

Tuen Mun Government Secondary School

School Report

2014 - 2015



Our School

Brief Introduction of the School

- ❖ Our school was founded in September 1982.
- ❖ It is the first government co-educational Anglo-Chinese secondary school in Tuen Mun.
- ❖ The school is well-established aiming at providing quality education with emphasis on whole person development which includes the moral, intellectual, physical, social and aesthetic aspects.
- ❖ Other than standard classrooms, laboratories, special rooms, library and computer rooms, our school is equipped with Campus Video Station, Parents' Resource Centre, Discipline Room, Guidance Room, English Activity Room and Student Association Office.
- ❖ All staff and students always work with enthusiasm and sincerity to follow the school motto "Cultivate Virtue, Pursue Knowledge"(尊德問學) in striving for excellence and facing the challenges of the ever-changing world.

School Management

- ❖ Our School Management Committee was formed in 1999.
- ❖ The table below shows the composition of our Committee:

Year	EDB Representative	Principal	Parents	Alumni	Independent Members	Teachers
2014-2015	1	1	2	1	2	2

School Management Committee 2014 /15

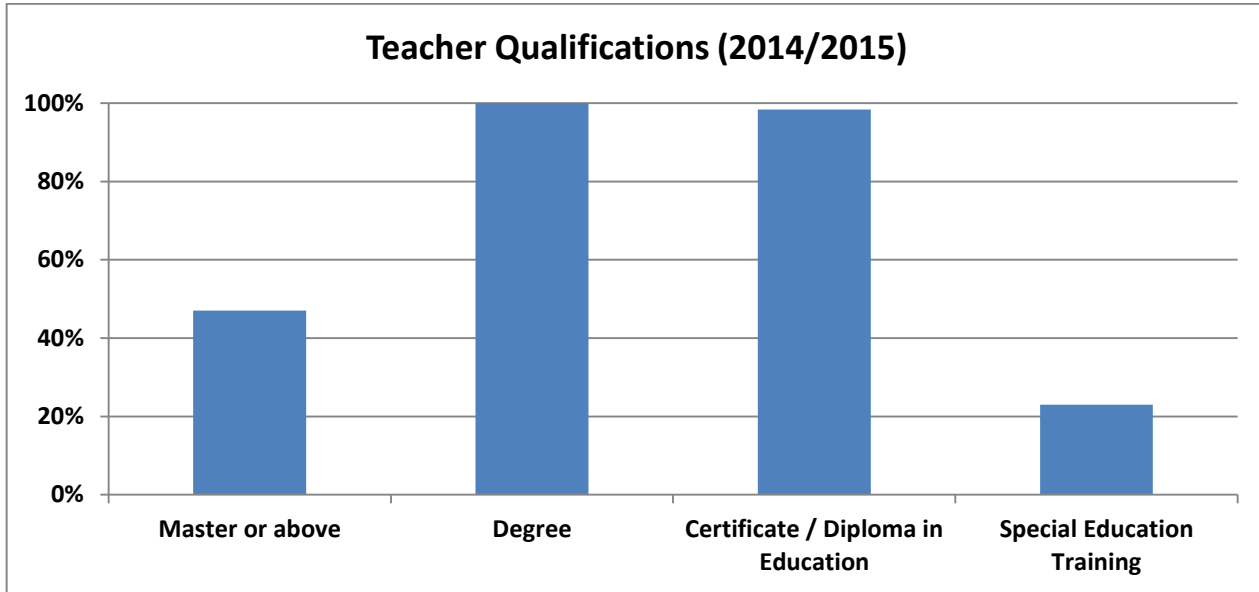
Post	Name
Chairperson	Mr. LEE Sha-lun, Sheridan
Principal	Ms. KONG Tak-ha, Helena
Parent Representative	Ms. YU Siu-mei
Parent Representative	Mr. POON To-ming
Alumni Representative	Mr. CHAN Shui-leung
Independent Member	Mr. FONG Yick-jin, Eugene
Independent Member	Mr. KAM Kwong-fai, Alex
Teacher Representative & Secretary	Mr. CHAN Wai-kin
Teacher Representative	Mr. LEUNG Ming-kam

