1. **School Vision and Mission**

1.1 **School Vision**

Truth and Loyalty – To pursue wisdom and honesty in our search for knowledge. To be loyal and faithful to our country, our society, our family and our school.

1.2 **School Mission**

It is our mission to educate students to be self-motivated, creative, rational and responsible individuals characterized by a manifestation of “Truth and Loyalty” – the motto of the school, through a balanced educational program relevant to a rapidly changing world.

2. **Our School**

2.1 **Brief Introduction of the School**

Maryknoll Fathers’ School (MFS) is a Catholic school set up in 1957 by the Catholic Foreign Mission Society of America, Inc. (M.M.). It is a co-educational EMI school with 24 classes. There are 24 classrooms, a school hall, 5 laboratories, 2 computer rooms, 2 remedial rooms, one campus TV, a careers room, a chapel, an English Corner, a library, a Multi-media Learning Centre and a social worker’s room. The completion of the new annex under the School Improvement Programme has provided 2 interview rooms, 2 multi-purpose rooms, a student activity centre, a computer-assisted learning room (CAL), a CAL preparation room, a language laboratory, a teachers’ common room, a music room, a staff room and two vice-principal rooms. All classrooms are equipped with computers, projectors and television sets with video-cassette recorders to facilitate the use of IT in teaching. In 2010, following the Primary Section’s reallocation to their newly built campus in Hoi Lai Street, their two previous buildings have been renamed as Block D and Block E; adding 12 classrooms, 2 staff rooms, 2 interview rooms, 1 library, 1 student activity room, 1 music room, and 1 office to our existing premises.

The school strives to promote the holistic development of our students. Students are encouraged to take part in various kinds of activities to enrich their school life. These activities provide opportunities for broadening a student’s perspective, enhancing a student’s self-esteem and responsibility. Also, students may learn to care for society as well as gaining courage to face the challenges ahead.
2.2 School Management

2.2.1 Planning and Administration

Management framework

Composition of the School Management Committee

<table>
<thead>
<tr>
<th>Year</th>
<th>Sponsoring Body</th>
<th>Principal</th>
<th>Independent Member(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>08/09</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>09/10</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

The School Management Committee (SMC) meets 3 times a year or more often when necessary. Their role is to discuss general management matters especially the allocation of funds and appointment and promotion of staff members. They also give advice in the aspects of school management, learning and teaching as well as student affairs.

The mandate of the School Administration Board (SAB) is to decide on policy for the school. Normally, the SAB will meet before any staff meeting to discuss ideas before presenting them to the staff in general. They are a conduit between the management and the various school committees and department heads. This ensures that the staff meetings run more effectively and the people leading the meetings are prepared for problems that may arise. This is a good practice and helps ensure the smooth running of the school in general. The members include the principal, vice-principal, discipline master, guidance counselor, careers master, IT manager, one representative from the subjects of Chinese, English, and Mathematics.

Planning and Development

As for planning and development, the school has set both long-term and short-term development goals. The development plans are clear and concrete, supported with evaluation criteria to evaluate the effectiveness of the plans. When setting these goals, we keep in mind the Mission Statement and aims of the school as well as the School Development Plans and any advice from staff members.
Administrative Affairs

Concerning administrative affairs, our school has followed safety rules according to the relevant government ordinances and guidelines. We also have a crisis management team to manage any crisis or emergency which may arise.

Taking a look at the management of daily operations, the school has clear guidelines for the staff to perform various assigned duties and to handle daily matters systematically and flexibly as indicated in the Teachers’ Handbook 2009-2010.

In the past the communication structure at MFS was of a top to bottom nature, but we are now implementing two-ways communication which will be further developed and strengthened. This helps to ensure that the voices of all staff members are heard and make them feel that their contribution is appreciated.

2.2.2 Professional Leadership

The school management committee has a good grasp of professional knowledge, being both visionary and creative. They have worked out effective school based strategies to meet the changes and challenges in the coming years and to lead the school forward. They have successfully implemented CPD hours, staff development days, mentoring, school visits and sharing with other schools.

2.2.3 Staff Management

Distribution of Work

On the subject of staff management, we have implemented a workload analysis to fairly distribute the teaching and non-teaching duties to teachers according to their qualifications, experience, ranks, abilities, subject training and other professional training and to align these duties with the school’s development needs. In future, we wish to be more open to the preferences of teachers when assigning duties and responsibilities.

Staff Development and Appraisal

A staff development plan has been effectively coordinated and implemented. With the active participation of the staff, the objectives of the development plan have been attained. In addition, we have a comprehensive appraisal system. In the long run, we hope that a two-way appraisal system can be developed.
2.2.3 Planning and Management of Resources

Another important area of concern is the planning and management of resources. On the financial side, we hope that the distribution of resources can be more transparent, allowing all concerned to see that the distribution is fair and equitable.

