



*Sha Tin Government Secondary School*

# *Annual Report*

*2019-2020*

*Designed by 5A Wu Ka Hei*

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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 their  
potential to the full, 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*

**We**

- *strive to understand the needs of our students and provide quality education to meet those needs.*
- *encourage and support every student to strive for excellence in all their endeavours.*
- *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.*
- *value high professional standards and ethical conduct among teachers and students. Students and teachers are expected to be honest, fair and respectful of others.*
- *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*
- *a co-educational grammar school*
- *24 classes with approximately 800 students*

## ***School Facilities***

- *34 air-conditioned classrooms with advanced audio-visual facilities*
- *4 well-equipped laboratories*
- *2 Computer Rooms*
- *Lecture Theatre*
- *Information Technology Learning Centre*
- *School Hall*
- *School Library*
- *Special Rooms:*
  - *Visual Arts Room*
  - *Music Room*
  - *Social Worker's Room*
  - *Student Council Room*
  - *Geography Room*
  - *English Room*
  - *Multi-purpose Activity Room*
- *A huge variety of sports facilities*

## ***School-based Management***

- *First adopted in 1999*
- *To raise the standards of teaching and learning so as to improve learning outcomes*
- *To put in place a more open, accountable and participatory school management, planning and evaluation system*

**School Management Committee  
Composition**

<i>Chairperson</i>	<i>Ms CHAN Pik-wa, Gloria/ Ms TSE Yuen-ching, Edith (Principal Education Officer, Curriculum Development, EDB)</i>
<i>Principal</i>	<i>Ms LAM Yuet-wah</i>
<i>Independent Member</i>	<i>Prof POON Wai-yin, Isabella</i>
<i>Independent Member</i>	<i>Mrs TONG AU Yin-man</i>
<i>Parent Member</i>	<i>Mr LAM Wan-yuen, Patrick</i>
<i>Parent Member</i>	<i>Ms NGAN Sik-kum</i>
<i>Alumni Member</i>	<i>Ms CHUNG Man-wai</i>
<i>Alumni Member</i>	<i>Dr YAU Lai-mo</i>
<i>Assistant Principal &amp; Treasurer</i>	<i>Ms LAU Man-sze</i>
<i>Assistant Principal &amp; Secretary</i>	<i>Ms TANG Tze-kwan, Teresa</i>
<i>Teacher Member</i>	<i>Ms TO Wai-ming</i>
<i>Teacher Member</i>	<i>Mr CHAN Wing-kong</i>

**In attendance**

<i>Coordinator</i>	<i>Ms LAW Mei-ling</i>
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**Dates of Meetings**

- *26<sup>th</sup> November 2019*
- *4<sup>th</sup> May 2020*
- *21<sup>st</sup> July 2020 (called off due to the pandemic)*

**Major Issues Discussed**

- *General Administration of the School*
- *School Curriculum and Finance*
- *Progress and Review of the Annual School Plan 2019-2020*
- *Annual School Plan*
- *Measures to enhance the learning capacity of students*
- *Life Planning Education*
- *PTA and Alumni Activities*

# Our Students

## Class Organization

### Number of operating classes

<b>Level</b>	<i>S1</i>	<i>S2</i>	<i>S3</i>	<i>S4</i>	<i>S5</i>	<i>S6</i>	<i>Total</i>
<b>No. of Classes</b>	4	4	4	4	4	4	24

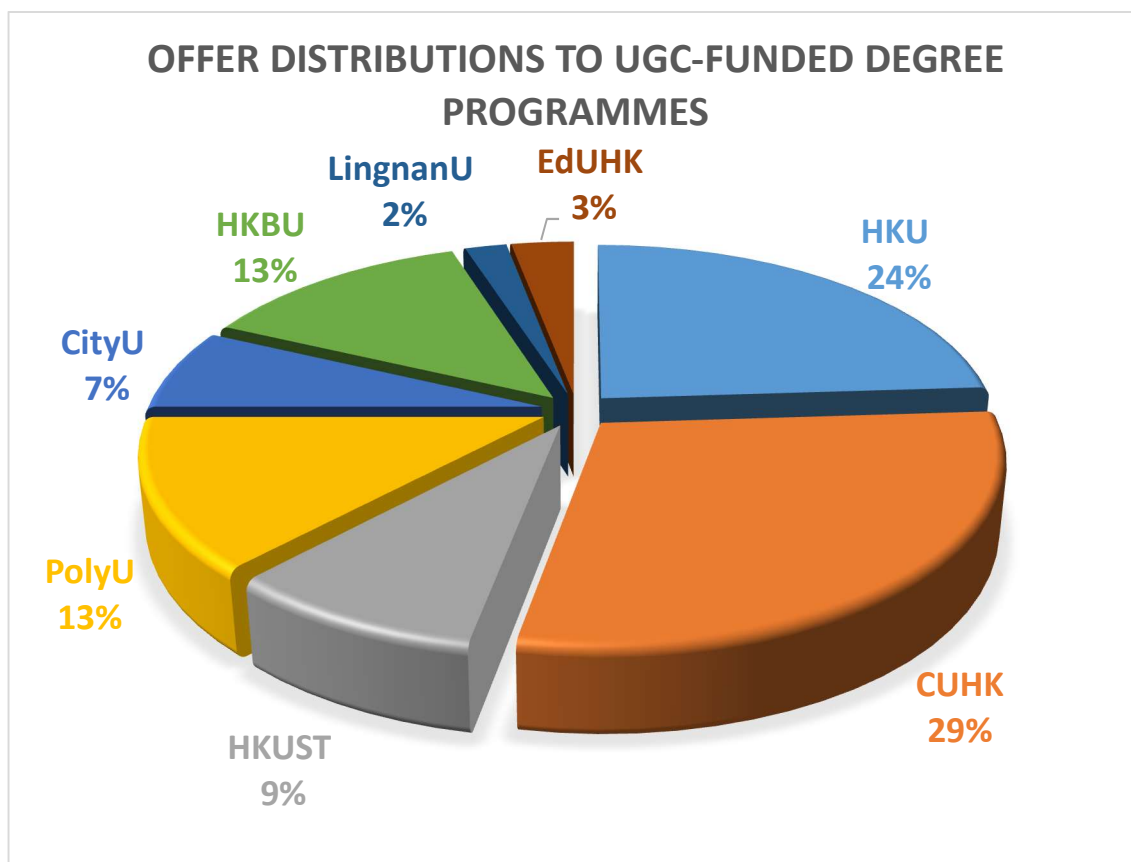
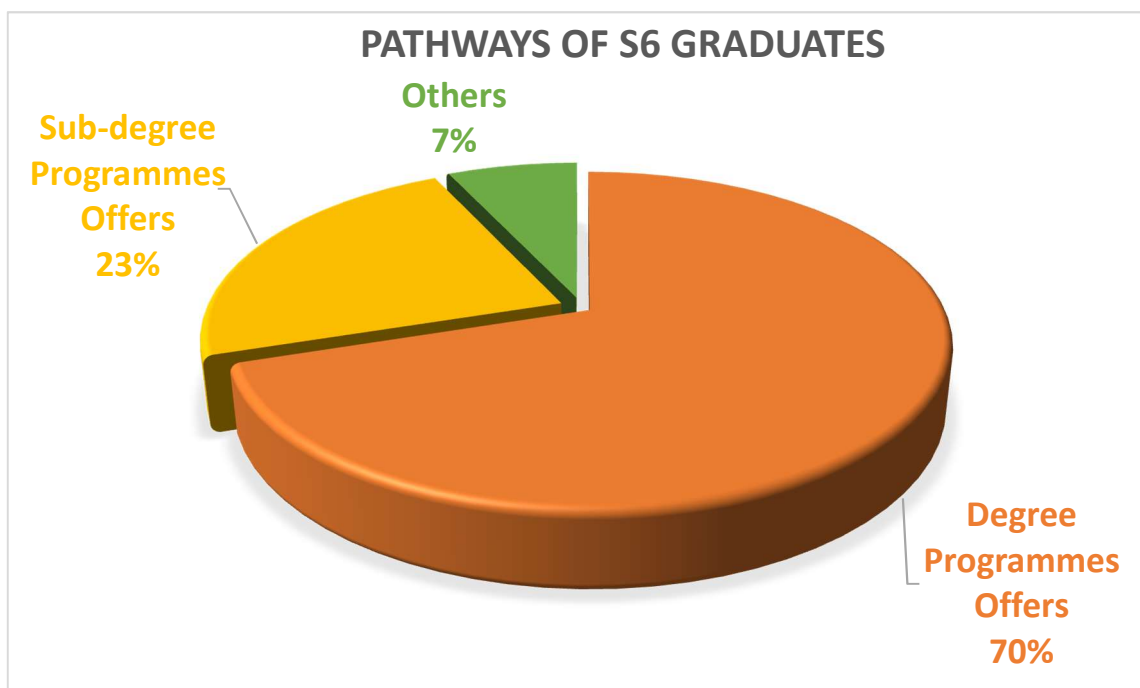
### Number of students (as at 21.9.2020)

