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2014-2015 S1 Information Day
二零一四至二零一五年度 中一入學簡介會

Date 日期 : 9/11/2013 (Sat)
7/12/2013 (Sat)

Time 時間 : 13:00-16:30

S1 Interview Day 中一面試日: 14/12/2013 (Sat)

We are: Law Ting Pong Secondary School 羅定邦中學

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Law Ting Pong
Secondary School
Transforming Learning Experience

Spanish



School App



Curriculum



Music Blog



English Studies



羅定邦中學 Law Ting Pong Secondary School

Our Vision 我們的願景

Every Student a STAR 學生是燦爛星星
Every Teacher a MENTOR 教師是師中之師
Every Staff Member a MODEL 員工是眾人模範

Our Mission 我們的使命

“All for Our Children” 「全為我們的孩子」

Our school strives to provide quality education to bring out the best in our pupils by providing them with experiences that will enable everyone in school to grow spiritually, physically, intellectually, aesthetically, psychologically and affectively as individuals, and to become informed, sensitive, responsible members of society.

學校致力於發展優質教育，提供多元化的學習機會，讓學生盡展所長，從而引導學生在品德、心理、情感、智力、體能及美育各方面均衡發展。培育學生成為有自信、有愛心、見識廣博、觸覺敏銳、勇於承擔責任的良好公民。

Our Motto 我們的校訓

誠

Sincerity

正

Righteousness

思

Contemplation

行

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Our School -

Law Ting Pong Secondary School

我們的學校-羅定邦中學

School History

Law Ting Pong Secondary School (LTPSS) was founded by the Law's Foundation Limited in 1991 as a co-educational school using English as the medium of instruction. Since establishment in 1991, LTPSS has actively promoted its aims and educational philosophy. The school successfully gained support and recognition and the number of pupils entering tertiary education grew. In order to further pursue its educational ideals, LTPSS started operating in the Direct Subsidy Scheme (DSS) mode from academic year 2008 / 09.

Success of LTPSS

Despite the short history of 22 years, LTPSS has a high reputation. This includes:

- * In the "Outstanding School Awards Scheme 2001" organized by the Quality Education Fund, our school was awarded a Certificate of Merit in the domain of Management and Organization. This served as a milestone in our development and was also significant recognition of the school's achievements. The school was also invited to join the "School Professional Collaboration Project", which recognized LTPSS as one of the twenty "Resource Schools" in Hong Kong.
- * In the report of the External School Review released in February 2006, the school's efforts in "Learning and Teaching" and "Teacher Professional Development" were highly appreciated and recognized by the Education Bureau (EDB). Mrs. Fanny Law, the former Permanent Secretary for Education, initiated a week-long visit to experience the learning and teaching in the school after the publication of the report.
- * With substantial teaching and curricular development experience in Liberal Studies, the LTPSS teaching team was invited by the Education Bureau (EDB) and the Faculty of Education at the Chinese University of Hong Kong, to provide training courses and sharing sessions for teachers and school administrators.
- * In order to build up a strong English Language foundation for the junior form students, the school applies a school-based curriculum, together with Performing Arts and a Language Across Curriculum Programme. All efforts have brought about fruitful results.
- * To expose students to other languages in the world, in 2009 the school started Spanish in the regular curriculum for S1 students.
- * In 2007, the EDB invited senior LTPSS staff members to share their experience in implementing the "Comprehensive Guidance Programme" for pupils' whole-person development at a conference in Japan.

本校歷史

羅定邦中學是一所男女英文中學，由羅氏信託有限公司於一九九一年創立。多年來，本校秉承羅定邦先生的辦學精神，全心全意培育學生成為社會的棟樑，老師成為師中之師，學校之建樹為學界的模範。多年來，羅定邦中學贏得各方的口碑，精英輩出。為進一步發揮本校的教育理想，羅定邦中學於二零零八至零九學年起，以直接資助（簡稱「直資」）模式辦學。

羅中成就

羅中創校至今二十多年，在教育界卻享有很高評價。主要成就包括：

- * 二零零一年羅中榮獲優質教育基金頒發《管理及組織》優異獎，應教統局邀請成為「資源學校」，廣泛與其他學校分享經驗。
- * 二零零六年二月教統局發表對羅中的「校外評核報告」，確認本校在發展「學與教」和「教師專業發展」方面的卓越成就。此獨特經驗吸引了前教統局常任秘書長羅范椒芬女士親臨羅中實地視察一星期，再一次肯定羅中在學與教方面的成就。
- * 羅中在通識教育科具備豐富的課程統整和優質的教學經驗，教育局課程發展處及香港中文大學教育學院均對此極為欣賞，並邀請羅中參與策劃教師培訓工作，實屬難能可貴。
- * 羅中在初中推行的校本英語課程、表演藝術及跨學科英語發展計劃，為初中學生打好英文基礎，效果理想。
- * 羅中開展外語課程，引入西班牙語於正規課程。
- * 羅中推行的「全方位輔導計劃」對學生的全人發展及品德培育非常成功。本校於二零零七年七月更獲教育局邀到日本分享經驗。

Subjects Offered to S1 Students

中一開設科目

English as medium of instruction: English Language, Spanish Language and Culture, Mathematics, Science, Humanities, ICT, Music, Visual Arts, Physical Education, Design and Technology, Food Science, Performing Arts

Chinese as medium of instruction: Chinese Language, Putonghua, China Studies, Life Education

以英語授課：英國語文、西班牙語及文化、數學、通識教育、科學、電腦與資訊科技、音樂、視覺藝術、體育、設計與科技、食品科學、表演藝術

以中文授課：中國語文、普通話、中國研習、生活教育

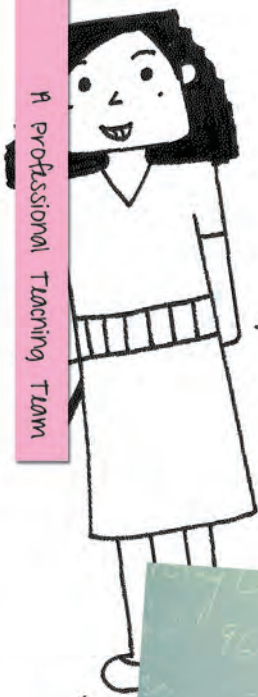
The New Senior Secondary (NSS) Education

新高中課程

We offer the 4 core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) and a total of 15 electives at the NSS level to cater for students' diverse interests and learning needs: Literature in English, Chinese Literature, Economics, Geography, History, Chinese History, Tourism & Hospitality Studies, Physics, Biology, Chemistry, Information and Communication Technology, Business, Accounting and Financial Studies, Health Management and Social Care, Visual Arts and Music.

除了四個必修科（中國語文、英國語文、數學和通識教育）外，羅中在新高中階段將開辦十五個選修科目，以照顧學生的多元興趣和學習需要，科目包括：英語文學、中國文學、經濟、地理、歷史、中國歷史、旅遊與款待、物理、生物、化學、資訊及通訊科技、企業、會計與財務概論、健康管理與社會關懷、視覺藝術及音樂。





A Professional Teaching Team

專業的教師隊伍 Teaching Team



'Sow a thought, reap an action;
Sow an action, reap a habit;
Sow a habit, reap a character;
Sow a character, reap a destiny'

Our Supervisor

Mrs Dorothy Chan Cheng Mei-chu, MH has more than 30 years experience of teaching and dealing with educational administration. Mrs. CHAN oversaw the continued development and expansion of the school. In 2012, Mrs Chan was awarded the Chief Executive's Commendation for Community Service in 2002 and the Medal of Honour for her valuable contributions in the education field.

我們的校監

陳鄭美珠女士MH有逾三十年的教學及教育行政經驗。陳太監督學校的持續發展和擴張。她推動教育事務不遺餘力，貢獻良多，備受認同。2002年，她獲頒授行政長官社區服務獎狀。及至2012年，陳太更獲政府頒授榮譽勳章，以表揚她在教育界的貢獻。



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Mrs Chan Marie Ota Reading

Ms. Lancy Tam September 1

Our Principal :) 我們的校長

Ms. Lancy Tam Suk-yin has more than 20 years of teaching and administrative experience in secondary education, which includes 12 years as English Panel Chair and 5 years as Deputy Principal. After that, she served two years as a teacher-development consultant and English Project manager at the Hong Kong Institute of Education in 2007-2009. During these two years, she helped a number of primary and secondary schools to improve the learning and teaching of English Language through lesson study. She was then recruited in 2009 as vice-principal in our school and became school principal in 2010. Being happy is her motto in life! Ms Tam said, "Attitude can change the consequence of most actions and events. Being happy is an attitude which is paramount in life. I hope I can work with my colleagues to cultivate a happy and caring campus for our students. I hope all the students can graduate from the school not only with a superb academic performance but also with a good character and correct values."

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Ms. Lancy Tam September 1

譚淑賢女士擁有二十年的中學教學及行政經驗，其中十二年擔任英文科科主任及五年任職副校長。2007-2009年間，她在香港教育學院工作，任職教師發展顧問及英文項目經理。在該學院的兩年間，她利用課堂研究 (lesson study) 協助多間中小學改善英文科的教與學。她於2010年一月受聘為本校校長。保持快樂是她的人生格言！譚校長說：「態度可以改變大部分事情和行動的結果。快樂是人生中至高無上的態度。我希望自己能與我的同事一起努力去營造一個快樂及關愛的校園給學生。我希望每一個在本校畢業的學生不僅擁有卓越的學術表現，還擁有良好的品格及正確的價值觀。」

'Attitude can change the consequence of most actions and events. Being happy is an attitude which is paramount in life.'

