

*Sir Ellis Kadoorie
Secondary School
(West Kowloon)*



**School Report
2005/2006**

ANNUAL REPORT 2005/2006

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Our School

Our School Vision

Our school is *a fully-equipped modern school of cultural harmony* with helping our students *to integrate into the local society* as the ultimate goal.

Our School Mission

To develop in our students:

1. all-roundedness and multiple intelligences
2. respect for other cultures
3. a sense of social awareness and responsibility

Our School Values

Sincerity

Enthusiasm

Knowledge-based

Student-centred

Solidarity

Our School Motto

Carpe Diem – Seize the Day

Every day promises new hopes, new horizons and new opportunities

Major Concerns of the Year, 2005/2006

Project Learning

Reading to Learn

Promotion of Academic Improvement

Class Structure

There are 22 classes in the academic year 2005/2006 with the class structure set as follows:

Level	S1	S2	S3	S4	S5
No. of Class	6	6	4	3	3

Curriculum

Subjects \ Class	S1 and S2	S3	S4 & S5 Social Science	S4 & S5 Science
English	*	*	*	*
Mathematics	*	*	*	*
Chinese Language (HKCEE)	*			
Basic Chinese (for non-Chinese Students)	*	*	*	S.4
Physics		*		*
Chemistry		*		*
Biology		*		*
Integrated Science	*			
Economics			*	
Principles of Accounts			*	S.5
Economics and Public Affairs	*	*		
Geography	*	*	*	
History	*	*	*	
Computer Literacy	*	*		
Computer and Information Technology				*
Travel & Tourism			*	
Graphical Communication			*	
Word Processing & Business Communication			S.4	
Integrated Humanities			*	
Physical Education	*	*	*	*
Home Economics	*	*		
Design & Technology	*	*		
French	*	*	*	*
Hindi	*	*	*	*
Urdu	*	*	*	*
Music	*	*		
Visual Arts	*	*		
Library Studies	*			
Class Period / Cross-curricular Studies	*	*	*	*

Medium of Instruction

Our school is an English-speaking school with students of different racial groups. Apart from French, Hindi, Urdu and Chinese, the medium of instruction of all subjects is English.

School Management Committee

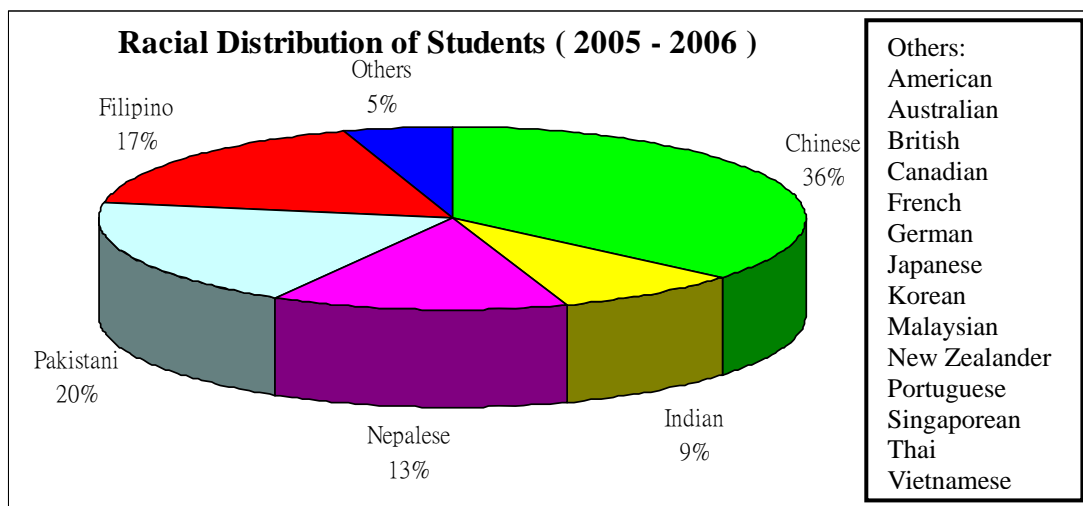
Chairman: Mr. TANG Fat Yuen, Tony
Principal: Mr. FUNG Kam-cheung
Community Member: Ms. Ophelia CHEUNG
Community Member: Ms. HO Kam-wan, Cynthia
PTA representative: Mr. Syed Jamil RAGHBI
PTA representative: Mr. FOK Chun-hung
Teacher representative: Mr. WAN Kin-sheung
Teacher representative: Mr. PRASAD Manoj Kumar
Secretary: Mrs. YAU KWONG Tse-wai

Our Students

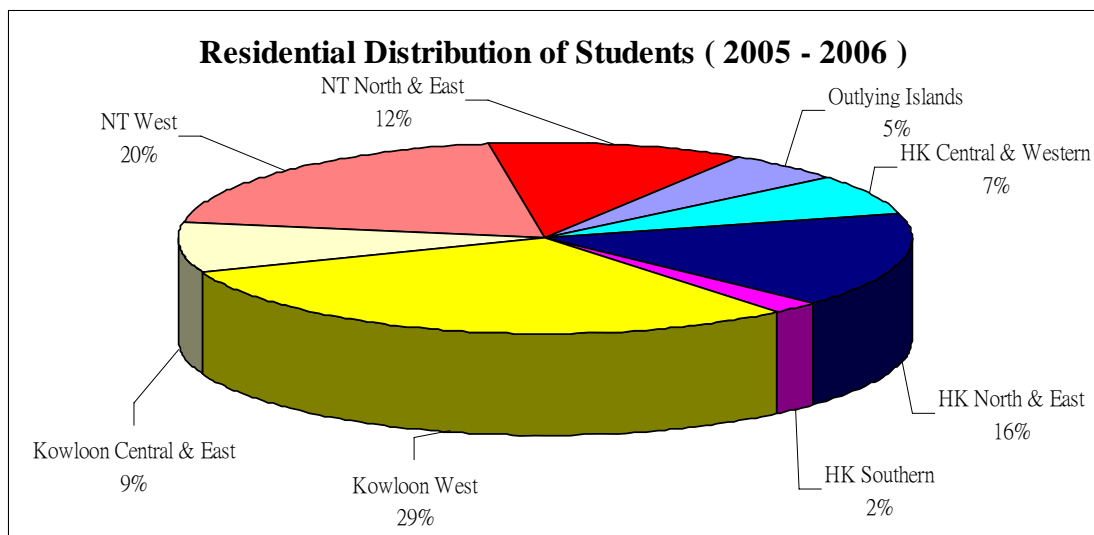
Enrolment

The number of students in July 2006 was 770.

