



沙田崇真中學  
Shatin TSUNG TSIN  
Secondary School  
2011-2012 Annual Report  
二零一一至二零一二年度  
校務報告

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# Shatin Tsung Tsin Secondary School


## 2011-2012 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

The last academic year was packed with challenges and at the same time tinted with some poignancy to many Shatin Tsung-Tsiners as many teachers fell ill and a student passed away. Amid the bewilderment and tears was God's infinite mercy and solace alongside the guidance from the Spirit. He led us through all rugged landscapes into the Land of Canaan with his rod and staff comforting and guiding us in the roads ahead.

2011 marked the launch of the New Senior Secondary curriculum. The honor-bound fulfillment of teaching duties on the part of teachers and persistent diligence manifested by our students were adorable and moving. The results of the first HKDSE were satisfactory with 63.7% of our school candidates achieving an average of level 4 or above in all subjects and a resultant 63.3% offered degree courses at various tertiary institutions.

Also, 2011-2012 was the school's first academic year on the new school premises at No. 1 Mei Tin Road in Tai Wai. The scenes of all school parties showing excitement and delirium are still lingering and within sight. With boundless creativity and the right-and-left care from our teaching staff members, the school facilities and hardware items were enhanced in terms of scope and quality:

- Sound-absorbing facilities were installed in the Mini Hall to minimize echoes.
- Nets were erected around the courts to stop footballs and handballs from hitting others and falling off the courts onto the railway tracks, so that athletes can concentrate on their practices.
- A new Performing Arts Room was established for students to deliver fully their talents.
- A roller shutter was put up to shield students having lunches in the covered playground from fierce northerly wind.
- New tables and seats were added in the corridor on each floor to give convenience to students carrying packed lunches by minimizing the trouble of walking downstairs and upstairs.
- Part of the rooftop garden was turned into an orchid and a vegetable-growing area to help students acquire the taste of bitterness and happiness while laboring in the fields. The harvests such as sweet potato, Yin choy, hairy gourd, lettuce, corns, eggplant, papaya, mango, etc. were also tasted with great delight by teachers and students alike.

At the same time, the School Management and Development Student Council, comprised of student members, was set up to allow students to play a role in managing and developing the campus. A science park was being planned by the Science Subjects Committee as well. Therefore, in the near future, the orchid and the vegetable fields will further be developed and an ecological fish pond, a solar panel system and a science museum will be completed, taking science education at STSS even further.

2011-2012 was also the last year of our previous 5-year plan and thus a good time for reviewing our past development efforts. Starting from early 2012, in the light of objective statistics as well as opinions from teachers, parents and students collected through questionnaire and face-to-face interviews, we had an overall assessment of the success in our attempts to nurture among students the personality traits and abilities required of a Shatin Tsung-Tsiner. We also planned the development needs and direction over the next 3 years. The school finally decided to derive four more virtues namely perseverance, thanksgiving, respect and commitment on the basis of the personality traits desired for a Shatin Tsung-Tsiner. On top of that, we would put greater effort into grooming our students into servant leaders and capable thinkers.

Facing a new start, our school will continue with our good track record and tradition of seeking even further betterment in the areas covering teaching and learning, life education, character education and the nurturing of students' integrity so as to groom our students into useful social members. 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 2011-2012

Class	S.1	S.2	S.3	S.4	S.5	S.6	S.7	Total
No. of classes	5	5	5	5	5	5	2	32
Males	81	75	80	88	82	65	27	498
Females	99	107	110	103	102	82	37	640
Total	180	182	190	191	184	147	64	1138

## 3. TEACHER INFORMATION

Among a total of 70 teachers last year, three 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	70	100%
Teacher training	66	94.3%
Master's degree or above	32	45.7%

Teaching Experience	Number	Percentage
0-5 years	15	21.4%
6-10 years	10	14.3%
11-15 years	7	10.0%
Over 15 years	38	54.3%

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

- Alleviating the pressure confronting teachers
- Supporting the development of the new school premises
- Reviewing the 5-year plan and planning ahead



## 4.1.2 Support measures for addressing those concerns

- Over the years, our teachers have been facing increasing workload and work pressure which denied them time for deeper thinking and personal growth. To redress such an imbalance, the school successfully recruited four administrative assistants who took on the tedious duties like collecting reply slips, serving as substitute teachers and center supervisors, 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 ease the pressure confronting regular teachers, part-time teachers were recruited to take care of some elite and remedial classes and five additional teachers were added to the staff list to help share the teaching duties. An e-class system was introduced to replace some daily routines like attendance taking and fee collection in the near future.
- A reserve fund of some \$10 million dollars, which comprises the set up grant of \$6 million provided by the EDB, a donation of \$2 million plus the school's own fiscal reserves, will be channeled carefully for building and grounds development, hopefully providing teachers and students with appropriate amenities and facilities for well-rounded development of students.
- Over the last half a year, the school conducted a thorough review over the 5-year plan spanning over the period between 2007 and 2012. Apart from looking into the statistics of stakeholder questionnaire (the one developed by the Quality Assurance Division of the EDB) all these years, students and teachers' views were obtained through internal questionnaire-based surveys. All these, together with many group discussions and staff meetings, were pointing to our great success in attaining the goals set out in the 5-year plan. In addition, many resolutions regarding the development direction in the coming 3 years were reached on the basis of teachers' assessment of our existing strengths and weaknesses. The entire evaluation and policy formulation process was tough, but they did generate fruitful ideas.



## 4.1.3 Other support measures

- The Incorporated Management Committee of our school was composed of twelve members (including 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 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 plans for the coming year.
- 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.
- The Academic Affairs Committee conducted value-addedness analysis following each public examination.
- Each department conducted its own homework inspection every year.
- Copies of questionnaire for various stakeholders (the one developed by the Quality Assurance Division of the EDB) were distributed and completed by teachers, parents and students at the end of the term to assess the current development of the school.
- Parents and students could discuss school policies openly with the School Advisory Council members at the "School Policy Forum".

## 4.2 Professional development for the Principal and teachers

### 4.2.1 The major areas of concern

- Enhancing teaching quality

### 4.2.2 Support measures for addressing those concerns

- To enhance the teaching quality, Ms. Wong Ming Lok was invited to hold a sharing session on the theme of “Teachers and Students in Hong Kong Schools” so as to inspire reflection upon teaching practices and enable better understanding of the teaching pedagogies employed in the Liberal Studies subject. Besides, Dr. Leung Wing Tai from Breakthrough was invited to deliver a talk themed “Excellence with Soul” during our joint school staff development day, shedding lights on the need and thus the ways to teach with our hearts and souls, as well as to stimulate students’ aspiration. In addition, our Mentorship Scheme continued to assist new teachers in settling into our school culture and raising their teaching skills.

### 4.2.3 Other activities

- The Principal over the last year completed 105 hours of professional development, and was frequently interviewed by the mass media and invited to be the guest speaker in seminars and at ceremonies in many primary schools, giving sharing on our school’s success experience and expressing his personal view on the education reform. The Principal was once invited to give sharing at the CUHK on how to take care of new teachers and visited Sichuan for exchanges of educational ideas and for school affiliation.
- Our teachers were willing to collaborate with their counterparts in other schools to benefit from exchange of ideas and experience. Take for example, we once received the principals from Canadian Lutheran Church, representatives from the Education Bureau of Mianyang City of Sichuan, some 100 students from Guangzhou Jiangnan Middle School and the group of principals from primary and middle schools in Beijing.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 43 hours of training in various fields.

## 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
- Keeping track of the NSS development



### 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 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. 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 encourage students' writing and thus raise their writing competence. The use of Putonghua as the medium of instruction in the Chinese lessons in some classes of junior forms provided students with unquestioned benefits where learning and speaking PTH is concerned. To advance students' English proficiency, 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. English sharing by students at all levels in the morning assemblies was very well received. At the same time, an S1 bridging course and enhancement courses at various levels 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, the Career Guidance Committee provided senior-form students with a series of training on meeting and interviewing skills. As regards the extra-curricular activities, our teachers put forth great effort in training students for the HK Schools Speech Festival to raise students' expressive power and the results were noticeable. (Please refer to Section 5 for details about inter-school competitions.)

- To align with the development needs of the New Senior Secondary Academic Structure, the school attached great importance to the promotion of teacher training and the recruitment of more teachers to implement the Collaborative Teaching Plan with a view to raising teaching effectiveness. To address the differences in students' interests, abilities and career needs, numerous NSS subject combinations were offered. To cater for learner differences, remedial classes were provided for those core subjects. Besides, individualized counseling and care for individual students was given by the Principal and the two Vice-principals. Regarding the OLE-related arrangement, the school formulated the 'One-student-one-art Scheme (for senior forms)' and an index on community service hours, and synthesized the 'STSS Life Education Program' alongside the 'STSS Leadership Training Program' to enrich and expand students' learning experience. As the choices of studies and careers under the HKDSE were different from the past, a great number of career talks/seminars and guidance sessions for subject selection, as well as career-planning activities were held for the first batch of HKDSE students. Overall speaking, all policies and measures oriented towards the NSS were smoothly implemented and the performance of the first batch of HKDSE candidates was satisfactory.

### 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. As for the senior curricula, other than Chinese, English, Mathematics and Liberal Studies, our school provided a great variety of elective subjects to suit students' interests and abilities to develop their talents to the fullest extent.
- To develop students' potentials, Mathematics Enhancement Classes, Mathematical Olympiad Classes, Science Elite Classes, Cambridge IGCSE Training Classes and the Chinese and English Debating Classes were launched and offered to exceptionally gifted students. Externally, 15 shortlisted students participated in the Support Measures for the Exceptionally Gifted Students offered by the Hong Kong Academy for Gifted Education this year, while 30 joined the e-learning courses (Mathematics, Earth Science and Astronomy) offered by the EDB. 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, Hang Lung Mathematics Award, System Modeling & Optimization, Olympiads in Robotics, Informatics, Physics, Chemistry and Mathematics, etc. (refer to Section 5 for details about their performance). A figure little short of 1000 headcounts were registered across all activities for gifted students as such with pleasing results.
- To cater for learner 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 year.
- 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 ninth 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 Lesson, which was 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 six years and proved to be effective.
- We held our annual S1 Life Education Camp on the theme of 'RAP-Respect, Accept, Pardon' with overwhelming responses from the student participants who were encouraged to show mutual respect for others, accept those who are different and always give forgiveness.
- Again, arrangement was made for 47 senior-form student leaders to enroll themselves in 4 workshops spanning over 2 days and a 2-day night camp organized by Hong Kong Tsung Tsin Mission Shatin Integrated Services Centre. Student leaders received training in honing their activity-coordinating and leading skills, building up team spirit, communicating with others, handling conflicts and understanding the qualities and roles that a leader should possess.

### **4.4.3 Other activities**

- 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.
- The magazine *Explorer*, initiated by students, was published in February with a full and pleasing display of the initiatives of Shatin Tsung-Tsiners.

## **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, thoughtful 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 (to serve children and



the weaker social groups), fund-raising activities for the impoverished on the mainland and the elderly in Hong Kong, etc. This year, a total of 381 students took part in community services, accounting for 34% of the entire student population. The school has also recently received the Gold Award for Volunteer Service 2011 from the Social Welfare Department under the Volunteer Movement, with 1 student obtaining the Gold Award, 6 the Silver Award and 23 the Bronze Award for Individual Volunteer Service.

### **4.5.3 Other activities**

- School-based Educational Psychology Service was launched to provide support for students' all-round development.
- A student support database was set up to allow more effective support for students' growth.
- 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 and activities for teachers were 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 Group was set up to address students' needs during their growth process.
- Sex Workshops were held for junior-form students to learn how to protect themselves.
- 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.
- Action For Health, the World Vision Hong Kong, the Society For Truth And Light, the Hong Kong Police Force were invited to chair life education seminars.
- Well-known community leaders, alumni and parents were invited to provide talks intended to widen our students' global outlook by sharing their working experience.
- 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 S6 & S7 graduates on the day of the release of the public exam results.
- Assistance was given to S6 & S7 students in writing references, resumes and in honing interviewing skills
- There were visits to 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.
- Junior Police Call was promoted to train students to be committed and responsible social members.

## **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. To provide students with opportunities to exemplify the trait of 'being thoughtful' and 'being willing to serve' desired of a Shatin Tsung-Tsiner, the Ching Tsung Elderly Academy Student Volunteer Team was set up to let students

contribute to society through community services. One-student-one-art Scheme was also promoted at senior levels to create a better aesthetic aura.

### 4.6.3 Other activities

- To encourage students to involve themselves actively in extra-curricular activities, a total of thirty-four interest groups as well as thirty-one school teams were offered.
- Besides the annual Sports Day (organized by the all-student Athletic Meet Organizing Committee), the six Houses organized regular inter-house competitions (like those for basketball, football, volleyball, handball, baseball and the board design competitions) in which students' leadership skills and team spirit could be honed and promoted respectively. This year, we broke new grounds by having posts of the House Captains filled by self-nominated candidates who were elected through 'universal suffrage', thus allowing students to take part in the promotion of house affairs.
- To deepen students' knowledge about the interest groups, a web page introducing various interest groups was constructed for students' reference.
- To advance students' leadership potential, 'Elementary Leadership Training' and the like were held to offer them valuable opportunities to further develop their coordination and liaison skills.

