

Annual School Report 2010 - 2011

SCHOOL VISION

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

SCHOOL MISSION

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

Core Values

1. Student Focus

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

2. Strive for Excellence

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

3. Lifelong Learning

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

4. Integrity

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

5. Collaboration

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

Our School

History

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

School Facilities

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

School Management

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

School Management Committee

- Chairperson: Mr. LEE SHA LUN, SHERIDAN
(Principal Education Officer, Quality Assurance ,
Education Bureau)
- Member: Mr. CHOW Kam Cheung (Principal & Secretary)
Professor WONG Nai Ching (Independent Member)
Mr. CHEUNG Kwok Fan Daniel (Independent Member)
Mrs. LO LIANG Yuk Lin Joy (Parent Member)
Dr. Lai Hok Ming (Parent Member)
Dr. FONG Tik Pui Daniel (Alumni Member)
Mr. TANG TSZ MING (Alumni Member)
Mrs. LEE NG Man Wo (Teacher Member & Treasurer)

Mr. KWOK KIN KWONG (Teacher Member)
Coordinator: Ms. CHOI Fung Man

Three meetings were held by the Committee in the school year 2010-2011 on 17.12.2010, 18.4.2011 and 6.7.2011 respectively. Ms. Lam Fung King and Mr. To King Man (Assistant Principals) were also invited to attend the meetings. Major issues discussed included the following:

1. General Administration of the School
2. School Curriculum
3. School Finance
4. Progress and Review of the Annual School Plan 2010-2011
5. School Development Plan 2010-2013
6. Annual School Plan 2011-2012
7. PTA Activities
8. Alumni Activities

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

Our Students

Class Organization

Number of operating classes

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

Number of students (10.9.2010)

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	92	88	101	104	84	32	27	528
No. of Girls	88	98	93	91	106	35	32	543
Total Enrolment	180	186	194	195	190	67	59	1071

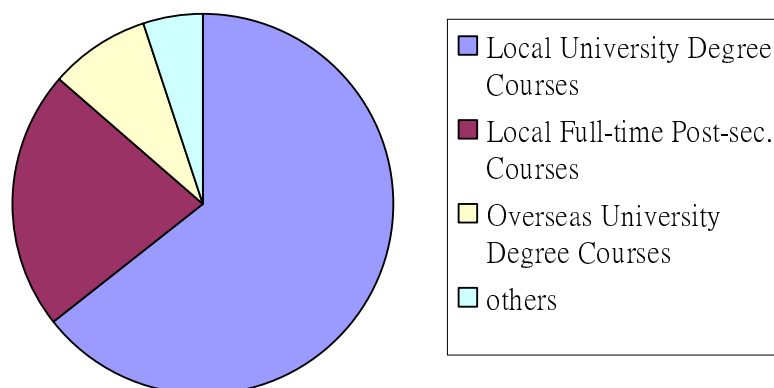
Students' Attendance

Secondary	Percentage of Students' Attendance
Sec. 1	99%
Sec. 2	99%
Sec. 3	99%
Sec. 4	99%
Sec. 5	99%
Sec. 6	98%
Sec. 7	96%

The overall students' attendance rate in 2010-2011 was 98%.

Destination of Exit Students

1. Sec. 7 Leavers



Among the 59 Secondary 7 graduates, 43 of them were accepted by local or overseas universities.

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

University	No. of Student
The University of Hong Kong	9
The Chinese University of Hong Kong	12
The Hong Kong University of Science & Technology	2
Hong Kong Baptist University	1
The Hong Kong Polytechnic University	6
City University of Hong Kong	1
The Hong Kong Institute of Education	1
Lingnan University	2
Hong Kong Shue Yan University	2
Open University	2

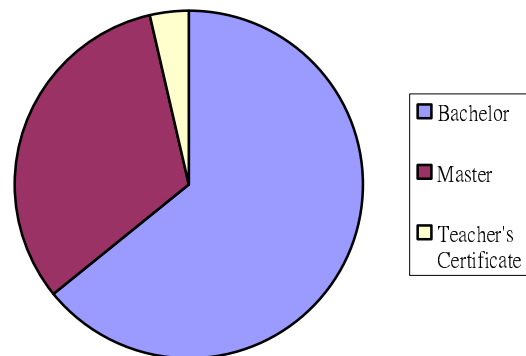
2. Early Leavers

Out of a total of 1071 students in the year, four students left our school before the school year ended.

Our Teachers

Teachers' Qualifications

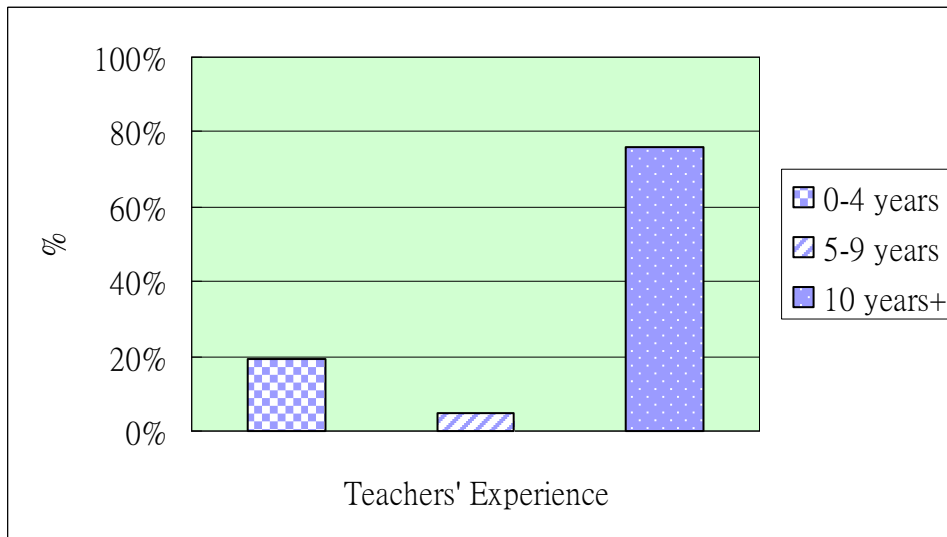
With a total of 56 teachers, 54 of them were university graduates and 16 of them held Master's Degrees. 100% of our English and Putonghua teachers had fulfilled the Language Proficiency Requirement.



