

Our Vision

To follow the Example of Jesus Christ;
To pursue benevolence and honesty;
To be the salt and the light of the world; and
To serve the community.

Our Mission

With Christian beliefs as our foundation, we dedicate ourselves to providing a whole-person education for students and fostering their growth in spiritual, moral, intellectual, physical, social and aesthetic aspects. We are committed to developing students' potential to the fullest and nurturing their critical thinking and lifelong learning attitude. We endeavor to guide students to pursue the truth, goodness, mercy and reputable characters, and to serve God and others wholeheartedly.

Our Expectations of Makoponians

Enthusiastic and Self-motivated Loyal and Responsible Pure and Courteous
Honest and Courageous Sincere and Considerate

School Motto

Be the Salt and the Light of the Earth
(From verses 13 to 15 of Chapter 5 of the Book of Matthews in the New Testament)

Learning & Teaching Priorities 2016 / 2017

1. To adopt English as the medium of instruction
2. To nurture students with a six-year high quality whole-person Christian education
3. To prepare our students for university education

Message from the Principal

Thanks for your kind support and the opportunity for us to share our mission and some of the Teaching and Learning highlights through this booklet.

Our school, established in 1997, is running its 19th school year. Although we are green, thanks to the grace and love of our Heavenly Father. We continue to grow in a fast and steady manner and have made remarkable achievements. We aim at providing quality Whole Person Christian Education for all Makoponians, of which, are all firmly based on Biblical Truth.

In response to the global community, we adopt English as the medium of instruction and equip our students with high biliterate and trilingual proficiency as one of our top priorities (We are currently running no Chinese Medium Classes in S.1).

Nowadays, teenagers have far much better support in their learning compared to the previous generation. Through technology, required information can be retrieved in a flash. As long as they take the initiative to make inquiries, there are numerous "possible" answers. As frontline educators, we always critically reflect on what meaningful education is and how quality schooling can be shaped. The following three-fold interactive scenarios might give us some insights.

1. To have an ever reflective mindset

Information constitutes objective facts and subjective opinions. Wisdom, yet, is an individual discernment and decision upon the will of our Lord. Boundless information is not the same as boundless wisdom. Despite the fact that teenagers occasionally make mistakes in learning, they can still make the final wisest decision to face the challenges in their life if they have an ever reflective mindset as we truly believe reflection and learning are the two prime intermingled factors for teenagers' personal development. Teachers and parents are

truly their most faithful companions in rendering them timely support, reminders and encouragement.

2. To be strict with yourself

"Blessed is the man who walks not in the counsel of the wicked, nor stands in the way of sinners, nor sits in the seat of scoffers" (Psalm 1:1) The first chapter of the Psalm has already urged people to stay away from the wicked, the sinners and the scoffers in a forbidden form. The tone of these "No(s)" incredibly differs from the present expectation of saying "Yes" to everything under liberalism. By following the Lord's teaching, we should not object for the sake of making an objection. Instead, we are expected to have an active critical reflection on the environment, individual words and deeds as well as interpersonal relationships based on the words of the Lord and the principle of being strict with oneself. Our whole school Uniform Team Policy can suitably address to this need of cultivating our students' discipline and responsibility.

3. To grow upon the grace of God

"He is like a tree planted by streams of water that yields its fruit in its season, and its leaf does not wither. In all that he does, he prospers." (Psalm 1:3) This simile has its scientific background. Geographically, it (by the streams of water) has also clearly explained the conditions of growth and the outcome of the tree. The phrase "in its season" also tells us that fruit yielding is not an instant effect but a progressive outcome. In today's society, we have too many "shortcut to success" temptations. Therefore, we should put more emphasis on building an ever-improving home-school education relationship to let us make discernment on which whole-person developing areas need to be sped up, aiming at helping teenagers to have a good grasp of the Lord's words and walk in His light.

Seamless cooperation between parents and the school is indispensable through which the above three quality education beliefs can be implemented. Let us work hand in hand to cultivate our next generation for their best future and lead our students to be global servant leaders!

(1) Medium of Instruction Policy

With the strong support from the Incorporated Management Committee, we insist on preparing our students of the new senior secondary curriculum for university education at local and overseas universities. We adopt English as the medium of instruction at junior and senior secondary levels. In addition, we have classes using Putonghua as the medium of instruction in teaching the Chinese Language subject at junior levels. This could enhance students' Chinese and Putonghua proficiencies.

