



LAW TING PONG SECONDARY SCHOOL



School Report

2018-19

~ From Leadership to Sustainability ~

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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	693
Total no. of teaching staff	70
Qualification of teaching staff	Bachelor Degree: 100%; PDGE: 88.57%; Master Degree or above: 45.71%; Special Education Training: 11.43% Language Proficiency Requirement (LPR): English Teachers - Fully attained: 100% Putonghua (PTH) Teachers – Fully attained: 100%
Year of Teaching experience	0-4 years: 34.29%; 5-9 years: 27.14%; 10 years or above: 38.57%

D. Course Offered

Junior Form (S1-S3)	Senior Form (S4-S6)	
	<i>Core Subjects</i>	<i>Electives</i>
Chinese History	Chinese Language English Studies 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
Chinese Language		
Computer Literacy	Creative Arts (S4) Physical Education	
Design and Technology		
English Studies		
Food Science		
Humanities		
Life Education		
Mathematics		
Music		
Performing Arts		
Physical Education		
Putonghua		
Science		
Spanish		
Visual Arts		

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)	\$19,500	\$17,180	\$17,180	\$17,880	\$21,310	\$21,310
Annual School fee (non-local students)	\$78,849	\$76,529	\$76,529	\$90,506	\$93,936	\$93,936
Material for Food Science	\$140	\$140	\$140			
House fee	\$40	\$40	\$40	\$40	\$40	\$40
Student Association fee	\$60	\$60	\$60	\$60	\$60	\$60
PTA membership fee	\$50	\$50	\$50	\$50	\$50	\$50
Alumni Association membership fee	-	-	-	-	-	\$50

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

II. Achievements and Reflection on Focus Area

Focus Area: Nurturing proactive learners with global competence

First Priority: All students are independent, reflective and motivated learners

Target A: Empower students through advanced pedagogy and monitored study programmes

Achievements
<p>The school placed major emphasis on ensuring that students were engaged in the everyday classroom activities and learning was on the right track and adopted a series of measures such as lesson observation conducted not only by subject leaders, vice principal and the principal but also an external review team and overseas consultant at various stages throughout the year. For each round of lesson observation, timely feedback was provided to teachers. All students also participated in the 7C survey to evaluate quality of teaching. Results of the 7C survey were shared with respective subject heads and all teaching staff members. Nearly 40% of the teachers were rated higher than 4 in all of the C domains, indicating a need for more in-house professional training and sharing of effective teaching techniques. MOTs also found it useful to hold in-house PD sessions for teachers to enhance their classroom management skills. At department level, mentorship seemed to work well and assisted new teachers in their teaching.</p> <p>Major departments utilized the DLG to support academic programmes for high achievers. The gifted programmes organized this year were especially designed by HODs based on the needs of the students and the characteristics of the curriculum to further enhance students' creativity and critical thinking. They were hugely enjoyed by the students.</p>
Reflections
<p>The percentage of teachers rated by students possessing essential teaching qualities can be further enhanced. HODs were expected to monitor more of teachers' teaching effectiveness. More PD sessions have to be organized; and a personalized PD plan for each teacher should be implemented.</p> <p>From the teachers' views about the effectiveness of teaching, most of them commented that they experienced difficulty in managing a class with huge diversity in terms of student abilities and needs. It is of absolute necessity to develop teachers' ability to adopt differentiated instructions and empower the teachers so more of them can be trained to handle student of diversities.</p>

Target B: Increase students' ownership of learning through diverse formative assessment modes

Achievements
Subject leaders provided feedback that there had been diverse formative assessment modes incorporated into units of work. Teachers also shared various formative assessment modes in evaluation meetings. ranging from video making to making modals. Drama and debates were commonly used by subjects to engage students. Teachers shared student formative assessment products with vice principal. From lesson observation, students enjoyed participating in various lesson activities.
Reflections
From lesson observation, teachers needed more input in scaffolding concepts for students. Various formative assessments should be used. It is necessary to develop teachers' understanding of how they can improve teaching through using formative assessments effectively.

Targets C: Cultivate independent study habits

Achievements
All departments demonstrated the capacity to implement the Independent Study Scheme (ISS). Each department was able to produce its own ISS plan which enabled students to extend their learning outside of the classroom. Almost all senior form students are familiar with the requirements set by each department. Most departments developed subject related ISS logbooks to guide students as they complete their assignments on their own. ISS assignments were checked by subject teachers regularly and one department took initiative to award students who demonstrated self-regulated study habits during the closing ceremony. Awardees were nominated based on the students' enthusiasm in completing ISS assignments.
Reflections
It is necessary to fully implement the ISS in the junior form so as to engage all students in doing meaningful work outside of the classroom. Follow up meetings are needed to ensure that departments understand how to better enhance student learning through implementing the subject-related ISS in the new year. It was a meaningful act to award students who completed ISS assignments that lived up to the high expectations. Other departments are to be encouraged to take similar action so as to recognize the students' efforts in the year and their ability to work as independent learners.

