



沙田崇真中學

SHATIN TSUNG TSIN
SECONDARY SCHOOL



2017-2018

校務報告

Annual Report

1. School Information

1.1 School's goals and missions:

It has consistently been our strong belief that through the Christian value of love, through teachers exemplifying such values in words and in deed, and through close cooperation with parents, our students can be nurtured in the six domains, namely ethics, intellect, physique, social skills, aesthetics, and spiritual growth. It is hoped that with an all-round education, each Shatin Tsung-Tsiner will acquire the traits of being **self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve**. Thus they can grow into youngsters who show care for themselves, love for others as well as God and who become leaders in step with the times. By being innovative, having a global perspective and being capable of commitment in this knowledge-based society, they can develop and contribute to society.

1.2 Student Information

The number of classes and students in the year 2017-2018

Class	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	6	6	6	6	6	6	36
Males	69	71	78	64	77	66	425
Females	91	92	79	91	81	79	513
Total	160	163	157	155	158	145	938

1.3 Teacher Information

Among a total of 69 teachers last year, three resigned and two retired. Regarding the teaching qualifications and the teaching experience of our teachers, see the table below:

Educational Attainment	Number	Percentage
Bachelor's degree	69	100%
Teacher training	68	98.6%
Master's degree or above	28	40.6%

Teaching Experience	Number	Percentage
0-5 years	6	8.7%
6-10 years	14	20.3%
11-15 years	9	13.0%
Over 15 years	40	58.0%

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

2. Achievements and Reflection on Major Concerns

Priority Task 1: To make use of the advantages of small-class teaching to strengthen students' abilities in self-regulated learning so as to further enhance the effectiveness in learning and teaching

Achievements

- This is the final year of the three-year plan 2015-2018. Regarding teaching and learning, we have continued to make use of the advantage of small-class teaching to facilitate peer and teacher- student interaction in lessons so as to strengthen students' abilities in self-regulated learning and to further enhance the effectiveness in learning and teaching.
- During this year, the Principal and Vice-principal continued to conduct lesson observation. There were post-lesson evaluation meetings in which there was sharing on whether teachers could make good use of the advantages of small-class teaching and pre-lesson preparation materials, as well as if there was sufficient interaction and catering for individual differences.
- Eleven subject panels offered an open class this year so as to have collaboration and exchange with teachers from other departments. With collective lesson preparation and post-lesson evaluation meetings, there was sharing and interaction in how to enhance students' learning effectiveness by enhancing peer and teacher-student interaction, making good use of small-class teaching and pre-lesson preparation materials.
- Small-class teaching has been in effect for three years. Survey results showed that more than 90% of teachers paid attention to how to draw benefits from the small class size in lessons and they gave positive feedback on self-evaluation. Student survey results were promising as all exceeded the success criteria stated in the annual school plan.

	Strongly agree / agree		
	15/16 school year	16/17 school year	17/18 school year
1. The teacher provided sufficient chances for students to take part in the lesson.	74.8%	77.4%	79.0%
2. There was enough interaction between the teacher and students in lesson.	72.6%	74.9%	77.5%
3. There was enough peer interaction in lesson.	70.7%	70.7%	71.9%
4. The teacher gave sufficient care to students in lesson.	71.3%	73.5%	77.3%
	Very fast / fast / acceptable		
5. The time taken by the teacher to mark and return assignments.	94.9%	93.9%	95.3%

- Our 2018 HKDSE results were outstanding :

Attaining Level 3 or above in Chinese Language	98.6%
Attaining Level 3 or above in English Language	99.3%
Attaining Level 2 or above in Mathematics	100%
Attaining Level 2 or above in Liberal Studies	100%
Meeting the minimum entrance requirements of degree programs	97.9%

(attaining 3322 in core subjects and Level 2 in one elective subject)	
Percentage of students attaining level 2 or above	99.9%
Percentage of students attaining level 4 or above	78.5%
Percentage of students attaining level 5 or above	33.0%
Percentage of students offered a degree programme	94.4%

- Since small-class teaching has been in effect since the school year 2015/16, our HKDSE results have been further raised which were very encouraging. We will further cultivate student's achievements with the small class size.

Year \ Level	3 or above	4 or above	5 or above	5* & 5**
2012-2015 Average	93.3%	65.3%	24.7%	9.9%
2016	96.8%	79.1%	34.2%	12.2%
2017	97.6%	76.8%	34.9%	15.5%
2018	99.9%	78.5%	33.0%	12.4%

Reflection

- With reference to all success criteria stipulated in the annual school plan, teacher and student surveys showed that they all had been met and in fact far exceeded the standard. Hence, the task has been successfully achieved. The key of achieving this target is that adequate school-based and subject-based training and sharing had been provided to all teachers, and each teacher was observed in lesson more than once. With many sharings and reflections, teachers could reflect on how to enhance peer and teacher-student interaction and how to cater for individual differences after considering their subject nature and teaching style. To pursue perfection, it is suggested that a pre-test can be conducted so that the validity of the survey results showing the effectiveness of small-class teaching can further be evaluated when comparing the relevant results across a number of years.

Priority Task 2: To strengthen class building under small-class teaching to provide more care for students so as to support them more effectively during their personal development

Achievements

- The major class building strategies were as follows :
 - Two class teachers were arranged for each junior class to enable class teachers to have more space in taking care of students
 - Class teachers drew up a year plan on how to take care of students of different needs
 - The Student Support Committee held regular class teacher meetings to help class teachers learn more about the difficulties and needs of counseling and discipline of their students. Class teachers also shared their strategies on class building and how to nurture correct values in students.
 - Class teachers ran nine life education lessons so as to nurture students' character and establish a closer relationship with their students.
 - S1 Life Education Camp, S2 Experiential Activity and S3 Social Service Scheme were in place to facilitate bilateral understanding between class teachers and students so as to help students build up a support network.
- According to the EDB stakeholder survey results, students deeply felt the care of teachers in the past three years :

Year	2012-15Average	2016	2017	2018
1. Teachers care about me	3.54	3.7	3.7	3.8
2. Schoolmates respect teachers	3.66	3.7	3.7	3.8
3. I love my school	3.56	3.6	3.6	3.7

(Remark : 1 means strongly disagree while 5 means strongly agree)

- The school-based survey on school aims also showed similar findings. Over 70% of students agreed that the teaching and care of class teachers could enhance the student's sense of belonging to the class and they deeply felt teachers' caring.

Reflection

- Regarding strategies of class building, teacher and student surveys showed that most of results far exceeded the success criteria stated in the annual school plan. Hence, this task has been achieved to a great extent. To secure success in implementation, it is important to provide teachers with autonomy in choosing their own class building strategies. This can avoid problems of standardization while teachers can adopt what best fit their style and students' needs. In addition, regular sharing helps the school to monitor the progress of the task and provide timely and appropriate assistance to teachers.

Priority Task 3: To strengthen the spiritual education to lead students to know the truth as well as encourage them to think about the relationship between faith and life

Achievements

- The Religious Affairs Committee conveyed the gospel message through Bible or hymn sharing in regular morning assemblies. Growth groups led by Christian teachers served the new believers by helping them to know more about Christian teaching through close and intimate care.
- There were two evangelical assemblies (one for junior forms and one for senior forms) and three preparation activities. A total of 33 students converted to Christianity. Moreover, we continued to run the S1 Gospel Camp and the S6 Graduate Gospel Camp to preach the gospel and 158 & 80 students joined these camps respectively. All S6 students also took part in the Hong Kong Gospel Festival which is held every 10 years.
- S1 & S2 Christian Education lessons were conducted in the form of a fellowship. Students could learn the Bible messages more effectively with group discussion and activities. As the aforesaid mode was highly welcomed by students, the mode will be extended to S3 next school year.
- Talks were arranged in some of the Christian Education lessons for S4 to S6 in the hope that students could have a deeper understanding and experience of Christian faith. Topics included work and calling, love, equal rights or hegemony, film and life, walk with your neighbors, ethics about life and death, revelation about the end of the world, dating, etc.



Reflection

- With reference to the spiritual education, both the teacher and student survey showed that most of the success criteria stated in the annual school plan could be met. Thus, the task could be achieved to a certain extent. To strive for a more successful implementation, it

is crucial to have sufficient manpower and space so that teachers can devise creative activities and take care of students individually. This can make the activities more attractive and meet the target of “life affects life”. Facing the constraints of regular teachers in aided schools and the rule of fair duty allocation between teachers, it is necessary to establish partnership with external parties to increase manpower and make good use of external resources so as to implement new measures or perfect the existing ones without adding extra workload to teachers.

3 Major Concerns and Strategies of Each Committee

3.1 Management and organization

3.1.1 The major areas of concern

- Alleviating the pressure confronting teachers
- Reviewing the 3-year plan and planning ahead

3.1.2 Support measures for addressing those concerns

- Over the years, our teachers have been facing increasing workload and work pressure which has denied them time for deeper thinking and personal growth. To redress such an imbalance, the school successfully recruited four administrative assistants who took on the tedious duties like delivering school notices and collecting replies, serving as substitute teachers and center supervisors, being on-duty after school and handling other administrative work. Former graduates were also employed as the exam invigilators to free up teachers’ precious time. In addition, several assistant coaches for the dancing team, the music classes and other school sports teams were sought to provide subject teachers with additional assistance. To ease the pressure confronting regular teachers, alumni and external instructors were recruited to take care of some elite and remedial classes and five additional teachers were added to the staff list to help share the teaching duties. Following the introduction of an e-class system some years ago, the eClass Parent App system was introduced to reduce teachers’ workload in delivering school notices and collecting replies while simultaneously protecting the environment.
- Over the last half a year, the school conducted a thorough review over the 3-year plan spanning the period between 2015 and 2018. Apart from looking into the statistics of the stakeholder questionnaire (the one developed by the Quality Assurance Division of the EDB) all these years, students and teachers’ views were obtained through internal questionnaire-based surveys. All these, together with many discussions in departments, committees and staff meetings, were pointing to our great success in attaining the goals set out in the 3-year plan. In addition, many resolutions regarding the development direction in the coming 3 years were reached on the basis of teachers’ assessment of our existing strengths and weaknesses. The entire evaluation and policy formulation process involved enormous time and effort, but it did generate fruitful ideas.

