

S.K.H. TSANG SHIU TIM SECONDARY SCHOOL
Annual School Report (2017-2018)

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.

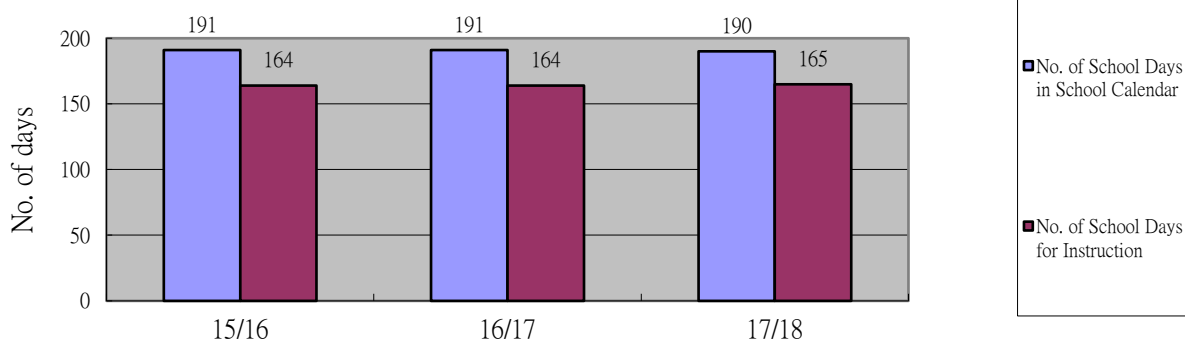
1.4 Incorporated Management Committee Member

Name of Member	Position
1. *The Revd Dr. TSANG Wing Cheong	Chairman/Supervisor
2. *Mrs WONG Leung Ka On Charlotte	Hon. Treasurer
3. *Mr WANG Yu Tai Jaxon	Hon. Secretary
4. *The Revd Canon Dr. CHAN Hin Cheung	S.S.B. Manager
5. *Mr TSANG Kai Yuen	S.S.B. Manager
6. *Mr NG Chou Keen	S.S.B. Manager
7. *Mr WOO Wai Ki	S.S.B. Manager
8. *Ms LEE Shuk Yee	S.S.B. Manager
9. *Ms SIN Lai Fong	Alternate S.S.B. Manager
10. *Mr WONG Chi Kin	Independent Manager
11. *Ms KO Suk Wa	Alumni Manager
12. *Ms CHEUNG Yuk Ling Avern	Parent Manager
13. *Mr LAW Kim Hung Thomas	Alternate Parent Manager
14. *Mr MA Wing Ki	Teacher Manager
15. *Ms LEUNG Yen Ying	Alternate Teacher Manager

*Registered School Manager

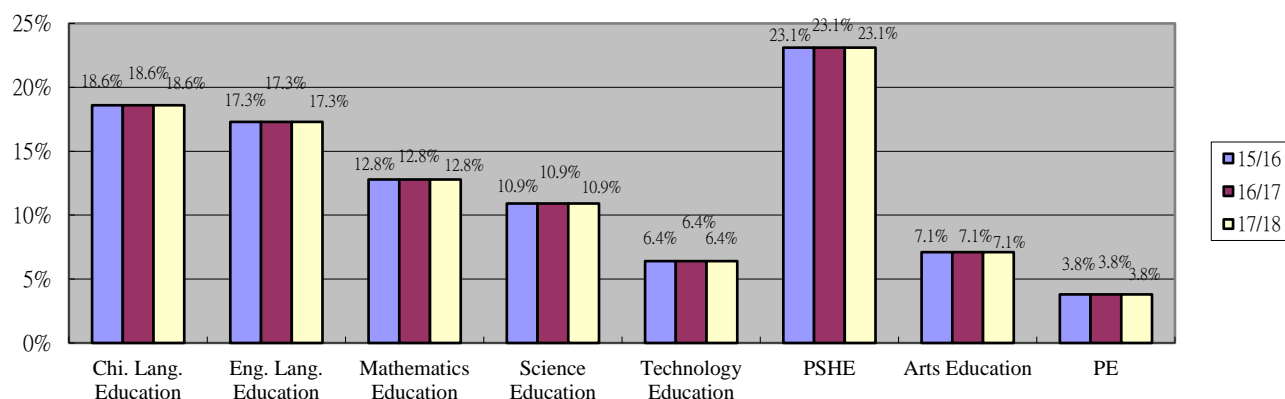
1.5 Number of Active School Days

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

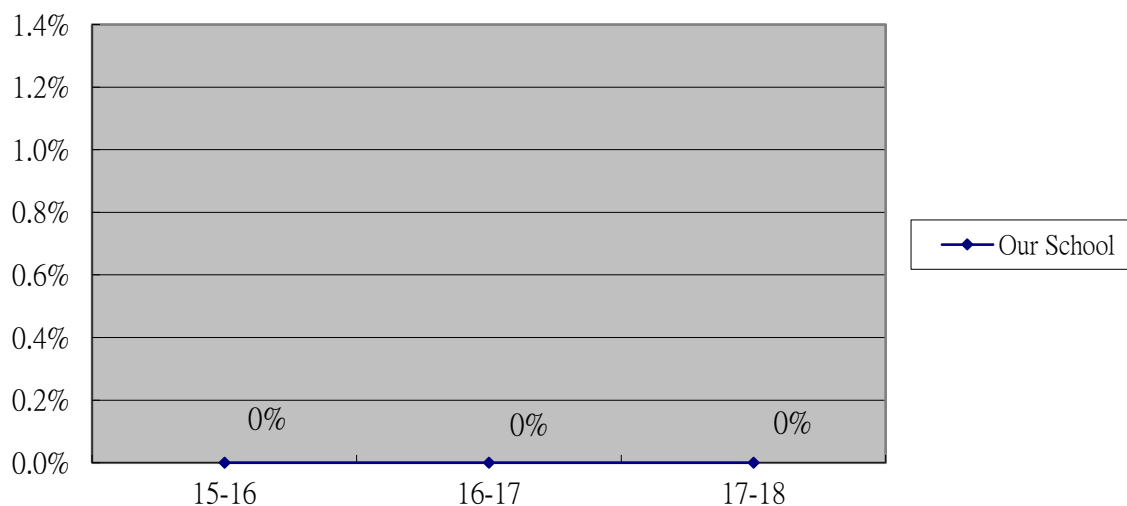
2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2017/18 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	74	70	81	69	74	79	447
Girls	76	89	75	89	83	83	495
Total Enrolment	150	159	156	158	157	162	942

2.2 Unfilled Places

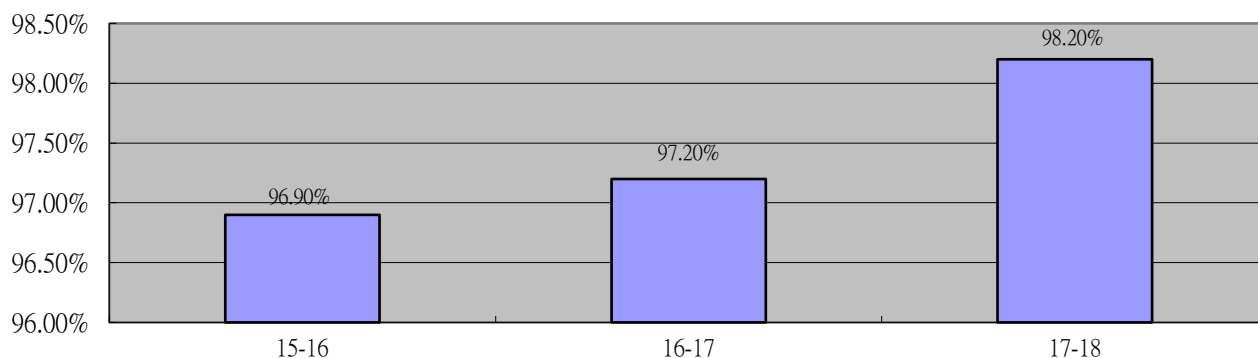
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