<b>Level</b>	<i>S1</i>	<i>S2</i>	<i>S3</i>	<i>S4</i>	<i>S5</i>	<i>S6</i>	<i>Total</i>
<b>No. of Boys</b>	63	75	67	64	74	71	414
<b>No. of Girls</b>	63	60	61	72	60	59	375
<b>Total No. of Enrolment</b>	126	135	128	136	134	130	789

## Students' Attendance

<b>Secondary</b>	<b>Percentage of Students' Attendance</b>
<i>1</i>	99%
<i>2</i>	99%
<i>3</i>	99%
<i>4</i>	98%
<i>5</i>	98%
<i>6</i>	96%
<i>overall</i>	98%

## ***Destination of Exit Students***

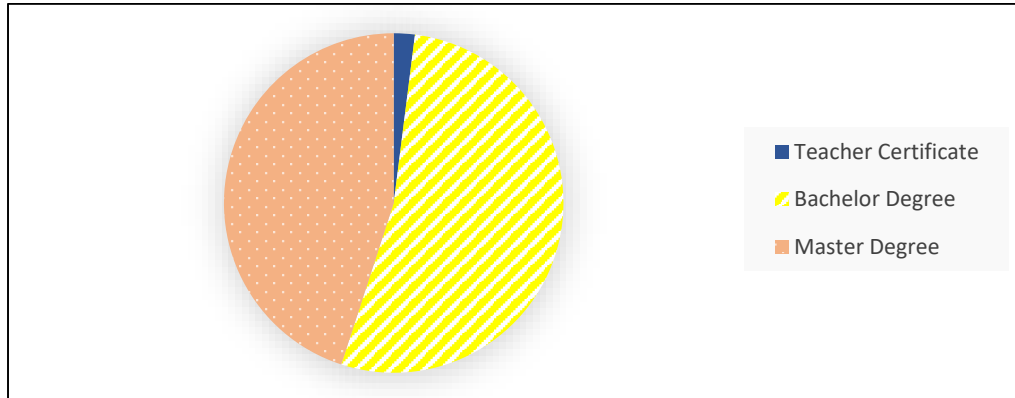




# Our Teachers

## Qualification

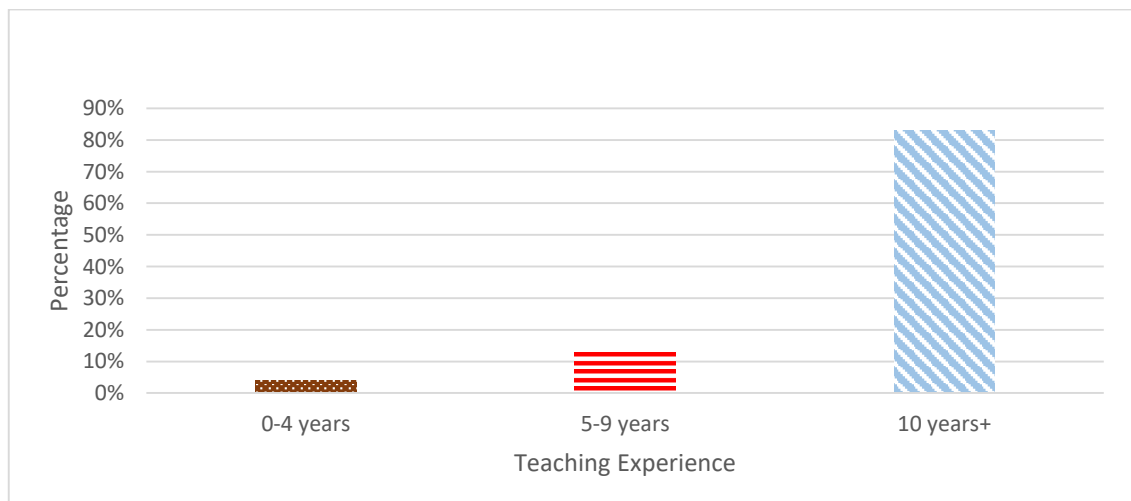
<i>Number of Teachers</i>	<i>53</i>
<i>Teachers with a Bachelor Degree</i>	<i>52</i>
<i>Teachers with a Master Degree</i>	<i>24</i>
<i>Percentage of English &amp; Putonghua teachers fulfilling the Language Proficiency Requirement</i>	<i>100%</i>



## Subject-trained Teachers

<b>Subject</b>	<b>Percentage</b>
<i>English Language</i>	<i>100%</i>
<i>Chinese Language</i>	<i>100%</i>

## Teaching Experience



## Professional Development

<i>Average number of CPD hours</i>	<i>38</i>
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## **Parents-Teachers' Association**

### **Objectives**

- *To strengthen the relationship, communication and co-operation between parents and the school*
- *To provide a lot of chances for our students to widen their horizons and develop their potential outside the classroom*

### **Composition**

<i>Chairperson</i>	<i>Ms LAM Kwai-yuk</i>
<i>Vice Chairperson</i>	<i>Ms HO Mo-yee</i>
<i>Vice Chairperson</i>	<i>Ms LAM Yi-ling, Ida</i>
<i>Treasurer</i>	<i>Ms WONG Yee-sum (Teacher)</i>
<i>Auditor</i>	<i>Ms YIP Pui-ling</i>
<i>Secretary</i>	<i>Ms NGAN Sik-kum, Emily</i>
<i>Secretary</i>	<i>Ms MA Lai-san</i>
<i>Liaison Officer</i>	<i>Ms WONG Yin-ching, Jennifer</i>
<i>Liaison Officer</i>	<i>Ms NG Pui-lai</i>
<i>Liaison Officer</i>	<i>Ms AN Nam</i>
<i>Recreation Officer</i>	<i>Ms SZE Hiu-ting</i>
<i>Recreation Officer</i>	<i>Ms WONG Nga-mei</i>
<i>Recreation Officer</i>	<i>Ms FU Kit-chuk</i>
<i>General Manager</i>	<i>Mr WONG Hin-ming (Teacher)</i>
<i>General Manager</i>	<i>Mr TSANG Chun-kong (Teacher)</i>
<i>Committee Member</i>	<i>Ms LAM Yuet-wah (Principal)</i>
<i>Committee Member</i>	<i>Ms LAU Man-sze (Assistant Principal)</i>
<i>Committee Member</i>	<i>Ms TANG Tze-kwan, Teresa (Assistant Principal)</i>
<i>Committee Member</i>	<i>Ms YICK Wing-woon (Teacher)</i>
<i>Committee Member</i>	<i>Ms WONG Wai-yee (Teacher)</i>

### **Activities**

<b>Date</b>	<b>Activities / Events / Awards / Sponsorships</b>
<i>Jul 2019, Oct 2019, Jun – Jul 2020</i>	<i>Collection and Delivery of Second Hand Summer and Winter School Uniforms</i>
<i>7 Sep 2019</i>	<i>S.1 Orientation Day Camp for Parents and Students</i>
<i>Sep 2019 – Oct 2019</i>	<i>Election of SMC Parent Member (2019-2021)</i>
<i>25 Sep 2019</i>	<i>Parent Volunteers' Meeting</i>
<i>12 Oct 2019</i>	<i>PTA Annual General Meeting cum the 17<sup>th</sup> PTA Committee Members Election</i>
<i>4 Nov 2019 – 6 Jan 2020</i>	<i>Yoga Class for Parents</i>
<i>9 Nov 2019</i>	<i>Selection of Dr Cheng Ha Yan Memorial Scholarship</i>
<i>16 Dec, 20 Dec 2019</i>	<i>Prize-giving, Parent-child Relay Race on School Sports Days</i>
<i>11 Jan 2020</i>	<i>Orchid Arranging Class</i>
<i>9 May 2020</i>	<i>Mental Health Webinars</i>
<i>5 Jun 2020</i>	<i>Common Chronic Pain Management Workshop</i>
<i>24 Jun 2020</i>	<i>Teachers Appreciation Activity</i>
<i>Jun 2020 – Jul 2020</i>	<i>Parents-Also-Appreciate-Teachers' Drive</i>
<i>Whole year</i>	<i>Club Activities Sponsorship Scheme</i>
<i>Whole year</i>	<i>Design and Update of PTA Website</i>
<i>Whole year</i>	<i>Parents-Teachers' Association meetings</i>
<i>Whole year</i>	<i>Recruitment of Parent Volunteers</i>