(2) Academic Standard of Our S1 Intake

The academic standard of our S1 intake has been showing great improvement constantly. Since they are all capable to learn in English, we have been operating all English medium classes for them. Therefore, we are expecting all prospective S1 students to have solid foundation in English.

(3) Class Structure Arrangements

We are adopting a symmetrical class structure. All students meeting the academic and non-academic requirements of the school at S3 will be promoted to senior forms targeting for University enrollment.

(4) English Learning Enhancement

We always stress the importance of English learning. Besides the formal curriculum, we have diversified programmes and activities which motivate students to learn English. They include:

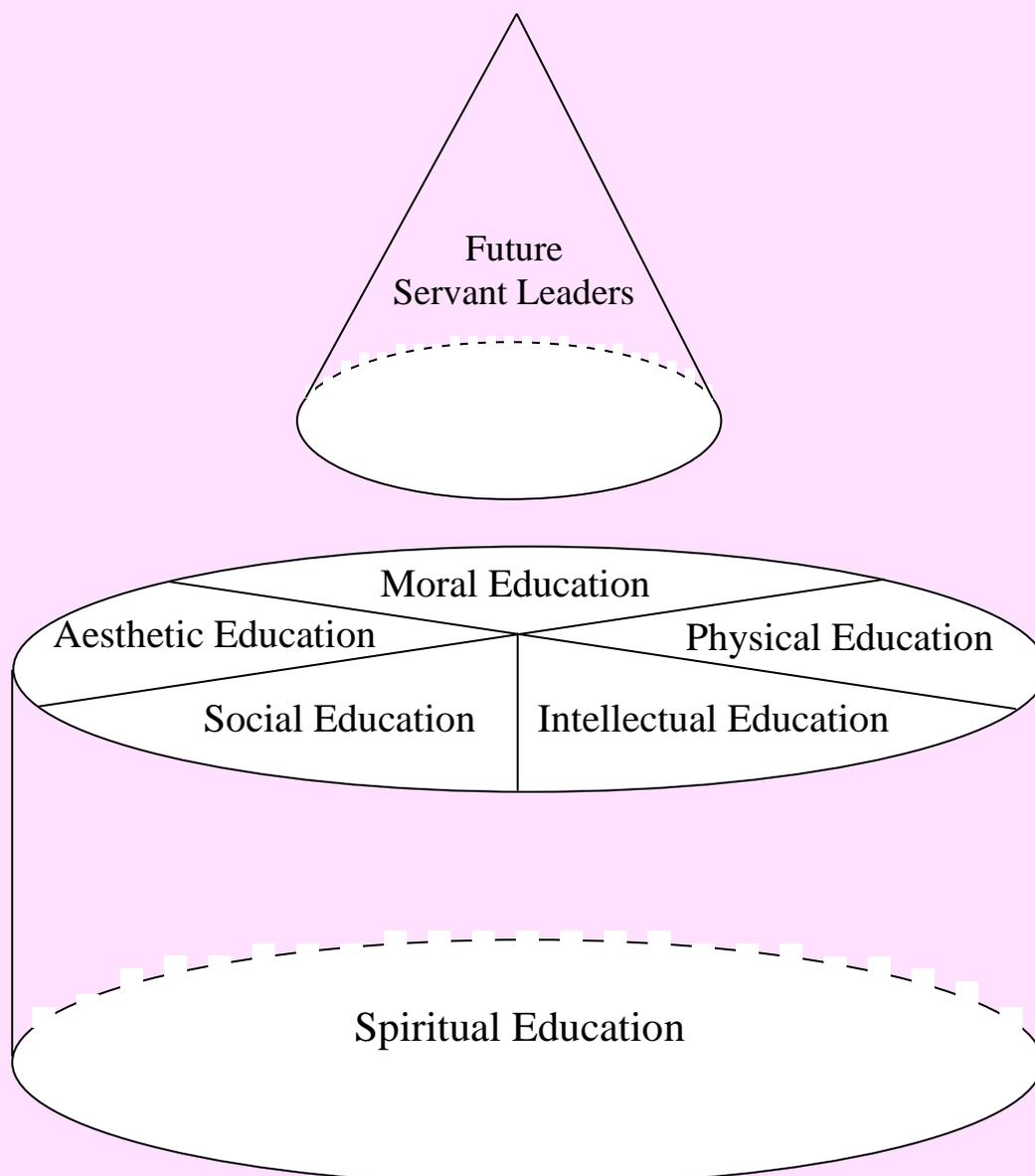
Activities / Programs Tailored for S1 Students in 2017 / 2018