Our Teachers

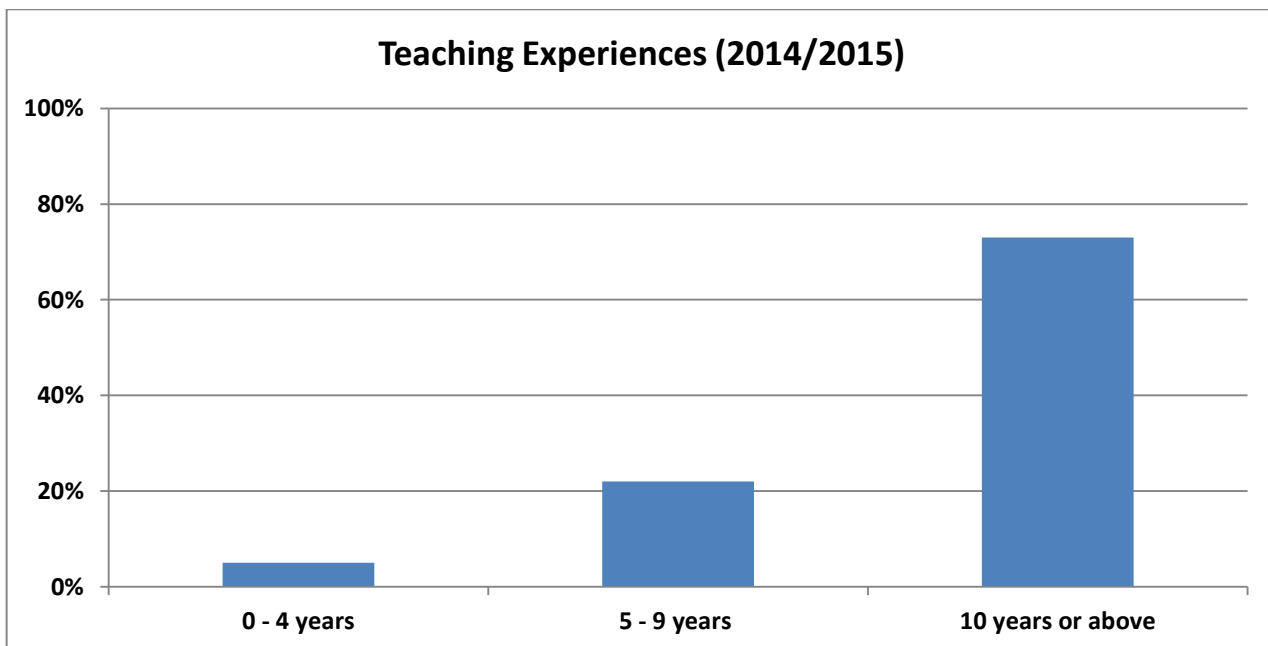
Number of Teachers

School year	2012/2013	2013/2014	2014/2015
Number of teachers	63	62	61

Teachers Qualifications



Teaching Experiences



Our Students

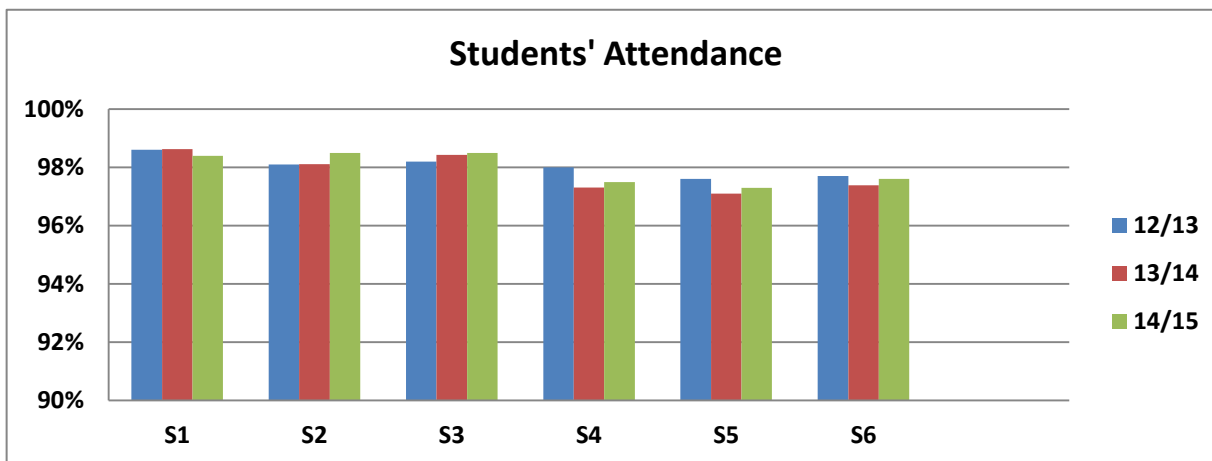
Class Organization (2014/15)

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	4	5	5	26

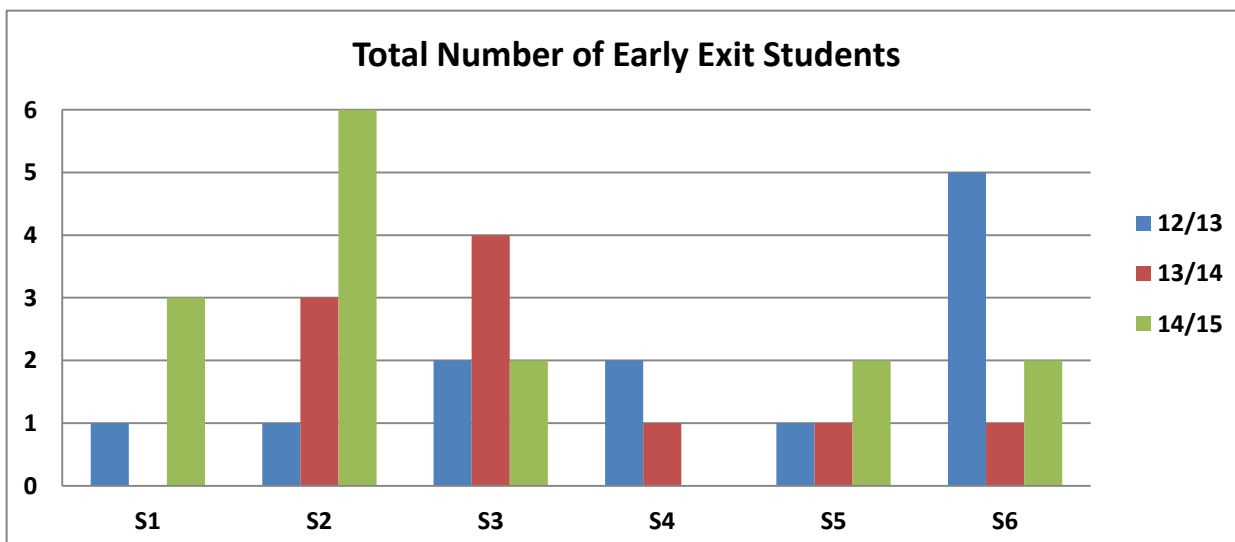
Number of Students (September, 2014)

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	56	58	67	66	70	84	401
No. of Girls	75	73	69	68	81	91	457
Total Enrolment	131	131	136	134	151	175	858

