



沙田崇真中學

Shatin TSUNG TSIN Secondary School

2009-2010 Annual Report

二零零九至二零一零年度

校務報告

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Shatin Tsung Tsin Secondary School 2009-2010 Annual Report

Mr. Cheung Man Wai
Principal

1. School Information

1.1 School's goals and missions

It has been consistently 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, small-class teaching and the Learning Progress Follow-up Pilot Scheme).

As far as the New Senior Secondary Education was concerned, the various subject combinations for the New Senior Secondary curricula drafted by the Academic Affairs Committee over the previous three years and the Other Learning Experiences initiatives were implemented smoothly. This smooth and stable initiation and implementation of the changes entailed by the 3-3-4 reform was the result of the school's well-thought-out roadmap, a widespread consultation with the stakeholders concerned, adequate teachers' training and career planning for all junior form classes last year. Special thanks have to be directed here towards the teaching team members' single-mindedness, unregretful toils and unremitting labour. For details about the development of Shatin Tsung-Tsiners' abilities, please refer to Section 4.3 Teaching and Learning.

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. 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 S1 to S4 classes with a life education course, and the compilation of a similar course for S5 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 brace for the life challenges lying ahead and thus bring out their full potential. The camp has proven to be effective with good acclaims. For details about the nurturing of Shatin Tsung-Tsiners' qualities, please refer to Section 4.

This year, in response to students' needs and in an attempt to get aligned with the social and national development needs, we took part in the Passing on the Torch : Beijing and the Shanghai World Expo Tour organised by the Education Bureau, with the former drawing 18 students and the latter 6. The school also made our own arrangements for study tours to Shanghai Expo (81 students), Nanjing (14 students) and Australia (11 students), with a view to helping students develop a wider global perspective and deepening the promotion of national education.

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, with the main structure expected to be completed in early 2011.

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 biotechnologies)
- 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, we applied successfully to the EDB for a QEF grant of some 500,000 dollars for the purpose of creating a better English-learning atmosphere and thereby raising students' English proficiency.

Facing a new start, our school will continue with our good track record and tradition of grooming our students into useful social members and seek even further betterment 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 STSS 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 2009-2010

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	81	88	91	76	69	27	27	459
Females	109	105	101	97	104	33	35	585
Total	190	193	192	173	173	60	62	1044



3. Teacher Information

Among a total of 65 teachers last year, two quitted because of contract completion and one retired. Regarding the teaching qualifications and the teaching experience of our teachers, see the table below:

Educational Attainment	Number	Percentage
Bachelor's degree	65	100%
Teacher training	60	92.3%
Master's degree or above	28	43.1%

Teaching Experience	Number	Percentage
0-5 years	11	16.9%
6-10 years	12	18.5%
11-15 years	6	9.2%
Over 15 years	36	55.4%

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, part-time teachers were recruited to take care of some elite and remedial classes and two 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.



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.
- Each department was headed and monitored by a subject panel head who, from time to time and through the panel meetings, sought to formulate teaching strategies, review curricula and adjust the scheme of work as needs arose. A year-end evaluation was conducted to assess effectiveness and a plan for the next academic year was submitted.
- 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 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

- Developing life education and advancing teachers' professionalism
- Advancing teaching quality

4.2.2 Support measures for addressing those concerns

- To develop life education, sharing sessions by serving teachers on affective and character education were held to inform the ways to nurture students for the purpose of achieving mutual growth.
- To enhance the teaching and learning effectiveness, we hosted a seminar with guest speakers from the Hong Kong Examination Assessment Authority elaborating on the school-based assessment under the NSS system. This served to deepen teachers' understanding of the new forms of assessment and thus raise the learning effectiveness.

4.2.3 Other activities

- The Principal over the last year completed 162 hours of professional development, and was frequently interviewed by the mass media and invited to be the guest speaker on the Staff Development Days at various tertiary institutions and 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 'Liberal Studies', 'Mentorship Scheme', etc.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 45 hours of training in various fields.
- The school also organized a workshop on 'Legal Traps on Campus' to widen teachers' knowledge in this regard.



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 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 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. 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 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), book fairs 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 (Fiction and Prose Writing) 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 in some classes of junior forms provide students with unquestioned benefits. To advance students' English proficiency, the English Week, movie appreciation, games and conversation booths, song dedication and writing letters to the editor were arranged to provide students with even more opportunities to improve their listening, speaking and writing abilities. Aiding also the enhanced English ethos, senior form students take the initiative to 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 Arts-in-Life and the English curriculum for junior forms to hone students' communication skills, while the curricula for Liberal Studies, Arts-in-Life and Technology were adjusted to drill on students' presentation skills through project-based learning. Teachers in Liberal Studies and the Chinese Language have compiled teaching notes on presentation skills and group discussion for long-term reference, too. Furthermore, senior form students are provided with a series of training on meeting and interviewing skills through the joint effort of the Students' Union and the Career Guidance Committee. 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. For details about inter-school competitions, please refer to Section 5.

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. For senior curricula, other than Chinese, English, Mathematics and Liberal Studies, our school provides a variety of elective subjects to suit students' interests and abilities to develop their talents to the fullest extent.
- To cater for learners' differences and to provide timely help for students with various learning needs, small class teaching was implemented in junior forms and, additional remedial classes, namely the Nourishment Class and the Junior Form Remedial Class, were put in place in the middle of the school year.
- 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, 22 shortlisted students participated in the Support Measures for the Exceptionally Gifted Students offered by the Hong Kong Academy for Gifted Education this year 2 joined the summer programs for the gifted and talented (Speech Therapy and Architecture Programmes) offered by the University of Hong Kong, 1 joined the Foretaste of University Life summer programme organized by the Chinese University of Hong Kong, 3 participated in Tsinghua University National Education Programme for Future Leaders organized by the Hong Kong New Generation Cultural Association, 1 signed up for the Science Enrichment Programme administered by the Chinese University of Hong Kong, while 2 took up a basic programming enrichment course at the Hong Kong University of Science and Technology, 1 participated in a Mathematics and Science gifted programme offered by the Imperial College London. Apart from these, the school encouraged our gifted students to participate in the International Competitions and Assessments for Schools, Australian Mathematics Competition for the Westpac Awards, Olympiads in Robotics, Informatics, Physics, Chemistry and Mathematics, etc. (refer to Section 5 for details about their performance). A figure little short of 800 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 seventh 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 meetings.
- 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 'My Challenge, My Choice, My Change' with overwhelming responses from the student participants who were encouraged to embrace challenges, make a breakthrough and exert one's potential to the full. 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 teaching others by example, had felt the reciprocal love and care from their junior counterparts, had experienced the difficulty in leading activities, etc. 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), compilation of life stories for the elderly in cooperation with Caritas Harold H.W. Lee Care and Attention Home, fund-raising activities for the reconstruction work entailed by the Yushu earthquake, etc. The school has also recently received the Gold Award for Volunteer Service 2009 from the Social Welfare Department under the Volunteer Movement, with 4 students obtaining the Bronze Award for Individual Volunteer Service.



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
- Student Growth Unit was set up to address students’ needs during their growth process.
- 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 community leaders, alumni and parents were invited to provide talks intended to widen our students’ global outlook by sharing their working experience and participating in the Junior Achievement Company Programme.
- There were visits to commercial businesses, government organizations, academic institutes and Career Expo, etc. Such visits helped deepen students’ understanding of 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 STTSS 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. To provide students with 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, the Ching Tsung Elderly Academy Volunteer team was set up to let students contribute to society through community services.



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-four school teams were offered.
- Besides the annual Sports Day, the six Houses organized regular inter-house competitions (like those for basketball, rope-skipping, fashion design, 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.
- To have better alignment with the OLE elements under the NSS system, One-student-one-art Scheme was specially set up to promote the artistic aura.

4.7 Students’ Union

- A wide range of activities held last year were as follows: inter-house football matches, a S1 orientation party, inter-house volleyball matches, a fund-raising activity entitled ‘Season of Love – Charity Sales for Haiti earthquake victims’, a S5 and S7 farewell assembly, a school policy week – the Democratic Wall, S2 and S3 Dodge Ball Competition, S4-S6 Summer Water Fun, Stationery Crazy Sales (twice), a singing contest, the SU Day and Ironman 1,2,3. All performance pledges were honoured.
- Various kinds of student services and welfare offered were as the following: there were various loans services and sales activities like 2 stationery sales (at below-market price levels), 3 stationery special sales, monthly birthday discounts, Merchant Discounts Scheme (Joint School Welfare Union), Merchant Discounts Scheme in Tai Wai, Shatin and Ma On Shan regions, 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, scanning services in the computer room, appeals for S5 textbook donations on behalf of the library, extension of the office hours of the SU – making possible 2nd-recess sales of stationery items, study room card holders, environmentally-friendly bags, tissue papers, face masks, locks, socks, sock glue, hair clips, rubber bands, etc. All distilled water coolers were replaced as part of the usual practice, and this year, the bronze pipes for those coolers on the covered playground were replaced, too.
- As far as school amenities and services are concerned, money was apportioned for schemes capable of benefiting the teaching staff and the entire student body. The expenditures are as follows:

Applicant	Use(s)	Amount
The First Aid Team	Fees remissions for team members attending first-aid courses	\$737.8

- To promote joint school activities, an annual Christmas ball, 3-person basketball matches, 5-person football matches, a joint school charity variety show (Shatin), 5-person basketball matches, as well as S5-S7 Joint School Oral Practice (English) were organized by the SU in conjunction with other fellow schools in the Shatin district.

