Endorsed by IMC on 2016.8.29

LAW TING PONG SECONDARY SCHOOL

School Report
2015-16

～From togetherness to positive culture～

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I. School Information

A. School Vision

Every Student a STAR
Every Teacher a MENTOR
Every Staff Member a MODEL

B. School Mission

"All for Our Children"

Our school strives to provide quality education to bring out the best in our pupils by providing them with experiences that will enable all to grow spiritually, physically, intellectually, aesthetically, psychologically and effectively as individuals and to become informed, sensitive, responsible members of society.

C. School Information

Supervisor / Chairperson of Incorporated Management Committee	Mrs. Chan Cheng Mei Chu, Dorothy (Supervisor & Chairperson of Incorporated Management Committee)
Principal	Ms. Tam Suk Yin, Lancy
School Type	Operated under Direct Subsidy Scheme (DSS) from September 2008 (Co-ed)
School Sponsoring Body	Law's Foundation Limited
Year of Commencement of Operation	1991
School Motto	Sincerity (Sing), Righteousness (Ching), Contemplation (See), Practice (Hang)
Religions	No
School Size (land area)	9,321 Sq. meters
Total no. of students	660
Total no. of teaching staff	establishment: 56; extra resources: 15; total: 71
Qualification of teaching staff	Bachelor Degree: 100%; PDGE: 93%; Master Degree or above: 47%; Special Education Training: 13% Language Proficiency Requirement (LPR): English Teachers - Fully attained: 100% Putonghua (PTH) Teachers – Fully attained: 100%
Year of Teaching experience	0-4 years: 30%; 5-9 years: 39%; 10 years or above: 31%

D. Course Offered

Junior Form (S1-S3)	Senior Form (S4-S6)	
China Studies	*Core Subjects*	*Electives*
Chinese Language	Chinese Language	Business Accounting and Financial Studies
Computer Literacy	English Language	Biology
Design and Technology	Liberal Studies	Chinese History
English Studies	Mathematics	Chinese Literature
Food Science	Music Theatre-Production Programme (S4)	Chemistry
Humanities / Liberal Studies	Physical Education	Economics
Life Education		Geography
Mathematics		Information and Communication Technology
Music		Literature in English
Performing Arts		Mathematics Extended Modules
Physical Education		Music
Putonghua		Physics
Science		Tourism and Hospitality Studies
Spanish		Visual Arts
Visual Arts		Spanish (IGCSE)
		Tai Po Joint School Programme: Physical Education
		Design & Applied Technology

E. Class Structure and Fee

	S1	S2	S3	S4	S5	S6
No. of classes	5	5	5	5	5	5
Annual School fee (local students)	$14,300	$14,300	$14,300	$14,880	$17,740	$17,740
Annual School fee (non-local students)	$64,004	$64,004	$64,004	$72,796	$75,656	$75,656
House fee	$40	$40	$40	$40	$40	$40
Student Association fee	$50	$50	$50	$50	$50	$50
PTA membership fee	$50	$50	$50	$50	$50	$50
Alumni Association membership fee	-	-	-	-	-	$50
Online Student Learning Portfolio Fee	-	-	-	$60	-	-

For more information, please refer to school websites (www.ltpss.edu.hk)

II. Achievements and Reflection on Focus Area

Focus Area: Challenging Learning through Informed Assessments

First Priority: To raise student achievement by improving teachers' pedagogical knowledge

Target A: Teachers understand the impact of their pedagogy on the quality of students' learning and achievement

Achievements
The 3rd and final FIP training day led by BfK was well received by staff and, for the first time, we involved our students who gave valuable insights into how FIP is perceived by students. The training day also consolidated our position on Formative and Summative Assessment and promoted the importance of Panels working as Professional Learning Communities. FIP is now accepted as a framework for good professional practice and always receives very positive scores from staff surveys (see PD reports for IMC). When FIP is adopted well by Panel Teams learning targets are collective and frequently declared in schemes of work and mapped to assessment questions. The classroom has display areas for learning targets and exit cards. In the weaker Panel Teams learning targets are individualistic and rarely mapped to assessments. However all Panels have identified a strong commitment to FIP in next year's plan and have requested training and support. The use of 7C's survey showed that our students have a good understanding of how pedagogy affects their learning and we were able to map data from 7C's to level of adoption of FIP by Panel's (see April PD report to IMC). Visit to other schools were always welcomed. The Humanities department went to West Island School with students to follow Je Suis Paris day and the Maths department also visited West Island School for a sharing about learning resources and pedagogy.
Reflection
FIP is not just about learning targets and exit cards. It is also about a radically different approach to assessment design and practice where we have made only some progress. The analysis of the 2nd Interim Report revealed significance weaknesses in assessment design of many Panels and confirms our intention to adopt a standards based approach (SBA)to assessment in 16/17 and beyond. When FIP is done well it does make a difference to student learning and achievement – it also makes them feel more positive about their learning (7C survey). To adopt SBA in junior years is a challenge because the EDB does not offer standards in their curriculum for S1 to S3 – without standards feedback to students after assessments is always limited. SBA will be a major initiative for the next 3 years. The department pairing between English and Humanities did not deliver the outcomes we expected. Both Panels had very strong internal agendas and were not convinced about the benefits of working together. In contrast cross curricular projects are welcomed and more are planned for the future. The

lesson here is to adopt a less top down approach to collaboration.

