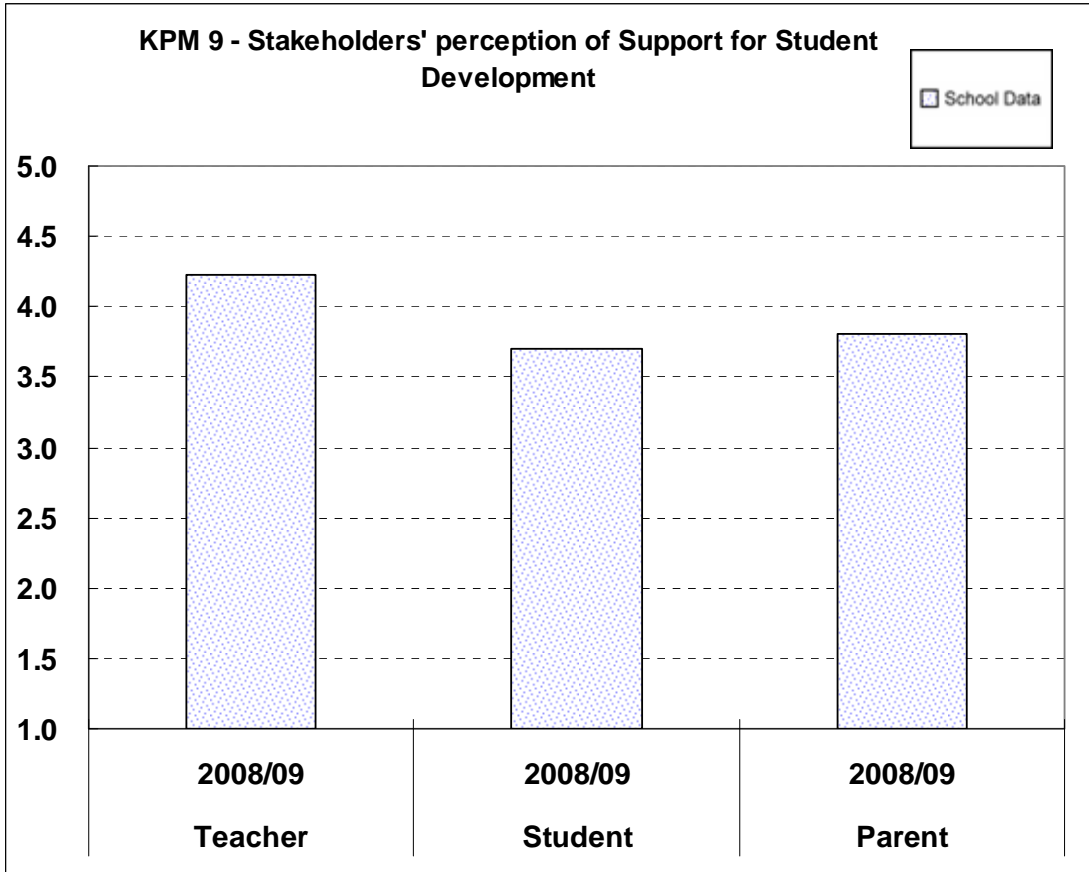
3. KPM REPORT

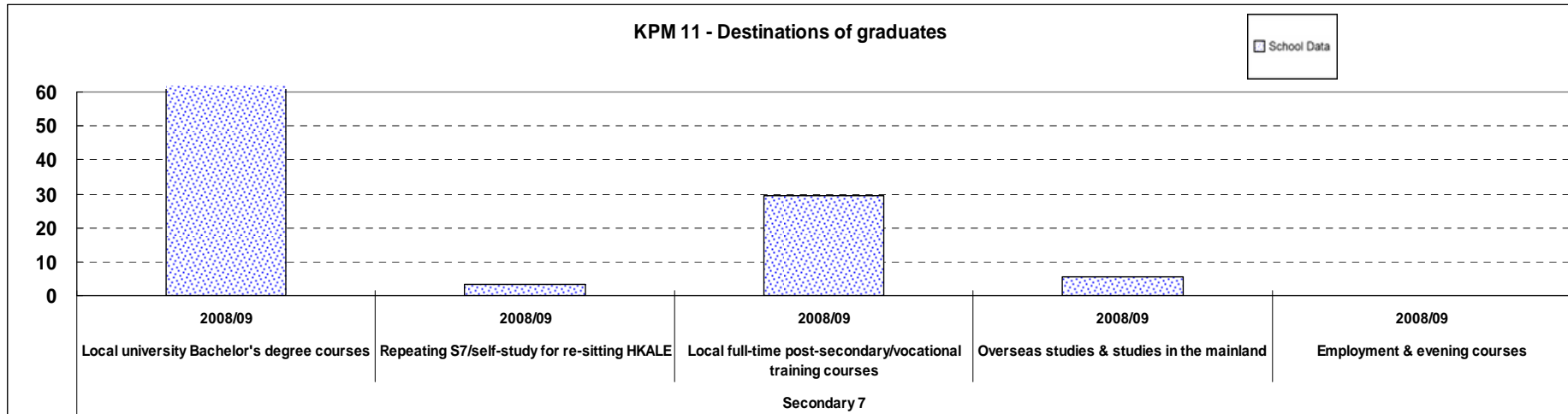
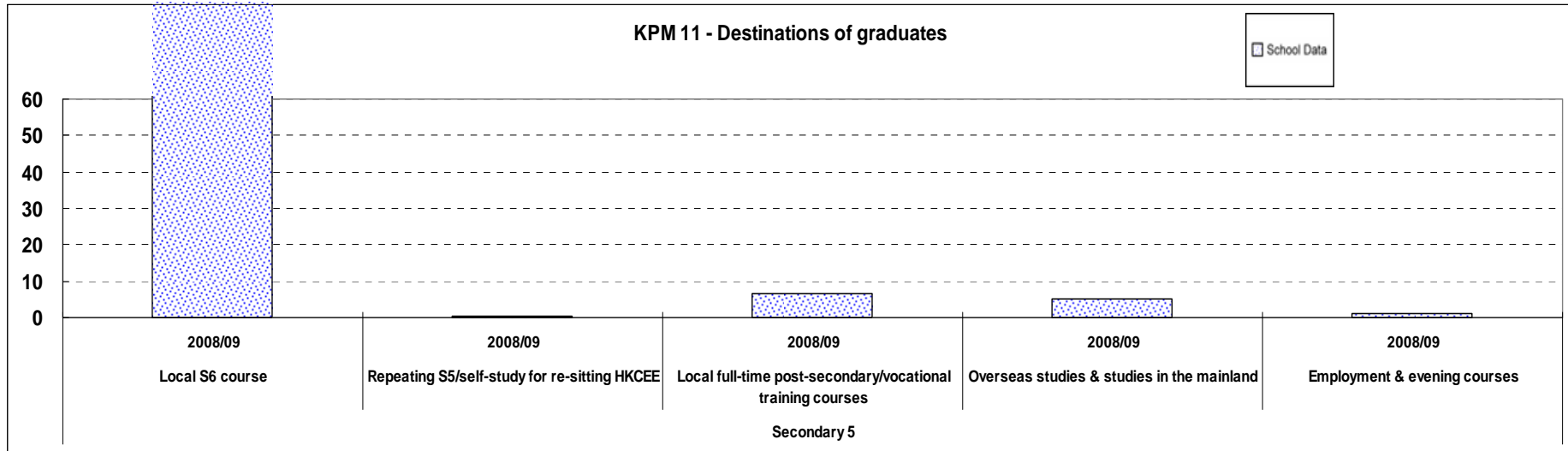