2.3 Students' Attendance

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

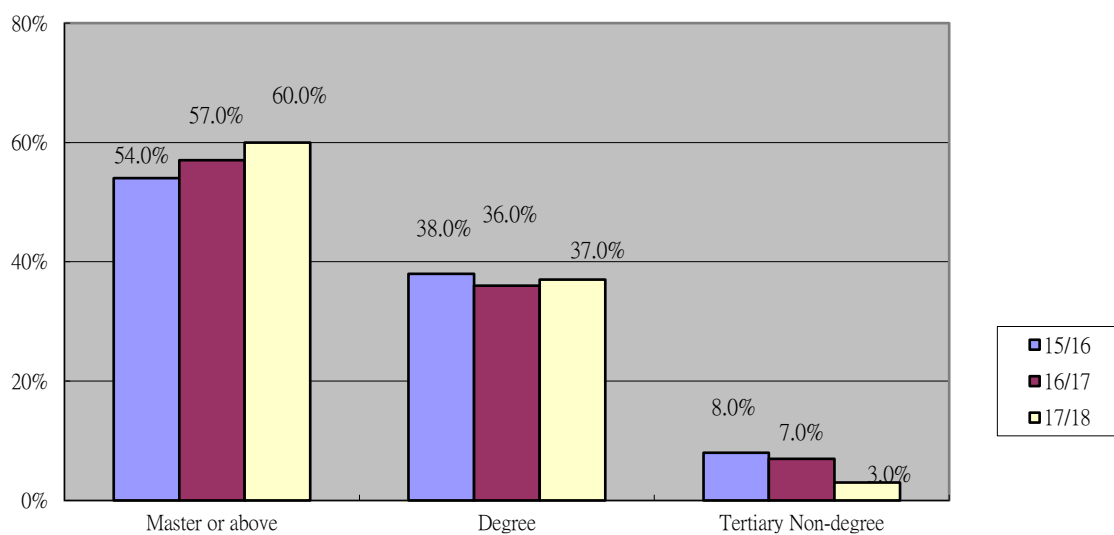
Students' Attendance Rate



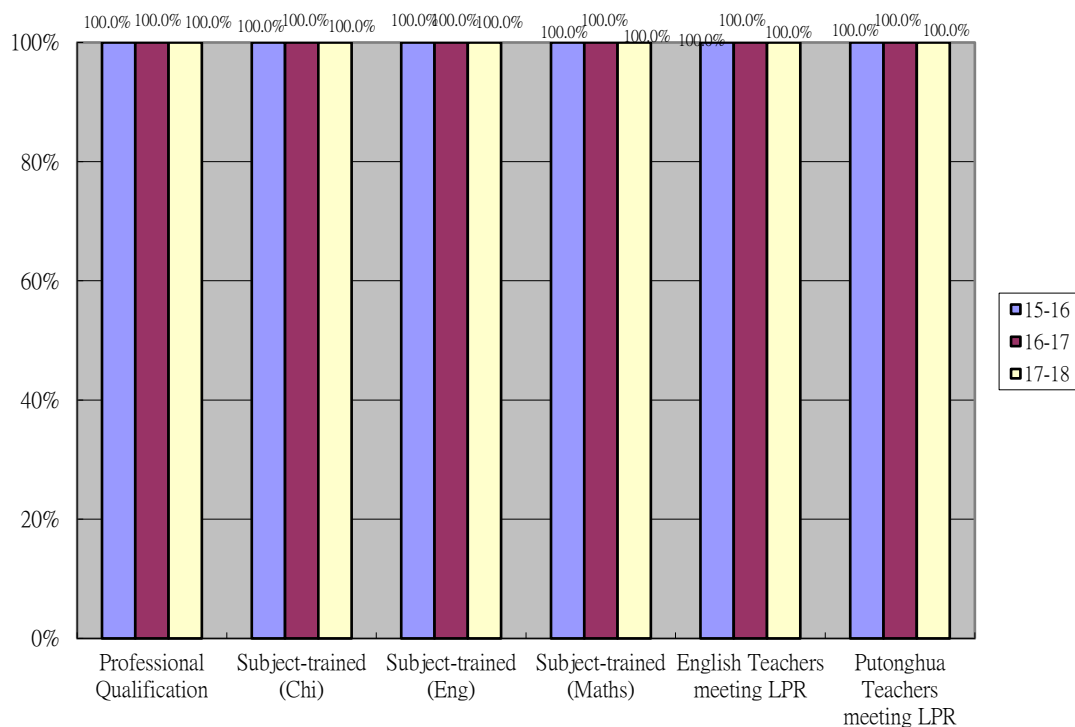
3. Our Teachers

3.1 Teachers' qualifications

There were 68 teachers in our school in 2017/18. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



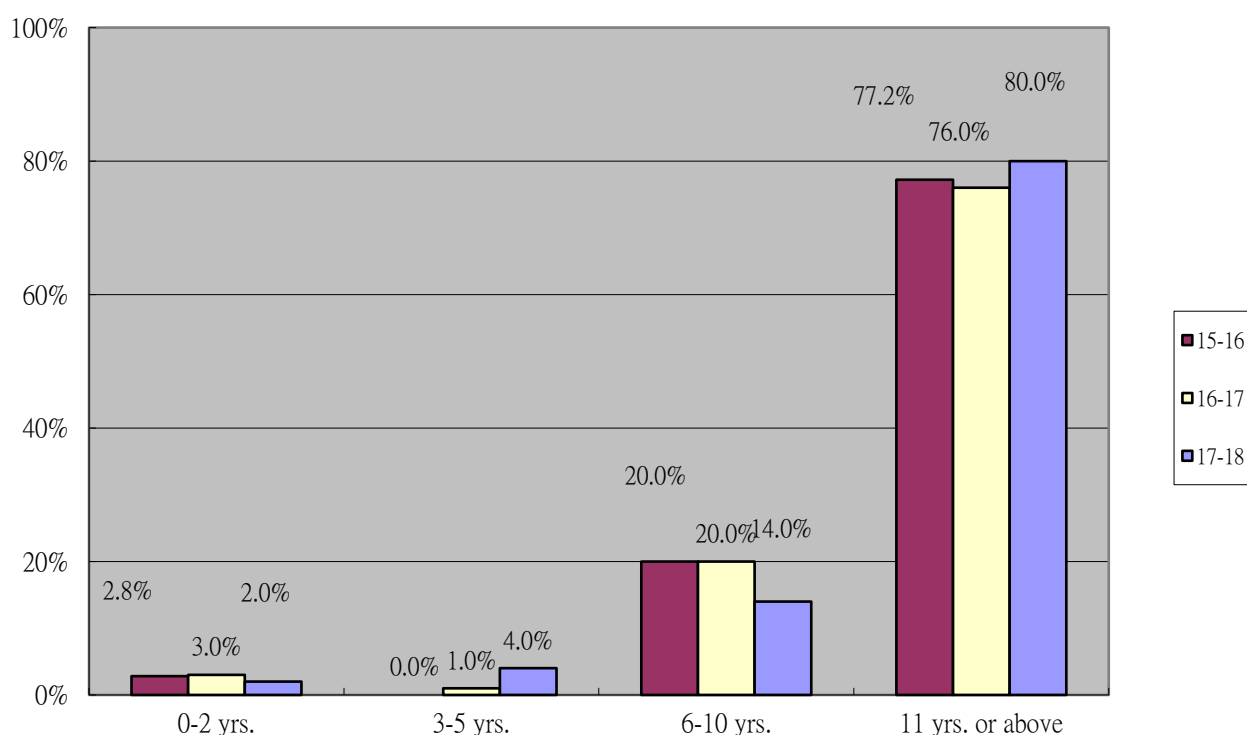
Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



All teachers have met the information technology competence requirement.