### 4.7 Students' Union

- A wide range of activities were held, like inter-house football matches, Stationery Crazy Sales, Life Journey (S1 and S2), Rice Cooking (S5), Desperate (S3 and S4), inter-class rugby matches (S5), Hillside Camping, inter-class Dodge Ball competitions, a singing contest, and a Students' Union Day.
- Various kinds of services and welfare were offered. There were various sales activities like stationery sales (at below-market price levels), stationery special sales, sales of school exercise books, SU papers, face masks, study room card holders, tissue papers, locks, socks, sock glue, etc. Other services included photocopying services (free on the Public Exam Results Release Day), binding services, loans of various types of ball and chess games, umbrella and phones, installation of more phones on campus, return services for public library books, class photo-taking services, ball storage services and on-line orders of stationery items.
- Joint school activities were promoted. A singing contest was organized by the SU in conjunction with other fellow schools in the Shatin district.
- Funds were raised for external bodies. The Dress Casual Day was held to raise funds for Children's Cancer Foundation and offer students the opportunity to display the traits required of them. Fund-raising events were also run for other external bodies such as Make-a-Wish Foundation and Ronald McDonald House.
- Opinions were collected 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. Also, the SU drafted a plan for morning-session school days in summer time, collected students' opinions and had an exchange of ideas with the school at the end of the school term in this regard.



### 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 and the Gospel Camp for seniors remained the best harvesting time. Our school also embarked on the task of ploughing through our commitment to the Evangelistic Sports Program.
- 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 and prayer meetings were organized to promote spiritual growth among the colleagues.

## 4.9 Home-school communication



### 4.9.1 The major areas of concern

- Sustaining the promotion of parental education in steps with the education reforms

### 4.9.2 Support measures for addressing those concerns

- To align with the development needs of the New Senior Secondary Academic Structure, the PTA, in conjunction with the Home-School Cooperation Committee, worked closely this year with the Career Guidance Committee and the Academic Affairs Committee in the organization of various talks and seminars with a view to providing parents with a clear picture of the latest education reforms and thus helping them provide appropriate guidance for their kids. To achieve such a goal, the committee and the AAC jointly arranged a symposium on 'Home-School Cooperation under the NSS' in which parents of first-formers were briefed mainly on the school policies regarding curriculum development and the building up of their wards' other learning experiences. Also, to make sure junior-form students could have better preparation for their senior years, the committee re-launched talks themed 'Guidance on choices of subjects in Form 4' and 'Career Planning For Teens' for parents of first to third-formers. On top of that, to meet the needs of graduates seeking further learning opportunities, parents were invited by the Career Guidance Committee to take part in the Career Expo intended for sixth- and seventh- formers. Talks on JUPAS and Release of Results were held for both students and parents. Representatives from various tertiary institutions were arranged to hold talks at school to supply details with respect to the release of results.

### 4.9.3 Other activities

- In addition to the regular symposia and talks for parents as well as the 'School Policy Forum' and the meeting for parental groups led by the social worker, the Home-School Cooperation Committee, with the help of the Parent-Teacher Association, held outings, interest groups and badminton activities for parents. Through a monthly committee meeting and a prayer meeting among parents, a contact network was set up between the school and parents and among parents themselves. The Home-School Cooperation Committee would also explore the possibility of having more home-school communication avenues such as setting up "Parents' Forum" and "Sharing Zone" using the existing e-Class platform on the school's web site.
- To provide more concrete support for the school education, the Parent-Teacher Association participated in the thanksgiving activities for the school relocation. The PTA also set up more scholarships so that the number of awardees increased to some 40, a rise on the previous figure of around 30. The Student Welfare Improvement Fund was in place to subsidize students' various attempts.

#### 4.10 Activities involving alumnae/alumni

- To strengthen the ties with the alumni, career talks were 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 maintain strong ties with alumni and alumnae, an annual general meeting, Alumni Cup ball games and visits to new campus were organized by the Alumni Association.

#### 4.11 Student welfare

- Internal scholarships were set up and assistance was provided for students who would like to apply for external ones.
- Assistance was provided for 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, Subsidy Scheme for Internet Access, Health Check Service, Insurance (against accidents in activities) and Discount Cards for bread and cakes.
- There was vetting of candidates nominated for the Outstanding Student Award and various external academic exchange programmes.
- Affordable photo-taking services, flu vaccination, supply of lunch boxes, ordering services for textbooks, school uniforms and sportswear were arranged.
- The Tuck Shop Management Team was set up to collect opinions from teachers, parents and students regarding issues over food quality and service enhancement.

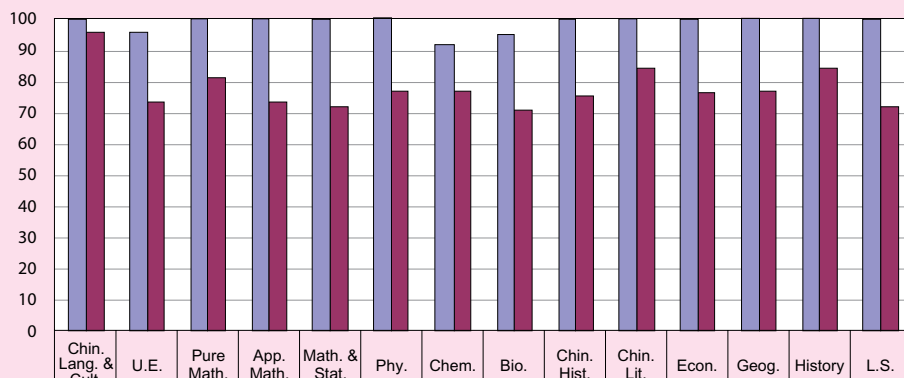


## 5. STUDENTS' PERFORMANCE

### 5.1 HKALE

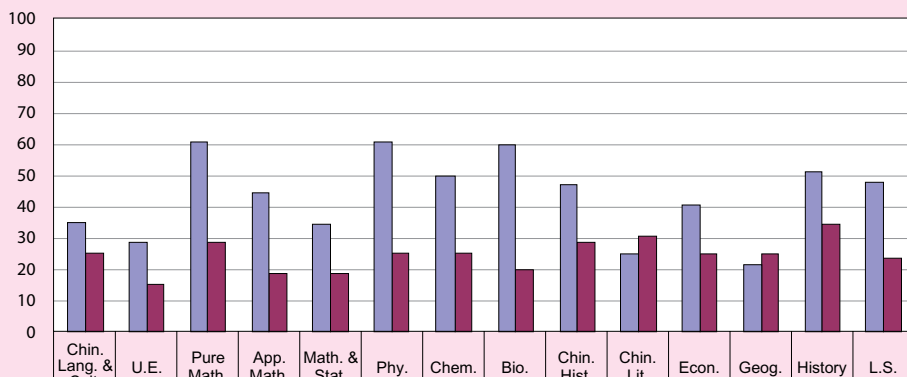
The average passing rate in the 2012 HKALE was 98.4%, with the credit rate reaching 51% in AL subjects.

Passing Rate in HKAL Exam (2012)



<b>Our School</b>	100.0	96.9	100.0	100.0	100.0	100.0	91.7	95.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Hong Kong</b>	96.0	74.7	81.2	74.2	72.9	78.3	78.4	71.8	76.6	84.0	77.7	77.2	85.3	72.7

Credit Rate in HKAL Exam (2012)

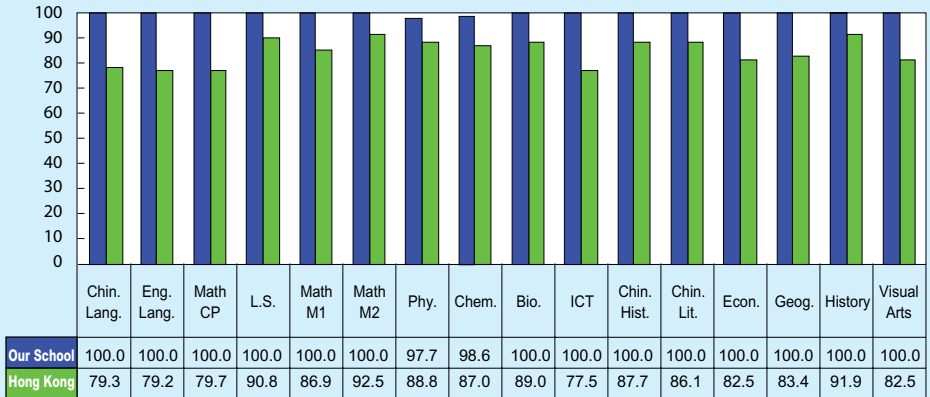


<b>Our School</b>	35.9	29.7	61.5	44.4	35.7	61.1	50.0	60.0	47.6	25.0	41.7	22.2	52.6	47.4
<b>Hong Kong</b>	26.3	15.4	28.8	18.8	18.7	26.3	25.5	20.0	28.7	31.0	26.1	25.7	35.0	23.4

## 5.2 HKDSE

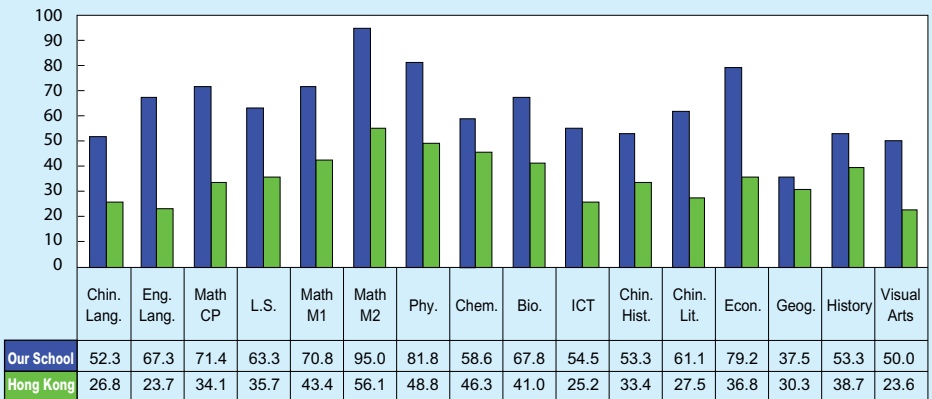
The average rate of students achieving level 2 or above in the 2012 HKDSE was 99.8%, with 63.7% reaching level 4 or above.

Passing Rate of HKDSE (2012)



Remarks: passing rates refer to the percentage of students with level 2 or above

Credit Rate of HKDSE (2012)



Remarks: credit rates refer to the percentage of students with level 4 or above

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

- A total of 576 headcounts were registered 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 1007 headcounts in the school teams (athletic, aesthetics and academic).
- Our students participated in the following major inter-school competitions:

Title	Number of participants	Percentage
HK Schools Music Festival	302	26.5%
HK Schools Speech Festival	155	13.6%
HK Schools Drama Festival	20	1.76%
HK Schools Dance Festival	18	1.58%
HK Schools Sports Federation Inter-school Competitions	368	32.3%

- Our students participated in the following offshore activities:

Title	Number of participants
Hong Kong Joint School Secondary School Students Mainland Exchange Programme (Physical Education)	32
Study Tour to Xian (National Education)	30

- Our students participated in the following community services:

Activity	Number of participants
Visiting On Hong Nursery School	36
Visiting On Keung Nursery School	29
Visiting Sik Sik Yuen Ho Shing Home for the Elderly	37
Visiting Sheng Kung Hui St. Paul 's Home for the Elderly	41
Visiting SAGE Kwan Fong Nim Chee Home for the Elderly	40
Ching Tsung Elderly Academy	13
The Boys' and Girls' Clubs Association of Hong Kong Life Enhancement Volunteer Service	12
Flag selling for Y.W.C.A.	42
Flag selling for Stewards	13
Flag selling for Lifeline Express	19
Flag selling for the Boys' Brigade	14
Flag selling for the Pok Oi Hospital	15
Flag selling for Chai Wan Baptist Church	5
Flag selling for the Parents' Association of Handicapped Children	5
Flag selling for Hong Kong PHAB Association	6
Flag selling for Stewards (Chuk Yuen)	5

