

**S.K.H. TSANG SHIU TIM SECONDARY SCHOOL**  
**Annual School Report (2014-2015)**

**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 Revd TSANG Wing Cheong (Chairman/Supervisor)

Mrs Charlotte WONG (Hon. Treasurer)

Mr. WANG Yu Tai, Jaxon (Hon. Secretary)

The Revd Canon Dr CHAN Hin Cheung

The Revd FUNG Chi Wood

The Revd Dr LAM Chun Wai

Mr. NG Chou Keen

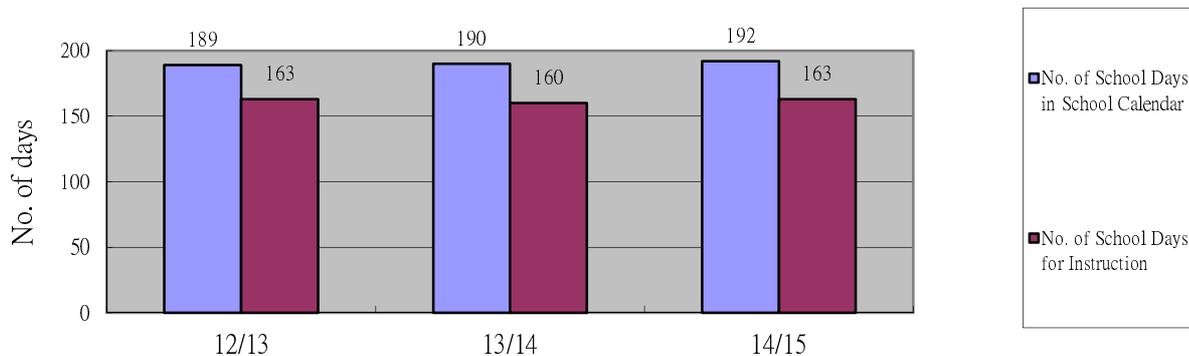
Mr. SIU Kong Chow

Mr. TSANG Kai Yuen

Mr. David WONG

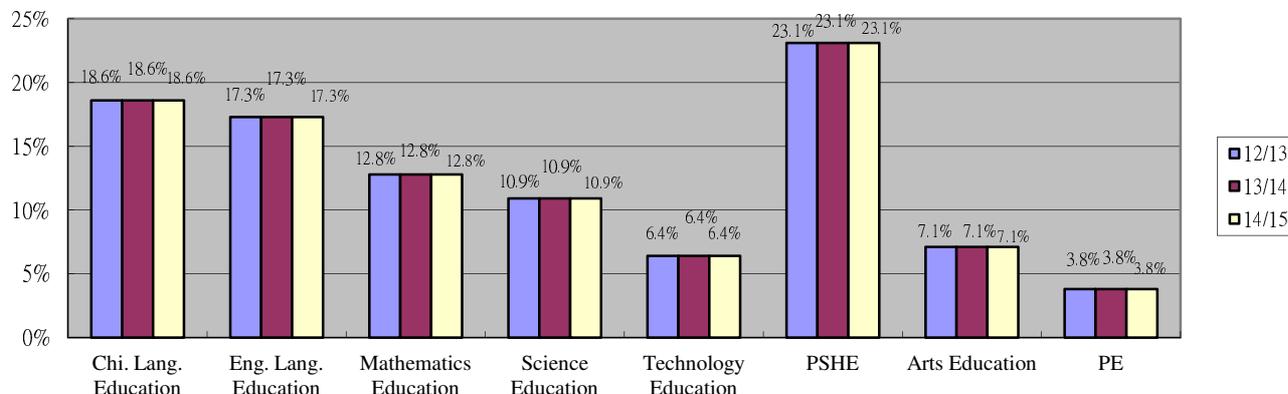
### 1.5 Number of Active School Days

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

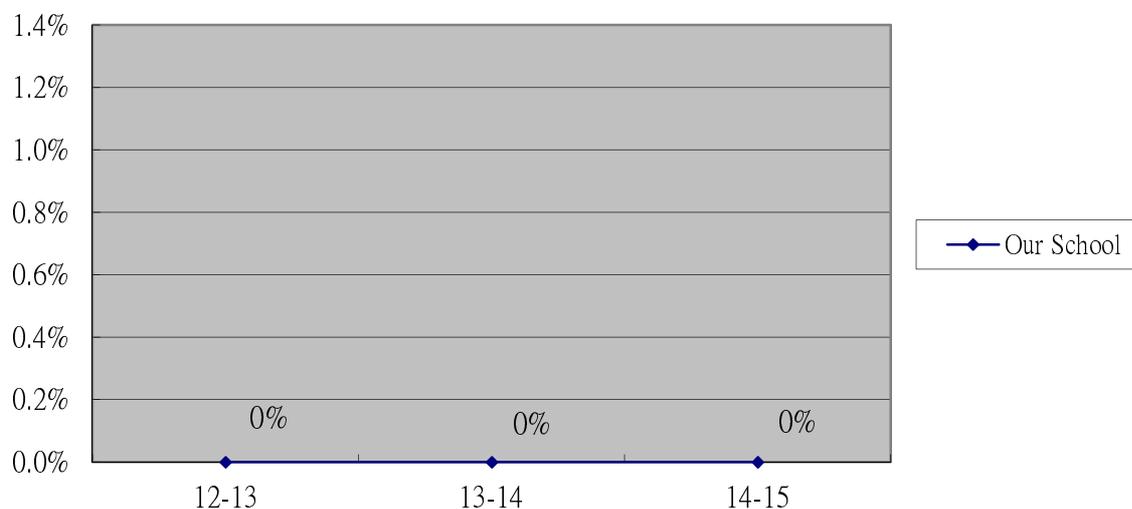
### 2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2014/15 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            | 72  | 77  | 86  | 96  | 88  | 92  | 511   |
| Girls           | 91  | 89  | 96  | 85  | 85  | 80  | 526   |
| Total Enrolment | 163 | 166 | 182 | 181 | 173 | 172 | 1037  |

### 2.2 Unfilled Places

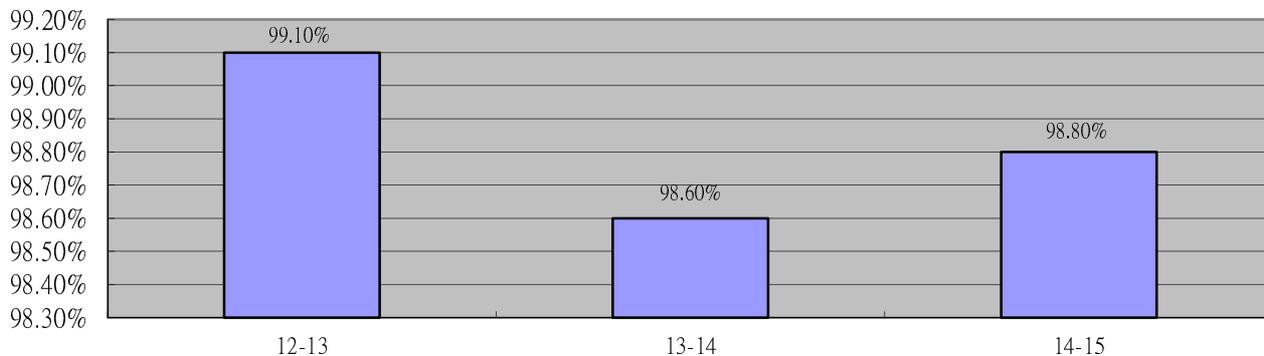
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



### 2.3 Students' Attendance

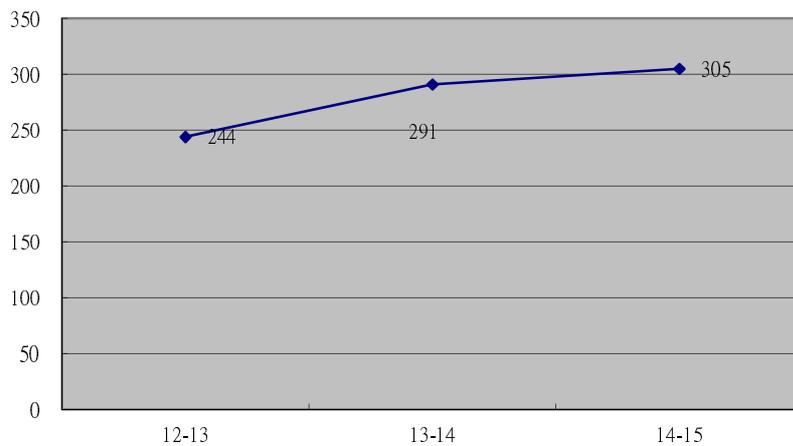
Below is a bar chart indicating student attendance rates in the past 3 years.

