

**S.K.H. TSANG SHIU TIM SECONDARY SCHOOL**  
**Annual School Report (2016-2017)**

**School Vision & Mission****Vision**

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

**Mission****Our mission is to:****A. Goals related to outcomes for students**

1. Develop in students their full potential and love for learning, and the capacity for life-long learning in a knowledge-based society.
2. Encourage and help students to think logically, independently, critically and creatively; to make rational decisions; to solve problems; and to cope with stress and the epochal changes characteristic of the modern world.
3. Develop students' abilities to use language proficiently as a tool of thought and communication.
4. Help students to acquire mathematical, scientific knowledge and skills, and to acquire knowledge about society and its history, religion and the natural world, in order to prepare them for their future vocational pursuits and life in the an increasingly globalized world.
5. Develop students' skills in accessing, interpreting, processing and applying information via the various media available to them.
6. Help students to develop a sense of responsibility to the family and service to other human beings; and to have self-respect as well as respect for others irrespective of their creed, class or colour.
7. Develop in students a sense of morality and nurture in them Christian ethics to prepare them for the physical, spiritual, emotional and mental challenges in their adulthood.
8. Promote students' mental and physical health by providing them with a balanced range of activities conducive to the healthy all-round development of the body and the mind.
9. Develop cultural, creative and recreational interests in students and guide them in making meaningful use of their leisure time.
10. Develop students' appreciation of the natural and cultural heritage making them active agents for protection of the environment.

11. Enhance students' understanding of their society, their Motherland and the world in different contexts with a view to nurturing in them a commitment to their civic responsibilities, a sense of national identity and a global perspective.

**B. Goals related to learning experiences for students**

1. Ensure that students' learning is an intellectual experience through which they acquire knowledge and skills using scientific methods.
2. Provide a wide variety of subjects to meet students' needs and to enable students to explore possibilities for future learning.
3. Provide opportunities for students to know and understand the Christian faith.
4. Develop students' self-esteem and self-discipline by giving them experience at school which is designed to foster harmonious relationships with their peers and teachers.
5. Provide learning opportunities for students so that they gain an awareness of the individuality and abilities of their peers.
6. Provide opportunities for students to participate in activities in large groups designed to develop social skills and promote a sense of belonging to the school.
7. Provide opportunities for extra-curricular activities to facilitate students' well-balanced development, and to develop their leadership potential and organizing ability.
8. Provide opportunities for students to compete in various endeavours and to develop a sense of sportsmanship.

**C. Goals related to provision of resources**

1. Continue the development of the school as a positive learning environment to best meet the needs of our students.
2. Provide adequate teaching aids and equipment to facilitate learning and teaching.
3. Provide support programmes to assist the professional development of teachers and, particularly, beginning teachers.
4. Promote the appropriate use of the community and its members as a school resource.
5. Optimise the contributions made to the school by the PTA and alumni as a school resource.
6. Provide facilities related to student welfare.
7. Provide facilities related to staff welfare.

## **D. Goals related to management**

1. Ensure that students are supported and cared for and are assisted in making the most of the opportunities that the school provides for them, including a channel to express their views.
2. Provide means for regularly informing parents about school matters and the progress of their children. Such means should include the opportunity for face-to-face communication.
3. Organize staff meetings and provide channels of communication in a way that expedites staff participation in decision-making.
4. Develop staff skills in programme planning and evaluation.
5. Develop staff skills in management practices appropriate to their level of involvement and/or interest.
6. Develop an award system that recognizes and applauds excellence in students' achievements in academic and non-academic performances.
7. Develop a wide variety of opportunities for parental involvement in the activities of the school.

## **1. Our School**

### **1.1 Brief Introduction**

Sheng Kung Hui Tsang Shiu Tim Secondary School (SKHTST) was founded in September 1978 by Sheng Kung Hui (Anglican), Diocese of Hong Kong and Macao. It is a grammar school subsidized by the Government of the Hong Kong Special Administrative Region.

Since its establishment in 1849, Sheng Kung Hui has built many churches to proclaim the Gospel and spread the Christian message. It has also contributed a lot in the field of education over the decades. There are altogether 33 secondary schools sponsored by Sheng Kung Hui in the territory and SKHTST is one of them.

The School Motto is Wisdom (智), Perseverance (毅), Health (健) and Gregariousness (群).

### **1.2 School Premises**

The school campus provides an excellent learning environment. All classrooms and special rooms have been equipped with LCD projectors and desktop computers networked and linked to the Internet, enabling teachers to capitalize on IT opportunities for learning. Many highly functional facilities, on top of the standard provision, are provided. As a hub of knowledge, our School Library operates on a fully computerized system. The Reading Lounge provides a setting where students could read in comfort. The Chapel is a focal point of our spiritual life. Two Band Rooms have been equipped for students' use. With the generous donation from the Tsang Family, Sik Yu Lounge is an education support room, in addition to being a display area for memorabilia of our history. Resources have also been deployed to improve teaching areas such as the Multi-Purpose Room in the covered playground ensuring that learning would not be impeded because of space constraints.

### 1.3 School Climate

Over the years, we have developed a friendly and caring atmosphere within our campus. This is evident from the number of students involved in various group activities held after school. As reported in Stakeholders Surveys conducted over the past years, students respect teachers, enjoy coming to school and are proud to be a member of this learning community.

Parents also show much support for our mission. The general openness of the school culture has encouraged parents to volunteer their services, have lunch with their children in the covered playground and use school facilities to conduct parent recreational activities. Over 90% of them are pleased that their children are studying in our school.

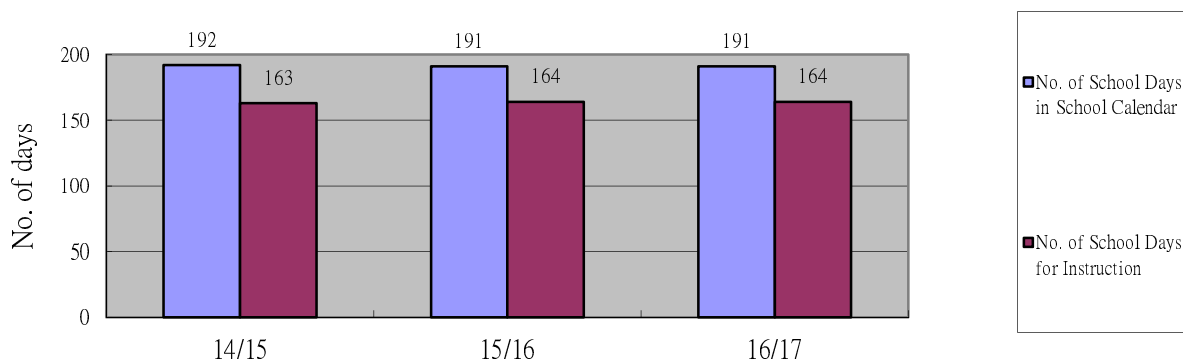
### 1.4 Incorporated Management Committee Member

