Annual School Report 2009-2010

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1. Information About the School

1.1 School Profile

1. School Profile

CCC Ming Kei College was founded in 1967. It is an aided co-educational secondary school directly operated by the Hong Kong Council of the Church of Christ in China (HKCCCC). The school has been using English as the medium of instruction since its inauguration.

2. In September 1998, the HKSAR Government began to adopt the language policy of mother-tongue teaching for public sector schools. Only those secondary schools with a proven record of using English as the teaching medium successfully were allowed to retain the use of “English as the medium of instruction” (EMI) at the levels of Secondary 1 to 7. CCC Ming Kei College was one of the 112 secondary schools in the territory which were approved that year to continue to be EMI Schools.

3. The school has implemented measures, in stages over the years to respond proactively to education reforms, particularly for the curriculum reform which was initiated by the Education Commission in 2000. The major reform measures which have been implemented since the 2000-2001 school year are as follows:

   <2000/01>  (1) Reform of the examination system at the S.1 & S.2 levels;
               (2) Incorporation of “project learning” in the formal curriculum;
               (3) Development of school-based curriculum for S.1 Integrated Humanities and S.1 Chinese Language; and
               (4) Issue of annual Non-academic Reports recording the activities joined by and prizes won by students as part of their annual “learning profiles”.

   <2001/02>  (1) Offering of one S.2 class which uses Putonghua as the medium of instruction to study Chinese language in Putonghua.
               (2) Launching of the Young-old Partnership Project for S.2 as a cross-curricular project learning programme; and

   <2002/03>  (1) Implementation of a new timetabling system featuring a 7-day cycle with six 55-minute periods per day to create more time available for teachers and students to teach and learn;
               (2) Development of the school-based curriculum for S.3 Chinese Language;
               (3) Offering of one S.3 class which uses Putonghua as the medium of instruction to study Chinese language in Putonghua; and
               (4) Offering of ASL Liberal Studies to S.6 students as an optional subject.

   <2003/04>  (1) Introduction of a 20-minute Morning Reading Session before the first period every school day to promote reading of English books;
               (2) Introduction of two test cycles per school term to help enhance students’ learning; and
               (3) Introduction of teachers’ “self-evaluation” with regard to their performance in “learning and teaching”.

   <2004/05>  (1) Introduction of Integrated Humanities to S.4 students as an optional subject; and
               (2) Completion of the “Proposed Curriculum Plans for 334”.

   <2005/06>  (1) Merging of Chinese Language and Putonghua in some classes of S.1 to S.3 to encourage teachers to use Putonghua as the MOI for Chinese Language and to enhance students’ Putonghua proficiency in speaking and listening; and
               (2) Re-structuring of time-tabling for S.3 and S.4 to enhance students’ learning effectiveness.
<2006/07>  (1) Introduction of Applied Learning, in collaboration with the VTC, to S.4 students as an optional subject in addition to the formal curriculum; and
   (2) Re-formulation of the “Proposed Curriculum Plans for 334” in response to the admission requirements in 2012 as proposed by local universities.

<2007/08>  (1) Establishment of the Ming Kei Elder Academy where students can gain new types of learning experiences (OLE) through providing service to the elderly by offering them computer courses.

<2008/09>  (1) Finalizing of the “Proposed Curriculum” for the upcoming new senior secondary one students, catering for their choices of optional subjects; and
   (2) Review of the format of the Non-academic Report as part of the “Student Learning Profile” for 334 students.

<2009/10>  (1) Implementing the revised curriculum to bridge for the new 334 structure for junior secondary levels; and
   (2) Trying out the NSS curriculum which offers a wide range of elective choices across pure arts, pure science, commercial and cultural subjects for S.4.

<4> In the 2002-2003 school year, our school was invited by the EDB to join the Schools’ Professional Collaboration Project and became one of the twenty “resource schools” in the territory that year to share their good practices with other schools. The topics which we chose for sharing were:
   <a> A Whole School Approach to Implementing Integrated Education;
   <b> The Young-Old Partnership Project;
   <c> The MKC Award Scheme; and
   <d> The MKC Art Gallery.

In the 2003-2004 school year, we were invited once again by the EDB to join the Project and to continue serving as a resource school. The Project came to an end in July 2004.

<5> In July 2004, the EDB set up the Education Development Fund (EDF) with a grant of $550 million over five years to provide professional support to schools in the territory. The aim of the EDF is to enable schools to build up their capacity to take education reform measures. A series of School-based Professional Support (SBPS) programmes under the EDF have been launched and implemented with effect from the 2004-2005 school year. In September 2004, our school was invited to join the following programmes for one year in order to provide support to other schools nominated by the EDB:
   <a> The Principal Support Network (PSN), and
   <b> The School Support Partners (SSP)—Liberal Studies.

<6> In the 2005-2006 and 2006-2007 school years, our school was invited by the EDB to continue being involved in the School Support Partners (SSP) Programme as a resource school to share our experience in, apart from the teaching of Liberal Studies, “adopting a whole school approach to implement integrated education” with other schools in the territory.

<7> In the 2007-2008 and 2008-2009 school years, our school continued to serve as a SSP resource school to share our experience in Integrated Education.

<8> In the 2009-2010 school year, our school joined the Principal Support Network and the Principal provided support to novice principals of other schools. The English department has been engaged upon the School-based Language Learning Support Services provided by the Language Learning Support Section of the Education Bureau.
1.2 School Management Committee (SMC)

With effect from the 1998-1999 school year, the SMC was formed and empowered by the HKCCCC to manage, administer and operate the school in accordance with the regulations under the Code of Aid for Secondary Schools and in compliance with all stipulations provided by the then Education Department (and now the EDB) for the implementation of school-based management.

There are 11 members on the SMC. Apart from the four ex-officio members who are the Supervisor, the Registered School Manager (appointed by the HKCCCC), the Principal and one of the Vice-Principals (appointed on a rotation basis), its membership includes also the following persons who are either elected or nominated by our major stakeholders:

- Two teacher representatives elected from teachers of the school,
- One parent representative nominated by the Parent Teacher Association (PTA),
- One alumni representative nominated by the Alumni Association, and
- Three HKCCCC-related persons nominated by the CCC Kei To Mongkok Church (KTMK Church).

For the 2009-2010 school year, the composition of our SMC is as follows:

Chairperson: Dr LI Kam Cheong (Supervisor)

Members:
- Mr TANG Chung Wah (Registered School Manager)
- Dr Annie K.C. CHAN (Principal)
- Mr MAK Man Wah (Vice-Principal)
- Ms LEUNG Tak Ching (PTA Representative)
- Mr LAI Kwok Fai (Alumni Association Representative)
- Ms YAU Ma Li (Teacher Representative)
- Mr HO Kwok Pui (Teacher Representative)
- Rev TANG Wing Chiu (KTMK Church Representative)
- Mr HO King Yeung (KTMK Church Representative)
- Mr CHOI Kit Man (KTMK Church Representative)

Hon. Secretary: Mrs SO Kwong Mei Mei, Doris (Vice-Principal)

In the 2009–2010 school year, the SMC held three meetings respectively on 8 October 2009, 25 March 2010 and 5 July 2010.
1.3 School Campus and Facilities

<1> The school is located at the junction of Oak Street and Cherry Street in Tai Kok Tsui. With an area of more than 4,500 square metres, it is composed of two independent buildings, the school hall and the main building. The school hall is air-conditioned and has a seating capacity of 1,300 which can accommodate all teachers and students of the school for assemblies. The six storeyed, L-shaped main building has 31 classrooms of standard size and 5 laboratories (including the Physics, Chemistry, Biology and two Integrated Science laboratories), all of which are fully equipped. It has also 12 special rooms, namely, Computer Room, Multi-media Laboratory Centre, Language Laboratory, Computer Assisted Learning Centre, Library, Geography Room, Art Room, Needlework Room, Home Economics Room, Music Room, Ceramics Room and English Corner. All classrooms and special rooms are air-conditioned, providing students with an effective learning environment.

<2> The school has a sufficient number of lockers for the use of every student. The campus also boasts one basketball court, one covered playground, one table-tennis court and an Art Gallery which was established in the 1999-2000 school year under sponsorship of the Quality Education Fund. The Art Gallery does not only provide a place for displaying students’ outstanding paintings and ceramics works, but also serves as a space used by the S.6 and S.7 students for self-studying during regular school hours and after school.

<3> There are three Multimedia Learning Centres and one computer room. Computers and projectors are installed in the library, classrooms and special rooms. The school has a total of about three hundred computers which are networked together and can access the internet through broadband link. Students can make free access to the computers after school on weekdays and on Saturday mornings. This would help facilitate the implementation of school-based information technology education.

<4> With the EDB’s sponsorship of an approximate amount of forty million dollars, the school has its School Improvement Project (SIP) undertaken during the school years of 2003-2004 and 2004-2005 and completed by the end of Summer Vacation in 2005. The project provides a new 6-storey annex for the school with an additional 1,058 square metres of working and studying area. It comprises six more classrooms, one Computer Assisted Learning Room, one Conference Room, one new Computer Room, one Student Activity Centre, one Language Learning Room and a number of small rooms for specific purposes. Besides, a fireman lift has been built simultaneously for the use of both the staff and students with physical disability.
1.4 School Mission and Goals

The mission statement and school goals were set out collaboratively by all teachers and then endorsed by the SMC in June 1999. They can be summarized as follows:

*Embracing the HKCCCC’s mission for education, the school is committed to holistic education with a person-centred curriculum and extra-curricular activities which address, with equal emphasis, the moral, intellectual, physical, social, aesthetic and spiritual needs of our students. Through such provisions:

- we strive to nurture our students in becoming individuals who are able to extend their love for themselves to their neighbours and to God;
- we guide our students towards becoming honest, courteous, law-abiding people who are respectful to teachers and parents, caring to the young ones, and willing to share with and serve others;
- we prepare our students for assuming responsibility for their own lives, facing challenges with courage and being able to respond to the needs of our society; and
- we encourage our students to be involved in improving our society, contributing to the nation and serving the world.*

*It is our aspiration that the lives of our students will give expression to the school motto: “It is more blessed to give than to receive.”*

The school implements its mission and goals as well as the school motto through the provision of both formal and informal curricula, particularly by taking the following measures:

- Setting up a String Orchestra through the sponsorship of the QEF in 1999-2000 to nurture students’ interest in music by encouraging them to play musical instruments.
- Setting up an Art Gallery through the sponsorship of the QEF in 1999-2000 for displaying outstanding artworks by students in order to promote aesthetic education and nurture students’ abilities in the appreciation of art;
- Launching the MKC Award Scheme in 2000-2001 to boost students’ participation in various extra-curricular activities to help them develop in the moral, intellectual, physical, social, aesthetic and spiritual aspects;
- Joining the Integrated Education Scheme in 2000-2001 and adopting a whole school approach to implement the Scheme for the promotion of love and care for students with special educational needs on the campus;
- Launching a service-centred project, “The Young-old Partnership Project”, for all S.2 students in 2001-2002, in collaboration with the Asia Pacific Institute of Ageing Studies (PAIAS) of Lingnan University in order to promote social services to the elderly;
- Launching the programmes “One Sport and One Art for All” and “One Service for All” for all students in 2005-2006 to further address the importance of “holistic education”; and
- Upon the invitation of the Elderly Commission and in collaboration with the “Salvation Army Mongkok Integrated Services for Senior Citizens”, launching and setting up the “Ming Kei Elder Academy” in 2006-2007 to provide educational services, mainly in IT and health education, to the elderly living in Mongkok and Tai Kok Tsui. All course tutors are recruited from S.3-S.6 and they provide voluntary services to the elderly after school, twice a week. The Academy was formally established in 2007-2008.

The school mission was reviewed by all teachers in 2007-2008 and our mission statement was restated as follows:

“We strive to provide our students with person-centred education with love and care so that they can maximize their potential to lead an abundant life, to serve the community and to glorify the Lord”.
1.5 Number of Active School Days

![Bar chart showing the number of active school days in 07/08, 08/09, and 09/10.]

- 07/08: 187 school days, 167 school days for instruction.
- 08/09: 190 school days, 167 school days for instruction.
- 09/10: 190 school days, 167 school days for instruction.

1.6 Lesson Time for the 8 Key Learning Areas

![Bar chart showing lesson time for the 8 Key Learning Areas.]

- English Language Education: 0.00% (07/08), 5.00% (08/09), 10.00% (09/10).
- Chinese Language Education: 10.00% (07/08), 15.00% (08/09), 20.00% (09/10).
- Mathematics Education: 20.00% (07/08), 25.00% (08/09), 30.00% (09/10).
- Science Education: 25.00% (07/08), 30.00% (08/09), 35.00% (09/10).
- PSHE Arts Education: 0.00% (07/08), 5.00% (08/09), 10.00% (09/10).
- Technology Education: 10.00% (07/08), 15.00% (08/09), 20.00% (09/10).
- Physical Education (PE): 15.00% (07/08), 20.00% (08/09), 25.00% (09/10).

1.7 Curriculum

<1> English is adopted as the medium of instruction except in the following subjects:
Chinese Language, Chinese History, Liberal Studies (Senior Form), Putonghua, Religious Education, Ceramics and Physical Education.

<2> All students in S.4 are allowed to study English Language, Chinese Language, Mathematics, Liberal students and 3 elective subjects to prepare for the Hong Kong Diploma of Secondary Education Examination (HKDSE). Students are allowed to enrol for Applied Learning in S.5.

<3> All students in S.5 are allowed to study English Language, Chinese Language, Mathematics, 3 or 4 core subjects and one optional subject to prepare for the Hong Kong Certificate of Education Examination (HKCEE). Students are allowed to enrol in HKCEE the ninth or even the tenth subject at their own discretion.

<4> All students in S.6 and S.7 levels are allowed to study, in addition to the two language subjects, either three advanced level subjects, or two advanced level subjects plus one advanced supplementary level subject in accordance with their interest and abilities as well as the availability of the subjects on the class time-table concerned.
The formal curriculum offered by the school in the 2009-2010 school year is listed below:

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<th>Subjects</th>
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2. Staff Profile and Staff Professional Development

2.1 Staff Profile

<1> At the end of the 2008-2009 school year, four teachers terminated their service at our school. They were Mr CHOW Wai Kit (resignation), Mr NG Yun Lung (resignation), Mrs LEE Leung Yuk Fan (retirement) and Mr WONG Hin Hing (retirement).

<2> At the beginning of the 2009-2010 school year, the school welcomed three new members to the teaching force. They were Miss CHIK Yu Wai Vivian, Mr FUNG Kai Lun and Mr LAU Chi Wing.

<3> In the 2009-2010 school year, the school recruited two teacher assistants who provide teachers with IT and clerical support so as to alleviate teachers’ non-teaching workload.

