



# LAW TING PONG SECONDARY SCHOOL

Every  
Student  
a **STAR**

Annual  
School  
Report  
2023-2024



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## **Our School**

### **A. School Vision**

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

### **B. School Mission**

Our school aims to bring out the best in our students along the moral, intellectual, physical, social and aesthetic domains so that they can develop into informed and responsible citizens with four critical qualities of S-T-A-R, namely Self-management, Teachable spirit, Aspiration and Resilience.

### **C. School Profile**

Founded in 1991 by Law's Foundation Limited and named after the visionary Mr. Law Ting Pong, LTPSS embodies the belief that "education rejuvenates the country". We are dedicated to providing high-quality education that benefits both our society and the country.

Our guiding motto, "Sincerity, Righteousness, Contemplation and Practice" reflects our commitment to cultivating strong moral character in our students while helping them realize their full potential.

As an English Medium Instruction (EMI) school since our inception, LTPSS has consistently prioritized the creation of an English-rich learning environment. In 2008, we joined the Direct Subsidy Scheme (DSS) to enjoy greater autonomy in developing a diverse, school-based curriculum tailored to our students' unique needs and aspirations.

### **D. School Management Committee**

Membership of the Committee for the year 2023-2024 is as follows:

School Supervisor	:	Mr. Chen Wei On Kenneth
Principal	:	Mr. Kwok Wing Keung
Sponsoring Body Managers	:	Ms. Chan Pui Man Ella Ms. Tsang Chui Hing Betty Dr. Cheung Chak Chung Ray Mr. Lo Ching Leung Andrew Mr. Lo Lok Fung Kenneth
Independent Manager	:	Mr. Chan Fu Man Fred
Teacher Manager	:	Mr. Hui Wai Keung
Alternate Teacher Manager	:	Ms. Chow Wing Yi
Alternate Parent Manager	:	Ms. Lai Yuen Na
Alumni Manager	:	Mr. Tang Lik Hang

### **E. Teaching Team**

Our professional teaching team is committed to fostering an English-rich and culturally diverse learning environment that supports our students' English language acquisition. We adopt a student-centred and inquiry-based learning approach, utilizing interactive tools to enhance student engagement and promote higher-order thinking skills. Our approach includes small group teaching and flexible grouping strategies to effectively cater to the diverse needs of our students. Beyond regular classes, we offer various extended learning opportunities designed to enrich students' experiences and broaden their horizons. These opportunities encourage exploration, creativity and critical thinking, helping our students develop a well-rounded perspective on the world.

### **F. Class Organization**

Class Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	4	4	4	27
No. of Students	180	120	132	120	104	101	757

## **Achievements and Reflection on Major Concerns; Feedback and Follow-up**

### **Major Concern 1:**

**Raise students' academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities**

#### **Achievements**

##### **A. Enhancing classroom learning**

1. Different subjects strengthened the teaching of essential study skills through explicit instruction, modeling, as well as guided and independent practices. Notable examples include:
  - The Chinese Language Department focused on developing the habit of notetaking for junior form students, which significantly improved their grasp of learning both inside and outside the classroom.
  - In English lessons, students were encouraged to verbally share what they had read right after DEAR (Drop Everything and Read) time and library lessons. For S6 students, guided questions based on newspaper articles were used to prompt writing exercises. Audio stories were introduced in S1 lessons to enhance students' listening and comprehension skills.
  - For Literature in English, explicit instruction on annotation of literary texts, including notes on connotation, diction, and technique, was emphasized. S4 students progressively picked up these skills and were able to effectively annotate and take notes on their reading materials unprompted during class. They have maintained a steady habit of notetaking during discussions.
  - Graphic organizers, including mind maps and flow charts, were emphasized in science and humanities subjects, helping students understand concepts and grasp content more effectively.
2. Subjects made significant efforts to incorporate various active learning strategies to enhance students' higher-order thinking skills. More than 80% of teachers reported that they had engaged students to learn actively inside the classroom. The following are some highlights:
  - English teachers further strengthened their well-established student-centered approach by incorporating more engaging activities in their lessons.
  - In Chinese Language, drama and thematic design were used to foster students' understanding and creativity.
  - Collaborative learning activities were also deliberately incorporated in humanities subjects, enhancing students' collaborative, communicative, and critical thinking skills.

