

S.K.H. TSANG SHIU TIM SECONDARY SCHOOL
Annual School Report (2012-2013)

School Vision & Mission

Vision

Based on the Christian faith, we strive to provide our students with a balanced school life that enhances their moral, intellectual, physical, interpersonal, aesthetic and spiritual development. We make every effort to provide a positive learning environment in which students are encouraged to fulfil our school motto — Wisdom, Perseverance, Health and Gregariousness — whereby they can develop into healthy, independent, civic-minded and responsible citizens and leaders of tomorrow.

Mission

Our mission is to:

A. Goals related to outcomes for students

1. Develop in students their full potential and love for learning, and the capacity for life-long learning in a knowledge-based society.
2. Encourage and help students to think logically, independently, critically and creatively; to make rational decisions; to solve problems; and to cope with stress and the epochal changes characteristic of the modern world.
3. Develop students' abilities to use language proficiently as a tool of thought and communication.
4. Help students to acquire mathematical, scientific knowledge and skills, and to acquire knowledge about society and its history, religion and the natural world, in order to prepare them for their future vocational pursuits and life in the an increasingly globalized world.
5. Develop students' skills in accessing, interpreting, processing and applying information via the various media available to them.
6. Help students to develop a sense of responsibility to the family and service to other human beings; and to have self-respect as well as respect for others irrespective of their creed, class or colour.
7. Develop in students a sense of morality and nurture in them Christian ethics to prepare them for the physical, spiritual, emotional and mental challenges in their adulthood.
8. Promote students' mental and physical health by providing them with a balanced range of activities conducive to the healthy all-round development of the body and the mind.
9. Develop cultural, creative and recreational interests in students and guide them in making meaningful use of their leisure time.
10. Develop students' appreciation of the natural and cultural heritage making them active agents for protection of the environment.

11. Enhance students' understanding of their society, their Motherland and the world in different contexts with a view to nurturing in them a commitment to their civic responsibilities, a sense of national identity and a global perspective.

B. Goals related to learning experiences for students

1. Ensure that students' learning is an intellectual experience through which they acquire knowledge and skills using scientific methods.
2. Provide a wide variety of subjects to meet students' needs and to enable students to explore possibilities for future learning.
3. Provide opportunities for students to know and understand the Christian faith.
4. Develop students' self-esteem and self-discipline by giving them experience at school which is designed to foster harmonious relationships with their peers and teachers.
5. Provide learning opportunities for students so that they gain an awareness of the individuality and abilities of their peers.
6. Provide opportunities for students to participate in activities in large groups designed to develop social skills and promote a sense of belonging to the school.
7. Provide opportunities for extra-curricular activities to facilitate students' well-balanced development, and to develop their leadership potential and organizing ability.
8. Provide opportunities for students to compete in various endeavours and to develop a sense of sportsmanship.

C. Goals related to provision of resources

1. Continue the development of the school as a positive learning environment to best meet the needs of our students.
2. Provide adequate teaching aids and equipment to facilitate learning and teaching.
3. Provide support programmes to assist the professional development of teachers and, particularly, beginning teachers.
4. Promote the appropriate use of the community and its members as a school resource.
5. Optimise the contributions made to the school by the PTA and alumni as a school resource.
6. Provide facilities related to student welfare.
7. Provide facilities related to staff welfare.

D. Goals related to management

1. Ensure that students are supported and cared for and are assisted in making the most of the opportunities that the school provides for them, including a channel to express their views.
2. Provide means for regularly informing parents about school matters and the progress of their children. Such means should include the opportunity for face-to-face communication.
3. Organize staff meetings and provide channels of communication in a way that expedites staff participation in decision-making.
4. Develop staff skills in programme planning and evaluation.
5. Develop staff skills in management practices appropriate to their level of involvement and/or interest.
6. Develop an award system that recognizes and applauds excellence in students' achievements in academic and non-academic performances.
7. Develop a wide variety of opportunities for parental involvement in the activities of the school.

1. Our School

1.1 Brief Introduction

Sheng Kung Hui Tsang Shiu Tim Secondary School (SKHTST) was founded in September 1978 by Sheng Kung Hui (Anglican), Diocese of Hong Kong and Macao. It is a grammar school subsidized by the Government of the Hong Kong Special Administrative Region.

Since its establishment in 1849, Sheng Kung Hui has built many churches to proclaim the Gospel and spread the Christian message. It has also contributed a lot in the field of education over the decades. There are altogether 33 secondary schools sponsored by Sheng Kung Hui in the territory and SKHTST is one of them.

The School Motto is Wisdom (智), Perseverance (毅), Health (健) and Gregariousness (群).

1.2 School Premises

The school campus provides an excellent learning environment. All classrooms and special rooms have been equipped with LCD projectors and desktop computers networked and linked to the Internet, enabling teachers to capitalize on IT opportunities for learning. Many highly functional facilities, on top of the standard provision, are provided. They comprise two Computer and Multi-Media Learning Centres, a Religious Activities Room, a Counselling Room, a Careers Room, etc. As a hub of knowledge, our School Library operates on a fully computerized system. The Reading Lounge provides a setting where students could read in comfort. The Chapel is a focal point of our spiritual life. Two Band Rooms have been equipped for students' use. With the generous donation from the Tsang Family, Sik Yu Lounge is an education support room, in addition to being a display area for memorabilia of our history. Resources have also been deployed to improve teaching areas such as the Multi-purpose room in the covered playground ensuring that learning would not be impeded because of space constraints.

1.3 School Climate

Over the years, we have developed a friendly and caring atmosphere within our campus. This is evident from the number of students involved in various group activities held after school. As reported in Stakeholders Surveys conducted over the past years, students respect teachers, enjoy coming to school and are proud to be a member of this learning community.

Parents too show much support for our mission. The general openness of the school culture has encouraged parents to volunteer their services, have lunch with their children in the covered playground and use school facilities to conduct parent recreational activities. Over 90% of them are pleased that their children are studying in our school.

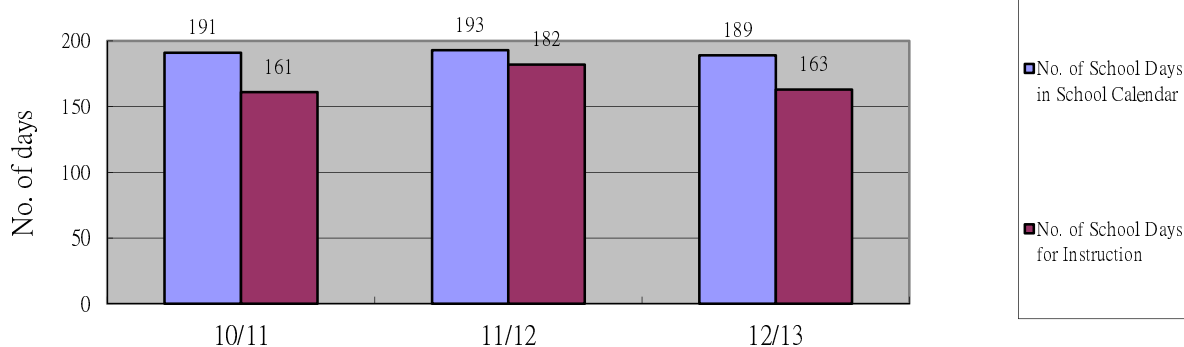
1.4 School Management

The School Council consists of

The Rt. Revd Louis TSUI (Chairman)
 The Revd TSANG Wing Cheong (Supervisor)
 Mrs Charlotte WONG (Hon. Treasurer)
 Mr. WANG Yu Tai, Jaxon (Hon. Secretary)
 The Very Revd Dr CHAN Hin Cheung
 The Revd FUNG Chi Wood
 The Revd LAM Chun Wai
 Mr NG Chou Keen
 Mr SIU Kong Chow
 Mr. TSANG Kai Yuen
 Mr. David WONG

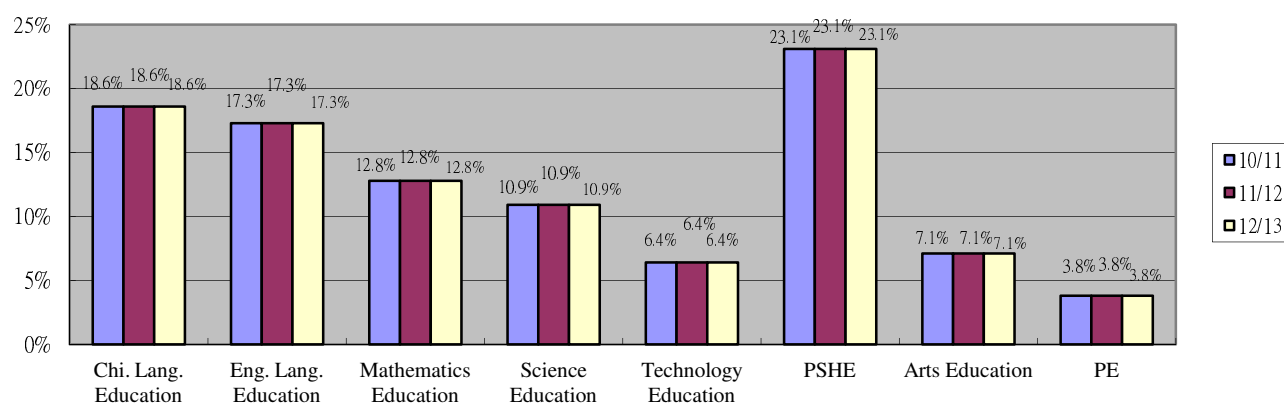
1.5 Number of Active School Days

The numbers of school days for S1-S3 (i) in the school calendar; and (ii) for instruction in the school in the past 3 years are shown below:



1.6 Lesson Time for the 8 Key Learning Areas

The percentages of lesson time allocated to the 8 Key Learning Areas as per school timetable for S1 to S3 in the past 3 years are shown below:



2. Our Students

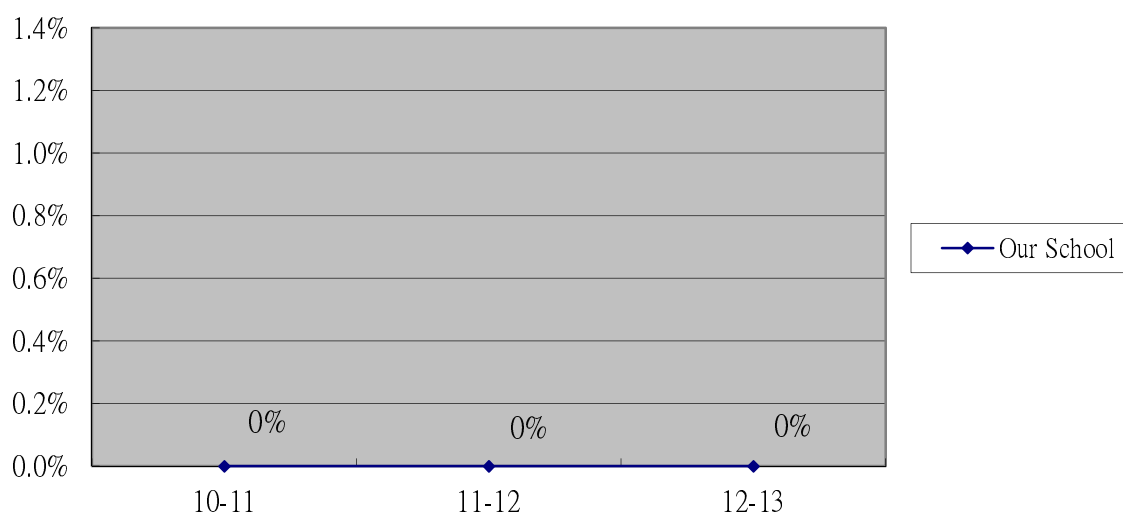
2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in the past year are shown in the following table:

