



HOLY TRINITY COLLEGE
SCHOOL ANNUAL REPORT
2006-2007

Holy Trinity College

Annual School Report

2006-2007

Contents

1. Our Vision and Mission	Page 1
2. Our School	Page 2
3. School Management	Page 3
4. Our Students, Teachers, Learning and Teaching	Page 4-13
5. Report on Major Concerns (Achievements and Reflections)	Page 14-18
● Effectiveness in Learning and Teaching	
● Promoting Reading Culture	
● Promotion of IT Tools to Enhance the Sense of Belonging	
● Promotion a School Self-evaluation Culture	
● Preparation for New Senior Secondary Curriculum	
7. Financial Summary	Page 19-20
8. Use of Capacity Enhancement Grant & Additional CEG	Page 21
9. Student Performance	Page 22-35
10. Exchange Programmes to Mainland and Overseas	Page 36-37
11. Conclusion of School Report on Management & Organization, Learning & Teaching, Student Support & School Ethos, Student Performance	Page 38-43
12. Record of Principal's Continuing Professional Development	Page 44-47
13. Report on Evangelization Work of the Pastoral Care Worker	Page 48

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.

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

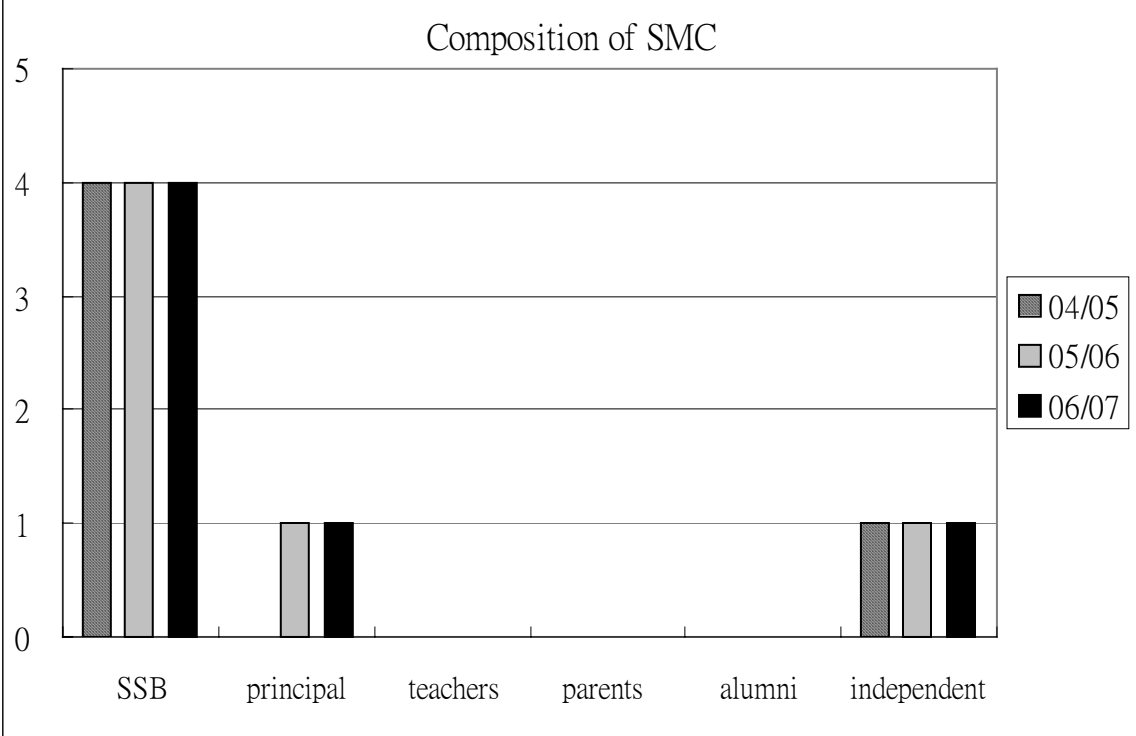
Currently, the school contains a total of 31 classes that run on a whole-day-school timetable and a student population of about 1200. Besides the principal, there are 61 teachers, plus 22 clerical and menial staff. Among them, 40% have been serving the school for over 20 years, with the remaining 60% serving over 10 years. Over 85% of our teachers are degree holders, among them, 10 have attained Masters 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 and a projector 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.

SCHOOL MANAGEMENT



OUR STUDENTS

Class Organization

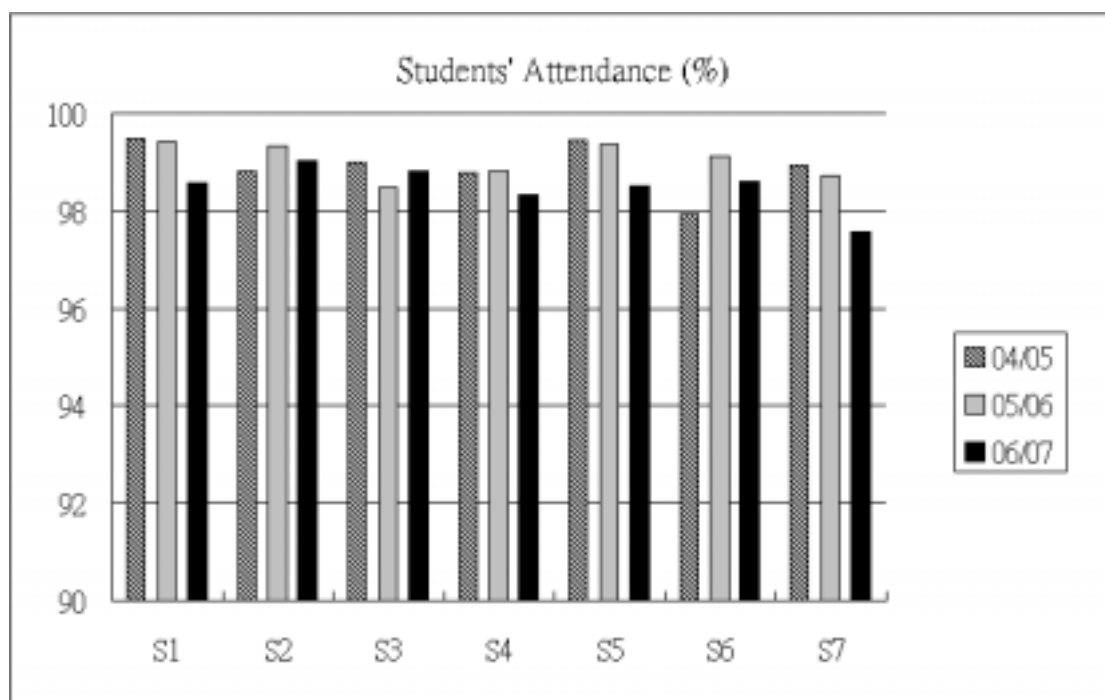
- Use a table to indicate the number of operating classes and the number of students (girl/total) by level in the previous school year. Below are the sample tables:

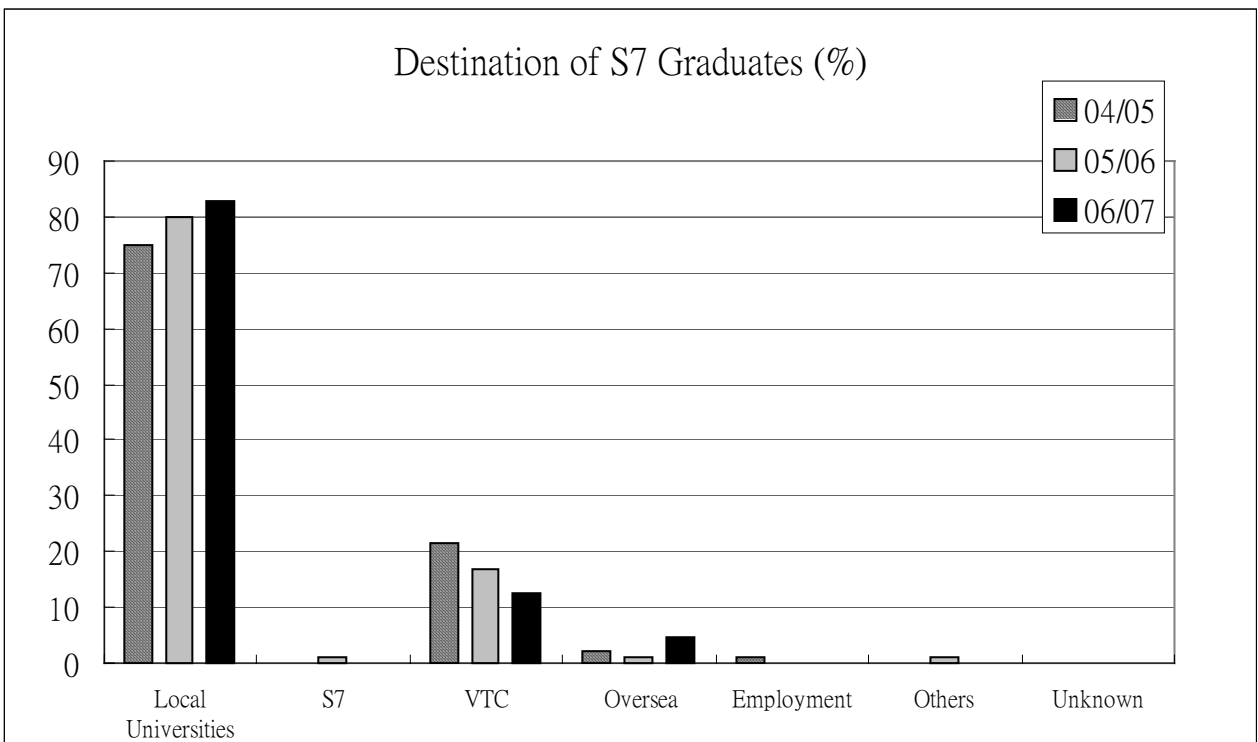
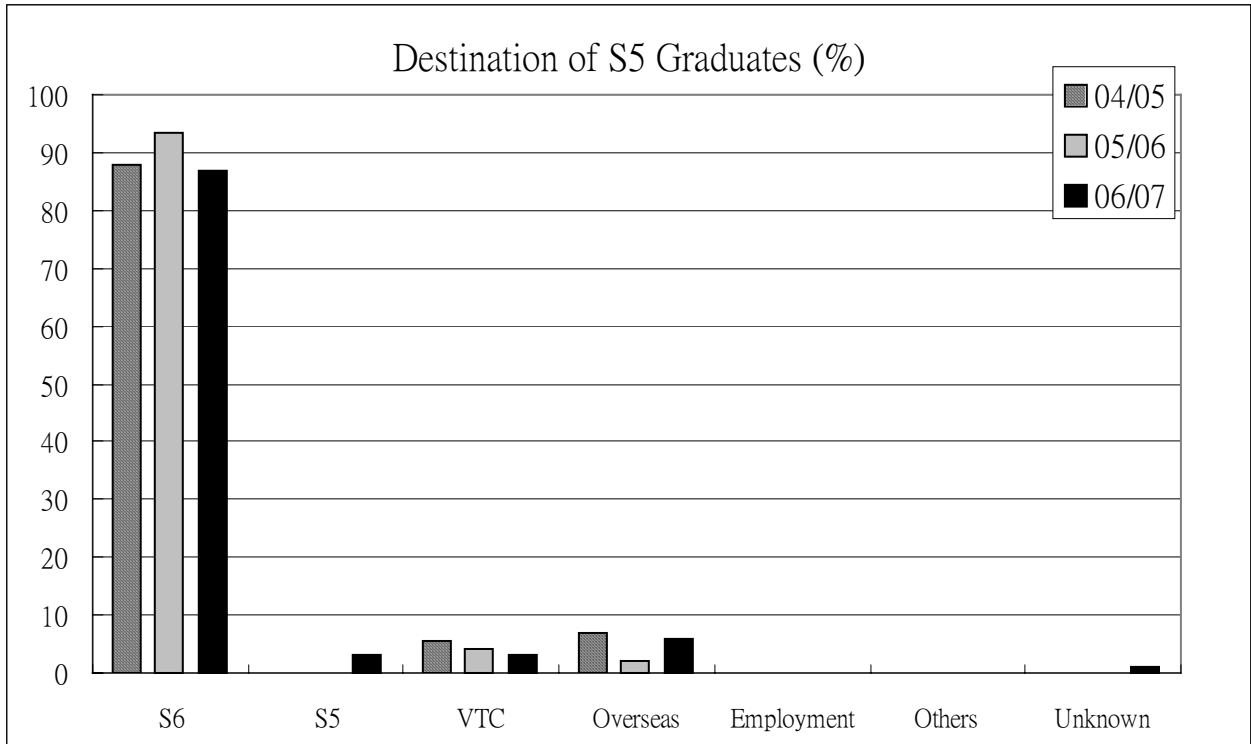
Number of Operating Classes