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

\*Registered School Manager

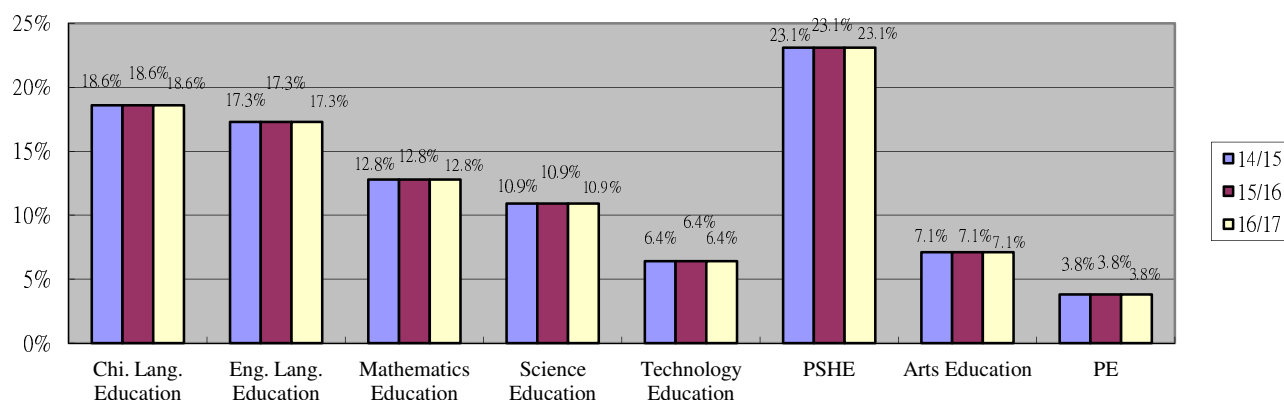
### 1.5 Number of Active School Days

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

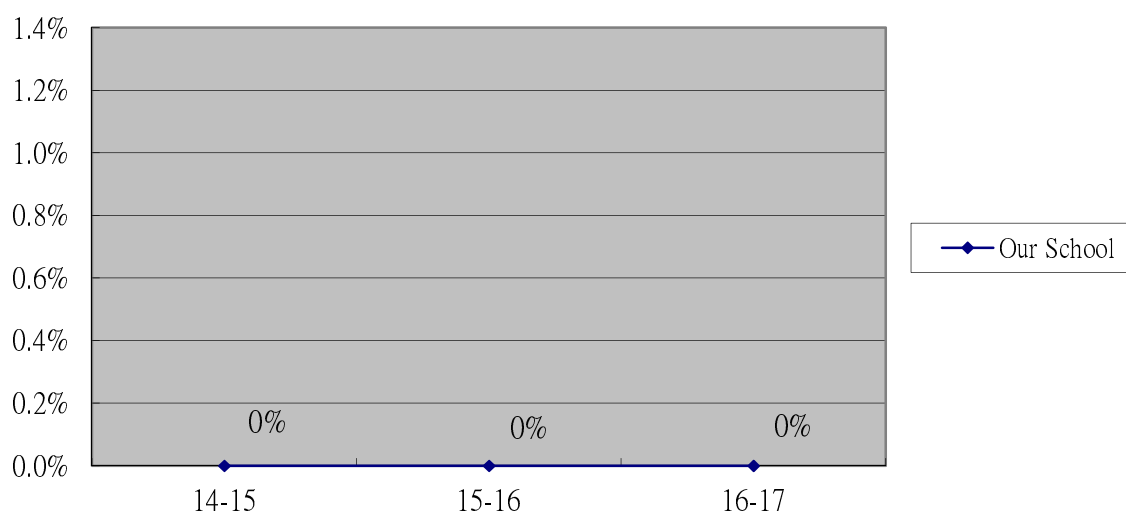
### 2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2016/17 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            | 66  | 84  | 68  | 76  | 85  | 85  | 464   |
| Girls           | 85  | 76  | 93  | 87  | 89  | 72  | 502   |
| Total Enrolment | 151 | 160 | 161 | 163 | 174 | 157 | 966   |

### 2.2 Unfilled Places

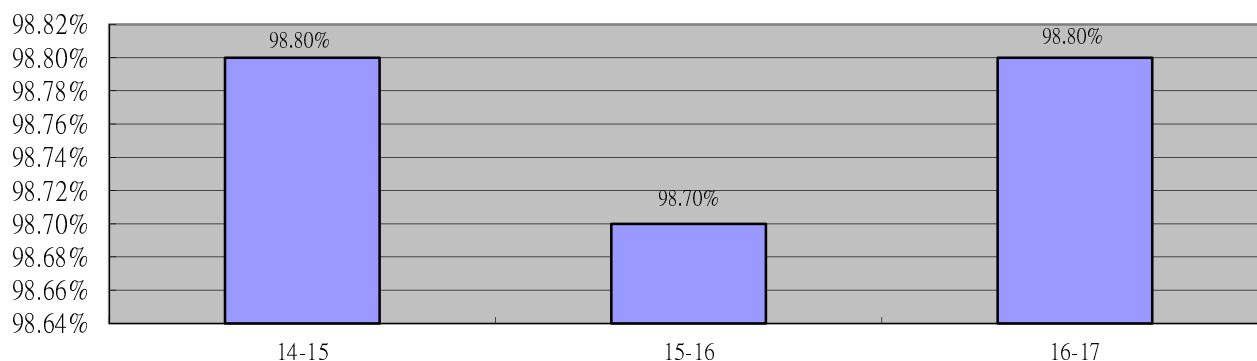
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



## 2.3 Students' Attendance

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

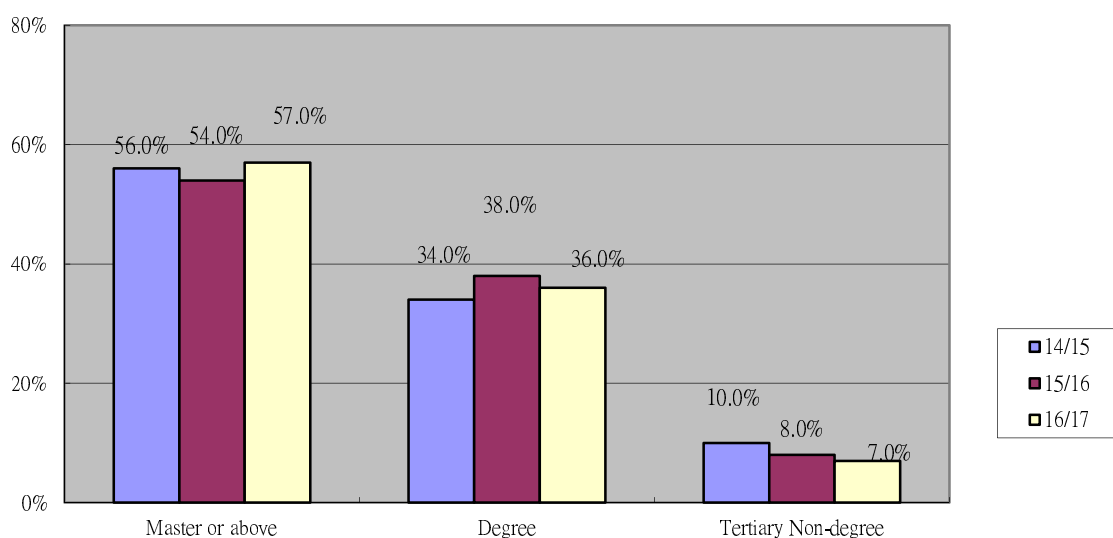
Students' Attendance Rate



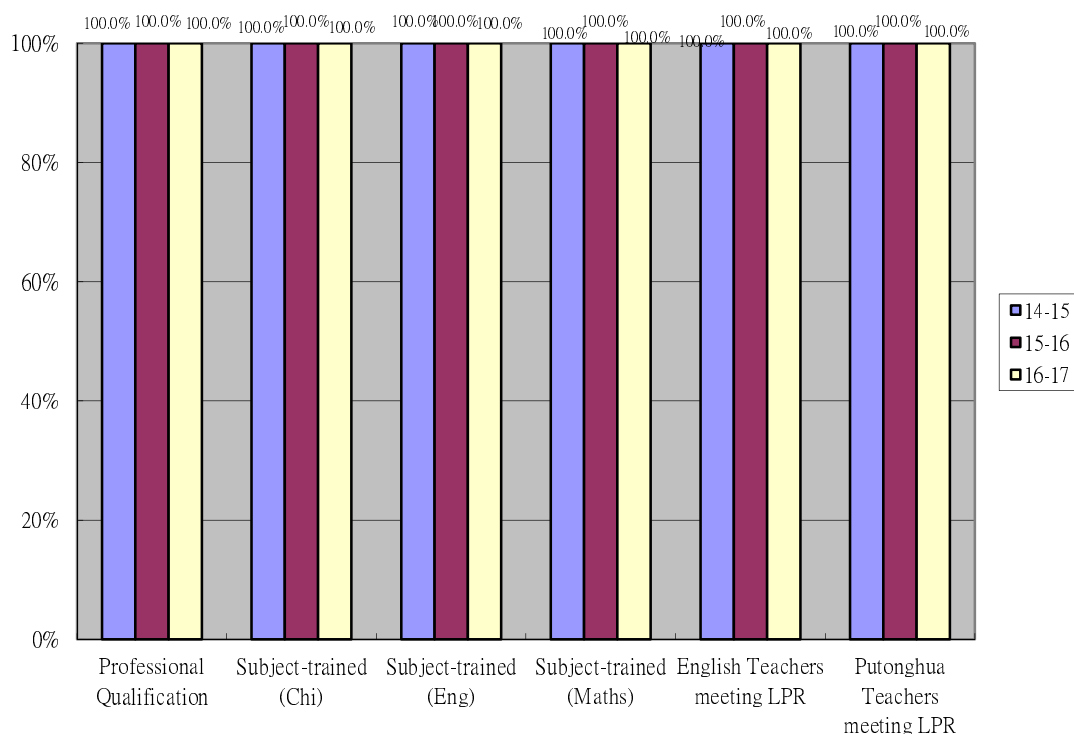
## 3. Our Teachers

### 3.1 Teachers' qualifications

There were 69 teachers in our school in 2016/17. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



