



LAW TING PONG SECONDARY SCHOOL



School Report 2019/2020

~ 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	697
Total no. of teaching staff	75
Qualification of teaching staff	Bachelor Degree: 100%; PDGE: 91% Master Degree or above: 45%; Special Education Training: 15% Language Proficiency Requirement (LPR): English Teachers - Fully attained: 100% Putonghua (PTH) Teachers – Fully attained: 100%
Years of Teaching experience	0-4 years: 39%; 5-9 years: 22%; 10 years or above: 39%

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

E. Class Structure and Fee

	S1	S2	S3	S4	S5	S6
No. of classes	5 (6 groups)	5 (6 groups)	5 (6 groups)	5 (5 groups)	5 (5 groups)	5 (4 groups)
Annual School fee (local students)	\$22,000	\$20,650	\$18,190	\$19,670	\$22,570	\$22,570
Annual School fee (non-local students)	\$84,353	\$83,003	\$80,543	\$95,955	\$98,855	\$98,855
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 website (www.ltpss.edu.hk)

Achievements and Reflection on Focus Area

Focus Area: Nurturing Students to Aspire to Higher Performance

First Priority: Cultivate confident, self-regulated, and goal driven learners

Target A: Motivate students to learn through different pedagogical strategies

Achievements
<p>The first term (September – January) ended smoothly with the successfully implementation of various programmes to improve learning and teaching and achieved various outcomes:</p> <ol style="list-style-type: none"> 1. The classroom teaching effectiveness has improved this year as reflected in the 7C learning survey. When compared to the data of the previous two years, the teaching this year has improved in the seven domains. Also, the percentage of teachers and departments that scored 4 or above in six to seven domains has also improved significantly. Panel Heads were given the survey results and guided to arrange lesson observation and share good classroom teaching practices in panel meetings. Details are in the VP’s report on the 7C learning survey in the “Other Highlight” of this school annual report. 2. MOT held ongoing PD workshops for new teachers and sharing sessions to brief them on the arrangements of various yearly school events so new teachers were much better supported this year to handle their daily teaching. 3. “Student motivation” is the outcome of effective methodology. In order to better prepare the teaching crew to motivate students to learn, a professional training and feedback to teachers took place on a regular basis. Mr. Julian Harniess was invited to provide teaching training and coached new teacher on their pedagogy to improve learning atmosphere and students’ motivation. 4. Monthly academic meetings further strengthened the communication of academic policies and measures between the VP and the subject leaders. This has also empowered their capacity to coach and support new members in the team. 5. Vice Principal and Principal conducted lesson observation and organized feedback sessions with various teams so they understood the areas to develop to boost learning outcomes. 6. Students were heavily involved during the process of S.3 elective selection and S4 ApL courses plans. This has pathed the way for programmes to take place smoothly in the 2nd term where classes were suspended. 7. Completed two rounds of DSE practice examinations with all subjects and the final examination of all subjects with data analysis to suggest revision plans. The Final Examination Report card was distributed to S6 students in February and targeted groups

were well informed of their academic situation, as well as the predicted performance in the DSE examination. This helped them make informed study plans and JUPAS choices.

8. Completed all summative assessments for 1st term at the end of January. This has allowed the school to have reliable academic data for reference when devising plans in the second term. The data also has enhanced the communication with parents as it also allowed parents to better understand their child's academic situation and make informed decisions on selecting NSS electives. The mid-year academic data also has allowed the school to carry out self-evaluation on the progress of the first term. Moreover, the data, together with the other four sets of academic data from 2017, has produced academic development trends in all these years by comparing the performance and progress of each cohort from 2017 onwards. Individual HODs were met to improve assessment literacy and how to act on the academic trends in terms of curriculum planning and the planning of subject events.
9. Organized a seminar for parents of gifted students and supported various gifted programmes.

Classes in the second term were suspended but learning at LTPSS did not stop and support to students was thoroughly planned.

1. Established an online lesson timetable in S.1-5 to ensure structured learning and planning.
2. Worked with Panel Heads to revise SOW and fine-tune plans for assessments to be conducted online.
3. Involve the majority of parents in monitoring student learning online. Teachers demonstrated proactiveness in taking care of students and their learning via telephone calls and zoom meetings. Social workers were also involved in supporting students who had difficulty in handling online learning.
4. Subjects established interesting online learning resources such as subject videos to improve learning. Elective taster programme videos, life planning and career counselling videos were also launched with students and parents. These resources have added to the value of the school-based curriculum.
5. Formulated central policies and measures to steer learning and teaching as well as reporting in S1-5 after classes resumed. Various cases regarding students' learning progress were analyzed and decisions for assessment and reporting were made with subject heads.
6. Created learning resources including videos and PowerPoint as well as notes for cross border students to help them with revision and learning over the summer. Maintained ongoing communication with parents to understand their learning progress.

