



LAW TING PONG SECONDARY SCHOOL



School Report 2017-18

~ From responsibility to leadership ~

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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 affectively as individuals and to become informed, sensitive, responsible members of society.

C. School Information

Supervisor / Chairperson of Incorporated Management Committee	Mr. Kenneth Chen Wei-on (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	664
Total no. of teaching staff	69
Qualification of teaching staff	Bachelor Degree: 100%; PDGE: 92.75%; Master Degree or above: 46.38%; Special Education Training: 8.7% Language Proficiency Requirement (LPR): English Teachers - Fully attained: 100% Putonghua (PTH) Teachers – Fully attained: 100%
Year of Teaching experience	0-4 years: 26.09%; 5-9 years: 40.58%; 10 years or above: 33.33%

D. Course Offered

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

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)	\$16,210	\$16,210	\$16,210	\$16,870	\$20,110	\$20,110
Annual School fee (non-local students)	\$71,284	\$71,284	\$71,284	\$84,671	\$87,911	\$87,911
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: Cultivating responsible citizens through In-depth learning and quality assessment design

First Priority: All Learners demonstrate academic progress

Target A: Increase leadership capacity of subject leaders.

Achievements

We started the year with 9 staff assuming a subject leadership role for the first time along with 16 new staff – many of them young and inexperienced. Considerable success was achieved in providing all teams with clear guidelines about assessment and course design and all teams conducted their own monitoring assisted by the Assistant Principal and Head of Assessment. Regular link meetings were held on a one to one basis to collect feedback from team leaders and provide advice and support. The standard and consistency of documentations for course outlines and assessment outline has improved and HODs understand what is expected of them. We continued to develop HOD's understanding of how to apply the principles of formative assessments and subject leaders are now more accountable for how they manage assessments. HODs valued the professional development from regular lesson observations and this has been strong in all teams.

Planning has now been more thorough and evaluation focused more on students' learning and progress. Feedback from the staff meeting evidenced that subject teams valued the importance of collaboration and team work and this was also reflected in the KPM data, where staff rated middle management well.

The introduction of eClass has been a work in progress as HOD adjusted to the new procedures for collecting assessment data for reports. All HODs were able to make predictions for S6 DSE results using the Mock Exam and Practice Exam data.

Reflections

While there was a lot of sharing about good practice there was some confusion about how MOTs and HODs would work together to support new staff and this needs to be clarified for next year. In the staff feedback meeting in May there has been support for more cross curricular collaboration and sharing across subject teams, particularly in areas such as LAC, Classroom Management, adoption of FIP etc.

HODs acknowledged the need for regular PLC meetings and these need to be scheduled next year as they will also evidence how well FIP is being implemented. Some departments have asked for timetabled meeting times and requested more clarity about MOTs' job descriptions.

Target B: Learners are informed of the expected learning outcomes and their learning profile and how to make progress

Achievements
<p>Students and parents were well informed about learning outcomes through the widespread use of course booklets in all subjects which also included details about assessments. Good examples can be found in Humanities and Science. Learning targets are now the norm in all lessons and, where this is done well, they are shared by team members. The introduction by some teachers of differentiated learning targets was effective.</p> <p>SBA's were much better coordinated to avoid clashes and improve the quality of assessment design. Data was collected and submitted in a timely fashion and HODs received valuable advice and support. Students were very clear about the intentions and expectations of SBA.</p> <p>Generally teachers have been making better use of learning targets to design formative and summative assessments in order to evidence what their students have learned.</p> <p>Academic and pastoral leaders liaised over attendance data and for the first time students with attendance below 90% were penalised and their marks not reported.</p> <p>Detailed meetings were held with all staff to ensure exam procedures were well understood and provision for SEN students was much improved.</p> <p>The KPM data showed that the best scores were given for matters to do with teaching and learning which suggested that the school's long term commitment to student centred pedagogy and formative assessment has finally taken root and become the norm.</p>
Reflections
<p>Systems for departments to monitor student progress and then take appropriate actions still need to be developed. Students should receive the right intervention at the right time. Feedback from staff meetings call for better central coordination of interventions, particularly for students who consistently fail to complete homework. The visit by the FIP consultant gave some valuable insights into how this can be achieved – called Collective Efficacy.</p>

Targets C: Learner diversity is properly addressed through differentiated instruction strategies and timely interventions

Achievements
<p>Collectively our teachers have a good understanding of student centred pedagogy and learning design. They look for opportunities to use elearning to improve participation and engagement and encourage students to learn independently. MOTs worked with new staff providing in house training on generic classroom skills which were well received as were the parallel workshops on the January 19th training day. Coaching and mentoring was given to new staff from senior staff and HODs and all staff were given regular feedback from lesson observations and walk throughs. The FIP training from IE and the consultant was also</p>

given positive reviews. There is a good understanding about the challenges of meeting the needs of diverse learners.

The library and English department worked together to promote reading and the results were very evident from student feedback and observations of Drop Everything And Read (DEAR) in action. The librarian's work on book promotions, displays of book reviews and making the library a welcoming place, was very effective and reading records have increased significantly among junior students.

We provided a gifted education programme for able mathematicians by entering new local and international competitions. This resulted in 30 students taking part in 8 different competitions with many winning awards. The English department used DLG funds to purchase extension materials for S5 students.

We have increased the number of staff with SEN qualifications by 1 and sent one TA on a tour of HK schools to see good practice. The processing of SEN referrals and record keeping is now much more efficient and staff are kept well informed. Class teachers have received case study training. In addition the provision for SEN taking exams is now efficiently coordinated between the academic and pastoral teams, so the provision for different needs is more consistent.

We used the CEG grant to support S2 students who were weak in Maths and S4 students in English.

The development of differentiated assessments continued. Good practice from previous years was extended in Humanities and Science which introduced new ways to assess students knowledge and skills.

Reflections

It has taken time for the Masters of Teaching (MOT) role to be understood and established by HODs and staff and this needs to be addressed next year with clearer job descriptions and lines of reporting. Staff were very positive about Micro Skills workshops and more need to be offered on a regular basis in the future.

While staff have a good understanding of the 4 FIP standards, applying them to their classroom practice is a challenge. Teacher talk can still dominate some lessons and tasks rather than learning activities are still present.

