

The cover features a vibrant, stylized illustration. At the top, three people in business attire stand in front of a stack of books. To their right, three students are seated at a desk with laptops. The background is filled with large, colorful floral and leaf motifs in shades of yellow, blue, and red. A large yellow flower with a black, spiky center is prominent in the bottom right. A red banner with gold borders frames the main title. Below the title, there are two colored boxes: a green one for the years and an orange one for the school name. The school's crest is positioned to the right of the school name box. At the bottom, a student is shown sitting on a stack of books, reading. The overall design is modern and educational.

ANNUAL SCHOOL REPORT

校務報告

2019
2020

沙田崇真中學

SHATIN TSUNG TSIN SECONDARY SCHOOL



Shatin Tsung Tsin Secondary School
2019 – 2020 Annual Report

1. School Information

1.1 School's goals and missions:

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

1.2 Student Information

The number of classes and students in the year 2019-2020

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	72	79	72	65	73	59	420
Females	93	77	86	92	68	81	497
Total	165	156	158	157	141	140	917

1.3 Teacher Information

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

Educational Attainment	Number	Percentage
Bachelor's degree	72	100%
Teacher training	71	98.6%
Master's degree or above	28	38.9%

Teaching Experience	Number	Percentage
0-5 years	12	16.7%
6-10 years	12	16.7%
11-15 years	8	11.1%
Over 15 years	40	55.6%

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

2. Achievements and Reflection on Major Concerns

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

Achievements

- This is the second year of the three-year plan 2018-2021. Regarding teaching and learning, we planned to make use of the advantages of small-class teaching to implement various tactics, like self-learning, presentation, peer teaching, project learning, etc. in different subjects at each level, together with the pre-lesson tasks focusing on the main learning objective of the lessons, to facilitate self-regulated learning. With the delicate planning of teachers, students were given more chances to construct knowledge on their own so as to better consolidate their learning.
- The School invited Dr. Ho Sai Mun, a current instructor at the education departments of several universities who is well-known for his studies in self-regulated learning, to hold a workshop "Facilitating Self-regulated Learning in Lessons" for all teachers as a staff development programme. Dr. Ho also took up the role of consultant to collaborate with S1 Mathematics and S4 English teachers to work out how to implement the tactics that enhance students' self-regulated learning in lessons. He had lesson preparation with teachers discussing the lesson plans and teaching materials. Then subject teachers worked out the plans in lessons with peer lesson observation and post-lesson evaluation to revise the lesson plans if necessary. The Mathematics teachers conducted an open class and sharing for all teachers in December. Due to the pandemic conditions of COVID-19 and class suspension, only some subjects could practice collaborative teaching and observation related to self-regulated learning.
- We originally planned to strengthen the use of information technology in teaching in the second term. Two school-based workshops were conducted in December in which some of our teachers introduced the online platforms and software that they commonly use. The School also purchased some iPads for teachers to implement information technology in teaching. During the class suspension, our students and teachers suspended classes without suspending learning. Our teachers grasped how to make use of various e-learning software and programming as well as relevant teaching techniques through self-study or school-based online workshops so as to enhance learning and teaching effectiveness. In addition to delivering assignments using online platforms, teachers produced teaching video clips for students to prepare for the lessons beforehand or view of their own pace so as to facilitate students' self-regulated learning. During online lessons, teachers focused on explaining the difficult parts, responding to students' inquiries and assessing their progress. Junior forms and senior forms could keep up with an average of 95% and 85% of their original teaching schedules. Subject teachers of senior forms arranged supplementary lessons during the post-exam period and summer vacation if needed.
- During the first term, the Principal conducted lesson observation for all new teachers while the Vice-principals and panel heads participated in some. There were post-lesson evaluation meetings in which there was in-depth and sincere sharing on whether teachers could make good use of the advantages of small-class teaching and pre-lesson preparation materials, the design of the lesson, as well as if there was sufficient teacher-student and peer interaction and catering for individual differences.

- Survey results showed that 90% of the teachers agreed that they could draw benefits from the small class size in lessons to enhance students' ability to construct knowledge and they implemented tactics that could enhance self-regulated learning of students. Student survey results in two consecutive school years, as shown below, were promising and all these concluded that this major concern has been achieved.

	Strongly agree/agree	
	2018/19	2019/20
1. I know our school promoted self-regulated learning this year.	79.5%	84.9%
2. This year, teachers gave me more chances to construct knowledge on my own in their teaching.	86.0%	86.9%
3. According to my experience, interactive learning in lessons, like group discussion and presentation, etc. helped me construct knowledge on my own.	84.1%	81.8%
4. According to my experience, pre-lesson tasks helped me construct knowledge on my own.	78.2%	81.4%
5. Self-regulated learning motivated me to be more active in learning this year.	64.5%	69.4%

- With reference to the stakeholders' survey results of teachers, teachers' ratings on "Students have strong learning interest.", "Students learn actively" and "Students are able to use different resources to learn, e.g. internet, library, etc." reached 3.9 and 3.8 (the maximum is 5). With reference to the stakeholders' survey results of students, items related to self-regulated learning like "Teachers always instruct us of learning methods, like preparation before lesson, use of concepts map, books and online resources, etc.", "Teachers always inform us of our learning progress and problems.", "Teachers always allow us to explore questions" and "Teachers always arrange learning activities, like group discussions and presentations, etc. in lessons." scored 3.9. These results showed that teachers equipped students with numerous chances and ways for students to practice self-regulated learning. Nevertheless, when asking students if they could learn spontaneously, know how to set learning targets, make use of different learning methods, and evaluate their learning based on assessment results and teachers' comments, students only gave an average rating of 3.4 which showed that there was still room for improvement for students to practice self-regulated learning on their own.

- Our 2020 HKDSE results were as follows :

Attaining Level 3 or above in Chinese Language	92.1%
Attaining Level 3 or above in English Language	99.3%
Attaining Level 2 or above in Mathematics	100%
Attaining Level 2 or above in Liberal Studies	100%
Meeting the minimum entrance requirements of degree programs (attaining 3322 in core subjects and Level 2 in one elective subject)	91.4%
Percentage of students offered a degree programme	90.6%

- Since small-class teaching has been in effect starting from the school year 2015/16, our HKDSE results have been further raised. As there were unexpected changes in the external environment, the percentages of Level 4 and 5 or above were lower than the previous year. The best result attained is scoring 42 marks in the best 6 subjects (6 Level 5** and 2 Level 5). We will further boost student performance with the help of small class size to enhance students' self-regulated learning.

	Level	3 or above	4 or above	5 or above	5*&5**
	Year				
	2012-2015 Average (before implementing small-class teaching)	>93%	>65%	≈25%	≈10%
	2016-2020 Average (after implementing small-class teaching)	≈97%	>77%	>34%	>13%

Reflection

- Due to the 4-month class suspension, only some items could be completed. Teacher and student school-based and EDB stakeholder surveys showed that these items were deemed to be effective. To promote self-regulated learning in lessons, students had to participate in class activities actively. It takes time to observe and explore to what extent online lessons can be as interactive as normal schooling. In addition, it was arranged for teachers to hold some staff development activities. The feedback was very positive as there was first-hand sharing related to the implementation within our school. In future, we are going to arrange for teachers to share about how they realize the school aims.

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

Achievements

- The focus of this school year was “Positive Relationship”.
- To equip teachers on how to promote positive education in school, our School joined the relevant learning circle run by Bei Shan Tong in which 8 activities were held. As a kind of peer learning, 4 of our teachers shared with other participants on various topics about positive education and reflected on how to implement positive education in our school. The relevant staff development activity for all teachers was cancelled due to the COVID-19 pandemic and class suspension.
- Apart from teacher and student sharing in morning assemblies, elements of positive education, like character strength, growth mindset, etc. were also incorporated into Life Education lessons of each level. Teachers were encouraged to adopt different strategies in their daily teaching to enhance the positive emotions among students and to cater for the physical and psychological needs of students.
- In addition to holding talks on mental health for students, various committees evaluated and revised their relevant policies in order to nurture our students to respect each other and be empathetic. For example, the theme of the S1 Life Education Camp was “Happy Companions”. A “Welcome Kit” Design Competition was held to encourage students to think about the needs of their peers when classes resume. The Discipline Committee optimized their arrangement on self-reflection for students who offended the school rules.
- In response to the epidemic and social situation, the School reminded students of the importance of mutual respect and teachers frequently checked on the emotional and psychological needs of students so that timely counselling and support could be provided. During class suspension, class teachers constantly contacted their students to see if they needed any assistance (like lack of laptops and anti-epidemic materials). The Principal and some teachers also uploaded sharing and video clips onto the school online platform to encourage students. Our three social workers also uploaded 8 pieces of online magazine, “Kids under the Sunshine”, to share some anti-epidemic tips with students and assist them in understanding and handling their emotions. All these were grounded on the positive

relationships among teachers and students and peers and in turn further fostered the aforesaid positive relationships.

- With reference to the school-based teacher survey, 85% of the teachers agreed that sharing on tactics among themselves helped them to practice positive education and 95% reported that they practiced tactics on positive education. S1 and S2 class teachers agreed that Life Education lessons with the incorporation of elements of positive education helped students nurture a positive life attitude. According to stakeholder survey of students, students showed positive response as they rated 3.9 or 4 on items like “I love my school.”, “I have a harmonious relationship with my peers.” and “Teachers care about me.”. Some of the results of the school-based student survey held in June are shown below and the percentages of recognition have increased compared to last year’s figures. Regarding APASO in part 4.6 in this report, the scores of various subscales for both our junior and senior form students have increased when compared to last year’s scores. For our junior form students, their average scores in General Satisfaction, Teacher-Student Relationship, Social Integration and Negative Affect were better than the territory-wide average scores. For our senior form students, their average scores in General Satisfaction, Teacher-Student Relationship and Achievement were better than the territory-wide average scores. In short, these positive results evidenced that this target has been achieved.

