



Tak Sun Secondary School

德信中學

School Annual Report

(2015/2016)

德
信
中
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香港科技大學 (Jockey Club Science & Technology)

Tak Sun Secondary School
10th Anniversary
Celebrations

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1. Our School

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.

1.3 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), 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) 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.

1.4 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 formulates 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 formulates 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. In addition, the School sets up various Committee and Teams to take care the special needs of the school management and operations including Finance Committee, Human Resources and Professional Development Committee, Activity Week Experience (AWE) Committee, Crisis Management Team and Student Support Team and so on.

2. Major Concerns (Achievements and Reflection)

2.1 To develop learning and teaching strategies to cater for learner diversities

<i>ACHIEVEMENTS</i>
<p><u>Target (a): Students with different learning abilities show academic improvement</u></p> <p><i>Task 1.1: To implement the concept of core/extended assessment and feedback mechanism in the curriculum</i></p> <ul style="list-style-type: none">• In the school based support service project which focuses on reading across the curriculum in Form 1 English Language and Integrated Science, the English subject teachers developed graded materials to cater for learner diversity.• According to the Education Bureau (EDB) SVAIS Report in the last three years, our school has consistently been equally effective for students of different abilities in almost all subjects.
<p><u>Target (b): Student confidence and self-efficacy are enhanced</u></p> <p><i>Task 1.2: To provide individual after-class tuition to students who need more support</i></p> <ul style="list-style-type: none">• After-school Homework Clinics in English, Chinese, Mathematics and IS were opened for all students.• Academic Support Programme for Conditionally Promoted Forms 1-5 students thrice weekly. <p><i>Task 1.3: To provide personal recognition and advice through tutoring</i></p> <ul style="list-style-type: none">• Student Survey on tutoring showed that student satisfaction had improved.• Students in junior forms who made significant improvement in different subject Term 1 were identified, recognized and given a small award.
<p><u>Target (c): Less able students can use English to learn</u></p> <p><i>Task 1.4: To enhance strategies for EMI (English as Medium of Instruction) teaching through training and sharing of good practices</i></p> <ul style="list-style-type: none">• Student feedback to the Language Across the Curriculum (LAC) project was positive, some of them were able to apply the language skills learned in non-language subjects.• Teachers involved in the project found that their pedagogical content knowledge in LAC had improved.
<p><u>Target (d): Enhance teacher awareness when handling students with SEN (Special Educational Needs)</u></p> <p><i>Task 1.5: To provide teacher training in SEN</i></p> <ul style="list-style-type: none">• Teacher training in SEN was given by members of the SEN Team and outside experts.• 2 more teachers were sent for SEN training.• Two outsourced programmes were offered to students with ADHD and Dyslexia.

REFLECTION

Target (a): Students with different learning abilities show academic improvement

Task 1.1: To implement the concept of core/extended assessment and feedback mechanism in the curriculum

- During lesson observation it was noted that activities including higher order thinking skills development were rarely seen.

Target (b): Student confidence and self-efficacy are enhanced

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

- Many students were willing to make use of the Homework Clinics (4:15-5:00 pm) on a voluntary basis, others were asked to attend, but irrespective of the reason for attending, the outcome was beneficial in terms of student learning and improved homework submission.
- The Academic Support Programme (4:00-6:00 pm) was challenging for the student teachers who taught and learners seemed less motivated to benefit due to the obligatory nature of the course.

Task 1.3: To provide personal recognition and advice through tutoring

- According to the 2015-16 Annual Tutoring Report, 93% of students said that academic issues were a topic discussed during tutoring; 95% reported setting goals and academic targets with their personal tutor; 78% said that tutoring had helped them perform better academically.

Target (c): Less able students can use English to learn

Task 1.4: To enhance strategies for EMI (English as Medium of Instruction) teaching through training and sharing of good practices

- The collaboration between teachers of the same subject mainly involved discussing **what** to teach instead of **how** to teach. Teachers of different subjects are still not used to cooperating across the curriculum.

Target (d): Enhance teacher awareness when handling students with SEN (Special Educational Needs)

Task 1.5: To provide teacher training in SEN

- Awareness is still limited to the SEN Team and Class Tutors may still lack the skills to manage SEN students.
- Learner diversity is catered for but the curriculum is still 'one-size-fits-all' as far as SEN students are concerned; it needs to be adapted their individual needs.
- Support is still lacking from outside experts such as a school psychologist, therefore families have to use their own resources to identify special needs.

2.2 To improve reading culture

ACHIEVEMENTS

Target (e): Students acquire a reading habit

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

- The Reading Reward Scheme was synchronized with Class Visits to the Library; 19 out of 30 classes set up class libraries.
- The Student Stakeholder Survey shows that students think that they read more often now.

Target (f): Students are able to read, read to learn and read for life

Task 2.2: To introduce reading skills through language subject lessons

- The English Subject Panel produced a booklet with a selection of suitable newspaper articles design to capture the interest of our students.

Task 2.3: To enhance the book sharing sessions and activities

- There were six teacher-student joint book sharing events held at lunchtime in the Library and attended by 20-40 students each time.
- The number of students attending book sharing activities increased after changing the venue to the Library.

REFLECTION

Target (e): Students acquire a reading habit

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

- The major distracting factors during the Morning Reading Period are that students prefer to do homework or study for quizzes in the lessons to follow. This phenomenon is more evident among senior form students.
- The duration of the Morning Reading Period may be too long for some lower form students who have a short attention span.

Target (f): Students are able to read, read to learn and read for life

Task 2.2: To introduce reading skills through language subject lessons

- The limited lesson time hinders English subject teachers from making use of the English reader to develop students' reading skills.

Task 2.3: To enhance the book sharing sessions and activities

- The scale of the book sharing activities can be extended from whole-school to class level.

2.3 To enhance curriculum planning, implementation and evaluation quality

ACHIEVEMENTS

Target (g): Effective implementation of curriculum with proper evaluation

Task 3.1: To create more opportunities for professional dialogues within each Subject Panel

- Teacher peer observation was used in all subjects.
- A specific period of time was assigned for good practice sharing during every subject panel meeting.

Target (h): All school members receive recognition and feedback on their performance

Task 3.2: To recognize teachers' efforts and contributions

- The Student Survey on Teaching and Learning was used in Term 1 to identify and acknowledge highly effective teachers and in Term 2 to identify the teachers whose performance had most improved.
- Students were encouraged to acknowledge good teaching and tutoring by filling in an appreciation card provided.

Task 3.3: To collect feedback from teachers about the leadership of middle management

- Teachers gave feedback and suggestions on the quality of each Teacher Development Day.

REFLECTION

Target (g): Effective implementation of curriculum with proper evaluation

Task 3.1: To create more opportunities for professional dialogues within each Subject Panel

- A substantial number of teachers attended professional training programmes but they did not have enough opportunity to share the take-away with colleagues, so we plan to create space for structured sharing activities such as during Term Exam periods.

