

**Tak Sun Secondary School**

德信中學

**School Annual Report**

**(2013/2014)**

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香港科技大學 Jockey Club Science & Technology Centre

Tak Sun Secondary School  
10th Anniversary  
Celebrations

WALKATHO  
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# **1. School Vision & Mission**

## **1.1 Our Vision**

Tak Sun Secondary School is founded on Catholic Christian values with an aim to offer a whole person education to students. Our holistic educational approach encompasses the intellectual, moral, aesthetic, physical, social and spiritual components.

The school envisions students who are trained in life-long learning. To accomplish this, the school, the parents, and the teachers consider it of utmost importance to train its students to be men of character, building their lives on a platform of values and virtues. These men of character will be characterised by clarity of thought and direction (prudence), steadfast will (fortitude), self-mastery (temperance), a selfless desire to serve the common good of society (justice), cultivated in an atmosphere of optimism and joy.

The school vision calls for greater involvement of parents in the education of their children, a vision we share with other schools of the same inspiration all over the globe. We envision a partnership where the parents also grow and become better parents through parent education.

## **1.2 Our Mission**

Inspired by Catholic Christian ideals, we provide a demanding, balanced formation to our students so that they accomplish their full potential, as well as grow to be upright and responsible men, developing all their talents in a spirit of service to others. We strive to strengthen and unite the family, enabling parents to exercise their duties as primary educators of their children, with the school and the community as their active partners.

## **2. Our School**

### **2.1 Spirit and Philosophy of Education**

The spirit of our school (and the other Tak Sun schools) is drawn from the life and teachings of Saint Josemaría Escrivá, a priest and founder of Opus Dei ([www.opusdei.org](http://www.opusdei.org)), a personal Prelature of the Catholic Church, that helps ordinary lay people seek holiness in and through their everyday activities, especially in work well done.

In the school, this means giving students an all-round formation by working closely with the parents, whom Saint Josemaría Escrivá ([www.escrivaworks.org](http://www.escrivaworks.org)) said are the primary educators of their children. He also encouraged the development of a tutorial system through which a student acquires human virtues; especially initiative that balances freedom with responsibility.

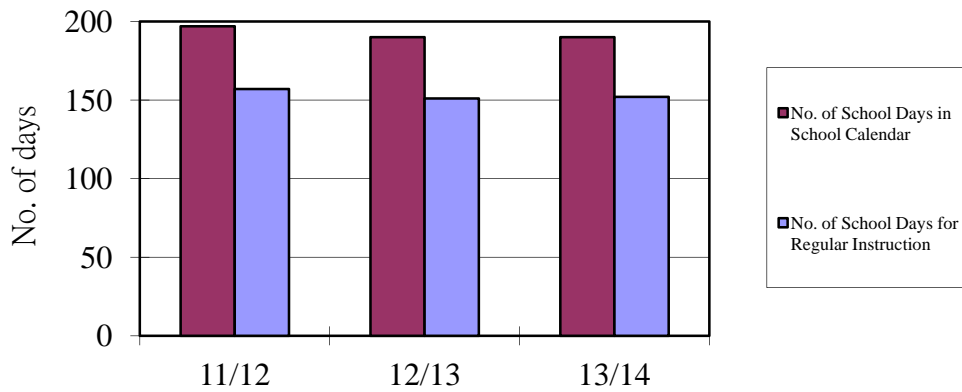
### **2.2 School Management**

Our school implemented school-based management in 2001 when the School Management Committee (SMC) was established. The SMC is composed of four school managers appointed by the sponsoring body, the Supervisor and the Principal. In June 2007, the school set up the Incorporated Management Committee (IMC) so that different stakeholders can participate in the school management including Teacher Managers, Parent Managers and Alumni Manager.

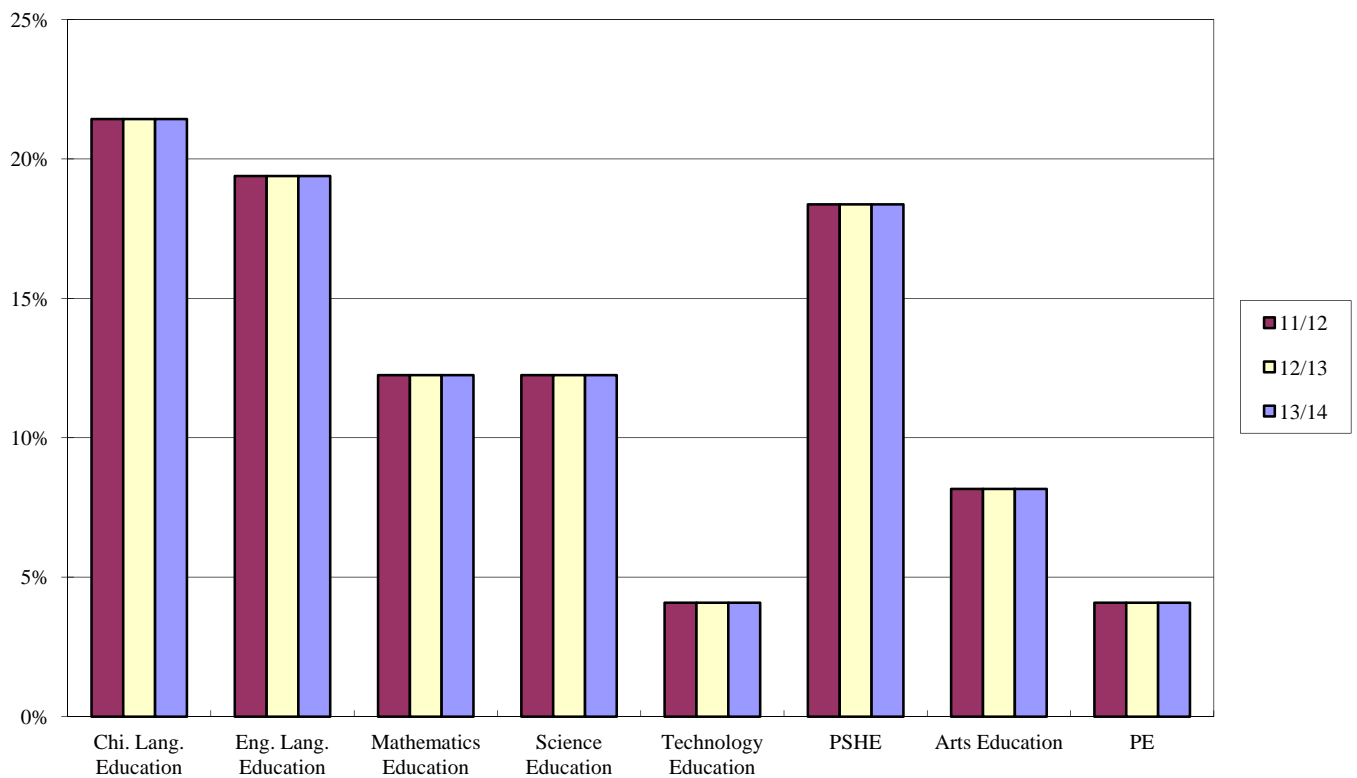
The main body responsible for the operations of the school is the Executive Office (EO), which is comprised of Supervisor, Principal, Vice-Principal (Junior Secondary), Vice-Principal (Senior Secondary), Vice-Principal (Administration), Vice-Principal (Academic Formation), Vice-Principal (Student Formation), School Chaplain and a member from the IMC.