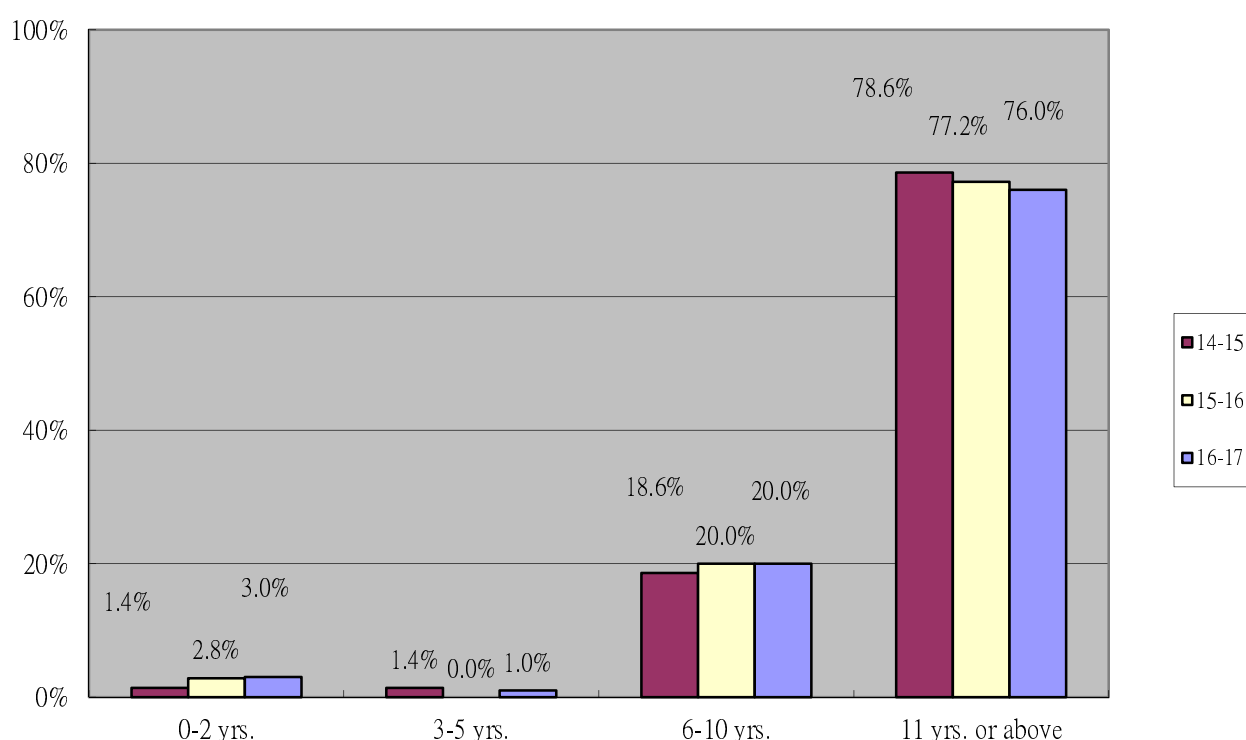
Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



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:

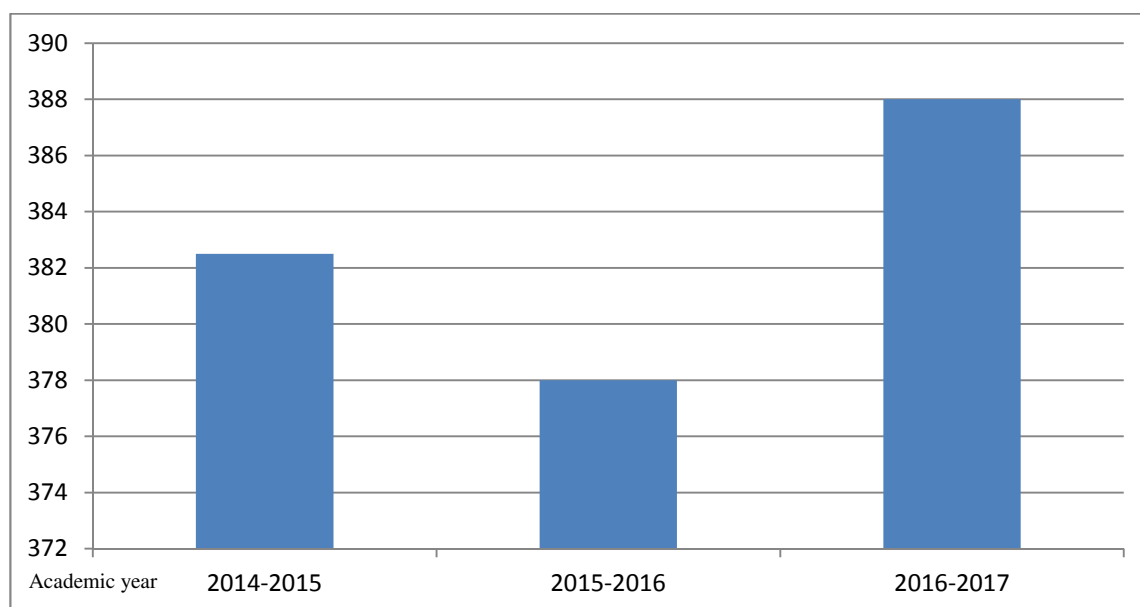


### 3.3 Teachers' Professional Development

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

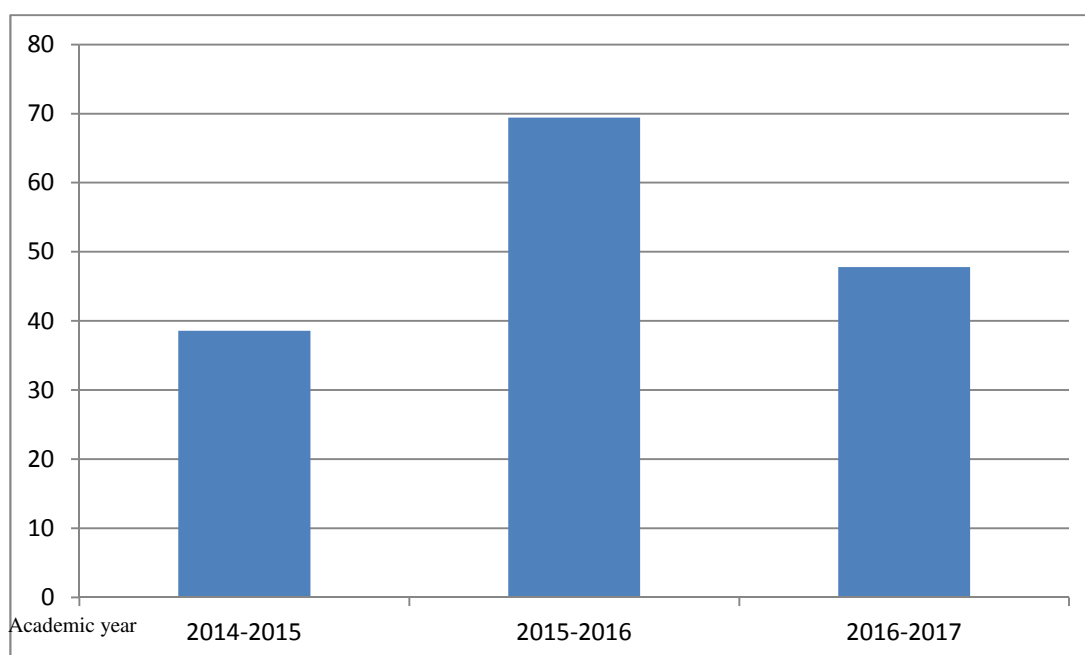
The principal undertook **388** hours in his CPD consisting of **58** hours of structured learning, **50** hours under action learning and **280** hours of service to education and the community.

Number of CPD hours



3.3.2 The average number of training hours undertaken by a teacher **69** staff members (other than the principal) participated in a total of **3299.5** hours of which **321.5** hours belonging to Senior Secondary courses offered. The average number of hours undertaken by an individual teacher is **47.8** hours. The lower number of hours belonging to the Senior Secondary curriculum is expected as the teachers are familiar with the curriculum.