Attendance Rate

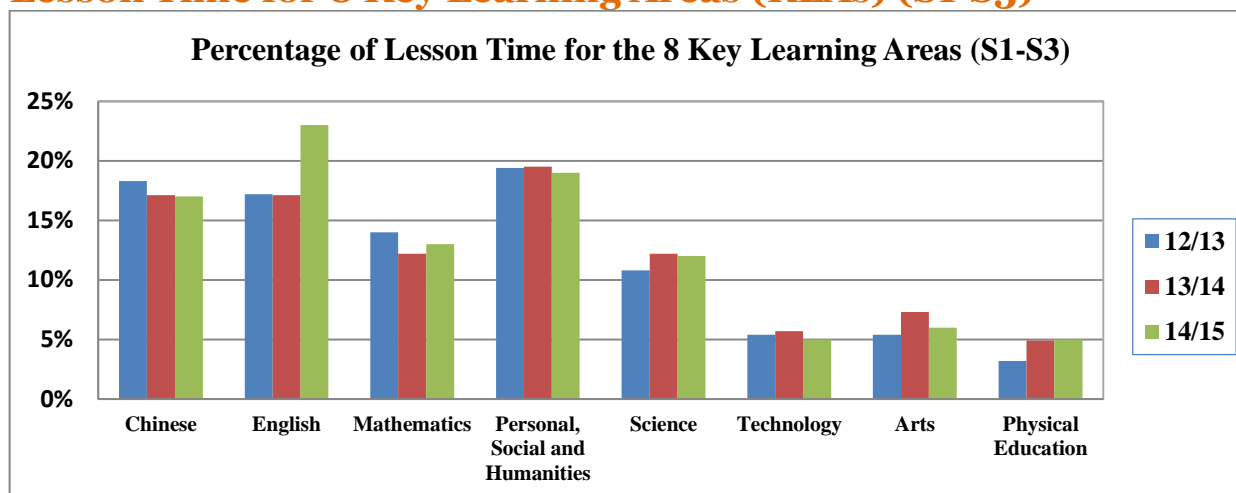


Early Exit Students



Our Learning and Teaching

Lesson Time for 8 Key Learning Areas (KLAs) (S1-S3)

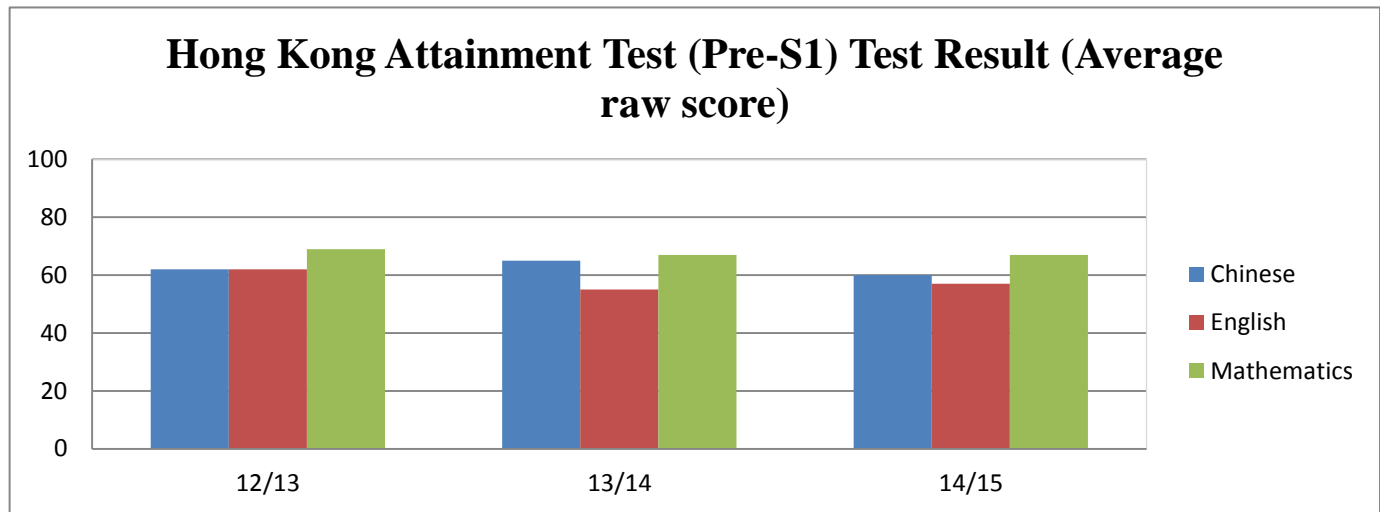


Curriculum (2014/15)

Subjects	S1	S2	S3	S4	S5	S6
Chinese Language	✓	✓	✓	✓	✓	✓
Chinese Literature				✓	✓	✓
Putonghua	✓	✓	✓			
English Language	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Mathematics (Module 2)					✓	✓
Liberal Studies	✓	✓	✓	✓	✓	✓
Integrated Science	✓	✓				
Physics			✓	✓	✓	✓
Chemistry			✓	✓	✓	✓
Biology			✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
Economics				✓	✓	✓
Computer Literacy	✓	✓	✓			
Information and Computer Technology				✓	✓	✓
Business, Accounting & Financial Studies				✓	✓	✓
Introduction to Business, Accounting and Economics			✓			
Health Management & Social Care				✓	✓	✓
Chinese History	✓	✓	✓	✓	✓	✓
Tourism and Hospitality Studies				✓		
Music	✓	✓	✓	✓	✓	
Visual Arts	✓	✓	✓			
Physical Education	✓	✓	✓	✓	✓	✓
Class Period	✓	✓	✓	✓	✓	✓
Applied Learning					✓	✓