The EO is assisted by the Academic Formation Council (AFC), Student Formation Council (SFC) and the Administration Council (ADC). The AFC, which formulating the policies regarding academic issues of the school, is made up of Principal, Vice-Principal (Academic Formation), the subject stream masters and some co-opted members according to the needs. The SFC, which formulating the policies regarding student formation issues of the school, is made up of Principal, Vice-Principal (Student Formation), the representatives of Junior and Senior Secondary Sections, Co-Curricular Activities Master, Discipline Master, Careers Master, Tutoring Master and the representatives from the Pastoral and Spiritual Affairs Committee, the Social Service Committee and the Moral and Civic Education Committee.

## 2.3 Number of Active School Days

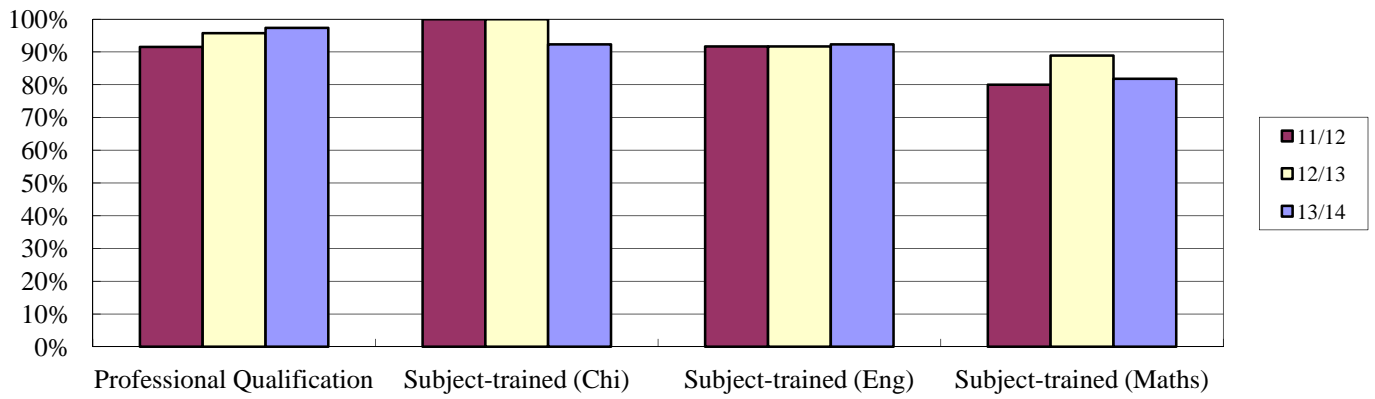
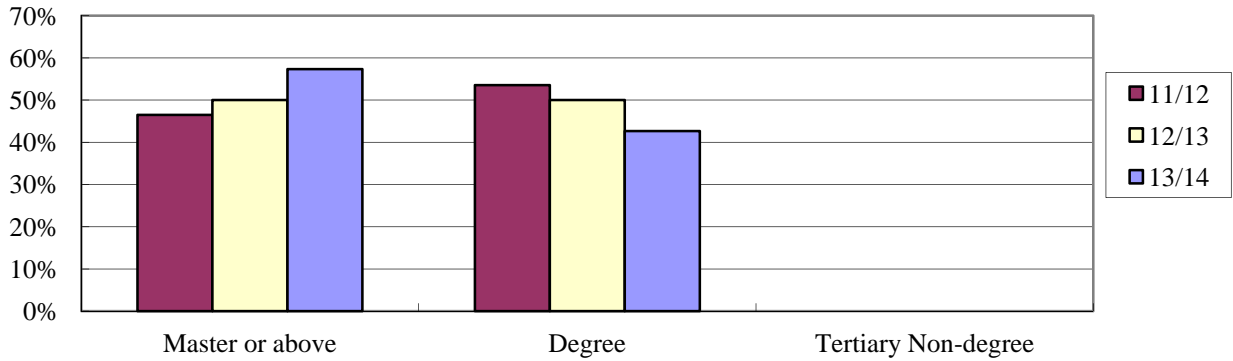


## 2.4 Lesson Time for the 8 Key Learning Areas

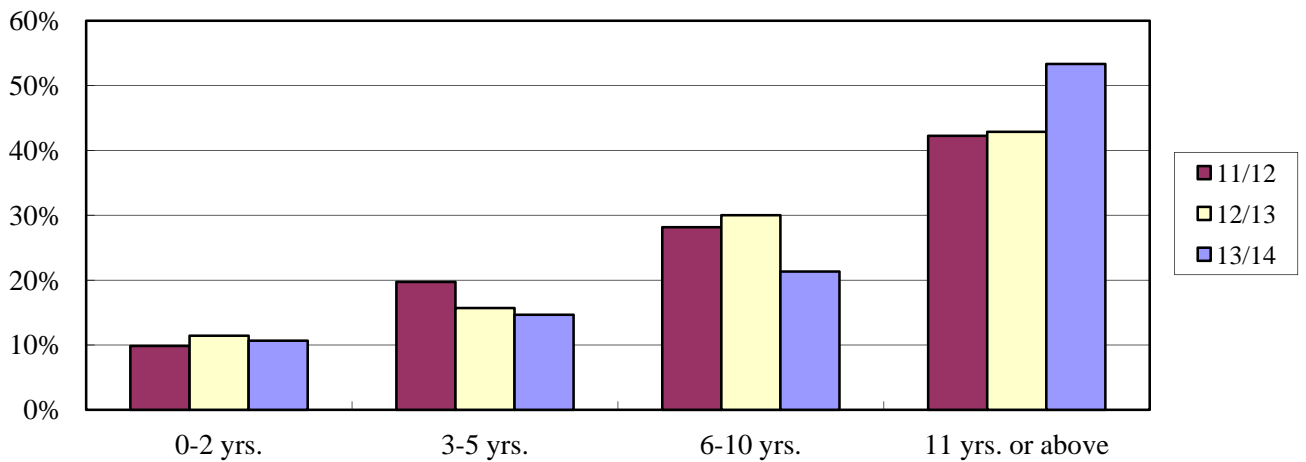


### 3. Our Teachers

#### 3.1 Teachers' Qualification



#### 3.2 Teachers' Experience



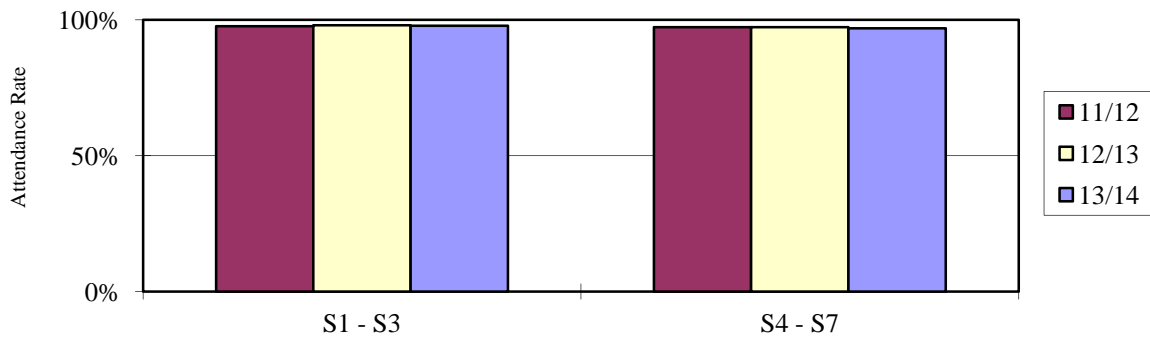
## 4. Our Students

### 4.1 Class Organization

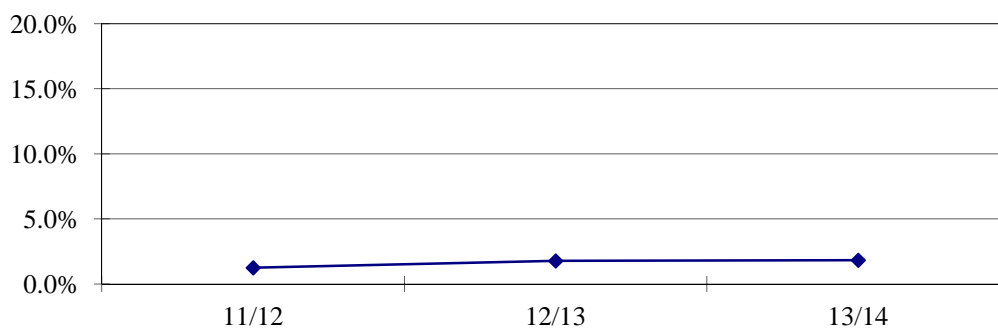
2013-14

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	4	29
Students	166	181	158	148	118	103	874
Total Enrolment	166	181	158	148	118	103	874