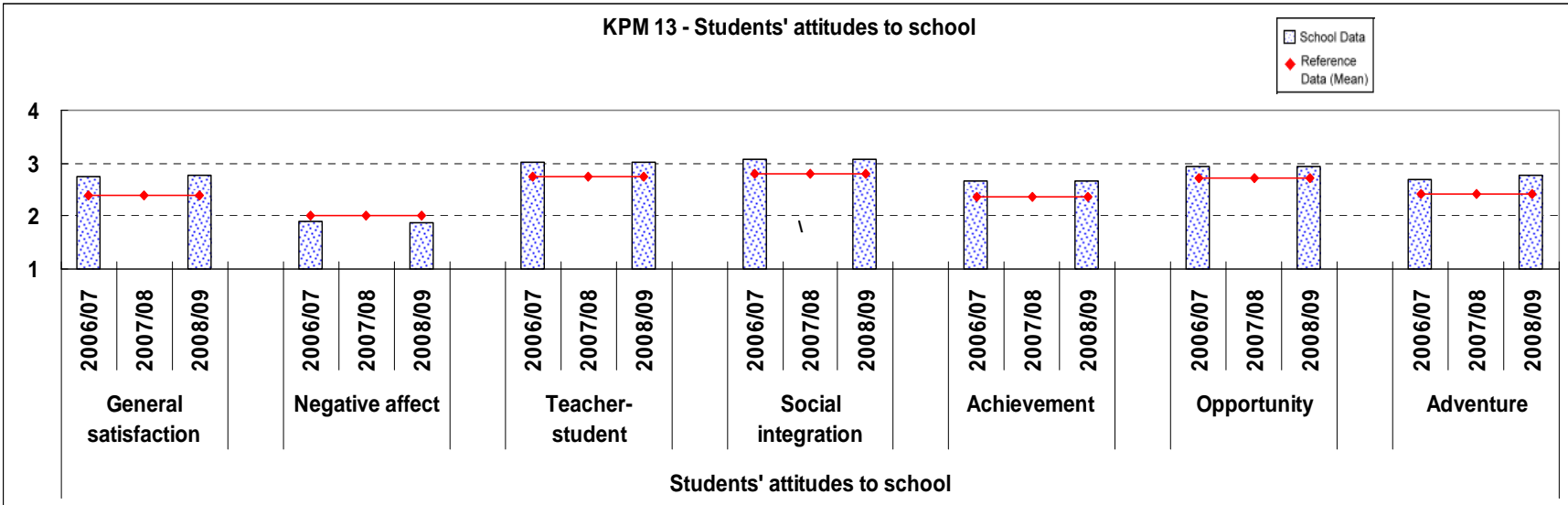
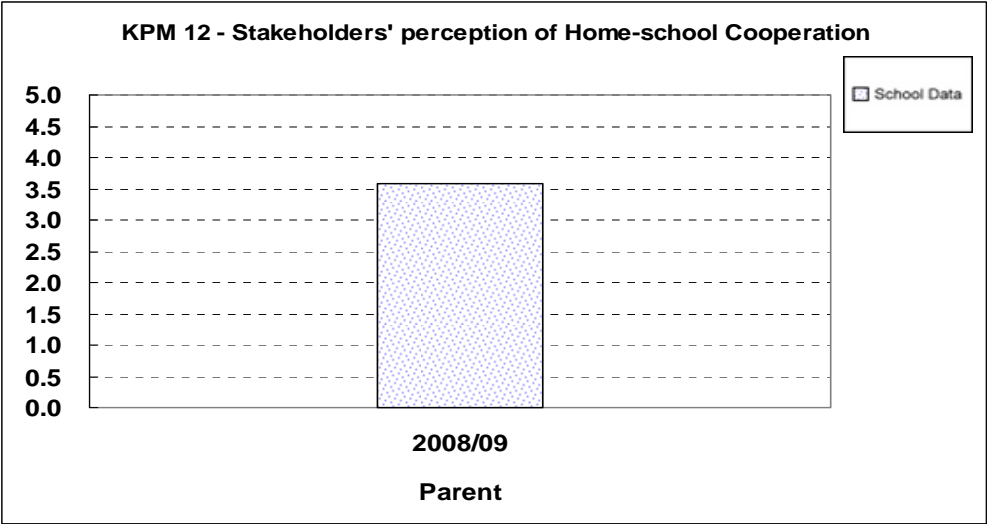


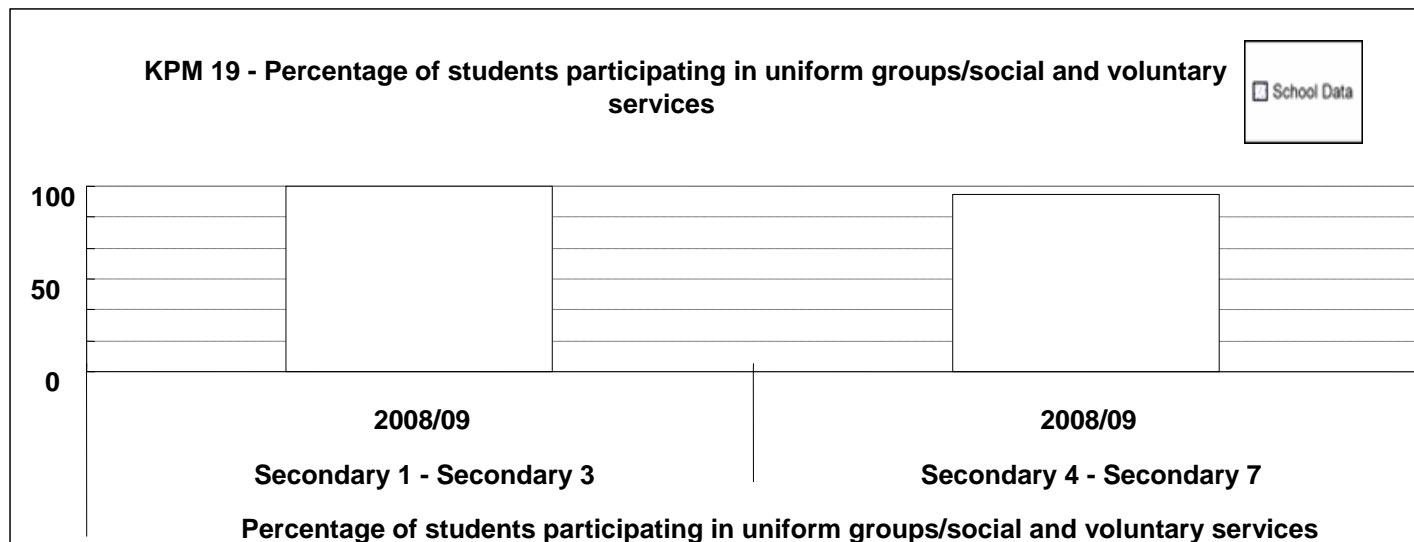
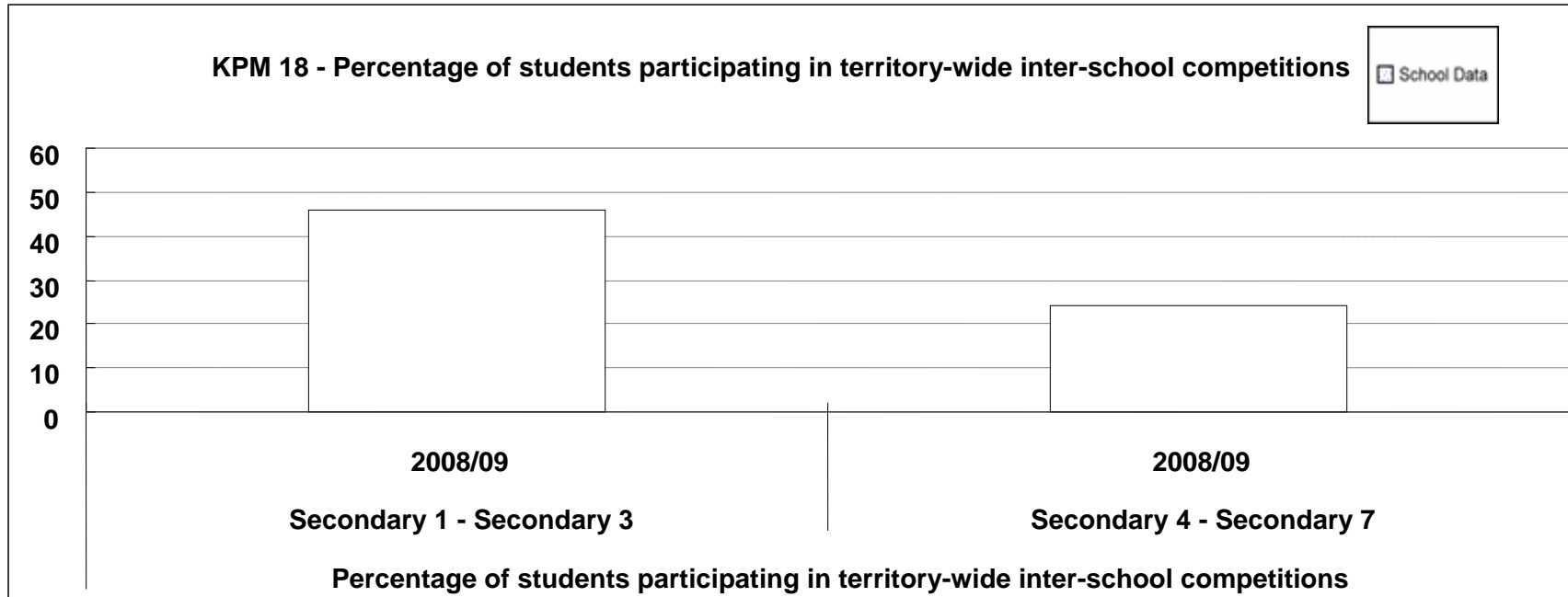


