

# Shatin Tsung Tsin Secondary School 2007 - 2008 Annual Report



*Mr. Cheung Man Wai*

*Principal*

## 1. School Information

### 1.1 School's goals and missions

It remains strongly our belief that through the Christian value of love, through teachers exemplifying such values in words and in deed, and through close cooperation with parents, our students can be nurtured in the six domains, namely ethics, intellect, physique, social skills, aesthetics, and spiritual growth. It is hoped that with an all-round education, each Shatin Tsung-Tsiner will acquire the following traits and abilities with which they can develop themselves and contribute to society.

**Traits** : Self-disciplined  
Thoughtful  
Trustworthy  
Self-motivated  
Willing to Serve

**Abilities** : Communication Skills  
Problem-solving Skills  
Self-learning Skills

## 1.2 Progress report

Over the last academic year, we continued to spare no effort in working towards the goal of creating a population of Shatin Tsung-Tsiners who share our long-held beliefs and possess the qualities expected of them. Our internal and external efforts bore fruits and were confirmed by various types of year-end evaluation conducted across departments and levels. (Refer to the section on Teaching and Learning for details regarding the effectiveness of strategies in nurturing the abilities of Shatin Tsung-Tsiners, and for details about the development of the aforesaid traits among our students, please refer to the sections on Student Guidance and Discipline, Religious Activities and Extra-curricular Activities.)

Not merely did we focus our attention on developing students' various abilities and character, we also made the improvement in teaching efficiency and effectiveness our major concern. At the same time, following years of our teaching members' effort as regards the introduction of new curricula (e.g. Thinking Skills, Arts-in-Life, Technology), the enhancement of teaching pedagogies (e.g. lesson study, collaborative teaching, Mentorship Scheme for new teachers, etc.) and the provision of elite classes (e.g. English, Chinese, Mathematics and Science courses for exceptionally gifted students) as well as remedial classes (e.g. the Nourishment Class, Junior Form Remedial Class and small-class teaching), the credit rate in the HKCEE continued to rise past the 55% mark, with nearly 80% of them scoring over 14 points or above. Another noteworthy feat was that our QEF-funded Thinking School Programme was judged by the QEF Adjudication Panel to be among the best twenty projects over the last 10 years.

Year	2005	2006	2007	2008
HKCEE (Credit Rate)	33.6%	42.7%	50.3%	55.7%
Students with 14 points or above	54.3%	65.8%	71.4%	78.7%

On the other hand, we did not step back from our continued attempt to help our students implement the ideal of loving oneself and others through a series of activities organized by various committees. Besides, teachers continued to impart their life experiences (in alignment with the aforesaid ideal) through sharing in the morning assemblies and through the publication of 'Messages to Shatin Tsung-Tsiners'. We also encouraged our students to take an active part in voluntary services for the underprivileged social groups to experience love delivered not just in words, but also in deed. We continued to provide S1 and S2 with a life education course, and the compilation of a similar course for S.3 was under way. In addition, a 3-day life education camp was held at the beginning of the school to help S.1 students learn how to respect life. The camp has proven to be effective with good acclaims. We are convinced that only through the realization of love can human qualities be raised. It is hoped that each Shatin Tsung-Tsiner can let the Christian values of Faith, Hope and Love be their guide and let their work be

grounded in the spirit of Benevolence.

Regarding the new school premises, since our successful application for re-provision on Ma On Shan Railway Tai Wai Maintenance Centre in April, 2007, the school has been working closely with the Education Bureau alongside the MTR and Cheung Kong (Holdings) Limited with lots of exchange of ideas as to the new school's design and the facilities that suit our school's future development needs most.

With respect to the New Secondary School curriculum planning, the Academic Affairs Committee has completed the curriculum structuring for the NSS through thorough consultation with the teachers concerned and widespread and detailed discussion with parents of those stakeholder classes. A comprehensive career planning will be fully implemented in junior form classes in the academic year 2008-2009 with a view to preparing our students for the NSS challenge.

Externally, the school was again commissioned by the EDB to conduct training at teaching and learning level, like the Professional Development Schools Scheme and the Mentorship Scheme for new teachers. Over the last academic year, two projects, namely the "IT-mediated Multi-Media Virtual Campus" and the "Project on Streamlining Administrative Work in Shatin Tsung Tsin Secondary School" were successfully implemented to further enhance our quality education. A successful EDB grant of some 500,000 dollars was secured for the purpose of creating a better English-learning atmosphere and thereby raising students' English proficiency.

Facing a new start, our school will not remit its usual effort towards grooming our students into useful social members by making further stride in the areas covering lesson study, life education and nurturing of students' integrity. As the verses in Psalm 127 go, "Unless the LORD builds the house, its builders labor in vain. Unless the LORD watches over the city, the watchmen stand guard in vain." It is hoped that more blessing can be bestowed on STTSS under the constant protection and watch of our Heavenly Father.

## 2. Student Information

The number of classes and students in the year 2007-2008

Class	S.1	S.2	S.3	S.4	S.5	S.6	S.7	Total
No. of classes	5	5	5	5	5	2	2	29
Males	87	91	72	71	81	39	36	477
Females	106	101	108	106	97	26	24	568
Total	193	192	180	177	178	65	60	1045



### 3. Teacher Information

Among a total of 68 teachers last year, 7 quitted because of contract completion and 1 went into retirement.

Regarding the teaching qualification and the teaching experience of our teachers, see the table below:

Educational Attainment	Number	Percentage
Bachelor's degree	67	98.5
Teacher training	66	97.1
Master's degree or above	26	38.2

Teaching Experience	Number	Percentage
0-5 years	16	23.5
6-10 years	8	11.8
11-15 years	8	11.8
Over 15 years	36	52.9

Language Proficiency Benchmark	Standing
English	All teachers met the required benchmark
Putonghua	All teachers met the required benchmark

### 4. Major Concerns And Support Measures In Different Departments

#### 4.1 Management and organization

##### 4.1.1 The major areas of concern

- Creating space for teachers confronted education reforms
- Planning for the relocation to the new school premises

##### 4.1.2 Support measures for addressing those concerns

- Over the years, our teachers have been overburdened with teaching and administrative duties which denied them time for deeper thinking and personal growth. To redress such an imbalance, the school successfully recruited a number of administrative assistants who took up the tedious duties like collecting reply slips, serving as substitute teachers and handling other administrative work. Former graduates were also employed as the exam invigilators to free up precious teachers' time. In addition, several assistant coaches for the dancing team, the music classes and other school sports teams were sought to provide subject teachers with additional assistance. To make sure there was reasonably adequate time for regular teachers to develop their curricula and to practise collaborative teaching, part-time teachers were recruited to take care of some elite and remedial classes and eight additional teachers were added to the staff list to help share the teaching duties.
- Last year, there was a lot of deep discussion, wide consultation and close contact, between the school's working group and the EDB, the MTR and Cheung Kong (Holdings) Limited over the matters regarding the new school's look, colour, interior design and the construction materials. There was fruitful exchange of opinions and thus satisfactory progress.

#### 4.1.3 Other support measures

- The Incorporated Management Committee of our school was composed of twelve members (one parent, one Alumni Association representative and one teacher representative) drawn from different professional sectors like education, social service, legal profession, commerce, insurance, evangelism and so on. Their role was to offer appropriate and professional advice on important school matters.
- The School Advisory Council, formed by the Principal, the Vice-Principals, seven committee heads and three elected representatives from the community, conducted regular meetings as it saw fit to discuss matters related to the school policies.
- All twelve committees (e.g. the Academic Affairs Committee, the Religious Affairs Committee, the Student Guidance Committee) implemented measures enabling students' development in the domains of ethics, intellect, physique, social skills, aesthetics and spiritual growth, with end-of-term evaluation of the effectiveness of those measures and submission of proposals for future development.
- Each panel formulated their teaching strategies through form and panel meetings under the supervision of the panel chairperson, also with end-of-term evaluation of the effectiveness of those measures and submission of proposals for future development
- Four General Staff Meetings were held to discuss school matters.
- To strengthen hierarchical communication, the Principal met all teachers, whereas the Vice-Principals met all newly-appointed committee chairpersons and panel heads according to a regular schedule. In fact in May every year, teachers can submit their opinions in writing to ensure there is two-way communication flow.
- Each department conducted its own homework inspection according to its own schedule.
- The Academic Affairs Committee conducted value-addedness analysis following each public examination.
- Copies of questionnaire for various stakeholders were distributed and completed by teachers, parents and students at the end of the term to assess the current situation.
- Each year, parents and students can discuss school policies openly with the School Advisory Council members.



#### 4.2. Professional development for the principal and teachers

##### 4.2.1 The major areas of concern

- Advancing teaching and learning quality
- Assisting colleagues in developing life education

##### 4.2.2 Support measures for addressing those concerns

- The Staff Development Days this year were aligned with the school's development aims. As far as teaching and learning is concerned, teachers from the Mathematics and the English Departments were invited to share their accumulated experience in effective small-class teaching. Besides, Mr. Ip Cho Yin, an experienced educationist, was again invited to give a talk on the theme of "Paths to Teachers' Growth" stressing the importance of the need for vision, mission and passion in one's entire teaching career. On top of that, the visit to SPHRC Kung Yik She Secondary School by our science teachers did enlighten them with the way in which students' interest in learning science subjects can be enhanced and open their eyes to the use of various facilities on campus.
- Regarding the implementation of life education, arrangement was made for some colleagues to share their life-shaping stories from which others can take inspiration. We also had the privilege of having Dr. Rebecca Lee Lok-sze share with us the correct life attitudes towards adversities.



### 4.2.3 Other activities

- As ever, the Principal, Ms. Yip Sau-wah involved herself actively in key educational matters and this could be reflected through her frequent attendance at various educational seminars, workshops, training courses and offshore exchange programmes. She had never rolled back her role in community services with unquestioned exemplification of the trait of being Willing to Serve as required of a Shatin Tsung-Tsiner. The Principal over the last year completed 147 hours of professional development.
- Our teachers were willing to collaborate with their counterparts in other schools to benefit from exchange of ideas and experience. Take for example, our Chinese teachers were involved in the Professional Development Schools Scheme intended to provide fellow schools with assistance in adapting to various curriculum reforms. Such involvement proved to be mutually beneficial.
- Over the last year, the school also received many offshore educational bodies, e.g., primary and secondary teachers from Macau for academic exchange and interflow which served to widen our teachers' educational perspectives.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs in preparation for the NSS challenge, and achieved an average of 56 hours of training in various fields.
- Mentorship Scheme was in place to allow new teachers to mesh in with the daily teaching and non-teaching practices and the school's culture. Over the last year, we were invited time and time again by the EDB to share with primary and secondary school teachers our experience in developing such scheme.

