

S.K.H. TSANG SHIU TIM SECONDARY SCHOOL
Annual School Report (2013-2014)

School Vision & Mission

Vision

Basing 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. 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 also 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.

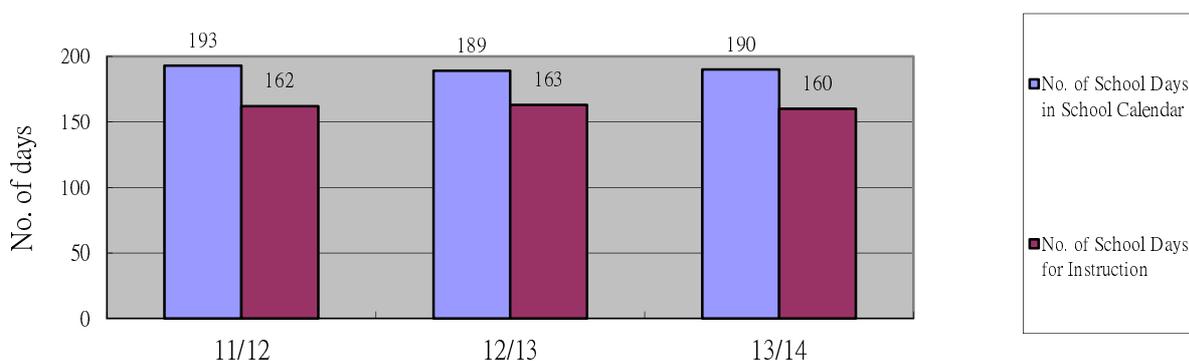
1.4 School Management

The School Council consists of

- The Rt. Revd Louis TSUI (Chairman) (retirement on 31-12-2013)
- The Revd TSANG Wing Cheong (Chairman/Supervisor) (effective on 1-1-2014)
- 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 Dr LAM Chun Wai
- Mr NG Chou Keen
- Mr SIU Kong Chow
- Mr. TSANG Kai Yuen
- Mr. David WONG

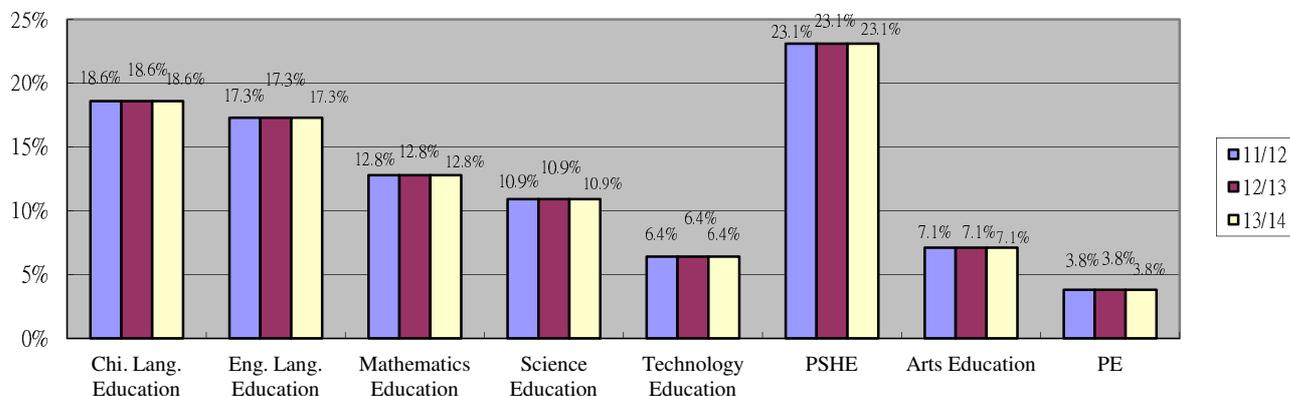
1.5 Number of Active School Days

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

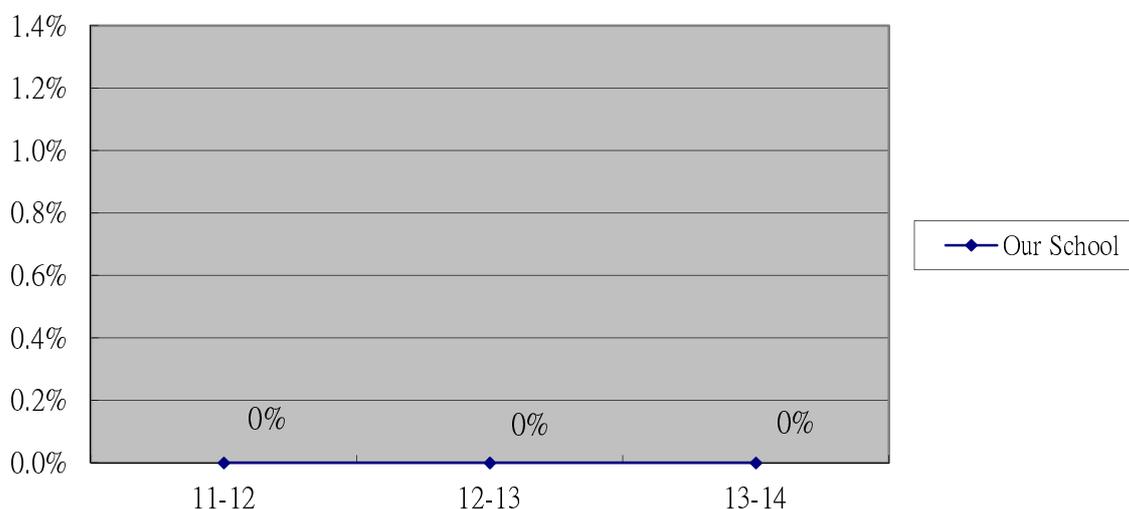
2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2013/14 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	79	85	95	92	95	78	524
Girls	88	98	87	88	84	95	540
Total Enrolment	167	183	182	180	179	173	1064

