

**S.K.H. TSANG SHIU TIM SECONDARY SCHOOL**  
**Annual School Report (2015-2016)**

**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.

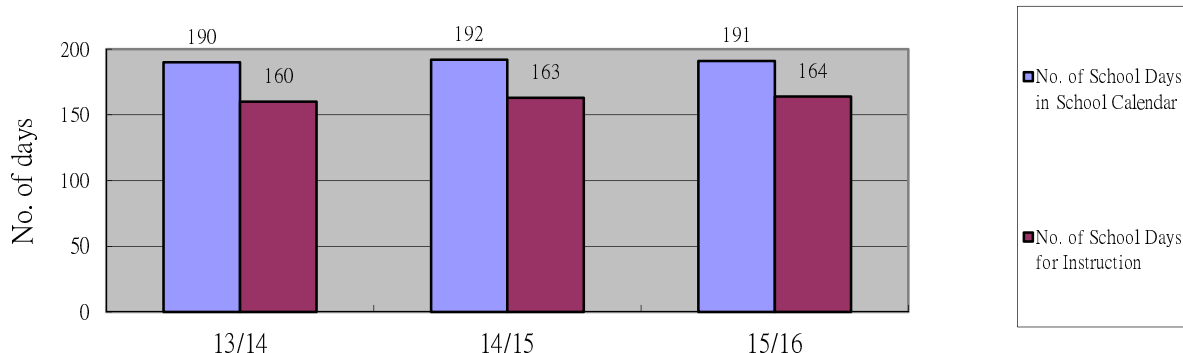
### 1.4 Incorporated Management Committee Member

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 KO Suk Wa	Alumni Manager
10. *Mr LEUNG Wing Kin	Parent Manager
11. *Mr PUN Kwong Cheung	Teacher Manager
12. *Mr MA Wing Ki	Alternate Teacher Manager

\*Registered School Manager

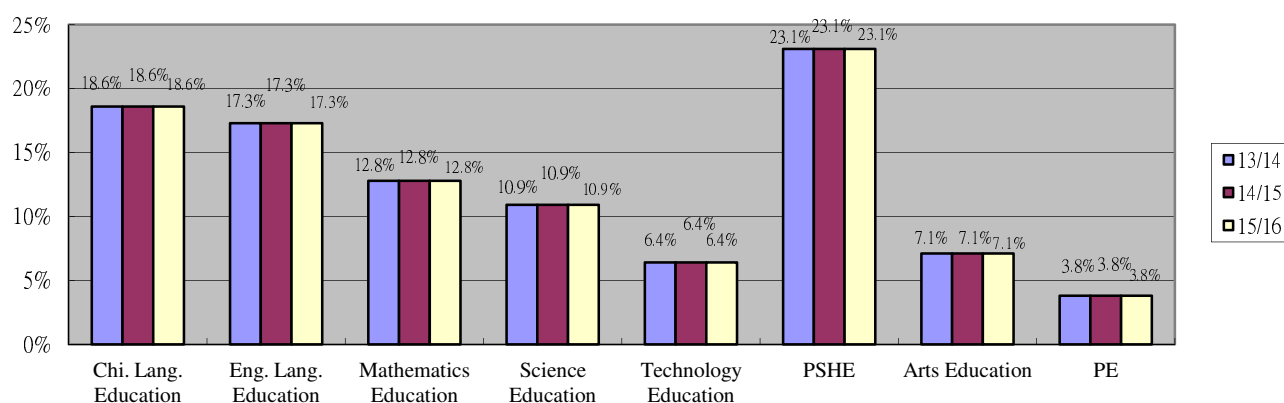
### 1.5 Number of Active School Days

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

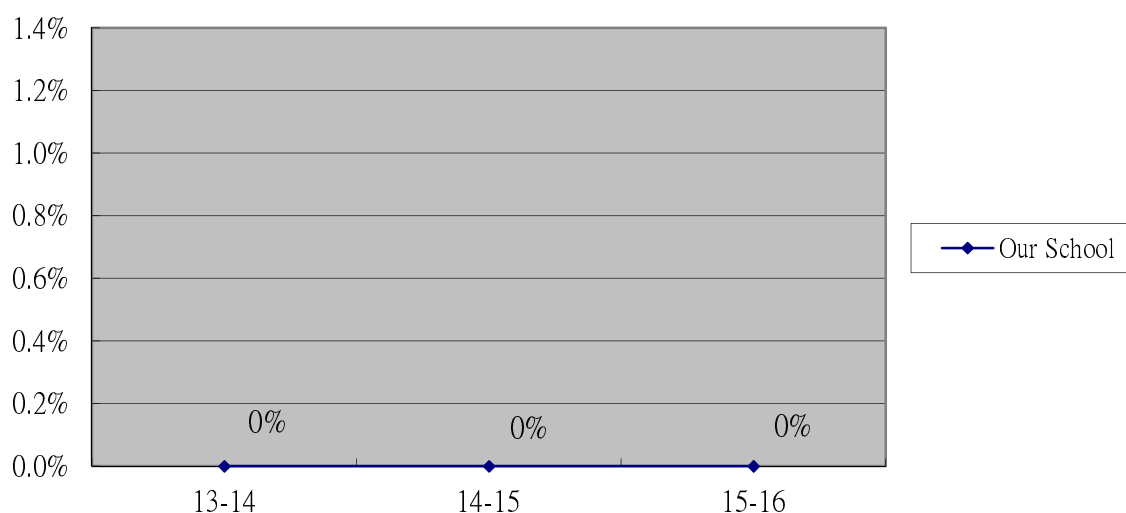
### 2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2015/16 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	78	72	78	87	91	79	485
Girls	73	92	89	95	77	84	510
Total Enrolment	151	164	167	182	168	163	995

### 2.2 Unfilled Places

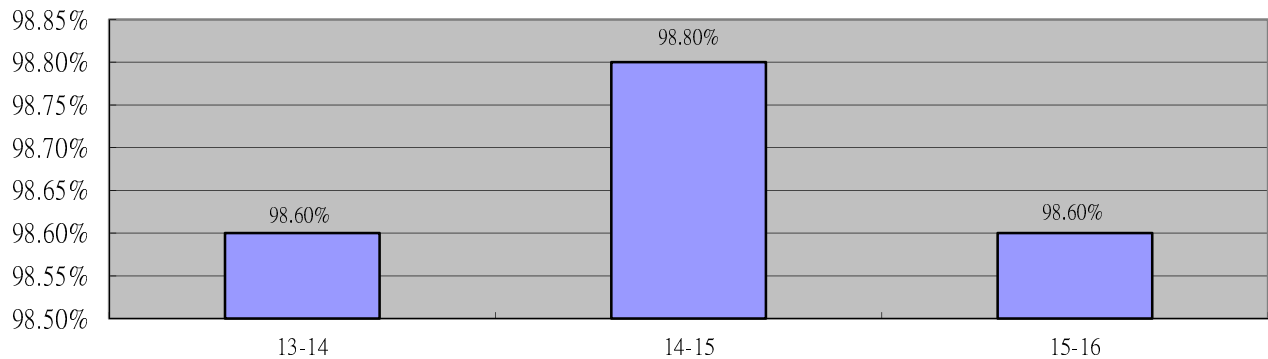
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



### 2.3 Students' Attendance

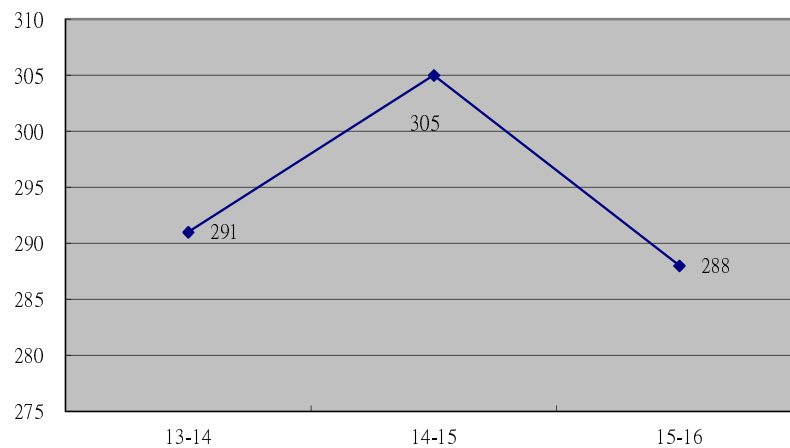
Below is a bar chart indicating student attendance rates in the past 3 years.

