



Law Ting Pong Secondary School

Annual School Report

2022-2023

(1) 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 aims to bring out the best in our students along the moral, intellectual, physical, social and aesthetic domains so they can develop into informed and responsible citizens.

C. Our Future Outlook

LTPSS seeks to create a learning environment where students work together in harmonious cooperation with each other and with the teachers to enhance teaching and learning effectiveness. The school’s emphasis on holistic education is realized through a comprehensive curriculum that equips our students with skills that will allow them to succeed anywhere in the world. Such skills entail teaching students to think critically, to solve problems, to present ideas to others in clear and logical language, to be able to access knowledge and information quickly, easily and skillfully, and to work with others in a caring, empathetic and equitable environment that they themselves construct through sensitive awareness of the needs of others.

The school recognizes its mission to teach students to look beyond the horizons and have a global outlook so that they have a choice in life: a choice that will enable them to apply their skills and knowledge wherever they go. Here at LTPSS, we are constantly reviewing both the curriculum and pedagogy to prepare students for the complex world they will inherit.

(2) Achievements and Reflection on Major Concerns

Priority Task 1: Raise students' academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities.

Achievements

1.1 Enhancing classroom learning

- Subjects have incorporated the teaching of effective study skill strategies in their lessons through explicit instruction, modelling as well as guided independent practice. Here are some notable examples:
 - In lessons of Literature in English, explicit instruction on annotation of literary texts coupled with the inclusion of annotation exercises in continuous assessment were effectively used, which resulted in students' fantastic progress as evidenced in their works.
 - Students' acquisition of note-taking and graphic organizers were emphasized in the teaching of Citizenship and Social Development. Most students expressed that the use of visual thinking tools like flow charts, mind maps and summary tables had enabled them to organize their thoughts and ideas well, which led to increased creativity and productivity.
- Subjects have advanced their subject-specific pedagogical practices through promoting the use of effective strategies and tools. For example, in science, a hands-on and minds-on approach was adopted, and students' scientific thinking was developed through scaffolded scientific inquiry and projects; in Chinese Language, drama, exemplars of student work and illustrative activities were extensively used to enhance students' mastery of the major skills; in English Language, a Senior Form Writing Anthology with students' writing exemplars for students' analyses was compiled to guide students into the requirements; in Music, a software GarageBand was adopted to enhance students' musicality and collaboration skills and students were found to become more focused and motivated to learn.
- In Physical Education, students were exposed to a broad range of physical activities including rock climbing, yoga, tchoukball, rope skipping and indoor rowing, which had immensely enriched students' learning experiences.
- To cater for learner diversity, there had been an increased use of strategies like tiered learning materials, scaffolded activities, extended tasks and providing students with choices among subjects. For the DEAR time of English lessons, students were given the freedom to select the newspaper articles of their interest, and teachers set guiding question for students to write writing pieces about the newspaper articles, which was found to be effective. Scaffolded questioning techniques were also extensively utilized by Science and Business subjects.

1.2 Consolidating and extending students' learning outside classroom

- Subject departments worked to boost the effectiveness of homework in a variety of ways. Subjects like Biology had its homework policy strategically planned and organized. In addition to assignments for checking students' understanding after every lesson, revision exercises were assigned on a weekly basis to prepare students well for the DSE examination. Its effectiveness was noticeable, with a one hundred percent passing rate in students' continuous assessment scores.
- To supplement classroom instruction and consolidate students' learning, many subjects provided online learning platforms for students to access selected learning materials and

question banks. For Spanish, self-directed online learning materials and apps were available for students to practise and polish their language skills after class.