Subject-trained teachers

Subject	Percentage
English	100%
Chinese	100%
Mathematics	80%

Teachers' Experience



Among the 56 teachers in our school, 76% of them had more than 10 years of teaching experience.

Teachers' Professional Development

The average number of CPD hours undertaken by Teachers	54 hours
Number of CPD hours undertaken by the Principal	94 hours

Our Parents and Alumni

PARENTS-TEACHERS' ASSOCIATION

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

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

Activities held from September 2010 to August 2011:

Date	Activities	Target Group(s)
9/2010-8/2011	Club Activities Sponsorship	School Clubs
9/2010-8/2011	Maintenance of PTA Homepage	Public, Parents, Students and Teachers
9/2010	Collection of PTA Membership Fee	Parents
7/9/2010-8/10/2010	Election of SMC Parent Representatives (2010 to 2012)	Parents
18/9/2010	S.1 Orientation Day Camp for Parents and Students	S.1 Parents and Students
8/10/2010	PTA Annual General Meeting	All Members of PTA
8/10/2010	PTA Parents' Day	S.1 – S.3 Parents and Class Teachers
8/10/2010	PTA Annual Banquet	All Members of PTA and Students
9 - 11/2010	Dr. Cheng Ha Yan Memorial Scholarship Selection	Representatives of PTA Committee Members
10/2010	Sending Thank You Cards to Primary School Teachers	S.1 Students
11/10/2010 - 24/1/2011	PTA English Reading Scheme for S.1 Students	S.1 Students
11- 15/10/2010, 14 - 21/3/2011	Collection and Delivery of Second-hand School Uniforms	Parents and Students
14/10/2010, 18/11/2010, 16/12/2010, 24/2/2011, 24/3/2011, 21/4/2011	Parents Education : Six Craft Work Courses for Parents	Parents
1, 2,8,10,15 & 17/11/2010	Six Workshops on Knitting Skills	Parents and Students
3 – 4/11/2010	Parent-child Relay Race & Parent-alumni-teacher Relay Race on School Sports Day	Parents, Students, Alumni and Teachers
19/11/2010, 18/1/2011, 13/5/2011	Parents Education : Three PTA Workshops for Parents	Parents
22/11/2010-2/12/2010	Donation of Hand-knit Scarves to the Elderly	Parents, Students and Teachers
3/12/2010	Visit to the Home for the Elderly	Parents, Students and Teachers
16/1/2011	PTA Spring Picnic	Parents, Students and Teachers
24/1/2011	S.7 Workshop on Interview Techniques	S.7 Students
27/1/2011, 4/5/2011	Two Craft Work Workshops for Students	All Students

27/2/2011	Lunar New Year Games Day (Football, Basketball, Volley Ball ,Badminton and Ping-pong Competitions)	Parents, Students, Alumni and Teachers
2/3/2011	S.7 Farewell Party	S.7 Students
25/3/2011	S.3 Careers Talk on S.4 Streaming	S.3 Parents and Students
1/4/2011	Visit to the Special School	S.4 & S.5 students
15/4/2011	PTA Fund-raising Booths for Charity Sale on School Open Day	Public, Parents, Students and Teachers
3 - 20/5/2011	The 17 th Parents-Also-Appreciate-Teachers' Drive	All Parents and Students
4 - 5/2011	PTA Conduct Award (S.1-S.7)	Students
18/5/2011	Thanking Presentation Ceremony and Tea Gathering	PTA Volunteers & Liaison Officers
5 - 6/2011	PTA Service Award (S.1-S.7)	Students
6 - 7/2011	Arrangements of Textbook Services for the new academic year (2011-2012)	Parents and Students
7/2011	PTA Academic Awards	S.1 – S.4 Students
6 - 28/7/2011	Bulk Purchase and Delivery of Textbooks for Students	All Students
7 - 12/7/2011	2011-2012 Recruitment of Liaison Officers and Volunteers at S.1 Level	Parents of new S.1 students
9/7/2011	2011-2012 S.1 Orientation Day for Parents	Parents of new S.1 students
15/9/2010, 8/10/2010, 1/11/2010, 10/3/2011, 12/5/2011	Five regular Committee Members Meetings	PTA Committee members
28/9/2010, 18/5/2011	Two Meetings with PTA Volunteers & Liaison Officers	PTA Volunteers & Liaison Officers
10/2010 – 7/2011	Decorating Display Board Team	PTA Volunteers
1/2011 & 7/2011	Issue of PTA Newsletters (twice a year)	Public, Parents, Students and Teachers
17/9/2011	S.1 Orientation Day Camp for Parents and Students	S.1 Parents and Students

ALUMNI ASSOCIATION

Honorable President	:	Mr. Chow Kam Cheung
Chairman	:	Dr. Fong Tik Pui Daniel
Vice-Chairperson	:	Ms. Chan Sze Yan Stella Mr. Cheung Wing Hang
Hon. Secretary	:	Ms. Lam Wan Sze Sarah Mr. Chan Ying Kit Gordon
Hon. Treasurer	:	Mr. Shek Ming Hon Jimmy
Committee Member	:	Mr. Yeung Chok Shing Marco Ms. Cheung Siu Chun Jessie Ms. Lo Po Sin Sindy Rochette Mr. Tang Tsz Ming Mr. Lau Shing Andy Mr. Cheung Sin Hang Ken
Hon. Adviser	:	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 Coordinator	:	Mrs. Lee Ng Man Wo Ms. Ng Lai Wah

1. Missions:

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

2. Activities:

- September 2010 AA Scholarship and Best Improvement Award
- September 2010 Aided Fund for students in need
- October 2010 Albert Law Memorial Scholarship and Sportsmanship Award
- October 2010 National Day Cup Football Competition
- December 2010 Annual General Meeting
- Feb 2011 New Year Cup Sports Competition
- May 2011 Sharing of Alumni with S.7 students on Interview Techniques, Honesty and Integrity

MAJOR CONCERNS 2010-2011

Major Concern 1

Developing Students' Academic Potential

The mission of our school is to inspire students so that they are able to stretch their academic potential. With the identification and understanding of students' academic strengths and weaknesses, it is vital to create a positive and supportive learning atmosphere at school so that our students can learn to value their individual potential and work to the fullest of their abilities. In order to achieve this, this year, we focused on the following areas:

1. To promote good learning skills/strategies.
2. To cater for learners' diversity.
3. To arrange pull-out programmes for high achievers and the less able students.
4. To promote students' learning from their peers.