Target (h): All school members receive recognition and feedback on their performance

Task 3.2: To recognize teachers' efforts and contributions

- The student stakeholder survey and teacher appraisal system create discrete occasions for teacher recognition and feedback. However, the process of teacher recognition should be more continuous.

Task 3.3: To collect feedback from teachers about the leadership of middle management

- We must create more occasions for senior management to communicate directly to subject teachers as well as via the Subject Panel Chair.

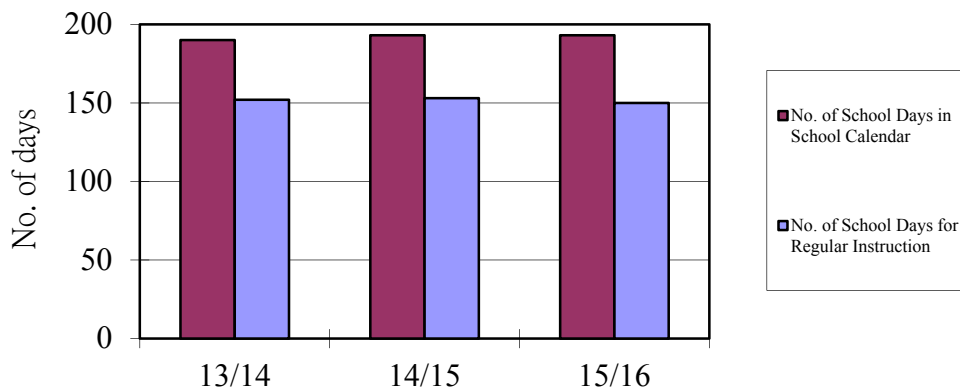
3. Our Learning and Teaching

3.1 Class Organization

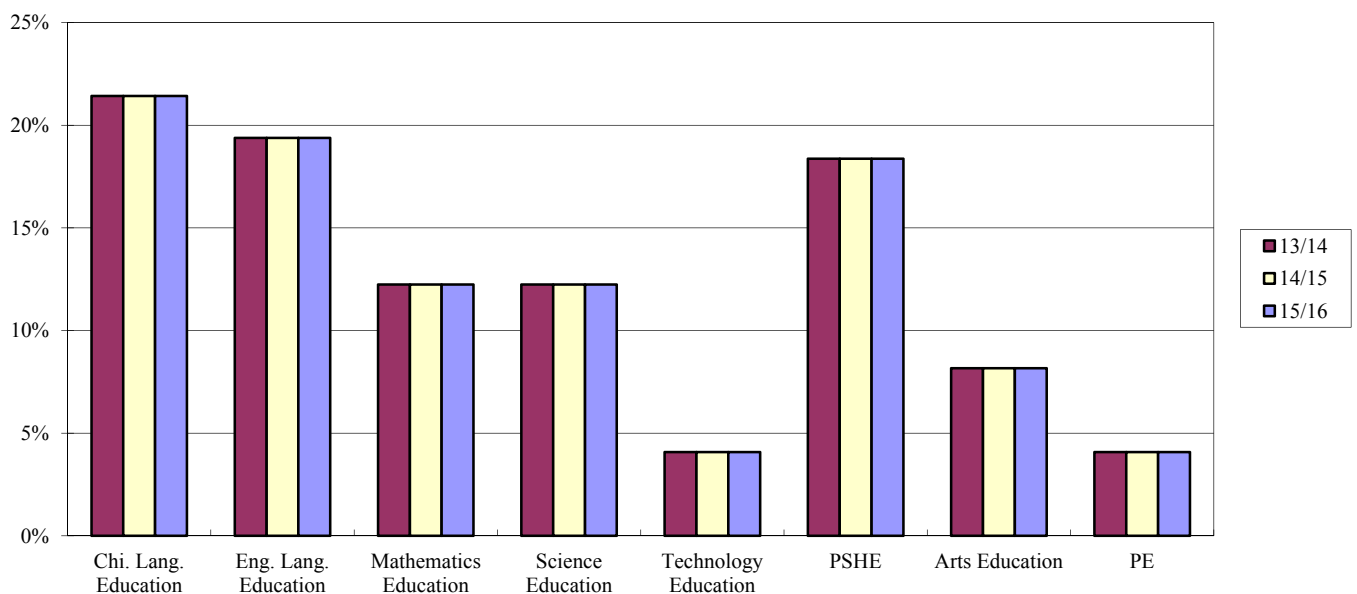
2015-16

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
Students	164	160	164	151	136	122	897
Total Enrolment	164	160	164	151	136	122	897

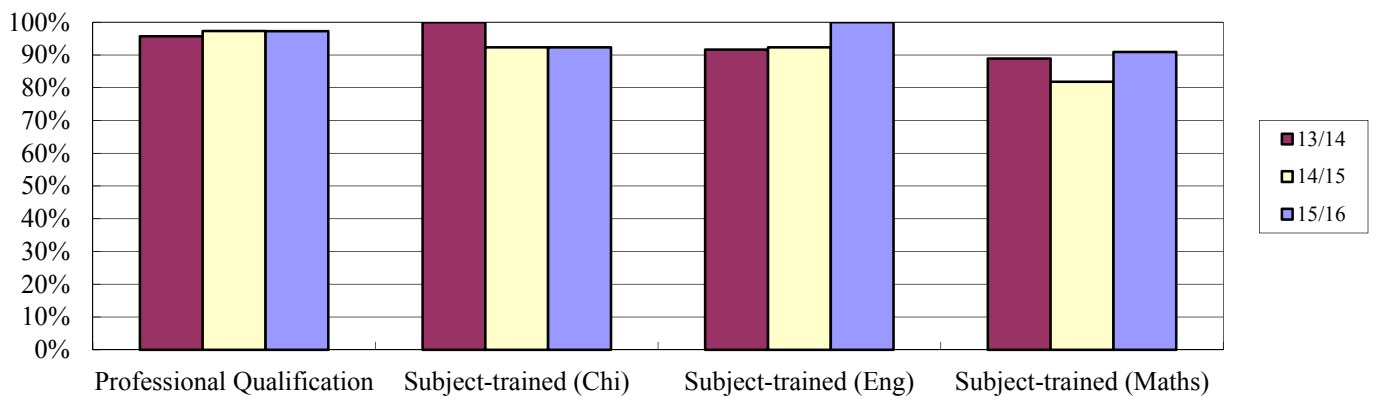
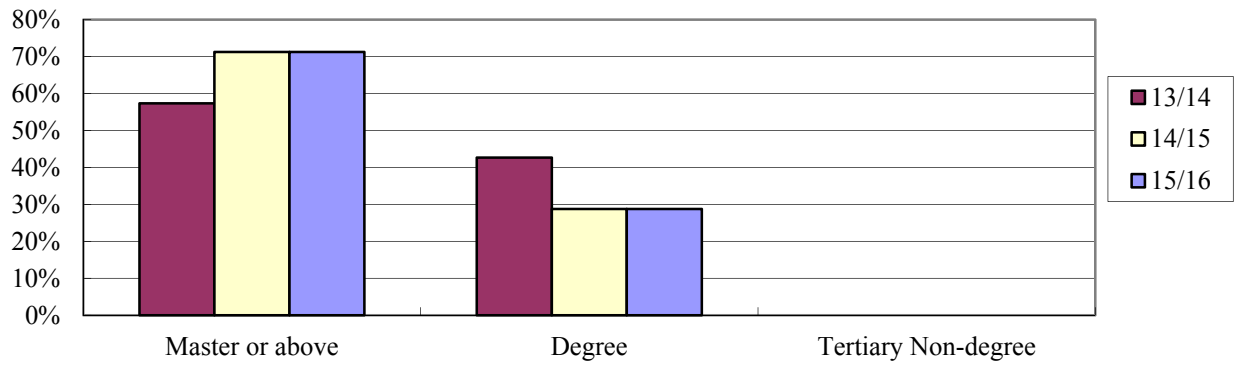
3.2 Number of Active School Days