Gifted Education needs to be new teamed with a broader focus to bring in other subjects – namely Science.

The growing number of SEN students will require us to upgrade the current position and allocate more resources and consider an SEN Centre.

The changing academic profile of our students with more having only a basic level of understanding of English means we need to revisit the LAC initiative of a few years ago to ensure all students can learn all subjects in English. Parents have requested that more be done to support students with low levels of English in Junior Forms. Strategies such as setting up an EAL unit should be considered.

Target D: Learning is consolidated through extensive and meaningful practice outside of the classroom.

Achievements

We continue to promote a strong English speaking environment and visitors will comment on our students' confidence in using English. Some students make remarkable progress from S1.

A homework schedule was set for all Forms and parents informed through eClass when homework was set. This continues a practice started in 16/17 with the use of the homework function in Gibbon. Staff were given guidelines about how to set quality homework.

In some departments – English, Humanities and Science – students did write reflections about their learning. A whole survey of students' learning was conducted at the end of May based on the Tripod questions but administered through paper questionnaires, not digitally.

The feedback from staff about learning outside the classroom was very positive. Many commented on the value of Experiential Learning Week (ELW) and Global Learning Showcase (GLS) in extending students' learning horizons. Learning platforms – not just Teamie – were seen as valuable ways for students to prepare for lessons and extend their learning independently. Field trips were organized by many departments – English, Science/Hums joint trip/ BAFS, Geography, Maths, THS etc. The Maths department entered many different competitions and the Careers Week for S5 again received very positive reviews from students.

Inter department projects were successfully run between English/ICT and between Science/Hums. The staff feedback was very positive about the value of these activities with many departments commenting on the value of cross curricular learning. STEM is also proving to be valuable in promoting collaboration between departments.

Reflections

Inter department learning has a lot of potential in areas like FSCI/ Science/Art or FSCI and Humanities. Science and Humanities have more opportunities to explore and this will need active support because of the number of new science teachers in the team for 18/19. Design is another subject which offers a lot of scope – particularly with Science on theme of Energy – and working with ICT under STEM. Similarly Science and ICT can collaborate through STEM in the use of the BBC Microbit as was shown during the STEM ELW activity.

Second Priority: Learners demonstrate positive values and positive habits

Target A: Teachers are trained to provide pastoral support to students of all levels

Achievements

In response to the growing professional development needs of Class Teachers especially S3, S5 and S6 for Career Counselling, we organised a series of professional in-house training sessions for all S3, S5 and S6 Class Teachers. We invited experienced social workers and career counsellors from HKFYG. We also invited CLAP to give training to S3 teachers on analyzing BIM reports in October 2017. The training sessions were well-received by teacher participants.

A clear system was developed this year for student referral and guidance. Class Teachers are supported and guided by Heads of Year (HOYs), School Leader, the Head of Student Guidance and Mentoring and our Assistant Principal of Pastoral Care, when handling student problems and on the coaching on positive values (particularly our theme - respect and responsibility). Teachers are encouraged to take part in external pastoral care training or professional development. For instance, four teachers have applied to join professional development workshop on counselling skills every Friday after school for 10 weeks. Mr. Yu was also nominated to join the “Diversity, Inclusion and SEN School Tour” held by 21st Century Learning International on 16th January on behalf of the teachers of SEN Team. In-house training on the provision of pastoral care for students (particularly those with SEN) are conducted at the Staff Development Day on 19th January -- Workshop B: Classroom Management, and Workshop D: Understanding and Responding to Diversity in Classroom. Training for providing support for SEN students are particularly arranged for subject teachers of Chinese and English departments, on 30th October and 2nd November respectively. Teaching Assistants Mr. Yu and Ms. Chan, were nominated to join professional training for catering needs of SEN students in December 2017.

Reflections

While we have been receiving encouragement and positive feedback from a lot of colleagues, we did hear voices from a few class or subject teachers about their multiple roles as a counsellor and a class teacher or a subject teacher.

Some teachers voiced that it would be more convenient for them if those workshops were held on Staff Development Day instead of after school hours. We acknowledged their needs but at the same time we had our challenges. There are only three staff development days in a year and it would be rather impossible to hold a one-full day workshop for teachers which require teachers’ regular practice with students and bring back questions to the workshops. A possible way would be to arrange three half-day parallel sessions on three staff development days together with other PD sessions. This however needs a holistic and advanced planning as a school.

Target B: Learners are empowered to lead a goal driven life through self understanding, career exploration, career planning and management.

Achievements

Our Life Planning modules (formerly known as Career Guidance Curriculum) has been formulated in the past two years and integrated into the school's S1-S6 Formal Pastoral Curriculum with positive feedback from students and Class Teachers. Close partnership with the person-in-charge of Life Education has been established since 2016-17.

With the positive support from our S3 class teachers and partnership with our Head of Departments (HODs), the pioneering S3 Subject-Selection-Preparation Week ("S3 Week") and S4 Applied Learning (ApL) Parents' Evening ("S4 Evening) targeted at getting S3 and S4 students and their parents informed of how their NSS Subject Selection Choices would link to future study opportunities and career choices were held successfully in 2017-18. Students had to attend a series of taster lessons delivered by our HODs, according to their preferences. Students also had to complete a student logbook titled "S3 Subject-Selection-Preparation Week" to reflect personal experience and record insights gained.

The school-wide Careers Week ("the week") has become the most exciting event that our students look forward to annually. During the week, students who were grouped into small sub-groups based on their Career Interest Inventory (CII) assessment results were arranged to visit various companies and universities. As in previous years, the S5 Week was integrated into the English curriculum. Students were required to keep a logbook of their reflections about the experiential opportunities for multiple post-graduate pathways and later complete a series of English formative and summative assessments. More than 20 S5 students were recommended by their English teachers for Merits for their excellent logbook performance. The week this year was even more incredibly well-received as we introduced the comprehensive alumni integration into the debriefing session. The vigorous S6 Mock Release, which helped prepare our students for the actual DSE report and review their post-graduate multiple pathway planning based on their S5 Final Exam results, was also another highlight each year.

Learning experiences about work were not only offered during the Careers Week. Information of such has also been frequently updated on Career Counselling and Life Planning Website 24-hour accessible by our students and their parents, as well as our teachers. Students who attended job tasting sessions found those experiences fruitful, as evident in their reflections or feedback afterwards.