Target B: Students understand how to measure their own progress and improve their achievement.

Achievements

Academic Assessment objectives are now adopted by all Panels. They were printed in the Curriculum Handbook and also used to report on students' progress. This was a major change in our assessment practice and has helped make a stronger link between assessment design and learning design.

We introduced Progress Reports – not without difficulty – but these did serve the purpose of identifying students at risk as well those who were doing well. Evidence showed that Class Teachers and Subject Teachers made good use of Gibbon to monitor student progress. We reduced Interim report to 2 and these became periodic rather than accumulative assessments – again not without problems. In the Second interim report we also published course outlines for parents to explain how students were assessed and - for the first time – class teachers checked printed copies of reports. This significantly reduced the number of errors and gave CT's much more ownership of the reporting process.

Gibbon was surprisingly well used to record students homeworks and we had good feedback from parents. Some students also regularly checked their Gibbon account.

Some Panel were very strong at using interventions to support students learning but not all. Among students there was a more positive attitude to interventions.

The new policy for students who drop electives resulted in a more responsible attitude and behavior from senior students.

All Panels held regular meetings which were minuted and used the time to share results of homework scrutiny and classroom observations.

Reflection

As to the impact of Formative and Summative assessments on students the results are mixed. Students understood it well and welcomed the approach. For staff the adoption was often superficial and some panels increased the number of assessments believing this would improve results. Questions about our assessment practice were described in detail in the second PD report for the IMC. Continuous assessment is still not well understood by many panels and must remain a major priority for the future. The major issue is the lack of standards and inconsistencies in assessment practice. In many panels the test determines the standard rather than the standard sets the test.

We need to provide more support to develop teachers understanding of good assessment design and how to design assessments that support assessment for learning – not assessment for marks.

We need a more coordinated approach to interventions so each Panel has a fixed time and clashes are avoided.

Target C: Improve the capacity of middle managers to become effective leaders of learning.

Achievements

A small group of 8 subject attended a half day leadership course in November 2015 with Archie McGlynn. Our main strategy was to provide coaching for middle leaders on how to plan, set targets and how to evaluate the impact of teaching and learning on student progress. The latter was particularly important because we had introduced more management tools into the NRS so HODs could directly analyse the data from interim reports. One new feature measured the progress of students between reports. For planning time we invested time in meeting with HODs to model examples of good practice and there is now reasonable evidence to show that leaders are much better at forward planning and at taking initiative to make plans. This year there were regular HOD meetings which were used to conduct evaluation exercises. In January we conducted detailed evaluation exercises with all staff and involved HODs and staff extensively in the review of and planning of priorities for next year. Further details can be found in the PD reports for the IMC. In March we conducted a detailed survey to measure professional learning behaviours at the same time as we conducted the 7C's surveys. Both sets of data gave valuable insights into leadership practices and became valuable opportunities for raising HOD awareness about the importance of collecting and using data to make the right decision. HOD were coached in how to use the 7C data to have informed discussion with Panel members about pedagogy. We plan to invite partner schools to share our practice.

Reflection

We cannot ignore the impact of staff turnover on the quality of leadership. We have many very new or inexperienced middle leaders, some of whom have to manage equally inexperienced teams. We are an ambitious school so one of the biggest challenges for our staff is how to manage change or how to change ideas into actions and how to set up inviting and engaging channels of communication for sharing ideas.

This does present opportunities as well as threats and it was good to see one Panel Team made up of a new HOD and largely new team who, by the end of the year, had established themselves as a strong professional learning community. In another the habit of impromptu and ad hoc meetings was replaced by a more systematic and planned approach to administration and leadership. However it is essential we increase leadership capacity and we have established a partnership with HKUEd to run a 12 week Leadership course for our staff. Another priority for next year will be to build teams and move away from working as committees. This can be helped by having more detailed job descriptions and clearer organizational charts so staff know who is accountable.

Target D: To develop and deepen students' understanding and transfer of learning by building a more connected and diverse curriculum.