Students' Attendance Rate



### 2.4 Students' Early Exit

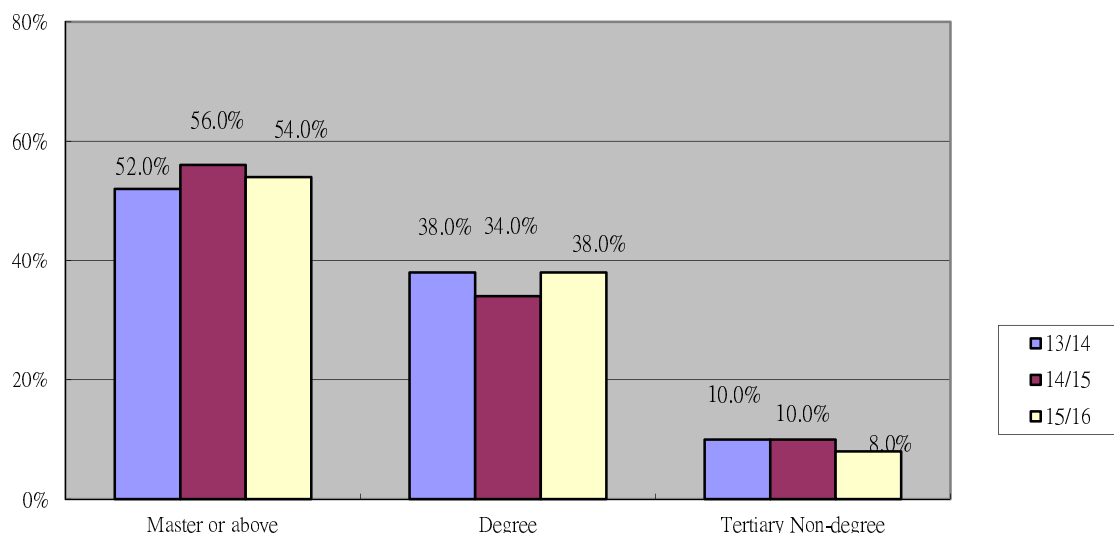
Below is a line graph indicating the number of times of student early exit (excluding those students with attendance of less than one month) in the past 3 years.



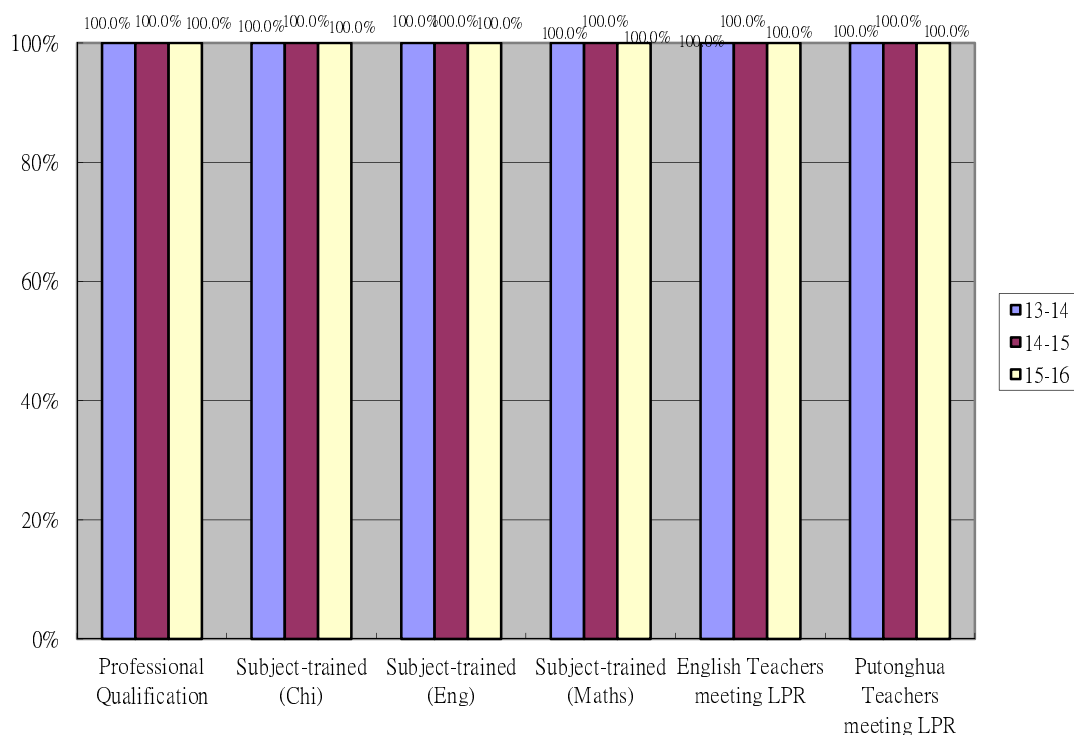
### 3. Our Teachers

#### 3.1 Teachers' qualifications

There were 70 teachers in our school in 2015/16. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



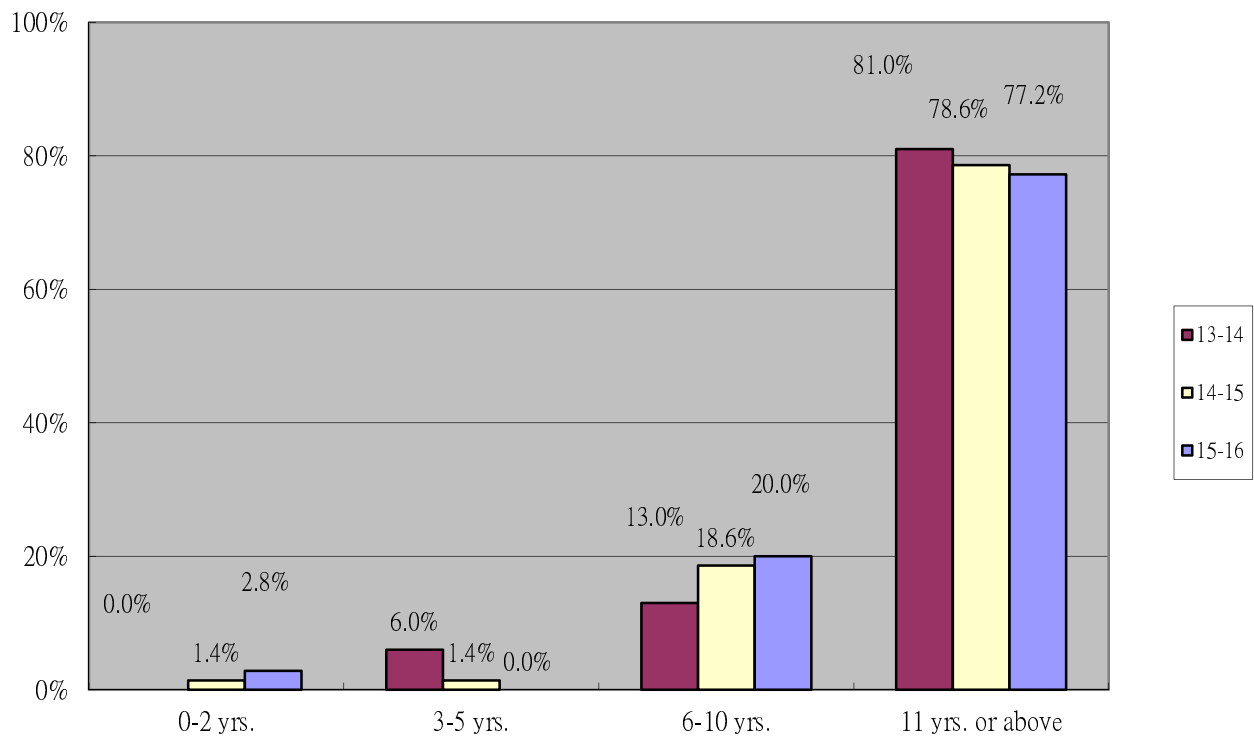
Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



