

HKFYG Lee Shau Kee College

Report for the School Year 2010-11

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 2010-11 we opened up to S.5 with 24 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 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: \$19,200 per annum for S.1-S.3 and \$28,800 per annum for S.4 and S.5 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 趙惠芹女士 (Supervisor)
	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 張黃韻瑤女士
	Mr. Lee Ka Shing 李家誠先生
	Mr. Ho Wing Cheong 何永昌先生
	Dr. Francis Cheung Wing Ming 張永明博士 (Independent manager)
	Ms. Melissa Kaye Pang 彭韻僖女士
	Ms. Poon Mee Ling 潘美玲女士 (Parent manager)
	Mr. Shiu Chi Kin 邵志堅先生 (Parent manager)
	Ms. Ho Yan Yan 何欣昕女士 (Teacher manager)
	Mr. Mok Yat Fan 莫一帆先生 (Teacher manager)
	Mr. Poon Chun Kau 潘鎮球先生 (Principal)

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, Mathematics and MCE (Moral and Civic Education) Ambassadors.

7. 3-S Star

To supplement all these efforts, a 3-S star nomination campaign was introduced. A total of 207 students were nominated as 3-S stars, i.e. about 34.4% out of a total of 601 students. They did best in self-efficacy, which indicates that a highly self-confident student group is being developed. The fact that more students were nominated as stars of self-directed learning reveals that the culture of self-learning was taking root among our students.

Student Achievements (Please see Appendix 1 for details)

1. Our students continued to perform well in the 63rd Hong Kong Schools Music Festival and the 62nd Hong Kong Schools Speech Festival winning numerous merit and proficiency awards and some top 3 prizes.
2. In sports we were very proud of the great advance in swimming, handball, table-tennis, badminton, athletics, cross country and fencing.
3. To celebrate our 5th anniversary, our Drama Club proudly presented an English drama production, "Once Upon A Pantomime" at Yuen Long Theater on 7 May 2011. The show was well attended by guests from neighboring schools and our staff, students and parents. The excellent performance won big rounds of applause.
4. Our Debate Team provided students an opportunity to build confidence and they participated in inter-school debating competitions actively. For example in the NESTA-SCMP Debating Competition (NSDC), our young team won in two preliminary rounds, demonstrating outstanding research, debating and public speaking skills.
5. In order to stretch students' potential in a wide range of areas, including leadership, creativity, personal and social competence, selected students were nominated to enroll in gifted education courses and sit for international language tests and assessments. Again we were encouraged by the results of our best students in English, Mathematics, sciences and art.
6. As the School continued to expand, we were able to allocate more resources and manpower to promote a diversity of programs, thereby allowing students with different talents to excel.

List of Teaching Staff (Please refer to Appendix 2)

Staff Development

1. We prepared for the new school year with a staff retreat at Po Leung Kuk Pak Tam Chung Holiday Camp on 25-26 August 2010 on the theme of "Becoming a professional teacher". There were also sharing sessions on the development of the school, the annual school plan and activities for socializing.

2. We organized three staff development days during the year. The first one was held on 22 December 2010. We were honoured to have Prof. Yip Din Yan, Mrs. Judy Chua and Dr. Angela Cheung, SMC members, to come to address our teachers on the preparation for Comprehensive Review. That was followed by lesson observations on English and science teachers on 22 March, 24-25 March 2011 by Mrs. Judy Chua and Professor Yip. Feedback was also provided to teachers concerned.
3. The second one was held on 28 March 2011. We invited Dr. Lee Poon Shing, Principal of S.K.H. Holy Trinity Church College, to share with us on lesson observation skills and ingredients of a quality lesson. In fact Dr. Lee had come earlier on 5 January to share his experiences in lesson observation. Our teachers found that most inspiring and hence the 28 March talk helped to reinforce their understanding.
4. Then on 27 May 2011 we spent time together to review what we had achieved and consider where we should go. Future challenges we would be facing were also discussed.
5. From 17 March to 25 May 2011 we held for the second time our school-based Management Programme for Teachers, which was a programme consisting six sessions, ranging from communication to financial management. The response was very enthusiastic; we had a total of 16 teachers participating. Again we thank Ms. Clare Wong, Head of Internal Audit and Mr. James Mok, Supervisor (Training & Development) of HKFYG for helping us as guest speakers.

