

# Annual School Report 2012 - 2013

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## 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 can successfully experience the joy and challenge of 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 28 classes with an enrolment of approximately 1,000 students.

### **School Facilities**

There are altogether 34 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. 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.

### **School Management**

School-based management was first adopted in our school 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 LEE Sha-lun, Sheridan  
(Principal Education Officer, Quality Assurance & School-based Support Division, Education Bureau)
- Members: Mr WONG Kwong-wing (Principal)  
Prof WONG Nai-ching (Independent Member)  
Mr WONG Ming-wai, Mike (Independent Member)  
Dr LAI Hok-ming (Parent Member)  
Mr IP Pui (Parent Member)  
Dr FONG Tik-pui, Daniel (Alumni Member)  
Mr TANG Tsz-ming (Alumni Member)  
Ms KONG Pik-chi (Teacher Member & Secretary)  
Ms TO Wai-ming (Teacher Member & Treasurer)
- Coordinator: Ms CHOI Fung-man

Three meetings were held by the Committee in the school year 2012-2013 on 23<sup>rd</sup> November 2012, 12<sup>th</sup> April 2013 and 4<sup>th</sup> July 2013. Mr To King-man (Assistant Principal) was also invited to attend the meetings. Major issues discussed included the following:

- General Administration of the School
- School Curriculum
- School Finance
- Progress and Review of the Annual School Plan 2012-2013
- School Development Plan 2013-2016
- Annual School Plan 2013-2014
- PTA Activities
- Alumni Activities

The Committee has been both effective and efficient in its operation. School policies aiming to provide quality education for our students have been formulated. It has also strengthened the bond between 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	Total
No. of Classes	4	4	5	5	5	5	28

#### Number of students (as at 16.9.2012)

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	66	83	92	82	97	96	516
No. of Girls	76	56	85	96	88	88	489
Total No. of Enrolment	142	139	177	178	185	184	1005

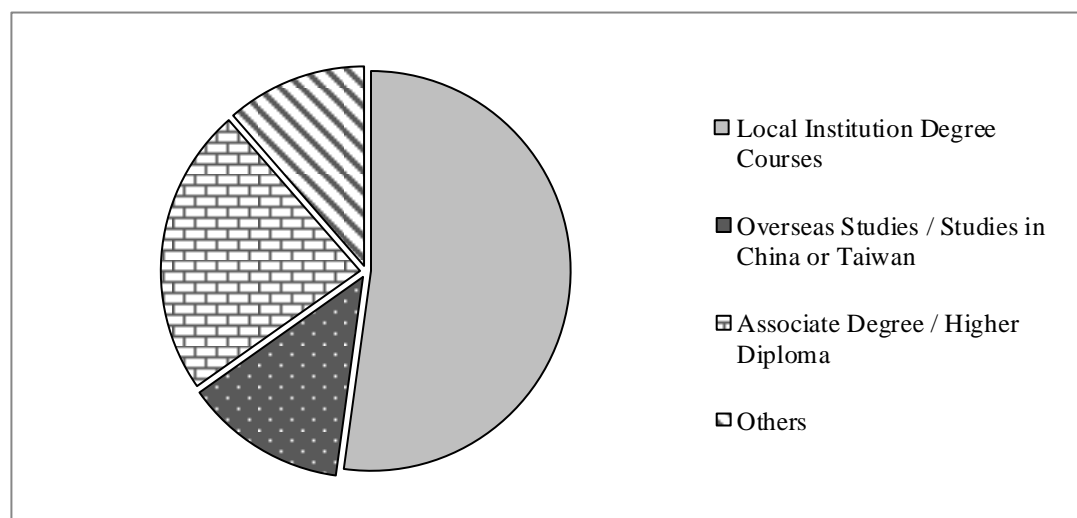
### **Students' Attendance**

Secondary	Percentage of Students' Attendance
1	99.1%
2	99.1%
3	99.0%
4	98.9%
5	98.9%
6	97.1%

The overall students' attendance rate in 2012-2013 was 99.1%.

## Destination of Exit Students

### 1. Secondary Six Leavers



Among the 184 Secondary Six graduates, 163 of them were accepted by local or overseas institutes for further studies.

Offers to Students		No. of S6 Students
Degree Course		
The University of Hong Kong		13
The Chinese University of Hong Kong		20
The Hong Kong University of Science & Technology		10
Hong Kong Baptist University		6
The Hong Kong Polytechnic University		9
City University of Hong Kong		15
The Hong Kong Institute of Education		3
Lingnam University		5
The Open University of Hong Kong		1
Self-financed Local Degree courses		14
Overseas Studies / Mainland China / Taiwan		24
	Sub-total	120
Associate Degree / Higher Diploma		43
Total		163

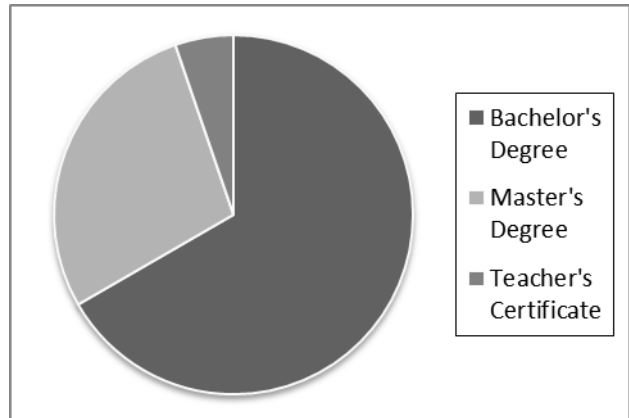
### 2. Early Leavers

Out of a total of 1005 students in the year, five students withdrew from our school before the school year ended.

## **Our Teachers**

### **Teachers' Qualifications**

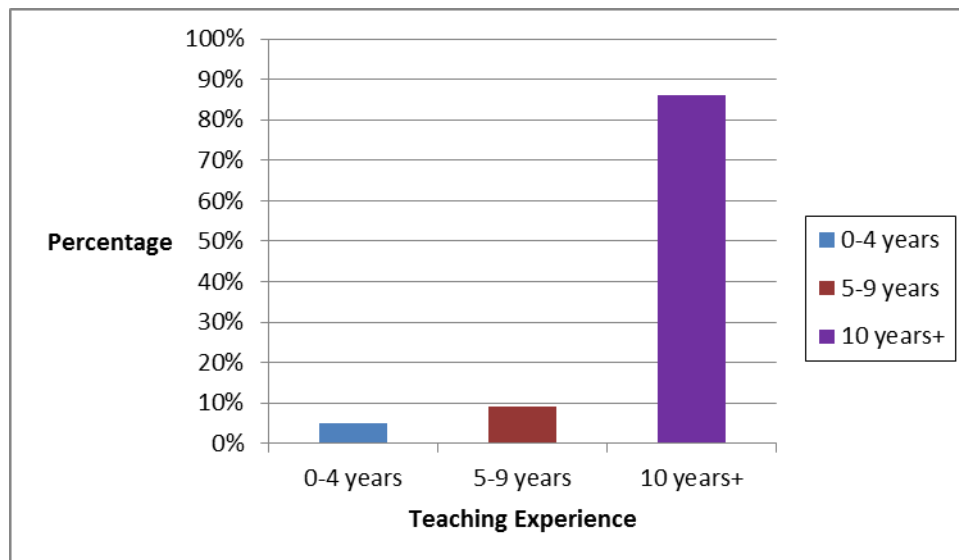
With a total of 56 teachers, 37 of them held a Bachelor's degree and 16 of them a Master's Degree. 100% of our English and Putonghua teachers fulfilled the Language Proficiency Requirement.



### **Subject-trained Teachers**

Subject	Percentage
English Language	100%
Chinese Language	100%
Mathematics	80%

### **Teaching Experience**



Among the 56 teachers in our school, 86% of them had more than ten years of teaching experience.

### **Teachers' Professional Development**

The average number of CPD hours undertaken by our staff was 56 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 develop their potential outside their school academic life, realizing one of the basic goals of the school to give students an all-round education.

