



HOLY TRINITY COLLEGE

ANNUAL SCHOOL REPORT

2009/2010

Holy Trinity College

Annual School Report

2009-2010

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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

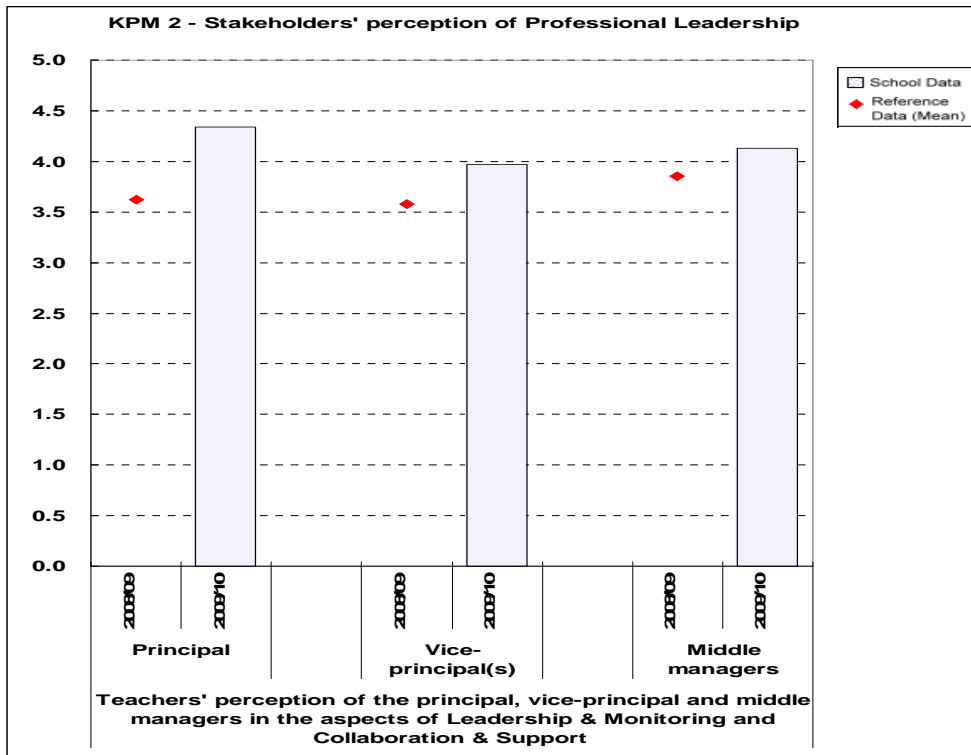
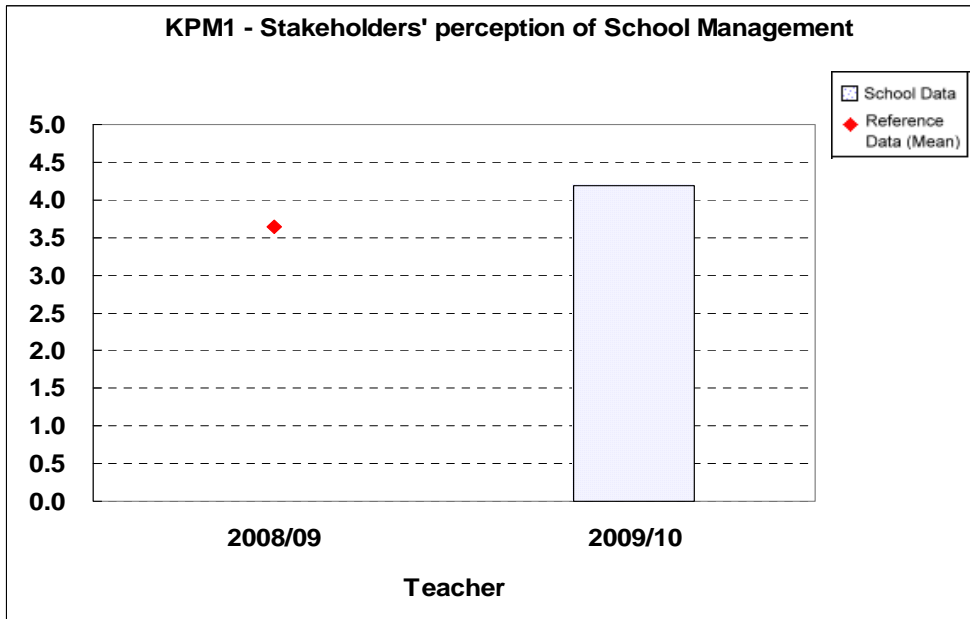
Currently, the school contains a total of 31 classes that run on a whole-day-school timetable and a student population of 1139. Besides the principal, there are 62 teachers, plus 24 clerical and menial staff. Among them, 30% have been serving the school for over 20 years, with the remaining 48% serving 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.

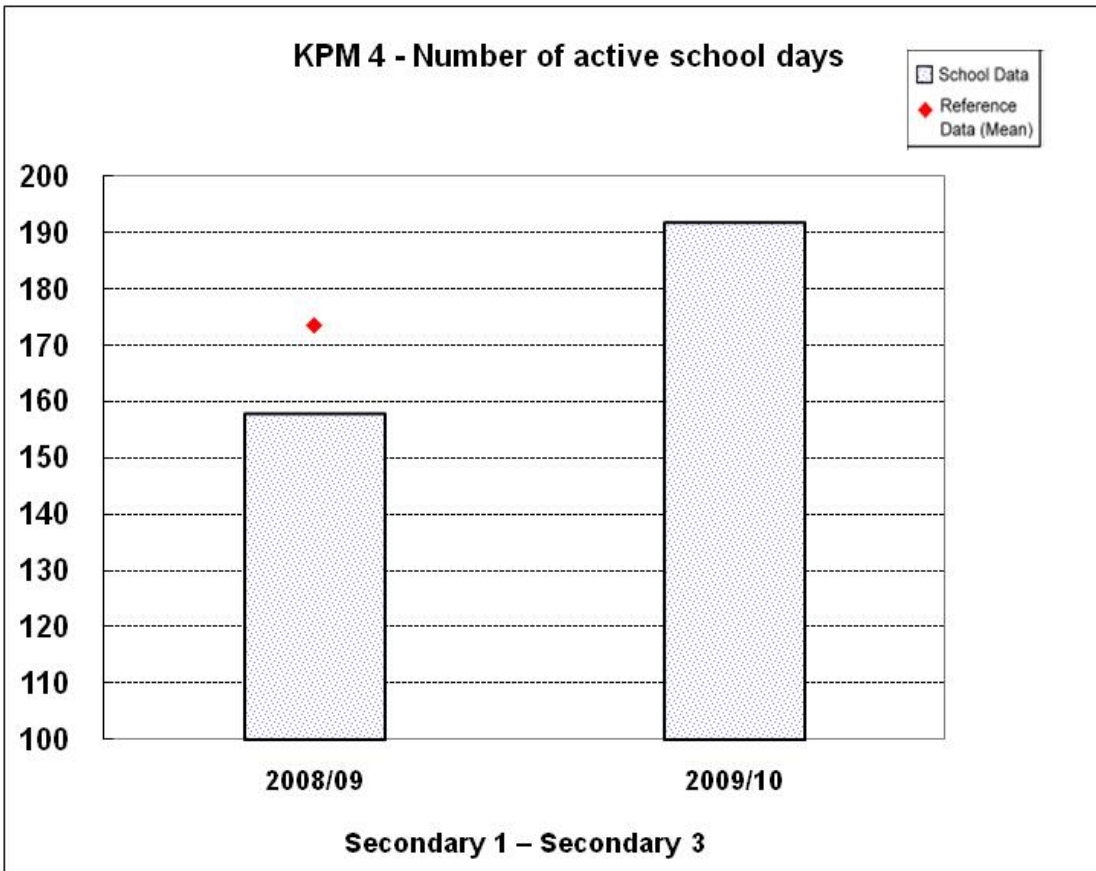
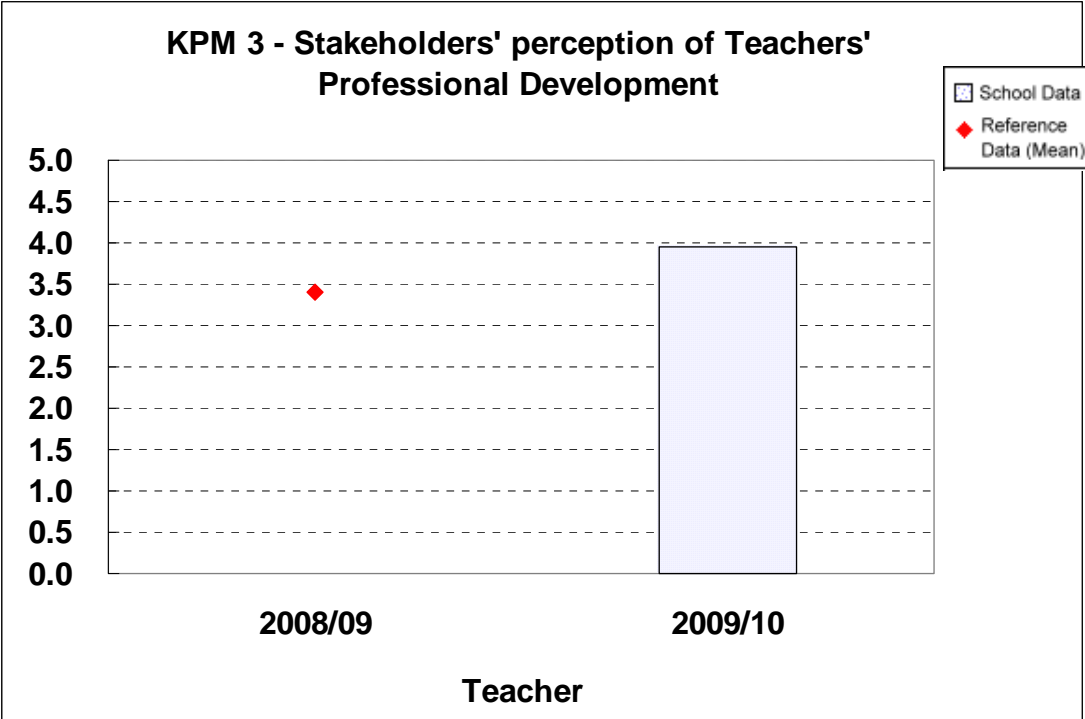
School facilities