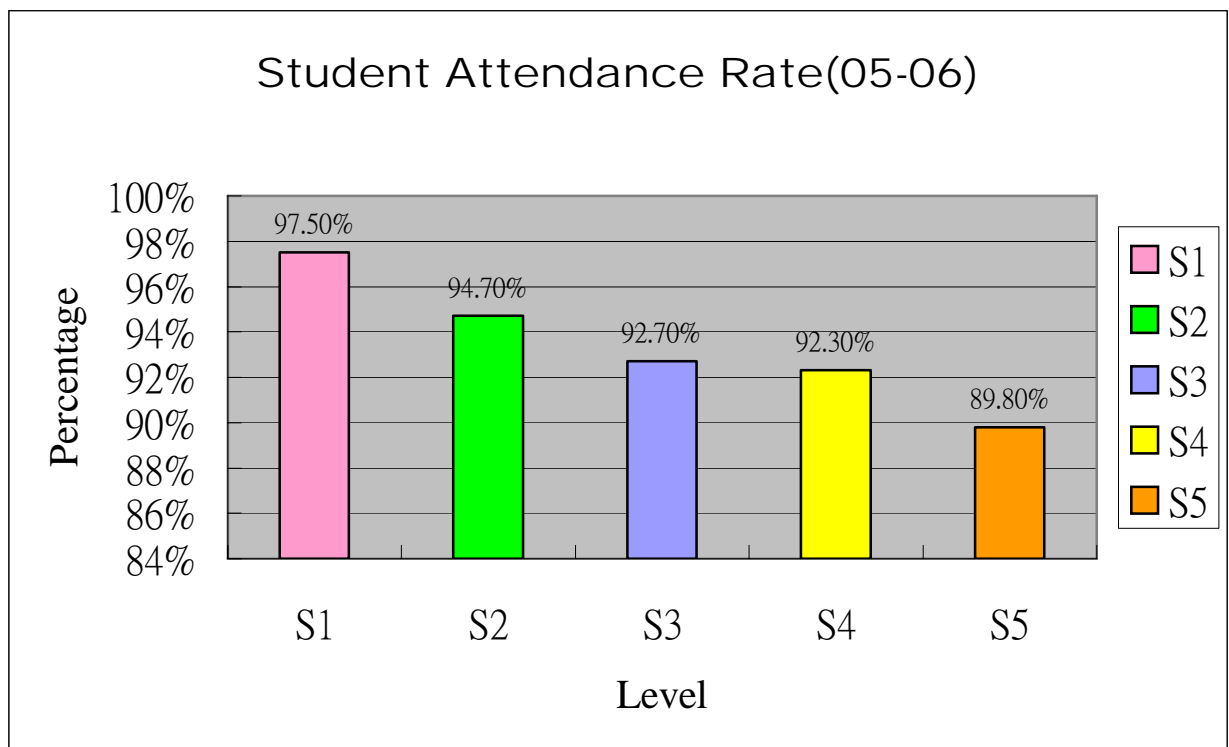
Racial Distribution of Students



Statistics on Students' Residential Areas

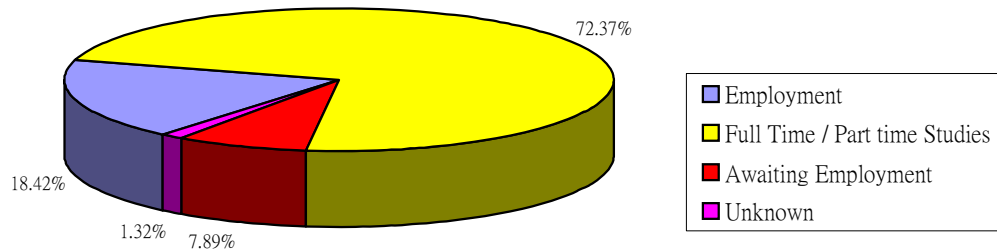


Students' Attendance

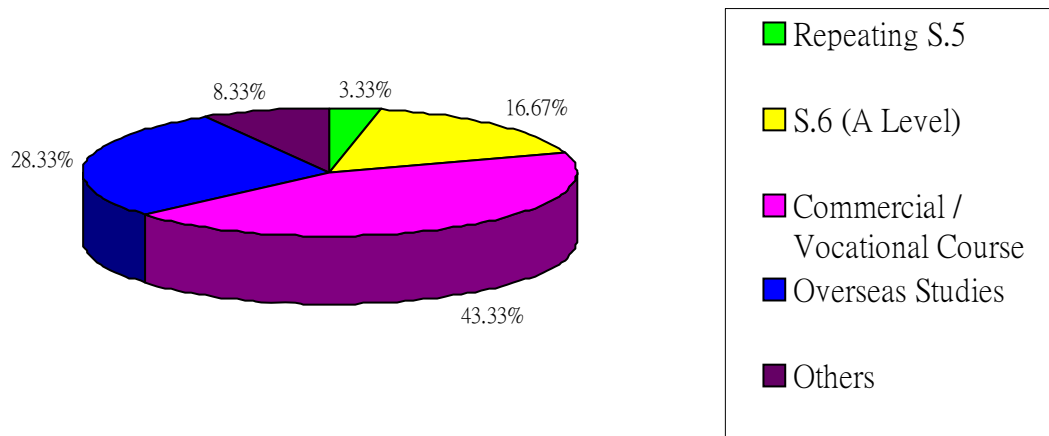


Destination of Exit Students

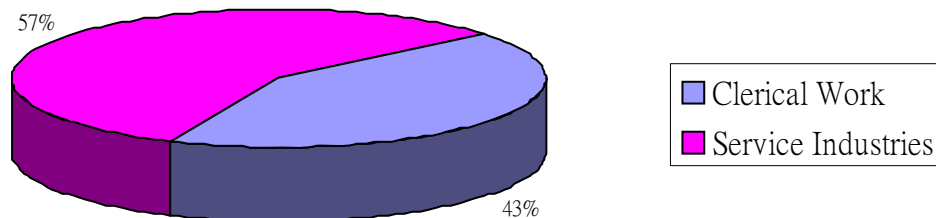
Employment and further Studies (At the end of September 2006)



Full Time / Part Time Studies (in September 2006)



Employment (in September 2006)



Our Teachers

Staff Strength

There are 71 members of staff in our school: the Principal, two Assistant Principals, 41 teachers, 1 teacher-librarian, 7 clerical staff, 2 laboratory technicians, 1 computer technician, 1 Technical Support Services Officer, 3 teaching assistants, 1 workshop attendant, 1 artisan and 10 janitor staff.