Looking at the provision and management of teaching resources, we have many resources like IT facilities, teaching aids, a venue-booking system, etc, which were effectively manned and coordinated for maximum utilization and applicability. Capacity Enhancement Grants (CEG) was utilized to relieve teachers of their heavy workload through employing teacher assistants in order to create extra time for teachers to undertake other initiatives. Yearly evaluation of the deployment and effective use of the CEG was done and assessed.

2.2.4 Self-evaluation

A self-evaluation mechanism has been implemented at our school. Its goal is to enhance the staff’s understanding of self-evaluation, and actively encourage the staff to take part in the planning and formulation of evaluation criteria, tools and procedures to implement self-evaluation. The planning, implementation and evaluation (P-I-E) cycle has been developed. Subject evaluation and peer lesson observation were successfully carried out throughout the whole academic year. The results show that we have a highly professional teaching team and the students appreciate their efforts.

3. Major Concerns

3.1 Priority Task 1: To raise students’ academic performance.

3.1.1 To implement the NSS

The foremost challenge in this school year lay on the implementation of the New Secondary School curriculum. In continuation with the preparations we have done in the past few years, our teachers concerned had attended all the required trainings provided by the EDB before the school year started. As we understand our teaching staff are pivotal to the success of this new development, NSS subject teachers were asked to attend not less than 20 hours’ NSS subjects-related trainings.

Under the NSS curriculum, we have added new subjects: Liberal Studies, BAFS, and Visual Arts (offered by ATEC). We also allow our students to choose Music, French, Japanese, or Spanish as the fourth elective; and have
provided necessary enhancement classes.

As the newly added Liberal Studies is one of the four core subjects, in order to ensure our students can learn effectively, we invited Mr. Ho Mun Tin, Principal of Buddhist Sin Tak College as well as an experienced ASL Liberal Studies teacher, to observe our lessons and assess our curriculum in May, 2010.

Further, on 23 May, 2010, all our Liberal Studies teachers visited our sister school, Maryknoll Secondary School to carry out lesson observation and sharing of teaching methods and materials. In return, we invited their teaching staff to visit our school. Thus, a Joint Professional Development Day between the two schools was decided to be held in March, 2011 to provide a chance for our teachers to share ideas on teaching NSS subjects.

Another major step to facilitate our students’ learning is to upgrade the school intranet. The existing school intranet was designed by our own students and has been in use for almost ten years. It was decided to be upgraded to a more advanced one provided by Broad-Learning. However, due to technical problems, the project has to be carried on to the 2010-2011 school year.

3.1.2 To raise standards of F.1 intake.

To fully utilize our existing resources, our teachers from the English and Mathematics Panels met with their counterparts in our Primary Section. We expressed our concerns on the standards of our F.1 intake and gave them some worksheets on English tenses, writing, and Mathematics questions. More cooperation of this kind will be made on a regular basis.

In order to let more parents in the neighbourhood have a better understanding of our school, we held an Information Day on 30 October, 2009. About eighty families joined this function.

For the same purpose, our I.T. teacher Miss To Yuen Man led some of our science project winning students to give a talk at St Francis Xavier (Oi Tak) Primary School on 22 January, 2010. They received a warm reception from the primary teachers and pupils.

3.1.3 To improve teaching and learning.

In response to the many unknown factors brought by the integration of students with special education needs (SEN) into the classroom in recent years, a workshop on “How to integrate SEN students into the classroom” was held on the first Professional Development Day (24 Sept, 2009). The speaker was Mr. Steven Tam, Chairman of the Hong Kong Rehabilitation Academic Society. Over two-third of our teachers found this workshop
helpful in giving them a better understanding of students with ADHD, Asperger Syndrome and Autism.

The second PD Day was held on 31 Mar, 2010 with a workshop given by World Cancer Research Fund Hong Kong. The theme of this workshop was “Move More, Eat Well, and Feel Good”. This workshop was chosen with a view to the ever increasing work stress faced by teachers in Hong Kong. In addition, it was aimed at fostering a healthy lifestyle among teachers, which was part of our Second Major Concern of the school year.

The last PD Day was solely focused on teaching pedagogy. We invited Mr. Ho Ming Sang, Chairman of Hong Kong Cooperative Learning Association, to demonstrate how to make use of Cooperative Learning in a classroom setting. Mr Ho is a retired school principal and trainer for many EDB training courses. Many skills and group activities shown to us on that day were later adopted by our Liberal Studies teachers in their everyday teaching. And over 75% of our teachers found this activity both informative and useful.

To enhance students’ learning attitude and motivation, the Counselling Team had given individual counselling to students with learning problems. Only one subject of the referred cases could not be promoted in the end of the school year. All others showed improvement in their attitude on studying and behaviour.

In addition, many OLE activities were jointly organized with the social workers. Most students found them helpful and had self-reflection on their learning attitude.

3.1.4 To raise students’ English standard.

Like previous years, wide varieties of story books were provided to each class as ERS readers. GR teachers monitored the borrowing procedures during the GR lessons and each student had read at least two books. This year, new English books were bought. The damaged or unwelcomed ones were replaced. Most students found the books interesting.

