



Law Ting Pong Secondary School
A Diverse Learning Community for a Better Future

Want to know more?
Come and visit us on

2015-2016 S1 Information Day
二零一五至二零一六年度 中一入學簡介會

Date 日期 : 15/11/2014 (Sat)
6/12/2014 (Sat)

Time 時間 : 13:00-16:30

S1 Interview Day 中一面試日: 13/12/2014 (Sat)



School Prospectus 2014-15

S1 information day
15/11/2014 (Sat)
6/12/2014 (Sat)

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

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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衝發展。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。

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誠

Sincerity

正

Righteousness

思

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We are LTPSS

We are 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 its 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 the academic year 2008 / 09.

We are a Local School with an International Outlook

LTPSS seeks to create classrooms where students **work together in harmonious cooperation**, with each other and with the teachers. In the past, students opened textbooks and sat silently working through a set of routine and decontextualised exercises. We are now **working without boundaries and with learners interacting with each other at all times**.

If we want students to go forward in life and make meaningful and worthwhile contributions to society and to the world, schools need to teach skills and knowledge that will enable them to become **citizens of the world**. Such skills entail teaching students to **think critically, to solve problems, to present ideas to others in clear and logical language, to be able to access knowledge and information quickly, easily and skillfully, and to work with others in a caring, fair and equitable environment** that they themselves construct through sensitive awareness of the needs of others.

At the same time, the school recognises its duty to teach students to **look beyond their immediate horizons and seek to have a global outlook** so that they have a choice in life: a choice that will enable them to take their skills and knowledge all over the world. Here at LTPSS we are constantly reviewing both the curriculum and the methods of teaching to prepare students for the complex world in which they will live.



本校歷史

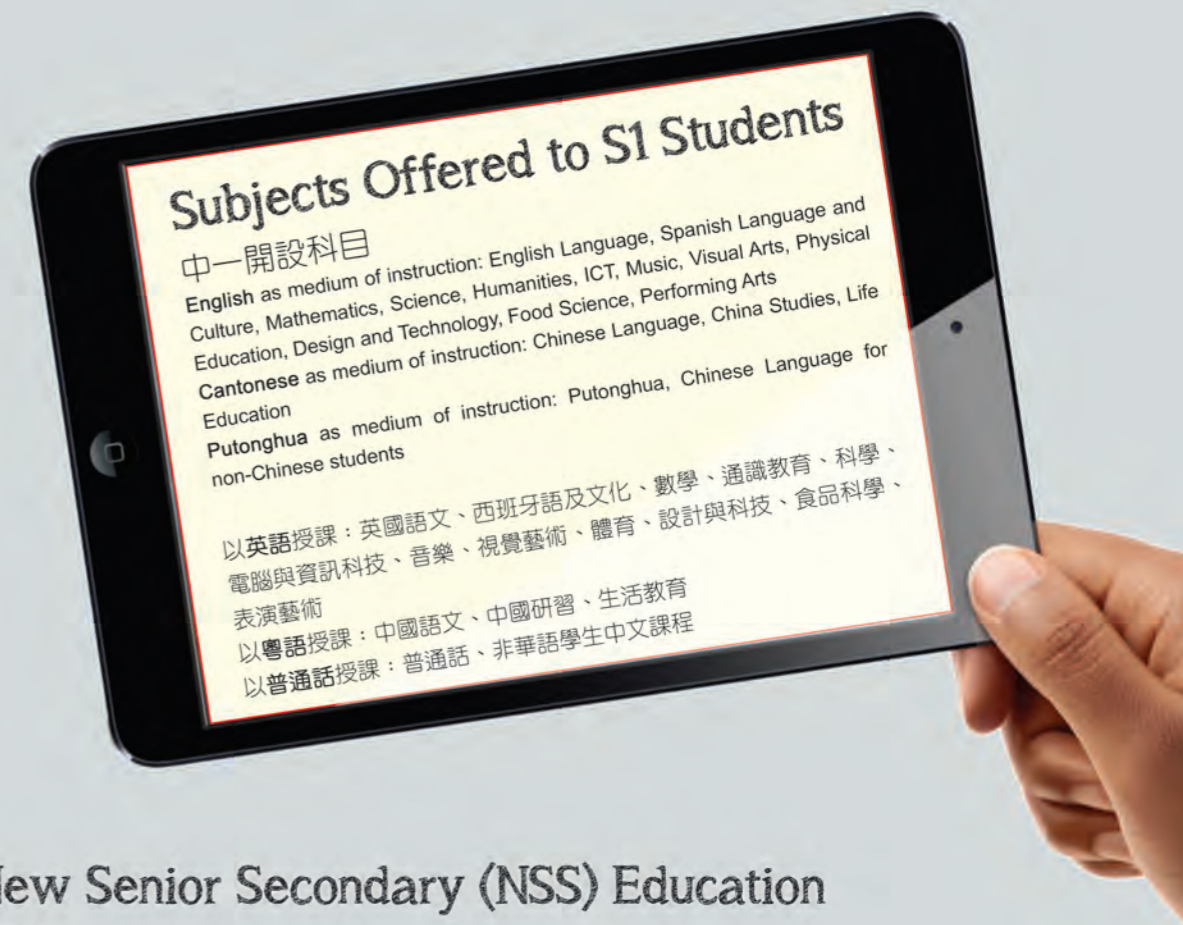
羅定邦中學是一所男女英文中學，由羅氏信託有限公司於一九九一年創立。多年來，本校秉承羅定邦先生的辦學精神，全心全意培育學生成為社會的棟樑，老師成為師中之師，學校之建樹為學界的模範。多年來，羅定邦中學贏得各方的口碑，精英輩出。為進一步發揮本校的教育理想，羅定邦中學於二零零八至零九學年起，以直接資助（簡稱「直資」）模式辦學。

