



校務報告

沙田崇真中學

SHATIN TSUNG TSIN SECONDARY SCHOOL

2018-2019

Shatin Tsung Tsin Secondary School
2018 – 2019 Annual Report

1. School Information

1.1 School's goals and missions:

Being a Christian school whose education is grounded on the Christian value of love, it has consistently been our strong belief that through teachers who have committed to walk with the youths guiding the students patiently and systematically, and through close cooperation with parents who care about the growth of their children, 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 realize God's grace and work, unearth their God-granted potential in various areas like academic, sports, aesthetics and leadership, and acquire the traits of being self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve. Thus they can grow into youngsters who show care for themselves, love for others as well as God and who become leaders in step with the times. By being innovative, having a global perspective and being capable of commitment in this knowledge-based society, they can develop and contribute to society.

1.2 Student Information

The number of classes and students in the year 2018-2019

Class	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	6	6	6	6	6	6	36
Males	78	76	66	78	59	74	431
Females	80	87	96	75	85	74	497
Total	158	163	162	153	144	148	928

1.3 Teacher Information

Among a total of 72 teachers last year, one retired, two resigned and three completed their contracts. Regarding the teaching qualifications and the teaching experience of our teachers, see the table below:

Educational Attainment	Number	Percentage
Bachelor's degree	72	100%
Teacher training	70	97.2%
Master's degree or above	28	38.9%

Teaching Experience	Number	Percentage
0-5 years	10	13.9%
6-10 years	13	18.0%
11-15 years	11	15.3%
Over 15 years	38	52.8%

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

2. Achievements and Reflection on Major Concerns

Priority Task 1: To make use of the advantages of small classes to implement various tactics to enhance students' self-regulated learning

Achievements													
<ul style="list-style-type: none"> ● This is the first year of the three-year plan 2018-2021. Regarding teaching and learning, we have continued to make use of the advantages of small-class teaching to implement various tactics, like self-learning, presentation, peer teaching, project learning, etc, in different subjects at each level, together with the pre-lesson tasks focusing on the main learning objective of the lessons, to facilitate self-regulated learning. With the delicate planning of teachers, students are given more chances to construct knowledge on their own so as to better consolidate their learning. ● During this year, the Principal conducted lesson observation for all teachers while the Vice-principal, Prefect of Studies and panel heads participated in some. There were post-lesson evaluation meetings in which there was in-depth and sincere sharing on whether teachers could make good use of the advantages of small-class teaching and pre-lesson preparation materials, the design of the lesson, as well as if there was sufficient teacher-student and peer interaction and catering for individual differences. The collaborative teaching of subject panels also focused on self-regulated learning. Teachers prepared the lesson collaboratively, observed each other's lesson, evaluated the lessons and revised the lesson plan accordingly. 80% of the teachers agreed that this professional interflow helped them promote self-regulated learning. ● Survey results showed that nearly 90% of the teachers agreed that they could draw benefits from the small class size in lessons and they implemented tactics that could enhance self-regulated learning of students. Student survey results in June 2019, as shown below, were promising and all these concluded that this major concern has been achieved. 													
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<ul style="list-style-type: none"> ● With reference to the stakeholders' survey results of teachers, teachers' ratings on "Students have strong learning interest.", "Students learn actively" and "Students are able to use different resources to learn, e.g. internet, library, etc." reached 3.7 and 3.8 (the maximum is 5), increased by 0.3 and 0.1 when compared with last year's. With reference to the stakeholders' survey results of students, items related to self-regulated learning like "Teachers always instruct us of learning methods, like preparation before lesson, use of concepts map, books and online resources, etc.", "Teachers always inform us of our learning progress and problems.", "Teachers always allow us to explore questions" and "Teachers always arrange learning activities, like group discussions and 													

presentations, etc in lessons. ” scored either 3.8 or 3.9. These results showed that teachers equipped students with numerous chances and ways for students to practice self-regulated learning. Nevertheless, when asking students if they could learn spontaneously, know how to set learning targets, make use of different learning methods, and evaluate their learning based on assessment results and teachers’ comments, students only gave an average rating of 3.5 which showed that there was still room for improvement for students to practice self-regulated learning on their own.

- Our 2019 HKDSE results were outstanding :

Attaining Level 3 or above in Chinese Language	95.9%
Attaining Level 3 or above in English Language	99.3%
Attaining Level 2 or above in Mathematics	100%
Attaining Level 2 or above in Liberal Studies	100%
Meeting the minimum entrance requirements of degree programs (attaining 3322 in core subjects and Level 2 in one elective subject)	95.2%
Percentage of students attaining level 2 or above	99.9%
Percentage of students attaining level 4 or above	79.4%
Percentage of students attaining level 5 or above	37.3%
Percentage of students offered a degree programme	92.6%

- Since small-class teaching has been in effect since the school year 2015/16, our HKDSE results have been further raised and it was very encouraging. We will further boost student performance with the help of small class size to enhance students’ self-regulated learning.

Level Year	3 or above	4 or above	5 or above	5*&5**
2012-2015 Average	93.3%	65.3%	24.7%	9.9%
2016	96.8%	79.1%	34.2%	12.2%
2017	97.5%	76.8%	34.9%	15.5%
2018	97.5%	78.5%	33.0%	12.4%
2019	96.8%	79.4%	37.3%	13.8%

Reflection

- With reference to all success criteria stipulated in the annual school plan, teacher and student school-based and EDB stakeholder surveys showed that they all had been met and in fact far exceeded the standard. Hence, the task has been successfully achieved. The key of achieving this target is that this target was chosen by teachers and school-based training had been provided to all teachers to enhance their knowledge on the topic. Each subject was allowed to opt for their own tactics of self-regulated learning after considering their subject nature and suitability of topics. This could avoid the problems of formalization and homogeneity brought by standardization. Our teachers strived for self-improvement and expected to learn more about self-regulated learning in the coming school year. Two subject panels volunteered to take part in lesson study to work with professionals on how to implement self-regulated learning in lessons. They would then share their experience with other teachers to achieve school-based professional development.

Priority Task 2: To implement positive education to promote the well-being of students

Achievements	
<ul style="list-style-type: none">● The foci of this school year were “ Positive Health ” and “ Positive Emotion ”.● Apart from teacher and student sharing in morning assemblies, elements of positive education, like character strengths, growth mindset, etc. were also incorporated into Life Education lessons of each level. Song meditation was practiced in some morning assemblies to help students experience tranquility psychologically and spiritually.● To promote the spiritual health of students, different talks and activities were held by different organizations, like the Lightened Day for S5 and S6 held by the Breakthrough. We also took part in the Joyful Fruit Month run by the Department of Health, in which students could express their gratitude and support to peers and teachers by sending them gifts in form of fruits through the school-based post office. It was hoped that the importance of physical and mental health could be promoted among students.● Teachers were encouraged to adopt different strategies in their daily teaching to enhance the positive emotions among students and these strategies were collected for interflow among teachers.● To enhance the positive emotions among students, various committees evaluated and revised their relevant policies. For example, the Academic Affairs Committee reviewed the streaming policy and relevant support measures for junior forms and the policies on dropping elective subjects and supplementary exams for S4. The Discipline Committee optimized their arrangement on self-reflection for students who offended the school rules.● With reference to teacher stakeholder and school-based surveys, 80% of the teachers agreed that Life Education lessons helped students nurture a positive life attitude and 95% reported that they practiced tactics on positive education. According to stakeholder survey of students, students showed positive response as they rated 3.9 on items like “ I love my school. ”, “ I have a harmonious relationship with my peers. ” and “ Teachers care about me. ”. Some of the results of the school-based student survey held in June were shown below. In short, these positive results evidenced that this target has been achieved.	
	Strongly agree/agree
1. Sharing in morning assemblies and Messages to Shatin Tsung-Tsiners encouraged me to strive for a positive life.	66.7%
2. Life Education lessons helped me to nurture a positive life attitude.	74.8%
3. In this school year, I experienced positive emotions (like being loved, appreciated or respected, etc) when encountering with my teachers.	78.3%
4. In this school year, the Friday song meditations helped me to experience positive emotions	62.6%
Reflection :	
<ul style="list-style-type: none">● Regarding this major concern, teacher and student surveys showed that most of the items far exceeded the success criteria stated in the annual school plan. Hence, this task has been achieved to a great extent. To secure success in implementation, it is important to allow teachers to opt for the major concerns of the school and then provide them with school-based professional training and encourage them to join external courses. Moreover, teachers were given autonomy in choosing their own strategies and ample	

opportunities in sharing their experience and strategies. This can avoid problems of standardization while teachers can adopt what best fit their style and students' needs. In addition, regular sharing helps the school to monitor the progress of the task and provide timely and appropriate assistance to teachers.

Priority Task 3: To widen students' horizons by enriching their exposure to different growth and life experiences

Achievements
<ul style="list-style-type: none"> ● Various experiential learning activities were held to widen students' horizon and learn and practice the personality traits of Shatin Tsung-Tsiners. S1 : all students took part in the Life Education Camp and visited the Jockey Club Life Journey Center. The former helped the students know more about the personality traits of Shatin Tsung-Tsiners while the latter helped them reflect the meaning of life and treasure the people they know. S2 : all students visited the Dialogue in the Dark to experience the life of the visually-impaired and farms to experience agricultural work. S3 : all students visited singleton elderly and joined various social services in hopes of arousing students' awareness of the needs of the elderly and the underprivileged through sharing and communicating with them in the service. S4 : all students visited subdivided flats to realize what difficulties the grass-roots might face and joined activities to learn more about the situations and needs of the ethnic minorities. S5 : all students joined the Project Life Story held by the ELCHK to reflect on the meaning of life and help the elderly keep their sweet memories by writing down their life stories. They also took part in STTSS Career Expo and career exploring activities held by other organizations to know more about various careers and their aptitudes so as to plan for their future studies and career. ● Some S4 and S5 students visited the street sleepers to show their concern for people of different strata in society. These first-hand experiences enabled our students to realize the importance of being thoughtful and serving others willingly. ● Students were arranged to take part in hiking, wild camping, work experience programs and visits, leadership training, voluntary services and cross-border exchange tours and allowed to initiate interest groups on their own so as to enrich their life and growth experience and to widen their horizon. ● There were debriefings and discussions after these experiential learning activities to help students consolidate their learning outcomes. There were also sharings of these learning outcomes in morning assemblies to widen other students' exposure. ● With reference to the stakeholder survey of teachers, teachers rated 4.2 on items like "The school actively encourages students to take part in extra-curricular activities." and "The extra-curricular activities offered by the school can widen students' learning experiences.". Regarding student stakeholder survey, students' rating on items like "Teachers always arrange learning activities outside lessons, like project learning weeks, visits, field trips, etc." and "I am given more learning opportunities, like knowledge out of textbooks and life skills, through participating in school extra-curricular activities." increased by 0.2 and 0.1 marks respectively. According to the school-based student survey, 80.2% of the students agreed that various experiential learning activities held by

the school widened their exposure.