Achievements
The introduction of the Spanish Pathway was very successful with S2 students making excellent progress. This continues into S3 and will lead to more students taking Spanish to exam level. We also began discussion on creating two new curriculum areas – Creative Arts made up of Performing Arts, Visual Arts and Music while Technology made up of Design Technology, Food Science and ICT. These will appear on the curriculum in September 2016 and students will enjoy 2 hour lessons with each subject on a carousel basis. We also planned for the introduction a Creative Arts course in S4 to replace the Theatre Arts course. This will form the basis of a pathway to exam courses in IGCSE and APL from 2017 onwards.
Reflection
We need to continue the work on building stronger pathways for IGCSE and GCE as well as plan for the launch of APL courses with S4 students in 2017. The status quo relies on staff goodwill and works best for students who have well developed independent learning skills, consequently numbers are small. On the other hand we suspect parents will be interested in this pathway and it could be developed into a key attraction of LTPSS but this will require a major change in strategy. UbD was used well in two departments but is not well understood elsewhere but feedback from evaluations shows that staff believe this approach will enable them to design more student centred courses. More training will be needed next year. We should review the introduction of Creative Arts and Technology clusters and again consider making these a key attraction of LTPSS with pathways to either APL or GCE. Focus Area: Challenging learning by building more efficient information management systems.

Second Priority: Second Priority: To strengthen students' capacity to be successful independent learners with a global outlook

Target A: Create a learning environment in our school and classrooms which celebrates how we expect our students to learn.

Achievements
LS and Maths homerooms demonstrated a good learning environment. These departments upgrade classrooms with new style teacher and student desk and window storage units. Besides, Student Association managed a new student common room on 1/F to provide a focal point for students during lunch and after school.
Reflection
ICTs and Chinese homeroom need to be upgraded and make sure ICT and chinese teachers care and manage their homerooms. Science laboratory, homerooms of elective subject need to be designed again. The student common room exists but the management needs improvement.

Target B: Restructure the Pastoral Systems so it becomes less reactive and more proactive in promoting positive learning behavior.

Achievements
The attendance rate this year is satisfactory. The overall attendance rate is over 97%. By adopting Learning Again Policy, at risk students, with unsatisfactory attendance rates, are under the guidance and support of SSMC and CTs. Compared to other year levels, S2 and S3 have a lower attendance rate (around 96%) mainly due to students' special needs such as medical, emotional and family problems. Many of them are cases being managed by the SSW or EP. A caring school culture can facilitate the healthy growth and development of students. The "Caring Schools Award Scheme" is jointly organized by the Hong Kong Christian Service, the Hong Kong Association of Careers Masters and Guidance Masters and the Education Bureau since 2008. Through open appreciation of the awarded schools on their positive culture and policies, the scheme aims at facilitating the sharing of this important message among schools in promoting the building of caring school culture. Our school is honored to receive the Caring School Award 2015-16(「關愛校園」榮譽). This year, we launched the campaign of "positive school culture Scheme". This Scheme aims to establish inviting, appreciative and positive environment to enhance the school environment. It also aims to increase the opportunities or platform for the teachers and students to express their appreciation for others. All teachers took the initiative to appreciate at least one of their students by writing cards (cards of fame) and/or LTV (voice of fame). Class teachers announced the appreciations from the teachers to the class before giving back the cards of fame to students. Class teachers collected the cards of fame from their class. Students had more opportunities to receive appreciation to build up their positive self-esteem. They also built up a habit in appreciating others.

Consequently, students' sense of belongings improved and a positive and inviting environment could be established. From February to April, 104 teacher appreciation cards to students were received and posted. 83 parents thank you cards to teachers were received during Parents Day on Apr 16. We also promoted the scheme through youtube. For details, please browse the website: https://www.youtube.com/watch?v=-vVD8xLa0pU

LTPSS not only plays a vital role in academic development, but also in cultivating every students' wider potential. We strongly believe that every student can be a shining star. With intentionally designed training, his or her potential will be released like a shining star bursting into a dazzling light! We were invited by the IAIE to apply for the IE award this year. The purpose of the Inviting Schools Award is to recognize schools throughout the world who exhibit the philosophy of Invitational Education. The US invitational education consultant, Ms. Geraldine J. (Gerry) Sawrey, came to our school on April 14 to do the accreditation for Invitational Education award. They looked at the implementation of our 5Ps to see whether our school have enveloped our students' potential, celebrated diversity, accepting differences and made every place, every activity inviting to all parties. The verbal feedback was positive. The assessment panel highly recognized our outstanding caring climate. In the end, we earned the inviting school (IE) award this year.

Reflection

As a result of these strategies, several new initiatives will be implemented next year as means of raising student achievement. This includes a new organizational structure for the prefect team and new monthly reporting system. There will be increased collaboration with ELW providers and leadership training providers to develop a sustainable professional relationship for the future.