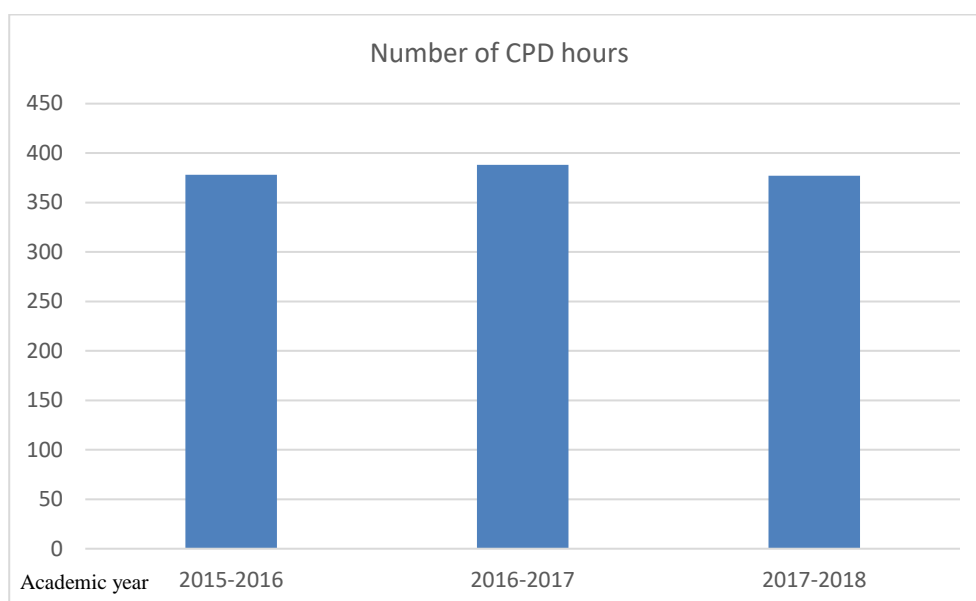
3.2 Teaching Experience

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

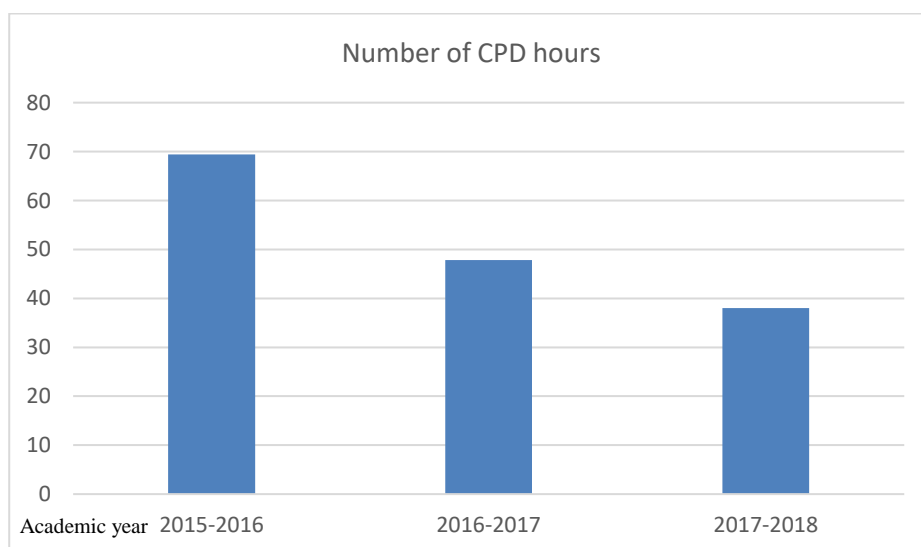


3.3 Teachers' Professional Development

- 3.3.1. Report progress on the Principal's Continuing Professional Development (CPD).
The principal undertook 377 hours in his CPD consisting of 55 hours of structured learning, 50 hours under action learning and 272 hours of service to education and the community.

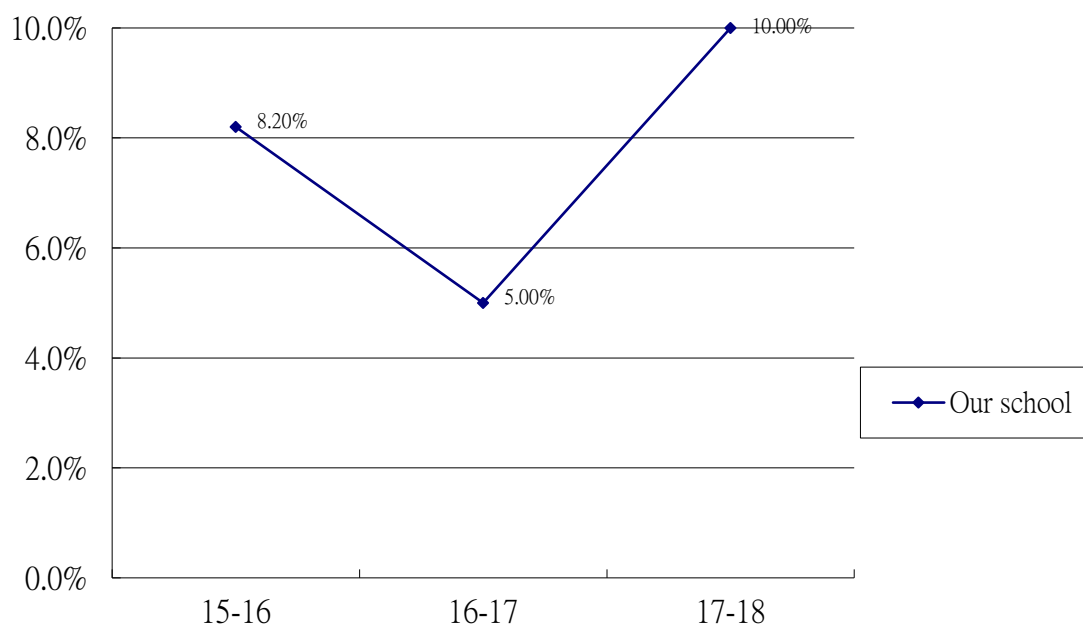


- 3.3.2 The training hours undertaken by teachers: 68 staff members (other than the principal) participated in a total of 2582 hours of which 682.5 hours belonging to Senior Secondary courses offered. The average number of hours undertaken by an individual teacher is 38 hours. The decreasing number of hours belonging to the Senior Secondary curriculum is expected as the teachers are familiar with the curriculum.



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:

- Implement a whole-school approach in career education
- Raise the moral & ethical standards and self-discipline of students
- Enhance Integrated Education

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.

4.2.1 Major Concerns: Implement a whole-school approach in career education**(I) Strategies/ Tasks: Enhancing students' attitudes and habits about life planning**

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sept 17 – Aug 18	<ul style="list-style-type: none"> Students have a good understanding of issues concerning attitudes and habits related to life planning. Students are developing good attitudes and habits about the careers they aspire to. Students acquire knowledge and skills of the multi-pathways leading to life-long learning and their life plans. 	<ul style="list-style-type: none"> Worksheets/essays before and after workshops/activities Surveys 	Career Teachers

Brief information about programs held

A variety of mentorship programs were held to enhance students' career and life planning knowledge. This year being the third year in the Career three-year plan, students set out to acquire understanding of the life-planning attitudes and habits in some career fields. Notable was "The Career Day" conducted on a Saturday afternoon with over 150 alumni and parent speakers sharing their insights of work attitudes required in different careers with all F3 to F5 students. All F4 students in groups of five did an IA Video Mentorship with 98 alumni and 37 former and current staff members who shared their recollection of attitudes and habits of our students throughout the past 40 years in our school. The project succeeded in having our current students bonding with alumni and staff to discriminate the undesirable attitudes from the praise-worthy attitudes through personal observations and authentic case studies. All F5 students in groups of five did a power point presentation on skills in their chosen career in English lessons, with the best group per class presenting their power points to the F4 students and the best three groups of the whole form presenting their power points in the hall for all students. The comprehensive coverage of the career projects on attitudes in the senior forms was also found in junior forms in which service providers gave more than six hours of workshops in each class. There were also a great variety of optional career activities for those more motivated to have hands-on experience and learn and practice more working attitudes. "The Apprentices" consisting of 20 F5 students in three groups under the mentorship of an alumnus undertook a variety of tasks aimed at sharpening students' entrepreneurship and honing their work attitudes. External resources were also available to F3 to F5 students in various mentorship programs and competitions organized by organizations such as ARCH, Shatin Church and various local universities.

Reflections

With the PDS and the CLPG funding, a greater variety of programs were conducted to increase the students' knowledge. In the post questionnaires of various activities, the percentage of students who "strongly agree" or "agree" to the question "my knowledge of careers has improved" was 80% in Career Day (registering two-and-a half times of increase in the post questionnaires). Quality-wise, the F5 students presenting the Career Oscars on attitudes in their chosen careers had a lot of immediate feedback after their own presentation by both the English teachers and peers. English essays on their knowledge of attitudes required in their chosen careers evidenced confidence in planning for their future. The two Career Oscars presented in the Hall for all students and teachers had excellent feedback from the audience, some of whom came from our Partner schools in Career and Life Planning and the Professional Development Section (PDS) in the EDB. The F4 Video Mentorship clips were much appreciated by guests, alumni and former and current staff at the 40th Anniversary Open Day. Attached are all excel files of questionnaires and some essays.

