

S.K.H. TSANG SHIU TIM SECONDARY SCHOOL
Annual School Report (2018-2019)

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.

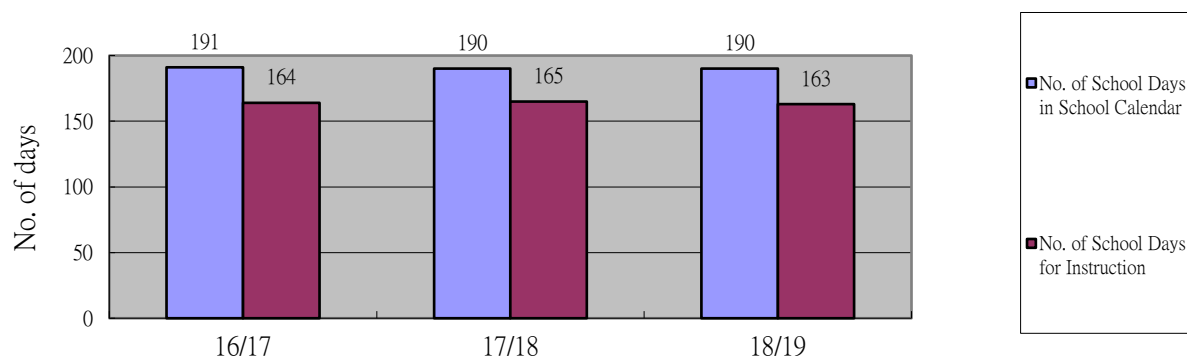
1.4 Incorporated Management Committee Member

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 LAW Kim Hung Thomas	Parent Manager
13. *Mr MA Wing Ki	Teacher Manager
14. *Ms LEUNG Yen Ying	Alternate Teacher Manager

*Registered School Manager

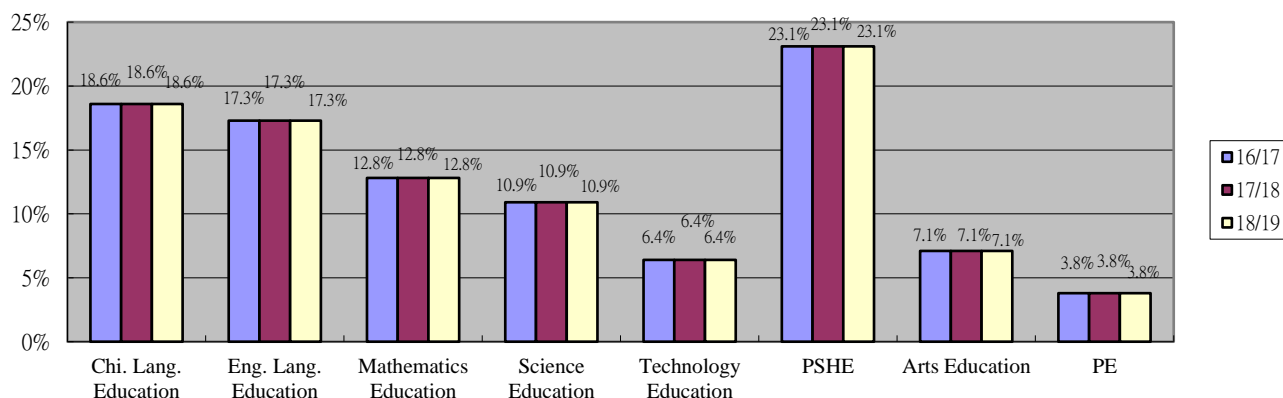
1.5 Number of Active School Days

The numbers of school days for S1-S3 (i) in the school calendar; and (ii) for instruction in the school in the past 3 years are shown below:



1.6 Lesson Time for the 8 Key Learning Areas

The percentages of lesson time allocated to the 8 Key Learning Areas as per school timetable for S1 to S3 in the past 3 years are shown below:



2. Our Students

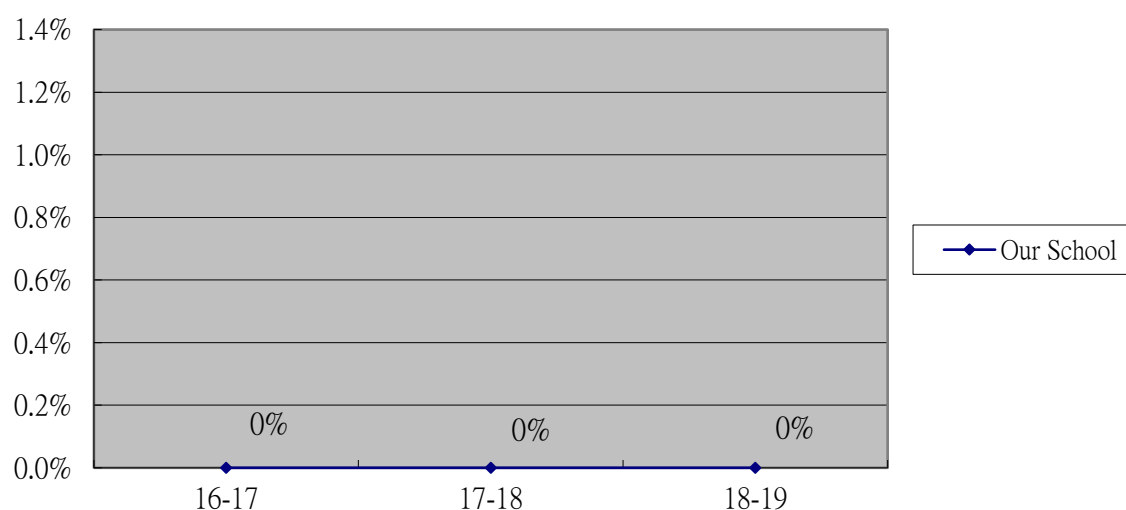
2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2018/19 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	80	72	69	77	68	66	432
Girls	74	76	89	78	82	77	476
Total Enrolment	154	148	158	155	150	143	908

2.2 Unfilled Places

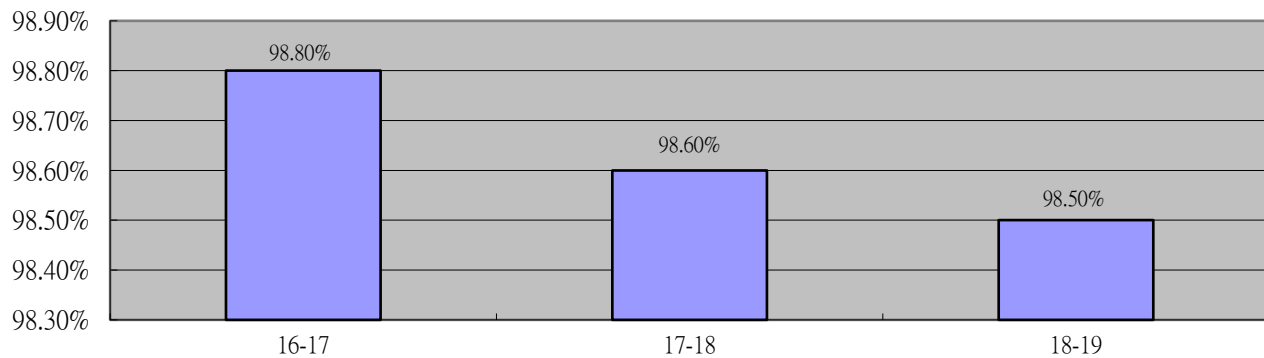
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



2.3 Students' Attendance

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

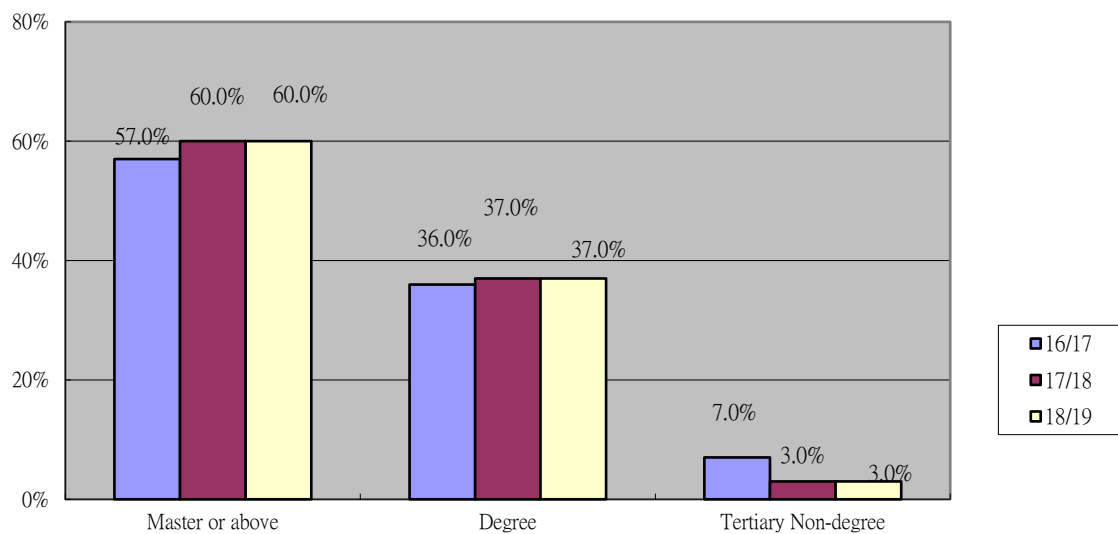
Students' Attendance Rate



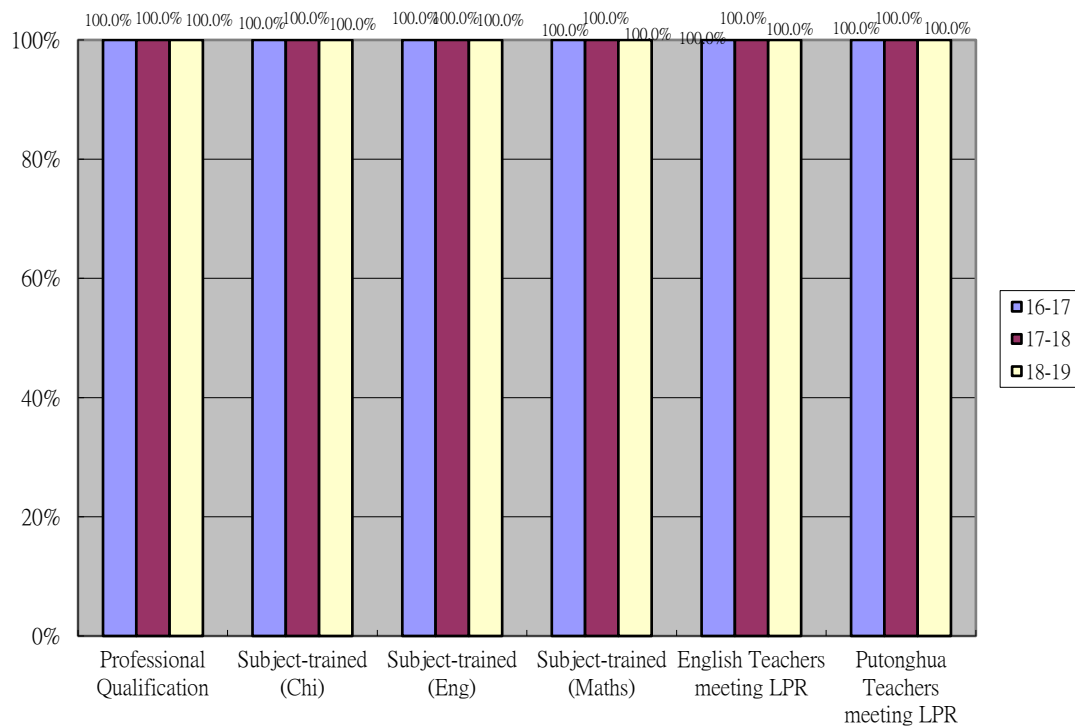
3. Our Teachers

3.1 Teachers' qualifications

There were 68 teachers in our school in 2018/19. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