### 4.2 Students' Attendance



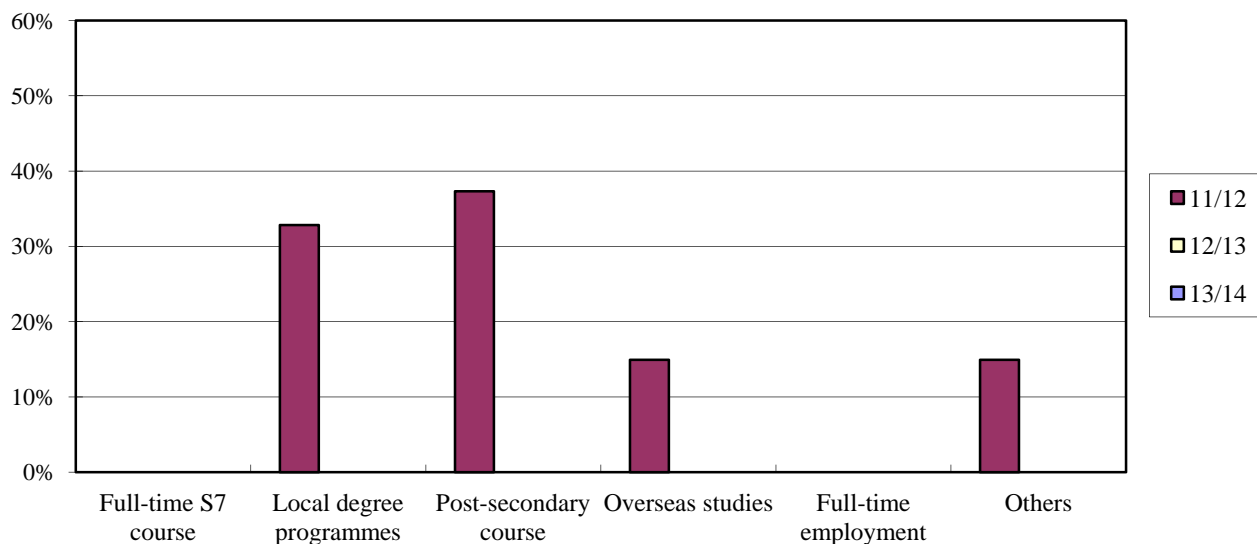
### 4.3 Students' Early Exit



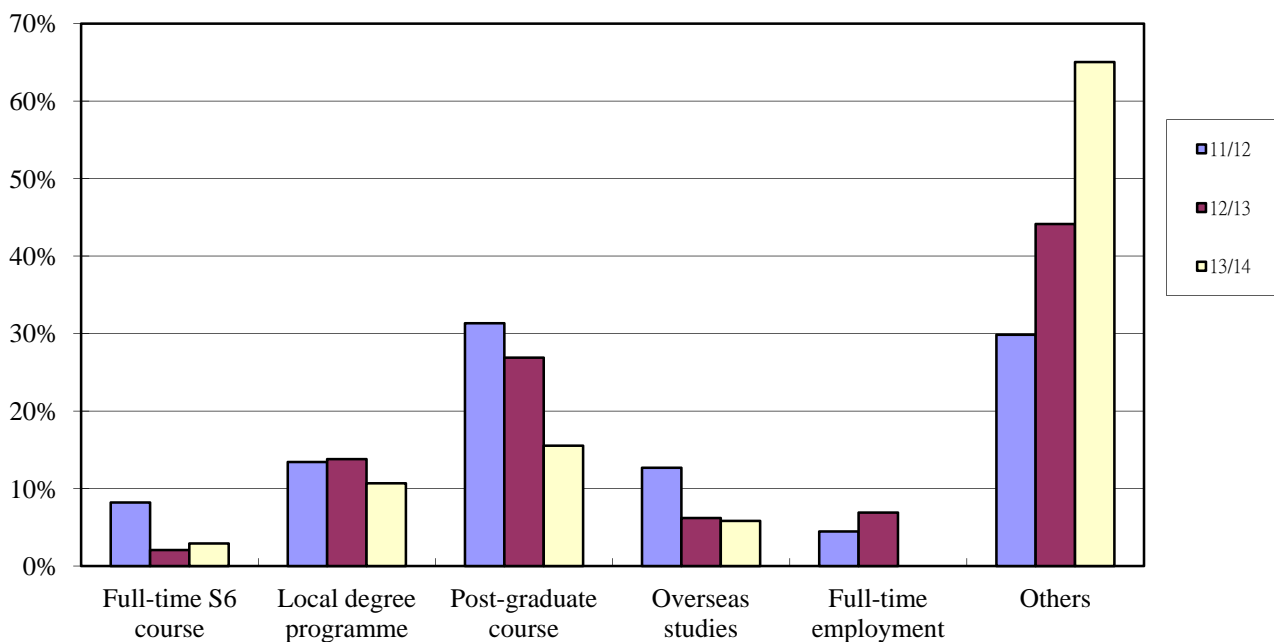
## 5. Performance of Students

### 5.1 Destination of Exit Students

**Form 7 Graduates (up to 2012)**



**Form 6 Graduates (2012 - 2014)**





## 5.2 HKALE

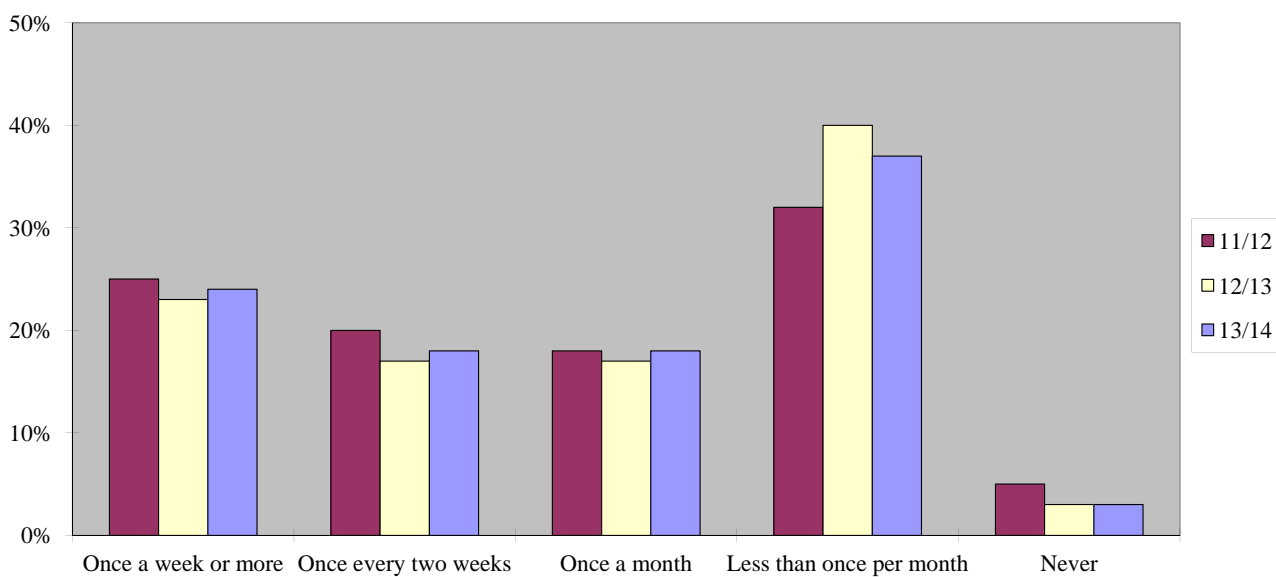
	11/12
No. of students sat	67
% of students awarded the minimum entrance requirements for tertiary education	79.1%
Best student result	3B