To promote good learning skills/strategies

In the beginning of the academic year, all subject departments identified and chose one specific learning skill/strategy at each level that they expected students to acquire. They had also designed different subject-based learning activities to develop the selected learning skill/strategy. Feedback from teachers was collected at the end of the academic year to see if students acquired the selected learning skill/strategy. 15.79% of teachers strongly agreed while 84.21% agreed that most students acquired the selected learning skill/strategy.

To adopt subject-based strategies to cater for learners' diversity

In a classroom, it is unavoidable that students have different learning styles and abilities. In order to cater for learners' diversity, different subject departments adopted different subject-based strategies. Based on lesson observations and the samples of lesson plan collected, it was observed that teachers employed a variety of learning and teaching activities to address students' different learning styles and abilities. Feedback from both teachers and students were collected 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 students' survey. 81.62% of students strongly agreed or agreed that teachers employed a variety of learning and teaching activities and 81.63% strongly agreed or 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 students from S1 to S3 according to their abilities. All teachers reflected that the graded exercises were useful to students. From the feedback of S1 to S3 students, 81.89% of them strongly agreed or agreed that graded exercises were useful to their learning.

To arrange pull-out programmes for high achievers and the less able students

An early identification of high achievers and the less able students is useful for teachers to design appropriate programmes for them to develop their potential. Thus, in September 2010, lists of high achievers and the less able students in different subjects and in each form level were given to different subject departments. With this information, different subject departments developed different programmes for students of different abilities. This year, English, Chinese, Mathematics, I.T. and Integrated Science had arranged pull-out programmes and 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 be benefited from each other and they will develop their academic potential with the help of their peers. As a starting point, we try to promote students' learning from their peers by setting up study groups in S3. This year, our school joined the "Quality School Improvement Project: Support for Learning Diversity" offered by the Chinese University of Hong Kong. The School Development Officers from CUHK gave advice on the criteria for setting up study groups in S3. With their professional advice, students in S3 were asked to form study groups of 4 to 5 students

with mixed abilities. There were 33 groups formed in the 5 classes of S3. At the end of the year, they were required to hand in a log book which outlined what they had achieved during their meetings. Out of 33 groups, 29 groups handed in their log books and 12 groups had met 10 times or more throughout the year. The performance of 3B and 3E was commendable and one study group from each of these classes had been chosen as the “Best Study Group” in the class and they were awarded with a prize during the end-of-term assembly. Students’ survey also revealed that 66.67% students strongly agreed or agreed that they learnt from their classmates in the study groups and the study groups were beneficial to their studies.

Apart from forming study groups, students can also learn from senior form students. On 19th April 2011, we chose 15 students of excellent academic results from S6 to share their good study skills and methods with all classes in S1 to S3 during the class teacher period. It was observed that the junior formers were attentive during the sharing sessions and they reflected that they learnt from the senior form students.

In conclusion, each subject department identified one specific learning skill/strategy that they expected students to acquire and at the same time, they employed different learning and teaching activities to cater for learners’ diversity. Differentiated learning tasks and assigning graded exercises were effectively adopted by teachers. Pull-out programmes for high achievers and the less able students were also arranged by the subjects of English, Chinese, Mathematics, I.T. and Science to develop students’ potential. Furthermore, as learning from peers was a way to help develop students’ potential, study groups were set up in S3. Senior form students with excellent academic results were mobilized to share their good study skills and methods with junior form students producing fruitful results. With all these means, students with different learning needs were guided in their pursuit of academic excellence.

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, laboratories requirements, collaborative teaching requirements and future teachers' workload, etc.

In 2010-2011, our main emphases could be summarized into the following areas: to review the NSS curriculum; to develop a formal SBA structure for the NSS Education; to inform students and parents of all new issues on the NSS Education; to well-equip our 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 students' participation and learning experiences for OLE with records in their Student Learning Profiles.

To review the NSS curriculum

Over these years, the subject combinations of the elective subjects were fine-tuned in view of the survey findings on students' preferences of NSS subjects. The upcoming NSS curriculum has been refined as the majority of students preferred Chemistry, Physics or Biology to Combined Science as their elective subjects. With the purpose of developing students' potential and catering for their interests, the current curriculum includes only Chemistry, Physics and Biology as

the science electives. Better allocation of manpower and resources have been planned and prepared for this change.

To develop a formal SBA structure for the NSS Education

School-based Assessment (SBA) refers to assessments administered in schools and marked by teachers. It enhances the validity of assessments and improves the reliability of assessments. Through departmental sharing and moderation meetings, teachers would be able to 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. 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 inform students and parents of all new issues on the NSS Education

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

From November 2010 to February 2011, our school conducted two mock surveys on S.3 students' preferences with regard to their selection of subjects in the proposed NSS curriculum. On 25 February 2011, a curriculum briefing session was held for S.3 students to inform them about the subject contents of the NSS curriculum in our school. The second mock survey on students' preference on elective subjects was also conducted on that day. We believe that such arrangements can arouse students' attention to various combinations of electives of the proposed NSS curriculum in our school and help our students make wise decisions regarding their choice of subjects.

We also disseminated the information about the NSS curriculum to parents through sharing, talks and circulars. On 8 October 2010, our school organized a talk on the NSS curriculum, timetable framework

and NSS Liberal Studies for parents of junior form students. The talk on NSS curriculum and S.4 Streaming was held for S.3 students and parents on 25 March 2011. In this talk, parents of S.3 students were informed about the subject contents and combinations of the NSS curriculum in our school, and the entry requirements of universities in Hong Kong under the NSS curriculum. To furnish the parents with more information for their better understanding of the NSS curriculum, S.3 class teachers and members of the Careers Committee also organized a question and answer session for parents in which questions and concerns brought up by parents were thoroughly answered and addressed.