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|-----------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Classes | 5 | 5 | 5 | 5 | 5 | 5 | 30 |
| Boys | 83 | 98 | 87 | 101 | 82 | 91 | 542 |
| Girls | 97 | 84 | 92 | 86 | 99 | 90 | 548 |
| Total Enrolment | 180 | 182 | 179 | 187 | 181 | 181 | 1090 |

2.2 Unfilled Places

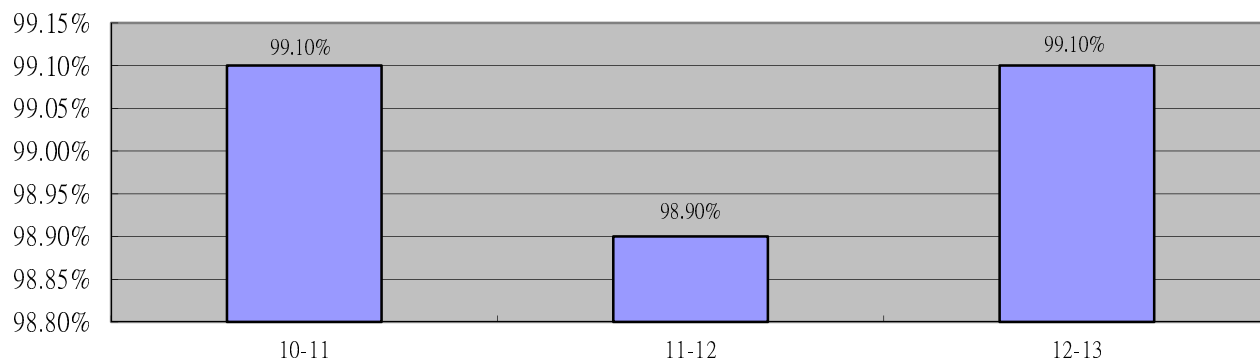
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



2.3 Students' Attendance

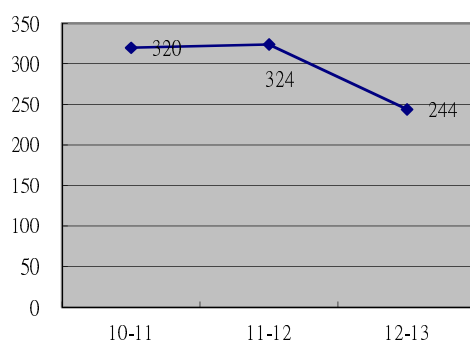
Below is a bar chart indicating student attendance rates in the past 3 years.

Students' Attendance



2.4 Students' Early Exit

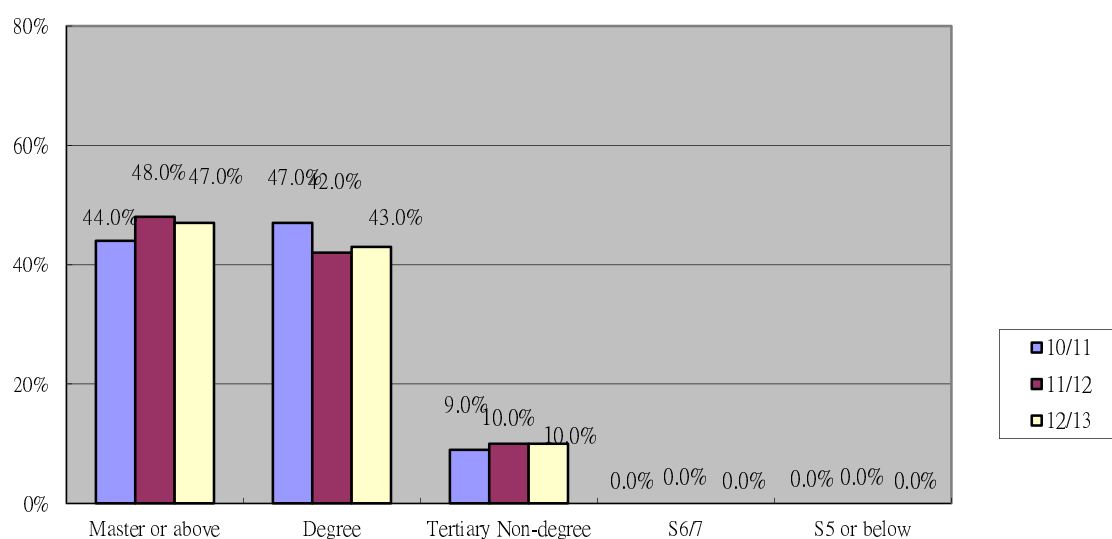
Below is a line graph indicating the number of times of student early exit (excluding those students with attendance of less than one month) in the past 3 years.



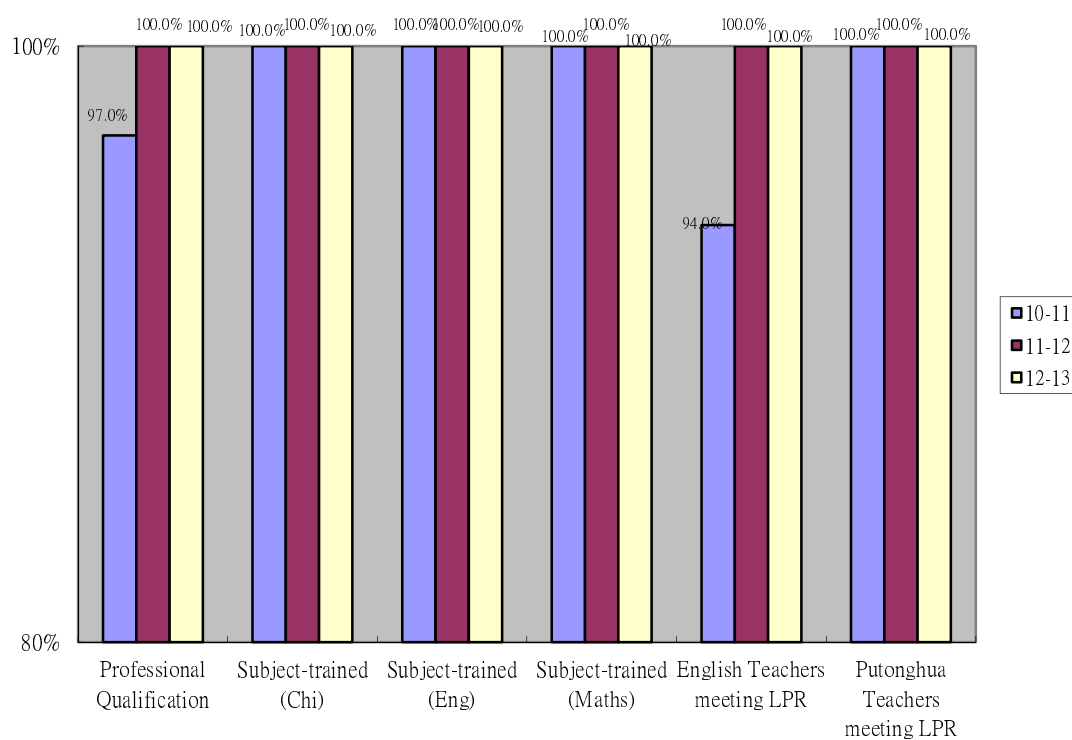
3. Our Teachers

3.1 Teachers' qualification

There were 68 teachers in our school last year. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



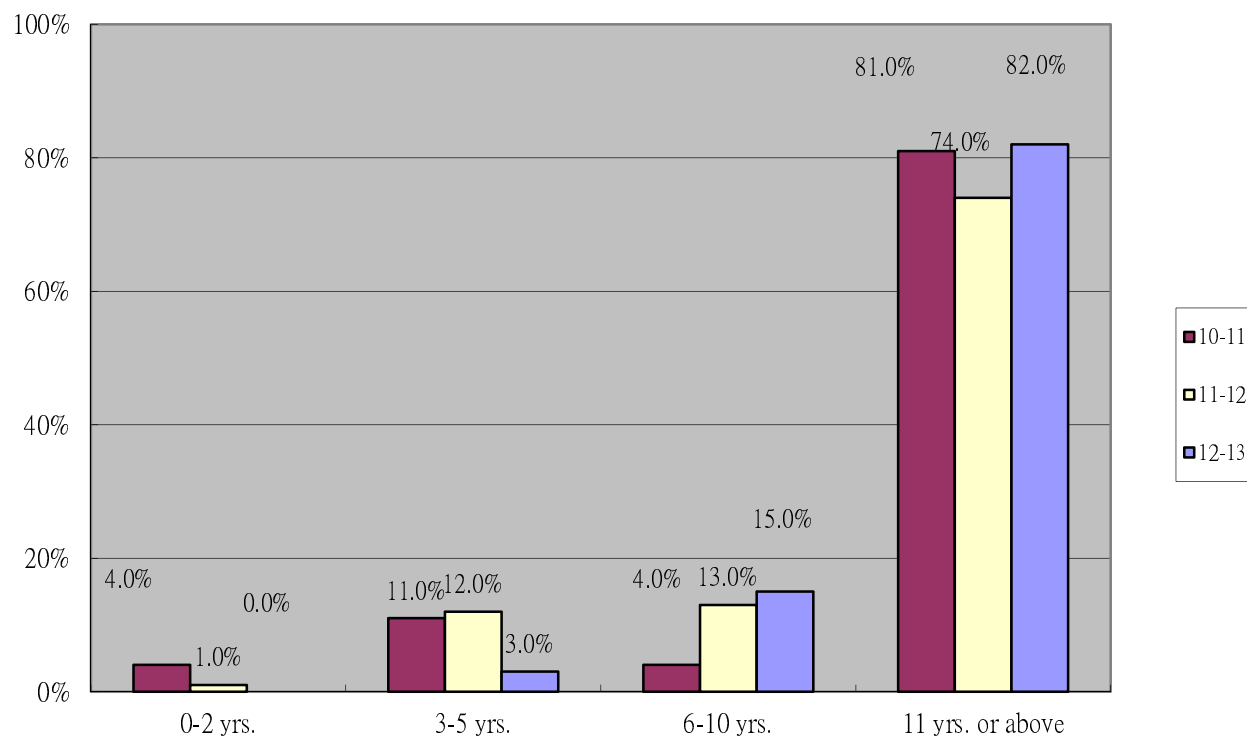
Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



All teachers have met the information technology competence requirement.

