



2008-2009 Annual Report

Shatin TSUNG TSIN
Secondary School

沙田崇真中學

二零零八至
二零零九年度
校務報告



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Shatin Tsung Tsin Secondary School 2008 - 2009 Annual Report



Mr. Cheung Man Wai
Principal

1. School Information

1.1 School's goals and missions

It has been unwaveringly our strong 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 work tirelessly 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.

In developing students' various abilities, teachers and students alike were also heartened by the noticeable improvement in students' academic results, following years of our teaching staff 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).

As far as the New Senior Secondary Education was concerned, the Academic Affairs Committee had been working over three years towards the successfully-completed task of drafting various subject combinations for the New Senior Secondary curricula. This was the result of a widespread consultation with the teachers concerned, as well as many in-depth explanations and discussions during special meetings with parents of those stakeholder classes. Career planning was introduced to all junior form classes last year to help them prepare for the NSS changes. At the same time, the Student Support Committee had spent two years sketching the 'Other Learning Experiences' part of the NSS curriculum for the purpose of helping with students' all-round development in such domains as Moral & Civic Education, Community Service, Career-related Experiences, Aesthetic & Physical Development. (Refer to Section 4.3 Teaching and Learning for details about the development of Shatin Tsung-Tsiners' abilities)

On the other hand, we never ceased helping our students implement the ideals expected of a Shatin Tsung-Tsiner, as we were deeply convinced that only by loving oneself and others would human qualities be elevated. We expected that our Shatin Tsung-Tsiners could have their minds grounded in the spirit of Benevolence and have their life guided and shaped by the Christian values of Faith, Hope and Love. On top of a series of activities organized by various committees, teachers continued to impart their life experiences regarding how to develop and realize various life ideals 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 to experience love delivered not just in words, but also in deed. For this just cause, we continued to provide junior form classes with a life education course, and the compilation of a similar course for S4 was under way. In addition, a 3-day life education camp was held at the beginning of the school to help S1 students learn how to set goals and how to orient their efforts towards the goals. The camp has proven to be effective with good acclaims. (Refer to Section 4 for details about the nurturing of Shatin Tsung-Tsiners' qualities.)

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, the MTR Corporation Limited alongside the property developer 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. The construction of the new school premises started in mid 2009 and is well under way. The new school premises will feature:

- a large and a small assembly hall
- a rooftop garden with a nice view
- zones and facilities for students practising musical instruments, dancing, drama and various forms of speaking (solo/public/verse)
- a Students' Union office, a Prefect room, and a meeting room for the six Houses

- a total of 35 standard classrooms (fitted with lockers)
- 3 basketball courts (with a mini football pitch and a handball pitch), 2 volleyball courts, 2 badminton courts (inside the large assembly hall), 3 running tracks, a table-tennis corner and a fitness room
- a drawing-board Shatin Tsung Tsin Science Park (probably including such technologies as wind power and solar power, an orchid, a science corner, a greenhouse and biological technologies)
- 4 technology rooms (a computer laboratory, a computer-aided learning room, a language laboratory, an art technology room) and a campus studio

Externally, the school was again commissioned by various departments of the EDB to conduct training at teaching and learning level, like Mentorship Scheme for new teachers. Over the last academic year, the QEF-funded project, namely the "IT-mediated Multi-Media Virtual Campus" was successfully implemented and a successful grant of some 500,000 dollars was secured from the EDB 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 past effort towards grooming our students into useful social members by making further stride in the areas covering lesson study, life education, character education and the 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 in its effort to nurture talents under the constant protection and watch of our Heavenly Father.

2. Student Information

The number of classes and students in the year 2008-2009

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	89	89	86	69	69	29	36	467
Females	102	104	100	105	106	36	23	576
Total	191	193	186	174	175	65	59	1043

3. Teacher Information

Among a total of 69 teachers last year, four quitted because of contract completion and one changed employment.

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

Educational Attainment	Number	Percentage
Bachelor's degree	69	100
Teacher training	63	91.3
Master's degree or above	25	36.2

Teaching Experience	Number	Percentage
0-5 years	17	24.6
6-10 years	9	13.0
11-15 years	8	11.6
Over 15 years	35	50.7

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 four administrative assistants who took up the tedious duties like collecting reply slips, serving as substitute teachers, being on-duty after school 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 the NSS curricula and to practise collaborative teaching, part-time teachers were recruited to take care of some elite and remedial classes and six 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 (for the new premises) and the EDB, the MTR Corporation Limited and the property developer 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 good progress. The construction work has started since May, 2009 and has been gathering momentum.

4.1.3 Other support measures

- The Incorporated Management Committee of our school was composed of twelve members (one parent, one Alumni Association representative member and one teacher representative) drawn from different professional sectors like education, social service, legal profession, commerce, medicine, evangelistic groups 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 Student Support Committee, the Religious Affairs Committee, the Student Guidance Committee, etc.) 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.
- 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 June 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 (the one provided by the Quality Assurance Division of EDB) 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 polices 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
- Promoting healthy and balanced lifestyles and boosting the team spirit

4.2.2 Support measures for addressing those concerns

- To enhance the teaching and learning effectiveness, we persisted in carrying on with the Mentorship Scheme so that new teachers' adaptation could be followed closely by senior staff members with mutual gains. Also, we provided sharing sessions for teachers to share their pedagogical knowledge and personal practices on teaching with a view to enhancing teaching effectiveness. The long-time practice of collaborative teaching did play a great role in advancing teaching quality and raising learning effectiveness.
- To raise teachers' concern about the importance of a healthy and more balanced lifestyle and to foster better team spirit, two QEF-funded workshops entitled 'Integration of Body & Soul: Management of Teachers' Health Related Physical Fitness' and 'Team-building', hosted by Professor Lam Man Ping from Humanistic T & T Institute, were arranged. These workshops on team building and physical fitness received an approval rating of as high as 90%. At an earlier time, we invited Rev. Lee Ching Chee to deliver a talk on 'How to Stay Young'.



4.2.3 Other activities

- The Principal over the last year completed 195 hours of professional development, and was frequently invited to host training courses at various tertiary institutions and be the guest speaker on the Staff Development Days at fellow schools to share on our school's success experience.
- Our teachers were willing to collaborate with their counterparts in other schools to benefit from exchange of ideas and experience. Take for example, themes covered during the academic interflow included 'Training for the Middle Management', 'Liberal Studies', 'Assessment for Learning', 'Curriculum Reform', 'Mentorship Scheme', 'Student Support', etc.
- 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 62 hours of training in various fields. At the same time, all teachers attended the Joint Staff Development Day organized by the Tsung Tsin Mission of Hong Kong to learn more about the development of the school's sponsoring body and its missions.

4.3 Teaching and learning

4.3.1 The major areas of concern

- Honing students' problem-solving and self-learning skills
- Raising students' communication skills

4.3.2 Support measures for addressing those concerns

- To hone students' problem-solving and self-learning skills, subject teachers had been trying to give due emphasis on the development of critical thinking skills in curriculum content, teaching pedagogies, homework and assessments. Liberal Studies and Thinking Skills was made a subject in its own right for S1-S3 to provide students with systematic and explicit teaching of problem-solving, critical thinking and self-learning skills and the opportunities to apply those skills in real sense. Apart from all these, different departments were trying to get aligned with the Liberal Studies and Thinking Skills subject with a view to incorporating thinking skills into students' learning. These aside, debating courses were launched by both the Chinese and the English Department to provide S3 and S4 students with a practice platform for those skills. To move towards self-learning, "Reflective Learning", which required every junior form student to summarize key learning points and identify areas requiring elaboration after the lesson, was practised in subjects like Arts-in-Life and Liberal Studies and Thinking Skills. Besides, we had in place a widely-acclaimed practice of "Pre-Lesson Preparation" which required teachers to assign preparatory work to students in advance of the next lesson so as to enhance learning effectiveness. Lastly, all junior form students were required to complete a total of six project-based assignments within a period of three years in Integrated Science, Technology, Arts-in-Life, Liberal Studies and Thinking skills so that enough training opportunities for the target skills could be secured.
- 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. The use of Putonghua as the medium of instruction in the Chinese lessons were extended to S3 with unquestioned benefits accorded to students. To advance students' English proficiency, the English Week, movie appreciation, games and conversation booths, song dedication and writing letters to the editor (over one hundred pieces of student's work were published) were arranged to provide students with even more opportunities to improve their listening, speaking and writing abilities. Aiding also the enhanced English ethos last year was the practice of having senior form students share their life experiences in English in the morning assemblies and this was very well received. 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 the 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. Teachers in Liberal Studies and Thinking Skills and the Chinese Language have compiled teaching notes on presentation skills and group



discussion for long-term reference, too. As regards the extra-curricular activities, our Chinese and English teachers put forth great effort in training students for the HK Schools Speech Festival to raise students' expressive power and the results were encouraging (Hong Kong refer to Section 5 for details about inter-school competitions).

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. The NSS curricula were also in place to speed up the move towards students' all-round development. It was hoped that students could enroll themselves in courses of their liking and thus develop their talents to the fullest extent.
- 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 develop students' potentials, Mathematics Enhancement Classes, Mathematical Olympiad Classes, Science Elite Classes and the Chinese and English Debating Classes were launched and offered to exceptionally gifted students. Externally, 29 students participated in the Support Measures for the Exceptionally Gifted Students offered by the Hong Kong Academy for Gifted Education, 16 took part in the on-line learning courses provided by the EDB, 5 joined the summer programs for the gifted and talented (engineering and dentistry) offered by the University of Hong Kong, 2 signed up for the Science Enrichment Programme administered by the Chinese University of Hong Kong, while 1 took up a basic programming enrichment course at the Hong Kong University of Science and Technology. Apart from these, the school encouraged our gifted students to sit for the International Assessments for Schools (refer to Section 5 for details about their performance). A figure little short of 900 headcounts were registered across all courses as such with pleasing results.
- 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 labor in lesson preparation, collective discussion, lesson plan revision, mutual class observation and reflection in the teaching process. Over the last year, cross-curricular class observation was entertained to allow a widening of teachers' perspectives. The practice of collaborative teaching entered its sixth year of implementation and all departments were able to achieve the goals set out at the beginning.
- 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 support

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 move towards the goal of nurturing among students traits a Shatin Tsung-Tsiner should possess, we put in place the Life Education Course, which was aligned with the Christian Education and designed to boost students' development in the four domains, namely 'Personal and Healthy Life', 'Social Life', 'Career Planning', and 'Civic Duty/ National Identity.' In designing the curriculum, form teachers were consulted over the lesson plans so that the curriculum was a product of collective wisdom. The curriculum has been implemented for three years and proved to be effective.