- To offer students the opportunity to display the traits required of them, the Dress Casual Day was held to raise funds for ORBIS Hong Kong.
- To further develop students' leadership skills, the committee members of the Students' Union underwent a two-day leadership training camp organized by TWGHS Jockey Club Shatin Integrated Services Centre so as to strengthen the team spirit and enable better mutual understanding of all committee members' attributes. Following the training camp, each committee member also attended two workshops covering mainly on skills involved in procedure planning and target audience awareness.
- To assess the effectiveness of the work done by the SU, a survey on teachers' and students' opinions in this regard was conducted through the use of questionnaire.

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.
- The traits expected of a Shatin Tsung-Tsiner were fostered through the Christian Education lessons.

4.8.3 Other activities

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

4.9 Home-school communication

4.9.1 The major areas of concern

- Encouraging students to plan ahead
- Strengthening parental education
- Promoting parental involvement in school activities
- Developing fellowships among parents

4.9.2 Support measures for addressing those concerns

- To align with the development needs of the New Senior Secondary Education, the PTA, in conjunction with the Home-School Cooperation Committee, worked closely this year with the Career Guidance Committee and the Academic Affairs Committee with the focus sharpened on helping junior students with their career planning. To achieve such a goal, the committee and the AAC jointly arranged a symposium on the NSS in which parents of first- and second-formers were guided to assist their wards in building up their learning profile, and provided 53 students with guidance on choices of subjects for NSS1. Besides, a 'Mini Career Expo' was organized jointly by the PTA and the Career Guidance Committee for 53 students, with some parents invited to share their work experiences in different professions with students. At the same time, to promote students' active participation in voluntary work, the PTA held in the after-exam period a parent-kid voluntary service entitled "Sound of Music Shone Through Ebenezer School & Home for the Visually Impaired", in which students were encouraged to serve those with disabilities through music.
- In response to the education reforms, the PTA invited parents to attend a seminar on the theme of "Delving Into the NSS Liberal Studies Curriculum" to ensure greater parents' familiarity with the new requirements under the new system. In addition, given the various kinds of temptations confronting teenagers nowadays, the PTA went to the trouble of having the Police Public Relations Unit hold a seminar themed "Multiple Perspectives on Social Traps for Teenagers" so that parents could have a deeper understanding of such issues as teenage drug abuse and compensated dating.



- To maximize active parental involvement in the school activities, the PTA, other than assisting the school in organizing the STSS Variety Show, also invited the Principal and the Vice-principals to attend an open school policy forum where parents' opinions about matters related to the new school premises were encouraged. The presence of parents in activities held by other school units was also sought after by the PTA. Activities as such include a seminar themed 'Chaste Campus' for students, "On-campus Torch Relay for the East Asian Games" in which parents assumed the role of a torch bearer. Some parents also visited the sports ground, participated in events and volunteered to serve as time keepers on the Sports Day.
- Apart from those, lunch-time 'Parents Prayer Meeting' was also maintained on a monthly basis through the 'Gas Station for Shatin Tsung-Tsiners', with the possibility of the establishment of Parents Fellowship further explored.

4.9.3 Other activities

- Simultaneously, parent-kid activities and interest classes were held to forge better parent-kid relationship as well as to maintain close contact among parents and they included the following: 'Snowy Moon Cake Class', 'Healthy Rice Dumpling Class', a New Year's Day picnic (Double Haven-Lai Chi Wo-Crooked Island/Kat-O), meal gatherings among parents and so on.
- 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 continued to increase resources for more scholarships in order to provide students with greater incentives for pursuit of excellence and constant betterment.
- Various home-school communication channels were maintained through the publication of Tips for Parents of First-formers, Bulletin for Parents, Newsletters for Parents and the Parent Basic Law and the continued operation of a hotline and a 'Friends of mail' link service.

4.10 Activities involving alumnae/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 the school's ties with former alumni and alumnae and to forge a greater sense of belonging to the school, the Alumni Association arranged an annual general meeting cum winter basin feast, 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/alumnae.

4.11 Buildings and grounds

- Replacing the ceiling and wall fans on the common platform, on the playground and at the school entrance.
- Fitting S1 and S2 classrooms and other special rooms with visualisers or replacing old ones
- Installing a new server as a learning platform for eClass
- Embellishing the campus with aggressive planting work
- Replacing the window-type air-conditioners in the Art room and repairing its exterior wall

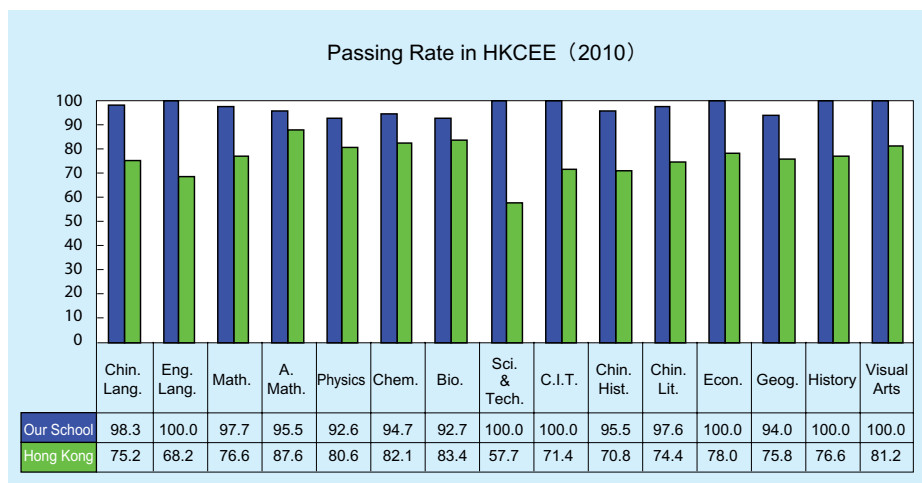
4.12 Student welfare

- 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 external 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

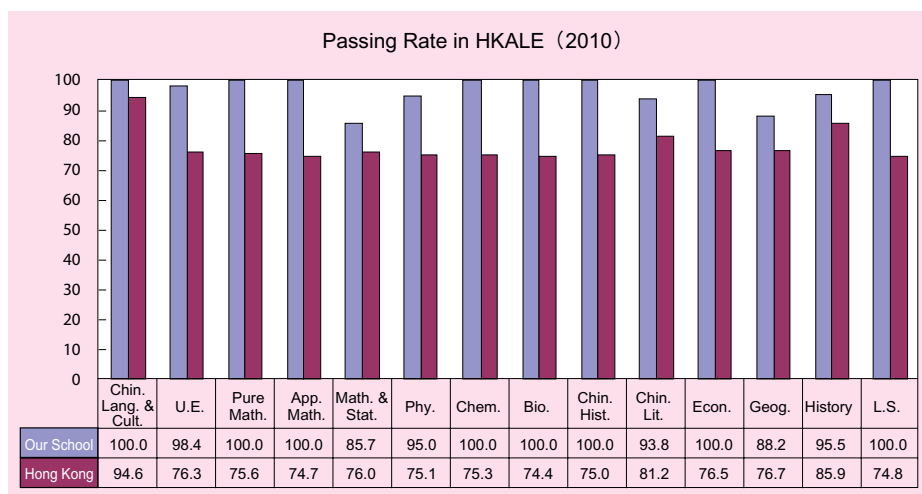
5.1 HKCEE

The percentage of students obtaining 5 passes in the 2010 HKCEE was 97.7%. The subjects with a credit rate of over 50% include the English Language, Mathematics, Additional Mathematics, Chemistry, Computer & Information Technology.



5.2 HKALE

The average passing rate in the 2010 HKALE was 97.4%. Subjects with an average credit rate of over 50% include the Chinese Language and Culture, Liberal Studies, Physics, Pure Mathematics, Applied Mathematics, Biology, Economics, Chinese History & History.



5.3 Extra-curricular and community-based activities

- A total of 582 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 777 students in the school teams (athletic, aesthetic and academic).
- Our students participated in the following major inter-school competitions:

Title	Number of participants	Percentage
HK Schools Music Festival	449	43.3%
HK Schools Speech Festival	144	13.8%
HK Schools Drama Festival	35	3.4%
HK Schools Dance Festival	18	1.7%
HK Schools Sports Federation Inter-school Competitions	302	29.2%

- Our students participated in the following offshore activities:

Title of Activity	Number of participants
Nanjing Study Tour (Co-organized by the Chinese History Department and the Science and Technology Committee)	21
Shanghai World Expo (Student Support Committee)	81
Passing on the Torch:Tracing Our Origin in Ancient Cities (EDB)	18
Passing on the Torch : Shanghai Expo- Culture of the Two Cities, Shanghai and Hong Kong and the Planning and Development of the Yangtze River Delta (EDB)	6
English Study Tour to Australia (coordinated by the English Department)	11

- Our students participated in the following community services:

Activities	Number of participants
Visiting On Keung Nursery School	24
Visiting On Hong Nursery School	40
Visiting On Yan Nursery School	41
Visiting Wong Wha San Memorial	42
Co-organize elderly program with Wilson T.S. Wang District Elderly Community Centre	39
Visiting Caritas Harold H.W. Lee Care and Attention Hom	30
Raffle ticket selling for Care for the Elderly	27
Flag selling for the Boy's Brigade	17
Flag selling for Hong Kong Alzheimer's Disease Association	14
Flag selling for Employees' Safety Training and Rehabilitation Service Limited	21
Flag selling for Hong Kong Playground Association	13
Joining the Caring Red Packet Fund Raising Program conducted by Tsung Tsin Mission	351

