

# Annual School Report 2009 - 2010

## SCHOOL VISION

*We inspire every student to learn, to think, to care and to achieve.*

## SCHOOL MISSION

*It is our mission to provide the best opportunities for students to develop to the full their potential, to acquire knowledge, and to adopt a positive attitude towards work, life and their community in accordance with our school motto - **LOVE, WISDOM & VIGOUR.***

### Core Values

**1. Student Focus**

We strive to understand the needs of our students and provide quality education to meet those needs.

**2. Strive for Excellence**

We encourage and support every student to strive for excellence in all their endeavours.

**3. Lifelong Learning**

We are committed to promoting lifelong learning. We provide a stimulating and nurturing environment so that students experience success and feel the challenges and joy associated with learning.

**4. Integrity**

We value high professional standards and ethical conduct among teachers and students. Students and teachers are expected to be honest, fair and respectful of others.

**5. Collaboration**

We work with others in a spirit of mutual trust, respect and collegiality through open, rational and compassionate communication.

### Our School

#### **History**

Founded in September 1972, our school has now become a fully-fledged co-educational grammar school. There are 29 classes with an enrolment of approximately 1,100 students.

#### **School Facilities**

There are altogether 31 Classrooms, four well-equipped Laboratories, four Computer Rooms, one Information Technology Learning Centre and a number of special rooms such as the Visual Arts Room, the Geography Room and the Music Room, etc. Each classroom is well-equipped with advanced audio-visual facilities and is air-conditioned. There are also facilities for sports and leisure. Other facilities include the air-conditioned School Hall, the School Library, the Broadcasting Room, the Social Worker's Room, the Student Council Room, the Staff Resources Centre, the English Room, and the Multi-purpose Room etc.

#### **School Management**

Our school started to operate school-based management in 1999. The ultimate objective of school-based management is to raise the standards of teaching and learning and improve learning outcomes. It aims to put in place a more open, accountable and participatory school management, planning and evaluation system.

## School Management Committee

Chairperson:	Mr. WAI Pui Wah (Principal Education Officer, Quality Assurance, Education Bureau)
Member:	Mr. CHOW Kam Cheung (Principal & Secretary) Professor WONG Nai Ching (Independent Member) Mr. CHEUNG Kwok Fan Daniel (Independent Member) Mrs. LO LIANG Yuk Lin Joy (Parent Member) Dr. Lai Hok Ming (Parent Member) Dr. FONG Tik Pui Daniel (Alumni Member) Mr. KOON Ming Wai (Alumni Member) Mrs. LEE NG Man Wo (Teacher Member & Treasurer) Mr. Cheung Chun Kuen (Teacher Member)
Coordinator:	Ms. CHOI Fung Man

Three meetings were held by the Committee in the school year 2009-2010 on 27.11.2009, 5.5.2010 and 25.6.2010 respectively. Mr. Lau Siu Ming and Ms. Lam Fung King (Assistant Principals) were also invited to attend the meetings. Major issues discussed included the following:

1. General Administration of the School
2. School Curriculum
3. School Finance
4. Progress and Review of the Annual School Plan 2009-2010
5. School Development Plan 2010-2013
6. Annual School Plan 2010-2011
7. PTA Activities
8. Alumni Activities

The Committee has been both effective and efficient in its operation. School policies aiming at providing quality education for our students have been formulated. It has also strengthened the relationship among the Education Bureau, the school, the parents, the alumni and the community.

## Our Students

### Class Organization

#### Number of operating classes

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29

#### Number of students (5.9.2009)

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	89	102	106	88	98	32	22	537
No. of Girls	99	94	93	107	106	36	35	570
Total Enrolment	188	196	199	195	204	68	57	1107

### Students' Attendance

Secondary	Percentage of Students' Attendance
Sec. 1	99%
Sec. 2	99%
Sec. 3	99%
Sec. 4	99%
Sec. 5	98%
Sec. 6	97%
Sec. 7	98%

The overall students' attendance rate in 2009-2010 was 99%.

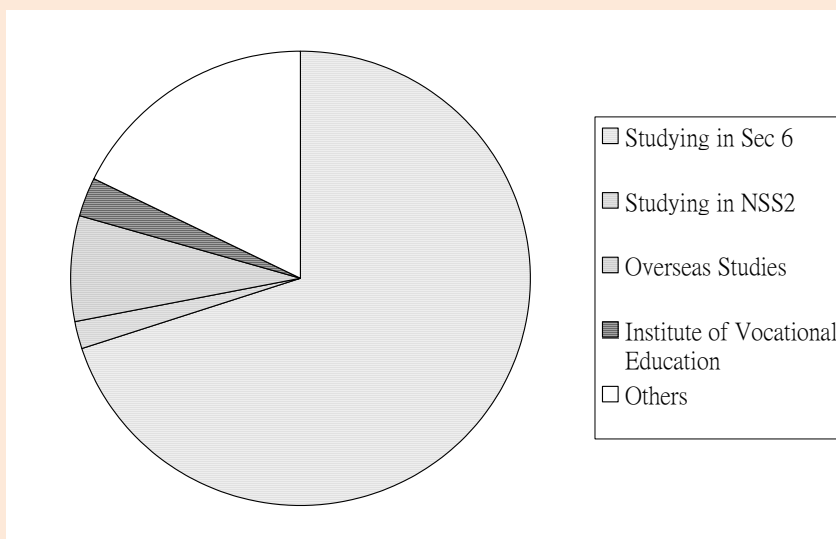
## Students' Promotion

Students' Promotion	Percentage
From S3 to S4	100%
S6 places filled by STGSS graduates	100%
S5 graduates who had secured S6 places	70%

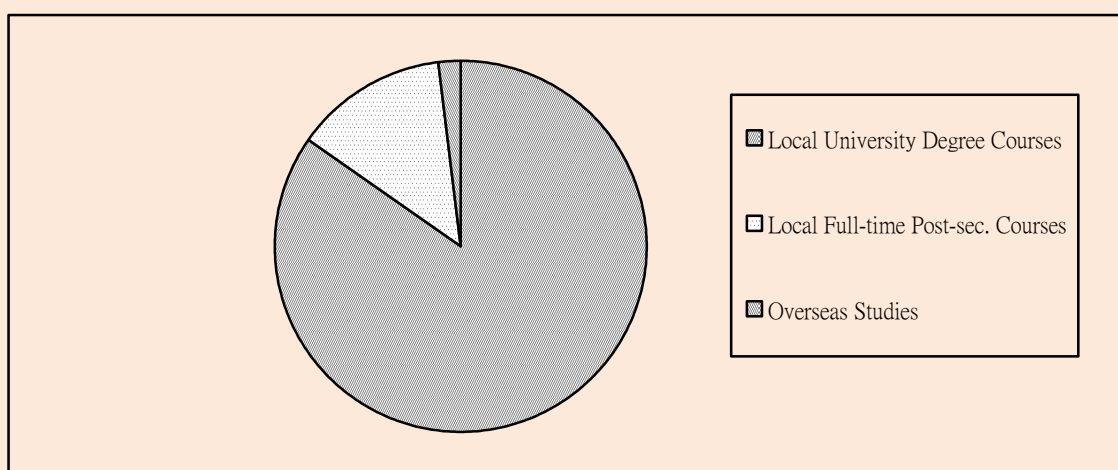
## Destination of Exit Students

### 1. Sec. 5 Leavers

Among the 202 Sec. 5 students, 142 students continued their studies in Sec. 6. 4 of them studying in NSS2 and 15 of them went abroad for further studies.



### 2. Sec. 7 Leavers



Among the 57 Sec. 7 graduates, 51 of them were accepted by local and overseas universities.