	Strongly agree/agree	
	2018/19	2019/20
1. Sharing in morning assemblies and Messages to Shatin Tsung-Tsiners encouraged me to strive for a positive life.	66.7%	71.4%
2. Life Education lessons helped me to nurture a positive life attitude.	74.8%	76.0%
3. In this school year, I experienced positive emotions (like being loved, appreciated or respected, etc.) when encountering with my teachers.	78.3%	82.7%
4. In this school year, the Friday song meditations helped me to experience positive emotions	62.6%	66.3%

Reflection :

- Regarding this major concern, only some items could be completed due to the prolonged class suspension. Teacher and student surveys showed that most of the items were effective. Hence, this task has been achieved to a certain extent. In this school year, a lot of schools faced challenges that had never been met before. Grounded on the foundation of a harmonious teacher-student relationship, teachers’ care could help students to settle their emotions and build up a positive attitude. This in turn further enhanced their positive relationship and formed a cycle.

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

Achievements

- Various experiential learning activities were planned to widen students’ horizons and for them to learn and practice the personality traits of Shatin Tsung-Tsiners.
S1 : all students took part in the Life Education Camp and visited the Jockey Club Life Journey Center. The former helped the students know more about the personality traits of Shatin Tsung-Tsiners while the latter helped them reflect on the meaning of life and treasure the people they know.
S2 : all students visited the Dialogue in the Dark to experience the life of the visually-impaired and farms to experience agricultural work.

<p>S3 : all students visited elderly living on their own and joined various social services in hopes of arousing students' awareness of the needs of the elderly and the underprivileged through sharing and communicating with them in the service.</p> <p>S4 : all students were to visit subdivided flats to realize what difficulties the grass-roots might face and join activities to learn more about the situations and needs of the ethnic minorities.</p> <p>S5 : all students were to join the Project Life Story held by the ELCHK to reflect on the meaning of life and help the elderly keep their sweet memories by writing down their life stories. They were also to take part in STTSS Career Expo and career exploring activities held by other organizations to learn more about various careers and their aptitudes so as to plan for their future studies and career.</p>
<ul style="list-style-type: none"> ● Due to the pandemic condition of COVID-19 and class suspension, only the S1 Life Education Camp, some visits to the Jockey Club Life Journey Center, the Dialogue in the Dark, farms and voluntary services could be accomplished. The rest had to be cancelled. ● Hiking, wild camping, leadership training, some voluntary services and an exchange tour to Russia were successfully held and students were allowed to initiate interest groups on their own so as to enrich their life and growth experience and to widen their horizons. Due to the pandemic condition of COVID-19 and class suspension, some activities, like work experience programs, visits and most cross-border exchange tours (including the Beijing Sister School Tour, Xian Historical and Cultural Tour, Hunan LS Tour, Taiwan Art Tour, Taiwan Sports Training Tour, English Study Tour in the UK and Uganda Social Service Tour) were cancelled. ● With reference to the stakeholder survey of teachers, teachers rated 4.3 and 4.2 on items like "The school actively encourages students to take part in extra-curricular activities." and "The extra-curricular activities offered by the school can widen students' learning experiences.". Regarding student stakeholder survey, students' rating on items like "Teachers always arrange learning activities outside lessons, like project learning weeks, visits, field trips, etc." and "I am given more learning opportunities, like knowledge out of textbooks and life skills, through participating in school extra-curricular activities." was more or less the same with last year's rating. According to the school-based student survey, 68.5% of the students agreed that various experiential learning activities held by the school widened their exposure. The percentage dropped when compared with last year's result and it was most likely caused by the cancellation of various activities and tours due to the epidemic and class suspension.
<p>Reflection</p> <ul style="list-style-type: none"> ● Both teacher and student surveys showed that the effectiveness of those completed items was satisfactory. It is hoped that the epidemic could be under control in the new school year so that the School can make use of the Life-wide Learning Grant to provide students with various types of activities to enrich their life and growth experience.

3 Major Concerns and Strategies of Each Committee

3.1 Management and organization

3.1.1 The major areas of concern

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

3.1.2 Support measures for addressing those concerns

- Over the years, our teachers have been facing increasing workload and work pressure which has denied them time for deeper thinking and personal growth. To redress such an imbalance, the School made use of the “School Executive Officer Grant” and our own resources to successfully recruit one School Executive Officer and three administrative assistants who took up the tedious duties like delivering school notices and collecting replies using the eClass system and parent app, serving as substitute teachers and center supervisors, being on-duty after school and handling other administrative work. Former graduates were also employed as the exam invigilators to free up teachers’ precious time. In addition, alumni and external instructors were recruited to take care of some elite and remedial classes and external coaches for the dancing team, the music classes and other school sports teams were sought to provide subject teachers with additional assistance. With the use of Teacher Relief Grant and the school’s resources, five additional teachers were added to the staff list to implement small-class teaching at all levels to help share the teaching duties. These aimed at easing the pressure confronting regular teachers and allowing them to focus on teaching and counseling work.
- Last school year, we nurtured in young staff the willingness to take up more school duties with sharing and timely appreciation. They were offered space, support and challenges when carrying out their duties and were allowed to practice new measures so as to nurture their abilities in administrative work, problem-solving and leadership. In addition, we encouraged young staff to join different external courses and activities so as to equip themselves, widen their horizons and establish networks. Some were invited to take up more administrative duties, like panel heads, assistant panel heads or vice-chairpersons of committees, in school. With reference to the teacher stakeholder survey, ratings on “The principal utilises teachers’ talents effectively so that their potential is optimised.” and “We have good team spirit and high morale.” increased in two consecutive school years with a rating of 4.3 and 4.1 respectively in this year. The rating of “The School actively commends teachers for their personal or work achievements.” remained unchanged. With this good foundation, it is expected that we can keep nurturing in young staff the commitment and abilities to take up leadership roles in school.

3.1.3 Other support measures

- The Incorporated Management Committee of our school is composed of fifteen members (including two parents, one Alumni Association representative member and two teacher representatives) drawn from different professional sectors like education, social service, legal profession, commerce, evangelistic groups and so on. Their role is to offer appropriate and professional advice on important school matters.
- The School Advisory Council, formed by the Principal, the Vice-principals, seven committee heads and four elected representatives from the teacher community, conducted regular meetings to discuss matters related to the school policies.
- Three general staff meetings and two online meetings were held to discuss school matters. All thirteen committees (e.g. the Academic Affairs Committee, the Student Support Committee, the Religious Affairs Committee, the Student Guidance Committee, etc.) implemented measures enabling students’ development in the domains of ethics, intellect, physique, social skills, aesthetics, and spiritual growth, with end-of-term evaluation on the effectiveness of those measures and submission of plans for the coming year.
- Each department is headed and monitored by a subject panel head who, from time to time and through the panel meetings, seeks to formulate teaching strategies, review curricula and adjust the scheme of work as needs arise. A year-end evaluation was conducted to assess effectiveness and a plan for the next academic year was submitted.
- All departments suspended their annual homework inspection due to class suspension this school year.
- The Academic Affairs Committee conducted a value-addedness analysis following each

public examination.

- The “School Policy Forum” was cancelled due to class suspension. The School collected parents’ and students’ opinions from other channels (like phone calls, interviews and “Words of Shatin Tsung-Tsiners”, etc.) and took appropriate follow-up.
- Copies of questionnaires for various stakeholders (the one developed by the Quality Assurance Division of the EDB) were distributed and completed by teachers, parents and students at the end of the term to assess the current development of the school.

3.2 Professional development for the Principal and teachers

3.2.1 The major areas of concern

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

3.2.2 Support measures for addressing those concerns

- Dr. Ho Sai Mun, a former secondary school principal and a current instructor at the education departments of different universities, was invited to hold a staff development day on the theme of self-regulated learning. He was also invited to be a consultant to explore with our English and Mathematics teachers how to implement self-regulated learning in lessons.
- Due to the epidemic and class suspension, the staff development day on positive education originally scheduled was cancelled. The school arranged for four teachers to join the learning circle organized by Bei Shan Tong in which they could learn and share with teachers from other schools on how to promote positive education in school.
- Lesson observation for all new teachers was conducted by the Principal in the first term, and the Vice-principals and panel heads participated in some of the lessons. Teachers were given chances to share their good teaching practices and reflect on how to enhance teaching effectiveness in the post-lesson evaluation meetings. In addition, our Mentorship Scheme continued to assist new teachers in settling into our school culture and honing their teaching skills. The Principal arranged for all new teachers to observe the lesson of an experienced teacher to help them understand the school’s expectation on teaching.

3.2.3 Other activities

- The Principal over the last year completed 152 hours of professional development, and was invited to be the guest speaker in talks and at ceremonies in some primary schools, giving sharing on our school’s fruitful success and encouraging the youth.
- The Principal took part in a task force group on self-regulated learning run by the Hong Kong Association of the Heads of Secondary Schools to have exchange with other schools.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 28 hours of training in various fields.

3.3 Teaching and learning

3.3.1 The major areas of concern

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

3.3.2 Support measures for addressing those concerns

- Subject teachers have been trying to give due emphasis to the development of thinking skills in curriculum content, teaching pedagogies, homework and assessments. With Liberal Studies being a subject in its own right for S1-S3 and the promotion of Chinese

and English debate, students were given opportunities to learn and practice 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 Science, Technology, Arts-in-Life, and Liberal Studies so that enough training opportunities for self-regulated learning and problem-solving skills could be secured.