A Professional Teaching Team

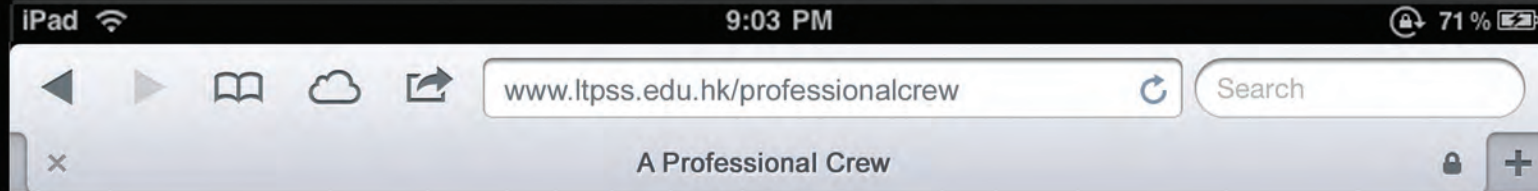
專業的教師隊伍

Our Teachers as Life-long Learners

All teachers possess a bachelor's degree with relevant teacher's training qualifications. Over 30% of the teachers have obtained a postgraduate degree. All English teachers have attained the Language Proficiency Requirement (LPR).

教師為終身學習者

本校所有教師均具大學學位及教育文憑，其中超過三成教師具碩士或以上學位，全部英語教師均已在英語教師語文能力基準試達標。



Our Teachers as Mentors

Over the past four years, we have conducted sharing sessions and open classes for local and overseas visitors on more than 40 occasions. In March 2011, we held a Learning and Teaching Symposium and it became a milestone of how we serve as a professional learning community. Our teachers shared "happy practices" that they had implemented in their own teaching through a series of workshops, open class observations, forums and sharing sessions with teachers and educators from different schools and organizations.

教師乃師中之師

本校教師積極參與專業分享，過去四年，我們接待來自本地及海外的校長、教師、專家和學者，人數逾千。本校為慶祝二十週年校慶舉辦的「愉快學習齊分享」研討會，為我們邁向專業學習社群努力的里程碑。本校教師通過一系列工作坊、公開觀課、論壇及分享時段，與來自不同學校及機構的教師及教育工作者分享愉快的教學經驗。



An International Teaching Community
國際化的教育團隊

Our teaching staff are active in professional sharing in the educational sector. Mr. Nicolás Arriaga-Agrelo, the LTPSS Spanish Panel Head, is one of the directors and a founding member of SinoELE, a journal and a research group specializing in the teaching of Spanish. It aims to promote studies about the learning and teaching of Spanish as a Foreign Language to native Chinese speakers. This year, we also have an experienced consultancy team which includes Mr. Archie McGlynn, director of the Hong Kong Schools' Self Evaluation Network, Mr. Julian Harniess, our English Language Consultant and Mrs. Betty Tham, our Arts Education consultant.

我們的教學團隊經常與教育界的同工作專業交流。本校的西班牙語科主任Nicolás Arriaga-Agrelo先生是西班牙語教學研究雜誌SinoELE的董事及創辦人之一。SinoELE是針對中文使用者的西班牙語教學雜誌。該雜誌的研究小組以中文作母語的西班牙語學習者為研究對象，目標是促進研究西班牙語的教與學。今年，我們有極富經驗的顧問團，包括：香港學校自評網絡董事Archie McGlynn先生、我們的英語顧問Julian Harniess先生及我們的藝術教育顧問Betty Tham女士。



Our Spanish Consultant
Mr. Nicolás ARRIAGA-AGRELO



Our English Studies Consultant
Mr. Julian HARNIESS



Our Arts Education Consultant
Mrs. Betty THAM

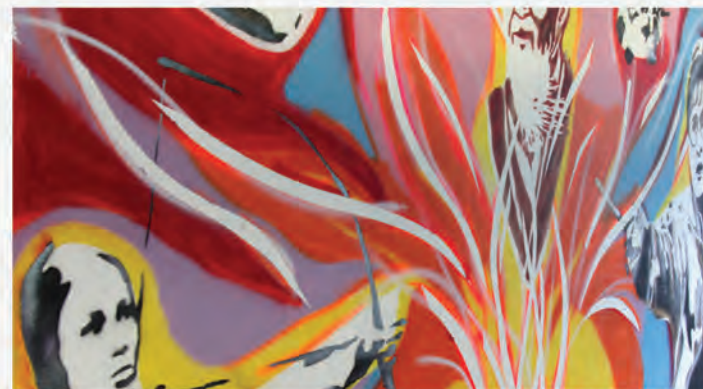


Learning and Teaching

我們的教學 at Our School

It is one of the strong missions of the school that students will learn meaningfully and authentically through an interactive curriculum that features inter-disciplinary learning experiences. Meeting intellectual and life challenges, our students are exposed to multiple perspectives that form the very foundations of different fields of study. We celebrate student empowerment to create knowledge through exploration, discovery and construction so as to make sense of the world of cultures in which they find themselves.

本校強調學生學習是具意義和真實性的經歷。我們的課程特色是提供跨領域學習經驗，以充滿挑戰性的不同學習範疇，為學生在不同領域的學習建立牢固的基礎。學生主導學習，逐步探索及建構知識，了解世界文化，從中確立自我。



Teaching Methods and Assessment 教學法及評估

Given this teaching and learning philosophy, our teaching staff have adopted innovative teaching strategies. We are determined to move away from teacher-centred, textbook-bound teaching, towards a more pragmatic, student-centred and research-based approach. Engaged in an interactive process, students become owners of learning and share the knowledge they have constructed with others. Continuous assessment that meets the various learning objectives of subjects is well in place to ensure assessment for learning and not just of learning. To refine the practice of assessment for learning, our school starts adopting the Formative Instructional Practises approach to align learning targets, assessment and feedback in a way to promote learning. To this end, our teachers' role has greatly transformed: they are only one of the sources of knowledge in the classroom. Co-learning with their students, our teachers aim to arouse curiosity, treasuring exploration and discovery. We aim at nurturing essential life-wide and study skills that meet the demands of the 21st century.

建基上述學與教理念，我們採用創新的教學策略。本校銳意從一貫以教師本位、教科書規限的教學模式，走向更務實以學生本位、探究及互動為基礎的教學模式，令學生成為學習的主人，共同分享經驗，與同儕共同建構知識。持續評估旨在促進學習而非總結學習，故更能滿足不同學習領域的目標。為優化「促進學習評估」的實踐，本校開始採用Formative Instructional Practises的方法，整合「學習目標」、「評估」及「回饋」以促進學習。為了達致如此目標，教師角色也變成教室其中一個知識來源。師生共行，教師逐漸成為學生學習的協作者及促進者，引發他們的好奇心，協助他們探求知識及掌握學習技巧。我們希望能夠培養學生多元化的生活及學習技能，令他們有能力面對二十一世紀的挑戰。

Assessment for Learning 促進學習的評估

Assessment of learning does not usually fulfill the very meaning of learning; it looks at how much the learners have learnt at the time of reporting and does not always inform how they can learn better based on meaningful learning targets for the next stage of work. To better reflect and monitor students' learning situation over time, the school practises assessment for learning. Setting new learning goals and targets through different assessment tasks, our teachers are much better informed as to whether or not all the learning objectives have been successfully met. Through the practice of AFL, the school ensures that students address the conceptual frameworks set forth in the key learning areas in order to construct knowledge, develop skills and nurture values and attitudes. Accordingly, students will be assessed in each subject by means of their acquisition of knowledge, via understanding and application of concepts, their grasp and use of skills and, finally, their processing, interpreting and presenting of their information, materials and findings. On this basis, a great variety of tasks and activities will be employed by teachers to assess learning outcomes. Students' portfolios will meaningfully show all evidence of the learning process.

學習評估通常未能充分展示學習的意義，它只能表現學生於評估時的表現，亦未能引導學生如何在下一學習階段學得更好。基本原因，本校支持以促進學習的評估、或進展性評估來更有效反映及監測學生學習情況。通過在不同評估任務中訂定新的學習目標，教師更能掌握是否已成功達致所有學習目標。通過促進學習的評估，本校確保學生在不同學習領域的理念框架下建構知識、掌握學習技巧及建立態度和價值觀。不同學科均以知識的獲得、概念的理解和應用、技巧的掌握及資訊的闡釋和成果的匯報來評量學生。本校教師設置不同任務和活動來評估學習成果。學生學習歷程檔案會展示學生在不同評估階段的學習顯證。

The World is Our Inspiration

世界是我們的靈感

Law Ting Pong Secondary School continues to look for inspiration beyond the borders of Hong Kong. Another fruitful year has taken us to New Zealand, Taiwan, Hang Zhou and Zhao Qing (Mainland China), this is in addition to the usual locations of Shun De, Zhong Shan, Kai Ping, Macau, Singapore and Barcelona. Students have been able to draw inspiration from all corners of the world.