3.1.3 Other support measures

- The Incorporated Management Committee of our school is composed of twelve members (including one parent, one Alumni Association representative member and one teacher representative) drawn from different professional sectors like education, social service, legal profession, commerce, evangelistic groups and so on. Their role is to offer appropriate and professional advice on important school matters.
- The School Advisory Council, formed by the Principal, the Vice-principals, seven committee heads and four elected representatives from the teacher community, conducted regular meetings

to discuss matters related to the school policies.

- All thirteen committees (e.g. the Academic Affairs Committee, the Student Support Committee, the Religious Affairs Committee, the Student Guidance Committee, etc.) implemented measures enabling students' development in the domains of ethics, intellect, physique, social skills, aesthetics, and spiritual growth, with end-of-term evaluation of the effectiveness of those measures and submission of plans for the coming year.
- Each department is headed and monitored by a subject panel head who, from time to time and through the panel meetings, seeks to formulate teaching strategies, review curricula and adjust the scheme of work as needs arise. A year-end evaluation was conducted to assess effectiveness and a plan for the next academic year was submitted.
- Four general staff meetings were held to discuss school matters.
- The Academic Affairs Committee conducted a value-addedness analysis following each public examination.
- Each department conducted its own homework inspection every year.
- Copies of questionnaires for various stakeholders (the one developed by the Quality Assurance Division of the EDB) were distributed and completed by teachers, parents and students at the end of the term to assess the current development of the school.
- Parents could discuss school policies openly with the School Advisory Council members at the "School Policy Forum".
- Having joined the "Strengthening School Administration Management Scheme", we practiced computerization of student information with data input and output carried out by administrative assistants. Teachers were provided with statistics and information on student counselling needs and discipline performance regularly so that they could identify students in need as soon as possible. This can enhance the effectiveness of student support and reduce the administrative workload of teachers. The year-end teacher survey reflected that more than 80% of class teachers agreed that they found the information useful in helping them to provide timely and appropriate care to students. After the scheme has been completed, we will continue with the computerization of student information and perfect the system.

3.2 Professional development for the Principal and teachers

3.2.1 The major areas of concern

- Enhancing teaching quality



3.2.2 Support measures for addressing those concerns

- Teachers from Kau Yan School were invited to share their experience in how to implement positive education in lessons. Also all teachers joined the joint-school staff development day held by the Evangelical Lutheran Church of Hong Kong to reflect on the missionary life of teachers.
- With lesson observation and post-lesson sharing and the implementation of quality circles (lesson observation within the same department), green teachers were given chances to share their good teaching practices and reflect on how to enhance teaching effectiveness. In addition, our Mentorship Scheme continued to assist new teachers in settling into our school culture and raising their teaching skills.



3.2.3 Other activities

- The Principal over the last year completed 104 hours of professional development, and was frequently interviewed by the mass media and invited to be the guest speaker in seminars and at ceremonies in many primary schools, giving sharing on our school's fruitful success and

expressing his personal view on the education policies.

- The Principal visited a school in Beijing to learn more about their technology education. He also arranged for students of five secondary schools under Tsung Tsin Mission of Hong Kong to take part in an international Olympiad and research activities in Russia.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 35 hours of training in various fields.

3.3 Teaching and learning

3.3.1 The major areas of concern



- Honing students' problem-solving, communication and self-learning skills
- Optimizing the subject combinations and promoting STEM education

3.3.2 Support measures for addressing those concerns



- Subject teachers have been trying to give due emphasis to the development of thinking skills in curriculum content, teaching pedagogies, homework and assessments. With Liberal Studies being a subject in its own right for S1-S3 and the promotion of Chinese and English debate, students were given opportunities to learn and practise problem-solving and critical thinking skills. Furthermore, we had in place a widely-acclaimed practice of "Pre-Lesson Preparation" which requires teachers to assign preparatory work to students in advance of the next lesson so as to enhance learning effectiveness. Lastly, all junior-form students were required to complete a total of six project-based assignments within a period of three years in Integrated Science, Technology, Arts-in-Life, and Liberal Studies so that enough training opportunities for the target skills could be secured. In a bid to improve students' communication skills, Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours), the Junior Form Reading Award Scheme and the Holiday Reading Scheme were implemented to help students form a regular habit of reading. Apart from this, through the book fairs, students' interest in reading was reinforced and they could acquire new knowledge in different domains through reading.
- Extended learning activities emphasized self-learning, application of thinking skills, exploration and creativity. Regarding training for gifted students, in addition to regular internal and external training, we selected more than 30 students to join the six-month Mathematics, Physics, Chemistry and Informatics training courses organized by the Chinese University of Hong Kong. Eighteen of them were chosen to represent Hong Kong in the 15-day Yakutia International Science Games 2018 in Russia in July. They participated in the International Tuymaada Olympiad and the International Research School and 5 students got awards in the former.
- To advance students' English proficiency, job fairs, games and conversation booths, writing letters to the editor, dramas, spelling bees and debating competitions were arranged to provide students with even more opportunities to improve their listening, speaking and writing abilities. English sharing by students at all levels in the morning assemblies was very well received. At the same time, an S1 bridging course was also offered to create a better English ethos and thus raise students' English competencies. Students were persuaded to join English and Chinese writing competitions so as to encourage students' writing. The use of Putonghua as the medium of instruction in the Chinese lessons in some classes of junior forms provided students with unquestioned benefits where learning and speaking PTH is concerned. Apart from these, drama elements were incorporated into the Arts-in-Life and the English curriculum for junior forms to hone students' communication skills, while the curricula for Liberal Studies, Arts-in-Life and Technology were adjusted to drill students' presentation skills through project-based learning. Furthermore, the Career Guidance Committee provided senior-form students with a series of session on meeting and interviewing skills. As regards the

extra-curricular activities, our teachers put forth great effort in training students for the HK Schools Speech Festival to raise students' expressive power and the results were noticeable. (Please refer to Section 5 for details about inter-school competitions.)

- To address students' interest and abilities, the English group of Liberal Studies at senior forms and HKDSE PE subject were offered this school year. To promote STEM education, junior form curriculum has been tailored as follows :
 - S1 Fan Car Making Competition was held which involved the concept of energy change in science, model making in engineering, and programming and the calculation of speed regarding the operation of the cars
 - S2 students had to make bread which involved the knowledge of yeast and the calculation of amounts of different ingredients
 - S3 Tower Building Competition required students to search for information online, evaluate and calculate how much force the tower could bear and then make a relevant model

The above experiential learning led students to the journey of STEM education. Our Technology subject is also in step with the times as it teaches students to make 3-D items with the use of 3-D printers using their programming knowledge and mathematical knowledge in calculating areas.



3.3.3 Curricula

- At junior levels, there were curricula in the language subjects (Chinese, English and PTH), Mathematics and Science subjects, Humanities, Arts-in-Life, Life Education, P.E. and Christian Education. As for the senior curricula, other than Chinese, English, Mathematics and Liberal Studies, our school provided twelve elective subjects to suit students' interests and abilities to develop their talents to the fullest extent.
- To develop students' potential, Mathematics Enhancement Classes, Mathematical Olympiad Classes, Cambridge IGCSE Training Classes and the Chinese and English Debating Classes were launched and offered to exceptionally gifted students. Externally, 11 shortlisted students participated in the Support Measures for the Exceptionally Gifted Students offered by the Hong Kong Academy for Gifted Education this year, while 40 joined the e-learning courses (Mathematics, Earth Science and Astronomy) offered by the EDB. Apart from these, the school encouraged our gifted students to participate in the International Competitions and Assessments for Schools, Australian Mathematics Competition for the Westpac Awards, Olympiads in Robotics, Informatics, Physics, Chemistry and Mathematics, etc. (refer to Section 5 for details about their performance). A figure a little short of 400 headcounts were registered across all activities for gifted students with pleasing results.
- To enhance teaching efficiency, the practice of collaborative teaching continued on the basis of the blueprint developed by the Chinese Language Department, covering the formulation of the course boundaries, division of labor in lesson preparation, collective discussion, lesson plan revision, mutual class observation and reflection in the teaching process. Over the last year, cross-curricular class observation was entertained to allow a widening of teachers' perspectives. The practice of collaborative teaching entered its fifteenth year of implementation and all departments were able to achieve the goals set out at the beginning.
- To supervise and assess students' learning, the school adopted various approaches like conducting surveys and interviews to get a better understanding of students' learning progress on top of the regular reviews and evaluations conducted at departmental meetings.
- To make sure students could lead a balanced lifestyle, students at junior levels were not supposed to spend over two hours on their homework.
- To cater for learner differences and to provide timely help for students with various learning needs, junior-form remedial classes, namely the Nourishment Class and the All Subjects Revision Class, were put in place in the middle of the year. For senior form students, there



were enhancement classes for core subjects. In addition, the Principal, Vice-principal and members of the Academic Affairs Committee provided individual counseling and care to some students to help them prepare for the HKDSE.

- To broaden students' sports and artistic perspectives, all juniors had to take up one musical instrument and one sport / art throughout the three years. S4 students were required to join one aesthetic activity or course. All students had to take part in the EDB-initiated School Physical Fitness Award Scheme and the Long-distance Training Testing.

3.4 Student support



3.4.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner



3.4.2 Support measures for addressing the concern

- To move towards the goal of nurturing among students traits a Shatin Tsung-Tsiner should possess, we put in place the Life Education Lesson, which was designed to boost students' development in the four domains, namely 'Personal and Healthy Life', 'Social Life', 'Career Planning', and 'Civic Duty/ National Identity.' In designing the curriculum, form teachers were consulted over the lesson plans so that the curriculum was a product of collective wisdom. The curriculum has been implemented for twelve years and proved to be effective.
- We held our annual S1 Life Education Camp on the theme of 'TTS (Thoughtful, Trustworthy, Self-motivated)' to encourage students to develop the personality traits of being thoughtful, trustworthy and self-motivated.
- S2 students took part in elderly farm activities and visited the Life Journey Center to understand and experience different life stages and then learn to be thoughtful.
- Again, arrangement was made for 50 senior-form and 40 junior-form student leaders to enroll in the advanced and elementary leadership training course organized by Hong Kong Tsung Tsin Mission Shatin Integrated Services Centre. Student leaders received training in honing their activity-coordinating and -leadership skills, building up team spirit, communicating with others, handling conflicts and understanding the roles and qualities that a leader should possess. Students were also recommended to join external leadership training, including the 5-day Outward Bound Training, UNICEF Young Envoys Programme, Hong Kong Young Ambassadors Scheme, Shatin Joint School Young Leaders Training, Head Prefect Training Course, etc. These help our student leaders to be more persevering and capable of embracing challenges, and realize that they should not be served but serve. It is hoped that they can be more thoughtful, cooperative and willing to shoulder responsibilities. In addition, benchmarks were set for student leaders hoping that all student leaders could possess the personality traits of Shatin Tsung-Tsiners and become role models for their schoolmates.