A further breakdown of students taking degree courses in Hong Kong is listed below:

University	No. of Students
The University of Hong Kong	9
The Chinese University of Hong Kong	17
The Hong Kong University of Science & Technology	5
Hong Kong Baptist University	5
The Hong Kong Polytechnic University	8
City University of Hong Kong	1
Lingnan University	3
Hong Kong Shue Yan University	1
Open University	1

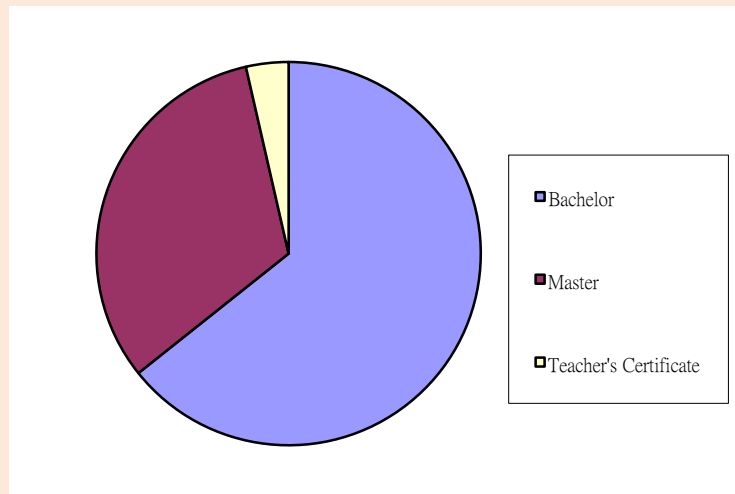
### 3. Early Leavers

Out of a total of 1107 students in the year, two students left our school before the school year ended.

# Our Teachers

## Teachers' Qualifications

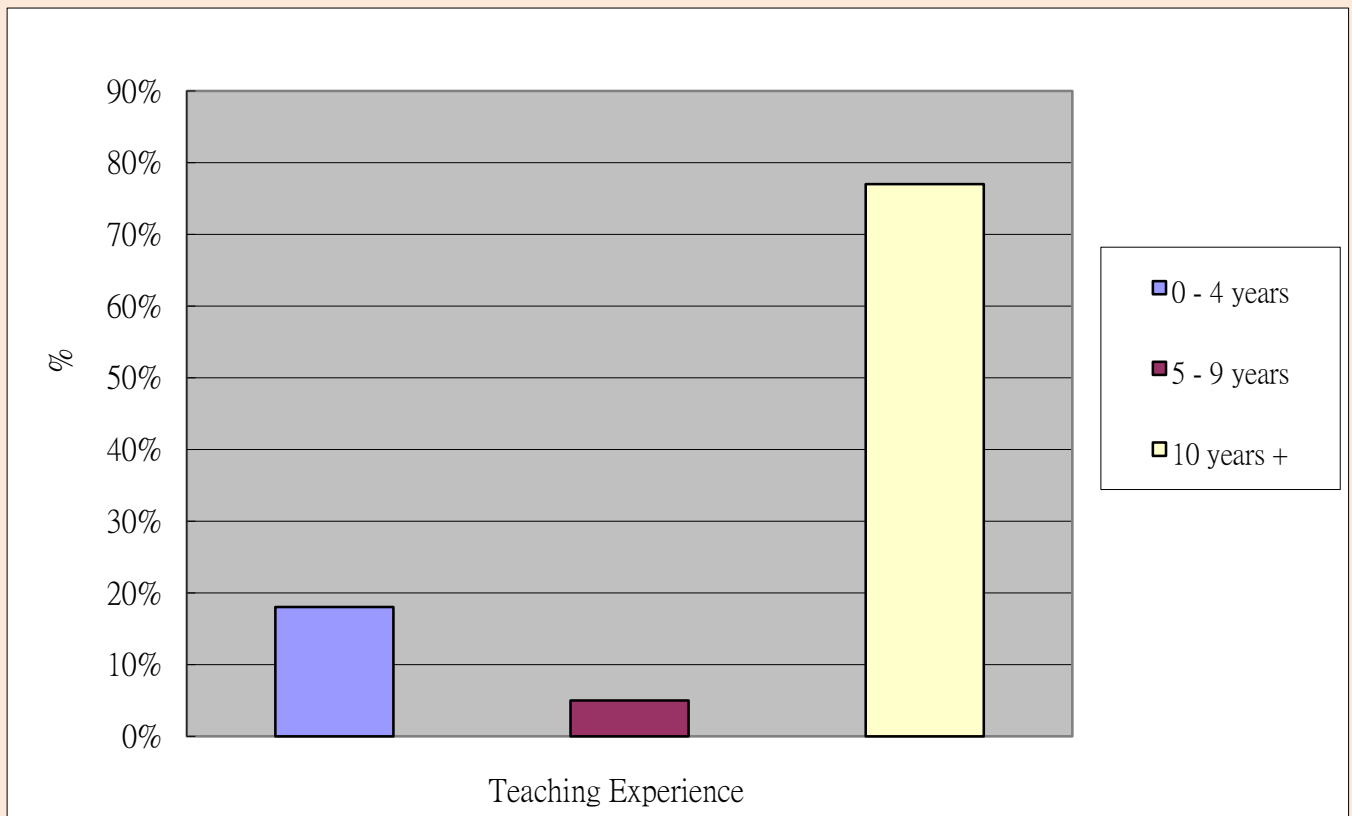
With a total of 56 teachers, 54 of them were university graduates and 18 of them held Master's Degrees. 100% of our English and Putonghua teachers had fulfilled the Language Proficiency Requirement.



## Subject-trained teachers

Subject	Percentage
English	91%
Chinese	100%
Mathematics	83%

## Teachers' Experience



Among the 56 teachers in our school, 77% of them had more than 10 years of teaching experience.

## Teachers' Professional Development

The average number of CPD hours undertaken by Teachers	59 hours
Number of CPD hours undertaken by the Principal	79 hours

# *Our Parents and Alumni*

## **PARENTS-TEACHERS' ASSOCIATION**

The PTA aims to strengthen the relationship, communication and co-operation between parents and the school. Last year, through close partnership, the PTA provided a lot of chances for our students to widen their horizons and developed our students' potential outside their regular academic life, hence realizing one of the basic goals of the school to give students an all-round education.

Chairman:	Mrs. LO LIANG Yuk Lin Joy
Vice Chairperson:	Mrs. MA WONG Yim King Bessie Mr. IP Piu Michael
Treasurer:	Ms. YEUNG Sau Lai
Auditor:	Mr. MAN Chi Kuen
Secretary:	Mrs. WONG TSANG Lai May Esther Mr. WONG Wai Man
Liaison Officer:	Mrs. KWAN NG Choi Lin Mrs. TAM CHAN Wai Hing Mr. CHEUNG Kui Leung
Recreation Officer:	Mr. LAI Kam Cheung Mr. HO Chu Ping Ms. CHEUNG Chui Ha
General Manager:	Mrs. CHOW PONG Mei Lan Ms. WONG Fei Ms. LAM Wing Shan
Committee Member:	Mr. CHOW Kam Cheung (Principal) Mr. LAU Siu Ming (Assistant Principal) Ms. LAM Fung King (Assistant Principal) Ms. KUNG Chung Ling Ms. YICK Wing Woon

## **Activities held from September 2009 to August 2010:**

<b>Date</b>	<b>Activities</b>	<b>Target Group(s)</b>
9/2009 - 8/2010	Club Activities Sponsorship	School Clubs
9/2009 - 8/2010	Maintenance of PTA Homepage	Public, Parents, Students and Teachers
9/2009	Collection of PTA Membership Fee	Parents
7/9/2009 - 9/10/2009	Election of SMC Parent Representatives (2009 to 2011)	Parents
19/9/2009	S.1 Orientation Day Camp for Parents and Students	S.1 Parents and Students
9/10/2009	PTA Annual General Meeting	All Members of PTA
9/10/2009	Election of PTA Committee Members (2009-2011)	All Members of PTA
9/10/2009	PTA Parents' Day	S.1 – S.3 Parents and Class Teachers
9/10/2009	PTA Annual Banquet	All Members of PTA and Students
9 - 10/2009	Dr. Cheng Ha Yan Memorial Scholarship Selection	Representatives of PTA Committee Members