- We held an S1 Life Education Camp on the theme of 'Freshmen@STSS- Dream' with overwhelming responses from the student participants whose awareness of the importance of goal-setting was heightened. Also benefiting from the camp were those S6 student helpers (serving as group leaders) who expressed that they had not merely learned how to take care of their fellow juniors, but also had realized the importance of providing a good model, had felt the reciprocal love and care from their junior counterparts, had reflected upon their own goals and directions, had felt the joy in consequence of a sight of growth of life and so on. The three-day camp witnessed a full display of a Shatin Tsung-Tsiner's traits by those S6 seniors.

4.4.3 Other activities

- A seminar on 'Effective Planning for Your Matriculation Life' was run in conjunction with the Career Guidance Committee to guide S6 students in their endeavors to plan their matriculation life and to brace for the accompanying challenges. The seminar was well received.
- All students filled out a questionnaire on the goals intended for them by the Student Support Committee. The survey findings, when compared with the similar statistics administered over the last three years, showed generally positive responses. This bears a strong testimony to the effectiveness of the support measures concerned.

4.5 Student guidance and discipline

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 concern

- To create a student population manifesting the Shatin Tsung-Tsiners' qualities of being trustworthy and willing to serve, 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. Students were encouraged to commit themselves to serving others by actively engaging themselves in activities like flag selling, charity sales, S3 Community Service Scheme (for children and the weaker social groups), fund-raising activities for the reconstruction work entailed by the Sichuan earthquake, etc. The school has also recently received the Gold Award for Volunteer Service from the Social Welfare Department under the Volunteer Movement.



4.5.3 Other activities

- The Strive-for-excellence Award Scheme, meant to elevate students' esteem and help students develop their growth potential, was promoted.
- Students were allowed to express their views about the school policy through Words of Shatin Tsung-Tsiners.
- Counselling Day was held to help promote teacher-student relationship through better communication.
- The Peer Mentoring Scheme was in place to assist S1 students in adapting to a new learning environment.
- A series of career-planning activities were run to prepare juniors for a life beyond classrooms, by helping them acquire a better understanding of themselves and their career orientation.
- 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 S5 and S7 graduates on the day of the release of the HKAL and HKCEE results.
- Assistance was given to S7 students in writing references, resumes and in honing interviewing skills.
- Well-known personalities, alumni and parents were invited to provide talks intended to widen our students' global outlook.
- There were visits to commercial businesses, government organizations, academic institutes and Career Expo, etc. Such visits helped better students' knowledge about various career paths.
- Assistance was offered to those who intended to further studies either overseas or on the mainland.

- 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.
- The New Identity Scheme was implemented to help students reflect on their own behavior through services.

4.6 Extra-curricular activities

4.6.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner

4.6.2 Support measures for addressing the concern

- 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 STSS Award remained the main source of motivation for students to participate in class-based or inter-class activities. Students were also encouraged to involve themselves in various music performances, dancing competitions and the like. The Blood Donation Day offered students opportunities to extend their thought, love, help and care for others, thus exemplifying the trait of 'being willing to serve' desired of a Shatin Tsung-Tsiner.



4.6.3. Other activities

- To encourage students to involve themselves actively in extra-curricular activities, a total of sixty-one interest groups as well as twenty-three school teams were offered.
- Besides the annual Sports Day, the six Houses organized regular inter-house competitions (like those for basketball, table tennis, badminton, and the board design competitions) in which students' leadership skills and team spirit could be honed and promoted respectively.
- To deepen students' knowledge about the interest groups, 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 advance students' leadership potential, 'Colorful Life Adventure Camp' and 'Training Session for the Ex-co members of the Class Association' were held to offer them valuable opportunities to further develop their coordination and liaison skills.

4.7 Students' Union

- A wide range of activities held last year were as follows: Inter-house Football Match, S1 Orientation Party, 'Happy Share-Snapshot Appreciation', a fund-raising activity entitled 'Warmth for Sichuan: One scarf one student', 'Our family' (S2), S7 Joint School Oral Practice (English), S5 and S7 Farewell Assembly, School Policy Week, S4 and S6 Dodge Ball Competition, SU Paper Design Competition, 'Hunt for Easter Eggs', 'Ultimate Duel for the Smartest' (S3), Stationery Crazy Sales (twice), a singing contest, and the Dress Casual Day.
- Various kinds of student services and welfare offered were as the following: stationery sales (at below-market price levels), sales of exercise books, photocopying services (free on the HKCEE Results Release Day), binding services, loans of various types of ball and chess games, umbrella and phones, provision of distilled water coolers on the covered playground, sales of school activity CDs, plastic card holders, environmentally-friendly bags, hand warmers, WE paper fans, tissue papers, locks, socks, sock glue, hair clips, 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 and to get across opinions on the food prices and services delivered.
- 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.
- To offer students the opportunity to display the traits required of them, the Dress Casual Day was held to raise funds for the Sichuan earthquake victims and the reconstruction work it entailed.

- To further develop students' leadership skills, the committee members of the Students' Union underwent a two-day leadership training camp covering mainly on skills involved in procedure planning and target audience awareness. The External Vice-chairperson of the SU also took part in a course titled 'Basic Certificate Course for Chairpersons of Students' Union' held by the Hong Kong Federation of Youth Groups.

4.8 Religious activities

4.8.1 The major areas of concern

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

4.8.2 Support measures for addressing those concerns

- Gospel sharing was integrated into the morning and hall assemblies. The yearly Gospel Week, 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.

4.8.3 Other activities

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

4.9 Home-school communication

4.9.1. The major areas of concern

- Encouraging students to plan ahead
- Promoting home-school communication

4.9.2. Support measures for addressing those concerns

- To align with the development needs of the New Senior Secondary Education, the PTA arranged a symposium on the NSS in which parents of junior-formers were invited to engage themselves in an opinion interflow with the Academic Affairs Committee over matters mainly related to the 'Other Learning Experiences' requirements under the new system. Besides, a 'Mini Career Expo' was organized jointly with the Career Guidance Committee for S3 students, with some 10 parents invited to share their work experiences in different professions with students.
- 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 invited the Principal and the Vice-principals to attend an open school policy forum and to host the discussion session of the PTA regular meeting, where it was active in having opinion exchange over school matters. To maximize parental involvement in their kids' academic performance, the PTA made arrangements requiring parents to pick up their kids' school reports on the Parents' Day after the first-term examination. In addition, school committee heads and form teachers were invited on the Parents' Day to hold various seminars and symposia (on themes like 'How to help S1 kids cope with exams', 'Guidance on subject selection for S4 students', 'Criteria for S6 entry and S5 repeat') 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 mail' link, lunchtime 'Parents Prayer Meeting' was also maintained to extend the home-school network and thus enhance the effectiveness of home-school cooperation.



4.9.3 Other activities

- Simultaneously, parent-kid activities and interest classes were held to forge better parent-kid relationship and they included the following: 'Bean Curd Cheese Cake Class', a New Year's Day picnic, 'Narcissus Planting Class', 'Rice Dumpling Class', etc. The PTA members also volunteered to serve as time keepers on the Sports Day.
- The school social worker organized educational programmes on parental duties like '09 Talk and Share' cell groups for parents in hopes of facilitating parents' sharing of their experience in raising and nurturing kids.
- The PTA increased resources for more scholarships in order to provide students with greater incentives for pursuit of excellence and constant betterment.

4.10 Activities involving alumna/alumni

- To strengthen the ties with the alumni, Career and Studies Counselling Day was organized by the Alumni Association in conjunction with the Career Guidance Committee. Former students were invited to attend the Sports Day to forge stronger bonds and friendship with their junior counterparts.
- To strengthen alumni's and alumna's ties to the school and among one another, and to forge a stronger sense of belonging to the school, the Alumni Association arranged an annual general meeting, published the magazine PLUG, constructed the homepage and assisted in hosting friendly football matches and relay events (on the Sports Day) involving teachers, students and alumni/alumna.

4.11 Buildings and grounds

- Replacing the computers in the Computer-Aided Instruction Room and the video projectors in some classrooms
- Fitting classrooms with visualisers
- Embellishing the campus with aggressive planting work
- Face-lifting the toilets on the ground and the fourth floor
- Replacing all blinds in the school

4.12 Student welfare

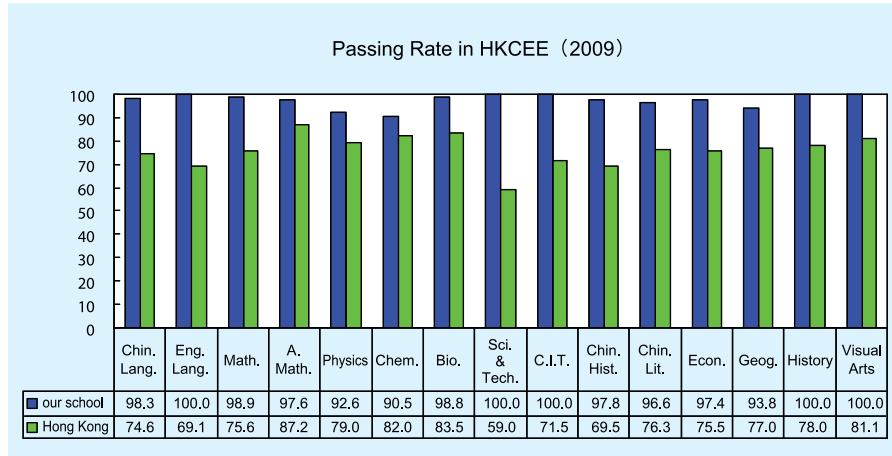
- Setting up and channeling internal and external scholarships and other assistance schemes
- Assisting students in applying for various learning funds, loans and subsidy schemes like the Personalized Octopus Card Scheme, School Textbook Assistance Scheme, the Student Travel Subsidy Scheme, Health Check Service, Insurance (against accidents in activities) and Discount Cards for bread and cakes
- 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 service enhancement



5. Students' Performance

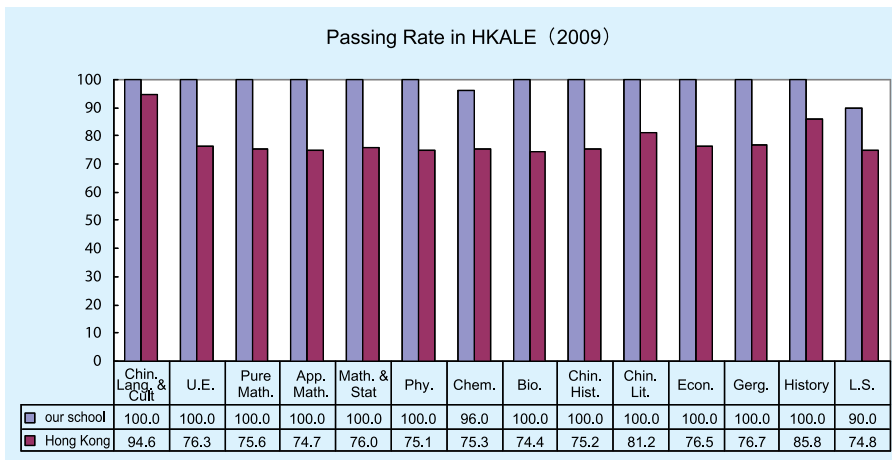
5.1 HKCEE

The percentage of students obtaining 5 passes in the 2009 HKCEE was 99.4%. The credit rate was 46.5%. Those who managed to obtain 14 points or above accounted for 69.0%. The school candidates this year had the allocation band level at 1.05 when they entered S1 in Sep 2004.



