



S.K.H. LUI MING CHOI SECONDARY SCHOOL

School Report 2022 - 2023





SKH Lui Ming Choi Secondary School

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Cover Designed by O Hiu Ying and Qiu Siwei (Class 5M of 2022-2023)

(1) Our School

Founded in 1973, the School strives for excellence in education, and supports the overall purpose of helping students to achieve their potential as leaders, learners and carers. Our school motto is “Leadership, **M**otivation and **C**aring”.

The School respects diversity of talents and believes in the broad Christian values of caring and service, and in the sense of right and wrong. The School also aims to help students believe in contributing to the common good of society.

Through its academic programmes and extra-curricular activities, the School aims to help students develop their potential, and support the goals of education, which consist of helping each student to:

1. develop Leadership qualities through thinking clearly, communicating effectively, acquiring knowledge and skills to cope with external academic demands and getting prepared for future career development;
2. foster Motivation for success through developing a feeling of self-worth acquiring skills for self-reliance and self-discipline, developing physical fitness; and
3. nurture Caring attitudes through developing respect for the cultures of different social groups recognizing responsibilities at personal, family, social, national and global levels, and being a ward of the message of Christian faith.

More information is available on our School’s website at <http://www.skhlmc.edu.hk> or the Secondary School Profiles at <https://www.chsc.hk/> for public reference.

(2) Achievements and Reflection on Major Concerns

Major Concern 1: To nurture students to become Responsible Learners.



Learning and Teaching – Special Initiatives and Reflections

This is the second year of our School Development Plan. Students' sense of responsibility, skills and strategies for learning everywhere and anywhere have been strengthened. Throughout the school year, the expectations of Responsible Learners were shared through various channels to students, teachers, parents and alumni. During Annual Interviews between the Principal and teachers in 2022-2023 school year, teachers were invited to suggest 2 students who have qualities of or performed the Descriptors for Responsible Learners, especially who are positive towards School and Learning as well as support and help peers, in Annual School Plan 2022-2023. The result was encouraging with 82 students recommended as Responsible Learners. Among them, 3 students were nominated by 3 teachers or more at the same time. Notes of Appreciation were given to these students during End-of-year Parents' Day to S.1-S.5 students and HKDSE Result Release Day to S.6 Students as a token of recognition and encouragement on their responsible behaviors. Students' efforts and achievements were praised when communicating or meeting with their parents.

As the school has been getting back to the "normal" running mode, this year has given us an unforeseeable opportunity to resume our routines with a new mindset putting more focus on the students' needs. Students promoting from last year with learning needs were required to take an attainment quiz at the beginning of the new year. The design of the quiz was to let them realize the level they could attain – only if they motivate themselves to make an effort. Over 90% of the students got a pass in the quiz, we hope that their motivations in learning would be kick-started so that more fruitful results could be obtained by the end of this year.

The School provided Special Support for S.6 students a special programme in 2022-2023. It consisted of (1) small group coaching (for the high-achievers), (2) intensive language training (for the students with respective needs) and (3) focused career/learning guidance (for the less-prepared). Feedback has been encouraging and students' active input and suggestions were listened and responded.

In addition, preparation classes for DSE were held with the concerted effort of various subject departments. This bridged the gap after their last school day and the beginning of the HKDSE. Most of the classes ran in "semi-voluntary" setting which students will take their own responsibility to attend or to skip the class after properly informing the school. The final attendance rate reflects that most of them were ready to take responsibility for their learning.

According to the results of the Stakeholders' Survey, large majority (80%) of teachers agreed that they often provide students with specific feedback in a timely manner and ask students questions of different levels in lessons to inspire students' thinking and adjust the teaching contents and strategies according to students' learning progress inside and outside of the classroom. Over 80% of teachers reflected that the subject panels could adapt appropriate performance assessment methods and use data about learning and assessment to assess students' performance and to evaluate the effectiveness of curriculum implementation.

All stakeholders agreed that the school climate was good (3.55-3.86/5.0). The teachers-students, the student peers and Parents-Teachers had good relationships.

Around 60% of the interviewed students agreed that teachers often tell students about their performances and problems in learning with suggestions (3.6/5.0). Over 60% of students reported that teachers often allow them to explore a variety of topics to inspire their thinking (3.8/5.0) and it matches the comments from teachers (4.0/5.0).

Around 65% of students reported that they had tried their bests to overcome learning difficulties (3.8/5.0) while only about 40% of students showed that they were confident in learning inside and outside of the classroom. There are still room for improvement in enhancing students' confidences in learning through various activities.

The overall rating of stakeholders' perception of teaching (KPM 11) as viewed by teachers and students were 4.02 and 3.71 respectively and that of stakeholders' perception of student learning (KPM 12) as viewed by teachers, students and parents were 3.21, 3.46 and 3.29 respectively. The perception of teaching and learning as viewed by teachers and students were significantly different. All stakeholders appeared to agree that there is room for improvement in the area of teaching and learning such as teaching strategies and learning activities inside and outside of the classroom as well as the different views on the learning goals.