## 5.4 Inter-school competitions

Nature of activities	Number of participants		Awards
	Territorial	Regional	
Sports		175	<p>HKSSF Shatin &amp; Sai Kung Secondary Schools Area Committee:</p> <p>Inter-school Athletics Championships:</p> <ul style="list-style-type: none"> <li>• 400m Race Boys Grade A               <ul style="list-style-type: none"> <li>- First Prize (5D Tam Wang Sing)</li> </ul> </li> <li>• 800m Race Boys Grade C               <ul style="list-style-type: none"> <li>- Second Prize (2B Wong Ho Cheong)</li> </ul> </li> <li>• 400m Race Boys Grade B               <ul style="list-style-type: none"> <li>- Third Prize (4C Choi Wai Ko)</li> </ul> </li> <li>• Shot Put Girls Grade B               <ul style="list-style-type: none"> <li>- Third Prize (3C Chau Wing Tsam)</li> </ul> </li> <li>• 400m Race Girls Grade B - Fourth Prize</li> <li>• 400m Race Girls Grade C - Fourth Prize</li> <li>• 100m Race Girls Grade A - Award of Merit</li> <li>• 100m Race Boys Grade B - Award of Merit</li> <li>• 200m Race Girls Grade A - Award of Merit</li> <li>• 400m Race Boys Grade C - Award of Merit</li> <li>• 3000m Race Boys Grade B - Award of Merit</li> <li>• 100m Hurdles Girls Grade B - Award of Merit</li> <li>• Javelin Boys Grade A - Award of Merit</li> <li>• Javelin Girls Grade B - Award of Merit</li> <li>• High Jump Boys Grade C - Award of Merit</li> <li>• 4x100m Relay Girls Grade A - Award of Merit</li> <li>• 4x100m Relay Boys Grade A - Award of Merit</li> <li>• 4x100m Relay Girls Grade C - Award of Merit</li> <li>• 4x400m Relay Girls Grade C - Award of Merit</li> </ul>
		83	<p>Inter-school Basketball Competition:</p> <ul style="list-style-type: none"> <li>• Boys Grade A (Division 2) - First Prize</li> <li>• Girls Grade A (Division 1) - Third Prize</li> <li>• Girls Grade B (Division 1) - Third Prize</li> <li>• Girls Grade C (Division 1) - Award of Merit</li> <li>• Boys Grade C - Award of Merit</li> </ul>
		69	<p>Inter-school Swimming Championships:</p> <ul style="list-style-type: none"> <li>• 100m Backstroke Girls Grade B               <ul style="list-style-type: none"> <li>- Second Prize (3B Suen Yat Nam)</li> </ul> </li> <li>• 50m Backstroke Girls Grade B               <ul style="list-style-type: none"> <li>- Fourth Prize (3B Suen Yat Nam)</li> </ul> </li> <li>• 100m Backstroke Girls Grade C               <ul style="list-style-type: none"> <li>- Fourth Prize (1C Ip Tsz Yuet)</li> </ul> </li> <li>• 50m Breaststroke Girls Grade B - Award of Merit</li> <li>• 50m Breaststroke Girls Grade C - Award of Merit</li> <li>• 100m Backstroke Boys Grade C - Award of Merit</li> <li>• 100m Breaststroke Girls Grade B - Award of Merit</li> <li>• 200m Breaststroke Girls Grade A - Award of Merit</li> <li>• 200m Freestyle Girls Grade A - Award of Merit</li> <li>• 200m Freestyle Boys Grade B - Award of Merit</li> <li>• 4x50m Medley Relay Girls Grade C - Award of Merit</li> <li>• 4x50m Medley Relay Boys Grade C - Award of Merit</li> </ul>







		56	<p>Inter-school Indoor Rowing Championships:</p> <ul style="list-style-type: none"> <li>• 1000m Race Girls Grade C</li> <li>- Second Prize (2B Sze Yuen Yi) and Fourth Prize</li> <li>• 4x500m Relay Girls Grade C - Fourth Prize</li> <li>• 1000m Race Girls Grade B - Award of Merit</li> <li>• 1000m Race Boys Grade C - Award of Merit</li> <li>• 2000m Race Boys Grade A - Award of Merit</li> <li>• 2000m Race Girls Grade B - Award of Merit</li> <li>• 4x500m Relay Girls Grade A - Award of Merit</li> <li>• 4x500m Relay Girls Grade B - Award of Merit</li> <li>• 4x500m Relay Boys Grade C - Award of Merit</li> </ul>
		24	<p>Inter-school Long Distance Running Competition:</p> <ul style="list-style-type: none"> <li>• Girls Grade A - Fourth Prize</li> <li>• Boys Grade C - Award of Merit</li> </ul>
		50	<p>Inter-school Cross Country Competition:</p> <ul style="list-style-type: none"> <li>• Girls Grade A - Third Prize</li> <li>• Boys Grade B - Award of Merit</li> <li>• Boys Grade C - Award of Merit</li> </ul>
		46	<p>Inter-school Badminton Competition:</p> <ul style="list-style-type: none"> <li>• Boys Grade C - Fourth Prize</li> </ul>
		16	<p>Inter-school Football Competition:</p> <ul style="list-style-type: none"> <li>• Boys Grade C (Division 2) - Second Prize</li> </ul>
		85	<p>Inter-school Handball Competition:</p> <ul style="list-style-type: none"> <li>• Girls Grade C - Second Prize</li> <li>• Girls Grade A - Award of Merit</li> <li>• Girls Grade B - Award of Merit</li> </ul>
		38	<p>Inter-school Table-Tennis Competition:</p> <ul style="list-style-type: none"> <li>• Boys Grade B - Third Prize</li> <li>• Girls Grade C - Fourth Prize</li> </ul>
		68	<p>Inter-school Volleyball Competition:</p> <ul style="list-style-type: none"> <li>• Boys Grade A (Division 1) - Award of Merit</li> <li>• Boys Grade B (Division 1) - Award of Merit</li> <li>• Boys Grade C (Division 1) - Award of Merit</li> </ul>
		4	<p>The 15th Outstanding Athlete Award:</p> <ul style="list-style-type: none"> <li>• 4 Outstanding Athlete Awards (2B Sze Yuen Yi, 2B Wong Ho Cheong, 2C Lau Sui Ling, 5B Cho Tsun Lam)</li> </ul>
	1		<p>All HK Inter-Secondary Schools Gymnastic Competition (Junior)(Floor Exercise) organized by HKSFF:</p> <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
	20		<p>SF&amp;OC: BOCHK 55th Festival of Sport Netball Tournament: Girls U21 Section:</p> <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>

	1		Hong Kong Youth Sport Climbing Championship & Open Ranking Competition: <ul style="list-style-type: none"> <li>• Second Prize (4B Lau Oi Ying)</li> </ul>
	38		The Hong Kong Netball Association: Netball Development Tournament 2012: <ul style="list-style-type: none"> <li>• First Prize and Award of Merit</li> </ul> Inter-school Netball Tournament <ul style="list-style-type: none"> <li>• Girls Grade A - Award of Merit</li> <li>• Girls Grade B - Award of Merit</li> </ul>
		8	4x100m Invitation Relay organized by Stewards Pool Kei College: <ul style="list-style-type: none"> <li>• Girls Relay - First Prize (3C Li Min Lan, 3D Li Christy Yuen Yan, 4B Law Hoi Ching, 5C Lee Lok Yi)</li> <li>• Boys Relay - Second Prize (4C Chan Long Hin, 5C Nip Wai Kai, 5D Chiu Kwan Cheung, 5E Ip Wun Tung)</li> </ul>
		1	Shatin 10km Challenge organized by Shatin Sports Association Limited: <ul style="list-style-type: none"> <li>• First Prize (1A Yang Cheuk Man)</li> </ul>
	1		3km Race in the Panasonic Pacer Charity Easter Run 2012 organized by Shun Hing Education and Charity Fund: <ul style="list-style-type: none"> <li>• Third Prize (1A Yang Cheuk Man)</li> </ul>
	1		Joyful Charity Run to Ocean Park organized by Joyful (Mental Health) Foundation: <ul style="list-style-type: none"> <li>• Fourth Prize</li> </ul>
	1		JPC Shatin Anti-Drug Table Tennis Honour Cup Competition 2011 organized by Shatin District Junior Police Call <ul style="list-style-type: none"> <li>• Fourth Prize</li> </ul>
	1		School Sports Programme - Sport Climbing Competition 2012 organized by China Hong Kong Mountaineering and Climbing Union: <ul style="list-style-type: none"> <li>• First Prize (4B Lau Oi Ying)</li> </ul>
	International 1		The 2nd Guangdong Macau Hong Kong Martial Arts Competition organized by Li King Tak Wushu Training Centre: <ul style="list-style-type: none"> <li>• Golden Award (2E Chen Yu Xin)</li> </ul>
	1		2012 Territory-wide Budding Martial Artist Tournament organized by Hong Kong Wushu Union: Nanquan (Junior): <ul style="list-style-type: none"> <li>• First Prize (2E Chen Yu Xin)</li> </ul> Overall Championship: <ul style="list-style-type: none"> <li>• Second Prize (2E Chen Yu Xin)</li> </ul> Spearplay (Junior): <ul style="list-style-type: none"> <li>• Third Prize (2E Chen Yu Xin)</li> </ul>



	1		Territory-wide Youth Wushu Open Competition (By Division) organized by Hong Kong Wushu Union: <ul style="list-style-type: none"> <li>• Fourth Prize</li> </ul>
	1		The 30th Hong Kong Open Martial Arts Competition organized by Hong Kong Chinese Arts Dragon and Lion Dance Association <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
		1	The 30th Shatin District Swimming Competition 50m Girls Grade F Breaststroke organized by LCSD: <ul style="list-style-type: none"> <li>• Second Prize (5C Pang Tsz Yu)</li> </ul>
	1		Hong Kong Annual Swimming Championship for the Disabled 2011 organized by HKPC & SAPD: 50m Breaststroke: <ul style="list-style-type: none"> <li>• First Prize (6E Ma Wing Man)</li> </ul> 50m Freestyle <ul style="list-style-type: none"> <li>• First Prize (6E Ma Wing Man)</li> </ul>
	1		A.S. Watson Group HK Student Sports Awards organized by A.S. Watson Group: <ul style="list-style-type: none"> <li>• Winner (7S Mo Chun Yan)</li> </ul>
Academic	155		The 63rd HK Schools Speech Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 8 First Prizes, 15 Second Prizes, 19 Third Prizes and 125 Awards of Merit. They are as follows: Chinese Solo Prose Reading <ul style="list-style-type: none"> <li>• 2 First Prizes (1E Kong Wai Yu, 3C Chan Kit Yan Vanessa)</li> <li>• 1 Second Prize (2E Kwan Lok Yin)</li> <li>• 1 Third Prize (6C Yeung Ho Yee)</li> <li>• 15 Awards of Merit</li> </ul> Solo Verse Speaking <ul style="list-style-type: none"> <li>• 1 Second Prize (1C Fung Hoi Ling)</li> <li>• 2 Third Prizes (2D Lee Wai Nam, 3C Chow Kar Ho)</li> <li>• 4 Awards of Merit</li> </ul> Dramatic Duologue <ul style="list-style-type: none"> <li>• 1 First Prize (3E Pang Ho Yi, 3E Tse Hiu Nam)</li> <li>• 3 Second Prizes (4C Au Tsz Ching, 4C Chan Pui Ying, 4C Lui Wing Yiu, 4E Choy Wing Yin, 5A Tan Chunmei, 5A Wu Chai Yi)</li> <li>• 2 Third Prizes (3C Lan Chui Yi, 3C Tsui Ka Yan, 4A Tong Pui Yu, 4C Ho Sze Wing)</li> <li>• 11 Awards of Merit</li> </ul> Bible Reading <ul style="list-style-type: none"> <li>• 1 Second Prize (5A Wu Chia Yi)</li> <li>• 5 Awards of Merit</li> </ul>





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## Putonghua

### Solo Prose Reading

- 2 Second Prizes (3C Chan Kit Yan Vanessa, 3C Li Mei Ting)
- 3 Third Prizes (2D Lee Wai Nam, 2E Cheung Hui Ching Odelia, 3C Chan Wing Ching)
- 9 Awards of Merit

### Solo Verse Speaking

- 1 First Prize (5C Lai Sin Yi)
- 1 Second Prize (5D Chan Chau Lam)
- 4 Awards of Merit

## English

### Public Speaking Solo

- 1 First Prize (5C Lai Sin Yi)
- 1 Second Prize (5E Leung Fei Tung)
- 1 Third Prize (5E Tai Ching Hei)
- 8 Awards of Merit

### Solo Verse Speaking

- 3 First Prizes (2E Ho Lut Heng Wayne, 4A Cheng Tsz Ching, 5A Lam Ka Man)
- 4 Second Prizes (3C Chan Matthew Hui Hei, 3E Chin Cassandra Lok Mei, 5E Leung Fei Tung, 6D Tang ching Ching)
- 9 Third Prizes (1C Ip Tsz Yuet, 1C Wong Ting Ho, 2E Lam Sui Ming, 2E Ling Hoi Yin, 4A Ho Tsz Sum, 4A Leung Ka Yan, 5A Tan Chunmei, 5C Chung Ching, 5E Tai Ching Hei)
- 63 Awards of Merit

### Solo Prose Reading

- 1 Award of Merit

### Dramatic Duologue

- 1 Second Prize (1C Luk Hiu Ching, 1E Lui Yan Yi)
- 1 Third Prize (1E Chan Yi Ching, 1E Lai Wing Sum)
- 4 Awards of Merit

### Solo Dramatic Performance

- 1 Award of Merit


2012 International Competitions and Assessments for Schools organized by the University of New South Wales. Our students obtained 15 High Distinctions, 95 Distinctions and 178 Credits.