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 The medium of instruction should be English except for the subjects of Chinese, Chinese History and Liberal Studies;
 - 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. The New Senior Secondary Curriculum was implemented in its second year and proved diverse enough to satisfy the choices of students.
5. To enhance the effectiveness of teaching and learning and facilitate individual care, an Extended Programme was introduced in S.4 this year with classes on Saturdays to help late developers and challenge high achievers. The weekend programme was basically designed and taught by our own teachers and supplemented on certain topics by external agencies.

Learning and Teaching

1. Overall emphases are on
 - 1.1 Developing learning skills among students, especially those taking the NSS curriculum;
 - 1.2 Using assessment effectively for enhancing learning outcome;
 - 1.3 Enhancing teaching effectiveness through co-planning of lessons and peer observations;
 - 1.4 Enhancing learning outcome, adopting more higher-order thinking skills in our lessons.
2. There were three native-speaking English teachers among our staff. Their special expertise has proved effective in complementing the work of the local teachers.
3. 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 in S.1-S.3 is assigned two form-teachers.
4. The typical day begins with a short assembly in the covered playground when reminders to students are given. Teachers and students are also allotted time for sharing.
5. This is followed by a reading session of approximately 35 minutes for S.1-S.3 students. Students are asked to read English books, magazines or newspapers. On certain weekdays, some reading sessions have been used for lessons because of the demand for extra teaching time.
6. After that there will be 7 lessons of 40 minutes each. The small class size of 25-30 students enhances interaction between the teacher and the students and facilitates group discussion.
7. For S.1-S.2 students, 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 in that day. This has proven effective in improving students' writing skill in English. Sometimes, the homeroom period is used for moral education lessons or other programmes.
8. Classes finish at 4 p.m. But there is a 30-minute consultation period with teachers.
9. Following that, students wanting to stay for reading or revision may stay in 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.
10. 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. Since its inception this policy has proved effective in reducing missing homework and tardiness among students.

11. Apart from the subjects Chinese, Chinese History and Liberal Studies, other subjects are all taught in English. This has helped to create a total English-speaking environment in school.
12. Besides English, we employed additional Chinese and Mathematics teachers to allow for smaller groups in these subjects to help the weaker students.
13. Students with problems in their studies were identified early after formal assessment and remedial programmes were introduced by the subject departments.

14. Teacher Mentor Programme

14.1 In order to help students with academic and/or behavioural problems, we introduced the Teacher Mentor Programme. The programme targeted 2 groups of students: those with academic problems and those with behavioral problems. There were 61 in the first group and 29 in the second with 5 falling into both categories.

14.2 Each teacher mentor looked after 1 or 2 students. Those with behavioural problems were mainly followed by discipline and guidance teachers. The school social worker helped in matching up teacher-mentors with students needing help. The teachers would talk to the students and try to understand their needs and problems. This enabled the students to receive extra support and care as well as to develop strategies to cope with their difficulties. The school social worker also interviewed some of the students and followed the implementation of the entire programme.

14.3 Based on the mentors' observation, most students showed improvement in their attitude or behaviors. Some mentors built up close relationships with students' parents and collaborated with them to help the students. Most of the teacher mentors thought that this programme was helpful and good for the students.

14.4 The length of the programme was extended to the first term of the next school year. This would give teacher-mentors more time to build up relationships with their students and to continue to guide them and follow their progress in the new term.

15. Mutual-support Study Groups (MSG)

We believe that collaborative learning is beneficial to all participants. Thus we promoted the Mutual-support Study Group programme (MSG) and encouraged students to form MSGs in 2009-10. The programme was well-received. In 2010-11, it became even more popular close to 200 students participating. They were supervised by 34 volunteer teachers.

16. SEN (Students with special educational needs)

An SEN Sub-committee was set up with teachers and the school social worker as members. Their mandate was to provide support and services to students with special learning needs and to promote among teachers further training on SENs.

