

Annual School Report 2011 - 2012

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SCHOOL VISION

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

SCHOOL MISSION

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

Core Values

1. Student Focus

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

2. Strive for Excellence

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

3. Lifelong Learning

We are committed to promoting lifelong learning. We provide a stimulating and nurturing environment so that students 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 & School-based Support Division, 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)

Ms. TO Wai Ming (Teacher Member)
Coordinator: Ms. CHOI Fung Man

Three meetings were held by the Committee in the school year 2011-2012 on 20.12.2011, 26.4.2012 and 6.7.2012 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 2011-2012
5. School Development Plan 2010-2013
6. Annual School Plan 2012-2013
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 | 4 | 5 | 5 | 5 | 5 | 5 | 2 | 31 |

Number of students (5.9.2011)

| Level | S1 | S2 | S3 | S4 | S5 | S6 | S7 | Total |
|-----------------|-----|-----|-----|-----|-----|-----|----|-------|
| No. of Boys | 85 | 93 | 83 | 102 | 97 | 79 | 29 | 568 |
| No. of Girls | 58 | 87 | 97 | 93 | 90 | 101 | 33 | 559 |
| Total Enrolment | 143 | 180 | 180 | 195 | 187 | 180 | 62 | 1127 |

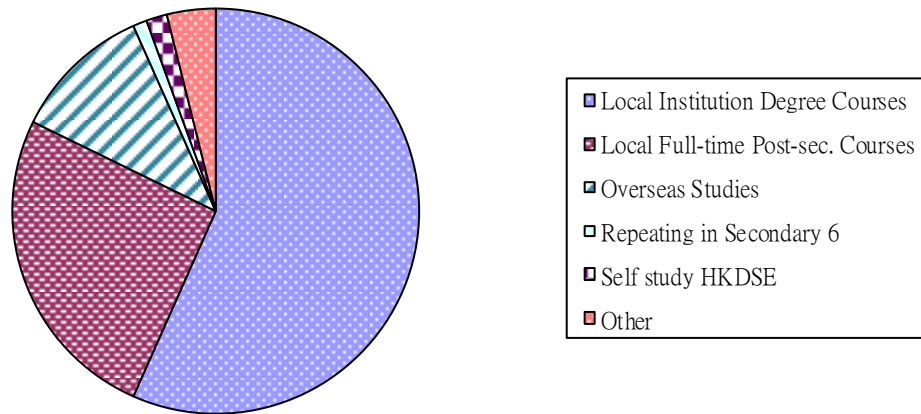
Students' Attendance

| Secondary | Percentage of Students' Attendance |
|-----------|------------------------------------|
| Sec. 1 | 99.1% |
| Sec. 2 | 98.9% |
| Sec. 3 | 98.7% |
| Sec. 4 | 98.6% |
| Sec. 5 | 98.6% |
| Sec. 6 | 96.5% |
| Sec. 7 | 95.1% |

The overall students' attendance rate in 2011-2012 was 96.9%.

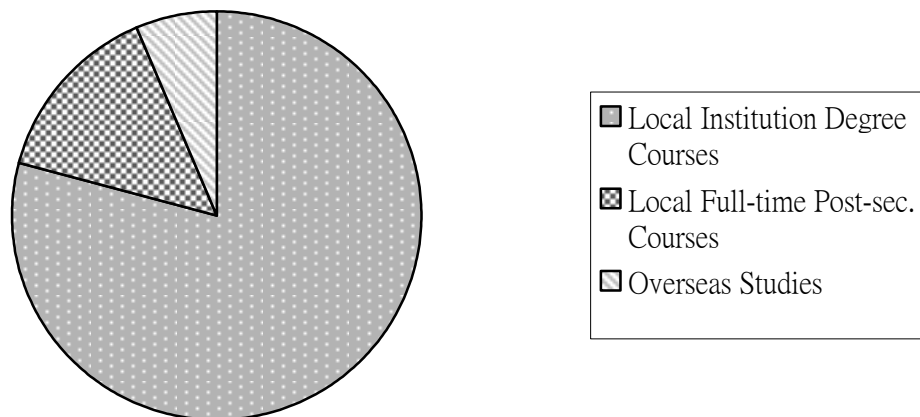
Destination of Exit Students

1. Sec. 6 Leavers



Among the 180 Sec. 6 graduates, 102 of them were accepted by local institutions (degree courses). Twenty went overseas for further studies.

2. Sec. 7 Leavers



Among the 62 Sec. 7 graduates, 49 of them were accepted by local institutions (degree courses). Four went overseas for further studies.

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

| University | No. of S.6 Students | No. of S.7 Students |
|--|---------------------|---------------------|
| The University of Hong Kong | 21 | 11 |
| The Chinese University of Hong Kong | 26 | 20 |
| The Hong Kong University of Science & Technology | 13 | 6 |
| Hong Kong Baptist University | 7 | 1 |
| The Hong Kong Polytechnic University | 15 | 5 |
| City University of Hong Kong | 10 | 3 |
| The Hong Kong Institute of Education | 3 | 0 |
| Lingnam University | 4 | 2 |
| The Open University of Hong Kong | 1 | 0 |
| The Hong Kong Academy for Performing Arts | 1 | 0 |
| Chu Hai College of Higher Education | 1 | 1 |

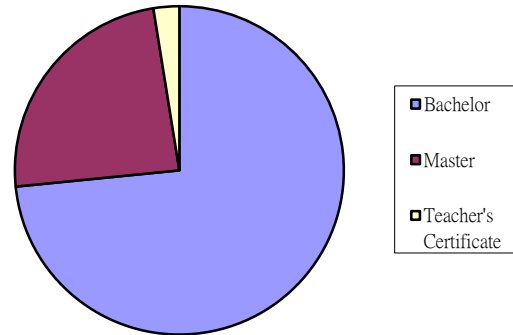
2. Early Leavers

Out of a total of 1138 students in the year, one student left our school before the school year ended.

Our Teachers

Teachers' Qualifications

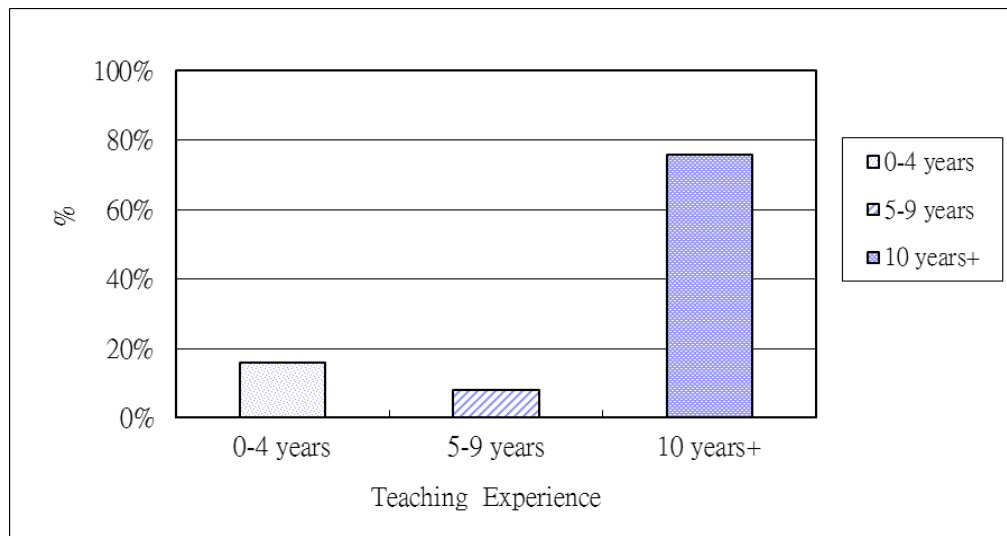
With a total of 60 teachers, 58 of them were university graduates and 19 of them held Master's Degrees. 100% of our English and Putonghua teachers had fulfilled the Language Proficiency Requirement.