### English:

- 3 High Distinctions ( 4A Fung Catherine, 4A Mccorkindale William Joseph, 5A Chim Wung Cheong)
- 38 Distinctions
- 82 Credits



		<p>Mathematics</p> <ul style="list-style-type: none"> <li>• 7 High Distinctions (1D Lee Chun Hei, 1E Leung Ho Ching, 3C Yuen Wai Yan, 4A Chow Yik Ming, 4A Wong Long Hin, 5A Lam Ka Man, 5C Lee Tsz Him)</li> <li>• 36 Distinctions</li> <li>• 49 Credits</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• 5 High Distinctions (1D Yau Tsz Fung, 1E Siu Tsz Fung, 2E Ho Lut Heng Wayne, 4A Fong Chun Kit, 4A Li Hin Wai)</li> <li>• 21 Distinctions</li> <li>• 47 Credits</li> </ul>
	77	<p>2011 Australian Mathematics Competition organized by Australian Mathematics Trust:</p> <ul style="list-style-type: none"> <li>• 1 Prudence Award (5A Chan Chung Yi)</li> <li>• 1 High Distinction (5A Lam Ka Man)</li> <li>• 13 Distinctions</li> <li>• 36 Credits</li> </ul>
	2	<p>The 14th HK Youth Mathematical High Achievers Selection Contest organized by HK Association for Science &amp; Mathematics Education and Po Leung Kuk:</p> <ul style="list-style-type: none"> <li>• First Prize (3C So Kevin Wing Kan)</li> <li>• Third Prize (3E Yeung Man Chak)</li> </ul>
	4	<p>The 4th HK Mathematics Creative Problem Solving Competition for Secondary School (Heat) organized by Gifted Education Section, EDB:</p> <ul style="list-style-type: none"> <li>• 4 Silver Awards (1D Yau Tsz Fung, 1E Siu Tsz Fung, 2E Cheung Man Kit, 2E Or Tin Long)</li> </ul>
	10	<p>Autumn 2011 World Class Test organized by HKUST WCT Asia Center:</p> <p>Problem Solving</p> <ul style="list-style-type: none"> <li>• 1 Distinction (3E Yeung Man Chak)</li> <li>• 3 Merits</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• 4 Distinctions (3C Cheng Ka Hei Karen, 3C Leung Chin Kan, 3E Chan Hiu Kwan, 3E Yeung Man Chak)</li> <li>• 2 Merits</li> </ul>
	15	<p>11th Pui Ching Invitational Mathematics Competition organized by Pui Ching Middle School:</p> <ul style="list-style-type: none"> <li>• Bronze Award (7S Fong Ka Ho)</li> <li>• 5 Awards of Merit</li> </ul>
	5	<p>International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2012 organized by the Hong Kong Academy for Gifted Education:</p> <ul style="list-style-type: none"> <li>• 2 Qualifications of Training (4A Chow Yik Ming, 5A Wu Chia Yi)</li> </ul>

	1	Mathematics Book Report Competition for Secondary School organized by Mathematics Education Section, EDB: <ul style="list-style-type: none"> <li>• Second Class Prize (3C So Kevin Wing Kan)</li> </ul>
	3	Robotics Intelligence RIDIY 2012 organized by Creative Power Educational Association: <ul style="list-style-type: none"> <li>• 3 First Honours (3A Chak Ka Long, 3A Tsang Chu Fung, 3B Wan Siu Hong Chester)</li> </ul>
	4	Inter-school Information Technology Quiz 2011 organized by Hong Kong Joint School Electronics and Computer Society <ul style="list-style-type: none"> <li>• Third Prize (4C Yuen Son Sang, 5B Chung Ming Ho, 5B Ho Yin Lok, 6S Cheung Wai Fai)</li> </ul>
	11	Hong Kong Olympiad in Informatics 2012 organized by the Education Bureau: <ul style="list-style-type: none"> <li>• Bronze Award (5C Yuen Son Sang)</li> <li>• 2 Finalists</li> </ul>
	1	Hong Kong Physics Olympiad 2012 organized by Hong Kong Academy for Gifted Education: <ul style="list-style-type: none"> <li>• Third Honour (4A Chow Yik Ming)</li> </ul>
	16	Renewable Energy System Design Competition 2012 organized by Institute of Vocational Education: <ul style="list-style-type: none"> <li>• First Prize and the Most Creative Environmental Protection Design Award (4A Chow Chun Sing, 4A So Koon Hei, 4B Cho Hiu Fai, 4B Ng Wang Hei)</li> </ul>
	8	The 7th Inter-school Competition on System Modeling & Optimization organized by Systems Engineering & Engineering Management of CUHK: <ul style="list-style-type: none"> <li>• Champion and the Best Report Award (7S Fong Ka Ho, 7S Yau Tze Man Mandy)</li> <li>• 1st Runner-up and Best Presentation Award (4A Yau Cheung Him, 4A Yin Ka Ho)</li> <li>• 2 Good Performance Awards (6A Leung Kin San, 6B Chung Ming Ho)</li> <li>• 2 Awards of Merit</li> </ul>
	3	The 27th Sing Tao Inter-school Debating Competition Preliminary (English Section) organized by Sing Tao Daily: <ul style="list-style-type: none"> <li>• Best Debater (4B Suen Wai Lam Rosalyn)</li> </ul>
	3	NESTA - SCMP Debating Competition organized by NESTA - SCMP: <ul style="list-style-type: none"> <li>• 2 Best Debaters (3E Fong Sui Luen, 3E Kwok Shue Yeung Joshua)</li> </ul>
	6	"Speak Out - Act Up" Improvised Drama Competition organized by Native-Speaking English Teacher Section, EDB: <ul style="list-style-type: none"> <li>• Best Team Award</li> </ul>

	8		<p>2011 Commonwealth Essay Competition organized by the Royal Commonwealth Society:</p> <p>Class B:</p> <ul style="list-style-type: none"> <li>• Silver Prize (5A Chim Wung Cheong)</li> <li>• Bronze Prize (5A Lai Wing Yin)</li> </ul> <p>Class C:</p> <ul style="list-style-type: none"> <li>• 6 Bronze Prizes (2C Yiu Wing Tung, 2E Leung Chun Yuen, 3C So Kevin Wing Kan, 3E Fong Sui Luen, 3E Hui Yan Tung Christobel, 3E Kong Tsz Sin Sarah)</li> </ul>
	1		<p>Young Post's Short Story Competition organized by SCMP:</p> <ul style="list-style-type: none"> <li>• First Prize (5A Chim Wung Cheong)</li> </ul>
	1		<p>The 8th Bilingual &amp; Trilingualism Composition and Speech Competition organized by Hong Kong Federation of Education Workers:</p> <ul style="list-style-type: none"> <li>• The Best English Composition (3C So Kevin Wing Kan)</li> </ul>
	1		<p>"Secondary Students' Best Ten Books Election" Book Review Writing Competition organized by HK Professional Teachers' Union &amp; HK Public Libraries:</p> <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
	1		<p>"Letters to the Next Chief Executive" Writing Competition organized by ForeseeHK Social Engagement Campaign:</p> <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
	1		<p>The Hong Kong Youth Chinese Story Writing Competition organized by Rotary Club of Hong Kong Island West:</p> <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
	3		<p>The 1st Inter-school Micro-novel Writing Competition organized by Ling Liang Church M H Lau Secondary School and Chinese Mini-stories Association:</p> <ul style="list-style-type: none"> <li>• 3 Commendation Awards</li> </ul>
	3		<p>Teachers' Festival, the Hong Kong Schools Writing Contest 2011 organized by the Society of Language Education, CUHK:</p> <ul style="list-style-type: none"> <li>• Second Prize (2E Kwan Lok Yin)</li> <li>• 2 Awards of Merit</li> </ul>
	6		<p>"Life and Death Education" Writing Competition organized by Hospice &amp; Ministry Ltd.:</p> <ul style="list-style-type: none"> <li>• 6 Awards of Merit</li> </ul>
	2		<p>China's 1911 Revolution Writing Competition organized by HKH Youth:</p> <ul style="list-style-type: none"> <li>• 2 Credit Awards</li> </ul>
	1		<p>The Hong Kong Youth Chinese Essay Writing Competition organized by HKYCAC</p> <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>

	1		<p>Vaccines and You: Innovative project competition organized by Hong Kong Museum of Medical Sciences:</p> <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
	2		<p>Soundbite Creation Shortlisting Competition on the Theme "Live a Non-gambling Life &amp; You Can Triumph Over All Odds" organized by Committee of Youth Smoking Prevention:</p> <ul style="list-style-type: none"> <li>• 2 Awards of Merit</li> </ul>
Aesthetics	302		<p>The 64th HK School Music Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 5 First Prizes, 6 Second Prizes, 11 Third Prizes and 106 Awards of Merit. They are as follows:</p> <p>5 First Prizes</p> <ul style="list-style-type: none"> <li>• Graded Piano Solo (1C Sham Yuen Ting)</li> <li>• Graded Violin Solo (2D Lam Cheuk Hang)</li> <li>• Recorder Duet (2C Chan Pui Yan Jessie, 2C Wong Wing Shuen Stephanie)</li> </ul> <p>6 Second Prizes</p> <ul style="list-style-type: none"> <li>• Graded Violin Solo (1E Leung Ho Ching)</li> <li>• Graded Piano Solo (1D Lam Yuet Ying, 1E Kwok Ka Yan, 4A Leung Ka Yan)</li> <li>• Euphonium Solo (4C Lam Ho Wang)</li> </ul> <p>11 Third Prizes</p> <ul style="list-style-type: none"> <li>• Voice Solo - Foreign Language (2C Wong Wing Shuen Stephanie)</li> <li>• Voice Vocal Solo - Chinese (5E Leung Fei Tung)</li> <li>• Female Voice Duet (3E Hui Yan Tung Christobel, 3E Yeung Wan Ching, 4B Suen Wai Lam Rosalyn, 4C Pang Chau Yuet)</li> <li>• Graded Piano Solo (3E Law Chi Wing)</li> <li>• Guitar Solo Junior (4B Lui Suet Sin)</li> <li>• Xylophone Solo (2D Wu Fong Ching Joshua)</li> <li>• Zheng Intermediate (3C Mok Sui Ping)</li> <li>• Xiao Senior (5C Tsang Kit Yi)</li> </ul> <p>Achievements of the school teams</p> <ul style="list-style-type: none"> <li>• Church Music - Foreign Language - Secondary School Choir - First Prize</li> <li>• School Choir Intermediate - Foreign Language - First Prize</li> <li>• School Choir Intermediate - Chinese - Second Prize</li> <li>• School Choir Junior - Chinese - Third Prize</li> <li>• Chinese Instrumental Group Intermediate - Third Prize</li> </ul>





	210		2011 Hong Kong Youth Music Interflows organized by Music Office: <ul style="list-style-type: none"> <li>Chinese Orchestra Contest (46 - 90 members) - Bronze Award</li> <li>Symphony Orchestra Contest - Bronze Award</li> <li>Symphonic Band Contest (Intermediate Class) - Bronze Award</li> </ul>
	1		The 8th De Yi Shuang Xin China Art Exhibition (Piano Division) organized by China Artist Association: <ul style="list-style-type: none"> <li>Award of Merit</li> </ul>
	2		The 11th Dandelion (2011) Qing Shao Nian You Xiu Yi Shu Xin Ren Xuan Ba – Yanqin, Dandelion Children Culture Center of Hong Kong: <ul style="list-style-type: none"> <li>First Prize (5A Tang Ka Wing)</li> <li>Second Prize (5A Lam Hoi Chun)</li> </ul>
	18		The 48th Hong Kong Schools Dance Festival organized by EDB & Hong Kong Schools Dance Association Limited: <ul style="list-style-type: none"> <li>School Dancing Team - Award of Commendation</li> <li>Chinese Dance (Individual) - Award of Commendation (2D Ho Kwan Yee)</li> </ul>
		1	The 3rd Tsuen Wan District Dancing Competition organized by Les Petites Ballerina Dance Troupe: <ul style="list-style-type: none"> <li>Gold Award (5A Leung Hiu Wai)</li> </ul>
	20		Hong Kong School Drama Festival organized by the Education Bureau: <ul style="list-style-type: none"> <li>1 Outstanding Actor (5B Lee Ka Wing)</li> <li>2 Outstanding Actresses (4A Ho Tsz Sum, 4A Li Po Yi)</li> <li>Outstanding Cooperation (3C Choy Tsz Chun, 3C Li Mei Ting, 3C Mok Sui Ping, 3D Leung Hoi Ching, 3E Chan Hiu Kwan, 4C Kan Wai Ho, 5C Wong Ho Wai, 6A Chau Ho Tin)</li> </ul>
	4		Exhibition of Secondary School Students' Creative Visual Arts Work organized by the Education Bureau: <ul style="list-style-type: none"> <li>Grand Prize (6A Fung Ping Hang)</li> <li>Award of Merit</li> </ul>
	2		Visual Arts Works on Inclusion organized by the Education Bureau: <p>Junior Secondary Group:</p> <ul style="list-style-type: none"> <li>Award of Merit</li> </ul> <p>Senior Secondary Group:</p> <ul style="list-style-type: none"> <li>Award of Merit</li> </ul>
	1		Hong Kong Corporate Citizenship Poster Design Competition organized by Hong Kong Productivity Council: <ul style="list-style-type: none"> <li>Third Prize (3B Mak Wing Yan)</li> </ul>