## **Alumni Association**

### **Objectives**

- To act as a bridge between the school and the past students
- To promote fellowship among the past students
- 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

<i>Honorable President</i>	<i>Principal WONG Kwong-wing</i>
<i>Chairperson</i>	<i>Mr YEUNG Chok-shing, Marco</i>
<i>Vice Chairperson</i>	<i>Mr LEE Wing-shing, Leo</i>
	<i>Mr CHAN Ying-kit, Gordon</i>
<i>Honorary Secretary</i>	<i>Dr CHUNG Ming-wai, Christy</i>
	<i>Mr LEUNG Wai-chin, Jimmy</i>
<i>Honorary Treasurer</i>	<i>Mr SHEK Ming-hon, Jimmy</i>
<i>Committee Member</i>	<i>Dr CHEUNG Shing-him, Gary</i>
	<i>Dr YAU Lai-mo, Yau</i>
	<i>Ms CHENG Sze-man, Sarah</i>
	<i>Ms WONG Hiu-yan, Yan</i>
	<i>Mr WU Yiu-tung, Dixon</i>
	<i>Mr HEUNG Pak-ki, Patrick</i>
<i>Honorary Advisor</i>	<i>Dr YUEN Cheuk-fai</i>
	<i>Mr MUI Yan-lap</i>
	<i>Dr MAN Chi-yin</i>
	<i>Mr AU YEUNG Kim-wai</i>
	<i>Ms YAU Yuet-ming</i>
	<i>Ms CHAN Yee-tung</i>
	<i>Ms CHAN Sze-yan</i>
<i>Teacher Coordinator</i>	<i>Ms NG Lai-wah</i>
	<i>Mr LEUNG Sze-long</i>

## **Activities**

<b><i>Date</i></b>	<b><i>Activities / Events / Awards / Sponsorships</i></b>
<i>Sep 2019</i>	<i>Selling of souvenirs to raise fund for STGSS Foundation Limited</i>
	<i>Promotion and nomination of STGSSAA Scholarship and Best Improvement Award</i>
<i>Oct 2019</i>	<i>Interview of STGSSAA Scholarship and Best Improvement Award</i>
<i>Dec 2019</i>	<i>Presentation of HKDSE Distinction Prize 2019</i>
<i>Jan 2020</i>	<i>Alumni sharing on JUPAS choices for S5 students</i>
<i>Jul 2020</i>	<i>Selling of souvenirs to raise fund for STGSS Foundation Limited</i>

# Major Concerns 2019-2020

## **Major Concern 1: To develop students to be independent learners**

### **1.1 Reading across the curriculum to strengthen students' generic skills and cultivate positive values towards life**

#### *Actions Taken*

- *S1 students were asked to write a short Chinese essay based on the content they drew in VA lessons. All the necessary techniques were taught in Chinese and Visual Arts lessons. Students actively participated in the group discussions and shared what sort of positive values were involved.*
- *S5 students were given an article in an English lesson about a local famous bowler and how he struggled to reach the top in the world while he was receiving cancer treatments. The students learnt how to bowl in P.E. lessons to experience how hard the bowler suffered. Follow-up discussions were done to convey a positive value, perseverance.*
- *S1 students were required to conduct reading a wide-scope of eLearning materials to broaden their knowledge of different subjects.*

#### *Evaluation*

- *Owing to the COVID-19 pandemic, teachers and students were working hard to conduct the above S1 learning activities. All the above events were completed with satisfactory results.*
- *In S1 Chinese compositions based on the students' drawings, students completed all the required tasks. 15 students from different classes were finally selected to receive awards.*
- *S5 students learnt that perseverance is an important value to achieve the goal when one encounters difficulties in the process.*
- *All S1 students were guided to develop the habit of reading a wide scope of eLearning materials to widen their knowledge of various subjects via eREAP and BrainPOP. The S1 students did not only learn a wide vocabulary in different contexts; their comprehension skills were also enhanced. Before the end of the term, S1 students were required to make a video to introduce a topic related to the pandemic. All the students submitted their work before the end of the term.*

## **1.2 Integration of a STEM subject and at least one other subject to consolidate students' learning across the curriculum**

### *Actions Taken*

- *Mathematics and Geography departments collaborated to conduct a cross-curriculum topic on gradient for S2 students. In Mathematics lessons, students first learnt the concept of slope or gradient. After that, the students learnt gradient in their map reading lessons. Zoom lesson observation was done to allow colleagues from two departments to understand how two subjects treat the same topic.*
- *Liberal Studies and Biology departments collaborated to lead S4 students to study food nutrient labels from different perspectives. In Biology part, the students learnt how to choose suitable food to meet different people's needs by looking into the nutrient food label. In Liberal Studies part, the students were guided to study the label in view of public health as related to their curriculum.*

### *Evaluation*

- *As to the cross-curriculum teaching in S2, students performed well in those questions related to gradient or slope in the Mathematics and Geography Yearly Exam. The transfer of knowledge from one subject to learning another can help students learn better. Both colleagues concerned reflected that there is a synergy effect in both learning and teaching.*
- *As to the cross-curriculum teaching among S4 students, students learnt well in the Biology part and mastered the concepts well. In the Liberal Studies lessons, the teachers led students to study the label from different perspectives. The students understood what sort of stakeholders were involved in food nutrient label and its importance to public health.*

## **1.3 Project Learning across the curriculum to enrich students' learning experiences**

### *Actions Taken*

- *Computer Department led the S2 students to conduct their career planning. The students were guided to understand themselves as to personal traits, interests, and so on. They were asked to make a webbook related to career planning and finally, they needed to*

*present in different modes to decide what sort of careers they would like to pursue.*

- *S3 students were required to design a product to improve lives of elderly people. They were required to learn various skills such as designing questionnaires, sampling knowledge and making videos.*

#### *Evaluation*

- *Owing to COVID-19, both teachers and students encountered difficulties conducting the learning activities, especially group discussions and presentations during the suspension of school. However, students found the activities could broaden their horizons and strengthen basic skills in doing projects.*
- *As to Career Planning and Computer Literacy Project in S2, students completed the required tasks with minor adjustment to the original plan due to suspension of school. However, the objective was achieved.*
- *As to the S3 Cross-curriculum project pertaining to caring for elderly people's needs, S3 students were well-equipped with the basic research skills and started to design a product. However, the final stage (making a product) could not be done due to suspension of school. Instead, the students were asked to submit their ideas or proposals.*

#### **Way Forward**

- *Cross-disciplinary reading can be promoted to sustain the students' reading interest.*
- *Apart from reading, more independent learner skills, e.g. note-taking, can be introduced to students, preferably since junior forms.*
- *Students' presentation skills can be further enhanced to perfect their final product presentation*
- *A school-based STEM curriculum can be implemented for systematic scaffolding of various science process and project-based research skills in S1-3.*



***Major Concern 2: To instill positive values for the whole person development of students through learning experiences to establish a stronger harmonious culture***

***2.1 To instill the sense of commitment and gratitude into students so as to strengthen the harmonious culture***

*Actions Taken*

- *A variety of life-wide learning programs were organized to provide students with other learning experiences not included in traditional classroom teaching.*

*Careers and Life Planning Scheme*

*Life Education Curriculum*

*Team Building Activities*

*Outside Exchange Programs*

*Leadership Training*

- *A variety of community services and related training workshops were organized.*
- *Students participated in a variety of OLE activities, workshops and exchange programs.*

*Evaluation*

- *Over 80% of participants including students from S1 to S5 agreed that the life-wide learning programs extended their exposure to strengthen their sense of commitment and gratitude.*
- *Over 80% of the participants agreed that the Team Building Activities and Life Education Curriculum could enhance their harmonious culture, promote respect and thanksgiving among students.*
- *About 80% of participants agreed that the OLE activities can broaden their horizons.*