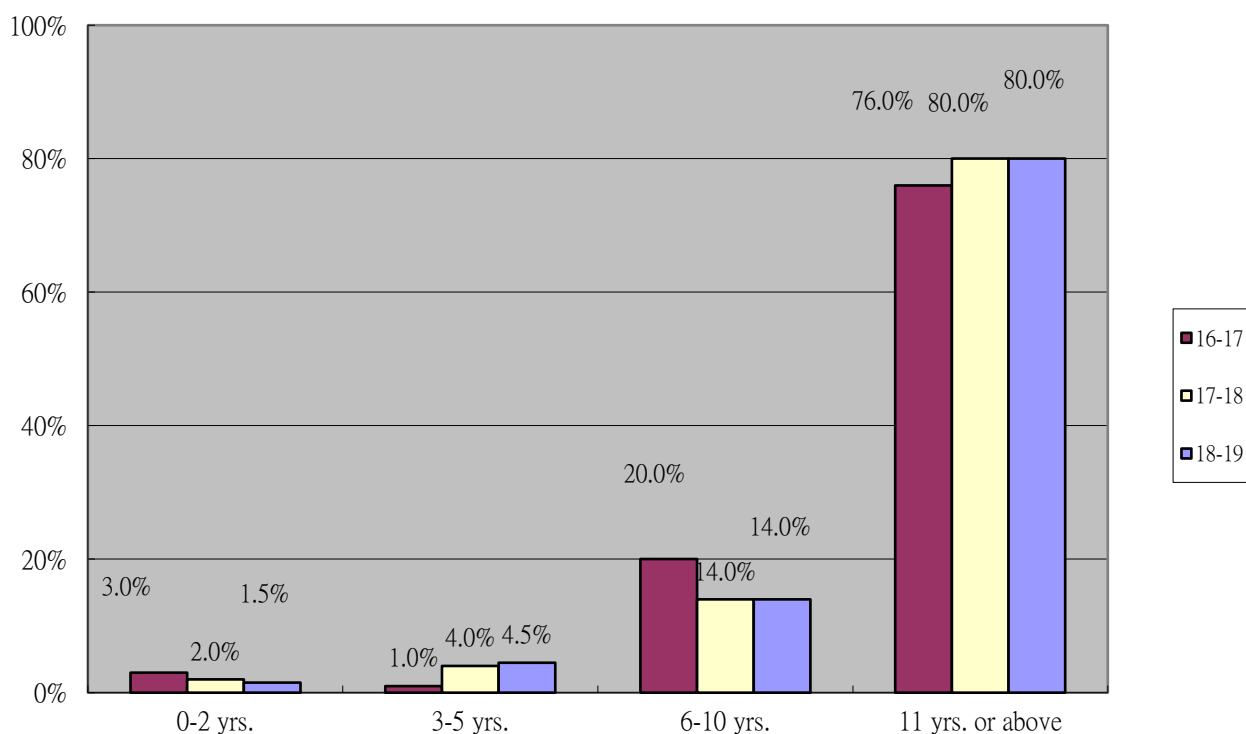
Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



All teachers have met the information technology competence requirement.

3.2 Teaching Experience

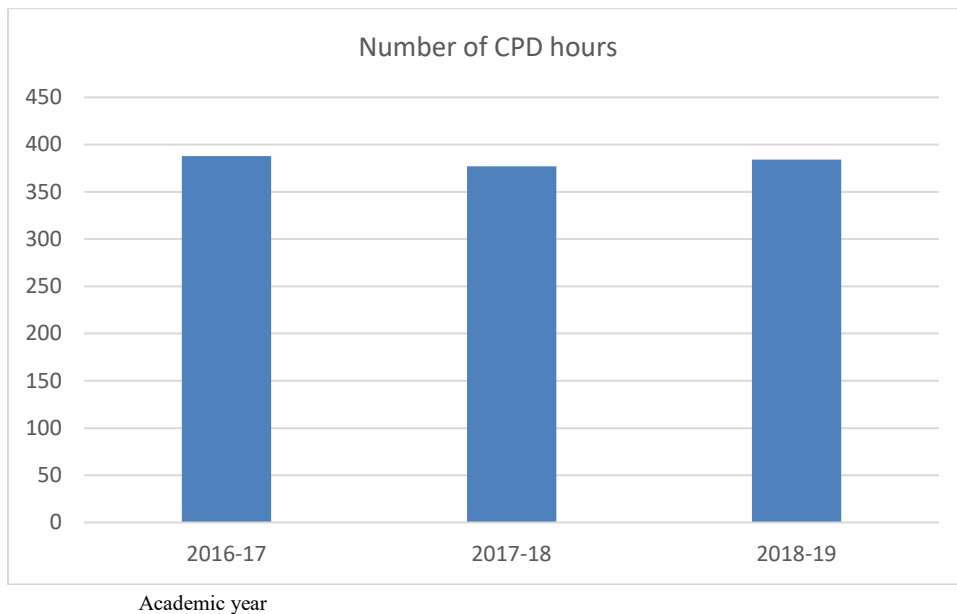
The percentages of teachers' experience in the past 3 years are shown below:



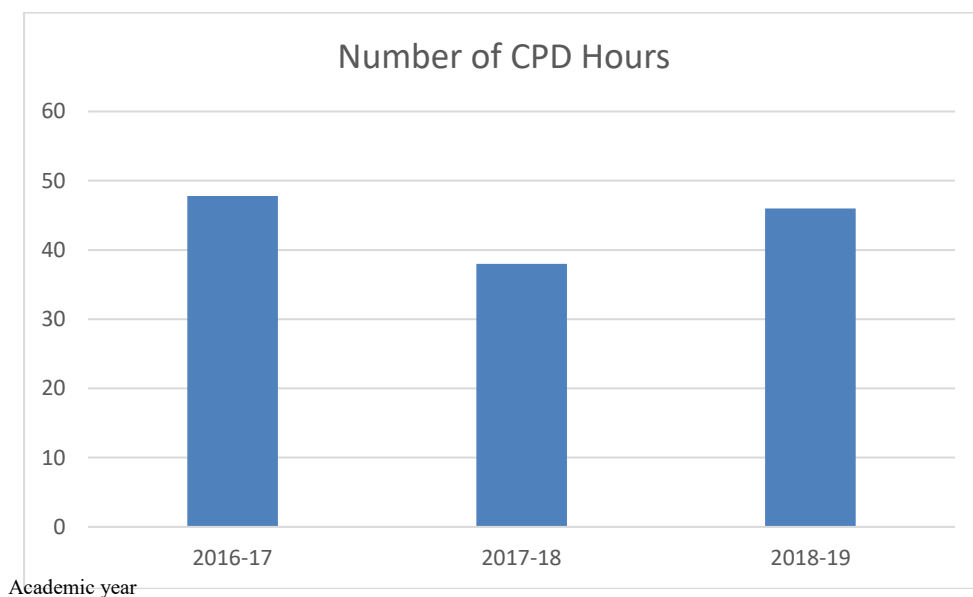
3.3 Teachers' Professional Development

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

The principal undertook **384** hours in his CPD consisting of **55** hours of structured learning, **50** hours under action learning and **279** hours of service to education and the community.

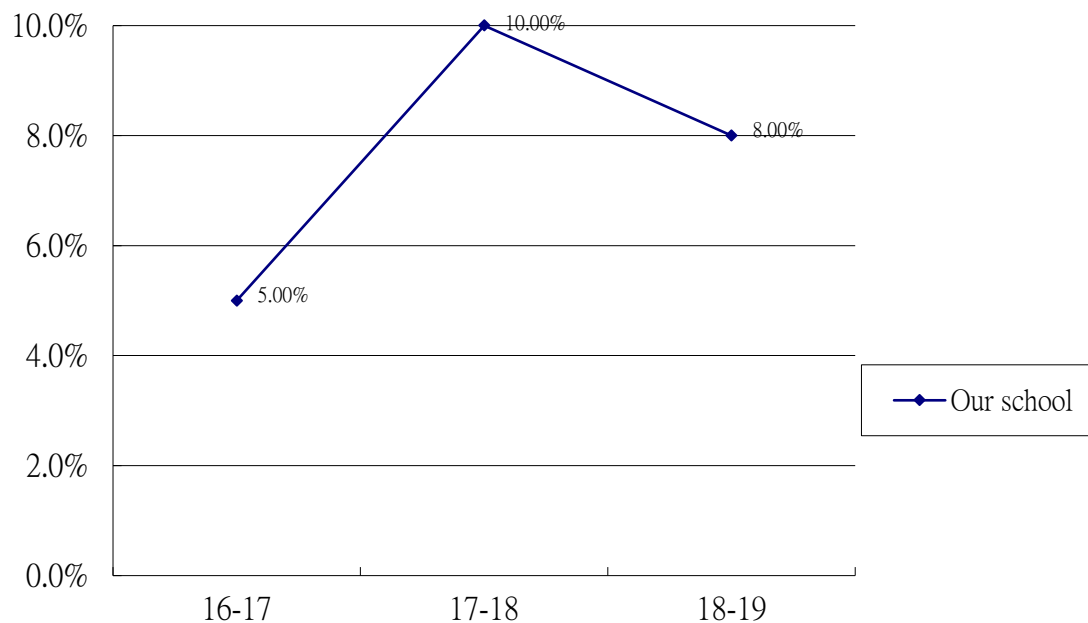


3.3.2 The total number of training hours undertaken by **69** teaching staff members (other than the principal) was **3213** hours of which **234** hours belonged to Senior Secondary courses offered. The average number of hours undertaken by an individual teacher was **46** hours. The lower number of hours belonging to the Senior Secondary curriculum was expected as the teachers were familiar with the curriculum.



3.4 Staff Turnover Rate

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



4. Major Concerns (Achievements and Reflections)

4.1 Introduction

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

- Enhance students' employability through a whole-school approach in Career and Life Planning (CLP) education
- Implement a value education to cultivate students attitude and values
- Support and care for students with mental health needs

Notably, these major concerns accord with the thrust of the Education Reform promulgated by the EDB and are realized in the Annual School Plan under identical headings below.

4.2.1 Enhancing the whole-school approach in Career Education.

Strategies/Tasks: Enable students to acquire understanding of employability especially in interpersonal relationships

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sept 18 - Aug 19	<ul style="list-style-type: none"> Students have good understanding of employability and good manners and attitudes in interpersonal relationships 	<ul style="list-style-type: none"> Surveys Deliverables (essays, emails, speeches, daily communication etc.) 	<ul style="list-style-type: none"> CLP Teachers All Teachers

Brief information about programs held

This being the first year in the 2nd round of Career and Life Planning (CLP) three-year plan, the focus was on nurturing students' manners and attitudes in social interactions. A variety of activities were organised to provide students with ample opportunities to interact with fellow schoolmates, teachers, alumni, Shatin Church members and other members of the community while enhancing their career and life planning knowledge:

Activity	Date	Details	Success Criteria
1. Alumni High Tables for F.5 students	Oct 2, 2018 Jan 19, 2019 Mar 16, 2019 Jun 28, 2019	<ul style="list-style-type: none"> It was a compulsory activity for F.5 students who could choose to attend one or more from the four Alumni High Tables. There was a different theme for each High Table with the 2nd one being "Manners: Workplace, Interviews, Family & Cyber". Under the whole-school approach to CLP education, F.5 Form Teachers briefed their class on the essentials of social and table manners using the PowerPoint prepared by the CLP Team. 	<ul style="list-style-type: none"> Over 90 per cent of the student participants of the 2nd Alumni High Table agreed that the event inspired them to the world of manners. 87.5 per cent of the student participants said that they had communicated much with others at the event. <p>[Refer to Appendix I for details]</p>
2. Wednesday Broadcasts (whole school)	Nov 2018 - May 2019	<ul style="list-style-type: none"> F.4 and F.5 classes took turns to produce a 10-minute drama to be broadcast via Campus TV to the whole school. The script was based on common instances of students' improper manners identified from the survey 	Students' awareness of improper social manners were raised after viewing the Wednesday broadcast dramas.

		conducted among teachers to investigate their perception of students' manners on different social occasions: F.4: Manners F.5: Social etiquette and interpersonal relationships	
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Appendix I

Evaluation of Jan 19, 2019 Alumni High Table

	Strongly Agree	Agree	Disagree	Strongly Disagree
The speakers at the Panel Discussion have inspired us about the world of "Manners".	15.6%	<u>75%</u>	9.4%	0
The Question and Answer Session has been enlightening.	21.9%	<u>71.9%</u>	6.2%	0
The conversation at the table has been fruitful.	21.9%	<u>78.1%</u>	0	0
I have communicated much with others at my table.	15.6%	<u>71.9%</u>	12.5%	0

Reflections

The four Alumni High Tables held in Oct, January, March and June constituted an ideal platform for students to interact with teachers, alumni and schoolmates. Before the High Tables, Form Teachers helped disseminate ideas about proper social and table manners prepared by the CLP Team, which proved to be effective from the compliments given by alumni and teachers after the event. The questionnaire results of the 2nd High Table also indicated that the majority of student participants (90.6%) had been inspired to the world of manners by the panel discussion of the two speakers.