(II) Strategies/ Tasks: Enhancing Career Teachers' liaison work with other stakeholders.

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sept 17 – Aug 18	Career Teachers can liaise frequently with stakeholders like parents, alumni and staff.	Surveys Observers' comments	Career Teachers

Brief information about programs held

Six Career Teachers had an 8-hour workshop about Coaching Skills with a professional life coach (a service provider). Two Career Teachers sat in at the Coaching Workshop run by life coaches for 30 F5 students on Birkman Test and coaching sessions (a service provider) and learnt more about personal coaching skills with students. Two Career Teachers also gave a talk to 120 parents on "Counseling principles in Career and Life Planning issues".

Alumni were enlisted to serve as interviewers to help in Mock Interviews as one of our Partner School involving our students as interviewees. Several alumni were invited to be speakers giving one-hour talks to a Partner School on two different occasions for their staff and students.

Reflections

Two Career Teachers served as facilitators in the Coaching Skills workshop run by a professional coach and learnt how to "train the trainers". Career Teachers' Talk to Parents had excellent ratings, especially when they rated the Parents' and alumni sharing about our Career Education involving parents in counseling. 62% of the parents rated the workshop as "4" the highest and 38% rated as "3" as the second highest. The Partner Schools had nothing but praise for our outstanding alumni speakers at their school. The Career Teachers were increasingly involving different stakeholders in counseling.

(III) Strategies/ Tasks: Equipping teachers for counseling in life planning

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sept 17 – Aug 18	Form Teachers and Subject Teachers can get more involved in career counseling	Surveys Observers' comments	Career Teachers

Brief information about programs held

The principal had stipulated the presence of all Form Teachers and Subject teachers at all career activities held in classes. Three alumni were invited as speakers to share about “Work attitudes and ethics” in their respective work fields at a Staff Development Day.

More than seven English-Career Oscars lessons were observed by eight teachers from different KLAs who wished to learn about students’ career exploration of work attitudes. This formed the base of teachers’ understanding of students’ needs in counselling.

The F4 to F6 Predicted Grades were emailed to all teachers to enable teachers to counsel the students they knew through ECAs or OLEs. This forms the base of a whole-school approach in CLP.

Reflections

The teachers’ feedback on Alumni Sharing was extremely encouraging with an overall rating of 1.708 (with 1 being excellent and 4 being unsatisfactory).

The peer observation in the English-Career Oscars lessons enabled the different subject teachers to learn how students got to understand “work attitudes” through research on the internet and personal interviews with alumni or their friends.

The teachers’ peer observation reports had very positive feedback on the integration of CLP into a KLA (English). The feedback in the English-Career Oscars equipped Form Teachers and subject teachers in their basic knowledge of their students’ attitudes towards work.

Attached are the questionnaire results to the Career Workshop by the Alumni at the Annual Staff Development Day on Sept 29, 2017 and that of the Career Education in PTA Talk on Oct 21, 2017.

4.2.2 Major Concern: Raise the moral & ethical standards and self-discipline of students

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

Achievements

1. 95% 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.
3. Results of the F.4 OLE questionnaires 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 getting involved in at least one community service outside school
2. The F.3 journals showed that students have had good reflections on their experience.

Appendix 1 中四級班際義工服務 2017 – 2018

班別	班主任	計劃負責人	主辦機構	項目內容	舉辦日期
4A	劉君樹	黃國威	愛德基金會	項目：「活水·行」 地點：聖公會馬鞍山 主風小學 時間：9:00am – 1:00pm	5.5.2018
4B	姚國威	馮永康	香港特殊 奧運會	項目：香港特殊奧運會 地點：馬鞍山運動場 時間：9:00am – 4:00pm	13.1.2018
4C	何慧賢	宗倩瑩	恆安綜合 青少年 服務中心	項目：探訪長者 地點：秦石村社區會堂 時間：1:00pm – 4:00pm	20.1.2018
4D	劉淑娟	馬敬文	香港聖公會 麥理浩夫人中 心	項目：共融文化嘉年華 地點：安蔭村羅馬廣場 時間：9:00am – 5:00pm	13.1.2018
4E	蔡嘉欣	宋思敏	公益少年團	項目：共融活動 地點：沙田公立學校 時間：9:00am – 1:00pm	16.4.2018

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。

(IIa) Involve stakeholders in a whole-school approach to boosting a sense of solidarity.

Form Teachers of each form meet at least once each term

Achievements

1. Around Nov 2017 and April 2018, Form Teachers Meetings were held with the presence of counseling and discipline teachers of respective form.
2. The list of “Students requiring pastoral care” was updated timely.

Reflection

1. Opinions and practical suggestions on school policy were collected from Form Teachers.
2. Questionnaires collected from students (F.1 to 5) show that most of them (>84%) love our school and are willing to be self-disciplined.

(IIb) Involve stakeholders in a whole-school approach to boosting a sense of solidarity.

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 17 –Jul. 18	<ul style="list-style-type: none"> ● There is satisfactory rate of participation in various school functions involving parents. ● There is positive feedback from parents. 	<ul style="list-style-type: none"> ● Attendance records of various school functions and parenting courses ● Feedback from parents 	Ma W.L. and members of Parent-Teacher Association

Parent Teacher Association**Achievements****1. The Parents’ Christian Fellowship**

Regular fellowship meetings are held in the Holy Spirit Church throughout the year.

2. Christmas Party

A total of 303 persons (including parents, students and teachers) attended the Christmas Party held on Friday evening, 15th December, 2017 at the School Hall.

3. Interest Classes

Different interest classes are run: Chinese Painting and Chinese Calligraphy.

4. Parents Workshops

Career teachers talk to all F.6 students and parents about SS Multi Pathways on 16th September 2017

PTA workshop for F.1 to F.6 parents about Student Career Planning on 21st October, 2017.

Career teachers talk to all F.3 students and parents about F.4 Choice of Subjects on 14th January, 2018.

Two days workshops for parents [抖一抖，回回氣] on 19 and 22 June, 2018.

The first day workshop is about how to deal with the teenagers addicted to computer games. The second workshop is [性格透視 Personality Dimensions Facilitator] which help the parents to analyse their personality. The workshops, helped the parents to build up self-awareness, self-esteem, and effective communication strategies with their children and family.

5. Sports Day

Parents participated actively in Parent-teacher-Student Relay of the Sports Day held on 6th February, 2018.

6. Annual Outing

An outing to Nam Sang Wai Ferry Pier and Lau Fau Shan, was held on 3rd March, 2018 (Saturday) with 171 participants.

7. TST 40th Anniversary

Many parents took part in the TST 40th Anniversary Carnival. We have prepared 5 stalls (including 繽紛小站、茶點小站、清心小站、天然小站、靈命小站) raising \$ 4910 cash for the Lecture Theatre.

8. PTA Newsletters

The 19th PTA Newsletter was published in early July, 2018 and the PTA homepage is updated regularly. These are used not only to provide the latest news of the PTA, but also as a platform for better communication between parents and the school.

Reflections

The school values each parent as a partner as their children mature in age and intelligence in their adolescent years, and the school hopes to make such partnership better and mutually beneficial for the growth and education of their children.

(IIc) Strategies/ Tasks: Involve stakeholders in a whole-school approach to boosting a sense of solidarity.

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sept 17 – Aug 18	<ul style="list-style-type: none"> - There is a satisfactory rate of participation in activities involving alumni. - There is positive response from the alumni & student participants. 	<ul style="list-style-type: none"> - Feedback collected by project leaders from staff and participants at regular intervals - Questionnaires and reflection journals from participants analyzed and evaluated by project leaders - 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 F3 to 5 students with small-group discussions by 150 alumni and parent speakers fostered a great sense of solidarity. There were more than 98 alumni mentors of different fields and 37 former and current staff members giving interviews to all F4 students in 35 groups doing an “IA-Career Mentorship Project” on “Back to the Future” (昔日情). 20 alumni mentors were interviewed by the F5 students in their English-Career Oscars. “The Apprentices” consisting of 20 F5 students in three groups under the mentorship of an alumnus undertook a variety of tasks aimed at sharpening students’ entrepreneurship and honing their work attitudes. 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, thereby structuring vertical integration paving the way for alumni contribution in the future. 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.