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:

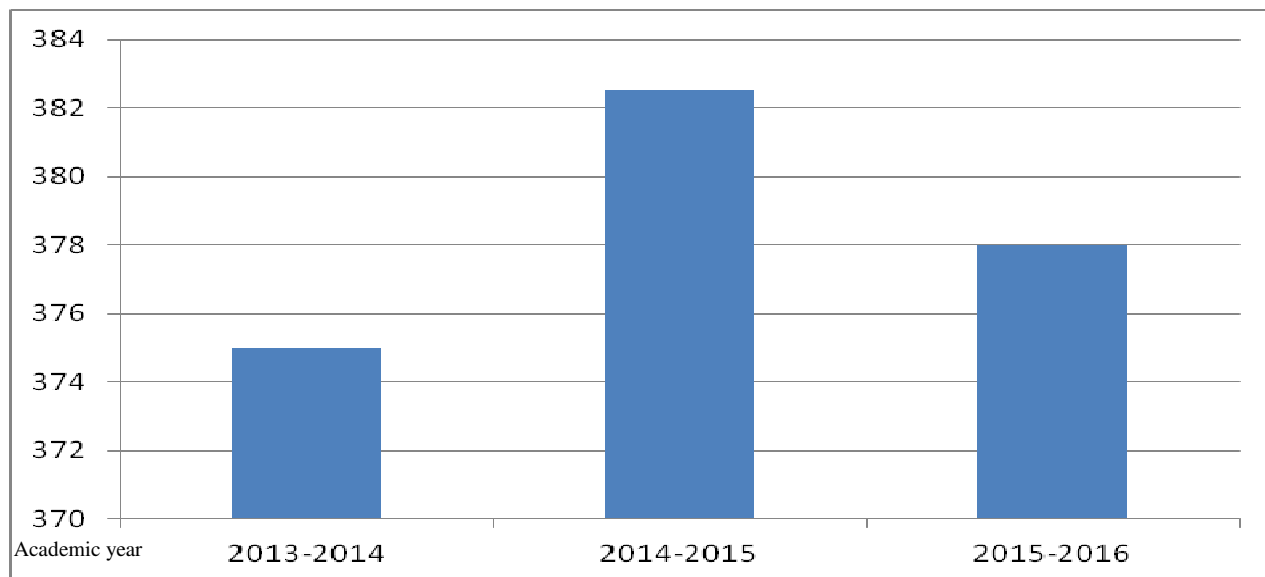




### 3.3 Teachers' Professional Development

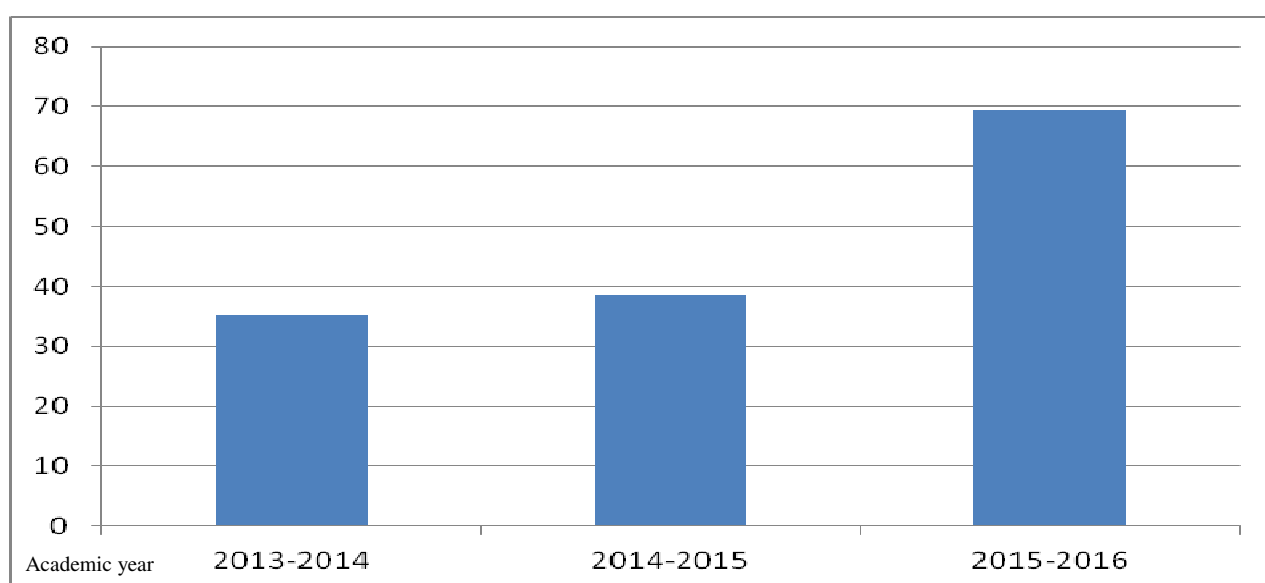
- 3.3.1. Report progress on the Principal's Continuing Professional Development (CPD).  
The principal undertook 378 hours in his CPD consisting of 45 hours of structured learning, 50 hours under action learning and 283 hours of service to education and the community.

Number of CPD hours



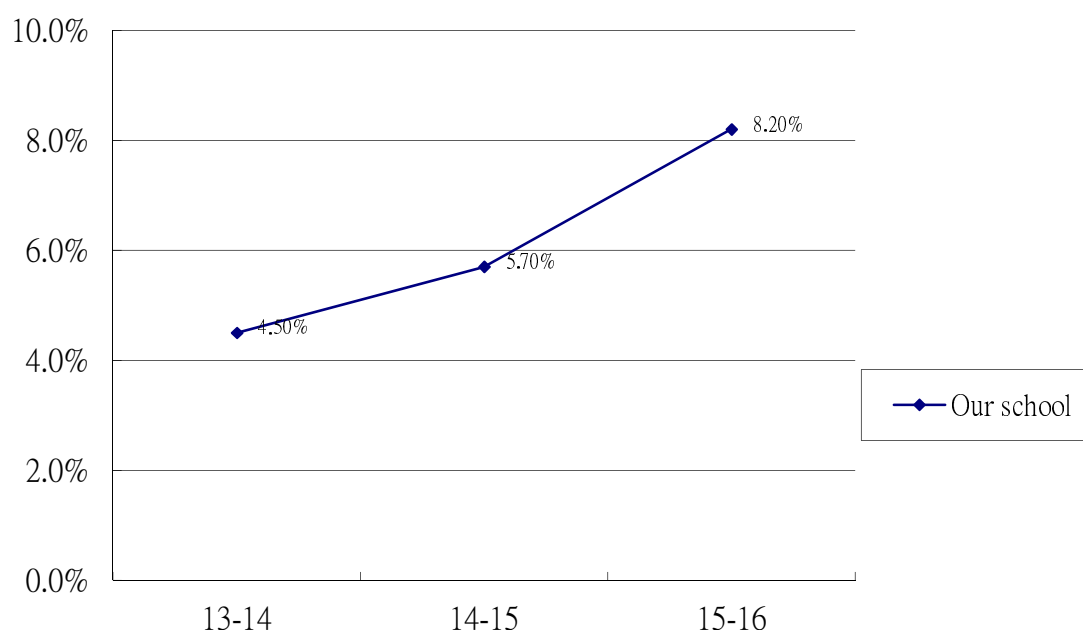
- 3.3.2 The average number of training hours undertaken by a teacher  
70 staff members (other than the principal) participated in a total of 4798.8 hours of which 104 hours belonging to Senior Secondary courses offered. The average number of hours undertaken by an individual teacher is 69.4 hours. The lower number of hours belonging to the Senior Secondary curriculum is expected as the teachers are familiar with the curriculum.

