



Law Ting Pong Secondary School
School Report
2021-2022

(1) School Information

A. School Vision

Every Student a STAR Every Teacher a MENTOR Every Staff Member a MODEL

B. School Mission

“All for Our Children”

Our School aims to bring out the best in our students along the moral, intellectual, physical, social and aesthetic domains so they can develop into informed and responsible citizens.

C. Our Future Outlook

LTPSS seeks to create a learning environment where students work together in harmonious cooperation with each other and with the teachers to enhance teaching and learning effectiveness. The school’s emphasis on holistic education is realized through a comprehensive curriculum that equips our students with skills that will allow them to succeed anywhere in 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, empathetic and equitable environment that they themselves construct through sensitive awareness of the needs of others.

The school recognizes its mission to teach students to look beyond the horizons and have a global outlook so that they have a choice in life: a choice that will enable them to apply their skills and knowledge wherever they go. Here at LTPSS, we are constantly reviewing both the curriculum and pedagogy to prepare students for the complex world they will inherit.

(2) Achievements and Reflection on Major Concerns

Priority Task 1: Raise students’ academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities.

Achievements

- Teachers incorporated the real-world connections into their teaching contents through which students gained valuable insights into the real applications of the knowledge and skills learnt. Students' engagement was found to increase.
- To further optimise the learning experiences, some subjects offered students the opportunities to join various external programmes and competitions where they embarked on self-directed learning adventures, experiencing the values of subjects in a wider life context and their authenticity with career settings. Such adventures included the Building Safety Pioneer Program organised by the Buildings Department, HSBC Youth Financial Management Workshop, and AI-robotic training course organized by the Tai Po School Liaison Committee.
- The practice of self-regulation has been well integrated into the daily learning of a few subjects. In English Language and Literature in English, students have developed the habit of goal setting and reflections using learning journals; and in Humanities subjects, students have been engaged in pre-study learning activities via online platforms.
- Class teachers put deliberate efforts into guiding students to set targets and revision plans for examinations, as well as to reflect on their examination performance by means of exam statistical data. Students' readiness to review their learning based on assessment results and teachers' feedback was well observed.
- Individual subjects emphasised the teaching of subject-specific skills. For instance, in junior science, the teaching of practical and scientific thinking skills was embedded into the teaching curriculums.
- As revealed from the teachers' survey and daily observation, students' learning attitudes and the classroom learning atmosphere have improved.
- An array of measures was taken to cater for students' diverse needs with a view to empowering them to learn confidently and independently. Good progress has been made. A synopsis of the work done is outlined below:

The Enhancement Programme was launched to provide students with diversified learning experiences for interest and talent development and to cater for students' learner diversity in Chinese Language, English Language and Mathematics.

Tutorial classes for the three core subjects were organised to help junior form students strengthen their academic foundation. Students' keenness to improve their learning was indicated by the high participation and attendance rates, and the overall effectiveness was seen from the students' survey results.

Technology was well adopted for students to consolidate, enrich and *extend their learning*. Ample resources including samples of good works, useful web-links and past papers were centralised in designated online platforms for students' access. Some subjects employed the online question bank system for senior form students to monitor their learning, which was proved to be useful.

Students were provided with various pull-out opportunities to stretch their potential in different subject areas. One of the exemplary examples was demonstrated by Economics with almost all S4 and S5 students participating in authentic learning programmes.

- To boost weaker students' confidence and independence in learning, the Learner Support Committee coordinated on enhancement programmes (S1-3 English enhancement classes, S1-3 Chinese Enhancement classes, S4-5 Study Skills workshop) with an aim of boosting weaker students' confidence in learning English and Chinese and improving their standard of English and Chinese. In addition, small group workshops were arranged for SEN

students to boost their confidence and independence in learning and social skills. Examples of small group workshops run for SEN students are as follows: S1 AIM Project, S2-3 Executive Functioning Workshop, S4-5 Study Skills workshop.