Teachers' Qualification

The qualifications of the teachers are shown below:

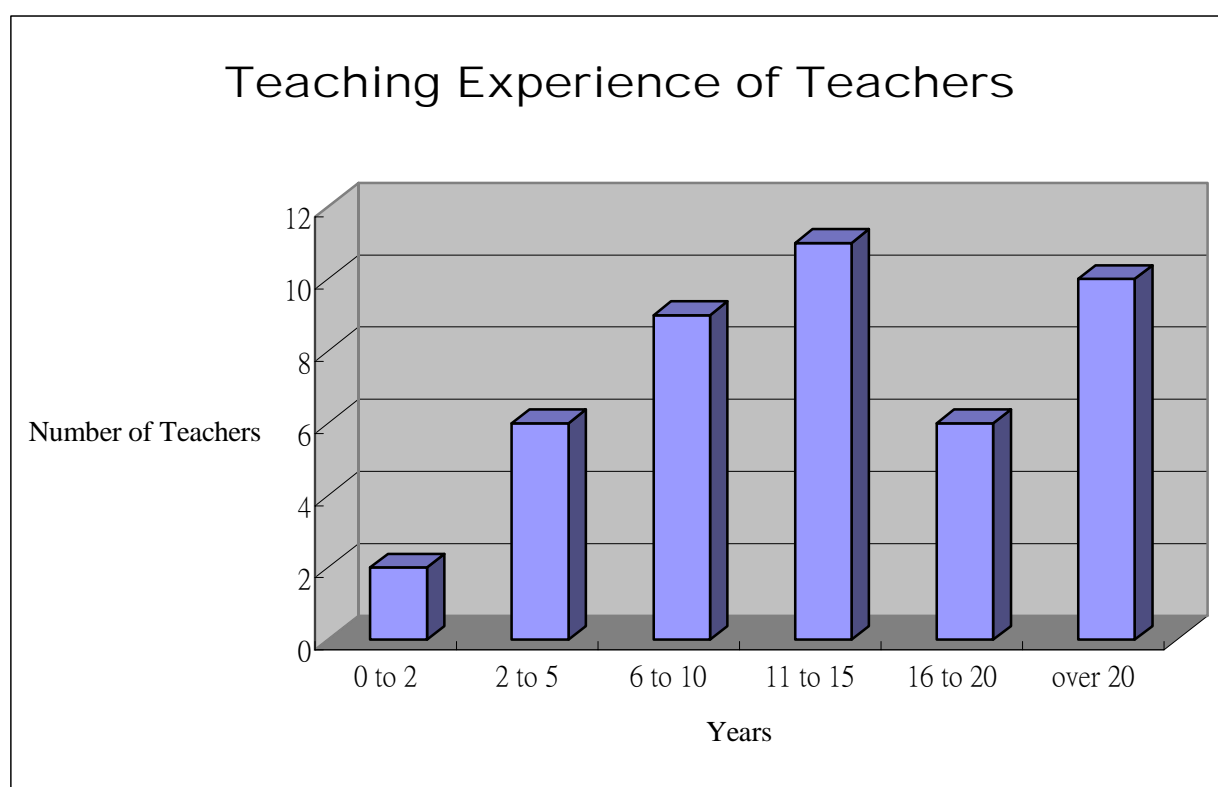
38 teachers (69.1%) possess a Bachelor's degree

10 teachers (18.2%) possess a Master's degree

All teachers were formally trained in teaching.

Language Proficiency

There are a total of 10 teachers teaching English. 7 teachers have met the Language Proficiency Requirement for English. 1 teacher is studying relevant courses and will be eligible for exemption by the end of the school year. 1 has not met the LPR and will not teach English in 2006/07. The Native English teacher is exempted from the exercise.

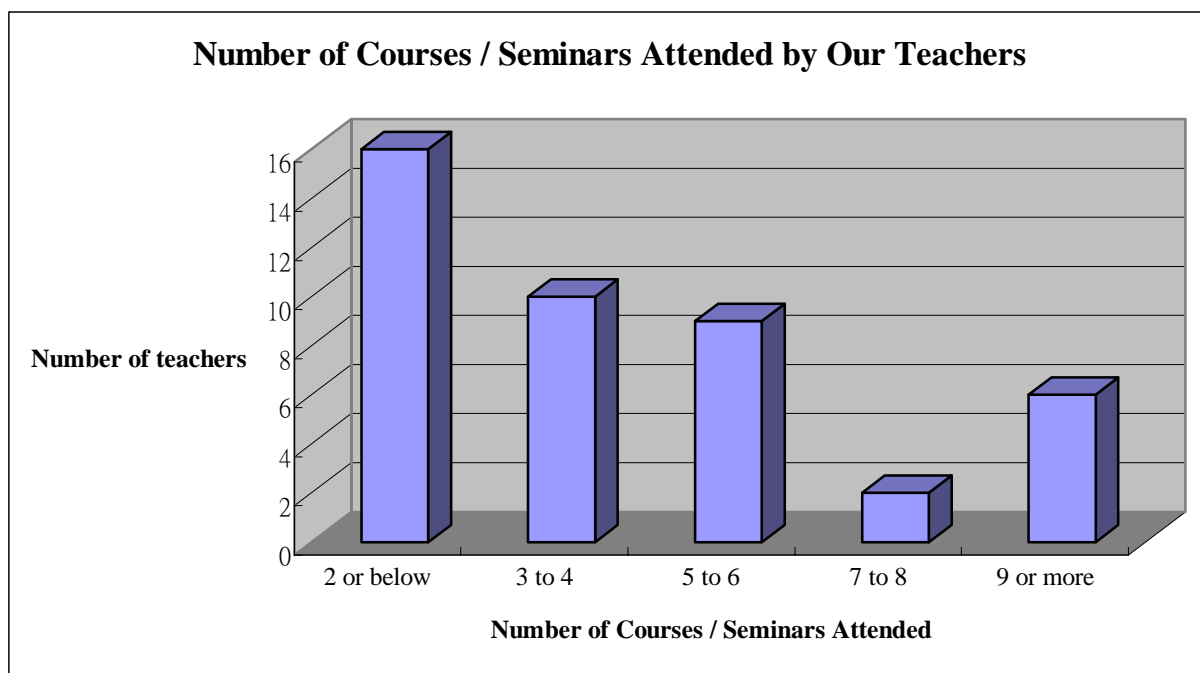


Teachers' Professional Development

The following activities were organized for our teachers' professional development:

- Mr. Chan Wai Sang and Mr. Lau Kwok Chi, teachers of Kwun Tong Government Secondary School were invited to talk on “Promotion and Implementation of Peer Lesson Observation in School”, and Professor JoAnn Phillion conducted a talk on “Cultural Responsive Pedagogy” on the First Staff Development Day.
- Sharing sessions were organized by our teaching staff to talk about the progress of the New Senior Secondary Curriculum and Project Learning on the Second Staff Development Day.
- Mr. Fung Kam Cheung, our Principal, talked on “School Self-evaluation, School Plan and Programme Plans for the next academic year” on the Third Staff Development Day.

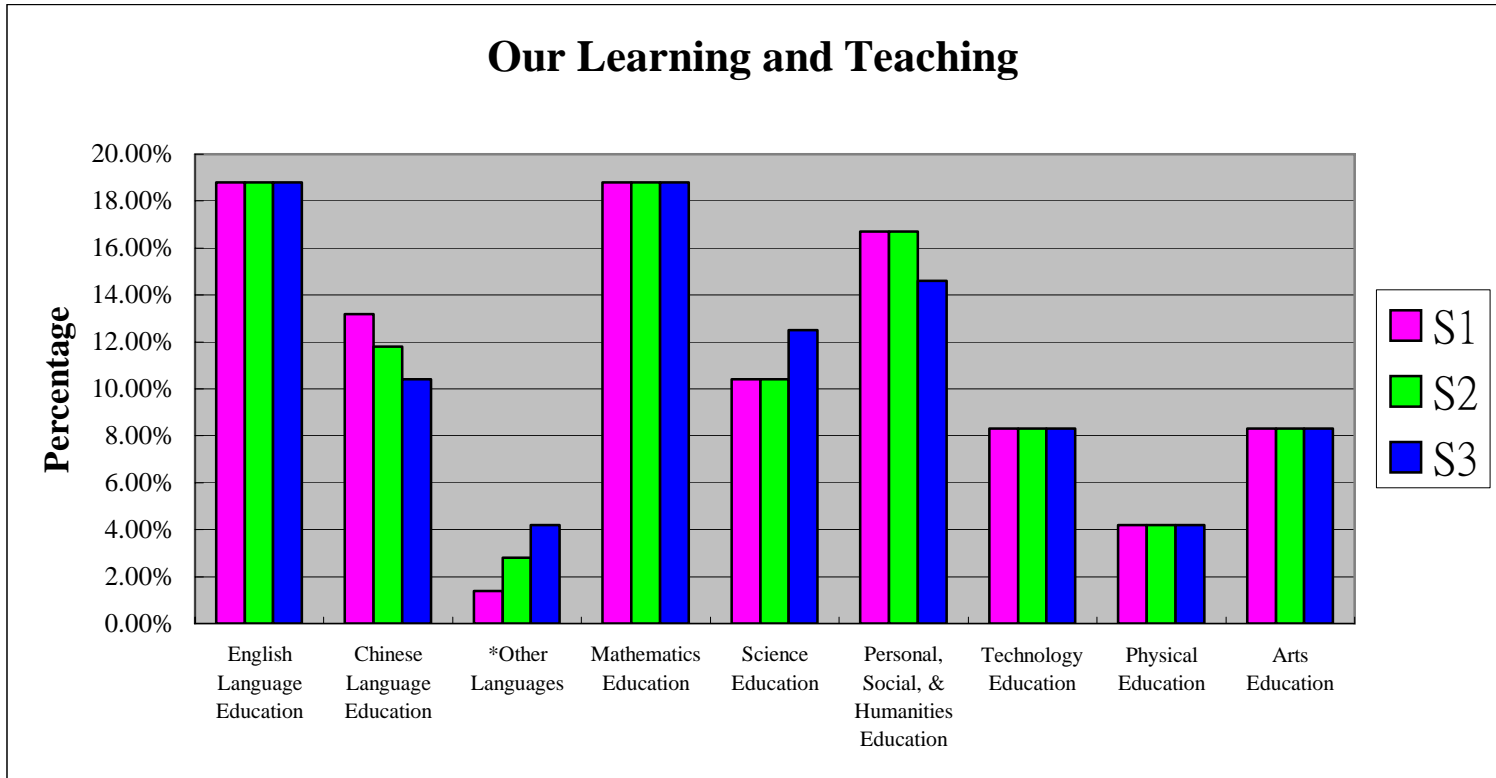
Besides the above activities, most of our teachers also attended training courses offered by outside organizations:



Our Learning and Teaching

There were 190 school days.

Percentage Of Lesson Time Allocated To The Eight Key Learning Areas



* Not included in the eight KLAs

Performance of Our Students

HKCEE

In the HKCEE at 2006, there were 79 students sitting the examination obtaining a total of 60 distinctions and credits. English Language (Syllabus B) and French were the best performing subjects, recording 5 distinctions and 18 credits and 3 distinctions and 20 credits respectively. There were 18 students with 5 or more subjects passed and 10 students achieving 14 points or more from the best 6 subjects. The best result went to TAN Elaine-Ann Sy (S.5B) with 2 distinctions and 3 credits.

For five consecutive years, our school has obtained positive value-addedness in the best 6 subjects.

Comparison of the HKCEE results between 2005 and 2006:

Subject	2005		2006	
	A to C %	Pass %	A to C %	Pass %
English Lang (Syllabus B)	21.6	80.4	23.1	82.1
Mathematics	3.2	22.1	5.7	31.4
French	30	70	57.1	85.7
Biology	3.8	32.1	9.1	42.4
Chemistry	3.8	18.9	9.4	43.8
Computer and IT	7	31.6	31.3	62.5
Physics	1.9	17	3.1	40.6
Economics	0	10.9	0	16.7
Geography	2.3	6.8	2.6	26.3
History	0	4.5	2.7	13.5
Principles of Accounts	0	9.5	9.4	28.1
Travel and Tourism	5	15	0	13.6
Additional Mathematics	0	100	0	60
Chinese Language	0	100	20	60

GCE "O" Level

In the GCE "O" Level Examination at 2006, the best performing subject was Hindi, with 93.9% credits and distinctions.

