From the Principal

It is my pleasure to introduce the test-run issue of “Acclaim”, our school newsletter. The purpose of this publication is simple: we would like to share the news about our school events with our readers who would like to find out a bit more about us. Through the efforts of the past three years, a skeleton of programmes and events has been built to offer good opportunities for our students to learn. We hope that “Acclaim” would be a useful tool for our readers to understand those educational programmes and events that we cherish.

Dr. Edward Woo

Editorial

According to the Oxford Dictionary, “acclaim” means “applaud loudly”, “enthusiastic welcome” or “praise”. This newsletter is intended to serve as a forum to applaud, welcome and praise our teachers, our parents and our students for their concerted efforts in pursuing our goal through the spirit of the school.

The spirit of the school is drawn from the teachings of Saint Josemaría Escrivá, founder of Opus Dei, which encourages ordinary people seek holiness in and through their everyday activities. “Holiness” is usually assumed as reserved for saints only. In fact, it is not. It is also for ordinary people like you and me. Saint Josemaría Escrivá said that it is “All for Love! This is the way of holiness, the way of happiness.” (The Forge 725)

Love is indeed the magic word. It is out of love that the parents bring their children into this world. It is also out of love that they sacrifice and give up many things, e.g. time, money and effort, for the good for their children. It is hoped that the forum here will facilitate all of us working together for the love of our students, helping them to form their characters and become capable and responsible members of society.

I sincerely thank the teachers and students who wrote for this issue. I would like to extend special thanks to Mr. Stephen Ho and Mr. Cheung Yuen Ming for their valuable advices and contributions.

To make Acclaim successful, your continual support is very much appreciated. Should you be interested to provide assistance or contributions for the coming issues, please feel free to contact me at 2317-4339 or lal@tsss.edu.hk.

Lawrence Lee
From the Teachers

The Six Pillar Virtues Programme  (Mr. Ian Kwan)

The Six Pillar Virtues (6PV) Programme replaces the virtues programme of last year. With only six virtues, all the students and teachers can easily identify with each one of them. The six pillar virtues are: Respect, Caring, Fairness, Citizenship, Responsibility and Trustworthiness. Each of the virtues is promoted over one quarter of the school year, taking 18 months to complete one cycle.

During the promotion period, there are three assembly presentations made on the Virtue of the Quarter. The Personal Formation Office (PFO) prepares an attractive visual and sound presentation that introduces students to the concepts of the virtues. A class of students is then invited to make a short stage performance on their interpretation of the virtue. All students are required to write down a short message about the virtue, which can later be used by their tutor for discussion.

There is a 6PV Development Team of teachers whose hope is that the 6PV can be incorporated more fully in all aspects of the students’ life at our school, in particular to emphasize Christian and Chinese cultures. As the ideas of virtues develop within our school, it is hoped that many of the programmes in which our students participate will help to reinforce all the six pillar virtues.

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Parents Day  (Mr. Stephen Ho)

The First Parents Day was successfully held in 8 November 2003. Parents were invited to come to school to meet with the respective tutors of their sons. Parents and tutors had a chance to know each other so as to facilitate more contact in the future. Matters such as academic result, character formation, school affairs, extra-curricular activities were discussed. As teachers, we thought that it was a good chance to enhance communication between parents and ourselves. The main objective was to let our students have good development academically and in terms of character.

This was the first chance that parents and teachers could talk together. We are looking forward to the next parent day.

Staff Development Day  (Dr. Chan Lai Shing)

The second Staff Development Day of this academic year was held on 17 November, 2003. The whole-day programme was initiated by the supervisor, Mr Mark Pike, who led the opening prayer and delivered a welcoming speech. Then the principal, Dr Edward Woo, briefed the teaching staff on the significance of the School Self Evaluation (SEE) and the External School Review (ESR). The guest speaker was Dr KC Pang, the former Vice President (Quality Assurance and Education and Educational Services) of the Hong Kong Institute of Education (HKIEd). The title of his speech was “Quality Assurance in Tertiary Institutions and its Implications on Enhancing QA in Secondary Schools”.