- 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 though some were cancelled due to class suspension. English sharing by students at all levels in the morning assemblies was very well received. At the same time, an S1 bridging course was also offered to create a better English ethos and thus raise students’ English competencies. Students were persuaded to join English and Chinese writing competitions so as to encourage students to write more. The use of Putonghua as the medium of instruction in Chinese lessons in some classes of junior forms provided students with unquestioned benefits where learning and speaking PTH is concerned. Apart from these, drama elements were incorporated into the Arts-in-Life and the English curriculum for junior forms to hone students’ communication skills, while the curricula for Liberal Studies, Arts-in-Life and Technology were adjusted to drill students’ presentation skills through project-based learning. Furthermore, the Career Guidance Committee provided senior form students with a series of sessions on meeting and interviewing skills. As regards extra-curricular activities, our teachers put forth great effort in training students for the HK Schools Speech Festival to raise students’ expressive power and the results were noticeable. (Please refer to Section 4 for details about student performance.)
- Extended learning activities emphasized self-learning, application of thinking skills, exploration and creativity. Regarding training for gifted students, a lot of regular internal and external training couldn’t be held. Yet, we arranged for 5 students to join an international mathematical modelling competition run by the Higher Education Institute of Lomonosov Moscow State University.
- To promote a universal STEM education, an independent STEM lesson in which a school-based curriculum designed by our teachers with reference to the abilities of our students and the needs of society was in practice in S1 this school year. Our junior form curriculum has also incorporated the element of STEM and the following parts were completed this year :
 - S1 STEM lesson : students learnt about electronics and basic circuit testing
 - S1 Technology and Mathematics subjects : students learnt to make 3-D items with the use of 3-D printers using their programming knowledge and mathematical knowledge in calculating areas.
 - S2 Technology subject : students were also given opportunities to create apps for smartphones and using micro:bit
 - S3 Physics : 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. Data collection and reporting were completed.
- We also made use of the school campus to promote STEM education by setting aside an area on the rooftop garden as a “Science Learning Zone” where there are aquaculture and hydroponics. There will be relevant content in the coming syllabus for the junior form Science subject.
- The reading promotion group under the Academic Affairs Committee, in liaison with the Teacher Librarian, designed various activities, like La La Read, subject-based reading

scheme, book fairs (cancelled due to class suspension) and sharings, together with the Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours), the Junior Form Reading Award Scheme and the Holiday Reading Scheme, to nurture in students a regular habit and interest in reading so that they could acquire new knowledge in different domains through reading.

3.3.3 Curricula

- At junior levels, there were curricula in the language subjects (Chinese, English and PTH), Mathematics and Science subjects, Humanities, Arts-in-Life, Life Education, P.E. and Christian Education. As for the senior curricula, other than Chinese, English, Mathematics and Liberal Studies (both English and Chinese groups are offered), our school provided twelve elective subjects (covering arts, science, business, P.E. and Visual Arts) to suit students' interests and abilities to develop their talents to the fullest extent.
- To 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.
- Due to the epidemic and class suspension, some usual practices aiming at developing students' potential, like the Mathematics Enhancement Classes, Mathematical Olympiad Classes, Cambridge IGCSE Training Classes and the Chinese and English Debating Classes, could not be held as scheduled. Externally, some students were entitled to participate in the Support Measures for the Exceptionally Gifted Students offered by the Hong Kong Academy for Gifted Education this year, while 53 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. but unluckily these events were cancelled due to the epidemic and class suspension. A little short of 350 headcounts were registered across all activities for gifted students.
- To cater for learner differences and to provide timely help for students with various learning needs, there were enhancement or remedial classes for core subjects for senior form students. In addition, the Principal, Vice-principals and members of the Academic Affairs Committee provided individual counseling and care to some students to help them prepare for the HKDSE. However, the junior-form Nourishment Class scheduled after the first term exam and the All Subjects Revision Class scheduled before the final exam had to be cancelled.
- To make sure students could lead a balanced lifestyle, students at junior levels were not supposed to spend over two hours on their homework every day.
- To enhance teaching efficiency, there was the practice of collaborative teaching covering the formulation of the course boundaries, division of labor in lesson preparation, collective discussion, lesson plan revision, mutual class observation and reflection in the teaching process. Cross-curricular class observation was entertained to allow a widening of teachers' perspectives. The practice of collaborative teaching entered its seventeenth 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.

- As students needed to learn at home for more than 4 months, teachers of different subjects produced a lot of teaching video clips to help students grasp the main foci of the topic. These video clips could be used as pre-lesson preparation or revision to help to promote self-regulated learning and cater for learning diversity.

3.4 Student support

3.4.1 The major area of concern

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

3.4.2 Support measures for addressing the concern

- Two class teachers were arranged for each junior class to enable class teachers to have more space in taking care of students of different needs. Class teachers drew up a year plan incorporating strategies on positive education to help our students experience a caring and joyful campus life. Class teachers were to hold nine Life Education lessons and participate in various level experiential activities in which they not only nurtured the character of their students, but also developed a mutual relationship with them so as to establish a support network for them. Some activities and lessons were cancelled due to the epidemic and class suspension.
- We held our annual S1 Life Education Camp on the theme of “Happy Companions” to encourage students to develop the personality traits of Shatin Tsung-Tsiners, to respect and accept each other through various group activities and experiential activities, and to be aware of their support networks.
- Apart from school-based leadership training, students were also recommended to join external leadership training, including the 5-day Outward Bound Training (S4 students), Hong Kong Young Ambassadors Scheme (12 S4 and S5 students), Shatin Joint School Young Leaders Training (1 S3 student), etc. These help our student leaders to be more persevering and capable of embracing challenges, and to realize that they should not be served but serve. It is hoped that they can be more thoughtful, cooperative and willing to shoulder responsibilities. In addition, benchmarks were set for student leaders hoping that all student leaders could possess the personality traits of Shatin Tsung-Tsiners and become role models for their schoolmates. This year, one student leader was recommended to join the Outstanding Student Leaders Award organized by Hok Yau Club and two S2 students were recommended to join the 6th Sha Tin District Outstanding Youth Leader Scheme. Unfortunately, the aforesaid programs were cancelled or suspended due to the epidemic and class suspension.

3.4.3 Other activities.

- Information was provided to class teachers before the commencement of the school year and it enabled them to know more about their students’ performance in the previous year. Monthly information on student behavioral performance was also provided to class teachers. The Student Support Committee held regular class teacher meetings to help class teachers learn more about the difficulties and needs of counseling and discipline of their students. Class teachers also shared their strategies on class building.
- All students filled out a questionnaire prepared by the Student Support Committee on the school aims. The survey findings, when compared with similar statistics administered over the last three years, showed generally positive responses. This bears a strong testimony to the effectiveness of the support measures concerned.
- The exchange with our sister schools in Beijing and Guangzhou was cancelled due to the epidemic and class suspension.
- The QEF project “Joyful@School Program : Be a Healthy Shatin Tsung-Tsiner” run with the cooperation of the HKYWCA has been kicked off. S1 students had to fill in a

questionnaire to assess their mental health and resilience. Growth group activities like camping and social service would be held for those S1 and S2 students who are in need so as to help them to appreciate themselves and to enhance peer support to raise students' resilience. Activities for S2 were completed while others had to be cancelled due to the epidemic and class suspension.

3.5 Student guidance and discipline

3.5.1 The major area of concern

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

3.5.2 Support measures for addressing the concern

- To move towards the goal of fostering traits a Shatin Tsung-Tsiner should possess in our students, we put in place the Life Education Lesson, which was designed to boost students' development in four domains, namely 'Personal and Healthy Life', 'Social Life', 'Career Planning', and 'Civic Duty/ National Identity.' In designing the curriculum, form teachers were consulted so that the curriculum was a product of collective wisdom. The curriculum has been implemented for fourteen years and has proved to be effective.
- S1 students visited the Jockey Club Life Learning Center while S2 students visited the Dialogue in the Dark. S3 students visited elderly living on their own and participated in voluntary service and S4 students visited some of those who live in subdivided units. S5 students took part in the Project Life Story, in which they had to interview an elderly person. 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. Only some classes could complete their activities due to the epidemic and class suspension.
- Students were encouraged to commit themselves to serving others by actively engaging in activities like flag selling, visiting the less privileged, fund-raising activities, being volunteers in the Ching Tsung Elderly Academy, etc. This year, a total of 127 students took part in community services before class suspension. The school has also recently received the Gold Award for Volunteer Service from the Social Welfare Department under the Volunteer Movement for twelve consecutive years, with four students obtaining Bronze Awards for Individual Volunteer Service.
- 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 a speech therapist who served in our school twice a week, a Special Educational Needs Coordinator (SENCO), a Special Educational Needs Supporting Teacher (SENST) and a teaching assistant. A Student Support Group was established. Together with the Learning Support Grant and the school resources, various measures have been put into effect. 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.
- Team building and adventure training were provided to prefects to help them develop

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

3.5.3 Other activities

- In addition to three school social workers to provide deeper and all-round individual and group counseling, school-based educational psychology service was launched to provide support for students' all-round development. In this school year, a part-time speech therapist, who served in our school twice a week, was deployed to provide assistance to students in need.
- A student support database was set up to allow more effective support for students' growth.
- The Strive-for-Excellence Award Scheme, meant to elevate students' esteem and help students develop their growth potential, was promoted.
- Counselling Day and activities for appreciating teachers were held to help promote the teacher-student relationship through better communication.
- The Peer Mentoring Scheme was in place to assist S1 students in adapting to a new learning environment
- The Student Growth Group was set up to address students' needs during their growth process.
- Students were allowed to express their views about the school policy through Words of Shatin Tsung-Tsiners.
- Talks on handling pressure, embracing life challenges and mental well-being were held for students.
- It was arranged for senior form students to fill in questionnaires about stress assessment so that timely assistance could be offered to students in need.
- A series of career planning activities were run to help students acquire a better understanding of themselves and their career orientation. However, some topics and activities (e.g. workshop on MBTI) were cancelled due to the epidemic and class suspension.
- There were timely information on further studies and career activities. Some visits to businesses, government organizations and academic institutes and job shadowing in different organizations which helped deepen students' understanding of various study and career paths were cancelled due to the epidemic and class suspension.
- 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, individual and group counselling were 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.
- 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.
- The Prefect Team provides an opportunity for students to hone their leadership skills.
- The activities of Junior Police Call were cancelled due to the epidemic and class suspension.