<4> The 2009-2010 school year began with our staff comprising sixty-one full-time teachers within the normal establishment and five full-time teachers recruited by using our school’s own funding as well as the Capacity Enhancement Grant. The qualifications of these sixty-six staff members (including the Principal) are as follows:

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<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Holding a first degree</td>
<td>66</td>
<td>100%</td>
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<tr>
<td>With teacher training</td>
<td>65</td>
<td>98%</td>
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<tr>
<td>Holding a higher degree</td>
<td>32</td>
<td>48%</td>
</tr>
</tbody>
</table>

Teachers' Qualification 2009-2010

- With Bachelor Degree: 51%
- With Master Degree: 47%
- With Doctor Degree: 2%

<5> All teachers of English Language and Putonghua have fulfilled the Language Proficiency Requirement as stipulated by the EDB.

<6> As regards the teaching experience of teachers, the statistics for the 2009-2010 year are as follows:

<table>
<thead>
<tr>
<th>No.of Years</th>
<th>0-4</th>
<th>5-9</th>
<th>10-14</th>
<th>15-19</th>
<th>20-24</th>
<th>25-29</th>
<th>30-34</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Teachers</td>
<td>16</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>6</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>24.2</td>
<td>18.2</td>
<td>15.2</td>
<td>19.7</td>
<td>9.1</td>
<td>10.6</td>
<td>3.0</td>
</tr>
</tbody>
</table>
In the 2009-2010 school year, four teachers have been awarded the Long Service Awards by the HKCCCC in appreciation of their continuous service rendered to the school for twenty years or more. They are Mr MAK Man Wah (30 years of service), Mrs SO Kwong Mei Mei (30 years of service), Mr FOK Siu Yan (30 years of service), and Mr CHEUNG Ka Yiu (25 years of service).
2.2 Professional Development of Teachers

<1> CPD Hours of Teachers

Based on the recommendation of the Advisory Committee on Teacher Education and Qualifications (ACTEQ) in its consultation paper themed “Towards A Learning Profession” published in November 2003, the school began to adopt the policy of having all teachers engaged in continuing professional development (CPD) with effect from 1 September 2003 and targeted at achieving not less than 150 CPD hours over the 3-year period ending in August 2006. Teachers are required to report to the school their respective CPD hours engaged in the mode of “structured learning” (e.g. attending short courses, seminars and conferences, workshops, degree-awarding programmes) and in other modes of CPD (e.g. sharing of good / innovative teaching practice within and across schools, sharing of professional readings and ideas in the context of learning / study circles, mentoring, serving in education-related committees, presenting as trainers / facilitators / speakers for professional development programmes, etc.) each year from 2003-2004 till 2009-2010.

At the end of the 2009-2010 school year, most teachers reported that they had engaged in different modes of professional development activities throughout the academic year, with an average of 75.6 hours for each staff member adding up to a total of 4839.5 hours. This year is the first year of a new 3-year cycle.

<2> Staff Development Programmes

- **Staff Development Days**

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme on Development Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11-2009</td>
<td>Visit to the Chinese Cuisine Training Institute and the Cyberport</td>
</tr>
<tr>
<td>22-2-2010</td>
<td>Workshop on “Enhancement of Effective Teaching and Learning: Catering for Learning Diversity” and subject sharing</td>
</tr>
<tr>
<td>1-4-2010</td>
<td>Disneyland Experience Day – joining the Youth Education Series (YES) programme</td>
</tr>
</tbody>
</table>

- Training for eClass: Two sessions are held in June 2010 for teaching staff members about the use of intranet functions of the up-graded eClass programme.
- **Lesson Observation and Teaching Collaboration**
  Lesson observation is being carried out in the respective subject departments. Peer lesson observation is encouraged. Also, there was an inspection of exercise books carried out by the subject panel chairs at the end of the first term. Teaching collaboration is also encouraged in each subject.
- An orientation programme was held and a mentor system was introduced in early September 2009 to help new teachers to get to know their working environment.
- **Staff members are encouraged to serve as external markers in both the HKCEE and HKAL examinations as well as subject committee members in various subjects.**
- **Staff members in various subjects acted as mentors to help train 6 student teachers from the HK Institute of Education, HK Open University and the University of HK. Throughout the training, there was a valuable exchange of ideas between the mentors and the student teachers.**
<3> Visits and interchange

- Miss LEUNG Chi Fun joined Arts and Cultural Study Trips in Zhongshan (December 2009), Jiangxi (April 2010) and Macau (August 2010).
- Mrs SO Kwong Mei Mei, Miss YAU Ma Li, Miss CHAN Miu Han and Mr LEUNG Kin went on a Guangzhou trip on 16-17 January 2010.
- Miss YAU Ma Li and Mrs SUM Shum Sui Lan took part in a trip to Sichuan in June 2010 to visit the reconstruction work after the Earthquake in 2009.
- Miss TING Sau Fan took part in a trip to Guangzhou Huangpu Military Academy during the Easter Holidays.
- Mr WONG Ngai Ping took part in a trip to Guangxi in July 2010.
- Mrs WONG Lam Chi Lai participated in the Japan International Camp organized by the HK Girl Guide Association in August 2010.
- Misss WU Yin Ping took part in a trip to Shanghai in August 2010.
### 2.3 Professional Development of Principal

#### <1> Structured Learning

<table>
<thead>
<tr>
<th>Date</th>
<th>Course / Seminar / Conference / Sharing</th>
<th>Organization</th>
<th>CPD Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2009 to Aug 2010</td>
<td>Continuing Professional Development Programmes for Principals</td>
<td>Association of Principals of Sec. Schools, HKCCCC</td>
<td>7</td>
</tr>
<tr>
<td>Sept 2009 to June 2010</td>
<td>Continuing Professional Development Programmes for Principals</td>
<td>EDB</td>
<td>2.5</td>
</tr>
<tr>
<td>Oct 2009 to June 2010</td>
<td>Continuing Professional Development Programmes for Principals</td>
<td>Universities, Agencies and Professional Associations</td>
<td>20.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 30</td>
</tr>
</tbody>
</table>

#### <2> Action Learning

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>CPD Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2009 to Aug 2010</td>
<td>Continuing Professional Development Programmes for Principals organized by the Association of Secondary School Principals, HKCCCC</td>
<td>41.5</td>
</tr>
<tr>
<td>Sept 2009 to June 2010</td>
<td>Professional Development Programmes for Principals organized by the EDB</td>
<td>1.5</td>
</tr>
<tr>
<td>Oct 2009 to July 2010</td>
<td>Professional Development Programmes for Principals organized by Universities, Agencies and Professional Associations</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong> 76</td>
</tr>
</tbody>
</table>

#### <3> Service to Education and the Community

<table>
<thead>
<tr>
<th>Date</th>
<th>Post</th>
<th>Organization</th>
<th>CPD Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2009 to Sept 2010</td>
<td>Chairman</td>
<td>Principals’ Association of Yau Tsim Mong District</td>
<td>20</td>
</tr>
<tr>
<td>Sept 2009 to Aug 2010</td>
<td>Member and Working Group Leader</td>
<td>Association of Principals of Secondary Schools, HKCCCC</td>
<td>27</td>
</tr>
<tr>
<td>Sept 2009 to July 2010</td>
<td>Leader</td>
<td>Principal Support Network, EDB</td>
<td>16</td>
</tr>
<tr>
<td>Sept 2009 to Aug 2010</td>
<td>Executive Member</td>
<td>Working Groups, HKCCCC Executive Board, HKCCCC Yau Tsim Mong CYC Education Bodies and Community Organizations</td>
<td>50</td>
</tr>
<tr>
<td>April 2009 to June 2010</td>
<td>Guest Speaker, Officiating Guest or Judge</td>
<td>Schools, Universities, HKCCCC and Agencies</td>
<td>17.5</td>
</tr>
<tr>
<td>Jan 2010 to May 2010</td>
<td>Advisor</td>
<td>Activities organized by civic education organization and Agencies.</td>
<td>8.5</td>
</tr>
<tr>
<td>Sept 2009 to Aug 2010</td>
<td>Member</td>
<td>Board of School Managers, Stewards Pooi-Kei Primary School Board of School Managers, CCC Fong Yun Wah Secondary School</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong> 167</td>
</tr>
</tbody>
</table>

Total CPD Hours for 2009-2010: 273
### 3. Student Information

#### 3.1 Student Population, Drop-outs and Repeaters

<table>
<thead>
<tr>
<th>Level</th>
<th>Classes</th>
<th>Students</th>
<th>Students admitted / promoted</th>
<th>Repeater(s)</th>
<th>Graduate(s)</th>
<th>Drop-out(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.1</td>
<td>5</td>
<td>190</td>
<td>181</td>
<td>8</td>
<td>/</td>
<td>1</td>
</tr>
<tr>
<td>S.2</td>
<td>5</td>
<td>200</td>
<td>192</td>
<td>8</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>S.3</td>
<td>5</td>
<td>196</td>
<td>180</td>
<td>8</td>
<td>/</td>
<td>8</td>
</tr>
<tr>
<td>S.4</td>
<td>5</td>
<td>197</td>
<td>191</td>
<td>6</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>S.5</td>
<td>5</td>
<td>201</td>
<td>106</td>
<td>/</td>
<td>201</td>
<td>/</td>
</tr>
<tr>
<td>S.6</td>
<td>3</td>
<td>104</td>
<td>102</td>
<td>/</td>
<td>/</td>
<td>2</td>
</tr>
<tr>
<td>S.7</td>
<td>3</td>
<td>95</td>
<td>/</td>
<td>/</td>
<td>95</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>1183</td>
<td>952</td>
<td>22</td>
<td>296</td>
<td>12</td>
</tr>
</tbody>
</table>

Promotion of students

- **07/08**
- **08/09**
- **09/10**

S.3 to S.4 S.6 places filled by own S.5
3.2 **Students’ Attendance**

**Students’ Attendance Record**

<table>
<thead>
<tr>
<th></th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1-S.3</td>
<td>98.40%</td>
<td>98.40%</td>
<td>98.40%</td>
</tr>
<tr>
<td>S4-S.5</td>
<td>98.60%</td>
<td>98.60%</td>
<td>98.60%</td>
</tr>
<tr>
<td>S6-S.7</td>
<td>98.80%</td>
<td>98.80%</td>
<td>98.80%</td>
</tr>
</tbody>
</table>

---

3.3 **Statistics on Number of Students Late for School**

**Number of students late for school**

<table>
<thead>
<tr>
<th></th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 times</td>
<td>72</td>
<td>47</td>
<td>13</td>
</tr>
<tr>
<td>3-4 times</td>
<td>76</td>
<td>47</td>
<td>23</td>
</tr>
<tr>
<td>5-7 times</td>
<td>73</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>more than 7 times</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

---
3.4 Students’ Attainment

- Hong Kong Attainment Tests (HKAT) – S.1 Students

**HKAT English Performance**

<table>
<thead>
<tr>
<th>Year</th>
<th>MKC</th>
<th>HK</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>47.93</td>
<td>67.09</td>
</tr>
<tr>
<td>2008</td>
<td>45.8</td>
<td>61.88</td>
</tr>
<tr>
<td>2009</td>
<td>45.38</td>
<td>62.86</td>
</tr>
</tbody>
</table>

**HKAT Chinese Performance**

<table>
<thead>
<tr>
<th>Year</th>
<th>MKC</th>
<th>HK</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>49.59</td>
<td>65.93</td>
</tr>
<tr>
<td>2008</td>
<td>52.52</td>
<td>64.13</td>
</tr>
<tr>
<td>2009</td>
<td>50.68</td>
<td>62.93</td>
</tr>
</tbody>
</table>

**HKAT Maths Performance**

<table>
<thead>
<tr>
<th>Year</th>
<th>MKC</th>
<th>HK</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>55.41</td>
<td>70.57</td>
</tr>
<tr>
<td>2008</td>
<td>54.53</td>
<td>67.95</td>
</tr>
<tr>
<td>2009</td>
<td>51.72</td>
<td>65.38</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>Territory</td>
</tr>
<tr>
<td>No. of students sat</td>
<td>193</td>
<td>199</td>
</tr>
<tr>
<td>% of students awarded grade E or above in at least 5 subjects</td>
<td>97.0</td>
<td>68.4</td>
</tr>
<tr>
<td>% of students awarded 14 points or more in the best 6 subjects</td>
<td>66.8</td>
<td>26.3</td>
</tr>
</tbody>
</table>

* The following subjects have passing percentage higher than Hong Kong:


* The following subjects have credit percentage higher than Hong Kong:

## Hong Kong Advanced Level Examination (HKALE) – S.7 Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students sat</td>
<td>92</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>% of students awarded the minimum entrance requirements for tertiary education</td>
<td>84.8</td>
<td>46.7</td>
<td>76.3</td>
</tr>
</tbody>
</table>

* The following subjects have passing percentage higher than Hong Kong:

  - Applied Maths, Chemistry, Chinese History, Chinese Language and Culture#,
  - Chinese Literature, Computer Application#, Economics, Geography,
  - Liberal Studies#, Maths & Statistics#, Physics, Principles of Accounts,
  - Pure Maths, Use of English#

* The following subjects have credit percentage higher than Hong Kong:

  - Applied Maths, Biology, Chemistry, Chinese History,
  - Chinese Language and Culture#, Chinese Literature, Computer Application#, Economics,
  - Geography, History, Liberal Studies#, Maths & Statistics#, Physics, Principles of Accounts,
  - Pure Maths, Use of English#

#Advanced Supplementary Level Subjects
3.5 Financial Assistance for Students
In the 2009-2010 school year, 545 students from S.1 to S.7 classes have been awarded “School Textbook Assistance” (TA) or benefited from the “Student Travel Subsidy Scheme” (TS) offered by the EDB’s Student Financial Assistance Agency. The breakdown is as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>S.1</th>
<th>S.2</th>
<th>S.3</th>
<th>S.4</th>
<th>S.5</th>
<th>S.6</th>
<th>S.7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA/ Full Subsidy</td>
<td>22</td>
<td>27</td>
<td>36</td>
<td>28</td>
<td>20</td>
<td>23</td>
<td>15</td>
<td>171</td>
</tr>
<tr>
<td>TS Half Subsidy</td>
<td>64</td>
<td>72</td>
<td>60</td>
<td>55</td>
<td>57</td>
<td>34</td>
<td>32</td>
<td>374</td>
</tr>
<tr>
<td>Total no. of students</td>
<td>86</td>
<td>99</td>
<td>96</td>
<td>83</td>
<td>77</td>
<td>57</td>
<td>47</td>
<td>545</td>
</tr>
<tr>
<td>Percentage of students at respective levels</td>
<td>45.26%</td>
<td>49.50%</td>
<td>48.988%</td>
<td>42.13%</td>
<td>38.31%</td>
<td>54.81%</td>
<td>49.47%</td>
<td>46.07%</td>
</tr>
</tbody>
</table>

TA = School Textbook Assistance (S.1 – 7)
TS = Student Travel Subsidy Scheme (S.1-7)
3.6 Students’ Reading Habit

<1> Students’ frequency of borrowing reading materials from the school library

<2> Library circulation statistics in the past three years

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Resource items in Chinese</th>
<th>No. of Resource items in English</th>
<th>Total No. of Resource items Checked Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>31,012</td>
<td>28,597</td>
<td>59,609</td>
</tr>
<tr>
<td>2008-2009</td>
<td>29,823</td>
<td>27,339</td>
<td>57,262</td>
</tr>
<tr>
<td>2009-2010</td>
<td>27,775</td>
<td>25,319</td>
<td>53,094</td>
</tr>
</tbody>
</table>
3.7 **Prizes and Scholarships**

*School Prizes*

Providing students with a holistic education is our goal. In this context, equal emphasis has been placed on moral, intellectual, physical, social, aesthetic and spiritual education. Apart from spiritual education, prizes were awarded to students with distinguished performance in the moral, intellectual, physical, social or aesthetic areas.