Subject-trained teachers

| Subject | Percentage |
|-------------|------------|
| English | 100% |
| Chinese | 100% |
| Mathematics | 80% |

Teachers' Experience



Among the 60 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 our staff was 46 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. KWAN NG Choi Lin |
| Vice Chairperson: | Mrs. TAM CHAN Wai Hing Mr. LAI Kam Cheung |
| Treasurer: | Ms. YEUNG Sau Lai |
| Auditor: | Mr. MAN Chi Kuen |
| Secretary: | Mrs. CHOW NGAN Sik Kum Emily Mr. WONG Wai Man |
| Liaison Officer: | Mrs. CHEUNG NGAN Suk Yin Mrs. LI LAW Sau Ting Mr. CHEUNG Kui Leung |
| Recreation Officer: | Mr. HO Chu Ping Mr. WONG John Ms. CHEUNG Chui Ha |
| General Manager: | Mr. CHEUNG Tak Wing Ms. SHUM Sheung Yin Ms. SIU Jane |
| Committee Member: | Mr. CHOW Kam Cheung (Principal) Ms. LAM Fung King (Assistant Principal) Mr. TO King Man (Assistant Principal) Ms. YICK Wing Woon Ms. CHUNG Siu Ling |

Activities held from September 2011 to August 2012:

| Date | Activities | Target Group(s) |
|----------------------|---|--|
| 7/2011 | 2011-2012 S.1 Orientation Day for Parents | S.1 Parents |
| 9/2011-8/2012 | Club Activities Sponsorship | School Clubs |
| 9/2011-8/2012 | Design and Update of PTA Website | Public, Parents, Teachers and Students |
| 9/2011-7/2012 | Decoration of PTA Display Board | Parents and Students |
| 9/2011-10/2011 | Collection of PTA Membership Fee (Return of Duplicate Fee) | Parents |
| 12/9/2011-18/10/2011 | Election of SMC Parent Representatives (2011 to 2013) | Parents |
| 9 - 11/2011 | Dr. Cheng Ha Yan Memorial Scholarship Selection | Alumni and Students |
| 17/9/2011 | S.1 Orientation Day Camp for Parents and Students | S.1 Parents and Students |
| 30/9/2011 | Parent-child Relay Race and Reception on School Sports Days | Parents |
| 4/10/2011 | Tea Reception on Teachers' Day | Teachers |
| 7/10/2011 | PTA Annual General Meeting | All Members of PTA |
| 7/10/2011 | Election of the 13 th PTA Committee Members | All Members of PTA |
| 7/10/2011 | PTA Parents' Day | Parents |
| 9/10/2011 | Workshop Held by the Department of Health | Parents |
| 10/2011 | Invitation to Honourary Advisers | Former PTA Committee Members |
| 12/10/2011 | Presentation of Academic Prizes 2010-2011 | S.6 and S.7 Students |
| 13/10/2011 | Reception at Swimming Gala | Parents |
| 14/10/2011 | Thank You Cards Sent to Primary School Teachers | S.1 Students' Primary School Teachers |
| 17-21/10/2011 | Collection and Delivery of Second Hand Winter School Uniforms | Students |
| 11/2011 | The 13 th PTA Committee Registration | PTA Committee Members |
| 18/11/2011 | Meetings with Liaison Officers and PTA Volunteers | Parents |
| 21/12/2011 | Snacks Sharing at Christmas Party | Teachers and Students |
| 10/1/2012 | Workshops on Lunar New Year Craft Work | Students |
| 12/1/2012 | Visit to the Home for the Elderly | Parents, Teachers, Students |
| 15/1/2012 | Hiking for Fun | Parents and Students |

| Date | Activities | Target Group(s) |
|----------------------------|--|--|
| 5/2/2012 | Lunar New Year Games Day (Football, Basketball, Volley Ball ,Badminton and Ping-pong Competitions) | Parents, Teachers, Alumni and Students |
| 15/2/2012 – 27/3/2012 | PTA English Reading Scheme for S.1 Students | S.1 Students |
| 19/2/2012 | PTA Picnic (Sha Tau Kok) | Parents, Teachers and Students |
| 17, 21/2/2012, 2, 9/3/2012 | Craft Work Workshops for Parents (4 Sessions) | Parents |
| 24/2/2012 - 13/3/2012 | Collection and Delivery of Second Hand Summer School Uniforms | Students |
| 1, 8/3/2012 | Tea Reception at S.6 & S.7 Farewell Party | S.6 & S.7 Teachers and Students |
| 23/3/2012 | Tea Reception at S.3 Careers Talk on S.4 Streaming | S.3 Parents and Students |
| 30/3/2012 | Visit to Shatin Public School | Students |
| 12/4/2012 | Workshops on Organic Foods | Parents |
| 20/4/2012 | PTA Fund-raising Booths for Charity Sale on School Open Day | Public, Parents, Teachers and Students |
| 21/4/2012 | Craft Work Workshop for Parents and Alumni | Parents, Teachers and Alumni |
| 4/5/2012 | Performance at School Anniversary Variety Show | Parents |
| 19/5/2012 | Preparation, Reception and Lucky Draw at School Anniversary Banquet | Parents |
| 29/6/2012 | Tea Reception with Liaison Officers and PTA Volunteers | PTA Volunteers |
| 6-7/2012 | PTA Conduct Awards | Students |
| 6-7/2012 | PTA Service Awards | Students |
| 6-7/2012 | PTA Academic Awards | Students |
| 12/7/2012 | The 18 th Parents-Also-Appreciate-Teachers' Drive | Teachers |
| 2/2012, 7/2012 | Issue of PTA Newsletters (twice a year) | Public, Parents, Teachers and Students |
| 7/2012 | Recruitment of Liaison Officers and PTA Volunteers at S.1 Level | Parents of New S.1 Students |
| 9/2011 - 5/2012 | Five Regular Meetings for Committee Members | PTA Committee Members |
| 10/2011 - 6/2012 | PTA News for School Newsletters (3 times a year) | Public, Parents, Teachers 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:

- October 2011 AA Scholarship and Best Improvement Award
- October 2011 National Day Cup Football and Volleyball Competition
- October 2011 Career talk series, Media and Creative Arts
- November 2011 Albert Law Memorial Scholarship and Sportsmanship Award
- Jan 2012 Career talk series, Economics and Finance
- Feb 2012 New Year Cup Sports Competition
- July 2012 Career talk series, Medical and Pharmacy study

Teacher Coordinator : Mrs. Lee Ng Man Wo
Ms. Ng Lai Wah

MAJOR CONCERNS 2011-2012

Major Concern 1

Developing Students' Academic Potential

As teachers, it is no doubt that our responsibility is to inspire our students so that they are able to reach their academic potential. With the identification and understanding of students' academic strengths and weaknesses, we should create a positive and supportive learning atmosphere at school so that our students can learn to value their individual potential and learn to the fullest of their abilities. In order to achieve this, this year, we focused on the following areas:

1. To refine good learning skills/strategies.
2. To promote the use of various teaching strategies to assist students with different learning needs.
3. To arrange support programmes for high-achievers and less able students.

