

Saint Joseph's College

Annual Report

2008-2009



Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

Mission Statement

The mission of ST. JOSEPH'S COLLEGE is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with **FAITH** and **ZEAL**.

We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

*O*ur mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

OUR SCHOOL



St. Joseph's College has a history of over a hundred and thirty years. It was established by the Christian Brothers (De La Salle Brothers) in the nineteenth century.

In 1875, six La Salle Brothers took over St. Saviour's College, which was founded in 1860, and renamed it as St. Joseph's College.

In 1876, the College expanded and moved from its original premises in Pottinger Street to a larger one at 9 Caine Road, known as Buxley Lodge.

Five years later, a lack of space again resulted in the College being moved to Glenealy below Robinson Road.

Then, in 1918, an earthquake caused severe damage to the premises and the school had to move again to the present site – 7 Kennedy Road, formerly known as the Club Germania (the German Club).



The Old Building where the F.1 - 3 classrooms are now situated was erected in 1920; at that time the number of students was about 650.

In 1925, the Chapel Block was completed and in 1963 the block on Kennedy Road was replaced by the present building.



The New Building was opened by Sir Robert Black, the then Governor of Hong Kong.

The School Improvement Programme – Phase I, the Agabeg Annex (named after Mr. Godfrey Avryl Agabeg, because of his generous donation to the Foundation Fund) was completed in July 2007.



Agabeg Annex

The added facilities are the Old Boys Staff Room E, the Welfare League Staff Room F, the Dr. Peter Lee & Dr. Simon Lee Art Room, the Sir Q. W. Lee ITLC and the William Doo Reading Room.



from left: the Old Boys Staff Room E, the Welfare League Staff Room F and Dr. Peter Lee & Dr. Simon Lee Art Room.



from left: the Sir Q. W. Lee ITLC and the William Doo Reading Room.

The library was enlarged to provide a teachers' reference section and more room for students' reading.



from left: the library extension, the teachers' reference section and the reading area.

SCHOOL MANAGEMENT

The sponsoring body of the school is the Institute of the Brothers of the Christian Schools, known as the 'La Sallian Brothers', named after the founder of the Institute, John Baptist de La Salle.

Our school was one of the first institutions in Hong Kong to participate in the School Management Initiative (SMI) in 1991. School-based management is implemented by the School Management Committee, comprising of representatives from the School Sponsoring Body, teachers, parents and alumni.

Composition of the School Management Committee

Category Year	Sponsoring body	Principal	Teacher(s)	Parent(s)	Alumni
06/07	4	1	4	1	1
07/08	4	1	4	1	1
08/09	4	1	4	1	1



left: Student Counsellor Training Camp (22 Aug 08); middle and right: F.1 Parents Orientation Day (7 Sept 08)

OUR STUDENTS

Class Organization

The school enrolment is 1201. The students of St. Joseph’s College are mainly Chinese and the age range of the students is between 12 and 19 years old. The average class size for F.1 - F.5 and F.6 - F.7 are 40 and 30 respectively.

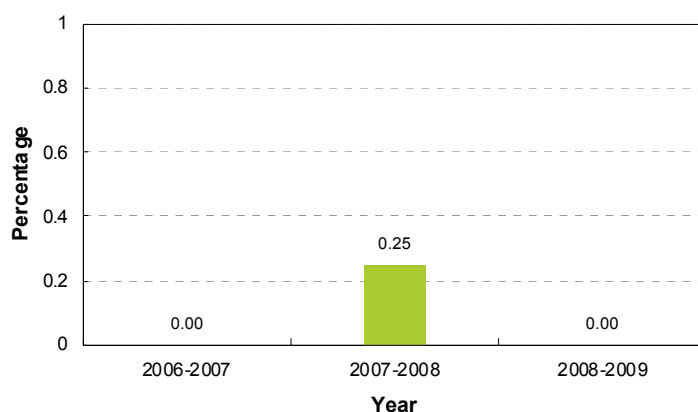
Number of Operating Classes

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	3	3	31

Number of Students

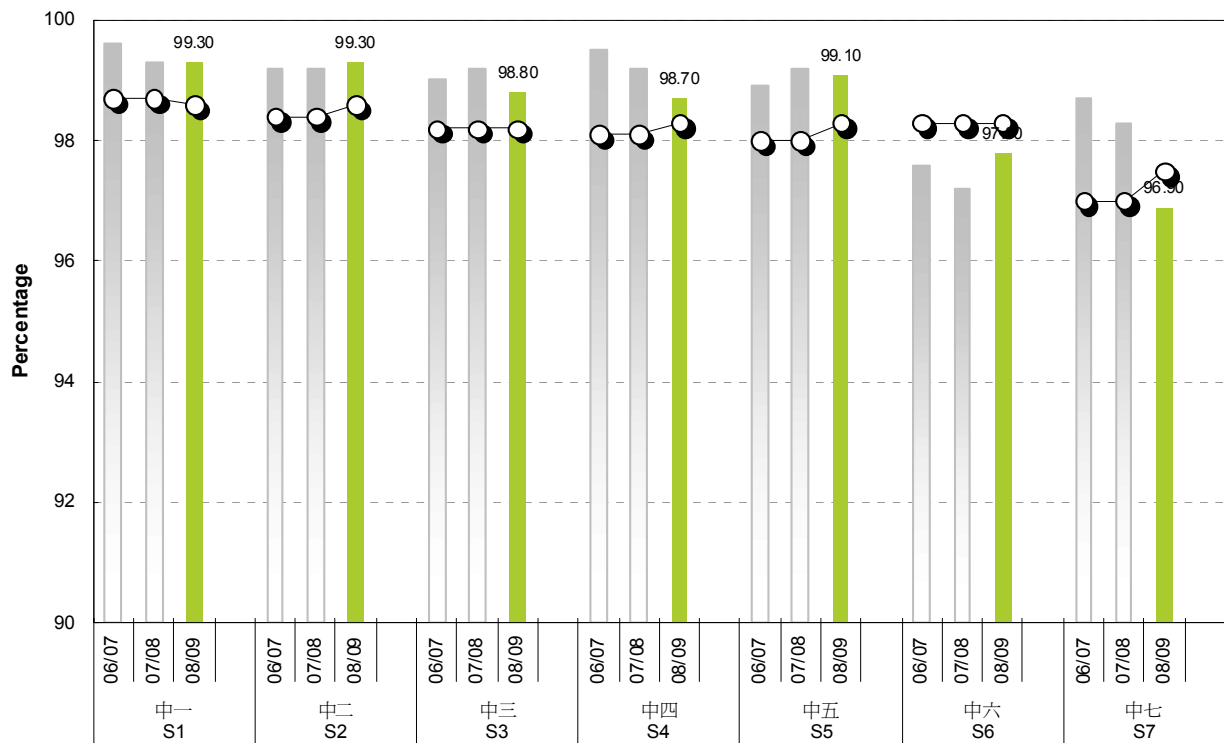
Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	200	200	217	213	193	100	78	1201

Unfilled Places



left: Annual Swimming Gala (12 Sept 08); middle: School Opening Mass (26 Sept 08); right: Dress Special Day (30 Sept 08)

Students' Attendance

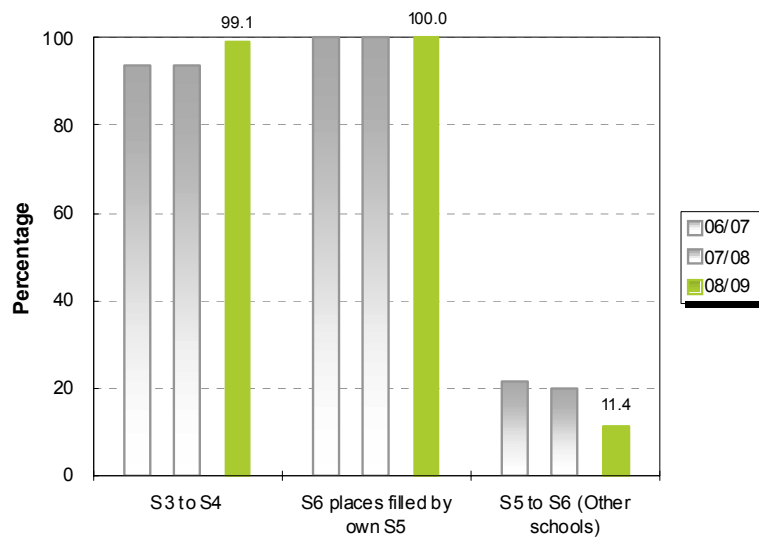


The white dots on the chart represent the territory mean.



left: Recruitment Week (6-10 Oct 08); middle: Cheering for Inter-school Swimming Finals (16 Oct 08); right: Inter-school Swimming Competition (17 Oct 08)