	62		Design Competition 2011/12 organized by the Leisure and Cultural Services Department and the HK Life Saving Society: Water Safety Poster Design <ul style="list-style-type: none"> <li>• First Prize (5C Lee Lok Yi)</li> </ul> Water Safety Slogan Design <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
		6	Drug Free Community Design Competition (Shatin District) organized by the Hong Kong Medical Association: <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
	International 2		The Hong Kong Federation of Youth Groups: Xu Bei Hong Arts Competition for Young Adults & Children 2012 : <ul style="list-style-type: none"> <li>• Second Class Prize (3B Mak Wing Yan)</li> </ul> Xu Beihong International Arts Competition 2012 (Secondary Section - Theme: Dragon): <ul style="list-style-type: none"> <li>• Second Runner-up (4E Fung Ngo Tin)</li> </ul>
		4	MTR Station Staircase Design Competition organized by Environmental Campaign Committee: <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>
		11	The 8th CYC 'Go' Contests (Shatin) organized by EDB Shatin CYC: <ul style="list-style-type: none"> <li>• First Prize (4A Lun Cheuk Yin)</li> </ul>
Others	30		Volunteer Service organized by the Social Welfare Department: <ul style="list-style-type: none"> <li>• 1 Gold Award (4E Chan Chun Ting)</li> <li>• 6 Silver Awards (5A Chan Chung Yi, 5A Lai Wing Yin, 5A To Xin Qing Jeanie, 5A Wong Lok Yan, 5A Wong Pik Yuk, 5C Lai Sin Yi)</li> <li>• 23 Bronze Awards</li> </ul>
	1		Hongkong Bank Foundation JPC Awards organized by the Hongkong Bank Foundation: <ul style="list-style-type: none"> <li>• Award of Merit</li> </ul>



## 5.5 Religious activities

- The number of students converted to the Christian faith: 13
- The number of students joining the gospel camp: 41
- The number of students taking part in Evangelistic Sports Programs: 10
- The average number of students joining the Christian fellowship: 28

## 5.6 Careers and further education

- S.7

Offered a degree course by a local university	Offered an associate degree course by a local institution	Other paths (joining the labor force, repeating)
82.8%	17.2%	0%

- S.6

Offered a degree course by a local university	Offered an associate degree course by a local institution	Other paths (joining the labor force, repeating)
63.3%	27.9%	8.8%

## 5.7 Indicators of students' affective and social outcomes

Item	Subscale	School Junior average(11/12)	HK Junior average	Effect Size	School Average (10/11)
1	General Satisfaction	2.60	2.60	Negligible	2.56
2	Negative Affect	1.88	1.81	Negligible	1.93
3	Teacher Student Relationship	2.89	2.98	Negligible	2.83
4	Social Integration	2.93	2.92	Negligible	2.95
5	Achievement	2.41	2.55	Small	2.44
6	Opportunities	2.92	2.97	Negligible	2.90
7	Adventure	2.43	2.53	Negligible	2.44

Item	Subscale	School Senior Average(11/12)	HK Senior average	Effect Size	School Average (09/10)
1	General Satisfaction	2.38	2.48	Negligible	2.44
2	Negative Affect	2.14	1.94	Small	2.06
3	Teacher Student Relationship	2.84	2.91	Negligible	2.85
4	Social Integration	2.93	2.94	Negligible	2.97
5	Achievement	2.40	2.42	Negligible	2.44
6	Opportunities	2.74	2.77	Negligible	2.81
7	Adventure	2.32	2.43	Negligible	2.38

(Note: Starting from 2011, APASO-2 has been used to handle data with the results for juniors and seniors separately displayed.)

## Comments

- Overall speaking, our junior-form students showed a slightly lower rating than the average Hong Kong students on the criterion Achievement, while our senior-form students demonstrated a slightly higher level of negative emotion when compared with the average Hong Kong students.
- On all other criteria, there was no noticeable difference between the school figures and the Hong Kong averages.

## 5.8 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	1.2%	98.8%
S2	1.1%	98.9%
S3	1.4%	98.6%
S4	1.6%	98.4%
S5	3.0%	97.0%
S6	2.1%	97.9%
S7	2.7%	97.3%

# 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 future challenges – to implement the 3-year plan, to entrench all NSS-related measures and to optimize the facilities on the millennium campus.

## 6.2 Development plan: situational analysis

### 6.2.1 Externally

- Education reforms: 3-3-4 system and curriculum, national education
- Dwindling student population

### 6.2.2 Internally

- A millennium premises
- 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 be taught
- Opportunities for the elevation of students' life qualities



## 6.3 Future development

### 6.3.1 Management and organization

- Recruiting additional human resources to reduce workload and pressure on teachers
- Support measures for the development of the new school site

### 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
- Examining the placement of national education

### 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
- Strengthening class building
- Nurturing servant leaders

### 6.3.5 Students' welfare

- Campus embellishment
- Augmenting scholarships

### 6.3.6 Liaison with parents

- Strengthening parental education

### 6.3.7 Alumni

- Widening the network of alumni



# 沙田崇真中學


## 2011-2012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

這一年，對沙崇人來說，是充滿挑戰而又略帶傷感的一年，因為多位老師患病及一位學生離世了。但在困頓和眼淚中，我們確實地感受到神的恩典及安慰，與及聖靈的引領。祂帶領我們越過崎嶇，走往迦南地，祂的杖、祂的竿，既安慰、又帶領我們繼續走下去。

本學年是推行新高中學制的第一年。看到老師們克盡己職，循循善誘，而學子們辛勤的學習，盡上學生的本份，實在令人欣賞及感動。而首屆文憑試的成績亦十分理想，整體科目達第四級或以上成績的有63.7%，而入讀學士學位課程的亦達百分之63.3%。

同時，本學年亦是沙崇搬遷到美田路一號校址的第一年，初到校園的雀躍及興奮至今仍歷歷在目，而其後同工們還發揮無限創意及無微不至的關愛，令校園的設備及設施更上一層樓。

- 在小禮堂加設吸音設施減低迴聲效果
- 加設圍網，令運動健兒可以安心練習手球及足球，無需擔心誤中同學或讓球兒飛墮東鐵路軌
- 改建演藝室，讓同學可盡情發揮演藝才華
- 加裝捲閘，讓同學午飯時免受北風的煎熬
- 各樓層走廊加設桌椅，同學可在樓上安享自攜午膳而無用受上、落樓梯之苦
- 將天台花園的部份花圃改為菜園，讓同學體味耕耘之苦與樂，師生們已先後品嚐過蕃薯、節瓜、莧菜、生菜、玉米、茄子、木瓜、芒果等收成，其樂無窮

同時，我們亦初步成立了有學生參與的「學校管理及發展學生議會」，共同管理及發展校園，而理科委員會亦積極籌建沙崇科學園。在可見的未來，菓園及菜園會進一步發展，而生態魚池、太陽能發電及科學館將會陸續落成，這些建設會進一步豐富沙崇的科學及科技教育。

與此同時，本學年是沙崇前一個五年發展計劃的最後一年，亦是檢討過往五年發展的重要時機。由二零一二年初，我們透過問卷及面談，了解學生、家長及老師的觀感；並輔以各類客觀的數據，綜合評估沙崇人的性格特質及才能是否可以得到成功的培育，並進一步計劃未來三年沙崇的發展方向，最終決定由沙崇人的五項特質中引申擴展為：尊重、堅毅、感恩及承擔；同時，我們亦會積極培育學生作為僕人領袖及懂得思考的人。

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

一一至一二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	5	2	32
男生	81	75	80	88	82	65	27	498
女生	99	107	110	103	102	82	37	640
總數	180	182	190	191	184	147	64	1138

## 3. 教師資料

本校共有七十位教師，在本學年有三位同工約滿離職，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	70	100%
曾受正規師訓	66	94.3%
具備碩士或以上學位	32	45.7%

教學經驗	人數	百分率
0 — 5年	15	21.4%
6 — 10年	10	14.3%
11 — 15年	7	10.0%
超過15年	38	54.3%

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

- 舒緩老師壓力
- 支援新校舍發展
- 檢視五年工作計劃及展望

#### 4.1.2 為配合關注事項而推行的活動 / 計劃

- 近年老師工作量大增，工作壓力日益沉重，思考及發展空間不足。為改善這情況，本校繼續於本學年聘請四位教育行政助理負責收回條、代課、課後當值及出任試場主任的工作；邀請畢業同學負責監考；並聘請舞蹈、音樂、球類導師分擔老師工作。此外，本校又聘請兼職老師進行拔尖補底工作；並額外聘請五位老師以分擔同工的教學工作，以舒緩老師壓力。再者，校方引入e-class系統，取代之老師點名及日後收費的工作。
- 為支援新校舍的發展，本校小心運用教育局提供的約六百萬元「開辦費」(set up grant)、籌募所得的捐款二百多萬元及學校儲備等合共千多萬元，為老師及同學提供適切的設施及設備，以協助同學的全人發展。
- 校方於過去的半年，為沙崇2007至2012年五年計劃作了全面的檢討，除總結了過去多年教育局質素保證組的持分者問卷數據外，亦透過校內問卷了解學生及老師的看法，再加上多次的小組及全體老師會議後，校方整體上覺得五年計劃的目標得到頗大程度的實現。老師們在對現狀評估的基礎上，議決未來三年的發展方向。整個評估及計劃的過程是艱澀的，但收穫是豐碩的。



### 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，又在年終進行檢討，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。
- 學務委員會就學科於公開試表現進行增值研究。
- 各科每年均進行課業審視。
- 每年年終本校均會派發教育局質素保証組「持分者問卷」，供老師、學生及家長填寫，以評估學校發展狀況。
- 舉辦「話校政」活動，讓家長及學生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

- 優化教學

### 4.2.2 為配合關注事項而推行的活動 / 計劃

- 邀請黃明樂女士分享「港師港孩」，讓同工能多了解有關通識科目教學法，並進行教學反思，以優化教學。又舉辦聯校教師活動日，邀請了突破機構的梁永泰博士與我們分享《有靈魂的卓越》，討論怎樣將靈魂放回教育及學科上，以及怎樣栽培學生的學習心志。同時，本校亦繼續推行「教學啟導計劃」以協助新老師融入沙崇校園文化及提升教學技巧。

### 4.2.3 其他活動

- 校長於本學年參與持續專業發展的時數為105小時，曾擔任多間小學講座及典禮嘉賓，多次接受傳媒訪問，表達個人對教育改革的意見及分享沙崇的成功經驗。校長曾到香港中文大學分享如何照顧新老師，並前往四川進行教育交流及締結姊妹學校。
- 本校的同工樂於與其他學校的教師交流意見，本校曾接待加拿大信義會中小學校長、四川綿陽市教育局代表、廣州市江南中學師生百多人交流團及北京中學校長團等。
- 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43小時。

## 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
- 關注新高中學制的發展



### 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「初中閱讀計劃」，以培養學生的閱讀習慣。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「校園小作家」，鼓勵學生多寫作，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。英文科則舉辦各類英語活動如電影欣賞、攤位遊戲、點唱及投稿報章，提升學生的聽講寫能力。各級學生在早會中以英語分享，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，升學及就業輔導委員會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）
- 為配合新高中學制的發展，學校積極推動教師培訓，並增聘教師推動「協作教學計劃」，提升教學效能。又因應學生的興趣、能力及升學需要，校方提供多元選擇的新高中課程；並因應學生的學習差異，提供核心科目輔導班；又由正副校長對個別學生進行輔導及照顧，而就其他學習經歷的安排，學校制訂「高中一人一藝術」政策、校外服務時數指標、整合「沙崇生命教育課程」及「沙崇領袖培訓課程」以豐富學生的學習經歷。由於是首屆新高中文憑試，升學就業的安排有異於往昔，故校方特為學生安排生涯規劃活動，大量的升學就業講座、選科的輔導等。整體來說，新學制的政策及措施均能順利落實，校方喜見首屆新高中學生在文憑試表現優異。