Number of CPD hours



### 3.4 Staff Turnover Rate

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



## 4. Major Concerns (Achievements and Reflections)

### 4.1 Introduction

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

- 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 Major Concerns

### 4.2.1 (I) Enhancing students' knowledge about life planning

**Strategies/ Tasks: To enable students to increase their knowledge of themselves and the working world**

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sept. 15 – Jul. 16	<p>Students have a good understanding of issues related to life planning.</p> <p>Students have updated knowledge about the careers they aspire for.</p> <p>Students know of the multi-pathways leading to life-long learning and their life plans.</p>	<ul style="list-style-type: none"> <li>• Worksheets/essays before and after workshops/activities</li> <li>• Surveys</li> <li>• Quizzes about careers</li> </ul>	<u>Tam, L.Y.Y.</u> & the Career Team

### Brief information about programs held

A variety of mentorship programs were held to enhance students' career and life planning knowledge. Notable was "The Career Day" conducted on a Saturday afternoon with 140 alumni and parent speakers sharing their insights with all F3 to F5 students. All F4 students in groups of five did an IA Video Mentorship whereby they got to know more about the working world through interviews with around 60 alumni. All F5 students in groups of five did a powerpoint presentation on a career in English lessons, with the best two groups per class presenting their powerpoints to the F4 students and the best three groups of the whole form presenting their powerpoints in the hall for all students. The comprehensive coverage of the career projects in the senior forms was also found in junior forms in which service providers gave more than 6 hours of workshops in each class.

There were also a great variety of optional career activities for those more motivated to seek more knowledge. Apprenticeship experience was enriched with the Junior Achievement (JA) Hong Kong, 25 F4 and F5 students participated in an eight-month business enterprise project. 30 F4 & F5 students were given job shadowing by JA. External resources were also available to F3 to F5 students in various mentorship programs, competitions organized by organizations such as CLAP, ARUP, ARCH, Shatin Church, STEM Olympiad etc.

There were also collaboration projects with other ECAs in organizing authentic work experiences such as a Story Telling Boot Camp for F4 to F5 students. For instance, the English Prose Reading Club co-organized with the Career Team in giving our students real experience in teaching.

### Reflections

With the PDS and CLPG funding, a greater variety of programs were conducted to increase the students' knowledge. In post questionnaires of various activities, the percentage of students who "strongly agree" or "agree" to the question "my knowledge of careers has improved" was 81% in Career Day, 77% in the F4 IA Video Mentorship Project, and also 77% by F4 presented the F5 Career Oscars. As for the F5 students presenting the Career Projects, they had a lot of immediate feedback to their own designed questionnaires given out before and after their own presentation. The process of designing the questionnaire and the written reflections of each F5 student in the English class evidenced the enhancement of their mastery of career knowledge in their chosen career. Attached are all excel files of all the questionnaires.

#### 4.2.1 (II) Major Concern: Enhancing Career Teachers' Counselling Skills

##### Strategies/ Tasks: To improve career teachers' skills in mentoring and coaching

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sept. 15 – Jul. 16	Career Teachers can master counselling skills in personal counselling sessions with students.	<b>Surveys</b> Observers' comments	<u>Tam, L.Y.Y.</u> & the Career Team

##### Brief information about programs held

The Career Teachers were given training by ARCH in counseling skills at the Annual Staff Development Day. New Career Teachers shadowed more experienced career teachers in group and individual counseling sessions.

##### Reflections

With the PDS and CLPG funding, the Career Teachers were relieved of some teaching duties and they joined some professional training courses about counseling whenever free.

.

#### 4.2.1 (III) Major Concern: Equipping Form Teachers for personalised counselling in life planning

##### Strategies/ Tasks: To improve form teachers' skills in mentoring and coaching

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sept. 15 – Jul. 16	Form Teachers can master counselling skills in personal counselling sessions with students.	Surveys Observers' comments	Tam, L.Y.Y. & the Career Team

##### Brief information about programs held

Starting from this year, the principal had stipulated the presence of all Form Teachers at all career activities held in the Moral Education lessons. Moreover, all staff members were given a talk by the Career Teachers on the principles of Career and Life Planning at the Annual Staff Development Day. The Career Teachers also led a workshop on how the principles can be incorporated into the curriculum and Moral Education lessons. All staff knew more about how to use the RA files on Jupas and non-Jupas data devised by the Career Team in counseling. All staff attended a one-hour talk by ARCH on counseling skills at the Annual Staff Development Day.

##### Reflections

With the PDS and CLPG funding, the Career Teachers were relieved of some teaching duties and they joined some professional training courses about counseling whenever free.

Attached is the questionnaire result to the Career Team's talk and workshop at the Annual Staff Development Day on Dec 2, 2015.

##### 2015-2016 Staff Development Day

##### Theme: Career and Life Planning

##### Feedback:

Number of questionnaires: 55

##### Statistical analysis:

Scale: 1 to 4

1 being excellent while 4 being unsatisfactory

	Weighted Average
Contents	1.36 [(36x1 + 18x2 + 1x3)/55]
Organisation & flow	1.33 [(37x1 + 18x2)/55]
Delivery & Presentation	1.33 [(38x1 + 16x2 + 1x3)/55]
Exploration & Inspiration	1.42 [(33x1 + 21x2 + 1x3)/55]
Amount of time allotted to each session	1.38 [(35x1 + 19x2 + 1x3)/55]
Overall rating	1.40 [(34x1 + 20x2 + 1x3)/55]

##### Comments:

1. Jennifer is a superb speaker.
2. The second session (talk by ARCH) is a little is a little bit boring.

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

##### Achievements

1. 97% 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 participation rate in both forms met our objective of having every F.3/F.4 student join at least one community service outside school.
2. The F.3 journals and F.4 presentations during the Day 4 Assembly showed that students have had good reflections on their experience.

#### Appendix 1

中四級班際義工服務 2015 – 2016

班別	班主任	計劃負責人	主辦機構	項目內容	舉辦日期
4A	陳慧施	黃國威	愛德基金會	活水行 2016 地點：馬鞍山海濱長廊 時間：9:00 am – 5:30 pm	5/03/2016(六)
4B	黃志熙	宗倩瑩	民政事務總署	我們的十八區之#傳新沙田- 負責藝墟嘉年華會攤位 地點：沙田公園 時間：2:00 pm– 6:00 pm	02/05/2015(六)
4C	周信義	陳燕	沙田公立學校	活動流程：探訪 時間：2:00 pm – 4:00 pm 地點：沙田公立學校	18/01/2016(一)
4D	劉耀光	馮永康	香港特殊奧運會	香港特殊奧運會 - 分區田徑賽 地點：馬鞍山運動場 時間：8:00 am – 5:00 pm	19/12/2015(六)
4E	鄭婉瑩	馬敬文	香港聖公會靈風堂	賣物會 時間：9:00 am – 5:30 pm 地點：沙田靈風堂	30/01/2016(六)

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

計劃負責人：負責對外聯絡社福機構。帶領當日活動，制訂預算及統籌開支。

#### 4.2.2 (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 Dec 2015 and April 2016, Form 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 the school policy were collected from Form Teachers.
2. Questionnaires collected from students (F.1 to 5) show that most of them (>94%) love our school and are willing to be self-disciplined.

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

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 15 –Jul. 16	<ul style="list-style-type: none"> <li>● There is a satisfactory rate of participation in various school functions involving parents.</li> <li>● There is positive feedback from parents.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance records of various school functions and parenting courses</li> <li>● Feedback from parents</li> </ul>	<u>Lam S.M.</u> and members of Parent-Teacher Association

##### Parent Teacher Association

##### Achievements

1. Parents participated actively in various school functions such as Orientation Day, Careers Day and Sports Day.
2. Four parenting courses were organized and parents had positive feedback on the courses.
3. Social activities such as the Christmas Party and Outing proved to be successful events during which parent-child and parent-teacher relationships could be much strengthened.
4. Interest classes such as Gymnastics, Chinese Painting, Leather DIY received strong support from the parents.
5. The Parents' Christian Fellowship continued to hold regular meetings at the Holy Spirit Church.
6. The PTA Newsletter is issued in July every year and the PTA homepage is updated regularly, which provides not only the latest news of the PTA, but also a platform for parents to communicate with the school.

##### Reflections

To enhance parents' knowledge about the multi-pathways leading to their children's life planning, two Career Talks will be organized for parents by our Careers Team in the coming academic year.