Chairperson:	Mrs KWAN NG Choi-lin
Vice Chairpersons:	Mrs TAM CHAN Wai-hing Mr LAI Kam-cheung
Treasurer:	Ms LAM Ching-ling
Auditor:	Mr MAN Duncan Chi-kuen
Secretaries:	Mrs CHOW NGAN Sik-kum, Emily Mr WONG Wai-man
Liaison Officers:	Mrs CHEUNG NGAN Suk-yin Mrs LI LAW Sau-ting Mr CHEUNG Kui-leung
Recreation Officers:	Mr HO Chu-ping Mr WONG John Ms NG Yin-chi
General Managers:	Mr CHEUNG Tak-wing Ms LUI Mei-kei Ms SHUM Sheung-yin
Committee Members:	Mr WONG Kwong-wing (Principal) Mr TO King-man (Assistant Principal) Ms KONG Pik-chi (Assistant Principal) Ms YICK Wing-woon Ms CHUNG Siu-ling

### Activities held from September 2012 to August 2013:

<b>Date</b>	<b>Activities</b>	<b>Target Group(s)</b>
14/7/2012	2012-2013 S1 Orientation Day for Parents	S1 Parents
9/2012 – 8/2013	Club Activities Sponsorship	School Clubs
9/2012 – 8/2013	Design and Update of PTA Website	Public, Parents, Teachers and Students
9/2012 – 7/2013	Decoration of PTA Display Board	Parents and Students
9/2012 – 10/2012	Collection of PTA Membership Fee (Return of Duplicate Fee)	Parents
22/9/2012	S1 Orientation Day Camp for Parents and Students	S1 Parents and Students
17/9/2012 – 12/10/2012	Election of SMC Parent Member (2012 to 2014)	Parents
26/9/2012	Reception at Swimming Gala	Parents
28/9/2012	Thank-you Cards to Primary School Teachers	S1 Students' Primary School Teachers
9 – 11/2012	Dr. Cheng Ha-yan Memorial Scholarship Selection	Alumni and Students
10/2012	Invitation to Honorary Advisers	Former PTA Committee Members
3 – 9/10/2012	Collection and Delivery of Second-hand Winter School Uniforms	Students
5/10/2012	Meeting with Liaison Officers and PTA Volunteers	Parents
8/10/2012	Tea Reception on Teachers' Day	Teachers
12/10/2012	PTA Annual General Meeting and Annual Dinner	All Members of PTA
18 – 19/10/2012	Parent-child Relay Race and Reception on School Sports Days	Parents and Students
11/2012 – 3/2013	Yoga Classes	Parents
4/12/2012 – 11/12/2012, 28/2/2013 – 6/3/2013	PTA English Reading Scheme for S1 Students	S1 Students
12/11/2012	Workshop by the Department of Health	Parents
24/11/2012	Visit to the campsite of Hong Kong Adventure Corps	PTA Committee Members
7/12/2012, 22/2, 7/3/2013	Craftwork Workshops for Parents	Parents
21/12/2012	Snacks Sharing at Christmas Party	Teachers and Students
17/1/2013	Visit to the Home for the Elderly	Parents, Teachers, Students

<b>Date</b>	<b>Activities</b>	<b>Target Group(s)</b>
28/1/2013	DIY Lip Balm Workshop	Parents
28/2/2013, 13/5/2013	The 19 <sup>th</sup> Parents-Also-Appreciate-Teachers' Drive	Teachers
3/3/2013	Lunar New Year Games Day (Football, Basketball, Volleyball, Badminton and Table-tennis Competitions)	Parents, Teachers, Alumni and Students
4/3/2013 - 16/3/2013	Collection and Delivery of Second-hand Summer School Uniforms	Students
8/3/2013	Tea Reception at S6 & S7 Farewell Party	S6 & S7 Teachers and Students
10/3/2013	Spring Excursion (Ma On Shan)	Parents and Students
22/3/2013	Tea Reception at S3 Careers Talk on S.4 Streaming	S3 Parents and Students
24/3/2013	PTA Picnic	Parents, Teachers and Students
26/3/2013	Visit to Shatin Public School	Students
3/5/2013	PTA Fund-raising Booths for Charity Sale on School Open Day	Public, Parents, Teachers and Students
24/5/2013	Tea Reception with Liaison Officers and PTA Volunteers	PTA Volunteers
6 - 7/2013	PTA Conduct Awards	Students
6 - 7/2013	PTA Service Awards	Students
6 - 7/2013	PTA Academic Awards	Students
2/2013, 7/2013	Issue of PTA Newsletters (twice a year)	Public, Parents, Teachers and Students
7/2013	Recruitment of Liaison Officers and PTA Volunteers	Parents of New S1 Students
7/2013	Introductory Course on Chinese Medicine	Parents and Students
9/2012 - 5/2013	Five Regular Meetings for Committee Members	PTA Committee Members
10/2012 - 6/2013	PTA News for School Newsletters (3 times a year)	Public, Parents, Teachers and Students

## **Alumni Association**

Honorable President	:	Mr WONG Kwong-wing
Chairperson	:	Mr CHEUNG Weng-hang, Wing
Vice Chairpersons	:	Ms CHAN Sze-yan, Stella Mr CHAN Ying-kit, Gordon
Honorary Secretaries	:	Mr TANG Tsz-ming Mr CHEUNG Sin-hang, Ken
Honorary Treasurers	:	Mr SHEK Ming-hon, Jimmy
Committee Members	:	Mr YEUNG Chok-shing, Marco Ms LO Po-sin Sindy, Rochette Mr KWOK Ching-hei, Brad Mr WU Yiu-tung, Dixon Ms LAU Wai-fan Mr HO Man-kit
Honorary Advisers	:	Dr YUEN Cheuk-fai Mr MUI Yan-lap Dr MAN Chi-yin Mr AU YEUNG Kim-wai Ms CHAN Yee-tung, Pian Ms YAU Yuet-ming, Lydia
Teacher Coordinators	:	Mrs LEE Ng Man-wo Ms NG Lai-wah

### **1. Missions:**

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

## 2. Activities:

- October 2012      ➤ STGSSAA National Day Cup Football Tournament
- November 2012   ➤ AA Scholarship and Best Improvement Award
- January 2013     ➤ Careers Fair Day on
  - ✓ Banking, Finance and Accounting
  - ✓ Medicine, Dental and Physiotherapy
  - ✓ Actuarial Science and Mathematics
  - ✓ Engineering and I.T.
  - ✓ Media, Education and Law
- February 2013   ➤ STGSSAA Annual General Meeting
- March 2013      ➤ STGSSAA Chinese New Year Cup Sports Tournament
  - Alumni Sharing Session
- May - September 2013   ➤ STGSSAA Basketball League
- July 2013        ➤ Career talk on Physiotherapy

# **MAJOR CONCERNS 2012-2013**

## **Major Concern 1**

### **Developing Students' Academic Potential**

There is no doubt that we teachers have the responsibility to inspire our students so that they are able to reach their academic potential. By identifying and understanding students' academic strengths and weaknesses, we strive to create a positive and supportive learning atmosphere at school so that our students can extend their potential to the fullest.

#### **To develop or reinforce good learning skills or strategies**

There are different learning skills or strategies for students to acquire. At the beginning of the academic year, all subject departments chose two specific learning skills or strategies across all levels that they expected students to acquire. From the schemes of work and minutes of departmental meetings, it was found that all subject departments had designed different subject-based learning activities to develop the selected learning skills or strategies. Feedback was collected from teachers at the end of the academic year to see if students acquired the selected learning skills or strategies. All teachers agreed or strongly agreed that most students acquired the selected learning skills or strategies.