Students had to read English story books during the Morning Reading session in the second term. Class teachers checked to see if the level of the readers was appropriate. According to the Homework Policy of the English Department, book reports were assigned to Junior Form students as holiday assignments (Christmas, Lunar New Year, Easter and summer vacation).

According to the feedbacks from our students, we did not hire a second NET through the last service provider. Instead, we hired one by ourselves with the grants from ‘Special Support for EMI Schools’. It was proven to be a wise decision as the second NET was warmly received by our students and teachers alike. She was especially successful in areas such as boosting students’ interest and confidence in learning English and producing school-
based curriculum materials to meet students’ needs.

A new attempt – Paired Reading Scheme was introduced. All F.1 and F.2 students joined this activity with the F.6 English Ambassadors during lunch time. This activity enhanced both our senior and junior students’ communicative skills and helped them polish their spoken English through peer learning.

However, the new English Corner could not start operating as planned for the 2009-2010 school year. Though learning resources had been purchased, the facilities had not yet received official approval in this school year.

3.2 Priority Task 2: To foster a caring school ethos.

3.2.1 To strengthen the sense of belongings and relationships among the stakeholders.

In order to encourage students to participate in various kinds of activities, students were provided opportunities to enrol in clubs on the Club Promotion Day held in September 2009. The feedbacks of teachers and students were all positive.

The number of clubs remained unchanged this school year but more activities were provided, especially during the OLE periods. The ECA Unit regularly evaluates the number and types of clubs and interest groups we can provide to our students. Our decisions were based on the educational values of these activities as well as students’ interests which were collected in surveys we conduct every year.

With the introduction of the OLE session into the school timetable last year, a wide range of learning experiences were given to our students. Both school-based and subject-based activities were organized in forms of visits, voluntary work, performances, talks, and workshops. 70% of the students found these activities interesting and useful. It was a slight drop when compared with last year.

For future improvement, teachers are encouraged to plan more interesting clubs and OLE activities with concrete teaching and learning objectives. And more lunch activities should be organized by clubs to attract participants.

In order to promote a better team spirit among our colleagues, elements of social gathering was added to the programmes of our Professional Development Days as aforesaid. We also required our teachers to attend over two-third of the activities organized by the PTA. These included the PTA Annual General Meeting, School Anniversary Dinner, PTA picnics and seminars.
From the results of the stakeholders’ survey done in 2010, there was a remarkable increase in parents’ perception of school climate when compared with that of two years ago.

### 3.2.2 To promote a healthy lifestyle among stakeholders.

The Healthy Lifestyle Program was launched. It included teaching our students a healthy lifestyle in our Biology and Ethics lessons. Through the cooperation of the two subject panels, the concepts of a healthy lifestyle were successfully incorporated into the two subjects.

A talk on Healthy Lifestyle was give to F.3 and F.4 students on 27 January, 2010. Most students thought it was useful.

### 3.3 Priority Task 3: To promote the holistic development of students.

#### 3.3.1 To strengthen students’ aesthetic developments.

In a view to strengthening our students’ aesthetic development, a variety of activities were introduced during the OLE sessions. Over 70% of the participants agreed that they gained a lot from these outside traditional classroom experiences.

A dance workshop for all F.1 students was organized as a post-exam activity on 5 July, 2010. Twenty of them joined the Modern Dance Amateur Scheme afterwards. Positive feedbacks were collected at the debriefing sessions of the visits and workshops.

Music Day was held on 2 Oct, 2009. It was an introduction of various musical instruments for F.1 to F.4 students.

The MFS Concert was held on 5 July, 2010. It was a post-exam activity for F.1 and F.2 students.

Arts Experience Programs were also organized during the school year. All the above activities were well received.

From the questionnaires gathered from our students, it was recommended that more outsourced programs should be provided; and the students welcomed more arts activities.

#### 3.3.2 To strengthen students’ civic and moral development.

The Civic Education Department organized eight times of voluntary
service in this school year. These activities included flag-selling, sending gifts to the elderly, and organizing functions for the disabled.

According to the KPM Report 2010, when compared with the last school year, the percentage of our students participating in uniform groups/social and voluntary services had increased 3.24 times (S1 to S3) and 2.76 times (S4 to S7) respectively.

4. Our Learning and Teaching

4.1 Curriculum Planning and Organization

**Curriculum goals and policies**

The school has followed closely the curriculum issued by the CDC. The school has made efforts to promote the key tasks by the morning reading periods, the morning talks on moral and civic education and project learning in S2. The staff agreed that appropriate policies on medium of instruction have been adopted to promote English such as remedial and tutorial classes, everyday English, the English Ambassadors Scheme as well as the active participation of students in the morning assemblies. Efforts have also been made to cultivate generic skills through formal classes like Life Education or extension classes like ATEC courses.