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

##### Strategies/ Tasks:

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sept 15 – Jul 16	<ul style="list-style-type: none"> <li>- Having a satisfactory rate of participation in activities involving alumni.</li> <li>- There is positive response from the alumni and student participants.</li> </ul>	<p>Qualitative</p> <ul style="list-style-type: none"> <li>- project leaders collect informal feedback from staff and participants at regular intervals</li> </ul> <p>Quantitative</p> <ul style="list-style-type: none"> <li>- project leaders analyze and evaluate questionnaires and reflection journals from participants</li> <li>- turnout rate of participants</li> </ul>	Tam, L.Y.Y. and advisors of the Alumni Association

##### Brief information about programs held

The “Career Day” co-organized by the Career Team, Alumni Association and the Parent-teacher Association for all F3 to 5 students with small-group discussions by 140 alumni and parents speakers fostered a great sense of solidarity (82% of students found the alumni at Career Day helpful and friendly). There were more than 60 alumni mentors of different fields giving interviews to all F4 students in 35 groups doing an “IA-Career Mentorship Project” (70% of students found the alumni mentors friendly). 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.

##### Reflections

With the PDS funding, a brand-new database of alumni across the years was compiled and been very helpful in structuring mentorship programs and organizing alumni activities. Continuity of alumni mentorship was ensured through the linking of alumni mentors from different years. Mentorship via social networking sites started two years ago became convenient and effective means of alumni-career mentorship.

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



#### **4.2.2 (III) Enhance self-discipline of students**

1. Feedback collected from teachers in regular form meetings showed that most students are self-disciplined.
2. Feedback collected from discipline teachers indicated that students could have done better in punctuality.
3. Questionnaires collected from students (F.1 to 5) showed that most of them (>94%) are willing to be self-disciplined.
4. 48 questionnaires collected from teachers about the “Inter-class Manners Competition” showed that most of them (>95%) agreed that this competition was helpful in enhancing students’ discipline in classrooms.

#### **4.2.3. Enhance Integrated Education**

##### **Achievements**

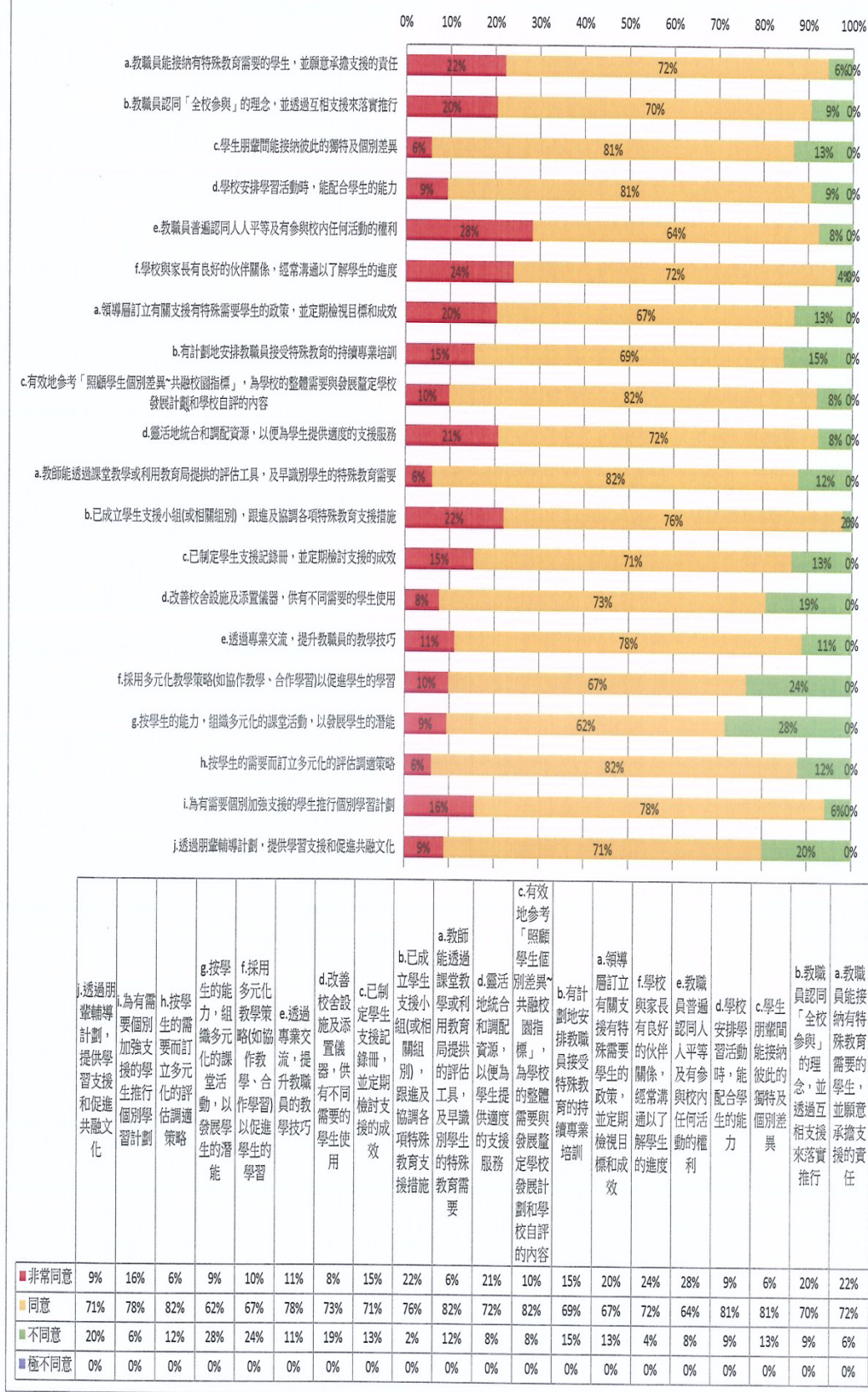
1. Clinical psychologist was invited to speak on ‘Improving communication and connection for STUDENTS with Autism Spectrum Disorders’ on the Staff Development Day in October 2015.
2. To further strengthen the culture of Integrated Education, some Integrated Education issues were incorporated into the PSE course in our junior secondary curriculum.
3. One Integrated Education Assistant was employed using the Learning Support Grant to provide support for our SEN students.
4. With funding from the Learning Support Grant, three services were purchased, namely an in-depth behavioral therapy by a clinical psychologist for four students, speech therapy and another course on social skills for the other 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 difficulties dealing with students mental illness, therefore, a professional sharing session by a psychologist on supporting students mental illness was planned on the Staff Development Day in September 2016.
3. Our school should have a teacher professional development plan on catering for students with special education needs in order to meet the new training targets set by the Education Bureau for the public sector ordinary schools to be achieved by the end of the 2019/20 school year.

## Appendix 1

**「全校參與」模式照顧有特殊教育需要的學生  
學校層面的年終檢討表**



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

#### **Achievements**

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

#### **Reflections**

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

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

In conclusion, there was positive feedback from teachers and students in general. All teachers unanimously support and demand that similar funding be provided to continue to employ additional teachers to alleviate heavy workloads and organize programmes and activities to students.