## 4.3 Teaching and learning

### 4.3.1 The major areas of concern

- Raising students' communication skills
- Honing students' problem-solving skills
- Promoting self-learning
- Promoting collaborative teaching

### 4.3.2 Support measures for addressing those concerns

- In a bid to improve students' communication skills, Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours) and the Junior Form Reading Award Scheme were implemented to help students form a regular habit of reading. The schemes proved to be very effective. Apart from this, through the Extensive Reading Scheme (for Chinese and English) and the organization of the Writers' Seminar, students' interest in reading was reinforced and their ability to read enhanced. The Chinese Department went further to hold Creative Writing Classes and organize students' writing groups so as to promote students' writing competence. To advance students' English proficiency, the English Week was held to provide students with even more opportunities to improve their listening and speaking abilities through workshops, movie appreciation, games and conversation booths, song dedication and large-scale English drama. At the same time, various S1 bridging and all-level enhancement courses were also offered to create better English ethos and thus uplift students' English competencies. Apart from these, drama elements were incorporated into the S1 Arts-in-Life and English curriculum to hone students' communication skills, while the curricula for Liberal Studies and Thinking Skills, Arts-in-Life and Technology were adjusted to drill on students' presentation skills through project-based learning. As regards the extra-curricular activities, our Chinese and English teachers put forth great effort in training students for the HK Schools Speech Festival and the results were encouraging (refer to Section 5.5).



- To hone students' problem-solving skills, subject teachers had been trying to give due emphasis on the development of thinking skills in curriculum content, teaching pedagogies, homework and assessments. Liberal Studies and Thinking Skills was made a subject in its own right for S.1-S.3 to provide systematic and explicit teaching of problem-solving and critical thinking skills. At the same time, each junior form student was required to submit two project-based assignments per year to apply those thinking skills in real sense. Apart from all these, different departments are trying to get aligned with the Thinking Skills subject with a view to incorporating thinking skills into students' learning.
- To move towards self-learning, we continued with the "Reflective Learning" and "Pre-Lesson Preparation" initiatives started a year earlier. The former, practised in subjects like Arts-in-Life, the Chinese Language and Liberal Studies & Thinking Skills, required every student to summarize key learning points and identify areas requiring elaboration after the lesson. The latter required teachers to assign preparatory work to students in advance of the next lesson so as to enhance learning effectiveness. The relevant evaluation shows that the latter was better received and the former was satisfactory.
- To enhance teaching efficiency, the practice of collaborative teaching continued on the basis of the blueprint developed by the Chinese Department, covering the formulation of the course boundaries, division of labour in lesson preparation, collective discussion, lesson plan revision, mutual class observation and reflection in the teaching process. At the same time, a common lesson for the teachers in English, Chinese and Mathematics was entertained through administrative adjustment to allow collective lesson planning. This practice entered its 5th year of implementation and all departments were able to achieve the goals set out at the beginning. Such practices will be further strengthened in the coming years.



### 4.3.3 Curricula

- At junior levels, there were curricula in the languages subjects (Chinese, English and PTH), Mathematics and Science subjects, Humanities, Arts-in-Life, Life Education, P.E and Christian Education. Curricula at senior levels included a mixture of both science and arts subjects with other electives as well.
- Small class teaching was implemented in junior forms to cater for learners' differences. In the middle of the school year, additional remedial classes, namely the Nourishment Class and the Junior Form Remedial Class, were launched to provide timely help for students with various learning needs.
- To supervise and assess students' learning, the school adopted various approaches like conducting surveys and interviews to get a better understanding of students' learning progress on top of the regular reviews and evaluations conducted at departmental levels.
- To make sure students could lead a balanced lifestyle, students at junior levels were not supposed to spend over two hours on their homework.
- To broaden students' artistic perspectives, all juniors had to attend at least one concert or visit at least one arts exhibition. On top of that, they had to take part in one external competition or performance. Meanwhile, each junior had to take up one musical instrument and one sport / art throughout the three years.
- All students had to take part in the EDB-initiated School Physical Fitness Award Scheme and the Long-distance Testing Training.



## 4.4 Student guidance and discipline

### 4.4.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner

### 4.4.2 Support measures for addressing the concern

- To create a student population manifesting the Shatin Tsung-Tsiners' qualities of being trustworthy and willing to serve, life education lessons were offered to S.1 and S.2 students. At the same time, a life education camp was held to let S.1 students become more aware of the importance of loving oneself and respecting others. We welcomed the EDB-initiated Integrated Education Scheme so that our students could have the opportunities to learn how to accept others' deficiencies that arose for no fault of their own. Furthermore, to manifest Shatin Tsung-Tsiners' trait of being willing to serve, students were encouraged to commit themselves to serving others by actively engaging themselves in activities like flag selling, charity sales, S.3 Community Service Scheme (for children and the weaker social groups), fund-raising activities and warm words card delivery for the Sichuan earthquake victims, as well as the "Little Shoe Appeal" in which donated shoes and socks were collected for the deprived children on the mainland.

### 4.4.3 Other activities

- Students were allowed to express their views about the school policy through Words of Shatin Tsung-Tsiners.
- The Peer Mentoring Scheme was in place to assist S.1 students in adapting to a new learning environment
- Counselling Day was held to help promote teacher-student relationship through better communication.
- The Strive-for-excellence Award Scheme, meant to elevate students' esteem and help students develop their growth potential, was promoted.
- There were visits to commercial businesses, government organizations, academic institutes and Careers Expo, etc. Such visits helped better students' knowledge about various career paths.
- Briefing sessions on senior form curricula were provided for juniors to allow early preparation.
- Assistance regarding choices of studies and careers was provided for senior form students.
- Assistance was provided for S.5 and S.7 graduates on the day of the release of the HKAL and HKCEE results.
- Assistance was given to S.7 students in writing references, resumes and in honing interviewing skills
- Assistance was offered to those who intended to further studies either overseas or on the mainland.
- Well-known personalities and alumni were invited to provide talks intended to widen our students' global outlook.
- The New Identity Scheme was implemented to help students reflect on their own behavior through services.
- The Prefect Team was arranged to hone students' leadership skills.
- Various discipline awards were set up to nurture in students the good qualities of being able to tell right from wrong and being responsible.



## 4.5 Extra-curricular activities

### 4.5.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner

### 4.5.2 Support measures for addressing the concerns

- Through the One-student-one-art/sport Scheme, students were encouraged to take part in a whole range of interest group activities. Also, the all-inclusive STTSS Award remained the main source of motivation for students to participate in class-based or inter-class activities. Students were also encouraged to take part in various music performances, dancing competitions and the like. To train our students to be more considerate and be willing to serve the community, the Blood Donation Day and numerous flag-selling/ fund-raising activities (e.g. raffle) were arranged to offer students opportunities to extend their thought, love, help and care for others.

### 4.5.3 Other activities

- To encourage students to involve themselves actively in extra-curricular activities, a total of fifty-four interest groups & musical instrument classes, as well as twenty-two school teams were offered.
- The six houses organized regular inter-house competitions (like those for basketball, table tennis, badminton, those on the sports day, and the board design competitions) in which students' leadership skills and team spirit could be honed and promoted respectively.
- To cultivate among students the spirit of active participation, an interest group information day was held to allow students to make informed choices and have a better understanding of the kind of activities they intended to join through face-to-face communication with the ex-co members.
- To allow students the opportunities to exert their potential, an inter-class Board Design Competition and a Postcard Design Competition were held.
- To enrich students' life on campus, external performance bodies were invited to put up a magic show and a tenor solo.

## 4.6 Students' union

- A wide range of activities held last year were as follows: Shatin Tsung Tsin Football Premier (including a friendly match between teachers and students), S.1 Orientation Café, S.5 and S.7 Joint School Oral Practice (both Chinese and English), S.5 and S.7 Farewell Assembly, School Policy Week, Stationery Crazy Sales (twice), S2 and S3 Games Day, the Heart-to-heart Dialogue with the Principal, a singing contest, the Students' Union Day and the Dress Casual Day.
- Various kinds of student services and welfare offered were as the following: stationery sales, joint-school shop discount, photocopying services (free on the HKCEE Results Release Day), binding services, loans of various types of balls and chess games, umbrellas and phones, sales of school activity CDs, exercise books, tissue papers, floppy discs, locks, socks, hair clips, male vests, environmentally-friendly bags, rubber bands, towels, etc.
- As far as school amenities and services are concerned, money was apportioned for the sanitization of all distilled water coolers. Also, financial assistance was offered to the First Aid Team. At the same time, there were SU members represented in the Tuck Shop Management Team to provide better supervision, get across opinions and conduct price checks.
- To assess the effectiveness of the work done by the SU, a survey on students' opinions in this regard was conducted through the use of questionnaire.



## 4.7 Religious activities

### 4.7.1 The major areas of concern

- Stepping up effort to preach the Gospel
- Nurturing the traits expected of a Shatin Tsung-Tsiner

### 4.7.2 Support measures for addressing those concerns

- Gospel sharing was integrated into the morning and hall assemblies. The yearly Gospel Week and the Gospel Camp for seniors remained the best harvesting time. Our school also embarked on the task of ploughing through our commitment to the Evangelistic Sports Program.
- S.6 students were given the opportunity to demonstrate Shatin Tsung-Tsiners' traits of being trustworthy and willing to serve through their participation in the Serving With Love Scheme administered during the Christian Education lessons.

### 4.7.3 Other activities

- Christian fellowship, leadership training and lunch-time devotion groups were activated facilitate students' spiritual growth.
- Retreats and prayer meetings were organized to promote spiritual sharing among the colleagues.

## 4.8 Home-school communication

### 4.8.1. The major areas of concern

- Promoting voluntary service
- Promoting home-school communication

### 4.8.2 Support measures for addressing those concerns

- To align with the major school aim 'being trustworthy and willing to serve', the PTA, in partnership with the Y.W.C.A. set up the Ching Tsung Elderly Academy to promote the Elderly Academy Pilot Scheme initiated by the Elderly Commission. Such scheme was not merely meant to provide students with inter-generation voluntary work targets, but also to raise their concern and acceptance towards the elders and thus the quality of their own family lives. Apart from this, during the after-examination period, an evening concert entitled "Sound of Music Shone Through Ebenezer School & Home for the Visually Impaired" was organized with the aim of encouraging students and parents to extend their care and support to the weaker social groups.
- To maintain effective contact between parents and the school, the PTA continued with programmes that contributed to the forging of a better home-school cooperation culture. Such programmes included 'Meeting Parents of First-formers' and 'New Student Orientation Day' which were organized with a view to letting parents develop a better understanding of what the school expected of them and their kids. The PTA also joined hands with the school in organizing a school policy forum in which parents were active in voicing their opinions on school matters. To align with the development needs of the 3-3-4 system, the Home-School Cooperation Committee arranged a seminar on the NSS in which parents were invited to engage themselves in an opinion interflow with the Academic Affairs Committee over matters related to the subject combination under the new system. To maximize parental involvement in their kids' academic performance, the committee made arrangements requiring parents to pick up their kids' school reports on the Parents' Day after the first-term examination. In addition, all school committee heads and form teachers were invited on the Parents' Day to hold various seminars on themes like 'How to help S1 kids cope with exams', 'Guidance on subject selection for S.4 students', 'Getting through the HKCEE together', and 'A path to tertiary education' for parents with kids studying at different levels so as to enable them to



offer study advice appropriate for their kids. Moreover, home-school communication can be further strengthened through the publication of *Tips for Parents of First-formers*, *Bulletin for Parents*, *Newsletters for Parents* and the *Parent Basic Law*. Lastly, to secure better home-school contact, not only did the 'Gas Station for Shatin Tsung-Tsiners' provide a hotline and a 'Friends of email' link, other channels like lunchtime 'Gatherings Under the Sun' and 'Parents Prayer Meeting' were also established to extend the home-school network and thus enhance the effectiveness of home-school cooperation.

