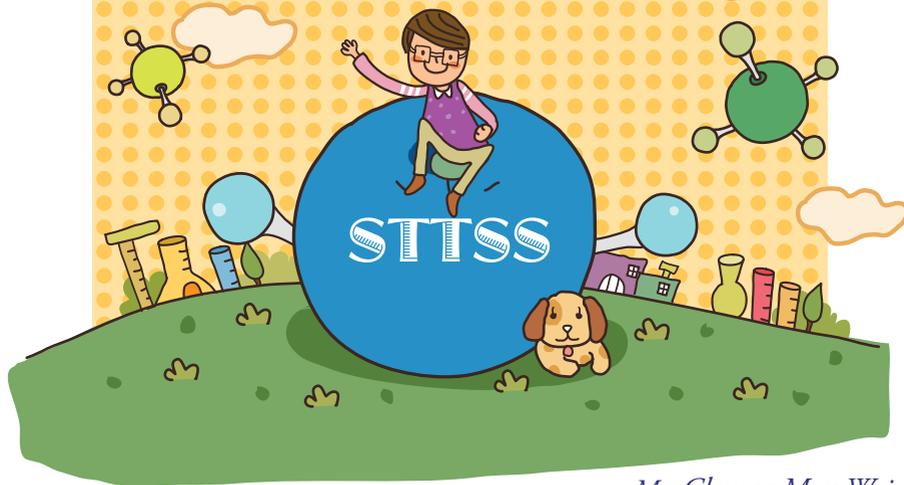


Shatin Tsung Tsin Secondary School 2010-2011 Annual Report



Mr. Cheung Man Wai

Principal

1. School Information

1.1 School's goals and missions

It has been consistently 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 following traits and abilities with which they can develop themselves and contribute to society.



Traits : Self-disciplined
Thoughtful
Trustworthy
Self-motivated
Willing to Serve

Abilities : Communication Skills
Problem-solving Skills
Self-learning Skills

1.2 Progress report

The last academic year witnessed a time when I felt uneasy at heart and most grateful to God since my inception in the teaching profession – it was the time STTSS finally moved to the new campus. In early 2011 when all major structures on the campus site in the Festival City were ready, 3 quality inspections (each lasting 3 to 5 days) were conducted with great effort from our staff who toiled and sweated without complaining under the scorching sun and threat from mosquitoes. Nothing could have been more tedious than discussing and even disagreeing with various government departments, as well as dealing with the construction developer in a brisk manner, for the sole purpose of providing students with the safest and most ideal learning environment.

At the same time, under the leadership of Vice-Principal Ms. K.Y. Leung, the Farewell Campus Organizing Committee spearheaded a string of activities, including a campus photo competition, a school building art competition, a lyrics contest and the sales of farewell campus souvenirs, leading up to the 3 consecutive days of farewell events. Looking back, my mind was filled with scenes of thousands of alumni and their beloved crowding the old campus, busy taking last-minute photos, or having a class photo taken with old folks, purchasing souvenirs, and even participating in football and basketball matches, etc. That day, we bid farewell to the old campus without extravagant feasts. Instead, we administered a heart-warming farewell ceremony and rousing show featuring energetic songs and dances. It is believed that these precious memories and reunions among teachers, students and alumni will linger on in every single one of our minds.

In the midst of campus relocation, the Academic Affairs Committee under the leadership of our Vice-Principal Mr. W.T. Leung was actively involved in the tasks of mapping out teaching progress for various NSS subjects, conducting formative and summative evaluation, coordinating school-based assessment and preparing the first batch of NSS sixth-formers for university application.

Apart from these, we continued to spare no effort in working towards the goal of creating a population of Shatin Tsung-Tsiners who possess the qualities and talents expected of them. Effectiveness of our efforts was confirmed by various types of year-end evaluation conducted across departments and levels.

In developing students' various abilities, teachers and students alike were also heartened by the noticeable improvement in students' academic results, following years of our teaching staff members' effort as regards the introduction of new curricula (e.g. Thinking Skills, Arts-in-Life, Technology), the enhancement of teaching pedagogies (e.g. lesson study, collaborative teaching, Mentorship Scheme for new teachers, etc.) and the provision of elite classes (e.g. English, Chinese, Mathematics, Science and Humanities courses for exceptionally gifted students) as well as remedial classes (e.g. the Nourishment Class, Junior Form Remedial Class, small-class teaching and the Learning Progress Follow-up Pilot Scheme).

On the other hand, we never ceased helping our students implement the ideals expected of a Shatin Tsung-Tsiner, as we were deeply convinced that only by loving oneself and others would human qualities be elevated. We expected that our Shatin Tsung-Tsiners could have their minds grounded in the spirit of Benevolence and have their life guided and shaped by the Christian values of Faith, Hope and Love. On top of a series of activities organized by various committees, teachers continued to impart their life experiences regarding how to develop and realize various life ideals through sharing in the morning assemblies. We also encouraged our students to take an active part in voluntary services to experience love delivered not just in words, but also in deed. For this just cause, we continued to provide S1 to S5 classes with a life education course, and the compilation of a similar course for S6 was under way. In addition,



a 2-day life education camp was held at the beginning of the school year to help S1 students learn how to brace for the life challenges lying ahead and thus bring out their full potential. The camp has proven to be effective with good acclaims.

Externally, the school was again commissioned by various departments of the EDB to conduct training at teaching and learning level, like Mentorship Scheme for new teachers. Over the last academic year, we applied successfully to the EDB for a grant of 1,000,000 dollars for the purpose of creating a better English-learning atmosphere and thereby raising students' English proficiency. Simultaneously, a QEF grant of 115,000 dollars (under the QEF project titled "Streamlining School Administrative Work using New Technologies") was secured to raise administrative efficiency.

Facing a new start, our school will continue with our good track record and tradition of grooming our students into useful social members and seek even further betterment in the areas covering lesson study, life education, character education and the nurturing of students' integrity. As the verses in Psalm 127 go, "Unless the LORD builds the house, its builders labor in vain. Unless the LORD watches over the city, the watchmen stand guard in vain." It is hoped that more blessing can be bestowed on STTSS in its effort to nurture talents under the constant protection and watch of our Heavenly Father.

2. Student Information

The number of classes and students in the year 2010-2011

Class	S.1	S.2	S.3	S.4	S.5	S.6	S.7	Total
No. of classes	5	5	5	5	5	2	2	29
Males	73	79	91	85	71	27	26	452
Females	107	109	103	100	92	37	30	578
Total	180	188	194	185	163	64	56	1030

3. Teacher Information

Among a total of 64 teachers last year, two quitted because of contract completion 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	64	100%
Teacher training	62	96.9%
Master's degree or above	29	45.3%

Teaching Experience	Number	Percentage
0-5 years	9	14.1%
6-10 years	10	15.6%
11-15 years	7	10.9%
Over 15 years	38	59.4%

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

4. Major Concerns And Support Measures In Different Departments

4.1 Management and organization

4.1.1 The major areas of concern

- Creating space for teachers confronted education reforms
- Planning for the relocation to the new school premises

4.1.2 Support measures for addressing those concerns

- Over the years, our teachers have been overburdened with teaching and administrative duties which denied them time for deeper thinking and personal growth. To redress such an imbalance, the school successfully recruited four administrative assistants who took up the tedious duties like collecting reply slips, serving as substitute teachers, being on-duty after school and handling other administrative work. Former graduates were also employed as the exam invigilators to free up precious teachers' 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 make sure there was reasonably adequate time for regular teachers to develop the NSS curricula, part-time teachers were recruited to take care of some elite and remedial classes and two additional teachers were added to the staff list to help share the teaching duties.
- Last year, there was a lot of deep discussion, wide consultation and close contact between the school's working group (for the new premises) and the EDB, the MTR Corporation Limited and the property developer Cheung Kong (Holdings) Limited over the matters regarding the new school's removal and the final handover inspection.

4.1.3 Other support measures

- The Incorporated Management Committee of our school was composed of twelve members (one parent, one Alumni Association representative member and one teacher representative) drawn from different professional sectors like education, social service, legal profession, commerce, medicine, evangelistic groups and so on. Their role was 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 three elected representatives from the teacher community, conducted regular meetings as it saw fit to discuss matters related to the school policies.
- All twelve 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 proposals for future development.
- Each department was headed and monitored by a subject panel head who, from time to time and through the panel meetings, sought to formulate teaching strategies, review curricula and adjust the scheme of work as needs arose. 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.
- Each department conducted its own homework inspection according to its own schedule.
- The Academic Affairs Committee conducted value-addedness analysis following each public examination.
- Copies of questionnaire for various stakeholders (the one provided by the Quality Assurance Division of EDB) were distributed and completed by teachers, parents and students at the end of the term to assess the current situation.
- Each year, parents and students can discuss school policies openly with the School Advisory Council members.



4.2 Professional development for the Principal and teachers

4.2.1 The major areas of concern

- Developing life education and advancing teachers' professionalism
- Boosting team spirit

4.2.2 Support measures for addressing those concerns

- To enhance the teaching and learning effectiveness, we hosted a workshop on the use of eClass.
- A Joint School Staff Development Day and an outing were organized for teachers to strengthen team spirit through group activities.

4.2.3 Other activities

- The Principal over the last year completed 102 hours of professional development, and was frequently interviewed by the mass media and invited to be the guest speaker on the Staff Development Days at various tertiary institutions and fellow schools to share on our school's success experience.
- Our teachers were enthusiastic about professional interflow with local and overseas counterparts in other schools. We received the representatives from the Ministry of Education of Singapore and the Guangdong Province Education Delegation, as well as the visiting principals from Qinghai and engaged ourselves in academic interflow covering the themes such as Hong Kong's education system and STTSS's development in teaching and learning. An exchange of ideas on the teaching of Humanities subjects was also invited by King Ling College.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 45 hours of training in various fields.
- The school also organized a workshop on 'Legal Traps on Campus' to widen teachers' knowledge in this regard.



4.3 Teaching and learning

4.3.1 The major areas of concern

- Honing students' problem-solving and self learning skills
- Raising students' communication skills

4.3.2 Support measures for addressing those concerns

- To hone students' problem-solving and self-learning skills, subject teachers had been trying to give due emphasis on the development of critical thinking skills in curriculum content, teaching pedagogies, homework and assessments. Liberal Studies was made a subject in its own right for S1-S3 to provide students with systematic and explicit teaching of problem-solving, critical thinking and self-learning skills and the opportunities to apply those skills in real sense. Apart from all these, different departments were trying to get aligned with the Liberal Studies subject with a view to incorporating thinking skills into students' learning. These aside, debating courses were launched by both the Chinese and the English Department to provide students with a practice platform for those skills. To move towards self-learning, which required every junior form student to summarize key learning points and identify areas requiring elaboration after the lesson, was practised in subjects like Arts-in-Life and Liberal Studies. Besides, we had in place a widely-acclaimed practice of "Pre-Lesson Preparation" which required 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, 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) and the Junior Form Reading Award Scheme were implemented to help students form a regular habit of reading. The schemes proved to be very effective. Apart from this, through the Extensive Reading Scheme (for Chinese and English), book fairs and the organization of the Writers' Seminar, students' interest in reading was reinforced and their ability to read enhanced. The Chinese Department went further to hold Creative Writing Classes (Fiction and Prose Writing) and organize students' writing groups so as to promote students' writing competence. The use

of Putonghua as the medium of instruction in the Chinese lessons in some classes of junior forms provide students with unquestioned benefits. To advance students' English proficiency, the English Week, movie appreciation, games and conversation booths, song dedication and writing letters to the editor were arranged to provide students with even more opportunities to improve their listening, speaking and writing abilities. Aiding also the enhanced English ethos, senior form students take the initiative to share their life experiences in English in the morning assemblies and this was very well received. At the same time, various S1 bridging and all-level enhancement courses were also offered to create better English ethos and thus uplift students' English competencies. 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 on students' presentation skills through project-based learning. Teachers in Liberal Studies and the Chinese Language have compiled teaching notes on presentation skills and group discussion for long-term reference, too. Furthermore, senior form students are provided with a series of training on meeting and interviewing skills through the joint effort of the Students' Union and the Career Guidance Committee. As regards the extra-curricular activities, our Chinese and English teachers put forth great effort in training students for the HK Schools Speech Festival to raise students' expressive power and the results were encouraging. For details about inter-school competitions, please refer to Section 5.

