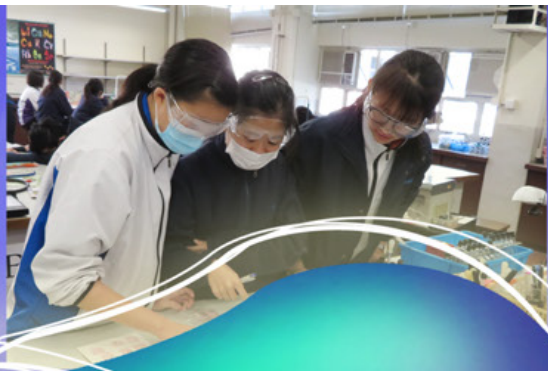


智育篇





Learning and Teaching at LKKC

Our mission is to provide a balanced and diversified school education for our students to attain great breadth of knowledge and to foster positive values and attitudes as well as generic skills. We also aim to prepare them for further studies or work so that they become responsible citizens to make contributions to Hong Kong and the nation. To realise these goals, we encourage our students to unleash their potential to the full by broadening the curriculum with a wide range of learning and teaching strategies.



Members of Academic and Administration Committee

Overall Curriculum Design



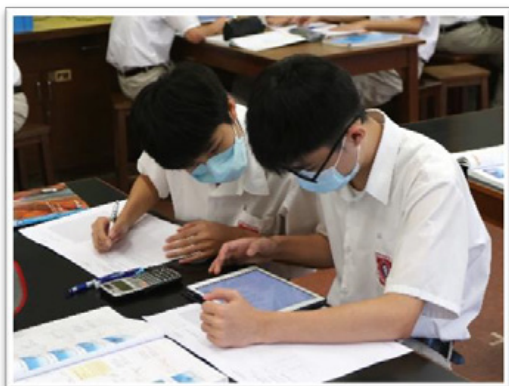
We provide quality education in a wide choice of subjects in all key learning areas (KLAs) both in junior and senior secondary levels so that our students are able to achieve brilliant academic performance for further studies. Besides, in order to foster whole-person development and broaden their horizons towards their lives, a broader and more balanced curriculum with diverse learning experiences has been provided in the senior levels including **Other Learning Experiences (OLE)** and **life planning lessons**. Apart from those suggested by the EDB, school-based programmes with different areas of interests have been introduced to cater for students with different attributes.

Enriching Students' Learning Experience

Life-wide Learning encourages learning beyond the classroom. It enables students to accomplish learning goals which are otherwise difficult to achieve through classroom learning alone. With the aid of Life-wide Learning Fund, we have created diverse, subject-based learning activities in other learning contexts.

Fostering a 'Reading to Learn' Culture

In response to the knowledge-based society in the digital era, students are not only expected to acquire significant experiences in reading, but also to strengthen students' learning capacity leading to life-long learning. As a consequence, a wide variety of reading activities are organized and **Reading across the Curriculum (RaC)** is encouraged to uphold the importance.



Promoting Information of reading Technology for Self-directed learning

Advances in technology have brought about a paradigm shift of learning and teaching. Using **IT for learning and teaching** greatly enhances the effectiveness. Meanwhile, students are encouraged to take their own responsibility for learning so that they become lifelong learners. This is also accomplished further with the widespread adoption of IT. Therefore, application of IT in the curriculum development is our school's one of the major concerns.



中國語文教育

使命與目標

中國語文教育以學生為主導，主要提高學生運用語言的能力。透過整體教學規劃，明確教學目標，拓闊學習環境，加強學習興趣，培育獨立思考和勇於創新的能力，從而美化人格，促進全人發展。

中國語文科 學與教策略

全體老師共同制定各項課業計劃，配合教學目標，培養學生各項共通能力（包括：協作能力、溝通能力、創造力、批判性思考能力、運用資訊科技能力、運算能力、解決問題能力、自我管理能力和研習能力。），建立學生良好的學習態度，深化德育及公民教育，建立正面價值觀，達至全人教育的目標。

中國語文教育學習領域的課程宗旨：

- (1) 提高聽說讀寫、思維、審美和自學能力；
- (2) 鞏固學習興趣，建立良好的語文習慣；
- (3) 培養審美情趣，陶冶性情；
- (4) 教導德育品德，加強對社群的責任感；
- (5) 體認中華文化，深化對國家民族的思想感情。

老師嚴格要求學生須具備良好的學習態度，包括上課用心及準時繳交功課。學生通過課堂學習，奠定堅實的語文基礎，引導正面思維，培育淳良的品德及應有的公民素質，從而建立正面積極的價值觀。

配合課程發展，全體老師共同選定教科書及剪裁教學內容，然後以閱、寫、聽、說為主導，帶動學習範疇，大綱如下：



中國語文教育學習領域老師



校本支援計劃 – 教育局同事與初中老師合照



「自攜裝置」計劃 – 課堂善用資訊，加強學習效能



(一) 閱讀

閱讀除可提升學生語文能力，更能開拓視野，修養人生。配合「從閱讀中學習」，大綱如下：

1. 「閱讀計劃」（包括網上閱讀）：定期擬寫閱讀報告，提高語文能力，加強學習效能。
2. 「周七中文午讀」、「教室課外閱讀篇章」、「中文書展」：透過作家介紹、文化趣談、學生佳作等環節，加強學生閱讀興趣，培養閱讀習慣；並每年舉辦書展，建立閱讀氛圍。
3. 「跨學科學習」：定期與不同學科進行跨科學習，廣闊學生視野，促進多元學習。



專題展覽 - 武俠小說世界遊蹤



專題展覽 - 愛情小說面面觀



名家介紹 - 金庸



中文書展

(二) 寫作

寫作除可增強學生構思表達及創作能力，更能鞏固讀文教學知識，提升寫作能力。大綱如下：

1. 「初中校本支援計劃」：過去三年（2018-2021）參加教育局校本支援計劃，透過共同備課，老師優化課堂設計和教學內容，促進教學效能，達至教學相長。
2. 「校內外各項比賽」：舉辦校內徵文比賽；積極鼓勵同學參加校外各項徵文及非徵文類比賽。透過各項活動及比賽，促進學生全方位學習，從而提高寫作興趣。



40周年校慶 - 標語創作、硬筆書法及徵文比賽



(三) 聆聽

聆聽訓練往往不受重視。其實「聽」和「說」的關係密不可分，在訓練說話的同時，正是鍛煉聆聽能力的良機。用心聆聽別人的話語，更是體現對人的尊重。

(四) 說話

說話是表達意見、提出問題和吸收知識的條件。通過說話訓練，除可掌握技巧和策略，更能培養良好說話態度。說話措辭得體，態度懇切，才能得到別人的信任和共鳴。大綱如下：

1. 「周會活動」：進行專題演講、時事評論及辯論比賽，鞏固課堂所學，發揮學生潛能。
2. 「說話能力訓練課」：配合課程發展，制定說話能力訓練，為公開試建立良好的基礎。
3. 「校際朗誦比賽」、「學校辯論隊」：參加校際朗誦比賽；培訓同學加入學校辯論隊，參加校外辯論比賽，加強思辯和說話能力。



周會活動 – 專題演講、聯校及校內辯論比賽

全方位學習活動

今天，學習中國語文不再局限於課室，同學更須走進人群，親身體驗和認識我們的社區。

「中文學會活動」：配合課程發展，學會舉辦各項社區考察活動，學生以輕鬆的步伐參與課外活動，除可認識我們居住的社區，更能瞭解本土文化，達至承傳中華文化的宏願。



中文學會文化之旅：九龍寨城公園、沙田文化博物館 – 金庸館



中文學會文化之旅：綠匯學苑（舊大埔警署、綠匯學苑平房）



普通話科 學與教策略

教師通過多元化活動，如情景對話、角色扮演、個人演講、小組討論、朗誦、人物訪問、繞口令比賽、拼寫比賽、聽歌學普通話等活動，運用所學的詞匯、句型、文化知識豐富說話內容，提升同學聽、說、朗讀、拼寫、自學能力及學習興趣。

評估分為進展性評估和總結性評估，兩者互相補足。進展性評估著重教師給予學生適時的回饋，以助學生改進和反思，提升學習成效。總結性評估在一個學習時段結束後，進行口試和筆試，以瞭解學生整體學習表現。



同學扮演不同角色進行訪問



同學在個人短講，詳細描述建築物的特點



繞口令比賽，寓學習於娛樂



朗誦比賽，提升同學欣賞詩文及說話能力



普通話與中文科跨學科閱讀，同學朗讀讀書報告



朗誦比賽，同學獲得優異成績



前瞻與展望

展望未來，中國語文教育將繼續因應學校需要，發展校本課程，促進教師持續專業發展，提升學與教效能，並配合國家的教育發展，為學生的全人發展及終身學習奠定基礎。



English Language Education

Mission and Objectives

The English Language Education Key Learning Area (KLA) is an integral part of the school curriculum. The English Department provides students with a wide range of interactive and communicative learning experiences to enhance their English language proficiency, social skills, cultural understanding, global competitiveness, as well as personal and intellectual development.