The 10 Wednesday broadcasts prepared by F.4 and F.5 classes had enabled the students, particularly the junior form ones, to reflect on their own manners from the creative scripts. Most students enjoyed watching such broadcasts, which were widely considered to be more interesting than the traditional moral education teaching materials.

4.2.2 Enhancing the whole-school approach in Career Education.

Strategies/Tasks: Empower Career Teachers to organize activities enhancing students' interpersonal relationships

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 18 - Aug. 19	<ul style="list-style-type: none"> Junior students have basic understanding of social etiquette Senior students have understanding of factors affecting interpersonal relationships 	<ul style="list-style-type: none"> Surveys (workshops, class manners competitions etc) 	CLP Teachers All Teachers

Brief information about programs held

Activity	Date	Details	Success Criteria
1. F.1 - F.2 Self-exploration Workshops in PSE lessons	Sept 2018 - Nov 2018 & Mar - Apr 2019	The three-hour self-exploration workshops run by Shue Yan University Counselling and Research Centre held in F.1 and F.2 PSE lessons respectively enabled students to get to know their personal attributes and some basic rules of social etiquette through games and discussions with peers.	Facilitators of the workshops all reflected that they could witness students' improvement in manners, especially in their techniques to deal with peer conflicts.
2. F.3-F.6 Open Forum on Choices of Electives in F.4	12 Oct 2018	F.3 students had an opportunity to listen to the sharing by F.6 students on the features and exam requirements of different F.4 electives in small groups during this special assembly. F.3 students could experience how to interact politely with senior form students while getting important information about electives of the senior secondary curriculum.	From the observation of CLP teachers and Form Teachers, both parties (F.3 & F.6 students) generally exhibited good manners in raising and responding to questions, asking for clarification etc..

3. F.3 Career Day	19 Jan 2019	F.3 students and parents were invited to attend a 2-hour talk by different university students on the curricula of electives in the senior forms.	From the observation of CLP teachers, F.3 students generally exhibited good manners, being able to raise questions politely and observe social etiquette.
4. Wednesday Broadcasts (whole school)	Nov 2018- May 2019	F.4 and F.5 classes took turns to produce a 10- minute drama to be broadcast via Campus TV to the whole school. The script was based on common instances of students' improper manners identified from the survey conducted among teachers to investigate their perception of students' manners on different social occasions: F.4 : Manners F.5: Social etiquette and interpersonal relationships	Junior form students could pick up qualities of social etiquette from the stories/ dramas presented by F.4 and F.5 students or had their awareness of improper social manners raised after viewing the ten Wednesday broadcasts.
5. Alumni High Tables	Oct 2, 2018 Jan 19, 2019 Mar 16, 2019 Jun 28, 2019	It was a compulsory activity for F.5 students who could choose to attend one or more from the four Alumni High Tables. There was a different theme for each High Table with the 2 nd one being "Manners: Workplace, Interviews, Family & Cyber".	<ul style="list-style-type: none"> ● Over 90 per cent of the student participants agreed that the event inspired them to the world of manners. ● 87.5 % of the student participants said that they had communicated much with others at the event. <p>[Refer to Appendix I of Section 1.1 for details]</p>
6. F.4 IA-Career Video Mentorship (A joint-project of the Integrated Arts Panel and the CLP Team)	Sept 2018 - May 2019	<ul style="list-style-type: none"> ● All F.4 students in groups of 4 to 5 interviewed one alumni mentor (totally 23 alumni in the whole form) OR one mentor from Shatin Anglican Church (totally 10 Shatin Anglican Church mentors in the whole form) about anecdotes, showing the importance of "manners" in different career fields. A total of 34 10-min video clips were produced, with outstanding ones to be broadcast via Campus TV in 2019-2020. 	The project provided our students with an ideal platform to interact with other classmates, alumni and Shatin Church members. Conducting interviews with the practitioners of different career fields also enabled students to acquire a better understanding of social etiquette.

<p>7. F. 5 Career Oscars (English-CLP Cross-curricular group Project)</p>	<p>Jan 2019 - May 2019</p>	<ul style="list-style-type: none"> ● All F.5 students in groups of 4/5 researched on the “Potential threats facing certain career fields in the next 5 years” and presented in 15 mins in their own English classes as part of their internal oral assessment. 34 alumni mentors were also involved, providing students with first-hand information about the potential threats in their respective career fields. ● Two outstanding groups from each class presented in English in all F.4 classes during the Moral Education lesson. ● Oral feedback from English teachers and peers gave all presenters’ quality and quantitative evidence of learning. ● All F.5 students had group discussions about the Career Oscars experience and wrote individual essays to reflect on this learning experience. 	<ul style="list-style-type: none"> ● Encouraged to give immediate feedback to peers’ presentations, F.5 students were alert to the manners and attitudes needed to maintain good interpersonal relationships while at the same time, giving constructive feedback to their classmates. ● Realising the increasingly keen competition in the job market, students would be alert to the importance of equip themselves with proper soft skills for career success.
<p>8. F.4 - F.5 Career Day</p>	<p>19 January, 2019</p>	<p>F.4 and F.5 students attending this compulsory activity could have ample opportunities to interact with students of other classes/ forms/ partner schools, alumni and parents discussing career-related issues.</p>	<p>Quite a high percentage of the F.4-F.5 participants managed to find mentors from their preferred career field after the event, forming informal mentorship where students could have their various soft skills enhanced.</p>
<p>9. F.6 Self-introduction Workshops</p>	<p>Sept 2018- Nov 2018</p>	<p>F.6 students in groups of 5/6 were given a 50-minute workshop on self introduction by a native speaker of English. Before recording their one-minute self-introduction, students had a casual chat with the instructor. Students were invited to give instant oral feedback to peers to maximize social interaction. Detailed written feedback given by the instructor also yielded better learning outcomes.</p>	<p>From the recorded videos, English teachers and CLP teachers could witness changes’ in students’ presentation skills, showcasing their general understanding of how to present themselves to interviewers to establish their credentials.</p>

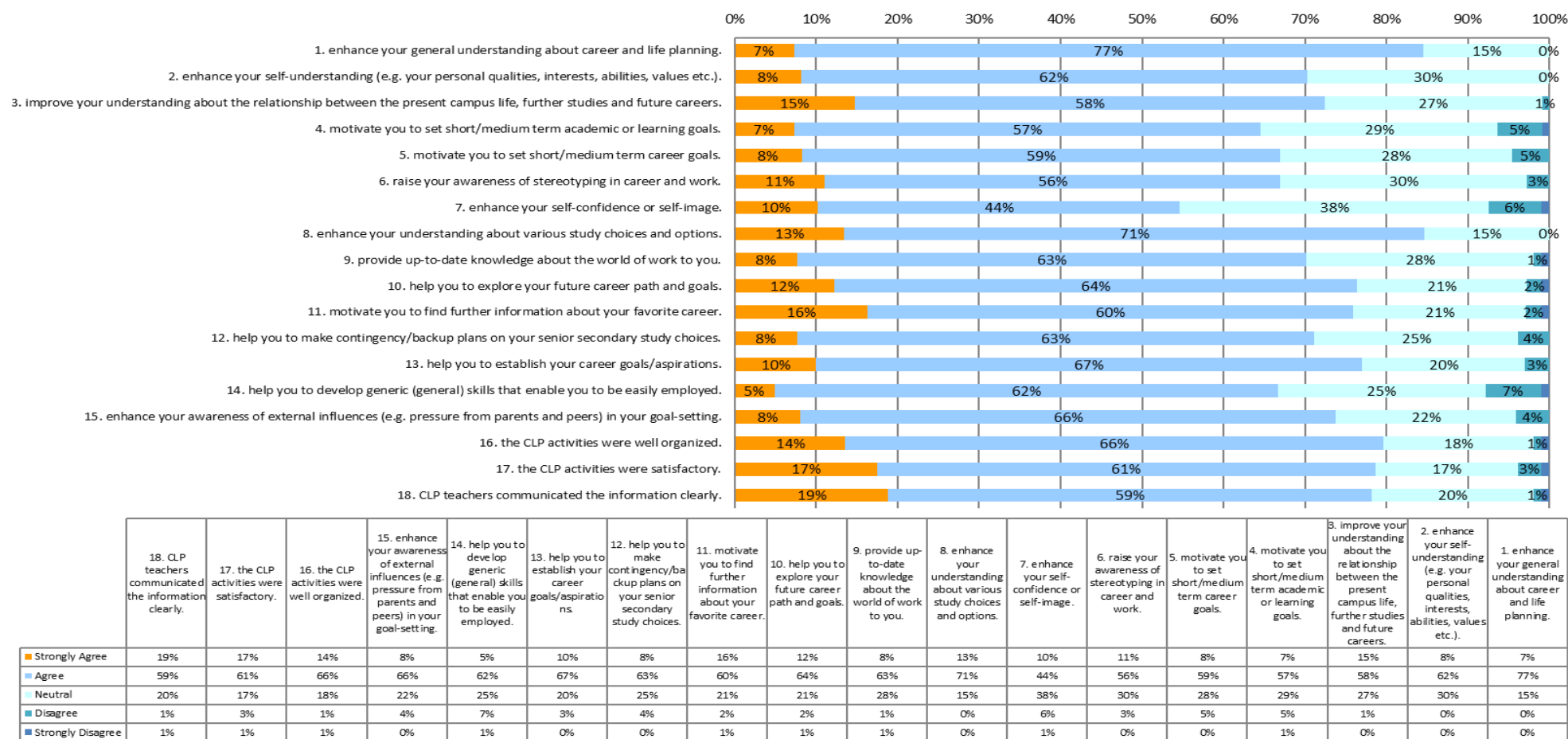
Reflections

Group projects involving face-to face interactions with peers have constituted ideal platforms to nurture students' social manners. Interactions with alumni and Shatin Church members have enabled students to socialize with people outside their immediate family, making them more aware of the importance of social manners and etiquette. Inviting students to give immediate feedback to peers would also be ideal to alert students to the subtlety of giving critical comments in a face-saving manner.

67%, 55% and 56 % of the F.3, F.4 and F.5 students respectively regarded the CLP programmes organized in 2018-2019 academic year could help develop generic/soft skills that increase their employability. (Refer to Appendix II for details)

Appendix II

Evaluation of the F.3 Career and Life Planning (CLP) Activities (2018-19)



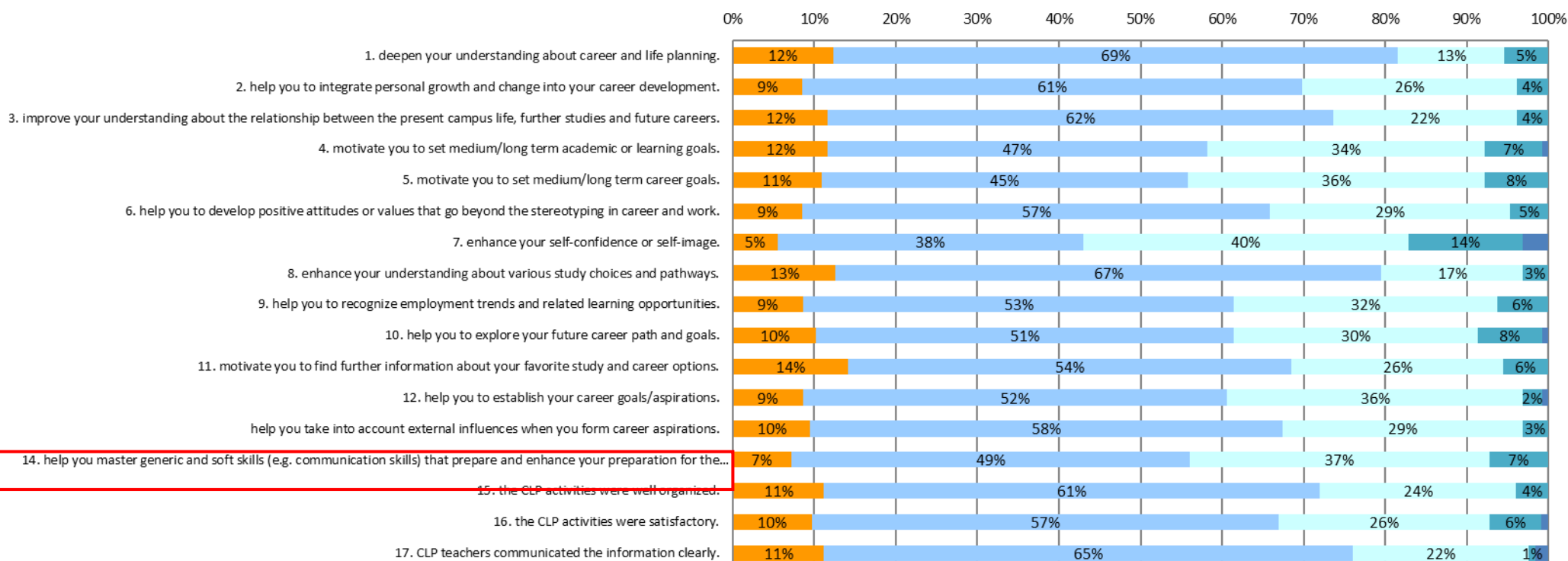
Evaluation of the F.4 Career and Life Planning (CLP) Activities (2018-19)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