### 4.8.3 Other activities

- Simultaneously, parent-kid activities and interest classes were held to forge better parent-kid relationship and they included the following: 'Snowy Moon Cake Class', 'Flower Presentation Class', a New Year picnic, 'Pineapple and Lemon Mousse Cake Class' and 'Rice Dumpling Class'. The PTA was also the co-organizer of the 'STTSS 08 Variety Show'.
- There were other educational programmes for parents, like 'Good Talk' parent groups, and seminars on the theme of 'Myths about love and sex – how parents can talk with kids over "sex" and "Career planning for the future"'.

## 4.9 Activities involving alumna/alumni

- Career and Studies Counselling Day was jointly organized with the Career Guidance Committee. Former students were invited to tutor senior form students and share with them their experience in JUPAS course selection, studying skills and work experience. They were more than happy to be able to return a favour to their Alma Mater.
- A Graduate Dinner gathering was held for S5 and S7 students respectively to forge better peer relationship and to encourage them to join the convocation. At the same time, a gathering for those who had graduated for ten years was arranged in order to strengthen their ties to the school and among one another.
- A number of scholarships were established in the name of the Alumni Association for those who achieved excellence in both the Chinese and English Language.
- Contact with alumni was strengthened through the publication of *Plug*.

## 4.10 Buildings and grounds

- Changing the air-conditioning system in all special rooms
- Embellishing the campus with aggressive planting work
- Replacing the floor in the hall and the ceiling materials

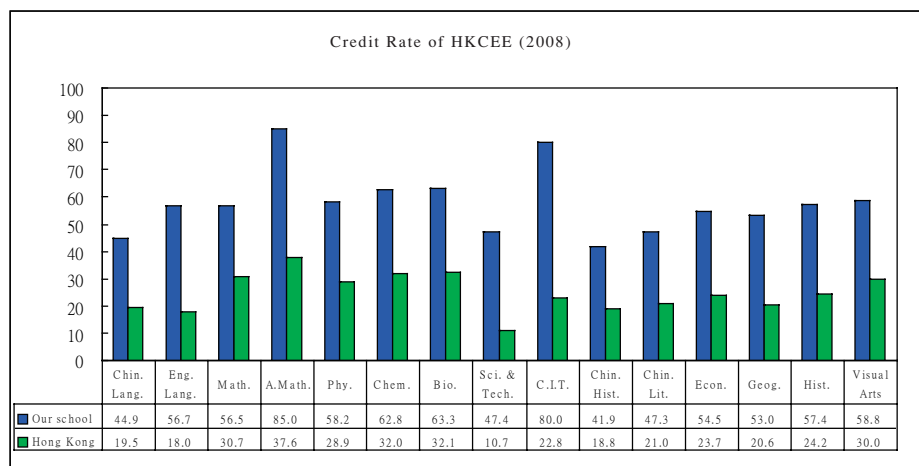
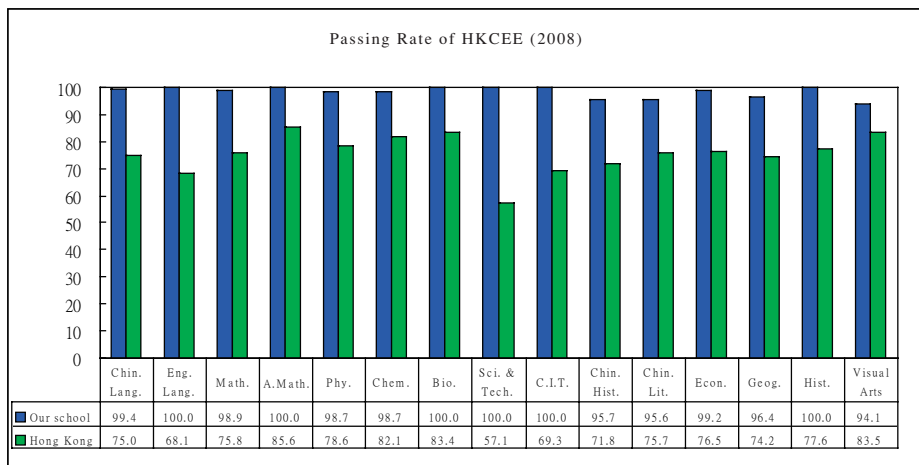
## 4.11 Student welfare

- Setting up and channeling internal and external scholarships and other assistance schemes
- Assisting students in applying for various learning funds, loans and subsidy schemes like the Personalized Octopus Card Scheme, Senior Secondary Fee Remission Scheme, School Textbook Assistance Scheme, the Student Travel Subsidy Scheme, Health Check Service, Insurance (against accidents in activities) and Fresh Card (Nestle)
- Vetting candidates nominated for the Outstanding Student Award and various academic exchange programmes
- Arranging affordable photo-taking services, flu vaccination, supply of lunch boxes, ordering and tailoring services for textbooks, school uniforms and sports wear.
- Setting up the Tuck Shop Management Team which looked to collect opinions from teachers, parents and students regarding issues over food quality and services

## 5. Students' Performance

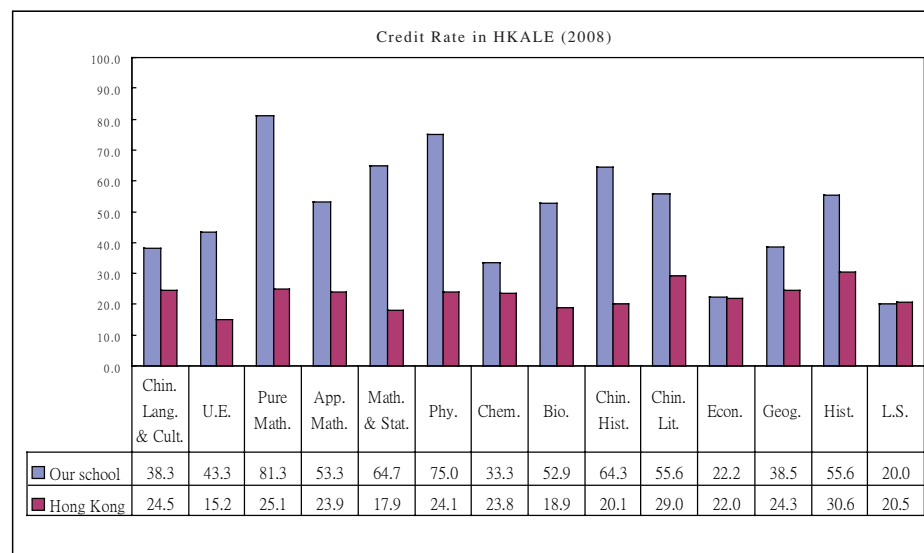
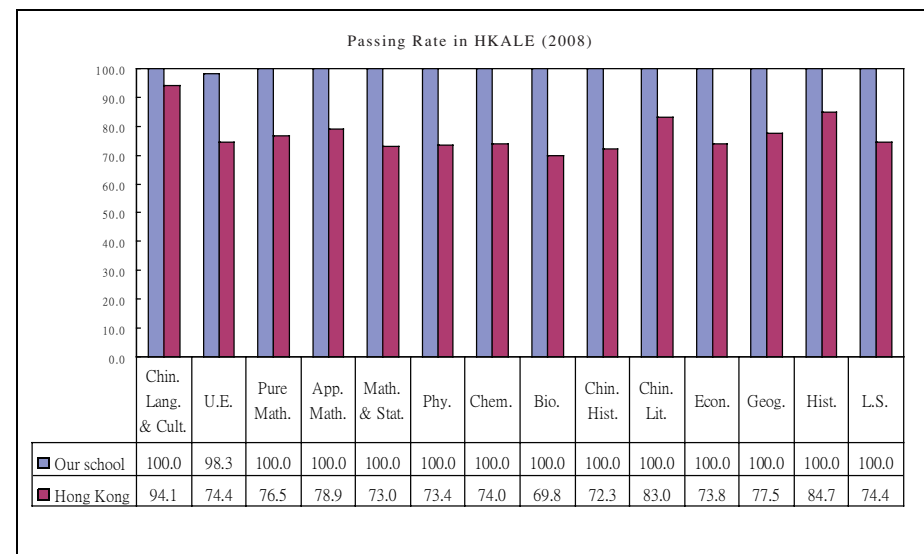
### 5.1 HKCEE

The percentage of students obtaining 5 passes in the 2008 HKCEE. was 100%. The credit rate was 55.7 %. Those who managed to obtain 14 points or above accounted for 78.7 %. The school candidates this year had the allocation band level at 1.06 when they entered S1 in Sep 2003.



### 5.2 HKALE

The average passing rate in the 2008 HKALE was 99.7%. An average credit rate of 52.8% was attained for AL subjects, whereas the average credit rate for the ASL subjects stood at 42.5%.