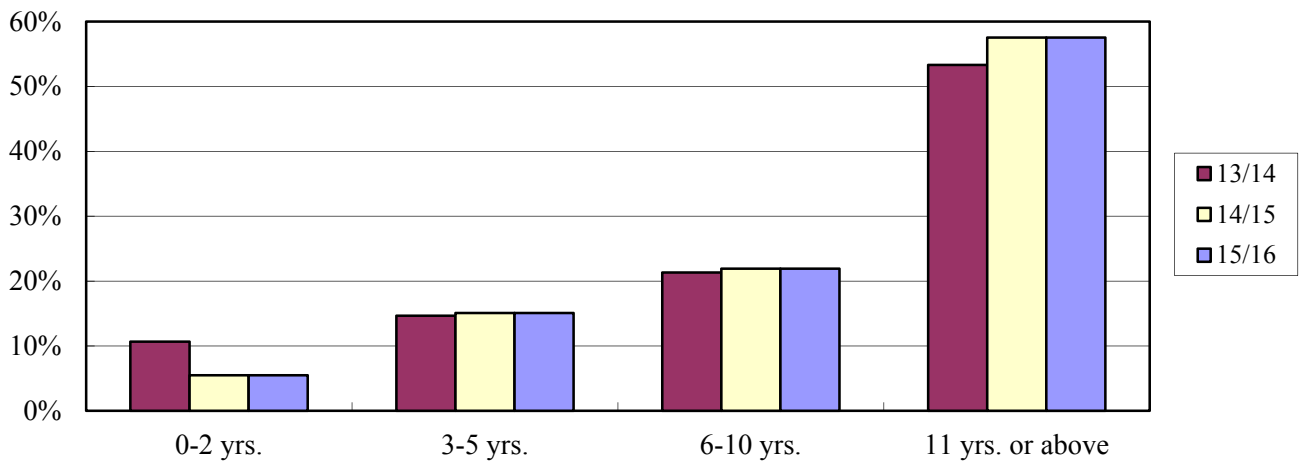
3.3 Lesson Time for the 8 Key Learning Areas



3.4 Teachers' Qualification



3.5 Teachers' Experience



4. Support for Student Development

4.1 Diversity Learning Grant (2015-16) Annual Programme Report

多元學習津貼（其他課程）報告

名稱	2013/2016 及 2014/2017 沙田區新高中課程聯網計劃－音樂科
目標	1. 為具音樂天賦的學生提供的一個新高中選修科目，以照顧學生的學習及升學需要 2. 提供支援予學生以展現才能
學習成果	學生能夠掌握新高中音樂科的課程
目標學生	1 位中五學生及 1 位中六學生
遴選機制	經香港浸會大學附屬學校王錦輝中小學的老師面試收錄本校學生
修業期及上課地點	1. 上課時間：逢星期四 16:30 – 19:00 2. 上課地點：香港浸會大學附屬學校王錦輝中小學
成效評估	每個學期成績報告
支出	HK\$ 10,800（聯校課程費用，由 DLG 撥款中扣除）

名稱	青協領袖培訓證書課程 2015-2016
目標	培訓學生領袖
學習成果	學員能瞭解個人特質，掌握帶領技巧，並有效地在學校所屬崗位推行活動及實踐職務。
目標學生	七名領袖生長及社長
遴選機制	經現有領袖生遴選機制
修業期及上課地點	香港青年協會青年領袖發展中心
成效評估	學生出席率達 80%
支出	HK\$6,750（課程津貼，由 DLG 撥款中扣除）

名稱	通識批判性思考及寫作能力工作坊（暑期）
目標	批判性思考訓練 Level 1 (1 班) & Level 2 (2 班)
學習成果	利用有效思考工具 (Bridge & CAR Model) 學生能分別批判性思考中四大要素及三大準則，以審視不同的角度，從而得出更好的結論。
目標學生	中四及中五同學
遴選機制	通識科前五十二名同學
修業期及上課地點	1. 上課時間：7 月 13 日至 17 日 09:00 – 10:30 2. 上課地點：本校課室
成效評估	學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。
支出	HK\$30,600（課程津貼，由 DLG 撥款中扣除）

名稱	生物科奧林匹克
目標	提升同學對日生物科的興趣
學習成果	學生能在活動過程中提升科學的解難能力
目標學生	中五及中六同學
遴選機制	9 名生物科成績較好並獲老師推薦
成效評估	學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。
支出	HK\$540.00（課程津貼，由 DLG 撥款中扣除）

名稱	冬季資優課程 2015 報名費
目標學生	7 名中五同學
遴選機制	老師推薦
成效評估	有關機構進行評估，回覆是否合乎資格參加。
支出	HK\$1,750.00（課程津貼，由 DLG 撥款中扣除）

名稱	夏季資優課程 2016 報名費
目標學生	3 名中五同學
遴選機制	老師推薦
成效評估	有關機構進行評估，回覆是否合乎資格參加。
支出	HK\$750.00（課程津貼，由 DLG 撥款中扣除）

名稱	HSMC Summer Academy 2016
目標學生	5 名中五同學
遴選機制	老師推薦
修業期及上課地點	1. 上課時間：2016 年 8 月 2. 上課地點：恒生管理學院
成效評估	學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。
支出	HK\$1,250.00（課程津貼，由 DLG 撥款中扣除）