3.6 Extra-curricular activities

3.6.1 The major area of concern

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

3.6.2 Support measures for addressing the concern

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

3.6.3. Other activities

- To encourage students to get involved actively in extra-curricular activities, a total of twelve interest groups, twenty-five music classes as well as thirty-nine school teams were offered.
- Students were allowed to initiate new interest groups so as to promote their self-regulated learning and the personality trait of being self-motivated. This school year, the Japanese Culture Club and the Rubik's Cube Club were set up and they ran some stall games in the Talk for Prospective S1 Students.
- 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.
- Archery has been added into the Physical Education curriculum and the relevant school team has also been set up.
- A wild camp accompanying an astronomy activity was held to enrich students' growth and life experiences and enable them to learn and practice life skills.
- Class-based activities and inter-class competitions were held. Together with the all-inclusive STTSS Award, students were encouraged to take part actively in inter-class activities to build up their team work and sense of belonging to the class. This year, the picnic and Christmas party were successfully held while the Sports Day, inter-class basketball, long distance running and relay competitions were cancelled due to class suspension.
- To hone and promote students' leadership skills and team spirit, the six Houses organized various inter-house competitions. Though the annual Sports Day (organized by the all-student Sports Events Organizing Committee) and cheering team competition were cancelled due to the epidemic and class suspension, inter-house basketball, chess and typing competitions were successfully held. 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.
- Originally, there should be arrangement for senior-form (including Head and Vice-head Prefects, House Captains and Vice-house Captains, student committee members of Students' Union and the Religious Affairs Committee) and junior form student leaders to enroll in the advanced and elementary leadership training course organized by the HKYWCA Shatin Integrated Social Service Centre. Student leaders received training in honing their activity-coordinating and -leadership skills, building up team spirit, communicating with others, handling conflicts and understanding the roles and qualities that a leader should possess. This year, 32 junior form students joined the 30-hour elementary course while the 36-hour advanced course scheduled in the summer vacation was cancelled due to the epidemic.
- 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, like inter-house dodge ball matches, singing contest (preliminary round), camping at school campus, Stationery Crazy Sales and Teachers' Day were successfully held while others (like School Policy Week, Students' Union Day) were cancelled due to the epidemic and class suspension.
- Various kinds of services and welfare were offered. There were various sales activities like stationery sales (at below-market price levels), SU papers, binding covers and paper, etc. Other services included photocopying services (free on the Public Exam Results Release Day), and loans of various types of ball and chess games, umbrellas and phones.
- A joint-school leadership training camp which had been planned was finally suspended due to the epidemic and class suspension.
- Funds were raised for external bodies. The Dress Casual Day was held to raise funds for Obis and to offer students the opportunity to display the traits required of them.
- Being invited by the Student Affairs Group, the SU attended the tuck shop management meeting to rate various tenderers of the tuck shop service.
- Opinions were collected to assess the effectiveness of the work done by the SU. A survey on teachers' and students' opinions in this regard was conducted through the use of questionnaire.

3.8 Religious activities

3.8.1 The major areas of concern

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

3.8.2 Support measures for addressing those concerns

- Gospel and hymn sharing were integrated into morning assemblies and the former was also conveyed in hall assemblies.
- The yearly Gospel Week, the S1 Gospel Camp and the Graduates Gospel Camp remained the best time for recruiting. There were two evangelical assemblies (one for junior forms and one for senior forms) and three preparation activities. A total of 24 students converted to Christianity. Though the Graduates Gospel Camp, the S1 Gospel Camp and the joint-school junior form gospel camp were cancelled due to the epidemic, we believed that the seeds of gospel we have sown will germinate and grow one day according to God's schedule. We will keep praying for the faith of our students and take every opportunity to sow and irrigate.
- The traits expected of a Shatin Tsung-Tsiner and staying positive were fostered through the Christian Education lessons. S1 to S3 Christian Education lessons were conducted in the form of a fellowship. Subject teachers, preachers and tutors from Sun Chui Church were arranged to lead the group sharing. Students could learn the Bible messages more effectively with group discussion and activities and hence convert to the Christian faith. Twenty-three teachers and three preachers and tutors from the church took up the role of mentors. Talks were arranged in some of the Christian Education lessons for S4 to S6 in the hope that students could have a deeper understanding and experience of Christian faith. Topics included work and calling, the Bible and homosexuality, walk with your neighbors, etc.
- Lunchtime or after-school growth groups led by Christian teachers served the new believers by helping them to know more about Christian teaching through close and intimate care.

3.8.3 Other activities

- Retreats, prayer meetings and fellowships were organized to promote spiritual growth

among colleagues.

- Fellowship, leadership training and devotion groups were activated to facilitate Christian students' spiritual growth.
- About 30 students of the STTSS fellowship visited the homeless before the Christmas holidays to share the love of Jesus with them.
- During the pandemic of COVID-19, teachers constantly sent some devotional materials to student committee members to encourage them to have a close relationship with God.

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 Home-School Cooperation Committee worked closely with the Academic Affairs Committee and the Career Guidance Committee in the organization of six talks and seminars. Some of these talks helped S1 parents grasp the essence of the school policies. Some provided useful and updated information on further studies and career choices to senior form parents. There were a total of over 500 attendees. Some other talks were cancelled due to the epidemic and the Committee produced video clips to help prospective S1 parents to know more about the information about school uniform and other student affairs.
- The PTA, in conjunction with the Home-School Cooperation Committee, planned to hold talks on positive education and parenting and promote the Reading Club on Positive Education, but was unable to complete these tasks due to the epidemic and class suspension.
- During class suspension, various types of information and resources provided by different organizations were uploaded for parents to assist their wards in facing the social events, the epidemic and result release of the DSE.

3.9.3 Other activities

- Though the 'School Policy Forum' and the Lunar New Year Gathering were cancelled, the Home-School Cooperation Committee set up a contact network between the school and parents and among parents themselves through regular committee meetings and a prayer meeting among parents. The Home-School Cooperation Committee strengthened home-school communication network with channels like issuing the Parent Basic Law, the bulletins, setting up class-based WhatsApp groups, etc.
- To provide more concrete support for the school education and functions, the Parent-Teacher Association set up scholarships and the number of awardees reached around 40. Moreover, parents were recruited to be volunteers in the vaccine injection and Talk for the Prospective S1 Students, etc.
- This school year, representatives were invited by the Student Affairs Group to attend the tuck shop management meeting to rate the different tenderers of the tuck shop service.

3.10 Activities involving alumnae/alumni

- To strengthen the ties with the alumni, a database has been set up and constantly updated. Electronic copies of the alumni bulletin were issued and the webpage of the Alumni Affairs Committee shared with the alumni the most updated school and alumni news.
- To encourage graduates to join the Alumni Association, the Alumni Affairs Committee helped the graduating classes to organize the Graduation Dinner cum "Thank-you Teachers Sharing". The Committee also held a special last day for the graduating classes which symbolizes the official ending of their secondary school life.
- An annual general meeting and dinner gathering originally organized by the Alumni

Association were cancelled due to the epidemic.