- The HKDSE Elite Scheme was launched in 2021-22 and a total of ten S6 students were recruited. The scheme was a joint effort between the Life Planning and Career Guidance Committee and Heads of BAFS, Mathematics, Liberal Studies, Chinese and English departments.
- The Staff Development Committee and Learner Support Committee ran a few training workshops for teachers to ensure they are well aware of the skills need to nurture students into confident and independent learners. The workshops include SEN Overview Workshop, Homework Accommodation for SEN Students, Supporting Learning for Students with Executive Functioning Difficulties, Providing Effective Observation Feedback, Staff Development Day on Giving Feedback, Questioning Techniques and STEM Education, Staff Development Day on Fostering Effective Communication with Parents and Introduction to the Orton Gillingham Approach in Supporting Weak learners.

Reflection

- The high rating (3.9 out of 5) of “students’ aspiration for entering university” in the year-end student survey has informed us that students are much concerned about their studies and their future. Once they are clear about their goals and know how to work towards them, they are ready to learn, improve and excel themselves. Continuous guidance and support are required to enable students to become self-regulated and move on to the next stage.
- Students need time to practise and master the study skills before they can develop them into effective study habits. Therefore, a sustained and concerted effort among all subject teachers is highly essential in students’ development of effective study skills and habits.
- There is a noticeable improvement in students’ engagement and motivation to learn when real world connections are incorporated into subject curriculums and teachers can demonstrate the relevance of subjects in daily life. To further optimise students’ learning experience and self-directed learning ability, teachers can harness the use of more technology tools and explore effective teaching strategies for developing students’ higher order thinking skills.
- On the whole, a great variety of workshops were organized for our SEN students to cater for learner diversity. Teachers were also well equipped with the basic skills needed in handling SEN students’ learning needs so that they will be more capable of learning independently. The joint effort between Life Planning and Career Guidance Committee, Learner Support Committee and Staff Development Committee enhance achievement of the target in nurturing students to become more confident and independent in learning.

Priority Task 2: Nurture students' values and qualities to foster whole person development through diversified learning experiences

Achievements

- Despite the resurgence of 5th wave of Covid-19, over this academic year, the school was able to provide students with positive school life experiences such as Sports Day, ECA, 2-week post exam activities and array of student-led activities to create conditions for normalcy and positive mental well-being of the students.
- The dual class teacher arrangement allowed the school to provide a comprehensive pastoral model to support the re-introduction of student homeroom system from teacher homeroom. 60% of the students agreed that teachers can provide the pastoral care they need.
- Both parents and teachers' awareness of STAR value has increased and subscribed to its essence towards the whole person development of LTP students.
- A school-based value education curriculum framework encompassing STAR values was developed and embedded in Assembly lessons. For instance, talks and seminars (related to law-abidingness, sustainability, and sex attitude) were carried out. Over 90% of students participated in the activities and around 75% did try to shoulder the responsibility of taking care of the campus (e.g., the Classroom Cleaning Day). However, due to COVID19, voluntary services and external visits were suspended. Likewise, activities related to Chinese traditional festivals and national security were promoted in the LED lessons. Over 70% of students understood the values and importance of the festivals mentioned. Through joining the quizzes and competitions organized from external organizations, students were able to understand the important days of our country and gain a correct understanding of the significance of national security and enhance their national security and law-abidingness through different programmes.

Reflection

- Only 32% of the students agreed that they have an operating class association, and their intended objectives were achieved. More effort and class teachers' know-how are needed to achieve a more desirable result.
- The adoption of 4E model in ECA and student leadership has helped consolidated the members' conception on how to launch ECA and Student leadership programmes at the committee level but there is still room for laying a solid groundwork.
- The LED curriculum requires some fine-tuning where the ten EDB's priority values and STAR values can be spread out over the schooling experiences for each cohort. Likewise, some level of coherence making among different committees can be made so that the learning contents in the Assembly lessons can be more versatile, progressive, and inspiring for the students.