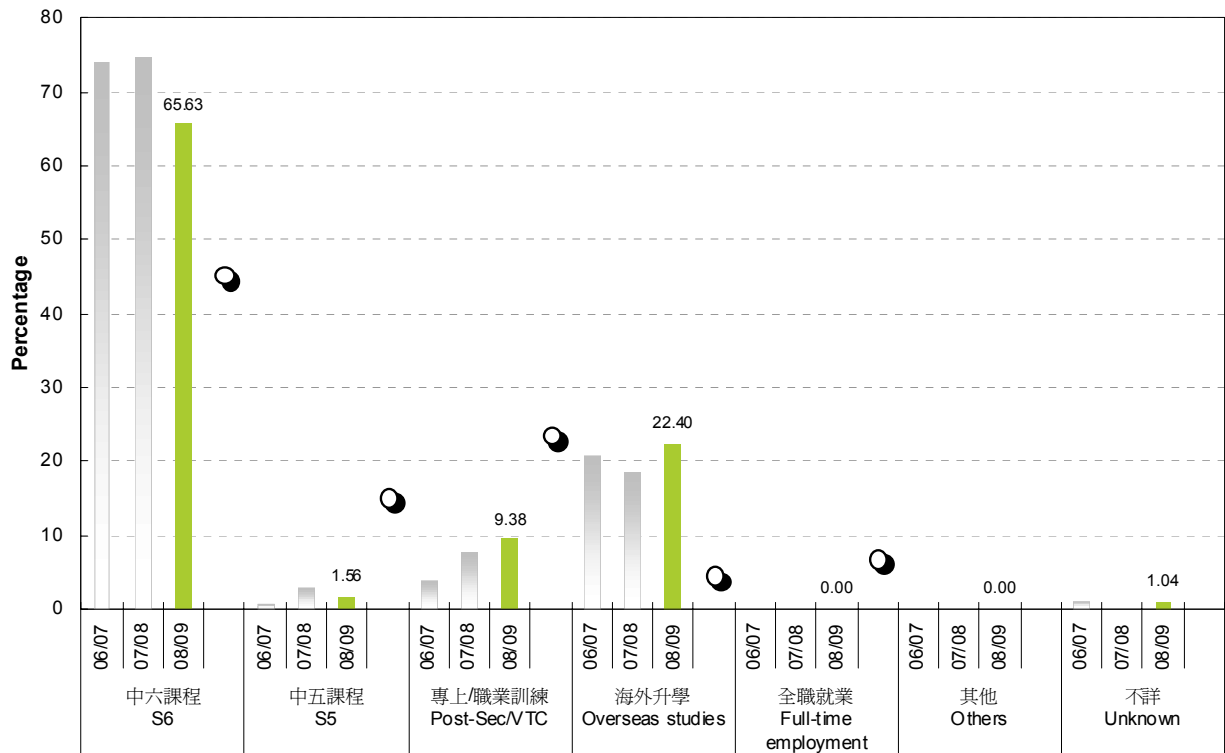
Promotion



left: Inter-school Swimming Competition Prize Giving Ceremony (22 Oct 08); middle: Academic Prize Giving Day (2 Nov 08); right: F.1 Games Day (3 Nov 08)

Destination of Exit Students, Including Early Exits

Most of our F.5 graduates continue their studies locally and about twenty percent of them study abroad. The destination of F.5 graduates in the past three years:

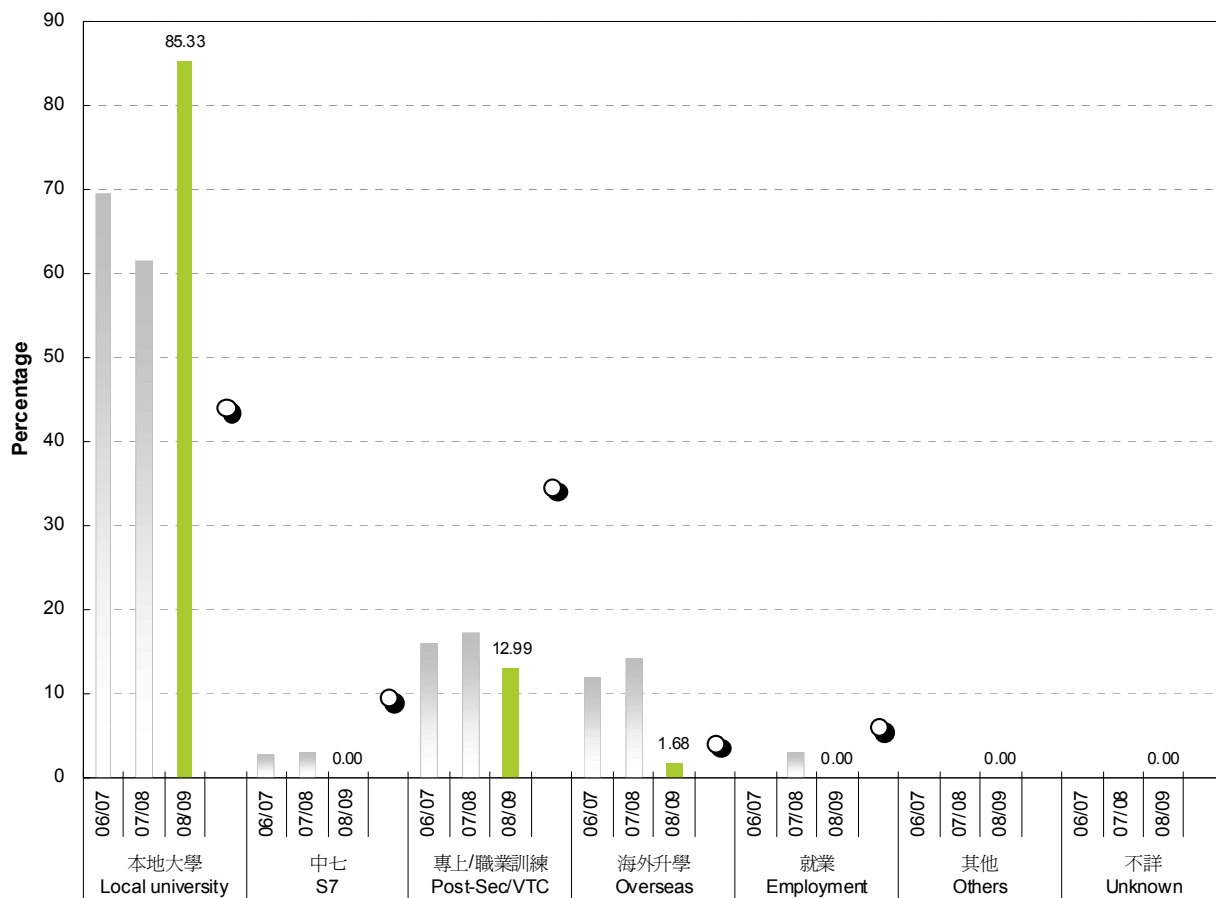


The white dots on the chart represent the territory mean.



left: Green & White Walkathon (8 Nov 08); middle: Inter-school Water Polo Competition (8 Nov 08); right: Cross Country Race (13 Nov 08)

Most of our F.7 graduates continue their tertiary education locally and about ten percent of them study abroad. The destination of F.7 graduates in the past three years:

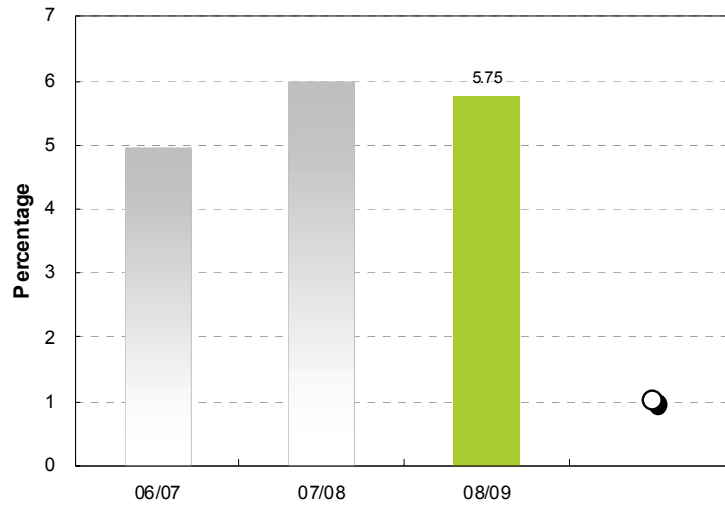


The white dots on the charts represent the territory mean.



left: Annual Athletic Meet (Heat) (17 Nov 08); middle: Counselling Team Elderly Service (26 Nov 08); right: Christmas Concert (22 Dec 08)

The percentage of early exits for all levels in the past three years:



The white dots on the charts represent the territory mean.



Left: Green & White Ball (26 Dec 08); middle: Junior Committee Training Camp (28-30 Dec 08); right: Annual Athletic Meet (Final) (8 Jan 09)

Student Support

Through our school motto “LABORE ET VIRTUTE”, the spirit of our school is well manifested. We educate students in areas of moral, intellectual, physical, social and aesthetic development by providing them with learning opportunities and experiences in different subjects, extra-curricular activities, activities organized by the Board of Value Education, the Counselling Team and the Moral and Civic Education Team.

For students with outstanding academic performance, various scholarships and prizes are offered. Small-class teaching is adopted in the teaching of Chinese, English, Mathematics, Liberal Studies, French, Computer Literacy, and Business Fundamentals from F.1 to 5.

In order to address students with different learning abilities and learning needs, we launch the Student Support Scheme and dual form teacher system for F.1 and 2 students, the Big Brother Scheme to help new students, the F.1 Orientation Programme to help F.1 students to familiarize themselves with a new environment, and the Summer Class and the Mentoring Programme to provide assistance to students in need. Special Chinese Language programme is organized for French students to enable them to sit the GCE, GCSE and IGCSE Chinese examination.

Gifted education programmes are provided for students who are talented in specific areas. Special training sessions for these students are held regularly and outstanding students are nominated to take part in the Hong Kong Mathematics Olympiad, Hong Kong Physics Olympiad and Hong Kong Olympiad in Informatics. Over the years, our students performed very well and obtained very good results in these competitions. Last year, one student from F.6 was selected to represent Hong Kong in the Chinese Mathematics Olympiad and he performed so well that he was awarded a bronze medal. Gifted students are also selected and referred to the Support Measures for the Exceptionally Gifted Students organized by the Gifted Education Section of the EDB and the training courses conducted by the Hong Kong Academy for Gifted Education.