##### **B. Consolidating and extending students' learning outside the classroom**

1. Subject homework policies were refined and reviewed to ensure their effectiveness. The updated policy included a variety of homework types, such as consolidation exercises, online questions, book reports, and project work, designed to reinforce knowledge and skills. In Citizenship and Social Development, high-quality student work was used as learning exemplars, acknowledging students' efforts and providing effective models for others. Online learning platforms were also well-utilized in ICT.

2. Subjects provided students with diverse extended learning opportunities, yielding notable outcomes. Some examples include:
  - Various subjects utilized weekly assembly time for experiential learning activities. For instance, the S3 English lesson was held in Cheung Chau, where students explored the area, experienced its culture through their senses and interviewed locals. In Citizenship and Social Development, all S4 students visited Tai Kwun, while S5 students toured the Hong Kong Palace Museum. Additionally, all S2 students attended special exhibitions at the Science Museum, such as “Polar Research and Climate Change” and “Science Fiction: Voyage to the Edge of Imagination,” which foster their appreciation for China’s contributions to polar research and the power of imagination in science fiction.
  - Junior form students expanded their scientific knowledge beyond the school curriculum through the Junior Secondary Science Online Self-learning Scheme, with more than 70% receiving awards for their performance.
  - Literature in English students attended an excursion to watch a Shakespeare play, enhancing their understanding of the set text.
  - Nearly all S4 students taking business-related electives gained real-world experience by participating in external programmes, including the HSBC Young Financial Planners Programme and a field study on Cheung Chau’s carrying capacity.
3. With the encouragement from Chinese Language teachers, there was a significant increase in student participation in the 75th Hong Kong Schools Speech Festival, with some even achieving honors. Additionally, in various Chinese writing competitions, seven students were selected to present their scripts of “致基本法的信” via video on the RTHK broadcast, which was very encouraging.
4. Students’ abilities were further developed through participation in various external competitions, yielding promising results. Here are a few highlights:
  - STEAM: Students won the Most Innovative Project at the Tai Po Inno Expo, Distinction and Merit Awards in the interschool Python Application Challenge.
  - Other subjects: Students achieved first runner-up and the Best Analysis Prize in the Guangdong-Hong Kong-Macau Student Contest in Public Administration Data Analysis 2023, the Championship in the Digital Stock Trading Guru Competition, the Best Content Presentation Award in the Hello Hong Kong Cultural Tourism Guide Challenge, and the Most Creative Awards in the South China Morning Post’s Best of the Month Competition in English writing.
5. Compared to the previous school year, more students expressed that they were often provided with extended learning opportunities, indicating the success of our enhanced efforts.

### **C. Refining assessment practices to boost students’ confidence in learning**

1. Subject departments adopted the principle of “easy to pass but difficult to ace” when setting exam papers, ensuring an appropriate balance of core and challenging questions. For Chinese Language, adhering to this principle, junior form exam papers were modified to include a higher proportion of questions on learned articles. This led to increased student motivation to revise and a firmer grasp of the subject matter.
2. For Citizenship and Social Development (CSD), clear guidelines were established to ensure that both continuous assessments and examinations aligned well with the curriculum and DSE examination requirements. Questions were designed based on

Bloom's Taxonomy, enabling the assessment of students' various levels of generic skills. The overall satisfactory exam results in CSD indicated a positive direction.

3. In ICT, a greater variety of assessment methods were adopted, including paper quizzes, digital posters and online programs/coding projects. This approach significantly improved students' diverse use of different tools in learning.