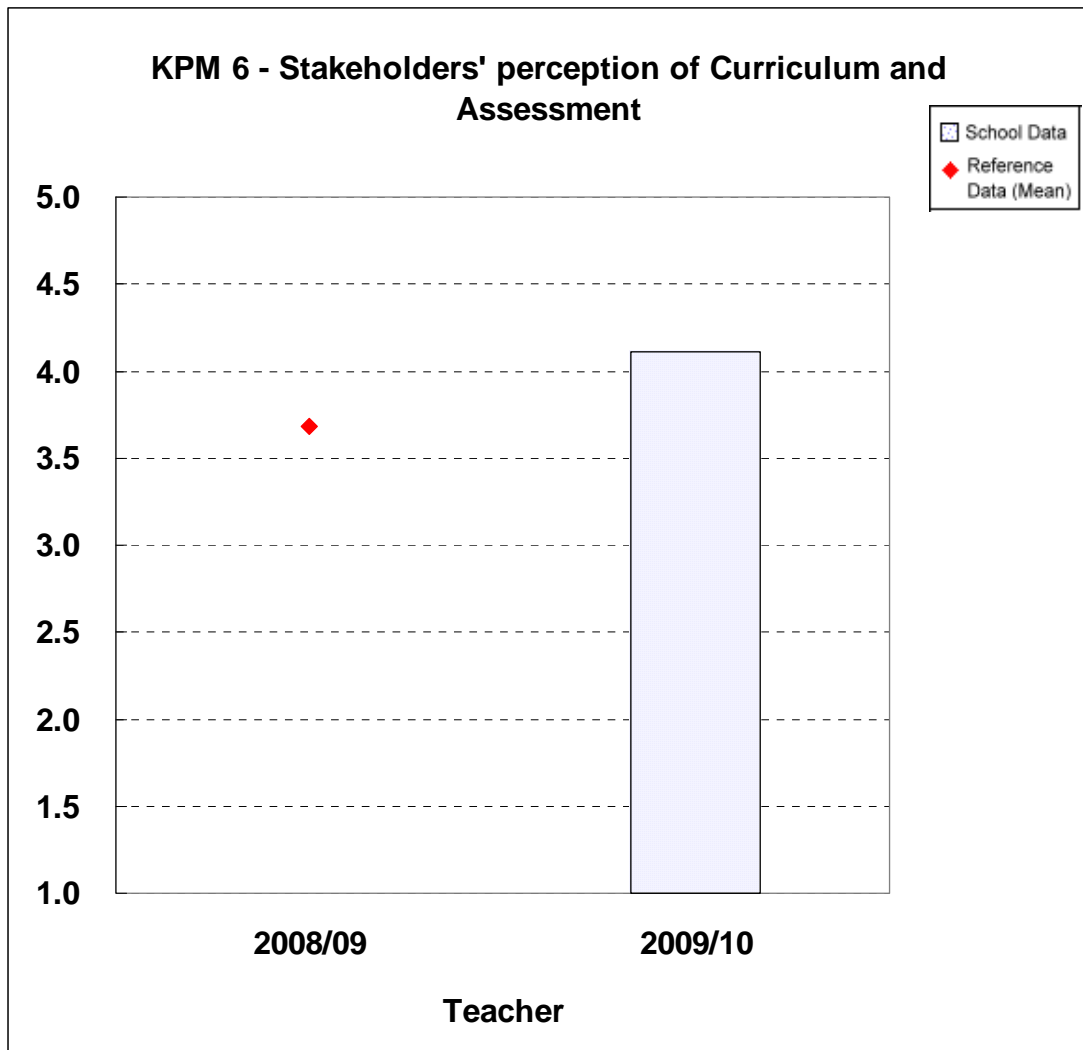
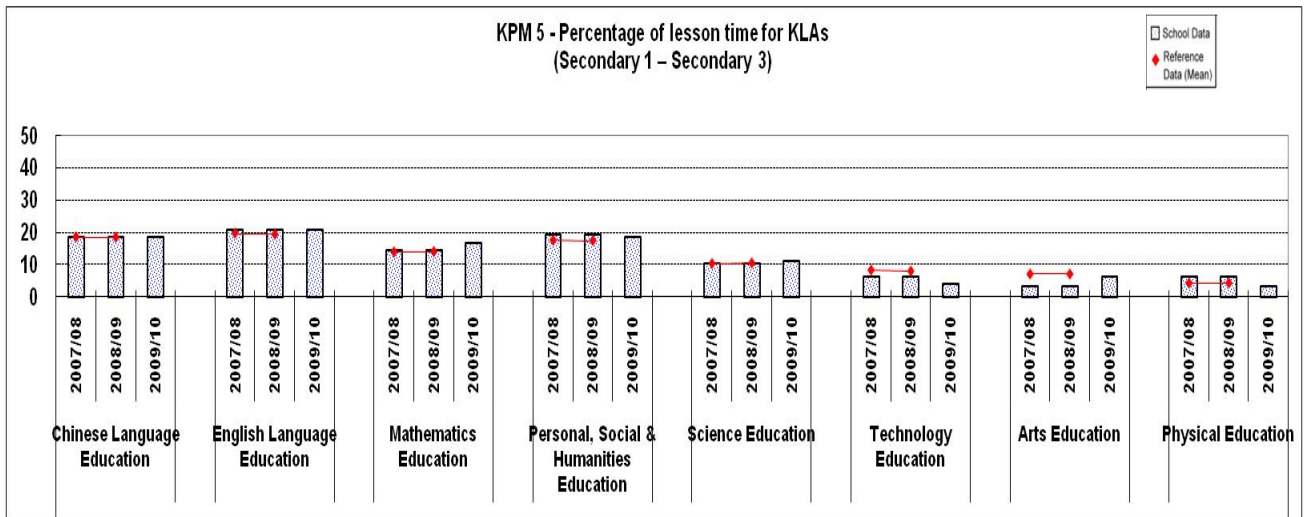
Under the School Improvement Program, the New Annex was completed in October 2005. The completion of the project allows students additional space for activities and provision of upgraded Information Technology facilities. At present, all classrooms have a computer, a projector and a visualizer already 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.

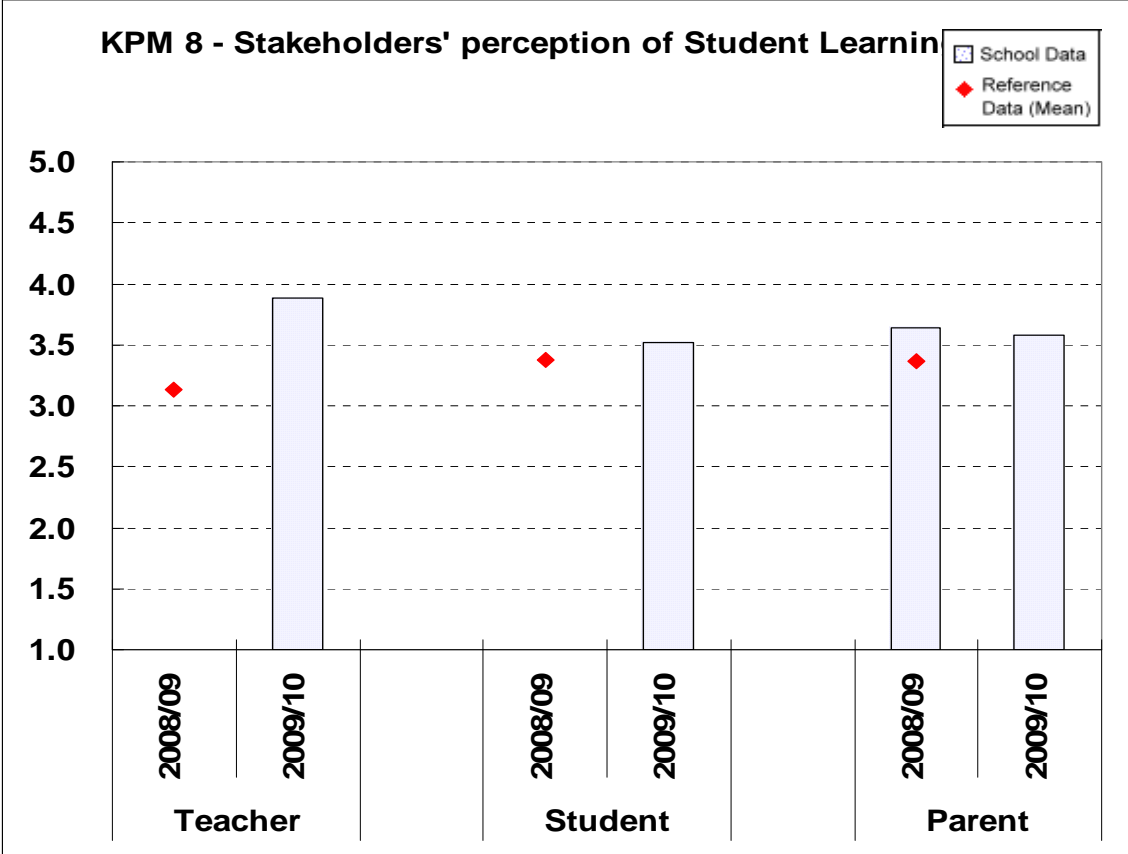
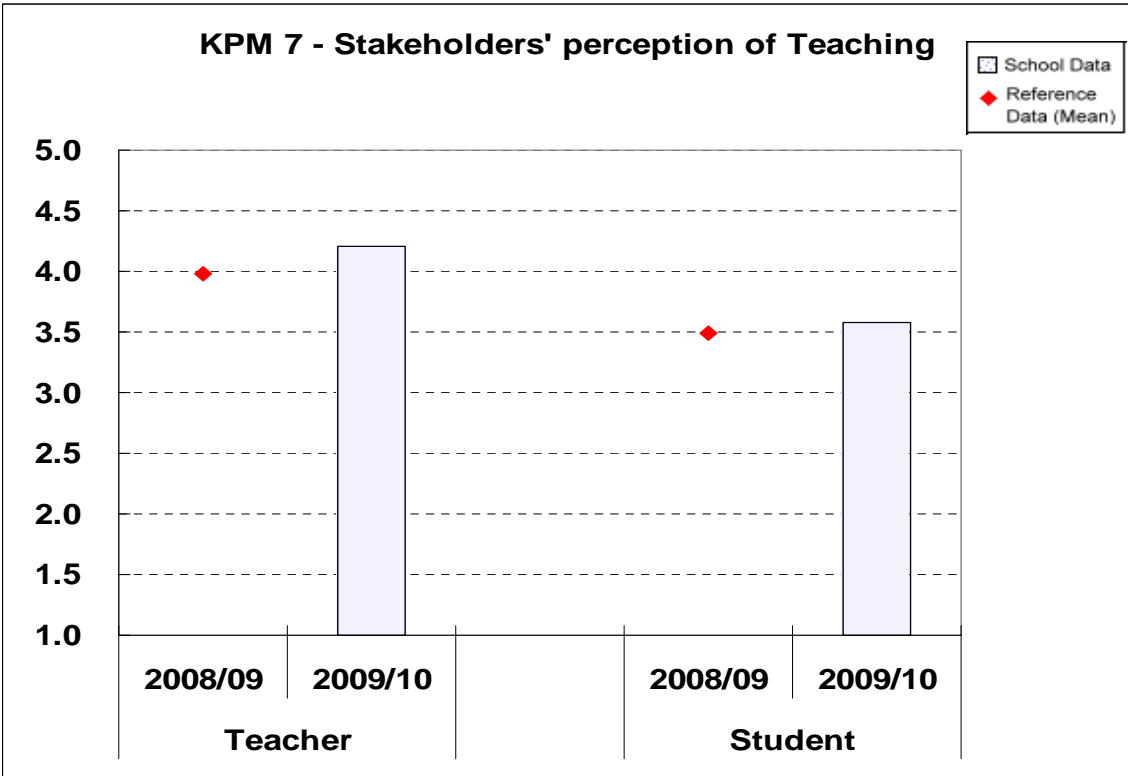
The school has 31 standard classrooms, a school hall and a library, a new staff room and conference room, three multi-media rooms, two computer assisted learning centres, one language room, four science laboratories, a student activity centre, a multi-purpose room and other special rooms for cultural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