我們是一間有國際視野的學校

羅定邦中學旨在創造讓**學生和諧合作、師生攜手共進的教室**。過去，學生於課堂上打開課本，默默地做重覆性、脫離語境的練習。現在，我們希望**打破課室的界限，給予學生互相交流的機會**。

如果我們希望學生在生活中前進，對社會和世界作出有意義和有價值的貢獻，學校必須教授一些技能和知識，使他們能成為**世界公民**。這些技能使學生能夠批判性地思考和解決問題；運用清晰、有邏輯的語言提出觀點；快速、容易、有技巧地獲取知識和信息，以及通過了解別人的需要，在一個充滿關愛的、安全的和公平的環境與人合作。

與此同時，學校必須了解自身的責任：**教導學生尋求全球化視野**，這樣學生才可以在生活作出選擇。如果他們願意，這個選擇能給予他們機會，把他們的技能和知識運用在世界各地。羅定邦中學將不斷改進課程與教學方法，為學生未來在這複雜的世界生活作好準備。



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



'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 2002, Mrs Chan was awarded the Chief Executive's Commendation for Community Service and in 2012, 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。



Ms. Lancy Tam

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About

Worked at Law Ting Pong Secondary School

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

Status Photo Place Life Event

What's on your mind

Our Principal :)
我們的校長

Ms. Lancy Tam
September 1

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."

Like · Comment · Unfollow Post · Promote · Share

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。」

A Professional Teaching Team

專業的教師隊伍



We are an international teaching community

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., Australia, 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.

Moreover, we 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, Mr. Mr. Kwok Hon Yeung, our Chinese Language Consultant, and Mrs. Betty Tham, our Arts Education consultant.

76 TEACHING STAFF
教職員

5 CONSULTANTS
顧問

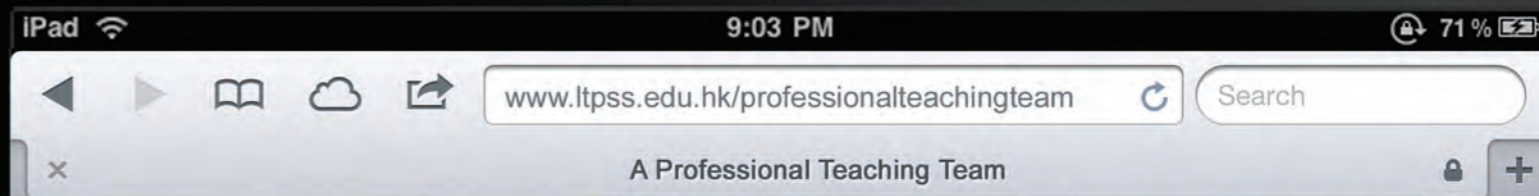
25 SUPPORTING STAFF
教學支援組

20 ENGLISH-SPEAKING TEACHERS
外籍老師

國際化的教育團隊

本校擁有來自英國、加拿大、美國、澳洲、中國和西班牙等國家的外籍教師團隊，通過與本地老師的共同合作，為學校建構一個多元化的學習環境，讓同學沉浸於不同的語言和文化氛圍下，藉此擴闊他們的國際視野。