Reflection

- Both teacher and student survey showed that most of the success criteria stated in the annual school plan could be met. Thus, the task could be achieved to a large extent. Having chosen this as one of the major concerns, teachers from different subject panels and committees arranged and led students of different levels to take part in cross-border exchange tours, experiential learning activities, visits, field trips, voluntary and social service to enrich students' experience. The school provided administrative and financial support. Through strategic planning, students of different levels were offered chances to join different experiential learning activities and there was a theme for the activities for each level, systematically extended from personal domain to community and society level. This raised the coverage and effectiveness of the activities. As the Life-wide Learning Grant is offered by the EDB in the new school year, it is hoped that more eye-opening activities can be arranged for students. In addition, post-activity assessment on effectiveness can be strengthened so as to perfect these activities based on the feedback.

3 Major Concerns and Strategies of Each Committee

3.1 Management and organization

3.1.1 The major areas of concern

- Recruiting additional human resources to reduce workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

3.1.2 Support measures for addressing those concerns

- Over the years, our teachers have been facing increasing workload and work pressure which has 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 delivering school notices and collecting replies using the eClass system and parent app, 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 teachers' precious time. In addition, alumni and external instructors were recruited to take care of some elite and remedial classes and external coaches for the dancing team, the music classes and other school sports teams were sought to provide subject teachers with additional assistance. These aimed at easing the pressure confronting regular teachers and allowing them to focus on teaching and counseling work. Five additional teachers were added to the staff list to implement small-class teaching at all levels and three were recruited as provided by the government in the previous school year to help share the teaching duties.
- Last school year, we nurtured in young staff the willingness to take up more school duties with sharing and timely appreciation. They were offered space, support and challenges when carrying out their duties and were allowed to practice new measures so as to nurture their abilities in administrative work, problem-solving and leadership. In addition, we encouraged young staff to join different external courses and activities so as to quip themselves, widen their horizons and establish networks. Some were invited to take up more administrative duties, like panel heads, assistant panel heads or vice-chairpersons of committees, in school. With reference to the teacher stakeholder survey, ratings on "The principal utilises teachers' talents effectively so that their potential is optimised.", "The School actively commends teachers for their personal or work achievements." and "We have good team spirit and high morale."

increased by 0.3 and 0.2 marks. With this good foundation, it is expected that we can keep nurturing in young staff the commitment and abilities to take up leadership roles in school.

3.1.3 Other support measures

- The Incorporated Management Committee of our school is composed of fourteen members (including two parents, one Alumni Association representative member and two teacher representatives) drawn from different professional sectors like education, social service, legal profession, commerce, evangelistic groups and so on. Their role is to offer appropriate and professional advice on important school matters.
- The School Advisory Council, formed by the Principal, the Vice-principal, eight committee heads and four elected representatives from the teacher community, conducted regular meetings to discuss matters related to the school policies.
- Four general staff meetings were held to discuss school matters.
- All thirteen 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 on the effectiveness of those measures and submission of plans for the coming year.
- Each department is headed and monitored by a subject panel head who, from time to time and through the panel meetings, seeks to formulate teaching strategies, review curricula and adjust the scheme of work as needs arise. A year-end evaluation was conducted to assess effectiveness and a plan for the next academic year was submitted.
- Each department conducted its own homework inspection every year.
- The Academic Affairs Committee conducted a value-addedness analysis following each public examination.
- Parents and students could discuss school policies openly with the School Advisory Council members at the "School Policy Forum".
- Copies of questionnaires 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.

3.2 Professional development for the Principal and teachers

3.2.1 The major areas of concern

- Workshops designed to raise teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

3.2.2 Support measures for addressing those concerns

- Speakers from Quality School Improvement Project of the Chinese University of Hong Kong, Bei Shan Tong and City University of Hong Kong were invited to share on the topics of self-regulated learning and positive education in our staff development days to enrich the relevant knowledge of our staff.
- The Student Support Committee arranged teachers to join the whole-day courses on positive education held by Bei Shan Tong and invited some to share their experience in implementing positive education. In addition, some teachers were invited to join a learning circle which was led by Bei Shan Tong and formed by colleagues from other schools to have professional interflow and help with the implementation of positive education in school.
- Lesson observation for all teachers was conducted by the Principal and the Vice-principal, Prefect of Studies and panel heads participated in some of the lessons. Together with the

collaborative teaching of each department, teachers were given chances to share their good teaching practices and reflect on how to enhance teaching effectiveness in the post-lesson evaluation meetings. In addition, our Mentorship Scheme continued to assist new teachers in settling into our school culture and honing their teaching skills.

3.2.3 Other activities

- The Principal over the last year completed 155 hours of professional development, and was invited to be the guest speaker in talks and at ceremonies in some primary schools, giving sharing on our school's fruitful success and encouraging the youths.
- The Principal, together with six teachers, joined a Life Education Study Tour in Taiwan to learn more about the recent reforms and relevant effectiveness of some Taiwanese educators.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 64 hours of training in various fields.

3.3 Teaching and learning

3.3.1 The major areas of concern

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Promoting STEM education
- Promoting reading

3.3.2 Support measures for addressing those concerns

- Subject teachers have been trying to give due emphasis to the development of thinking skills in curriculum content, teaching pedagogies, homework and assessments. With Liberal Studies being a subject in its own right for S1-S3 and the promotion of Chinese and English debate, students were given opportunities to learn and practise problem-solving and critical thinking skills. Furthermore, we had in place a widely-acclaimed practice of "Pre-Lesson Preparation", which requires 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, and Liberal Studies so that enough training opportunities for self-regulated learning and problem-solving skills could be secured.
- Extended learning activities emphasized self-learning, application of thinking skills, exploration and creativity. Regarding training for gifted students, in addition to regular internal and external training, we selected 10 students to join the 13-day Yakutia International Science Games 2019 in Russia in July. They participated in the International Research School and undertook various scientific researches or academic studies with secondary school students and scholars from all over the world.
- To advance students' English proficiency, job fairs, games and conversation booths, writing letters to the editor, dramas, spelling bees and debating competitions 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 was also offered to create a better English ethos and thus raise students' English competencies. Students were persuaded to join English and Chinese writing competitions so as to encourage students to write more. The use of Putonghua as the medium of instruction in Chinese lessons in some classes of junior forms provided students with unquestioned benefits where learning and speaking PTH is concerned. 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 students' presentation skills through project-based learning. Furthermore, the Career Guidance Committee provided senior form students with a series of sessions on meeting and interviewing skills. As regards 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 4 for details about student performance.)

- To promote a universal STEM education, our junior form curriculum has been tailored as follows :
 - S1 Fan Car Making Competition, which involved the concept of energy change in science, model making in engineering, and programming and the calculation of speed regarding the operation of the cars, was held.
 - S2 students had to make bread which involved the knowledge of yeast and the calculation of amounts of different ingredients.
 - S3 Tower Building Competition required students to search information online, evaluate and calculate how much force the tower could bear and then make a relevant model.
 - Our Technology subject is also in step with the times as it taught students to make 3-D items with the use of 3-D printers using their programming knowledge and mathematical knowledge in calculating areas. In addition, students were also given opportunities in creating apps for smartphones, making robotics and creating relevant programming.

To further promote STEM education universally, an independent STEM lessons in which a school-based curriculum designed by our teachers with reference to the abilities of our students and the needs of society will be in practice next school year.

- The reading promotion group under the Academic Affairs Committee, in liaison with the Teacher Librarian, designed various activities, like La La Read, subject-based reading scheme, book fairs and sharings, together with the Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours), the Junior Form Reading Award Scheme and the Holiday Reading Scheme, to nurture in students a regular habit and interest in reading so that they could acquire new knowledge in different domains through reading.

3.3.3 Curricula

- At junior levels, there were curricula in the language 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 twelve elective subjects (covering arts, science, business, P.E. and Visual Arts) to suit students' interests and abilities to develop their talents to the fullest extent.
- To develop students' potential, Mathematics Enhancement Classes, Mathematical Olympiad Classes, Cambridge IGCSE Training Classes and the Chinese and English Debating Classes were launched and offered to exceptionally gifted students. Externally, 27 students were entitled to participate in the Support Measures for the Exceptionally Gifted Students offered by the Hong Kong Academy for Gifted Education this year, while 57 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, Olympiads in Robotics, Informatics, Physics, Chemistry and Mathematics, etc. (refer to Section 4 for details about their performance). Little short of 500 headcounts were registered across all activities for gifted students with pleasing results.
- To enhance teaching efficiency, there was the practice of collaborative teaching 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 sixteenth 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 every day.
- To cater for learner differences and to provide timely help for students with various learning needs, junior-form remedial classes, namely the Nourishment Class and the All Subjects Revision Class, were put in place in the middle of the year. For senior form students, there were enhancement or remedial classes for core subjects. In addition, the Principal, Vice-principal and members of the Academic Affairs Committee provided individual counseling and care to some students to help them prepare for the HKDSE.
- To broaden students' sports and artistic perspectives, all juniors had to take up one musical instrument and one sport / art throughout the three years. S4 students were required to join one aesthetic activity or course. All students had to take part in the EDB-initiated School Physical Fitness Award Scheme and the Long-distance Training Testing.