Students' Attendance Rate



### 2.4 Students' Early Exit

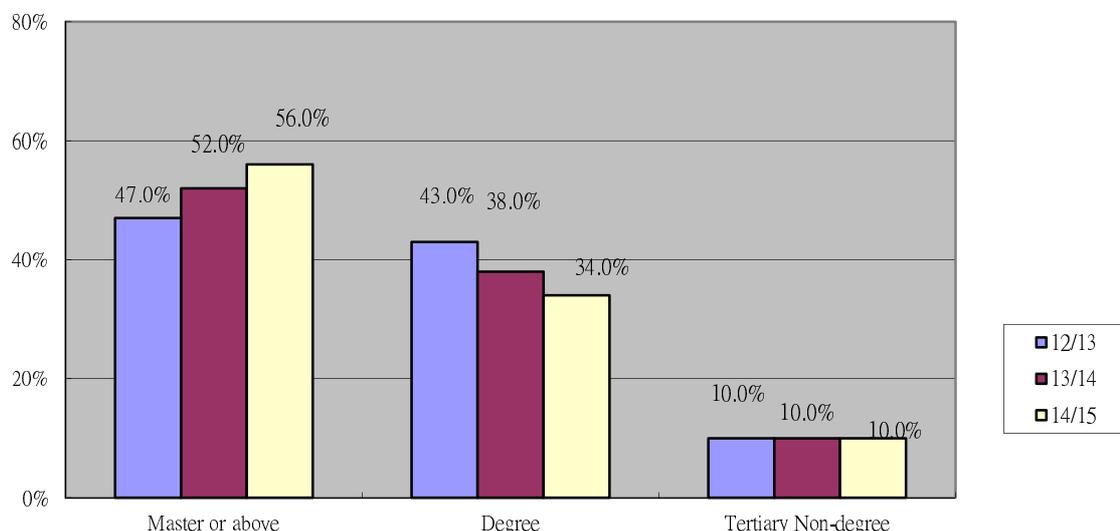
Below is a line graph indicating the number of times of student early exit (excluding those students with attendance of less than one month) in the past 3 years.



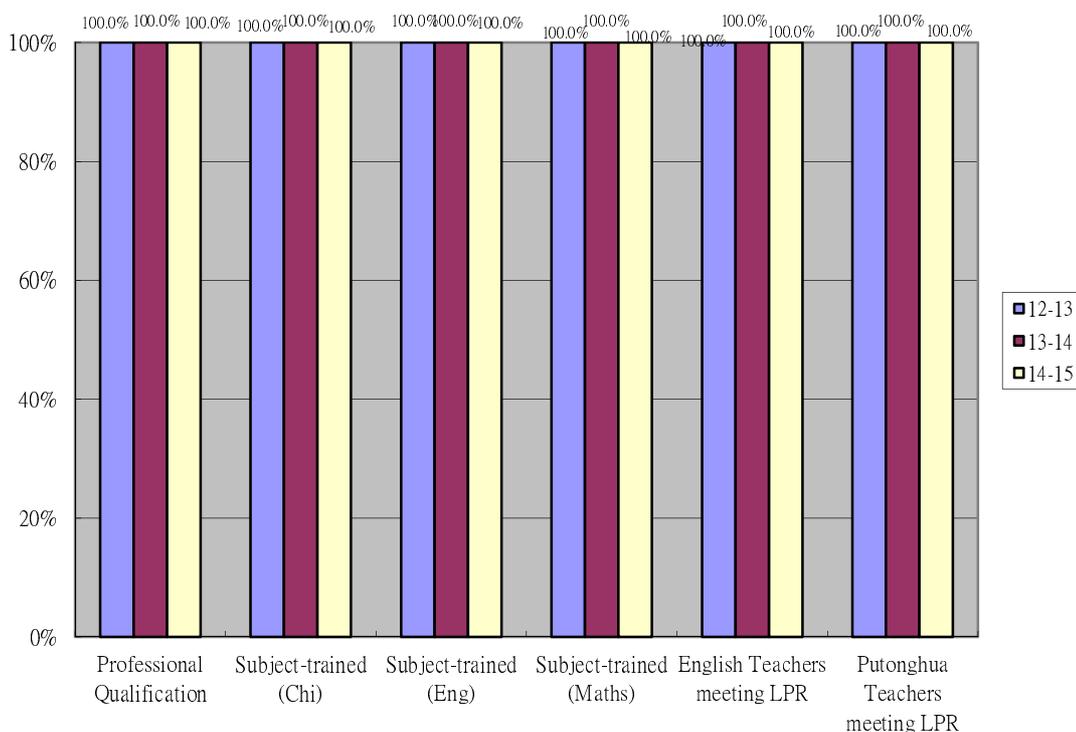
### 3. Our Teachers

#### 3.1 Teachers' qualifications

There were 69 teachers in our school in 2014/15. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



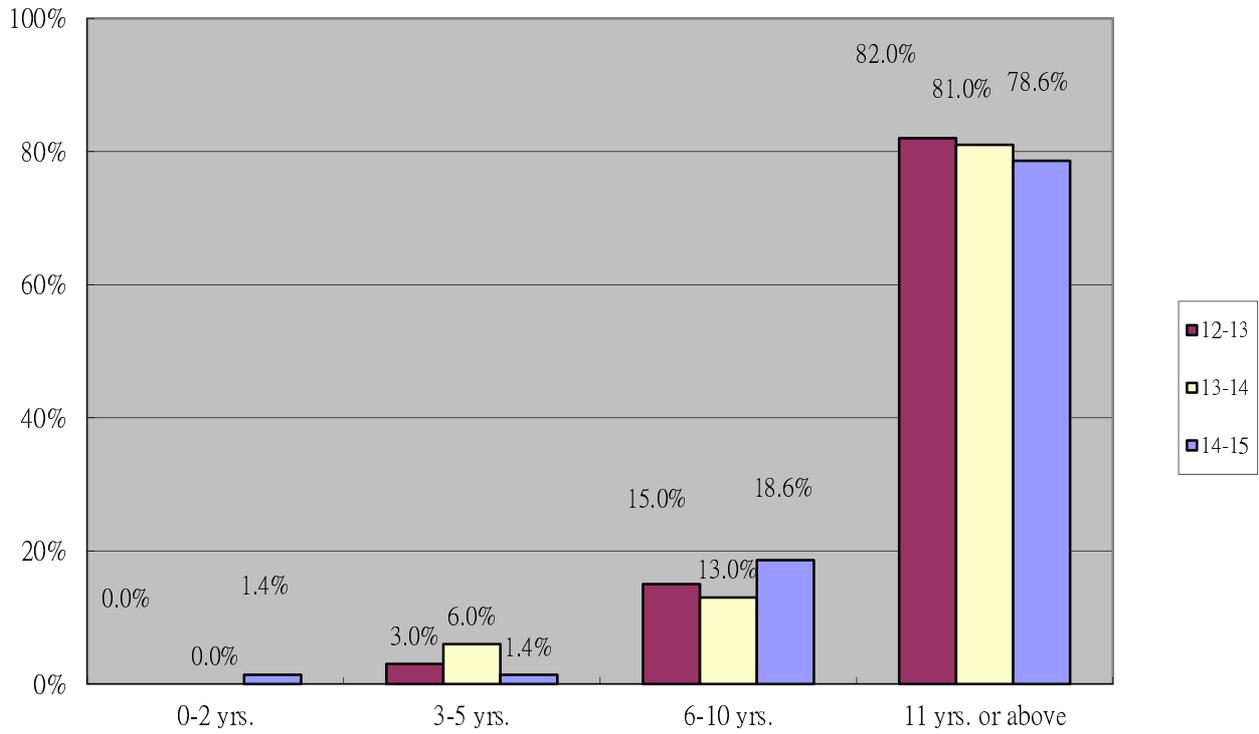
Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



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:

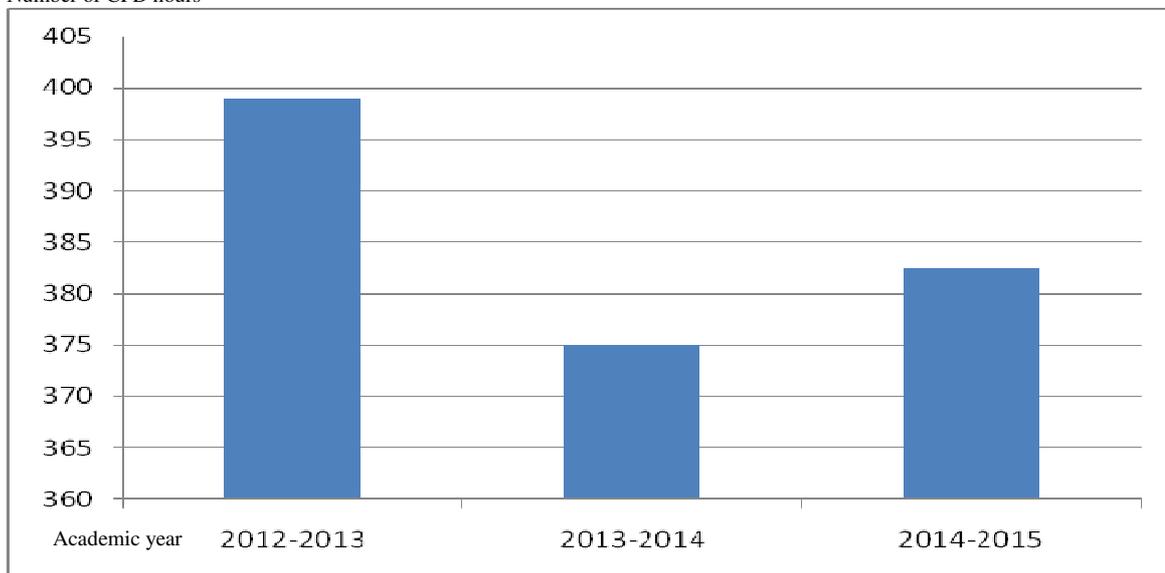


### 3.3 Teachers' Professional Development

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

The principal undertook 382.5 hours in his CPD consisting of 45 hours of structured learning, 40 hours under action learning and 297.5 hours of service to education and the community.