To further cultivate a positive and caring school culture, implementation of the team's S1-S2 junior form careers and life planning education would be a lot more effective if a whole-school common theme every month/ semester/ year is set up by the Student Development, discussed by every committee teacher under the Student Development, and understood by every teacher in the school. Topics for morning assemblies, talks, or life education lessons can be more coherent from one another.

Target C: To improve the way we monitor and support students' non academic development

Achievements

To enhance the capability of the prefect team, staff members of the prefect team have developed a broader understanding of how extra-curricular student development initiatives can be implemented. Staff members have been introduced to realistic and effective means of monitoring and rewarding student achievements in areas related to student development. Staff members have been introduced to more effective means of re-structuring how the Student Support and management committee can be operated to best benefit student development. A core group of highly capable and passionate prefects have been identified to continue improving the prefect team next year. Via the training they have developed strong critical capacities and a good holistic understanding of student leadership. Through

collaboration with staff and students an improved management structure for the prefect team has been developed for next year. This will help to streamline student development across the school.

With external resources and advice from our school, the government, and the community, the career and life planning committee has been trying its best to implement what has been stated in our year plan with six different dimensions of career intervention – from mass programmes to the pioneering individualized guidance and support – starting from September 2015 onwards. Various important protocols for various academic and administrative purposes (e.g. SPN procedures, timeline for various nomination application schemes, S3 Subject Selection, application procedures for reference letters etc.) have been discussed, drafted, revised, and finalised in the past five months. In-house training sessions for S3, S5, and S6 class teachers and careers teachers from counselling techniques to writing testimonials have been held since October 2015. The Careers and Life Planning Education Centre, which serves as a one-stop resource centre for students and teachers to gather information for further education and life planning was set up in December 2015. It will be open officially in 2016-17 as a present to the school's 25th Anniversary Celebration. In May, the new Careers and Life Planning Education Website was established. This one-stop Careers and Life Planning platform is much more user-friendly and informative than the old version. Students and teachers can easily obtain updates from career-related events to admission score.

The use of gibbon helped make the above records happen.

Reflection

New management structure and remodeling of student leadership and OLE committee has been incorporated into the school's 16-17 year plan. New student leadership management structure needs to be worked into the teacher handbook / guidelines for all staff to help streamline student development and reduce the administration work load.

For the development of the gifted education, we suggest to set up a Gifted and Talented working group who would identify Gifted and Talented students and coordinate school wide and department activities. Students are nominated based on different criteria among subjects. It would be better if HODs could inform their panel members about the criteria so that all teachers can help identifying the gifted students; HODs can also come up with clear guidelines for the identification and nomination of gifted students among their panels. Besides, HODs and other teachers in-charge will need to take the initiative to organize or recommend the gifted education programmes to the students they nominated and the Gifted Education team has to monitor different parties' progress more closely to make sure that the plans are well implemented.

Better use of Gibbon and more frequent update of data would certainly help the monitoring job more easily.

Target D: Students able to monitor their own academic progress and make informed reflections about their achievements.

Achievements
Students used Teamie and Gibbon to monitor formative assessment grades. For summative assessment, a new way of reporting has been implemented which helped make the learning progress more visible. The smart card system has been adopted for more accurate record of attendance. With the set up of more scholarships for IGCSE and study trips, students were more motivated in the enrollment and participation in various examinations.
Reflection
More prudence of the use of social media and communication apps should be reinforced. Whatsapp should be used as a communication tool but not as a pedagogical tool or assessment tool. This could help reduce on line bullying. Teachers and students should have more training to boost core Teamie and Gibbon competencies. More integration of the platforms in managing the data is necessary.

Third Priority: Third Priority: To create a single unified school administration system which supports teachers, students and parents

Target A: Introduction of new student information management – Gibbon.

Achievements
The new student information management system Gibbon has been setted up and fully integrated with other systems like Google to synchronize login authentication. Gibbon has proved to be successful at meeting our expectations for managing academic and personal data. It provided teachers with timely data and was well used to record homeworks and, in some case, homework marks. For the first time teachers, parents and students had real time access to timetable data. Gibbon was also used to record important information about students. This year has shown that we can use Gibbon more than Websams and by bringing together academic and non academic information into one platform is good for students and enables teachers to make informed decisions. Workshops were help for parents in November.
Reflection
Not all staff understood the difference between Gibbon and Teamie and this required clarification if we are to expand the use of Teamie. Non Functional heads are enthusiastic about using Gibbon for attendance and managing student behavior as well as all CCA's. Parents used Gibbon but again we need to have a very unambiguous policy for homeworks, grades and communications. All assessments have marks to go with Gibbon and other data like attendance and CCA records put into Gibbon for easy access. Making our platforms coherent to staff is important and we need to review the position of eclass and other homemade data systems.

