

**S K H Lui Ming Choi  
Secondary School  
School Report**

**2014 – 2015**

## Key Elements of the School Report

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## **Our School**

Founded in 1973, the School strives for excellence in education, and supports the overall purpose of helping students to achieve their potential as leaders, learners and carers. Our school motto is “**L**eadership, **M**otivation and **C**aring”.

The School respects diversity of talents and believes in the broad Christian values of caring and service, and in the sense of right and wrong. The School also aims to help students believe in contributing to the common good of society.

Through its academic programmes and extra-curricular activities, the School aims to help students develop their potential, and support the goals of education, which consist of helping each student to:

- (1) develop Leadership qualities through thinking clearly, communicating effectively, acquiring knowledge and skills to cope with external academic demands and getting prepared for future career development;
- (2) foster Motivation for success through developing a feeling of self-worth acquiring skills for self-reliance and self-discipline, developing physical fitness; and
- (3) nurture Caring attitudes through developing respect for the cultures of different social groups recognizing responsibilities at personal, family, social, national and global levels, and being a ward of the message of Christian faith.

More information is available on our School’s website at <http://www.skhlmc.edu.hk> or the Secondary School Profiles at <http://www.chsc.hk/ssp2014/eng/index.php> for public reference.

## Achievements and Reflection on Major Concerns

### Priority Task 1: Curriculum Development

#### Achievements

##### (i) Junior Secondary Curriculum

- Changing of junior form Integrated Humanities to Liberal Studies
  - Changing focus to become more critical-thinking centred
  - The curriculum was revised with reference to the junior form PSHE curriculum so that contents more suitable for our students can be included.
- Reinstate the junior form Geography Curriculum
  - The F1 to F3 Geography Curriculum were reinstated. Tailor-made materials were designed apart from the use of textbooks.
  - Further polishing of the F1 and F2 curriculum had enabled students to better grasp of the subject as reflected from their general performance this year.
- Revisit of Junior Curriculum to cater for diverse learning abilities and interests
  - The junior form Technology Education curriculum was revisited and discussed among all TE panel heads and members and a need to fill the existing gaps was identified.
  - To prepare new F1 students for the requirement of learning in English, a more structured F1 bridging program with emphasis on adapting to English learning environment and acquiring study skills was developed.

##### (ii) Senior Secondary Curriculum

- Most of the F3 students were able to obtain their first priority in their elective choices. Their ability and interest had been taken into consideration by the school.
- Tutorial lessons of core subjects was provided to students who have dropped an elective during their 'free period' to increase their competence in the core subjects.

##### (iii) Formative and Summative Assessment

- Continuous assessment counted towards the report mark was re-introduced so as to motivate students to do more revision and to have more thorough thoughts in their work.
- The integration of formative assessment in classroom teaching was continually highlighted and teachers had been working towards this more consciously such that there was more room for student enquiry and adjustment of their teachings could be made in response to what student had been able to acquire.

##### (iv) Professional development to enhance learning and teaching

- Lesson study was conducted in all academic subjects to find out ways to improve learning of students of diverse abilities and needs.

## Reflection

### (i) Junior Secondary Curriculum

- Most of the F1 students found the summer bridging program useful in helping them to adapt to learning in an English environment.
- Students will need continual guidance to internalize the thinking skills more specifically brought up in their learning this year.

### (ii) Senior Secondary Curriculum

- Though most students got their choice of electives, continual training of students' positive and serious learning attitude would be important for students to persist in the studies of the electives should they face any difficulties.
- Existing resources were not sufficient in making full use of the 'free lessons' to help students. A more systematic arrangement with more input needs to be developed to help all such students in all core subjects.

### (iii) Formative and Summative Assessment

- In general, both teachers and students are positive regarding the impact of continuous assessment to be counted in report marks on motivating students to do their work more seriously. Students also found it useful in helping them to revise on time. Apart from the need to further adjust the frequency and nature of the tasks, lesson time for conducting uniform assessments across a form needs to be figured out.

### (iv) Professional development to enhance learning and teaching

- Benefits of lesson study on student learning are yet to be seen. But lesson study created a platform for professional dialogue among teachers. This enabled teachers to have a better understanding of how students learn.