4.3.3 Curricula

- At junior levels, there were curricula in the languages subjects (Chinese, English and PTH), Mathematics and Science subjects, Humanities, Arts-in-Life, Life Education, P.E. and Christian Education. For senior curricula, other than Chinese, English, Mathematics and Liberal Studies, our school provides a variety of elective subjects to suit students' interests and abilities to develop their talents to the fullest extent.
- To develop students' potentials, Mathematics Enhancement Classes, Mathematical Olympiad Classes, Science Elite Classes and the Chinese and English Debating Classes were launched and offered to exceptionally gifted students. Externally, 5 shortlisted students participated in the Support Measures for the Exceptionally Gifted Students offered by the Hong Kong Academy for Gifted Education this year, 30 joined the e-learning courses (Mathematics, Earth Science and Astronomy) offered by the EDB, and another 5 signed up for the Science Enrichment Programme administered by the Chinese University of Hong Kong. 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 little short of 800 headcounts were registered across all courses as such with pleasing results.
- To cater for learners' differences and to provide timely help for students with various learning needs, small class teaching was implemented in junior forms and, additional remedial classes, namely the Nourishment Class and the Junior Form Remedial Class, were put in place in the middle of the school year.
- To enhance teaching efficiency, the practice of collaborative teaching continued on the basis of the blueprint developed by the Chinese 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 seventh 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 broaden students' artistic perspectives, all juniors had to attend at least one concert or visit at least one arts exhibition. On top of that, they had to take part in one external competition or performance. Meanwhile, each junior had to take up one musical instrument and one sport / art throughout the three years.
- All students had to take part in the EDB-initiated School Physical Fitness Award Scheme and the Long-distance Testing Training.

4.4 Student support

4.4.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner

4.4.2 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 Course, which was aligned with the Christian Education and 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 five years and proved to be effective.
- We held an S1 Life Education Camp on the theme of 'I proceed, I overcome, I discover' with overwhelming responses from the student participants who were encouraged to embrace challenges, make a breakthrough and exert one's potential to the full. Also benefiting from the camp were those S6 student helpers (serving as group leaders) who expressed that they had not merely learned how to take care of their fellow juniors, but also had realized the importance of teaching others by example, had felt the reciprocal love and care from their junior counterparts, had experienced the difficulty in leading activities, etc. The two-day camp witnessed a full display of a Shatin Tsung-Tsiner's traits by those S6 seniors.
- For the first time ever, arrangement was made for 70 student leaders to enroll themselves in 4 workshops spanning over 2 days and a 2-day night camp organized by Hong Kong Tsung Tsin Mission Shatin Integrated Services Centre. Student leaders received training in honing their activity-coordinating and leading skills, building up team spirit and understanding the qualities and roles that a leader should possess.

4.4.3 Other activities

- A seminar on 'Effective Planning for Your Matriculation Life' was run in conjunction with the Career Guidance Committee to guide S6 students in their endeavors to plan their matriculation life and to brace for the accompanying challenges, as well as to get across to them the school's expectations. The seminar was well received.
- All students filled out a questionnaire on the goals intended 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.
- 29 students initiated two issues of a magazine with a full and pleasing display of what STSS stands for.

4.5 Student guidance and discipline

4.5.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner

4.5.2 Support measures for addressing the concern

- To create a student population manifesting the Shatin Tsung-Tsiners' qualities of being trustworthy and willing to serve, we welcomed the EDB-initiated Integrated Education Scheme so that our students could have the opportunities to learn how to accept others' deficiencies that arose for no fault of their own. Students were encouraged to commit themselves to serving others by actively engaging themselves in activities like flag selling, charity sales, S3 Community Service Scheme (for children and the weaker social groups), fund-raising activities for the reconstruction work entailed by the Japan's earthquake, etc. The school has also recently received the Gold Award for Volunteer Service 2010 from the Social Welfare Department under the Volunteer Movement, with 2 students obtaining the Gold Award, 4 the Silver Award and 8 the Bronze Award for Individual Volunteer Service. A total of 458 students took part in community services, accounting for 44% of the entire school population.



4.5.3 Other activities

- 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 was held to help promote teacher-student relationship through better communication.
- The Peer Mentoring Scheme was in place to assist S1 students in adapting to a new learning environment
- Student Growth Unit was set up to address students' needs during their growth process.
- Small group activities were organized in conjunction with the Altruistic Society to promote mental health.
- Sex Education Workshops were held for secondary students to learn how to protect themselves.
- A series of career-planning activities were run to prepare juniors for a life beyond classrooms, by helping them acquire a better understanding of themselves and their career orientation.
- Briefing sessions on senior form curricula were provided for juniors to allow early preparation.
- Assistance regarding choices of studies and careers was provided for senior form students.
- Assistance was provided for S7 graduates on the day of the release of the HKALE results.
- Assistance was given to S7 students in writing references, resumes and in honing interviewing skills
- Well-known community leaders, alumni and parents were invited to provide talks intended to widen our students' global outlook by sharing their working experience and participating in the Junior Achievement Company Programme.
- There were visits to commercial businesses, government organizations, academic institutes and Career Expo, etc. Such visits helped deepen students' understanding of various career paths.
- Assistance was offered to those who intended to further studies either overseas or on the mainland.
- The Prefect Team was arranged to hone students' 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.

4.6 Extra-curricular activities

4.6.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner

4.6.2 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. Students were also encouraged to involve themselves in various music performances, dancing competitions and the like. To provide students with opportunities to extend their thought, love, help and care for others, thus exemplifying the trait of 'being willing to serve' desired of a Shatin Tsung-Tsiner, the Ching Tsung Elderly Academy Volunteer team was set up to let students contribute to society through community services. One-student-one-art Scheme was also promoted at senior levels to create a better aesthetic aura.

4.6.3 Other activities

- To encourage students to involve themselves actively in extra-curricular activities, a total of thirty-two interest groups as well as twenty-seven school teams were offered.
- Besides the annual Sports Day, the six Houses organized regular inter-house competitions (like those for basketball, football, volleyball and the board design competitions) in which students' leadership skills and team spirit could be honed and promoted respectively.



- To deepen students' knowledge about the interest groups, an interest group information day was held to allow students to make informed choices and have a better understanding of the kind of activities they intended to join through face-to-face communication with the ex-co members.
- To advance students' leadership potential, 'Colorful Life Adventure Camp', 'Training Session for the Ex-co members of the Class Association', and 'Training Session for the Ex-co members of Interest Groups' were held to offer them valuable opportunities to further develop their coordination and liaison skills.

4.7 Students' Union

- A wide range of activities held last year were as follows: inter-house football matches, Stationery Crazy Sales, a workshop for producing environmentally-friendly mosquito-catching cans, 'Let's go "Bang Bang" Disguises, an on-campus overnight stay, S2 and S5 Dodge Ball Competitions, an inter-house Chess Competition, a 'Blue Blue Path' event competition for juniors, inter-house volleyball matches, a singing contest, and Summer Water Fun.
- Various kinds of student services and welfare offered were as the following: there were various sales activities like stationery sales (at below-market price levels), stationery special sales, sales of school exercise books, hand heaters, environmentally-friendly bags, SU papers, face masks, study room card holders, tissue papers, computer disks, locks, socks, sock glue, hair clips, rubber bands, etc. Other services included photocopying services (free on the HKAL Results Release Day), binding services, loans of various types of ball and chess games, umbrella and phones, Merchant Discounts Scheme in Tai Wai, Shatin and Ma On Shan regions, the production of correspondence for S.7 graduates, sales of past public exam papers and answer keys, serving as the agent for private tuition, introducing OLEs-related schemes such as organizing a visit to the Cathay Pacific City, recommending sites for War Game, etc. All distilled water coolers underwent checks by the company concerned, too.
- As far as school amenities and services are concerned, money was apportioned for schemes capable of benefiting the teaching staff and the entire student body. Last year, a sum was used to sponsor First Aid Team members to attend first-aid courses of \$737.8.
- To promote joint school activities, boys' and girls' basketball matches, football matches, a photography gallery and a joint school singing contest were organized by the SU in conjunction with other fellow schools in the Shatin district.
- To offer students the opportunity to display the traits required of them, the Dress Casual Day was held to raise funds for the World Vision Hong Kong.
- To further develop students' leadership skills, the committee members of the Students' Union underwent a leadership training camp organized by YWCA so as to strengthen the team spirit and enable better communication and problem-solving abilities.
- 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.

4.8 Religious activities

4.8.1 The major areas of concern

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

4.8.2 Support measures for addressing those concerns

- Gospel sharing was integrated into the morning and hall assemblies. The yearly Gospel Week and the Gospel Camp for seniors remained the best harvesting time. Our school also embarked on the task of ploughing through our commitment to the Evangelistic Sports Program.
- The traits expected of a Shatin Tsung-Tsiner were fostered through the Christian Education lessons.

4.8.3 Other activities

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

4.9 Home-school communication

4.9.1 The major areas of concern

- Sustaining the promotion of parental education

4.9.2 Support measures for addressing those concerns

- To align with the development needs of the New Senior Secondary Education, the PTA, in conjunction with the Home-School Cooperation Committee, worked closely this year with the Career Guidance Committee and the Academic Affairs Committee with the focus sharpened on helping junior students with their career planning. To achieve such a goal, the committee and the AAC jointly arranged a symposium on 'Home-School Cooperation under the NSS' in which parents of first-formers were briefed mainly on the school policies regarding curriculum development and the building up of their wards' other learning experiences. Also, 53 students and their parents were twice provided with guidance on choices of subjects for NSS1. Besides, social workers from YWCA were invited to chair the seminar themed 'Career Planning For Teens' Future' and provided written sharing with parents on both career planning and development.

4.9.3 Other activities

- In order to let our first-formers adapt more comfortably to their lower-secondary learning life, the Home-School Cooperation Committee held seminars on 'How to Assist S1 kids Prepare for Exams' immediately following the Annual PTA General meeting, in addition to small gatherings run for parents of S.1 students. These aside, in response to Voluntary Optimization of Class Structure initiated by the EDB, a briefing session was run by the PTA to deepen parents' understanding of the school's development needs and plan together with parents the best way forward through collection of their opinions over issues as such.
- To strengthen connection with alumni, the PTA arranged two reunion days and meal gatherings for the school's convocation, organized a dinner get-together themed 'We are meant to meet at CU' on New Year's Day, and ran various classes for making festive food items at the Mid-Autumn, Christmas and the Chinese New Year. Furthermore, the school social worker was invited by the PTA to lead the meeting for parental groups on the theme of '2011 Sharing and Talking' in March. A monthly prayer meeting among parents was held by the PTA in the name of 'Gas Station for Shatin Tsung-Tsiners', too
- Various home-school communication channels were maintained through the publication of Tips for Parents of First-formers, Bulletin for Parents, Newsletters for Parents and the Parent Basic Law and the continued operation of a hotline and a 'Friends get mail' link service. The Home-School Cooperation Committee would explore the possibility of having more home-school communication avenues through the setting up of the eClass platform on the school's web site.
- To maintain effective contact between parents and the school, the Principal and the Vice-principals were invited to attend an 'Open School Policy Forum' where genuinely heartfelt dialogues were facilitated.

4.10 Activities involving alumnae/alumni

- To strengthen the ties with the alumni, Career and Studies Counselling Day was organized by the Alumni Association in conjunction with the Career Guidance Committee. Former students were invited to attend the Sports Day to forge stronger bonds and friendship with their junior counterparts.
- To strengthen the school's ties with former alumni and alumnae, the Alumni Association organized a winter basin feast during the Lunar New Year and a Farewell Campus Convocation Party.

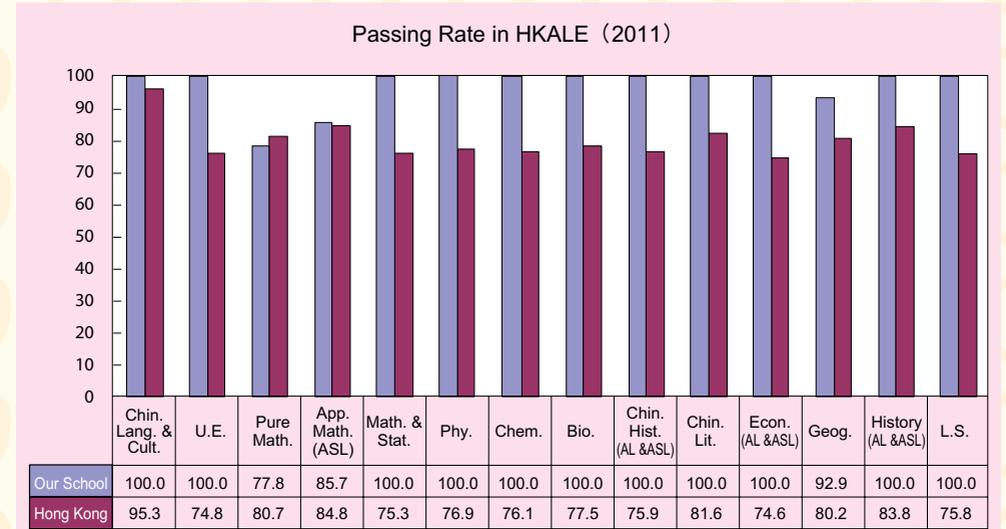
4.11 Student welfare

- Setting up internal scholarships and providing assistance for students to apply for external ones.
- Assisting 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, Health Check Service, Insurance (against accidents in activities) and Discount Cards for bread and cakes.
- Vetting candidates nominated for the Outstanding Student Award and various external academic exchange programmes
- Arranging affordable photo-taking services, flu vaccination, supply of lunch boxes, ordering and tailoring services for textbooks, school uniforms and sports wear
- Setting up the Tuck Shop Management Team which looked to collect opinions from teachers, parents and students regarding issues over food quality and service enhancement.