To refine good learning skills/strategies

Different subject departments may have different specific learning skills/strategies that they expect students to acquire. Thus, in the beginning of the academic year, all subject departments chose two specific learning skills/strategies across all levels that they expected students to acquire. From the schemes of work and minutes of departmental meetings, it was noted that all subject departments had designed different subject-based learning activities to develop the selected learning skills/strategies. Feedback from teachers was collected at the end of the academic year to see if students acquired the selected learning skills/strategies. 15.79% of teachers strongly agreed while 84.21% agreed that most students acquired the selected learning skills/strategies.

Subject-based strategies to cater for learners' diversity

In a classroom, it is unavoidable that students have different learning styles and they are of different abilities. In order to cater for the learners' diversity, different subject departments adopted different subject-based strategies. During 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 to cater for their different learning 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. 10.80% of students strongly agreed while 69.01% agreed that teachers employed a variety of learning and teaching activities. 86.86% 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 S1 to S3 students according to their abilities. 88.24% of teachers reflected that the graded exercises were useful to students. From the feedback of S1 to S3 students, 86.18% of them strongly agreed or agreed that graded exercises were useful for their learning.

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 2011, 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 might develop different programmes for students of different abilities. This year, English, Chinese, Mathematics, I.T. and Science had arranged pull-out programmes for students and they reflected that the pull-out programmes were useful for 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 might 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 S1. Students in S1 were asked to form study groups of 4 to 5 students, with mixed abilities. There were 27 groups formed in the 4 classes of S1. At the end of the

year, they were required to hand in a log book which outlined what happened during their meetings. All groups handed in their log books and 15 groups had met 10 times or more throughout the year. The performance of students was appreciated and one study group from each class had been chosen as the “Best Study Group” in the class and they were presented with a prize during the Year End Assembly as a kind of encouragement. In fact, from students’ survey, 85.71% students strongly agreed or agreed that they learnt from their classmates in the study groups which were beneficial to their studies. Apart from forming study groups, students can also learn from senior form students. On 12th January 2012, we chose 4 students of excellent academic results from S7 to share their good study skills and methods with all classes in S1 during the class teacher period. It was observed that S1 students were attentive during the sharing sessions and they reflected that they learnt from the senior form students.

In conclusion, in order to inspire students to reach their academic potential, students have to acquire good learning skills/strategies. As teachers, it is our responsibility to assist students with different learning needs so that they can pursue academic excellence. This year, each subject department chose two specific learning skills/strategies that they expected students to acquire; at the same time, they employed different learning and teaching activities to cater for learners’ diversity, including using differentiated learning tasks and assigning graded exercises. Pull-out programmes and enhancement programmes for high achievers and the less able students were also arranged of the subjects English, Chinese, Mathematics, I.T. and Science, to develop students’ potential. Learning from peers is also a way that we believe can help to develop students’ potential. Therefore, study groups were set up in S1 and senior form students of excellent academic results were arranged to share their good study skills and methods with junior form students.

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, future teachers' workload, etc.

In 2011-2012, the implementation could be summarized into the following tasks: to formulate 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 the collaboration of other school teams.

To formulate the NSS curriculum

With the purpose to fully develop students' potential and meet their interests, the subject combinations of the elective subjects were fine-tuned. According to the survey findings on students' preferences of NSS subjects, the majority of students preferred Chemistry, Physics or Biology to Combined Science as their elective subjects. The current curriculum includes only Chemistry, Physics and Biology as the science electives. In planning and preparing for the practice, there could be better allocation of manpower and resources.

To develop a formal SBA structure for the NSS Education

School-based Assessment (SBA) refers to assessments administered in schools and marked by the students' own teachers. It enhances the validity of assessments and improves the reliability of assessments. Through departmental sharing and moderation meetings, teachers would recognize and adopt a continuous assessment policy and appropriate assessment modes. The details about the required format and assessment criteria would be introduced to our students before SBA was conducted. 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 new NSS curriculum for S.3 students and organized talks for parents on the new curriculum and timetable framework.

From November 2011 to February 2012, our school conducted two mock surveys on S.3 students' preferences with regard to their selection of subjects in the proposed NSS curriculum. On 23 February 2012, 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 of the NSS curriculum to parents through sharing, talks and circulars. On 7 October 2011, our school organized a talk on the NSS curriculum, timetable framework and NSS Liberal Studies to parents of junior form students. The talk on the NSS curriculum and S.4 Streaming was held for S.3 students and parents on 23 March 2012. In this talk, parents of S.3 students

were informed about the subject contents and combinations of the NSS curriculum in our school, and the entry requirement of universities in Hong Kong under the NSS curriculum. To furnish the parents with more information for their better understanding of the NSS curriculum, S.3 class teachers and members of the Careers Committee also organized a question and answer session for parents in which questions and concerns brought up by parents were thoroughly answered and addressed.

Different universities and educational institutes e.g. HKU, HKUST, HKU SPACE and Hok Yau Club, were invited to host multi-pathway or career-related talks for maximizing our students' contact to opportunities of further tertiary studies or future careers. They could grasp more information about the institutions, selection of programmes, admission, study life, application procedures, etc. They could also be informed of endless innovation in work sphere.

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 the Liberal Studies Curriculum Support Grant and 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. Most of them were interested in lessons about subject curriculum, teaching strategies, assessment criteria, etc. which could eventually sharpen their lesson preparation for students.

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 targeted learning strategy for each level was adopted 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 especially strengthen their learning. The selected strategies included peer and self assessment, graded exercises, developing experimental skills, problem-solving skills, extensive reading, questioning, scaffolding, inquiry, etc. as stated in the Assessment Guides. With a view to identifying good practices for further development in our students, subject departments also reviewed the strategies adopted and concluded the good outcomes in our students, e.g. grasping basic concepts clearly, improving their critical thinking, enhancing their analytical power, ensuring their collaboration, developing their sustainability, etc.

To enhance students' participation and learning experiences for OLE with collaboration of other school teams

The enhancement of Other Learning Experiences is another focus of NSS to facilitate whole-person development of our students as lifelong learners with sustainable capacities. 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.1-6 students in their Student Learning Profiles.

With the joint effort of the Liberal Studies Department, news inculcation on some social issues was completed on regular basis to arouse students' concern and understanding of people and matters around the community and the world. Working together with the Guidance Committee, Moral and Civic Education Committee, and Health, Sex and Life Education Committee, there were three Education Weeks organized to enrich students' holistic development throughout the whole year.

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 2011-2012, the following achievements were made:

I. Holistic Development: Widening students' horizons and enhancing students' community awareness

Newspaper Clipping on Current Issues

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

Exchanges Programme

Eight S.3 students were chosen to join the 10th Singapore-Hong Kong Exchange Programme to gain more experiences outside the classroom and widen their horizons. The student delegates paired up with their Singaporean buddies and stayed with the host families in Singapore during last summer holidays. Then, the Singaporean students paid a return trip to Hong Kong and had lessons in our school. Students participating in the exchange programme shared their experiences gained with teachers and students through short talks in the morning assembly and photo exhibition in the school foyer.

Other Learning Experiences

A Variety Show was held in the Academic Community Hall of the Baptist University for celebrating the 40th Anniversary of our school on 4 May 2012. It provided opportunities for students to perform and extend our connectedness with the public. Actually, the show was run with great success and nearly 200 students expressed that they

enjoyed and treasured the on-stage performance experiences very much.

Moreover, the Careers Committee and Alumni Association organized a series of talks on careers development in order to assist senior form students with their careers planning. The nature and prospect of several careers including Journalism & Communication, Design, Global Economics & Finance were introduced. Students showed great interest and participated actively in the Q&A session.