- **Student of the Class (First Term)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Class</th>
<th>Name</th>
<th>Class</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>NG KA WING</td>
<td>1B</td>
<td>TSANG TSZ HUNG</td>
<td>1C</td>
<td>HE ZHONG MING</td>
</tr>
<tr>
<td>1D</td>
<td>LAW PIK KWAN</td>
<td>1E</td>
<td>CHENG KA CHING</td>
<td>2A</td>
<td>WONG YEE LOK</td>
</tr>
<tr>
<td>2B</td>
<td>MOK YUEN YING</td>
<td>2C</td>
<td>CHAN TSZ FUNG</td>
<td>2D</td>
<td>LO NGA NIN</td>
</tr>
<tr>
<td>3A</td>
<td>TO LEE MAN</td>
<td>3B</td>
<td>LEUNG I LUI</td>
<td>3C</td>
<td>TANG WING TUNG</td>
</tr>
<tr>
<td>3D</td>
<td>MA QIEN</td>
<td>3E</td>
<td>YU WING TUNG</td>
<td>4A</td>
<td>FUNG TSZ WA</td>
</tr>
<tr>
<td>4B</td>
<td>CHAN WING YEE</td>
<td>4C</td>
<td>LAU KA MAN</td>
<td>4D</td>
<td>LEE HO YAN, KAREN</td>
</tr>
<tr>
<td>5A</td>
<td>KWOK CHIU WA</td>
<td>5B</td>
<td>YAN KIN WA</td>
<td>5C</td>
<td>KWONG WING TUNG</td>
</tr>
<tr>
<td>5D</td>
<td>LEE CHI WING</td>
<td>5E</td>
<td>TAM CHIU TO</td>
<td>6A</td>
<td>WU KA MAN</td>
</tr>
<tr>
<td>6B</td>
<td>AU YEUNG YING YING</td>
<td>6C</td>
<td>WONG CHING LEE</td>
<td>7A</td>
<td>YEUNG CHING MAN</td>
</tr>
<tr>
<td>7B</td>
<td>TAM JENIFER THOMSON</td>
<td>7C</td>
<td>KWAN ELTON</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Student of the Class (Annual)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Class</th>
<th>Name</th>
<th>Class</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>CHOW YIM SAU</td>
<td>1B</td>
<td>CHAN KAM LUEN</td>
<td>1C</td>
<td>HUI MING SEN</td>
</tr>
<tr>
<td>1D</td>
<td>LAW PIK KWAN</td>
<td>1E</td>
<td>TANG CHING HA</td>
<td>2A</td>
<td>LEE WING HAN</td>
</tr>
<tr>
<td>2B</td>
<td>KWOK YAN YAN</td>
<td>2C</td>
<td>CHUNG SHUK YEE</td>
<td>2D</td>
<td>LO NGA NIN</td>
</tr>
<tr>
<td>3A</td>
<td>WONG TSZ YAN</td>
<td>3B</td>
<td>LEUNG I LUI</td>
<td>3C</td>
<td>TANG WING TUNG</td>
</tr>
<tr>
<td>3D</td>
<td>LO KIT KWAN</td>
<td>3E</td>
<td>YU WING TUNG</td>
<td>6A</td>
<td>CHOI YUET KWAN</td>
</tr>
<tr>
<td>6B</td>
<td>AU YEUNG YING YING</td>
<td>6C</td>
<td>CHU KA PO</td>
<td>7A</td>
<td>YEUNG CHING MAN</td>
</tr>
<tr>
<td>7B</td>
<td>WONG WING NUNG</td>
<td>7C</td>
<td>LAI CHO NAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **CCCMKC Alumni Association Student of the Class (Annual)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th>Class</th>
<th>Name</th>
<th>Class</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td>TAN JIAYIN</td>
<td>4B</td>
<td>CHENG KA LEE</td>
<td>4C</td>
<td>LAU KA MAN</td>
</tr>
<tr>
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- **Distinguished Performance in HKCEE**

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### MKC PTA Academic Prize S.1-S3 First in Class

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### MKC PTA Best Progresss Prize (Academic)

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<td>LEUNG YUEN CHING</td>
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### CCCMKC Alumni Association Education Fund Academic Prize

<table>
<thead>
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<td>LAW PIK KWAN</td>
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<td>CHAU HAU YI</td>
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<td>LUI MO SZE</td>
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<td>FUNG CHING MAN</td>
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<td>5B</td>
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### CCCMKC Extensive Reading Scheme Award

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<th>3D</th>
<th>4D</th>
<th>5E</th>
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<tr>
<td>Best Chinese Book Report Award</td>
<td>YAU HUEN CHI</td>
<td>LEUNG DONE</td>
<td>TO LEE MAN</td>
<td>CHIU SAMUEL Y N</td>
<td>LEE HO YAN, KAREN</td>
<td>WONG CHUNG YAN</td>
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<tr>
<td>Best English Book Report Award</td>
<td>LI MAN WAI</td>
<td>MAN KA LEE, JOYCE</td>
<td>4D LEE HO YAN, KAREN</td>
<td>4D LO WING TING, PRISTINE</td>
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</tbody>
</table>
- **Distinguished Service Award**
  | 1A | NG KA WING | 2E | TSE JOYCE | 3D | TSANG MING |

- **MKC PTA Best Service Award**
  | 4A | LI WING YEE | 4B | CHENG KA LEE | 4C | TUNG WING |
  | 4D | TAM WING KING | 4E | KEI HIU YEE | 5A | AU YUK KWAN |
  | 5B | CHAN SIU FUNG | 5C | KWONG WING TUNG |
  | 5D | MO CHUI WA | 5E | LAM WING YI |
  | 6A | HO YUEN YING | 6B | CHAN WING YEE | 6C | CHU KA PO |
  | 7A | YEUNG CHING MAN | 7B | CHEUNG WING ON | 7C | LAI CHO NAM |

- **Leung Chan Kit Yiu Best Service Award**
  | 4D | IP WING SHAN |

- **Lui Wong Sau Kuen Best Service Award**
  | 3C | WAN TSZ HIM |

- **Ngan Cheng Shing Choi Home Economics Award**
  | 3E | CHEUNG SAU FONG |

- **Best Performance In Sports Award**
  | 3E | CHAN KWAN SHING | 4A | CHEUNG SUET YI |

- **Outstanding Player Of School Team**
  | Badminton Team | 6A | SUEN KA CHUN | 6B | LAM CHING MAN |
  | Basketball Team | 4B | CHEUNG KING TIN |
  | Bowling Team | 3C | WAN TSZ HIM | 4A | LAI WING SUM |
  | Fencing Team | 4A | CHEUNG SUET YI | 4C | FUNG FANG CHING |
  | Table-Tennis Team | 1C | PUN CHUI MEI, CINDY | 3E | CHAN CHIN SHING |
  | Volleyball Team | 3D | MAK WING FAI |

- **Best Performance in Music Award**
  | 7A | SHAO LOK MAN |

- **Best Performance in Ceramics Award**
  | 5E | CHUNG YUEN TING |

- **Best Performance in Art Award**
  | 5D | SIU SHUN WAI |
**External Scholarships / Prizes**

### Academic Prizes

- **Sir Edward Youde Memorial Prizes for Senior Secondary School Students**
  - 5E LEUNG TSZ WA 7B LO HO SZE

- **Kowloon West Chaoren Association Scholarship 2009-2010**
  - Student with the Best Improved Academic Performance:
    - 3A SHEK KA KWAN

- Student with the Best Improved Conduct:
  - 3A LI SAN KIT

- Student Making the Most Marked Improvement:
  - 5E WONG KAI LOK

- **Shell / Island Jaycee’s Scholarship for the Disabled 2009**
  - 7C TAM LOK MING

- **Chan Yat Hing Scholarship (Secondary School Award)**
  - 2A LEUNG YIM 3A CHUNG FUK CHUN
  - 4B CHAN WING YEE 5A LI SHEUNG YU

- **Murjani Scholarship**
  - 5E LAU KWONG PUI

- **Lo Wai Kwan Scholarship**
  - 4C KAO SHAN SHAN

- **Best Improved Student Award (Lion & Globe Educational Trust)**
  - 2A LUK HIU KING 2B WONG TSZ KI
  - 2B WONG TSZ KI 2C WONG CHAP LOK, MATTHEW
  - 2C WONG CHAP LOK, MATTHEW 3A CHEUNG TSZ KWAN
  - 3B CHEUNG TSZ KWAN 3B CHAN KING LOK
  - 3D CHAN KING LOK 3E CHENG KA LEE
  - 4B CHENG KA LEE 4C SO STEPHANIE
  - 4C SO STEPHANIE 4E YUNG CHING
  - 4E YUNG CHING 5A HO KA CHUNG
  - 5B HO KA CHUNG 5C NG TSZ WAI
  - 5D NG TSZ WAI 5E LAU KIN PO
  - 6A LAU KIN PO 6A TONG CHUN HUNG
  - 6B TONG CHUN HUNG 6C LEE YAN WAI
Non-academic Prizes

Hong Kong School Sports Federation Inter-school Competitions

(1) Team Results:

<table>
<thead>
<tr>
<th>Team</th>
<th>Division / Group</th>
<th>No. of Participating Students</th>
<th>Grade A</th>
<th>Grade B</th>
<th>Grade C</th>
<th>Overall</th>
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<tbody>
<tr>
<td>Athletics</td>
<td>Girls DIV 3 (KLN3)</td>
<td>5</td>
<td>-</td>
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<tr>
<td>Badminton</td>
<td>Boys DIV 3 (KLN1)</td>
<td>23</td>
<td>7</td>
<td>9</td>
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<tr>
<td>Badminton</td>
<td>Girls DIV 3 (KLN)</td>
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<td>6</td>
<td>6</td>
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<td>Basketball</td>
<td>Boys DIV 3 (KLN2)</td>
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<td>1</td>
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<td>Basketball</td>
<td>Girls DIV 3 (KLN2)</td>
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<td>5</td>
<td>16</td>
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<td>Beach Volleyball</td>
<td>Girls DIV 2 (OPEN)</td>
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<td>Fencing (Foil)</td>
<td>Boys HK&amp;KLN (Open)</td>
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<td>Fencing (Epee)</td>
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<td>Tenpin Bowling</td>
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<td>Swimming</td>
<td>Boys DIV 3 (KLN1)</td>
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<td>-</td>
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<tr>
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<td>-</td>
<td>19</td>
<td>7</td>
<td>17</td>
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<tr>
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<td>-</td>
<td>3</td>
<td>-</td>
<td>13</td>
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<tr>
<td>Volleyball</td>
<td>Girls DIV 1 (HK &amp; KLN)</td>
<td>24</td>
<td>6</td>
<td>7</td>
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</table>

Our school was placed 35th in the BOCHK Bauhinia Bowl Award among the 196 participating coeducational schools in the HK Island and Kowloon Region.

(2) Individual Results:

- **Fencing Individual Championship**
  - Boys A Grade Foil Second Runner-up
    - 5E SZE CHUN KIT
  - Boys B Grade Sabre Second Runner-up
    - 4C FUNG FANG CHING
  - Girls B Grade Epee Champion
    - 4A CHEUNG SUET YI
  - Girls C Grade Epee First Runner-up
    - 1C LEE YUEN MAN, JENNIFER
  - Girls C Grade Epee Second Runner-up
    - 2B LEE YUEN TING
Athletics DIV 3 (KLN3) Individual Events
- Girls C Grade 800m Second Runner-up
  2E FAN PUI YEE

Swimming DIV 3 (KLN1) Individual Events
- Boys A Grade 50m Butterfly Second Runner-up
  4E CHEUNG TING HIN
- Girls B Grade 50m Back Stroke Third Runner-up
  2C FONG MAN WING
- Girls C Grade 50m Breast Stroke Third Runner-up
  2C WONG YIN TING

**Hong Kong Schools Music Festival:**

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<td>48</td>
<td>19</td>
<td>21</td>
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- Prizes awarded:
  - **Event**
  - **Award**
  - **Prize Winner**
    - Vocal Solo (Under 19, Chinese) 3rd 7A SHAO LOK MAN
    - Piano Solo (Under 19, Foreign) 3rd 7A SHAO LOK MAN
    - Vocal Solo (Under 15) 3rd 3D NG CHEUK KEI
    - Erhu Solo (Senior) 3rd 1C LEUNG LUK CHEONG

**Hong Kong Schools Speech Festival:**

<table>
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<th>Cantonese</th>
<th>Putonghua</th>
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</thead>
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<tr>
<td>83</td>
<td>20</td>
<td>17</td>
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</tbody>
</table>

- Prizes awarded:
  - **Event**
  - **Award**
  - **Prize Winner**
    - Solo Verse Speaking in English (S1) 3rd 1D TANG KIT PANG
    - Solo Verse Speaking in English (S1) 3rd 1D LAU HIU YAN
    - Solo Verse Speaking in English (S3) 3rd 3D NG CHEUK KEI
    - Solo Verse Speaking in English (S4) 1st 4D SO STEPHANIE
    - Solo Verse Speaking in English (S4) 3rd 4E CHIN WING CHING
    - Solo Verse Speaking in Putonghua 1st 4C CHIU LOK HIM
    - Prose Reading in Putonghua 3rd 4E PUN YUEN MAN
    - Prose Reading in Cantonese 2nd 4E LIU HOI MAN
Visual Arts

- Ball Pen Calligraphy Competition
  Merit Award: 4E LIU HOI MAN
- “2010 Tea Ware by Hong Kong Potters” Competition
  Third Prize (School Category):
  7B HO CHING NAM
  Honourable Mention: 6A WU WING KIU (08-09)
  Selected Work: 5D LEUNG WING KIN (08-09)
  5E WO YUN KIT (08-09)

Other Prizes

- Yau Tsim Mong Outstanding Student Award
  6A CHOY YUET KWAN
- Community Youth Club Outstanding Member
  7B LEUNG WING TZE
- Hong Kong Red Cross Progressive Programme Award Scheme
  Silver Award: Red Cross Youth Unit 126, Red Cross Youth Unit 126A
  Yau Tsim Mong District Champion: Red Cross Youth Unit 126
- The HK Down Syndrome Association Flag Day
  Group with the Most Volunteers
- Junior Police Call Best School Club in Mong Kok District Champion
- Liberal Studies Interschool Issue Q&A Competition
  Champion: 4D LEE HO YAN, KAREN
  4D WONG MAN KWAN
  4E PUN YUEN MAN
  Best Debator: 4D WONG MAN KWAN
- HK Playground Association Girls Volleyball Competition
  Second Runner-up:
  1A LEE TSUI LAM  1D LAW PIK KWAN
  1E CHENG KA CHING  2A FUNG KA KEI
  2A LEUNG HOI LUN  2E FAN PUI YEE
  2E LAM YAN YUE  2E LEUNG HIU YAN