學校為教師提供了不少專業交流的機會，本校西班牙語科主任Mr Nicolás Arriaga-Agrelo是西班牙語教學研究雜誌SinoELE的董事及創辦人之一，希望通過研究中文為母語的西班牙語學習者的學習經驗，促進西班牙語的教與學。此外，我們擁有教學經驗豐富的顧問團，包括香港學校自評網絡董事Mr Archie McGlynn、英語顧問Mr Julian Harniess、中文顧問郭漢揚先生及藝術教育顧問Ms Betty Tham，藉著他們的參與，讓本校的課程及活動發展更完善、更多元。



Our Teachers as Life-long Learners

All teachers possess a bachelor's degree with relevant teacher's training qualifications. Over 40% 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，其中超過四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。



Our Spanish Consultant
Mr. Nicolás ARRIAGA-AGRELO



Our English Studies Consultant
Mr. Julian HARNIESS



Our Chinese Language Consultant
Mr. KWOK Hon Yeung



Our Arts Education Consultant
Mrs. Betty THAM

Our Study Path 我們的學習路徑



Universities and Other Institutes
(Local or Overseas)
大學及專上學院(本地或海外)



HKDSE

Students take 4 Core subjects (Chinese Language, English Language, Mathematics and Liberal Studies) plus two to three electives in the HKDSE.

學生須修讀四個必修科(中文、英文、數學和通識)及兩至三個選修科



GCE

Students can seek admission to universities by taking GCE through non-jupas admission
學生可以GCE成績經非聯招方式申請入讀大學



IGCSE

Students can gain valuable academic qualifications prior to taking the DSE
學生可於DSE考試前獲得額外的學歷



S1-S3 School Based Curriculum 校本初中課程

(Non-Chinese Speaking students will be assessed and special Chinese lessons will be arranged for them)

我們會先評估非華語學生的中文能力，然後安排適合他們的中文課程



Local Primary School students
本地小學生



International Primary School students
國際小學生



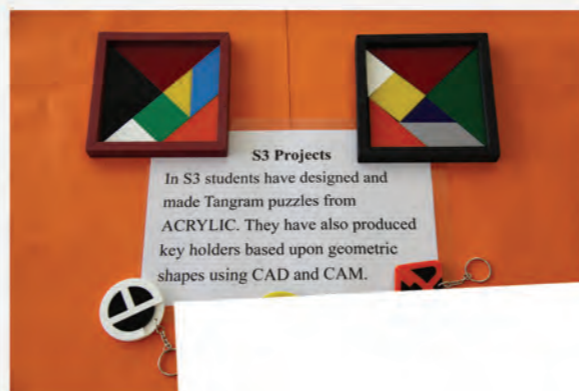
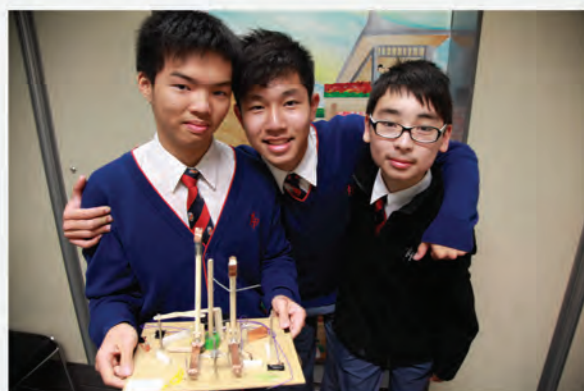
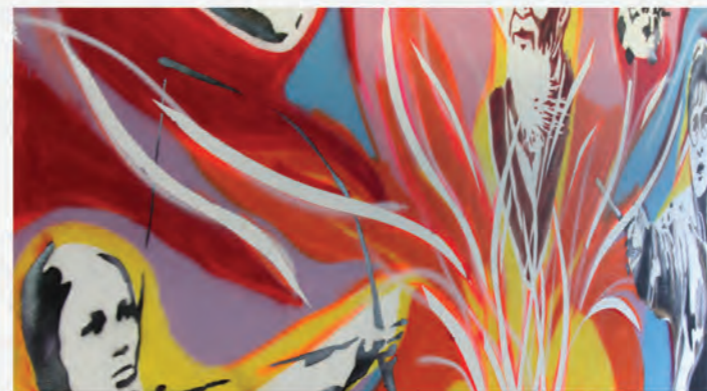
Learning and Teaching 我們的教學 at Our School

Learning and teaching is the core business of our school. It is our aim to motivate all our students to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. We want to prepare our students to be successful in a rapidly changing world that has many challenges, some of which are yet unforeseen. Our belief is that teachers and students should work in partnership to create a stimulating and successful learning environment. We aim to ensure our students are fully involved in the learning process, thereby promoting an active culture of learning. This can be done by engaging students in the learning progress, employing effective questioning techniques, sharing learning objectives and success criteria and by giving them opportunities to assess their own work.