Individual student life planning counselling sessions were conducted in scheduled S3, S5 and S6 life education periods by class teachers who have received in-house career counselling sessions. When most teachers concerned had already received career counselling and life planning training, quality counselling sessions had become possible this year.

Reflections

We managed to implement a number of new initiatives last year and sustain former achievements. However, keeping teachers engaged for multiple years in our school to leverage their training has made sustainability and progression of the Career Team a huge challenge.

In 2018-19, further revision of the modules will be made through closer partnership with our counterpart. Following the success of the new initiatives, the S5 Careers Week will continue to be held in 2018-19. In the coming year, we will further collaborate with **CLAP** and arrange **Job Tasting and Job Shadowing opportunities** for our students. External services will also be purchased to support **SEN students** with life planning and transitional needs from school to the world of work. With our pastoral team counterparts and support from **PDS Scheme**, we wish to help students learn to prepare their annual Student Learning Profile (SLP) since S1 or S4 so that students can keep track of their own thoughts and achievements, while both teachers and parents can better keep track of students' developmental needs and give advice on life planning. In 2018-19, the Team will continue to collaborate with teachers concerned when handling students' testimonials and reference letters.

Target C: Learners are able to demonstrate responsibility, leadership and cooperate with mutual respect.

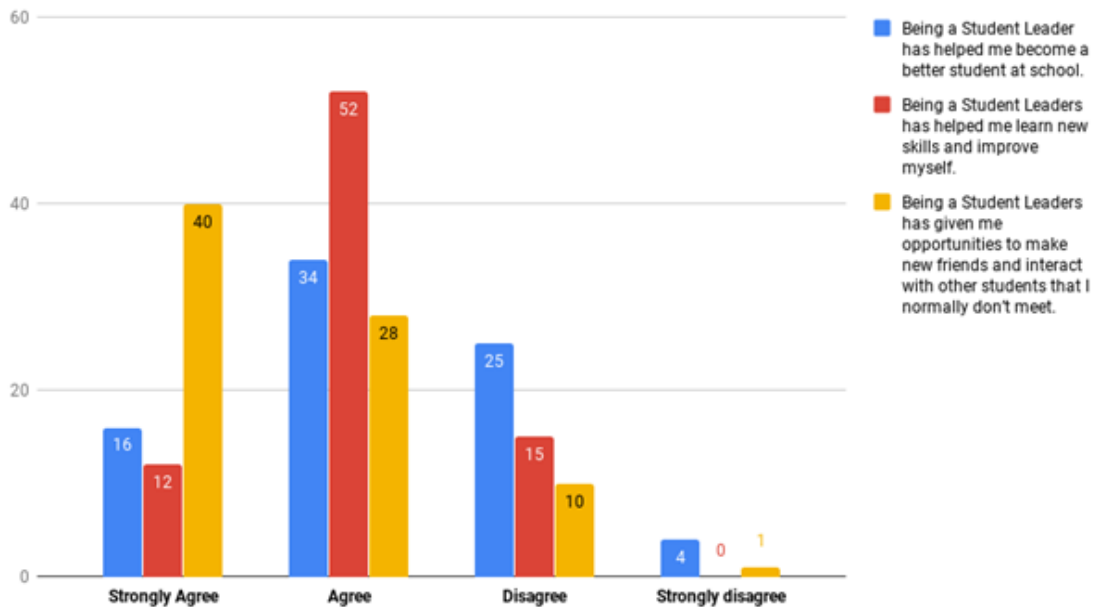
Achievements

The prefect team this year received a lot of praise from teachers for their responsible acts. The members performed duty on time and seriously. If anything happened, the prefects would first go to the senior and head prefects and ask for help before reaching teachers. The senior ones demonstrated self-confidence and leadership through the guidance provided to the new members of the team.

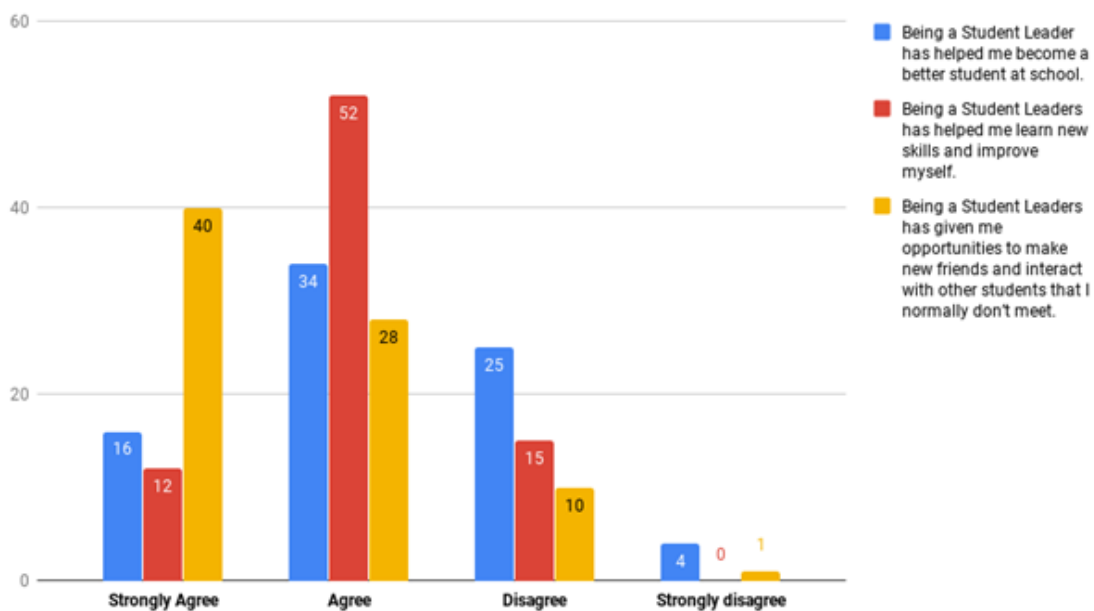
In order to coach the new senior and head prefects, the senior and head prefects from 2016-2017 perform duty together with the newly selected ones in September 2017. This practice showed strong leadership in the team. Such a coaching and guidance practice has helped the prefects to understand their roles better and provide them with more instant support.