5.2 HKALE

The average passing rate in the 2009 HKALE was 99.0%. An average credit rate of 52.3% was attained for AL subjects, whereas the average credit rate for the ASL subjects stood at 50.0%



5.3 Activities organized around different academic domains

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

Forms	Total number of activities	Total number of participants	Total number of participating hours
S1 to S3	53	12784	31989.4
S4 to S7	63	6468	23763.9
Total	89	19252	55753.3

5.4 Extra-curricular and community-based activities

- A total of 822 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 799 students in the school teams (athletic, aesthetic and academic).
- The major inter-school competitions participated in by our students:

Title	Total number of participants	Percentage
HK Schools Music Festival	258	24.7%
HK Schools Speech Festival	128	12.2%
HK Schools Drama Festival	21	2.0%
HK Schools Dance Festival	16	1.5%
HK Schools Sports Federation Inter-school Competitions	343	32.8%

- Our students participated in the following offshore activity:

Title of Activity	Total number of participants
Beijing Study Tour (Co-organized by the Chinese History Department and the Science and Technology Committee)	21

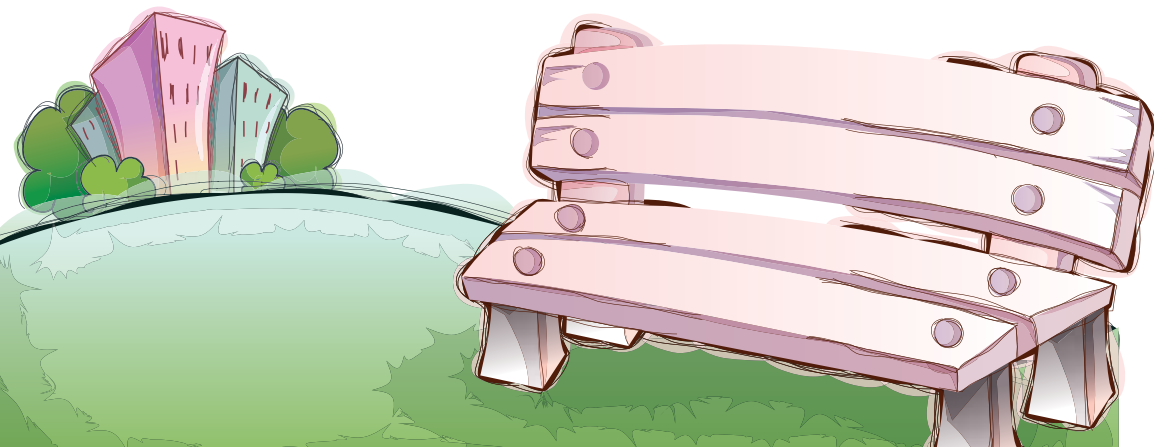
- Our students participated in the following community services:

Activities	Number of participants
The Blood Donation Day for the Hong Kong Red Cross	82
Flag selling for Tsung Tsin Mission of Hong Kong	22
Flag selling for Stewards	11
Flag selling for the Community Chest of Hong Kong	10
Flag selling for the Hong Kong Red Cross	21
Flag selling for the Hong Kong Society for the Blind	22
Flag selling for Breakthrough	36
Raffle ticket selling for Tsung Tsin Mission of H.K. Elderly	104
Visiting On Keung Nursery School	25
Visiting On Yan Nursery School	42
Visiting On Hong Nursery School	40
Visiting Sun Chui Lutheran Centre for the Elderly	41
Serving as volunteers for the Ching Tsung Elderly Academy	57

5.5 Inter-school competitions


To broaden the vision, our students actively took part in a wide range of inter-school competitions and won the following awards:

Nature of activities	Number of participants		Awards	
	Territorial	Regional		
Sports		18	HK Schools Sports Federation, Shatin and Sai Kung Secondary Schools Area Committee Inter-school Swimming Competition <ul style="list-style-type: none"> • 100m Breaststroke Boys Grade A – Second Runner-up (5A Lee Tsz Ho) • 200m Breaststroke Girls Grade B – Second Runner-up (3E Chan Kwun Yi) • 200m Breaststroke Girls Grade C – Second Runner-up (2B Lau Ying Tung) 	
			86	Inter-school Athletics Competition <ul style="list-style-type: none"> • 800m Boys Grade A – Sixth Prize • 1500m Boys Grade A – Sixth Prize • 200m Boys Grade C – Sixth Prize • 200m Girls Grade A – Sixth Prize • 4x100m Relay Girls Grade B – Sixth Prize
			33	Inter-school Cross Country Competition <ul style="list-style-type: none"> • Boys Grade A Individual – Seventh Prize (Award of Merit) • Girls Grade A – Fifth Prize (Award of Merit)
			47	Inter-school Volleyball Competition <ul style="list-style-type: none"> • Boys Grade B – Fourth Prize • Boys Grade C – First Prize • Girls Grade B – Fifth Prize (Award of Merit) • Girls Grade C – Second Runner-up
			51	Inter-school Basketball Competition <ul style="list-style-type: none"> • Boys Grade A – Fifth Prize (Award of Merit) • Boys Grade C – Fifth Prize (Award of Merit) • Girls Grade B – First Runner-up • Girls Grade C – Fifth Prize (Award of Merit)
			14	Inter-school Football Competition <ul style="list-style-type: none"> • Boys Grade C – First Runner-up
			12	Inter-school Handball Competition <ul style="list-style-type: none"> • Girls Grade C – Fifth Prize (Award of Merit)
			18	Inter-school Badminton Competition <ul style="list-style-type: none"> • Boys Grade B – Fifth Prize (Award of Merit) • Boys Grade C – Fifth Prize (Award of Merit)
			5	Inter-school Table Tennis Competition <ul style="list-style-type: none"> • Girls Grade C – Fifth Prize (Award of Merit)
			1	Hong Kong China Rowing Association 2009 School Indoor Rowing Challenge (Shatin) <ul style="list-style-type: none"> • 1000m Girls Grade B Individual – First Runner-up (4A Mo Chun Yan)

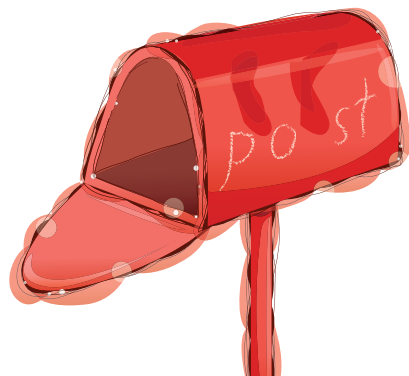


	1		Hong Kong China Rowing Association Hong Kong Open Indoor Rowing Championships & Charity Rowathon 2009 <ul style="list-style-type: none"> 2000m Women Junior Individual (aged 16 or under) – Second Runner-up (4A Mo Chun Yan)
	21		LCSD Netball Development Tournament 2009 <ul style="list-style-type: none"> 1 First Prize 1 Second Runner-up
		11	The 3 rd Joint School Basketball Competition (Tsung Tsin Trophy) <ul style="list-style-type: none"> Boys Grade A Basketball Team – Second Runner-up
	1		A.S. Watson Group Hong Kong Student Sports Awards 2008-2009 (5A Lee Tsz Ho)
Aesthetics	258		The 61 st Hong Kong Schools Music Festival organized by Hong Kong Schools Music and Speech Association Our students obtained 7 First Prizes, 13 Second Prizes, 10 Third Prizes and 129 Awards of Merit. They are as follows: 7 First Prizes: <ul style="list-style-type: none"> Voice Solo – foreign language (1D Lee Ka Man) Voice Solo – Chinese (2C Chan Chau Lam) Voice Solo – Chinese (2E Lee Hilary) Female Voice Duet (3B Ip Mei Yan, 3D Wong Shuk Kwan) Pipa Senior (3C Chan Nok Cheong) Pipa Senior (3C Li Po Yan) Di Junior (3E Lam Yee Ling) 13 Second Prizes: <ul style="list-style-type: none"> Graded Piano Solo (1C Tang Yan Ting) Graded Piano Solo (4E Ho Suet Ying) Voice Solo – Chinese (1D Lee Ka Man) Voice Solo – Chinese (3C Li Po Yan) Voice Solo – Chinese (4D Ho Ka Yi) Di Junior (2C Lai Sin Yi) Flute Senior (4A Ngai Hiu Lam) Violin Solo (2C Luk Pui Kei Becky) Cello Junior (3B Tang Chi Yung) Liuqin Junior (3C Choi Ka Sin) Female Voice Duet (3C Chan Hoi Man, 3C Ng Sze Long Rachel) Female Voice Duet (3E Lau Tsz Ying, 3E Tsoi Man Shan) Female Voice Duet (4C Chu Yik Sze, 4D Ho Ka Yi)
			



			10 Third Prizes: <ul style="list-style-type: none"> Graded Piano Solo (1A Chan Sze Hang) Graded Piano Solo (1C Suen Wai Lam Rosalyn) Graded Piano Solo (2D Li Nga Shan) Graded Piano Solo (3C Kung Wing Yan) Voice Solo – Foreign Language (2C Chan Chau Lam) Voice Solo – Foreign Language (2E Lau Kit Ue) Female Voice Duet (3C Kung Wing Yan, 3C Tso Ka Hei) Di Intermediate (2E Tsang Kit Yi) Anthem (the School Choir) Girls Choir – English Section (The School Choir) Achievements of the school band and orchestras: (territory-wide) <ul style="list-style-type: none"> Chinese Orchestra-Award of Merit String Orchestra-Award of Merit Symphonic Band-Award of Merit
			