3.2 Teaching Experience

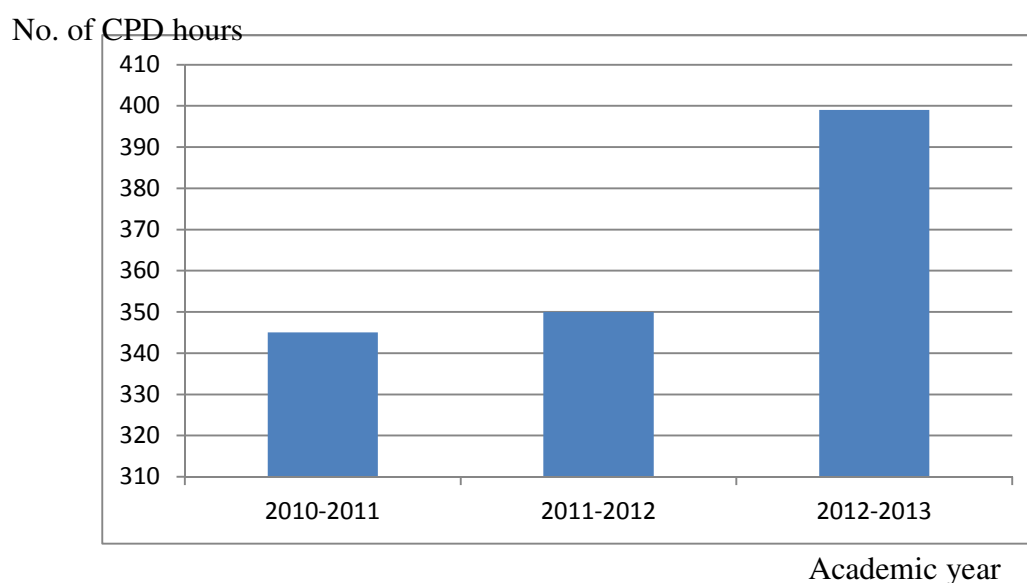
The percentages of teachers' experience in the past 3 years are shown below:



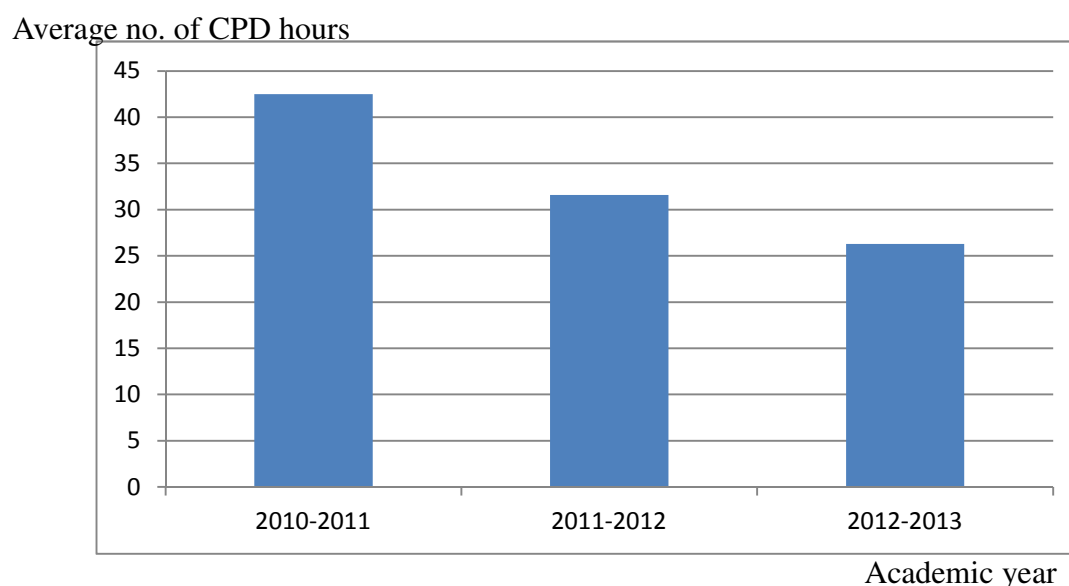
3.3 Teachers' Professional Development

1. Report progress on the Principal's Continuing Professional Development (CPD)

The principal undertook 399 hours in his CPD consisting of 169 hours of structured learning, 30 hours under action learning and 200 hours of service to education and the community.



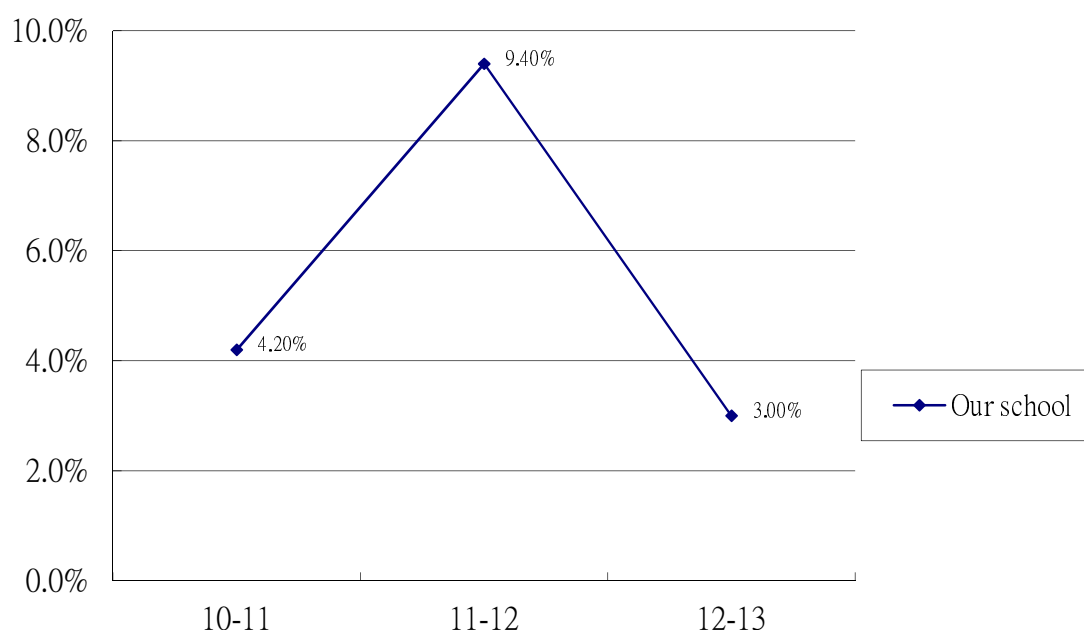
2. The average number of training hours undertaken by a teacher



3. 68 staff members participated in a total of 1790.75 hours of which 1282.25 hours belonging to NSS courses offered by Education Bureau, or HKEAA or other tertiary institutes.
4. The average number of NSS hours undertaken by an individual teacher is 18.9 hours.
5. 5 teachers actively participated in a total of 93.75 hours in 30 Liberal Studies courses.

3.4 Staff Turnover Rate

The line graph below indicates the staff turnover rates in our school in the past 3 years.



4. Major Concerns (Achievements and Reflections)

4.1 Introduction

Cognizant of the need to prepare students for a fast-evolving knowledge-based global village, our school in consultation with teachers has chosen the following main pillars as priorities for development in the last three years:

- Carry out enhanced implementation of the New Senior Secondary Curriculum
- Enhance a caring school ethos to raise the moral & ethical standard of students
- Implement integrated education to cater for learner diversity

Notably, these major concerns accord with the thrust of the Education Reform promulgated by EDB and are realized in the Annual School Plan under identical headings below.

4.2 Major Concerns

4.2.1 Carry out enhanced implementation of the New Senior Secondary Curriculum

4.2.1(I) Provide structured Teachers' professional development to facilitate student learning

[i] Teachers are aware of the NSS curriculum and smooth running of the curriculum

Achievements

a) Information about NSS courses such as those run by the Education Bureau for the continuing professional development teachers was channeled to teachers concerned via electronic means regularly throughout the academic year. In this year, 68 staff members participated in a total of 1790.75 hours of which 1282.25 hours belong to NSS courses. At the subject level, 32 staff members participated in a total of 426.75 hours in 96 NSS courses offered by different Key Learning Areas (Appendix 1).

b) Peer observation exercises have been carried out by each teaching staff member. After peer observation, each staff member has submitted his/her report in the school's server. With this type of activity, teachers also act as active learners in improving their teaching strategies resulting with more effective learning in the students. In particular, as starting from last year, teachers are also encouraged to review a lesson in a subject area other than the one taught by them. This can widen their horizons in teaching so that the teachers can employ teaching techniques used in other subjects to be immersed in their teaching career.

c) Teachers are also encouraged to share their good teaching practice in one of the staff development days. For this year, Ms Ho (Visual Arts teacher) and Ms Tang (Music teacher) shared their teaching practices and were well received by other teachers.

Reflections

Teachers in this school were aware of the latest development of the Senior Secondary curriculum and assessment framework. They participated actively in preparation for teaching the curriculum.

[ii]Subject Panel Heads are ready to plan; AND students and teachers are ready for the NSS curriculum

Achievements

All subjects were ready for the implementation of the NSS curriculum as at September 2009 as observed from their annual plans (2013 – 2014). Teachers of this school participated actively in various seminars or workshops run by the Education Bureau in the academic year 2011 - 2012 (Appendix 1 and Appendix 2). The panel chairpersons also indicated that the teachers and students are ready for NSS (Appendix 4). Nevertheless, from the panel chairpersons' view, the teachers were more ready and capable for the NSS curriculum than the students.

Reflections

As the teachers are getting familiar with the Senior Secondary curriculum, the number of NSS related CPD hours are fewer as compared with previous years. It can be concluded that all subject departments in our school are making smooth implementation of their respective NSS curriculum and are ready for the corresponding School Based Assessment (if any).

Appendix 1

| Subject | no. of NSS hours | no. of participants | no. of NSS events participated |
|------------------|-------------------------|----------------------------|---------------------------------------|
| Art | 48 | 1 | 14 |
| BAFS | 16.5 | 1 | 7 |
| Chemistry | 70.5 | 1 | 5 |
| Chinese Language | 20 | 3 | 5 |
| Chinese History | 2 | 1 | 1 |
| English Language | 57.5 | 10 | 9 |
| Geography | 96 | 5 | 17 |
| ICT | 6 | 1 | 2 |
| Liberal Studies | 93.75 | 5 | 30 |
| Mathematics | 8.5 | 2 | 3 |
| Music | 3 | 1 | 1 |
| Physics | 5 | 1 | 2 |
| | 426.75 | 32 | 96 |

Appendix 2

| | |
|------------------------------|--|
| Subject | -Plan for the implementation of the NSS curriculum in different subject annual plans |
| Biology | -To prepare new teaching schedules for the NSS Curriculum, which reflect the emphasis on Nature and History of Biology, Scientific Inquiry, as well as STSE Connections. -To implement School-based Assessment (SBA) for the Form 5 and 6 classes |
| BAFS | -To enhance professional development of the subject teachers by attending relevant seminars, workshops, etc |
| Chemistry | -To implement the NSS curriculum |
| Chinese History | -開展新高中中國歷史科課程，並具體規劃中學文憑考試校本評核的各項安排 |
| Chinese Language | -繼續全面推動新高中課程 |
| Chinese Literature | -試驗及擬訂校本評核各個項目的施行時間、方式，並設立覆核機制 |
| ICT | -To prepare for teaching and learning in NSS ICT |
| Economics | -To encourage team members to participate in courses, seminars and workshops in order to enhance professional development in the NSS curriculum. |
| English Language | -To encourage teachers to be innovative in teaching and prepare for the New Senior Secondary Curriculum |
| Ethics and Religious Studies | -配合新高中課程的需要，增加主動探討和批判思考的課堂活動 |
| Geography | -Implementation of NSS curriculum -Teachers concerned will attend seminars on development and arrange details for adoption of school-based assessments which will be implemented in the future |
| History | -To promote the effective delivery of the NSS History curriculum |
| Mathematics | -Revise the teaching plan (3 years) of the teaching scheme for F.5 NSS teachers to conduct SBA trial run activities |
| Physics | -Teachers attending seminars and workshops, especially those concerning the NSS curriculum and SBA -Panel meetings for the implementation of the NSS curriculum and SBA |

Appendix 3**Panel chairpersons' perspectives on implementation of NSS curriculum (Average rating)**

| A | Teachers | 1 (Excellent) | 2 | 3 | 4 (Unsatisfactory) |
|----------|-----------------|--------------------------|----------|----------|-------------------------------|
| 1. | Knowledge | 1.21 | | | |
| 2. | Readiness | 1.21 | | | |
| 3. | Skills | 1.21 | | | |
| | | | | | |
| B | Students | 1 (Excellent) | 2 | 3 | 4 (Unsatisfactory) |
| 1. | Knowledge | | 2.12 | | |
| 2. | Readiness | | 2.12 | | |
| 3. | Skills | | 2.12 | | |

4.2.1(II) Incorporate drama and language arts elements in F.2 to provide more exposure to learning English and pave the way for the NSS curriculum.