Value Education and Character Formation

At HLC we place a great importance on students' conduct and behaviour and no effort has been spared in helping students develop proper attitudes and build a strong and noble character. Values are important because they direct students' actions. We have taken a multi-dimensional approach to achieve these goals – through moral and civic education programmes (MCE), Integrated Humanities lessons, class-based activities during the homeroom periods, 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. In the year under review the following programme is particularly worthy of mentioning:

1. Traditional Chinese Values Programme

- 1.1 The aim of the programme is to inculcate traditional Chinese values which are pertinent to students' studies, inter-personal relationships and proper attitudes. Topics included self-discipline, honesty and integrity, mutual respect and learning.
- 1.2 A 3-year cycle of this programme has been developed to cover 12 core traditional Chinese values. A topic was first introduced at the Friday assembly with explanations on selected quotations. The topic was then discussed among a panel of teachers in another assembly, which was followed by related activities taken by the form-teachers.
- 1.3 At the year-end survey, most of the teachers and students responded positively to the Programme and agreed that it should be continued in the next school year.

Co-curricular Activities (CCA) and other learning experiences (OLE)

1. Education Camps: We held thematic education camps for S.1 to S.5 students between 25-27 October 2010.

Grade	Venue	Theme
S.1	Jockey Club Sai Kung Outdoor Training Camp	Life education
S.2	Tso Kung Tam Outdoor Recreation Centre	Traditional Chinese culture and lifestyle of indigenous residents

Grade	Venue	Theme
S.3	Wu Kai Sha Youth Village	Self-discipline
S.4	Guangzhou, China	Economic and industrial developments in China
S.5	HLC	Aesthetic enrichment programmes (3-day workshop)

The education camps provided precious learning opportunities for students outside the classroom. They learned a lot about 3-S spirit through well designed activities. S.5 students enriched their aesthetic experiences through different workshops. Later they performed what they learned in the camp during the Christmas Variety Show. This helped them build up their self-confidence.

2. Thirty-four co-curricular activities (interest groups, training courses, school teams and uniform groups) were organized for students. They included basketball, handball, table-tennis, fencing, drama, dance, art, media production, choir, musical instruments, Student Fellowship, student librarians' club, Scout and St. John Youth Cadets. Short-term courses were also organized to cater for some special interests of students, such as French.
3. To develop senior students' leadership skill and to offer advice to students in choosing their CCAs, club officials had to promote their clubs during CCA Promotion Week in September. Students generally welcomed this kind of arrangement.
4. Study Tours
 - 4.1 19 April to 23 April 2011: 18 S.4-S.5 students to Beijing
 - 4.2 16 July to 1 August 2011: 16 S.1-S.3 students to UK

5. Community Service

The Service Learning Scheme has been a major component of our moral education programme. It aims at promoting a sense of concern and compassion towards the needy and underprivileged.

In 2010-11, S.1, S.2 and S.3 students were arranged to visit the elderly, kindergarten children and the mentally handicapped, respectively. As for S.4 students, they served as volunteers at the Wetland Park and as tutors to S.1 students. Together with S.5 students, they participated actively in different youth centers (HKFYG's and YMCA's) during the summer holiday. 27 students from the Community Service Team were active in promoting positive values in school and provided services to the community.

House System

1. The House system aims at promoting students' sense of belonging to the School and to provide more opportunities for leadership training.

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 eight inter-house competitions held and students participated enthusiastically in these events by entering as players or as cheering teams. These included the Foundation Day race, the sports day and competitions on music, basketball, chess and decoration of notice-boards.
4. The Principal also took the initiative of consulting students on “How to make HLC a better school” through the House system. With the help of the House captains, consultations with all students were held on 17-18 February 2011. Opinions and suggestions were then screened and a consolidated list of students’ views was then forwarded to the principal for consideration and comment. The Principal studied the suggestions very carefully and held an open forum with students on 26 May 2011 to answer their questions. Students generally welcomed this initiative of asserting the role of students in the future of the school.