**Priority Task 2: Student Development****Achievements****(i) Knowledge & Skills**

- The concept of flipped classroom was introduced to help nurture students' self-learning ability. Teachers were encouraged to apply the concept in their teaching.
- A whole school approach was adopted regarding teachers' expectation and discipline measures on punctuality to hone students' self-management skills.

**(ii) Values & Attitudes**

- A whole school approach was adopted to promote respect and love towards life. The focus of the Morning Prayers still centred round the values education theme "Believe, Become, Belong, Build-up" to promote love and respect towards life throughout the year.

**Reflection****(i) Knowledge & Skills**

- Students were still adapting to the arrangement of flipped classroom. In order to facilitate teachers to lead the change, professional development on flipped classroom in context of various subjects should be made available to teachers.
- Teachers mentioned in various meetings that quite a few students could not readily grasp the specific learning skills in various subjects when they go up to the senior secondary level. The need for a bridging between junior and senior forms was explicit. A structured bridging program should be developed to help students in such aspect.

**(ii) Values & Attitudes**

- Student response had shown value of external programmes in enhancing their personal development. More resources in terms of both financial and human resources would need to be sought to support more students to join those programmes which are often quite expensive.

### Priority Task 3: School Development

<b>Achievements</b>
The Incorporated Management Committee was finally set up on 31 <sup>st</sup> August 2015.
<b>Reflection</b>
Procedure of election of parent manager, teacher manager and alumni manager will be followed such that these managers will be elected.

## **Our Learning and Teaching**

The school and staff continue to equip our own selves to face the challenge of catering for learner diversity. During this year, as part of our school plan, lesson studies were carried out by different subject departments. Teachers collaborated to explore and try out new strategies so as to facilitate student learning, especially in helping students acquire what used to be generally difficult for them. Teachers also assessed the learning outcome and worked on necessary adjustments to facilitate student learning.

Besides, teachers also continued to be developed professionally in the area of formative and summative assessment, as well as e-learning to facilitate student learning. Apart from in-school seminars and workshops in these areas, some teachers went on a staff development trip to Singapore to learn from their experience in Flipped Classroom as well as the use of iPads to enhance learning.

Continuous assessment was also reinstated this year to help students become more focused in their studies, to keep them doing continual revision and practice, and to learn from the feedback given by the teachers. The continuous assessment also allowed teachers to see the progress of the students and to make necessary adjustment in the teaching and learning.

To provide extra support to F1 students to adapt to secondary school life as well as to learn in English, one period per cycle was assigned to help them with the general management of their homework and studies, conducted by the teaching assistants. Another period was also added for the NET teacher to meet them in order to encourage their confidence and fluency in communicating in English. The period to reinforce library skills and reading strategies continued as this is vital in the development of their self-learning ability and reading habit.

Learning skills workshops were arranged for F4 students to help them grasp the way to study the senior secondary subjects, providing them a better smoother transition from the junior secondary to senior secondary levels.

The e-learning environment and culture were continuously enhanced. More e-tablets were purchased for use of teachers and students to facilitate learning and teaching. There was an increasing use of e-tablets facilitate students' self-learning of various subjects. Besides, homework of F1 was uploaded to e-class platform to help both students and parents to keep better track of the assignments and revisions to be done, facilitating student learning.



## Support for Student Development

Our school theme for 2014-2015 continued to be “Believe, Become, Belong, Build-up”. The School endeavored to develop up this faith in our students that as we hold on to our belief and take action to do it, we can become what we have hoped for; we’d find our special role in the place where we belong to, ready to build up one another.

During this year, the school has continued to explore different ways and opportunities to engage students into this courageous leap of faith so that students could be enlightened to see for themselves that they can become more than they think they are or they could have been and in so doing, motivate them towards working hard in both their pursuit of knowledge as well as in their quest of talents.

The following are a few highlights as examples to show the school is developing our students to go beyond themselves.