Teachers of English Language Education KLA

For the past 40 years, we have been making use of a balanced and flexible English Language Education curriculum framework to develop effective learning, teaching and assessment activities. We are building on the strengths of our existing practices such as task-based language learning, teaching grammar in context, reading to learn and learning across the curriculum to enliven our students' learning experiences and help them achieve the goal of whole-person development.

Our specific objectives are as follows:

- To enable learners to master language forms and communicative functions;
- To adopt a learner-centred approach focusing on the four language skills of listening, speaking, reading and writing, and provide ample opportunities for purposeful, integrative and creative use of English;
- To foster an English-rich atmosphere both in school and beyond and encourage students to speak and learn English outside the classroom;
- To develop a school-based English Language curriculum which makes cross-curricular links and encourages collaboration with other KLAs.

Learning and Teaching Strategies

The English Department has positioned '*Developing individuals towards being global citizens*' as the ultimate goal of the English Language KLA. The main strategies are as follows:

- Promoting creativity and stimulating learners' interest through an extensive use of language arts and innovative practices of all levels;
- Creating a language-rich environment by organizing a diversity of activities for learners to use English for purposeful communication in school and beyond;
- Catering for learners' diverse needs, interests and abilities by launching a variety of language enhancement programmes; and
- Expanding students' global horizons and sharpening their learning-to-learn skills towards becoming positive and responsible young leaders of the 21st century.



Life-wide Learning Activities

Summer study tours

Every summer, we organize a summer tour to an English-speaking country to immerse students in a foreign and language-rich environment. Throughout the years, our footprints have been marked globally!



Summer Exchange Tour to Singapore 2019

Speech Festival

Our students have been actively participating in the festival, from solo to group competitions and from verse, prose, to public speaking, choral speaking and drama categories.



Speech Festival winners 2020-21

English Club

Our English Club is an energetic club promoting English at all levels, from offering movie shows and conducting language games (the most popular one being Liberal Studies Quiz) to posting slogans around the campus and launching exchange programmes with local universities.



'Street Law Programme' at Faculty of Law, University of Hong Kong



English Debating Team

We have year-round inter-school debating competitions with other schools. To debate in English is to practise the language with a critical mind and keen awareness of global and social issues.



Our school's Junior English Debating Team

English Public Speaking Team

We have students from various forms participating in public speaking contests throughout the year. They enjoy the fun of presenting their thoughts in English in front of an audience.



English Public Speaking Team winners

What's UP?

This is an elitist writing team reporting campus news and introducing fun facts about English and reviewing different aspects of popular culture.



PA broadcast by our PA Team



What's UP? Team members 2019-20

Public Announcement Team

The PA Team is a morning working team giving broadcasts to the whole school community on English knowledge (such as phrases and idioms) and historical events.



Campus TV Team

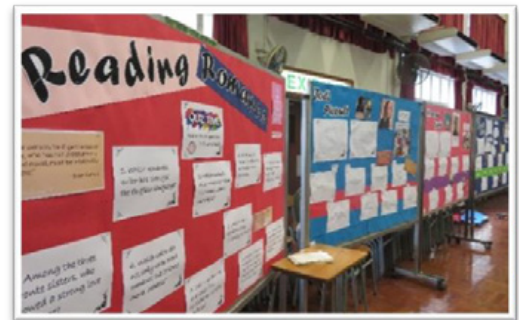
The Campus TV Team is a dynamic media production team producing high-quality Campus TV programmes covering English linguistic and cultural knowledge.



Precious moments of our Campus TV Productions

Reading Week

This is an intensive week where our colleagues and students are devoted to promoting a literary genre with activities such as book fairs, reading games and quizzes and books sharing sessions. Our past themes include detective, horror, romance and children literature.



Our Reading Week in 2019

Form-based English programmes

These include S1 Drama Competition, S2 Radio Play Competition, S3 Commercials Competition, and S4 and S5 SBA activities.



Funny episodes of our S1 Drama

The Road Ahead

We believe that the key to breeding excellence and nurturing brilliance lies in infusing English into students' everyday school lives, making English not only a school subject in the curriculum but also an integral tool and language of their lives, for academic, professional and communicative purposes. It is our conviction, after all, that we grow people and people glow.



Mathematics Education

Mission and Objectives

In a knowledge-based information era driven by technology and creativity, students are expected to possess knowledge and skills that could help them meet the dynamic challenges in the 21st century, and Mathematics constitutes an important share. Mathematics and its applications pervade all aspects of life in the modern world. Many of the developments and decisions made in industry and commerce, the provision of social and community services as well as government policy and planning, etc., rely on the use of Mathematics.



Teachers of Mathematics Education KLA

Mathematics is essential in the school curriculum as it is:

- (a) a powerful means for developing various abilities in a technology-oriented and information-rich society;
- (b) a powerful means of communication;
- (c) a tool for studying other disciplines;
- (d) an intellectual endeavour and a mode of thinking; and
- (e) a discipline, through which students can develop their ability to appreciate the beauty of nature, manage uncertainties and make sound judgements.

Mathematics Education also plays an active role in STEM education, and supports the learning of other subjects. It contributes significantly to the whole-person development of students in primary and secondary schools, prepares them for multiple pathways to post-secondary education and future careers, and hence plays an important role in the school curriculum.

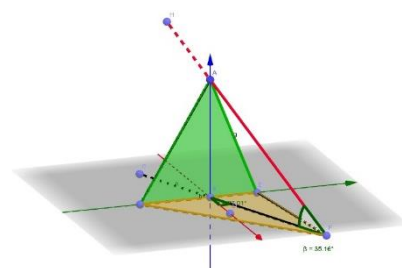
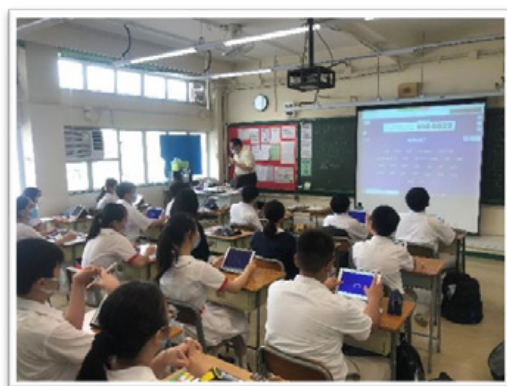
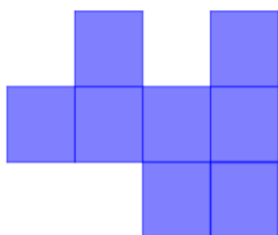
With contributions from researchers and practitioners alike, using Information Technology in Mathematics Education enables us to explore the impact of the computer on the curriculum, the teaching and learning of mathematics, and the professional development of teachers, both pre-service and in-service.



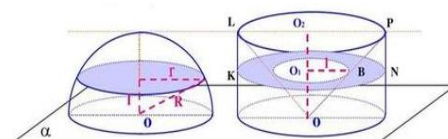
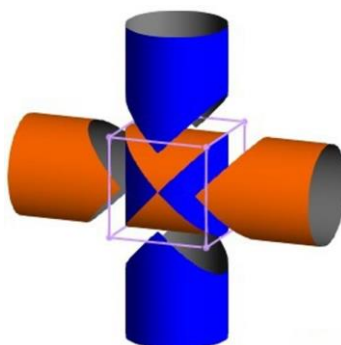
Learning and Teaching Strategies

We aim at developing in students the ability to think critically and creatively, to conceptualize, inquire and reason mathematically, and to use mathematics to formulate and solve problems in the daily life as well as in mathematical contexts and other disciplines.

To achieve these aims, eLearning and STEM play an important role in enhancing learning and teaching effectiveness, facilitating self-directed learning and nurturing students' competence in applying information technology (IT) in learning mathematics. Our school's "Bring Your Own Device" (BYOD) policy allows students to bring their own mobile computer devices to schools for learning activities, so that learning is more personalized and mobile. Many up-to-date Mathematics Apps are very useful, enabling us to introduce them to students and encourage them to use and apply them inside or outside the lessons.



As part of our curriculum, we have identified 'reading' as another key area for development, which is included in the school's strategic development plan. Lunch reading time and Reading across the Curriculum (RaC) in the school help promote reading in Mathematics to develop students' understanding of the connections between mathematics and real life as well as other disciplines. In addition, Chinese and Western mathematicians are also introduced in some specific topics and with the aid of some enriching reading materials or videos, students are introduced the history of mathematics and appreciate the beauty of the subject.





We also focus on strengthening the development of generic skills and positive values and attitudes in an integrative manner through various mathematics learning activities. To create an English-rich environment for mathematics learning, a bridging programme for all new S1 students is organized every summer.



To cater for students' individual differences, we conduct after-school enhancement classes for junior secondary students which run throughout the academic year. Small groups are formed so that teachers can master the learning progress of every student. Also, summer mathematics tutorial classes are regularly organized for students who need improvement by reviewing the topics learnt in the last academic year, teaching them new topics to help them prepare for the coming academic year.