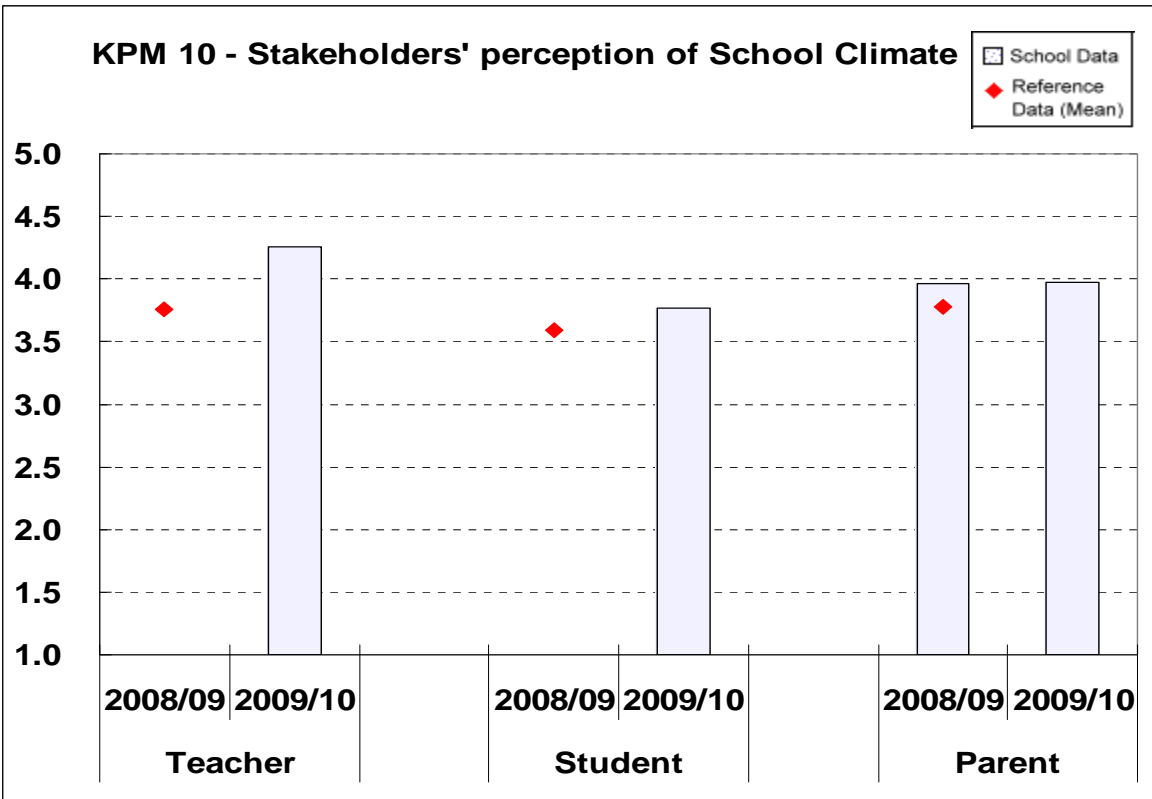
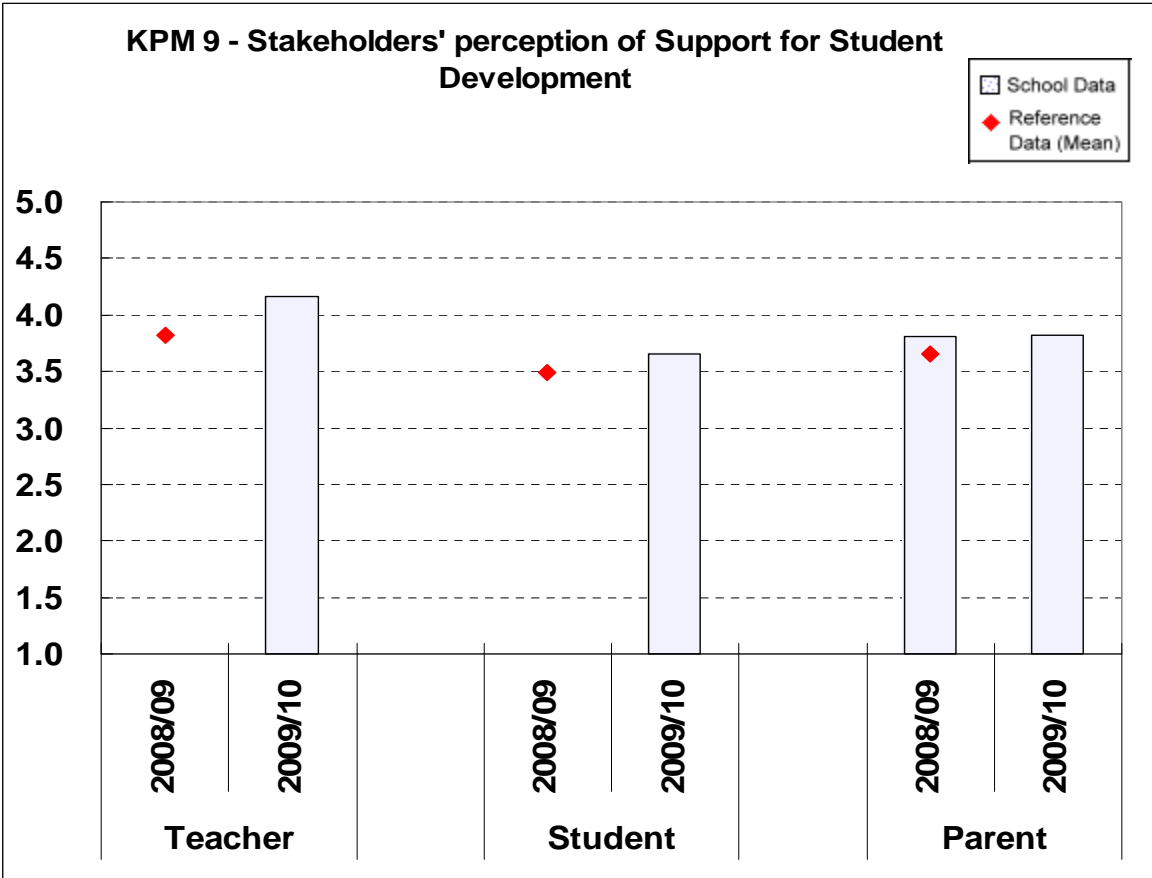
3. KPM REPORT

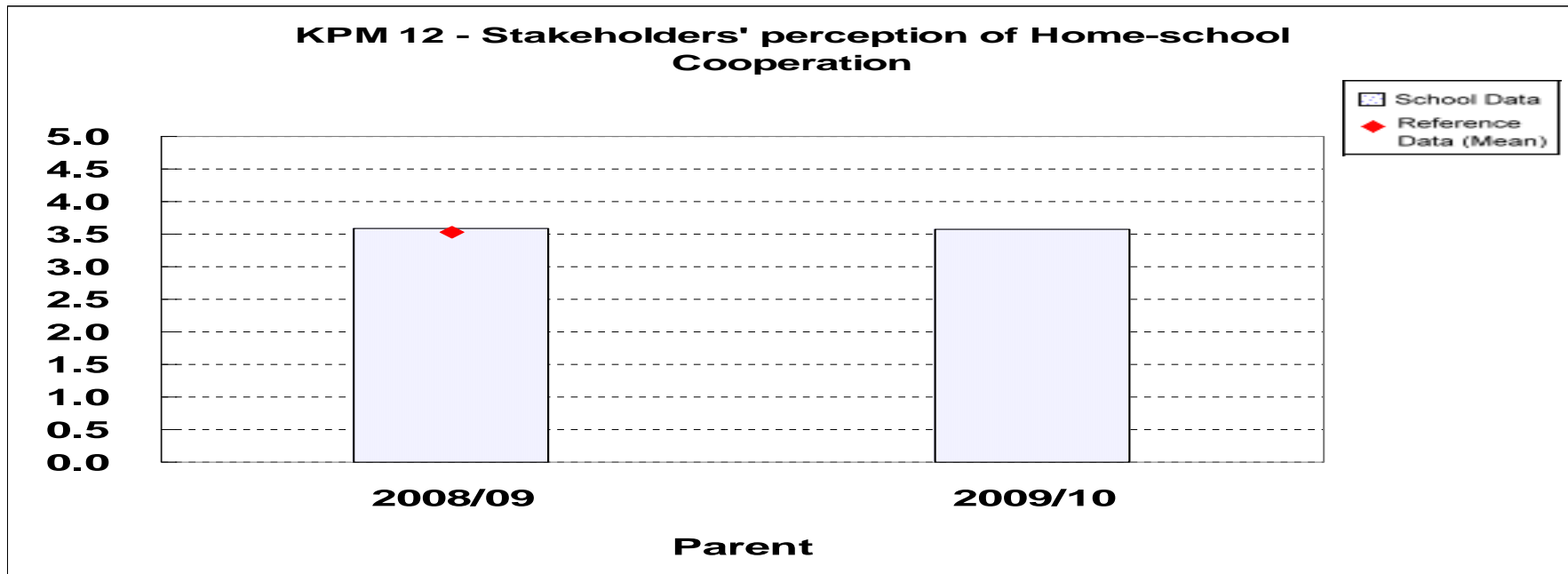
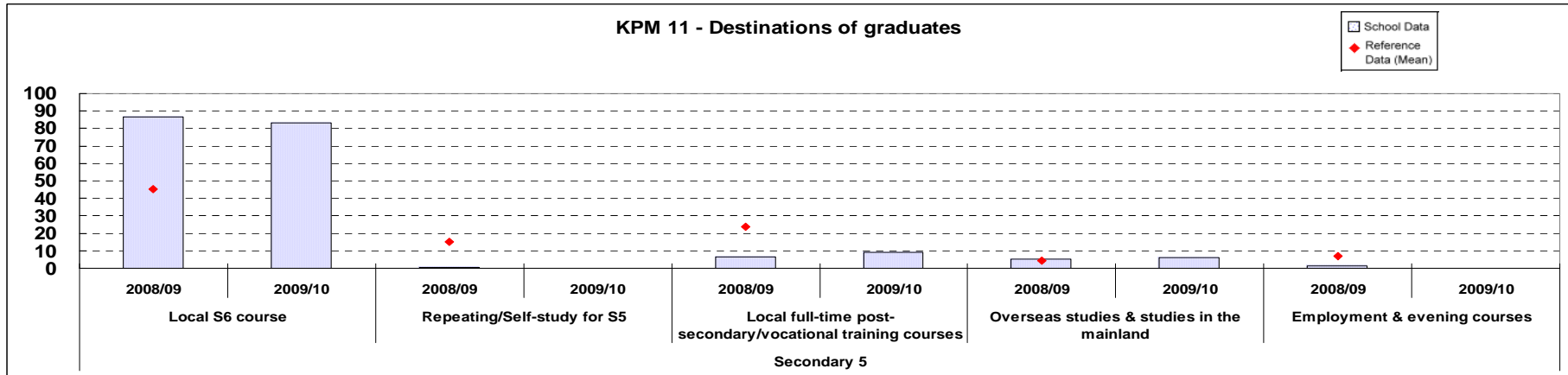