To well-equip our teachers for the NSS Education

In order to give more time for our staff to be equipped with the skills and knowledge required in the NSS curriculum, our school employed an extra teacher and two teaching assistants to reduce the workload of our colleagues with the use of Senior Secondary Curriculum Support Grant. Most staff agreed that they could spare more time to attend the 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.

To ensure that our teachers are well-prepared for the NSS curriculum, an articulation of junior secondary curriculum with the NSS curriculum has been made. All the Heads of Department in our school have integrated 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

Referring to the evaluation of 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 intensively make use of the strategy throughout the school year to strengthen their learning. The selected strategies included peer and self assessment, graded exercises, project-based learning, extensive reading, role play, investigation, scaffolding, etc. as stated in the Assessment Guides. Subject departments also reviewed the strategies

adopted with a view to identifying good practices for further development in our students.

To enhance student participation and learning experiences for OLE with records in their Student Learning Profiles

The enhancement of Other Learning Experiences is another focus of the NSS curriculum to facilitate whole-person development of our students as lifelong learners with sustainable capacities. They are required to acquire non-academic learning experiences through different types of activities which foster holistic development of students in terms of aesthetics development, moral and civic education, community service, physical development and career-related experiences. This year, we continued to implement the iPortfolio in the eClass as a new electronic platform for recording other learning experiences of S.1-5 students in their Student Learning Profiles.

In conclusion, we believe that through better communication with our students, parents and teachers, an ideal design for the NSS curriculum will be achieved with further refinement and the NSS Education will be implemented successfully.

Major Concern 3

Enhancement of the Whole Person to Meet the Challenges of An Ever-changing World

Our School aims at nurturing the whole-person development of students, helping them build up positive values and images so that they can continue to improve themselves and contribute to society. We believe that through participating in various kinds of activities, a greater sense of respect and self-discipline as well as an appreciation of rational value judgement, healthy living and holistic development can be fostered among students. In 2010-2011, the following achievements were made:

Holistic Development - Student Portfolio Scheme

S.1 to S.5 students in the school took part in the scheme which helped them in the process of self-actualization. S.1 to S.3 students set targets for themselves in different aspects including academic studies, extra-curricular activities, potential development and positive images and values. S.4 and S.5 students set targets for themselves on their academic studies, extra-curricular activities, community services and positive values.

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

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

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

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

Cultivating the attributes of Respect & Self-discipline

Theme-based class programmes on reinforcing classroom manners

A Class Rule Design Competition was organized by the Discipline Committee and the winning entries were displayed in the school foyer. Each class set five class rules on reinforcing self-discipline and classroom manners in September 2010. Besides, an inter-class Slogan Writing Competition with each class focusing on one of the class rules for all students was organized by the Chinese Department. The class rules and slogans set were displayed on the notice boards inside the classroom of each class throughout the year in order to remind students of the importance of respect and self-discipline. The students reviewed their performance with regard to their class rules with their class teachers at mid-term and at the end of the school term. The overall performance of students was good. Most of the classes gained good comments from teachers as revealed in the evaluation reports received.

Sharing, Board Display and Other Value Education Programmes

Throughout the year, various school committees took turns to prepare two boards placed in the school foyer for the dissemination of themes related to respect and self-discipline. Besides, teachers and student representatives from the various school committees shared their views concerning the content of the board display in morning assemblies.

Class Teacher Periods and talks by guests concerning respect and self-discipline were arranged for all students. A Moral Education Week and a Character Education Week were successfully held in the first and second school term respectively. Students participated actively in the activities and their feedback was positive.

An inter-class Creative Writing and Speaking Competition on the

themes related to respect and self-discipline was organized by the Chinese Department for S.1 and S.2 students. This competition was divided into two parts. A story was created by every class and it was presented on stage by one class representative. The winning class was the one that got 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.

Healthy School Scheme

Health Education Programme

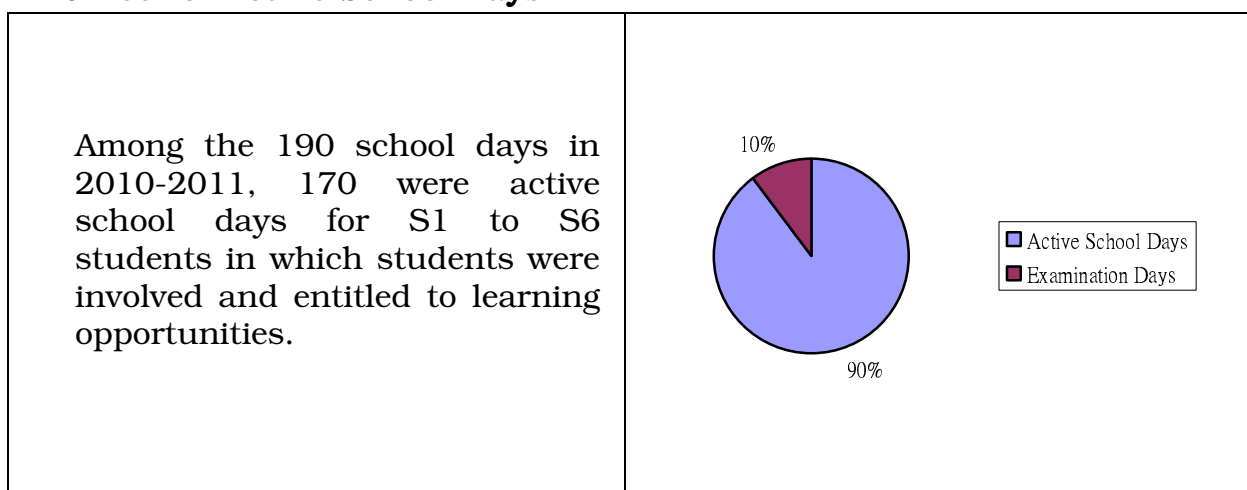
A Health Education Week was organized by the Health, Sex and Life Education Committee and sharing among peers and positive messages were also disseminated through the work of Student Health Ambassadors. Moreover, a Crossword Puzzle Competition and a Poetry Writing Competition on the theme “Green and Healthy Life” were organized for junior form and senior form students by the English Department in the first school term. The response of the students was good.