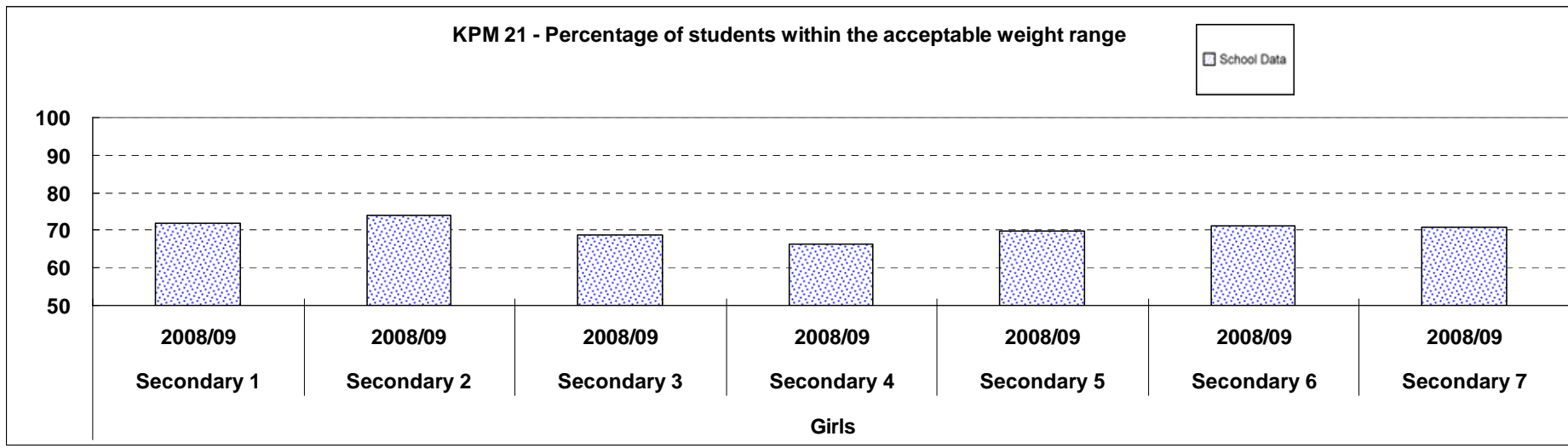
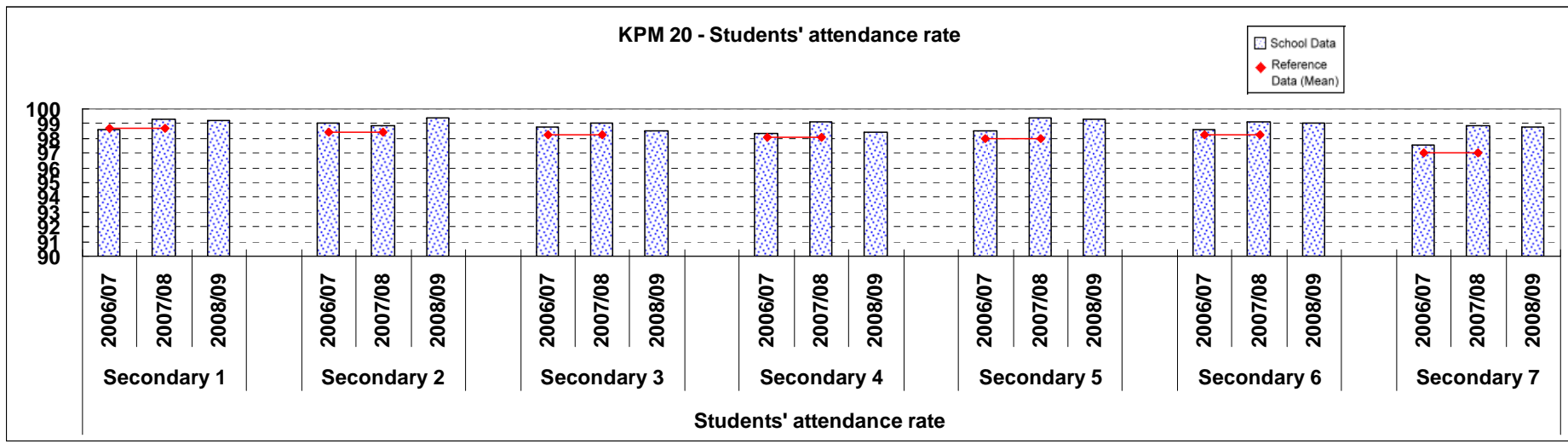












4. Report on Major Concerns 2008-2009 (Achievements and Reflections)

To Prepare Well for the New Senior Secondary Curriculum

Achievements

- Stakeholders were well informed of the progress of preparation for the New Senior Secondary Curriculum implementation. Special meetings were arranged for parents and students of F.3, informing them of the combination of elective subjects and the points to note when making their choice in subject selection.
- Teachers of various panels completed training for implementing NSS curriculum in subject knowledge, skills, pedagogy and assessment. They were more confident with its implementation in 2009-10. Teachers welcomed the arrangement of hiring substitute teachers to reduce their examination invigilation duties. They made use of the time for collaborative lesson planning for NSS curriculum.
- The completion of the 15-day intensive in-house training workshops on Teaching Drama as NSS elective module not only boosted English Language teachers' confidence, but also equipped them with skills in consolidating their pedagogy in teaching this elective module. The introduction of intensive Drama Workshops to F.1 students enhanced their language proficiency in speaking and script writing through interactive teaching and learning, with full support from the expert teacher from the United Kingdom.
- Chinese Language teachers found the support services from the EDB useful in collaborative lesson planning, lesson observation and lesson analysis. Teachers worked in groups to design pedagogy and try these out in F. 4 classes with success. The effort put in preparing for the selected topics was rewarding and teachers' confidence in the NSS curriculum implementation was greatly enhanced. The setting up of Chinese Debate Team and the inter-class and inter-level debate competition boosted the confidence and debating skills among the participants and audience.
- Goal setting and life-planning were topics introduced in Ethics syllabus to promote self-regulated learning. Majority of students succeeded in setting clear and achievable goals and followed their plan accordingly.
- Cross-curricular activities with an aim of extending learning beyond the classroom were successfully conducted in different forms. Through observation and investigation of the wetland, students of F. 4 & F. 6 had a better understanding of concepts of "bio-diversity" and threat of human destructive actions on the wetland.
- Various projects and life-wide learning activities enabled students to polish their critical thinking skills and analytical skills. The 15 self-regulated learning projects implemented at all levels witnessed positive learning attitudes, creativity and good collaborations among

students in Geography classes at all levels.