#### **To refine various teaching strategies so as to assist students with different learning needs**

In a classroom, it is unavoidable that students have different learning styles and they are of different abilities. In order to cater for learners' diversity, different subject-based strategies were adopted. During lesson observations and from the samples of lesson plans collected, it was observed that teachers employed a variety of learning and teaching activities to address students' different learning styles and abilities. Feedback was collected from both teachers and students at the end of the academic year to evaluate the effectiveness of the strategies. All teachers from different subject departments agreed or strongly agreed that they had employed different learning and teaching activities during lessons and they also reflected that they used differentiated learning tasks to cater for learners' diversity. Similar feedback was obtained from

the students' survey. 15.42% of the students strongly agreed while 66.67% agreed that teachers employed a variety of learning and teaching activities. 84.08% agreed or strongly agreed that teachers gave them different learning tasks.

Assigning graded exercises is another way to cater for learners' diversity. All subject departments assigned graded exercises to S1 to S3 students according to their abilities. 94.74% of teachers reflected that the graded exercises were useful to students. From the feedback of S1 to S3 students, 84.2% of them agreed or strongly agreed that graded exercises were useful to their learning.

### **To arrange support programmes for high-achievers and less able students**

An early identification of high achievers and less able students is useful for teachers to design tailor-made programmes to develop their potential. In September 2012, lists of high achievers and less able students in each subject and in each form were given to subject departments concerned. With this information, programmes targeted at students of different abilities could be developed. This year, the Departments of English Language, Chinese Language, Mathematics, Liberal Studies, Chemistry, Biology, Geography, Physical Education, Visual Arts, E.P.A., Life & Society and I.T. had arranged pull-out or enhancement programmes for students of different levels. From the students' survey, students reflected that the pull-out programmes were useful to them.

### **To promote students' learning from their peers**

We believe that students are easily affected by their peers and students of different abilities can benefit from each other and they can better develop their academic potential with the help of their peers. We try to promote students' learning from their peers by setting up study groups. Students in S1 and S2 were guided to form study groups of four to six students, with mixed abilities. There were 54 groups formed. At the end of the year, they were required to submit a log book which outlined what happened during their meetings. 52 groups submitted their log books and all of them had ten meetings throughout the year. The performance of students was appreciated and one study group from each class was chosen as the "Best Study Group" and was presented with a prize as encouragement. From the students' survey, 80.56% of the students agreed or strongly agreed that they had learnt from their

classmates in the study groups and 76.39% agreed or strongly agreed that the study group was beneficial to their studies.

Apart from forming study groups, students also learnt from senior form students. On 31<sup>st</sup> January 2013, nine students of excellent academic results from S5 were chosen to share their good study skills and methods with all classes in S1 during the class teacher period. It was observed that S1 students were attentive during the sharing sessions and they reflected that they learnt from the senior form students. Nine S5 students designed bookmarks to promote good learning habits and study skills. The bookmarks were printed and distributed to S1 and S2 students in February 2013.



## **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. Currently, our students are required to study four core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) and three electives from a choice of eleven subjects.

With respect to the NSS Education, our school's long term plan can be summarized into three areas: acquiring a well-received school-based NSS curriculum; informing students, parents and teachers of the school policy on the NSS Education; and providing students with opportunities to acquire OLE for their whole person development. In an attempt to ensure a smooth implementation, our school conducted a full-scale simulation of the new NSS timetable based on various subject choices, the number of classrooms, laboratory requirements, collaborative teaching requirements, future teachers' workload, etc.

In 2012-2013, the implementation could be summarized into the following tasks: to formulate the NSS curriculum; to consolidate a formal SBA structure for the NSS Education; to keep abreast of up-to-date information on the NSS Education; to well-equip teachers for the NSS Education; to implement and review strategies for effective learning and teaching of NSS subjects as stipulated in the NSS curriculum and Assessment Guides; and to enhance student participation and learning experiences for OLE in collaboration with other school teams.

#### **To formulate the NSS curriculum**

To fully develop students' potential and meet their interests, the subject combinations of the elective subjects were fine-tuned. According to the survey findings on students' preferences for NSS subjects in 2012-2013, the majority of students opted for Economics, Geography, Chemistry, Physics and Biology as their elective subjects. Finally, two classes of each of the above subjects were provided, not only for meeting students' preferences, but also for the better allocation of manpower and resources.

### **To consolidate a formal SBA structure for the NSS Education**

School-based Assessment (SBA) refers to assessments administered in schools and marked by the students' subject teachers. It enhances the validity of assessments and improves the reliability of assessments. Through departmental sharing and moderation meetings, teachers would recognize and adopt a continuous assessment policy and appropriate assessment modes. The details about the required format and assessment criteria would be introduced to our students before SBA was conducted.

In accordance with the trend and modifications of the mode and criteria of the School-based Assessment, we constantly update the latest information regarding the assessment. With proper monitoring of the progress, our teachers conducted SBA in Chinese Language, English Language, Liberal Studies, Physics, Chemistry, Biology, Chinese History, History, Information & Communication Technology and Visual Arts according to the schedule suggested by the Hong Kong Examinations and Assessment Authority.

### **To keep abreast of up-to-date information on the NSS Curriculum**

With a view to establishing good communication with students and parents on the NSS curriculum, surveys on the selection of elective subjects for S3 students were conducted and talks for parents on the new curriculum and timetable framework were organized.

From November 2012 to February 2013, two mock surveys on S3 students' preferences with regard to their selection of subjects in the proposed NSS curriculum were conducted. On 4<sup>th</sup> February 2013, a curriculum briefing session was held for S3 students to inform them about the contents of the subjects to be offered in our school. Then a second mock survey on students' preference for elective subjects was conducted. We believe that such arrangements can draw students' attention to various combinations of electives of the proposed NSS curriculum in our school and help them make wise decisions regarding their choice of subjects.

NSS information was also disseminated to parents through sharing sessions, talks and circulars. On 12<sup>th</sup> October 2012, a talk on the NSS curriculum, timetable framework and NSS Liberal Studies was organized for parents of junior form students. The talk on the NSS

curriculum and S4 Streaming was held for S3 students and parents on 23<sup>rd</sup> March 2013. In this talk, parents of S3 students were informed of the subject contents and combinations of the NSS curriculum in our school, and the admission requirements of universities in Hong Kong under the NSS curriculum. To furnish the parents with more information for a better understanding of the NSS curriculum, a question-and-answer session for parents was organized. The questions and concerns brought up were thoroughly answered and addressed by S3 class teachers and members of the Careers Committee.

Different universities and educational institutes such as HKU, HKUST, HKU SPACE and Hok Yau Club, were invited to host multi-pathway or career-related talks to enhance our students' understanding of the opportunities of tertiary studies or future careers. They obtained more information about tertiary institutions, selection of programs, admission, study life, application procedures, etc.

### **To well-equip our teachers for the NSS Curriculum**

In order to give more time for our teaching staff to be equipped with the skills and knowledge required in the NSS curriculum, an additional teacher and two teaching assistants were employed to reduce their workload with the use of the Liberal Studies Curriculum Support Grant and the Senior Secondary Curriculum Support Grant. Most teachers agreed that they could spare more time to attend seminars and workshops related to the NSS curriculum. All departments reported that their members had shown readiness and keen participation in the Professional Development Programmes for NSS teachers this year. Most of them were interested in courses on subject curriculum, teaching strategies, assessment criteria, etc., which could eventually facilitate their lesson preparations for students.

Thanks to the painstaking effort of our teachers, all the subject departments have aligned the junior secondary curriculum with the NSS curriculum.

### **To implement and review strategies for effective learning and teaching of NSS subjects as stipulated in the NSS curriculum and Assessment Guides**

With reference to the evaluation conducted by each department, a learning strategy for each level was emphasized in the curriculum to

facilitate effective learning and teaching of NSS subjects. Students were required to make use of the strategy intensively throughout the school year to strengthen their learning. The strategies included peer and self assessment, graded exercises, experimental skills, problem-solving skills, extensive reading, questioning, scaffolding, inquiry, etc., as stated in the Assessment Guides. Through sharing good practices, subject departments reviewed the strategies adopted to help students grasp basic concepts clearly, improve their critical thinking, and enhance their analytical power, through promoting peer and collaborative learning.