	17. CLP teachers communicated the information clearly.	16. the CLP activities were satisfactory.	15. the CLP activities were well organized.	14. help you master generic and soft skills (e.g. communication skills) that prepare and enhance your preparation for the working world.	help you take into account external influences when you form career aspirations.	12. help you to establish your career goals/aspirations.	11. motivate you to find further information about your favorite study and career options.	10. help you to explore your future career path and goals.	9. help you to recognize employment trends and related learning opportunities.	8. enhance your understanding about various study choices and pathways.	7. enhance your self-confidence or self-image.	6. help you to develop positive attitudes or values that go beyond the stereotyping in career and work.	5. motivate you to set medium/long term career goals.	4. motivate you to set medium/long term academic or learning goals.	3. improve your understanding about the relationship between the present campus life, further studies and future careers.	2. help you to integrate personal growth and change into your career development.	1. deepen your understanding about career and life planning.
Strongly Agree	10%	6%	10%	6%	5%	7%	7%	7%	9%	10%	5%	8%	5%	5%	8%	5%	6%
Agree	61%	56%	64%	49%	61%	58%	62%	65%	53%	69%	42%	57%	51%	58%	63%	59%	70%
Neutral	24%	35%	23%	35%	27%	31%	24%	24%	34%	19%	40%	26%	35%	32%	25%	29%	20%
Disagree	4%	4%	2%	9%	6%	4%	6%	4%	4%	2%	12%	8%	8%	5%	3%	7%	3%
Strongly Disagree	0%	0%	0%	2%	1%	1%	1%	0%	0%	0%	2%	0%	2%	0%	0%	0%	0%

Evaluation of the F.5 Career and Life Planning (CLP) Activities (2018-19)



	17. CLP teachers communicated the information clearly.	16. the CLP activities were satisfactory.	15. the CLP activities were well organized.	14. help you master generic and soft skills (e.g. communication skills) that prepare and enhance your preparation for the working world.	help you take into account external influences when you form career aspirations.	12. help you to establish your career goals/aspirations.	11. motivate you to find further information about your favorite study and career options.	10. help you to explore your future career path and goals.	9. help you to recognize employment trends and related learning opportunities.	8. enhance your understanding about various study choices and pathways.	7. enhance your self-confidence or self-image.	6. help you to develop positive attitudes or values that go beyond the stereotyping in career and work.	5. motivate you to set medium/long term career goals.	4. motivate you to set medium/long term academic or learning goals.	3. improve your understanding about the relationship between the present campus life, further studies and future careers.	2. help you to integrate personal growth and change into your career development.	1. deepen your understanding about career and life planning.
Strongly Agree	11%	10%	11%	7%	10%	9%	14%	10%	9%	13%	5%	9%	11%	12%	12%	9%	12%
Agree	65%	57%	61%	49%	58%	52%	54%	51%	53%	67%	38%	57%	45%	47%	62%	61%	69%
Neutral	22%	26%	24%	37%	29%	36%	26%	30%	32%	17%	40%	29%	36%	34%	22%	26%	13%
Disagree	1%	6%	4%	7%	3%	2%	6%	8%	6%	3%	14%	5%	8%	7%	4%	4%	5%
Strongly Disagree	2%	1%	0%	0%	0%	1%	0%	1%	0%	0%	3%	0%	0%	1%	0%	0%	0%

4.2.3 Enhancing the whole-school approach in Career Education.

Strategies/Tasks: Invite teachers to monitor students' progress in employability especially in Interpersonal relationships

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 18 - Aug. 19	<ul style="list-style-type: none"> Teachers witness progress in students' interpersonal relationships 	<ul style="list-style-type: none"> Pre-term and post-term questionnaires 	<ul style="list-style-type: none"> CLP Teachers All Teachers

Brief information about programs held:

Activity	Date	Details	Success Criteria
Pre-term questionnaire on students' manners on different social occasions	June 2018	<ul style="list-style-type: none"> Staff were asked to fill out a questionnaire to understand their perception about students' manners in face-to-face interactions, email exchanges or social gatherings like Christmas parties or school picnics etc. The items on the questionnaire were used as themes for F.4 and F.5 students to write scripts for the Wednesday broadcasts, raising students' awareness of proper manners on different social occasions <p>[Refer to Appendix III]</p>	<ul style="list-style-type: none"> Quality wise, students had greater awareness of their manners through participation in CLP or other school activities together with teachers' reminders of proper manners on different occasions. From the survey conducted by the Discipline Committee at the end of the school year, 86 % of the students regarded TST students as respectful and rule-abiding. 79% of them regarded TST students as self-disciplined, courteous and obedient.

Staff Development Day	28 Sept 2018	<ul style="list-style-type: none"> ● In the session on CLP issues, colleagues were briefed on JUPAS operations including the principal nomination scheme, components of SLP and school reference reports. Special emphasis was laid on how students' manners and interpersonal skills might affect their application for JUPAS or interview performance. 	<ul style="list-style-type: none"> ● As teachers had been better aware of tertiary institutions' due regard to applicants' soft skills and manners, the whole school approach to monitor students' progress in social etiquette would be more effective. <p>[Refer to Appendix IV]</p>
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Reflections

When staff have a better understanding of their role in improving students' manners in interpersonal relationships, they would place a high priority on students' behaviour and be more willing to set aside time to teach them about the importance of good manners and proper social conduct in their lesson time. Improvement in students' manners could then be seen over time.

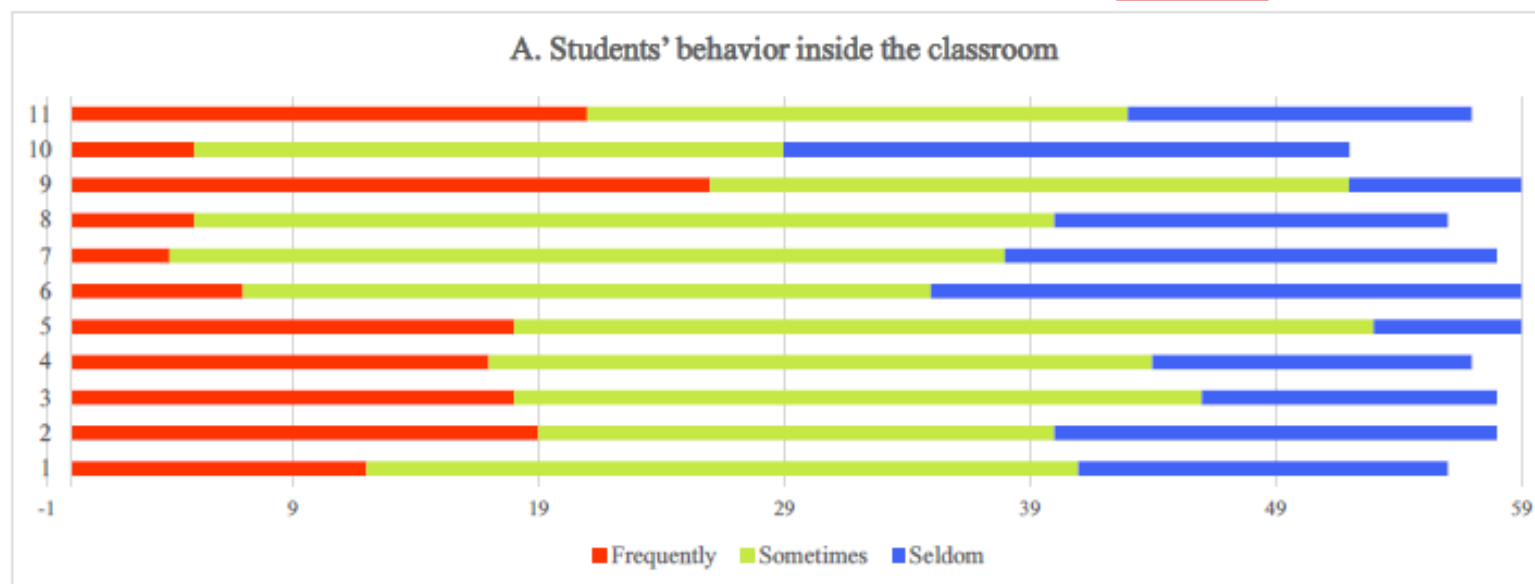
Appendix III

Survey on Students' Manners for Major Concerns 2018-19

Total Respondents: 59

A. Students' behavior inside the classroom

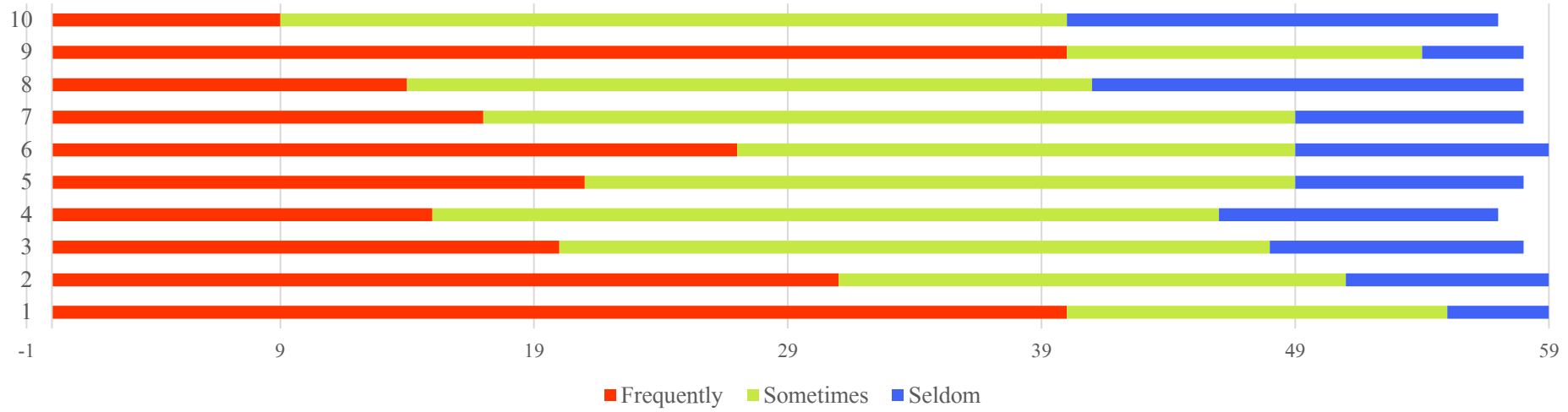
	Frequently	Sometimes	Seldom	Never
1 Students do not stand up properly during greetings (Standing up at different times, not standing up straight).	12	29	15	3
2 Students do not greet teachers / visitors together, loudly and respectfully.	19	21	18	1
3 Students do not say "thank you" whenever they get anything from others.	18	28	12	1
4 Students do not say "thank you" when the teacher does something for them, e.g. changing the scores on test papers, handing them marked assignments, answering their enquiries, etc.	17	27	13	2
5 Students do not get things from teachers with both hands.	18	35	6	0
6 Students do not have eye contact when being addressed by others.	7	28	24	0
7 Students' tone, voice and language are disrespectful.	4	34	20	1
8 Students' facial and body expressions show disrespect to others (e.g., sneering, snickering).	5	35	16	3
9 Students not treating school property or facilities respectfully. (e.g., not rearranging furniture after use, leaving the teachers' desk and chair and the blackboard in a dirty and messy condition before the next teacher comes in etc.).	26	26	7	0
10 Students going out of the classroom without asking the permission from the teachers of the next lesson.	5	24	23	7
11 Students not knocking on the doors and asking for permission to enter the classroom whenever late for class.	21	22	14	2