Life-wide Learning Activities

LKKC Mathematics Team

The team consists of Mathematics elites in LKKC who are eager to learn and exhibit their talents. They join the Mathematics Team training conducted by our alumni every year. Through the training, they learn different techniques and approaches to tackle various the mathematics problems. They also participate actively in various competitions and challenges to enrich their exposure to mathematics. We are delighted with their efforts and excellent performances in various mathematics contests.





Mathematics Videos (in liaison with School Campus TV)

Besides using textbooks, we try to introduce some interesting Mathematics to our students through videos. Together with the school Campus TV, we will make more videos so as to arouse students' interest and expose them to Mathematics beyond the textbooks.



The Mathematics & Computer Club

Mathematics and Computer Club was established with the aim to promote the general interest of students in Mathematics and to improve their analytical and logical mind through a variety of activities related to Mathematics.

The club issues newsletters each year, which Newsletters include interesting and challenging questions and knowledge related to Mathematics. Also, Mathematics Club holds Mathematics-related activities like the Mathematics Olympiad and Mathematics Safari in LKKC after school.

The Road Ahead

For the past ten years, under the senior secondary curriculum, students have had a deep understanding in Mathematics, the curriculum aims to develop students' proficiency to think critically and creatively, to inquire and reason mathematically, and to use mathematics to formulate and solve problems in mathematical contexts as well as in daily life. In order to achieve this, many different teaching strategies are adopted, especially the use of information technology. We hope our students can:

- develop interest in learning Mathematics and sensitivity towards the importance of Mathematics;
- show confidence in applying mathematical knowledge in daily life;
- be open-minded, willing to listen to others in the discussion of mathematical problems, respect others' opinions, and value and appreciate others' contributions;
- be persistent and confident in solving mathematical problems; and
- appreciate the precise, aesthetic and cultural aspects of Mathematics and its role in our society.



Personal, Social and Humanities Education

Mission and Objectives

The Personal, Social and Humanities Education Key Learning Area aims to enable students to understand themselves, society and the world at large, maintain a healthy personal development and contribute to the well-being of the family, the local community, the nation and the world as confident, informed and responsible persons.



Teachers of Personal, Social and Humanities Education KLA

Economics

Learning and Teaching Strategies

- Using contexts which are meaningful to students
- Providing students with an appropriate level of challenge
- Building on students' prior knowledge and experience
- Giving timely feedback during the learning process
- Promoting students' capacity for self-directed learning and eLearning



Students visiting the HSBC Archives

Life-wide Learning

To arouse students' interest in this subject and to apply what they have learnt, we have organized various Life-wide Learning activities for students. Guided tours to the HKMA and HSBC were organized to encourage students to generate issues for enquiry. Moreover, students also attended talks organized by the HKMA, the Census and Statistics Department and the Consumer Council. These activities certainly help students to gain exposure to a variety of perspectives on various topics.

Geography

Learning and Teaching Strategies

- Building on teachers' professional strengths
- Keeping abreast of changes in student learning needs
- Catering for learner diversity



Students doing field investigation



Life-wide Learning

Learning outside the classroom through field trips is one of the core components in Geography. Fieldwork activities are organized for students to enrich their geographical knowledge of the world and strengthen their global perspectives.

One of the key examples in this area is the "Geography-based Enrichment Activities for Nature-Smart Students" organized by the Geography Department. For many years, we have organized different field trips and field study camps. Through immersing in the natural landscapes as well as culture environments, students are able to acquire knowledge "outside the classroom", expand their interpersonal networks, strengthen their social skills, and cultivate new perspectives.

Moreover, the geography students have actively participated in various geography-related programs/ competitions in Hong Kong in the past few years. The best examples are the "Create Your District" - 3D models and videos making competitions organized by HKIS. After receiving basic training (including training courses and local field trips), students had the valuable chance to design their ideal city through proper town planning. They also conducted different presentations on public exhibitions. Such opportunities, together with the oversea field trips, help enrich students' knowledge and develop their global perspectives, as well as facilitate their communication skills and cultural exchange.



Students actively taking part in external urban design competitions

History

Learning and Teaching Strategies

- Adjusting our junior level curriculum and pedagogy according to the reformed curriculum guide
- Expanding students' horizons in world history, art, cultures, religions, and technology
- Adopting eLearning strategies to facilitate Assessment for Learning
- Trying out new topics on the history of Hong Kong to enhance students' sense of belonging to this city



Junior level students go on a local heritage excursion to Central



Senior level History students visiting the Jockey Club Creative Arts Centre



Life-wide Learning

We have offered our students a number of options in taking part in Life-wide Learning, with local and cross-boundary heritage visits as the core offer, and film/documentary viewing as the subsidiary choice. Teacher-guided tours were organised to enterprises in Dongguan, the historic city centre of the Macau SAR, South Korea, Singapore, and Malaysia as our cross-boundary destinations, as well as Central, Tsim Sha Tsui, Kowloon City, Happy Valley and so forth as our case studies of local heritage. Our joint-school DSE History study tour to Malaysia and Singapore with Shatin Tsung Tsin Secondary School in April 2019 was a remarkable achievement and experience. From these excursions, our students have gained broad insights into the many possibilities of heritage conservation and popularisation.

We also put forward self-directed heritage visits and documentary/film viewing as an effective alternative to heritage tours. Students are given substantial guidelines with which they could opt to visit local and overseas heritage/museums online, or to watch history-related films and documentaries available on the internet or self-purchased from mobile app/infotainment stores. Afterwards, students have to fill out post-visit and post-viewing reports via Google Forms to record the insights they gained, and store these invaluable learning experiences for their own future reference.

中國歷史 學與教策略

- **問題探究**：通過對歷史問題的討論和探究，讓學生形成自己對歷史問題的認識及掌握研習歷史的方法。
- **利用資訊科技學習**：透過多媒體的視聽教材，幫助學生學習，如歌曲、電影、擴增實境、虛擬實景等，可以動感地把歷史場景在教學環境中展示出來，使學生可以進入模擬的歷史情境中探求歷史知識。
- **從閱讀中學習**：引導學生接觸不同類型及範疇的歷史材料，增加學生學習中國歷史的興趣。
- **建立價值**：了解國情，促進學生對各種歷史問題的反思，建立良好的價值觀及了解國家的發展。



同學參觀沙田文化博物館，認識明清時代的宮廷服飾。



同學參加全港中國國情知識問答比賽



全方位學習活動

- **參觀：**希望透過不同的參觀活動，令同學能接觸不同方面的歷史材料，從不同的方式學習中國歷史，令中國歷史能走進同學的生活當中，以提升同學的學習興趣。
- **比賽：**除了讓同學在不同方面認識中國歷史外，也希望透過不同的比賽，讓他們能夠與不同學校的同學互相砥礪，擴闊眼界，以提升同學們學習中國歷史的興趣。
- **交流團：**俗語說：「讀萬卷書不如行萬里路」，見識從來比知識更為重要。本科希望同學吸收課本上的知識之餘，也希望同學能透過不同的交流活動，走到國內，增長見識，培養自己的歷史心得。

生活與社會 學與教策略

- **以學生為本擬訂課程內容：**培養同學如何面對新的社會、經濟和政治局面帶來的機遇和挑戰。在初中學習階段的不同年級，擬定不同學習重點，期望能配合他們個人成長和未來發展的需要。
- **議題探究式學習：**建基於已有知識，同學透過探索、推敲及反思從而建構知識，並發展成為主動學習者及問題解決者。另外，面對社會驟變的局勢，同學需要自行更新知識，透過探究式學習，讓同學掌握相關技能，促進自主學習的能力。

全方位學習活動

全方位學習活動是課室以外的學習活動，透過親身體驗豐富同學的學習經歷，說到底也是課堂學習的一部分，與課室中的學習互相緊扣。一直以來，本科舉辦多元類型活動，配合不同學習目標。



同學參觀立法會，並參與角色扮演活動，一嘗當立法會議員的滋味。



同學參與拾荒體驗工作坊，透過親身參與，認識到拾荒者遇到的困難，從而了解社會政策與民生的關係。



同學參加社區導賞團，與無家者傾談，深入了解他們所面對的困難。

The Road Ahead

Through the PSHE KLA co-ordination meetings, communication between subject panels, within and beyond the PSHE KLA, and the school management has been facilitated. In the coming years, we will strengthen the collaboration among subject panels within the PSHE KLA in planning the curriculum and organizing a wide variety of co-curricular and cross-curricular activities for the PSHE KLA, such as visits to museums and heritage sites, field trips, the Mainland exchange programmes and overseas study tours, to enrich students' learning experiences.



Science Education

Mission and Objectives

Science is the systematic study of the structure and behaviour of the physical, social, and natural worlds through observation and experimentation. It changes our lives and is essential to innovation, global competitiveness, and human advancement. Through science learning in our school, students recognise the nature of science and develop scientific knowledge and science process skills to help them evaluate the impacts of scientific and technological development. This prepares students in the era with fast scientific development to participate in public discourse in science-related issues, which enables them to become life-long learners in scientific, technological and environmental aspects.