Wellness and Fitness Programme

All students were encouraged to design their own Wellness and Fitness Programmes and implement them through the SportACT Award Scheme. Besides, a series of activities were organized by the P.E. Department to promote fitness. As a result, more than 1000 students participated in the above-named award scheme and nearly 60% of students got Gold, Silver and Bronze Awards. The P.E. teachers also reflected that students showed great improvement in their physical well-being.

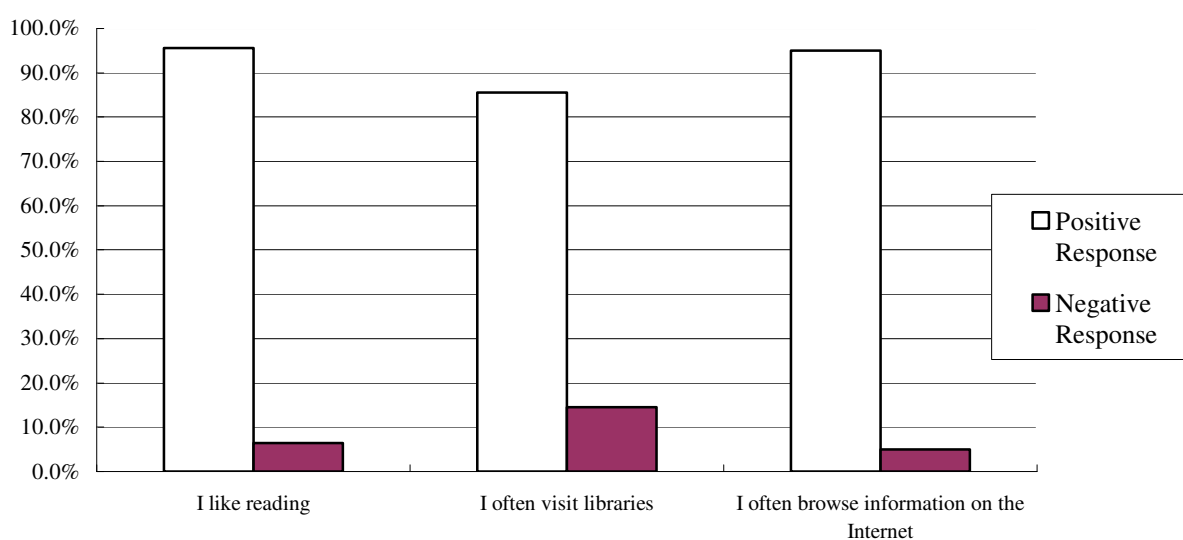
Our Learning and Teaching

Number of Active School Days



Students' Reading Habit

Students' views about their reading habit



	Positive Response	Negative Response
I like reading	92.8%	7.2%
I often visit libraries	86.2%	13.8%
I often browse information on the Internet	97.6%	2.4%
Average:	92.2%	7.8%

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

Lesson Time for the 8 Key Learning Areas (KLAs)

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

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

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

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

In the academic year of 2010-2011, the school continued to implement and refine the NSS curriculum. Several large-scale surveys were conducted to collect information on students' preferences before the school finalized the number of subject electives and the number of subject groups for each elective for S.4. About 94% of S3 students were successful in getting their first preference in subject electives.

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

Reading to Learn

Reading, being a life-long learning process, constitutes an important part in students' learning. In the year of 2010-2011, a series of activities were held to cultivate students' learning habit so that they could widen their learning scope.

1. On-line reading programme (「每日一篇」閱讀獎勵計劃) was organized by the Chinese University of Hong Kong. It aimed at developing students' reading habit and improving students' language proficiency in Chinese. All S.1-3 students had to read on-line materials every day. The results showed that many students did cultivate good reading habit. Up till the end of the school year, 98 students had read more than 160 pieces of on-line materials. They were qualified to receive a certificate issued by the school.
2. Four book exhibitions were held. Latest books of different genres were introduced to students. At the same time, the students were immersed in a reading environment that encouraged them to read more. Furthermore, they were motivated to share their own views and ideas of books with other students so as to learn from their peers.
3. Parent-Child Reading Programme was also carried out. This was a programme for parents and their children to read the same book at home, and to complete together a reading report in which they would share their feelings and opinions. All the S.1 students and their parents joined the programme. The relationship between the students and their parents was enhanced. Nine prize winners were selected. Their outstanding book reports were displayed in order to share the good works with other students. The programme was well-received with positive response.

Project Learning

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

1. S1 Joint-departmental Project

The implementation of the project was carried out from February 2011 to July 2011. All the students took part in doing the project

work. S1 students were good at power-point presentation. However, there was room for improvement in the areas of collaboration between group mates, their English presentation skills, time management and the ability to handle contingency matters.

2. S2 Cross-curricular Project

The implementation of the project was carried out from September 2010 to May 2011. All S2 students were able to design a wide range of relevant topics and formulate questions on the theme 'Green'. Their performance was good. Close collaboration among students was found. They shared ideas and showed good responsibility in the learning process.

School-based After-school Learning and Support Programmes

With conviction of quality education for all, the programmes are planned for students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school. The following is a list of programmes held within the academic year 2010/11.