Using a model of the Mercedes, Dr Pang vividly explained the difference between Quality Assurance (QA) and Quality Control (QC). He stressed that everyone, not only the management staff, had a responsibility to maintain QA. He applied his 10-year experience in tertiary education, particularly his key role for QA in HKIED, to tackle the EMB’s requirement of SSE and ESR for secondary schools. Using a number of examples, he elaborated the key meaning of Education Quality Work (EQW), which included the meanings of QA and QI (Quality Improvement). He also put forth a number of examples for EQW, such as peer lesson observations.

Through the subsequent Subject Stream discussions, teachers went through Sessions 2.3, 2.4 and 2.5 as listed in the Learning and Teaching Domain of the EMB’s Performance Indicators Handbook. Soon after the Staff Development Day, the ethos of teachers’ peer lesson observation is gradually developing on the school campus. Also, the talks on Christian moral ethics given by Father Lee and Father Mandia were very inspiring. Teachers were very interested and they actively participated in the discussions.
From the Teachers

Mind Sports Club
(Dr. Dennis Lee)

A chess competition, organized by the student union of the City University of Hong Kong, was held on 1 October 2003 from 8:00 am to 7:30 pm at the City U campus. There were about 150 participants. Five students of our school, led by me, participated the event. They are Ken Shum of F3T, Gorden Ho of F1W, Douglas Wu of F1W, Li Pak Him of F2J and Hui Siu Chuen of F2W. The best result was obtained by Gorden Ho who won 5 games and lost 2 games out of 7 and was ranked 18.

Through this competition, all the students obtained valuable experience. They learnt the importance of effective time management, and developed the habit of thinking carefully before making a move or decision. They have also learnt the right attitude in chess competition. For example, it is important to have a strong determination to continue to play well in the game whether one is in an advantageous or disadvantageous situation. All the abilities and characters mentioned above are valuable in their life-long learning.

Visit of the Hong Kong Museum of Art
(Mr. Patrick Ferry)

Mr. Chris Mok and I recently led a small group of interested Form 3 History students on an excursion to the Hong Kong Museum of Art in Tsim Sha Tsui. The students visited the Vietnam: Behind the Lines exhibition as part of their study of the Cold War.

Vietnam: Behind the Lines is an exhibition of North Vietnamese paintings and posters from the British Museum in London. These paintings and posters tell the story of the Vietnam from the perspective of the North Vietnamese artists who experienced the War at first hand.

Also highlighted was the role propaganda played in the North Vietnamese war effort. Students gained new and interesting insights into how and why North Vietnam fought the War.

Many of the paintings put particular emphasis on what daily life was like for North Vietnamese soldiers. This helped students deepen their understanding of the difficulties and hardships that soldiers endured in this conflict.

Another prominent theme in the art was the dedication and determination of the North Vietnamese forces. This helped the students understand why the United States could not win the war, despite its massive economic, military and technological superiority over North Vietnam.

As an extra-curricular activity, I think this visit proved to be a useful teaching and learning tool. It helped students gain a greater understanding of the roles interpretation, differing perspectives and bias play in the presentation of history. It is not ordinarily possible to give the students this “depth” of knowledge and understanding when each Form has just two History classes per week.

From the Chaplaincy

Acclaim and Proclaim Our Lord’s Jesus Resurrection:
The Real Meaning of Easter
(Fr. Paul Chung)

Easter has become a time of Easter bunnies, Easter eggs, and chocolate; but don’t lose sight of the real meaning of Easter: the Crucifixion and Resurrection of Jesus Christ, the Son of God.

The real meaning of Easter is to celebrate the fact that two thousand years ago Jesus Christ was crucified. He was put to death by nailing his wrists and feet to a cross. He then was laid to rest in a tomb. However, after three days he was resurrected (rose from the dead). Good Friday refers to the crucifixion of Jesus and Easter Sunday refers to his resurrection.

We can then ask: “Why?”

In the resurrection, the tomb in Jerusalem remains empty. Jesus lives! He died on the Holy Cross and he became alive once more. And he died for the sins of all men, so that all can live eternally with Him through His Resurrection!

The Resurrection of Christ is the heart and soul of our Catholic faith. Easter is the day we celebrate the fact that Jesus rose from the dead. On Easter, the season of Lent ends. Christ showed the world that He is the saviour by winning over death.