5.4 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 		45	HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-school Swimming Championships: <ul style="list-style-type: none"> • 200m Freestyle Girls Grade B – Third Prize (4A Chan Kwun Yi) • 200m Breaststroke Girls Grade B – Third Prize (4A Chan Kwun Yi) • 200m Breaststroke Girls Grade B – Award of Merit • 100m Freestyle Girls Grade C – Award of Merit • 100m Backstroke Girls Grade C – Award of Merit • 200m Individual Medley Girls Grade C – Award of Merit
		175	Inter-school Athletics Championships: <ul style="list-style-type: none"> • 5000m Race Boys Grade A – Award of Merit • 400m Race Boys Grade B – Second Prize (3D Tam Wang Sing) • Triple Jump Boys Grade B – Award of Merit • Shot Put Boys Grade C – Second Prize (2D Chu Pak Chung) • 4x400m Relay Girls Grade A – Award of Merit • 4x100m Relay Girls Grade B – Award of Merit • 100m Race Girls Grade B – Award of Merit • Javelin Girls Grade C – Award of Merit • 400m Race Girls Grade C – Award of Merit • 100m Race Girls Grade C – Award of Merit • High Jump Girls Grade C – Award of Merit • Shot Put Girls Grade C – Second Prize (1C Chau Wing Tsam)
		27	Inter-school Handball Competition: <ul style="list-style-type: none"> • Boys Grade B – Award of Merit • Girls Grade C – Fourth Prize
		54	Inter-school Volleyball Competition: <ul style="list-style-type: none"> • Boys Grade B (Division One) – Award of Merit • Boys Grade C (Division One) – Award of Merit • Girls Grade B – Fourth Prize • Girls Grade C – Award of Merit
		12	Inter-school Basketball Competition: <ul style="list-style-type: none"> • Girls Grade B - First Prize
		45	Inter-school Cross Country Competition: <ul style="list-style-type: none"> • Boys Grade B – Awards of Merit • Girls Grade B Individual – 1 Award of Merit
		28	Inter-school Long Distance Running Competition: <ul style="list-style-type: none"> • Boys Grade C Individual – 1 Award of Merit


		14	Inter-school Badminton Competition: <ul style="list-style-type: none"> • Boys Grade B – Award of Merit • Girls Grade C – Award of Merit
		7	Inter-school Table-tennis Competition: <ul style="list-style-type: none"> • Boys Grade B – Award of Merit • Girls Grade C – Award of Merit
		3	The 13th Outstanding Athlete Election: <ul style="list-style-type: none"> • 3 Outstanding Athlete Awards (2A Woo Pik Ka, 3B Lau Ying Tung, 3D Tam Wang Sing)
		12	The 4th Joint School Basketball Competition (Tsung Tsin Trophy) <ul style="list-style-type: none"> • Second Prize
	12		LCSD Netball Development Tournament 2010 organized by The Hong Kong Netball Association: <ul style="list-style-type: none"> • Second Prize
	17		Bank of China (Hong Kong) 53rd Festival of Sport - Netball Tournament organized by The Hong Kong Netball Association: <ul style="list-style-type: none"> • Fourth Prize
	1		In Support of H.K. 2009 EAG – Kowloon District Age Group Squash Competition organized by LCSD: <ul style="list-style-type: none"> • Third Prize (3D Wong Hoi Chun)
	1		Tsuen Wan District Squash Competition 2009/2010 organized by LCSD: <ul style="list-style-type: none"> • First Prize (3D Wong Hon Chun)
	1		Verdant River Regatta IV organized by Hong Kong China Rowing Association: <ul style="list-style-type: none"> • Women's DIII 1x - 1 Second Prize (5A Mo Chun Yan)
	1		H.K. Youth Rowing Championships 2009 organized by Hong Kong China Rowing Association: <ul style="list-style-type: none"> • Girl's 18 & Under Single Scull 1x – 1 Third Prize (5A Mo Chun Yan)
	1		HK Open Indoor Rowing Championship & Charity Rowathon 2010 organized by Hong Kong China Rowing Association: <ul style="list-style-type: none"> • Women 2000m Individual - Second Prize (5A Mo Chun Yan)
		1	53rd Festival of Sports – Shing Mun “King of Sprint” organized by Hong Kong China Rowing Association <ul style="list-style-type: none"> • Regatta Women 1x - Third Prize (5A Mo Chun Yan)
		1	2010 Shatin Youth Award Scheme organized by Sha Tin District Summer Youth Programme Co-ordinating Committee: <ul style="list-style-type: none"> • Sports Achievement Award Group B (aged 13-17) – First Prize (5A Mo Chun Yan)
		1	21st Hong Kong Open Sport Climbing Competition organized by Hong Kong Mountaineering Union: <ul style="list-style-type: none"> • Third Prize (2E Lee Hei Man)

	1		School Sports Programme Sport Climbing Open Championship organized by 2010 Hong Kong Mountaineering Union: <ul style="list-style-type: none"> • Second Prize (2D Lau Oi Ying)
	1		53rd Festival of Sport - HK Youth Sport Climbing Championship & Open Ranking Competition organized by SF & OC: <ul style="list-style-type: none"> • Second Prize (2D Lau Oi Ying)
		1	South District Taekwondo Poomsae Competition 2009 organized by HK Taekwondo Association: <ul style="list-style-type: none"> • Second Prize (1C Cheng Ka Hei)
	1		Taekwondo Invitational Tournament 2009 organized by HK Original Taekwon-Do Council: <ul style="list-style-type: none"> • Third Prize (2D Li Wing Sum)
	1		1st Hong Kong Inter-school ITF Invitational Tournament 2010 organized by HK Original Taekwon-Do Council: <ul style="list-style-type: none"> • First Prize (2D Li Wing Sum)
	1		2nd Joint School Fencing Invitation Competition 2009 organized by Joytiquette Fencing Club: <ul style="list-style-type: none"> • Second Prize (2B Sung Hiu Yan)
	1		Nike Hong Kong Premier Cup 2010 organized by The Hong Kong Football Association Ltd.: <ul style="list-style-type: none"> • Fourth Prize
Academic	145		The 61st HK Schools Speech Festival organized by Hong Kong Schools Music and Speech Association: Our students obtained 9 First Prizes, 12 Second Prizes, 15 Third Prizes and 75 Awards of Merit. Chinese Solo Prose Reading <ul style="list-style-type: none"> • 1 Third Prizes (4B Luk Ngo Yan) • 5 Awards of Merit Solo Verse Speaking <ul style="list-style-type: none"> • 1 First Prize (5E Tsang Yee Lam) • 1 Second Prize (5C Fong Ka Yan) • 2 Third Prizes (1C Chow Kar Ho, 5A Chan Shuk Yan) • 6 Awards of Merit Dramatic Duologue <ul style="list-style-type: none"> • 3 Third Prizes (4A Kung Wing Yan, 4A Wong Ho Man, 4C Choi Ka Sin, 4C Tso Ka Hei, 4D Ho Mei Lin, 4D Lam Hong Lee) • 7 Awards of Merit Bible Reading <ul style="list-style-type: none"> • 1 Award of Merit Putonghua Solo Prose Reading <ul style="list-style-type: none"> • 1 First Prize (1C Chan Kit Yan) • 3 Third Prizes (1C Chan Wing Ching, 2B Ho Chien Chang, 2C Chan Pui Ying) • 16 Awards of Merit Solo Verse Speaking <ul style="list-style-type: none"> • 1 Second Prize (3C Lai Sin Yi, 4D Ho Mei Lin) • 5 Awards of Merit



			English Public Speaking Solo <ul style="list-style-type: none"> • 3 First Prizes (6A Chan Yiu Kwan, 6A Fung Wan Ying, 6A Li Lok Hang) • 2 Second Prizes (6S Chan Chui Wah, 6S Wan Cheuk Wing) • 6 Awards of Merit Solo Verse Speaking <ul style="list-style-type: none"> • 4 First Prizes (1E Ho Kwan Tung, 4A Cheung Pui See, 4A Chow Yuen Ching, 5C Yeung Hiu Tung) • 7 Second Prizes (1C Chan Kit Yan, 1C Chan Hiu Hei, 1E Ng Ho Wang, 3E Wan Nik Hang, 3E Wong Lok Yan, 4A Kung Wing Yan, 5C Leung Ho Ye) • 6 Third Prizes (1B Kwok Shue Yeung, 1E Chin Cassandra Lok Mei, 1E Hui Yan Tung, 3C Au Ching Ho, 3C Tai Ching Hei, 4A Chau Ho Tin) • 28 Awards of Merit Solo Prose Reading <ul style="list-style-type: none"> • 1 Award of Merit
		2	2010 Sound of Hope (Speech Competition) organized by Hong Kong Putonghua Choral : <ul style="list-style-type: none"> • Chinese Prose Solo Junior Group – 1 Second Prize (1C Chan Kit Yan) • Putonghua Prose Solo Junior Group – 1 Award of Merit
		369	2010 International Competitions and Assessments for Schools organized by The University of New South Wales: Our students obtained 1 Medal Award, 15 High Distinctions, 111 Distinctions and 157 Credits. Mathematics <ul style="list-style-type: none"> • 7 High Distinctions (2C Chow Yik Ming, 3C Keung Ki San, 3C Lam Ka Man, 3E Chan Tsz Kin, 3E Cheung Chak Wang, 3E Chow Ka Wai, 3E Lam Hoi Chun) • 50 Distinctions • 39 Credits English <ul style="list-style-type: none"> • 4 High Distinctions (2E Leung Ka Yan, 2E Mccorkindale William Joseph, 3E Leung Hiu Wai, 4A Chan Long Yu) • 34 Distinctions • 64 Credits Science <ul style="list-style-type: none"> • Medal Award (3E Cheung Chak Wang) • 3 High Distinctions (2E Fong Chun Kit, 3E Yuen Son Sang, 4A Man Ka Kit) • 27 Distinctions • 54 Credits
		78	Australian Mathematics Competition organized by Australian Mathematics Trust: <ul style="list-style-type: none"> • 1 High Distinction (4A Leung Kin San) • 22 Distinctions • 54 Credits