1. Brief description about F.2 Classroom Drama Programme and F.2 Language Arts Programme

1.1 The five F.2 classes are split into two halves for their Classroom Drama and Language Arts Programmes (2 lessons per cycle), having about 17-18 students in each group with either ¹NET or ²LETs doing parallel teaching with the following logistic arrangement:

¹Native-speaking English Teacher / ²Local English Teachers

| Timeframe | Class | Teacher | Language arts themes |
|-------------|---------------------|----------|------------------------------|
| First Term | 2A1/2B1/2C1/2D1/2E1 | NET | ³ Classroom Drama |
| | 2A2/2B2/2C2/2D2/2E2 | 2-3 LETs | Poems and movies |
| Second Term | 2A1/2B1/2C1/2D1/2E1 | 2-3 LETs | Poems and movies |
| | 2A2/2B2/2C2/2D2/2E2 | NET | Classroom Drama |

³NET will be teaching classroom drama for the whole year

1.2 Drama and language arts elements are incorporated in Form 2 with the NET being the course coordinator and material developer to work with local English teachers to provide more exposure to learning English and pave way for the NSS curriculum.

2. Conclusion on achievement

4.1 From the positive feedback, we would run these two Programmes again next year.

4.2 The Programme material developer will take all the findings and feedback into consideration and make improvement accordingly.

3. Reflections

Problems encountered in the two Programmes

5.1 Students feeling uneasy in the drama lessons

Nearly half of the students neither agreed nor disagreed if they felt uneasy in the drama / language arts lessons. This might be due to the fact that they were educated in some conventional primary school setting, where interactive teaching like these two Programmes were less common.

5.2 Nearly half of the F.2 students neither agreed nor disagreed if their drama / language class teacher could take better care of them. It might be due to the design of the class activities.

4. Suggestions for improvement

4.1 The Classroom Drama Programme material developer will take all the findings and feedback into consideration and make improvement accordingly.

4.2 The Programme material developer and the subject teachers will continue working closely together to design more fun and interactive activities to arouse students' interest in learning English drama and language arts so that they will not feel uneasy or being neglected by the teachers.

4.2.1(III) Execute enhanced implementation of Liberal Studies

Achievements

1. Our LS teachers attended a variety of training programmes organized by the EDB and HKEAA. One LS teacher has finished studying the Master Degree in Liberal Studies offered by the Chinese University of Hong Kong.
2. A Teaching Assistant is assigned to provide clerical support daily to ensure the smooth running of Liberal Studies Resource Centre (R209). With the provision of Liberal Studies Curriculum Support Grant, an Associate Teacher was recruited in March 2011 to share and support work related to NSS LS.
3. The DSpace repository system is running smoothly. It facilitates archiving and retrieving NSS LS reference materials as well as intellectual output of our school in digital format.
4. A school attachment programme was launched and a full-time Year 2 student studying Education (Liberal Studies) from the CUHK visited our school for seven days. This programme has enhanced the continuous professional development of our LS teachers and successfully strengthened the collaboration between our LS Department and local institutes. In order to enrich students' understanding of the development of modern China, our LS Department invited Cable TV and China Education Association of The Hong Kong University Students' Union (HKUSU) to launch school talks on 27 November 2012 and 22 February 2013 respectively.

Reflections

1. Positive feedback from the LS panel members was received through formal and informal meetings. Generally speaking, our LS teachers agreed that the implementation of NSS Liberal Studies provided them with valuable experiences in curriculum planning, collaboration and collegial sharing.
2. Curriculum planning and implementation of NSS Liberal Studies helps to foster collaboration and experience sharing among teachers particularly in different learning and teaching strategies.
3. As scheduled, the DSpace digital repository system will be opened to the LS teachers in the preparatory stage and to students in the coming stages. In light of heavy workload of our LS teachers, more preparation on consolidating data and testing of the DSpace system would be expected before its full-scale implementation.

4.2.1(IV) Provide students with a variety of experiences to foster their all-round development and enrich their Other Learning Experiences (OLE)

Achievements

Most of the teachers in charge reported that the general performance of students was good. The participants' research also demonstrated that the scheme was found to be successful. Only 18% of students reported that they could not meet the basic requirement. This means 82% of NSS students had participated in at least two areas of OLE voluntarily. Among the five areas, students did the best in voluntary services in school and the community. 69% of students took up responsible posts in school. 56% of students participated in art activities and around 45% of students in sports and career related activities.

Reflections

1. Compared with the same survey of last year, the result is a little bit worse than last year. The reason might be that some F.4 students were passive and focussed more on their academic work.
2. The result had been sent to F.4 form teachers for reference. Form teachers might do some follow-up work or give advice to students whose performances were unsatisfactory.
3. The lack of human resource and suitable venues was the major difficulty in organizing OLE activities.
4. Sometimes, the activities clashed with tests and other activities held after school.
5. Some students were not interested in the OLE activities since they could not see the value and importance of OLE.
6. The school needs to put more effort on encouraging students to have balanced participation in all areas of OLE.
7. Most students think that the experience in the One-Service-Each Programme in F.3 assists their participation in voluntary services in F.4.

4.2.2. Enhance a caring school ethos to raise the moral & ethical standards of student

4.2.2(I) Enhance students' understanding and concern for people in need in society

Achievements

1. 98% of Form 3 students participated in at least one community service outside school.
2. All Form 4 students participated in a community service project organized by their own class except one who was actually actively engaged in plenty of social service on her own.
3. 83% of F.4 students claimed in the questionnaires that the voluntary service experience in F.3 was helpful in preparing them for the community service project in F.4.
4. Appendix 1 shows all the projects organized for Form 4 students this year.

Reflection

1. The simple Form 3 voluntary service involvement sustains students' interest in voluntary work and prepares them well in more demanding class projects in Form 4.
2. Both the statistics and students' performance in their projects reflected a progressive understanding and acceptance of the under-privileged.
3. This voluntary service scheme effectively promotes the culture of integrated education.

Appendix 1

中四級班際義工服務

2012 - 2013

| 班別 | 班主任 | 計劃負責人 | 主辦機構 | 項目內容 | 舉辦日期 |
|----|-----|-------|------------------------------|---|---------------|
| 4A | 陳本善 | 馮永康 | 香港特殊奧運會 | 香港特殊奧運會 - 分區田徑賽 地點：天水圍運動場 時間：8:00 am – 5:00 pm | 23/02/2013(六) |
| 4B | 劉淑娟 | 黃國威 | 禮賢會沙田長者鄰舍中心 | 為一班老人舉辦同樂日 地點：本校 時間：10:00 am – 12:30 pm | 16/03/2013(六) |
| 4C | 章蓓琪 | 范可欣 | 香港聖公會 | 協助運動同樂日各項裁判工作 時間：10:00am – 5:00pm 地點：拔萃男書院 | 23/10/2012(二) |
| 4D | 謝韶安 | 陳燕 | 漁農自然護理署 | 大欖涌遠足植樹日 9:00 am – 11:00 am | 28/04/2013(日) |
| 4E | 黃惠珊 | 宗倩瑩 | 香港青少年服務處 『賽馬會恆安綜合青少年服務中心』 | 母親節開心 Show – 負責設計、營運三個攤位 地點：馬鞍山中心商場 時間：12:00 noon – 5:00 pm | 27/04/2013(六) |

班主任：負責於班會成立義工計劃籌備小組，帶領當日活動。督導本班同學於早會時匯報及分享服務體驗。

計劃負責人：負責對外聯絡社福機構。帶領當日活動，制訂預算及統籌開支。

4.2.2 Adopt a whole-school approach to promoting a sense of solidarity

4.2.2(IIA) Form Teachers of each form meet at least once each term

Achievements

1. Around Oct. 2012 and May 2013, Form Meetings were held with the presence of counseling and discipline teachers of respective forms and social worker.
2. Evaluation meetings of Life Education for each Form were also held in Dec. 2012 and June 2013.
3. The list of students requiring pastoral care was updated timely.

Reflection

1. It was agreed that this new initiative effectively facilitated communication and exchange of student information.
2. Opinions and practical suggestions on school policies were collected from Form Teachers.
3. It was suggested that the 2nd Form Meeting should be held before the Easter holiday to allow more time for follow-up actions.

4.2.2(IIIB) There is growth in participation of parents in various school functions

Parent Teacher Association

Achievements

1. More than 180 parents attended the Orientation Day on 29th August, 2012.
2. Social activities such as the Christmas Party and Outing proved to be successful events during which parent-child and parent-teacher relationships could be much strengthened.
3. Parents had taken active part in performing Tai Chi, running games stall and raising fund through auction in the 35th Anniversary Carnival on 13th April, 2013
4. Interest classes such as Taichi, Chinese Painting, Calligraphy, Skin Care and Knitting received strong support from the parents.
5. The Parents' Christian Fellowship continued to hold regular meetings at the Holy Spirit Church.

Reflections

There is growth in participation of parents in various school functions and social activities.

4.2.2(IIC) Enhance a caring school ethos to raise the moral & ethical standard of students.