Features of study tour programmes

- Whole level trips – study trips are arranged for each year level group
- Language immersion – students have the chance to communicate in English, Spanish and Putonghua with the locals thus enhancing students' confidence in using the language
- Appreciation of various cultures and customs around the world
- Ambassadors of Hong Kong – students share their knowledge of Hong Kong to people of all nationalities
- Students bring their experiences and memories back to Hong Kong to allow Law Ting Pong to move one step closer to becoming a global community.



羅定邦中學持續在香港以外的地方取得靈感。除了往常的旅程，遊覽順德、中山、開平、澳門、新加坡及巴塞隆納等地，新西蘭、台灣、杭州和紹興(中國內地)的旅程都使學生收穫豐富。這些旅程給予學生機會，從世界各地不同獲得靈感，增益見聞。

遊學團特色

- 同級旅程：遊學團按不同級別舉辦
- 語言沉浸：學生有機會運用英語、西班牙語以及普通話與當地居民溝通，提升他們運用語言的信心
- 欣賞世界各地不同的文化、風俗
- 香港大使：學生向不同國籍的人介紹香港特色
- 學生把遊學的經驗和回憶帶回學校，使學校邁向全球共同體



Inviting the World to Our School

Our AFS Intercultural Exchange Programme students from the last academic year, Marie Otta and Javier Martinez, left a lasting impression on all students in our school. Continuing this successful cultural exchange, we have two exchange students, Facundo Madariaga Chamas from Argentina and Jenny Natwara Watcharapokin from Thailand studying with our S4 students in the coming year. We look forward to showing the best of our school and Hong Kong to both students.

On top of that, we also welcome back Lam Tsz Kwan and Cheng Log G from Italy and Germany respectively. Both students took on the huge responsibility of being an ambassador for Hong Kong in countries where English was not the main language. They return with a good grasp of the respective languages as well as cultural awareness that can only be experienced by living in that country. They are eager to share their remarkable experiences with all their schoolmates.

Teachers from different corners of the world converge into an international teaching community at Law Ting Pong Secondary School. We have teachers hailing from U.K., Canada, U.S.A., New Zealand, Mainland China and Spain. Of course, our local teachers add to this incredible mix to create a diverse yet balanced teaching unit. It is irrefutable that students at Law Ting Pong Secondary School have ample exposure to cultures and languages required of a global citizen.

把世界帶進學校

上年的交換生Marie Otta及Javier Martinez為我們的學生留下深刻的印象。為了延續文化交流，今年我們有來自阿根廷及泰國的交換生Facundo Madariaga Chamas和Jenny Natwara Watcharapokin，他們會跟中四的同學一同上課。我們希望能呈現學校最好的一面，並使他們認識香港。

除此以外，我們也歡迎林芷筠及鄭樂之從意大利和德國回來。他們在非英語的國家作交換生，宣傳香港，把當地語言及獨特的文化帶回來跟同學分享。

世界各地的老師凝聚於本校，使之成為國際教學團體。我們的外籍老師來自英國、加拿大、美國、新西蘭、中國和西班牙。他們和本地老師共同構建一個多元化的教學環境，使本校學生有更多機會接觸不同的文化和語言，成為世界公民。



Cheng Log G 4S

Exchange Student to Germany last year

Hi I am Log G. I was at a town called Güstrow in Germany last year. It is a great small town with a lot of old people. My host family have 6 children and 5 of them are grown-ups. They only go back home when we have big festivals. So there are only my host parents, my host sister and I living in the house. They are all very nice.

The school I went for my exchange programme was called John-Brinkmann-Gymnasium. It is a very good school with nice teachers and students. I had made a lot of friends there. After this year I think I've been changing a lot during the whole year.



iLearning @ LTPSS

資訊科技學習

To equip our students with 21st Century skills and to enable them to become life-long learners, we shifted our teaching and learning from the traditional teacher-centred mode to a more interactive student-centred one. Technology provides the necessary tools which facilitate this paradigm change. The application of technology into our curriculum can be summarised by the following diagram.

為了裝備我們的同學以獲取廿一世紀所需要具備的能力，並成為終生學習者，我們將過去傳統以教師為中心的教學模式改變成更互動、以學生為中心的教學模式。科技為我們提供了一些不可或缺的工具，以促進這個轉變。在我們的課程中，各種科技的應用可以歸納為以下的圖表：

iLearning @ LTPSS 資訊科技學習@羅定邦中學



iLearn 資訊科技學習

- Digital resources**
數碼資源
- eBooks**
電子書
- Self-directed packages (WQ)**
自導學習配套
- Online learning packages**
網上學習配套



iAccess 資訊存取及運用

- IT Rooms for specific purposes**
不同用途的資訊科技教室
- WiFi access**
無線網絡
- Mobile learning devices**
流動學習儀器
- e-platform**
電子平台



iExperience 資訊科技之體驗

- Activity learning approach**
活動學習
- Campus TV**
校園電視台
- Performing Arts training**
表演藝術學習

- Drama and dancing performance**
英語話劇及舞蹈
- Music** 音樂
- Visual Arts** 視覺藝術
- Performance production**
演藝製作
- Choir 合唱團演出
- Musical 音樂劇製作



iLearn 資訊科技學習

- A collection of all learning materials in electronic form
聚集電子版學習材料
- This collection of learning materials are kept on our e-Learning online platform, FROG, for easy access. (FROG is a popular e-Learning platform in UK with a good and attractive user interface, enhanced social network connectivity and is well integrated with web 2.0 tools.)
這些電子版學習材料放置在我們的網上電子學習平台FROG (FROG是英國一個普及的電子學習平台，它擁有吸引的用戶界面，能增進社交網絡連繫，能與網絡工具2.0更好地結合運用)
- Teachers prepare e-lessons online and students can study at any place and any time
教師預備網上電子課堂，同學可以隨時隨地學習



iAccess 資訊存取及運用

- Students can access e-Learning materials through mobile learning devices e.g. iPads (currently we have 241 iPads for teacher and student use)
同學可以使用平板電腦來存取電子學習材料 (現時我們擁有241部平板電腦以供教師和學生使用)
- Connection is fully supported by well developed stable wireless network
通過良好穩定的無線網絡，支援各項電子學習活動
- Specific IT rooms to facilitate student learning 專項資訊科技教室，推動同學學習
 - Two '21st Century Technology Centre' (for group activity and presentation training)
兩間「廿一世紀資訊科技中心」(小組活動及演講訓練)
 - Two computer rooms 兩間電腦室
 - Performance Art Room (Mac Laboratory) 表演藝術室 (Mac實驗室)
 - Campus TV Room (for multi-media production) 校園電視台 (多媒體製作)
 - School Library (electronic and multi-media resources) 學校圖書館 (電子及多媒體資源)



iExperience 資訊科技之體驗

- With these learning materials and tools available, teachers can design e-lessons to excite and engage students in their learning
通過這些學習材料及工具，教師設計電子課堂，以吸引及刺激同學的學習
- Learning emphasis on interaction and collaboration among students where they can construct their own knowledge and learn through experience
強調互動及協作學習，同學能通過體驗建構個人的知識
- 21st Century skills of communication, collaboration, presentation etc are developed in the learning process
在學習過程中發展溝通能力、協作能力、報告能力等



English Studies

英國語文科

"Language is the music of the soul sung loud to the world"

ACCESSIBLE ENGLISH FOR ALL

All students have a right to learn languages – in this case English – other than their own native one and so be able to access the global community with fluency and confidence – FOR LIFE.

With this mandate in mind, English teaching at Law Ting Pong has undergone a radical change over the last two years. Recognising that language in its most expressive form is conveyed through literature, the staff have written and embraced a totally new S1-3 curriculum that encompasses the study of language arts:

● novels ● plays ● poetry ● short stories ● myths

as well as the study of the language as a tool of communication, governed by rules and grammar. Early in their school career, students will learn how to read novels and explore character traits and techniques of language; they will read and write poetry to give expression to emotion; they will read and write scripts, short stories and myths to give vent to imagination.

Students are encouraged to read books in English borrowed from the school library for their own enjoyment and in order to promote this, students are taken to the library for private reading for half a lesson each week.

Such a foundation in S1 -3 will reap tremendous benefit when it comes to exams at the senior level, as well as ensure a more secure and confident grasp of English that will stand all the students in good stead for life beyond school.

英語：人人可學

為使同學能自信地以流利的英語接通世界，我們深信每一位同學都應得到優質的英語教育。為了實踐我們的使命，羅定邦中學自2011年起對英國語文課程作了相關的調整。我們深信文學是語言當中最具體的表現，我們的老師為中一至中三的同學創設了以文學為重心的英國語文科課程。元素包括：

●小說 ●戲劇 ●詩歌 ●短故事 ●神話

學生必須認知語言規範及語法，方能掌握語言作為溝通工具的特性。同學初入本校，他們會學習閱讀小說的竅門，並發掘小說塑造人物性格的方法及語言特色；他們也會學習如何欣賞及創作詩歌，抒發情懷；他們亦會通過閱讀及創作短故事及神話，發揮創意。我們鼓勵同學在圖書館借閱各類英文書籍。為此，學校特為同學安排每周末半個課節的私人閱讀時間。我們希望通過中一至中三的這些安排，讓同學在升讀高中前養成良好的閱讀習慣。我們相信，同學能因此掌握更全面的英語知識，應用時也能更得心應手，為他們的多元發展打下更好的基礎。

Law Ting Pong Post



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Teacher Winnie Chow (top right) leads an English class at Law Ting Pong Secondary School in Tai Po. Students have improved their English skills, thanks to a new curriculum which

THE ENGLISH CLASSROOM 英語教室

Additionally, there has been a change in English teaching philosophy, in that students are encouraged to think more critically and to express their thoughts and opinions in an environment that positively embraces students' involvement in their own language learning.