12- 16/10/2009, 15-22/3/2010	Collection and Delivery of Second-hand School Uniforms	Parents and Students
28 – 29/10/2009	Parent-child Relay Race & Parent-alumni-teacher Relay Race on School Sports Day	Parents, Students, Alumni and Teachers
6/11/2009, 27/1/2010, 26/4/2010, 11/5/2010, 26/6/2010	Parents Education : Five PTA Workshops for Parents	Parents
9/11/2009 - 19/4/2010	PTA English Reading Scheme for S.1 Students	S.1 Students
10 - 26/11/2009	Five Workshops on Knitting	Parents and Students
23/11/2009, 14/5/2010	Library Services	Parents
27/11/2009 - 16/12/2009	Donation of Hand-knit Scarves to the Elderly	Parents, Students and Teachers
17/12/2009	Visit to the Home for the Elderly	Parents, Students and Teachers
18/1/2010	Respect the Teachers' Day	Parents
22,25 & 26/1/2010, 4,11,12,18,19,25& 26/3/2010, 15/4/2010, 29/4/2010	Parents Education : Eight workshops for Parents on Craft Work	Parents
5/2/2010, 6/5/2010	Two Workshops on Craft Work for Students	All Students
21/2/2010	Lunar New Year Games Day (Football, Basketball, Volley Ball ,Badminton and Ping-pong Competitions)	Parents, Students, Alumni and Teachers
28/2/2010	PTA Spring Picnic	Parents, Students and Teachers
3/3/2010	S.7 Farewell Party	S.7 Students
26/3/2010	S.3 Careers Talk on S.4 Streaming	S.3 Parents and Students
29/3 – 30/4/2010	S.2 Flash Banner Design Competition	S.2 Students
23/4/2010	PTA Fund-raising Booths for Charity Sale on School Open Day	Public, Parents, Students and Teachers
4/5/2010	Visit to Shatin Public School	S.4 & S.6 students
11-19/5/2010	The 16 <sup>th</sup> Parents-Also-Appreciate-Teachers' Drive	All Parents and Students
20/5/2010	S.5 Careers Talk	S.5 Parents and Students
4 - 5/2010	PTA Conduct Award (S.1-S.7)	Students
5 - 6/2010	PTA Service Award (S.1-S.7)	Students
21/6/2010	Thanking Presentation Ceremony and Tea Gathering	PTA Volunteers & Liaison Officers
6 - 7/2010	Arrangements of Textbook Services for the new academic year (2010-2011)	Parents and Students
7/2010	PTA Academic Awards	S.1 – S.4 Students

8 - 29/7/2010	Bulk Purchase and Delivery of Textbooks for Students	All Students
8 - 13/7/2010	2010-2011 Recruitment of Liaison Officers and Volunteers at S.1 Level	Parents of new S.1 students
10/7/2010	2010-2011 S.1 Orientation Day for Parents	Parents of new S.1 students
Regular Meetings	Five regular Meetings for Committee Members	PTA Committee members
Special Meeting	Two Meetings with PTA Volunteers & Liaison Officers	PTA Volunteers & Liaison Officers
Publications	Issue of PTA Newsletters (twice a year)	Public, Parents, Students and Teachers

## ALUMNI ASSOCIATION

Honorable President	:	Mr. Chow Kam Cheung
Chairman	:	Ms. Yau Yuet Ming Lydia
Vice-Chairperson	:	Ms. Chan Sze Yan Stella Mr. Cheung Wing Hang
Hon. Secretary	:	Mr. Chan Ying Kit Ms. Lam Wan Sze Sarah
Hon. Treasurer	:	Mr. Shek Ming Hon Jimmy
Committee Member	:	Mr. Koon Ming Wai Terry (Membership) Dr. Fong Tik Pui Daniel (Fund Raising) Mr. Cheung Sin Hang Ken (Publication) Ms. Lai Kim Ying Grace (Liaison) Mr. Tang Tsz Ming (Recreation) Mr. Lau Shing Andy (Football)
Hon. Adviser	:	Dr. Yuen Cheuk Fai Mr. Mui Yan Lap Dr. Man Chi Yin Mr. Au Yeung Kim Wai Ms. Chan Yee Tung Pian
Teacher Coordinator	:	Mr. Kwok Kin Kwong Ms. Ng Lai Wah

### 1. Missions:

- To represent the past students of Sha Tin Government Secondary School;
- To promote fellowship among the past students of Sha Tin Government Secondary School;
- To organize activities of cultural, social and recreational nature for its members;
- To act as a bridge between the school and the past students of Sha Tin Government Secondary School;
- To promote and carry out schemes for the benefits of the School and/or in the interest of the past students of Sha Tin Government Secondary School.

### 2. Activities:

- September 2009 AA Scholarship and Best Improvement Award
- September 2009 Aided Fund for students in need



- October 2009 National Day Cup Football Competition
- December 2009 Hiking Activity - Dragon Back
- January 2010 Seminar for S. 5, S.6 & S.7 students  
Membership Drive of S. 5 & S. 7 Graduates
- January 2010 stargazing camp
- February 2010 Annual General Meeting
- February 2010 New Year Cup Sports Competition
- June 2010 Talk by Graduates of Medical Science in School  
Hall for Parents and Alumni

## **MAJOR CONCERNS 2009-2010**

### **Major Concern 1 : Enhancing Student-centered Learning**

We believe that student-centered learning lies at the core of an effective classroom in which the students are actively engaged in creating, understanding and connecting to knowledge. In order to enhance and promote student-centered learning, we focus on students' needs, abilities, interests and learning styles with teachers as the facilitators of learning. This year, we focused on the following areas:

1. To further implement assessment for learning.
2. To cultivate good learning skills and habits.
3. To relate learning tasks to the daily experience of students.

#### **Further implement assessment for learning**

After the introduction of assessment for learning in 2007-2008, all academic departments further consolidated the implementation of assessment for learning in 2008-2009 and in this academic year. Different modes of assessment continued to be adopted. We put special stress on self and peer assessment. Samples of self and peer assessment from all academic departments were collected in June 2010 and showed that a wide variety of methods had been applied to allow our students to practise self and peer assessment. Through collecting samples, inspection of the students' assignments and the schemes of work of different departments, it was noted that self and peer assessment had been conducted at all levels. Feedback from both teachers and students was collected at the end of the academic year to see if self and peer assessment could help students in learning. 94.7% of teachers reflected that they agreed or strongly agreed that self and peer assessment had helped students in their learning while from the feedback of students, none of them disagreed that self and peer assessment had helped them in learning.

#### **Cultivate good learning skills and habits**

In an effective classroom, it is important that students know clearly about the objectives of their lessons and, at the same time, they should prepare before lessons, take notes during lessons and revise after lessons. We believe that these good learning habits and skills are essential for students to learn effectively. This year, we continued to cultivate these good learning habits and skills among students. On 29th September 2009, a note-taking workshop was arranged for S1. For S2 to S5 students, a note-taking workshop had already been arranged for them the previous year. With the encouragement and training given by the teachers throughout the last two years, 83.3% of the subject departments strongly agreed or agreed that at least 50% of the students took notes in lessons while feedback from students showed that 86.4% of them had the habit of taking notes in lessons. Besides, from the evaluation forms collected from all subject departments, 100% of them reflected that students were clear about the objectives of lessons. Although over 85% of teachers had designed tasks for students to prepare and revise lessons, only 52.6% of teachers indicated that students were well-prepared for lessons while 86.4% of students reflected that they had prepared the lessons well. The discrepancy might be due to the fact that students had done their revision but teachers thought that they could prepare better before the lessons.



## **Relate learning tasks to daily experience of students**

We believe that for learning to become meaningful, the learning tasks have to be relevant to the students' lives. This year we continued to relate learning tasks to the daily experience of students. In order to accomplish this, all subject departments had specified their curricula and activities with special design in their schemes of work. From the minutes of subject departments, it was noted that both teachers and students found that learning became more interesting when learning tasks were related to their daily experience.

In conclusion, after the introduction of assessment for learning in 2007-2008 and further implementation in 2008-2009 and this academic year, all teachers were familiarized with different modes of assessment for learning and they adopted a wide variety of methods to conduct assessment during lessons. With the implementation of different methods of assessment for learning, students became actively engaged in lessons. We also recognized that good learning habits and skills were important and students were encouraged to prepare before lessons, take notes during lessons and revise after lessons. Students were taught how to take notes and they were trained to prepare and revise their lessons. In addition, it was agreed that learning would become meaningful when learning tasks, activity designs and assignments were related to the daily experience of the students. Through implementing all the designed lesson activities, it was observed that students were actively engaged in lessons and the objective of student-centered learning was achieved.

## **Major Concern 2 : Implementation of New Senior Secondary Education**

The New Senior Secondary (NSS) Education provides a more diversified senior secondary curriculum for students with varied needs, interests and abilities. In order to broaden the learning opportunities of students, our school offers a wide variety of subjects and options in the NSS curriculum. Students studying in our school at NSS level will study four core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) and three electives from a choice of twelve subjects.

With respect to NSS education, our school's long term plan can be summarized into three areas: ensuring a smooth transition to the NSS curriculum; an ideal design for the NSS curriculum; and ensuring that teachers, students and parents are well-informed of the changes brought forward by the NSS education. In order to ensure a smooth transition, our school conducted a full-scale simulation of the new NSS timetable based on various subject choices, the number of classrooms, laboratories requirements, collaborative teaching requirements and future teachers' workload etc. Manpower projections were conducted covering the upcoming four years starting from 2009-2010.