- Yau Tsim Mong Youth Society Bowling for East Asian Games School Youth Group
  First Runner-up:
  3A CHOR KA YI  3C NG MEI LING
  3C WAN TSZ HIN  2C CHAN TSZ FUNG
  Second Runner-up:
  6A CHAN HONG LEI  6B AU YEUNG YING YING
  6C WONG NGA CHING  4A LAI WING SUM
- HK Fencing Association Junior Fencing Championships 2009
  U-17 Ladies’ Epee Second Runner-up: 4A CHEUNG SUET YI
- HK Fencing School Annual Competition:
  Girls’ Foil Under 14
  First Runner-up: 3E LEE WING SHUM
  Second Runner-up: 2B LEUNG WAI YING
HK Fencing School HK Secondary School Elite Fencing Challenge Cup 2009
Girls’ Epee First Runner-up: 4A CHEUNG SUET YI
                                  2B LEE YUEN TING
                                  1C LEE YUEN MAN

Girls’ Foil First Runner-up: 5D CHOW KA YAN
                                  3E LEE WING SHUM
                                  2B LEUNG WAI YING
                                  2C WONG YIN TING

Singapore Cadet Fencing World Cup 2010
Men’s Sabre Individual Silver Award: 4C FUNG FANG CHING

Selangor Open Women’s Fencing Competition
Epee Individual First Runner-up: 4A CHEUNG SUET YI

Outreach Coaching Programme Interschool Fencing Competition (Foil)
Senior Girls Second Runner-up: 3E LEE WING SHUM
                                  2B LEUNG WAI YING
                                  2C WONG YIN TING

Sun Yat-sen University Cup Fencing Championship
- Girls Epee Individual (Secondary Schools) First Runner-up
  4A CHEUNG SUET YI
- Girls Epee Individual (Secondary Schools) Second Runner-up
  2B LEE YUEN TING
- Girls Epee Team (Secondary Schools) Champion
  4A CHEUNG SUET YI
  2B LEE YUEN TING
  1C LEE YUEN MAN

LCSD YTM Age Group Table Tennis Competition
Men’s Double Third Runner-up:
  3E CHAN CHIN SHING
  3E YIP CHING FUNG

Lok Wah Running Club Ulfenbo Quarter Marathon Girls Group J Champion
  2E FAN PUI YEE

A.S. Watson Group Hong Kong Student Sports Award
  4A CHEUNG SUET YI

Community Youth Club Member Merit Award, EDB Level 3 Award
  6A HO YUEN YING  6C WONG HANG HAN

The Hong Kong Institute for Promotion of Chinese Culture
National Essay Competition of Secondary School Students
- National First Class Award, National Star Author Nominee,
  Hong Kong Star Author Award
  4C LIU XIAO XI
- Hong Kong Distinction Award
  1E YAU HUEN CHI  2A LI WING HAN
  3D LO KIT KWAN  6A TSE KA YAN
  7A CHAN CHUN YIN
4. Concerns and Actions 2009-2010

4.1 Evangelistic Work

<a> The CCC Kei To Mongkok Church (KTMK Church) has been working closely with the school on evangelistic work since 1997. This school year, the KTMK Church continues to send Ms LEUNG Siu Fun to be the Chairperson of the Religious Committee. With the aid of Minister LEE Wai Hung and Evangelism Secretary Mr NING Tin On, Mr NG Cham Hung and Ms YEUNG Wai Sheung, the Kei To team helps the school to teach Religious Education, and to organize and promote various religious activities for students. And there is also the participation of Mrs TANG Leung Tak Ching in the Gospel Ministry for parents. This realizes the spirit of Church-school cooperation.

<b> By having various topics and different speakers in the chapel periods, teachers and students are encouraged to give thanks, and be more committed. The overall results have been good.

<c> Activities in August 2009

- 8-19 August – “English class for new S.1 students” was held, about 18 students participated.
- 10-20 August – Dancing class for parents was held on Monday, Wednesday and Friday, about 6 people participated.
- 12-14 August – “English and Mathematics Summer homework class for new S.1 students” was held, about 29 students participated.
- 17-28 August – Modern Jazz Dancing class was held on Monday, Wednesday and Friday, about 9 students participated.
- 18-29 August – Teenager Basketball team training was held every Saturday, about 10 students participated.
- 18-29 August – Basketball Interest Class for S.1 students was held on Thursday, Friday and Saturday, about 10 students participated.
- 19-29 August – Teenager Guitar team training was held every Saturday, about 8 students participated.
- 22 August – Reunion Day was held, about 26 students participated.
- 29 August – Evangelistic meeting “Fresh” was held, about 30 students participated.

<d> Activities in September 2009

- 1 September – a large banner of Bible scripture was displayed, so that students can see it clearly during playground assembly.
- 4 September – KTMK Church gave blessings to all teaching staff by providing stationeries and bookmarks.
- 4 September – Chapel “Don’t be a ‘Do-Nothing’ Generation”: through the sharing of Ms LEUNG let students reflect on the relations of their living and interpersonal relations with Christian belief.
- 4-12 September – a survey on the religious beliefs of all students was conducted.
- 7 September – different students were invited to lead the prayer sessions of the morning playground assemblies throughout the year.
- 9-11 September - the religious committee members participated in the S.1 Orientation Camp. Through sharing, singing hymns and giving out “Matcher” bookmarks, S.1 students were encouraged to use their time wisely under God’s guidance.
- 14 September – Review meeting for S.1 camp.
- 15 September – Christian cell groups of each form were started, about 10 students participated for each group.
- 16 September – 1/6 area of the notice board in each classroom was reserved as religion corner to post religious information.
• 19 September to 10 October – “English class for new S.1 students” was held, about 18 students participated.
• 20 September – The Education Sunday service was held. All S.1 to S.3 students together with teachers and parents (total 650 people) participated in the Sunday Service of the KTMK Church. Message on the “True Spirit of Christian Education” was presented by Rev TANG Wing Chiu, the school chaplain, to the congregation. After the service, a sharing session with the Worship team was held, about 33 S.1 students participated.
• 22 September – Interview of Little Shepherd Ambassadors.
• 24 September – Chapel “Treasure Every Teenage”: Through the sharing of World Vision let students to engender an attitude of generosity and caring among students towards people in need. It was to practice the school motto “It is more blessed to give than to receive”.
• 10 September to 28 October – Dancing class for parents was offered every Monday and Wednesday, about 11 people participated.
• 29 September – blessing was sent to all the staff members through fruits and cards.

Activities in October 2009
• 8 October – Chapel “A Holistic View of Gospel Drug Rehabilitation”: through the sharing of social worker and volunteer from Operation Dawn Hong Kong, let students know on their vision, mission and activities on the prevention of drug abuse with holistic Christian treatment, students were encouraged to take care of the body, mind and spirit together.
• 17 October to 18 December – “Fellowship for parents” was held for fourteen times, about 8 people participated on average.
• 19 October – a large banner of Bible scripture was displayed, so that students can see it clearly during playground assembly.
• 28 October – Chapel “From Wing Fu to Eternal Wealth”: through the sharing of Mr Sezto Wing Fu, the chairman of Hung Fok Tong Holding, let students know Christian faith can give a fruitful life.

Activities in November 2009
• 9 November – Chapel “Entertainment and Gambling”: through the sharing of pastor Mr Chan from Rehabilitation Centre for Problem Gamblers (RCPG), let students know the harm of gambling.
• 17 November – Sharing meeting of Little Shepherd Ambassadors was held.
• 18 November – Chapel “Basic Law for Dating and Love”: through the sharing of pastor Mr Ng from the The City of David Cultural Centre.
• 21 November – KTMK Church organized a Gospel Testimony Night, and students and their parents were invited.

Activities in December 2009
• 1 December – a big gospel banner was displayed to promote the Gospel Bi-week.
• 1 December – Chapel “Obedience of Maria”: through Rev Tang Wing Chiu’s sharing on God’s miracle, students were challenged to have faith in God.
• 7-18 December – The Gospel Bi-week was held and the theme was “Here We Stand!” The programs included film-show, book fair, hymn dedication, hymn and testimony contest, and evangelistic meeting. About 100 students expressed their wish that they would like to accept Jesus as their Saviour at the evangelistic meeting. Teachers of Religious Education organized the follow-up actions.
• 11, 18, 21 December – KTMK Church distributed Chinese dessert to all staff members.
● 17-18 December – The Students’ Fellowship meeting “Christmas Carol Singing” – Carol singing was organized during morning and lunch time. Through candy distribution and gospel pamphlets, the true meaning of Christmas was shared and the atmosphere was good.

● 22 December – Happy Christmas Service: Christian teachers and students sang hymns in the hall, and there was a drama organized by the students. This brought out the true meaning of Christmas and the school was full of happiness.

● 24 December – “Silent Night Carol Singing” was organized with KTMK Church. Students were invited to spread the gospel in the community.

<h>Activities in January 2010</h>

● 20-25 January – “Blessing paper” was distributed to S.5 and S.7 students to give them encouragement.

● 25 January – Chapel “09 Footprints”: through the sharing of her development experiences, Principal Dr Annie KC CHAN encouraged students to face the future with optimistic attitude.

<i>Activities in February 2010</i>

● 5 February – a big banner with New Year blessings was displayed.

● 8 January – KTMK Church distributed Chinese dessert to all staff members for the celebration of Lunar New Year.

● 8 January – “lucky bags” were distributed to bless all staff members in the Lunar New Year.

● 8 - 10 January – “lucky paper” (Blessing, Good Health, Progress in Studies) was distributed to bless students in the Lunar New Year.

● 22-23 February – gospel pamphlets “Preparation for Examination” were distributed and pens were given to S.5 students to give them encouragement.

<j>Activities in March 2010</j>

● 15 March – Easter banner was displayed to encourage staff members and students to think about the power of salvation.

● 17 March to 26 May – “Fellowship for parents” was held for ten times, about 6 people participated on average.

● 19 March – “Easter Service” was held during the Chapel period. Led by one of the Hong Kong 2009 Ten Outstanding young persons, Mr Stanley Cheung, through his sharing of the Pat Sin Leng hill fire, students and teachers were moved to think of the meaning of Christ’s suffering and resurrection.

● 26 March – Little Shepherd Ambassadors initiated a “Easter Mediation of God’s Love” meeting to spread the gospel through hymns and testimony.

<k>Activities in April 2010</k>

● 10 April - KTMK Church organized Good Friday Meeting “Unfinished story” Opera, told the Lord’s great sacrifice and salvation, to help people to re-experience the love of God. Students and parents were invited to participate.

● 17 April - The KTMK Church organized a “Gospel witness sharing meeting” with Mr Peter Cheung, a popular Gospel singer, as the speaker. Students and their parents were invited.

<l>Activities in June 2010</l>

● 29 June – Post-exam Activity—“Evangelistic meeting”: through American carpenters tool band’s sharing on Jesus’ miracle of healing, students were challenged to have faith in God.

● 17 June – A sharing and prayer meeting for S.7 students was held.
Activities between August 2010 to October 2010

- 9-20 August – Dancing class for parents was held on Monday, Wednesday and Friday.
- 10-19 August – “Cell group for parents” was held on Tuesday and Thursday.
- 11-13 August – “English and Mathematics Summer homework class for new S.1 students” was held.
- 16-27 August – Modern Jazz Dancing class was held on Monday, Wednesday and Friday.
- 17 August to 19 September – Basketball Interest Class for S.1 students was held on Tuesday, Thursday and Saturday.
- 18 August to 18 September – Teenager Guitar team training was held on Wednesday, Friday and Saturday.
- 21 August to 16 October – “English class for new S.1 students” was held every Saturday.
4.2 Integrated Education and Multiple Intelligence Education

The Integrated Education Committee was formed in September 2003 to oversee all matters pertaining to the implementation and promotion of integrated education (IE) in school. Its function is to help the students with special educational needs (SEN students) to solve problems or handle difficulties in their daily school lives, especially on the social, behavioral and learning aspects.

Case Conference with Paramedics
Before the beginning of this academic year, the IEC had a discussion about certain SEN students with the medical case workers at the Yaumatei Psychiatric Youth Clinic in August 2009. The workers gave the IEC members essential information as to the handling of those cases and made a number of valuable suggestions for the school.

Integrated Education Ambassadors
The IEC recruited 10 IE ambassadors to assist the SEN students in adapting to school life. They are primarily concerned with the promotion of a caring school culture. For example, they held an Integrated Education Party in November 2009 for the students, parents and teachers. The party was a relaxing and joyful occasion for the participants. The ambassadors also paid frequent class visits to the lower-form students with SEN; and they did help foster a spirit of receiving, caring and sharing among the students.

School-based Training Sessions for Teachers
The IEC organized a school-based training session on integrated education for teachers who were directly involved in the teaching of the SEN students in early September 2009. The special educational needs of each student and the related pedagogy were made known to the teachers. Most teachers found the suggestions made by the IEC practical.

Individual Education Planning Conferences
The IEC held 11 Individual Education Planning Conferences for 7 SEN students last year to review their academic progress, reduce their examination pressure and improve their social skills at school. Ideas were fruitfully exchanged among the participants of the conferences.

School-based Social Skills Training Groups
Two social skills training groups were organized by the IEC and the school social worker in the second term. The group was targeted on S.1 to S.3 students with social skills deficits. The students were able to learn the appropriate social skills in the sessions through interactions with some socially competent peers.

English and Mathematics Tutorials
English tutorials and Mathematics tutorials conducted by the committee members were offered to the lower-form and the upper-form SEN students respectively in both academic terms. It was found that the students had been making progress in their studies.

Gifted Education
The committee members gathered a number of students who are gifted in different areas and offered them opportunities to take part in some courses outside school. Most of them performed well in those courses and became more enthusiastic in their studies at school.
4.3 **Discipline, Guidance and Careers Counselling**

A “whole school approach” has been adopted to both guidance and discipline in the school.

**Discipline**:

The following activities were organized by the Discipline Committee in addition to its routine daily duties of handling matters in relation to the behavioural problems of students:

1. Discipline guidelines and school rules were devised and explained to parents during the S.1 Orientation Day in July 2009.
2. A talk concerning the school rules and regulations was held by the prefects on 3 September 2009.
3. The Leadership Training Camp for School Prefects was held from 25 to 26 September 2009 in the Sai Kung Outdoor Recreational Centre.
4. A group of students participated in the “Anti-Crime Environmental Bag Design” competition in 2010. A student won the 2nd runner up and three students won the merit prizes.
5. The Good Behaviour Award Scheme was established to encourage students to respect and obey school rules. Nearly 780 and 630 certificates were awarded to students from S.1-S.4 & S.6 in the first term and the second term respectively. About 200 certificates were awarded to S.5 & S.7 students.
6. The Good Conduct Award Scheme was established to commend students with good conduct and outstanding behaviour throughout the year. Nearly 166 certificates were awarded to students this year.
7. About 433 and 232 Letters of Commendation were given to parents in the first term and the second term to commend students’ excellent behaviour at school.
8. Two elections of Star Students of Courtesy were held on 20 November 2009 and 30 April 2010 respectively to commend students for their good attitudes towards teachers and schoolmates. Nearly 176 certificates were awarded to students.
9. Two “Be-Punctual Competition” were held from 9 November 2009 to 30 November 2009 and from 1 March to 18 March 2010 respectively to arouse students’ awareness of the need for punctuality.
10. The S.3 Cadet Prefects Training was held in May 2010 to provide a training opportunity for S.3 students who would like to be prefects next year. About 25 S.3 students participated in the programme.
11. About 10 students with behavioral problems have been referred to the guidance teachers, the school social workers and the educational psychologist for follow-up action.