The school has been moving towards a broader and more balanced curriculum by introducing new NSS subjects (1) Liberal Studies, (2) Business, Accounting and Financial Studies, (3) French, and (4) Spanish in this academic year. It has made efforts to provide varied extra-curricular activities to extend the learning experiences like subject-based visits, fieldworks and the participation in external competitions.

**Allocation of learning time**

Learning time has been allocated in accordance with the curriculum goals and the OLE sessions were modified according to the previous school year’s experience. More time for collaborative lesson planning was enhanced which allowed more peer interaction among our colleagues. Nevertheless, it is still technically impossible to allow all subjects to have CLP lessons.

4.2 Curriculum Management
Monitoring and Evaluation of curriculum implementation

The school authorities expressed their concerns on the pace of the teaching schedule and the efficiency of the implementation of the curriculum on each individual subject in every staff meeting. The school principal, on the other hand, has inspected the students’ assignments in each academic year to emphasize the importance of curriculum implementation.

Each subject panel and functional group has consistently arranged discussions in formal and informal meetings about the progress of teaching and student earning. The results of the evaluations have been recorded in the meeting minutes of each subject panel so that panel members can easily follow suggestions for improvement.

Coordination and collaboration in curriculum

In order to cater for individual differences, most subject teachers have designed, in their assignments for students a reasonable quantity and level of difficulty. According to their respective class situation, the teaching schedule and hence the strategies have been adjusted to cater for student diversity.

Most panel members exchanged their views and experiences in learning and teaching through both formal and informal channels. This culture was reflected in the implementation of peer observations as well as in the sharing of teaching and learning materials through the computer intranet system of the school.

In preparation for the NSS curriculum, teachers’ timetables were set to allow for collaborative preparation of curricular materials. In short, there has been an increase in the interest by teachers regarding curriculum management in the past several years. Though there is room for improvement, the curriculum management of school is heading to the right direction.

4.3 Teaching Strategies and skills

Planning and organizing teaching

Teachers have clear objectives and targets in lessons. They have adopted suitable teaching strategies to provide students with appropriate learning opportunities and environment. Teachers arrange learning activities, select learning materials and use teaching resources according to their teaching needs. They also assess the learning progress and make appropriate adjustments frequently.
Catering for learner differences

Teachers prepare thoroughly before lessons, choosing suitable teaching materials, teaching tools and activities for the students who have different learning abilities. They arrange learning activities, select learning materials and use teaching resources according to the teaching needs. They provide individual tutorials and tutorial classes for students below standards, and also enrichment programs for gifted students. Tutorial classes are conducted for junior forms during summer holidays and for S4 to S7 students after school.

Communication skills

Teachers use the appropriate medium of instruction proficiently and accurately. Their explanations, instructions and demonstrations are clear and systematic. Teachers’ questions are relevant to the course content, which help to attract students’ attention and thus facilitate learning.

Teachers have corrected students’ mistakes and comment on students’ assignments and examination papers, record and calculate students’ marks seriously. They encourage and praise students occasionally, guide students to do corrections carefully and carry out appropriate counselling after marking. Teachers also draw up new teaching plans based on the performance of students.

Teachers keep in frequent contact with students to facilitate communication and to maintain a relationship with them as both their friends and elders.

Class interaction

Teachers provide opportunities for students to respond and ask questions, to work in collaboration and share ideas. They also adopt different teaching methods, such as, questioning, listening, discussions and sharing.

Class management

Teachers are able to manage class discipline so that students can concentrate in class. Misbehaviour of students is recorded in the classroom log-book or the Student Behaviour Record. Class teachers contact the students or their parents concerned when necessary. Discipline teachers, upon request, may withdraw continued troublemakers temporarily from classroom.
Teachers organize learning activities and adjust the time and tempo of teaching on a flexible and appropriate manner. Co-class teachers in some classes have been introduced since 2005. This can enhance a sense of unity and promote a harmonious learning atmosphere in the class. The class teachers are better able to understand students’ difficulties and help them overcome obstacles in their learning and growth.

4.4 Knowledge and attitude

Professional knowledge

Teachers are aware of the development of the KLA(S) in which they teach. They have mastered the contents and teaching methods of the KLA(s) that they teach. Teachers also keep abreast of current educational policies.

Professional attitude

Teachers are responsible and hold a serious attitude towards teaching. Students found teachers caring and are ready to encourage them to express different viewpoints and opinions.

Teachers have expectation of students regarding learning and encourage them to work hard. They respect students’ preferences, differentiate between individuals and encourage students to fully develop their potentials. They also keep confidential of students’ personal information.

4.5 Performance and progress in the learning process

Learning attitude

Students need to be more active in the lessons though they are willing to exchange ideas and work collaboratively to share learning outcomes.

Learning strategies

Students are able to make good use of diversified modes of learning. They often browse for information on the Internet and often refer to other reference materials to assist their studies apart from the textbooks.
Learning performance

Students need more support to complete their assignments. They have devoted a good reading habit and often browse information on the Internet.