All English classes are student-centred and encourage students to actively participate in their learning of English. All students in the English class are expected to speak English at all times and so build up their own language proficiency as self-learners. English studies are practised through a wealth of speaking, reading, writing and listening activities, using a wide variety of teaching techniques to widen the learning experience of the students and to expose them to a breadth of language hitherto unexplored.

此外，現時英語教學的概念已經有所轉變。就此，我們積極建立優良而正面的學習氣氛，讓同學主動參與學習，鼓勵同學多作批判思考及以英語表達意見。

學校所有的英語課堂都採用學生為本的概念設計，我們積極鼓勵同學在課堂採取主動，運用英語。我們要求所有同學在英語課上以全英語溝通，使他們學會學習，自主的學習英語。讀、寫、聽、說是學習英語的不二法門，我們採用不同的教學法，務求令同學可以全方位法接觸英語，探索他們迄今仍未發現的語言境界。



support, not used to teaching without textbooks. But with his demonstrations, guidance and

are motivated to learn, which is the most important thing. The students don't seem to miss

discuss and do things. We have to take notes and I know what I'm learning every day," he says.

students use their English effectively, writes Mabel Sieh

tongues anew



Edwina Leung 3S

Story Pilot ambassador

As a Story Pilot ambassador, I went to five primary schools as well as the Commercial Press to have storytelling sessions last year. It was such a good experience. Thanks to the English lessons! I was not very nervous when facing the primary school kids as we had a lot of presentations in class. There were also library sessions during English lessons, so I could read more English books.

Apart from the experience in class, the primary school students gave us a lot of confidence too! They were so keen to know more about the stories I told them. At the end of the programme, the kids drew me a thank-you card. That was really surprising. I could not find a word to describe how I felt at that moment.

I love Story Pilot and I love all the adorable kids! Thanks to our librarians for providing me such a great chance!



ENGLISH THROUGH PERFORMING ARTS

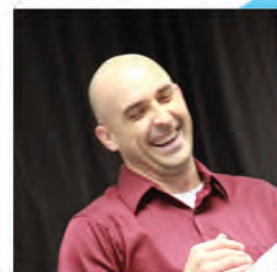
以表演藝術學習英語

Aware as we are that students will greatly benefit if they gain English experience outside the confines of the classroom, we have also introduced performing arts into the English curriculum where students can practise English in a totally new environment, as well as discover their own inner dramatic persona. To this end, each of the classes in S1- 3 will have one lesson of performing arts every week so that they learn and practise the specialist knowledge involved in the staging of a drama production and thus augment the language received in the classroom. They will learn first-hand about script-writing, drama performance, backstage work, lighting and sound, skills. It is hoped they will be able to use these skills at a whole-school level in drama productions and later in life. Performing Arts is a practical expression of skill and language developed under the auspices of experienced, trained teachers.

我們相信，把學習延伸至課室外，可令同學在英語學習上獲益更多。故此，我們把表演藝術元素融入英語課程，同學可以在全新的情景下練習英語，並展示他們的戲劇天分。因此，校方為中一至中三的同學安排每週一節的表演藝術課，他們可以藉此學習到戲劇表演及舞台製作的專門知識，以及應用平日在課堂學到的課程內容包括撰寫劇本、表演技巧、後台工作、燈光、音響等舞台製作知識。我們希望同學可以把知識運用到戲劇製作，甚至在未來的人生當中運用這些概念與知識。在富有經驗的專業老師帶領下，戲劇課成為了一門實用的課程，讓同學掌握語言及表達技巧。



Our Dance Teacher
Dr. Maureen Elizabeth COULTER



Our Drama Teacher
Mr. Christopher ANDERS

OTHER ENGLISH LEARNING EXPERIENCES

其他英語學習經歷

To enhance the mastery of language and to provide additional chances for students to use English, the department organises and actively take part in various English learning activities:

- Story-telling platforms
- Speech festival practice
- Choral – verse speaking
- drama festivals
- English clubs such as English Society, Shakespeare Club, Debate Club, Drama Club, Dance Club

All students are encouraged to take advantage of these other learning activities.

加強同學掌握英語，英文科亦提供很多不同的英語學習機會，包括：

- 說故事平台
- 校際朗誦節
- 集誦隊
- 戲劇節
- 英語學會例如英文學會、莎翁學會、辯論學會、戲劇學會及舞蹈學會

我們鼓勵同學能多參加這些活動，享受活動帶來的好處。

THE FUTURE

未來

Our goal for the future is to introduce the international General Certificate of Secondary Education (IGCSE) in English as a Second Language and then English as a First Language so that students can measure their English capability on the international stage rather than the local, Hong Kong stage. Such examinations are recognised by universities all over the world and in many they are recognised as the standard by which students are considered capable of studying courses in English.

除了香港中學文憑考試英國語文科的課程外，我們計劃在學校提供「英國國際普通中學教育文憑」考試課程，讓同學報考「英語作為第二語言」及「英語作為第一語言」等公開考試，帶領他們走出香港，與世界接軌。這些考試已獲世界各地的大學認可，合乎以英語為學習語言的環境。

Spanish Language Courses

西班牙語課程

"Those who know nothing of foreign languages know nothing of their own" (Goethe)

Reasons for having Spanish Language Courses

開設西班牙語課程的原因

Around 90% of people in the world live in countries where English is not the native language. Spanish is, after English, the second language in international communications, and one of the three most spoken together with Chinese and English. It is one of the few truly international world languages.

Spanish is the first tongue of over 450 million speakers, the official language in 21 countries, and the second most spoken language in the USA, where figures keep growing.

Law Ting Pong Secondary School trilingual graduates are global citizens. With knowledge of the three most important languages in the World (Chinese, English and Spanish) they will be better equipped, not only to compete for university places, (in Hong Kong and abroad), but also to enter the job market.

世界上約九成人的母語不是英語。西班牙語是除英語外第二常用的國際語言，與中文、英文成為最常用的三大語言。

西班牙語是超過4.5億人的母語，是21個國家的法定語言，在美國更是第二常用的語言，這數字亦有上升趨勢。

羅定邦中學的畢業生是世界公民。學會這三大語言，學生更能裝備自己，不但有利於升讀大學，對將來工作也有幫助。

Our Spanish Courses

我們的西班牙語課程

Spanish is a subject offered in the majority of international schools all over the world. It is a popular language to study and students do not find it difficult to learn. LTPSS is local school with a solid international touch. We introduced Spanish language into the formal S1-3 curriculum in 2009, where we follow "Key Stage 3" of the United Kingdom's National Curriculum. In S4-S6 we have recently made Spanish an elective course in the NSS, which makes LTPSS an avant-garde institution in Hong Kong.

Students will be given opportunities to take different public exams suiting their needs as they advance in their learning (A1, A2, B1 levels from the Spanish DELE, and also Cambridge University's IGCSE, and Advanced Subsidiary Levels) Our target level for Senior Secondary School is now the AS Level, that will count towards the DSE.

To ensure quality in teaching and learning, students with demonstrated language knowledge and talent will be admitted to the regular courses. Good performance and learning attitude will be a prerequisite for the completion of the programme.

西班牙語是國際學校經常開設的科目，學生認為學習西班牙語不困難，所以它是一種受歡迎的語言。

羅定邦中學是一所具有國際視野的本地學校。

在2009年，我們根據英國第三階段的課程，把西班牙語引入初中課程，在高中則列作選修科，這是羅定邦中學與別不同的原因。

當學生掌握要求後，可以按自己需要應考不同的公開考試。(西班牙外語文憑A1, A2及B1級考試和劍橋大學國際普通中學教育文憑考試及高級補充程度考試)

高中的西班牙語是為了應付高級補充程度，也可以當作文憑試的選修科。

為了確保教學質素，倘若同學有一定語文知識和語言天份，會被邀請參加正規課程。要完成課程，良好的學習態度和好表現是先決條件。

Extra-academic Activities

其他學習活動

For those students who are not able to join the regular classes, we offer the Spanish language learning experience in our Spanish Language Club, which was founded in the academic year 2008-09 as a Co-Curricular Activity (CCA).

Our popular Summer Study Tour to Barcelona (Spain), that we started in 2011, is also a pioneering initiative in Hong Kong: Students study for two weeks on a university campus with other international students of the same age. The programme combines an immersion language experience in formal classes in the morning, with fun camp activities and cultural excursions after class.

In October we celebrate the Hispanic culture with our "Spanish Week": a festive week full of Latin music and dance, food and cooking lessons, cinema and sports

在2008-2009年度，學校成立了西班牙語學會，給予沒有參與正規課程的同學學習西班牙語的機會。

於2011年，學校首次舉辦西班牙巴塞隆拿暑期遊學團，開創先河。為期兩星期的遊學活動，學生在當地大學與來自世界各地的同齡學生互相交流。早上完成語言課程後，他們會參加不同的活動及進行文化觀光活動。

在十月，學校會舉辦「西班牙周」以慶祝西班牙文化，活動包括：拉丁音樂和舞蹈、食物、烹飪課程、戲劇和運動。



Eddy Fung 4S
Spanish Class Student

LTPSS is the first local secondary school offering the subject of Spanish language as a regular curriculum. It is rare to find local schools providing students with the opportunity to take the international Spanish exams.