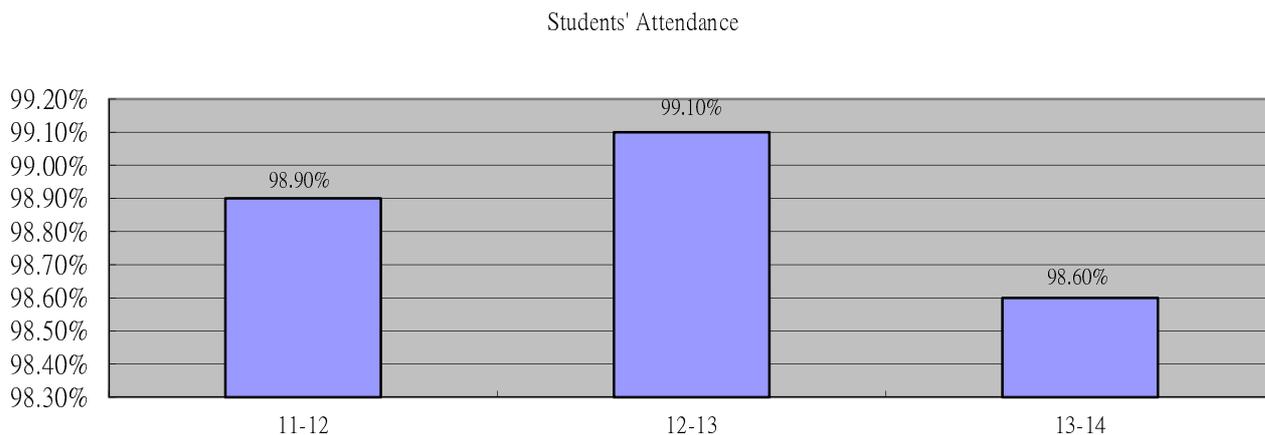
2.2 Unfilled Places

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



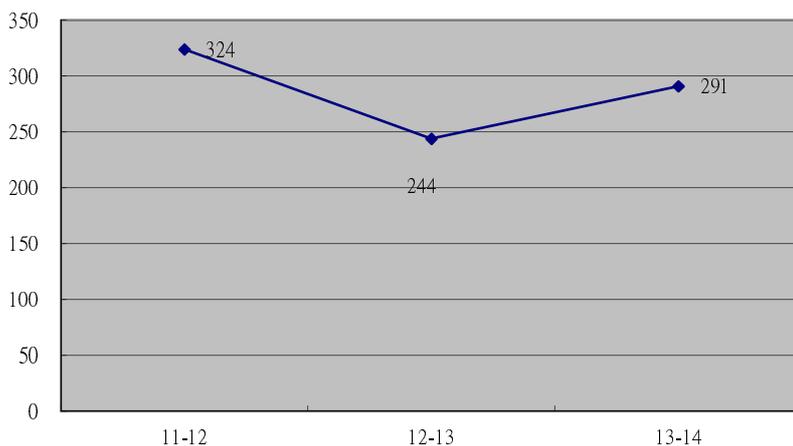
2.3 Students' Attendance

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



2.4 Students' Early Exit

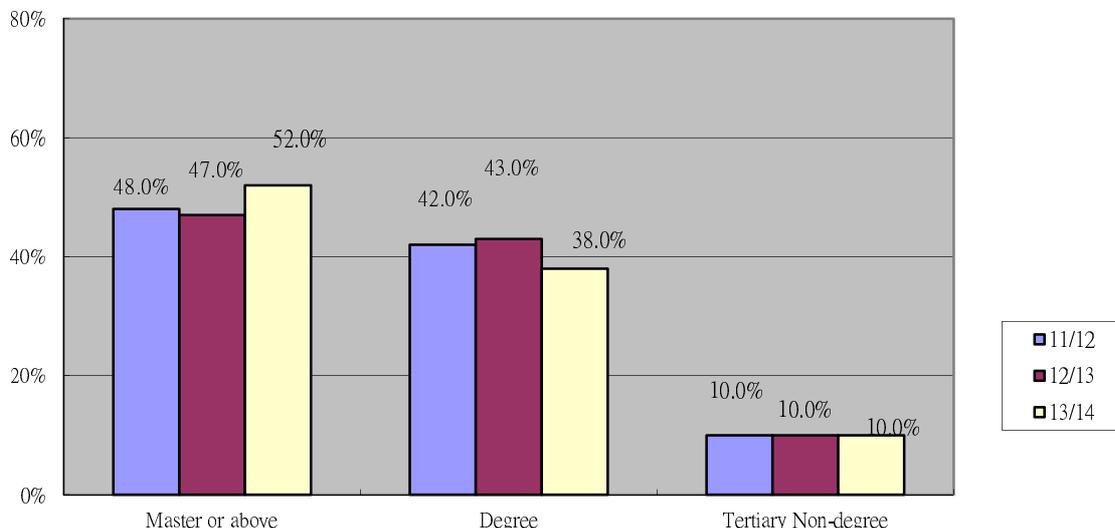
Below is a line graph indicating the number of times of student early exit (excluding those students with attendance of less than one month) in the past 3 years.



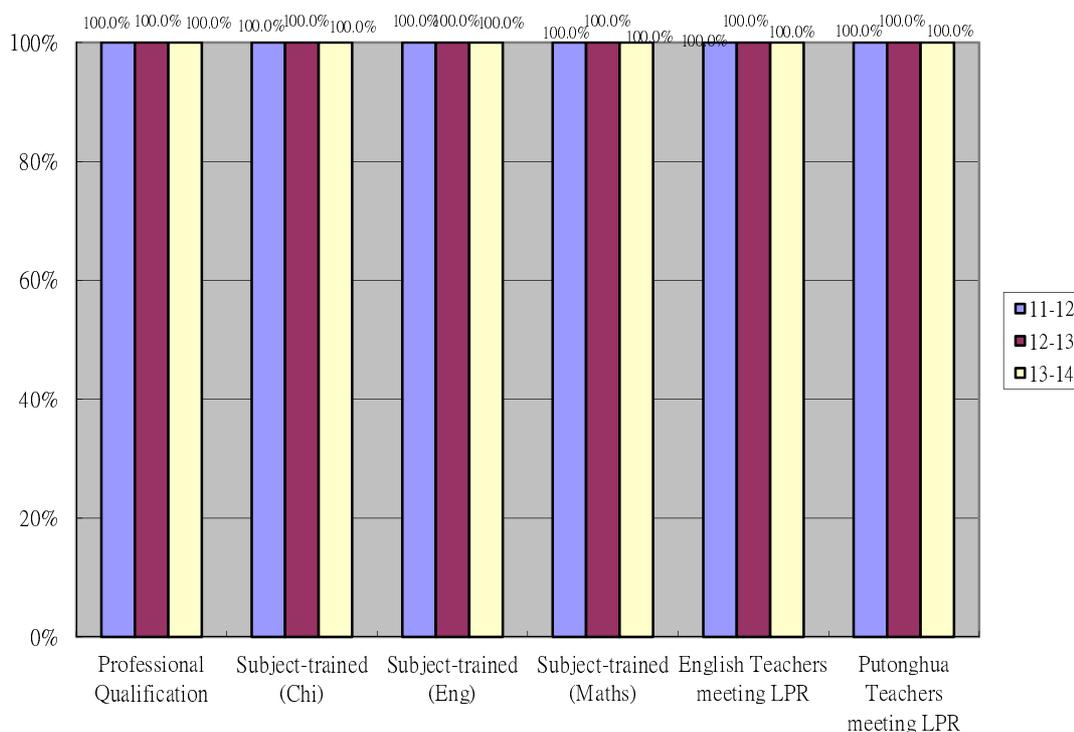
3. Our Teachers

3.1 Teachers' qualifications

There were 67 teachers in our school in 2013/14. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



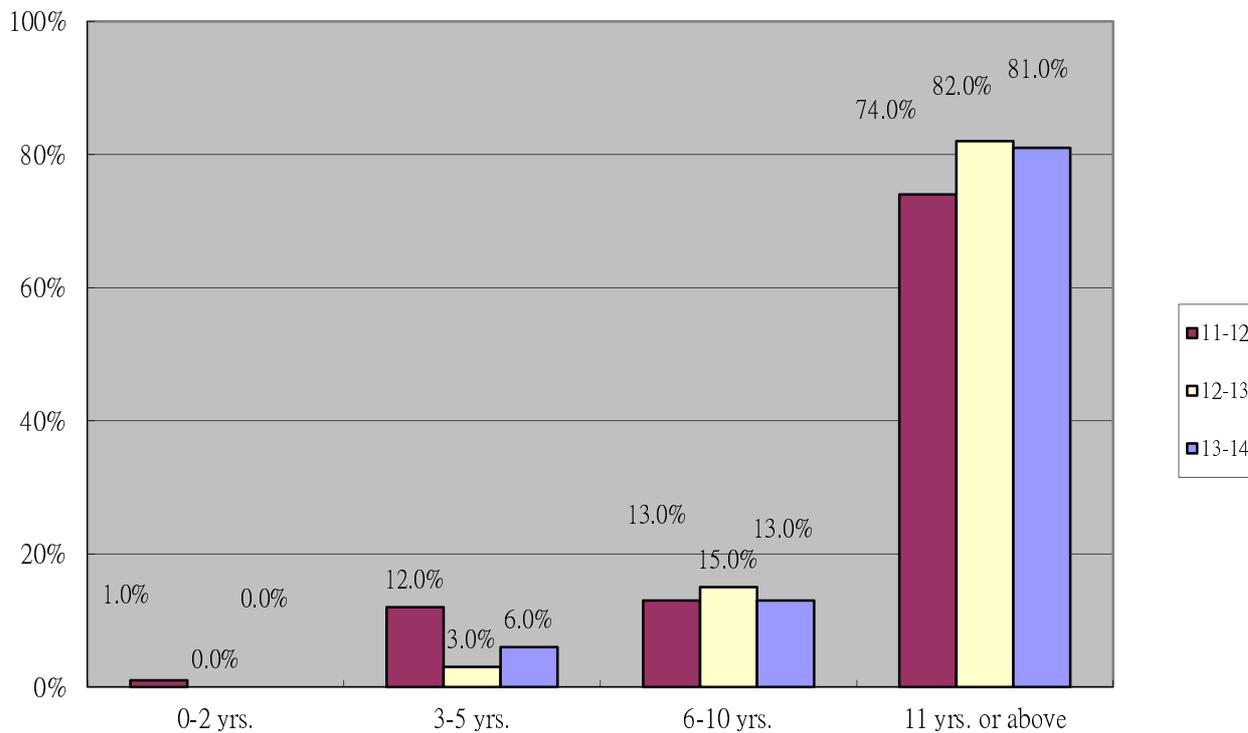
Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



All teachers have met the information technology competence requirement.