Student Leadership Teams show evidence of greater organisation and purpose throughout the academic year. All teams have developed coherent year plans embedded with the language and philosophy of the seven habits of highly effective people. In addition all leadership teams have kept detailed minutes of their monthly meetings held throughout the year. All teams have also demonstrated a commitment to ongoing evaluation of their operations with reports and surveys administered throughout the year. Staff perception of the student leadership teams has improved. Most staff agree that the student leaders demonstrated better organization and responsibility when compared with previous years, particularly the Prefects and House Committees. These improvements are echoed in the survey data from the students themselves the results of which indicate a largely positive response from the student leaders:

Impact of Student Leadership Teams on Student Development (Student Survey Data)

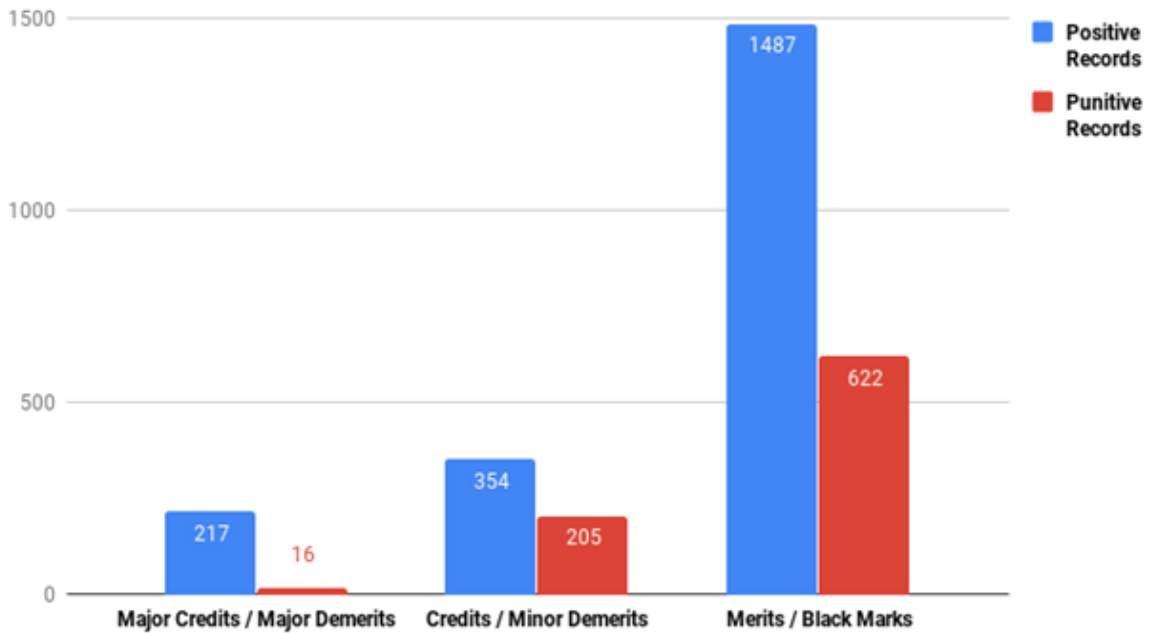


Impact of Student Leadership Teams on Student Development (Student Survey Data)



The reward system for students has been greatly improved to accommodate a wider variety of student achievements and ensure students are being appropriately recognised for all of their efforts. The means of incentivising and motivating students to pursue CAS and OLE opportunities has been improved by the provision of the LTPSS reward system which has seen widespread application by staff across all aspects of student achievement. The number of positive recognition for student achievement this year significantly outweighs punitive records. All data has been thoroughly moderated and validated throughout the year according to clear guidelines and procedures thereby ensuring that the records are appropriate and accurate:

Comparison of Positive and Punitive Records 2017/2018



The restructuring and streamlining of the CCA system has resulted in greater clarity with regards to recording keeping and standardised various practices across all School Teams interest groups and CAS activities. While this move has been largely logistical and focused on improving systems this year, the success will lay a strong foundation for a more analytical approach to determine the quality and value of our Co-curricula experiences for our students in the years to come. This more systematic approach has also resulted in a sharp reduction in the number of so called ‘ad hoc’ or unplanned events that previously had a negative impact on staff morale and in some cases students’ academic progress. Improved communication channels and protocols have meant that there have been very few complaints or incidents of staff in competition for students’ time which haven’t been resolved easily. This is a vast improvement when compared with previous years.

Reflections

While there is evidence for optimism with regards to the positive impact of the student leadership teams there is still some evidence to the contrary. The numbers of students engaging with aspects of leadership and additional responsibilities in the school is inconsistent and devoid of logic in some places. There is a huge increase of students occupying positions of responsibility from form four to form five:

- In S4 28% of students have leadership positions or additional responsibilities.
- In S5 64% of students have leadership positions or additional responsibilities.

This suggests that students are entering into positions of responsibility without appropriate preparation or experience and that perhaps students are taking on these roles for inappropriate reasons. This assumption is often backed up by the behavior and attitude of S5 student leaders. To address this issue a further reduction of events and leadership positions is recommended. The teams should focus on conducting quality events, recruiting appropriate personnel and hosting targeted training. Recruitment procedures and policies for ensuring and maintaining standards of excellence need to be more stringently followed. The leadership pathways educational component of the extended life education curriculum should be maintained and expanded to ensure a culture of respect and responsibility begins to permeate across all grade levels.

Leadership training has been provided to the student leaders every year. However, it is believed that this should be done earlier before the term starts. The team members suggested that instead of having 7 habits leadership training, they would like to take part in team building activities as they believed that the prefects would then have stronger sense of belonging to the team.

Student leaders also tried to write meeting agenda and minutes for the student leadership meetings. It was a good start but also a hard task. Students were not familiar with writing agenda and minutes. Teachers-in-charge would need to spend lots of time on teaching them how to do so. If this practice is to be kept, it is suggested that workshops on writing agenda and minutes should be provided to the students so that they know the purpose of and how to do so.

