

S.K.H. TSANG SHIU TIM SECONDARY SCHOOL

Annual School Report (2019-2020)

School Vision & Mission

Vision

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

Mission

Our mission is to:

A. Goals related to outcomes for students

1. Develop in students their full potential and love for learning, and the capacity for life-long learning in a knowledge-based society.
2. Encourage and help students to think logically, independently, critically and creatively; to make rational decisions; to solve problems; and to cope with stress and the epochal changes characteristic of the modern world.
3. Develop students' abilities to use language proficiently as a tool of thought and communication.
4. Help students to acquire mathematical, scientific knowledge and skills, and to acquire knowledge about society and its history, religion and the natural world, in order to prepare them for their future vocational pursuits and life in the an increasingly globalized world.
5. Develop students' skills in accessing, interpreting, processing and applying information via the various media available to them.
6. Help students to develop a sense of responsibility to the family and service to other human beings; and to have self-respect as well as respect for others irrespective of their creed, class or colour.
7. Develop in students a sense of morality and nurture in them Christian ethics to prepare them for the physical, spiritual, emotional and mental challenges of 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 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 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's skills in programme planning and evaluation.
5. Develop staff's 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 can 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, the 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 is 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.

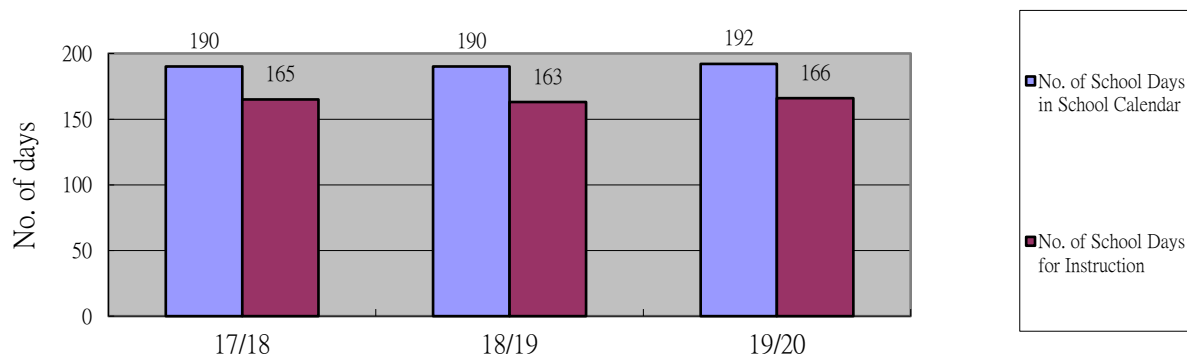
1.4 Incorporated Management Committee Member

	Name of Member	Position
1.	*Pro. CHAN Ho Yin Edwin	Chairman/Supervisor
2.	*Mrs WONG Leung Ka On Charlotte	Hon. Treasurer
3.	*Mr WANG Yu Tai Jaxon	Hon. Secretary
4.	*The Revd IP Tsz Leung	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.	*Mr MAK Chung Hong	Alumni Manager
12.	*Ms YIP Wan Ting Wendy	Parent Manager
13.	*Mr LAU Yiu Kwong	Teacher Manager
14.	*Ms WONG Wai Shan	Alternate Teacher Manager

*Registered School Manager

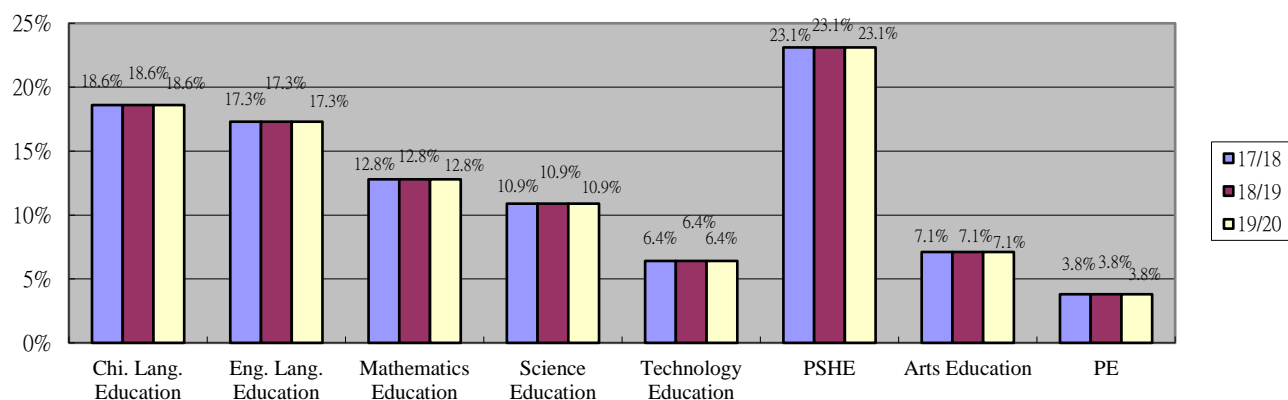
1.5 Number of Active School Days

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

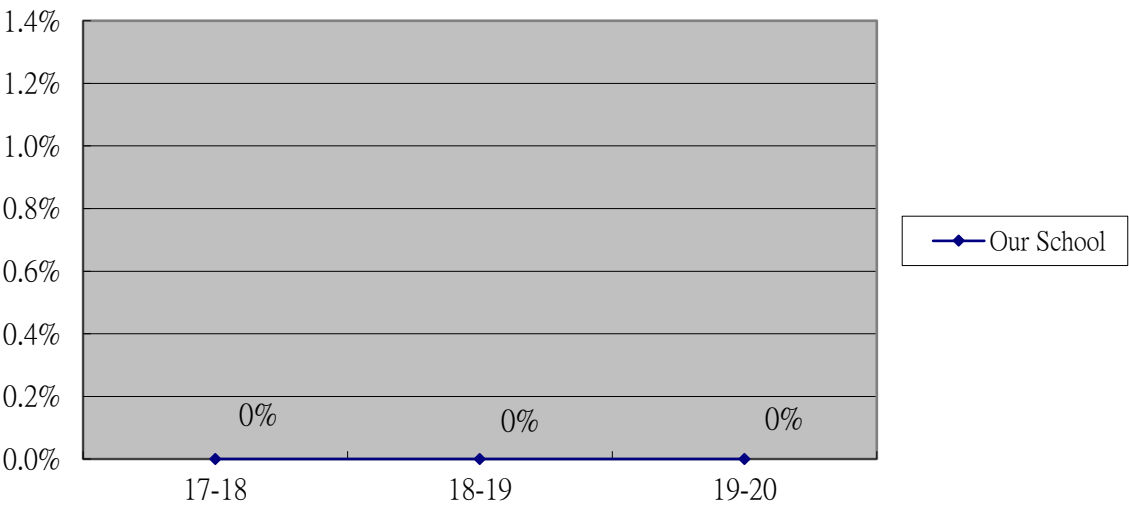
2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2019/20 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	87	80	72	67	76	63	445
Girls	67	74	78	88	74	77	458
Total Enrolment	154	154	150	155	150	140	903

2.2 Unfilled Places

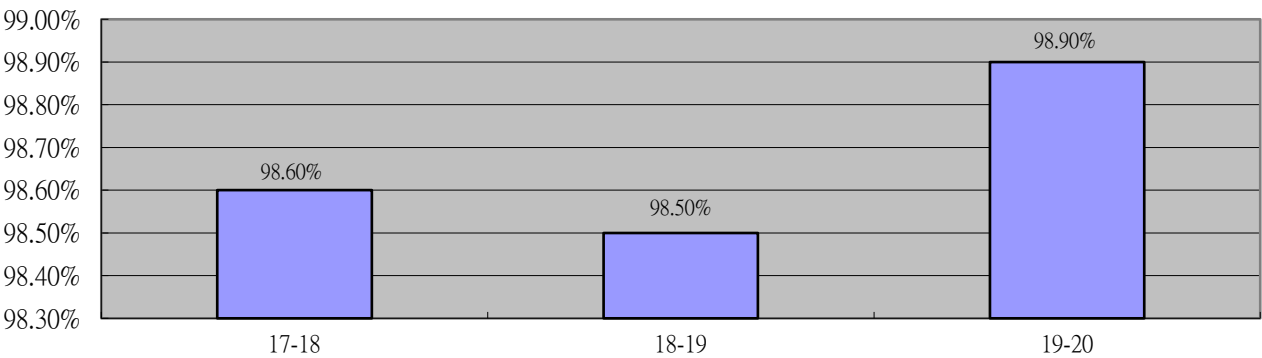
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