That is why we celebrate Easter. It reminds us of God’s great love for mankind. He sent us his only Son, Jesus Christ, to die for our sins so that we may live in Him through love. Jesus Christ who is God, the author of life, came back to life to give us the possibility of receiving eternal life.

This is the reason of our joy during Easter that we will be celebrating soon. That is why we acclaim it. That is why we proclaim it. It is natural that we are happy and joyful because we are celebrating life. We are celebrating LIFE… life through Jesus, in Him and with Him.
From the Students

Sports Day
陸運會 陆家谦

不經不覺已過兩個多星期了，當我看到操場的三枝旗杆的柱子和在操場上上體育課的同學，我都回憶起那天德信中學第四屆運動會的精彩和熱鬧的場面。

「噼里啪啦……劈里啪啦……」當我聽到這些聲響的時候，便知道自己踏進了運動場，同時亦意味著我校的陸運會正適開始，接著便開始奏起校歌和國歌。各位同學立即肅立，靜靜地看著我們學校的旗幟、區旗和國旗慢慢升起，直到所有旗幟在空中飄洋，音樂才停止。然後，我們早禱一會，便細聽校長致詞。

聽過校長致詞，各項比賽正式開始了！第一個項目就是一百米跨欄，比賽的初頭都不太緊張，可是一進入決賽，各個健兒都拼盡全力，為的都是要爭取獎牌。到了最後，還有兩名健兒差點一同衝線，但到最後都是紅社的運動員略勝一籌。接著還有更多比賽舉行，每個項目都甚麼是千篇一律，使人覺得沈悶，可是台上學生觀賽比賽，他們的反應都一樣是那?熱烈、那?興、那?緊張，氣氛十分熱鬧。

直到午飯後，我們有多個重要的比賽，便是社際四乘一百接力賽、班際四乘一百接力賽和師生接力賽。首先最是社際四乘一百接力賽，各社都派出最優秀的健兒參賽，是由藍社勝出。接著的比賽便是班際四乘一百接力賽，場上緊張的氣氛再次蔓延。哨子一響，各健兒都不斷加速，而坐在觀眾席的同學也十分緊張，而有的在為自己班打氣，有的在用水樽拍拍梯級，有的在司令臺前欣賞比賽。最後，中二級的班際四乘一百接力賽是由2T勝出。最後舉行的是師生接力賽，最後的一棒是老師跑的。這場比賽都頗緊張，師生角力比拼，他們鬥至終點，才能分出勝負，是由綠社勝出。

終於到了頒獎禮，甲組冠軍是藍社，乙組冠軍是黃社，丙組冠軍是綠社，而全場總冠軍是綠社。可是頒這些獎的同時，亦是陸運會的結束。我又看著我們學校的旗幟、區旗和國旗慢慢降下。我盼望著下年度陸運會的來臨，各位德信的運動健兒又能捲土重來，在這運動場上再次決一勝負！

SA Election
學生會選舉 黄駿生

二零零三年十月三十日是德信中學第四屆學生會的選舉日。是次選舉戰況非常激烈，高潮迭起，而結果更是峰迴路轉。我相信學校裏的每一位師生，在這次選舉中都有深切的體驗和感受。在十月的中下旬，校園裏突然懸掛起一面又一面寫著「壹」字的小旗。原來有同學已組成了學生會候選內閣，並開始了宣傳活動。之後幾天，新內閣組成的消息陸續傳來。屈指一算，校內已經有三組候選內閣組成了，「三國鼎立」之勢也已形成。每一組內閣的成員都盡心盡力地進行宣傳，不但在早上到各班作自我介紹，晚上還在校內的內聯網上簡介自己的政綱及目標。

在十月最後的一個星期，每一組內閣的同學都一早回到學校，站在校門前向回校的同學作最後的宣傳。那時候，每個內閣都已有一定的支持者，歡呼之聲此起彼落。他們印備好自己的政綱，並送到各班的同學手中，使同學更加了解他們各內閣的方針及目標。這些政綱的表現手法，豐富多變，有單張、袖珍書及通告，可見他們真是下了很多準備功夫。而政綱內容更為革新，活動多姿多采，福利更是完善無比，這更能表現出各內閣願為德信學生的心意。