5. Students' Performance

5.1 HKALE

The average passing rate in the 2011 HKALE was 98.6%. Subjects with an average credit rate of over 50% include the Chinese Language and Culture, Liberal Studies, Physics, Pure Mathematics, Biology, Chinese History & History.



5.2 Extra-curricular and community-based activities

- A total of 690 students were enrolled in various interest group activities (under 5 categories: Aesthetics, Academic, Interest, Physical Development and Community Services) and acquired successfully membership eligibility. There were a combined total of 636 students in the school teams (athletic, aesthetic and academic).
- Our students participated in the following major inter-school competitions:

Title	Number of participants	Percentage
HK Schools Music Festival	353	33.1%
HK Schools Speech Festival	186	17.5%
HK Schools Drama Festival	20	1.9%
HK Schools Dance Festival	20	1.9%
HK Schools Sports Federation Inter-school Competitions	486	45.6%

- Our students participated in the following offshore activities:

Title	Number of participants
Yan Oi Tong Antarctica Expedition	1
Affection for Sichuan: Experiential Learning and Expression of Care (National Education)	2
Ching Yuen Service Tour	14
English Study Tour to Australia (coordinated by the English Department)	15

- Our students participated in the following community services:

Title	Number of participants
Visiting On Kei Nursery School	42
Visiting On Hong Nursery School	39
Visiting On Keung Nursery School	26
Visiting Sun Chui Lutheran Centre for the Elderly	42
Visiting Benevolent Light Kindergarten	41
Ching Tsung Elderly Academy	118
Y.W.C.A. Youth Volunteer Network	20
Raffle ticket selling for Care for the Elderly	54
Participating on the Community Chest Flag Day	23
Flag selling for Hong Chi Association	24
Flag selling for the H.K. Federation of Youth groups	27
Flag selling for S.K.H. St. Christopher's Home	26
Flag selling for Hong Kong Employment Development Service	19
Flag selling for Yuen Long Town Hall	17
Flag selling for Hong Kong Student Aid Society	25
Flag selling for Hong Kong Christian Service	27
Flag selling for Hong Kong Women Development Association Limited	26
Flag selling for Hong Kong Outlying Islands Women's Association	26
Flag selling for Tuen Mun District Women's Association Limited	23

5.3 Inter-school competitions

To broaden the vision, our students actively took part in a wide range of inter-school competitions and won the following awards:

Nature of activities	Number of participants		Awards
	Territorial	Regional	
Sports		45	HKSSF Shatin & Sai Kung Secondary Schools Area Committee Inter-school Swimming Championships: <ul style="list-style-type: none"> 200m Freestyle Girls Grade A - Fourth Prize 200m Breaststroke Girls Grade A - Award of Merit 200m Breaststroke Girls Grade B - Second Prize (4C Lau Ying Tung) 100m Backstroke Girls Grade C - Fourth Prize 200m Individual Medley Girls Grade C - Award of Merit
		47	Inter-school Cross Country Competition: <ul style="list-style-type: none"> Boys Grade B Individual - Third Prize (3D Wong Yat Kan) Boys Grade B - Award of Merit Girls Grade C - Award of Merit
		92	Inter-school Athletics Championships: <ul style="list-style-type: none"> 400m Race Boys Grade B - First Prize (4D Tam Wang Sing) 200m Race Boys Grade B - Third Prize (3A Chan Long Hin) 400m Race Girls Grade B - Third Prize (3A Woo Pik Ka) 200m Race Girls Grade B - Third Prize (4C Lee Lok Yi), 1 Award of Merit Group Girls Grade B - Fourth Prize 3000m Race Boys Grade B - Award of Merit 100m Race Girls Grade B - 2 Awards of Merit 400m Race Girls Grade A - Award of Merit 100m Hurdles Girls Grade B - Award of Merit 100m Hurdles Girls Grade C - Award of Merit Shot Put Girls Grade B - Award of Merit Shot Put Girls Grade C - Award of Merit Javelin Girls Grade B - 2 Awards of Merit Long Jump Girls Grade C - Award of Merit High Jump Boys Grade C - Award of Merit High Jump Girls Grade C - Award of Merit 4x100m Relay Girls Grade C - Award of Merit 4x400m Relay Girls Grade C - Award of Merit Group Girls Grade C - Award of Merit
		37	Inter-school Volleyball Competition: <ul style="list-style-type: none"> Girls Grade B - Fourth Prize Boys Grade A - Award of Merit Girls Grade A - Award of Merit





	63	Inter-school Basketball Competition: <ul style="list-style-type: none"> Girls Grade A - First Prize Girls Grade C - Second Prize Boys Grade C - Third Prize Boys Grade B - Award of Merit
	5	Inter-school Badminton Competition: <ul style="list-style-type: none"> Boys Grade C - Award of Merit
	26	Inter-school Handball Competition: <ul style="list-style-type: none"> Girls Grade C – Second Prize Boys Grade A - Award of Merit Boys Grade B - Award of Merit
	35	Inter-school Long Distance Running Competition: <ul style="list-style-type: none"> Individual Boys Grade B - Award of Merit Girls Grade B - Award of Merit Girls Grade C - Award of Merit
1		All Hong Kong Inter-secondary Schools Gymnastic Competition organized by HKSFF: <ul style="list-style-type: none"> Award of Merit
49		The Hong Kong Netball Association: LCSD Netball Development Tournament 2011 <ul style="list-style-type: none"> Third Prize Inter-school Netball Tournament <ul style="list-style-type: none"> Girls Grade A – Award of Merit Girls Grade B – Award of Merit
23		BOCHK 54th Festival of Sport organized by SF&OC: Netball Tournament: Girls U15 Section: <ul style="list-style-type: none"> Award of Merit Girls U17 Section: <ul style="list-style-type: none"> Award of Merit Climbing Championship: <ul style="list-style-type: none"> Third Prize (3D Lau Oi Ying)
1		The 22nd Hong Kong Open Sport Climbing Competition organized by HKMU: <ul style="list-style-type: none"> Third Prize (3D Lau Oi Ying)
	16	The 5 th Joint School Basketball Competition (Tsunng Tsin Trophy) <ul style="list-style-type: none"> Third Prize
	8	4x100M Invitation Relay organized by Shatin Government Secondary School: <ul style="list-style-type: none"> Girls' Relay – Second Prize (2B Li Christy Yuen Yan, 3A Woo Pik Ka, 4A Ng Kwan Wai, 4C Lee Lok Yi) Boys' Relay - Award of Merit
	8	4x100M Invitation Relay organized by Stewards Pooli Kei College: <ul style="list-style-type: none"> Girls' Relay – Second Prize (2B Li Christy Yuen Yan, 2C Li Min Lan, 3B Law Hoi Ching, 5C Leung Tiffany Wing Yin) Boys' Relay - Award of Merit



	4	JPC Shatin Anti-Drug Table Tennis Honour Cup Competition 2010 organized by Shatin District Junior Police Call: <ul style="list-style-type: none"> Third Prize (3B Law Kai Wang)
	1	Hong Kong Junior Squash Open 2010 organized by Hong Kong Squash: <ul style="list-style-type: none"> Classic Plate Runner-up (4C Wong Hoi Chun)
	1	Hong Kong China Rowing Association: Verdant River Regatta III Women's DIII 1x <ul style="list-style-type: none"> Second Prize (6S Mo Chun Yan) Shing Mun River Regatta III Women's Open 1x <ul style="list-style-type: none"> Second Prize (6S Mo Chun Yan) 2010 Hong Kong Youth Indoor Rowing Championships Individual 2000m Girl's 18 & Under <ul style="list-style-type: none"> Second Prize (6S Mo Chun Yan) Hong Kong Youth Rowing Championship 2010 Girl's 18 & Under Single Scull 1x <ul style="list-style-type: none"> Second Prize (6S Mo Chun Yan) Hong Kong Open Indoor Rowing Championships & Charity Rowathon 2011 Junior Women's Individual 2000m <ul style="list-style-type: none"> Second Prize (6S Mo Chun Yan)
	1	Inter-school Taekwondo Open Competition 2010 organized by Hong Kong Taekwondo Active Association: <ul style="list-style-type: none"> Third Prize (2C Cheng Ka Hei Karen)
	1	2nd Inter-school ITF Taekwon-Do Colour Belt Invitational & HK Team Selection organized by HK Original Taekwon-Do Council: <ul style="list-style-type: none"> Youth Individual Kata First Prize (3D Li Wing Sum)
	1	2010 EPEE Challenge Competition organized by i-Fencing Club: <ul style="list-style-type: none"> Second Prize (1E Suen Wai Kei Valerie)
	1	The 8th Joint School Fencing Invitation Tournament organized by Yan Oi Tong Tin Ka Ping Secondary School: <ul style="list-style-type: none"> Third Prize (3B Wong Hiu Yan)
Academic	153	The 62nd HK Schools Speech Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 11 First Prizes, 14 Second Prizes, 17 Third Prizes and 97 Awards of Merit. They are as follows: Chinese Solo Prose Reading <ul style="list-style-type: none"> 2 Third Prizes (4C Hui Chi Hin, 5A Chau Ho Tin) 7 Awards of Merit Solo Verse Speaking <ul style="list-style-type: none"> 1 First Prize (2C Chow Kar Ho) 2 Third Prizes (4C Leung Man Yi, 6A Wong Pui Yiu) 2 Awards of Merit Dramatic Duologue <ul style="list-style-type: none"> 1 First Prize (3C Li Hiu Yan, 3C Tang Yan Ting) 1 Second Prize (4C Kung Oi Ting, 4C Kwok Nga Man) 2 Third Prizes (2C Chan Kit Yan Vanessa, 2C Mok Sui Ping, 3A Lo Ching Ki, 3D Cheung Ka Yau) 13 Awards of Merit



		<p>Bible Reading</p> <ul style="list-style-type: none"> • 2 Third Prizes (4C Hui Chi Hin, 4C Leung Man Yi) • 4 Awards of Merit <p>Putonghua</p> <p>Solo Prose Reading</p> <ul style="list-style-type: none"> • 3 Second Prizes (1C Kwok Tsz Wai Kit, 2C Chan Kit Yan Vanessa, 4C Lai Sin Yi) • 15 Awards of Merit <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> • 1 First Prize (2C Chan Kit Yan Vanessa) • 1 Third Prize (5D Ho Mei Lin) • 8 Awards of Merit <p>English</p> <p>Public Speaking Solo</p> <ul style="list-style-type: none"> • 1 Second Prize (5A Chan Kwun Yi) • 1 Award of Merit <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> • 8 First Prizes (1C Wong Wing Shuen Stephanie, 1E Ho Lut Heng Wayne, 2C Chan Matthew Hiu Hei, 2C Kwok Wui Sum, 2E Pang Ho Yi, 3C Suen Wai Lam Rosalyn, 4A Wu Chia Yi, 4E Leung Fei Tung) • 9 Second Prizes (1E Kwan Lok Yin, 3C Tse Wa, 4B Lee Tsz Ying, 4C Chung Ching, 4C Lai Sin Yi, 4C Lee Tin Yan, 4D Wong Tse Shan, 4E Tai Ching Hei, 5A Chan Chak Ming) • 7 Third Prizes (1C Leung Sherine, 2C So Kevin Wing Kan, 2E Hui Yan Tung Christobel, 2E Kwok Shue Yeung Joshua, 4A Wan Nik Hang Alex, 4A Wong Pik Yuk, 5A Chow Yuen Ching) • 45 Awards of Merit <p>Solo Prose Reading</p> <ul style="list-style-type: none"> • 1 Third Prize (4A Leung Hiu Wai) <p>Dramatic Duologue</p> <ul style="list-style-type: none"> • 1 Award of Merit <p>Solo Dramatic Performance</p> <ul style="list-style-type: none"> • 1 Award of Merit
	1	The 17th Bible Recital Festival S4-7 Solo (Chinese) organized by Chinese Bible International Ltd.: <ul style="list-style-type: none"> • Second Prize (4C Hui Chi Hin)
	1	The 7th National Inter-school Public Speaking Competition (Junior) - Heat organized by St. Joseph's College: <ul style="list-style-type: none"> • First Prize (3C Tang Yan Ting)
	343	2011 International Competitions and Assessments for Schools organized by The University of New South Wales: Our students obtained 9 High Distinctions, 99 Distinctions and 152 Credits. Mathematics <ul style="list-style-type: none"> • 1 High Distinction (3C Yin Ka Ho) • 38 Distinctions • 41 Credits