7. Planned for 2020/21 with all HODs and individual subject panels to formulate development priorities for T&L. Revised SOW to build in interesting learning elements that can further develop high order thinking and rigorous learning experiences.
8. Produced summer class timetable to further support students in their learning and management of the final examination. Online tutorial classes shall be arranged if classes are further suspended in August. All subjects, before the term ended, set examination papers for S4&5 students to take place in August. The end of year academic data will further enable the school to carry out self-evaluation in the T&L section and better formulate priorities for next year.

Reflections

1. There is a real need to explore online platforms to centralize online learning and teaching for cross border students who are unable to access learning on Google Classroom or Zoom and Hangout meeting. When these students return to school in September, priority should be put on helping them to catch up with learning.
2. It's also agreed that a blended learning mode, comprising classroom learning and online support should be devised and taken as 'normal' mode of learning and teaching for 2020/21.
3. In the second term, the majority of students were able to follow instructions and sustain quality learning outcomes. However, a certain number of students, especially Junior Form students or students with SEN struggled with learning online. It is necessary to continue enhancing students' study skills so they can be self-regulated learners.
4. Last years' experience told us that a good collaboration between the academic side and the pastoral side is crucial in order to better support students' learning and better prepare them to improve study skills and emotional management.
5. Among the seven domains "Captive" and "Confer" are the two areas that need to improve. This reflected that somewhat students could have been more challenged. There needs to be professional training on how to conduct interactive lessons in which students can have more hands-on vigorous learning experiences. The VP, the Head of Staff Development and Pedagogy shall lead the MOTs to plan forward to empower teachers.

Target B: Build competencies in students through purposeful academic programmes

Achievements
<ol style="list-style-type: none"> 1. Speaking activities were organized for each S6 student to have a chance to enhance their presentation and organization skills as well as confidence during the morning assembly period before their final examination. Subject Heads of Chinese and English as well as VP provided students with constant feedback on their performance. 2. The NCS students were better exposed to various cultural learning activities in the year as a result of the new team's enthusiasm and creativity. This has significantly enhanced the ownership for learning Chinese Language and a sense of belonging to the school. 3. The Chinese and English departments continued their participation in various Speaking and writing competitions whereas the Mathematics and HUM&LS departments have put in tremendous efforts in organizing various courses to nurture high achievers. 12.5% S6 students are awarded Level 5 or above in Mathematics. 4. Creative arts subjects also produced impressive and interactive school-based modules and worked in close collaboration in the year. Seven modules were introduced to S4 students to further develop their arts skills, creativity, and foster a sense of appreciation as well as aesthetic sensitivity. The arts and music departments also provided students with ample opportunities to take part in various interschool events. 5. Library also worked closely with the Chinese, English and Mathematics departments and coordinated subject specific events. Chinese and English library lessons have worked very well and this has significantly increased the number of books that students borrowed in the first term when classes were not suspended. More details are in the library manager's annual report.
Reflections
<ol style="list-style-type: none"> 1. Knowing the learning styles of senior form students at LTPSS the Chinese, English and LS have to work in close collaboration to enhance students' language skills under the leadership of the Head of Learning Support. There has to be academic assembly programmes organized for students to enjoy an array of language activities such as story-telling, public speeches, debates, presentations, impromptu speeches, etc. 2. The NCS Chinese department has to further revise the school-based IGCSE curriculum in order to provide students with enjoyable experiences in learning cultures and history as well as language elements. 3. The 'Script writing module' in the S4 creative arts project was not enjoyed by the S4 students. After the mid-year evaluation, the teacher changed to public speaking, which was better enjoyed by the students. Next year, VP will assess the effectiveness of each module

- before it is implemented and provide the team with feedback to ensure that they are all suitable and enjoyable.
4. What a pity that with the situation in town and the COVID-19 pandemic, many learning activities got cancelled.