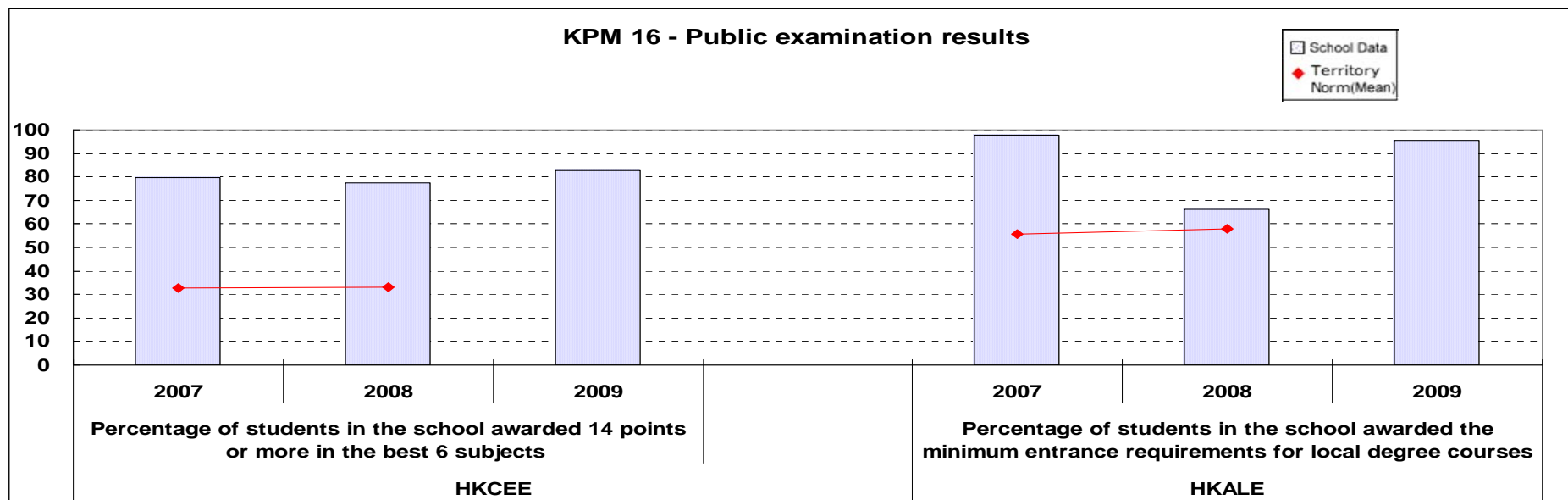
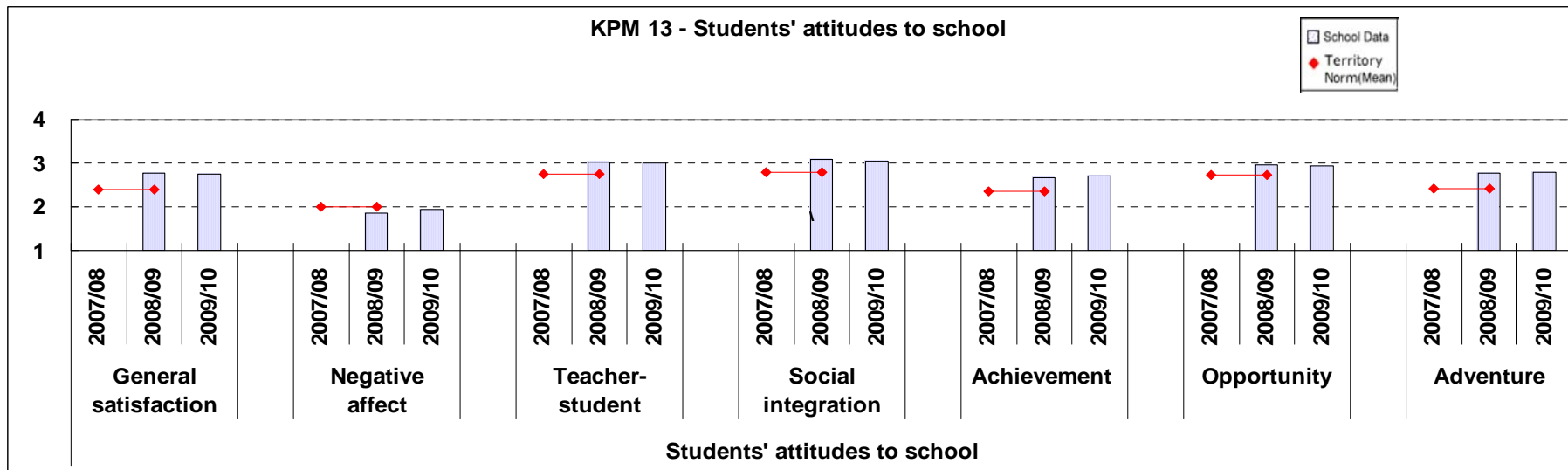


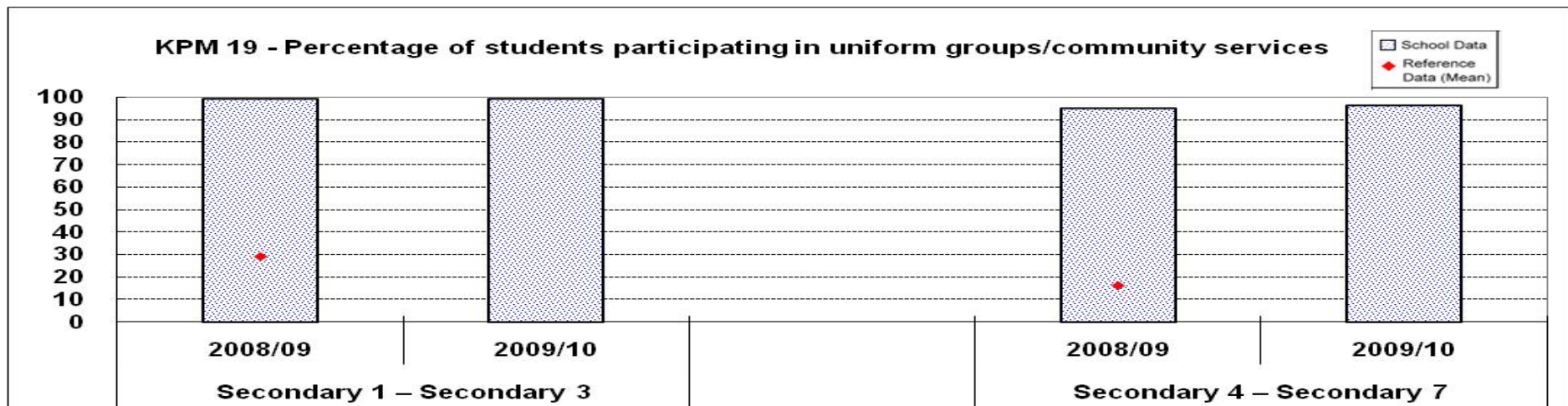
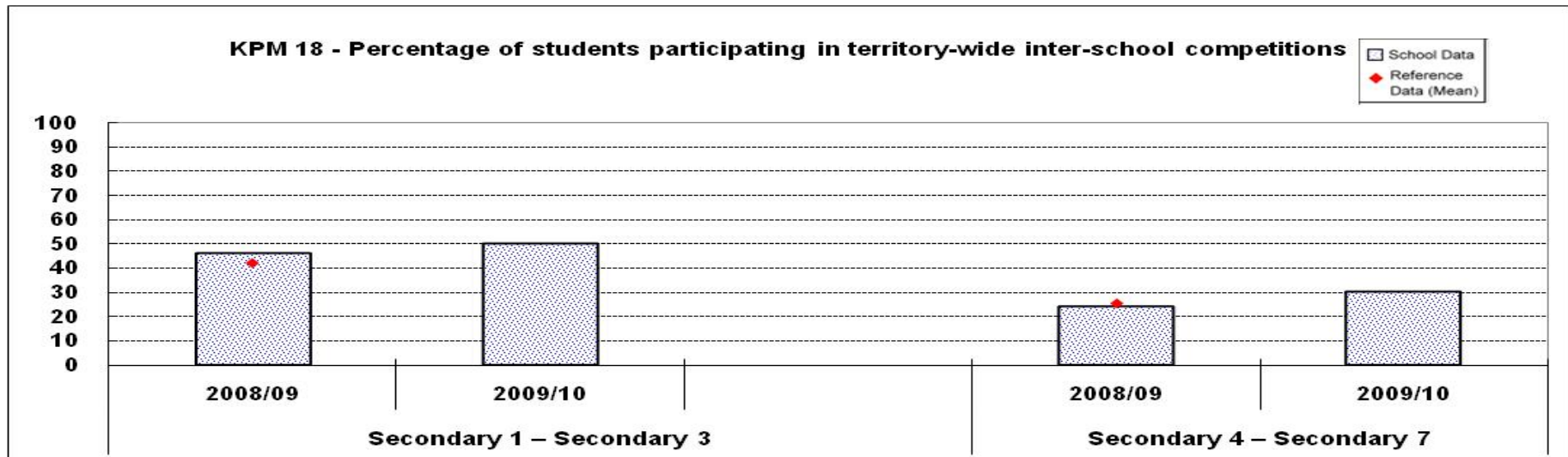


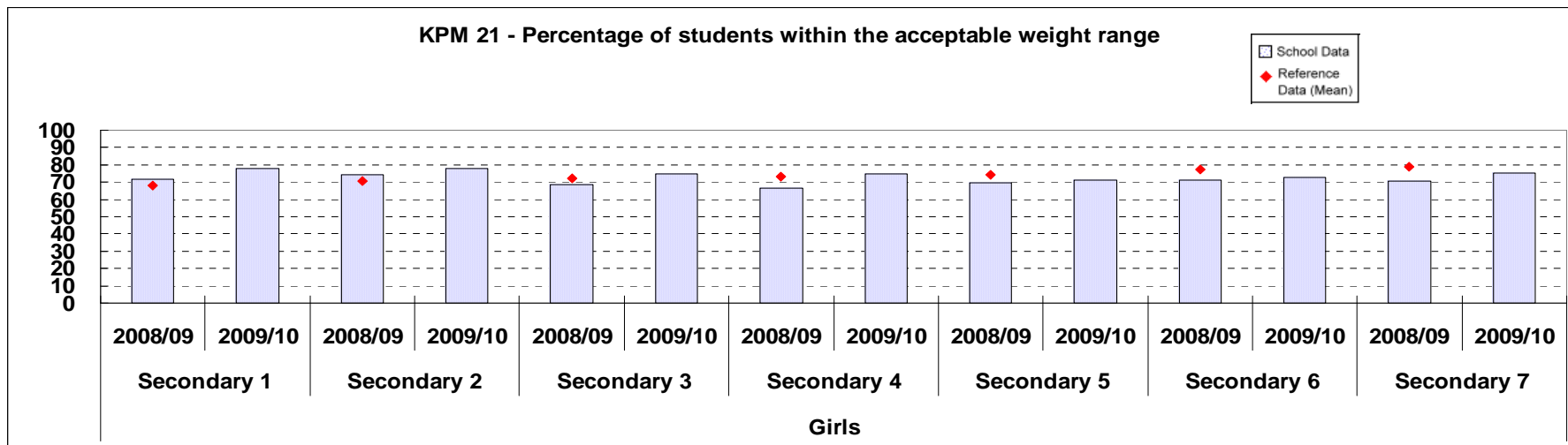
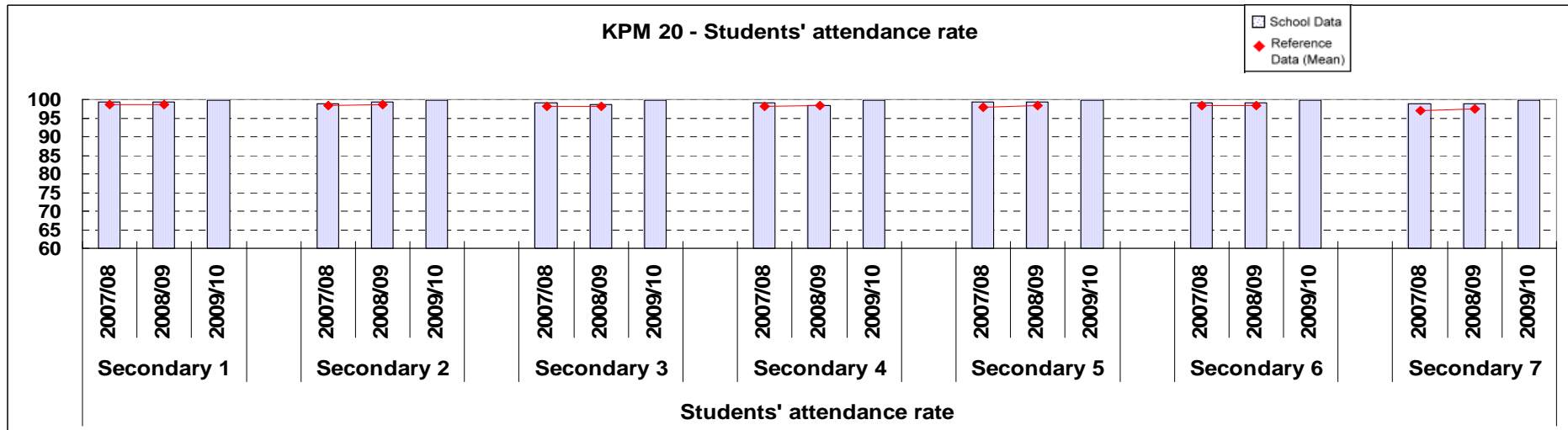












