

# Shatin Tsung Tsin Secondary School 2020 – 2021 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 2020-2021

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	88	73	76	68	66	72	443
Females	77	88	78	82	84	65	474
Total	165	161	154	150	150	137	917

### 1.3 Teacher Information

Among a total of 72 teachers last year, seven resigned or 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	72	100%
Master's degree or above	30	41.7%

Teaching Experience	Number	Percentage
0-5 years	11	15.3%
6-10 years	8	11.1%
11-15 years	12	16.7%
Over 15 years	41	56.9%

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

- 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.
- Under the mixed mode or interchange between face-to-face classes and online schooling, teachers made use of different learning strategies to enhance students' ability in self-regulated learning in face-to-face classes. Some teachers helped our students to practise self-regulated learning after lessons by uploading teaching videos and exercises of different levels of difficulty, or setting up forums on the online platforms.
- We promoted the increasing practice of self-regulated learning in lessons by conducting lesson observation, collaborative teaching, staff development days, teacher and student surveys, etc. The Principal conducted lesson observation for all contract teachers. 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.
- To strengthen the use of information technology in teaching, in addition to providing iPads for teachers, school-based workshops were conducted in which some of our teachers introduced the online platforms and software that they commonly use.
- Survey results showed that an average of 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 three consecutive school years, as shown below, were promising and all these concluded that this major concern has been achieved.

	Strongly agree/Agree		Agree
	2018/19	2019/20	2020/21
1. I know our school promoted self-regulated learning this year.	79.5%	84.9%	83.4%
2. This year, teachers gave me more chances to construct knowledge on my own in their teaching.	86.0%	86.9%	87.7%
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%	83.1%
4. According to my experience, pre-lesson tasks helped me construct knowledge on my own.	78.2%	81.4%	82.8%
5. Self-regulated learning motivated me to be more active in learning this year.	64.5%	69.4%	69.9%

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 3.7 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 3.8 and 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 3.5 which showed that there was still room for improvement for students to practice self-regulated learning on their own.

Since small-class teaching has been in effect starting from the school year 2015/16, our HKDSE results have been further raised. We will further boost student performance with the help of small class size to enhance students' self-regulated learning.

Level Year	3 or above	4 or above	5 or above	5*&5**
2012-2015 Average (before implementing small-class teaching)	>93%	>65%	≈25%	≈10%
Average of past 5 years (2017-2021)	≈97%	>76%	≈34%	≈14%

This year, 73.9% of our S6 students attained at least 20 points in 5 subjects (which is equivalent to scoring Level 4 or above in 5 subjects).

Out of 136 S6 students, 135 of them took part in the 2021 JUPAS

Meeting the minimum entrance requirements of degree programs	91.9%
(attaining 3322 in core subjects and Level 2 in one elective subject)	
Percentage of students offered a UGC-funded degree programme (JUPAS)	80.0%
Percentage of students offered a self-financing degree programme (JUPAS)	10.4%
Percentage of students offered a sub-degree programme (JUPAS &	7.4%
non-JUPAS)	
Percentage of students offered a degree or sub-degree programme	97.8%
Percentage of students offered a degree programme in overseas universities	1.5%
Percentage of students offered a degree programme in HKU, CUHK or	46.7%
HKUST	

### Reflection

Due to half-day schooling, only some items could be completed. Teacher and student school-based and EDB stakeholder surveys showed that these items were deemed to be effective. In the next School Development Plan, we are going to further promote the practice of self-regulated learning among students with the increasing use of information technology in learning.

# 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

- 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 7 activities were held. As a kind of peer learning, 5 of our teachers shared with other participants on various topics about positive education and reflected on how to implement positive education in our school. 2 teachers took part in the 3-day course, "Exploring Positive Education", jointly organized by Bei Shan Tong and Geelong Grammar School in Australia.
- 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 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 Day Camp was "Knowing and Respecting Each Other". The Discipline Committee optimized their arrangement on self-reflection for students who offended the school rules.
- With reference to the school-based teacher survey, around 90% 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 an average of 3.9 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. Regarding APASO in part 4.6 in this report, for our junior form students, their average scores in General Satisfaction, Teacher-Student Relationship, Social Integration, Opportunities 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, Social Integration 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	3/19   2019/2	20 2020/21
Sharing in morning assemblies and Shatin Tsung-Tsiners encouraged n positive life.		7% 71.49	72.1%
2. Life Education lessons helped me t positive life attitude.	o nurture a 74.	8% 76.0%	6 77.9%
3. In this school year, I experienced p emotions ( like being loved, appreciate respected, etc. ) when encountering teachers.	iated or	3% 82.7%	81.5%
4. In this school year, the Friday song helped me to experience positive en		6% 66.3%	67.7%

# Reflection:

Regarding this major concern, only some items could be completed due to the practice of half-day schooling. Teacher and student surveys showed that most of the items were effective. Hence, this task has been achieved to a certain extent. In recent years, 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

# 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 Dialogue in the Dark. The former helped the students know more about the personality traits of Shatin Tsung-Tsiners while the latter helped them experience the life of the visually-impaired.
  - S2: all students visited the Dialogue in the Dark to experience the life of the visually-impaired and farms to experience agricultural work.
  - 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.
  - 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.
  - 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.
- Due to the pandemic condition of COVID-19 and suspension of face-to- face classes, only the S1 Life Education Day Camp and some online experiential activities and voluntary services for S2 and S3 classes could be accomplished.
- Due to the pandemic condition of COVID-19, some regular activities, like work experience programs, visits and cross-border exchange tours could not be arranged.
- With reference to the stakeholder survey of teachers, teachers rated 4.2 and 4.1 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 item, "Teachers always arrange learning activities outside lessons, like project learning weeks, visits, field trips, etc.", dropped when compared with last year's rating. The rating on "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, 58% 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.

### Reflection

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 offered by the EDB 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. In next school year, one Student Support Assistant and one English teaching assistant will be deployed to provide further support to our teachers.
- 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, chairpersons or vice-chairpersons of committees, in school. This year, two young staff were promoted to the rank of Senior Graduate Master/Mistress. 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.
- Five general staff 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 carried out their annual homework inspection as usual.
- The Academic Affairs Committee conducted a value-addedness analysis following each public examination.
- The School collected parents' and students' opinions from the "School Policy Forum" and 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.

# 3.2Professional 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

- Members of the Quality School Improvement Project of the Chinese University of Hong Kong were invited to hold a staff development day on the theme of self-regulated learning. Two workshops were conducted by our teachers in which they introduced online teaching and learning tools as well as their experience in using these tools.
- The school arranged for five 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. Two teachers took part in the 3-day course, "Exploring Positive Education", jointly organized by Bei Shan Tong and Geelong Grammar School in Australia
- Lesson observation for all contract teachers was conducted by the Principal. 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.

# 3.2.3 Other activities

- The Principal over the last year completed 75 hours of professional development, and was invited to be the guest speaker at the graduation ceremony of a primary school to encourage 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 36 hours of training in various fields.

# 3.3 Teaching and learning

# 3.3.1The 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. English sharing by students 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 (Some of the aforesaid activities were cancelled due to the suspension of face-to-face classes). 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.)
- 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. 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, the hydroponic system and making a fan car.
  - 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. Preliminary products were produced.
- 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 is relevant content in the syllabus for the junior form Science subjects. In addition, courses on drone and AI have been /will be provided upon the successful application of the "IT Innovation Lab in Schools" project with a grant of 0.77 million dollars so as to further promote universal stem education.

The reading promotion group under the Academic Affairs Committee, in liaison with the Teacher Librarian, designed various activities, like La La Read (suspended due to the practice of half-day schooling), subject-based reading scheme, book fairs and sharings, together with the Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours, which was suspended due to the practice of half-day schooling), 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. The School Library was renovated during the summer vacation to provide students with a more favorable environment for 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.
- The English Language Department has successfully applied for the Quality Education Fund and was offered a grant of 0.57 million dollars to design a school-based junior form curriculum that can best suit the ability and interest of our students.
- Addressing the implementation of measures to optimise four senior secondary core subjects, the number of teaching periods of the senior-form Citizenship and Social Development subject, Maths extended modules, other core and elective subjects has been reviewed and adjusted. The teaching periods for junior-form History have also been increased.
- Teachers of different subjects produced a lot of teaching video clips to help students grasp the main foci of the topic during class suspension in last school year. These video clips were used as pre-lesson preparation or revision to help to promote self-regulated learning and cater for learning diversity.
- 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.
- Extended learning activities emphasized self-learning, application of thinking skills, exploration and creativity. Regarding training for gifted students, in addition to Chinese and English debate, recital, there were training classes related to Chinese Language, English Language, Mathematics, Humanities subjects, Science and Technology subjects, Hong Kong Olympiad in Informatics and Physical Education. Students were encouraged and arranged to join the gifted programs organized by tertiary institutes, the Hong Kong Academy for Gifted Education and the Education Bureau. The School also encouraged students to join the International Assessment for Schools, Australian Mathematics Competition for the Westpac Awards, Olympiads in Robotics, Informatics, Physics, Chemistry and Mathematics, etc. but unluckily some of these events could not be held as scheduled due to suspension of face-to-face classes.
- 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. A junior-form Nourishment Class was held after the first term exam and the All Subjects Revision Class was held before the final exam to provide

- support to the junior-form students who are in need.
- 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.