Strategies/ Tasks: Adopt a whole school approach to promoting a sense of solidarity

| Time Scale | Success Criteria | Evaluation Method | People Responsible |
|--------------------|--|---|---|
| Sept. 12 – Mar. 13 | <ul style="list-style-type: none"> - Having a satisfactory rate of participation. - Positive response from the participants. | <p>Qualitative</p> <ul style="list-style-type: none"> - project leaders collect informal feedback from staff and participants at regular intervals <p>Quantitative</p> <ul style="list-style-type: none"> - project leaders analyze and evaluate questionnaires and reflection journals from participants - turnout rate of participants | <u>Tam L.Y.Y.</u> and advisors of the Alumni Association |

Brief information about programs held

The “Careers Day” co-organized by the Careers Team, the Alumni Association and the Parent-teacher Association for all F.4 to 6 students with small-group discussions by 140 alumni and parents speakers fostered a great sense of solidarity. Alumni mentorship also took the form of apprenticeship in Other Learning Experiences (OLE) such as cultural exchanges with Japanese passengers from Peace Boat. With Japanese-speaking alumni, some F.4 and F.5 students were given first-hand tour guide experience by shadowing alumni mentors. At the 35th Anniversary Carnival, current students worked with alumni in raising funds for the new lecture theatre. Topping-up programmes included workshops on interview skills conducted by alumni. Alumni coaches in interest clubs like English Prose Reading Club, Debate Society, Scouts and various Olympiad teams and speech training groups for territory-wide or international competitions reinforced bonding.

Reflections

A good database of alumni across the years had been very helpful whenever current students needed reference of careers information. Continuity of alumni mentorship was ensured by linking alumni mentors from different years. Whatsapp groups and Facebook Mentorship started two years ago became convenient and effective means of alumni-careers mentorship.

Our alumni played a unique role as they shared similar family and education background with our current students and provided excellent role models especially in the moral and the emotional support. The most important role of alumni was in their care of students born out of love for their alma mater.

4.2.2(III) Develop the moral & national education curriculum

Evaluation

According to the guidelines of Hong Kong Sheng Kung Hui Moral, Civic & National Education Committee (see Appendix 1), our school Moral & National Education Curriculum Ad Hoc Group has stopped to develop a new curriculum.

Appendix 1

致:聖公宗屬下中、小學校監及校長

由:香港聖公會大主教教育顧問夏永豪先生

聖公宗(香港)中學委員會主席梁實成教授

聖公宗(香港)小學監理委員會主席陳謳明主教

尊敬的校監及校長:

按香港政府於二零一二年十月八日,就「德育及國民教育科」發表聲明,要點如下:

「政府已接納開展德育及國民教育科委員會的建議,正式擱置德育及國民教育科課程指引。教育局不會要求學校使用該指引,亦不會以指引作為視學的依據」。

香港聖公會教省「德育及公民/國民教育專責小組」已因應上述聲明召開會議;謹藉此函件與各位分享會議的決定:

一、專責小組重申聖公宗屬校一直以來已透過宗教、倫理、生命教育等科目及不同學科的學習活動推行宗教及德育課程,內容亦涵蓋公民國民教育元素。所以我們認為「國民教育」應繼續由上述現有課程涵括之。既然香港政府已擱置德育及國民教育科課程指引,所以學校在本專責小組未進一步就有關課程發出指示前,毋須就此引入新的課程元素。

二、教育局為德育及國民教育課程所撥出的沒有時限一筆過津貼五十三萬元,各校仍不宜動用,應先儲存該筆津貼並須獨立記帳。在適當時間,專責小組將對該筆撥款的運用提供進一步意見。

三、專責小組將就德育及國民教育課程事宜,不時與各屬校溝通。

二零一二年十月二十九日

4.2.3 Implement integrated education to cater for learner diversity

4.2.3(I) Implement integrated education

Achievements

1. A clinical psychologist from Society for the Welfare of the Autistic Persons gave a seminar on Asperger's Syndromes on the Staff Development Day in September 2012.
2. To further strengthen the culture of integrated education, Miss Cherie Yeung Siu-fong from the Red Cross Hospital School, who has lost both arms, was invited to share her life story to all students.
3. One Integrated Education Assistant was employed using the Learning Support Grant to provide support to our SEN students.
4. General guidelines for the implementation of integrated education were drafted.

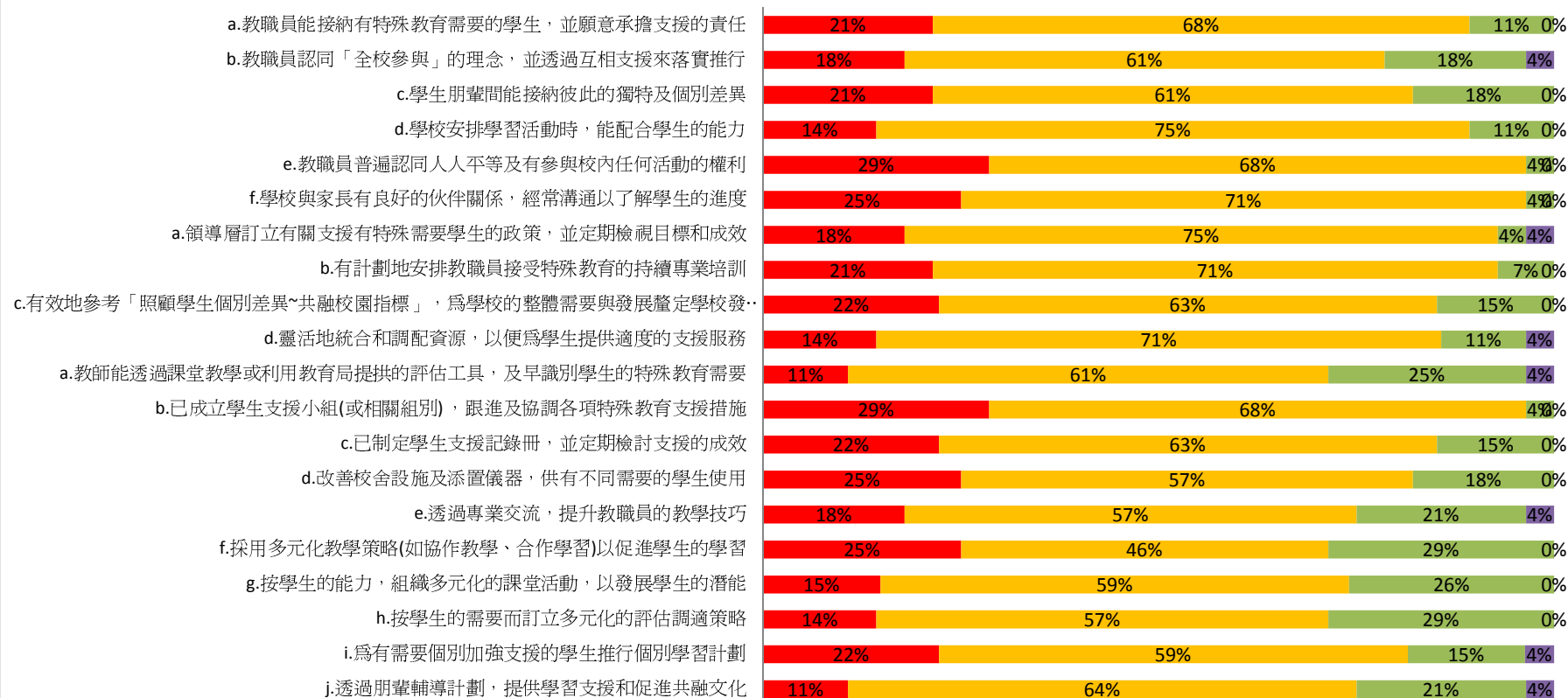
Reflection

1. The whole school approach adopted was well received and the year-end evaluation by all staff members was generally good. (See Appendix 1)
2. Although over 10% of our teaching staff had completed the Basic Course, it is more desirable to have more teachers to take the Thematic and Advance Courses in coming years.
3. A seminar on ADHD is suggested for one of the Staff Development Days in the next school year.

Appendix 1

「全校參與」模式照顧有特殊教育需要的學生 學校層面的年終檢討表 2012-2013

■ 十分滿意 ■ 滿意 ■ 尚可 ■ 有待改善



4.2.3(IIA) Strategies/ Tasks: Provide opportunities for gifted and more able students to develop their talent with the help of teachers, alumni and other parties

| Time Scale | Success Criteria | Evaluation Method | People Responsible |
|--------------------|--|---|---|
| Sept. 12 – Mar. 13 | <ul style="list-style-type: none"> - Having a satisfactory rate of participation. - Positive response from the participants. | <p>Qualitative</p> <ul style="list-style-type: none"> - project leaders collect informal feedback from staff and participants at regular intervals <p>Quantitative</p> <ul style="list-style-type: none"> - project leaders analyze and evaluate questionnaires and reflection journals from participants - turnout rate of participants | <u>Tam L.Y.Y.</u> & the Careers Team |

Brief information about programs held

A variety of mentorship programmes were held to cater for students with diverse abilities and interests. Notable is "The Careers Day" conducted on a Saturday afternoon with 140 alumni and parent speakers sharing their insights with all F.4 to F.6 students. Apprenticeship experience was enriched with the Junior Achievement (JA) Hong Kong, with a total of 40 F.4 and F.5 students participating in an eight-month business enterprise project and awarded a few prizes. External resources were also available to 90 students who enrolled in a "University Preparation Workshop" by ARCH whose ACO (ARCH Community Outreach) selected four of our F.4 and F.5 students to be their mentees to benefit from its careers mentorship and internship in the summer.

Local exchanges also took place with a local school, Munsang College (Kowloon). 15 F.4 students went on a three-day exchange in which they attended school in Munsang College culminating in a Feedback Session there with 15 students from Munsang College doing the same on our campus. Reflections of our students fully displayed depth of insights gleaned even in a short duration and powerpoint presentations by our exchange students and buddies in a whole-school assembly inspired their fellow peers.

Reflections

A great variety of programmes could cater for learner diversity. With over subscriptions in some popular programmes, the school had to select among the applicants. Records of attendance and performance became useful tools of selection. Learners less strong in academic fields were empowered with their successes in other fields and became more focused. Academically strong students were given all-round mentorship well groomed for the future.

4.2.3(IIB) Provide opportunities for gifted and more able students to develop their talent with the help of teachers, alumni and other parties

1. Brief description about the REES-funded enhancement courses

1.1 F.1 Popular Culture Course (PC Course)

(i) 20 high-achieving first-formers were nominated by the English teachers based on their exam results to join this course.

(ii) The objectives of the PC Course are two-fold:

- a) To help high-flyers lay a solid foundation at the junior secondary level so that they can meet the challenges of the senior secondary English Language curriculum more effectively.
- b) To introduce one of the NSS electives, “Learning English through Popular Culture” to them.

(iii) Reflections

Problems encountered - There was no problem encountered.

(iv) Conclusion on achievement

- From the positive feedback, we would consider working with the service provider again in the future.
- Further analysis would be done on students’ performance in the Term Examination of 2013-2014 to see if they have made any improvement academically. The analysis will be provided upon completion.

1.2 F.2 Creative Writing Course (CW Course)

(i) 20 high-achieving first-formers were nominated by the English teachers based on their exam results to join this course.

(ii) The objective of the CW Course is to help high-flyers further develop their confidence and boost their confidence in using English to express themselves in writing at the junior secondary level so that they can meet the challenges of the senior secondary English Language curriculum more effectively.

(iii) Reflections

Problems encountered:

- It was believed that some participants were **NOT** serious when filling out the questionnaires because although their feedback on the CW Course was rather negative about the course instructor, 94% of them found him very good in general.
- Despite the fact that all students found the CW Course either too difficult or difficult, 31%, 50% and 13% of them found it very interesting, interesting and quite interesting respectively.
- All participants were not keen on leaving other comments.

