Holy Trinity College

Annual School Report

2006-2007

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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

Composition of SMC

<table>
<thead>
<tr>
<th></th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSB</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alumni</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>independent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Number of Operating Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
</tr>
<tr>
<td>No. of Classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
</tr>
<tr>
<td>Total Enrolment</td>
</tr>
</tbody>
</table>
Attainment of Students in HKALE (%)

Percentage of Lesson Time for KLAs

Chi  Eng  Maths  PSH  Sc  Tech.  Arts  PE
Average of total score of the 4 physical fitness items

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

[Graphs showing data for 2005/06 and 2006/07]
OUR LEARNING AND TEACHING

Priority 1: Effectiveness in Learning & Teaching

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
</table>

- 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

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>A new server to enable sharing of teaching resources and panel documents within the school network was installed. Capacity of the Intranet was enlarged.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Six notebook computers were also available on loan for students’ self-access learning as well as participation in extra-curricular activities and open competitions.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All stakeholders had a clear understanding of the importance and procedures of ESR and their worries were partially relieved through in-house seminars.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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 &amp; Assessment Guide for different subjects were distributed to panels concerned for reading and discussion.</td>
</tr>
<tr>
<td>- Teachers taking part in the training for the NSS curriculum found workshops/courses on “teaching and learning strategies” most useful.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- Discussion on curriculum planning for individual subjects was conducted before selecting elective topics.</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- The use of forum in student learning would be further enhanced to ensure that students were engaged in creating knowledge.</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Income ($)</th>
<th>Expenditure ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$13,918,600.68</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance B/F</th>
<th>05-06 (Government Funds and School Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income ($)</strong></td>
<td><strong>Expenditure ($)</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Balance B/F 05-06</td>
<td>$13,918,600.68</td>
</tr>
</tbody>
</table>

### I. Government Funds

#### (1) OEBG Grant

##### (a) General Domain

1. **Administration Grant** *(including Additional CA)*
   - Income: $3,153,674.00
   - Expenditure: $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)*
   - Income: $753,395.97
   - Expenditure: $629,118.56

   - Income: $126,864.00
   - Expenditure: $116,952.67

   - Income: $622,313.53
   - Expenditure: $596,860.60

**Sub-total** $4,656,247.50 $3,899,775.44

#### (a) Special Domain

1. **Guidance Programme Fund**
   - Income: $6,607.00
   - Expenditure: $4,755.30

2. **Chinese Extensive Reading**
   - Income: $12,926.00
   - Expenditure: $12,673.10

3. **English Extensive Reading**
   - Income: $12,926.00
   - Expenditure: $12,508.20

4. **Composite I.T. Grant**
   - Income: $300,134.00
   - Expenditure: $241,245.70

5. **Capacity Enhancement Grant**
   - Income: $430,879.00
   - Expenditure: $370,412.06

6. **Capacity Enhancement Grant (Additional)**
   - Income: $646,325.00
   - Expenditure: $482,961.10

**Sub-total** $1,409,797.00 $1,124,555.46
### (2) Grants Outside OEBG

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Composite F. &amp; E.</td>
<td>$424,390.00</td>
<td>$330,366.00</td>
</tr>
<tr>
<td>2. Home School Co-operation Project</td>
<td>$8,840.00</td>
<td>$8,840.00</td>
</tr>
<tr>
<td>3. Teacher Prof. Prep. Grant</td>
<td>$500,000.00</td>
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</tr>
<tr>
<td>4. NSS Curri. Migration Grant</td>
<td>$110,000.00</td>
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</tr>
<tr>
<td>5. School-based After School Learning &amp; Support Program</td>
<td>$53,200.00</td>
<td>$2,600.00</td>
</tr>
<tr>
<td>6. Substitute Teacher Grant</td>
<td>$33,146.54</td>
<td>$69,312.80</td>
</tr>
<tr>
<td>7. Jockey Club Life-Wide Learning Fund</td>
<td>$30,480.00</td>
<td>$26,607.00</td>
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<tr>
<td><strong>Sub-total</strong></td>
<td>$1,160,056.54</td>
<td>$437,725.80</td>
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### II. School Funds (General Funds)