	2	The 9th Pui Ching Invitational Mathematics Competition (Final) organized by Pui Ching Middle School: • 2 Awards of Merit
	2	The 12th HK Youth Mathematical High Achievers organized by HK Association for Science and Mathematics Education and Po Leung Kuk: • Silver Award (3C Lam Ka Man) • Bronze Award (3C Lee Tsz Him)
	5	World Class Arena Elite Competition 2010 organized by HKUST WCT Asia Center: • 1 Gold Award (4A Leung Kin San) • 3 Awards of Merit
	13	World Class Tests organized by HKUST WCT Asia Center: Problem Solving • 4 Distinctions (3C Lee Tsz Him, 3C Wu Chia Yi, 3D Lo Suet Ying, 3E Chow Ka Wai) • 2 Credits Mathematics • 7 Distinctions (3C Au Ching Ho, 3C Lee Tsz Him, 3C Wu Chia Yi, 3D Lo Suet Ying, 3E Chin Kam Mei, 3E Chow Ka Wai, 3E Ng Tsz Ki)
	4	The 2nd HK Mathematics Creative Problem Solving Competition for Secondary Schools (Heat) organized by Gifted Education Section, EDB: • Bronze Awards (1E Mak Chi Hin, 1E Ng Cheuk Him, 2D Yau Cheung Him, 2D Yuen Ming Tak)
	13	2010 HuaXia Cup (Hong Kong) organized by Chinese Education Association Modern Art Education Research Liaison Office: • 2 First Prizes (1C So Wing Kan, 2C Yin Ka Ho) • 4 Second Prizes (1D Hung Chi Hin, 1D Wu Ho Chun, 1E Mak Chi Hin, 2D Yau Cheung Him) • 5 Third Prizes (1C Chan Hiu Hei, 1E Ng Cheuk Him, 2C Chow Yik Ming, 2C Wong Long Hin, 2E Ho Chin Hei)
	1	2010 HuaXia Cup (Final) organized by Chinese Education Association Modern Art Education Research Liaison Office: • 1 Second Honour (2C Yin Ka Ho)
	6	World Robot Olympiad 2009 (Hong Kong Section) organized by Semia Ltd.: • Second Honour (4B Chung Ming Ho, 4B Ng Ki Fai, 4B Sze To Wang Kit) • Third Honour (6S Lam Ho Kin, 6S Tsang Tsz Wui Walter, 6S Wong Ho Lun)
	8	The 5th Inter-school Competition on System Modeling and Optimization organized by Department of SEEM, CUHK: • 2 Best Report Awards (7S Chan Ho Kong, 7S Yin Yan Kit) • 2 Good Performance Awards • 4 Merit Awards
	14	Hong Kong Olympiad in Information 2010 organized by Education Bureau: • 1 Bronze Award (3E Yuen Son Sang) • 7 Finalists

	1	Science Enrichment Programme for Secondary 3-4 Students 2008-2010 (Phase 2) organized by The Chinese University of Hong Kong: • 1 Silver Certificate (4A Leung Kin San)
	2	Hong Kong Youth 3D Animation Competition 2009 "Save Planet Earth" organized by HK New Generation Cultural Assoc. & Innovation and Technology Commission: • 2 Awards of Merit
	5	Inter-school World Cultures Fiesta Online Proposal Writing Competition 2010 organized by Hong Kong Economic Times: • 5 Awards of Merit
	2	Book Report Writing Competition organized by Hong Kong Autism Awareness Alliance: • 2 Awards of Merit
	1	Meiriki Essay Competition on the Theme "Mother, I Love You" organized by Concord Alliance Limited: • 1 Award of Merit
	3	"Anti-crime and Corruption" Short Essay Writing Competition organized by ICAC Regional Office (N.T. East): • First Prize (2E Chan Chun Ting) • Third Prize (2A Tsoi Ka Yu) • 1 Award of Merit
	1	"Health Carnival" Slogan Writing Competition organized by Shatin District Council: • Second Prize (4A Cheung Fu Wa)
	3	"Secondary Students' Best Ten Books Election" organized by HK Professional Teachers' Union & HK Public Libraries Book Commendation Competition (Junior): • Second Prize (2E Chan Chun Ting) and 1 Finalist Book Commendation Competition (Senior) • 1 Finalist
	3	Putonghua Story-telling Competition on Family Harmony organized by Shatin District Council: • 3 Awards of Merit
	2	"Safety for Online Transaction" Story Writing Competition organized by HK Police Force: • Gold Award (4C Yeung Bui) • Bronze Award (4B Lam Chun Kit)
	2	"Care and Love for the Community" Slogan Writing Competition (Secondary Level) organized by HK Young Women's Christian Association: • 2 Awards of Merit
	2	Water Safety Slogan Design Competition 2009-2010 (Secondary School Section) organized by LCSD & the HK Life Saving Society: • First Prize (1E Yeung Wan Ching) • 1 Award of Merit
	15	The 1st Territory-wide Financial Management Debately Competition organized by The Healthy Budgeting Family Debt Counselling Centre of the Tung Wah Group of Hospitals • Fourth Prize • The Best Debater (4C Leung Wing Yin)

	20		The JA Company Programme 2009/10 organized by Junior Achievement Hong Kong <ul style="list-style-type: none"> • “ The Most Valuable Team Player” (4E Lau Ka Yan) • One of the 3 Finalists of “The CEO of the Year” (6S Yung Chi Fung) • Award of Merit of “Best Annual Report Award”
		3	Anti-drug Video Making Competition (Shatin) organized by Shatin Police Division: <ul style="list-style-type: none"> • Second Prize (4B Chung Ming Ho, 4B Sze To Wang Kit, 4D Lee Kwun Fung)
Aesthetics	279		The 62nd HK Sch. Music Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 3 First Prizes, 8 Second Prizes, 9 Third Prizes and 105 Awards of Merit. They are as follows: 3 First Prizes <ul style="list-style-type: none"> • Cello Intermediate (4B Tang Chi Yung) • Trumpet Junior (1E Lai Hiu Ching) • Voice Solo – Chinese (3E Leung Fei Tung) 8 Second Prizes <ul style="list-style-type: none"> • Er-hu Junior (2D Lee Lok Man) • Voice Solo – Foreign Language (3E Leung Fei Tung) • Graded Piano Solo (1C Li Min Lan, 2C Chong Wing Chit) • Trombone Junior (2C Choi Che Kin) • Di Junior (2E Ho Tsz Sum) • Pipa Advanced (4A Li Po Yan) 9 Third Prizes <ul style="list-style-type: none"> • Er-hu Intermediate (4B Mak Ka Long) • Female Voice Duet (3A Ng Sze Long, 4A Chan Hoi Man, 4A Li Po Yan, 4A Lo Po Sin) • Voice Solo – Chinese (1C Chan Wing Ching) • Voice Solo – Foreign Language (2C Pang Chau Yuet, 4A Kung Wing Yan) • Liuqin Junior (1C Au Wing Tai, 2C Chiu Lok Yu Jennifer) • Di Junior (2B Chan Lai Yee) Achievements of the school teams: <ul style="list-style-type: none"> • Girls’ Choir English Section Junior – Award of Merit • Chinese Orchestra Intermediate – Second Prize • Sacred Music School Choir Junior – Award of Merit • Symphonic Band Intermediate – Award of Merit
	204		2009 HK Youth Music Interflows Contest organized by HK Music Office : <ul style="list-style-type: none"> • Symphonic Band – Silver Award • Chinese Orchestra – Award of Merit • Symphony Orchestra – Award of Merit • String Orchestra – Award of Merit
	16		Hong Kong School Drama Festival organized by Education Bureau & Hong Kong Art School: <ul style="list-style-type: none"> • Commendable Overall Performance • Outstanding Cooperation • 1 Outstanding Actor (4D Cheung Hong Pok) • 3 Outstanding Actresses (4B Luk Ngo Yan, 4D Leung Ka Ki, 4E Chan Lai Yau) • Outstanding Script (4E Chan Hiu Tung, 5B Chan Hiu Tung) • Outstanding Stage Effect (5B Chan Hiu Tung)