3.4 Student support

3.4.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner
- Promoting class building

3.4.2 Support measures for addressing the concern

- Two class teachers were arranged for each junior class to enable class teachers to have more space in taking care of students of different needs. Class teachers drew up a year plan incorporating strategies on positive education to help our students experience a caring and joyful campus life. Class teachers held nine Life Education lessons and participated in various level experiential activities in which they not only nurtured the character of their students, but also developed a mutual relationship with them so as to establish a support network for them.
- We held our annual S1 Life Education Camp on the theme of “ Expert Shatin Tsung-Tsiners ” to encourage students to develop the personality traits of Shatin Tsung-Tsiners, to make a breakthrough and unearth their potentials through various group activities and experiential activities.
- Apart from school-based leadership training, students were also recommended to join external leadership training, including the 5-day Outward Bound Training (24 S4 students), UNICEF Young Envoys Programme (3 S3-S5 students), Hong Kong Young Ambassadors Scheme (4 S4 students), Shatin Joint School Young Leaders Training (6 S3 students), etc. These help our student leaders to be more persevering and capable of embracing challenges, and realize that they should not be served but serve. It is hoped that they can be more thoughtful, cooperative and willing to shoulder responsibilities. In addition, benchmarks were set for student leaders hoping that all student leaders could possess the personality traits of Shatin Tsung-Tsiners and become role models for their schoolmates. This year, one student leader was one of the ten awardees in the Outstanding Student Leaders Award organized by Hok Yau Club. In the Sha Tin District Outstanding Student Award, one was awarded the winner in the junior section while three in the senior and junior sections were awarded certificates of merits. One student joined the “ Be a Government Official for a Day Program ” and shadowed the Chief Secretary for one day.

3.4.3 Other activities

- Information was provided to class teachers before the commencement of the school year and it enabled them to know more about their students' performance in the previous year. Monthly information on student behavioral performance was also provided to class teachers. The Student Support Committee held regular class teacher meetings to help class teachers learn more about the difficulties and needs of counseling and discipline of their students. Class teachers also shared their strategies on class building.
- All students filled out a questionnaire prepared by the Student Support Committee on the school aims. The survey findings, when compared with 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.
- Having come into sister schools with a secondary school in Beijing and one in Guangzhou, the school held 3 interflows including mutual visits and lesson observation to facilitate cultural interflow.
- The "Joyful@School Program : Respect Life, Walk With You In Adversity " run with the cooperation of the HKYWCA was approved by the QEF in June. The program will last for two years. Following the outcomes of last program, students' mental health and resilience will be assessed by asking S1 students to fill in a questionnaire. Growth group activities like camping and social service will be held for those S1 and S2 students who are in need so as to help them to appreciate themselves and to enhance peer support to raise students' resilience.

3.5 Student guidance and discipline

3.5.1 The major area of concern

- Cultivating the traits expected of a Shatin Tsung-Tsiner
- Enhancing class building

3.5.2 Support measures for addressing the concern

- To move towards the goal of fostering traits a Shatin Tsung-Tsiner should possess in our students, we put in place the Life Education Lesson, which was designed to boost students' development in four domains, namely 'Personal and Healthy Life', 'Social Life', 'Career Planning', and 'Civic Duty/ National Identity.' In designing the curriculum, form teachers were consulted so that the curriculum was a product of collective wisdom. The curriculum has been implemented for thirteen years and proved to be effective.
- S1 students visited the Jockey Club Life Learning Center while S2 students visited the Dialogue in the Dark. S3 students visited singleton elderly and participated in voluntary service and S4 students visited some of those who live in subdivided units. S5 students took part in the Project Life Story, in which they had to interview an elderly person and some S4 and S5 students visited the street sleepers. All these activities had the aim of enabling our students to know the needs of different strata through their personal contact experience and thus learn to be thoughtful.
- Students were encouraged to commit themselves to serving others by actively engaging in activities like flag selling, visiting the less privileged, fund-raising activities, being volunteers in the Ching Tsung Elderly Academy, etc. This year, a total of 279 students took part in community services, accounting for 30% of the entire student population. The school has also recently received the Gold Award for Volunteer Service from the Social Welfare Department under the Volunteer Movement for eleven consecutive years, with one student obtaining the Silver Award and four the Bronze Award for Individual Volunteer Service.
- Team building and adventure training were provided to prefects to help them develop team spirit

and the quality of perseverance. In daily school life, prefects served in different school functions so as to nurture in them the willingness to shoulder responsibilities and the virtue of being trustworthy.

- 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, in which a whole-school approach was adopted to support students with special educational needs in order to establish an inclusive campus and caring culture. Our school was given an additional teacher, a teaching assistant and relevant grants. Together with the Learning Support Grant and the grants from the pilot project on enhancement of support services for students with autism in ordinary primary and secondary schools, various measures have been put into effect using these additional resources. There was a regular communication channel with parents and assessment to identify if students have special educational needs. Regarding confirmed cases, apart from referral to educational psychologists, there were also various appropriate support services, like individualized education programs, social groups, speech therapy, tutoring and adjustments in assignments and assessments. Teachers and teaching assistants were encouraged to enroll in courses related to integrated education so as to enhance the learning effectiveness and communication skills of SEN students and help them to integrate into the school. School-based inclusive activities were held so that our students could have the opportunities to learn how to accept others' deficiencies that arose through no fault of their own.

3.5.3 Other activities

- In addition to four school social workers to provide deeper and all-round individual and group counseling, school-based educational psychology service was launched to provide support for students' all-round development. In the coming year, a speech therapist will provide assistance to students in need.
- 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.
- Talks on prevention of internet addiction, sex education, anti-corruption, handling pressure and mental well-being were held for students.
- Counselling Day and activities for appreciating teachers were held to help promote the teacher-student relationship through better communication.
- The Peer Mentoring Scheme was in place to assist S1 students in adapting to a new learning environment
- The Student Growth Group was set up to address students' needs during their growth process.
- Students were allowed to express their views about the school policy through Words of Shatin Tsung-Tsiners.
- Students were arranged to fill in questionnaires about stress assessment and sleeping quality so that timely assistance could be offered to students in need.
- A series of career planning activities and aptitude tests (e.g. workshop on MBTI) were run to help students acquire a better understanding of themselves and their career orientation.
- A record book for career planning was designed for students to record and integrate their learning outcomes.
- Briefing sessions on senior form curricula were provided for junior students to allow early preparation.
- Information regarding choice of studies and careers was provided for senior form students and parents so as to help them make decisions more easily.
- Assistance was provided for S6 graduates on the day of the release of the public exam results as well as in writing references, resumes and honing their interview skills.
- Assistance was offered to those who intended to pursue further studies, either overseas or on the

mainland.

- There were weekly information on further studies and career activities, visits to businesses, government organizations and academic institutes and also job shadowing in different organizations. Such information, visits and experiences helped deepen students' understanding of various study and career paths.
- Well-known community leaders, alumni or parents were invited to provide talks which intended to widen our students' global outlook by sharing their working experience.
- The Prefect Team provides an opportunity for students to hone their leadership skills.
- Junior Police Call was promoted to train students to be committed and responsible social members.
- 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.

3.6 Extra-curricular activities

3.6.1 The major area of concern

- Cultivating the traits expected of a Shatin Tsung-Tsiner
- Enhancing class building

3.6.2 Support measures for addressing the concern

- Through the One-student-one-art/sport Scheme and One-student-one-art Scheme for Senior Form, students were encouraged to take part in activities related to multiple intelligence
- The all-inclusive STTSS Award remained the main source of motivation for students to participate in class-based or inter-class activities.

3.6.3. Other activities

- To encourage students to get involved actively in extra-curricular activities, a total of twelve interest groups, twenty-five music classes as well as thirty-nine school teams were offered.
- Students were also encouraged to become involved in various music, drama, dancing and visual arts competitions. One-student-one-art Scheme was also promoted at senior levels to create a better aesthetic aura.
- Besides the annual Sports Day (organized by the all-student Sports Events Organizing Committee), the six Houses organized regular inter-house competitions (like those for basketball, rope skipping, singing and the board design competitions) in which students' leadership skills and team spirit could be honed and promoted respectively. The posts of the House Captains were continued to be filled by self-nominated candidates who were elected through 'universal suffrage', thus allowing students to take part in the promotion of house affairs.
- Arrangement was made for 50 senior-form (including Head and Vice-head Prefects, House Captains and Vice-house Captains, student committee members of Students' Union and the Religious Affairs Committee) and 30 junior form student leaders to enroll in the advanced and elementary leadership training course organized by the HKYWCA Shatin Integrated Social Service Centre. Student leaders received training in honing their activity-coordinating and -leadership skills, building up team spirit, communicating with others, handling conflicts and understanding the roles and qualities that a leader should possess.
- Class-based activities and inter-class competitions (like picnic, Christmas party, Sports Day,

inter-class basketball, long distance running and relay competitions, etc) were held. Together with the all-inclusive STTSS Award, students were encouraged to take part actively in inter-class activities to build up their team work and sense of belonging to the class.

- To advance leadership potential of members of class associations, a training class was held for S1 students concerned.
- A wild camp accompanying astronomy activity was held to enrich students' growth and life experiences and enable them to learn and practice life skills.
- Students were allowed to initiate new interest groups so as to promote their self-regulated learning and the personality trait of being self-motivated. This school year, the Japanese Culture Club and the Traffic Club were set up.

3.7 Students' Union

- A wide range of activities, like inter-house dodge ball matches, singing contest, camping at school campus, Millionaire, City Hunter, Stationery Crazy Sales (six times) and Students' Union Day, were held.
- Various kinds of services and welfare were offered. There were various sales activities like stationery sales (at below-market price levels), sales of school exercise books, SU papers, binding covers and paper, etc. Other services included photocopying services (free on the Public Exam Results Release Day), binding service, and loans of various types of ball and chess games, umbrellas and phones.
- Joint-school activities were promoted. A leadership training camp was organized by the SU in conjunction with other fellow schools.
- Funds were raised for external bodies. The Dress Casual Day was held to raise funds for Obis and to offer students the opportunity to display the traits required of them.
- Being invited by the Student Affairs Group, the SU attended the tuck shop management meeting to give feedback on the service of the tuck shop.
- 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.

3.8 Religious activities

3.8.1 The major areas of concern

- Stepping up effort to preach the Gospel
- Cultivating the traits expected of a ShatinTsung-Tsiner

3.8.2 Support measures for addressing those concerns

- Gospel and hymn sharing were integrated into morning assemblies and the former was also conveyed in hall assemblies.
- The yearly Gospel Week, the S1 Gospel Camp and the Graduates Gospel Camp remained the best time for recruiting. There were two evangelical assemblies (one for junior forms and one for senior forms) and three preparation activities.
- The traits expected of a Shatin Tsung-Tsiner were fostered through the Christian Education lessons. S1 to S3 Christian Education lessons were conducted in the form of a fellowship. Subject teachers, preachers and tutors from Sun Chui Church were arranged to lead the group sharing. Students could learn the Bible messages more effectively with group discussion and activities and hence converted to the Christian faith. Twenty-two teachers and eight preachers and tutors from the church took up the role of mentors. Talks were arranged in some of the Christian Education lessons for S4 to S6 in the hope that students could have a deeper

understanding and experience of Christian faith. Topics included work and calling, love and dating, equal rights or hegemony, film and life, walk with your neighbors, etc.