### 5.3 Activities organized around different academic domains

(Chinese, English, Mathematics, Humanities, Science & Technology, Arts-in-Life)

	Total number of activities	Total number of participants	Total number of participating hours
S.1 to S.3	74	13401	21670.5
S.4 to S.7	66	5265	17066.2
Total	140	18666	38736.7

### 5.4 Extra-curricular and community-based activities

- A total of 816 students were enrolled in various interest group activities (under 5 categories: Aesthetics, Academic, Interest, Physical Development and Community Services) and acquired successfully membership eligibility. There were a combined total of 733 students in the school teams (athletic, aesthetic and academic).
- The major inter-school competitions participated in by our students:

Title	Total	Percentage
HK Schools Music Festival	263	25.2%
HK Schools Speech Festival	167	15.9%
HK Schools Drama Festival	22	2.1%
HK Schools Dance Festival	18	1.7%
HK School Sports Federation Inter-school Competitions	303	28.9%

- Offshore activities:

Title of Activity	Total
Study Tour (Taiwan)	49
Symposium on Modern National Affairs (Beijing)	1
Beijing – Hong Kong Student Exchange Camp 2008 (Beijing)	1




- A list of community-based activities joined by our students:


Activity	Number of participants
The Blood Donation Day for the Hong Kong Red Cross	103
Flag selling for the Hong Kong Girl Guides Association	27
Flag selling for the Suicide Prevention Services	10
Flag selling for the Community Chest of Hong Kong	83
Flag selling for the Yang Memorial Methodist Social Service	18
Flag selling for the Association for Cleft Lip and Palate	21
Flag selling for TREATS	14
Flag selling for the Employees' Safety Training and Rehabilitation Services Limited	12
Raffle Ticket Selling for Elderly (Tsung Tsin Church)	37
Charity Cookie Sale for Helping Hand	12
Charity Sale for ORBIS	4
Red Packet Donation for the Salvation Army	10
Fund Raising for ADPL Social Service Centre Limited	14
Visiting On Keung Nursery School	24
Visiting On Yan Nursery School	42
Visiting On Hong Nursery School	40
Joining the Ching Tsung Elderly Academy as volunteers	33





## 5.5 Inter-school competitions




Our students actively participated in various inter-school competitions to enrich their experience. They won the following awards:

Nature of Activities	Number of participants		Awards		
	Territorial	Regional			
Sports		11	HK Schools Sports Federation, Shatin and Sai Kung Secondary Schools Area Committee Inter-school Swimming Competition		
			200m Breaststroke Boys Grade A – First Prize		
			200m Individual Medley Boys Grade A – Second Prize		
			100m Breaststroke Boys Grade B – Second Prize		
			200m Breaststroke Boys Grade B – Third Prize		
			50m Breaststroke Girls Grade C – Third Prize		
			100m Breaststroke Girls Grade C – Second Prize		
				40	Inter-school Cross Country Competition
					Boys Grade B Individual – Seventh Prize (Award of Merit)
					65
	800 m Boys Grade A – Sixth Prize				
	4 X 100 Relay Boys Grade A – Eighth Prize				
	1500 m Boys Grade B – Seventh Prize				
	3000 m Boys Grade B – Sixth Prize				
	100 m Girls Grade A – First Prize				
	200 m Girls Grade A – Second Prize				
	400 m Girls Grade A – Sixth Prize				
	High Jump Girls Grade A – Seventh Prize				
	Girls Group Grade A – Sixth Prize				
	4 X 100 Relay Girls Grade C – Eight Prize				
	23	Inter-school Long Distance Running Competition			
		Boys Grade B Individual – Eighth Prize			
	46	Inter-school Basketball Competition			
		Boys Grade C – Fourth Prize			
	30	Inter-school Volleyball Competition			
		Boys Grade B – Fifth Prize			
		Boys Grade C – Second Prize			
	20	Inter-school Football Competition			
		Boys Grade A – Fifth Prize			
		13	Inter-school Table Tennis Competition		
Boys Grade B – Fifth Prize					
Girls Grade B – Fifth Prize					
	14	Inter-school Badminton Competition			
		Boys Grade C – Fifth Prize			

Aesthetics	178	2007 Hong Kong Youth Music Interflows organized by the HK Music Office
		- String Orchestra : Bronze Medal
		- Symphonic Band: Bronze Medal
		- Chinese Orchestra: Bronze Medal
	335	The 60th Hong Kong Schools Music Festival Our students obtained three First Prizes, nine Second Prizes, eight Third Prizes and ninety-three Awards of Merit and Proficiency. They are as follows: 3 First Prizes <ul style="list-style-type: none"> <li>- Choir (Hymn of Praise)</li> <li>- Xiao Senior Solo</li> <li>- Female Voice Chinese Solo</li> </ul> 9 Second Prizes <ul style="list-style-type: none"> <li>- Female Voice Chinese Solo (2)</li> <li>- Female Voice English Solo (2)</li> <li>- Zhongruan Advanced Solo</li> <li>- Pipa Senior Solo (2)</li> <li>- Violin Grade 5 Solo</li> <li>- Di Senior Solo</li> </ul> 8 Third Prizes <ul style="list-style-type: none"> <li>- Female Voice Chinese Solo (3)</li> <li>- Female Voice English Solo</li> <li>- Violin Grade 5 Solo</li> <li>- Di Junior Solo</li> <li>- Flute Intermediate Solo</li> <li>- Di Advanced Solo</li> </ul> Achievements of the school orchestras (territory-wide): <ul style="list-style-type: none"> <li>- 35- strong Chinese Orchestra: Award of Merit</li> <li>- 34-strong String Orchestra : Award of Merit</li> <li>- 72-strong Symphonic Band : Award of Merit</li> </ul>
	22	Hong Kong Schools Drama Festival (2007-2008) organized by the Hong Kong Art School Our students obtained three awards. -Outstanding Director Award -Outstanding Stage Effect Award -Outstanding Cooperation Award
	18	The 44th Schools Dance Festival organized by EDB & the Hong Kong Schools Dance Association - Highly Commended Award
	3	Mobile Phone Screen Picture Design Competition organized by the Hong Kong Institute of Vocational Education – Shatin -Award of Merit
	2	“Moral Education” Joint School Poster Design Competition organized by the Hong Kong Young Women’s Christian Association -Award of Merit
	3	“Maintaining Indoor Air Quality” Poster Design Competition 2007 organised by the Hong Kong Indoor Air Quality Society -Finalist


	1		"Protecting Endangered Species" Logo Design Competition organized by the Agriculture, Fisheries and Conservation Department -Award of Merit
	3		Lions International Peace Poster Contest (2007-2008) organized by the Lions Club International District 303 – H.K. & Macau -Award of Merit
	11		"Lighting up life, Brightening others" Card Design Competition organized by the Hong Kong Federation of Youth Groups -Second Prize
Academic	167		The 59th Hong Kong Schools Speech Festival Our students obtained three First Prizes, nine Second Prizes, eighteen Third Prizes and one hundred and thirty nine Awards of Merit. They are as follows: Chinese Solo Prose Speaking: 1 Third Prize 10 Awards of Merit Solo Verse Speaking: 1 First Prize 2 Second Prizes 3 Third Prizes 5 Awards of Merit Solo Bible Reading: 1 Award of Merit Dramatic Duologue : 1 Second Prize 1 Third Prize 10 Awards of Merit Putonghua Solo Verse Speaking: 1 Second Prize 1 Third Prize 22 Awards of Merit English Solo Verse Speaking: 2 First Prizes 5 Second Prizes 12 Third Prizes 91 Awards of Merit
	4		The 10th HK Youth Mathematical High Achievers Selection Contest (2007-2008) organized by the HK Association for Science & Mathematics Education and PLK - 1 Silver Award - 3 Bronze Awards
	2		The 7th Pui Ching Invitational Mathematics Competition (Heat Event) organized by the Pui Ching Education Centre - Award of Merit
	4		The 25th Hong Kong Mathematics Olympiad organized by the HKIED and EDB - Award of Merit



	177		2008 International Assessments for Schools organized by the University of New South Wales Our students obtained four Medal Awards, six Subject Awards, Fifteen High Distinctions, seventy-five Distinctions and eighty-seven Credits. They are as follows: Mathematics: - 4 Medal Awards - 6 Subject Awards - 9 High Distinctions - 32 Distinctions - 44 Credits English - 3 High Distinctions - 18 Distinctions - 25 Credits Integrated Science - 3 High Distinctions - 25 Distinctions - 18 Credits
	1		Support Measures for the Exceptionally Gifted Students - 2008 Hong Kong Physics Olympiad organized by the EDB and HKUST - Second Honour
	12		The 3rd Inter-school Competition on System Modeling and Optimization organized by the Department of SEEM, CUHK - 2 Third Prizes - 2 Awards of Merit - 8 Awards of Good Performance
	1		The Hong Kong Olympiad in Informatics 2007 organised by the Hong Kong Association for Computer Education - Second Prize
	1		The 9th Ironman of Science Competition organized by the Chinese University of Hong Kong - Award of Merit
	5		The Hong Kong Budding Scientists Awards (2007-2008) organized by the Education Bureau (Gifted Education Section) - 1 First Honour - 2 Third Honours
	8		IT Quiz 2007 organised by the Hong Kong Baptist University - 1 Second Prize - 1 Third Prize
	200		"Loving Each Other" Slogan Writing Competition (Junior) organized by TWGHs Jockey Club Shatin Integrated Services Centre - 1 Second Prize - 1 Award of Merit



		2	“Loving Each Other” Slogan Writing Competition (Senior) organized by TWGHs Jockey Club Shatin Integrated Services Centre - Award of Merit
	15		“My teacher and I” Old Song New Lyrics Writing Competition organized by the Society of Language Education, CUHK - 3 Awards of Merit
		84	“Fire Prevention” Slogan Writing Competition organized by Shatin District Fire Safety Committee - 1 First Prize - 3 Awards of Merit
	565		“Anti-corruption Starts at Home” SMS Writing Competition organized by the ICAC Regional Office (New Territories East) - Third Prize
	1		“Welcoming Beijing Olympics” Slogan Writing Competition organized by the Hong Kong Association of Youth Development - First Prize
		17	“Welcoming Beijing Olympics” Slogan Writing Competition (Shatin- Senior) organized by the Hong Kong Association of Youth Development - 1 Second Prize - 1 Third Prize
		20	“Welcoming Beijing Olympics” Slogan Writing Competition (Shatin- Junior) organized by the Hong Kong Association of Youth Development - 1 First Prize - 1 Second Prize - 1 Third Prize
	185		“Star of Literature” HK Essay Competition for Secondary Student organized by the Hong Kong Institute for Promotion of Chinese Culture - 3 Third Prizes
	4		The 6th Hong Kong-wide Micro-novel Writing Competition organized by QualiEd Educational Organisation Limited - Award of Certificate
	19		The 1st News Commentary Writing Competition for Secondary Schools organized by Student Farm -1 Second Prize -1 Third Prize
		6	The Centennial Olympics First Strike – Olympics General Quiz organized by the Chinese YMCA of Hong Kong Hin Keng Centre -1 Third Prize

		7	Inter-school Digital Visual Image Competition 2008 on National Education organized by the National Education Centre - Best Playwrite Award
		10	The 4th Hong Kong and Macau Youth Cyber Skills Competition organized by the Cisco Networking Academy Council - 2 Gold Awards - 2 Silver Awards - 6 Bronze Awards
		5	Joint School Science Exhibition Proposal Competition organized by the 41st Joint School Science Exhibition Preparation Committee – Finalist
		5	Bridge Building Competition for Secondary Schools 2008 organized by the University of Hong Kong and the Hong Kong Institute of Vocational Education - Finalist
		4	Inter-school Solar Vehicle Model Design Contest 2008 organized by the Hong Kong Institution of Engineers - Second Prize in Speed Competition - Fourth Prize in Obstacle Competition - Third Prize in Overall Competition
Others		5	2007 Youth Award Scheme organized by the Youth Summer Vacation Organizing Committee –Shatin – 3 Awards of Merit
		11	The 4th Shatin Most Outstanding Student Election organized by Shatin Youths Association -1 Most Outstanding Student Award (Senior) -1 Award of Certificate (Junior)