## **2.2 Deepening students' positive values across different KLAs and through different thematic programs**

### *Actions Taken*

- *Incorporation of value education in formal curriculum in all KLAs.*
- *A school-based Life Education curriculum with special emphasis on promoting commitment and gratitude was implemented at all levels.*
- *Thematic programs on promoting "Commitment" and "Gratitude" were organized.*
- *Reflections and experience sharing on aspects related to Commitment and Gratitude by student representatives during Morning Assembly had been conducted throughout the year.*
- *A series of diversified personal growth talks to instill positive values and attitudes were held.*
- *Peer Support Programs designed by senior level students were carried out in Life Education lessons at lower forms to promote Commitment and Gratitude.*
- *Peer modelling program had been organized to recognize model student leaders who excelled at demonstrating Commitment and Gratitude.*
- *A variety of class management programs including a series of Inter-class Competitions were conducted to nurture a harmonious learning environment and promote class spirit.*

### *Evaluation*

- *Core positive values including perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others were successfully incorporated into all KLAs at different levels. Subject teachers were invited to stress on the positive values in relation to their subject matter so that the seven core values could be embedded in students' daily learning. 75% of the students agreed that they had become more aware of the core positive values during the lesson.*
- *A school-based Life Education Curriculum targeted at promoting the importance of the seven core values was completed successfully with the joint effort of different committees. About 80% of the students agreed that the curriculum helped improve their positive values.*
- *The thematic programs on promoting "Commitment" and "Gratitude" were conducted in the 1st and 2nd term respectively. A series of activities echoing with the main theme such as "Thank you Card Design", "Committed and Caring Citizens Live Lesson Talks during School*

*Suspension”, seminars and workshops, “Basic Law slogan creation competition”, writing competitions and game booths were conducted. Students reflected that the school provided ample chances for them to deepen their understanding about “Commitment” and “Gratitude”. The objectives of the programs were fully achieved. Sharing sessions in morning assemblies and school assemblies were conducted by different stakeholders including students, teachers and alumni.*

- *A total of six inter-class competitions were held at each level throughout the year. The competitions include a wide variety of programs to allow classes with different strengths to show their talents. About 90% of the students agreed that the program helped reinforce their class spirit and collaborative effort.*
- *Peer Support Programs were held by Prefects and Student Peer Counsellors twice per term in all S1 and S2 classes to promote the importance of perseverance, care for others and self-discipline.*
- *Model students from junior levels and senior levels were selected and recognized for their outstanding character, respectful attitudes and excellent responsibility.*

### **Way Forward**

- *A more systemic assembly plan focuses on different positive values should be designed to increase the sharing opportunities, building the culture and creating harmonious atmosphere.*
- *To create a caring school environment with more sense of gratitude, encouragement and appreciation: students’ support programs such as inter-class lunch programs for S1 and S2 could be conducted during lunch time.*
- *To strengthen students’ the sense of commitment by service learning and leadership training.*
- *To deepen and further infuse students’ positive values not only within KLA but also could be done across KLA and across different committees by inviting KLA coordinators or HODs to work on positive values and through thematic programs.*
- *To restructure the Life Education Team and strengthen the school-based Life Education Curriculum. More Sex Education workshops could be conducted. Develop IT Literacy, cultivate the sense of respect and obey the law, enhance students’ sense to face resilience and to strengthen National Education etc. for students should be the focus.*

# Our Learning and Teaching

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

- 191 active school days for S1 to S5 students

## ***Satisfaction Rates of Choice of Elective Subjects in S4***

Number of electives allocated within students' first three preferences	Number of students
3	98
2	27
1	10
0	1

Total Number of S3 Students: 136

Overall Satisfaction Rate: 87.75

## **Reading to Learn**

### *Objectives*

- *To instill the concept “reading to learn” into students.*
- *To foster good reading habits to widen students’ global knowledge and perspectives.*

### *Programs implemented*

- *Using iPads for reading and researching purposes, activities were conducted in the Collaborative Learning Zone promoting good reading habits, raising students’ learning capacity through eLearning, collaborative learning among students and teachers, self-directed learning and activities that could boost students’ language proficiency and generic skills. There were teaching activities of different subjects, cross-curriculum teaching activities, reading activities like eRead Scheme, Reading Circles and Cross-curricular Reading Book Presentation Competition (S1-S3), talks and workshops by alumni such as Careers talk on accounting, Physiotherapy talk on common pain knowledge and stretching exercises.*
- *A good reading atmosphere and culture was created by organizing different reading activities outside the classroom. Activities included S1-S2 Book Presentation Competition, thematic reading activities on different topics during lunchtime in the library, the Reading Contract of HKEdCity, the 17th Top Ten Book Picks of HKEdCity, the High Table Reading Lunch, the Reading Program for Children and Youth by the Hong Kong Public Libraries and the Cross-curricular Reading Book Presentation Competition (S1-S3).*
- *Students’ reading habit has been cultivated by implementing various activities inside the classroom. For instance, Morning Reading sessions, 30 Reading ambassadors were recruited for book presentations in class and for developing a reading habit. The floating book zone was set up with eight Street Libraries to encourage students to cherish books and share the joy of reading with others. Additionally, book schemes and competitions were held. They were the Reading Award Scheme for the whole school, S1 Parent-child Chinese Book Report Competition, S1-S2 Book Presentation Competition, Inter-class Competition of eRead Scheme online for S1-S3, and S2 Science Cross-curricular Reading Report and Cover Design Competition.*

### *Evaluation*

- *Although some reading activities were cancelled or rescheduled due to the social events and the pandemic, there were more than 12 activities conducted in the Collaborative Learning Zone. It helped to promote e-reading and e-learning.*
- *Even if many reading activities organized by external organizations were cancelled, students actively participated in the various reading activities held by school and HKEdCity. It showed enjoyment of the students and a good reading atmosphere.*
- *E-learning effectively fulfilled the roles of maintaining students' reading habits and expanding their reading range during the closure of the school library and public libraries.*
- *Diverse reading award schemes and competitions were carried out for the whole school and different levels. Participants from all classes helped students to keep good reading habits and create a reading atmosphere.*
- *According to the students' reading records, students read 16 Chinese books and 14 English books on average, including different genres and STEM and cross-curricular books. Despite school suspension on health and safety grounds in the academic year, students still managed to read around 30 books, showing that their good reading habits were maintained.*

### *Way Forward*

- *To raise students' interest in STEM through reading and activities*
- *To promote reading across the curriculum through various reading activities.*
- *To encourage students to share their experience in reading.*

## **Project Learning**

### *Objectives*

- *To facilitate students' independent learning capabilities*
- *To develop their generic and interpersonal skills*
- *To nurture students' creativity and innovativeness*

### *Programs implemented*

- *S3 Cross-curricular Projects: doing themed projects*
- *S2 Cross-curricular Projects: self-directed learning*

### *Evaluation*

- *The research area for S3 was "Understanding ageing/elderly problem". Students were required to design a solution for the ageing/elderly problem in group work. Students' understanding of the social issue was improved through attending elderly workshops and talks. Their reflections after the activities showed enhanced commitment and gratitude towards the community. As shown in the performance of individual and group tasks in terms of research methods and video making, students' generic skills were strengthened through in-class IT, Math, programming and research method training. However, the performance in the final proposal was diversified as a result of limited time and guidance due to school suspension. No final product was worked out.*
- *The research area for S2 was "Career Planning". Students were expected to have a better understanding of the process and importance of proactive career planning. They were required to design a solution of their own career planning by making use of internet resources. Students were able to demonstrate their enhanced skills in the use of IT tools and online web tools through this project. Most of the students handed in webpages about the importance and history of career planning, as well as a chapter in an electronic book about literature review and methodology of career planning. Presentations of their favourite careers and paths of career planning were successful.*

### *Way Forward*

- *Cross-curricular Project Learning will be continued in 2020-2021*

## **School-based Learning and Support Programs**

### *Objectives*

- To provide quality tailor-made programs and courses for students of different needs
- To provide disadvantaged students receiving CSSA or SFAA full grant with a variety of programs and courses