2.3 Students' Attendance

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

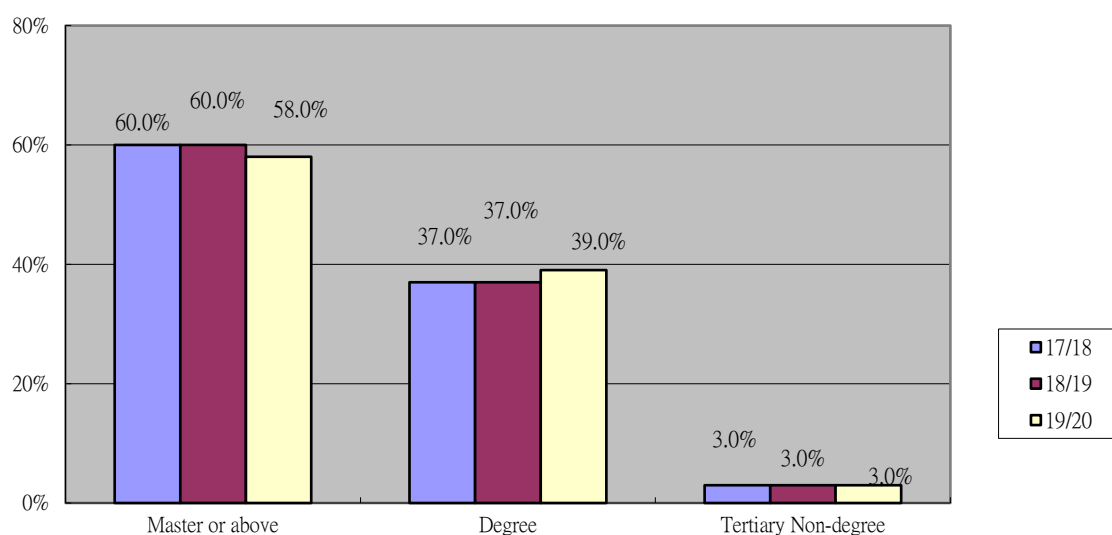
Students' Attendance Rate



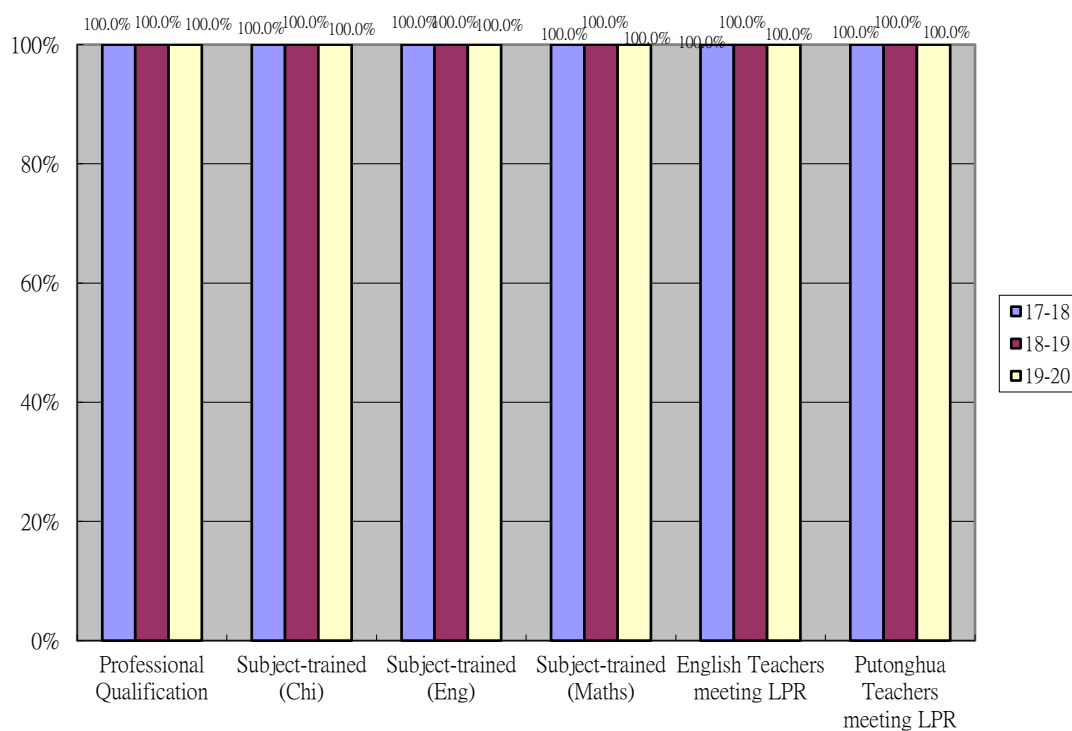
3. Our Teachers

3.1 Teachers' qualifications

There were 69 teachers in our school in 2019/20. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



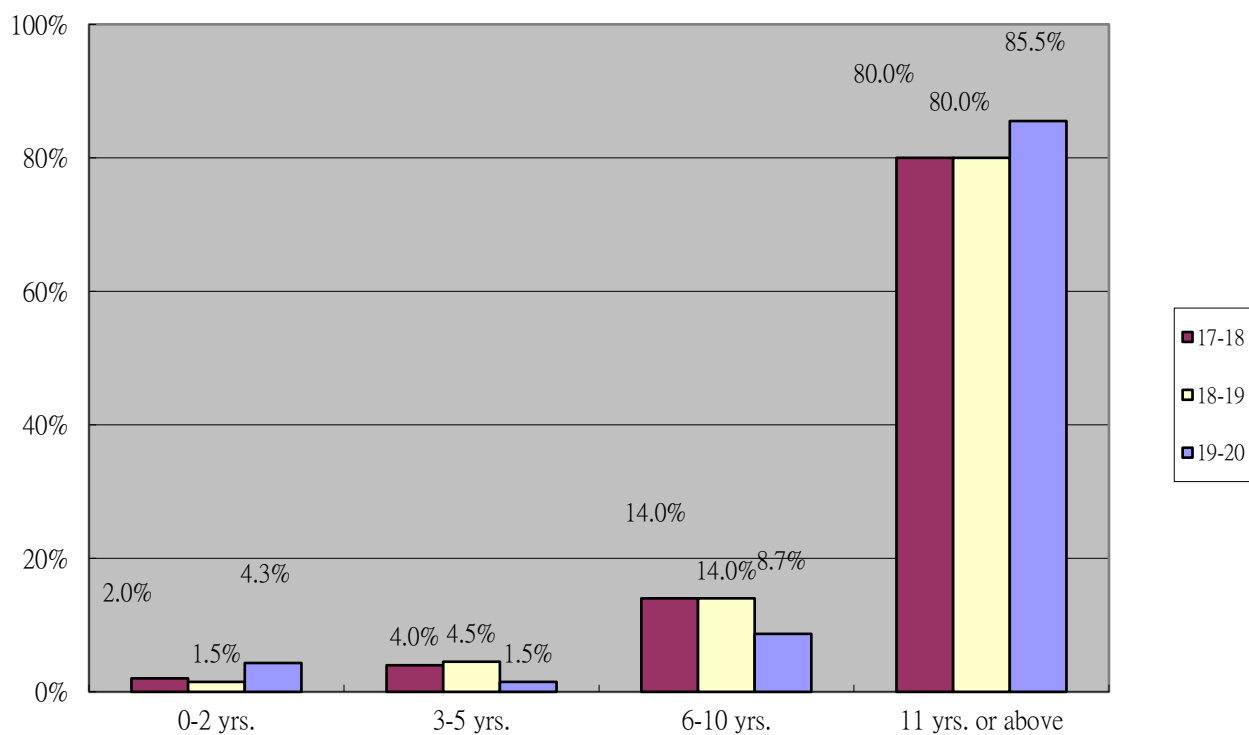
Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



All teachers have met the information technology competence requirement.

3.2 Teaching Experience

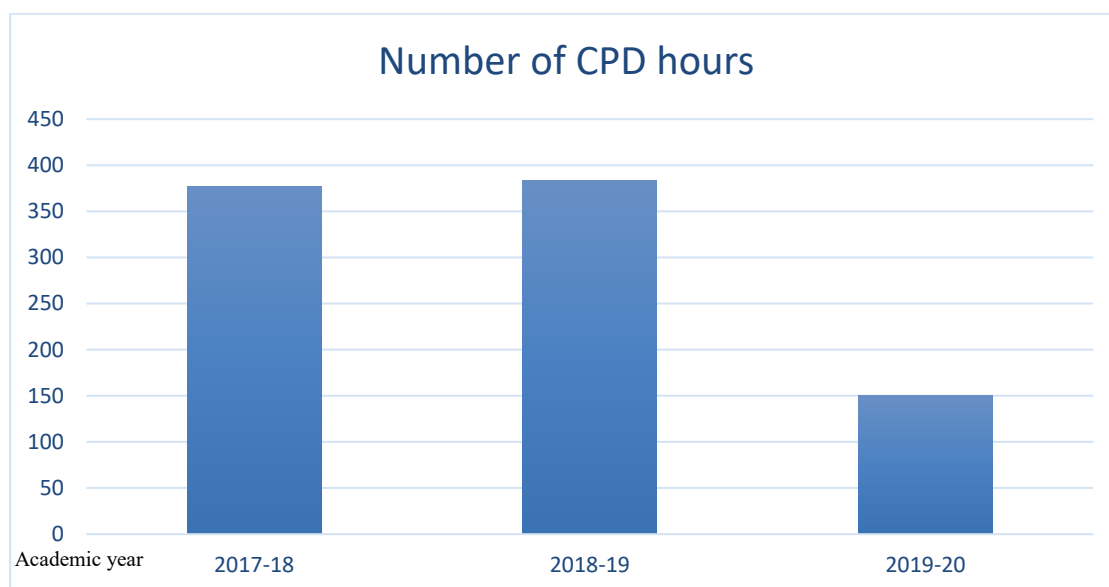
The percentages of teachers' experience in the past 3 years are shown below:



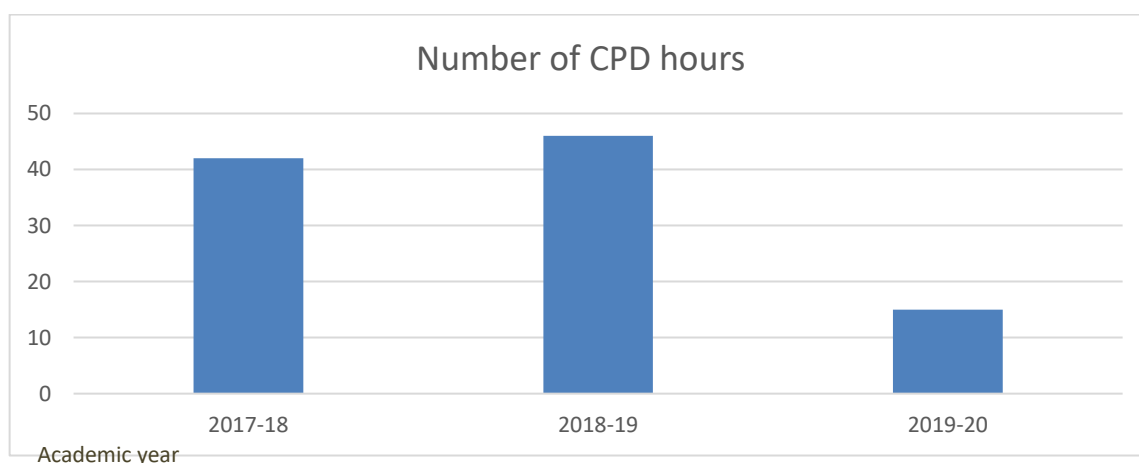
3.3 Teachers' Professional Development

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

The principal undertook **150** hours in his CPD consisting of **20** hours of structured learning, and **130** hours of service to education and the community. Due to the outbreak of COVID-19, many EDB seminars and workshops are cancelled. Therefore, the number of CPD hours is lower than the previous years.