Teachers of Science Education KLA



Learning and Teaching Strategies

Science Education Key Learning Area in our school provides the foundations for understanding the natural world through four disciplines, namely Integrated Science, Physics, Chemistry and Biology.

To provide well-structured learning, coherence of the science curricula and planning of activities for the four subjects are closely aligned through discussions and co-ordination through regular meetings each year.

Broadly speaking, science subjects in our school share the following aims for students to:

- acquire basic scientific knowledge, skills and concepts and develop curiosity and interest in science;
- develop the ability to inquire and solve problems;
- recognize the usefulness and limitations of science and the interactions between science, technology, society and environment;
- attain personal growth through studying science; and be prepared for further studies or enter careers in science and technological areas.



To achieve these aims, fundamental skills and rationale of scientific investigation are emphasized in junior Integrated Science. Skills facilitating communication, co-operation and argumentation are also fostered. The strategies aim at arousing students' interest and equipping them with the appropriate competence for senior science studies. Well-designed teaching and learning activities are provided to equip students with knowledge as well as to develop their skills and competence for life-long learning at a higher-order manner.

A. Investigative Studies

S1 projects - String Telephone, Swing pendulum and Wind turbine

S2 projects - Photosynthesis, Water rocket



B. STEM Projects

To keep abreast with the fast scientific and technological developments, STEM education has been one of the foci to equip our students with the capacity to meet the changes and challenges around the world. Some of our department investigative tasks are modified into STEM projects with the support of the EDB and other external bodies. The projects strengthen students' ability to integrate and apply knowledge and skills within and across subjects to solve problems.

S1 - Making Anemometer

S2 - Design of Micro: bit model car, with the support from Trumpteck and the objective of participating in a competition in the UK.

Designing an anemometer



Sharing at EDB seminar



Teacher training



Student workshops & competitions





S3 - Building catapult (Physics), Making pH paper (Chemistry), Enzyme in fruit (Biology)



C. ITE & eLearning towards self-regulated learning and catering for diversity

ITE and eLearning provide an interactive learning environment and instant feedback to learners. To keep alignment with the school's three-year plan, our subjects make good use of the tools to enhance teaching and learning notably in self-regulated learning and catering for students' diversity. Flipped classroom and the application of electronic devices such as data logger equipment are some of the common practices to achieve the purposes. The Bring Your Own Device (BYOD) strategy for junior form students further facilitates the versatility in teaching & learning.



D. Students' Centred Learning – Practical work, Discussion, Role play and Debate

Whenever appropriate, a student-centred has approach been our long-term strategy to promote students' learning. Students take up the role to search, select, organize and present information. They may be challenged by an audience and show that they are able to evaluate the validity of the knowledge they have acquired. Students possess the ownership of learning from which not only do they treasure the process but also become more independent in their own learning.

Debate



Role play



Presentation



Practical work





E. Reading to Learn

Every year, around 45 students participate in Chemists Online Self-study Award Scheme (COSAS) the organized by Hong Kong Virtual University (courses jointly provided by HKUST, CityU, LingU, EdUHK and HKU). Students gain enriching experiences in terms of top-level achievements and more importantly, enrichment in acquiring extended knowledge in scientific developments. Moreover, the strategy of promoting Reading across the Curriculum in our school further consolidates and extends students' habit of learning via reading.



Life-wide Learning Activities

Beyond formal learning in lessons, we deeply believe that nurturing interest and motivation is a key factor in consideration for active learning. Students can learn science in many contexts and situations. To enrich their scope of teaching and learning, a wide spectrum of activities outside the classroom has been organized to arouse students' curiosity and stimulate their inquiring mind in science.

(i) Students have attended science lectures in universities. We have also invited guest scientists to deliver science talks and to conduct experiments in LKKC.



(ii) Science Club is a strong support in promoting students' enthusiasm and willingness to learn science. Every year, a splendid range of activities are organized for students.

● *Yearly Science Camp - one of the traditions enriched with science tasks, games and fun.*





- *Scientific design competitions, interesting experiment demonstrations, STEM and science video programs with the school's Campus TV, video shows of science projects.*



(iii) Subject-based Activities

- *Yearly visit to science exhibitions for S2 students at the Science Park using mobile devices to complete given tasks.*
- *HKU microbiology laboratory tour for S4 & S5 students.*

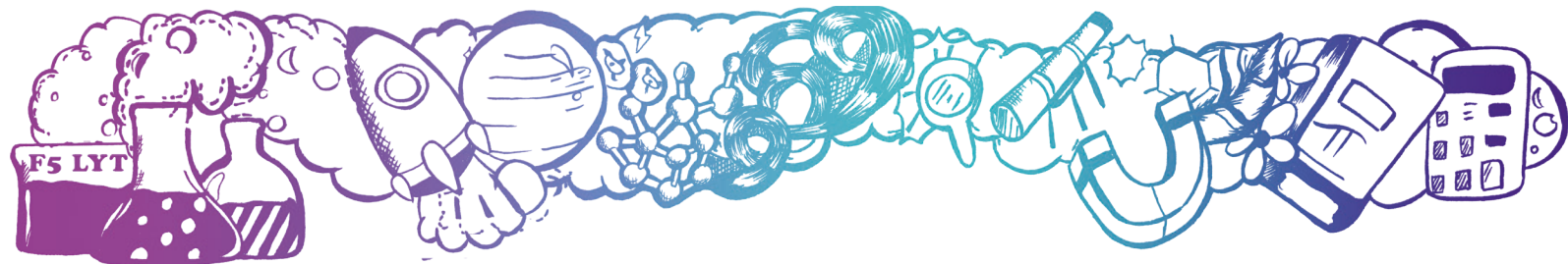


External Competitions and Assessments

To cater for students' talents and widen their horizons, students are encouraged to participate in various external competitions and assessments. Students apply what they have learnt in Science to solve problems, do research, try out experiments and take up challenges given by adjudicators. Not only do participants acquire valuable novel experiences but they also further stretch their capabilities and potential in Science.

- Each year, we participate in the HK Student Science Project Competition (HKSSPC), HK Youth Science & Technology Innovation Competition (HKYSTIC), HK Chemistry Olympiad, Digi-Science Video Competition, Fun Science Competition, Physics Olympiad, International Junior Science Olympiad, Biology Olympiad and others. The results have been rewarding.





Competition	Year	Award	Competition	Year	Award
HKYSTIC	2016 2020 2021	Gold Award & Most Outstanding Exhibit Merit Award 2 nd Runner-up	HK Chemistry Olympiad	2015	2 nd Runner-up
HKSSPC	2018 & 2019	Visitor Favorite Award	International Junior Science Olympiad	2017 2018 & 2021	2 nd & 3 rd Honour 3 rd Honour
Digi-Science	2018 & 2021	Merit Award	Asian Physics Olympiad	2016 2017	Bronze Bronze, HK Team
Fun Science	2016 & 2018 2021	1 st Runner-up (Junior) 2 nd Runner-up (Junior) 2 nd Runner-up (Senior)	Pan-Pear Delta plus Chinese Elite School Physics Olympiad	2016 & 2017	Gold
1+1 Science Tip-top Talent Scheme	2016	Research Team	International Physics Olympiad	2017	Gold
HK STEM Olympiad	2016	Gold (Individual)	Physics Olympiad of Metropolises	2017	Gold



- (ii) Encouraging achievements are also gained in external assessments such as Australian National Chemistry Quiz (ANCQ), HKPolyU Secondary School Math & Science Assessment and ICAS.



Full mark & Distinction in ANCQ and ICAS Assessment

Medal Award in HKPolyU Assessment

The Road Ahead

With a well-planned curriculum and enriching learning activities in the four science subjects, we strongly believe that students will develop interest and master the essential knowledge and skills to become life-long learners in Science. These enable them not only to engage actively in the rapidly changing knowledge-based society but also prepare them for studies and careers in the fields of science and technology.



Technology Education

Technology Education (TE) is the study of the purposeful application of knowledge (such as Design and Technology, Information and Communication Technology, Home Economics and Business, Accounting and Financial Studies), skills and experiences in using resources to create or add values to products and systems to meet human needs.



Teachers of Technology Education KLA

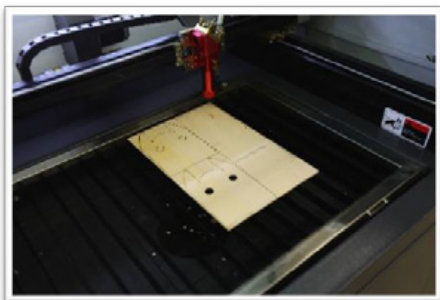
The TE curriculum is designed to cater for students' interests and intellectual development at different key stages:

- Junior Secondary Level: Exploration, Experiencing and Familiarisation
- Senior Secondary Level: Exploring Orientation for Life-long Learning and Specialisation

Design and Technology

Our school aims at providing learning opportunities for students to develop their technological awareness, literacy, capability and lifelong learning patterns that they need in an ever changing technological society.