- A homework award scheme was conducted in the junior forms to promote students' punctuality in submitting homework and the quality of their work. Students were awarded coupons for their good and punctual works and high-quality works were displayed on the "Corner of Excellence" in the classroom as recognition and exemplars. Subjects also made use of different platforms to praise students' high-quality assignments. For instance, ICT posted students' works not only on display boards but also online whereas student multimedia works were showcased by means of the school's Campus Media STAR Time.
- Subjects had made a deliberate effort to broaden students' scope of learning. Below is an outline of some examples:
 - Business subjects: participation in the Project M² Leadership Program in which students learned from outstanding leaders of various industries and worked on university-level group projects
 - Citizenship and Social Development: visit to the Hong Kong Palace Museum and the mainland study tour for S5 students' deep learning
 - English Language: visit to the M+ Museum as a cultural component of the S4 learning curriculum
 - Geography: theme-based experiential learning trips for each form
 - Performance Arts: stretching students' talents through the Drama Team where they had fruitful and rewarding learning experiences in the drama festivals
 - Spanish: participation in the Hispanic Culture Festival, with students' learning outcomes shown in the winning of the Best Drama Performance Award
 - Visual Arts: a series of expert talks and visits for inspiration and exploration

1.3 Refining assessment practices to boost students' confidence in learning

- Continuous efforts were made to refine assessment practices in ways that involved different levels of difficulty and diversified modes to address students' differences in abilities and learning styles. For ICT, video production, practical product making and presentation were successfully used in conjunction with quizzes and uniform tests to assess students' acquisition of knowledge and skills. Positive outcomes were noted in some subjects, as reflected from the improved examination passing rates.
- Based on the principle of "Easy to Pass, Difficult to Ace", subject departments set examination papers with a well-balanced proportion of core and challenging problems.
- Students were trained in self-regulation skills, making revision plans for examinations, evaluating their own learning progress by means of examination analyses as well as identifying weaknesses and devising ways to improve. In Citizenship and Social Development, students were also given marking rubrics together with exemplary samples for self-reflection.
- A good initiative was the implementation of the S3 English Enhancement Programme titled "Story Pilots" through which students' confidence in reading and storytelling skills was boosted. As an extension of the programme, students were given a valuable opportunity to put their learning into practice by serving the primary school students, which had received encouraging response.

- As reflected from the students’ response in the stakeholder survey, our teachers often encouraged students to learn and try their best to overcome learning difficulties inside and outside of the classroom, which were done via different ways as outlined above. Overall, students’ view towards teaching and learning inside and outside of the classroom stood high among all the survey items.

1.4 Promoting STEAM education across school curriculum for development of students’ 21st century skills

In line with the EDB’s policy, we had adopted a multi-pronged approach to promote STEAM education "for all", "for fun" and "for diversity". The following are the highlights of our efforts and achievement:

- The junior form ICT curriculum had been refined with learning elements of AI, IoT and coding.
- Students’ scientific literacy were enhanced by means of an enriched focus on scientific investigations in the science curriculum, the implementation of morning STEAM Reading Programme and participation in the EDB’s Junior Secondary Science Online Self-learning Scheme (JSSOSS). In the morning STEAM Reading Programme, students were immersed in STEAM reading materials of different varieties once a week, and monthly stimulations through reading articles on heated topics supplemented with video, questions and class discussions. Through the JSSOSS, students learned and pursued the latest science knowledge. It was gratifying that about twenty students were awarded certificates, ranging from gold to bronze awards.
- A multi-disciplinary STEAM project on climate change was launched successfully with the close collaboration of six subject departments. It comprised a series of programmes, from the kick-off assembly talk on the 24 Solar Terms, study of subject matters on climate change in Geography, Integrated Science and Life & Society and relevant skills and applications in Design and Technology, ICT and Mathematics, to conduct of group projects. Students practised an integrative use of the knowledge and skills in their group projects. For S1, students applied solar cooking to combat climate change in designing and making their solar cookers while for S2, they applied the 3R principle to create their green classroom designs. It had been a fruitful and enriching experience for both students and teachers.
- Students’ interests and talents in STEAM were also cultivated through a myriad of learning opportunities beyond the classroom. These opportunities ranged from in-school programmes like team activities, WNEC Smart City & AI Interactive Workshop, STEAM talk on Big Data under the “大數據思維及能力培育計劃” and STEAM-themed Annual Book Week, to outside-school programmes such as Tai Po Inno Expo visit, Disney Youth Education Programme – Disney’s World of Physics and the mainland exchange programme “莞台港澳青少年科技教育交流”. Additionally, students challenged themselves through a number of competitions and their hard efforts paid off with the achievement of grand awards.
- To review and celebrate our efforts in promoting STEAM education over the year, we had organised a STEAM Learning Fair, in which the fruits of our hard work were showcased and our students’ talents shone.