1. English Bridging Course for Incoming S1 Students
2. English Language Across the Curriculum Course for S1 students
3. English Reading Across the Curriculum
4. English Morning Sharing
5. English Enhancement Class
6. English Remedial Class
7. English Drama Club
8. English Days & LAC Days
9. English Society (An Interest Group)
10. Being an English tour guide for foreign guests from Europe and America
11. English Extensive Reading Scheme
12. MKP English Blog – MKP England!
13. Inter-school English Verse Speaking & Public Speaking Competition
14. English Movie Production Competition
15. Chatting & cultural exchange activity with visiting missionaries
16. Chatting with foreign exchange students
17. Cultural exchange activity with exchange students
18. Exchanges with foreign members of uniform teams
19. Lunchtime English Movie Appreciation
20. A variety of English Corner (English Makopania) Lunchtime Activities
(Three times per cycle)
21. Off-campus English activities
22. English Speaking Days
23. English Ambassadors Scheme

(5) Whole-person Christian Education

We aim to teach our students to deepen their understanding of themselves, the world and God through the teachings of the Bible and the knowledge gained in different subjects.

With the support of the firm spiritual education foundation, we nurture students' potentials for moral, intellectual, physical, social and aesthetic developments as well as facilitate their learning to live, to reflect, to learn, to communicate and to serve so that they can strive forward and become future servant leaders in society.



(6) To Prepare Our Students for University Education

The following are 84 of the strategies for preparing our students for university education (The number in bracket is the strategy index which is for internal reference only):

1. School's Policy

- 1.1 With the support of the Incorporated Management Committee, an additional resource of HK\$6,000,000 will be invested in the coming three years to provide quality education for students. (1)
- 1.2 Some members of our school sponsoring body, Stewards Limited, as well as some of our school managers, consultants and teachers have established close links with the Hong Kong Examinations and Assessment Authority, local and overseas universities as well as the Education Bureau. This helps our school to grasp the latest assessment requirements and criteria and to collect the most updated university entrance requirements for our students. (2)
- 1.3 Upon actively cooperating with the faculties of education of many universities, we strive to strengthen our teacher development so as to enhance learning and teaching effectiveness. (3)
- 1.4 With the support of a wide range of strategies, we emphasize the importance of good learning attitudes and character development. (4)

2. Learning & Teaching

- 2.1 We have arranged a number of Language Across the Curriculum (LAC) lessons for our S1 students to support their effective learning in English. These lessons will strengthen students' abilities to use English to learn various content subjects and support them to undergo a smooth transition with our school's arrangement of using English as the medium of instruction. (5)

2.2 We have well-structured curricula to strengthen junior form students' foundation in English, Chinese, Mathematics and Liberal Studies. (6)

2.3 We provide extra support for the learning of English, Chinese, Mathematics and Liberal Studies:

- Summer English Preparatory Class (7)
- English Enrichment Class (8)
- English Remedial Class (9)
- Summer Chinese Bridging Class (10)
- Little Chinese Writers' Class (11)
- Chinese Reading Club (12)
- Chinese Writing First Aid Class (13)
- Chinese Public Speaking and Debate Class (14)
- Simplified Chinese Characters Class (15)
- Summer Mathematics Bridging Class (16)
- Mathematics Foundation Class (17)
- Mathematics First Aid Class (18)
- Mathematics Weekend Remedial Class (19)
- Liberal Studies' Debate Training Class (20)
- Establishing the 'Mentor-Mentee Scheme' - We will arrange students to be the mentees of professionals from abroad, Mainland China or Hong Kong. By facilitating the mentors and mentees to keep in touch through conversations, letters, emails, and phone calls, we will help students establish the ideal life attitude (21), identify their life purposes (22), and enhance their abilities to express ideas in English (23), Putonghua (24) and Cantonese. (25)

2.4 We provide students with opportunities for language practices:

- English Day Activity (26)
- English Morning Assembly (27)
- English Interest Group (28)
- Putonghua Day Activity (29)
- Putonghua Morning Assembly (30)