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tong Fai</td>
<td>$169,946.00</td>
<td></td>
</tr>
<tr>
<td>2. Donations</td>
<td>$52,000.00</td>
<td>$18,510.00</td>
</tr>
<tr>
<td>3. New Annex Building Fund Raising</td>
<td>$1,000.00</td>
<td>$254,129.00</td>
</tr>
<tr>
<td>4. Hall Air-conditioning Maintenance Fund</td>
<td>$408,491.21</td>
<td></td>
</tr>
<tr>
<td>5. Sports &amp; Dance Fund</td>
<td>$80,024.20</td>
<td>$30,550.00</td>
</tr>
<tr>
<td>6. Collection of Fees for Specific Purpose (Approved Collection)</td>
<td>$256,484.00</td>
<td>$256,642.10</td>
</tr>
<tr>
<td>7. Others</td>
<td>$297,418.38</td>
<td>$176,380.20</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>$1,265,363.79</td>
<td>$736,211.30</td>
</tr>
</tbody>
</table>

**Total** $7,361,888.29 | $6,198,268.00

**Total surplus for 2006-2007**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,163,620.29</td>
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</table>

**Accumulated surplus as at the end of 31st August, 2007**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,082,220.97</td>
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</table>
## Use of Capacity Enhancement Grant 2006-2007

### Balance as at 31/08/2007

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

## Use of Capacity Enhancement Grant (Additional) 2006-2007

### Balance as at 31/08/2007

<table>
<thead>
<tr>
<th>Item</th>
<th>Provision</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Teacher ($18010 x 2 x 12 months)</td>
<td>$432,240.00</td>
<td>$432,240.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>MPF for two Chinese Teacher ($18010 x 5% x 2 x 12 months)</td>
<td>$21,612.00</td>
<td>$21,621.10</td>
<td>($9.10)</td>
</tr>
<tr>
<td>Part Time Art Teacher ($4850 x 6 months)</td>
<td>$29,100.00</td>
<td>$29,100.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>$482,952.00</td>
<td>$482,961.10</td>
<td>($9.10)</td>
</tr>
</tbody>
</table>
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
   - 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

   - English Writing Distinction
     - 1C Sabrina Ng
     - 4E Stephy Yan
     - 1C Justina Lee
     - 5E Quin Tang
     - 5E Katie Wong
   - English Writing High Distinction
   - Mathematics Distinction

5. 58th Hong Kong Schools Speech Festival
   - Public Speaking Solo (Non-Open) First Prize
     - 7B Winnie Law
     - 7S Karen Kwok
     - 7S Daisy Luk
   - Public Speaking Solo (Non-Open) Merit Prize
   - Solo-Verse Speaking (Non-Open) First Prize
     - 4A Harriet Chan
     - 1C Vivian Chow
     - 1D Christy Li
   - Solo-Verse Speaking (Non-Open) Second Prize
     - 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
   - Solo-Verse Speaking (Non-Open) Merit Prize
     - 4A Vivian Hsieh
     - 4B Carmen Mok
     - 7S Emily So
     - 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
Public Speaking Team (Non-Open) First Prize

Lester Ng
Anita Sin

Public Speaking Team (Non-Open) Second Prize

Lesley Lai
Fannie Lau
Elaine So
Iris Chan
Tiffany Keung
Peggy Yau

Public Speaking Team (Non-Open) Merit Prize

Katie Wong
Janice Yip
Erica Cheung
Carrie Chiu
Cathy Tung
Matalie Yeung
Yonnie Chan
Jennifer Cheung
Phoebe Chong
Iris Chu
Queenie Fong
Bible Reading Third 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