II. Developing Positive Value: Self-discipline

(i) Theme-based Class Programme

A Tidy Student Selection and an inter-class Class Rule Design Competition were organized by the Discipline Committee. Aiming to promote the importance of self-discipline in keeping tidy uniform and appearance, class teachers and subject teachers were invited to recommend at most 3 students from each class for the Tidy Student Selection according to the record and performance of students at the end of the first and second terms. In the Class Rule Design Competition, each class set five class rules on reinforcing self-discipline and classroom manner in September 2012 and the winning entries were displayed in the school foyer. Besides, 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 and more than 80% of classes were able to follow the class rules. Most of the classes gained good comments from teachers as revealed in the review reports received.

In addition, an Inter-class Creative Writing and Speaking Competition on the themes related to 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 the whole class and then 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.

(ii) Peer Support Programme

Both Prefects and Student Peer Counsellors made good use of the Class Periods to promote the importance of self-discipline among S.1 and S.2 students. Many interesting and interactive activities were designed to reinforce students' understanding of the school rules and the importance of respecting others and good interpersonal skills. Students participated actively in the activities.

III. Reinforcing students' self-identity as an STGSS student

(i) "Role Model of STGSS" Election

The above-mentioned Election was organized this year. Students with excellent performance in specific areas would be nominated by teachers or self-nominated. Some class sessions were arranged in the class teacher periods to discuss the positive qualities of being an STGSS student. Finally, eight students were elected to be the role models of STGSS. Their photos and profile writing were displayed in the foyer to promote positive atmosphere in school. Besides, some role models of STGSS were invited to give short talks in the morning and term-end assemblies to share their happiness and positive messages with teachers and fellow schoolmates.

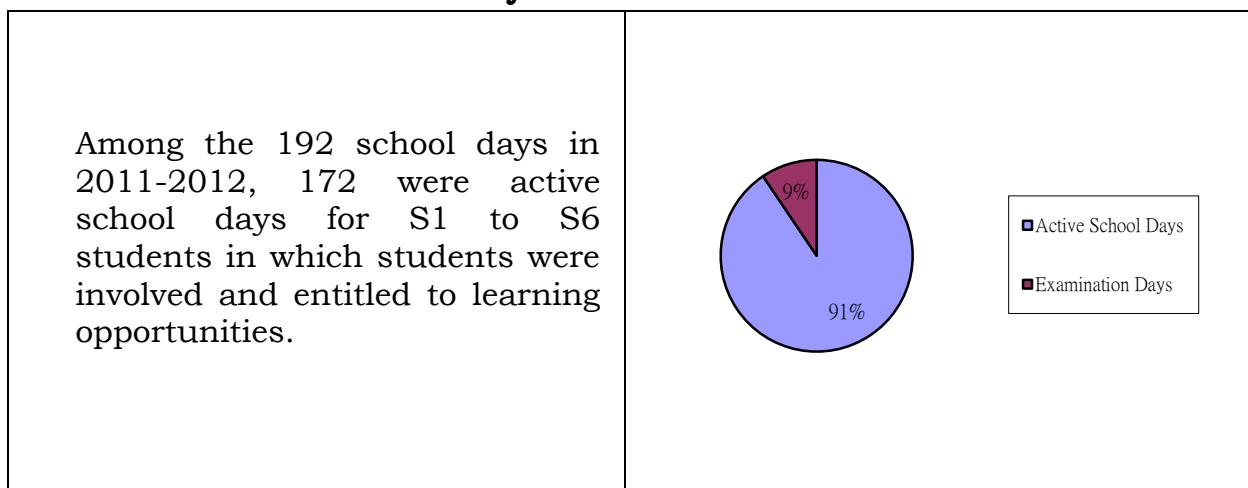
(ii) Alumni Sharing

Alumni were invited to share with the participants their reflections on the self-identity of being a student of STGSS in the 40th Anniversary Reunion Dinner. Most of the participants were impressed by their touching sharing.

Graduates from different years who take pride in their alma mater were invited to share the best of our school and the things they appreciate and treasure about STGSS with students during the post-examination activities period. Students showed great interest in knowing the graduates' previous school life in STGSS and gained valuable experience from their sharing.

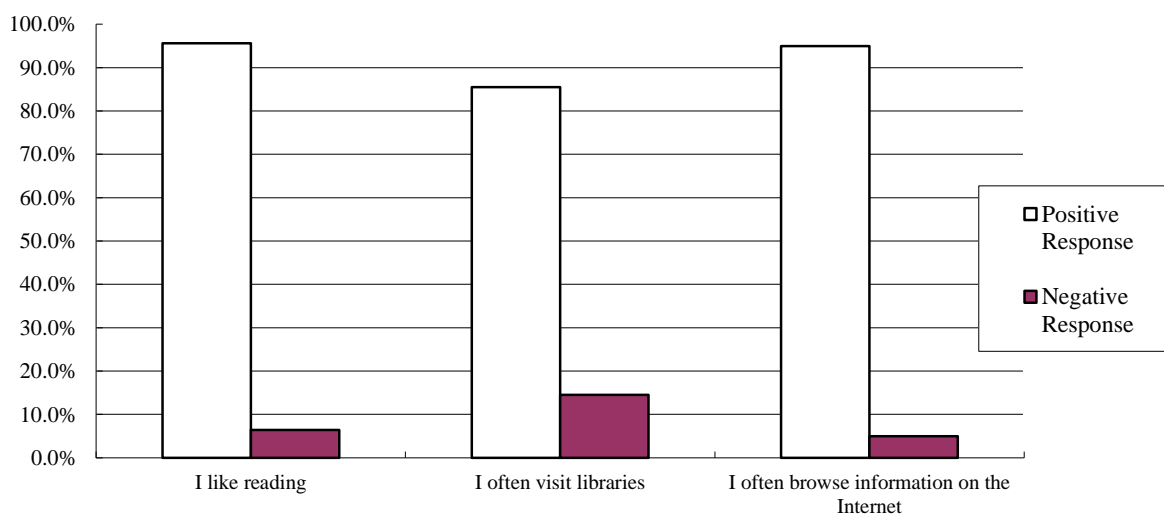
Our Learning and Teaching

Number of Active School Days



Students' Reading Habit

Students' views about their reading habit



| | Positive Response | Negative Response |
|--|-------------------|-------------------|
| I like reading | 93.2% | 6.8% |
| I often visit libraries | 88.8% | 11.2% |
| I often browse information on the Internet | 97.9% | 2.1% |
| Average: | 93.3% | 6.7% |

Data collected from the questionnaires on the survey of students' views about their reading habit reflected that more than 93% 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 2011-2012, 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 S4. About 88% 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 2011-2012, a series of activities were held to cultivate students' learning habit so that they could widen their learning scope.

1. On-line reading programme (www.welovehkteenagers.net) was organized by We Love Hong Kong Association Ltd. 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, 23 students had read more than 160 pieces of on-line materials. They were qualified to receive a certificate issued by the school.
2. Parent-Child Reading Programme was also carried out. This was a programme for parents and their children to read the same book at home, and to complete together a reading report in which they would share their feelings and opinions. All the S.1 students and their parents joined the programme. The relationship between the students and their parents was enhanced. Twelve prize winners were selected. Their outstanding book reports were displayed in order to share the good works with other students.
3. Four book exhibitions were held. Latest books of different genres were introduced to students. At the same time, the students were immersed in a reading environment that encouraged them to read more. Furthermore, they were motivated to share their own views and ideas of books with other students. The activities were well-received with students' positive and encouraging feedback.
4. Three book-sharing sessions were conducted. Reading ambassadors shared their findings from books with S.1 and S.2 students. Most students found the events enjoyable and gave positive comments.

Project Learning

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

1. S1 Joint-departmental Project

The implementation of the project was carried out in February

2011 to July 2012. All the students took part in doing projects related to the Personal, Social and Humanities Education. S1 students were able to design different feasible topics and carry out investigation. They were good at power-point presentation. However, there was room for improvement in the areas of collaboration between group mates, their presentation in English and time management.