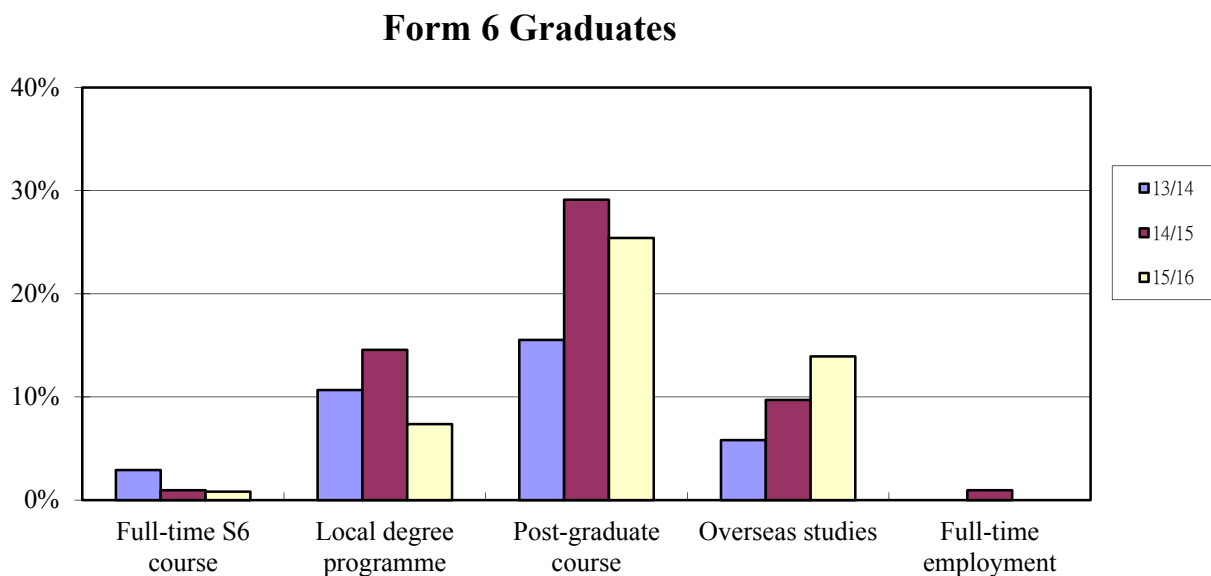
名稱	火星媒體夏令營
目標	認識傳播媒體行業，認識傳媒知識，如新聞製作，廣告製作及 MV 拍攝等，同學也藉此反思傳媒價值觀，及增進溝通技巧。
學習成果	短片製作-有關網絡與社交媒體
目標學生	5 名中五同學
遴選機制	老師推薦
修業期及上課地點	1. 上課時間：7 月 20 日至 23 日 2. 上課地點：中文大學
成效評估	學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。
支出	HK\$2,000.00 (課程津貼，由 DLG 撥款中扣除)

名稱	教育學院資優計劃 2016SP-S69 The Art of Debating and Public Speaking 2016SP-S67 透視異常心理學
目標學生	2 名中五同學
遴選機制	老師推薦
修業期及上課地點	1. 上課時間：7 月 20 日至 23 日 2. 上課地點：中文大學
成效評估	學生出席率達 80% 根據課後檢討調查，大部份學生對課程表示滿意。
支出	HK\$6,150.00 (課程津貼，由 DLG 撥款中扣除)

名稱	國際性評估 (IELTS)
目標	鼓勵語文資優學生參與國際性評估
學習成果	學生能從預備應試，提升英文的寫作能力。
目標學生	8 名中四同學
遴選機制	老師推薦
修業期及上課地點	7 月 11、13、8 月 16 日訓練班 8 月 27 日評估
成效評估	評估成績達標
支出	HK\$14,880.00 (課程津貼，由 DLG 撥款中扣除)

5. Student Performance

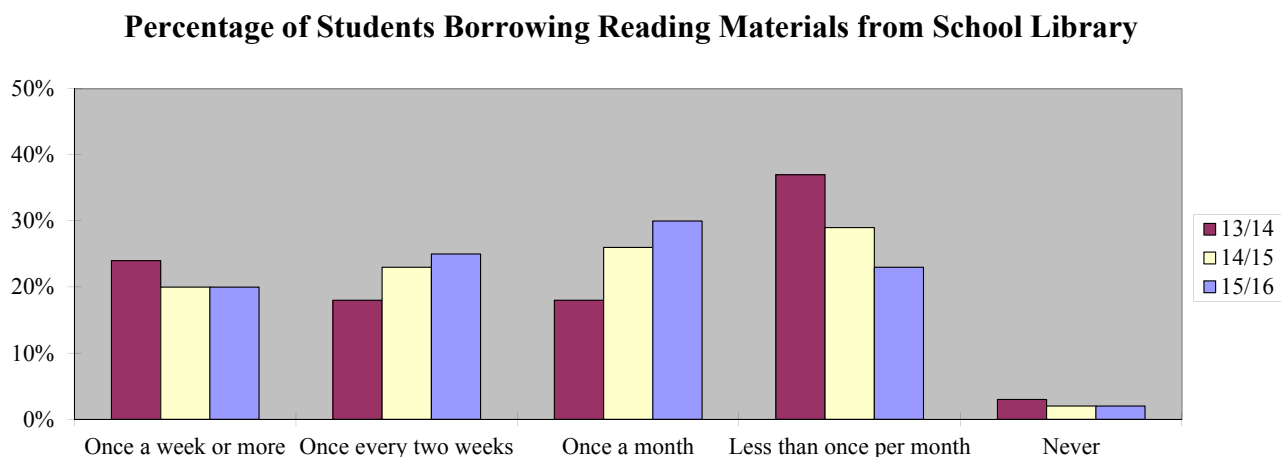
5.1 Destination of Exit Students



5.2 HKDSE

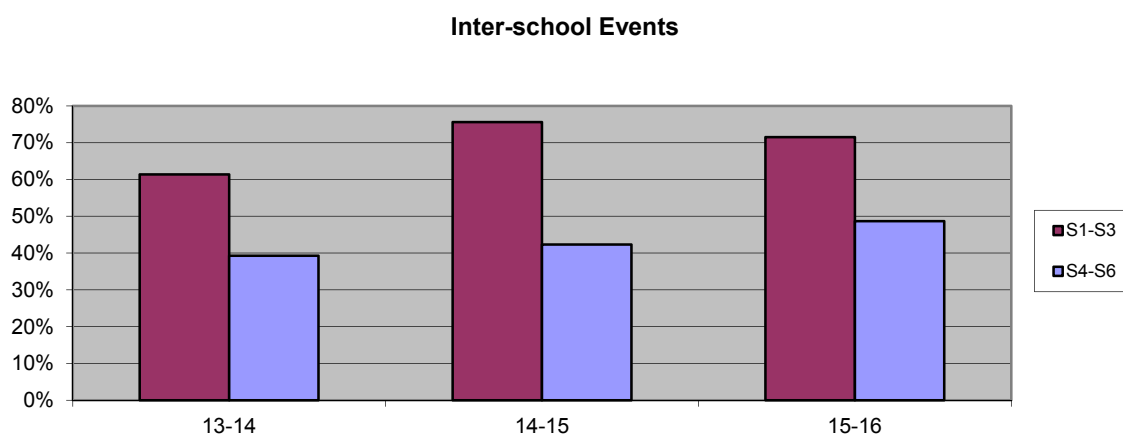
	13/14	14/15	15/16
No. of students sat	100	95	115
No. of students with 5 subjects having Level 2 or above	75%	74.7%	73.9%
Best student result	1L5* 4L4; 3L5 2L4	2L5* 3L5	1L5* 3L5