## 5.3 HKDSE

	11/12	12/13	13/14
No. of students sat	129	139	100
No. of students with 5 subjects having Level 2 or above	69.0%	73.4%	75%
Best student result	3 Lv5*, 2 Lv5, 2 Lv4	4 Lv 5**, 1 Lv 5*, 1 Lv 5	1 Lv 5*, 4 Lv 4; 3 Lv 5, 2 Lv 4

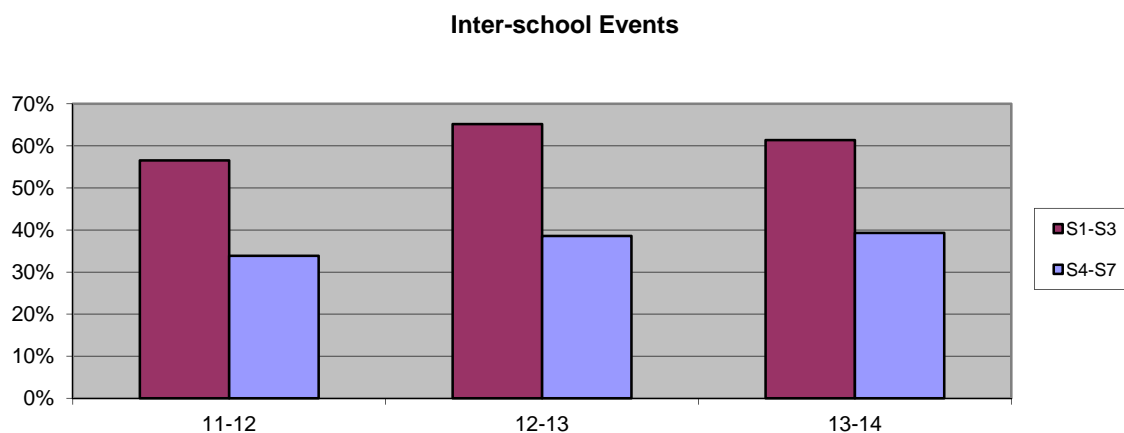
## 5.4 Students' Reading Habit

**Percentage of Students Borrowing Reading Materials form School Library**



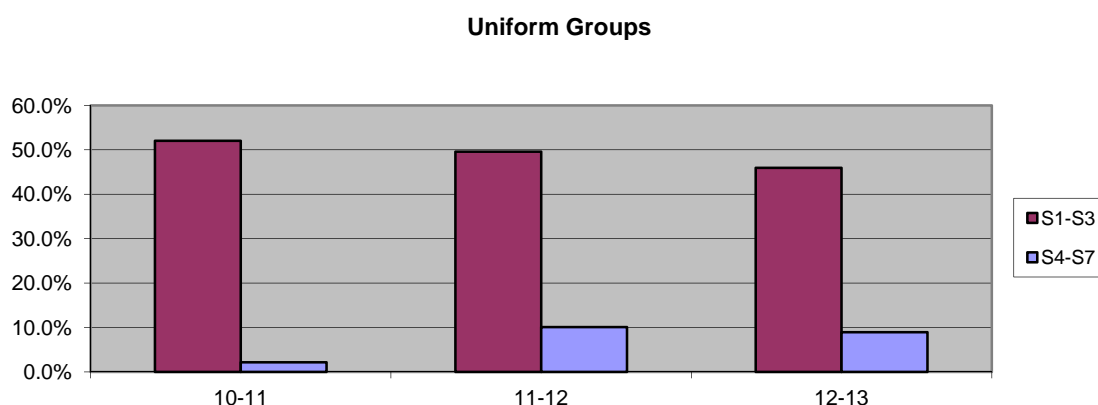
## 5.5 Student Participation in Inter-school Events and Uniform Groups

### 5.5.1 Inter-school Events



Notes: Inter-school events include Music, Speech and Drama Festivals and inter-school/inter-port sports events organized by the HK Schools Sports Federation.

### 5.5.2 Uniform Groups



### 5.5.3 Participation Rates

Activities	11/12	12/13	13/14
Inter-school sports events	44.85%	53.16%	52.06%
Music Festival	8.01%	9.55%	10.18%
Speech Festival	3.43%	6.10%	6.18%
Uniform Groups	31.74%	31.74%	30.32%

## 5.6 Inter-school Activities and Prizes Won in the Past 3 Years

Nature	Name of Competition / Organization	Award / Prize details		
		2011/12	2012/13	2013/14
Arts	<i>International Students' Visual Arts Contest</i>	Honourable Mention		
	<i>Athletics Meet Sports Photo-taking Competition</i>	3 <sup>rd</sup>		
	<i>School Life: Photo Competition for Secondary School Students</i>	1 <sup>st</sup>		
	<i>Canon PhotoMarathon</i>			Individual: 3 Merits School: Gold Prize
Music	<i>Hong Kong Schools Music Festival</i>	ONE 1 <sup>st</sup> ONE 2 <sup>nd</sup> ONE 3 <sup>rd</sup>	ONE 2 <sup>nd</sup> 21 Merit 7 Proficiency	ONE 1 <sup>st</sup> TWO 2 <sup>nd</sup> 10 Merits 10 Proficiency
Sports	<i>World Junior Wushu Championships</i>			1 <sup>st</sup> in Gunshu 2 <sup>nd</sup> in Nanquan 2 <sup>nd</sup> in Nandao 2 <sup>nd</sup> in Duilian 2 <sup>nd</sup> in Changquan 3 <sup>rd</sup> in Nangun 3 <sup>rd</sup> in Daoshu
	<i>Prague Handball Cup</i>		<i>HK Youth Team</i> 3 members, Play-off	<i>HK Youth Team</i> 3 members
	<i>Europe Aged Handball Championship</i>	<i>HK Youth Team</i> 1 member		
	<i>Asian Youth Games Handball Championship</i>			<i>HK Youth Team</i> 3 members, 14 <sup>th</sup>
	<i>Asian Men's Junior Handball Championship</i>		<i>HK Youth Team</i> 1 member, 11 <sup>th</sup>	
	<i>Asian Junior and Cadet Fencing Championships</i>			<i>Team Men's Epee:</i> 3 <sup>rd</sup>
	<i>Asia Cup 1 Rowing Championship</i>	<i>HK Youth Team</i> 1 member		
	<i>Singapore Cadet Fencing World Cup</i>	<i>Team Men's Epee:</i> 2 <sup>nd</sup>		
	<i>National Secondary Students Handball Championships</i>	<i>U16 Hong Kong Team</i> 1 member, 1 <sup>st</sup>		
	<i>Taiwan Tien Jian Cup Handball Tournament</i>	<i>U18 Hong Kong Team</i> 4 members <i>U16 Hong Kong Team</i> 4 members		
	<i>Regional Squad Training Programme – Taipei</i>			<i>HK Youth Team</i> 1 member
	<i>Hong Kong Macau Inter-port Handball Championship</i>	<i>HK Youth Team</i> 4 members, 1 <sup>st</sup>	<i>HK Youth Team</i> 1 member, 1 <sup>st</sup>	
	<i>Hong Kong Youth Handball Training Program</i>		1 <sup>st</sup> , 3 <sup>rd</sup>	