### 3.3.4 Other measures

- 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 eighteenth 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.
- Having considered that all our students belong to the highest banding in the territory and they generally have high expectation on their academic performance, the detailed rankings of each subject and whole form position for S1 and S2 students will be replaced by giving the respective range of the aforesaid positions in the hope of alleviating the pressure of some students.
- Based on the EDB guidelines, half-day schooling was adopted for the whole school year. Sometimes all levels could return to school to attend face-to-face classes simultaneously while sometimes only some levels could do so.
- To assist the families and students in need, we arranged for the students concerned to have online lessons at school or stay at school for revision. In addition, we also helped them to apply for a government subsidy to improve their equipment for online learning at home.
- To cater for the learning needs and whole-person development of students, we arranged for students to have remedial classes, supplementary lessons and extra-curricular activities in the afternoon according to the EDB guidelines.

# 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 suspension of face-to-face classes.
- Some morning assemblies, hall assemblies, the Commencement Ceremony and the Inauguration of Student Leaders were held in the form of videotaping, using zoom or live streaming.
- The annual S1 Life Education Camp could not be held due to the epidemic. Instead, we held a day camp on the theme of "Knowing and Respecting Each Other" to help our S1 students to know their class teachers and classmates, as well as develop team spirit,

- through group activities and inter-class competitions.
- Apart from school-based leadership training, students were also recommended to join external leadership training, including Shatin Joint School Young Leaders Training (5 S3 student), Hong Kong Youth Ambassadors Scheme (6 S4 & 7 S5 students) and Life Buddies Mentoring Program (1 S5 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, two S5 student leaders were awarded "Outstanding Student" in "Pursuing Excellence and Beyond" Youth Leader Award Scheme 2021. One S3 and one S5 student were awarded "Outstanding Student" in the junior and senior section of the Sha Tin District Outstanding Student Award respectively.

# 3.4.3 Other activities.

- 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.
- 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.
- 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 experiential activities and social service were 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. Workshops on mental health and how to alleviate pressure were held for all levels to enrich students' understanding of mental health and ways of reducing pressure. In addition, two talks and training were held for parents with the help of the Parent-Teacher Association.
- The exchange with our sister schools in Beijing and Guangzhou was cancelled due to the epidemic and class suspension. Instead, we shared with our latter sister school the video clips of our students' public speaking performance so as to have an interflow. To facilitate future interflow using video conferencing, live streaming equipment and an interactive panel have been installed using the relevant government grant.

# 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 fifteen years and has proved to be effective.
- Due to the epidemic and suspension of face-to-face classes, the visits to the Dialogue in the Dark (S1 & S2), visiting the elderly living on their own and voluntary service (for S3), visiting the subdivided units (S4) and Project Life Story for S5 (in which students had to interview an elderly person) could not be held as scheduled. Instead, S2 students joined an online sign language class and inclusive sessions. S3 students made some gifts for the people living in our community. S4 and S5 students joined talks to know more about the living conditions of the grass-root people and elderly. All these activities had the aim of enabling our students to know the needs of different strata and thus learn to be thoughtful.
- 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.
- 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 192 students took part in community services. The school has also recently received awards for Volunteer Service from the Social Welfare Department under the Volunteer Movement for thirteen consecutive years. This year, our school was awarded the Silver Award and six students obtained 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 regular 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 the educational psychologist or the speech therapist, 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.

# 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 and speech therapy service were launched to provide assistance to students in need and support for students' all-round development.
- 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 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) could not be arranged due to the epidemic and suspension of face-to-face classes.
- There was 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 could not be arranged due to the epidemic and suspension of face-to-face classes.
- A file for career planning was arranged 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.

### 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 eleven interest groups, twenty-five music classes as well as thirty-nine school teams were offered. Activities and practices were carried out either face-to-face or online.
- A uniform group, Red Cross Youth Unit, was established this year with a membership of

- 53. The inauguration cum the first enrollment ceremony was held in August.
- 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, no such group was formed due to suspension of face-to-face classes at the beginning of the term.
- 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.
- A wild camp accompanying an astronomy activity was scheduled to enrich students' growth and life experiences and enable them to learn and practice life skills, but could not be held due to the epidemic.
- 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, Christmas party and some events of the Sports Day were held either online or face-to-face while inter-class basketball, long distance running and relay competitions were cancelled due to the epidemic.
- To hone and promote students' leadership skills and team spirit, the six Houses organized various inter-house competitions. This school year, the annual Sports Day (organized by the all-student Sports Events Organizing Committee) and cheering team competition were cancelled due to the epidemic. Only the inter-house webpage design competition was 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.
- 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 were arranged 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, 23 junior form students joined the 30-hour elementary course while 52 students joined the 36-hour advanced course held in the summer vacation.
- 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 School Policy Week, singing contest (preliminary round and final), Stationery Crazy Sales and Teachers' Day were successfully held while others (like inter-house dodge ball matches, camping at school campus, Students' Union Day) were cancelled due to the epidemic.
- 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.
- The joint-school leadership training camp was cancelled due to the epidemic.
- Three photocopiers in the library, Staff Room and Teachers' Resource Room have been replaced by new ones.
- 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 46 students converted to Christianity. Though the Graduates Gospel Camp and the S1 Gospel Camp had to be changed to day camps 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, other teachers, the Principal and the preacher 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. There were altogether twenty-six mentors. A talk on work and calling was arranged in the Christian Education lessons for S6 in the hope that students could have a deeper understanding and experience of Christian faith.
- 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.
- 19 students of the STTSS fellowship brought some gifts to an elderly home before the Christmas holidays to share the love of Jesus with them.
- Students were found to draw paintings on the wall and staircases within the school campus under the instruction of designers so as to share the gospel messages and positive values with others.

# 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, the Career Guidance Committee and the Discipline Committee in the organization of eight 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 800 attendees.
- The PTA, in conjunction with the Home-School Cooperation Committee, held two talks on positive education and parenting with a total of 123 attendants. Regarding the promotion of the Reading Club on Positive Education, face-to-face meetings have been postponed to next school year while sharing of books was done in parents' talks and the

bulletin.

### 3.9.3 Other activities

- Though the Lunar New Year Gathering was cancelled, the Home-School Cooperation Committee set up a contact network between the school and parents and among parents themselves through regular committee meetings, the 'School Policy Forum' and various parent talks. The Home-School Cooperation Committee strengthened the 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.
- Parents were recruited to be volunteers in the vaccine injection.
- Swapping of old textbooks was held to help protect the environment and for parents concerned to get what they need.

# 3.10 Activities involving alumnae/alumni

- To strengthen the ties with the alumni, the database has been constantly updated. Electronic copies of the alumni bulletin were issued and the webpage of the Alumni Affairs Committee has been frequently updated to share with our 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. Instead, a parent-kid drawing competition, an e-sport competition and a sharing on starting a business were held.
- After donating a mobile basketball stand to the school, the Alumni Association has set up an annual scholarship awarded to three students who are willing to serve.

### 3.11 Student welfare

- Affordable photo-taking services, flu vaccination, 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.