5.3 Students' Reading Habit



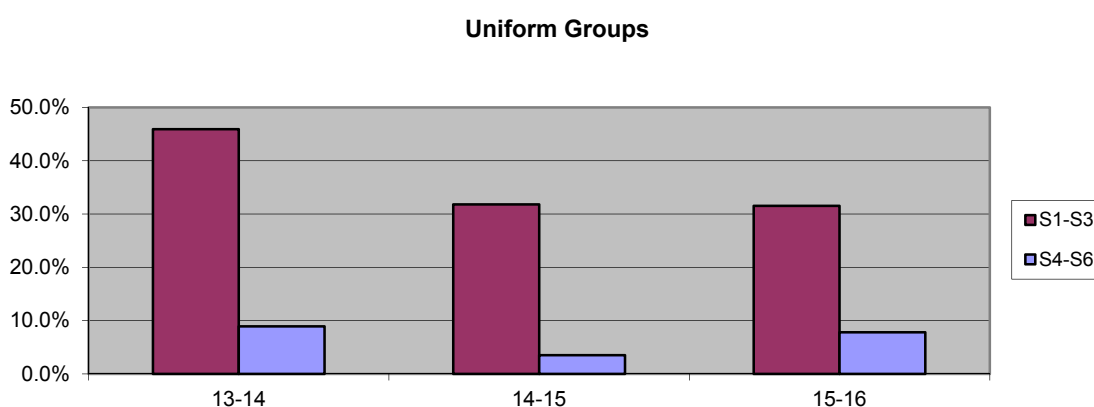
5.4 Student Participation in Inter-school Events and Uniform Groups

5.4.1 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.

5.4.2 Uniform Groups



5.5.4 Participation Rates

Activities	13/14	14/15	15/16
Inter-school events	52.06%	60.87%	61.09%
Music Festival	10.18%	8.25%	7.80%
Speech Festival	6.18%	4.24%	2.90%
Uniform Groups	30.32%	19.29%	20.74%

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

Category	Name of Competition / Organization	Award / Prize details		
		2013/14	2014/15	2015/16
ARTS	<i>Canon Photo Marathon</i>	Individual: 3 Merits School: Gold Prize		
MUSIC	<i>HK Schools Music Festivals</i>	2 Champion: - Vocal Solo Chinese Tenor U19 - Grade 6 Piano 2 First runner-up: - Vocal Solo (Male) U16 - Vocal Solo Finals (Male) 9 Merit: - Clarinet Junior (5) - Double Bass Junior - Trumpet Junior - Grade 8 Piano - Grade 5 Piano 9 Proficiency: - Vocal Solo Chinese Boys Treble Voice - Clarinet Junior (2) - Flute Junior - French Horn Junior - Trombone Junior - Grade 8 Piano - Grade 4 Piano - 粵曲平喉獨唱 – 中學高級組	1 Champion: - Vocal Solo Chinese Tenor U19 11 Merit: - Woodwind Ensemble - Vocal Solo Foreign Language Tenor U19 - Clarinet Solo Junior - Flute Solo Junior - Saxophone Solo Junior - Piano Duet Intermediate - Piano Solo Grade 7 - Piano Solo Grade 6 - Piano Solo Grade 5 (2) - Piano Solo Grade 4 9 Proficiency: - Vocal Solo Boy Treble Foreign Language U14 - Clarinet Solo Junior (4) - Saxophone Solo Junior (2) - Piano Solo Grade 7 - Piano Solo Grade 5	1 Champion: - 二胡獨奏 (中級組)
	<i>Bravo Music! Bravo Life! Joint School Concert</i>		Choir: Meritorious Performance Award Wind Band: Meritorious Performance Award	
SPORTS (WORLD)	<i>World Junior Wu-Shu Championships</i>	1 st in Gunshu 2 nd in Nanquan 2 nd in Nandao 2 nd in Duilian 2 nd in Changquan 3 rd in Nangun 3 rd in Daoshu		
SPORTS (HK Team)	<i>Prague Handball Cup</i>	3 members	1 member	1 member
	<i>Singapore Handball Open Competition</i>		3 members - 4 th	1 member – 6 th

Category	Name of Competition / Organization	Award / Prize details		
		2013/14	2014/15	2015/16
SPORTS (HK Team)	<i>National Secondary School Handball Tournament</i>			1 member - 3 rd MVP 4 th place in goalkeeper
	<i>Shenzhen Hong Kong Youth Handball</i>		2 members - 2 nd	
	<i>Hong Kong Macau Inter-port Handball</i>		3 members - 3 rd	
	<i>Asian Youth Games Handball</i>	3 members - 14 th		
	<i>Regional Squad Training – Taipei</i>	1 member		
	<i>“百花迎春”全國藝術教育成果展演</i>			中國賽區： 全國金獎（少兒武術） 香港賽區： 金獎（少年組個人武術全國優秀藝術人才獎章）
	<i>The China Sichuan International Emi Wushu Festival</i>			1 st in Qiangshu 2 nd in Qiangquan
<i>Asian Junior and Cadet Fencing Championships</i>	<i>Team Men’s Epee</i> - 3 rd			
SPORTS (HKSSF)	<i>HKSSF Overall Championship (Shatin and Sai Kung Area-Boys)</i>	3 rd	3 rd	2 nd
	<i>HKSSF Inter-school Rugby Competition (All NT Area)</i>		B Grade: 7 th	B Grade: Bowl Champion
	<i>HKSSF Inter-school Fencing Competition (All NT Area - Boys)</i>	Overall: Boys: 3 rd Sabre: 2 nd Epee: 4 th B Grade: Sabre: 1 st Epee: 2 nd C Grade: Sabre: 3 rd	Overall: Epee: 1 st Sabre: 2 nd Foil: 5 th A Grade: Sabre: 3 rd Epee: 5 th B Grade: Epee: 1 st Sabre: 1 st Foil: 3 rd C Grade: Foil: 3 rd , 5 th	Overall: Team: 4 th Sabre: 1 st A Grade: Sabre: 3 rd B Grade: Sabre: 2 nd Foil: 3 rd C Grade: Foil: 3 rd
	<i>HKSSF Inter-school Tennis Competition (All NT Area)</i>		<i>Boys’ Overall</i> - 4 th	<i>Boys’ Overall</i> - 5 th