We also have deliverables such as an artefact and a system, and usually involves the use of both hands and minds. A variety of learning activities are used, such as classroom teaching, reading and collecting information and designing and processing.





Business, Accounting and Financial Studies

Through the study of BAFS, students are expected to integrate their knowledge and skills learnt in the subject which includes introduction to accounting, management, business environment and personal financial management. Upon completion of the curriculum, students should be able to:

- demonstrate knowledge and understanding of different areas of business;
- apply such knowledge and understanding to familiar and novel situations;
- analyse, synthesise and evaluate information in the context of business decisions, taking into account the integrated and dynamic nature of various business problems;
- communicate facts, opinions, and suggestions in an effective manner; and
- use accounting information effectively to monitor business performance and suggest means to add value to human and financial resources.

Apart from traditional teaching and learning, we provide different kinds of activities and tasks for students, e.g. visits to business enterprises, investment games, 'Get Set Goal' Workshop and Collaboration in TE KLA: Project learning in S3. They can provide our students with a learning environment relating their knowledge to real-life situations, to encourage them to think from a wider perspective to generate business solutions and to encourage them to develop team-building, communication and interpersonal skills.



Visit to Bank of East Asia



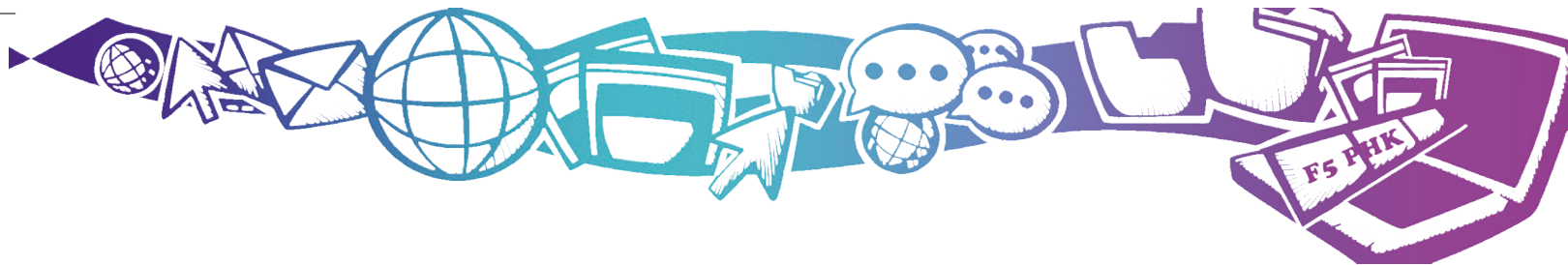
'Get Set Goal' Workshop



Investment Game



Financial Planning Competition



Home Economics

Home Economics curriculum enables students to understand how technology affects our lives and nurtures quality people and quality homes. Students are expected to be aware of the importance of a healthy lifestyle.

LKKC provides equal learning opportunities for all learners. The teaching of Home Economics is purposeful, progressive and interactive in nature. Knowledge and skills are delivered through lectures, demonstrations, discussions and hands-on problem-solving learning activities.



Needlework lesson



Cooking lesson



BYOD in S1



Teachers also integrate students' learning within Technology Education KLA into other KLAs through different knowledge areas, for example, Project Learning in TE KLA (S3 BAFS and HE) and in collaboration with the PE Department through reading across the curriculum.

S3 Project Learning – Food Plan

Students are provided with opportunities to think critically and creatively and to come up with fresh problem-solving ideas that can be applied into their daily life, giving them opportunities to learn from practical experiences.





Information and Communication Technology

Information and Communication Technology (ICT) is the technology required for information processing. It is of immense value in a world of “information explosion”, and where knowledge is complex, ever-changing and cross-disciplinary in nature. The importance of ICT does not lie in the technology as such, but in its enabling function for access to knowledge and for communication with others.

Learning and Teaching Strategies

As a part of STEM education, ICT provides students with knowledge, practical skills and an understanding of the processes involved in problem-solving using technology.

Regarding the rapid development of STEM education, our curriculum focuses mainly on problem-solving with the following pedagogical approaches:

- Robotics programming
- Virtual Reality experiencing
- Cooperation and collaboration
- Implementation of different problem-solving activities



The Road Ahead

With a well-planned curriculum and learning activities in Technology Education KLA, we believe that students will develop technological capability, understanding and awareness, and will be able to critically appraise impacts of technology on the individual, family, society and environment. Also, they will become competent and confident members of the world of technology and the society at large.



Arts Education

Mission and Objectives

A balanced school curriculum is needed to provide an all-round education for students. Arts education is one of the five essential areas in the overall aim of education set out by the Education Commission: "To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change."



Teachers of Arts Education KLA

Our Arts Education curriculum aims to help students:

- develop creativity, critical thinking and communication skills, and nurture aesthetic sensitivity and cultural awareness;
- develop arts skills, construct knowledge, and cultivate positive values and attitudes;
- gain delight, enjoyment and satisfaction through participating in arts activities; and
- pursue a lifelong interest in arts.

The visual arts curriculum adopts an all-round and lively arts approach to students so as to cater for their different social backgrounds, needs, art abilities and interests. To implement the visual arts curriculum by nurturing students' self-directed learning manner. To articulate the junior secondary visual arts curriculum with the senior secondary visual arts curriculum.

The music curriculum aims at providing pupils with a comprehensive and balanced learning experience. Through listening, singing, instrument-playing and creative activities, pupils gain enjoyment and satisfaction through participating in music activities.

Our mission is to provide a challenging musical environment for our students who have potentials in music, and to provide a pleasant environment where our students can develop their own musical skills and goals, help students to pursue a life-long interest and appreciation of music.



Visual Art Visit – Fo Tan



Fashion Show

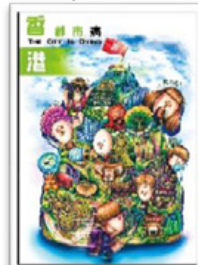


A Cappella Performance



Learning and Teaching Strategies

1. Apart from providing knowledge, skills and creative training, we also cultivate students' arts culture, enhance their appreciation and enjoyment of arts.
2. Students are encouraged to participate in various arts activities both inside and outside the classroom so as to extend their scope of arts appreciation and to foster the arts culture and atmosphere in school.
3. Extracurricular activities in arts are important as it can be an excellent complement to the arts curricular program. A variety of arts competition, visits, tours and exchange activities are arranged for students to widen their arts experiences and develop their lifelong interest in arts.



Life-Wide Learning Activities

Life-wide Learning (LWL) is an integral part of the school Arts Education curriculum. The Chinese Orchestra, Chinese Instrumental Classes, Arts Club and Music Club provide opportunities and systematic training to students so that they can excel their talents in arts. All LWL activities complement students' learning of the arts in the classroom. LWL is an effective strategy to extend students' learning beyond the classroom. Chinese Instrumental Classes help students develop arts skills and knowledge. Through performing in concert halls and theatres, displaying artworks in galleries, attending performances, visiting exhibitions and participating in community arts projects, students gain authentic learning experience and broaden their horizons in the world of the arts. Students are encouraged to participate in different arts competitions to enhance their confidence and skills such as Hong Kong School Music Festival, Sun Shing Cup Music Competition and different kinds of design and painting competitions.



The Road Ahead

We have strived for excellence in the learning and teaching of art. We believe that in the coming decades, our students will keep on pursuing good results in public examinations and at the same time developing their life-long interest in arts. Our students are capable of applying critical and exploratory thinking. They are innovative and have high adaptability to cope with changes in the new era.



Physical Education

Mission and Objectives

Physical Education is to educate students through the physical. It aims to develop students' knowledge of movement and their ability to use these to perform in a wide range of activities in order to develop an active and healthy lifestyle also provide a good foundation for students' lifelong and life-wide learning.



Teachers of Physical Education
Key Learning Area

Teaching and Learning Strategies

The Learning Targets of Secondary 1 to 3:



Students are taught at least eight different physical activities (athletics, basketball, volleyball, soccer, handball, gymnastic, badminton and table-tennis) from not less than four areas (motor and sports skills, health and fitness, knowledge of movement and sports-related values and attitudes) in games and competitions. We aim at helping them to participate actively and regularly in at least one co-curricular physical activity and to apply theories of physical activities and training principles in health-related fitness programs. Moreover, students are expected to show critical thinking in the discussion of debating issues in PE and sport and display appropriate etiquette and sportsmanship in physical activities.

The Learning Targets of Secondary 4 to 6:



Students are able to demonstrate proficiency in a wide range of physical activities, for example, trampoline, foot shuttlecock, Lacrosse, Kungfu, etc. We hope they can participate actively and regularly in at least one of co-curricular physical activities. On the other hand, analysis of physical performance from multiple perspectives and evaluation of the effectiveness of health-related fitness programs are also carried out through the lessons.

Reading to learn

Theories are taught and reading materials are provided to students to enhance their knowledge in sports. Different theories are covered, for example, first aid, stress management, rules and regulations of athletics, sportsmanship, physiotherapy and so on.