This year, our drama group performed extremely well and won 5 awards in the Hong Kong School Drama Festival (English Section). The focus here is not on the awards won but on how students across forms learnt and worked together, starting from script writing to acting, to directing, and collaborate in putting the drama on stage. The original idea of the script came from Form 1 and Form 2 students, from their observation in newspaper lying around the corner with few students enjoy reading them. The directors and assistants are from senior, who have learnt through observation and experience last year on how the professional director directed them in the school’s drama musical. The whole cast and SM team consisted of students from all forms, with quite some participating for the first time. A nice weave of talents knitting nicely together! The school provided the opportunity, sourced the appropriate training and gave reassurance to the students, while they took their step of faith, building up one another across the forms, developing interest and stamina together in reaching their goal.

A number of these students continued trying different roles in the musical, with 131 students involved on stage and behind the scene, testifying in front of the whole audience their growth in terms of their self-confidence, self-esteem, social relationship, interpersonal skills, conflict resolution skills, self-management skills, patience and persistence, gratitude, and a daring heart to take up new challenges. These not only help in motivating students in their studies, but more importantly in their work and life ahead.

The above is a simple illustration as to how the school has rolled out her plans for the year in strategically developing students’ motivation and self-management skills, which we believe to be important in supporting student learning.

Of course the school does not only do drama. There are many other initiatives this year, just to name another example – our Science Fun Days! Science Fun Days were organized whereby science students of the senior form were trained to teach students from 3 primary schools to do experiments

and to arouse their interest in science. Our students were motivated towards a deeper learning and understanding on what they themselves have learnt, besides students also learnt the way to motivate others to explore and taste the fun in science.

Students in our school are never limited by their circumstances so long as they have a will to take a stride. A number of students in Form 4 were subsidized to join a 5-day Outward Bound training during which they had to overcome a lot of challenges and try to solve many problems on an island all by themselves. Students of different academic competence were nominated to join various programmes organized by the various universities and NGOs. Though these programmes and courses are expensive, the school has tried to seek resources to support our students. Believe and become, there are always opportunities and possibilities so long as we try. Three years ago, 3 F1 students sat in the School Hall listening to talks on student exchange programmes, now that they are in F3 and reached the long awaited minimum age requirement, their dream of exchange has come true. They will be studying in Belgium, Italy and Russia for a year in the coming academic year.

The school has also put in a lot of resources on helping with students' life planning and career-related experiences. During the year, various workshops, seminars and visits to universities and corporations have been arranged for students to understand more about themselves, their attributes, interests and competence in order to help them set their goals. With part of the Career and Life Planning Grant, we were able to find more social workers to see students individually in order to help them plan their pathway ahead.

## Student Performance

### (i) Academic performance in Public Examinations

Out of the 142 Form 6 students who took the HKDSE in 2015, 87.3% of them received offers from various tertiary institutions both local and overseas, of which 35.5% pursued degree programmes and 64.5% pursued sub-degree programmes.

Most students continued to pursue university and tertiary studies in Hong Kong. For those pursuing degree programmes, most of them studied at the Hong Kong University of Science and Technology, the University of Hong Kong, the Chinese University of Hong Kong, the City University and the Polytechnic University. Many of them were admitted to the Science, Engineering and Business Administration programmes.

For the performance of the core subjects, 90.1% - 99.3% of the students acquired level 2 or above in the 4 core subjects. For English, 74.6% of the students acquired level 3 or above while in Chinese, 59.9% of the students acquired level 3 or above.

For 8 out of the 9 electives offered, 91.3%-100% students acquired level 2 or above in those subjects.

### (ii) Non-academic performance

Our students were actively involved in various extra-curricular activities which enriched their all round development as well as for them to stretch and develop their talents. They had tried more different activities and competitions this year. Their achievements in the various areas are as per attached in the Appendix.

## Financial Summary

A summary of the income and expenditure for the year 2014-2015 is shown in the table below.

<b>2014-2105</b>	<b>Income (\$)</b>	<b>Expenditure (\$)</b>
<b>Balance B/F (Government Funds and School Funds)</b>		
<b>I. Government Funds</b>		
<b>(1) OEBC Grant</b>		
<b>(a) General Domain</b>	5,097,910	5,289,299.66
<b>(b) Special Domain</b>	564,271	365,070.50
<b>(2) Composite Furniture and Equipment Grant</b>	424,872	154,444.80
<b>II. School Funds (General Funds)</b>	764,200	607,778

## **Feedback on Future Planning**

Our achievements and reflection on our major concerns, together with the experience gained over the year will certainly serve as a major reference in the formulation of our next School Development Plan for 2015-2018.