## 5.6 Religious activities

- The number of students converted to the Christian faith: 35
- The number of students joining the gospel camp: 72
- The number of students taking part in Evangelistic Sports Programs: 31
- The average number of students joining the Christian fellowship: 25

## 5.7 Careers and further education

- A total of 7 students (among all S1-4 and S6 students) left the school to further studies either abroad or locally.
- S5

Promoted to S.6 and continuing education overseas	Joining the labor force	Others (e.g. Enrolled in Associate Degree or Higher Diploma courses)	Unknown
155	1	14	5

- S.7

Offered a degree or non-degree course by a local university	Continuing education overseas	Repeat	Unknown
58	0	2	0

## 5.8 Indicators of students' affective and social outcomes

Item	Assessment criteria	07/08 the school average(SA)	HK average (HKA)	SA - HKA	06/07 the school average	05/06 the school average
1	General satisfaction	2.59	2.39	+ 8.4%	2.53	2.55
2	Negative affect	2.12	2.00	+6.0%	2.13	2.05
3	Teacher-student relationships	2.88	2.74	+ 5.1%	2.94	2.98
4	Social Integration	2.92	2.80	+ 4.3%	2.94	3.02
5	Achievement	2.53	2.37	+ 6.8%	2.47	2.45
6	Opportunity	2.81	2.72	+ 3.3%	2.78	2.82
7	Experience	2.59	2.42	+ 7.0%	2.53	2.54

### Comments

- Overall speaking, our students showed a higher rating than the average Hong Kong students on all criteria.
- Our students also demonstrated a slightly higher level of negative emotions compared with the average Hong Kong students.

## 5.9 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	1.4%	98.6%
S2	1.0%	99.0%
S3	1.1%	98.9%
S4	1.4%	98.6%
S5	1.2%	98.8%
S6	2.6%	97.4%
S7	1.9%	98.1%

## 6. Summarizing The Past And Planning For The Future

### 6.1 Work performance

The school was satisfied with the development and growth that occurred in various aspects. All departments and committees successfully completed the goals set out in the beginning and this bears a strong witness to the unfading enthusiasm and energy among our teachers. We are confident in welcoming any challenges ahead including the New Senior Secondary Curriculum and the relocation to the new school premises.



### 6.2 Development plan: situational analysis

#### 6.2.1 Externally

- Education reforms : medium of instruction, 3-3-4 system and curriculum
- The government is willing to provide resources

#### 6.2.2 Internally

- New school premises ( available in 2011)
- Sound administrative hierarchy
- Upgraded information technology devices and equipment
- Opportunities for students to improve life qualities
- A pool of teachers with professionalism
- Adequate training and support for new teachers to improve their teaching pedagogy
- Heavy workloads and insufficient rest teachers suffer from
- Good students' conduct, positive self-image and a high level of willingness to learn and to work hard.



## 6.3 Future development

### 6.3.1 Management and organization

- The recruitment of additional teachers and administrative assistants to reduce workload and pressure on teachers
- Preparatory work for the move to the new campus

### 6.3.2 Teachers' professional development

- Workshops designed to raise teaching quality
- A Mentorship Scheme for new teachers to mesh in with the school's cultures and practices

### 6.3.3 Academic affairs

- Nurturing the qualities that a Shatin Tsung-Tsiner should possess
- Practising collaborative teaching

### 6.3.4. Discipline, guidance, religious activities, extra-curricular activities

- Nurturing the traits expected of a Shatin Tsung-Tsiner
- Stepping up evangelistic effort

### 6.3.5 Students' welfare

- Campus embellishment

### 6.3.6 Liaison with parents

- Strengthening parental education

### 6.3.7 Alumni

- Widening the network of alumni



# 沙田崇真中學

## 2007-2008年度校務報告



張文偉 校長

## I. 學校資料

### 1.1 學校目標及宣言

我們相信藉著基督的愛、老師的言教與身教、家長的緊密合作，能為學生提供德、智、體、群、美、靈的培育。我們希望透過全人教育，培育沙崇人具備以下的特質及才華，從而發揮自己，服務社群。

**特質方面：** 自律  
為人設想  
可靠  
主動  
樂於服務

**才能方面：** 溝通能力  
解難能力  
自學能力

## 1.2 學校近況

過往一年，校內同工為培育「沙崇人」的特質與才華而不斷努力，年終時更透過各類的評估以了解工作的成果，收穫是豐碩的。沙崇人才能的培育策略及成效，詳見教學與學習章節；而沙崇人特質方面，則詳見學生輔導與訓育、宗教及課外活動的章節中。

我們除關注學生的才能及品德外，也著重教師教學效能的提升。經老師多年的努力——引入新課程(思考方法科、生活藝術科、科技科等)、提升教學技巧(課堂學習研究、協作教學、教學啟導計劃等)及推動拔尖(中、英、數及科學科資優課程)補底(固本培元班、功課輔導班及小班教學等)課程，令學生的中學會考優良率不斷提升，現更突破百分之五十五，考獲六科十四分或以上者近八成，師生深受鼓舞。本校的「思維中學優質教育基金計劃」更獲優質教育基金評審團評定為過去十年最傑出的二十個項目之一。

年份	2005	2006	2007	2008
中學會考優良率	33.6%	42.7%	50.3%	55.7%
考獲十四分或以上的百分比	54.3%	65.8%	71.4%	78.7%

另一方面，我們仍繼續關注沙崇人自愛、愛人的實踐，除一系列由各委員會策劃的活動外，各老師更善用每天的早會及沙崇家書，與沙崇人分享個人成長歷程及如何實踐自愛愛人。同時，我們積極鼓勵同學服務社群，以體驗愛的真義。本學年，我們為中一及中二級學生開設生命教育課，並籌備編寫中三級生命教育課程。我們又於學期初為中一級的同學安排了三日兩夜的生命教育營，教導學生尊重生命，效果良好。我們深信，唯有愛的實踐，才能提升人的質素。我們盼望沙崇人能以仁愛為念，以基督的信、望、愛為座右銘。

遷校工作方面，自零七年四月成功申請大圍馬鐵維修中心上蓋之新校舍後，我們積極與教育局、港鐵及發展商長江實業配合，就新校舍之設計及設施作詳細的交流，以切合沙崇未來的發展。

在新高中課程規劃上，學務委員會經過兩年的規劃，已成功擬定新高中課程組合，除諮詢各老師外，更特別召開家長會，與相關級別家長作詳細解釋及討論，並會於零八至零九學年起為初中學生推行全面的生涯規劃，協助學生為升讀新高中作準備。

校外聯繫方面，本校獲教育局不同部門邀請擔任培訓工作，其中包括教學方面的「專業發展學校計劃」及「教師啟導計劃」等。本學年，本校成功落實「資訊科技協作獎勵之多媒體互動虛擬校園」及「沙田崇真中學之簡化行政工作計劃」等優質教育項目，並向教育局成功申請五十多萬元，用作塑造良好英語環境以提升學生的英語能力。

面對新的一年，本校將會秉承過往優良傳統，在教學研討、生命教育、品德陶鑄各方面精益求精，以作育英才。誠如詩篇一二七篇說：「若不是耶和華建造房屋，建造的人就枉然勞力；若不是耶和華看守城池，看守的人就枉然醒」。盼望在天父的保守與看護下，沙崇在樹人的崗位上蒙 神更大的祝福。

## 2. 學生資料

零七至零八年度開設之班級及學生人數如下：

班級	中一	中二	中三	中四	中五	中六	中七	合計
班數	5	5	5	5	5	2	2	29
男生	87	91	72	71	81	39	36	477
女生	106	101	108	106	97	26	24	568
總數	193	192	180	177	178	65	60	1045

## 3. 教師資料

本校共有六十八位教師，在過去一年有七位同工約滿離職，一位同工退休。有關本校教師的年資及經驗，詳見下表：

學歷	人數	百分率
具備學士學位	67	98.5
曾受正規師訓	66	97.1
具備碩士或以上學位	26	38.2

教學經驗	人數	百分率
0 — 5年	16	23.5
6 — 10年	8	11.8
11 — 15年	8	11.8
超過15年	36	52.9

語文基準	狀況
英文	全數達標
普通話	全數達標

## 4. 學校各部門關注事項及主要措施

### 4.1 管理與策劃

#### 4.1.1 關注事項

- 為老師創造空間以回應教育改革
- 為遷校工作作準備

#### 4.1.2 為配合關注事項而推行的活動 / 計劃

- 近年老師工作日益沉重，思考及發展空間不足。為改善這情況，本校特於過去一年，聘請教育行政助理負責收回條、代課及課後當值等行政工作，並邀請畢業同學負責監考，又聘請舞蹈、音樂、球類助教等以分担老師的工作。此外，本校又聘請兼職老師進行拔尖補底工作，並額外聘請八名老師以分擔同工的教學工作，讓本校同工有空間準備新高中課程及進行協作教學。
- 在過去一年，本校遷校工作小組與教育局、港鐵及發展商長江實業有緊密而深入的接觸及討論，並就新校舍的外型、顏色、內部設計、用料等交換意見，進展尚算順利。

#### 4.1.3 其他措施

- 本校之法團校董會，成員共十二名(其中三人分別為家長、校友及老師代表)，他們均為專業人士，分別來自教育、社會服務、法律、商業、保險、及宗教等不同界別，為校董會提供適切而專業的意見。
- 校政諮議會由正、副校長、七名主任及三名民選代表組成，按時討論校政。
- 各委員會(如學務、宗教、輔導等共十二個)落實執行德、智、體、群、美、靈六育的發展，各會在年終進行檢討，評估成效並提交來年的計劃書。
- 各學科科務由科主任監察，並透過科務會議制訂教學策略，因應需要修訂課程及教學進度。同時，在年終進行檢討，評估成效並提交來年的計劃書。
- 每年舉行四次全體教職員會議，商討校務。
- 為加強溝通，校長會按時接見所有老師，而副校長則接見新任的委員會主席及科主任；又每年的五月，每位老師均可填寫意見書表達意見。



- 各科每年均進行課業審視。
- 學務委員會就學科於公開試表現進行增值研究。
- 每年年終本校均會派發「持分者問卷」，供老師、學生及家長填寫，以評估學校發展狀況。
- 家長及學生每年均可與校政諮議會成員公開討論學校政策。