In 2009-2010, our main emphases could be summarized into three main areas: to promote the NSS curriculum, to inform students, parents and teachers of all new issues on NSS and to well-equip our teachers for NSS.

In order to establish good communication with students and parents on the NSS curriculum, we conducted surveys on the selection of subjects in new NSS curriculum for S.3 students and organized talks for parents on the new curriculum and timetable framework.

From November 2009 to February 2010, our school conducted two mock surveys on students' preference with regard to their selection of subjects in the proposed NSS curriculum. On 23 February 2010, a curriculum briefing session was held for S.3 students to inform them about the subject contents of the NSS curriculum in our school. A survey on students' preference on elective subjects was also conducted on that day. We believe that such arrangements can arouse students' attention to various combinations of electives of the proposed NSS curriculum in our school and help our students make informed decisions regarding their choice of subjects.

We also disseminated NSS information to parents through sharing, talks and circulars. On 9 October 2009, our school organized a talk on the NSS curriculum, timetable framework and NSS Liberal Studies to parents of junior form students. The talk on NSS curriculum and S.4 Streaming was held for S.3 students and parents on 26 March 2010. In this talk, parents of S.3 students were informed about the subject contents and combinations of the NSS curriculum in our school, and the entry requirement of universities in Hong Kong under the NSS curriculum. To furnish the parents with more information for their better understanding of the NSS curriculum, S.3 class teachers and members of the Careers Committee also organized a question and answer session for parents in which questions and concerns brought up by parents were thoroughly answered and addressed.

In order to give more time for our staff to be equipped with the skills and knowledge required in the NSS curriculum, our school had employed an extra teacher and three teaching assistants to reduce the workload of our

colleagues with the use of Teacher Professional Preparation Grant. Most staff agreed that they could spare more time to attend the seminars and workshops related to the NSS curriculum. Besides, the content of Liberal Studies resources bank in our intranet was also greatly enriched with the help of the additional teaching assistant.

To ensure that our teachers are well-prepared for the NSS curriculum, an articulation of junior secondary curriculum with the NSS curriculum had been made. All the Heads of Department in our school had integrated the junior secondary curriculum with the NSS curriculum. Moreover, with the introduction of the new compulsory subject Liberal Studies, our school formed a working group for the alignment of junior secondary curriculum with NSS Liberal Studies. Heads of Department of Integrated Science, Economic and Public Affairs, Geography, History and Chinese History were invited to prepare the resources and align the junior secondary curriculum with NSS Liberal Studies.

The enhancement of Other Learning Experiences is another focus of NSS to facilitate whole-person development of our students as lifelong learners with sustainable capacities. This year, we implemented the iPortfolio in the eClass as a new electronic platform for recording other learning experiences of S.1-4 and S.6 in the students' learning profile. We believe that through better communication with our students, parents and teachers, a smooth transition to the NSS curriculum will be ensured and an ideal design for the NSS curriculum will further be refined.

### **Major Concern 3 : Building Positive Image and Values among Students**

Our School aims at nurturing the whole-person development of students; helping them build up positive values and images so that they can continue to improve themselves and contribute to society. We believe that through participating in various kinds of activities, students will learn to accept responsibilities for themselves, respect others, love the school, and be able to make wise and fair judgment. In 2009-2010, the following achievements were made:

#### **Whole Person Development -- Student Portfolio Scheme**

S.1 to S.4 students in the school took part in the scheme which helped them in the process of self-actualization. S.1 to S.3 students set targets for themselves in different aspects including academic studies, extra-curricular activities, potential development and positive images & values. S.4 students set targets for themselves on their academic studies, extra-curricular activities, community services and positive values.

The students recorded their work progress in the i-Portfolio of the eClass Platform. At the end of the school year, they evaluated their performance and prepared their own learning portfolios.

Teacher-advisors played the role as facilitators and gave students advice throughout the year. Moreover, parents were also invited to take part in the scheme by giving feedback and encouragement to students.

In the evaluation survey, the students reflected that the scheme helped them in their learning. Throughout the year, they worked hard to achieve their learning goals. Students also showed a sense of responsibility and perseverance in carrying out their plans. They also reflected that it was a good chance for them to learn self-management skills. Students expressed that they enjoyed sharing with their teacher- advisors who gave them much positive feedback and advice in their whole-person development. They hoped to have more sharing with their teacher-advisors. Besides, some students reflected that the cooperation between the school and the parents should be further enhanced.

Most teachers gave positive feedback and they reflected that the scheme enabled the students to set and achieve their goals in learning. They pointed out that this scheme had induced the students to take responsibility for their own learning. Students were willing to work hard in studying, extra-curricular activities, community services, potential development and building positive images and values.

#### **Developing Positive Values: Respect & Responsibility**

##### **Class-based Programmes on class goals and rules**

In September 2009, each class set a goal on the theme "Promoting Respect and Sense of Responsibility in our Class". The students reviewed their performance with regard to their class goals with their class teachers at mid-term and at the end of the school term. The overall performance of students was good. Most of the classes gained good comments from teachers as revealed in the review reports received.

An Inter-class Slogan Writing Competition and a Class Rule Design Competition were organized by the Chinese and English Departments and the Discipline Committee respectively. The winning entries of the above competitions were displayed in the school foyer. Moreover, the class goals, class rules and slogans set were displayed on the notice boards inside the classroom of each class throughout the year in order to remind students of the importance of respecting others and accepting responsibility. All these activities were well-received by the students.

### Values Education Programme

MEH lessons concerning respect and responsibility were conducted for all students. A “Moral Education Week” and a “Character Education Week” were successfully held in the first and second school term respectively. Students participated actively in the activities and their feedback was positive and many teachers also commented that students had shown more willingness to accept responsibility for themselves and respect others.

Values education programmes were promoted through collaborative teamwork. For examples, some positive messages concerning healthy schools were disseminated through the Health, Sex & Life Education Committee and PTA among students and parents respectively. The election of “The Best Subject Monitor” was also held twice in the school year to give encouragement for good behaviour. Besides, a drama on the theme “Generation Positive” was performed by the Drama Club in the Schools Drama Festival as well as in the school hall during the post-examination period. The students enjoyed the drama and showed positive response towards the performance. Moreover, the Student Council organized two Inter-class Classroom Cleaning Competitions in December and May respectively. Through active participation in these activities, the students learned the importance of keeping the classrooms clean.

### **Appreciating our School Heritage**

#### Peer Support

The prefects and the student peer counsellors carried out an MEH lesson in each term to promote good character and behaviour among the junior form students. These provided opportunities for the students to learn from their senior formers. Sharing sessions disseminating positive experiences of school life were also organized by House Captains and Chairpersons of ECA Clubs for students during the morning assembly.

#### Alumni Sharing

One of our alumni, Miss Fong Kin Yee, was invited to share with S.5 and S.7 students with regard to her working experience, the things she appreciated and treasured about the school. The feedback of students was excellent.

A display board was decorated to show the achievements gained by one of our alumni, Miss Mak Hei Yan, a budding film director.

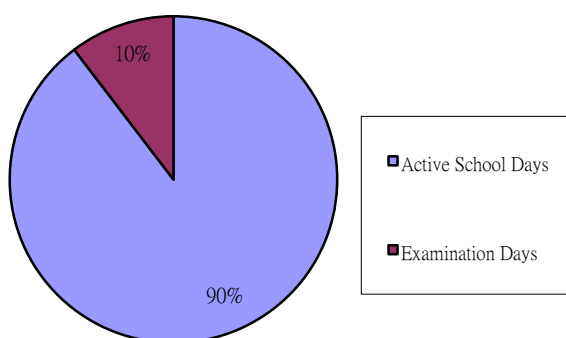
#### Manners and Social Etiquette

Since the teachers had kept reminding students about the proper manner and social etiquette of being a good student throughout the school year, most students showed improvement in manners and outward appearance.