- Lunchtime or after-school growth groups led by Christian teachers served the new believers by helping them to know more about Christian teaching through close and intimate care.

3.8.3 Other activities

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

3.9 Home-school communication

3.9.1. The major areas of concern

- Sustaining the promotion of parental education in step with the school development

3.9.2. Support measures for addressing those concerns

- The PTA, in conjunction with the Home-School Cooperation Committee, held talks on positive education and parenting, covering topics on nurturing happy kids with positive energy and unearthing the character strengths of kids, to help parents understand how to nurture their wards with a positive mindset and enhance their wards' well-beings.
- A reading club was set up to encourage parents to share what they get after reading the book about creating a happy life journey. One hundred and forty parents enrolled in this activity.
- The Home-School Cooperation Committee worked closely with the Academic Affairs Committee, the Career Guidance Committee, the Discipline Committee and Sun Chui Church in the organization of eleven talks and seminars. Some of these talks helped S1 parents grasp the essence of the school policies. Some helped the junior form parents to nurture in their wards a pleasing character and healthy lifestyle while some provided useful and updated information on further studies and career choices to senior form parents. There were a total of 765 attendees.

3.9.3 Other activities

- In addition to the 'School Policy Forum', the Home-School Cooperation Committee, with the help of the Parent-Teacher Association, held the Lunar New Year Barbeque. Through regular committee meetings and a bi-weekly prayer meeting among parents, a contact network was set up between the school and parents and among parents themselves. The Home-School Cooperation Committee strengthened home-school communication network with channels like issuing the Parent Basic Law, the bulletins, setting up class-based WhatsApp groups, etc.
- To provide more concrete support for the school education and functions, the Parent-Teacher Association set up scholarships and the number of awardees reached around 40. Moreover, parents were recruited to be volunteers in the STTSS Career Expo, vaccine injection, Talk for the Prospective S1 Students and Sports Day.
- This school year, an old textbook donation was practiced to encourage students to utilize the resources fully.

3.10 Activities involving alumnae/alumni

- To strengthen the ties with the alumni, a database has been set up and is constantly updated. Electronic copies of the alumni bulletin were issued and the webpage of the Alumni Affairs

Committee shared with the alumni the most updated school and alumni news.

- To maintain strong ties with alumni, an annual general meeting, dinner gathering, Alumni Cup ball games (including basketball, football, badminton, table-tennis), parent-kid games and electronics sports competitions were organized by the Alumni Association.

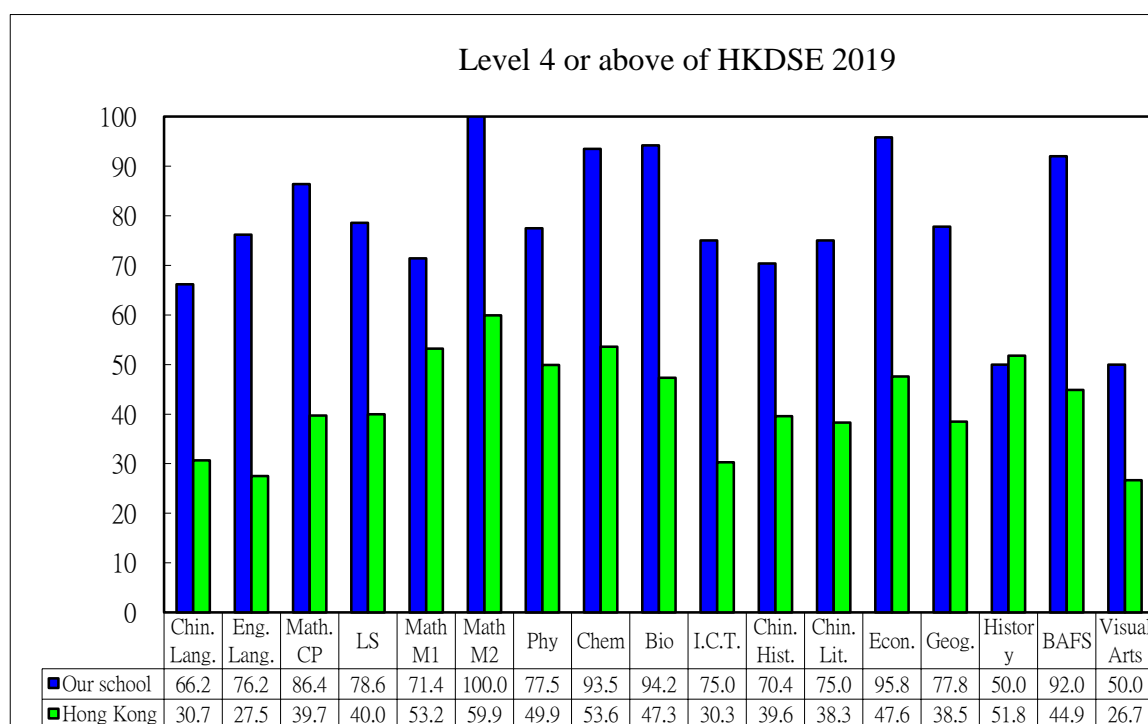
3.11 Student welfare

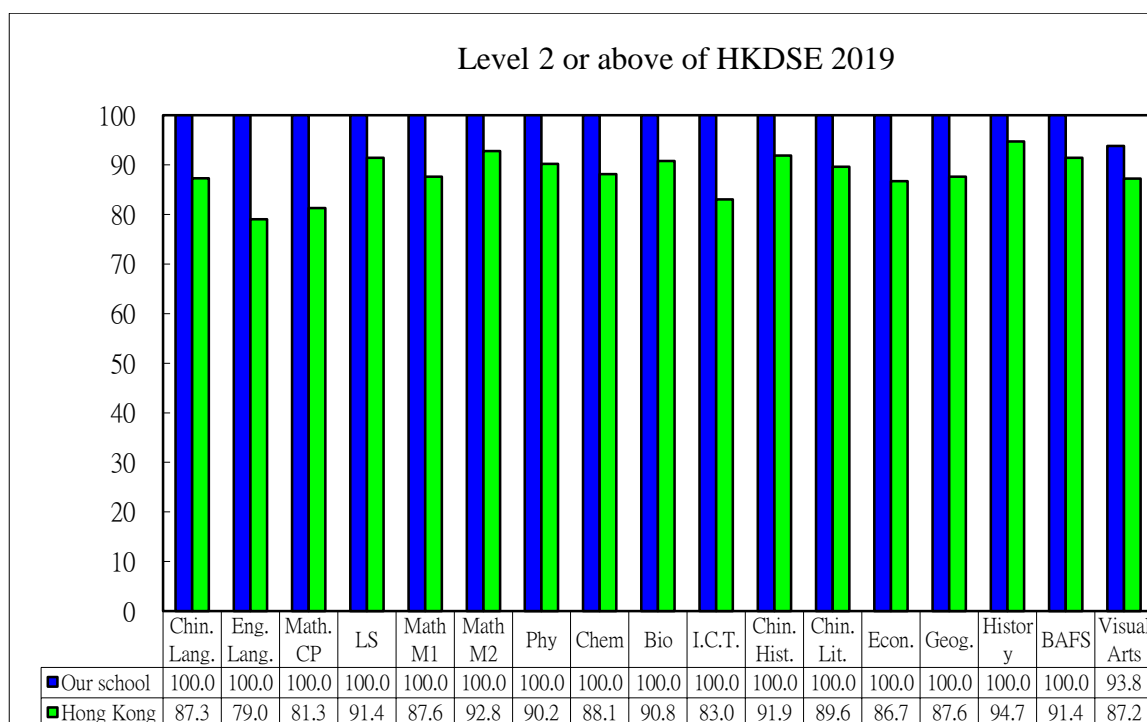
- Affordable photo-taking services, flu vaccination, supply of lunch boxes, ordering services for textbooks, school uniforms and sportswear were arranged.
- Assistance was provided for students in applying for various learning funds, subsidy schemes like the Personalized Octopus Card Scheme, School Textbook Assistance Scheme, Student Travel Subsidy Scheme, Subsidy Scheme for Internet Access, Health Check Service, Insurance (against accidents in activities) and Discount Cards for bread and cakes.
- Internal scholarships were set up and assistance was provided for students who would like to apply for external ones.
- There was vetting of candidates nominated for the Outstanding Student Award and various external academic exchange programmes.
- The Tuck Shop Management Team was set up to collect opinions from teachers, parents and students regarding issues over food quality and service enhancement.
- Air-conditioning was installed in the front covered playground and a television was placed in the middle of each classroom to perfect the learning facilities and campus environment.

4. Students' Performance

4.1 HKDSE

The average rate of students achieving level 2 or above in the 2019 HKDSE was 99.9%, with 79.4% reaching an average 4 or above.