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	3	3	31

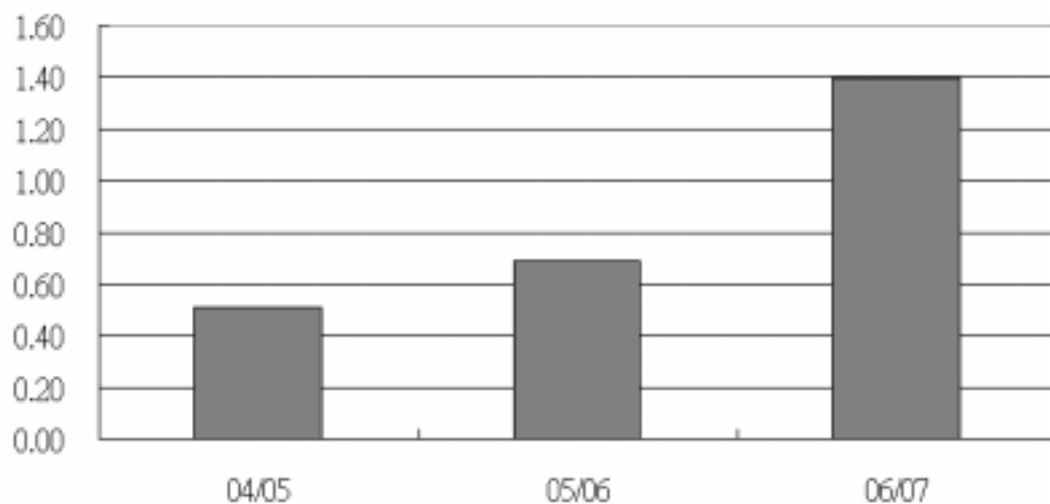
Number of Students

Level	S1	S2	S3	S4	S5	S6	S7	Total
Total Enrolment	197	202	195	184	192	90	88	1148

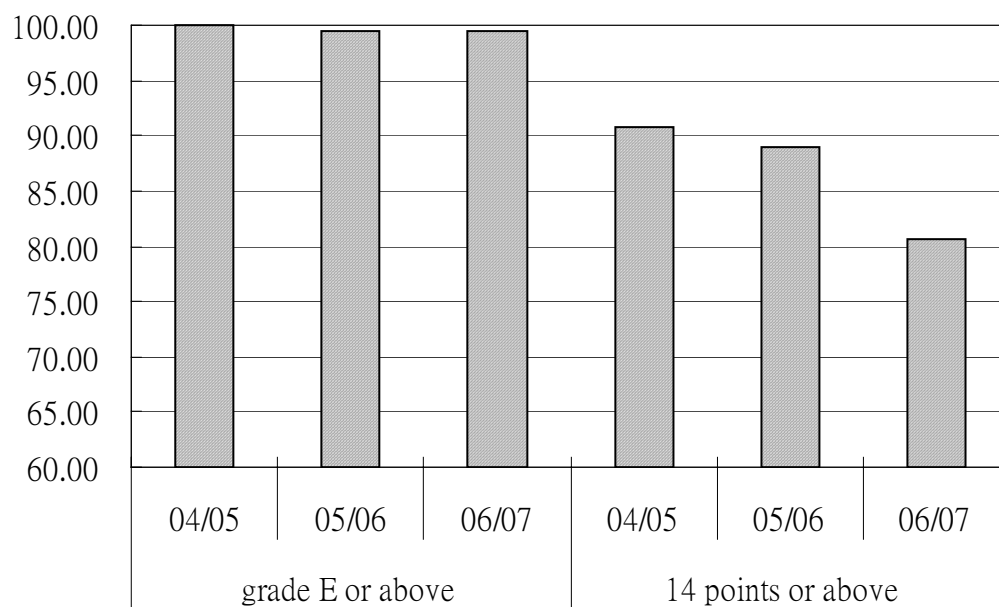




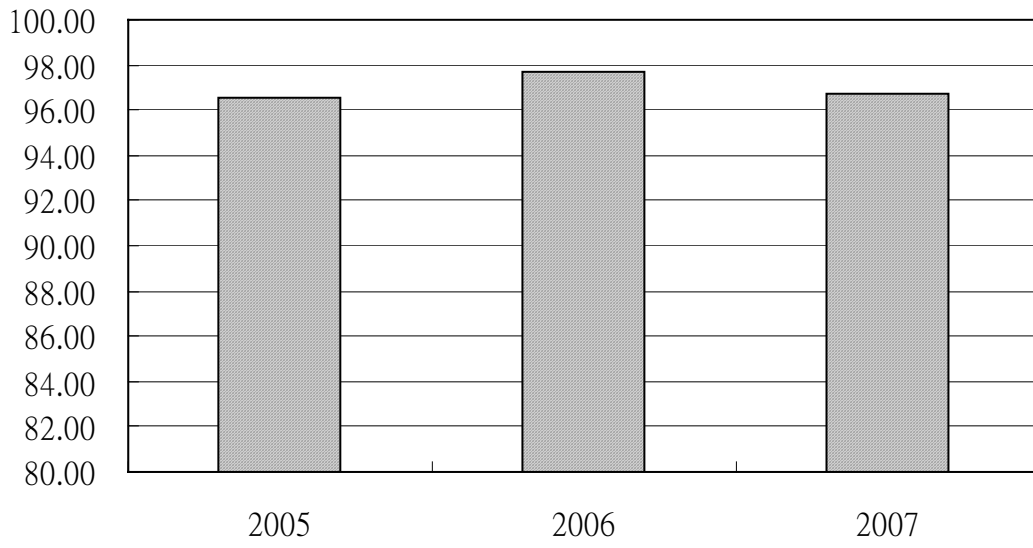
Percentage of Early Exit Students (%)



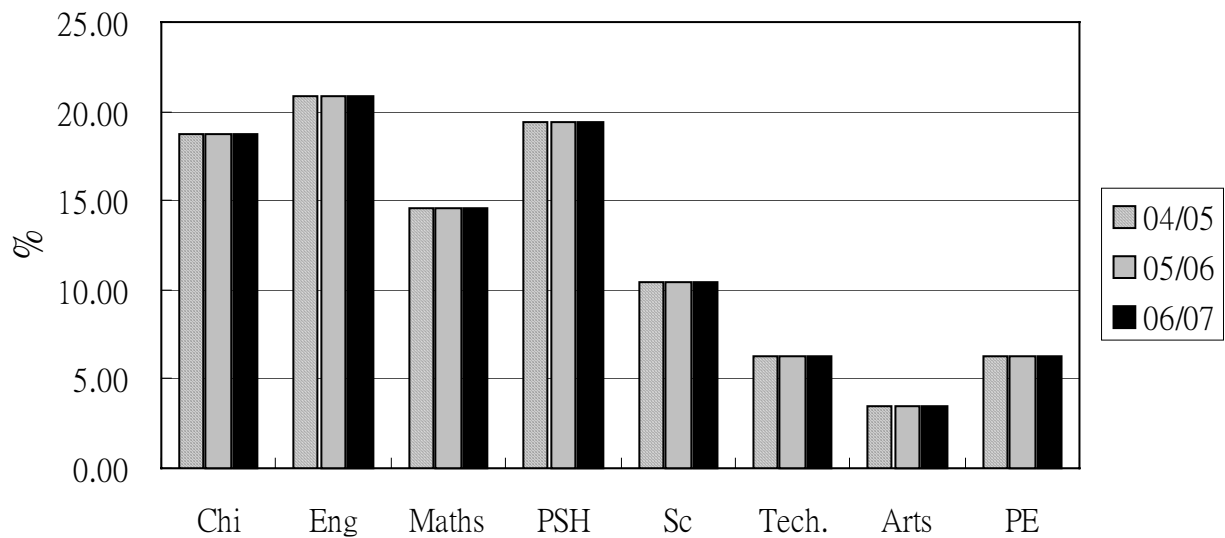
Attainment of Students in HKCEE (%)



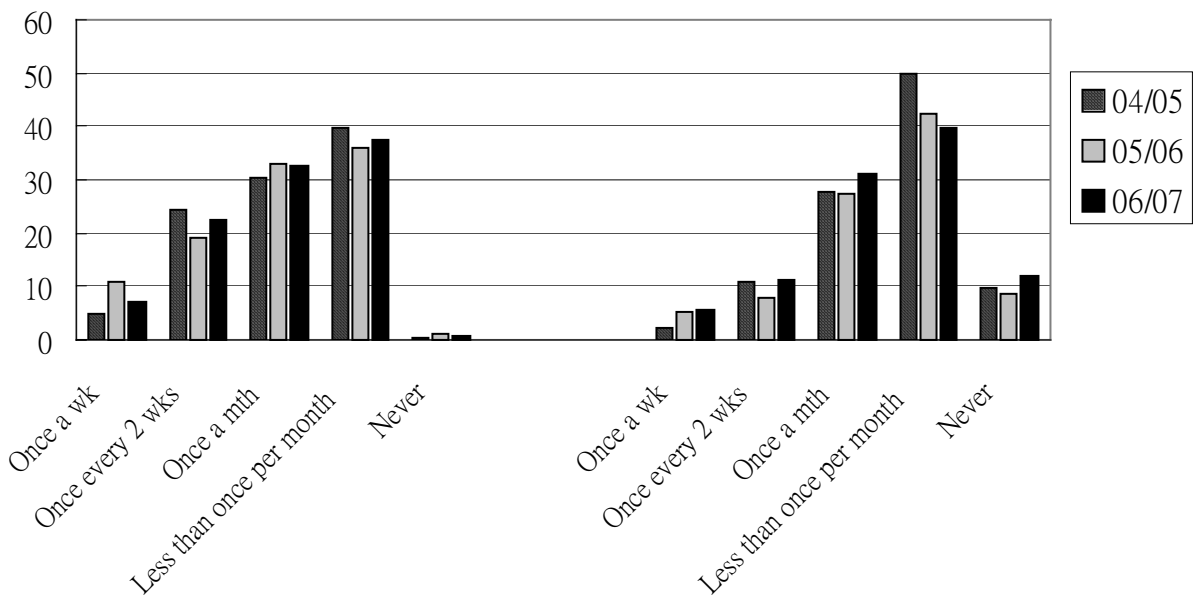
Attainment of Students in HKALE (%)



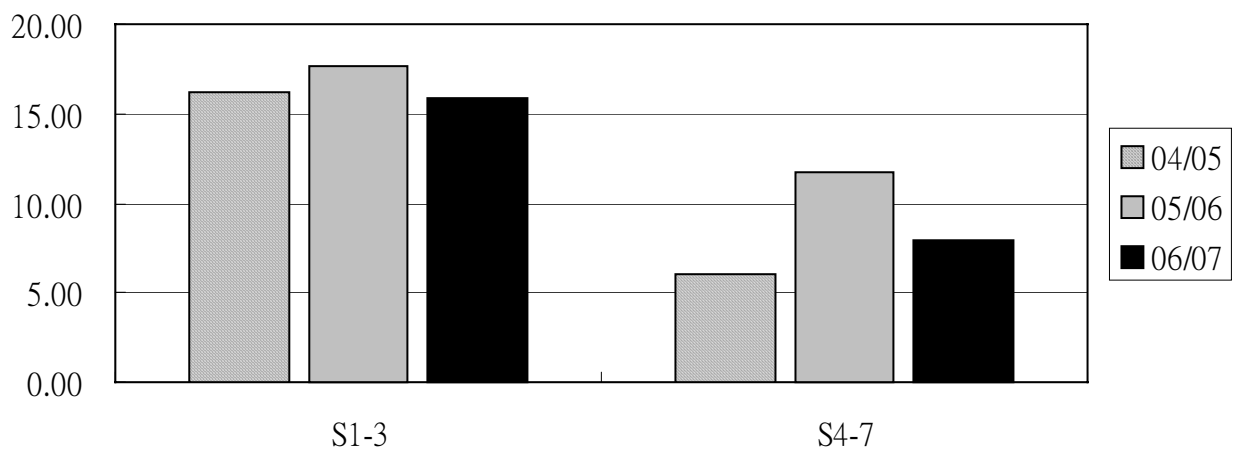
Percentage of Lesson Time for KLAs



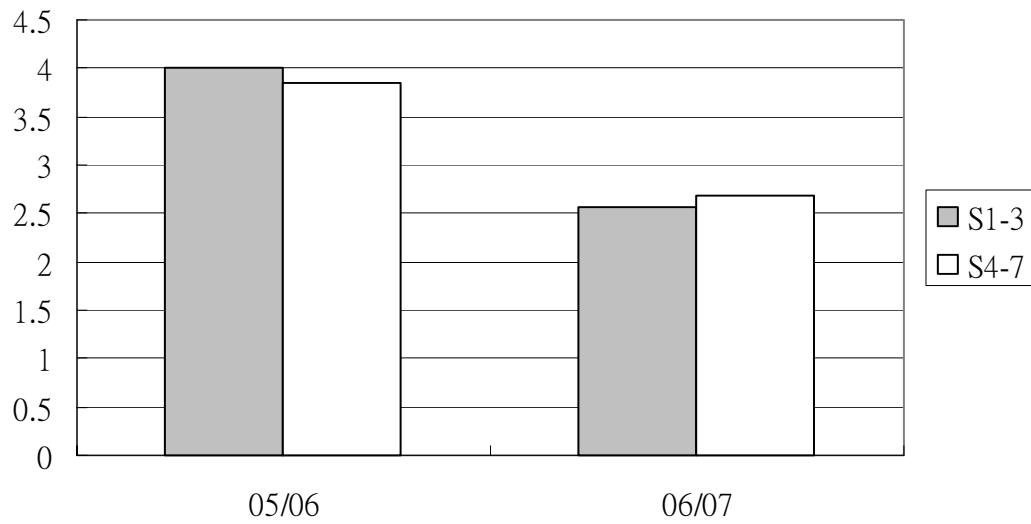
Frequency of borrowing Reading Materials from the School Library by Student (%)