2. S2 Cross-curricular Project

The implementation of the project was carried out in September 2011 to June 2012. All S2 students were able to design different feasible topics and formulate questions on the theme 'Life and technology'. Their performance was good. Close collaboration among students were 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 2011/12.

| Subject | Activities | Implementation Date |
|--|--|-----------------------------|
| Other Language | Japanese(Elementary level) (S.1 – S.2) (10 sessions) | 9 Nov 11 – 29 Feb 12 |
| Other | Time Management training programme (S.3) (10 sessions) | 9 Nov 11 – 29 Feb 12 |
| Chinese | Communication skills workshop (S.4 – S.5) (10 sessions) | 9 Nov 11 – 29 Feb 12 |
| Chinese, English, Maths and Liberal Studies | Enhancement programme (S.2 – S.3) (10 sessions) | 7 Mar 12 – 4 April 12 |

Gifted Education

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

External Competitions

| Programmes | Participation |
|---|--|
| The 45th Joint School Science Exhibition Proposal Competition 2012 | Four students participated in the competition with the theme of "Disaster Counteraction Scientific Innovation". They designed a system for stopping unattended baby stroller and were awarded the Champion of Proposal Design Competition, and the Champion of the ITC Innovation Award. |
| Model Solar Boat Challenge 2012 organized by the Art and Technology Education Centre | Ten students formed four school teams and they designed and made their own solar boats. The teams won the Champion of individual race and the First runner-up of Best Design Award. |
| Design For Elderly Competition 2012 | One student designed a tool to help the elderly to carry heavy objects by transferring some of the weight to the forearm and the student was awarded the Champion. |
| Poster Design Competition on Scientific Investigation organized by Science Section, CDI | The students needed to design a poster to describe how to carry out scientific investigation or to describe a new invention. One student investigated the factors affecting the colours of glazes in ceramics and won the Champion, and another student designed a device to prevent trapping of objects like sweaters and belts at the doors of buses and won the award of merit. |
| Hong Kong Budding Scientists Award 2011/12 | Four students participated in the competition. In the written assessment, one student obtained the first class honor and two students were awarded the award of merit. In the final stage, the students carried out a presentation on a scientific investigation and an interview with a local scientist. The award of merit was obtained. |
| Hong Kong Science Competition 2012 | Two groups of students participated in the competition and they were shortlisted to enter the semi-final to exhibit their investigation of 'Ceramic Food Box' and 'Ceramic Filters'. |
| Popular Science Essay and Poster Competition | Four students participated in the competitions and all of them won the merit award. |
| Wind Turbine Model Design Contest 2012 | Four students investigated how to improve the power output of wind turbine and entered the final. |

| | |
|--|--|
| Hong Kong Baptist University: The 11th Hong Kong Chinese Medicine Quiz | Nine students participated in the training course and the competition and they entered the semi-final. Their knowledge in Chinese Medicine was greatly enhanced. |
|--|--|

External Training Programmes

| Programmes | Participation |
|---|--|
| Fung Hon Chu Gifted Education Centre- Programmes for Gifted Students | Four S2 students, six S3 students, and four S4 students were nominated to join the courses on topics including forensic science, renewable energy, creative writing and fashion design. |
| HKUST Summer course 2011 | One student won the silver award of Dye-Sensitized Solar Cell Project and the silver award of Green Bricks Project. |
| Programmes for the Gifted and Talented organized by local universities (CUHK, HKIED & HKU) | A total of nine students joined the programmes and they were awarded certificates of completion. |
| Young Achievers' Gallery: Celebrity Student Talk Series on Multiple Intelligence | Two students were nominated to participate in the Celebrity Student Talk Series on Multiple Intelligence and they were awarded the certificates of completion. |
| Hong Kong Academy for Gifted Education : <ul style="list-style-type: none"> • Leadership • Humanity • Mathematics • Science | A total of seventeen students were successfully selected as the members of the Hong Kong Academy for Gifted Education, with two students in the stream of Leadership, nine in Mathematics, six in Science and one in Humanities. |
| Hong Kong Poly University Summer course for scientifically gifted students | A total of ten students were nominated to join the courses on topics including ChemTechViva, Climbing up the DNA ladder and Fashion and Textile Journey. The course fees were fully subsidized by the Diversity Learning Grant and the students needed to submit a report and share their experience to other students after the course. |
| Chinese Medicine Summer Camp organized by HKU | Nine students participated in the training camp. Their knowledge in Chinese Medicine was greatly enhanced. |

School-Based Programmes and Competitions

| Programmes | Participation |
|--------------------|--|
| Inno Carnival 2011 | Forty-eight students participated in the carnival held at the Hong Kong Science Park. The horizons of students about technology and creativity were widened. |

| | |
|---|---|
| Science and Ceramics – training workshop & exhibition | Twenty-six students participated in the workshops organized by Fo Tan Art Home Gallery. The students learnt about how to apply the concepts of Chemistry, Geography, Mathematics and Art in ceramic art. They also carried out an experiment to investigate the factors affecting the texture and colours of glazes. The participants organized an exhibition to display their learning outcomes on the Open Day. |
| Creative thinking | The programme aimed to train up creativity, problem solving skills and critical thinking skills of students. Twenty students completed the programme and were awarded the certificates of completion. |
| Strategic thinking & career planning | The programme aimed to train up the planning and self-management skills of students and to provide guidance to students on preparation for the JUPAS. Twenty-four students completed the programme and were awarded the certificates of completion. |
| Making Solar cookers | The programme aimed to train up the creativity and scientific thinking skills of students. The participants were required to apply scientific concepts to design solar cookers which were used for preparing various cuisines for a cooking contest. Eighteen students participated in the programme and were awarded the certificates of completion. |

SUPPORT FOR STUDENT DEVELOPMENT

1. Careers Committee

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

1. Visits: visits to the Information Days of six universities, Coca-cola Company and Careers Expos.
2. Talks on careers planning: Seminar for the NSS curriculum and S.3 Streaming, Job-related and life skills training: Interview techniques Workshops for S6 and S7 students and S1 Study Skills workshop.
3. Leadership training: train our Careers Prefects to help in various workshops and seminars.
4. Self-understanding: organizing "Multiple Intelligences" Workshop for S3 students.
5. Overseas studies: giving advice on applications, writing recommendation letters, preparing transcripts and predicted grades in public examinations, providing information of universities.
6. Work experience enrichment service: nominate 9 students to join the summer work programme co-organized by EDB and the HKACMGM and nominate 2 students to join the clinical attachment programme organized by CUHK.
7. Nominate students to various Scholarships, Outstanding Student Selection and Most Improved Student Selection.
8. Conduct surveys on S7 graduates.
9. Publication: career leaflet and school newsletters.

Throughout the year, the Careers Committee had worked their best to provide students with a lot of life-wide experiences. All activities organized by the committee were aimed at facilitating the careers development and meeting the needs of students. Our career teachers were extremely helpful in helping students to make critical life decisions such as choosing a career, an academic course, a school, a

tertiary institute, an interest, etc. Each of these decisions was very important in its own and affected the student's perception and attitude life-long. The success of the Careers Committee was due to the unanimous support of the school authority, teachers, parents and a group of enthusiastic, dedicated and professional careers teachers who encouraged individual talents and strengths.