3.11 Student welfare

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

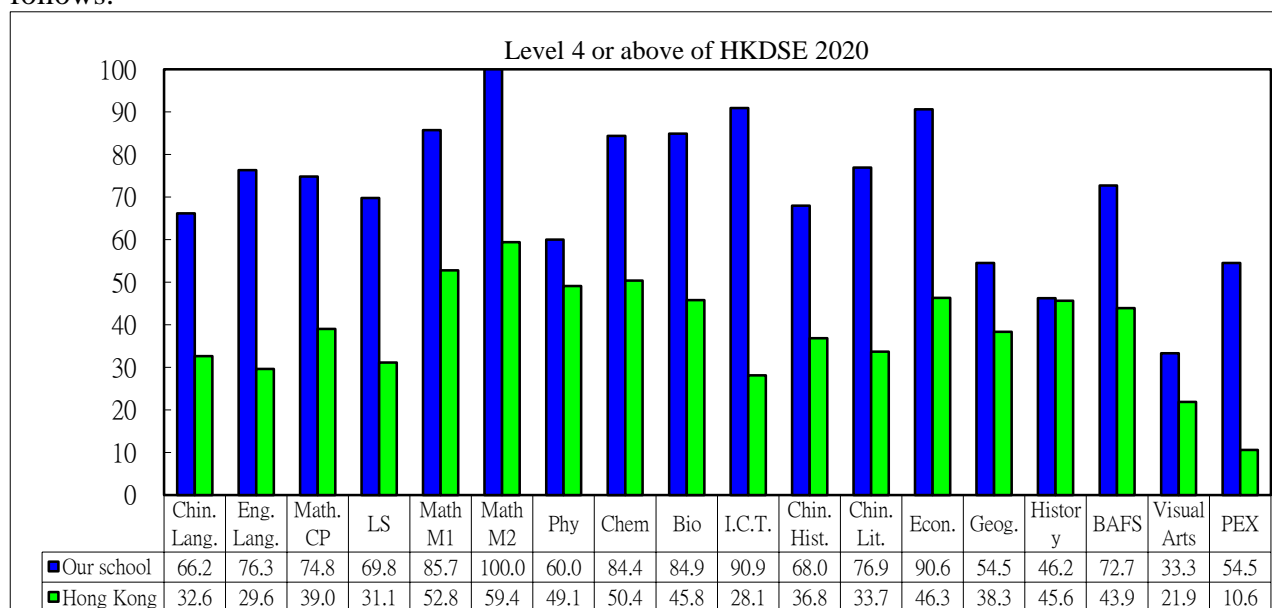
3.12 Campus Facilities

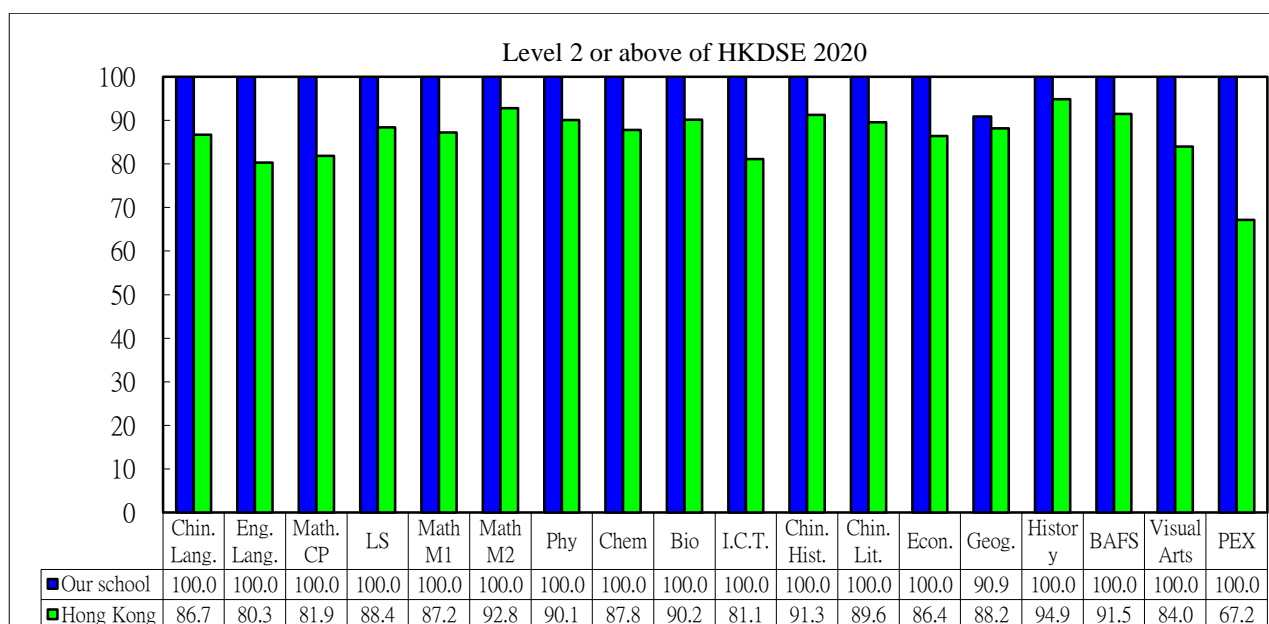
- All computers in classrooms have been replaced with new ones and more iPads were purchased to support daily learning and teaching
- Apple TV has been installed in each classroom and some special rooms to strengthen e-learning
- Aquaculture and hydroponics systems have been installed in the rooftop garden to further promote science learning
- Archery could be practiced in the basketball court on the 5/F.
- The EPDM of the two volleyball courts has been renovated with one of the courts extending its area.
- The anti-pandemic facilities, like an infrared thermographic camera, automatic hand sanitizing dispensers, infrared taps, toilet seats, have been added or maintained.
- The school gate and staircases have been re-painted.

4. Students' Performance

4.1 HKDSE

The average rate of students achieving level 2 and level 4 or above in the 2020 HKDSE are as follows.





4.2 Extra-curricular and community-based activities

- Due to the epidemic and class suspension, the mechanism on granting successful membership eligibility was suspended. The activities of the Junior Police Call were also suspended. There were a combined total of 936 heads in the school teams (athletic, aesthetics and academic) last year. This year, a headcount of 461 had already joined the school teams before the class suspension.
- Our students participated in the following major inter-school competitions:

Title	Number of participants
HK Schools Music Festival	cancelled
Joint School Music Competition	cancelled
Hong Kong Youth Music Interflows	1
HK Schools Speech Festival	78
HK Schools Drama Festival	cancelled
EMI Drama Fest	cancelled
HK Schools Dance Festival	cancelled
Chinese debating	13
English debating	9
HK Schools Sports Federation Inter-school Competitions (Shatin and Sai Kung District)	461
HK Schools Sports Federation Inter-school Competitions	cancelled

Among these competitions, our students attained some excellent results. In the sports domain, the boys basketball team seized the championship in Grade A (Division One) while the girls got the first runner-up. Both teams qualified to join the territory-wide Jing Ying Basketball Tournaments. Our boys got the first runner-up in Grade A Table Tennis while the girls team won the championship. The football team seized the title of group winner in the U19 group of Division Two. For individual awards, our students got the championship and eighth place in Grade C in the Inter-school Cross Country Competition and territory-wide Jing Ying Table Tennis Tournaments respectively. In the academic domain, our Chinese and English Debating Teams were one of the 16 finalists in Sing Tao Inter-school Debating Competition. Our students also attained various awards in international and local academic and visual arts competitions (refer to the appendix for details about their performance).

- Our students participated in the following community services:

Activity	Number of participants
Fund Raising “Blessed Red Packets” for Tsung Tsin Mission of Hong Kong	291
Visiting Maggie’ s Cancer Caring Center	76
Selling the Care for The Elderly Charity Ticket for Tsung Tsin Mission of Hong Kong	64
Visiting ELCHK Shatin Lutheran Kindergarten	27
Visiting PLK Law’ s Foundation School	21
Hong Kong Youth Ambassadors Scheme	19
Service for the Orbis	8

4.4 Religious activities

- The number of students converted to the Christian faith: 24
- The number of students joining the gospel camp: 3 gospel camps cancelled due to the epidemic and class suspension
- The average number of students joining the Christian fellowship: 12

4.5 Careers and further education of S6 students

- including students who haven’t attempted the HKDSE or applied for the JUPAS

Offered a degree course (local)	89.3%
Offered a degree course (overseas)	0.7%
Offered an associate degree course (local)	9.3%
Offered an associate degree course (overseas)	0.7%

4.6 Indicators of students’ affective and social outcomes

Item	Subscale	School Junior Average(19/20)	HK Junior Average	Effect Size	School Junior Average (18/19)
1	General Satisfaction	2.76	2.60	Small	2.61
2	Negative Affect	1.65	1.81	Small	1.78
3	Teacher-Student Relationship	3.17	2.98	Small	3.08
4	Social Integration	3.05	2.92	Small	2.99
5	Achievement	2.54	2.55	Negligible	2.45
6	Opportunities	3.03	2.97	Negligible	3.02
7	Adventure	2.56	2.53	Negligible	2.44

Item	Subscale	School Senior Average(19/20)	HK Senior Average	Effect Size	School Senior Average(18/19)
1	General Satisfaction	2.64	2.48	Small	2.48
2	Negative Affect	1.88	1.94	Negligible	2.12
3	Teacher Student Relationship	3.02	2.91	Small	2.97
4	Social Integration	2.96	2.94	Negligible	2.95
5	Achievement	2.44	2.42	Negligible	2.37
6	Opportunities	2.93	2.77	Small	2.85
7	Adventure	2.47	2.43	Negligible	2.43

Comments:

- Each rating has been more positive when compared with last year’s figures. Overall

speaking, our junior form students showed a more positive rating than the average of Hong Kong students in General Satisfaction, Negative Affect, Teacher-Student Relationship and Social Integration. Our senior form students showed a more positive rating than the average of Hong Kong students in General Satisfaction, Teacher-Student Relationship and Opportunities.

4.7 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	1.6%	98.4%
S2	1.3%	98.7%
S3	1.8%	98.2%
S4	1.7%	98.3%
S5	1.9%	98.1%
S6	4.7%	95.3%

5. Summarizing The Past and Planning For The Future

5.1 Work performance

Though facing many unexpected and rapid changes in this school year, some goals set out at the beginning could still be successfully completed. The feedback from students, parents and teachers was very positive. The school is grateful to God and this also bears a strong witness to the unfading enthusiasm and professionalism among our teachers, as well as the support and recognition of various stakeholders. We are confident of taking up the future challenges – to combat the epidemic and implement the 3-year plan as follows :

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

5.2 Development plan: situational analysis

5.2.1 Externally

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

5.2.2 Internally

- A spacious campus with well-structured facilities
- Sound administrative hierarchy
- A pool of devoted teachers with professionalism
- Adequate training and support for new teachers to improve their teaching pedagogy
- Self-financing small-class teaching
- Heavy workload and insufficient rest confronting teachers
- Good students' conduct, positive self-image and high level of willingness to learn and to be taught
- Opportunities for the elevation of students' life qualities