Reflection

- Continuous efforts have been expended in addressing students' learning loss due to the pandemic. However, there are still some gaps to be filled in the aspects of students' skills, attitudes and habits between primary and secondary learning, and between junior and senior learning.
- We view promoting STEAM education as an ongoing endeavour, starting from a small-scale subject project in the previous years to a multi-disciplinary one this year. This year, we have launched new initiatives to cultivate students' interest and talents in STEAM at different levels, ranging from whole-class approach, pull-out programmes to off-site support. Riding on this year's good collaborative experience and momentum, we are confident that we could bring the development of STEAM education to the next level in the coming school year.

Feedback and Follow-up

- We need to devise some school-wide measures to enhance the classroom environment and school climate conducive to effective learning and teaching, as well as academic interventions to provide individualized support for the needy students.
- With the experience gained, we need to ride on this year's good collaborative experience and momentum, we are confident that we could bring the development of STEAM education to the next level in the coming school year.

Priority Task 2: Nurture students' values and qualities to foster whole person development through diversified learning experiences

Achievements

- The school organized an array of activities in school and actively nominated students for external activities to develop students with positive school life experiences. This is evident by the stakeholder survey where parents (94.3%), students (73.4%) and teachers (95.6%) concurred that the students like to participate in the school activities and services and the school actively provides adequate opportunities to develop students' leadership abilities such as in the student bodies, class monitors and prefects.
- The school led collaboration among subject panels and committees to actively implement a versatile values education curriculum that laid groundwork to enable both students and teachers to internalize the core-values of STAR and EDB's priority values. The value education curriculum framework inculcates the priority values based on forms and make good use of various platforms such as flag-raising ceremonies, assemblies, LED lessons, and participation in both inside and outside of school activities in delivering the curriculum. Both parents (98.2%) and students (72.4%) opined that the school helps the students develop a good moral character both inside and outside school and they are self-disciplined and follow rules. Notably, the speech under the flag, community leaders sharing on national identity; national education episodes on Chinese festivities, ICAC interactive drama on integrity; sex education workshops and conflict resolution, HOT DOG day, Chinese Culture Day and participation in Tai Po district activities are some activities to mention.

- It is the second year where student’s homerooms have been introduced and at this rudimentary stage, students (71%) shared that the teachers help them to resolve problems related to growing up such as physical and mental development, making new friends and studies. In addition, the school actively teaches them how to get along with others, such as showing respect for others and being considerate. Thus, the dual class teacher arrangement allowed the school to build a caring, harmonious and supportive campus.

Reflection

- Although the class associations are put-in place, the implementations of the Class Teacher stipulations need to be further strengthened so that the process of class building can be further strengthened which not only further foster students’ whole person development but also cater for students (18.1%) who are not at all satisfied with their school life. This could also be achieved by branching and delineating GDC into Discipline & Moral Ed Committee and Pastoral Care Committee.
- The school can further enhance students’ national identity in terms of “Proud” and “Love” and “Achievements”.
- It was also noted that there were overcrowded number of activities organized by various student bodies and the current ECA and student leadership committee was stretched-out.