4.2 Extra-curricular and community-based activities

- A headcount of 374 who acquired successful membership eligibility was registered in various interest group activities (under 5 categories: Aesthetics, Academic, Interest, Physical Development and Community Services). There were a combined total of 936 heads in the school teams (athletic, aesthetics and academic). A headcount of 163 joined the Junior Police Call.
- Our students participated in the following major inter-school competitions:

Title	Number of participants
HK Schools Music Festival	229
Joint School Music Competition	221
Hong Kong Youth Music Interflows	137
HK Schools Speech Festival	108
HK Schools Drama Festival	45
EMI Drama Fest	44
HK Schools Dance Festival	13
Chinese debating	36
English debating	22
HK Schools Sports Federation Inter-school Competitions (Shatin and Sai Kung District)	719
HK Schools Sports Federation Inter-school Competitions	10

Our school provided students with various opportunities to unearth their potential and promising results were achieved. In sports domain, our school ranked fourth in the girls' division and sixth in the boys' division among 50 secondary schools in Shatin and Sai Kung Area. The girls got the Grand Slam in basketball by winning the championship in Grade A, B and C while the boys attained the Best Improvement Award. The number of awards won in different grades of inter-school competitions exceeded last year's. In music domain, our Chinese Orchestra, Symphonic Orchestra, School Band and School Choir performed

outstandingly in inter-school competitions and were awarded several Gold Awards in the Joint School Music Competition. Our School Drama Team won awards in both English and Cantonese sections, especially the Award For Commendable Overall Performance in the Cantonese section. The results in various dancing and visual arts competitions were also pleasing as some highest or important awards in relative domains were attained (refer to Section 4 for details about their performance). Moreover, we also provided chances for students to widen their horizons :

Item	Targets	Number of participants
Hong Kong Outward Bound Training	S4	24
Wubei Historical and Cultural Tour (EDB)	S4 & S5	80
Sister Schools Scheme - Beijing Cultural Exchange Tour	S3	36
Taiwan Cruise Tour	S1	20
Taiwan Cruise and Eco Tour	S1 & S2	19
Taiwan Sports Training for Elite Athletes	S1 to S5	80
Singapore and Malaysia Historical and Cultural Tour	S4 & S5	16
English Universities Tour	S4	1
Canada Glacier and Eco Tour	S4 & S5	12
Canada English Study and Cultural Tour	S2	22
Yakutia International Research School	S3 to S5	10

- Our students participated in the following community services:

Activity	Number of participants
Serving in the Ching Tsung Elderly Academy	9
Selling the Care for The Elderly Charity Ticket for Tsung Tsin Mission of Hong Kong	27
Visiting HKYWCA Lung Hang Nursery School	27
Visiting On Hong Nursery School	27
Visiting the elderly of the Neighborhood Advice-Action Council	27
Visiting street sleepers	35
Blood donors	45
Visiting Maggie' s Cancer Caring Center	53
Joining the ELCHK Project Life Story	140
S3 visiting elderly	159

4.3 Inter-school competitions

Nature of activities	Number of participants		Awards
	Territorial	Regional	
Sports		301	HKSSF Shatin & Sai Kung Secondary Schools Area Committee ● Overall Champion (All Sport) Girls – Fourth Prize ● Overall Champion (All Sport) Boys – Sixth Place ● Most Improvement Award (Boys)

		79	<p>Inter-school Basketball Competition (Division 1):</p> <ul style="list-style-type: none"> ● Overall Champion (Girls) ● Girls Grade A – First Prize ● Girls Grade B – First Prize ● Girls Grade C – First Prize ● Boys Grade A – Second Prize ● Boys Grade B – Award of Merit ● Boys Grade C – Award of Merit
		93	<p>Inter-school Athletics Championships:</p> <p>Events</p> <ul style="list-style-type: none"> ● 100M of Girls Grade A – Second Prize (6A Hung Yee Ting Mandy) ● 200M of Boys Grade C – Second Prize (2B Kong Leong Hang) ● 400M of Boys Grade C – Second Prize (2B Kong Leong Hang) ● High Jump of Girls Grade B – Second Prize (3F Wong Ching Yee) ● 200M of Girls Grade A – Third Prize (6A Hung Yee Ting Mandy) ● 4x400M Relay of Boys Grade C – Third Prize (1E Tsang Wui Man Nereus, 1F Tsoi Gu Chit, 1F Wong Chi Dick, 2B Kong Leong Hang) ● Shot Put of Girls Grade A – Third Prize (5D Lee Tsz Nga) ● 400M of Boys Grade B – Fourth Prize ● Javelin of Girls Grade A – Fourth Prize ● 100M Hurdles of Girls Grade C – Award of Merit ● 400M of Girls Grade A – Award of Merit ● 800M of Boys Grade A – Award of Merit ● 1500M of Boys Grade C – Award of Merit ● 1500M of Girls Grade C – Award of Merit ● 4x100M Relay of Girls Grade A – Award of Merit ● 4x100M Relay of Girls Grade B – Award of Merit ● 4x100M Relay of Girls Grade C – Award of Merit ● 4x100M Relay of Boys Grade A – Award of Merit ● 4x100M Relay of Girls Grade A – Award of Merit ● High Jump of Boys Grade C – Award of Merit ● Long Jump of Boys Grade B – Award of Merit ● Long Jump of Girls Grade A – Award of Merit ● Long Jump of Girls Grade C – Award of Merit <p>Overall</p> <ul style="list-style-type: none"> ● Boys Grade C – Third Prize
		37	<p>Inter-school Long Distance Running Competition:</p> <p>Individuals</p> <ul style="list-style-type: none"> ● Boys Grade C – Second Prize (1F Tsoi Gu Chit) ● Boys Grade C – Fourth Prize (1E Tsang Wui Man Nereus) ● Boys Grade A – 1 Award of Merit ● Boys Grade C – 1 Award of Merit ● Girls Grade C – 1 Award of Merit <p>Group</p> <ul style="list-style-type: none"> ● Boys Grade C – First Prize ● Girls Grade C – Fourth Prize ● Boys Grade A – Award of Merit ● Girls Grade A – Award of Merit ● Girls Grade B – Award of Merit
		47	<p>Inter-school Cross Country Competition:</p> <p>Individuals</p> <ul style="list-style-type: none"> ● Boys Grade C – First Prize (1F Tsoi Gu Chit) ● Girls Grade A – Third Prize (5A Mork Yan Yui) ● Boys Grade B – 1 Award of Merit ● Boys Grade C – 1 Award of Merit <p>Group</p> <ul style="list-style-type: none"> ● Boys Grade C – First Prize

			<ul style="list-style-type: none"> ● Girls Grade C – Third Prize ● Boys Grade A – Award of Merit ● Girls Grade A – Award of Merit ● Girls Grade B – Award of Merit
		28	Inter-school Swimming Championships: Events <ul style="list-style-type: none"> ● 50M Butterfly of Girls Grade C – Second Prize (2E Ho Chek Kei Kelly) ● 200M Individual Medley of Girls Grade C – Second Prize (2E Ho Chek Kei Kelly) ● 100M Backstroke of Boys Grade C – Third Prize (1D Po Yuet Sing) ● 4x50M Freestyle Relay of Boys Grade C – Fourth Prize ● 50M Backstroke of Girls Grade B – Award of Merit
		60	Inter-school Handball Competition: <ul style="list-style-type: none"> ● Girls Grade B – Second Prize ● Boys Grade B – Third Prize ● Boys Grade A – Award of Merit ● Boys Grade C – Award of Merit
		50	Inter-school Badminton Competition: <ul style="list-style-type: none"> ● Boys Grade B – Second Prize ● Boys Grade C – Award of Merit ● Girls Grade B – Award of Merit ● Girls Grade C – Award of Merit
		55	Inter-school Volleyball Competition (Division 2): <ul style="list-style-type: none"> ● Boys Grade A – Second Prize ● Boys Grade C – Third Prize ● Girls Grade C – Fourth Prize
		27	Inter-school Table Tennis Competition: <ul style="list-style-type: none"> ● Girls Grade A – Third Prize (5D Lee Tsz Nga, 5E Luk Wing Yan, 5F Li Wai Yan Ita, 6D Ng Syu Hang) ● Boys Grade B – Fourth Prize ● Girls Grade B – Fourth Prize ● Girls Grade C – Fourth Prize ● Boys Grade A – Award of Merit
		18	Inter-school Indoor Rowing Championships : <ul style="list-style-type: none"> ● 1000M of Girls Grade A – Second Prize (4E Wai Hoi Ching) ● 500M of Girls Grade A – Award of Merit
	28		NIKE All Hong Kong Schools Jing Ying Basketball Tournament 2018 organized by HKSSF: <ul style="list-style-type: none"> ● Boys – Semi-final (one of the final 12 teams) ● Girls – Semi-final (one of the final 8 teams)
	1		Shing Mun River Novice Regatta 2018 organized by Hong Kong, China Rowing Association: M1X <ul style="list-style-type: none"> ● Second Prize (4E Chang Ming Hin)
	7		Netball Development Tournament 2018-2019 organized by The Hong Kong Netball Association: <ul style="list-style-type: none"> ● First Prize
	1		FSA Competition 2018 organized by Fencing Sport Academy: U14 Girl's Sabre <ul style="list-style-type: none"> ● First Prize (3C Tam Lok Yiu)
	1		New Year Cup 2019 Girls' Sabre (2006 or before) organized by Fencers Club Hong Kong: <ul style="list-style-type: none"> ● First Prize (3C Tam Lok Yiu)
	1		i-Fencing Alliance Club Limited Internal Tournament 2018-Series 2 organized by i-Fencing Alliance Club Limited: 12+ Girls Sabre <ul style="list-style-type: none"> ● Second Prize (3C Tam Lok Yiu)
	1		New Territories District Inter-school Fencing Competition organized by HKSSF: Sabre-Individual <ul style="list-style-type: none"> ● Girls Grade B – Third Prize (3C Tam Lok Yiu)

	1		International Fencing Invitational Girl's Sabre Under 17 organized by The Rotary Club of Dragon Hong Kong: ● Third Prize (3C Tam Lok Yiu)
	1		Taekwondo Poomsae & Hanmadang Competition 2018 organized by China Hong Kong National Taekwondo Alliance: ● Power Breaking~Side Kick-Color Belt – First Prize (4B So Pak Hei)
	1		Rope Skipping Competition 2019 (13-year-old Girl), organized by Hong Kong Rope Skipping Club: ● 30 Seconds Speed Step – 1 Award of Merit
		4	Shatin District JPC Floor Curling Competition 2019 organized by Shatin District Junior Police Call: ● First Prize (2D Ng Ming Him, 2E Lui Chin Hung, 2F Wong Shing Hin, 3D Chou Pui Kwan)
	1		2018 BOCHK Hong Kong Badminton (Award) Training Scheme organized by Hong Kong Badminton Association Limited: ● Bronze Award (3A Wan Chung Sang)
		1	Age Group Table Tennis Competition 2018 organized by Leisure and Cultural Services Department: Kowloon City District ● Men's Single (Youth) – First Prize (4E Lee Ho Yin) Tuen Mun District ● Men's Single (Youth) – Second Prize (4E Lee Ho Yin)
Academics	90		The 70th HK Schools Speech Festival organized by Hong Kong Schools Music and Speech Association Our students obtained 7 First Prizes, 10 Second Prizes, 11 Third Prizes and 57 Awards of Merit. They are as follows: Chinese Dramatic Duologue ● 2 First Prizes (5B Yeung Ting Wai Janette, 5C Lee Cheuk Wai, 5C Tsang Yan Cheuk, 5F Hau Wai Man) ● 3 Second Prizes (2E Chan Tsz Shan, 2F Wong Lai Hei, 5D Wong Yuen Hing, 5F Leung Wing Sze, 6D Kwok Helen, 6E Chan Wai Yin) ● 3 Awards of Merit Solo Prose Reading ● 1 First Prize (6E Li Hiu Yan) ● 1 Second Prize (3F Cheung Yuk Suet) ● 3 Third Prizes (4D Chim Hok Lam, 5B Wong Chui Ying, 6D Kwok Helen) ● 2 Awards of Merit Solo Verse Speaking ● 2 Awards of Merit English Dramatic Duologue ● 1 Second Prize (5B Woo Lok Yan, 5B Yeung Ting Wai Janette) ● 6 Awards of Merit Public Speaking Solo ● 1 First Prize (4A Tsoi Brian Sze Ho) ● 1 Second Prize (4A Hung Yat Long) ● 1 Third Prize (5F Hau Wai Man) ● 7 Awards of Merit Solo Verse Speaking ● 2 First Prizes (2C Huang Pui Ling, 2E Kam Yan Kiu Qiana) ● 2 Second Prizes (2E Wong Cheuk Hei, 2F Chan Hau Yi) ● 3 Third Prizes (1F Lee Lik, 3F Cheung Yuk Suet, 5B Yeung Ting Wai Janette) ● 28 Awards of Merit