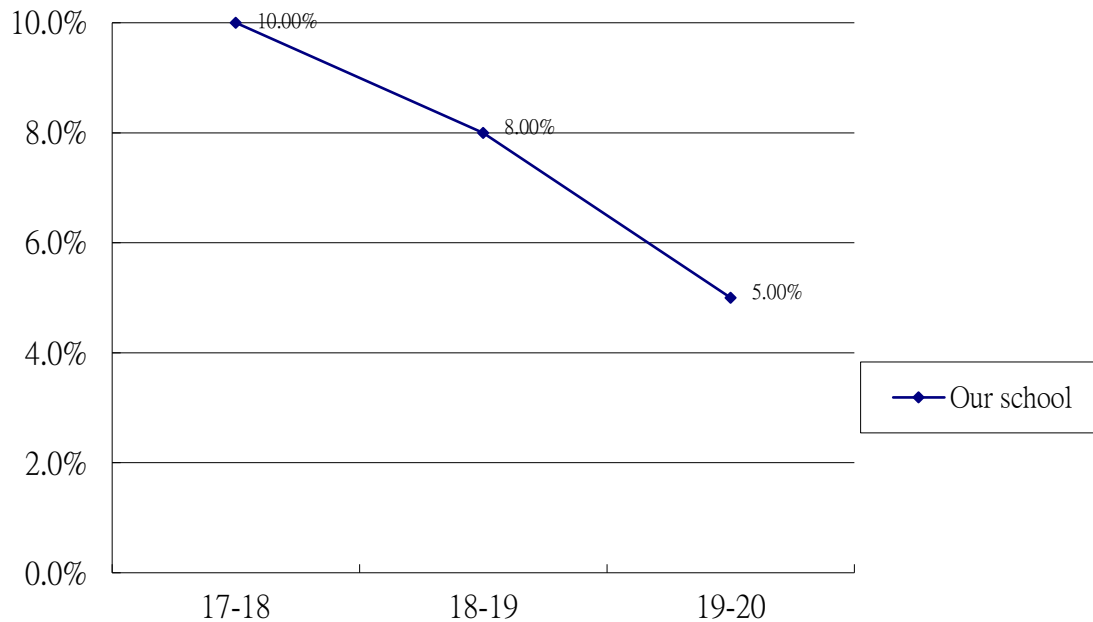


3.3.2 The average number of training hours undertaken by a teacher. **69** staff members (other than the principal) participated in a total of **1093** hours, of which **198.5** hours belong to Senior Secondary courses offered. The average number of hours undertaken by an individual teacher is **16** hours. Due to the outbreak of COVID-19, many EDB seminars and workshops are cancelled. Therefore, the number of CPD hours is lower than that of the previous years.



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:

- Enhancing the whole-school approach in Career Education
- Implement a value education to cultivate students' attitude and values
- Support and care for students with mental health needs

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 Enhancing the whole-school approach in Career Education

4.2.1 Strategies/Tasks: Students learning effective verbal communication skills

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 19 – Aug. 20	<ul style="list-style-type: none"> Students are articulate and confident in verbal communication in academic and extra-curricular activities 	<ul style="list-style-type: none"> Surveys Deliverables (essays, emails, speeches, daily communication etc.) 	<u>Wong WS</u> <ul style="list-style-type: none"> CLP Teachers All Teachers

Brief information about programs held

A range of career awareness programmes have been carried out, though not as varied as those conducted in the previous years due to prolonged class suspension from 3rd Feb to 26 May, 2020 (for F.3- F.5 students) and till 8 June 2020 (for F.1-F.2 students) and the associated anti-epidemic measures to prohibit group gatherings.

F.4 IA-Career Video Mentorship (IA-CLP Cross-curricular Project) Theme: Networking Skills (Sept 2019- June 2020) [Interviews conducted between Jan 2020-Mar 2020]	<ul style="list-style-type: none"> In its sixth year of implementation, the S4 IA-Career Video Mentorship provided a good platform for all F.4 students to have social interactions with alumni and Shatin Church members working in 34 different career fields. Producing deliverables in the form of video clips in groups with 3 or 4 other classmates on “Networking Skills” after doing face-to-face or online interviews with their mentors, F.4 students gained a better understanding of the communication skills needed to build good rapport with others. Students’ work was assessed and awarded based on their communication skills as exhibited in the interviews. (Refer to Appendix I for the list of awardees and career themes of the projects.)
F.5 Career Oscars (English-CLP Cross-curricular Project) Theme: Techniques for Effective Communication in the Workplace [January 2020- March 2020]	<ul style="list-style-type: none"> The project, conducted from February 2020 till 16 March 2020, was modified considerably due to the COVID-19 epidemic. Instead of conducting face-to-face interviews with frontline practitioners, students did online research in groups on the techniques for effective verbal and non-verbal communication in the workplace of different career fields as e-learning activities during the class suspension period. Incorporating online research, PowerPoint presentations and writing tasks, this English-CLP project offered students an invaluable learning opportunity to improve their English oral presentation skills and writing skills while awakening them to the need to equip themselves with desirable verbal and non-verbal communication skills to prepare for future challenges in the career world.

	<ul style="list-style-type: none"> • The best three oral presentations and the best three written essays of each class were awarded book coupons. These outstanding pieces of written work will also be posted on the CLP website.
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Reflections:

➤ F.4 IA-Career Video Mentorship (IA-CLP Cross Curricular Project)

- Though this project was modified slightly due to the prolonged class suspension, it was effective in boosting students' confidence in communication with others as a majority had their skills and awareness of communication enhanced through after the project. The results of the survey conducted after the IA Video Mentorship indicated that nearly 75% of the interviewees 'strongly agree' and 'agree' with the statement 'The project has aroused my awareness of the importance of communication skills.' 73% of students expressed that the interviews with the alumni incorporated in the project helped improve their communication skills. 65% and 62% of them respectively agreed that they learnt how to communicate with their peers and teachers effectively. (Refer to Appendix II for details of the survey results.)
- With the interviews with alumni being one major component of the IA-Career Video Mentorship, the benefits were proved in the results of the survey as more than 70% of students responded positively towards the effectiveness of the activity. A total of 78% of the students either strongly agreed or agreed that the interviews with alumni helped brush up their communication skills. Through the project, around two-thirds of the students have also learnt how to communicate with their peers and teachers effectively.

➤ F.5 Career Oscars (English-CLP Cross-curricular Project)

- Owing to the class suspension, the originally planned intra-class, inter-form and hall presentations were cancelled. Instead, each member of the groups was asked to record a 3-minute individual presentation on one aspect of the project.

- When asked if the project had enhanced their understanding of and aroused their awareness of the importance of verbal and non-verbal communication skills, about 65% of the students responded positively. Besides, 62% of them remarked that the project enabled them to learn how to communicate effectively with their peers through verbal and non-verbal means. In comparison, a lower percentage of respondents (42%) regarded the project as effective in helping them acquire verbal and non-verbal communication skills to interact with teachers. This was possibly due to the lack of face-to-face interaction with their teachers during the class suspension.
- The 3-minute oral presentations given by each student were originally planned as a practice for the English SBA scheduled for April 2020, and a comparison between the scores awarded in the project and in the SBA based on the same set of assessment criteria together with the feedback of English teachers could have served as an indicator of students' improvement in verbal communication skills, but the prolonged class suspension and the subsequent deferral of the SBA has rendered such a comparison unfeasible and meaningless given the 8-month interval between the Career Oscars presentations and the actual SBA day on Oct 17, 2020.
- The following extract from the writing task of a student in F.5B, however, can provide some evidence about students' awareness of the means to improve their own communication skills to prepare for their future career:

I am really interested in this career field. Therefore, I will work hard to acquire the verbal and non-verbal techniques mentioned above. I found there are some steps I could work on to polish the skills.

Clarity needs repeated practice for I am not talented in speaking. To avoid my repeated self-correction in speech, I must first get used to the habit of thinking twice before speaking. In this way, I would be sure which part I wish others to perceive the most. Moreover, I could learn to use the shortest but most effective way to speak and make others understand right away. For speeches made in a meeting, I will have to practice and understand every part of the information required. This preparation provides me with the ability to rephrase and paraphrase the written speech with accurate words to achieve effective communication.

Appendix I

IA-Career Video Mentorship Project (List of Awardees)
Collaboration between Integrated Arts and Career & Life Planning (CLP) Committee

Award	Class	No.	Student Name (Eng.)	Student Name (Chi.)	Sex	Group	Alumni	Occupation
Champion in Communication Skills	4D	1	Cai Hiu Leong	蔡曉量	M	2 Orange	Sin Lai Ting	Novelist
		4	Cheng Wai Him	鄭緯謙	M			
		8	Lam King Ho	林敬皓	M			
		21	Ko Yee Man	高綺雯	F			
		24	Lee Pui Shuen	李佩璇	F			
1st Runner-up in Communication Skills	4B	2	Chan Yik Hon	陳奕翰	M	2 Orange	Antique Leung	Civil Servant
		7	So Chak Fung	蘇澤鋒	M			
		19	Lee Pui Ying	李佩盈	F			
		24	Ng Man Shan	吳旻珊	F			
		15	Ho Pui Kei	何佩綺	F			
2nd Runner-up in Communication Skills	4B	3	Chang Chin Yui	張展睿	M	6 Blue	Cheung Y. Mike	Pilot
		8	Tang Chak Hong	鄧澤康	M			
		11	Chan Sze Ching	陳思晴	F			
		27	Tang Ka Hei	鄧嘉曦	F			
		29	Wong Sze Hang Joyce	黃思恒	F			
2nd Runner-up in Communication Skills	4C	4	Lam Christopher Keith	林頌祈	M	7 Purple	Cheung Yu Yeung	Physiotherapist
		13	Chan Lok Wing	陳樂穎	F			
		15	Cheng Tsz Ying	鄭祉盈	F			
		22	Suen Ching Kei	孫靖琦	F			
		25	Wong Ching Lam	黃淨琳	F			

Merit in Communication Skills	4E	8	Hsu Chun Yin	許俊彥	M	4 Green	Ivan	Engineer
		14	Ng Tin Ngai	吳天毅	M			
		23	Chan Hiu Huen Phoebe	陳曉暄	F			
		30	Yeung Sin Yu	楊善如	F			
Merit in Communication Skills	4B	10	Wong Ki Sum	黃琪琛	M	4 Green	Wong Hei Ching	Journalist
		17	Lam Ka Nam	林家楠	F			
		18	Lau San Kiu	劉辛翹	F			
		20	Lee Yin Tung	李彥彤	F			
Merit in Communication Skills	4A	11	Chan Cheuk Ting	陳淖淳	F	1 Red	Ma Wing Shan	Fashion Designer
		16	Cheung Ka Yu	張珈瑜	F			
		20	Fan Yan	范 恩	F			
		23	Wong Hiu Ting	黃曉婷	F			
		25	Yau Hei Yiu	邱希瑤	F			