**To enhance student participation and learning experiences for OLE in collaboration with other school teams**

The inclusion of Other Learning Experiences is another focus of NSS to facilitate the whole person development of our students as lifelong learners with sustainable capacities. They are required to acquire non-academic learning experiences through a variety of activities which foster the holistic development of students in terms of aesthetic development, moral and civic education, community service, physical development and career-related experiences. This year, we continued to implement the iPortfolio on eClass as the electronic platform for recording the other learning experiences of S1 to S6 students in their Student Learning Profiles.

With the support of the Liberal Studies Department, activities such as board displays and discussion forums aimed at arousing students' awareness of social issues were held on a regular basis to raise students' concern and understanding of people and matters around the community and the world. With the joint efforts of the Guidance Committee, the Moral and Civic Education Committee, and the Health, Sex and Life Education Committee, three Education Weeks were organized to enrich students' holistic development throughout the year.

In conclusion, we believe that through better communication with our students, parents and teachers, an ideal, school-based NSS curriculum can be achieved and implemented successfully.

### **Major Concern 3**

#### **Enhancement of the Whole Person to meet the challenges of an ever-changing world**

Our School aims to nurture the whole person development of students and help them build up positive values and self-esteem so that they can continue to improve themselves and contribute to society.

#### **Holistic Development: Widening students' horizons and enhancing students' community awareness**

Throughout the year, the Liberal Studies Department was responsible for displaying newspaper extracts, commentaries, students' reflection and teachers' comments on current issues on two boards placed in the school foyer in order to foster students' community awareness. In the evaluation survey, about 70% of the students reflected that their understanding of the current issues was enriched by participating in this activity.

Ten students participated in the Beijing Exchange Programme in March 2013. When they came back from Beijing, they shared their experiences gained in the trip with teachers and fellow schoolmates during the Prize-giving Assembly in May. Besides, five S2 students were chosen to join the 12<sup>th</sup> Singapore-Hong Kong Exchange Programme to gain more experience outside the classroom. The student delegates paired up with their Singaporean buddies and stayed with the host families in Singapore in mid July during the summer holidays.

Moreover, a three-day trip to Taiwan sponsored by the Community Care Fund was organized for thirty students in March 2013 to widen their horizons through learning about different cultures from other places. They enjoyed the trip very much. Student representatives participating in the trip also shared their learning outcomes with teachers and schoolmates in the morning assembly and a photo exhibition in the school foyer.

The Careers Committee and the Alumni Association jointly organized a Careers Fair and a series of talks on careers development to assist senior form students with their career planning. In addition, some students were nominated to participate in the summer work programme. Students reflected that these activities or programmes were helpful to them.

Besides, students participated in various OLE activities or workshops organized by the Leisure & Cultural Services Department, the International Community College of the Baptist University and the Arts Technology Education Centre. Students showed interest in the activities or workshops and their feedback was good.

### **Developing Positive Values: Self-discipline and Concern**

A Tidy Uniform & Appearance Self-discipline Programme was organized by the Discipline Committee to promote the importance of self-discipline in keeping tidy uniform and appearance. It was found that students' performance was good in both regular and random inspections. A few students successfully applied for the programme and had their minor offence notices waived.

An Inter-class Creative Writing and Speaking Competition on themes related to love and concern was organized by the Chinese Department for S1 and S2 students. This competition was divided into two parts: story writing and story-telling, in which a story was created by the whole class and was then presented on stage by one class representative. The winning class was the one with the highest marks in both parts of the competition. Students participated actively in the competition and the stories created by them were very interesting. Both teachers and students enjoyed the event very much and showed positive response towards the performance.

MEH lessons promoting the importance of self-discipline were held successfully by the Prefects and Student Peer Counsellors for S1 and S2 students. Many interesting and interactive activities were designed and students participated enthusiastically in them.

A Health Week and a Character Week were held in the second term by the Health, Sex & Life Education Committee and Guidance Committee respectively. Through these activities, students' awareness of the importance of being physically fit and caring about others was enhanced.

Prefects and Student Peer Counsellors conducted two class periods to promote the importance of self-discipline and concern about others

among all S1 and S2 students. Many interesting and interactive activities were designed to reinforce students' understanding of the school rules and the importance of good interpersonal skills and respecting others. Students participated actively in the activities and showed improvement in their performance.

### **Loving our School**

An Inter-class Classroom Cleaning Competition was organized by the Environmental & Media Education Committee from 5<sup>th</sup> to 12<sup>th</sup> December 2012 and the core subject teachers were invited to be the adjudicators. Besides, an inter-class classroom cleaning activity was organized by the Social Service Group on 26<sup>th</sup> April 2013. Students participated actively in the competition and the activity. They understood the importance of keeping a good environment for learning and the responsibility of keeping their classrooms clean and tidy. The feedback from teachers was very good.

A Four Grid Comic Design Competition was organized by the Visual Arts Department on the theme "Loving our school" for S1 to S3 students. The winning entries were displayed in the school foyer and uploaded onto the school webpage.

Nine graduates of last year were invited to share with students the special activities and the things of STGSS they appreciated and treasured most. Most of the students were impressed by their heartfelt sharing.

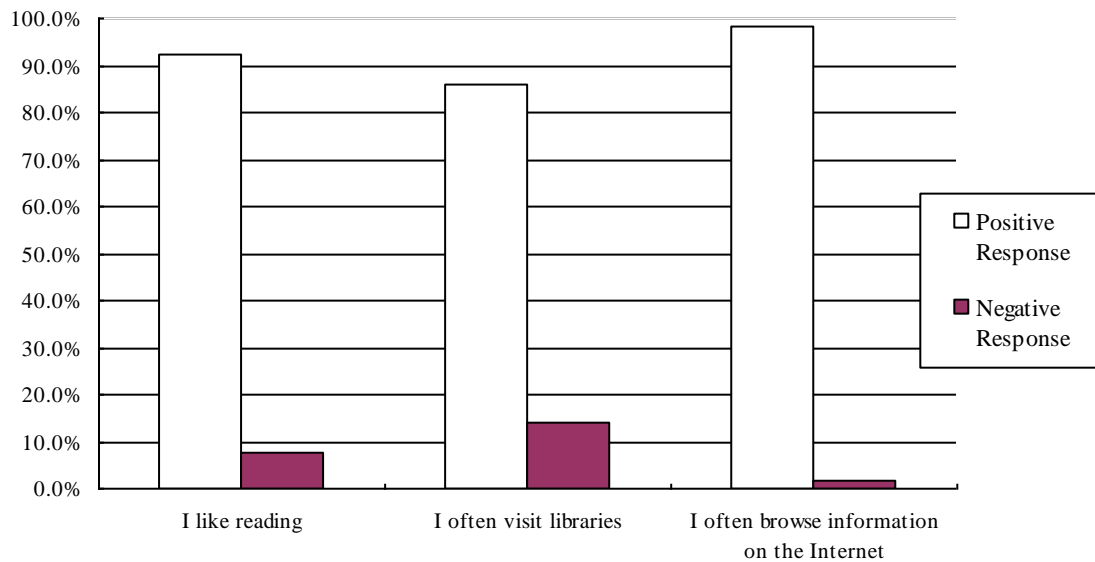
A Moral Education Week was organized by the Moral & Civic Education Committee on the theme "Loving our School" from 21<sup>st</sup> to 25<sup>th</sup> January 2013. Various activities were held including board displays, game stalls, talks and current affairs forums. Students showed great interest in the activities.

## **Our Learning and Teaching**

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

In 2012–2013, there were 191 active school days for S1 to S5 students, on which students were involved in learning activities and assessments.

### **Students' Reading Habits**



	Positive Response	Negative Response
I like reading	92.2%	7.8%
I often visit libraries	85.8%	14.2%
I often browse information on the Internet	98.3%	1.7%
Average:	92.1%	7.9%



## 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%

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

The school curriculum is comprehensive and well-balanced with clear objectives to facilitate all-round development, lifelong learning and the aims of education advocated under the education reform. Due emphasis has been put on students' intellectual and personal development while positive attitudes and values are instilled.