The school is determined to move away from teacher-centred, text-book-bound teaching towards a more student-centred and problem-based approach, whereby students claim ownership of their learning and share the knowledge they have constructed with others. Continuous, formative assessment is in place to ensure assessment for learning and not just of learning. To this end, the teachers' roles have also been transformed so that they are no longer the sole source of knowledge in the classroom. Rather, they are now co-learners and facilitators, helping students to build their own bank of knowledge and develop learning skills.

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範疇的學習，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。

基於上述學與教理念，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。學生彼此分享經驗，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。為了達致此目標，教師角色也有轉變。教師不再是課堂唯一的知識來源，而是逐漸成為學生學習的協作者及促進者，引發學生的好奇心，師生共行，協學生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新挑戰。



Assessment for Learning

促進學習的評估

In order to become independent learners, students need to be informed about their learning. The teacher plays a crucial role in this process. By ensuring a student has a clear understanding of the learning targets and the success criteria the teacher can then help guide the student through the next stage in his or her learning journey. This advice can take many forms, for example, general class feedback, a personal discussion or comments written on a piece of work. We call this Assessment for Learning because the assessment informs the student about their subject knowledge, understanding as well as gives them guidance about their progress

AFL is supported by the adoption of Formative Instructional Practice which places the student at the centre of the learning process and creates a learning experience within which students can reflect and monitor their own progress. By setting learning targets in student friendly language our students know what they have to achieve and whether they have achieved it.

We deploy a variety of tasks and activities to assess learning outcomes during the learning process. Tests and examinations, amongst many others, are only two forms of assessment methods with which we measure students' success; they are not allowed to dictate the curriculum. For example, students' portfolios will show all evidence of the learning process especially during the formative stage of assessment.

總結性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，也未能引導學生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，教師更能掌握學生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、掌握學習技巧及正確的建立態度和價值觀。

為優化「促進學習評估」的實踐，本校開始採用 Formative Instructional Practices (FIP) 的方法，整合「學習目標」、「評估」及「回饋」以促進學習。不同學科均以以下內容及形式評量學生學習成果，包括：知識的獲得、概念的理解和應用、技巧的掌握、資訊的闡釋及成果的匯報。本校教師會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。



iLearning @ LTPSS

資訊科技學習

Our students are growing up in a world where they can publish, collaborate and share knowledge. Nothing like this has happened before. Our students learn to use Learning Technology to communicate and represent their ideas through sound, image, colour, movement and simulation. They also develop the capacity to use Learning Technology to become life long learners and knowledge workers for the future.

我們的學生在成長的世界裡，他們可以發布、協作和分享知識，這是前所未有的。我們的學生學會使用「學習技術」交流溝通，並通過聲音、圖像、色彩、運動和模擬表達他們的想法。學生還會開發使用電子學習技術，以便將來成為終身學習者和知識型員工，為未來鋪路。

iLearning @ LTPSS 資訊科技學習@羅定邦中學



iLearn
資訊科技學習



iAccess
資訊存取及運用



iExperience
資訊科技之體驗



iLearn 資訊科技學習

- A collection of interactive digital learning resources
互動式數碼學習資源的集合
- Students using technology to share ideas and create and construct their own knowledge
學生利用科技來分享意念，創造和建構自己的知識
- Students being creative in the way they present their ideas in multi-media
學生運用多媒體表達意念，更能展現他們的創意
- Digital Classrooms in Learning Platform called Teamie which connect students, teachers, classes and parents to share their learning experiences
電子學習平台中的Teamie數碼教室能將學生與教師、班級和家長連接，分享學生的學習經驗
- Digital resources which students can access anywhere anytime and learn at their own pace and become independent learners
學生可以隨時隨地運用數碼資源，調整自己的學習步伐，成為獨立的學習者



iAccess 資訊存取及運用

- Students can access their digital classroom and learning resources on any mobile device. Currently we have over 150 school iPads and students are increasingly expected to bring their own mobile device
學生可以訪問任何移動設備上的數碼課堂和學習資源。目前，我校有超過150台iPad平板電腦，愈來愈多學生都希望能善用他們的移動設備
- A robust and reliable campus wide wireless network
一個強大的，可靠的校園內的無線網絡
- A mobile device management solution which ensures students stay focused on learning
移動設備管理解決方案確保學生專注於學習
- Specialised rooms to support iLearning
學校有專用教室支持電子學習



iExperience 資訊科技之體驗

- Teachers are able to design learning activities which engage, enhance and extend students learning
教師能夠設計合適的教學活動，促使學生更多參與、加強和擴展學生的學習經驗
- Technology gives teachers new ways of monitoring students progress and giving them feedback about their learning
科技為教師提供了新途徑來調控學生的學習過程，並給予學生及時的學習反饋
- Students learn how to be digitally and information literate as well as how to be safe online
學生需要學習數碼科技素養，以及如何安全上網



Other Learning Programmes

其他課程 We Open a New Door for Our Children

What are the Other Learning Programmes for?