Nature	Name of Competition / Organization	Award / Prize details		
		2011/12	2012/13	2013/14
Sports	<b>Hong Kong Youth Aged Group Handball Competition</b>		4 <sup>th</sup>	4 <sup>th</sup>
	<b>HKU100 Handball Tournament</b>	<b>Sec Sch Men:</b> 3 <sup>rd</sup>		
	<b>Hong Kong Aged Groups Fencing Championship</b>			3 <sup>rd</sup> in U17 Epee
	<b>Hong Kong Gymnastics Open</b>			Individual: 5 <sup>th</sup>
	<b>Hong Kong Potential Sports Stars Awards</b>	1 Winner		
	<b>A. S. Watson Group Hong Kong Student Sports Awards</b>	1 Winner	1 Winner	1 Winner
	<b>HKSSF Overall Championship (Shatin and Sai Kung Area)</b>	<b>Boys' section</b> 4 <sup>th</sup>	<b>Boys' section</b> 4 <sup>th</sup>	<b>Boys' section</b> 3 <sup>rd</sup>
	<b>HKSSF Boys C Grade Handball Invitation Tournament (All NT Area)</b>		2 <sup>nd</sup>	
	<b>HKSSF Inter-school Fencing Competition (All NT Area)</b>	<b>Boys' Overall:</b> 2 <sup>nd</sup> <b>Boys' Epee:</b> 2 <sup>nd</sup> <b>Boys' Foil:</b> 5 <sup>th</sup> <b>Boys' Sabre:</b> 4 <sup>th</sup> <b>C Grade Boys' Sabre:</b> 1 <sup>st</sup> <b>C Grade Boys' Foil:</b> 1 <sup>st</sup>	<b>Boys' Epee:</b> 2 <sup>nd</sup> <b>Boys' Sabre:</b> 4 <sup>th</sup> <b>A Grade Boys' Epee:</b> 5 <sup>th</sup> <b>A Grade Boys' Sabre:</b> 5 <sup>th</sup> <b>B Grade Boys' Foil:</b> 2 <sup>nd</sup> <b>B Grade Boys' Sabre:</b> 7 <sup>th</sup> <b>C Grade Boys' Epee:</b> 2 <sup>nd</sup> <b>C Grade Boys' Sabre:</b> 1 <sup>st</sup>	<b>Boys' Overall:</b> 3 <sup>rd</sup> <b>Boys' Sabre:</b> 2 <sup>nd</sup> <b>Boys' Epee:</b> 4 <sup>th</sup> <b>B Grade Boys' Sabre:</b> 1 <sup>st</sup> <b>B Grade Boys' Epee:</b> 2 <sup>nd</sup> <b>C Grade Boys' Sabre:</b> 3 <sup>rd</sup>
	<b>HKSSF Inter-school Athletics Competition</b>	<b>A Grade:</b> 4 <sup>th</sup> in 200m <b>B Grade:</b> 8 <sup>th</sup> in Shot put <b>C Grade:</b> 4 <sup>th</sup> in 1500m	<b>A Grade:</b> 7 <sup>th</sup> in Shot put <b>C Grade:</b> 3 <sup>rd</sup> in Overall 2 <sup>nd</sup> in 400m 2 <sup>nd</sup> in 800m 2 <sup>nd</sup> , 5 <sup>th</sup> in 1500m 2 <sup>nd</sup> in Shot put 3 <sup>rd</sup> in Long jump 4 <sup>th</sup> in 4x400m	<b>B Grade:</b> 5 <sup>th</sup> in Overall 1 <sup>st</sup> in 400m 2 <sup>nd</sup> in 3000m 3 <sup>rd</sup> in 1500m <b>C Grade:</b> 2 <sup>nd</sup> in Shot put
	<b>HKSSF Inter-school Badminton Competition</b>		<b>A Grade:</b> 5 <sup>th</sup> <b>C-Grade:</b> 3 <sup>rd</sup>	<b>B Grade:</b> 5 <sup>th</sup> <b>C-Grade:</b> 5 <sup>th</sup>
	<b>HKSSF Inter-school Basketball Competition</b>		<b>C Grade:</b> 5 <sup>th</sup>	<b>B Grade:</b> 3 <sup>rd</sup>

Nature	Name of Competition / Organization	Award / Prize details		
		2011/12	2012/13	2013/14
Sports	<b>HKSSF Inter-school Cross Country Competition</b>	<b>A Grade Group:</b> 4 <sup>th</sup> <b>A Grade Individual:</b> 5 <sup>th</sup> , 6 <sup>th</sup> <b>C Grade Group:</b> 5 <sup>th</sup> <b>C Grade Individual:</b> 6 <sup>th</sup> , 8 <sup>th</sup>	<b>B Grade Group:</b> 8 <sup>th</sup> <b>C Grade Group:</b> 1 <sup>st</sup> <b>C Grade Individual:</b> 1 <sup>st</sup> , 6 <sup>th</sup>	<b>A Grade Group:</b> 5 <sup>th</sup> <b>A Grade Individual:</b> 9 <sup>th</sup> <b>B Grade Group:</b> 2 <sup>nd</sup> <b>B Grade Individual:</b> 2 <sup>nd</sup> , 9 <sup>th</sup> <b>C Grade Group:</b> 4 <sup>th</sup>
	<b>HKSSF Inter-school Distance Run Competition</b>	<b>A Grade Group:</b> 7 <sup>th</sup> <b>A Grade Individual:</b> 5 <sup>th</sup> <b>B Grade Group:</b> 8 <sup>th</sup> <b>C Grade Group:</b> 1 <sup>st</sup> <b>C Grade Individual:</b> 2 <sup>nd</sup>	<b>A Grade Individual:</b> 6 <sup>th</sup> <b>B Grade Group:</b> 7 <sup>th</sup> <b>B Grade Individual:</b> 7 <sup>th</sup> <b>C Grade Group:</b> 2 <sup>nd</sup> <b>C Grade Individual:</b> 1 <sup>st</sup> , 9 <sup>th</sup>	<b>A Grade Group:</b> 2 <sup>nd</sup> <b>A Grade Individual:</b> 8 <sup>th</sup> , 10 <sup>th</sup> <b>B Grade Group:</b> 3 <sup>rd</sup> <b>B Grade Individual:</b> 2 <sup>nd</sup> <b>C Grade Group:</b> 5 <sup>th</sup> <b>C Grade Individual:</b> 4 <sup>th</sup>
	<b>HKSSF Inter-school Football Competition</b>	<b>C Grade:</b> 3 <sup>rd</sup>	<b>A Grade:</b> 3 <sup>rd</sup> <b>C Grade:</b> 2 <sup>nd</sup>	<b>A Grade:</b> 8 <sup>th</sup> <b>B Grade:</b> 6 <sup>th</sup> <b>C Grade:</b> 4 <sup>th</sup>
	<b>HKSSF Inter-school Handball Competition</b>	<b>A Grade:</b> 3 <sup>rd</sup> <b>B Grade:</b> 3 <sup>rd</sup> <b>C Grade:</b> 1 <sup>st</sup>	<b>A Grade:</b> 2 <sup>nd</sup> <b>B Grade:</b> 2 <sup>nd</sup> <b>C Grade:</b> 5 <sup>th</sup>	<b>A Grade:</b> 3 <sup>rd</sup> <b>B Grade:</b> 1 <sup>st</sup> <b>C Grade:</b> 2 <sup>nd</sup>
	<b>HKSSF Inter-school Swimming Competition</b>	<b>A Grade:</b> 3 <sup>rd</sup> in 50m backstroke 3 <sup>rd</sup> in 100m backstroke 6 <sup>th</sup> in 4x50m freestyle 6 <sup>th</sup> in Overall <b>B Grade:</b> 4 <sup>th</sup> , 8 <sup>th</sup> in 50m freestyle 6 <sup>th</sup> in 50m backstroke 8 <sup>th</sup> in 50m breaststroke <b>C Grade:</b> 6 <sup>th</sup> in 4x50m freestyle 7 <sup>th</sup> in 50m freestyle	<b>A Grade:</b> 5 <sup>th</sup> in 50m backstroke 5 <sup>th</sup> in 100m backstroke 8 <sup>th</sup> in 4x50m medley <b>B Grade:</b> 6 <sup>th</sup> in 50m butterfly 6 <sup>th</sup> in 200m freestyle <b>C Grade:</b> 3 <sup>rd</sup> in Overall 1 <sup>st</sup> , 8 <sup>th</sup> in 100m backstroke 2 <sup>nd</sup> in 4x50m medley 2 <sup>nd</sup> in 50m backstroke 2 <sup>nd</sup> , 4 <sup>th</sup> in 50m butterfly 2 <sup>nd</sup> , 5 <sup>th</sup> in 50m freestyle 2 <sup>nd</sup> , 7 <sup>th</sup> in 50m breaststroke 8 <sup>th</sup> in 100m freestyle 8 <sup>th</sup> in 100m breaststroke	<b>B Grade:</b> 5 <sup>th</sup> in Overall 2 <sup>nd</sup> in 100m freestyle 3 <sup>rd</sup> in 200m medley <b>C Grade:</b> 3 <sup>rd</sup> in Overall 1 <sup>st</sup> in 4x50m freestyle 1 <sup>st</sup> in 50m freestyle 1 <sup>st</sup> , 2 <sup>nd</sup> in 50m butterfly 2 <sup>nd</sup> in 200m medley 2 <sup>nd</sup> in 50m backstroke 3 <sup>rd</sup> in 100m backstroke 3 <sup>rd</sup> in 4x50m medley