			Putonghua Solo Prose Reading <ul style="list-style-type: none"> ● 1 Second Prize (2C Man Yui Ying) ● 1 Third Prize (4F Li Huanfang) ● 4 Awards of Merit Solo Verse Speaking <ul style="list-style-type: none"> ● 1 First Prize (3A Yeung Tsoi Yi) ● 1 Second Prize (1E Chan Kwan Yiu) ● 3 Third Prizes (1E Chan Yin Hang, 1F Lau Ching Yiu, 4F Li Huanfang) ● 5 Awards of Merit
	53		Secondary School Mathematics and Science Competition 2019 organized by The Hong Kong Polytechnic University Our students obtained 12 High Distinctions and 18 Distinctions. Mathematics <ul style="list-style-type: none"> ● 9 High Distinctions (5A Chan Man Sa Samantha, 5A Lam Kwun Hong, 5A Leung Ho Won, 5A Leung Ka Lun, 5A Leung Ka Wing, 5A Mok Tsz Long, 5A Ng Kwan To, 5A Tsui Ho Yin, 5A Yam Chi San) ● 5 Distinctions Physics <ul style="list-style-type: none"> ● 2 High Distinctions (5A Leung Ho Won, 5A Tsui Ho Yin) ● 6 Distinctions Chemistry <ul style="list-style-type: none"> ● 1 High Distinction (5A Lam Kwun Hong) ● 3 Distinctions Biology <ul style="list-style-type: none"> ● 4 Distinctions
	132 (International)		2019 International Competitions and Assessments for Schools organized by The University of New South Wales Our students obtained 13 High Distinctions, 48 Distinctions, 72 Credits and 17 Merits: English <ul style="list-style-type: none"> ● 3 High Distinctions (1E Lee Long Sze Lonz, 4A Ng Yui Sze Winsome, 4A Tsoi Brian Sze Ho) ● 22 Distinctions ● 35 Credits ● 12 Merits Mathematics <ul style="list-style-type: none"> ● 6 High Distinctions (1D Kei Tsz Yui, 1D Leung Ching Ho, 1D Shih Ching Ho Jonathan, 2E Chan Chun Kiu, 4A Yue Him Shing Daniel, 4B Luo Chi Chung) ● 20 Distinctions ● 29 Credits ● 2 Merits Science <ul style="list-style-type: none"> ● 4 High Distinctions (1D Leung Ching Ho, 2E Teng Chi Kit, 2E Wong Cheuk Hei, 4A Tsoi Brian Sze Ho) ● 6 Distinctions ● 8 Credits ● 3 Merits
	13 (International)		Ministry of Education and Science of the Republic of Sakha Yakutia International Science Games: The 25th TUYMAADA International Olympiad in Mathematics : Mathematics <i>Junior</i> <ul style="list-style-type: none"> ● 1 Honourable Mention (4B Luo Chi Chung) ● 1 Certificate of Participation (4A Chan Shun Hei Casen)

			<p><i>Senior</i></p> <ul style="list-style-type: none"> ● 1 Certificate of Participation (6A Wan Shu Wun) <p>Physics</p> <p><i>Junior</i></p> <ul style="list-style-type: none"> 1 Youngest Participant (4B Cheng Ka Chun) 2 Certificates of Participation (4A Lam Yu Hei, 4A Wong Yat Long) <p><i>Senior</i></p> <ul style="list-style-type: none"> 1 Honourable Mention (6A Tsang Kwong Chun) <p>Chemistry</p> <p><i>Junior</i></p> <ul style="list-style-type: none"> 1 Honourable Mention (4A Tang Wai Ki) 2 Certificates of Participation (4A Cheung Hau Yiu Abrianna, 4A Zhong Ming Yee) <p><i>Senior</i></p> <ul style="list-style-type: none"> 1 Honourable Mention (6E Wong Tsz Wang) <p>Informatics</p> <ul style="list-style-type: none"> 2 Certificates of Participation (5B Tse Hoi Chun, 6A Wong Wing Yan)
	5 (International)		<p>Yakutia International Science Games: The 11th International Research School:</p> <p>Mathematics</p> <ul style="list-style-type: none"> ● Certificate of Participation (5A Leung Ka Lun) <p>Chemistry</p> <ul style="list-style-type: none"> ● Certificates of Participation (5A Tsui Ho Yin, 6A Chan Kwan Ho) <p>Ecology</p> <ul style="list-style-type: none"> ● Certificates of Participation (5A Chan Kwan Suet Christy, 6A Kwok Cheuk Yin)
	1		<p>The Hong Kong Youth Mathematical Challenge 2018 organized by The Hong Kong Youth Mathematical Challenge Committee:</p> <ul style="list-style-type: none"> ● Bronze Award (2D Man Ka Ho Alvin)
	4		<p>True Light Girls' Invitational Mathematics Contest 2018 organized by True Light Middle School of Hong Kong:</p> <ul style="list-style-type: none"> ● Certificate of Distinction (4A Lau Ka Yi Carrie)
	17 (International)		<p>Hong Kong Mathematical Olympiad Association 2019 HuaXia Cup:</p> <p>Heat (Hong Kong)</p> <ul style="list-style-type: none"> ● 7 First Honours (1D Iu Ka Yi, 1D Kei Tsz Yui, 1D Shih Ching Ho Jonathan, 1E Lee Long Sze Lonz, 2D Cheung Hei Tung, 2D Lok Yin Fung, 3E Chung Kam Hong) ● 6 Second Honours (1B Chan See Ching, 1D Poon Chun Kit, 1E Tam Shun Yin, 1F Chung Hoi Yiu, 2E Wong Cheuk Hei, 3D Lo Tim Long) ● 4 Third Honours (1C Lai Tsz Hei, 1D Yeung Tsz Fung, 2D Chan Siu Yan, 2D Su Ziyang) <p>Semi-final (Southern China)</p> <ul style="list-style-type: none"> 2 Second Honours (1D Iu Ka Yi, 1E Tam Shun Yin) 5 Third Honours (1E Lee Long Sze Lonz, 2D Chan Siu Yan, 2D Cheung Hei Tung, 2D Lok Yin Fung, 3D Lo Tim Long) <p>Final (China)</p> <ul style="list-style-type: none"> 1 Second Honour (2D Lok Yin Fung) 3 Third Honours (1D Iu Ka Yi, 1E Lee Long Sze Lonz, 3D Lo Tim Long)
	14		<p>2019 HK and Macau Mathematical Olympiad Open Contest:</p> <ul style="list-style-type: none"> ● 3 Gold Honours (4A Yue Him Shing Daniel, 4B Siu Hok Yin, 5A Leung Ka Wing) ● 10 Silver Honours (1A Lau Sai Pong, 1B Cheung Kam Ip, 1C Lai Tsz Hei, 2E Chan Chun Kiu, 2E Wong Cheuk Hei, 2F Law Suet Ling,

			3C Wong Chor Man, 4A Chan Shun Hei Casen, 4A Lau Ka Yi Carrie, 4B Luo Chi Chung) ● 1 Bronze Honour (3E Siy Pak Hong)
	5 (International)		The Asia International Mathematical Olympiad Open Contest Semi-Final 2019: ● 1 Gold Honour (4B Siu Hok Yin) ● 2 Silver Honours (2F Law Suet Ling, 4A Lau Ka Yi Carrie) ● 2 Bronze Honours (1B Cheung Kam Ip, 4A Yue Him Shing Daniel)
	1		Hong Kong Mathematical Games Open 2019: ● 1 Silver Honour (1E Tam Shun Yin)
	2		Thailand International Mathematical Olympiad 2018 (Hong Kong Region) organized by Thailand Mathematics Society: ● Silver Award (4B Lam Lok) ● Bronze Award (4A Lau Ka Yi Carrie)
	1 (International)		Asian Pacific Mathematics Olympiad 2018 organized by The Hong Kong Academy for Gifted Education: ● Bronze Award (6A Tam Joe)
	4		The 36th Hong Kong Mathematics Olympiad (Individual) organized by EDB: Heat ● 1 Third-class Honour (5A Leung Ka Lun)
	15		The 18th Pui Ching Invitational Mathematics Competition organized by Pui Ching Middle School: Individuals ● 1 Second Prize (6A Tam Joe) ● 2 Third Prizes (4A Chan Shun Hei Casen, 5A Leung Ka Lun) ● 4 Awards of Merit School Award ● Award of Merit
	4		The 21st Hong Kong Youth Mathematical High Achievers Selection Contest organized by Po Leung Kuk, Hong Kong Association for Science and Mathematics Education: ● 3 Second Prizes (3D Shum Kwong Sing, 3E Chung Kam Hong, 3F Lam Hei Long) ● 1 Third Prize (3D Lo Tim Long)
	14 (International)		The 5th Annual International Mathematical Modeling Challenge organized by NeoUnion ESC Organization, IMMC Committee (Zhonghua): International Contest (Greater China) ● 3 Meritorious (5A Lam Kwun Hong, 5A Leung Ka Lun, 5A Leung Ka Wing) Regional Contest ● 10 Honourable Mentions (4A Chan Shun Hei Casen, 4A Lau Ka Yi Carrie, 4A Wong Yat Long, 4A Yue Him Shing Daniel, 4B Lam Lok, 4B Luo Chi Chung, 4B Siu Hok Yin, 5A Lam Kwun Hong, 5A Leung Ka Lun, 5A Leung Ka Wing)
	13 (International)		Hong Kong Junior Mathematics Olympiad-National Mathematical Forum for Youths 2018-19 (Maths Problem-solving Competition) organized by International Mathematical Olympiad Hong Kong Committee: ● Third Prize (1D Kei Tsz Yui)
	4		The Hong Kong Budding Scientists Award 2018-19 organized by The Gifted Education Section of EDB: ● 4 Semi-Finalists
	11		The Hong Kong Association for Computer Education Hong Kong Olympiad in Informatics 2018: ● 1 Bronze Award (4B Siu Hok Yin) ● 2 Finalists
	5		National Olympiad in Informatics 2018: ● 3 Finalists