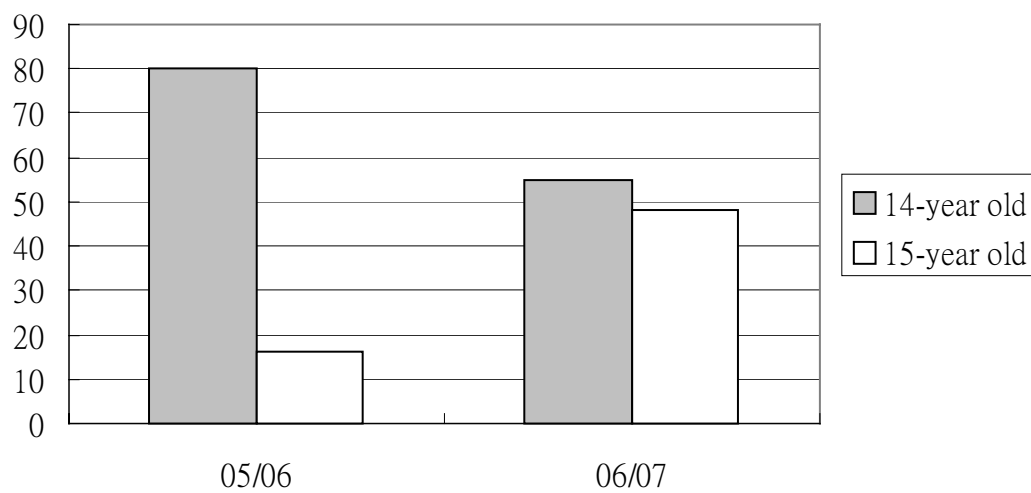
Average No. of Reading Materials borrowed from the School Library per Student per Year



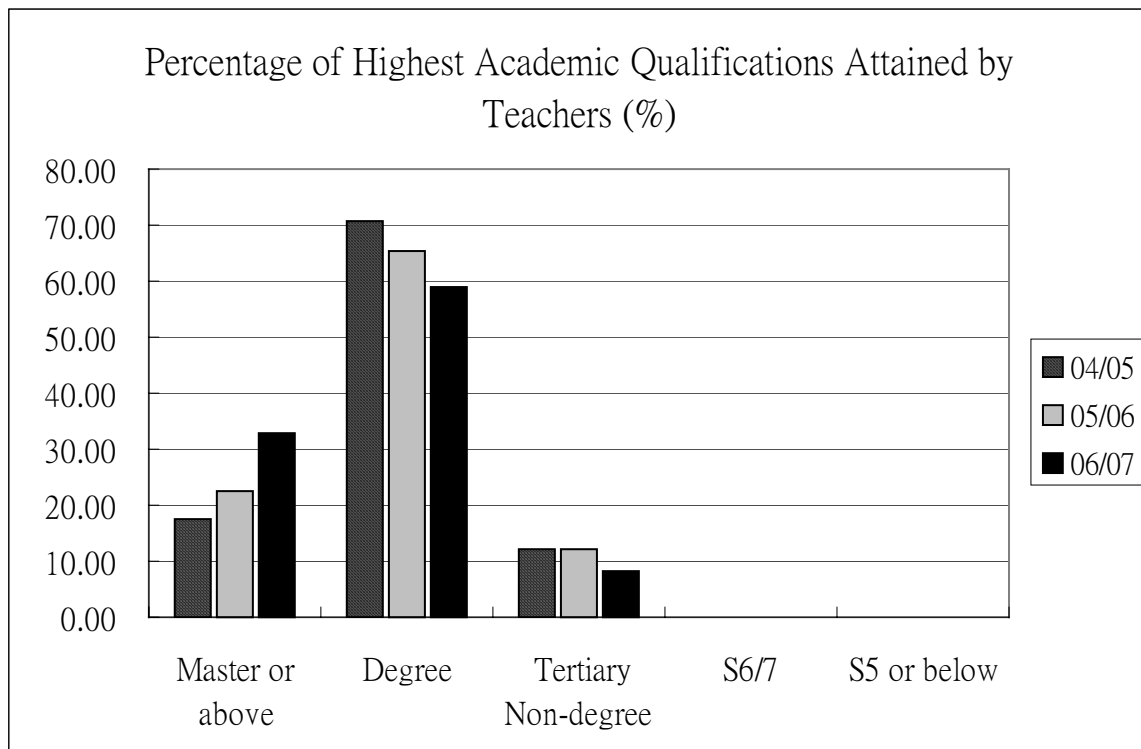
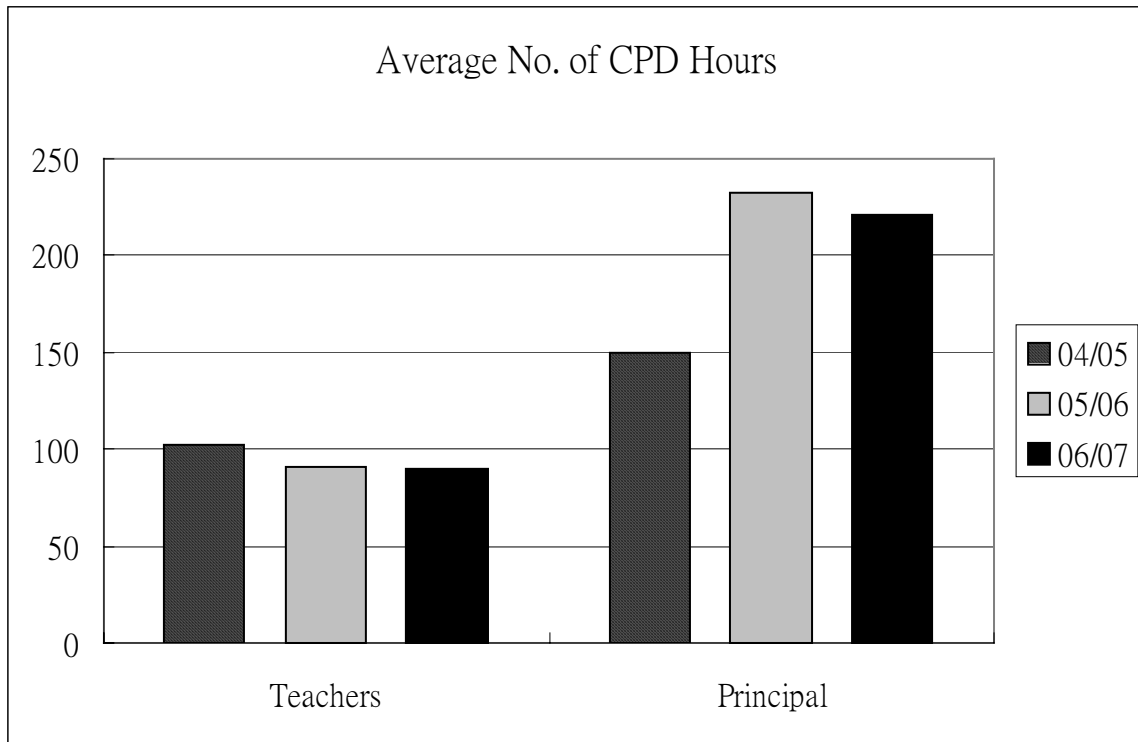
Average of total score of the 4 physical fitness items

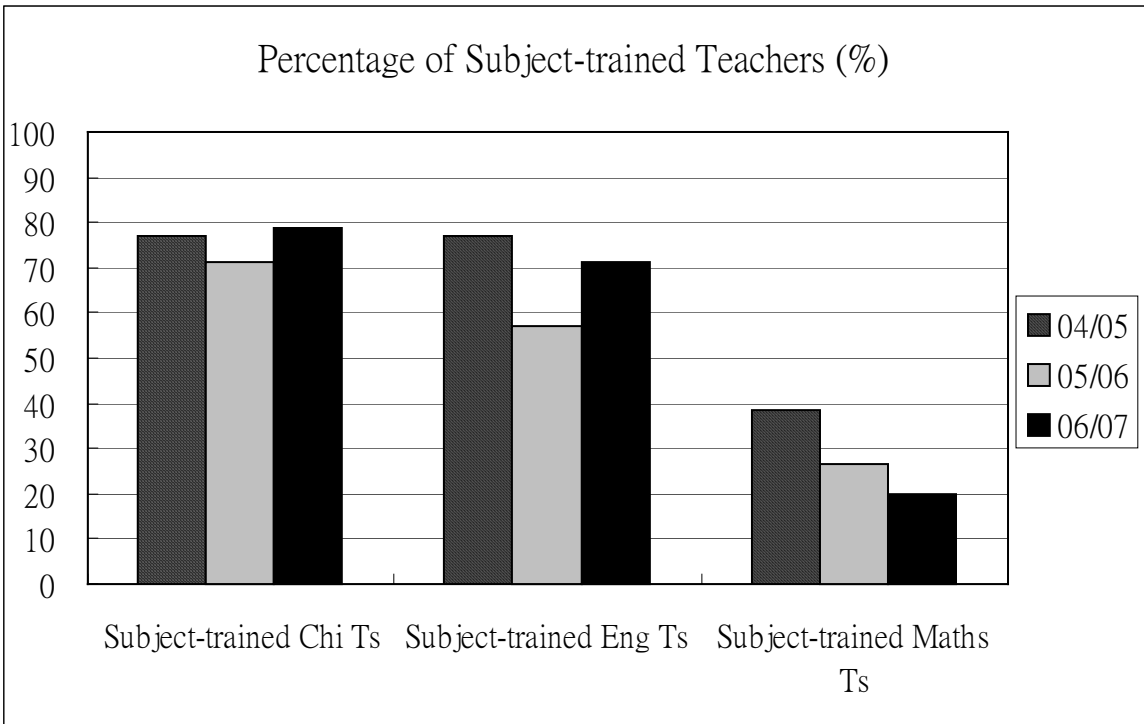
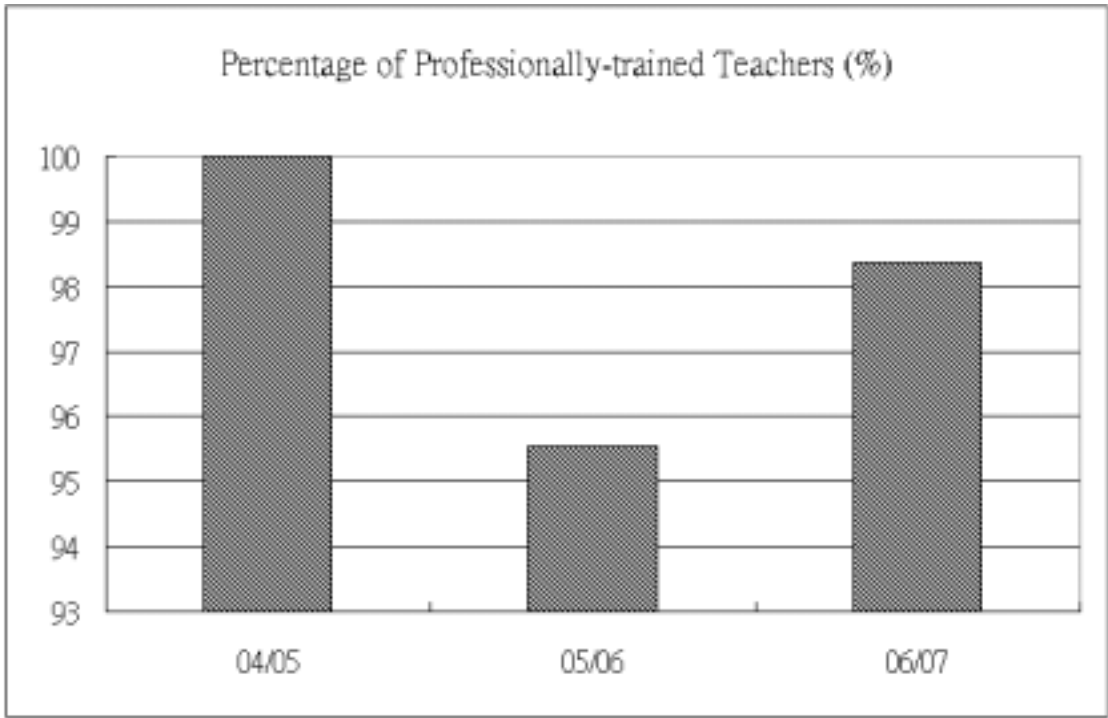