# 3.12Campus Facilities

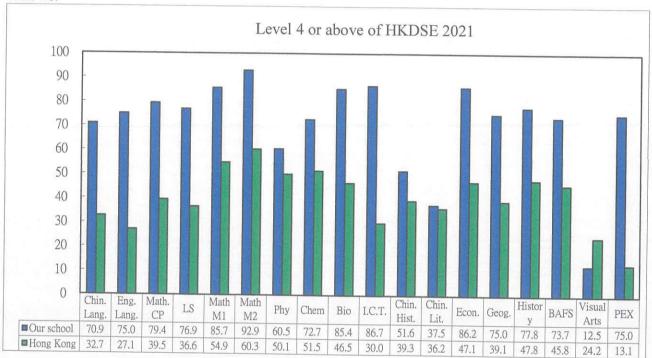
- All teachers' computers have been replaced with new ones and more iPads were purchased to support daily learning and teaching. In addition, the installation of interactive panels in classrooms and special rooms in phases has been launched.
- A LED wall has been installed in the Hall
- Digital clocks have been installed in each classroom and special room
- The School Library and self-study room have been renovated.

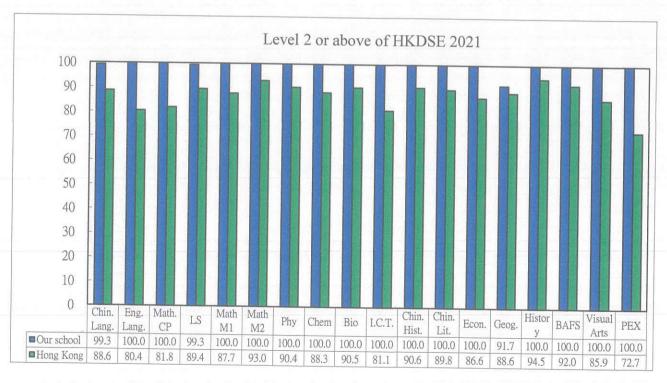
- A study room has been set up near the aquaculture and hydroponics systems in the rooftop garden to further promote science learning.
- More solar panels will be installed to promote environmental education and the use of renewable energy.
- The exterior walls of the school buildings have been re-painted.
- A safety device has been installed in the lift.

# 4. Students' Performance

### 4.1 HKDSE

The average rate of students achieving level 2 and level 4 or above in the 2021 HKDSE are as follows.





# 4.2 Extra-curricular and community-based activities

- A headcount of 382 who acquired successful membership eligibility was registered in various interest group activities (under 5 categories: Aesthetics, Academic, Interest, Physical Development and Community Services). The activities of the Junior Police Call were still suspended. There were a combined total of 936 heads in the school teams (athletic, aesthetics and academic) in the school year 2018/19. In 2019/20, a headcount of 461 had already joined the school teams before the class suspension. This year, there were a combined total of 1,312 heads in the aforesaid school teams
- Our students participated in the following major inter-school competitions:

Title	Number of participants
HK Schools Music Festival	23
Joint School Music Competition	cancelled
Hong Kong Youth Music Interflows	cancelled
HK Schools Speech Festival	72
HK Schools Drama Festival	30
EMI Drama Fest	cancelled
HK Schools Dance Festival	16
Chinese debating	24
English debating	14
HK Schools Sports Federation Inter-school Competitions	cancelled
( Shatin and Sai Kung District )	
HK Schools Sports Federation Inter-school Competitions	cancelled

Among these competitions, our students 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
Salute to the medical sector	23
Care for the elderly at Lunar New Year	23
Care for the elderly at Caritas Center	27
Gift cards for the elderly	25
Selling the Care for The Elderly Charity Ticket for Tsung Tsin	38
Mission of Hong Kong	
Service at EFCC - Hong Fook Church Bradbury Community	26
Health Development Centre	20
Chain of Charity Movement	27
Blood Donation Day	18
Hong Kong Youth Ambassadors Scheme	13
Service for the Orbis	8

# 4.4Religious activities

- The number of students converted to the Christian faith: 46
- The number of students joining the gospel day camps: 181
- The average number of students joining the Christian fellowship: 22

# A total of 135 students applied for the JUPAS

Percentage of students offered a UGC-funded degree programme (JUPAS)	80.0%
Percentage of students offered a self-financing degree programme (JUPAS)	10.4%
Percentage of students offered a sub-degree programme (JUPAS & non-JUPAS)	7.4%
Percentage of students offered a degree or sub-degree programme	97.8%
Percentage of students offered a degree programme in overseas universities	1.5%
Percentage of students offered a degree programme in HKU, CUHK or HKUST	46.7%

# 4.6 Indicators of students' affective and social outcomes

Item	Subscale	School Junior Average(20/21)	HK Junior Average	Effect Size	School Junior Average (19/20)
1	General Satisfaction	2.66	2.60	Negligible	2.76
2	Negative Affect	1.66	1.81	Small	1.65
3	Teacher-Student Relationship	3.14	2.98	Small	3.17
4	Social Integration	3.05	2.92	Small	3.05
5	Achievement	2.53	2.55	Negligible	2.54
6	Opportunities	3.03	2.97	Negligible	3.03
7	Adventure	2.53	2.53	Negligible	2.56

Item	Subscale	School Senior	HK Senior	Effect Size	School Senior
		Average(20/21)	Average		Average(19/20)
1	General Satisfaction	2.60	2.48	Small	2.64
2	Negative Affect	1.95	1.94	Negligible	1.88
3	Teacher Student Relationship	3.06	2.91	Small	3.02
4	Social Integration	2.98	2.94	Negligible	2.96
5	Achievement	2.41	2.42	Negligible	2.44
6	Opportunities	2.91	2.77	Small	2.93
7	Adventure	2.40	2.43	Negligible	2.47

# Comments:

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

# 4.7 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	0.7%	99.3%
S2	0.9%	99.1%
S3	1.4%	98.6%
S4	1.4%	98.6%
S5	1.0%	99.0%
S6	2.8%	97.2%

# 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
- Expected increasing number of students and teachers leaving the school due to further studies overseas or emigration

# 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-Tsinersthe 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	Number of pa	articipants	, .
activities	Territorial	Regional	Awards
Academics	29		CityU Science Challenges 2021 organized by City University:
			Physics
			1 Certificate with Distinction (6A Lam Chin Ming)
			9 Certificates with Merit (6A Ko Chun Sum,
			6A Lam Lok, 6A Lee Ka Hing, 6A Luo Chi Chung,
			6A Tang Wai Ki, 6A Tsoi Brian Sze-ho,
			6A Wong Yat Long, 6D Tai Yu Yeung,
			6D Yam Chun Ying)
			4 Certificates with Satisfactory Performance
			Chemistry
			1 Certificate with Distinction (6A Lam Chin Ming)
			8 Certificates with Merit (6A Ko Chun Shum,
- Andread - Andr			6A Lam Lok, 6A Leung Ho Kei, 6A Tang Wai Ki,
-			6A Tsoi Brian Sze-ho, 6A Yue Him Shing Daniel,
r para manananananananananananananananananana			6B Lee Wing Tung, 6C To Man Yuk)
			5 Certificates with Satisfactory Performance
			Compulsory Mathematics
			1 Certificate with Distinction (6A Lam Chin Ming)
			11 Certificates with Satisfactory Performance
			Mathematics Module 1
			2 Certificates with Merit
			(6A Lo Yik Yu, 6A Poon Hiu Long)
			3 Certificates with Satisfactory Performance
			Mathematics Module 2
			1 Certificate with Distinction (6A Luo Chi Chung)
			2 Certificate with Merit
			(6A Lam Chin Ming, 6A Wong Yat Long)
			1 Certificate with Satisfactory Performance
	72		The 72nd HK Schools Speech Festival organized by Hong
			Kong Schools Music and Speech Association
			Our students obtained 5 First Prizes, 4 Second Prizes, 8 Third
			Prizes and 48 Awards of Merit. They are as follows:
			Chinese
			Dramatic Duologue
į			1 Third Prize (4B Lam Chi Kin, 4D Kong Leong Hang)
			● 1 Award of Merit
			Solo Prose Reading
			2 Second Prizes