	137		HK Youth Music Interflows 2008 organized by the Music Office <ul style="list-style-type: none"> Chinese Orchestra-Silver Medal Symphonic Band-Bronze Medal String Orchestra-Bronze Medal
	21		Hong Kong Schools Drama Festival 2008-2009 organized by the Hong Kong Art School <ul style="list-style-type: none"> Outstanding Actress Award (4E Tsang Yee Lam) Outstanding Script Award
	16		The 45 th Schools Dance Festival organized by EDB and the Hong Kong Schools Dance Association <ul style="list-style-type: none"> Award of Commendation.
	4		The 3 rd Grand Exhibition of Drawing Flags for Peace organized by Dandelion Children Culture Center of Hong Kong <ul style="list-style-type: none"> 1 First Prize (2D Lee Lok Yi) 3 Second Prizes (3C Choi Ka Sin, 3C Kung Wing Yan & 3D Lau Ka Yan)
	1		The 2 nd HK, Macau, Taiwan and Mainland China Children & Youth Drawing Competition organized by the International Youth Cultural Exchange Association (HK) <ul style="list-style-type: none"> Second Prize (3C Choi Ka Sin)
	3		"Think Again Award" Documentary Making Competition organized by EDB, Wiseman and National Geographic <ul style="list-style-type: none"> First Runner-up (3E Cheung Pui See, 3E Lau Tsz Ying & 3E Lung Sze Wing)
	3		"Anti-drug Start from My Drawing 2008" Bus Body Design Competition organized by Hong Kong Economic Times <ul style="list-style-type: none"> 3 Awards of Merit
	1		Standard Chartered "My Dream Account" Drawing Competition organized by Standard Chartered Bank (Hong Kong) Limited <ul style="list-style-type: none"> Award of Merit

		1	Road Safety Drawing Competition for Secondary School Students organized by the Traffic and Transport Committee of Shatin District Council <ul style="list-style-type: none"> • First Prize(3C Li Po Yan)
		1	"I Love Smoke Free Family" Secondary School Poster Design Competition Shatin District organized by Alvin Lee Chi-wing District Council's Office of Shatin <ul style="list-style-type: none"> • Award of Merit
Academic	128		The 60 th Hong Kong Schools Music and Speech Association Our students obtained 5 First Prizes, 8 Second Prizes, 21 Third Prizes and 104 Awards of Merit. They are as follows: Chinese Solo Verse Speaking <ul style="list-style-type: none"> • 1 First Prize (4A Lau Suet Lai) • 1 Second Prize (4E Tsang Yee Lam) • 12 Awards of Merit Bible Reading <ul style="list-style-type: none"> • 2 Awards of Merit Solo Prose Speaking <ul style="list-style-type: none"> • 4 Third Prizes (3B Chan Lai Yau, 4A Fu Man Man, 4A Tang Lai Ying Jenny, 4C Cheung Tin Yan) • 12 Awards of Merit Dramatic Duologue <ul style="list-style-type: none"> • 2 Second Prizes (4A Cheung Chui Yi & 4A Sham Wing Lam; 5E Leung Wai Yee & 5E Tse Sze Sze) • 4 Third Prizes (3C Choi Ka Sin & 3C Pang Hiu Shan; 3C Tso Ka Hei& 3E Chow Yuen Ching; 4A Lau Suet Lai & 4A Tang Lai Ying Jenny; 4C Chan Suet Ling Cheryl & 4C Wong Hei Tung) • 18 Awards of Merit Putonghua Solo Prose Speaking <ul style="list-style-type: none"> • 14 Awards of Merit



			English Solo Verse Speaking <ul style="list-style-type: none"> • 3 First Prizes (1D Wong Tsun Yin, 2C Tai Ching Hei, 2E Wan Nik Hang Alex) • 4 Second Prizes (2C Chan Sze Chun Warren, 2E Tang Ka Wing, 3D Chan Chak Ming, 3E Ngan Chi Ki) • 11 Third Prizes (1C Tse Hiu Fung Hugo, 1E Cheng Tsz Ching, 2C Au Ching Ho, 2E Ling Kam Tung, 3C Chau Ho Tin, 3E Lau Tsz Ying, 4C Yeung Hiu Tung, 5A Lam Hei Yeung, 5A Lam Pui Chi, 6A Chan Ka Yi, 6S Hui Sui Ting) • 54 Awards of Merit Public Speaking Solo <ul style="list-style-type: none"> • 1 First Prize (6A Chan Hang Tai) • 1 Second Prize (6S Lai Ho Chun) • 1 Third Prize (6S Lau Jun Yan) • 1 Award of Merit Solo Prose Speaking <ul style="list-style-type: none"> • 1 Award of Merit Dramatic Duologue <ul style="list-style-type: none"> • 2 Awards of Merit Solo Prose Speaking <ul style="list-style-type: none"> • 1 Second Prize (2E Leung Hiu Wai)
		327	International Assessments for Schools organized by the University of New South Wales Our students obtained 2 Medal Awards, 1 Subject Award, 18 High Distinctions, 104 Distinctions and 110 Credits. They are as follows: Mathematics <ul style="list-style-type: none"> • 1 Subject Award (3E Man Ka Kit) • 2 High Distinctions (2E Chan Tsz Kin, 3E Man Ka Kit) • 48 Distinctions • 41 Credits English <ul style="list-style-type: none"> • 5 High Distinctions (1E Leung Ka Yan, 2C Chim Wing Lik, 2E Leung Hiu Wai, 3E Chan Siu Fai, 3E Ho Yin Lok) • 28 Distinctions • 41 Credits Science <ul style="list-style-type: none"> • 2 Medal Awards (1E Fong Chun Kit, 2E Cheung Chak Wang) • 11 High Distinctions (1C Ng Wang Hei, 1D Chan Chung Pan, 1E Fong Chun Kit, 1E Ho Chin Hei, 1E Ng Hon Him Enoch, 2E Chan Tsz Kin, 2E Cheung Chak Wang, 2E Yuen Son Sang, 3C Leung Lok Lam Lauren, 3E Chan Long Yu, 3E Man Ka Kit) • 28 Distinctions • 28 Credits





123		<p>Australian Mathematics Competition organized by Australian Mathematics Trust</p> <ul style="list-style-type: none"> • Prudence Award (5A Fong Ka Ho) • 4 High Distinctions (2E Cheung Chak Wang, 4A Fong Chee Chung, 4B Tong Wai Yuk, 5A Fong Ka Ho) • 13 Distinctions • 48 Credits
3		<p>Hang Lung Mathematics Award 2008 organized by Hang Lung Properties Limited, the Institute of Mathematical Sciences and Department of Mathematics of CUHK</p> <ul style="list-style-type: none"> • Gold Award (7S Li Kwok Chung & 7S Ng Chi Fai) • Finalist (5A Mak Wai Ho)
2		<p>World Class Tests organized by HKUST WCT Asia Center</p> <ul style="list-style-type: none"> • 2 Distinctions (3C Leung Kin San, 3C Yu Sin Hung)
2		<p>The 11th Hong Kong Youth Mathematical High Achievers Selection Contest organized by Hong Kong Association for Science and Mathematics Education and Po Leung Kuk</p> <ul style="list-style-type: none"> • 2 Bronze Awards (3C Leung Kin San, 3E Ho Yin Lok)
3		<p>The 8th Pui Ching Invitational Mathematics Competition (Final) organized by Pui Ching Middle School and Pui Ching Education Centre</p> <ul style="list-style-type: none"> • 3 Awards of Merit (3C Leung Kin San, 5A Fong Ka Ho, 7S Cheung Man Chung)
2		<p>SMAP Summer Mathematics Enhancement Class organized by Hong Kong School Net, CUHK</p> <ul style="list-style-type: none"> • 2 Awards of Merit (4A Fu Man Man, 4C Chan Mei Yan)
2		<p>The 60th Intel ISEF 2009 in the United States organized by the Society for Science & the Public</p> <ul style="list-style-type: none"> • represented Hong Kong in the final (7S Li Kwok Chung & 7S Ng Chi Fai)
1		<p>The 24th China Adolescents Science Technology Invention Contest organized by HKNGCA Science Innovation Centre</p> <ul style="list-style-type: none"> • First Place Award in Science Innovation Projects (7S Ng Chi Fai) • Zhou Peiyuan's Award for Youth in Science and Technology (7S Ng Chi Fai)
1		<p>2009 Hong Kong Physics Olympiad organized by the Hong Kong Academy for Gifted Education</p> <ul style="list-style-type: none"> • First Honour (5A Mak Wai Ho)
4		<p>World Robot Olympiad 2008 (Hong Kong) organized by Semia Limited</p> <ul style="list-style-type: none"> • Second Prize (5A Lam Ho Kin, 5A Ng Tung Lok, 5A Wong Ho Lun, 5A Yung Chi Fung)



6		<p>International Junior Science Olympiad – Hong Kong Screening organized by EDB and the Hong Kong Association for Science and Mathematics Education</p> <ul style="list-style-type: none"> • 2 Second Prizes (3C Yu Sin Hung, 3E Cheung Man Chun) • 1 Third Prize (3E Ho Yin Lok)
5		<p>Hong Kong Budding Scientists Award 2008-2009 organized by Gifted Education Section of EDB</p> <ul style="list-style-type: none"> • Third Class Honour (2C Au Ching Ho, 2E Chow Ka Wai, 2E Yuen Son Sang, 3E Cheng Chak Kwong, 3E Cheung Pui See)
1		<p>Science Enrichment Programme for Secondary 3-4 Students 2008-2009 organized by the Chinese University of Hong Kong</p> <ul style="list-style-type: none"> • Bronze Award (3C Leung Kin San)
2		<p>The 4th Inter-school Competition on System Modeling and Optimization organized by Department of Systems Engineering and Engineering Management of CUHK</p> <ul style="list-style-type: none"> • Awards of Merit (7S Cheung Man Chung, 7S Yiu Sze Yuen Kitty)
4		<p>The 42nd Joint School Science Exhibition Proposal Competition organized by 42nd Joint School Science Exhibition Preparation Committee</p> <ul style="list-style-type: none"> • Finalists (6S Lai Ho Chun, 6S Lau Jun Yan, 6S Lee Wah Foon Mathew, 6S Wong Wing Kit)
5		<p>Hong Kong Olympiad in Informatics 2009 organized by EDB</p> <ul style="list-style-type: none"> • Finalists (3E Ho Yin Lok, 5A Fong Ka Ho, 5A Mak Wai Ho, 5A Wong Ho Lun, 5A Yiu Kwan Nap)
5		<p>The 6th Bridge Building Competition for Secondary Schools organized by Hong Kong Institute of Vocational Education (Tsing Yi) and University of Hong Kong</p> <ul style="list-style-type: none"> • Finalists (4A Chung Po Yan, 4A Fu Man Man, 4A Luk Sin Si Cecilia, 6S Chan Ho Kong, 6S Liu Ching Yi)
12		<p>The 4th Hong Kong and Macau Youth Cyber Skills Competition organized by Cisco Network Academy Council</p> <ul style="list-style-type: none"> • 1 First Prize (4A Yau Tsz Man Mandy) • 3 Second Prizes (4A Cheung Wai Fai, 4A Fung Ming Kit, 6S Choi Chun Ning) • 8 Third Prizes (5A Mak Wai Ho, 5A Wong Ho Lun, 5A Ng Tung Lok, 5A Yung Chi Fung, 6S Chan Ho Kong, 6S Liu Tsan Pan, 6S Wong Tim Ming, 6S Yin Yan Kit)
3		<p>Hong Kong Technology and Renewable Energy Events 2008 organized by Hong Kong Science and Technology Parks and CLP Group</p> <ul style="list-style-type: none"> • Finalists (4A Fung Ming Kit, 4B Lai Po Chi Andy, 4B Tsang Fan Ho)