3.4.3 Other activities

- All students filled out a questionnaire on the school aims prepared for them by the Student Support Committee. The survey findings, when compared with the similar statistics administered over the last three years, showed generally positive responses. This bears a strong testimony to the effectiveness of the support measures concerned.
- The "Joyful@School Program : Respect Life, Walk With You In Adversity" was launched with the cooperation of the HKYWCA. Students' mental health and resilience were assessed by asking S1 and S2 students to fill in a questionnaire. Art therapy groups and camp activities were held for those who are in need so as to help them to appreciate themselves and to enhance peer support to raise students' resilience. We are going to optimize the relevant activities.



- All S2 students took part in Light Crafts and Alternative Pathways Program held by the Breakthrough in which students understood that there were many alternatives in life when making different kinds of craftwork.

3.5 Student guidance and discipline

3.5.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner



3.5.2 Support measures for addressing the concern

- To create a student population manifesting the Shatin Tsung-Tsiners' qualities of being trustworthy, thoughtful and willing to serve, we welcomed the EDB-initiated Integrated Education Scheme in which a whole-school approach was adopted to support students with special educational needs in order to establish an inclusive campus and caring culture. Our school was given an additional teacher, a teaching assistant and relevant grants. Together with the Learning Support Grant and the grants from the pilot project on enhancement of support services for students with autism in ordinary primary and secondary schools, various measures have been put into effect using these additional resources. There was a regular communication channel with parents and assessment to identify if students have special educational needs. Regarding confirmed cases, apart from referral to educational psychologists, there were also various appropriate support services, like individualized education programs, social groups, speech therapy, tutoring and adjustments in assignments and assessments. Teachers and teaching assistants were encouraged to enroll in courses related to integrated education so as to enhance the learning effectiveness and communication skills of SEN students and help them to integrate into the school. School-based inclusive activities were held so that our students could have the opportunities to learn how to accept others' deficiencies that arose through no fault of their own.
- Students were encouraged to commit themselves to serving others by actively engaging in activities like flag selling, visiting the less privileged, fund-raising activities, etc. This year, a total of 255 students took part in community services, accounting for 27% of the entire student population. The school has also recently received the Gold Award for Volunteer Service from the Social Welfare Department under the Volunteer Movement for ten consecutive years, with one student obtaining the Silver Award and three the Bronze Award for Individual Volunteer Service.
- S2 students visited the Dialogue in the Dark while all S4 students visited some of those who live in subdivided units. All S5 students took part in the Life Story for the Elder Program in which they had to interview an elderly person and some S5 students visited the street sleepers. All these activities had the aim of enabling our students to know the needs of different strata through their personal contact experience and thus learn to be thoughtful.
- Team building and adventure training were provided to the prefects to help them develop team spirit and the quality of perseverance. In daily school life, prefects served in different school functions so as to nurture in them the willingness to shoulder responsibilities and the virtue of being trustworthy.

3.5.3 Other activities

- School-based Educational Psychology Service was launched to provide support for students' all-round development.
- There was an additional social worker deployed by the school to provide deeper and all-round individual and group counseling so as to promote all-round development of students.

- A student support database was set up to allow more effective support for students' growth.
- The Strive-for-Excellence Award Scheme, meant to elevate students' esteem and help students develop their growth potential, was promoted.
- Students were allowed to express their views about the school policy through Words of Shatin Tsung-Tsiners.
- Counselling Day and activities for appreciating teachers were held to help promote the teacher-student relationship through better communication.
- The Peer Mentoring Scheme was in place to assist S1 students in adapting to a new learning environment
- The Student Growth Group was set up to address students' needs during their growth process.
- Talks on prevention of internet addiction, sex education, anti-corruption and handling pressure were held for students.
- The Regeneration Society, Hong Kong Cancer Fund and the Hong Kong Police Force were invited to chair life education seminars.
- A series of career-planning activities and aptitude tests were run to help junior students acquire a better understanding of themselves and their career orientation.
- A record book for career planning was designed for students to record and integrate their learning outcomes.
- Briefing sessions on senior form curricula were provided for junior students to allow early preparation.
- Information regarding choice of studies and careers was provided for senior-form students and parents so as to help them make decisions more easily.
- Assistance was provided for S6 graduates on the day of the release of the public exam results as well as in writing references, resumes and honing their interview skills.
- Assistance was offered to those who intended to pursue further studies, either overseas or on the mainland.
- Well-known community leaders, alumni and parents were invited to provide talks intended to widen our students' global outlook by sharing their working experience.
- There were visits to businesses, government organizations, academic institutes and the Career Expo, etc. and also job shadowing in different organizations. Such visits and experiences helped deepen students' understanding of various career paths.
- The Prefect Team provides an opportunity for students to hone their leadership skills.
- Various discipline awards were set up to nurture in students the good qualities of being able to tell right from wrong and being responsible.
- The New Identity Scheme was implemented to help students reflect on their own behavior through services.
- Junior Police Call was promoted to train students to be committed and responsible social members.

3.6 Extra-curricular activities

3.6.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner



3.6.2 Support measures for addressing the concern

- Through the One-student-one-art/sport Scheme, students were encouraged to take part in a whole range of interest group activities. Also, the all-inclusive STTSS Award remained the main source of motivation for students to participate in class-based or inter-class activities.



3.6.3. Other activities

- To encourage students to get involved actively in extra-curricular activities, a total of thirty-six interest groups as well as forty-three school teams were offered.
- To deepen students' knowledge about the interest groups, a web page introducing various interest groups was constructed for students' reference.
- Students were also encouraged to become involved in various music, drama, dancing and visual arts competitions. One-student-one-art Scheme was also promoted at senior levels to create a better aesthetic aura.
- Besides the annual Sports Day (organized by the all-student Sports Events Organizing Committee), the six Houses organized regular inter-house competitions (like those for basketball, handball, singing and the board design competitions) in which students' leadership skills and team spirit could be honed and promoted respectively. The posts of the House Captains were continued to be filled by self-nominated candidates who were elected through 'universal suffrage', thus allowing students to take part in the promotion of house affairs.
- Class-based activities and inter-class competitions (like the picnic, Christmas party, inter-class long distance running and relay, etc) were held, which together with the all-inclusive STSS Award, encouraged students to take part actively in inter-class activities to build up their team work and sense of belonging to the class.
- To advance leadership potential of members of class associations, a training class was held for S1 students concerned.



3.7 Students' Union

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



3.8 Religious activities

3.8.1 The major areas of concern

- Stepping up effort to preach the Gospel
- Nurturing the traits expected of a Shatin Tsung-Tsiner

3.8.2 Support measures for addressing those concerns

- Gospel and hymn sharing were integrated into the morning assemblies and the former was also



conveyed in hall assemblies.

- The yearly Gospel Week, the S1 Gospel Camp and the Graduates Gospel Camp remained the best time for recruiting.
- The traits expected of a Shatin Tsung-Tsiner were fostered through the Christian Education lessons.

3.8.3 Other activities

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

3.9 Home-school communication

3.9.1. The major areas of concern

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



3.9.2. Support measures for addressing those concerns

- The PTA, in conjunction with the Home-School Cooperation Committee, held talks on career planning and parenting to help parents understand how to enhance their wards' capacity in taking up their own responsibilities.
- The Home-School Cooperation Committee worked closely with the Academic Affairs Committee, the Career Guidance Committee, the Discipline Committee and the Student Support Committee in the organization of fourteen talks and seminars. Some of these talks helped S1 parents grasp the essence of the school policies regarding curriculum development and the building up of their wards' other learning experiences. Some helped the junior-form parents to nurture in their wards a pleasing character and healthy lifestyle while some provided useful and updated information on further studies and career choices to senior-form parents. There were a total of 385 attendees.



3.9.3 Other activities



- In addition to the 'School Policy Forum', the Home-School Cooperation Committee, with the help of the Parent-Teacher Association, held the Lunar New Year Barbeque and interest groups for parents. Through regular committee meetings and a bi-weekly prayer meeting among parents, a contact network was set up between the school and parents and among parents themselves. The Home-School Cooperation Committee also set up "Parents' Forum" and "Sharing Zone" using the existing e-Class platform, together with other channels (like issuing the Parent Basic Law, the bulletins, setting up class-based WhatsApp groups, etc), to strengthen home-school communication network.
- To provide more concrete support for the school education and functions, the Parent-Teacher Association set up scholarships and the number of awardees reached around 40. Moreover, parents were recruited to be volunteers in the STTSS Career Expo, vaccine injection, Talk for the Prospective S1 Students and Sports Day.