Target D: Deepen learning through reflective practices**Achievements**

Departments had had the practice of involving students in writing reflections regularly or at the end of each unit on their own achievements and areas for improvement.

This year, students and teachers were introduced to a new initiative known as Academic Assembly, which involves students in sharing their learning outcomes with a big audience. Throughout the year, HODs shared their excellent practices which maximized student learning with the VP. They were therefore invited to share the practices on stage so all students can learn from the success from each department. Students invited by departments of CHI, ENG, Maths, LS, GEO, THS, BIO, and BM participated in the academic assembly. Student participants worked in groups and explained subject-related concepts to their peers in the audience. Presenters demonstrated excellent preparation and shared concepts which reflected deep learning in the process. From teachers' feedback, it was a valuable opportunity for students to develop self confidence and deepen their learning through teaching others.

At mid year (Early March) and end of year (mid July), students who fell into the bottom 5% of the overall results in each year group were requested to meet with the VP with the attendance of their parents to talk about their learning attitude and achievement upon receipt of their report card. Students involved had to reflectively share where they were in terms of academic results and re-set their academic goals and agree on the possible solutions and actions to address the problems identified in the short period of time. Parents welcomed these meetings.

Reflections

Due to limited time and clashes with other events in the hall, not all departments had the chance to showcase their learning outcomes. However, the senior form students and subjects heads were fully aware of expectation of this initiative and all were on board. It is expected that more students will be able to participate in this meaningful academic event next year.

Apart from providing students with opportunities to talk about their learning in front of teachers and their peers and meeting students whose academic results are at risk, it is also necessary to meet with high achievers face to face so they can reflect on their achievements and how to sustain their performance, or even aim higher.

Second Priority: Students demonstrate initiative and responsibility for collective well-being

Target A: Empower students to empathize with others and make positive changes proactively.

Achievements
<p>Class Teachers considered the topics included in this year's Life Education Programme appropriate and diverse that covered a wide range of important issues. Themes were well delivered by a number of organisations and speakers which gave plenty of opportunities for students to be engaged and be interactive. Some sessions were delivered by Class Teachers who were pleased to see clear lesson plans and materials provided, which made lessons run smoothly. In addition, teachers appreciated the flexibility in delivering the lessons. There has been an increase support for NCS students and students participated in activities with enthusiasm. Some teachers found that it had been easier to discuss with students about their actions. In particular, the session organised by World Vision for S4 students was well received as there was a drama on discrimination. Moreover, after the serious typhoon hit Hong Kong earlier in the school year, a class-based project was held for students to come up with strategies for raising awareness on environmental concerns. Students took part in preparing for their ideas and presentations with serious thoughts. For S5, Class Teachers considered the topics delivered authentic and were able to stretch students' global competence, such as stress management.</p> <p>Other activities were organised for students to take part in meeting this target. The Service Learning Team continued with last year's success of the Campus Cleaning activity. Students took part in this year's cleaning activity as they were able to demonstrate their responsibility and sense of belonging to their homerooms and the school. Students planned and worked as a team prior to the actual day and prepared necessary materials, tools and equipment by sharing the work. In addition, the Gratitude Challenge allowed students to be reflective learners, whereby they gave thanks to their friends, teachers and also non-teaching staff. Moreover as responsible citizens, each class reflected on the impacts of the serious Typhoon Mangkhut, and came up with actionable plans on how to reduce environmental impacts.</p>
Reflections
<p>The Life Education Programme can be strengthened by including relationships and sex education as part of the curriculum. Further support for NCS students is necessary as at times workshops and talks organised by external organisations are in Chinese. S2 Class Teachers would like to seek additional guidance on the 7 habit curriculum to better support students when going through each habit.</p> <p>For some important sessions such as one organised by World Vision - pre-session briefing and debriefing sessions prior to the workshop/seminar should be arranged so that students can be better prepared for the actual workshop, and able to consolidate their experience. Further experiential sessions should be a key element for future sessions where possible.</p>

For students to demonstrate what they learned from the Life Education Programme, opportunities are needed for students to participate in more community services so that they can apply their skills and also to help those in need in the community. Teachers agreed that the Campus Cleaning activity was meaningful and should be held regularly. Some Class Teachers proposed that there needs to be additional funding to support class-based activities.

For senior students from S4, it has been suggested that there could be more time at the beginning of the year for Class Teachers to get to know their students better. This would better support students' planning for their aspirations, looking at their future studies and careers. In addition, students would need sessions for personal management and organisation including managing the time and their own studies.