### English

- 21 Distinctions
- 37 Credits
- 8 Merits

### Mathematics

4 High Distinctions (1D Chan Hui Yeung,

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	1D Lau Luen Yung, 1E Lee Edison, 3E Leung Ching Ho)
	26 Distinctions
	<ul><li>36 Credits</li></ul>
	● 5 Merits
	Science
	• 7 Distinctions
	26 Credits
	• 4 Merits
2	Thailand Mathematics Society
(International)	Thailand International Mathematical Olympiad Semi-Final
	2020-2021:
	2 Silver Awards
	(1C Chung Man Yui, 4A Wong Hoi Tung)
2	Thailand International Mathematical Olympiad 2020-2021
	(Hong Kong Region):
	<ul> <li>2 Silver Awards</li> </ul>
	(1C Chung Man Yui, 4A Wong Hoi Tung)
1	Euclid Mathematics Contest 2021 organized by University
(International)	Waterloo:
	<ul> <li>Certificate with Distinction (5A Tsoi Brian Sze-ho)</li> </ul>
I	Canadian Senior Mathematics Contest organized by University
(International)	Waterloo:
	<ul> <li>Certificate with Distinction (5A Tsoi Brian Sze-ho)</li> </ul>
4	The 38th Hong Kong Mathematics Olympiad organized by
<b>-</b>	Education Bureau:
	Paper 1
	<ul><li>3 Third-class Honours (4B Lok Yin Fung,</li></ul>
	5A Chung Kam Hong, 5A Wang Zhi Yi)
	Paper 2
	<ul><li>2 Second-class Honours (5A Leung Seng Chun Clayton,</li></ul>
	5A Wang Zhi Yi)
	1 Third-class Honour (5A Chung Kam Hong)
1	
1	Hong Kong International Mathematical Olympiad Heat Round
	2020 organized by Olympiad Champion Education Group:
	Bronze Award (3B Man Ka Ho Alvin)
10	Hong Kong Biology Literacy Award organized by Hong Kong
	Association for Science and Mathematics Education:
	2 First-class Honours
	(CA Chartest in a CA tarrantiality)
	(5A Chan Hui Ling, 6A Leung Ho Kei)  ■ 1 Second-class Honour (5A Chung Kam Hong)

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	<ul> <li>2 Third-class Honours</li> </ul>
	(5B Chu Ming Tao, 6A Yu Him Shing Daniel)
	<ul><li>2 Awards of Merit</li></ul>
3	International Biology Olympiad - HK contest 2020 organized
(International)	by Education Bureau and the Hong Kong Academy for Gifted
	Education:
	<ul> <li>3 Honourable Mentions (6A Leung Ho Kei,</li> </ul>
	6A Yue Him Shing Dainel, 6B Wong Man Fung)
11	Hong Kong Olympiad in Informatics 2020/21 organized by
	Education Bureau:
	I Honourable Mention (4B Lok Yin Fung)
	1 Bronze Award (5A Siu Hok Yin)
	● 1 Finalist
1	The Enrichment Program for Gifted Learners (Secondary)
	Summer 2020 (D002-Python for Everyone) organized by The
	Hong Kong University of Science and Technology:
	Distinction (5D Wu Xi Xi)
2	NWS Youth Ambassadors for Geological Conservation
	Training Programme organized by NWS Hong Kong Geo
	Wonder Hike:
	Outstanding Team
	(6B Cheung Hiu Ching, 6B Lee Wing Hei)
	The Hong Kong Secondary School IT Knowledge Challenge
·	2020 organized by Hong Kong Institute of Vocational
	Education (Lee Wai Lee):
	Bronze Award (5B Ng Man Chak)
	Immerse Education 2021 Essay Competition organized by
•	Immerse Education:
	Scholarship (6B Cheung Hiu Ching)
1	TOUCH Life Unleashed Study Tour Photo Writing
1	Competition for Secondary School Students organized by
	Roundtable Community:
	TOUCH Award (6A Lau Ka Yi Carrie)
4	Hong Kong Schools Mooting and Mock Trial Competition
	2020/21 organized by Hong Kong Schools Mooting and Mock
	Trial Association:
	Final
	Second Prize (5A Ieong Yat Shun, 5A Ng Pui Tak,
	5B Lin Kei Ying, 5B Tze Tsz Ling)
	Semi-finals

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			Outstanding Advocacy (5A Ieong Yat Shun)
			Quarter-finals
			Outstanding Advocacy (5A Ng Pui Tak)
			Preliminaries
			Outstanding Advocacies (5A Leong Yat Shun,
			5A Ng Yuk Tak, 5B Tze Tsz Ling)
	293		'Exploring Chinese Historical Figures in Short Stories'
			Competition organized by The Conservancy Association Centre
			for Heritage and Education Bureau:
			• 16 Distinctions (2C Fung Hiu Huen, 2C Yao Yi Shan,
			2E Chan Cheuk Yan, 3D Leung Ka Wawi,
;			3E Lai Tsz Hei, 3E Yeung Hoi Kiu, 4A Chan Tsz Shan,
			4A Fung Wai Chun, 4A Wong Hei Yi, 4B Chan Siu Yan,
			4C Kan Sik Yin, 4C Lok Ying Tung,
			5B Li Ching Yin Cathy, 5C Wong Sze Yu,
			6D Ma Joy Lam, 6E Ma Yee Ham)
			227 Awards of Merit
	4	***************************************	Sing Tao Inter-School Debate Competition (English) organized
			by Sing Tao Daily:
			The Best Debate (4C Chang Hoi Ching)
	12		Hong Kong Secondary School Debating Competition 2021
			organized by Hong Kong Secondary School Debating:
			Term I Round I
			The Best Debater (4A Teng Chi Kit)
			Term 1 Round 2
			The Best Debater (1A Wong Tai Oi Tak, 2E Lo Sze
			Wing)
			Term 2 Round 1
			The Best Debater (1F Cheng Kai Chit Cyrus, 2E Lo Sze
			Wing)
			Term 2 Round 2
			The Best Debater (1E Cheng Ho Yau)
Aesthetics	23		The 73rd HK Sch. Music Festival organized by Hong Kong
	<del></del>		Schools Music and Speech Association.
			Our students obtained 1 First Prize, 1 Third Prize and 20
			Awards of Merit:
			1 First Prize
			Flute Junior (1F Cheng Kai Chit Cyrus)
			1 Third Prize
			Di Senior (5C Wong Sze Yu)
			- District (50 frong 520 fa)

1又4万年以四月1	表: 校外比賽成績	2020-2021	Page 6 of 7
	31		Hong Kong School Drama Festival 2021 organized by
	egalista de la companya de la compan		Education Bureau:
			Outstanding Performer (1E Cheng Ho Yau,
			2B Tam Yeung Yung)
			Outstanding Cooperation
			Outstanding Audio-visual Effects
	10		"Protect HK Marine Environment" 4-Panel Comic Drawing
			Competition 2020 organized by Agriculture, Fisheries and
			Conservation Department:
			1 Award of Merit
	2		'Watch closely our multi-community, build a harmonious Hong
			Kong' Hong Kong Secondary Students Poster Design
			Competition 2020 organized by Youth • Travel:
			1 Award of Merit
			• 1 Finalist
	5		The 14th Moral Education Comic Design Competition
			organized by Winsor Education Foundation:
			Junior Form
			<ul><li>1 Award of Merit</li></ul>
			Senior Form
			1 First Prize (5B24 Wong Man Yuk)
			<ul> <li>1 Award of Merit</li> </ul>
	1		"The 4th Wahman Cup Calligraphy Competition 2021"
			Handwriting Group - Junior Secondary Section Preliminary
	12.1.2 y 1.2.2		organized by Hong Kong Competition and Assessment
			Association:
			<ul> <li>1 Gold Award (2F20 Qin Chi Ho)</li> </ul>
	t		"The 4th Wahman Cup Calligraphy Competition 2021"
			Calligraphy Group - Junior Secondary Section Preliminary
			organized by Hong Kong Competition and Assessment
			Association:
	halalala yeyke		1 Gold Award (2F20 Qin Chi Ho)
Others	1		Tsung Tsin Mission of Hong Kong Outstanding Secondary
Outers	1		School Student Award organized by Tsung Tsin Mission:
			Tsung Tsin Mission of Hong Kong Outstanding Student
			Award (5B Leung Yi Lam)
	2		"Pursuing Excellence and Beyond" Youth Leadership Award
			2021 organized by Man Kwan Education Fund and Fung Hon
			Chu Education Trust Fund:
			Outstanding Award
			(5B Chan Yik Fong, 5B Leung Yi Lam)

Page 7	of <b>7</b>	
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2020 Hong Kong Volunteer Award organized by Volunteer
Movement:
• 6 Bronze Award (4D Mak Tsz Yuet, 5A Chou Pui Kwan,
5C Lim Zhi Wei, 5C Tam Lok Yiu, 5C Wong Tsz Ching,
6B Wong HO Yi Harmony)
Youth Ambassador Scheme organized by Hong Kong
Federation of Handicapped Youth & HKFHY Momentum
Academy:
1 Outstanding Performance (6F Ho Chung Ming)