- Publishing students' works of excellence in Chinese or English in the MKP Daily (31)
- Publishing Chinese (32) and English anthologies (33)
- Being an English tour guide for foreign guests or using Putonghua to introduce our school's facilities and culture to guests from Mainland China (34)
- Visiting primary schools (mother schools) for service learning: Being little teachers and teaching students English (35), Chinese (36), Mathematics (37) and thinking skills (38)
- Visiting prominent secondary schools in Mainland China (39)

2.5 We provide students with self-learning support:

- Online English Learning Program (40)
- Extensive English Reading Scheme (41)
- Putonghua Online Speaking Classes (42)
- Online Chinese Reading Program (43)
- Extensive Chinese Reading Scheme (44)
- Online Mathematics Exercises (45)
- Liberal Studies Online Learning Scheme (46)

2.6 Student-focused Learning Strategies (including selecting NSS electives)

- Training students in designing self-directed plans and evaluating their progress in studying English (47) , Chinese (48) , Mathematics (49) and Liberal Studies (50)
- Reporting students' learning attitude in different subjects in the report card (under planning) (51)
- Emphasizing continuous improvement (52)
- Providing various new NSS elective combinations for students (including Science in Arts, Arts in Science) to enhance learning motivation (53)

- Opening class-based self-study rooms according to the needs of individual classes (54)
- Allowing students to choose 2 or 3 NSS elective subjects according to their needs (55)
- Training students to prepare themselves for lessons (56)
- Forming study groups (57)
- Cultivating students' good habit of handing in all the homework (58)
- Having students to attend detention classes when they fail to submit their homework (59)
- Providing small group remedial classes for different subjects according to students' needs (60) and having focused remedial classes (61)
- Adjusting the amount of homework according to students' special needs (62)
- Adjusting the assessment methods according to students' special needs (63)
- Opening a study room for the use of senior form students from 4:00 p.m. to 9:30 p.m. The room will be open the whole day during public holidays according to students' needs. (64)

2.7 Enhancing the System of Learning and Teaching Effectiveness

- With the implementation of the Modular System in junior forms, we have strengthened students' learning effectiveness and assisted students in having deeper knowledge in their learning and discussions (65)
- As all S1 students can learn well in English, our teachers' capacity to handle learner diversity has been enhanced. (66) We have strengthened the English training for students with various English enhancement (67) and remedial measures. (68)

- Provide timely public examination results prediction for senior secondary teachers, so that they can make reference to and fine-tuning their teaching strategies (69)
- Besides having students repeating their studies, we also set up a Conditional Promotion System. (70)

2.8 Other support :

- Organizing Learning Skills Classes (71) and Examination Skills Classes (72)
- On campus wireless online learning with the help of Internet access everywhere in the school premises (73)
- Three computer rooms for students to use (74)
- Purchasing Tablet PCs for students to use in 2016/2017 (75)

3. School Ethos and Student Support

- 3.1 Besides having a resident social worker, we also have extra resources to run the Students Learning Centre staffed by two registered social workers, one activity coordinator and one secretary. They all assist teachers in taking care of our students' needs. (76)
- 3.2 There are frequent group meetings between teachers and students (77) and we provide personal counselling services (78) according to students' needs.
- 3.3 There are regular inspections on students' uniform and appearance to maintain a pure and simple school culture and at the same time, to cultivate a beneficial learning atmosphere on school campus. (79)

3.4 All junior form students have to join one of the thirteen uniformed teams to enhance team spirit (80), self-discipline (81), perseverance (82), serving spirit (83) and leadership quality (84). These abilities are highly regarded by different universities as a part of their admission requirements.

Here we have shared some of the strategies and methods of some major concerns with parents, which aim at nurturing students' whole-person development, and helping students enrol in universities after their six-year study. Besides, one very important strategy is that through effective communication channels and cooperation between families and the school, we share our common goal to create hope for our students. To achieve this, we strive ourselves for continue improvements and look forward to making a remarkable progress ahead.