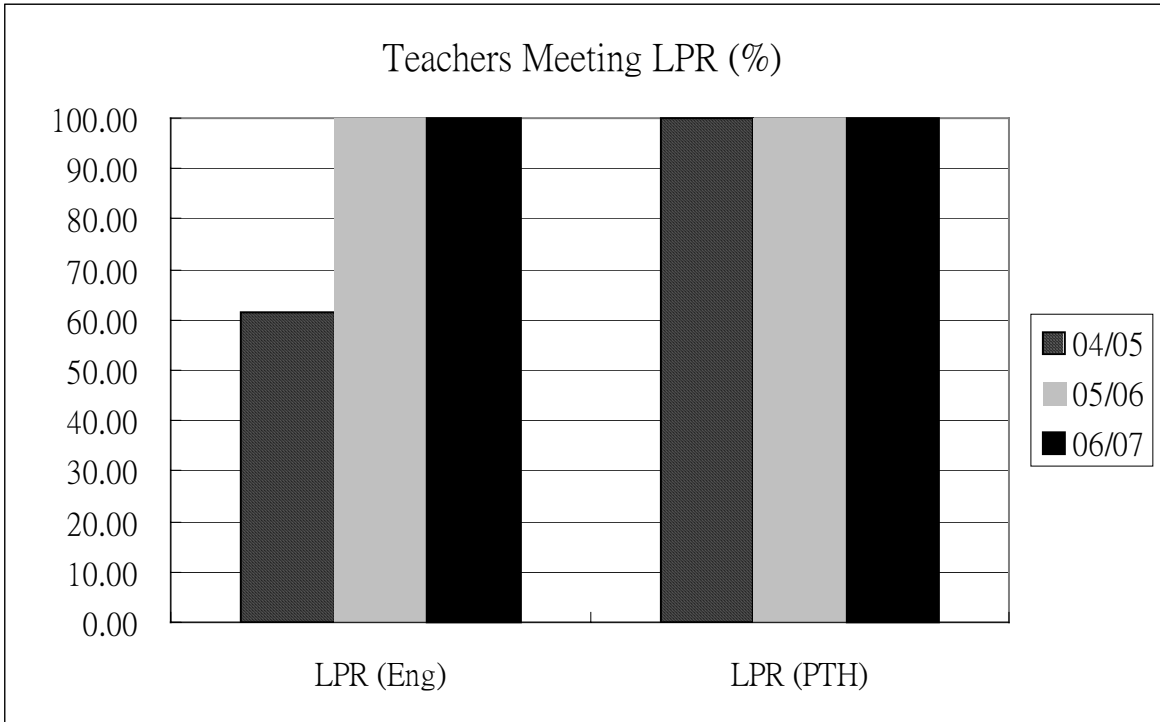
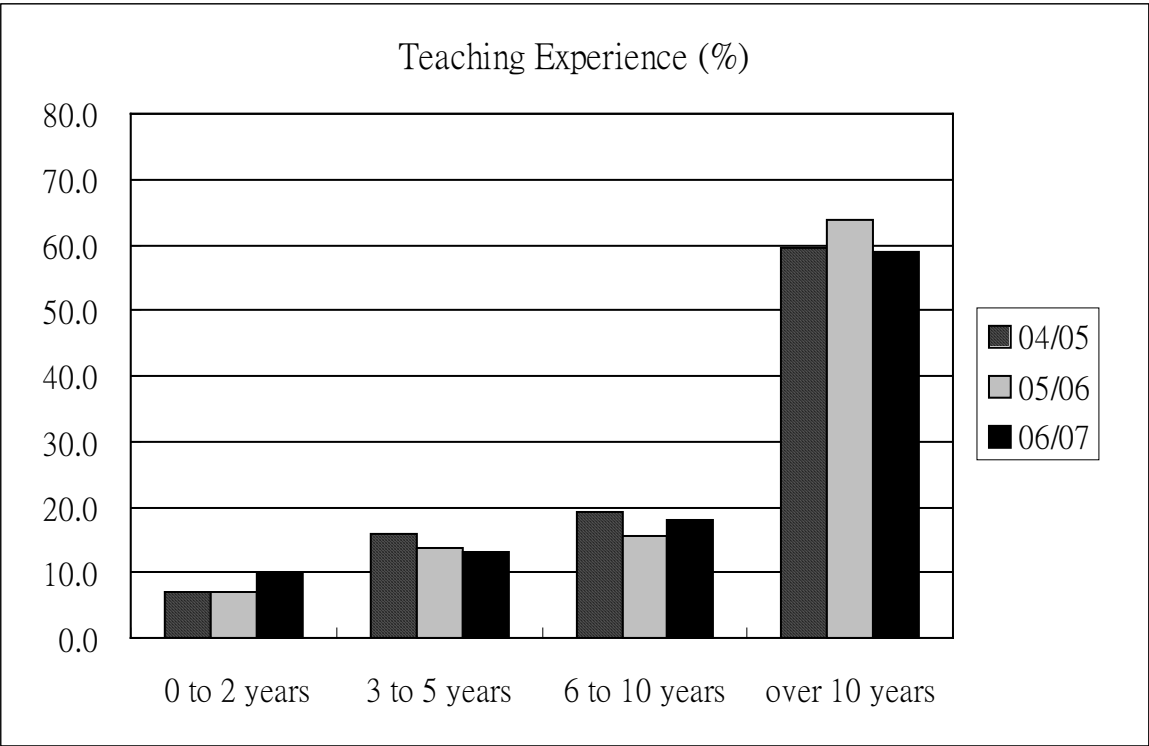
The percentages of S3 students in the school within the acceptable weight range (%)



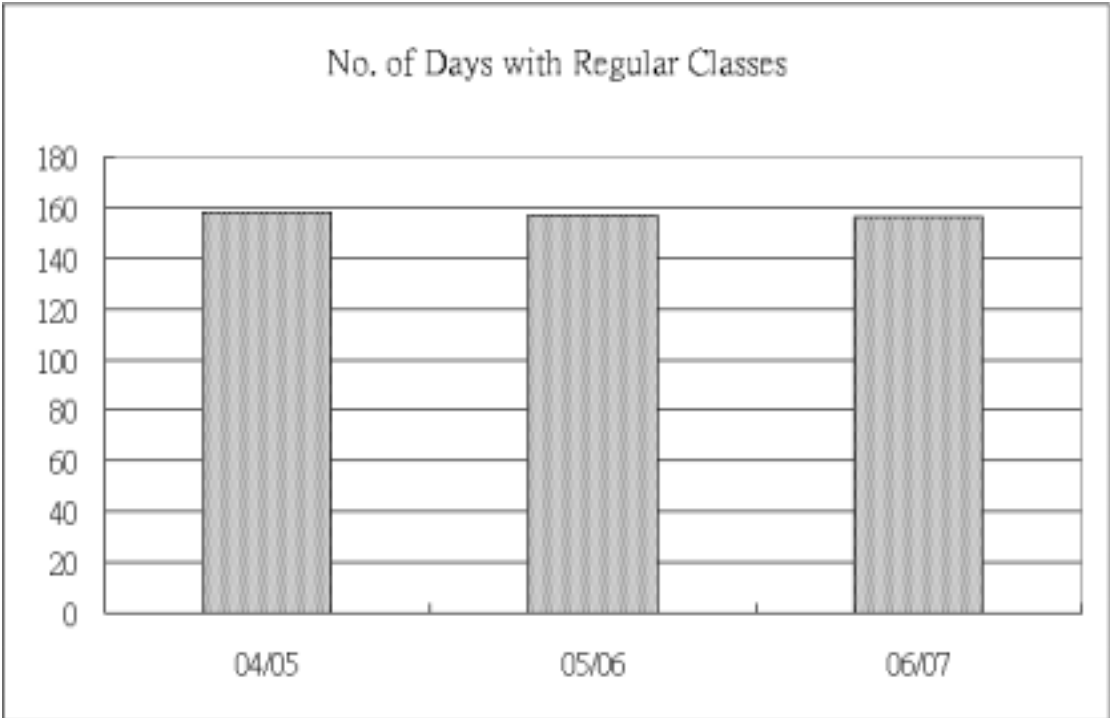
OUR TEACHERS







OUR LEARNING AND TEACHING



Report on Major Concerns 2006-2007 (Achievements and Reflections)

Priority 1: Effectiveness in Learning & Teaching

Achievements
<ul style="list-style-type: none">● A joint-school teacher development seminar on “Insight from New Senior Secondary Curriculum” was conducted. Majority of teachers regarded the knowledge they gained helpful in their reflection on teaching and learning strategies in facing new challenges of the education reform.● The effectiveness of small group teaching in Form 1 and Form 2 remedial language classes was obvious. Placing two classes of students into three smaller groups helped raise students’ interest and lifted their examination results. Teachers became more available in such classes assisting students weak in Chinese and English languages. Small groups also allowed better peer participation among students.● The implementation of Continuous Assessment helped sustain students’ effort in their studies throughout the year. Frequent affirmative feedback was extended to students to motivate and reinforce learning.● The adoption of collaborative lesson planning and collaborative lesson analysis ensured effectiveness in teaching and learning. The inclusion of Collaborative Lesson Planning in the teachers’ regular timetable provided space for professional development through collaboration. In addition, the Pilot Project Scheme on Collaborative Lesson Planning and Collaborative Lesson Analysis in the Teaching of English Language in Form Three classes was a great success. The sharing by the English Panel brought insight to other panels on the significance of pre-requisites for success.● The implementation of Action Plans of individual panels was completed with encouraging results. Review on the effectiveness of the Action Plans pointed to a strong emphasis that different panels had placed on improving teaching and learning strategies.● The display of students’ work on boards outside their classrooms and in the school library encouraged sharing of good work. Publication of students’ writing and sharing on the intranet instilled incentives for upgrades among individual students. Similarly, public announcement of good results in open competitions by the school principal indicated support from the school and served as recognition of the good efforts from the teachers and the students.● Cross-curricular action plan on “Mental Health” was successfully completed. Other cross-curriculum collaboration projects yielded success with joint effort from both teachers and students.● Action plans of individual panels were uploaded onto the intranet. They served as good references for other panels. This demonstrated the good practice of sharing among teachers.

Reflections

- Collaborative lesson planning and collaborative analysis could be possible when a common topic was selected for such practice among panels with a single member (such as Commerce Panel and Principles of Accounts Panel).
- The panel chairpersons should take the lead to share good practices among teachers of the same panel.
- Student survey should cover a topic taught instead of a single lesson learnt. This would bring more meaning to the lessons being evaluated.
- Learner diversity remained a problem to be tackled. More demanding work should be set for high achievers and less demanding tasks should be tailor-made for less able students. Peer learning should be further encouraged, especially in remedial classes.
- Public recognition and certificates of award should be given to less motivated and academically weak students to boost their confidence and reward their efforts.

Priority 2: Promoting Reading Culture

Achievements

- The External School Reviewers gave very good comments on the library work for leading a whole-school approach to promote reading, providing a variety of reading programs, incorporating reading elements into the curriculum and inspiring steady progress in developing students' reading habits and interests.
- Collaboration with subject panels in promoting reading to learn was successful with a record of 25 library visits by classes.
- 62% of reading materials on loan were non-fiction and the students widened their scope of reading with concerted effort from teachers and the Library Board.
- The functions promoting Shared Reading were well attended, with both written and oral forms of book recommendation and review being presented.
- "Reading to Learn" projects by individual panels yielded success. Students completed the reading tasks set and they read books related to different subjects.
- About 90 sets of questions and answers were created based on the readers purchased. These teaching resources were tailor-made for junior forms. These assets were to be shared among teachers of the English panel.
- Students showed greater interest and participation in various book report competitions. Numerous prizes were obtained.

Reflections

- More junior form leaders could be recruited to help in organizing various reading-related activities.
- Book exhibitions integrating talks, book sharing or book recommendations by teachers or guest speakers could help increase students' interest in reading.
- More collaboration among subject panels especially with the language panels could be done to develop students' reading skills and strategies.

Priority 3:

Promotion of IT Tools to Enhance the Sense of Belonging

Achievements

- The school had completed refurbishing and promoting the Media Centre in the school web. High quality movie clips on school functions like the 2007 UK Study Tour were produced and broadcast on the campus TV. The number of viewers was increased tremendously. Apart from video taking, members of the video team took a further step to plan video capturing, script writing and reporting events.
- Sound systems of all classrooms were upgraded to facilitate the conduction of multimedia teaching in the new senior secondary curriculum. DVD players were available for loan to enhance watching DVDs of different codes and IT in teaching.
- A new server to enable sharing of teaching resources and panel documents within the school network was installed. Capacity of the Intranet was enlarged.
- New audio and video cables were installed in the covered playground of the New Annex and the library for better quality video broadcasting and simultaneous transmission of programmes from the school hall.
- Trial run in posting students' homework on the intranet was conducted with assistance from student IT assistants of each class. This would enable viewing and checking by students, their parents and teachers.
- Six notebook computers were also available on loan for students' self-access learning as well as participation in extra-curricular activities and open competitions.
- Subject panels created forums in the school intranet system for interactive teaching. Students were given a channel to give responses and express their opinions on the subject taught. Most students gave constructive and meaningful contributions. It is an innovative way of constructing knowledge. The forum with the largest number of thread was Chinese History for Form three students.