### 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。
- 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、英國劍橋大學國際普通中學教育文憑考試培訓班及中英文辯論課程等。校外方面，本校今年挑選十五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、另有三十位學生參加教育局主辦的網上學習課程（數學、地球科學及天文學）。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、恒隆數學獎、校際系統建模與優化競賽、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）。本學年參與學校安排的資優活動的總人次約一千，學生表現理想。
- 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，以照顧不同學習需要的學生。
- 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。更設跨學科觀課，以擴闊同工視野。施行至今已有九年，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完成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，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。課程設計者會定時與施教者——班主任討論各教案，集思廣益，提升教學效能。生命教育課實施至今已六年，效果良好。
- 本校每年均設中一生命教育營，本年主題為「RAP」(Respect, Accept, Pardon)，鼓勵學生互相尊重、接納及寬恕，學生反應甚佳。



- 本年再次安排四十七位高中學生領袖參加基督教香港崇真會沙田綜合服務中心安排的兩天四節的工作坊及兩日一夜的營會，有關活動旨在訓練學生的籌備及帶領活動之技巧、團隊精神、溝通技巧、處理衝突技巧，以及讓他們認識領袖素質及角色。

#### 4.4.3 其他活動

- 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。
- 本學年由部份學生自發組織出版的雜誌(Explorer)已於二月面世，學生展示沙崇人主動的特質，令人欣喜。

### 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，為他人設想及樂於服務的特質，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，服務包括賣旗、義賣籌款、中三級社會服務計劃(服務幼兒及弱勢社群)、為國內貧窮人士及香港的長者籌款等。本年度共三百八十一人參與社區服務，佔全校學生百分之三十四。最近本校榮獲社會福利署義工運動頒發「2011年義務工作嘉許金狀」，一位學生獲頒金狀，六位獲銀狀及二十三位獲銅狀。



#### 4.5.3 其他活動

- 開展校本教育心理服務，支援學生全人發展。
- 建立學生支援資料庫，令老師更有效支援學生成長。
- 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。
- 舉辦輔導日及教師活動，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。
- 為初中學生舉行性教育工作坊，探討如何保護自己。
- 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。
- 安排健康行動、宣明會、明光社、警務處等來校主持生命教育講座。
- 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。



- 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。
- 為中六及中七學生提供公開考試放榜輔導。
- 為中六及中七學生提供撰寫自薦信、履歷及面試訓練。
- 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，敢於承擔的優良品格。
- 推行「新分証計劃」，讓學生從服務中反思自己的行為。
- 推廣少年警訊活動，訓練學生敢於承擔的特質。

## 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及投入校園生活。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，特設青崇長者學苑學生義工隊，讓學生服務社群，展示「沙崇人」樂於服務的特質。又於高中推行「一人一藝術」政策，營造良好的藝術氛圍。



### 4.6.3 其他活動

- 為推動學生參與課外活動，本校開設三十四個興趣小組及三十一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，除一年一度由學生組成的陸運會籌委會籌辦的運動會外，並定時舉辦社際活動，如六社競技比賽、籃球、足球、排球、手球、棒球及壁報設計等比賽，供學生參與。本學年還推行學生自薦出任社長，並由學生民主投票選舉下屆社長的新猷，讓學生主動參與社務的推廣。
- 為加深學生對興趣小組的認識，特設興趣小組介紹網頁，供同學參考。
- 為培訓學生的領導才能，特舉辦「領袖訓練初級課程」等項目，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，如社際足球比賽、文具大笈地、生命之旅(中一、中二活動)、米飯班煮(中五活動)、亡命之逃(中三、中四活動)、班際欖球比賽(中五活動)、露伙山頭、班際閃避球比賽、歌唱比賽及學生會日。
- 提供福利及服務，包括：低於市價售賣文具、設文具特選、代售校簿、單行紙、口罩、自修室證件套、紙巾、鎖、襪子、襪頭膠水；服務包括影印服務、釘裝服務、放榜日免費影印服務、球類外借、棋類外借、雨傘外借、電話外借，加裝電話、公共圖書館還書服務、影班相、寄存球類及網上文具訂購等。
- 推動聯校活動，與沙田區友校聯合舉辦歌唱比賽等。
- 為校外團體籌款，實踐沙崇人特質，如為「兒童癌病基金」籌款而特舉辦「便服日」，又為「願望成真基金」及「當勞叔叔之家」籌款。
- 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。同時，學生會亦就「夏令時間改為半日上課天」草擬計劃書，並透過問卷了解同學意見，更於學期終與校方交換意見。

## 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成長。

## 4.9 學校與家庭溝通

### 4.9.1 關注事項

- 持續推展配合學制轉變的家長教育

### 4.9.2 為配合關注事項而推行的活動 / 計劃

- 因應新學制發展的需要，家校合作委員會連同家長教師會，在學務委員會及升學及就業輔導委員會的配合下，舉辦各類型的講座，以協助家長瞭解教育改革的新趨勢，為子女作出適切的輔導。本學年初委員會聯同學務委

員會安排「三三四新學制下的家校合作」家長座談會，重點協助中一家長瞭解校方的政策，以配合校方在課程發展以及學生其他學習經歷（OLE）的培育。而針對初中學生如何為升上高中作準備，家校合作委員會再次為初中家長安排「中四選科輔導」及「劃出明『teens』生涯規劃家長講座」。配合高中學生升學的需要，升學及就業輔導委員會特別邀請家長參與為中六、七學生而舉辦的「小小職業博覽」，同時亦為學生及家長舉行中六放榜及聯招講座，並安排各大專院校到校介紹聯招放榜詳情。

### 4.9.3 其他活動

- 除了經常性舉辦的家長講座及座談會、舉行校政對談會及社工主領的家長溝通小組外，透過家長教師會，家校合作委員會為家長舉行郊遊、興趣班及羽毛球活動，並透過委員會例會及每月一次的定期家長祈禱會，建立家長與學校間、家長與家長間的聯繫網絡；而家長教師會亦以校方設有的電子平台，增設「家長論壇」及「分享園地」等，配合現有的各種溝通渠道，加強家校合作的溝通網絡。
- 為更具體支持學校教育，家長教師會除了參與校方遷校的感恩活動外，亦透過增加獎學金項目，使獲獎之同學由約三十名增加至四十多名，而透過「改善學生福利基金」，資助學生作多方面的嘗試。

### 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，校友會特舉辦校友周年大會、校友會盃球賽、參觀新校園等活動。

### 4.11 學生福利

- 設立校內獎學金，並積極安排學生申請校外之獎學金。
- 協助學生申請學習基金、貸款助學金、「學生身份」個人八達通咭、書簿津貼、車船津貼、上網津貼、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，向食物部反映，以提升服務及食物質素。



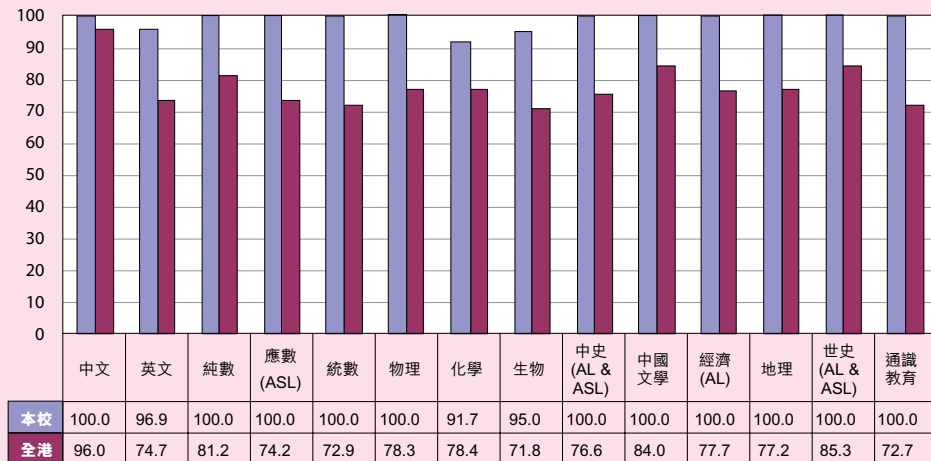


## 5. 學生表現

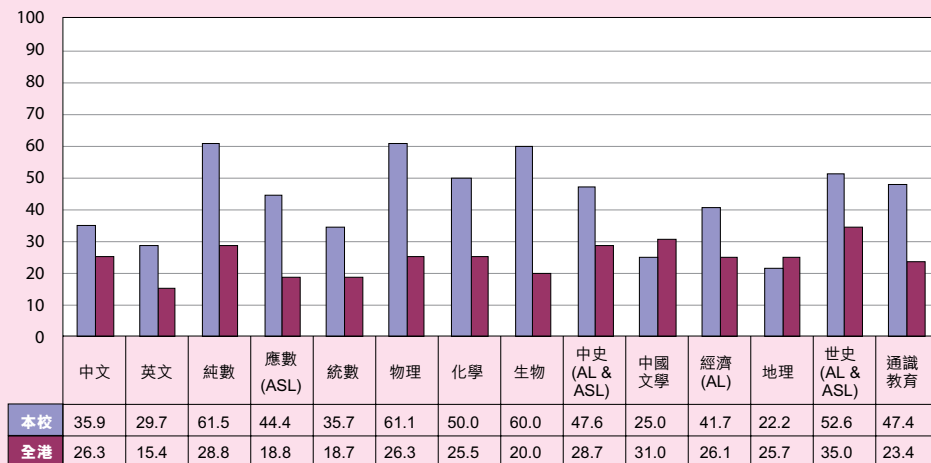
### 5.1 香港高級程度會考

本校二零一二年度之科目平均合格率为98.4%，高級程度科目優良率为51%。

本校高級程度會考合格率（2012）



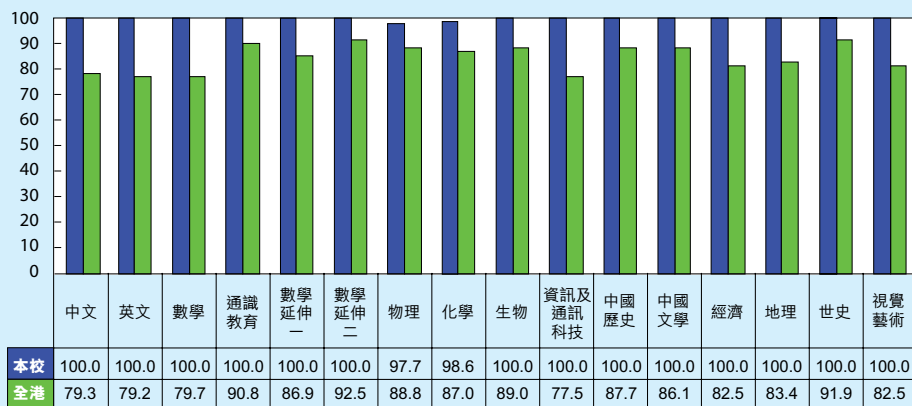
本校高級程度會考優良率（2012）



## 5.2 香港中學文憑試

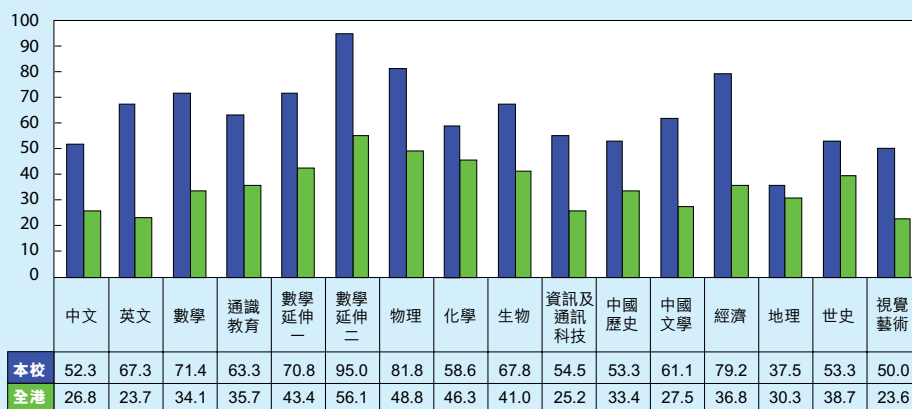
本校二零一二年度之科目達二級或以上者為99.8%，達四級或以上者為63.7%。

本校香港中學文憑考試合格率（2012）



註解：合格率为二級或以上的百分比

本校香港中學文憑考試優良率（2012）



註解：優良率为四級或以上的百分比

### 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)並取得合格會員數目達576人次；另外體育、藝術及學術校隊成員合共1007人次。
- 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	302	26.5%
香港學校朗誦節	155	13.6%
香港學校戲劇節	20	1.76%
香港學校舞蹈節	18	1.58%
香港學界體育聯會校際運動項目	368	32.3%

- 本校學生參與下列境外活動：

活動名稱	人數
香港聯校青少年內地體育文化交流團	32
國民教育(西安)考察團	30

- 本校學生參與下列公益活動：

活動項目	人數
探訪安康幼兒院	36
探訪安強幼兒院	29
探訪可誠護理安老院	37
探訪聖公會聖保羅老人之家	41
探訪群芳念慈護理安老院	40
青崇長者學苑	13
小童群益會LIFE闊生命線義工服務	12
為基督教女青年會賣旗	42
為香港神託會賣旗	13
為健康快車賣旗	19
為香港基督少年軍賣旗	14
為博愛醫院賣旗	15
為柴灣浸信會賣旗	5
為學前弱能兒童家長會賣旗	5
為香港傷健協會賣旗	6
為竹園區神召會賣旗	5