Nature	Name of Competition / Organization	Award / Prize details		
		2011/12	2012/13	2013/14
Sports	<b>HKSSF Inter-school Table-tennis Competition</b>	<b>A Grade:</b> 5 <sup>th</sup> <b>B Grade:</b> 4 <sup>th</sup>	<b>A Grade:</b> 2 <sup>nd</sup> <b>B Grade:</b> 4 <sup>th</sup> <b>C Grade:</b> 4 <sup>th</sup>	<b>A Grade:</b> 5 <sup>th</sup> <b>C Grade:</b> 5 <sup>th</sup>
	<b>HKSSF Inter-school Volleyball Competition</b>		<b>C Grade:</b> 3 <sup>rd</sup>	<b>C Grade:</b> 2 <sup>nd</sup>
	<b>HKSSF Outstanding Athletes</b>	4 Winners	4 Winners	4 Winners
	<b>Hong Kong Junior Fencing Championship</b>			1 <sup>st</sup> in U14 Men Epee 2 <sup>nd</sup> in U17 Men Epee
	<b>Hong Kong U14 Challenge Cup Fencing Championships</b>			2 <sup>nd</sup> in U14 Men Sabre
	<b>Hong Kong Amateur Aged Group Long Course Swimming Competition</b>			<b>Age 11-12:</b> 2 <sup>nd</sup> in 100m butterfly
	<b>Hong Kong Secondary School Trampoline Championship</b>	4 <sup>th</sup>		Champion in Grade B
	<b>Hong Kong Trampoline Open Championship</b>	1 <sup>st</sup> in Synchronization		
	<b>Hong Kong Mountain Bike Race</b>	<b>Novice:</b> 3 <sup>rd</sup>		
	<b>Hong Kong Mountain Bike Championships</b>	<b>Open:</b> 1 <sup>st</sup> <b>Novice:</b> 2 <sup>nd</sup>		
	<b>Hong Kong Mountain Bike Competition</b>	<b>Youth 14 – 16 Group:</b> 2 <sup>nd</sup>		
	<b>Hong Kong Duathlon Series</b>	<b>Race 1 (Boys' Ind):</b> 5 <sup>th</sup>		
	<b>Hong Kong Life Saving Marathon</b>	<b>Student Boys Single:</b> 2 <sup>nd</sup>		
	<b>Swimming Competition celebrating the 62<sup>nd</sup> anniversary of the establishment of the PRC</b>	<b>Boys Section:</b> 3 <sup>rd</sup> in 50m breaststroke 3 <sup>rd</sup> in 4x50m freestyle		
	<b>HKFA Under-20 Fencing Championships</b>	<b>Under 14 Men's Sabre:</b> 1 <sup>st</sup>		
	<b>Hong Kong Open Aged Junior Martial Arts Competition</b>	<b>Boys' Intermediate:</b> 1 <sup>st</sup> class honour		
	<b>CLSA Outward Bound Adventure Race</b>	<b>Youth Category:</b> 2 <sup>nd</sup>		
	<b>Shatin Swimming Competition</b>	<b>Youth Boys Section:</b> 1 <sup>st</sup> in 100m backstroke 2 <sup>nd</sup> in 50m backstroke 3 <sup>rd</sup> in 200m backstroke		
	<b>Yuen Long Cup Youth Handball Tournament</b>			Grade B: Champion Grade C: Champion