Targets C: Broaden learning experiences through school-based reading schemes

Achievements
<ol style="list-style-type: none"> 1. The English department continued the library reading lessons and their school-based reading scheme to reward diligent readers. The reading programmers and its award scheme have worked out successfully and symmetrically. 2. The Chinese department has fully implemented the library reading lessons in S.1-5 and worked closely with the librarians on improving the library books collection for teenagers. A wide selection of books has been chosen and added to the catalogue. Both teachers and students enjoyed the reading time in the library and students also proactively informed the VP what books had to be purchased. 3. The library managers and teachers also carried out books sharing sessions both during the Book Week and the reading period. The interpretive reading competition further provided keen readers with a platform to enjoy and share reading outcomes. 4. ICT department also introduced a reading programme which enabled junior form students to learn research skills and improve their information literacy. 5. HUM&LS department, though at the beginning of implementing a school-based reading scheme, has also prepared school-based reading materials that are in line with the curriculum and assessment frameworks. 6. Story pilots held ongoing story telling sessions in various primary schools, which promoted reading and speaking. During the class suspension period, the pilots did online storytelling for students of ours and other schools.
Reflections
<ol style="list-style-type: none"> 1. It is necessary to further improve and update the library books collection for not only students but also staff. The library manager should also better promote newly arrived titles to all students during the assembly time. Student-led books sharing sessions should also be conducted and broadcast to the whole school via campus media to further improve the reading atmosphere in the school.

2. The Chinese department has to implement the reading scheme into their school-based reporting system where reading outcomes are recognized and awarded as part of the learning process.
3. The HUM&LS department has to revise their SOW in order for a more rigorous reading scheme to be implemented so as to sharpen students' reading speed and information literacy to equip them with subject-specific reading skills so they are much more confident and ready to handle complicated data sources in the senior form.

Target D: Enhance teacher competence through a school-based professional development system

Achievements
<ol style="list-style-type: none"> 1. There were two staff development days organized in September and November respectively. <ol style="list-style-type: none"> a. The topics of the Hall sessions are school liability and negligence and ELW. b. Then, there were several parallel sessions catering the professional development needs of different staff members. The themes covered both academic and pastoral aspects, for example, a session about strategies catering SEN students in classroom, a workshop about career counselling conducted by HKFYG, a sharing session on Chinese language teaching and a workshop conducted by Mr. Julian Harniess for middle management on leadership and synergy. c. Both the hall and parallel sessions received positive feedback from staff. According to the evaluation survey done by the colleagues, about 80% of them agreed or strongly agreed that the objectives of the programmes were achieved and over 80% of them believed that they learnt some ideas useful and interesting or very useful and interesting. 2. Personalized PD Plan for all teachers is a new initiative which aims at helping teachers set a more specific professional development pathway for themselves. At the same time, the school can better cater the professional development needs of individual teachers as well. In addition, it would help the school to assign appropriate teachers to attend various workshops or training outside school. The Head of Staff Development & Pedagogy would meet individual teachers concerning their own PD plan in order to give advice to them. All the personalized PD plans had been successfully collected and the Head of Staff Development & Pedagogy met some new staff concerning their own PD plan and advice was given to them. 3. There were different external professional support services helping different departments in our school this year. <ol style="list-style-type: none"> a. Mr. Julian Harniess worked with English, Humanities departments and middle managers in September. He observed lessons of new teachers from both departments and gave feedback

- to them in post lesson observation meetings. Also, he coached the HoDs of English and Humanities departments directly by starting off the LAC programme in S2.
- b. In November, the Humanities department joined the School-based Support Programme for Personal, Social and Humanities Education organized by The Hong Kong Polytechnic University. They helped the team plan the lessons (for one unit) in a more creative way and scaffold the concepts so that students were able to master them.
 - c. Chinese Language department joined the professional support programme organized by the EDB. On-going workshops and meetings were conducted for the Chinese Language teachers since the start of this school year.
4. During the school suspension period, some useful initiatives to help teachers develop in different aspects were adopted.
- a. All the lessons have been conducted through the Internet since February. Concerning the needs of online teaching preparation, the Head of Staff Development and Pedagogy shared a lot of information about online teaching through emails, including free online teaching resources, video clips demonstrating the use of different video-conferencing software and articles about the ways to enhance the teaching and learning effectiveness of online teaching. All the useful resources concerning online teaching were documented in a shared Google folder for teachers' easy reference.
 - b. With the assistance and supervision of the Head of Departments, most of the teaching staff have successfully mastered the functions of the suggested video-conferencing software like Google Hangouts Meet and Zoom.
 - c. All the subject departments were required to set up Google classrooms for uploading teaching materials and collecting homework for each class. As a result, students got familiar with the way of teachers conducting online lessons by different subjects which helped enhance students' learning motivation.
 - d. From the KPM data, it showed that teachers were getting more satisfied with the professional development opportunities provided by the school. The cross year comparison figure of the item 'My views on teachers' professional development' increased by 0.3 this year, from 3.4 (2017 & 2018) to 3.7 (2019). It proved that the school is on the right direction in terms of developing teachers professionally.
5. Irene Lam, the BAFS teacher got the teacher award for the Business and Financial Education (organised by Edcity) again, 2 years in a row.

