

HKFYG Lee Shau Kee College

Report for the School Year 2008/09

Mission

Our school is dedicated to the nurture and encouragement of all our students, challenging them to be the best they can be, in and outside the classroom. We are committed to the pursuit of academic and intellectual achievement, the development of physical prowess and the building up of moral character and conscientiousness. Passion for learning, knowledge and the broadening of horizons will be the hallmarks of an education in HLC. We believe that this will encourage students towards a greater inquisitiveness and curiosity, not just with regard to their studies, but also towards life and the world around them.

Basic Information of Our School

1. Our school was open in September 2006 with 4 classes of S.1. In 2008/09 we opened up to S.3 with 14 classes in total.
2. We are a Direct Subsidy Scheme (DSS) school using English as the medium of instruction (EMI).
3. Class structure: S.1 to S.6, each with a maximum of 5 streams. A maximum number of 30 classes
4. Class size: 30-35 students per class
5. Facilities: Apart from 30 classrooms, a hall and all the standard laboratories and special rooms, there are a covered playground, 2 basketball courts, a Student Activity Centre, a Media Centre, a Language Room, 2 Computer Rooms, the Library, a room for LEAD(Learning through Engineering, Art and Design) project; a total area of 7350 m².
6. School Fee: \$18,000 per annum for S.1-S.3 and \$27,000 per annum for S.4-S.6 payable in 10 monthly installments.

School Management

1. Sponsoring body: The Hong Kong Federation of Youth Groups
2. Managed by The Hong Kong Federation of Youth Groups Lee Shau Kee College Ltd.

3. Composition of School Management Committee

Chairman	Professor Wong Hoi Kwok 王海國教授
Members	Ms. Yolanda Chiu Wai Kan, Supervisor 趙惠芹女士 (校監)
	Mrs. Judy Chua Tiong Hong Sieng 蔡張杭仙女士
	Professor Yip Din Yan 葉殿恩教授
	Dr. Cheung Wong Wan Yiu 張黃韻瑤博士
	Mr. Lee Ka Shing 李家誠先生
	Mr. Ho Wing Cheong 何永昌先生
	Mr. Poon Chun Kau, Principal 潘鎮球先生 (校長)

List of Staff (Please refer to Appendix 1)

Student Achievements (Please see Appendix 2 for details)

- 1 Our students continued to perform well in the Schools Music Festival and Schools Speech Festival. S.1A Cheung Yi-ying's results in speech contests in Putonghua were particularly impressive.
- 2 In sports we were very proud to make headway in swimming, handball and fencing.
- 3 As for our Drama Club, we entered the Schools Drama Festival for the second time with the play "The Scary Play", reaping three outstanding awards, not to mention the Outstanding Director Award for our drama teacher, Ms Katie Millard.
- 4 In order to challenge the gifted, we nominated them to sit for international language tests and assessments. Again we were encouraged by the results of our best students.
- 5 As the School continued to expand, we were able to allocate more resources and manpower to promote a diversity of programs, thus allowing students with different talents to excel.

Staff Development

1. We prepared for the new school year with a staff retreat at HKFYG HKJC Sai Kung Outdoor Training Camp on 25-26 August 2008 on the theme of "Effective Learning and Teaching". We invited Ms Rosetta Lee, a retired EDB officer, to speak on "Keys to Successful Classroom Teaching". There were also sharing sessions on the development of the School and activities for socializing.

2. We organized three staff development days during the year.
3. The first one was held on 22 December 2008 on the theme: "Get Ready for NSS". Mr. Lai Yiu Ting, Senior Curriculum Development Officer, EDB and Mr. Shiu Yeuk Cheung, an experienced Mathematics teacher, were our guest speakers in the morning. In the afternoon we started with talks on healthy life-style of teachers. That was followed by a dialogue with Dr. Rosanna Wong, Executive Director of HKFYG and Ms Yolanda Chiu, our supervisor.
4. The second one was held on 13 March 2009. We crossed the border to Shenzhen to visit two distinguished secondary schools, viz. Haibin Secondary School (海濱中學) and Wenhui Secondary School (文匯中學). We observed lessons, exchanged views with their principals and teachers and shared in fellowship.
5. Then on 29 May 2008 we spent time together to review what we had achieved and consider where we should go. It was a cordial sharing among all teachers. Every one spoke candidly and generously. We were particularly grateful to Ms Yolanda Chiu, our supervisor, for coming to address us and introduce the new HKFYG Head Quarters to our teachers.