### 4.2 校長及教師專業發展

#### 4.2.1 關注事項

- 優化教與學
- 協助同工發展生命教育

#### 4.2.2 為配合關注事項而推行的活動 / 計劃

- 本年舉辦的教師活動日，均能配合學校的發展目標。在教與學方面，校方在教師活動日邀請了英文及數學科同工，分享累積多年的小班教學心得。我們再次邀請資深教育工作者葉祖賢先生分享「教師成長的道與路」，鼓勵同工在教育的路程上要有遠見和抱負。此外，本校的理科同儕，往訪十八鄉鄉事委員會公益社中學，了解該校不同的設施及如何提升學生學習理科的興趣。
- 在發展生命教育方面，校方邀請同工分享生活見證，互相激勵，並獲極地專家李樂詩博士親臨分享面對困境的生活態度。

#### 4.2.3 其他活動

- 葉秀華校長貫徹其積極參與精神，熱心投入教育事務，除了參與多個研討會、講座、培訓課程及境外交流外，葉校長不忘參與其他社會公益事務，充份發揮「沙崇人」樂於服務的特質。校長於過去一年參與持續專業發展的時數為一百四十七小時。
- 本校的同工樂於與其他學校的教師交流意見，例如本校中文科同工透過「專業發展學校計劃」，協助友校同儕適應教學的改革，彼此有所裨益。
- 在過去的一年，本校曾接待境外多個教育團體到訪，如來自澳門的中小學老師，分享不同的教學理念，擴闊了同工的教學視野。
- 同工相當積極參與各種不同的專業進修活動，預備新高中學制，平均每位教師進修時數為五十六小時。
- 繼續進行「教學啟導計劃」，為每位新同工安排教學啟導老師，讓新同工適應本校的教學生活。在過去一年，有關同工多次應教育局邀請向中小學老師分享本校「教學啟導計劃」的發展情況。



## 4.3 教學與學習

### 4.3.1 關注事項

- 提高學生溝通能力
- 提高學生解難能力
- 推動學生自主學習
- 推動協作教學



### 4.3.2 為配合關注事項而推行的活動 / 計劃

- 為提高學生溝通能力，本校特設「午間閱讀計劃」（於午膳後設二十分鐘的師生閱讀時間）及「初中閱讀獎勵計劃」，以培養學生的閱讀習慣，成效顯著。本校更透過「中英文科廣泛閱讀計劃」及舉辦「作家講座」以深化及提升同學的閱讀興趣及能力。中文科舉辦創意寫作班及組織學生寫作小組，提升同學的寫作能力。英文科舉辦英語週，透過講座、電影欣賞、攤位遊戲、點唱及大型英語話劇，提升同學的聽講能力。同時，本校安排中一級英語銜接課程及各級英語增益課程，以提升學生的英語能力及塑造良好的英語環境。此外，本校的英文科及生活藝術科分別於中一課程引入戲劇教育，以培育學生之溝通能力；而通識教育及思考方法科、生活藝術科及科技科則透過專題研習訓練同學之演示能力。課外活動方面，同工均積極推動學生參與香港學校朗誦節，提升學生的語文能力，效果顯著。（詳見校際比賽活動）
- 為訓練學生解難能力，各科在課程內容、教學方法、課業和考核方面均強調思考能力的培養。本校更於初中開設通識教育及思考方法科，教授學生解難思維及批判思維。同時，本校初中學生每年均會完成兩個「研究性專題研習」，以實踐解難技能。此外，各科正與思考方法科配合，將學生掌握的思考技能，融入各科的學習中。
- 為推動學生自主學習，本學年繼續推行「反思學習」及「學生備課學習」。「反思學習」在生活藝術、中文及通識教育及思考方法科推行，每名初中學生均需於課後自行整理及總結課堂中的學習，查找不明白的地方及學習重點。而「學生備課學習」則是老師於教授課題前，為學生安排備課習作，讓學生預先備課，尋索資料，從而提高學習效果。而於老師及學生的問卷調查中，後者大獲好評；前者則尚算滿意。



為提升教學成效，本校推行協作教學，以中文科之流程為藍本——訂課程框架、分工備課、集體討論、修訂施教、彼此觀摩、反思檢討。同時，由行政組配合，為中、英、數三科於時間表內安排備課節。施行至今已有五年，各科均能達至初擬的目標，效果良好，並會於來年繼續深化協作教學。



### 4.3.3 課程

- 初中課程包括語文（中、英及普通話）、數理、人文科學、生活藝術、生命教育、體育及基督教教育科，而高中課程均文中有理、理中有文，並設有選修科目。
- 於初中設小班教學，並於學期中設固本培元課程及綜合功課輔導班，以照顧不同學習差異的同學。
- 為監察和評估學生學習，各科除在科務會議作定期檢討外，校方亦採用問卷、面談等方法，了解學生的學習情況。
- 為讓學生有均衡的校園生活，本校規定初中學生每日課業時間不多於二小時。
- 為擴闊學生藝術視野，初中學生每年須最少出席一次音樂會或參觀一次藝術展覽，並參與一次校外比賽或表演。同時，每名初中生均須接受一種樂器訓練及參與一項體藝活動。
- 全校學生均須參加教育局體適能計劃及長跑測試訓練。

## 4.4 學生輔導與訓育

### 4.4.1 關注事項

- 培育「沙崇人」的特質



### 4.4.2 為配合關注事項而推行的活動 / 計劃

- 為培育「沙崇人」忠誠可靠，樂於服務的特質，本校於中一及中二級設生命教育課，以培養學生忠誠可靠的特質；同時，校方更透過「生命教育營」教導中一同學自愛及尊重他人的重要。本校參與教育局「融合教育計劃」，讓學生身體力行，接納差異。此外，為發展學生樂於服務的特質，校方更鼓勵學生直接服務社群，包括賣旗、義賣籌款、中三級社會服務計劃（服務幼兒及弱勢社群）、為四川地震籌款及填寫心意咭、舉辦「愛心小鞋子」活動為國內貧困孩子收集鞋襪等。



### 4.4.3 其他活動

- 透過「沙崇奇語」，讓學生積極表達對校政的意見。
- 設立「學生輔導計劃」，協助中一同學適應中學生活。
- 舉辦輔導日，促進師生關係。
- 推行「勇闖高峰獎勵計劃」，提升學生自尊感，讓學生發展潛能。
- 參觀工商業、政府、學術機構及職業博覽會，深化同學對升學就業資料的認識。



- 向初中同學介紹高中課程，為將來升學作好準備。
- 為高中同學提供選科及擇業輔導，讓同學能從容面對抉擇。
- 為中五及中七同學提供公開考試放榜輔導。
- 為中七同學提供撰寫自薦信、履歷及面試訓練。
- 為同學提供海外及國內升學輔導。
- 邀請社會俊彥及校友與學生分享工作經驗，擴闊學生視野。
- 推行「新份証計劃」，讓學生從服務中反思自己的行為。
- 透過領袖生計劃，培訓學生領導能力。
- 透過各類紀律獎項，培育學生明辨是非，敢於承擔的優良品質。

## 4.5 課外活動

### 4.5.1 關注事項

- 培育「沙崇人」的特質

### 4.5.2 為配合關注事項而推行的活動 / 計劃

- 透過「一人一體藝」計劃，推動學生主動參與興趣小組活動，並設立班際綜合比賽大獎，推動學生主動參與班際活動，又鼓勵同學參與音樂表演、舞蹈比賽等。為培養同學為人設想、樂於助人的精神，舉辦捐血日，並協助不同慈善團體賣旗、籌款、賣獎券，讓同學服務社群，展示「沙崇人」樂於服務的特質。

### 4.5.3 其他活動

- 為推動同學參與課外活動，本校開設五十四個興趣小組及廿二項校隊訓練供學生參加。
- 為培養學生的領袖才能及團隊精神，本校設有六社，除一年一度的運動會外，並定時舉辦社際活動，如籃球、乒乓球、羽毛球、壁報設計等比賽，供同學參與。
- 為加深同學對興趣小組的認識，特設興趣小組介紹日，讓小組幹事與同學有親身溝通的機會。
- 為讓各班同學發揮潛能，舉辦班際壁報設計比賽及明信片設計比賽。
- 為讓同學有豐富的校園生活，邀請嘉賓來校表演魔術及男高音獨唱。



## 4.6 學生會

- 舉辦多元化活動：沙崇足總盃(另加入師生及校友友誼賽)、中一迎新麼麼茶、中五中七聯校中英文會話練習、中五中七惜別會、校政醒醒你、文具大笈地(兩次)、中二中三競技比賽、葉校長與沙崇人真情對話、歌唱比賽、學生會日及便服日。
- 提供各類服務及福利：以低於市價售賣文具、商舖優惠計劃、影印服務、會考日免費影印服務、釘裝服務、球類、棋類、雨傘及電話外借、售賣校園活動光碟、校簿、紙巾、磁碟、鎖、襪子、髮夾、男裝內衣、環保袋、橡皮圈及毛巾等。
- 改善校園設施及服務：撥款資助清洗及消毒全校飲水機及津貼救傷隊；同時派代表參與學校食物部監察小組，就食物價格及服務提供意見。
- 收集學生意見：藉學生問卷調查，了解學生會工作成效。



## 4.7 宗教活動

### 4.7.1 關注事項

- 加強福音訊息的傳遞
- 培育「沙崇人」特質



### 4.7.2 為配合關注事項而推行的活動 / 計劃

- 為宣揚福音，本校於早會及週會中分享福音訊息。一年一度的福音週、高中福音營亦為宣講及收割的良機。本校更開展福音體育事工，作福音鬆土的工作。
- 透過基督教教育課舉辦中六愛心服侍計劃，培養「沙崇人」忠誠可靠，樂於服務的特質。



### 4.7.3 其他活動

- 透過團契、領袖訓練及午間靈修小組等活動，培養基督徒同學的靈命。
- 透過同工退修會及祈禱會，建立同工的靈命，互相守望。

## 4.8 學校與家庭溝通

### 4.8.1 關注事項

- 推展義工服務
- 優化家校溝通

## 4.8.2 為配合關注事項而推行的活動 / 計劃

- 為配合學校目標「忠誠可靠，樂於服務」，家教會於本學年伙拍香港基督教女青年會推展安老事務委員會「長者學苑」先導計劃，並成立「青崇長者學苑」。有關計劃除了為學生提供「跨代共融」義務工作服務對象外，更希望提升年輕人對長者的關注和接納，從而提升家庭生活質素。此外，家長教師會續於試後活動期間舉辦「樂韻柔情溢心光」音樂晚會，藉以鼓勵學生及家長參與關懷和支持弱勢群體。
- 為使家長與學校間保持良好之溝通，家教會於本學年繼續舉辦「中一新生家長小聚」、「新生輔導日」等活動，俾使新生家長瞭解學校對學生及家長的期望，從而達至良好的家校合作；家教會亦於本學年邀請校長及副校長出席「輕談淺說話校政」公開對談會，就學校政策與家長作意見交流。同時，為配合「三三四學制」發展之需要，家庭與學校合作委員會於學期初安排「新高中課程」家長座談會，邀請家長就新高中課程組合與學務委員會交流意見。此外，委員會除了就學生上學期之學業表現，安排家長於「家長日」回校領取學生成績報告表外，亦邀請校方各委員會及班主任於「家長教師日」為各級家長安排「如何協助（中一）子女預備考試」、「中四選科輔導」、「一起走過會考的日子」及「踏上大學之道」等主題講座或座談會，讓家長為子女的學習與升學作好準備。家教會亦透過出版《給中一家長的小錦囊》、《家長通訊》、《短訊》及《家長基本法》等刊物，作為家校溝通之渠道。最後，「沙崇家友站」除了透過家長電話熱線及電郵與家長保持聯繫外，本學年更拓展午間「陽光小聚」及「家長祈禱會」等渠道，以優化家校溝通之網絡。