其他課程為何而設?

Other Learning 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。

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

Since the 2012-13 school year, alongside the regular DSE programme, selected S.3 students are provided with extra lessons on subjects of the IGCSE syllabuses. Students are normally required to take the extra tuitions on Saturday mornings in school. They are expected to sit for the IGCSE examinations in May/June of the year when they complete the two-year programme.

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課程，同學一般須於星期六上午返校參加額外的課節。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 (GCE) 高級程度考試

Since the 2012-13 school year, alongside the regular DSE programme, selected S.5 students will be given extra lessons on subjects of the GCE A-Level syllabuses. Students are normally required to take the extra tuitions on Saturday mornings in school. 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.

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課程，同學一般須於星期六上午返校參加額外的課節。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的五、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，以考取高級程度的資歷。

Benefits of the IGCSE & GCE Programmes

IGCSE及GCE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 or non-JUPAS admission.

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。學生也可以GCE成績經非聯招方式申請本地大學學位。

Alternative Chinese Curriculum

非華語學生中文課程

To cater for the learning needs of non-Chinese speaking pupils or pupils who have not been following a standard Chinese curriculum in Hong Kong, a special curriculum is designed such that pupils who would like to pursue further study through JUPAS may follow the IGCSE/ GCE curriculum.

為了照顧本校的國際小學生，我們設計了非華語學生的中文課程。讓他們修讀完畢後，銜接IGCSE/GCE的中文課程



I am Eden San from 3S

I am a non-Chinese speaker in LTP and the school has provided many opportunities to help me learn Chinese. At first, I thought that it was almost impossible to pick up my Chinese speaking and writing skills. But after a while, I found that learning Chinese in LTP was really fun.

My non-Chinese subject teacher is really nice and friendly who makes the lessons really enjoyable. She helps us learn Chinese with simple activities and games and it creates a really happy learning environment. After learning Chinese as a non-Chinese speaker, I find it easier to communicate with my friends because I am able to use some basic Chinese to talk to them.

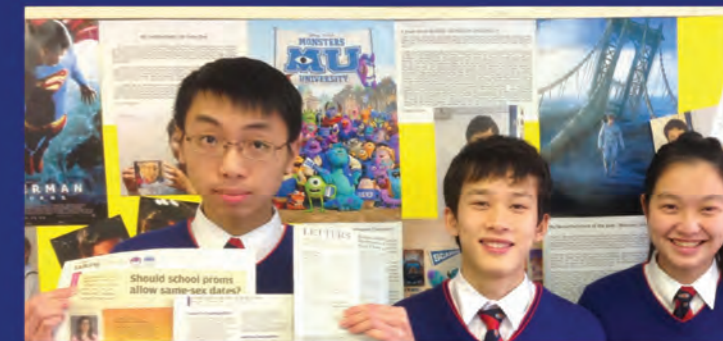


ENGLISH THROUGH PERFORMING ARTS

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。



I am Darren Tang from 6S

English learning is not limited to vocabulary, grammar usage, anything we can read from the textbooks and classroom learning, but is also an experience to express our thoughts and ideas in daily life. I have fully utilized what I have learnt in school into writing letters to the SCMP. It is my tremendous pleasure to have my written ones published in the opinion section and Young Post. Among all my publications, I particularly find the letters to the editor mostly useful for my lifelong learning. Themes of my letters vary from hotly debated issues in Hong Kong and China, to international affairs. For instance, I have expressed my viewpoints towards the influx of mainlanders in Hong Kong and suggested pragmatic approaches for such an ongoing problem. Criticisms over the incineration plan and wealth disparity in Hong Kong are the other current issues I have enquired in my letters. I have also examined international politics in one of my letters by focusing on the Ukraine political crisis.

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.