The 3-S Programme

- 1 The 3-S Programme is a unique characteristic of our overall educational goals here at HLC.
- 2 The 3 Ss stand for "self-directed learning", "self-discipline" and "self-efficacy".
- 3 The whole philosophy is based on empowering students to be masters of their own studies and behaviour. At the same time, students are constantly encouraged to take new initiative and responsibility so as to build up their confidence.
- 4 For self-directed learning, we encouraged students to take an interest in their studies, to read, to do preview at home and to complete their assignments promptly and diligently.
- 5 For self-discipline, we started with applying strict discipline. Any minor incident of misconduct would be dealt with swiftly. At the same time, we endeavoured to make students understand the reasons behind the regulations and eventually encouraged them to be self-disciplined. In general, students were able to comply with school rules voluntarily.
- 6 For self-efficacy, the main thrust was on building students' confidence to communicate in English. With the aid of our specially designed English programme and a total English environment, most students were able to speak in English after a few months. The more able ones were then encouraged to go further through participating in speech competition, in story-telling, in debate and in acting as MCs, English and Mathematics Ambassadors.

- 7 To supplement all these efforts, we introduced the 3-S star nominations campaign. Students doing well in any one of the 3-S domains would be awarded. In the 08/09 school year, 62% of the students were nominated for the awards. In the 07/08 school year, the figure was 50%. So there was an increase in percentage, indicating more students were practicing the 3 Ss.

Curriculum

- 1 Our curriculum was designed in accordance with the following principles:
 - 1.1 It should prepare students adequately for the NSS curriculum.
 - 1.2 It should use English as the medium of instruction and learning except for the subject of Chinese.
 - 1.3 It should enable students to lay a solid foundation in the core subjects, namely English, Chinese and Mathematics.
- 2 Hence Integrated Humanities were offered to prepare students for Liberal Studies in senior forms.
- 3 Hence additional English teachers were employed to implement small-class teaching. This has enabled students to master English as a learning tool in the shortest period of time.
- 4 Hence the subject Computer Literacy was replaced by a self-directed learning programme on essential IT skills. Students needed to pass the required tests before being promoted to S.2.
- 5 The New Senior Secondary Curriculum has been designed and approved by the SMC. (Please see Appendix 3.) Teachers have received proper training on teaching the new curriculum and are fully prepared for the new challenge.
- 6 The final selection of subjects for S.3 students indicated that over 90% of them had been able to select subjects of their first choice. This may indicate that the subjects we offer suit the inclination and needs of the students.

Learning and Teaching

- 1 For English, we obtained funding from EDB to provide additional support for our adopting English-medium teaching and as a result we were able to appoint one additional English teacher to develop self-directed learning.
- 2 Another English project we collaborated with EDB was the "Development of Language Across the Curriculum for English-medium Education" (DOLACEE), which helped to provide training to teachers of other subjects in the use of English as a medium of instruction.

- 3 For Chinese, we joined an EDB project in promoting the use of debate in enhancing the learning of Chinese.
- 4 For Integrated Humanities, we were given school-based support by EDB staff on “Personal, Social and Humanities Education” (PSHE).
- 5 Great care has been taken in setting up a meaningful daily routine for the students. To ensure better care and guidance for the students, each class was assigned two form-teachers.
- 6 The typical day begins with a short assembly in the covered playground when reminders to students are given.
- 7 This is followed by a reading session of 35 minutes taken by the assistant form-teacher. Students are asked to read English books, magazines or newspapers. For S.3 classes, some reading sessions have been used for lessons because more subjects are offered in S.3.
- 8 After that there will be 7 lessons each of 40 minutes. The small class size of 28-30 students enhances interaction between the teacher and the students and facilitates group discussion.
- 9 The day ends with a homeroom period (except for Fridays when we have our weekly assembly) taken by the form-teacher. It allows the form teacher some quality time with his/her students. A major routine is checking students’ homework record. Apart from this, students are asked to write a journal in English to reflect on experiences of the day. This has also proven effective in improving students’ writing skill in English. Sometimes, the homeroom period is used for moral education lessons or programmes. For S.3 students, some homeroom periods were used for lessons for the reason above mentioned.
- 10 Classes finish at 4 p.m. But there is a 30-minute consultation period with teachers.
- 11 Following that, students wanting to stay for reading or revision may stay in the Learning Zone, consisting of the Library and a self-study area up to 6:30 p.m. A shuttle bus provides free rides to students leaving late to major points of public transport.
- 12 Great emphasis is given on students’ completion of their homework on time and with due diligence. They are often required to do preview of new lessons at home. For those who have failed to complete or submit assignments, they are required to stay behind to attend the Homework Extension Session (HES) to do their homework. The number of students with homework problems stabilized after the introduction of this policy.
- 13 Apart from the subject Chinese Language and Culture, teachers teach in English. This has helped to create a total English-speaking environment in school.
- 14 Besides English, we employed additional Chinese and Mathematics teachers to allow for smaller groups in these subjects to help the weaker students.