Student Development

Through informal curriculum, varieties of activities were organized to nurture students to become responsible learners under the Whole-person Development (WPD) Framework. These include the Healthy Life and Goal-setting Program in December 2022, the “風雨同路” Activity co-organized with the Ufire and the Church-School Partnership of School, the Jupas Exploration co-organized with the Career Education Committee in May 2023, and the “Fruit for Empathy / 果燃繫理” co-organized with the Frutus Charitable Foundation / 果燃共享慈善基金 and the Community Services Committee of School in the Second Term etc. Values like justice, grit, inquisitiveness, empathy, gratitude, and responsibility could be cultivated for LMC students. In running the above activities, detailed planning and abundant communication among teachers were conducted to ensure timely support for teachers and staff in facilitating students' responsible learning.

This year many programs and activities were also organized with the use of the Life-wide Learning (LWL) Grant. We have joined a 2-year Healthy School Programme called “晴 Teens 樂 Teens 校園”,

working with the NGO partner, Community Drug Advisory Council. This is a school-based programme comprising diversified anti-drug programmes and a drug testing component, mainly co-organized and run by the Guidance Committee and Discipline Committee of the School. One of the activities that we have organized was a training day camp for our health ambassadors (Prefects). By attending the day camp, the health ambassadors could learn about the importance of health and wellness, as well as the strategies for promoting healthy behaviors among their peers. Also, they could develop their communication and leadership skills to become responsible learners, and to act proactively with leadership roles.

With the use of the LWL Grant this year, the Visual Arts Department (co-organized with the Aesthetic Experiences Committee) held activities like the Art talk and Mosaic workshop to motivate students to self-learn through participating in aesthetic activities. This also enhanced students to learn responsibly when experiencing the activities. Moreover, the Career Education Committee organized the S.4 Career Live Taster Activity together with the St. James' Settlement. S.4 students could know more about the job nature via job duties experiences of five different job industries in simulated work environments. Most of them agreed that their confidence in future career planning has been lifted after the activity. Furthermore, the ECA Organizing Committee held the Leadership Training Programme with funny and challenging training games. The participants reflected that the arrangement and elements in the programme were very precious for them to enrich the team spirit and learn to become a good student leader.

Reflection

From the results of the Stakeholders' Survey, nearly 60% students agreed that teachers have high expectation for students and take care about students. Nearly 60% students agreed that they get along well with their schoolmates. However, the rating of our students on self-discipline of schoolmates was 3.2 which was lower than the other items in the students' views on support for student development. There is still room for improvement in this aspect.

Nearly 60% students expressed that school provides opportunities to students to develop their interests and life skills through participation in the school's extra-curricular activities (3.6/5.0) and the School actively fosters students' virtues and leadership (3.6/5.0).

From the results of the APASO III Survey (KPM17), both Q-scores and P-scores of the items on National Identity were over 100 and over 60 respectively. The expected Q-scores and P-scores are above 100 and 50 respectively. It reflected that the work done on the promotion of national identity are appreciated. Besides, both Q-scores and P-scores of the items on the Affect (Positive Affect, No Negative Affect and No anxiety, No Depressive symptoms) were around 80 and 20 respectively. There are still room for improvement for the school to help students to build a positive attitude to the pressure. Whole-School Approach would continue to facilitate the positive growth of our students.

With the epidemic coming to an end, closer attention and strategic support for students would be provided by the Guidance Committee, School Social Workers, the Discipline Committee, Learning Support Committee, as well as Class Teachers, to re-engage students and give them pastoral care. More programs and activities would also be arranged for students to develop their potential and

cultivate them to become responsible learners.

Major Concern 2: To support teachers and staff to facilitate students' responsible learning.



Students who acquired different qualities of the descriptors and were recognized as Responsible Learners were categorized such as:

- High achievers (usually demonstrated 4 or more descriptors)
- Students who have good and positive learning attitude (demonstrated 2-3 descriptors)
- Students who have Special Learning Needs showing confidence and abilities (demonstrated or trying to demonstrate 1-2 descriptor(s))
- Students who Are weak in learning/ repeaters showing motivation and improvement in learning (demonstrated or trying to demonstrate 1-2 descriptor(s))
- Students with integrity and good virtues
- Students with talents

Expanded set of descriptors* were created with the Qualities, Attitude, Habits and Behaviors that the students becoming Responsible Learners shall acquire and demonstrate. They were shared with teachers to understand how the School nurtures students to further become Responsible Learners during Staff Meetings in 2022-2023 school year. Teacher showed appreciation and gave recognition to efforts and achievements in teacher-staff-student facilitation of Responsible Learning.

Expanded set of descriptors* (the Qualities, Attitude, Habits and Behaviors that the students becoming Responsible Learners shall acquire and demonstrate)

- A. Respectful, reflective and persistent
- B. Positive towards School and Learning
- C. Willing to make changes for breakthroughs
- D. Set goals and make plans
- E. Participate actively in learning activities
- F. Use and manager learning resources well
- G. Take ownership of career life planning
- H. Focus on "urgent" and "important" matters
- I. Solve problems, seek help and listen to advice
- J. Support and help peers

Teacher-Story-Time sessions were conducted in the Staff Meetings in 2021-2022 and 2022-2023 school years. 2-3 teachers were invited in each session to share their success story/ failure story/ special in the past school years or from their teaching experience in using Chinese to teach S.1, getting students to use English (MOI), Blended Learning Strategies and developing students to

become Responsible Learners. This aimed at keeping the momentum of professional sharing and support as a team. Teachers shared their teaching strategies with good use of e-learning resources and online-offline teaching mode to help students to self-regulate in learning. Besides, teachers shared their experience in helping students to build responsibilities through goal setting, in learning activities and in assessment. Different learning activities such as peer dictation, peer quiz and little teacher were also adopted.