4.6 Performance Assessment

Assessment Planning and Implementation

The school has a clear-cut assessment which is appropriate in its frequency and arrangement. Teachers agree that the school uses various evaluation methods such as project learning to foster student learning.

Use of Assessment Information

Most teachers agree that they make use of the assessment information to improve their teaching. Besides, they often review with their students their learning to let them know about their performance and progress.

4.7 Reading Habits

Emphasis on building a good reading habit of our students was promoted through class teachers during the Morning Reading Session on Tuesdays and Thursdays. Students are asked to read only non-textbooks during the two twenty-minute reading sessions every week.

In addition, new English books were added to F.1 to F.3 classrooms especially for their General Reading lessons, so that there are not less than sixty story books in each junior form classroom. Other measures like Best Ten Favorite Books election and surveys on students’ reading behavior were taken to help achieve our goal.

All in all, our students have been provided with ample time and resources to develop a good reading habit and positive effects can already be seen.

5. Support for Student Development

5.1 Overall Service Planning

Clear and specific goals had been formulated in the developmental plan of all teams concerning ‘student support services’ – Moral and Religious Education, Discipline Board, Guidance and Counselling
School Report 2009-2010

Team, Careers Unit, Civic Education, Sex Education, Gifted Education, Student Learning Support and Extra-curricular Activities Unit (EAU).

Various kinds of activities had been organised to fulfil the major concerns of the school, that is, to promote students’ holistic development, to enhance a harmonious relations and to promote sense of belonging to the school. The Peer Counselling Scheme, Activating Your Potential Awards Scheme, internal and external competitions, inter-house competitions all help to enhance these aims.

Collaboration between functional groups was good. Leadership workshop for S6 was jointly organised by the Discipline Board and the EAU. Leadership training for Peer Counsellors, Model Students and for S2 Project Group leaders was jointly organized by the Guidance and Counselling Team and the school social worker. Besides, leaders of each functional team had set up detailed and specific programme plans and the division of labour was clear.

A close relationship among team members facilitated the implementation of programmes and activities.

5.2 Discipline and Guidance

The school rules were distributed to students at the beginning of the school year. Class Teachers explained clearly and reminded students of the main points. Parents were requested to sign the reply slips.

Teachers were informed of the school rules and the system of rewards and punishments at the beginning of the school year. All this information is printed in the Teacher’s Handbook. The school has provided chances for exchanging ideas regarding to the school rules and policies in the regular staff meetings and various workshops.

To guide the students to be self-disciplined and to help them to cultivate a habit of handing in assignments on time, the Homework Scheme has been in effect since 2004. Students who regularly fail to hand in assignments are requested to attend the Homework Tutorial Class. Guidance teachers give them encouragement and support.

To cater for the needs of less capable students, remedial classes and split classes for major subjects were implemented. These classes aimed at reinforcing students’ learning abilities and helping them to solve the problems in the subjects concerned.

In order to foster students’ growth and self-actualisation, different award schemes have been launched: Activating Your Potential Award Scheme, Peer Counselling Scheme by the Guidance and Counselling Team; Student Achievement Passport, Service Awards and Certificates of Merit by the EAU. Every student has been given a well designed
student achievement passport. They are encouraged to record their personal achievements. Students were encouraged to use the passport through the computer teachers.

To enhance students’ sense of belonging to the school and to promote teacher-student relations, Model Student of the Year, Model Student of the Month, Tidy Appearance Students have been launched. Recognition has been given to students who have shown improvement in their academic attainments.

To foster students’ positive values and attitudes, the P.A.T.H.S. to adulthood has been implemented in F.1 as Life Education. Life Education Programme delivered by the Department of Health has been offered to S2 students. With the help of the class teachers, group activities, sharing and presentations have been carried out smoothly in the lessons.

The school management has encouraged teachers to keep in touch with parents and to keep records. Class Teachers have devoted plenty of time discussing the behaviour and progress of the students on the phone and during interviews. Counselling teachers and the school social worker have followed up cases concerning students in need of support services.

The Careers Unit has provided various kinds of activities, such as careers talk, career counselling, visits, exhibition, online quiz, mock interviews for S7 students, streaming talks for S3 students and seminars for parents. These programmes have enlightened students on the selection of further studies and helped students gain a better understanding of different paths leading to future careers. Career Assistants are recruited each school year. These students offer help in organising career related activities to raise their self awareness and self confidence.

5.3 Extra-curricular Activities

There was a balanced variety of extra-curricular activities covering five different aspects: academic activities, sports, art, interests, and social service.

ECAs included school contests, training activities, visits, fieldtrips and external competitions. These activities complement the school curriculum in promoting life-wide learning and developing different interests of the students. Some major activities are English Demonstration Competition, Chinese Debate, Speech and Story Telling Competition, Geography field-trip, visits to the Science Museum, and inter-house quiz competition.
ECA teachers have collaborated well in planning and preparing these activities. Other teachers are helpful in implementing ECAs. They are well experienced in organising activities and offering appropriate advice and guidance to students in conducting ECAs.