Subject	Activities	Implementation Date
Other Language	Japanese(Elementary level) (S.1 – S.2) (7 sessions)	20 Oct 2010 – 15 Dec 2010
Interest Groups	Magic Skills (S.3 – S.5) (7 sessions)	20 Oct 2010 – 15 Dec 2010
Other Language	Japanese(Advanced level) (S.1 – S.5) (6 sessions)	9 Mar 2011 – 4 May 2011
Chinese	Interesting Chinese Characters (S.1) 「中華文字奇趣班」 (4 sessions)	23 Mar 2011 – 4 May 2011

Gifted Education

Programmes	Participation
Education Programme for Gifted Youth, Academic Stanford University EPGY 2010	14 students took the English Writing or/and the Mathematics tests. 1 student was awarded a scholarship of \$5000 and 4 students obtained Merit Prizes.
International Junior Science Olympiad – Hong Kong Screening 2011	5 students were awarded 2 nd Class Honor Award and 1 student was presented with a 3 rd Class Honor Award.
Fung Hon Chu Gifted Education Centre and Gifted Section – Enrichment Programmes for Gifted Students	12 students joined the courses on philosophy, psychology, architecture, fashion design and robotic technology.
The 21 st International Invention, Innovation and Technology Exhibition – Asian Young Inventors Exhibition 2010	Two inventions from 3C WONG King-wai Bianca in 2010-2011 were selected by the Education Bureau and exhibited in the Young Achievers' Gallery.
Mentorship Scheme for the Scientifically and Technologically Gifted Students 2010	2 students conducted research on the science topics they are interested in under the guidance of the university lecturers.
Programmes for the Gifted and Talented, CUHK (Summer, Spring, Winter, Fall Programs)	A total of 4 students joined the programmes and they were awarded certificates of completion
Hong Kong Academy for Gifted Education : <ul style="list-style-type: none"> ● Leadership Enhancement Programme ● Humanity Enhancement Programme ● Maths Enhancement Programme ● Science Enhancement Programme 	12 students enrolled in the gifted education courses. 75% of the students attended the courses or seminars organized.
EDB Web-based Learning 2010-2011	44 students joined the on-line training courses.

Programmes	Participation
The 44 th Joint School Science Exhibition	4A CHONG Hoi-ting, 4C CHAN Leung-sing, 6S LAI Ka-yi and SHUM Yuk were awarded 2 nd Runner-up in the Innovation and Technology Award Competition.
Secondary School Mathematics and Science Competition 2011	36 students participated in the competition which was divided into four subject areas, namely Mathematics, Physics, Biology and Chemistry.
Chinese Creative Writing Workshops	The workshops were run from September to November 2010.
InnoCarnival 2010	40 students participated in this carnival which was held at the Hong Kong Science Park from 6 th to 14 th November, 2010.
The 10 th Hong Kong Chinese Medicine Quiz	5 students entered the semi-final on 9 th February, 2011.
The 16 th Hong Kong Chemistry Olympiad for Secondary Schools	6 students participated in the competition on 12 th March, 2011.
Chemistry in Ceramics Workshop	27 students participated in the workshop which was organized by Fo Tan Art Home Gallery. The ceramics were exhibited on 23 rd March, 2011.
Forensic Science Course	19 students joined the course which was organized by our school from April to June 2011.
Visit to the Lamma Winds Open Day	20 students participated in the visit on 7 th May, 2011.
Hong Kong New Generation Cultural Association Science Innovation Centre Science Lectures 2010	7 students attended the science lectures on innovative inventions, applications of high technologies, hot science issues and ecological environment.
Hong Kong Student Science Project Competition 2011	2 teams of students from both Junior and Senior Sections participated in the competition with the projects on invention and investigation of scientific phenomena.

SUPPORT FOR STUDENT DEVELOPMENT

1. Careers Committee

The Careers education programmes aim to develop and enhance our students' self-awareness, opportunity awareness and decision-making skills. In order to encourage our students to make their educational and careers choices that are congruent with their personal qualities, we provided a wide range of professional careers services. This year, the services included:

Visits: visits to the Information Days of six universities and the Careers Expo.

Talks on careers planning: Seminar for NSS curriculum and S.3 Streaming.

Job-related and life-skills training: mock interview for students on Early Admission Scheme, Workshops on Interview Techniques for S7 and S1 Study Skills workshop.

Leadership training for Careers Prefects.

Activities on self-understanding: "Multiple Intelligences" Workshop for S3 students and Career Puzzle Workshop for S6.

Services on overseas studies: giving advice on applications, writing recommendation letters, preparing transcripts and predicted grades in public examinations and providing information of universities.

Work experience enrichment service: Workshop on Computer Science and Engineering for S4 students and nomination of one student to join the summer work programme organized by external organizations.

Nomination of students for various scholarships, Outstanding Student Selection and Most Improved Student Selection.

Surveys on S7 graduates.

Publication: career leaflets and school newsletters.

Throughout the year, the Careers Committee worked their best to provide students with a multitude of life-wide learning experiences. Activities were organized by the committee with the aim of facilitating the careers development and meeting the needs of students. Our career teachers were extremely helpful in guiding students to make critical life decisions such as choosing a career or an academic course.

2. Discipline Committee

Adopting the whole-school approach, the Discipline Committee works with all teachers to maintain good school discipline. This is to help students fully participate in and benefit from the school life. With more than rules and control as the fundamental element, the Committee has worked to ensure that students can develop a sense of self-worth, self-discipline and respect for others. The work of the Discipline Committee in the school year 2010-2011 included the following:

Developing Positive Values - Respect and Responsibility

Class Rule Design Competition

Inspecting students' hair and uniform

Supervising Prefects and Junior Prefects to perform daily duties

Assisting Monitors in keeping the order of the classes between lessons

Maintaining students' discipline at School Assemblies, Swimming Gala and on Sports Days, Speech Day, Parents' Day and Open Day, etc

Election of Head Prefects, Deputy Head Prefects and Group Leaders

Election of Prefects and Junior Prefects

Upkeeping School Heritage

Peer Support Program: to build a harmonious relationship between prefects and students

Whole-school Discipline Assembly

Discipline Assembly and Road Safety Talk for S.1 students

Police Talk: to arouse students' anti-drug awareness and to teach students the importance of theft prevention

Farewell Party for graduate prefects

Leadership Training Activities

Leadership Training Session for prefects in the school hall

Leadership Training Day Camp for junior prefects and prefects at Wu Kai Sha Youth Camp

Recognizing Commendable Behaviour

Keeping an account in the Student Learning Profile if a student has no late record, misbehaviour record or absent record throughout the whole school year

Presenting responsible prefects and junior prefects with service awards

Handling Discipline Cases

Interviewing students with behavioral or discipline problems and their parents for mutual communication and students' betterment

Working closely with Class Teachers, Guidance Team and the School Social Worker to understand the students and collaborate in follow-up action.