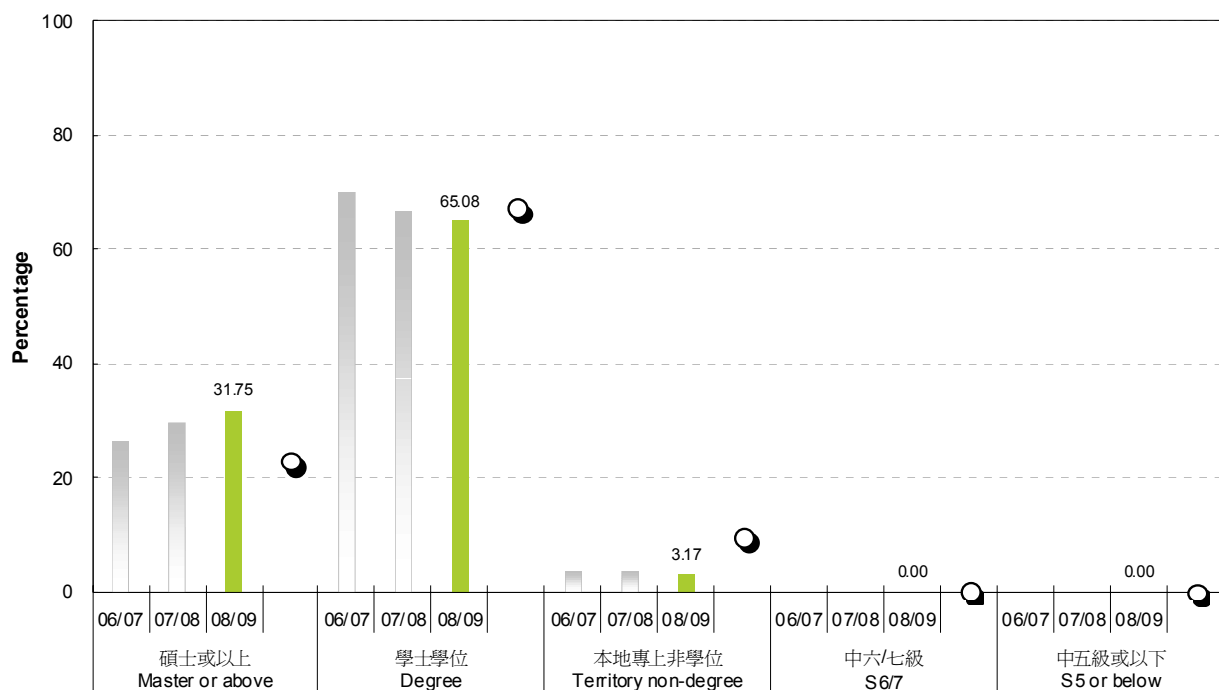
OUR TEACHERS

Qualification

Composition of Teaching Staff in the Past Three Years

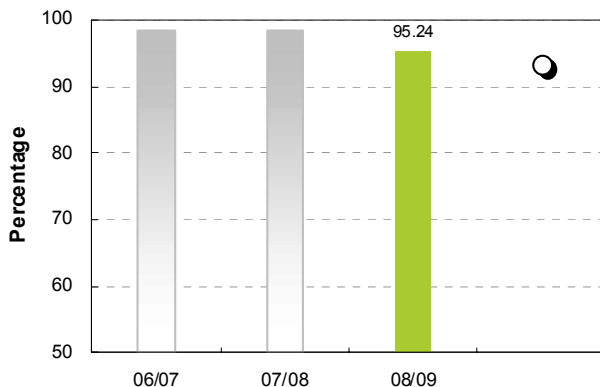
Posts	06/07	07/08	08/09
Principal	1	1	1
Vice-Principals	2	2	2
Careers Mistress	1	1	1
Counselling Mistress	1	1	1
Discipline Master	1	1	1
ECA & Sports Master	1	1	1
Classroom Teachers	52	52	52
Music Teacher	1	1	1
Visual Arts Teachers	2	2	2
Librarian	1	1	1
Total	63	63	63

Percentage of Highest Academic Qualifications Attained by Teachers

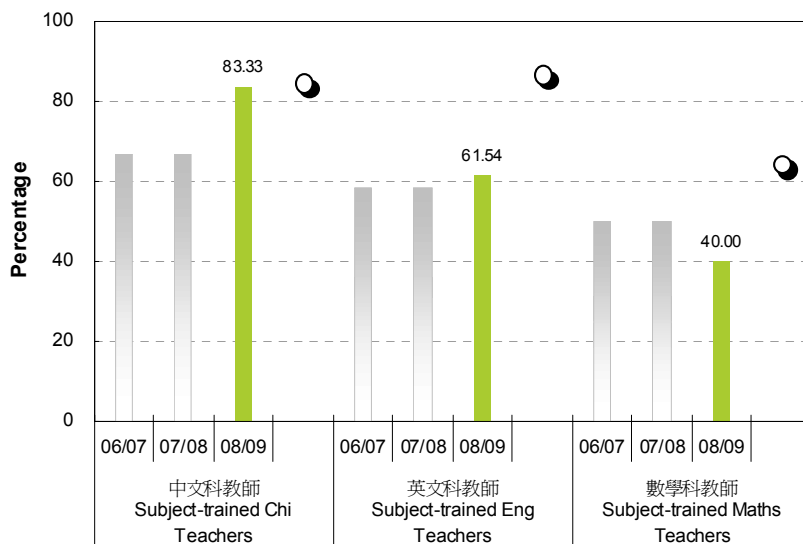


The white dots on the charts represent the territory mean.

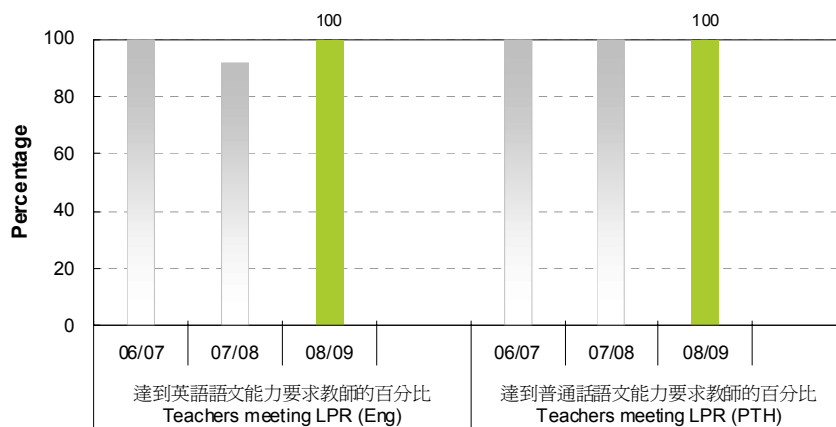
Percentage of Professionally Trained Teachers



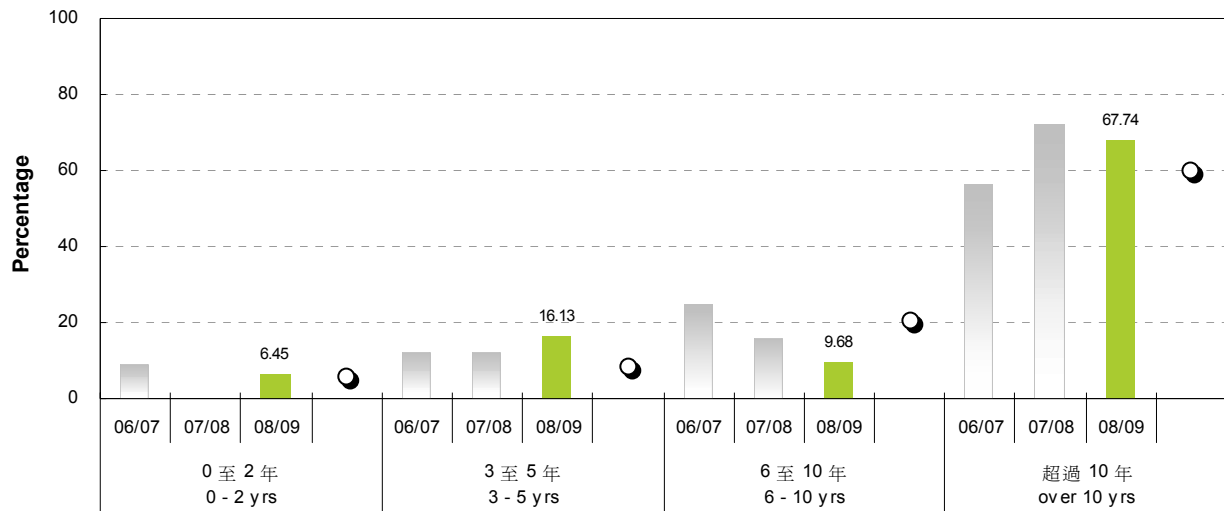
Percentage of Subject-trained Teachers



Percentage of English and Putonghua Teachers with LPR



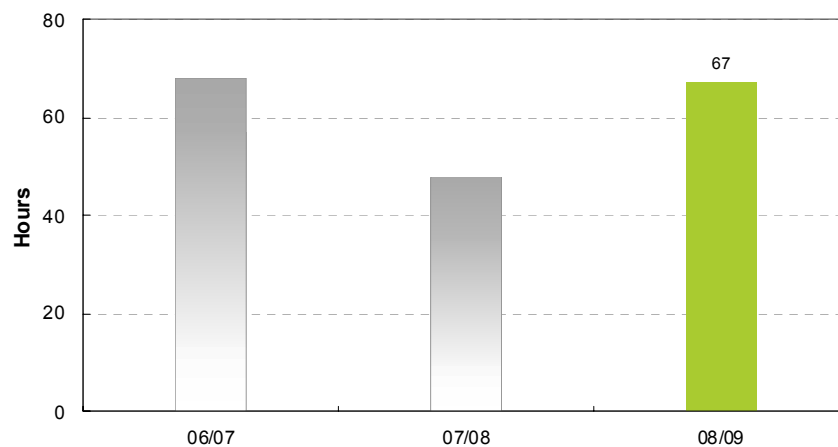
Teachers' Experience



The white dots on the charts represent the territory mean.

Professional Development

No. of CPD Hours Undertaken by the Principal



Three Staff Development Days were held in 2008-09 with the aim of improving teachers' teaching skills and teaching quality. Besides nominating teachers to attend courses and seminars organized by the EDB, teachers are strongly encouraged to pursue postgraduate studies.

LEARNING AND TEACHING

English is the medium of instruction in the school. In order to enable students to have a balanced development in English, Chinese and Putonghua, the Language Policy Committee has closely coordinated the development of these language subjects in the past years. With the clear goal of nurturing and developing individuals who are both bi-literate and tri-lingual, activities like reading schemes for Chinese and English, participation in the Hong Kong Schools Speech Festival, open debating competitions, story-telling competitions, English summer camp in the UK and Putonghua summer camp in Beijing are held annually.