3.10 Activities involving alumnae/alumni

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



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

- To maintain strong ties with alumni, an annual general meeting, dinner gathering, Alumni Cup ball games and programming workshop were organized by the Alumni Association

3.11 Student welfare



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

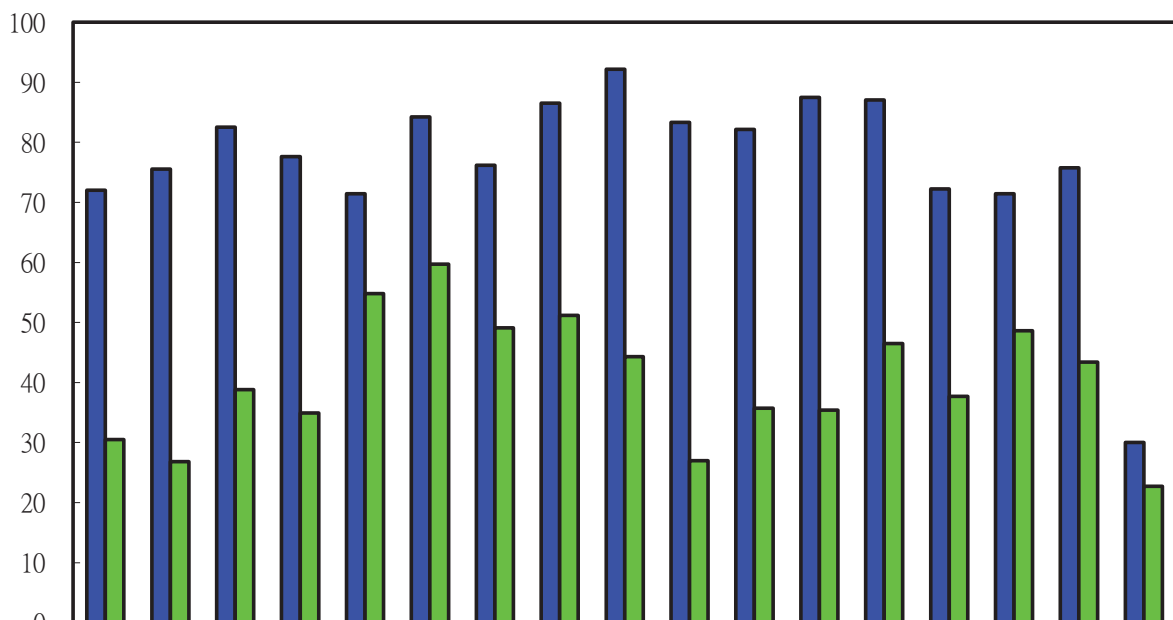


5. Students' Performance

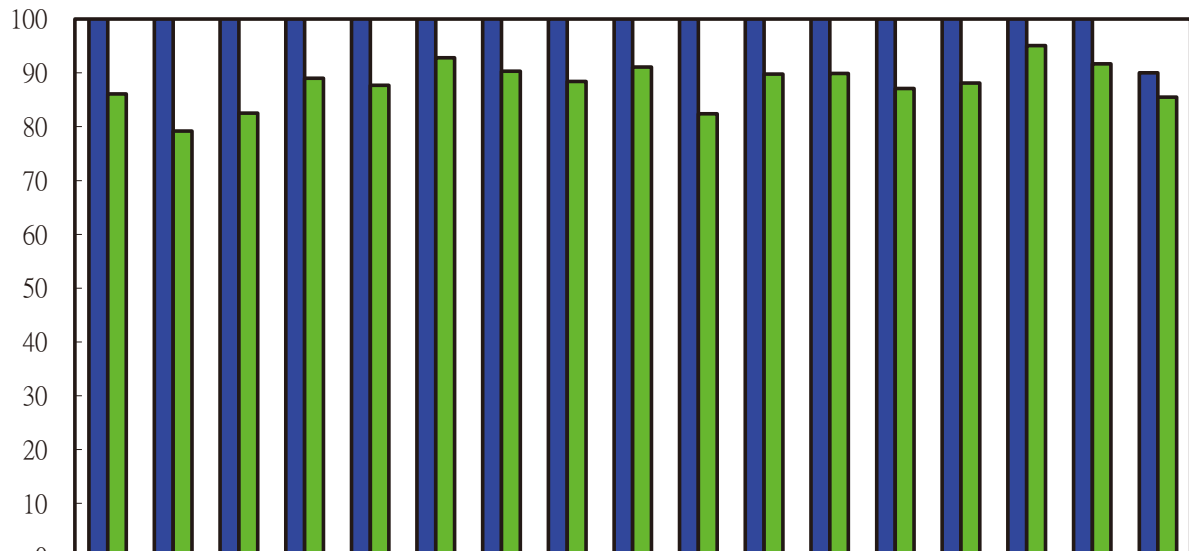
5.1 HKDSE

The average rate of students achieving level 2 or above in the 2018 HKDSE was 99.9%, with 78.5% reaching an average 4 or above.

Level 4 or above of HKDSE 2018



Level 2 or above of HKDSE 2018



	Chin. Lang.	Eng. Lang.	Math. CP	LS	Math M1	Math M2	Phy	Chem	Bio	I.C.T.	Chin. Hist.	Chin. Lit.	Econ.	Geog.	History	BAFS	Visual Arts
■ Our school	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	90
■ Hong Kong	86.1	79.2	82.5	89	87.7	92.8	90.3	88.4	91.1	82.4	89.8	89.9	87.1	88.1	95.1	91.7	85.5

5.2 Extra-curricular and community-based activities

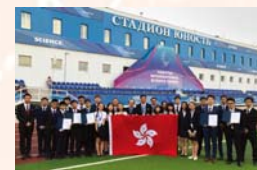
- A headcount of 381 who acquired successful membership eligibility was registered in various interest group activities (under 5 categories: Aesthetics, Academic, Interest, Physical Development and Community Services). There were a combined total of 1077 heads in the school teams (athletic, aesthetics and academic).
- Our students participated in the following major inter-school competitions:

Title	Number of participants
HK Schools Music Festival	237
Joint School Music Competition	100
Hong Kong Youth Music Interflows	225
HK Schools Speech Festival	126
HK Schools Drama Festival	57
HK Schools Dance Festival	13
HK Schools Sports Federation Inter-school Competitions	787



Our school provided students with various opportunities to unearth their potential and promising results were achieved. In the sports domain, our school ranked third in the girls' division and eighth in the boys' division among 50 secondary schools in Shatin and Sai Kung Area. In the music domain, our Chinese Orchestra, Symphonic Orchestra, School Band and School Choir performed outstandingly in inter-school competitions. Our School Drama Team won awards in both English and Cantonese sections. The results in various dancing, visual arts and debate competitions were also pleasing (refer to Section 5 for details about their performance). Moreover, we also provided chances for students to widen their horizons :

Item	Number of participants
Beijing Historical and Technology Tour (EDB)	80
Beijing Cultural Exchange Tour	18
Sister School Scheme – Cruise Tour	20
Xian Heritage and Art Tour	9
Taiwan Sports Training for Elite Athletes	44
Canada English Study Tour	20
Leadership Training Camp at Western University in Canada	10
Tsinghua University Future Leader Training Tour	1
Hong Kong Outward Bound Training	22
Yakutia International Science Games	18






- Our students participated in the following community services:




Activity	Number of participants
Visiting On Hong Nursery School	27
Volunteer service at the Open Day of ELCHK Shatin Lutheran Kindergarten	22
Visiting Garden House Nursery School	26
Visiting HKYWCA Lung Hang Nursery School	27
Serving the elderly in Tai Wai district	10
Visiting street sleepers	20
Visiting the single elderly and other elderly at Chak On Estate	52
Joining the ELCHK Life Story for the Elder Program	157
Selling flags for HKYWCA	57
Selling the Care for The Elderly Charity Ticket for Tsung Tsin Mission of Hong Kong	67
Joining the Blessed Red Packets Fund-raising of Tsung Tsin Mission of Hong Kong	381




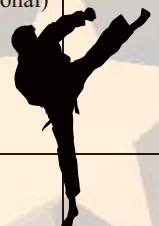



5.3 Inter-school competitions





Nature of activities	Number of participants		Awards
	Territorial	Regional	
Sports	1		HKSSF Grantham Outstanding Student Athlete Awards: ● Outstanding Athlete (Cross-Country) (3B Yip Chun Kiu)
	1		N.T. Secondary Schools Outstanding Athlete Award: ● Outstanding Athlete Award (All Round) (4E Lee Tsz Nga)
	1		Inter-school Fencing Competition: ● Girls Grade C (2C Tam Lok Yiu)
		4	HKSSF Shatin & Sai Kung Secondary School Area Committee Outstanding Athlete Award 2017-18: ● 4 Outstanding Athletes (2F Chan Yan Ching, 4A Mork Yan Yui, 5C Cheung Wing Yeuk, 5C Leung Po Ting)



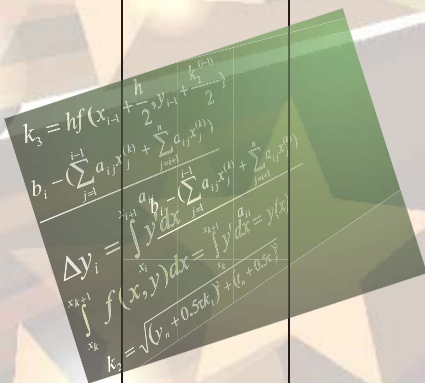
Nature of activities	Number of participants		Awards	
	Territorial	Regional		
Sports		48	Inter-school Cross Country Competition: <ul style="list-style-type: none"> ● Boys Grade B Individual – First Prize (3B Yip Chun Kiu) ● Girls Grade B Individual – First Prize (4A Mork Yan Yui) ● Girls Grade A Individual – Second Prize (6B Kwan Lok Sum) ● Girls Grade A Individual – Third Prize (6B Kwan Lok Tung) ● Boys Grade B Individual – Award of Merit ● Girls Grade A Group – Third Prize ● Girls Grade C Group – Third Prize ● Girls Grade B Group – Award of Merit ● Boys Grade A Group – Award of Merit ● Boys Grade B Group – Award of Merit ● Boys Grade C Group – Award of Merit 	
			37	Inter-school Long Distance Running Competition: <ul style="list-style-type: none"> ● Boys Grade B Individual – Second Prize (3B Yip Chun Kiu) ● Girls Grade B Individual – Second Prize (4A Mork Yan Yui) ● Boys Grade C Individual – 1 Award of Merit ● Girls Grade A Individual – 1 Award of Merit ● Girls Grade C Individual – 1 Award of Merit ● Girls Grade C Group – Third Prize ● Boys Grade A Group – Award of Merit ● Boys Grade B Group – Award of Merit ● Boys Grade C Group – Award of Merit ● Girls Grade A Group – Award of Merit ● Girls Grade B Group – Award of Merit
			37	Inter-school Swimming Championships: <ul style="list-style-type: none"> ● 50m Butterfly of Girls Grade C – Second Prize (1D Ho Chek Kei Kelly) ● 200m Freestyle of Girls Grade C – Second Prize (1C Liu Yui Man) ● 4x50m Freestyle Relay of Girls Grade C – Fourth Prize ● 4x50m Medley Relay of Girls Grade C – Fourth Prize ● Overall Girls Grade C – Fourth Prize ● 50m Freestyle of Girls Grade A – 1 Award of Merit ● 50m Freestyle of Girls Grade C – 1 Award of Merit ● 50m Backstroke of Girls Grade C – 1 Award of Merit ● 100m Freestyle of Girls Grade C – 1 Award of Merit ● 100m Breaststroke of Girls Grade C – 1 Award of Merit ● 100m Backstroke of Girls Grade C – 2 Award of Merit 
			102	Inter-school Athletics Championships: <ul style="list-style-type: none"> ● Javelin of Boys Grade B – First Prize (4C Hung Hiu Fung) ● 800m Race of Girls Grade A – First Prize (6B Kwan Lok Tung) ● 1500m of Girls Grade A – First Prize (6B Kwan Lok Tung) ● Shot Put of Girls Grade B – First Prize (4E Lee Tsz Nga) ● High Jump of Boys Grade A – Second Prize (6B Chak Long Hay Forest) ● 3000m of Boys Grade B – Second Prize (3B Yip Chun Kiu) ● 400m of Girls Grade B – Second Prize (4A Mork Yan Yui) ● 800m of Girls Grade B – Second Prize (4A Mork Yan Yui) ● Shot Put of Boys Grade C – Third Prize (1C Pui Sui Ki) ● 200m of Boys Grade C – Third Prize (2A Ng Wai Chun) ● 400m of Girls Grade A – Third Prize (6B Kwan Lok Sum) ● 4x400m Relay of Boys Grade A – Third Prize ● 4x100m Relay of Boys Grade C – Third Prize ● 4x400m Relay of Girls Grade A – Third Prize ● 4x400m Relay of Girls Grade B – Third Prize ● Long Jump of Boys Grade A – Fourth Prize ● 400m of Girls Grade A – Fourth Prize ● 100m of Girls Grade B – Fourth Prize ● Overall of Girls Grade B – Fourth Prize ● 100m of Boys Grade A – 1 Award of Merit ● 200m of Boys Grade A – 1 Award of Merit ● 400m of Boys Grade A – 1 Award of Merit ● 800m of Boys Grade A – 1 Award of Merit

