



Sha Tin Government Secondary School

Annual Report

2020 - 2021



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SCHOOL VISION

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

SCHOOL MISSION

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

Core Values

We

- *strive to understand the needs of our students and provide quality education to meet those needs.*
- *encourage and support every student to strive for excellence in all their endeavours.*
- *are committed to promoting lifelong learning. We provide a stimulating and nurturing environment so that students can successfully experience the joy and challenge of learning.*
- *value high professional standards and ethical conduct among teachers and students. Students and teachers are expected to be honest, fair and respectful of others.*
- *work with others in a spirit of mutual trust, respect and collegiality through open, rational and compassionate communication.*

Our School

History

- *Founded in September 1972*
- *a co-educational grammar school*
- *24 classes with approximately 800 students*

School Facilities

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

School-based Management

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

**School Management Committee
Composition**

<i>Chairperson</i>	<i>Mrs LI CHOW Yeuk Lan, Conny (Principal Education Officer, New Territories West)</i>
<i>Principal</i>	<i>Ms LAM Yuet-wah</i>
<i>Independent Member</i>	<i>Professor WONG Suk-ying</i>
<i>Independent Member</i>	<i>Mrs TONG AU Yin-man</i>
<i>Parent Member</i>	<i>Ms NGAN Sik-kum, Emily</i>
<i>Parent Member</i>	<i>Ms LAM Yi-ling, Ida</i>
<i>Alumni Member</i>	<i>Ms CHUNG Man-wai</i>
<i>Alumni Member</i>	<i>Dr YAU Lai-mo</i>
<i>Assistant Principal & Treasurer</i>	<i>Ms LAU Man-sze</i>
<i>Assistant Principal & Secretary</i>	<i>Ms TANG Tze-kwan, Teresa</i>
<i>Assistant Principal</i>	<i>Ms CHAN Ah Lin</i>
<i>Teacher Member</i>	<i>Ms TO Wai-ming, Virginia</i>
<i>Teacher Member</i>	<i>Mr CHAN Wing-kong</i>

In attendance

<i>Coordinator</i>	<i>Ms LI Pik-ting</i>
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Dates of Meetings

- *23rd November 2020*
- *30th April 2021*
- *23rd June 2021*

Major Issues Discussed

- *General Administration of the School*
- *School Curriculum and Finance*
- *Progress and Review of the Annual School Plan 2020-2021*
- *Annual School Plan*
- *Measures to enhance the learning capacity of students*
- *Life Planning Education*
- *PTA and Alumni Activities*

Our Students

Class Organization

Number of operating classes

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

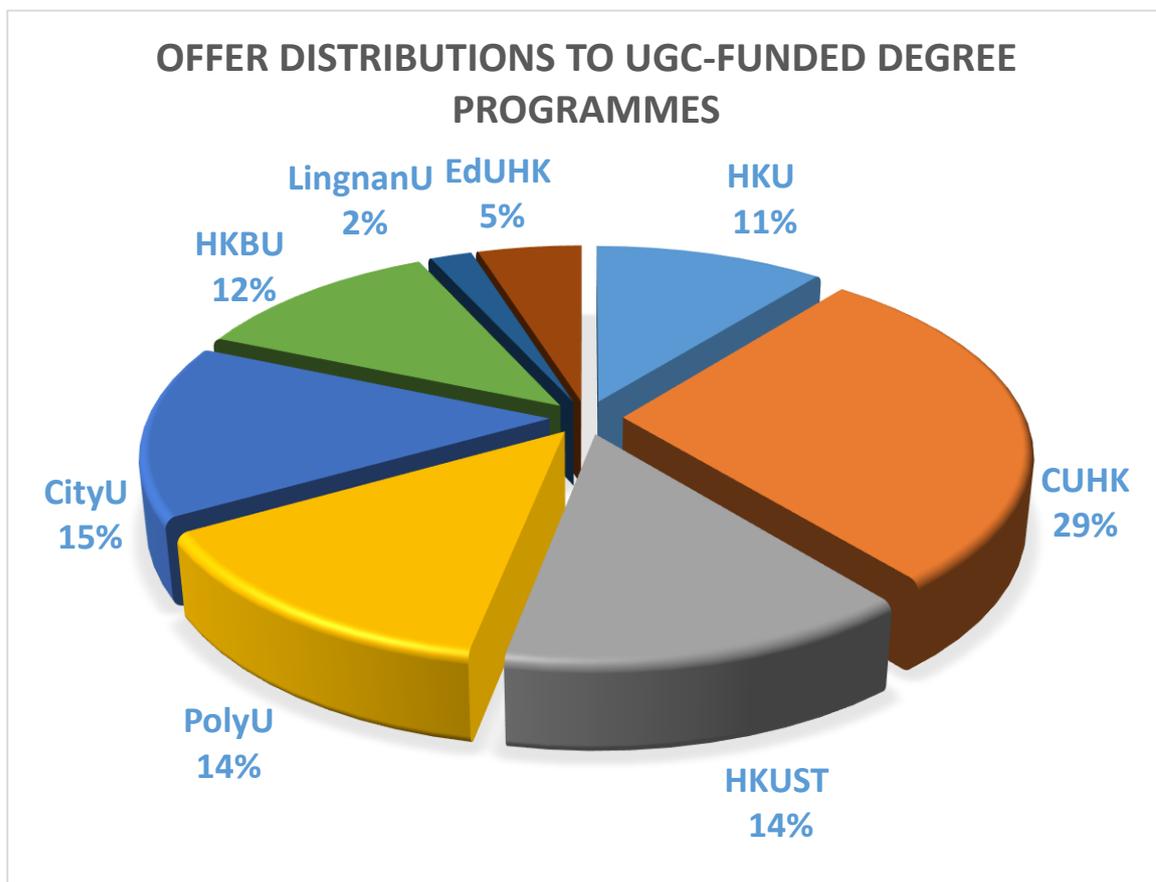
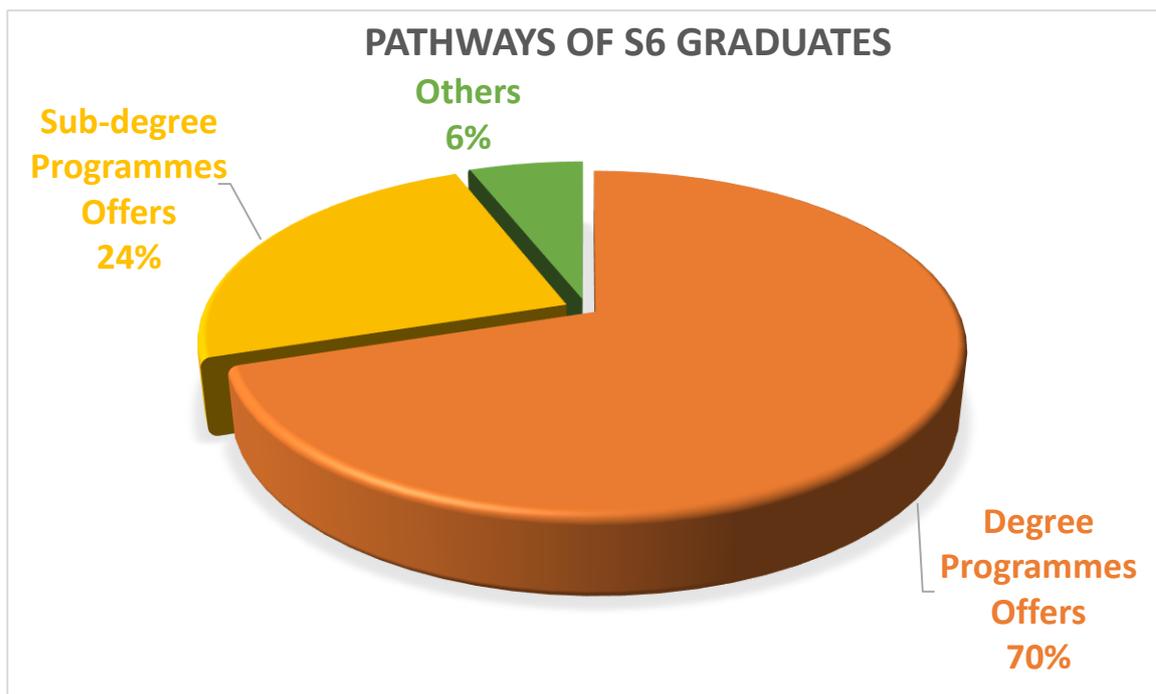
Number of students (as at 13.7.2021)