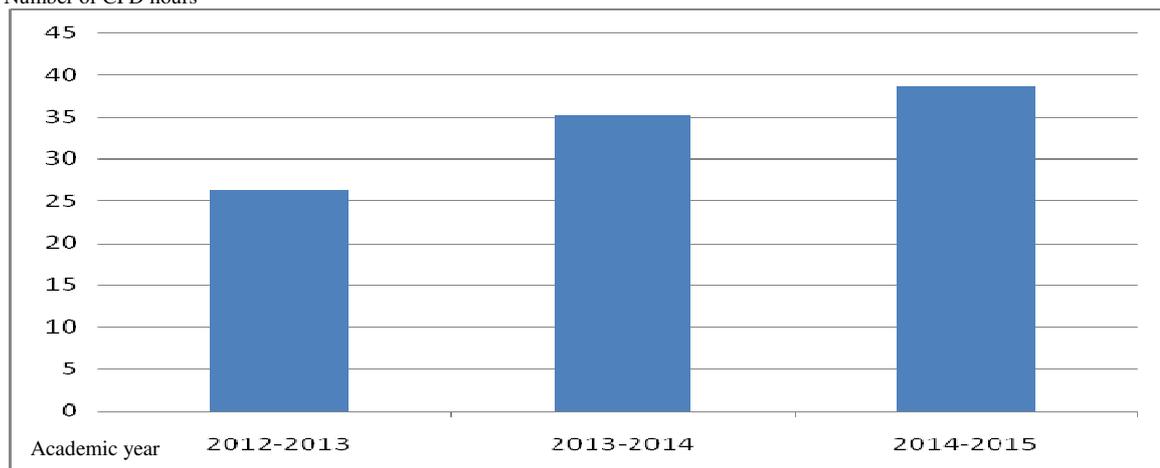
Number of CPD hours



#### 3.3.2 The average number of training hours undertaken by a teacher

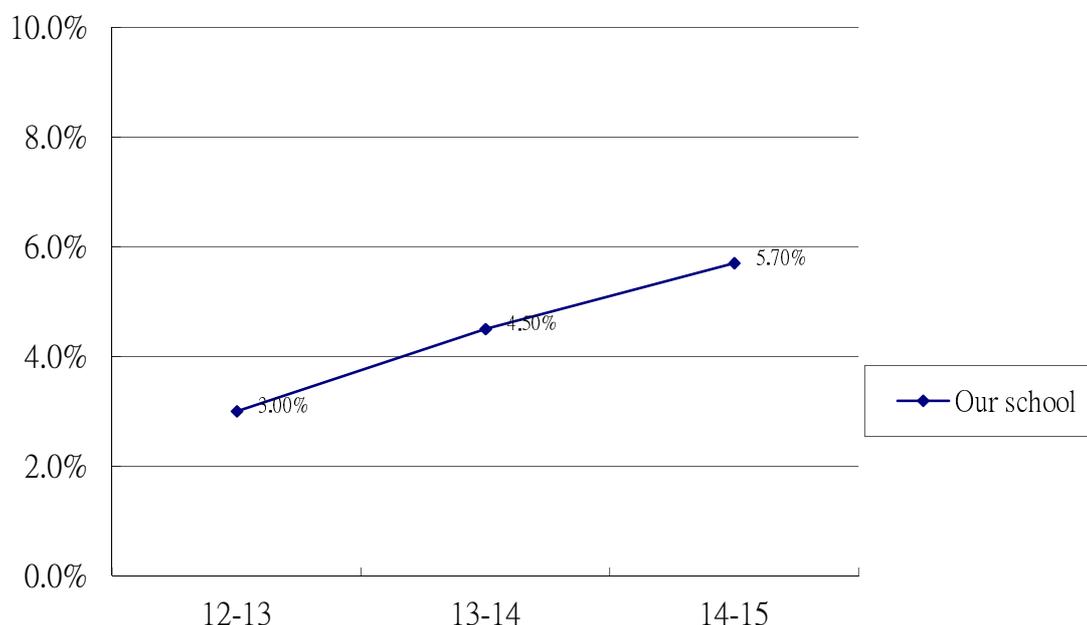
**69** staff members (other than the principal) participated in a total of **2666.5** hours of which **275** hours belonging to Senior Secondary courses offered. The average number of hours undertaken by an individual teacher was **38.6** hours. The lower number of hours belonging to the Senior Secondary Curriculum was expected as the teachers have been familiar with the curriculum.

Number of CPD 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 and ethical standards of students
- Implement Integrated Education to cater for learner diversity

Notably, these major concerns accord with the thrust of the Education Reform promulgated by the 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 of teachers was channeled to teachers concerned via electronic means regularly throughout the academic year. In this year, **69** staff members (other than the principal) participated in a total of **2666.5** hours. The average number of hours undertaken by an individual teacher was **38.6** hours. The lower number of hours belonging to the Senior Secondary Curriculum further supported that the teachers are familiar with the curriculum. At the subject level, **29** staff members participated in **47** SS courses offered by the Education Bureau, tertiary institutes or the school, with a total of **281** hours. (Appendix 1)

- b) Peer observation was carried out by each teacher. After peer observation, each staff member uploaded his/her report to the school server. With this type of activity, teachers have acted as active learners improving their teaching strategies resulting in more effective learning of the students. In addition, teachers of English Language, Liberal Studies and Science have also visited Munsang College for lesson observation. These visits could encourage our teachers to adopt good teaching practices in Munsang College so as to enhance the teaching and learning in our school.

### **Reflections**

Teachers in this school were aware of the latest development of the Senior Secondary Curriculum and assessment framework. Through peer observation in and out of school, the teachers could develop effective teaching strategies for effective learning of the students.

### **[ii] Subject Panel Heads are ready to plan; 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 (2015 – 2016). As the teachers are now more used to teaching the SS Curriculum, they enrolled on some relevant SS courses run by the Education Bureau and tertiary institutes in the academic year 2014 – 2015 (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 those in previous years. It could be concluded that all subjects offered by our school were smoothly implemented in their respective SS Curriculum and Assessment framework (including School Based Assessment, if any).

### **Appendix 1**

| <b>Subject</b>   | <b>No. of SS hours</b> | <b>No. of participants</b> | <b>No. of SS events participated</b> |
|------------------|------------------------|----------------------------|--------------------------------------|
| Art              | 33.5                   | 2                          | 6                                    |
| Biology          | 6                      | 2                          | 2                                    |
| BAFS             | 6.5                    | 1                          | 3                                    |
| Chemistry        | 20                     | 3                          | 3                                    |
| Chinese Language | 22.5                   | 10                         | 5                                    |
| English Language | 13                     | 2                          | 3                                    |
| History          | 3                      | 1                          | 1                                    |
| Liberal Studies  | 3                      | 2                          | 2                                    |
| Music            | 3                      | 1                          | 1                                    |
| Physics          | 20.5                   | 2                          | 6                                    |
| Science          | 150                    | 23                         | 15                                   |
|                  | <b>281</b>             | <b>29</b>                  | <b>47</b>                            |

## 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.<br>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 the SS Curriculum<br>Teachers concerned will 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 the SS Curriculum   |
| Physics                      | Teachers attending seminars and workshops, especially those concerning the SS Curriculum and SBA<br>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 will be split into 2 halves for their Classroom Drama and Language Arts Programmes (LA)(2 lessons per cycle), having about 17-18 students in each group with either <sup>1</sup>NET or <sup>2</sup>LETs doing parallel teaching with the following logistic arrangement:

<sup>1</sup>Native-speaking English Teacher / <sup>2</sup>Local English Teachers

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

<sup>3</sup>NET 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 co-ordinator and material developer to work with local English teachers to provide more exposure to learning English and pave the way for the SS Curriculum.

##### 2. Analysis of the two programmes

###### 2.1 F.2 Classroom Drama

The questionnaire findings indicated that the F.2 Classroom Drama Programme was very successful because the student feedback was very positive. The NET teacher also observed that overall the students performed well in the drama programme and she believed generally they benefitted from it. On the whole the students became more confident and eager to perform for their peers as the programme progressed and they learned more drama skills.

###### 2.2 F.2 Language Arts

The questionnaire findings indicated that the F.2 Language Arts Programme left room for improvement because the student feedback was not as positive as expected. But the LA teachers believed that that students still enjoyed the Language Arts lessons more than other traditional English lessons probably because they were not required to have any assessment of learning, which gave students less pressure to learn and helped them unleash their creativity when doing their assignments.

2.3 We would run these two Programmes again next year.

2.4 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 F.2 Classroom Drama

There were no major problems encountered. Statistically speaking, this year's Classroom Drama Programme was more successfully conducted than those in the past.

###### 3.2 F.2 Language Arts

It is a bit worrying to find that about one-third of the students felt bored in the Language Arts Lessons while only one-third of them thought otherwise.

#### **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 have decided to revamp the LA curriculum to add more fun and interactive activities to arouse students' interest in learning English drama and language arts so that they will not feel bored in the LA lessons.

#### **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. One LS teacher has finished the Master's Degree Programme in Liberal Studies offered by the Chinese University of Hong Kong (CUHK).
- (b) To enrich students' understanding of the development of modern China as well as raise their awareness of environmental protection, the LS Department participated in "School Screening Tour of Hong Kong Ecocinema 2015-2016" organized by Cultamap on 6 May 2015. The documentary "Beijing Besieged by Waste" (垃圾圍城) was shown in the activity. Ms Tracy Lee, the project director of Cultamap, was invited to share her viewpoints on "Beijing Besieged by Waste" with F.5 students. With the co-operation of the Parent-Teacher Association, the LS Department held a seminar for parents on 13 April 2015. The seminar provided an opportunity for parents to know more about the curriculum design, learning and teaching as well as the assessment modes for LS.
- (c) DSpace repository system is being run smoothly. This online digital resource centre facilitates archiving and retrieving SS LS reference materials as in digital format. Multi-media teaching resources, photos and tailor-made teaching packages have been uploaded to the system.