Nature	Name of Competition / Organization	Award / Prize details		
		2011/12	2012/13	2013/14
Sports	<b>Shum Shui Po Aged Tennis Competition</b>			Champion
	<b>Shum Shui Po Cross Country Competition</b>	<b>Boys Section D:</b> 5 <sup>th</sup> <b>Boys Section E:</b> 5 <sup>th</sup> , 7 <sup>th</sup> , 9 <sup>th</sup>	<b>Boys Section D:</b> 9 <sup>th</sup> <b>Boys Section E:</b> 2 <sup>nd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup>	
	<b>Tsuen Wan Autumn Chinese Chess Competition</b>			Secondary section: Champion
	<b>“Young Chess Master Cup” Inter-school Chess Competition</b>			Secondary & University section: Merit Secondary section: Merit
	<b>Yuen Long Arts Festival Chinese Chess Competition</b>			Secondary section: 3 <sup>rd</sup>
	<b>National Day Chinese Chess Competition</b>			Junior Secondary: 3 <sup>rd</sup>
	<b>Rose Bowl (Inter-school Bridge Competition)</b>	3 <sup>rd</sup> in Qualifying section	4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> in Qualifying sections	7 <sup>th</sup> in Qualifying section
Academic	<b>Hong Kong Schools Speech Festival</b>	TWO 1 <sup>st</sup> TWO 2 <sup>nd</sup> TWO 3 <sup>rd</sup>	THREE 1 <sup>st</sup> TWO 2 <sup>nd</sup> SEVEN 3 <sup>rd</sup> 34 Merits 9 Proficiency	ONE 1 <sup>st</sup> TWO 2 <sup>nd</sup> THREE 3 <sup>rd</sup> 40 Merits 15 Proficiency
	<b>Hong Kong Secondary Schools Debate Competition (Basic Law Cup)</b>			1 <sup>st</sup> round in Putonghua: Best Debater Design of Motion: Merit
	<b>Hong Kong Primary and Secondary Schools Putonghua Speech Contest</b>			1 Merit 2 Proficiency
	<b>Asia International Olympiad Open Contest</b>			Qualifying: 3 Silver 9 Bronze Knockout: 4 Bronze Final: 1 Bronze
	<b>Australian Mathematics Competition</b>	3 Distinction 9 Credit	3 Distinction 9 Credit	4 Distinction 10 Credit
	<b>Hong Kong &amp; Macau Mathematical Olympiad Open Contest</b>	1 Silver 5 Bronze	3 Silver 9 Bronze	
	<b>“Hua Xia Cup” National Mathematics Olympiad Invitational Competition (Hong Kong District)</b>	ONE 1 <sup>st</sup> honour THREE 2 <sup>nd</sup> honour SIX 3 <sup>rd</sup> honour	Qualifying: TWO 1 <sup>st</sup> prize TWO 2 <sup>nd</sup> prize THREE 3 <sup>rd</sup> prize Knockout: ONE 2 <sup>nd</sup> prize FOUR 3 <sup>rd</sup> prize Final: ONE 1 <sup>st</sup> prize ONE 3 <sup>rd</sup> prize	Qualifying: TWO 1 <sup>st</sup> prize TWO 2 <sup>nd</sup> prize THREE 3 <sup>rd</sup> prize Knockout: ONE 2 <sup>nd</sup> prize FOUR 3 <sup>rd</sup> prize Final: ONE 1 <sup>st</sup> prize ONE 3 <sup>rd</sup> prize

Nature	Name of Competition / Organization	Award / Prize details		
		2011/12	2012/13	2013/14
Academic	<i>Secondary School Mathematics and Science Competition</i>		<b>Physics:</b> Distinction <b>Chemistry:</b> Medal <b>Mathematics:</b> High Distinction	
	<i>Hong Kong Budding Scientists Award</i>	THREE 2 <sup>nd</sup> class honor ONE 3 <sup>rd</sup> class honor		
	<i>Junior Achievement Business Programme</i>	<b>Overall:</b> Corporate Social Responsibility (CSR) Award		
	<i>Junior Achievement Personal Finance</i>	Participation	Participation	Participation
	<i>IVE Career Pioneer Training Programme</i>	Champion		
	<i>The Hong Kong Academy of Gifted Education</i>		2 students	
Services	<i>The Sir Edward Youde Memorial Prizes for secondary schools students</i>	ONE F5 student ONE F7 student	ONE F5 student ONE F6 student	ONE F5 student ONE F6 student
	<i>“Hong Kong 200” Leader Project</i>	One student		
	<i>Shatin Outstanding Students Competition</i>	Certificate of merit		
	<i>Hong Kong Red Cross Youth of the Year</i>	<b>East NT District:</b> Winner	<b>Hong Kong:</b> Winner <b>East NT District:</b> Winner	<b>East NT District:</b> Winner
	<i>St. John Ambulance Brigade Cadet Command Inter-Divisional Competition</i>			3 <sup>rd</sup> in Footdrill
	<i>Shatin Student Ambassador</i>		7 Winners	



## 5.7 Major Social Services

2013 – 2014

- ◆ School-based Social Services curriculum for all senior secondary students including Elderly Service (for Form 4) and Serving for the Community (for Form 5)
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Causal Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: Experiencing Vietnam, NICAM: Nice Cambodia Trip, The Laos Experience Trip

2012 – 2013

- ◆ School-based Social Services curriculum for all senior secondary students
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Special Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Helpers in the Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: Experiencing Vietnam, Feel Thailand: The Thai Experience Trip

2011 – 2012

- ◆ School-based Social Services curriculum for all senior secondary students
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Special Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Helpers in the Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Ma On Shan Azalea Planting Ceremony
- ◆ Slum Dunk Challenge
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: Experiencing Vietnam, NICAM : Nice Cambodia Trip, Culture in Rural Yunnan

## 6. Major Concerns (Achievements and Reflection)

### 6.1 To develop learning and teaching strategies to cater for learner diversities

#### *Achievements*

##### 1.1 To use collaborative lesson preparation to design suitable lesson activities

- Collaborative lesson preparation was particularly evident in English and Chinese co-teaching in Forms 1-2. Teachers worked together on planning and delivering lessons which were monitored by the Subject Panel Chair (SPC) and Vice-Principal in charge of Academic Formation and followed up by an evaluation meeting with all panel members.
- The program of teaching Chinese Language through the medium of Putonghua (PMI) was fine-tuned in Forms 1-2 according to learner ability in order to distinguish between Hong Kong students with fluent Putonghua whose performance in Chinese is satisfactory those who need more support in Chinese Language.
- Effective Grouping according to ability in Mathematics was extended to Form 3 and small class teaching in Computer Literacy in Forms 1-3 continued.

##### 1.2 To provide individual after-class tuition to students who need more support

- Ten alumni mentors, now studying in tertiary education joined an after-school homework clinic programme wherein each alumni mentor looked after two junior school boys and helped them to do revision. This, along with good record keeping and monitoring of the electronic mark book contributed to the improvement in homework collection statistics.
- The Mathematics Department continued the daily after-school Mathematics Consultation Clinic to help students understand coursework and tackle homework.

##### 1.3 To provide personal recognition and advice through tutoring

- A Tutoring Master was appointed to supervise the one-to-one tutoring system, training and monitoring teachers to provide an improved tutoring service that would enhance student self-esteem, confidence and motivation. Fifteen alumni tutors in tertiary education also volunteered to support the tutoring service. The service was monitored by an annual survey measuring student satisfaction with tutoring.

##### 1.4 To extend the bridging programme in Junior Secondary

- The Form 1 Summer Adaptation program to bridge the gap between primary and secondary school was modified to include more academic elements, such as more lessons in core subjects and graded assignments. English co-teaching in Form 1 also served as a bridge between CMI Primary and EMI Secondary education.

##### 1.5 To develop a team to coordinate the needs of students with Special Educational Needs (SEN)

- A Student Support Team for SEN students was established and two subject teachers in Chinese and English were sent to the Hong Kong Polytechnic University for training in dealing with SEN students in their subject area. The Team analyzed the whole school SEN situation and will devise policies, resources and programs to better cater for student needs.

## ***Reflection***

1.1 To use collaborative lesson preparation to design suitable lesson activities

- In order to strengthen English proficiency and ability to learn in EMI (English as Medium of Instruction), the school will re-examine the role of the NETs (Native English Teachers) in co-teaching in Junior School.
- Teachers need more guidance from the SPC in collaborative lesson planning that will cater better for learner diversity.

1.2 To provide individual after-class tuition to students who need more support

- The alumni mentoring program showed that many students need individualized attention in doing homework and understanding coursework. This program could be maintained and extended.

1.3 To provide personal recognition and advices through tutoring

- The student satisfaction survey of tutoring showed positive outcomes for motivation and self-esteem, however, teachers need monitoring and follow-up to make sure they meet tutees regularly and set targets that can be re-visited.

1.4 To extend the bridging programme in Junior Secondary

- Students in need of bridging support are to be identified earlier in Term 1 and provided with resources to tackle their needs, e.g. language proficiency, problem solving ability and study skills.

1.5 To develop a team to coordinate the needs of students with Special Educational Needs (SEN)

- The Staff Development Plan should include SEN awareness training with input from the Student Support Team (SST). The SST must continue to suggest resources and liaise with families of students in need.