Level	<i>S1</i>	<i>S2</i>	<i>S3</i>	<i>S4</i>	<i>S5</i>	<i>S6</i>	<i>Total</i>
No. of Boys	63	74	66	63	73	71	410
No. of Girls	63	60	58	71	60	58	370
Total No. of Enrolment	126	134	124	134	133	129	780

Students' Attendance

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

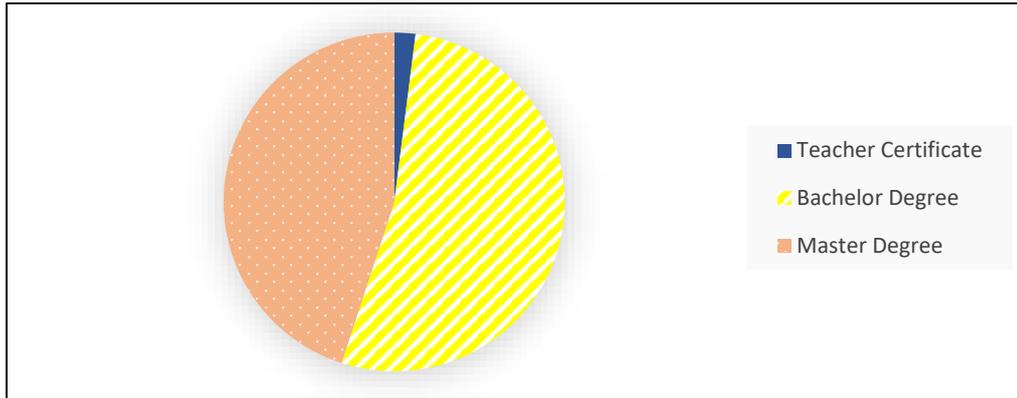
Destination of Exit Students



Our Teachers

Qualification

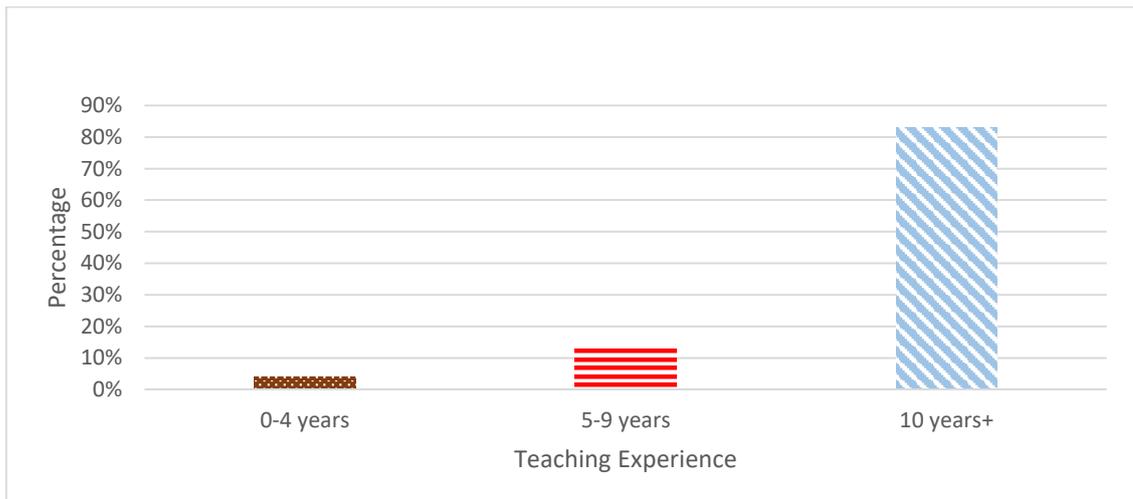
<i>Number of Teachers</i>	<i>52</i>
<i>Teachers with a Bachelor Degree</i>	<i>51</i>
<i>Teachers with a Master Degree</i>	<i>24</i>
<i>Percentage of English & Putonghua teachers fulfilling the Language Proficiency Requirement</i>	<i>100%</i>



Subject-trained Teachers

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

Teaching Experience



Professional Development

<i>Average number of CPD hours</i>	<i>63.4</i>
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Parents-Teachers' Association

Objectives

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

Composition

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

Activities

Date	Activities / Events / Awards / Sponsorships
<i>Jul 2020, Oct 2020, Jun – Jul 2021</i>	<i>Collection and Delivery of Second Hand Summer and Winter School Uniforms</i>
<i>Sep 2020 – Oct 2020</i>	<i>Election of SMC Parent Member (2020-2022)</i>
<i>17 Oct 2020</i>	<i>PTA Annual General Meeting cum S1 Parents’ Day</i>
<i>17 Oct 2020</i>	<i>Selection of Dr Cheng Ha Yan Memorial Scholarship</i>
<i>11 Nov 2020</i>	<i>Parent Volunteers’ Meeting</i>
<i>Dec 2020</i>	<i>Presenting DSE Outstanding Awards and Scholarships</i>
<i>17 Dec 2020</i>	<i>Thanksgiving to Teachers</i>
<i>6 Feb 2021</i>	<i>Orchid Arranging Class</i>
<i>30 Mar 2021</i>	<i>Succulent Plant Workshop</i>
<i>3 Apr 2021</i>	<i>Movie Appreciation</i>
<i>21 May 2021</i>	<i>Stretching Workshop</i>
<i>28 May 2021</i>	<i>Chinese Brush Painting Workshop</i>
<i>Jun 2021 – Jul 2021</i>	<i>Parents-Also-Appreciate-Teachers’ Drive</i>
<i>2 Jul 2021</i>	<i>S6 Graduation Ceremony - Prize-giving Guest</i>
<i>Whole year</i>	<i>Club Activities Sponsorship Scheme</i>
<i>Whole year</i>	<i>Design and Update of PTA Website</i>
<i>Whole year</i>	<i>Parents-teachers’ Association meetings</i>
<i>Whole year</i>	<i>Recruitment of Parent Volunteers</i>

Alumni Association

Objectives

- *To act as a bridge between the school and the past students*
- *To promote fellowship among the past students*
- *To organize cultural, social and recreational activities for its members*
- *To promote and carry out schemes for the benefits of the school and the interests of the past students*

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

Activities

Date	Activities / Events / Awards / Sponsorships
<i>Sep 2020</i>	<i>Promotion and nomination of STGSSAA Scholarship and Best Improvement Award</i>
<i>Oct 2020</i>	<i>Interview of STGSSAA Scholarship and Best Improvement Award</i>
	<i>Selling of souvenirs to raise fund for STGSS Foundation Limited</i>
	<i>Cultivate Our Talents with Good Life Planning – Sharing by alumni from Medicine via Zoom meeting</i>
<i>Dec 2020</i>	<i>Presentation of HKDSE Distinction Prize 2020</i>
<i>Jan 2021</i>	<i>Cultivate Our Talents with Good Life Planning – Sharing by alumni from art and design industry via Zoom meeting</i>
<i>Feb 2021</i>	<i>Cultivate Our Talents with Good Life Planning – Sharing by alumni from nursing industry via Zoom meeting</i>
<i>Jul 2021</i>	<i>Selling of souvenirs to raise fund for STGSS Foundation Limited</i>