3.2 Teaching Experience

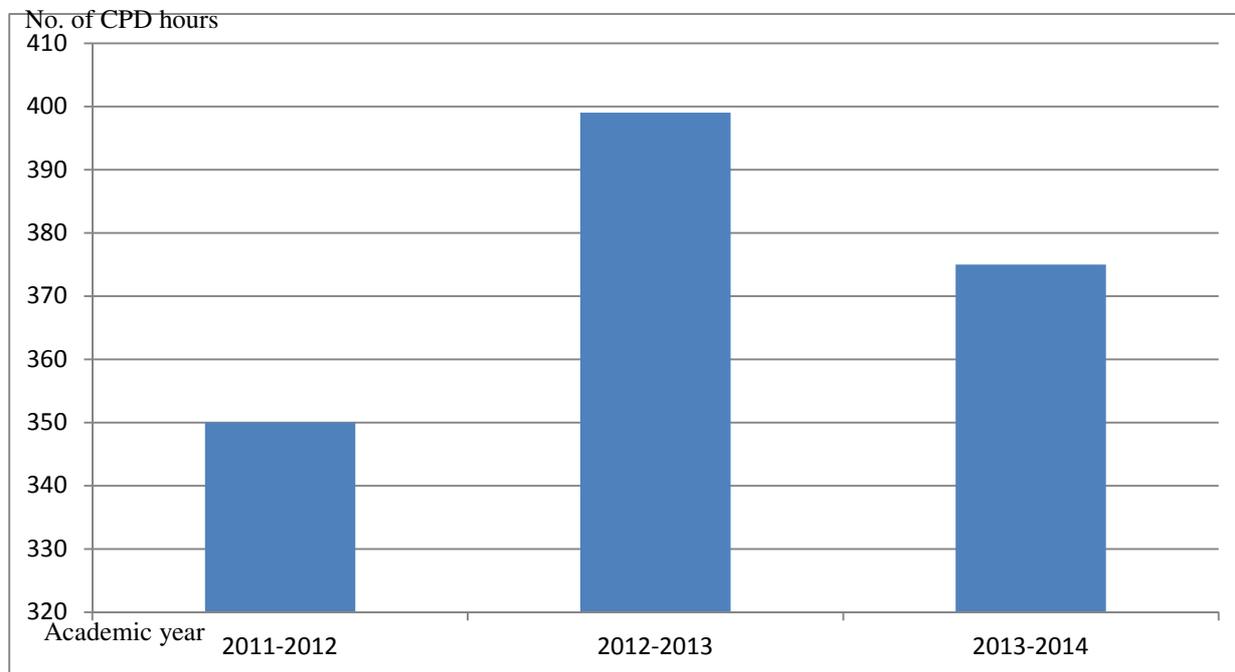
The percentages of teachers' experience in the past 3 years are shown below:



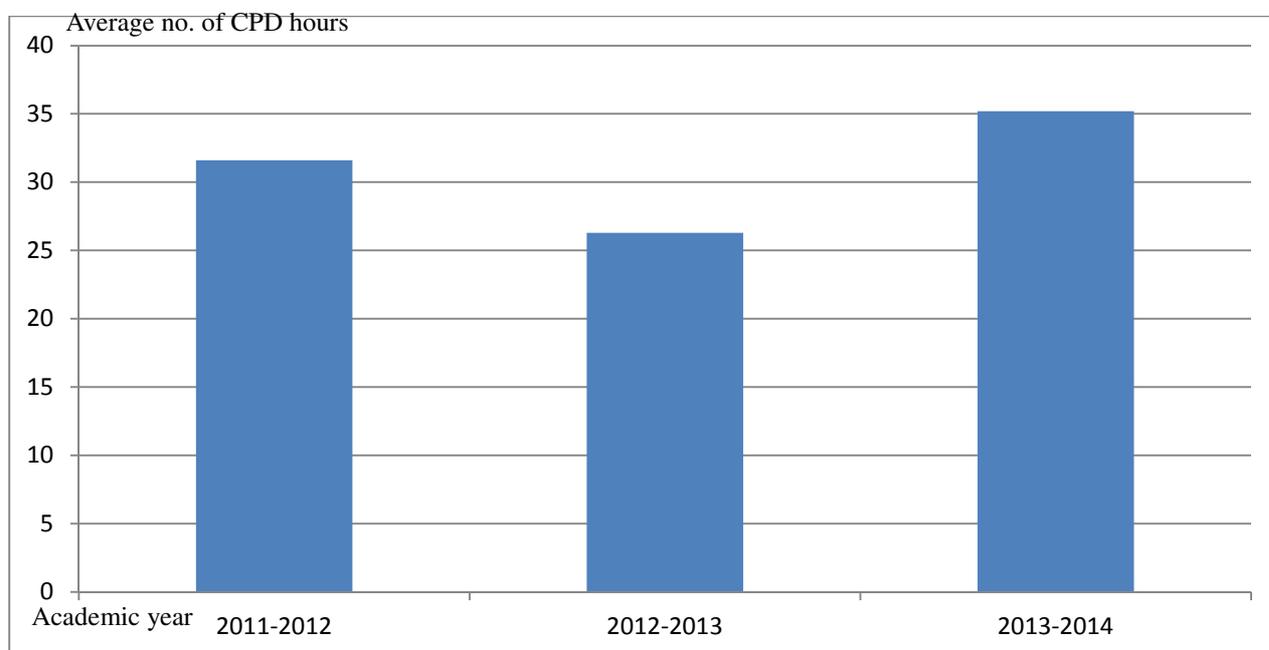
3.3 Teachers' Professional Development

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

The principal undertook 375 hours in his CPD consisting of 65 hours of structured learning, 40 hours under action learning and 270 hours of service to education and the community.



3.3.2 The average number of training hours undertaken by a teacher



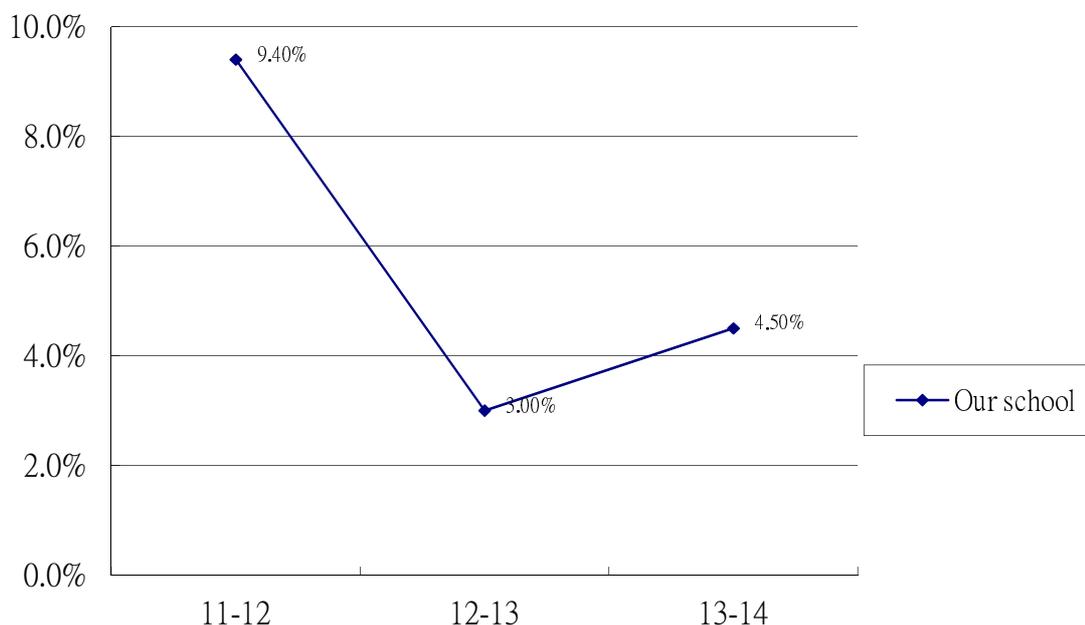
3.3.3 68 staff members (including the Principal) participated in a total of 2,395 hours of which 1,917.5 hours belonged to SS curriculum offered by the Education Bureau, HKEAA, other tertiary institutes or the school.

3.3.4 The average number of SS hours undertaken by an individual teacher is 28.2 hours.

3.3.5 Two teachers actively participated in three Liberal Studies courses/events, with a total of 16 hours.

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 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 Senior Secondary Curriculum

4.2.1(I) Provide structured Teachers' professional development to facilitate student learning Teachers receiving sufficient training for the Senior Secondary Curriculum

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

Achievements

- a) Information about Senior Secondary (SS) 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 2,395 hours of which 1,917.5 hours belonged to SS courses. At the subject level, 24 staff members participated in 36 SS courses offered by different Key Learning Areas, with a total of 219.5 hours (Appendix 1).

- b) Peer observation was carried out by each teacher. After peer observation, each staff member 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 horizon 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, Kimberly (NET teacher) shared her teaching practices and her sharing was 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 and taught the curriculum well with adequate preparation.

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

Achievements

All subjects were smooth in the implementation of the SS curriculum as observed from their annual plans (2014 – 2015). As the teachers are now more adapted to teaching the SS curriculum, they enrolled on some relevant SS courses run by the Education Bureau and tertiary institutes in the academic year 2013 - 2014 (Appendix 1 and Appendix 2).

Reflections

As the teachers are getting familiar with the Senior Secondary curriculum, the number of SS related CPD hours was lower as compared with that of the previous years. It could be concluded that all subjects offered by our school were smoothly implemented in their respective SS curriculum and were much more familiar with the corresponding School Based Assessment (if any).