Assembly

Our Friday assemblies offer a variety of programmes aiming at imbuing students with proper values and correct attitudes and broadening their scope of experience. Apart from sharing by the Principal, the Vice-principal and teachers, distinguished guests such as Rev. Ng Chun Chi (吳振智牧師) and writer Mr. Ng Sze Yuen(吳思源) were invited to share their lives and inspirations with our staff and students. In the year under review, we also included the Traditional Chinese Value Programme in our assembly schedule.

5th Anniversary Celebration & Fund-raising

1. We adopted “Learning through Music, Language & Art” as the theme of our 5th anniversary celebration. We also used this special occasion for fund-raising. Money collected will be used for improving our IT facilities.

2. Foundation Day

We held our annual Foundation Day on 3 December 2010. It was a day of fun and physical exercise 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. The event marked the launch of a series of 5th anniversary celebration programmes. It was also the first 5th anniversary fund-raising event. A total of \$20,264.50 was raised.

We were honoured to have Mr. Lee Yuet Man, our parent and Yuen Long District Board Member, to come and present prizes to winners. Each class presented a piece of art work—a model of a birthday cake to the school to mark our 5th birthday.

3. Sports Day

Our 5th anniversary sports day was held on 7 March and 11 March 2011 at the Tin Shui Wai Sports Ground. We were honoured by the presence of Prof.

Wong Hoi Kwok, chairman of the SMC, and Ms. Yolanda Chiu, supervisor of our school. Prof. Wong was also very kind to address the athletes.

4. English Drama Show

Our English drama production “Once upon a Pantomime” was staged for public performance on 7 May 2011 at Yuen Long Theatre. We were privileged to have Dr. Rosanna Wong, executive director of The Hong Kong Federation of Youth Groups as our guest-of-honour. The auditorium was fully packed with staff, students, parents, principals, teachers and students from neighbouring schools, School Management Committee members and EDB officers.

The entire production from script-writing to directing, set and costume design was the culminating effort of our drama teachers and students. It proved to be a great success and their performance was greeted with repeated applause.

5. Gala Dinner

This was organized by the PTA and was held on 30 June 2011 with over 300 staff, students, parents and guests attending. Guests of honour included SMC members and EDB officers.

Apart from good food, we had live entertainment and lucky draw.

This function marked the successful completion of our 5th anniversary celebration.

6. Other functions

Other functions organized included art work display and competition and musical programmes commemorating the bicentennial of F. Chopin’s birthday. Souvenirs were also produced for sale including a commemorative stamp pane and the 5th Anniversary Commemorative Bulletin.

7. Funds raised: With the enthusiastic support of staff, students and parents our 5th anniversary fund-raising campaign succeeded in raising a total of over \$50,032.5, which will be assigned for IT development and promotion of drama in school.

New Initiatives

1. Extended Programme

1.1 In order to provide better individual attention to S.4 students, we introduced the Extended Programme for these students. Lessons were held on Saturdays. Students were divided into the remedial group and the high-achievers’ group.

1.2 For the remedial groups we organized supplementary lessons on reading, writing and listening skills. The English teachers even took students to Discovery Bay so that they might have more opportunity to speak to expatriates and tourists in English.

1.3 For the high-achievers’ group, interesting and challenging courses such as Shakespearean literature, learning English through songs and poems,

creative writing, learning to be an anchor of TV programmes were offered.

2. Young Leader Mentor Programme 青領師友計劃

2.1 Our S.5 students were the first batch of candidates of the new Hong Kong Diploma of Secondary Education Examination. Since they did not have senior form schoolmates to offer them guidance, the school collaborated with HKFYG and designed a Young Leader Mentor Programme to cater for their needs. We recruited and trained 27 mentors from several local universities. S.5 students were divided into groups each led by three mentors. A kick-off ceremony was held on 28 May 2011, officiated by Ms. Yolanda Chiu, Supervisor.

2.2 Several activities were held between the mentors and our students, including group discussions and visits to universities.

2.3 S.5 students and their parents welcomed and supported this programme.

3. Professional Teachers' Pledge

It was one of the major concerns of the year to draft a Professional Teachers' Pledge (PTP) as a guiding policy paper governing teachers' conduct and standards. The PTP was entirely a product of team work of the teachers through candid exchange of views and indepth discussions. The paper was adopted by the SMC and made public to all parents and students. (Appendix 3)

4. National Education Talks

4.1 On 15 April 2011, Mr. Woo Hon Ching 胡漢清, member of the Chinese People's Political Consultative Conference, came to talk to our students.