Target B: Teachers able to give students better support and advice by having access to accurate and up to date data.

Achievements
Gibbon has made a significant difference to the way staff, parents and students access data. We have set an expectation and must now strive to maintain this and also expand the range of data available. At the Learning and Teaching expo we showcases our experience of using Gibbon and the NRS and this has attracted a lot of interest from other schools because of the low capital cost of the two systems.
Reflection
The challenge will be how to expand Gibbon to include attendance, behavior, CCA and rewards. To do this well requires good management and a well organized team. We must also be mindful of security and ensure adequate training is available for staff and parents.

Target C: Parents have better access to data about their child's progress and achievements.

Achievements
Parents were only given access to homework records on Gibbon and some did so – as did students. The introduction of the online booking system where parents had to use their Gibbon account revealed that approx. 50% of parents were not regular users of Gibbon. That said this engagement was largely self directed and it indicates that we can expect much higher levels of use if we are more explicit about our expectations. The NRS continued to increase the transparency of continuous assessment and staff were able to provide detailed information about students' progress, including academic history, whenever the occasion demanded. CT's became more pro active in using Gibbon and the NRS
Reflection
This year has shown that Gibbon has the capacity to provide this information and that staff and parents are willing to use it. Next year should be a turning point as we move from the informal to the formal adoption for all parties of Gibbon and NRS as our main data platforms

III. Other Highlights

A. Learning and Teaching

1. Experiential Learning Week (ELW) in 2016

Plans were made in September 2015 to design completely new tender documents and to look for providers who didn't just understand what we wanted our students to experience, but who could work with us in planning the learning activities. We wanted a fresh approach where we could move away from Touring and Sightseeing to study trips with lots of Participation and Engagement.

We were happy to keep the same goals for ELW which was to raise students' awareness of Global Issues by learning about the differences and similarities between the places they visit and where they live in Hong Kong. We also wanted our students to become more aware of Environmental Issues by looking at the environmental impact of the communities they visit and, where appropriate, how these communities seek to protect the environment. Wherever possible we would connect each study trip with a curriculum topic and each study trip would customise to create the best learning experience for that age group.

The result of the tender was conclusive:
A-Team Edventures selected for S1 to Cheung Chau and S2's to Hua Jiang Eco Farm near Guilin;
Global Sapiens selected for S3 to Quanzhou and Hakka Village and S4 to Malacca.

Both offered a learning rich experience because of they had extensive experience of educational study trips and they knew the destinations well. They also had experienced and qualified staff who could also offer many adventure based learning activities. We sent two staff on pre planning trips to Quanzhou and two staff to Malacca.

Needless to say the students who went were thrilled and we never heard a word of complaint even though the weather was terrible. What we hoped for, happened. Our students revelled in all the activities, amazed their instructors and came back full of confidence about what they had achieved. Fortune favours the brave! This from a group of students, many of whom could not swim, had never camped or seen a kayak was something to remember. Teachers saw city students transformed within days into children who loved being outside, getting dirty and just having fun and who never missed their phones. The S2's began refusing to sit on the grass to making up their own field games, playing frisby, farming with bare hands and building mud bricks. For the S1's it was much the same and nobody worried about getting wet or being tied to a rope halfway up a wall.

This proved to be a great work well done and we would peruse more challenge-based learning for our students.

2. A New way to measure School Effectiveness – A study of teachers' learning

We have a vision for changing school-based professional development. We believe that changing how teachers learn will improve student learning and when teachers own their learning, students will own their learning. We aim to bolster collaborative learning in the school, particularly at the panel-level. We also aim to increase data-use to inform professional learning interactions. We envision a school professional learning community exemplified by collaborative, data-driven decision-making and professional learning interactions at the panel level.

We administered a 7C student learning survey that was designed at Harvard University. Students are asked to reflect on their learning experiences and to assess their teachers' performance according to 7Cs: care; confer; captivate; clarify; consolidate; challenge; and classroom management. We administered the survey across all grade levels and subject areas because we wanted to collect reliable data to help teachers to understand the impact of their pedagogy on the quality of students' learning and achievement.

We also administered a professional learning communities survey to teachers. We wanted to collect teachers' views on how they are learning in the school, from whom they are learning in the school, and what they need to learn. Amongst other findings, we discovered that courses and workshops were the most impactful school-based professional development for teachers; student assessment practices, content knowledge and understanding of main subject areas, and classroom management were the highest priority professional development needs; and teaching schedule and non-teaching responsibilities were the most prominent barriers to teacher participation in more professional development. The survey data was given to panel heads to inform panel-level, professional learning interactions. The data informed the restructuring of professional learning interactions at other school levels, and it was mapped to data from the 7C survey to identify the most prominent teacher learning priorities for the school.