4.2.3 Offer weaker students structured training on core skills.

(IIIA)

(i) Brief description about the remedial teaching arrangement in Form 1 & Form 3

1.1 Objectives:

F.1 and F.3 remedial class arrangement helps teachers provide more intensive care for individual students and enhance English remedial support to the weakest students in the two forms.

1.2 Logistic arrangement

1.2.1 The 8 lowest-achievers from 1D and 1E form the remedial class of 1D/E.

1.2.2 The 16 lowest-achievers in Form 3 are put together in the F.3 remedial class.

(ii) F.4 NSS Summer Bridging Programme

2.1 Objectives of the Programme:

2.1.1 To strengthen participants' English foundation to help pave the way for the NSS curriculum to be implemented in the new school term in September 2013

2.1.2 To introduce one of the NSS electives, "Learning English through Popular Culture"

(iii) Conclusion on achievement

3.1 Remedial arrangement - From the positive feedback and significant improvement students made in the examination, we would have the same remedial arrangement again next year.

3.2 F.4 NSS Summer Bridging Programme

3.2.1 This year, we had a new tutor. When compared to last year, students were much more satisfied with her. Hopefully, we will work with her next year.

| | VERY GOOD + GOOD | VERY GOOD + GOOD |
|--|---------------------------------|---------------------------------|
| | Paving the way for 2012-2013 | Paving the way for 2013-2014 |
| Friendliness | 75% | 92% |
| Punctuality | 75% | 92% |
| Being knowledgeable about subject | 65% | 92% |
| Preparation for class | 63% | 100% |
| Making participants interested in learning the subject | 69% | 92% |
| Helping participants a lot | 70% | 100% |
| Overall very good | 75% | 100% |

3.2.2 Concerning the level of interest of the course, we had very encouraging result, with 8%, 34% and 58% of the students finding the course very interesting, interesting and quite interesting respectively.

3.2.3 However, it is worth noting that about 42% of the participants had no opinion on whether the course raised their interest in learning English, which is the only slightly negative feedback in this year's questionnaire. More follow-up work will be done to investigate the reason behind.

3.2.4 It is suggested that we should run the course again next July.

3.2.5 The course material developer will take all the findings and feedback into consideration and make improvement accordingly.

3.2.6 Further analysis would be done on students' performance in the Term Examination of 2013-2014 to see if they have made any improvement academically. The analysis will be provided upon completion.

(IIIB) To strengthen students' ability of learning Chinese Language through remedial programmes

Achievements

1. Some Form Six students who are weak in Chinese Language are able to make improvement academically after participating in writing workshops.
2. Some Form Six students who are strong in Chinese Language are able to make improvement academically after participating in comprehension workshops.
3. All the Form Six and Form Five students had the chance to join the discussion training provided by the Chinese Department. The training boosted students' confidence and speaking skills in group discussions.
4. Some Form one to Form Five students served as Reading Ambassadors, actively encouraging students to cultivate the habit of reading Chinese Books.
5. The Inter-class Group Discussion between Form Three and Form Five stimulated students' interest and sharpened their group discussion skills.
6. The Inter-school Group Discussion with Shatin Pui Ying College stimulated students' confidence and honed their group discussion skills to prepare for the DSE.

Reflections

1. Most workshops have been very successful and should be re-run in the coming year.

(IIIC) Evaluation on the Mathematics Enhancement classes

1. There were five Mathematics enhancement classes (F.1 – F.5) conducted in the 2012-13 academic year, with a total of 82 participants.
2. The overall successful percentage is 75.6 %.
3. Students' opinions
 - Most students (about 85%) agreed that the time was suitable for them.
 - Most students (about 83%) felt that the duration (1 hour 30 minutes) was fit.
 - Nearly all students (more than 95%) admitted that the contents of the lessons could keep pace with the teaching syllabus.
 - More than half of the students (about 60%) agreed that the tutors were friendly, well prepared and had good presentation skills.
 - More than 3 quarters of the students (about 78%) thought that the classes could help them to improve their mathematical standard.
 - About 70% of the students agreed that they would like to join the class again.
4. Tutors' opinions
 - They agreed that most students were obedient and eager to learn.
 - Some students were found to be passive.
 - Some students were late or absent due to the following reasons:
 - * Waking up late.
 - * Clash with the other activities.
5. According to the success criteria, the Mathematics enhancement classes held in 2012-13 were evaluated to be successful.

4.3 Report on the use of the Basic and Additional Capacity Enhancement Grant

Achievements

Two additional teachers were employed by using the Capacity Enhancement Grant (CEG) to reduce teachers' heavy workload in order that they could have the capacity to facilitate a smooth implementation of the NSS curriculum. As a result of this relief measure, teachers had adequate time to revamp learning packages and teaching aids in line with the NSS curriculum developments. They were given space to improve the existing curriculum, implement SBA and TSA activities, and develop professionally to teach the NSS curriculum. Moreover, teachers were able to provide individual students with better intensive care on a need basis because of the increased manpower.

Reflections

It is commendable to find that the CEG provision gave teachers the much needed support so that they had the space and capacity to focus their attention on coping with curriculum changes and to help students with special educational needs to meet the demands of the core subjects. With the ever-escalating number of students with special educational needs, teachers are faced with the growing challenge of tackling SEN students in school. It is imperative that more resources should be deployed to assist teachers to come to grips with this situation.

Besides, the grant was put to good use in enhancing teachers' capacity in developing effective strategies to deal with curriculum reforms and reflect upon their methodology to improve teaching.

In brief, feedback from teachers and students was generally positive. All teachers unanimously support and demand that similar funding be provided to continue to employ additional teachers to alleviate heavy workloads and organize programmes and activities to cater for students with special learning needs.

5. Financial Summary

SKH TSANG SHIU TIM SECONDARY SCHOOL FINANCIAL SUMMARY 2012/13

| | Balance B/F | Income \$ | Expenditure \$ | Surplus | Topped-up by OEBG General | Amount Refundable to EDB | BALANCE C/F | Surplus \$ |
|--|----------------------|----------------------|----------------------|--------------------|---------------------------------|--------------------------------|---------------------|----------------------|
| BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS) | | | | | | | | |
| I. Government Fund | | | | | | | | 10,029,346.63 |
| (1) OEBG Grant | | | | | | | | |
| ☆ Prior Year Adjustment | | | | | | | | |
| (a) General domain | 2,974,485.45 | | | | | | | |
| School and Class Grant | - | 804,660.96 | 1,003,990.49 | -199,329.53 | | | | |
| Noise Abatement Grant | - | 394,695.00 | 131,650.00 | 263,045.00 | | | | |
| Lift Maintenance Grant | - | 82,632.00 | 71,174.00 | 11,458.00 | | | | |
| Air Cond. Grant for Prep Room of Lab. | - | 8,726.00 | 8,355.00 | 371.00 | | | | |
| Administration Grant | - | 3,816,114.00 | 3,331,587.00 | 484,527.00 | | | | |
| Enhancement Grant | - | 6,870.00 | 6,870.00 | 0.00 | | | | |
| Supplementary Grant | - | 182,892.00 | 445,768.70 | -262,876.70 | | | | |
| Training and Development Grant | - | 7,557.00 | 6,730.00 | 827.00 | | | | |
| Consolidated Subject Grant | - | 215,187.12 | 133,643.87 | 81,543.25 | | | | |
| Composite Information Technology Grant | - | 377,467.00 | 443,372.05 | -65,905.05 | | | | |
| Funds set aside for SP/LSP | | 137,415.18 | 199,444.21 | -62,029.03 | | | | |
| △ Topped up the Deficit Bal of FPCG | | | 68,355.50 | -68,355.50 | | | | |
| △ Topped up the Deficit Bal of LSCSG | | | 3,553.25 | -3,553.25 | | | | |
| △ Topped up the Deficit Bal of CEG | | | 301,951.50 | -301,951.50 | | | | |
| △ Topped up the Deficit Bal of CFEG | | | 626,024.80 | -626,024.80 | | | | |
| Sub-total : | 2,974,485.45 | 6,034,216.26 | 6,782,470.37 | -748,254.11 | | | 2,226,231.34 | |
| (b) Special domain | | | | | | | | |
| Prog Fund for Whole-Sch Ap to Guidance & Discipline | 17,375.63 | 7,922.00 | 590.70 | 7,331.30 | | | 24,706.93 | |
| △ Capacity Enhancement Grant | | 516,616.00 | 818,567.50 | -301,951.50 | 301,951.50 | | 0.00 | |
| Sub-total : | 17,375.63 | 524,538.00 | 819,158.20 | -294,620.20 | 301,951.50 | | 24,706.93 | |
| (2) NON-OEBG Grant | | | | | | | | |
| Other Recurrent Grant | - | 498,412.00 | 498,412.00 | 0.00 | | | 0.00 | |
| Committee on Home-Sch Co-op Proj Grant | - | 10,426.00 | 10,426.00 | 0.00 | | | 0.00 | |
| Salaries Grant | - | 39,625,017.65 | 39,625,017.65 | 0.00 | | | 0.00 | |
| Employer's Cont to PF Scheme for NT A/C | 3,930.10 | 579,723.28 | 508,818.53 | 70,904.75 | | | 74,834.85 | |
| Try-out Scheme of Draft Secondary School Syllabus | 77.50 | 0.00 | 0.00 | 0.00 | | | 77.50 | |
| Fringe Benefits under Enhanc. NET Scheme | - | 40,449.93 | 40,449.93 | 0.00 | | | 0.00 | |
| Substitute Teacher Grant A/C | 131,858.50 | 104,347.46 | 87,416.50 | 16,930.96 | | | 148,789.46 | |
| △ Composite Furniture & Equip. Grant | | 492,450.00 | 1,118,474.80 | -626,024.80 | 626,024.80 | | 0.00 | |
| @ School-based After-school Learning & Support Prog. | 85,200.00 | 76,400.00 | 19,438.00 | 56,962.00 | | -65,762.00 | 76,400.00 | |
| Grants for the Establishment and Operation of IMC | 350,000.00 | 0.00 | 350,000.00 | -350,000.00 | | | 0.00 | |
| Enhanced Senior Sec. Curr. Support Grant | 173,238.75 | 0.00 | 173,238.75 | -173,238.75 | | | 0.00 | |
| □ Learning Support Grant | 144,604.50 | 105,000.00 | 129,647.90 | -24,647.90 | | -88,456.60 | 31,500.00 | |
| * Diversity Learning Grant - Other Programmes | 105,000.00 | 105,000.00 | 52,750.00 | 52,250.00 | | -52,250.00 | 105,000.00 | |
| △ Fractional Post Cash Grant | 38,329.50 | 251,515.00 | 358,200.00 | -106,685.00 | 68,355.50 | | 0.00 | |
| One-off Grant - Procurement of e-Learning Resources | 66,260.00 | 0.00 | 66,260.00 | -66,260.00 | | | 0.00 | |
| △ One-off Liberal Studies Curriculum Support Grant | 65,967.75 | 160,000.00 | 229,521.00 | -69,521.00 | 3,553.25 | | 0.00 | |
| Moral and National Education Subject Support Grant | | 530,000.00 | 0.00 | 530,000.00 | | | 530,000.00 | |
| Senior Secondary Curriculum Support Grant | | 713,520.00 | 464,750.25 | 248,769.75 | | | 248,769.75 | |
| & One-off Grant - Upgrading Router of WebSAMS | | 8,850.00 | 8,750.00 | 100.00 | | -100 | 0.00 | |
| Sub-total : | 1,164,466.60 | 43,301,111.32 | 43,741,571.31 | -440,459.99 | 697,933.55 | -206,568.60 | 1,215,371.56 | |
| (3) OTHERS | | | | | | | | |
| Other Charges : Income & Expenditure A/C | 427,143.63 | 45.54 | 18,022.10 | -17,976.56 | | | 409,167.07 | |
| + Jockey Club LW Learning Fund | 56,386.40 | 76,800.00 | 7,286.00 | 69,514.00 | | -56,386.40 | 69,514.00 | |
| Refined English Enhancement Scheme | 163,570.00 | 135,000.00 | 147,455.00 | -12,455.00 | | | 151,115.00 | |
| Sub-total : | 647,100.03 | 211,845.54 | 172,763.10 | 39,082.44 | 0.00 | -56,386.40 | 629,796.07 | |
| II SCHOOL FUNDS (GENERAL FUNDS) | | | | | | | | |
| Approved Coll. For Specific Purposes | 412,507.17 | 296,940.00 | 117,635.00 | 179,305.00 | | | 591,812.17 | |
| Subscriptions | 4,454,431.55 | 375,222.07 | 124,188.20 | 251,033.87 | | | 4,705,465.42 | |
| New Annex | 605.96 | 0.00 | 0.00 | 0.00 | | | 605.96 | |
| Air-conditioners Fund | 77,713.24 | 0.00 | 0.00 | 0.00 | | | 77,713.24 | |
| 35th Anniversary | | 138,921.30 | 82,247.30 | 56,674.00 | | | 56,674.00 | |
| Sustainable Learning Development Fund | 280,661.00 | 19,630.00 | 6,281.25 | 13,348.75 | | | 294,009.75 | |
| Sub-total : | 5,225,918.92 | 830,713.37 | 330,351.75 | 500,361.62 | | | 5,726,280.54 | |
| Grand Total: | 10,029,346.63 | 50,902,424.49 | 51,846,314.73 | -943,890.24 | 999,885.05 | -262,955.00 | 9,822,386.44 | |
| Total surplus/deficit for 12/13 school years after deducting the total amount of \$262,955 of refundable items (@ *, +, & □). | | | | | | | | -206,960.19 |
| Accumulated Surplus as at the end of 11/12 school year | | | | | | | | 9,822,386.44 |