Major Concerns 2020-2021

Major Concern 1: To develop students to be independent learners

1.1 To develop the qualities of independent learners

Actions Taken

- *All students made use of resources (e.g. apps, eLearning resources, reference books) to facilitate independent learning.*
- *Time management talks were conducted for all students.*
- *Workshops on note-making skills for S1 and S2 students were provided.*
- *S1 and S2 students were required to make notes for language subjects, PSHE subjects and science subjects.*
- *Whole-school approach to self-learning through pre-lesson preparation with exploration or investigation.*

Evaluation

- *More than 82% students reflected that they had made use of eLearning resources, Apps, reference books to facilitate their independent learning.*
- *About 84.5% of S1 to S6 students think that the content provides pragmatic ideas to improve their time management skills.*
- *The elements of concept formation was exhibited in students' self-made notes in homework inspection.*
- *More than 80% of S1 and S2 students reported that they had made notes.*
- *About 84% of students agreed that the pre-lesson preparation tasks did help to facilitate their learning.*

1.2 To strengthen students' generic skills through reading across the curriculum

Actions Taken

- *Integrating Chinese Language and Geography in S4 through reading to enhance students' generic skills, broaden their scope of reading and foster positive values.*
- *Language Across the Curriculum (LAC) in support of STEM education for S1.*

Evaluation

- *Based on the presentation and the report written by students, more than 95% students understood various causes of earthquake and the effect of the earthquake to human activities.*
- *More than 90% students mastered the features of writing reportage and press news.*
- *More than 76% of students agreed that reading a wide range of cross-disciplinary materials (carbon cycle, water cycle, scientists' biography) aroused their interest in STEM.*
- *The students' communication skills were enhanced.*

1.3 To develop a school-based STEM-led cross-disciplinary curriculum

Actions Taken

- *Aquaponics in S1, in which students devise their own experiment plan, involving hypothesis, comparison, deduction and other science skills.*
- *Integrating AI into computer literacy in S2.*
- *Integration of Physics and Mathematics in S3 to strengthen students' generic skills and consolidate their learning across the curriculum.*
- *Integration of Chemistry and Mathematics in S5 to consolidate their learning across the curriculum.*

Evaluation

- *About 77% of students agreed that experimental skills were developed especially in making observations, setting hypotheses and predicting the results.*
- *Students were able to learn about some topics related to A.I. such as robotics and internet of things. They used tools, such as mBot and App Inventor 2, to learn these concepts explicitly.*
- *About 73% of students agreed that their knowledge of A.I. was enhanced. Besides, their problem-solving skills and interpersonal skills were also improved by achieving small tasks in groups.*
- *About 80.7% of students agreed that they understand more in Physics concept.*
- *Based on the test and assignment given, the Chemistry teacher reported that the performance of the students on the concerned topic is better than that of the past students.*

1.4 To enrich students' learning experiences through project learning across the curriculum

Actions Taken

- *A PSHE study on Sha Tin district in S2, which develops an understanding of the changing relationships of people, locations and events in the past and how they impact the human society and the future*
- *Cross-curricular Learning Project in S3, in which students find a topic of their interest, set project plans and research accordingly*

Evaluation

- *An S2 PSHE study in Sha Tin district was conducted to help students develop an understanding of the changing relationships of people, locations and events in the past and how these changes impact the human society and their future.*
- *About 74% of students agreed that their self-learning skills, inquiry skills, communication skills and collaboration skills were further strengthened.*
- *About 72% of students agreed that they showed more care and concerns about their living and know more about Sha Tin district.*
- *Some groups exhibited inquiry and investigation elements in the projects.*
- *Based on the survey, students' self-learning skills, creativity, problem solving skills and collaboration skills were strengthened.*
- *Teachers also agreed with the result of survey.*
- *The average score of the above generic skills from the students' survey was 5.24 out of 7*

Way Forward

- *Cross-disciplinary reading can be promoted to sustain the students' reading interest.*
- *STEM elements should be incorporated into curriculum to enrich the students' knowledge.*
- *Cross-disciplinary learning activities can be promoted to foster the students' creativity and broaden the students' perspective.*
- *Self-directed learning skills can be further enhanced to develop students to be independent learners.*

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

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

Actions Taken

- *Life-wide learning experiences were organized to enrich students to accept new challenges and courage.*
- *Homework Endeavour Class*
- *Life-wide learning experiences*
- *Leadership Training*
- *Sharing in morning assemblies*
- *Service learning for all S2 students*

Evaluation

- *The Homework Endeavour Class cultivated students' sense of commitment.*
- *LWL activities were arranged e.g. online Korean classes (S3), zoom visits to Dialogue in the Dark (S4), online service learning (S2).*
- *LWL committee and the Careers Committee coordinated the S4 and S5 Career Life Planning Tour at Hong Kong Disney.*
- *As many as 20 students' sharing in morning assemblies covered positive values Commitment, Responsibilities, Care for others, Respect for Others etc.*
- *Training and visits to Elderly Home were held for S2 students. Students' attendance rate is 100% with positive feedback. Over 70% of the students reflected the visits enhance their confidence and dedication to serve the community.*
- *Near 100% of the elderly followed the students' instructions to work on the physical exercise through zoom. Students' creativity and commitment to oneself and to the community was displayed.*

2.2 To create a caring and serving school culture full of gratitude, encouragement and appreciation

Actions Taken

- *To arrange the Gratitude Week as an event-based programme and to strengthen students' support programmes so that students are well supported in a caring school culture.*

Evaluation

- *The Gratitude Week was successfully held. Around 80% of the students recognized the activities enhanced their sense of gratitude and caring.*
- *The encouraging video clips, song dedication, gratitude cards writing, gratitude stickers and Pastel Nagomi art drawing were organized in Gratitude Week could help students express thankfulness & care.*
- *ECA MIS Performances provided valuable platforms boosting students' self-confidence and appreciated their talents in different means.*
- *Over 86% of the students reflected that MIS Performances could build students' positive self-image and helped them appreciate the others.*
- *Lunch time Guidance programmes: 'Caring Campus' were successfully conducted and students were well-supported with caring school culture.*
- *Over 70% of the senior students found guidance committee stress management workshop and The 3.5 Wave Mini-GIG effectively helped eased the stress and received full support from school.*
- *Inter-class competition made students learnt to be a committed member of STGSS. Over 75% of students reflected the competitions deepened their understanding on the importance of commitment.*

2.3 To deepen students' positive values within subjects and across different KLAs/ Committees and through thematic programmes

Actions Taken

- *Strengthening the Life Education Curriculum*
- *Infusing positive values within subjects and across different KLAs/Committees by inviting KLA coordinators or HODs*
- *Conducting thematic programmes to promote positive values*

Evaluation

- *The Life Education Curriculum was effectively refined with various activities for students' development and learning positive values. Over 87% of students found the Life Education lessons help them build positive life values and attitudes.*
- *Core positive values of 'Commitment and Gratitude' were successfully incorporated into the formal curriculum of all subjects at all levels. Subject teachers focused on the positive values in relation to their subject matter. 100% of the subject departments focused on the positive values of 'Commitment' or 'Gratitude', the core values could be embedded.*
- *Cooperative team spirit of teachers are strengthened and enhanced to promote positive values.*

- *Thematic programmes such as Stress Management workshop and JUPAS talk were conducted for S6 students to release stress, to show gratitude to life and to learn to be committed to their studies.*
- *Alumni Sharing about Career information raised students' awareness and well-equip students for their life planning. Students learnt to be committed to oneself.*
- *Activities related to Flag raising, nationalism were conducted to celebrate "the Nation Constitution Day" and "National Security Education Learning Day". Students were enhanced with National Security issues and National identification.*
- *The 'Gratitude Week' reminded our students to treasure and recognize the goodness in their lives.*

Way Forward

- *To further instill the sense of commitment to train students to be more responsible to themselves, the school and the community by a broad range of Life-wide learning experiences, core leaders training and engaging students in social service so that students are strengthened to accept new challenges and acquiring the courage to face hardships.*
- *To further create a caring and serving school culture full of gratitude, encouragement and appreciation by further promoting the caring and serving atmosphere, conducting the Cross-departmental and cross-committee 'Care and Appreciation Week', strengthening inter-class competitions and establishing stronger bonding with alumni at 50th Anniversary events*
- *To deepen students' positive values within subjects and across different KLAs/ Committees and through thematic programmes by focusing on priority values such as: national identity, law-abidingness, empathy*