2. Discipline Committee

On the whole-school-approach basis, the Discipline Committee aims to maintain good school discipline which helps the students fully participate in and benefit from the school life. With more than rules and control as the fundamental element, the Committee has worked to ensure that students can develop a sense of self-worth, self-discipline and respect for others. The work of the Discipline Committee in the school year 2011-2012 included the following:

Cultivating Positive Values - Respect and Responsibility

Tidy Uniform & Appearance Self-discipline Program

Tidy Student Election

Class Rule Design Competition

Inspecting students' hair and uniform

Supervising Prefects and Junior Prefects to perform daily duties

Assisting Monitors in keeping the order of the classes between lessons

Maintaining students' discipline at School Assemblies, Swimming Gala

and on Sports Days, Speech Day, Parents' Day, Open Day, etc

Election of Head Prefects, Deputy Head Prefects and Group Leaders

Election of Prefects and Junior Prefects

Upkeeping School Heritage

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

Whole-school Discipline Assembly

Discipline Assembly and Road Safety Talk for S.1 students

Police Talk: to arouse students' awareness of proper use of computer and to teach students the importance of theft prevention

Farewell Party for graduate prefects

Leadership Training Activities

Leadership Training Session for prefects in the school hall

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

Recognizing Commendable Behaviour

Keeping an account in the Student Learning Profile if a student had 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 31 clubs/groups in the school and they come under 6 categories. During the school year 2011/2012, 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 |
| Finance and Accounts Club | Chinese Debating Club |

Activities included:

Festive celebration for the Lunar New Year

Halloween Bash
 Mathematics Week
 Science Week
 Share our Shares – Simulation game on stock market
 Putonghua Talent Show
 Android Game Development
 40th Anniversary Board Exhibition in History Week
 S.5 Inter-class English Debating Competition
 S.5 Inter-class Chinese Debating Competition

Cultural Clubs

| |
|------------|
| Art Club |
| Dance Club |
| Drama Club |

Activities included:

“Tian Tian Xiang Shang” Creativity-For-Community and School Development Programme
 Dance Show
 Hong Kong Schools Drama Festival

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:

Contract Bridge Competition
 40th Anniversary Katso Bible Quiz
 Grand Chess Tournament 2012
 Wonder Beads on Home-coming Day
 HKSAR Financial Budget Quiz & Board Display
 Christmas Party
 Hiking with Fun
 Photography Workshop
 Robot Building and Programming Class
 RTHK Visit

Uniform Groups

| | |
|---------------------------|-----------------|
| Hong Kong Air Cadet Corps | Red Cross Cadet |
| Girl Guides | Scouts |

Activities included:

- Recruit Cadet Training Camp
- Annual Interest Badge Assessment
- Way to Humanity
- Annual Wild Camping

Sports

| |
|-------------|
| Sports Club |
|-------------|

Activities included:

- Ultimate Frisbee Competition

Service

| | | |
|----------------------|----------------------|--------------------|
| Community Youth Club | Social Service Group | Junior Police Call |
|----------------------|----------------------|--------------------|

Activities included:

- Volunteer Training Workshop
- Shatin Student Ambassador 2011-2012
- Quiz on Social Issues Related to JPC

House Activities

The following inter-house activities were held during the school year 2011/2012.

| Date | Activities |
|-----------------------------|--|
| September 2011 | Sports Day and Cheering Team Performance |
| October 2011 | Swimming Gala Board Design Competition Table-tennis Competition |
| November 2011 | Badminton Competition |
| February 2012 | Football Competition |
| March 2012 | Volleyball Competition |
| April 2012 | Basketball Competition (Boys and Girls) Scrabble Competition Mathematics Olympic |
| June 2012 | Liberal Studies Forum |
| October 2011 – June 2012 | Web Page Design Competition |

Overall results of inter-house competitions:

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

4. Guidance Committee

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.

1. S.1 Orientation Day
2. S.1 Lunch Time Class Activities
3. MEH Lesson for S.1 to S.2 students to promote good characters
4. Student Peer Counsellor Scheme
5. Leadership Training Camp
6. Character Education Week

To encourage our students in understanding and serving the community, the Committee had nominated five students from S.3 to take part in the 2011-2012 Joint Secondary School Leadership Training Project in Shatin organized by the YWCA. Our students' performances were impressive. They obtained a total of seven awards for their outstanding performances in leadership, inter-personal skills and project work.

Student Counselling

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

School Social Worker

Ms. Chan Kit-yea 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 this development and keep students’ OLE records in their Student Learning Profile.

Different committees have offered the students a wide range of activities to enrich their other learning experiences both within and outside normal school hours. This has encouraged them to participate in the five areas of OLE, namely Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development. In addition, our school has also joined various schemes and workshops related to OLE organized by the Leisure and Cultural Services Department and the College of International Education of the Baptist University. These included Arts Experience Scheme for Senior Secondary Students, School Culture Day Scheme, Sports Award Scheme, Outreach Coaching Programme and OLE Workshops, etc. Throughout the year, students have participated actively in these activities and gain valuable experience. Through the participation in these activities, students can widen their horizons and enhance their community awareness.

Moreover, we have utilized the Student Learning Profile (SLP) to help the 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 production of SLP, all S.4 and S.5 students are 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 | 53.87 | 63.71 |
| English | 45.74 | 68.73 |
| Mathematics | 54.04 | 76.38 |

Hong Kong Advanced Level Examination 2012

| 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 | 62 | 3 | 4.8 | 8 | 12.9 | 30 | 48.4 | 57 | 91.9 | 62 | 100.0 | 0 | 0.0 | 62 | 100.0 |
| AS Chin Lan & Cul | 61 | 1 | 1.6 | 17 | 27.9 | 35 | 57.4 | 57 | 93.4 | 61 | 100.0 | 0 | 0.0 | 61 | 100.0 |
| AS Chin Lan & Cul (PTH) | 1 | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 1 | 100.0 | 1 | 100.0 | 0 | 0.0 | 1 | 100.0 |
| Physics | 16 | 0 | 0.0 | 4 | 25.0 | 11 | 68.8 | 16 | 100.0 | 16 | 100.0 | 0 | 0.0 | 16 | 100.0 |
| Chemistry | 28 | 3 | 10.7 | 10 | 35.7 | 19 | 67.9 | 24 | 85.7 | 27 | 96.4 | 1 | 3.6 | 27 | 96.4 |
| Biology | 12 | 0 | 0.0 | 3 | 25.0 | 9 | 75.0 | 11 | 91.7 | 12 | 100.0 | 0 | 0.0 | 12 | 100.0 |
| Pure Mathematics | 18 | 3 | 16.7 | 6 | 33.3 | 12 | 66.7 | 15 | 83.3 | 18 | 100.0 | 0 | 0.0 | 18 | 100.0 |
| Applied Mathematics | 1 | 1 | 100.0 | 1 | 100.0 | 1 | 100.0 | 1 | 100.0 | 1 | 100.0 | 0 | 0.0 | 1 | 100.0 |
| AL Economics | 35 | 5 | 14.3 | 10 | 28.6 | 15 | 42.9 | 26 | 74.3 | 33 | 94.3 | 1 | 2.9 | 33 | 94.3 |
| AS Economics | 3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 33.3 | 0 | 0.0 | 1 | 33.3 |
| Geography | 13 | 1 | 7.7 | 1 | 7.7 | 8 | 61.5 | 12 | 92.3 | 13 | 100.0 | 0 | 0.0 | 13 | 100.0 |
| Prin of Accts | 15 | 0 | 0.0 | 0 | 0.0 | 2 | 13.3 | 6 | 40.0 | 14 | 93.3 | 0 | 0.0 | 14 | 93.3 |
| Chin Literature | 13 | 0 | 0.0 | 4 | 30.8 | 6 | 46.2 | 10 | 76.9 | 13 | 100.0 | 0 | 0.0 | 13 | 100.0 |
| Chin History | 15 | 1 | 6.7 | 3 | 20.0 | 4 | 26.7 | 10 | 66.7 | 12 | 80.0 | 1 | 6.7 | 12 | 80.0 |
| History | 6 | 0 | 0.0 | 1 | 16.7 | 5 | 83.3 | 6 | 100.0 | 6 | 100.0 | 0 | 0.0 | 6 | 100.0 |
| AS History | 3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 33.3 | 1 | 33.3 | 1 | 33.3 |
| AS Math & Stat | 5 | 0 | 0.0 | 1 | 20.0 | 1 | 20.0 | 3 | 60.0 | 5 | 100.0 | 0 | 0.0 | 5 | 100.0 |
| TOTAL | 307 | 18 | 5.9 | 69 | 22.5 | 159 | 51.8 | 255 | 83.1 | 296 | 96.4 | 4 | 1.3 | 296 | 96.4 |