## 4.8.3 其他活動

- 舉行親子活動及家長興趣班如「冰皮月餅製作班」、「插花班」、「春田花花香薰園遊」元旦旅行、「菠蘿檸檬慕絲蛋糕製作班」、「親子健康粽子製作班」、協辦「學生周年匯演」等。
- 舉辦家長親職教育項目如「有傾有講」家長小組、「戀愛與性愛的迷思——家長如何與孩子談『性開放』」及「生涯規劃——想劃未來」等家長講座。

## 4.9 校友活動

- 與升學就業輔導委員會合辦升學就業輔導日，安排校友輔導高中同學，分享選科及工作經驗、準備公開考試心得，回饋母校，造福在校弟妹。
- 舉辦中五、中七畢業聚餐，讓同學對校友會加深認識，亦促進即將畢業的同學與校友的情誼，鼓勵他們加入校友會。同時，為畢業十週年的校友舉行聚餐聯歡，以促進校友情誼。
- 設立校友會獎學金，獎勵中英雙語俱佳同學，鼓勵他們奮發向上。
- 製作《匯友》，以聯繫校友。

## 4.10 校園建設

- 更換特別室空調系統
- 廣植花草，美化校園
- 更換禮堂地板及天花物料



## 4.11 學生福利

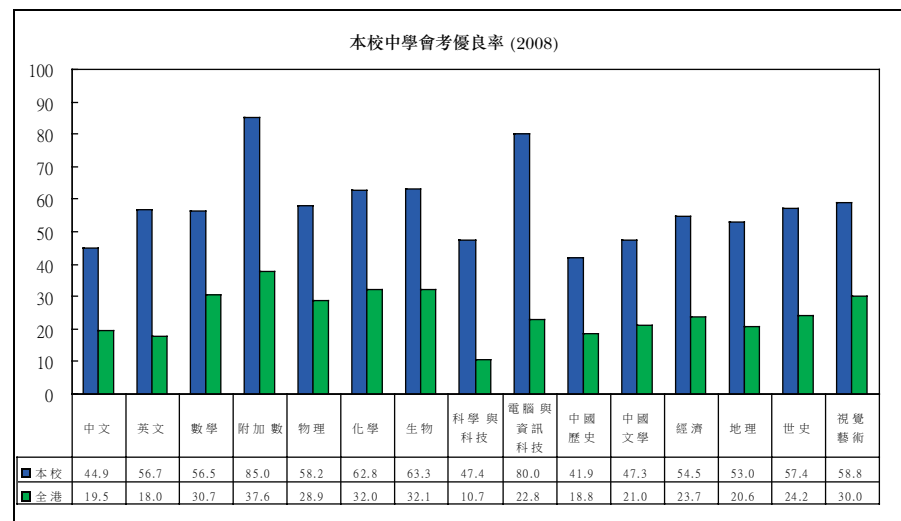
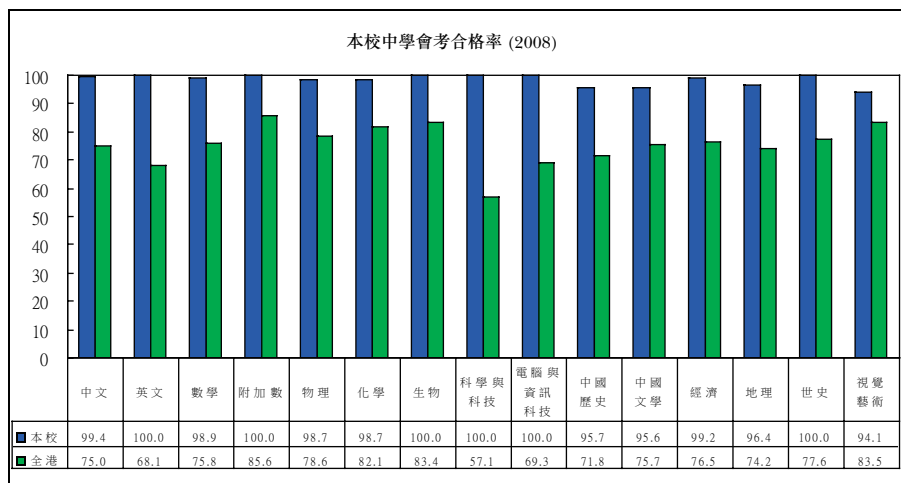
- 設立校內獎學金，並積極安排學生申請校外之獎學金。
- 協助學生申請學習基金、貸款助學金、「學生身份」個人八達通咭、高中學費減免、書簿津貼、車船津貼、健康檢查服務、活動意外保險及派發鮮奶優惠咭。
- 篩選各項學術交流活動及傑出學生選舉提名人選。
- 安排廉價拍照服務、流感疫苗注射、飯盒供應、訂購書本服務、校服及體育服選購及訂製服務。
- 成立食物部監察小組，收集校方、家長及學生意見向食物部反映，以提升服務及食物質素。



## 5. 學生表現

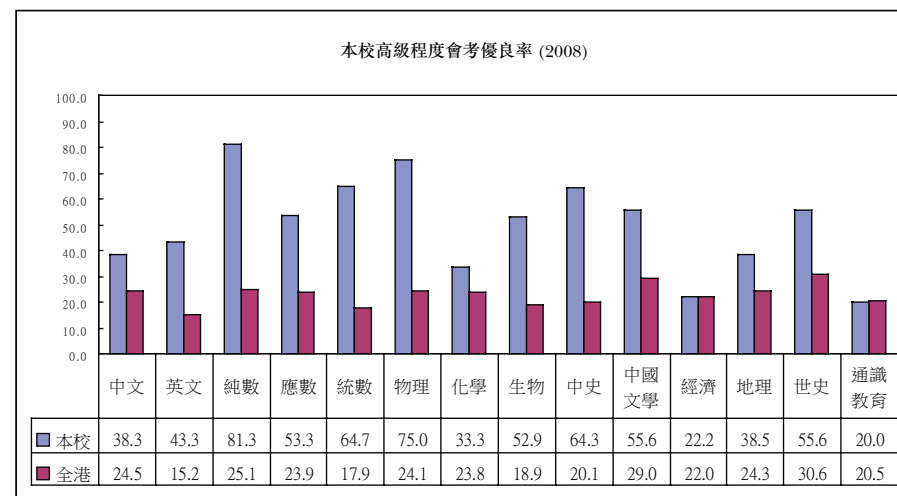
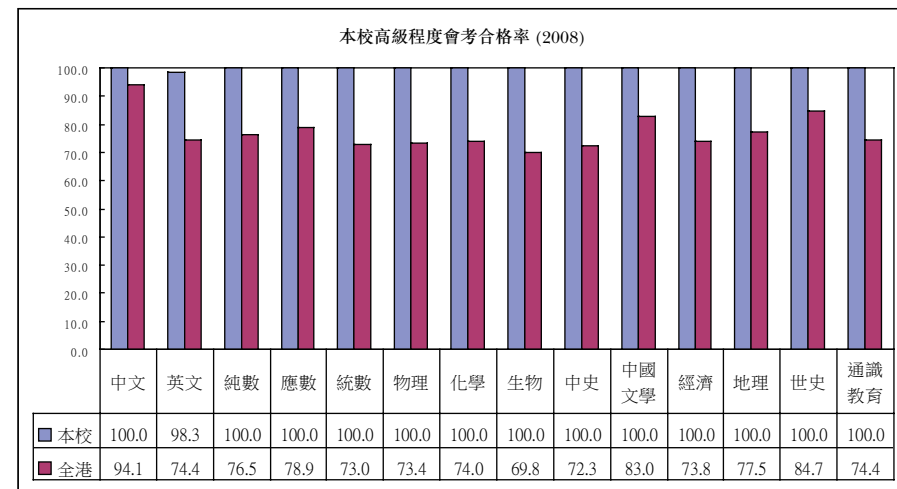
### 5.1 香港中學會考

本校二零零八年度之五科合格率为100%，優良率为55.7%，考獲十四分或以上者達78.7%，是屆學生在二零零三年九月入學時平均組別為1.06。



### 5.2 香港高級程度會考

本校二零零八年度之科目平均合格率为99.7%，高級程度科目優良率为52.8%，高補程度科目優良率为42.5%。





### 5.3 由學習領域(中、英、數、人文、科學與科技及生活藝術)組織的學習活動

學生 \ 類別	活動總數	參加人次	總時數
中一至中三學生	74	13401	21670.5
中四至中七學生	66	5265	17066.2
合計	140	18666	38736.7

### 5.4 課外及公益活動

- 參加興趣小組活動(共五類：藝術、學術、趣味、體育、服務)並取得合格會員資格者達816人；另外體育、藝術及學術校隊成員合共733人。
- 本校學生參與之主要校際比賽活動：

校際比賽名稱	人數	百分比
香港學校音樂節	263	25.2%
香港學校朗誦節	167	15.9%
香港學校戲劇節	22	2.1%
香港學校舞蹈節	18	1.7%
香港學界體育聯會校際運動項目	303	28.9%

- 境外活動：

活動名稱	人數
考察團(台灣)	49
現代國事研討會(北京)	1
京港學生交流營2008(北京)	1

- 本校學生參與下列公益活動

活動項目	人數
香港紅十字會捐血	103
為香港女童軍總會賣旗	27
為生命熱線賣旗	10
為公益金賣旗	83
為楊震社會服務處賣旗	18
為香港兔唇裂顎協會賣旗	21
為親切賣旗	14
為職安培訓復生會賣旗	12
為崇真會敬老護老愛心券義賣	37
為伸手助人協會曲奇義賣	12
為奧比斯義賣	4
為救世軍利是日籌款	10
為ADPL社會服務中心籌款	14
探訪安強幼兒院	24
探訪安仁幼兒院	42
探訪安康幼兒院	40
於青崇長者學苑中擔任義工	33