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

Alumni were enlisted to serve as interviewers to help in Mock Interviews as one of our Partner School involving our students as interviewees. Several alumni were invited by our Career Team to be speakers giving one-hour talks to a Partner School on two different occasions to their staff and students. Three alumni were invited as speakers to share about “work attitudes and ethics” in their respective work fields at a Staff Development Day.

Reflections

Continuity of alumni mentorship was ensured through the linking of alumni mentors from different years. Mentorship via social networking sites started three years ago became a 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.

The teachers' feedback on Alumni Sharing was extremely encouraging with an overall rating of 1.708 (with 1 being excellent and 4 being unsatisfactory).

Our alumni speakers in Partner School events had excellent comments from teachers there.

(III) Enhance self-discipline of students

1. Feedbacks collected from teachers in regular form meetings show that most students are self-disciplined.
2. Feedbacks collected from discipline teachers indicated that students could have done better in punctuality and self-discipline.
3. Questionnaires collected from students (F.1 to 5) show that most of them (>84%) are willing to be self-disciplined.

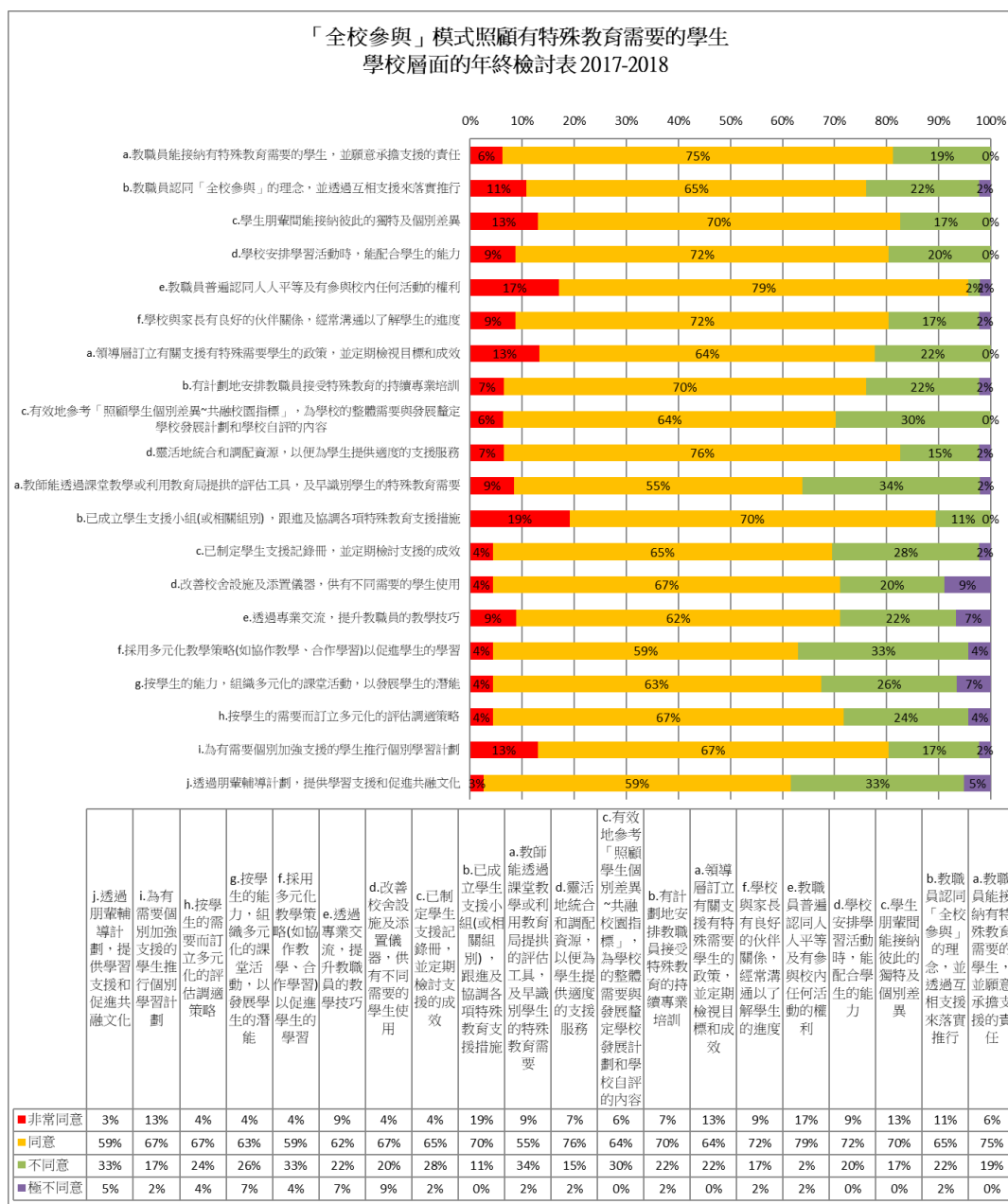
4.2.3. Enhance Integrated Education Achievements

1. A lecturer, Ms KAN Pui Wai, Yvonne, from The Education University Of Hong Kong, was invited to speak on 'SEN Education programs, SEN teachers' perception, Holistic support for students with learning difficulties ' on the Staff Development Day in September 2017.
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. One Integrated Education Assistant was employed using the Learning Support Grant to provide support to our SEN students.
4. Vivek Mahbubani, a stand-up comedian, was invited to speak on 'An inclusive society' in a Day 4 Assembly.
5. With funding from the Learning Support Grant, two services were purchased, speech therapy and another course on social skills for the SEN students.

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. Many teachers had difficulty handling students with emotional and behavioural difficulties, therefore, a professional sharing session by an Educational Psychologist from The Anglican (Hong Kong) Secondary Schools Council Limited, on supporting mental illnesses' students was planned for the Staff Development Day in September 2018.
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



4.3 Report on the use of the Capacity Enhancement Grant

Achievements

To provide the capacity to enhance the implementation of the Senior Secondary curriculum, two additional teachers were employed with the Capacity Enhancement Grant (CEG) to reduce teachers' heavy workload. As a consequence, teachers had adequate time to revamp learning packages and teaching aids in line with the SS curriculum developments. They were given room to improve the existing curriculum, implement SBA and TSA activities, and develop professionally to teach the SS curriculum. Besides, individual students were provided with more intensive care on a need basis on account of the increased manpower.

Reflections

Beyond any doubt, the CEG provision has given teachers the much needed support so that they have the room and capacity to focus their attention on coping with curriculum changes and to help students with special educational needs to meet the demands of different 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 be deployed to assist teachers to come to grips with this situation.

In addition, as a result of the grant, teachers' capacity has been enhanced and effective strategies developed to deal with curriculum reforms. Teachers can try new technology such as tablets, teaching apps, online platform etc. to improve teaching.