**Guidance**:

The Guidance & Personal Growth Committee has provided regular personal counselling services for more than fifty-five students from S.1 to S.7 classes this school year. Apart from this, the Committee has implemented a series of programmes responding to the needs of students, including the following:

1. The S.1 Orientation Camp
   
   The Camp was held from 9 to 11 September 2009 at the Chinese YMCA Wu Kai Sha Youth Village. The camp was implemented in collaboration with S.1 Form Teachers, the Salvation Army (Yau Ma Tei Youth Complex Centre), the CCC Kei To Mongkok Church, the Shepherd Community Church, the school social worker and twenty-eight S.4 Peer Counsellors. According to the survey, the results were satisfactory. Over 95% of them agreed that through the camp, they could raise their self-confidence. Similarly, over 90% contended that the programme could reinforce their class spirit and sense of belonging towards the school.
S.2 & S.3 Star Award Scheme
Prizes were given to the top 5 students who got the most stars in each class. 95% S.2 students and 76% S.3 students obtained 5 stars or above from their teachers. The stars S.3A and S.2A, 2B and 2E got outnumbered those of other classes.

Peer Counselling Schemes
- S.4 Peer Counselling Scheme
  This project was implemented in collaboration with the Salvation Army Yau Ma Tei Youth Complex Centre and the Shepherd Community Church. There were a total of 28 students being selected as peer counsellors to take care of S.1 freshmen about matters related to academic and social aspects. A training camp was held from 21 to 22 August 2009 at the Chinese YMCA Wu Kai Sha Youth Village. In general, most of the Peer Counsellors were enthusiastic and devoted. They had conducted class visits for the S.1 students during recess and lunchtime. They offered help in organizing class activities such as School Activity Day and Christmas party. They were helpful on the whole and able to observe problems of the S.1 students.

- S.6 Peer Counselling Scheme
  15 S.6 students joined the scheme in September to help students in S.2. A training camp was held from 30 October to 31 October 2009. It was held in collaboration with the Integrated Education Committee and the school social worker. The feedback was good. The students thought that their team spirit got improved and they came to understand their role. In general, most of the Peer Counsellors were devoted. They had organized activities for the S.2 students, such as wild cooking, campus orienteering and camping.

<caret> Careers Counselling:
(1) The Careers Counselling Committee organized a lot of careers’ talks, visits and corresponding activities for S.3, S.5 and S.7 students with regard to public examinations, further studies and careers prospects. They were as follows:
  - Talk on careers paths for S.5 students (I) on 18 September 2009.
  - Talk on Law Faculty by CityU on 19 November 2009.
  - Talk on JUPAS Admission on 9 November 2009.
  - Alumni Sharing on Human Resources and Law Career on 23 November 2009.
  - Talk on careers paths for S.5 students (II) on 16 December 2009.
  - Talk on S.4 Subject Choice Selection Program for S.3 students on 26 April 2010.
  - Talk on NSS elective subject combination for S.3 students on 14 & 26 May 2010.
(2) Apart from talks and visits, the Committee has provided careers guidance to students on a need basis.
(3) Careers’ notes have been prepared and issued to S.3-S.7 students regularly. Apart from this, the careers notes files have been placed on the school’s webpage for students’ easy access.
(4) Surveys on S.5 and S.7 school leavers were carried out to provide the careers information that students need.
(5) The “JUPAS Guide” and “HKCEE Guide” were subscribed for perusal by the S.4-S.7 students.
4.4 Language Skills – Biliteracy and Trilingualism

Measures have been devised and implemented to enhance the acquisition of English Language. The effectiveness of the measures have been evaluated as follows:

1. Preparation for the New Senior Secondary Education
   - Language Arts, an elective part of the NSS curriculum, have been incorporated into the formal curriculum of S.1 - S.3. Students gained new and positive experiences in learning English through poems, songs, stories and plays.

2. Tailoring the Curriculum to Cater for Learner Diversities
   - Students from S.1-S.5 were streamed according to their English standards. The curriculum was respectively tailored to address the needs of different classes. Diversified teaching methods were employed to foster students’ learning enthusiasm and learning outcomes.

3. Providing an English-rich Environment
   - **English Speaking Days**
     15 English Speaking Days were organized throughout the year. 120 trained English Ambassadors invited their schoolmates for English conversations during lunchtime. Besides, students were also actively engaged in spelling games and book sharing.
   - **English Week (30 November – 4 December 2009)**
     A great variety of activities were organized to promote English language learning among students.
     - English Debate: The S.6 team and S.7 team had a heated debate on the motion: “There should be more sex education taught at schools to prevent teenage pregnancy”. The audience (S.4 – S.7 students) got a better understanding of the topic through the debate.
     - Role-play Competition: This was a popular event. Student representatives of each class took part in the contest and around 400 students joined as an audience. They all enjoyed the show, and found their schoolmates’ performance amusing and educational.
     - Game Stalls: A variety of games were held on two separate days. Approximately 200 students joined the activity. Most of them enjoyed the games. Participants also gained extra credit points for the MKC Award Scheme.
     - English Speaking Day: More than 100 students participated in the event. Most of them expressed the feeling that it could help them improve their spoken English.
     - Book Fair: The Commercial Press Ltd. displayed English books on different topics and of different genres in the book fair. Many students showed interest and made purchases of the books while some made suggestions to the Reading Team books they would like to read.
   - **The English Corner** was open on Tuesdays, Wednesdays and Fridays at lunchtime for students to play board games, borrow books, watch videos and chat with each other.
   - **The English Society** held activities including interviewing tourists and game stalls for the whole school.
   - **Under the guidance of the NET**, the Senior Debating Team joined Native English Speaking Teachers’ Association – South China Morning Post 2009 English Debating Competition and went through to Semi-finals. The team joined the same competition in 2010 and won rounds 1 and 2 with further contests pending.
The Drama Team joined My Smart AB Radio Drama Competition in 2010 and competed in rounds 1 and 2.

85 students joined the 61st Hong Kong Schools Speech Festival in the events of English solo verse speaking and dramatic duologues. The results were brilliant – 52 Merit Awards and 9 Proficiency Awards (2 first places, 3 third places).

10 outstanding book reports were selected to be entered in the 25th Annual Book Report Competition for Secondary School Students organised by the Commercial Press.

4 Organising English Programmes for Students of Different Needs

- 3 English tutorial classes were held on Saturday mornings from October 2009 to June 2010 to help students of S.1 to S.3 to improve their English proficiency. The students joined on a voluntary basis and their English showed improvement.

- An English Enhancement Programme was organised for S.1-3 in July 2010. It was aimed to help the students who had failed their English examination to reach the required standard. Overall the programme was satisfactory. An overwhelming majority of the participants passed the supplementary examination and got promoted.

- A Bridging Programme was held in August 2010 to prepare the new S.1 students to study the EMI subjects. About 150 students enrolled in the course. They took the course seriously and found the course useful.

Putonghua

1. The school has provided a formal curriculum of Putonghua for all students of S.1 to S.3 classes and as an optional subject sitting for HKCEE for one class of S.5 students. In S.1 to S.3, there are two to three classes using Putonghua for one-third of the Chinese Language lessons. Two classes of S.2 and two classes of S.3 students study Chinese Language using Putonghua as the medium of instruction. This is to provide those students who are proficient or have interest in Putonghua with a good opportunity to learn and practise our national language.

2. In the 2009-2010 school year, the Chinese Language and Putonghua Department has organized or participated in a number of programmes or activities helping to promote Putonghua among the students as follows:

- The Putonghua Morning Broadcasting has been carried out. Twice in each cycle, the content of the competition includes “Story-telling” and “Putonghua Knowledge Sharing”. The aim is to enhance the atmosphere of listening and speaking Putonghua in the whole school.

- The Chinese and Putonghua Week were organized jointly by the Chinese Language and Putonghua Departments in March 2010. A great variety of games and activities in relation to Putonghua were organized by the teachers and office-bearers of the Putonghua Society aiming to promote Putonghua among students.

Chinese Language

1. Curriculum and Teaching Plans

- In line with the new curriculum reform, the module-based approach has been adopted in S.1 to S.3 classes to teach students different skills in reading, writing, listening and speaking. Besides the use of textbooks, interactive teaching methods and student participation are emphasized. A great variety of activities like self-learning, debates, group discussions, outings, seminars, drama, etc. have been held.
The Extensive Reading Scheme is integrated into the Chinese curriculum. S.1 to S.5 students are encouraged to read widely. Selected students’ book reports will be collected for publication and distributed to all students for perusal.

In S.1 to S.3, there are two to three classes using Putonghua as the medium of instruction for 3 to 4 modules. Two classes of S.2 and two classes of S.3 use Putonghua as the medium of instruction for all modules.

In addition to the learning of core curriculum, a non-core curriculum provided under the Chinese Cultural Study Scheme as organized by the Chinese Department of HKU is taught in the S.1 to S.3 elite classes.

One remedial class is run in S.1 to cater for students who are weak in Chinese.

Selected students’ works in writing will be collected and published for distribution to all students for perusal.

(2) Extra-curricular Activities

37 students joined the 61st Hong Kong School Speech Festival in the events of solo verse speaking, prose reading and duologues (Cantonese and Putonghua) from November to December 2009. Admirable results have been obtained as follows:

1 First Place Award,
1 Second Place Award,
1 Third Place Award,
32 Certificate of Merit and Certificate of Proficiency

20 S.4 to S.7 students participated in the Hong Kong Students Oral Communication Competition organized by the Hong Kong Institute of Education from October to December 2008. Students took part in the events of group discussion, sight-reading and simultaneous speech. Admirable results have been obtained.

Our Chinese Debating Team joined the Inter-School Chinese Debate competition organized by the Sing Tao Daily.

In November 2009, with the joint effort of the Chinese Department and the Civic Education Committee, students were encouraged to participate in the Essay Competition of Secondary School Students in the Mainland (The Hong Kong Institute for Promotion of Chinese Culture). More than 200 S.1 to S.7 students took part in this activity. Three selected works in the junior group (S.1 to S.3) and three selected in the senior group (S.4 to S.6) were chosen to join the competition. Bronze awards were obtained. Besides, Lao Xiao Xian of S.4C obtained the Nominee Award of the Literary Star.

The Chinese and Putonghua Week was held in March 2010. Activities like exhibition and game stalls were organized. On the whole, students participated in the activities enthusiastically.

From September 2009 to April 2010, about 30 S.4 students joined a cultural scheme organized by the Baptist University. Activities include concerts, dramas and talks on Chinese talks.

In line with our Reading Award Scheme, selected works were chosen to join the 25th Annual Book Report Competition for Secondary School Students organized by the Hong Kong Educational Publishing Company in March 2010.

Besides the above, students were encouraged to participate in a great variety of activities.
4.5 Reading to Learn

At the beginning of the school year, language teachers were requested to teach students “how to choose reading materials” and “how to read” (including reading skills) for their reading assignments in connection to respective reading schemes. The teacher librarian also gave advice to students of junior forms on choice of books and selection of suitable reading materials on the Internet for the reading schemes.

“Morning Reading Session” had been introduced before the first-period on alternate school days since September 2003 to cultivate the habit of reading among both students and teachers. The reading session is 20 minutes long and all students from S.1 to S.7 classes, as well as the teachers supervising the classes are required to refrain from doing anything except reading an English book of their choice; and/or articles from current magazines selected by the teacher-librarian for S.5 to S.7 students and English Newspapers for S.6 students throughout the whole session. Thus good reading habits have taken shape. This year, a set of 40 English books published by the National Geographic Society covering various topics on science, history, travelling and social aspects was introduced to S.1 students in the second term. It is our expectation that through reading these publications students may have a wider scope of knowledge.

Students were strongly encouraged to participate in a variety of reading schemes organized inside and outside school such as the “Extensive Reading Scheme”, “MKC Award Scheme”, “Reading Carnival” and “Metro News Reading Scheme on the Web”, etc. The participation rate of students of the Extensive Reading Schemes particularly those in S.1 to S.3, was remarkably high, almost 100%.

Competitions on book report writing, sharing activities of the Reading Ambassadors, talks on reading given by famous writers and celebrities, the book fair, reading camp, etc. have been organized very frequently by subject departments and the Reading Promotion Team to help arouse students' interest in reading.

Learning through reading materials from the web is one of the main focus of reading to learn this year. Students were guided to use the reading resources subscribed by our school as follows: i) Wisenews: a collection of all newspaper articles under various subject headings, ii) “Metro News Reading Scheme on the Web”, iii) 黃河書城 for reading books from this electronic library, iv) HKEdCity.net: reading parts of the newly published titles, v) HKEdCity Easter Reading Scheme for S.1 to S.3 students.

A “whole school approach” to promote reading has been adopted and non-language subject teachers are requested to recommend a variety of subject-related books to students and to mark the book reports accordingly. Students are required to get the most out of their reading by writing book reports, formulating several questions for further discussion or preparing oral presentations in class.
4.6 Project Learning

This is a learning strategy which can foster students’ attitudes to independent learning and helps students to develop generic skills, integrate and apply their knowledge within and across different Key Learning Areas.

For the 2009-2010 school year, the policy on the Project Learning is as follows:

(1) Cross-curricular Project Learning Programmes
   a. An Integrated Humanities project learning programme on ‘Tai Kok Tsui Land Uses’ was accomplished by all Secondary 1 students in the second term of the school year. It is designed particularly to train students’ communication and collaboration skills as they are required to form groups and conduct field works in the community. Students are required to write the reports and present in lessons.
   b. A service-based project learning programme named the ‘Young-Old Partnership Scheme’ has been specifically designed for all students of S.2 classes.
   c. A humanities project learning programme was being conducted during the S.3 project learning lessons. The curriculum is designed to prepare students for the independent enquiry study in the New Senior Secondary Liberal Studies.

(2) Subject-based Project Learning Programmes
   Different subjects at different levels might require students to do project work to enhance their learning outside the classroom. For the 2009-2010 school year, project learning programmes have been assigned in the following subjects:

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<thead>
<tr>
<th>Form Level</th>
<th>Subject</th>
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<tbody>
<tr>
<td>S.2</td>
<td>Math</td>
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<tr>
<td></td>
<td>Chinese History</td>
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<tr>
<td>S.3</td>
<td>Home Economics</td>
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<td></td>
<td>English Language</td>
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<td></td>
<td>Geography</td>
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<td></td>
<td>Chinese History</td>
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<td>Music</td>
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<td>S.4</td>
<td>Music</td>
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<tr>
<td>S.5</td>
<td>Music</td>
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4.7 Information Technology for Interactive Learning

The school has installed an LCD projector with a 60 × 60 cm² screen and one full computer set providing accessories, with access to the Internet and Intranet through broadband transmission at any time in each of the classrooms and special rooms.