Appendix II F4 IA Video Mentorship Program – Survey Results

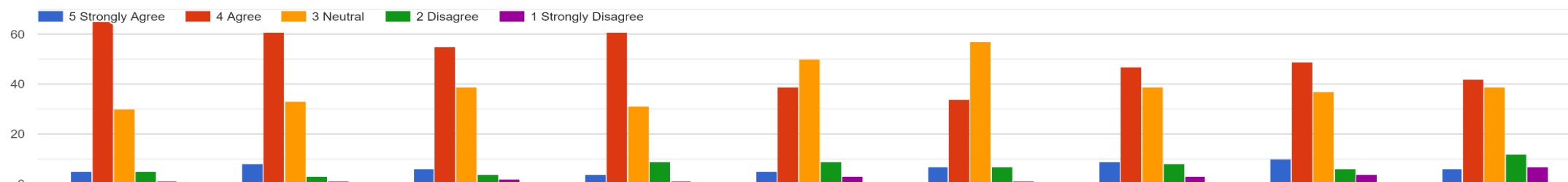
	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1. The project has deepened my understanding of what networking skills mean.	18	52	34	3	0
2. The project has enabled me to learn what good manners mean in social interactions.	25	57	21	4	0
3. The project has enhanced my understanding of effective networking skills in the workplace.	22	53	28	4	0
4. The project has made me more aware of the importance of good interpersonal skills.	21	59	26	1	0
5. The project has enabled me to acquire skills to establish better interpersonal relationships.	20	55	31	1	0
6. The project has inspired me to improve my communication skills for future studies and careers.	20	58	27	2	0
7. The project has aroused my awareness of the importance of communication skills.	25	52	25	5	0
8. I have learnt how to communicate with my peers more effectively.	16	54	31	5	1
9. I have learnt how to communicate with my teachers more effectively.	13	53	33	7	1
10.The interviews with alumni have helped brush up my communication skills.	27	51	25	4	0
11.The interviews with alumni have helped enhance my awareness of how to improve interpersonal relationships through networking skills.	20	56	27	3	1
12.The project has helped me to explore my future career path and goals.	22	40	38	6	1
13.The project has motivated me to find further information about my favourite study and career options.	19	52	28	8	0

Total Number of Responses: 107

Online Survey Results of F.5 CLP-English Cross-curricular Project Career Oscars (2019-20) [Students' Feedback]

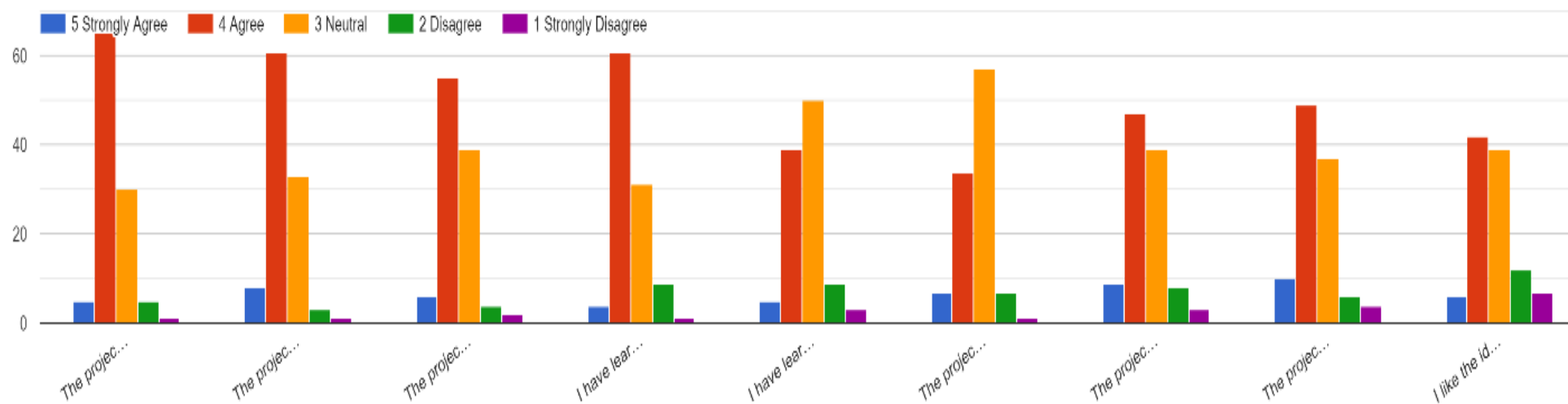
No. of respondents: 106

Total no. of students in form: 148



	Q.1 The project has enhanced my understanding of effective verbal and non-verbal communication in the workplace.	Q.2 The project has aroused my awareness of the importance of verbal and non-verbal communication skills.	Q.3 The project has inspired me to improve my verbal and non-verbal communication skills for future studies and careers.	Q.4 I have learnt how to communicate with my peers more effectively through verbal and non-verbal means.	Q.5 I have learnt how to communicate with my teachers more effectively through verbal and non-verbal means.	Q.6 The project has made me more confident of being a role model to my peers in effective verbal and non-verbal communication skills.	Q.7 The project has helped me to explore my future career path and goals.	Q.8 The project has motivated me to find further information about my favourite study and career options.	Q.9 I like the idea of making Career Oscars a practice for English SBA (Individual Presentation) and Paper II Writing Part B.
Strongly Agree	5%	8%	6%	4%	5%	7%	9%	9%	6%
Agree	61%	58%	52%	58%	37%	32%	44%	46%	40%
Neutral	28%	30%	37%	29%	47%	54%	37%	35%	36%
Disagree	5%	3%	4%	8%	8%	6%	8%	6%	11%
Strongly Disagree	1%	1%	1%	1%	3%	1%	2%	4%	7%

Please indicate your level of agreement with the statements listed below.



4.2.2 Strategies/ Tasks: CLP Teachers organizing leadership training activities related to verbal communication skills

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 19 - Aug. 20	<ul style="list-style-type: none"> CLP Teachers can groom a core group of leaders to become role models leading fellow schoolmates in verbal communication skills 	<ul style="list-style-type: none"> Activities conducted by the role models Surveys 	<u>Wong WS</u> <ul style="list-style-type: none"> CLP Teachers All Teachers

Brief information about programs held

Due to the COVID-19 epidemic and class suspension from early Feb - 26 May and later from 13 July till the end of August, only one workshop for grooming leaders stated in the CLP Annual Plan was held:

<ul style="list-style-type: none"> Star Groomers Workshop - Effective Communication Skills for Leaders (10 July 2020) 	<ul style="list-style-type: none"> The workshop, held by social workers from Baptist Oi Kwan Social Service, focused on developing the qualities, especially the communication skills, of a leader. A total of 17 F.3 students participated in this workshop.
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Reflections:➤ **Star Groomers Workshop – Effective Communication Skills for Leaders**

- Through this three-hour workshop, the students have greatly boosted their confidence in being a leader who can effectively communicate with their peers. Participants were fully engaged in the activities and had a high opinion of the interactive activities and discussions at the debriefing session.
- All participants responded positively towards the statement ‘I have learnt how to communicate as a leader with my peers.’ More than 75% of the participants ‘strongly agree’ and ‘agree’ with the statement ‘I am confident that I can be a role model to my peers in effective communication skills from now on.’ Through this three-hour workshop, the students have greatly boosted their confidence in being a leader who can effectively communicate with their peers. [Refer to Appendix I for details.]
- A follow-up workshop should be organized in the next academic year so that the participants can have their acquired skills reinforced.

Remark:

The following workshops/ activities for grooming leaders were **cancelled** due to COVID-19:

Star Groomers Workshop – Effective Communication Skills for Leaders (to be conducted in English for F.4 & F.5 students)	Scheduled date: 21 July, 2020
F.5 Apprentice	Scheduled date: Feb – May 2020
An overseas study tour (一帶一路文化體驗之旅續篇) to Estonia in the Baltic Region of Northern Europe to give student leaders an opportunity to act as leaders and guardians for younger schoolmates	Scheduled date: Late June to early July, 2020

Appendix I – Star Groomers Workshop – Effective Communication Skills for Leaders
[Date of Workshop: 10 July, 2020]

	Strongly agree	Agree	Disagree	Strongly disagree
1. The Workshop has enhanced my understanding of effective communication.	5	12	0	0
2. I have learnt how to communicate effectively.	6	11	0	0
3. I have learnt how to communicate as a leader with my peers.	3	14	0	0
4. I have learnt how to communicate with my teachers.	5	11	1	0
5. The Workshop has made me more confident of how to improve my own communication skills.	5	12	0	0
6. I will be happy to join future activities grooming leaders to be role-models in effective communication skills.	5	12	0	0
7. I am confident that I can be a role model to my peers in effective communication skills from now on.	1	12	4	0

Total number of responses: 17

4.2.3 Strategies / Tasks: Teachers incorporating verbal communication skills in academic and extracurricular activities

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 19 - Aug. 20	<ul style="list-style-type: none"> Teachers effectively incorporate verbal communication skills into the design of academic and extra-curricular activities 	<ul style="list-style-type: none"> Surveys Annual Plans 	<u>Wong WS</u> <ul style="list-style-type: none"> CLP Teachers All Teachers

Brief information about programs held

Due to the class suspension, quite a lot of the activities aligning with this major concern as planned in the Annual Plans of different subject panels and committees (e.g. workshops to groom leaders by the Star Groomers, Service Trip to Northern Thailand organized by the Counselling Committee, etc., English Summer Study Tour and the Trip to Estonia organized by the Liberal Studies Department, the School Library and the CLP Committee) had to be cancelled. Still the following activities were conducted:

Alumni High Table Theme: Making Meaning in Life (21 Sept 2019)	Aiming to bond alumni, staff and current students, the Fifth Alumni High Table held since Oct 2018 was well attended by 161 participants including 28 alumni from different career fields, 50 current staff members and 83 F.4 and F.5 students.
Weekly Friday lunch groups with Shatin Church members led by Vice-Principal (Dean of Studies)	Around 20 F.4-F.6 students attended the weekly Friday lunch gatherings held in the Art Room and the Basil's Penthouse from September 2019 to January 2020.
Junior Achievement Hong Kong (JAHK) – Company Program From Sept 2019- July 2020	A total of 11 students joined the Company Program organized by JAHK this year. Forming a company called “Dreamable”, the participants gained precious hands-on entrepreneurial experiences from managing a company and issuing stocks for raising funds to designing and promoting a product to potential buyers.
Students’ participation in Schools Speech Festival	This year saw a 1.6 % increase in the participation rate compared with the previous academic year (2018-2019), with a total of 129 students participating in the prose-reading, verse-speaking and dramatic duologue competitions in Cantonese, Putonghua and English.
‘Team Top’ Leadership Training Camp co-organised by the Students’ Union and the Hong Kong Children & Youth Services for student leaders of interest clubs and societies on 9 Jan - 11 Jan, 2020	A total of 106 student leaders participated in the three-day training camp. They had their communication and leadership skills sharpened through a series of group games and challenging tasks with fellow teammates.
Summer Career Programme of ARCH Community Outreach (ACO)	Two F.5 students were selected by ACO to join their Summer Career Programme which featured online training workshops on writing CVs, preparation for job interviews and etiquette for social interactions. There were also online sharing sessions given by founders of start-ups and NGOs.