Life-wide Learning Activities

“One Sport One Life” Program



“One Sport One Life” program is introduced to S1 students. This program focuses on the development of students’ wellness and well-being and encourages them to engage more in physical activities. There are 12 lessons with 5 basic sports activities for them to participate. Through the lessons, they learn the skills, develop interest and pave the path to be selected to school teams.

The Sports Association

It is established to organize different kinds of sport activities to all students and to arouse their interests in sports. The association has been organized inter-class football competition, inter-class dodge ball competition and so on.

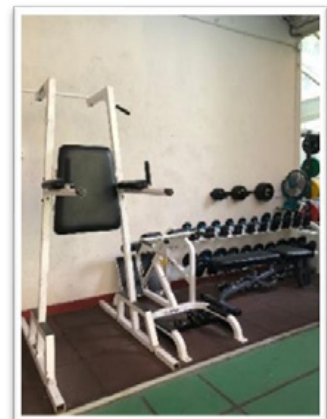
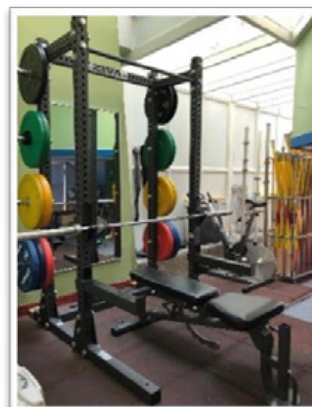
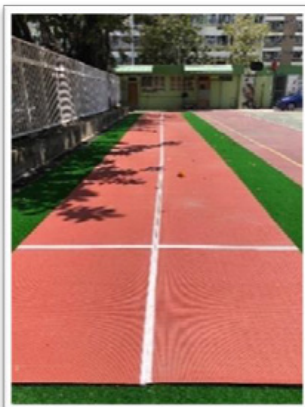
Sports Team

Students with high potential in sports will be invited to join our school teams every year. We have appointed many elite coaches to teach them. Team members are trained twice a week. We participate in inter-school competitions and other open competitions. Our sports teams have got excellent results and won many prizes and trophies in the past decades.

The Road Ahead

In order to enrich the school-based curriculum, a lot of new equipment has been installed and facilities has been renovated to make flexible use of time, space and resources. Two runways are built in the basketball court and two sets of Run Rocket and a badminton serving machine are bought. We have also renovated the fitness room and added anti-collision nets for safety.

In the future, we hope our students can develop motor skills, body coordination and object manipulative skills; learn risk management and implement measures to prevent sports injuries; enjoy the new equipment and facilities; and enhance their physical fitness and health.





通識教育科

使命與目標

隨著 2009 學年新高中學制的開展，作為四大核心科目之一，通識教育科成為每位高中同學學習生活中不可或缺的一部分。

為回應當時香港社會的需要以及配合整體教育改革的方向，除了強調廣闊的知識基礎以及終身學習所需的共通能力，通識教育科尤其重視培養同學成為明辯、反思和獨立思考的人；成為有識見、負責任的公民，從而認同國民身份，具備世界視野，以及尊重多元文化和觀點。本校亦沿著該發展方向，為同學提供全方位以及跨學科的學習經歷。



通識教育科老師

學與教策略 — 豐富學習經歷，裝備同學面對挑戰

通識教育科是一科必修必考的科目，同學的成績直接影響入讀大學的機會。故此，在教學設計方面，本校老師採用逆向設計，先擬定不同學習階段的預期學習成果，然後訂定課程內容及教學策略，全盤掌握同學的學習進程。同樣地，公開試的應試技能亦會滲於日常教學之中，希望同學能充分掌握，在公開試中取得理想成績。針對不同程度的同學，老師在課堂以外成立自主學習小組，透過同學互相切磋，增強學習成果。此外，科組會邀請在過去公開考試取得超卓成績的畢業生回校，分享取勝關鍵，同學均表示獲益良多。

通識教育科提倡「議題為本」探究教學，透過探究與本課程主題相關的議題，同學能較全面了解議題，掌握相關事實，分析問題的核心，進而以持平的觀點作出合理的判斷。故此，在課堂設計方面，老師引入不同的社會議題，讓同學從多角度審視資料以及評鑑不同的觀點，最終建立自己的看法。與此同時，校內亦不時舉辦學科講座、嘉賓分享會和主題展覽，拓展同學的知識面。

另外，老師不時引入社區資源，令學習變得更加多元化。例如，本校曾經邀請香港大學法律學院同學為本校同學舉辦法治工作坊，透過體驗活動以及分組任務，讓同學認識香港法治的實踐情況。

「從閱讀中學習」作為課程發展其中一個關鍵項目，通識教育科不遺餘力在校園推廣廣泛閱讀，希望學生能夠增強思維能力培養開放的態度，接納不同意見、觀點、價值觀和文化。在選材方面，除了考慮同學的興趣，亦希望能為他們帶來另一種視角，觀照香港社會，例如香港獨立書店介紹、國歌法實施以及香港街道趣談等。



邀請方志恆博士出席講座，
分享香港社會發展的歷史機遇



香港大學法律學院到校法治工作坊



全方位學習活動 — 為學生創造機會，從實際體驗中學習



法治之旅導賞團



元朗橫洲土地發展考察



油麻地街頭文化考察

通識教育科講求知識的增益，正面價值的培養，以及共通能力的提升。因此，學習不應囿於狹小的課室之內，更應拓展到其他環境，在不斷變化的社會，透過實際體驗進行學習，開拓同學的視野，激發他們對社會的關懷。當中包括：

- 藍屋建築群社區文化導賞：透過參觀藍屋建築群，了解文物保育與社區發展的關係；
- 社區導賞－劏房家庭探訪：了解基層居住環境及生活狀況，探討香港基層市民的生活素質；
- 油麻地街頭文化考察：實地考察街頭文化特色，探討社區生活如何形成一種獨特的文化色彩；
- 元朗橫洲土地發展考察：接觸社區，了解在發展收地的過程中當地居民面對的困難，從而辨識香港土地發展的爭議；
- 外出拾荒體驗工作坊：藉著親身參與拾荒，認識拾荒者的處境以及他們遇到的困難，從而了解制度政策與民生的關係；
- 法治之旅導賞團：遊走中環地標，從建筑物和街道窺探香港法治發展的歷史，認識香港一路走來的法治之路；
- 參觀傳媒機構：認識傳媒機構運作，了解傳媒的社會角色；
- 參觀公民教育資源中心：除了參觀有關國家文化的展覽，同學亦透過電影欣賞，探討中國現代社會的不同面貌；
- 順德交流團：透過姊妹學校的安排，前往順德與當地人民交流以及進行實地考察，探討中國經濟改革政策為當地帶來的機遇與挑戰。



藍屋建築群社區文化導賞



參觀本港傳媒機構



參觀公民教育資源中心，
並觀看電影《落葉歸根》



順德交流團

前瞻與展望

走過第一個十年，經過老師與同學的不斷發掘，不斷經歷，無論在課程設計、學與教策略以及評估方法等，均作出了不同的嘗試，有得有失，有喜有悲。轉眼間，通識教育科差不多完成了它的歷史使命，但願所有曾經修讀通識教育科的同學能夠擁有一段獨特的學習回憶，成為一個對社會、對家庭以及對自己有所承擔的人。



Other Learning Experiences

Missions and Objectives

Under the Senior Secondary Curriculum, Other Learning Experiences (OLE) is one of the three components that complement the core and elective subjects for the whole-person development of students. Building on the foundation of the essential learning experiences in the Basic Education, our school offers students a range of OLE opportunities encouraging them to participate in the five areas of OLE, namely Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.



Teachers of Other Learning Experiences

In implementing Other Learning Experiences, our school keeps the following objectives and expected outcomes in mind:

Other Learning Experiences	Objectives and Expected Outcomes
Moral and Civic Education	<ul style="list-style-type: none"> - Cultivate student's morality and civic awareness. - Nurture positive values and attitudes
Community Service	<ul style="list-style-type: none"> - Cultivate students' empathy, social concern and respect for people of different social classes
Career-related Experiences	<ul style="list-style-type: none"> - Increase students' knowledge and understanding of the world of work - Encourage students to plan their career path - Enhance career aspirations and positive work ethics
Aesthetic Development	<ul style="list-style-type: none"> - Develop plural values and interests in the arts
Physical Development	<ul style="list-style-type: none"> - Help students improve the skills required for different physical activities and adopt a healthy lifestyle



Students practicing Chinese calligraphy



Attending a talk on community service



Students taking photo for interview



Learning and Teaching Strategies

The main strategies are as follows:

- **It is the quality of OLE that matters, rather than the quantity**
We focus on facilitating students to deepen and consolidate their own learning through quality reflection. Teachers responsible for arranging the activities also evaluate on the activities at the end of the school year.
- **It is to build up a sustainable and trust abundant relationship with collaborative partners in the community.**

Examples:

Moral and Civic Education	Exchange programmes with Shun Tak sister schools are arranged
Community Service	Social workers are invited to brief students are arranged people in need
Career-related Experiences	Workplace visits are organized to explore the authentic working environment
Aesthetic Development	Masters are invited to talk about Chinese calligraphy, photography, sand painting, etc.
Physical Development	Alumni are invited to give talks on Chinese medical science and athletes' lives.