Appendix 1

Subject	No. of NSS hours	No. of participants	No. of SS events participated
Art	8.5	1	3
BAFS	24	1	9
Chemistry	73	1	7
Chinese Language	20	1	2
English Language	52	11	5
ICT	3	1	1
Liberal Studies	20	2	3
Mathematics	3	1	1
Music	10	1	4
Physics	6	2	1
	219.5	22	36

Appendix 2

Subject	Plan for the implementation of the SS curriculum in different subject annual plans
Biology	To prepare new teaching schedules for the SS 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 teacher by attending relevant seminars, workshops, etc
Chemistry	To implement the SS curriculum
Chinese History	開展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 SS ICT
Economics	To encourage team members to participate in courses, seminars and workshops in order to enhance professional development in the SS curriculum.
English Language	To encourage teachers to be innovative in teaching and prepare for the Senior Secondary Curriculum
Ethics and Religious Studies	配合高中課程的需要，增加主動探討和批判思考的課堂活動
Geography	Implementation of SS curriculum Teachers concerned attend seminars on development, arrangement details for adoption of school-based assessments which will be implemented in the future
History	To promote the effective delivery of the SS History curriculum
Mathematics	Revise the teaching plan (3 years) of the teaching scheme for SS curriculum
Physics	Teachers attending seminars and workshops, especially those concerning the SS curriculum and SBA Panel meetings for the implementation of the SS curriculum and SBA

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 SS curriculum.

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

1.1 The 5 F.2 classes were split into 2 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 SS curriculum.

2. Conclusion on achievement

- 2.1 From the positive feedback, we would run these two Programmes again next year.
- 2.2 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

- 3.1 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 was less common.
- 3.2 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

- (a) With a view to pursuing continuous professional development, LS teachers attended a variety of training programmes organized by the EDB and HKEAA. LS teachers also actively participated in region-based workshops covering standardization of marking criteria and Independent Enquiry Study (IES) under the LS School Network Scheme.
- (b) The DSpace repository system is running smoothly. This online digital resource centre facilitates archiving and retrieving SS LS reference material in a digital format. Multi-media teaching resources, photos and tailor-made teaching packages had been uploaded to the system.
- (c) To enrich students' understanding of the development of modern China, the LS Department participated in the "Indie-animation Screening Tour" organized by Cultamap on 19 September 2013. The animation "Ms Red" was shown in the activity. Mr Chow Koon Wai, a famous director from Hong Kong, was invited to share his viewpoints on "Ms Red" with F.5 students.

Reflections

- (a) Through formal and informal meetings, positive feedback from LS panel members was received. Generally speaking, LS teachers agreed that the implementation of SS Liberal Studies provided them with valuable experiences in curriculum planning, collaboration and collegial sharing.
- (b) Curriculum planning and implementation of SS Liberal Studies helped foster collaboration and experience sharing among teachers particularly in different learning and teaching strategies.
- (c) As scheduled, the DSpace digital repository system would be opened to LS teachers in the preparatory stage and open access to students would be available in the coming stages. In light of the heavy workload and challenges facing LS teachers, it was anticipated that we would need more preparation on consolidating data and testing of limited-access mechanism before the full-scale implementation of the DSpace.

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 concerned reported that the general performance of students was good. The participants' research also demonstrated that the scheme was found to be successful. Only 7% of students reported that they could not meet the basic requirement, meaning that 93% of SS 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. 74% of students took responsible posts in school. 61% of students participated in art activities and around 37% of students participated in sports and 18% of students participated in career related activities.

Reflections

- a. Compared with the same survey of last year, the result was a little better than in the previous year. The reason might be that more F.4 students tended to focus more on their OLE activities.
- b. 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 performance was unsatisfactory.
- c. The lack of human resources and suitable venues were the major difficulties in organizing OLE activities.
- d. Sometimes, the activities clashed with tests and other activities held after school.
- e. Some students were not interested in the OLE activities since they could not see the value and importance of OLE
- f. The school needs to put more effort on encouraging students to have balanced participation in all areas of OLE.

- g. Most students remarked that the experience in the One-Service-Each Scheme in F.3 motivated them to participate actively in voluntary services in F.4.

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

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 three who had acceptable reasons of absence.
3. According to the results of the F.4 OLE questionnaires, 79% of students reflected high sustainability of students' interest in voluntary service.
4. See Appendix 1 for all the projects organized for Form 4 students this year.

Reflection

1. The high participatory rate in both forms met our objective of having every F.3/F.4 student involve in at least one community service outside school
2. The F.3 journals and F.4 presentations in Day 4 Assembly showed that students had good reflection on their experience.
3. In addition to the F.4 class projects documented in Appendix 1, there were joint activities with Shatin Public School and Special Olympiad to promote Integrated Education by other groups of students. Such an arrangement added value to our community service scheme.

Appendix 1

中四級班際義工服務 2013 – 2014

班別	班主任	計劃負責人	主辦機構	項目內容	舉辦日期
4A	任諾婷	范可欣	香港聖公會 靈風堂	遊藝換物會 - 協助攤位運作及換領禮物 時間：10:00am – 6:00pm 地點：沙田靈風堂	15/02/2014(六)
4B	楊燕芬	黃國威	愛德基金會	活水行 2014 地點：沙田城門河畔 時間：9:30 am – 5:30 pm	15/03/2014(六)
4C	廖雪菱	馮永康	香港特殊奧運會	香港特殊奧運會 - 分區田徑賽 地點：沙田運動場 時間：8:00 am – 5:00 pm	25/01/2014(六)
4D	謝碧玉	陳燕	沙田公立學校	活動流程：手工製作→放紙飛機→唱歌→話劇→報紙塔→茶點 時間：9:00 am – 12:30 pm 地點：沙田公立學校	22/02/2014(六)
4E	潘廣祥	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：馬鞍山廣場 時間：10:00 am– 6:00 pm	18/04/2014(五)

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. Between October 2013 and March 2014, Form Meetings were held with the presence of counseling and discipline teachers of respective forms and the social worker.
2. Evaluation meetings of Life Education for each Form were also held in December 2013 and June 2014.
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 policy were collected from Form Teachers.
3. More case conferences were held this year to update teachers concerned of the condition and progress of SEN students. Such meetings and discussions enabled teachers to arrive at a more consistent support strategy of these students.

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

Parent Teacher Association

Achievements

1. Parents participated actively in various school functions such as Orientation Day, Career Day and Sports Day.
2. Four parenting courses were organized and parents had positive feedback on the courses.
3. 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.
4. Interest classes such as Taichi, Chinese Painting, Calligraphy, Badminton and Knitting received strong support from parents.
5. The Parents' Christian Fellowship continued to hold regular meetings at the Holy Spirit Church.
6. PTA Newsletters were issued and the PTA homepage is updated regularly, which provides not only the latest news of the PTA, but also a platform for parents to communicate with the school.

Reflections

1. It was hoped that a wider variety of interest classes could be run in the coming year. However, parents reflected that it was difficult to find suitable instructors and venues for new interest classes.
2. The themes for parenting courses would be adjusted catering to the needs of parents.

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 13 – June 14	<ul style="list-style-type: none"> - Having a satisfactory rate of participation. - Positive response from the participants. 	Qualitative <ul style="list-style-type: none"> - project leaders collect informal feedback from staff and participants at regular intervals Quantitative <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 “Career Day” co-organized by the Career Team, Alumni Association and the Parent-teacher Association for all F.4 to 5 students with small-group discussions by 120 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 workplace visits as a result of career talks and interviews given by alumni for the PTA Newsletter. Many alumni from different fields spoke to F.5 and F.6 students at Career Talks and during classroom visits. Some alumni referred by Career Teachers offered personalized career counseling to F.6 students after the release of public exam results via social networking sites or the phone. Solidarity was fostered in school via career discussions between students of different forms such as all F.3 and F.6 students discussing Choices of Subjects in F.4. Many bridging, remedial and top-up courses in different subjects, especially in English, Chinese, Mathematics, Arts and Music, recruited alumni as tutors creating bonds with students in diversity. 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 built close relationships with their protégés, further reinforcing bonding. The whole-school approach embraced different stakeholders.

Reflections

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

Our alumni played a unique role as they shared similar family and education backgrounds with our current students and provided excellent role models especially in moral and 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**

1. A qualitative evaluation mode (see appendix) shows that moral and national education has been integrated into most of the modules in the KLAs.
2. The school-based moral & national education has been implemented in different ways, such as Flag Raising, publicity about China study tours and service trips.
3. The school-based moral & national education curriculum aligns with the guidelines of HKSKH Moral, Civic/National Education Committee.