Reflections

➤ **F.5 Alumni High Table (21 Sept, 2019)**

The two-hour function gave our students ample opportunities to practise communication skills when conversing with the teacher and alumni participants. 97% of the student participants reflected that they had used friendly body language and suitable eye contact when interacting with others. 90% of them agreed that they became more confident in engaging in conversations with others after the event. [Refer to Appendix I for details.]

➤ **Weekly Friday lunch groups with Shatin Church members**

The lively chats with native English-speaking Shatin Church members enabled attendees to be more articulate and confident English speakers though the gatherings had to be suspended from Feb 2020 onwards due to the EDB's anti-epidemic measures and half-day schooling in May and June 2020.

➤ **Company Program of Junior Achievement (JA) From Sept 2019 to July 2020**

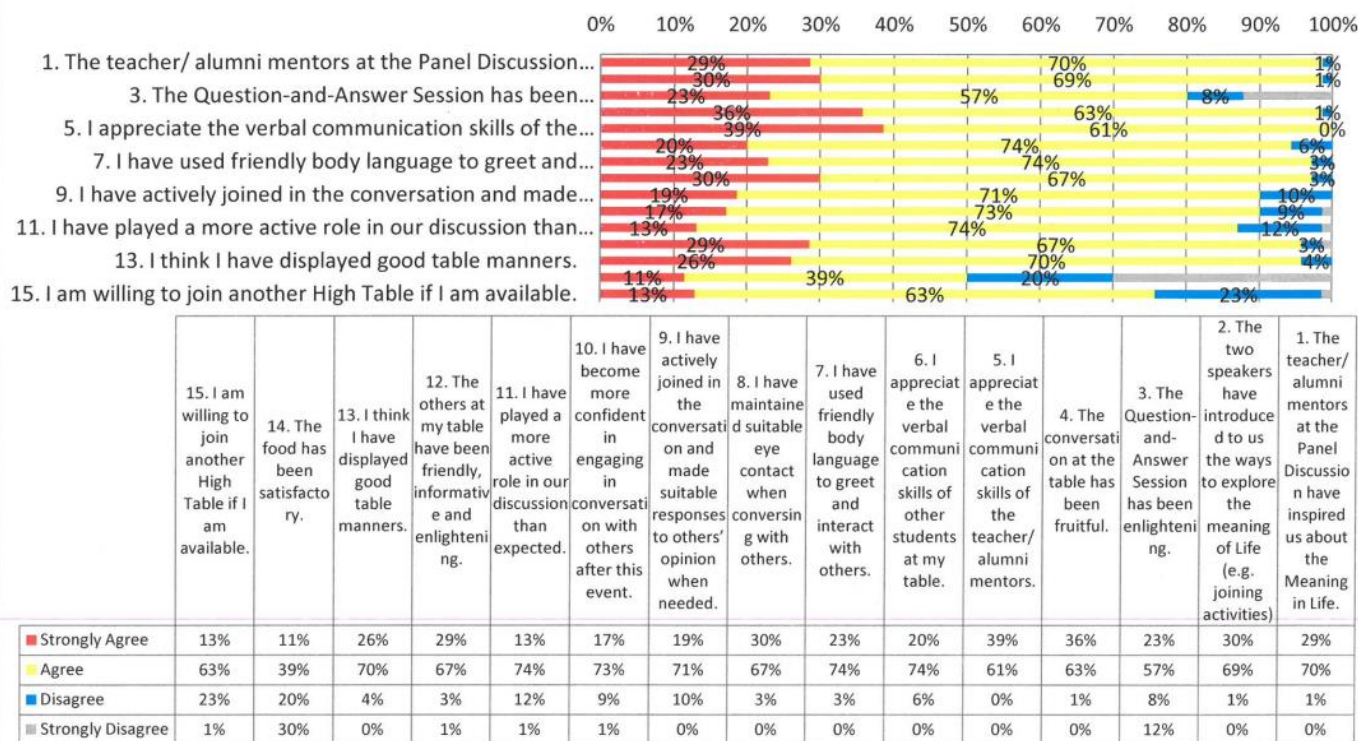
The participants were given ample opportunities to practise and enhance their verbal and non-verbal communication skills through the weekly training sessions and the running of a sale counter in June after classes resumed and also on the Speech Day and F.1 Registration Day in July, though the trade fair was cancelled due to the COVID-19 epidemic.

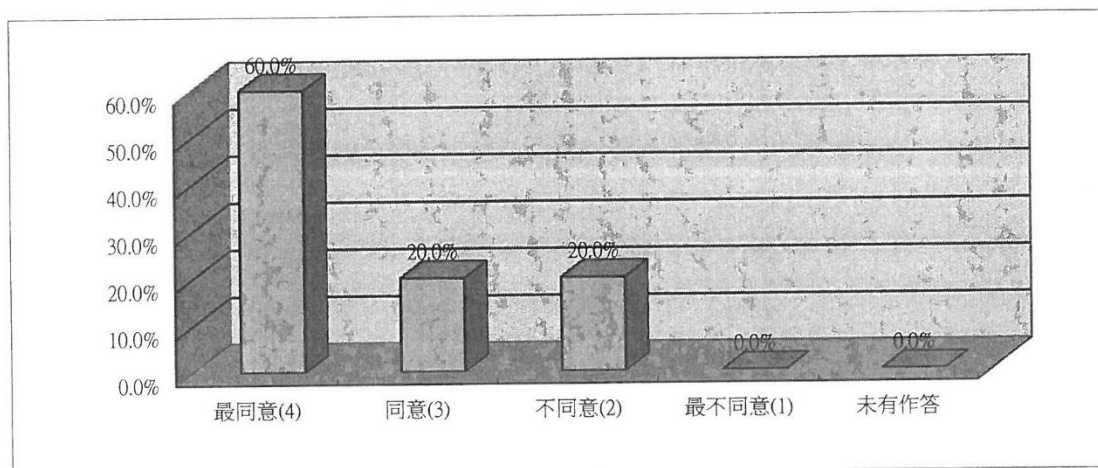
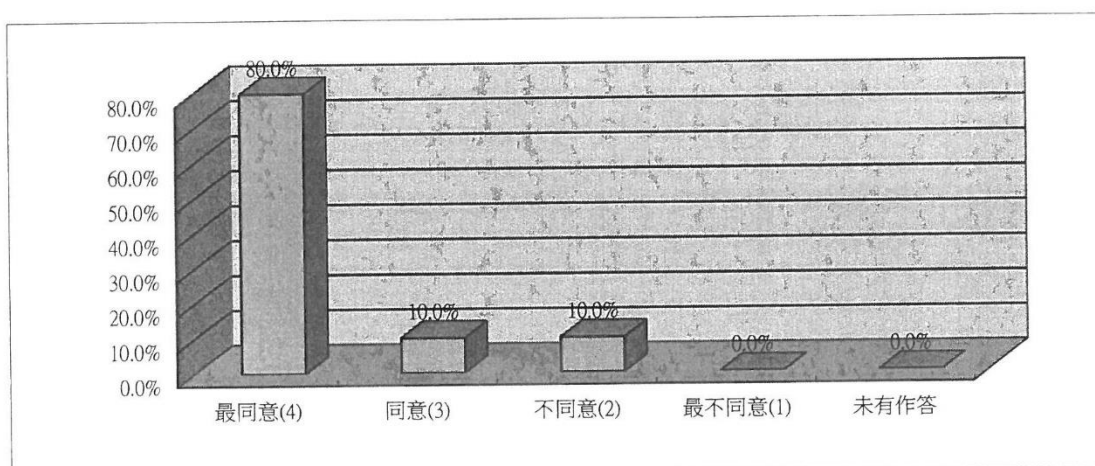
➤ **'Team Top' Leadership Training Camp**

Over 90% of the participants agreed that the Camp had honed their communication skills and problem-solving skills, making them better leaders.
[Refer to Appendix II for details.]

Appendix I: Survey Results of Alumni High Table (21 Sept, 2019)

Alumni High Table Questionnaire for Students 21092019



Appendix II: Participants' Feedback on 'Teen Top' Leadership Training Camp**(4) 提升領導才能****(5) 提升溝通及解難技巧****4.3 Implement a value education to cultivate students' attitude and values****4.3.1 Enhance students' positive attitudes and behaviour**

- 19-20 Self Improvement Programme Evaluation
No. of applicants: 42
No. of successful cases: 45 completed
Total number of application: 74
Percentage of successful: 60%
- Increase in F.3 Prefects as compared to previous year's
Increase in F.3 Prefect: 33 (This year total) – 19 (Last year F.2 prefects) = 14
- A 5% decrease in the number of misdemeanours
Since only the 1st term was completed in 19-20, the school could not make a valid comparison of students' improvement with the year 18-19.

4.3.2 Enhance students' positive attitudes and behaviours

Students have been equipped with the basic understanding to be serve as leaders through the following activities in the 19-20 academic year:

A. Encouraging students to respect different people in a diversified society.

1. Our school supervisor, Prof. Chan Ho Yin Edwin, Professor of School of Life Sciences at CUHK, shared a topic “關心罕見病患者”.
2. Students served in the Hong Kong Special Olympics.

B. Raise students' awareness to the need in the Society

1. The Life Education Ambassadors visited the Manna Restaurant, a social enterprise serving the homeless, the unemployed and the young at risk in Kung Tong district, to understand the people in need in society.
2. F3 students have to participate in the voluntary services in different organizations.

C. Promote the rights and responsibilities of citizenship

1. The Mock District Council Election was held.
2. Students shared their experience from the study tour “一帶一路，古今絲路探索”.

D. Encourage students to participate in social services.

Evaluation

Many events scheduled were cancelled after the outbreak of the coronavirus such as the Film show and the Life Education Day. However, students still had chances to enhance their skills as leaders through organizing the events and participate in the service day. In general, for those activities held, teachers and students had positive feedback.

Over 90% of students said they could recognize the attributes of a serving leader such as empowerment, standing back, accountability, forgiveness, courage, authenticity and stewardship.

Teachers gave positive feedback on the events conducted. Over 90% of teachers appreciate the Mock Election. All teachers agree that seminar from Prof. Chan Ho Yin Edwin achieve the goal.