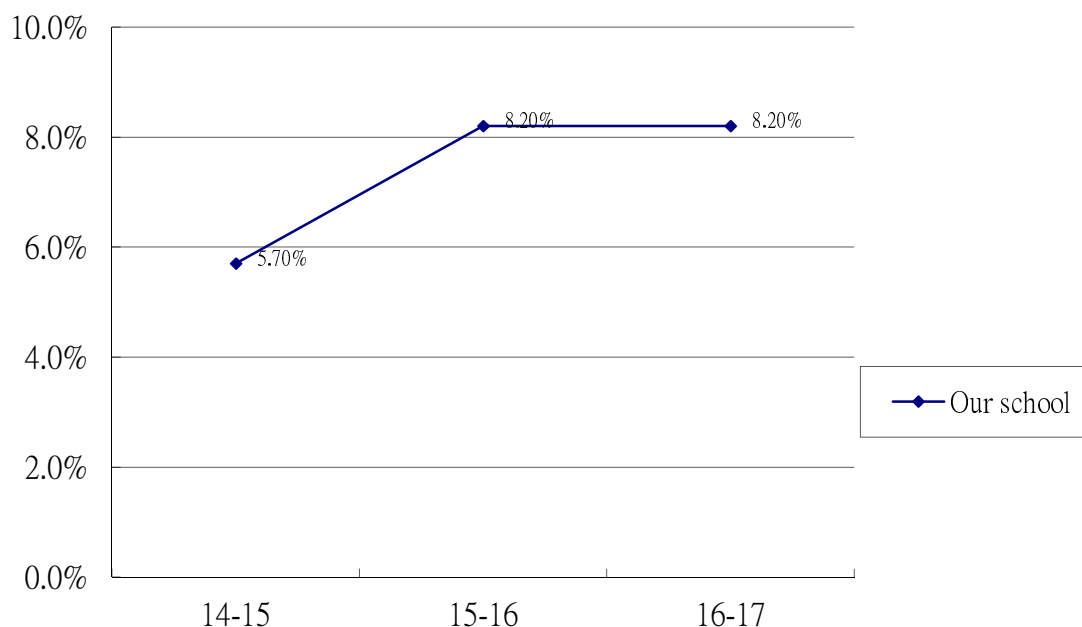
Number of CPD hours





### 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 16 – Aug 17 | <ul style="list-style-type: none"> <li>Students have a good understanding of issues related to life planning.</li> <li>Students have updated knowledge about the careers they aspire to.</li> <li>Students acquire the knowledge of the multi-pathways leading to life-long learning and their life plans.</li> </ul> | <ul style="list-style-type: none"> <li>Worksheets/essays before and after workshops/activities</li> <li>Surveys</li> <li>Quizzes about careers</li> </ul> | Career Teachers    |

### Brief information about programs held

A variety of mentorship programs were held to enhance students' career and life planning knowledge. This year being the second year in the Career three-year plan, students set out to acquire knowledge of the skills in some career fields. Notable was "The Career Day" conducted on a Saturday afternoon with 115 alumni and parent speakers sharing their insights of skills required in different careers 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 skills in the working world through interviews with around 37 alumni. All F5 students in groups of five did a PowerPoint presentation on skills in their chosen career in English lessons, with the best two groups per class presenting to the F4 students and the best three groups of the whole form presenting 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 six hours of workshops in each class.

There were also a great variety of optional career activities for those more motivated to have hands-on experience and acquire more working skills. Apprenticeship experience was enriched with the Junior Achievement (JA) Hong Kong, nine F4 and F5 students participated in an eight-month business enterprise project. External resources were also available to F3 to F5 students in various mentorship programs, competitions organized by organizations such as CLAP, ARUP, ARCH, City University of Hong Kong, CLP Power Hong Kong Ltd., Shatin Church, STEM Olympiad etc.

### Reflections

With the PDS and the CLPG funding, a greater variety of programs were conducted to increase students' knowledge. In the post questionnaires of various activities, the percentage of students who "strongly agree" or "agree" to the question "my knowledge of careers has improved" was 76% in Career Day (registering a two-fold increase in the pre and post questionnaires), 44% in the F4 IA Video Mentorship Project, 56% by F4 presented with the F5 Career Oscars and 56% by F5 students presenting the Oscars. Quality-wise, the F5 students presenting the Career Projects on skills in their chosen careers had a lot of immediate feedback after their own presentation by both the English teachers and peers. English essays on their knowledge of skills required in their chosen careers evidenced confidence in planning for their future. Attached are all excel files of questionnaires and some essays.

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

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

| <b>Time Scale</b> | <b>Success Criteria</b>   | <b>Evaluation Method</b>           | <b>People Responsible</b> |
|-------------------|---|------------------------------------|---------------------------|
| Sept 16 – Aug 17  | Career Teachers can master counselling skills in personal counselling sessions with students. | Surveys<br><br>Observers' comments | Career Teachers           |

#### **Brief information about programs held**

The Career Teachers had a preparation meeting about the Annual Staff Development Workshop with life coaches (a service provider) and learnt how to help fellow colleagues learn about coaching skills. Some Career Teachers sat in at the Coaching Workshop run by life coaches for 10 F5 students on Birkman Test and coaching sessions (a service provider) and learnt more about personal coaching skills with students.

#### **Reflections**

With the PDS and the 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 16 – Aug 17 | Form Teachers can master counselling skills in personal counselling sessions with students. | Surveys<br>Observers' comments | Career Teachers    |

#### **Brief information about programs held**

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 on coaching skills by life coaches (a service provider) on the principles of Career and Life Planning (CLP) at the Annual Staff Development Day.

More than 31 English-Career Oscars lessons were observed by 28 teachers from different KLAs who wished to learn about students' career exploration. This would form the base of teachers' understanding of students' needs in counselling.

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

#### **Reflections**

The peer observation in the English-Career Oscars lessons enabled different subject teachers to learn how students planned for their future through research on the Internet and personal interviews with alumni or their friends.

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

Attached is the questionnaire result to the coaching skills workshop at the Annual Staff Development Day on Dec 1, 2016.

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

##### Achievements

1. 95% of Form 3 students participated in at least one community service outside school.
2. All Form 4 students participated in a community service project organized by their own class.
3. Results of the F.4 OLE questionnaires reflected high sustainability of students' interest in voluntary service.
4. See Appendix 1 for all the projects organized for Form 4 students this year.

##### Reflections

1. The high participation rate in both forms met our objective of having every F.3/F.4 student get involved in at least one community service outside school
2. The F.3 journals showed that students have had good reflection on their experience.

#### Appendix 1

#### 中四級班際義工服務 2016 – 2017

| 班別 | 班主任  | 計劃負責人 | 主辦機構        | 項目內容   | 舉辦日期                               |
|----|------|-------|-------------|--|------------------------------------|
| 4A | 黃金敏  | 黃國威   | 愛德基金會       | 項目：「活水·行」<br>地點：馬鞍山海濱長廊<br>時間：9:00 am - 5:30 pm          | 29.4.2017                          |
| 4B | 曹家安  | 馬敬文   | 聖公會靈風堂      | 項目：靈風玩玩慶團圓<br>地點：聖公會靈風堂<br>時間：9:00am - 5:00pm            | 11.2.2017                          |
| 4C | 司徒瑞珍 | 陳燕    | 公益少年團       | 項目：共融活動<br>地點：沙田公立學校<br>時間：11:00am - 12:30pm             | 16.1.2017                          |
| 4D | 衛顯鋒  | 宗倩瑩   | 恆安綜合青少年服務中心 | 項目：「視視關心」義工活動<br>地點：香港視網膜病變協會<br>時間：10:00am - 4:00pm     | 2.3.2017<br>10.3.2017<br>25.3.2017 |
| 4E | 黃建華  | 馮永康   | 特殊奧運會       | 項目：香港特殊奧運會<br>40 周年邀請賽<br>地點：沙田運動場<br>時間：9:00am - 5:00pm | 26.11.2016                         |

**班主任：**負責於班內成立義工計劃籌備小組，帶領當日活動。

**計劃負責人：**負責對外聯絡社福機構，帶領當日活動，並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. In Nov 2016 and April 2017, Form Teachers Meetings were held with the presence of counseling and discipline teachers of the respective form.
2. The list of “Students requiring pastoral care” was updated timely.

**Reflections**

1. Opinions and practical suggestions on school policies 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. 16 – Jul. 17 | <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 F.1 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, Tai Chi, Chinese Painting, Calligraphy, 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, a “Careers and Life Planning Talk” will be organized for parents by the Careers Team on 21<sup>st</sup> October, 2017.

#### 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 16 – Aug 17 | <ul style="list-style-type: none"> <li>- There is a satisfactory rate of participation in activities involving alumni.</li> <li>- There is positive response from the alumni &amp; student participants.</li> </ul> | <ul style="list-style-type: none"> <li>- Feedback collected by project leaders from staff and participants at regular intervals</li> <li>- Questionnaires and reflection journals from participants analyzed and evaluated by project leaders</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 115 alumni and parents speakers fostered a great sense of solidarity (76% of students “strongly agreed” and “agreed” that the alumni at the Career Day were helpful and friendly). There were more than 37 alumni mentors of different fields giving interviews to all F4 students in 35 groups doing an “IA-Career Mentorship Project” (69% of students “strongly agreed” and “agreed” that the alumni mentors were friendly). 18 alumni mentors were interviewed by the F5 students in their English-Career Oscars. 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 the 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 the English Prose Reading Club, Debate Society, Scouts and various Olympiad teams and speech training groups for territory-wide or international competitions built close relationships with their protégés, further reinforcing bonding. The whole-school approach embraced different stakeholders.