In brief, feedback from teachers and students is generally positive. All teachers unanimously support and demand that similar funding be provided continue to employ additional teachers to alleviate heavy workload, develop e-learning and STEM materials 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 by EOEBG General	Amount Refundable to EDB	BALANCE C/F	Surplus \$
BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)								9,861,519.25
I. Government Fund								
(1) EOEBG Grant								
(a) EOEBG Baseline Reference		2,188,301.41		2,188,301.41				
School & Class Grant		98,741.20	1,405,559.43	-1,306,818.23				
Lift Maintenance Grant	-		104,100.00	-104,100.00				
Prog Fund for Whole-Sch Ap to Guidance & Discipline			400.00	-400.00				
Supplementary Grant	-		182,537.00	-182,537.00				
Composite Furniture & Equip. Grant			516,698.69	-516,698.69				
Air Cond. Grant for Prep Room of Lab.	-		9,341.00	-9,341.00				
Training & Development Grant	-		306.00	-306.00				
EOEBG Baseline Ref - Sub-total :	-	2,287,042.61	2,218,942.12	68,100.49				
(b) Specific Grant								
Administration Grant	-	4,238,796.00	3,826,724.00	412,072.00				
Noise Abatement Grant	-	457,947.00	187,650.00	270,297.00				
Capacity Enhancement Grant		599,381.00	464,688.11	134,692.89				
Composite Information Technology Grant	-	437,948.00	457,720.26	-19,772.26				
EOEBG Specific Grant - Sub-total :		5,734,072.00	4,936,782.37	797,289.63				
EOEBG General domain	908,988.94							
Funds set aside for SP/LSP		411,229.00	569,221.00	-157,992.00				
Δ Topped up the Deficit Bal of SAM Gr				11,354.00				
Δ Topped up the Deficit Bal of Enhancing WiFi Infrastructure - ERG				10,940.00				
EOEBG General domain - Total :	908,988.94	411,229.00	591,515.00	-180,286.00				
EOEBG Baseline Ref + Specific Gr + General domain :	908,988.94	8,432,343.61	7,747,239.49	685,104.12			1,594,093.06	
(2) NON-EOEBG Grant								
Other Recurrent Grant	0.00	626,012.00	626,012.00	0.00			0.00	
□ Committee on Home-Sch Co-op Proj Grant	0.00	8,722.00	7,722.00	1,000.00		-1,000.00	0.00	
Salaries Grant	0.00	47,461,540.14	47,461,540.14	0.00			0.00	
& Employer's Cont to PF Scheme for NT A/C	0.00	513,717.75	510,951.37	2,766.38		-2,766.38	0.00	
Fringe Benefits under Enhanc. NET Scheme	0.00	168,299.42	168,299.42	0.00			0.00	
@ School-based After-school Learning & Support Prog.	68,000.00	61,200.00	39,244.00	21,956.00		-28,756.00	61,200.00	
Teacher Relief Grant for IMC School	114,480.25	298,057.50	164,755.00	133,302.50			247,782.75	
Learning Support Grant	79,644.62	265,734.00	293,936.00	-28,202.00			51,442.62	
* Diversity Learning Grant - Other Programmes	105,000.00	105,000.00	99,490.00	5,510.00		-5,510.00	105,000.00	
Fractional Post Cash Grant	41,142.00	300,742.50	237,840.72	62,901.78			104,043.78	
Moral and National Education Subject Support Grant	480,000.00	0.00	49,000.00	-49,000.00			431,000.00	
Senior Secondary Curriculum Support Grant	0.00	875,340.00	734,359.55	140,980.45			140,980.45	
Career and Life Planning Grant	0.00	583,560.00	562,492.54	21,067.46			21,067.46	
Δ Enhancing WiFi Infrastructure - Extra Recurrent Gr	0.00	84,940.00	95,880.00	-10,940.00	10,940.00		0.00	
Δ Strengthening School Administration Mgmt (SAM) Gr	28,646.00		40,000.00	-40,000.00	11,354.00		0.00	
One-off IT Gr for e-Learning in Schools	111,755.00		48,035.00	-48,035.00			63,720.00	
One-off Gr to Sec Sch for the Promotion of STEM in Sec Sch	134,910.00		55,317.00	-55,317.00			79,593.00	
One-off Grant - Promotion of Ch Hist & Culture		150,000.00	39,634.60	110,365.40			110,365.40	
Information Technology Staffing Support ITSS Grant		300,000.00	291,362.40	8,637.60			8,637.60	
# Professional Development Schools Scheme (PDS)	-91,787.00	413,975.00	415,607.63	-1,632.63		-8,688.00	-102,107.63	
Gr for After-Sch Support for NCS Students	729.00	50,000.00	50,442.10	-442.10			286.90	
Sub-total :	1,072,519.87	52,266,840.31	51,991,921.47	274,918.84	22,294.00	-46,720.38	1,323,012.33	
(3) OTHERS								
Other Charges : Income & Expenditure A/C	312,523.33	0.00	8,518.29	-8,518.29			304,005.04	
+ Jockey Club LW Learning Fund	35,475.00	62,685.00	38,956.10	23,728.90		-59,203.90	0.00	
Sub-total :	347,998.33	62,685.00	47,474.39	15,210.61	0.00	-59,203.90	304,005.04	
II SCHOOL FUNDS (GENERAL FUNDS)								
Approved Coll. For Specific Purposes	1,224,933.17	261,690.00	1,145,595.00	-883,905.00			341,028.17	
Subscriptions	5,743,344.87	1,594,389.46	3,013,997.35	-1,419,607.89			4,323,736.98	
Air-conditioners Fund	77,713.24	0.00	37,000.00	-37,000.00			40,713.24	
Anniversary	59,754.00	0.00	0.00	0.00			59,754.00	
Anniversary Celebration	0.00	228,375.90	471,774.80	-243,398.90			-243,398.90	
Fund-Helping students fr underprivileged families	221,485.00	0.00	0.00	0.00			221,485.00	
Sustainable Learning Development Fund	204,781.83	3,516.00	20,000.00	-16,484.00			188,297.83	
Sub-total :	7,532,012.11	2,087,971.36	4,688,367.15	-2,600,395.79			4,931,616.32	
Grand Total:	9,861,519.25	62,849,840.28	64,475,002.50	(1,625,162.22)	22,294.00	(105,924.28)	8,152,726.75	
Total surplus/deficit for 17/18 school years after deducting the total amount of \$105,924.28 of refundable items (□, &, @, *, #, +).								-1,708,792.50
Accumulated Surplus as at the end of 17/18 school year								8,152,726.75

Δ 17-18 Total Deficit Bal (\$22,294) of Enhancing WiFi Infrastructure - ERGr (\$10,940) & SAM Gr (\$11,354) were topped up by General Domain of EOEBG.

□ 17-18 Unspent Balance of Committee on Home-Sch Co-op Proj Grant (\$1,000) to be refunded to EDB.

& 17-18 Unspent Balance of Employer's Cont to PF Scheme for NT A/C (\$2,766.38) to be refunded EDB.

@ 17-18 Unspent Balance of School-based After-school Learning & Support Prog (\$28,756) to be refunded EDB.

* 17-18 Unspent Balance of DLG - Other Programme (\$5,510) to be refunded to EDB.

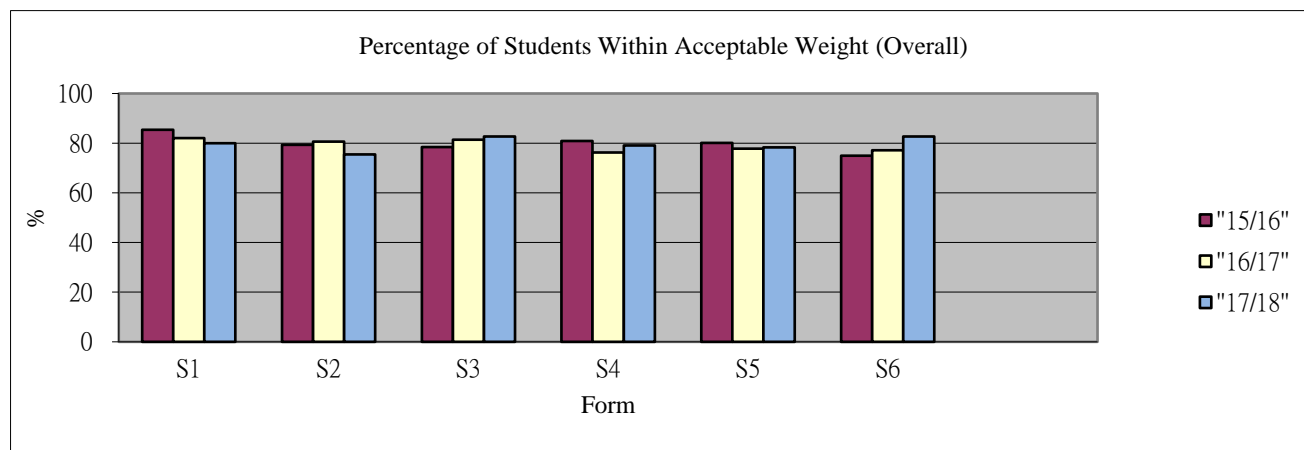
16-17 Unspent Balance of Prof Development Schools Scheme PDS (\$8,688) was refunded to EDB on 9/1/2018.

+ Total Unspent Balance of Jockey Club LW Learning Fund (\$59,203.9) - 16-17 Unspent Balance \$35,475 was refunded to EDB on 31/5/2018 & 17-18 Unspent Balance \$23,728.9 to be 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 2017-2018

Keeping up 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 their 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 2017-18 library report.