#### **D. Promoting STEAM education across the school curriculum for the development of Students' 21st century skills**

A 3-tier implementation model for STEAM was adopted to cater to the needs of exceptional, interested, and all students aiming to fuel their curiosity and ignite their innovation. Pleasing progress and outcomes were achieved through the committed efforts of related departments and noted below:

1. For curriculum enhancements, the ICT department incorporated more practical projects and AI elements, including an impressive Python Practical Project carried out with S3 students.
2. The S1 and S2 STEAM projects on climate change were continuously implemented through a joint effort among Geography, Science and Innovation Technology (ITE) teachers. Students' awareness of climate change was raised through a talk titled "Causes and Consequences of Climate Change" by a university speaker. This was followed by the acquisition of knowledge in Geography lessons and the application of their scientific and ITE knowledge and skills in group projects on harnessing renewable resources. This proved to be a fruitful experience for students, as reflected by their generally good engagement.
3. With the aim of enhancing STEAM Literacy, Morning STEAM reading continued, with efforts made to provide more captivating books. It was observed that students were engaged in their reading, with some even becoming hooked on books they had read in previous mornings.
4. An increased number of on- and off-site STEAM-related activities and competitions were organized to fuel students' interests and spark their innovation. All S1 and S2 students participated in the Tai Po Inno Expo, exploring the innovative works of different schools. Moreover, our ITech team members displayed their "AIoT@School" project, which earned the champion award. Through the ongoing "IT Innovation Lab in Secondary Schools" project, students were cultivated with updated STEAM knowledge and skills. An array of mind-expanding STEAM activities was organized for interested and potential students, including a talk on satellites at HKUST, a dialogue with scientists of Xuelong 2 and an on-board visit, a drone-based STEAM training programme and a STEAM study tour to Singapore.
5. The year-long efforts and hard work culminated in a STEAM Learning Fair at the end of the school year. The fair featured themed talks, student project competitions, booth games and displays, with the presentation of internal and external awards. This event also served as a review and a preview of our next year's work.

## **Reflection**

- While different subjects emphasize essential study skills, some students still struggle with remembering facts and material, especially as subjects become more challenging in the senior forms. To help students retain knowledge and make learning more effective, teachers can employ teaching strategies that enhance students' memory. Active learning strategies that engage students in the learning process and foster deeper understanding and retention can be particularly effective. With the implementation of the QEF Project on Active Classroom Learning with Interactive Whiteboard in the coming school year, it is expected that teachers will be able to integrate various active learning strategies more effectively. Additionally, students can be taught memory techniques to enhance their ability to retain information.
- To further develop students into independent and self-directed learners, we can provide a greater variety of assignments for consolidation and extended learning, as well as more exposure outside the classroom. This will stimulate students to learn beyond the curriculum and develop their self-directed learning abilities. Therefore, subject departments will work to ensure the provision of meaningful homework and sufficient extended learning opportunities both inside and outside the classroom.
- STEAM education should be a school-wide priority, involving the collective effort of all STEAM-related subjects. To achieve further progress, it is essential to enhance the awareness and professional training of teachers in STEAM. Teachers of STEAM-related subjects should be strongly encouraged to attend at least one relevant professional training program. Meanwhile, school-based training opportunities should also be considered.

## **Feedback and Follow-up**

- With the implementation of the QEF project on Active Classroom Learning with Interactive Whiteboards, subjects will integrate effective active learning strategies into classroom teaching. This will be a focus during lesson observations.
- S1 and S2 students will receive training in memory techniques.
- All subjects will provide at least one extended learning opportunity at both junior and senior levels.
- STEAM-related subject departments will ensure teachers attend relevant professional training programmes.



## **Major Concern 2:**

**Nurture students' values and qualities to foster whole person development through diversified learning experiences**

### **Achievements**

#### **A. Developing students with positive school life experiences**

1. Throughout the year, a holistic approach to student activities was implemented by introducing external youth groups, such as the Tai Po Youth Network and AYP, and leveraging community resources. This initiative led to more leadership training opportunities and fostered a sense of community and school spirit.
2. Extra-curricular activities were successfully held, offering a wide range of options for self-exploration and talent development. Data from the Year-end Evaluation Survey indicated that students and teachers generally experienced a positive learning environment.
3. Students' diverse personal growth needs were addressed through life education programmes, including mental health workshops under the Healthy School Programme, the Beat Drugs with Sports Programme and sex education. Class-building activities such as singing contests, board decoration competitions and classroom cleaning competitions were deliberately organized to build class spirit and enhance students' interpersonal skills. Students demonstrated high engagement in these activities.
4. Career-related seminars, workshops, and firm visits were organized to enhance students' self-understanding and broaden their vision of different occupations. These initiatives inspired them to think about their future and plan their further studies.
5. The resumption of Experiential Learning Week provided students with valuable inspiration and exploration through local training camps and national and international excursions. These activities were customized to students' learning levels and needs, and they greatly valued their collaborative and eye-opening experiences.
6. Thanks to the well-planned and collaborative efforts of the school, students have made notable progress across various areas, particularly in academic teams, sports teams and music teams.