Target B: Equip teachers with the knowledge and skills so they can cater for the needs of students.

Achievements

Class Teachers appreciated the support provided by Heads of Year when needed. This is particularly apparent when Class Teachers needed support when handling students' issues and cases. Heads of Year would be the first person to offer support and to work collaboratively with the Class Teachers, in meeting with the students, parents and some teachers when necessary. This often resulted in swift teamwork as all would have the same goal in mind - to better support and guide the students involved.

A sex education training session was held during Professional Development Day and was well received by teacher participants. This would need to be extended to all teachers, and as outlined in target A, to further strengthen teachers' knowledge and skills in dealing with sex and relationship so that they can better support and educate our students.

Some teachers attended session on how to deal with mentally related issues of students. However, it is vital to provide better and additional professional development opportunities on SEN for teachers.

Reflections

Additional budget is needed to support training courses for teachers to attend. Some teachers proposed an increase number of Professional Development Days or better support teachers to attend sessions and courses organised externally. This is particularly essential for SEN training for staff. However, some teachers are not willing to take leave to attend PD sessions because it will add on extra workload to other teachers for substitutions. A solution to this would be to suggest the school hire supply teachers.

There is a need for teachers to be trained in how to better support SEN students. There should be two types of SEN training, targeting at two levels, including one for teachers leading and coordinating SEN Team, whilst the other to provide practical ideas and guidance for teachers. It was proposed to create a platform on SEN for teachers to share ideas and materials. Some Class Teachers would like to be provided with a history of cases or incidents which may help class teachers to handle students. Some teachers suggested to

target some teachers to be trained so they can be assigned to specific SEN students as advisors and counselors.

Some teachers also requested training for how to work and support students of different cultures and backgrounds.

A year focus of different year level can be nominated by teachers and they will be linked to the PD of the focus. Moreover, there are some good practices being shared in Year Level meetings. It can be encouraged or strengthened so that teachers can take in new ideas or for inspirational ideas.

Target C: Guide students to aspire for meaningful goals based on in-depth self awareness.

Achievements

Some Teachers expressed that 7 habits are being used often in some lessons and self-awareness programmes are considered useful, particularly for S1. Students have opportunities to reflect as a learner frequently.

Subject selection for S3 students has been a much smoother process this year. Class Teachers were well informed with the procedures. S3 individual counselling sessions were held for students to be better supported. Parents are better informed after students having gained support and guidance from teachers.

For S4 students, the class-based project after the typhoon provided opportunities for students to shine and in turn, allowed Class Teachers to identify and observe what strengths each student possesses. In addition, during the post-examination period, S4 students participated in the World of Work (WOW) Programme, with job shadowing opportunities and visited various work places including private commercial companies and NGOs. Students also visited the Crystal Group Factory in Mainland China.

Reflections

Begin life planning for lower school students starting for S1 would be useful, to kick-start the process of career planning for younger students, in reaching their aspirations. To teach students how to set their goals, and to support them to map out their possible pathways. This may include Class Teachers meeting students more frequently as counselling sessions, inviting alumni to share some successful cases or learning habits and to provide opportunities for student-led group projects to take place.

Where possible, recognise and acknowledge students' achievement in different occasions so that students know what their strengths are. S4 students who have just begun their HKDSE course need to be provided with counselling sessions (one-to-one). Some students' motivation may have been affected after receiving their report cards - some strategies need to be in place to maintain their dedication and commitment to their studies.

In addition to careers sessions, senior students' Life Education Programme could help students more to identify their roles in the society, to allow students to gain in-depth self-awareness opportunities, so that students can deepen their self-understanding on strengths, weaknesses and directions.

III. Other Highlights

A. Learning and Teaching

1. Conducted early predictions of students' academic performance and close monitoring

With the set up of a data management team and their continued effort, students' academic progress was closely monitored by HOD and the VP. S6 students were met on a regular basis to explain to them their academic situations. HODs of core subjects also worked on those senior form students who were one level below 3322 in their own subject and provided intervention to help them achieve 3322. Such a practice of making early prediction of DSE performance has been proven to be successful as indicated in the 2019 DSE exam results. Despite a lack of time, English, Mathematics and Liberal Studies departments succeeded in helping a good number of S.6 students who were predicted to be one level below 3322 in one subject to have fully attained 3322 in the DSE examination, making an additional increase to the percentage predicted.

2. Conducted purposeful interventions

Teachers gave priority to helping the S6 students by strategically splitting the students into small target groups based on their academic abilities and worked with them to secure the intended performance. Language teachers also made an additional effort to prepare the students for the oral examination which took place before and after the written exams for Chinese and English respectively. From September to January, the after-school hours were equally allocated to each department to conduct academic intervention in a systematic way and after the final examination in January, departments worked according to the central post-exam timetable and held consultation sessions with the students to provide last minute preparation and practice.