Apart from placing strong emphasis on students' language competency, bi-literacy and tri-lingualism in particular, the school makes every effort to foster a holistic and all-round development of individuals. A variety of activities and opportunities, such as exchange programmes, sports, music and leadership training, IT development and art workshops are offered. Our ECA not only enrich students' school life but also provide them with opportunities to acquire various OLE. We endeavour to nurture in our students an active and responsible learning attitude, cognitive thinking skills, social awareness, sense of responsibility and the commitment to serve our community.

In order to promote students' reading habit and enable them to become life-long learners, we offer the R.E.A.D. scheme (a self-reading scheme), reading award schemes, extensive reading schemes and good book sharing sessions. In addition, book exhibitions are held regularly to promote students' expose to reading habit.

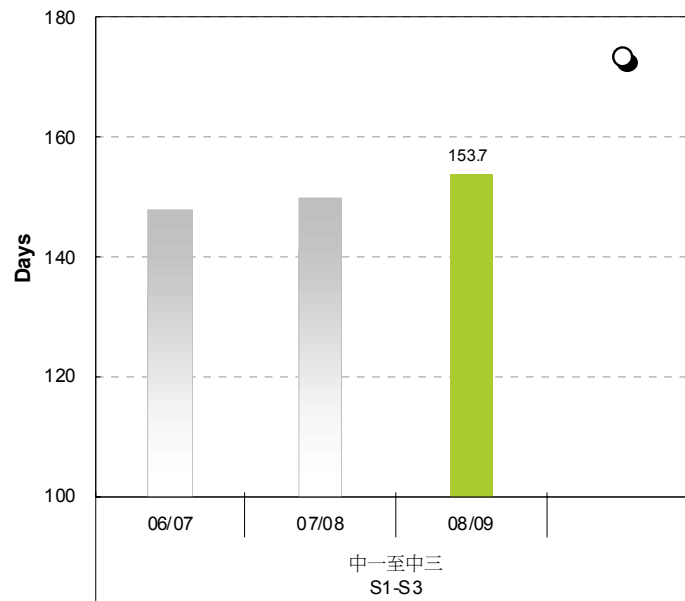
The results of our students in HKCEE 2009 and HKALE 2009 have been well above the territory average, with the 2008-09 HKCEE results ranked the fifth best over the past twenty years. 12 students obtained 6 distinctions or above, of whom all are eligible for the Early Admission Scheme (EAS).



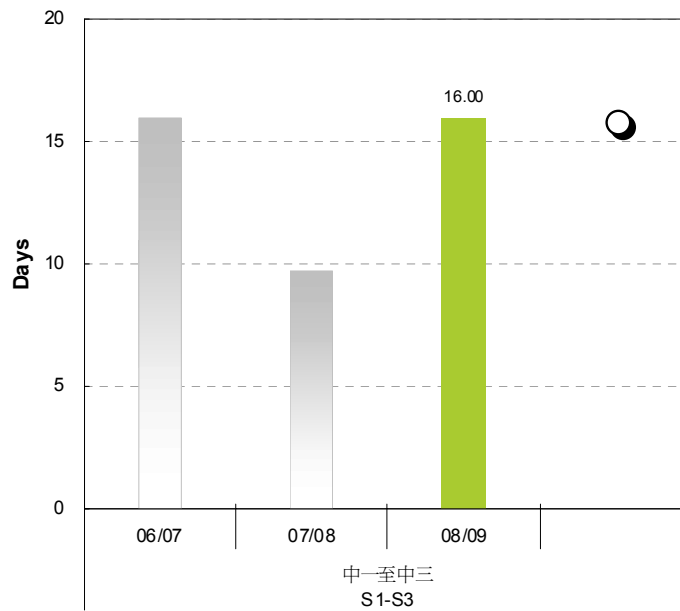
left: F.1 ABC CAMP (9 Jan 09); middle and right: Students' Festival (12-23 Jan 09)

Number of Active School Days (S1-S3)

No. of Days in a School Year with Regular Classes



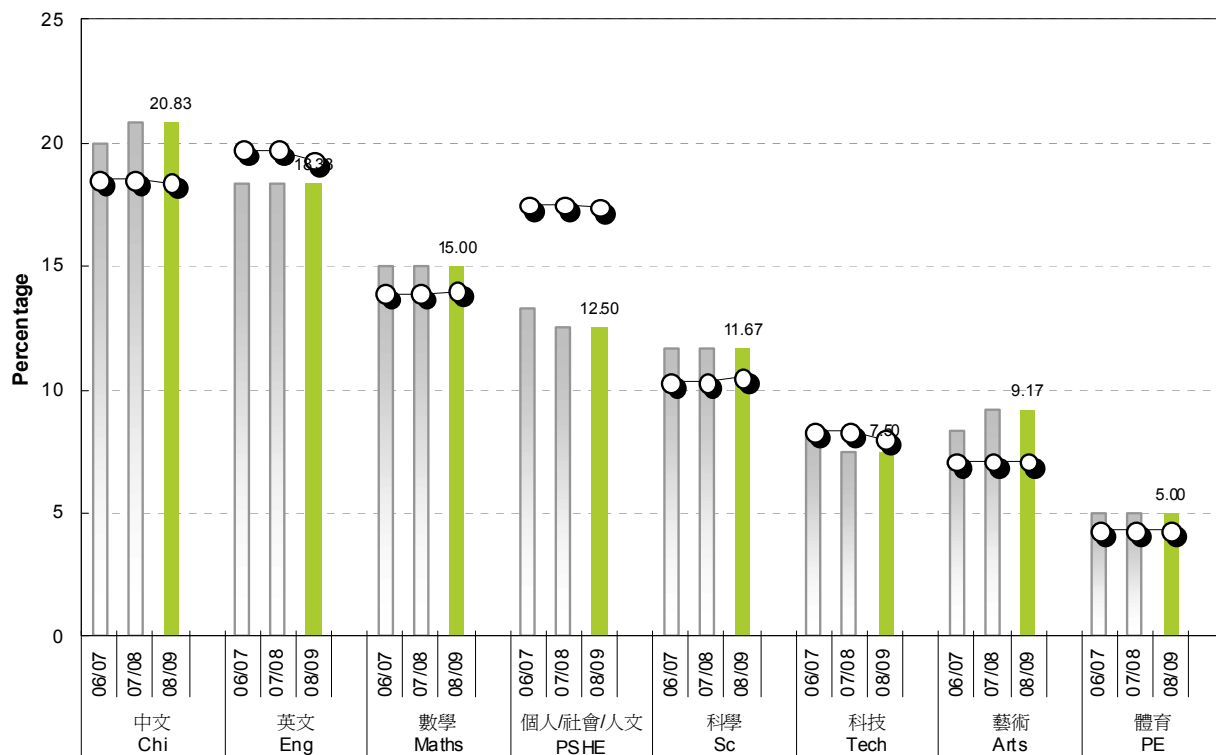
No. of Days in a School Year with Learning Activities



The white dots on the charts represent the territory mean.

Lesson Time for the 8 Key Learning Areas (KLAs) (S1-S3)

Lesson Time Allocated to the 8 KLAs



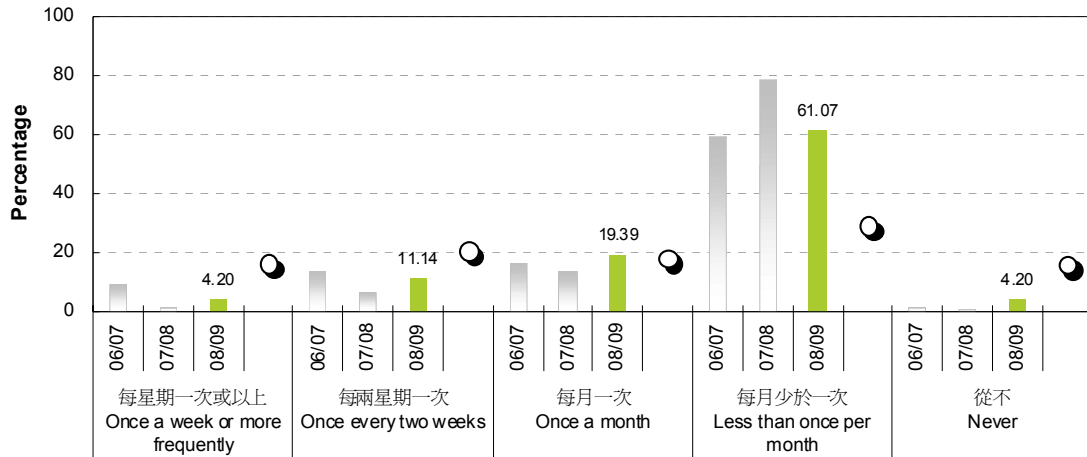
The white dots on the chart represent the territory mean.