In the 2023-2024 school year, Teacher-Story-Time will continue to be organized in the Staff Meetings so that the momentum of professional sharing, support as a team and facilitation of Responsible Learning will be maintained.

(3) Our Learning and Teaching

Enhancing students' study skills to help them to become Responsible Learners

To help students study more effectively, various study skills workshops are held for students in different grades after Uniform Test. The Note Processing Workshop was organized for S.1 students, the Memory Skills Workshop for S.2 students, and the Revision Skills Workshop for S.3 students. These workshops helped improve students' motivation, effective strategies to maximize learning, and strategies to improve academic performance.

S.1 Orientation Program

In August, a Secondary 1 Orientation Programme was held to support new students in adjusting to their new school life. The programme consisted of a three-day in-house program and a four-day English Bridging Program. Various programs like Self-Management, Faith in School, ECA and Guidance Orientation, etc. were arranged to support our new S.1 students. Its purpose was to help new S.1 students understand the school's teaching and learning environment while also fostering friendships among them.

Personal Best Goal Setting

During Class Assembly, Personal Best (PB) Goal Setting session was conducted to support students in setting specific, challenging goals that are self-referenced and aimed at surpassing their previous best performance. The session incorporated the SMART Goal theory, which helped students set goals that are Specific, Measurable, Achievable, Relevant and Time-bound.

By engaging in PB Goal Setting session, students were empowered to set meaningful goals, develop effective strategies, and work towards surpassing their previous best performances. This process fostered self-motivation, growth mindset, and a sense of accomplishment among students.

Partnership with Parents-Love My Children Leaflet

To enhance home-school cooperation, Love My Children leaflets were distributed to all parents on Parents' Day to share parenting tips. The first leaflet, titled "*Let's Grow Our SHEEP Together!*", aligned with the "We are One project". It encouraged parents to follow the acronym SHEEP, which stood for 'Share,' 'Hear,' 'Encourage,' 'Embrace,' and 'Praise' our students. This aimed to foster a strong partnership between parents and the School.

Another leaflet introduced “The 6A Positive Parenting Method” proposed by Dr. Josh McDowell, an expert in family ministry at Christian Youth Ministry. This method emphasizes six key elements in parenting: Acceptance, Affection, Appreciation, Availability, Accountability, and Authority. By incorporating these elements into their parenting style, parents can help their children develop a positive self-image, a sense of security, and a strong sense of responsibility.

Through these leaflets, the goal was to promote responsiveness to students' unique needs and support their overall development by strengthening the collaboration between the school and parents.

STEM Education

Innovation of STEM Room and Little Makers Class

To promote STEM education in junior forms, the Quality Education Fund (QEF) - The Dedicated Funding Programme for Publicly-funded Schools has approved the application for funding. This allowed the School to implement various school-based STEM-related curricula in junior forms. The STEM room has been created by modifying a regular computer room, enabling the organization of various STEM activities and courses. It also provided a favorable learning atmosphere for students to develop their interest in STEM. Additionally, the 'Little Maker Class' has been established for Secondary 1 and 2 students as part of the STEM curriculum. This class allowed students to regularly learn STEM-related knowledge and create interesting inventions to solve daily life problems. Hands-on crafting group projects such as making a Balloon Car, Roman Catapult, and Moment balance have been launched to develop students' generic skills including communication and problem-solving abilities, as well as nurture their engineering mindset. Furthermore, fundamental knowledge related to STEAM areas will be revised and applied in designated daily situations to train students in design thinking and critical thinking.

Implementation of the curriculum on Artificial Intelligence for Junior Secondary Level

With the aim of providing foundational AI learning content suitable for junior secondary students and building their understanding of AI and related topics, the curriculum module on Artificial Intelligence has been introduced to Secondary 2. This aims to stimulate their interest in learning innovative technology, enhance their capability to apply innovation and technology, and enable them to contribute to society and the world through the use of AI.

The "Module on Artificial Intelligence for Junior Secondary Level" covered topics such as AI basics, AI ethical principles, computer vision, computer speech and language, AI computer simulation, AI in robotics reasoning, societal impact of AI, and AI and the future of work. The curriculum was organized into three different levels, and teachers can arrange the teaching sequence according to learning and teaching needs. The key components of the curriculum module include AI ethical principles, societal impact of AI, and AI and the future of work. In addition to the core teaching materials, this curriculum module also included worksheets, assessment exercises, supplementary materials, and hardware support to meet the needs of learning and teaching.

IT for Learning and Teaching

In line with our mission to promote digital literacy, computers and peripherals had been made readily accessible to teachers and students. Every teacher had been provided with a notebook or desktop computer, ensuring they had the necessary tools to integrate technology into their instructional practices.