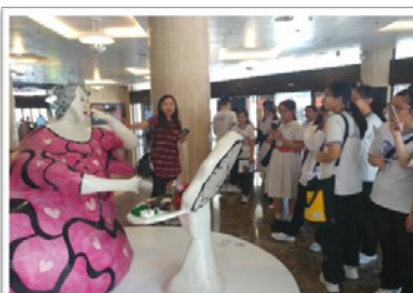
- **Building on the strengths and experiences our school has already had**
Aesthetic Development and Physical Development are largely implemented in form of structured lessons. Moreover, Moral and Civic Education is provided in class teacher periods and the assemblies through collaboration with the Civic and Character Education Committee in our school.
- **Reviewing existing practices**
Our school keeps on reviewing and building OLE into our existing practices and strengths, as well as identifying 'gaps' and 'over-dos', and making necessary adjustments accordingly. Hence, new Core activities and new Elective lessons are introduced whenever necessary.

The Road Ahead

Our school will continue to facilitate students to deepen and consolidate their own learning through quality reflection so as to nurture students' life-long learning capability and foster their whole-person development.



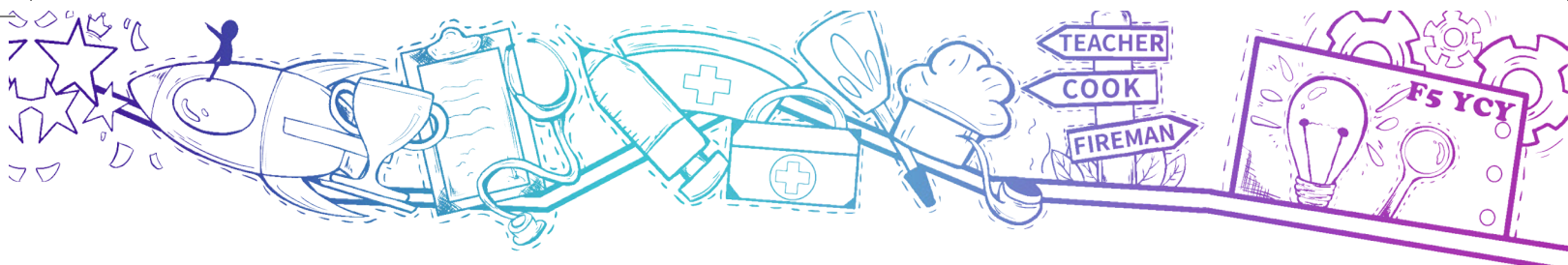
Talk by the Customs and Excise Department



Students visiting the Shatin Town Hall



Talk on volunteer work



Life Planning

Mission and Objectives

It is our conviction that our students will have a clearer life goal and direction as well as greater satisfaction towards self-actualization through our school's life planning education. With our school-based curriculum, workshops, and talks for students as well as enhanced teacher training, our school encourages students to find their long-term life planning, to constantly reflect upon themselves, and to explore various possibilities during their academic and personal growth.



Teachers of Careers Counselling Committee

Life-wide Learning Activities

Through our diversified support, the Careers Counselling Committee works on developing students' self-awareness and interests towards understanding the manpower needs of the job market and making their own study and career choices, through the following programs:

- **Aptitude Test:** We conduct Cambridge Occupational Analysis (劍橋職業興趣及能力評估測試) to collect data for our school's design of the life planning curriculum.
- **Workplace Sharing:** We regularly invite our outstanding alumni to hold workplace sharing sessions.
- **Overseas studies:** We hold overseas study workshops and study tours to the Mainland, Taiwan, Australia, Britain, Japan and Ireland, etc. to familiarize students with the relevant academic structures and application procedures to broaden our students' horizons.
- **Careers Parents' Nights:** We organize Parents' Nights for parents of Secondary Three and Secondary Six students to convey the most updated career information regarding senior form elective choices and JUPAS choices respectively.
- **Applied Learning:** Our school encourages students to take Applied Learning courses to address their wide spectrum of interests and facilitating their diversified careers growth.



Students are completing aptitude tests to understand their characters and potentials.



Alumni are sharing with students DSE exam skills and their post-secondary studies experiences.



- Mainland-Hong Kong interchange : Our school encourages students to join the DSE Greater Bay Area Internship Program for DSE graduates organized by Hong Kong Arts and Culture Development Center with the hope to expand our students' horizon and exert their innovative potential.
- Work internships: Our school is devoted to cooperating with the government and non-governmental organizations to hold a variety of workplace internship and shadowing programmes, such as Business-School Partnership Programme organized by EDB, Summer Career-Related Experience Scheme organized by HKACMGM, Job Internship Program organized by HKFWS, and Job tasting Scheme organized by Career Sparkle.
- The Dream Fund: Realizing the important role played by financial management in life planning and in order to enable students to spend money autonomously, our school sets up the Dream Fund to help students to make concrete plans to make their dreams come true through providing them with financial subsidies.
- Other Learning Experiences Lessons: Our Other Learning Experiences programmes aim at promoting various careers activities to broaden students' horizons and enable them to make appropriate study and career choices. Our programmes include mock interview workshops, mock DSE result release days, Social Freshman Soci-game, university visits, Customs YES, workplace visits and interview preparation workshops, etc.

The Road Ahead

Facing with the astonishing growth of information technology and knowledge, our school expects students to be aware of the importance of life planning, plan their life at an earlier age by understanding their interests, character and talents. Hopefully, they will lead an enriched and fulfilled life in future.



Professionals from various industries are sharing with students the opportunities and challenges in their respective industries.



Overseas Studies Tour in Taiwan



Culture and Overseas Studies Tour in Japan



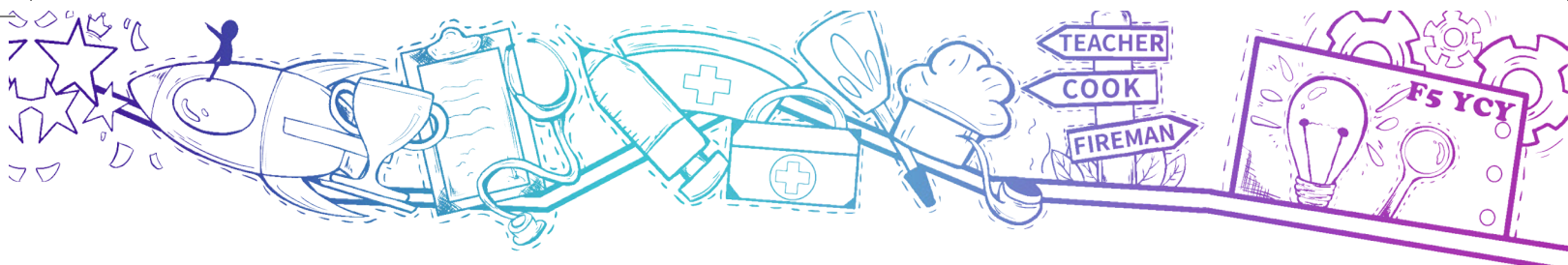
Form Six Parents' Nights for JUPAS choices



Students are learning how to manage a café.



DSE Greater Bay Area Internship Program



Students are following their mentors in job shadowing programmes to understand their typical work day.



Summer Job Internship Program



CEO sharing their management experience



The student is attending international sports competition with the support of Dream Fund.



Students are visiting a newsroom at a post-secondary institute to understand the daily routine of news reporters.



Mock Interview Workshops are preparing students for university admission interviews.



CV Photos Workshop



Interview Workshop



Representatives of Japanese universities are visiting our school.



Representatives of Australian universities sharing the study path in Australia



Students learning careers planning through board games



Business-school partnership scheme



Information Technology for Self-directed Learning

In order to support students to learn through IT with the ultimate goal of improving the learning outcomes of students, we have implemented a long-term plan to achieve this ultimate goal. The three objectives are specified in this plan, namely facilitating the delivery of the related curriculum with the use of IT; encouraging the self-directed learning of subject knowledge with the use of IT; and creating an e-learning culture in school environment.