B. Students behavior on the campus

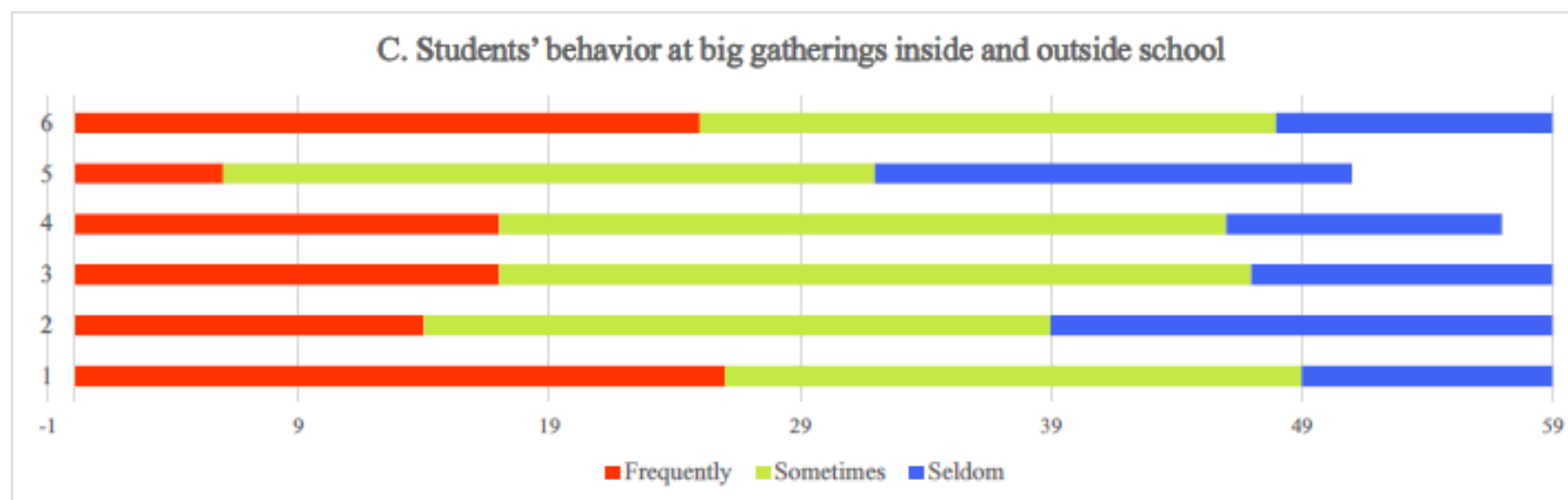
		Frequently	Sometimes	Seldom	Never
1	Students do not greet teachers especially those who have not taught them.	40	15	4	0
2	Students do not greet teachers especially those not teaching them this year.	31	20	8	0
3	Students' requests over the microphone at staff rooms are impolite (e.g., "I want to see Mr. X "instead of "May I speak to Mr. X?").	20	28	10	1
4	Students' lack of acknowledgement whenever staff members including the tuck shop helpers help them do something (e.g. not saying "thank you" to staff giving first aid, documents or technical gadgets to them).	15	31	11	2
5	Students not greeting visitors with a smile or "good morning/afternoon" while passing by.	21	28	9	1
6	Students laughing or speaking too loudly with one another in the corridor or at the stairs when the other classes are having lesson or during exam.	27	22	10	0
7	Students do not make themselves look tidier after playing ball games in the playground at the end of recess, lunch time or after school.	17	32	9	1
8	Students do not in advance inform teachers of their expected absence due to medical checkups, sports or music competitions etc.	14	27	17	1
9	Students do not send emails after their absence apologising to teachers about the reasons for missing class and asking for a rearrangement of the test missed / a copy of the notes distributed.	40	14	4	1
10	Students answer teachers back after being told of their improper uniform or hairstyle (e.g. saying that the discipline teachers / prefects have not picked them up during the daily inspection at the school entrance.	9	31	17	2

B. Students behavior on the campus



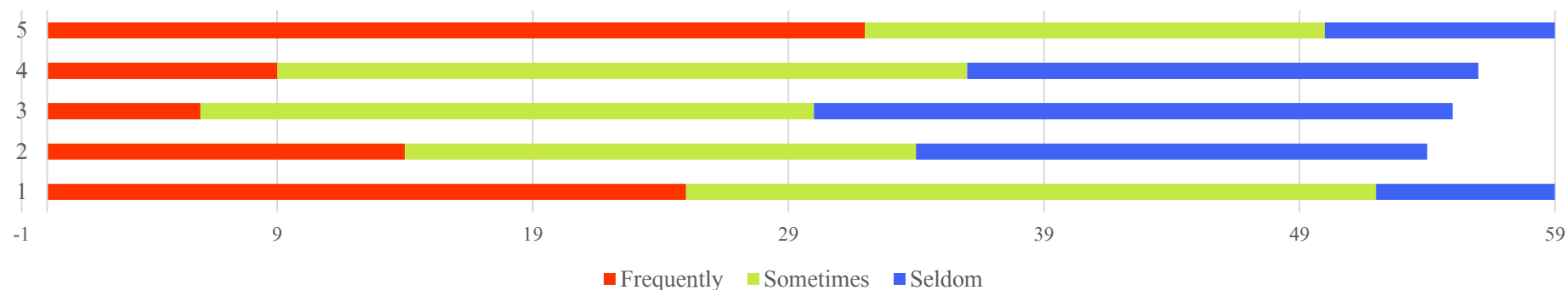
C. Students' behavior at big gatherings inside and outside school

	Frequently	Sometimes	Seldom	Never
1 Students not keeping absolutely quiet (whispering with one another) when speakers are addressing the assembly.	26	23	10	0
2 Students laughing or making sounds disrespectfully when speakers are presenting.	14	25	20	0
3 Students' heads are lowered and shoulders are slumped displaying disrespect.	17	30	12	0
4 Students not responding when asked for responses.	17	29	11	2
5 Students' manners in getting prizes are disrespectful (e.g. not walking properly, not looking at guests presenting prizes, not smiling, not giving firm handshakes etc.).	6	26	19	8
6 Students just enjoy eating on their own but not serving food to the teachers first at the picnic sites/ parties.	25	23	11	0



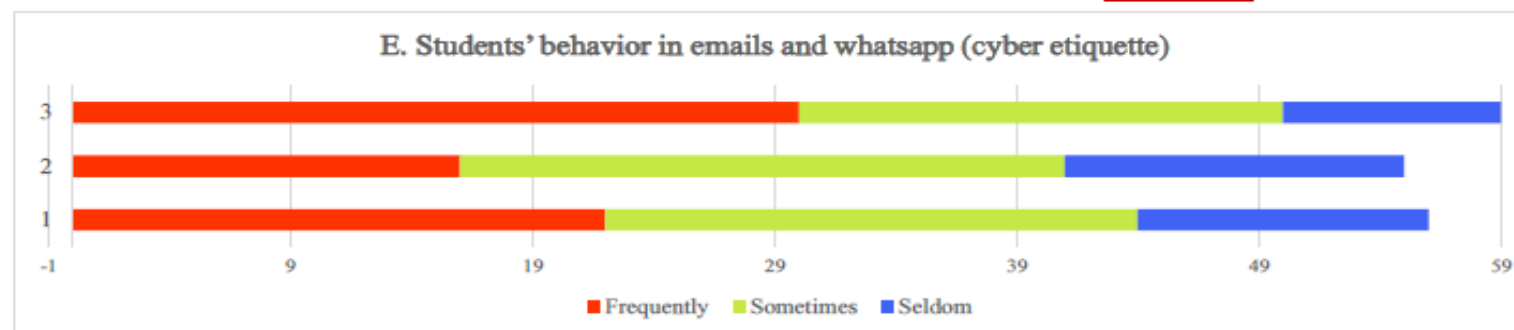
D. Students' behavior in the public

	Frequently	Sometimes	Seldom	Never
1 Students not greeting teachers outside the campus.	25	27	7	0
2 Students not giving seats to staff on public transport.	14	20	20	5
3 Students talking on the phone or with friends too loudly.	6	24	25	4
4 Students behaving disrespectfully (e.g., not wearing the school uniform properly, running around in the shopping arcades, shouting at shop keepers etc.).	9	27	20	3
5 Students only greeting teachers teaching them and ignoring other teachers not teaching them.	32	18	9	0

D. Students' behavior in the public

E. Students' behavior in emails and whatsapp (cyber etiquette)

		Frequently	Sometimes	Seldom	Never
1	Students lack of proper manners in emailing staff and peers (e.g., improper format, impolite language, lack of acknowledgement of help etc.)	22	22	12	3
2	Students not knowing the differences between the lists of recipients, ccopying or bbc copying	16	25	14	4
3	Students submitting work disregarding deadlines and lacking in apology in person for late assignments	30	20	9	0

**Any other behaviour you wish the CLP Team/Discipline Team/ other teams to address?**

- 1 Students do not approach teacher in any way when failed to hand in their homework on time. Sometimes no show at all even DAYS after the deadline. Millions of unreasonable excuses are used and they show no guilt at all.
- 2 Teach students with check list
- 3 Students should learn to socialize with others (teachers) during special events e.g. school picnic
- 4 閱讀課未有遵守規則閱讀，經常諸多借口或不集精神。
- 5 students blocking the door while inside the bus, thus disrupting the flow of passengers
- 6 use of mobile phone secretly during class

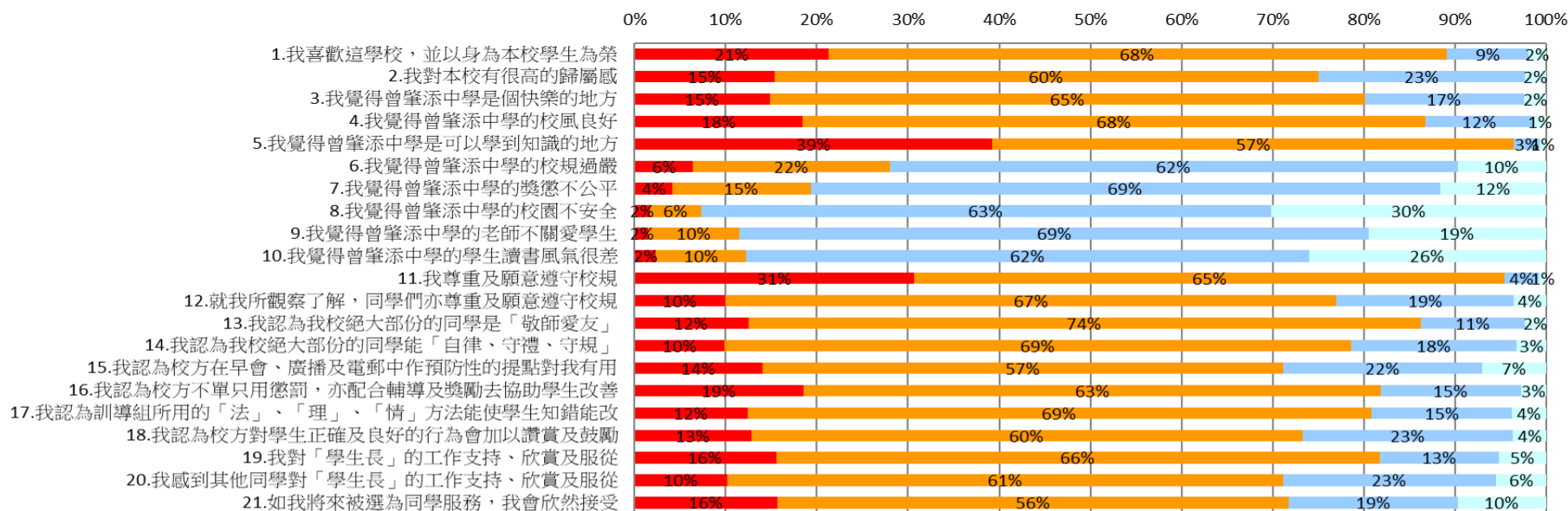
Any suggestions of how to improve manners in the coming year(s)?

- 1 Students fail to hand in parent letters concerning ECA outside school hours or sometimes did not turn up or be late for the activity without informing the teacher i/c
- 2 Teachers should acknowledge those behave well in front of the class/team.
- 3 Compulsory workshops can be given to students.