- Implementation of self-regulated learning in different panels helped train students to be independent learners. Examples include: Knowledge Building Forum enabled students' discussion on particular biological issues while Chinese History Forum encouraged peer learning, developed their critical thinking and consolidated the knowledge learnt in lessons. Students were able to apply this in problem solving, thus fulfilling the purpose of self-regulated learning.
- Upgrading facilities and installation of new equipment helped in enhancing students' self-regulated learning and paving the way for promotion of mobile learning. Students made full use of the software installed in classrooms to explore the Google Earth and Google Map. Students' regular use of digital maps and producing their own maps with the ArcView were encouraging.
- The installation of new school intranet system "e-Class" enabled processing of report cards and student learning profile after function testing and trial run. The trial run of the record system for Student Learning Portfolio for F. 1 – 3 students was completed. Students were guided to review the activities they participated in by adopting a self-reflective approach.

Reflections

- In view of the implementation of NSS and the fade out of the current curriculum, F.7 and F.5 students had to work harder in order to meet the basic requirement for tertiary education. Some weaker students showed sign of giving up in the elective subjects, resulting in their poor learning attitude in class and failure to submit assignments. More effort should be put in to monitor the learning progress of these students.
- With an aim to develop all students into self-regulated learners, handling learner diversity would top the agenda of the major concerns in the coming 3-year development plan.

To Enhance School Effectiveness through Self-evaluation

Achievements

- Individual teachers were confident to communicate with school administrators in the deployment plan and they were willing to voice their opinions for the betterment of the school.
- Teachers were enthusiastic in giving suggestions in the Dialogue with the Principal regarding school improvement, especially in up-keeping good discipline among students and developing students' leadership skills. The input by class teachers and subject teachers in the four Form Meetings held annually provided solid data for identifying learning gaps of students across levels and what learning was still to be attained.

- Opinions on planning, implementing and evaluation of school events were collected from teachers invited to the Administrative Committee meetings as well as from the representatives in the Advisory Committee. The annual survey completed by different stakeholders informed the school which domain required improvement.
- Individual panels implemented Action Plans with focus on learner diversity. Both remedial and gifted programmes were provided to cater for the different needs of the students. The Chinese Language Panel continued to implement the Advanced Writing Course for the gifted students of each form. The Mathematics panel confirmed that students benefited from the new arrangement of allocating different questions/topics in the past public exam papers to students of different forms according to their level of difficulty and the related syllabuses learnt.
- Teachers carried on with the good practice of collaborative lesson planning and teaching, as well as analysis on lesson observation, taking into consideration the diverse abilities among students. The self-reflection and sharing among teachers formed a trusting relationship among the panelists.
- Students continued to set goals in co-curricular activities participation through the Activity Participation Log Book with advice from class teachers and Ethics teachers on goal setting and evaluation.
- The use of Octopus Card in taking student attendance was fully implemented in the second term. This facilitated checking and retrieving student attendance information.

Reflections

- The weak foundation in the core subjects of some F.1 students indicated the need in remedial teaching and supplementary lessons as well as extra help for these students.
- The use of the octopus system in collecting money and fees would be further explored to minimize the handling of cash by Students' Association and the General Office.

To Build up Student Quality as Trinitians

Achievements

- Reading to learn was put into practice to consolidate the skills of students in search of information and analysis of information obtained. F. 2 students showed their ability and interest in searching for and reading newspaper articles and books related to science. They were capable of giving comments and respond to others' comments in a constructive manner. Peer learning and logic in thinking were further enhanced through this activity. In "Blog Reviews" of Form 4 Information & Computer Technology class, technology reviews from different students promoted sharing among themselves and enhanced their daily IT application. The inclusion of peer comments improved their sense of ownership of knowledge learnt. The introduction of self-learning worksheets in Information & Computer Technology proved to be the right direction for training students to be independent learners. Students of F. 4 Economics classes were assigned topics for self-study and they were found to be capable of understanding the topics and completing the writing tasks. This attempt at enhancing self-regulated learning proved successful.
- Students were provided with ample Other Learning Experiences (OLE) through participation in subject-based activities and activities organized by various boards. Participation in open and internal competitions trained students' generic skills. The participation in Mathematics contests and Science competitions further stretched the abilities and promoted creativity and leadership skills among students of junior level. Students' application of knowledge acquired in Physics classes proved valuable in competitions like Astronomy Competition and Bridge Building Competition.
- The whole school approach to health education programme was a driving force for students to adopt a healthier eating habit and they were willing to eat fruit every day. The joint effort in this programme was the key factor in making the new trend of eating healthy a reality.
- The Youth Leadership Programme of Toastmaster International succeeded in training F. 6 participants in their oral skills and developing their self-confidence in public speaking. Opportunity to empower junior form students as leaders was provided in the two visits by school principals and teachers from the mainland and in another visit by students and teachers from Singapore. Our junior form students acted as school ambassadors and showed their hospitality towards these guests, providing clear explanation during lesson observation.
- Learning beyond the classroom broadened the vision of our students. Financial management was introduced to F. 3 students through a workshop on "Health Budgeting". The interactive drama on Drug Prevention for junior level was well-received. The various exchange programmes enabled students to experience cultures in its context. Through participation in the Study Tour to the High School Affiliated to the Renmin University – our sister school in Beijing, 60 students of F. 4 and F. 6 visited and studied the old and new architecture in Beijing

and experienced the life of Beijing students in a week's time. Students shared their learning and reported a positive impact on their national identity. Their sharing in the School Assembly promoted national education and it was well-received. Students joining the United Kingdom Study Tour reported similar learning during their overseas adventure. The English speaking skills and writing skills among participants improved in leaps and bounds after the programme. Their joint effort in the publication of their learning was highly commended.

- Students had ample opportunities to serve their schoolmates as well as the community at large through Big Sister Scheme of the English Language Panel, School Prefects of Discipline Board; Careers and Guidance Prefects of Careers and Guidance Boards; Library Prefects of Library Board, Student Association of the Activity Board, volunteers of the V-NET. The comprehensive social service projects of all F. 4 students in Ethics subject extended the students' potentials and abilities further, with emphasis on training leadership skills of the students and showing care and concern for the needy.
- A number of religious activities were carried out with support from the Pastoral Care Worker and teachers with an aim to building up Trinitians' virtues like kindness, cooperation, connectedness, gratitude and loyalty. The liturgy "Blessing of Graduates" especially organized for graduates was well-received. Graduates made their pledge to continue striving for excellence in their future academic pursuit and career aspiration.

Reflections

- Students in general were obedient and rule-abiding. However a few students were not motivated to learn because of their weak foundation in English Language so the challenge for them to learn in the medium remained great.
- Students lacking parental guidance and support showed withdrawn behaviour in class. Their low self-esteem and poor learning attitude continued to be a challenge to teachers.