Reflections

1. From the observations, most of the new teachers need to strengthen the classroom management skills like ways to enhance effective teacher-students communication, setting concrete classroom routine, maintaining classroom discipline, setting clear learning targets, asking questions which help deepen students' learning and ways to give effective feedback etc. Also, differentiated instruction skills in the classroom would be another focus next year. In the coming school year, the school will explore more external PD opportunities concerning the focus mentioned above. Meanwhile, the MOT team will also provide more targeted in-house PD training to teachers especially to new teachers and identify the needs of different subjects for student centred learning through lesson observations.
2. For the personalised PD plan, it will be a useful document for meeting individual teachers next year for identifying their career aspiration. In addition, it is better to create a portfolio for individual teachers for keeping their PD records, lesson observation records, professional development exchange records and meeting notes with MOTs, Head of Staff Development, VP or P. The documents in the portfolio not only record teachers' achievements, but also help the school identify common difficulties or struggles working in LTP. Therefore, the school could do early intervention to help the teachers. It could be a useful reference for school management to provide career counselling to teachers.

Second Priority: Nurture a proactive, self-aspired and resilient community.***Target A: Strengthen students' proactiveness through providing leadership experiences***

Achievements		
<p>The events, programmes and activities that the Student Leadership and Wellbeing Committee delivered provided students ample opportunities to stretch and sharpen their leadership skills as well as strengthen their understanding on the importance of wellbeing during the extraordinary academic year 2019-2020.</p> <p>1. The student teams have held different student-led activities with teachers' facilitation as follows:</p>		
Students' Association (Nexus)	Students' Association Promotion, Forum and Election	
Students' Association (Patronus)	Teachers' appreciation session on Staff Development Day, PTA Picnic Lucky Draw, Halloween Parade, Pink Day, Class Photo Taking Day, Advent Kindness Challenge, Christmas Fun Day Christmas Characters Dress-up Competition, Christmas Talent Show, S6 Farewell Day	
Youthnity	Reducing waste problem at LTPSS assemblies, Annual Youthnity Programme - Environmental Protection (co-organised with Creative Secondary School)	
Houses	Annual General Meeting, Interclass football and basketball competitions, Social Issues Quiz, English Quiz, Two online quizzes during class suspension period	
<p>2. All student-led events enabled student leaders to develop their creativity, collaboration skills, problem solving skills and various leadership skills through understanding the needs of different stakeholders during different occasions and cultivated them to be resilient and compassionate. Despite the limitations due to the pandemic, the Youthnity Organising Committee co-organised the 5-day annual Youthnity event with Creative Secondary School. This joint-school experience brought students to a higher aspiration. They aim to continue the connection and extend their programme to bigger perspectives next year.</p> <p>3. There were voices from students in relation to the social movement. Students showed positive attitude and understood that they should do everything out of love and kindness.</p>		

4. Seven students took part in the HKSSIP exchange trip to Scotland during Term Break. They spent seven days staying at a host family and attended normal classes at our host school with a school buddy for three day. They presented in a students' conference on their learning with students from seven Hong Kong local schools. This sharpened students' cultural awareness and strengthened their interpersonal and leadership skills.
5. The CAS (Creativity Activity and Service) Week this year included two major events: Art Festival and Environmental Protection Week. Both events required students to go through briefing and debriefing sessions every day to ensure deep learning. The activities encouraged students to apply different knowledge and skills that they learnt in classroom learning to different authentic situations. Students were trained to be reflective. From their reflections, they knew that setting process goals would lead them to success.
6. The KPM data demonstrated that teachers agreed that students have sufficient opportunities for students to develop leadership skills with the score of 4.1. Also, teachers also agreed that the school strongly encouraged students to take part in extra-curricular activities (ECAs) and the ECAs enriched students' learning experiences with the scores of 4.2 and 4.1 respectively. In comparison, parents scored the latter area 3.7 while students scored 3.5. This shows that the three stakeholders of the school have positive views on the current opportunities that the Committee offered.