4.2 That was followed by the visit of Mrs. Fanny Law 羅范椒芬, former permanent secretary for education and representative to the National People's Congress of China, to speak to our students on 29 June 2011 on her work and reflections at the Congress.

4.3 Mrs. Law was kind enough to promise to come again in 2011-12 to deliver four talks on various topics of national education.

5. Li Ka Shing Foundation: Love Ideas Love HK Project

We were successful in obtaining the grant of \$25,000 for one of the Li Ka Shing Foundation's Love Ideas Love HK Projects. The title of the project was: 數學小先知，我要升呢。 It was a Mathematics upgrading programme for P.5 students of nearby schools. We trained twelve S.4 students to be the mentors and also engaged an external agent to run the programme with the aim of raising target students' mathematical skills and interest.

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 accord, they generally agree with our educational objectives and thus are 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 website has also been created for the PTA for sharing and for updating news and information.
4. An AGM of the PTA was held on 30 October 2010 for the election of the new PTA Standing Committee. Mr. Shiu Chi Kin was elected Chairperson of the PTA.
5. We organized several parents' days/nights to ensure adequate and timely communication with parents:
 - a. 8 October 2010: for all parents
 - b. 26 November 2010: for S.3 parents on NSS curriculum and selection of subjects in S.4
 - c. 27 February 2011: all parents came to collect their children's report cards and met the form teachers.
 - d. 18 March 2011: for all S.3 parents to provide more information on senior secondary subjects and further studies
 - e. 13 May 2011: for all parents to update them on recent developments in school and on the NSS curriculum. They were also given time to meet the form teachers.
6. With the help of our school social worker, talks were also organized for parents to help them better equipped themselves in understanding and guiding their teenage children. The first one was on 25 February 2011 on young people's mental health. The second one came on 15 April 2011 on how to resolve conflicts with children.
7. For a report on other activities and programmes organized by the Parent-teacher Association, please refer to their report ([Appendix 4](#))

Relations with HKFYG

1. HKFYG is our sponsoring body and a good number of the School Management Committee members are staff or volunteers of HKFYG.
2. HLC participated actively in functions organized by HKFYG, including their 50th anniversary dinner and walkathon. We also maintained close links with the three HKFYG Youth S.P.O.T.s in Tin Shui Wai.
3. 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 (e.g. the Young Leader Mentor Programme) and management training programme to our teachers.

Evaluation on Annual School Plan and CEG Plan (See Appendices 5a & 5b)

Financial Statement (See Appendix 6 for the Statement on Comprehensive Income of the School)

Conclusion

HLC has celebrated her 5th birthday. Our 5th anniversary celebration plan was implemented without a glitch. The events were all warmly received and supported by staff, students and parents. They were successfully concluded with the many sweet memories, happy faces and unforgettable images. The 5th anniversary celebration will be long cherished not merely for its festivity and fanfare, but more importantly for the sense of pride and spirit of solidarity for HLC that has prevailed.

HLC has come of age in a short period of five years. This would not have been possible without the dedication, selfless sacrifice and unfailing support from all our staff, students, parents, the school management and the HKFYG leadership.

While rejoicing in our hard-earned success, we should not be self-complacent. There are still challenges ahead. In 2012, our S.6 students will be sitting for the first HKDSE Examination and the school will have to undergo the Comprehensive Review. In face of the continued shrinking in P.6 population, we should spare no effort in winning the trust of prospective parents.

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, Professor Wong Hoi Kwok, chairman of SMC, Ms. Yolanda Chiu, Supervisor, all School Management Committee members, Ms. Lee Pak Lan, Vice-principal, Mr. Shiu Chi Kin, PTA chairperson and his standing committee, all staff, parents and students and the Regional Education Office of EDB for their guidance, hard work and unfailing support. We had a great harvest in 2010-11. You have all helped make HLC a better school.