Reflections

- The installation of a server with search engine for the multimedia resources would be explored for students' self-access learning.
- The increasing demand on posting files or documents on the school web would require reallocation of duties of IT staff.
- The taking and recording of student attendance involved many parties and discrepancies in the record might arise. The application to QEF on the Use of New Technology for School Administrative Work might solve the problem and create space for teachers.

Priority 4: Promoting a School Self-evaluation Culture

Achievements

- All stakeholders had a clear understanding of the importance and procedures of ESR and their worries were partially relieved through in-house seminars.
- Six parents from the Committee of Parent Teacher Association were invited to a Trial Shadowing. They returned feedback on teaching and learning. This proved effective for self-evaluating on the effectiveness of student learning. Teachers being observed received positive comments and they treasured this opportunity of professional development.
- Teachers' own reflection after lesson observation (based on the collaborative lesson analysis form) was an effective means for teachers to take charge of their improvement in teaching skills. Students' survey after lesson observation further provided meaningful information on learning strategies and problems of needy students.
- The External School Review was regarded as a mechanism to validate self-evaluation of the school. The whole practice was treated as a learning process for the principal, middle managers, teachers, parents, alumni and students. The school received very good comments regarding Management and Organization, Student Support, School Ethos and Student Performance.
- The school has developed a coherent system to capture information on student performance in academic and personal development. Students were expected to take responsibility in this process by maintaining a record of self-reflection, to generate motivation and to sustain independence in learning.

Reflections

- To consolidate the concept of self-improvement within panels and among teachers, more effort and training would be required for teachers to formulate concrete programme plans with well-focused success criteria and evaluation strategies as well as data management.
- The link between evaluation and planning of panels and boards could be improved with the formulation of more specific success criteria and a sharper focus on outcomes, particularly prescribed in terms of student learning.

Priority 5: Preparation for New Senior Secondary Curriculum

Achievements

- Staff development programmes for preparation of the NSS Curriculum were successfully carried out with high rating from participants. Teachers were given updated information on the NSS curriculum development. The Curriculum & Assessment Guide for different subjects were distributed to panels concerned for reading and discussion.
- Teachers taking part in the training for the NSS curriculum found workshops/courses on “teaching and learning strategies” most useful.
- Teachers were consulted before making final decision on subjects to be offered in the NSS curriculum. Teachers’ preference in teaching the modules of Liberal Studies was also collected.
- Discussion on curriculum planning for individual subjects was conducted before selecting elective topics.
- Linkage of junior and senior curricula was reviewed by all panels. Preparation work in individual panels was undertaken to ensure smooth transition from junior level to senior level.
- The use of forum in student learning would be further enhanced to ensure that students were engaged in creating knowledge.

Reflections

- Space should be created for teachers who had to engage in professional development for the NSS Curriculum. In order to release teachers for training and workshops, substitute teachers could be recruited during examination period for invigilation.
- Paradigm shift among teachers to cater for student-centred learning was underway to give students ownership of their learning. Self-regulated learning would be the focus in the coming year.
- Different forms of assessment for different subjects would be further explored to encourage students’ ownership of their learning and sustain their effort throughout the school year.
- Different learning skills for different academic tasks would be taught so that students could set individual goals, formulate plans to attain them and become more self-regulated learners.

Financial Summary

(01.09.2006 - 31.08.2007)

	Income (\$)	Expenditure (\$)
Balance B/F 05-06 (Government Funds and School Funds)	\$13,918,600.68	
I. Government Funds		
(1) OEBG Grant		
(a) General Domain		
1. Administration Grant (including Additional CA)	\$3,153,674.00	\$2,556,843.61
2. School & Class Grant (Teachers' text books, maps etc./ Lab. Consumables / Printing & Stationery / Postage & Stamp Duty / Newspaper & Magazine / Repairs <\$8000 / Fuel, Light & Power, / Telephone, / Transportation, / Celebration & Entertainment, / Extra-Curricular Activities, / Furniture & Equipment, / Cleaning Materials, / Water Accounts / Minor Items / First Aid / Prizes, Sports Consumables)	\$753,395.97	\$629,118.56
3. Subject Grants (Visual Arts / Home Economics Consumables / I. S. Consumables / Computer Studies / Moral & Civic Education / Putonghua Studies / A.L. - Bio. / A.L. Chem. / ASL Chinese Language / ASL UE)	\$126,864.00	\$116,952.67
4. Other Grants (Noise Abatement / Lab. Air-Condition Charges - Prep. Room / New Annex Lift Maintenance / Training & Development / SBM Enhancement / SBM Supplementary)	\$622,313.53	\$596,860.60
Sub-total	\$4,656,247.50	\$3,899,775.44
(a) Special Domain		
1. Guidance Programme Fund	\$6,607.00	\$4,755.30
2. Chinese Extensive Reading	\$12,926.00	\$12,673.10
3. English Extensive Reading	\$12,926.00	\$12,508.20
4. Composite I.T. Grant	\$300,134.00	\$241,245.70
5. Capacity Enhancement Grant	\$430,879.00	\$370,412.06
6. Capacity Enhancement Grant (Additional)	\$646,325.00	\$482,961.10
Sub-total	\$1,409,797.00	\$1,124,555.46

(2) Grants Outside OEGB		
1. Composite F. & E.	\$424,390.00	\$330,366.00
2. Home School Co-operation Project	\$8,840.00	\$8,840.00
3. Teacher Prof. Prep. Grant	\$500,000.00	
4. NSS Curri. Migration Grant	\$110,000.00	
5. School-based After School Learning & Support Program	\$53,200.00	\$2,600.00
6. Substitute Teacher Grant	\$33,146.54	\$69,312.80
7. Jockey Club Life-Wide Learning Fund	\$30,480.00	\$26,607.00
	Sub-total	\$1,160,056.54
II. School Funds (General Funds)		
1. Tong Fai	\$169,946.00	
2. Donations	\$52,000.00	\$18,510.00
3. New Annex Building Fund Raising	\$1,000.00	\$254,129.00
4. Hall Air-conditioning Maintenance Fund	\$408,491.21	
5. Sports & Dance Fund	\$80,024.20	\$30,550.00
6. Collection of Fees for Specific Purpose (Approved Collection)	\$256,484.00	\$256,642.10
7. Others	\$297,418.38	\$176,380.20
	Sub-total	\$736,211.30
	Total	\$7,361,888.29
Total surplus for 2006-2007	\$1,163,620.29	
Accumulated surplus as at the end of 31st August, 2007	\$15,082,220.97	

Use of Capacity Enhancement Grant 2006-2007

Balance as at 31/08/2007

Item	2006-2007		Balance
	Provision	Expenses	
Rental for IGH (Basketball)	\$10,000.00	\$9,406.00	\$594.00
Rental for IGH (Badminton)	\$6,000.00	\$3,003.50	\$2,996.50
Rental for IGH (Volley Ball)	\$8,000.00	\$3,510.00	\$4,490.00
Rental for IGH (Table Tennis)	\$1,000.00	\$315.00	\$685.00
Rental for IGH (Squash)	\$7,290.00	\$5,535.00	\$1,755.00
Coach (Badminton)	\$16,000.00	\$9,375.00	\$6,625.00
Coach (Volley Ball)	\$20,000.00	\$22,000.00	(\$2,000.00)
Coach (Table Tennis)	\$13,000.00	\$9,375.00	\$3,625.00
Coach (Squash)	\$2,952.00	\$1,968.00	\$984.00
Tutorial Class Mathematics	\$10,000.00	\$6,975.00	\$3,025.00
Part-time Phy. Teacher (Luk Ho Cheung) (Salary)	\$125,190.00	\$125,190.00	\$0.00
MPF for Part-time Phy. Teacher	\$6,259.56	\$6,259.56	\$0.00
I.T. Assistant	\$105,000.00	\$105,000.00	\$0.00
MPF for I. T. Assistant	\$5,250.00	\$5,250.00	\$0.00
Computer Courses	\$24,000.00	\$24,000.00	\$0.00
Jazz Courses	\$25,000.00	\$24,750.00	\$250.00
Djembe Classes	\$15,000.00	\$4,000.00	\$11,000.00
Music Composition Course	\$4,500.00	\$4,500.00	\$0.00
Total:	\$404,441.56	\$370,412.06	\$34,029.50

Use of Capacity Enhancement Grant (Additional) 2006-2007

Balance as at 31/08/2007

Item	2006-2007		Balance
	Provision	Expenses	
Chinese Language Teacher (\$18010 x 2 x 12 months)	\$432,240.00	\$432,240.00	\$0.00
MPF for two Chinese Teacher (\$18010 x 5% x2 x 12 months)	\$21,612.00	\$21,621.10	(\$9.10)
Part Time Art Teacher (\$4850 x 6 months)	\$29,100.00	\$29,100.00	\$0.00
Total:	\$482,952.00	\$482,961.10	(\$9.10)

STUDENT PERFORMANCE

Academic Prizes

1	尤德爵士紀念基金高中學生獎	7S	Jennifer Lui
		5E	Vicko Chan
2	2007 年度黃寬洋青少年進修獎勵計劃 獎學金	1E	Belle Wong
3	2006/07 學生營商體驗計劃		
	最佳資訊科技總監	6A	Matalie Yeung
	企業社會責任獎、最佳市場推廣獎、最佳年報獎 亞軍、	F.6	Commerce Students
	最佳演繹獎 季軍、攤位設計比賽 優異獎		
4	Stanford University Academic Talent Search 2007		
	English Writing Distinction	1C	Sabrina Ng
		4E	Stephy Yan
	English Writing High Distinction	1C	Justina Lee
	Mathematics Distinction	5E	Quin Tang
		5E	Katie Wong
5	58th Hong Kong Schools Speech Festival		
	Public Speaking Solo (Non-Open) First Prize	7B	Winnie Law
		7S	Karen Kwok
	Public Speaking Solo (Non-Open) Merit Prize	7S	Daisy Luk
	Solo-Verse Speaking (Non-Open) First Prize	4A	Harriet Chan
	Solo-Verse Speaking (Non-Open) Second Prize	1C	Vivian Chow
		1D	Christy Li
		3A	Margaret Li
		4E	Helen Mac
		5D	Flora Fung
	Solo-Verse Speaking (Non-Open) Third Prize	2A	Kelly Leung
		2D	Tracey Li
		3A	Cherie Chiu
		4A	Vivian Hsieh
		4B	Carmen Mok
		7S	Emily So
	Solo-Verse Speaking (Non-Open) Merit Prize	1B	Sema Temir
		1E	Yannie Tse
		2A	Anna Leung
		2B	Carmen Lai
		2C	Domina Chan
		2C	Josephine Ting
		2D	Anna Kok
		2D	Karena Li
		2E	Elaine So
		2E	Natalie Tsoi
		3A	Natalie Li
		3A	Agnes Mak

	3A	Isadora Wong
	3B	Karen Law
	3B	Kelly Leung
	3C	Christina Ko
	3C	Natalie Mak
	3C	Vivian Poon
	3D	Jenny Ng
	3E	Julia Chan
	3E	Jessie Cheung
	4A	Catherine Hui
	4A	Beverly Tam
	4B	Vivian Li
	4B	Virginia Wu
	4C	Crystal Chan
	4C	Amy Chan
	4C	Kandi Chan
	4E	Nancy Li
	5C	Becky Fung
	5C	Alice Ko
	5E	Kristy Chan
	5E	Sherry Li
	5E	Joy Wong
	5E	Vanessa Wong
	6B	Sylvia Ho
Public Speaking Team (Non-Open) First Prize	7A	Lester Ng
	7A	Anita Sin
	7B	Angela Lee
Public Speaking Team (Non-Open) Second Prize	2E	Lesley Lai
	2E	Fannie Lau
	2E	Elaine So
	7B	Iris Chan
	7B	Tiffany Keung
	7B	Peggy Yau
Public Speaking Team (Non-Open) Merit Prize	4C	Katie Wong
	4C	Janice Yip
	4D	Erica Cheung
	6A	Carrie Chiu
	6A	Cathy Tung
	6A	Matalie Yeung
	7B	Yonnie Chan
	7B	Jennifer Cheung
	7B	Phoebe Chong
	7B	Iris Chu
	7B	Queenie Fong

Bible Reading Third Prize

Bible Reading Merit Prize

Prose Reading Third Prize

Prose Reading Merit Prize

7B Cara Hui
7B Mabel Lai
7B Sharon Lau
7B Crystal Mak
7B Cherry Ng
7B Jessica Yeung
7B Elaine Yip
7S Erica Lai
7S Danise Lau
7S Ruby Lee
7S Jennifer Lui
7S Doris So
7S Sally To
7S Vivian Wong
7S Monica Wu
7S Maggie Yip
6B Liliane Fung
6S Tracey Leung
5D Emmeline Wong
6B Carol Chan
6B Cherry Chan
6B Cindy Cheung
6B Winnie Ho
6B Phoebe Lee
6B Fanny Lee
6B Carmen Lee
6B Michelle Lin
6B Carol Ma
6B Queenie Shum
6B Christine Tang
6B Sharon Wong
6B Irene Wong
6S Phoebe Chan
6S Ashley Leung
7B Winnie Law
7S Sally To