In the academic year 2012-2013, 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 electives and the number of subject groups for each elective to be offered in S4. About 71% of S3 students had their first preference in elective selection met.

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

### Reading to Learn

Reading, being a lifelong learning process, constitutes an important part of students' learning. In the academic year 2012-2013, a series of activities were held to cultivate good learning habits to widen their world knowledge.

1. An online reading programme ([www.welovehkteenagers.net](http://www.welovehkteenagers.net)) was organized by We Love Hong Kong Association Ltd.. It provided all S1 to S3 students with online reading materials every day. As a result, some students cultivated good reading habits. Two students, LAU

Tsz-fung of 2C and WONG Hoi-wing of 3E, participated actively in the programme and were awarded certificates and book coupons. By the end of the school year, 13 students had read more than 160 pieces of online materials. In recognition of their hard work, they were awarded with a certificate issued by the school.

2. The Parent-Child Reading Programme, which aimed to enhance the relationship between students and their parents, was a programme for parents and their children to read the same book, and to complete together a reading report in which they shared their feelings and opinions. All S1 students and their parents joined the programme. Ten outstanding book reports were selected, awarded and displayed in the foyer.
3. The STGSS Reading Fair was organized from 12<sup>th</sup> to 16<sup>th</sup> November 2012. A book exhibition was held by Joint Publishing Hong Kong Limited in the school foyer. Newly released books were introduced and displayed, which provided an opportunity for students to be exposed to books of different genres. Twelve books were introduced by seven teachers who shared their feelings and comments on the books they recommended. Six students received the books recommended by teachers as prizes of a reading competition. Moreover, they were motivated to share their own views and ideas of the books they had read with other students. A S5 Reading Ambassador shared her reading experience in the morning assembly. Two boards on effective ways of reading and books recommended by teachers were displayed. Game stalls were also organized. Vigorous participation was witnessed. Last but not least, the film *MirrorMirror* was shown in the library during lunchtime and many got a prize after answering a question about the movie. During the whole week, students were immersed in a reading environment that encouraged them to read more. The activities were well-received with positive and encouraging feedback from students.

### **Project Learning**

Project learning is a core component of learning and teaching in our school. It aims to facilitate students' independent learning capabilities, develop their generic skills and interpersonal relationships. The following is a summary of the major project works completed at S1 and S2 levels.

1. S1 Joint-departmental Project

The implementation of the project was carried out from February 2013 to June 2013. All the students took part in doing projects related to the Personal, Social and Humanities Education. S1 students were able to formulate questions, design mind maps and collect information independently. They showed creativity and teamwork in their work. The learning process was interactive and student-centred. Their performance was terrific. They shared ideas and showed a good sense of responsibility in the learning process.

2. S2 Cross-curricular Project

The implementation of the project was carried out from September 2012 to May 2013. All S2 students were able to do research on different topics of interest and formulate questions on the theme 'The Pride of Hong Kong'. Students collaborated with their group members and presented their findings in a systematic way. Good learning skills and habits were cultivated in the process.

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

To provide quality education for all, a variety of programmes was organized for students receiving CSSA or SFAA full grant and disadvantaged students identified by the school. The following is a list of programmes held in the academic year 2012-13.

<b>Subject</b>	<b>Activities</b>	<b>Implementation Date</b>
<b>Chinese Language</b>	Communication Skills Workshop for S4 to S5 (6 sessions)	24 <sup>th</sup> Oct 2012 - 5 <sup>th</sup> Dec 2012
<b>Chin. Lang., Eng. Lang., Maths and Liberal Studies</b>	Enhancement Programmes for S1 to S3 (24 sessions)	24 <sup>th</sup> Oct 2012 - 30 <sup>th</sup> April 2013
<b>Various</b>	Time Management Training Programme for S1 to S3 (6 sessions)	9 <sup>th</sup> March 2013 - 30 <sup>th</sup> April 2013

## Gifted Education

The school aims to provide challenging learning opportunities for gifted and talented students so as to fully develop and stretch their potential in a wide range of specialist areas, including leadership, creativity and personal-social competence. The Renzulli's Three-Ring Conception of Giftedness and Howard Gardner's Theory of Multiple Intelligences are adopted for selection of gifted students into the talent pool of the school through multiple channels and pathways. A great variety of school-based and external programmes and competitions were organized.

## External Competitions

<b>Competitions</b>	<b>Participation</b>
<b>Beijing Youth Science Creation Competition organized by Beijing Association for Science and Technology</b>	A team of three S5 students visited Beijing in March 2013. They joined an international exhibition and competed with foreign students on creative inventions. They designed an automatic braking system of baby strollers and won the First Class Award.
<b>Secondary School Science Quiz Competition 2013 organized by the HK Science Museum</b>	A team of S4 and S5 students competed on quizzes and practical tasks set on various disciplines of science subjects and won the Team Champion among 60 participating schools.
<b>"Digichem" Video Production Competition 2013 organized by HKASME</b>	Two S5 students produced a video footage about a chemistry investigation and submitted it to the competition organized by the Hong Kong Association for Science and Mathematics Education. They won the Champion in the Senior Secondary Division.
<b>Model Solar Boat Challenge 2013 organized by the Art and Technology Education Centre</b>	Five students designed their own solar boats. One student won the Champion in the individual race. Another student won the Second Runner-up and received the Merit of Creative Design Award.

<b>The 46th Joint School Science Exhibition-Proposal Competition and Exhibition</b>	Four students participated in the competition with the theme of “Nature Inspiration Science Exploration”. They designed ‘intelligent gloves’ to help the visually impaired input data onto the computer. They were awarded the First Runner-up of the Proposal Design Competition, and the Second Runner-up of the Overall Performance Award.
<b>Lightning Detector Design Competition organized by the Faculty of Engineering, HKU</b>	Five students from S3 and S5 designed a lightning detector, and won the First Runner-up in the Senior Section.
<b>My Toy Design Competition 2013 organized by HKUST</b>	Two groups of students entered the final round of the competition. One group designed a shooting game system which enables both the normal-sighted and the visually impaired to play the game together. Another group created a pair of “intelligent gloves” to assist the visually impaired to play “Rock-paper-scissors”. Both of them won the Special Award.
<b>Hong Kong Student Science Project Competition 2013</b>	Two students designed an automated flavouring machine for the visually or physically impaired to measure the amount of seasonings accurately. The team obtained the Kitchen Science Award.
<b>Secondary School Mathematics and Science Competition 2013 organized by PolyU</b>	Thirty-five S5 students joined the competition organized by the Hong Kong Polytechnic University. A student obtained two medals in Mathematics and Physics. Other students obtained 10 high distinctions and over 40 other awards.

### External Training Programmes

<b>Programmes</b>	<b>Participation</b>
<b>Hong Kong Academy for Gifted Education :</b> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Humanity</li> <li>• Mathematics</li> <li>• Science</li> </ul>	A total of ten students were successfully selected as the members of the Hong Kong Academy for Gifted Education, with two students in the stream of Leadership, two in Mathematics, three in Science and three in Humanities.

<b>HKUST Dual programs</b> • <b>Mathematics</b> • <b>Chemistry</b> • <b>Life Science</b> • <b>Physics</b>	Eleven students from S.3 to S.5 were recommended to join the two-year dual programmes courses in the university. All of them completed the Level 1 course while two of them obtained distinctive results. Six of them would be promoted to Level 2 courses the following year.
<b>Fung Hon Chu Gifted Education Centre- Programmes for Gifted Students</b>	Three S3 students were nominated to join the courses on Food Science and Sign Language. They completed the course and were awarded certificates.
<b>Johns Hopkins University CTY Summer Programs at HKUST</b>	Two students were merited in the screening tests and were granted the scholarship of full subsidy for the programmes. They were given the chance to take part in a summer course for mathematically precocious youth at HKUST.
<b>Education Program for Gifted Youth (EPGY) organized by Stanford University</b>	Eight students from S2 to S5 were nominated to join the Program for Gifted Youth co-organized by the Hong Kong Administrative and Teaching Centre and the Stanford University. One High Distinction in English Writing, two Distinctions in English Writing and two Distinctions in Mathematics were obtained.
<b>High School Science Camp 2013</b>	Ten students were selected to join an exchange tour to Beijing organized by Hong Kong New Generation Cultural Association. in Peking University.