Our Learning and Teaching

Number of Active School Days

- 191 active school days for S1 to S5 students

Satisfaction Rates of Choice of Elective Subjects in S4

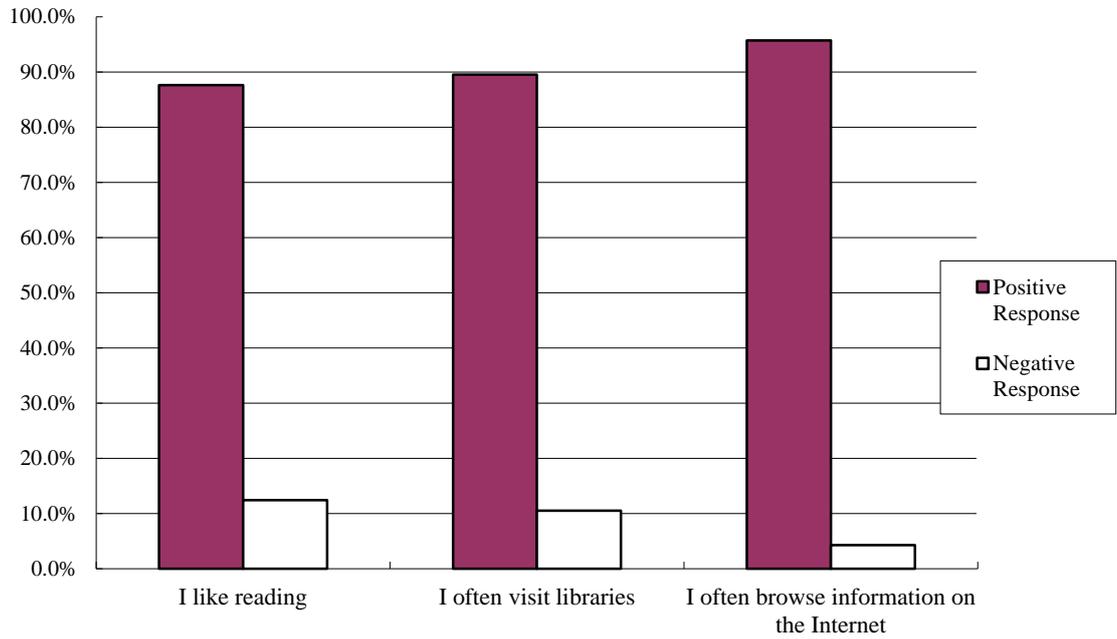
Number of electives allocated within students' first three preferences	Number of students
3	82
2	33
1	4
0	0

Total Number of S3 Students: 119

Overall Satisfaction Rate: 88.52%

Students' Reading Habits (September 2021)

Students' views on their reading habits



	Positive Response	Negative Response
I like reading (including electronic books)	87.6%	12.4%
I visit libraries	89.5%	10.5%
I browse information on the Internet	95.7%	4.3%
Average:	90.9%	9.1%

Reading to Learn

Objectives

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

Programmes implemented

- *Good reading atmosphere and culture were created by organizing different reading activities outside the classroom. Activities included Reading Contract of HKEdCity, the 18th Top Ten Book Picks of HKEdCity, Cross-curricular Reading Book Presentation Competition (S1-S3), One Level One Masterpiece Reading Scheme cum Book Presentation Competition (S1-S5) and Reading Carnival (Cross-curricular Reading & E-reading).*
- *Students’ reading habit has been cultivated by implementing various activities inside the classroom. For instance, the Reading Club meetings (S1 & S2) conducted by 33 Reading ambassadors. Additionally, many award schemes and competitions were held. They were the Reading Award Scheme for whole school, S1 Parent-child Chinese Book Report Competition, One Level One Masterpiece Reading Scheme, Inter-class Competition of eRead Scheme online for S1-S3, STEM / Cross-curricular Reading Scheme (Chinese books) for S1-S3 (Students were required to read HyRead STEM ebooks), Chinese Culture Reading Award Scheme for S1-S5, and Science Cross-curricular Reading Report and Cover Design Competition (S1 & S2).*

Evaluation

- *Although some reading activities were cancelled or rescheduled due to the Covid-19 pandemic, 13 reading activities were organized to promote reading extensively.*
- *Even if many reading activities organized by external organizations were cancelled, students actively participated in the various reading activities held by school and HkEdCity. It showed students’ enjoyment of reading and there was a good reading atmosphere.*

- *E-learning effectively fulfilled the roles of maintaining students' reading habits and expanding their reading range during the closure of the school library and public libraries.*
- *Diverse reading award schemes and competitions were carried out for the whole school and different levels. Participants from all classes helped students to keep good reading habits and create a reading atmosphere.*
- *According to the students' reading records, students read 13 Chinese books and 11 English books on average, including different genres and STEM and cross-curricula books. Despite school suspension on health and safety grounds in the academic year, students still managed to read an average of 24 books, showing that their good reading habits were maintained.*

Way Forward

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

Project-Based Learning

Objectives

- *To promote students' learning to learn capacities for self-directed and lifelong learning*
- *To provide students with the opportunities to integrate and apply knowledge and skills from different disciplines*
- *To nurture students' creativity and innovativeness in the context of Major Renewed Emphases (MRE) such as STEM education and Language across curriculum (LaC)*

Programmes implemented

- *S3 Self-directed Cross-curricular Projects: Public Health*
- *S2 Self-directed Cross-curricular Projects: Sha Tin Community*
- *S1 Cross-curricular Project: Aquaponics*

Evaluation

- *The theme for S3 was "Public Health". Students were required to find their own area of interest under the theme and design a solution to the problem as a group. Students practiced using different generic skills during the lesson and applied those skills to do presentations and written reports. As shown in the survey, students' self-learning skills, creativity, problem-solving skills and collaboration skills improved. Reflections from students and teachers also showed that students' understanding on social issues was strengthened. Students were also able to use knowledge and skills from different disciplines in their presentation and final report.*
- *The theme for S2 was "Sha Tin Community". Students gained deeper understanding on the history and culture through 360 panoramic images and videos of notable spots in the district when social distancing measures were still in place. They investigated religions, customs and traditions of Sha Tin in groups and presented their findings via board display and in-class presentation. Students' reflection and teachers' feedback showed that their generic skills, especially self-learning skills, were sharpened. Students were able to think in an integrative manner and cooperate with each other.*

- *The theme for S1 was “Aquaponics”. With the joint effort from the Science and the English Department, students learned different skills such as scientific investigation skills and presentation skills during the lesson. Students then designed their own proposal in groups and experimented their designs with the fish tanks placed in the school foyer observing the changes to the fish and the water condition. Science Knowledge was in-cooperated in the English curriculum. Students read a lot of science-related articles through the online platform, wrote Acrostic Poems and studied different famous scientists. From students’ reflections and their presentations during the Learning Celebration and class teacher period, students’ ability to integrate and apply knowledge and skills across disciplines have been greatly strengthened.*

Way Forward

- *Cross-curricular Project Learning will be continued in 2021-2022 to further enhance students’ problem-solving and self-directed learning skills.*