# The IMC of Shatin Tsung Tsin Secondary School Financial Statement (2020 - 2021) (Subject to final audit verification)

0.00 0.00	4,879,482.00 621,398.00 601,982.00 638,461.00 8,056.00 50,350.00 2,511,559.46	3,907,920.82 775,098.85 601,982.00 630,111.80 7,327.60 0.00 4,538,283.50 10,460,724.57	971,561.18 (153,700.85) 0.00 8.349.20 728.40 50,350.00 (2,026,724.04) 5,818,329.97
0.00	621,398.00 601,982.00 638,461.00 8,056.00 50,350.00 2,511,559.46	775,098.85 601,982.00 630,111.80 7.327.60 0.00 4,538,283.50	(153,700.85) 0.00 8.349.20 728.40 50,350.00 (2,026,724.04)
0.00	621,398.00 601,982.00 638,461.00 8,056.00 50,350.00 2,511,559.46	775,098.85 601,982.00 630,111.80 7.327.60 0.00 4,538,283.50	(153,700.85) 0.00 8.349.20 728.40 50,350.00 (2,026,724.04)
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0.00	50,350.00 2,511,559.46	0.00 4,538,283.50	50,350.00 (2,026,724.04)
0.00	2,511,559.46	4,538,283.50	(2,026,724.04)
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0.00	9,311,288.46	10,460,724.57	5,818,329.97
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0.00	1 500 022 02	1 500 022 02	0.00
	1,599,932.92	1,599,932.92	0.00
	5 740 00	10 00	0.00
	5,740.00	5,740.00	0.00
0.00	18,000.00	18,000,00	0.00
86,745.40	52,613,540.40	52,700,285,80	0.00
424.20	592,118.68	554,545.06	37,997.82
			0.00
	•		50,196.90
			792,773.95
			1,528,239.08
·		•	289.92
		166,273.43	50,317.36
530,000.00	0.00	0.00	530,000.00
113,380.00	0.00	7,020.60	106,359.40
	319,559.00	303,330.00	189,321.21
	156,035.00		156,175.00
	72,816.00	52,199.90	55,779.76
115,560.00	534,660.00	588,034.00	62,186.00
263,100.20	1,419,870.00	1.126,928.51	556,041.69
0.00	83,200.00	76,488.00	6,712.00
10,560,70	0.00	0.00	10,560.70
100,000,001	0.00	106,216.53	(6.216.53)
0.00	4,400.00	4,400.00	0.00
0.00	777,000.00	320,900.00	456,100.00
3,855.80	3,600.00	0.00	7,455.80
2,635,938.69	65,418,176.60	63,463,825.23	4,590,290.06
			545,839.00
			4,271,020.44
	18,140.00	6,158.40	15,772.28
2,075,246.09	353,463.09	208,278.26	2,220,430.92
412,836.97	77,967.60	86,382.90	404,421.67
6,762,221.58	1,789,115.99	1,093,853.26	7,457,484.31
	173,092.21 123,240.00 35,163.66 115,560.00 263,100.20 0.00 10,560.70 100,000.00 0.00 3,855.80 2,635,938.69 351,721.00 3,918,626.84 3,790.68 2,075,246.09 412,836.97	24,952.40         106,800.00           535,200.95         272,675.00           370,517.16         5,984,895.60           50,555.22         374,250.00           99,590.79         117,000.00           530,000.00         0.00           113,380.00         0.00           173,092.21         319,559.00           123,240.00         156,035.00           35,163.66         72,816.00           263,100.20         1,419,870.00           0.00         83,200.00           10,560.70         0.00           100,000.00         0.00           3,855.80         3,600.00           2,635,938.69         65,418,176.60           351,721.00         234,380.00           3,790.68         18,140.00           2,075,246.09         353,463.09           412,836.97         77,967.60	24,952.40         106,800.00         81,555.50           535,200.95         272,675.00         15,102.00           370,517.16         5,984,895.60         4,827,173.68           50,555.22         374,250.00         424,515.30           99,590.79         117,000.00         166,273.43           530,000.00         0.00         0.00           113,380.00         0.00         7,020.60           173,092.21         319,559.00         303,330.00           123,240.00         156,035.00         123,100.00           35,163.66         72,816.00         52,199.90           115,560.00         534,660.00         588,034.00           263,100.20         1,419,870.00         1,126,928.51           0.00         83,200.00         76,488.00           10,560.70         0.00         0.00           100,000.00         0.00         106,216.53           0.00         777,000.00         320,900.00           3,855.80         3,600.00         0.00           2,635,938.69         65,418,176.60         63,463,825.23           351,721.00         234,380.00         40,262.00           3,918,626.84         1,105,165.30         752,771.70           3,790.68

# Shatin Tsung Tsin Secondary School Report on the Use of Capacity Enhancement Grant 2020/21

# A. Financial Report

Methods	Rationale / Value	2020-2021 Budget	2020-2021 Expenditure
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	\$95,813
Employment of part-time teachers for enhancement and remedial classes at various levels	(i) To enhance students' language competency (ii) To cater for individual learner's needs	\$20,000	\$13,890
3. Employment of one additional teacher	To relieve teachers' workload so that teachers can concentrate on curriculum development and coping with learning needs of students	\$518,461	\$504,952.8
<ul> <li>4. Recruitment of part-time administrative assistants to help teachers handle the following:</li> <li>(i) collecting reply slips, sick leave letters and handling of students' attendance records</li> <li>(ii) taking up teaching duties when the need arises</li> </ul>	To free up more teachers' time for the 4 items mentioned in (2)	\$0	\$15,456
The second secon		\$638,461	\$630,111.8

# Life-wide Learning Grant Report on the Use of the Grant 2020-2021 School Year

		\$168,916	Expenses on Item 1.1	Expe	-			
E5 ~	ш	\$168050	Students are enhanced in presentation skills and creativity. Students prepared a drama performance for S1 parents	S1 students (164)	Sept2020- May2021	Developing students' presentation skills and creativity	S1 Drama Education	Arts in Life
E2 ~	<u></u>	8866	Students are enhanced in appreciation of art	S4 to S6 Visual Arts students (40)	Nov2020- May2021	Enhancing students' appreciation of art	Arts Exhibition	Visual Arts
different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field ig day)	hance le	eas to en	\ / curriculum aı	JAs / cross-KL/	different KJ ng day)	wide learning activities in terprises, thematic learnir	Local Activities: To organise life-wide learning activities in differ- trips, arts appreciation, visits to enterprises, thematic learning day)	Ξ
						le learning activities	To organise / participate in life-wide learning activities	Category 1
Experiences  (Please put a ' in the appropriate box(es); more than one option can be selected)  Nature of  I M P S C  Expenses*  I: Intellectual Development (closely linked with curriculum)  M: Moral and Civic Education  P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences		Actual Expenses (\$)	Evaluation Results	Target Student (Level and number of participants)	Date	Objective	Brief Description of the Activity	Domain

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ces  'in the 'i, more than s selected)  S C pment curriculum) Education retic	itial and Iraining;				>		
Essential Learning  Experiences (Please put a \( \sigma\) in the appropriate box(es); more than one option can be selected)  I M P S C  I: Intellectual Development (closely linked with curriculum)  M: Moral and Civic Education  P: Physical and Acsthetic Development  S: Community Service C: Career-related Experiences	students' poter es; leadership 1	>	>	>	>	>	>
Nature of Expenses*	r stretching tural activiti	E1, E5	E1	Ħ	E7	EI	E7
Actual Expenses (\$)	l abilities for	\$5260.2	\$7129	\$39400	\$2504	\$5300	\$126
Evaluation Results	activities to cater for students' interests and abilities for stretching students' potential and vities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; niformed groups; military camps)	Students' response is positive in questionnaire	Students' response is positive in questionnaire	Students' response is positive in questionnaire	Students' response is positive in questionnaire	Students' response is positive in questionnaire	Students' response is positive in questionnaire
Target Student (Level and number of participants)	Local Activities: To organise diversified life-wide learning activities to cater for students' in nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; ph service learning; clubs and societies; school team training; uniformed groups; military camps)	S1 (164)	S1-3 students (495)	S1, 2 (325)	S3 (154)	S4 (149)	S1-S6 (914)
Date	ictivities to Ities on mult iformed gro	25/9/2020	Sept2020- May2021	Jan2020- May2021	Nov2020- May2021	Jan2020- Apr2021	Sept2020 -Jul2021
Brief Description of the Activity  Brief Description of the Activity  Coal Activities: To organise diversified life-wide learning activities to cater for students positive values and attitudes (e.g. activities to cater for students' interests and abilities for stretching students' potential and number and value and values and attitudes (e.g. activities to cater for students' interests and abilities for stretching students' potential and value training: churs and societies exhalited armine and value		Nurturing students' positive values and team building	Nurturing students' positive values	Enriching students' life experiences	Nurturing students' positive values and willingness to serve	Enriching students' knowledge of different social strata	Nurturing students' positive values and attitudes
Brief Description of the Activity Objective  Local Activities: To organise diversified life-wide learning		S1 Life Education Day Camp	S1, S2 and S3 Life Education Program	Experiential Activities: S1 Life Journey Centre S2 Dialogue in the Dark	S3 Voluntary Service	S4 Visiting Subdivided Flats	Student Guidance Committee whole school activities (e.g. Counselling Days)
Domain	1.2	Life Education Camp	Life Education Program	Life Education Program	Life Education Program	Life Education Program	Moral Education