5. Financial Summary (09/2008 – 08/2009) As at 31/08/2009

		Income(s)	Expenditure (s)
(A)	Balance B/F 07-08 (Government Funds)	\$12563363.83	
I.	OEBG		
	(a) General Domain		
	1. Administration Grant	\$3389843.27	\$2916170.00
	2. School & Class Grant	\$710511.83	\$828193.49
	3. Subject and Curriculum Grants	\$137650.00	\$119854.42
	4. Other Grants	\$1013244.00	\$937227.00
	Sub-total	\$5251249.10	\$4801444.91
	(b) Special Domain		
	1. Guidance Programme Fund	\$7101.00	\$2552.70
	2. Chinese Extensive Reading	\$13893.00	\$11536.70
	3. English Extensive Reading	\$13893.00	\$7623.90
	4. Capacity Enhancement Grant	\$463100.00	\$552302.45
	Sub-total	\$497987.00	\$574015.75
II	Grant Outside OEBG		
	1. Salaries Grant & P.F.	\$31586645.82	\$31583815.81
	2. MPF	\$12033.42	\$12033.42
	3. Supply Teacher Salaries	\$229260.00	\$229260.00
	4. Lab. Tech. Salaries Grant	\$1114256.00	\$1114255.00
	5. Non-teaching Staff Employer's Cont't. to PF / MPF	\$388877.59	\$385331.50
	6. Home School Co-operation project	\$9600.00	\$9600.00
	7. Composite F & E	\$456134.00	\$1026021.35
	8. Substitute Teacher Grant	\$41536.32	\$19928.00
	9. Teacher Prof. Prep. Grant	\$500000.00	\$239850.00
	10. NSS Curri. Migration Grant	\$110000.00	\$191853.00
	11. Government Rent & Rates	\$620696.00	\$620696.00
	12. HKJC Life Wide Learning Fund	\$76306.00	\$76302.00
	13. Mortgage Interest Subsidy Scheme	\$5926.46	\$5926.46
	14. Enhanced Sen. Sec. C S Grant	\$421140.00	
	15. Understand Our Motherland Programme Grant 2008	\$35200.00	\$32250.00
	16. PATHS (incentives to Control School)	5000.00	\$8565.20
	17. Grant Upgrade Websams Sec. Grant	\$53600.00	
	18. Swine Influenza	\$6000.00	\$6000.00
	19. Special One-off IT Grant under Third Strategy on IT in Education	\$280818.00	
	Sub-total	35953029.61	\$35561687.74
	Government Fund Surplus for Sept. 08 – Aug. 09	\$765117.31	
(B)	Balance B/F 07-08 (School Funds)	\$9033207.61	
	1. Scholarship & Donations	\$44607.80	\$76100.00
	2. Approved Collection	\$18924.00	\$170532.80
	3. Others	\$301066.81	\$572667.03
	Sub-total	\$364598.61	\$819299.83
	School Fund Surplus for Sept. 08 – Aug. 09	(\$454701.22)	
(C)	Funds Outside Government Fund & School Fund		
	Additional Support for EMI School	\$480000.00	\$240000.00
	Sub-total	\$480000.00	\$240000.00
	Government Fund surplus as at Aug. 09 (Grants received in advance deducted)	\$13093505.95	
	School Fund surplus as at Aug. 09	\$8589906.69	
	Funds Outside government Fund & School Fund surplus as at Aug. 09	\$240000.00	
	Total Surplus as at Aug. 09	\$21923412.64	

6. Use of Capacity Enhancement Grant 2008-2009
Balance as at 31/08/2009

Item		2008-2009		
		Provision	Expenses	Balance
Grant Received for 2008-2009	\$463100.00			
Rental for IGH (Basketball)		\$8000.00	\$1878.00	\$6122.00
Rental for IGH (Badminton)		\$6000.00	\$3569.50	\$2430.50
Rental for IGH (Volleyball)		\$8000.00	\$1656.00	\$6344.00
Rental for IGH (Table-tennis)		\$500.00	\$84.00	\$416.00
Rental for IGH (Squash)		\$9720.00	\$7044.00	\$2676.00
Coash (Badminton)		\$16000.00	\$18000.00	(\$2000.00)
Coach (Volleyball)		\$20000.00	\$27600.00	(\$7600.00)
Coach (Table – tennis)		\$12150.00	\$15930.00	(\$3780.00)
Coach (Squash)		\$3936.00	\$984.00	\$2952.00
Tutorial Class Mathematics		\$12600.00	\$10237.50	\$2362.50
Part – time Eng. Teacher (Salary)		\$113880.00	\$120879.00	(\$6999.00)
MPF for Part-time Eng. Teacher		\$4932.00	\$6043.95	(\$1111.95)
Part time Visual Arts Teacher (Salary)		\$54450.00	\$51975.00	\$2475.00
Full-time Technology & Living Teacher (Salary)		\$226080.00	\$226080.00	\$0.00
MPF for Full-time T & L Teacher		\$11304.00	\$11304.00	\$0.00
Computer Courses		\$24000.00	\$18240.00	\$5760.00
Jazz Courses		\$30000.00	\$19937.50	\$10062.50
Djembe Classes		\$5000.00	\$5453.00	(\$453.00)
Applied Learning Course 2007-09 for “Fashion Image and Hair Design” for a Prospective F.5 Applicant		\$907.00	\$907.00	\$0.00
Music Composition Course		\$4500.00	\$4500.00	\$0.00
Total :	\$463100.00	\$571959.00	\$552302.45	(\$89202.45)

7. STUDENT PERFORMANCE

2008-09 External Prizes

Academic Prizes

1	Sir Edward Youde Memorial Prizes for Senior Secondary Students	Scholarship	2				
2	60th Hong Kong Schools Speech Festival						
	Public Speaking Solo (Non-open)	Second	2	Third	1	Merit	6
	Public Speaking Team (Non-open)	Third	6	Merit	12		
	Solo Prose Reading (Non-open)	Second	4	Third	4		
		Merit	13				
	Solo-Verse Speaking (Non-open)	First	2	Second	6	Third	12
		Merit	91				
	Dramatic Duologue	Merit	4				
3	HK Students Open Speech Competition 2009 - Verse Speaking	Third Place	1				
4	2009 English Drama Fest - Outstanding Spoken English		21				
5	Stanford University EPGY Academic Talent Search English	High Distinction	1	Distinction	4		
	Writing						
6	Stanford University EPGY Academic Talent Search Mathematics	Distinction	1				
7	Australian Mathematics Competition 2008	Distinction	3	Credit	2		
8	SMAP 暑期數學提升課程	高斯數學獎	1	成績優異獎	6		
9	第一屆香港中學數學創意解難比賽	銅獎	4				
10	港澳數學奧林匹克公開賽	銀獎	1	銅獎	2	優異獎	9
		優良獎	10				
11	2009 香港解難奧林匹克	金獎	3	銀獎	7	銅獎	10
		隊際 優異獎	3				
12	第六十屆香港學校朗誦節						
	粵語詩詞獨誦	冠軍	3	亞軍	10	季軍	12
		優良	37	良好	3		
	普通話詩詞獨誦	冠軍	1	亞軍		季軍	3
		優良	15	良好	2		
13	「左思右想——國情電影影評比賽」	高質素評論獎	6	優秀報告獎	5		
14	徵文比賽	冠軍	1	亞軍	1	季軍	1
		最優秀入選作品	11	優異獎	1		
15	辯論比賽	最佳辯論員	2	積極參與獎	4		
16	演講比賽	優異獎狀	2	優良獎狀	2	良好獎	9
						狀	
17	文學創作比賽	優勝獎	4	冠軍	1	亞軍	1
		推薦獎	1	嘉許狀	10	優異獎	2
18	全港青年學藝比賽之中國古典詩詞朗誦比賽	優異獎	1				
19	第十三屆全港中小學硬筆書法比賽	優異獎	1	優良獎	3		
20	都市新聞精讀計劃 全港中學生閱讀新聞	大獎	11				
21	中國航天科技考察團 2008	優秀團員	1				