(3) Our Learning and Teaching

- In line with the EDB's curriculum renewal and the school's major concerns, we have refined

our school curriculum, assessments as well as learning and teaching strategies. The school curriculum is made more diversified through the introduction of an enhancement programme, which comprises courses of different subject disciplines to address students' diverse needs and talents. The school assessment framework has been revamped in a way that fosters the monitoring of students' learning progress and their self-regulation in learning. To enhance learning and teaching effectiveness, progressive efforts have been made to help students improve their learning attitudes, habits and skills. Academic policies and procedures have been under ongoing review with the aim of optimizing learning and teaching efficiency and effectiveness. Furthermore, teachers with the belief that every student is a STAR, have been working to teach and model the four qualities of STAR, namely Self-management, Teachable spirit, Aspiration and Resilience, which are also the essential traits for self-directed learners.

- Good efforts have been made in the Major Renewed Emphases as outlined below:

DEAR (Drop Everything And Read) time in English lessons, daily morning reading, regular library activities and annual book week are embedded into the school routines to help students progress towards read across the curriculum.

The preparatory work for a multi-disciplinary STEM project has been under way. The project will be launched in the next school year and through the project, junior form students will be given the opportunity to integrate the use of knowledge and skills in addressing the heated issue of climate change.

The junior ICT curriculum is kept up to date and targeted at developing students' information literacy. Various e-learning resources and tools are extensively used in learning and teaching to enhance teaching effectiveness and students' self-directed learning.

(4) Support for Student Development

- The three revamped committees under Pastoral Council, namely the Guidance & Discipline Committee, Value Education Committee and ECA & Student Leadership Committee work coherently and organically organized an array of individual counselling services, developmental groups and mass programs catering students' needs during the period of blended learning while also increased non-academic activities so that students can find their interest and unleash their potential.
- Apart from having lessons in the LED / ASM period, students were shortlisted to participate in the external competitions and served as Basic Law ambassadors in the campus under EDB's Basic Law ambassador programme. They were invited to join the in-school / online briefing sessions with the teacher, appreciated the movie related to our nation, and prepared for the competitions related to law-abidingness and national security. At school level, to build-up a harmonious and disciplined school atmosphere, teachers delivered speeches related to the values stressed by the EDB and our country's development in the morning assemblies. Several activities were organized (like go hiking in the Cheung Yeung festival, set the game booth in the Information Day, cooperate with campus media team to produce LED videos, etc.), aiming to enhance students' awareness towards national security and national identity.
- The Life Planning and Career Guidance Committee adopt a holistic approach in implementing life planning education with different foci across forms. S1 and S2 students were guided to explore their strengths and interests and to reflect on their weaknesses. S3 students were guided to explore their aptitude and make informed subject choice for NSS

years through Career Guidance sessions and the CLAPJC Build My Life Scheme. Senior Form students were guided on developing their aspiration for future pursuits through a variety of career programmes and events: careers guidance talks, university admission talks, S4 Aspiring for My Future Life Planning Programmes, mock interview workshop and training sessions, working on writing personal statement, 21st century skills seminar, design thinking skills workshop, the HKACMGM and COA aptitude tests, career exploration day, and talks on pursuing studies in China and overseas countries. With reference to the year-end student survey (2021-22), an overall percentage of 33.69% of student respondents agreed or agreed strongly that the school has provided them with sufficient counselling on life planning. An overall percentage of 68.62% of student respondents responded that they aspired to enter university in the future. An overall percentage of 54.79% of student respondents had a dream job in mind and would work hard to achieve the goal. The figures reflected that our students have aspiration in general and that more can be done to ensure a holistic and whole-school approach is implemented more effectively in life planning and career guidance work. It is also recommended that more teachers join the Life Planning and Career Guidance Committee and more training sessions can be arranged for frontline teachers to equip their skills in providing life planning and career guidance to students.