4.2.3 Implement integrated education to cater for learner diversity

4.2.3(I) Implement integrated education

Achievements

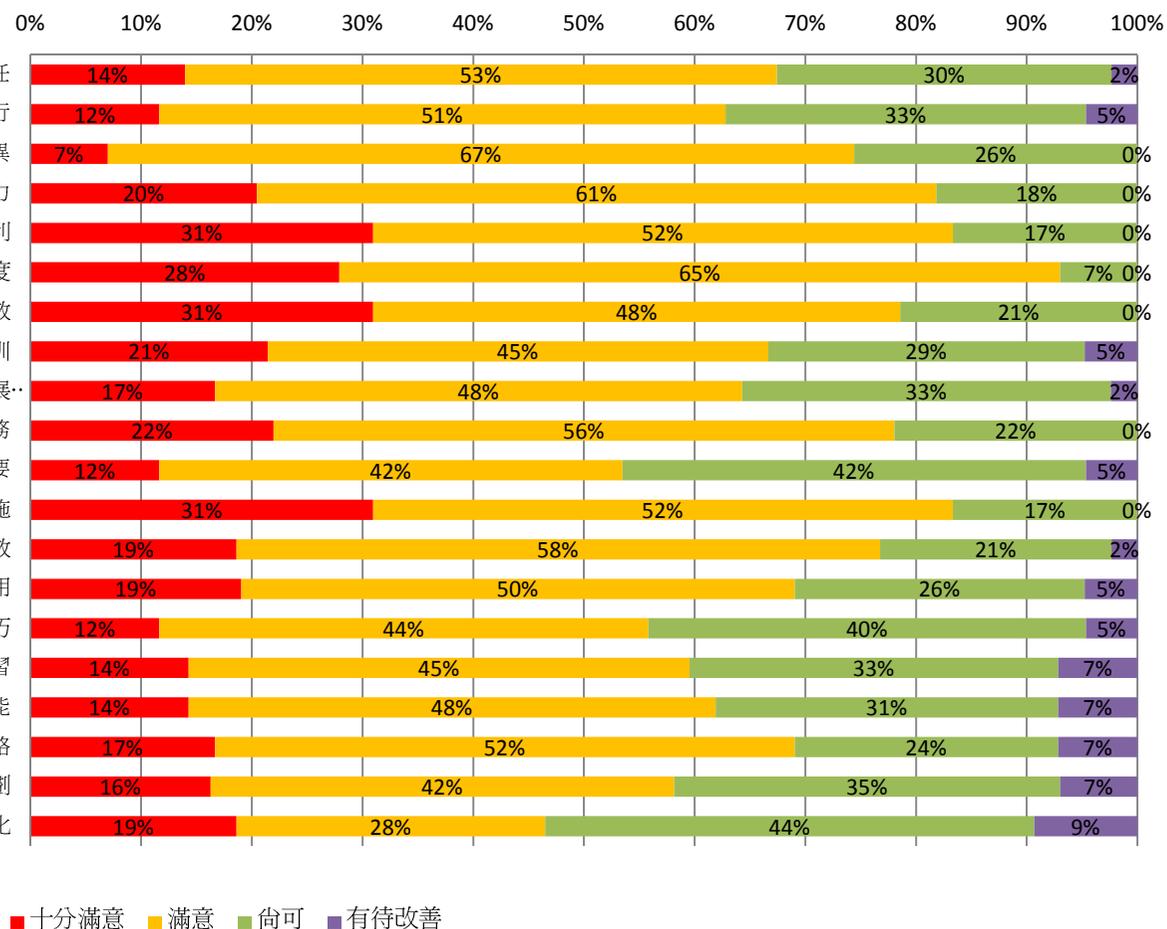
1. A clinical psychologist was invited to speak on “Understanding and supporting ADHD Students” on the Staff Development Day in September 2013.
2. To further strengthen the culture of integrated education, a social worker from Hong Kong Children & Youth Services gave a talk in a whole-school assembly in March on the proper attitude towards school life with SEN students.
3. One Integrated Education Assistant was employed using the Learning Support Grant to provide support for our SEN students.
4. With funding from the Learning Support Grant, a 12-session social skill training group was organized for three Asperger’s students.
5. Guidelines on Whole-School Approach to Integrated Education were incorporated in the Guidance session of the Teacher’s Handbook.

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. More professional exchanges and sharing on supporting SEN students should be encouraged among teachers.
3. More school based training should be provided for the staff. It is planned to have a seminar on specific learning difficulties on the Staff Development Day in December 2014.

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 2013-2014



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 13 – June 14	<ul style="list-style-type: none"> - Having a satisfactory rate of participation. - Positive response from the participants. 	Qualitative <ul style="list-style-type: none"> - project leaders collect informal feedback from staff and participants at regular intervals Quantitative <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 Career Team

Brief information about programmes held

A variety of mentorship programmes were held to cater for students with diverse abilities and interests. Notable was "The Career Day" conducted on a Saturday afternoon with 120 alumni and parent speakers sharing their insights with all F.4 to F.5 students. Apprenticeship experience was enriched with the Junior Achievement (JA) Hong Kong, with a total of 20 F.4 and F.5 students participating in an eight-month business enterprise project and being awarded a few prizes. 10 F.5 students were given job shadowing by JA. External resources were also available to F.4 to F.5 students who enrolled in a "University Preparation Workshop by ARCH whose ACO ARCH Community Outreach) selected five F.5 students to be their mentees to benefit from its career mentorship and internship in the summer.

A number of talks, workplace visits, workshops and attachment programmes catered for gifted students by alumni and guests in different fields such as accountancy, finance, law, and medicine, took place after school and in summer. Some F.5 students also won in territory-wide competitions such as Model United Nations (MUNs) organized by different associations and Outstanding Students Award competitions. One F.5 student was selected as a Shatin Outstanding Student and another as one of the 10 Outstanding Students in the HKSAR.

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)

1.1.1 18 high-achieving first-formers were nominated by the English teachers based on their exam results to join this course.

1.1.2 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 SS electives, "Learning English through Popular Culture" to them.

1.1.3. Reflections

- a) There were no major problems encountered although attendance was still a concern. Participants needed to be reminded to attend the course. Advice needed to be sought from the School Discipline Team.
- b) 33% of the participants found the course easy. Discussion with the course provider is needed should we run the course again in the future.

1.1.4 Conclusion on achievement

Further analysis would be done on students' performance in the Term Examination of 2014-2015 to see if they have made any improvement academically. The analysis will be provided upon completion.

1.2 F.2 Post-Exam Writing Course (PEW Course)

1.2.1 21 high-achieving first-formers were nominated by the English teachers based on their exam results to join this course.

1.2.2 The objective of the PEW 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.

1.2.3 Reflections

Problems encountered:

- a) There were no major problems encountered although attendance was still a concern. Participants needed to be reminded to attend the course. Advice needed to be sought from the School Discipline Team.
- b) Participants requested more writing exercises or more practices on writing skills. Discussion with the course provider is needed should we run the course again in the future.
- c) Some participants were of the view that the course should be run at an earlier time. It is not a practical suggestion as there are some other post-exam activities held in the morning.

1.2.4 Conclusion

Further analysis would be done on students' performance in the Term Examination of 2014-2015 to see if they have made any improvement academically. The analysis will be provided upon completion.

4.2.3 Offer weaker students structured training on core skills.

(IIIA)

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

1.1 Objectives:

F.1 and F.3 remedial class arrangement helped 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.

2 F.4 SS Summer Bridging Programme

2.1 Objectives of Programme:

2.1.1 To strengthen participants' English foundation to help pave the way for the SS curriculum to be implemented in the new school term in September 2014

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

3. 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 SS Summer Bridging Programme

3.2.1 This year, we had the same tutor as last year's. Participants of this year were still satisfied with her performance in class. Hopefully, we will work with this tutor next year.

	VERY GOOD + GOOD	VERY GOOD + GOOD	VERY GOOD + GOOD
	JULY 2012	JULY 2013	JULY 2014
Friendliness	75%	92%	100%
Punctuality	75%	92%	100%
Being knowledgeable about subject	65%	92%	100%
Preparation for class	63%	100%	100%
Making participants interested in learning the subject	69%	92%	86%
Helping participants a lot	70%	100%	80%
Overall very good	75%	100%	100%

3.2.2 Concerning the level of interest of the course, we had very encouraging results, with 47%, 20% and 27%, a total of 94%, of the participants finding the course very interesting, interesting and quite interesting respectively.

3.2.3 However, it is worth noting that about one-third of the participants either found the course too long or long, which is the only slightly negative feedback in this year's questionnaire. It might be due to the fact that youngsters nowadays lack patience. To many young students, having a 35-minute lesson is lengthy, not to mention a 90-minute one.