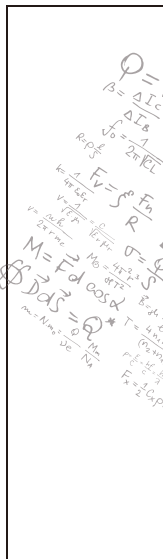

			<ul style="list-style-type: none"> ● 400m Hurdles of Boys Grade A – 2 Award of Merit ● Javelin of Boys Grade A – 1 Award of Merit ● 800m of Boys Grade B – 1 Award of Merit ● 1500m of Boys Grade B – 1 Award of Merit ● 100m of Boys Grade C – 1 Award of Merit ● Long Jump of Girls Grade A – 1 Award of Merit ● Javelin of Girls Grade A – 1 Award of Merit ● Shot Put of Girls Grade B – 1 Award of Merit ● Discus of Girls Grade B – 1 Award of Merit ● 800m of Girls Grade C – 1 Award of Merit ● High Jump of Girls Grade C – 1 Award of Merit
			<ul style="list-style-type: none"> ● 4x100m Relay of Girls Grade B – Award of Merit ● 4x400m Relay of Girls Grade C – Award of Merit ● Overall Boys Grade A – Award of Merit ● Overall Boys Grade C – Award of Merit ● Overall Girls Grade A – Award of Merit
	7		<p>Inter-school Table Tennis Competition:</p> <ul style="list-style-type: none"> ● Girls Grade B – First Prize (3F Leung Sum Yu, 3F Ma Joy Lam, 4E Lee Tsz Nga, 4E Li Wai Yan Ita, 4F Luk Wing Yan) ● Girls Grade A – Award of Merit ● Boys Grade B – Award of Merit ● Boys Grade C – Award of Merit
	85		<p>Inter-school Basketball Competition: Division 1</p> <ul style="list-style-type: none"> ● Girls Grade A&B – First Prize ● Girls Grade C – First Prize ● Boys Grade A&B – Third Prize ● Boys Grade C – Award of Merit
	67		<p>Inter-school Volleyball Competition: Division 2</p> <ul style="list-style-type: none"> ● Girls Grade C – Third Prize ● Boys Grade A – Fourth Prize ● Boys Grade B – Award of Merit ● Boys Grade C – Award of Merit
	42		<p>Inter-school Badminton Competition:</p> <ul style="list-style-type: none"> ● Boys Grade C – Award of Merit ● Girls Grade B – Award of Merit ● Girls Grade C – Award of Merit
	64		<p>Inter-school Handball Competition:</p> <ul style="list-style-type: none"> ● Girls Grade C – Third Prize ● Girls Grade A&B – Award of Merit ● Boys Grade C – Award of Merit
	22		<p>Inter-school Football Competition: Division 2</p> <ul style="list-style-type: none"> ● Boys Grade C – Third Prize
14			<p>Netball Development Tournament 2017-2018 organized by The Hong Kong Netball Association:</p> <ul style="list-style-type: none"> ● Third Prize ● Award of Merit
1			<p>Activist Association Red Packet 2017: Adult Male</p> <ul style="list-style-type: none"> ● First Prize (3B Yip Chun Kiu)
1			<p>2018 Half Marathon League: Half Marathon 21.0975K (Junior)(Men)(Age 12-15)</p> <ul style="list-style-type: none"> ● First Prize (3B Yip Chun Kiu)
1			<p>Win Win Run 2017: 10K (Junior)(Male)(Age 14-17)</p> <ul style="list-style-type: none"> ● Fourth Prize (3B Yip Chun Kiu)

1 (International)		Southern Cross University 10km Run organized by Gold Coast Airport Marathon : 10K (Male)(Age 12-14) ● Third Prize (3B Yip Chun Kiu)	
	1	ASICS Tai Po Half Marathon 2017 organized by Tai Po Sport Association Limited: 10K (Male)(Youth)(Age 14-15) ● Fourth Prize (3B Yip Chun Kiu)	
1		Fun Sports x Water Carnival organized by Hong Kong Hakka Associations: 8K (Individual)(Male)(Age 13-15) ● First Prize (3B Yip Chun Kiu)	
1		7-Eleven Party Run 2017 organized by Sports For Youth Foundation: 5K (Individual)(Male)(Age 14-15) ● Second Prize (3B Yip Chun Kiu)	
1		Hong Kong Guy x Mizuno Run organized by Mizuno: 5K (Male)(Age 12-15) ● Third Prize (3B Yip Chun Kiu)	
	1	PB Runners Run for My PB 2017: 3K (Individual)(Male)(Group 2001-2003) ● Tseung Kwan O – First Prize (3B Yip Chun Kiu) ● Tai Mei Tuk – First Prize (3B Yip Chun Kiu) ● Ma On Shan – Second Prize (3B Yip Chun Kiu)	
1		PB Run League 2017: 3K (Individual)(Male)(Group 2001-2003) ● First Prize (3B Yip Chun Kiu)	
1		LUA LifeCare Charity Run 2017 organized by LUAHK, LUA Foundation: 3K (Individual)(Male)(Age 14-15) ● First Prize (3B Yip Chun Kiu)	
1		Lifewire Run organized by Lifewire: 3K (Individual)(Male)(Age 14-15) ● First Prize (3B Yip Chun Kiu)	
1		Innothon10KM 2017 organized by HKITJC, HKSTP: 3K (Individual)(Male)(Youth Group 3) ● Second Prize (3B Yip Chun Kiu)	
1		Joyful Charity Run 17/18 organized by Joyful (Mental Health) Foundation: 3K (Individual)(Male) ● Third Prize (3B Yip Chun Kiu)	
1		Run for Real Life organized by Pacers Athletics Club: 2K (Male)(Youth Group IV) ● First Prize (3B Yip Chun Kiu)	
1		Hong Kong Cross-Country Championship 2017 organized by Hong Kong Amateur Athletic Association: ● Eighth Place	
1 (International)		Chinese Katatedo Association organized by China National Karate Tournament 2017 Championships: Junior Female Kata ● Second Prize (6E Fung Ho Ying) Junior Female Ind. Kumite-48kg ● Third Prize (6E Fung Ho Ying)	
1		Hong Kong Karatedo Youth Game 2017 organized by The Karatedo Federation of Hong Kong, China Limited: Girls Senior Kata Age 16-17 ● Third Prize (6E Fung Ho Ying) Girls Kumite Age 16-17 ● Third Prize (6E Fung Ho Ying)	
1		Academy of Fencing (Hong Kong) 2nd Quarter 2017 Fencing Competition: U14 Girls' Sabre ● Second Prize (2C Tam Lok Yiu) U14 Mixed's Sabre ● Second Prize (2C Tam Lok Yiu)	


		<p>Open Ladies' Sabre</p> <ul style="list-style-type: none"> ● Second Prize (2C Tam Lok Yiu) <p>Open Mixed's Sabre</p> <ul style="list-style-type: none"> ● Third Prize (2C Tam Lok Yiu) <p>U17 Mixed's Sabre</p> <ul style="list-style-type: none"> ● Third Prize (2C Tam Lok Yiu) 	
	1	<p>Asian Fencing College Invitational 2017 (Finals) organized by Asian Fencing College:</p> <p>U13 Girls Sabre</p> <ul style="list-style-type: none"> ● Third Prize (2C Tam Lok Yiu) 	
	5	<p>Smart Rider 2017 Cycling Competition organized by The Organising Committee of ShaTin Cycling and Distance Running Races cum Carnival:</p> <ul style="list-style-type: none"> ● Group First Prize (1C Man Yui Ying, 2E Tai Cheuk Yui, 2F Chan Yan Ching) 	
	1	<p>HKG Circuit organized by Windsurfing Association of Hong Kong:</p> <p>Stanley Championships - TECHNO Class Junior Girls</p> <ul style="list-style-type: none"> ● Second Prize (2F Chan Yan Ching) <p>Tuen Mun Championships - TECHNO Class Junior Girls</p> <ul style="list-style-type: none"> ● Second Prize (2F Chan Yan Ching) <p>Youth Girls</p> <ul style="list-style-type: none"> ● Third Prize (2F Chan Yan Ching) <p>Tolo Championships - TECHNO Class Junior Girls</p> <ul style="list-style-type: none"> ● Second Prize (2F Chan Yan Ching) <p>Youth Girls</p> <ul style="list-style-type: none"> ● Third Prize (2F Chan Yan Ching) 	
	1	<p>Sha Tin District Age Group Table Tennis Competition 2017 organized by Leisure and Cultural Services Department:</p> <p>Women's Singles - Youth</p> <ul style="list-style-type: none"> ● Second Prize (4E Lee Tsz Nga) 	
Academics	99	<p>The 69th HK Schools Speech Festival organized by Hong Kong Schools Music and Speech Association</p> <p>Our students obtained 5 First Prizes, 6 Second Prizes, 15 Third Prizes and 71 Awards of Merit. They are as follows:</p> <p>Chinese</p> <p>Dramatic Duologue</p> <ul style="list-style-type: none"> ● 1 Second Prize (6A Ng Ching Yi, 6F Lam Ho Yuet) ● 3 Third Prize (4C Lee Cheuk Wai, 4C Yeung Ting Wai Janette, 4D Shek Shin Yu, 4F Chau Hannah, 6C Yeung Yuen Ching Jovy, 6D Chow Ka Yi) <p>Solo Prose Reading</p> <ul style="list-style-type: none"> ● 2 Second Prize (3F Chiu Lok Yi, 6F Lam Ho Yuet) ● 1 Third Prize (2B Cheung Yuk Suet) ● 9 Award of Merit <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> ● 1 First Prize (4B Tsang Yan Cheuk) ● 2 Third Prize (5B Cheung Cheuk Ying, 6F Lam Ho Yuet) ● 1 Award of Merit 	 
		<p>English</p> <p>Dramatic Duologue</p> <ul style="list-style-type: none"> ● 1 First Prize (4C Woo Lok Yan, 4C Yeung Ting Wai Janette) ● 1 Third Prize (1F Chu Nok Ching, 1F Leung Ying Fung) ● 12 Award of Merit 	