## 5.4 校際比賽活動

活動性質	參加人數		獎項	
	全港性	區域性		
體育		175	<p>香港學界體育聯會沙田及西貢區中學分會： 中學校際田徑比賽：</p> <ul style="list-style-type: none"> <li>男子甲組400米冠軍 (5D 譚宏星)</li> <li>男子丙組800米亞軍 (2B 王浩鏘)</li> <li>男子乙組400米季軍 (4C 蔡維高)</li> <li>女子乙組鉛球季軍 (3C 周穎沁)</li> <li>女子乙組400米殿軍</li> <li>女子丙組400米殿軍</li> <li>女子甲組100米優異獎</li> <li>男子乙組100米優異獎</li> <li>女子甲組200米優異獎</li> <li>男子丙組400米優異獎</li> <li>男子乙組3000米優異獎</li> <li>女子乙組100米欄優異獎</li> <li>男子甲組標槍優異獎</li> <li>女子乙組標槍優異獎</li> <li>男子丙組跳高優異獎</li> <li>女子甲組4x100米接力優異獎</li> <li>男子甲組4x100米接力優異獎</li> <li>女子丙組4x100米接力優異獎</li> <li>女子丙組4x400米接力優異獎</li> </ul>	
			83	<p>中學校際籃球比賽：</p> <ul style="list-style-type: none"> <li>男子甲組(第二組別)冠軍</li> <li>女子甲組(第一組別)季軍</li> <li>女子乙組(第一組別)季軍</li> <li>子丙組(第一組別)優異獎</li> <li>男子丙組優異獎</li> </ul>
			69	<p>中學校際游泳比賽：</p> <ul style="list-style-type: none"> <li>女子乙組100米背泳亞軍 (3B 孫日嵐)</li> <li>女子乙組50米背泳殿軍 (3B 孫日嵐)</li> <li>女子丙組100米背泳殿軍 (1C 葉子悅)</li> <li>女子乙組50米胸泳優異獎</li> <li>女子丙組50米胸泳優異獎</li> <li>男子丙組100米背泳優異獎</li> <li>女子乙組100米胸泳優異獎</li> <li>女子甲組200米胸泳優異獎</li> <li>女子甲組200米自由泳優異獎</li> <li>男子乙組200米自由泳優異獎</li> <li>女子丙組4x50米混合泳接力優異獎</li> <li>男子丙組4x50米混合泳接力優異獎</li> </ul>



	56	<p>中學校際室內賽艇錦標賽:</p> <ul style="list-style-type: none"> <li>• 女子丙組1000米亞軍(2B 施沅沂)及殿軍</li> <li>• 女子丙組4X500米殿軍</li> <li>• 女子乙組1000米優異獎</li> <li>• 男子丙組1000米優異獎</li> <li>• 男子甲組2000米優異獎</li> <li>• 女子乙組2000米優異獎</li> <li>• 女子甲組4X500米優異獎</li> <li>• 女子乙組4X500米優異獎</li> <li>• 男子丙組4X500米優異獎</li> </ul>
	24	<p>中學校際長跑比賽:</p> <ul style="list-style-type: none"> <li>• 女子甲組殿軍</li> <li>• 男子丙組優異獎</li> </ul>
	50	<p>中學校際越野賽:</p> <ul style="list-style-type: none"> <li>• 女子甲組季軍</li> <li>• 男子乙組優異獎</li> <li>• 男子丙組優異獎</li> </ul>
	46	<p>中學校際羽毛球比賽:</p> <ul style="list-style-type: none"> <li>• 男子丙組殿軍</li> </ul>
	16	<p>中學校際足球比賽:</p> <ul style="list-style-type: none"> <li>• 男子丙組(第二組別)亞軍</li> </ul>
	85	<p>中學校際手球比賽:</p> <ul style="list-style-type: none"> <li>• 女子丙組亞軍</li> <li>• 女子甲組優異獎</li> <li>• 女子乙組優異獎</li> </ul>
	38	<p>中學校際乒乓球比賽:</p> <ul style="list-style-type: none"> <li>• 男子乙組季軍</li> <li>• 女子丙組殿軍</li> </ul>
	68	<p>中學校際排球比賽:</p> <ul style="list-style-type: none"> <li>• 男子甲組(第一組別)優異獎</li> <li>• 男子乙組(第一組別)優異獎</li> <li>• 男子丙組(第一組別)優異獎</li> </ul>
	4	<p>第十五屆優秀運動員選舉:</p> <ul style="list-style-type: none"> <li>• 優秀運動員獎四名(2B施沅沂、2B王浩鏘、2C樓帥靈、5B曹浚霖)</li> </ul>
	1	<p>香港學界體育聯會舉辦之全港中學校際體操比賽: 初級組(自由體操)</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul>
	20	<p>港協暨奧委會: 中國銀行(香港)第五十五屆體育節投球比賽: 女子21歲或以下組別</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul>
	1	<p>香港青少年運動攀登錦標賽暨公開排名賽:</p> <ul style="list-style-type: none"> <li>• 亞軍(4B 劉瓊瑩)</li> </ul>

	38		香港投球總會: 投球新秀賽2012 • 冠軍及優異獎 中學校際投球邀請賽 • 女子甲組優異獎 • 女子乙組優異獎
		8	香港神託會培基書院舉辦之4x100米友校接力比賽: • 女子接力冠軍 (3C李敏藍、3D李苑茵、4B羅凱靖、5C李樂兒) • 男子接力亞軍 (4C陳朗軒、5C聶偉佳、5D 趙君祥、5E葉運通)
		1	沙田體育會舉辦之沙田十公里挑戰賽: • 冠軍 (1A 楊卓文)
	1		信興教育及慈善基金舉辦之飛達慈善復活跑2012: • 季軍 (1A 楊卓文)
	1		心晴行動慈善基金舉辦之心晴行動飛躍海洋公園慈善跑: • 殿軍
	1		沙田區少年警訊舉辦之反吸食危害精神毒品名譽會長乒乓球比賽2011: • 殿軍
	1		中國香港攀山及攀登總會舉辦之學校體育推廣計劃2012運動攀登挑戰賽: • 冠軍 (4B 劉瓊瑩)
國際性	1		李德勁武術訓練中心舉辦之第二屆省港澳武術賽: • 金獎 (2E 陳宇新)
	1		香港武術聯會舉辦之2012全港公開新秀武術錦標賽: 初級南拳 • 冠軍 (2E 陳宇新) 全能 • 亞軍 (2E 陳宇新) 初級槍術 • 季軍 (2E 陳宇新)
	1		香港武術聯會舉辦之全港公開青少年兒童武術分齡賽: • 殿軍
	1		香港中國國術龍獅總會舉辦之第三十屆全港公開國術群英會: • 優異獎
		1	康樂及文化事務署及沙田體育會舉辦之第三十屆沙田區游泳比賽女子青年F組50米胸泳: • 亞軍 (5C彭梓瑜)
	1		香港殘疾人奧委會暨傷殘人士體育協會舉辦之香港殘疾人士週年游泳錦標賽: 50米胸泳 • 冠軍 (6E 馬詠文) 50米自由泳 • 冠軍 (6E 馬詠文)
	1		屈臣氏集團舉辦之香港學生運動員獎 (7S 毛雋恩)





香港學校音樂及朗誦協會舉辦之第六十三屆香港學校朗誦節，本校共取得8冠、15亞、19季及125項優異獎狀：

粵語

散文獨誦

- 冠軍兩名 (1E 江蕙瑜、3C 陳潔昕)
- 亞軍一名 (2E 關樂然)
- 季軍一名 (6C 楊可儀)
- 優異獎十五名

詩詞獨誦

- 亞軍一名 (1C 馮凱鈴)
- 季軍兩名 (2D 李蔚楠、3C 周嘉浩)
- 優異獎四名

二人朗誦

- 冠軍一名 (3E 彭可怡、3E 謝曉嵐)
- 亞軍三名 (4C 歐祉呈、4C 陳沛盈、4C 呂穎瑤、4E 蔡詠然、5A 譚春梅、5A 吳嘉儀)
- 季軍兩名 (3C 林翠怡、3C 徐嘉欣、4A 湯佩愉、4C 何思穎)
- 優異獎十一名

基督教經文朗誦

- 亞軍一名 (5A 吳嘉儀)
- 優異獎五名

普通話

散文獨誦

- 亞軍兩名 (3C 陳潔昕、3C 李美婷)
- 季軍三名 (2D 李蔚楠、2E 張晴、3C 陳穎澄)
- 優異獎九名

詩詞獨誦

- 冠軍一名 (5C 黎倩怡)
- 亞軍一名 (5D 陳秋嵐)
- 優異獎四名

英語

公開演講

- 冠軍一名 (5C 黎倩怡)
- 亞軍一名 (5E 梁非同)
- 季軍一名 (5E 戴晴曦)
- 優異獎八名

詩詞獨誦

- 冠軍三名 (2E 何律恒、4A 鄭子晴、5A 林嘉敏)
- 亞軍四名 (3C 陳曉熹、3E 錢樂涓、5E 梁非同、6D 鄧青青)
- 季軍九名 (1C 葉子悅、1C 王廷浩、2E 林瑞萌、2E 凌凱妍、4A 何芷心、4A 梁家恩、5A 譚春梅、5C 鍾晴、5E 戴晴曦)
- 優異獎六十三名

散文獨誦

- 優異獎一名

二人朗誦

- 亞軍一名 (1C 陸曉晴、1E 呂欣怡)
- 季軍一名 (1E 陳禕靖、1E 賴詠琛)
- 優異獎四名

戲劇獨誦

- 優異獎一名

	261		<p>澳洲新南威爾斯大學舉辦之二零一二年國際聯校學科評估及比賽中，本校共取得高級優異證書十五名，優異證書九十五名及良好證書一百七十八名：</p> <p>英文科</p> <ul style="list-style-type: none"> <li>高級優異證書三名 (4A 馮嘉恩、4A 吳偉倫、5A 詹弘鏘)</li> <li>優異證書三十八名</li> <li>良好證書八十二名</li> </ul> <p>數學科</p> <ul style="list-style-type: none"> <li>高級優異證書七名 (1D 李俊熹、1E 梁皓澄、3C 袁蔚欣、4A 周奕鳴、4A 黃朗軒、5A 林嘉敏、5C 李子謙)</li> <li>優異證書三十六名</li> <li>良好證書四十九名</li> </ul> <p>科學科</p> <ul style="list-style-type: none"> <li>高級優異證書五名 (1D 游子楓、1E 蕭梓鋒、2E 何律恒、4A 方俊傑、4A 李顯為)</li> <li>優異證書二十一名</li> <li>良好證書四十七名</li> </ul>
	77		<p>澳洲數學信託基金舉辦之二零一一年澳洲數學比賽</p> <ul style="list-style-type: none"> <li>特別表現獎證書一名 (5A 陳頌怡)</li> <li>高級優異獎證書一名 (5A 林嘉敏)</li> <li>優異獎證書十三名</li> <li>良好證書三十六名</li> </ul>
	2		<p>香港數理學會及保良局舉辦之第十四屆香港青少年數學精英選拔賽：</p> <ul style="list-style-type: none"> <li>冠軍 (3C 蘇詠勤)</li> <li>季軍 (3E 楊文澤)</li> </ul>
	4		<p>教育局資優教育組舉辦之第四屆香港中學數學創意解難比賽 (初賽)：</p> <ul style="list-style-type: none"> <li>銀獎四名 (1D 游子楓、1E 蕭梓鋒、2E 張文傑、2E 柯天朗)</li> </ul>
	10		<p>香港科技大學世界數學測試亞洲中心舉辦之2011秋季世界數學測試：</p> <p>解難分析科</p> <ul style="list-style-type: none"> <li>優異證書一名 (3E 楊文澤)</li> <li>良好證書三名</li> </ul> <p>數學科</p> <ul style="list-style-type: none"> <li>優異證書四名 (3C 鄭嘉禧、3C 梁展靳、3E 陳曉君、3E 楊文澤)</li> <li>良好證書兩名</li> </ul>