Percentage of S7 students with 2 AL & 2AS level passed: 93.5%

Hong Kong Diploma of Secondary Education 2012

| SUBJECT | NO. SAT. | GRADES | | | | | | | | | | 2 or above | | | | | |
|-----------------|-------------|----------|------|----------|------|---------|------|---------|------|---------|-------|------------|---------|----|-----|------------|-------|
| | | 5** | | 5** - 5* | | 5** - 5 | | 5** - 4 | | 5** - 3 | | | 5** - 2 | | 1 | | |
| | | NO | % | NO | % | NO | % | NO | % | NO | % | | NO | % | NO | % | |
| Eng Lang | 180 | 2 | 1.1 | 17 | 9.4 | 48 | 26.7 | 126 | 70.0 | 176 | 97.8 | 180 | 100.0 | 0 | 0.0 | 180 | 100.0 |
| Chin Lang | 180 | 6 | 3.3 | 13 | 7.2 | 41 | 22.8 | 95 | 52.8 | 149 | 82.8 | 175 | 97.2 | 5 | 2.8 | 175 | 97.2 |
| Mathematics | 180 | 14 | 7.8 | 47 | 26.1 | 87 | 48.3 | 142 | 78.9 | 168 | 93.3 | 178 | 98.9 | 2 | 1.1 | 178 | 98.9 |
| Lib. Studies | 180 | 3 | 1.7 | 13 | 7.2 | 38 | 21.1 | 136 | 75.6 | 174 | 96.7 | 179 | 99.4 | 1 | 0.6 | 179 | 99.4 |
| Sub-total | 720 | 25 | 3.5 | 90 | 12.5 | 214 | 29.7 | 499 | 69.3 | 667 | 92.6 | 712 | 98.9 | 8 | 1.1 | 712 | 98.9 |
| | | 5** | | 5** - 5* | | 5** - 5 | | 5** - 4 | | 5** - 3 | | 5** - 2 | | 1 | | 2 or above | |
| Maths (Mod 1) | 13 | 0 | 0.0 | 1 | 7.7 | 7 | 53.8 | 12 | 92.3 | 12 | 92.3 | 13 | 100.0 | 0 | 0.0 | 13 | 100.0 |
| Maths (Mod 2) | 33 | 5 | 15.2 | 17 | 51.5 | 30 | 90.9 | 32 | 97.0 | 33 | 100.0 | 33 | 100.0 | 0 | 0.0 | 33 | 100.0 |
| BAFS | 51 | 2 | 3.9 | 5 | 9.8 | 10 | 19.6 | 25 | 49.0 | 40 | 78.4 | 49 | 96.1 | 1 | 2.0 | 49 | 96.1 |
| Physics | 34 | 3 | 8.8 | 9 | 26.5 | 18 | 52.9 | 28 | 82.4 | 34 | 100.0 | 34 | 100.0 | 0 | 0.0 | 34 | 100.0 |
| Chemistry | 53 | 2 | 3.8 | 11 | 20.8 | 25 | 47.2 | 42 | 79.2 | 53 | 100.0 | 53 | 100.0 | 0 | 0.0 | 53 | 100.0 |
| Biology | 34 | 0 | 0.0 | 3 | 8.8 | 8 | 23.5 | 18 | 52.9 | 31 | 91.2 | 32 | 94.1 | 2 | 5.9 | 32 | 94.1 |
| Economics | 83 | 1 | 1.2 | 13 | 15.7 | 33 | 39.8 | 61 | 73.5 | 74 | 89.2 | 81 | 97.6 | 2 | 2.4 | 81 | 97.6 |
| Geography | 34 | 1 | 2.9 | 3 | 8.8 | 6 | 17.6 | 20 | 58.8 | 32 | 94.1 | 32 | 94.1 | 2 | 5.9 | 32 | 94.1 |
| Combined Sci | 99 | 1 | 1.0 | 12 | 12.1 | 33 | 33.3 | 68 | 68.7 | 89 | 89.9 | 96 | 97.0 | 3 | 3.0 | 96 | 97.0 |
| ICT | 14 | 3 | 21.4 | 3 | 21.4 | 4 | 28.6 | 9 | 64.3 | 13 | 92.9 | 14 | 100.0 | 0 | 0.0 | 14 | 100.0 |
| History | 19 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 7 | 36.8 | 13 | 68.4 | 19 | 100.0 | 0 | 0.0 | 19 | 100.0 |
| Chin History | 26 | 0 | 0.0 | 1 | 3.8 | 5 | 19.2 | 14 | 53.8 | 22 | 84.6 | 26 | 100.0 | 0 | 0.0 | 26 | 100.0 |
| Chin Literature | 12 | 1 | 8.3 | 1 | 8.3 | 1 | 8.3 | 6 | 50.0 | 11 | 91.7 | 12 | 100.0 | 0 | 0.0 | 12 | 100.0 |
| Visual Arts | 15 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 7 | 46.7 | 12 | 80.0 | 15 | 100.0 | 0 | 0.0 | 15 | 100.0 |
| Music | 1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 1 | 100.0 | 0 | 0.0 | 1 | 100.0 |
| Sub-total | 521 | 19 | 3.6 | 79 | 15.2 | 180 | 34.5 | 349 | 67.0 | 470 | 90.2 | 510 | 97.9 | 10 | 1.9 | 510 | 97.9 |
| | NO. SAT. | GRADES | | | | | | | | | | 2 or above | | | | | |
| 5** | | 5** - 5* | | 5** - 5 | | 5** - 4 | | 5** - 3 | | 5** - 2 | | | 1 | | | | |
| NO | | % | NO | % | NO | % | NO | % | NO | % | NO | | % | NO | % | | |
| Total | 1241 | 44 | 3.5 | 169 | 13.6 | 394 | 31.7 | 848 | 68.3 | 1137 | 91.6 | 1222 | 98.5 | 18 | 1.5 | 1222 | 98.5 |