Summary of library services and activities in 2017-18

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, upheld the motto, "We are brothers and sisters serving brothers and sisters." To empower team members, we offered special training programmes and workshops (e.g. 《組長工作坊》; 《我的最愛小組分享會》) for the student librarians to develop their leadership and a sense of responsibility.

In 2017-18, our Main Library collections including the Reading Lounge encompassed a stock of 22,102 Chinese books, 19,830 English books and around 2000 multimedia items. In addition, our library subscribed to 52 local and overseas periodicals and 6 local newspapers. Besides, an electronic newspapers clipping service called "Wise News" and the "Liberal Studies@ Wisers" online databases provided easy access and retrieval of news articles from hundreds of newspapers and periodicals of Hong Kong and overseas countries. At the same time, we also subscribed to the license of "Ming Pao" and the "Hong Kong Economic Times" Online Databases 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. Monthly New Book Display
5. Monthly New Book Recommendations
6. F.1 Library Orientation
7. Thematic Book Exhibition at the library “Under the Influence: A Travelling Library of Books that Inspire Artists”
8. Thematic Book Exhibition at the library 「劉進圖先生：傳媒人的信仰」
9. Thematic Book Exhibition at the library 「中一數學閱讀獎勵計劃」
10. Thematic Book Exhibition at the Reading Lounge 「天地有大美而不言」
11. Thematic Book Exhibition at the Reading Lounge 「閱讀大使推介及書中有禮」
12. F.1 & 2 Library Internship Programs 「我都做得到」
13. Book Selection and Purchase 「走出校園《樓上書店》購書體驗」
14. Seminar 「洗麗婷筆尖留情作家分享會」
15. 2018 World Book Day on the theme 「My library 我的圖書館」
16. TST 40th Anniversary Library Special Promotion 「Always be grateful and spread positivity around you 感恩樹」
17. Cultural Exchange Tour jointly organised by the Hong Kong Education Association & the school library 「2017 東北青年交流團」
18. Cultural Exchange Tour jointly organised by the Ming Hau Theological College & the school library 「2018 虛擬實境、航拍技術及日本自然文化交流體驗之旅」
19. Library Old Book Sale fund raising for [曾永馨演講廳]

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

Library use distribution

According to the library record, the total number of books borrowed during this academic year is 7549. In 2017-18, our Main Library has opened for 120 days and on average our daily borrowing record is around 63 items per day..

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 2018-19

The main aims being building and maintaining a comprehensive library collection and improving the reading culture at school, the initiatives for the new academic year 2018-2019 have included:

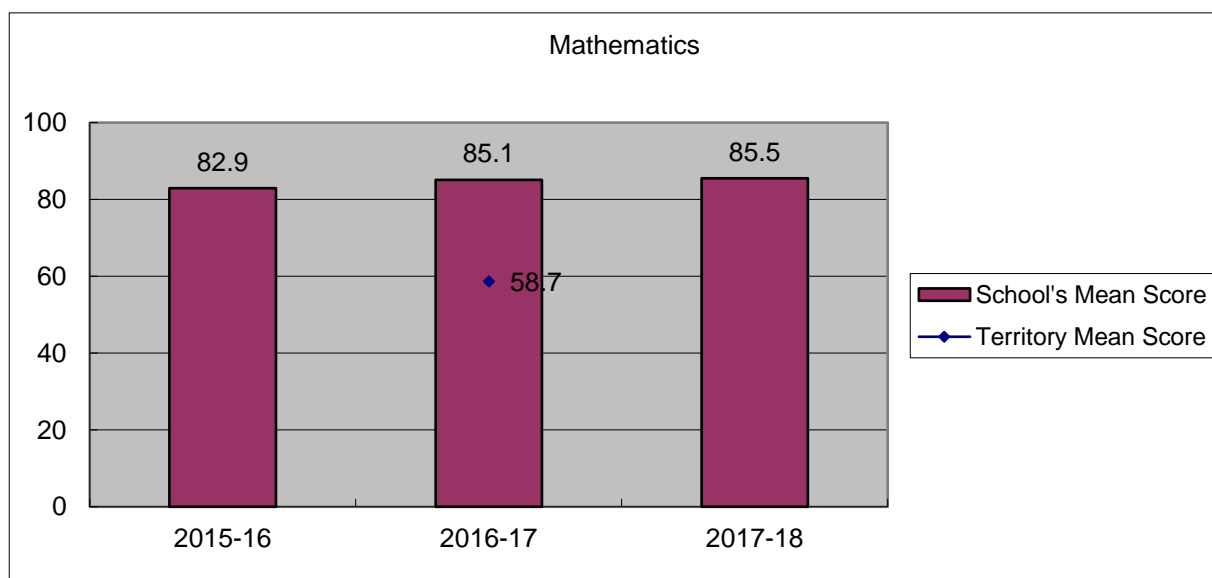
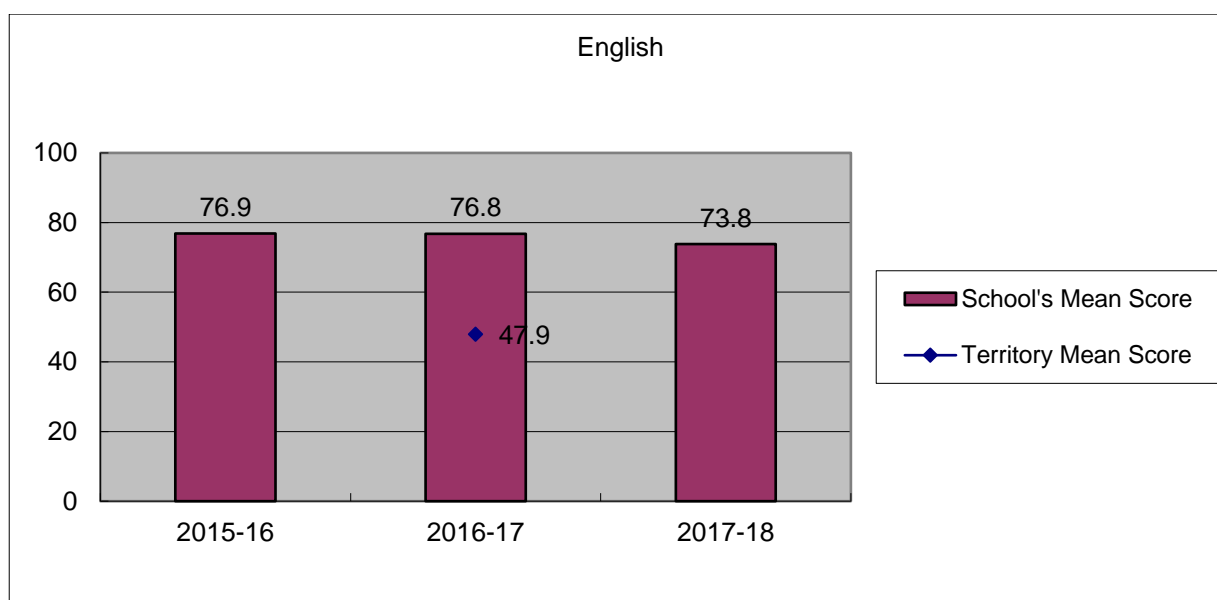
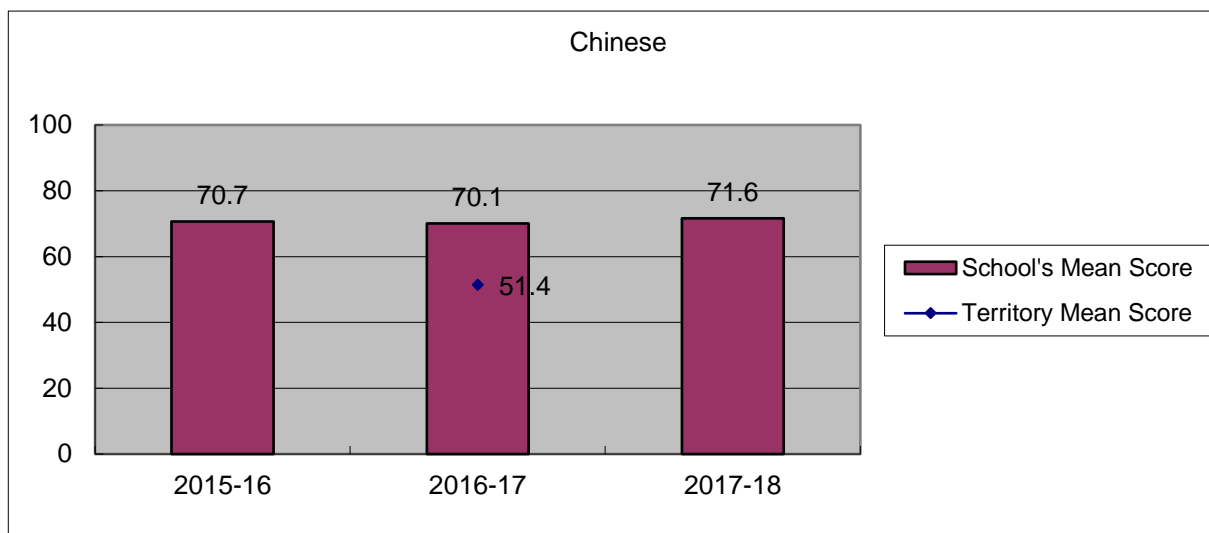
Programmes
1. To notify students of the good books recommended by teachers and students via the E-class library system and the library facebook page
2. To collaborate with Chinese and Chinese Literature Department to promote the school's reading culture by means of a study tour to Taiwan 【台灣書店地圖 文化交流之旅】
3. To collaborate with the English Department to promote the reading culture.
4. To collaborate with the Mathematics Department to promote the reading culture
5. To collaborate with the Liberal Studies Department to promote the reading culture (一帶一路文化體驗之旅)
6. To organize 親炙作家講座 【Let's Listen to Writer Talk Session】
7. To organize a F.1 Library workshop
8. To organize the annual book fair at least once a year.
9. To organize "Thematic Book Exhibition" to support Project-based Learning programmes.
10. To organize a Parents' Workshop on "The Miracle of Reading"
11. To provide an attractive stock by purchasing more new books and discarding out-dated and damaged books.
12. To display an average of 70 new items each month during school days.
13. To join the EDB 「初中圖書推介計劃」