6S Shirley Tang
7A Gloria Chiu
6A Wendy Chan
6S Kitty Cheung
6S Panly Kam
6S Yannis Li
6S Fion Tse

English Choral Speech Championship

6 第六屆培正數學邀請賽 中二組 良好表現獎

中三組 良好表現獎

中三組 銅獎

中四組 良好表現獎

7 2007 港澳數學奧林匹克公開賽《港澳盃》 中一二 組 個人賽 銅獎

8 第九屆香港青少年數學精英選拔賽 三等獎

9 2007《希望盃》國際數學競賽 優異獎

10 第五十八屆香港學校朗誦節 粵語詩詞獨誦 冠軍

粵語詩詞獨誦 亞軍

粵語詩詞獨誦 季軍

粵語詩詞獨誦 優良

F.1 Choral Speaking Group

2C Candy Lam

2D Macy Leung

2E Kathy Tsoi

3C Ashley Yu

3D Anna Cheng

4D Minnie Cheng

4E Mandy Chan

4E Cora Chan

4E Emily Chan

4E Cora Fung

4E May Ng

2E Sarah Lau

2E Kathy Tsoi

2E Charlene Wong

3D Anna Cheng

3D Anna Cheng

1C Nicole Ho

1E Joanne Law

2C Angel Wong

1C Bonnie Lau

1D Cherry Sit

2B Suki Wong

4C Amy Leung

4D Minnie Cheng

1E Emily Kwok

2C Domina Chan

2C Claudia Lung

2E Stephanie Lee

6A Ava Tam

1A Virginia Chau

1A Sandy Leung

1B Kelly Kwan

1B Yvonne Lit

1B Sema Temir

1C Denise Chen

1C Tiffany Lai

1C Christy Lam

1C Jenny Leung

1C Niki Li

1C Amy Lui

1C Christine Siu

1D Dorothy Liu

1E Connie Lau

		1E	Cindy Ng
		1E	Stephanie Shiu
		1E	Catherine Wong
		2B	Suki Wong
		2C	Cathy Chow
		2C	Claudia Lung
		2C	Josephine Ting
		2C	Chloe Wong
		2C	Kelly Yip
		2D	Eva Lee
		2E	Fannie Lau
		2E	Sophia Luk
		2E	Natalie Tsoi
		4A	Beverly Tam
		4B	Alice Chan
		4C	Iris Lee
		3A	Catherine Lo
		3B	Tracy Chiu
		3D	Natalie Cheung
		3D	Emily Chui
		3D	Tiffany Fan
		3D	Jenny Ng
粵語詩詞獨誦	良好	3A	Dorothy Chan
		3A	Esther Lai
		3D	June Ng
粵語散文獨誦	亞軍	4C	Ivy Chan
		5D	Virginia Lee
粵語散文獨誦	優良	3B	Amy Chan
		3B	Polly Cheng
		3C	Tiffany Wan
		3E	Ronnie Chee
		3E	Jessie Cheung
		4A	Harriet Chan
		4A	Michelle Chiu
		4C	Crystal Chan
		4C	Mandy Wong
		4D	Minnie Cheng
		5A	Vicki Lee
		5A	Emma Lee
		5D	Emily Lui
		5D	Emmeline Wong
		5E	Sherry Li
普通話詩詞獨誦	冠軍	2C	Josephine Ting
普通話詩詞獨誦	亞軍	1C	Vivian Chow

普通話詩詞獨誦 季軍

普通話詩詞獨誦 優良

11 2006 學界最佳進步獎

12 聯校國學常識比賽 隊際冠軍

13 中文大學科學英才精進計劃 銅章

14 「用電與節能」徵文比賽 中四至中七組 冠軍

15 「我是小作家」徵文比賽 進階組 冠軍

2E Lesley Lai
5A Queenie Hung
6B Josephine Yau
1A Tiffany Chan
1C Denise Chen
1D Cora Chan
2C Angel Wong
2C Kelly Yip
2D Bonnie Yung
3B Polly Cheng
3C Fanny Chan
5A Ivy Lau
4A Rose Chin
2A Yvonne Chan
2B Carmen Lai
2D Joanna Lau
2D Mandy Lee
2E Vanessa Chan
3A Carmen Sit
3B Nicole Chan
3C Vivian Leung
3D June Ng
3E Coey Fu
4A Esther Hui
4A Kelsey So
4A Juliana Tang
4B Virginia Wu
4B Edith Yuen
5A Carrie Cheung
5B Trista Chong
5C Vivian Chan
5D Cathy Ng
5E Kitty Tsang
6A Crystal Hui
6B Alice Lam
6S Rachel Cheung
6A Cora Chiu
6A Candy Chu
6A Karen Law
3A Iris Chan
3C Oriana Ho
3E Sandy Leung
5E Alice Tsang
2E Charlene Wong

1B Sarah Ng
 2A Silvia Chu
 2E Alice Lam
 3B Jessamine Luk
 3D Jenny Ng

Cultural Prizes

- 1 日本中國國際書畫大賽 初級組冠軍
- 2 「多一分關心、多一分保障」積金繪畫比賽 中學組 冠軍
- 3 兩岸四地中國青少年兒童書畫大賽 國畫少年組 特等獎
- 4 第六屆“星星河”全國少年兒童美術書法攝影大賽 書法特等獎
- 5 第七屆芳草杯少兒書畫比賽 中學組 優秀獎
- 6 防家暴社區計劃 四格漫畫比賽 冠軍
季軍
優異
- 7 Hong Kong Tourism Board E-invite Design Contest –
The most number of entries
- 8 全港學界書籤設計比賽 2006 中學組 優異獎
- 9 全港青年學藝比賽 西洋畫中學組 優異獎
- 10 全港青年標語及海報設計比賽 中學組 優異獎
- 11 「我心目中最具代表性的一刻」相片分享比賽 學生組 入圍獎
- 12 藍天行動十八區活動攝影比賽 中學組 優異獎
- 13 第五十九屆香港學校音樂節 七級鋼琴獨奏 第三名
六級鋼琴獨奏 第一名
五級鋼琴獨奏 第三名
四級鋼琴獨奏 第二名
長笛獨奏 中級組 第二名
中國樂器獨奏 – 箏 中級組 季軍
中國樂器獨奏 – 二胡 高級組 亞軍
中國樂器獨奏 – 二胡 中級組 季軍
粵曲歌唱公開對唱組 季軍
- 14 第四十三屆學校舞蹈節 中國舞組（獨舞） 優等獎
中國舞組（群舞） 優等獎
爵士舞組 優等獎
- 15 第三十五屆全港公開舞蹈比賽 公開組 甲級獎
- 16 全港青年舞蹈比賽(2006-2007) 金獅獎
- 17 香港舞蹈團兒童團 團員獎勵計劃 飛龍 - 學習進步獎
- 18 Lisa 味道第九屆全港中學生烹飪比賽冠軍

1C Vivian Chow
 5D Dominica Tse
 3E Jennifer Cheung
 3E Jennifer Cheung
 2C Katie Cheung
 3A Jessica Wan
 1B Winnie Yu
 1A Christine Wong
 1B Betty Yip
 6A Connie Ng
 1C Maggie Cheung
 4A Sharon Liu
 4A Sharon Liu
 5E Alice Tsang
 5E Alice Tsang
 4E Helen Mac
 1E Yannie Tse
 1C Christy Lam
 1C Tiffany Lai
 4A Vivian Hsieh
 3E Ronnie Chee
 2D Tracey Li
 2D Frances Chan
 3A Kitty Chan
 4D Minnie Cheng
 中國舞組
 爵士舞組
 中國舞組
 中國舞組
 1D Beatrice Chow
 6A Lilian Leung
 6B Cindy Cheung
 6B Pat Ma

Service Prizes

- 1 香港青年協會 義工嘉許狀 - 服務時數達 1000 小時

7B Sharon Lau

香港青年協會 義工嘉許狀 - 服務時數達 400 小時

7S Erica Lai
7S Monica Wu
4D Angela Chan
4E Kathleen Luk
5A Connie Yan
5D Queenie Lo
5E Vicko Chan
5E Sally Ng
5E Alice Tsang
5E Katie Wong
7A Shirley Lo
7B Katie Lau
7B Cherry Ng
7S Wendy Chan
7S Danise Lau
7S Flora Leung
7S Daisy Luk
7S Sally To
7S Olivia Wong
7S Maggie Yip

香港青年協會 義工嘉許狀 - 服務時數達 200 小時

4A Emily Wong
5A Carmen Chan
5A Polly Choy
5B Crystal Yip
5D Tracy Yip
5E Sherry Li
5E Vanessa Wong
6S Fion Tse
7A Shirley Cheung
7A Gloria Chiu
7A Kimmie Chow
7A Nina Lam
7A Kathy Law
7A Lester Ng
7A Ruby Ngai
7A Kathy So
7A Grace Tung
7A Carmen Wong
7A Andrea Wong
7A Peggy Yeung
7B Stella Cheung
7B Phoebe Chong
7B Iris Chu
7B Nicole Fan

	7B	Tiffany Keung
	7B	Mabel Lai
	7B	Angela Lee
	7B	Peggy Yau
	7S	Jessica Chan
	7S	Ruby Lee
	7S	Tiffany Tai
	7S	Rita Wan
	7S	Vivian Wong
	7S	Lisa Zhou
香港青年協會 義工嘉許狀 - 服務時數達 150 小時	4A	Kelsey So
	5E	Antonia Cheng
	6S	Pinky Chow
	6S	Christine Wong
	7A	Pinky Chan
	7A	Christy Lui
	7B	Yonnie Chan
	7B	Mavis Leung
	7S	Vicki Chung
	7S	Mandy Wong
2 社會福利署 義工服務嘉許金狀 - 服務時數達 200 小時或以上	4A	Emily Wong
	4E	Kathleen Luk
	7A	Carmen Wong
社會福利署 義工服務嘉許銀狀 - 服務時數達 100 小時或以上	4A	Kelsey So
	4B	Maggie Ma
	5E	Alice Tsang
	5E	Joy Wong
	5E	Katie Wong
	6S	Sophie Fung
	6S	Connie Kwan
	6S	Maggie Lau
	7A	Gloria Chiu
	7A	Lester Ng
社會福利署 義工服務嘉許銅狀 - 服務時數達 50 小時或以上	4A	Kelly Kong
	4C	Joan Lee
	5E	Sherry Li
	5E	Mary Li
	7A	Shirley Cheung
3 香港紅十字會深水埗區步操比賽 06-07 冠軍、最佳制服		紅十字會 YU57
4 香港紅十字會深水埗區際比賽總成績 06-07 冠軍		紅十字會 YU57
5 香港紅十字會西九龍總部比賽總成績 總冠軍		紅十字會 YU57
6 香港紅十字會深水埗區急救比賽 06-07 冠軍	3A	Kelly Wong
	3D	Daphne Ho
	3D	Daphne Tang

7 香港紅十字會服務計劃 06-07 第四名

8 隊伍優秀女童軍選舉 2007 隊伍優秀女童軍

9 女童軍填色及標語創作比賽 女童軍組 優異獎

10 二零零七年 優秀交通安全隊隊員選舉 中學組 季軍

11 深水埗區道路安全運動嘉年華 道路安全攤位遊戲裝飾設計獎 亞軍

12 匯豐銀行少年警訊獎勵計劃 最佳諮詢會獎 冠軍
最佳學校支會獎 亞軍
最佳少訊會員 優異獎

13 深水埗區 2006 慶祝國慶嘉年華攤位遊戲設計比賽 全場總冠軍

14 2006/ 2007 年度禁毒/滅罪野外定向大賽 學校支會總亞軍

15 學生環境保護大使計劃 傑出學生環保大使

優異獎

16 環保項目計劃書比賽 傑出計劃獎

3E Angel Ho
2A Bowie Ng
2C Dominica Cheung
2C Natalie Wong
3B Amy Cheung
3B Irene Tai
3C Jessie Lai
3D Elaine Lau
3E Wendy Loo
4E Carol Pun
2C Eunice Sha
3C Cara Lee
交通安全隊
少年警訊
少年警訊
4A Kelly Kong
少年警訊
少年警訊
6A Carrie Chiu
6A Matalie Yeung
6S Rachel Ng
2D Mandy Hau
3A Serwing Lo
3D Jenny Ngan
3D Yuki Wong
4B Emily Chu
4B Carmen Mok
4B Irene So
4C Karen Kwan
4D Judith Chan
4D Mandy Hui
4D Eva Lai
4E Celia Chan
5A Catherine Chee
6A Wendy Chow
6A Karen Law
6A Candy Lee
6A June Poon
6B Alice Lam
6B Sharon Lui
6S Shirley Tang
6A Carrie Chiu
6A Wendy Chow
6A Candy Lee