### School-Based Programmes and Competitions

<b>Programmes</b>	<b>Participation</b>
<b>Inno Carnival 2012</b>	Fifty-six students participated in the carnival held at the Hong Kong Science Park. They joined two guided workshops in the event.
<b>Strategic Planning Course</b>	The programme aimed to train up the planning and self-management skills of students and to provide guidance to students on JUPAS. Thirty students completed the programme and were awarded the certificate of completion.
<b>Interviewing Skills and Mock Interview Workshops</b>	Twenty-five S6 students participated in the workshops provided by YWCA in October. Students learnt how to prepare for interviews and had opportunities of mock interviews individually and in groups.
<b>Chinese Medicine Workshops</b>	Two workshops on the basic knowledge of Chinese Medicine were offered by experienced Chinese Medicine Practitioners. One workshop was co-organized with the Parents-Teachers Association. In total, thirty four students participated in the two workshops.

# **STUDENT SUPPORT**

## **1. Careers Committee**

Our school careers programmes aim to develop and enhance our students' self-awareness, opportunity awareness, decision-making and transition learning. 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 to the Information Days of five universities, High Court, Construction Industry Council, Trade Development Council and Careers Expos
- Talks and seminars on careers planning, the NSS curriculum and S4 electives, job-related and life skills
- Workshops on Interview Techniques for S6 students, "Multiple Intelligences" for S3 students and Study Skills for S1 students
- Leadership training for Careers Prefects to help organize careers workshops, seminars and other activities
- Overseas studies services: giving suggestions on overseas university applications, writing recommendation letters, preparing transcripts and providing information of universities.
- Internship services: nominated six students to join the summer work programme co-organized by EDB and the HKACMGM and two students to the clinical attachment programme organized by CUHK.
- Nomination of students for various scholarships, Outstanding Student Selection and Most Improved Student Selection.
- Surveys on career paths of S6 graduates.
- Publications of the S3 brochure, career leaflets and school newsletters.

Throughout the year, the Careers Committee provided students with a variety of careers services and support. All activities organized by the committee were aimed at facilitating their careers development and meeting the needs of students. Our careers teachers were extremely helpful in guiding students to make crucial life decisions such as choosing a career, an academic course, a school, or a tertiary institute instilling into students a life-long learning attitude. The success of the

Careers Committee was due to the unanimous support of the school management, teachers, parents and a group of enthusiastic, dedicated and professional careers teachers who constantly strived to develop students' talents and strengths.

## **2. Discipline Committee**

Adopting the whole-school approach, the Discipline Committee aims to cultivate an orderly and harmonious learning culture which helps the students fully participate in and benefit from the school life so that they can meet the challenges of the ever-changing world. Together with the Guidance Committee, the Discipline Committee has focused on the on-going process to reinforce students' positive, self-motivating and law-abiding behaviour in the long run. The work of the Discipline Committee in the school year 2012-2013 included the following:

### Cultivating Positive Values – Self-discipline and Concern

- Tidy Uniform & Appearance Self-discipline Program
- Tidy Student Election
- 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 and all school events
- 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 S1 students
- Police Talk: to raise students' awareness of proper use of computer 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 Wu Kai Sha Youth Camp

### Recognizing Commendable Behaviour

- Keeping an account in the Student Learning Profile if a student has no records of tardiness, misbehaviour or absence throughout the 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 31 clubs or groups in the school and they come under 6 categories. During the school year 2012-2013, a wide range of extra-curricular activities was 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
Finance and Accounts Club	Chinese Debating Club

*Activities included:*

- Celebration for the Lunar New Year
- Halloween Bash
- Mathematics Week
- Science and Mathematics Trial
- Share our Shares – Simulation game on stock market
- Activities with students from the Beijing Exchange Programme
- Android Game Development
- History Week on “Introduction of Hong Kong”
- S5 Inter-class English Debating Competition
- S3-S5 Chinese Debating Contest

Cultural Clubs

Art Club
Dance Club
Drama Club

*Activities included:*

- Halloween Hand-tattoo Painting
- Dance Show
- Christmas Drama Performance

Interest Clubs

Bridge Club	Christian Fellowship
Catholic Students’ Society	Excursion Club
Chess Club	Photography Club
Creative Craft Club	Robotics Technology Club
Current Affairs Club	School Broadcasting Club

*Activities included:*

- German Bridge Competition
- KATSO Quiz
- Chinese Chess Competition
- Wonder Beads
- Top 10 HKSAR Issues Selection
- Sharing on Pressure Relief Methods
- Hiking with Fun (co-organized with PTA)
- “Who am I?” Activity
- Robot Building and Programming Class
- Youth Inno-Action! (HKBU Academy of Film Seeds Project)

## Uniform Groups

Hong Kong Air Cadet Corps	Red Cross Cadet
Girl Guides	Scouts

### *Activities included:*

- Recruit Cadet Training Camp
- Oath Swearing Ceremony
- Healthy Life Recognition Ceremony
- School Orienteering

## Sports

Sports Club
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### *Activities included:*

- Hong Kong Sevens Appreciation

## Service

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

- District Volunteer Development Scheme
- Shatin Student Ambassadors Community Service Programme
- Visit to the Hong Kong Museum of Coastal Defence

## The Four Houses

### Inter-house activities included:

<b>Date</b>	<b>Activities</b>
September 2012	Swimming Gala
October 2012	Board Design Competition Slogan Design Competition Cheering Team Performance Athletic Meet
November 2012	Volleyball Competition Badminton Competition Mathematics Olympiad
March 2013	Football Competition
April 2013	Basketball Competition Scrabble Competition
October 2012 – June 2013	Web Page Design Competition
July 2013	Liberal Studies Forum

Overall results of inter-house competitions:

Champion	Azalea House
1 <sup>st</sup> Runner-up	Bauhinia House
2 <sup>nd</sup> Runner-up	Camellia House
3 <sup>rd</sup> Runner-up	Jacaranda House

#### **4. Guidance Committee**

##### **Activities**

The Guidance Committee aims to provide guidance and organize preventive and developmental guidance programmes for students. The following programmes were successfully organized:

- S1 Orientation Day
- S1 Lunch Time Class Activities
- MEH Lessons for S1 to S2 students to promote good characters
- Student Peer Counsellor Scheme
- Leadership Training Camp
- Character Education Week

To encourage our students to serve the community, the Committee nominated five students from S3 to take part in the 2011-2012 Joint Secondary School Leadership Training Project in Shatin organized by the YWCA. Our students' performances were impressive. They obtained a total of seven awards for their outstanding performances in leadership, inter-personal skills and project work.

##### **Student Counselling**

Throughout the year, we provided personal counselling to help students cope with their problems and special education needs. Guidance teachers interviewed students and parents who were in need. In some cases, home visits and case conferences were conducted by the guidance teachers and the school social worker with teachers concerned.

### **School Social Worker**

Ms CHAN Kit-yea was appointed by Y.W.C.A. to offer guidance and counselling services to our students. The school social worker helped 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 & SLP Committee was established to plan, coordinate and organize activities for students and keep students’ OLE records in their Student Learning Profile (SLP).

Different committees offered students a wide range of activities to enrich their other learning experiences both inside and outside the school. This encouraged students to participate in activities which promoted the five focused areas in OLE, namely Moral and Civic Education, Community Service, Aesthetic Development, Physical Development and Career-related Experiences. In addition, our school also joined various schemes and workshops related to OLE organized by the Leisure and Cultural Services Department, the College of International Education of the Baptist University and the Arts & Technology Education Centre. These included the Arts Experience Scheme for Senior Secondary Students, the School Culture Day Scheme, the Sports Award Scheme, the Outreach Coaching Programme and OLE Workshops, etc.. Students participated actively in these activities throughout the year and gained precious experience. Through participation in these activities, students’ horizons were widened and their community awareness enhanced.