The school has four well-equipped computer rooms or MMLCs. Teachers and students can fully apply IT in learning and teaching activities.

Teachers and students can apply wireless LAN for learning or conducting extra-curricular activities outside the classroom, such as in the playground, or in the school hall and in the canteen.

The school has set up an Information Technology Committee (ITC) to devise an IT development plan and to implement measures to promote the application of IT in both learning and teaching.

IT Prefects have been recruited from the S.2 to S.7 classes. They were trained by the ITC to provide support to teachers and students in using IT facilities in the computer rooms and to organize training courses for students.

All teachers have acquired the Intermediate IT (ITT) level and quite a number of teachers (over 50%) have attained the Upper Intermediate IT (UIT) level. Most teachers are enthusiastic about using IT in teaching. The school policy on using IT for teaching and learning is that “all teachers must encourage and require students to use IT and the Internet for learning purposes as frequently as possible”.

In the 2009-2010 school year, the following activities have been held to promote the use of IT in teaching and interactive learning by students:

- A whole-school 30-minute assembly has been organized to arouse the students interest in using IT safely, sensibly, legally and ethically.
- An integrated intranet and e-learning platform, eClass, has been up-graded. The system will provide a new channel to practise “student-centered” learning.
- Students are required to use IT for self-learning and submit their assignments via the intranet.

Both the Computer Department and the ITC have organized a number of IT activities for students and encouraged them to enrol in the IT related inter-school competitions.
4.8 Civic and Moral Education

<1> This year, the Committee has recruited 15 Civic Education Ambassadors to help carry out civic education both inside and outside school.

<2> Theme of the year
(a) We started the new school year with a 2-day special programme at the beginning of September. We have chosen the slogan “Don’t take it for granted. Treasure it” as the school theme of the year so as to emphasize the importance to cherish to our students.
(b) We have also invited a number of celebrities to come and share their life stories with all students on certain important occasions.
- Mr Henry Wanyoike, a world track champion, an Olympic gold medallist and now a globe-trotting Goodwill Ambassador for Seeing is Believing global campaign, has paid a warm visit to our students in October.
- Mr Chong Chan-yau, who is presently the Advisor to Director of Oxfam Hong Kong, has been invited to be in charge of the inauguration ceremony for our student-leaders of the year.
- Mr Cheung Wai-leung, a gold medal winner in the Atlanta Paralympic, was invited to be our Guest of Honour at the Sports Day.
- Professor Lo Nai-kwai, was invited to be our Guest of Honour at this year’s Speech Day in May.
- Mrs Law Fan, Fanny Chiu-fun, who is now a HK member of the PRC National People’s Congress, gave a speech in our school in a talk organized by the National Education Centre.

<3> Day 4 morning assembly
Following the good practice of previous years, the committee has held four assemblies in this year by inviting various celebrities or organizations, aiming at broadening our students’ horizon and enhancing their self-esteem.

<4> Day 6 morning sharing on current issues
In order to raise students’ awareness of current issues, in particular from the moral perspective, the above-mentioned morning sharing was held in alternate cycles. Teachers of the committee took turn to give guidance to students on preparing for the sharing. Both teachers and students in general valued the sharing.

<5> Mass programme
S.4 student took part in an interactive drama show by the ICAC in November 2009 on topics about the importance of honesty and the prevention of corruption.

<6> Other programmes
(a) Programmes aided by Civic Education Ambassadors
- A one-week board display together with a lunchtime quiz game about the 60th anniversary of the establishment of the PRC was held in early October 2009.
- The ambassadors have given a big hand in the Knotting Hearts Action, which was an anti-drug campaign within the week 19 to 23 October 2009.
- Collaborated with the Current Affairs Society, the ambassadors joined the Top Ten News Election held by Hok Yau Club from October to December 2009. They also won the prize of active participation.
- In April 2010, they offered help in the survey held by Hok Yau Club on the views of “by-elections in five constituencies of the Legislative Council”.
- There have been 75 students taking part in the Fourth Hong Kong Cup Diplomatic Knowledge Contest in April 2010.

(b) Joint programmes with LS Department
- A news commentary competition was held by Hok Yau Club.

(c) A group of nine S.4 students, led by our schoolteacher, attended a 5-day tour in Guangxi from 2 to 6 July 2010. They gained deeper understanding about the distinguished culture of ethnic minority in China through the tour programmes.
4.9 **Environmental, Health and Sex Education**

The Health, Sex and Environmental Education Committee (HSEEC) jointly organized with the Department of Health of the HKSAR Government the following programmes:

- **Love and responsibility**
  - (b) Ethics and the scientific basis of contraception
    - (For S.3 classes, over 194 students)

- **Avoiding alcohol, cigarette and drugs**
  - (S.1 classes, about 188 students)
  
  The programmes were administered on a class by class basis. Working in each class were two health professionals from the Department of Health.

The HSEEC promoted the sex and health education for our students by integrating both health and sex issues into the formal curriculum as follows:

- **S.1 : sexual harassment and topics on sex education**
  - (8 - 10 I.S. lessons).

- **S.3 – S.7 : conservation, health and diseases**
  - (mainly in the Biology curriculum).

Commencing in September 2009, the HSEEC has organized the following activities and functions to promote health, sex and environmental education for our students:

- **17 Health and conservation prefects were appointed.**
- **Our prefects and teachers promoted the concept of “Appropriate use of air-conditioning” in response to the global warming issue. A board display on energy conservation was made.**
- **An oral health diagnosis study was done on 16 randomly chosen S.1 students by dental surgeons from the Faculty of Dentistry, the HKU. Individual interviews and examinations were done.**
- **Some teachers and students planted crops on the roof of the school in late Spring 2010, the species involved were *Brassica chinensis*, *Luffa cylindrica*, and *Momordica charantia*.**
- **Aluminium cans, plastic bottles and waste paper were collected for recycling during parts of the year.**
- **A three-day second-hand goods sale was organised for all Ming Kei students in February 2010.**
- **A whole day field trip to the Tung Chung Bay, Lantau Island, was held with special interest in *Excoecaria agallocha*.**
- **A whole-school morning assembly on “Climate change - does it concern us ?” was held in collaboration with the civic education committee. Mr. Lam Chiu-ying, the former chief of the Hong Kong Observatory, was invited to act as our guest speaker in April 2010.**
- **A drugs education programme was held with the support of 5 teachers during S.4 form-time on 21 October 2009.**
- **A number of internal sharing and training sessions were offered for our health and conservation prefects.**
- **975 Ming kei students were enrolled with the Student Health Service - an enrollment rate of 81.6%. Finally 404 students attended. Thus the coverage rate of the whole school was 33.8%. The screened health problems with over 10% detection rate were : failed visual acuity test, overweight, and scoliosis.**
- **A number of library books and DVDs on health and environmental issues were purchased and displayed.**
4.10 Learning and Teaching Effectiveness

<a> In the 2009-2010 school year, one test cycle has been implemented for each term respectively to stress to students the importance of doing revision every day and to help parents understand the learning progress of their students at an earlier stage.

<b> The timetabling arrangements for a “55 minutes per lesson period” have been implemented since the 2002-2003 school year. It not only provides room for teachers to consolidate what they teach, but also allows students time to “internalize” what has been taught in each lesson. Such practices have gained teacher support, as it can help enhance students’ learning effectiveness.

<c> To help teachers further improve their teaching effectiveness, a “self-evaluation” exercise has been implemented with effect from the 2003-2004 school year. Each teacher is required to conduct a survey using the standard questionnaire designed by the school to solicit the views of the whole class of students that the teacher has been teaching for the current year. Analysis of the data collected will be given back to the individual teacher concerned, for his / her own reference. The norm across all subject areas of the level as well as the norm in respect of a subject across all levels will be issued to all teachers. Teachers can use these norms as a mirror to reflect his / her own strengths and weaknesses in teaching and thus be able to make improvements in his / her own interests and for the students’ sake. It has been found that such practice could enhance teachers’ teaching effectiveness. The self-evaluation exercise was continued this school year.

<d> To help the academic low achievers to catch up with the teaching schedules, free tutorial classes, each consisting of 10-15 students, have been arranged on Saturday mornings from October 2009 to June 2010. The details are as follows:

1. **First Term**
   - S.1 : two Maths and two Eng. Lang. classes
   - S.2 : two Maths and one Eng. Lang. classes
   - S.3 : two Maths and one Eng. Lang. classes
   - S.4 : two Maths classes

2. **Second Term**
   - S.1 : two Maths and two Eng. Lang. classes
   - S.2 : two Maths and one Eng. Lang. classes
   - S.3 : two Maths and one Eng. Lang. classes
   - S.4 : two Maths classes

All tutors have been recruited from teachers outside and they have been paid using school funding.

<e> An English Language Enhancement Course of 30 hours will be arranged in mid-July 2010 for all S.1 to S.4 students who fail in English Language in the final examination this year. Only those who can pass the supplementary examination of English Language will be eligible for promotion in the coming school year. The course was first organized in the 2003-2004 school year and the results were good.

<f> An English Bridging Course of 30 hours was offered to all new S.1 intake in the summer holidays to help them adapt to EMI more readily. The course had been operated for many years and the results was quite satisfactory.
### Community Services

<1> The Social Services Promotion Team has recruited altogether 2,295 student-times to help sell flags on 32 Flag Days of different charitable organizations.

<2> The Social Services Promotion Team has also recruited students for the following services:

- 39 students helped in the Qi le Charity Cakes Sale 2009 of the Haven of Hope Christian Services to raise funds for the non-subvented Haven of Hope Elderly Care Service.
- 10 students helped in running computer courses for elderly of Ming Kei Elder Academy.
- 16 students joined the programme “Good Neighbours in Hoi Fu” to serve the elderly in Hoi Fu Estate.
- 21 students served as voluntary English Reading Tutors in Sharon Lutheran School.
- 10 students served as voluntary workers in a Photo-taking Workshop organized by the Mental Health Association of Hong, Yau Ma Tei Centre.

<3> 92 students and staff members gave blood on the Annual Blood Donation Day organized by the Red Cross on 2 November 2009.

<4> The Student Association has organized the following activities to support fund-raising of the charitable organizations:

- 1,140 students and staff members participated in the Hong Kong Community Chest Dress Special Day raising totally $34,620.
- Students donated $13,145 to Haiti Earthquake Relief through World Vision Hong Kong.
- 1,191 students and staff joined the Dress Caus al Day of the Student Association and raised altogether $23,250 for Orbis Hong Kong.
- $15,800 was donated to the Hong Kong Council of the Church of Christ in China through purchasing the “Love and Tender Coupon”.

<5> During January and February 2010 each S.2 class visited a home for the elderly and organized activities for the elderly there.

<6> All S.2 students have taught 5 computer lessons to 104 elderly people recruited from the elderly centres in the nearby districts.

<7> “Passing on the Torch : Affection for Sichuan” National Education Exchange Programme: Experiential Learning and Expression of Care

Twelve S.4 students and six S.6 students, under the supervision of two teachers joined the programme from June 28 to July 2. During their visits to the two schools in Sichuan, they had lessons, activities and lunches with the students. They also brought with them gifts and blessings from schoolmates in Hong Kong. Through the 5-days trip, they had precious experience on the theme of the year “Don’t take it for granted, treasure it!” and the school motto “It’s more blessed to give than to receive”.

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5. Yearly Review

5.1 Stakeholders’ Views About the School for the 2009-2010 School Year
The survey was conducted during the 2009-2010 year using the standard questionnaire provided by the EDB. The results for 2009-2010 are as follows:

[Average Score : 5 – Strongly agree, 4 – agree, 3 – neutral, 2 – disagree, 1 – strongly disagree]

<1> Students’ Views about the School

Students are most satisfied with teachers’ teaching as well as the school climate.
- There are slight increases for scores for teachers’ teaching and student learning.

<2> Parents’ Views about the School

- The weighted scores of all aspects are above 3.5.
- Parents are most satisfied with the school climate.
Teachers’ Views about the School

- Teachers are in general quite satisfied with their teaching, support for student development and school climate.
- Teachers are in general satisfied with the professional competence and attitude of the school middle management.
- Teachers are somewhat less satisfied with our students’ learning performance.

The results for 2009-2010 showed that all major stakeholders (i.e. parents, students and teachers) had, by and large, high opinions of the school in all aspects. This attainment should be attributed to the joint efforts of both teachers and students.

Based on the survey results, it is obvious that the school needs to strive to implement measures which are effective to strengthen students’ learning motivation as well as to improve their learning effectiveness for better attainments.
Students’ Views about the Subject Teachers’ Performance in Classroom Teaching

This survey was the school’s own initiative with the questionnaire (Appendix II, P.69) designed by the school with reference to EDB’s stakeholders’ survey on teaching performance. The survey was being conducted from early February to Mid-June 2010 and altogether 9,765 copies of duly completed survey forms were received, of which 5,800 copies were completed by S.1-S.3, 3,204 copies by S.4 and S.5, and 905 copies from S.6 and S.7 students. The higher the weighted scores (1 for “strongly disagree”, 2 for “disagree”, 3 for “neutral”, 4 for “agree” and 5 for “strongly agree”) awarded, the better performance of the teachers are in the corresponding area of teaching. The following graph shows the overall views of S.1-S.7 students in the school years of 2008-09 and 2009-10.

- It is observed that all items are awarded weighted scores above 3.5 in the 2009-2010 survey.
- There are slight increases in the weighted scores for most of the items when compared with the result of 2008-2009.
- Teachers of MKC do use the survey results to undergo self-reflection and progressively improve their performance in teaching so as to enhance learning and teaching effectiveness.
### 5.2 Evaluation on Implementation of the Major Concerns for the 2009-2010 School Year

To help evaluate the progress and results of implementation of the Major Concerns for the 2009-2010 school year, a survey was conducted in June 2010 to solicit teachers’ views. The result of the survey is shown below.