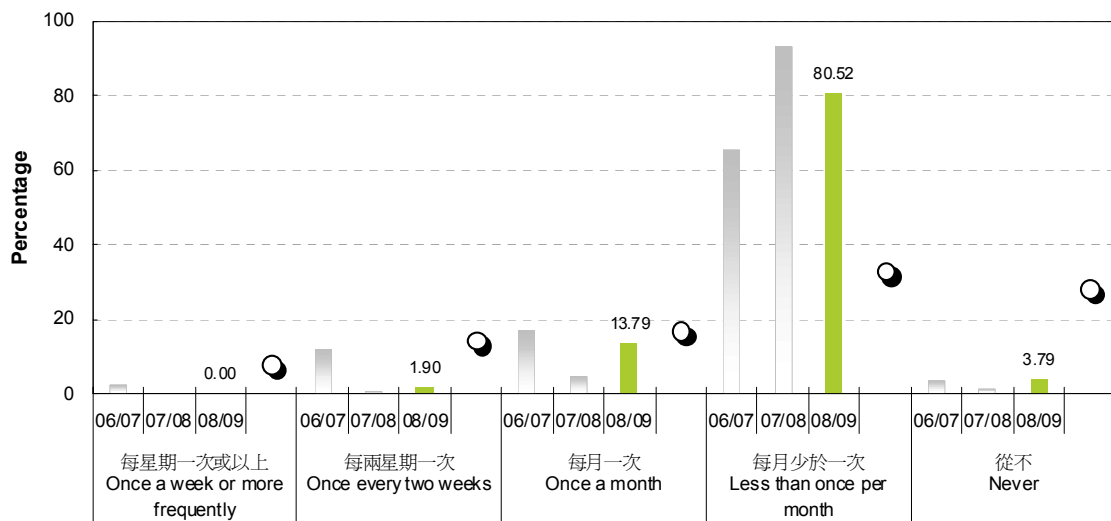
left: Book Exhibition (15-16 Jan 09); middle and right: Religious Festival (9-13 Feb 09)

Reading Habit

Students' Frequency of Borrowing Reading Materials from the School Library



S1 – S3



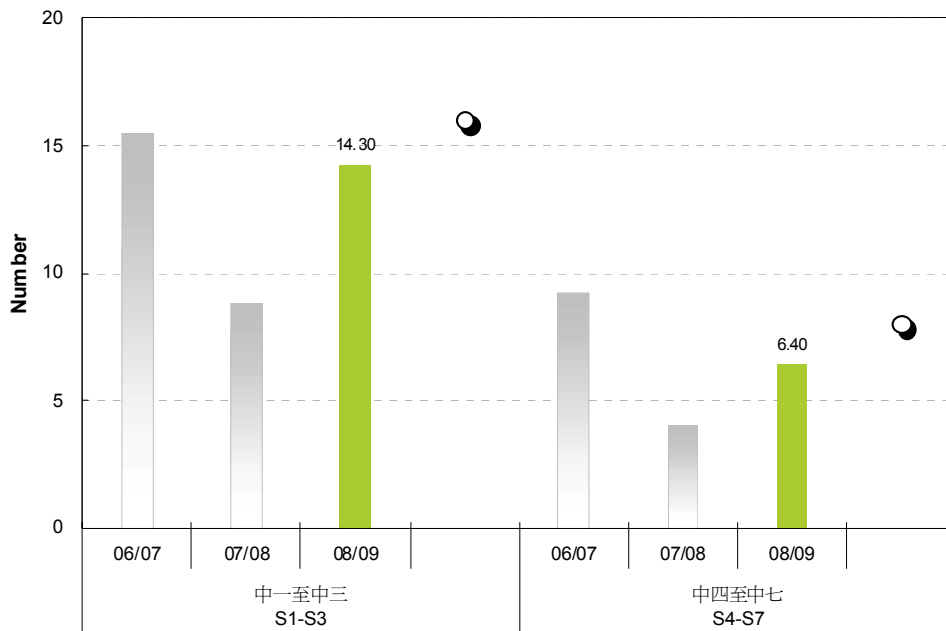
S4 – S7

The white dots on the charts represent the territory mean.



left, middle and right: 134th Green & White Day (22 Feb 08)

Average No. of Reading Materials Borrowed from the School Library Per Student Per Year



The white dots on the chart represent the territory mean.



left: Melodica Band and Ensemble Champion (3 and 16, Mar 09); middle: Inter-school Athletic Competition (10 Mar 09); right: St. La Salle Feast Mass (1 Apr 09)

ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS

Priority Task 1: Develop students into global, independent and intelligent learners

We believe that success in school means more than good examination results. Students must learn how to learn, how to think and how to live virtuously. We believe that many of our students are potential leaders. We aim at empowering them with global vision, better communicative skills, flexible relationships, adaptability to changes, ability to be engaged in learning anytime, anywhere and ability to move across culture.

Achievements

1. STUDENTS' EXPOSURE

- 1.1 We have been very successful in bringing our students into contact with the outside world through a lot of life-wide learning programmes like careers talks, study trips, community services, job shadowing, as well as inter-school and international competitions.
- 1.2 In Physics, about twenty S4 and S5 students were trained for the Hong Kong Physics Olympiad. Our students got a first prize and a second prize, which helped the school to be one of the top ten schools to capture the Best School Award in the Hong Kong Physics Olympiad 2009.
- 1.3 In Mathematics, a S6 student got a bronze medal in the Chinese Mathematics Olympiad. As an evaluation, we noticed that many team members could not attend the training sessions because of other commitments. In future, trainings should be conducted on Saturdays instead of during lunch hours.
- 1.4 Students are encouraged to take part in inter-school competitions of various kinds and they usually achieve very good results. No matter whether they could capture any award or not, the experience was invaluable to them.
- 1.5 The SJCOBA established the Legal Chapter in Feb 2009 to help our students to know more about the legal field. This year about 60 students were benefited from joining various job-shadowing schemes and staying with their "employers" for one week.
- 1.6 255 students joined various study trips to London (73), Paris (14), Guangzhou (28), Kuala Lumpur (16), Beijing (44) and Hunan (80).
- 1.7 Promoting self-reading is one of our major strategies to increase students' exposure to the outside world. This year we rescheduled the reading period to the 8th period on Monday and new strategies were introduced to improve its effectiveness. Judging from

the data obtained through observations, teacher interviews and student questionnaire survey, the response to the new arrangement was positive.

- 1.8 On top of the conventional careers and guidance talks given to S3 and senior form students, the Careers Section organized a Careers Counselling Workshop for all S2 students on 11th July 2008 to introduce them to the working world and alert them to think about their careers plans. The Boys' and Girls' Club Association of Hong Kong sent a team of five social workers led by Mr. Tang Wai Hung to conduct the workshop. The whole workshop, though brief, served the aim of helping students to plan their future career paths. Yet the timing of the workshop was not that appropriate. Similar activities should be arranged at some other time in future so as to avoid clashing with other activities in the post-examination period.
- 1.9 With the development of the "Distance Learning Classroom", distance learning strategies began to take root. It opened up the chances for our students to communicate with people in other parts of the world.
- 1.10 We promoted student exchange programmes. On 20 April 2009, thirteen S4 students visited Shenzhen Hong Ling Middle School and attended lessons there. In January 2009, we had French student exchange with DBS.

2. MORAL & CIVIC EDUCATION

- 2.1 The Adolescent Health Programme, jointly organised with the Department of Health, was smoothly extended to S3. The Department of Health expressed that students in S1-S3 all showed better understanding of their physical and character development through the Basic Life Training Skills Programmes.
- 2.2 Starting from this year, we introduced Junior Police Call to all F.1 students. With the talks, visits, games and interactive activities, we wished to train our students to be righteous and law-abiding citizens. The feedback showed that our students learned the right attitude and values by participating in these activities.

3. PROJECT LEARNING

- 3.1 A teacher was appointed to take care of project learning and a whole-school cross-curricular approach was adopted. With this new TIC and the new approach to project learning, we saw great improvement in this area. A Three Year Project Learning Plan (for F.1-3) was drawn up to guide the cross-curricular project-learning activities from 2008-09 to 2010-11.
- 3.2 Judging from the assessment results (more than 50% students got Grade C and above), as well as the feedback from the students (about 80% students agreed that there was improvement in their generic skills, about 60% students said they enjoyed project

learning), we considered our aim well achieved.

4. CLASSROOM CURRICULUM (English drama and language arts programme)

- 4.1 With the help of the special grant "Additional Support for Schools Adopting English Teaching", we started the English drama and language arts programme in 2007-2008 and extended it to S2 this year.
- 4.2 According to our survey, students in general agreed that drama teaching helped to enhance their confidence in English speaking and their ability to interact with their classmates and teachers in English. This was also reflected in their performance in oral examination since over 98% of the students achieved a passing rate in their assessment. In addition, there was also a significant surge in the number of students participating in the Speech Festival, especially in the Dramatic Scene and Dramatic Duologue event. In the last two academic years, we had over 300 entries in total with the majority being junior-form students.

5. INTEGRATED HUMANITIES

- 5.1 We started to implement the Integrated Humanities Curriculum in 2007-2008. In the last two years, we received school-based support service from the EDB. With their help, we developed the school-based S1-3 IH curriculum.
- 5.2 The IH teachers agreed that adopting the school-based curriculum was worthwhile because its approach encouraged generic skills and paved way for students to study Liberal Studies in the NSS curriculum.
- 5.3 Students generally agreed that, with IH, they could learn more about the world around them and were able to apply what they had learned to real life situations. Some students also pointed out that they could acquire and practice generic skill that could not be learned from textbooks.

Reflections

1. We consider we have fully achieved the targets, although further improvements are required in certain areas. Most of the jobs listed above will be treated as routine work in the future.
2. We have planned to use Putonghua as the language medium to teach Chinese language in two classes in S2 and S3 in 2009-2010. We will also introduce a French class after school to our coming F.1 students.
3. The Legal Chapter is a success. In the near future, SJCOBA will also set up the Medical Chapter as well as the Finance and Banking Chapter.
4. We are still seeking more links with the external community for the implementation of the NSS curriculum.

5. The school has made commendable effort in promoting Reading to Learn through a whole school approach. However, more strategic efforts could be made to further foster a more pleasurable reading atmosphere among students. We have recruited one more English teacher in 2009-2010 to promote the “reading to learning” culture in the school.
6. The moral and civic education programmes are effective in nurturing positive values and attitudes in students, but we need to arouse students’ awareness of national identity. The school would consider devising appropriate strategies to enhance students’ understanding of the people, culture and development of Mainland China and foster their love to the mother country.
7. We will extend the Junior Police Call programme to S2.

Priority Task 2: Empower teachers to meet the changing professional challenges

Our teachers should teach with their hearts. They should be dedicated to the school vision and mission, committed to the on-going educational reforms, willing to sharpen their understanding and mastery of teaching and assessment strategies and be prepared to take up responsibility posts in SJC.

Achievements

1. STUDENTS’ LEARNING DIVERSITY (SEN)

- 1.1 To support students with special educational needs (the gifted students and students with learning difficulties alike), teachers from various panels attended seminars, workshops and experience sharing sessions conducted by the EDB to enhance their knowledge and skills.
- 1.2 This year we had six teachers attending the 30-hour Basic Course on Catering for Diverse Learning Needs and one teacher attending the 90-hour Advanced Course on Catering for Diverse Learning Needs. Two teachers, one from the Chinese panel and one from the English panel, attended the course for language teachers in handling students with Speech and Language Impairment.
- 1.3 We nominated three teachers to attend the 90-hour Advanced Course on Catering for Diverse Learning Needs, but only one was admitted by the EDB. We expect that the other two could complete the course by 2011-2012.