To facilitate seamless connectivity, the WiFi coverage at our School had been extended to cover almost every corner of the campus. This ensured that both students and teachers could access online resources and engage in digital learning activities from anywhere within the school premises.

In May 2023, we initiated the implementation of the Future Classroom Project. Phase 1 involved fiber connecting all classrooms and special rooms, with installation completed in October 2023. The project was scheduled for completion in 2024, aimed at creating a technologically advanced learning environment.

We were proud to have joined the “Community Care Fund Assistance Programme – Provision of Subsidy to Needy Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning” and the "Quality Education Fund e-Learning Funding Programme—Provision of Mobile Computer Devices and Internet Services Support" to support our needy students. Through this program, 152 students had benefited from receiving iPads for their learning, enabling them to access educational resources and engaged in interactive online activities.

To empower our students and teachers in the digital age, we had purchased additional e-tablets and electronic learning materials. These resources had been utilized to support e-Learning initiatives, including lending mobile tablets to students and teachers for creating teaching videos and enhancing online marking. Besides, we had applied to the "IT Innovation Project" and received approval to offer three IT courses to students. These courses aimed to enhance their knowledge and skills in mobile app development and the application of Artificial Intelligence and Machine Learning. 108 students had taken courses.

Throughout the year, our teachers had implemented various innovative teaching approaches to create a more interactive learning environment. Strategies such as flipped classroom, blended teaching, self-directed learning, and e-learning had been employed to cater to diverse learning needs and promote student engagement. E-learning tools and materials had been widely applied across all subject departments. Teachers had utilized platforms such as Google Classroom to disseminate learning materials and messages, while students had accessed the same platform to submit assignments, hold discussions, and post responses related to their learning.

To enhance independent learning, self-access online programs, free educational apps, and learning videos produced by teachers had become commonplace. These resources had allowed students to engage in self-paced learning and explore topics beyond the classroom.

We had placed significant emphasis on fostering prudent, skillful, and ethical technology use among our students. Efforts had been made through school-based curriculum, external competitions, and talks to educate students about responsible and ethical digital citizenship.

Our school strived to ensure that technology aligned with our mission, enhancing the quality of teaching and learning while reducing the workload of teachers in the long run. We continuously evaluated and integrated new technologies to create an optimal learning environment for our students.

(4) Support for Student Development

Entering the second year of the three-year School Development Plan (SDP) (2021-2024), the Whole Person Development Team has organized the following activities: the Healthy Life & Goal-setting Program in December 2022, the “風雨同路” Activity co-organized with the Ufire and the Church-School Partnership of School, the Jupas Exploration co-organized with the Career Education Committee in May 2023, and the “Fruit for Empathy / 果燃繫理” co-organized with the Frutus Charitable Foundation / 果燃共享慈善基金 and the Community Services Committee of School in the Second Term etc. All these programs helped to nurture the values of justice, grit, inquisitiveness, empathy, gratitude, and responsibility for LMC students.

Guidance Support

Various activities were organized to build up the resilience of students, strengthen bonds among peers, and cultivate positive attitudes by the Guidance Committee. For example, the Orientation Program was held in August 2022 for S.1 newcomers to adapt to their secondary school life. The sexuality education program was organized for S.2 to S.3 students to disseminate healthy sex-related messages among young people. Moreover, to equip the senior form students to better face pressure in life, stress management workshops were organized for our S.4-S.6 students.

With the successful experiences from last year, the Thanksgiving Week was organized to enhance the expression of gratitude from students and foster a stronger sense of belonging in November 2022. It included card-writing sessions, a creative card competition, and a ceremony acknowledging students' contributions. This was the time for students to thank or appreciate the people and things in their life. Through the inter-class competition and voting on students from teachers, LMC students learned to give thanks, and show their appreciation to others. Both teachers and students had positive responses which highlighted the success of the programme in fostering warmer relationships between students and teachers. The programme will continue next year.

The Emotion Sharing programme helped students process difficult emotions. It is gratifying to observe that students can successfully achieve inner peace and receive support from the programme. Selected students met with guidance teachers and social workers for counselling sessions, allowing them to share their feelings and receive constructive advice. The programme was valuable for identifying students who need emotional support, and external expertise was sought for complex cases. Based on feedback, the Emotion Sharing programme will continue as part of our student well-being services.

The Sex Education Programmes, conducted in partnership with the End Child Sexual Abuse Foundation (ECSAF), aimed to develop healthy attitudes towards sexuality and relationships. Topics such as the differences between sexes, sexual assault, attitudes towards pornography, interpersonal relationship skills between genders, preventing sexual assault, and more will be covered with S.2 and S.3 students. ECSAF's interactive approach effectively engaged students through multimedia and games, enhancing understanding and confidence. The Counselling team values ECSAF's evidence-based approach and experience, fulfilling our responsibility to equip students with knowledge for lifelong well-being.