		<p>Public Speaking Solo</p> <ul style="list-style-type: none"> ● 1 Third Prize (2F Wen Chi Kit) ● 8 Award of Merit <p>Solo Prose Reading</p> <ul style="list-style-type: none"> ● 2 Award of Merit <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> ● 2 First Prize (2C Chan Ka Hei Mercy, 4C Yeung Ting Wai Janette) ● 3 Second Prize (2C Tam Lok Yiu, 2E Lam Sum Ying, 2E Tang Hau Yue) ● 5 Third Prize (1E Law Helen, 2C Lung Yat Man, 2F Chan Wing Yan, 4A Chan Kwan Suet Christy, 5C Ho Sze Wai) ● 31 Award of Merit <p>Putonghua</p> <p>Solo Prose Reading</p> <ul style="list-style-type: none"> ● 2 Third Prize (3B Chau Sing Yi, 5C Yeung Hei Long) ● 7 Award of Merit <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> ● 1 First Prize (1B Wong Hei Yi) ● 1 Award of Merit
137 (International)		<p>2018 International Competitions and Assessments for Schools organized by The University of New South Wales.</p> <p>Our students obtained 4 High Distinctions, 54 Distinctions, 79 Credits and 18 Merits.</p> <p>English:</p> <ul style="list-style-type: none"> ● 1 High Distinctions (5A Pang Lok Chi) ● 27 Distinctions ● 43 Credits ● 7 Merits <p>Mathematics</p> <ul style="list-style-type: none"> ● 3 High Distinctions (1D Ho Chek Kei Kelly, 3C Chan Sin Ting, 5A Tam Joe) ● 22 Distinctions ● 23 Credits ● 2 Merits <p>Science</p> <ul style="list-style-type: none"> ● 5 Distinctions ● 13 Credits ● 9 Merits
62		<p>Certificate of Secondary School Mathematics and Science Competition 2018 organized by The Hong Kong Polytechnic University:</p> <p>Our students obtained 5 Medal, 15 High Distinctions and 24 Distinctions.</p> <p>Mathematics</p> <ul style="list-style-type: none"> ● 1 Medal (5A Tam Joe) ● 8 High Distinctions (5A Cheung Chi Hang, 5A Chu Tsan Tsung, 5A Lai Tsz Tong, 5A Lam Wai Lok, 5A Lui Ling Ching, 5A Tsang Kwong Chun, 5A Wan Shu Wun, 5A Wong Pak Ho) ● 8 Distinctions <p>Physics</p> <ul style="list-style-type: none"> ● 2 Medal (5A Tam Joe, 5A Tsang Kwong Chun) ● 3 High Distinctions (5A Chan Kwan Ho, 5A Kwok Cheuk Yin, 5A Lo Chun Wing) ● 6 Distinctions <p>Chemistry</p> <ul style="list-style-type: none"> ● 1 Medal (5A Tam Joe) ● 3 High Distinctions (5A Kwok Cheuk Yin, 5A Tsang Kwong Chun, 5E Wong Tsz Wang) ● 6 Distinctions <p>Biology</p> <ul style="list-style-type: none"> ● 1 Medal (5A Tsang Kwong Chun) ● 1 High Distinction (5A Wan Shu Wun) ● 4 Distinctions







	<p>30 (International)</p>	<p>Hong Kong Mathematics Olympiad Association 2018 HuaXia Cup: Heat (Hong Kong)</p> <ul style="list-style-type: none"> ● 9 First Honours (1D Lo Hoi Ching, 1F Lok Yin Fung, 2D Lo Tim Long, 2D Shum Kwong Sing, 3C Cheung Tsz Ho, 3D Luo Chi Chung, 3D Siu Hok Yin, 3E Chan Shun Hei Casen, 3E Yue Him Shing Daniel) ● 9 Second Honours (1D Ho Chek Kei Kelly, 1D Kwong Tsz Nok, 1E Yue Him Yau Timothy, 2C Wong Chor Man, 2D Cheng Lok To, 2E Siy Pak Hong, 2E Tang Ching Hei Justin, 2F Chan Kin Cheuk, 2F Wong Chong Wo) ● 12 Third Honours (1D Chan Lok Ngei, 1D Tsang Tak Hung, 1D Wong Suet Ching, 1F Wong Ho Yeung Haniel, 2B Cheung Yuk Suet, 2C Kwok Chi Kwan, 2D Chan Chun Sang, 2D Tsoi Man Wai, 3C Chan Sin Ting, 3D So Pak Hei, 3E Lau Ka Yi Carrie, 3E Wong Yat Long)
		<p>Semi-final (Southern China)</p> <ul style="list-style-type: none"> ● 1 High Distinction (3D Luo Chi Chung) ● 4 First Honours (2D Shum Kwong Sing, 3C Cheung Tsz Ho, 3E Chan Shun Hei Casen, 3E Yue Him Shing Daniel) ● 5 Second Honours (1E Yue Him Yau Timothy, 1F Lok Yin Fung, 2D Lo Tim Long, 2E Tang Ching Hei Justin, 3D So Pak Hei) ● 3 Third Honours (1F Wong Ho Yeung Haniel, 2F Chan Kin Cheuk, 3E Lau Ka Yi Carrie) <p>Final</p> <ul style="list-style-type: none"> ● 1 First Honour (1F Lok Yin Fung) ● 4 Second Honours (2D Lo Tim Long, 3C Cheung Tsz Ho, 3E Lau Ka Yi Carrie, 3E Yue Him Shing Daniel) ● 3 Third Honours (1F Wong Ho Yeung Haniel, 2E Tang Ching Hei Justin, 3D So Pak Hei)
	<p>14 (International)</p>	<p>The Asia International Mathematical Olympiad Open Contest 2018: Trial</p> <ul style="list-style-type: none"> ● 4 Gold Honours (2D Shum Kwong Sing, 3D Luo Chi Chung, 3D Siu Hok Yin, 3D So Pak Hei) ● 8 Silver Honours (1B Man Ka Ho Alvin, 1D Ho Chek Kei Kelly, 1D Law Suet Ling, 1D Lo Hoi Ching, 1E Wong Cheuk Hei, 2C Wong Chor Man, 2D Lo Tim Long, 3D Chan Chi Yung) ● 2 Bronze Honours (2D Tsoi Man Wai, 3E Lau Ka Yi Carrie) <p>Semi-Final</p> <ul style="list-style-type: none"> ● 1 Gold Honour (2D Shum Kwong Sing) ● 5 Silver Honours (1B Man Ka Ho Alvin, 1D Law Suet Ling, 3D Siu Hok Yin, 3D So Pak Hei, 3E Lau Ka Yi Carrie) ● 2 Bronze Honours (2D Lo Tim Long, 3D Chan Chi Yung)
	<p>2</p>	<p>COMO Preliminary 2018:</p> <ul style="list-style-type: none"> ● 1 High Distinction (3D Siu Hok Yin) ● 1 Second Honour (3E Lau Ka Yi Carrie)
	<p>5</p>	<p>The 20th Hong Kong Youth Mathematical High Achievers Selection Contest organized by Po Leung Kuk and Hong Kong Association for Science and Mathematics Education:</p> <ul style="list-style-type: none"> ● 2 Second Prize (3D Lam Lok, 3D Luo Chi Chung) ● 2 Third Prize (3D Siu Hok Yin, 3E Yue Him Shing Daniel)
	<p>13</p>	<p>The 17th Pui Ching Invitational Mathematics Competition organized by Pui Ching Middle School:</p> <ul style="list-style-type: none"> ● 1 Second Prize (3D Luo Chi Chung)