	21		The English Drama Fest 2009 organized by the Association of English Medium Secondary Schools <ul style="list-style-type: none"> Award of Outstanding Script
	1		"The Prodigal" Story Continuation Competition (Secondary School Section) organized by The Rock House Publishers Ltd. <ul style="list-style-type: none"> First Prize (2C Tai Ching Hei)
	1		The 24 th Annual Book Report Competition for Secondary School Students (Chinese Section Junior Division) organized by the Commercial Press (HK) Ltd and Hong Kong Educational Publishing Co. <ul style="list-style-type: none"> Second Prize (3C Pang Hiu Shan)
	2		Writing Competition of Sports Shoes organized by EDB, Yue Yuen Industrial (Holdings) Limited and Ed Exchange <ul style="list-style-type: none"> 2 Awards of Merit (7A Chau Yim Yee, 7A Yuen Po Yee)
	6		"The Centennial Olympics First Strike" Olympics General Quiz organized by Hin Keng Centre of Chinese YMCA of Hong Kong <ul style="list-style-type: none"> Second Prize (4A Cheung Chui Yi, 4A Wong Ching Yee, 4A Yau Tsz Man Mandy, 4C Chan Siu Yan, 4C Chung Hiu Yeung, 4C Mok Tsz Ching)
Others	2		The 5 th Shatin Most Outstanding Student Award organized by Shatin Youths Association <ul style="list-style-type: none"> Outstanding Student in Senior Division (4A Wan Yuet Ting Clarissa) Commendation Award in Junior Division (3C Choi Ka Sin)
	1		The Most Outstanding Students of the N.T. Election 2008 organized by the Federation of New Territories Youth <ul style="list-style-type: none"> Most Commendable Student of the New Territories (7S Chiu Pui Sze Christine)

5.6 Religious activities

- The number of students converted to the Christian faith: 71
- The number of students joining the gospel camp: 25
- The number of students taking part in Evangelistic Sports Programs: 32
- The average number of students joining the Christian fellowship: 23

5.7 Careers and further education

- S5

Promoted to S.6 and continuing education overseas	Others (e.g. enrolled in Associate Degree or Higher Diploma Courses)	Repeat	Unknown
140	17	17	1

- S.6

Student	Tertiary Institute	Course
* So Nga Ki (6A)	Tsinghua University	Bachelor of Law
▲ Lau Jun Yan (6S)	The University of Hong Kong	Bachelor of Law
▲ Wong Wing Kit (6S)	The Chinese University of Hong Kong	Insurance, Financial & Actuarial Analysis

* The high-flier was admitted through the Exam-free Admission Scheme (in the SAR) administered by the Peking University, Tsinghua University and Fudan University.

▲ Early Admission Scheme for Secondary Six Students (EAS)

- S.7

Offered a degree or non-degree course by a local university	Continuing education overseas	Unknown
57	1	1



5.8 Indicators of students' affective and social outcomes

Item	Assessment criteria	08/09 the school average(SA)	HK average (HKA)	07/08 the school average	06/07 the school average
1	General satisfaction	2.57	2.39	2.59	2.53
2	Negative affect	2.09	2.00	2.12	2.13
3	Teacher-student relationships	2.92	2.74	2.88	2.94
4	Social Integration	2.94	2.80	2.92	2.94
5	Achievement	2.52	2.37	2.53	2.47
6	Opportunity	2.84	2.72	2.81	2.78
7	Experience	2.57	2.42	2.59	2.53

Comments

- Overall speaking, our students showed a higher rating than the average Hong Kong students on all criteria except for the Negative Affect.
- Our students demonstrated a higher level of negative emotion when compared with the average Hong Kong students, but still lower than the figures obtained in the previous two years.

5.9 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	1.0%	99.0%
S2	1.5%	98.5%
S3	1.4%	98.6%
S4	1.5%	98.5%
S5	2.5%	97.5%
S6	1.8%	98.2%
S7	4.9%	95.1%

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 at the beginning and this bears a strong witness to the unfading enthusiasm and energy among our teachers. We are confident of taking up the challenges posed by the NSS reform and the relocation to the millennium premises.

6.2 Development plan: situational analysis

6.2.1 Externally

- Education reforms: medium of instruction, 3-3-4 system and curriculum

6.2.2 Internally

- A new school site (available in 2010 -11)
- Sound administrative hierarchy
- Upgraded information technologies
- A pool of teachers with professionalism
- Adequate training and support for new teachers to improve their teaching pedagogy
- Heavy workload and insufficient rest confronting teachers
- Good students' conduct, positive self-image and high level of willingness to learn and to work hard.
- Opportunities for the elevation of students' life qualities

6.3 Future development

6.3.1 Management and organization

- Streamlining work and recruiting additional teachers and administrative assistants to reduce workload and pressure on teachers
- Preparatory work for the move to the new school site
- Preparatory work for the school's Silver Jubilee Celebration

6.3.2 Teachers' professional development

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

6.3.3 Academic affairs

- Nurturing the abilities that a Shatin Tsung-Tsiner should possess
- Paying close attention to the NSS system

6.3.4. Student support, discipline, guidance, religious affairs, 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

2008-2009年度校務報告

張文偉 校長

1. 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。

就沙崇人才能培育方面，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、科學科及人文學科資優課程)補底(固本培元班、功課輔導班及小班教學等)課程，令學生的成績有所提升，師生深受鼓舞。

在新高中課程規劃上，學務委員會經過三年的規劃，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，並於過去一年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。同時，學生培育委員會亦用了兩年時間規劃了新高中「其他學習經歷」部份，讓高中學生能在德育及公民教育、社會服務、與工作有關的經驗、藝術及體育領域全面發展。有關沙崇人才能的培育，詳見於第四章教學與學習章節。

另一方面，我們仍繼續關注沙崇人特質的實踐，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。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培育、實踐不同的生命素質。同時，我們積極鼓勵同學服務社群，以體驗愛的真義。過去一年，我們全面為初中學生開設生命教育課，並籌備編寫中四級生命教育課程。我們又於學期初為中一級的學生安排了三日兩夜的生命教育營，教導學生人生要有目標，並需竭力實踐所定的目標，效果良好。有關沙崇人特質的培育，詳見於第四章學生培育章節。

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盡的交流，以切合沙崇未來的發展。新校舍已於零九年動工興建，進展良好，而新校舍的特色包括：

- 一個大禮堂及一個小禮堂
- 環境優美的空中花園
- 供學生練習樂器、舞蹈、話劇及朗誦的場區及設施
- 供學生領袖辦公的學生會室、領袖生室及六社聯會室
- 合共三十五個課室(內置學生儲物箱)
- 供學生進行體育活動的三個籃球場(內設小型足球場及手球場)、兩個排球場、兩個羽毛球場(設於大禮堂內)、三條田徑跑道、乒乓球區及健身室
- 籌備興建沙崇科學園地(可能包括風力及太陽能發電、果園、科學館、溫室種植、生物科技等)



- 四個科技室(包括電腦室、電腦輔助學習室、語言室、科藝設計室)及校園電視台

校外聯繫方面，本校獲教育局不同部門邀請擔任培訓工作，其中包括教與學方面的「教學啟導計劃」。本學年，本校成功落實「資訊科技協作獎勵計劃之多媒體互動虛擬校園」等優質教育項目。同時，本校亦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，看守的人就枉然儆醒」。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

零八至零九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	89	89	86	69	69	29	36	467
女生	102	104	100	105	106	36	23	576
總數	191	193	186	174	175	65	59	1043



3. 教師資料

本校共有六十九位教師，在過去一年有四位同工約滿離職，一位同工轉職。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	69	100
曾受正規師訓	63	91.3
具備碩士或以上學位	25	36.2

教學經驗	人數	百分率
0 - 5年	17	24.6
6 - 10年	9	13.0
11 - 15年	8	11.6
超過15年	35	50.7

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，聘請四位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，並額外聘請六位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，進展順利，而新校舍已於本年五月動工興建，進度理想。

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、醫療及宗教等不同界別，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、學生培育、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，而副校長會按需要接見新任的委員會主席及科主任；又每年的六月，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教育局質素保證組「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
- 關注教師身心健康，提升團隊精神

4.2.2 為配合關注事項而推行的活動 / 計劃

- 為優化教學，本校繼續推行「教學啟導計劃」，由資深老師協助新同工適應本校的教學生活，從而達致教學相長。同時，學校亦邀請同工分享教學心得，以提升教學成效。而推行多年的「協作教學」，對優化老師的教學，提升學生學習成效，幫助甚大。
- 為提高同工對身心健康的關注與及團隊合作精神，學校特邀由優質教育基金贊助，林孟平教授主領為期兩日的「身心靈整合教師體適能管理」及「如何建立高效能的學校團隊」工作坊，同工對是項活動的滿意率高達九成。同時，學校亦邀請李清詞牧師分享「保持年輕的秘訣」。



4.2.3 其他活動

- 校長於過去一年參與持續專業發展的時數為195小時，並且多次出任大專院校培訓課程講師及友校教師專業發展日嘉賓，分享沙崇的成功經驗。
- 本校的同工樂於與其他學校的教師交流意見，本校曾分享的議題包括「中層教師的培訓」、「通識教育」、「促進學習的評估」、「課程改革」、「教師啟導計劃」及「學生培育」等。
- 同工亦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62小時。同時，本校老師亦參與基督教崇真會聯校教師發展日，以了解崇真會的發展及辦學理念。