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

##### Reflections

Continuity of alumni mentorship was ensured through the linking of alumni mentors from different years. Mentorship via social networking sites started three years ago became 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 has shown that most students are self-disciplined.
2. Feedback collected from discipline teachers has indicated that students could have done better in punctuality.
3. Questionnaires collected from students (F.1 to 5) have shown that most of them (>94%) are willing to be self-disciplined.
4. Questionnaires collected from teachers about the “Inter-class Manners Competition” have shown that most of them (>86%) agreed that this competition was helpful in enhancing students’ discipline in classrooms.
5. “Self-Discipline Campaign” --- TST Passbook:  
85% of teachers agreed that the campaign was meaningful. All teachers understood the aim of the program and 82% of teachers agreed that the aim of the campaign was clear. 63% of teachers thought that the campaign could raise students’ awareness of the school motto and caring for the others. 60% of teachers agreed that the passbook was well designed. 62% of teachers agreed that the promotion was sufficient. 80% of teachers appreciated the campaign.

22 lower form students joined the Gift Day. Many students reported that they had lost the passbook as it had been distributed for a long time. Some upper form students said that they were not interested in the program while some lower form students loved the campaign. Some students thought that the standard of self-checking was too high that they could not do it for some days.

Even though many students agreed that they were reminded of self-discipline and caring for others during the campaign, the low response rate reflected that the duration was a bit too long as students lost their interest in it. The upper form students were not interested in the campaign even though they were reminded to be self-disciplined. The campaign was an extension of the junior form class discipline competition. Better promotion and shorter duration are needed if a similar program is held afterwards.

#### 4.2.3. Enhance Integrated Education

##### Achievements

1. A social worker was invited to speak on ‘Improving Mental Health for Secondary School Students’ on the Staff Development Day in September 2016.
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. In April 2017, 26 F.5 students made a visit to the Dialogue in the Dark Experiential Exhibition.
5. With funding from the Learning Support Grant, two services were purchased, speech therapy and another course on social skills for the SEN students.



## Reflections

1. The whole school approach adopted was well received and the year-end evaluation by all staff members was generally good. (See Appendix 1)
2. Many teachers found difficulties dealing with students having emotional and behavioural difficulties, therefore, a professional sharing session by a speaker from The Education University of Hong Kong on supporting mental illnesses' students was run on the Staff Development Day in September 2017.
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  
2016-2017 學年

|    |  | 非常同意 | 同意  | 不同意 | 極不同意 | 無意見 |
|----|--|------|-----|-----|------|-----|
| I  | <b>校園文化</b>  |      |     |     |      |     |
| a) | 教職員能接納有特殊教育需要的學生，並願意承擔支援的責任                        | 16%  | 78% | 6%  | 0%   | 0%  |
| b) | 教職員認同「全校參與」的理念，並透過互相支援來落實推行                        | 14%  | 70% | 13% | 3%   | 0%  |
| c) | 學生朋輩間能接納彼此的獨特及個別差異                                 | 14%  | 67% | 16% | 3%   | 0%  |
| d) | 學校安排學習活動時，能配合學生的能力                                 | 14%  | 70% | 16% | 0%   | 0%  |
| e) | 教職員普遍認同人人平等及有參與校內任何活動的權利                           | 21%  | 76% | 3%  | 0%   | 0%  |
| f) | 學校與家長有良好的伙伴關係，經常溝通以了解學生的進度                         | 21%  | 70% | 6%  | 0%   | 3%  |
| II | <b>學校政策</b>  |      |     |     |      |     |
| a) | 領導層訂立有關支援有特殊需要學生的政策，並定期檢視目標和成效                     | 14%  | 70% | 16% | 0%   | 0%  |
| b) | 有計劃地安排教職員接受特殊教育的持續專業培訓                             | 14%  | 65% | 21% | 0%   | 0%  |
| c) | 有效地參考「照顧學生個別差異~共融校園指標」，為學校的整體需要與發展釐定學校發展計劃和學校自評的內容 | 14%  | 76% | 10% | 0%   | 0%  |
| d) | 靈活地統合和調配資源，以便為學生提供適度的支援服務                          | 21%  | 62% | 14% | 3%   | 0%  |

| III | 支援措施                                 | 非常同意 | 同意  | 不同意 | 極不同意 | 無意見 |
|-----|--------------------------------------|------|-----|-----|------|-----|
| a)  | 教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要 | 16%  | 59% | 25% | 0%   | 0%  |
| b)  | 已成立學生支援小組(或相關組別)，跟進及協調各項特殊教育支援措施     | 24%  | 65% | 8%  | 0%   | 3%  |
| c)  | 已制定學生支援記錄冊，並定期檢討支援的成效                | 16%  | 62% | 16% | 3%   | 3%  |
| d)  | 改善校舍設施及添置儀器，供有不同需要的學生使用              | 16%  | 68% | 16% | 0%   | 0%  |
| e)  | 透過專業交流，提升教職員的教學技巧                    | 21%  | 65% | 14% | 0%   | 0%  |
| f)  | 採用多元化教學策略(如協作教學、合作學習)以促進學生的需要        | 8%   | 70% | 16% | 3%   | 3%  |
| g)  | 按學生的能力，組織多元化的課堂活動，以發展學生的潛能           | 19%  | 54% | 24% | 0%   | 3%  |
| h)  | 按學生的需要而訂立多元化的評估調適策略                  | 14%  | 67% | 16% | 0%   | 3%  |
| i)  | 為有需要個別加強支援的學生推行個別學習計劃                | 16%  | 70% | 14% | 0%   | 0%  |
| j)  | 透過校本輔導計劃，提供學習支援和促進共融文化               | 16%  | 70% | 14% | 0%   | 0%  |

## **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 can try new technology such as tablets, teaching apps, online platform etc. to improve teaching.