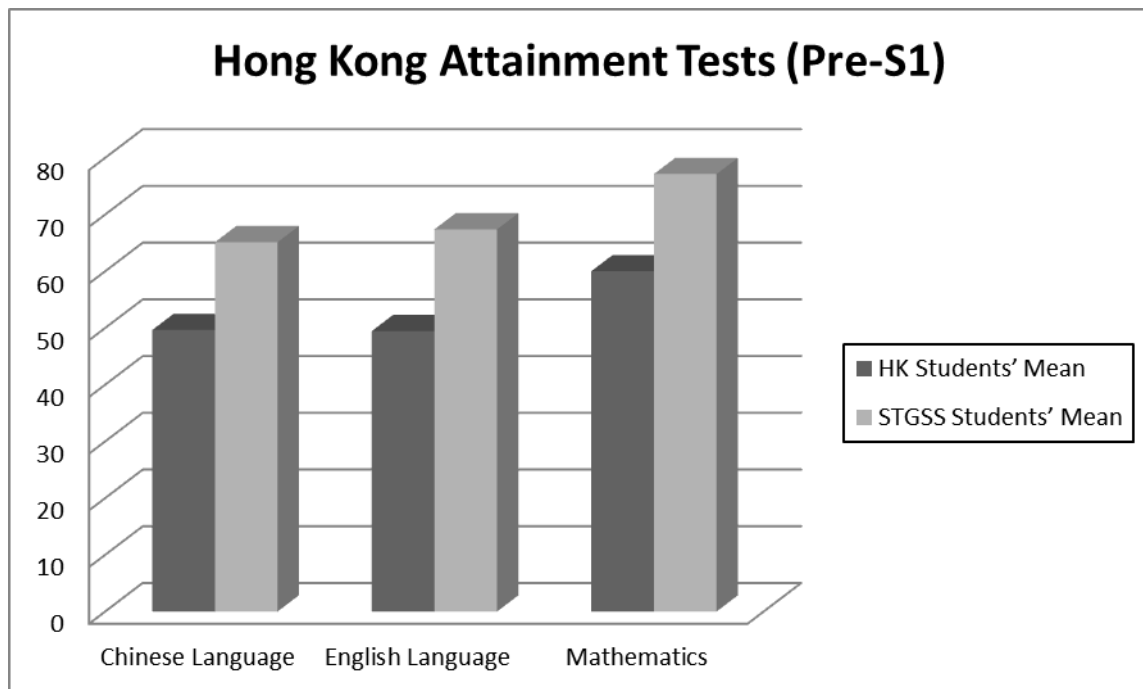
To help students keep track of their competencies and specialties, an electronic platform (eClass) was installed to record the students’ participation in OLE activities and awards or achievements gained outside school. Considering the needs of NSS students to plan ahead and present themselves through the SLP, a booklet was designed for all S4 and S5 students to help them set their goals and reflect on the experience they gained through their participation in various activities.

Furthermore, a series of workshops was organized for S6 students focusing on the requirements of the JUPAS application. Students were taught to write their self-accounts. Together with the teacher-student interview sessions throughout the year, students were able to have a more comprehensive picture of their own abilities and became better prepared for their future paths.

## Performance of Students

### **Pre-S1 Hong Kong Attainment Tests (2013)**

	HK Students' Mean	STGSS Students' Mean
Chinese Language	49.63	65.12
English Language	49.43	67.38
Mathematics	59.98	77.13



## Hong Kong Diploma of Secondary Education (2013)

SUBJECT	NO. SAT.	LEVEL															
		5**		5** - 5*		5** - 5		5** - 4		5** - 3		5** - 2		U - 1		2 or above	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Eng. Lang.	184	1	0.5	13	7.1	45	24.5	118	64.1	173	94.0	184	100.0	0	0.0	184	100.0
Chin. Lang.	184	5	2.7	16	8.7	37	20.1	102	55.4	153	83.2	183	99.5	1	0.5	183	99.5
Mathematics	184	8	4.3	25	13.6	63	34.2	134	72.8	161	87.5	183	99.5	1	0.5	183	99.5
Lib. Studies	184	2	1.1	11	6.0	35	19.0	123	66.8	176	95.7	184	100.0	0	0.0	184	100.0
Sub-total	736	16	2.2	65	8.8	180	24.5	477	64.8	663	90.1	734	99.7	2	0.3	734	99.7
<hr/>																	
		5**		5** - 5*		5** - 5		5** - 4		5** - 3		5** - 2		U - 1		2 or above	
Maths.(Mod 2)	23	1	4.3	9	39.1	19	82.6	22	95.7	23	100.0	23	100.0	0	0.0	23	100.0
B.A.F.S.	42	1	2.4	4	9.5	8	19.0	22	52.4	34	81.0	38	90.5	4	9.5	38	90.5
Physics	38	2	5.3	9	23.7	18	47.4	29	76.3	34	89.5	38	100.0	0	0.0	38	100.0
Chemistry	41	3	7.3	7	17.1	23	56.1	34	82.9	41	100.0	41	100.0	0	0.0	41	100.0
Biology	43	1	2.3	4	9.3	12	27.9	30	69.8	40	93.0	42	97.7	1	2.3	42	97.7
Economics	93	4	4.3	11	11.8	22	23.7	54	58.1	73	78.5	86	92.5	7	7.5	86	92.5
Geography	37	2	5.4	7	18.9	10	27.0	24	64.9	30	81.1	34	91.9	3	8.1	34	91.9
Combined Sci.	73	4	5.5	16	21.9	32	43.8	56	76.7	71	97.3	72	98.6	1	1.4	72	98.6
I.C.T.	18	3	16.7	4	22.2	7	38.9	14	77.8	16	88.9	18	100.0	0	0.0	18	100.0
History	20	0	0.0	0	0.0	3	15.0	14	70.0	18	90.0	20	100.0	0	0.0	20	100.0
Chin. History	22	0	0.0	1	4.5	4	18.2	10	45.4	18	81.8	21	95.5	1	4.5	21	95.5
Chin.Literature	16	0	0.0	3	18.8	6	37.5	10	62.5	15	93.8	16	100.0	0	0.0	16	100.0
Visual Arts	12	0	0.0	0	0.0	1	8.3	3	25.0	7	58.3	11	91.7	1	8.3	11	91.7
Music	1	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	1	100.0	0	0.0	1	100.0
Sub-total	479	21	4.4	75	15.7	165	34.4	323	67.4	421	87.9	461	96.2	18	3.8	461	96.2
<hr/>																	
	NO. SAT.	LEVEL										2 or above					
		5**		5** - 5*		5** - 5		5** - 4		5** - 3		5** - 2		U - 1			
		NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Total	1215	37	3.0	140	11.5	345	28.4	800	65.8	1084	89.2	1195	98.4	20	1.6	1195	98.4