5.3. Future development

5.3.1 Management and organization

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

5.3.2 Teachers' professional development

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

5.3.3 Academic affairs

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

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

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

5.3.5 Students' welfare

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

5.3.6 Liaison with parents

- Strengthening parental education

5.3.7 Alumni

- Widening the network of alumni

Nature of activities	Number of participants		Awards
	Territorial	Regional	
Sports	1		<p>A.S Watson Group HK Student Sport Awards 2019-2020 organized by A.S Watson Group:</p> <ul style="list-style-type: none"> ● HK Student Sport Awards (6A Leung Ho Won)
		95	<p>HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-school Athletics Championships:</p> <p>Single</p> <ul style="list-style-type: none"> ● 1500m of Boys Grade C - First Prize (2F Tsoi Gu Chit) ● 4x400m Relay of Boys Grade C - First Prize (1B Yiu Lok Wai, 2D Po Yuet Sing, 2F Tsang Wui Man Nereus, 2F Tsoi Gu Chit) ● 800m of Boys Grade C - Second Prize (2F Tsoi Gu Chit) ● 100m of Boys Grade B - Third Prize (3A Ng Wai Chun) ● 200m of Boys Grade B - Third Prize (3A Ng Wai Chun) ● Shot Put of Girls Grade A - Third Prize (6D Lee Tsz Nga) ● 200m of Girls Grade C - Fourth Prize ● 400m of Boys Grade C - Fourth Prize ● 800m of Boys Grade A - Fourth Prize ● Javelin of Boys Grade A - Fourth Prize ● 4x100m Relay of Girls Grade C - Fourth Prize ● 100m of Girls Grade A - Award of Merit ● 200m of Boys Grade B - Award of Merit ● 200m of Girls Grade A - Award of Merit ● 400m of Boys Grade A - Award of Merit ● 400m of Boys Grade B - Award of Merit ● 400m of Girls Grade A - Award of Merit ● 800m of Boys Grade C - Award of Merit ● 800m of Girls Grade C - Award of Merit ● 1500m of Boys Grade C - Award of Merit ● 5000m of Boys Grade A - Award of Merit ● 100m Hurdles of Girls Grade A - Award of Merit ● 100m Hurdles of Girls Grade C - Award of Merit ● 400m Hurdles of Boys Grade A - Award of Merit ● 4x100m Relay of Boys Grade B - Award of Merit ● 4x100m Relay of Girls Grade B - Award of Merit ● 4x400m Relay of Boys Grade A - Award of Merit ● 4x400m Relay of Boys Grade B - Award of Merit ● 4x400m Relay of Girls Grade A - Award of Merit ● Shot Put of Boys Grade A - Award of Merit ● Shot Put of Girls Grade A - Award of Merit

			<ul style="list-style-type: none"> ● Discus of Girls Grade A - Award of Merit <p>Group</p> <ul style="list-style-type: none"> ● Overall Boys Grade C - Fourth Prize ● Overall Boys Grade A - Sixth Prize ● Overall Girls Grade A - Sixth Prize ● Overall Boys Grade B - Seventh Prize <p>Overall Girls Grade C - Eighth Prize</p>
		48	<p>Inter-school Cross Country Competition:</p> <p>Individual</p> <ul style="list-style-type: none"> ● Boys Grade C - First Prize (2F Tsoi Gu Chit) ● Boys Grade A - Third Prize (5E Yip Chun Kiu) ● Boys Grade C - Third Prize (2F Tsang Wui Man Nereus) ● Boys Grade A - 1 Award of Merit ● Girls Grade C - 2 Awards of Merit <p>Group</p> <ul style="list-style-type: none"> ● Boys Grade C - Second Prize (1B Yiu Lok Wai, 1D Chung Wai Lam, 2C Leung Cheuk Ki, 2D Po Yuet Sing, 2D Wong Hok Kan, 2E Kei Tsz Yui, 2F Tsang Wui Man Nereus, 2F Tsoi Gu Chit) ● Girls Grade A - Fourth Prize ● Girls Grade C - Fourth Prize ● Boys Grade A - Award of Merit ● Boys Grade B - Award of Merit ● Girls Grade B - Award of Merit
		26	<p>Inter-school Swimming Championships:</p> <p>Single</p> <ul style="list-style-type: none"> ● 200m Breaststroke of Boys Grade C - Third Prize (2F Tsoi Gu Chit) ● 4x50m Freestyle Relay of Girls Grade C - Third Prize (1A Chan Chung Yau, 1C Huang Lisa, 1C Pang Yu Tung Lily, 1D Ho Chek Ying Cassidy, 1F Lam Yee Kwan, 1F Li Cheuk Yan Joanne, 2E Yue Hoi Ching) ● 4x50m Medley Relay of Boys Grade C - Fourth Prize ● 4x50m Freestyle Relay of Girls Grade B - Fourth Prize ● 50m Breaststroke of Boys Grade C - Award of Merit ● 50m Breaststroke of Girls Grade C - Award of Merit ● 50m Backstroke of Girls Grade B - Award of Merit ● 100m Freestyle of Girls Grade B - Award of Merit ● 100m Backstroke of Girls Grade C - Award of Merit ● 200m Freestyle of Boys Grade C - Award of Merit

			<ul style="list-style-type: none"> ● 200m Freestyle of Girls Grade C - Award of Merit ● 200m Individual Medley of Boys Grade C - Award of Merit ● 4x50m Freestyle Relay of Boys Grade A - Award of Merit
		21	Inter-school Basketball Competition (Division 1): <ul style="list-style-type: none"> ● Boys Grade A - First Prize ● Girls Grade A - Second Prize
		26	Inter-school Football Competition (Division 2) (U19): <ul style="list-style-type: none"> ● Section Winner
		9	Inter-school Table Tennis Competition: <ul style="list-style-type: none"> ● Girls Grade A - First Prize (6A Yip Hiu Nam, 6D Lee Tsz Nga, 6E Luk Wing Yan, 6F Li Wai Yan Ita) ● Boys Grade A - Second Prize (5A Chan Shun Hei Casen, 5F Lee Ho Yin, 5E Wong Ka Hei, 5E Yip Chun Kiu, 5F Li An)
		12	Inter-school Badminton Competition: <ul style="list-style-type: none"> ● Girls Grade A - Award of Merit
1			All Hong Kong Schools Jing Ying Table Tennis Tournament organized by Hong Kong Schools Sports Federation: <ul style="list-style-type: none"> ● Girls Grade C - Eighth Prize
11			Nike Rise Academy Summer League 2019 organized by Nike: <ul style="list-style-type: none"> ● Second Prize
1			2019/2020 Hong Kong Inline Freestyle Skating Open Competition organized by Hong Kong Federation of Roller Sports: Youth & Senior Women - FISH <ul style="list-style-type: none"> ● 1st Runner-up (1B Poon Hiu Wa) Youth Women - Classic Slalom <ul style="list-style-type: none"> ● Fourth Prize Youth Women - Speed Slalom <ul style="list-style-type: none"> ● Fifth Place
1 (International)			6th ASEAN Singha Inline Freestyle Open Championships organized by Thailand Extreme Sports Association: <ul style="list-style-type: none"> ● Certificate of Participation
		1	Leisure and Cultural Services Department Tai Po District Age Group Table Tennis Competition 2019: Men's Single - Group MF <ul style="list-style-type: none"> ● First Prize (5E Lee Ho Yin)
		1	Yau Tsim Mong District Age Group Table Tennis Competition 2019: Men's Single - Youth

			<ul style="list-style-type: none"> ● Second Prize (5E Lee Ho Yin)
		1	Sha Tin District Age Group Table Tennis Competition 2019: Men's Single - MF Group <ul style="list-style-type: none"> ● Second Prize (5E Lee Ho Yin)
Academics	68		The 71st HK Schools Speech Festival organized by Hong Kong Schools Music and Speech Association: Our students obtained 5 First Prizes, 7 Second Prizes, 9 Third Prizes and 44 Awards of Merit. They are as follows: Chinese Dramatic Duologue <ul style="list-style-type: none"> ● 1 First Prize (6C Tsang Yan Cheuk, 6F Hau Wai Man) ● 2 Second Prizes (4A Wong Chor Man, 4B Chan Ka Hei Mercy, 6D Wong Yuen Hing, 6F Leung Wing Sze) ● 1 Third Prize (6B Yeung Ting Wai Janette, 6C Lee Cheuk Wai) ● 1 Award of Merit Solo Prose Reading <ul style="list-style-type: none"> ● 1 Award of Merit English Dramatic Duologue <ul style="list-style-type: none"> ● 1 First Prize (3E Ng Tsz Kiu Jayden, 3F Yu Choi Hang) ● 1 Second Prize (6B Wong Chui Ying, 6C Kwong Yui Kiu) ● 1 Third Prize (2B Wong Chak Yu, 2B Yan Tsz Ching) ● 2 Awards of Merit Public Speaking Solo <ul style="list-style-type: none"> ● 1 Second Prize (3E Yu Wai Nam Galazy) ● 7 Awards of Merit Solo Verse Speaking <ul style="list-style-type: none"> ● 2 First Prizes (1C Kiu Tsz Ching Kimmi, 6B Yeung Ting Wai Janette) ● 1 Second Prize (3F Law Helen) ● 3 Third Prizes (1E Fong Cheuk Ying, 4C Wen Chi Kit, 4E Chui Yu Ching Lawrence) ● 27 Awards of Merit Putonghua Solo Prose Reading <ul style="list-style-type: none"> ● 1 First Prize (1B Chang Yuet Ying) ● 1 Second Prize (3F Wong Hei Yi) ● 4 Third Prizes (2C Lee Lok Yi Abbie, 2E Chan Kwan Yiu,