4.3 教學與學習

4.3.1 關注事項

- 提高學生解難及自學能力
- 提高學生溝通能力

4.3.2 為配合關注事項而推行的活動 / 計劃

- 為訓練學生解難及自學能力，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，讓學生學習及實踐解難思維、批判思維及自學能力。此外，各科正與通識教育及思考方法科配合，將學生掌握的思考技能，融入各科的學習中。中、英文科更推動辯論課程，讓中三及中四學生實踐解難思維。自主學習方面，生活藝術、通識教育及思考方法科繼續在初中要求學生於課後自行整理及總結課堂中的學習，查找學習重點及不明白的地方。而深受師生好評的「學生備課學習」，則是老師於教授課題前，讓學生預先備課、尋索資料，從而提高學習效果。最後，本校的綜合科學、科技、生活藝術、通識教育及思考方法科會要求學生在初中三年完成六個專題研習，以培訓學生自主學習及實踐解難能力。
- 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」以深化及提升學生的閱讀興趣及能力。中文科更舉辦創意寫作班及組織學生寫作小組，提升學生的寫作能力。以普通話教中文亦擴展至中三級，這對學生聽讀普通話大有幫助。英文科則舉辦英語週、電影欣賞、攤位遊戲、點唱及投稿報章(獲刊登文章有百多篇)，提升學生的聽講寫能力。在過去一年，本校更邀請高年級學生在早會中以英語分享其成長經歷，同學表現深獲好評。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初中課程引入戲劇教育，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學生之演示能力。通識教育及思考方法科及中文科已分別整理演示能力培訓講義及小組討論培訓講義供各科參考。課外活動方面，同工均積極推動學生參與香港學校朗誦節，提升學生的語文表達能力，效果顯著。(詳見第五章校際比賽活動章節)



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，高中課程均文中有理、理中有文，並設有選修科目，而新高中課程亦準備就緒，配合學生多元發展，期望學生能各取所需，各展所長。
- 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學生。
- 為發展學生潛能，學校積極拓展資優教育，包括數學拔尖班、沙崇奧數培訓班、科學精英培訓班及中英文辯論課程等。校外方面，本校有二十九人參加香港資優教育學院提供的特別資優學生培訓支援計劃，十六人參加教育局提供的網上學習課程，五人參與香港大學提供的暑期資優(工程及牙科)課程，二人參加香港中文大學提供的科學英才精進計劃，一人參加香港科技大學提供的電腦程式編寫課程。此外，學校亦鼓勵資優學生報考國際聯校學科評估(成績詳見第五章學生表現部份)。本年參與學校安排的資優活動的總人次接近九百，學生表現理想。
- 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。過去一年更設跨學科觀課，以擴闊同工視野。施行至今已有六年，各科均能達至初擬的目標，效果良好。
- 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 學生培育

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

- 為培育學生擁有沙崇人的特質，本校特設生命教育課，並與基督教教育科的內容互相配合，共同關注學生的「個人及健康生活」、「群體生活」、「生涯規劃」及「公民/國民身份」四個範疇的發展。課程設計者會與班主任討論教案，集思廣益。生命教育課實施至今已有三年，效果良好。
- 本校特設中一生命教育營，本年主題為「新鮮人@沙崇之夢想」，學生反應甚佳，明白訂立目標的重要。而在營會中擔任組長的中六學生普遍表示



自己也有收穫，如學習照顧學弟學妹、明白樹立榜樣的重要、感受學弟學妹對他們的關懷、思考自己的目標及方向、因看見生命的成長而感到喜悅等。三天的營會令中六學生具體實踐沙崇人的特質。

4.4.3 其他活動

- 與升學及就業輔導委員會合辦「有效規劃預科生活」講座，希望藉此教導中六學生思考應如何規劃自己的預科生活及面對預科生活的挑戰，學生反應甚佳。
- 全校學生均填寫學生培育目標問卷，統計結果與過去三年的比較，學生回應大致正面，反映各項相關措施成效不錯。

4.5 學生輔導與訓育

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

- 為培育「沙崇人」忠誠可靠，樂於服務的特質，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，包括責旗、義賣籌款、中三級社會服務計劃(服務幼兒及弱勢社群)、為四川地震災後重建籌款等。最近本校榮獲社會福利署義工運動頒發「2008年義務工作嘉許金狀」



4.5.3 其他活動

- 推行「勇闖高峰獎勵計劃」，提升學生自尊感，讓學生發展潛能。
- 透過「沙崇寄語」，讓學生積極表達對校政的意見。
- 舉辦輔導日，促進師生關係。
- 設立「學生輔導計劃」，協助中一學生適應中學生活。
- 為初中學生舉辦一系列「生涯規劃」活動，讓學生認識自己及職業性向。
- 向初中學生介紹高中課程，為將來升學作好準備。
- 為高中學生提供選科及擇業輔導，讓學生能從容面對抉擇。
- 為中五及中七學生提供公開考試放榜輔導。
- 為中七學生提供撰寫自薦信、履歷及面試訓練。
- 邀請社會俊彥、校友及家長與學生分享工作經驗，擴闊學生視野。
- 參觀工商業、政府、學術機構及職業博覽會，深化學生對升學就業資料的認識。
- 為學生提供海外及國內升學輔導。
- 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。
- 推行「新分証計劃」，讓學生從服務中反思自己的行為。

4.6 課外活動

4.6.1 關注事項

- 培育「沙崇人」的特質

4.6.2 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，又鼓勵學生參與音樂表演、舞蹈比賽等。為培養學生為人設想、樂於助人的精神，舉辦捐血日，讓學生服務社群，展示「沙崇人」樂於服務的特質。

4.6.3 其他活動

- 為推動學生參與課外活動，本校開設六十一個興趣小組及廿三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，供學生參與。
- 為加深學生對興趣小組的認識，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。
- 為培訓學生的領導才能，特舉辦「姿采人生歷奇訓練營」及「班會幹事訓練」，讓學生掌握如何統籌及協調團隊工作。

4.7 學生會

- 舉辦多元化活動：社際足球比賽、中一歡迎派對、「開心share想相賞」、「送暖四川：一人一頸巾」籌募運動、中二級「我們這一家」、中七聯校英文會話練習、中五中七惜別會、校政週、中四及中六閃避球比賽、學生會紙設計比賽、尋找復活蛋、中三級「聰明王爭霸戰」、文具大笈地(兩次)、歌唱比賽及便服日。
- 提供各類服務及福利：提供各類售賣及借用服務，包括文具大笈地、以低於市價售賣文具、代售校簿、影印服務、會考日免費影印服務、釘裝服務、球類外借、棋類外借、雨傘外借、電話借用、於小露台提供飲用熱水、售賣校園活動光碟、自修室證件套、環保袋、暖蛋、WC紙扇、紙巾、鎖、襪子、襪頭膠水、髮夾、橡皮筋及毛巾等。
- 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修讀相關課程；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。
- 為實踐沙崇人特質，特舉辦便服日為四川大地震災民籌款，以支援災後重建的工作。
- 為發展學生領袖特質，學生會幹事接受兩日一夜的領袖培訓課程，內容包括程序策劃及掌握服務對象需要的技巧。而學生會外務副會長則參加香港青年協會舉辦的「學生會主席訓練證書課程」。

4.8 宗教活動

4.8.1 關注事項

- 加強福音訊息的傳遞
- 培育「沙崇人」特質

4.8.2 為配合關注事項而推行的活動

- 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。

4.8.3 其他活動

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

4.9 學校與家庭溝通

4.9.1 關注事項

- 推動學生規劃未來
- 優化家校溝通

4.9.2 為配合關注事項而推行的活動 / 計劃

- 為配合新高中課程的需要，本學年家教會聯同學務委員會安排「新高中課程」家長座談會，重點協助中一至中三家長瞭解新高中課程「其他學習經歷」的要求。此外，亦與升學及就業輔導委員會合辦中三級「小小職業博覽」，邀請十多名家長到校與學生分享不同專業領域的心得。
- 為使家長與學校間保持良好之溝通，家教會本學年繼續舉辦「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、以及出席例會主持「議事論事」時間，就學校政策作意見交流。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」為有關級別之家長安排「如何協助中一子女預備考試」、「中四選科輔導」、「中六收生及中五重讀收生原則」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「家友get mail」與家長保持聯繫外，亦於本學年維持「家長祈禱會」，以優化家校溝通之網絡。



4.9.3 其他活動

- 舉行親子活動及家長興趣班如「豆腐芝士餅製作班」、「元旦郊遊樂一濕地公園西壩遊」、「水仙花培植班」、「親子健康粽子製作班」等，並於陸運會擔任徑賽計時員之義務工作。
- 學校社工為家長安排親職教育項目「09有傾有講」家長小組，與家長一同交流教養子女心得。
- 家教會本學年增撥資源增加校內獎學金項目，以鼓勵學生追求卓越，積極進取。

4.10 校友活動

- 為了加強校友與本校學生之聯繫，升學及就業輔導委員會與校友會合辦升學就業講座，並鼓勵校友參與本校運動會，以增加在校學生與校友之間的情誼。
- 為了聯繫歷屆校友情誼，校友會特舉辦校友會週年大會、製作《匯友》、網頁及協辦足球友誼賽、運動會師生及校友接力比賽，以加強校友之間的聯絡及對學校的歸屬感。

4.11 校園建設

- 更換電腦輔助教學室電腦及部份課室之投影機
- 於課室添置實物投影機
- 廣植花草，美化校園
- 全面翻新地下及四樓洗手間
- 更換全校之百葉簾



4.12 學生福利

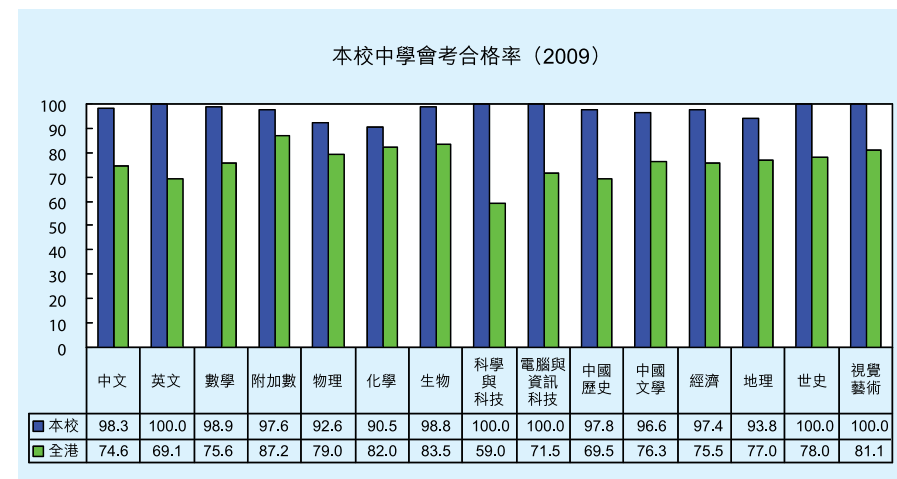
- 設立校內獎學金，並積極安排學生申請校外之獎學金。
- 協助學生申請學習基金、貸款助學金、「學生身份」個人八達通咭、書簿津貼、車船津貼、健康檢查服務、活動意外保險及派發麵包糕點優惠咭。
- 篩選各項學術交流活動及傑出學生選舉提名人選。
- 安排廉價拍照服務、流感疫苗注射、飯盒供應、訂購書本服務、校服及體育服選購及訂製服務。
- 成立食物部監察小組，收集校方、家長及學生意見向食