Report on Major Concerns 2009-2010 (Achievements and Reflection)

1. To Acknowledge and Support Learner Diversity

Achievements

- 1.1 Teachers were supported in handling learner diversity through staff development programmes like *Understanding ADHD and Dyslexia, Education of e-Generation of the 21st Century, Implementation of Independent Enquiry Studies in Liberal Studies*. The training on the use of the electronic white board and Feedback Devices was to familiarize teachers with the new technology in teaching and learning.
- 1.2 Twelve cross-curricular collaboration projects implemented at all levels witnessed positive learning attitudes, creativity and good collaboration among students. A variety of themes were adopted and this learning strategy has proven to be successful in the 21st century education when learning is extended beyond the classroom. The three-day study tour to Nansha offered a valuable learning opportunity for our F.7 students in understanding the Pearl River Delta in four major aspects, namely economy, livelihood, environment and education. The important concept of sustainability in economic and social developments and environmental development in city planning was witnessed.
- 1.3 The completion of the 15-day intensive in-house training workshops on Creative Writing equipped English Language teachers with skills in consolidating their pedagogy in teaching creative writing. The F.2 students enhanced their writing skills and proficiency through interactive teaching and learning, with full support from the expert teachers from the United Kingdom.
- 1.4 The Language Support Service from the EDB reassured the school's direction and strategies in assisting the non-Chinese speaking students in learning the language. Chinese Language teachers found the support services-the sharing on pedagogy and preparation of learning materials useful for teaching the NCS students. The involvement of Guidance Prefects and Teacher Assistant in supporting these students proved helpful.
- 1.5 The additional support given to the eight students taking putonghua in the Hong Kong Certificate of Education Examination 2010 proved to be essential. The supplementary tutorials on Sundays were well attended and students scored good grades in the public examination after receiving the twelve intensive speech training sessions funded by the Capacity Enhancement Grant.
- 1.6 Co-operative learning was adopted in the F.4 History class and students improved in the content when writing their essay. The prior reading of recommended books and the URLs on the related topics enriched students' knowledge and understanding of the topic. The discussions among students in class facilitated their sharing of facts and opinions on various topics, leading to the enrichment in the content of the essay.
- 1.7 By adopting different groupings and assigning roles in group discussion, students were better engaged in group discussion in class, for example, sharing their views, giving comments and asking questions with insight. In F.1 Chinese History classes, an activity modeling on a Court Case of Historical Figures was implemented with great success. The

interactive learning mode, the training of generic skills and cooperation among students were illustrated in the lessons. Students' active engagement in the learning process was accompanied by their boost in confidence and debating skills.

- 1.8 Weaker students were supported by the Peer Tutors in their regular meetings. The Big Sister Scheme provided training in speaking and listening skills for weaker students in English Language. It also strengthened the communication skills and boosted the confidence of the senior form students acting as Big Sisters.
- 1.9 Subject panels integrated different forms of alternative assessment strategies in their instruction to promote deep learning among students. Students set the learning goal and record the progress and learning outcomes accordingly. Students formed the habit of organizing their learning activities and this facilitated the organization of the Student Learning Profile. The adoption of self and peer assessments in Physical Education lessons enabled students to evaluate better their own strengths and weakness while commenting on the performance of their peers. Most students grasped the key points and performed better in the skill tests eventually.
- 1.10 Gifted programmes were introduced to students with higher calibre. School initiated programmes included the in-house intensive Chinese Debate Training Course, the Advanced Writing Course for the top students in Chinese Language, the Mathematics Olympiad Course, the Photography Course for Visual Arts students and the Robotic Course for the interested and talented students in CIT. In addition, gifted students were selected to participate in the Gifted Programmes run by various organizations. Examples included Hong Kong Budding Scientists Award 2009-2010, Standford University Academic Talent Search 2010, International Junior Science Olympiad – Hong Kong Screening 2009-2010, Australian National Chemistry Quiz 2010, Junior Achievement – Management & Economics Simulation Exercise, HKCC Business Excellence Contest 2009-10, HKUST Bridge Building Competition, Hong Kong Mathematics Olympiad 2010, etc. Students were awarded champion in the RoboCup Junior Hong Kong 2010 (Dance Division) and they were further invited to enter the international competition.
- 1.11 A great number of F.3 and F.4 students were recruited as committee members and sub-committee members of co-curricular clubs and societies. These junior form students could learn from their senior in organizing student activities and thus develop their potential.

Reflections

- The utilization of the 4 electronic white boards for interactive learning and teaching was far from satisfactory. A more holistic staff training plan should be incorporated, with a pilot team to start a seed project on the use of the white board in collaborative lesson planning and lesson observation. The useful experience should then be passed onto other teachers who would be required to do the same in the following year. Within two years' time, all teachers should have made use of the white board in their lessons.
- Similarly, the electronic students participating system should be promoted among teachers so as to facilitate more interactive teaching and learning.

2. To Enhance Student-centred Self-regulated Learning

Achievements

- 2.1 Implementation of e-class on-line forum helped train students to be independent learners across all levels.
- F. 4 Biology students took a big step in setting their own discussion themes on the forum, attracting much discussion and more responses among their classmates.
- F. 2 students made use of the forum to comment and discuss newspaper articles relating to science in their Integrated Science projects. The high hit rate indicated the students' interest in the learning mode.
- F. 2 and F. 3 students demonstrated great initiative in discussion in Chinese History Forum which encouraged peer learning, developed their critical thinking and consolidated the knowledge learnt in lessons. It was a happy learning experience for F. 3 Chinese History students to write lyrics for old songs with the theme: Japan's Invasion of China. Students' creativity in lyric writing and singing were shown in this interesting learning activity.
- F. 5 and F. 7 Geography students made good use of the forum in exploring the construction of the Guangzhou – Shenzhen – Hong Kong Express Rail by receiving and exchanging information and opinions on the topic. This further enhanced high order thinking skills among students.
- 2.2 The introduction of the Australian National Chemistry Quiz (2010) aimed at promoting and encouraging an awareness of the nature and relevance of chemistry among secondary school students. Students' performance indicated their ability in understanding and applying the fundamental aspects of chemistry in modern society.
- 2.3 The implementation of practical tests in F. 1 & F. 2 classes helped develop among students the basic idea of fair tests in the investigative study.
- 2.4 The Statistical Projects for F. 2 students combined knowledge learnt in Mathematics and technological skills in CIT. The detailed analysis and predictions in the work were found in most outstanding projects.
- 2.5 "Reading to Learn" continued to top the agenda of the major concerns in different subject panels. The book reviews completed by F. 1 & F. 2 students in Integrated Science showed quality work. They valued the enrichment in science knowledge through shared reading and presentation in class. A similar reading activity was carried out among F. 6 Biology students who further enhanced their understanding of the chosen topic by answering the questions of their peers. The discussion generated cooperation in learning and the self-regulated learning skills were employed in conducting TAS experiments.
- 2.6 The relevant websites were provided for F. 4 Biology students to broaden their scope and knowledge in Biology and expand their vision in exploring the scientific world.
- 2.7 The Technology Blog Review allowed students of CIT/ICT to write blog reviews about new technology and then post on the ICT homepage. Students selected topics of a wider range and the diverse interest was bringing benefit to all students. Students indicated in the survey the best technology they learnt from their peers and the project broadened their horizon.
- 2.8 The high hit rate of the Mathematics homepage strengthened students' interest and skills in

Mathematics. The homepage provided useful links of the subject and the outstanding projects of students and useful learning materials were uploaded for students' self-regulated learning.

2.9 The introduction of the Self-Access Learning Programme – *English Builder* and *English Builder Plus* for the whole school and the on-line self-learning programme of *English Street* for junior forms did enhance students' self-regulated learning in English Language. Students were conscientious in completing their tasks and they further challenged themselves by attempting a higher level of learning activities online.

2.10 Similar reading activities online was also incorporated in Chinese Language learning. To further develop F. 4 students' writing skills, a joint project was co-organized with the Holy Trinity College Past Students' Association in commemorating the coming 45th Anniversary of the school. The PSA provided the contact of Trinitians for an interview by the current F. 4 students who were to write the biography of the interviewers. The best writings would be published and distributed to Trinitians.

Reflections

- The workload of regularly updating and maintaining the Mathematics homepage was heavy for teachers concerned. Additional support from panelists or staff would be necessary.
- Regardless of the need for additional support, the Mathematics homepage was a very significant learning tool for students. Other subject panels might consider following the good example in setting up their subject homepage in future.

3. To Build Positive Values and Promote Virtuous Behaviour in Trinitians

Achievements

3.1 The Combined Test Week for students of F. 5 and F. 7 classes proved to be successful in cultivating good time management in learning and regular revision of lessons learnt.

3.2 Through setting up of class rules, a positive learning attitude and class spirit was established. The positive reinforcement on proper behaviour led to good discipline and the concept of self-discipline and self-management was enhanced and internalized.

3.3 Senior form students shared their successful experience in self-management in academic and non-academic areas with their schoolmates through videotaping the interview with the Careers Mistress.

3.4 Students participating in various exchange programmes in the mainland shared their learning of national education with all students in School Assemblies and Campus TV programmes. The education programme at Nanjing for F. 4 Chinese History students encouraged civic-mindedness and global awareness through visiting the Nanjing Massacre Museum and other historical sites.

The study tour to our sister school in Gunagzhou allowed our students to experience school life in Guangzhou No. 4 Middle School. In addition, our students were privileged to have a home visit to the students of Guangzhou.

- 3.5 Students were provided with ample activities to nurture their national identity in the Celebration Week for the 60th Anniversary of the Founding of the PRC.
- 3.6 Through the Principal's sharing of her visit to Sichuan, students were able to understand the destruction of the earthquake and the current progress of relief work and the rebuilding of the affected regions.
- 3.7 The whole school approach to the health education programme titled *To build a harmonious community through care for others and integrity* was well organized and implemented. The focus on "caring for oneself" through drug education promoted positive values and a healthy lifestyle.
- 3.8 Learning beyond the classroom broadened the vision of our students. In Career-related Learning Experience, our F. 4 students had an opportunity to visit Cathay Pacific City, which promoted their awareness and interest in the aviation industry. The job shadowing programmes to the Panda Hotel, the Federal Express, Ocean Park, the Information Services Department and the Social Welfare Department provided on-site work experience for our students. Furthermore, the Occupational Safety Quiz 2010 also brought home the knowledge on the topic.
- 3.9 Seminars by celebrities were conducted to convey valuable messages on coping with adversity, perseverance and civic education. These were well received by students.
- 3.10 The collaboration projects on P.A.T.H.S. – *Positive Adolescent Training through Holistic Social Programmes* succeeded in empowering the junior form students, improving their self-esteem and self-confidence through voluntary service projects and the leadership training day camp.