The purchase and wide spread use of E-class has brought about welcome improvements in some aspects of our data management. Particularly with regards to academic data processing and attendance records. The system is not without its limitations, however, and it is not compatible with our school's unique reward scheme. As a result the implementation of this system has been relatively clumsy for both teachers and the data management team. It is highly recommended that the administration look into intuitive means of sustaining these systems in order to alleviate the currently associated resource and effort cost for teaching staff. As long as the reward system is associated with significant extra effort on the behalf of teaching staff it will become counter intuitive.

Target D: The wellbeing of all students is enhanced so that all students feel secure and comfortable at school.

Achievements

Core pastoral curriculum is revised to embed both the understanding and enactment of 7 habits; to nurture the right values and character; to build more in-depth understanding towards the nationality and culture of one's country. Sessions of morning assemblies with themes that address respect and responsibility, including school bullying and other positive values are held for all S1-S6 students. Students, particularly junior form students were informed about the mechanism of reporting bullying cases. A structured guidance and counselling system has improved for case referral and for guidance/counselling services. Students were introduced explicitly to the HOY, School Leader, Head of Student Counselling and Mentoring, Social Worker and also Student Social Workers at the beginning and throughout the school year. Students are made aware of the reporting mechanism.

To formulate the annual plan of EP service for Year 2017/18, a needs assessment meeting with Student Development Team was held on 30/8/2017 so that the service delivered would be in line with the school's development plan.

Prioritized service of Year 2017/18 included a comprehensive EP service which covered school system support (20%), teacher support (20%) and student support (60%).

With the success of the practice last year, we continue to conduct two social skills group for the S.2 to S3 students who has problems on the interpersonal relationship with others. The group aimed to enhance their communication skills so as to improve their social skills and build up their confidence to interact with others, and to enhance members' ability to perceive and act on social cues, so that they could integrate more easily into social groups. Members shared that they learned to express their views and feelings when facing those bullies or so other bad guys. In addition, they also shared that the non-verbal communication skills were very helpful to them, they came to realize and address their problems.

To further support our guidance team, there are two Student Social Workers from HKU took their placement from the end of September 2017 to the mid-Mar 2018. During their placement, the social worker has given full assistance to them and they took up cases and hold developmental groups and programs.

The Junior and Senior School Leader (Learning Support & Wellbeing) is a new role in 2017-2018 under the school's leadership chart. Apart from daily quality teaching, the Junior and Senior School Leader are expected to get involved in non-teaching duties and devising the Life Education curriculum regarding the senior form students' character building, values nurturing, life planning and academic support.

There was also collaboration with Student Guidance and Mentoring Team and Career Counselling and Life Planning Team. The planning and preparation for the Janitors' Day were also included in the Life Education lessons which allowed students more time to finish their tasks for the Janitors' Day. Lessons regarding life planning were also integrated in the Life Education curriculum this year aiming to help students understand themselves more and the different pathways ahead of them. These arrangements, showing synergy among different teams, have given the students more opportunities to practice what we teach and

show their responsibility and respect to different people, including janitors, teachers and themselves.

Reflections

More support is needed in implementing positive education at school by equipping students and school staff with life skills such as: grit, optimism, resilience, growth mindset, engagement, and mindfulness.

In long run, we aim at supporting students with persistent and severe learning difficulties by additional and regular support, including group and individual interventions (Tier 2 support), as well as individualized educational plan (IEP) (Tier 3 support). To achieve these goals, it is desirable for at least 2 social workers or counselors in school to take up the role in conducting regular individual interventions as well as taking charge of IEPs for students with severe educational needs. Group interventions addressing various needs of students who need additional support could be provided by school social workers/counselors or by outsourcing to other NGOs.

III. Other Highlights

A. Learning and Teaching

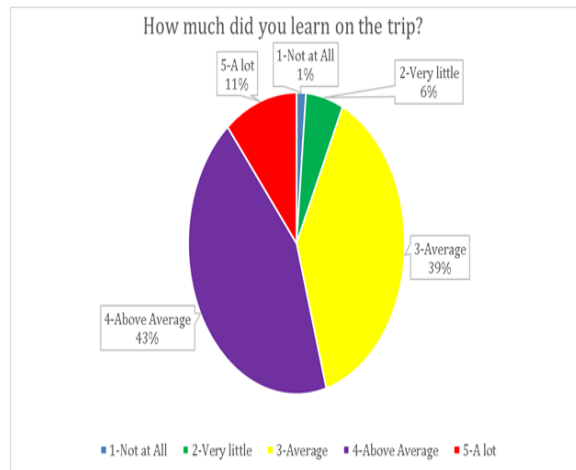
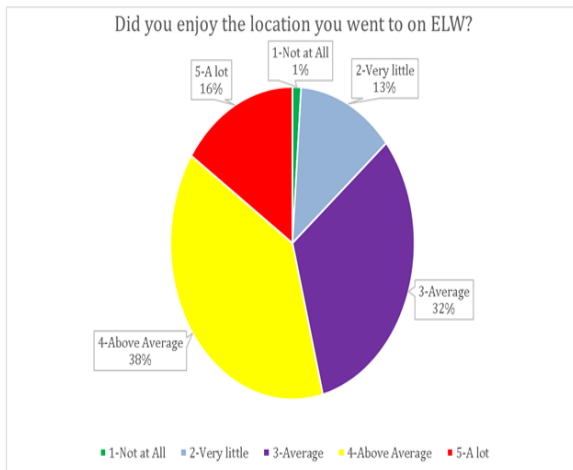
The micro-skills workshops led by MOTs were well received as were the workshops offered on the January 19th training day. The establishment of the MOTs is something to applaud.

The STEM ELW activity was the first time Science and ICT have collaborated and offered students a STEM challenge during ELW. This event could become a model for future cross curricular collaboration in 18/19 using technology such as the BBC Microbit.