The school encourages students to take part in extra-curricular activities, both as participants and organisers. Students are provided with workshops to help plan activities and are encouraged to develop their potentials.

Through morning assemblies, the school website and announcements at the beginning of the school year, students are encouraged to enrol in activity clubs. Students who are less capable are also provided with opportunities to participate in ECAs, such as volunteer work conducted by the school social worker.

5.4 **Moral and Civic Education**

To foster students’ positive attitudes towards peers, family, school and life, various kinds of activities related to moral and civic education have been conducted. Students are encouraged to take active part in community services such as Flag Selling Days, Blood Donation, souvenirs for patients in hospitals and elderly homes, famine lunch, voluntary work, sharing session with the Financial Secretary, National Day exhibition, etc.

5.5 **Links with Parents and External Organisations**

5.5.1 **Home-school Co-operation**

The Parent-Teacher Association (PTA) plays a vital role as a link between the school and parents. Three tea gatherings have been arranged to exchange and share ideas. Parents have taken actively part and have contributed valuable suggestions and opinions to the school policies and administration. Communication between the school and parents has also been strengthened by a variety of activities organised by the PTA such as ‘salute to teachers’, workshops, seminars, picnic, Fun Fair, School Uniform Recycling Scheme, voluntary service for parents, etc.

The PTA gives support to the development of the school in various ways. Parents with high levels of education are valuable resources for the school’s development.

Good responses have been obtained from the parents in all the parent seminars: F.1 Parents’ Day in mid-July and late August 2009, AGM of PTA in mid October 2009 and Parents’ Day in January 2010.
5.5.2 **Links with External Organisations**

The school has maintained appropriate links with the community and has made use of external resources in planning and organising school activities. For example, talks were given by the Police Community Relation Officer, career talks by tertiary institutions, musical and ICAC drama, etc.

The Alumni Association was established on 19 March 2005. The Alumni Association organised talks and special functions. The alumni are concerned about the development of the school and have made various contributions, e.g. a donation to provide financial assistance to students, scholarships for students with good academic achievement, and awards for the English Ambassador Scheme.

The school maintains a close relationship with the alumni. Many of them took an active role in school activities such as the Annual Sports Day, Fun Fair, Watermelon Cup, School Anniversary Cup, Open Forum, End of Term Ceremony, etc. They are concerned about the school’s development and get updated school information through the school website.

5.6 **School Culture**

The school atmosphere is open and cooperative. Teachers are devoted and care about their students. They are also committed to continuous professional development. Teachers are willing to cooperate and work happily with each other. However, their morale can be further strengthened by various activities in PD workshops. Sharing and discussion should continuously be conducted in staff meetings to promote communication and to boost their morale.

Students enjoy friendship with their schoolmates. Student leaders are willing to serve their fellow students by serving as school prefects, careers assistants, peer counsellors, extra-curricular activities assistants, student librarians, I.T. prefects, Campus TV helpers, Student Ambassadors, and through the Student Union, four Houses and activity clubs.

6. **Student Performance**
6.1 Students' attendance rate

![Bar chart showing students' attendance rate from 2007/08 to 2009/10 for different grades. The chart indicates the percentage of attendance for each grade during these years.]
6.2 Destination of exit students, including early exits

[Graph: Destination of S7 Graduates]

[Graph: Destination of S5 Graduates]
6.3 Pre-S1 Hong Kong Attainment Test

HKAT results - Pre-S1

6.4 Territory-wide System Assessment

Territory-wide System Assessment
6.5 Public Examinations

HKCEE results

- Territory norms (means)
- 14 points or more in the best 6 subjects

HKALE results

- Territory norms (means)
- Minimum entrance requirements for local degree courses
6.6 Inter-school Activities and Awards Won in 2009-2010

**Academic**

**Science & IT**

1. 2nd runner-up, Project-based Outreach Programme 2009
2. Merit, Inter-School Website Design Contest
3. 2nd runner-up, Hong Kong Computer Festival I.T. Show & I.T. Quiz
4. Champion, Safer Internet Blog Contest
5. Champion, Indoor Air Quality Website Design Contest
6. First Class Award, Intel Excellence in Computer Science Award, Best Project Award (Junior Section), and Third Class Award in Hong Kong Youth Science and Technology Innovation Contest 09-10
7. ISEF Finalist, 2010 Intel International Science and Engineering Fair
8. 1st runner-up and Good Performance Award, 2010 5th Interschool Competition on System Modelling & Optimization
9. Special Award : Hope Awards, The 7th Soong Ching Ling Awards for Children’s Invention
10. First Award and Excellent Science & Technology Activity – Second Award in China Adolescents Science Technology Invention Contest 2010
11. Hong Kong Delegate, Young Astronaut Training Camp
12. 3rd runner-up, Inter-School IT and Web Safe Quiz