B. Support for Student Development

Our school was honoured to be one of the 30 networking schools to join "CLAP for Youth @ JC" project starting from September 2016. The"CLAP for Youth @ JC" was Hong Kong's first cross-sectoral support platform that helps students to plan their futures. The Project conceptualized the career development needs of young people as having the following FOUR dimensions, which are: Engagement (e.g., motivation to learn, to explore; development of positive attitudes and hope) Self-exploration and understanding (e.g., interest, skills, personality, values) Career exploration (e.g., knowledge of educational pathways, knowledge of careers, person-career correspondence) Career planning and management (e.g., decision-making, implementation, job-search, career management) and a comprehensive professional development framework, with quality contents for delivery. It was designed with focus on competence required for planning, implementing and evaluating life planning education and career guidance for youth, by educators in schools or by youth / social workers in community. We implemented that in our school and the results were encouraging. For more information on the activities, please refer to the career website on our school website.

IV. Student Performance

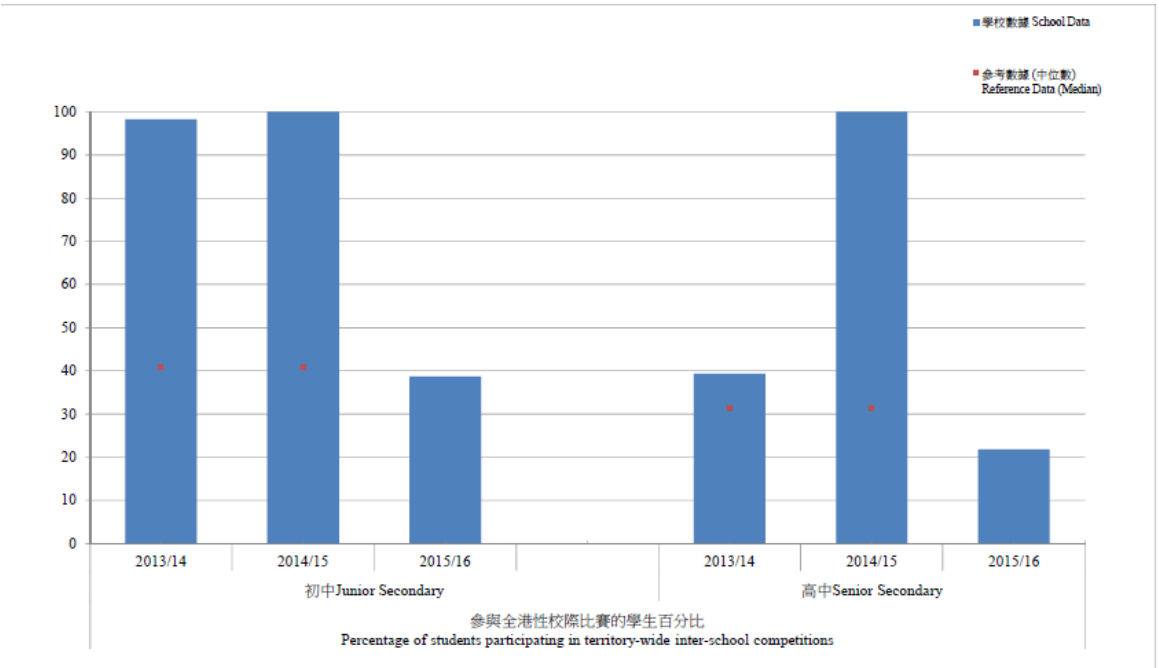
A. Public Examination Results

82 students attended the HKDSE examination. The best students had very good results. They are:

Cheng Log G:	Chinese Language 4
	English Language 5
	Mathematics 5**
	Liberal Studies 4
	Information and Communication Technology 5**
	Physics 5*
	Mathematics (Extended Part – Algebra and Calculus) 5
	Chemistry 5
Lee Ming Hon:	Chinese Language 4
	English Language 5*
	Mathematics 3
	Liberal Studies 5*
	Biology 3
	Business, Accounting and Financial Studies 5
	Economics 4
Eddy Fung:	International Advanced Level (IAL)
	Biology A*
	Chemistry A*
	Mathematics A*

B. Students' non-academic performance

1. Students participating in Territory-wide Inter-school Competition



			學校數據 School Data		參考數據 Reference Data		
			學年 School Year	百分比 Percentage	25百分位數 25th P'tile	中位數 Median	75百分位數 75th P'tile
20.1	參與全港性校際比賽的學生百分比 Percentage of students participating in territory wide inter-school competitions	初中 Junior Secondary	2013/14	98.2	28.7	40.8	58.9
			2014/15	100.0	28.7	40.8	58.9
			2015/16	38.7			
20.2		高中 Senior Secondary	2013/14	39.3	22.8	31.4	41.0
			2014/15	100.0	22.8	31.4	41.0
			2015/16	21.9			

Students participated in different kinds of inter-school competitions including academic, physical, cultural and aesthetic development. The percentage of junior and senior secondary is 38.7 and 21.9 respectively. The participation rate shows that our junior form students have good sense of belonging to the school and their efforts were much appreciated. The participation rate of senior secondary is lower than that in junior secondary because most S.5 and 6 students are preparing for the DSE examination. The overall participant rate is lower than last year as students did not participate in territory wide Chinese and English writing competition this year.