Expertial Learning Experiences (Please put a ' in the appropriate box(es); more than one option can be selected)  I M P S C  I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
Essentia Expe (Please p appropriate b one option o  I M I: Intellectual I (closely linked M: Moral and P: Physical an Development S: Community C: Career-relat	`		<u> </u>	>	>	>
Nature of Expenses*	EI	E5	ΞΞ	E7	E5	E5
Actual Expenses (\$)	\$1580	\$704.7	\$8713	\$6140	\$8940	\$68400
Evaluation Results	Students' response is positive	Students' response is positive in questionnaire	Camp site activities were arranged for S1 and S2 students	Equipment and tools for wild camp are purchased. Wild camp activity was cancelled because of COVID-19	Students got accomplishments in external competitions	Students got accomplishments in external competitions
Target Student (Level and number of participants)	S2-S5 Prefects (80)	S1-S3 student leaders (40)	\$1-\$6 (914)	S1-S5 (40)	Chinese Debate Team members (40)	English Debate Team members (20)
Date	Dec2020, Mar & Aug2021	Oct2020- Nov2020	9/11/2020	29/12/2020- 30/12/2020	Oct2020- Aug2021	Oct2020- Aug2021
Objective	Developing students' leadership skills	Developing students' leadership skills	Class building	Enriching students' life skill and experiences	Developing students' debating and thinking skills	Developing students' debating and thinking skills
Brief Description of the Activity	Prefect Training Programs	Elementary Leadership Training Programs	School Picnic Day	Wild Camp Activity	Chinese Debate Team Training	English Debate Team Training
Domain	Leadership Traíning	Leadership Training	Life Experiential Activities	Life Experiential Activities	School Team Training	School Team Training

Essential Learning Experiences (Please put a ' in the appropriate box(es); more than one option can be selected)  I M P S C  I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Carcer-related Experiences						
Expertial Learning Experiences (Please put a ' in the one option can be selected  I M P S (Cosely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Carcer-related Experiences	>	>	>	>	>	>
Expertia Exp (Please 1 appropriate b one option I M I: Intellectual (closely linked M: Moral and P: Physical an Development S: Community C: Career-rela	>	>				
Nature of Expenses*	E5	ES	E5	E5	E1	E5
Actual Expenses (\$)	\$24360.9	\$45663.3	\$10011 \$32367 \$28273 \$54039 \$33043 \$16244	\$10321.9	6066\$	\$220000
Evaluation Results	Students got outstanding performance in external competition	Students got accomplishments in training	Students got accomplishments in training	Students got accomplishments in activities	Students tried different sports during lesson	Students got accomplishments in training
Target Student (Level and number of participants)	Dancing Team members (40)	Drama Team members (60)	Team members (300)	Team members (100)	S1 to S6 (914)	Team members (320)
Date	Oct2020- May2021	Oct2020- May2021	Sept2020 -Aug2021	Sept2020— Jun2021	Oct2020 -Jun2021	Sept2020 Aug2021
Objective	Enhancing students' aesthetic development	Developing students' presentation skills and creativity	Developing students' physique and relevant sports skills	Developing students' multiple intelligence	Exploring students' potential in different sports	Developing students' interest and techniques in playing music
Brief Description of the Activity	Dancing Team Training	Drama Team Training	Badminton Basketball Football Handball Table Tennis Archery	Others School Teams: Mathematics, Visual Arts, Speech Festival Training	Sports Tasting Programs	Chinese Orchestra Symphonic Orchestra School Band Junior Choir and Senior Choir
Domain	School Team Training	School Team Training	School Team Training	School Team Training	Physical Education	School Team Training

Experiences  (Please put a ' in the appropriate box(es); more than one option can be selected)  One option can be selected)  I M P S C  Expenses* I: Intellectual Development (closely linked with curriculum)  M: Moral and Civic Education  P: Physical and Aesthetic Development  S: Community Service  C: Career-related Experiences	EI	E1, E6, E7	Expenses on Item 1.2 \$693,614.15				
Actual Expenses (\$)	\$26719.4	\$28465.75	\$693,614.15	80		0\$	\$862,530.1
Evaluation Results	Students got accomplishments and exposures in external competitions	Students' initiation of serving the others was enhanced.	Expenses on Item 1.2	Expenses on Item 1.3		Expenses on Item 1.4	Expenses for Category 1 8862,530.15
Target Student (Level and number of participants)	Team members (300)	Team members (40)	Expe	Expe		Expe	Expense
Date	Sept2020 -Aug2021	Sept2020 -Aug2021	or out of oxe				
Objective	Developing students' multiple intelligence	Developing students' willingness to serve and being self-motivated					
Brief Description of the Activity	School Team Expenditure (Application fee, Registration fee, Accessories)	Hong Kong Red Cross Youth Unit	Non-Local Activities: To organise or narticinate in non-local		Others		
Domain	School Team Training	Extracurticular Activities			71		

					***************************************	
Actual Expenses (\$)		\$7148.36	\$23450	\$233800	\$264398.36	\$1,126,928.51
Purpose	sources for promoting LWL	Enhancing teaching and learning effectiveness of science subjects	Developing students' aesthetic ability through sand painting activities	Developing students' aesthetic ability through painting activities	Expenses for Category 2	Expenses for Categories 1 & 2
Item	Category 2 To procure equipment, consumables or learning resources for promoting LWL	Aquaponics and Hydroponics system	Sand Painting Box	Christian Painting		
Domain	Category 2	Science	Arts	Christian Education		

\*: Input using the following codes; more than one code can be used for each item.

_	Code for Expenses		
pained.	El Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
ч	22 Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
,11.)	E3 Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational software, resource packs)
<del> -1- </del>	E4 Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify )
ند	E5 Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the
			cancellation of learning activities due to the COVID-19 outbreak

# Number of Student Beneficiaries

Total number of students in the school:	914
Number of student beneficiaries:	914
Percentage of students benefitting from the Grant (%):	100%

(Vice Prir	Learning (Name & Post):
Mr Tai K	Contact Person for Life-wide

#### Shatin Tsung Tsin Secondary School Report on the Use of the Promotion of Reading Grant 2020-2021 School Year

Amount of Grant/year: \$72,816 2019-2020 year surplus: \$35,163.66

#### Part 1: Evaluation of the Effectiveness:

#### 1. Evaluation of the objective:

Based on the theme(widening students' horizon), students were exposed to different thematic books and resources assigned by the science, humanities and cultural subjects. However, due to the epidemic situation, only half-day classes were available. No reading period could be arranged for students. Therefore, some activities like recommended news reading to students during reading period and most of the large-scale events (e.g. talk and exhibitions) were cancelled.

#### 2. Evaluation of strategies:

Activities were held for senior form students. They were encouraged to share their views during lessons and assemblies. Books purchased by different subjects cover a wide variety of themes to enrich students' scope of knowledge. To help junior secondary students to develop a good reading habit, junior form reading records were submitted as scheduled. 100% of the students fulfilled the minimum requirement of reading. In the coming year, the library will better utilize the Reading Grant to subsidize students for their participation and application in reading-related activities or courses.