		<ul style="list-style-type: none"> ● 1 Third Prize (4A Leung Ka Lun) ● 5 Award of Merit ● 1 Finalist
5 (International)		<p>The 4th Annual International Mathematical Modeling Challenge organized by NeoUnion ESC Organization, IEEE (Asia):</p> <p>International Contest (Greater China)</p> <ul style="list-style-type: none"> ● 2 Honourable Mention (5A Chu Tsan Tsung, 5A Fung Kam Kwan) <p>Regional Contest (Greater China)</p> <ul style="list-style-type: none"> ● 5 Honourable Mention (5A Chu Tsan Tsung, 5A Fung Kam Kwan, 5A Kwok Cheuk Yin, 5A Lo Chun Wing, 5A Tsang Kwong Chun)
14 (International)		<p>Hong Kong Junior Mathematics Olympiad-National Mathematical Forum for Youths 2017-18 organized by International Mathematical Olympiad Hong Kong Committee:</p> <p>Maths Problem-solving Competition</p> <ul style="list-style-type: none"> ● 1 Second Prize (1B Man Ka Ho Alvin) ● 2 Third Prize (1A Chan Siu Yan, 3D Luo Chi Chung) <p>Maths Modeling Papers</p> <ul style="list-style-type: none"> ● 3 Third Prize (2D Lam Hei Long, 2D Shum Kwong Sing, 2F Wong Chong Wo) ● 2 Award of Merit
1		<p>Thailand International Mathematical Olympiad 2017 (Hong Kong Region) organized by Thailand Mathematics Society:</p> <ul style="list-style-type: none"> ● Silver Award (1B Man Ka Ho Alvin)
1		<p>The Hong Kong Youth Mathematical Challenge 2017 organized by The Hong Kong Youth Mathematical Challenge:</p> <ul style="list-style-type: none"> ● Silver Award (4A Leung Ka Lun)
1		<p>Hong Kong International Mathematical Olympiad 2018 (Hong Kong Region) organized by Olympiad Champion Education Centre:</p> <ul style="list-style-type: none"> ● Bronze Award (1B Man Ka Ho Alvin)
5		<p>The 35th Hong Kong Mathematics Olympiad organized by EDB:</p> <p>Heat Individual</p> <ul style="list-style-type: none"> ● 2 Third Class Honours (5A Chu Tsan Tsung, 5A Tam Joe) <p>Final</p> <ul style="list-style-type: none"> ● 5 Award of Merit
2 (International)		<p>World Class Tests (Mathematics) organized by World Class Tests:</p> <ul style="list-style-type: none"> ● 1 Distinction (3D Luo Chi Chung) ● 1 Merit
4		<p>True Light Girls' Invitational Mathematics Contest 2017 organized by True Light Middle School of Hong Kong:</p> <ul style="list-style-type: none"> ● 1 Award of Merit
1		<p>The Future Engineers Project 2017 organized by The Hong Kong Institution of Engineers:</p> <ul style="list-style-type: none"> ● Champion (5A Cheung Chi Hang)
7		<p>Hong Kong Biology Literacy Award (2017/2018) organized by Hong Kong Association for Science and Mathematics Education:</p> <ul style="list-style-type: none"> ● 2 First Class Honours (5C Wong Yiu Fung, 6B Lai Chun Yin) ● 2 Second Class Honours (5A Wan Shu Wun, 5B Chan Yu Tak) ● 2 Third Class Honours (5E Wong Tsz Wang, 6B Poon Shun Long Samuel) ● 1 Award of Merit
4		<p>The Hong Kong Budding Scientists Award 2017-18 organized by The Gifted Education Section of EDB:</p> <ul style="list-style-type: none"> ● 4 Semi-Finalist
7		<p>2017-18 TOEFL Young Student Series "GO English Project" organized by Educational Testing Service, TOEFL:</p> <ul style="list-style-type: none"> ● 7 Certificate of Achievement
1		<p>Audio Book Competition 2018 organized by RTHK:</p> <ul style="list-style-type: none"> ● 1 Finalist
1		<p>Dr. Stephen Chan Joint School Micro-novel Writing Competition (2017-2018) (Junior) organized by Dr. Stephen Chan Education Foundation Limited:</p> <ul style="list-style-type: none"> ● 1 Finalist


1		The 4th Hong Kong Secondary School Student Real-time Prose Writing Competition 2018 organized by Hong Kong Student Literature Press Company Limited: ● 1 Award of Merit
1		City University of Hong Kong (Department of English) Writing Competition 2018 organized by Department of English, City University of Hong Kong: ● 1 Award of appreciation
	2	The 68th National Day Celebration Writing Competition organized by New Territories School Heads Association: ● 2 Finalist
8		"Real Boss" Business Competition organized by Hong Kong Wing Wah Cake Shop, Partners Education Foundation: ● First Prize and Most Creative Award (5A Chan Ho Yin, 5A Cheung Chi Hang, 5A Lo Chun Wing, 5A Tang Wai Lun Whelan, 5A Wong Pak Ho, 5A Ye Hai Yu, 5B Tse Hoi Lam Venus, 5F Liu Tsun Sze)
5		Hong Kong Olympiad in Informatics 2017/18 organized by EDB: ● 5 Finalists
4		Canadian Computing Competition 2018 (Hong Kong Contest) organized by HKU: ● 1 Award of Merit
1		2017 Healthy Game Coding Contest organized by The Office for Film, Newspaper and Article Administration: ● 1 Participation Award (1E Wong Cheuk Hei)
1		Hong Kong Secondary School Model United Nations Conference 2017 organized by Hong Kong Model United Nations Club: ● 2 Best Position Paper (6B Au Ching Nam, 6B So Yan Tung)
5		Basic Law Debating Competition (New Territories East Section)(Group 4) organized by Joint Committee for the Basic Law of Hong Kong: Qualification ● The Best Debater (4APang Tsz Kin) Heat ● The Best Debater (4B Tsang Yan Cheuk) Quarter Finals ● The Best Debater (4C Li Sam Yin) Finals ● Second Prize (3B Lau Wan Sze, 4A Pang Tsz Kin, 4B Tsang Yan Cheuk, 4C Li Sam Yin, 5B Lau Kit Yu)
	3	"Hand-in-hand" Secondary and Primary School Debate Competition (Shatin District)(4th Section) organized by Solution on Wheels: ● Winning Award (1B Wong Tsz Yuet, 1C Liu Yui Man, 1C Sum Blessing) ● The Best Debater (1C Sum Blessing) ● The Best Response Award (1C Sum Blessing)
5		Hong Kong Secondary School Debating Competition 2018 organized by Hong Kong Secondary School Debating: ● 1st Runner-up (2E Ieong Yat Shun, 2E Lam Sum Ying, 2E Leung Seng Chun Clayton) ● 2nd Runner-up (1C Teng Chi Kit, 2E Ip Vanessa Adeline, 2E Ng Man Chak, 2E Ng Pui Tak, 2E Tai Cheuk Yui, 2E Tze Tsz Ling) Junior-Term 1-1st Round ● The Best Debater (2E Tze Tsz Ling) Junior-Term 1-2nd Round ● The Best Debater (1C Teng Chi Kit) Junior-Term 2-1st Round ● The Best Debater (2E Lam Sum Ying) Junior-Term 2-2nd Round ● The Best Debater (2E Leung Seng Chun Clayton, 2E Ng Man Chak)
1		The 4th Chinese Traditional Culture Public Speaking Competition organized by The Education University of Hong Kong: ● 1 Finalist
1		CUHK Summer Institute 2017: Introduction to Chinese Medicine & Using Essentials organized by The Chinese University of Hong Kong: ● 1 Merit Award for Outstanding Award



	1		The 14th Hong Kong Primary and Secondary School Students Japanese Speech Contest organized by Society of Japanese Language Education Hong Kong: <ul style="list-style-type: none"> ● Third Prize (2E Tang Hau Yue)
Aesthetics	206		70th HK Sch. Music Festival organized by Hong Kong Schools Music and Speech Association. Our students obtained 1 First Prize, 1 Second Prize, 2 Third Prize and 32 Awards of Merit: 1 First Prize <ul style="list-style-type: none"> ● Graded Piano Solo (5D Or Chun Hang) 1 Second Prize <ul style="list-style-type: none"> ● Trumpet Junior (2A Wong Kwan Wing) 2 Third Prize <ul style="list-style-type: none"> ● Pipa Senior (4B Chan Oi Lum) ● Xiao Junior (5C Leung Hoi Yiu) Achievements of the school teams: <ul style="list-style-type: none"> ● Chinese Instrumental Group Senior - Award of Merit
	85		Joint School Music Competition 2018 organized by Hong Kong Joint School Music Association: <ul style="list-style-type: none"> ● School Choir Senior - Gold Award ● Symphony Orchestra - Gold Award
	183		2017 Hong Kong Youth Music Interflows organized by Music Office and Leisure and Cultural Services Department: <ul style="list-style-type: none"> ● Chinese Orchestra Contest - Silver Award ● Symphonic Band Contest - Silver Award ● Symphony Orchestra Contest - Bronze Award
	1		Petrof International Piano Competition organized by Petrof Spol .s r.o. Limited: Preliminary Round(Hong Kong) <ul style="list-style-type: none"> ● First Prize (6F Fung Ka Po)
	1		The 14th DEYI SHUANGXIN (Hong Kong District) Competition organized by China Artist Association HKSAR Secretariat: <ul style="list-style-type: none"> ● Third Prize (6F Fung Ka Po)
	13		The 54th Hong Kong Schools Dance Festival organized by Hong Kong Schools Dance Association: <ul style="list-style-type: none"> ● Highly Recommended Award
	2 (International)		Asian Open Dance Championships 2017 organized by HKIPDSC and Creation Dancing Academy: U14 Pair 2 Dance W/T <ul style="list-style-type: none"> ● First Prize (1C Wong Lok Yee, 3F Leung Sum Yu) U14 Pair 3 Dance Latin <ul style="list-style-type: none"> ● Third Prize (1C Wong Lok Yee, 3F Leung Sum Yu) U14 Pair 2 Dance C/J <ul style="list-style-type: none"> ● Third Prize (1C Wong Lok Yee, 3F Leung Sum Yu) 
	38		Hong Kong School Drama Festival organized by EDB: Individual <ul style="list-style-type: none"> ● Award of Outstanding Performer (3F Chiu Lok Yi, 4C Lo Hau Yan, 4C Wong Ho Hin, 4E Wong Cho Ching) Group <ul style="list-style-type: none"> ● Award of Outstanding Stage Effect ● Award of Outstanding Cooperation
	38		EMI Drama Fest 2018 organized by The Association of English Medium Secondary Schools: Individual <ul style="list-style-type: none"> ● Award of Outstanding Directing (4C Liu Wing Tung) ● Award of Outstanding Performer (4D Kwok Yui Kiu) Group <ul style="list-style-type: none"> ● Award of Outstanding Creativity