Feedback and Follow-up

- In order to further enhance the class building, the current Guidance and Discipline Committee can be branched out into two units, namely, the Discipline Committee and Pastoral Care so that the developmental work on class buildings can be further enhanced.
- To further enhance students’ national identity, we can review the implementation of subject based NSE plans, implementation of the QEF “My Pledge to Act” and content enhancement with STAR values in the speech under the national flag in the coming academic year.
- As regards to the ECA, we can refine the structure of ECA and invite all teachers to register their interest in taking part in the student bodies, uniform groups, ECA teams and clubs so that it will not overload a few teachers. In addition, roles of each student body should be clearly defined and a mechanism for organising, coordinating and monitoring of the student bodies activities can be grounded with the new structure in the coming academic year.

(3) Our Learning and Teaching

- In line with the EDB's curriculum renewal and the school's major concerns, we have refined our school curriculum, assessments as well as learning and teaching strategies to ensure a broad, diversified curriculum which equips students for the future. Students' knowledge and skills development is interwoven with the pursuit of S-T-A-R qualities (namely Self-management, Teachable spirit, Aspiration and Resilience) throughout the curriculum implementation process.
- The enhancement programme, which is in its second year of implementation, has been under ongoing review and development to address students' diverse needs and talents. Furthermore, we have enhanced the use of assessment data to inform learning outcomes and to identify individual student learning needs. Progressive efforts have been made to help students improve their learning attitudes, habits and skills through learning activities inside and outside of the classroom. On the whole, self-evaluation has been embedded in the process of learning and teaching, with ongoing reviews and adjustments needed for genuine improvement.

(4) Support for Student Development

- The entire staff collaboratively promote and create a proactive school climate. Teacher-student rapport is good and the teachers have appropriate expectations on the students. The students are disciplined and enjoy amicable relationship with one another. The students are willing to participate in school activities and services. The school conducts regular reviews for improvement it has yet to cultivate the culture of a learning community.
- The school can generally use various resources to provide students with learning opportunities both inside and outside school, students can be guided to reflect on their performance and suggest areas for improvement in a timely manner so that it helps to enhance their STAR values.
- Through the student homeroom system, students' sense of belonging is gradually enhancing. The school has started to foster a collaborative culture among the different panels and committees to help students establish positive values and attitudes with corresponding emphasis on the respective EDB's priority values together with the S-T-A-R values. The enhancement of class-building will be the agenda in the coming year where guidance and discipline activities coupled with positive education, reward and punishment system will be refined to achieve that.
- The Life Planning and Career Guidance Committee adopt a holistic approach in implementing life planning education with different foci across forms. In the year 2022-23, the school has put more emphasis on nurturing students' life planning and career skills through joining a 3-year scheme funded by Youth Development Commission. Under the scheme, we are partnered with Hong Kong Life Planning Association and a series of intensive life planning and career guidance programmes were tailor-made for our students across all forms. S1 and S2 students were guided to explore their strengths and interests and to reflect on their weaknesses. S3 students were guided to explore their aptitude and make informed subject choice for NSS years. Senior Form students were guided on developing their aspiration for future pursuits. On the whole, the life planning and guidance programmes organized in the academic year are wide and varied. Some of the highlighted programmes include joint-school Career Expo, S5 one-to-one career guidance programmes, S5 personal statement writing workshop, S4 Life Planning Aspiration Series – Future Leaders Training Programme, S4 Career skills workshop, S3 subject choice workshops, S3 work life simulation programme, S2 life planning ambassador training programmes, S1 interest

exploration programmes, etc.