3. Saturday practice examinations for S.6 students

With the support from teaching assistants, the S6 students were arranged to sit practice examinations held on Saturdays. Two rounds of practice exams were held from the first Saturday in September to December 2018. Results were analyzed and feedback about how to improve was provided. Students practiced different exam questions which enabled them to apply the knowledge learnt and identified their own weaknesses. Students were informed about their progress on a regular basis so they were fully aware of their situations which helped them with their revision.

4. Quality control over the School-based Assessment

There was a central policy on the administration of SBA for subjects with the SBA component. Practice and feedback played an active role in the success of the students' SBA works.

5. Engaged high achievers in international examinations as part of gifted education

ICAS examination was introduced to high achievers in English, Maths and Science and more than sixty students were arranged to sit ICAS examinations and achieved very good results.

6. Heavily involved parents in academic interventions in the year

Parents of students who were one level below 3322 were met and informed about their child's situation. Also, parents whose child was academically at risk were met twice in the year. Parents have been very supportive and were willing to put in extra effort to monitoring their child's academic progress.

7. Successfully set up a Chinese Focus Group

After thorough analysis of the S6 students' performance in the 2018 DSE examination results, a Chinese Focus Group was set up in S.3-5 with the focus to boost the performance in Chinese Language.

8. STEM elements

With the passion of the teacher for STEM, a group of students from S1-4 have formed a STEM group and took part in various STEM exhibitions and workshops in the year. We have successfully cultivated a group of teenagers who see STEM as a way to improve their subject knowledge. These students mainly chose to study Science elective and M2. The exposure to STEM activities has significantly enhanced their science and Maths knowledge.

9. Monitored funded academic programmes.

This year, DLG systematically funded academic programmes for gifted students at the senior levels in subjects ranging from CHI, ENG, Maths, LS to Sci. These gifted programmes were monitored by HOD, Head of learning support and the VP. Feedback from students was very positive.

B. Support for Student Development

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

To continue the tradition of this valuable learning opportunity for students, it has been a very positive process overall this year with the ELW, with a much increased number of students participated in the overseas study trips in particular. A web page was launched with details of all the overseas and local study trips (<https://sites.google.com/elearn.ltpss.hk/elw2019/home>) to inform all stakeholders with all updates and information for each trip. These study trips took place on the week of 8th April 2019. Our destinations included:

- S1 Outdoor Adventurous Educational Camp - Sai Kung
- S2 Historical and cultural heritage - Xian
- S2 Raising environmental awareness - Taichung
- S3 Urban development and cultural diversity - Singapore
- S3 Service Learning - Cambodia
- S4 Sister School Exchange Visit - Shunde
- S5 Careers Week - Hong Kong
- Rich & Poor Disparity - Hong Kong
- Possibility in the Community - Hong Kong
- STEM - Hong Kong

Upon students' return to Hong Kong, students reflected on their learning and prepared for the Global Learning Showcase (GLS) where students presented to one another as well as teachers and parents about places they visited and what they learned from their experiences. Feedback from students have been very positive and trip leaders together with accompanying teachers were overall satisfied with the arrangements.

2. Youthnity

For the second time, the student leaders in the senior school organised and arranged for Youthnity, which is a student-led event entirely organised by students. This year, the student leaders invited students from different schools to participate to focus on the theme of InEquality in Minorities. Students came from Tung Wah Group of Hospitals Kwok Yat Wai College, Wong Shiu Chi Secondary School, Po On Commercial Association Wong Siu Ching Secondary School and Law Ting Pong Secondary School.

Students focused on identifying, raising awareness, and making positive changes towards the plight of these groups and then devising means of supporting them. We are honored to welcome representatives from several notable charities and organisations for this event. Participants exchanged ideas with students from different schools in Hong Kong through discussions, forums and debates. As we highly appreciate experiential learning and adventure-based learning, we did not solely focus on theories but on practical actions. The event was concluded by a fundraising activity held by the participants to raise money for the needy. We believe that Youthnity will connect young generations to the society and influence Hong Kong. This is because - it all starts with youths.

The event invited Professor Stephen Chiu as the Guest of Honor. Professor Chiu is currently the Chair Professor of Sociology and Co-Director of The Academy of Hong Kong Studies at The Education University of Hong Kong. He is also currently the Associate Dean (International Engagement) of the Faculty of Liberal Arts and Social Science. Professor Chiu obtained his Bachelor and MPhil degrees at The University of Hong Kong, and his Doctoral degree from Princeton University.