Reflections

1. Due to the social unrest and the pandemic, student leaders lack the opportunities to develop their leadership skills in a face-to-face environment. Leadership training camps and overseas student conferences originally planned to be held for different student leader teams have to be postponed.
2. In the next academic year, student leaders would be provided with some theme-based trainings to further develop their skills learnt and experience gained this year, such as Growth Mindset and IT skills. Also, there would be sharing sessions and workshops for them to share how to be successful leaders based on their experience; learn from their peers and reflect how they can further develop themselves; understand how to handle administrative work such as writing agendas, meeting minutes, etc; promote the importance of academic excellence, goal setting, priorities setting and time management. Self-regulation is the key to success for this generation.

Target B: Empower students to make informed choices through pathway exploration and life planning counselling**Achievements**

1. Digital Student Portfolios established with S3 and S5 class teachers entering life planning counselling records on eClass's eGuidance Module. Records have been used to provide further counselling sessions with students who have concerns over their elective choices.
2. The vigorous NSS elective selection programme completed successfully in the midst of school suspension due to various unfavourable circumstances throughout the year. The NSS elective selection programme included the school-based life planning modules delivered by class teachers, early communication and consensus reached with the academic team and HODs regarding the selection criteria, collection of results of 2 elective selection surveys before the final one that confirmed their choices, one-on-one counselling sessions and the face-to-face Taster Week conducted by the HODs or subject teachers immediately after school resumption. Every stage of the programme further pushed students and parents to reflect carefully on their interests, abilities and personal goals. The involvement of class teachers in all these self-exploration and decision-making stages also allowed professional development on life planning to take place, as evidenced in their in-depth counselling records.
3. Several events collaborated with external parties completed, from mass programmes to individual counselling sessions. For example, our University Fair and Alumni Sharing Sessions were completed before the pandemic; 224 One-on-one Counselling Sessions completed with S4 students even during the prolonged school suspension due to the pandemic in the second term. Positive responses were received from students regarding the usefulness of these events. Sharing from delegates and alumni, as well as reports from those registered and experienced social workers had given our teachers insights into what further support should be given to students in the years to come.
4. More than fifteen S6 students were identified and nominated for various principal nomination schemes, in addition to the JUPAS one, before and during the school suspension period this year, with some successfully received offers or conditional offers from local, mainland (e.g. 北京大學香港地區“博雅人才培養計劃”) to overseas universities. A database of nomination schemes and external scholarships has been refined and updated frequently even during the school suspension period. The data collected served as useful references for future promotion to and nomination of targeted students.
5. Our Career Prefect school team was formally set up and students were groomed this year with at least 6 training sessions from HKFYG and 4 training sessions from CUHK CLAP. Training sessions included typical team building skills and the specific life

planning helping skills. The majority of the Career Prefects found the experience fruitful and some applied again to our open recruitment and selection interview. Training sessions (e.g. Boardgame Counselling) and more student-led opportunities will continue to offer in the upcoming years in a systematic manner.

For details of other achievements, please refer to Life Planning and Career Counselling Team's End of Year Evaluation 2019-2020 and the Life Planning website, which is also one big success this year.

Reflections

1. *Riding on the success this year, further professional development workshops* on how to conduct face-to-face individual or group counselling sessions with students, how to produce quality records for teachers' reference, how to track students' development with the records etc. will be offered in the upcoming year.
2. The majority of the S3 students were satisfied with the allocations of elective choices' combinations, with some disappointment from parents due to their children's low ranking and poor performance in junior form Mathematics and Science (*Note: Students should obtain a C in both Mathematics and Science in order to be eligible for choosing Biology and Chemistry.*) The long-term popularity of Chemistry in our school and in Hong Kong due to its usefulness in applications for university programmes (e.g. heavier weighting, bonus points, compulsory elective) implies that we should evaluate not only the number of classes to be opened but also how to nurture students to be competent in junior form science so that they are first, eligible for elective choices, second, for university choices. With the growing importance of artificial intelligence, we should consider reviewing the junior form STEM related curriculum and quality of teaching and learning to motivate and inspire students in STEM subjects, and groom competitive school graduates for the future workforce.
3. External professional services such as the S4 life planning programme shall continue next year with the positive responses received this year. The external support not only provided an additional option for students to talk about their career dreams, the information and counselling delivery skills etc. inspired our teachers (e.g. class teachers and career team teachers) on how to deliver similar programmes at other levels.
4. Relevant information of the database on nominations and external scholarships will continue to be displayed to get students informed of such schemes, get themselves prepared for those nominations and strive for excellence.
5. Career Prefects will be trained to offer more peer support to fellow schoolmates and cultivate an atmosphere of realising dreams and aspiring to higher performance through student-led activities such as lunchtime events.