	17		English Drama Fest 2010 organized by The Association of English Medium Secondary Schools: <ul style="list-style-type: none"> • 1 Outstanding Performer Award (2C Wong Chun Ho)
	18		The 46th Schools Dance Festival organized by EDB & The HK Schools Dance Association: <ul style="list-style-type: none"> • Highly Commended Award
	1		T-shirt Design Competition organized by Art n Life: <ul style="list-style-type: none"> • 1 Award of Merit
	1		HK Youth Calligraphy & Painting Competition organized by Central & Western District Council: <ul style="list-style-type: none"> • 1 Finalist
	1		The 9th “Star River” National Children’s Fine Arts Calligraphy & Photography Contest organized by China Youth & Children Research Center: <ul style="list-style-type: none"> • Second Prize (3E Chan Shun Hin)
	1		Year of Tiger Chinese Calligraphy Competition (2010) organized by Tsing Hin Art Gallery: <ul style="list-style-type: none"> • 1 Award of Merit
	1		“Love Family” T-Shirt Design Competition organized by Social Welfare Department: <ul style="list-style-type: none"> • First Prize (2C Yap Qiao Sheng)
	4		“Away Drugs With Love” Anti-drugs Bookmark Design Competition organized by Hong Kong Sheng Kung Hui Welfare Council: <ul style="list-style-type: none"> • First Prize (4E Lau Ka Yan)
	1		The 2009-2010 Peace Poster Contest organized by Lions Clubs International: <ul style="list-style-type: none"> • 1 Award of Merit
	4		“Harmonious Campus” Comics Design Competition organized by City University of Hong Kong: <ul style="list-style-type: none"> • First Prize (3D Lee Lok Yi) • Second Prize (1E Pang Ho Yi)
		3	The 6th CYC ‘Go’ Contests (Shatin) organized by Education Bureau Community Youth Club: <ul style="list-style-type: none"> • Third Prize (2E Lun Cheuk Yin)
Others	4		Volunteer Service organized by Social Welfare Department <ul style="list-style-type: none"> • 4 Individual Bronze Award (4C Wong Ching In, 4D Ho Mei Lin, 4D Lam Hong Lee, 4D Tsang Cho Ha)
		10	The 6th Shatin Most Outstanding Student Award organized by Shatin Youths Association <ul style="list-style-type: none"> • 2 Outstanding Students in Junior Division (3C Hui Chi Hin , 3C Lai Sin Yi) • 1 Student with Merit in Senior Division



5.5 Religious activities

- The number of students converted to the Christian faith: 51
- The number of students joining the gospel camp: 31
- The number of students taking part in Evangelistic Sports Programs: 26
- The average number of students joining the Christian fellowship: 16

5.6 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	Joining the labour force
145	22	5	1

- S.6

Student	Tertiary Institute	Course
▲ Mak Wai Ho (6S)	The Chinese University of Hong Kong	Insurance, Financial & Actuarial Analysis

▲ Early Admission Scheme for Secondary Six Students (EAS)

- S.7

Offered a degree or non-degree course by a local university	Other paths (continuing education overseas, joining the labor force, repeating S7)
60	2

5.7 Indicators of students' affective and social outcomes

Item	Assessment criteria	09/10 the school average	HK average	08/09 the school average	07/08 the school average
1	General satisfaction	2.52	2.39	2.57	2.59
2	Negative affect	2.15	2.00	2.09	2.12
3	Teacher-student relationships	2.84	2.74	2.92	2.88
4	Social Integration	2.95	2.80	2.94	2.92
5	Achievement	2.50	2.37	2.52	2.53
6	Opportunity	2.81	2.72	2.84	2.81
7	Experience	2.53	2.42	2.57	2.59

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.

5.8 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	1.5%	98.5%
S2	1.8%	98.2%
S3	1.5%	98.5%
S4	2.0%	98.0%
S5	1.8%	98.2%
S6	1.9%	98.1%
S7	2.8%	97.2%

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
- Dwindling student population

6.2.2 Internally

- Relocation to the 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

2009-2010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、小班教學及學生學業跟進先導計劃等)課程，令學生的成績有所提升，師生深受鼓舞。

在新高中課程的推行上，規劃三年的新高中課程組合及其他學習經歷均於本學年順利推行。由於籌備過程中，校方用心規劃，充份諮詢各持份者，推動老師培訓，又為初中學生推行全面的生涯規劃，終令新高中學制的改革得以順利而穩當地在沙崇開展。在此，要特別感謝老師們的眾志成城、不辭勞苦，而有關沙崇人才能的培育，詳見於第四章教學與學習的章節。

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，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，我們全面為中一至中四學生開設生命教育課，並籌備編寫中五級生命教育課程。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，教導學生要勇於面對人生的挑戰，發掘一己的潛能，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。

本學年，我們因應學生的需要、社會及國情的發展，參與由教育局籌辦的薪火相傳北京(18人)及上海世博考察團(6人)；沙崇亦自行安排上海世博考察團(81人)，南京團(14人)及澳洲英語遊學團(11人)，以擴闊學生視野及推動國民教育。

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，主體校舍會於一一年的年初完成，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)、兩條田徑跑道、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」。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

零九至一零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	81	88	91	76	69	27	27	459
女生	109	105	101	97	104	33	35	585
總數	190	193	192	173	173	60	62	1044



3. 教師資料

本校共有六十五位教師，在過去一年有兩位同工約滿離職，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	65	100%
曾受正規師訓	60	92.3%
具備碩士或以上學位	28	43.1%

教學經驗	人數	百分率
0—5年	11	16.9%
6—10年	12	18.5%
11—15年	6	9.2%
超過15年	36	55.4%

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，本校繼續於過去一年，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、球類助教等以分擔老師的工作。此外，本校又聘請兼職老師進行拔尖補底工作，並額外聘請兩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。
- 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，並就新校舍的顏色、內部設計、用料等交換意見，進展順利。



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、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

- 發展生命教育，提升教師專業
- 優化教學

4.2.2 為配合關注事項而推行的活動 / 計劃

- 在發展生命教育方面，由本校同工分享如何運用情意教育來培育學生，彼此建立。
- 為優化教學，本校邀請了考試及評核局同工就新高中學制的校本評核部份作詳細解釋。老師對新高中學制的評核方法更加了解，有效提升學生學習成效。

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162小時，並且多次出任大專院校及友校教師專業發展日嘉賓，接受傳媒訪問，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「通識教育」及「教師啟導計劃」等。
- 同工亦積極參與各種不同的專業進修活動，平均每位教師進修時數為45小時。
- 本校亦舉辦校園法律工作坊，擴闊老師的視野。



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，生活藝術及通識教育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」、多次的書展及舉辦「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（小說及散文寫作）及組織學生寫作小組，提升學生的寫作能力。在初中部份班別推行普通話教中文，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，提升學生的聽講寫能力。在過去一年，高年級學生主動要求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、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。此外，學生會和升學輔導委員會協力為高年級學生提供會議及面談的溝通技能培訓。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。新高中課程除設中、英、數及通識科目外，本校提供多元選擇，供學生按自己的興趣及能力各取所需，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，本校今年挑選



二十二位學生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、另有二人參與香港大學提供的暑期資優（語言治療、建築）課程，一人參加中文大學舉辦的大學生活體驗營，三人參加香港新一代文化協會舉辦的清華大學明日領袖國情培訓計劃，一人參加香港中文大學提供的科學英才精進計劃，二人參加香港科技大學提供的電腦程式編寫課程，一人參加英國倫敦帝國學院暑期數理資優課程。此外，學校亦鼓勵資優學生報考國際聯校學科評估、澳洲數學競賽、機械人、電腦、物理、化學及數學奧林匹克競賽等（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八百，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。施行至今已有七年，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四年，效果良好。
- 本校特設中一生命教育營，本年主題為「My Challenge, My Choice, My Change」鼓勵學生勇於面對挑戰，作出突破，發掘潛能，學生反應甚佳。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及體會帶領活動之困難等。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，並傳遞學校對他們的期望，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，包括賣旗、義賣籌款、中三級社會服務計劃(服務幼兒及弱勢社群)、與明愛利孝和護理安老院合作為長者編寫生命故事集、為青海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「2009年義務工作嘉許金狀」，四位學生獲頒「個人義務工作嘉許銅獎」。



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。
- 舉辦「成長小組」，關懷學生成長需要。
- 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，並參與學生營商體驗計劃，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

- 透過初中「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，特設青崇長者學苑義工隊，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廿四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、跳繩、時裝設計、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。
- 為配合新高中學制「其他學習經歷」，本校特於高中設「一人一藝術」計劃，以營造良好的藝術氛圍。

4.7 學生會

- 舉辦多元化活動：社際足球比賽、中一沙崇精華遊、社際排球比賽、Season of Love—海地賑災義賣籌款活動、中五中七惜別會、校政週—民主牆、中二中三閃避球比賽、中四中六夏水禮、文具大笈地(兩次)、歌唱比賽、學生會日及大鐵人1,2,3!。本屆學生會已實踐各項政綱活動的承諾。
- 提供福利及服務：提供各類型售賣及借用服務，包括兩次文具大笈地、以低於市價售賣文具、三次文具特選、每月生日優惠、商舖優惠計劃(學生福利聯網)、大團、沙田及馬鞍山店舖優惠、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、電腦室加設掃描器服務、為圖書館募捐中五參考書、延長學生會辦公時間——開放第二個小息售賣文具、售賣自修室證件套、環保袋、紙巾、口罩、鎖、襪子、襪頭膠水、髮夾及橡皮筋等。另外本會每年更換各飲水機濾芯，今年更更換地下飲水機銅喉等。
- 改善校園設施：撥款資助一些惠及全體師生的計劃。有關款項支出如下：