**Mathematics**

1. Gold Honour, Silver Honour and Bronze Honour in Hong Kong & Macau Mathematical Olympiad Open Contest 2010
2. 2nd Class Prize, Mathematics Book Report Competition for Secondary Schools
3. Bronze Award, Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools
4. First Class Prize, Second Class Prize, and Third Class Prize in Hua Xia Cup Mathematics Contest 2010
5. First Class Prize, Hong Kong Mathematical High Achievers Selection Contest

**Others**

1. 入選公開組作品, 第二屆「你都可以成為小作家—感人小故事大募集」
2. Merit Award, The Outstanding Scout Group
3. Sixth Prize, 2009 The Top Ten Most Important News Election
4. Outstanding Academic Performance, Arts & Technology Education Centre (ATEC) Academic Awards 2009-2010
5. Merit, 5th Hong Kong & Macau Chinese Essay Competition
6. Merit Award, National Chinese Composition Competition
7. Merit Award, ‘Promoting Children’s Rights’ Teenage English Writing Competition
8. Silver Award (Best Story), Hong Kong Clean PC Day 2009 Online Story Writing Competition
9. Bronze Award and Merit Award, National Chinese Composition Competition
Art

Recitation
1. Champion (Dialogue – Cantonese), 1st runner-up (Dialogue – Cantonese), 2nd runner-up (Dialogue – Cantonese), 2nd runner-up (Solo Prose Speaking – Cantonese), 1st runner-up (Solo Verse Speaking – Cantonese), and 1st runner-up (Solo Verse Speaking – English) in the 61st HK Schools Speech Festival
2. Merit Award, 2010 Putonghua Speech Competition for Primary and Secondary Schools

Calligraphy
1. 2nd runner-up (Senior), Merits (Senior) and Merit (Junior) in Sham Shui Po District Joint School Chinese Calligraphy Competition

Music
1. 2nd runner-up, (Junior Group, Non-Pop Category), 2010 Putonghua Singing Contest for Primary and Secondary Schools
2. Champion (Graded Piano Solo), 2nd runner-up (Vocal Solo) and Champion (Er Hu Solo) in The 62nd Hong Kong Schools Music Festival

Others
1. Award of Distinction, The 34th Hong Kong Youth Cultural and Arts Competitions
2. Bronze Prize, The 2nd Interschool English Radio Drama Competition
3. Champion, 2010 ‘Gold Redbud Flower Cup’ International Standard Dance Open
4. Arts Ambassador, Arts Ambassadors in School 2009-2010
5. 1st runner-up, Smart Chinese Radio Drama Competition

Sports
1. Gold Award, Outreach Coaching Programme – Badges Award Scheme (Volleyball)
2. Champion (Girls Open 1500m), 3rd Construction Industry Council Training Academy Sports Day Cum Fun Day

Scholarships
1. MFS Football Scholarship 2009 (1 student)
2. Rev. Joseph Carra Memorial Education Grant (1 student)
3. Father Reilly Scholarships (2 students)
4. Tong Yu Sheung Woon Awards (2 students)
5. Alumni Scholarships for Loyalty (2 students)
## 7. Financial Summary 2009-2010