22	航天科學知識問答比賽	三等獎	3				
23	良師啓導計劃-未來科學家培育計劃	優秀學員獎	2				
24	國際初中科學奧林匹克-香港選拔	二等獎	1	三等獎	1		
25	創意媒體禁毒青年計劃	最佳遊戲概念	1	最佳劇本	4	最具創意遊戲	4
26	Secondary Schools Bridge Design Competition	2nd runner up	8				
27	Science Enrichment Programme for Secondary 3-4 Students	Bronze Certificate	3				
28	和富千禧企業家精神計劃	優異獎	4				
29	九龍玫瑰堂宣讀組 讀經比賽	季軍	1	殿軍	2	優異獎	1
30	2009 年度黃寬洋青少年進修獎勵計劃	獎學金	1				
31	第一屆深水埗傑出學生獎	傑出學生	3				
32	九龍地域傑出學生獎	優秀學生	1				
33	獅球教育基金 全港學界「最佳進步獎」	最佳進步獎	23				
34	國際成就計劃香港部 學生營商體驗計劃 企業公民獎、最佳年報優異獎、最佳報告演繹優異獎	中六學生					

Cultural Prizes

1	世界兒童畫比賽	金賞	1				
2	深水埗區中學組道路安全海報創作比賽	冠軍	1				
3	香港青少年科技創新大賽 科學幻科畫	優異獎	1				
4	全港青年學藝比賽 中學組	優異獎	2				
5	第 29 屆國際兒童繪畫比賽	良好	1				
6	第六十一屆香港學校音樂節 鋼琴獨奏	亞軍	2	季軍	1		
		小號獨奏	季軍	1			
		鋼琴二重奏	季軍	1			
7	第四十五屆學校舞蹈節 爵士舞 優等獎、中國舞 甲級獎						
8	第 34 屆全港青年舞蹈比賽銀獅獎						
9	全港中學校際烹飪比賽 2009	維他奶最具創意 豆腐食譜	2				

Service Prizes

1	2009-10 香港傑出青年義工		1				
2	香港青年大使計劃 銀章		1				
3	香港女童軍總會 隊伍優秀女童軍		1				
4	學生環境保護大使計劃 優異獎		13				
5	香港青年獎勵計劃	銀章	4	銅章	5		
6	公益少年團 團員獎勵計劃	紫章	4				
7	香港青年協會義工嘉許狀	服務 1000 小時	6	服務 400 小時	26	服務 200 小時	27
		服務 150 小時	17				
8	社會福利署義工服務嘉許狀	金狀	21	銀狀	42	銅狀	40
9	香港交通安全隊西九龍總區 傑出隊員		1				

- 10 香港交通安全隊 西九龍總區周年檢閱禮 優異獎 (第四名)
- 11 香港紅十字會 西九龍總部 PP 獎勵計劃總部最高晉升比率團隊冠軍
- 12 香港紅十字會 西九龍總部深水埗及石硤尾區青年急救比賽 最佳隊長、冠軍、季軍
- 13 香港紅十字會 漸進式活動獎勵計劃 金獎、深水埗區冠軍
- 14 2008 年度匯豐少年警訊獎勵計劃 最佳少訊學校支會冠軍

Sport Prizes

- | | | | | | |
|----|----------------------------------|------|---|----|---------|
| 1 | 屈臣氏集團 香港學生運動員獎 | | 1 | | |
| 2 | 學界越野賽 | 亞軍 | 1 | 殿軍 | 2 團體總冠軍 |
| 3 | 2008 年香港校際柔道公開賽 | 季軍 | 1 | | |
| 4 | 2008 NOW TV 青少年足球推廣 | 嘉許證書 | 2 | | |
| 5 | 中銀香港第 52 屆體育節地區精英隊比賽 | 季軍 | 1 | | |
| 6 | 中國香港柔道總會 2009 香港青少年柔道隊際錦標賽 | 季軍 | 5 | | |
| 7 | 隊際外展壁球比賽 | 亞軍 | 3 | | |
| 8 | 各區地域壁球比賽 | 冠軍 | 3 | 亞軍 | 3 |
| 9 | 深水埗區分齡乒乓球邀賽女子青少年組 雙打 | 亞軍 | 1 | 季軍 | 2 |
| | 單打 | 亞軍 | 1 | 季軍 | 1 殿軍 1 |
| 10 | 學界羽毛球比賽 九龍區第二組別 甲組 冠軍、丙組冠軍、團體總冠軍 | | | | |
| 11 | 香港學界乒乓球比賽 第二組 丙組 季軍 | | | | |
| 12 | 學界籃球比賽 女子第二組 乙組 亞軍 | | | | |
| 13 | 學界排球比賽 九龍區第二組別 甲組 亞軍、團體 亞軍 | | | | |

8. Exchange Programmes (2008-09)

** Classes in 2009-10**

	Class	Name	Name of Activity	Nature of Activity	Name of Organization	Time
1.	7A	Emily Wong	香港領袖生獎勵計劃	前往北京參加國情教育課程	EDB, Jockey Club	8 – 17/4/09
2.	7B	Tracy Man	香港領袖生獎勵計劃	前往北京參加國情教育課程	EDB, Jockey Club	18-27/12/08
3.	7B	Ada Tsang	香港領袖生獎勵計劃	前往北京參加國情教育課程	EDB, Jockey Club	8 – 17/4/09
4.	7B	Kelsey So	綿陽北川體驗行	前往四川服務地震災民	香港童軍總會	10-14/4/09
5.	7B	Kelsey So	青年環境零距離 – 肇慶交流團	與來自內地、韓國、香港的青少年到肇慶進行交流	環保觸覺	8/09
6.	7B	Rita Lau	韶關扶貧義教考察團	前往韶關義教及探訪活動	九龍社團聯會	27-31/12/08
7.	7B	Chloe Chong	韶關扶貧義教考察團	前往韶關義教及探訪活動	九龍社團聯會	27-31/12/08
8.	7B	Edith Yuen	韶關扶貧義教考察團	前往韶關義教及探訪活動	九龍社團聯會	27-31/12/08
9.	7B	Mandy Hui	香港青少年軍事夏令營	前往新團軍營訓練十五天	EDB	12-26/7/09
10	7B	Vivian Li	The Summer School for Effective Leadership @ HKU	在港大留宿十天，與各界領袖交流，促進全人發展	香港大學及青協合辦	15-26/7/09
11	7S	Celia Chan	韶關扶貧義教考察團	前往韶關義教及探訪活動	九龍社團聯會	27-31/12/08
12	7S	Carmen Chan	韶關扶貧義教考察團	前往韶關義教及探訪活動	九龍社團聯會	27-31/12/08
13	7S	Celia Chan	海南熱帶雨林考察團	前往海南了解熱帶雨林生態，與海南三亞旅遊學院學生交流	京港青年文化協進會	15-19/4/2009
14	7S	Cora Fung	海南熱帶雨林考察團	前往海南了解熱帶雨林生態，與海南三亞旅遊學院學生交流	京港青年文化協進會	15-19/4/2009