為了強化同學對英語的掌握，豐富他們的學習經驗，並照顧同學的學習差異，英文科提供了多面向的英語學習機會，包括：

- 故事演講
- 校際朗誦節
- 集誦隊
- 戲劇節

此外，英文科亦開設了很多不同類型的課外活動，例如電影學會、跨文化分享學會、辯論學會、辦公室傳意學會、運動傳意學會、讀書會及戲劇學會等，我們鼓勵同學踴躍參加活動，藉此體驗學習英語的樂趣。

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)

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 a 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 EDEXCEL IGCSE, and Cambridge Advanced Subsidiary Levels) Our target level for Senior Secondary School is now the AS Level, which 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常設科目，深受同學歡迎。羅定邦中學是一所具有國際視野的本地學校。

在2009年，我們把西班牙語引入初中課程，近年更於高中把西班牙語列作選修科。當學生完成指定課程後，可以按自己需要參加不同的公開考試。(西班牙外語文憑A1、A2及B1級考試，劍橋大學國際普通中學教育文憑考試，高級補充程度考試)

高中的西班牙語課程以高級補充程度考試編撰，完成相關考試後，將會被計算為香港中學文憑試的選修科成績。為了確保學習質素，我們會挑選具有一定語文知識的同學參加正規課程。良好的學習態度和表現是修讀相關課程的先決條件。



Extra-academic Activities

其他學習活動

Following the success of the LTV and in order to promote Spanish culture and language through media and social network, the Spanish department has created LTV Spanish. A team formed by students will be dedicated to attending Spanish events, interviewing, filming, editing, translation, subtitles, video production and also as administrators of social network.

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 Hispanic culture with our "Spanish Week": a festive week full of Latin music and dance, food and cooking lessons, cinema and sports.

"LTPSS is also one of the organizers of the Intercollegiate School Poetry Recitation contest in Spanish which, in its second year in 2014, had one hundred participants from Hong Kong schools, plus more than 25 jury members from a dozen Latin American countries. The festival is also a benchmark event in the Hispanic panorama of Hong Kong. It is not just a great opportunity for our students to meet students from other schools and to share with them a common interest in Hispanic language and culture, but also for their parents and the ever-growing Hispanic community who passionately embrace its culture, music and food. LTPSS is honoured to be the host school for its third year, to be held on March 21, 2015."

隨著近年校園電視台LTV的成功發展，西班牙科成立了LTV西班牙頻道，希望利用媒體及社交網站，向同學推廣西班牙語言及文化。由同學組成的工作團隊，將參與校內外有關西班牙的活動，進行採訪、拍攝工作，其他如後期的編輯、翻譯、字幕、影片製作及社交網站的行政事宜，也由同學負責，配合學校以同學主導學習的理念。

2011年學校舉辦西班牙巴塞隆拿暑期遊學團，開創香港先河。為期兩星期的遊學活動中，同學在當地大學與來自世界各地的同齡學生互相交流。每天完成語言課程後，他們會參加不同的活動或進行文化觀光。在十月，學校會舉辦「西班牙周」以推廣西班牙文化，活動包括拉丁音樂和舞蹈表演、西班牙食物烹飪、戲劇和體育競賽等。

2014年羅定邦中學參與舉辦第二屆校際西班牙朗誦節，共有約100位來自不同學校的同學參賽，超過25位來自拉丁美洲國家的外籍人士擔任評判。朗誦節是本港西班牙學習者的矚目盛事。這不僅是一個很好的平台，讓不同學校的同學交流西班牙語及文化，也為家長和西班牙裔社群提供了機會，可以欣賞詩歌朗誦表演，還可以享受不同國家的美食和音樂。第三屆校際西班牙朗誦節將於2015年3月21日假本校舉行，屆時將有很多精彩比賽和表演，實在不容錯過。

Our Spanish Speaking Exchange Students.

西班牙語交流生

For the past four years LTPSS has participated in the AFS exchange program, and we have welcomed each year at least one student from a Spanish-speaking country (Argentina, Mexico and Spain). Having native Spanish-speaking students has proven to be even more beneficial than in principal than one might suppose, since, in addition to the opportunity to see at first hand another culture and practice the language, it actually has a positive effect on motivation and meaningful learning through coexistence and integration efforts of hosts and visitors.

此外，羅定邦中學連續四年參加AFS交流計劃，我們每年接待的交流生中，均有最少一名來自阿根廷、墨西哥或西班牙的同學。這些以西班牙語為母語的交流生，令羅中同學獲益不少。通過互相交流和共同學習、生活，除了讓同學有機會親身體會西班牙文化外，對本地同學學習西班牙語亦起了正面積極的作用。



Greetings! My name is Kelvin and I am an S.5 Spanish student.

The reason I chose Spanish as one of my electives is because I would like to learn an extra language to prepare myself for the 21st Century. Getting out of my comfort zone surely makes me learn more and leads me to a more meaningful life.

Spanish Learning for the senior form students in our school focuses mostly on IGCSE curriculum. Though it is hard and tough, the lessons are still very interesting. La clase de espanol es muy interesante.