## 6.2 To improve reading culture

### ***Achievements***

2.1 To fine-tune the uninterrupted reading programme and reading reward scheme

- A new reading scheme called Class Library started as a pilot project to be extended throughout the school. Six classes volunteered to join the reading scheme. A budget was given for classes to buy books, mobile book shelves were purchased for the classroom and circulation was managed by students and the Class Tutors (CT).

2.2 To provide easier access to the school library and set up class libraries

- There were two rounds of library visits conducted in Term 1 and Term 2. Visits took place in the morning Class Tutor Period (CTP).
- As the Library location is not convenient for students being on the 7<sup>th</sup> Floor, students were given lunchtime access to the lift in order to visit the library and read.

2.3 To introduce reading skills through language subject lessons

- Introduction of reading skills through language subject lessons was partially implemented. English teachers made use of reading content as materials for teaching reading skills.

2.4 To enhance the book sharing sessions and activities

- As usual there were two book exhibitions and six joint book-sharing sessions by teachers and students.
- A guest speaker, Ms. Fan, from the PTU Bookstore came to share and recommend forty good books to the Junior School in a special assembly. Subsequently, a substantial number of books were ordered by students. The number of students visiting the Library showed a marked increase as did the circulation number of books borrowed.

### ***Reflection***

2.1 To fine-tune the uninterrupted reading programme and reading reward scheme

- Feedback from the Class Library reading scheme showed that students preferred to read books in Chinese.
- The favorable outcomes from the Reading Scheme and Classroom Library Visits mean that more CT should be encouraged to join without making the scheme compulsory.

2.3 To introduce reading skills through language subject lessons

- Data from school internal examinations in both English and Chinese showed that in both Junior and Senior Sections, student results in Paper 1 Reading were better than in Paper 2 Writing.

### 6.3 To enhance curriculum planning, implementation and evaluation quality

#### ***Achievements***

- 3.1 To develop middle management participation in developing school policies
- To increase middle management involvement in developing school policies, one meeting was held between EO and Subject Stream Masters (SSM).
- 3.2 To enhance the role of the middle management in the professional development of teachers
- SPC and SSM joined Lesson Observations (LO) conducted by the Principal and Vice-Principal in charge of Academic Formation. They contributed to the written LO reports and joined the feedback sessions with teachers observed.
  - Two Staff Development Days were devoted to the issue of how to conduct LO and how to evaluate teaching effectiveness.
- 3.3 To create more opportunities for professional dialogue within each Subject Panel
- Some Peer LO was done to create more opportunities for professional dialogue.
- 3.5 To set up Quality Assurance (QA) Committee to monitor the implementation process
- It was decided that the QA Master post in charge of the QA Committee should be re-named Teacher Development (TD) Master. A new Grade 3 post of TD Master was authorized by IMC and a suitable teacher recruited who will begin in September 2014 and establish the QA Committee.

#### ***Reflection***

- 3.1 To develop middle management participation in developing school policies
- More meetings between middle and senior management could provide a regular forum to involve middle managers in the development of school policies.
- 3.2 To enhance the role of the middle management in the professional development of teachers
- SPC and SSM need to be shown how to make better use of assessment data to evaluate curriculum implementation and teaching effectiveness.
- 3.3 To create more opportunities for professional dialogue within each Subject Panel
- Peer LO should be more focused on teaching effectiveness and student learning.
- 3.4 To regularly evaluate implementation of Subject Panel curriculum plans
- Senior and middle management engagement in the measures and innovations described above, delayed the regular evaluation of implementation of SP Curriculum Plans.
- 3.5 To set up Quality Assurance (QA) Committee to monitor the implementation process
- The TD Master was tasked with setting up the QA Committee and undertaking an in-depth assessment of curriculum delivery.

## 7. Financial Summary

### Financial Summary for the 2012/2013 School Year

	Government Fund	Non-Government Fund
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS subsidy (including government grants not subsumed in DSS unit rate payable to schools)	71.6%	N.A.
School Fees	N.A.	27.5%
Donations, if any	N.A.	N.A.
Rental, Interest & Sundry Income	0.0%	0.9%
<b>TOTAL INCOME</b>	71.6%	28.4%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	85.4%	
Operational Expenses (including those for Learning and Teaching)	8.4%	
Fee Remission / Scholarship	3.1%	
Repairs and Maintenance	1.8%	
Depreciation	1.3%	
Miscellaneous	0.0%	
<b>TOTAL EXPENDITURE</b>	100%	
<b>Surplus/(Deficit) for the School Year#</b>	1.1 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operation Reserve as at the End of the School Year #</b>	3.6 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriated).

*Additional Information:*

<b>Capacity Enhancement Grant</b>	
The finalized average cost of CEG per student for 2013-14: \$549	
Use of the Grant	Employment of Teaching Assistants to relieve teachers' workload
No. of staff employed	2

<b>Diversity Learning Grant</b>	
Other Programme	
Use of the Grant	Training programmes for developing students' critical thinking and writing skills. Leadership Training Programme
No. of students attended	Form 4 and Form 5 students
Applied Learning	
Use of the Grant	2013-2015 Cohort: VTC - Film and Video Studies 2013-2015 Cohort: HKU SPACE – Aviation Studies
No. of students attended	25

<b>School Base – After School Learning</b>	
Use of the Grant	Sponsorship of after school musical classes (OSOSA) for the students who are having financial difficulties
No. of beneficiary	45

<b>WEBSAMS Upgrading</b>	
Use of the Grant	Upgraded new servers for school administration and students database
No. of beneficiary	Whole School

## 8. Key Issues for the new Annual School Plan

### Major Concerns (1): To develop learning and teaching strategies to cater for learner diversities

- Use collaborative lesson preparation to design suitable lesson activities
- Effective grouping in most senior and junior forms for core subjects
- Remedial classes offered to students in need, enrichment programs offered to more able students
- Provide individual support during morning Class Tutor Periods (CTP) to students who have difficulty in completing homework
- Provide after-school support to individuals with learning difficulties
- Offer a Term 1 English and Chinese Bridging Class to reinforce basic language skills of students in need
- Provide personal recognition and advice through tutoring
- Two programs: Cross Curricular Mapping and Vocabulary Log Book will be used to implement LAC (Language Across the Curriculum) policy
- Film English teachers modeling vocabulary teaching for Geography, Integrated Science and Life & Society colleagues
- Co-teaching of English in Form 1 by native and local teacher
- Provide teacher training in SEN (Special Educational Needs) by SEN Team and outside experts
- Two more teachers sent for SEN training
- Outsource training program of dyslexic students

### Major Concerns (2): To improve Reading Culture

- Fine-tune the uninterrupted reading program and reading reward scheme
- Organize regular library visits for Forms 1-3 students
- Set up pilot G/F mobile library scheme
- Increase the number of class libraries
- English Teachers will use 1-2 readers, short stories, newspapers, and magazines to develop reading skills
- Chinese Teachers will require Forms 1-3 students to choose 3-4 Chinese readers for study
- Enhance the book sharing sessions and activities
- Two book exhibitions
- Teachers set up and lead small group reading and writing clubs

### Major Concerns (3): To enhance curriculum planning, implementation and evaluation quality

- Develop middle management participation in developing school policies
- Enhance the role of the middle management in the professional development of teachers
- Improved whole school co-ordination of core subject homework
- Better use of assessment data to improve teaching
- Analyze teacher “value added” data to improve teaching
- Recognize teachers’ efforts and contributions
- Collect teacher feedback on leadership of school middle management