4.3.3 The school climate was enhanced with a positive, supportive and caring atmosphere through the following activities in the 19-20 academic year

A. Organize a campaign to promote positive, supportive and caring school climate.

1. The Faith Gallery in each classroom enhanced the caring atmosphere in the campus.

B. Organize a seminar to introduce positive values to students

1. The TST Great Relay jointly organized by the Athletic Club and the Life Education Committee was held. The slogan of the event “Push your limit, fire your heart” encouraged students to strike for goals and never give up.
2. Our alumna Melody Li Nim Yan, the Captain of Hong Kong in Hong Kong Sevens in 2019, shared a topic “My Sports Journey” during assembly.

Evaluation

Many events scheduled were cancelled after the outbreak of the coronavirus such as the Film show and the Life Education Day. However, students still had chances to enhance their skills as leaders through organizing the events and participate in the service day. Teachers and students had positive opinion of the events that could be held successfully in general.

Over 95% of students agreed that the TST Great Relay could enhance the students' confidence, team spirit and perseverance which contribute to a positive atmosphere permeated with love and caring on the campus.

Teachers gave positive feedback on the events conducted. All teachers agreed that seminar from Prof. Chan Ho Yin Edwin achieved the goal. Over 95% of teachers appreciated the sharing session shared by Melody Li Nim Yan after the class suspension.

4.4 Support and care for students with mental health needs

4.4.1 Enhance mental health awareness in school

Achievements

13 students from F.4 to F.5 joined the Mental Health Training Programme. They helped the school to promote mental health awareness among students.

Three Mental health exhibitions were held in school from 2019 to 2020.

Reflection

Through the promotion scheme, students became more aware of their own mental health needs.

4.4.2 Provide support for teachers dealing with students with mental health needs

Achievements

Professor Kam-shing YIP was invited to speak on the topic Mental Health of Students on the Staff Development Day in September 2019.

Reflection

The feedback from questionnaires showed that all teachers agreed that the workshops were useful in equipping them with necessary skills to deal with students with mental health needs.

4.4.3 Provide support for students with mental health needs

Achievements

13 students from F.4 to F.5 joined the Mental Health Training Programme.

A questionnaire was conducted among F.3 students to identify at risk students for follow-up meetings with counselling teachers, social workers and Educational Psychologists, offering them timely support to address their mental health problems.

Reflection

Based on feedback from teachers and students, the school will work with a social service agency to provide a more school-based program.

More students from different Forms can join these programs to cater to their mental health needs.

4.4.4 Collaborate with parents of students with mental health needs

Achievements

1. One Integrated Education Assistant was employed using the Learning Support Grant to provide support to our SEN students and their parents.
2. Three teachers have completed the Professional Development Programme for Mental Health conducted by the EDB, Courses on Mental Health Promotion at Schools and Supporting Students with Mental Health Needs and also their parents.
3. Regular meeting with parents, Educational Psychologist, social workers, teachers and the students have been held to provide appropriate support for the parents and the students with mental health needs.

Reflection

1. Many teachers had difficulty dealing with emotional and behavioural difficulties among students, collaborating and giving appropriate support to their parents. Therefore, a professional sharing session by an Educational Psychologist, Mr Lam Kwan Hung, Patrick, from Anglican (Hong Kong) Primary and Secondary Schools Councils Educational Psychology Service, was invited to speak on the topic Mental Health of Students on the Staff Development Day in September 2020.
2. Our school should have a teacher professional development plan on catering for students with mental health needs in order to meet the training targets set by the Education Bureau for the public sector ordinary schools to be achieved by the end of the 2020/21 school year.

4.5 Report on the use of the Capacity Enhancement Grant

Achievements

To provide the capacity to facilitate an enhanced implementation of the Senior Secondary curriculum, additional teachers were employed by means of 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 provided with space 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 gave teachers 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 different subjects.

Due to COVID-19, face-to-face lessons were cancelled in the second term. With the grant, teachers' capacity has been enhanced and effective strategies developed to deal with teaching reforms. Teachers can try new technology such as tablets, teaching apps, online platform etc. to do e-teaching.

In brief, feedback from teachers and students was generally positive. All teachers unanimously supported and requested that similar funding be provided to continue to employ additional teachers to alleviate heavy workloads, develop e-learning and organize programmes and activities to cater for students with special learning needs or mental health needs.

5. Financial Summary

	Balance B/F	Income S	Expenditure S	Surplus/Deficit	Topped-up by EOEBG General	Amount Refundable to EDB	BALANCE C/F	Surplus S
Government Fund								8,771,077.76
(1) EOEBG Grant								
(a) EOEBG Baseline Reference		2,314,767.72		2,314,767.72				
Other Income		19,500.00		19,500.00				
School & Class Grant		67,628.82	890,336.54	-822,707.72				
Lift Maintenance Grant	-		110,355.00	-110,355.00				
Prog Fund for Whole-Sch Ap to Guidance & Discipline			1,063.50	-1,063.50				
Supplementary Grant	-		12,300.00	-12,300.00				
Composite Furniture & Equip. Grant			345,335.50	-345,335.50				
Air Cond. Grant for Prep Room of Lab.	-		4,026.00	-4,026.00				
EOEBG Baseline Ref - Sub-total :	-	2,401,896.54	1,363,416.54	1,038,480.00				
(b) Specific Grant								
Administration Grant	-	4,553,455.28	4,118,514.00	434,941.28				
Air-conditioning Grant	-	602,641.00	254,102.00	348,539.00				
Capacity Enhancement Grant		634,017.00	672,959.50	-38,942.50				
Composite Information Technology Grant	-	463,258.00	756,863.81	-293,605.81				
EOEBG Specific Grant - Sub-total :		6,253,371.28	5,802,439.31	450,931.97				
EOEBG General domain	2,005,563.21							
Funds set aside for SP/LSP		673,640.00	782,828.00	-109,188.00				
Δ Topped up the Deficit Bal of CLPG			5.92	-5.92				
Δ Topped up the Deficit Bal of ITSSG			40,930.40	-40,930.40				
Δ Topped up the Deficit Bal of Enhancing WiFi Infrastructure - ERG			19,470.00	-19,470.00				
EOEBG General domain - Total :	2,005,563.21	673,640.00	843,234.32	-169,594.32				
EOEBG Baseline Ref + Specific Gr + General domain :	2,005,563.21	9,328,907.82	8,009,090.17	1,319,817.65			3,325,380.86	
(2) NON-EOEBG Grant								
Other Recurrent Grant		631,512.00	631,512.00	0.00			0.00	
□ Committee on Home-Sch Co-op Proj Grant		9,133.00	5,633.00	3,500.00		-3,500.00	0.00	
Salaries Grant		55,131,207.91	55,131,207.91	0.00			0.00	
& Employer's Cont to PF Scheme for NT A/C		522,668.00	517,746.73	4,921.27		-4,921.27	0.00	
Fringe Benefits under Enhanc. NET Scheme		199,783.35	199,783.35	0.00			0.00	
# School-based After-school Learning & Support Prog.	48,659.00	49,850.00	2,104.00	47,746.00		-49,205.00	47,200.00	
Teacher Relief Grant for IMC School	484,316.25	425,372.17	545,536.40	-120,164.23			364,152.02	
^ Learning Support Grant for Secondary School	49,544.02	315,084.00	268,439.50	46,644.50		-1,663.32	94,525.20	
○ Diversity Learning Grant - Other Programmes	96,949.00	105,000.00	67,403.30	37,596.70		-29,545.70	105,000.00	
Fractional Post Cash Grant	16,023.78	327,687.50	293,910.68	33,776.82			49,800.60	
Moral and National Education Subject Support Grant	431,000.00	0.00	0.00	0.00			431,000.00	
Senior Secondary Curriculum Support Grant (SSCSG)		963,000.00	634,852.07	328,147.93			328,147.93	
Δ Career and Life Planning Grant	15,305.08	0.00	15,311.00	-15,311.00	5.92			
Δ Enhancing WiFi Infrastructure - Extra Recurrent Gr		84,940.00	104,410.00	-19,470.00	19,470.00		0.00	
One-off Grant - Promotion of Ch Hist & Culture	63,648.40	0.00	630.00	-630.00			63,018.40	
Δ Information Technology Staffing Support ITSS Grant (ITSSG)		317,338.00	358,268.40	-40,930.40	40,930.40		0.00	
+ Promotion of Reading Grant	43,653.00	72,310.00	0.00	72,310.00		-43,653.00	72,310.00	
School Executive Officer Grant (SEOG)		534,660.00	501,322.17	33,337.83			33,337.83	
NCS-SEN Grant		100,000.00	3,520.00	96,480.00			96,480.00	
Life-wide Learning Grant		1,410,000.00	244,050.78	1,165,949.22			1,165,949.22	
% Student Activities Support Grant (SAS Grant)		78,650.00	10,527.50	68,122.50		-68,122.50	0.00	
Special Anti-epidemic Grant		25,000.00	23,558.90	1,441.10			1,441.10	
Special Grant for Book Purchase		76,300.00	48,822.00	27,478.00			27,478.00	
One-off Special Support Grant-Enhance Cleansing		100,000.00	0.00	100,000.00			100,000.00	
Gr for After-Sch Support for NCS Students	3,806.90	50,000.00	30,450.00	19,550.00			23,356.90	
@ HK School Drama Festival Fund		3,600.00	0.00	3,600.00		-3,600.00	0.00	
QEF - STEM in Practice		0.00	37,369.50	-37,369.50			-37,369.50	
One-off Partial Subsidy for Sch Bus Fare to CBS		1,780.00	0.00	1,780.00			1,780.00	
School-based Management Top-up Grant		50,000.00	40,000.00	10,000.00			10,000.00	
Sub-total :	1,252,905.43	61,584,875.93	59,716,369.19	1,868,506.74	60,406.32	-204,210.79	2,977,607.70	
(3) OTHERS								
Other Charges : Income & Expenditure A/C	296,417.33	0.00	5,561.12	-5,561.12			290,856.21	
Sub-total :	296,417.33	0.00	5,561.12	-5,561.12	0.00	0.00	290,856.21	
SCHOOL FUNDS (GENERAL FUNDS)								
Approved Coll. For Specific Purposes	471,401.57	248,250.00	81,662.40	166,587.60			637,989.17	
Subscriptions	4,264,410.15	320,030.90	127,801.74	192,229.16			4,456,639.31	
Air-conditioners Fund	40,713.24	0.00	0.00	0.00			40,713.24	
Anniversary	59,754.00	0.00	34,000.00	-34,000.00			25,754.00	
Fund-Helping students fr underprivileged families	217,435.00	0.00	0.00	0.00			217,435.00	
Sustainable Learning Development Fund	162,477.83	2,600.00	0.00	2,600.00			165,077.83	
Sub-total :	5,216,191.79	570,880.90	243,464.14	327,416.76			5,543,608.55	
Grand Total:	8,771,077.76	71,484,664.65	67,974,484.62	3,510,180.03	60,406.32	(204,210.79)	12,137,453.32	
								3,366,375.56
								12,137,453.32

Δ 19-20 Total Deficit Bal (\$60,406.32) of CLPG (\$5.92), Enhancing WiFi Infrastructure - ERG (\$19,470) ITSSG (\$40,930.4) were topped up by General Domain of EOEBG.