15		培正中學舉辦之第十一屆培正數學邀請賽: <ul style="list-style-type: none"> <li>• 銅獎 (7S 方家豪)</li> <li>• 優異獎五名</li> </ul>
5		香港資優教育學院舉辦之2012國際數學奧林匹克-香港選拔賽: <ul style="list-style-type: none"> <li>• 培訓資格兩名 (4A周奕鳴、5A吳嘉儀)</li> </ul>
1		教育局數學教育組舉辦之中學生數學閱讀報告比賽: <ul style="list-style-type: none"> <li>• 二等獎 (3C 蘇詠勤)</li> </ul>
3		創意動力教育協會舉辦之智能機械由我創2012: <ul style="list-style-type: none"> <li>• 一等獎三名 (3A翟嘉朗、3A曾柱楓、3B溫劭康)</li> </ul>
4		香港聯校電子及電腦學會舉辦之全港校際生活科技問答大賽2011: <ul style="list-style-type: none"> <li>• 季軍 (4C袁順生、5B鍾名浩、5B何彥樂、6S張偉輝)</li> </ul>
11		教育局舉辦之香港電腦奧林匹克競賽: <ul style="list-style-type: none"> <li>• 銅獎 (5C 袁順生)</li> <li>• 入圍獎兩名</li> </ul>
1		香港資優教育學院舉辦之2012物理奧林匹克比賽: <ul style="list-style-type: none"> <li>• 三等獎 (4A 周奕鳴)</li> </ul>
16		香港專業教育學院舉辦之2012再生能源電與動系統設計比賽: <ul style="list-style-type: none"> <li>• 冠軍及最具創意環保獎 (4A 周駿昇、4A 蘇冠熹、4B 曹曉暉、4B 吳泓羲)</li> </ul>
8		香港中文大學系統工程與工程管理學系舉辦之第七屆校際系統建模與優化競賽: <ul style="list-style-type: none"> <li>• 冠軍及最佳報告獎 (7S 方家豪、7S 邱子敏)</li> <li>• 亞軍及最佳簡報獎 (4A 邱翔謙、4A 嚴家豪)</li> <li>• 良好表現獎兩名 (6A 梁健榮、6B 鍾名浩)</li> <li>• 優異獎兩名</li> </ul>
3		星島日報舉辦之星島第二十七屆全港校際辯論比賽初賽(英文組): <ul style="list-style-type: none"> <li>• 最佳辯論員一名 (4B 孫蔚琳)</li> </ul>
3		NESTA - SCMP舉辦之NESTA - SCMP Debating Competition: <ul style="list-style-type: none"> <li>• 最佳辯論員兩名 (3E 方萃鸞、3E 郭舒揚)</li> </ul>
6		Native - Speaking English Teacher Section, EDB 舉辦之"Speak Out - Act Up" Improvised Drama Competition: <ul style="list-style-type: none"> <li>• Best Team Award</li> </ul>

	8		<p>The Royal Commonwealth Society舉辦之2011 Commonwealth Essay Competition:</p> <p>Class B</p> <ul style="list-style-type: none"> <li>• 銀獎 (5A 詹弘鏘)</li> <li>• 銅獎 (5A 賴詠妍)</li> </ul> <p>Class C</p> <ul style="list-style-type: none"> <li>• 銅獎六名 (2C 姚穎彤、2E 梁臻元、3C 蘇詠勤、3E 方萃鸞、3E 許欣彤、3E 江旨善)</li> </ul>
	1		<p>南華早報舉辦之Short Story Competition:</p> <ul style="list-style-type: none"> <li>• 冠軍 (5A 詹弘鏘)</li> </ul>
	1		<p>香港教育工作者聯會舉辦之全港中學「兩文三語」菁英大比拼 (第八屆):</p> <ul style="list-style-type: none"> <li>• 最優秀英文文章 (3C 蘇詠勤)</li> </ul>
	1		<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」書評寫作比賽:</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul>
	1		<p>望遠D社會參與運動舉辦之給下屆特首的信:</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul>
	1		<p>香港西區扶輪社舉辦之全港青年中文故事創作比賽:</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul>
	3		<p>靈糧堂劉梅軒中學、華文微型小說學會(香港)舉辦之第一屆全港學界微型小說創作比賽:</p> <ul style="list-style-type: none"> <li>• 嘉許獎三名</li> </ul>
	3		<p>香港中文大學學生會語文教育學會舉辦之2011年教師節全港中小學徵文比賽:</p> <ul style="list-style-type: none"> <li>• 亞軍 (2E 關樂然)</li> <li>• 優異獎兩名</li> </ul>
	6		<p>拉撒路會有限公司舉辦之「生死教育」徵文比賽:</p> <ul style="list-style-type: none"> <li>• 優異獎六名</li> </ul>
	2		<p>鄂港青年交流促進會有限公司舉辦之辛亥革命百周年徵文比賽:</p> <ul style="list-style-type: none"> <li>• 良好獎狀兩名</li> </ul>
	1		<p>全港青年學藝比賽大會舉辦之第36屆全港青年學藝比賽中文寫作比賽:</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul>

	1		香港醫學博物館舉辦之「疫苗與你」全港高中生創意計劃書比賽: <ul style="list-style-type: none"> <li>優異獎</li> </ul>
	2		防止青少年吸煙委員會舉辦之「無賭一生, 必勝一生」 粵語創作比賽校內遴選賽: <ul style="list-style-type: none"> <li>優異獎兩名</li> </ul>
藝術	302		香港學校音樂及朗誦協會舉辦之第六十四屆香港學校音樂節, 本校共取得5冠、6亞、11季及106項優良獎狀: 冠軍五項 <ul style="list-style-type: none"> <li>分級鋼琴獨奏 (1C 岑沅廷)</li> <li>分級小提琴獨奏 (2D 林卓衡)</li> <li>木笛二重奏 (2C 陳沛恩、2C 黃穎璇)</li> </ul> 亞軍六項 <ul style="list-style-type: none"> <li>分級小提琴獨奏 (1E 梁皓澄)</li> <li>分級鋼琴獨奏 (1D 林玥礪、1E 郭加恩、4A 梁家恩)</li> <li>上低音號獨奏 (4C 林灝弘)</li> </ul>
			季軍11項 <ul style="list-style-type: none"> <li>女子獨唱(外文歌曲) (2C 黃穎璇)</li> <li>女高音獨唱(中文歌曲) (5E 梁非同)</li> <li>女子二重唱 (3E 許欣彤、3E 楊蘊晴、4B 孫蔚琳、4C 彭秋月)</li> <li>分級鋼琴獨奏 (3E 羅治詠)</li> <li>結他獨奏初級組 (4B 呂雪仙)</li> <li>木琴獨奏 (2D 胡晃澄)</li> <li>箏中級組 (3C 莫瑞萍)</li> <li>簫高級組 (5C 曾潔兒)</li> </ul> 校隊成績 <ul style="list-style-type: none"> <li>教堂音樂合唱隊(外文歌曲) — 冠軍</li> <li>女子合唱中級組(外文歌曲) — 冠軍</li> <li>女子合唱中級組(中文歌曲) — 亞軍</li> <li>女子合唱初級組(中文歌曲) — 季軍</li> <li>中樂隊中級組 — 季軍</li> </ul>
	210		音樂事務處舉辦之2011香港青年音樂匯演: <ul style="list-style-type: none"> <li>中樂團比賽(46 - 90人) — 銅獎</li> <li>交響樂團比賽 — 銅獎</li> <li>管樂團比賽(中級組) — 銅獎</li> </ul>
	1		中國藝術家協會舉辦之「德藝雙馨」中國文藝展示活動香港區賽 - 鋼琴項目: <ul style="list-style-type: none"> <li>優異獎</li> </ul>



2		<p>蒲公英(香港)兒童文化中心舉辦之蒲公英第十一屆(2011)青少年優秀藝術新人選拔活動 - 揚琴:</p> <ul style="list-style-type: none"> <li>• 金獎 (5A 鄧嘉詠)</li> <li>• 銀獎 (5A 林凱進)</li> </ul>
18		<p>教育局及香港學界舞蹈協會有限公司舉辦之第四十八屆學校舞蹈節:</p> <ul style="list-style-type: none"> <li>• 團體舞 — 乙等獎</li> <li>• 中國舞獨舞 — 乙等獎 (2D 何筠怡)</li> </ul>
	1	<p>藝苗舞蹈學院舉辦之荃灣區舞蹈錦標賽:</p> <ul style="list-style-type: none"> <li>• 冠軍 (5A 梁曉慧)</li> </ul>
20		<p>教育局舉辦之香港學校戲劇節:</p> <ul style="list-style-type: none"> <li>• 傑出男演員獎一名 (5B 李嘉榮)</li> <li>• 傑出女演員獎兩名 (4A 何芷心、4A 李寶怡)</li> <li>• 傑出合作獎 (3C 蔡子俊、3C 李美婷、3C 莫瑞萍、3D 梁凱程、3E 陳曉君、4C 簡偉豪、5C 黃浩煒、6A 周皓天)</li> </ul>
4		<p>教育局舉辦之中學生視覺藝術創作展:</p> <ul style="list-style-type: none"> <li>• 大獎 (6A 馮秉鏗)</li> <li>• 優異獎</li> </ul>
2		<p>教育局舉辦之視藝創作展共融比賽:</p> <p>初中組</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul> <p>高中組</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul>
1		<p>香港生產力促進局舉辦之香港企業公民海報設計比賽:</p> <ul style="list-style-type: none"> <li>• 季軍 (3B 麥穎欣)</li> </ul>
62		<p>康樂文化事務署及香港拯溺總會舉辦之2011至12年度設計比賽:</p> <p>水上安全海報設計比賽</p> <ul style="list-style-type: none"> <li>• 冠軍 (5C 李樂兒)</li> </ul> <p>水上安全標語設計比賽</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul>
	6	<p>香港醫學會舉辦之無毒社區創作比賽(沙田區):</p> <ul style="list-style-type: none"> <li>• 優異獎</li> </ul>

	國際性 2		香港青年協會: 「徐悲鴻盃國際青少年兒童美術比賽」(香港區比賽) • 二等獎 (3B 麥穎欣) 「2012徐悲鴻盃國際美術比賽」(中學組-龍系列) • 亞軍 (4E 馮遨天)
	4		環境保護運動委員會舉辦之港鐵車站階梯設計比賽: • 優異獎
		11	教育局公益少年團沙田區委員會舉辦之第八屆公益少年團沙田區學界圍棋比賽: • 冠軍 (4A 倫卓彥)
其他	30		社會福利署舉辦之義務工作: • 個人嘉許金狀一名 (4E 陳俊庭) • 個人嘉許銀狀六名 (5A 陳頌怡、5A 賴詠妍、5A 屠馨晴、5A 黃樂昕、5A 黃碧玉、5C 黎倩怡) • 個人嘉許銅狀二十三名
		1	匯豐銀行慈善基金舉辦之匯豐少年警訊獎勵計劃: • 優異獎



## 5.5 宗教活動

- 決志信主人數13人
- 參加福音營人數41人
- 參加福音體育事工人數10人
- 參加團契平均人數28人

## 5.6 升學就業概況

- 中七

獲本港大學取錄學位課程	獲本港取錄副學位課程	其他(就業及重讀等)
82.8%	17.2%	0%

- 中六

獲本港大學取錄學位課程	獲本港取錄副學位課程	其他(就業及重讀等)
63.3%	27.9%	8.8%

## 5.7 學生情意及社交表現指標

項目	副量表	11/12年度 本校初中平均	全港初中 平均	效應值	10/11年度 本校初中平均
1.	整體滿足感	2.60	2.60	微	2.56
2.	負面情感	1.88	1.81	微	1.93
3.	師生關係	2.89	2.98	微	2.83
4.	社群關係	2.93	2.92	微	2.95
5.	成就感	2.41	2.55	小	2.44
6.	機會	2.92	2.97	微	2.90
7.	經歷	2.43	2.53	微	2.44

項目	副量表	11/12年度 本校高中平均	全港高中 平均	效應值	10/11年度 本校高中平均
1.	整體滿足感	2.38	2.48	微	2.44
2.	負面情感	2.14	1.94	小	2.06
3.	師生關係	2.84	2.91	微	2.85
4.	社群關係	2.93	2.94	微	2.97
5.	成就感	2.40	2.42	微	2.44
6.	機會	2.74	2.77	微	2.81
7.	經歷	2.32	2.43	微	2.38

(備註：由2011年起，本校使用APASO-2處理數據，結果分初中及高中展示)

## 結果描述：

- 本校初中學生在成就感略低於香港常模數字，高中學生則在負面情感略高於香港常模。
- 至於整體滿足感、社群關係、師生關係、機會及經歷等與香港常模數字沒明顯分別。

## 5.8 學生出席概況

級別	缺席率(%)	出席率(%)
中一	1.2%	98.8%
中二	1.1%	98.9%
中三	1.4%	98.6%
中四	1.6%	98.4%
中五	3.0%	97.0%
中六	2.1%	97.9%
中七	2.7%	97.3%



## 6. 總結及展望

### 6.1 工作成果

本校對本學年各方面的發展均感滿意。各科各組在本學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——實踐三年發展計劃、深化新高中學制各相關措施及優化千禧校舍的設施。

### 6.2 發展計劃：現況分析

#### 6.2.1 校外：

- 教育改革：學制及課程、國民教育
- 學生人口下降

#### 6.2.2 校內：

- 具備千禧校舍
- 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

- 增加人力資源以舒緩老師壓力
- 支援新校舍發展

#### 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
- 檢視新高中學制
- 探究國民教育的定位



### 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
- 強化班級經營
- 着重僕人領袖的培育

### 6.3.5 學生福利

- 建設校園
- 增加獎助學金

### 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