- In the year 2022-23, more emphasis is put on promotion of different local universities to enhance students' understanding of features and strengths of different universities in Hong Kong. A series of careers guidance talks were delivered by the Vice Principal in-charge of career guidance and university talks conducted by the City University of Hong Kong, Hong Kong Baptist University, Lingnan University, Hong Kong Metropolitan University, Hang Seng University of Hong Kong and THEi. As a result of the university promotion strategy, students' horizons were broadened and more students have adopted a more pragmatic approach in opting for degree programmes that suit their interests and ability better. The higher achievers targeted popular UGC-funded degree programmes whereas others opted for SSSDP degree programmes and self-financed degree programmes as their Band A JUPAS choices to maximize their further studies opportunities. As a result of significant improvement in HKDSE results and constructive career guidance and university programme promotion strategies, 80% of S6 graduates are pursuing full-time studies at local tertiary institutes, and mainland and overseas institutes. Of these 80%, approximately one half are studying degree programmes while the rest sub-degree or high diploma programmes.
- The EDB paid a visit to the school in reviewing the work done by the Life Planning and Career Guidance Committee and gave positive feedback about the work done by the team. The school is recommended to organize more workplace visit, job shadowing and internship opportunities for our students to help nurture their work values and attitude which are closely related to future pursuits.
- In terms of developing and unleashing elite students' potential, the Vice Principal in charge promoted a variety of gifted education programmes run by local universities and adopted a more stringent selection criteria in recommending elite students to enroll in the programmes according to their talents. A total of 135 students had enrolled in 20 different gifted programmes or workshops which stretched their academic potentials, career skills and leadership skills. The gifted programs and workshops cover domains in STEAM, career skills development, university gifted education, visual arts, Spanish, Japanese and leadership development.

(5) Student Performance

- Students’ performance in the 2023 Hong Kong Diploma of Secondary Education Examination has shown an overall improvement, with an increase in percentage for different levels. Good improvement in the percentage of level 4 or above was noted in 14 subjects. One of our S6 students was admitted into his dream degree programme under the School Nominations Direct Admission Scheme due to his exceptional talents.
- To stretch themselves beyond the confines of their study, many students grasped the opportunities to participate in various pull-out programmes and competitions. They reaped the fruit of their efforts in different competitions, to name but a few:
 - Champion in the Grand Finals of the Hong Kong Secondary Schools Debate Competition and the Hong Kong English Debating League;
 - “最佳STEM 元素改造大獎” in the competition titled “全港中小學環保風力發電機STEM 創作大賽”;
 - Three awards, namely Social Intelligence (SI) Implementation, Favourite AISI Design and Merit Awards in the 2nd Hong Kong Youth STEAM Competition & Exhibition (from AI to SI);
 - The Most Valuable Player Award in the STEM+E Competition;
 - The Second Runner-up in the Secondary School FinTech Innovation Competition.

The following table summarizes student achievement and awards for the school year.

	Activities	Award	Organization
1	Future Skills Development Project in Entrepreneurial Skills	Outstanding Entrepreneur Award	HSBC and Po Leung Kuk
2	Training course in programming for AI Robots	Outstanding Student Award and Scholarship	Tai Po School Liaison Committee
3	2022 Hong Kong Inter-school Environmental Wind Turbines STEM Design Contest (New Territories East Preliminary)	Best STEM element transformation award - champion	CCC Rotary Secondary School
4	Inno Expo @ Tai Po 2022: Most favorite STEAM project	First runner-up (Secondary School)	Tai Po Home Affairs Department, Tai Po School Liaison Committee
5	2nd Hong Kong Youth STEAM Competitions and Exhibition (From Artificial Intelligence to Social Intelligence)	Merit Award Most Favourite AISI Design (Public Votes) Application Award (Creativity)	Caritas Fanling Chan Chun Ha Secondary School
6	2022 Tai Po District Outstanding Student Election Award Top 10 Outstanding Students in Tai Po District	Outstanding Student Award	Tai Po Youths Association