到了選舉前兩天，競爭更趨白熱化。在學生會選舉論壇上，三組內閣針鋒相對，互相質問。其中，一號候選內閣詞鋒更是銳利無比，令台下各同學的氣氛更為高漲。到台下發問的時間，各同學特別是有年級的同學，十分投入，大家都爭著發問。論壇就在這樣的爭辯聲中結束。

在選舉當日，全校師生都依次走進禮堂。在登記後拿起自己的選票填寫，然後放進投票箱內，選出自己心儀的內閣。選舉時間結束，點票的工作立刻開始，趕快在放學前宣佈投票的結果。放學時，大家都格外留意全校的廣播，又為自己支持的內閣打氣。當各人聽到「今屆學生會選舉當選的是二號內閣」一句時，全校都騷動了一會，之後又傳來一陣熱烈的拍掌聲。

我希望新一屆的學生會可以成為同學和學校之間的橋樑，也能努力地為各同學服務。
從學生們的觀點

從學生們的觀點

Speech Day

畢業典禮 徐啟恒

時光飛逝，光陰似箭，眼前的盛況令我看到很多久違了的面孔。

德信中學第三屆畢業禮舉行當日的上午，師生開始便進行最後彩排。各位老師及表現的同學都感到緊張，務求做到最好，希望把出錯的機會減至最少。

彩排過後，畢業典禮準備正式舉行。各同學都在禮堂內靜靜等待了一小時，過程苦悶，很多同學都在談天，但當老師、嘉賓及畢業生終於都徐徐步進禮堂，畢業典禮正式開始時，氣氛又變得莊重嚴肅起來。

首先是頒發畢業証書，眼見一個個熟悉的面孔。一個接著一個，上台，下台，返回座位，最後大家步出禮堂。也許大家的緣份就此終結；但也許有一天會在街上遇見，這也不足為奇呢。

接著緊隨的就是頒發獎狀的環節，而我亦有幸能步上禮堂領獎，這印證著我長久努力的成果。我在台上的時候，回想起往年的畢業典禮，我身為學生代表而要致辭，所以能與眾多老師共坐台上。我在台上能看到所有畢業生、家長、校友及其他觀眾的面孔，俯瞰台下觀眾的神態，確是一種難得的經歷。

畢業生無一不是面帶燦爛笑容，他們經歷了五年或七年的中學生活後，等待著這次的畢業典禮，終於證明自己學有所成，完全邁進人生另一個階段，這對任何人都是值得振奮的！他們在觀眾席中竊竊私語，議論紛紛，都因他們為重遇昔日的同學而感到雀躍，也對其他同學的新生活充滿好奇。去年的畢業生與今天的畢業生並沒有大分別，大家都為自己，也為各位同學而感到光榮及驕傲。

On School Bullying

(2T Wu Kar Chun Jason)

Recently, a serious incident of school bullying happened in a secondary school in Hong Kong. A total of eleven students participated in the beating. They were all Form 5 students. This event was recorded by a student who captured it on a digital camera. Consequently, two students were sent to a rehabilitation centre. The third one was sent to a detention centre order and the fourth one was given an 18-month probation order.

When I learnt about this event, I felt quite surprised. Why did the students do this to their classmate? I thought there might be several reasons. The first one is the mass entertainment. Nowadays, many electronic games or magazines are full of violence. When people make contact with the violent sources very often, they might think they are the characters in the electronic games or magazines. For example, there was a movie from Thailand called “Ong Bak”. The character of this movie had to get a precious thing by defeating all the other enemies. Although there were some positive things, the violence in the movie might bring very negative moral value to people.

Secondly, it is the family. Family is a warm place that teaches us how to be a responsible citizen and learn how to deal with each other. Therefore, parents need to provide positive messages to their children. I do not agree with parents who smoke in front of their children, because this could affect their children and also harm their health.

If we want to stop the happening of school bullying, we need the cooperation of different people. For example, the parents need to take care of their children, by spending more time to talk to them, and apprehend what they think. The students should learn how to respect each other in the Ethics and R.S lessons by studying the six pillar virtues. The government should consider passing the positive messages through the mass media to the people.

Finally, I hope all the people can resist the mass media that provide the negative messages to us. Parents should take care of their children. Everyone has to show mutual respect and caring to each other. Then, the number of cases on school bullying may be reduced.
Dear Parents,

I think you noted parenting is no longer an easy task nowadays. In bringing up children, you might encounter issues and challenges that require support or assistance. I hope that the place here will provide a venue for parents to share information for the purpose of perfecting the art of parenting. In this issue, I would like to share with you the following information.