Subject	No. of Candidates	No. of Distinctions	No. of Credits	Pass %
Hindi	11	3	7	93.9
Urdu	9	1	4	100

Inter-school Activities and Awards Won

- ❖ Eight students were awarded the Woo Hay Tong Scholarships, one boy was awarded the Sir Edward Youde Memorial Fund Council Scholarship, and one girl was awarded the Guru Nanak Quincentenary Scholarships and another received scholarship from Sir Ellis Kadoorie School for Indians Trust, 2005-2006.
- ❖ Fourteen students were awarded the 2005-2006 Prominently Improved Student Award organized by the Yau Tsim Mong District School Liaison Committee.
- ❖ A Secondary One girl was awarded a Basic Cadet Certificate.
- ❖ Junior Cricket Team and Junior Sixers both won Champions in the Inter-school Cricket Competition (Junior) organized by the Hong Kong Cricket Association.
- ❖ Six S.1-S.2 students received the Yau Tsim Mong Environmental Protection Ambassador Award.
- ❖ In the 58th Hong Kong Schools Music Festival, an S.1 student was awarded a Certificate of Merit and two students in S.1 and S.2 received Certificates of Proficiency .
- ❖ In the 57th Hong Kong Schools Speech Festival (Chinese), 9 students in S.1, S.2 and S.4 were awarded Certificates of Merit in Chinese Solo Verse Speaking and Chinese Solo Prose Reading.
- ❖ In the 57th Hong Kong Schools Speech Festival (English), 37 students obtained Certificates of Merit and 21 students obtained Certificates of Proficiency. The categories joined included Solo Verse Speaking and Dramatic Duologue.
- ❖ In the 42nd Hong Kong Schools Dance Festival, 2 Commended Awards were obtained in the Jazz Dance Section. In the Oriental Dance Section, our students won overall 2nd runner-up, 1 Honour Award and 2 Highly Commended Awards.
- ❖ In the Sun Hung Kai Book Club Book Review Competition organized by Sun Hung Kai Properties, an S.5 student was awarded Merit in Intermediate Category.
- ❖ In the Volunteer Service Award 2005, an S.5 boy received Gold Award, four S.5 students received Silver Award, and three S.5 girls received Bronze Award.
- ❖ In the Inter-school Athletics Championships 2005-2006 organized by the Hong Kong School Sports Federation, a girl in S.1 was Champion in Shot Put (C Grade) and 1st runner-up in 100 m (C Grade); a girl in S.5 was 2nd runner-up in 800 m (A Grade) and a boy in S.3 was 3rd runner-up in Javelin (B Grade).

Other achievements

Development Targets (2005-06)	Achievements
Extra-curricular Activities	<ul style="list-style-type: none"> • 25 students participated in the Smart Teen Challenge Project and 5 of them were awarded Outstanding Performance Award. • 19 S.1-S.4 students were awarded ECA Outstanding Student Award. • JPC Mongkok District Basketball Competition 2005, 2nd Runner-up. • JPC Mongkok District – the Best Member School Award. • A boy in S.2 took part in the 6th Hong Kong-Singapore Exchange Programme to experience the school life and culture in Singapore. • A boy in S.2 visited the China National Space Administration to experience the latest space development in China.
Teaching and Learning	<ul style="list-style-type: none"> • In the English Extensive Reading Scheme and Reading For Fun Award, 44 students were awarded Certificates of Appreciation and 12 students were awarded Certificates of Merit • Subscription to an On-line English Programme to enhance English Competence among all students. Individual as well as inter-class competitions were held to enhance interest.
Promotion of School Image	<ul style="list-style-type: none"> • 17 enthusiastic students took part in the sharing sessions with Sir Ellis Kadoorie (Sookunpo) Primary School and Li Cheng Uk Government Primary School.
Civic Education	<ul style="list-style-type: none"> • 6 students were awarded Certificates of Appreciation for promoting the message of racial harmony in public as a Racial Harmony Ambassador. • 3 S.5 girls participated in the Career Challenge 2005 Youth Mentorship Programme. • Game Stall for ‘Social Harmony Carnival’.
Rapport Project	<ul style="list-style-type: none"> • 19 students in S.1-S.4 participated in the Rapport Project – Volunteer Service for the Elderly.
Big Brother/Sister Scheme	<ul style="list-style-type: none"> • 34 enthusiastic students volunteered in this scheme to help with the S.1 lunch service.
Readathon for the PTA	<ul style="list-style-type: none"> • A sum of \$4100.20 was raised in this campaign.

Major School Functions and Events (2005-2006)

Date	Function
1. 30-8-2005	Orientation Day for S1-S4 New Students
2. 18-11-2005	Parents' Night cum AGM of PTA
3. 21-11-2005 30-11-2005	Sports Day (Heats) Sports Day (Finals) Guest of Honour : Mrs. LUI CHIEN Yiu-chu, Chief School Development Officer, Yau Tsim & Mong Kok District, School Development Section, EMB
4. 15-12-2005	Speech Day Guest of Honour : Prof. Joseph J.Y. Sung, Professor of Medicine, CUHK
5. 20-12-2005	School Picnic Day
6. 21-12-2005	Christmas Class Party and Talent show
7. 17-2-2006	Parents' Day
8. 10-3-2006	Open Day
9. 24 to 28-4-2006	Project Learning Week
10. 22-4-2006	PTA Outing
11. 4-5-2006	S.3 Parents' Talk on Streaming and Choice of Subjects
12. 25-11-2005 23-2-2006 2-6-2006	Staff Development Days Theme of Day 1: <i>(1) Peer Lesson Observation (2) Cultural Responsive Pedagogy</i> Theme of Day 2 : <i>(1) Progress on the New Secondary School Curriculum</i> <i>(2) Visit to Khalsa Diwan (Sikh Temple) and Masjid Ammar & Osman Ramju Sadick Islamic Centre</i> Theme of Day 3: <i>(1) School Self-evaluation, School Plan and Programme Plans for the Next Academic Year</i> <i>(2) School Development Plan for the Next 3 Years</i>
13. 5 to 9-6-2006	National Identity Week
14. 9-6-2006	National Costume Day
15. 6 to 11-7-2006	Post-examination Activities

Major Concerns

1. Project Learning Week (24-27 April 2006)

The Project Learning Week (PLW) is a whole-school approach to project learning for all S1-4 students. It aims to develop some generic skills and positive values and attitudes among our students.