- 4 加強學生長執法權力，多巡視校園情況。
 - 5 Strong message against the use of cell phone at school, especially during class
-

Appendix IV
Survey Results of Discipline Team

訓導委員會對學生之問卷調查 (2018-2019) - 全校



	21.如我將來被選為同學服務，我會欣然接受	20.我感到其他同學對「學生長」的工作支持、欣賞及服從	19.我對「學生長」的工作支持、欣賞及服從	18.我認為校方對學生正確及良好的行為會加以讚賞及鼓勵	17.我認為訓導組所用的「法」、「理」、「情」方法能使學生知錯能改	16.我認為校方不單只用懲罰，亦配合輔導及獎勵去協助學生改善	15.我認為校方在早會、廣播及電郵中作預防性的提點對我有用	14.我認為我校絕大部份的同學能「自律、守禮、守規」	13.我認為我校絕大部份的同學是「敬師愛友」	12.就我所觀察了解，同學們亦尊重及願意遵守校規	11.我尊重及願意遵守校規	10.我覺得曾肇添中學的學生讀書風氣很差	9.我覺得曾肇添中學的老師不關愛學生	8.我覺得曾肇添中學的校園不安全	7.我覺得曾肇添中學的獎懲不公平	6.我覺得曾肇添中學的校規過嚴	5.我覺得曾肇添中學是可以學到知識的地方	4.我覺得曾肇添中學的校風良好	3.我覺得曾肇添中學是個快樂的地方	2.我對本校有很高的歸屬感	1.我喜歡這學校，並以身為本校學生為榮
非常同意	16%	10%	16%	13%	12%	10%	14%	10%	12%	10%	31%	2%	2%	2%	4%	6%	39%	18%	15%	15%	21%
同意	56%	61%	66%	60%	69%	63%	57%	69%	74%	67%	65%	10%	10%	6%	15%	22%	57%	68%	65%	60%	68%
不同意	19%	23%	13%	23%	15%	1%	22%	18%	11%	19%	4%	62%	69%	63%	69%	62%	3%	12%	17%	23%	9%
非常不同意	10%	6%	5%	4%	4%	3%	7%	3%	2%	4%	1%	26%	19%	30%	12%	10%	1%	1%	2%	2%	2%

4.3.1 Implement a value education to cultivate student's attitude and values Enhance students' positive attitudes and behaviours

Achievements

The target "5% decrease in the number of misbehaviours" has been achieved.

Reflection

Implementation of "Self Improvement Scheme" greatly reduces the number of misbehaviours of students.

4.3.2 Implement a value education to cultivate students' attitude and values.

Students have been equipped with the basic understanding to be serving leaders through the following activities in the 18-19 academic year.

- A. Encouraging students to respect different people in a diversified society.
 1. A representative from the Hong Kong Network for the Promotion of Inclusive Society shared a topic "Walk through adversity" during the assembly.
 2. Twelve students and five teachers joined the Muse Fearless Dragon Charity Run held by Hong Kong Network for Promotion of Inclusion Society.
 3. Students served in the Hong Kong Special Olympics.
- B. Raising students' awareness to the needy in Society
 1. F4 students had to participate in voluntary services in different organizations.
 2. A badge dedicated designed for the Gospel week was on sale during the Gospel week. All proceeds were donated to The Industrial Evangelistic Fellowship for caring for the vulnerable groups.
- C. Promoting the rights and responsibilities of citizenship
 1. Alumna Dr Tsui Pui Yi Apple, the lecturer of the School of Life Science in CUHK, shared a topic "惜海洋續未來" during the assembly.
 2. S5 students participated in an interactive drama organized by the ICAC.
 3. A photo exhibition about the Universal Declaration of Human Rights was held.
 4. A representative from UNICEF, shared a topic "The Global Goals" during the assembly.
 5. Students joined the slogan competition for promoting the Basic Law in April organized by Hong Kong Shine Tak Foundation.

Evaluation

Teachers give positive feedback in the evaluation meeting. Over 90% of students can recognize the attributes of a serving leader such as empowerment, standing back, accountability, forgiveness, courage, authenticity and stewardship.

Teachers give positive feedback to the campaigns conducted. 92% students give a positive feedback to the Gospel Drama. Over 160 students would like to know more about the Christian faith.

4.3.3 The school climate was enhanced with positive, supportive and caring atmosphere through the following activities in the 18-19 academic year.

- A. Organizing a campaign to promote a positive, supportive and caring school climate.
 1. The carnival "Love your neighbour" organized by the Christian Fellowship, the Holy Spirit Church, the Faith Conduits from F1 to F3, the Community Youth Club, the Red Cross Youth Units and the Philosophy Society was held.
 2. The Gospel Drama Performance "我在天台打的四個電話" was held by the Fellowship and the Chinese Drama Club. Students are encouraged to reflect on the source of hope and the relationship among parents, friends and God.

3. The Faith Gallery in each classroom enhance the caring atmosphere in the campus.
- B. Organizing a seminar to introduce positive values to students
1. Gospel week – “Love your neighbour”. Evangelizing activities included Gospel sharing and daily game booth. The Revd Ip Tsz Leung, the Vicar of SKH Holy Spirit Church, was invited to share a topic “Love your neighbor” during the assemblies.
 2. In collaboration with the Alumni Association Limited, Alumna Ms Wong Man Lee, the chairperson of WW Consultancy, shared a topic “My career path” during the morning assembly. Alumna Ms Vincci Law, the independent business owner at Amway, was the facilitator of the talk.

4.4.1 Support and care for students with mental health needs.

Enhance mental health awareness in school

Achievements

Six students from F.4 have received in-depth “Mental Health Ambassador” training. They help the school to promote mental health awareness among students.

A Mental Health exhibition was held in school from February to March, 2019.

Reflection

Through the promotion scheme, students begin to be aware of their own mental health needs.

4.4.2 Support and care for students with mental health needs.

Provide support for teacher dealing with students with mental health needs

Achievements

29 teachers attained workshops on mental health held in December, 2018 and June, 2019.

Reflection

The feedback from questionnaires shows that all teachers agree that the workshops are useful in equipping them with necessary skills to deal with students with mental health needs.

4.4.3 Support and care for students with mental health needs.

Provide support for students with mental health needs

Achievements

16 students from F.4 and F.5 have received mental health first aid training.

Through working in collaboration with our school social worker, 10 F.1 students had been selected to join the “好心情” scheme provided by the “Hong Kong Children and Youth Services”.

Reflection

Through the feedback from teachers and students, school will work with social service agencies to provide tailor-made programs that fit our needs. More students from different forms can join these programs to solve their mental health needs.

4.4.4 Enhance integrated education achievements

Achievements

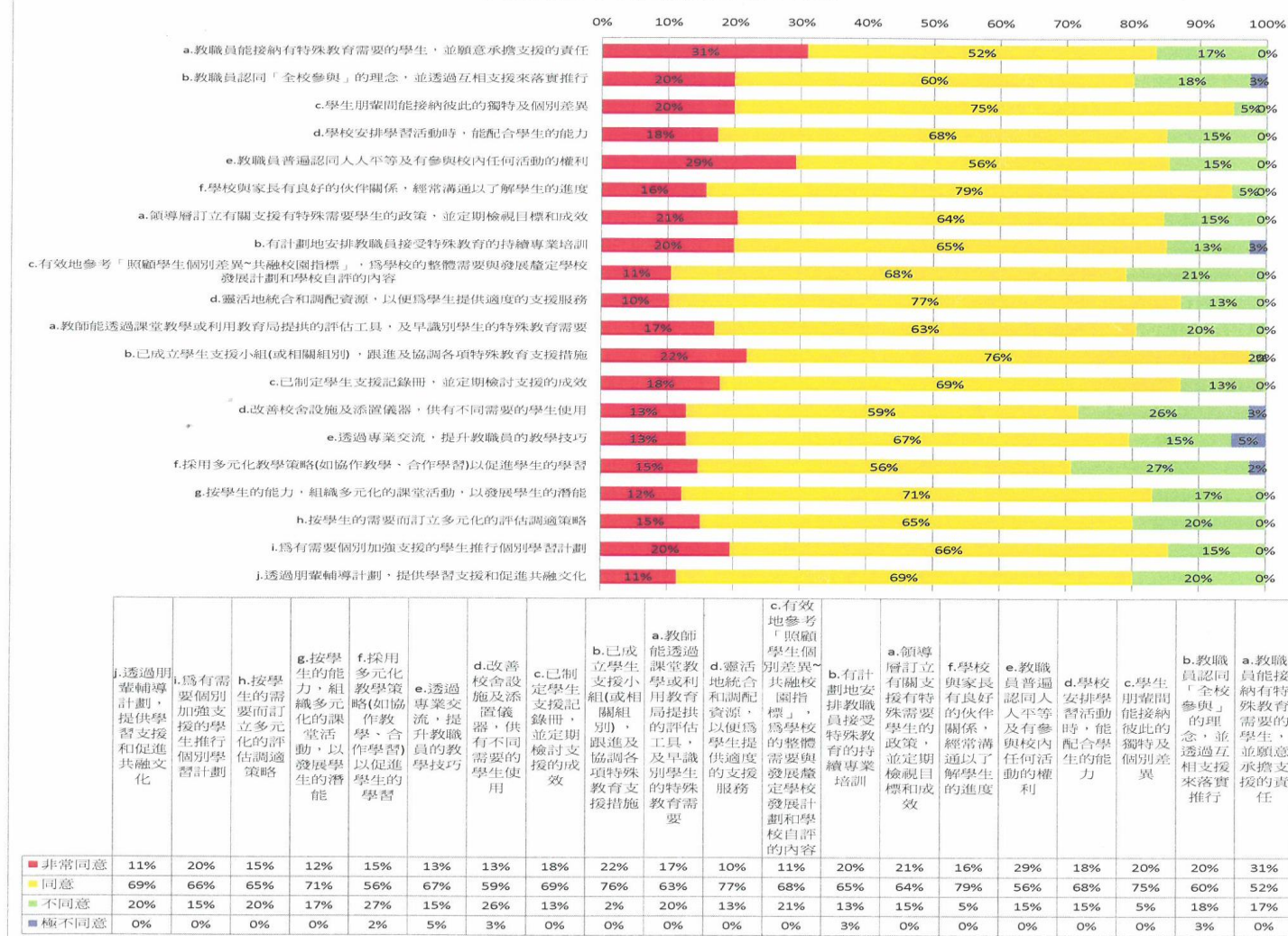
1. An Educational Psychologist, Mr Lam Kwan Hung, Patrick, from Anglican (Hong Kong) Primary and Secondary Schools Councils Educational Psychology Service, was invited to speak on the topic Mental Health of Students on the Staff Development Day in September 2019.
2. To further strengthen the culture of integrated education, some integrated education issues were incorporated into the PSE course in our junior secondary curriculum.
3. One Integrated Education Assistant was employed using the Learning Support Grant to provide support to our SEN students.
4. Two teachers have completed the Professional Development Programme for Mental Health conducted by EDB, Courses on Mental Health Promotion at Schools and Supporting Students with Mental Health Needs.
5. With funding from the Learning Support Grant, two services were purchased, speech therapy and another course on social skills for the SEN students.
6. Regular meeting with parents, Educational Psychologist, social worker, teachers and the students with SEN have been held to provide appropriate support for the parents and the students in need.

Reflection

1. The whole school approach adopted was well received and the year-end evaluation by all staff members is generally good. (See Appendix 1)
2. Many teachers find difficulties dealing students with emotional and behavioural difficulties. Therefore, a professional sharing session by Professor, Kam-shing YIP, was planned on the Staff Development Day in September 2019.
3. Our school should have a teacher professional development plan on catering for students with special education needs in order to meet the training targets set by the Education Bureau for the public sector ordinary schools to be achieved by the end of the 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 2018-2019**



4.5 Report on the use of the Capacity Enhancement Grant

Achievements

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

Reflections

Beyond any doubt, the CEG provision gave teachers the much needed support so that they had the space and capacity to focus their attention on coping with curriculum changes and to help students with special educational needs to meet the demands of different subjects.

Moreover, teachers are faced with the growing challenge of tackling students with mental health needs 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 is 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 and STEM materials and organize programmes and activities to cater for students with special learning needs or mental health needs.