Students Performance

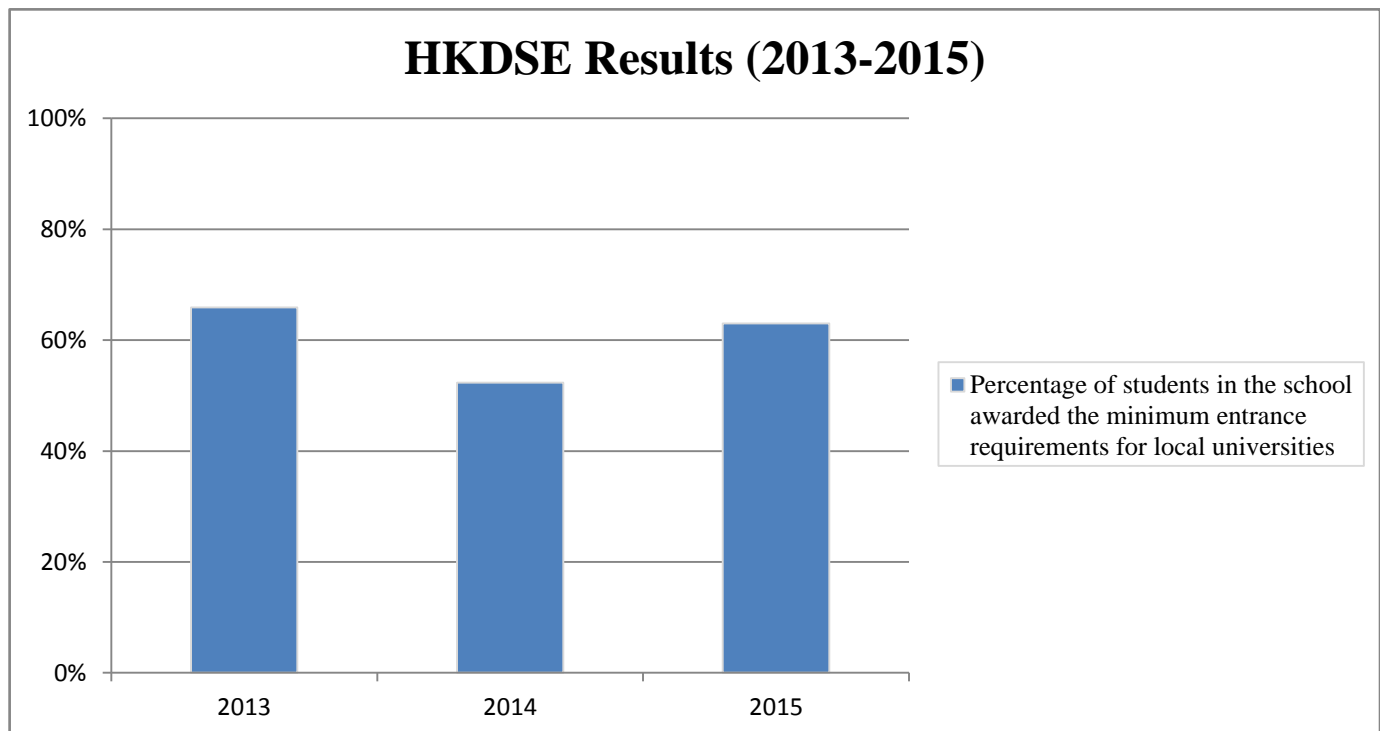
Hong Kong Attainment Test (Pre-S1)



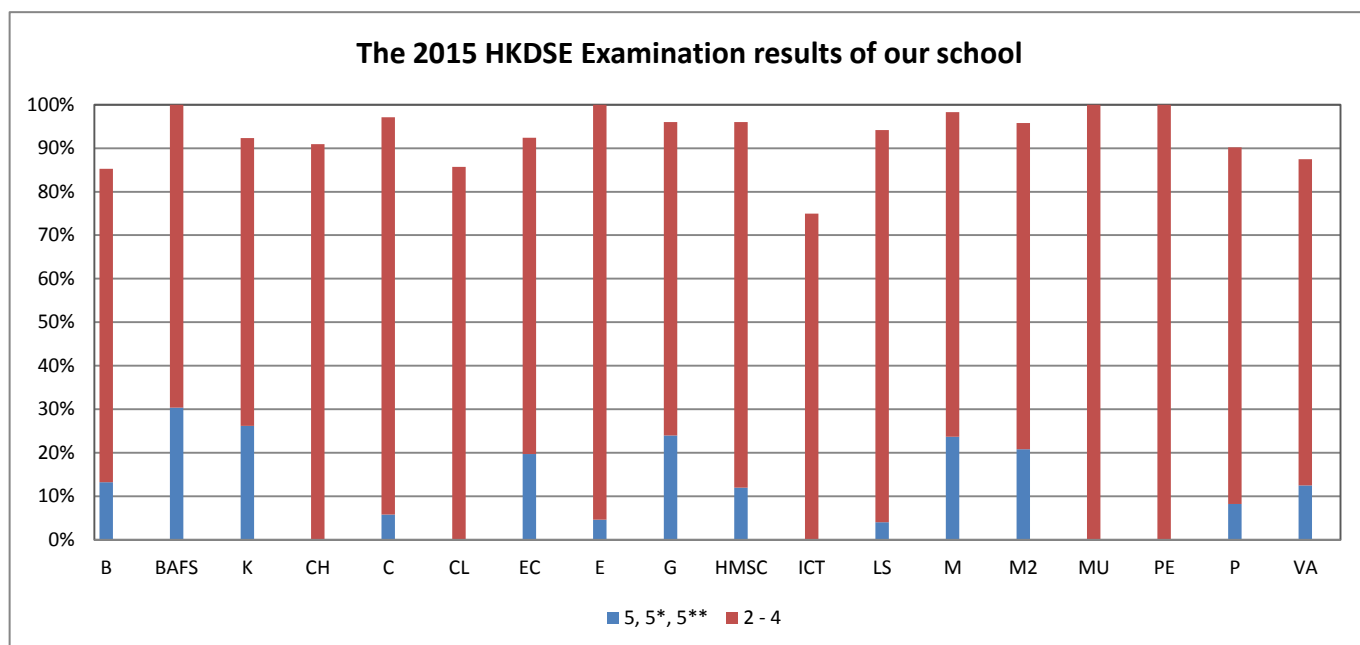
Hong Kong Diploma of Secondary Education Examination (HKDSEE)