7	Xu Beihong International Arts Competition 2022 Hong Kong Division (Secondary Section - Senior)	Merit Award	The Hong Kong Federation of Youth Groups and Xu Beihong Cup International Arts Competition for Youth & Children Judge Committee
8	Tai Po District Joint School Choral Competition	Silver Award	Tai Po Arts Advancement Association
9	Tai Po Drama Festival	Best Actor Best Costumes Production of Merit	Tai Po District Arts Advancement Association
10	Citybus Inclusive Bus Design Competition:	Champion 1st Runner Up 2nd Runner Up	Citybus
11	Tai Po & North District Inter-school Swimming Competition	Champion on 100M back stroke Champion in 50M & 100M back stroke 2nd place in 50M butterfly 2nd place in 200M breast stroke 3rd place in both 50M & 100M back stroke 3rd place in 50M butterfly 3rd place and 4th place in 50M & 100M breast stroke	The Hong Kong Schools Sports Federation
12	74th Speech Festival English Solo-verse Speaking	3rd place	Hong Kong Schools Music and Speech Association
13	Tai Po & North District Inter-school Athletics Meet	3rd place in 800M of Boys B grade	The Hong Kong Schools Sports Federation
14	Tai Po & North District Inter-school Fencing competition	2nd place in Epee of Girls C grade	The Hong Kong Schools Sports Federation
15	Tai Po District Film Sharing (Battle of Changjiang) Writing Reflection Competition	1st place	Tai Po Civic Education Committee
16	National Security Education Day 2023 Short Film Production Competition	Champion First runner-up Merit	Tai Po District Fight Crime Committee
17	Black & White Painting Competition 2023	Silver Award	Superior Culture
18	Hong Kong Outstanding Young Musician -Senior form Flute Solo	Silver Award	Creative Arts and Development Association
19	Hong Kong Outstanding Young Musicians	Senior form Flute Solo - Silver Award	Hong Kong International Music Culture Development Association

		20ABRSM Piano Grade 8 - Excellent Musicians Award	
20	HSBC Young Financial Planners Programme: Video Competition	Merit Award, Outstanding School Award, Outstanding Teaching Award	HSBC
21	Joint School Music competition (Senior)	Silver Award	Hong Kong Joint School Music Association
22	Music Festival - Oboe Solo	Gold Award	Hong Kong Schools Music and Speech Association
23	Qinghai - Guangdong - Hong Kong - Macao - Taiwan Youth Innovation and Entrepreneurship Competition 2022:	HKUST GBA Youth Innovation Grand Prize Award	HKUST Entrepreneurship Center and Qianhai Authority
24	The 29th Annual World Children's Picture Contest	Silver Prize	World Children's Picture Contest
25	EMI Drama Festival	The Best Creativity The Best Spoken English as a Team	The Association of English Medium Secondary Schools
26	航天朗誦	二等獎	中國太平保險集團

	Scholarship	Awardee	Organization
1	Hong Kong Fujian Charitable Education Fund 2023 6th Northern District and Tai Po District 「楊自然、楊自順、劉輝峰」Scholarship	5 students	The Hong Kong Fujian Charitable Education Fund
2	Harmony Scholarships Scheme 22-23	5 students	Home Affairs Department
3	Youth Arch Student Improvement Award	1 students	Youth Arch Foundation
4	2022/23 Sir Edward Youde Memorial Prize for Senior Secondary School Students	2 students	Sir Edward Youde Memorial Fund Council

(6) Feedback on Future Planning

As this is the first year of the current 3-year School Development cycle, the school will further refine the latest initiatives such as the STEAM and National Education into the learning and teaching experiences, though it has established as routine, so that students may seize the many opportunities that lies ahead. This will not only achieve synergy in achieving the targets of the two major concerns but also make adherence with the latest local educational development.

(7) Financial Summary for 2021/2022 School Year

	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)	76.87%	N.A.
School Fees	N.A.	22.01%
Donations, if any	N.A.	N.A.
Other Income, if any	0.54%	0.58%
Total	77.41%	22.59%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	86.80%	
Operational Expenses (including those for Learning and Teaching)	5.99%	
Fee Remission / Scholarship ¹	3.85%	
Repairs and Maintenance	0.95%	
Depreciation	2.41%	
Miscellaneous	0.00%	
Total	100.00%	
Surplus/Deficit for the School Year #	1.66 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	6.38 months of the 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