	3		Microsoft GirlSpark Infinite Program 2019 organized by Microsoft: ● Innovation Technology Achiever's Award (3E Cheung Tsui Yi Tracy, 3E Li Ching Yin Cathy, 3F Cheung Yuk Suet)
	3		Canadian Computing Competition 2019 organized by The University of Hong Kong: ● 1 Honorable Mention (5B Tse Hoi Chun)
	1		i-Tech Summer Camp 2018 and Mind Drive Competition organized by Hong Kong Baptist University: ● First Prize (5B Chik Yau Hong)
	8		The 3rd Joint-school Novice Debating Competition organized by Joint-school Novice Debating Competition Committee: Group ● Final—8th Place Individuals 1st Preliminary ● The Best Debater (2A Chap Kin Cheung) 2nd Preliminary ● The Best Debater (4E Lau Wan Sze) 3rd Preliminary ● The Best Debater (4E Lau Wan Sze, 5A Chong Yuet Ottica)
	8		Sing Tao Inter-School Debate Competition organized by Sing Tao Daily: Chinese 2nd Preliminary ● The Best Debater (5C Tsang Yan Cheuk) ● The Best Interrogative Debater (5C Tsang Yan Cheuk) English 1st Preliminary ● The Best Debater (3E Lam Sum Ying) ● The Best Interrogative Debater (3E Ieong Yat Shun) 2nd Preliminary ● The Best Debater (3E Lam Sum Ying) ● The Best Interrogative Debater (3E Ng Man Chak)
		17	1st New Territories East Debating Invitation Contest organized by New Territories East Debating Invitation Contest Organizing Committee: 1st Section ● The Best Debater Award (3C Tse Wing Sze) 2nd Section ● The Best Debater Award (2E Wong Tsz Yuet) 3rd Section ● The Best Debater Award (2C Sum Blessing)
	11		Hong Kong Secondary School Debating Competition 2019 organized by Hong Kong Secondary School Debating: Standard Form—First Term ● Term 1—The Best Debater (3E Leung Seng Chun Clayton) ● Term 2—The Best Debater (3E Ng Pui Tak) Standard Form—Second Term ● Term 1—The Best Debater (3E Tang Hau Yue) Enhanced Form—Second Term ● Term 1—The Best Debater (3E Ip Vanessa Adeline) ● Term 2—The Best Debater (3E Tze Tsz Ling)
		6	Basic Law Debating Competition (New Territories East Section)(Group 4) organized by Joint Committee for the Basic Law of Hong Kong: Qualification ● The Best Debater (5A Pang Tsz Kin)
		2	"Hand-in-hand" Secondary and Primary School Debate Competition (Shatin District) organized by Solution on Wheels: 3rd Section ● The Best Question Award (1B Chan See Ching) ● The Best Cooperation Award (1B Chan See Ching, 1B Li Yi Kiu)

	3		20th HKPTU English Debating Competition organized by Hong Kong Professional Teachers' Union: Form 4 ● 3 Quarter-Finalists (3E Tai Cheuk Yui, 4C Chang Hiu Ching, 4C Lee Wing Tung)
	1		Hong Kong Youth Summit 2018 Edventure organized by Hong Kong Outsnading Students' Association: ● Best Speaker Award (6A Ho Yuen Shun)
	27		2018 Inter-school Model United Nations Hong Kong Conference organized by Inter-school Model United Nations (Hong Kong): ● Most Improved Award (5B Chik Yau Hong)
	12		The 13th Speaking Contest for Hong Kong Students organized by The Education University of Hong Kong, Rational Communication Educational: ● 6 Awards of Merit
	15		The 5th Chinese Traditional Culture Public Speaking Competition organized by The Education University of Hong Kong: ● Second Prize (3E Lam Sum Ying) ● 2 Finalists
	1		The 21st Hong Kong Primary and Secondary School Students Putonghua Public Speaking Competition 2019 organized by The Cultural and Educational Association of the New Towns: ● Best Eloquence Award (5F Hau Wai Man)
	1		RTHK "The Speaker" English Public Speaking Contest 2019: ● 1 Finalist
	5		Audio Book Competition 2019: ● 2 Finalists
	1		"Discovery Touching Moments in Life" Community Planning Writing Competition organized by Caritas Dr. & Mrs. Olinto de Sousa Integrated Family Service Centre: ● First Prize (4D Chan Man Ching)
	1		The 9th Hong Kong Sinology Festival (Writing Competition-Junior) organized by Chinese Language and Sinology Education Center: ● Gold Award (1F Lee Lik)
	2		"Jing Ying Cup" Chinese Language Knowledge Contest for Youth 2018-19 organized by Society on Modernization of Chinese Language: ● Second Prize (1F Lau Colin Theodore) ● Third Prize (1A Lee Yung Yi)
	1		"One Country and Two Systems" and Basic Law Slogan Writing Competition organized by Hong Kong Youth Nurture Association: ● Second Prize (4D Chan Man Ching)
	1		"If I was a family member of Cinderella" Writing Competition organized by The Society for Truth and Light Limited: ● Third Prize (5F Hau Wai Man)
	1		The 5th Hong Kong Secondary School Student Real-time Prose Writing Competition 2019 organized by Hong Kong Student Literature Press Company Limited: ● 1 Award of Merit
	1		Dr. Stephen Chan Joint School Micro-novel Writing Competition (2018-2019)(Junior) organized by Dr. Stephen Chan Education Foundation Limited: ● 1 Finalist
		1	The 69th National Day Celebration Writing Competition organized by New Territories School Heads Association: ● 1 Finalist
	1		2018 Hong Kong Writing Competition for Secondary Schools organized by The Society of Language Education 2018, the Student Union of CUHK: ● 1 Award of Merit
	11		The 3rd "Real Boss" Business Competition organized by Hong Kong Wing Wah Cake Shop, Partners Education Foundation: ● Champion and The Most Creative Award

			(5A Chin Hau Man, 5A Ngai Cheuk Hei, 5A Pang Tsz Kin, 5B Wong Chui Ying, 5D Lau Pui Wang, 5E Chan Yuk Ki, 5E Cheng Ka Yu, 5E Tsui Ka Ho, 5F Ho Siu Wing, 5F Li Ho Hin, 5F Shum Wing Sze)
	3		HKUST Business YoungStars organized by HKUST: <ul style="list-style-type: none"> ● 1 Outstanding Participation Silver Award (5B Chik Yau Hong) ● 2 Outstanding Participation Bronze Awards (6A Ho Yuen Shun, 6A Or Tin Yau)
Aesthetics	202		The 71st HK Sch. Music Festival organized by Hong Kong Schools Music and Speech Association. Our students obtained 2 First Prizes, 1 Second Prize, 5 Third Prizes and 29 Awards of Merit: 2 First Prizes <ul style="list-style-type: none"> ● Graded Piano Solo (1E Chan Kwan Yiu) ● Suona Advanced (6A Tam Joe) 1 Second Prize <ul style="list-style-type: none"> ● Graded Piano Solo (1C Au Ying Chun Ingel) 5 Third Prizes <ul style="list-style-type: none"> ● Graded Piano Solo (2E Choi Yik Lam) ● Suona Junior (5B Ng Long Yin) ● Di Intermediate (1F Yan Tsz Ching) ● Pipa Senior (5D Chan Oi Lum) ● Zhongruan Advanced (5C Tang Chung Man Iman) Achievements of the school teams: <ul style="list-style-type: none"> ● Concert Band Intermediate — Award of Merit ● Symphony Orchestra Intermediate — Award of Merit
	185		Joint School Music Competition 2019 organized by Hong Kong Joint School Music Association: <ul style="list-style-type: none"> ● School Choir Junior (Challenging Group) — Gold Award ● School Choir Senior (Challenging Group) — Gold Award ● Symphony Orchestra — Gold Award ● School Band — Silver Award
	137		2018 Hong Kong Youth Music Interflows organized by Music Office, Leisure and Cultural Services Department: <ul style="list-style-type: none"> ● Symphonic Band Contest — Silver Award ● Chinese Orchestra Contest — Bronze Award
	1		(Taiwan) Asia. Aegean Sea Seminar and Music Contest 2019 (Hong Kong District Preliminary) organized by HKYPA: <ul style="list-style-type: none"> ● Second Prize (1F Lee Lik)
	19		The 55th Hong Kong Schools Dance Festival organized by Hong Kong Schools Dance Association: <ul style="list-style-type: none"> ● Honours Award ● Choreography Award Winner
	45		EDB Hong Kong School Drama Festival 2019 : Individuals <ul style="list-style-type: none"> ● 2 Awards for Outstanding Performer (2C Mak Ka Yu, 4C Chiu Lok Yi) ● Award for Outstanding Director (5B Lo Hau Yan) Groups <ul style="list-style-type: none"> ● Award for Commendable Overall Performance ● Award for Outstanding Stage Effect ● Award for Outstanding Cooperation
	44		EMI Drama Fest 2019 organized by The Association of English Medium Secondary Schools: Individuals <ul style="list-style-type: none"> ● Outstanding Performer (5C Kwok Yui Kiu) Groups <ul style="list-style-type: none"> ● Outstanding Spoken English Award