Category	Name of Competition / Organization	Award / Prize details		
		2013/14	2014/15	2015/16
SPORTS (HKSSF)	<i>HKSSF Inter-school Athletics Competition</i>	<p>B Grade: 5th in Overall 1st in 400m 2nd in 3000m 3rd in 1500m</p> <p>C Grade: 2nd in Shot put</p>	<p>B Grade: 6th in Overall 1st in 1500m 1st in 3000m 1st in Long jump 2nd in 400m 7th in Javelin</p> <p>C Grade: 7th in Overall 4th in 200m 5th in 100m hurdles 5th in 4x100m 6th in High jump 7th in Long jump</p>	<p>A Grade: 7th in Overall 1st in 5000m 2nd in 1500m 4th in 400m 4th in 5000m 7th in High jump</p> <p>B Grade: 3rd in Shot put 7th in 4x100m</p> <p>C Grade: 6th in Overall 3rd in Long jump 5th in High jump 6th in 4x400m 7th in 400m</p>
	<i>HKSSF Inter-school Badminton Competition</i>	<p>B Grade: 5th</p> <p>C-Grade: 5th</p>	<p>B Grade: 2nd</p> <p>C-Grade: 4th</p>	<p>B Grade: 1st</p> <p>C-Grade: 2nd</p>
	<i>HKSSF Inter-school Basketball Competition</i>	<p>B Grade: 3rd</p>	<p>A Grade: 5th</p> <p>B Grade: 2nd</p> <p>C Grade: 2nd</p>	<p>A Grade: 3rd</p> <p>B Grade: Merit</p> <p>C Grade: 4th</p>
	<i>HKSSF Inter-school Cross Country Competition</i>	<p>A Grade: Team: 5th Individual: 9th</p> <p>B Grade: Team: 2nd Individual: 2nd, 9th</p> <p>C Grade: Team: 4th</p>	<p>A Grade: Team: 7th Individual: 8th</p> <p>B Grade: Team: 3rd Individual: 1st, 8th</p> <p>C Grade: Team: 4th Individual: 10th</p>	<p>A Grade: Team: 4th Individual: 1st</p> <p>C Grade: Team: 7th Individual: 10th</p>
	<i>HKSSF Inter-school Distance Run Competition</i>	<p>A Grade: Team: 2nd Individual: 8th, 10th</p> <p>B Grade: Team: 3rd Individual: 2nd</p> <p>C Grade: Team: 5th Individual: 4th</p>	<p>A Grade: Individual: 8th, 10th</p> <p>B Grade: Team: 5th Individual: 1st</p> <p>C Grade: Team: 5th</p>	<p>A Grade: Team: 1st Individual: 1st, 9th</p> <p>C Grade: Team: 5th</p>
	<i>HKSSF Inter-school Football Competition</i>	<p>A Grade: 8th</p> <p>B Grade: 6th</p> <p>C Grade: 4th</p>	<p>A Grade: 3rd</p> <p>C Grade: 2nd</p>	<p>A Grade: 5th</p> <p>B Grade: 5th</p> <p>C Grade: 3rd</p>

Category	Name of Competition / Organization	Award / Prize details		
		2013/14	2014/15	2015/16
SPORTS (HKSSF)	HKSSF Inter-school Handball Competition	A Grade: 3 rd B Grade: 1 st C Grade: 2 nd	A Grade: 5 th B Grade: 1 st C Grade: 1 st	A Grade: 1 st B Grade: 1 st C Grade: 2 nd
	HKSSF Inter-school Swimming Competition	B Grade: 5 th in Overall 2 nd in 100m freestyle 3 rd in 200m medley C Grade: 3 rd in Overall 1 st in 4x50m freestyle 1 st in 50m freestyle 1 st , 2 nd in 50m butterfly 2 nd in 200m medley 2 nd in 50m backstroke 3 rd in 100m backstroke 3 rd in 4x50m medley	B Grade: 2 nd in Overall 1 st in 4x50m relay 1 st in 50m backstroke 1 st in 100m backstroke 1 st in 50m butterfly 2 nd in 100m freestyle 2 nd in 200m medley 4 th in 50m freestyle 5 th in 100m breaststroke 5 th in 50m breaststroke 5 th in 200m medley 6 th in 200m freestyle C Grade: 2 nd in Overall 1 st in 200m freestyle 1 st in 4x50m relay 2 nd in 50m backstroke 2 nd in 100m backstroke 3 rd in 200m freestyle 4 th in 4x50m freestyle 4 th in 50m butterfly 5 th in 200m medley 6 th in 50m freestyle 7 th in 50m freestyle 8 th in 200m medley	B Grade: 2 nd in Overall 1 st in 50m backstroke 1 st in 50m butterfly 1 st in 100m freestyle 1 st in 100m backstroke 1 st in 200m medley 1 st in 4x50m freestyle 2 nd in 50m backstroke 2 nd in 200m freestyle 7 th in 4x50m medley 8 th in 50m butterfly C Grade: 3 rd in Overall 8 th in 50m freestyle
	HKSSF Inter-school Table-tennis Competition	A Grade: 5 th C Grade: 5 th	A Grade: 5 th C Grade: 1 st	C Grade: 2 nd
	HKSSF Inter-school Volleyball Competition	C Grade: 2 nd	B Grade: 5 th	
	HKSSF Outstanding Athletes	4 Winners	4 Winners	4 Winners
SPORTS (Non-HKSSF)	A. S. Watson Group Hong Kong Student Sports Awards	1 Winner	1 Winner	
	The Hong Kong Wushu International Championship			1 st in Jianshu 3 rd in Changquan
	The Hong Kong International Wushu Competition			1 st in All round individual 1 st in Changquan 1 st in Jianshu 1 st in Qiangshu
	Hong Kong Open Wushu (Competition and Tradition) Championship			1 st in 五郎八卦棍 2 nd in Jianshu