- 17 綠田園基金 校際獎券籌款比賽 優異獎
18 香港青年獎勵計劃 銀獎

香港青年獎勵計劃 銅獎

- 19 地鐵商場好學生同學會 領導才能 中學組全港首五名

Sport Prizes

- | | |
|-------------------------------|------------------|
| 1 第二屆「香港學生運動員獎」 | 6B Sonia Ho |
| 2 香港國際保齡球隊隊員 | 6B Sonia Ho |
| 3 第二十屆亞洲城市保齡球錦標賽 香港代表 | 6B Sonia Ho |
| 4 港九中學校際保齡球錦標賽 個人賽亞軍 | 6B Sonia Ho |
| 5 第三十三屆泰國保齡球國際公開賽 香港代表 | 6B Sonia Ho |
| 6 第8屆全港學界保齡球公開賽 女單(學生賽) 冠軍 | 6B Sonia Ho |
| 7 第三十二屆香港國際保齡球公開賽 青少年女子三人賽 亞軍 | 6B Sonia Ho |
| 青少年女子三人賽 季軍 | 6B Sonia Ho |
| 青少年女子雙人賽 季軍 | 6B Sonia Ho |
| 8 學界田徑錦標賽 女子甲組 1500 米 殿軍 | 5A Carmen Wong |
| 女子乙組 100 米 冠軍 | 3E Amy Siu |
| 女子乙組 團體冠軍 | 4D Mandy Hui |
| 女子乙組 鐵餅 冠軍 | 3B Winnie Chui |
| 女子乙組 鉛球 冠軍 | 3B Winnie Chui |
| 女子乙組 400 米 季軍 | 3C Tina Ng |
| 女子乙組 4x100 米 季軍 | 4D Louisa Chan |
| | 4D Mandy Hui |
| | 3E Natalie Kam |
| | 3E Amy Siu |
| 女子乙組 4x400 米 季軍 | 3C Tina Ng |
| | 3A Amanda Cheung |
| | 4D Kitty Chan |
| | 3D Joanna Hung |
| 女子乙組 跳高 季軍 | 4D Kitty Chan |

- 6A Matalie Yeung
6B Sharon Lui
6S Rachel Ng
環保學會
4B Emily Chu
4D Mandy Hui
4E Carol Pun
5A Helen Leung
5D Emily Lui
5D Tracy Yip
5E Antonia Cheng
5E Sally Ng
3B Amy Chiu
4A Jenny Chu
5A Sarah Leung
5C Alice Ko
5D Bonnie Mak

	女子乙組 跨欄 殿軍	4D	Mandy Hui
	女子丙組 鐵餅 冠軍	2C	Dawn Tong
	女子丙組 鉛球 冠軍	2C	Dawn Tong
	女子丙組 跨欄 亞軍	2B	Rita Fung
	女子丙組 團體殿軍	4D	Mandy Hui
	女子團體亞軍	4D	Mandy Hui
9	外展(聯校)田徑章別挑戰日 女子乙組 100 米跨欄 冠軍	4D	Mandy Hui
	女子乙組 100 米 亞軍	4D	Mandy Hui
	女子乙組 800 米 亞軍	4D	Mandy Hui
	女子丙組 800 米 季軍	3A	Amanda Cheung
	女子丙組 1500 米 殿軍	3A	Amanda Cheung
	女子丁組 跳高 亞軍	2E	Mandy Ng
10	學界越野錦標賽 女子甲乙組 第九名	3A	Amanda Cheung
	女子甲乙組 團體季軍	3A	Amanda Cheung
	女子組 團體第四名	3A	Amanda Cheung
11	大埔區壁球比賽 冠軍	5D	Bonnie Mak
12	屯門區壁球比賽 冠軍	5D	Bonnie Mak
13	北區壁球比賽 冠軍	5D	Bonnie Mak
14	九龍地域壁球比賽 冠軍	5D	Bonnie Mak
15	沙田區壁球比賽 冠軍、季軍	5D	Bonnie Mak
16	西貢區壁球比賽 亞軍	1B	Ivy Tso
17	荃灣區壁球比賽 季軍	5D	Bonnie Mak
	殿軍	1B	Ivy Tso
18	葵青區壁球比賽 冠軍	5D	Bonnie Mak
19	元朗區區壁球比賽 季軍	5D	Bonnie Mak
20	港島四區壁球比賽 季軍	5D	Bonnie Mak
21	夏季壁球聯賽 D10 季軍、8A 組季軍	5D	Bonnie Mak
22	校際壁球 個人比賽 季軍	1B	Ivy Tso
	隊際比賽 第八名	1B	Ivy Tso
		3C	Tiffany Wan
		3E	Eva Lau
23	隊際外展壁球比賽 初級組 季軍	1B	Ivy Tso
		3C	Tiffany Wan
		3E	Eva Lau
24	全港公開青少年兒童武術分齡賽 南拳 亞軍	5D	Vicky Tsang
	刀術 殿軍	5D	Vicky Tsang
	劍術 亞軍	4E	Candy Woo
	長拳 亞軍	4E	Candy Woo
	全能 亞軍	4E	Candy Woo
25	第四屆亞洲青少年武術錦標賽(套路) 選拔賽 42 式太極劍 冠軍	4E	Candy Woo
	劍術 冠軍	4E	Candy Woo
	42 式太極拳 季軍	4E	Candy Woo
26	全港公開武術錦標賽 長拳 第五名	4E	Candy Woo
	劍術 季軍	4E	Candy Woo

- | | | | | |
|----|-------------------|----------|----|--------------|
| 27 | 2007 深水埗 區分齡乒乓球比賽 | 女子組單打 亞軍 | 5D | Emily Lui |
| | | 女子組單打 季軍 | 5B | Amy Li |
| | | 女子組雙打 季軍 | 5D | Emily Lui |
| | | 女子組雙打 季軍 | 4D | Kitty Chan |
| | | 女子組單打 殿軍 | 5A | Miriam Leung |
| 28 | 地鐵商場好學生同學會 體育運動 | 中學組全港首五名 | 5D | Bonnie Mak |
| 29 | 學界籃球比賽 九龍區第二組 | 女子甲組 冠軍 | | 籃球校隊 |
| | | 團體季軍 | | 籃球校隊 |
| 30 | 第三十二屆全港青少盃排球賽 | 丙組殿軍 | | 排球校隊 |

Exchange Study Tours to Mainland China (2006-07)

** Class in 2007-08**

1. 2007 北京人大附中交流團(2007年4月)

7B Carol Ma	7B Fanny Lee	7S Vicky Chu	7S Connie Kwan
7S Rachel Ng	5A Rose Chin	5A Tracy Man	5A Ruby Pang
5B Bonnie Tai	5B Anna Chung	5B Alice Chan	5C Cornelia Sung
5C Iris Lee	5C Becky Law	5D Carmen Chan	5D Jessica Leung
5D Photina Poon	5E Candy Lam	5E Ada Tsang	5E Cora Chan

2. 『燃亮祖國心』-- 清遠國情體驗之旅 - 『愛我中華 建樹香江』國民教育協進會 (27/12/06 - 30/12/06)

7B Natalie Wai	7B Carmen Lee	5A Gloria Lam	5A Catherine Hui
5A Claudia Ho	5B Rachel Kan	5B Ericak Li	5C Peggy Li
5D Lorraine Fung	5D Maggie Chu		

3. **HK Jockey Club Award Scheme for Student Leaders of HK: National Education Course - EDB**

7A Michelle Yung (Dec 06)
7A Katy Lo (Apr 07)
7A Ave Tam (Jul 07)
7A Cora Chiu (Jul 07)

4. 京港同心慶回歸迎奧運(往北京及天津) - 香港青少年發展聯會 (5/4/07 - 9/4/07)

7B Cindy Cheung

5. 北京研習之旅 - 國民教育中心 (4/4/07 - 8/4/07)

5A Cynthia Fung
5D Jane Lo

6. 成都、黃龍九寨溝環保考察 - 環境運動委員會 (2/4/07 - 7/4/07)

7A Matalie Yeung

7. **Military Summer Camp for Hong Kong Youth - EDB (15/7/07 - 29/7/07)**

5A Joey Man

8. 京港同心體驗之旅(往北京及邯鄲) - 香港青少年發展聯會 (25/8/07 - 29/8/07)

7A Isabella Wong
7B Joyce Yeung

9. 海南島觀摩交流團 -交通安全隊 (16 – 19/8/07)

4C Cara Lee

10. 探索祖國北京行 – JPC (16/7/07 –22/7/07)

6S Suki Ng

5A Kelly Kong

5E Celia Chan

11. 汕頭大學四天交流團 – JPC (25/8/07 – 28/8/07)

7S Rachel Ng

6A Cindy Leung

6B Iris Yiu

6B Polly Choy

6B Vivian Wong

6S Vicko Chan

6S Mandy Sun

6S Suki Ng

6S Vivian Lau

6S Rosalie Cheng

5A Kelly Kong

5A Kelsey So

5A Sharon Liu

5D Jacqueline Kwok

5E Sophia So

5E Celia Chan

5E May Ng

5E Sylvanie Tam

4C Cindy Lo

4C Irene Tai

4E Sharon Liu

School Report 2006-2007

Conclusion

Management & Organization

- With a strong commitment to the vision and mission for the school, plus a clear and thorough understanding of current educational trends and the changing context brought about by recent and forthcoming reforms, the School Management Committee worked closely with the principal and the staff through meetings on school policies. They rendered full support and exhibited trust in the principal and the senior managers on school development. School-based strategies, accommodating the needs of the students, were effectively drafted to lead the school to continuous improvement.
- Added transparency in the decision making process, headed by the Administrative Committee, has proved effective in improving school organization structure. The Principal and the two Assistant Principals have a defined direction in leading the school towards progress. The Advisory Committee, which covers a wide spectrum of elected teacher representation, functions to seek views on school issues from teachers, parents and alumni. The inclusion of the School Head Prefect in the Advisory Committee this year further enhanced communication between the students and the school administration. This comprehensive consultation and stakeholder participation in policy making have consolidated the bondages in the school organization.
- The school secured support from the non-teaching staff. Clear guidelines noting daily operational procedures were available to ensure efficient operation and school management.
- The school is led by a team of dedicated and hard-working senior managers who are supported in turn by a team of loyal middle managers. 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. It is the desire of the school to see a stronger collaboration spirit and a coordinating role in making pedagogical changes conducive to developing students' potential to the fullest. Facing new challenges in education reform, further effort would have to be summoned in the area of curriculum planning and related strategies for pedagogical changes.
- The school put into practice a mentoring scheme to help new teachers blend in with the school environment and culture. The school management was commended by the External School Review team for the continuous effort in allocating common free periods to facilitate collaborative lesson planning. Teacher reflections written after peer lesson observations reflected ambition for professional development among the staff.

- The senior management has undertaken serious discussion to formulate agreed criteria as a good basis for staff promotion. The staff appraisal system with self-evaluation and reflection of teachers also served as a fair platform for promotion criteria.
- The school had effectively disbursed financial resources from the Capacity Enhancement Grant to relieve teachers from their non-teaching duties and to hire professionals to develop students' multiple talents in 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.
- Due attention was given to maintaining a clean school premises. The school library was well stocked to support the promotion of reading in the school. Green measures were implemented to conserve resources. Subsequent effort was paid in the effective use of facilities to accommodate the new School-based assessment. To enhance the sense of belonging, one of the school major concerns, IT tools were made very accessible.

Learning and Teaching

- Emphasis on students' whole-person development was notable in the school. The curriculum offered a good range of subject choices to cater for different student interests. In addition to academic pursuits, a variety of life-wide learning and extra-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. Initial consultations on subjects to offer and manpower deployment were conducted with teachers involved. At present, Liberal Studies was introduced to Form 1 and individual panels had also incorporated NSS elements into the junior form curriculum. The school saw the need to hold a holistic review on curriculum integration and transition, Key Learning Areas coordination and a strategic staff development plan.
- The school had offered a platform for teachers to share teaching resources and for students to conduct on-line submission via the school intranet. Individual panels also made good attempts in setting up an e-forum to develop students' critical thinking skills and extend learning beyond the confines of the classroom.
- Emphasis on values education and positive attitudes was projected in the well-designed school-based Ethics Lesson allocated to Forms 1-7. Success in values education was reflected in the caring atmosphere within the school campus, and students' excellent

self-discipline and their participation in community service.

- Project learning skills were delivered in junior Civic Education lessons and projects were mainly subject-based. To bring about better planning, coordination and monitoring at school level, the school would consider having a more structured and coherent approach to project learning in order to develop students' learning skills in a more systematic and holistic manner.
- The school adopted a whole-school approach to address the major concern of 'Promoting Reading Culture'. A variety of reading programs is implemented and most subjects have also properly incorporated reading elements into the curriculum to promote reading within the department. The concerted effort from various departments saw improvement in students' reading habits and interests.
- Another whole-school approach the school adopted was for creating an English-rich learning environment to raise students' language proficiency. In addition to the English Speaking Policy, a rich variety of support measures further contributed to the competence and confidence in the use of English as the medium of communication among teachers and students.
- To cater to learner diversity, the school assigned less able students to smaller groups for closer attention in the Chinese and English language lessons. Teachers designed more varied and demanding tasks for the more able students in the various disciplines besides introducing purposeful grouping to facilitate diversified learning. The teachers were always on the lookout to enhance their teaching strategies and render individual support to students when required. To better cater for learner diversity in the classroom, the school would look into curriculum adaptation and strategic teaching strategies. In addition, students were encouraged to take part in various competitions and extra-curricular activities to develop their potential.
- We had a staff comprising conscientious and devoted teachers with sound professional knowledge and a great sense of responsibility. Lessons were efficiently delivered and well structured with specific learning goals and expected outcomes. They demonstrated professionalism and were caring and enjoyed a good rapport with the students.
- 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. Better seating and grouping arrangements should bring benefit to the students' interactive learning activities. Teachers teaching higher forms could place higher expectations on the students to develop their generic skills and critical thinking and creativity.