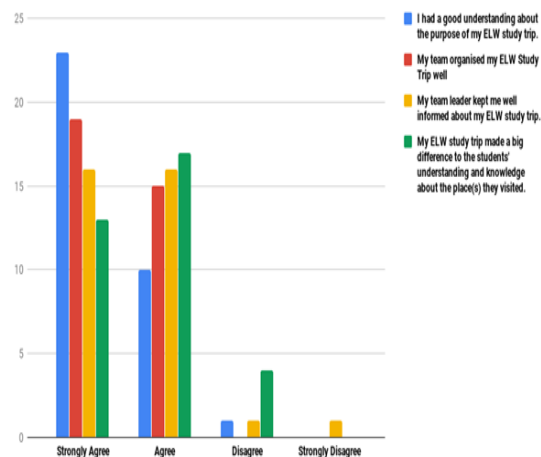
B. Support for Student Development

1. Experiential Learning Week (ELW) and Global Learning Showcase (GLS)

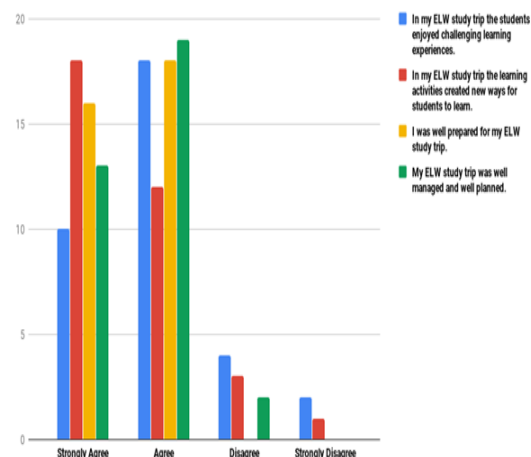
Despite a small reduction in the numbers of students attending overseas trips the response from students and staff with regards to ELW was overwhelmingly positive. The charts below indicate that the students' opinion towards the trips and the learning that took place was good. There is also strong evidence to suggest that the staff were generally pleased with the organisation of the ELW trips and the GLS this year and the benefits this brought to the students.



Staff ELW Reflections (1)



Staff ELW Reflection (2)



2. Extended Life Education Curriculum

One initiative this year involved restructured and targeting traditional aspects of school life such as morning assemblies, christmas celebrations and other ceremonial events so that they enhance, reinforce or align with the learning targets established in the core pastoral curriculum. As a result these functions or events were less arbitrary or ‘stand alone’ with regards to content and they created a larger impact on students.

3. Youthnity

This project was the product of several years of planning and development in the fields of student led learning, student advocacy and global awareness. The final project itself took the form of a three day conference developed, organised and conducted entirely by students at LTPSS. The journey to reach this point started several years ago with students attending the International Student Leadership Convention in Singapore. It has been the practice of the school to send promising students to this convention for several years, but in recent years some students, under the strong encouragement from the Principal, tutorage of staff, formulated and presented a proposal for developing a similar convention in Hong Kong at LTPSS.

This proposal was put into action this year and became ‘Youthnity’, an annual student convention aiming to raise awareness and address topical and relevant social issues in Hong Kong. This year the students chose the theme Cohesion: We are one and focused on supporting underprivileged or marginalized groups in Hong Kong via the provision of awareness and charitable donations. The conference involved four prominent guest speakers from reputable charities leading workshops and conducting debates and culminated in a charity fair during which over \$7000 was raised for these charities.

Students took responsibility for the event in its entirety; branding, marketing, planning, communicating and orchestrating all aspects. The students in the Organising Team demonstrated remarkable intelligence, maturity, ambition and leadership qualities in the development of this event. One of the key goals was to ensure the program is sustainable and as such the same Organising Team has committed to conducting the event again next year while training a new group of students to carry the torch in years to come.

4. Appreciation and Respect Programs

a) Teachers Appreciation Day I

To echo with the first part of the pastoral theme of the year — respect, Teachers’ Appreciation Day was seen as an important event to nurture students’ love & respect towards their teachers. Knowing that respect & love are nurtured instead of taught, we made special arrangement for Teachers’ Appreciation Day this year, through the role modelling of teachers. The project also aims at enhancing students’ bonding with teachers, provide students with a chance to show their talents (especially in Art & Design), and to pay tribute to teachers’ hard work. Visual Art teachers were invited to nominate students who are good at Art but may not be widely recognised. Six of these students were then invited to name the most appreciated qualities of teachers and design our school Teachers' Appreciation Cards accordingly. Meanwhile, teachers

were invited to provide us with their childhood picture and also a paragraph about the teacher they respect most, specifically stating the respectable qualities of them. The “Teachers Behind Our Teachers” were posted outside the school hall for students and school staff to read. The paragraph also comes with the childhood picture of the teacher who wrote the paragraph. The presentation attracted many students and staff to read the writings and learned about the reasons why teachers should be respected. Students were then invited to use the student-designed cards to write messages to thank their teachers.

The event was successful in nurturing students’ understanding towards why one should respect teachers. This can be shown from the genuine and respectful messages students wrote to their teachers through the student-designed appreciation cards provided by our school. By learning more about teachers’ childhood and their relationships with their most respected teacher, it also strengthened students’ understanding towards their teachers. It is understood that the nurture of students’ positive values and habits rely not only on one event, thus, other school events and assemblies were arranged to reach such aim.

b) Teachers Appreciation Day II -- Appreciation to Class Teachers

As mentioned previously, the nurture of students’ respect towards others does not rest on one school event. Near the end of the school term, all classes were asked to participate in a secret project in preparing gifts to thank their Class Teachers for their support and guidance throughout the year. Two empty booklets and two ferris wheel models were provided for junior (a simpler model) and senior form classes (a more sophisticated one). Students were asked to work with their classmates in decorating and designing the ferris wheels and photos albums respectively. Almost all classes made a lot of effort in preparing their gifts and some even worked extra to show their gratitude to their Class Teachers. The final products were collected before the Closing Ceremony and presented to Class Teachers at the ceremony as tribute to their dedication and guidance throughout the year.