HKDSEE 2015

No. of students sat	173
No. of students awarded minimum entrance requirements for Local Universities	109
% of students awarded minimum entrance requirements for Local Universities	63

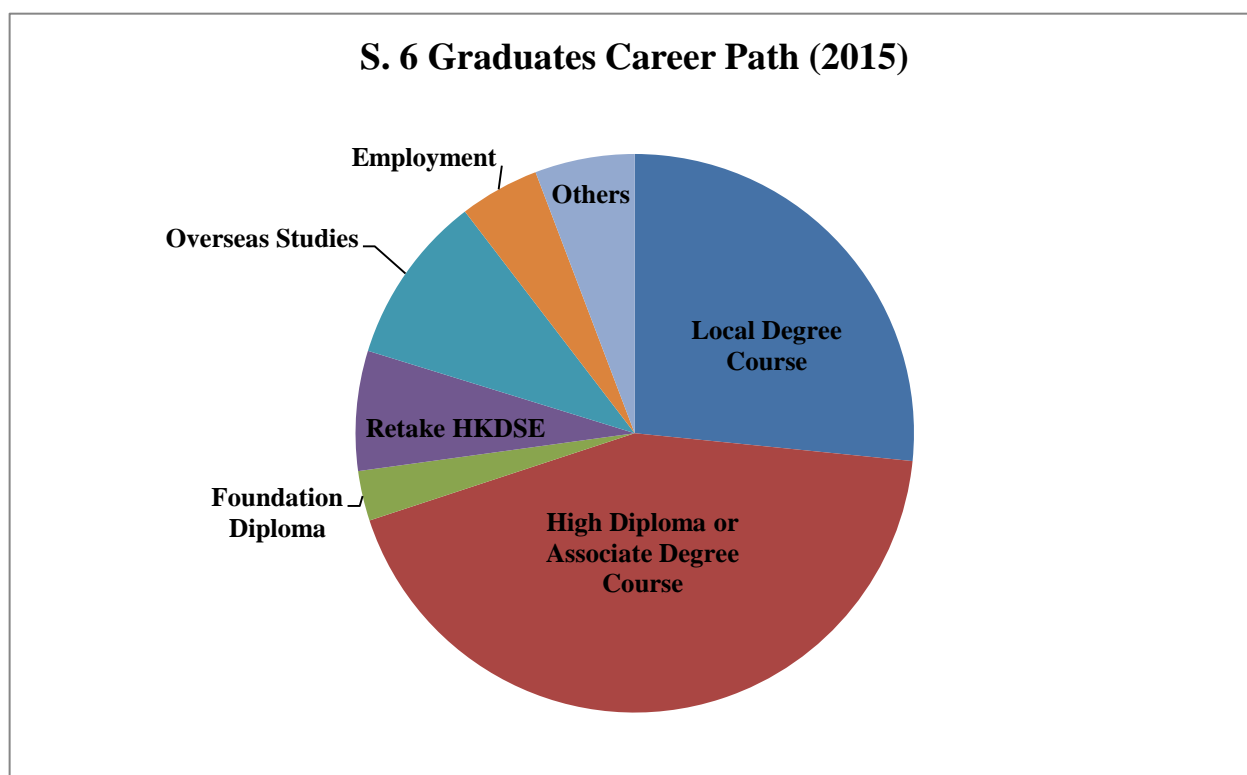


Hong Kong Diploma of Secondary Education Examination 2015



Destination of Graduates

Local Degree Course	High Diploma or Associate Degree Course	Foundation Diploma	Retake HKDSE	Overseas Studies	Employment	Others
46	75	5	12	17	8	10



Students' Achievements 2014/2015

Events	Prizes/ Awards	Awardees
Sir Edward Youde Memorial Prize		6E Chan Tsz Yui
Law's Charitable Foundation	Applied Learning Scholarship	5C Chan Jit Nam 5D Law Pui Ka
	Special Award	5D Law Pui Ka
2015 Tuen Mun Meritorious Student Award		4A Chui Wing Wan
Hong Kong Young Ambassador Scheme	Silver Award	6B Leung Kwan Ho 6B Lui Hiu Yan

Events	Prizes/ Awards	Awardees
16 th Nesta-SCMP Debating Competition – Secondary Sixes Division	Champion	6D Chow Tak Yi 6D Lo Lok Pui 5A Chong King 5A Wong Kwok Andy Steve
Hong Kong Secondary Schools Debating Competition – Regional Finals (Intermediate)	Champion	3C Wong Suet Man 3C Chan Man Wai 3C Leung Ka Man 3C Wong William
City University Discovery and Innovation Debating Challenge – School of Creative Media	Champion	5A Chong King 5A Lam Choi Ying 5A Wong Kwan Ho
Hong Kong Secondary Schools Debating Competition – Regional Finals (Junior)	First Runner-up	2D Chung Hong Yau 2D Sin Hau Ting 2D To Tsz Wai 2D Yeung Hong Yiu
The 66th Hong Kong Speech Festival	Solo verse speaking – Champion	1A Lai Cheuk Sing
	Solo verse speaking – First Runner-up	3C Wong William
	Solo verse speaking – Second Runner-up	4A Leung Wai Nang 4B Lam Pik Na
	Prose reading – First Runner-up	1A Lai Cheuk Sing
	Prose reading – Second Runner-up	4A Leung Wai Nang
	Public speaking – First Runner-up	6D Chow Tak Yi
	Public speaking – Second Runner-up	6D Ng Chun Hon
2014-15 全國青少年語文知識大賽 (全國作文總決賽)	一等獎	2D FUNG KA WING 2D Li Shu Lin 5E Cheung Yee Ting
	二等獎	2D Law Shuk Yu 5E Lam Wai Shan
	三等獎	1D Wong Siu Huen
第 66 屆香港校際朗誦節	粵語獨誦 – 亞軍	3D Lau Ka Him 5A Lai Hui Ying
	粵語獨誦 – 季軍	4C Yeung Hau Shek
	普通話獨誦 – 季軍	1C Wong Po Yi
	散文集誦 – 季軍	S2, S3