(7) Bridging for the Senior Secondary Curriculum

1. To provide a genuine biliterate and trilingual language learning environment always tops our working priorities. We have allocated abundant resources to improve students' language proficiency. For instance, we have increased the number of language lessons which allows more time to pursue the best from the formal curriculum. Furthermore, we make good use of collaborative lessons to plan and review students' learning progress and make necessary pedagogical adjustments. To support this, we hire additional language teachers and teaching assistants to enhance teaching effectiveness and to implement on campus projects to promote an English-rich environment. Some Chinese Language classes at junior levels are adopting Putonghua as the medium of instruction to further enhance the Putonghua proficiency.
2. Liberal Studies has been one of our subjects in the junior secondary level as well as the Matriculation level for years and students are taught by experienced teachers. Moreover, we have vigorous cooperation with universities and a number of other organizations to develop students' attitudes and concerns over social issues, broaden their horizons and thinking as well as equip them with different levels of critical thinking skills.

The characteristics of our junior form Liberal Studies curriculum are as follows:

- issue-based inquiry learning
- a three-way balance among knowledge, skill and attitude
- reading to learn; broadening students' fields of knowledge through reading
- diversifying teaching strategies to arouse students' interest in learning
- sharpening students' thinking skills and developing students' nine generic skills through Project Learning
- creating an atmosphere of discussing over current issues

Teaching Strategy	Training of Thinking Skills	Project Learning
<ul style="list-style-type: none"> ◇ Diversified Teaching Strategies ◇ Inquiry Based Learning ◇ Multi-angle Analysis of Social Issues ◇ Group Discussion 	<ul style="list-style-type: none"> ◇ Memorization, Analysis and Application ◇ Learning different knowledge structures such as cause & effect, counter-argument & refutation, and compare & contrast 	<ul style="list-style-type: none"> ◇ Setting the research topic, drafting the research plan, collecting information / articles, learning basic steps to analyze and evaluate the collected information, etc.

3. Our school has adopted the Modular System in the junior secondary level. The system not only facilitates the full development of students' generic skills so that they can learn more systematically, but also helps us increase the number of lessons for Chinese Language, English Language, Mathematics and Liberal Studies to ensure successful bridging to the New Senior Secondary Curriculum.

	Core Subjects	1st term	2nd term
S1	Chinese Language (8), English (10), Mathematics (7), Integrated Science (4), Religious Studies (2), Physical Education (2), Putonghua (2), LAC (1), Home Economics (1), Information and Communications Technology (1), Class Periods & Assembly (2)	History (5)	Chinese History (5)
		Music (3)	Visual Arts (3)
S2	Chinese Language(8), English (9), Mathematics (7), Integrated Science (4), Religious Studies (2), Physical Education (2), Putonghua (2), Liberal Studies (2), Home Economics (1), Information and Communications Technology (1), Class Periods & Assembly (2)	Geography (5)	History (5)
		Visual Arts (3)	Music (3)
S3	Chinese Language(8), English (9), Mathematics (7), Physics (2), Chemistry (2), Biology (2), Religious Studies (2), Physical Education (2), Putonghua (2), Liberal Studies (2), Information and Communications Technology (2), Class Periods & Assembly (2)	Chinese History (5)	Geography (5)
		BAFS (1)	Economics (1)

() The number in bracket represents the number of lessons of that subject in a six-day cycle.

4. Our teachers are always encouraged to use formative continuous assessment and different assessment modes flexibly rather than relying on high stake examinations to assess students' learning. In addition, various senior-form subjects have adopted the Teacher Assessment Scheme and school-based assessment. The experience gained in these arrangements help teachers to be more familiar with the methods of the school-based assessment in the new senior secondary curriculum, and assist students in achieving better learning outcomes and excellent performance.

(8) Other Measures to Support Learning and Teaching

1. Our school has built up partnership with 50 universities and organizations (Professional Partners) to enhance the effectiveness of learning and teaching at school.
2. Since 1998, we have 20 projects funded by the Quality Education Fund (QEF) to stimulate high quality innovative learning and teaching schemes.
3. In 16/17, 14 additional teachers are hired to promote high quality teaching by improving teacher-student ratio through extra funding (\$4,043,008). Two social workers and two programme officers are hired to promote Life Education, Leadership Training Programmes and Multiple Intelligence Programmes with funding from our school sponsoring body, Stewards Limited.
4. Students can enjoy using 210 computers, 81 laptops and 3 computer rooms for self-directed learning. Besides, we are going to purchase 60 -100 Tablet PCs in phases. Our campus is WiFi enabled and students, parents and teachers are connected together through the school's Intranet.