Category	Name of Competition / Organization	Award / Prize details		
		2013/14	2014/15	2015/16
SPORTS (Non-HKSSF)	Hong Kong Open Wushu Children and Youth Competition			1 st in Qiangshu 3 rd in Qiangquan 4 th in All round individual
	All Hong Kong District Handball Competition		Champion	3 rd
	Hong Kong Youth Aged Group Handball Competition	4 th	2 nd	
	Chun Yuen Cup Youth Handball Tournament		2 nd	
	Yuen Long Cup Youth Handball Tournament	Grade B: Champion Grade C: Champion		
	Hong Kong Gymnastics Open	Individual: 5 th	Individual: 2 nd	Individual: Grade B: 1 st Open: 3 rd
	Hong Kong Secondary School Trampoline Championship	Grade B Individual: Champion	Grade B Individual: 3 rd	Grade A Individual: 1 st Best performance award
	Hong Kong Trampoline Age Group Championship		Grade B Individual: 3 rd	Grade A Individual: 1 st
	Shatin Wushu Championship			1 st in Changquan 1 st in Jianshu
	Hong Kong Aged Groups Fencing Championship	3 rd in U17 Epee		3 rd in Junior Men Sabre
	TFC Cup Fencing Age Group Competition		5 th in U14 8 th in Foil	
	Hong Kong Junior Fencing Championship	1 st in U14 Men Epee 2 nd in U17 Men Epee		
	Hong Kong U14 Challenge Cup Fencing Championships	2 nd in U14 Men Sabre		
	Hong Kong Water Safety Day – The Hong Kong Open 3000m Competition			1 Merit
	Hong Kong Open Water Swimming Competition Series			1 Third place 1 6 th place 1 7 th place 1 10 th place
	Short Course Age Group Swimming Competition		1 First place 1 Third place	1 Third place
	New Territories Age Group Swimming Competition		2 First place	1 Third place
	Wanchai District Age Group Swimming Competition			1 First place 2 Second place 1 Third place
	MOVEathon Open Water Swimming Competition			U13-15: 3 rd , 4 th in 600m
	Hong Kong Amateur Aged Group Long Course Swimming Competition	Age 11-12: 2 nd in 100m butterfly		Age 13-14: 1 st in 50m backstroke 1 st , 2 nd , 4 th in 200m freestyle

Category	Name of Competition / Organization	Award / Prize details		
		2013/14	2014/15	2015/16
SPORTS (Non-HKSSF)	<i>Central and Western District Age Group Swimming Competition</i>		2 First place 2 Second place	
	<i>Tsuen Wan District Age Group Swimming Competition</i>		2 First place 1 Second place	
	<i>Northern District Age Group Swimming Competition</i>		2 First place	
	<i>Wong Tai Sin District Age Group Swimming Competition</i>		2 First place 2 Second place	
	<i>Southern District Age Group Swimming Competition</i>		1 Second place	
	<i>Hong Kong Bowling Age Group Championship 2016</i>			Team: 1 st
	<i>Hong Kong Inter-School Bowling Competition</i>			Individual: 2 nd
	<i>Squash Summer League</i>	Division 10C: 3 rd	Division 10C: 1 st	
	<i>Youth Inter-District Table-tennis Championship</i>		1 st in U11-14	
	<i>Shum Shui Po Aged Tennis Competition</i>	Champion		
	<i>Shum Shui Po Boys Cross Country Competition</i>		3 Merits	
SPORTS (Mind Sports)	<i>Sports Festival Hong Kong Chinese Chess Speed Competition</i>			Secondary Group: Team: 3 rd Individual: 3 rd
	<i>Hong Kong Secondary Schools Chinese Chess Competition</i>			Secondary Group: 1 st
	<i>National Day Cup Chinese Chess Competition</i>			Open Group: 3 rd Secondary Group: 1 st
	<i>Heung To Middle School Inter-school Chinese Chess Competition</i>			Team: 1 st Individual: 1 st
	<i>Tin Ngai Cup Chinese Chess Competition</i>		Secondary Section: 1 st	
	<i>Tsuen Wan Autumn Chinese Chess Competition</i>	Secondary section: Champion		
	<i>“Young Chess Master Cup” Inter-school Chess Competition</i>	Secondary & University section: Merit Secondary section: Merit		
	<i>Yuen Long Arts Festival Chinese Chess Competition</i>	Secondary section: 3 rd		
	<i>National Day Chinese Chess Competition</i>	Junior Secondary: 3 rd		
	<i>Rose Bowl (Inter-school Bridge Competition)</i>	Qualifying Section: 7 th	Qualifying section 5 th	

Category	Name of Competition / Organization	Award / Prize details		
		2013/14	2014/15	2015/16
ACADEMIC	Hong Kong Schools Speech Festival	<p>1 Champion:</p> <ul style="list-style-type: none"> - Solo Verse Speaking Non-open <p>2 First runner-up:</p> <ul style="list-style-type: none"> - Solo Verse Speaking Non-open - Solo Prose Speaking Non-open <p>3 Second runner-up:</p> <ul style="list-style-type: none"> - Solo Verse Speaking Non-open (2) <p>40 Merit</p> <p>15 Proficiency</p>	<p>2 First runner-up:</p> <ul style="list-style-type: none"> - Solo Verse Speaking Non-open (F5 boys) - Solo Verse Speaking Non-open (F1 and F2 boys) <p>1 Second runner-up:</p> <ul style="list-style-type: none"> - Solo Verse Speaking Non-open (F1 and F2 boys) <p>1 Third runner-up:</p> <ul style="list-style-type: none"> - Solo Verse Speaking Non-open (F1 and F2 boys) <p>1 Honours:</p> <ul style="list-style-type: none"> - 散文獨誦 (粵語) <p>17 Merit:</p> <ul style="list-style-type: none"> - Solo Verse Speaking Non-open (F1 and F2 boys) (9) - Solo Verse Speaking Non-open (F3 boys) (6) - 詩詞獨誦 (普通話) (2) <p>4 Proficiency:</p> <ul style="list-style-type: none"> - Solo Verse Speaking Non-open (F1 and F2 boys) (2) - Solo Verse Speaking Non-open (F3 boys) - 詩詞獨誦 (粵語) 	<p>4 First runner-up:</p> <ul style="list-style-type: none"> - Solo Verse Speaking Non-open (F1 and F2 boys) (2) - Solo Verse Speaking Non-open (F4 boys) - 散文獨誦 (粵語) <p>1 Second runner-up:</p> <ul style="list-style-type: none"> - 散文獨誦 (粵語) <p>10 Merit:</p> <ul style="list-style-type: none"> - 詩詞獨誦 (粵語) (2) - Solo Verse Speaking Non-open (F1&2 boys) (3) - Solo Verse Speaking Non-open (F3 boys) (2) - Solo Verse Speaking Non-open (F4 boys) (2) - Solo Prose Reading Non-open (F6 boys) <p>11 Proficiency:</p> <ul style="list-style-type: none"> - 詩詞獨誦 (普通話) - Solo Verse Speaking Non-open (F1&2 boys) (7) - Solo Verse Speaking Non-open (F4&5 boys) (3)
	Hong Kong Secondary Schools Debate Competition (Basic Law Cup)	<p>1st round Putonghua: Best Debater</p> <p>Design of Motion: Merit</p>		
	Hong Kong Primary and Secondary Schools Putonghua Speech Contest	<p>1 Merit</p> <p>2 Proficiency</p>		
	Asia International Olympiad Open Contest	<p>Qualifying:</p> <p>3 Silver</p> <p>9 Bronze</p> <p>Knockout:</p> <p>4 Bronze</p> <p>Final:</p> <p>1 Bronze</p>		
	Hong Kong Youth Mathematics Higher Achievers		<p>1 Second prize</p> <p>3 Third prize</p>	
	Australian Mathematics Competition	<p>4 Distinction</p> <p>10 Credit</p>	<p>1 Distinction</p> <p>7 Credit</p>	<p>4 Distinction</p> <p>14 Credit</p> <p>1 Prudence Award</p>