- 15 Students with problems in their studies were identified early after formal assessment and remedial programs were introduced by the subject departments.
- 16 For more difficult students, we introduced a teacher mentor program assigning 31 teachers to help 28 students so that more individual attention could be provided.
- 17 As a result of these active interventions, we saw marked improvement among the weak students in the final exam.
- 18 Our S.3 students sat for the Territory-wide System Assessment 2009 and came out with very pleasing results. This affirms our effort in consolidating basic competence among our students.

Moral and Civic Education Programmes

At HLC we take a multi-dimensional approach to moral and civic education programmes (MCE). Relevant themes were covered in Integrated Humanities lessons, during the homeroom periods, class-based activities, the weekly assembly for the whole school, Meaningful Tasks during lunch-time, co-curricular activities held after school or during long holidays and community service programmes. The following lists several most successful programmes:

1. Ladies & Gentlemen Programme

- 1.1 The aim of the programme is to nurture ladies and gentlemen through training in the four domains of MEDS, viz. "manners", "etiquette", "deportment" and "style" as advocated by Dr. Rosanna Wong and to enable and encourage students to pursue a noble, appropriate and rewarding way of life.
- 1.2 In 2008/09, our main theme was proper manners and respect for others. We have developed instructional materials on a 3-year school-based programme on good manners, which were taught during the reading sessions.
- 1.3 Two "manners weeks" were organized in the 2nd term to enhance students' understanding and practice of good manners.
- 1.4 The "good manners" campaign has had the support of all the teachers. For example, music and visual arts teachers offered a talk to students on proper manners and etiquettes in the museum and in concerts. IT teachers reminded students of proper manners in working in the cyber-space.
- 1.5 Overall, we saw great improvement in students' manners. A checklist on manners was sent to all students, teachers and parents and over 98% of students were able to attain satisfactory results in the goals set for the good manners campaign.

1.6 For S.1 students, we continued to provide them with training on table manners and etiquettes.

2. Education for Life Programme

2.1 We believe that students need to be imbued with proper values and attitude in various life events during various developmental stages in life. Hence we promote the concept of “education for life” this year.

2.2 A 3-year school-based programme was developed to cover various topics on peer relations, sexual education, financial management, care for environment and community, healthy life-style, media education and national education.

3. Service Learning Programme

3.1 To raise the awareness of the plight of the under-privileged in our community, service learning programmes were offered to students. These programmes were chiefly organized by the school social worker, with the support of teachers and parent volunteers. Training was provided by HKFYG Tin Shui and Tin Yuet Youth S.P.O.Ts.

3.2 The following visits were arranged and services provided:

- For all S.1 students, they visited the elderly.
- For S.2 students, they visited kindergartens and
- For S.3 students, they visited the mentally handicapped recovery centres and also invited these children with special needs to our school.

Co-curricular Activities (CCAs)

1. Education Camps: We held 3-S Education Camps for S.1 to S.3 students from 20-22 October 2008.

Grade	Venue	Theme
S.1	Po Leung Kuk Pak Tam Chung Camp	Life education
S.2	Po Leung Kuk Pak Tam Chung Camp	Environmental education
S.3	Shenzhen Whampoa Military Training School	Self-discipline and physical endurance

They enjoyed the programmes tremendously and learned a good deal about self-discipline, team work and environmental issues and learning

through doing. Through field trips and other challenging tasks, they were able to build up their self-confidence.