School-based After-School Learning and Support Programmes

Objectives

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

Programmes implemented

Date	Programmes / Courses / Workshops
<i>Aug 2020</i>	<i>Pre-S1 Cross-curricular Bridging Programme (English Language)</i>
<i>Sep 2020</i>	<i>S1 Orientation (Guidance)</i>
<i>Sep 2020 – Oct 2020</i>	<i>S1 and S2 Note Taking Course (Academic Board)</i>
<i>Sep 2020 – Jun 2021</i>	<i>mBot STEM Robot Advance Course (Gifted Education)</i>
<i>Sep 2020 – Aug 2021</i>	<i>Chinese Orchestra (Music)</i>
<i>Sep 2020 – Aug 2021</i>	<i>Sports Training: Volleyball, handball, basketball, fencing</i>
<i>Feb 2021 – Mar 2021</i>	<i>S3 Japanese Course (School-based Learning and Support Programmes)</i>
<i>Apr 2021</i>	<i>S4-5 Career Planning Programme (School-based Learning and Support Programmes)</i>
<i>Apr 2021 – May 2021</i>	<i>S1 – S2 Inclusive Online Workshop (School-based Learning and Support Programmes)</i>
<i>Apr 2021 – May 2021</i>	<i>S3 Speaking Skills Course (Chinese Language)</i>
<i>May 2021</i>	<i>S2 Voluntary service training (Guidance)</i>
<i>Jun 2021 – Aug 2021</i>	<i>Chinese Dance Course (Dance Club)</i>
<i>Jun 2021 – Aug 2021</i>	<i>Modern Dance Course (Dance Club)</i>

Evaluation

- *Overall, 80% of the students found the above courses highly practical.*

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

Way Forward

- *Construction of 3D Printer (Information and Communication Technology)*
- *To further develop students' multi-intelligence and polish their generic skills by arranging:*
 - *Speaking Skills Course (Chinese Language)*
 - *Chinese Dance Course (Dance Club)*
 - *Modern Dance Course (Dance Club)*
 - *Chinese Dance Technique Course (Dance Club)*
 - *S1-5 Chinese, English Enhancement Programmes (School-based Learning and Support Programmes)*

Gifted Education

Objectives

- *To devise systematic and strategic planning to identify gifted and talented students who possess potential in some aspects and to foster their holistic development as well as their commitment to serving the community*
- *To provide challenging learning opportunities for gifted and talented students so as to fully develop and stretch their potential in a wide range of specialist areas, including leadership, creativity and personal-social competence*
- *To develop school-based training programs and to support students to participate in external competitions and gifted education programmes*

Awards / Competitions / Programmes

Date	Awards / Competitions / Programmes
<i>Sept 2020</i>	<i>International Junior Science Olympiad – Hong Kong Screening Test</i>
<i>Sept 2020</i>	<i>Gifted Creative Essay Composition Competition (My pandemic summer) - Bronze Award</i>
<i>Oct 2020 – Jul 2021</i>	<i>Junior Achievement (JA) Company Programme</i>
<i>Nov 2020</i>	<i>International Biology Olympiad</i>
<i>Nov 2020 – Jan 2021</i>	<i>Hong Kong Academy for Gifted Education (HKAGE) nomination</i>
<i>Nov 2020 - Apr 2021</i>	<i>Dual Programme 2020</i>
<i>Dec 2020</i>	<i>Hong Kong Biology Literacy Award 2020/2021 - 1 Second Class Honor, 2 Third Class Honors</i>
<i>Dec 2020</i>	<i>The 14th Hong Kong Budding Science Award - Honorable Mention</i>
<i>Dec 2020 – Jul 2021</i>	<i>Programme for the Gifted and Talented by Faculty of Education CUHK</i>
<i>Dec 2020- Jul 2021</i>	<i>Hong Kong GreenMech Contest Mission 4.0 - Second Place in Senior Secondary Division</i>
<i>Jan 2021</i>	<i>Greater Bay Area "Knowledge x Giftedness" Cup Creative Writing Competition 2021 - 1 Star of Excellence, 1 Gold Award, 4 Silver Awards</i>

<i>Mar 2021</i>	<i>2020-2021 Term Two Hong Kong Secondary Schools Debating Competition</i>
<i>Apr 2021</i>	<i>The Third “Distinguished Master, Accomplished Students” Mentorship Programme 202021</i>
<i>Apr 2021</i>	<i>Metomic Cross-strait four regions STEM Competition (Hong Kong Region)</i> - <i>Champion</i>
<i>Apr 2021</i>	<i>Gifted Book Report Competition 2021</i> - <i>2 Gold Award, 1 Silver Award</i>
<i>Apr 2021</i>	<i>Creative Coding Competition 2020-2021</i>
<i>May 2021</i>	<i>The Greater Bay Area Gifted “Make 24” Challenge 2021</i> - <i>Star of Star Award</i>
<i>Aug 2021</i>	<i>Chemists Online Self-study Award Scheme (COSAS)</i> - <i>1 Diamond, 1 Platinum, 2 Bronze Award</i>

Date	School-based Programmes
<i>Sept 2020 – Dec 2020</i>	<i>Preparation course of Hong Kong Biology Olympiad for Secondary Schools 2020/21</i>
<i>Sept 2020 – Dec 2020</i>	<i>PSK Putonghua Standard Training Course</i>
<i>Oct 2020 – Mar 2021</i>	<i>Course on Python</i>
<i>Oct 2020 – Jun 2021</i>	<i>Course for Debate Team</i>
<i>Nov 2020 – May 2021</i>	<i>Basic Japanese Course</i>
<i>May 2021</i>	<i>S.6 Career Planning & Interviewing Skills Workshop</i>
<i>May 2021 - Jul 2021</i>	<i>A.I Training Programme</i>
<i>Whole year</i>	<i>Science and Technology Ambassadors Training</i>

Evaluation

- *A total of 230 students took part in a wide range of activities including 4 International competitions, 9 inter-school competitions, 1 overseas exchange programme (on-line version), 1 service and 5 external programs. The students gained numerous awards, precious experience and knowledge.*
- *A total of 121 students participated in 5 school-based programmes and a congenial and open learning atmosphere was cultivated.*
- *The Science and Technology Ambassadors were actively engaged in organizing cross-disciplinary programmes inside and outside school. They succeeded in promoting STEM education at school.*

Way Forward

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

Student Support

I. **Discipline Committee**

Objectives

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

Awards / Competitions / Programmes

Date	Activities / Competitions / Programmes
Sep 2020 - Jul 2021	<i>iTeen Programme</i>
	<i>Harmonious Campus Programme</i>
	<i>Caring Campus Programme</i>
	<i>Sharing at Morning Assembly</i>
	<i>Tidy Uniform and Appearance Self-discipline Programme</i>
	<i>Self Behaviour Improvement Programme</i>
	<i>Good Attendance, Discipline and Punctuality Award</i>
	<i>Service Awards for Outstanding Prefects and Junior Prefects</i>
Sep 2020	<i>S1-S5 Discipline Webinar & S6 Discipline Webinar</i>
Oct 2020	<i>Peer Support Programme</i>
	<i>Election of Head Prefects and Deputy Head Prefects</i>
Nov 2020	<i>Prefect Badge Presentation Ceremony</i>
	<i>iTeen Training Workshop</i>
	<i>Police Webinar on Internet Security and Etiquette</i>
Dec 2020	<i>Inter-class Tidy Uniform Competition</i>
	<i>Farewell Ceremony for Graduation Class Prefects</i>
Jan 2021	<i>DOJ Webinar on Criminal Crimes on the Internet</i>
	<i>Tidy Students Election (First Term)</i>
Feb 2021	<i>Peer Support Programme</i>
Mar 2021	<i>ICAC Online Drama</i>
	<i>Discipline Week and Gratitude Week</i>
	<i>Discipline & Cleanliness Competition</i>
May 2021	<i>Attendance and Punctuality Competition</i>
Jun 2021	<i>Recruitment of New Prefects</i>

<i>Jul 2021</i>	<i>HKFYG Open Forum on Education of Law-abidingness</i>
	<i>Leadership Training Day of Prefects Association</i>
	<i>Good Attendance, Discipline and Punctuality Award</i>
	<i>Service Awards for Outstanding Prefects</i>
<i>Aug 2021</i>	<i>Online Interviews for Prefect Leaders</i>