			<p>3B Wong Hoi Tung, 4A Ng Pui Tak)</p> <ul style="list-style-type: none"> ● 2 Awards of Merit <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> ● 1 Second Prize (4D Tam Lok Yiu) <p>4 Awards of Merit</p>
	28		<p>CityU Science Challenges 2019-2020 organized by City University of Hong Kong:</p> <p>Mathematics</p> <ul style="list-style-type: none"> ● Certificate with Distinction (6A Chan Man Sa Samantha, 6A Tsui Ho Yin, 6A Wan Hei Long) ● Certificate with Merit (6A Lam Kwun Hong, 6A Leung Ka Wing, 6A Mok Tsz Long, 6A Ng Kwan To, 6A Pang Tsz Kin, 6A Yam Chi San, 6A Yip Ching Hei, 6C Lam Chun Hang) ● 4 Certificates with Satisfactory Performance <p>Physics</p> <ul style="list-style-type: none"> ● Certificate with Distinction (6A Tsui Ho Yin) ● Certificate with Merit (6A Lam Kwun Hong, 6A Mok Tsz Long, 6A Pang Tsz Kin) ● 2 Certificates with Satisfactory Performance <p>Chemistry</p> <ul style="list-style-type: none"> ● Certificate with Distinction (6A Lam Kwun Hong, 6A Tsui Ho Yin) ● Certificate with Merit (6A Mok Tsz Long, 6B Li Man Yui Gabriel) ● 4 Certificates with Satisfactory Performance <p>Biology</p> <ul style="list-style-type: none"> ● Certificate with Distinction (6A Chan Man Sa Samantha, 6A Tsui Ho Yin) ● Certificate with Merit (6A Yip Ching Hei) ● 4 Certificates with Satisfactory Performance
		5	<p>The Asia International Mathematical Olympiad Open Contest 2020 organized by Hong Kong Mathematical Olympiad Association:</p> <p>Semi-Final</p> <ul style="list-style-type: none"> ● Silver Award (5A Lau Ka Yi Carrie)
	8		<p>NeoUnion ESO Organization, IMMC Committee (Zhonghua)</p> <p>The 6th Annual International Mathematics Modeling Challenge - Regional Contest:</p> <ul style="list-style-type: none"> ● Meritorious (5A Chan Chi Yung, 5A Luo Chi Chung, 5A Siu Hok Yin,

		<p>5A To Cheuk Man)</p> <ul style="list-style-type: none"> Honorable Mention (5A Chan Shun Hei Casen, 5A Lau Ka Yi Carrie, 5A Wong Yat Long, 5A Yu Him Shing Daniel)
8 (International)		<p>The 6th Annual International Mathematics Modeling Challenge - International Contest (Greater China):</p> <ul style="list-style-type: none"> Meritorious (5A Chan Chi Yung, 5A Luo Chi Chung, 5A Siu Hok Yin, 5A To Cheuk Man) Honorable Mention (5A Chan Shun Hei Casen, 5A Lau Ka Yi Carrie, 5A Wong Yat Long, 5A Yu Him Shing Daniel)
8		<p>Thailand Mathematics Society</p> <p>Thailand International Mathematical Olympiad 2019 (Hong Kong Region) (Heat Round):</p> <ul style="list-style-type: none"> 5 Gold Awards (3B Wong Hoi Tung, 6A Leung Ka Wing, 6A Lo Kwan Lok Gene, 6A Ng Kwan To, 6A Yip Ching Hei) 1 Silver Award (3A Man Ka Ho Alvin) 2 Bronze Awards (3F Wong Hei Yi, 4A Wong Chor Man)
3 (International)		<p>Thailand International Mathematical Olympiad 2019 (Semi-final):</p> <ul style="list-style-type: none"> Gold Award (6A Ng Kwan To) Silver Award (3B Wong Hoi Tung) Bronze Award (3A Man Ka Ho Alvin)
1		<p>Guangdong - Hong Kong - Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2020 (Hong Kong Region) organized by "Big Bay Bei" Mathematical Olympiad Organization Committee:</p> <ul style="list-style-type: none"> First Honour (3B Wong Hoi Tung)
5 (International)		<p>The 2nd Team and Individual Mathematical Modeling Tournament organized by Advanced Education and Science Center of Moscow State University:</p> <ul style="list-style-type: none"> 5 Certificates of Participation
14		<p>2020 HuaXia Cup (Hong Kong) organized by Hong Kong Mathematical Olympiad Association:</p> <p>Heat</p> <ul style="list-style-type: none"> 5 First Honour (1D Cheung Cho Keung, 2D Chan See Ching, 2E Shih Ching Ho Jonathan, 2F Iu Ka Yi, 3E Wong Cheuk Hei) 7 Second Honour (1D Li Ho Yui, 1D Tsang Tsz Ying, 1D Wong Siu Yi, 1D Wu Cheuk Hin Johnny, 1E Ma Yang Kun, 2F Chung Hoi Yiu, 3E Tang Pak Yeung) 2 Third Honour (1C Feng Jiangqiyou, 2E Lee Long Sze Lonz) <p>Semi-final</p> <ul style="list-style-type: none"> 1 Second Honour (2F Iu Ka Yi) 2 Third Honour (1C Feng Jiangqiyou, 1D Cheung Cho Keung)

	7	<p>The Chemists Online Self-study Award Scheme 2018-2019 organized by Hong Kong Virtual University, Education Bureau:</p> <ul style="list-style-type: none"> ● 3 Diamond Awards (5A Zhong Ming Yee, 6D Lee Tsz Nga, 6E Mak Hiu Yan) ● 1 Platinum Award (6B Li Man Yui Gabriel) ● 1 Gold Award (6C Shum Ka Wai) ● 2 Bronze Awards (6B To Hiu Ki, 6C Leung Hoi Tung)
	8	<p>Hong Kong Biology Literacy Award (2019/2020) (HKBLA) organized by Hong Kong Association for Science and Mathematics Education:</p> <ul style="list-style-type: none"> ● First Class Honors (6A Chan Kwan Suet Christy, 6A Lam Ming Po) ● Second Class Honors (6A Tsui Ho Yin) ● Third Class Honors (5A Kong Tsz Yu) ● 3 Awards of Merit
	14	<p>Hong Kong Olympiad in Informatics 2019 (Heat) organized by HKOI Organizing Committee:</p> <p>Junior</p> <ul style="list-style-type: none"> ● 2 Finalists <p>Senior</p> <ul style="list-style-type: none"> ● 1 Finalist
	1 (International)	<p>First Page Challenge organized by The Darling Axe:</p> <ul style="list-style-type: none"> ● 1 Finalist
	1	<p>The 2nd Chinese & English Essay-Writing Competition (Secondary School) (English Division) organized by Hong Kong Federation of Journalists:</p> <ul style="list-style-type: none"> ● Award of Merit
	3	<p>"Jing Ying Cup" Chinese Language Knowledge Contest for Youth 2019-20 organized by Society on Modernization of Chinese Language:</p> <ul style="list-style-type: none"> ● 1 Award of Merit ● 2 Finalist
	1	<p>Yesterday for tomorrow: Expounding treasured Chinese traditional culture slogan-creating competition (Secondary Division) organized by Tung Cheng Yuen Lam Tong Charitable Foundation:</p> <ul style="list-style-type: none"> ● Fifth Prize
	2	<p>Hong Kong Secondary School Chinese History Project Study Programme (Junior) organized by HKU MACHS Alumni Association:</p> <ul style="list-style-type: none"> ● 1 Award of Merit
	10	<p>Sing Tao Inter-School Debate Competition organized by Sing Tao Daily: English</p> <ul style="list-style-type: none"> ● The Best 16 (4A Ieong Yat Shun, 4A Leung Seng Chun Clayton, 4A Ng Pui Tak, 4A Ip Vanessa Adeline, 4C Lam Sum Ying, 4C Tai Cheuk Yui, 5B Chang Hiu Ching)

			<p>1st Preliminary</p> <ul style="list-style-type: none"> ● The Best Interrogative Debater (5B Chang Hiu Ching) <p>2nd Preliminary</p> <p>The Best Interrogative Debater (4C Lam Sum Ying)</p> <p>Chinese</p> <ul style="list-style-type: none"> ● The Best 16 (3C Sum Blessing, 3D Chung King Kam, 3E Wong Tsz Yuet, 4C Lam Sum Ying) <p>1st Preliminary</p> <ul style="list-style-type: none"> ● The Best Debater (4C Lam Sum Ying) ● The Best Interrogative Debater (3E Wong Tsz Yuet) <p>2nd Preliminary</p> <ul style="list-style-type: none"> ● The Best Debater and The Best Interrogative Debater (4C Lam Sum Ying) <p>5th Preliminary</p> <p>The Best Interrogative Debater (3E Wong Tsz Yuet)</p>
	1		<p>The Fourth Confucius Cup Speak Competition organized by Confucius Cup Education Development Trust Fund:</p> <ul style="list-style-type: none"> ● Third Prize (2D Chan See Ching)
	3		<p>HKUST Business YoungStars organized by The Hong Kong University of Science and Technology:</p> <ul style="list-style-type: none"> ● 2 Gold Awards (6B Leung Tsz Kiu, 6B Wong Ho Hin) ● 1 Bronze Award (5C Chui Chi Yan)
Aesthetics	8		<p>The 12th Youth Visual Art Exhibition 2020 organized by Eastern District Arts Council:</p> <ul style="list-style-type: none"> ● Hong Kong Outstanding Visual Art Creative Award (6C Cheung Ming Yan, 6D Ho Wang Lok Nicholas, 6E Hui Wai Lam) ● Hong Kong Outstanding Visual Art Student Grand Prize (6E Ip Wun Hei)
	5		<p>Xu Beihong Cup International Youth & Children Art Competition 2019 organized by The Hong Kong Federation of Youth Groups:</p> <ul style="list-style-type: none"> ● 2 Second Prizes (4C Lam Nga Ki, 4C Lee Cheuk Ling) ● 2 Awards of Merit ● 1 Finalist
	1		<p>Christmas Card Design Competition organized by Hong Kong Multiple Intelligences Education Association:</p> <p>Senior</p> <ul style="list-style-type: none"> ● Second Prize (6D Lo Cheuk Ying)