	1		Grantham Visual Arts Scholarship 2018-19 organized by Hong Kong Society For Education In Art: Senior ● Grantham Visual Arts Scholarship (6E Li Hiu Yan)
	5		The 11th Youth Visual Art Exhibition 2019 organized by Eastern District Arts Council: ● Hong Kong Outstanding Visual Art Student Grand Prize (6E Li Hiu Yan) ● 3 Hong Kong Outstanding Visual Art Creative Awards (6B Ho Chun Long, 6C Pang Cheuk Lam, 6C Sit Athena)
	8		Exhibition of Student Visual Arts Work (2018/19) ● Gold Award (3B Lee Chi Yan) ● Silver Award (3F Wang Zhiyi)
	7		The 12th Moral Education Comics Design Competition organized by Winsor Education Foundation: ● 3 Awards of Merit
	1		The Healthy Comic Strip Contest 2017/18 organized by Office for Film, Newspaper and Article Administration: ● 1 Good Performance Award (2B Chow Pak Hin Lucas)
	1		Generation i Multimedia Competition organized by Equal Opportunities Commissions: ● 1 Award of Merit
	1		The 43rd Hong Kong Youth Cultural and Arts Competition-The Hong Kong Youth Chinese Chess Competition (2017-18) organized by Hong Kong Youth Cultural and Arts Competition Committee: ● First Prize (5A Wan Hei Long)
		5	The 15th CYC "GO" Contest (SHATIN) organized by EDB Shatin CYC: ● First Prize (5A Ng Kwan To) ● 4 Awards of Merit
Others	1		Tsung Tsin Mission of Hong Kong Outstanding Student Selection organized by Tsung Tsin Mission of Hong Kong: ● Tsung Tsin Mission of Hong Kong Outstanding Student Award (5A Mork Yan Yui)
	1		"Be a Government Official for a Day" Programme 2018 organized by Commission on Poverty: ● 5C Tsang Yan Cheuk
	1		Outstanding Student Leaders Award 2018-2019 organized by Hok Yau Club: ● Outstanding Student Leaders Award (5C Tsang Yan Cheuk)
		4	The 15th Shatin District Outstanding Student Award organized by Shatin Youth Association: ● Outstanding Student Award (3F Lo Cheuk Hin) ● 3 Outstanding Student Certificates (3F Chan Yan Ching, 4C Chang Hiu Ching, 5A Chan Kwan Suet Christy)
	2		HKU-Jockey Club Nurturing Global Leaders Programme 2018 organized by Centre for Applied English Studies, HKU: ● 5E Chan Yee Lam, 5F Hau Wai Man
	1		Shatin District Junior Police Call Volunteer Service Award 2017-18 organized by Shatin District Junior Police Call : ● Volunteer Service Award (3D Chou Pui Kwan)
		6	Shatin District Joint School Leadership Nurturing Programme 2018-19 organized by HKYWCA Shatin Integrated Social Service Centre : ● Outstanding Young Leader Grand Prize (3E Fu Yee Ting) ● 1 Most Popular Leader Award (3E Leung Yi Lam) ● 3 Potential Leader Awards (3D Chou Pui Kwan, 3D Gao Ka Lam, 3E Fu Yee Ting)
	5		Volunteer Service organized by Social Welfare Department: Individual ● 1 Silver Honour (6C Hui Ching Ting) ● 4 Bronze Honours (2D Shum Pui Yi, 6B Chan Chung Tin,

4.4 Religious activities

- The number of students converted to the Christian faith: 25
- The number of students joining the gospel camp: 172
- The average number of students joining the Christian fellowship:

4.5 Careers and further education of S6 students

Offered a degree course (local)	Offered an associate degree course (local)	Offered a degree course (overseas)
92.6%	5.4%	1.4%

4.6 Indicators of students' affective and social outcomes

Item	Subscale	School Junior Average(18/19)	HK Junior Average	Effect Size	School Junior Average (17/18)
1	General Satisfaction	2.61	2.60	Negligible	2.59
2	Negative Affect	1.78	1.81	Negligible	1.82
3	Teacher Student Relationship	3.08	2.98	Negligible	2.99
4	Social Integration	2.99	2.92	Negligible	2.94
5	Achievement	2.45	2.55	Negligible	2.39
6	Opportunities	3.02	2.97	Negligible	2.97
7	Adventure	2.44	2.53	Negligible	2.44

Item	Subscale	School Senior Average(18/19)	HK Senior Average	Effect Size	School Senior Average (17/18)
1	General Satisfaction	2.48	2.48	Negligible	2.44
2	Negative Affect	2.12	1.94	Small	1.98
3	Teacher Student Relationship	2.97	2.91	Negligible	2.95
4	Social Integration	2.95	2.94	Negligible	2.98
5	Achievement	2.37	2.42	Negligible	2.35
6	Opportunities	2.85	2.77	Negligible	2.83
7	Adventure	2.35	2.43	Negligible	2.32

Comments:

- Overall speaking, there was no noticeable difference between the school figures and the Hong Kong averages for junior-form students while our senior-form students showed a slightly lower rating than the average Hong Kong students on the criterion Negative Affect.

4.7 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	2.1%	97.9%
S2	2.2%	97.8%

S3	2.0%	98.0%
S4	2.2%	97.8%
S5	4.3%	95.7%
S6	4.8%	95.2%

5. Summarizing The Past and Planning For The Future

5.1 Work performance

The school is satisfied with the development and growth that occurred in various fields. 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 new 3-year plan as follows :

- (i) To make use of the advantages of small classes to implement various tactics to enhance students' self-regulated learning
- (ii) To implement positive education while allowing committees and teachers to choose the strategies at their own discretion
- (iii) To widen students' horizons by initiating activities or encouraging them to join external relevant activities.

5.2 Development plan: situational analysis

5.2.1 Externally

- Financial resources provided by the government
- Limited manpower provided by the government
- Recent social events affecting the emotions and interpersonal relationship of students
- Social ethos affecting the effectiveness of value education

5.2.2 Internally

- A spacious campus with well-structured facilities
- Sound administrative hierarchy
- A pool of devoted teachers with professionalism
- Adequate training and support for new teachers to improve their teaching pedagogy
- Self-financing small-class teaching
- 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

5.3. Future development

5.3.1 Management and organization

- Reduce workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

5.3.2 Teachers' professional development

- Raise teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

5.3.3 Academic affairs

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Promoting STEM education
- Promoting reading
- Promoting e-learning

5.3.4. Student support, discipline, guidance, religious affairs, extra-curricular activities

- Cultivating the traits expected of a Shatin Tsung-Tsiner
- Stepping up evangelistic effort
- Strengthening class building

5.3.5 Students' welfare

- Campus embellishment
- Utilizing government subsidies to reduce students' activity expenses

5.3.6 Liaison with parents

- Strengthening parental education

5.3.7 Alumni

- Widening the network of alumni

The IMC of Shatin Tsung Tsin Secondary School
Financial Statement (2018 - 2019)
(Subject to final audit verification)

	Income \$	Expenditure \$	Surplus / (Deficit) \$
<u>I. Government Fund</u>			
(1) EOEBG			
- Administration Grant	4,691,275.12	3,730,486.13	960,788.99
- Composite Information Technology Grant	515,139.00	443,980.18	71,158.82
- Air-conditioning Grant	578,692.00	529,075.20	49,616.80
- Capacity Enhancement Grant	613,766.00	142,328.10	471,437.90
- Whole-School Approach to Integrated Education (Recurrent)	13,640.00	3,947.00	9,693.00
- Special Grant on Typhoon Disturbance	60,300.00	60,300.00	0.00
- EOEBG Baseline Reference	2,513,970.88	2,106,073.87	407,897.01
Sub-total (A) :	8,986,783.00	7,016,190.48	1,970,592.52
(2) Grants/Fundings outside EOEBG			
Other Recurrent Grant A/C	898,000.00	898,000.00	0.00
Committee on Home-Sch Co-op Proj Gr. A/C			
(A) Setting/Subsidizing Expenses of PTA	5,474.00	5,474.00	0.00
(B) Activity	10,000.00	10,000.00	0.00
Salaries Grant A/C	48,864,910.00	48,864,910.00	0.00
Employer's Cont to PF Scheme for NT A/C	594,024.00	557,866.57	36,157.43
Grant A/C for Fringe Benefits under NET	372,436.00	372,436.00	0.00
SB After School Learning & Support Programme A/C	106,800.00	108,389.40	(1,589.40)
Teacher Relief Grant	4,811,808.10	5,920,477.41	(1,108,669.31)
Learning Support Grant for Secondary School	60,151.00	74,305.58	(14,154.58)
Diversity Learning Grant - Other Programmes	117,000.00	116,616.80	383.20
Moral and National Education Subject Support Grant	0.00	0.00	0.00
Pilot Project on Student with Autism	214,434.00	225,425.92	(10,991.92)
ITE4 - One-off IT Grant	0.00	0.00	0.00
Enhancing WiFi Infrastructure - Extra Recurrent Grant	84,940.00	78,624.00	6,316.00
One-off IT Grant for e-Learning in Schools	0.00	128,600.00	(128,600.00)
One-off IT Grant to Sec. School for the Promotion of STEM	0.00	23,847.00	(23,847.00)
One-off Grant - Promotion of Chi. History & Culture	0.00	36,620.00	(36,620.00)
Information Technology Staffing Support Grant	307,200.00	340,885.79	(33,685.79)
Grant for the Sister School Scheme	150,000.00	150,184.00	(184.00)
Promotion of Reading Grant	70,000.00	58,283.04	11,716.96
Jockey Club LW Learning Fund	89,460.00	89,446.60	13.40
Hong Kong Schools Drama Festival	(8,991.61)	35.20	(9,026.81)
Sub-total (B) :	56,747,645.49	58,060,427.31	(1,312,781.82)
<u>II. School Fund</u>			
(1) Approved Coll. For Specific Purposes A/C			
- Non-standard Items	242,128.00	77,824.00	164,304.00
- Small-class Teaching fee	1,205,388.00	1,205,780.50	(392.50)
- Students' Union Membership fee	18,540.00	48,420.61	(29,880.61)
(2) General Fund / Subscription / TF A/C	368,469.50	182,442.82	186,026.68
(3) Donation (including Scholarships)	101,789.20	177,483.92	(75,694.72)
Sub-total (C) :	1,936,314.70	1,691,951.85	244,362.85
TOTAL (A) + (B) + (C)	67,670,743.19	66,768,569.64	902,173.55