Positive Education

With the support of the School Incorporated Management Committee, the Parent-Teacher Association, the Alumni Association, teachers and students, we have joined a 2-year Healthy School Programme called “晴 Teens 樂 Teens 校園”, working with the NGO partner, Community Drug Advisory Council. This is a school-based programme comprising diversified anti-drug programmes and a drug testing component, mainly co-organized and run by the Guidance and Discipline Committee of the school. One of the activities that we organized was a 4-session training workshops and training day camp for our Health Ambassadors (Prefects). By attending the day camp, the Health Ambassadors could learn about the importance of health and wellness, as well as the strategies for promoting healthy behaviors among their peers. Also, they could develop their communication and leadership skills by learning how to effectively communicate healthy and positive messages to their peers, and by taking on leadership roles in promoting healthy behaviors.

In order to enhance positive education and maintain a positive learning environment at LMC, the Discipline Committee has invited our School Liaison Officer (SLO) Madam Yiu to give a talk for all teachers and students on 17th March 2023. The talk gave students an understanding of the respect for law and order, making them aware of various dangers which they may encounter, such as the dangers of involvement in crime, drug abuse and the correct use of social media.

National Security Education

Our tour for S.5 students was held successfully on 6 April 2023. Being the first of our School’s study tours after the pandemic, this is an eye-opening trip for most of our S.5 students: they spent a day in Zhuhai and learnt about our Country’s Aviation Development and latest technologies.

Our “SKHLMCSS Flag-guards” and “Basic Law Ambassadors” specializing in different aspects continued their effort in learning and promotion of the National identity building. Remarkable results were obtained throughout the year.

National Education Activities were planned and arranged by making close reference to the “National Education - Event Planning Calendar” and other school key dates including Open Day, Graduation Ceremony, Sports Days, Swimming Gala and School Anniversary Ceremony, etc.) to plan and arrange national education activities in order to cultivate a sense of belonging towards the country and a sense of national identity in our students. Regular arrangement for displaying the National Flag on all school days and 1 Jan, 1 July and 1 October by SKHLMCSS Flag-guards and the Assembly Committee. Students trained by the Association of Hong Kong Flag Guards were responsible for the flag raising ceremony.

To enhance student's understanding of the Hong Kong Basic Law, the Hong Kong National Security Law, and our school policies, rules and regulations. In 2022-2023 school year, Discipline Committee coordinated with Basic Law Ambassadors to organize the Hong Kong Basic Law, Hong Kong National Security Law cum LMC School Rules Online Quiz Competition. 430 students participated in the quiz, and more than 200 students have received the outstanding performance prizes.

Learning Support

On the other hand, workshops were organized by SENCO and the Learning Support Committee (LSC) to provide different school-based support services for SEN students, such as Chinese, English,

Mathematics after school remedial lessons, SpLD training classes, social skills and speech training, behavioural emotional management classes and art therapy sessions. These activities helped to enhance students' learning abilities and confidence, as well as their social and interpersonal communication skills.

To align with the theme 'We Are One' of a Caring School, more opportunities for student learning and growth would be increased to foster a culture of mutual respect, trust and appreciation among LMC students.

Aesthetics Development

With the use of the Life-wide Learning (LWL) Grant this year, the Visual Arts Department (co-organized with the Aesthetic Experiences Committee) held activities like the Art Talk and Mosaic workshop to motivate students to self-learn through participating in aesthetic activities. This also enhanced students to learn responsibly when experiencing the activities.

Aesthetics Experiences Committee organized a splendid variety of activities for students related to arts to broaden their horizon and diversify their learning experiences in LMC. They included:

Visual Arts	Around 40 S.4-S.6 Visual Arts students joined mural painting workshops from September to November, 2022. Under the guidance and instructions of Mr. Tao Hoi Chuen, an alumnus of our school, our students got opportunities to explore the charm of mural painting. It was an eye-opening experience to them.
Performing Arts	<p>50th Anniversary Annual Cultural Performance: We are greatly honored to have invited students from S.K.H. Chi Fu Chi Nam Primary School and S.K.H. Tin Wan Chi Nam Primary School to our <i>50th Anniversary Annual Cultural Performance</i>. The former school put on stage a musical called '<i>Stage Pioneer</i>' while the handbell team of the latter performed a song <i>Jubilation Fanfare</i>. This experience has undoubtedly strengthened our connection and communication. It has also foreseen a new collaborative journey among us forward.</p> <p>Drama Performance: This year's Annual Cultural Performance also included a drama performance called '<i>You are Very Much on Time</i>', which involved mostly S.1 students. Ms. Ng Pui Lam, who is also one of our alumni like Mr. Tao Hoi Chuen, was invited to serve as our director of the show. The show successfully arose students' interest in drama, not only from those performers, but, more importantly, from students in general. The re-establishment of the Drama Team of our school is exciting and students serving different posts, including directors, script writers and performers, are ready to showcase their talents in the future.</p> <p>EMI Drama Fest: Our drama team participated in 2023 EMI Drama Fest organized by The Association of English Medium Secondary Schools in which we won <i>Outstanding Performer</i> and <i>Outstanding Script</i> awards.</p> <p>Speak Up - Act Out! On Air! Improvised Drama Competition: 4 students joined the radio drama competition this year and won <i>the First Prize</i> for the first time for our School. It is definitely history in the making.</p>