In Spanish lessons, we are given a window of opportunity to learn about the world beyond Hong Kong or China. We learn all about the Spanish language as well as the culture. It is a privilege to be able to conveniently learn Spanish here in LTPSS.

Besides learning Spanish in the classrooms, the school has provided students with the chance to learn Spanish and experience the Spanish culture outside of China. Every year, the school organizes a Spanish study tour to Barcelona, a history and agricultural rich area, which gives students the opportunity to interact with people from the four corners of the world. The school also invites transfer students from a Spanish background such as students from Argentina, Mexico, Venezuela and other regions of Spain.

In my opinion, given so many chances by the school to be able to learn Spanish on an almost daily basis has proven effective in developing the language on different aspects.



Our Music Education

我們的音樂教育

Music Education in LTPSS

The music education at LTPSS is in fact a performing arts education, which aims at providing students with comprehensive music learning experiences through integrated activities of Creating, Performing and Listening to develop their aural awareness and understanding of music.

Music Technology Learning

The use of music software is one of the key emphasis of the music curriculum at LTPSS, of which students are encouraged to explore, experience, compose and perform with the use of music software, regardless of their music backgrounds and talents. With the well-equipped Macs in Performing Arts Room, students enjoy their structured composition, as well as improvisational performance.

Classroom Music

In music lessons, students will have the opportunities to experience different art forms, such as singing, dancing and acting. The curriculum is designed on a theme base and students in S1-S3 will be studying a specific theme, which bridges the co-curricular activities and the music curriculum in the academic year. In the year 2013-14, students will study under the theme "World Music ~ Jazz music and Folk Song".

音樂教育

本校音樂教育內涵豐富，實為表演藝術的教育，旨在通過綜合學習活動，培養創意、表演及聆聽技巧，為學生提供完善的音樂教育，培養他們對音樂的認知及意識。

音樂科技學習

音樂軟件的應用是本校音樂課程的其中一個重點。過去，學生的音樂基礎或天份有時會成為他們學習音樂的絆腳石。現在，通過應用軟件，所有學生皆探索並意會音樂之美，進而以之創作及表演，發揮所長。羅定邦中學設立表演藝術室，配備大量精良的蘋果Mac電腦，學生投身其中，不但能發揮創意，規劃作品，更能即興創作，化想象為現實。

課堂樂韻

本校學生能在音樂課上體驗不同的演藝模式，包括歌唱、舞蹈及演戲。表演藝術課程以主題形式進行，與音樂課程及聯課活動接軌。中一至中三學生須研習特定課題，而在2013-14年度，本校學生將對「世界音樂 — 爵士音樂與民歌」進行探究，深入了解其中的奧秘。



Alvin Chu 6M

Music DSE Students

What I have gained through the past three years???

My life in LTPSS has started since Form 3. I have gained a lot of fabulous experiences in music development. Being lucky to be chosen as the vice chairperson of the school wind band as well as the student conductor, I would like to say thanks to my school. On top of playing instruments in the band, I composed music pieces as well as helped with administrative work. Through all these chances, I have learnt what a leader should be. This is really a privilege for me.

A few words to my schoolmates...

I always feel that the school provides lots of opportunities for us. Go and grip them immediately. Don't wait until they have gone. You will never know how powerful and important the chances are. Maybe these chances can even develop your own pathway to your future. It is the time for you to get a change!



DSE Music in S4 to S6

Students with interests and musical talents are invited to take the DSE Music Programme as one of their electives in S4-S6. A special timetable is arranged on Saturday and after school for the selected students who are to learn from the school DSE Music Teaching Team, which includes experienced teachers in teaching the DSE Music Course, composers, musicians and musicologists.

Musical Theatre Study Programme in S4

We believe Performing Arts Education ~ Musical Theatre Study Programme will contribute in a unique way to students' development and connection of creativity, critical thinking, communication skills and aesthetic sensitivity. On top of all this, it is significant in nurturing and developing a person's social, intellectual, physical and mental abilities. Through participation in a carefully designed programme, students not only acquire and apply Performing Arts knowledge and skills to enhance their generic skills and confidence, but also develop positive values and attitudes towards life.

Across the S4 year, under the tutelage of artist-tutors and experts of different fields, students are exposed to the learning of

- Musical Theatre Singing
- Dance
- Lighting Design
- Sound Design
- Image Design and Set Design
- Stage Management

Students are rewarded by their final production on stage, interactive public discussion and their portfolios of work.

新高中音樂課程

本校歡迎有興趣，有天分的學生報讀新高中音樂課程為他們其中一項選修科目，並為選讀本科的學生安排了獨立的時間表，讓他們能從本校資深的音樂教師、作曲家、音樂家及音樂學家學習各種知識。

中四音樂劇及舞台技術研習計劃

我們深信表演藝術教育中的音樂劇及舞台技術研習計劃能對學生的創意、批判思考及藝術觸覺有獨特的貢獻。此外，本計劃亦能顯著地培養學生的社交及思維能力，改善他們的體能與心理素質。通過縝密的設計，學生不但能學懂表演藝術方面的知識，加以應用，提升他們的共通能力與自信，更能啟發他們正面的人生觀值與態度。

在整個中四的課程中，學生會在專業藝術導師的指導下，學習以下範疇的知識：

- 音樂劇歌唱技巧
- 舞蹈
- 燈光設計
- 音效設計
- 化妝及舞台設計
- 舞台管理

過程中，學生將於互動討論及學習歷程中得益，並能從最後的舞台表演中得到成功感。



Music Enhancement Programme

With the success of "One Student, One Instrument" music policy in the last 20 years, there is concrete proof that young people who have a solid musical foundation develop self-disciplinary skills can also develop interpersonal skills, and have a sense of belonging and team spirit in school. Learning more than one instrument is a common practice among students. Students benefit from the organized Instrumental Classes and School Music Teams training. Team members enjoy the team work. They are proud of their identities and are awarded encouraging results in music festivals. Last year, they even helped organize the study tour to Taiwan. In the trip, they were given ample opportunities to explore music in a different culture.

To name one, the School Choir has proved to be one of the devoted School Teams with their 1st place in Hong Kong School Music Festival and Gold Award in Tai Po Choir Competition last year. They were also invited to give a public performance in the Hong Kong World Geopark Opening Ceremony. To be in line with the social awareness concern, the School Chinese Orchestra, the School Band and the School Choir staged a Fund Raising Concert for the Hong Kong Single Parents Association with Chinese YMCA College, Psalm Wind Orchestra Brass Ensemble in May 2013 and raised more than \$200,000 for people in need.



音樂推廣計劃

過去二十年，「一人一樂器」的計劃取得成功，證明牢固的音樂基礎不但能培養學生自律，更能發展他們的交際能力，建立優良的團體精神，加強對學校的歸屬感。現時，不少學生學習多於一種樂器。他們從組織樂器班及校內音樂團隊中得益，享受團隊工作，並因為校際音樂節的成就而自豪。去年，他們更協辦台灣音樂遊學團，在旅途上學習不同文化的音樂。

本校合唱團於去年校際音樂節取得第一名的佳績，並在大埔合唱團比賽中勇奪金獎，成績驕人。合唱團亦獲邀於香港地質公園開幕禮中進行公開表演。此外，本校中樂團、西樂團及合唱團亦積極參與關懷社區的工作，並於2013年5月參加了一場慈善音樂晚會，與Psalm管樂團及青年會書院協作為香港單親協會籌得超過二十萬的善款，幫助社會上有需要的人士。