##### **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 helps foster collaboration and experience sharing among teachers particularly in different learning and teaching strategies.
- (c) As scheduled, the DSpace digital repository system will be open to LS teachers at the preparatory stage and to students at later stages. In light of heavy workload and challenges faced by the LS teachers, it is anticipated that we need more preparation for 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 responsible teachers reported that the general performance of students was good. The participants' research also demonstrated that the scheme was found to be successful. Only 8% students reported that they couldn't meet the basic requirement which means 92% 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 community. 72% students had taken up responsible posts in school. 57% students had participated in art activities and around 47% students had participated in the sports and 48% students participated in career related activities.

**Reflections**

- a. Compared with the same survey last year, the result is a little bit better. The reason might be that more F.4 students now focus on their OLE activities.
- b. Because of the Life Planning Scheme, the careers team provides students with more career related activities.
- c. 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.
- d. Lack of human resources and suitable venues were the major difficulties in organizing OLE activities.
- e. Sometimes, the activities had clashed with tests and other activities held after school.
- f. Some students were not interested in the OLE activities since they could not see the value and importance of OLE.
- g. The school should organize more moral and civic education activities.
- h. The school needs to make more effort to encourage students to have balanced participation in all areas of OLE.
- i. Most students think that the experience in the One Service program in F.3 will assist their participation in voluntary services in F.4.

**4.2.2. Enhance a caring school ethos to raise the moral and 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. Results of the F.4 OLE questionnaires (76%) reflected high sustainability of students' interest in voluntary services.
4. See Appendix 1 for all the projects organized for Form 4 students this year.

**Reflections**

1. The high participation 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 the Day 4 Assembly showed that students have had good reflection on their experience.
3. In addition to the F.4 class projects documented in Appendix one, the school had also organized a service project in April to a shelter home sponsored by Gratia Foundation Ltd for underprivileged children in Sichuan. 37 students from F.3 to F.5 took part in this service trip. They enthusiastically reported their experience with fellow students in the assembly.

### Appendix 1 中四級班際義工服務 2014 – 2015

| 班別 | 班主任 | 計劃負責人 | 主辦機構     | 項目內容  | 舉辦日期          |
|----|-----|-------|----------|---|---------------|
| 4A | 范可欣 | 陳燕    | 沙田公立學校   | 活動流程：<br>遊戲→手工製作→茶點→表演<br>時間：9:00 am – 12:30 pm<br>地點：沙田公立學校  | 17/01/2015(六) |
| 4B | 曹佩顏 | 宗倩瑩   | 民政事務總署   | 我們的十八區之#傳新沙田：<br>負責藝墟嘉年華會攤位<br>地點：沙田公園<br>時間：2:00 pm– 6:00 pm | 02/05/2015(六) |
| 4C | 馬榮基 | 黃國威   | 愛德基金會    | 活水行 2015<br>地點：沙田城門河畔<br>時間：9:30 am – 5:30 pm                 | 14/03/2015(六) |
| 4D | 鄭嘉昕 | 馬敬文   | 香港聖公會靈風堂 | 遊藝換物會：<br>協助攤位運作及換領禮物<br>時間：10:00am – 6:00pm<br>地點：沙田靈風堂      | 14/02/2015(六) |
| 4E | 吳詠謠 | 馮永康   | 香港特殊奧運會  | 香港特殊奧運會：<br>分區田徑賽<br>地點：沙田運動場<br>時間：8:00 am – 5:00 pm         | 07/02/2015(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 2014 and March 2015, Form Meetings were held with the presence of counseling and discipline teachers of the respective form and social worker.
2. Evaluation meetings of Life Education for each Form were also held in Dec 2014 and June 2015.
3. The list of students requiring pastoral care was updated timely.

#### **Reflections**

1. It was agreed that this new initiative effectively facilitated communication and exchange of student information.
2. Opinions and practical suggestions for the school policy were collected from Form Teachers.
3. In order to enhance collaboration with parents of SEN students, it was suggested that there should be more formal contacts between parents of these students and the Learning Support Team members.

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

#### **Parent Teacher Association**

#### **Achievements**

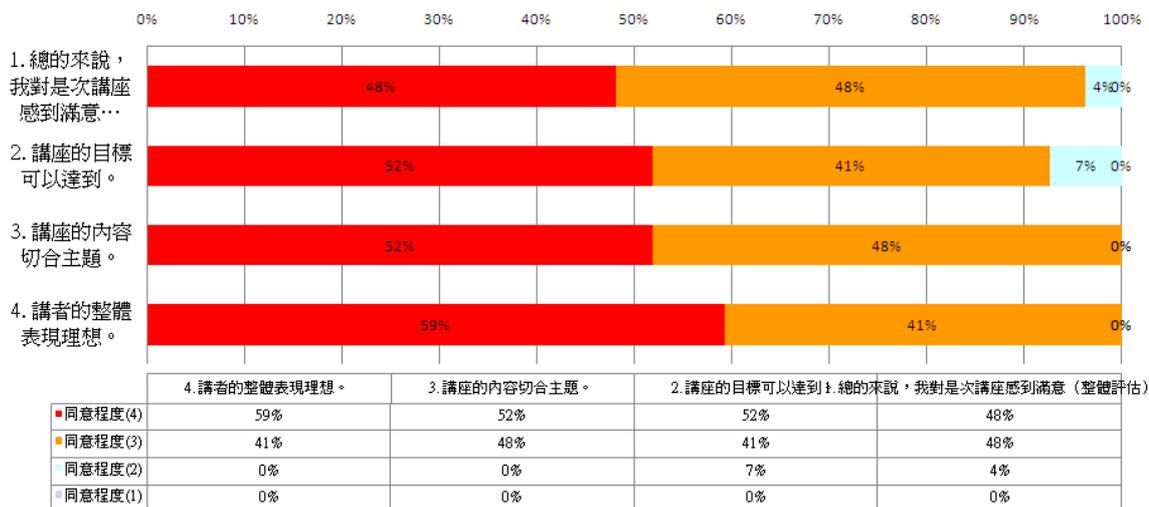
1. Parents participated actively in various school functions such as the Orientation Day, Careers Day and Sports Day.
2. Four parenting courses were organized and parents had positive feedback on the courses.
3. Social activities such as the Christmas Party and Outing proved to be successful events during which parent-child and parent-teacher relationships could be much strengthened.
4. Interest classes such as Gymnastics, Chinese Painting, Calligraphy received strong support from the parents.
5. The Parents' Christian Fellowship continued to hold regular meetings at the Holy Spirit Church.
6. The PTA jointly organized a seminar with the Liberal Studies Department in April 2015 to introduce to parents the assessment methods and the enquiry approach adopted under the SS curriculum. More than 70 parents attended the seminar and the overall feedback from them was very encouraging. (see **Appendix**)
7. 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 larger variety of interest classes could be run in the coming year. However, parents reflect that it is difficult to find suitable instructors and venues for new interest classes.
2. The themes for Parents' Workshops would be adjusted every year catering to the needs of parents.

## Appendix

### 家長教師會與本校通識教育科合辦 通識教育科家長講座



**4.2.2(IIC) Enhance a caring school ethos to raise the moral and ethical standards of students.****Strategies/ Tasks: Adopt a whole school approach to promoting a sense of solidarity**

| <b>Time Scale</b> | <b>Success Criteria</b>   | <b>Evaluation Method</b>  | <b>People Responsible</b>                            |
|-------------------|---|---|--|
| Sept 14 – Jul 15  | <ul style="list-style-type: none"> <li>- Having a satisfactory rate of participation in activities involving alumni.</li> <li>- There is positive response from the alumni and student participants.</li> </ul> | Qualitative <ul style="list-style-type: none"> <li>- project leaders collect informal feedback from staff and participants at regular intervals</li> </ul> Quantitative <ul style="list-style-type: none"> <li>- project leaders analyze and evaluate questionnaires and reflection journals from participants</li> <li>- turnout rate of participants</li> </ul> | Tam, L. Y. Y. 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 F3 to 5 students with small-group discussions by 140 alumni and parents speakers fostered a great sense of solidarity. There were more than 60 alumni mentors of different fields giving interviews to all F4 students in 35 groups doing an “IA-Career Mentorship Project”. 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 F5 and F6 students at Career Talks and during classroom visits. Some alumni referred by Career Teachers offered personalized career counseling to F6 students after release of public exam results via social networking sites or phone. Solidarity was fostered in school via career discussions between students of different forms such as all F3 and F6 students discussing Choices of Subjects in F4. 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 the 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.

Solidarity among alumni too was fostered in the many formal and informal gatherings held by the Alumni Association Ltd.

**Reflections**

With the PDS funding, a brand-new database of alumni across the years was compiled and been very helpful in structuring mentorship programs and organizing alumni activities. 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 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 and national education curriculum**

##### **Evaluation**

1. A qualitative evaluation mode shows that moral and national education has been integrated into most of the modules in the KLAs.
2. The school-based moral and 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 and national education curriculum aligns with the guidelines of HKSKH Moral, Civic/National Education Committee.