2. Twenty-nine co-curricular activities (interest groups, training classes, school teams and uniform groups) were organized for students. They included basketball, handball, table-tennis, drama, dance, art, choir, musical instrument classes, Christian Fellowship, student librarians' club, fencing, Road Safety Patrol and Community Youth Club. Some were newly introduced activities, e.g. French Club, Media Production Team and the new uniform group: St. John Youth Cadets.
3. To help students make a wiser choice of CCAs, we devoted 2 weeks in September for promotion and introductory talks of different kinds of programmes and activities. Teachers and students generally welcomed this kind of arrangement.

House System

1. To promote students' sense of belonging to the School and to provide more opportunities for leadership training, we adopted the house system starting this year.
2. There were four houses, viz. Probity (真), Rationality (理), Sagacity (智) and Acuity (慧). Students of each class were allocated to these houses.
3. There were five inter-house competitions held and students participated enthusiastically in these events by entering as players or as cheering teams.

Other Learning Experiences

Apart from lessons in the timetable and regular CCAs, the following programmes are also worth mentioning.

1. Assembly

Our Friday assemblies offer a variety of programmes aiming at imbuing students with proper values and attitudes and broadening their scope of experience. Apart from sharing by the Principal, the Vice-principal and teachers, distinguished guests such as Sir T.L. Yang, world-class mountaineer Mr. Chung Kin Man were invited to share their lives and inspirations with our staff and students. In the year under review, we tried to invite more young leaders as speakers. Students generally welcomed these young speakers because they shared more in common.

2. Meaningful Tasks

To help students use their leisure in a more meaningful way, we introduced the "Lunchtime Meaningful Tasks Programme". Activities ranged from talks, quizzes, games and story-telling to performances by guest artists.

3. Foundation Day

We held our third Foundation Day on 5 December 2008. It was a day of fun and exercising for the whole school. There were exciting round-the-campus races. Cheering teams were there to support the athletes and assistance provided by our parent volunteers. On that day we also held the inauguration of the four houses and the round-the-campus races were competed on an inter-house basis.

4. Christmas Celebration and Going Downtown

On 19 December 2008 we held a Christmas celebration with musical performances to be followed by class parties. After lunch S.1 students went downtown to visit St. John's Cathedral and the Hong Kong Park. S.2 students visited Stanley and S.3 students toured around the Central and Wanchai districts. Through these trips we hoped to familiarize students with our heritage sites and recent urban developments.

5. Sports Day

Our second sports day was held on 18 March and 23 March 2009 at the Tin Shui Wai Sports Ground. We were honoured by the presence of Prof. Wong Hai Kwok, chairman of the SMC, and Ms Yolanda Chiu, supervisor of our school. Prof. Wong was also very kind to address the athletes.

6. Leisure & Cultural Services Department (LCSD) School Culture Scheme By joining this scheme, each student could attend at least one art show related to dance or music in each term.

7. Another cultural programme we collaborated with the LCSD and the Unlock Dancing Plaza was a multi-media dancing education programme. This was a joint programme of the Media Production Team, the Dance Club and the Drama Club.

8. In visual arts, we were able to show the talent of our students to the public in September 2008 at the Artland Gallery (藝林畫廊).

9. 90th Anniversary of May 4th Movement

We celebrated this important date in Chinese history with a joint function with the Hong Kong Guangdong Youth Exchange Promotion Association. Over 120 youth delegates from China came to attend our lessons, talked to our students and shared their happy time together with performances from both sides.

10. Disruption of Activities and Programmes due to Human-swine Influenza

10.1. As a result of the outbreak and spread of human-swine influenza in May and June, we were forced to advance the summer vacation to begin on 2 July.

10.2. Planned study tours for the summer vacation to Australia, Canada and the Three Gorges, China, were also either cancelled or postponed for this reason.

10.3. Certain summer activities, including the LEAD Project Creativity Showcase, had to be cancelled to prevent the spread of influenza.

11. Visit to Noah's Ark

We arranged all S.3 students and some of their parents to visit the newly opened Noah's Ark Theme Park at Ma Wan on 30 June. Participants had an enjoyable day out and they found the visit most eye-opening.

QEF Project

HLC has applied to the Quality Education Fund (QEF) for funding to implement a smart card system and an e-management system. It is to enhance the effectiveness and efficiency of administrative work. The systems are designed to facilitate students' enrollment of extra-curricular activities, to generate student portfolio as well as to manage the School's inventory. Approval of HK\$80,300 has been received from QEF. Part of the funding will be used to hire support staff to carry out this project. With the two new systems in place, the time needed for administrative work will be greatly reduced. Teachers will have more time to focus on their teaching duties and non-teaching staff will have more time to support the work of teachers.