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

## 5. Financial Summary

|   | Balance B/F         | Income \$            | Expenditure \$       | Surplus/Deficit     | Topped-up<br>by EOEBG<br>General<br>Domain | Amount<br>Refundable<br>to EDB | BALANCE C/F         | Surplus \$          |
|---|---------------------|----------------------|----------------------|---------------------|--|--------------------------------|---------------------|---------------------|
| <b>BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)</b>  |                     |                      |                      |                     |  |                                |                     | <b>9,325,618.97</b> |
| <b>I. Government Fund</b>   |                     |                      |                      |                     |  |                                |                     |                     |
| <b>(1) EOEBG Grant</b>  |                     |                      |                      |                     |  |                                |                     |                     |
| <b>(a) EOEBG Baseline Reference</b>   |                     | <b>2,147,498.93</b>  |                      | <b>2,147,498.93</b> |  |                                |                     |                     |
| School & Class Grant  |                     | 102,008.40           | 1,357,995.23         | -1,255,986.83       |  |                                |                     |                     |
| Lift Maintenance Grant  |                     |                      | 104,100.00           | -104,100.00         |  |                                |                     |                     |
| Prog Fund for Whole-Sch Ap to Guidance & Discipline   |                     |                      | 400.00               | -400.00             |  |                                |                     |                     |
| Supplementary Grant   |                     |                      | 600,876.60           | -600,876.60         |  |                                |                     |                     |
| Composite Furniture & Equip. Grant  |                     |                      | 528,381.00           | -528,381.00         |  |                                |                     |                     |
| Air Cond. Grant for Prep Room of Lab.   |                     |                      | 9,069.00             | -9,069.00           |  |                                |                     |                     |
| Training & Development Grant  |                     |                      | 1,650.00             | -1,650.00           |  |                                |                     |                     |
| <b>EOEBG Baseline Ref - Sub-total :</b>   |                     | <b>2,249,507.33</b>  | <b>2,602,471.83</b>  | <b>-352,964.50</b>  |  |                                |                     |                     |
| <b>(b) Specific Grant</b>   |                     |                      |                      |                     |  |                                |                     |                     |
| Administration Grant  |                     | 4,159,716.00         | 3,920,287.00         | 239,429.00          |  |                                |                     |                     |
| Noise Abatement Grant   |                     | 449,411.00           | 142,849.00           | 306,562.00          |  |                                |                     |                     |
| Capacity Enhancement Grant  |                     | 588,202.00           | 640,572.00           | -52,370.00          |  |                                |                     |                     |
| Composite Information Technology Grant  |                     | 429,782.00           | 419,634.22           | 10,147.78           |  |                                |                     |                     |
| <b>EOEBG Specific Grant - Sub-total :</b>   |                     | <b>5,627,111.00</b>  | <b>5,123,342.22</b>  | <b>503,768.78</b>   |  |                                |                     |                     |
| <b>EOEBG General domain</b>   | <b>1,173,308.27</b> |                      |                      |                     |  |                                |                     |                     |
| ☆ <b>EOEBG General domain - Prior year adjustment (EDB)</b>   |                     | 1,829.82             | 0.00                 | 1,829.82            |  |                                |                     |                     |
| Funds set aside for SP/LSP  |                     | 352,671.72           | 411,229.00           | -58,557.28          |  |                                |                     |                     |
| Δ Topped up the Deficit Bal of SSCSG  |                     |                      | 284,277.00           | -284,277.00         |  |                                |                     |                     |
| Δ Topped up the Deficit Bal of CLPG   |                     |                      | 39,969.15            | -39,969.15          |  |                                |                     |                     |
| Δ Topped up the Deficit Bal of One-off Gr - Fourth on IT in Ed  |                     |                      | 34,150.00            | -34,150.00          |  |                                |                     |                     |
| <b>EOEBG General domain - Total :</b>   | <b>1,173,308.27</b> | <b>354,501.54</b>    | <b>769,625.15</b>    | <b>-415,123.61</b>  |  |                                |                     |                     |
| <b>EOEBG Baseline Ref + Specific Gr + General domain :</b>  | <b>1,173,308.27</b> | <b>8,231,119.87</b>  | <b>8,495,439.20</b>  | <b>-264,319.33</b>  |  |                                | <b>908,988.94</b>   |                     |
| <b>(2) NON-EOEBG Grant</b>  |                     |                      |                      |                     |  |                                |                     |                     |
| Other Recurrent Grant   | 0.00                | 614,012.00           | 614,012.00           | 0.00                |  |                                | 0.00                |                     |
| □ Committee on Home-Sch Co-op Proj Grant  | 0.00                | 11,167.00            | 11,165.50            | 1.50                |  | -1.50                          | 0.00                |                     |
| Salaries Grant  | -33,026.25          | 44,166,870.68        | 44,133,844.43        | 33,026.25           |  |                                | 0.00                |                     |
| & Employer's Cont to PF Scheme for NT A/C   | 0.00                | 587,594.60           | 582,033.97           | 5,560.63            |  | -5,560.63                      | 0.00                |                     |
| Fringe Benefits under Enhanc. NET Scheme  | 0.00                | 10,384.00            | 10,384.00            | 0.00                |  |                                | 0.00                |                     |
| @ School-based After-school Learning & Support Prog.  | 63,200.00           | 68,000.00            | 49,849.00            | 18,151.00           |  | -13,351.00                     | 68,000.00           |                     |
| Grant for the Establishment and Operation of IMC  | -17,863.65          | 17,863.65            |                      | 17,863.65           |  |                                | 0.00                |                     |
| Teacher Relief Grant for IMC School   | 1,583.75            | 217,707.50           | 104,811.00           | 112,896.50          |  |                                | 114,480.25          |                     |
| Learning Support Grant  | 77,158.42           | 301,950.00           | 299,463.80           | 2,486.20            |  |                                | 79,644.62           |                     |
| * Diversity Learning Grant - Other Programmes   | 105,000.00          | 105,000.00           | 86,840.00            | 18,160.00           |  | -18,160.00                     | 105,000.00          |                     |
| Fractional Post Cash Grant  | 0.00                | 283,440.00           | 242,298.00           | 41,142.00           |  |                                | 41,142.00           |                     |
| Moral and National Education Subject Support Grant  | 480,000.00          | 0.00                 | 0.00                 | 0.00                |  |                                | 480,000.00          |                     |
| Δ Senior Secondary Curriculum Support Grant   | 0.00                | 850,320.00           | 1,134,597.00         | -284,277.00         | 284,277.00                                 |                                | 0.00                |                     |
| Δ Career and Life Planning Grant  | 45,087.45           | 566,880.00           | 651,936.60           | -85,056.60          | 39,969.15                                  |                                | 0.00                |                     |
| Δ One-off IT Gr - Fourth Strategy on IT in Ed   |                     | 206,390.00           | 240,540.00           | -34,150.00          | 34,150.00                                  |                                | 0.00                |                     |
| Gr for After-Sch Support for NCS Students   |                     | 50,000.00            | 49,271.00            | 729.00              |  |                                | 729.00              |                     |
| # Strengthening School Administration Mgmt (SAM) Gr   | 217,246.00          |                      | 188,600.00           | -188,600.00         |  |                                | 28,646.00           |                     |
| Special Home-Sch Co-operation (HSC) Gr  | 5,000.00            |                      | 0.00                 | 0.00                |  | -5,000.00                      | 0.00                |                     |
| One-off IT Gr for e-Learning in Schools   |                     | 253,850.00           | 142,095.00           | 111,755.00          |  |                                | 111,755.00          |                     |
| One-off Gr to Sec Sch for the Promotion of STEM in Sec Sch  |                     | 200,000.00           | 65,090.00            | 134,910.00          |  |                                | 134,910.00          |                     |
| Professional Development Schools Scheme (PDS)   | -81,723.00          | 398,600.00           | 408,664.00           | -10,064.00          |  |                                | -91,787.00          |                     |
| <b>Sub-total :</b>  | <b>861,662.72</b>   | <b>48,910,029.43</b> | <b>49,015,495.30</b> | <b>-105,465.87</b>  | <b>358,396.15</b>                          | <b>-42,073.13</b>              | <b>1,072,519.87</b> |                     |
| <b>(3) OTHERS</b>   |                     |                      |                      |                     |  |                                |                     |                     |
| Other Charges : Income & Expenditure A/C  | 326,678.43          | 0.00                 | 14,155.10            | -14,155.10          |  |                                | 312,523.33          |                     |
| + Jockey Club LW Learning Fund  | 46,905.50           | 66,885.00            | 31,410.00            | 35,475.00           |  | -46,905.50                     | 35,475.00           |                     |
| <b>Sub-total :</b>  | <b>373,583.93</b>   | <b>66,885.00</b>     | <b>45,565.10</b>     | <b>21,319.90</b>    | <b>0.00</b>                                | <b>-46,905.50</b>              | <b>347,998.33</b>   |                     |
| <b>II SCHOOL FUNDS (GENERAL FUNDS)</b>  |                     |                      |                      |                     |  |                                |                     |                     |
| Approved Coll. For Specific Purposes  | 1,078,507.17        | 265,900.00           | 119,474.00           | 146,426.00          |  |                                | 1,224,933.17        |                     |
| Subscriptions   | 5,487,208.31        | 423,788.83           | 167,652.27           | 256,136.56          |  |                                | 5,743,344.87        |                     |
| Air-conditioners Fund   | 77,713.24           | 0.00                 | 0.00                 | 0.00                |  |                                | 77,713.24           |                     |
| Anniversary   | 59,754.00           | 0.00                 | 0.00                 | 0.00                |  |                                | 59,754.00           |                     |
| Fund-Helping students fr underprivileged families   |                     | 223,645.00           | 2,160.00             | 221,485.00          |  |                                | 221,485.00          |                     |
| Sustainable Learning Development Fund   | 213,881.33          | 12,300.50            | 21,400.00            | -9,099.50           |  |                                | 204,781.83          |                     |
| <b>Sub-total :</b>  | <b>6,917,064.05</b> | <b>925,634.33</b>    | <b>310,686.27</b>    | <b>614,948.06</b>   |  |                                | <b>7,532,012.11</b> |                     |
| <b>Grand Total:</b>   | <b>9,325,618.97</b> | <b>58,133,668.63</b> | <b>57,867,185.87</b> | <b>266,482.76</b>   | <b>358,396.15</b>                          | <b>-88,978.63</b>              | <b>9,861,519.25</b> |                     |
| <b>Total surplus/deficit for 16/17 school years after deducting the total amount of \$88,978.63 of refundable items (□, &amp;, @, *, #, +).</b> |                     |                      |                      |                     |  |                                |                     |                     |
| <b>Accumulated Surplus as at the end of 16/17 school year</b>   |                     |                      |                      |                     |  |                                |                     | <b>535,900.28</b>   |
|   |                     |                      |                      |                     |  |                                |                     | <b>9,861,519.25</b> |

Δ 16-17 Total Deficit Bal (\$358,396.15) of SSCSG (\$284,277), CLPG (\$39,969.15) & One-off IT Gr for 4th SITE (\$34,150) were topped up by General Domain of EOEBG.

□ 16-17 Unspent Balance of Committee on Home-Sch Co-op Proj Grant (\$1.5) to be refunded to EDB.

& 16-17 Unspent Balance of Employer's Cont to PF Scheme for NT A/C (\$5,560.63) to be refunded EDB.

@ 16-17 Unspent Balance of School-based After-school Learning & Support Prog (\$13,351) to be refunded EDB.

\* 16-17 Unspent Balance of DLG - Other Programme (\$18,160) to be refunded to EDB.