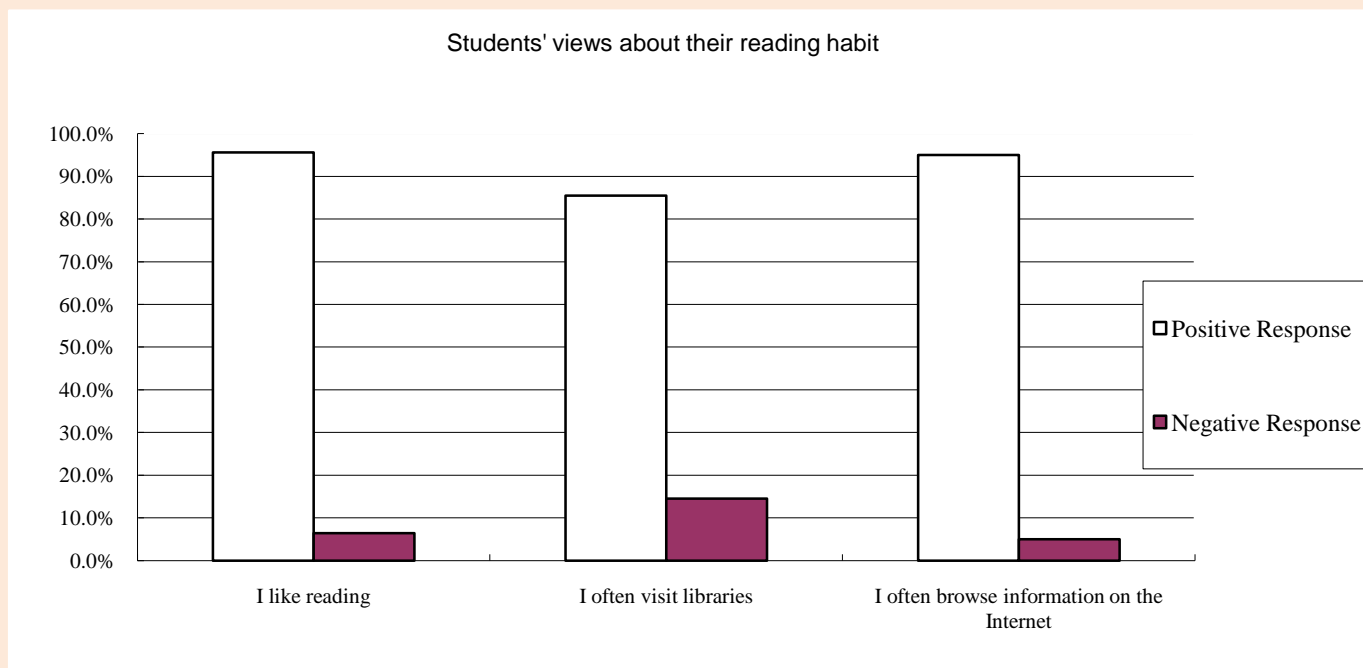
## **Our Learning and Teaching**

### **Number of Active School Days**

Among the 193 school days in 2009-2010, 173 were active school days for S1 to S3 students in which students were involved and entitled to learning opportunities.



## Students' Reading Habit



	Positive Response	Negative Response
I like reading	93.2%	6.8%
I often visit libraries	87.4%	12.6%
I often browse information on the Internet	97.2%	2.8%
Average:	92.6%	7.4%

Data collected from the questionnaires on the survey of students' views about their reading habit reflected that more than 92% of our students showed positive attitudes towards reading.

### Lesson Time for the 8 Key Learning Areas (KLAs)

<u>Key Learning Areas</u>	<u>Suggested Percentage*</u>	<u>STGSS Percentage</u>
Chinese Language Education	17% - 21%	20.4%
English Language Education	17% - 21%	20.4%
Mathematics Education	12% - 15%	14.3%
Science Education	10% - 15%	9.5%
Personal, Social and Humanities Education	15% - 20%	18.4%
Technology Education	8% - 15%	5.4%
Arts Education	8% - 10%	7.5%
Physical Education	5% - 8%	4.1%

\*Reference from *Basic Education Curriculum Guide – Building on Strengths* (2002), Booklet 2

The lesson time of the 8 Key Learning Areas for S1 to S3 students was very close to the suggested percentage by the Education Bureau except for Technology Education.

On the whole, the school curriculum is extensive and well-balanced with clear objectives closely related to students' all-round development. Its design aligns with our mission to facilitate life-long learning and the aims of education advocated under the education reform. Due emphasis has been put on students' intellectual and

personal development while at the same time positive attitudes and values are instilled.

In the academic year of 2009-2010, the school continued to implement and refine the NSS curriculum. Several large-scale surveys were conducted to collect information on students' preferences before the school finalized the number of subject electives and the number of subject groups for each elective for S.4. About 90% of S3 students were successful in getting their first preference in subject electives. Issues regarding subject electives on offer, block arrangements or teachers' training would be subject to evaluation and review.

Apart from the formal curriculum, the school has also strived to enrich students' learning through various measures.

### **Reading to Learn**

Reading, being a life-long learning process, constitutes an important part in students' learning. In the year of 2009-2010, a series of activities were held to cultivate students' learning habit so that they could widen their learning scope.

1. On-line reading programme (「每日一篇」閱讀獎勵計劃) was organized by the Chinese University of Hong Kong. It aimed at developing students' reading habit and improving students' language proficiency in Chinese. All S.1-3 students had to read on-line materials every day. The results showed that many students did cultivate good reading habit. Up till the end of the school year, 124 students had read more than 160 pieces of on-line materials. They were qualified to receive a certificate issued by the school.

2. Parent-Child Reading Programme was also carried out. This was a programme for parents and their children to read the same book at home, and to complete together a reading report in which they would share their feelings and opinions. All the S.1 students and their parents joined the programme. The relationship between the students and their parents was enhanced. Nine prize winners were selected. Their outstanding book reports were displayed in order to share the good works with other students.

3. Four book exhibitions were held. Latest books of different genres were introduced to students. At the same time, the students were immersed in a reading environment that encouraged them to read more. Furthermore, they were motivated to share their own views and ideas of books with other students. The activities were well-received with students' positive and encouraging feedback.

### **Project Learning**

Project learning is a core component of learning and teaching in our school. It aims to develop students' generic skills as well as to encourage students to share ideas and be responsible for their own learning. The following is a summary of major project work completed at S1 and S2 level:

#### **1. S1 Joint-departmental Project**

The implementation of the project was carried out in February 2010 to June 2010. All the students took part in doing the project work. Of 188 students, around one-third of students obtained Grade A in their project work. S1 students were good at power-point presentation. However, there was room for improvement in the areas of collaboration between teammates, their presentation in English, time management and ability to handle contingency matters.

#### **2. S2 Cross-curricular Project**

Its focus was on quality of living. All S2 students participated in doing the project. Their performance was good. Feedback of teachers showed that the students had learnt and reflected from their work with regards to their development of positive moral values.

### **School-based After-school Learning and Support Programmes**

With conviction of quality education for all, the programmes are planned for students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school. The following is a list of programmes held within the academic year 2009/10.

<b>Subject</b>	<b>Activities</b>	<b>Implementation Date</b>
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<b>Mathematics</b>	IQ Mathematics Class (S.1) 「有趣 IQ 數學班」 (8 sessions)	8 Oct 09 – 17 Dec 09
	<b>English</b>	Fantastic English Drama Programme (S.2 – S.3) (8 sessions)
		Learning English through Poems and Songs (S.4) (8 sessions)
<b>Chinese</b>	Interesting Chinese Characters (S.2 – S.3) 「中華文字奇趣班」 (8 sessions)	10 Mar 10 – 19 May 10
<b>Public Speaking</b>	New Century Elite in Public Speaking (S.4 – S.5) 「新一代演說精英」 (4 sessions)	22 Oct 09 – 3 Dec 09
<b>Study Skills</b>	Breakthrough in Learning (S.1) 「學習新突破」 (5 sessions)	15 April 10 – 13 May 10

## Gifted Education

<b>Programmes</b>	<b>Details of Participation</b>
Education Program for Gifted Youth, Academic Stanford University EPGY	Ten students took the English Writing and the Mathematics tests held on 17 Jan 2010
World Class Arena, HKUST WCT Asia Center (World Class Tests in mathematics and problem-solving)	First Term: Six students took the test on 7 November 2009.  Second Term: A S2 student, Lai Sze Pui Katherine, took the test held on 26 March 2010 and got Distinction in Mathematics (Secondary).
Science Enrichment Programme, CUHK	The participants were S3-S4 students.
Program for the Gifted and Talented, CUHK (Summer, Spring, Winter, Fall Programs)	A total of 5 students joined the programs.
Hong Kong Academy for Gifted Education <ul style="list-style-type: none"> <li>• Leadership Enhancement Programme</li> <li>• Humanity Enhancement Programme</li> <li>• Maths Enhancement Programme</li> <li>• Science Enhancement Programme</li> </ul>	10 students enrolled in the gifted education courses.  70 % of the students attended the courses or seminars organized.
Hong Kong Virtual University	12 students took the course on “Exploring Multimedia and Internet Computing” and 5 students completed the course on “Science, Technology and Society”.
EDB Web-based Learning 2009-2010	5 students joined the course.
Other activities funded by Diversity Learning Grant	Our school won the First Prize in the World Robot Olympiad (Hong Kong Selection Competition) held on 10 October 2009.
	Chinese Creative Writing Course was run in November 2009.