3. Extra-curricular Activities Committee

There are 32 clubs/groups in the school and they come under 6 categories. During the school year 2010/2011, a wide range of extra-curricular activities were organized for our students. The following is a summary of the activities held:

Academic Clubs

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

Activities included:

Festive Celebration for the Lunar New Year

Easter Egg Search

Mathematics Week

Science and Mathematics trial

Visit to Hong Kong Institute of Accredited Accounting Technicians

Putonghua Talent Show

Hong Kong Olympiad in Informatics

Visit to the Museum of History 'Marvellous Inventions of Leonardo da Vinci'
 NESTA Debating Competition
 Secondary Five Mock Chinese Debating Contest

Cultural Clubs

Art Club
Dance Club
Drama Club

Activities included:

Halloween hand painting
 Dance show
 Joint school drama night

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
 Wonder beads workshop
 Hiking trip at Clear Water Bay Hiking Trail
 Charitable commercial decision-making competition
 Bi-weekly fellowship (Catholic)
 Bi-weekly fellowship (Christian)
 Sports day snapshot
 Chinese chess competition
 World Robot Olympiad

Uniform Groups

Hong Kong Air Cadet Corps	Red Cross Cadet
Girl Guides	Scouts

Activities included:

Cadet recruitment training camp
 Girl guides enrolment ceremony
 Wild camping at Tung Tsz Scout Centre

Sports

Sports Club
Swimming Club

Activities included:

- Ice hockey (on ice demo)
- Swimming gala
- Inter-house sporting competitions

Service

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

- Visit to homes for the elderly in Lik Yuen
- Shatin Student Ambassadors Community Service Programme
- JPC current affairs quiz

House Activities

The following inter-house activities were held during the school year 2010/2011.

Date	Activities
September 2010	Swimming Gala
October 2010	Board Design Competition Badminton Competition Table-tennis Competition
November 2010	Sports Day and Cheering Team Performance Volleyball Competition
January 2011	Liberal Studies Forum
February 2011	Mathematics Olympics
March 2011	Football Competition
April 2011	Basketball Competition (Boys and Girls) Scrabble Competition
October 2010 – June 2011	Web Page Design Competition

Overall results of inter-house competitions:

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

4. Guidance Committee

Guidance Activities

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

S.1 Orientation Programme

S.1 Class Activities

Class Teacher Periods for S.1 to S.3 students focusing on good character

Student Peer Counselor Scheme

Character Education Week

Leadership Training Camp

Student Counselling

To cater for special education needs and help students cope with their adjustment problems, the Guidance Committee rendered counselling help to our students. Guidance teachers interviewed the students and parents who were in need. In some cases, home visits and case conferences were carried out by the guidance teachers and the school social worker with the respective teachers to facilitate counselling work.

School Social Worker

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

5. Coordination of Other Learning Experiences & Student Learning Profile

Under the NSS Curriculum, “Other Learning Experience” (OLE) is one of the components that complements the examination subjects for the whole-person development of students. In our school, the OLE & SLP Committee was set up to coordinate activities for the development and monitor the system of keeping students’ OLE records in their Student Learning Profile.

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

Furthermore, Student Learning Profile (SLP) has been adopted to help students keep track of their competencies and specialties. Our school has made use of a new electronic platform (eClass) to record the students’ participation in OLE activities and awards/achievements gained outside school. Considering the needs of NSS students under the new academic structure to plan ahead and present themselves through the production of SLP, all S.4 and S.5 students have been well-instructed to write their self-accounts. It is hoped that together with the teacher-student interview sessions throughout the year, the records can be fully utilized giving the students more insights and allowing them to have a more comprehensive picture of their own abilities.

Performance of Students

Hong Kong Attainment Test (Pre-S1)

Pre-Secondary 1

	HK Students' Mean	STGSS Students' Mean
Chinese	54.73	67.42
English	49.59	74.18
Mathematics	58.42	80.94

Hong Kong Advanced Level Examination 2011

SUBJECT	NO. SAT.	GRADES													
		A		A-B		A-C		A-D		A-E		F		E or above	
		NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
AS Use of English	59	2	3.4	7	11.9	21	35.6	50	84.7	59	100	0	0.0	59	100
AS Chin Lan & Cul	59	3	5.1	13	22.0	32	54.2	54	91.5	59	100	0	0.0	59	100
Physics	21	4	19.0	6	28.6	11	52.4	16	76.2	20	95.2	1	4.8	20	95.2
Chemistry	26	3	11.5	9	34.6	14	53.8	20	76.9	26	100	0	0.0	26	100
Biology	13	3	23.1	6	46.2	9	69.2	12	92.3	13	100	0	0.0	13	100
Pure Mathematics	18	1	5.6	2	11.1	7	38.9	15	83.3	17	94.4	1	5.6	17	94.4
Applied Maths	3	1	33.3	1	33.3	1	33.3	3	100	3	100	0	0.0	3	100
AL Economics	28	4	14.3	7	25.0	11	39.3	21	75.0	27	96.4	1	3.6	27	96.4
AS Economics	1	0	0.0	0	0.0	0	0.0	0	0.0	1	100	0	0.0	1	100
Geography	13	1	7.7	1	7.7	4	30.8	7	53.8	11	84.6	2	15.4	11	84.6
Prin. of Accounts	9	0	0.0	0	0.0	2	22.2	4	44.4	7	77.8	2	22.2	7	77.8
Chin Literature	10	1	10.0	2	20.0	5	50.0	8	80.0	10	100	0	0.0	10	100
Chin History	10	0	0.0	0	0.0	4	40.0	5	50.0	7	70.0	3	30.0	7	70.0
AS History	11	0	0.0	0	0.0	0	0.0	6	54.5	11	100	0	0.0	11	100
AS Math & Stat	11	0	0.0	1	9.1	2	18.2	5	45.5	10	90.9	1	9.1	10	90.9
TOTAL	292	23	7.9	55	18.8	123	42.1	226	77.4	281	96.2	11	3.8	281	96.2