Under the programme, students from S1 to S4 have to do a project in teams on a topic. For each level, two topics are set for students to choose. Students' work begins in March and during the Project Learning Week they spend four school days on visits/field trips and collecting information, and then processing and presenting the information they have collected. Finally, they have to hand in a written report.

Throughout the process, students' work is closely under the supervision of teacher advisers. For this purpose, the school arranges two afternoons for teacher advisers to meet their students. To encourage students to take the initiative to learn, students are required to write a working plan and a record of work. Teacher advisers then assess students' work and give them each a team grade and an individual grade, which will be shown in their report sheet.

This year, the main theme for the Project Learning Week is "Knowing More About Our Community". The topics for students to choose are as follows:

S1	Group A	Recreational facilities in Hong Kong
	Group B	Performing arts in Hong Kong
S2	Group A	Spending habits of Hong Kong people
	Group B	Reduce, Reuse, Recycle in Hong Kong
S3	Group A	Natural Environment in Hong Kong
	Group B	Religions of different ethnic groups in Hong Kong
S4	Group A	Air pollution in Hong Kong
	Group B	A recommended route to see the nature and history of Hong Kong

As reflected by statistical figures collected through surveys with teachers and students, and teacher advisers' feedback and the results of assessment, the overall performance of students throughout the process of project learning is satisfactory. The students in general reflected that the activities of the Project Learning Week are interesting and educationally beneficial.

2. EVALUATION OF PROGRAMME PLAN FOR READING TO LEARN (2005-2006)

Strategies / Tasks	Success Criteria	Evaluation	Remarks / Recommendations for Improvements
<ul style="list-style-type: none"> • Library book acquisitions 	<ol style="list-style-type: none"> 1. School library book collection is enlarged. 2. All subject departments fully utilize the funds allocated for the purchase of books. 3. The variety of books, magazines and periodicals is increased. 	<ol style="list-style-type: none"> 1. The school library spent approximately \$34,000 and purchased 384 books of a varied nature. 2. Subject departments suggested titles for purchase and funds were fully utilized. 3. The school library subscribed to 23 magazines and newspapers (an increase of 8 subscriptions.) 	<ul style="list-style-type: none"> • Continue to expand the inventory of library books. • Increase the variety of magazine subscriptions if funds are available.
<ul style="list-style-type: none"> • Drop Everything And Read (D.E.A.R.): Whole-school Sustained Silent Reading programme and reading activities • English Extensive Reading Scheme (E.E.R.S.) & Reading for Fun 	<ol style="list-style-type: none"> 1. Each student reads an average of 5 books. 2. Students are able to read independently in silence. 3. 70% of students have developed their reading habit. 4. 60% of students find reading more enjoyable. 5. 60% of students improve their reading skills. 6. Best Readers Award 	<ol style="list-style-type: none"> 1. All students participated in the D.E.A.R. programme, which was conducted twice per cycle, and also in the English Extensive Reading Scheme. Reading records and questionnaire results indicated that each student had read an average of 5 books. 2. The D.E.A.R. programme and the E.E.R.S. provided students with the necessary environment for silent reading. Students were able to read 	<ul style="list-style-type: none"> • Continue to implement the D.E.A.R. programme and the E.E.R.S. & Reading for Fun Award.

Strategies / Tasks	Success Criteria	Evaluation	Remarks / Recommendations for Improvements
Award		<p>in silence during the D.E.A.R. sessions and the silent reading lessons conducted by English teachers.</p> <p>3. Questionnaire results revealed that 61.99% of students had developed their reading habit.</p> <p>4. Questionnaire results indicated that 56.99% of students found reading more enjoyable.</p> <p>5. Questionnaire results showed that 57.66% of students had improved their reading skills.</p> <p>In the E.E.R.S. and the Reading for Fun Award there were 50 prize winners. Twelve students received certificates of merit and many others received certificates of appreciation and prizes.</p>	
<ul style="list-style-type: none"> • Theme-based mini book exhibitions 	<ul style="list-style-type: none"> • 4 book exhibitions are held 	<p>The school library mini book exhibitions in September and October 2005 and January, February, March and May 2006. Approximately 40% of students visited the exhibitions.</p>	<ul style="list-style-type: none"> • Continue to organise regular book exhibitions and displays

Strategies / Tasks	Success Criteria	Evaluation	Remarks / Recommendations for Improvements
<ul style="list-style-type: none"> Book exhibition (outside organisation) 	<ul style="list-style-type: none"> 1 book exhibition held 	<ul style="list-style-type: none"> All classes visited the exhibition held by Solomon. Communications Ltd. on 6 & 7 December 2005. Students spent approximately \$3,000 on book purchases. 	<ul style="list-style-type: none"> Arrange for an outside organisation to hold a book exhibition at school.
<ul style="list-style-type: none"> Reading Award Scheme 	<ul style="list-style-type: none"> Each participant reads an average of 5 books Students are able to read independently for pleasure 	<ul style="list-style-type: none"> Students who participated in the Reading Award Scheme (organised by the School Library) were keen readers and their reading records showed that they had each borrowed an average of five books. Readers also wrote short book reports. 	<ul style="list-style-type: none"> To avoid having similar reading award schemes, the Reading Award Scheme will be merged with the E.E.R.S. and Reading for Fun Award.
<ul style="list-style-type: none"> Project Learning Week research 	<ul style="list-style-type: none"> Students are able to search reference books and the Internet for relevant information 	<ul style="list-style-type: none"> Due to manpower constraints, the school library was not open to students during Project Learning Week (24-28 April 2006). S1 and S2 students, however, learned about reference tools during their library lessons. 	<ul style="list-style-type: none"> This will cease to be included in the Reading to Learn Programme.
<ul style="list-style-type: none"> S1 After School Reading 	<ul style="list-style-type: none"> Students are able to tackle a variety of reading activities 	<ul style="list-style-type: none"> Due to the change in format and content of the 2005-2006 S1 After 	<ul style="list-style-type: none"> The S1 After School Programme