2. LIBERAL STUDIES

- 2.1 We assigned a panel head for NSS Liberal Studies two years ago. In the last two years, we have been working hard to work out the curriculum framework, deploy the teaching force, develop staff training policy, schedule work progress and assign supportive

measures.

- 2.2 Measuring against the success criteria, we found that we could achieve all our objectives by recruiting seven teachers completing the LS professional training, setting up the teachers' reference library and finalizing the curriculum and assessment criteria plans.
- 2.3 As LS is a new curriculum, there will still be a lot of planning and preparation work lying ahead. In 2009-2010, we will receive school-based support service from the EDB to help us to develop the NSS Liberal Studies curriculum.

3. SMALL CLASS TEACHING

- 3.1 We had practiced small class teaching in Chinese, English and Mathematics in S4 for four years and in S5 for three years. We took small class teaching so seriously because there was wide diversity in the learning ability among our students since the reduction of student banding from five to three.
- 3.2 As a policy, we required the teachers practicing small class teaching to attend workshops on small class teaching to improve their teaching skills and strategies.
- 3.3 According to teachers' reports, there has been marked improvement in the academic performance of the low achievers in all the three subjects after adopting the small class teaching approach.
- 3.4 There were some interesting findings from the survey on students' attitude towards small class teaching. We found that students generally held a neutral attitude towards small class teaching although they did agree that there were better teacher-student and student-student relationship. These findings are valuable for future exploration and planning.

4. NSS PREPARATION

- 4.1 Being the year just before the actual implementation of the NSS curriculum, we intended to enhance the smooth interface between the junior and senior secondary curricula.
- 4.2 It was a very busy year for our teachers. When evaluating our work against the success criteria, "to establish good communication with students and parents on the NSS curriculum", "to finalize the choice of elective subjects", "to finalize the choice of modules for respective subjects", "to review and monitor school-based assessment development in individual subjects", "to improve programmes introduced for OLE", "to review and restructure the timetable to accommodate the different requirements for the NSS curriculum", "to finalize staff deployment and development" and "to finalize their terms of office for SU and other ECA", most of the requirements were met.

Reflections

1. In evaluating our work, we find that all the jobs defined in this area require further follow-up work and in turn they will have strong bearing on our next development plan because:
 - (a) NSS is a major education reform and a lot of changes and challenges ahead especially in the double cohort year;
 - (b) we need to cater for the diversified learning ability of our students due to the decline in student population.
2. In order to meet the challenges of the changing environment, it is vital to rely on the continuing professional development (CPD) of our teachers. We are glad to see that the culture of continuing professional development has already taken root in our school.

Priority Task 3: Uphold school ethos and maintain the Josephian (Lasallian) culture

We believe that in this turbulent world, change and seeking for change is inevitable. Although strategy, structure and systems are all important, the core matter is always about changing the attitude of people. Our school aims at extending our care to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

Achievements

1. EXTRA-CURRICULAR ACTIVITIES (Documented with the I-Portfolio system)

- 1.1 With the requirements of the NSS student portfolio in mind, we determined to implement an even more aggressive project three years ago. Students' ECA and OLE involvement inside and outside the school will be documented systematically for their whole school life in SJC. This strategy proved to have a strong impact on reporting as well as promoting students' life-wide learning activities.
- 1.2 In this third year with the I-Portfolio system, we had over 600 students' data in the server. The first batch of students, who started to document their own profiles when they were in S1, had their own profiles extended from S1 to S3. The system functioned well and seemed to be an effective device for achieving our goals.
- 1.3 We rated our practice a great success.

2. FORM 1 ORIENTATION PROGRAMME

- 2.1 The enhanced Form1 Orientation Programme aimed at helping our new S1 students to understand the school culture and ethos and prepare them for their secondary school

life. The programme was held from 25th to 27th August 2008.

- 2.2 In one of the talks delivered to our S1 newcomers, we invited two police officers to talk on bullying. The talk covered the definition of bullying, its harmful effects and the legal consequences. We found that the talk was especially impressive to the students. Talks like this are helpful to build up a harmonious school environment.
- 2.3 According to the comments of the teachers involved, as well as the response and feedback of the students, the activities could generally be rated as good and well received by the students. Our S1 students were given a good head start in adapting to a new environment and curriculum.

3. COMMUNITY INVOLVEMENT

- 3.1 In this year, various social service groups, uniform groups, student bodies, student librarians, class prefects and class representatives organized a lot of community services inside and outside the school. Our S3 students, through the Reading Buddy Scheme, served the primary students of St. Joseph's Primary School and King's College Old Boys' Association Primary School. These activities provided learning opportunities beyond the boundary of the classroom and textbook. It also promoted positive values, interpersonal skills and inter-generation harmony.
- 3.2 Service training programmes were provided for F.1-3 students. According to our survey, the communication skills workshop was well organised. Most students were satisfied with the contents and agreed that the workshop served its purpose.
- 3.3 According to our ECA records, 928 students or 77% of the total student population committed themselves to community service. This served to show that our students were actively involved in community service.
- 3.4 In this year, 73, 25 and 17 students received the Gold, Silver and Bronze Awards issued by the Social Welfare Department respectively. 12 of our junior students, who actively participated in the services provided by the Elder Academy, gained the Service Award issued jointly by the Labour and Welfare Bureau and the Elderly Commission. By organizing and providing community services for more than 24,000 hours, the school was granted the Gold Award to honour its effort in promoting and organizing community services by the Social Welfare Department of HKSAR.

4. PASTORAL SUPPORT (The Student Support Scheme)

- 4.1 We started this scheme in 2007-2008. In this year, we expanded it to include both S1 and S2 students in the scheme. Just like last year, we arranged two form-teachers for each class.
- 4.2 In the last two years, most teachers adopted a positive attitude towards the scheme and

worked enthusiastically, seeing it an important means to provide care and pastoral support to students. In return, they knew more about the students and their backgrounds.

- 4.3 The scheme was rated as successful. Areas for improvement were also located which includes: improving the questioning technique of the teachers, deferring the deadline for the first meeting to end of January, building up good relationship to gain the trust of the students and getting more students' information before the meeting.

5. MENTORING SCHEME

5.1 We started the mentoring scheme in 2007-2008. Under the Mentoring Scheme 2008-09, thirty-two Form 6 students were invited to serve as Mentors, who gave tuition to lower form students (S1-4) between October 2008 and May 2009. The duration of each session was about 1 hour 15 minutes. Lower form students were recommended by their counselling teachers and form teachers to join the scheme.

5.2 The majority (67%) of the Mentees recognized the scheme as really useful and successful. A Mentee of Form one commented that the scheme has helped him to improve his thinking skills, learning methods and also important examination techniques. Another Mentee commented that the scheme helped him a lot in improving Mathematics knowledge and obtaining better results in the examination. Furthermore, he has also learned a lot of scientific knowledge from the Mentor.

5.3 In general, Mentors believed that the Mentoring Scheme was beneficial to both the Mentors and the Mentees. For the Mentors, as senior students, they were familiarized with the junior form curriculum and could teach the subject knowledge, learning methods and attitudes to the Mentees effectively. At the same time, both the Mentors and the Mentees could build up and maintain a close relationship with each other.

5.4 The TIC of this scheme recognized the mentoring scheme as successful and useful. Areas for improvement were spotted, which includes extending the lesson time from 75 to 90 minutes per session, providing some basic training to the Mentors, providing more information including the updated teaching syllabus and Mentees' learning background to the Mentors, etc.

Reflections

1. Our aims are well achieved and we noticed that:
 - (a) the I-Portfolio system is successful and is ready for recording the performance of our NSS students;
 - (b) the student support scheme is very encouraging and it shows us the direction to go forward;
 - (c) with only one public examination after S6, the NSS curriculum will open up more

space for the school, the teachers and the students;

- (d) the mentoring scheme benefits both mentees and mentors because the mentees can learn from the mentors and the mentors can develop their communicating, inter-personal and leadership skills;
- (e) peer-learning should be developed to encourage students in the same form to learn from each other.

2. Yet there are still areas to be strengthened because:

- (a) some of our students do not show enough interest in their study, especially in reading to learn, as reflected from the APASO survey;
- (b) some of our students do not show enough respect to teachers and there is room for further improvement in terms of students' moral values, ethical standards and ability to overcome stress and emotional problems;
- (c) further effort is required to encourage the less motivated students to take an active part in life-wide learning activities;
- (d) there are more and more single-parent students in the school;
- (e) according to the Annual Report of the Counselling Team, a total of 72 cases were handled by the counselling teachers in 2008-2009 and the social worker, Ms. Ruth Ng, also handled 53 cases, with most of the cases related to learning and conduct problems, family problems and study problems.



left: Internal Talent Quest (11 Apr 09); middle: St. Joseph Feast Mass (29 Apr 09), right: Counselling Team Sex Education Workshop (4 May 09)