The vision of the school is to strive for excellence. While the past three years had worked to strengthen the knowledge base of students and seek ways to cater for learner diversity through exploration of various instructional strategies, the next stage would be to help students excel in their academic and non-academic potential through proactive engagement of them in activities and programmes that would push them beyond their comfort zone, so that they could gain enlightenment as to how they could and should plan their studies and life ahead.

‘Excel, Engage and Enlightenment’ would be the major concern of our school in the coming three years.

## Appendix

### EXTERNAL SCHOLARSHIPS & PRIZES 2014 – 2015

二零一四至二零一五年度校外獎學金及比賽獎項

#### SCHOLARSHIPS (獎學金)

Item 項目	Award 獎項	No. of Awards 獎項數目
Sir Edward Youde Memorial Prize	Scholarship	1
Applied Learning Scholarship (2013 - 2014)	Scholarship	3
HKICPA Scholarship for Secondary Schools	Scholarship	1

#### OUTSTANDING STUDENT AWARDS (傑出學生獎)

Item 項目	Award 獎項	No. of Awards 獎項數目
Reach-the-Top Southern District Outstanding Students Award	Outstanding Student	8
Hong Kong Island Outstanding Students Award	Junior	1
	Senior	1
Harvard Book Prize	First Place	1
	Runner Up	2

#### CORE SUBJECTS (核心科目)

##### Chinese (中文)

Item 項目	Award 獎項	No. of Awards 獎項數目
第六十六屆香港學校朗誦節	冠軍	4
	亞軍	2
	季軍	3
	優異	11
	良好	12
陳贊一博士聯校微型小說創作獎	初中組	1
	高中組	1
中國語文菁英計劃 全港中國語文菁英競賽	中學組	1

**English (英文)**

Item 項目	Award 獎項	No. of Awards 獎項數目
Hong Kong Schools Speech Festival	Second	1
	Merit	86
	Proficiency	19
The HK Federation of Youth Groups Standard Chartered HK English Public Speaking Contest 2015	Good Performance	5
19th Hong Kong Schools Chinese and English Penmanship Competition	Excellent	1
Hong Kong Talent Creative Writing Challenge 2015	Third	1
	Merit	1

**Mathematics (數學)**

Item 項目	Award 獎項	No. of Awards 獎項數目	
The Thirty-second Hong Kong Mathematics Olympiad	Heat	Third-class Honour 1	
Singapore and Asian Schools Math Olympiads 2015 Trial (Hong Kong Region)	Silver	4	
	Bronze	1	
「華夏盃」全國數學奧林匹克邀請賽 2015 (香港賽區)	初賽	一等獎	2
		二等獎	3
		三等獎	6
	晉級賽	二等獎	2
		三等獎	2
	總決賽	三等獎	1
第十七屆香港青少年數學精英選拔賽	二等獎	1	
	三等獎	1	
2015 港澳數學奧林匹克公開賽《港澳盃 HKMO Open》暨亞洲國際數學奧林匹克公開賽選拔賽(AIMO Open)	初賽	金獎	4
		銀獎	3
		銅獎	5
第十四屆培正數學邀請賽	決賽	優異獎	4
第六屆數學創意解難比賽	初賽	銅獎	4
第 12 屆資優解難大賽	中二組	銅獎	1

**Liberal Studies (通識教育)**

Item 項目	Award 獎項	No. of Awards 獎項數目
Exhibit Display Competition Global Natural History Day 2015: "Nature's Great Event"	Outstanding Team	2

## ELECTIVE SUBJECTS (選修科目)

**Business, Accounting and Financial Studies (企業、會計與財務概論)**

Item 項目	Award 獎項	No. of Awards 獎項數目
第二屆全港中學生學界廣告橋王爭霸戰	品牌大獎〈寶礦力水特〉及最具商業觸覺優異獎	5

**Geography (地理)**

Item 項目	Award 獎項	No. of Awards 獎項數目
Exhibit Display Competition Global Natural History Day 2015: "Nature's Great Event"	Second	1
	Outstanding Team	1
Weather Observation Competition 2015	Project Report	2 <sup>nd</sup> Runner-up
	Weather Photo	Merit