Target C: Foster students to be responsible and compassionate members of the community

Achievements
<ol style="list-style-type: none"> 1. This year, the two theme phases at school are ‘Be kind’ and ‘Be self-regulated’. They have been explained, demonstrated and repeatedly applied to situations at school and in town. Nothing could be more appropriate than these two values amongst the challenges this year. Our students all live well with these values and behaved well during the turbulence. 2. During the year, meetings with class representatives were held twice. One was held face-to-face in Dec 2019 and the other one was held online during the school suspension period. Class representatives collected views from their classmates and discussed the issues during the meetings, which was a good platform for students to reflect, express and improve. Through attending the meetings, students’ voice was heard and students gained more understanding of what the school has done for them. 3. Apart from meetings, the content of the student planner was improved, which contained study skills, mindful colouring and planners. This design of the student planner was based on the theories in positive education which put emphasis on the twenty-four character strengths and growth mindset. The planner was used in assemblies and later during the wellbeing lessons online.
Reflections
<ol style="list-style-type: none"> 1. The meetings with class representatives should be kept in the future. These meetings provide a solid platform for students to express their views and to foster communication between students and the school. 2. For the student planner, it should continue to use the theories in positive education as a backbone. The use of the student planner and its content can be further integrated into class affairs period and Life Education periods. 3. Riding on kindness, next year we should work more on self-regulation and remind students to be more appreciative.

II. Other Highlights

A. Learning and Teaching

1. Report on First Term 7C Learning Survey

Achievements:

Learning Survey to evaluate the effectiveness of classroom teaching

The 7C learning survey for the first term was completed successfully before Christmas with an exceptionally high response rate this year. This covered all the subjects in all year levels and required students to rate the effectiveness of each domain for each of the subjects they studied. This year, the 7C survey was conducted before the S6 students' last day so the data has included the feedback from the majority of our S6 students. Also the survey was translated into Chinese based on teachers' feedback to better help students make informed feedback.

7C domains:

1. Care	2. Clarity	3. Challenge	4. Control
5. Captivate	6. Confer	7. Consolidate	

Response rate this year:

Form	Response Rate
S1	77.93
S2	84.39
S3	72.09
S4	75.85
S5	81.94
S6	72.49

Results of the first term learning survey are summarized as follows:

The results indicated that this year the teaching effectiveness **is the best over the last three years in almost all the domains:**

Item	Care	Clarity	Challenge	Control	Captivate	Confer	Consolidate
17/18 S1-S5	4.02	4.05	4.03	3.93	3.96	3.98	4.02
18/19 S1-S5	3.87	3.91	3.84	3.83	3.83	3.82	3.88
19/20 S1-6	4.03	4.07	4.01	4.01	3.97	3.99	4.03

It is also the year we attained above 4 in the majority of domains. The percentage of teachers scoring 4 or above in Six or Seven domains has soared to 58.7% when compared to only 34%

in 2018/19. Yet, Captivate and Confer remain the areas to improve, indicating the fact that teachers need more training on conducting student-centred and engaging lessons.

Item	2019/20 Percentage	2018/19 data
Ts who have scored 4 or above in ALL the seven domains	46.7 (35 teachers)	ONLY 34.0% of the teaching population
Ts who have scored 4 or above in six domains	12.0 (9 teachers)	
Ts who have scored 4 or above in five or six domains	16.0 (12 teachers)	
Teachers who are ranked below 3 in ALL domains	17.3 (13 teachers)	
Teams that have attained 4 or above in five domains or above	70.8 (17 departments)	41.6 (10 departments)

2. In addition to the monthly academic meetings, individual meetings were conducted with Subject Heads to further empower their leadership capacity. Department Heads like HUM & LS, Junior Science, Physics, Chemistry and Biology were met individually to fine-tune the school-based curriculum and build in subject activities as well as learning targets that facilitate creativity and high-order thinking into the SOW. With some of the departments with young HODs, improving their assessment literacy was also an agenda item in those meetings.

3. Implemented a more vigorous recruitment

It's methodology that matters. In order to improve teaching, and boost better teaching outcomes in the upcoming three years, this year, every teacher candidate who was recommended for second interview had to undergo a micro teaching session. During the session, the potential teacher's methodology was assessed based on certain criteria crucial for an effective lesson at LTPSS. Teachers whose teaching was ranked 3 or above out of 5 were considered. It is hoped that in the years to come, the school as a whole can further uphold teaching standards and create a reputation for excellence in education.