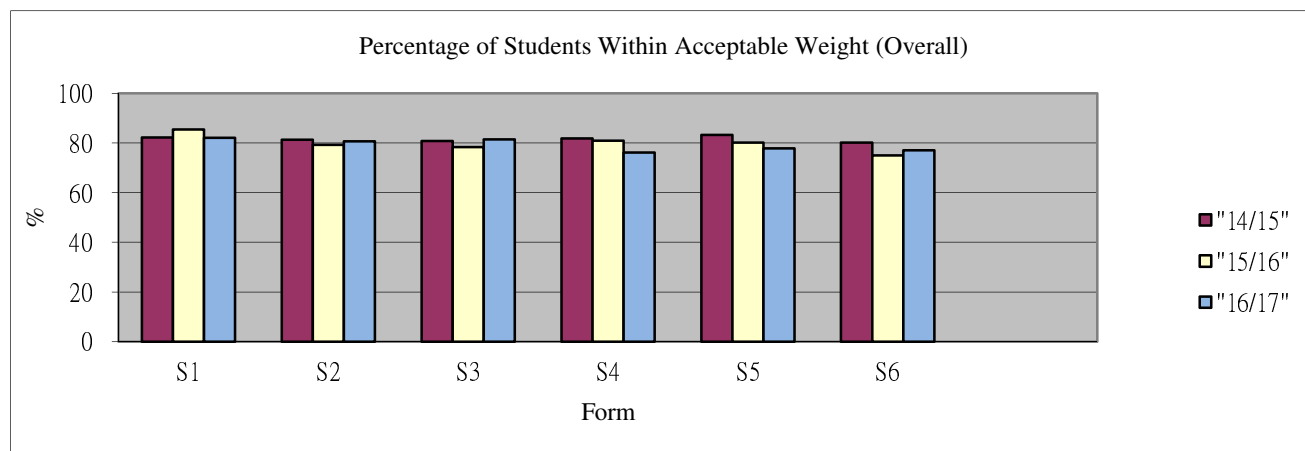
# 16-17 Unspent Balance of special Home-Sch Co-operation (HSC) Gr (\$5,000) to be refunded to EDB.

+ 15-16 Unspent Balance of Jockey Club LW Learning Fund (\$46,905.5) 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 2016-2017

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 2016-17 library report.

#### Summary of library services and activities in 2016-17

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. 《好人、好事、好書分享會》、《組長工作坊》) for the student librarians to develop their leadership and a sense of responsibility.

In 2016-17, our Main Library collections including the Reading Lounge encompassed a stock of 27,200 Chinese books, 19,670 English books and around 2000 multimedia items. In addition, our library subscribed to 52 local and overseas periodicals and 6 local newspapers. Besides, an electronic newspapers clipping service called "Wise News" and the "Liberal Studies@ Wisers" online databases 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 Billboard Competition
3. Annual Book Exhibition
4. Monthly New Book Display
5. Monthly New Book Recommendations
6. F.1 Library Orientation
7. Thematic Book Exhibitions - “Pi Day” Mathematics Book Report Sharing
8. F.1 & 2 Library Internship Program 「我都做得到」
9. Book Selection and Purchasing @ Eslite Bookstore 「走出校園《誠品書店》購書體驗」
10. Seminar on the works of Ms Lolita Wu (胡晴舫)  
(Teacher speaker: Mr Chan Yat Ki 陳一奇老師)
11. Life & Growth Workshop 生命成長工作坊  
(Alumni speaker: Mr Wong Cho Lam 王祖藍先生)
12. 2017 World Book Day 「悅愛閱讀、愈讀愈愛」
13. Book Exchange and Sharing jointly organised by the Students’ Union and Library 漂書活動及分享會
14. Kadokawa Book Exhibition and Sharing 「香港角川書展暨日本與我分享會」  
(Alumni speaker: Ms Hui Carman 許雅雯小姐)
15. Religious & Cultural Exchange Tour jointly organised by the Religion Department & Library  
「東京、箱根宗教及文化體驗—生命成長探索之旅」

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

### **Update on Library Collection**

We have managed most of the cataloguing of the reading and multimedia collection. This year 515 items were added in our Main Library and 190 new items in our Reading Lounge. The number of resources catalogued this year was 705 items, with an approximate total value of \$58,610.6.

### **Library use distribution**

According to the library record, the total number of books borrowed during this academic year is 8372. In 2016-17, our Main Library has opened for 128 days and on average our daily borrowing record is around 66 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 2017-18

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 2017-2018 have included:

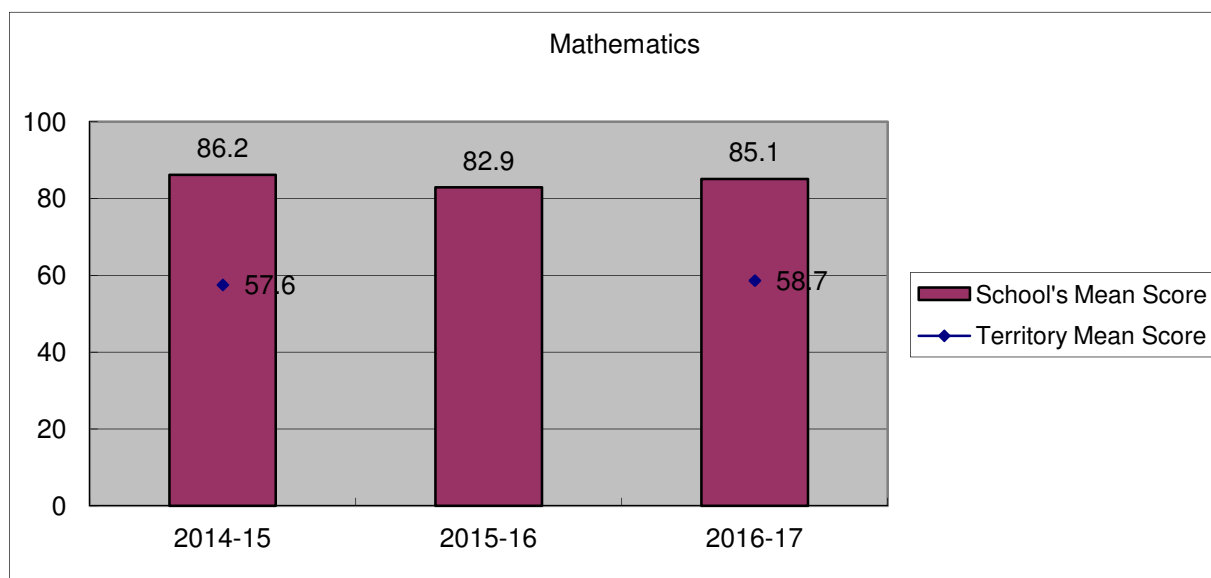
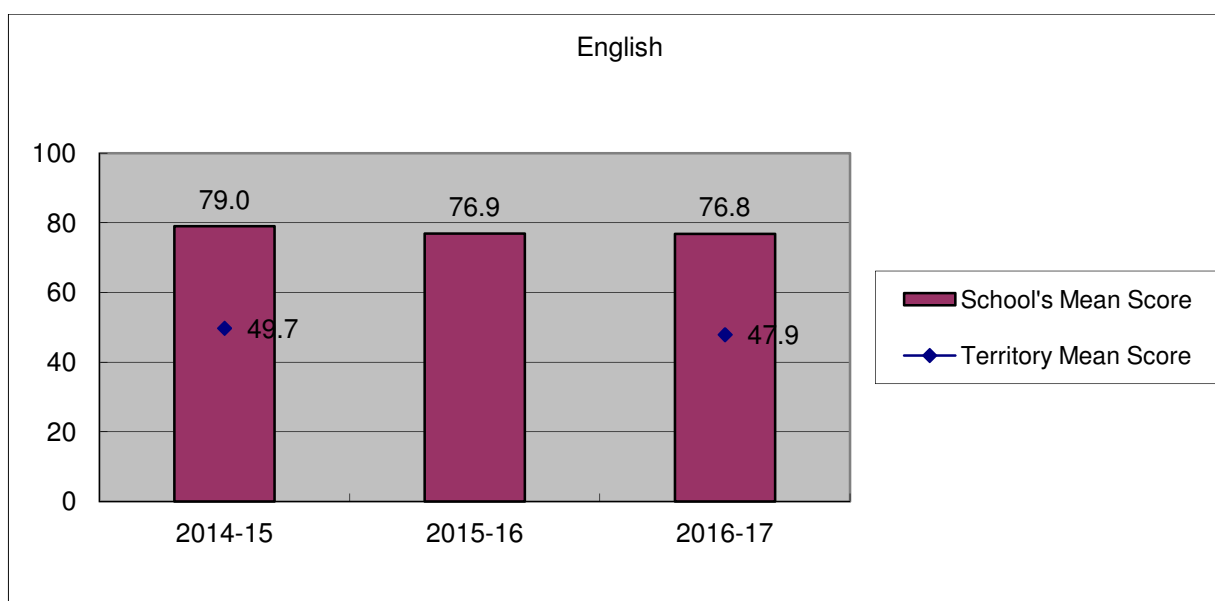
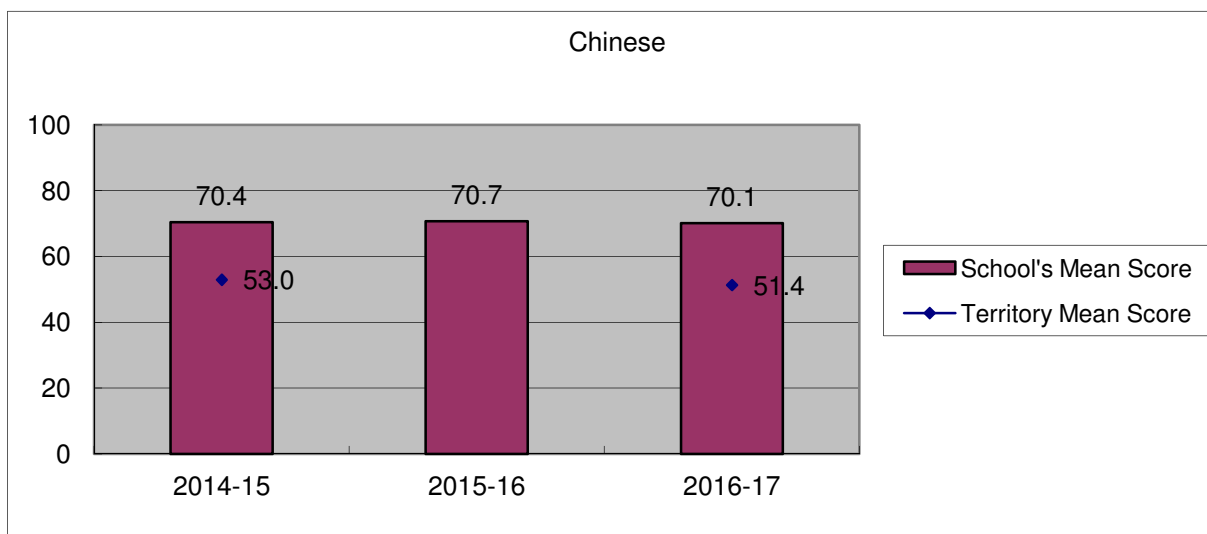
| Programmes  |
|---|
| 1. To notify students of the good books recommended by teachers and students via the E-class library system and the library Facebook page |
| 2. To collaborate with the Chinese Department to promote the reading culture (文化體驗之旅)   |
| 3. To collaborate with the English Department to promote the reading culture  |
| 4. To collaborate with the Mathematics Department to promote the reading culture  |
| 5. To organize the Reading Week programmes to promote the World Book Day  |
| 6. To invite students and teachers to recommend “Good Books / AV Materials” in one Day 4 assembly   |
| 7. To organize class visits with reading ambassadors to enhance the reading culture at school   |
| 8. To organize book exhibitions at least once a year  |
| 9. To organize the “Thematic Book Exhibition” to support Project-based Learning programmes  |
| 10. To launch a series of workshops related to the library’s e-learning resources   |
| 11. To provide an attractive stock by purchasing more new books and discarding out-dated and damaged books                                |