1. Students' Achievement 2015-16

C. Date	Event	Awards
13/9/2015 & 20/9/2015	**St. John Ambulance Brigade**	**Champion** for Uniform & Equipment **1st Runner Up** for Foot Drill **2nd Runner Up** for Home Nursing **3rd Runner Up** for First Aid
7/10/2015 & 12/10/2015	**Tai Po & North District Inter-School Swimming Championship 15-16**	5T Ip Tsz Him– Boys B 50M Backstroke – **Champion** 5T Ip Tsz Him– Boys B 100M Backstroke – **Champion** 3A Leung Cheuk Yan – Girls A 50M Freestyle– **Champion** 3A Leung Cheuk Yan – Girls A 100M Backstroke – **Champion** 3R Wai Shun Yan – Girls B 200M Freestyle **– 2nd runner up** 3R Wai Shun Yan – Girls B 50M Backstroke **– 2nd runner up** 2S Lo Tsz Hung – Boys C 100M Breaststroke - **2nd runner up** 5R Cheung Gillian – Girls A 50M Breaststroke – **3rd runner up** Boys B Grade 4x50M Freestyle Relay – **3rd runner up** Girls A Grade 4x50M Medley Relay – **3rd runner up**
14/10/2015	**iFocus Competition 2015**	6M Chan Ho yin, 6A Leung Cheuk Him & 6T Cheung Man Ching – **Distinction award**
17-18/10/2015	**Junior Chamber International (Hong Kong) 'Shelter Dreams'**	**The Most Beautiful House at Night Award**
4/11/2015 to 8/4/2016	**Students' work published in Young Post and SCMP**	41 pieces from 28 S2 to S6 students 4T Chan long Hin, 5R Chan Ching Nam and 5R Chan Pok Man – **Young Post Top 10**
16/11/2015	**67th Hong Kong Schools Speech Festival (2015) –English Speech**	S1 Mixed Choral Speaking – **Champion**

Date	Event	Awards
21/11/2015	**4th Super Language Recitation Competition (ASIA)**	***Spanish Duologue (Group):*** 2S Shino LIM and Nika Torkaman – **Champion** 3T Harrisson Shum and Michael Kwok – **1st runner up** 2S Stephen Qiu and Nate Wise – **2nd runner up** ***Spanish Verse:*** 2S Jenny Cheung – **Champion** 2S Audrey Leonaau – **1st runner up** 2S Jenny Badger – **1st runner up** 2S Natalie Tam – **2nd runner up**
10/12/2015 & 17/12/2015	**Hong Kong Music Interflows Competition**	School Band – **Silver Award** School Chinese Orchestra – **Silver Award**
1/2016	**Hua Xia Cup Mathematics Competition, Hong Kong Region Trail**	2R Ho Cheuk Ming & 2T Tang Sum Lung -**Third Class Award**
26/2/2016	**Tai Po Schools Sing Contest**	School Choir – **Gold Award**
27/2/2016	**The Hong Kong Science Competition 2016**	3R Kwok Man Kam, 3R Tang Pak Long, 3T Fung Ho Wang, 3T Yeung Cheuk Hei Jeffery, 3T Wong Kwan Ho Edward, 3R Wong Ho Ting Jonathan, 4S Yau Ming Yeung, 4S Chan Hin Tung, 4S Lo Ching Lam and 4M Ho Sung Lai – ***Junior Form:*** Fixed Weight Division – **Second Prize** Floating Weight Division – **Second Prize** ***Senior Form:*** Fixed Weight Division – **Second Prize** Floating Weight Division **– Second Prize** **FOUR Second Prizes with the monetary award of HK$6,000**
4/3/2016	**68th Hong Kong School Music Festival**	School Choir – **1st Runner Up**
13/3/2016	**ESD Learning Programme on Sustainable Tourism Development (UNESCO HK)**	4A Wong Ho Ching, 4A Li Wing Tin, 4R Chiu Yee Ling, 4T Chan Hei Yiu, 5S Lee Ka Man and 5S Chan Lai Sum– **Best Poster Design Award – Champion** **Presentation Award - Grade 3**
13/3/2016	**Sir Edward Youde Memorial Prize**	6T Lee Ming Hon **Sir Edward Youde Memorial Prize 2015/2016**