Evaluation

- *The Discipline Committee strategically implemented appropriate measures that brought about sustainable improvement in school discipline. Compared with the corresponding figures in the last school year, there was a continuing decline in the numbers of tardiness and total offences committed by students. 239 students performed outstandingly and received Good Attendance, Discipline and Punctuality Awards. Serious misbehaviors rarely occurred this school year. The student discipline at morning assemblies and other hall events also achieved remarkable improvement.*
- *With the assistance of the Harmonious Campus Programme and the Peer Support Programme, the junior-form students were more self-disciplined and able to adapt to the new school environment in a more confident way.*
- *The iTeen Programme, Caring Campus Programme and thematic seminars successfully instilled students with positive values and the overall improvement in students' conduct was generally witnessed.*
- *A comprehensive system in election, selection, promotion and training of School Prefects was in place and School Prefects established a reputable and respectable image in school. The School Prefects also participated enthusiastically in a wide range of external and internal activities to widen their horizons and further develop their leadership skills.*
- *A whole-school approach strategy was successfully implemented. The Principal, Assistant Principals, Discipline Teachers, Class Teachers and Prefects worked collaboratively to instil and remind students of the importance of being self-disciplined. As a result, the number of offences committed by students continued to decline steadily this year.*

Way Forward

- *More training programmes for Head Prefects, Prefect Leaders and Prefects*

can be organized to raise their team spirit and refine their case-handling skills.

- *More emphasis will be given to the establishment of students' proper values, attitudes and habits to enhance their whole-person development.*

II. **Guidance Committee**

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

Objectives

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

Awards / Competitions / Programmes

Date	Activities / Competitions / Programmes
<i>Aug 2020 – Sept 2020</i>	<i>Student Peer Counsellor Training Workshops</i>
<i>Sept 2020</i>	<i>S1 Orientation Day</i>
<i>Sept 2020 – May 2021</i>	<i>Life Education Themed Lessons for S1 and S2 students</i> - <i>Lessons with the themes “Gratitude” and “Respect” conducted by student peer counsellors</i>
<i>Sept 2020 – May 2021</i>	<i>Stress Management Workshops for S3, S5 and S6 students</i>
<i>Nov 2020 – May 2021</i>	<i>Caring Campus Lunchtime Programme</i> - <i>Monthly activity with the use of art therapy to raise students' awareness of mental health issue and to relieve students' stress</i>
<i>Nov 2020 – Jul 2021</i>	<i>Making friends through board games</i> - <i>Social Workers' Room was opened to all students daily during recess to make friends and learn some social skills through playing board games</i>
<i>Nov 2020</i>	<i>Positive thinking workshop for S4 students</i>
<i>Mar 2021</i>	<i>Gratitude Week</i>
<i>Mar 2021 – Jul 2021</i>	<i>Project Step for S2 and S3 students</i> - <i>A series of activities about self-awareness of emotions and ways to deal with stress, activities included art therapy workshops, music therapy workshops and team-building workshops</i>
<i>Apr 2021 – May 2021</i>	<i>S2 Service Learning Programme</i> - <i>Voluntary work training workshops and online visits to elderly home were arranged to let students have a taste</i>

	<i>of doing voluntary work and show their care to the society during the pandemic</i>
<i>May 2021</i>	<i>Online Workshop about Internet Addiction for Parents</i>
<i>Jul 2021</i>	<i>Student Counselling for the Release of HKDSE Results</i>

Evaluation

- *The majority of S1 and S2 students found that the programmes offered by the Guidance Committee and the Student Peer Counsellors helped them understand the school better and built a stronger sense of belonging to the school.*
- *A total of 30 SPCs were trained to serve their younger schoolmates in the year 2020/21. They were responsible for leading Caring Campus Scheme and promoting positive values.*
- *Programmes promoting the awareness of mental health and stress management like Caring Campus Lunchtime Programme, Project Step, Stress Management Workshops were carried out throughout the year to promote harmonious and caring culture on the campus. Life-wide Learning Grant had been fully utilized on providing a variety of programmes. Very positive feedback was obtained from the participants as well as their parents.*
- *Due to the pandemic and social distancing measures, S2 Service Learning Programme was conducted online. Students could show their care to the elderly and have a taste of serving the community during the epidemic period.*

Way Forward

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

III. Careers Committee

Objectives

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

Awards / Competitions / Programmes

Date	Activities / Competitions / Programmes
Sept 2020	Selection of S3-S6 Careers Prefects; Briefing of CLP webpage to junior form students; Briefing on “School-based Career & Life Planning Scheme” to S1-S5 students; Briefing and Guidelines on JUPAS Strategies and Application for S6 students; “On-line Application of JUPAS” for S6 students; and Survey on S6 Graduates’ Pathways JUPAS Choices
Oct 2020	Briefing on “On-line Selection of S4 Electives” for S3 students; Workshop on “S3+S6 Peer Counseling on S4 Streaming” for S3 students; Sharing from Alumni: Cultivating our talents with Good Life Planning – Medicine; Talk and Briefing on JUPAS Admission by CUHK; Virtual Information Day of Various Tertiary Institutes; JUPAS Talk by Hok Yau Club for S6 students; Careers & Life Planning (CLP) Lesson and First Interview for S1-5 students; and HKDSE Mock Result Release Day for S6 students
Oct 2020– Apr 2021	School-based CLP Website Reading Tasks for S1 to S3 students. School-based CLP Handbook Tasks for S4 to S5 students.
Nov 2020	Briefing and Guidance on S4 Streaming to S3 students; Talk and Briefing on JUPAS Admission by PolyHKCC; Careers Guidance of making JUPAS Choices for S6 classes; JUPAS School Principal’s Nomination-Application; ; Careers & Life Planning (CLP) Lesson and Second Interview for S1-5 students; Joint School Mock Interview Day; Taster lessons for Introduction to Elective Subjects (Part 1 – Subjects which are both held in S3 and S4) for S3 students and 2020/21 HKDSE Mock Exam: Four Core Subjects (Hok Yau Club) for S6 students.

Dec 2020	Taster lessons for Introduction to Elective Subjects (Part 2 – Subjects which are only held from S4 to S6 - BAFS, Econ, C Lit) for S3 students; Briefing session with S6 students for Information on E-APP & Mainland study. Principal’s Nomination and School Nomination procedure for Mainland Universities: Tsinghua and Fudan University, University in Taiwan, University of Hong Kong, Education University of Hong Kong, Hong Kong Academy of Performing Arts, Vocational Training Council and Overseas Universities (United Kingdom).
Jan – Mar 2021	Survey on S4 Streaming for S3 students; S3 Careers Talk on S4 Streaming; First round of S4 Streaming Trial for S3 students; Promotion of Senior Secondary Applied Learning (ApL) Courses; Survey and launching application procedure of around 30 different ApL Taster programs for interested S4 students; Get to know Banking Industry with QF – Smart Banking (HSBC) and Careers & Life Planning (CLP) Lesson and Third + Fourth Interview for S1-5 students.
Apr - May 2021	Submission of 2021-2022 ApL program applications and completed the Online selection process; The Business-school Partnership Program (BSPP) – Work Experience program – Guangbo Treatment Center of TCM, Tung Wah Group of Hospitals BiciLine Cycling Eco – Tourism Social Enterprise and Hong Kong Sheng Kung Hui Tung Chung Integrated Services; HKU Taster@School2021 – Faculty of Engineering, Faculty of Science and School of Nursing; Get to know Banking Industry with QF – Smart Banking (PwC and DBS) and Careers & Life Planning (CLP) Fifth + Sixth Interview for S1-5 students.
Jun -Aug 2021	Talks on “Getting Ready for HKDSE Results” for S6 students and parents; Summer Clinical Attachment Program (SCAP) 2021 organized by Faculty of Medicine, CUHK; Taster program at The Heng Seng University of Hong Kong Summer Academy; ‘The Age of Aerospace is Here’-Live Chat with China’s Aerospace Scientists and Engineers; Work Experience Program at Easy Organic Farming Ltd. organized by EDB; Natural Mask DIY and Basic Special Effect Makeup Workshop; Rehabilitation Work Experience Program organized by Social Welfare Department; Short Term Job Taster Program organized by Sha Tin Youth Service Corps of District Administration and Launching of Second