**CCC MING KEI COLLEGE**

**Evaluation on Implementation of the Major Concerns for 2009-2010**

<table>
<thead>
<tr>
<th>Weighted Score</th>
<th>Targets / Goals</th>
<th>Strategies</th>
<th>Goals successfully achieved %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Strongly Agree</strong> (5)</td>
</tr>
<tr>
<td>3.9</td>
<td>1. To implement NSS curriculum changes</td>
<td>1.1 Implement and evaluate the NSS curriculum changes</td>
<td>0</td>
</tr>
<tr>
<td>3.8</td>
<td></td>
<td>1.2 Implement curriculum adjustments in junior forms to match the NSS curriculum</td>
<td>14.06</td>
</tr>
<tr>
<td>3.9</td>
<td></td>
<td>1.3 Make adjustments in teaching methods and strategies</td>
<td>0</td>
</tr>
<tr>
<td>3.6</td>
<td>2. To promote teachers’ professional development</td>
<td>2.1 Make effective use of the “lesson observation” for improvement of learning and teaching effectiveness</td>
<td>9.38</td>
</tr>
<tr>
<td>3.8</td>
<td></td>
<td>2.2 Facilitate collaboration in lesson preparation and professional exchange among teachers to improve teaching effectiveness in all subjects</td>
<td>4.69</td>
</tr>
<tr>
<td>3.7</td>
<td></td>
<td>2.3 Facilitate teachers to attend courses, seminars and workshops on pedagogy and curriculum development of subjects to promote teachers’ professional development</td>
<td>0</td>
</tr>
<tr>
<td>3.7</td>
<td></td>
<td>2.4 Arrange staff development programmes to suit teachers’ need for professional development</td>
<td>10.94</td>
</tr>
<tr>
<td>3.5</td>
<td></td>
<td>2.5 Make effective use of self-evaluation and implement the HKCCCC’s Teacher Appraisal System for teachers’ professional development</td>
<td>0</td>
</tr>
<tr>
<td>3.9</td>
<td>3. To enhance students’ self esteem</td>
<td>3.1 Adopt a whole school approach to help to build up the self confidence of students</td>
<td>7.81</td>
</tr>
<tr>
<td>4.0</td>
<td></td>
<td>3.2 Promote opportunities for appreciation and recognition of students’ strengths and achievements in various aspects of school life</td>
<td>1.56</td>
</tr>
</tbody>
</table>
Analysis of the results, followed by a thorough discussion in the School Executive Committee’s meetings, is as follows:

I. **To Implement NSS Curriculum Changes**

<1> The weighted scores for all strategies are above 3.5 and over 75% of teachers agreed that the targets and goals were successfully achieved.

II. **To Promote Teachers’ Professional Development**

<1> The weighted scores for all strategies are above 3.5 and over 65% of teachers agreed that the targets and goals were successfully achieved.

<2> However, only slightly above 60% of teachers agreed that effective use of self-evaluation and HKCCCC’s Teacher Appraisal System helped to promote teachers’ professional development. This needs special attention.

III. **To Enhance Students’ Self-Esteem**

<1> The weighted scores for all strategies are approaching 4.0 and over 75% of teachers agreed that the targets and goals were successfully achieved.
5.3 Implementation of Curriculum Reform

Starting from the 2000-2001 school year, the school has implemented measures at different stages to respond proactively to the curriculum reform initiated by the Curriculum Development Council. In particular, we have devised and implemented measures in these years to provide for our students a holistic education, with emphasis in those areas including project learning, civic & moral education, application of information technology and also experiences in social services. Besides, new measures have been introduced with supporting resources to enhance students’ proficiency in English, Chinese and Putonghua. The measures which have been carried out in the past years are as follows:

<1> In school year 2000-2001

<a> Reform of examination system in S.1 and S.2 levels was launched. Students were not required to sit for examination of the subjects they had been studying in First Term except English, Chinese and Mathematics. The term marks for the non-examinable subjects were based on daily assessments. Both teachers and students are given more room in teaching and learning.

<b> Reform of internal tests was implemented, which allows teachers to conduct tests on class-basis instead of form-basis. Teachers are given more room and autonomy in teaching and thus be able to design tests / assessments in accordance with the learning progress of different classes and to cater for the diverse learning needs of students.

<c> The MKC Award Scheme and the Non-academic Report were launched and introduced separately to boost students’ development of their multi-intellectual talents and to encourage active participation in various kinds of informal curricular activities.

<d> The incorporation of “project learning” into the formal curriculum was initiated, which could help students develop their self-learning abilities and generic skills.

<e> School-based curriculum for S.1 Integrated Humanities and Chinese Language were developed with expertise and support from the then Education Department.

<f> Teachers were given full discretion to undertake curriculum tailoring for respective subjects across all levels to meet the diverse learning needs of students.

<2> In school year 2001-2002

<a> One class of S.2 students was given an option to study Chinese Language using Putonghua as the medium of instruction.

<b> The Young-old Partnership Project was included, in collaboration with the Lingnan University, in the formal curriculum for S.2. All S.2 students were required to join this service-based project learning programme and supervised by their subject teachers. In groups of two, and each of them was responsible for teaching one elderly to learn basic IT skills. At the end of school year, each student was assessed by the teachers, the staff of the Centre / Home for the Aged, members of the peer group and the elderly person involved.

<c> School-based curriculum for S.1 Integrated Humanities was fine-tuned for better adoption in the school curriculum while S.2 Chinese Language was developed under the professional guidance offered by the subject officer from the Education Department.

<d> Students of S.1 were divided into seven groups for regular lessons in English Language and curriculum of three different levels of depth were tailor-made and provided to respective groups according to the students’ proficiency in English.
In school year 2002-2003

A new timetabling arrangement was implemented. The school operated on a 7-day cycle with 6 periods per day and 55 minutes per period for the Standard Timetable (and 50 minutes per period when adopting the Summer Timetable). The longer lesson period allows teachers to adopt different teaching strategies including application of IT in teaching and to consolidate the learning outcome of students at the end of each lesson. The fewer number of periods per school day (as compared with 9 periods per school day in the previous school years) does not only save students’ time from traveling to special rooms or unnecessary breaks in-between lessons, but it also allows students to be concentrate better on their learning as fewer subjects are allotted for lessons daily. Likewise, teachers are given more room for preparation of lessons each day.

The promotion criteria for students was revised so that every student failing in English at the end of school year would be required to sit for a supplementary examination of English in the Summer Vacation. Only those who could pass the supplementary examination would be promoted in the coming school year. This measure is to arouse students’ attention to the studying of English and to assure their awareness of the importance of mastering good proficiency of English in their future life.

One class of S.3 students was given an option to study Chinese Language using Putonghua as the medium of instruction. This is to provide those students being proficient in Putonghua with a good opportunity to learn and practise Putonghua.

School-based curriculum for S.2 Integrated Humanities was fine-tuned and Liberal Studies was first introduced to S.6 classes as an elective for students of both science and arts streams.

In school year 2003-2004

“Morning Reading Session” of 20 minutes was introduced before the first period every school day at the beginning of school year. Its primary aim is to cultivate a habit of reading English books (fictions / magazines / story books etc.) among both students and teachers.

“Two test cycles per school term” was introduced to make students aware of the importance of doing revision each day and to help parents understand the learning progress of students. During the Test Cycle, a test of 35 minutes was arranged each day before the first period (the Morning Reading Session suspended) and the regular lessons in the morning were shortered by 5 minutes. Such practice is to avoid undue interference with daily regular lessons during the Test Cycle.

To help teachers improve their teaching effectiveness and thus enhance students’ learning outcomes, a “self-evaluation” exercise specifically designed started its implementation in the 2003-2004 school year. Every teacher was required to conduct a survey to solicit views of classes of students he or she taught for that school year. The Questionnaire used was in fact modified and extracted from the “Standard Questionnaire” released by the EDB in October 2003 for collecting views from the students on the major aspects of school work.
<5> In school year 2004-2005

<a> Integrated Humanities was introduced to S.4 students as an option preparing for sitting the HKCEE in 2005-2006.

<b> To prepare for the school’s migration to the New Senior Secondary Academic Structure effective from 2009-2010, the school completed a draft proposal for the curriculum planning with the subjects proposed across all levels in November 2004. After a thorough discussion in the meeting of all subject department heads and convenors, a final draft came up with some amendments. It was then presented to all teachers at the Staff Meeting on 2 December 2004 and endorsed. This revised “proposal for the curriculum planning for 334” has given teachers a clear directive about their career paths and sufficient time to prepare themselves for facing the curriculum reform brought forward by the New Senior Secondary Academic Structure, which was going to be implemented in the coming school years.

<c> The school acted proactively in response to the requirements of HKCCCC, the sponsoring body, to work out a 3-year plan on enhancement of the learning & teaching effectiveness and quality. This 3-year plan was in fact modified from the school’s 3-year development plan, which had been set out for the period from 2003-2004 to 2005-2006. The salient features of this 3-year plan are as follows:

- it will be implemented for the years 2005-2006, 2006-2007 and 2007-2008 and thus serves as an extension of the former 3-year School Development Plan;
- the targets are more specific and obtainable; and
- the success criteria are measureable and reasonably achievable within the time frame.

Besides, all subject department heads have been alerted to hold meetings and remind their colleagues to put in place immediately in the remaining time of the 2004-2005 school year all measures which are proposed for the newly revised 3-year development plan, especially those measures which could help to enhance students’ learning effectiveness such as providing supplementary lessons to S.5 and S.7 classes after school or during holidays, etc.

<6> In school year 2005-2006

All the reform measures in response to the EDB’s curriculum reform implemented in previous years were continued in the 2005-2006 school year, with some necessary adjustments and amendments with respect to certain items. Apart from this, the following measures were introduced and implemented in the 2005-2006 school year.

<a> More S.2 and S.3 classes adopted using Putonghua as the medium of instruction for Chinese Language.

<b> Split-class teaching was organized for English Language from S.1 to S.4 (i.e. 6 classes in each level) to cater for the diverse language proficiency of students.

<c> Life Education was offered to S.1 and S.2 classes by amalgamation of Visual Arts and Ceramics.
<7> In school year 2006-2007
<a> Suitable measures were conducted in response to the EDB’s External School Review in May 2006.
<b> Two classes of S.2 students and two classes of S.3 students were given an option to study Chinese Language using Putonghua as the medium of instruction. For the remaining S.2 and S.3 classes, some modules of the Chinese Language used Putonghua as the medium of instruction.
<c> Split-class teaching was organized for English Language from S.1 to S.5 (i.e. 6 classes in each level) to cater for the diverse language proficiency of students.
<d> Free common periods were allocated to Chi/Eng/Maths teachers to make room for more collaboration within the department.
<e> Chinese Literature was introduced to S.4 students preparing for sitting the HKCEE in 2007-2008.

<8> In school year 2007-2008
<a> Chinese Literature was introduced to S.5 students preparing for sitting the HKCEE in 2007-2008.
<b> Establishing the Ming Kei Elder Academy, where students can gain other learning experience (OLE) through service to the elderly in delivering computer course.
<c> Introducing Applied Learning, in collaboration with the VTC to S.4 and S.5 students as an option in addition to the formal curriculum.

<9> In school year 2008 – 2009
<a> The NSS curriculum for the first batch of S.4 students in the year 2009-2010 was finalized taking into the consideration of choices of parents and students and the strengths of teachers.
<b> The Junior Secondary Curriculum was also reviewed and adjusted to enhance smooth transition to the NSS curriculum.
<c> The questionnaire used for self-evaluation of teachers’ teaching effectiveness was revised to match the revision of the “Standard Questionnaire” released by the EDB.

<10> In school year 2009 – 2010
<a> The NSS curriculum was implemented in S.4.
<b> The revised junior secondary curriculum was implemented in S.1-3.

5.4 Looking Ahead
<a> Taking into account of the evaluation results on the Major Concerns for the 2009-2010 school year, the newly revised 3-year School Development Plan (for 2008-2009, 2009-2010, 2010-2011 at Appendix IV), as well as the learning outcomes of students appeared in the public examinations in the past years, the school will continue to carry out the curriculum reform, paying particular attention to the enhancement of teaching and learning effectiveness and quality, promotion of a reading habit among students and particularly on knowing how to “learn from reading”, raising of students’ English proficiency to an acceptable standard, provision of a quality holistic education for students as well as making room for staff professional development.
Upon completion of the 2-year School Improvement Programme (SIP) by the end of August 2005, the school has been provided with an additional 1,058 square metres of working and studying area. Apart from having special rooms such as Computer Assisted Learning Centre, Language Laboratory, Computer Room and Student Activity Centre, which are fully equipped so that students’ learning motivation could be promoted, the school is being provided with 6 more classrooms. Thus, commencing from the 2005-2006 school year, all 31 classes from S.1 to S.7 have been able to have their own form rooms. This is especially important as the senior form students can now have the majority of their lessons conducted in their own classrooms. This does not only help enhance their learning effectiveness but it can also strengthen their sense of belonging to the school. This also facilitates accommodation of all 30 classes when the NSS class structure of 5 classes across 6 levels is implemented in the future.

The EDB required every school to set out its own School Development Plan (SDP) for a 3-year period and to devise corresponding action in an Annual School Plan (ASP) to map out the implementation details. The core element of the SDP and ASP is that every school needs to conduct **school self-evaluation** (SSE) as an internal quality assurance and be accountable to the EDB and the public. In this context, with reference to the 3-year SDP for 2008-2009, 2009-2010 and 2010-2011, an ASP for the 2009-2010 school year has been devised. All items that need to be addressed as above-mentioned are included and will be implemented as far as possible.

The EDB conducted External School Review (ESR) of the school from 24 to 26 and on 30 May 2006. They sent the school the Final Report on 21 September 2006 with much encouraging remarks as well as some recommendations for improvement so that the school could “pursue excellence”. The school has devised suitable measures and implemented some of them in the 2006-2007 school year and 2007-2008 school year in response to the recommendations and we shall endeavour to fully implement all these measures in the years to come so as to keep the school moving forward with continuous improvement, providing quality education for our students.

From these observations, it can be concluded that most of our teaching staff are good teachers and they are professional in the teaching career. However, they need to appreciate students more in the class. On the other hand, as each question in the Survey on “Students’ Views about the Subject Teachers’ Performance in Classroom Teaching” has been awarded a weighted score higher than 3.5, it is obvious that all our teachers do make use of last year’s survey results for undergoing the process of self-evaluation and have in fact endeavoured to improve in every aspect in relation to teaching and achieved good results. This kind of self-reflection as well as self-fulfilment is in fact highly professional and worthy of appreciation.

It is hoped that by having self-evaluation year by year, we could be developing in a professional way continuously and thus be able to provide quality holistic education to our students.
## Evaluation on Deployment of the Capacity Enhancement Grant

<table>
<thead>
<tr>
<th>Weighted Score</th>
<th>Measure</th>
<th>in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>1. The employment of additional teachers can help to relieve teachers' workload in teaching and student-affairs related work in view of the reduction of number of teachers in the establishment approved by the Education Bureau.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32.81</td>
</tr>
</tbody>
</table>
Appendix II

CCC MING KEI COLLEGE
中華基督教會銘基書院

School Year: __________  
Subject Teacher’s Code: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨  

Level: S1/2/3  S4/5  S6/7


Subject Area Code: ① ② ③ ④ ⑤ ⑥

Strongly Agree   Strongly Disagree   Don’t Know

Very Agree   Very Disagree   Don’t Know

1. I understand the teacher’s explanations and instructions in the class. 講堂上，我明白老師的講解。

2. I find the explanations of the teacher in the class very interesting. 講堂上，老師的講解很有趣味。

3. The teacher often arranges learning activities outside class for us, such as project learning week, visits, field trips, etc. 老師經常為我們安排課堂以外的學習活動，如專題研習周、參觀、 田野考察等。

4. The teacher often provides us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc. 老師經常指導我們學習的方法，如作課前預習，運用概念 圖、工具書及網上資源等。

5. The teacher often tells us about our progress and problems in learning. 老師經常指出我們的學習進展和問題。

6. The teacher often asks us thought-provoking questions in lessons. 講堂上，老師的問題具啟發性。

7. The teacher often makes us inquire into different issues in lessons. 講堂上，老師經常讓我們探索問題。

8. The teacher often arranges learning activities such as group discussion and oral presentation in lessons. 講堂上，老師經常安排學習活動，例如小組討論和口頭報告等。

9. The teacher often gives us encouragement in lessons. 講堂上，老師經常鼓勵我們。

10. The teacher cares about me. 老師關心我。

11. The teacher has high expectation for us. 老師對我們有很大的期望。

12. I like to attend the lessons taught by the teacher. 我喜愛上老師的課。

13. The teacher deserves my respect. 老師值得我尊敬。

- End -  
Thank you for your comments.  