5. 學生表現

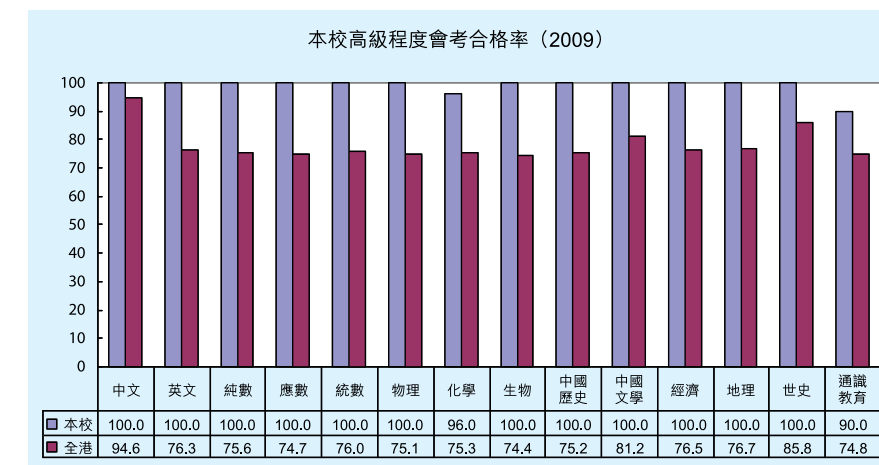
5.1 香港中學會考

本校二零零九年度之五科合格率为99.4%，優良率为46.5%，考獲十四分或以上者達69.0%，是屆學生在二零零四年九月入學時平均組別為1.05。



5.2 香港高級程度會考

本校二零零九年度之科目平均合格率为99.0%，高級程度科目優良率为52.3%，高補程度科目優良率为50.0%。



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

級別	活動總數	參加人次	總時數
中一至中三	53	12784	31989.4
中四至中七	63	6468	23763.9
合計	89	19252	55753.3

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822人；另外體育、藝術及學術校隊成員合共799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	258	24.7%
香港學校朗誦節	128	12.2%
香港學校戲劇節	21	2.0%
香港學校舞蹈節	16	1.5%
香港學界體育聯會校際運動項目	343	32.8%

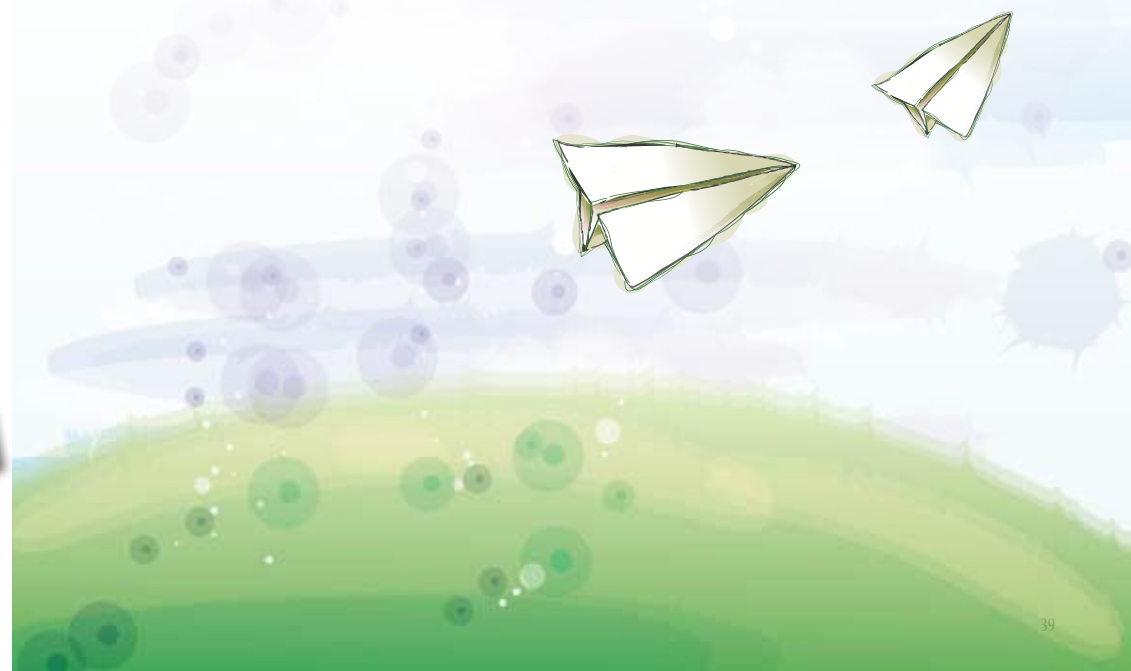
- 境外活動：

活動名稱	人數
北京考察團（中史科與科學及科技委員會合辦）	21



- 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	82
為基督教香港崇真會賣旗	22
為香港神託會賣旗	11
為香港公益金賣旗	10
為香港紅十字會賣旗	21
為香港盲人輔導會賣旗	22
為突破機構賣旗	36
為基督教香港崇真會敬老護老愛心券義賣	104
探訪安強幼兒院	25
探訪安仁幼兒院	42
探訪安康幼兒院	40
探訪香港路德會新翠長者中心	41
於青崇長者學苑中擔任義工	57



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		18	香港學界體育聯會沙田及西貢區中學分會 校際游泳比賽： • 男子甲組100米胸泳季軍 (5A 李梓浩) • 女子乙組200米胸泳季軍 (3E 陳冠沂) • 女子丙組200米胸泳季軍 (2B 劉映彤)
		86	校際田徑比賽： • 男子甲組800米第六名 • 男子甲組1500米第六名 • 男子丙組200米第六名 • 女子甲組200米第六名 • 女子乙組4x100米接力第六名
		33	校際長跑比賽： • 男子甲組個人第七名(優異) • 女子甲組團體第五名(優異)
		47	校際排球比賽： • 男子乙組殿軍 • 男子丙組冠軍 • 女子乙組第五名(優異) • 女子丙組季軍
		51	校際籃球比賽： • 男子甲組第五名(優異) • 男子丙組第五名(優異) • 女子乙組亞軍 • 女子丙組第五名(優異)
		14	校際足球比賽： • 男子丙組亞軍
		12	校際手球比賽： • 女子丙組第五名(優異)
		18	校際羽毛球比賽： • 男子乙組第五名(優異) • 男子丙組第五名(優異)
		5	校際乒乓球比賽： • 女子丙組第五名(優異)
		1	中國香港賽艇協會主辦2009校園室內賽艇大挑戰(分區賽)： • 女子個人1000米乙組亞軍 (4A 毛雋恩)
		1	中國香港賽艇協會主辦香港公開賽室內賽艇錦標賽暨慈善 長途接力賽2009： • 女子青年組個人2000米 (16歲或以下)季軍 (4A 毛雋恩)
		21	康樂及文化事務署投球新秀賽2009獲冠軍及季軍
		11	第三屆崇真盃聯校籃球比賽季軍
	1	第四屆屈臣氏集團香港學生運動員獎 (5A 李梓浩)	



生活藝術	258	
		香港學校音樂及朗誦協會舉辦之第六十一屆香港學校音樂節中，本校共取得7冠、13亞、10季及129項優異及良好獎狀： 冠軍7項 • 女子外文歌曲獨唱 (1D 李嘉敏) • 女子中文歌曲獨唱 (2C 陳秋嵐) • 女子中文歌曲獨唱 (2E 李璧彤) • 女子二重唱 (3B 葉美欣, 3D 黃淑焜) • 琵琶高級組 (3C 陳諾鏘) • 琵琶高級組 (3C 李寶欣) • 笛初級組 (3E 林依靈) 亞軍13項 • 分級鋼琴獨奏 (1C 鄧欣婷) • 分級鋼琴獨奏 (4E 何雪瑩) • 女子中文歌曲獨唱 (1D 李嘉敏) • 女子中文歌曲獨唱 (3C 李寶欣) • 女子中文歌曲獨唱 (4D 何迦怡) • 笛初級組 (2C 黎倩怡) • 長笛高級組 (4A 倪曉林) • 小提琴獨奏 (2C 陸沛祈) • 大提琴初級組 (3B 鄧智勇) • 柳琴初級組 (3C 蔡嘉倩) • 女子二重唱 (3C 陳凱敏, 3C 伍詩朗) • 女子二重唱 (3E 婁子盈, 3E 蔡文珊) • 女子二重唱 (4C 朱亦思, 4D 何迦怡) 季軍10項 • 分級鋼琴獨奏 (1A 陳思珩) • 分級鋼琴獨奏 (1C 孫蔚琳) • 分級鋼琴獨奏 (2D 李雅珊) • 分級鋼琴獨奏 (3C 龔詠恩) • 女子外文歌曲獨唱 (2C 陳秋嵐) • 女子外文歌曲獨唱 (2E 劉潔榆) • 女子二重唱 (3C 龔詠恩, 3C 曹嘉希) • 笛中級組 (2E 曾潔兒) • 讚美詩 (合唱團) • 女子合唱英文組 (合唱團) 樂隊成績(全港性)： • 中樂隊 (36人) — 優異獎 • 弦樂隊 (40人) — 優異獎 • 管樂隊 (72人) — 優異獎
		 
		
	137	音樂事務處主辦之2008香港青年音樂匯演： • 中樂隊 — 銀獎 • 管樂隊 — 銅獎 • 弦樂隊 — 銅獎
	21	香港藝術學院舉辦之香港學校戲劇節2008/09： • 傑出女演員獎 (4E 曾以琳) • 傑出劇本獎
	16	教育局及香港學界舞蹈協會舉辦之第四十五屆學校舞蹈節： • 乙等獎