Music	<p>Opera appreciation: Our S.4 students got an opportunity to appreciate a comic opera called <i>L'elisir d'amore</i> held by <i>Musica Viva</i>. It was the first time for some of them.</p> <p>Fundraising concert: 9 students participated in a fundraising concert held by <i>Diocese of Eastern Kowloon Hong Kong Sheng Kung Hui (Anglican)</i>.</p> <p>A cappella: 19 students joined an international a cappella performance held by <i>the Hong Kong Federation of Youth Groups</i>.</p>
Dance	<p>The 59th Hong Kong Schools Dance Festival: Our school Dance Team won the <i>Honors Award</i> in the 59th Hong Kong Schools Dance Festival with a performance called '<i>The Street Banger</i>'.</p> <p>JC Active School Scheme: Our School joined <i>the Jockey Club Active School Scheme</i> organized by <i>Hong Kong Elite Athletes Association</i>.</p>

Career Education

For life planning and career education to prepare students for their future, the Career Education Committee has adopted different strategies to guide students in self-understanding, career exploration and management.

Level(s)	Programmes
S.6	<ul style="list-style-type: none"> • Talks on JUPAS program choice strategies and sub-degree programs application were arranged. • JUPAS Interview workshop was conducted for S6 to train up their presentation and interview skills. • A talk on Mainland studies was arranged for interested students. • Talk for S6 parents and students on DSE result release was held to get them prepare for the big day. • Individual career counseling was provided to students on their study choice.
S.5	<ul style="list-style-type: none"> • As part of the Whole Person Development Program, a workshop on JUPAS programs search was organized to provide resource and time for students to study entry requirements of different study programs seriously. • 「職向透視」自我認識工作坊：a simulated jobs tasting activity was organized in the school hall to let students experience job duties of different jobs, explore their career weakness and strength, and understand the importance of work performance and qualification in career world. • An online introductory talk on the university programs and career planning workshops by FDMT Consulting was arranged for S5 during class period. • Some interested students were nominated to attend online/onsite program talks arranged by FDMT Consulting: BiotechWork, BusinessWork, FoodSciWork, EconWork and TechWork. • A talk on Multiple Study Pathways to guide students to start pondering on their study choices.

S.4	<ul style="list-style-type: none"> • Career Live Job Tasting Activity at St James' Settlement helped students to explore their career interest & set career goal via experiencing job duties of five different job industries (healthcare, design, E-sport & engineering, advertising & media, hospitality, in simulated work environments, followed by sharing of practitioners on job nature & requirements, and program debriefing. • As part of the Whole Person Development Program, an activity of jobs browsing at the website Talent.gov.hk was conducted to nurture students' inquisitive attitude in exploring their interest and career world. • 「畢業之旅」生涯規劃互動遊戲工作坊：a board game to raise students' awareness of relation between time/financial management, career planning & life-long learning. • A talk on emerging job — Slasher was held to increase students' awareness of changing mode choice of jobs. • Talk on Development in Greater Bay Area--a guest speaker was invited to share her work experience in mainland in C & SD lessons to raise students' understanding of career opportunities in Greater Bay Area and the importance to equip themselves.
S.4 to S.6	<ul style="list-style-type: none"> • Alumni Mentorship Program in which mentees have learnt a lot from the mentors' sharing including their job nature & ethics, proper work attitude, career path and their life experience. Participants have gained an insight on their career planning. • Work experience activities including DJI Drone Unmanned Aerial Vehicles, Chinese Medicine Assistant, ERB Youth Internship--Bank of China Human Resources Management, Farfetch International Fashion Enterprise, and a visit to The Society for the Prevention of Cruelty to Animals were arranged for interested students to taste and view the job duties of respective industries in authentic workplaces.
S.3	<ul style="list-style-type: none"> • An Elective Subject Choice Workshop and an online career interest test (MyFirstChoice) were conducted to help S3 students identify their personality and interests, so that they can make a rational elective subjects choice. • A few elective subject introductory talks and a Parents Talk on S4 Subject Selection were held online for S3 students and parents. • Individual counseling was provided for students via WhatsApp/ google meet/ Face to face.
S.1 to S.3	<ul style="list-style-type: none"> • A structured and interactive Career and Life Planning Education curriculum 'My Way' has been incorporated into Life Education lessons. Students were guided to identify their interests and abilities, set study goals, and connect their career aptitudes with subject selection, thereby better equipping them for senior secondary education. • The CLP curriculum covers skills of time-management, SMART goal setting, understanding of their values, interest, potential (VIP), positive thinking (Life ABC), 三步達標方程式, 目標 360 (Goal, Plan, Implementation, Evaluation), decision making styles and skills: SWOT etc.

S.1 & S.2	<ul style="list-style-type: none"> • Talk on Future Challenges and Opportunities by HKFYG to encourage S2 students to equip themselves and prepare for future environmental challenges. • Discover@Jobtinary Website Browsing Competition was held in S2 to develop students' initiative and sense of responsibility to explore career information. • My Path – a workshop to guide S2 students to learn about career related skills and motivate them to develop the relevant skill. • My Interest – a workshop to help S1 students understand the relation among their strengths, interests & their dream jobs. • Job video shows during class periods to widen junior students' career horizons and help them understand the required qualities of various jobs. They were required to reflect on their own personalities and abilities by completing reflective worksheets.
Whole school	<ul style="list-style-type: none"> • Consultation Booths: A few education institutions were invited to set up booths on the first Parents Day in the hall to provide individual consultation service on further studies in Mainland, Taiwan, overseas and locally.