FINANCIAL SUMMARY

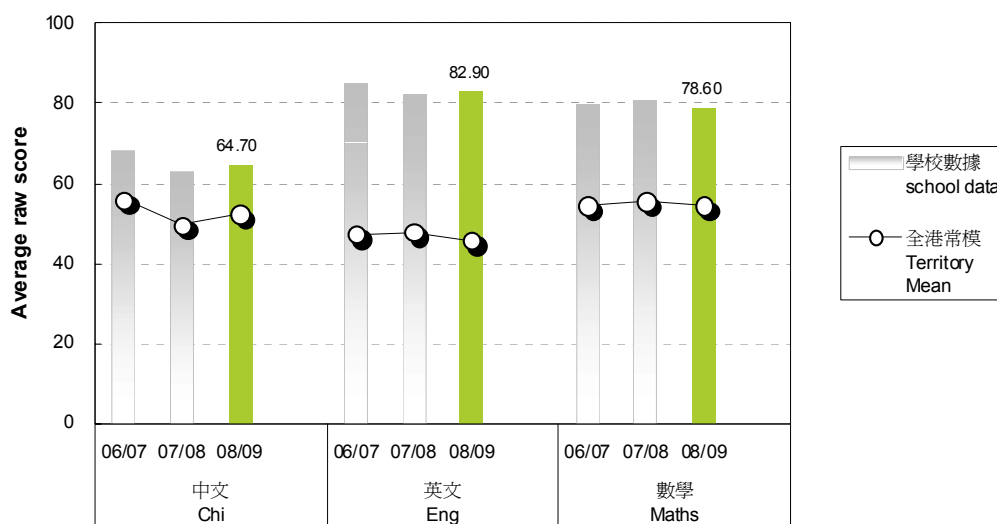
	Income (\$)	Expenditure (\$)
I. Government Funds		
(1) OEBG Grant		
(a) General Domain		
(1) Admin. Grant	3,402,585.00	3,147,253.00
(2) School & Class Grant	691,828.00	1,036,810.50
(3) Subjects Grants (All subjects)	644,717.00	477,572.35
(4) Other Grants	471,228.00	349,728.00
<i>Sub-total</i>	5,210,358.00	5,011,363.85
(b) Special Domain		
(1) Capacity Enhancement Grant	463,100.00	444,405.00
(2) Other Grants	34,887.00	29,826.20
<i>Sub-total</i>	497,987.00	474,231.20
(2) Grants outside OEBG		
(1) Teacher Professional Preparation	500,000.00	127,226.00
(2) Non-recurrent (including Rent & Rates, IT facilities, Electronic Learning Credits)	298,905.00	287,327.00
<i>Sub-total</i>	798,905.00	414,553.00
(3) Composite Furniture and Equipment Grant	456,134.00	531,523.30
<i>Sub-total</i>	456,134.00	531,523.30
II. School Funds (General Funds)		
(1) Subscription/Tong fai	287,700.00	175,608.10
(2) Donations	46,600.00	42,000.00
(3) Fund-raising	0.00	0.00
(4) Collection of fees for specific purposes (including electric charges for air-conditioning)	299,750.00	205,931.00
(5) Others	154,560.00	0.00
<i>Sub-total</i>	788,610.00	423,539.10
Total surplus/(deficit) for the 2008/2009 school year	896,783.55	

Teacher Professional Preparation Grant (2008/09)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			728,298.00
Grant received	500,000.00		
Salaries for : 5 teachers		1,249,605.00	
Allowance for helpers		21,621.00	
Balance c/f	500,000.00	1,271,226.00	(42,928.00)
Capacity Enhancement Grant (2008/09)			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance /f			118,782.03
Grant received	463,100.00		
Salaries for : IT technician		257,040.00	
: Library assistant		117,180.00	
English Department:			
Oral and speech training		5,000.00	
Debate		6,588.00	
School-based asesment		27,328.00	
Chinese Department:			
Debate training		300.00	
Allowance for 'Oral' training		21,919.00	
Language proficiency and curriculum planning		9,050.00	
Balance c/f	463,100.00	444,405.00	137,477.03

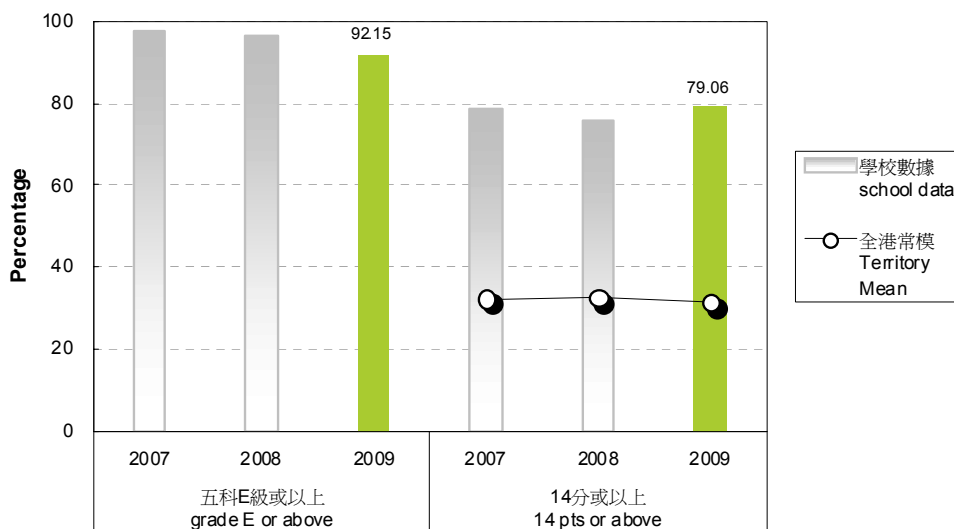
PERFORMANCE OF STUDENTS

HKAT

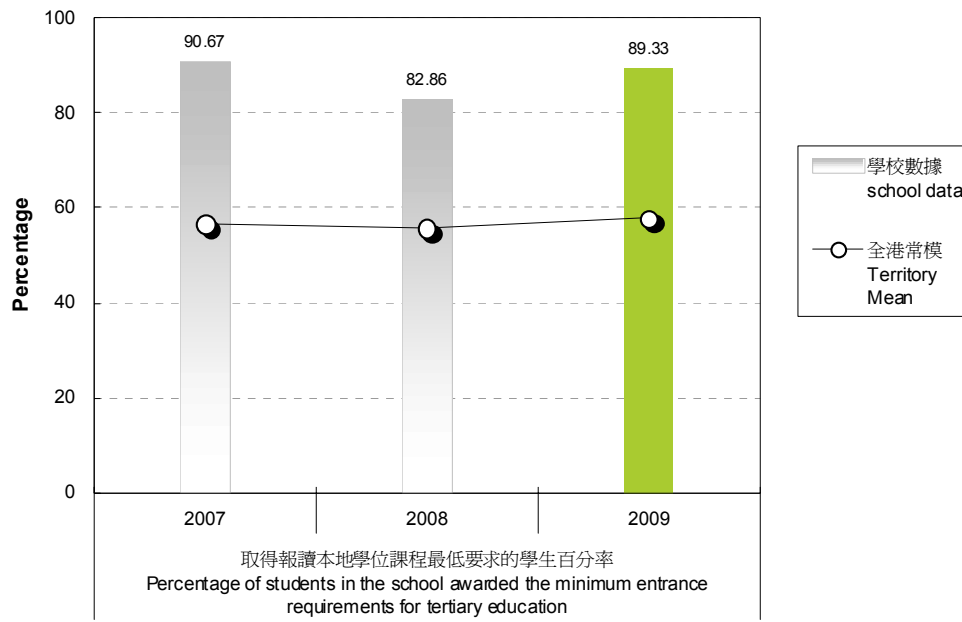
Students' Average HKAT Scores of S1A Test for the Subjects Chinese, English & Mathematics



HKCEE



HKALE



left: Hunger Banquet (16 May 09), middle: ECA Prize Giving Day (27 May 09); right: Green & White Concert (8 July 09)

Achievements and Awards

Nature	Name of Competition / Organization	Award Details		
		2006/07	2007/08	2008/09
Speech Festivals	Hong Kong Schools Speech Festival – English Section	Champion: 4 1 st runners-up: 4 2 nd runners-up: 9	Champion: 4 1 st runners-up: 7 2 nd runners-up: 10	Champion: 9 1 st runners-up: 14 2 nd runners-up: 21
	Hong Kong Schools Speech Festival – Chinese Section	Champion: 3 1 st runners-up: 5 2 nd runners-up: 6	Champion: 1 1 st runners-up: 6 2 nd runners-up: 10	Champion: 4 1 st runners-up: 4 2 nd runners-up: 5
Debating	Chinese Debating Competition (左思右想)	-	Overall 3 rd & Best Debater	Overall 3 rd & Best Debater: 4
	性別觀點辯論比賽	-	-	2 nd runner-up
	Inter-School Internet Real-time Debate Competition – Chinese Section	Champion & Best Debater	2 nd runner-up	-
	Language Committee Debating Programme (Junior Section)	Competition: Overall Champion & Best Debater Day Camp: Best Performance: 3 Best Cooperation: 1 Best Questioning: 1 Overall Champion	-	-
Music	Hong Kong School Music Festival	1 st : 3 2 nd : 3 3 rd : 4	1 st : 1 2 nd : 3 3 rd : 5	1 st : 6 2 nd : 3 3 rd : 1
	Hong Kong Youth & Children Piano Competition	Distinguished Prize: 2	2 nd runner-up	Grade 5
	New Tune Trophy (Chinese Orchestra)	-	Champion: 11	Junior Championship Winner
	International Harmonica Festival	-	-	1 st : 3 2 nd : 2
Sports	Football (Division I) (HKSSF)	A Grade: 5 th B Grade: 1 st C Grade: 1 st Overall: 1 st	A Grade: 6 th B Grade: 1 st C Grade: 1 st Overall: 1 st	A Grade: 4 th B Grade: 3 rd C Grade: 4 th Overall: 3 rd
	Basketball (Division I) (HKSSF)	A Grade: 1 st B Grade: 5 th C Grade: 3 rd Overall: 1 st	A Grade: 5 th B Grade: 1 st C Grade: 1 st Overall: 1 st	A Grade: 5 th B Grade: 5 th C Grade: 2 nd Overall: 2 nd