### *Programs implemented*

<b>Date</b>	<b>Programs / Courses / Workshops</b>
<i>August 2020</i>	<i>Pre-S1 Cross-curricular Bridging Program (English Language)</i>
<i>September 2019</i>	<i>International Junior Science Olympiad Training Course (Gifted Education)</i>
<i>Oct 2019 – Jul 2020</i>	<i>Junior Achievement Company Program 2019 (Gifted Education)</i>
<i>Sep 2019 – Dec 2019</i>	<i>Chinese Dance Advanced Course (Dance Team)</i>
<i>Sep 2019 – Feb 2020</i>	<i>S6 Star Program (Academic Board)</i>
<i>Sep 2019 – Feb 2020</i>	<i>Traditional Chinese Building Skill promoted through 3D-printing, Corexy 3D Printer DIY, Use of Arduino, Making of Micro-controller(8501) devices (Heart Beat Measuring Devices, Simulation model of washing machine, Distance measuring devices) (Information and Communication Technology)</i>
<i>Sep 2019 – Dec 2019</i>	<i>Dizi Junior, Dizi Intermediate, Dizi Senior, Sheng A, Sheng B, Flute (Music)</i>
<i>Sep 2019 – Aug 2020</i>	<i>Musical Instrument Classes (22 Classes): Erhu Junior, Erhu Intermediate, Erhu Senior, Cello Junior, Cello Senior, Double Bass, Percussion Junior, Percussion Senior, Liuqin, Pipa Junior, Pipa Senior, Ruan, Yanggins, Violin A, Violin B, Suona (Music)</i>
<i>Sep 2019 – Jan 2020</i>	<i>Choir (Music)</i>
<i>Sep 2019 – Aug 2020</i>	<i>Chinese Orchestra (Music)</i>
<i>Sep 2019 – Dec 2019</i>	<i>Chinese Dance Course (Dance Team)</i>
<i>Sep 2019 – Dec 2019</i>	<i>Modern Dance Course (Dance Team)</i>
<i>Oct 2019 – Dec 2019</i>	<i>Strategic planning &amp; Interviewing skills (Gifted Education)</i>
<i>Oct 2019 – Nov 2019</i>	<i>S4-5 Chinese and English Enhancement Programs (School-based Learning and Support Programs)</i>



<i>Oct 2019 – Dec 2019</i>	<i>Learning Ambassador Program (Academic Board)</i>
<i>Oct 2019 – Dec 2019</i>	<i>S3 Speaking Skills Course (Chinese Language)</i>
<i>Oct 2019 – Nov 2019</i>	<i>S2-3 Chinese, English Enhancement Programs (School-based Learning and Support Programs)</i>
<i>Oct 2019 – Jun 2020</i>	<i>Debate Team Training Course (Gifted Education)</i>
<i>Oct 2019 – Apr 2020</i>	<i>Basic Japanese Course (Gifted Education)</i>
<i>Oct 2019 – Dec 2019</i>	<i>S2-S3 Enrichment Class (Mathematics)</i>
<i>Oct 2019 – Nov 2019</i>	<i>S3 Learning Skills Workshop (School-based Learning and Support Programs)</i>
<i>Oct 2019 – Dec 2019</i>	<i>S4-S5 Enrichment Class (Mathematics)</i>
<i>Sep 2019 – Jun 2020</i>	<i>mbot STEM Robot Advance Course (Gifted Education)</i>
<i>Jul 2020 – Aug 2020</i>	<i>S4 Summer Enhancement Class (Academic Board)</i>
<i>Jul 2020 – Aug 2020</i>	<i>S5 Summer Enhancement Class (Academic Board)</i>

#### *Evaluation*

- *Overall, 80% of the students found the above courses highly useful.*
- *Students developed their multi-intelligence and generic skills through the above courses.*
- *Over 90% of the students agreed that the instructors taught and explained clearly.*
- *Over 90% of the participants thought that the courses were useful to them.*

#### *Way Forward*

- *Speaking Skills Course (Chinese Language)*
- *Chinese Dance Course (Dance Team)*
- *Modern Dance Course (Dance Team)*
- *Chinese Dance Technique Course (Dance Team)*
- *S1-5 Chinese, English Enhancement Programs (School-based Learning and Support Programs)*
- *Construction of 3D Printer (Information and Communication Technology)*

## **Gifted Education**

### *Objectives*

- *To devise systematic and strategic planning to identify gifted and talented students who possess potential in some aspects and to foster their holistic development as well as their commitment to serving the community*
- *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*
- *To develop school-based training programs and to support students to participate in external competitions and gifted education programs*

### *Awards / Competitions / Programs*

<b>Date</b>	<b>Awards / Competitions / Programs</b>
Sep 2019	International Junior Science Olympiad – Hong Kong Screening Test
Oct 2019 – Jul 2020	Junior Achievement (JA) Company Program
Oct 2019	Hong Kong Biology Literacy Award 2019/2020
Dec 2019	International Biology Olympiad – Hong Kong Contest 2019 - 1 Second Class Honor, 1 Third Class Honor, 1 Merit
Nov 2019 – Jan 2020	Hong Kong Academy for Gifted Education (HKAGE) nomination
Jan 2020	FormulaR Hong Kong Station 2020 - 2 Second Runner-ups
Feb 2019 - Jul 2020	A.I. Education Pilot Scheme
Dec 2019 – Jul 2020	Program for the Gifted and Talented by Faculty of Education CUHK
Jan 2020 - May 2020	Dual Program 2019 - 2 Merits
March 2020	Crossword Puzzle Challenge 2020 - 4 Gold Awards, 2 Silver Awards, 1 Bronze Award
March 2020	Gifted Creative Writing Competition 2020 - 1 Star of Stars, 1 Gold Award, 1 Silver Award, 1 Bronze Award

<i>May 2020</i>	<i>Guangdong-Hong Kong-Macao Sudoku Championship 2020</i> - 3 Gold Awards
<i>June 2020</i>	<i>Chemists Online Self-study Award Scheme (COSAS)</i> - 2 Diamond and 1 Silver Awards

<b><i>Date</i></b>	<b><i>School-based Programs</i></b>
<i>Oct 2019 –Nov 2019</i>	<i>Preparation course of Hong Kong Biology Olympiad for Secondary Schools 2019/20</i>
<i>Oct 2019 –Apr 2020</i>	<i>Advanced Japanese Course</i>
<i>Oct 2019 - Dec 2019</i>	<i>S.6 Career Planning &amp; Interviewing Skills Workshop</i>
<i>Sep 2019 – Apr 2020</i>	<i>mBot STEM Course</i>
<i>Nov 2019 –May 2020</i>	<i>GreenMech Self – Learning Program</i>
<i>Oct 2019 –Jun 2020</i>	<i>Course for Debate Team</i>
<i>Whole year</i>	<i>Science and Technology Ambassadors</i>

#### *Evaluation*

- *A total of 316 students took part in a wide range of activities including 3 International competitions, 5 inter-school competitions, 1 seminar and 7 external programs. The students gained numerous awards, precious experience and knowledge.*
- *A total of 204 students participated in 7 school-based programs and a congenial and open learning atmosphere was cultivated.*
- *The Science and Technology Ambassadors were actively engaged in organizing cross-disciplinary programs inside and outside school. They succeeded in promoting STEM education at school.*

#### *Way Forward*

- *To foster students' creativity, leadership and higher-order thinking skills*
- *To encourage more students to participate in international competitions*

# Student Support

## I. Discipline Committee

### Objectives

- To cultivate an orderly and harmonious learning culture
- To develop students' positive values and attitudes to enhance students' whole person development and help them meet the challenges of the ever-changing world
- Developing students' positive values and attitudes to boost their holistic development

### Awards / Competitions / Programs

<b>Date</b>	<b>Activities / Competitions / Programs</b>
Sep 2019 - Jul 2020	<i>iTeen Program</i>
	<i>Harmonious Campus Program</i>
	<i>Caring Campus Program</i>
	<i>S.1 &amp; S.2 Peer Support Program</i>
	<i>Tidy Uniform and Appearance Self-discipline Program</i>
	<i>Self Behaviour Improvement Program</i>
	<i>Good Attendance, Discipline and Punctuality Award</i>
	<i>Service Awards for Outstanding Prefects and Junior Prefects</i>
Sep 2019	<i>Whole-school Discipline Assembly &amp; S.6 Discipline Assembly</i>
	<i>Open Forum and Election of Head Prefects and Deputy Head Prefects</i>
Oct 2019	<i>iTeen Training Workshop</i>
	<i>Team-building Day for Prefects and Junior Prefects</i>
Dec 2019	<i>Inter-class Tidy Uniform Competition</i>
	<i>Farewell Gathering for Graduation Class Prefects</i>
Jan 2020	<i>Leadership Training Day Camp of Prefects Association</i>
	<i>Tidy Students Election (First Term)</i>
Mar 2020	<i>HKPF Online Quiz Competition</i>
	<i>'Beware of Online Shopping Scams'</i>
Apr 2020	<i>HKPF Online Quiz Competition</i>
	<i>'Safety on Electric Mobility Devices and Bicycles'</i>
May 2020	<i>Operation 'Fight Pandemic'</i>
Jun 2020	<i>Recruitment of New Prefects</i>

Jul 2020	<i>Good Attendance, Discipline and Punctuality Award</i>
	<i>Service Awards for Outstanding Prefects</i>
Aug 2020	<i>Prefect Leader Interviews</i>