Events	Prizes/ Awards	Awardees
Hong Kong Youth Mathematics High Achievers Selection Contest	Third Class Honour	3C Chu Kai Ki
Hong Kong Creative Problem Solving Competition for Secondary School	Bronze Award	1A Li Chung Yin
Hong Kong Biology Olympiad for Secondary Schools 2014/2015	First Class Honor	6A Ho Lok Fung 6D Chan Man Lok
	Second Class Honor	6D Ng Ho Hei
Australian National Chemistry Quiz (Hong Kong Section)	High Distinction	2D Siu King Wa 3C Tsang Pui Yiu 3C Wong Suet Man 4A Chan Ho Yuen 4A Lam Sin Yee 5C Leung Wing Sze
International Junior Science Olympiad 2015	Third Prize	3C Leung Ka Man
SciChef Competition	Outstanding Award	3C Chan Hiu Tung 3C Lee Tsz Ching
ITF Project “Fusion between Chinese Cultural Arts and Robotics” – 6 Arts in Robotics Competition	Archery Competition – First Prize Award	Computer Subject and Physics Subject
	Charioteering Competition – Second Prize Award	Computer Subject and Physics Subject

Events	Prizes/ Awards	Awardees
Inter-School International Performance Challenge 2014 - Flute (Advanced Level)	Champion	6B Lau Yee Ching
The 19th St. Cecilia International Music Competition 2014 – Grade 8 Own Choice Piano Solo	Champion	6B Lee Heng Ying
Hong Kong Schools Music and Speech Association Piano Duet - Junior	First runner-up	3D Wong Man Chong Mandy
The 51 st Schools Dance Festival	Trio – Highly Commended Award	2B Wong Long Yee 2D Kwok Hiu Tung 5C Ho Wai Ying
	Group dance – Commended Award	Dance Team
Word Dance Day 2015 – 「Theme Dance Competition」	Silver Award	Dance Team
The 43 rd Open Dance Contest	Chinese Dance Group – Trio Silver Award	5C Chan Tsz Ying 5D Wong Chung Ni 5E Chan Wing Chi
	Group Dance – Silver Award	Dance Team
Tuen Mun District 29 th Dance Competition	Six dancers – Silver Award	Dance Team
	Group dance – Bronze Award	Dance Team
Hong Kong School Drama Festival	Commendable Overall Performance	Chinese Drama Club
	Outstanding Performer	1C Ng Yuk Shan 3A Chum Ka Ki 5A Tsang Sin Yi
	Outstanding Director	Chinese Drama Club
	Outstanding Stage Effect	Chinese Drama Club

Events	Prizes/ Awards	Awardees
Tuen Mun District Inter-school Badminton Competition	Girls A Grade – Champion	5B Yeung Tsz Ching 5B Mo Yan Ki Jacquelyn 5E Wu Ting Lai 5A Pang Chi Ching 6C Wong Sze Maan 6C To Yuen Yee

	Boys B Grade – First runner-up	3A Chow Ho Ming 3A Chow Kwan Ho 3B Ho On Nam 3C Wong William 3C Yeung Wing Hang Henry 3D Lau Ka Him 4A Ho Shing Fun
	Girls B Grade – First runner-up	3A Chan Man Yi 3A Cheung Hei Tung 3C Le Hiu Tung 3C Chan Ching Man 3C Chan Hiu Tung Yuki 3C Ip Hiu Ching
	Boys C Grade – Excellence Prize	1A Lee Chun Hei 1C Tam Pun Lap 1C Tsang Chun Kiu Cato 1D Chiu Chun Wai 1D Mok Tin Po 1D Poon Jok Yan 2A Cheng Wui Lam
Tuen Mun District Inter-school Athletic Competition	Boys C Grade High Jump – First runner-up	2B Udogwu Jeremiah Ihenacho
	Boys C Grade Shot Put – Second runner-up	2B Ng Chi Hin
	Boys A Grade 400m – Second runner-up	6E Lai Cheuk Yin
	Boys A Grade 800m – Second runner-up	6E Lai Cheuk Yin
	Girls A Grade 400m – Second runner-up	6B Chung Pui Sze
Tuen Mun District Inter-school Swimming Competition	Boys C Grade 200m Breast Stroke – Champion	2B Lin Chin Fung
	Boys C Grade 50m Breast Stroke – First runner-up	2B Lin Chin Fung
	Girls C Grade 50m Back Stroke – First runner-up	2D Sit Yu Man
	Boys C Grade 100m Free Style – Second runner-up	2D Chow Cheuk Lam
	Girls A Grade 100m Back Stroke – Second runner-up	5B Lee Shun Tung
	Girls A Grade 200m Individual Medley – Second runner-up	5B Lee Shun Tung
	Girls A Grade 4x50m Free Style Relay – Second runner-up	4B Lam Chun Wai 4D Ko Ka Yue 5B Lee Shun Tung 5C Chan Jit Nam
	Boys C Grade Swimming Team – Second runner-up	C Grade Swimming Team
All New Territories Inter-school Tennis Competition Boys	First runner-up	2A Chin Ho Long 3C Lee Chun Chung 3D Hsu Kwok Wai 4B Chan Tsz Chung 4D Au Yeung Cheuk Nam 6D Chan Ho Hin
Tuen Mun District Inter-school Volleyball Competition	Girls A Grade – Second runner-up	6B Kwan King Tung 6B Chung Pui Sze 6A Ko Ka Man 6A Ip Yan Lam 6A Wong Mei Yan 6B Tang Money 6E Ng Hoi Yan 5E Cheng Yuet Sang

Annual School Plan (2014/2015)

Major Concern

1. To further enhance learning and teaching strategies to cater for learners' diversity.
2. To facilitate a holistic development of students.