Editor

Mr. James B. Stenson is an education consultant with more than 20 years’ experience in education and child development. He is the founder and first headmaster of Northridge School in Chicago and also the co-founder of The Heights School in Washington, D.C.

He has traveled to many places to give lectures, including the United States, Canada, the United Kingdom, Australia, Singapore and the Philippines. In 2002 he came to Hong Kong for a conference on parenting organized by Family First Foundation, a subsidiary of E.A.E.A.

Points of the Compass: Advice from Experienced Parent Leaders
(Mr. James B. Stenson)

http://www.parentleadership.com/experienced.html

If you asked successful parent-leaders what standards they've tried to live by, and what they'd pass on as helpful advice to younger parents, this is what they would say....

(1) Don't look for recipes or formulas for raising children; there are none. And don't expect perfection from your spouse, your children, or yourself. Instead, set a realistic ideal for your children as adults, and then strive to work with your spouse in unified parental leadership. Ask each other from time to time: "What do you need from me to be more effective, to feel more lovingly supported, and to have greater peace of mind?"

(2) Be confident of your rightful authority, and insist that your children respect it.

(3) Remind yourself often: you're raising adults, not children.

(4) Give your children time, not money.

(5) When you think of your children's futures, picture their character, not just their careers.

(6) Teach the great character strengths as the points of your compass: sound judgment, a sense of responsibility, courageous perseverance, self-mastery, faith, hope, and charity.

(7) Teach your children the four great pillars of civilized dealings with others: "please," "thank you," "I'm sorry," and "I give my word...."

(8) Remember, the whole of moral development means moving from self to others. Your children will not grow up when they can take care of themselves; they will grow up only when they can take care of others, and want to.

(9) Teach them what real love means: sacrifice -- including risk-taking--for the welfare of others.

(10) Raise your children to be producers, not just consumers. Let them put their powers up against problems to solve them, and thus grow in self-confidence. We humans are born to serve, not to shop. Show them that real happiness comes from doing good, not feeling good.

(11) Direct, but don't manage, your older children's work; don't do their work for them unless and until they've tried their best. Push for personal best effort, not just results.

(12) Make your children wait for something they want, and if possible make them earn it.

(13) Make your kids feel needed and appreciated; make praise as specific as blame.

(14) Teach your children the meaning of the word "integrity." Integrity means unity of intention, word, and action--that we mean what we say, we say what we mean, and we keep our word.

(15) Trust their integrity, even if you must sometimes mistrust their judgment.

(16) Show them how to recognize materialism when they see it, and to shun it. Materialism is not merely the pursuit of things. It means putting things ahead of people. It leads to seeing and treating other people as things.
(17) Keep the media—your rivals—under your discerning control. Permit nothing in your home that offends God, undermines your lessons of right and wrong, and treats other people as mere objects.

(18) Lead them to practice charity. Charity does not mean giving away old clothes; it means mostly compassionate understanding. In family life, insist on apologies and forgiveness. Make your kids let others off the hook, forgive and forget.

(19) When you comment about people outside the family, especially in public life (in government or the media), give example of charity. Distinguish between the individuals and their faults, even grievous moral flaws. We strive to "hate the sin but love the sinner." That is, we deplore people's wrongdoing but bear them no personal ill will.

(20) Lead kids to learn from their own mistakes and the mistakes of others.

(21) Lead them to be savvy about people's values—that is, people's priorities in life.

(22) Use literature, T.V., and movies to teach about people's ideals, achievements, and mistakes.

(23) Teach your children to manage time—that is, to control themselves.

(24) Teach them courtesy and "class": to have eyes for the needs of those around them.

(25) Cultivate family honor, the spirit of "We..."

(26) Let your kids know what's expected of them. Make standards and consequences clear.

(27) Listen to your children. That's listen, not obey. Let kids contribute "input" to family life—but in weighty issues, you make the decisions.

(28) Where appropriate, give your children "loving denial"—for "no" is as much a loving word as "yes." If kids don't hear "no" from their parents, they cannot say "no" to themselves. The power of self-control is built from the outside in.