### *Evaluation*

- *The Discipline Committee strategically implemented appropriate measures that brought about sustainable improvement in school discipline. Compared with the corresponding figures in the last school year, there was a continuing decline in the numbers of tardiness and total offences committed by students. 226 students performed outstandingly and received Good Attendance, Discipline and Punctuality Awards. Serious misbehaviours rarely occurred this school year. The student discipline at morning assemblies and other hall events also achieved remarkable improvement.*
- *With the assistance of the Harmonious Campus Program and the Peer Support Program, the junior-form students were more self-disciplined and able to adapt to the new school environment in a more confident way.*
- *The iTeen Program, Caring Campus Program and thematic seminars successfully instilled students with positive values and the overall improvement in students' conduct was generally witnessed.*
- *A comprehensive system in election, selection, promotion and training of School Prefects was in place and School Prefects established a reputable and respectable image in school. The School Prefects also participated enthusiastically in a wide range of external and internal activities to widen their horizons and further develop their leadership skills.*
- *A whole-school approach strategy was successfully implemented. The Principal, Assistant Principals, Discipline Teachers, Class Teachers and Prefects worked collaboratively to instill and remind students of the importance of being self-disciplined. As a result, the number of offences committed by students continued to decline steadily this year.*

### *Way Forward*

- *More training Programs for Head Prefects, Prefect Leaders and Prefects can be organized to raise their team spirit and refine their case-handling skills.*
- *More emphasis will be given to the establishment of students' proper values, attitudes and habits to enhance their whole-person development.*

## **II. Guidance Committee**

*School Social Worker: Ms LUO Wing-ye and Ms KO Ching-wah, Hong Kong Young Women's Christian Association*

### *Objectives*

- *To nurture students' positive values and attitudes through preventive and developmental guidance Programs*
- *To counsel students with the help of the school social workers*

### *Awards / Competitions / Programs*

<b>Date</b>	<b>Activities / Competitions / Programs</b>
<i>Sep 2019</i>	<i>S1 Orientation Day</i>
<i>Sep 2019– Oct 2019</i>	<i>Mental Health Student Ambassador 2019-2020 Training Workshop – Promoting Stress Management through Art Making</i>
<i>Sept 2019 – Dec 2019</i>	<i>Mindfulness for the Teenagers workshop</i>
<i>Oct 2019 – Dec 2019</i>	<i>Attention and Social Skill Training Workshop</i>
<i>Oct 2019 – July 2020</i>	<i>Speech Therapy Sessions</i>
<i>Oct 2019 – Dec 2019</i>	<i>“Dancing with Positive Strengths” Therapeutic dance workshop for better body expression and building up confidence for junior level students</i>
<i>Oct 2019 – Dec 2019</i>	<i>Knitting Workshop – Promoting Stress Management through Knitting and Concentration Focusing Training</i>
<i>Nov 2019</i>	<i>International Rehabilitation Day – "Life · Colour" Community Inclusion Program –Expanding Fragrant Stone Workshop organized by Hong Kong PHAB Association for S1 students</i>
<i>Nov 2019 – Dec 2019</i>	<i>Value Education: Commitment Workshops for S1 and S2 students</i>
<i>Dec 2019 – May 2020</i>	<i>Caring Campus Scheme for S3 to S5 students – Promoting an inclusive environment.</i>
<i>Jan 2020</i>	<i>Two-day camp at The HK PHAB Association Jockey Club PHAB Camp for Student Peer Counsellor to promote Inclusive Education</i>
<i>Apr 2020 –</i>	<i>Five online Life Education Workshops for S1 to S2</i>

<i>June 2020</i>	<i>students – Promoting Positive Attitudes towards the Epidemic Period</i>
<i>May 2020</i>	<i>Online Mental Health Workshop for Parents</i>
<i>Jul 2020</i>	<i>Student Counselling for the Release of HKDSE Results</i>

#### *Evaluation*

- *The majority of S1 and S2 students found that the Programs offered by the Guidance Committee and the Student Peer Counsellors helped them understand the importance of commitment.*
- *A total of 27 SPCs were trained to serve their younger schoolmates in the year 2019/20. They were responsible for leading Caring Campus Scheme, promoting positive values and Social Service Outreaching Programs. However, due to the school suspension, most of the Programs were cancelled.*
- *Programs promoting an inclusive school environment like Two-day camp at The HK PHAB Association Jockey Club PHAB Camp, “Dancing with Positive Strengths”, Speech Therapy sessions and workshops on bettering communication skills were carried out throughout the 1<sup>st</sup> term to promote harmonious, caring and inclusive culture on the campus. Learning Support Grant had been fully utilized on providing a variety of Programs on catering for learning needs of different students. Very positive feedback was obtained from the participants as well as their parents.*
- *A series of relaxation and stress management workshops and activities were organized throughout the year to promote positive attitude towards life such as the Mindfulness workshop for teenagers, Knitting workshop and management through Art were introduced this year. The Mindfulness workshop was completed successfully. However, the stress management booth and workshop to be conducted by Mental Health Student Ambassador were cancelled due to the school suspension.*
- *Since the school suspension, an online workshop had been running on ZOOM to keep in touch with the students and deliver positive attitude towards the epidemic period.*

#### *Way Forward*

- *To deepen positive values such as commitment, gratitude and concern for others over the campus*
- *To provide training Programs for Student Peer Counsellors to prepare students to be independent and responsible future leaders*
- *To organize activities and trainings on promoting an inclusive school environment and continue to cater for the diverse needs of our students*
- *To promote mental health and stress management among our students*



### III. **Careers Committee**

#### *Objectives*

- *To enhance the self-understanding of our students and encourage them to make educational and career choices that are congruent with their personal qualities*
- *To equip our students with career-related and life skills*

#### *Awards / Competitions / Programs*

<b>Date</b>	<b>Activities / Competitions / Programs</b>
<i>Sept 2019</i>	<i>Selection of S3-S5 Careers Prefects; Briefing of Careers &amp; Life Planning (CLP) webpage to junior form students; Briefing on “On-line Selection of S4 Electives” for S3 students; First round of S4 Streaming Trial for S3 students; Workshop on “S3+S6 Peer Counselling on S4 Streaming” for S3 students; Survey on S4 Streaming for S3 students; Briefing on “School-based Career &amp; Life Planning Scheme” to S4-S5 students; and Survey on S6 Graduates’ Pathways and JUPAS Choices</i>
<i>Oct 2019</i>	<i>Briefing and Guidelines on JUPAS Strategies and Application for S6 students; “Online Application of JUPAS” for S6 students; “Interviewing Skills Workshop” &amp; “Mock Interview” for S6 students; CLP Lesson and First Interview for S1-5 students; and Talk and Briefing on JUPAS Admission to PolyU and CUHK</i>
<i>Nov 2019</i>	<i>Careers Guidance of making JUPAS Choices for S6 classes; Talk and Briefing on General Admission to CCCU and HKUSPACE; Virtual Information Day of Various Tertiary Institutes; JUPAS School Principal’s Nomination-Application; and Nomination of PolyU and HKCC Outstanding Freshman Scholarship for Alumni</i>
<i>Dec 2019</i>	<i>Briefing session with S6 students for Information on E-App &amp; Mainland study. Tsinghua University - Principal’s Nomination; Education University of Hong Kong-Principal’s Nomination Overseas Universities Nomination (United Kingdom, Taiwan and Japan), 2019/20 DSE Mock Exam (Core Subjects) by Hok Yau Club; and School-based CLP lessons for S1 to S3 students.</i>

<i>Jan 2020</i>	<i>Individual Careers Guidance of Life planning path for S5 students; Careers Fair for S5 students (19 alumni shared 15 disciplines: Law, Geography, Economics, Accounting, Medicine, Engineering, Biomedical Engineering, Radiation Therapy, Science, International Research Enrichment, Arts, Chinese History, Japanese, Fashion and Textile)</i>
<i>Feb – April 2020</i>	<i>School-based CLP Website Reading Tasks for S1 to S3 students. School-based CLP Handbook Tasks for S4 to S5 students.</i>
<i>May 2020</i>	<i>Beijing University – Principal’s Nominations</i>
<i>June 2020</i>	<i>Seminar of S4 Streaming for S3 parents and students, Introduction to new Elective Subjects for S3 parents and students, Online Peer sharing of Senior students about S4 subjects studies for S3 parents and students, Second Round of S4 Streaming Trial for S3 students; Online Applied Learning Taster Programs organized by VTC and HKCT for S4 students (Food Services and Management-Patisserie and Café Operations, Design Studies-Fashion Image Design, Performing Arts-Taking a chance on Dance, Films, TV and Broadcasting Studies-Film and Transmedia)</i>
<i>July -Aug 2020</i>	<i>Talks on “Get Ready for HKDSE Results” for S6 students and parents; Nomination of Poly U Summer Program 2020 (Department of Rehabilitation Sciences –Physiotherapy, Department of Rehabilitation Sciences – Occupational Therapy), Nomination of 2020 Junior Summer Programs at Hong Kong Open University Open U Junior Summer Program 2020 (Innovation &amp; Robot, Creativity in Entrepreneurial Challenges,. Gastronomy and Business, Sustainable Tourism, Flip the KOL Classroom, Unbreakable Chain in Business); Release of Final Results on S4 Streaming for S3 students; and Career Guidance after the Release of Results on HKDSE for S6 students.</i>