Reflections

- Continuous effort is required to assist students lacking parental guidance and support to improve their poor learning attitude. The Peer Tutor and the Guidance prefects would be recruited to provide support and serve as role models for weak students.
- The school-based Mental Health Enhancement Programme Reflection – *Little Prince is Depressed* was implemented in F. 2 classes during Ethics lessons. The programme aimed at increasing students' awareness in mental health and an adaptation of the programme would be essential to suit the needs of our students.

**5. Financial Summary (09/2009 – 08/2010)
as at 31/08/2010**

	Income (\$)	Expenditure (\$)
(A) Balance B/F 08-09 (Government Funds)	\$10,490,947.79	
I. OEBG		
(a) General Domain		
1. Administration Grant (including Additional CA)	\$3,359,115.00	\$3,061,232.00
2. School & Class Grant (including Bank Interest received)	\$688,622.58	\$897,819.09
3. Consolidated Subjects Grant:	\$163,947.08	\$157,345.11
Other Grants (Noise/Abatement/Lab. Air-conditioning Grant for Prep. Room/New Annex Lift Maintenance/SBM Enhancement Grant/SBM Supplementary Grant/Training & Development/Composite I.T.)	\$1,004,098.00	\$880,146.85
4. Grant received in advance for 10-11	\$1,565,868.02	
Sub-total	\$6,781,650.68	\$4,996,543.05
(b) Special Domain		
1. Guidance Programme Fund	\$7,037.00	\$5,813.80
Capacity Enhancement Grant	\$458,927.00	\$511,251.00
2. Grant received in advance for 10-11	\$479,005.00	
Sub-total	\$944,969.00	\$517,064.80
II Grants Outside OEBG		
1. Salaries Grant & P.F.	\$32,271,818.70	\$32,271,818.70
2. Supply Teacher Salaries	\$96,899.00	\$96,899.00
3. Lab. Tech. Salaries Grant	\$1,134,105.00	\$1,134,105.00
4. Contribution to PF/MPF (non-teaching staff)	\$412,204.00	\$413,099.55
5. Composite F & E	\$452,042.00	\$2,524,313.00
6. Substitute Teacher Grant	\$29,789.06	\$9,820.00
7. Teacher Prof. Prep. Grant		\$333,050.36
8. Fractional 0.3 Cash Grant	\$126,342.00	\$119,900.00
9. Diversity Learning Grant	\$35,000.00	\$11,125.00
10. SSCSG	\$421,140.00	
11. Speical One-off IT Grant		\$280,305.00
12. NSS Curri. Migration Grant		\$70,150.00
13. Government Rent & Rates	\$627,696.00	\$627,120.00
14. Mortgage Interest Subsidy Scheme	\$3,949.16	\$3,949.16
15. Understanding Our Motherland Programme Grant 2008 (including Grants from EDB \$16,080, Shares from students \$33600, subsidy from LWL Fund \$2,400, Approved Collection Fund \$9270)	\$61,350.00	\$61,350.00
16. Home School Co-operation Project	\$8,825.00	\$8,8225.00

17. Grant received in advance for 10-11	\$738,534.00	
<i>Sub-total</i>	\$36,419,693.92	\$37,965,829.77
Government Fund surplus for Sept. 09- Aug. 10	\$666,875.98	
(B) Balance B/F 08-09 (School Funds)	\$8,589,906.69	
1. Scholarship & Donations	\$47,607.66	\$90,600.00
2. Approved Collection for Specific Purposes (including Air Conditioning charges from Hirer)	\$248,536.00	\$295,575.30
3. HKJC Life Wide Learning Fund	\$67,860.00	\$68,529.00
4. PATHS (Incentives to Control School)	\$5,000.00	\$5,000.00
5. Others	\$764,321.84	\$560,779.45
<i>Sub-total</i>	\$1,133,325.50	\$1,020,483.75
School Fund Surplus for Sept. 09 – Aug. 10	\$112,841.75	
Government Fund Surplus as at Aug. 2010	\$10,370,630.93	
School Fund Surplus as at Aug. 2010	\$8,653,224.08	
Total Surplus at at Aug. 2010	\$19,023,855.01	

6. Use of Capacity Enhancement Grant 2009-2010

Balance as at 31/08/2010

Item		2009-2010		
		Provision	Expenses	Balance
Grant Received for 2009 - 2010	\$458,927.00			
Rental for IGH (Basketball)		\$8,000.00	\$4,248.00	\$3,752.00
Rental for IGH (Badminton)		\$6,000.00	\$5,752.50	\$247.50
Rental for IGH (Volleyball)		\$8,000.00	\$1,770.00	\$6,230.00
Rental for IGH (Table-tennis)		\$500.00	\$147.00	\$353.00
Rental for IGH (Squash)		\$9,720.00	\$5,302.50	\$4,417.50
Coach (Badminton)		\$18,000.00	\$17,000.00	\$1,000.00
Coach (Volleyball)		\$24,000.00	\$23,900.00	\$100.00
Coach (Table-tennis)		\$16,200.00	\$17,820.00	(\$1,620.00)
Coach (Judo)		\$9,000.00	\$11,249.50	(\$2,249.50)
Part-time Teacher Assistants (Chinese) for F.5		\$15,000.00	\$14,700.00	\$300.00
Full-time Teacher Assistant (Salary)		\$92,400.00	\$85,900.00	\$6,500.00
MPF for Teacher Assistant		\$7,150.00	\$13,650.00	(\$6,500.00)
Squash Courses		\$3,936.00	\$2,604.00	\$1,332.00
Debate Course for Debate Team		\$36,000.00	\$49,600.00	(\$13,600.00)
PTH Course for F.5 students taking PTH in 2010 CEE		\$12,000.00	\$12,000.00	\$0.00
Tutorial Class Mathematics		\$12,600.00	\$15,502.50	(\$2,902.50)
Photography Course (for VA Students)		\$14,000.00	\$22,000.00	(\$8,000.00)
Computer Courses		\$24,000.00	\$2,625.00	\$21,375.00
Djembe Course		\$5,000.00		\$5,000.00
Chinese Dance Course		\$46,800.00	\$42,380.00	\$4,420.00
Jazz Courses		\$30,000.00	\$47,000.00	(\$17,000.00)
Rope Skipping Course		\$10,800.00	\$6,300.00	\$4,500.00
School Orchestra Conductor		\$13,500.00	\$11,400.00	\$2,100.00
Music Composition Course		\$4,500.00	\$4,500.00	\$0.00
Summer Course Tutor			\$78,100.00	(\$78,100.00)
Wise Learning			\$15,800.00	(\$15,800.00)
Total:	\$458,927.00	\$427,106.00	\$511,251.00	(\$52,324.00)

7. STUDENT PERFORMANCE

2009-10 External Prizes

Academic Prizes

1	Sir Edward Youde Memorial Prizes for Senior Secondary Students	Scholarship	2				
2	第二屆深水埗區傑出學生選舉 傑出學生	傑出學生	2	優秀學生	3		
3	61st Hong Kong Schools Speech Festival						
	Public Speaking Solo (Non-open)	First Prize	1	Second Prize	2	Third Prize	1
		Merit	7				
	Public Speaking Team (Non-open)	First Prize	6	Third Prize	12		
	Solo Prose Speaking	First Prize	1	Second Prize	3	Third Prize	1
		Merit	16				
	Solo-verse Speaking	First Prize	4	Second Prize	11	Third Prize	5
		Merit	89				
4	Clipit Competition 2010 Junior Section	Certificate of Merit	9				
5	4.23 World Book Day Creative Competition 2010 E	Winner	5				
6	Outstanding Award in English Builder	Winner	18				
7	The Harvard Book Prize Award	Winner	3				
8	Stanford University EPGY Academic Talent Search - English Writing	Distinction	2				
	Stanford University EPGY Academic Talent Search - Mathematics	Distinction	1				
9	Statistics Creative-Writing Competition	Distinguished Prize	1				
10	Australian Mathematics Competition 2009	Prudence Award	1	Distinction	10	Credit	52
11	數學比賽	二等獎	2	三等獎	5		
		銀獎	6	銅獎	19		
12	2010 香港解難奧林匹克	銀獎	1	隊際 季軍	3		
13	文學創作比賽	一等獎	1	三等獎	1	優等獎	1
		冠軍	2	亞軍	4	優異獎	4

	菁英金獎	1	最具創意大獎	1	創意演繹季軍	10
	全港十強優秀作品	1	嘉許獎	4		
14 第六十一屆香港學校朗誦節						
普通話詩詞獨誦	亞軍	2	季軍	2	優良	13
	良好	3				
粵語詩詞獨誦	冠軍	3	亞軍	6	季軍	10
	優良	29				
15 第十屆全港學界普通話傳藝比賽 初中組詩歌散文組	亞軍	1				
16 演講比賽	冠軍	1	亞軍	1	季軍	1
	表現優異獎	3	嘉許獎	18	優異獎	3
17 書法比賽	冠軍	4	亞軍	4	季軍	4
	優異獎	2				
18 都市新聞精讀計劃 09-10 年度 全港中學生新聞精讀大獎	大獎	9	甲級優異獎	34	乙級優異獎	10
19 九龍玫瑰堂宣讀組 讀經比賽	優異獎	2				
20	Best Social					
Hong Kong ICT Awards 2009 Best Innovation & Research Award	Responsibility	1				
21 Science Enrichment Programme for Secondary 3-4 Students	Gold Certificate	2	Silver Certificate	2		
22 全港中學生砌橋大賽	最佳演繹獎	1	冠軍	1		
			Second Class	2		
23	First Class Honour	1	Honour			
Hong Kong Budding Scientists Award 2009-2010						
24 青少年機械人世界盃-香港區公開選拔賽 2010 中學舞蹈賽	冠軍	1				
25 International Junior Science Olympiad - Hong Kong	Third Class Honour	3				
26 卓越商業大賽 2009/10	銀獎	4				
27 學生營商體驗計劃 企業公民獎、最有價值員工	中六學生					
28 全港中小學生電腦遊戲概念設計比賽	優異獎	1				
29 2009 全港學界最佳進步獎	最佳進步獎	22				

Cultural Prizes

1	中國國際少年兒童藝術展	優秀獎	1				
2	2009 第十六屆國際少年兒童書畫比賽	冠軍	1				
3	Annual Ocean Plus International Poster Contest	2nd Place	1				
4	8th Philippines-China-Japan International Fine Art Competition	Third Place	1				
5	走進祖國六十年－中國未來貨幣設計比賽	二等獎	1				
6	攝影比賽	冠軍	1	亞軍	1	季軍	1
		優異獎	5				
7	「美好城市青年共建」青少年世博紀錄片拍攝比賽	全港十強入圍隊伍	1				
8	校際 [滅罪環保袋] 設計比賽	優異獎	4				
9	「信心存摺」2009-2010 比賽	優異獎	1				
10	禁毒舊曲新詞創作比賽 現場演繹獎冠軍、填詞亞軍	中六學生					
11	第六十二屆香港學校音樂節 鋼琴獨奏	亞軍	3	季軍	1		
	粵曲獨唱	亞軍	1				
	小號獨奏 高級組	季軍	1				
	琵琶獨奏-中級組	季軍	1				
12	第四十六屆學校舞蹈節 中國舞 優等獎、爵士舞 甲級獎						

Service Prizes

1	隊伍優秀女童軍選舉 2010 隊伍優秀女童軍		1				
2	香港女童軍總會 優秀隊伍						
3	2008-2009 年度 香港紅十字會 訓練盾 西九龍區 冠軍						
4	香港紅十字會西九龍總部 深水埗區青年團步操比賽 冠軍						
5	香港紅十字會西九龍總部 青年急救比賽 2010	最佳隊長	1				
6	香港紅十字會西九龍總部 青年護理比賽 2010	亞軍	1				
7	青年急救比賽 深水埗區	最佳隊長	1	冠軍	1	季軍	1