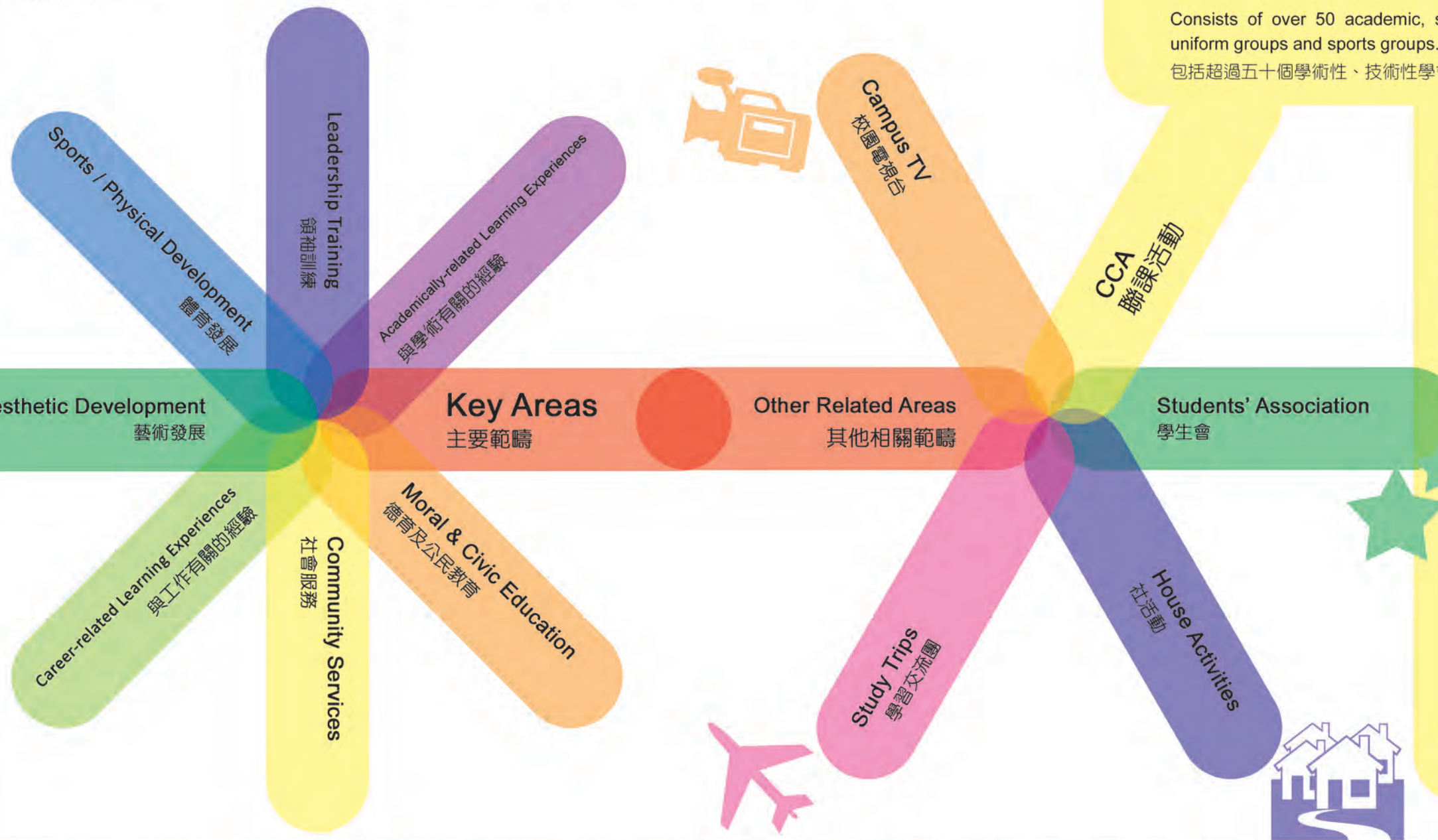


Other Learning Experiences (OLE)

其他學習經歷

Students are exposed to OLE from the moment they step into school. As OLE has been included in the NSS Curriculum since 2009, students of all forms have been given more opportunities to obtain knowledge and skills such as time-management skills, reflection and critical thinking skills, goal setting and realization etc. When motivating students' interest in joining activities, it is hoped that not only can they develop a positive attitude in learning, but also cultivate deep learning through experiential learning i.e. students are trained to become deep learners and leaders through organizing student-led activities.

學生自入學起已獲安排豐富的其他學習經歷。自2009年其他學習經歷納入新高中課程起，本校已為所有級別的學生提供更多機會掌握知識和技能，如：時間管理技巧、反思及批判思考、訂定目標及實現。本校致力激發學生參與活動的興趣，不但為他們確立學習的正面態度，更期望通過體驗學習培養他們成為深度學習者。學生在活動中擔當著主導角色，更能令他們累積經驗，成為領袖。



Co-Curricular Activities (CCA) 聯課活動

Aims and Objectives 宗旨及目標:

1. Develop students' leadership and organizational skills
培養學生的領導才能及組織能力
2. Establish a student-led culture in organizing activities in school.
建立學生主導校內活動的文化
3. Develop students' potential and team spirit.
發展學生潛能及團隊精神。
4. Build up students' confidence so that they can enjoy a more substantial and fruitful school life.
建立學生自信，享受豐盛的校園生活

CCA Clubs organized for S.1 – S.6 students

為中一至中六學生舉辦的聯課活動

Consists of over 50 academic, skill-based CCA Clubs, interest groups, community service/uniform groups and sports groups.

包括超過五十個學術性、技術性學會、興趣小組、社會服務組織、制服團隊及體育團隊



Kama Ng 5S

St John Ambulance Member
since 2009

I have a very memorable experience in St John Ambulance. Let me tell you my story.

I have joined this CCA since I was a little F1 girl. The big sisters in St. John taught me a lot of first-aid and foot drill skills. When I first learnt foot drill, I felt very tired every time. It was even harder when the weather was hot and sunny. But I never gave up, because I loved all my big sisters and I was interested in first-aid. I wanted to become a big sister like my big sisters. So, I keep joining this CCA for 4 years.

This year, I have done what I want. I have become a big sister. My first-aid skill has improved a lot too! I've got a second runner-up in St. John Individual Competition. This is my achievement. I have paid, and gained what I want.

St. John Ambulance is a CCA which needs your effort and time. What's more is that you can never give up. You will feel proud after you find your achievement and you will enjoy it, like me. Come and join us!





Our Musicals

我們的音樂劇

Staging musicals is starting to become something of a tradition of LTPSS – a tradition almost as old as the school itself and a tradition which should be continued and encouraged.

There are several reasons to explain why we have musicals but the most important reason is the students themselves. One of the guiding philosophies of LTPSS involves putting the students at the centre of all that is done. By staging musicals, the students are offered a unique opportunity to develop talents in many skill areas; this is not limited to the obvious ones seen by the public in the performances i.e. the skills involved in singing, dancing, acting or playing a musical instrument. To help create a successful performance, there is an army of students working behind the scenes fulfilling many different functions: script-writing, song selection, choreography, lighting, sound, make up, hair, costumes, stage management, scene building, props, ushering and catering. All of these different areas help the actual performance and bring the musical to the stage but opportunities for student development do not end there as students are also involved in the design and distribution of programmes, tickets, brochures and advertising materials.

Volunteering or auditioning is not a decision to be taken lightly as the road is long and the work is hard. The rewards, however, make it all worthwhile. By grasping this opportunity to be a part of something different, students can gain a great sense of achievement. Taking part in a musical can not only increase their skills and confidence but also enhance their sense of pride and belonging.

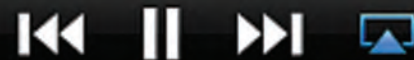
While the students are at the centre of all that is done, the successful staging a musical relies on the hard work, help and co-operation of many others: the sponsoring body (Law's Foundation), the Incorporated Management Committee, the Senior Management Committee, the teaching staff and the non-teaching staff.

在學校，排演音樂劇已成為傳統，也必定會傳承下去。

籌辦音樂劇，最重要的原因是學生。羅定邦中學的其中一個辦學理念是以學生為中心。音樂劇讓學生有機會在不同的領域發展，並非只為公眾看到的演出：唱歌、跳舞、演戲以及彈奏樂器等。要演出成功，除了幕前的努力，實有賴學生在幕後的支持，其中包括：劇本創作、選歌、排舞、燈光、音響、化妝、髮型設計、戲服、舞台管理、場景、道具及接待等。這一切都是我們可以把音樂劇成功帶上舞台的原因。除了上述種種，學生亦協助設計及安排節目、戲票、小冊子及宣傳物資。

自薦及試鏡都不是容易的，這是一條漫長而艱辛的路。然而，這一切都是值得的。當學生抓緊機會參與不一樣的活動，他們會得到成功感。參與音樂劇不但給予他們增加自信的機會，也提升他們對學校的歸屬感。

一齣成功的音樂劇，還有賴辦學團體、法團校董會、高層校管小組、老師以及其他同工的努力、協助及合作。





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Our Musicals 我們的音樂劇



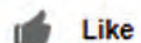
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Our Musicals 我們的音樂劇

The Past 從前

To date, LTPSS has staged five musicals 目前為止，羅定邦中學公演了五齣音樂劇：

- 📌 'Fiddler on the Roof' – Shatin Town Hall 沙田大會堂
- 📌 'Feline Fantasy' – Cultural Centre Tsim Sha Tsui 尖沙咀文化中心
- 📌 'Phantom of the Opera' – LTPSS School Hall 學校禮堂
- 📌 'BA Dream' – Shatin Town Hall 沙田大會堂
- 📌 '20' – LTPSS School Hall 學校禮堂

'Feline Fantasy', part of the school's tenth anniversary celebrations, was based on 'Cats' and 'Bueno Aires Dream' was based on 'Evita'. '20' was specially written and performed to form the climax to the school's twentieth anniversary celebrations.

'Feline Fantasy' 這齣音樂劇是慶祝學校十周年活動的其中一部分，以《貓劇》作藍本；'Bueno Aires Dream' 以《貝隆夫人》作藍本；《二十》為特別製作的音樂劇，把學校二十周年的慶祝活動帶到高潮。

[Show more](#)


'20'

by LTPSS



The Present 現在

The musical currently in development has the working title of 'AVO'. This stands for the Latin phrase Amor Vincit Omnia (Love Conquers All). Like '20', 'AVO' is not based on an extant musical; 'AVO' started as an idea for a story and that story will be told using songs that have been selected, adapted and woven together to form a cohesive whole.

Work on 'AVO' began in October 2011 when a special 'Cross-Curricular Activity' club called 'TNM' (The Next Musical) started working with a basic storyline. Ideas for songs, characters (names and personalities) and a script were developed. It is a love story that begins and ends in 1988 but most of the story is told in flashback and is set in 1948. The action takes place mostly in Shanghai; the dialogue is split 50/50 between English and Putonghua and features songs in English, Putonghua, Spanish and Cantonese.