3. Responsibility and Empathy: activities and events

A number of campus cleaning days were held in order to raise students' awareness in keeping the school campus clean and tidy. Each class worked as a team to clean up not only students' homerooms, but also corridors and other public spaces around the campus. In addition, teachers and non-teaching staff appreciation days were held in order to recognise the dedication and contribution from all staff. This goes beyond the school community and reaches into the wider community. Students have participated in planting trees in Taipo, beach clean-up, and also in working with the PTA to visit elderly homes and became volunteers at the HK Paw Guardians to look after abandoned dogs. Moreover as responsible citizens, each class reflected on the impacts of the serious Typhoon Mangkhut, and came up with actionable plans on how to reduce environmental impacts.

IV. Student Performance

A. Public Examination Results

90 students attended the Examination.

Best Results:

KWONG Fai Yam

Liberal Studies 5*

Chinese Language 5

English Language 5

BAFS - Accounting 5

Mathematics 4

Chemistry 4

Admitted to CUHK in Integrated Bachelor of Business Administration Programme

LAW Wan Sze

English Language 5*

Chinese Language 5

Biology 5

Mathematics 4

Liberal Studies 4

Chemistry 4

Admitted to **CUHK** in Bachelor of Social Sciences in Sociology

B. Students' non-academic performance and activities

Date	Event	Name of Students	Awards
9 September 2018	Hong Kong St. John Ambulance Brigade Youth /New Territories Command Inter-divisional Competition for Group B Home Nursing	Law Ting Pong Nursing Cadet Division	2nd runner up
22 September 2018	DSS STEM Fair 2018	3T Chiu Kai Hin	Participation
23 September 2018	Hong Kong St. John Ambulance Brigade Youth /New Territories Command Inter-divisional Competition for Group B Uniform Inspection	Law Ting Pong Nursing Cadet Division	Winner
24 September 2018	DSS STEM Fair 2018	2A Cheung Ho Long 2T Lee Cheuk Hin 3M Lam Chun Yat 3M Lewis Edward Latham 3R Leung Chun Yin 3R Sin Sui Lam 3S Hui Ka Hin 3T Chiu Kai Hin 4M Li Kam Fung 4RT Lam Tin Yue	Participation
8 October and 15 October 2018	Tai Po & North District Inter-School Swimming Championship 18-19	Boys C Grade	3rd Runner-up in 4X50M Freestyle Relay
		Girls A Grade	5th Runner up in Overall
		Boys A Grade	7th Runner up in Overall
		5T Lo Tze Hung	3rd runner up in Boys A grade 100m Freestyle
		3R Chan Hin Ming	2nd runner up in Boys B grade 100m Freestyle
			3rd runner up in Boys B grade 50m Butterfly
		6A Wong Chun Yip Chris	1st runner up in Boys A grade 50m Freestyle
			3rd runner up in Boys A grade 50m Butterfly
		2R Lam Wai Shun	1st runner up in Boys C grade 100m Freestyle
		1R Wong Sze Yu	1st runner up in Boys C grade 50m backstroke
2nd runner up in Boys C grade 100m backstroke			
6R Wai Shun Yan	1st runner up in Girls A grade 50m backstroke		
	2nd runner up in Girls A grade 50m Freestyle		

Date	Event	Name of Students	Awards
8 October and 15 October 2018	Tai Po & North District Inter-School Swimming Championship 18-19	4M Lam Hin Ching	1st runner up in Girls B grade 100m backstroke
		5M Wun Tsz Yee	Overall 6th Runner-up
13 November 2018	Bebras Hong Kong 2018 (International Challenge on Computational Thinking)	4M Lee Ka Hei	Top 10% Award
		4M Lam Man To	Top 10% Award
		3A Li Sze Huen Corinna	Top 30% Award
		3R Sin Sui Lam	Top 30% Award
		1M Kong Ko Lun	Top 10% Award
		1M Lee Sam Eduards Juen Song	Top 20% Award
17 November 2018	2018 Super Language Recitation Competition (ASIA)	1R Yu Tsun Yeung	1st Prize- Solo Spanish Verse in S1
		3A Kong Jun Hong, James	1st Prize- Solo Spanish Verse in S3
		4M Chen Wai Ka	1st Prize- Solo Spanish Verse in S4
		2A Chan Cheuk Hei	1st Prize- Spanish Duologue in S2
		2A Tam Yu Lung Jason	
		2M Burge Darren James	1st Prize- Spanish Chorale in S2
		2M Kothari Sahaj	
		2M Zhang Ng Kevin	
		2M Ibardaloza Nicole Reigne Pana	1st Runner up- Spanish Duologue in S5
		5M Cheung Ka Yan	
5M Tsang Sze Wan			
25 November 2018	Fencing - New Territories Inter-school Girls C Fencing Competition (Foil Individual)	2R Chan Wong Ho	2nd runner up
30 November 2018	Mathematics Track Competition	3A Chan Tsz Hin 3R Chui Ho Yuen 3R Sin Sui Lam	2nd Runner up
6 December 2018	《明報》小記者計畫	3T Shuai Yawen 3T Tang Hoi Ying 3T Yan Chung Yi	Participation
8 December 2018	The Hong Kong Fujian Charitable Education Fund	2A Kong Yin Ni 3S Yau Tsz Ting 4M Chan William Ka Ki 5M Kwok Man Him 6M Kwong Fai Yam	Hope Scholarship (\$5,000)
9 December 2018	The 20th Shenzhen Interschool Band Festival 2018	School Band	Gold Prize