<table>
<thead>
<tr>
<th></th>
<th>Income ($)</th>
<th>Expenditure ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Government Funds</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) OEBG Grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) General Domain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. School &amp; Class Grant</td>
<td>622,718.10</td>
<td>823,242.28</td>
</tr>
<tr>
<td>2. Noise Abatement</td>
<td>331,800.00</td>
<td>459,070.77</td>
</tr>
<tr>
<td>3. Lift Maintenance</td>
<td>24,468.00</td>
<td>97,596.00</td>
</tr>
<tr>
<td>4. Air-Con. for Preparation Room of Lab.</td>
<td>15,500.00</td>
<td>10,276.00</td>
</tr>
<tr>
<td>5. Admin. Grant</td>
<td>2,622,064.00</td>
<td>2,307,035.00</td>
</tr>
<tr>
<td>6. Admin. Grant for Additional C.A.</td>
<td>144,660.00</td>
<td>157,815.00</td>
</tr>
<tr>
<td>7. Enhancement</td>
<td>4,872.00</td>
<td>6,580.00</td>
</tr>
<tr>
<td>8. SBM-Supplementary</td>
<td>162,464.00</td>
<td>15,540.00</td>
</tr>
<tr>
<td>9. Training &amp; Development</td>
<td>6,713.00</td>
<td>11,008.00</td>
</tr>
<tr>
<td>10. Composite Information Technology</td>
<td>304,469.00</td>
<td>229,824.57</td>
</tr>
<tr>
<td>11. Consolidated Subject</td>
<td>76,572.59</td>
<td>24,163.00</td>
</tr>
<tr>
<td><strong>Sub-total:</strong></td>
<td>4,316,300.69</td>
<td>4,142,150.62</td>
</tr>
<tr>
<td>(b) Special Domain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guidance &amp; Discipline Grant</td>
<td>5,866.00</td>
<td>9,091.00</td>
</tr>
<tr>
<td>4. Capacity Enhancement Grant</td>
<td>458,927.00</td>
<td>323,851.20</td>
</tr>
<tr>
<td><strong>Sub-total:</strong></td>
<td>464,793.00</td>
<td>332,942.20</td>
</tr>
<tr>
<td>(2) Grants Outside OEBG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Composite Furniture and Equipment Grant</td>
<td>349,968.00</td>
<td>291,017.25</td>
</tr>
<tr>
<td>2. After-school Learning and Support Programmes</td>
<td>93,900.00</td>
<td>14,400.00</td>
</tr>
<tr>
<td>3. Applied Learning Courses</td>
<td>46,900.00</td>
<td>69,800.00</td>
</tr>
<tr>
<td>4. Teacher Professional Preparation Grant</td>
<td>682,395.84</td>
<td>638,709.50</td>
</tr>
<tr>
<td>5. New Senior Secondary Curriculum Migration Grant</td>
<td>258,000.00</td>
<td>0.00</td>
</tr>
<tr>
<td>6. Enhanced Senior Secondary Curriculum Support Grant</td>
<td>421,140.00</td>
<td>365,499.99</td>
</tr>
<tr>
<td>7. Other Languages</td>
<td>217,000.00</td>
<td>122,786.50</td>
</tr>
<tr>
<td>8. Other Programmes</td>
<td>28,000.00</td>
<td>20,960.00</td>
</tr>
<tr>
<td><strong>Sub-total:</strong></td>
<td>2,097,303.84</td>
<td>1,523,173.24</td>
</tr>
</tbody>
</table>
## II. School Funds (General Funds)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Tong Fai</td>
<td>130,674.80</td>
<td>68,545.00</td>
</tr>
<tr>
<td>(2) Donations</td>
<td>87,324.15</td>
<td>15,000.00</td>
</tr>
<tr>
<td><strong>Sub-total:</strong></td>
<td><strong>217,998.95</strong></td>
<td><strong>83,545.00</strong></td>
</tr>
</tbody>
</table>

**Total surplus for 2009/10 school year**  
7,096,396.48  
6,081,811.06
8. Key Issues for the new School Development Plan

**School Development Plan 2009-2012**

<table>
<thead>
<tr>
<th>Major Concerns (In order of priority)</th>
<th>Intended Outcomes / Targets</th>
<th>Strategies</th>
<th>Time Scale (Please insert ✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>09-10</td>
</tr>
<tr>
<td>1. To raise students’ academic performance</td>
<td>1.1 To implement the NSS</td>
<td>1.1.1 To monitor the implementation of the NSS curriculum</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.2 To share teaching resources with our sister school</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.3 To upgrade the school Intranet</td>
<td>✓</td>
</tr>
<tr>
<td>1.2 To raise standards of F.1 Intake</td>
<td>1.2.1 To liaise with the Primary Section on our curriculums</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.2 To promote our school to the primary schools in the district</td>
<td>✓</td>
</tr>
<tr>
<td>1.3 To improve teaching and learning</td>
<td>1.3.1 To take care of learners’ diversity</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.2 To enhance teachers’ professionalism through talks and training courses</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3.3 To enhance students’ learning attitude and motivation</td>
<td>✓</td>
</tr>
<tr>
<td>1.4 To raise students’ English standard</td>
<td>1.4.1 To help students build up a habit of reading English books</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.4.2 To enhance students’ English speaking and writing skills</td>
<td>✓</td>
</tr>
<tr>
<td>2. To foster a caring school ethos</td>
<td>2.1 To strengthen the sense of belongings and relationships among the stakeholders</td>
<td>2.1.1 To make use of inter-house and extra-curricular activities to enhance students’ sense of belongings</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2 To promote teachers and parents’ participation in PTA activities</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2.2 To promote a healthy lifestyle among stakeholders</td>
<td>2.2.1 To launch the Healthy Lifestyle Program</td>
<td>✓</td>
</tr>
<tr>
<td>Major Concerns (In order of priority)</td>
<td>Intended Outcomes / Targets</td>
<td>Strategies</td>
<td>Time Scale (Please insert ✓)</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------</td>
<td>------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>3. To promote the holistic development of students</td>
<td>3.1 To strengthen students’ aesthetic developments</td>
<td>3.1.1 To increase students’ exposure to various aesthetic activities</td>
<td>09-10 10-11 11-12</td>
</tr>
<tr>
<td>3.2 To strengthen students’ civic and moral development</td>
<td>3.2.1 To increase students’ participation in social service</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.3 To enhance students’ personal growth</td>
<td>3.3.1 To promote students’ self management and self discipline skills</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.3.2 To increase collaboration between the Counseling and Discipline Teams</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>