## 5. Financial Summary

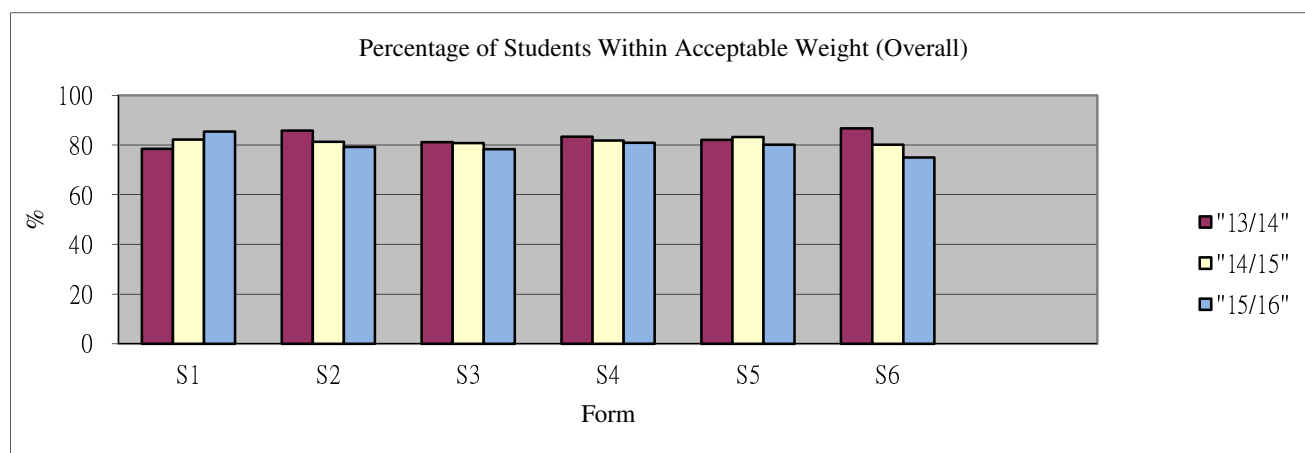
	Balance B/F	Income \$	Expenditure \$	Surplus/Deficit	Topped-up by EOEBG General Domain	Amount Refundable to EDB	BALANCE C/F	Surplus \$
<b>BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)</b>								<b>9,294,110.33</b>
<b>I. Government Fund</b>								
<b>(1) EOEBG Grant</b>								
☆ Prior Year Adjustment								
<b>(a) EOEBG Baseline Reference</b>		<b>2,131,634.92</b>		<b>2,131,634.92</b>				
School & Class Grant		90,518.40	1,099,194.50	-1,008,676.10				
Lift Maintenance Grant	-		94,790.00	-94,790.00				
Air Cond. Grant for Prep Room of Lab.	-		8,279.00	-8,279.00				
Prog Fund for Whole-Sch Ap to Guidance & Discipline								
Supplementary Grant	-		579,928.90	-579,928.90				
Consolidated Subject Grant	-		151,426.05	-151,426.05				
Composite Furniture & Equip. Grant	291,186.00		554,042.00	-554,042.00				
EOEBG Baseline Ref - Sub-total :	<b>291,186.00</b>	<b>2,222,153.32</b>	<b>2,487,660.45</b>	<b>-265,507.13</b>				
<b>(b) Specific Grant</b>								
Administration Grant	-	4,062,186.00	3,728,056.00	334,130.00				
Noise Abatement Grant	-	438,869.00	155,976.00	282,893.00				
Capacity Enhancement Grant		574,415.00	964,555.00	-390,140.00				
Composite Information Technology Grant	-	419,709.00	420,862.31	-1,153.31				
EOEBG Specific Grant - Sub-total :		<b>5,495,179.00</b>	<b>5,269,449.31</b>	<b>225,729.69</b>				
EOEBG General domain	<b>1,441,095.58</b>							
Prog Fund for Whole-Sch Ap to Guidance & Discipline	40,097.93		1,493.00	-1,493.00				
Funds set aside for SP/LSP		312,876.74	352,671.72	-39,794.98				
△ Topped up the Deficit Bal of FPCG			46,946.00	-46,946.00				
△ Topped up the Deficit Bal of SSCSG			469,230.00	-469,230.00				
△ Topped up the Deficit Bal of EF for NCS Students			1,829.82	-1,829.82				
EOEBG General domain - Total :	<b>1,481,193.51</b>	<b>312,876.74</b>	<b>872,170.54</b>	<b>-559,293.80</b>				
EOEBG Baseline Ref + Specific Gr + General domain :	<b>1,772,379.51</b>	<b>8,030,209.06</b>	<b>8,629,280.30</b>	<b>-599,071.24</b>			<b>1,173,308.27</b>	
<b>(2) NON-EOEBG Grant</b>								
Other Recurrent Grant	-	601,012.00	601,012.00	0.00			0.00	
□ Committee on Home-Sch Co-op Proj Grant	-	10,979.00	9,712.60	1,266.40		-1,266.40	0.00	
Salaries Grant	-	43,894,542.27	43,927,568.52	-33,026.25			-33,026.25	
& Employer's Cont to PF Scheme for NT A/C	-	574,077.65	567,204.60	6,873.05		-6,873.05	0.00	
Fringe Benefits under Enhanc. NET Scheme	-	198,494.61	198,494.61	0.00			0.00	
@ School-based After-school Learning & Support Prog.	67,600.00	63,200.00	24,862.50	38,337.50		-42,737.50	63,200.00	
Grant for the Establishment and Operation of IMC		79,269.95	97,133.60	-17,863.65			-17,863.65	
Teacher Relief Grant for IMC School		200,930.00	199,346.25	1,583.75			1,583.75	
Learning Support Grant	74,100.00	308,269.00	305,210.58	3,058.42			77,158.42	
* Diversity Learning Grant - Other Programmes	105,000.00	105,000.00	88,630.00	16,370.00		-16,370.00	105,000.00	
△ Fractional Post Cash Grant	-	276,055.00	323,001.00	-46,946.00	46,946.00		0.00	
Moral and National Education Subject Support Grant	530,000.00	0.00	50,000.00	-50,000.00			480,000.00	
△ Senior Secondary Curriculum Support Grant	-	812,340.00	1,281,570.00	-469,230.00	469,230.00		0.00	
# One-off Grant - Upgrading WebSAMS	110.00					-110.00	0.00	
Career and Life Planning Grant	2,416.05	541,560.00	498,888.60	42,671.40			45,087.45	
△ Enhanced Funding for Non-Chinese Speaking Students	25.60	50,000.00	51,855.42	-1,855.42	1,829.82		0.00	
Strengthening School Administration Mgmt (SAM) Gr		250,000.00	32,754.00	217,246.00			217,246.00	
Special Home-Sch Co-operation (HSC) Gr		5,000.00	0.00	5,000.00			5,000.00	
Professional Development Schools Scheme (PDS)	-92,863.30	384,525.00	373,384.70	11,140.30			-81,723.00	
Sub-total :	<b>686,388.35</b>	<b>48,355,254.48</b>	<b>48,630,628.98</b>	<b>-275,374.50</b>	<b>518,005.82</b>	<b>-67,356.95</b>	<b>861,662.72</b>	
<b>(3) OTHERS</b>								
Other Charges : Income & Expenditure A/C	346,655.14	7.74	19,984.45	-19,976.71			326,678.43	
+ Jockey Club LW Learning Fund	45,915.50	66,885.00	19,979.50	46,905.50		-45,915.50	46,905.50	
Sub-total :	<b>392,570.64</b>	<b>66,892.74</b>	<b>39,963.95</b>	<b>26,928.79</b>	<b>0.00</b>	<b>-45,915.50</b>	<b>373,583.93</b>	
<b>II SCHOOL FUNDS (GENERAL FUNDS)</b>								
Approved Coll. For Specific Purposes	928,545.17	275,260.00	125,298.00	149,962.00			1,078,507.17	
Subscriptions	5,148,948.09	457,897.89	119,637.67	338,260.22			5,487,208.31	
Air-conditioners Fund	77,713.24	0.00	0.00	0.00			77,713.24	
35th Anniversary	58,674.00	1,080.00	0.00	1,080.00			59,754.00	
Sustainable Learning Development Fund	228,891.33	4,990.00	20,000.00	-15,010.00			213,881.33	
Sub-total :	<b>6,442,771.83</b>	<b>739,227.89</b>	<b>264,935.67</b>	<b>474,292.22</b>			<b>6,917,064.05</b>	
Grand Total:	<b>9,294,110.33</b>	<b>57,191,584.17</b>	<b>57,564,808.90</b>	<b>(373,224.73)</b>	<b>518,005.82</b>	<b>(113,272.45)</b>	<b>9,325,618.97</b>	
<b>Total surplus/deficit for 15/16 school years after deducting the total amount of \$113,272.45 of refundable items ( □, &amp;, @, *, #, +).</b>								
<b>Accumulated Surplus as at the end of 15/16 school year</b>								
								<b>31,508.64</b>
								<b>9,325,618.97</b>

- △ 15-16 Total Deficit Bal (\$518,005.82) of FPCG (\$46,946), SSCSG (\$469,230) & EF for NCSS (\$1,829.82) were topped up by General Domain of EOEBG.
- 15-16 Unspent Balance of Committee on Home-Sch Co-op Proj Grant (\$1,266.4) to be refunded to EDB.
- & 15-16 Unspent Balance of Employer's Cont to PF Scheme for NT A/C (\$6,873.05) to be refunded EDB.
- @ 15-16 Unspent Balance of School-based After-school Learning & Support Prog (\$42,737.5) to be refunded EDB.
- \* 15-16 Unspent Balance of DLG - Other Programme (\$16,370) to be refunded to EDB.
- # 15-16 Unspent Balance of One-off Grant - Upgrading WebSAMS (\$110) to be refunded to EDB.
- + 14-15 Unspent Balance of Jockey Club LW Learning Fund (\$45,915.5) was refunded to EDB.