Teachers of Information Technology Committee



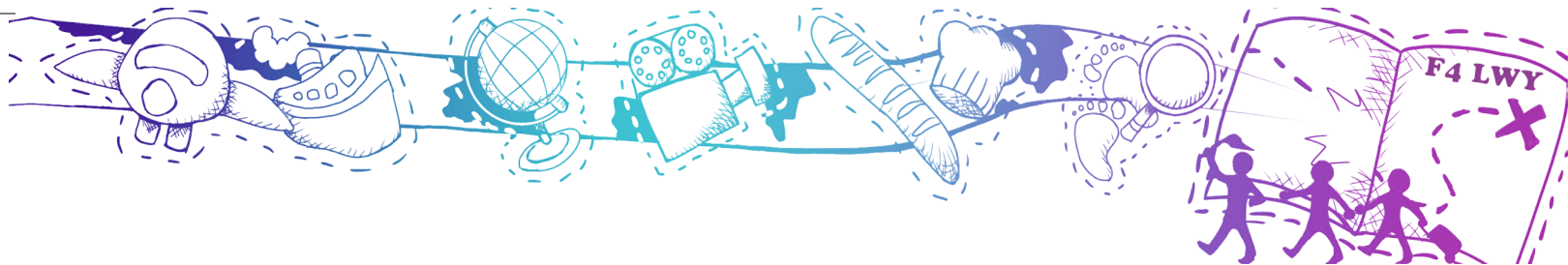
For the facilitation of the delivery of the related curriculum with the use of IT, the plan targets at selecting appropriate e-textbooks and purchasing appropriate IT devices and relevant e-learning resources. In addition to the library resources, more reading materials can be delivered via apps or sharing platforms to promote reading to learn.

As for the encouragement of the self-directed learning of subject knowledge with the use of IT, the plan targets on procuring appropriate e-learning resources. Also, students are encouraged to use e-learning resources to undergo self-directed learning. Teachers have uploaded teaching videos or learning materials to students on the learning management system (LMS). They can summarize what they have learnt before or after lessons so that teachers can keep track of their learning progress to promote self-directed learning and individual learning. With regard to the creation of a digital culture in school environment, the plan targets at promoting an appropriate use of IT to improve efficiency of school administration and develop a digital environment to make students adapt to the digitalisation in the outside world.

To reinforce the e-learning of our school, all teachers has been provided scheduled training which includes teaching strategies in specific subjects, technical training workshops, guest speaker sharing and peer sharing within and across KLAs.

We are confident that the actions in our school would take us forward in our pursuit of quality education, realizing IT potential and unleashing the learning power of our students to learn to learn and to excel.





Life-wide Learning Experiences

Mission and Objectives

Life-wide Learning (LWL) extends learning beyond the classroom to other contexts, and attaches great importance to learning in authentic contexts as it enables students to achieve learning objectives which are difficult to achieve through classroom learning alone. The knowledge, skills, positive values and attitudes that students acquire in experiential learning are important in developing their lifelong learning capabilities and fostering their whole-person development.



Starting from the 2019/20 school year, our school receives a recurrent Life-wide Learning Grant (the Grant) from the Education Bureau which supports us in taking forward, on the present foundation, life-wide learning with enhanced efforts. In light of our school's contexts, we flexibly deploy the Grant to organise more out-of-classroom experiential learning activities in different Key Learning Areas (KLAs) and curriculum areas, so as to enliven and enrich the learning experiences of students to broaden their horizons, enhance their learning motivation and interest, and foster their whole-person development.

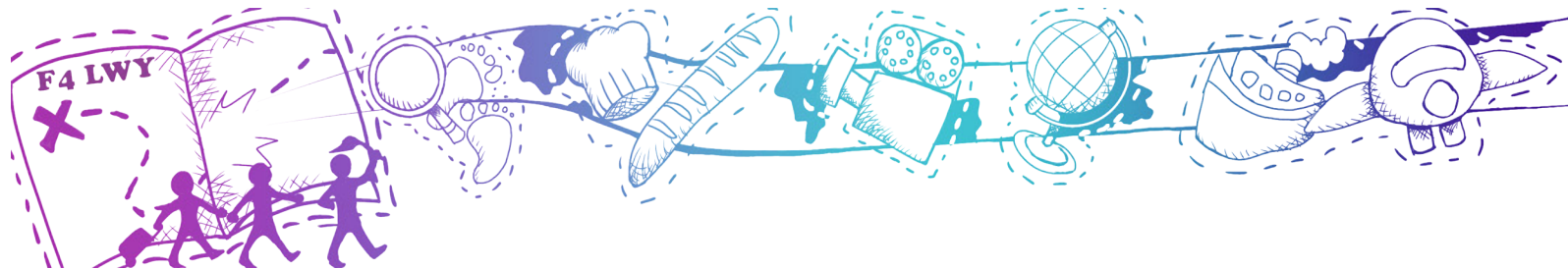
Having regard to our school's contexts and the learning needs of LKKC students, we engage teachers in the formulation of the objectives and strategies for implementing life-wide learning, and make appropriate allocation of the resources to benefit as many students as possible. The Grant has been used directly on enriching students' learning experiences.

Highlights in Multifaceted Activities

In the past two school years, we deployed the Grant to the following aspects:

- (a) **Organise out-of-classroom experiential learning activities and infuse life-wide learning into different KLAs / subjects and cross-curricular teaching**, for example, Cross-boundary Activities & Study Tours organised by different departments, Drama Festival, Speech Festival, Tai Kwan Guided Tour organized by the Liberal Studies Department, Visit to Enterprises organized by the BAFS Department, Rocket Car Competition organized by the Integrated Science Department, Author Express Reading Program organized by the School Library, Various External Competitions and Field Trips organized by the Geography Department, various Science Competition Outside School by the Chemistry Department, Chinese Instrumental Classes by the Music Department, Art Visit organized by the Art Department and Co-operation with Different Sports Associations in PE Lessons by the PE Department, Drama Appreciation by Drama Club and so on.





(b) **Enrich students' learning experiences, including intellectual development, moral and civic education, community service, physical and aesthetic development, and career-related experiences**, for example, Life education seminars and talks organized by the Civic and Character Education Committee, S1 Joyful School Programme and Expressive Arts Therapy Group organized by the Guidance Committee and Careers Talk organized by the Careers Committee



(c) **Defray the expenses incurred by teachers for leading student activities**, for example, the Out-of territory Study Tour organized by the History Department, the Geography Department and the Art Department, the Overseas Training and Communication Activities organized by the PE Department and the Training Camp organized by the Social Service Group in our school.



In line with the principle of school-based management, we are required to prepare a plan on the use of the Grant in accordance with its objectives, and incorporate the Plan for the school year into the Annual School Plan for endorsement by our Incorporated Management Committee (IMC). We regularly monitor the use of the Grant, and include the report on the use of the Grant consisting of the expenses and the evaluation results, in the School Report of the school year concerned for submission and endorsement by our IMC. The Annual School Plan and School Report, which consist of the Plan

and Report on the Use of the Life-wide Learning Grant respectively, are regularly uploaded to the school website for the sake of enhancing transparency and in accordance with the established practice.

The Road Ahead

Through a series of LWL activities, we aims at motivating our students to become effective, life-long learners, as well as offering students a balanced whole-person development which extends, enriches and enables students' classroom-based learning.





Reading to Learn

Mission and Objectives

Reading is one of key learning strategies in the lifetime of every student. We aspire to help our students enrich their knowledge in multiple aspects, broaden their cultural exposure, gain insights into diverse facets of humanity, build virtues and positive characters, and ultimately nurture the genuine love of life. We have implemented a number of measures in recent years to make room for personal reading and communal reading to synergize with each other to bring about double benefits to our students.



Teachers of Reading Promotion Unit

Enhancement of LKKC's Reading Strategies

We have strived to enhance our students' reading habits by:

1. laying out a regular roster of **lunch reading time** for novels, newspapers, and thematic articles prepared by teachers;
2. conducting **lunch reading sharing sessions** for students to inspire their peers;
3. promoting the use of **free e-book platforms** of the Hong Kong Public Libraries and Amazon Kindle **e-book reading devices**;
4. exhibiting **reading-related student-designed products** of outstanding quality;
5. awarding **book coupons** to active participants in all activities listed above;
6. conducting **authors' sharing sessions** on their publishing experience;
7. organizing two annual **book fairs** targeting our students and parents.





About LKKC Library

Our library maintains more than 20,000 books, fairly spread between English and Chinese titles, and 660 sets of multimedia materials. An increasing number of students love to use our library services. It is our mission to optimize our library facilities and provide a more convenient and comfortable environment for our students to read and learn independently. We have acquired three sets of sofas and two schoolbag storage shelves these two years, and added a photocopier to our computer zone. We are also committed to seeking advice from various subject panels on how to increase and diversify our holdings of subject-based reading materials. Our library prefects always spend their recess time providing a wide range of services in the library and maintaining a good reading environment for their fellows.



Library Lessons in LKKC

We conduct library lessons for all S1 students. They learn to use our library services and the electronic library system to borrow, reserve books and share their book reviews to others via online platforms. We also teach our students to access the Hong Kong Public Libraries' free e-resources and use electronic devices to read e-books everywhere at any time. Meanwhile, students can discover literary masterpieces of different genres and hone their reading skills through extra reading lessons run by an external service provider.



The Road Ahead

Many of the programs listed above have recorded positive responses and active participation rates. The strategies are also well received by our students, many of whom even find the measures helpful. As an overall assessment, we have witnessed ever-growing interest and habit in reading among our students, thus paving way for more successful learning across the whole school in future years.