Bible Reading Merit Prize

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

Prose Reading Third Prize

6S 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

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
粵語詩詞獨誦 良好

粵語散文獨誦 亞軍

粵語散文獨誦 優良

普通話詩詞獨誦 冠軍
普通話詩詞獨誦 亞軍

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
3A Dorothy Chan
3A Esther Lai
3D June Ng
4C Ivy Chan
5D Virginia Lee
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
2C Josephine Ting
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
16 「自然自語 綠色日誌」 網上日誌比賽 青年組 冠軍
17 第一屆全港中小學旅遊文學徵文比賽 初中組 亞軍

18 2007 年學生中文故事創作比賽 初中組 季軍

19 「你最重視的人」攝影徵文比賽 季軍
20 2006 至 07 年水上安全標語創作比賽 亞軍

21 全港聯校新聞大賽記憶挑戰大賽 中學組 季軍

22 「科學為民服務巡禮」2006 徵文比賽 少年中文組別 季軍
23 都市新聞精讀計劃 06-07 年度 全校新聞精讀傑出大獎第 1 名

24 第八屆消費文化報告獎 初級組 傑出作品獎
25 「全港學生正字擂台陣」嘉許函

26 新地開心閱讀 - 第三屆閱讀報告比賽 初級組 優異獎
27 2007 年「4‧23 世界閱讀日」創作比賽 香港是我家

28 2006 年度「仁」「義」美德全港徵文比賽 優異獎
29 二零零六年度教師節即席演講比賽 優異獎
30 音樂劇《邊城》觀後感比賽 優異獎
31 善言巧論：全港學生口語溝通大賽 優異獎
32 全港青年中文寫作比賽 優異獎

33 全港青年故事創作比賽 中學組 優異獎
34 「情繫家國」國民教育活動有獎填字遊戲比賽 優異獎

35 第六屆全港青少年演講比賽 優異獎
36 九龍玫瑰堂讀經比賽 初級青少年組 亞軍及演繹服裝獎

37 2007 香港物理奧林匹克 負評人士榮譽提名
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

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 – 筝 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

Service Prizes

1. 香港青年協會 義工嘉許狀 - 服務時數達 1000 小時

Page 29
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
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
香港青年協會 義工嘉許狀 - 服務時數達 150 小時

社會福利署 義工服務嘉許金狀 - 服務時數達 200 小時或以上

社會福利署 義工服務嘉許銀狀 - 服務時數達 100 小時或以上

社會福利署 義工服務嘉許銅狀 - 服務時數達 50 小時或以上

香港紅十字會深水埗區步操比賽 06-07 冠軍、最佳制服
香港紅十字會深水埗區際比賽總成績 06-07 冠軍
香港紅十字會西九龍總部比賽總成績 總冠軍
香港紅十字會深水埗區急救比賽 06-07 冠軍

紅十字會 YU57
紅十字會 YU57
紅十字會 YU57

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 汇豐銀行少年警訊獎勵計劃 最佳諮詢會獎 冠軍

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 校際獎勵籌款比賽 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 第三屆「香港學生運動員獎」
2 香港國際保齡球隊隊員
3 第三十屆亞洲城市保齡球錦標賽 香港代表
4 港九中學校際保齡球錦標賽 個人賽亞軍
5 第三十一屆泰國保齡球國際公開賽 香港代表
6 第八屆全港學界保齡球公開賽 青少年女子三人賽 冠軍
7 第二屆亞洲城市保齡球錦標賽 青少年女子三人賽 亞軍
8 學界田徑錦標賽 女子甲組 1500 米 殿軍
   女子乙組 100 米 冠軍
   女子乙組 團體冠軍
   女子乙組 鐵餅 冠軍
   女子乙組 鉛球 冠軍
   女子乙組 400 米 季軍
   女子乙組 4x100 米 季軍
   女子乙組 4x400 米 季軍

女子乙組 跳高 季軍
女子乙組 跨欄 殿軍
女子丙組 鐵餅 冠軍
女子丙組 鉛球 冠軍
女子丙組 跨欄 亞軍
女子丙組 團體殿軍
女子團體亞軍

9 外展(聯校)田徑章別挑戰日 女子乙組 100 米跨欄 冠軍
女子乙組 100 米 亞軍
女子乙組 800 米 亞軍
女子丙組 800 米 季軍
女子丙組 1500 米 殿軍
女子丁組 跳高 亞軍