Whole year	Issuing School Documents including Transcripts, Recommendation Letters, Leaving Certificates and Certified Letters; Publications of the S3 Brochure for S4 Streaming and School Newsletters; and Subscription / Collection of Careers Magazines and Brochures for S3 to S6 Students
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#### *Evaluation*

- Over 300 S1-S3 students were provided with life-planning activities such as school-based lessons / talks / peer-sharing.
- 300 S4-S6 students were provided with career-related activities such as workshops / talks / taster programs / mock interview / alumni sharing
- Over 92% of S6 students pursued tertiary education.
- The satisfaction rate of S3 students' choices of S4 elective subjects was 87.75%.

#### *Way Forward*

- To strengthen the school-based Career-life planning scheme from S1 to S6

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

##### *Objectives*

- *To facilitate students' development in the moral, intellectual, physical, social and artistic domains by providing ample opportunity and encouragement for them to participate in extra-curricular activities.*
- *To nurture a close student relationship with teachers and with students themselves, thereby fostering a good school spirit.*

##### *Composition*

<b>Type</b>	<b>Number</b>
<i>Houses</i>	<i>4</i>
<i>Academic Clubs</i>	<i>5</i>
<i>Interest Clubs</i>	<i>11</i>
<i>Uniformed and Service Groups</i>	<i>6</i>
<i>Drama Team</i>	<i>1</i>
<i>Dance Team</i>	<i>1</i>
<i>Sports Team</i>	<i>1</i>
<i>Total</i>	<i>29</i>

##### *Major Awards / Competitions / Programs*

*Due to the pandemic of Covid 19, most of the activities, competitions and programs were conducted in the first term only, which include the followings: S2 One Skill for Every student - Workshops in Art and Technology Education Centre by ECA Committee and STEM Committee, Multi Intelligence Stage: Music Performances, Math Tutorial Week by Mathematics Club, DIY of COREXY 3D Printer by Computer Technology Club, Hong Kong Secondary Schools Debating Competition 2019-20 by English Debating Club, 中文徵文比賽沙官盃 by Chinese Club, S2 One Skill for Every Student - Wing Chun (face-to-face learning in 1<sup>st</sup> term and online learning in 2<sup>nd</sup> term), Experiment on using universal indicator solution to find the pH values of solution and using pH paper to find the pH values of some household substances and preparation of soap by Science Club, Inter-class Dodgeball Competition by Sports Team, Multi Intelligence Stage: Music and English Poem Performances by ECA Committee, English Department and Music Department, 第35屆星島全港校際辯論比賽(第三回合) and 辯論技巧工作坊 (Zoom) by Chinese Debating Club, S4 & S5 Inter-class Positive Value Painting and Slogan design Competition by ECA Committee, Art Club and Photography Club.*

*Inter-house activities / competitions:*

<b>Date</b>	<b>Activities / Competitions</b>
Sep 2019	Swimming Gala
Oct 2019	Board Design Competition
Nov 2019	Sports Day, Cheering Team and Slogan Design Competition

Overall champion of inter-house competitions: **Bauhinia House** and **Jacaranda House**

*Evaluation*

- Due to the pandemic and school suspension, a limited number of activities, competitions and programs were carried out. Some activities and competitions were organized by various clubs and the four houses, mainly in the first term. A total of 5 Outstanding, 63 Gold, 160 Silver and 626 Bronze Awards were presented to recognize students' vigorous participation.
- The Multi Intelligence Stage, a platform for students to bring their ideas to life, was successful and received full support from clubs and various groups.

*Way Forward*

- To help students build good leadership skills and cultivate a good sense of responsibility.
- To promote students' perseverance and caring spirits.

## **V. Other Learning Experiences & Student Learning Profile**

### *Objectives*

- To coordinate all committees to maintain students' Other Learning Experiences (OLE) records and the Student Learning Profile (SLP) for all students from S1 to S6 systematically.
- To guide senior form students to develop a good SLP which reflects their whole person development and illustrates their personal strengths with evidence of OLE.

<b>Date</b>	<b>Program &amp; Workshops</b>
25 Sept 2019	Briefing Session for JUPAS Application Preparation (OEA) & English Workshop for S6 students
Nov 2019	Submission of 'Performance/Awards and Key Participation Outside School' records by S6 students
Dec 2019	✓ Proofreading S6 students' Additional Information in JUPAS OEA (i.e. Student Self-Account in SLP) by S6 English subject teachers ✓ Checking OLE data at eClass by S6 students
7 Jan 2020	S6 SLP Workshop
Jan 2020	Submission of OEA information and upload required supporting documents to JUPAS by S6 students
Apr 2020	✓ Issue of soft copies and hard copies of S6 SLP ✓ Submission of SLP to JUPAS by S.6 students
May & Jun 2020	✓ Submission of 'Performance/Awards and Key Participation Outside School' records by S1 – 5 students ✓ Checking OLE data at eClass by S1 – 5 students
Jul 2020	Issue of hard copies of S1 – 5 SLP

### *Evaluation*

- The OLE and SLP records could well acknowledge the effort and achievement of every student in various kinds of OLE participation.
- The workshops for self-account writing and OLE data input successfully supported all S6 students to complete the OEA submission for JUPAS.

### *Way Forward*

- To well keep the OLE & SLP records of all students for easy editing and retrieval.

# Performance of Students

## *Hong Kong Diploma of Secondary Education (2020)*

### **Top 15 Students**

<b>No.</b>	<b>Name (English)</b>	<b>Name</b>	<b>Results</b>	<b>Institution</b>	<b>Degree Title</b>
1	Chim Pui Yuen	詹培炫	4(5**), 2(5*), 2(5)	CUHK	Global Business Studies
2	Lam Chi Ho Alan	林志浩	2(5**), 2(5*), 1(5)	CUHK	Chinese Language and Literature
3	Lam Hoi Fung	林海鋒	1(5**), 4(5*), 2(5)	HKU	Biomedical Sciences
4	Fong Kwai Yiu	方貴堯	1(5**), 3(5*), 2(5)	CUHK	Insurance, Financial and Actuarial Analysis
5	Kwok Hei Yi	郭熙怡	2(5*), 4(5)	PolyU	Optometry
6	Leung Hau Sang	梁厚生	2(5*), 3(5)	HKUST	Finance
7	Lee Pui Shuen	李佩璇	2(5*), 3(5)	SSSDP, TWC	Physiotherapy
8	Yeung Wai Ho	楊煒浩	2(5**), 1(5*), 1(5)	HKUST	International Research Enrichment
9	Hung Wai Kwan	洪維鈞	2(5*), 2(5)	HKU	Arts and Sciences
10	Cheung Lap Yin	張立賢	2(5*), 1(5)	HKU	Social Sciences
11	Choi Man Yee	蔡曼儀	2(5*), 1(5)	HKU	Economics and Finance
12	Lee Ming Yan	李明茵	1(5*), 3(5)	HKU	Chinese Medicine
13	Cheung Hei Noi	張曦柰	1(5*), 3(5)	CUHK	Social Science
14	Leung Wing Chi Jamie	梁詠芝	1(5*), 3(5)	CUHK	Social Science
15	Lai Man Yi	黎敏兒	5(5)	HKU	Chinese Medicine