□ 19-20 Unspent Balance of Committee on Home-Sch Co-op Proj Grant (\$3,500) to be refunded to EDB.

& 19-20 Unspent Balance of Employer's Cont to PF Scheme for NT A/C (\$4,921.27) to be refunded EDB.

19-20 Unspent Balance of School-based After-school Learning & Support Programme (\$49,205) to be refunded EDB.

^ 19-20 Unspent Balance of Learning Support Grant for Sec Sch (\$1,663.32) to be refunded to EDB.

○ 19-20 Unspent Balance of Diversity Learning Grant - Other Programmes (\$29,545.70) to be refunded to EDB.

+ 19-20 Unspent Balance of Promotion of Reading Grant (\$43,653) to be refunded to EDB.

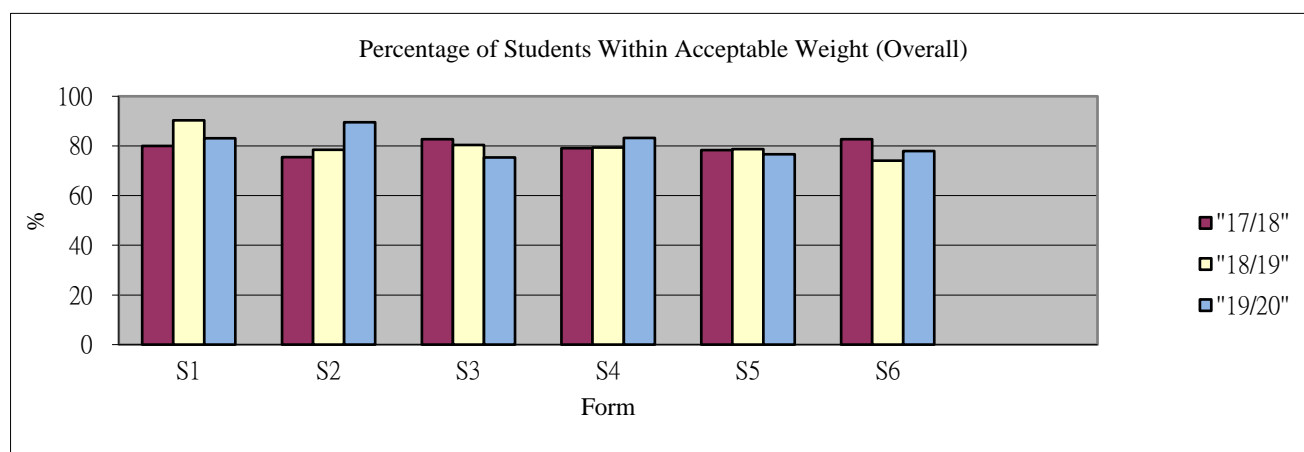
% 19-20 Unspent Balance of Student Activities Support Grant (\$68,122.5) to be refunded to EDB.

19-20 Unspent Balance of HK School Drama Festival Fund (\$3,600) 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 2019-2020

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 the academic year in 2019-20. The second part is our new Initiatives during 2020-2021.

Summary of library services and activities in 2019-2020

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. Our services included lending library materials, newspapers and periodicals. We also provided professional guidance and support for teachers and students. Besides, 33 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 for the student librarians to develop their leadership and a sense of responsibility.

In 2019-20, our Main Library collections including the Reading Lounge encompassed a stock of 23,226 Chinese books, 12,380 English books and around 1000 multimedia items. In addition, our library subscribed to 50 local and overseas periodicals and 4 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 from 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. However, because of the COVID-19, this year many library activities have been canceled. During September 2019 to early February 2020, the library activities including:

1. Monthly New Book Display and New Book Recommendations
2. F.1 Library Orientation
3. Teachers Good Books Sharing 《圍讀》老師閱讀分享茶會
4. Form 4 Reading Sharing Workshop
5. Thematic Book Exhibition at the library 『公民教育書展』
6. 2020 World Book Day on the theme 《Growing up with reading》

In 2019-20, we had new programs to enhance the Reading Culture which were co-organized by the Academic Affairs Committee and the English and Chinese Departments. We made a positive impact on students in their reading habits.

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 the academic year was 2950. In 2019-20, our Main Library opened for 51 days and on average our daily borrowing record was around 68 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 2020-2021

With a view to building and maintaining a comprehensive library collection and improving the reading culture at school, the initiatives for the new academic year 2020-2021 are as follows:

Programmes
1. To notify students of good books recommended by teachers and students via the Day 1 Assembly, the E-class library system, the library facebook page and books sharing workshop (圍讀)
2. To collaborate with the Chinese Panel and the Chinese Literature Panel to promote the school's reading culture by means of Books Sharing Workshops 【作家讀書會及講座】(嘉賓: 鮑國鴻先生)
3. To collaborate with the English Panel and the Chinese Panel to promote the reading culture.
4. To collaborate with the Mathematics Panel to promote the reading culture through books exhibitions and activities.
5. To collaborate with the Chinese Panel, the Chinese Literature Panel, the Liberal Studies Panel and the Life Education Panel in the theme of 【人間好時節】 to promote mental health and positive life education in school.
6. To organize a F.1 Library To collaborate with the Religious and Ethics Panel to promote mental health and positive life education in school through books exhibition (屬靈書籍展覽).
7. To organize a F.1 Library workshop.
8. To organize the annual Book Fair at least once a year.
7. To organize the "Thematic Book Exhibition" to support Project-based Learning programs.
10. To organize a Parents' Workshop on "How to Listen to Teenagers Through Reading?"

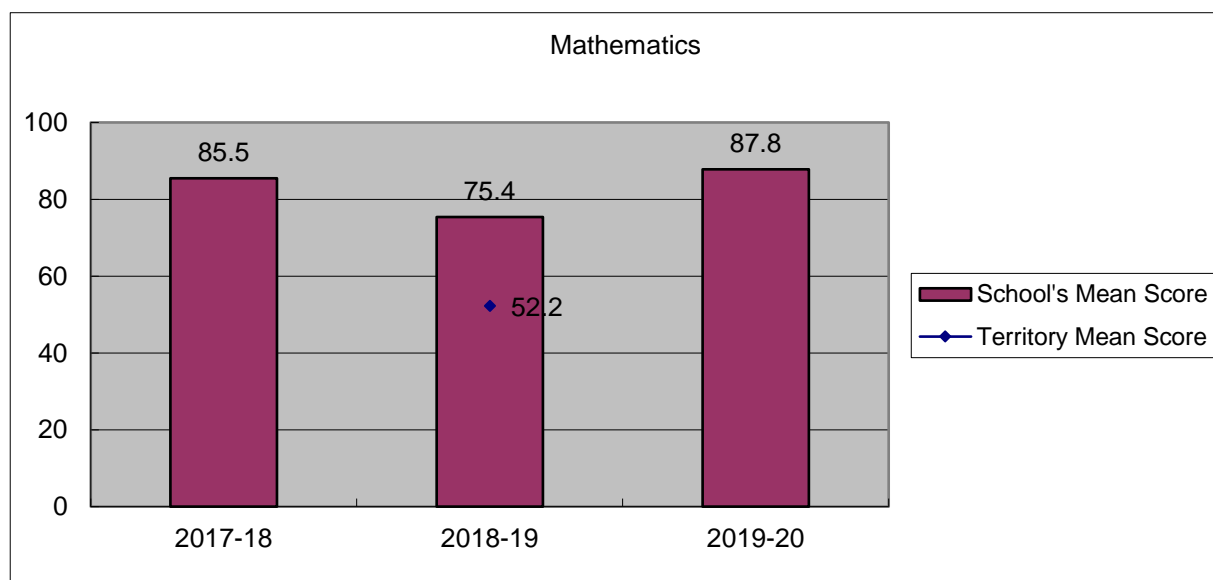
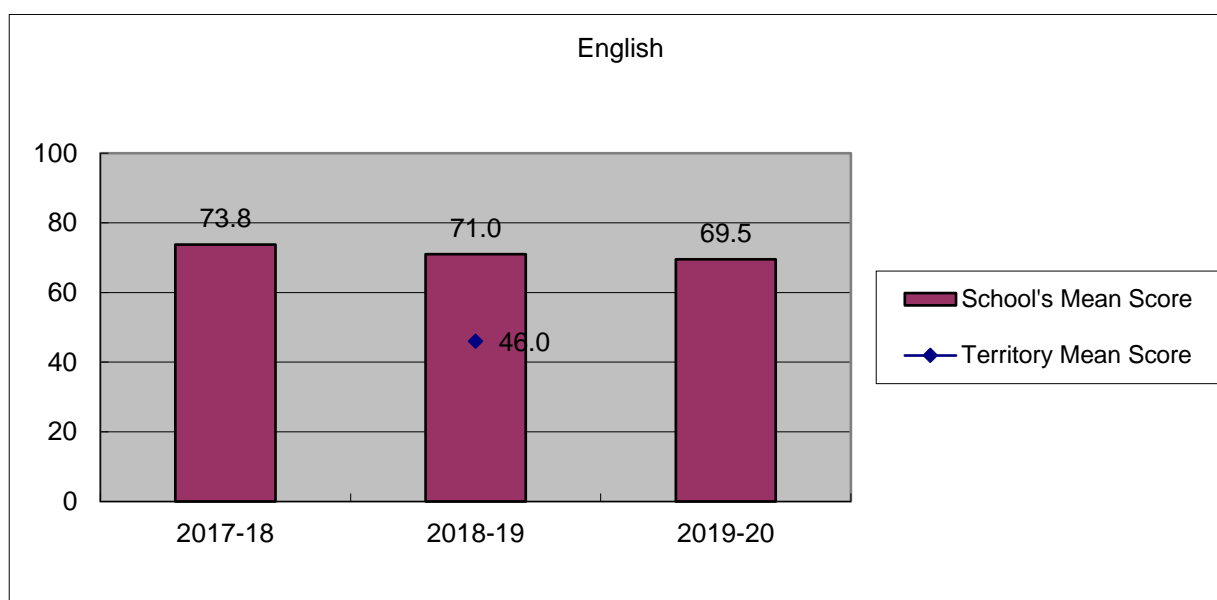
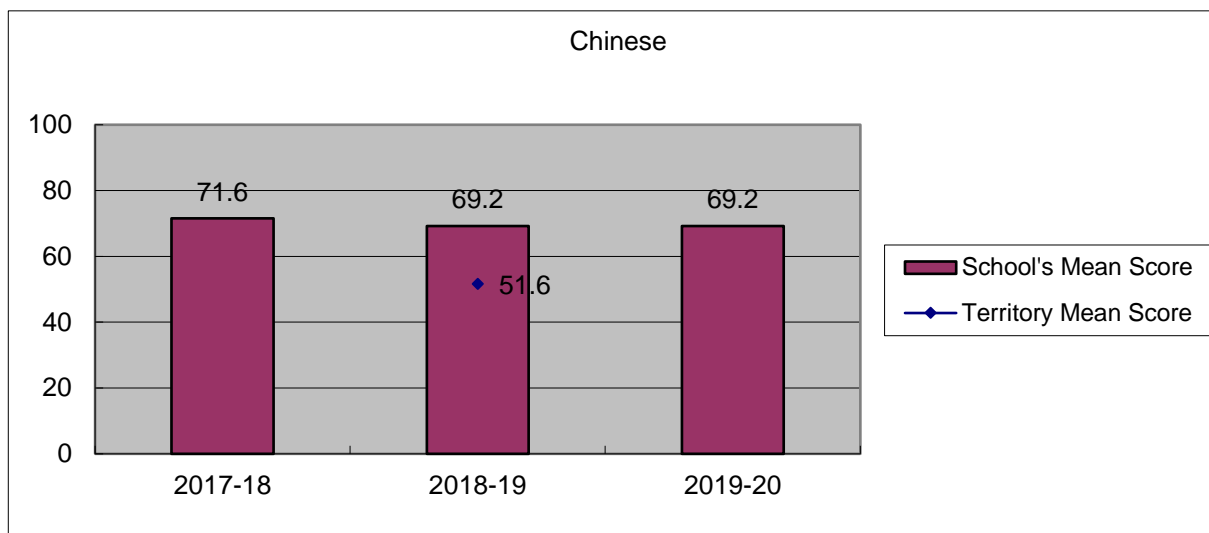
11. To provide attractive stock by purchasing more new books and discarding out-dated and damaged books.
12. To display an average of 70 new items each month during school days.
13. To participate in the World Book Day activities.
14. To participate in the Academy of Chinese Studies activities 『篇篇流螢』 online reading programs.
15. To join the EDB Summer Reading Programme “Gift Book Pilot Scheme 書出知識贈閱圖書計劃 2020” and Free use of “eRead Scheme”.