	<i>Round of application for ApL program.</i>
<i>Whole year</i>	<i>Issuing School Documents including Transcripts, Recommendation Letters, Leaving Certificates and Certified Letters; Publications of the S3 Brochure for S4 Streaming and School Newsletters; and Subscription / Collection of Careers Magazines and Brochures for S3 to S6 Students.</i>

Evaluation

- *Over 300 S1-S3 students were provided with Life-planning activities such as School-based lessons / Talk / Peer-sharing.*
- *300 S4-S6 students were provided with Career-related Activities such as Workshops / Talks / Taster programs / Mock Interview / Alumni Sharing*
- *The satisfaction rate of S3 Students' About 94% of S6 students pursued Tertiary Education.*
- *Choices of S4 Elective Subjects was 88.52%.*
- *Students had successfully made educational and careers choices based on their personal qualities and were well-equipped with career-related and life skills.*

Way Forward

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

IV. Extra-curricular Activities Committee

Objectives

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

Composition

Type	Number
<i>Houses</i>	4
<i>Academic Clubs</i>	5
<i>Interest Clubs</i>	12
<i>Uniformed and Service Groups</i>	5
<i>Drama Team</i>	1
<i>Dance Team</i>	1
<i>Music Team and classes</i>	5
<i>Total</i>	33

Awards / Competitions / Programmes

Date	Activities / Competitions / Programmes
<i>Oct 2020</i>	<i>DIY of COREXY 3D Printer (Computer Technology)</i>
<i>Oct 2020- Dec 2020</i>	<i>The 72nd Hong Kong Schools Speech Festival (English Speech) (English Club)</i>
<i>Oct 2020- Apr 2021</i>	<i>Hong Kong Secondary Schools Debating Competition 2020-21 (English Debating Club)</i>
<i>Oct 2020- Jul 2021</i>	<i>English Debating Training Workshop (English Debating Club)</i>
<i>Nov 2020- Dec 2020</i>	<i>Maintenance of the Aquaponics system (Science Club)</i>
<i>Nov 2020- Jul 2021</i>	<i>S.2 One Skill for Every student - Workshops in Art and Technology Education Centre (ECA Committee and STEM Committee)</i>
<i>Dec 2020</i>	<i>Finishing a math puzzle-'6 the hard way' (Mathematics Club)</i>
<i>Dec 2020</i>	<i>The 21st Century Cup English Speaking Competition (English Club)</i>
<i>Feb 2021</i>	<i>Greater Bay Area "Knowledge x Giftedness" Cup Creative Writing Competition 2021 (English Club)</i>

Mar 2021	Gratitude Week (ECA Committee, Chinese Club, Arts Club, Photography Club and Japanese Culture & Studies Club)
Mar 2021	Gifted Book Report Competition 2021 (English Club)
Mar 2021	沙官盃徵文比賽及遴選 (網上投票) (Chinese Club)
Mar 2021	Eco-tour at school (Science Club)
Mar 2021- Jul 2021	3 Multiple Intelligences Stage Performances: Music and Kung Fu (ECA Committee and Music Department)
Apr 2021	“Be The Next Star KOL 2021” Social Media Video Contest (English Club)
Apr 2021- Jul 2021	辯論技巧工作坊 (Zoom) (Chinese Debating Club)
May 2021	Inter-house competition – Egg drop challenge (Science Club)
May 2021	第二屆臥龍盃官立中學多角辯論賽 (季軍) (Chinese Debating Club)
May 2021	五十周年校慶標語創作比賽 (Chinese Club)
Jun 2021	中文、中史線上問答比賽 (中一、中二) (Chinese Club)
Jul 2021	3 Leadership Training workshops via zoom meetings (ECA Committee and an NGO)
Jul 2021	S.2 and S.3 Post-exam Club Activities (12 Clubs)

Inter-house activities / competitions:

Date	Activities / Competitions
Sep 2020	AGM Video Competition
Oct 2020	Board Design Competition
May 2021	Egg-drop Challenge Contest
Jun 2021	50 th Anniversary Song writing Competition
Jul 2021	House Captains' sharing Video Competition

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

Evaluation

- A huge variety and number of activities and competitions were organized by various clubs and the four houses. A total of 5 outstanding, 46 Gold, 146 Silver and 287 Bronze Awards were presented to recognize students' vigorous participation so as to develop students' whole-person development.
- The Multiple Intelligences Stage, a platform for students to bring their ideas to life, was successful and received full support from Clubs and

various groups. Students' positive self-image is built in the appreciative and encouraging atmosphere in the school environment.

Way Forward

- *To help students build good leadership skills and cultivate a good sense of responsibility.*
- *To promote student's Perseverance and Caring spirits.*

Performance of Students

Hong Kong Diploma of Secondary Education (2021)

Top 20 Students

No.	Name (English)	Name	Results	Institution	Degree Title
1	Cheung Ting Fai	張庭徽	1(5**), 5(5*), 2(5)	HKUST	<i>BEng/ BSc & BBA Dual Degree Program in Technology & Management</i>
2	Wong Ho Yeung	黃皓陽	1(5**), 4(5*), 2(5)	CUHK	<i>Geography and Resource Management</i>
3	Lam Chun Ho	林俊豪	1(5**), 4(5*), 1(5)	HKUST	<i>Engineering with an Extended Major in Artificial Intelligence</i>
4	Ting Chun Kit	丁俊傑	6(5*), 1(5)	CUHK	<i>Quantitative Finance</i>
5	Ho Chun Yuen	何進源	4(5*), 1(5)	CUHK	<i>Insurance, Financial and Actuarial Analysis</i>
6	Leung Sin Ki	梁茜淇	1(5**), 1(5*), 4(5)	CUHK	<i>Nursing</i>
7	Fan Sik Wui	樊適滙	1(5**), 1(5*), 3(5)	CUHK	<i>Science</i>
8	Choi Man Hin	蔡文軒	3(5*), 2(5)	CUHK	<i>Science</i>
9	Lam Pak Chung	林栢聰	1(5**), 1(5*), 2(5)	HKU	<i>Bachelor of Science</i>
10	Seto Wing Kee Wincy	司徒泳錡	2(5*), 4(5)	CUHK	<i>Journalism and Communication</i>