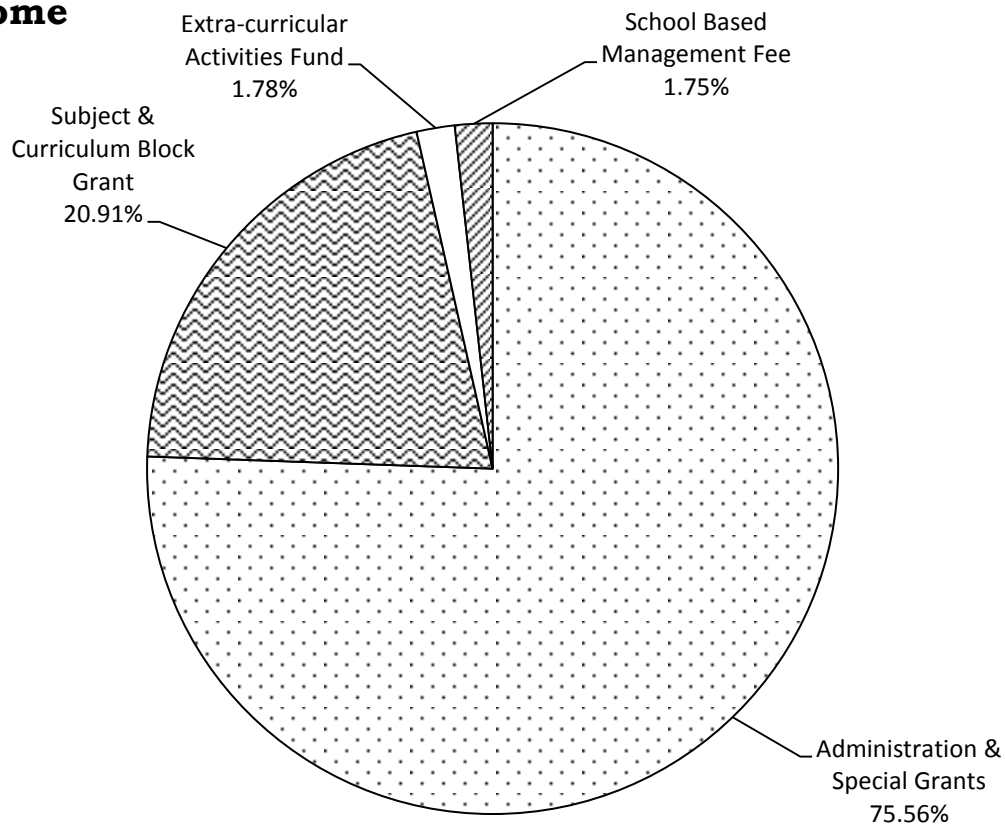
### **Major Prizes and Awards 2019/ 20**

<b>Events</b>	<b>Awards</b>		
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
<i>The 71<sup>st</sup> Hong Kong Schools Speech Festival – English</i>	<i>0</i>	<i>2</i>	<i>1</i>
<i>The 71<sup>st</sup> Hong Kong Schools Speech Festival – Chinese</i>	<i>0</i>	<i>1</i>	<i>1</i>
<i>HKSSF Inter-school Swimming Competition</i>	<i>0</i>	<i>2</i>	<i>1</i>
<i>HKSSF Inter-school Athletic Meet</i>	<i>0</i>	<i>1</i>	<i>1</i>
<i>2019 Hong Kong Youth Music Interflows Secondary School Chinese Orchestra Contest</i>	<i>1 Silver Award</i>		
<i>Hua Xia Cup 2020</i>	<i>1 First Honour 2 Second Honours 1 Third Honour</i>		
<i>EDB Mathematics Book Report Competition for Secondary Schools 2019/20</i>	<i>1 First-class Honour 3 Second-class Honours 1 Appreciation Award</i>		
<i>EDB Mathematics Project Competition for Secondary Schools 2019/20</i>	<i>2 Good Performance Awards</i>		
<i>Chemistry Online Self-study Award Scheme (COSAS) 2020</i>	<i>2 Diamonds 1 Silver Award</i>		
<i>Hong Kong Biology Literacy Award 2019/20</i>	<i>1 Second-class Honour 1 Third-class Honour 1 Merit</i>		
<i>FormulaR Hong Kong Station 2020</i>	<i>2 Second Runner-ups</i>		
<i>Integrating Creative Arts into Homes and Schools with Positive Values and Love 4-grids Comic Drawing Competition</i>	<i>1 Merit</i>		
<i>教育局課程發展處舉辦「《基本法》大使培訓獎勵計劃」 標語創作比賽</i>	<i>冠軍</i>		

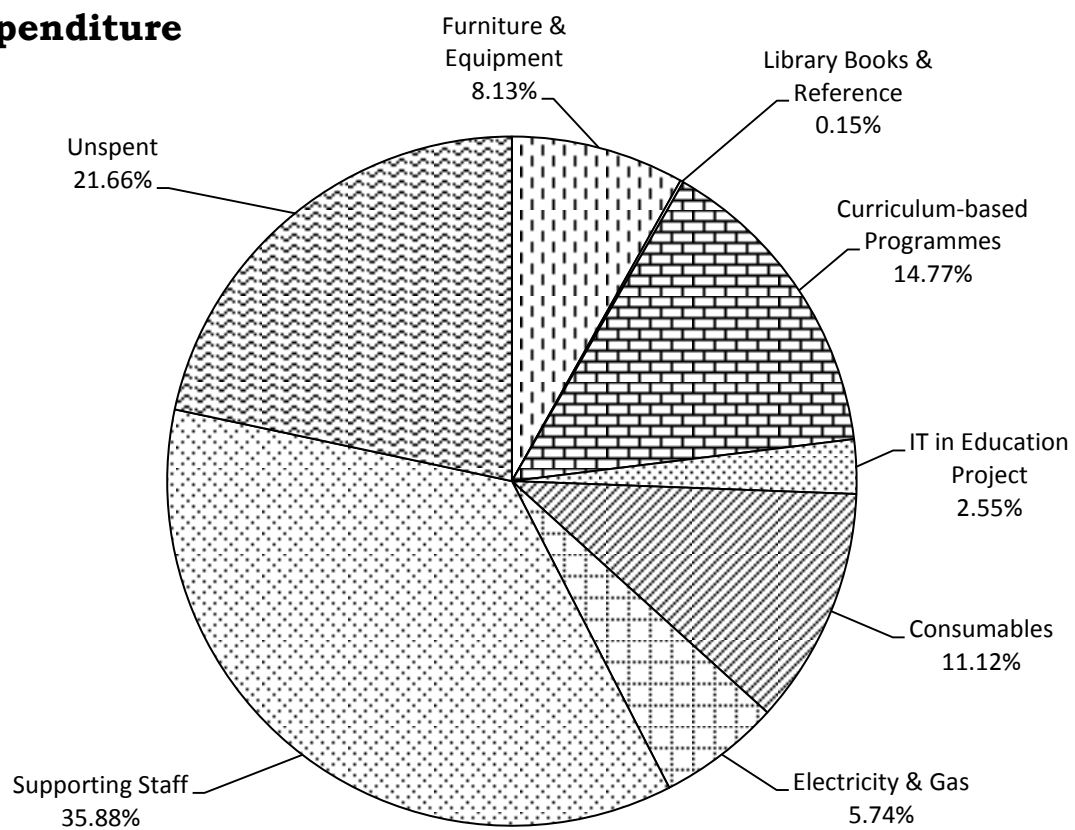


## Financial Summary 2019/2020

### Income



### Expenditure



**Sha Tin Government Secondary School**  
**School Development Plan**  
**2019/20 – 2021/22**

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			19/20	20/21	21/22
<b>1.To develop students to be independent learners</b>	1. Students are willing to read a wide scope of cross-disciplinary materials that help broaden their general knowledge and better their understanding of different subjects.	A. Reading across the curriculum to strengthen students' generic skills and cultivate positive values towards life	✓	✓	✓
	2. Students' life values are fostered and they are more capable of facing challenges ahead.	B. Integration of a STEM subject and at least one other subject to consolidate students' learning across the curricula	✓	✓	✓
	3. Students' generic skills are strengthened through learning in an integrative manner.	C. Project Learning across the curriculum to enrich students' learning experiences	✓	✓	✓
	4. Teachers become more versatile and resourceful through collaborating with teachers of other subjects.				

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			19/20	20/21	21/22
<b>2. To instill positive values for the whole person development of students through learning experiences to establish a stronger harmonious culture</b>	1. To instill the sense of commitment and gratitude of students relating to oneself, school and community so as to strengthen the harmonious culture across the campus.	A multi-stage whole-school approach to strengthen students' positive values to establish a stronger harmonious culture across the campus through:			
	2. To deepen positive values of students across different KLAs and through different thematic Programs.	A. A variety of learning experiences jointly organized by committees and subject departments.	✓	✓	✓
		B. Deepening positive values of students across different KLAs and through thematic Programs with a major theme for each school year.	✓	✓	✓