From the results of the Stakeholders' Survey, the rating of stakeholders' perception of support for student development (KPM 13) indicates the score as teachers: 3.57/5.0 students: 3.51/5.0 and parents 3.70/5.0, and that of stakeholders' perception of school climate (KPM 12) indicates the score as teachers: 3.63/5.0 students 3.54/5.0 and parents 3.86/5.0. Our support for student development in the school is found to be adequate.

(5) Student Performance

(i) Academic Performance in Public Examination

Among the S.6 students who took the HKDSE Examination in 2023, 95.9 % of the students met the minimum requirement for admission to sub-degree programmes, while 60.2 % of the students met the minimum requirement for admission to degree programmes. For English Language, 71.4 % of the students acquired Level 3 or above while in Chinese Language, 81.3 % of the students acquired Level 3 or above.

Six subjects (Mathematics, Chinese History, Chemistry, Economics, Physics and Visual Arts) had the percentage of students attaining Level 4 or above, and also Level 5 or above, higher than that attained by all Hong Kong Day School Candidates.

Overall, 99% of the Secondary 6 students received offers from government-funded & self-funded tertiary institutions (including local and overseas), of which 60.8% were degree programmes and 38.1% were sub-degree programmes. The JUPAS offer rate is 57.3%.

Destination of Exit Students in 2022 - 2023

S.6 Graduates	Percentage of S.6 Students
Tertiary studies in Hong Kong	91.8%
Overseas studies	7.1%
Full-time Employment	1.1%

Most of the students who pursue degree programmes study at Hong Kong University, University of Science & Technology and Polytechnic University. They were admitted into an array of programmes especially in the domains of engineering, business and health care such as nursing and physiotherapy.

(ii) Internal and External Awards and Scholarships and Non-Academic Performance

We were proud of our students' tremendous efforts in their studies, activities, and services. They truly exemplified the qualities of leaders and responsible learners. Over 730 internal awards were given to our high-achieving students in recognition of their excellent academic performance, leadership, and service to the school.

Also, we would like to congratulate all high-achieving students and outstanding student leaders who have won various prestigious external awards and scholarships, including Hong Kong Island Outstanding Students Award, Sir Edward Youde Memorial Prize, Sir Edward Youde Memorial Prize, 2022 Southern District 'Reach the Top' Outstanding Students Award: Student Leader with Potential-Gold Award, Harvard Prize Book, etc. All of the awardees have achieved academic excellence, demonstrated excellent leadership skills and exhibited outstanding personal traits.

As in the past years, our students actively participated in an array of Extra-Curricular Activities (ECA) which enriched their holistic development. They managed to seize opportunities to develop their potential and widen their horizon. Their achievements in various aspects are detailed in the Appendix.

(6) Finance Summary (Unaudited Account)

A Summary of the income and expenditure for the year 2022 – 2023 is shown in the table below.

2022 – 2023	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant		
<i>Total surplus for the school year: \$175,898.15</i>	7,938,221.50	7,762,323.35
(2) Other Grants		
<i>Total surplus for the school year: \$372,732.43</i>	51,532,221.79	51,159,489.36
Accumulated Surplus as at the end of school year	\$8,698,683.17	
(1) EOEBG Grant	\$5,338,960.86	
(2) Other Grants	\$3,359,722.31	
II. School Funds (General Funds)	2,368,788.96	1,279,488.11
<i>Total surplus for the school year \$1,089,300.85</i>		
Accumulated surplus as at the end of school year	\$3,248,228.64	
III. Quality Education Fund (QEF)	638,648.00	519,544.15
<i>Total surplus for the school year \$119,103.85</i>		

(7) Feedback on Future Planning

The school year 2022-2023 is the second year in our three-year School Development Plan. This is also the first year that we are back to the normal mode. While most routines have been resumed, a number of renewal in various aspects took place after the pandemic.

Student learning and student performance have always been our core business. Value-added data and HKDSE results analyses remained as powerful reference for lesson designs, student improvement and subject development planning. Data-driven approach optimized the S.6 special programme and the result is encouraging. Alongside with the improvement in public exam results, students' sense of responsibility, skills and strategies for learning have been strengthened. Other strategies in S.1-5 exhibited effects in nurturing our students to become Responsible Learners. Consistent efforts have been made to enhance an IT learning and teaching environment. The Future Classroom Project has been kicked off, with the fibre-to-the-classroom preparation. Students and teachers will soon experience innovative learning and teaching, utilizing the latest technologies and pedagogical trends.

On the management level, efforts to meet the expectations of governance were made. As advised by the Education Bureau, and apart from our Annual School Plan, the National Security Education Work Plan has been launched and various aspects in the school from school administration, staff appointment, staff development, to learning, teaching and student activities have been attended to with good planning and prudence. The EDB's Manual on Teachers' Professional Conduct has been shared with teachers and staff. After full staff consultation and rounds of discussion, our school-based Staff Performance Management System is in place and will implement in the next school year.