		<p>English</p> <ul style="list-style-type: none"> • 5 High Distinctions (3E Leung Ka Yan, 3E Mccorkindale William Joseph, 4A Chim Wung Cheong, 4A Leung Hiu Wai, 4D Shum Yan Ting) • 39 Distinctions • 58 Credits <p>Science</p> <ul style="list-style-type: none"> • 3 High Distinctions (1E Chan Tsz Ki, 1E Ho Lut Heng Wayne, 4A Wu Chia Yi) • 22 Distinctions • 53 Credits
	108	2010 Australian Mathematics Competition organized by Australian Mathematics Trust: <ul style="list-style-type: none"> • 1 Prudence Award (3C Chow Yik Ming) • 1 High Distinction (4A Lam Ka Man) • 18 Distinctions • 49 Credits
	1	World Class Arena Elite Competition 2011 organized by HKUST WCT Asia Center: <ul style="list-style-type: none"> • Gold Award (3C Chow Yik Ming)
	2	Enrichment Program for Science Talents (Matrix) organized by HKUST: <ul style="list-style-type: none"> • 2 Distinctions
	15	World Class Tests organized by HKUST WCT Asia Center: Problem Solving <ul style="list-style-type: none"> • 5 Distinctions (3C Chow Yik Ming, 3C Yin Ka Ho, 3D Yau Cheung Him, 3E Ho Chin Hei, 3E Mccorkindale William Joseph) • 1 Merit Mathematics <ul style="list-style-type: none"> • 7 Distinctions (3C Chow Yik Ming, 3C Tong Pui Yu, 3C Yin Ka Ho, 3D Yuen Ming Tak, 3D Yau Cheung Him, 3E Ho Chin Hei, 3E Mccorkindale William Joseph) • 1 Merit
	9	Secondary School Mathematics and Science Competition (Maths) organized by The Hong Kong Polytechnic University: <ul style="list-style-type: none"> • 3 High Distinctions (5A Chan Chi Yan, 5A Man Ka Kit, 5B Ho Yin Lok) • 2 Distinctions • 1 Credit
	4	The 28th Hong Kong Mathematics Olympiad (Heat) organized by HKIED and EDB: <ul style="list-style-type: none"> • 2 Third Class Honours (5A Leung Kin San, 5B Ho Yin Lok)
	4	The Second Session of Inter-school MathDV Competition organized by New Secondary Mathnet: <ul style="list-style-type: none"> • Award of Merit
	15	The 10th Pui Ching Invitational Mathematics Competition organized by Pui Ching Middle School: <ul style="list-style-type: none"> • 5 Awards of Merit



18		CityU-CS Robocode Contest 2010 organized by City University of Hong Kong: • 2 Awards of Merit
6		World Robot Olympiad 2010 (Hong Kong Section) organized by Semia Ltd.: • Second Class Award (4A Ma Chung Tin Justin, 4C Cheung Chak Wang, 4C Yuen Son Sang, 5B Sze To Wang Kit, 5B Wong Wing To, 5C Cheung Chun Kit).
12		Hong Kong Olympiad in Information 2011 organized by HKOI Organizing Committee: • 2 Bronze Medallists (4A Lam Ka Man, 4C Yuen Son Sang) • 1 Finalist
5		Hong Kong Budding Scientists Award organized by Gifted Education Section, Education Bureau: • First Class Honour (4A Chow Ka Wai) • Second Class Honour (4C Yuen Son Sang) • Third Class Honour (2C Chan Matthew Hiu Hei, 2C So Kevin Wing Kan, 2E Ho Sze Chai)
4		The 6th Inter-school Competition on System Modeling and Optimization organized by Department of SEEM, CUHK: • Champion & Best Report Award (6S Fong Ka Ho, 6S Yau Tze Man Mandy) • Merit Award (5B Cheung Man Chun, 5B Ho Yin Lok)
3		International Junior Science Olympiad - Hong Kong Screening 2011 organized by The Hong Kong Academy for Gifted Education: • 3 Third Class Honours (2E Ho Sze Chai, 2E Lam Siu Hin, 2E Yeung Man Chak)
5		Hong Kong Physics Olympiad 2011 organized by The Hong Kong Academy for Gifted Education: • 1 Second Honour (5B Ho Yin Lok) • 4 Third Honours (4A Chan Sze Chun Warren, 4A Ng Kwun Ting, 4B Keung Ki San, 5C Lee Kwok Pong)
4		Joint School Science Exhibition - Proposal Competition organized by Joint School Science Exhibition Organizing Committee: • Second Prize (4A Au Ching Ho, 4B Keung Ki San, 6S Cheung Wai Fai, 6S Fong Chee Chung)
60		The Hong Kong Schools English Writing Contest 2011 organized by Australia Education Link: • 2 Awards of Merit • 20 Finalists
	3	"Social Drama - Hanging by a Thread" Writing Competition organized by Social Welfare Department: Senior Group • First Prize (4A Man Sze Yan) Junior Group • First Prize (3B Tsoi Ka Yu) • Second Prize (2E Yeung Wan Ching)

	2	"Secondary Students' Best Ten Books Election" organized by HK Professional Teachers' Union & HK Public Libraries: Book Review Writing Competition (Junior): • First Prize (3E Chan Chun Ting) Book Commendation Competition (Junior): • 1 Finalist
	1	Hong Kong Youth Science Fiction Writing Competition 2011 (Senior) organized by HKNGCA Science Innovation Centre: • Third Prize (4C Kwok Nga Man)
	1	The 26th Annual Book Report Competition for Secondary School Students - Chinese (Extensive Reading Section) (Junior Division) organized by The Commercial Press (H.K.) Ltd.: • Award of Merit
	1	Inter-school Chinese Penmanship Competition organized by Hong Kong Professional Teachers' Union: • 1 Award of Merit
	1	2011 The 6th Filial Piety Writing Contest organized by HK Family Federation for World Peace Unification: • Smile Genuine Award (5D Fu Siu Yuen)
	1	Secondary School Creative Writing Competition organized by HK Baptist University: • Young Writing Award (3E Cheung Kin Yi)
	1	"Open- your- heart" School Integration Writing Competition organized by HK Autism Awareness Alliance & EDB: • First Prize (5A Cheung Fu Wa)
Aesthetics	315	63rd HK Sch. Music Festival organized by Hong Kong Schools Music and Speech Association: Our students obtained 3 First Prizes, 5 Second Prizes, 7 Third Prizes and 246 Awards of Merit: 3 First Prizes • Graded Violin Solo (2D Lee Tsz Fung) • Xiao Junior (4C Tsang Kit Yi) • Voice Solo – Chinese (4E Leung Fei Tung) 5 Second Prizes • Graded Violin Solo (1A Lam Cheuk Hang) • Flute Junior (1C Lo Wai Ching, 1C Wong Wing Shuen Stephanie) • Graded Piano Solo (1E Poo Ching Yan) • Zheng Junior (2C Mok Sui Ping) 7 Third Prizes • Recorder Duet (1C Chan Pui Yan Jessie, 1C Wong Wing Shuen Stephanie) • Trumpet Senior (1E Suen Wai Kei Valerie) • Voice Solo – Chinese (2C Leung Ka Ka, 3C Pang Chau Yuet) • Female Voice Duet (3C Chiu Lok Yu Jennifer, 3C Ho Ka Tip, 4E Leung Fei Tung, 4E Ho Ka Yi) Achievements of the school teams: • Church Music School Choir - Third Prize • Girls' Choir English Section Junior - Award of Merit • String Orchestra Intermediate - Award of Merit



	326	2010 HK Youth Music Interflows Contest organized by HK Music Office : <ul style="list-style-type: none"> Chinese Orchestra (31 to 90 members) – Silver Award Symphonic Band (Intermediate) – Silver Award Symphony Orchestra –Bronze Award String Orchestra – Merit Award
	20	The 47th Schools Dance Festival organized by EDB & Hong Kong Schools Dance Association Limited: <ul style="list-style-type: none"> School Dancing Team - Award of Commendation Classic Chinese Dance (1A Ho Kwan Yee)
	20	Hong Kong School Drama Festival organized by EDB and Hong Kong Art School: <ul style="list-style-type: none"> Outstanding Actress (3E Li Po Yi)
	1	Road Safety Colouring Competition organized by Shatin District Council: <ul style="list-style-type: none"> Award of Merit
	1	“Walking with Dinosaurs” Drawing Competition organized by The Commercial Press (H.K.) Ltd.: <ul style="list-style-type: none"> Award of Merit
	1	Happy Family Info Hub E-card Design Competition (Thematic Section) organized by Family Council : <ul style="list-style-type: none"> First Prize (3C Suen Wai Lam Rosalyn)
	1	2010 Shatin Youth Award Scheme organized by Sha Tin District Summer Youth Programme Co-ordinating Committee: <ul style="list-style-type: none"> Award of Merit
	7	“Witnessing our Nation’s Ascendancy” Calligraphy Competition organized by F.T.U. New Territory East (Shatin) District Service Office: <ul style="list-style-type: none"> First Prize (4D Chan Ching Tao) Third Prize (5C Choi Ka Sin) 1 Award of Merit
	19	“Harmonious Campus” Comics Design Competition organized by City University of Hong Kong: Junior Group <ul style="list-style-type: none"> 3 Awards of Merit Senior Group <ul style="list-style-type: none"> 1 Award of Merit
	1	The Summer Animated Digital Photography Competition – Shatin organized by HKFYG Lung Hang Youth S.P.O.T.: <ul style="list-style-type: none"> First Prize (4A Ma Chung Tin Justin)
	3	The 10th “Star River” National Children’s Fine Arts Calligraphy & Photography Contest organized by China Youth & Children Research Center: <ul style="list-style-type: none"> 2 Second Prizes (2B Chan Sheeny, 5C Choi Ka Sin) Third Prize (2B Li Chanel)
	1	The 8th National Teenage Artistic Shows organized by Chain Association for Children’s Arts: <ul style="list-style-type: none"> Second Prize (2B Yeung Tsz Ting)



	12	Career Safety Couplet - Calligraphy Writing Competition organized by Association for the Rights of Industrial Accident Victims: <ul style="list-style-type: none"> First Prize (1B Chan Yat Hin)
	1	Water Safety Poster Design Competition 2010/11 organized by Leisure and Cultural Services Department: <ul style="list-style-type: none"> Award of Merit
	4	“Danger of Soccer Betting” Comics Design Competition organized by The Hong Kong Federation of Youth Groups: <ul style="list-style-type: none"> First Prize (3C Suen Wai Lam Rosalyn)
	6	The 7th CYC ‘Go’ Contests (Shatin) organized by Education Bureau Community Youth Club: <ul style="list-style-type: none"> Second Prize (3E Lun Cheuk Yin)
	1	The 10th Hong Kong Amateur Go Open Competition (Junior) organized by Hong Kong Go Association: <ul style="list-style-type: none"> Fourth Prize
	1	Hong Kong Children’s Go Academy: The First Teenage Go Open Competition <ul style="list-style-type: none"> Second Prize (3E Lun Cheuk Yin) Go Competition in Spring - Dan Ranking System <ul style="list-style-type: none"> Second Prize (3E Lun Cheuk Yin)
	1	Shatin “Go” Competition 2011 organized by Smart Go: <ul style="list-style-type: none"> Third Prize (3E Lun Cheuk Yin)
Others	2	Volunteer Recognition Programme organized by Sha Tin Youth Association: <ul style="list-style-type: none"> Silver Award (4A Tan Chunmei) 1 Certificate
	12	Volunteer Service organized by Social Welfare Department: <ul style="list-style-type: none"> 1 Gold Award (3E Chan Chun Ting) 4 Silver Awards (4A Tan Chunmei, 4C Lai Sin Yi, 5C Yu Sin Hung, 5D Au Hiu Man) 7 Bronze Awards (5A Keung Shuk Yee, 5A Poon Chi Shing , 5C Fong Wan Shan, 5C Fu Siu Yuen, 5C Wong Cheuk Yiu, 5D Ho Mei Lin, 5D Lam Hong Lee)
	1	Handball Association of Hong Kong, China Hong Kong Youth(Under16) Training Team <ul style="list-style-type: none"> 3A Woo Pik Ka
	1	Hong Kong, China Rowing Association Hong Kong Rowing Team Junior Squad <ul style="list-style-type: none"> 6S Mo Chun Yan
	1	Volleyball Association of Hong Kong, China Hong Kong Youth Team <ul style="list-style-type: none"> 5E Ng Lok Wai
	1	Hong Kong Basketball Association Hong Kong U18 Representative Team <ul style="list-style-type: none"> 6A Fong Ka Kui
	1	Hong Kong Basketball Association Hong Kong U16 Elite Team <ul style="list-style-type: none"> 5E So Ka Hei

5.4 Religious activities

- The number of students converted to the Christian faith: 56
- The number of students joining the gospel camp: 20
- The number of students taking part in Evangelistic Sports Programs: 13
- The average number of students joining the Christian fellowship: 16

5.5 Careers and further education

- S.7

Offered a degree or non-degree course by a local or an overseas university	Other paths (joining the labor force, repeating S7)
55	1

5.6 Indicators of students' affective and social outcomes

Item	Subscale	School Junior average(10/11)	HK Junior average	Effect Size	School Average (09/10)
1	General Satisfaction	2.56	2.60	Negligible	2.52
2	Negative Affect	1.93	1.81	Small	2.15
3	Teacher Student Relationship	2.83	2.98	Small	2.84
4	Social Integration	2.95	2.92	Negligible	2.95
5	Achievement	2.44	2.55	Negligible	2.50
6	Opportunities	2.90	2.97	Negligible	2.81
7	Adventure	2.44	2.53	Negligible	2.53

Item	Subscale	School Senior Average(10/11)	HK Senior average	Effect Size	School Average (09/10)
1	General Satisfaction	2.44	2.48	Negligible	2.52
2	Negative Affect	2.06	1.94	Small	2.15
3	Teacher Student Relationship	2.85	2.91	Negligible	2.84
4	Social Integration	2.97	2.94	Negligible	2.95
5	Achievement	2.44	2.42	Negligible	2.50
6	Opportunities	2.81	2.77	Negligible	2.81
7	Adventure	2.38	2.43	Negligible	2.53

Note: APASO-2 has been employed for data handling since 2011 with the result for seniors and juniors being displayed separately.