#### **4.2.3 Implement Integrated Education**

##### **Achievements**

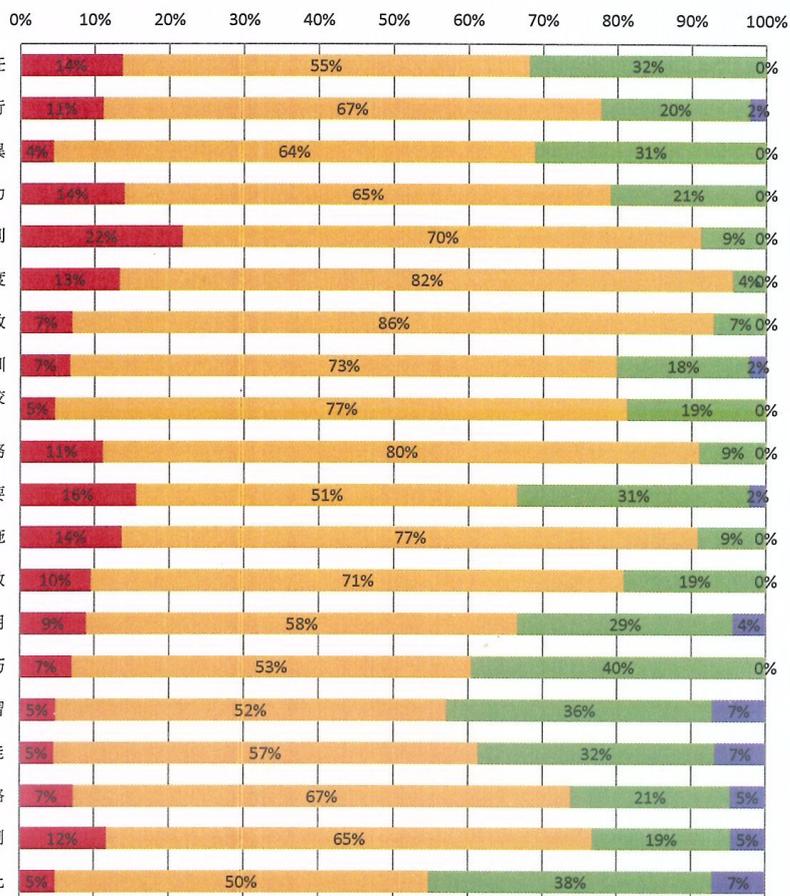
1. Our school-based educational psychologist was invited to speak on “Special Examination Arrangements for Candidates with Special Needs” on the Staff Development Day in December 2014.
2. To further strengthen the culture of Integrated Education, some Integrated Education issues were incorporated into the PSE course in our junior secondary curriculum.
3. In July 2015, 28 F.4 students made a visit to the Dialogue in the Dark Experiential Exhibition.
4. One Integrated Education Assistant was employed using the Learning Support Grant to provide support for our SEN students.
5. With funding from the Learning Support Grant, three services were purchased, namely an in-depth behavioral therapy by a clinical psychologist for an Asperger’s student, a course on memory training and another course on social skills for the other SEN students.
6. A summer course on career planning was provided for three SEN students.

##### **Reflections**

1. The whole school approach adopted was well received and the year-end evaluation by all staff members was generally good. (See Appendix 2)
2. Many teachers still found dealing with Asperger’s students challenging, therefore, a professional sharing session by a clinical psychologist on supporting Asperger’s students was planned on the Staff Development Day in October 2015.
3. Our school should have a teacher professional development plan on catering for students with special education needs in order to meet the new training targets set by the Education Bureau for the public sector ordinary schools to be achieved by the end of the 2019/20 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 2014-2015



|   | 十分滿意 | 滿意  | 尚可  | 有待改善 |
|---|------|-----|-----|------|
| j. 透過朋輩輔導計劃，提供學習支援和促進共融文化                             | 5%   | 50% | 38% | 7%   |
| i. 為有需要個別加強支援的學生推行個別學習計劃                              | 12%  | 65% | 19% | 5%   |
| h. 按學生的需要而訂立多元化的評估調適策略                                | 7%   | 67% | 21% | 5%   |
| g. 按學生的能力，組織多元化的課堂活動，以發展學生的潛能                         | 5%   | 57% | 32% | 7%   |
| f. 採用多元化教學策略(如協作教學、合作學習)以促進學生的學習                      | 5%   | 52% | 36% | 7%   |
| e. 透過專業交流，提升教職員的教學技巧                                  | 7%   | 53% | 40% | 0%   |
| d. 改善校舍設施及添置儀器，供有不同需要的學生使用                            | 9%   | 58% | 29% | 4%   |
| c. 已制定學生支援記錄冊，並定期檢討支援的成效                              | 10%  | 71% | 19% | 0%   |
| b. 已成立學生支援小組(或相關組別)，跟進及協調各項特殊教育支援措施                   | 14%  | 77% | 9%  | 0%   |
| a. 教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要               | 16%  | 51% | 31% | 2%   |
| d. 靈活地統和和調配資源，以便為學生提供適度的支援服務                          | 11%  | 80% | 9%  | 0%   |
| c. 有效地參考「照顧學生個別差異~共融校園指標」，為學校的整體需要與發展釐定學校發展計劃和學校自評的內容 | 5%   | 77% | 19% | 0%   |
| b. 有計劃地安排教職員接受特殊教育的持續專業培訓                             | 7%   | 73% | 18% | 2%   |
| a. 領導層訂立有關支援有特殊需要學生的政策，並定期檢視目標和成效                     | 7%   | 86% | 7%  | 0%   |
| f. 學校與家長有良好的伙伴關係，經常溝通以了解學生的進度                         | 13%  | 82% | 4%  | 0%   |
| e. 教職員普遍認同人人平等及有參與校內任何活動的權利                           | 22%  | 70% | 9%  | 0%   |
| d. 學校安排學習活動時，能配合學生的能力                                 | 14%  | 65% | 21% | 0%   |
| c. 學生朋輩間能接納彼此的獨特及個別差異                                 | 4%   | 64% | 31% | 0%   |
| b. 教職員認同「全校參與」的理念，並透過互相支援來落實推行                        | 11%  | 67% | 20% | 2%   |
| a. 教職員能接納有特殊教育需要的學生，並願意承擔支援的責任                        | 13%  | 55% | 32% | 0%   |

#### 4.2.3(II) 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 14 – Jul 15 | <ul style="list-style-type: none"> <li>- Having a satisfactory rate of participation.</li> <li>- Positive response from the participants.</li> </ul> | Qualitative <ul style="list-style-type: none"> <li>- project leaders collect informal feedback from staff and participants at regular intervals</li> </ul> Quantitative <ul style="list-style-type: none"> <li>- project leaders analyze and evaluate questionnaires and reflection journals from participants</li> <li>- turnout rate of participants</li> </ul> | Tam, L. Y. Y.<br>& the Career Team |

#### Brief information about programs held

A variety of mentorship programs were held to cater for students with diverse abilities and interests. Notable was "The Career Day" conducted on a Saturday afternoon with 140 alumni and parent speakers sharing their insights with all F3 to F5 students. Apprenticeship experience was enriched with the Junior Achievement (JA) Hong Kong, a total of 27 F4 and F5 students participated in an eight-month business enterprise project and were awarded a prize. 14 F5 students were given job shadowing by the JA. External resources were also available to a F5 student selected by ARCH whose ACO ARCH Community Outreach to be their mentee to benefit from its careers mentorship and internship in the summer. One F4 student among 20 of our more able students coached by our alumni won a prize "Best Witness" in ARCH's Mock Trial (English).

A number of talks, workplace visits, workshops and attachment programs catering 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 F6 students also won in territory-wide competitions such as Model United Nations (MUNs) organized by different associations and Outstanding Students Award competitions. One F5 student was selected as a Shatin Outstanding Student (Senior Section).

#### Reflections

With the PDS funding, a greater variety of programs catered for learner diversity. With over subscriptions in some popular programs, the school had to select among the applicants. Records of attendance and performance like Predicted Grades and "1234 Quartile reports" 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 Offer weaker students structured training on core skill.

##### (III A)1. Brief description about the remedial teaching arrangement in Form 1 and 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.

## 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 2015

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

## 3. Conclusion on achievement

3.1 Remedial arrangement -

3.1.1 Remedial teaching in Form 1 was very successful since the students' feedback was positive. Nearly **ALL** students either strongly agreed or agreed that they had more chance to speak English in class and could communicate with their English teacher and classmates better.

3.1.2 Although remedial teaching in Form 3 was only slightly successful, especially when compared with that of Form 1, we would have the same remedial arrangement again next year since the majority of the students found remedial teaching useful.

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 though. Unfortunately, we may not get the same tutor next year because she will have got a full-time job upon graduation from university.

|  | VERY GOOD +<br>GOOD | VERY GOOD +<br>GOOD | VERY GOOD +<br>GOOD |
|--|---------------------|---------------------|---------------------|
|  | JULY 2013           | JULY 2014           | JULY 2015           |
| Friendliness   | 92%                 | 100%                | 100%                |
| Punctuality  | 92%                 | 100%                | 100%                |
| Being knowledgeable about subject                      | 92%                 | 100%                | 99%                 |
| Preparation for class                                  | 100%                | 100%                | 100%                |
| Making participants interested in learning the subject | 92%                 | 86%                 | 100%                |
| Helping participants a lot                             | 100%                | 80%                 | 100%                |
| Overall very good                                      | 100%                | 100%                | 100%                |

3.2.2 Concerning the level of interest of the course, we had very encouraging results, with **ALL** participants finding the course very interesting, interesting and quite interesting.

3.2.3 However, it is worth noting that about 40% of the participants were not sure if the programme could raise their interest in learning English. The course developer may need to revamp the teaching materials to make it more interesting.

3.2.4 It is heartening to learn that 82% 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, 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 practices organized by alumni could provide more chances for students to practice 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 practices 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. Five Mathematics enhancement classes (F.1 – F.5) were conducted in 2014-15 academic year. There were 79 and 77 participants in the first and second terms respectively.
2. The overall successful percentage was 65 % in the first term and 73.4% in the second term respectively.
3. Students' opinions
  - Most students (about 82%) agreed that the time was suitable for them.
  - Most students (about 82%) felt the duration (1 hour 30 mins.) was fit.
  - About 93% of the students admitted that the contents of the lessons could keep pace with the teaching syllabus.
  - About 60% of the students agreed that the tutors were friendly, well prepared and having good presentation skills.
  - More than 65% of the students thought that the classes could help them to improve their mathematical standards.
  - About 60% 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.
  - A few students were found to be inattentive and passive.
  - Many students were late or absent due to the following reasons:
    - \* Waking up late.
    - \* Clashng with other activities.
5. According to the success criteria, the Mathematics enhancement classes held in 14-15 were assumed to be successful.