#### **B. Internalizing the Core Values of STAR and EDB's Priority Values Among Students and Teachers**

1. Values and national education permeated every aspect of students' school life. Inside the classroom, teachers focused on both subject-specific knowledge and the values expected of an LTPSS student. Outside the classroom, students engaged in various values-embedded programmes. This year, assembly times were utilized effectively. Every Monday morning, a flag-raising ceremony was held, accompanied by speeches on diverse topics. These speeches, related to different events and the twelve priority values and attitudes promulgated by the EDB, including the National Anniversary, vast development in the quality of life and technology in mainland China, and the significance of Chinese traditions, were well received by students. Furthermore, weekly assemblies covered topics ranging from civic education on environmental issues and media literacy to national education on the development of the Greater Bay Area and the Belt and Road Initiative.
2. A diverse range of exhibitions and site visits, including military camps, art centers, and museums, provided students with invaluable opportunities to broaden their horizons, foster hands-on learning, and develop a deeper appreciation for different facets of history, culture, and civic responsibility. The effectiveness of these efforts was

demonstrated by an increase in students' positive attitudes towards moral and values education, as reflected in the stakeholder survey.

3. A mentoring scheme was established to support newly joined teachers, with each mentee paired with a mentor. Through a series of customized support programmes, new teachers adapted to the school community, teaching culture, and the school's expectations for teachers as mentors and role models. New teachers expressed the usefulness of this scheme.

### **Reflection**

- The increase in leadership opportunities, effective use of community resources and a greater variety of activities have significantly contributed to creating a joyful and positive school life experience for students.
- Class building can be further strengthened through inter-class activities. Enhancing these activities, especially for senior forms, will foster a stronger sense of community and collaboration among students.
- Significant efforts were dedicated to deepening students' understanding of positive values, attitudes, and identity building. However, there is room for improvement in fostering affection and action. By providing students with more opportunities to practice these values in their daily school life, we can further enhance their personal growth and development.

### **Feedback and Follow-up**

- Continue providing leadership training opportunities while setting higher standards for student leaders to ensure they positively influence their peers.
- Enhance collaboration and partnerships with external organizations to offer more resources for students' holistic development.
- Design more inter-class activities to strengthen class building and community spirit.
- Introduce more practical applications of positive values and attitudes in everyday school life, guiding students to reflect on and learn from these experiences.

## Student Performance

Numerous students went above and beyond their academic commitments, actively engaging in a variety of external programs and competitions. Their dedication paid off, resulting in outstanding performances across multiple events. Below are the highlights of student achievements for the 2023/24 school year.

### A. Scholarships

Scholarship	Awardees
Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2023/24	2 students
Hong Kong Fujian Charitable Education Fund Scholarship 2023	5 students
Harmony Scholarships Scheme 2023/24	5 students

### B. Leadership and Services

Activity / Competition	Awards
Hong Kong Award for Young People	13 Bronze Awards
Tai Po Outstanding Student Election	Tai Po Outstanding Student
Tai Po District Youth Network Volunteer Award	Outstanding Volunteer Award, Most Actively Participating Award
《青春活力炫大埔 - 紀念五四運動 105 周年大匯演》	5 位優秀青年

### C. Language and Culture

Activity / Competition	Awards
Inter-school Interpretive Reading Competition	Junior Section: Champion, 1st Runner-up; Senior Section: Champion, 2nd Runner-up
Young Post's Best of the Month Awards	2 Most Creative Awards
第七十五屆香港學校朗誦節 (中文朗誦)	16 優良獎狀 7 良好獎狀
全港中小學校際中文閱讀競賽 (個人挑戰賽)	4 金章