- 3.2.4 It is heartening to learn that nearly 90% of the participants were satisfied with the course in general, which 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 2014-2015 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. The F.6 Chinese Integrated writing class was well-received and was able to strengthen students' integrated ability.
2. Students participated actively in the F.5 Chinese writing class and hoped that more similar workshops could be held.
3. The F.6 Chinese writing class was able to enhance students' writing ability. The effects were satisfactory.
4. The F.6 Chinese comprehension workshops were successful in strengthening and improving students' comprehension ability in understanding both modern Chinese and literary Chinese.
5. The F.5 and F.6 Chinese oral practice organized by alumni could provide more chances for students' to practise their speaking skills and organizational skills, which made them more confident and better prepared for the HKDSE.
6. The Inter-school F.6 oral practice co-organized by our school and Shatin Pui Ying College provided an opportunity for students of different schools to learn together, thus fostering peer learning.
7. The F.3 and F.5 discussion practice enabled students of different forms to learn from each other. Some F.5 students with outstanding performance demonstrated how to carry out a good discussion, which was proved to be an effective way to help F.3 students improve their discussion skills.
8. F.1 to F.5 students served as Reading Ambassadors. They actively encouraged students to cultivate the habit of reading Chinese books and raised students' interest in reading by making book recommendation.

Reflections

All the remedial measures, oral practice and workshops received positive feedback, showing that our students were motivated to learn and had a good learning attitude. The Chinese department will continue to provide the above activities in the coming year so as to enhance students' Chinese level.

(IIIC) Evaluation on the Mathematics Enhancement classes

1. Four Mathematics enhancement classes (F.1 – F.4) were conducted in 2013-14. The F.5 class was cancelled due to an extremely small number of participants. There were 79 and 68 participants in the first and second terms respectively.
2. The overall successful percentage is 81 % in the first term and 78.5% in the second term respectively.

3. Students' opinion
 - Most students (about 83%) agreed that the time was suitable for them.
 - Most students (about 82%) felt the duration (1 hour 30 mins.) was fit.
 - Nearly all students (more than 93%) admitted that the contents of the lessons could keep pace with the teaching syllabus
 - More than 60% of the students agreed that the tutors were friendly, well prepared and having good presentation skills.
 - More than 70% of the students 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 other activities.
5. According to the success criteria, the Mathematics enhancement classes held in 13-14 were considered successful.

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

Achievements

To provide the capacity to facilitate an enhanced implementation of the Senior Secondary curriculum, two additional teachers were employed by means of the Capacity Enhancement Grant (CEG) to reduce teachers' heavy workload. This relief measure was recognised to be effective as teachers had adequate time to revamp learning packages and teaching aids in line with the SS curriculum developments. They were given space to improve the existing curriculum, implement SBA and TSA activities, and develop professionally to teach the SS curriculum with good preparation. Moreover, individual students enjoyed better intensive care provided by teachers on a need basis because of the increased manpower.

Reflections

It is praiseworthy 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, under the auspices of the grant, teachers' capacity has been enhanced and effective strategies developed to deal with curriculum reforms. Teachers have been able to reflect upon their methodology to improve teaching.

In brief, there was positive feedback from teachers and students in general. 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

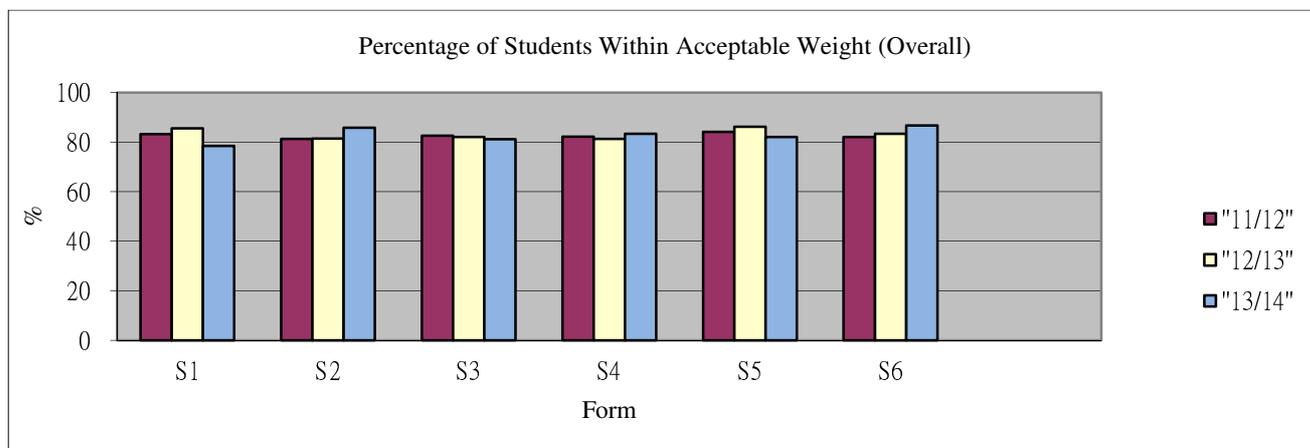
	Balance B/F	Income \$	Expenditure \$	Surplus	Topped-up by OEBG General Domain	Amount Refundable to EDB	BALANCE C/F	Surplus \$
BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)								
I. Government Fund								
(1) OEBG Grant								
☆ Prior Year Adjustment								
(a) General domain								
	2,226,231.34							
School and Class Grant	-	852,884.25	1,082,810.24	-229,925.99				
Noise Abatement Grant	-	410,876.00	141,763.00	269,113.00				
Lift Maintenance Grant	-	86,016.00	82,540.00	3,476.00				
Air Cond. Grant for Prep Room of Lab.	-	9,084.00	8,867.00	217.00				
Administration Grant	-	3,973,720.53	3,518,819.00	454,901.53				
Enhancement Grant	-	7,140.00	7,140.00	0.00				
Supplementary Grant	-	190,391.00	464,582.40	-274,191.40				
Training and Development Grant	-	7,867.00	3,780.00	4,087.00				
Consolidated Subject Grant	-	224,009.79	130,162.95	93,846.84				
Composite Information Technology Grant	-	392,943.00	472,476.49	-79,533.49				
Funds set aside for SP/LSP		199,444.21	342,886.24	-143,442.03				
△ Topped up the Deficit Bal of FPCG				91,947.75				
△ Topped up the Deficit Bal of SSCSG				76,463.25				
△ Topped up the Deficit Bal of CEG				175,108.00				
△ Topped up the Deficit Bal of CPEG				0.00				
Sub-total :	2,226,231.34	6,354,375.78	6,599,346.32	-244,970.54			1,981,260.80	
(b) Special domain								
Prog Fund for Whole-Sch Ap to Guidance & Dis	24,706.93	8,247.00	1,000.00	7,247.00			31,953.93	
△ Capacity Enhancement Grant	-	537,792.00	712,900.00	-175,108.00	175,108.00		0.00	
Sub-total :	24,706.93	546,039.00	713,900.00	-167,861.00	175,108.00		31,953.93	
(2) NON-OEBG Grant								
Other Recurrent Grant	-	535,812.00	535,812.00	0.00			0.00	
Committee on Home-Sch Co-op Proj Grant	-	10,661.00	10,661.00	0.00			0.00	
Salaries Grant	-	39,949,049.16	39,949,049.16	0.00			0.00	
& Employer's Cont to PF Scheme for NT A/C	74,834.85	539,442.20	524,042.22	15,399.98		-90,234.83	0.00	
Try-out Scheme of Draft Secondary School Syllabus	77.50	0.00	0.00	0.00			77.50	
Fringe Benefits under Enhan. NET Scheme	-	207,587.46	195,781.96	11,805.50			11,805.50	
Substitute Teacher Grant A/C	148,789.46	57,260.42	48,858.00	8,402.42			157,191.88	
Composite Furniture & Equip. Grant	-	512,640.00	436,714.60	75,925.40			75,925.40	
@ School-based After-school Learning & Support Prog.	76,400.00	71,600.00	34,024.00	37,576.00		-42,376.00	71,600.00	
Learning Support Grant	31,500.00	160,000.00	149,872.58	10,127.42			41,627.42	
* Diversity Learning Grant - Other Programmes	105,000.00	105,000.00	41,370.00	63,630.00		-63,630.00	105,000.00	
△ Fractional Post Cash Grant	-	247,170.00	339,117.75	-91,947.75	91,947.75		0.00	
Moral and National Education Subject Support Grant	530,000.00	0.00	0.00	0.00			530,000.00	
△ Senior Secondary Curriculum Support Grant	248,769.75	741,510.00	1,066,743.00	-325,233.00	76,463.25		0.00	
One-off Grant - Upgrading WeBSAMS	-	50,000.00	0.00	50,000.00			50,000.00	
Sub-total :	1,215,371.56	43,187,732.24	43,332,046.27	-144,314.03	168,411.00	-196,240.83	1,043,227.70	
(3) OTHERS								
Other Charges : Income & Expenditure A/C	409,167.07	37.84	33,896.80	-33,858.96			375,308.11	
+ Jockey Club LW Learning Fund	69,514.00	70,200.00	16,989.00	53,211.00		-69,514.00	53,211.00	
□ Refined English Enhancement Scheme	151,115.00	-	65,575.00	-65,575.00		-85,540.00	0.00	
Sub-total :	629,796.07	70,237.84	116,460.80	-46,222.96	0.00	-155,054.00	428,519.11	
II SCHOOL FUNDS (GENERAL FUNDS)								
Approved Coll. For Specific Purposes	591,812.17	290,280.00	110,762.00	179,518.00			771,330.17	
Subscriptions	4,705,465.42	377,758.75	183,761.00	193,997.75			4,899,463.17	
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	56,674.00	1,520.00	0.00	1,520.00			58,194.00	
Sustainable Learning Development Fund	294,009.75	9,050.00	48,713.42	-39,663.42			254,346.33	
Sub-total :	5,726,280.54	678,608.75	343,236.42	335,372.33			6,061,652.87	
Grand Total:	9,822,386.44	50,836,993.61	51,104,989.81	-267,996.20	343,519.00	-351,294.83	9,546,614.41	
Total surplus/deficit for 13/14 school years after deducting the total amount of \$351,294.83 of refundable items (@, *, +, &, □).								
Accumulated Surplus as at the end of 13/14 school year								
								-275,772.03
								9,546,614.41