申請部門	用途	金額
救傷隊	津貼救傷隊參與救傷課程	\$737.8

- 推動聯校活動：學生會與沙田區友校聯合舉辦聖誕舞會、三人籃球賽、五人足球賽、沙聯慈善表演、五人籃球賽及中五、中七聯校英語會話練習。
- 為實踐沙崇人特質，特舉辦「便服日」為「香港奧比斯」籌款。
- 為發展學生領袖特質，安排學生會幹事參與由東華三院賽馬會沙田綜合服務中心舉辦的領袖訓練營，以增強團隊精神及讓各幹事多了解學生會各成員的特質。訓練營後各幹事更參與兩個工作坊，學習程序計劃及掌握服務對象需要的技巧。
- 收集學生意見：透過問卷調查，收集全校老師及學生對學生會工作的意見，藉此檢討學生會的工作成效。

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」的特質

4.8.2 為配合關注事項而推行的活動

- 本校特於早會及週會中分享福音訊息。而每年一度的福音週及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。
- 透過宗教課，培養學生「沙崇人」的特質

4.8.3 其他活動

- 透過團契、領袖訓練及午間栽培小組等活動，培養基督徒學生的靈命。
- 透過同工退修及祈禱會促進同工的靈命溝通。

4.9 學校與家庭溝通

4.9.1 關注事項

- 推動學生規劃未來
- 增強家長教育
- 推動家長參與學校活動
- 發展「家長團契」

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，家校合作委員會連同家教會，於本學年重點配合學務委員會及升學就業輔導委員會，協助初中學生做好生涯規劃。為此，本學年初委員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、二家長瞭解如何協助子女建立個人學習檔案，及為中三級學生舉辦「中四選科輔導」；此外，家教會亦與升學及就業輔導委員會合辦中三級「小小職業博覽」，邀請個別家長到校與學生分享不同專業領域的心得；同時，為推動學生積極參與義工服務，家教會於試後活動期間舉辦「樂韻柔情溢心光」親子義工服務，鼓勵同學們學習以音樂服侍身體殘障的學生。
- 為回應教育的變遷，委員會特邀請家長出席「解構新高中通識教育科課



程」講座，以幫助家長更詳細掌握新學制的要求；此外，有鑑於青少年面對著時下各式各樣的誘惑，委員會特邀沙田警區警民關係組為家長舉辦「青少年『社交陷阱』多面睇」講座，以協助家長對青少年吸毒濫藥、援交等問題作深入的瞭解。

- 為推動家長積極參與學校活動，家教會除了參與協辦本年度之「沙崇匯演」外，更主辦「輕談淺說話校政」，鼓勵家長多為新校舍的建設提供意見。此外，委員會就其他單位舉辦的活動邀請家長出席，如「貞潔校園」學生講座、「東亞運校內火炬跑」擔任火炬手及於陸運會觀禮、參賽及擔任計時員等項目。
- 同時，家教會透過「沙崇家友站」舉辦每月一次的家長午間祈禱會，以進一步探討成立家長團契的可能性。

4.9.3 其他活動

- 舉行親子活動及家長興趣班如「冰皮月餅製作班」、「親子健康粽子製作班」、「元旦郊遊樂——印塘吉澳荔枝窩遊」及家友聚餐等，以維繫家長間之感情。
- 本學年繼續舉辦「中一新生家長小聚」及「如何協助（中一）子女預備考試」等家長講座，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；此外，亦透過多次家長與班主任見面的機會，將學生在校的學習概況知會家長；學校社工亦為家長安排親職教育項目「2010有傾有講」家長小組，與家長一同交流教養子女心得。
- 本學年家教會仍繼續撥款頒授校內多個獎學金項目，以鼓勵學生追求卓越，積極進取。
- 透過出版刊物如《給中一家長的小錦囊》、《家長通訊》、《短訊》、《家長基本法》，並維持家長電話熱線及「家友get mail」之服務，保持各種形式的家校溝通之渠道。

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暨暖冬盆菜宴、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

- 更換位於小露台、雨操場及學校正門之吊扇及掛扇。
- 於中一、中二班房及其他特別室安裝或更換實物投影機。
- 添置新伺服器作為安裝eClass的教學平台
- 廣植花草美化校園
- 更換美術室窗口式冷氣機及維修外牆。



4.12 學生福利

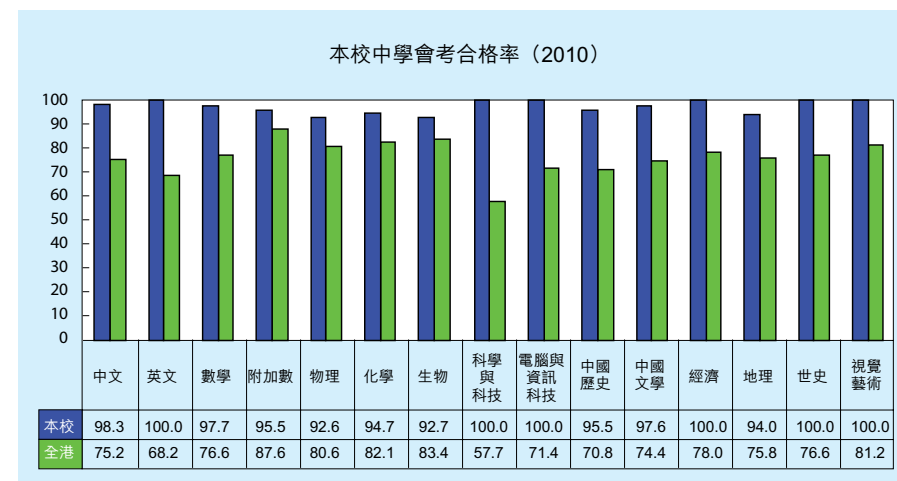
- 設立校內獎學金，並積極安排學生申請校外之獎學金。
- 協助學生申請學習基金、貸款助學金、「學生身份」個人八達通咭、書簿津貼、車船津貼、健康檢查服務、活動意外保險及派發麵包糕點優惠咭。
- 篩選各項校外機構舉辦的學術交流活動及傑出學生選舉提名人選。
- 安排廉價拍照服務、流感疫苗注射、飯盒供應、訂購書本服務、校服及體育服選購及訂製服務。
- 成立食物部監察小組，收集校方、家長及學生意見，向食物部反映，以提升服務及食物質素。



5. 學生表現

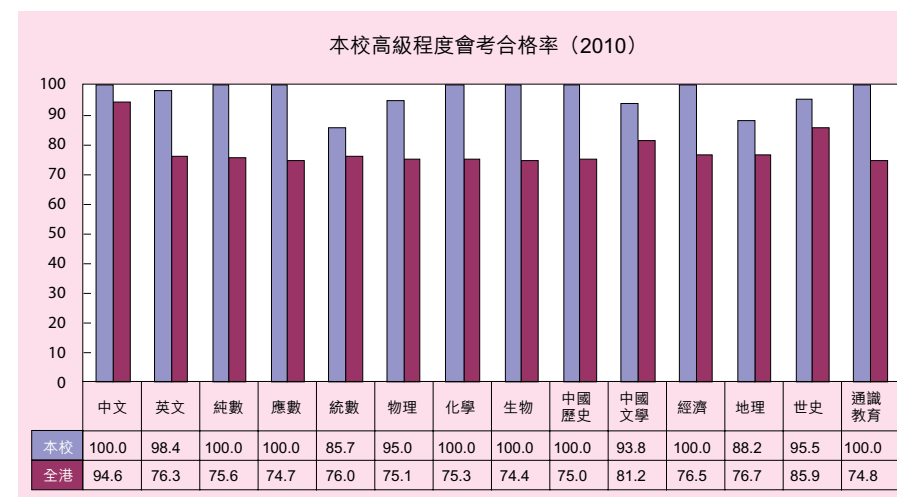
5.1 香港中學會考

本校二零一零年度之五科合格率为97.7%，優良率逾50%的科目有英文、數學、附加數學、化學及電腦與資訊科技等。



5.2 香港高級程度會考

本校二零一零年度之科目平均合格率为97.4%，優良率逾50%的科目有中文、通識、物理、純數、應數、生物、經濟、中史及世史等。



5.3 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582人；另外體育、藝術及學術校隊成員合共777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	449	43.3%
香港學校朗誦節	144	13.8%
香港學校戲劇節	35	3.4%
香港學校舞蹈節	18	1.7%
香港學界體育聯合會校際運動項目	302	29.2%

- 本校學生參與下列境外活動：

活動名稱	人數
南京考察團(中史科與科學及科技委員會合辦)	14
上海世博考察團(學生培育委員會)	81
薪火相傳—文化古城尋根之旅(教育局主辦)	18
薪火相傳—上海世博滬港雙城文化及珠三角規劃與發展之旅(教育局主辦)	6
澳洲英語遊學團(英文科協辦)	11

- 本校學生參與下列公益活動：

活動項目	人數
探訪崇真會安強幼兒學校	24
探訪安康幼兒學校	40
探訪安仁幼兒學校	41
探訪王華湘長者鄰舍中心	42
探訪明愛利孝和護理安老院	30
義責敬老護老愛心券	27
為香港基督少年軍賣旗	17
為香港老年痴呆症協會賣旗	14
為職安培訓復生會賣旗	21
為香港遊樂場協會賣旗	13
參與崇真會愛心利是籌款活動	351
與東華三院王澤森長者地區中心合辦長者活動	39