Date	Event	Name of Students	Awards
15 December 2018	Speech Festival – Chinese Speech	1S Yau Yuet Ting	2nd place
		1A Chen Jianuo	Certificate of Merit
		1A Zhang Junling	
		1A Chan Ka Man	
		1A Pan Wai Han	
		1R Guo Hin Yu	
		1S Chane Wing Hei Latifah	
		2T Tsang Tsz Yan	
16 December 2018	Hong Kong Youth Speech Competition 全港青年演講比賽 (2018-19)	5M Chung Sze Ki	Participant
16 December 2018	Guangdong-Hong Kong-Macao Greater bay Area Mathematical Olympiad 2019 (Hong Kong Region)	1M Kong Ko Lun	Second-Class Award
		2A Kwok Chak Pong	
		2S Lu Ka Yu	
		5M Ho Cheuk Ming	
		1M Lee Sam Eduards Juen Song	Third-Class Award
		2R Wong Hin Chit	
		3A Chan Tsz Hin	
		3A Kung Yat Chun	
		3R Chui Ho Yuen	
		3T Chui Tung Wai	
		4M Lam Man To	
		19 December 2018	
1A Wong Yuen Ting	3rd Place		
1A Wong Esther			
1S Chane Wing Hei Latifah			
Speech Festival – English Choral speaking (Mixed Voice Choral Speaking)	1M Ho Yuen Ting		2nd place
	1S Yau Yuet Ting		
21 January 2019	2018 TOP TEN NEWS (2018 十大港聞選舉)	5M Chung Sze Ki	Prize
25 January 2019	Tai Po District Schools Singing Competition	School Choir	Championship
16 February 2019	2019 Hong Kong mathematical Olympiad	3S Gao Kaile	Bronze Award
17 February 2019	Guangdong-Hong Kong-Macao Greater bay Area Mathematical Olympiad 2019 (Hong Kong Region) – 2nd round	1M Kong Ko Lun	First Class Award
		1M Lee Sam Eduards Juen Song	Second Class Award
		2A Kwok Chak Pong	
		5M Ho Cheuk Ming	

Date	Event	Name of Students	Awards
18 February 2019	Tai Po Inno Expo 2019	1M Kong Ko Lun 2A Cheung Ho Long 2R Lam Wai Shun 2S Chiu Hong Kit 2T Lee Cheuk Hin 3M Lam Chun Yat 3M Lewis Edward Latham 3R Leung Chun Yin 3S Hui Ka Hin 3S Yiu Yui Hin 4M Li Kam Fung	Participation
28 February 2019	71st Hong Kong Schools Music Festival	School Choir	Merit
2 March 2019	“Newspaper Cutting Competition” (Tai Po District Civic Education Campaign Organizing Committee) (大埔公民教育運動委員會宣傳活動工作小組主辦剪報比賽)	3A Leung Wing Cheung	3rd Prize
17 March 2019	Sir Edward Youde Memorial Prize	6M Law Wan Sze 6M Kwong Fai Yam	Awardee
23 March 2019	Hispanic Culture Festival	1M Burd Alexandra Kate 1R Yu Tsun Yeung 1T Chau Wang Sum 2M Cheung Tsuiyee Denique 2M Ibardaloza Nicole Reigne Pana 2M Burge Darren James 2M Kothari Sahaj 2M Zhang Ng Kevin 2A Chan Cheuk Hei 2A Tam Yu Lung Jason 3M Chan Ching Nam Hermione 3M Janssen, Eric Sebastian 3M Mok Chan Tommy Gai Yong 3A Kong Jun Hong, James 3A Shi Chit Hei Savio 4M Avasti Yashvi Vijay 4M Badger Jenny Varunee 4M Chen Wai Ka 4M Julia Camil S. Ingalla 4M Ng Yan Yan 4M Bilal Zafar	Champion of Spanish Drama