Evaluation on Annual School Plan 2014 /2015

Major Concern 1:

To further enhance learning and teaching strategies to cater for learners' diversity

1. Each student makes progress in learning

1.1 Developing students' study skills

Achievements

Students' study skills have been enhanced by reinforcing their habit of lesson preparation and reflection, the confidence of S.1 students in learning in English and their motivation of forming study groups. Each subject department designed various preparation tasks. Learning Diary was widely used to develop the habit of lesson preparation and reflection. The weekly LAC lesson enhanced the learning confidence of the majority (over 80%) of the students. Nearly 10 study groups conducted their subject-based Student-LED pilot projects and post-project sharing with other students.

Reflections

Students have been equipped with various study skills. The habit of reflection and other study skills have been strengthened. Self-directed learning and time management will have to be further reinforced.

1.2 Enhancing students' learning capacity through IT

Achievements

Digitized information platforms, iPads and apps were adopted in classroom learning, I.T. related activities and various joint projects. Students enhanced their learning motivation, generic skills and readiness in self-directed learning.

Reflections

Students have broadened their views through digitized information platforms. More e-learning elements will be supplemented in line with the current education trend.

1.3 Enhancing students' confidence through different modes of assessment

Achievements

Each subject department revised and well-defined junior level continuous assessment methods and criteria. Students' confidence in learning was enhanced after their better understanding of their progress.

Reflections

The revised continuous assessments were useful to boost students' confidence and will continue.

1.4 Building active learning communities in the classroom

Achievements

More students formed I.T. learning communities for their group tasks of different subjects. A total of 14 Student-LED discussion sessions on various social issues were conducted by the S.4 students.

Reflections

Positive feedback by teachers and peers benefited the I.T. learning communities and Student-LED project designers. Measures of active learning beyond classrooms are to be promoted.

2. To enhance teachers' classroom instructions and pedagogical skills

2.1 Understanding learning styles of students for better adopting teaching methods to cater for learners' diversity

Achievements

The professional development talk by Mr. Kwok Kai-yin, Manager of the HKEAA, reassured most teachers (97%) the relationship between students' learning effectiveness and different learning styles. In fact, 90% of the observed teachers reported applying multi-sensory teaching tools in class. Improvement in learning atmosphere is noticed.

Reflections

Teachers treasure advice and are ready to improve their pedagogies to cater for individual learning styles.

2.2 Polishing extended questioning with positive and constructive feedback within classroom

Achievements

Pedagogical techniques of extended questioning and constructive feedback are widely adopted. About 60% of the teachers exchanged views on extended questioning techniques after peer lesson observation.

Reflections

Teachers are actively involved in professional development. More collaboration and professional sharing will further improve their pedagogies.

2.3 Responding to students' diverse needs and helping students who require extra help

Achievements

For low achievers, parallel remedial classes of core subjects, after-school consolidation lessons, tiered assignments, and special S.1 English reading groups were implemented. Meanwhile, high achievers were encouraged and nominated to participate in different challenging pull-out programmes and competitions. Diversifying learning tasks and other tailor-made measures were introduced. Also, SEN students were academically assisted with clinical support and social skill training measures.

Reflections

The efforts to support students' diverse needs were positively commented and measures to cater for learners' diversity are to be continue.

2.4 Promoting peer lesson observation among teachers

Achievements

Peer lesson observation is widely adopted and teachers valued the positive feedback given by peer teachers and constructive group sharing.

Reflections

The culture of giving positive feedback and professional sharing is developing. The trend is to be strengthened.

3. To employ assessment design to cater for learners' diversity

3.1 Reinforcing peer assessment and self-assessment in group work

Achievements

Peer assessment and self-assessment are adopted by individual subjects. Subject-based assessment rubrics were designed. The rubrics helped students digest the teaching content and lead to better understanding.

Reflections

The adoption of peer assessment and self-assessment is employed to improve students' understanding of course materials as well as improve their metacognitive skills. Different assessment modes facilitate learning and teaching.

3.2 Setting challenging bonus questions with bonus marks in term tests and examinations of core subjects in S1 to S4

Achievements

The 5% core-subject bonus-question policy extended from term tests to examinations smoothly.

Reflections

Students, in general, were eager to attempt the challenging bonus questions.

Major Concern 2:

To facilitate holistic development of students

1. Students develop sense of self-assurance

1.1 Helping students to build self-image and strengthening their understanding of their roles in school, family, society and the world

Achievements

Different activities and programmes were organized by various functional teams and other non-government organisations (NGOs) to develop students' generic skills and sense of self-assurance. Examples included the moral education and civic education reading materials for the Morning Reading Period and the Enhanced Smart Teen Project. Students with achievements and talents were nominated to take part in different open competitions, arranged to deliver speech or sharing sessions in the morning assembly. Good work was displayed on the school premises. The Improvement Award Scheme for S.1-S.3 students and the assistance to SEN students enhanced their self-evaluation and self-image. To enhance class spirit, collaboration and their role in class, class motto, the class slogan, class rules, class log book and various inter-class competitions were organised. To help understand their role in society and the world, school programmes such as 'green check' and exchange tours helped arouse the awareness of their role in environment protection, their city and country.

Reflections

Students were enthusiastic about participating in the class activities and took pride in serving the school. All these showed that students improved their self-assurance and understanding of their roles.