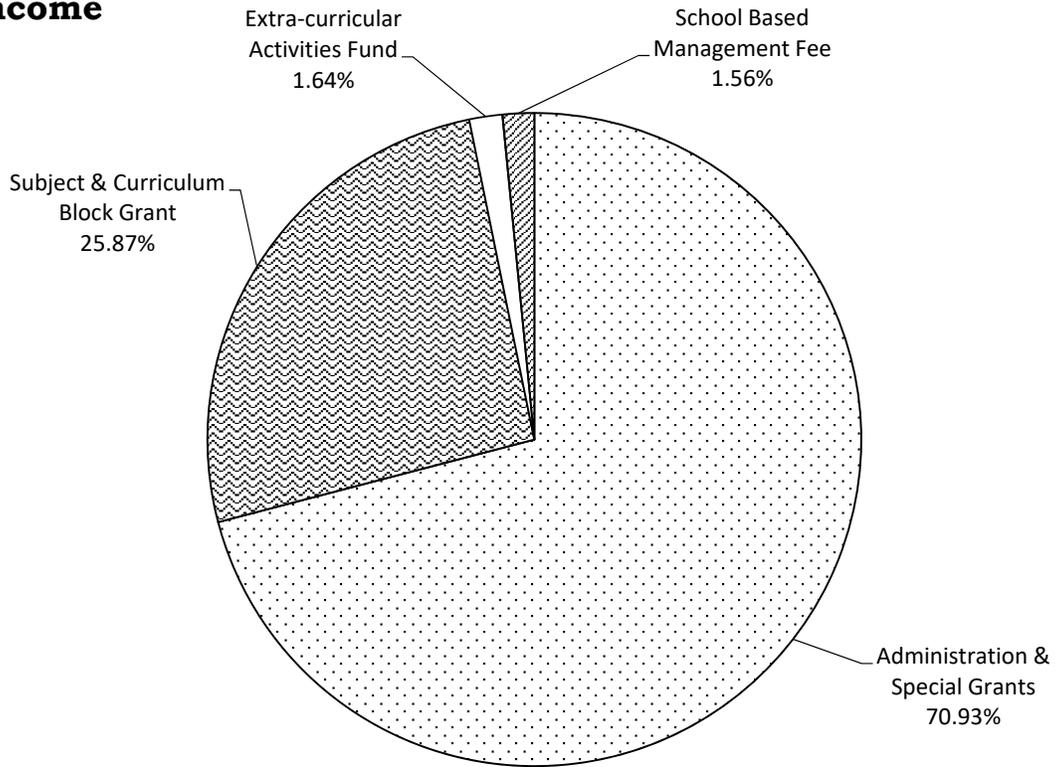
11	<i>Ho Kwun Wing</i>	<i>何冠榮</i>	2(5*), 3(5)	CUHK	<i>Insurance, Financial and Actuarial Analysis</i>
12	<i>Lee Ho Long</i>	<i>李皓望</i>	2(5*), 3(5)	HKU	<i>Bachelor of Science in Surveying</i>
13	<i>Yue Hoi Laam</i>	<i>虞凱嵐</i>	2(5*), 3(5)	PolyU	<i>BA (Hons) Scheme in Design</i>
14	<i>Yue Hoi Wing</i>	<i>虞凱詠</i>	2(5*), 2(5)	CUHK	<i>Nursing</i>
15	<i>Lee Pak Lam</i>	<i>李柏霖</i>	1(5*), 4(5)	HKU	<i>Bachelor of Science in Speech and Hearing Sciences</i>
16	<i>Cheung Sum Yin</i>	<i>張心彥</i>	1(5**), 2(5)	CUHK	<i>Journalism and Communication</i>
17	<i>Ip Moon Chi</i>	<i>葉蔭枝</i>	1(5**), 2(5)	HKBU	<i>Bachelor of Chinese Medicine and Bachelor of Science in Biomedical Science</i>
18	<i>Yam Ying Chi</i>	<i>任映諮</i>	1(5**), 2(5)	CUHK	<i>B.A. (Chinese Language Studies) and B.Ed. (Chinese Language Education)</i>
19	<i>Yip Chun</i>	<i>葉俊</i>	2(5*), 1(5)	CUHK	<i>BEng in Financial Technology</i>
20	<i>Leung Ka Man</i>	<i>梁嘉雯</i>	5(5)	CUHK	<i>Science</i>

Major Prizes and Awards 2020/ 21

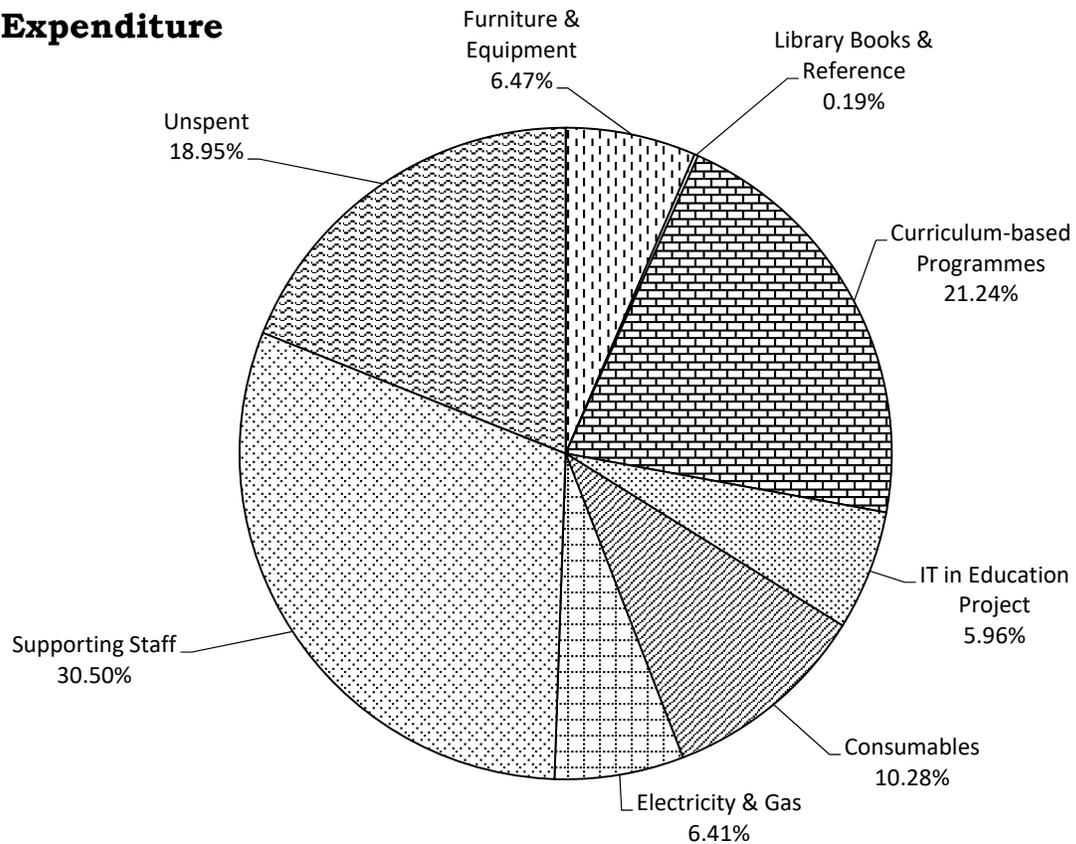
Events	Awards		
	1st	2nd	3rd
<i>The 72nd Hong Kong Schools Speech Festival – English</i>	<i>0</i>	<i>1</i>	<i>0</i>
<i>The 72nd Hong Kong Schools Speech Festival – Chinese</i>	<i>1</i>	<i>0</i>	<i>0</i>
<i>The 73rd Hong Kong Schools Music Festival</i>	<i>1</i>	<i>1</i>	<i>0</i>
	<i>2 Gold Awards 6 Silver Awards</i>		
<i>The Joint-School Music Competition 2021- Chinese Ensemble (12-19 players)</i>	<i>1 Gold Award</i>		
<i>EDB Mathematics Book Report Competition for Secondary Schools 2020/21</i>	<i>2 Second-class Honours 2 Appreciation Award</i>		
<i>EDB Mathematics Project Competition for Secondary Schools 2020/21</i>	<i>Champion</i>		
<i>Hong Kong Biology Literacy Award 2020/2021</i>	<i>1 Second Class Honour 2 Third Class Honours</i>		
<i>Metomic Cross-strait four regions STEM Competition (Hong Kong Region)</i>	<i>Champion</i>		
<i>Chemists Online Self-study Award Scheme (COSAS)</i>	<i>1 Diamond Award 1 Platinum Award 2 Bronze Award</i>		
<i>EDB Poetry Remake Competition 2021</i>	<i>1 Outstanding Award 8 Commendable Awards</i>		
<i>Hong Kong School Drama Festival 2020/21 (Secondary Cantonese Group)</i>	<i>Adjudicators' Award 1 Outstanding Script Award 2 Outstanding Performer Awards 1 Outstanding Audio-visual Effects Award 1 Outstanding Cooperation Award</i>		
<i>Hong Kong School Drama Festival 2020/21 (Secondary English Group)</i>	<i>Adjudicators' Award 1 Outstanding Script Award 14 Outstanding Performer Awards 1 Outstanding Audio-visual Effects Award 1 Outstanding Cooperation Award</i>		
<i>Smart School Proposal Competitions</i>	<i>Presentation Silver Award</i>		

Financial Summary 2020-2021

Income



Expenditure



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

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

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