5.4 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		
		45	香港學界體育聯合會沙田及西貢區中學分會校際游泳比賽： <ul style="list-style-type: none"> 女子乙組200米自由泳季軍(4A 陳冠沂) 女子乙組200米胸泳季軍(4A 陳冠沂) 女子乙組200米胸泳優異獎 女子丙組100米自由泳優異獎 女子丙組100米背泳優異獎 女子丙組200米個人四式優異獎 	
		175	校際田徑比賽： <ul style="list-style-type: none"> 男子甲組5000米優異獎 男子乙組400米亞軍(3D譚宏星) 男子乙組三級跳優異獎 男子丙組鉛球亞軍(2D 朱柏充) 女子甲組4x400米接力優異獎 女子乙組4x100米接力優異獎 女子乙組100米優異獎 女子乙組標槍優異獎 女子丙組400米優異獎 女子丙組100米優異獎 女子丙組跳高優異獎 女子丙組鉛球亞軍(1C 周穎沁) 	
		27	校際手球比賽： <ul style="list-style-type: none"> 男子乙組優異獎 女子丙組殿軍 	
		54	校際排球比賽： <ul style="list-style-type: none"> 男子乙組(第一組別)優異獎 男子丙組(第一組別)優異獎 女子乙組殿軍 女子丙組優異獎 	
		12	校際籃球比賽： <ul style="list-style-type: none"> 女子乙組冠軍 	
			45	校際越野比賽： <ul style="list-style-type: none"> 男子乙組團體優異獎 女子乙組個人優異獎一名
			28	校際長跑比賽： <ul style="list-style-type: none"> 男子丙組個人優異獎一名
			14	校際羽毛球比賽： <ul style="list-style-type: none"> 男子乙組團體優異獎 女子丙組團體優異獎
			7	校際乒乓球比賽： <ul style="list-style-type: none"> 男子乙組團體優異獎 女子丙組團體優異獎
		3	第十三屆優秀運動員選舉： <ul style="list-style-type: none"> 優秀運動員獎三名(2A 胡碧家、3B 劉映彤、3D譚宏星) 	

	12	第四屆崇真盃聯校籃球比賽亞軍
12		香港投球總會舉辦之2010 投球新秀賽亞軍
17		香港投球總會舉辦之中國銀行(香港)第五十三屆體育節投球比賽殿軍
1		康樂及文化事務處舉辦之響應2009年東亞運動會一九龍地域分齡壁球比賽2009: • 季軍 (3D王海俊)
1		康樂及文化事務處舉辦之荃灣區壁球比賽2009/2010: • 季軍 (3D王海俊)
1		中國香港賽艇協會舉辦之翠河賽: • 女子單人艇亞軍 (5A 毛雋恩)
1		中國香港賽艇協會舉辦之香港青少年賽艇錦標賽2009: • 女子18歲或以下單人艇季軍 (5A 毛雋恩)
1		中國香港賽艇協會舉辦之香港公開室內賽艇錦標賽暨慈善長途接力賽: • 女子青年組個人2000米亞軍 (5A 毛雋恩)
1		中國香港賽艇協會舉辦之第五十三屆體育節短途皇賽艇爭霸戰: • 女子單人艇季軍 (5A 毛雋恩)
	1	沙田區青少年暑期活動統籌委員會舉辦之2010年沙田區青少年獎勵計劃: • 體育成就獎B組(13至17歲)冠軍 (5A 毛雋恩)
1		香港攀山總會舉辦之第21屆香港運動攀登公開賽: • 季軍 (2E李郁斐)
1		香港攀登運動總會舉辦之學校體育推廣計劃運動攀登挑戰賽2010: • 亞軍 (2D 劉瓊瑩)
1		港協暨奧委會舉辦之第五十三屆體育節全港青少年運動攀登錦標賽暨公開排名賽: • 亞軍 (2D 劉瓊瑩)
	1	香港跆拳道協會舉辦之南區跆拳道套拳錦標賽2009: • 亞軍 (1C 鄭嘉禧)
1		香港正統跆拳道聯盟舉辦之跆拳道邀請賽2009: • 季軍 (2D 李穎芯)
1		香港正統跆拳道聯盟舉辦之第一屆香港學界ITF跆拳道邀請賽2010: • 冠軍 (2D 李穎芯)
1		禮悅劍會舉辦之第二屆聯校劍擊邀請賽2009: • 亞軍 (2B 宋曉昕)
1		香港足球總會有限公司Nike舉辦之香港超級盃2010: • 殿軍



學術	145	香港學校音樂及朗誦協會舉辦之第六十一屆香港學校朗誦節，本校共取得9冠、12亞、15季及75項優異獎狀： 粵語 散文獨誦 • 季軍一名 (4B 陸昇恩) • 優異獎五名 詩詞獨誦 • 冠軍一名 (5E 曾以琳) • 亞軍一名 (5C 方嘉欣) • 季軍兩名 (1C 周嘉浩、5A 陳淑欣) • 優異獎六名 二人朗誦 • 季軍三名 (4A 龔詠恩、4A 王可雯、4C 蔡嘉倩、4C 曹嘉希、4D 何美璉、4D 林康琳) • 優異獎七名 基督教經文朗誦 • 優異獎一名 普通話 散文獨誦 • 冠軍一名 (1C 陳潔昕) • 季軍三名 (1C 陳穎澄、2B 何建璋、2C 陳沛盈) • 優異獎十六名 詩詞獨誦 • 亞軍兩名 (3C 黎倩怡、4D 何美璉) • 優異獎五名 英語 公開演講 • 冠軍三名 (6A 陳耀君、6A 馮蘊瑩、6A 李洛珩) • 亞軍兩名 (6S 陳翠樺、6S 溫卓穎) • 優異獎六名 詩詞獨誦 • 冠軍四名 (1E 何均彤、4A 張霽施、4A 周宛澄、5C 楊曉彤) • 亞軍七名 (1C 陳潔昕、1C 陳曉熹、1E 伍浩泓、3E 尹力行、3E 黃樂昕、4A 龔詠恩、5C 梁可儀) • 季軍六名 (1B 郭舒揚、1E 錢樂涓、1E 許欣彤、3C 歐政浩、3C 戴晴曦、4A 周皓天) • 優異獎二十八名 散文獨誦 • 優異獎一名
	2	香港普通話朗誦藝術中心舉辦之2010希望之聲朗誦大賽: • 朗誦大賽粵語散文獨誦亞軍一名 (1C 陳潔昕) • 普通話散文獨誦優異獎一名



	369		<p>澳洲新南威爾斯大學舉辦之2010年國際聯校學科比賽及評估中，本校共取得全港第一獎章一名，高級優異證書十五名，優異證書一百一十一名及良好證書一百五十七名：</p> <p>數學科</p> <ul style="list-style-type: none"> 高級優異證書七名 (2C 周奕鳴、3C 姜祺燊、3C 林嘉敏、3E 陳子健、3E 張澤宏、3E 周嘉惠、3E 林凱進) 優異證書五十名 良好證書三十九名 <p>英文科</p> <ul style="list-style-type: none"> 高級優異證書四名 (2E 梁家恩、2E 吳偉倫、3E 梁曉慧、4A 陳朗遇) 優異證書三十四名 良好證書六十四名 <p>科學科</p> <ul style="list-style-type: none"> 全港第一獎章一名 (3E 張澤宏) 高級優異證書三名 (2E 方俊傑、3E 袁順生、4A 文鏢傑) 優異證書二十七名 良好證書五十四名
	78		<p>澳洲數學信託基金舉辦之澳洲數學比賽：</p> <ul style="list-style-type: none"> 高級優異證書一名 (4A 梁健燊) 優異證書二十二名 良好證書五十四名
	2		<p>香港培正中學第九屆培正數學邀請賽(決賽):</p> <ul style="list-style-type: none"> 優異獎兩名
	2		<p>香港數理教育學會及保良局第十二屆香港青少年數學精英選拔賽:</p> <ul style="list-style-type: none"> 銀獎一名 (3C 林嘉敏) 銅獎一名 (3C 李子謙)
	5		<p>香港科技大學世界數學測試亞洲中心舉辦之2010年「世界數學測試」精英邀請賽:</p> <ul style="list-style-type: none"> 金獎一名 (4A 梁健燊) 優異獎三名
	13		<p>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解難題分析科:</p> <ul style="list-style-type: none"> 優異證書四名 (3C 李子謙、3C 吳嘉儀、3D 盧雪瑩、3E 周嘉惠) 良好證書兩名 <p>數學科</p> <ul style="list-style-type: none"> 優異證書七名 (3C 歐政浩、3C 李子謙、3C 吳嘉儀、3D 盧雪瑩、3E 錢錦涓、3E 周嘉惠、3E 吳梓祺)
	4		<p>教育局資優教育組舉辦之第二屆香港中學數學創意解難比賽(初賽):</p> <ul style="list-style-type: none"> 銅獎 (1E 麥志軒、1E 吳卓謙、2D 邱翔謙、2D 袁銘德)
	13		<p>中國教育學會現代數學藝術研究課題舉辦之《華夏盃》全國中小學數學奧林匹克邀請賽2010 (香港):</p> <ul style="list-style-type: none"> 冠軍兩名 (1C 蘇詠勤、2C 嚴家豪) 亞軍四名 (1D 孔志軒、1D 胡皓臻、1E 麥志軒、2D 邱翔謙) 季軍五名 (1C 陳曉熹、1E 吳卓謙、2C 周奕鳴、2C 黃朗軒、2E 何展熙)