	Class	Name	Name of Activity	Nature of Activity	Name of Organization	Time
15	7S	Kitty Ip	2009 North America and Canada Concert Tour	Attending International Singing Festivals in Canada and the United States	Hong Kong Yip's Children's Choir	21/7/09 – 14/8/09
16	6A	Eve Yu	中日青年會議	中國與日本青年互相交流討論時事議題，如日本領袖參拜靖國神社	李寶椿國際聯合書院	11-19/8/09
17	6A	Serwing Lo	HKU Mentorship Program 2009	An exchange programme for HKU Alumni and students from Band One secondary school	HKUAA	14/7/09 – 15/8/09
18	6B	Agnes Mak	A Voyage of Songs	Go to Malaysia (Penang)	Hong Kong Music Office	2-6/7/09
19	6S	Angel Cheng	JSVA 2009 Summer Project - "WYSPA"	Providing social services with students from different schools	Joint-School Volunteers' Association	June – August 2009
20	5A	Sabrina Yeung	國民教育種子計劃	北京交流	國民教育中心	6-10/4/09
21	5D	Kelly Leung	New Zealand Cadet Forces Junior Outdoor Leader Course	Joining Outdoor Leader Course with Cadets from New Zealand	Hong Kong Air Cadet Corps New Zealand Cadet Forces	12-25/1/09
22	5E	Cynthia Ng	滬青港青少年 IT 夏令營	前往青島交流	Hong Kong Computer Society	3-8/8/09
23	5E	Sophia Luk	中國航天科技考察團	到北京作科技考察	香港新一代文化協會	27/12/08 – 2/1/09
24	5E	Flora Wong	中國航天科技考察團	到北京作科技考察	香港新一代文化協會	27/12/08 – 2/1/09
25	4A	Tiffany Chan	World Music Contest	Enter a competition in Holland with the Orchestra	The Tom Lee HK NeoWinds	22-27/7/09

	Class	Name	Name of Activity	Nature of Activity	Name of Organization	Time
					Wind Orchestra	
26	4A	Beatrice Chow	讓愛一起飛翔 – 金牌舞蹈展演	前往青島與當地舞蹈團交流	香港舞蹈團	7-13/8/09
27	3A	Natalie Cheng	志在千里計劃	前往廈門交流	香港小童群益會	18-23/7/09
28	3B	Mary Wong	香港外展訓練	訓練獨立及團體精神	Hong Kong Outward Bound	14-21/8/09
29	1B	Candy Ng	中國改革三十年專題研習	上海、南京	EDB	21-25/12/08
30	1D	Tina Yue	Educational Tour	Australia – Brisbane	Primary School	
31	1D	Natalie Poon	教育考察團	北京	小學	
32	1D	Iris Poon	教育考察團	廣州	小學	
33	1E	Alice Lee	赤子情、中國心	前往北京交流	小學	26-31/12/08
34	1E	Anthea Cheung	Study Tour	Australia	Primary School	1-10/3/09
35	1E	Jane Chan	開平考察團	前往開平考察	小學	12/08
36	1E	Kitty Fan	東莞考察團	前往東莞考察	小學	11-13/12/08
37	1E	Judy Chan	佛山考察團	前往佛山考察	小學	20-22/12/08
38	1E	Iris Lau	北京考察團	前往北京考察	小學	4/09
39	1E	Iris Lau	東亞藝術節	韓國	小學	7/08

9. Conclusion

Management & Organization

- With full support from the School Management Committee and the commitment and dedication of staff, the comprehensive preparation of the New Senior Secondary Curriculum and the interface with current curriculum were completed on schedule. School-based strategies, accommodating the needs of the students, were effectively drafted to lead the school to continuous improvement.
- The inclusion of both Head Prefect and the President of the Student Association in the Advisory Committee ensured full consultation with stakeholders in effective implementation of school policy and school development.
- The School Improvement Board reviewed teachers' performance management including an appraisal, lesson observation and reflection. Consultation with all teachers in the review process allowed thorough discussion and revision of the final version of appraisal with a purpose for professional development. The appraisal of individual teachers by panel and board chairpersons in alternate years would bring focus and provide space for improvement.
- Subject panel heads are conscientious in administering their respective departments. The supportive work atmosphere from the various panels constituted a significant strength in the school. Teachers benefit from a stronger collaboration spirit and a coordinating role in making pedagogical changes conducive to developing students' potential to the fullest.
- The school put into practice a mentoring scheme to help new teachers blend in with the school environment and culture. The school management continued allocating common free periods to facilitate collaborative lesson planning. The pre-lesson and post-lesson discussion was in particular valuable to new teachers. Teacher reflections written after lesson observations indicated commitment for professional development among the staff.
- The Action Planning on handling learner diversity by different panels set the direction for individual members to provide assistance to weaker students.
- The cooperation among staff in keeping stakeholders well informed of the progress in the preparation for the New Senior Secondary Curriculum was valued. Besides reporting on the progress and development in the NSS curriculum preparation in the Advisory Committee and the Parent Teacher Association Meetings, the Careers Board specially organized a talk for F.3 parents and students to keep them informed of the optimal combination of the elective subjects that best suit the needs and interests of the students.

- The appointment of library coordinator in each panel facilitated the selection, purchase of library books and learning materials for the new curriculum. The regular subject book display and library visit enabled students to make use of the library as self-regulated learning centre.
- With deployment of the Capacity Enhancement Grant, the school could hire professionals to develop students' multiple talents in sports, music and dance. The school was capable of tapping external resources such as contributions from alumni and the Parent Teacher Association to meet school needs. In addition, a pastoral care worker hired by the school sponsoring body was employed to nurture students' religious development.

Learning and Teaching

- The curriculum planning of Liberal Studies for SS1 was completed with full support from panelists. The NSSCMG enabled the hiring of a helper in searching and categorizing learning materials for lesson planning. This built up the resource bank for Liberal Studies and released the burden of the panelists who could concentrate on collaborative lesson planning. In addition to academic pursuits, a variety of life-wide learning and co-curricular activities to broaden students' horizon and develop their generic skills were in place.
- The school encouraged teachers to attend different NSS workshops to prepare for the new education era. The intensive in-house training workshops proved to be extremely helpful among English Language Panelists. The skills learnt consolidated their pedagogy in teaching Drama as an elective and also enhanced their confidence along the way. The school support in introducing the intensive Drama workshops to F.1 students allowed teachers to put into practice what they have acquired with full support from the expert teacher in class. The collaboration among teachers in trying out new pedagogy further reinforced the harmonious working relationship among teachers. Both teachers and students remarked that language proficiency in students was enhanced and they concluded that learning was fun.
- Emphasis on students' whole-person development was notable in the school. Cross-curricular activities helped extend learning beyond the classroom and students consolidated the learning of concepts in a real life situation. More effort was witnessed to inspire self-regulated learning among the students. Teachers succeeded in assigning topics for self-study and students submitted their written report, showing understanding of these topics. A general enhancement of students' learning skills and generic skills was shown and this reinforced independent learning among students.
- Development of critical thinking skills and debating skills was further enhanced with the introduction of inter-class and cross-level debate competitions in junior forms. The newly set up Chinese Debate Team provided students with plenty of opportunities to sharpen their debating skills in open competitions.

- Students were highly attentive with very good learning attitude and were always on task. Their self-learning ability and motivation were high. They had very good language command, both written and spoken. They were responsive in class and took initiative to learn and to express their opinions when inspired.
- The school had clear guidelines for assessing students' performance. The practice of continuous assessment throughout the school year put students to serious course work. A proper mechanism was in place to ensure the setting of quality questions in the examinations. Assessment data were duly analyzed to identify remedial actions required. Individual panels had a good grasp of assessment data to provide feedback for curriculum planning.
- Teachers were able to take into account learner diversity and drafted 'well designed' assignments that initiated peer assessment to motivate student learning. The various tasks drew out creativity and learning experience from the students. Teachers also used students' Learning Portfolio as a tool for progressive assessment.

Students Support and School Ethos

- The school took the 2009 Pledge Day Vow on "To Lead a Healthy Lifestyle and Positive Life". With the cooperation among various parties and the Health Ambassadors, the purpose of the action plan was achieved. The focus on drug education and prevention of drug abuse enabled students to have a more comprehensive understanding of the dangers of drug abuse and its detrimental harms on the body.
- The school was engaged in a whole-school approach in the area of discipline and guidance. A clear referral system was in practice and class interviews and Form Meetings at all levels were found effective. The close working relationship of the Discipline Board, the Guidance Board and the school social worker enabled the speedy response to discipline problems detected. The dual class teacher system in Forms 1-3 also offered strong support in the area of discipline and guidance. The trust and support from parents allowed greater cooperation with the school in responding to the needs of students in want of care and support.
- The school made good use of APASO data to inform planning. Numerous support programmes were in place to facilitate student support. Programmes such as Peer Tutor Programme and Big Sisters Scheme were implemented to assist the less able students, while enhancement courses were available for students with stronger abilities.
- The school also offered a balanced range of Other Learning Experiences and co-curricular activities covering academic, sports, recreation, religion and social service aspects. The various activities allowed expressions of individual talents and provided training for further development.