Date	Event	Awards
26/3/2016	**STEM Generator Science Competition 2016**	3A Chung Chen Kit, 3R Wong Ho Ting, 3R Tang Pak Long, 3R Andy Kwok and 3R Lee Lik Hang **The Best Outlook Design Award – Champion** **The Best STEM Award – Champion and 1st Runner Up** **The Best Handicraft Award – Champion and 1st Runner Up** **The Best Re-built Award – 1st Runner Up**
4/2016	**RTHK "The Speaker" English Public Speaking Contest 2016**	4M Law Mei Wai **-Got through to the final**
2/4/2016	**2016 Mind Drive Competition**	5A Lui Hin Chung, 5M Chan Tsun Hin, 5M Fong King Lok and 5T Kun Wing Yan – **Champion**
9/4/2016	**Inter-school Sports Competitions**	2M Cheng Tak Yan, 3S Chung Cheuk Yung, 3S So Hok Lam 3A Poon Ka Ying, 3R Yeung Pui Yu and 5M Fung Yan Yi **Girls Badminton (B Grade) – 1st Runner Up** 1S Chan Tsz Wai, 1S To Tsz Yau, 1M Li Chin Pui 2S Tam Wing Yan, 2A Cheng Kwan Sin 2A Mok Sin Yu and 2R Mak Wing Yan **Girls Badminton (C Grade) – 2nd Runner Up**
15/4/2016	**EMI Drama Festival Performance**	1A Pinky Lui, 1A Yoyo Tang, 1A Felice To, 1A Newton Hung 1RT Lisa Tang, 1RT Sherry Wu, 2S Nika Babakhan, 2R Mini Li 3S Cassandra Ngai, 3S Akash Randhawa, 3S Miguel Catolico, 3S Joshua Hutton, 3S Daniel Kean, 3S Edison Lee, 3S Minhaz Mia 3A Rickman Hung and 5M Adam Lee **Teamwork Award and the Overall Performance Award**
16/4/2016	**Interpretive Reading Competition**	***Senior Section:*** 5M Gigi Wong – **Overall Winner** 4M Wang Kai Che Peter - **Runner-up**
27/5/2016	**The Harvard Book Prize 2016**	5S Leung Kong Chun- **Winner** 5S Tsang Man Ki - **Runner-up** 5A Kam Lai Man - **Runner-up**
6/2016	**Hong Kong Physics Olympiad**	4S Yau Ming Yeung - **Honourable Mention**

V. Financial Summary

Law Ting Pong Secondary School
Financial Summary for the 2014/2015 School Year
(Audited)

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools	81.39%	N.A.
School Fees	N.A.	17.96%
Donations	N.A.	0.0%
Other Income	N.A.	0.65%
Total	81.39%	18.61%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	84.6%	
Operating Expenses (including those for Learning and Teaching)	9.4%	
Fee Remission / Scholarship [1]	2.6%	
Repairs and Maintenance	0.6%	
Depreciation	2.8%	
Miscellaneous	0.0%	
Total	100%	
Surplus / Deficit for the School Year [#]	Deficit less than 1 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	5 months of annual expenditure	
[#] *in terms of equivalent months of annual overall expenditure*		

[1] The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.

VI. Feedback on Future Planning

This year has been a challenging year as we worked hard on our year focus**: Challenging learning through informed assessment.** We firmly believed that not only teachers needed to know the students' performance, but the students themselves and the parents. It's only when they were informed of their progress that they could know the next step ahead either in stretching their potential or getting remedial help.

This didn't come easy as we had to build our online platforms to enable real time reporting and at the same time remind our teachers to update record regularly. We also had to kick off lots of training for teachers and even students and parents on how to use and interpret the data on the platforms. What's more important would be the follow up work after getting the information. Teachers had to give feedback to students and contact parents for any possible actions that could help the students during the term. All these work require strong persistence and patience. Hats off to our teachers. That perhaps was one of the achievements that impressed the Inviting School accreditation board who awarded us the Inviting school award in June. The school was excited about that.

It's without doubt that a positive culture, respecting and appreciating each other, would make things we encounter in life more meaningful. And very often it's the meaning and value we see in ourselves that help us foster a sense of competence and PRIDE. With this belief, we would be ready to challenge ourselves and step out of the comfort zone for more successes. This year, we organized the experiential learning trips with more challenge based elements. We hope the students could see more meaning from these trips and spark off more curiosity about the world and the passion to serve.

In the year to come, we therefore would put our programs all under 'Creativity, Action, Service' and instill in our students a real heart to help and serve. This is what we meant by real **'positive learning'**. We hope our students would have academic and non – academic success through positive learning and make LTPSS a school that they would be proud of.