10 學界越野錦標賽 女子甲乙組 第九名
女子甲乙組 團體季軍
女子組 團體第四名

11 大埔區壁球比賽 冠軍
12 屯門區壁球比賽 冠軍
13 北區壁球比賽 冠軍
14 九龍地鐵壁球比賽 冠軍
15 沙田區壁球比賽 冠軍、季軍
16 西貢區壁球比賽 亞軍
17 基灣區壁球比賽 季軍
女子組 殿軍
18 葵青區壁球比賽 冠軍
19 元朗區壁球比賽 季軍
20 港島四區壁球比賽 季軍
21 夏季壁球聯賽 D10 季軍、8A 組季軍
22 校際壁球 個人比賽 季軍
隊際比賽 第八名

23 隊際外展壁球比賽 初級組 季軍

24 全港公開青少年兒童武術分齡賽 南拳 亞軍
刀術 殿軍
劍術 亞軍
長拳 亞軍
全能 亞軍

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
劍術 季軍
42 式太極拳 季軍

26 全港公開武術錦標賽 長拳 第五名
劍術 季軍

4D Mandy Hui
2C Dawn Tong
2C Dawn Tong
2B Rita Fung
4D Mandy Hui
4D Mandy Hui
4D Mandy Hui
3A Amanda Cheung
3A Amanda Cheung
2E Mandy Ng
3A Amanda Cheung
3A Amanda Cheung
3A Amanda Cheung
5D Bonnie Mak
5D Bonnie Mak
5D Bonnie Mak
5D Bonnie Mak
1B Ivy Tso
1B Ivy Tso
3C Tiffany Wan
3E Eva Lau
1B Ivy Tso
3C Tiffany Wan
3E Eva Lau
5D Vicky Tsang
5D Vicky Tsang
4E Candy Woo
4E Candy Woo
4E Candy Woo
4E Candy Woo
4E Candy Woo
4E Candy Woo
4E Candy Woo
4E Candy Woo
27 2007 深水埗 區分齡乒乓球比賽 女子組單打 亞軍
女子組單打 季軍
女子組雙打 季軍
女子組雙打 季軍
女子組單打 殿軍

28 地鐵商場好學生同學會 體育運動 中學組全港首五名

29 學界籃球比賽 九龍區第二組 女子甲組 冠軍
團體季軍

30 第三十二屆全港青少盃排球賽 丙組殿軍

5D  Emily Lui
5B  Amy Li
5D  Emily Lui
4D  Kitty Chan
5A  Miriam Leung
5D  Bonnie Mak
籃球校隊
籃球校隊
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
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 bondage 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).

<table>
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<tr>
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<th>Venue</th>
<th>Seminar/Workshop</th>
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<td>Wellness for School Principals &amp; Open Forum on Teachers’ Work</td>
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<td>EMB Kowloon Tong Education Services Centre</td>
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<td>Pastoral Care and Education for Youth</td>
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<td>Queen Elizabeth School</td>
<td>Feedback on New Academic Structure for Senior secondary Education &amp; Higher Education</td>
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<td>Holy Trinity College</td>
<td>ShamShuipo District Schools Partnership – Opening Ceremony</td>
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<td>Island Shangri-la Hotel</td>
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<td>Hong Kong Central Library</td>
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<td>Collaborative Lesson Planning and Collaborative Lesson Analysis in the Teaching of English (Secondary School)</td>
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<td>Self-directed Learning &amp; Paradigm Shift in Learning &amp; Teaching : HK Report &amp; School Practice</td>
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<td>Pui Ching Middle School</td>
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<td>The Boys’ &amp; Girls’ Club Association of Hong Kong</td>
<td>Legal Advice on Handling Employees’ Related Issues</td>
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<td>Education in a Globalised World – Challenges and Opportunities</td>
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<td>CCC Ming Yin College</td>
<td>ShamShuipo District Schools Partnership – Closing Ceremony</td>
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</table>
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.

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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.