## 6. Performance of the Students

### 6.1 Students' Physical Development Report

Percentage of Students within Acceptable Weight (Overall)



### 6.2 Library Report 2015-2016

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 2015-16 library report.

#### Summary of library services and activities in 2015-16

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. 《生命成長工作坊》;《我的最愛小組分享會》) for the student librarians to develop their leadership and a sense of responsibility.

In 2015-16, our Main Library collections including the Reading Lounge encompassed a stock of over 26,500 Chinese books, 19,250 English books, and around 2000 multimedia items. In addition, our library subscribed to 45 local and overseas periodicals and 6 local newspapers. Besides, an electronic newspapers clipping service called "Wise News" and the "Liberal Studies@ Wisers" online databases provide easy access and retrieval of news articles from hundreds of newspapers and periodical of Hong Kong and overseas. At the same time, we also subscribed to the license of the "Ming Pao", "South China Morning Post" and the "Hong Kong Economic Times" Online Database. in support of the development of Liberal Studies and the Senior Secondary Curriculum.

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

1. The Classroom Library Scheme
2. Enthusiastic Borrower Reading Award
3. Annual Book Exhibition
4. Monthly New Book Display
5. Monthly New Book Recommendations
6. F.1 Library Orientation
7. Thematic Book Exhibitions 【民主運動資料展】、【莎士比亞作品展】
8. F.1 and F.2 Assistant Librarian Internship Program 《我都做得到》 中一、中二級實習圖書館管理員計劃
9. Facebook Page Sharing Activity 《閱讀多樂趣 Joy of Reading 》Facebook 專頁分享活動
10. Old Book Sale 《閱讀多樂趣~舊書義賣活動》
11. 423 World Book Day 校園師生分享會 Teacher-Student Sharing Session
12. Project-based Learning Workshop for F.4 《生命成長工作坊》
13. Reading Concert 《東方快車謀殺案 讀書音樂會》
14. Cultural Exchange Tour 《文化足印: 京都、奈良文化體驗之旅》

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

## **Library Report 2015-16**

### **Update on Library Collection**

We have managed most of the cataloguing of the reading and multimedia collection. This year, 760 items were added in our Main Library and 444 new items in our Reading Lounge. The number of resources catalogued this year was 1204 items, with an approximate total value of \$83631.2.

### **Library use distribution**

According to the library record, the total number of books borrowed during this academic year is 9218. In 2015-16, our Main Library has opened for 125 days and on average our daily borrowing record is around 74 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 2016-17

Keeping the mains in mind of building and maintaining a comprehensive library collection and improving the reading culture at school, the initiatives for the new academic year 2016-2017 have included:

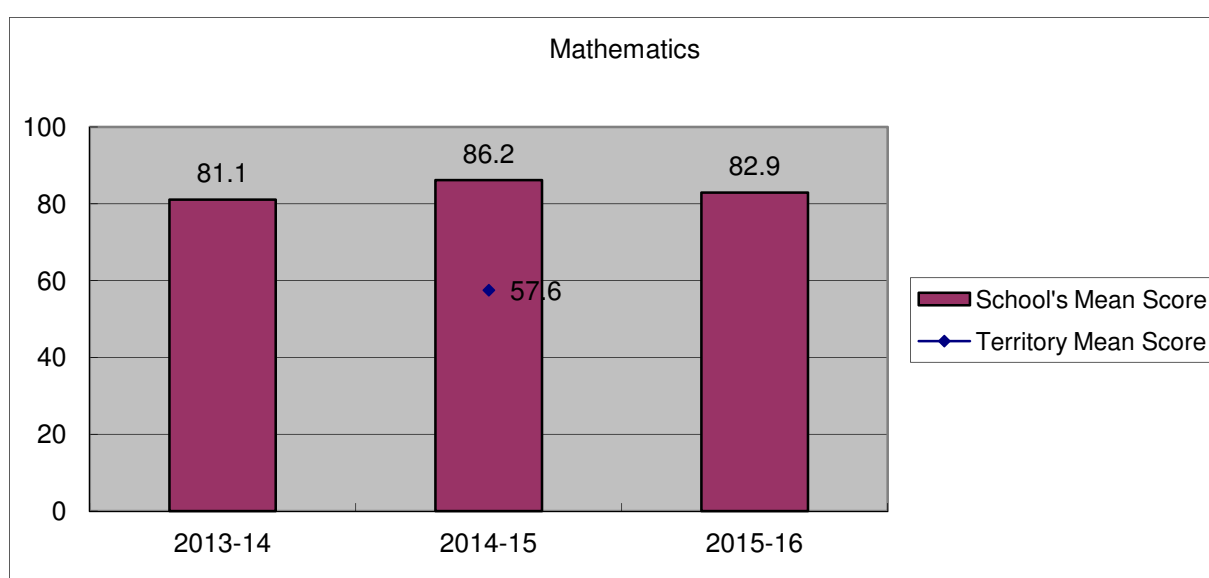
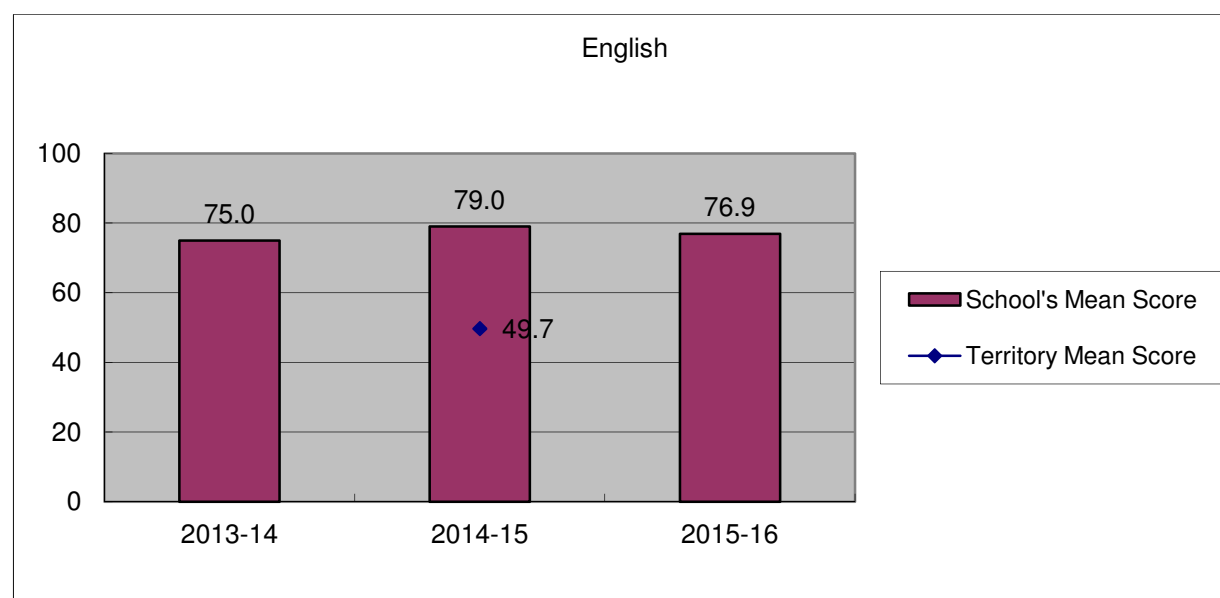
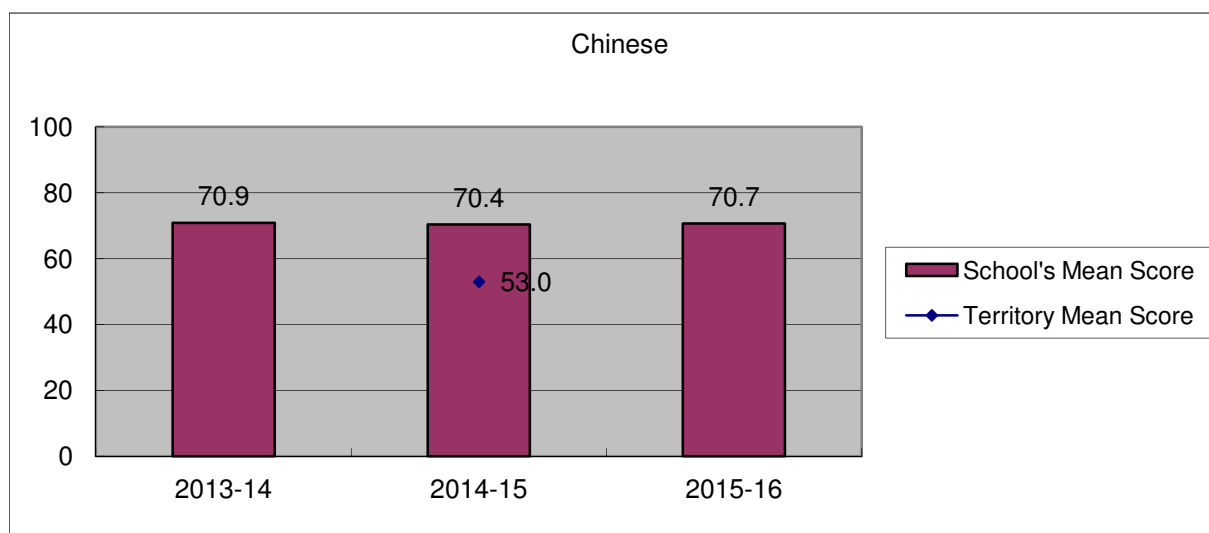
Programmes
1. To notify students of the good books recommended by teachers and students via the E-class library system and the library Facebook page
2. To collaborate with the Ethics and R.E. Department to promote the reading culture through a religious and cultural exchange tour
3. To collaborate with the Mathematics Department to promote the reading culture
4. To launch a series of workshops related to the library's e-learning resources
5. To organize the Reading Week programmes to promote the World Book Day
6. To invite students and teachers to recommend "Good Books / AV Materials" during a Day 4 assembly.
7. To organize class visits by reading ambassadors to enhance the reading culture at school
8. To organize book exhibitions at least once a year.
9. To organize "Thematic Book Exhibition" to support Project-based Learning programmes
10. To provide an attractive stock by purchasing more new books and discarding out-dated and damaged ones
11. To display an average of 80 new items each month during school days