4. Implemented the LTPSS scholarships to further build goal-driven learners.

The LTPSS scholarship scheme was further revised in 2018/19 to awarding students who have made remarkable achievements in three big domains – Admission, Academic Achievements and Non-academic Achievements. This year, it was fully implemented. It is now much clearer for the management team to give instructions to staff. The criteria is also easier for teachers and the scholarship committee to follow during the nomination and the recommendation processes.

B. Support for Student Development

1. Wellbeing lessons during class suspension

During the class suspension, the school had Wellbeing Lessons every day to raise students' awareness on the importance of maintaining a good wellbeing status. The lessons provided students with practical tips to relax themselves, deal with different emotions and thoughts as well as build positive relationships with people around them. As an extension of the lessons, some students created story-telling videos for primary school pupils to take care of the wellbeing of the members of the community. They also joined the *Leaders in Me* competition by creating a video of themselves making a speech to talk about the topic: "How do I live the paradigm: change starts with me." to suggest ways for the public to adapt to changes and encourage people to have a growth mindset. These activities were not previously planned but were in time for time of turbulence.

2. Youthnity

This year, the LTPSS Youthnity Organising Committee co-organised the annual Youthnity event with Creative Secondary School on the theme of 'Environmental Protection'. In the 5-day events, students attended talks and workshops. Through presentations, students consolidated and presented their ideas related to the theme. On the last day of the event, a funfair was held and students showcased their learning outcomes.

Students understood more the current situations of the problem in Hong Kong and in the world and some practical ways they can do with their friends and family members in their daily lives.

On top of gaining knowledge, students sharpened their communication and collaboration skills. Most importantly, they built the sense of responsibility to look at world issues as a global citizen.

VII. Student Performance

A. Public Examination Results

65 students attended the Examination.

Best Results:

Chung Sze Ki

Chinese Language 5**

Mathematics 5*

Economics 5*

BAFS - Accounting 5

English Language 4

Liberal Studies 4

Admitted to **HKU** in Bachelor of Arts and Sciences in Financial Technology

Kong Chun Him Marcus

Economics 5**

Mathematics 5*

Liberal Studies 5*

Chinese Language 4

English Language 4

Physics 4

Admitted to **HKU** in Bachelor of Education and Bachelor of Social Sciences (double degree)

Wong Kathleen

BAFS – Accounting 5*

Mathematics 5*

Economics 5

Chinese Language 5

Liberal Studies 5

English Language 3

Admitted to **CUHK** in B.Ed. in Mathematics and Mathematics Education

B. Students' non-academic performance and activities

Date	Event/ Awards	Name of Students	Awards
14 July 2019	Hong Kong Joint School Soft Darts Tournament 2019	School Darts Team	Get to the Final 8 in the competition
17-18 October 2019	Tai Po & North District Inter-school Swimming Competition (School Swimming Team)	Boys C Grade	Overall Champion Champion in Relay Events
		Boys B Grade	Overall 4 th Runner-up 1 st Runner up in Relay Events
		Girls C Grade	4 th runner up in Relay Events
		6AT Lo Tsz Hung	3 rd runner up in 100 Breaststroke 3 rd runner up in 200 Breaststroke 7 th runner up in 100 Breaststroke 6 th runner up in 200 Breaststroke
		5RT Li Ka Nam	7 th runner up in 100 Breaststroke 6 th runner up in 200 Breaststroke
		4Y Chan Hin Ming	1 st runner up in 50 Butterfly 1 st runner up in 200 Freestyle
		4A Yiu Yui Hin	Participated in 50 Freestyle Participated in 100 Freestyle
		3T Lam Wai Shun	3 rd runner up in 100 Freestyle Champion in 200 Freestyle
		4M Chan Tsz Hin	Participated in 50 Breaststroke 7 th runner up in 100 Breaststroke
		4T Suen Long Hei	Participated in 50 Freestyle Participated in 100 Breaststroke
		4A Wong Nok Him	Participated in 50 Breaststroke Participated in 50 Backstroke
		2R Wong Sze Yu Adrian	Champion in 50 Backstroke Champion in 100 Backstroke (Break record)
		1M Lam Kon Ning	2 nd runner up in 50 Breaststroke 3 rd runner up in 100 Breaststroke
1A Lai Pak Long	4 th runner up in 50 Backstroke		