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, the School Library worked in close collaboration to promote the reading culture at school. Our School Library also provides a wide range of quality reading materials and support for both teachers and students. Hopefully, we can continue to widen our students' horizons and support teachers in teaching and learning activities.

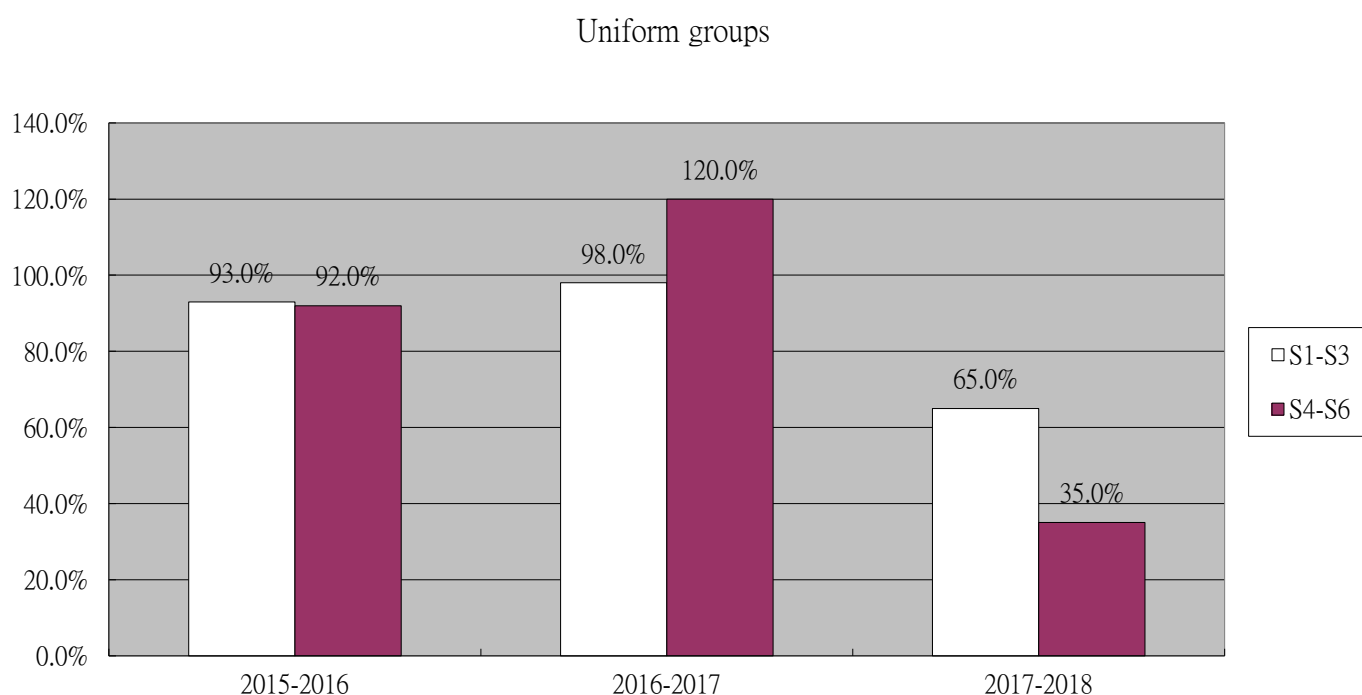
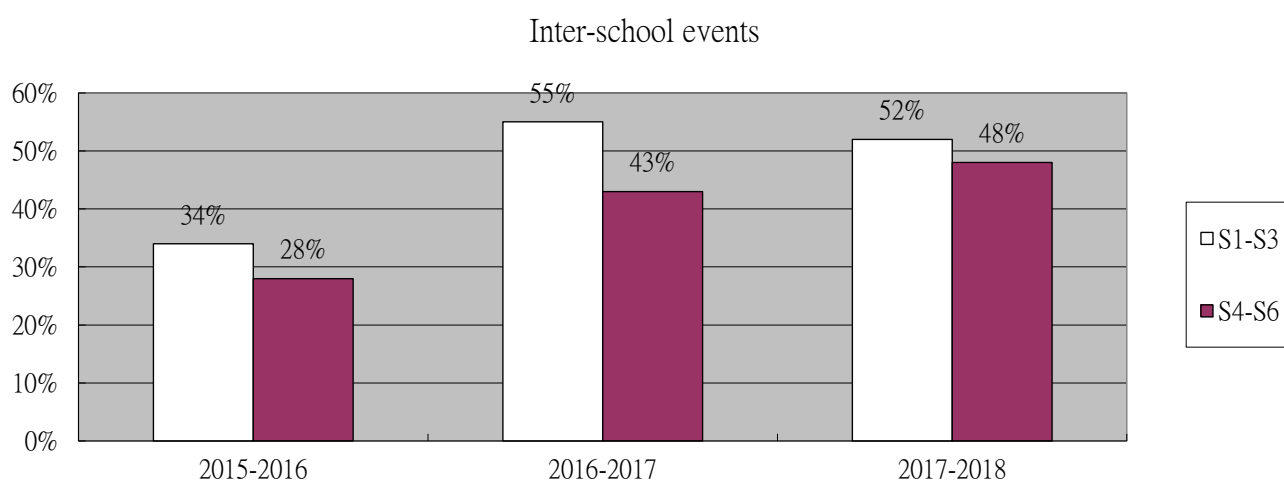
6.3 HKAT (Pre-S1)

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-sports events organized by the HK Schools Sports Federation. Uniform groups included Scouts, Girl Guides and Air Cadets and Red Cross Youth.



- (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	2015/2016	2016/2017	2017/2018
Inter-school sports events	299	304	286
Schools Dance Festival	84	210	366
Schools Music Festival	120	297	139
Schools Speech Festival	109	137	119
Scouts	600	600	600
Girl Guides	127	225	350
Air Cadets	569	650	657
Red Cross Youth	555	636	987

6.5 HKDSE

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

	2015/16	2016/17	2017/18
No. of students sat	163	157	161
Average % of subjects awarded level 2 or above	99.6%	99.5%	99.7%
Average % of subjects awarded level 4 or above	78.5%	75.8%	78.7%
Average % of subjects awarded level 5 or above	41.8%	37.7%	40.9%

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 2018.