現正籌備的音樂劇為“AVO”，這是拉丁語AMOR VINCIT OMNIA（愛可以戰勝一切）。跟《二十》一樣，“AVO”並非以現存的音樂劇作藍本，它是故事的意念，選用不同的歌曲，編制成完整的音樂劇。

“AVO”的籌備工作在2011年10月開始，當時有一個特別成立的聯課活動學會(THE NEXT MUSICAL)。學會從簡單的故事大綱開始，然後選歌，製訂角色(人名及性格)及撰寫劇本。這是一個愛情故事，從1988年開始及結束，但大部分的情節發生在1948年，並運用倒敘法交代。由於大部分的場景發生在上海，因此，英文及普通話的對白各佔劇本的一半，選歌方面則包括英文語、普通話、西班牙語及廣東話。

The Future 未來

The work done in the past and the work being done now is helping to establish the tradition of staging musicals in LTPSS. With continued effort and support from all those involved this will become a fully-established tradition and will be a highlight on the school calendar.

學校一如以往籌辦音樂劇，大家的努力和支持令音樂劇得以承傳下去，這也會成為學校每年的盛事。

Student Development

學生發展

We place high expectations on our students. We trust that every one of them has the potential to be a successful and responsible member of society. What we need to do is to provide them with a breeding ground. We have adopted a whole-school approach in Student Development – all teachers and staff members of the school are diligently involved in Student Development. This is the way we maximize our effort for the whole person development of our students.

學生是燦爛的星星。我們相信每一個學生均有潛質成為社會中成功，而且有所承擔的人。故此，學校的使命就是要為學生提供優良的成長園地。本校以「全校參與方式」推動學生發展，所有教職員均用心參與其中，竭力推動學生全人發展。

The Life Education Programme

Life education in our school involves domains like moral, civic, sex, health, careers and life skills; ranging from personal level to family, school, community, national and global. We also incorporate the 'Seven Habits of Highly Effective People' advocated by Steven Covey. These aim at enhancing skills and positive attitude in our students.

We have a Life Education period every week. Our programme is implemented through hall assemblies, life education lessons and other whole school activities or programmes.

生活教育

本校生活教育科提供德育及公民教育、性教育、健康教育、事業發展及生活技巧培訓，令學生的視野從個人推向家庭，從學校展望社區，從國家放眼世界。此外，本校亦引入了美國學者史蒂芬·理查茲·柯維的理論：「高效人士的七個習慣」，從而培養學生正面積極的學習態度，提升各方面的技能。

本校每周均設生活教育課，以集會、課堂及全校活動，全面推行上述理念。

Community service initiatives and Rainbow Ambassador Scheme

We provide ample opportunity for students to initiate their own programmes to serve the community. This year, students plan their own community service programmes and carry them out with the assistance from their class teachers and training by professionals. They are encouraged to serve not only at home, but also at school and the community. Under the Rainbow Ambassador Scheme, students are recognized for their good services and will be awarded as Red, Orange, Yellow, Green, Blue, Indigo or Purple Ambassador as they have achieved more.

義務工作目標及彩虹大使計劃

我們提供大量的機會給學生服務社會。今年，學生將自行籌辦服務計劃，在班主任老師的協助和專業人士訓練，協助實踐。我們鼓勵學生不只在家庭，也要在學校及社區服務。在彩虹大使計劃中，學生在義務工作的良好表現將會得到認同，並按分數評定或升級為紅色、橙色、黃色、綠色、藍色、靛色、紫色大使。

Buddy Scheme

To enhance the sense and skills as responsible members of a community in our students, there is no better ways than to provide them the opportunity to actually practice. The Buddy scheme, provides senior form students the opportunity to help out the juniors. In this programme, the seniors can demonstrate their leadership and serve as role models while the juniors are assisted with their academic as well as personal challenges.

大哥哥大姐姐計劃

為使學生成為有承擔的公民，本校為學生提供實踐責任的機會，致力培養他們的觸覺及技能。大哥哥大姐姐計劃由高中學生帶領，培養他們的領導才能，協助初中生成長。



Janice Wang 5T
Mentor of the Buddy Scheme
2012-13

Buddy scheme is a scheme for you to learn a lot of skills. With the help from the mentors, the mentees can experience a different school life. Going to school is not only for studying, but enjoying your time hanging out with friends and mentors. By joining the Buddy Scheme, your leadership skills, communication skills and problem-solving skills will definitely be sharpened.

Besides, there are bunches of amusing tasks and challenging missions awaiting you. Mentees are required to complete some fascinating missions together with the mentors. What's more, special prizes will be given to the winners! In addition, some camps and events will be held in the Buddy Scheme. For example, the mentors last year attended a two-day leadership camp. We really had a great time and we gained a lot from it. Our leadership skills and problem-solving skills have markedly improved and we are experienced in facing difficulties.

Undeniably, joining Buddy Scheme is a great opportunity for you to learn more and have fun at the same time. If you want to create distinctive memories in your secondary school life, it's time for you to join the appealing Buddy Scheme.

The Fast Track Programmes 拔尖課程

What are the Fast Track Programmes for? 拔尖課程為何而設?

The Fast Track Programmes aim to provide students of high academic calibre with a route to achieving additional academic qualifications on top of the DSE. These programmes will enhance students' opportunities of and/or accelerate their learning to receive further study at the tertiary level both in Hong Kong and overseas.

本課程旨在為具能力之同學提供學習途徑，讓學生於香港中學文憑試外，獲得額外的學歷，有助同學提升及/或提早入讀本港及海外大專院校的機會。

We open a
new door
for our children



The IGCSE O-Level Examination 國際普通中學教育文憑考試

Since the 2012-13 school year, alongside the regular DSE programme, the school has been providing a Fast Track Two-year Programme on IGCSE O-Level Examination for selected S.3 students. Students are normally required to take the extra tuitions on Saturday mornings in school. In the 2012-13 school year, about 20 students took part in it.

自2012-13學年起，本校為合適的中三級同學提供兩年制國際普通中學教育文憑考試拔尖課程，同學一般須於星期六上午返校參加額外的課節。在2012-13學年，約有20位同學參與有關課程。

Selected students will be provided with extra lessons on topics of the IGCSE O-Level syllabuses of subjects including English Language, Mathematics, Additional Mathematics, Physics, Chemistry and Biology, and etc. They are expected to sit for the IGCSE O-Level examinations in May/June of the year when they complete the two-year programme.

本校老師將提供額外課堂，教授國際普通中學教育文憑考試中的英國語文、數學、附加數學、物理、化學、生物等科目課程內的課題。完成兩年課程後，參與的同學將於該年的五、六月參與國際普通中學教育文憑考試。



The GCE A-Level Examination* 普通教育文憑高級程度考試*

Since the 2012-13 school year, alongside the regular DSE programme, the school has been providing a Fast Track Two-year Programme on GCE A-Level Examination for selected S.5 students. Students are normally required to take the extra tuitions on Saturday mornings in school. In the 2012-13 school year, 29 students took part in it.

自2012-13學年起，本校為合適的中五級同學提供兩年制國際普通中學教育文憑高級程度考試拔尖課程，同學一般須於星期六上午返校參加額外的課節。在2012-13學年，約有29位同學參與有關課程。

Selected S.5 students will be given extra lessons on topics of the GCE A-Level syllabuses of Mathematics, Further Mathematics, Physics, Chemistry and Biology, and etc. They are expected to take the GCE AS-Level examinations in May/June of the following year, and then take the examinations of the remaining modules of the subjects in May/June of the year immediately after their DSE examination in order to obtain their GCE A-Level qualifications.

本校老師將提供額外課堂，教授國際普通中學教育文憑高級程度考試中的數學、高級數學、物理、化學、生物等科目課程內的課題。參與課程的同學將於翌年的五、六月參與國際普通中學教育文憑高補程度考試，及於中六完成中學文憑試後，五、六月參與國際普通中學教育文憑有關科目其餘單元的考試，以考取高級程度的學歷。



Benefits of the Fast Track Programmes 拔尖課程的優勢

For students who plan to study overseas, obtaining at least two A-Level passes with good grades, they may easily get admission into respectable universities overseas such as in the U.K., Australia and New Zealand to study their 3-year undergraduate courses. Compared with their counterparts, they will be able to shorten their study time by one year. For students who plan to study in Hong Kong, they will learn more in terms of the breadth of the GCE A-Level subject syllabuses compared with those of the DSE, and they may also have advantage over others in terms of the established academic achievements they obtain when they apply to local universities through JUPAS.

對打算於海外升學的同學而言，在至少兩科高級程度科目獲得良好等級的話，他們很容易獲得海外(如英國、澳洲及紐西蘭等)著名大學取錄，修讀三年制的學士課程。因此，與同期同學比較，他們的修讀年期，可縮短一年。對留港升學的同學來說，修讀高級程度科目，他們學到的課程內容較中學文憑試的廣闊，更因獲得具體的學業資歷，在大學聯招系統申請本地大學學位時，可能較其他申請者有一定的優勢。

In the 2012-13 school year, among the S.5 students who have completed the first three modules of the GCE A-Level Mathematics syllabus and taken the examination in May/June 2013, 67.9% of students scored 80% (A) or above. The results were encouraging.