(29) Practice "affectionate assertiveness" in disciplining your children. Correct the fault, not the person; hate the sin, love the sinner. Show your children you love them too much to let them grow up with their faults uncorrected.

(30) Treat punishment as "memorable correction"—action needed now to avert later troubles and sorrow.

(31) Take corrective action without showing disrespect. Respect your children's rights as people.

(32) Explain, but don't argue.

(33) Don't let your ego come ahead of truth or justice; when you've done wrong or gone too far, apologize.

(34) Don't let them infringe on the rights of others. Remember, the way they treat their siblings is an apprenticeship for the way they'll treat spouse, children, colleagues, and others in their lives.

(35) Appeal to the children's sense of fairness and capacity to forgive. Make them apologize, and accept apologies.

(36) Make dinner a sacred time: no arguing or squabbling. Start dinner with a prayer.

(37) Encourage a reasonable level of athletic involvement; use athletics to teach sportsmanship and exerting best effort as well as staying in shape. But put first things first. Don't let organized sports and outside activities conflict with dinnertime or otherwise wreak havoc in family life. Frantic running around steals time and peace of mind. Sports should energize family members, not exhaust them. If you sense that things are getting out of hand, cut back.

(38) Remind yourself: Busyness is not a virtue. Kids (like adults) occasionally need silence and time to think. They need stretches of time to chat and play and daydream together with brothers and sisters—to know and love each other better as they grow up together.

(39) Don't let them drive a car until they've really grown up. See maturity as growth in responsibility—that is, active concern for the rights and feelings of others.

(40) Teach them indifference to being "different."

(41) Teach them that beer is not a kind of soft drink with a buzz. Alcohol is a drug, drunkenness is a grave sin, and intemperance often leads to other grave sins, even tragedies.

(42) Teach kids to cope with reasonable adversity, not to escape.

(43) Lead your children to treat the opposite sex with respect.

(44) Have faith in later results; see your sacrifices as investment.

(45) Keep your priorities straight: when you're vexed with a problem, ask yourself: "How important will this be a year from now, five years from now, or even next month?"
(46) Beware the temptation to fret overmuch about your children's flaws and shortcomings. Since children's defects and backsliding are so annoying, they cause us to exaggerate and overreact, that is, to stress the negative. So, take time occasionally to appreciate what's good in your children, the qualities they were born with and the virtues you see growing inside them. Remember, people's greatest need, at all ages, is to be appreciated.

(47) Be affectionate with your children. Do this frequently and on purpose. Listen with your eyes. Make the time to have fun with them; let them see how much you enjoy just being with them. When they're teens, actively seek out chances to talk and laugh with them as "best friends"—late-night talk sessions, lingering over dinner, swapping jokes and reminiscences, going to games and shows with them. All their lives, your children's hearts will return home, to the place where they knew affection.

(48) Remember that your children may forget most of the details of what you teach them, but they will remember what was important to you. For most of us, the lifelong voice of conscience is the voice of our parents—God speaking to us through the memory of what our parents lovingly taught us.

(49) When your children leave home for college or work, tell them: Don't forget that God is watching over you with love, as He has since your childhood. Do not offend Him, and do nothing that would betray what you learned in our family. We will pray for you every day. Remember that God commands all of us, "Honor your father and mother." And the way we honor our parents is this: we adopt their values as our own, live by them all our lives, and then pass them on to our own children as our family's sacred heritage.

(50) Treat your children the way God treats all of us: with high standards, loving protection, great hopes for the future, affectionate understanding, readiness to forgive, and never-failing love.

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### Coming Events

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<tr>
<th>Date</th>
<th>Event</th>
<th>Remarks</th>
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<td>Day following Ching Ming Festival</td>
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<td>8-16 April 04</td>
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<tr>
<td>19 April 04 (Monday)</td>
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<td>22 April 04 (Thursday)</td>
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<td>24 April 04 (Saturday)</td>
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<td>1 May 04 (Saturday)</td>
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<td>26 May 04 (Wednesday)</td>
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<td>16-29 June 04</td>
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<td>22 June 04 (Tuesday)</td>
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<td>12 July 04 (Monday)</td>
<td>Closing Mass (at St. Teresa’s Church)</td>
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<td>13 July 04 (Tuesday)</td>
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