1.2 Recognizing students' accomplishment and achievements

Achievements

Students' achievements were recognized by the public in a myriad of inter-school activities. The *EDB Pulse* widely acknowledged students' effort in the World Culture Carnival. The accomplishment in 'Fostering Global Citizenship Youth Programme 2014-2015' of the Interact Club was uploaded to the webpage of the association and in the pamphlet of another UNESCO event, the 2015 Peacemakers' Cultural Celebration, for perusal by the visitors. Students' achievement in SciChef Cooking Challenge and English debating competitions were published in the newspaper. Many other students won competitions in academic, music and sports events organized by outside bodies. Four S5 students were admitted to Academy for the Talented 2014-2015 (HKU). At school, students are rewarded with Happy Mails bearing appreciation from teachers. Ninety-one students displaying achievements in different aspects were awarded Stars of TMGSS. Under the "One Uniform Team for One" Scheme for S1, all the junior form students could also acquire and practise leadership skills in leadership training and serve the school on major school events. Besides these, more than 50% of students were leaders in class and/ or club or team committees and received leadership training offered by NGOs. Outstanding leaders were awarded prizes in recognition of the contribution. Elements of the Student-LED approach were adopted in various students' activities. One example was the World Culture Carnival, organized by the Student Association and the Open Day for Primary Six students and their parents.

Reflections

Students' outstanding performances were impressive. Students showed enthusiastic participation in activities and being student leaders. Different forms of recognition greatly enhance students' self-image, strengthen their generic skills and reinforce their positive behavior.

2. Students develop global visions to adapt to changes of the 21st century

2.1 Strengthening social awareness and civic awareness

Achievements

To increase their social awareness and civic awareness, students participated in the external English and Chinese debate competitions. The English Debating Team won three champions and one 1st runner-up in different competitions. Two Chinese Lunch-time Forums and another by two English ones were conducted. To arouse students' awareness of the global issue, the Student-LED approach was also jointly adopted by different functional teams, departments, uniform groups and NGOs such as the Environmental Week.

Reflections

Students have strengthened their knowledge regarding global issues, various generic skills and their sense of responsibility. The social awareness and civic awareness of students should continue to be enhanced.

2.2 Broadening students' horizons through cultural exchanges and visits

Achievements

Cross-border trips aiming to widen students' horizons were arranged to visit Foshan, Nansha and Qianhai, Futian and Shandong by different school teams and departments. Students also explored the western culture through watching western modern dance, dramas and movies, visiting Global Dignity, and serving tourists in tourist events.

Reflections

Students showed positive feedback and generated their personal opinion in their sharing. Similar exchanging activities will continue.

2.3 Adopting career-mapping with the PIE framework to help students plan their study and career paths

Achievements

A School-based Life Planning Programme has been launched for students of all levels and the PIE framework was incorporated to allow students at different levels to plan, implement and reflect on their career options. Different activities such as talks, mock examinations, visits such as Careers Expo 2015 and workshops were included. The Careers Team kept informed senior students of updated information of public examination and other career pathways.

Reflections

The School-based Life Planning Programme offered valuable opportunities for students to understand themselves better before planning their academic and careers paths. The programme will continue and be modified when necessary.

School Development Plan 2015/16 – 2017/18

1. To enhance the learning efficiency for academic excellence

- 1.1 All students are encouraged to improve their learning.
- 1.2 An active learning environment is created for students.
- 1.3 Teachers' capacity is enhanced for life-long learning.

2. To promote a caring culture and thankfulness

- 2.1 Students realize the importance of building a caring community.
- 2.2 Virtues of care are nurtured in students.
- 2.3 Virtues of thankfulness are nurtured in students.
- 2.4 Students develop into leaders of tomorrow showing social responsibility.

Financial Summary for 2014 - 2015 School Year

A total amount of **HK\$9,942,413.00** was granted by HKSAR in 2014-2015. The following table depicts the budget and actual expenditure:

Item	Government Funds	Income (\$)	Expenditure (\$)	Balance (\$)	Unspent balance will be carried forward to 2015-2016
(1)	Non-School Specific Grants (a) Baseline Reference Provision	123,320.00	189,085.00	(65,765.00)	
	Sub-total	123,320.00	189,085.00	(65,765.00)	(65,765.00)
(2)	School Specific Grants (a) Composite I.T. Grant (b) Capacity Enhancement Grant	401,195.00 549,083.00	381,944.00 647,981.00	19,251.00 (98,898.00)	
	Sub-total	950,278.00	1,029,925.00	(79,647.00)	(79,647.00)
(3)	Others (a) Other Education Purpose	1,390,475.00	237,730.00	1,152,745.00	
	Sub-total	1,390,475.00	237,730.00	1,152,745.00	1,152,745.00
(4)	Grants and Grants for School Projects (a) Teacher Relief Grant (b) Learning Support Grant (c) School-Based After School Learning and Support Programme (d) Senior Secondary Curriculum Support Grant (e) Extra-Senior Secondary Curriculum Support Grant (f) Diversity Learning Grant (g) Development National Education Curriculum	813,114.00 299,418.00 120,400.00 876,969.00 255,949.00 249,384.00 326,604.00	263,755.00 244,266.00 73,000.00 591,689.00 249,050.00 241,670.00 262,535.00	549,359.00 55,152.00 47,400.00 285,280.00 6,899.00 7,714.00 64,069.00	549,359.00 55,152.00 - 285,280.00 6,899.00 7,714.00 64,069.00
	Sub-total	2,941,838.00	1,925,965.00	1,015,873.00	968,473.00
(5)	Facilities, Services and Miscellaneous (a) Employment of temporary staff (b) Electricity (c) Paper, stationery, cleansing materials, equipment and furniture (d) Hire of Service (Cleaning and Others) (e) Telephone, travelling expenses, periodical, photocopying, souvenir and maintenance (f) Prizes and book coupons	2,076,147.00 480,000.00 1,448,000.00 124,000.00 366,355.00 42,000.00	2,231,270.00 505,070.00 1,237,421.00 270,974.00 231,529.00 51,983.00	(155,123.00) (25,070.00) 210,579.00 (146,974.00) 134,826.00 (9,983.00)	
	Sub-total	4,536,502.00	4,528,247.00	8,255.00	1,975,806.00
	Balance returned to HKSAR		55,655.00		
	Balance brought forward to next year		1,975,806.00		
	Total	<u>9,942,413.00</u>	<u>9,942,413.00</u>		