Date	Event	Name of Students	Awards
23 March 2019	Hispanic Culture Festival	4M Buta Singh 4M Soo Ching Nam Jeremy 5M Cheung Ka Yan 5M Tsang Sze Wan	Champion of Spanish Drama
25 March 2019	Harmony Scholarships Scheme 2018-19	4M Badger Jenny Varunee 6M Hutton Andrew Joshua Duncan 6M Mok Chan Tammy Gai Kwan 6A Catolico Carlos Miguel Ramos 6M Mia Shafiq Md. Minhaz	Harmony Scholarship 2018-19
27 March 2019	Joint School Music Competition 2019 (Secondary School Band Category)	School Band	Gold Prize
28 March 2019	AEMSS EMI Drama Festival 2019	1S Chan Yue Ying 2A Fong Hiu Yau 2M Ibardaloza Nicole Reigne Pana 2M Yau Caroline 3A Shi Chit Hei Savio 3A Wong Lok Ki 3M Ngai Wing Yu 4A Chow Chi Yi Cora 4M Avasti Yashvi Vijay 3A Shi Chit Hei Savio	Outstanding Creativity
		3A Shi Chit Hei Savio	Outstanding Performer
30 March 2019	ICT Open Day of the 2019 World Telecommunication & Information Society Day Hong Kong	5A Mak Wing Yan	Recognition Certificate
31 March 2019	Table tennis team - Tai Po & North Inter-school Boys C Grade Competition	2T Tsoi Kenneth Wai Hung	2nd Runner-up
14 April 2019	Hua Xia Cup (First Round)	1A Kwong Nathan 3T Chui Tung Wai	Third Class Award
15 April 2019	Joint School Music Competition 2019	School Choir	Gold Prize
16 April 2019	Greater Bay Area Knowledge Competition (大灣區知識爭霸戰-香港中學賽)	4M Lee Ching Man Jenny 4M Chan William Ka-Ki 4M Lam Man To	Third Place in Hong Kong
		5M Chan Hiu Lok 5M Cheung Kam Hay 5M Kwok Man Him	Second Runner-Up for schools with the highest participation rate in Hong Kong
		5R Tsang Ling 5S Ho Nga Sze 5S Kong Chun Him Marcus	Top 10 Finalists in Hong Kong

Date	Event	Name of Students	Awards
27 April 2019	Fourth Annual Inter-School Interpretive Reading Competition	2M Ibardaloza Nicole Reigne Pana	1st place for the Junior section
28 April 2019	Cadet Corporal Training Course	5S So Hoi Ki	Best Candidate Award
1 May 2019	Secondary School Mathematics and Science Competition 2019	5M Wong Hiu Shan 5T Cheung Kit Lam	Distinction in Biology
8 May 2019	Battle of the Books Competition	1M Barrett Phoebe Diane 1M Gardiner Sadie Aurora 1M Ho Yuen Ting 1M Ramos Marie Victoria Ocumen 1M Lee Sam Eduards Juen Song 2M Hau Wing Tung 2M Ibardaloza Nicole Reigne Pana 2M Yim Hiu Ching Nicole 2M Cheng Karlson Ka-Shun 2T Chau Chun Hei 3A Shi Chit Hei Savio	2nd Place
11 May 2019	The Hong Kong Youth Mathematical High Achievers Selection Contest	3T Chui Tung Wai	Third-Class Award
25 May 2019	10th Interschool Creative Writing Competition	3T Shuai Yawen	Young Writer Award (少年作家獎)
30 May 2019	「我的國家」徵文比賽	4M Chen Wai Ka 4S Cheung Ho Fai	Participation
31 May 2019	HKSSF Inter Schools Football Competition (U15)	1A Lam Yuk Yu 1A Wong Chun Kai 1R Zhang Chamberlain 1S Leung Hong Shek Isaac 2M Yuen Ho Chuen 2R Chau Hau Yan 2S Lam Chun 2S Leung Lap Tin 2S Tang Chung Hei 2S Tang Ho Yin Henry 2S Yan Ho Hin 2T Li Pak Hon 3M Boyle Justin Caden Cristobal 3M Janssen Eric Sebastian 3R Mo Yu Yeung 3S Lau Ming Hei 3T Tam Cheuk Kiu	2nd Runner up
16 June 2019	A.S. Watson Group HK Student Sports Awards 2018-2019	3T Chui Tung Wai	Award