Strategies / Tasks	Success Criteria	Evaluation	Remarks / Recommendations for Improvements
Programme	using their reading skills	School Programme, reading activities were not included.	will cease to exist.
<ul style="list-style-type: none"> • Readathon 	<ul style="list-style-type: none"> • All classes participate • Students are able to read to raise money for charity 	<ul style="list-style-type: none"> • 10 classes participated in the Readathon. • During the Readathon period (8-28 May 2006), participants read a total of 19,718 minutes and raised \$4,100.20 for the PTA. This amount will be channelled back to the school for the purchase of library books. 	<ul style="list-style-type: none"> • Continue to organise a Readathon as it allows students to read and raise money for a good cause. • It would be better to shorten the Readathon period because many classes lost their forms and were not able to sustain their reading over the three weeks.
<ul style="list-style-type: none"> • Reading Week 	<ul style="list-style-type: none"> • Good response to activities held 	<ul style="list-style-type: none"> • Various activities were organised. • Book Donation Campaign: approximately 100 books were donated. • Newspaper Reading Competition: 	<ul style="list-style-type: none"> • Continue to organise Reading Week(s). • Endeavour to vary the activities.

Strategies / Tasks	Success Criteria	Evaluation	Remarks / Recommendations for Improvements
		<p>One prize winner.</p> <ul style="list-style-type: none"> • Recipe Writing Competition: Four prize winners. • Book Displays of new library books: English, Chinese and French. • Book Related Film Shows: Approximately 60-70 students attended each show. • Book Review Broadcasts: Broadcasts in Chinese and English. 	
<ul style="list-style-type: none"> • Newspaper cuttings 	<ul style="list-style-type: none"> • Students are able to scan the newspapers daily for news articles • Newspaper reading is incorporated into the D.E.A.R. reading activities 	<ul style="list-style-type: none"> • Newspaper cuttings were updated regularly and posted on the bulletin board in the school library. • A newspaper reading competition was held in May 2006. There was one prize winner. 	<ul style="list-style-type: none"> • Continue to hold a newspaper reading competition but simplify the format so that more students will participate.

4. EVALUATION ON ACADEMIC PROMOTION (2005-06)

	Activities	Date	Successful Experience/Difficulties	Recommendations for improvement
1.	Talk on: Applied Time Management for S5 students	Dec 2005	The large majority (more than 60%) of students found the program useful and the skills taught practical. They were satisfied with it. Students generally found it enlightening.	More talks or workshops will be arranged next year if possible.
2.	Setting Up HALL of FAME board after the term tests and examination	Nov 2005 Feb 2006 April 2006	A lot of students and parents found the board encouraging.	Honours Board will be modified.
3.	Workshops for S4 students (6 workshops) : Effective Study Skill ---- Goal Setting & Time Management	Feb 2006	The workshops provided effective information for students. More than 70% students found the workshops useful and were happy that they had chances to take them.	Workshops about study skills will be arranged.
4.	Workshops for S1 students (12 workshops) : Effective Study Skill ---- Strategic planning and executing	Feb-March 2006	The workshops could help students explore their talent and potential. Good response was elicited from students. More than 60% students would like to have a similar program next year.	More workshops for target classes may be arranged.

5.	Activities	Date	Successful Experience/Difficulties	Recommendations for improvement
	After-school program : S1 Inter-house quizzes Math quiz Science quiz Humanities quiz	Feb 2006	Students took part in the quizzes actively.	It is hoped that there will be more systematic cooperation with other committees.
6.	Talk for S4: Effective Study --- Goal Setting & Time Management (Conclusion)	May 2006		
7.	Talk for S1 students: Effective Study Skill ---- Strategic planning and executing (Conclusion)	May 2006		
8.	After-school tutorial classes for S1-S4 (All subjects) before the Annual Examination	June 2006	A large number of students joined the tutorial classes.	It is hoped that more teaching staff, especially HODs or APs, could be involved.
9.	Post-exam activity: Inter-house quiz for S2-S4 students	July 2006	Keen participation from students	More team members are needed.
10.	Summer activities	July and August 2006	About 20 students from each class took part in the activities.	

Reports on the Use of “Capacity Enhancement Grant”

1. English Enhancement Programmes (under the CEG), 2005/2006

Activity / Programme	Time Period / Duration	Successful Experiences	Recommendations for Improvements
Employment of English Teaching Assistant (T.A.)	September 2005 – August 2006 (1 year)	<ul style="list-style-type: none"> - With additional funds under the Teachers’ Capacity Enhancement Grant, an English Teaching Assistant (Ms. Kwok Yuen Man, Sammi) was employed to assist members of the English Department prepare worksheets / IT materials for teaching and learning purposes. - After school / lunchtime remedial groups and activities have been arranged for students who needed special assistance. The feedback from these students was very positive. They found Ms. Kwok friendly and approachable. They also found her sessions interesting and said that they had learnt much from the exercises she designed for them. - Ms. Kwok assisted the Head of Department in the annual stocktaking for the English Department and the teacher in charge of ERS in typing the booklists and stocktaking of ERS books and she had done a very good job. - Ms. Kwok proved herself to be highly efficient and creative by helping to decorate and update display boards around the school. - Ms. Kwok helped type essays for the student publication, “SEK Broadband” and “Encounter” and she was fast and accurate in this job. - Ms. Kwok helped the Head of Department run the English Enhancement Programme for S1 and the Summer Bridging Programme by handling all logistics systematically. - Members of the English Department found Ms. Kwok very helpful, friendly, hardworking, self-motivated, co-operative, reliable and efficient. The work she produced was of very good quality. - Members of the Department concluded that the employment of a Teaching Assistant had very much helped alleviate the workload of the English teachers and the school as a whole. 	The T.A. could assist the SBA co-coordinator to prepare materials and handle other matters relating to SBA.

2. Employment of Teaching Assistant for Elementary Chinese, 2005– 2006

A Chinese Teaching Assistant (CTA) was employed to help the Chinese Department to prepare various teaching materials and run different programmes from 1-9-2005 to 31-8-2006

1. She has conducted the following Chinese Programmes:

Programme	Target group	Duration	No. of participants
Chinese Enrichment Course (II) HKCEE syllabus	For S.1 and 2 students who failed in the Half-Yearly Examination.	March to June (Once a week)	15-18
Chinese Enhancement Course (II) HKCEE syllabus	For S.1 and 2 students who got a better result in the Half-Yearly Examination than others.	March to June (Once a week)	15-18

Students reflected that the courses helped enhance their writing and reading skills.