Positive feedback were collected from students, teachers and parents. It is also a very good opportunity for students to learn to show their gratitude through action. Class Teachers were also overwhelmed with joy while receiving those beautiful gifts from their students at such significant occasion — the Closing Ceremony of the school year. The project also encouraged students to learn cooperating and working with their classmates with the same goal. Class spirit is undoubtedly further enhanced too.

c) Janitors’ Day

To nurture students’ love and respect for others, we identified that the most genuine and effective way would be through relationships and empathy building. A Pay It Forward Project for School Janitors was designed for S4 and S5 students. The project also aims at paying tribute to our school janitors and help students to understand their responsibilities and the impact of their action on others. The project spanned through February to April 2018. All S4 & S5 classes were assigned with one or a group of school janitor / custodian(s). Through the Life Education lessons in February and March, students got to learn more about their assigned janitor / custodian(s), their daily work routine and their personal interest. Through arranged activities,

students' bonding with their assigned janitors were also strengthened. In mid-March and April, each S4 & S5 class was asked to prepare a gift, self-made card, a bulletin board, a video that helps explain janitor's work and concern to the whole school and a thank you speech for their assigned janitor / custodian(s). On 30th April afternoon, Janitors' Day was held after Global Learning Showcase. Bulletin boards prepared by each S4 & S5 class were placed at the entrance of the school, class representatives went on stage in turns to present their video, speech and gifts to our janitors / custodians, with junior form students as audience. The student-led event was a great success and received very good comments from students, teachers, janitors and parents. Senior form students showed genuine gratefulness and respect towards our school janitors and custodians. Their presentations and actions also moved the junior form students.

In echo with the pastoral theme of the year — respect & responsibility, the project proved that relationship & empathy-building was an effective way in nurturing students' respect & responsibility towards others. With a student-led nature, the programme was also effective in helping students to build a genuine understanding of the values we aim to teach them. It also boosted their leadership when dividing the work among classmates, which strengthened their class spirit accordingly as well. Class teacher played a very important role in guiding students throughout the project and providing feedback whenever necessary. Some difference could be spotted between classes with close coaching by Class Teachers and those without. Though briefing sessions were arranged for Class Teachers before the event and were said to be helpful, more guidance and support to Class Teachers would be ideal in further enhancing the outcome of the project.

d) School Campus Cleaning

It was a common concern among teachers and school staff that our students would not take a trash-free, clean and tidy campus for granted. To nurture students' sense of responsibility towards their learning environment, to educate them to be responsible for their own action and to provide a chance for students to put such value into practice, LTPSS Campus Clean Up Day was held during post exam period. School Janitors were invited to film for an explanation video together with a few student representatives. In the video, the objectives and procedures of the Clean Up was clearly explained, with demonstration by our janitors and students representatives. Students were also introduced to organic learning methods. After cleaning their homerooms, students were also invited to clean designated areas of the school campus.

With the objectives clearly explained and the support from janitors and Class Teachers, students took the clean up seriously and cleaned the designated areas thoroughly. From their reflection worksheets, it can also be seen that students understand the hard work behind a clean learning environment. It would be a good practice to have the clean up as an annual or even regular activity on campus in the future.

IV. Student Performance

A. Public Examination Results

Best Results:

Yau Ming Yeung

Mathematics 5**

Liberal Studies 5*

Chemistry 5

Physics 5

English Language 4

Chinese Language 4

Admitted to HKUST in BBA Information Systems and Tsinghua University in Faculty of Civil Engineering.

Ngan Tsz Chun

Mathematics 5*

Physics 5*

Liberal Studies 5

Biology 5

Chemistry 5

English Language 4

Chinese Language 3

Admitted to HKU in Bachelor of Science.

Wang Kai Che

Liberal Studies 5*

Biology 5

Chemistry 5

English Language 5

Chinese Language 4

Mathematics 4

Economics 4

Admitted to HKU in Bachelor of Business Administration

B. Students' non-academic performance

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

			School Data	Reference Data		
Percentage of students participating in territory-wide inter-school competitions		School Year	Percentage	25 th p'tile	Median	75 th p'tile
19.1	Junior	2015/16	38.7	36.6	52.6	71.3
	Secondary	2016/17	38.6	--	--	--
		2017/18	60.1			
19.2	Senior	2015/16	21.9	26.2	40	49.0
	Secondary	2016/17	29.5	--	--	--
		2017/18	36.1			

2. Student Achievement

Date	Event	Name of Students	Awards
25 September 2017	Future Leaders Initiative Programme 2017 – Mental Health X Make Your Own App!	5M Law Wan Sze, Jenny	Best Mobile App Award
			Best Presentation Team
			Award of Diligence
		5A Au Yeung Yat Ho	Best Team Proposal
		5A Cheung Lok Kan, Ken	Certificate of Participation
18 November 2017	Hong Kong Joint School Biology Olympiad	5A Catolico Carlos Miguel Ramos	Bronze Medal
9 December 2017	The Hong Kong Fujian Charitable Education Fund	6S Mok Hiu Chun 4M Wong Hiu Shan 2M Tse Alexia Carissa 3M Chan William Ka-Ki 5M Lam Wing Tung	Hope Scholarship \$5,000
20 January 2018	Tai Po Outstanding Youth Award 2017-18	6M Shek Kam Ming	Tai Po Outstanding Youth Award 2017-18

Date	Event	Name of Students	Awards
26 January 2018	Tai Po Schools Singing Competition	School Choir 1S Kong Yin Ni 1S Lee Wing Kiu 1S Lin Hiu Ying 1S Wong Pui Chi 1M Cheung Yu Tung 1M Leslie Marie Herrera 1A Cheung Wan Suet 1A Ip Sze Yan 1A Lau Zoey Wai Kwan 1A Wong Pui Wing 1A Yu Wing Ka Alisa 1R Chen Yu Ying 1R Cheung Kiu 1R Moo Man Wun 1R Tsang Yuet Ki 1R Tang Ho Yin Henry 1R Wong Tin Yau 1T Cheung Hiu Wun 1T Chan Ivan 1T Li Pak Hon 1T Ng Pui Hei 2S Chum Victoria 2S Fan Cheuk Ki 2S Rachel Hu 2S Tse Hoi Ching 2S Yeung Wing Sze 2S Cheung Lap Tin 2M Chan Long Ying 2M Cheung Yeuk Sze 2M Ngai Wing Yu, Eugenia 2M Tang Cheuk Ying 2M Tse Alexia Carissa 2M Lam Sze Ngo 2M Lee Pak Yiu 2A Chan Hoi Ching 2A Wong Tsz Ki 2A Leung Tsz Long 2R Chow I Ching 2T Man Ka Wai 3S Ho Tse Ching 3S Lui Hei Yiu 3S Fan Chung Wing 3M Chow Chi Yi 3M Lau Sin Ni 3M Leung Man Yan 3M Leung Yee Ching 3M Wu Sin Yu Sherry 3A Chui Yuk Kwan 3A Lau Choi Ni 3A Tang Ho Ki 3A To Tsz Yau 3RTYam Nga Kiu 4M Lai Ka Ming 4M Wong Tin Po 4A Chan Jia Lin 4R Siu Wing Ki Erica 4R Wong Cui Tong Hailey 4T Lee Tsz San Cherry 5S Tse Ying Chun 5A Ho Ching Man 5T Ngai Wing Him	Gold Award