Comments

- Overall speaking, our junior form students showed a slightly lower rating than the average Hong Kong students on the criterion Teacher Student Relationship. There was no obvious difference in the rating on this criteria from the Hong Kong average among our senior form students.
- Our students demonstrated a slightly higher level of negative emotion when compared with the average Hong Kong students, but the rating was significantly lower than that recorded last year.
- On all other criteria, the ratings followed the Hong Kong averages closely.

5.7 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	1.7%	98.3%
S2	1.6%	98.4%
S3	1.8%	98.2%
S4	2.7%	97.3%
S5	2.9%	97.1%
S6	2.9%	97.1%
S7	2.9%	97.1%

6. Summarizing The Past And Planning For The Future

6.1 Work performance

The school was satisfied with the development and growth that occurred in various aspects. 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 challenges posed by the NSS reform and the relocation to the millennium premises.

6.2 Development plan: situational analysis

6.2.1 Externally

- Education reforms: medium of instruction, 3-3-4 system and curriculum
- Dwindling student population

6.2.2 Internally

- A millennium premises
- Sound administrative hierarchy
- Upgraded information technologies
- A pool of teachers with professionalism
- Adequate training and support for new teachers to improve their teaching pedagogy
- 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

6.3 Future development

6.3.1 Management and organization

- Streamlining work and recruiting additional teachers and administrative assistants to reduce workload and pressure on teachers
- Support measures for the development of the new school site

6.3.2 Teachers' professional development

- Workshops designed to raise teaching quality
- Mentorship Scheme for new teachers to mesh in with the school's cultures and practices

6.3.3 Academic affairs

- Nurturing the abilities that a Shatin Tsung-Tsiner should possess
- Paying close attention to the NSS system

6.3.4 Student support, discipline, guidance, religious affairs, extra-curricular activities

- Nurturing the traits expected of a Shatin Tsung-Tsiner
- Stepping up evangelistic effort
- Strengthening National Education
- Beefing up Environmental Education

6.3.5 Students' welfare

- Campus embellishment

6.3.6 Liaison with parents

- Strengthening parental education

6.3.7 Alumni

- Widening the network of alumni



張文偉 校長

1. 學校資料

1.1 學校目標及宣言

我們相信藉著基督的愛、老師的言教與身教、家長的緊密合作，能為學生提供德、智、體、群、美、靈的培育。我們希望透過全人教育，培育沙崇人具備以下的特質及才華，從而發揮自己，服務社群。

特質方面： 自律
為人設想
可靠
主動
樂於服務

才能方面： 溝通能力
解難能力
自學能力



1.2 學校近況

過往一年，可以說是本人自投身教育界以來，心情最忐忑、最感受神恩典的一年—沙崇終於「搬家」了。從今年的年初，名城新校舍的主體已全部完成，在同工的同心協力下，我們先後三次(每次三至五天)到新校舍進行驗收工程。在悶熱、蚊多的情況下，即使同工汗流浹背地工作，卻毫無怨言。然最勞心的卻是與不同政府部門的討論、議論甚至爭論；對承辦商則要軟硬兼施、剛柔並濟，務求為同學提供安全、最理想的學習環境。

同一時間，在梁潔妍副校長的領導下，告別校園籌委會密鑼緊鼓地策劃一連串的活動，包括校園攝影比賽、校舍素描及繪畫比賽、填詞比賽、告別校園紀念品及壓軸的一連三天的告別校園慶典活動。回想七月九日，數以千計的校友及其摯愛，把校園擠得水洩不通，有的忙於拍照、拍分級相片、買紀念品，有的則參與籃球及足球比賽等。當日，沙崇並沒有安排豪華夜宴，但卻安排溫馨感人的告別校園儀式及狂歌勁舞的校友晚會。這一幕幕的師生聚舊、校友重聚將成為各出席者的永久寶貴回憶。

遷校的同時，學務委員會在梁榮德副校長帶引下，積極的為第一屆新高中的同學去籌劃，重點項目包括：規劃各科的教學進展、進展性及總結性評估及校本評核的協調及為來年中六同學預備申報大學。

除此之外，我們仍為培育「沙崇人」特質與才華的目標而不斷努力，年終時更透過各類的評估以了解工作的成果。

就沙崇人才能培育方面，經老師多年的努力——引入新課程(思考方法科、生活藝術科、科技科等)、提升教學技巧(課堂學習研究、協作教學、教學啟導計劃等)及推動拔尖(中、英、數、科學科及人文學科資優課程)補底(固本培元班、功課輔導班、小班教學及學生學業跟進先導計劃等)課程，令學生的成績有所提升，師生深受鼓舞。

另一方面，我們仍繼續關注沙崇人特質的實踐，我們深信，唯有愛的實踐，才能提升人的質素。我們盼望沙崇人能以仁愛為念，以基督的信、望、愛為座右銘。除一系列由各委員會策劃的活動外，各老師更善用每天的早會，與沙崇人分享個人成長歷程及如何培育、實踐不同的生命素質。同時，我們積極鼓勵同學服務社群，以體驗愛的真義。過去一年，我們全面為中一至中五學生開設生命教育課，並籌備編寫中六級生命教育課程。我們又於學期初為中一級的學生安排了兩日一夜的生命教育營，教導學生要勇於面對人生的挑戰，發掘一己的潛能，效果良好。

校外聯繫方面，本校獲教育局不同部門邀請擔任培訓工作，其中包括教與學方面的「教學啟導計劃」。同時，本校亦向教育局成功申請約一百萬元，用作塑造良好英語環境以提升學生的英語能力。同時，本校亦成功向優質教育基金申請拾一萬五千元〈運用新科技處理學校行政工作〉的計劃以提升行政效率。

面對新的一年，本校將會秉承過往優良傳統，在教學研討、生命教育、品德陶鑄各方面精益求精，以作育英才。誠如詩篇一二七篇說：「若不是耶和華建造房屋，建造的人就枉然勞力；若不是耶和華看守城池，看守的人就枉然做醒」。盼望在天父的保守與看護下，沙崇在樹人的崗位上蒙 神更大的祝福。



2. 學生資料

一零至一一年度開設之班級及學生人數如下：

班級	中一	中二	中三	中四	中五	中六	中七	合計
班數	5	5	5	5	5	2	2	29
男生	73	79	91	85	71	27	26	452
女生	107	109	103	100	92	37	30	578
總數	180	188	194	185	163	64	56	1030

3. 教師資料

本校共有六十四位教師，在過去一年有兩位同工約滿離職，兩位同工退休。

有關本校教師的年資及經驗，詳見下表：

學歷	人數	百分率
具備學士學位	64	100%
曾受正規師訓	62	96.9%
具備碩士或以上學位	29	45.3%

教學經驗	人數	百分率
0—5年	9	14.1%
6—10年	10	15.6%
11—15年	7	10.9%
超過15年	38	59.4%

語文基準	狀況
英文	全數達標
普通話	全數達標

4. 學校各部門關注事項及主要措施

4.1 管理與策劃

4.1.1 關注事項

- 為老師創造空間以回應教育改革
- 為遷校工作作準備

4.1.2 為配合關注事項而推行的活動 / 計劃

- 近年老師工作日益沉重，思考及發展空間不足。為改善這情況，本校繼續於過去一年，聘請四位教育行政助理負責收回條、代課及課後當值等行政工作，並邀請畢業同學負責監考，又聘請舞蹈、音樂、球類助教等以分擔老師的工作。此外，本校又聘請兼職老師進行拔尖補底工作，並額外聘請兩位老師以分擔同工的教學工作，讓本校同工有空間準備新高中課程。
- 在過去一年，本校遷校工作小組與教育局、港鐵及發展商長江實業有緊密而深入的接觸及討論，就遷校及驗收學校作最後的檢視。

4.1.3 其他措施

- 本校之法團校董會，成員共十二名(其中三人分別為家長、校友及老師代表)，他們均為專業人士，分別來自教育、社會服務、法律、商業、醫療及宗教等不同界別，為校董會提供適切而專業的意見。
- 校政諮議會由正、副校長、七名主任及三名民選代表組成，按時討論校政。
- 各委員會（如學務、學生培育、宗教、輔導等共十二個）落實執行德、智、體、群、美、靈六育的發展，各會在年終進行檢討，評估成效並提交來年的計劃書。
- 各學科科務由科主任監察，並透過科務會議制訂教學策略，因應需要修訂課程及教學進度。同時，在年終進行檢討，評估成效並提交來年的計劃書。
- 每年舉行四次全體教職員會議，商討校務。
- 各科每年均進行課業審視。
- 學務委員會就學科於公開試表現進行增值研究。
- 每年年終本校均會派發教育局質素保證組「持分者問卷」，供老師、學生及家長填寫，以評估學校發展狀況。
- 家長及學生每年均可與校政諮議會成員公開討論學校政策。

4.2 校長及教師專業發展

4.2.1 關注事項

- 優化教學
- 提升團隊精神



4.2.2 為配合關注事項而推行的活動 / 計劃

- 為優化教學，本校特舉辦教育工作坊學習使用新的網上教育平台。
- 舉辦聯校教師日及教師大旅行，藉分組活動提升團隊精神

4.2.3 其他活動

- 校長於過去一年參與持續專業發展的時數為102小時，並且多次出任大專院校及友校教師專業發展日嘉賓，接受傳媒訪問，分享沙崇的成功經驗。
- 本校的同工樂於與其他學校的教師交流意見，本校曾接待新加坡教育局、青海校長團、廣東省教育局訪問團討論香港教育及沙崇教學發展，又接待景嶺書院，交流人文學科的教育。
- 同工亦積極參與各種不同的專業進修活動，平均每位教師進修時數為45小時。
- 本校亦舉辦校園法律工作坊，擴闊老師的視野。

4.3 教學與學習

4.3.1 關注事項

- 提高學生解難及自學能力
- 提高學生溝通能力



4.3.2 為配合關注事項而推行的活動 / 計劃

- 為訓練學生解難及自學能力，各科在課程內容、教學方法、課業和考核方面均強調思考能力的培養。本校更於初中開設通識教育科，讓學生學習及實踐解難思維、批判思維及自學能力。此外，各科正與通識教育科配合，將學生掌握的思考技能，融入各科的學習中。中、英文科更推動辯論課程，讓學生實踐解難思維。自主學習方面，生活藝術及通識教育科繼續在初中要求學生於課後自行整理及總結課堂中的學習，查找學習重點及不明白的地方。而深受師生好評的「學生備課學習」，則是老師於教授課題前，讓學生預先備課、尋索資料，從而提高學習效果。最後，本校的綜合科學、科技、生活藝術、通識教育科會要求學生在初中三年完成六個專題研習，以培訓學生自主學習及實踐解難能力。
- 為提高學生溝通能力，本校特設「午間閱讀計劃」（於午膳後設二十分鐘的師生閱讀時間）及「初中閱讀計劃」，以培養學生的閱讀習慣，成效顯著。本校透過「中英文科廣泛閱讀計劃」、多次的書展及舉辦「作家講座」以深化及提升學生的閱讀興趣及能力。中文科更舉辦創意寫作班(小說及散文寫作)及組織「校園小作家」，鼓勵學生多寫作，提升學生的寫作能力。在初中部份班別推行普通話教中文，這對學生聽讀普通話大有幫助。英文科則舉辦英語週、電影欣賞、攤位遊戲、點唱及投稿報章，提升學生的聽講寫能力。在過去一年，高年級學生主動要求在早會中以英語分享其成長經歷，同學表現深獲好評。同時，本校安排中一級英語銜接課程及各級英語增益課程，以提升學生的英語能力及塑造良好的英語環境。此外，本校的英文科及生活藝術科分別於初中課程引入戲劇教育，以培育學生之溝通能力；而通識教育、生活藝術科及科技科則透過專題研習訓練學生之演示能