Date	Event	Name of Students	Awards
20 June 2019	Future Stars – Upward Mobility Scholarship	5M Kwok Man Him 6M Mia Shafiq Md. Minhaz 6R Ip Yun Sum	
21 June 2019	Life Planning Peer Counselors – Award of Active Participation (Hok Yau Club) (學友所承 – 校本輔導大使計劃)	4S Cheung Ho Fai 4M Chen Wai Ka 4M Li Kam Fung 4RT To Mei Yin 5S Ho Nga Sze 5M Jong Hoi Lam Gavin 5A Chan Ho Tin Joshua 5R Wong Cui Tong 5T Fung Chung Hang	Award of Active Participation (Hok Yau Club)
26 June 2019	Harvard Book Prize	5A Chan Wai Lam 5M Shino Lim 5M Wong Hiu Shan	Prize
29 June 2019	ICAS (Science)	3A Wong Lok Ki	Science (Distinction)
29 June 2019	ICAS (Mathematics)	1M Lee Sam Eduards Juen Song	Mathematics (High Distinction)
		1M Gao Pei Pei 1M Kong Ko Lun	Mathematics (Distinction)
29 June 2019	ICAS (English)	1M Lee Sam Eduards Juen Song 3A Shi Chit Hei Savio 4M Lam Man To	English (High Distinction)
		1M Yeung Hannah Mei Yan 1M Fung Chin Fai 1M Lo Ching Wang 1M Kong Ko Lun 2A Au Wing Yiu 2M Chong Hei Lok Aglow 2T Lee Cheuk Hin 4A Chow Chi Yi Cora	English (Distinction)
29 June 2019	2018/19 Chinese Writing Competition (Secondary)	2M Liu Caitlyn Nga Yin	Merit
		1M Barrett Phoebe Diane 1M Kean Joanne Sarah 2M Cheung Tsuiyee Denique 2M Zhang Ng Kevin	Participation
29 June 2019	“Knowing Constitution and Basic Law, the rule of Law” Slogan Competition (Secondary School Group) (「認識憲法、《基本法》——與法治同行」中學標語創作比賽)	4RT Tang Ho Ki	Merit

Date	Event	Name of Students	Awards
3 July 2019	2018-19 Essay Competition – Hong Kong Hostels Association	1S Jiang Yuanyue 1S Leung Athena 1S Yau Woon Man 1S To Long Yui 1T Ng Keith 2T Ng Kanis 3A Chan Yi Man 3R Wong Nok Him	Merit (優異獎 - 舊區漫步)
		3M Chan Long Ying 3R Law Tak Yiu 3S Lau Ming Hei 3T Yan Chung Yi	Merit (優異獎 - 這兒曾是父母的遊樂場)
		4M Lam Man To 4M Yeung Yat 4M Chong Chun Yeung 4M Lee Ching Man Jenny 4S Wong Ying Kin 4S Leung Yee Ching 5A Yu Sin Yi 5A Chan Jia Lin 5M Kwok Man Him 5M Wong Hiu Shan 5R Tsang Ling 5S Chui Chit Hei 5S Ho Nga Sze	Merit (優異獎 - 我日漸成長，你已步履蹣跚)
		4RT Ma Wai Ting 4RT Mak Yee Kiu 5R Lau Kin Hei Max	Merit (優異獎 - 一首代表香港的歌)
12 July 2019	Writing to SCMP and Young Post	1A Lai Lee Sha Lisa 1M Razaq Muniba Bulanadi	1 piece of work published in the SCMP and Young Post
		1S Fung Jenny	5 pieces of work published in the SCMP and Young Post
		1S Lee Tsz Tan 2M Liu Caitlyn Nga Yin 6S Lin Kai Him	6 pieces of work published in the SCMP and Young Post

Date	Event	Name of Students	Awards
5 July 2019	Robotic Education Project	2A Cheung Ho Long 2R Lam Wai Shun 2S Chiu Hong Kit 2T Lee Cheuk Hin 3M Lam Chu Yat 3M Lewis Edward Latham 3R Leung Chun Yin 3S Hui Ka Hin 3S Wong Man Hymn 3S Yiu Yui Hin 3T Chan Chung Yin	Participation
26 July 2019	Youth ImpACT Award (YIAA)	5A Chan Ka Yuen 5A Chan Ho Tin 5A Chan Jia Lin 5A Mak Wing Yan 5A Chan Wai Lam 5A Kwok Yik Fai Edmond 5M Cheung Kiu Sui	Merit

V. Financial Summary

Financial Summary for the 2017/2018 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)	76.83%	N.A.
School Fees	N.A.	20.32%
Donations	N.A.	N.A.
Other Income	1.95%	0.90%
Total	78.78%	21.22%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	86.43%	
Operating Expenses (including those for Learning and Teaching)	6.97%	
Fee Remission / Scholarship ¹	2.81%	
Repairs and Maintenance	1.74%	
Depreciation	2.05%	
Miscellaneous	0.0%	
Total	100%	
Deficit for the School Year #	0.32 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	3.74 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

LTPSS is stepping into its second decade of being a DSS School, the second phase of its journey that supports academic success along with the development of personal characteristics that prove critical for success and happiness in the classroom and beyond.

LTPSS would work towards the goal of a Happy and Achieving School, in maximizing students' potential to aspire for higher performance.