The school used the Capacity Enhancement Grant for the hiring of professionals in sports, music and dance activities. On the whole, student satisfaction in the co-curricular activities was great and a sense of belonging was hence cultivated.

- The numerous opportunities for students to participate in various exchange programmes succeeded in bringing global vision among the participants. The learning they gained in projects and cultural exchange programmes further stretched their language abilities and improved their leadership skills. The School Assemblies provided a stage for students of various forms to display their talents while bringing out the themes they selected.
- The school continued to benefit from the strong and dedicated parent members in the Parent Teacher Association. Their participation in school functions and generous donations in various forms built the strong spirit, confidence and trust in the school.
- The alumni played a vital role to facilitate school development. The generous donation from the alumni continuously helped many needy students to better their lives. The support from the Trinitians in the mentoring scheme formed a solid, well-bonded relationship among the past and current students.

Student Performance

- Our students demonstrated a serious learning attitude. They were conscientious and were highly motivated. Their good communication skills, marked with creativity, had positively impacted them in their learning and their relations with peers and teachers. Their sense of values, their leadership skills and their planning and organization power all added up to a promising development.
- Form 7 and 5 graduates of our school scored well above the territory averages. In the Hong Kong Advanced Level Examination, the percentage of students awarded minimum entrance requirements for local degree courses was also well above the territory averages of day-school students. This year five F.5 students meeting the basic requirement for Early Admission Scheme.
- Other than academic excellence, the students also exhibited outstanding results in participating in a rich variety of inter-school activities, whether they be mathematics contests, science competitions, speech, music, dance or sports. In particular, we witnessed students' impressive achievements in the Junior Police Call. Their caring attitude and enthusiasm in service all added solid values to the school motto of Wisdom, Charity, Courage, and Fulfillment.

10. Principal's Continuing Professional Development Record 2008-9

The total number of CPD hours for 2008-2009 is **200.5**

A. Structured Learning

The number of CPD hours of structured learning is **140.5** for this school year (2008-9).

No	Date	Hours	Venue	Seminar/Workshop
1.	19/9	1.5	Yaumati Catholic Primary School	Briefing Meeting of Beijing Study Tour
2.	27/9-1/10	18	Beijing China	Beijing Study Tour
3.	10/10	3	Kowloon Tong Education Services Centre	Using Electronic Learning Portfolio for School-based & Continuous Assessment of Student Learning Experiences
4.	1/11	4	Queen's College	NET Talk- Celebration of 10 th Anniversary of NET Scheme
5.	7/11	3	YMCA Waterloo Road	Seminar on St. Paul and Education
6.	19/11	3.5	YMCA Salisbury Road	Talk on Collaboration between Universities and Secondary Schools under 334
7.	21/11	2.5	Kowloon Tong Education Services Centre	Seminar on Mental Health
8.	26/11	1.5	Ming Yin College	ShamShuipo District Schools Partnership – Opening Ceremony
9.	27/11	6	HKIED	Seminar on Life Education, Students' Mind and Soul
10.	29/11	2.5	Windsor Building Wanchai	Seminar on Life and Death
11.	11/12	2.5	Kowloon Tong Education Services Centre	Guangzhou – Hong Kong Sister Schools Scheme Kick-off Ceremony
12.	13/12	1.5	HSBC Main Building, Central	JA Company Programme 2007/08 Trade Fair
13.	18-19/12	12	Guangzhou	National Education – Guangzhou Cultural Study Tour
14.	7/1	2	Kowloon Tong Education Services Centre	Professional Development Network for Knowledge Building in Schools
15.	8/1	3	Queen Elizabeth Stadium Wanchai	Anti-drug Education Conference
16.	10/1	4	HKUGA Primary School	Learning for the Future Conference

17.	12/2	7	Shun Woh Building CUHK	Education Reform and Challenges in Secondary Education : Taiwan and Hong Kong
18.	13/2	2.5	Productivity Building	Green Policy in School
19.	20/2	2.5	CUHK	New Asia College 60 th Anniversary Lecture
20.	7/3,24/4,1 5/5	9	Kowloon Tong Education Services Centre	School Managers' Advanced Programme
21.	1/4	3	Sheung Wan Civic Centre	Strategies to Facilitate Whole School in Catering for Learner Diversity
22.	7/4	6	Shun Tak Centre	Workshop on Negotiation and Mediation Skills for Teachers
23.	6/5	3	Kowloon Tong Education Services Centre	Practical Strategies for Schools to Implement the NSS
24.	11/5	2	Kowloon Tong Education Services Centre	Top 21 st Century Skills Valuable by Employers
25.	12/5	6	Li Ka Shing Faculty of Medicine HKU	334 Symposium "Core Curriculum"
26.	14/5	2	Tack Ching Girls' Secondary School	Seminar on Staff Establishment
27.	21/5	3	Queen Elizabeth School	NSS Preparation of the New Academic Structure
28.	22/5	3	Kowloon Tong Education Services Centre	Education Reform and Principal's Professional Development
29.	29/5	3	The Boys' & Girls' Club Association of Hong Kong	NSS- Critical Thinking Workshop
30.	22-23/6	12	Holiday Inn Golden Mile	IT in Education Pedagogical Series: e-Learning Training Workshop
31.	4/7	6	Hui Pun Hing Lecture Hall, Library Extension HKU	6 th Hong Kong Palliative Care Symposium

B. Action Learning

The action learning project on "To Lead a Healthy Lifestyle and Positive Life" was completed with full support from the Guidance Board, Civic Education Board, Mathematics and Science Society, School Health Ambassadors, Technology and Living Society, Ethics Panel, Chinese Language Panel. This cross-curricular project aimed at providing drug education to our students and introducing measures to prevent drug abuse. The number of CPD hours recorded is **10** hours.

C. Services to Education and the Community

The number of CPD hours of services to education and the community recorded is **50**.

	Date	Time	Venue	Services
1.	1/9	2	CGO Central	Consultation Meeting on Policy Address
2.	10/9	3	Kowloon Tong Education Services Centre	Debate Steering Committee Meeting
3.	18/10	3.5	HK Cultural Centre	Debate Workshop
4.	27/10	3	Kowloon Tong Education Services Centre	Debate Steering Committee Meeting
5.	6/11	4	CGO Central	80 th SCOLAR Meeting
6.	12/11	3.5	Kowloon Tong Education Services Centre	Steering Committee Meeting of Task Force on Language Support and PMIC Support Scheme
7.	15/11	4	Taikoo Primary School Taikoo	Drama-in-Education English Alliance Kick-off Ceremony and Seminar
8.	13/1	4	CGO Central	81 st SCOLAR Meeting
9.	23/2	3	Kowloon Tong Education Services Centre	Steering Committee Meeting of Task Force on Language Support and PMIC Support Scheme
10.	2/4	4	Oblate Primary School	Drama-in-Education Lesson Observation
11.	27/4	2.5	Marriot Hotel Admiralty	Hong Kong News Award Ceremony
12.	28/4	3.5	CGO Central	82 nd SCOLAR Meeting
13.	4/5	2.5	ST. Francis of Assisi's Caritas School	Drama-in-Education Lesson Observation
14.	26/5	3.5	Kowloon Tong Education Services Centre	Steering Committee Meeting of Task Force on Language Support and PMIC Support Scheme
15.	29/6	4	CGO Central	83 rd SCOLAR Meeting