力。通識教育科及中文科已分別整理演示能力培訓講義及小組討論培訓講義供各科參考。此外，學生會和升學輔導委員會協力為高年級學生提供會議及面談的溝通技能培訓。課外活動方面，同工均積極推動學生參與香港學校朗誦節，提升學生的語文表達能力，效果顯著。(詳見第五章校際比賽活動章節)

4.3.3 課程

- 初中課程包括語文（中、英及普通話）、數理、人文科學、生活藝術、生命教育、體育及基督教教育科。新高中課程除設中、英、數及通識科目外，本校提供多元選擇，供學生按自己的興趣及能力各取所需，各展所長。
- 為發展學生潛能，學校積極拓展資優教育，包括數學拔尖班、沙崇奧數培訓班、科學精英培訓班及中英文辯論課程等。校外方面，本校今年挑選五位學生參加香港資優教育學院提供的特別資優學生培訓支援計劃、另有30位學生參加教育局主辦的網上學習課程(數學、地球科學及天文學)，五位學生參加香港中文大學提供的科學英才精進計劃。此外，學校亦鼓勵資優學生報考國際聯校學科評估、澳洲數學競賽、機械人、電腦、物理、化學及數學奧林匹克競賽等(成績詳見第五章學生表現部份)。本年參與學校安排的資優活動的總人次接近八百，學生表現理想。
- 於初中設小班教學，並於學期中設固本培元課程及綜合功課輔導班，以照顧不同學習差異的學生。
- 為提升教學成效，本校推行協作教學，以中文科之流程為藍本——訂課程框架、分工備課、集體討論、修訂施教、彼此觀摩、反思檢討。過去一年更設跨學科觀課，以擴闊同工視野。施行至今已有八年，各科均能達至初擬的目標，效果良好。
- 為監察和評估學生學習，各科除在科務會議作定期檢討外，校方亦採用問卷、面談等方法，了解學生的學習情況。
- 為讓學生有均衡的校園生活，本校規定初中學生每日課業時間不多於二小時。
- 為擴闊學生藝術視野，初中學生每年須最少出席一次音樂會或參觀一次藝術展覽，並參與一次校外比賽或表演。同時，每名初中生均須接受一種樂器訓練及參與一項體藝活動。
- 全校學生均須參加教育局體適能計劃及長跑測試訓練。

4.4 學生培育

4.4.1 關注事項

- 培育「沙崇人」的特質

4.4.2 為配合關注事項而推行的活動 / 計劃

- 為培育學生擁有沙崇人的特質，本校特設生命教育課，並與基督教教育科的內容互相配合，共同關注學生的「個人及健康生活」、「群體生活」、「生涯規劃」及「公民/國民身份」四個範疇的發展。課程設計者會與班主任討論教案，集思廣益。生命教育課實施至今已有五年，效果良好。



- 本校特設中一生命教育營，本年主題為「I proceed, I overcome, I discover」鼓勵學生勇於面對挑戰，作出突破，發掘潛能，學生反應甚佳。而在營會中擔任組長的中六學生普遍表示自己也有收穫，如學習照顧學弟學妹、明白樹立榜樣的重要、感受學弟學妹對他們的關懷及體會帶領活動之困難等。兩天的營會令中六學生具體實踐沙崇人的特質。
- 本年首次安排七十位學生領袖接受基督教香港崇真會沙田綜合服務中心安排的兩天四節的工作坊及兩日一夜的營會，訓練學生的籌備及帶領活動之技巧、團隊精神，以及讓他們認識領袖素質及角色。

4.4.3 其他活動

- 與升學及就業輔導委員會合辦「有效規劃預科生活」講座，希望藉此教導中六學生思考應如何規劃自己的預科生活及面對預科生活的挑戰，並傳遞學校對他們的期望，學生反應甚佳。
- 全校學生均填寫學生培育目標問卷，統計結果與過去三年的比較，學生回應大致正面，反映各項相關措施成效不錯。
- 本年二十九名學生自發組織出版兩期雜誌，展示沙崇人主動的特質，令人欣喜。

4.5 學生輔導與訓育

4.5.1 關注事項

- 培育「沙崇人」的特質

4.5.2 為配合關注事項而推行的活動 / 計劃

- 為培育「沙崇人」忠誠可靠，樂於服務的特質，本校參與教育局「融合教育計劃」，讓學生身體力行，接納差異。此外，為發展學生樂於服務的特質，校方更鼓勵學生直接服務社群，包括賣旗、義賣籌款、中三級社會服務計劃(服務幼兒及弱勢社群)、為日本地震災後重建籌款等。最近本校榮獲社會福利署義工運動頒發「2010年義務工作嘉許金狀」，兩位學生獲頒金狀，四位獲銀狀及八位銅狀，而本年度共458人參與社區服務，佔全校學生百分之四十四。

4.5.3 其他活動

- 推行「勇闖高峰獎勵計劃」，提升學生自尊感，讓學生發展潛能。
- 透過「沙崇寄語」，讓學生積極表達對校政的意見。
- 舉辦輔導日，促進師生關係。
- 設立「學生輔導計劃」，協助中一學生適應中學生活。
- 舉辦「成長小組」，關懷學生成長需要。
- 與「利民會」共同在校推行小組活動，推廣精神健康。
- 為中學生舉行性教育工作坊，探討如何保護自己。
- 為初中學生舉辦一系列「生涯規劃」活動，讓學生認識自己及職業性向。
- 向初中學生介紹高中課程，為將來升學作好準備。

- 為高中學生提供選科及擇業輔導，讓學生能從容面對抉擇。
- 為中七學生提供公開考試放榜輔導。
- 為中七學生提供撰寫自薦信、履歷及面試訓練。
- 邀請社會俊彥、校友及家長與學生分享工作經驗，並參與學生營商體驗計劃，擴闊學生視野。
- 參觀工商業、政府、學術機構及職業博覽會，深化學生對升學就業資料的認識。
- 為學生提供海外及國內升學輔導。
- 透過領袖生計劃，培訓學生領導能力。
- 透過各類紀律獎項，培育學生明辨是非，敢於承擔的優良品質。
- 推行「新分証計劃」，讓學生從服務中反思自己的行為。



4.6 課外活動

4.6.1 關注事項

- 培育「沙崇人」的特質

4.6.2 為配合關注事項而推行的活動 / 計劃

- 透過初中「一人一體藝」計劃，推動學生主動參與興趣小組活動，並設立班際綜合比賽大獎，推動學生主動參與班際活動，又鼓勵學生參與音樂表演、舞蹈比賽等。為培養學生為人設想、樂於助人的精神，特設青崇長者學苑義工隊，讓學生服務社群，展示「沙崇人」樂於服務的特質。又於高中推行「一人一藝術」政策，營造良好的藝術氛圍。

4.6.3 其他活動

- 為推動學生參與課外活動，本校開設三十二個興趣小組及廿七項校隊訓練供學生參加。
- 為培養學生的領袖才能及團隊精神，本校設有六社，除一年一度的運動會外，並定時舉辦社際活動，如籃球、足球、排球、壁報設計等比賽，供學生參與。
- 為加深學生對興趣小組的認識，特設興趣小組介紹日，讓小組幹事與同學有親身溝通的機會。
- 為培訓學生的領導才能，特舉辦「姿采人生歷奇訓練營」、「班會幹事訓練」及「興趣小組幹事訓練」，讓學生掌握如何統籌及協調團隊工作。

4.7 學生會

- 舉辦多元化活動：社際足球比賽、文具大笪地、環保捕蚊罐製作工作坊、Let's go 'Bang Bang' 扮晒野、校園宿一宵、中二及中五閃避球比賽、棋人其技大搞作(社際比賽)、藍藍路(中一及中三競技比賽)、社際排球比賽、歌唱比賽及水兵鬥水冰。

- 提供福利及服務：低於市價售賣文具、設文具特選、代售校簿、暖蛋、學生會環保袋、學生會紙、口罩、自修室證件套、紙巾、電腦光碟、鎖、襪子、襪頭膠水、髮夾、橡皮筋；服務包括影印服務、釘裝服務、高考放榜日免費影印服務、球類外借、棋類外借、雨傘外借、電話外借、大圍沙田及馬鞍山店舖優惠、為中七畢業班同學製作通訊錄、為同學提供公開考試答案及試題寄賣、作補習中介人、為同學介紹一些「其他學習經歷」如參觀國泰城及推介War Game場地等等。另外本會今年已邀請公司檢查飲水機濾芯。
- 改善校園設施：撥款資助一些惠及全體師生的計劃。去年津貼救傷隊參與救傷課程，金額為\$737.8。
- 推動聯校活動：學生會與沙田區友校聯合舉辦男、女子籃球比賽、足球比賽、攝影展及聯校歌唱比賽等。
- 為實踐沙崇人特質及為「香港世界宣明會」籌款，特舉辦「便服日」。
- 為發展學生領袖特質，安排學生會幹事參與由女青年會舉辦的領袖訓練營，以增強團隊精神及溝通、解難的能力。
- 收集學生意見：透過問卷調查，收集全校老師及學生對學生會工作的意見，藉此檢討學生會的工作成效。

4.8 宗教活動

4.8.1 關注事項

- 加強福音訊息的傳遞
- 培育「沙崇人」的特質

4.8.2 為配合關注事項而推行的活動

- 本校特於早會及週會中分享福音訊息。而每年一度的福音週及高中福音營亦為宣講及收割的良機。本校更開展福音體育事工，作福音鬆土的工作。
- 透過宗教課，培養學生「沙崇人」的特質

4.8.3 其他活動

- 透過團契、領袖訓練及午間栽培小組等活動，培養基督徒學生的靈命。
- 透過同工退修及祈禱會促進同工的靈命溝通。

4.9 學校與家庭溝通

4.9.1 關注事項

- 持續推展家長教育



4.9.2 為配合關注事項而推行的活動 / 計劃

- 為配合新高中課程的需要，家校合作委員會連同家教會，於本學年繼續配合學務委員會及升學及就業輔導委員會，協助初中學生做好生涯規劃。為此，本學年初委員會聯同學務委員會安排「三三四新學制下的家校合作」家長座談會，重點協助中一家長瞭解校方的政策，以配合校方在課程發展以及學生其他學習經歷的培育兩方面，作好準備；此外，校方先後兩次為中三級學生及家長舉辦「中四選科輔導」，並另外邀請香港基督教女青年會社工主領「劃出明『teens』生涯規劃家長講座」，並就「生涯發展」與「生涯規劃」為主題撰文與家長分享。

4.9.3 其他活動

- 為使中一新生盡快適應初中生活及學習，家校合作委員會除了為中一新生家長安排家長小聚外，亦於家長教師會周年大會後為中一家長舉行「如何協助中一子女預備考試」家長講座。此外，為使家長瞭解學校發展的需要，共同策劃未來的發展方向，家長教師會特別就教育局推出的「自願優化班級結構」計劃舉行家長講解會，並就計劃提供本校家長的意見。
- 為加強家友間之聯繫，家長教師會特意安排兩次沙崇家友重聚日及家友聚餐，及於元旦舉行「有緣相聚在中大」晚間聚餐，亦在中秋節、聖誕節及農曆新年舉辦應節食品製作示範班。此外，家長教師會邀請駐校社工於三月份帶領「2011有傾有講」家長小組聚會，及以「沙崇家友站」名義在每月舉辦一次家長祈禱小組聚會。
- 透過出版刊物如《給中一家長的小錦囊》、《家長通訊》、《短訊》、《家長基本法》，並維持家長電話熱線及「家友get mail」之服務，保持各種形式的家校溝通之渠道，而家校合作委員會亦就校方網頁eClass平台的設立、研究開拓更多家校溝通的渠道。
- 為促進家校溝通，特舉辦「輕談淺說話校政」，讓家長與正、副校長真情對話。

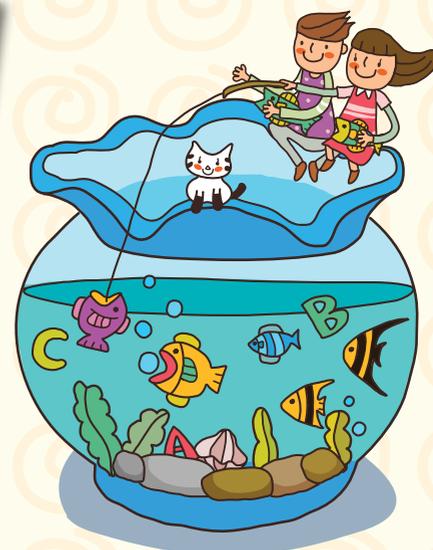
4.10 校友活動

- 為了加強校友與本校學生之聯繫，升學及就業輔導委員會與校友會合辦升學就業講座，並鼓勵校友參與本校運動會，以增加在校學生與校友之間的情誼。
- 為了聯繫歷屆校友情誼，校友會特舉辦新春盆菜宴及告別校園之校友會晚會。