I enjoy the lessons with my buddy, Eddy. Learning Spanish in such a small group is surely easier because our Spanish teacher is able to spend more time on us.

Learning Spanish is fun! Junior students should also consider selecting Spanish as one of their electives in order to jump out of their own comfort zone and experience more.



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.

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 teachers experienced in teaching the DSE Music Course, composers, musicians and musicologists.

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。

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。



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.

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. In 2013, they even helped organize the study tour to Taiwan. In the trip, they were given ample opportunities to explore music in a different culture.

Moreover, the School Choir has proved to be one of the devoted School Teams with their 1st place in Hong Kong School Music Festival in 2012 and Gold Award in Tai Po Choir Competition in 2013 and 2014. They were also invited to give a public performance in the Hong Kong World Geopark Opening Ceremony in 2012 as well as to perform in the CYC Annual Ceremony in 2013 and 2014. To be in line with the social awareness concern, under the baton of the famous conductor, Mr. Carl Choi, the School Band and the School Choir staged a Fund Raising Concert for the Community Chest of Hong Kong with Chinese YMCA College, St. Teresa Secondary School, TWGHs Lee Ching Dea Memorial College in May 2014 and raised funds for people in need.



I am Ariel Chan from 4S

First I can tell that I'm very lucky that I am one of the choir members. Actually I learnt a lot in choir. I would not say that the training sessions are practice. Instead, it is a training session! It trains us how to pay attention to others. It trains us to be a punctual person. Also it trains us how to be a leader.

When some students say that choir is wasting their time, I have an opposite view. I can say that "No pain, no gain". After joining this school team, I totally understand what this expression is about. Never think about the 'gain', but think how to try hard first!

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。

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。在2013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2012年的校際音樂節取得第一名的佳績，並在2013及2014年大埔合唱團比賽中勇奪金獎，成績驕人。合唱團亦獲邀於2012年香港地質公園開幕禮中進行公開表演及在2013及2014年公益少年團周年典禮上演出。此外，本校管樂團及合唱團亦積極參與關懷社區的工作，並於2014年5月參加了一場慈善音樂晚會，在著名指揮家蔡嘉樂先生的指導下，與青年會書院、德蘭中學、東華三院李潤田紀念中學一起協作，為香港公益金籌得超過可觀的善款，幫助社會上有需要的人士



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.

在羅定邦學校，排演音樂劇是一項令人驕傲的傳統。以學生為本是本校的其中一個辦學理念，而音樂劇讓學生有機會在不同的領域發展。音樂劇的成功，除了幕前的演出，如唱歌、跳舞、演戲以及彈奏樂器外，還需要一群在幕後支持的學生，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。幕前幕後所有工作人員的付出，造做了音樂劇的成功。除了上述種種，學生亦協助籌辦的工作，令音樂劇成為以學生為中心的學習活動。排演音樂劇不是一件容易的事，這是一條漫長而艱辛的路。然而，這一切都是值得的。參與音樂劇不但能增加學生的自信，提升自身的成功感，也有助加強他們對學校的歸屬感。



The Past 從前

To date, LTPSS has staged six musicals 目前為止，羅定邦中學公演了六齣音樂劇：

- '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
- 'AVO' – LTPSS School Hall 學校禮堂

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

'Feline Fantasy'這齣音樂劇，是慶祝學校創立十周年的其中一個活動，以《貓劇》作為藍本；'Buena Aires Dream'以《貝隆夫人》作為藍本；《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。"AVO"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，然後選用不同的歌曲編制成完整的音樂劇。從簡單的故事大綱開始，然後選歌，至到製訂角色(人名及性格)及撰寫劇本。"AVO"是一個發生在1988年的愛情故事，運用倒敘法的方式敘述，故大部分的情節發生在1948年。故事主要的場景發生在上海，因此英文及普通話的對白各佔一半，選歌方面則包括英文、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.

過往的成功令我們籌備音樂劇的工作更加完善，大家的努力和支持令音樂劇得以承傳，成為學校每年的盛事。在2015-2016年度，為慶祝廿五周年校慶，本校現正構思及準備全新的音樂劇，秉承過往優良的傳統，並開展新的意念，敬請期待。



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



I am Alison Lai from 6S

As the chairlady of St. John Ambulance Brigade last year, I've had many memorable experiences. Since year 2014 is the 20th anniversary of our division, we held a singing contest. My teammates and I started the preparation work including promotions, souvenirs, programme management and writing MC scripts since December 2013. We had to handle all those by ourselves. Many difficulties arose at the same time. Fortunately, the singing contest was a great success that most of the comments and feedbacks were excellent.