- In terms of developing and unleashing elite students' potential, the Life Planning and Career Guidance Committee and the Learner Support Committee worked together to promote gifted education programmes and encourage elite students to reap the opportunities to equip themselves. A total of 176 students had enrolled in 16 different gifted programmes or workshops which stretched their academic potentials, career skills and leadership skills. The gifted programs and workshops include Student Leadership Training Programme, design thinking skills workshop, 21st century skills workshop, Lingnan University Entrepreneurship in Technology workshop, MedStart Program 2022, Artificial Intelligence Workshop, Young Professionals in HKU Business School Program, Career Discovery in Landscape Architecture Program, Business Analytics and Big Data Program, School-based Visual Arts Program, HKU SPACE Law School Course for Senior Secondary School Students, HKUST Dual Program for Elite Maths students, CUHK gifted programs entitled "Applied Biochemistry II" and "Fighting Against Bacteria and Viruses – Know more about our Immune System".

(5) Student Performance

- The overall results of the 2022 Hong Kong Diploma of Secondary Education Examination were better than those of 2021, with a rise in the overall percentages for all levels, especially in level 5 or above. Good improvements in the percentages of level 4 or above were noted in 10 subjects, with a notable increase of more than 20% in four of them. One of our S6 students was admitted into his dream degree programme under the Inaugural Cohort of School Nominations Direct Admission Scheme due to his exceptional talents.
- To stretch themselves beyond the confines of their study, many students grasped the opportunities to participate in various pull-out programmes and competitions. Their efforts came to fruition in some of the competitions, to name but a few:
 - Champion in the Grand Finals of the Hong Kong Secondary Schools Debate Competition,
 - Champion in the Hong Kong Stories' Student Story Slam,
 - Champion in the "Harness the Wind" Competition (City University of Hong Kong)
 - Merit Award in the Qianhai Guangdong – Hong Kong – Macao Youth Innovation

and Entrepreneurship Competition

- The overall students' disciplinary behavior has been improved compared to that of last year. Students, especially the junior form students, are actively participating in activities. However, it is found that student leaders are not confident enough to perform their duties throughout the semester. More training is suggested to equip students' leadership and communication skills.
- Students opted for their ECA class(es) and student teams to participate in and most students generally enjoyed the activities. Among the senior form students, most of them took their roles in the teams seriously and discharge their assigned roles. Sometimes they found it difficult to strike a balance between their studies and non-academic activities.
- Students took active part in various competitions over the years and some of the achievements were:
 - An award in the creative video competition of "The heart of Hong Kong and the love to China" (香港心, 中國情) and
 - Three students got the "最強校內知識王" in the "國家安全通通識" organized by the Hong Kong Shine Tak Foundation.
 - A group of 13 students took part in the HKSSF Swimming Competitions and 7 were awarded.
 - A group of 3 students took part in the HKSSF Inter-school Table Tennis Competition 2021-22 and all of them received an award.

(6) Financial Summary for 2020/2021 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	76.45%	N.A.
School Fees	N.A.	21.88%
Donations, if any	0.2%	0%
Other Income, if any	N.A.	1.47%
Total	76.65%	23.35%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	84.17%	
Operational Expenses (including those for Learning and Teaching)	7.87%	
Fee Remission / Scholarship ¹	3.5%	
Repairs and Maintenance	3.14%	
Depreciation	1.32%	
Miscellaneous	0%	
Total	100%	

Surplus/Deficit for the School Year #	0.59 months of the annual expenditure
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	4.36 months of the annual expenditure
<i># in terms of equivalent months of annual overall expenditure</i>	

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements

(7) Feedback on Future Planning

As this is the final year of the current cycle's School Development Plan, all the three school reports (2019/20; 2020/21 & 2021/22), ESR Report (2021) and Consultancy Report (2019) will be scrutinized to formulate the next cycle's School Development Plan.