Category	Name of Competition / Organization	Award / Prize details		
		2013/14	2014/15	2015/16
ACADEMIC	<i>The Asia International Mathematical Olympiad Open Contest</i>			2 Third prize
	<i>Hong Kong & Macau Mathematical Olympiad Open Contest</i>			1 Third prize
	<i>Olymprix Chern Invitational (Hong Kong) contest</i>			1 Third prize
	<i>Hong Kong Mathematics Competitions</i>			1 Third-class honour
	<i>'Hua Xia Cup' National Mathematics Olympiad Invitational Competition (Hong Kong District)</i>	Qualifying: 2 First prize 2 Second prize 3 Third prize Knockout stage: 1 Second prize 4 Third prize Final: 1 First prize 1 Third prize		Qualifying: 9 Third prize Final: 1 Third prize
	<i>Confucius Cup Secondary School Mathematics Olympic Open Competition</i>			2 Second prize 4 Third prize
	<i>Secondary School Mathematics and Science Competition</i>			1 Credit in Physics 2 Credit in Chemistry
	<i>Hong Kong Biology Olympiad</i>		2 Merit 2 Active Participation	3 Merit
	<i>Junior Achievement Personal Finance</i>	Participation	Participation	Certificates of Achievement
	<i>HKICPA Accounting and Business Management Case Competition</i>			Proficiency Award
	<i>Joint School District Orienteering Championship</i>		3 rd in NT	3 rd in NT
<i>The Hong Kong Academy of Gifted Education</i>	2 students	5 students	4 students	
SERVICE	<i>The Sir Edward Youde Memorial Prizes for secondary schools students</i>	1 F5 student 1 F6 student	1 F6 student	1 F6 student
	<i>Shatin Student Ambassador</i>	7 Winners	Most Creative Award 8 Winners	
	<i>Caritas Bazaar</i>			The Best Improvement Award

Category	Name of Competition / Organization	Award / Prize details		
		2013/14	2014/15	2015/16
SERVICE	<i>St. John Ambulance Brigade Cadet Command Inter-Divisional Competition</i>	3 rd in Foot Drill	2 nd in Overall 1 st in Home Nursing (Overall) 1 st in Home Nursing 3 rd in Uniform and Equipment	3 rd in Overall 1 st in Home Nursing (Overall) 2 nd in Team competition (Overall) 2 nd in Team First Aid (Overall) 3 rd in Team First Aid (NTE) 4 th in Uniform and Equipment
	<i>Hong Kong Red Cross Youth of the Year</i>	<i>East NT District: Winner</i>		

5.6 Major Social Services

2015 – 2016

- ◆ 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 and Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: The Philippines Work Camp, Care Programme – Cambodia, Grassroots Families in Hong Kong

2014 – 2015

- ◆ 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 and Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: Care Programme – Cambodia, Experiencing Vietnam, The Laos Experience Trip, China's Reform Series: Differential Development between City and Village, Grassroots Families in Hong Kong

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 and Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Shatin Student Ambassador
- ◆ Activity Week Experience programmes: Experiencing Vietnam, NICAM: Nice Cambodia Trip, The Laos Experience Trip

6. Financial Summary

Financial Summary for the 2014/2015 School Year

	Government Fund	Non-Government Fund
INCOME (in terms of percentages of the annual overall income)		
DSS subsidy (including government grants not subsumed in DSS unit rate payable to schools)	73.23%	N.A.
School Fees	N.A.	26.21%
Donations, if any	N.A.	0.01%
Rental, Interest & Sundry Income	0.02%	0.53%
TOTAL INCOME	73.25%	26.75%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	82.67%	
Operational Expenses (including those for Learning and Teaching)	7.75%	
Fee Remission / Scholarship	4.10%	
Repairs and Maintenance	0.88%	
Depreciation	4.60%	
Miscellaneous	0.00%	
TOTAL EXPENDITURE	100.00%	
Surplus/(Deficit) for the School Year#	1.15 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operation Reserve as at the End of the School Year #	5.78 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).

7. Feedback on Future Planning

The School Development Plan 2013-16 was reviewed and evaluated. Based on the previous experiences and the school situations, the following Major Concerns and the relevant strategies were formulated for the coming school years (starting from 2016-17).

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

- To promote student learning in languages
 - ⇒ Develop strategic tools to improve reading and writing skills (by improving the design of junior form language curriculum to cater for learner diversities)
 - ⇒ Enhance students' motivation to learn (by developing teaching strategies which integrate different language skills)
 - ⇒ Better evaluate findings to improve curriculum design and delivery (by reinforcing language-across-curriculum collaboration between language and non-language subject panels)
- To strengthen the school-based SEN (Special Educational Needs) support
 - ⇒ Further develop the support strategies with the collaboration of SEN coordinator, Counseling Team, Heads of core subjects and Assessment Team
 - ⇒ Encourage and appoint teachers to enroll in SEN training (at basic and advanced level)
 - ⇒ Strengthen teachers' class management skills through staff development programmes
 - ⇒ Partnership with experienced NGO (Non-Government Organizations) to share relevant experiences

Major Concerns (2): To support the culture of continuous professional development

- To enrich teachers' CPD (Continuous Professional Development) sharing
 - ⇒ Develop a mechanism to report and share the learning obtained through CPD
 - ⇒ Provide more time, tools and space for CPD sharing
- To develop a culture of lesson observation
 - ⇒ Develop a set of guidelines for lesson observation

Major Concerns (3): To enhance the school culture of love and care

- To enhance students' learning of local and global issues and growth in social awareness
 - ⇒ Encourage students to participate in social service activities and build up their heart for caring for the community
 - ⇒ Open the school assembly as a sharing platform (civic education, social service and AWE (Activity Experience Week) sharing)
- To enhance students' understanding of the need for life-long planning
 - ⇒ Help colleagues familiarize themselves with careers education through professional development programmes
- To facilitate participation of all students in Co-Curricular Activities (CCA)
 - ⇒ To require all clubs and societies to have regular activities at lunch time or after school
 - ⇒ To improve the school CCA (Co-Curricular Activities) recording system so that student participation can be easily tracked
- To help all students have a sense of responsibility for a clean school environment
 - ⇒ To conduct a classroom cleanliness campaign and give awards to the winners in school assembly
 - ⇒ To train students about standards of cleanliness and classroom norms
- To help parents fulfill their role as “primary educators” of their children
 - ⇒ To extend the parenting education to all parents by implementing the IFFD (International Federation for Family Development) case study methodology