	2		"Control of Obscene and Indecent Articles Ordinance" Slogan and Colouring Competition organized by The Office for Film, Newspaper and Article Administration: <ul style="list-style-type: none"> ● 1 Third Prize (2D He Cho Yin) ● 1 Award of Merit
	15		"Food Safety" Poster Design Competition organized by Food and Environmental Hygiene Department: <ul style="list-style-type: none"> ● Third Prize (4E Tse Wing Sze)
	1		JCA-Connect Drawing Competition organized by Jockey Club Autism Support Network: <ul style="list-style-type: none"> ● Third Prize (2D He Cho Yin)
	5		"Taiwan Impression" Shoulder Bag Design Competition organized by Chinese Cultural Association: <ul style="list-style-type: none"> ● 1 Award of Merit
	1		The 10th "Healthy Life Drawing Competition" organized by The Yuen Yuen Institute MFBM Nei Ming Chan Lui Chung Tak Memorial College: <ul style="list-style-type: none"> ● 1 Award of Merit
	1		"Integrating Creative Arts into Homes and Schools with Positive Values and Love" Comic Strip Contest organized by The Committee on Home-School Co-operation: <ul style="list-style-type: none"> ● 1 Award of Merit
Others	1		Tsung Tsin Mission of Hong Kong Outstanding Student Selection organized by Tsung Tsin Mission of Hong Kong: <ul style="list-style-type: none"> ● Tsung Tsin Mission of Hong Kong Outstanding Student Award (5B Chang Hiu Ching)
	2		Hong Kong Young Ambassador Scheme organized by The Hong Kong Federation of Youth Groups: <ul style="list-style-type: none"> ● 2 Silver Medals (5A Lee Ue Ling, 5B Chan Sin Ting)
	5		Volunteer Service (Individual) organized by Social Welfare Department: <ul style="list-style-type: none"> ● Silver Award (5E Lee Johnny) ● Bronze Award (4A Wong Chor Man, 4B Chou Pui Kwan, 4C Lim Zhi Wai, 4D Wong Tsz Ching, 5C Kong Ho Ching)

The IMC of Shatin Tsung Tsin Secondary School
Financial Statement (2019 - 2020)
(Subject to final audit verification)

	Income \$	Expenditure \$	Surplus / (Deficit) \$
<u>I. Government Fund</u>			
(1) EOEBG			
- Administration Grant	4,845,600.00	3,894,781.68	950,818.32
- Composite Information Technology Grant	532,138.00	504,599.94	27,538.06
- Air-conditioning Grant	597,794.00	712,775.20	(114,981.20)
- Capacity Enhancement Grant	634,017.00	579,922.82	54,094.18
- School-based Speech Therapy Administration Grant	8,000.00	0.00	8,000.00
- School-based Management Top-up Grant	50,000.00	0.00	50,000.00
- EOEBG Baseline Reference	2,577,529.05	2,482,135.90	95,393.15
Sub-total (A) :	9,245,078.05	8,174,215.54	1,070,862.51
(2) Grants/Fundings outside EOEBG			
Other Recurrent Grant A/C	889,500.00	889,500.00	0.00
Committee on Home-Sch Co-op Proj Gr. A/C			
(A) Setting/Subsidizing Expenses of PTA	5,633.00	0.00	5,633.00
(B) Activity	20,000.00	0.00	20,000.00
Salaries Grant A/C	52,538,557.00	52,546,611.40	(8,054.40)
Employer's Cont to PF Scheme for NT A/C	571,815.75	581,961.98	(10,146.23)
Grant A/C for Fringe Benefits under NET	567,969.75	567,969.75	0.00
SB After School Learning & Support Programme A/C	100,800.00	34,312.40	66,487.60
Teacher Relief Grant - Basic	272,675.00	1,678.00	270,997.00
Teacher Relief Grant - Optional	5,946,713.10	5,616,818.28	329,894.82
Learning Support Grant for Secondary School	279,000.00	238,121.60	40,878.40
Diversity Learning Grant - Other Programmes	117,000.00	18,044.00	98,956.00
Moral and National Education Subject Support Grant	0.00	0.00	0.00
Enhancing WiFi Infrastructure - Extra Recurrent Grant	84,940.00	80,704.00	4,236.00
One-off Grant - Promotion of Chi. History & Culture	0.00	0.00	0.00
Information Technology Staffing Support Grant	317,338.00	225,980.00	91,358.00
Grant for the Sister School Scheme	155,134.00	31,710.00	123,424.00
Promotion of Reading Grant	72,310.00	48,863.30	23,446.70
School Executive Officer Grant (SEOG)	534,660.00	419,100.00	115,560.00
Life-wide Learning Grant	1,410,000.00	1,146,899.80	263,100.20
Student Activities Support Grant (SAS Grant)	89,700.00	32,073.20	57,626.80
One-off School-based Speech Therapy Set-up Grant	20,000.00	9,439.30	10,560.70
Special Anti-epidemic Grant	25,000.00	49,568.20	(24,568.20)
Special Grant for Book Purchase	77,800.00	18,585.80	59,214.20
One-off Special Support Grant - Enhance Cleansing	100,000.00	0.00	100,000.00
Hong Kong Schools Drama Festival	0.00	0.00	0.00
Sub-total (B) :	64,196,545.60	62,557,941.01	1,638,604.59
<u>II. School Fund</u>			
(1) Approved Coll. For Specific Purposes A/C			
- Non-standard Items	236,910.00	38,865.00	198,045.00
- Small-class Teaching fee	1,112,032.20	0.00	1,112,032.20
- Students' Union Membership fee	18,300.00	14,509.32	3,790.68
(2) General Fund / Subscription / TF A/C	385,193.66	170,592.13	214,601.53
(3) Donation (including Scholarships)	120,216.89	96,997.70	23,219.19
Sub-total (C) :	1,872,652.75	320,964.15	1,551,688.60
TOTAL (A) + (B) + (C)	75,314,276.40	71,053,120.70	4,261,155.70

Shatin Tsung Tsin Secondary School

Report on the Use of Capacity Enhancement Grant 2019/20

A. Financial Report

Methods	Rationale / Value	2019-2020 Budget	2019-2020 Expenditure
1. Recruitment of graduates as invigilators (\$50/ hour for internal exams,\$124/ hour for public exams)	To free up more teachers' time for the 4 items mentioned in (2)	\$100,000.00	\$96,384.40
2. Recruitment of administrative assistants to help teachers handle the following : (i)collecting reply slips, sick leave letters & handling of students' attendance records (ii) taking up teaching duties when the need arises (iii)performing after-school duties (iv)assisting teachers in their teaching (v) serving as invigilators (vi)assisting teachers in extra-curricular activities	To free up more teachers' time for the 4 items mentioned in (2)	\$370,209.00	\$483,538.42
3. Employment of assistant coaches / coaches for sports school teams	To free up more teachers' time for the 4 items mentioned in (2)	\$160,000.00	\$0.00
4. Hiring part-time teachers for enhancement & remedial classes at various levels	(i) To enhance students' language competency (ii) To cater for individual learner's needs	\$12,410.00	\$0.00
		\$642,619.00	\$579,922.82

Note :

- (1) The expenditure on the employment of assistant coaches / coaches for sports school teams had been paid by the Life-wide Learning Grant.
- (2) Enhancement & remedial classes originally scheduled in the second term were cancelled due to class suspension.

B. Teacher Questionnaire

No.	Content	無意見	非常同意	同意	不同意	非常不同意
1	< 題 1 至 6 旨在了解同工是否同意運用有關款項於題目中提及的方法上，以為教師創造空間或照顧學生需要> 我同意利用教育局提供約十萬聘請畢業同學回校協助監考工作，為教師創造空間	3.28	70.49	26.23	0	0
2	我同意利用教育局提供約三十七萬聘請教學行政助理，為教師創造空間	2.94	67.65	29.41	0	0
3	我同意利用教育局提供約十六萬聘請舞蹈、音樂、美術及體育助教，為教師創造空間	13.24	42.65	42.65	1.47	0
4	我同意利用教育局提供約一萬聘請兼職教師負責拔尖補底工作，為教師創造空間	5.97	46.27	47.76	0	0
5	我同意利用教育局提供約十六萬聘請舞蹈、音樂、美術及體育助教，照顧學生學習上的不同需要	17.65	42.65	39.71	0	0
6	我同意利用教育局提供約一萬聘請兼職教師，照顧學生學習上的不同需要	8.82	50	41.18	0	0
7	< 題 7 至 12 旨在了解同工如何評估題目中提及的方法的成效，即有關方法能否為教師創造空間或照顧學生需要> 我認為利用教育局提供約十萬聘請畢業同學回校協助監考工作，能為教師創造空間以致老師可以提升教與學	5.26	61.4	33.33	0	0
8	我認為利用教育局提供約三十七萬聘請教學行政助理，能為教師創造空間以致老師可以提升教與學	5.88	58.82	35.29	0	0
9	我認為利用教育局提供約十六萬聘請舞蹈、音樂、美術及體育助教，能為教師創造空間以致老師可以提升教與學	23.53	36.76	39.71	0	0
10	我認為利用教育局提供約一萬聘請兼職教師負責拔尖補底工作，能為教師創造空間以致老師可以提升教與學	10.45	40.3	49.25	0	0
11	我認為利用教育局提供約十六萬聘請舞蹈、音樂、美術及體育助教，能照顧學生學習上的不同需要	20.9	37.31	41.79	0	0
12	我認為利用教育局提供約一萬聘請兼職教師，能照顧學生學習上的不同需要	10.29	41.18	48.53	0	0