**Information Communication & Technology (資訊及通訊科技)**

Item 項目	Award 獎項	No. of Awards 獎項數目
Robo Cup Junior (Hong Kong) - Robotics Soccer Training	Certificate of Achievement	5
The HKIE Mobile Game Apps Competition 2015	Merit	1
Hong Kong CityU-CS Robocode Contest 2014	First Place	1
	Honorable Mention	1
Inter School IT Elite Challenge 2015	Secondary Schools	1st Runner-up
青年資訊科技大使獎勵計劃	銀章	2
	銅章	3

**Science (科學)**

Item 項目	Award 獎項	No. of Awards 獎項數目
"Chemists Online" Self-study Award Scheme 2014	Platinum	8
	Gold	1



**OTHER LEARNING EXPERIENCES (其他學習經歷)****AESTHETIC DEVELOPMENT (藝術發展)****Dance (舞蹈)**

<b>Item 項目</b>	<b>Award 獎項</b>	<b>No. of Awards 獎項數目</b>
51 <sup>st</sup> Hong Kong Schools Dance Festival	Commended Award	1

**Drama (話劇)**

<b>Item 項目</b>	<b>Award 獎項</b>	<b>No. of Awards 獎項數目</b>
English Drama Fest 2015	Outstanding Creativity	1
	Outstanding Script	5
Hong Kong School Drama Festival	Commendable Overall Performance	1
	Outstanding Cooperation	1
	Outstanding Director	3
	Outstanding Performer	3
	Outstanding Script	5

**Music (音樂)**

<b>Item 項目</b>	<b>Award 獎項</b>	<b>No. of Awards 獎項數目</b>
The 67th Hong Kong Schools Music Festival	Second Runner-up	1
	Merit	8
	Proficiency	1
『藝·行亞洲』創作 Band 比賽	良好	5

**Visual Arts (視覺藝術)**

<b>Item 項目</b>	<b>Award 獎項</b>	<b>No. of Awards 獎項數目</b>
Team Parade cum Competition of the Hong Kong Odyssey of the Mind Local Competitions	First	10
"Wonderful Imagination of Modern Life Inspired by Dunhuang" Poster Design Competition	Second	1
全港中學健康人生繪畫比賽	亞軍	1
	優異獎	1
愛心利是設計比賽	季軍	1
	最點題獎	1
	最佳創意表達獎	1
	優異獎	1

## COMMUNITY SERVICE (義工服務)

## Social Service Club (社會服務團)

Item 項目		Award 獎項	No. of Awards 獎項數目
公益少年團獎勵計劃		高級獎	5
		中級獎	3
		基本級獎	14
2014 年社會福利署義工運動		銀獎	11
		銅獎	22
貴州義教及服務體驗		優秀報告獎	1
		優秀學員	1
有心計畫 2013-2014	150 小時	嘉許狀	24
	200 小時	嘉許狀	12
	熱誠(第一級)	嘉許狀	97
	參與(第二級)	嘉許狀	78
	成長(第三級)	嘉許狀	51
	投入(第四級)	嘉許狀	24
	承擔(第五級)	嘉許狀	12
防火安全嘉年華暨薄扶林消防局及救護站開放日 - 攤位遊戲比賽		冠軍	1

## Uniform Groups (制服團隊)

Item 項目		Award 獎項	No. of Awards 獎項數目
Individual First Aid & Home Nursing Competitions 2014		Second Runner-up	1
Best Cadet Award		Best Cadet Award	1
HK St. John Ambulance Bridage Youth Command Inter-Divisional Competition for Combined Cadet Division	Unicorn League Uniform & Equipment	Champion	1
	Unicorn League	Second	1