	4	蒲公英(香港)兒童文化中心舉辦之第三屆「和平的旗幟」世界兒童繪旗展覽比賽： • 一等獎一名(2D 李樂兒) • 二等獎三名(3C 蔡嘉倩、3C 龔詠恩、3D 柳嘉欣)
	1	國際青年文化交流中心(香港)舉辦之第二屆兩岸四地中國青少年兒童書畫大賽： • 亞軍(3C 蔡嘉倩)
	3	教育局、智慧門及國家地理頻道舉辦之短片製作畫比賽： • 亞軍(3E 張霽施、3E 婁子盈、3E 龍思穎)
	3	香港經濟日報舉辦之「反吸毒由我畫起2008」巴士車身創作比賽： • 優異獎三名
	1	渣打銀行舉辦之渣打「夢想的歡樂世界」繪畫比賽： • 優異獎一名
	1	沙田區議會交通及運輸委員會舉辦之道路交通安全中學生繪圖比賽： • 冠軍(3C 李寶欣)
	1	沙田區議會李子榮議員辦事處舉辦之「無煙健康家庭我鍾意」沙田區中學海報設計比賽： • 優異獎一名
學術	128	香港學校音樂及朗誦協會舉辦之第六十屆香港學校朗誦節中，本校共取得5冠、8亞、21季及104項優異獎： 粵語 詩詞獨誦 • 冠軍一名(4A 劉雪麗) • 季軍一名(4E 曾以琳) • 優異獎十二名 宗教作品朗誦 • 優異獎二名 散文獨誦 • 季軍四名(3B 陳麗柔、4A 符文敏、4A 鄧麗盈、4C 張天恩) • 優異獎十二名 二人對話朗誦 • 亞軍二名(4A 張翠怡、4A 岑詠琳；5E 梁慧儀、5E 謝斯斯) • 季軍四名(3C 蔡嘉倩、3C 彭曉珊；3C 曹嘉希、3E 周宛澄；4A 劉雪麗、4A 鄧麗盈；4C 陳雪凌、4C 黃希童) • 優異獎十八名 普通話 散文獨誦 • 優異獎十四名 英語 詩詞獨誦 • 冠軍三名(1D 王浚彥、2C 戴晴曦、2E 尹力行) • 亞軍四名(2C 陳思進、2E 鄧嘉詠、3D 陳澤銘、3E 顏芝淇) • 季軍十一名(1C 謝曉鋒、1E 鄭子晴、2C 歐政浩、2E 凌鑑烽、3C 周皓天、3E 婁子盈、4C 楊曉彤、5A 林熙陽、5A 林佩姿、6A 陳嘉怡、6S 許瑞婷) • 優異獎五十四名



		公開演講 • 冠軍一名(6A 陳鏗泰) • 亞軍一名(6S 賴皓鎮) • 季軍一名(6S 劉俊彥) • 優異獎一名 散文獨誦 • 優異獎一名 二人對話朗誦 • 優異獎二名 英語朗讀 • 亞軍一名(2E 梁曉慧)
	327	澳洲新南威爾斯大學舉辦之二零零九國際聯校學科評估中，本校共取得金獎二名及科目獎一名，高級優異證書十八名，優異證書一百零四名及良好證書一百一十名： 數學科 • 科目獎一名(3E 文鏖傑) • 高級優異證書二名(2E 陳子健、3E 文鏖傑) • 優異證書四十八名 • 良好證書四十一名 英文科 • 高級優異證書五名(1E 梁家恩、2C 詹穎力、2E 梁曉慧、3E 陳兆輝、3E 何彥樂) • 優異證書廿八名 • 良好證書四十一名 科學科 • 金獎二名(1E 方俊傑、2E 張澤宏) • 高級優異證書十一名(1C 吳弘毅、1D 陳松彬、1E 方俊傑、1E 何展熙、1E 吳侃謙、2E 陳子健、2E 張澤宏、2E 袁順生、3C 梁諾琳、3E 陳朗遇、3E 文鏖傑) • 優異證書廿八名 • 良好證書廿八名
	123	澳洲數學基金會舉辦之澳洲數學競賽： • 特別表現獎一名(5A 方嘉豪) • 高級優異證書四名(2E 張澤宏、4A 方子聰、4B 湯慧鈺、5A 方嘉豪) • 優異證書十三名 • 良好證書四十八名
	3	恆隆地產、香港中文大學數學科學研究及數學系舉辦之2008年恆隆數學獎： • 金獎(7S 李國聰、7S 吳志輝) • 進入決賽(5A 麥偉豪)
	2	香港科技大學世界數學測試亞洲中心舉辦之世界數學測試： • 優異獎二名(3C 梁健桑、3C 茹嘉鴻)
	2	香港數理教育學會及保良局舉辦之第十一屆香港青少年數學精英選拔賽： • 三等獎二名(3C 梁健桑、3E 何彥樂)
	3	香港培正中學及培正教育中心舉辦之第八屆培正數學邀請賽(決賽)： • 優異獎三名(3C 梁健桑、5A 方家豪、7S 張文忠)



2	香港中文大學香港學校網絡舉辦之SMAP暑期數學提升課程： • 優異獎二名 (4A 符文敏、4C 陳美欣)
2	香港新一代文化協會科學創意中心舉辦之第六十屆英特爾國際科學與工程大獎賽： • 代表香港往美國參賽 (7S 李國聰、7S 吳志輝)
1	香港新一代文化協會科學創意中心舉辦之第二十四屆全國青少年科技創新大賽： • 代表香港往中國參賽，獲一等獎及周培源青少年科技創新獎 (7S 吳志輝)
1	香港資優教育學院舉辦之2009香港物理奧林匹克比賽： • 一級榮譽獎 (5A 麥偉豪)
4	西貢亞公司舉辦之國際奧林匹克機械人競賽2008香港區選拔賽： • 亞軍 (5A 林浩健、5A 吳東樂、5A 黃浩麟、5A 戎誌鋒)
6	教育局及香港數理教育學會舉辦之國際初中科學奧林匹克(香港區)： • 二等獎二名 (3C 茹嘉鴻、3E 張文俊) • 三等獎一名 (3E 何彥樂)
5	教育局資優教育組舉辦之2008-2009香港科學青苗獎： • 三級榮譽獎 (2C 歐政浩、2E 周嘉惠、2E 袁順生、3E 鄭澤廣、3E 張鼎施)
1	香港中文大學舉辦之中三至中四科學英才精進計劃2008-09： • 銅獎 (3C 梁健榮)
2	香港中文大學系統工程與工程管理學系舉辦之第四屆校際系統建模與優化競賽： • 優異獎 (7S 張文忠、7S 姚思圖)
4	第四十二屆聯校科學展覽籌備委員會舉辦之第四十二屆聯校科展計劃比賽： • 進入決賽 (6S 賴皓鎮、6S 劉俊彥、6S 李驊驩、6S 王永傑)
5	教育局舉辦之香港電腦奧林匹克競賽2009 • 進入決賽 (3E 何彥樂、5A 方家豪、5A 麥偉豪、5A 黃浩麟、5A 姚君納)
5	香港專業教育學院(青衣)及香港大學舉辦之第六屆中學橋樑模型創作比賽： • 進入決賽 (4A 鍾寶欣、4A 符文敏、4A 陸善詩、6S 陳浩光、6S 廖靖宜)
12	思科網絡學院舉辦之第四屆港澳青少年網絡技能大賽： • 一等獎一名 (4A 邱子敏) • 二等獎三名 (4A 張偉輝、4A 馮明杰、6S 蔡鎮寧) • 三等獎八名 (5A 麥偉豪、5A 吳東樂、5A 黃浩麟、5A 戎誌鋒、6S 陳浩光、6S 廖燦彬、6S 黃添銘、6S 殷人傑)
3	香港科技園公司及中華電力有限公司舉辦之2008應用可再生能源設計暨競技大賽： • 進入決賽 (4A 馮明杰、4B 黎譜擊、4B 曾繁浩)
21	英中聯會舉辦之2009年英語話劇節獲傑出劇本獎

1	海天書樓有限公司舉辦之「閣柏嶺之戀」續寫小說比賽(中學組)： • 冠軍 (2C 戴晴曦)
1	商務印書館(香港)有限公司及香港教育圖書公司舉辦之第二十四屆中學生閱讀比賽(中文組初級組)： • 亞軍 (3C 彭曉珊)
2	教育局、裕元工業(集團)有限公司及教融易舉辦之「運動鞋廠考察活動」徵文比賽： • 優異獎二名 (7A 周豔綺、7A 袁寶儀)
6	香港中華基督教青年會顯徑會所舉辦之「奧運百年第一擊」奧運常識問答比賽： • 亞軍 (4A 張翠怡、4A 黃靜儀、4A 邱子敏、4C 陳小欣、4C 鍾曉陽及4C 莫紫晴)
其他	2 沙田青年協會舉辦之第五屆沙田區傑出學生選舉： • 高級組傑出學生 (4A 溫悅婷) • 初級組嘉許狀 (3C 蔡嘉倩)
	1 新界青年協會舉辦之2008新界區優秀學生選舉： • 「新界區優秀學生」 (7S 趙佩斯)



5.6 宗教活動

- 決志信主人數71人
- 參加福音營人數25人
- 參加福音體育事工人數32人
- 參加團契平均人數23人



5.7 升學就業概況

- 中五

升讀中六及往境外升學	其他 (如副學士或高級文憑課程等)	重讀	不詳
140人	17人	17人	1人

- 中六

學生	院校	課程
* 蘇雅琪(中六文)	清華大學	法學
▲ 劉俊彥(中六理)	香港大學	法學
▲ 王永傑(中六理)	香港中文大學	保險、財務與精算學

* 本校尖子透過北京大學、清華大學及復旦大學的香港地區免試招生計劃入讀該等院校

▲ 中六生優先錄取計劃

- 中七

獲本港大學取錄學位與非學位課程	境外升學	不詳
57人	1人	1人

5.8 學生情意及社交表現指標

項目	副量表	08/09年度 本校平均	香港常模 平均數	07/08年度 本校平均	06/07年度 本校平均
1.	整體滿足感	2.57	2.39	2.59	2.53
2.	負面情感	2.09	2.00	2.12	2.13
3.	師生關係	2.92	2.74	2.88	2.94
4.	社群關係	2.94	2.80	2.92	2.94
5.	成就感	2.52	2.37	2.53	2.47
6.	機會	2.84	2.72	2.81	2.78
7.	經歷	2.57	2.42	2.59	2.53

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，但較前兩年為低。

5.9 學生出席概況

級別	缺席率(%)	出席率(%)
中一	1.0%	99.0%
中二	1.5%	98.5%
中三	1.4%	98.6%
中四	1.5%	98.5%
中五	2.5%	97.5%
中六	1.8%	98.2%
中七	4.9%	95.1%

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

6.2.2 校內：

- 2010-11年遷往千禧校舍
- 行政架構完備
- 資訊科技設備完善
- 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
- 學生仍可提升生命的質素

6.3 來年發展方向

6.3.1 管理與組織

- 精簡工作及增加人力資源以紓緩老師壓力
- 準備遷校工作
- 籌備銀禧校慶活動

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資歷較淺的老師融入沙崇

6.3.3 學務

- 培育「沙崇人」的才能
- 關注新高中學制

6.3.4 學生培育、訓、輔、宗教、課外活動

- 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