### **4.3 Report on the use of the Capacity Enhancement Grant**

#### **Achievements**

Two additional teachers were employed by means of the Capacity Enhancement Grant (CEG) to reduce teachers' heavy workload in a bid to provide the capacity to facilitate an enhanced implementation of the Senior Secondary Curriculum. This measure was unanimously agreed to be a great relief to teachers who 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. In addition, better intensive care was offered to individual students by teachers on a need basis because of the increased manpower.

#### **Reflections**

A great majority of teachers deemed that the CEG provision gave them 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 deal with this situation.

Moreover, as a result of the grant, teachers' capacity has been enhanced and effective strategies have been developed to deal with curriculum reforms. Teachers have been able to reflect upon their methodology to improve teaching.

All in all, there was positive feedback from teachers and students in general. All teachers 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/Deficit      | Topped-up<br>by OEBG<br>General<br>Domain | Amount<br>Refundable to<br>EDB | BALANCE C/          | Surplus \$          |
|--|---------------------|----------------------|----------------------|----------------------|---|--------------------------------|---------------------|---------------------|
| <b>BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)</b>   |                     |                      |                      |                      |   |                                |                     | <b>9,546,614.41</b> |
| <b>I. Government Fund</b>  |                     |                      |                      |                      |   |                                |                     |                     |
| <b>(1) OEBG Grant</b>  |                     |                      |                      |                      |   |                                |                     |                     |
| ☆ Prior Year Adjustment  |                     |                      |                      |                      |   |                                |                     |                     |
| <b>(a) General domain</b>  | <b>1,981,260.80</b> |                      |                      |                      |   |                                |                     |                     |
| School and Class Grant   | -                   | 883,084.42           | 1,055,899.58         | -172,815.16          |   |                                |                     |                     |
| Noise Abatement Grant  | -                   | 425,671.00           | 178,078.00           | 247,593.00           |   |                                |                     |                     |
| Lift Maintenance Grant   | -                   | 89,112.00            | 102,990.00           | -13,878.00           |   |                                |                     |                     |
| Air Cond. Grant for Prep Room of Lab.  | -                   | 9,410.00             | 8,950.00             | 460.00               |   |                                |                     |                     |
| Administration Grant   | -                   | 4,115,598.00         | 3,688,212.36         | 427,385.64           |   |                                |                     |                     |
| Enhancement Grant  | -                   | 7,410.00             | 7,410.00             | 0.00                 |   |                                |                     |                     |
| Supplementary Grant  | -                   | 197,245.00           | 334,185.07           | -136,940.07          |   |                                |                     |                     |
| Training and Development Grant   | -                   | 8,150.00             | 3,020.00             | 5,130.00             |   |                                |                     |                     |
| Consolidated Subject Grant   | -                   | 232,074.14           | 119,020.60           | 113,053.54           |   |                                |                     |                     |
| Composite Information Technology Grant   | -                   | 407,089.00           | 374,637.43           | 32,451.57            |   |                                |                     |                     |
| <b>Funds set aside for SP/LSP</b>  |                     | 327,078.20           | 312,876.74           | 14,201.46            |   |                                |                     |                     |
| Δ Topped up the Deficit Bal of FPCG  |                     |                      | 104,693.00           | -104,693.00          |   |                                |                     |                     |
| Δ Topped up the Deficit Bal of SSCSG   |                     |                      | 483,818.47           | -483,818.47          |   |                                |                     |                     |
| Δ Topped up the Deficit Bal of CEG   |                     |                      | 468,295.73           | -468,295.73          |   |                                |                     |                     |
| <b>Sub-total :</b>   | <b>1,981,260.80</b> | <b>6,701,921.76</b>  | <b>7,242,086.98</b>  | <b>-540,165.22</b>   |   |                                | <b>1,441,095.58</b> |                     |
| <b>(b) Special domain</b>  |                     |                      |                      |                      |   |                                |                     |                     |
| Prog Fund for Whole-Sch Ap to Guidance & Discipli  | 31,953.93           | 8,544.00             | 400.00               | 8,144.00             |   |                                | 40,097.93           |                     |
| Δ Capacity Enhancement Grant   |                     | 557,148.00           | 1,025,443.73         | -468,295.73          | 468,295.73                                |                                | 0.00                |                     |
| <b>Sub-total :</b>   | <b>31,953.93</b>    | <b>565,692.00</b>    | <b>1,025,843.73</b>  | <b>-460,151.73</b>   | <b>468,295.73</b>                         |                                | <b>40,097.93</b>    |                     |
| <b>(2) NON-OEBG Grant</b>  |                     |                      |                      |                      |   |                                |                     |                     |
| Other Recurrent Grant  | -                   | 568,012.00           | 568,012.00           | 0.00                 |   |                                | 0.00                |                     |
| □ Committee on Home-Sch Co-op Proj Grant   | -                   | 10,839.00            | 8,460.20             | 2,378.80             |   | -2,378.80                      | 0.00                |                     |
| Salaries Grant   | -                   | 43,650,430.67        | 43,650,430.67        | 0.00                 |   |                                | 0.00                |                     |
| & Employer's Cont to PF Scheme for NT A/C  | -                   | 564,991.10           | 550,694.94           | 14,296.16            |   | -14,296.16                     | 0.00                |                     |
| Try-out Scheme of Draft Secondary School Syllabus  | 77.50               | 0.00                 | 77.50                | -77.50               |   |                                | 0.00                |                     |
| Fringe Benefits under Enhan. NET Scheme  | 11,805.50           | 26,190.15            | 37,995.65            | -11,805.50           |   |                                | 0.00                |                     |
| Substitute Teacher Grant A/C   | 157,191.88          | 58,278.15            | 215,470.03           | -157,191.88          |   |                                | 0.00                |                     |
| Composite Furniture & Equip. Grant   | 75,925.40           | 531,090.00           | 315,829.40           | 215,260.60           |   |                                | 291,186.00          |                     |
| @ School-based After-school Learning & Support Prog.   | 71,600.00           | 67,600.00            | 25,466.00            | 42,134.00            |   | -46,134.00                     | 67,600.00           |                     |
| Learning Support Grant   | 41,627.42           | 247,000.00           | 211,410.00           | 35,590.00            |   |                                | 77,217.42           |                     |
| * Diversity Learning Grant - Other Programmes  | 105,000.00          | 105,000.00           | 104,385.00           | 615.00               |   | -615.00                        | 105,000.00          |                     |
| Δ Fractional Post Cash Grant   | -                   | 268,647.50           | 373,340.50           | -104,693.00          | 104,693.00                                |                                | 0.00                |                     |
| Moral and National Education Subject Support Grant   | 530,000.00          | 0.00                 | 0.00                 | 0.00                 |   |                                | 530,000.00          |                     |
| Δ Senior Secondary Curriculum Support Grant  | -                   | 776,430.00           | 1,260,248.47         | -483,818.47          | 483,818.47                                |                                | 0.00                |                     |
| One-off Grant - Upgrading WeBSAMS  | 50,000.00           |                      | 49,890.00            | -49,890.00           |   |                                | 110.00              |                     |
| Career and Life Planning Grant   | -                   | 517,620.00           | 515,203.95           | 2,416.05             |   |                                | 2,416.05            |                     |
| Enhanced Funding for Non-Chinese Speaking Students   | -                   | 50,000.00            | 49,974.40            | 25.60                |   |                                | 25.60               |                     |
| Professional Development Schools Scheme (PDS)  | -                   | 279,000.00           | 371,863.30           | -92,863.30           |   |                                | -92,863.30          |                     |
| <b>Sub-total :</b>   | <b>1,043,227.70</b> | <b>47,721,128.57</b> | <b>48,308,752.01</b> | <b>-587,623.44</b>   | <b>588,511.47</b>                         | <b>-63,423.96</b>              | <b>980,691.77</b>   |                     |
| <b>(3) OTHERS</b>  |                     |                      |                      |                      |   |                                |                     |                     |
| Other Charges : Income & Expenditure A/C   | 375,308.11          | 45.58                | 28,698.55            | -28,652.97           |   |                                | 346,655.14          |                     |
| + Jockey Club LW Learning Fund   | 53,211.00           | 67,300.00            | 21,384.50            | 45,915.50            |   | -53,211.00                     | 45,915.50           |                     |
| <b>Sub-total :</b>   | <b>428,519.11</b>   | <b>67,345.58</b>     | <b>50,083.05</b>     | <b>17,262.53</b>     | <b>0.00</b>                               | <b>-53,211.00</b>              | <b>392,570.64</b>   |                     |
| <b>II SCHOOL FUNDS (GENERAL FUNDS)</b>   |                     |                      |                      |                      |   |                                |                     |                     |
| Approved Coll. For Specific Purposes   | 771,330.17          | 285,260.00           | 128,045.00           | 157,215.00           |   |                                | 928,545.17          |                     |
| Subscriptions  | 4,899,463.17        | 412,048.62           | 162,563.70           | 249,484.92           |   |                                | 5,148,948.09        |                     |
| New Annex  | 605.96              | 0.00                 | 605.96               | -605.96              |   |                                | 0.00                |                     |
| Air-conditioners Fund  | 77,713.24           | 0.00                 | 0.00                 | 0.00                 |   |                                | 77,713.24           |                     |
| 35th Anniversary   | 58,194.00           | 480.00               | 0.00                 | 480.00               |   |                                | 58,674.00           |                     |
| Sustainable Learning Development Fund  | 254,346.33          | 3,045.00             | 28,500.00            | -25,455.00           |   |                                | 228,891.33          |                     |
| <b>Sub-total :</b>   | <b>6,061,652.87</b> | <b>700,833.62</b>    | <b>319,714.66</b>    | <b>381,118.96</b>    |   |                                | <b>6,442,771.83</b> |                     |
| <b>Grand Total:</b>  | <b>9,546,614.41</b> | <b>55,756,921.53</b> | <b>56,946,480.43</b> | <b>-1,189,558.90</b> | <b>1,056,807.20</b>                       | <b>-116,634.96</b>             | <b>9,297,227.75</b> |                     |
| <b>Total surplus/deficit for 14/15 school years after deducting the total amount of \$116,634.96 of refundable items (@,*, +, &amp;, □).</b> |                     |                      |                      |                      |   |                                |                     | <b>-249,386.66</b>  |
| <b>Accumulated Surplus as at the end of 14/15 school year</b>  |                     |                      |                      |                      |   |                                |                     | <b>9,297,227.75</b> |