8	香港青年協會 義工嘉許狀	服務 1000 小時	1	服務 700 小時	3	服務 400 小時	19
		服務 200 小時	42	服務 150 小時	13		
9	社會福利署 義工服務嘉許狀	金狀	31	銀狀	42	銅狀	43
10	2009 滙豐銀行少年警訊獎勵計劃 殿軍						
11	香港青年獎勵計劃	銀獎	8	銅獎	10		
12	學生低碳生活大賽 最佳低碳生活啟發獎						
13	學生環境保護大使計劃	傑出學生環保大使	20				

Sport Prizes

1	屈臣氏集團 香港學生運動員獎		1				
2	亞洲青少年盃劍擊錦標賽	亞軍	1	個人排名第 9 名	1		
3	中學校際劍擊比賽	冠軍	1				
4	柔道比賽	亞軍	3	季軍	7		
5	深水埗區分齡游泳比賽	冠軍	1				
6	荃灣區壁球比賽	冠軍	1				
7	冬季壁球聯賽 決賽	冠軍	1	個人排名第 14 名	1		
8	隊際外展壁球比賽 2009/2010	季軍	1				
9	學界田徑錦標賽 2009-2010	冠軍	1	亞軍	2	季軍	3
		殿軍	1	團體 季軍	1		
10	深水埗區田徑運動大會 2009 女子公開組 1500 米	亞軍	2	季軍	3		
11	學界越野錦標賽 2009-2010 女子甲組	冠軍	1	季軍	1	個人第 8 名	1
		個人第 10 名	1	團體 亞軍	1		
12	香港學界乒乓球比賽 女子丙組 冠軍、甲組季軍、團體亞軍						
13	深水埗區分齡乒乓球比賽 2010	季軍	1	殿軍	1		

Exchange Programmes (2009-10)

** Classes in 2010-11**

	Class	Name	Name of Activity	Nature of Activity	Name of Organization	Time
1.	7B* (2009-10)	Michelle Wong	清華大學明日領袖國情培訓計劃 2010	在北京清華大學上課	新一代文化協會主辦	16-25/6/10
2.	7S	Wendy Loo	香港領袖生獎勵計劃	前往北京參加國情教育課程	EDB, Jockey Club	30/3/10 – 8/4/10
3.	7S	Cherie Chiu	香港領袖生獎勵計劃	前往北京參加國情教育課程	EDB, Jockey Club	9 – 18/7/10
4.	7S	Athena Lau	香港領袖生獎勵計劃	前往北京參加國情教育課程	EDB, Jockey Club	9 – 18/7/10
5.	7S	Daphne Ho	少年警訊—上海世博交流團	前往上海世博參觀	JPC	20-23/8/10
6.	7S	Daphne Ho	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
7.	7S	Jenny Ng	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
8.	7S	Jessamine Luk	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
9.	7S	Christine Cheng	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
10	7S	Daphne Ho	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
11	7S	Christy Chau	2010I 中華青年航天科技發展考察團	前往上海及世博交流	香港科技協進會	28/6/10 – 2/7/10
12	7S	Jessamine Luk	薪火相傳-中華文化探索與承傳國民教育交	前往上海及世博交流	EDB	16-20/8/10

	Class	Name	Name of Activity	Nature of Activity	Name of Organization	Time
			流計劃-上海世博參訪之旅			
13	7S	Jenny Ng	九龍地域傑出學生選舉	前往佛山交流	香港青年協進會	21-23/7/10
14	7S	Jenny Ng	“I Can Fly” Programme	Overseas Trip to Seattle	Cathay Pacific Airways	16-20/8/10
15	7B	Amy Cheung	薪火相傳-中華文化探索與承傳國民教育交流計劃-上海世博參訪之旅	前往上海及世博交流	EDB	16-20/8/10
16	7B	Angel Wu	薪火相傳-中華文化探索與承傳國民教育交流計劃-上海世博參訪之旅	前往上海及世博交流	EDB	16-20/8/10
17	7B	Wendy Tang	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
18	7B	Deborah Lee	上海世博參訪之旅	前往上海及世博交流	JPC	20-23/8/10
19	7B	Bertha Cheung	上海世博參訪之旅	前往上海及世博交流	JPC	20-23/8/10
20	7A	Amy Cheung	薪火相傳-中華文化探索與承傳國民教育交流計劃-上海世博參訪之旅	前往上海及世博交流	EDB	16-20/8/10
21	7A	Polly Cheng	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
22	7A	Margaret Li	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
23	7A	Carol Yuen	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10

	Class	Name	Name of Activity	Nature of Activity	Name of Organization	Time
24	7A	Ann Kong	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
25	7A	Jessica Wan	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
26	7A	Cora Mok	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
27	7A	Kathy Ho	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
28	7A	Catherine Ng	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
29	7A	Adeline Mak	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
30	7A	Michelle Lee	薪火相傳-中華文化探索與承傳國民教育交流計劃-文化古城尋根之旅	前往北京及西安交流	EDB	31/1/10 – 4/2/10
31	7A	Jessica Wan	「青年專列直通上海世博」	前往上海及世博交流	香港青年協會	29/6/10 – 4/7/10
32	6S	Charlene Wong	港澳學生上海世博交流團	前往上海及世博交流	民政事務總署	20-24/8/10
33	6S	Candy Lam	雲南少數民族文化體驗之旅	前往雲南交流及體驗少數民族文化	香港遊樂場協會	12-18/7/10
34	5A	Chloe Tam Ho Yi	薪火相傳-中華文化探索與承傳國民教育交流計劃-上海世博參訪	前往上海及世博交流	EDB	16-20/8/10

	Class	Name	Name of Activity	Nature of Activity	Name of Organization	Time
			之旅			
35	5A	Lilian Chiu	上海-南京-蘇州交流團	前往上海，南京及蘇州	大中華青年在線 GCYouth	18-24/7/10
36	5A	Astor Wong	上海-南京-蘇州交流團	前往上海，南京及蘇州	大中華青年在線 GCYouth	18-24/7/10
37	5B	Jacinta Yu	同心同根萬里行 2010	前往北京，上海，杭州交流	香港制服團體聯辦	25/7/10 – 1/8/10
38	5B	Ashley Ting	上海世博體驗更美好生活	前往上海交流及參觀世博	深水埗區少年警訊	20/8/10 – 23/8/10
39	5D	Tracy Cheung	上海·城市讓生活更美好	前往上海交流	香港女童軍總會	27-31/7/10
40	5D	Carol Wong	上海·城市讓生活更美好	前往上海交流	香港女童軍總會	27-31/7/10
41	5D	Carol Wong	雲南愛心之旅	前往雲南體驗當地生活	HKAYP and Hong Kong World Vision	19-25/7/10
42	5D	Cindy Wong	上海-南京-蘇州交流團	前往上海，南京及蘇州	大中華青年在線 GCYouth	18-24/7/10
43	5D	Kelly Kwan	「青年專列直通上海世博」	前往上海及世博交流	香港青年協會	29/6/10 – 4/7/10
44	5D	Louise Lui	上海-南京-蘇州交流團	前往上海，南京及蘇州	大中華青年在線 GCYouth	18-24/7/10
45	5D	Cindy Liu	同心同根萬里行 2010	前往北京，上海，杭州交流	香港制服團體聯辦	25/7/10 – 1/8/10
46	5D	Emily Kwok	上海-南京-蘇州交流團	前往上海，南京及蘇州	大中華青年在線 GCYouth	18-24/7/10
47	5E	Janice Yip	薪火相傳-中華文化探索與承傳國民教育交流計劃-上海世博參訪之旅	前往上海及世博交流	EDB	16-20/8/10
48	5E	Dorothy Liu	薪火相傳-中華文化探索與承傳國民教育交流計劃-上海世博參訪之旅	前往上海及世博交流	EDB	16-20/8/10
49	5E	Sabrina Ng	上海世博創意機械遊學團	前往上海世博和交通大學學砌機械人	創新科技學生會	27-31/7/10
50	5E	Lida	懷集四天交流團	前往廣州懷集交	資優教育學院	14-17/7/10

	Class	Name	Name of Activity	Nature of Activity	Name of Organization	Time
		Tong		流	及理工大學	
51	4A	Gigi Leung	「青年專列直通上海世博」	前往上海及世博交流	香港青年協會	29/6/10 – 4/7/10
52	4A	Emily Tse	上海。城市讓生活更美好	前往上海交流	香港女童軍總會	27-31/7/10
53	4B	Christine Wong	上海世博體驗更美好生活	前往上海交流及參觀世博	深水埗區少年警訊	20/8/10 – 23/8/10
54	4E	Mary Wong	Crimson Summer Exchange 2010 (Beijing Programme)	Exchange in Beijing (Guided by students from the world's leading university)	HKU and Crimson China Cultural Exchange Foundation Limited	3-15/8/10
55	3C	Ruby Wong	畫彩虹。讓生命更有意義(江西之旅)	前往江西交流	兩地一心 (U-Hearts)	27/7/10 – 1/8/10
56	1B	Maggie Lee	Study Tour to New Zealand	Exchange to New Zealand	油蔴地天主教小學(海泓道)	1-13/8/10

「歷史文化交流—羊城舊貌新姿探索行」
28-31/3/2010
參加者名單

2A	Connie Ng	Suey Fong
2B	Winnie Kwok	Vicky Lee
2C	Crystal Chik	Bonny Choy
	Emily Lau	Ariel Tang
2D	Joey Tam	Diana Liu
	Lily Man	Tracy Tse
2E	Cherry Chan	Esther Fung
	Karen Ho	Tiffany Thom
3A	Betty Chak	Natalie Cheng
3B	Melissa Lam	Bowie Ma
	Kelly Ko	
3C	Amelia Tse	Kelly Chan
	Annie Kwok	
3D	Ellen Leung	Michelle Ng
	Selina Ho	Natalie Chung
	Connie Li	
3E	Alice Lai	Tiffany Ying
	Michelle Yu	
4A	Beatrice Chow	Tracy Fung
4B	Ashley Ting	
4C	Stephanie Chow	
4D	Tracy Cheung	Cindy Liu
4E	Tanisha Wong	Emily Tam

寶血會上智英文書院
「新感覺·香港中學生走進江蘇」
參加者名單

	班別	姓名
1.	6A	Wong Hoi Ting, Kelly
2.	6B	Lam Sze Man, Wendy
3.	6B	Chan Hoi Lun, Helen
4.	4A	Chiu Tsz Lok, Lilian
5.	4A	Li Kwan Mei, Joyce
6.	4A	Tang Tan Yi, Angel
7.	4B	Li Yu Lai, Yuki
8.	4B	Yeung Ching Kiu, Janice
9.	4B	Yau Man Ying, Seraphim
10.	4B	Yu Cheuk Lam, Jacinta
11.	4C	Hung Chui Yin, Ann
12.	4C	Wong Ping, Belle

同心送暖
四川地震災區體驗團

6-10/4/2010

Class	Name
6A	Jenny Chung
6A	Kathy Lui
6A	Ella Luk
6A	Dorothy Chan

**Classes in 2009-10

Grouping List of the Education Programme to Pearl River Delta
3-5 Dec 2009

7A	Bonnie Tai	7A	Janet Lai
7A	Catherine Siu	7A	Amy Leung
7A	Rose Chin	7A	Erica Cheung
7B	Alice Chanu	7B	Gloria Lam
7B	Nicola Kung	7B	Sophie Lau
7B	Ann Chiu	7B	Karen Kwan
7B	Cynthia Wong	7B	Kathy Siu
7B	Cherry Yip	7B	Natalie Szeto
7B	Jane Lo	7B	Janice Yip
7A	Gloria Lam	7A	Vivien Lam
7A	Cindy Lai	7B	Kitty Chan
7A	Shirley Lam	7B	Katy Kwan
7B	Kelsey So	7B	Vivian Chu
7B	Edith Yuen	7B	Mandy Hui
7B	Minnie Liu	7B	Tammy Fan
7B	Rita Lau	7B	Tracy Man
7B	Chloe Chong	7B	Michelle Wong
7B	Amanda Leung	7A	Maggie Cheung
7B	Dorothy Yuen	7A	Photina Poon
7B	Ada Tsang	7A	Macy Chiu
7A	Virginia Wu	7A	Winky Leung
7A	Ericka Li	7A	Esther Lau
7A	Emily Wong	7A	Maggie Chu
7A	Jenny Chu	7A	Mandy Ho
7A	Ruby Pang	7A	Jacqueline Kwok
7A	Sharon Liu	7B	Carman Chan
7A	Christine Tam		

School Report 2009-2010

Conclusion

Management & Organization

- With full support from the School Management Committee and the commitment and dedication of staff, school-based strategies accommodating the needs of the students, were effectively adopted to lead the school to continuous improvement.
- The inclusion of Parent Teachers Association Representative, Past Students' Association Representative, School 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 carefully studied the previous school development plan and annual plan, reviewed the evaluation of various panels and boards, assessed the future needs of our students and outlined the framework of the 3-year development plan for 2009-2012. The valuable opinions set the direction for 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 implementation of the New Senior Secondary Curriculum was valued. The Careers Board specially organized talks for F.5 and 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 hired 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 and moral development.