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 at our 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.

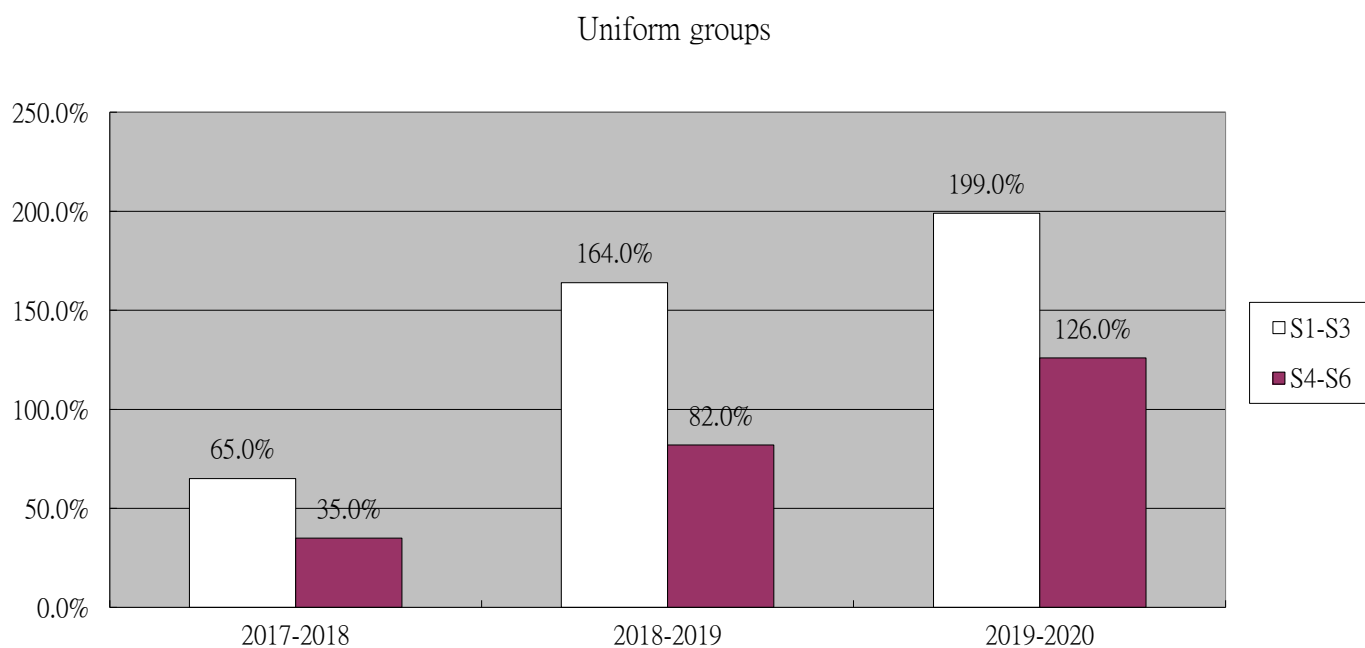
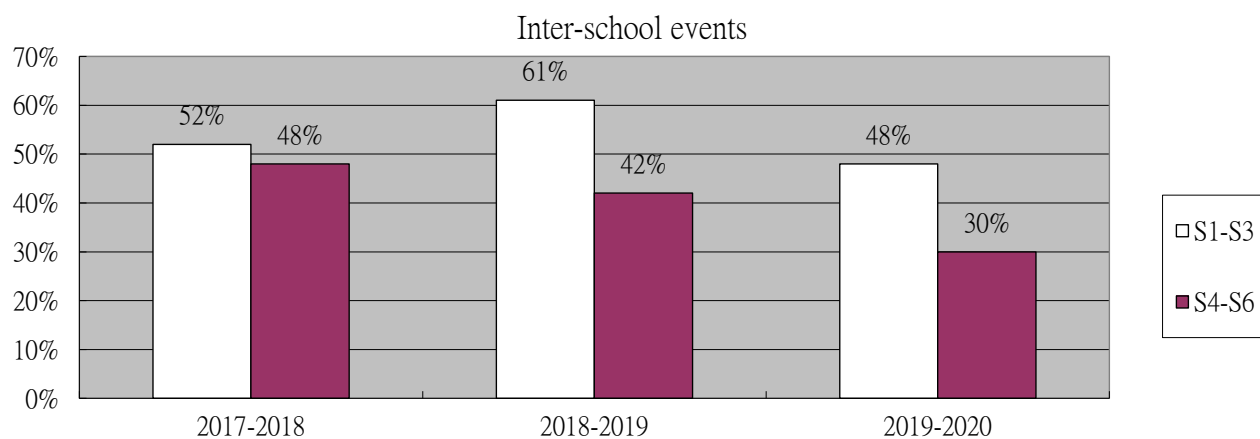
6.3 HKAT (Pre-S1)

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	2017/2018	2018/2019	2019/2020
Inter-school sports events	286	312	158
Schools Dance Festival	366	350	200
Schools Music Festival	139	154	215
Schools Speech Festival	119	116	129
Scouts	600	600	600
Girl Guides	350	328	296
Air Cadets	657	625	1020
Red Cross Youth	987	670	929

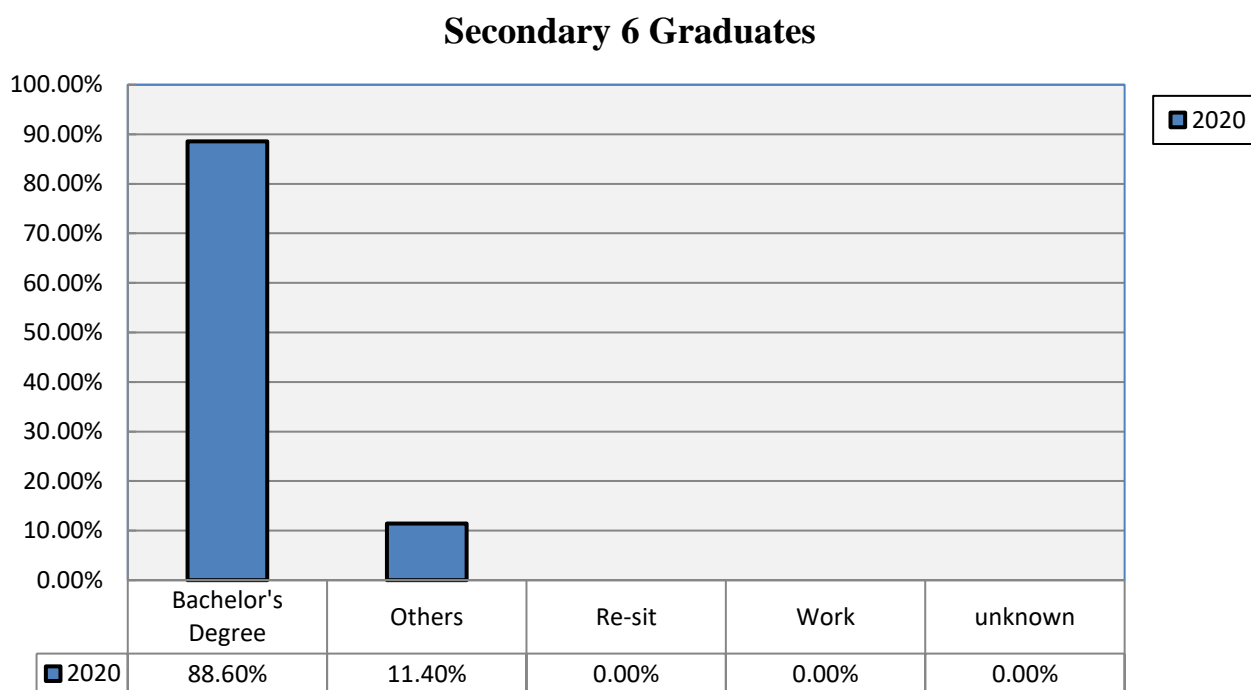
6.5 HKDSE

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

	2017/18	2018/19	2019/20
No. of students sat	161	143	139
Average % of subjects awarded level 2 or above	99.7%	99.7%	99.7%
Average % of subjects awarded level 4 or above	78.7%	85.0%	79.8%
Average % of subjects awarded level 5 or above	40.9%	48.6%	42.8%

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 2020.



- End of Report -