With the Jockey Club BEAM plus in Schools, a number of initiatives in environmental education have started. A set of environmental policies and plans are now in place and activities for "Green KOLs" have been organized. Alongside with the schemes co-operated with external organizations (including the mentioned "晴 Teens 樂 Teens 校園" and the Mainland Study Tour of Citizenship and Social Development), we made an effort to maximize students' learning interest with designs and arrangements of ECA, learning and after-school activities as well as a series of Inter-House Competitions with ball games - Volleyball, Basketball, Badminton and Table-tennis. Swimming Gala, Sports Days, School Picnic, Singing Contest and post-assessment activities were held to re-engage students in school life.

Fitting-out work for the School History Room has kicked off. Cross-curricular activities outside the school and in the Southern District will be launched to connect with the community. This year marks the 50th Anniversary of the School. A number of celebrations not only provided opportunities for our students to showcase their talents, but also to retain their connections with the community. As in previous years, individual students and teams performed well and have won various reputable scholarships, awards and prizes in Chinese, English, Mathematics, Science, Civic and National Education, Arts, Debate, and Leadership. We are always keen to enhance our communication and connection with parents, especially after the pandemic. Our PTA and our Alumni Association were able to contribute to School events and student development with their re-gained full force.

As the celebrations of the School's 50th anniversary came to a close, we rounded up the school year 2022-2023 with upgraded (1) hardware: the School History Room and the Future Classroom as examples; (2) software: examples including new staff performance management system and new policies on environmental education; (3) "heartware": a renewed mindset in both our teachers and students that they could always attain the best. We shall embrace more fruitful outcomes from LMC in the coming 50 years and more.

(8) Appendix

SCHOLARSHIPS

Item		Award	No. of Awards
Sir Edward Youde Memorial Prize 2022-2023		Scholarship	2
2022「明日之星-上游獎學金」		獎學金	2
2022 年香港島傑出學生選舉	初中組	香港島傑出學生	1
	高中組	香港島傑出學生	1
2022 年南區優秀青年嘉許計劃		南區優秀少年	3
		南區優秀青年	3

CORE SUBJECTS

Chinese

Item		Award	No. of Awards
全國青少年語文知識大賽 - 菁華盃現場作文總決賽		一等獎	1
2022 香港辯論超級聯賽		最佳辯論員	1
2023 香港辯論超級聯賽	第一輪比賽	最佳辯論員	1
	第四輪比賽	最佳辯論員	1
星島第三十七屆全港校際辯論比賽		最佳交互答問	1
		最佳辯論員	1
星島第三十八屆全港校際辯論比賽 (第二輪初賽)		最佳辯論員	1
伴你高飛獎勵計劃		嘉許證書	20
第十二屆《香港中學生文藝月刊》「校園創作擂台陣」		入圍證書	1
第七十四屆香港學校朗誦節 - 詩詞獨誦 中一級(初中組)		優良獎	2
		良好獎	2
《香港賽馬會社區資助計劃 - 美荷樓香港精神學習計劃》第八屆「兩代情」徵文比賽 (初中組)		優異獎	6

English

Item	Award	No. of Awards
Hong Kong Schools Speech Festival	First Runner-up	1
	Merit	17
	Proficiency	6
Speak Up - Act Out! On Air! Improvised Drama Competition 2022-2023	First Prize	1
AIM Cup English Public Speaking Competition 2023 (Age 16-18)	Certificate of Merit	1

AEMSS 2023 English Drama Fest	Outstanding Performer	1
	Outstanding Script	1

Mathematics

Item	Award	No. of Awards	
亞洲國際數學奧林匹克公開賽(初賽 2023)	合格	7	
「華夏盃」(晉級賽 2023)	二等獎	1	
第二十五屆香港青少年數學精英選拔賽	三等獎	1	
WMI 世界數學邀請賽(香港賽區初賽 2023)	銀獎	3	
	銅獎	4	
「大灣盃」粵港澳大灣區數學競賽 - 預選賽 2023 (香港賽區)	一等獎	4	
	二等獎	6	
	三等獎	12	
Guangdong-Hong Kong-Macao-Greater Bay Area Mathematical Olympiad - Qualifier Round 2023 (Greater Bay Area Region)	Merit	2	
2023 CEMC Contest	Pascal (Grade 9)	Certification	1
	Cayley (Grade 10)	Distinction	1
		Certification	1

ELECTIVE SUBJECTS

Chemistry

Item	Award	No. of Awards
International Chemistry Quiz	HD Excellence	1
	Credit	3

Chinese History

Item	Award	No. of Awards
全港中小學徵文比賽: 給南京大屠殺倖存者的一封信 (高中組)	嘉許獎	1

Computer

Item	Award	No. of Awards
Healthy Information Student Ambassadors Scheme	Certificate of Outstanding	1
	Certificate of Excellence	1

Economics

Item	Award	No. of Awards
Run4money 2023	Champion	1
Online Money Quiz 2023	First Prize	1
	Consolation prize	16
Economic Infographic Challenge 2022-23(Challenge 1: Know more about Economic Infographic - Online Self-challenge Quiz)	Certificate of Excellence	7
	Certificate of Attainment	7