4.11 學生福利

- 設立校內獎學金，並積極安排學生申請校外之獎學金。
- 協助學生申請學習基金、貸款助學金、「學生身份」個人八達通咭、書簿津貼、車船津貼、健康檢查服務、活動意外保險及派發麵包糕點優惠咭。
- 篩選各項校外機構舉辦的學術交流活動及傑出學生選舉提名入選。
- 安排廉價拍照服務、流感疫苗注射、飯盒供應、訂購書本服務、校服及體育服選購及訂製服務。
- 成立食物部監察小組，收集校方、家長及學生意見，向食物部反映，以提升服務及食物質素。

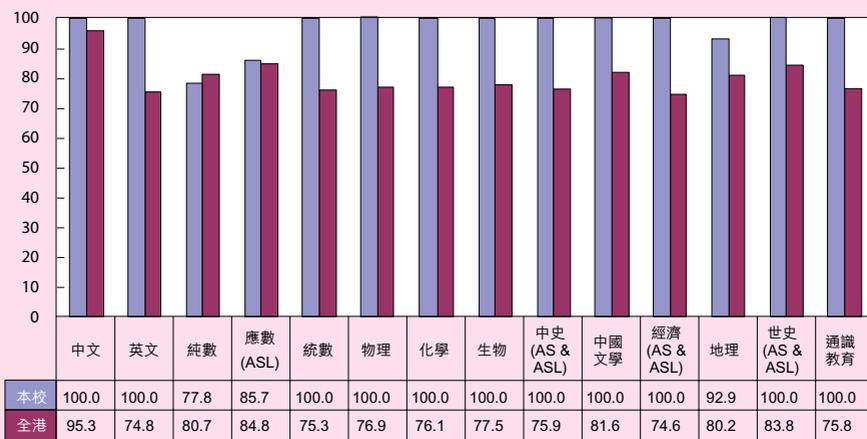


5. 學生表現

5.1 香港高級程度會考

本校二零一一年度之科目平均合格率为98.6%，優良率逾50%的科目有中文、通識、物理、純數、生物、中史及世史等

本校高級程度會考合格率 (2011)



5.2 課外及公益活動

- 參加興趣小組活動(共五類：藝術、學術、趣味、體育、服務)並取得合格會員人數者達690人；另外體育、藝術及學術校隊成員合共636人。
- 本校學生參與之主要校際比賽活動：

校際比賽名稱	人數	百分比
香港學校音樂節	353	33.1%
香港學校朗誦節	186	17.5%
香港學校戲劇節	20	1.9%
香港學校舞蹈節	20	1.9%
香港學界體育聯會校際運動項目	486	45.6%



- 本校學生參與下列境外活動：

活動名稱	人數
仁愛堂野外長征南極考察之旅	1
國情教育之關愛四川服務學習之旅	2
清遠服務之旅	14
澳洲英語遊學團(英文科協辦)	15

- 本校學生參與下列公益活動：

活動項目	人數
探訪安基幼兒院	42
探訪安康幼兒院	39
探訪安強幼兒院	26
探訪新翠路得會老人中心	42
探訪慈光幼稚園	41
青崇長者學苑	118
女青年會青年義工網絡計劃	20
義賣敬老護老愛心券	54
為公益金賣旗	23
為匡智會賣旗	24
為香港青年協會賣旗	27
為聖公會聖基道兒童院賣旗	26
為香港職業發展服務處賣旗	19
為元朗大會堂賣旗	17
為香港學生輔助會賣旗	25
為香港基督教服務處賣旗	27
為香港婦女發展聯會賣旗	26
為香港離島婦女聯會賣旗	26
為屯門區婦女會賣旗	23



5.3 校際比賽活動

為擴闊學生視野，本校積極參與校際活動，並獲下列獎項：

活動性質	參加人數		獎項
	全港性	區域性	
體育		45	香港學界體育聯會沙田及西貢區中學分會： 中學校際游泳比賽： <ul style="list-style-type: none"> 女子甲組200米自由泳殿軍 女子甲組200米胸泳優異獎 女子乙組200米胸泳亞軍 (4C 劉映彤) 女子丙組100米背泳殿軍 女子丙組200米個人四式優異獎
		47	中學校際越野賽： <ul style="list-style-type: none"> 男子乙組個人季軍 (3D 王日勤) 男子乙組團體優異獎一名 女子丙組團體優異獎一名
		92	中學校際田徑比賽： <ul style="list-style-type: none"> 男子乙組400米冠軍 (4D 譚宏星) 男子乙組200米季軍 (3A 陳朗軒) 女子乙組400米季軍 (3A 胡碧家) 女子乙組200米季軍 (4C 李樂兒)、優異獎一名 女子乙組團體殿軍 男子乙組3000米優異獎一名 女子乙組100米優異獎兩名 女子甲組400米優異獎一名 女子乙組100米欄優異獎一名 女子丙組100米欄優異獎一名 女子乙組鉛球優異獎一名 女子丙組鉛球優異獎一名 女子乙組標槍優異獎兩名 女子丙組跳遠優異獎一名 男子丙組跳高優異獎一名 女子丙組跳高優異獎一名 女子丙組4x100米接力優異獎 女子丙組4x400米接力優異獎 女子丙組團體優異獎
		37	中學校際排球比賽： <ul style="list-style-type: none"> 女子乙組殿軍 男子甲組優異獎 女子甲組優異獎
		63	中學校際籃球比賽： <ul style="list-style-type: none"> 女子甲組冠軍 女子丙組亞軍 男子丙組季軍 男子乙組優異獎
		5	中學校際羽毛球比賽： <ul style="list-style-type: none"> 男子丙組優異獎
		26	中學校際手球比賽： <ul style="list-style-type: none"> 女子丙組亞軍 男子甲組優異獎 男子乙組優異獎



	35	中學校際長跑比賽： <ul style="list-style-type: none"> 男子乙組個人優異獎 女子乙組團體優異獎 女子丙組團體優異獎
1		香港學界體育聯會舉辦之全港中學校際體操比賽： <ul style="list-style-type: none"> 優異獎
49		香港投球總會： 2011投球新秀賽 <ul style="list-style-type: none"> 季軍 中學校際投球邀請賽 <ul style="list-style-type: none"> 女子甲組優異獎 女子乙組優異獎
23		港協暨奧委會舉辦之中國銀行(香港)第五十四屆體育節： 投球比賽： 女子15歲或以下組別： <ul style="list-style-type: none"> 優異獎 女子17歲或以下組別： <ul style="list-style-type: none"> 優異獎 香港青少年運動攀登錦標賽暨公開排名賽： <ul style="list-style-type: none"> 季軍 (3D 劉瓊瑩)
1		香港攀山總會舉辦之第22屆香港運動攀登公開賽： <ul style="list-style-type: none"> 季軍 (3D 劉瓊瑩)
	16	第五屆崇真盃聯校籃球比賽季軍
	8	沙田官立中學舉辦之4x100米友校接力賽： <ul style="list-style-type: none"> 女子接力亞軍 (2B 李苑茵、3A 胡碧家、4A 吳鈞惠、4C 李樂兒) 男子接力優異獎
	8	香港神託會培基書院舉辦之4x100米友校接力賽 <ul style="list-style-type: none"> 女子接力亞軍 (2B 李苑茵、2C 李敏藍、3B 羅凱靖、5C 梁穎然) 男子接力優異獎
4		沙田區少年警訊舉辦之反吸食危害精神毒品名譽會長盃乒乓球比賽2010： <ul style="list-style-type: none"> 季軍 (3B 羅啟泓)
1		香港壁球總會舉辦之香港青少年壁球公開賽2010 <ul style="list-style-type: none"> Classic Plate Runner-up (4C 王海俊)
1		中國香港賽艇協會： 城門翠河賽(三)女子DIII單人艇 <ul style="list-style-type: none"> 亞軍 (6S 毛雋恩) 城門河賽艇賽(三)女子公開組單人艇 <ul style="list-style-type: none"> 亞軍 (6S 毛雋恩) 2010香港青少年室內賽艇錦標賽女子十八歲或以下個人2000米 <ul style="list-style-type: none"> 亞軍 (6S 毛雋恩) 青少年賽艇錦標賽2010女子18歲或以下單人雙槳 <ul style="list-style-type: none"> 亞軍 (6S 毛雋恩) 2011香港公開室內賽艇錦標賽暨慈善長途接力女子青年組個人2000米 <ul style="list-style-type: none"> 亞軍 (6S 毛雋恩)



	1		香港跆拳道勵誠會舉辦之聯校跆拳道公開大賽2010: • 季軍 (2C 鄭嘉禧)
	1		香港正統跆拳道聯盟舉辦之第二屆學屆IFT跆拳道暨色帶邀請及港隊選拔賽: • 青少年個人套拳冠軍 (3D 李穎芯)
	1		劍樂會聯盟俱樂部有限公司舉辦之2010全港重劍挑戰賽: • 亞軍 (1E 孫蔚琦)
	1		仁愛堂田家炳中學舉辦之第八屆聯校劍擊邀請賽: • 季軍 (3B 宋曉昕)
學術	153		香港學校音樂及朗誦協會舉辦之第六十二屆香港學校朗誦節, 本校共取得11冠、14亞、17季及97項優異獎狀: 粵語 散文獨誦 • 季軍兩名 (4C許志軒、5A周皓天) • 優異獎7名 詩詞獨誦 • 冠軍一名 (2C周嘉浩) • 季軍兩名 (4C梁雯意、6A黃霽鈞) • 優異獎兩名 二人朗誦 • 冠軍一名 (3C李曉欣、3C鄧欣婷) • 亞軍一名 (4C龔愛婷、4C郭雅文) • 季軍兩名 (2C陳潔昕、2C莫瑞萍、3A盧正洪、3D張嘉祐) • 優異獎13名 基督教經文朗誦 • 季軍兩名 (4C許志軒、4C梁雯意) • 優異獎四名 普通話 散文獨誦 • 亞軍三名 (1C郭子煒、2C陳潔昕、4C黎倩怡) • 優異獎十五名 詩詞獨誦 • 冠軍一名 (2C陳潔昕) • 季軍一名 (5D何美璉) • 優異獎八名 英語 公開演講 • 亞軍一名 (5A陳冠沂) • 優異獎一名 詩詞獨誦 • 冠軍八名 (1C黃穎璇、1E何律恒、2C陳曉熹、2C郭滙芯、2E彭可怡、3C孫蔚琳、4A吳嘉儀、4E梁非同) • 亞軍九名 (1E關樂然、3C謝樺、4B李芷盈、4C鍾晴、4C黎倩怡、4C李天恩、4D黃子珊、4E戴晴曦、5A陳澤銘) • 季軍七名 (1C梁雪凝、2C蘇詠勤、2E許欣彤、2E郭舒揚、4A尹力行、4A黃碧玉、5A周宛澄) • 優異獎四十五名



			散文獨誦 • 季軍一名 (4A梁曉慧) 二人朗誦 • 亞軍一名 (2E馮行知、2E許欣彤) 戲劇獨誦 • 優異獎一名
	1		漢語聖經協會舉辦之第十七屆聖經朗誦節中四至中七獨誦 (廣東話): • 亞軍一名 (4C許志軒)
	1		聖若瑟書院舉辦之第七屆全港校際即席演講比賽(初中組)-初賽: • 冠軍 (3C 鄧欣婷)
	343		澳洲新南威爾斯大學舉辦之二零一一年國際聯校學科評估及比賽中, 本校共取得高級優異證書九名, 優異證書九十九名及良好證書一百五十二名: 數學科 • 高級優異證書一名 (3C 嚴家豪) • 優異證書三十八名 • 良好證書四十一名 英文科 • 高級優異證書五名 (3E梁家恩、3E吳偉倫、4A詹弘鏘、4A梁曉慧、4D岑欣庭) • 優異證書三十九名 • 良好證書五十八名 科學科 • 高級優異證書三名 (1E陳子淇、1E何律恒、4A吳嘉儀) • 優異證書二十二名 • 良好證書五十三名
	108		澳洲數學信託基金舉辦之二零一零年澳洲數學比賽: • 特別表現獎證書一名 (3C 周奕鳴) • 高級優異證書一名 (4A 林嘉敏) • 優異證書十八名 • 良好證書四十九名
	1		香港科技大學世界數學測試亞洲中心舉辦之2011年「世界數學測試」精英邀請賽: • 金獎 (3C 周奕鳴)
	2		香港科技大學舉辦之數理優才增益課程(矩陣): • 優異證書兩名
	15		香港科技大學世界數學測試亞洲中心舉辦之世界數學測試: 解難分析科 • 優異證書五名 (3C 周奕鳴、3C嚴家豪、3D邱翔謙、3E 何展熙、3E 吳偉倫) • 良好證書一名 數學科 • 優異證書七名 (3C 周奕鳴、3C 湯佩愉、3C嚴家豪、3D邱翔謙、3D袁銘德、3E 何展熙、3E 吳偉倫) • 良好證書一名