Δ 14-15 Total Deficit Bal (\$1,056,807.2) of CEG (\$468,295.73), FPCG (\$104,693) & SSCSG (\$483,818.47) were topped up by General Domain of OEBG

& 14-15 Unspent Balance of Employer's Cont to PF Scheme for NT A/C (\$14,296.16) to be refunded EDB.

@ 14-15 Unspent Balance of School-based After-school Learning & Support Prog (\$46,134) to be refunded EDB.

\* 14-15 Unspent Balance of DLG - Other Programme (\$615) to be refunded to EDB.

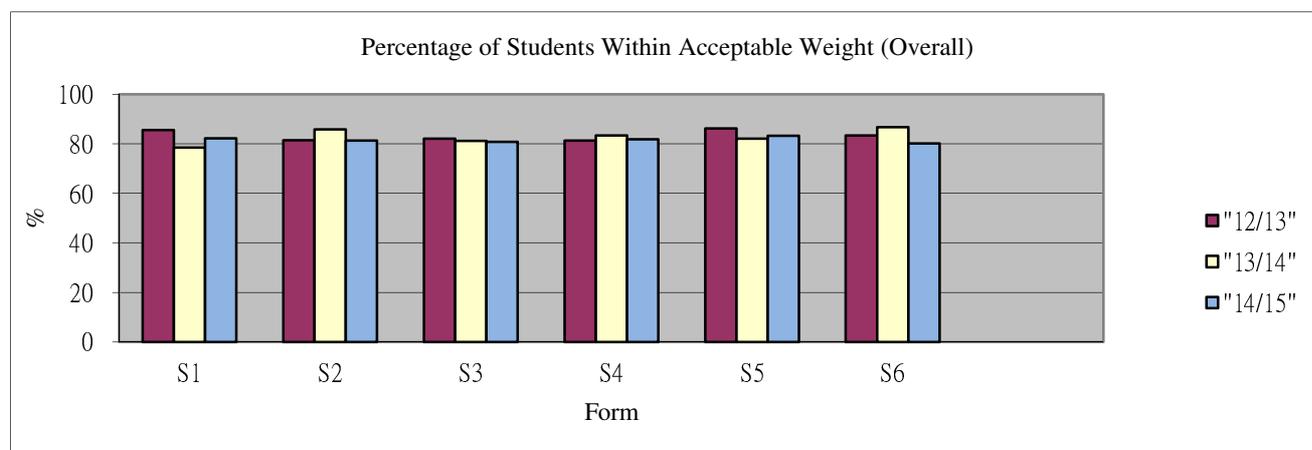
□ 14-15 Unspent Balance of Committee on Home-Sch Co-op Proj Grant (\$2,378.8) to be refunded to EDB.

+ 13-14 Unspent Balance of Jockey Club LW Learning Fund (\$53,211) 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 2014-2015

In line with the concept of the modern library being the hub of learning, we provide user-friendly services to meet students' and teachers' informational and educational needs with the mission to foster and sustain their reading interest and cultivate life-long reading habits. The first part of the report is a brief summary of our library services and activities during this academic year followed by a 2014-15 library report.

#### Summary of library services and activities in 2014-15

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

In 2014-15, our collections including both the main library and the reading lounge encompassed a stock of over 26,000 Chinese books, 18,850 English books, and around 2000 multimedia items. In addition, our library subscribed to 49 local and overseas periodicals and 5 local newspapers. Besides, an electronic news database service called "Wise News" and the "Liberal Studies@ Wisers" online database provide easy access and retrieval of news articles from hundreds of newspapers and periodical of Hong Kong and overseas. At the same time, we also subscribed to the license of "Ming Pao", the "South China Morning Post" and the "Hong Kong Economic Times" Online Database in support of the development of Liberal Studies and the 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 「八九民運」、"Fashion and Design"
5. Monthly New Books Display (80-100 new items each month during school day)
6. Monthly New Books Recommendations
7. Parent Workshop on 「如何從閱讀建立親子關係」
8. Book Sharing Activities
9. Librarian Leadership Training Programme
10. F.1 Library Orientation
11. Project-based Learning Workshop for F.4
12. The World Book Day 「好書分享會」

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

### **Library Report 2014-15**

#### **Update on Library Collection**

We have managed most of the cataloguing of the reading and multimedia collection. In this year, 688 items were added in the main library and 267 new items in the reading lounge. The number of resources catalogued this year was 955 items, with an approximate total value of \$ 89190.49.

#### **Library use distribution**

According to the library records, the total number of books borrowed in this academic year was 17069. Our school library had been open for 136 days and on average our daily borrowing record was around 126 items per day. When compared with last academic year 2013-14 we had 11,471 borrowing records with a daily record of 85 items.

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 2015-16**

Keeping the mains in mind of building and maintaining a comprehensive library collection and improving the reading culture in school, the initiatives for the new academic year 2015-2016 have included:

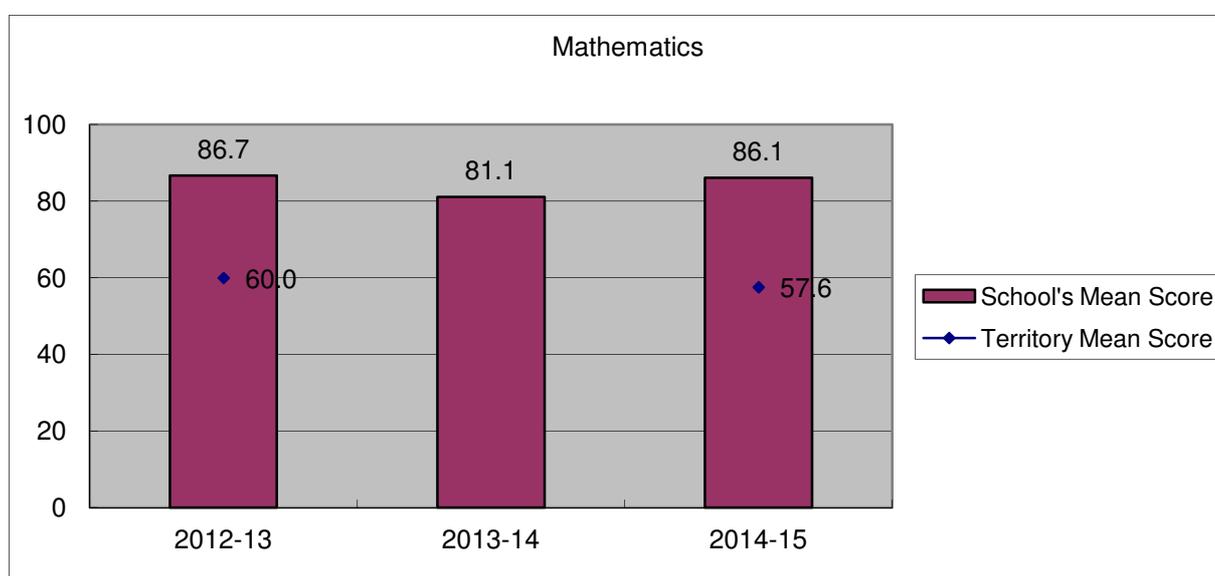
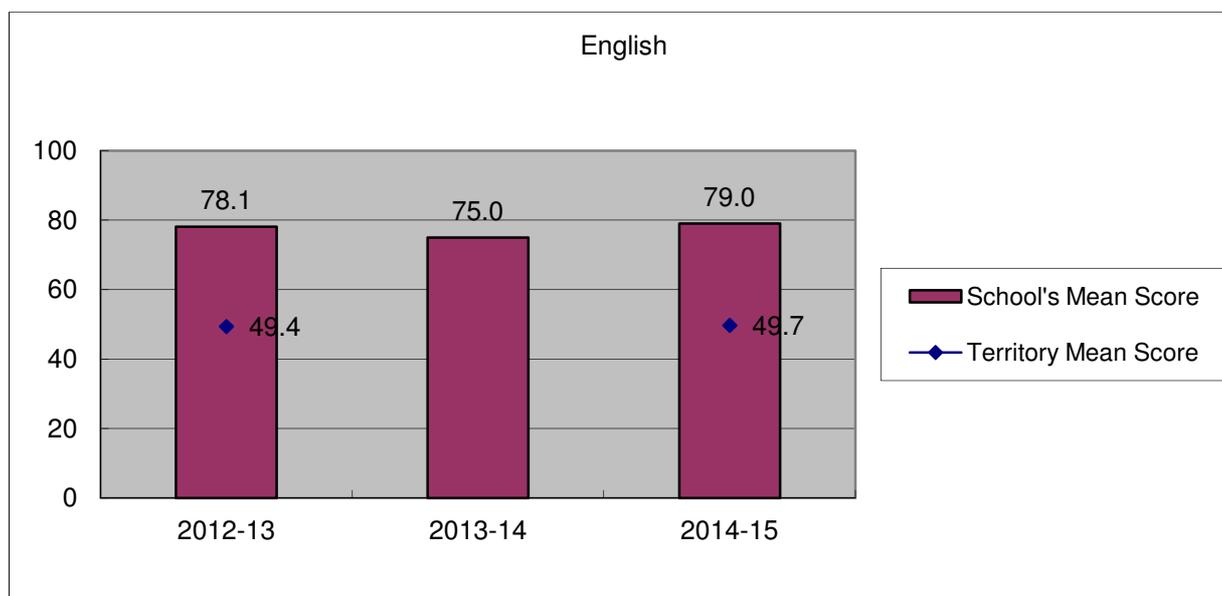
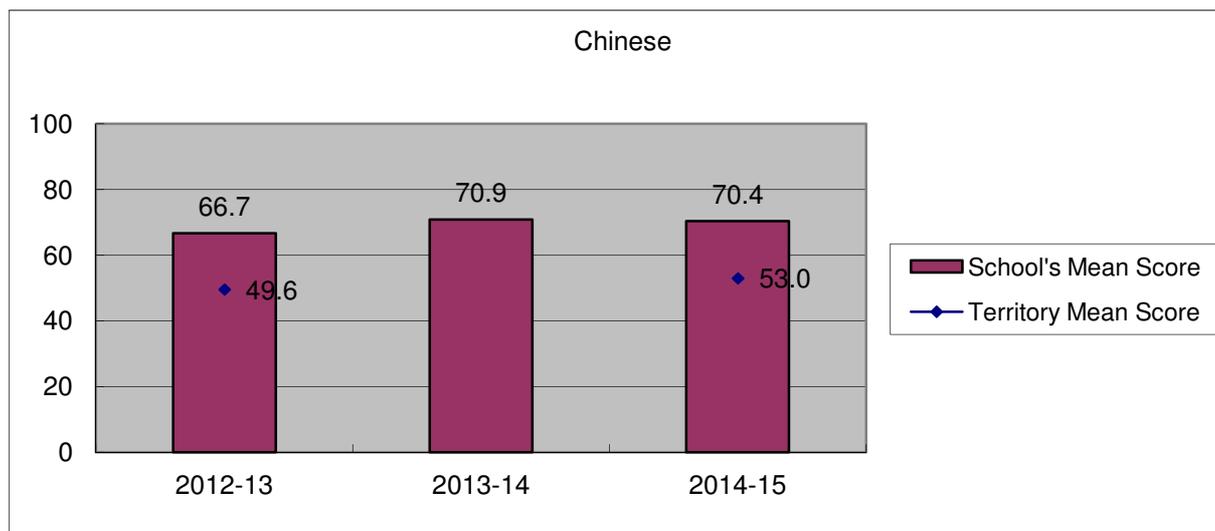
|  |
|--|
| 1. To invite students and teachers to recommend “Good Books / AV Materials” in one Day 4 assembly                        |
| 2. To organize a workshop for students and parents (Life Education Programme)  |
| 3. To collaborate with the Chinese and Chinese Literature Departments to promote the reading culture (文化足印: 京都、奈良文化體驗之旅) |
| 4. To notify students of the good books recommended by teachers and students via the Intranet                            |
| 5. To organize book exhibitions at least once a year.  |
| 6. To organize class visits with reading ambassadors to enhance the reading culture in school                            |
| 7. To organize the “Thematic Book Exhibition” to support Project-based Learning programmes                               |
| 8. To provide an attractive stock by purchasing more new books and discarding out-dated and damaged books                |
| 9. To encourage students to participate in various outside school reading-related activities                             |
| 10. To display an average of 80 new items each month during school days  |

### **Conclusion**

The promotion of a reading culture has been identified as one of the key tasks for enhancing life-long learning and to support students’ all-round development. Thanks to the school authority, teachers and parents, we have worked in close collaboration to promote the reading culture in school. Our school library also provides a wide range of quality reading materials and guidance support for both teachers and students. The library aims at being the bridge to widen our students’ horizons and continue to support the teachers in teaching and learning activities.

### 6.3 HKAT (Pre-S1)

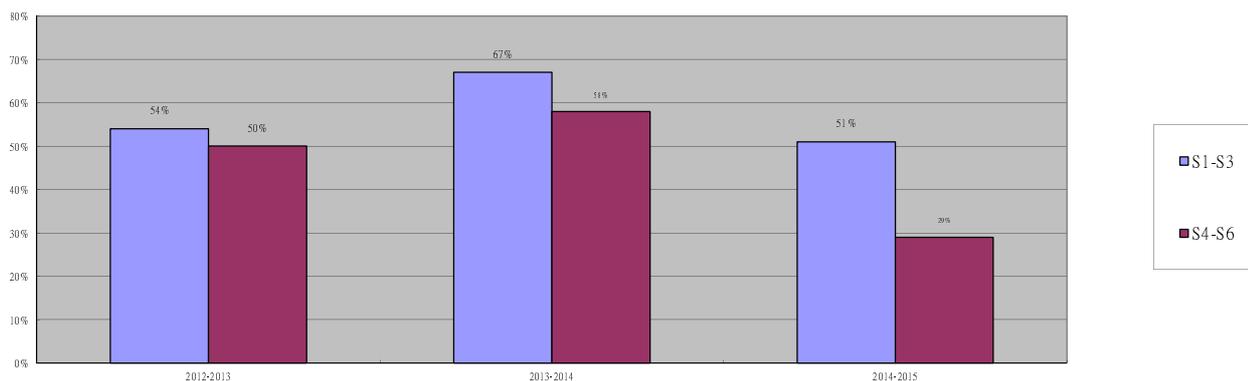
The average HKAT (Pre-S1) scores of students in the three core subjects in the past 3 years are shown below:



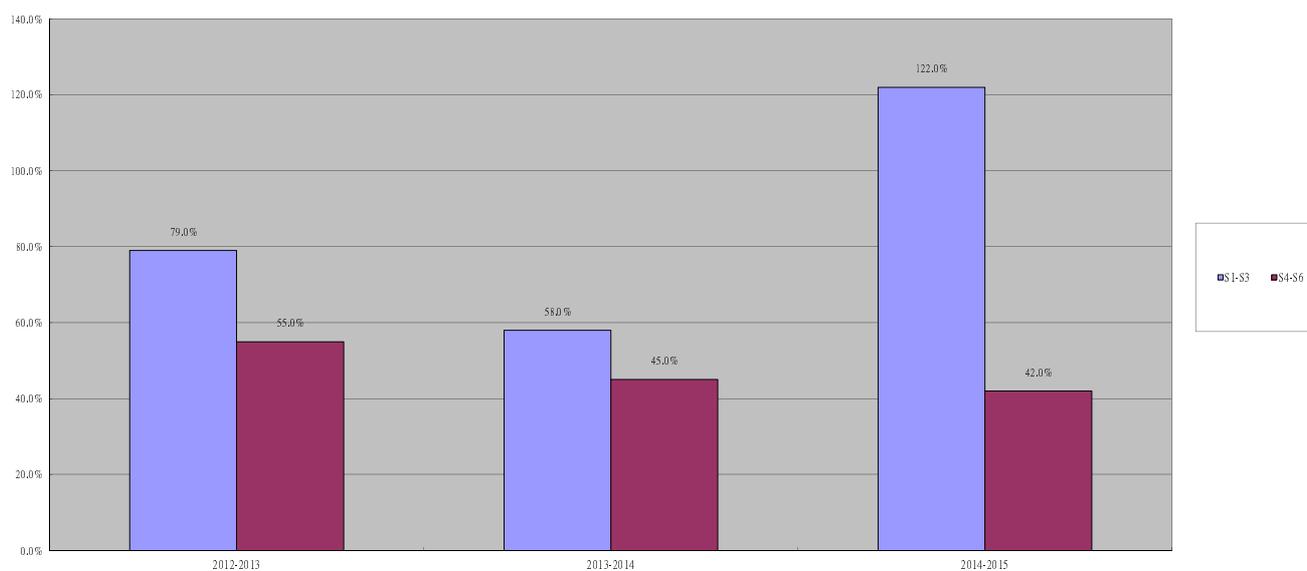
## 6.4 Student Participation in Inter-school Events and Uniform Groups

- (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 S4-6 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                 | 2012/2013 | 2013/2014 | 2014/2015 |
|----------------------------|-----------|-----------|-----------|
| Inter-school sports events | 261       | 286       | 269       |
| Schools Dance Festival     | 565       | 644       | 82        |
| Schools Music Festival     | 187       | 268       | 291       |
| Schools Speech Festival    | 118       | 129       | 137       |
| Scouts                     | 400       | 600       | 640       |
| Girl Guides                | 108       | 132       | 465       |
| Air Cadets                 | 93        | 121       | 321       |
| Red Cross Youth            | 128       | 238       | 275       |

### 6.5 HKDSE

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

|  | 2012/13 | 2013/14 | 2014/15 |
|--|---------|---------|---------|
| No. of students sat                            | 181     | 173     | 172     |
| Average % of subjects awarded level 2 or above | 99.8%   | 99.9%   | 99.8%   |
| Average % of subjects awarded level 4 or above | 79.4%   | 78.5%   | 73.2%   |
| Average % of subjects awarded level 5 or above | 44.8%   | 39.6%   | 36.2%   |

### 6.6 Destination of exit students

The following bar chart shows the percentages of academic and other final destinations of our S6 in the year of 2015.