### 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:

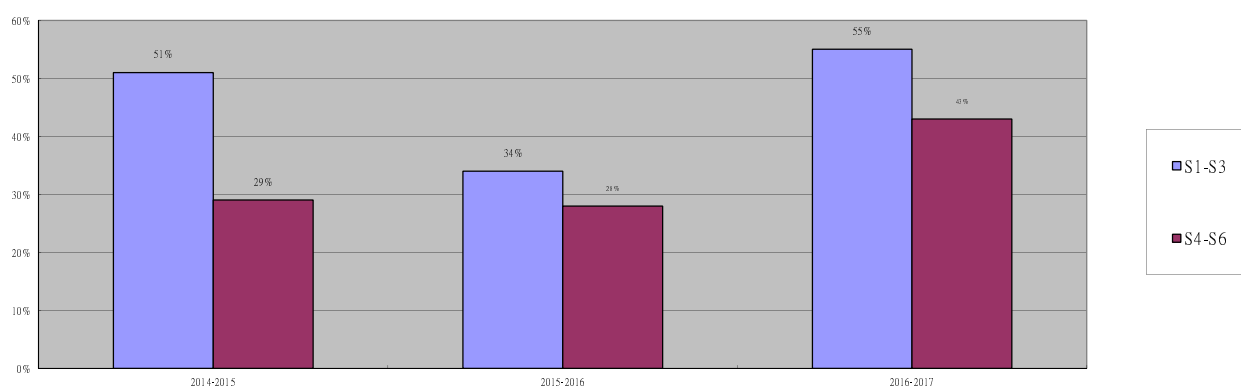




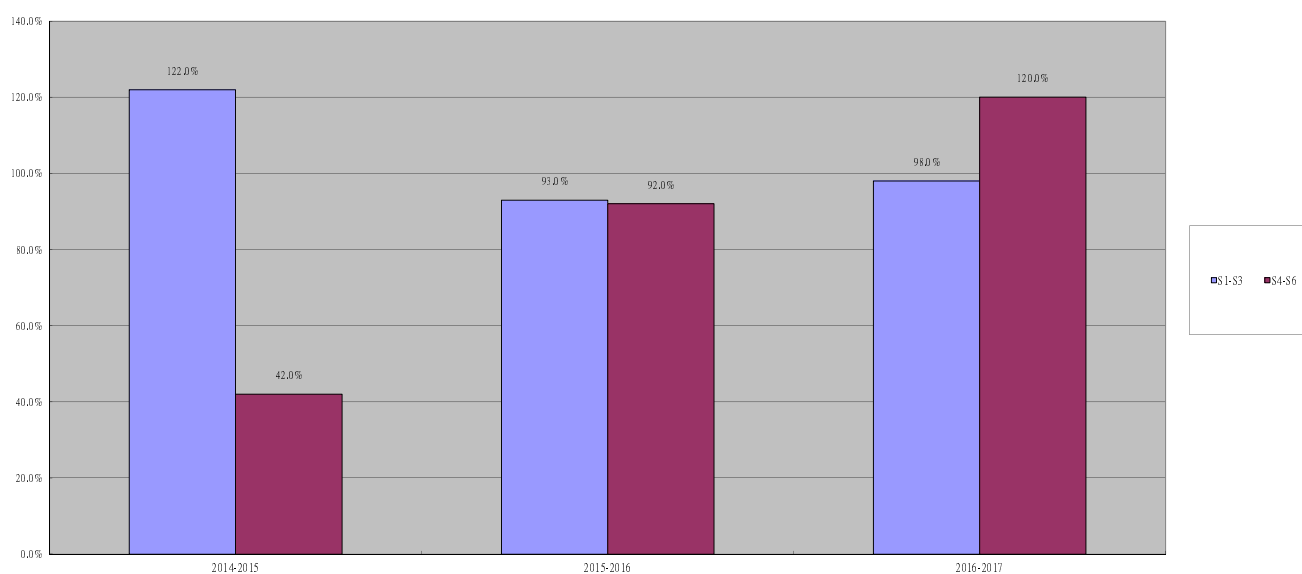
## 6.4 Student Participation in Inter-school Events and Uniform Groups

- (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-ports 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                 | 2014/2015 | 2015/2016 | 2016/2017 |
|----------------------------|-----------|-----------|-----------|
| Inter-school sports events | 269       | 299       | 304       |
| Schools Dance Festival     | 82        | 84        | 210       |
| Schools Music Festival     | 291       | 120       | 297       |
| Schools Speech Festival    | 137       | 109       | 137       |
| Scouts                     | 640       | 600       | 600       |
| Girl Guides                | 465       | 127       | 225       |
| Air Cadets                 | 321       | 569       | 650       |
| Red Cross Youth            | 275       | 555       | 636       |

## 6.5 HKDSE

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

|  | 2014/15 | 2015/16 | 2016/17 |
|--|---------|---------|---------|
| No. of students sat                            | 172     | 163     | 157     |
| Average % of subjects awarded level 2 or above | 99.8%   | 99.6%   | 99.5%   |
| Average % of subjects awarded level 4 or above | 73.2%   | 78.5%   | 75.8%   |
| Average % of subjects awarded level 5 or above | 36.2%   | 41.8%   | 37.7%   |

## 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 2017.