Percentage of students attaining

Level 3 or above in Chinese Language: 83.2%

Level 3 or above in English Language: 94.0%

Level 2 or above in Mathematics: 99.5%

Level 2 or above in Liberal Studies: 100%



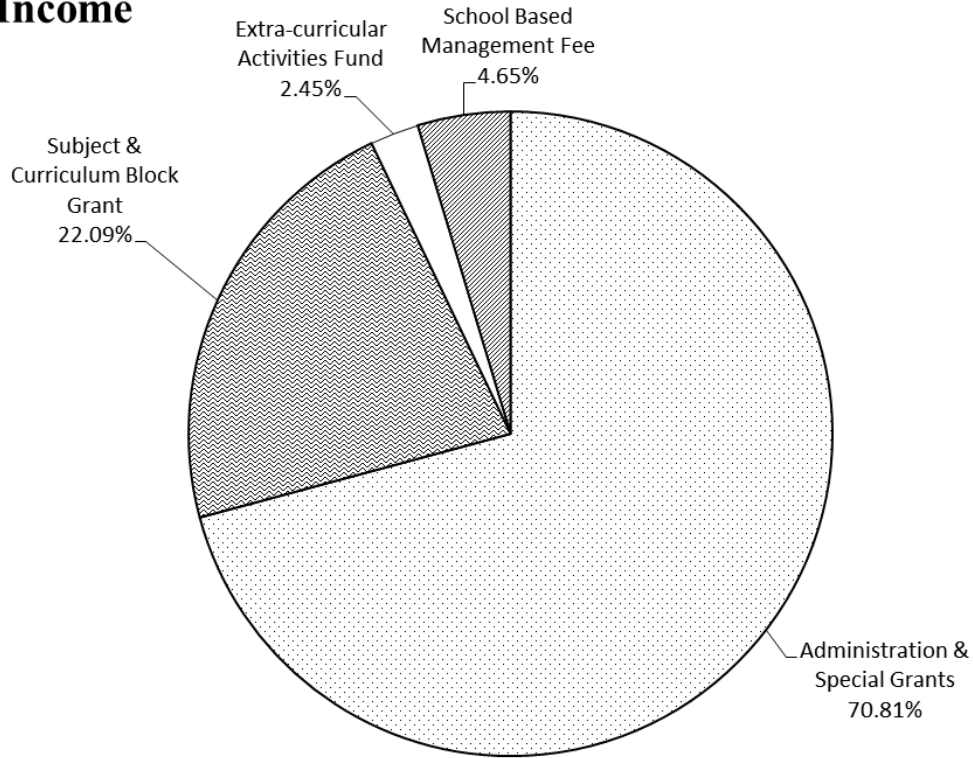
## **Prizes & Awards 2012 - 2013**

<b>Events</b>	<b>Awards</b>		
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
The 64 <sup>th</sup> Hong Kong Schools Speech Festival (English)	5	9	3
The 64 <sup>th</sup> Hong Kong Schools Speech Festival (Chinese)	2	4	3
External Chinese Writing, Slogan Design, Book Review, Speaking & Calligraphy Competitions	4	1	5
HKSSF Inter-School Swimming & Athletics Competitions	5	1	5
HKSSF Inter-School Ball Games & Fencing Competitions	0	5	3
The 65 <sup>th</sup> Hong Kong Schools Music Festival – Group & Individual Entries	5	5	6
The 65 <sup>th</sup> Hong Kong Schools Music Festival – Secondary School Chinese Orchestra (45 to 60 instrumentalists) Urban	Third		
The 65 <sup>th</sup> Hong Kong Schools Music Festival – Secondary School Choir – 2-part Singing in Foreign Language – Urban (Division 2) -Mixed Voice-Age 14 or under	Merit		
The 49 <sup>th</sup> Hong Kong Schools Dance Festival	3 Highly Commended Awards 1 Commended Award 1 Honours		
The 9 <sup>th</sup> Hong Kong School Dance Sports Champion	1 Commended Award		
The 33 <sup>rd</sup> Shatin District Dance Competition Chinese Dance (Open)	1 Gold Award		
The 41 <sup>st</sup> Open Dance Contest	2 Silver Awards		
Hang Lung Mathematics Awards	Silver Awards		
Hua Xia Cup	1 Second Prize 2 Third Prizes		
The 15 <sup>th</sup> Hong Kong Young Mathematics Elites Selection Contest	1 Second-class Honours 4 Third-class Honours		
2013 Hong Kong & Macao Mathematical Olympiad Open Contest “HKMO Open” cum Asia International Mathematical Olympiad Open Selection Contest	2 Gold Awards 2 Silver Awards 1 Bronze Award		
The 11 <sup>th</sup> Pui Ching Invitational Mathematics Competition	3 Merits		

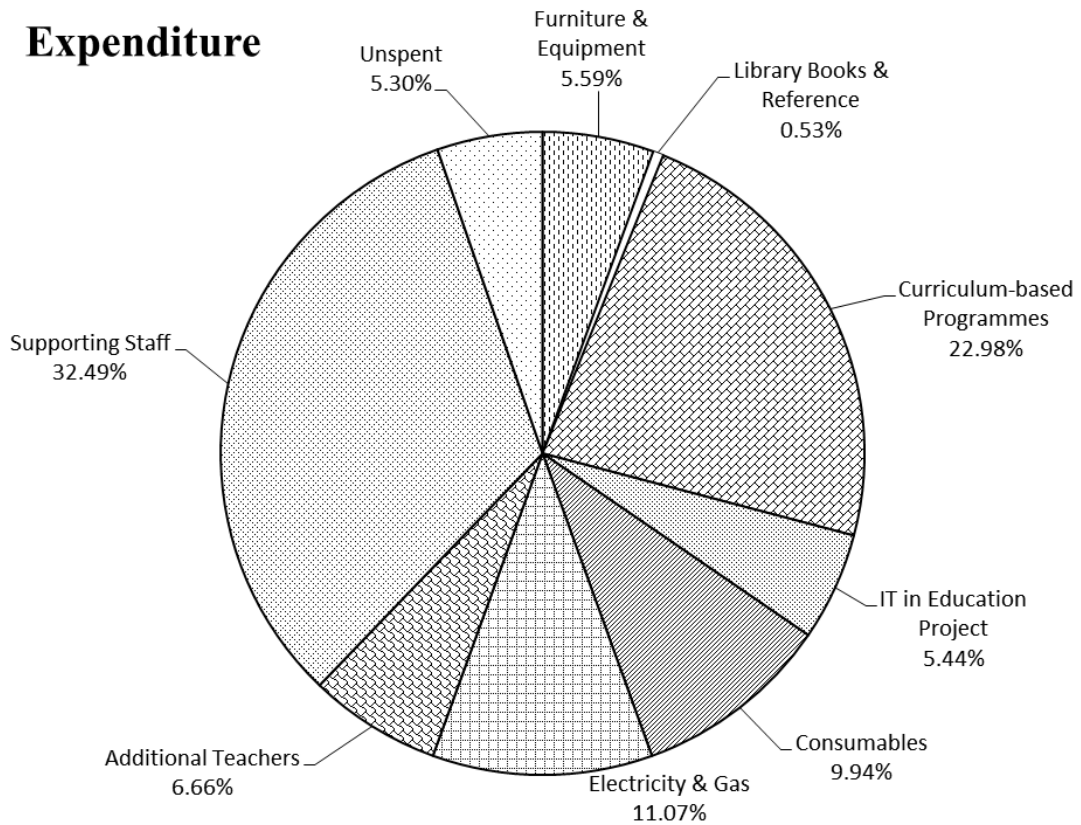
The Hong Kong Mathematics Olympiad by the Mathematics Education Section, the Curriculum Development Institute and the Department of Mathematics and Information Technology of the Hong Kong Institute of Education	2 Third Class Honours 4 Merits
The Hong Kong Academy for Gifted Education	1 Qualification of Training
The 33th Beijing Youth Science Creation Competition (BYSCC)	First Class Award
The Secondary School Science Quiz Competition 2013	Group Champion
The Lightning Detector Design Competition	First Runner-up
The Model Solar Boat Challenge – Individual Team	1 Individual Champion
The Secondary School Mathematics and Science Competition 2013	2 Medals 10 High Distinctions
Albert Law Memorial Scholarship 2012-2013	2 Recipients

# Financial Summary 2012-2013

## Income



## Expenditure



## **School Development Plan 2013/14 – 2015/16**

### **1. To develop effective teaching and learning strategies for academic pursuit**

- To enhance effective pedagogies.
- To cultivate good reading habits among students.
- To consolidate students' learning through various activities.
- To arrange pull-out programmes for high-achievers and the less able students.
- To enhance learning effectiveness through peer tutoring.

### **2. To foster among students positive values conducive to their whole person development**

- To broaden students' perspectives and heighten their social awareness.
- To develop students' positive values and attitudes.
- To foster a healthy campus.

### **3. To enhance teachers' professional development**

- To organize school-based professional development programmes.
- To promote collaborative lesson preparation, peer lesson observation and collaborative teaching.
- To provide professional guidance and support for new teachers.
- To actively participate in professional development activities.