5. Financial Summary

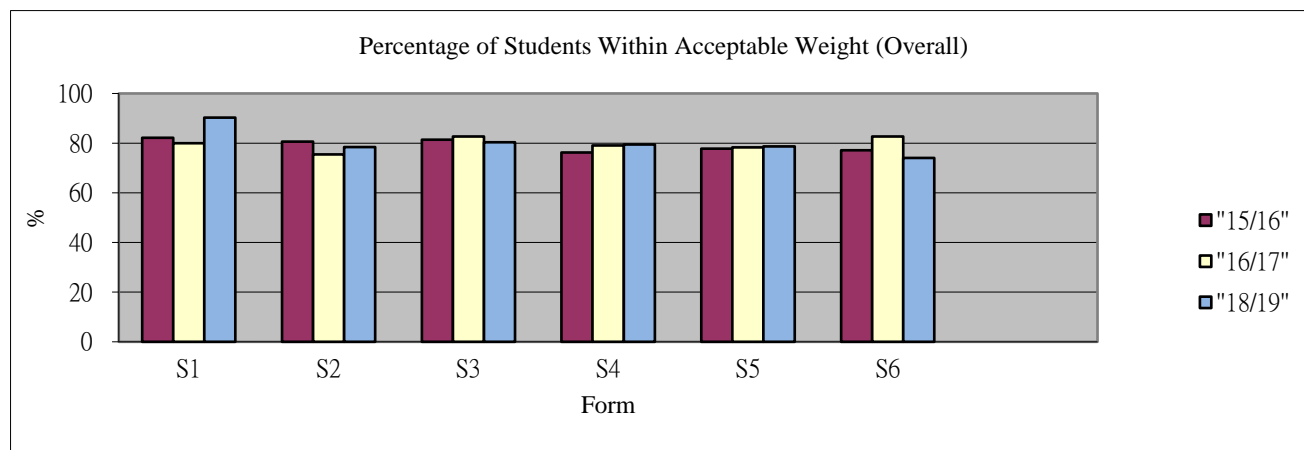
	Balance B/F	Income \$	Expenditure \$	Surplus/Deficit	Topped-up by Subscriptions	Topped-up by EOEGB General	Amount Refundable to EDB	BALANCE C/F	Surplus \$
BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)									8,152,726.75
I. Government Fund									
(1) EOEGB Grant									
(a) EOEGB Baseline Reference		2,240,820.64		2,240,820.64					
School & Class Grant		119,275.18	1,281,464.35	-1,162,189.17					
Lift Maintenance Grant			104,500.00	-104,500.00					
Prog Fund for Whole-Sch Ap to Guidance & Discipline			400.00	-400.00					
Supplementary Grant			434,455.00	-434,455.00					
Composite Furniture & Equip. Grant			392,313.00	-392,313.00					
Air Cond. Grant for Prep Room of Lab.			3,360.00	-3,360.00					
EOEBG Baseline Ref - Sub-total :		2,360,095.82	2,216,492.35	143,603.47					
(b) Specific Grant									
Administration Grant		4,340,466.00	4,020,088.71	320,377.29					
Air-conditioning Grant		583,384.00	235,912.00	347,472.00					
Capacity Enhancement Grant		613,766.00	827,578.50	-213,812.50					
Composite Information Technology Grant		448,459.00	436,322.06	12,136.94					
EOEBG Specific Grant - Sub-total :		5,986,075.00	5,519,901.27	466,173.73					
EOEBG General domain	1,594,093.06								
Funds set aside for SP/LSP		569,221.00	709,569.44	-140,348.44					
Δ Topped up the Deficit Bal of PDS			9.03	-9.03					
Δ Topped up the Deficit Bal of ITSSG			5,638.80	-5,638.80					
Δ Topped up the Deficit Bal of SSCSG			33,373.43	-33,373.43					
Δ Topped up the Deficit Bal of OITG			8,006.38	-8,006.38					
Δ Topped up the Deficit Bal of Enhancing WiFi Infrastructure - ERG			10,940.00	-10,940.00					
EOEBG General domain - Total :	1,594,093.06	569,221.00	767,537.08	-198,316.08					
EOEBG Baseline Ref + Specific Gr + General domain :	1,594,093.06	8,915,391.82	8,503,930.70	411,461.12				2,005,554.18	
(2) NON-EOEBG Grant									
Other Recurrent Grant		640,012.00	640,012.00	0.00				0.00	
□ Committee on Home-Sch Co-op Proj Grant		8,974.00	7,774.50	1,199.50			-1,199.50	0.00	
Salaries Grant		48,414,304.39	48,414,304.39	0.00				0.00	
& Employer's Cont to PF Scheme for NT A/C		500,339.00	489,591.49	10,747.51			-10,747.51	0.00	
Fringe Benefits under Enhanc. NET Scheme		28,968.27	28,968.27	0.00				0.00	
School-based After-school Learning & Support Prog.	61,200.00	50,800.00	63,341.00	-12,541.00				48,659.00	
Teacher Relief Grant for IMC School	247,782.75	332,970.50	96,437.00	236,533.50				484,316.25	
Understanding Our Motherland Programme		17,200.00	17,200.00	0.00				0.00	
Learning Support Grant	51,442.62	315,084.00	316,982.60	-1,898.60				49,544.02	
Diversity Learning Grant - Other Programmes	105,000.00	105,000.00	113,051.00	-8,051.00				96,949.00	
Fractional Post Cash Grant	104,043.78	304,950.00	392,970.00	-88,020.00				16,023.78	
@ Senior Sec Student Mainland Exchange Prog		60,750.00	31,250.00	29,500.00			-29,500.00	0.00	
Moral and National Education Subject Support Grant	431,000.00	0.00	0.00	0.00				431,000.00	
Δ Senior Secondary Curriculum Support Grant (SSCSG)	140,980.45	914,850.00	1,089,203.88	-174,353.88		33,373.43		0.00	
Career and Life Planning Grant	21,067.46	609,900.00	615,662.38	-5,762.38				15,305.08	
Δ Enhancing WiFi Infrastructure - Extra Recurrent Gr		84,940.00	95,880.00	-10,940.00		10,940.00		0.00	
Δ One-off IT Gr for e-Learning in Schools (OITG)	63,720.00	0.00	71,726.38	-71,726.38		8,006.38		0.00	
# One-off Gr to Sec Sch for the Promotion of STEM in Sec Sch	79,593.00	0.00	71,177.40	-71,177.40			-8,415.60	0.00	
One-off Grant - Promotion of Ch Hist & Culture	110,365.40	0.00	46,717.00	-46,717.00				63,648.40	
Δ Information Technology Staffing Support ITSS (ITSSG)	8,637.60	307,200.00	321,476.40	-14,276.40		5,638.80		0.00	
Δ Professional Development Schools Scheme (PDS)	-102,107.63	431,700.00	329,601.40	102,098.60		9.03		0.00	
Gr for After-Sch Support for NCS Students	286.90	50,000.00	46,480.00	3,520.00				3,806.90	
Sub-total :	1,323,012.33	53,177,942.16	53,299,807.09	-121,864.93		57,967.64	-49,862.61	1,209,252.43	
(3) OTHERS									
Other Charges : Income & Expenditure A/C	304,005.04	0.00	7,587.71	-7,587.71				296,417.33	
+ Jockey Club LW Learning Fund		51,765.00	51,185.60	579.40			-579.40	0.00	
Sub-total :	304,005.04	51,765.00	58,773.31	-7,008.31		0.00	-579.40	296,417.33	
II SCHOOL FUNDS (GENERAL FUNDS)									
Approved Coll. For Specific Purposes	341,028.17	249,900.00	119,526.60	130,373.40				471,401.57	
Subscriptions	4,323,736.98	482,231.09	541,548.89	-59,317.80				4,264,419.18	
Air-conditioners Fund	40,713.24	0.00	0.00	0.00				40,713.24	
Anniversary	59,754.00	0.00	0.00	0.00				59,754.00	
Anniversary Celebration	-243,398.90	11,760.00	23,900.00	-12,140.00	255,538.90			0.00	
Fund-Helping students fr underprivileged families	221,485.00	0.00	0.00	0.00				221,485.00	
Sustainable Learning Development Fund	188,297.83	2,180.00	28,000.00	-25,820.00				162,477.83	
Sub-total :	4,931,616.32	746,071.09	712,975.49	33,095.60				5,220,250.82	
Grand Total:	8,152,726.75	62,891,170.07	62,575,486.59	315,683.48	255,538.90	57,967.64	(50,442.01)	8,731,474.76	
Total surplus for 18/19 school years after deducting the total amount of \$50,442.01 of refundable items (□, &, @, #, +).									578,748.01
Accumulated Surplus as at the end of 18/19 school year									8,731,474.76

- Δ 18-19 Total Deficit Bal (\$57,967.64) of Enhancing WiFi Infrastructure - ERG (\$10,940), OITG (\$8,006.38), SSCSG (\$33,373.43), PDS (\$9.03) & ITSSG (\$5,638.80) were topped up by General Domain of EOEGB.
- 18-19 Unspent Balance of Committee on Home-Sch Co-op Proj Grant (\$1,199.50) to be refunded to EDB.
- & 18-19 Unspent Balance of Employer's Cont to PF Scheme for NT A/C (\$10,747.51) to be refunded EDB.
- @ 18-19 Unspent Balance of Senior Sec Student Mainland Exchange Prog (\$29,500) to be refunded EDB.
- # 18-19 Unspent Balance of One-off Gr to Sec Sch for the Promotion of STEM in Sec Sch (\$8,415.60) to be refunded to EDB.
- + 18-19 Unspent Balance of Jockey Club LW Learning Fund (\$579.40) to be refunded to EDB.

6. Performance of the Students

6.1 Students' Physical Development Report

Percentage of Students within Acceptable Weight (Overall)



6.2 Library Report 2018-2019

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 2018-19 library report.

Summary of library services and activities in 2018-19

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, 33 dedicated student librarians upheld the motto, "We are brothers and sisters serving brothers and sisters." To empower team members, we offered special training programs and workshops (e.g. 《組長工作坊》; 《好書閱讀分享會》) for the student librarians to develop their leadership and a sense of responsibility.

In 2018-19, our Main Library collections including the Reading Lounge encompassed a stock of 22,558 Chinese books, 12,080 English books and around 1400 multimedia items. In addition, our library subscribed to 58 local and overseas periodicals and 4 local newspapers. Besides, an electronic newspapers clipping service called "Wise News" and the "Liberal Studies@ Wisers" online databases provided easy access and retrieval of news articles from hundreds of newspapers and periodicals of Hong Kong and overseas countries. At the same time, we also subscribed to the license of "Ming Pao" and the "Hong Kong Economic Times" Online Databases in support of the development of Liberal Studies and the Senior Secondary Curriculum.

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

1. The Classroom Library Scheme.
2. Enthusiastic Borrower Billboard Competition
3. Annual Book Exhibition
4. Monthly New Book Display and New Book Recommendations
5. F.1 Library Orientation
6. Teachers Good Books Sharing 《圍讀》老師閱讀分享茶會
7. Thematic Book Exhibition at the library 《陶傑作品專輯》
8. Thematic Book Exhibition at the library 《中一數學閱讀獎勵計劃》
9. Thematic Book Exhibition at the library 《My favorite Novels》
10. Thematic Book Exhibition at the Reading Lounge
《十四日環遊世界》翻譯文學專題書展
11. F.1 & 2 Library Internship Programs 《我都做得到》
12. Book Selection and Purchase 《走出校園購書體驗》
13. Seminar 《城市的片段、文學的靈光胡晴舫老師分享會》
14. 2019 World Book Day on the theme 《Let's Share the Joy of Reading 喜閱新一代》
15. Cultural Exchange Tour jointly organised by the Chinese and the Chinese
Literature Department & the School Library 《2019 台灣書店地圖之旅》
16. Cultural Exchange Tour jointly organised by the Liberal Studies and Chinese
History Department & the School Library 《2019 一帶一路古今絲路探索之旅》

In 2018-19, we had new programs to enhance the Reading Culture co-organized with the Academic Affairs Committee and the English and the Chinese panels. We have made positive impact on students in their reading habits.