(9) Co-curricular Activities

We put equal emphasis on both academic achievement and multiple intelligence development. We encourage our students to participate in a wide range of co-curricular activities to boost their self-confidence. Give thanks! They got excellent and promising results last year as well. Until October 2016, hundreds of participants received awards in both open and joint-school competitions, such as the Hong Kong Speech Festival, the Hong Kong Music Festival, the Tuen Mun District Athletics Meet and other territory-wide sports competitions. Below are some of the categories and prizes our students received:

1. 第六十七屆香港學校朗誦節〔英語組〕
2. 第六十七屆香港學校朗誦節〔粵語組〕
3. 第六十七屆香港學校朗誦節〔普通話組〕
4. 第六十八屆校際音樂節比賽
5. 保良局 香港數理教育學會 第十八屆香港青少年數學精英選拔賽
6. 香港理工大學 高中數學及科學比賽
7. 澳洲新南威爾士大學國際聯校學科評估及比賽
8. 聯校通識辯論盃
9. 哈佛大學香港校友會哈佛圖書獎
10. 青苗基金 香港傑出學生選舉 2015-2016
11. 屯門區中學校長會 屯門區卓越學生獎
12. 屯門青年協會 2015 年度屯門區傑出學生選舉
13. 杜葉錫恩教育基金 全港青少年進步獎
14. 香港青少年鋼琴大賽
15. 2016 第三屆香港亞太青少年鋼琴比賽
16. 香港學界體育聯會 屯門區中學校際田徑比賽
17. 香港學界體育聯會 屯門區校際游泳比賽
18. 香港學界體育聯會 屯門區中學校際越野比賽

19. 香港學界體育聯會 屯門區中學分會 校際籃球比賽
20. 香港學界體育聯會 屯門區中學分會 校際網球比賽
21. 香港學界體育聯會 屯門區中學分會 校際乒乓球比賽
22. 香港學界體育聯會 屯門區中學分會 校際羽毛球比賽
23. 香港學界體育聯會 屯門區中學分會 校際足球比賽
24. 香港學界體育聯會 中學校際網球比賽 (新界地域)
25. 康樂及文化事務署 屯門區分齡田徑比賽 2015
26. 南華體育會 第六十九屆全港學界田徑運動會
27. 新世界發展有限公司 新世界國際三項鐵人賽
28. 香港獨木舟總會 2015 年校際獨木舟比賽
29. 中國香港體育協會暨奧林匹克委員會 第 58 屆體育節滾軸溜冰繽紛奧運會
30. 中國輪滑協會 火星人杯第 14 屆 全國速度輪滑公路錦標賽
31. 香港中國國術龍獅總會 第三十四屆全港公開國術群英會
32. 世界跳繩錦標賽 2016
33. 中國香港跳繩總會 全港學界跳繩比賽
34. 香港心臟專科學院 跳繩強心校際花式跳繩比賽 2016
35. 其他田徑、籃球、排球、武術及制服隊伍等獎

Due to limitations of space, a detailed list of the awards students have won is available on our school's website.

(10) Academic Performance

The Fifth Form 6 Students' Performance in HKDSE Examination 2015/2016

Give thanks! Though the results of Form 6 students in S.1 were only above average among their peers in the territory, they worked hard with their teachers in these 6 years and had great improvement in their results in the HKDSE Examination 2015/2016.

- (1) The best public examination results: 5** 5** 5** 5* 4 (Total Score: 31)
- (2) The percentage of students being admitted to different programmes (including Bachelor Degree, Associate Degree, and Higher Diploma) was 97%.
- (3) More than 109 students were admitted to the Bachelor Degree programmes in different universities.
- (4) The percentage of students getting Level 3 or above in ALL subjects was 88%.
- (5) The percentage of students getting Level 3 or above in Chinese Language was 81%.
- (6) The percentage of students getting Level 3 or above in English Language was 87%.
- (7) The percentage of students getting Level 3 or above in Mathematics was 92%.
- (8) The percentage of students getting Level 3 or above in Liberal Studies was 87%.
- (9) The percentage of students being awarded Level 4 or above in thirteen subjects was far more than that of Hong Kong average.
- (10) The percentage of students being awarded Level 5* or above in six subjects was far more than that of Hong Kong average.
- (11) The percentage of students being awarded Level 5** in five subjects was far more than that of Hong Kong average.