Chinese Language with 3 or above: 82.8%

English Language with 3 or above: 97.8%

Mathematics with 2 or above: 98.9%

Liberal Studies with 2 or above: 99.4%

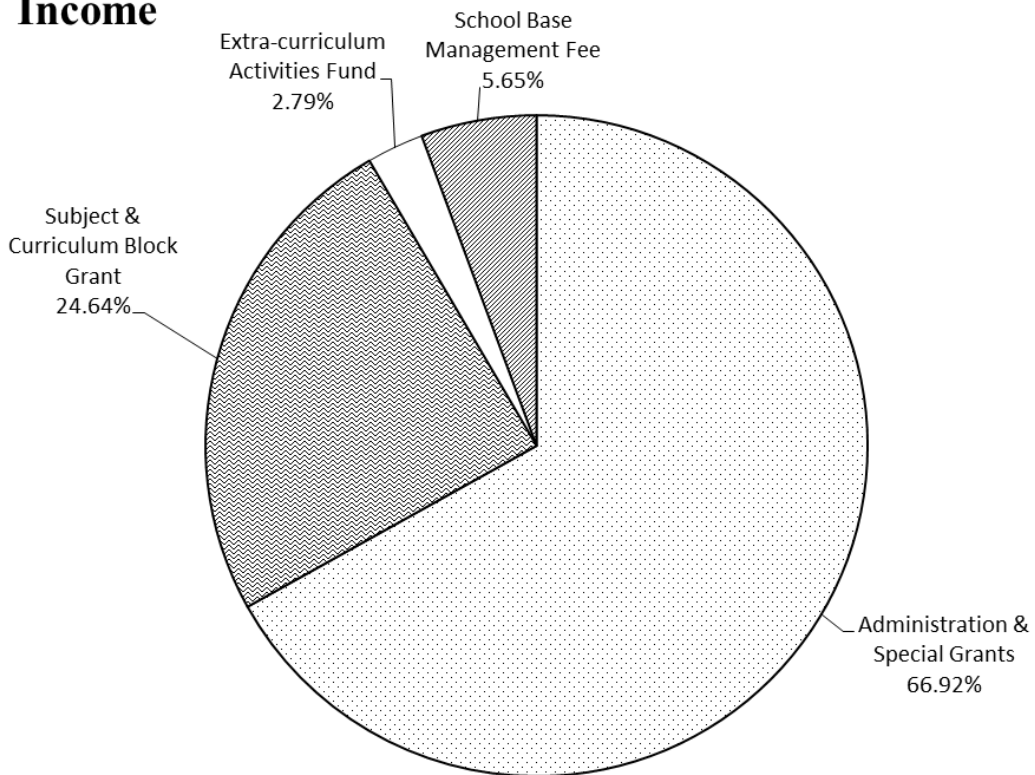
Prizes & Awards 2011 - 2012

| Events | Awards | | |
|--|---|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd |
| Hong Kong Schools Speech Festival (English) | 3 | 7 | 3 |
| Hong Kong Schools Speech Festival (Chinese) | 2 | 0 | 6 |
| External Chinese Writing, Slogan Design, Book Review, Speaking & Calligraphy Competitions | 5 | 2 | 2 |
| HKSSF Inter-School Swimming & Athletics Competition | 5 | 6 | 6 |
| HKSSF Inter-School Ball Games & Fencing Competitions | 0 | 2 | 9 |
| Hong Kong Schools Music Festival – Group & Individual Entries | 7 | 7 | 5 |
| Hong Kong Schools Music Festival – Secondary School Chinese Orchestra (45 to 60 instrumentalists) Urban | Third | | |
| Hong Kong Schools Music Festival – Secondary School Choir – 2-part Singing in Foreign Language – Urban (Division 2) -Mixed Voice-Age 14 or under | Third | | |
| Hong Kong Schools Dance Festival | 4 Highly Commended Awards 3 Commended Awards 1 Honors | | |
| The 32 nd Shatin District Dance Competition Chinese Dance (Open) | Silver Award | | |
| Hua Xia Cup | 2 First Prizes 10 Second Prizes 1 Third Prize | | |
| The 14 th Hong Kong Young Mathematics Elites Selection Contest | 2 Second-class Honors 2 Third-class Honors | | |
| 2012 Hong Kong & Macao Mathematical Olympiad Open Contest “HKMO Open” cum Asia International Mathematical Olympiad Open Selection Contest | 1 Gold Award 1 Silver Award 1 Bronze Award | | |
| The 11 th Pui Ching Invitational Mathematics Competition | 1 Bronze Award 5 Merits | | |

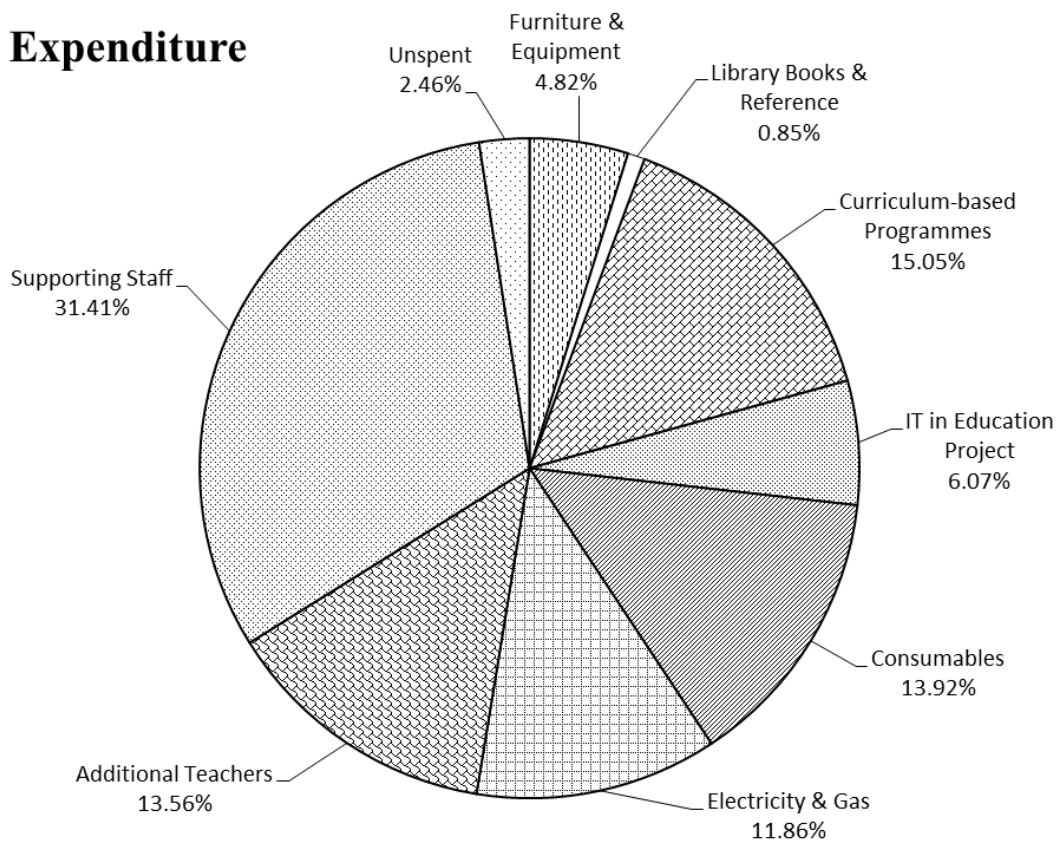
| Events | Awards |
|---|----------------------|
| The Mathematics Book Report Competition for Secondary Schools | 1 Second Class Prize |
| The 45 th Joint School Science Exhibition ITC Innovation Award | Overall Champion |
| The 45 th Joint School Science Exhibition Proposal Competition | Champion |
| Model Solar Boat Challenge – Best Creative Design Team | First Runner-up |
| Model Solar Boat Challenge – Individual Team | Champion |
| Design for Elderly Competition 2012 | Champion |
| HKUST Summer Programme – Dye-Sensitized Solar Cell Project | Silver Award |
| HKUST Summer Programme – Green Bricks Project | Silver Award |
| Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2011-2012 | 2 Students |
| HKIS Surveying Scholarship for Secondary School Student 2011 | 1 Student |
| Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2011-2012 | 2 Students |
| Tung Wah Group of Hospitals 140 th Anniversary Scholarship 2011/12 | 1 Student |

Financial Summary 2011-2012

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 lifestyles.