Date	Event	Name of Students	Awards
2 February 2018	Smart City Competition —Smart City (全港中小學數據科學比賽)	3M Lam Man To 3M Yiu Ka Lui 2R Chui Ho Yuen 2R Sin Sui Lam	2nd Runner up in Junior form
9 February 2018	Arts Ambassadors-in-School Scheme (AAiSS)	4S Zeng Xiao Mao 5A Chan Ka Yee	Arts Ambassadors
4 March 2018	27th i-Learner Prize Presentation Ceremony	2S Wang Han Yuan	Best Student Award in School
		2S Chum Victoria	Merit
16 March 2018	70th Hong Kong Schools Music Festival (School Choir/Secondary/Junior)	School Choir	2nd Place
18 March 2018	Sir Edward Youde Memorial Prizes 2017/18	6S Cheung Ching Man 6M Shek Kam Ming	Sir Edward Youde Memorial Prizes 2017/18
29 March 2018	Harmony Scholarships Scheme 2017-18	3M Avasti Yashvi Vijay 3M Lam Hin Ching 3M Julia Camil S. Ingalla 3M Buta Singh 3M Bilal Zafar 4M Sit Walter	awardees for the Harmony Scholarships Scheme 2017-18
3-6 April 2018	Joint School Music Camp & Concert 2018	School Choir	Participation
7 April 2018	Joint School Music Competition 2018 (School Band/Secondary)	School Band	1st Place
9 April 2018	Joint School Music Competition 2018 (School Choir/Secondary/Junior)	School Choir	1st Place
20th April 2018	EMI Drama Fest 2018	1A Tsang Tsz Yan 1A Fong Hiu Yau 1R Yau Caroline 1M Cheung Tsui Yee Denique 1M Ibardaloza Nicole Reigne Pana 2T Tang Hoi Ying 2T Shuai Yawen 2S Yau Yeuk Nam 2R Chung Chin Pang 2M Ngai Wing Yu 2M Tse Alexia Carissa 2A Shi Chit Hei Savio 3M Chow Chi Yi Cora 3M Lam Hin Ching 3M Lau Lap Yin 3M Hutton Caleb Samuel Duncan 3M Wong Angel 3M Wu Sin Yu 3A Tang Ho Ki 3A Tse Haven 5T Wong Hei Kiu 5M Hutton Andrew Joshua Duncan 5M Kean Daniel Edward	Best Spoken English

Date	Event	Name of Students	Awards		
20 April 2018	Hong Kong School Drama Festival 2017/18	4M Shino Lim	Award for Outstanding Script		
		4M Babakhan Torkaman Nika	Award for Outstanding Director		
		4M SIT WALTER 4M SO HOI KI 4M Shino Lim 4M Babakhan Torkaman Nika	Award for Outstanding Performer		
		4M Babakhan Torkaman Nika	Award for Outstanding Stage Effect		
		4M Cheung Nga Lam 4M Shino Lim	Award for Outstanding Cooperation		
		4M So Hoi Ki	Award for Commendable Overall Performance		
		4M Tsang Sze Wan 4M Wun Tsz Yee 4M Ho Chun Hin 4M Sit Wlater 4A Chan Jia Lin 4A Yu Sin Yi 4R Siu Wing Ki 4R Chiu Long Hei 4R Wan Chun Wan 4R Wong Ting Chun 4R See Ka Yu 4T Cheung Kit Lam 4T Wong Pak Long Leon	Adjudicators' Award		
		17 May 2018	CYC Prize presentation Award	5R Kwok Man Kam	Leadership training Scheme (Excellent performance award)
		1 June 2018	Harvard Book Prize Award Ceremony	5M Chu Lok Yan	Harvard Book Prize (Runner-up)
				5M Law Wan Sze	Harvard Book Prize (Runner-up + Harvard Book Prize Scholarship Awardee)
				5M Daniel Edward Kean	Harvard Book Prize (Winner)
		18 June 2018	A.S. Watson Group HK Student Sports Awards 2017-2018	5A Poon Ka Ying	A.S. Watson Group HK Student Sports Awards 2017-2018
		25 June 2018	Hong Kong Outstanding Teens 香港傑出少年 2017-2018	6M Shek Kam Ming	Outstanding Teens
		6 July 2018	'Beyond Robotic Package' Competition and Exhibit	1M Cheung Ho Long 1A Chiu Long Kit 1T Lee Cheuk Hin 1R Lam Wai Shun 2R Leung Chun Yin 2S Hui Ka Hin 2M Latham Lewis 3RTLam Tin Yue 3S Li Kam Fung	Award for Best Public Recognition
		July 2018	Beijing University	6S Cheung Ching Man	Offer from Beijing University
		20 July 2018	Tsinghua University	6S Yau Ming Yeung	Offer from Tsinghua University

V. Financial Summary

Financial Summary for the 2016/2017 School Year

(Audited)

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	77.92%	N.A.
School Fees	N.A.	20.81%
Donations	N.A.	0.02%
Other Income	N.A.	1.25%
Total	77.92%	22.08%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	80.53%	
Operating Expenses (including those for Learning and Teaching)	13.65%	
Fee Remission / Scholarship ¹	3.02%	
Repairs and Maintenance	1.03%	
Depreciation	1.77%	
Miscellaneous	0.0%	
Total	100%	
Deficit for the School Year #	Deficit less than 1 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	4.15 months of annual expenditure	
# <i>in terms of equivalent months of annual overall expenditure</i>		

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

The school has been moving towards an education that does not stand still, but continues to evolve and adjust, through constant review of the curriculum and pedagogical practices in order to prepare students for the modern world.

We also focus on the qualities namely, respect, responsibility, empathy, love and kindness which we finally believe would be what enable our students flourish in the world ahead of them.

LTPSS is ready for the next 25 years and on its way to be a beacon of innovative and happy learning into the 21st century.