2. The CTA helped prepare the worksheets and teaching materials (Listening exercises and reading exercises) for Chinese teachers. The feedbacks from the panel members were very good.
3. The CTA helped the Chinese Department and Chinese Club to organize different extra-curricular activities and decorate the Display Board for Open Day. Her work has successfully aroused some students' interest in learning Chinese.
4. The CTA monitored the borrowing and returning of Chinese extensive readers during lunchtime. An increase was noted in the loan record of the Chinese readers.
5. The CTA helped the Chinese Department in getting quotations for the purchase of Chinese Extensive Readers. This relieved teachers' administrative duties so as to allow them more time to prepare for lessons.
6. The CTA helped to conduct Summer Enrichment Programmes for those students who failed in the Yearly Examination during the summer vacation.
7. The CTA assisted the Head of Department in the annual stocktaking for the Chinese Department and the stocktaking of ERS books.

Members of the Department concluded that the employment of a Teaching Assistant helped to relieve the workload of Chinese teachers and the school on the whole.

3. Mathematics Enrichment Programme, 2005-2006

	Activity/Programme	Time Period/Duration	Success Criteria	Evaluation	Recommendations For Improvements
1.	S.5 Tutorial Classes	14.9.2005 to 4.5.2006 (Every Monday & Wednesday)	Good learning atmosphere developed in the tutorial classes and students found the teaching materials useful to them.	Mock Exam results HKCE results Survey from students	Give students more model tests for further practice.
2.	S.4 Additional Mathematics Tutorial Classes	15.10.2005 to 30.5.2006 (Every Friday)	Students did not drop out in the middle and worked hard to catch up with the standard required.	Mathematics Exam results HKCE results of A. Maths next year Survey from students	Give students more worksheets for practice. More lesson time is recommended.
3.	Q & A Tutorial classes	20.9.2005 to 9.6.2006 (Every afternoon from 12:30 to 1:10)	Students found the tutorial classes useful to them. There was an increase in number of students taking the tutorial classes.	Students' results of Mathematics.	More senior students could be recruited to run the tutorial classes.
4.	Mathematics Tutorial Class for S.1 (after school)	15.2.2006 to 29.5.2006	Students had more confidence in Mathematics.	Students' results of Mathematics.	More promotion work is needed.
5.	Mathematics Tutorial Class for S.3 (after school)	2.5.2006 to 30.5.2006	Students had more confidence in Mathematics.	The results of those participants	More promotion work is needed.

	Activity/Programme	Time Period/Duration	Success Criteria	Evaluation	Recommendations For Improvements
6.	S.1 to S.5 Mathematics Self-learning Exercise Books	1.9.05 to 30.5.06	The students found the exercises useful to them and they had more confidence in Mathematics.	Students' results of Mathematics.	Teachers should return the marked exercise books to students as early as possible.
7.	To help teachers collect materials and design worksheets	1.9.05 to 30.5.06	Cooperation between teachers and the teaching assistant.	Survey from teachers.	
8.	To run the Additional Mathematics classes in summer holiday To help students prepare for HKCE Additional Mathematics	24.7.06 to 11.8.06	Students were interested in Additional Mathematics.	Survey from students.	

4. Evaluation Reports of CEG Programme Plan (2005/ 2006) ---- Dance

No	Activity/ Programme	Date	Successful Experience	Recommendations for improvements
1	Dance practice (Employing 2 instructors)	Sept. - Feb	<ul style="list-style-type: none"> • It was helpful to employ 2 different instructors. Students were instructed to create more different steps and formation in dance practice. • Students were more creative in dancing. They were willing to contribute to the school even during non-school hours. 	<ul style="list-style-type: none"> • Employment of instructors will be continued next year. • More new equipment in our dance room will be needed.
2	Purchasing new costumes for the 42 nd Hong Kong Schools Dance Festival (Jazz Dance)	7/ 1/ 2006	<ul style="list-style-type: none"> • The new colourful costumes helped students to perform well in the festival. • Students won 2 Commended Awards in the Dance Festival. • Students acquired extensive dance experience, good health, physical fitness and body coordination. 	<ul style="list-style-type: none"> • Funding will be allotted for purchasing dance costumes. • Newly designed costumes will be used next year.
3	Purchasing new costumes for the 42 nd Hong Kong Schools Dance Festival (Oriental Dance)	16/ 2/ 2006	<ul style="list-style-type: none"> • Students found the newly designed costumes had helped them to perform well in the Festival. • Students won overall 2nd runner- up, 1 Honour Award and 2 Highly Commended Awards. • Students acquired extensive dance experience, good health, physical fitness and body coordination. 	<ul style="list-style-type: none"> • Funding will be allotted for purchasing dance costumes. • Newly designed costumes will be used next year.

Remarks/ Other Recommendations:

Our students have gained more experience in different performances and competitions, not only winning many different championships, but also gaining more interest in dancing. Students' performance has improved a lot under the guidance of the instructor employed. They agree that Enhancing Teachers' Capacity Grant has helped them a lot this year. However, the equipment of the Student Activity Centre (Room 111) is still not enough. Some team members recommend that Room 111 should be equipped with more facilities such as loud speakers.

Key Issues for the new School Development Plan

In the past few years, the School has been witnessing prominent success in improving students' discipline, conduct, behaviour and studying attitude with the concerted efforts of all staff, the support of the School Management Committee and the contribution and cooperation of parents.

Remarkable achievements have been recorded again this year as revealed by discipline-related statistics. Our school has obtained positive value-addedness in the best six subjects for five consecutive years. Constant improvements have been made in students' academic performance and their involvement in extra-curricular activities and social services as well.

Within the realms of the local education system, it is important to keep track of the current education reforms and the numerous challenges of a knowledge-based society. When it comes to decision-making for the next step, there has been consensus among all staff to place our primary focus on the following in the year 2006/2007:

1. Improving the organizational efficiency
2. Strengthening the self-evaluation mechanism
3. Improving the effectiveness of learning and teaching

Education is a life-long process. It is hoped that through the directed effort towards the above three major tasks the School will continue to provide quality education to students and try our utmost to nurture youngsters with insight, enthusiasm, and devotion.