Nature	Name of Competition / Organization	Award Details		
		2006/07	2007/08	2008/09
Sports	Swimming (Division I) (HKSSF)	A Grade: 1 st B Grade: 4 th C Grade: 2 nd Overall: 2 nd	A Grade: 2 nd B Grade: 4 th C Grade: 3 rd Overall: 2 nd	A Grade: 2 nd B Grade: 1 st C Grade: 3 rd Overall: 2 nd
	Water Polo (HKSSF)	Overall: 1 st	Overall: 1 st	Overall: 1 st (9 th consecutive championship)
	Badminton (Division I) (HKSSF)	A Grade: 6 th B Grade: 3 rd C Grade: 4 th Overall: 5 th	A Grade: 7 th B Grade: 2 nd C Grade: 5 th Overall: 4 th	A Grade: 6 th B Grade: 4 th C Grade: 5 th Overall: 4 th
	Tennis (Division I/II) (HKSSF)	Overall: 7 th	Overall: 1 st	Overall: 7 th
	Cross Country (Division I/II) (HKSSF)	A Grade: 9 th B Grade: 10 th C Grade: 8 th Overall: 10 th	A Grade: 13 th B Grade: 11 th C Grade: 9 th Overall: 13 th	A Grade: 1 st B Grade: 6 th C Grade: 7 th Overall: 3 rd
	Volleyball (Division II/I) (HKSSF)	A Grade: 2 nd B Grade: 2 nd C Grade: 3 rd Overall: 1 st	A Grade: 8 th B Grade: 8 th C Grade: 6 th Overall: 12 th	A Grade: 2 nd B Grade: 3 rd C Grade: 6 th Overall: 4 th
	Table-tennis (Division II) (HKSSF)	A Grade: 5 th B Grade: 3 rd C Grade: 2 nd Overall: 4 th	A Grade: 6 th B Grade: 5 th C Grade: 3 rd Overall: 4 th	A Grade: 7 th B Grade: 3 rd C Grade: 2 nd Overall: 4 th
	Athletics (Division II/I) (HKSSF)	A Grade: 8 th B Grade: 5 th C Grade: 3 rd Overall: 4 th	A Grade: 1 st B Grade: 4 th C Grade: 1 st Overall: 1 st	A Grade: 9 th B Grade: 13 th C Grade: 13 th Overall: 14 th
	Life-saving (HKSSF)	A Grade: 5 th B Grade: 4 th Overall: 5 th	A Grade: 5 th B Grade: 5 th Overall: 5 th	A Grade: 5 th B Grade: 3 rd Overall: 5 th
	Handball (Division II) (HKSSF)	C Grade: 7 th Overall: 18 th	A Grade: 7 th B Grade: 8 th C Grade: 3 rd Overall: 8 th	A Grade: 5 th B Grade: 6 th C Grade: 2 nd Overall: 4 th
	Squash (HKSSF)	Overall: 9 th	Overall: 9 th	B Grade: 1 st Overall: 9 th
	Rugby (Division II) (HKSSF)	-	-	Overall: 2 nd
Golf	-	2 nd	-	

Nature	Name of Competition / Organization	Award Details		
		2006/07	2007/08	2008/09
Sports	HK Golf Association Schools Team Championship	-	1 st : 2 3 rd : 1	-
	Roller Skating	-	Champion	-
	A.S. Watson Group Hong Kong Student Sports Award	1	1	-
	Bauhinia Bowl (HKSSF)	4 th	4 th	4 th
Academic	International Mathematics Olympiad	Silver Medal	Silver Medal: 2	-
	International Mathematics Quiz	-	-	3 rd : 1
	Asian-Pacific Mathematics Olympiad	Gold Medal and Honourable Mention	Gold Medal and Honourable Mention	-
	Chinese Mathematics Olympiad	Silver Medal	Silver Medal	Bronze Medal
	Western China Mathematics Olympiad	Silver Medal and Gold Medal	Gold Medal	-
	International Mathematics Olympiad Preliminary Selection Contest (Hong Kong)	Silver Award	Silver Award: 2	-
	South-east China Mathematics Olympiad	-	Bronze Medal	-
	Hong Kong Mathematics Olympiad	Gold Award	-	-
	HK Mathematical High Achievers Selection Contest	-	-	2 nd : 3 3 rd : 1
	Hong Kong Physics Olympiad	2 nd Prize: 1 Honourable Mention: 1	1 st Prize: 1 Honourable Mention: 1	1 st Prize: 1 2 nd Prize: 1 Best School Award
	LCC&I Book-keeping Examinations	-	Gold Medallion: 9 Silver Medallion: 5	Certificate of Excellence: 1 Distinction: 11
	HK Institute of Accredited Accounting Technicians Examination (Book-keeping and Accounts)	-	Top Student: 2	Top Student: 1
	Accounting Case Competition	-	S4 to S5 Group: 1 st runner-up S6 to S7 Group: Merit	-
	Project Learning Competition: Liberal Studies and Geography	-	Champion	-

Nature	Name of Competition / Organization	Award Details		
		2006/07	2007/08	2008/09
Scholarships	Belilios Scholarship	6	6	6
	Woo Hay Tong Scholarship	6	6	6
	Government Scholarship	3	3	3
	Sir Edward Youde Scholarship	1	2	2
	Grantham Scholars of the Year	-	1	1
	HKIE Prize for Potential Engineering Students	-	-	1
	Rev. Joseph Carra Memorial Education Grants	-	1	-
Scouting	Carlton Trophy	-	3 rd in Overall	Overall Champion
Services	Volunteer Movement Scheme (Social Welfare Department)	Individual Volunteers Gold Award: 30 Silver Award: 16 Bronze Award: 10 Volunteer Organization Gold Award: 1	Individual Volunteers Gold Award: 73 Silver Award: 25 Bronze Award: 17 Group Volunteers Gold Award: 4 Silver Award: 3 Volunteer Organization Gold Award: 1	Individual Volunteers Gold Award: Silver Award: Bronze Award: Group Volunteers Gold Award: 4 Silver Award: 3 Volunteer Organization Gold Award: 1
	Elderly Academy Service Award (Elderly Commission)	-	Bronze Award: 12	-
	HK Red Cross Central District First Aid Competition	-	1 st runner-up	-
	Inter-divisional Competitions for Ambulance Cadet Divisions Home Nursing	-	2 nd runner-up	-
Arts	Fire Safety Poster Design Competition	-	-	Merit: 2
	Secondary School Creative Art Exhibition	-	-	Merit
	Comic Figure Design	-	-	Merit
	「我的 Dot Dot Dot」氫氣球設計比賽	-	-	Merit
	Dream for the New Central Harbourfront Painting Competition	-	-	Merit
	Creative Kite Making Competition	-	Creativity Prize:	Merit

Nature	Name of Competition / Organization	Award Details		
		2006/07	2007/08	2008/09
Arts	“2008 Smoke-free Olympic” T-shirt Design Competition	-	Merit Award: 3	
	2007 International Year of Dolphin Art & Design Competition (HK)	-	3 rd	
	HK Jockey Club Youth Science & Technology Invention Competition	3 rd Prize in painting	-	-
	China Adolescents Science & Technology Invention Contest	Outstanding Award in painting	-	-
Others	Annual International Public Speaking Competition	-	-	Hong Kong Representative : 1
	Standard Chartered Hong Kong English Public Speaking Contest	-	-	2 nd : 1
	Hong Kong Model United Nations Conference	-	-	Best Speaker: 1
	National Public Speaking Competition	1 st : 2	1 st : 2	-
	Inter-school Public Speaking Competition (Junior Section)	1 st & 2 nd	1 st : 1 2 nd : 3 3 rd : 2	-
	Hong Kong Students’ Colloquial Speech Competition	3 rd & Merit	Overall Champion: 1 Overall 3 rd : 1 Merit: 4	Champion: 2 2 nd : 3 3 rd : 2
	港澳地區中小學普通話水平考試 (GAPSK)	-	A等成績: 1 優異成績獎: 1	A等成績: 1
	International Putonghua Speech Competition	-	1 st runner-up	-
	全港中學兩文三語菁英大比拼	-	優異獎: 1	最優秀中文文章: 1 優異獎: 1
	全港青年學藝比賽	-	-	優異獎: 1
	HK Outstanding Students Awards (Lion & Globe Education Trust)	1	2	-
	HK Outstanding Students Award (HK Outstanding Teachers Association)	-	1	-
	Sir Robert Black Trust Fund - Grants for Talented Students in Non-academic Fields	-	-	3
	Academically Outstanding Sportsmen (HK Outstanding Students’ Association and Sing Tao Magazine Group)	-	2	-

Nature	Name of Competition / Organization	Award Details		
		2006/07	2007/08	2008/09
Others	International Youth Exchange Programme (Home Affairs Bureau)	-	3	1
	Japan-East Asia Network of Exchange for Students and Youths Programme (Japanese Government)	-	1	1
	HK Student Leaders Award Scheme: National Education Programme (Education Bureau)	-	1	1
	Award Scheme for Student Leaders of Hong Kong: National Education Course	-	-	2
	我愛香港十大模範少年選舉	-	-	1
	Hugh O'Brian Youth World Leadership Congress (HKUYL)	-	1	-
	The Lion International Youth Exchange Scholarship Essay Competition	-	-	Champion: 1 8 th Prize: 1
	Yale Book Award (Yale Club of Hong Kong)	-	1	1
	Inter-school Book Report Competition	Senior Section: Champion & High Commended	-	Senior Section: 2 nd
	Harvard Book Prize	-	-	1 st : 1; 2 nd : 1 & 3 rd : 1
	Inter-school Book Review Competition	1 st & 3 rd	-	-
	E-card Design Competition	-	-	1 st : 1
	"Sharing Your Feeling" Writing Competition	-	-	Merit: 1
	全港中學生可持續發展廣播劇創作比賽			Merit: 1
	「生活有禮」徵文比賽	-	-	優異獎: 3
	中西南區徵文比賽	-	2 nd : 1	
	無煙創意工程徵文比賽	-	Merit: 1	
	全港中小學校園錦標賽燕京盃	5 th	-	2 nd
	香港校際圍棋大賽	-	-	Champion
	健康家庭攜手創	-	4 th : 2 & Merit: 3	
Cathay Pacific International Wilderness Experience	-	1	-	
Junior Achievement Company Programme	Best Marketing Award	-	-	

KEY ISSUES FOR THE ANNUAL SCHOOL PLAN 2009 – 2010

Our three major concerns:

- ✧ Building a harmonious school environment
- ✧ Catering for learner diversity in Chinese, English and Math subjects
- ✧ Ensuring the smooth and successful implementation of the NSS curriculum



*in top row left: Travel & Tourism Study Trip (Dec 08); middle: Putonghua Camp (Apr 09); right: Chinese Cultural Trip (Apr 09)
in bottom row left: French Summer Camp (July 09) and middle and right: English Summer Camp (July-Aug 09)*