One thing that I really want to mention about St. John - it's not all about skilful things. The most important is LOVE and CARE. Although all girls in our nursing division are from different age groups, schools and with different personalities, we treat each other as sisters, as family, as well as the newcomers. That's the main reason why I'm still keen on involving in St. John activities. Welcome to join us!

The World is Our Classroom

世界是我們的課室

Law Ting Pong Secondary School continues to look for inspiration beyond the borders of Hong Kong. Another fruitful year has taken us to Dongguan and Taipei, this is in addition to the usual locations of Shunde, Guangzhou, Macau, New Zealand and Barcelona. Students have been able to draw inspiration from all corners of the world.

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、廣州、澳門、台灣、新西蘭及巴塞隆納等地，東莞的服務團都使學生收穫豐富。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。

Features of study tour programmes 遊學團特色

- Whole level trips – study trips are arranged for each year level group as part of the Humanities curriculum
同級旅程：通識課程的一部份，遊學團按不同級別舉辦
- Language immersion – students have the chance to communicate in English, Spanish and Putonghua with the locals thus enhancing students' confidence in using the language
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自信心
- Appreciation of various cultures and customs around the world
欣賞世界各地不同的文化、風俗
- Ambassadors of Hong Kong – students share their knowledge of Hong Kong to people of all nationalities
香港大使：學生向不同國籍的人介紹香港特色
- 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.
學生把遊學的經驗和見聞帶回學校，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, Facundo Madariaga Chamas and Jenny Natwara Watcharapokin, left a lasting impression on all students in our school. Continuing this successful cultural exchange, we have Isabella Corno, from Spain studying with our S5 students in the coming year. We look forward to showing the best of our school and Hong Kong to her.

On top of that, Chan Hei Yiu and Wong Lok Man started their lives as exchange students in this academic year. Both students took on the huge responsibility of being an ambassador for Hong Kong in countries where English was not the main language. They will return with a good grasp of the respective languages as well as cultural awareness that can only be experienced by living in that country and share their remarkable experiences with all their schoolmates.

把世界帶進學校

上年的交換生Facundo Madariaga Chamas及Jenny Natwara Watcharapokin為我們的學生留下深刻的印象。為了延續文化交流，今年我們有來自西班牙的 Isabella Corno，我們希望能呈現學校最好的一面，並使她更能認識香港。

除此以外，陳晞瑤及黃洛汶於本學年往意大利和德國作交換生。他們在非英語的國家學習，宣傳香港，把當地語言及獨特的文化帶回來跟同學分享。



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。



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 will 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。

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。

Buddy Scheme

To enhance the sense and skills as responsible members of a community in our students, there is no better way 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。

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 550 metre square 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550多平方米，藏書逾五萬冊。

Our Special Rooms Include

我們的特別室包括



I am Dragon Yu from 3S

Hello to you all! I am a member of the LTPSS Campus TV of 2013-2014 & 2014-2015. I am the IT technician of Campus TV and I actually learnt many sorts of skills during this one and a half year such as video editing skills and speaking skills. In LTV, I learnt a lot of computer hardware and software through editing and fixing and trained my speaking skills. So I won't be afraid to talk in front of the cameras.

Campus TV actually enhances our English speaking and writing skills through reporting different events around the school and writing the scripts for each episode. The experience teaches us how to edit videos with different types of software such as Adobe Premiere Pro CC, iMovie, PowerDirector etc. Campus TV gives us many opportunities to both learn and have some fun.



Drama Room
戲劇室

5/F



Performing Arts Room
表演藝術室

4/F



Computer Assisted Learning Laboratories
電腦輔助教學室

2/F



Campus TV Room
校園電視室

2/F



Library
圖書館

3/F



Design and Technology Room
設計與科技室

5/F



21st Century Learning Centre
廿一世紀學習中心

4/F



Food Science Room
食品科學室

2/F



Spanish Room
西班牙室

2/F

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.

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。

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>

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 2015-16 :
\$14,430 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;
- music and visual arts;
- sport activities;
- 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

2015-16年中一學生全年學費為：
每位學生HK\$14,430(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
- 音樂及視覺藝術
- 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 summer 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獎學金及助學金？

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.

Our school also offers scholarship to students who have achieved excellence in either academic or multiple-intelligences performance. If students meet our criteria, their school fees will be waived 25% - 100%.

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。

為了獎勵學業或多元智能方面有優異表現的學生，本校設有「優異生獎學金計劃」。學生只需符合標準，經過面見，便可獲25%至100%減免學費。

▶ 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。