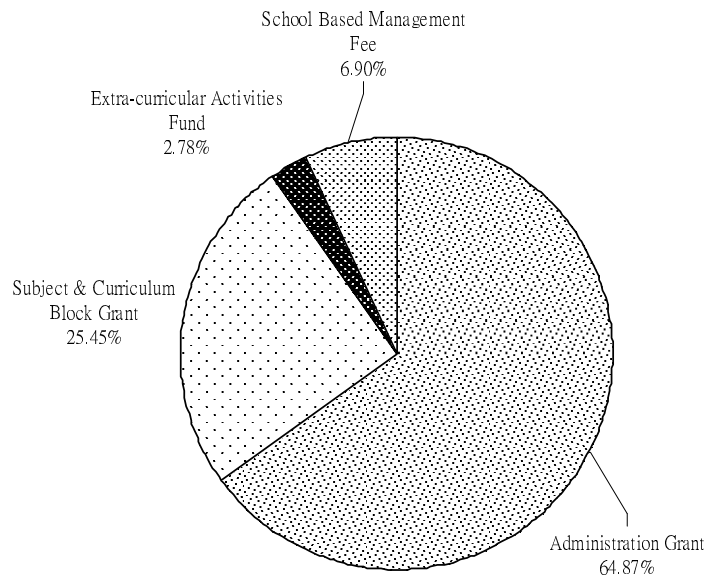
Prizes & Awards 2010 - 2011

Events	Awards		
	1 st	2 nd	3 rd
Hong Kong Schools Speech Festival (English)	4	9	20
Hong Kong Schools Speech Festival (Chinese)	5	5	9
External English Builder, Calligraphy & Writing Competitions	3	1	2
External Chinese Writing, Slogan Design, Book Review, Speaking & Calligraphy Competitions	9	3	4
HKSSF Sha Tin & Sai Kung District Inter-School Swimming & Athletics Competition	5	10	8
HKSSF Sha Tin & Sai Kung District Inter-School Ball Games & Fencing Competitions	1	2	10
Other External Sports Competitions	1	3	2
Hong Kong Schools Music Festival – Group & Individual Entries	4	7	11
Hong Kong Schools Music Festival – Secondary School Chinese Orchestra (45 to 60 instrumentalists) Urban	Champion		
Hong Kong Schools Music Festival – Secondary School Choir-Church Music (English)-Mixed Voice-Age 14 or under(NT East)	Champion		
Hong Kong Youth Music Interflows – Chinese Orchestra Contest 2010	Silver Award		
Hong Kong Schools Dance Festival	4 Highly Commended Awards 5 Commended Awards		
Other Dance Competitions	1 Gold Award 1 Silver Lion Cup Award		
International Mathematics Contest (IMC) 2010	1 Silver Award 1 Bronze Award		
Nanfang Cup Mathematics Competition 2010	1 Third Prize		
Hua Xia Cup	1 First Prize 3 Second Prizes 4 Third Prizes		
The 28 th Hong Kong Mathematics Olympiad Heat Event (Individual)	1 First-class Honor 2 Third-class Honor		
The 28 th Hong Kong Mathematics Olympiad Heat Event (Group)	4 th Place in New Territories East Region 1 Merit in Geometric Construction Section		

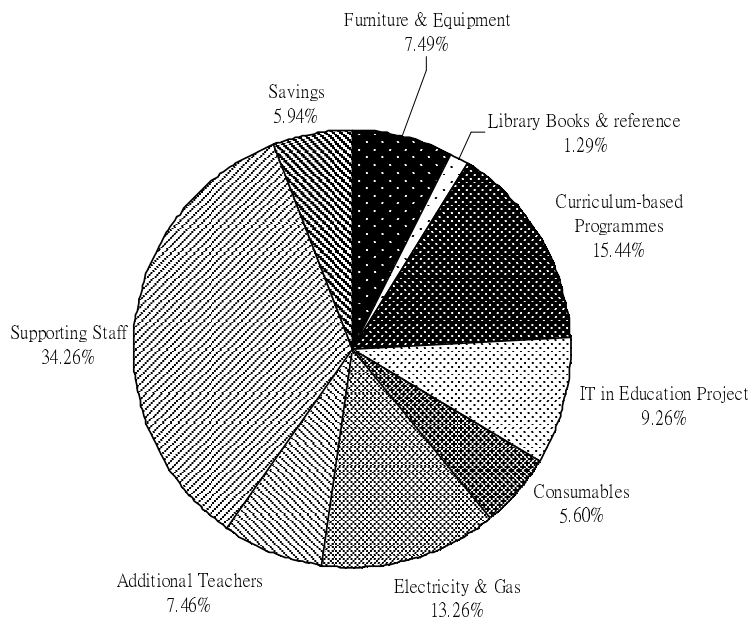
Events	Awards
The 28 th Hong Kong Mathematics Olympiad Final Event (Group)	Merit
The 13 th Hong Kong Mathematics High Achievers Contest	2 Second Prizes
Hong Kong & Macao Mathematical Olympiad Open Contest 'HKMO Open' 2011	4 Silver Awards 2 Bronze Awards
Pui Ching Invitational Mathematics Competition 2011	11 Merits
Multiple Intelligences Cup 2011	1 Third Class Prize
International Mathematical Olympiad (IMO) Preliminary Selection Contest --- Hong Kong 2011	1 Gold Award 1 Qualification for training
Hang Lung Mathematics Award	Defense Team Award
The Mathematics Book Report Competition for Secondary Schools 2010/2011	2 Second Class Prizes
World Robot Olympiad (Hong Kong Selection Competition) 2010	Second Runner-up
Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2010-2011	2 Students
Bank of Communications – Charity Fund for Secondary School Students	1 Conduct & Academic Scholarship Award 2 Outstanding Conduct & Academic Awards
Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2010-2011	2 Students
Government Scholarship	1 Student

Financial Summary 2010-2011

Income



Expenditure



School Development Plan 2010/11 – 2012/13

1. Developing Students' Academic Potential

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

2. Implementation of New Senior Secondary Curriculum

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

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

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