- △ 13-14 Total Deficit Bal (\$343,519) of CEG (\$175,108), FPCG (\$91,947.75) & SSCSG (\$76,463.25) were topped up by General Domain of OEBG
- & Total Unspent Balance (\$90,234.83) of Employer's Cont to PF Scheme for NT A/C (11-12 \$7,620.29, 12-13 \$67,214.56, 13-14 \$15,399.98) to be refunded EDB.
- @ 13-14 Unspent Balance of School-based After-school Learning & Support Prog (\$42,376) to be refunded EDB.
- * 13-14 Unspent Balance of DLG - Other Programme (\$63,630) to be refunded to EDB.
- 13-14 Unspent Balance of Refined English Enhancement Scheme (\$85,540) was refunded to EDB.
- + 12-13 Unspent Balance of Jockey Club LW Learning Fund (\$69,514) 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 2013-2014

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 SS 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.

6.2.1 Summary of library services and activities in 2013-14

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

In 2013-14, our main library collections encompassed a stock of over 19,300 Chinese books, 14,000 English books, and around 2,000 multimedia items. In addition, our library subscribed to 52 local and overseas periodicals and 5 local newspapers. Besides, an electronic newspaper 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 periodicals of Hong Kong, China, Taiwan, the U.S.A. and Macau. At the same time, we also subscribed to the license of "Ming Pao", "South China Morning Post" and "Hong Kong Economic Times" Online Database in support of the development of Liberal Studies and the Senior Secondary Curriculum.

Based on the successful learning experience from a study tour in January 2011 to study the reading culture in Taiwan, we organized another study trip of learning the arts and culture in Seoul (首爾文化、藝術交流之旅). With the teachers and the school's support, the trip was successfully conducted from 13th to 17th January 2014 with 29 students and 3 teachers taking part in the learning programme which consisted of planning the trip, going on the tour and sharing their experience on a Day 4 assembly and exhibition. It was a great pleasure to witness the students' intellectual and personal growth during the process. At the same time, it was also great fun to share what they had discovered during the trip.

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 Book Display (80-100 new items each month during school days.)
6. Monthly New Book Recommendations
7. Parent Workshop on “The Miracle of Reading “
8. Book Sharing Activities
9. Librarian Leadership Training Programme
10. F.1 Library Orientation
11. Project-based Learning Workshop for F.3 &F.4
12. Arts and Cultural Study Tour in Seoul (首爾文化、藝術交流之旅)

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

6.2.2 Library Report 2013-14

Update on Library Collection

The library manages most of the cataloguing of the reading and multimedia collection. In 2013-14, 588 items were added in the school library and 314 new items in the Reading Lounge. The number of resources catalogued this year was 1,011 items, with a total value of \$81,208.13. The current library collection (including Reading Lounge) is 35,030 items.

6.2.3 Library use distribution

According to library records, the total number of books borrowed in 2013-14 was 11,471. The school library was open to service for 135 days and on average our daily borrowing record was around 85 items per day. In 2012-13, we had 13,850 borrowing record with a daily record of 93 items. 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, the scheme might 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.

6.2.4 New Initiatives in 2014-15

With a view to building and maintaining a comprehensive library collection and improving the reading culture in school, the following initiatives for 2014-2015 will be launched:

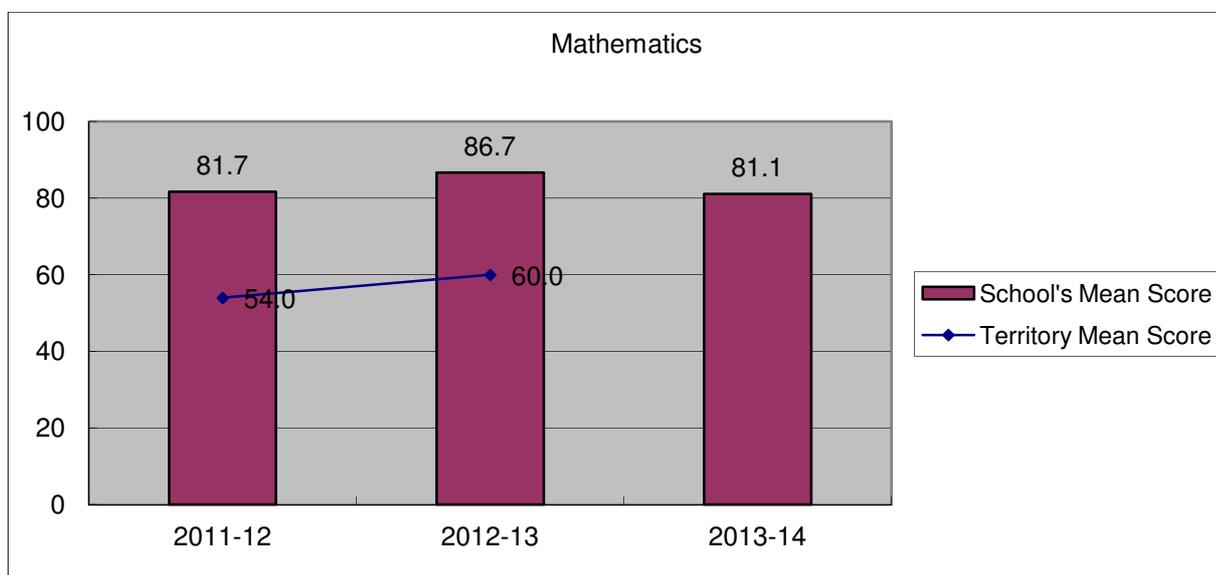
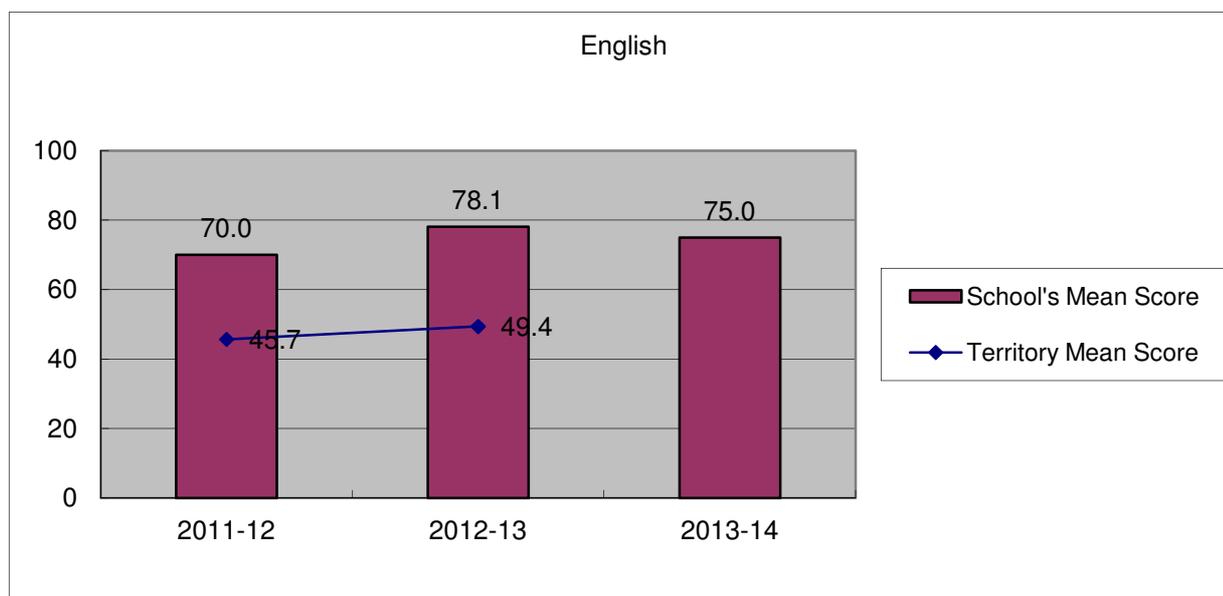
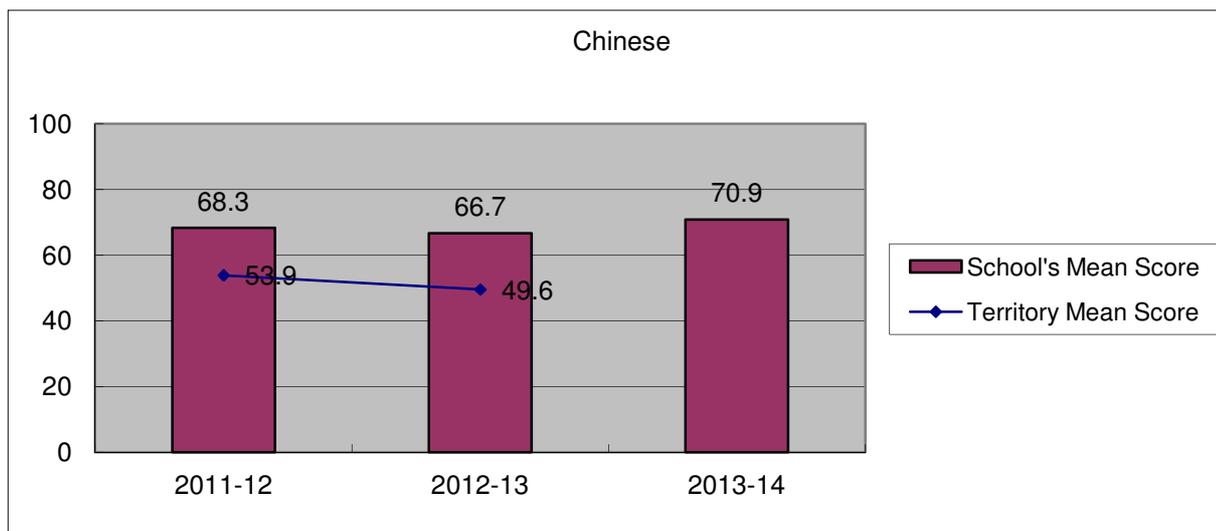
- To invite students and alumni to recommend “Good Books / AV Materials” in a Day 4 assembly
- To organize Parent Workshop on “How to Enhance Parent-Child Relationship through Reading”
- To collaborate with the Mathematics Department to promote a reading culture in school
- To inform students of the 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, arts and bibliography.