### Conclusion

The promotion of a reading culture has been identified as one of the key tasks for enhancing life-long learning and to support students' all-round development. Thanks to the school authority, teachers and parents, we have worked in close collaboration to promote the reading culture 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:

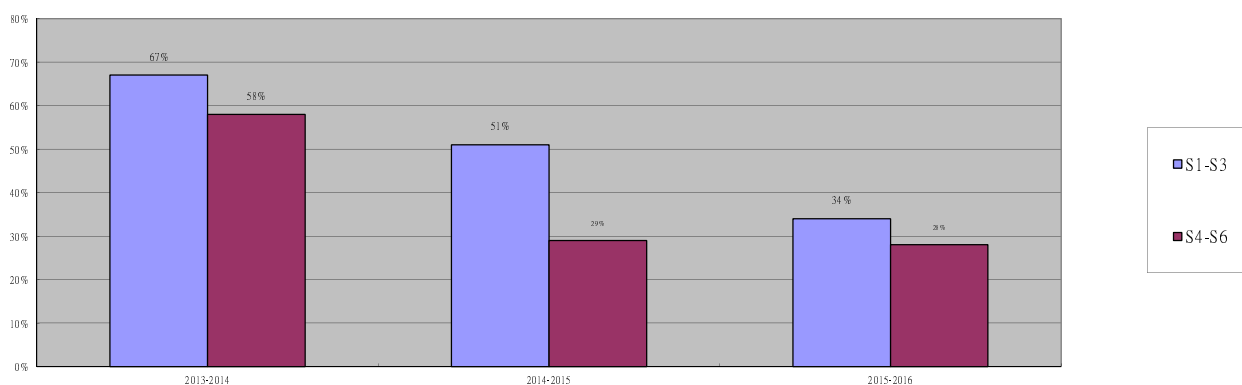




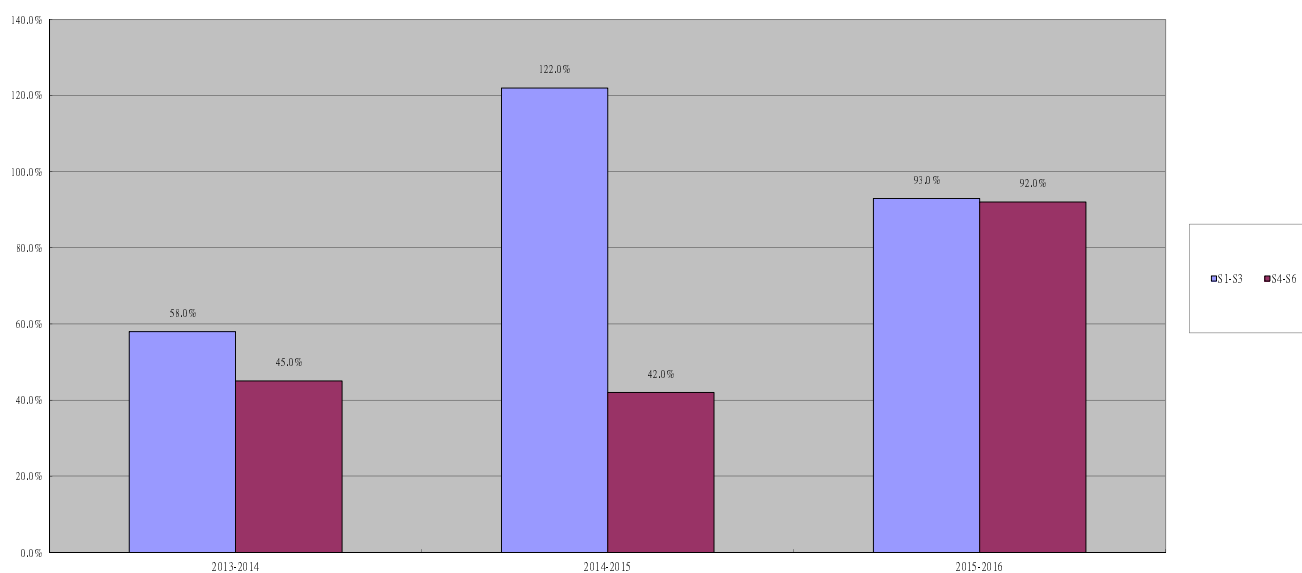
## 6.4 Student Participation in Inter-school Events and Uniform Groups

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

Inter-school events



Uniform groups



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

Activities	2013/2014	2014/2015	2015/2016
Inter-school sports events	286	269	299
Schools Dance Festival	644	82	84
Schools Music Festival	268	291	120
Schools Speech Festival	129	137	109
Scouts	600	640	600
Girl Guides	132	465	127
Air Cadets	121	321	569
Red Cross Youth	238	275	555

## 6.5 HKDSE

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

	2013/14	2014/15	2015/16
No. of students sat	173	172	163
Average % of subjects awarded level 2 or above	99.9%	99.8%	99.6%
Average % of subjects awarded level 4 or above	78.5%	73.2%	78.5%
Average % of subjects awarded level 5 or above	39.6%	36.2%	41.8%

## 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 2016.