9		香港理工大學舉辦之高中數理學科比賽(數學科): <ul style="list-style-type: none"> 高級優異證書三名 (5A 陳智恩、5A 文錫傑、5B 何彥樂) 優異證書二名 良好證書一名
4		香港教育學院及教育局舉辦之第二十八屆香港數學競賽(初賽): <ul style="list-style-type: none"> 三等獎兩名 (5A 梁健榮、5B 何彥樂)
4		新數站舉辦之第二屆全港中學生數學短片創作比賽優異獎
15		香港培正中學舉辦之第十屆培正數學邀請賽: <ul style="list-style-type: none"> 優異獎五名
18		香港城市大學舉辦之2010香港城市大學電腦科學系機械坦克競賽: <ul style="list-style-type: none"> 優異獎兩名
6		西覓亞有限公司舉辦之國際奧林匹克機械人競賽2010 (香港區選拔賽): <ul style="list-style-type: none"> 二等獎 (4A 馬誦天、4C 張澤宏、4C 袁順生、5B 司徒宏傑、5B 王榮洵、5C 張俊傑)
12		香港電腦奧林匹克競賽籌辦委員會舉辦之香港電腦奧林匹克競賽 2011: <ul style="list-style-type: none"> 銅獎兩名 (4A 林嘉敏、4C 袁順生) 入圍獎一名
5		教育局資優教育組舉辦之香港科學青苗獎: <ul style="list-style-type: none"> 一級榮譽獎 (4A 周嘉惠) 二級榮譽獎 (4C 袁順生) 三級榮譽獎 (2C 陳曉熹、2C 蘇詠勤、2E 何思齊)
4		香港中文大學系統工程與工程管理學系舉辦之第六屆校際系統建模與優化競賽: <ul style="list-style-type: none"> 冠軍及最佳報告獎 (6S 方家豪、6S 邱子敏) 優異獎 (5B 張文俊、5B 何彥樂)
3		香港資優教育學院舉辦之2011國際初中科學奧林匹克-香港選拔: <ul style="list-style-type: none"> 三等獎三名 (2E 何思齊、2E 林兆軒、2E 楊文澤)
5		香港資優教育學院舉辦之2011 香港物理奧林匹克比賽: <ul style="list-style-type: none"> 二等獎一名 (5B 何彥樂) 三等獎四名 (4A 陳思進、4A 吳冠廷、4B 姜祺榮、5C 李國邦)
4		聯校科學展覽籌備委員會舉辦之聯校科學展覽-計劃書比賽: <ul style="list-style-type: none"> 亞軍 (4A 歐政浩、4B 姜祺榮、6S 張偉輝、6S 方子聰)
60		澳洲教育聯網舉辦之2011全港中小學英文徵文比賽: <ul style="list-style-type: none"> 優異獎兩名 入圍獎20名
3		社會福利署舉辦之「家庭實況劇 一念之間」徵文比賽: 青年組 <ul style="list-style-type: none"> 冠軍 (4A 文詩欣) 少年組 <ul style="list-style-type: none"> 冠軍 (3B 蔡嘉渝) 亞軍 (2E 楊蘊晴)



2		香港教育專業人員協會及香港公共圖書館舉辦之「中學生好書龍虎榜」: 書評寫作比賽(初級組): <ul style="list-style-type: none"> 冠軍 (3E 陳俊庭) 讀後感寫作比賽(初級組): <ul style="list-style-type: none"> 決賽入圍一名
1		香港新一代文化協會科學創意中心舉辦之香港青少年科幻小說創作大賽2011(高中組): <ul style="list-style-type: none"> 季軍 (4C 郭雅文)
1		商務印書館(香港)有限公司舉辦之第二十六屆中學生閱讀報告比賽-中文組(廣泛閱讀組)(初級組): <ul style="list-style-type: none"> 優異獎一名
1		香港教育專業人員協會舉辦之全港中文硬筆書法比賽: <ul style="list-style-type: none"> 優異獎一名
1		香港世界和平統一家庭聯合會議舉辦之2011年第六屆弘揚孝文化徵文比賽: <ul style="list-style-type: none"> 真情流露獎 (5D 符小璇)
1		香港浸會大學舉辦之中學生文學創作比賽: <ul style="list-style-type: none"> 少年作家獎 (3E 張鍵沂)
1		香港關顧自閉聯盟及教育局舉辦之「打開心窗」共融校園計劃徵文比賽: <ul style="list-style-type: none"> 冠軍 (5A 張富華)
藝術	315	香港學校音樂及朗誦協會舉辦之第六十三屆香港學校音樂節,本校3冠、5亞、7季及246項優良獎狀: 冠軍三項 <ul style="list-style-type: none"> 分級小提琴獨奏 (2D 李祉豐) 簫初級組 (4C 曾潔兒) 女子中文歌曲獨唱 (4E 梁非同) 亞軍五項 <ul style="list-style-type: none"> 分級小提琴獨奏 (1A 林卓衡) 長笛初級組 (1C 盧慧清、1C 黃穎璇) 分級鋼琴獨奏 (1E 包靖熾) 箏初級組 (2C 莫瑞萍) 季軍七項 <ul style="list-style-type: none"> 木笛二重奏 (1C 陳沛恩、1C 黃穎璇) 小號高級組 (1E 孫蔚琦) 女子中文歌曲獨唱 (2C 梁嘉嘉、3C 彭秋月) 女子二重唱 (3C 趙樂茹、3C 何迦帖、4E 梁非同、5E 何迦怡) 校隊成績 <ul style="list-style-type: none"> 教堂音樂合唱隊 一 季軍 女聲合唱初級組 一 優異獎 弦樂隊中級組 一 優異獎
	326	音樂事務處舉辦之2010香港青年音樂匯演: <ul style="list-style-type: none"> 中樂團(31至90人) 一 銀獎 管樂團(中級組) 一 銀獎 交響樂團 一 銅獎 弦樂團 一 優異獎



20		教育局及香港學界舞蹈協會有限公司舉辦之第四十七屆學校舞蹈節: • 舞蹈校隊 一乙級獎 • 中國古典獨舞甲級獎 (1A 何筠怡)
20		教育局及香港藝術學院舉辦之香港學校戲劇節: • 傑出女演員 (3E 李寶怡)
1		沙田區議會舉辦之道路交通安全填色比賽: • 優異獎一名
1		商務印書館(香港)有限公司舉辦之「恐龍在香港」全港學生繪畫比賽: • 優異獎一名
1		家庭議會舉辦之開心家庭網絡心意卡設計比賽(主題組): • 冠軍一名 (3C 孫蔚琳)
	1	沙田區青少年暑期活動統籌委員會舉辦之2010年沙田區青少年獎勵計劃 • 優異獎一名
	7	工聯會沙田地區服務處舉辦之「同心共印·我國飛騰」書法比賽 • 冠軍 (4D 陳靖洵) • 季軍 (5C 蔡嘉倩) • 優異獎一名
19		香港城市大學舉辦之「和諧校園」四格漫畫創作比賽: 初中組: • 優異獎三名 高中組: • 優異獎一名
	1	香港青年協會隆亨青年空間舉辦之沙田夏日動態數碼攝影比賽 • 冠軍 (4A 馬誦天)
3		北京中央團校舉辦之第十屆「星星河」全國少年兒童美術書法攝影大賽: • 二等獎兩名 (2B 陳姝伶、5C 蔡嘉倩) • 三等獎一名 (2B 李青璇)
1		中國少年兒童造型藝術學會舉辦之全國第八屆少兒美術杯年度藝術展評: • 二等獎 (2B 楊芷婷)
12		工業傷亡權益會舉辦之職業安全揮春-毛筆書法比賽: • 冠軍 (1B 陳溢騫)
1		康樂及文化事務署舉辦之2010至11年度水上安全海報設計比賽: • 優異獎一名
4		香港青年協會舉辦之「賭波危機奇想」漫畫創作比賽: • 冠軍 (3C 孫蔚琳)
	6	教育局公益少年團舉辦之第七屆公益少年團沙田區學界圍棋比賽: • 亞軍 (3E 倫卓彥)
1		香港圍棋協會舉辦之第十屆香港業餘圍棋公開賽(少青組): • 殿軍



	1		香港兒童圍棋學院: 第一屆青柏Teen地圍棋公開賽: • 亞軍 (3E 倫卓彥) 春季錦標賽 - 段位組 • 亞軍 (3E 倫卓彥)
	1		妙手圍棋院舉辦之沙田盃圍棋錦標賽2011: • 季軍 (3E 倫卓彥)
其他		2	沙田區議會教育及福利委員會舉辦之學生義工獎勵計劃: • 銀獎 (4A 譚春梅) • 嘉許狀一名
	12		社會福利署舉辦之義務工作: • 個人嘉許金狀一名 (3E 陳俊庭) • 個人嘉許銀狀四名 (4A 譚春梅、4C 黎倩怡、5C 茹善鴻、5D 區曉雯) • 個人嘉許銅狀七名 (5A 姜淑儀、5A 潘志成、5C 方雲嫻、5C 王卓瑤、5D 符小琬、5D 何美璉、5D 林康翔)
	1		中國香港手球總會 香港女子少年(U16)成員 • 3A 胡碧家
	1		中國香港賽艇協會 香港賽艇代表隊青年隊成員 • 6S 毛雋恩
	1		香港排球總會 香港女子排球青年隊成員 • 5E 吳樂維
	1		香港籃球總會 香港男子青年(U18)集訓隊成員 • 6A 方嘉駒
	1		香港籃球總會 香港女子精英發展隊(U16)成員 • 5E 蘇嘉熹



5.4 宗教活動

- 決志信主人數56人
- 參加福音營人數20人
- 參加福音體育事工人數13人
- 參加團契平均人數16人



5.5 升學就業概況

- 中七

獲本港大學取錄學位與非學位課程	其他(如境外升學、就業及重讀等)
55人	1人

5.6 學生情意及社交表現指標

項目	副量表	10/11年度 本校初中 平均	全港初中 平均	效應值	09/10年度 本校平均
1.	整體滿足感	2.56	2.60	微	2.52
2.	負面情感	1.93	1.81	小	2.15
3.	師生關係	2.83	2.98	小	2.84
4.	社群關係	2.95	2.92	微	2.95
5.	成就感	2.44	2.55	微	2.50
6.	機會	2.90	2.97	微	2.81
7.	經歷	2.44	2.53	微	2.53

項目	副量表	10/11年度 本校高中 平均	全港高中 平均	效應值	09/10年度 本校平均
1.	整體滿足感	2.44	2.48	微	2.52
2.	負面情感	2.06	1.94	小	2.15
3.	師生關係	2.85	2.91	微	2.84
4.	社群關係	2.97	2.94	微	2.95
5.	成就感	2.44	2.42	微	2.50
6.	機會	2.81	2.77	微	2.81
7.	經歷	2.38	2.43	微	2.53

(備註：由2011年起，本校使用APASO-2處理數據，結果分初中及高中展示)

結果描述：

- 本校初中學生在師生關係略低於香港常模數字，高中學生則與香港常模沒明顯分別。
- 本校學生在負面情感方面略高於香港常模數字，但比去年本校數字明顯降低。
- 至於整體滿足感、社群關係、成就感、機會及經歷等與香港常模數字沒明顯分別。

5.7 學生出席概況

級別	缺席率(%)	出席率(%)
中一	1.7%	98.3%
中二	1.6%	98.4%
中三	1.8%	98.2%
中四	2.7%	97.3%
中五	2.9%	97.1%
中六	2.9%	97.1%
中七	2.9%	97.1%

6. 總結及展望

6.1 工作成果

本校對過去一年各方面的發展均感滿意。各科各組在本年的工作目標均可順利完成，顯示教師隊伍成熟而有幹勁。我們充滿信心迎接未來的挑戰——新高中學制改革及喬遷千禧校舍。

6.2 發展計劃：現況分析

6.2.1 校外：

- 教育改革：教學語言、學制及課程
- 學生人口下降

6.2.2 校內：

- 具備千禧校舍
- 行政架構完備
- 資訊科技設備完善
- 教師十分專業
- 學校提供足夠的支援及培訓以提升新同工的教學技巧
- 教師教學工作沉重，身心休息不足
- 學生品行和自我形象良好，勤學受教
- 學生仍可提升生命的質素



6.3 來年發展方向

6.3.1 管理與組織

- 精簡工作及增加人力資源以紓緩老師壓力
- 支援新校舍發展

6.3.2 教師專業發展

- 提升同工教學技巧
- 推行教學啟導計劃以協助資歷較淺的老師融入沙崇

6.3.3 學務

- 培育「沙崇人」的才能
- 關注新高中學制

6.3.4 學生培育、訓、輔、宗教、課外活動

- 培育「沙崇人」的特質
- 加強福音訊息的傳遞
- 加強國民教育
- 加強環保教育

6.3.5 學生福利

- 建設校園

6.3.6 家長聯繫

- 加強家長教育

6.3.7 校友方面

- 擴大校友聯絡網