- 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. Initial attempts at cross subject collaboration and collaborative lesson planning were made to articulate educational reform measures. Still, the school hoped to see enhanced cross-subject coordination, curriculum monitoring and evaluation at school level. Individual panels would be advised to make better use of the Territory-wide System Assessment analysis and value-added information to monitor the effectiveness of learning and teaching.
- 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. Examples of these projects were "Chinese Culture in Guangdong" and "Town Planning in Shek Kip Mei". Teachers also used students' Learning Portfolio as a tool for progressive assessment.

Students Support and School Ethos

- Various student support teams work consistently in addressing the school concern, namely, "To build up student qualities as Trinitians: Wisdom, Charity, Courage, and Fulfillment." The good team spirit among the staff further contributed to consolidating the well-built communication network with the students.
- The school was engaged in a whole-school approach in the area of discipline and guidance. A clear referral system had been set up and class interviews and Form Meetings at all levels were found effective. The dual class teacher system in Forms 1-3 also provided a strong support. School rules were clearly spelt out, while, at the same time, were put under constant review, taking into account views expressed by parents and students.
- The school made good use of APASO data to inform planning. Numerous support programs were in place to facilitate student support. Programs such as Peer Tutor Program and Big Sisters Scheme were implemented to assist the less able students, while enhancement courses were available for students with stronger abilities.
- The Student Association, Houses, clubs and societies showed sufficient capacity in planning, organizing and evaluating activities. The Student Association, being elected by peers, proved to be an effective communication channel between the school and the students.

- The school also offered a balanced range of extra-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 some of the activities such as djembe and jazz. On the whole, student satisfaction in the ECA was great and a sense of belonging was hence cultivated.
- To encourage attainment in moral, intellectual, physical, interpersonal and aesthetic aspects, the school set up the Academic and Activity Awards Scheme for Forms 1-3 students. The Active Log Book proved most effective in assisting students in the PIE (Planning, Implementation and Evaluation) cycle especially in the non-academic area and securing sustainable development of the students.
- For careers guidance, the school invited past students to share their experience in the choice of subjects in tertiary institution as well as in the work field. The school careers team also handed out newsletters and career guidance sessions to enlighten students in both academic and career prospects.
- The school made conscious effort to nurture in students respect for others, perseverance, sense of responsibility, and national identity. Students were given opportunities in various social services and joint school events. Compulsory social service projects initiated by the Ethics Panel provided ample opportunities for the Form 4 students to learn to serve others through volunteer services. Senior students took great pride in acting as role models and mentors for the juniors. The “Appreciation Announcement Scheme” carried out in the school instilled an attitude of appreciation of others. The exchange program, initiated by the Education Bureau, further enhanced the image of Holy Trinity College, and offered to students a good learning experience with the Sister School in Beijing, the High School Affiliated to RENMIN University of China. The school looked forward to seeing an enhanced awareness towards an identity as Chinese citizens among the students in the coming year.
- To elevate students’ environmental awareness, the school had set up energy-saving and waste recycling policies. The Environmental Protection Society sent Environmental Protection Ambassadors to promote environmental protection activities and the Green Prefect system was also effective in helping to keep classroom tidiness.
- The school also emphasized “Healthy Living”. Health Education Programs were strategically planned to arouse students’ physical and mental health awareness with help from Student Health Ambassadors
- The school saw parents as valuable assets and had worked to create a culture of openness and trust with them. Parents were kept well informed of their children’s

progress through various channels and were invited to serve in partnership in the school development. The Parent Teacher Association served as a bridge to enhance mutual communication between parents and school. The school often took initiative to solicit views and suggestions from the parents whose generosity in rendering manpower and financial support was prominent. The school also witnessed a successful Trial Shadowing of Students by parents. This stood as further evidence of the school link with the parents.

- The alumni played a vital role to facilitate school development. They maintained a strong sense of belonging to the school and remained committed in facilitating school development by offering programs that put students in job shadowing programs under a Mentor System supported by the Past Students Association.

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.
- Other than academic excellence, the students also exhibited outstanding results in participating in a rich variety of inter-school activities, whether they be speech, music, dance or sports. In particular, we witnessed students' impressive achievements in the international RoboCup Competitions and the Junior Achievement Company Program. Their caring attitude and enthusiasm in service all added solid values to the school motto of Wisdom, Charity, Courage, and Fulfillment.

Principal's Continuing Professional Development Record 2006-7

The total number of CPD hours for 2006-2007 is **225**

A. Structured Learning

The number of CPD hours is **97** for this school year (2006-7).

No.	Date	Hours	Venue	Seminar/Workshop
1.	5/10	3.5	EMB Kowloon Tong Education Services Centre	Wellness for School Principals & Open Forum on Teachers' Work
2.	12/10	3	EMB Kowloon Tong Education Services Centre	Experience Sharing on enhancing School Improvement through SSE & ESR
3.	13/10	1.5	St. Paul's Convent School	Pastoral Care and Education for Youth
4.	24/10	3	Queen Elizabeth School	Feedback on New Academic Structure for Senior secondary Education & Higher Education
5.	10/11	1.5	Holy Trinity College	ShamShuipo District Schools Partnership – Opening Ceremony
6.	20/11	1.5	Island Shangri-la Hotel	SCMP Business Leader Briefing – “Hong Kong's Education System”
7.	5/12	2	Hong Kong Central Library	Seminar on “Habits of Mind”
8.	18/12	3.5	EMB Kowloon Tong Education Services Centre	Experience sharing Session on School Self Improvement – Post ESR Development
9.	20/12	2.5	Hong Kong Central Library	Collaborative Lesson Planning and Collaborative Lesson Analysis in the Teaching of English (Secondary School)
10.	9/1	1.5	EMB Kowloon Tong Education Services Centre	SEM Meeting with School Principals of Kowloon Region
11.	13/2	3	Hong Kong Polytechnic University	Self-directed Learning & Paradigm Shift in Learning & Teaching : HK Report & School Practice
12.	2/3	4	Pui Ching Middle School	Information Technology in Education Symposium 2007
13.	3/3,28/3,31/3, 14/4,21/4	12	EMB Kowloon Tong Education Services Centre	National Education & Basic Law Education Programme for Principals and Teachers

14.	10/3	2.5	CUHK	Towards New Assessment Culture in Hong Kong – the Use of Rasch Model
15.	21/3-22/3	14	3 Pacific Place, Admiralty	Workshop on “Learning to Lead Change”
16.	23/3	2.5	St. Paul’s Convent School	Forum on “Learning to Lead Change”
17.	24/3	1.5	Wu Chung House EMB	Pilot Project on Collaborative Lesson Planning & Analysis
18.	30/3	3	St. Paul’s House of Prayer	Spiritual Wellness for School Administrators
19.	31/3	2	Police Recreational Centre	HSBC Junior Police Call Prize-giving Ceremony
20.	25/4	3	The Boys’ & Girls’ Club Association of Hong Kong	Legal Advice on Handling Employees’ Related Issues
21.	28/4	3	Hong Kong Disneyland	2007 Principal Day – Youth Programme for Secondary Schools
22.	28/4	3	International Exhibition Centre Kowloon Bay	Prize-giving Ceremony of JA Company Project
23.	30/4	2.5	Tack Ching Girls’ Secondary School	Sharing on Preparation for New Senior Secondary Curriculum Planning
24.	12/5	4	La Salle College	Education in a Globalised World – Challenges and Opportunities
25.	18/5	3	Buddhist Lim Kim Tian Memorial Primary School	Seminar on Better Use of Resources for School Development
26.	5/6	3	Raimondi College	Seminar on “Leaders for the Future”
27.	25/6	2.5	CCC Ming Yin College	Sharing of NSS Curriculum Planning & Timetabling
28.	30/6	4	HKU	Knowledge Building for Teachers in the New Era learning Reform for 334
29.	3/7	2	EMB Kowloon Tong Education Services Centre	Sharing on Pilot Project on Collaborative Lesson Planning & Analysis
30.	11/7	2	CCC Ming Yin College	ShamShuipo District Schools Partnership –Closing Ceremony

B. Action Learning

The two action learning projects were completed with assistance from the Health Ambassador and the teacher Librarian and her board members. For details, please refer to the report on the Campaign on Mental Health and that on Widening the Scope of Reading and Shared Reading II. The number of CPD hours recorded is **10** hours.

C. Services to Education and the Community

The number of CPD hours recorded is **118**.

	Date	Time	Venue	Services
1.	6/9	2	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
2.	11/9	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
3.	14/9	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
4.	27/9	7	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
5.	1/10	2	Hong Kong Convention & Exhibition Centre	57 th Anniversary of the Founding of the Peoples’ Republic of China
6.	4/10	1.5	Lok Sin Tong Yu Kan Hing Secondary School.	SCOLAR Debating Education Programme - Steering Committee Meeting
7.	6/10	2	EMB Kowloon Tong Education Services Centre	SCOLAR Debating Education Programme - Briefing to Schools
8.	1/11	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
9.	2/11	5	CGO, Central	73rd SCOLAR Meeting
10.	24/11	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
11.	25/11	3	Hong Kong Culture Centre	Putonghua Festival - Drama Performance sponsored by SCOLAR
12.	30/11	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
13.	4/12	2	Wu Chung House EMB	CDC Ad Hoc Committee Meeting on Assessment for Learning (English Language)
14.	8/2	5	CGO, Central	74th SCOLAR Meeting
15.	12/2	2.5	EMB Kowloon Tong	SCOLAR Debating Education Programme -

			Education Services Centre	Steering Committee Meeting
16.	28/2	4	Hopewell Centre	SCOLAR Task Force Meeting on Using PTH to Teach Chinese
17.	13/3	2	Lok Sin Tong Yu Kan Hing Secondary School.	SCOLAR Steering Committee Meeting on Reading Ambassadors and Reading Contract Project
18.	14/3	2.5	SCOLAR Support Unit Kowloon Bay Office	SCOLAR Steering Committee Meeting of Proper Cantonese Pronunciation Project
19.	15/3	3.5	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
20.	16/4	2	Marriot Hotel	SCOLAR News Award 2006
21.	17/4	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
22.	26/4	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
23.	27/4	2	Lok Sin Tong Yu Kan Hing Secondary School.	SCOLAR Steering Committee Meeting of Proper Cantonese Pronunciation Project
24.	2/5	4	Hopewell Centre	SCOLAR Task Force Meeting on Using PTH to Teach Chinese
25.	3/5	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
26.	11/5	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
27.	16/5	3	Wu Chung House EMB	Briefing Session for New Panelists on English Enhancement Scheme for CMI Schools – Professional Dialogue
28.	19/5	4	Holy Trinity College	SCOLAR Debating Competition for Junior Secondary Students
29.	29/5	3.5	Hopewell Centre	SCOLAR Task Force Meeting on Using PTH to Teach Chinese
30.	29/5	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
31.	6/6	3.5	CGO, Central	75th SCOLAR Meeting
32.	6/6	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
33.	13/6	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue
34.	28/6	4	Wu Chung House EMB	English Enhancement Scheme for CMI Schools – Professional Dialogue

Brief Report on Evangelization work of the pastoral care worker in 2007

Our pastoral care worker Irene Lee has worked conscientiously on evangelization at school. Though she is working part-time, she has made use of every possible opportunity to build up the religious support to help teachers and students in strengthening their faith in God.

She is especially strong in collaboration work with colleagues whenever she has the chance. Example of this aspect includes the collaboration work with the school social worker in the Orientation for New Form One Students in July before the beginning of the school year. Her involvement in leading students to participate in the religious functions inside and outside school is highly appreciated. Examples include participation in the 4th Asia Youth Festival, the Mission Sunday Events, Liturgy for Forms 1 & 2 students, School Opening Mass, Requiem Mass, School Thanksgiving Mass.

She is also interested to create posters for promoting religious life at school. She has made use of all possible opportunity to instill in our students the good virtues we expect of our students. The provision of Bible verses for classroom board display competition is one of the examples of her subtle way of planting the seed of faith in our students. Her participation in the Parents' Days is another illustration of her eagerness to reach out to parents. She has encouraged junior and senior form students to take part in Bible Reading Competition organized by Rosary Church and students have won significant prizes in the contest. Their confidence in Bible Reading has also been enhanced.

She is also innovative in planning her activities, taking into consideration of the need to be creative and proactive in contact with the young students. She used IT in recitation of the Rosary in the month of October last year and this is one of the examples of her contribution to the building of religious faith among Catholics and non-Catholics at school. Her assistance in leading students in organizing Catholic Society Functions is important and this has lessened the teachers' burden in extra-curricular activities related to faith building.