謝謝你的意見
## Major Concerns for the 2009-2010 School Year

<table>
<thead>
<tr>
<th>Concerns / Goals</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| **1. To implement NSS curriculum changes** | 1.1 Implement and evaluate the NSS curriculum changes  
1.2 Implement curriculum adjustments in junior forms to match the NSS curriculum  
1.3 Make adjustments in teaching methods and strategies |
| **2. To promote teachers’ professional development** | 2.1 Make effective use of the “lesson observation” for improvement of learning and teaching effectiveness  
2.2 Facilitate collaboration in lesson preparation and professional exchange among teachers to improve teaching effectiveness in all subjects  
2.3 Facilitate teachers to attend courses, seminars and workshops on pedagogy and curriculum development of subject to promote teachers’ professional development  
2.4 Arrange staff development programmes to suit the needs of teachers’ professional development  
2.5 Make effective use of self-evaluation and implement the HKCCCC’s Teacher Appraisal System for teachers’ professional development |
| **3. To enhance students’ self esteem** | 3.1 Adopt whole school approach to help to build up the self confidence of students  
3.2 Promote opportunities for appreciation and recognition of students’ strengths and achievement in various aspects of school life |
## Major Concern I: To implement NSS Curriculum changes

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Measures</th>
<th>Success Criteria</th>
<th>Method of Evaluation</th>
<th>Coordinating Personnel</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1.1. Implement and evaluate the NSS curriculum changes | • Co-ordinate the internal school examinations of the NSS subjects in line with the requirement of HKDSE  
• Prepare the implementation of school-based assessment of NSS subjects  
• Development of e-class for NSS subjects | • Implement the NSS curriculum and assessment smoothly | • Feedback from subject departments | MW Mak and all subject departments | • Suitable S.4 Exam. timetable is prepared  
• Parent letter on SBA is issued  
• Subject departments will prepare policy on the implementation of SBA  
• Learning materials are put in the e-class system for Chi/Eng/Maths/LS subjects |
| 1.2 Implement curriculum adjustments in junior forms to match the NSS curriculum | • Implement S.3 project learning  
• Implement Language Arts in English lessons  
• Strengthen the reading skills of students through various reading schemes | • Positive feedback from subject departments | • Subject department evaluation | MW Mak and all subject departments | • The implementation of S.3 project learning is satisfactory  
• The implementation of Language Arts in English lesson is satisfactory  
• Reading skills are taught in the lessons |
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Measures</th>
<th>Success Criteria</th>
<th>Method of Evaluation</th>
<th>Coordinating Personnel</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1.3 Make adjustments in teaching methods and strategies | • To create a language rich environment
• Try different methods and strategies in teaching | • Active participation of students in language activities
• Suitable plan is adopted by subject departments
• Satisfactory scores in related items
• Positive feedback from teachers | • Feedback from teachers and students
• Subject department evaluation
• Stakeholders’ survey | MW Mak and all subject departments | • There is a slight increase in score in students’ learning in the survey
• Suitable plan is adopted
• Students actively participate in the language activities |
Major Concern II: To promote teachers’ professional development

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Measures</th>
<th>Success Criteria</th>
<th>Method of Evaluation</th>
<th>Coordinating Personnel</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 2.1 Make effective use of the “lesson observation” for improvement of learning and teaching effectiveness | • Peer lesson observation in the first term  
• Lesson observation in second term by panel head | • Positive response from teachers  
• Each teacher observes one lesson and is observed once by peers | • By statistics and feedback from teachers  
• Evaluation meetings in subject departments | CK Siu and Staff Development Committee | • Teachers have to fill in a feedback form after lesson observation, and most of them give positive feedbacks  
• Teachers are also encouraged to observe lessons during lesson collaboration within their subjects, and most of them have completed the observation |
| 2.2 Facilitate collaboration on lesson preparation and professional exchange among teachers to improve teaching effectiveness in all subjects | • Allocate common free period for teachers of Eng/Chi/ Maths in each level  
• Encourage teachers to have professional exchange | • Each teacher has tried at least once for collaboration in lesson preparation with another teacher  
• Positive feedback from teachers | • Feedback from teachers and subject departments | MW Mak and all subject departments | • Common free period is allocated for teachers of Eng/Chi/ Maths/LS in each level  
• Teachers have tried at least once for collaboration with other teachers |
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Measures</th>
<th>Success Criteria</th>
<th>Method of Evaluation</th>
<th>Coordinating Personnel</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 2.3 Facilitate teachers to attend courses, seminars and workshops on pedagogy and curriculum development of subject to promote teachers’ professional development | • Circulation of information about courses / seminars / workshops  
• Encourage teachers to attend courses through giving subsidies and administrative arrangements (eg. lesson substitution) | • Maintain high CPD hours of teachers, both structured and non-structured mode, especially on subject base | • Statistics on CPD hours of teachers  
• Feedback from teachers | CK Siu and all subject departments | • There is a reduction in CPD hours this year during the first term as there is no Teacher Assistant to help with the lesson substitution, and staff members are busy implementing NSS syllabus in S.4  
• Colleagues tend to join more courses / seminars in the second term as a Teacher Assistant is employed in office to solve the problems of lesson substitution  
• Subsidies are provided for colleagues in attending courses, seminars and workshops that requires payment of fee |
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Measures</th>
<th>Success Criteria</th>
<th>Method of Evaluation</th>
<th>Coordinating Personnel</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 2.4 Arrange staff development programmes to suit teachers’ needs for professional development | Staff Development Days  
• Broadening horizons: visits to organizations not directly related to education (but help us to have a better understanding of recent HK development)  
• Programme on the implementation of NSS curriculum change  
• Educational trip | • Positive feedback from teachers | • By questionnaire | CK Siu and Staff Development Committee | • The visit to the Chinese Cuisine Institution and Cyberport broadened our horizons on the recent HK development. The visit of the two institutions is particularly important as they provides different career prospects for our graduates besides the normal academic path  
• Talk and group sharing on NSS curriculum was held in February, and these stimulated good reflections on the implementation of NSS among our colleagues |
| Strategies                                                                 | Measures                                                                                               | Success Criteria                                                                                                                | Method of Evaluation                                                                                                      | Coordinating Personnel                  | Evaluation                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
| 2.5 Make effective use of self-evaluation and implement the HKCCCC’s Teacher Appraisal System for teachers’ professional development | • Conduct survey on students’ view on teachers’ teaching in class and implement the HKCCCC’s Teacher Appraisal System  | • Increase in scores in corresponding items in students’ questionnaire  
• Results of Annual Appraisal under HKCCCC Teacher Appraisal System  | • Questionnaire to Students  
• Evaluation meetings of Subject departments                                                                 | A Chan and Vice-principals                                                                                           | • Educational trip: visit to Disneyland and participated in the Youth Education Programme, learning to use some of the facilities in the theme park to teach subjects like Physics, Liberal Studies and Creative arts. Staff members enjoyed a pleasant day and it enhanced our relations.
• There are slight increases for most of the items in the survey on students’ view on teachers’ teaching.  
• Only 60% of the teachers agreed that the HKCCCC Teacher Appraisal System facilitated their professional development. |
**Major Concern III: To enhance students’ self esteem**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Measures</th>
<th>Success Criteria</th>
<th>Method of Evaluation</th>
<th>Coordinating Personnel</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Adopt a whole school approach to help to build up the self confidence of</td>
<td>• Implement “P.A.T.H.S.” in S.1-S.3</td>
<td>• Feedback from</td>
<td>MM So and all committees</td>
<td>Feedback from “P.A.T.H.S.”, students and APASO score is satisfactory</td>
</tr>
<tr>
<td></td>
<td>students</td>
<td>• Introduce programmes with the theme on “leadership”</td>
<td>students and subject</td>
<td>related to student affairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Give channels for students to perform or show their talents</td>
<td>teachers</td>
<td></td>
<td>The score in the self-confidence of students in APASO is satisfactory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students’ participation in class activities</td>
<td>Progamme evaluation</td>
<td>MW Mak and all subject</td>
<td>Committee or Subject Departments encourage students to participate in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Positive feedback from students and teachers</td>
<td></td>
<td>departments</td>
<td>various activities / competitions to show their talents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Better results in APASO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• APASO survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td>Measures</td>
<td>Success Criteria</td>
<td>Method of Evaluation</td>
<td>Coordinating Personnel</td>
<td>Evaluation</td>
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<tr>
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</tr>
</tbody>
</table>
| 3.2 Promote opportunities for appreciation and recognition of students’ strengths and achievements in various aspects of school life | • Arrange prize presentation  
• Encourage teachers to praise students with good performance in every aspect using assembly, webpage and poster board  
• Set up an Academic Corner in each classroom to promote peer learning and show appreciation of students’ work | • Prize is presented openly  
• Satisfactory score in stakeholders’ survey | • Stakeholders’ survey  
• Feedback from students and teachers | MM So and all committees related to student affairs | • Number of Prize presentation event greatly increased  
• Students’ achievements are publicized in assemblies, webpage and posterboard |
| | | | | MW Mak and all subject departments | • Academic corner is set up in some of the classes  
• There is a slight increase in score in “Students’ Support for student development” in the survey |
## Appendix IV

**CCC Ming Kei College**  
**Three-year School Development Plan (2008/09 to 2010/11)**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Concerns / Goals</th>
<th>Strategies</th>
<th>Time Frame</th>
</tr>
</thead>
</table>
| 1. Students’ academic enhancement | ● To enhance students’ language standard | ● Devise and implement measures to promote an English-rich environment within the school campus  
● Devise teaching strategies to cater for learning diversity | ✓ ✓ ✓ |
| | ● To promote students’ self-learning | ● Adopt a whole school approach to promote self-learning atmosphere in the school  
● Give positive feedback in class and awards for outstanding academic achievement to arouse students’ interests and motivation for learning  
● Provide opportunities for students to ask questions and to know the students’ own learning progress | ✓ ✓ ✓ |
| | ● To enhance “Reading to Learn” | ● Make effective use of “morning reading session” and various reading schemes to promote reading to learn  
● Make effective use of reading assignments by different subjects to promote self-learning  
● Devise and implement measures to promote a reading-rich environment within the school campus | ✓ ✓ ✓ |
| | ● To prepare well for NSS | ● Get teachers well prepared for the new curriculum of NSS  
● Finalize allocation of manpower for the implementation of NSS  
● Review the junior secondary curriculum for better transition to the NSS curriculum | ✓ |
<p>| | * ● To implement NSS curriculum changes | ● Implement and evaluate NSS curriculum changes, making adjustments in teaching methods and strategies | ✓ ✓ |</p>
<table>
<thead>
<tr>
<th></th>
<th>To promote teacher’s professional development</th>
<th>Make effective use of the “lesson observation” for improvement of learning and teaching effectiveness</th>
<th>Facilitate collaboration in lesson preparation and professional exchange among teachers to improve teaching effectiveness in all subjects</th>
<th>Facilitate teachers to attend courses, seminars and workshops on pedagogy and curriculum development promote teachers’ professional development</th>
<th>Arrange staff development programmes to suit teachers’ needs for professional development</th>
<th>Make effective use of self-evaluation and implement the revised HKCCCC’s Teacher Appraisal System for teachers’ professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>✓</td>
</tr>
<tr>
<td>2. Students’ character building</td>
<td>To enhance values education</td>
<td>Adopt a whole school approach to promote values education</td>
<td>Invite celebrities to share their stories of success with students to enhance their aspiration</td>
<td>Promote opportunities for serving others within the school and in the community</td>
<td>Seek resources to implement values education through formal curriculum and extra-curricular activities</td>
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<tr>
<td></td>
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<td>✓</td>
</tr>
<tr>
<td></td>
<td>To enhance self esteem</td>
<td>Adopt a whole school approach to help to build up the self confidence of students</td>
<td>Promote opportunities for appreciation and recognition of students’ strengths and achievements in various aspects of school life</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3. School Administration Improvement</td>
<td>● To streamline the school structure</td>
<td>● Reorganize the task teams and committees</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>* To reduce teachers’ workload in non-teaching work</td>
<td>● Reduce paper work as far as possible</td>
<td>✓ ✓ ✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● To improve school financial management</td>
<td>● Set up a Financial Management Team in the school to enhance school financing</td>
<td>✓</td>
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<tr>
<td></td>
<td>● Revise the budget control system of the school</td>
<td></td>
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</tr>
<tr>
<td>● To prepare for the establishment of IMC</td>
<td>● Equip school managers through training courses organized by the school sponsoring body HKCCCC and participation in meetings to enhance their management skills and experience</td>
<td>✓ ✓ ✓</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Community Relations Enhancement</th>
<th>● To promote school image</th>
<th>● Encourage primary school students and parents to visit the school</th>
<th>✓ ✓ ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Promote functions organized by the school and encourage parents and teachers’ participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● To promote partnership between school and parents</td>
<td>● Enhance parent education</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Promote communication between parents and teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Enhance parents’ participation in school events</td>
<td></td>
</tr>
</tbody>
</table>
## 二零零九/一零學年校本課後學習及支援計劃
### 校本津貼 - 活動報告表

| 學校名稱 | 中華基督教會銘基書院 |
| 計劃統籌人姓名 | 沈瑞蘭 |
| 聯絡電話 | 23923963 |

### 甲：計劃的各項活動資料

<table>
<thead>
<tr>
<th>活動名稱</th>
<th>實際受益對象</th>
<th>學生人數</th>
<th>平均出席率</th>
<th>活動舉辦期間/日期</th>
<th>實際開支 ($)</th>
<th>評估方法</th>
<th>合辦機構/服務供應機構名稱</th>
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<td>女童軍(宿營)</td>
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<td>活動舉行後學生自我評估</td>
<td>香港女童軍總會</td>
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<td>紅十字會領袖訓練課程</td>
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<td>遊學團(南京、四川、廣東、廣西、長崎)</td>
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<td>100%</td>
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<td>教育局、沙田青年協會</td>
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<td>基督教牧鄰教會</td>
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<td>哥哥姐姐暨融合教育營</td>
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<td>陶藝拉坯訓練班</td>
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<td>樂器班</td>
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總開支 82205.00
乙. 計劃成效
整體來說活動對受惠學生的成效評估如下

<table>
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<tr>
<th>請在最合適的方格填上「✓」號</th>
<th>改善</th>
<th>沒有改變</th>
<th>下降</th>
<th>不適用</th>
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<tr>
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<td></td>
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</tr>
<tr>
<td>a) 學生的學習動機</td>
<td>✓</td>
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<td>b) 學生的學習技巧</td>
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<td>c) 學生的學業成績</td>
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<td>d) 學生於課堂外的學習經歷</td>
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<td>g) 學生的自我照顧能力</td>
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<td>h) 學生的社交技巧</td>
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