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

Library use distribution

According to the library record, the total number of books borrowed during this academic year was 6575. In 2018-19, our Main Library was opened for 108 days and on average our daily borrowing record was around 61 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 2019-20

Keeping in mind the importance of building and maintaining a comprehensive library collection and improving the reading culture at school, the initiatives for the new academic year 2019-2020 have included:

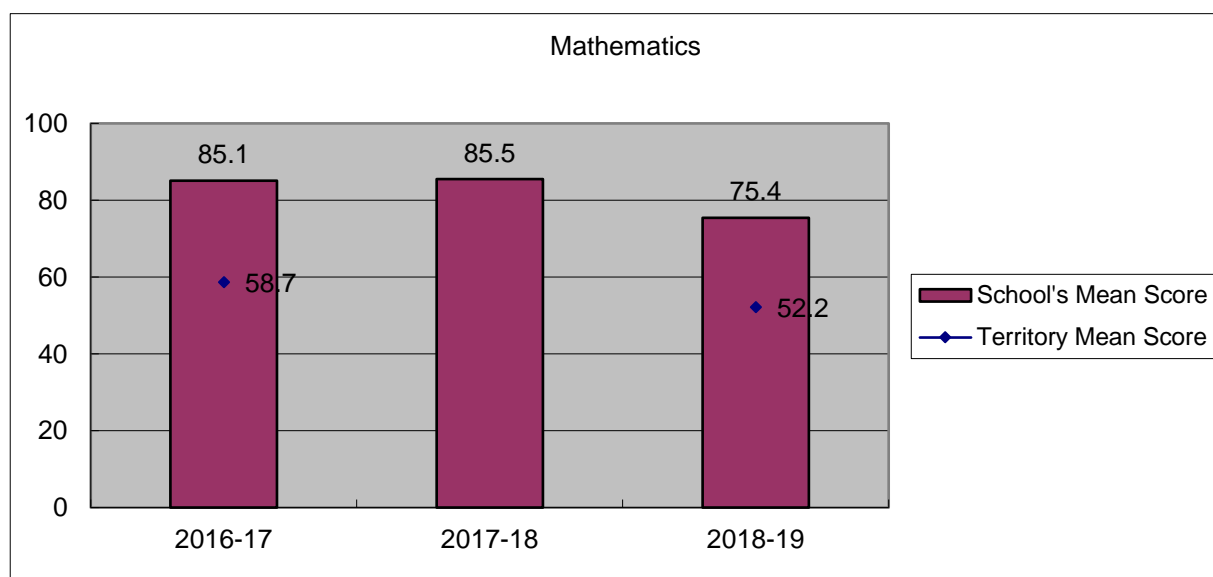
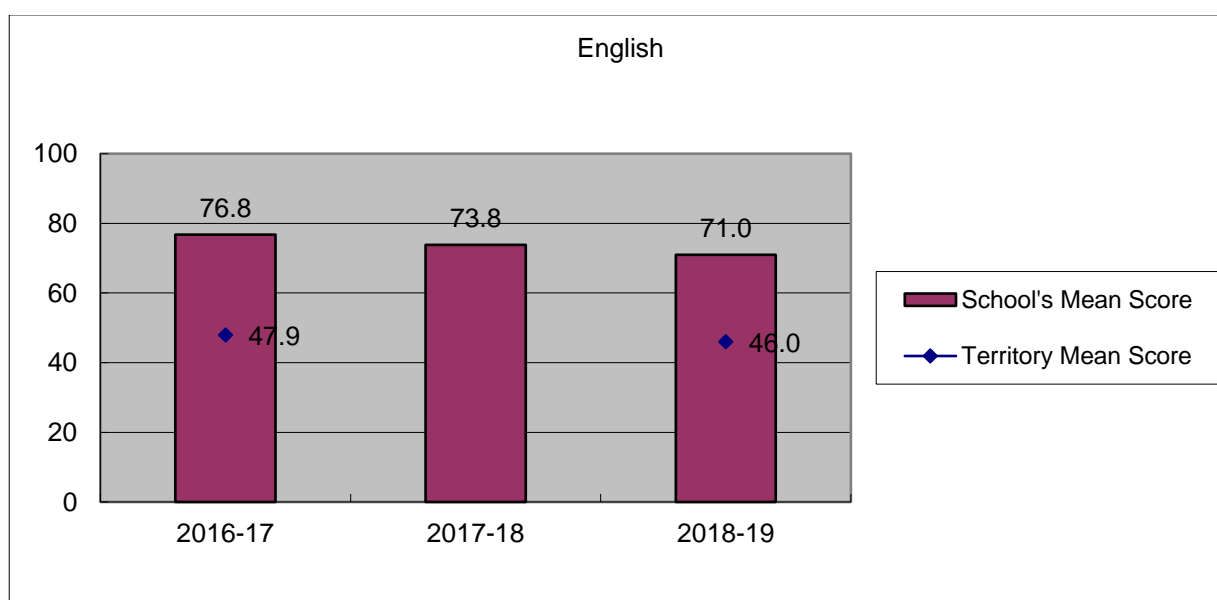
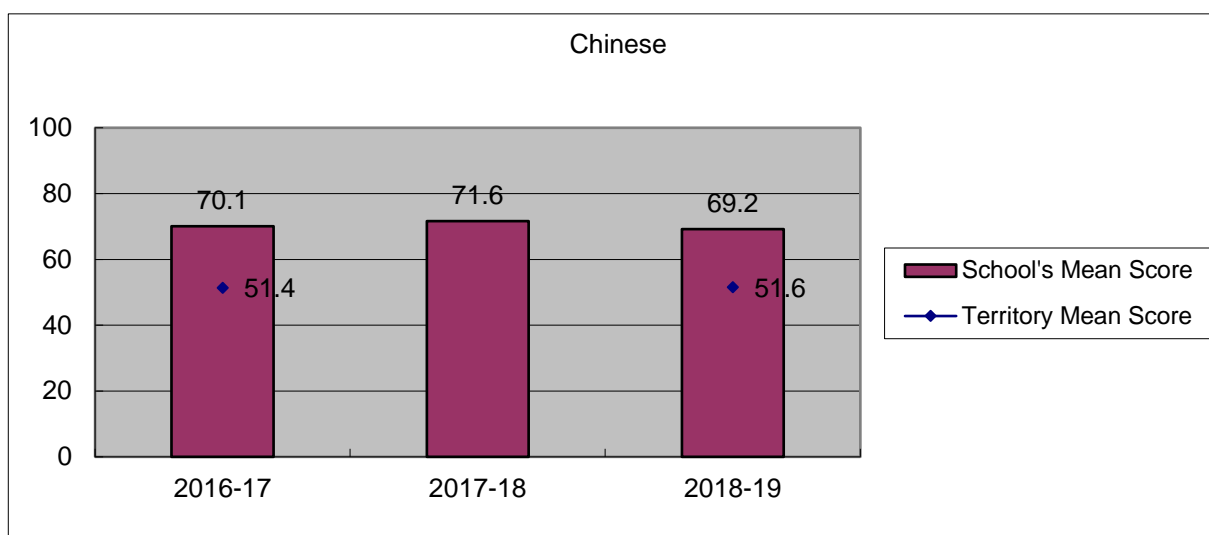
Programs
1. To notify students of the good books recommended by teachers and students via the Day 1 Assembly, the E-class library system, the library face-book page and books sharing workshop 《圍讀》
2. To collaborate with the Chinese and the Chinese Literature Panels to promote the school's reading culture by means of a study tour Part II 《書店地圖 文化交流之旅續篇》
3. To collaborate with Chinese Panel, the Chinese Literature Panel, the Liberal Studies Panel and the Life Education Panel in the theme of 《人間好時節》 to promote mental health and positive life education in school.
4. To collaborate with the Career and Life Planning Team and Liberal Studies Panel to promote the reading culture Part II 《一帶一路文化體驗之旅 續篇》
5. To collaborate with the English Panel and the Chinese Panel to promote the reading culture.
6. To collaborate with the Mathematics Panel to promote the reading culture
7. To collaborate with the Chinese Panel to organize a talk 《放下》
8. To organize a F.1 Library workshop
9. To organize the annual book fair at least once a year.
10. To organize "Thematic Book Exhibition" to support Project-based Learning programs.
11. To organize a Parents' Workshop on "How to Listen to Teenager Through Reading?"
12. To provide an attractive stock by purchasing more new books and discarding outdated and damaged books.
13. To display an average of 70 new items each month during school days.
14. To participate in the World Book Day activities

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)

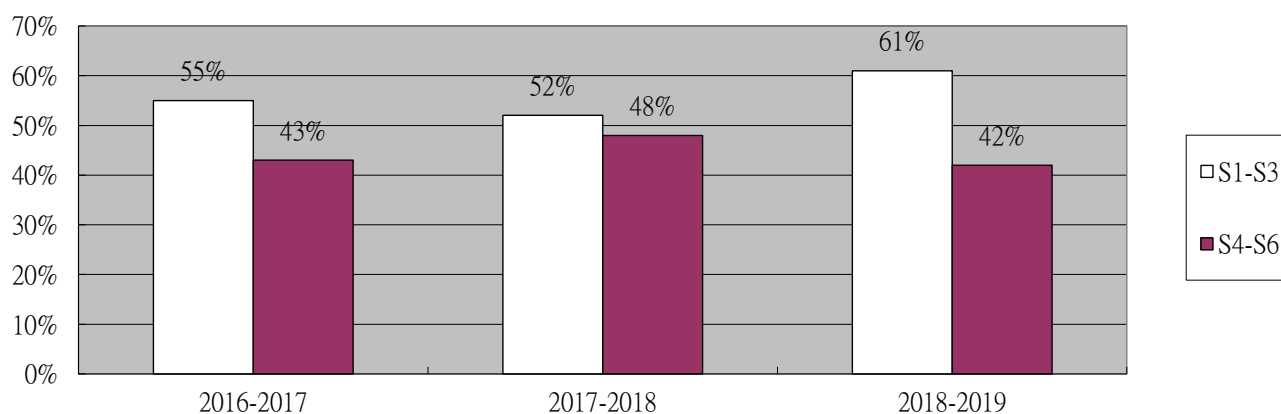
The average HKAT (Pre-S1) scores of students in the three core subjects in the past 3 years are shown below:



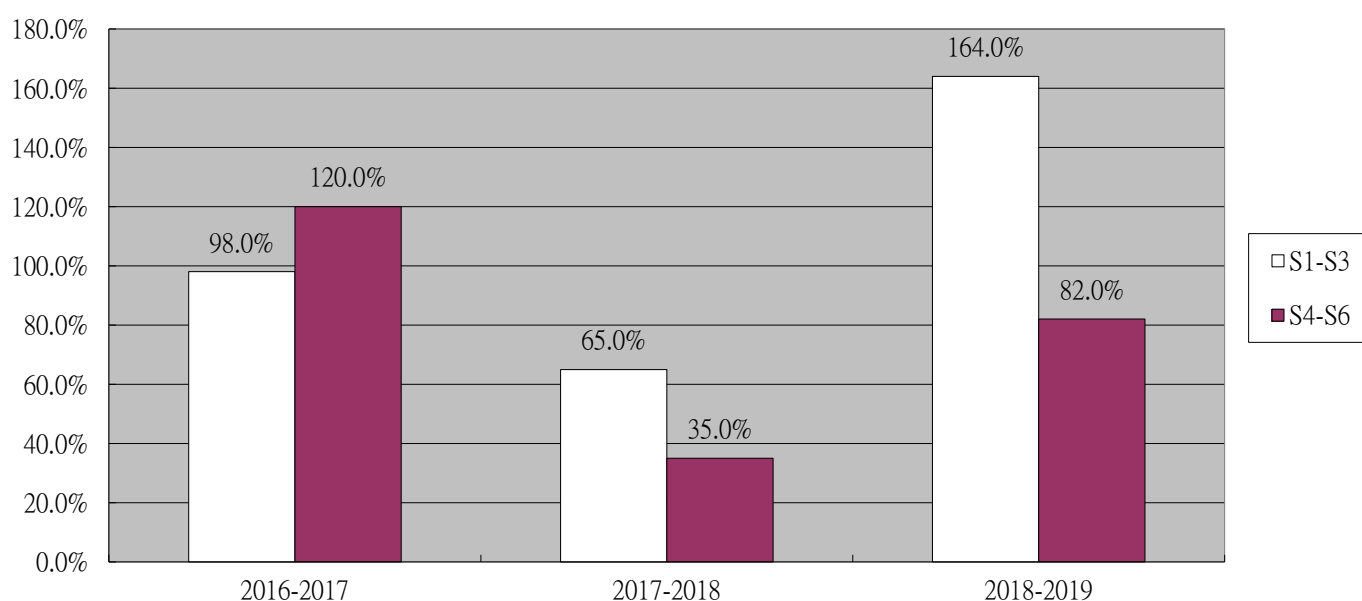
6.4 Student Participation in Inter-school Events and Uniform Groups

- (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-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	2016/2017	2017/2018	2018/2019
Inter-school sports events	304	286	312
Schools Dance Festival	210	366	350
Schools Music Festival	297	139	154
Schools Speech Festival	137	119	116
Scouts	600	600	600
Girl Guides	225	350	328
Air Cadets	650	657	625
Red Cross Youth	636	987	670

6.5 HKDSE

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

	2016/17	2017/18	2018/19
No. of students sat	157	161	143
Average % of subjects awarded level 2 or above	99.5%	99.7%	99.7%
Average % of subjects awarded level 4 or above	75.8%	78.7%	85.0%
Average % of subjects awarded level 5 or above	37.7%	40.9%	48.6%

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 2019.