# **SUPPORT FOR STUDENT DEVELOPMENT**

## **1. Careers Committee**

The Careers Education Programmes aim to develop and raise our students' self-awareness, opportunity awareness and enhance their decision-making skills. In order to encourage our students to make educational and careers choices that are congruent with their personal qualities, we provide professional and comprehensive careers services. This year, the services included:

- *Visits*: visits on the Information Days of six universities and to the Careers Expo.
- *Talks on careers planning*: seminar for S.3 and seminar for S.5 students.
- *Job-related and life-skills training*: mock interviews for students on Early Admission Scheme, workshops on interview techniques for S.6 and S.7 students and S.1 study skills workshop.
- *Leadership training for Careers Prefects*.
- *Activities on self-understanding*: organizing "Multiple Intelligence" Workshop for S.3 students.
- *Services on overseas studies*: giving advice on applications, writing recommendation letters, preparing transcripts and predicted grades in public examinations and providing information of universities.
- *Work experience enrichment service*: nominating 8 students to join the summer work programme organized by external organizations.
- *Nominating students for various scholarships, Outstanding Student Selection and Most Improved Student Selection*: 54 students were nominated for various selections and scholarships.
- *Surveys on S5 and S7 graduates*.
- *Publication*: leaflets on career and school newsletters.

Throughout the year, the Careers Committee worked their best to provide the students with a lot of life-wide learning experiences. The activities organized have facilitated the careers development and met the needs of the students such as helping them choose a career, an academic course or a tertiary institute.

## **2. Discipline Committee**

On the whole-school-approach basis, the Discipline Committee aims to maintain good school discipline which helps the students fully participate in and benefit from the school life. With more than rules and control as the fundamental element, the Committee has worked to ensure that students can develop a sense of self-worth, self-discipline and respect for others. The work of the Discipline Committee in the school year 2009-2010 included the following:

### Developing Positive Values - Respect and Responsibility

- *Class Rule Design Competition*
- *Inspecting students' hair and uniform*
- *Supervising Prefects and Junior Prefects to perform daily duties*
- *Assisting Monitors in keeping the order of the classes between lessons*
- *Maintaining students' discipline at School Assemblies, Swimming Gala and on Sports Days, Speech Day, Parents' Day, Open Day, etc*
- *Election of Head Prefects, Deputy Head Prefects and Group Leaders*
- *Election of Prefects and Junior Prefects*

### Upkeeping School Heritage

- *Peer Support Program*: to build a harmonious relationship between prefects and students
- *Whole-school Discipline Assembly*
- *Discipline Assembly and Road Safety Talk for S.1 students*
- *Police Talks*: to arouse students' anti-drug awareness and to teach students the importance of theft prevention
- *Farewell Party for graduate prefects*

### Leadership Training Activities

- *Leadership Training Session* for prefects in the school hall
- *Leadership Training Day Camp* for junior prefects and prefects at Lei Yu Mun Park and Holiday Village

### Recognizing Commendable Behaviour

- *Keeping an account in the Student Learning Profile* if a student has no late record, misbehaviour record or absent record throughout the whole school year
- *Presenting responsible prefects and junior prefects with service awards*



## Handling Discipline Cases

- *Interviewing students with behavioral or discipline problems and their parents for mutual communication and students' betterment*
- *Working closely with Class Teachers, Guidance Team and the School Social Worker to understand the students and collaborate in follow-up action.*

### **3. Extra-curricular Activities Committee**

There are 32 clubs/groups in the school and they come under 6 categories. During the school year 2009/2010, a wide range of extra-curricular activities were organized for our students. The following is a summary of the activities held:

#### Academic Clubs

Chinese Club	Putonghua Club
English Club	Computer Club
Mathematics Club	History Club
Science Club	English Debating Club
BAFS Club	Chinese Debating Club

#### *Activities included:*

- Festive celebration for the Lunar New Year
- Halloween bash
- Mathematics week
- Mathematics and science trial
- Visit to Hong Kong Institute of Accredited Accounting Technicians
- Putonghua Talent Competition
- Hong Kong Olympiad in Informatics
- Visit to Dr. Sun Yat-sen Museum and Central and Western Heritage Trail
- NESTA debating competition
- Secondary six mock Chinese debating contest

#### Cultural Clubs

Art Club	Music Club
Dance Club	Drama Club

#### *Activities included:*

- Halloween hand painting
- Dance show
- Secondary one music concert
- Joint school drama night

#### Interest Clubs

Bridge Club	Current Affairs Club	Chess Club
Creative Craft Club	Excursion Club	Christian Fellowship
Photography Club	Robotics Technology Club	School Broadcasting Club

#### *Activities included:*

- German bridge competition
- Sha Tin inter-school weiqi competition
- Bi-weekly fellowship
- Sports day snapshot
- Resin clay flower-making workshop
- Financial budget quiz
- World Robot Olympiad
- 'Respect for life to prevent young people from taking psychotropic drugs' video competition

#### Uniform Groups

Hong Kong Air Cadet Corps	Red Cross Cadet
Girl Guides	Scouts

*Activities included:*

- Recruitment training camp
- Girl guides enrolment ceremony
- Fun camp for H.K. Air Cadet Corps
- Annual Parade in Wong Chuk Hang Police Training School by H.K. Air Cadet Corps

Sports

Sports Club
Swimming Club

*Activities included:*

- Inter-house sporting competitions
- Leadership training (orienteering) workshop

Service

Community Youth Club	Social Service Group	Junior Police Call
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*Activities included:*

- Summer volunteer and leadership training programme
- Sha Tin district JPC anti-drugs football competition
- Visit to homes for the elderly in Lik Yuen

House Activities

The following inter-house activities were held during the school year 2009/2010.

Date	Activities
September 2009	Swimming Gala
October 2009	Board Design Competition Sports Day and Cheering Team Performance Table Tennis Competition
November 2009	Mathematics Olympics Badminton Competition
February 2010	Volleyball Competition
March 2010	Football Competition
April 2010	Basketball Competition (Boys and Girls) Scrabble Competition
October 2009 – June 2010	Web Page Design Competition

Overall results of inter-house competitions:

Champion	Camellia House
1st Runner-up:	Jacaranda House
2nd Runner-up:	Bauhinia House
Fourth Place:	Azalea House

**4. Guidance Committee**

The Guidance Committee aims at providing guidance and organizing preventive and developmental guidance programmes for students. Throughout the year, the following programmes have been successfully organized:

Guidance Activities

- S.1 Orientation Programme
- S.1 Class Activities
- S.1 English Fun Class
- MEH Lessons for S.1 to S.3 students focusing on good character
- Workshop and Challenge Camp for S.3 students
- Training Camp for Student Peer Counselors
- Character Education Week
- Project ELITE for Girls in Shatin by YWCA
- Program for Positive Attitude Ambassadors by YWCA
- Leadership Training Workshop – Applied Strategic Thinking Skill Workshop (co-organized with the ECA Committee)

## Student Counselling

Throughout the whole year, we provided personal counselling to help pupils cope with their problems and special education needs. Guidance teachers interviewed the pupils and parents who were in need. In some cases, home visits and case conferences were carried out by the guidance teachers and the school social worker with the respective teachers to facilitate counselling work.

## School Social Worker

Ms. Chan Kit-ye was appointed by Y.W.C.A. to offer guidance and counselling services to our students. The school social worker helped the students with their academic, behavioral, social as well as family problems and organized activities for them.

## **5. Coordination of Other Learning Experiences & Student Learning Profile**

Under the NSS Curriculum, "Other Learning Experience" (OLE) is one of the components that complements the examination subjects for the whole person development of students. In our school, the OLE Section was set up to coordinate activities for this development.