Learning and Teaching

- The curriculum planning of Liberal Studies for SS2 was completed with full support from panelists. The NSSCMG enabled the hiring of a teacher in teaching, 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. The deployment of more than 25 teachers of other subjects to supervise the Independent Enquiry Studies of students in F.5 was an example of strategic planning with full support from our teaching staff. An extra lesson would be added to facilitate the supervision of IES in the coming year. 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 equip themselves 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 Creative Writing and also enhanced their confidence along the way. The school support in introducing the intensive Creative Writing workshops to F.2 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 in the career-related visits to various corporations. 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.
- The 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 attitudes and were always on task. Their self-learning ability and motivation were high. They had very good language command, of 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. Panels evaluated and modified the content of continuous assessment to allow more peer assessment elements and variety in assessing the performance of our students. 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 experiences from the students. Teachers also used students' Learning Portfolios as a tool for progressive assessment.

Students Support and School Ethos

- The school took the 2010 Pledge Day Vow on "To Build a Harmonious Community through Care for Others and Integrity". With the cooperation among various parties and the Health Ambassadors, the purpose of the action plan was achieved. The focus on students' personal development, a healthy lifestyle and the quality of integrity enabled students to have a more comprehensive understanding of the need for caring for themselves, the anti-drug messages, the addiction to internet surfing and its 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 the Peer Tutor Programme and the 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 on national education and other 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 students in need to better their lives. The support from the Trinitians in the mentoring scheme and job shadowing practice formed a solid, well-bonded relationship among the past and current students.

Student Performance

- Our students demonstrated an excellent attitude to learning. They were conscientious and were highly motivated. Their good communication skills, marked with creativity, had a positive impact on their learning and their relations with peers and teachers. Their sense of values, their leadership skills and their strengths in planning and organizing all added up to a promising development.
- Our school's Form 7 and 5 graduates 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 three F.5 students met the basic requirement for the Early Admission Scheme.
- Besides academic excellence, the students also exhibited outstanding results in participating in a rich variety of inter-school activities, whether they be writing contests, mathematics and science competitions, speech, photography, music, dance or sports. In particular, we

witnessed students' impressive achievements in the Bridge Building Competitions for three consecutive years. The championship in the RoboCup Junior Hong Kong 2010 (Dance Division) was the result of the provision of robotic training course and the continuous effort of the students. The caring attitude and enthusiasm in service among students all added solid values to the school motto of Wisdom, Charity, Courage, and Fulfillment.

Principal's Continuing Professional Development Record 2009-10

The total number of CPD hours for 2009-2010 is **257**

A. Structured Learning

The number of CPD hours of structured learning is **194** for this school year (2009-10).

No.	Date	Hours	Venue	Seminar/Workshop
1.	9/10	2	Amenities Building, City University of HK	Luncheon Seminar School Education-Imparting Information and Developing Independent Thought
2.	10-14/10	22	Sichuan, China	Education Programme to Sichuan China
3.	29/10	2	City View Waterloo Road	Catholic Religious Schools Council AGM & Seminar – Legal Items of School Concern
4.	6/11	3	Hon Wah School Hong Kong	Seminar on 2009 International Forum on Creative Education
5.	11/11	3	Kowloon Tong Education Services Centre	Seminar on OLE & SLP
6.	12/11	2	Tack Ching Girls' Secondary School	Forum on How to Face up to the New Challenges of Drug Abuse in Schools
7.	24/11	2	Po Chiu School Yau Tong	Seminar on Hong Kong Diploma of Examination
8.	25/11	3	Hong Kong Heritage Discovery Centre Kowloon Park	NSS Enriching Knowledge for Ethics and Religious Studies Curriculum: Bioethics series- Technology and Human Well-being
9.	27/11	6	HKFYG Building North Point	ICAC Seminar on I Generation
10.	4/12	3	Kowloon Tong Education Services Centre	Self-evaluation and the School Excellence Model – The Singapore Way
11.	8/12	3	YMCA Salisbury Road	HKAHSS Seminar
12.	17-21/12	24	Nanjing, China	Education Programme to Nanjing China
13.	5/1	3	Kowloon Tong Education Services Centre	Seminar on School Development through SSE
14.	7/1	2	Kowloon Tong Education Services Centre	Hong Kong High Technology Development and School Education
15.	19/1	2	Jockey Club Auditorium	Talent Development Paradigm

			HK Poly University	
16.	23/1	3	Hong Kong Cemetery Happy Valley	Study on Hong Kong Cemetery at Happy Valley
17.	23/1	2.5	Esther Lee Buidling CUHK	Parent Education Series Personal Growth 1
18.	30/1	2.5	Esther Lee Buidling CUHK	Parent Education Series Personal Growth 2
19.	6/2	2.5	Esther Lee Buidling CUHK	Parent Education Series Personal Growth 3
20.	26/2	3	Si Yuen Primary School Tsuen Wan	Seminar on Compensated Dating of Teenagers
21.	27/2	7	Sai Kung Geo Park	Study on Sai Kung Geo Park
22.	24-28/3	24	Shanghai, China	Education Programme to Shanghai on Chinese Culture & Art
23.	15/4	2.5	HKU	Legal Workshop I
24.	22/4	2.5	Wu Kwai Ming Primary School	New Academic Structure – The Latest Development
25.	22/4	2.5	HKU	Legal Workshop II
26.	23/4	1.5	Canossa College Quarry Bay	Key Qualities of Education Leaders for School Heads
27.	29/4	2.5	HKU	Legal Workshop III
28.	6/5	1.5	Royal Plaza Hotel Kowloon	Presidents Forum- University of Oxford and The HKUST
29.	20/5	1.5	Queen Elizabeth College	Recruitment of Teachers & Related Matters
30.	22/5	3	Yiu Chung International School	Whole Person Development & Other Learning Experiences
31.	27/5	2	Sai Wan Ho Civic Centre	Sharing on IMC Management
32.	28/5	3	Kowloon Tong Education Services Centre	Ethical Leadership
33.	2/6	2	Tsuen Wan Town Hall	Leadership in a Learning Organization
34.	9/6	6	Esther Lee Building CUHK	Catholic Education in the 21 st Century: Leadership, School Culture and Well-being of Teachers
35.	11/6	3.5	Holy Family Canossian School	Meeting the Challenge of Change
36.	12/6	6.5	Esther Lee Buidling CUHK	Spiritual Education
37.	17/6	1.5	Ho Tim building CUHK	Nurture of Future Leaders

38.	16/7	1.5	The Hong Kong Convention and Exhibition Centre	Hong Kong Youth Leadership Forum 2010 - HKFYG
39.	6 – 12/8	24	The High School Affiliated to RENMIN University of China, Beijing, China	60 th Anniversary of RDFZ- International Forum of School Heads

B. Action Learning

The action learning project on “To Build a Harmonious Community through Care for Others and Integrity” was completed with full support from the CIT Panel, Ethics Panel, Liberal Studies Panel, Guidance Board, Discipline Board, Civic Education Board, Mathematics and Science Society, the Red Cross and the School Health Ambassadors. This cross-curricular project aimed at developing a healthy lifestyle; positive values and attitudes among students and increasing their awareness in integrity and caring for the others. The number of CPD hours recorded is **15** hours.

C. Services to Education and the Community

The number of CPD hours of services to education and the community recorded is **48**.

	Date	Time	Venue	Services
1.	3/7	3	31/F, Police Headquarters, 3 Arsenal Street, Wanchai, Hong Kong	41 st Road Safety Campaign Committee Meeting
2.	3/9	2	10/F, Police Headquarters, 3 Arsenal Street, Wanchai, Hong Kong	Press Conference - 2009 Road Safety Launching Ceremony cum Responsible Drivers Pledging Ceremony
3.	23/9	2	Citywalk, Tsuen Wan	2009 Road Safety Launching Ceremony cum Responsible Drivers Pledging Ceremony
4.	9/10	2.5	31/F, Police Headquarters, 3 Arsenal Street, Wanchai, Hong Kong	42 nd Road Safety Campaign Committee Meeting
5.	7/12	2	31/F, Police Headquarters, 3 Arsenal Street, Wanchai, Hong Kong	2 nd Working Group Meeting for RSC Website Revamp Project
6.	8/12	2	Murray Building Garden Road Hong Kong	Pre-product Meeting for RSCC
7.	15/1	2.5	31/F, Police Headquarters, 3 Arsenal Street, Wanchai, Hong Kong	43 rd Road Safety Campaign Committee Meeting
8.	20/1	1.5	31/F, Police Headquarters, 3 Arsenal Street, Wanchai, Hong Kong	3 rd Working Group Meeting for RSC Website Revamp Project
9.	28/1	2	Partners Education Foundation Centre	1 st Working Group Meeting Care & Concern Concert
10.	3/3	2	Partners Education Foundation Centre	2 nd Working Group Meeting

				Care & Concern Concert
11.	22/3	2	Partners Education Foundation Centre	3 rd Working Group Meeting Care & Concern Concert
12.	21/4	2	Partners Education Foundation Centre	4 th Working Group Meeting Care & Concern Concert
13.	23/4	3	31/F, Police Headquarters, 3 Arsenal Street, Wanchai, Hong Kong	44 th Road Safety Campaign Committee Meeting
14.	27/4	3	Kowloon Tong Education Services Centre	English Enhancement Grant Scheme for Primary Schools Vetting Panel Meeting
15.	7/5	3	Kowloon Tong Education Services Centre	English Enhancement Grant Scheme for Primary Schools Vetting Panel Meeting
16.	11/5	3	Kowloon Tong Education Services Centre	English Enhancement Grant Scheme for Primary Schools Vetting Panel Meeting
17.	18/5	3	Kowloon Tong Education Services Centre	English Enhancement Grant Scheme for Primary Schools Vetting Panel Meeting
18.	24/6	1.5	32/F, Police Headquarters, 3 Arsenal Street, Wanchai, Hong Kong	6 th Working Group Meeting for RSC Website Revamp Project
19.	28/6	3	Kowloon Tong Education Services Centre	English Enhancement Grant Scheme for CMI Schools Review Panel Meeting
20.	30/7	3	31/F, Police Headquarters, 3 Arsenal Street, Wanchai, Hong Kong	45 th Road Safety Campaign Committee Meeting