6.2.5 Conclusion

Undoubtedly, the promotion of a reading culture has been identified as one of the key tasks for enhancing life-long learning and supporting the SS 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 for 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. For instance, the 5-day Arts and Cultural Study Tour in Seoul was successfully run and welcomed by students and parents. The teachers themselves were also a very close-knit reading community sharing reading material via the intranet and within the classroom, and conducted sharing sessions. The future looks good as the educational reforms especially via Liberal Studies encourage students to read extensively in various scopes and interests. It is hoped that the library can act as a facilitator to widen our students' horizons and to support both teachers and students in developing teaching and learning activities.

6.3 HKAT (Pre-S1)

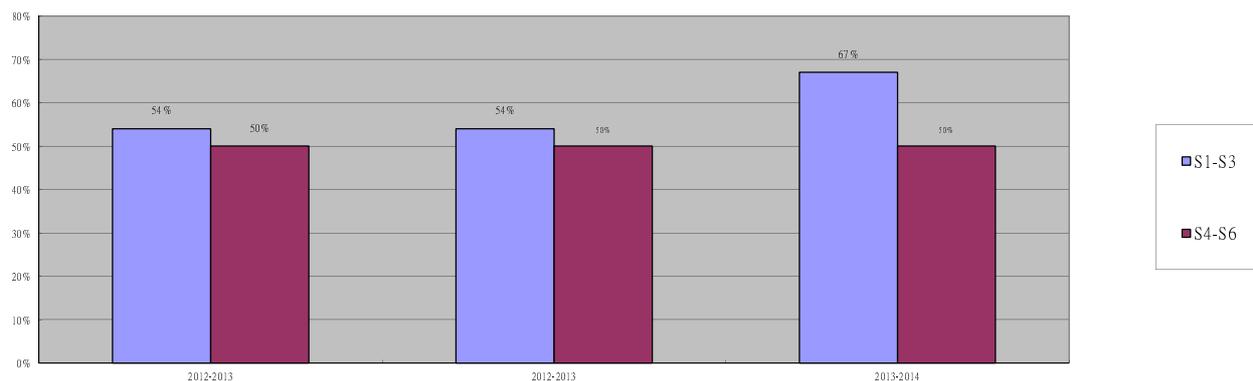
The average HKAT (Pre-S1) scores of students in the three core subjects in the past 3 years are shown below: (No territory mean score is provided for 2013-14.)



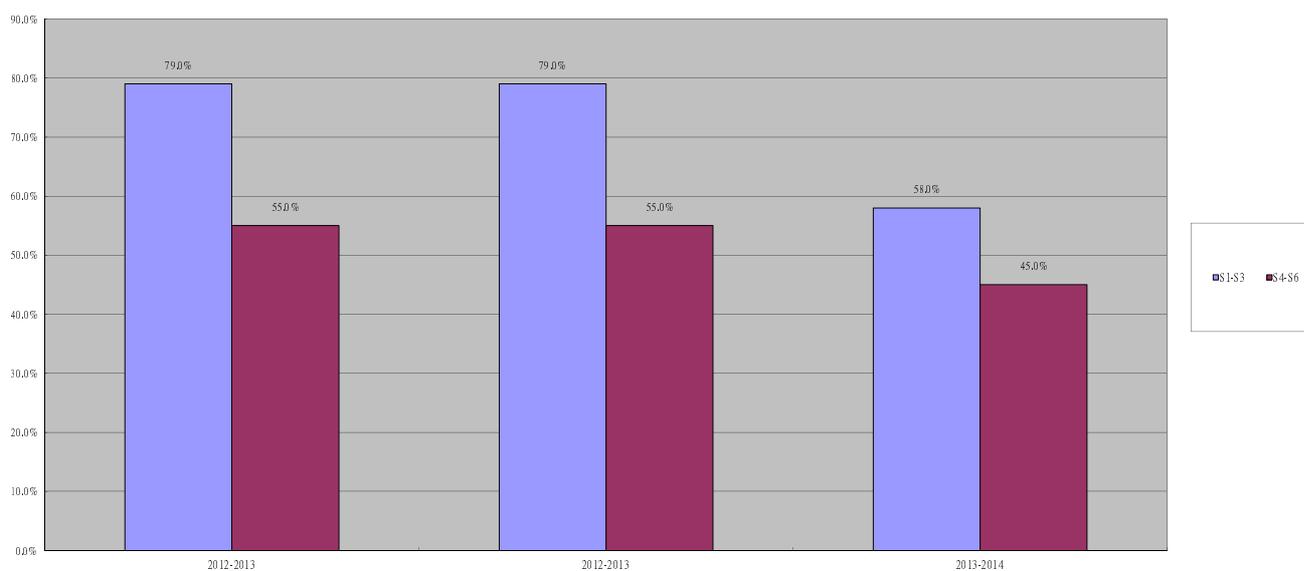
6.4 Student Participation in Inter-school Events and Uniform Groups

- (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 S4-6 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	2011/2012	2012/2013	2013/2014
Inter-school sports events	304	261	286
Schools Dance Festival	789	565	644
Schools Music Festival	180	187	268
Schools Speech Festival	118	118	129
Scouts	400	400	600
Girl Guides	200	108	132
Air Cadets	520	93	121
Red Cross Youth	350	128	238

6.5 HKDSE

Our school attained the following results in the Hong Kong Diploma of Secondary Education Examination (HKDSE) in the past 3 years:

	2011/12	2012/13	2013/14
No. of students sat	179	181	173
Average % of subjects awarded level 2 or above	99.8%	99.8%	99.9%
Average % of subjects awarded level 4 or above	78.6%	79.4%	78.5%
Average % of subjects awarded level 5 or above	41.6%	44.8%	39.6%

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 2014.