△ 12-13 Total Deficit Bal (\$999,885.05) of CEG (\$301,951.5), CFEG (\$626,024.8), FPCG (\$68,355.5) & LSCSG (\$3,553.25) were topped up by General Domain of OEBG

□ 12-13 Unspent Balance (\$88,456.6) to be refunded to EDB

& 12-13 Unspent Balance (\$100) to be refunded to EDB.

@ 12-13 Unspent Balance (\$65,762) to be refunded EDB.

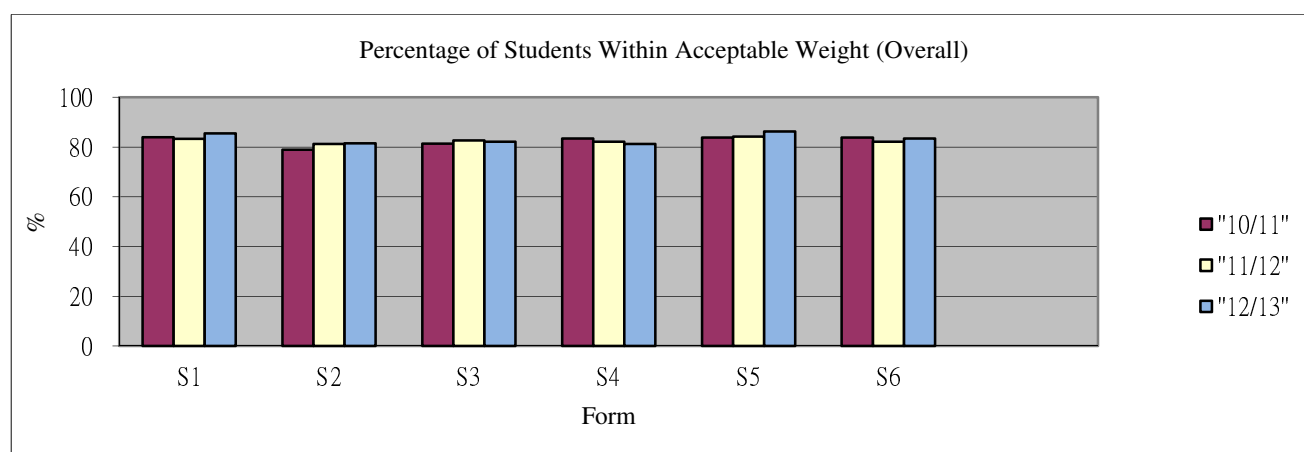
* 12-13 Unspent Balance of DLG - Other Programme (\$52,250) to be refunded to EDB.

+ 11-12 Unspent Balance (\$56,386.4) was refunded to EDB.

6. Performance of the Students

6.1 Students' Physical Development Report

Percentage of Students within Acceptable Weight (Overall)



6.2 Library Report 2012-13

The school library consists of the Main Library and the Reading Lounge, both offering user-friendly services and up-to-date information to meet students' and teachers' informational and educational needs. In keeping with the concept of modern libraries being the hub of learning and to support the NSS curriculum, we provide comprehensive library collections, including books, print journals and multimedia materials. Other than print materials, electronic resources have also been acquired to support the learning of our patrons. In addition, we have the mission to foster and sustain students' reading interest and inculcate their life-long reading habits.

Summary of library services and activities in 2012-13

Services included lending services of library materials, newspapers and periodicals. We also provided professional guidance and support to teachers and students. Besides, we had 36 dedicated student librarians with the motto, "We are brothers and sisters serving brothers and sisters." To empower team members, we offered special training programmes and workshops for the student librarians to develop their leadership and a sense of responsibility.

In 2012-13, our main library collections encompassed a stock of over 19,000 Chinese books, 13,500 English books, and around 2000 multimedia items. In addition, our library subscribed to 53 local and overseas periodicals and 5 local newspapers. Besides, an electronic newspapers clipping service called "Wise News" and the "Liberal Studies@Wisers" online databases provide easy access and retrieval of news articles from hundreds of newspapers and periodical of Hong Kong, China, Taiwan, the U.S.A. and Macau. At the same time, we also renewed the licence of the "Ming Pao" and "South China Morning Post" Online Database. Last year, we also subscribed to the "Hong Kong Economic Times" online version in support of the development of Liberal Studies and the New Senior Secondary Curriculum.

To encourage students to make frequent visits to the library and cultivate their reading interest and habit, we also organized a wide range of activities including:

1. The Classroom Library Scheme
2. Enthusiastic Borrower Billboard Competition
3. Annual Book Exhibition
4. Thematic Book Exhibitions
5. Monthly New Books Display (80-100 new items each month during school days.)
6. Monthly New Books Recommendations
7. Parents Workshop on "5 Love Languages"
8. Books Sharing Activities
9. Librarian Leadership Training Programme
10. F.1 Library Orientation
11. Project-based Learning Workshop for F.3 & F.4

In sum, our library played an active role in supporting teachers and students in both teaching and learning activities.

Library Report 2012-13

Update on Library Collection

We managed most of the cataloguing of the reading and multimedia collection. In this year, 713 items were added in school library and 298 new items in the Reading Lounge. The number of resources catalogued this year was 1,011 items, with an approximate total value of \$73,174.75. The current library collection (including the Reading Lounge) is 34,843 items.

Library use distribution

According to library records, the total number of books borrowed in this academic year was 13,850. During 2012-13, our school library was open to service for 140 days and on average our daily borrowing record was around 93 items per day. When compared with last academic year (2011-12), we had a borrowing record of 19,501 with a daily record of 149 items. However, since 2011, we have started to develop the classroom library scheme to nurture the reading culture in school and each class has been allocated 30 library books. Therefore, it may slightly affect the borrowing record in the school library.

Teacher reference has been largely re-catalogued to provide better and more logical groupings of resources. At the same time, extended loans have been generated for teachers for curriculum materials.

New Initiatives 2013-14

Keeping the main objectives in mind of building and maintaining a comprehensive library collection and improving the reading culture in school, the initiatives for the new academic year of 2013-2014 will include:

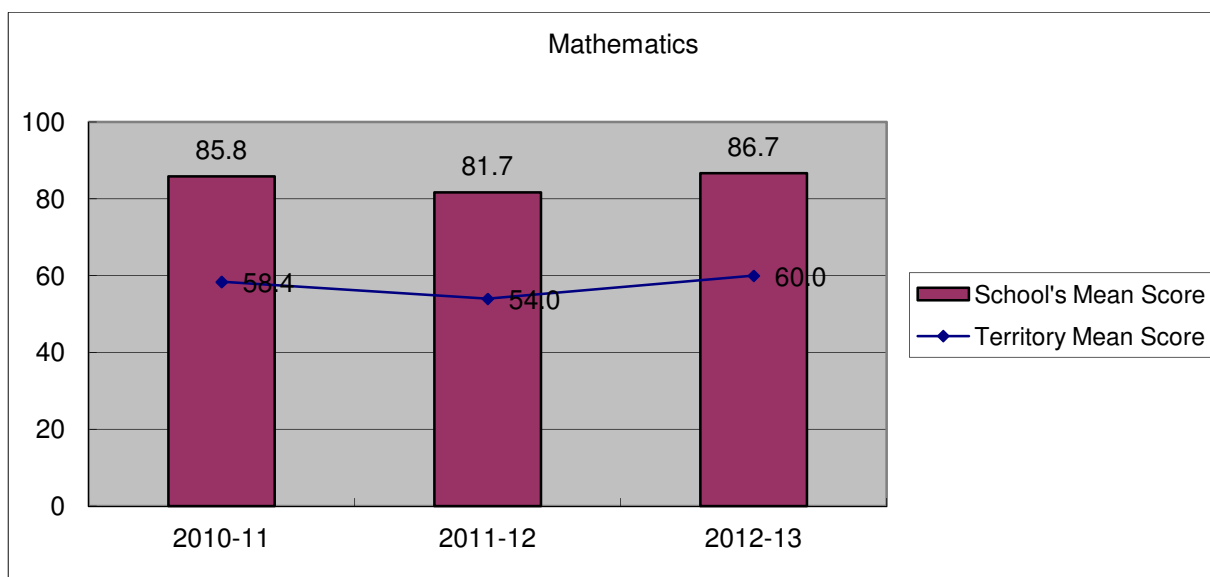
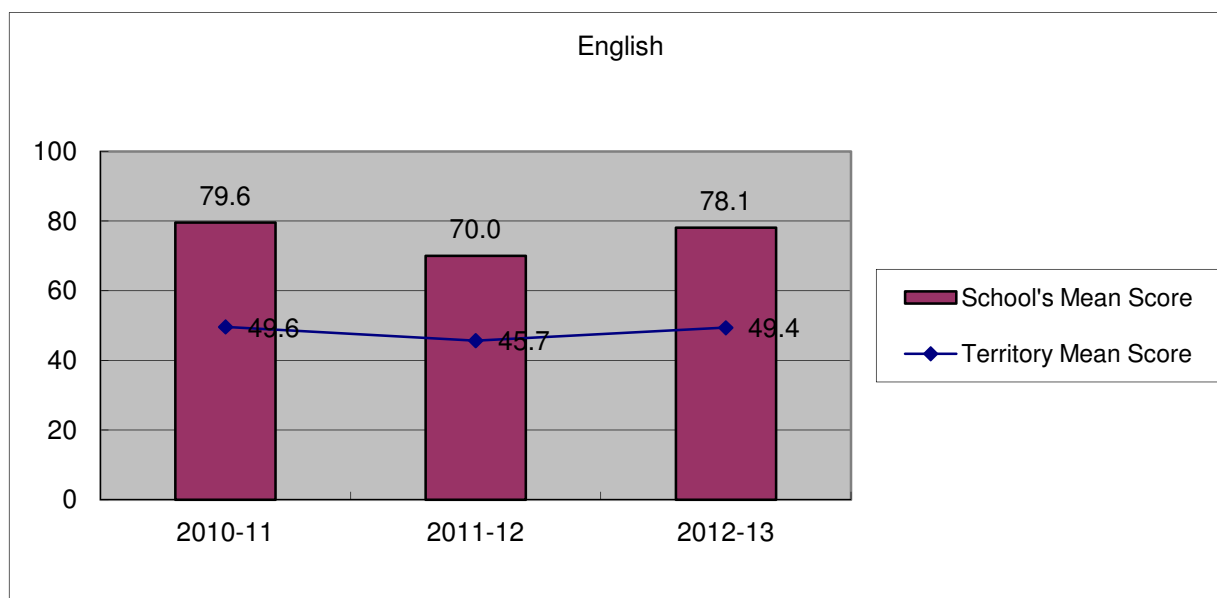
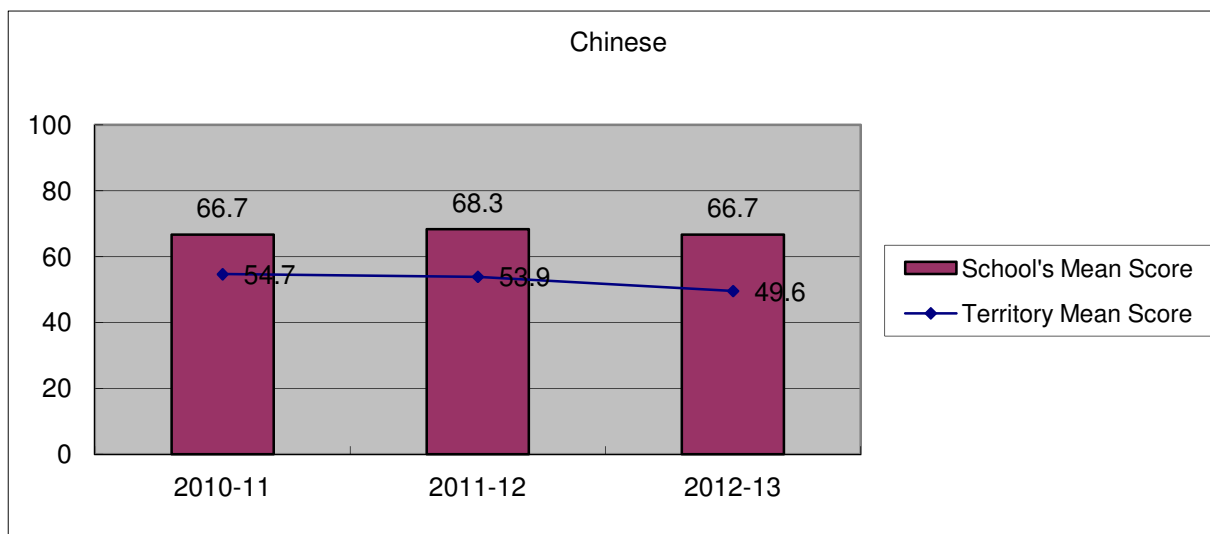
- To invite students to recommend "Good Books / AV Materials" in one Day 4 assembly
- To organize Parents Workshop on "The Miracle of Reading"
- To collaborate with Liberal Studies to promote reading culture in school
- To notify students of the good books recommended by teachers and students via the Intranet and the library homepage
- To provide an attractive stock by purchasing various new items, such as liberal studies collections, social sciences, the arts and bibliography.

Conclusion

Undoubtedly, the promotion of a reading culture has been identified as one of the key tasks for enhancing life-long learning and to support the NSS in the curriculum reform. In the past years, we successfully developed an environment conducive to the promotion of reading. Our school library also provides a wide range of quality reading resources and guidance support to both teachers and students. The school authority, teachers and even parents have worked in close collaboration to encourage reading. No effort has been spared in integrating reading activities into the curriculum and extra-curricular activities. The teachers themselves are also a very close knit reading community sharing reading materials via the Intranet, classroom and sharing sessions. The future looks good as the educational reforms especially in the NSS Liberal Studies encourage students to read in a wide scope of interests. It is hoped that the library can facilitate both students and teachers with an aim to widening our students' horizons and supporting the teachers in designing teaching and learning activities.

6.3 HKAT (Pre-S1)

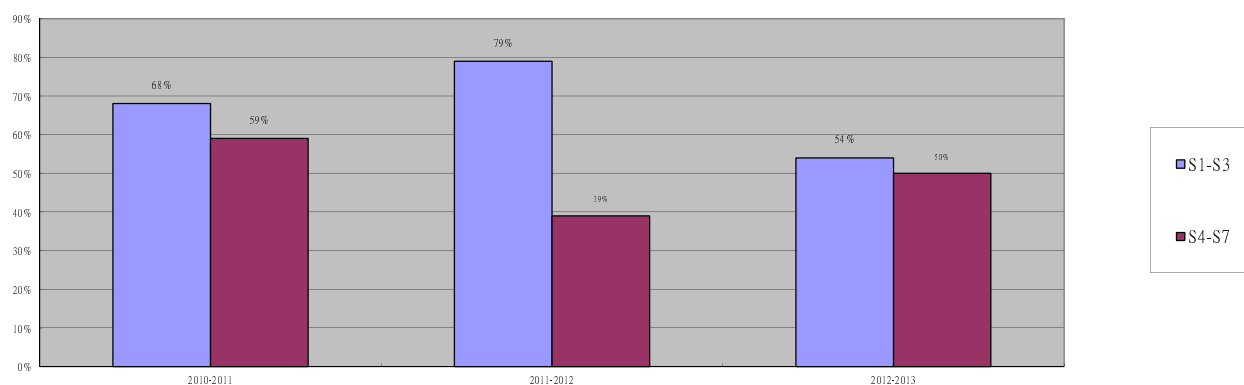
The average HKAT (Pre-S1) scores of students in the three core subjects in the past 3 years are shown below:



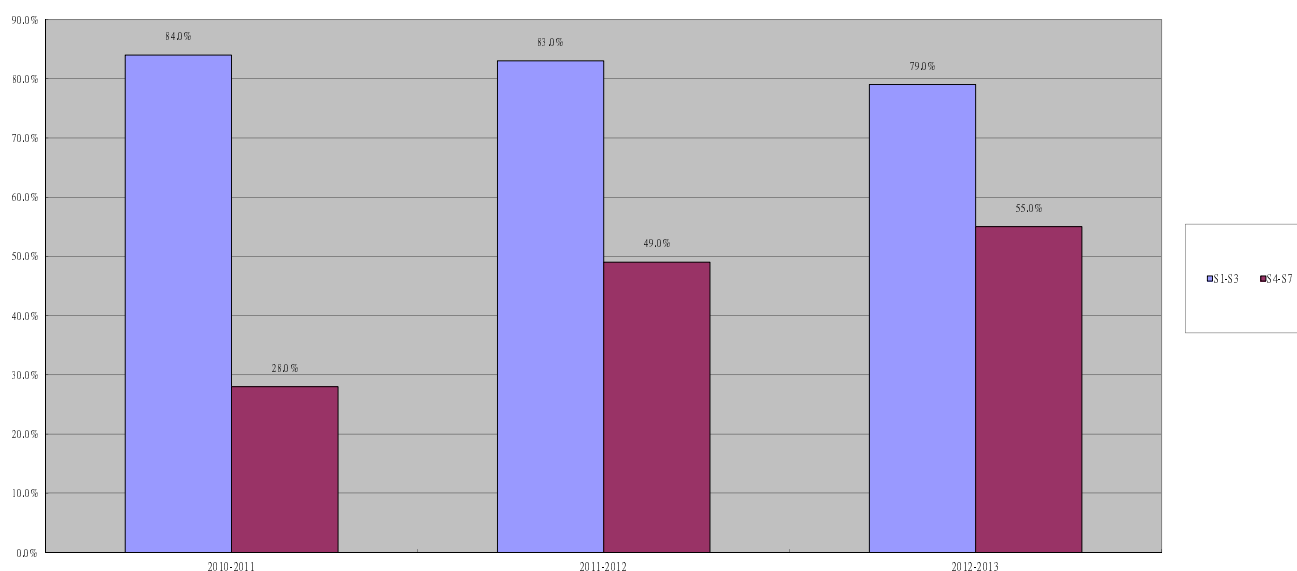
6.4 Student Participation in Inter-school Events and Uniform Groups

- (a) The following bar charts report the participation rates (number of participating students divided by the total number of students in the school) for S1-3 and S4-7 inter-school events and uniform groups in the past 3 years. Inter-school events included Schools Music, Speech and Dance Festivals and inter-school/inter-port sports events organized by the HK Schools Sports Federation. Uniform groups included Scouts, Girl Guides, Air Cadets and Red Cross Youth.

Inter-school events



Uniform groups



- (b) Participation rates (in terms of student-times) of our students (all levels) in co-curricular activities and uniform groups in the past 3 years

| Activities | 2010/2011 | 2011/2012 | 2012/2013 |
|----------------------------|-----------|-----------|-----------|
| Inter-school sports events | 335 | 304 | 261 |
| Schools Dance Festival | 545 | 789 | 565 |
| Schools Music Festival | 414 | 180 | 187 |
| Schools Speech Festival | 133 | 118 | 118 |
| Scouts | 350 | 400 | 400 |
| Girl Guides | 215 | 200 | 108 |
| Air Cadets | 363 | 520 | 93 |
| Red Cross Youth | 347 | 350 | 128 |

6.5 HKDSE

Our school attained the following results in the Hong Kong Diploma of Secondary Education Examination (HKDSE) in the years of 2011/12 and 2012/13:

| | / | 2011/12 | 2012/13 |
|--|---|---------|---------|
| No. of students sat | / | 179 | 181 |
| Average % of subjects awarded level 2 or above | / | 99.8% | 99.8% |
| Average % of subjects awarded level 4 or above | / | 78.6% | 79.4% |
| Average % of subjects awarded level 5 or above | / | 41.6% | 44.8% |

6.6 Destination of exit students

The following bar charts show the percentages of academic and other final destinations of our S6 in the year of 2013.