## 5.5 校際比賽活動

為擴闊學生視野，本校積極參與校際活動，並獲下列獎項：

活動性質	參加人數		獎項
	全港性	區域性	
體育		11	香港學界體育聯會沙田及西貢區中學分會游泳比賽：
			男子甲組200米胸泳獲冠軍
			男子甲組200米個人四式獲亞軍
			男子乙組100米胸泳獲亞軍
			男子乙組200米胸泳獲季軍
			女子丙組50米胸泳獲季軍
			女子丙組100米胸泳獲亞軍
		40	校際越野比賽：
			男子乙組個人第七名(優異)
		65	校際田徑比賽：
男子甲組800米第六名			
男子甲組4x100米接力第八名			
男子乙組1500米第七名			
男子乙組3000米第六名			
女子甲組100米冠軍			
女子甲組200米亞軍			
女子甲組400米第六名			
	23	校際長跑比賽：	
		男子乙組個人第八名	
	46	校際籃球比賽：	
		男子丙組殿軍	
	30	校際排球比賽：	
		男子乙組第五名	
		男子丙組亞軍	
	20	校際足球比賽：	
		女子丙組第五名	
		男子甲組第五名	

	13	校際乒乓球比賽：
		男子乙組第五名
	14	校際羽毛球比賽：
		女子乙組第五名
	178	女子丙組第五名
		校際羽毛球比賽：
	335	男子丙組第五名
		音樂事務處舉辦之2007香港青年音樂匯演獲
	178	- 管樂團銅獎
		- 弦樂團銅獎
	335	- 中樂團銅獎
		第六十屆香港學校音樂節共取得3冠、9亞、8季及93項優異及良好獎狀，分列如下：
	335	冠軍3項：— 詩班(讚美詩)
		— 簫高級組獨奏
	335	— 女子中文獨唱
		亞軍9項：— 女子中文獨唱(兩名)
	335	— 女子英文獨唱(兩名)
		— 中阮深造組獨奏
	335	— 琵琶高級組獨奏(兩名)
		— 小提琴五級獨奏
	335	— 笛子高級組獨奏
		季軍8項：— 女子中文獨唱(三名)
	335	— 女子英文獨唱
		— 小提琴五級獨奏
	335	— 笛子初級組獨奏
		— 長笛中級組獨奏
	335	— 笛子深造組獨奏
		樂隊成績(全港性)：
	335	中樂隊(35人) — 優異獎
		弦樂隊(34人) — 優異獎
	335	管樂隊(72人) — 優異獎
		22
	22	共獲三個獎項：
		- 傑出導演獎
	22	- 傑出舞台效果獎
		- 傑出合作獎

	18	教育局及香港學界舞蹈協會舉辦第四十四屆學校舞蹈節獲甲等獎
	3	香港專業教育學院舉辦之手機佈景主題設計比賽獲優異獎一名
	2	香港基督教女青年會舉辦之「品格教育」聯校海報設計比賽獲優異獎一名
	3	香港室內空氣質素協會舉辦之海報設計比賽獲入圍獎一名
	1	漁農自然護理署舉辦「保護瀕危物種」標誌設計比賽獲優異獎一名
	3	國際獅子總會港澳303區舉辦之國際獅子會和平海報比賽獲優異獎一名
學術	11	香港青年協會舉辦之「燃亮生命·照耀他人」心意咭設計比賽獲亞軍一名
	167	第五十九屆香港學校朗誦節共取得3冠、9亞、18季及139項優異獎狀，分述如下： 粵語 散文獨誦獲季軍一名，優異十名 詩詞獨誦獲冠軍一名，亞軍兩名，季軍三名，優異五名 經文獨誦獲優異一名 二人對話朗誦獲亞軍一名，季軍一名，優異十名 普通話 散文獨誦獲亞軍一名，季軍一名，優異二十二名 英文 詩詞獨誦獲冠軍兩名，亞軍五名，季軍十二名，優異九十一名
		
		
		
	4	香港數理學會及保良局主辦香港青少年數學精英選拔賽獲銀獎一名、銅獎三名
	2	培正教育中心舉辦第七屆培正數學邀請賽獲優異獎
	4	香港教育學院及教育局舉辦第二十五屆香港數學競賽獲優異獎

	177	澳洲新南爾斯大學舉辦二零零八國際聯校學科評估獲金獎4名及科目獎6名，高級優異證書15名，優異證書75名及良好證書87名
		數學科 - 金獎四名 - 科目獎六名 - 高級優異證書九名 - 優異證書三十二名 - 良好證書四十四名
		英文科 - 高級優異證書三名 - 優異證書十八名 - 良好證書二十五名
		科學科 - 高級優異證書三名 - 優異證書二十五名 - 良好證書十八名
	1	教育局與香港科技大學合辦特別資優學生培育支援計劃——2008香港物理奧林匹克比賽獲二級榮譽獎一名
	12	香港中文大學系統工程與工程管理學系舉辦第三屆校際系統建模與優化競賽獲季軍兩名、優異獎兩名及良好表現獎八名
	1	香港電腦教育學會舉辦2007香港電腦奧林匹克競賽獲亞軍一名
	1	香港中文大學舉辦之第九屆「科學鐵人盃」獲優異獎一名
	5	教育局資優教育組舉辦2007-2008香港科學育苗獎獲一級榮譽獎一名及三級榮譽獎兩名
	8	香港浸會大學舉辦資訊科技知識大比拼2007獲亞軍一名，季軍一名
	200	東華三院賽馬會沙田綜合服務中心舉辦「生命互動獻愛心」標語創作比賽(初級組)獲亞軍一名，優異獎一名
	2	東華三院賽馬會沙田綜合服務中心舉辦「生命互動獻愛心」標語創作比賽(高級組)獲優異獎一名
	15	香港中文大學語文教育學會舉辦「吾語與我」全港中學生舊曲新詞創作比賽獲優異獎三名

		84	沙田區防火委員會宣傳及教育工作小組舉辦「學生防火全攻略」順口溜創作比賽獲冠軍一名及優異獎三名
	565		廉政公署新界東辦事處舉辦「滅罪倡廉，從家開始」初中短訊創作比賽獲季軍一名
	1		香港青少年發展聯會舉辦香港青少年競技迎奧運—18區打氣口號創作比賽獲冠軍一名
		17	香港青少年發展聯會舉辦香港青少年競技迎奧運—18區打氣口號創作比賽(沙田區—高級組)獲亞軍一名及季軍一名
		20	香港青少年發展聯會舉辦香港青少年競技迎奧運—18區打氣口號創作比賽(沙田區—初級組)獲冠、亞、季軍各一名
	185		香港中華文化促進中心舉辦香港中學生文學之星作文大賽獲季軍三名
	4		匯知教育機構有限公司舉辦第六屆全港微型小說創作大賽獲頒發證書
	19		圍·通識教育網絡舉辦第一屆全港中學生時事評論寫作大賽獲亞軍一名及季軍一名
	6		香港中華基督教青年會顯徑會所舉辦「奧運百年第一擊」奧運常識問答比賽獲亞軍一名
	7		國民教育中心舉辦「國民教育校際金像獎——數碼視像創作比賽2008」獲高中組最佳劇本大獎
	10		思科網絡學院舉辦港澳青少年網絡技能大賽獲金獎二名、銀獎二名及銅獎六名
	5		聯校科學展覽籌辦委員會主辦第四十一屆聯校科學展覽計劃書設計比賽獲入圍獎
	5		香港大學及香港專業教育學院合辦2008年度中學橋樑模型設計比賽獲決賽入圍獎
	4		香港工程師學會主辦太陽能汽車比賽獲速度比賽亞軍，障礙賽殿軍及全場季軍
其他		5	沙田區青少年暑期活動統籌委員會舉辦2007年沙田區青少年獎勵計劃獲優異表現獎三名
		11	沙田青年協會舉辦沙田區傑出學生選舉高級組獲傑出學生一名，初級組獲嘉許狀一名

## 5.6 宗教活動

- 決志信主人數35人
- 參加福音營人數72人
- 參加福音體育事工人數31人
- 參加團契平均人數25人



## 5.7 升學就業概況

- 中一至中四及中六：全年共有7名學生離校往外國或在本港升學
- 中五

升讀中六及往境外升學	就業	其他(如副學士或高級文憑課程等)	不詳
155人	1人	14人	5人

- 中七

獲本港大學取錄學位與非學位課程	境外升學	重讀	不詳
58	0	2	0

## 5.8 學生情意及社交表現指標

項目	副量表	07/08年度 本校平均	香港常模	本校平均- 香港常模	06/07年度 本校平均	05/06年度 本校平均
1.	整體滿足感	2.59	2.39	+8.4%	2.53	2.55
2.	負面情感	2.12	2.00	+6.0%	2.13	2.05
3.	師生關係	2.88	2.74	+5.1%	2.94	2.98
4.	社群關係	2.92	2.80	+4.3%	2.94	3.02
5.	成就感	2.53	2.37	+6.8%	2.47	2.45
6.	機會	2.81	2.72	+3.3%	2.78	2.82
7.	經歷	2.59	2.42	+7.0%	2.53	2.54

### 結果描述：

- 本校學生在整體滿足感、師生關係、社群關係、成就感、機會及經歷方面皆比全港高。
- 本校學生在負面情感方面比全港學校稍高。

## 5.9 學生出席概況

級別	缺席率(%)	出席率(%)
中一	1.4%	98.6%
中二	1.0%	99.0%
中三	1.1%	98.9%
中四	1.4%	98.6%
中五	1.2%	98.8%
中六	2.6%	97.4%
中七	1.9%	98.1%



## 6. 總結及展望

### 6.1 工作成果

本校對過去一年各方面的發展均感滿意。各科各組在本年的工作目標均可順利完成，顯示教師隊伍成熟而有幹勁。我們充滿信心迎接未來的挑戰——新高中學制改革及喬遷千禧校舍。

### 6.2 發展計劃：現況分析

#### 6.2.1 校外：

- 教育改革：教學語言、學制及課程
- 政府樂於提供資源

#### 6.2.2 校內：

- 2011年遷往千禧校舍
- 行政架構完備
- 資訊科技設備完善
- 學生仍可提升生命的質素
- 教師十分專業
- 學校提供足夠的支援及培訓以提升新同工的教學技巧
- 教師教學工作沉重，身心休息不足
- 學生品行和自我形象良好，勤學受教

### 6.3 來年發展方向

#### 6.3.1 管理與組織

- 聘教師及行政助理以回應教育改革及紓緩老師壓力
- 準備遷校工作

#### 6.3.2 教師專業發展

- 提升同工教學技巧
- 推行教學啟導計劃以協助新老師融入沙崇





### 6.3.3 學務

- 培育「沙崇人」的才能
- 發展協作教學

### 6.3.4 訓、輔、宗教、活動

- 培育「沙崇人」的特質
- 加強福音訊息的傳遞

### 6.3.5 學生福利

- 美化校園

### 6.3.6 家長聯繫

- 加強家長教育

### 6.3.7 校友方面

- 擴大校友聯絡網