1 (International)		23rd World Peace International Youth and Children Work of Paintings and Calligraphy Exhibition organized by World Peace Painting and Calligraphy Exhibition Organization: ● Special Gold Award (4E Ho Wang Lok Nicholas)
1		OSH Illustration Competition 2017 (Secondary School Group) organized by Occupational Safety and Health Council: ● First Prize (3D Wan Pui Yiu)
1		The 10th Youth Visual Art Exhibition 2018 organized by Eastern District Arts Council Limited: ● Hong Kong Outstanding Visual Art Students Award (6D Lee Ho Ching Tina)
2		"My Dream Home" Writing, Photo, Microfilm, Drawing and Poster Design Contest-Poster Design organized by Hong Kong Quality Assurance Agency: ● Second Prize (3C Yan Tsz Ki)
2		Hong Kong Cheongsam Design Competition 2017 organized by Hong Kong Society for the Promotion of Chinese Liyi: ● Best Design Award (5C Chin Yin Man, 5C Hui Ching Ting)
11		The 2nd Chinese Calligraphy Competition for Primary & Secondary Students Across the Straits (HK, Taiwan, Macau, China) organized by Hon Wing Book Company Limited: ● Best Piece (4A Tsui Ho Yin)
1		Care & Chic Fashion Design Competition 2018 organized by Troels H. Povlsen Care Apparel Centre: ● 1 Award of Merit
5		Exhibition of Student Visual Arts Work (2017/18) organized by EDB: ● 2 Award of Merit
1		"Oct 17 Fast A Meal 2017" Art and Photography Competition organized by Hong Kong Church Network For the Poor: ● 1 Award of Merit
4		The 2nd Hong Kong SAR Secondary School Jewellery Design Competition organized by Gem & Jewellery Alumni Association: ● 1 Finalist
6		The 14th CYC "GO" Contest (SHATIN) organized by EDB Shatin CYC: ● First Prize (4B Ng Kwan To) ● Third Prize (5A Pang Lok Chi) ● 3 Award of Merit
1		Anniversary Chinese Chess Competition 2017 organized by Tsuen Wan Chinese Chess Association: ● First Prize (4B Wan Hei Long)
1		The 42nd Hong Kong Youth Cultural and Arts Competition-Chinese Chess (Junior Secondary School Section) organized by Lions Club of Sham Shui Po Hong Kong: ● First Prize (4B Wan Hei Long)
3		The 14th Hong Kong Inter-school "Go" Competition organized by Wofoo Social Enterprises: ● 3 Award of Merit
Others	1	Hong Kong Outstanding Secondary School Student organized by Tsung Tsin Mission of Hong Kong: ● Outstanding Secondary School Student (5B Lee Hoi Ling)
		2 The 14th Shatin District Outstanding Student Award organized by Shatin Youths Association: ● 1 Outstanding Student Award (3E Kong Wing Ka) ● 1 Commendation Award in Junior Division
	3	Outstanding Student Leaders Award organized by Hok Yau Club: ● Outstanding Student Leader (5C Lee Ho) ● 2 Award of Merit
	2	"Pursuing Excellence and Beyond" Youth Leadership Award Scheme 2018 organized by Man Kwan Education Fund: ● Outstanding Student Award (4A Wan Sin Yan, 5B Leung Tsz Ching)



	4	Hong Kong Young Ambassador Scheme 2016/17 organized by The Hong Kong Federation of Youth Group: <ul style="list-style-type: none"> ● 3 Silver Honours (6C Chow Wing Ka, 6C Wong Chin Chin Jessica, 6F Ng Nga Sze) ● 1 Bronze Honour (6B Fung Tsz Yan)
	7	Volunteer Service organized by Social Welfare Department: Individual <ul style="list-style-type: none"> ● 1 Silver Honour (6A Hung Tsui Ting) ● 6 Bronze Honours (4A Wan Sin Yan, 6B Fung Tsz Yan, 6C Chow Wing Ka, 6C Wong Chin Chin Jessica, 6D Lee Ho Ching Tina, 6F Ng Nga Sze)
	1	The Hong Kong Award of the Young People organized by The Hong Kong Award for Young People: <ul style="list-style-type: none"> ● Bronze Award (4A Chan Kwan Suet Christy)
	2	Volunteer Service organized by The Boys' & Girls' Clubs Association of Hong Kong: Individual <ul style="list-style-type: none"> ● 2 Gold Award (4E Chan Ka Wai, 4E Law Sum Oi Kristy)
	4	Shatin District Joint School Leadership Nurturing Programme 2017-18 organized by HKYWCA Shatin Integrated Social Service Centre: <ul style="list-style-type: none"> ● Potential Leader Award (3F Chiu Lok Yi)

5.4 Religious activities

- The number of students converted to the Christian faith: 33
- The number of students joining the gospel camp: 238
- The average number of students joining the Christian fellowship: 20



5.5 Careers and further education of S6 students

Offered a degree course (local)	Offered an associate degree course (local)	Offered a degree course (overseas)
93.7%	5.6%	0.7%



5.6 Indicators of students' affective and social outcomes

Item	Subscale	School Junior Average(17/18)	HK Junior Average	Effect Size	School Junior Average (16/17)
1	General Satisfaction	2.59	2.60	Negligible	2.52
2	Negative Affect	1.82	1.81	Negligible	1.85
3	Teacher Student Relationship	2.99	2.98	Negligible	2.97
4	Social Integration	2.94	2.92	Negligible	2.92
5	Achievement	2.39	2.55	Small	2.39
6	Opportunities	2.97	2.97	Negligible	2.93
7	Adventure	2.44	2.53	Negligible	2.35

Item	Subscale	School Senior Average(17/18)	HK Senior Average	Effect Size	School Senior Average (16/17)
1	General Satisfaction	2.44	2.48	Negligible	2.37
2	Negative Affect	1.98	1.94	Negligible	2.03

3	Teacher Student Relationship	2.95	2.91	Negligible	2.95
4	Social Integration	2.98	2.94	Negligible	2.93
5	Achievement	2.35	2.42	Negligible	2.38
6	Opportunities	2.83	2.77	Negligible	2.76
7	Adventure	2.32	2.43	Negligible	2.26

Comments:

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

5.7 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	1.5%	98.5%
S2	2.0%	98.0%
S3	2.1%	97.9%
S4	2.6%	97.4%
S5	4.8%	95.2%
S6	2.2%	97.8%



6. Summarizing The Past and Planning For The Future



6.1 Work performance

The school is satisfied with the development and growth that occurred in various fields. All departments and committees successfully completed the goals set out at the beginning and this bears a strong witness to the unfading enthusiasm and energy among our teachers. We are confident of taking up the future challenges – to implement the new 3-year plan as follows :

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

6.2 Development plan: situational analysis

6.2.1 Externally

- Social ethos affecting the effectiveness of value education
- Limited manpower provided by the government

6.2.2 Internally

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

The IMC of Shatin Tsung Tsin Secondary School
Financial Statement (2017 - 2018)
(Subject to final audit verification)

	Income \$	Expenditure \$	Surplus / (Deficit) \$
<u>I. Government Fund</u>			
(1) EOEBG			
- Administration Grant	4,582,450.11	3,680,129.62	902,320.49
- Composite Information Technology Grant	503,065.00	514,567.64	(11,502.64)
- Capacity Enhancement Grant	599,381.00	576,476.78	22,904.22
- Whole-School Approach to Integrated Education (Recurrent)	19,980.00	4,619.00	15,361.00
- EOEBG Baseline Reference	2,393,372.69	2,781,146.80	(387,774.11)
Sub-total (A) :	8,098,248.80	7,556,939.84	541,308.96
(2) Grants/Fundings outside EOEBG			
Other Recurrent Grant A/C	878,000.00	878,000.00	0.00
Committee on Home-Sch Co-op Proj Gr. A/C			
(A) Setting/Subsidizing Expenses of PTA	5,372.00	5,372.00	0.00
(B) Activity	9,000.00	9,000.00	0.00
Salaries Grant A/C	49,047,052.20	49,047,052.20	0.00
Employer's Cont to PF Scheme for NT A/C	558,917.10	566,449.20	(7,532.10)
Grant A/C for Fringe Benefits under NET	540,514.00	540,514.00	0.00
SB After School Learning & Support Programme A/C	107,400.00	116,613.00	(9,213.00)
Teacher Relief Grant	5,238,177.68	4,197,916.10	1,040,261.58
Learning Support Grant for Secondary School	83,916.00	60,084.60	23,831.40
Diversity Learning Grant - Other Programmes	105,000.00	116,524.00	(11,524.00)
Moral and National Education Subject Support Grant	0.00	0.00	0.00
Pilot Project on Student with Autism	205,194.00	188,000.00	17,194.00
ITE4 - One-off IT Grant	121,450.00	121,450.00	0.00
Enhancing WiFi Infrastructure - Extra Recurrent Grant	84,940.00	78,624.00	6,316.00
Strengthening School Administration Management Grant	0.00	69,250.90	(69,250.90)
Pilot Scheme - Promoting Interflows Between Sister Schools	120,000.00	161,260.00	(41,260.00)
Transitional Career and Life Planning Grant	0.00	100,000.00	(100,000.00)
One-off IT Grant for e-Learning in Schools	253,850.00	125,605.00	128,245.00
One-off IT Grant to Sec. School for the Promotion of STEM	0.00	171,582.60	(171,582.60)
One-off Grant - Promotion of Chi. History & Culture	150,000.00	0.00	150,000.00
Information Technology Staffing Support Grant	300,000.00	184,580.00	115,420.00
Environment and Conservation Fund	108,600.00	138,800.00	(30,200.00)
Enriched IT Activities Programme	49,980.00	49,700.00	280.00
Opening Up Sch Facilities for Sports Dev. Scheme	20,000.00	0.00	20,000.00
Jockey Club LW Learning Fund	83,790.00	81,914.40	1,875.60
Hong Kong Schools Drama Festival	3,250.00	2,759.00	491.00
Sub-total (B) :	58,074,402.98	57,011,051.00	1,063,351.98
<u>II. School Fund</u>			
(1) Approved Coll. For Specific Purposes A/C			
- Air-conditioning fee/Non-standard Items	346,291.50	388,174.40	(41,882.90)
- Small-class Teaching fee	1,016,586.00	0.00	1,016,586.00
- Students' Union Membership fee	18,680.00	42,701.52	(24,021.52)
(2) General Fund / Subscription / TF A/C	444,200.38	1,055,691.79	(611,491.41)
(3) Donation (including Scholarships)	120,480.90	171,932.70	(51,451.80)
Sub-total (C) :	1,946,238.78	1,658,500.41	287,738.37
TOTAL (A) + (B) + (C)	68,118,890.56	66,226,491.25	1,892,399.31

Strengthening School Administration Management Grant

Financial Summary

(2015/2016 - 2017/2018)

Income & Expenditure #	
<u>Income</u>	
Received	250,000.00
	<hr/> 250,000.00
<u>Expenditure</u>	
Appointing supply teachers/teaching assistants	-
Appointing administrative/supporting staff	359,352.00
Procuring/developing electronic systems	-
Hiring of consultancy services	-
Collaborating with SSB/partner schools	-
	<hr/> 359,352.00
Surplus/(Deficit) for the Grant	(109,352.00)
(Deficit) covered by CEG (EOEBG)	78,214.87
(Deficit) topped up by CLPG, TCLPG & Grant for Sister Schools	31,137.13
	<hr/>
Balance of the Grant after appropriation	<hr/> - <hr/>

The Income & Expenditure account is subject to final audit.