Different committees have offered to the students a wide range of activities to enrich their other learning experiences both within and outside normal school hours. This has encouraged them to participate in the five areas of OLE, namely Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development. Besides, our school has also joined various schemes organized by the Leisure and Cultural Services Development related to OLE. These included Arts Experience Scheme for Senior Secondary Students, School Culture Day Scheme, Sports Award Scheme and Outreach Coaching Programme, etc. Students have participated actively in these activities throughout the year.

Moreover, we have utilized the Student Learning Profile to help the students keep track of their competencies and specialties. Our school has made use of a new eClass platform to record the students' participation in OLE activities and awards/achievements gained outside school. It is hoped that together with the interview sessions with the teacher-mentors throughout the year, the records can be fully utilized giving the students more insights and allowing them to have a more comprehensive picture of their own abilities.

## **Performance of Students**

### **Hong Kong Attainment Test (Pre-S1)**

#### Pre-Secondary 1

	HK Students' Mean	STGSS Students' Mean
Chinese	50.68	67.82
English	45.38	72.68
Mathematics	51.72	71.54

### **Hong Kong Certificate of Education Examination 2010**

SUBJECT	NO. SAT.	GRADES													
		5*		5* - 5		5* - 4		5* - 3		5* - 2		1		2 or above	
		NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Eng Lang	202	6	3.0	50	24.8	127	62.9	194	96.0	202	100	0	0	202	100
Chin Lang	202	21	10.4	45	22.3	101	50	160	79.2	199	98.5	3	1.49	199	98.5
Sub-total	404	27	6.68	95	23.5	228	56.4	354	87.6	401	99.3	3	0.7	401	99.3
		A		A-B		A-C		A-D		A-E		F		E or above	
Mathematics	202	26	12.9	56	27.7	107	53.0	166	82.2	195	96.5	6	2.97	195	96.5
Physics	108	9	8.3	29	26.9	58	53.7	81	75.0	99	91.7	8	7.41	99	91.7
Chemistry	104	11	10.6	28	26.9	59	56.7	79	76.0	94	90.4	6	5.77	94	90.4
Biology	113	14	12.4	39	34.5	67	59.3	93	82.3	102	90.3	8	7.08	102	90.3
Add Maths	81	6	7.4	28	34.6	47	58.0	65	80.2	77	95.1	2	2.47	77	95.1
Economics	157	10	6.4	34	21.7	69	43.9	120	76.4	139	88.5	14	8.92	139	88.5

Geography	110	2	1.8	15	13.6	35	31.8	74	67.3	94	85.5	15	13.6	94	85.5
Prin of Accts	85	3	3.5	7	8.2	25	29.4	52	61.2	72	84.7	13	15.3	72	84.7
Computer & IT	28	1	3.6	3	10.7	8	28.6	17	60.7	20	71.4	8	28.6	20	71.4
History	40	0	0.0	6	15.0	13	32.5	28	70.0	37	92.5	3	7.5	37	92.5
Chin History	67	0	0.0	11	16.4	27	40.3	52	77.6	63	94.0	4	5.97	63	94.0
Chin Literature	40	2	5.0	7	17.5	17	42.5	28	70.0	40	100	0	0.0	40	100
Putonghua	9	4	44.4	6	66.7	8	88.9	9	100	9	100	0	0.0	9	100
Visual Arts	14	4	28.6	5	35.7	6	42.9	9	64.3	13	92.9	0	0.0	13	92.9
Music	2	0	0.0	0	0.0	1	50.0	1	50.0	1	50.0	0	0.0	1	50.0
Sub-total	1160	92	7.9	274	23.6	547	47.2	874	75.3	1055	91.0	87	7.5	1055	91.0
	NO. SAT.	GRADES													
		A / 5*		A - B / 5* - 5		A - C / 5* - 4		A - D / 5* - 3		A - E / 5* - 2		F / 1		E / 2 or above	
		NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Total	1564	119	7.6	369	23.6	775	49.6	1228	78.5	1456	93.1	90	5.8	1456	93.1

Percentage of Candidates with 14 points or above: 66.8%

Percentage of Candidates with 5 passed subjects (or equivalent) or above: 92.6%

### Hong Kong Advanced Level Examination 2010

SUBJECT	NO. SAT.	GRADES													
		A		A-B		A-C		A-D		A-E		F		E or above	
		NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
AS Use of English	57	1	1.8	10	17.5	31	54.4	52	91.2	57	100	0	0.0	57	100
AS Chin Lan & Cul	57	6	10.5	17	29.8	38	66.7	53	93.0	57	100	0	0.0	57	100
Physics	20	2	10.0	9	45.0	16	80.0	19	95.0	20	100	0	0.0	20	100
Chemistry	27	4	14.8	15	55.6	16	59.3	26	96.3	26	96.3	1	3.70	26	96.3
Biology	17	3	17.6	4	23.5	13	76.5	15	88.2	16	94.1	1	5.88	16	94.1
Pure Mathematics	13	2	15.4	5	38.5	7	53.8	10	76.9	12	92.3	1	7.69	12	92.3
AL Economics	17	2	11.8	4	23.5	8	47.1	14	82.4	16	94.1	1	5.9	16	94.1
AS Economics	2	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	1	50.0
Geography	10	1	10.0	1	10.0	6	60.0	9	90.0	10	100	0	0.0	10	100
Prin of Accts	11	0	0.0	0	0.0	1	9.1	4	36.4	8	72.7	3	27.3	8	72.7
Chin Literature	13	3	23.1	7	53.8	9	69.2	10	76.9	12	92.3	1	7.69	12	92.3
Chin History	13	1	7.7	2	15.4	6	46.2	11	84.6	13	100	0	0.0	13	100
History	2	0	0.0	0	0.0	2	100	2	100	2	100	0	0.0	2	100
AS History	13	0	0.0	1	7.7	8	61.5	12	92.3	13	100	0	0.0	13	100
AS Math & Stat	10	0	0.0	1	10.0	3	30.3	9	90.0	9	90.0	1	10.0	9	90.0
TOTAL	282	25	8.9	76	27.0	164	58.2	246	87.2	272	96.5	10	3.5	272	96.5

Percentage of S.7 students with 2 AL & 2 AS level passes: 93%

### Prizes & Awards 2009 - 2010

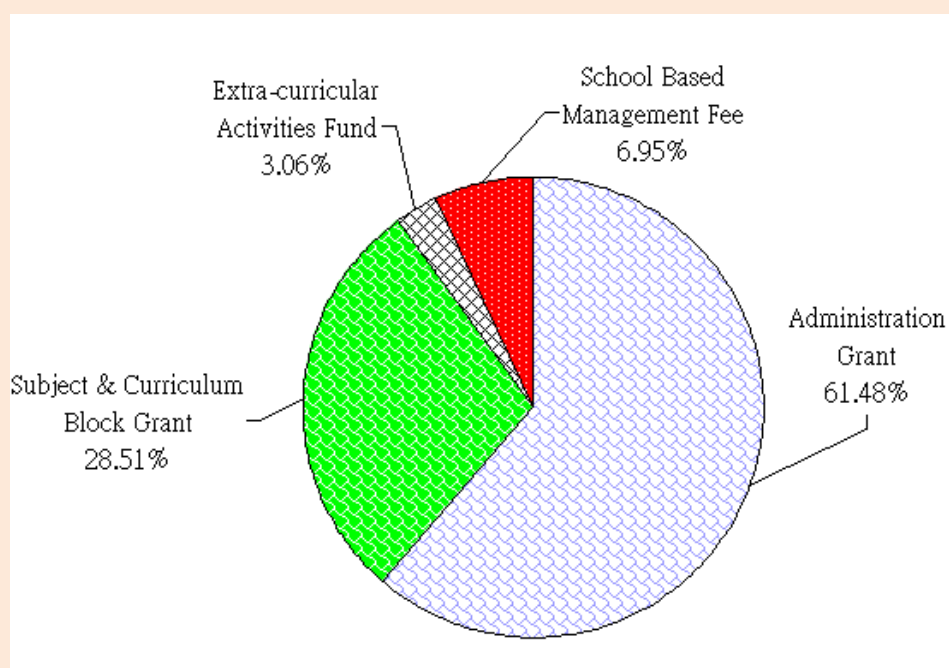
Events	Awards		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Hong Kong Schools Speech Festival (English)	1	9	11
Hong Kong Schools Speech Festival (Chinese)	5	7	6
External English Builder, Calligraphy & Writing Competitions	4	1	1
External Chinese Writing, Slogan Design, Book Review, Speaking & Calligraphy Competitions	2	14	7