1		<p>中國教育學會現代數學藝術研究課題舉辦之《華夏盃》全國中小學數學奧林匹克決賽2010:</p> <ul style="list-style-type: none"> 二等獎一名 (2C 嚴家豪)
6		<p>西貢亞公司舉辦之國際奧林匹克機械人競賽2009(香港區選拔賽):</p> <ul style="list-style-type: none"> 二等獎 (4B 鍾名浩、4B 伍騏輝、4B 司徒宏傑) 三等獎 (6S 林浩健、6S 曾梓滙、6S 黃浩麟)
8		<p>香港中文大學系統工程與工程管理學系舉辦之第五屆校際系統建模與優化競賽:</p> <ul style="list-style-type: none"> 最佳報告獎兩名 (7S 陳浩光、7S 殷人傑) 良好表現獎兩名 優異獎四名
14		<p>教育局舉辦之香港電腦奧林匹克競賽 2010:</p> <ul style="list-style-type: none"> 銅獎一名 (3E 袁順生) 決賽入圍七名
1		<p>香港中文大學舉辦之S3-4科學英才精進計劃2008-2010 (第二階段):</p> <ul style="list-style-type: none"> 銀獎證書一名 (4A 梁健燊)
2		<p>香港新一代文化協會及創新科技署舉辦之香港青少年3D動畫創作大賽2009「救救地球」:</p> <ul style="list-style-type: none"> 優異獎兩名
5		<p>香港經濟日報舉辦之2010世界文化祭校際網上建議書編撰比賽:</p> <ul style="list-style-type: none"> 優異獎五名
2		<p>香港關顧自閉聯盟舉辦之「自閉青年在途上」閱讀報告徵文比賽:</p> <ul style="list-style-type: none"> 優異獎兩名
1		<p>康盟有限公司舉辦之《日本命力》「媽媽，我愛你!」徵文比賽:</p> <ul style="list-style-type: none"> 優異獎一名
3		<p>廉政公署新界東辦事處舉辦之「滅罪倡廉樂滿家」之「錦囊妙計」創作比賽:</p> <ul style="list-style-type: none"> 冠軍 (2E 陳俊庭) 季軍 (2A 蔡嘉渝) 優異獎一名
1		<p>沙田區議會舉辦之「健康嘉年華」口號創作比賽:</p> <ul style="list-style-type: none"> 亞軍 (4A 張富華)
3		<p>香港教育專業人員協會及香港公共圖書館舉辦之「中學生好書龍虎榜」:</p> <p>讀後感寫作比賽(初級組)</p> <ul style="list-style-type: none"> 亞軍 (2E 陳俊庭)及決賽入圍一名 <p>讀後感寫作比賽(高級組)</p> <ul style="list-style-type: none"> 決賽入圍一名
3		<p>沙田區議會舉辦之和諧家庭普通話講故事比賽:</p> <ul style="list-style-type: none"> 優異獎三名
2		<p>香港警務處舉辦之「網上交易安全」網上故事創作比賽:</p> <ul style="list-style-type: none"> 金獎 (4C 楊騰) 銅獎 (4B 林駿傑)

		2	香港基督教女青年會舉辦之「積極樂關懷·愛心遍社群」積極人生標語創作比賽 (中學組): • 優異獎兩名
		2	康樂及文化事務署及香港拯溺總會舉辦之2009/2010水上安全標語創作比賽 (中學組): • 冠軍 (1E 楊蘊晴) • 優異獎一名
		15	東華三院健康理財家庭輔導中心舉辦之第一屆全港理財教育辯論比賽: • 殿軍 • 最佳辯論員 (4C 梁穎然)
		20	國際成就計劃香港部舉辦之學生營商體驗計劃 2009/10: • 最有價值隊員 (4E 柳嘉欣) • 最佳行政總裁最後三強 (6S 戎誌鋒) • 最佳周年報告優異獎
		3	沙田警區舉辦之沙田區青少年禁毒短片創作比賽 • 亞軍 (4B 鍾名浩、4B 司徒宏傑、4D 李冠鋒)
藝術	279		香港學校音樂及朗誦協會舉辦之第六十二屆香港學校音樂節中,本校共取得3冠、8亞、9季及105項優良獎狀: 冠軍三項 • 大提琴中級組 (4B 鄧智勇) • 小號初級組 (1E 黎曉晴) • 女子中文歌曲獨唱 (3E 梁非同) 亞軍八項 • 二胡初級組 (2D 李樂敏) • 女子外文歌曲獨唱 (3E 梁非同) • 分級鋼琴獨奏 (1C 李敏藍、2C 莊穎哲) • 長號初級組 (2C 蔡智健) • 笛初級組 (2E 何芷心) • 琵琶深造組 (4A 李寶欣) 季軍九項 • 二胡中級組 (4B 麥家朗) • 女子二重唱 (3A 伍詩朗、4A 陳凱敏) • 女子二重唱 (4A 李寶欣、4A 羅寶善) • 女子中文歌曲獨唱 (1C 陳穎澄) • 女子外文歌曲獨唱 (2C 彭秋月、4A 龔詠恩) • 柳琴初級組 (1C 區詠堤、2C 趙樂茹) • 笛初級組 (2B 陳麗儀) 校隊成績: • 女聲合唱初級組 一 優異獎 • 中樂隊中級組 一 亞軍 • 聖樂合唱隊初級組 一 優異獎 • 管樂隊中級組 一 優異獎
	204		音樂事務處舉辦之2009香港青年音樂匯演: • 管樂團 一 銀獎 • 中樂團 一 優異獎 • 交響樂團 一 優異獎 • 弦樂團 一 優異獎



		16	教育局及香港藝術學院舉辦之香港學校戲劇節: • 傑出整體演出獎 • 傑出合作獎 • 傑出男演員獎一名 (4D 張匡博) • 傑出女演員獎三名 (4B 陸昇恩、4D 梁嘉琪、4E 陳麗柔) • 傑出劇本獎 (4E 陳曉彤、5B 陳曉彤) • 傑出舞台效果獎 (5B 陳曉彤)
		17	香港英文中學聯會舉辦之英語戲劇節2010: • 傑出表現獎一名 (2C 黃俊瀨)
		18	教育局及香港學界舞蹈協會舉辦之第四十六屆學校舞蹈節甲級獎
		1	藝彩生活舉辦之「《想想家》Tee+寵物Tee」設計比賽 • 優異獎一名
		1	中西區區議會舉辦之全港青少年書畫比賽: • 決賽入圍一名
		1	中國青少年研究中心舉辦之第九屆「星星河」全國少年兒童美術書法攝影大賽: • 亞軍 (3E 陳信騫)
		1	靜軒藝苑舉辦之2010庚寅年送牛迎虎寫福字比賽: • 優異獎一名
		1	社會福利署舉辦之「愛家運動」T恤圖案設計比賽: • 冠軍 (2C 葉嶠昇)
		4	香港聖公會福利協會舉辦之「用愛遠離毒」禁毒書畫創作比賽: • 冠軍 (4E 柳嘉欣)
		1	國際獅子總會舉辦之2009至2010年度和平海報設計比賽: • 優異獎一名
		4	香港城市大學舉辦之「和諧校園」四格漫畫創作比賽: • 冠軍 (3D 李樂兒) • 亞軍 (1E 彭可怕)
		3	教育局公益少年團舉辦之第六屆公益少年團沙田區學界圍棋比賽: • 季軍 (2E 倫卓彥)
其他		4	社會福利署舉辦之義務工作: • 個人嘉許銅狀四名 (4C 黃靜妍、4D 何美璉、4D 林康琿、4D 曾楚霞)
		10	沙田青年協會舉辦之第六屆沙田傑出學生選舉: • 初級組傑出學生兩名 (3C 許志軒、3C 黎倩怡) • 高級組優異學生一名

5.5 宗教活動

- 決志信主人數51人
- 參加福音營人數31人
- 參加福音體育事工人數26人
- 參加團契平均人數16人



5.6 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	就業
145人	22人	5人	1人

- 中六

學生	院校	課程
▲ 麥偉豪(中六理)	香港中文大學	計量金融學

▲ 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	其他(如境外升學、就業及重讀等)
60人	2人

5.7 學生情意及社交表現指標

項目	副量表	09/10年度本校 平均	香港常模 平均數	08/09年度 本校平均	07/08年度 本校平均
1.	整體滿足感	2.52	2.39	2.57	2.59
2.	負面情感	2.15	2.00	2.09	2.12
3.	師生關係	2.84	2.74	2.92	2.88
4.	社群關係	2.95	2.80	2.94	2.92
5.	成就感	2.50	2.37	2.52	2.53
6.	機會	2.81	2.72	2.84	2.81
7.	經歷	2.53	2.42	2.57	2.59

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略高於香港常模數字。



5.8 學生出席概況

級別	缺席率(%)	出席率(%)
中一	1.5%	98.5%
中二	1.8%	98.2%
中三	1.5%	98.5%
中四	2.0%	98.0%
中五	1.8%	98.2%
中六	1.9%	98.1%
中七	2.8%	97.2%

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
- 學生人口下降

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