在2012-13學年，參與計劃的中五同學完成高級程度數學科其中三個單元課程，並參加2013年五、六月的考試，當中67.9%的同學獲80%或以上(A)，成績令人鼓舞。

*The GCE A-Level Examination will be later renamed as International A-Level Examination
*國際普通中學教育文憑高級程度考試稍後將改稱為國際高級程度考試。

Our Learning Environment

我們的學習環境

Our school campus is located near the Tai Po Market MTR Station. The total area of the school campus is 9321 square metres.

There are two 6-storey buildings with a school hall, an open playground and 2 covered playgrounds.

The total area of the library is 6000 square feet with a collection of more than 50,000 books.

校舍毗鄰港鐵大埔墟站面積9321平方米。

校舍共有兩座六層樓高的建築，另有禮堂、全天候運動場及2個有蓋操場。

圖書館面積共六千多平方尺，藏書逾五萬冊。

Our Special Rooms Include

我們的特別室包括

21st Century Learning Centre
廿一世紀學習中心



4/F

Drama Room

戲劇室



7/F

Campus TV Room

校園電視室



2/F

Library

圖書館



3/F

Performing Arts Room

表演藝術室



4/F

Computer Assisted Learning Laboratories

電腦輔助教學室



2/F

Design and Technology Room

設計與科技室



5/F

Dance Room

舞蹈室



1/F

Food Science Room

食品科學室



2/F

Spanish Room

西班牙室



2/F



Jason Pang 6T

Vice Chairperson of
Campus TV Club 2012-13

Being the vice chairperson of the Campus TV Club, I took a few, but simultaneously, momentous responsibilities for the club. I taught the junior members the ways to take creative and meaningful videos and to be akin to sophisticated reporters as well as anchors.

Via the valuable one year experience, I have learnt how to be a leader. Team-work was an imperative essence in making high quality videos. Division of labour was the prerequisite to have the processes gone smoothly. And my role as a leader last year was simply dividing jobs for different members according to their skills, so that we could produce good videos consistently.

Overall, joining Campus TV would be an extremely wise decision as the members would absolutely experience an amazing, interesting and fun journey. I am happy that the school could provide such advanced facilities to us.

Admission Policy

收生

LTPSS does not participate in the Secondary School Places Allocation (SSPA) system of the Education Bureau (EDB). Applicants from any school net may apply to our school.

The School will admit students on a territory-wide basis. The Office of Admissions will handle business related to admissions, and applications for scholarships and financial assistance.

The School welcomes applications from qualified students regardless of nationality, ethnicity, gender, economic status and level (junior (S1-3) /senior (S4-6) levels).

Admission Criteria Placement for Secondary 1

Admissions are based on academic and non-academic achievements as well as interview performance.

Applicant's academic results in Chinese Language, English Language and Mathematics (second semester of Primary 5 and first semester of Primary 6) should attain grade B (or 75%) or above; conduct at grade B or above; and the students should agree with the school's educational philosophy.

Admission criteria 收生準則	Weighting 比重
School internal results 學業成績	40%
Interview performance 面試	40%
Conduct 操行	10%
Participation in extra-curricular activities, school and social services, and awards received 參與課外活動、學校或社會服務及所獲獎項	10%

Placement for all other levels

These are based on the level of an applicant's educational attainment and interview performance. Prior to admission, documents must be provided to show that the applicant has met HKSAR Immigration requirements for entry to a school in Hong Kong.

Application forms are now available from the School General Office and on the school website <http://www.ltpss.edu.hk>

轉制直資後，羅定邦中學不參與中央派位。自行取錄全港新生。所有關於入讀本校的事宜，包括申請入學及獎助學金等，均由「入學辦事處」辦理。

本校歡迎所有合資格學生申請入讀，不論其國籍、種族，性別及經濟狀況，申請入讀本校初中(中一至中三)或高中(中四至中六)課程。

收生準則 中一入學

本校根據申請人的學業和非學業成就以及面試表現評核其入學資格。

申請人需在小五下學期及小六上學期在中、英及數學科獲得B級(或75%)或以上。操行亦需有B級或以上。所有申請學生必須認同本校的辦學理念。

中二至中六入學

本校將根據申請人之教育程度及面試表現來評核。所有申請人必須符合香港特別行政區入讀本港學校資格。

如欲申請，可到本校校務處索取申請表或到本校網頁 <http://www.ltpss.edu.hk> 下載。

School Fees

School fee for S1 students in 2013-14 :
\$13,400 per annum in 10 installments
(pending on the approval from Education Bureau)

Scholarship

In order to appreciate students' calibre, talent and effort made in various areas, Law Ting Pong Secondary School has set aside a portion of the school fees collected to provide scholarships for those eligible students of excellence. Each scholarship can amount up to a full school year's tuition for respective levels of study.

Applications will be assessed on the basis of the student's achievement in his/her competencies and personal qualities such as

- academic performance;
- language and communication;
- inquiry and problem solving;
- creativity and performing arts;
- sport activities; and
- service and leadership.

Fee Remission

In order to allow students in financial need to receive quality education at Law Ting Pong Secondary School, a portion of the school fees collected has been set aside to provide financial assistance, in the form of fee remission, to eligible families.

The School will use the "Adjusted Family Income" (AFI) mechanism, currently adopted by the Student Financial Assistance Agency, HKSAR, as the means test to assess the eligibility of an applicant's family for the student-applicant's fee remission.

Details can be found on our website. www.ltpss.edu.hk

學費

2013-14年中一學生全年學費為：
每位學生HK\$13,400(分十期繳交)
(有待教育局審批)

獎學金

為獎勵學生在各方面的卓越成就，本校設有獎學金供合資格學生申請。每個獎學金相等於一半至全部學費，分期批發。申請將根據申請學生的能力及特質如下：

- 學業表現
- 語文及溝通能力
- 解難能力
- 創意及表演藝術
- 體育活動
- 服務和領導才能

學費減免

為讓經濟困難的學生仍能在羅中接受高質素教育，本校部份學費收入將用作學費減免。

本校將根據香港特別行政區學生資助辦事處的「調整後家庭收入」(AFI)，評核申請人是否符合資格申請學費減免。

詳情可瀏覽本校網頁 www.ltpss.edu.hk

Frequently Asked Questions

常見查詢



LTPSS puts much emphasis on broadening students' international vision. Apart from sitting for the local public examinations, will the school help students to apply for other international examinations?

校方一向強調培養學生的國際視野，學生除參加本地會考外，校方會否為學生報讀其他國際試？

To help boost students' English language standard, students are encouraged to take part in international examinations such as the University of Cambridge ESOL Examinations and the International English Language Testing System (IELTS).

In addition, tailor-made examination preparation courses on International General Certificate of Secondary Education (IGCSE) Examination will be offered to assist gifted students in attaining qualifications for admission to overseas universities.

本校鼓勵學生參加國際英語試，如劍橋英語試、國際英文測試等，本校會為有需要的學生報考上述考試。除此以外，本校亦會為資優學生提供度身訂造的課程，協助他們提早報考國際普通中學文憑試 (IGCSE) 等，以獲取升讀外國大學的資格。

English is adopted as the medium of instruction in an EMI school. How does the school help the new comers to adapt to the English learning environment?

校方如何幫助新生適應英語教學環境？

In late-August every year, a one-week S.1 English orientation camp is held. During the camp, various English learning activities and bridging courses will be arranged so as to help students to adapt to the English learning environment. When the term starts, we have "buddies" helping S1 students to adapt to the school.

校方會於每年的八月底為中一新生舉行為期一週的英語迎新營，藉此幫助新生適應本校的英語教學環境。入學後，學校亦有學兄學姐照顧新同學。

How does the school help the students from international schools to learn Chinese?

校方如何幫助來自國際學校的新生學習中文？

We will assess students' Chinese ability and design special Chinese lessons for them.

我們會先評估學生的中文能力，然後設計適合他們的中文課程。

Will Chinese Language be taught in Putonghua?

中國語文科是否以普通話教授？

For the time being, Chinese Language is taught in Cantonese to match the oral exam requirements in the HKDSE public exam. To provide multilingualism in the Chinese language, students have Putonghua lessons throughout the junior years.

目前學校仍以粵語教授中國語文科，以配合香港中學文憑公開試口試部分的要求。但學生於中一至中三仍保留普通話課程以體驗學習，增加學生運用普通話的機會。

Apart from the school fee, do we need to pay any other miscellaneous fee?

除學費外，校方還有其他額外收費嗎？

The school fee covers most expenses except those for co-curricular activities (CCA), study trips and instrumental classes, etc.

學費已包含一般費用，但不包括其他活動費用，如聯課活動、文化交流營及樂器班等。

Are there any scholarships and fee remission provided for students?

校方會否為學生提供助學金？

According to the EDB regulations, DSS schools must set aside at least one-tenth of the total revenue of tuition for fee remission. We will use the "Adjusted Family Income" (AFI) mechanism, currently adopted by the Student Financial Assistance Agency HKSAR, as the means test to assess the eligibility of an applicant.

根據規定，直資學校必須把學費總收入最少十分之一撥作學費減免之用，故本校會為符合資格的學生提供學費減免。本校將參照香港特別行政區學生資助辦事處的「調整後家庭收入」機制 (AFI)，以評核申請人是否符合申請學費減免。

After the release of S1 placement results, will the school still accept S1 applications?

中一學位放榜後，校方會否仍接受中一學位申請？

Applications will still be accepted if there are school places available. 視乎本校學額而定。如有餘額，本校仍會接受申請。



Transforming Learning Experience

不一樣的學習經驗