HKSSF Sha Tin & Sai Kung District Inter-School Swimming & Athletics Competition	13	7	5
HKSSF Sha Tin & Sai Kung District Inter-School Ball Games & Fencing Competitions	1	6	5
Other External Sports Competitions	2	6	1
Hong Kong Schools Music Festival – Group & Individual Entries	5	4	6
Hong Kong Schools Music Festival – Secondary School Chinese Orchestra (45 to 60 instrumentalists) Urban	Champion		
Hong Kong Schools Music Festival – Secondary School Choir-Church Music (English)-Mixed Voice-Age 14 or under(NT East)	Champion		
2009 Hong Kong Youth Music Interflows – Chinese Orchestra Contest	Silver Award		
Hong Kong Schools Dance Festival	4 Highly-commended Awards 1 Commended Award		
Other Dance Competitions	2 Silver Awards 1 Bronze Award		
Hong Kong Budding Poet (English) Awards 2009-2010 (organized by Education Bureau)	3 Awards		
Xiwanbei International Mathematics Contest 2009	1 Second Prize 2 Third Prizes 2 Merit Prizes		
China National Junior Secondary Mathematical Olympiad (CNJSMO) 2009	1 First Prize 1 Second Prize		
Australian Mathematics Competition 2009	1 High Distinction 15 Distinctions 14 Credits		
Hua Xia Cup	1 First Prize 9 Second Prizes 2 Third Prizes		
The 27 <sup>th</sup> Hong Kong Mathematics Olympiad Heat Event (Individual)	1 First-class Honor		
The 27 <sup>th</sup> Hong Kong Mathematics Olympiad Final Event (Group)	2 <sup>nd</sup> Runner-up in Hong Kong		
The 27 <sup>th</sup> Hong Kong Mathematics Olympiad Heat Event (Group)	4 <sup>th</sup> Place in New Territories East Region		
The Mathematics Book Report Competition for Secondary Schools 2009/2010	1 First Class Prize 2 Second Class Prizes 6 Outstanding Performance Prizes		
The Mathematics Project Competition for Secondary Schools 2009/2010	Outstanding Performance Award		
The 12 <sup>th</sup> Hong Kong Mathematics High Achievers Contest	1 Third Honor Prize		
Canadian Mathematics Competition 2010	4 School Champions 92 Distinctions		
The 2 <sup>nd</sup> Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools	Merit		
Pui Ching Invitational Mathematics Competition 2010	1 Silver Award 1 Bronze Award 3 Merits		
The 15 <sup>th</sup> National Hua Luo-geng Cup Mathematics Competition (Final)	1 Third Honor Prize		
Hong Kong & Macao Mathematical Olympiad Open Contest ‘HKMO Open’	2 Gold Awards 4 Silver Awards 10 Bronze Awards		
International Mathematical Olympiad (IMO) Preliminary			

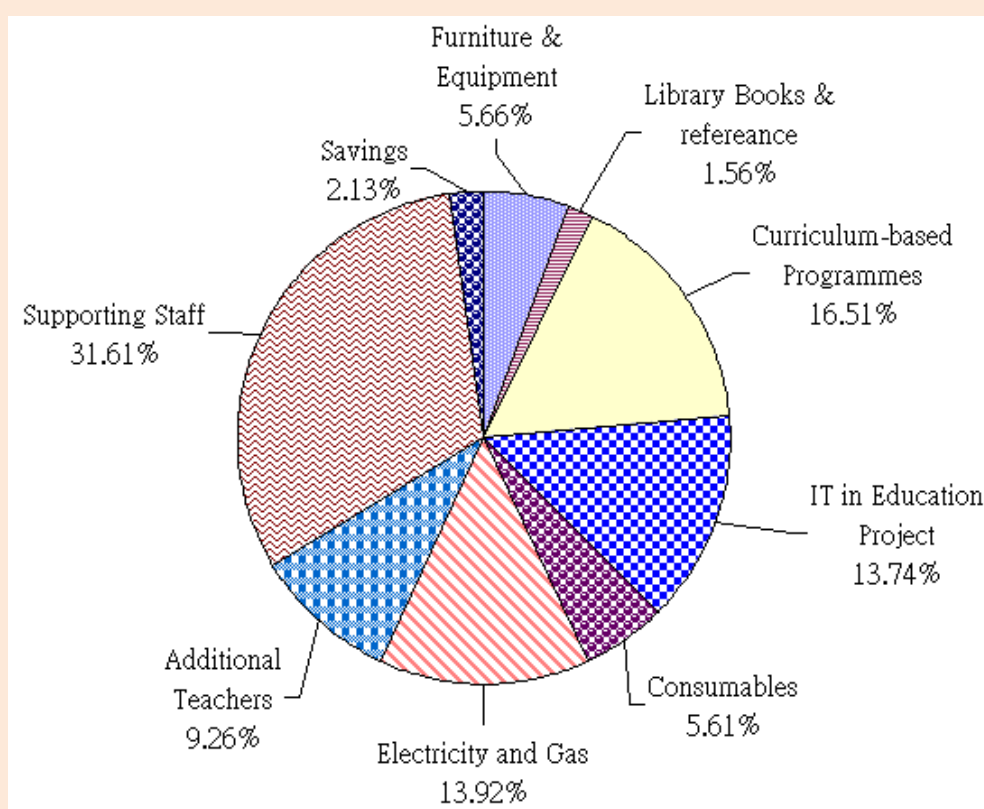
Selection Contest --- Hong Kong 2010	1 Silver Award
World Robot Olympiad (Hong Kong Selection Competition)	First Prize
Junior Section of the Consumer Culture Study Award organized by the Consumer Council	Champion and Excellent Production Award
Invention Competition at the 21 <sup>st</sup> International Invention, Innovation & Technology Exhibition, Malaysia	1 Gold Award 1 Silver Award
Hong Kong Outstanding Students Award 2009-2010 (organized by Lion & Globe Educational Trust)	One of the Hong Kong Top Ten Outstanding Students Award
Hong Kong Outstanding Teenagers Award 2009-2010 ( organized by the Hong Kong Playground Association)	One of the ten Hong Kong Outstanding Teenagers Award
Government Scholarship (for outstanding results in HKCEE)	3 Students

## **Financial Summary 2009 – 2010**

### **Income**



### **Expenditure**





## **Feedback on Future Planning**

1. For the objectives set in School Major Concern I: Enhancement of Student-centered Learning, most of the targets have been achieved. The holistic review showed that the goal of cultivating good learning habits has only been partially achieved pointing to the need for further consolidation work in this area.

On-going improvement work can focus on the attempts of inviting the subject departments to select one relevant learning skill or strategy to be developed at each level. Subject departments may address the issue of catering to learner diversity by incorporating appropriate subject-based strategies.

2. Regarding School Major Concern II: Preparation and Implementation of New Senior Secondary Education, it has been reviewed that it should continue to be a major concern of the school as there are still a lot of changes and modifications in the coming years.

For example, there will be significant changes in the assessment mode in NSS and the school should continue to take the lead in monitoring the implementation of school-based assessment and continuous assessment. Besides, coordinating students' activities for Other Learning Experiences is another area of our major concerns that requires specific attention.

3. Regarding School Major Concern III: Building Positive Images and Values among Students, long-term work of various committees and groups will be done to help students internalize the positive life values.

In particular, the school will continue to focus on strengthening the students' sense of respect and adopt a whole-school approach conducive to the inculcation of positive values.

## **School Development Plan 2010/11 – 2012/13**

### **1. Developing Students' Academic Potential**

- Helping students acquire good learning skills/strategies.
- Using appropriate strategies to cater for learners' differences in class.
- Running pull-out programmes for high-achievers and the less able students to develop their potential.
- Facilitating the students to learn from their peers.

### **2. Implementation of New Senior Secondary Curriculum**

- Keeping the students, parents and teachers well-informed of the school's policy on NSS.
- Developing an NSS curriculum that will fully develop the students' potential and meet their interests.
- Keeping the teachers and students well-acquainted with the NSS assessment mode.
- Enhancing the effectiveness in the learning and teaching of the NSS curriculum.
- Providing the students with a wide variety of learning activities to enrich their Other Learning Experiences.

### **3. Enhancement of the Whole Person to meet the Challenges of an Ever-changing World**

- Developing a greater sense of respect and self-discipline in school and daily life among the students.
- Helping the students to pursue positive life goals and have holistic development.
- Guiding the students to develop justified beliefs, rational value judgment and moral reasoning.
- Helping the students to show an appreciation of healthy living through the development of healthy habits and life-styles.