**PHYSICAL DEVELOPMENT (體育發展)**

<b>Item</b> 項目		<b>Award</b> 獎項	<b>No. of Awards</b> 獎項數目
A.S. Watson Group HK Student Sports Award		Student Sports Award	1
Inter-school Athletics Championships Division Three – Area 3	Boys B Individual	First	1
		Second	1
	Overall Boys B	Third	1
	Boys A Individual	Second	2
		Third	2
		Fourth	1
	Overall Boys A	Fourth	1
	Girls A Individual	Second	1
Third		1	
Southern District Athletics Competition		First	1
		Second	2
		Third	1
St Joan of Arc Secondary School Annual Sports Day	Boys Team	Champion	1
St. Mark School Annual Sports Day	Boys Team	Second	1
全港中學校際體操比賽	男子高級組	優異獎	1
Inter-school Swimming Championships Division Three — Hong Kong Island	Boys B	Fourth	1
	Boys A	First	1
		Fourth	1
Inter-school Table Tennis Competition Division Three — Hong Kong Island	Overall Girls A	Third	1
The 13th Rosaryhill Sports Tournament Table Tennis Competition	Boys Team	Second	1
The 13th Rosaryhill Sports Tournament Basketball Competition	Boys Team	Third	1
聖公會鄧肇堅中學聯校籃球新秀邀 請賽	男子組	冠軍	1
	女子組	亞軍	1
Inter-school Volleyball Competition Division Two — Hong Kong Island	Boys B	Second	1
	Overall Boys B	Third	1
The 13th Rosaryhill Sports Tournament Volleyball Competition	Girls C	Third	1
Inter-School Rugby Sevens	Boys B	Bowl Champion	1
All Hong Kong Schools Dodge ball Competition — Hong Kong Island	Boys Team	Champion	1
Inter-School Football Competition Division Three — Hong Kong Island		Sportsmanship Award	1

## OTHERS (其他)

## Civic Education (公民教育)

Item 項目	Award 獎項	No. of Awards 獎項數目
南區續「Fun」基本法填字遊戲	得獎	10
基本法探究計劃 - 網上基本法問答比賽	優秀表現學生獎	6
	嘉許狀	3
有問有答《基本法》問答比賽	優異獎	3
	嘉許狀	15

## Debate (辯論)

Item 項目	Award 獎項	No. of Awards 獎項數目	
第三屆全港中學生辯論比賽 - 思辯盃	最佳辯論員	1	
星島第30屆全港校際辯論比賽	第二回合初賽	最佳辯論員	1
		最佳交互答問	1
	第三回合初賽	最佳辯論員	1
		最佳交互答問	1
	第四回合初賽	最佳辯論員	1
		最佳交互答問	1
第十四屆《基本法》多面體— 全港中學生辯論賽 (公民網盃)	第一回合複賽	最佳辯論員	1
	第二回合複賽	最佳辯論員	1
14-15 年度扶輪盃中學校際辯 論比賽(社會共融)	第二回合	最佳交互答問	1
		最佳辯論員	1
	第三回合	最佳交互答問	1
		最佳辯論員	1
第四十七屆聯校中文辯論比賽	第二輪常規賽事	最佳辯論員	1

## Leadership (領導才能)

Item 項目	Award 獎項	No. of Awards 獎項數目
Pupil Ambassador: Active, Bright and Caring	Platinum Award	1
	Pupil Ambassador Award	9

**Media Production (媒體製作)**

<b>Item 項目</b>	<b>Award 獎項</b>	<b>No. of Awards 獎項數目</b>
第二屆全港中學微電影創作大賽(高中組)	銅獎	1
	最佳導演	1
	最佳剪接	1
禁毒宣傳短片創作比賽(中學組)	優異獎	2

**Reading to Learn (從閱讀中學習)**

<b>Item 項目</b>	<b>Award 獎項</b>	<b>No. of Awards 獎項數目</b>	
第二十六屆中學生好書虎榜 - 讀後感	校內初級組	冠軍	1
		亞軍	1
		季軍	1
		推薦獎	1
	校內高級組	冠軍	1
		亞軍	1
		季軍	1
		推薦獎	1

**Miscellaneous (其他)**

<b>Item 項目</b>	<b>Award 獎項</b>	<b>No. of Awards 獎項數目</b>
Best Endeavour Award	Best Endeavour Award	12
2015 Nicola Myers & Kenneth McBride Memorial Fund	Memorial Fund	2