			5th runner up in 100 Backstroke
		1Y Chan Hon Kwan	Participated in 50 Freestyle Participated in 100 Freestyle
		1S Lok King Tin	Participated in 50 Freestyle 7th runner up in 100 Freestyle
		1R Yau Yee Sum	Participated in 100 Breaststroke 4th runner up in 200 Breaststroke
		2Y Wong Cheuk Long	Participated in 50 Breaststroke
		2Y Wong Chi Hin	3rd runner up in 200 Breaststroke
		5A Law Wing Sum	Participated in 50 Freestyle Participated in 50 Breaststroke
		5M Lam Hin Ching	6th runner up in 50 Backstroke 2nd runner up in 100 Backstroke
		6M Wun Tsz Yee	Participated in 50 Freestyle Participated in 50 Breaststroke
		2R Sahmet Helison	Participated in 50 Breaststroke Participated in 100 Freestyle
		2T Wong Pak Kiu	2nd runner up in 50 Breaststroke 6th runner up in 100 Breaststroke
		1S Wu Sum Yin Agnes	Participated in 50 Freestyle Participated in 100 Freestyle
		1Y Cheung Sum Yu Janice	Participated in 50 Freestyle Participated in 50 Backstroke
		2S Lau Wing Hei	Participated in 50 Backstroke
15 November 2019	2019 “Teeth Protection Campaign Slogan” Design Competition 「護齒增健康大行動 - 標語創作比賽」	2M He Cheuk Lam	Active Participation Award (積極參與獎)
22 November 2019	24th Primary & Secondary School Chinese & English Penmanship Competition 「第二十四屆全港中小學中英文硬筆書法比賽」	3T Liu Wing Yan Wendy	Outstanding Nomination Award (優秀入圍獎)

9 December 2019	My Australian Christmas Card Exhibition 2019	2M Sin Wing Hei Hilda	Selected Works
19 December 2019	HKUST Dual Program	5M Lam Man To 3S Kong Ko Lun	Passed the entry test and applied the program
16 January 2020	Elite Cup Writing Competition 「菁英杯」寫作比賽	2R Chen Jianuo	Third Class Prize (三等獎)
		2R Szeto Tsz Ching	Third Class Prize (三等獎)
		4M Gao Kalie	Second Class Prize (二等獎)
		5M Lam Man To	Second Class Prize (二等獎)
16 March 2020	The 5 th Hong Kong Teenager Improvement Award (第五屆全港青少年進步獎)	6RS Lee Chi	Outstanding Award (優異嘉許獎)
		6RS Zeng Xiaomao	
		6AT Wong Kwun Ming Brian	
26 March 2020	Harmony Scholarships Scheme 2019/20 Home Affairs Department	4S Boyle Justin Caden Cristobal	\$2000 Scholarships
		5M Julia Camil S. Ingalla	
		5M Buta Singh	
		5M Hutton Caleb Samuel Duncan	
		4S Lewis Edward Latham	
		5M Bilal Zafar	
5 June 2020	A.S. Watson Group Hong Kong Students Sports Awards	4R Wong Sze Yu	A.S. Watson Group Hong Kong Students Sports Awards
21 Aug 2020	Tai Po District Inter School Civic Education Quiz Competition	4M Li Sze Huen Corinna	3rd runner-up
		5M Lee Ching Man Jenny	
		5M Lam Man To	
		4Y Fung Hei Yu Hayley	
		4M Wong Lok Ki	

VIII. Financial Summary

Financial Summary for the 2018/2019 School Year

(Audited)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	76.45%	N.A.
School Fees	N.A.	20.72%
Donations	N.A.	N.A.
Other Income	2.05%	0.78%
Total	78.50%	21.50%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	85.87%	
Operating Expenses (including those for Learning and Teaching)	7.21%	
Fee Remission / Scholarship ¹	3.18%	
Repairs and Maintenance	1.32%	
Depreciation	2.42%	
Miscellaneous	0.00%	
Total	100%	
Surplus 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 #	3.92 months of annual expenditure	
# in terms of equivalent months of annual overall expenditure		

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

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

IX. Feedback on Future Planning

2019/20 has been an extraordinary year not just for LTPSS but for HK and the world. Fortunately the school has been well guided by our theme words chosen for this year: “Be kind” and “Be regulated”. During the 1st term, staff and students were all reminded of “being kind” which helped mitigate lots of different situations. In the 2nd term, nothing has been more important than being “self regulated” during the class suspension period because of COVID-19 Pandemic. We are all blessed that we have chosen the right values to work on for this year.

Sadly the Pandemic and the situation in town still needs longer time to recover. The school therefore would ride on the 2 values and put more focus on “self regulation” and being ‘appreciative’ to lead our students to be leaders in me.

Stepping into the 30th year, LTPSS will work on our school of being a Happy and Achieving School, nurturing our students to aspire to higher performance.