Relations with Parents

1. Parental support has been a principal factor of our success. Because most of the parents chose our school of their own willingness, they generally agreed with our educational objectives and thus were fully cooperative.
2. Every effort has been made to provide adequate channels of communication between the School and the parents. Besides circulars, parents can access information in our school website, e.g. on important announcements and students' homework.
3. A general meeting of parents was held on 1 November 2008 to endorse the formation of the Parent-Teacher Association. The 1st PTA Standing Committee was also elected. At a meeting of the Standing Committee held later Ms Jenny Leung was elected Chairperson of the PTA. Our PTA's application for registration as a society was officially approved by the Police Department on 23 December 2008.
4. There were two parents' nights: one in October 2008 for S.1 parents and the other in April 2009 for all parents. For S.3 parents and students we specially organized 3 talks to them on the NSS curriculum and the selection of subjects. Responses were generally enthusiastic.
5. After the first exam, we held a parents' day on 22 February 2009 to distribute report cards and to allow parents to meet their form-teachers.

6. In order to promote reading, we continued to organize the Parent-Child Reading Partners' Programme and the Parents' Book Club so that more parents would be engaged in reading.
7. Talks were also organized for parents to help them better equipped themselves in understanding and guiding their teenage children. The first one was on 11 November 2008 on the topic of "Coping with the Financial Crisis". The second one came on 22 May 2009 and it was about "Helping Children Addicted to the Internet".
8. The biggest event was the Variety Show on 18 April organized by the PTA. More than 200 parents came to enjoy performances by parents, staff and students.

Relations with HKFYG

1. We are a member organization of the HKFYG family and thus it is just natural for mother and son to support each other.
2. HKFYG is our sponsoring body and most of the School Management Committee members are staff or volunteers of HKFYG.
3. HLC participated actively in functions organized by HKFYG, including the annual dinner, which was well attended by the Principal and over 20 teachers. During the year our students also supported HKFYG in the sale of raffle tickets to support young people's learning opportunities and her flag day on 12 August 2009.
4. We were thankful to HKFYG for providing strategic, technical and administrative support, for example, in rendering training for our students in community service and for assisting us in developing our LEAD (Learning through Engineering, Art and Design) project. HKFYG staff also rendered their assistance in organizing study tours and leadership training to our students.

Evaluation on Annual School Plan and CEG Plan (See Appendices 4a & 4b)

Conclusion

HLC is now 3 years old. She is still a baby but a healthy and happy one. Looking back, I cannot help but feel amazed at the rate it has grown. We started from scratch with the shared dream of putting wisdom in action. Through teamwork, determination and commitment, our school management, staff, parents and students have made our school a reputable school in Tin Shui Wai, Yuen Long and Tuen Mun. We are praised for our school-based intensive English curriculum, for our 3-S programme, for good behaviour and for a diversity of other learning opportunities we provide to students.

The school year 2008/09 will be remembered specially for the following achievements:

1. Enhanced small-group teaching with more teachers of Chinese and Mathematics. This led to improved academic performance and more students meeting the basic requirements.
2. Continued improvement in our English programme. The reinforcement of drama education and the promotion of public speaking and debate have been able to develop greater confidence among students in expressing themselves in English.
3. Students' conduct and attitude have improved, particularly in manners and mutual respect.
4. The NSS curriculum was successfully formulated, explained to and accepted by students and parents and was set for full implementation in 2009/10.
5. We had more challenging programmes for the more capable students and they came back with pleasing results in inter-school competitions and international assessments.
6. The PTA was inaugurated and parents showed great support towards the school.

But we should not be self-content. There are still challenges ahead, notably in preparing students adequately for HKDSE.

To end this report I wish to thank Sir T.L. Yang, Vice Patron of HKFYG and Advisor of HLC, Dr. Rosanna Wong, Executive Director of HKFYG, Ms Yolanda Chiu, Supervisor, all School Management Committee members, Ms Lee Pak Lan, Vice-principal, all staff, parents and students and the Regional Education Office of EDB for their guidance, hard work and unfailing support. We had another fruitful year in 2008-09. You helped make HLC a better school.

Henry Poon
Principal

November 2009