#### D. Mathematics, Science and Technology

Activity / Competition	Awards
The Guangdong - Hong Kong - Macau Public Administration Data Analysis Contest 2023 (Secondary School Section)	1st Runner-up in Hong Kong, 2nd Runner-up in Greater Bay, Excellent Award in Data Analysis - Greater Bay Region
2024 亞洲國際數學奧林匹克公開賽(AIMO Open)晉級賽	1 銅獎
2024 亞洲國際數學奧林匹克公開賽(AIMO OPEN)初賽	4 銅獎
華夏盃全國數學奧林匹克邀請賽 2024(香港賽區) 初賽	3 三等獎
Universal Robotics Challenge HONG KONG 2024	Second Prize, Third Prize, Best Team Spirit Award
Inno Expo @ Tai Po 2024 (Secondary School Section)	Champion - Most innovative STEAM project
2023 Technology for the Future: Artificial Intelligence and Robotics Summer Camp	Silver Prize
Python Application Challenge 2024	Distinction Award, Merit Award
Rubik's Cube Open Competition	1st Runner-up
Australian Big Science Competition 2024	3 Distinction Awards, 11 Credit Awards
Junior Secondary Science Online Self-learning Scheme	108 Gold Awards, 87 Silver Awards, 87 Bronze Awards

#### E. Personal, Social & Humanities

Activity / Competition	Awards
2023-2024 Digital Stock Trading Guru Inter-School Competition	Individual Award: Champion School Award: Champion
Tai Po District Civic Education Short Film Shooting Competition.	Champion
Hello Hong Kong 香港文化旅遊導賞員挑戰賽	最佳內容介紹獎

## F. Aesthetics and Creativity

Activity / Competition	Awards
Tai Po Drama Festival 2024	Best Overall Performance, Award, Best Actor Award
Hong Kong Hispanic Culture Festival 2024	Best Musical Comedy Performance Award
Tai Po Choral Competition	Silver Award
大埔區第 42 屆校際舞蹈比賽 (中學組獨舞)	銀獎
Youth Creative Arts Contest 2023 - Artist's Idea Journal	Gold Award
“Stitchable Chinese Arts” Fashion Design Competition and Catwalk Show 2023/24	Design Excellence Award
第二屆西冷盃全港青少年書畫篆創作大賽 (繪畫中學組)	冠軍
“Halloween Carnival Party” Colouring, Painting and Photo Competition	Bronze Award

## G. Sports

Activity / Competition	Awards
HKSSF Swimming Competition	1 Champion, 4 2nd Runners-up, 2 3rd Runners-up
HKSSF Inter-School Volleyball Competition 2023-24 (Boys Junior, Division Two)	Champion
HKSSF Inter-School Volleyball Competition 2023-24 (Girls Junior, Division Two)	1st Runner-up
HKSSF Tai Po and North District Secondary Schools Area Committee 2023-24 Inter-school Badminton Competition (Girls C Grade)	1st Runner-up
慶祝香港回歸祖國 27 周年「感恩杯」校際武藝操大賽	集體武藝操中學組亞軍 個人項目: 1 冠軍、1 亞軍、 4 季軍、1 第四名、 2 第五名、1 第六名

## Financial Summary

### Financial Summary for the 2022/23 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	78.43%	N.A.
School Fees	N.A.	19.10%
Donations, if any	N.A.	N.A.
Other Income, if any	0.64%	1.83%
<b>Total</b>	79.07%	20.93%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	77.10%	
Operational Expenses (including those for Learning and Teaching)	5.22%	
Fee Remission / Scholarship <sup>1</sup>	3.81%	
Repairs and Maintenance	11.81%	
Depreciation	2.06%	
Miscellaneous	0.00%	
<b>Total</b>	100.00%	
<b>Surplus/Deficit for the School Year</b> <sup>#</sup>	1.73 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	7.58 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

#### Details of expenditure for large-scale capital works, if any:

Amounts of capital grants utilized on repairs and maintenance reflected in the Income and Expenditure Account in 2022/23: HK\$ 7,246,340.

<sup>1</sup> 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 (Put a "✓" where appropriate).