Part 2: Financial Report

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
	2019-2020 year surplus: \$35,163.66		
1.	Purchase of Books	\$86,900.00	\$52021.7
	✓ Printed books		
	E-Books		
2.	Web-based Reading Schemes		
	e-Read Scheme		
	Other scheme:		
3.	Reading Activities	\$21,079.66	\$0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Hiring writers, professional storytellers, etc. to conduct talks		
	✓ Hiring external service providers to organise student activities related to the promotion of reading		
	Paying the application fees for activities and competitions related to the promotion of reading		
	Subsidising students for their participation in and application for reading-related activities or courses		
4.	Other:		
	Total:	\$107.979.66	\$52021.7
······································	Unspent Balance:		\$55,957.96

<sup>\*</sup> Please tick the appropriate boxes or provide detail

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Frogramme	Cojective		Duration	Deliverable	Lvaluation	Expenditure
title	A CONTRACTOR CONTRACTO	(No./level/selection)	/Start Date			
Leadership	Leadership training	29 students from S4	8/8, 15/8,	Leadership skills	The attendance of students met the	\$9,231.60
Training	program for S4-S5	and S5	22/8,	enhanced after joining	requirement of the course (95.6%)	
programmes	student leaders		27/8/2021	the training		
	(prefects, house, SU			programmes	Around 95% of the students	
	and sports committee				reflected that the course could help	
	ex-co members,				them improve leadership skills that	
	school team leaders,				included team building, managing	
	etc.)				conflicts with others, time	
					management and organizing	
					activities.	
Sports	To broaden elite	30 S.4 to S.6 school	09/2020 —	The skills of the	The attendance of students was	\$32,136.00
Training	senior form students'	team members who	07/2021	students enhanced and	good (80%)	
(Volleyball	horizons through	are gifted in sports		their horizons	The attitude of most students was	
Team)	different training and			broadened after	poog	
	competitions			joining the training	Because of COIVD 19, the	
				and competitions	inter-school volleyball	
					competition was cancelled.	
Sports	To broaden elite	30 S.4 to S.6 school	09/2020-	The skills of the	The attendance of students was	\$43,926.00
Training	senior form students'	team members who	07/2021	students enhanced and	very good (96%).	
(Athletics	horizons through	are gifted in sports		their horizons	The attitude of most students was	
Training)	different training and			broadened after	pood	
	competitions			joining the training	Because of COIVD 19, the	
				and competitions	inter-school athletic meet was	

					cancelled.	
Subsidizing	To broaden elite	6 elite senior form	9/2020	The knowledge and	<ul><li>5 students joined programs</li></ul>	\$12,050.00
students	senior form students'	students	8/2021	experience students	provided by the HKUST in	
participating in	horizons in different			gained after joining	different disciplines, like physics,	
competitions	disciplines			the programs or	chemistry, mathematics, etc.	
or education				competitions	<ul> <li>I student joined the program</li> </ul>	
programs held					provided by the HKU	
by external					Engineering Academy for the	
organizations					Talented.	
					<ul> <li>All students completed the</li> </ul>	
					program and obtained a certificate	
					or a transcript of the program.	
Chinese	To enrich students'	23 S.6 students who	11/2020 -	The skills of the	<ul> <li>Because of COIVD 19, this</li> </ul>	\$9,000.00
Enrichment	knowledge in Chinese	are gifted in sports	4/2021	students enhanced and	programme was conducted	
Class		and arts		their horizons	through ZOOM	
				broadened after	<ul><li>The attendance of students</li></ul>	
				joining the training	was good (86%)	
					<ul><li>96% of students agreed that</li></ul>	
					the teaching content and the	
					resources provided were	
					appropriate	
					• 100% of the students agreed	
					that the tutors were well prepared	
					<ul><li>88% of the students agreed</li></ul>	
					that the programme can enrich	
					their knowledge in Chinese	

Euclid	To enrich students'	1 S6 elite student in	8/4/2021	Completion of the	Awards received as follows:	\$561.83
Mathematics	knowledge in	Math Extended		contest	Distinction x 1	
Contest	Mathematics	Module				
Mathematics	To enrich students'	10 S.6 students who	3/2021 –	The mathematics	The attendance of students was	\$4,050.00
Enrichment	knowledge in	are gifted in sports	4/2021	skills of the students	good (81%). Students found it	`
Class	Mathematics	or arts		enhanced after joining	useful in learning the Math skills	
				the class	for problem solving.	
English	To broaden students'	21 S.6 students who	3/2021 –	The skills students	The attendance of students was	\$20,860.00
Enrichment	horizons in the	are gifted in sports	4/2021	enhanced after joining	excellent (100%).	
Class	application of English	or arts		the class and	The attitude of all students was	
	language			producing various	good and they found the program	
				compositions	useful.	
BAFS	To enrich students'	8 S.6 students who	3/2021-	The knowledge in	The attendance of students was	\$1.950.00
Enhrichment	knowledge in BAFS	have good	4/2021	BAFS enhanced after	excellent (100%).	
Class		performance in		joining the class	The attitude of most students was	
		BAFS			good.	
Geography	To enrich students'	5 S.6 students who	3/2021-	The knowledge in	The attendance of students was	\$1,950.00
Enrichment	knowledge in	have good	4/2021	Geography enhanced	excellent (100%).	`
Class	Geography	performance in		after joining the class	The attitude of most students was	
		Geography			good.	
Biology	(a) to challenge and	10 S.5 & S.6	23/12/2020	Students attend a	Students gain more experience	\$600.00
School Team	expand students'	students who have		1-hour test	and knowledge in the discipline.	
(Hong Kong	talents	good performance in		individually.	Awards received as follows:	
Biology	(b) to stimulate	Biology		Certificates with First,	2 First Class Honours	
Literacy Award	students' active			Second and Third	1 Second Class Honour	
2020/2021)	interest in Biology			Class Awards will be	2 Third Class Honours	

	(c) to enhance			distributed to students	2 Awards of Merit	
	students' scientific			individually.	3 Certificates of Active	
	literacy				Participation	
Buying	To facilitate students'	At least 20 senior	9/2020	The skills of playing	Yearly assessment of music class	\$29,958.00
Chinese	training in Chinese	form students from	8/2021	Chinese musical	members by music teachers and	
musical	musical instruments	various music		instruments enhanced	performing quality of the Chinese	
instruments to	(排鼓, 雲鑼, 高胡)	classes and the		and the grand	Orchestra were recorded.	
facilitate elite		Chinese Orchestra		ensemble playing		
students' music		may use those		effect enhanced in the		·····
training		instruments at school		Chinese Orchestra		
		during music class				
		and Chinese				
		Orchestra practice				
					Total:	\$166,273.43

# Report on the Use of the Student Activities Support Grant 2020 - 2021 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$ 83,200.00
В	Expenditure in the Current School Year:	\$ 76,488.00
С	Unspent Amount to be Returned to the EDB (A – B):	\$ 6,712.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	22	\$ 9,435.00
Full-grant under the School Textbook Assistance Scheme	110	\$ 67,053.00
Meeting the school-based financially needy criteria	0	\$ 0 (capped at 25% of the total allocation for the school year)
TOTAL	132	\$ 76,488.00 (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

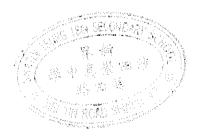
				Essential Learning Experiences (Please put a  in the appropriate box(es); more than one option can be selected)					
			Person Times	formeric	M	P	S	C	
Domain	Brief Description of the Activity	Expenses (\$)	of Student Beneficiaries <sup>t</sup>	M: Me P: Phy Develo S: Cor	ly linked oral and vsical and opment nmunity	Develop d with c Civic E d Aesth y Servic ated Exp	urriculu Educatio netic	าก	
tend •	Local activities: To subsidise students covering different KLAs / cross-KLA arts appreciation, visits to enterprises)								
					The state of the s				
	Expenses on Item 1.1			<u> </u>	J	<u> </u>	<u> </u>	1	

Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

				Essential Learning Experiences (Please put a \( \sigma \) in the appropriate box(es); more than one option can be selected)					
Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	(close M: Me P: Phy Develor S: Cor	Ilectual ly linker oral and vsical an opment nmunity	d with o Civic I d Aesth y Servic	eurricult Educatio netic se	on	
1.2	Local activities: To subsidise students activities with a view to enriching the fintelligences; physical, aesthetic and cocieties; school team training; uniform	ive essential learning e cultural activities; lead	xperiences for the lership training;	m (e.g	. activ	ities (	n mu	Itiple	
1.	Archery Team	3,167.00	11			<b>/</b>			
2.	Boys Basketball Team	882.00	14			<b>V</b>			
3.	Girls Basketball Team	1,494.00	3			<b>✓</b>			
4.	Boys Table-Tennis Team	2,772.00	8			✓			
5.	Boys Handball Team	1,700.00	4			✓			
6.	Girls Handball Team	2,550.00	6			<b>✓</b>			
7.	Boys Badminton Team	367.00	2			<b>V</b>			
8.	Girls Badminton Team	623.00	2			<b>√</b>			
9.	Boys Volleyball Team	944.00	8			V			
10.	Girls Volleyball Team	2,945.00	10			V			
11.	Athletic Team	2,608.00	8			v"			
12.	Boys Football Team	3,936.00	16			v'			
	Expenses on Item 1.2	23.988.00	92	<u> </u>			·		
1.3	Non-Local activities: To subsidise stu activities or non-local competitions	idents with financial	needs to particip	ate in	non	-local	exch	ange	
						AND THE PARTY OF T			
a de la companya de l	Expenses on Item 1.3								
1.4	To subsidise students with financial nee for participating in life-wide learning ac	ds to purchase basic ar tivities	ıd essential learnir	ig ma	terials	and	equip	ment	
	The purchase of musical instruments	52,500.00	40			V			
	Expenses on Item 1.4	52,500.00	4()						

				Essential Learning Experiences (Please put a in the appropriate box(es); more than one option can be selected)					
Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student	I Inte	M	P Develo	S	C	
			Beneficiaries <sup>1</sup>	(close	y linke	d with c	urriculi		
				1		Civic I		on	
					sicai an opment	id Aesth	ietic		
				S: Community Service					
				C: Cai	eer-rela	ited Exp	perience	s	
1.5	Others					-4			
	Expenses on Item 1.5			, <del>-</del>	<u> </u>		I.,,.,,.,.		
1.6	To pay the expenses incurred from the under the one-off measure	cancellation of learning	g activities due to t	he CO	VID-	19 out	breal	<u> </u>	
	Expenses on Item 1.6								
	Total	76,488.00	132						

Contact Person for Life-wide Learning (Name & Post): Mak Lai Ching Teacher



# 姊妹學校交流報告書 2020/2021 學年

學校名稱:	沙田崇真中學		
學校類別:	*小學 / *中學 / *特殊學校 (*讀刪去不適用者)	負責老師:	戴建輝副校長

本學生	平已與以下內地姊妹學校進行交流活動:
1	本校 2020 年 9 月尾開始和廣州市江南外國語學校以電郵溝通,大家同意透過網上形式讓兩間學校的學生進行文化交流。本校安排參加了「香港校際朗誦節」的學生,把朗誦片段錄影上
•	網,並把有關連結電郵至廣州市江南外國語學校。江南外國語學校亦把「粤港澳姊妹學校經典美文誦讀的比賽」片段電郵至本校,讓兩間學校學生可以觀賞對方學生的表演。
2.	為加強本校及廣州市江南外國語學校的合作交流,本校接受廣州市江南外國語學校的邀請,
<u></u>	於 12 月 6 日於網上參加了廣州市教育局舉行的「穗港姊妹學校」簽約活動。
	為加強日後本校和其他國內姊妹學校(包括廣州市江南外國語學校)的交流,同時希望在疫
3.	情中加強與姊妹學校有更多不同形式的交流,本校於 2020 年 12 月及 2021 年 8 月添置了實
٥,	時影像播放及教學系統,並電郵聯絡內地的姊妹學校,計劃未來可以透過有關系統,讓內地
	的姊妹學校實時參與本校的網上課堂,提升兩地師生的交流。

#### 本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下:

(請在適當的方格內填上\號(可選多項)及/或在「其他」欄填寫有關資料)

# 甲. 管理層面(\*已舉辦/\*未有舉辦)(\*讀刪去不適用者)

中。官學習明(二等班,一大行等辦)("調剛去不週用者)								
		交流項目			預期目標			
編號	V	描述	編號	Ø	描述			
A1		探訪/考察	B1		增進對內地的認識和了解			
A2		校政研討會/學校管理分享	B2		增加對國家的歸屬感/國民身份的認同			
АЗ	П	會議/電話交流	В3		交流良好管理經驗和心得/提升學校行 政及管理的能力			
Α4	Ø	與姊妹學校進行簽約儀式/商討交流 計劃	B4		擴闊學校網絡			
A5	Ø	其他(請註明): 電郵聯絡	B5		擴闊視野			
			В6	V	建立友誼/聯繫			
			B7	Ø	訂定交流細節/活動詳情			
			В8		其他(請註明):			

<b>管理層面</b> 達至預期目標程度	C1 口 完全達到	C2 口 大致達到	C3 ☑ 一般達到	C4 □ 未能達到
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# 乙. 教師層面(\*已舉辦/\*未有舉辦)(\*請刪去不適用者)

		交流項目	預期目標			
編號	Ø	描述	編號	Ø	描述	
D1		探訪/考察	E1		增進對內地的認識和了解	
D2		觀課/評課	E2		增加對國家的歸屬感/國民身份的認同	
D3		示範課/同題異構	E3		建立學習社群/推行教研	
D4		遠程教室/視像交流/電子教學交流	E4		促進專業發展	
D5		專題研討/工作坊/座談會	E5		提升教學成效	
D6		專業發展日	E6		擴闊視野	
D7		其他(請註明):	E7		建立友誼/聯繫	
			E8		其他(請註明):	

教師層面	F4 C	F2 F1 十一分法至[	E2 [ 加	
達至預期目標程度	一 「 」 元王廷钊		下3日一般建到	F4     木能建到

### 丙. 學生層面(\*已舉辦/\*未有舉辦)(\*請刪去不適用者)

		交流項目			預期目標
編號	Ø	描述	編號	Ø	描述
G1		探訪/考察	H1		增進對內地的認識和了解
G2		課堂體驗	H2		增加對國家的歸屬感/國民身份的認同
G3		生活體驗	Н3		擴闊視野
G4		專題研習	H4	Ø	建立友誼
G5		遠程教室/視像交流/電子學習交流	H5	团	促進文化交流
G6	Ø	文化體藝交流 (網上)	H6	Ø	增強語言/表達/溝通能力
G7		書信交流	H7		提升自理能力/促進個人成長
G8		其他(請註明):	Н8	Ø	豐富學習經歷
			H9		其他(請註明):

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# 丁. 家長層面(\*已舉辦/\*未有舉辦)(\*請刪去不適用者)

(註:學	教子	可使用	月姊妹學校計劃津貼支付家長在交流活	所動的開泛	<i>5</i> )				
			交流項目			預期目標			
編號	Ø		描述	編號	図	持	<b></b> 道		
J1		參觀	學校	和了解					
J2		家長	<b>座談會</b>	增加對國家的歸屬。	或/國民身份的認同				
J3		分享	心得	K3		擴闊視野			
J4		其他	2(請註明):	K4		加強家校合作			
				K5		加強家長教育			
				K6		交流良好家校合作約	<b>涇驗和心得</b>		
		**************************************		K7		其他(請註明):			
家長属達至予		目標和	正度 L1 □ 完全達到 L2	口 大致	達到	L3 口 一般達到	L4 □ 未能達到		
監察/	評估	方法统	如下:		*****	**************************************	***************************************		
編號	[	<u> </u>	監察/評估方法						
M1		1	討論	討論					
M2			分享						
M3		]	問卷調查						
M4	1	]	面談/訪問						
M5		]	會議						
M6	<u> </u>	]	觀察						
M7	Ľ	1	報告						
M8	6	<u>a</u>	其他(請註明):報告中記錄						
e									
全年則	<b>才</b> 政幸	8告:							
編號	S	<b>Z</b>	交	<b></b>			支出金額		
N1		]	到訪內地姊妹學校作交流的費	用			HK\$		
N2		]	在香港合辦姊妹學校交流活動	的費用			HK\$		
N3	5	<u> </u>	姊妹學校活動行政助理的薪金	(註:不可	7超過學	年津貼額的 20%)	HK\$ 30,000.0		
N4	5	<u> </u>	視像交流設備及其他電腦設備的費用 HK\$ 93,100.0						
N5		]	交流物資費用 HK\$						
N6		]	在香港進行交流活動時的茶點開支(註:不可超過學年準點額的2%) HK\$						
N7		]	老師的一次入出境簽證的費用(註不可超過學年津貼額的1%) HK\$						
N8		J	其他(請註明): HK\$						
N9	<u> </u>	7	學年總開支				HK\$ 123,100.0		
N10		]	沒有任何開支 不適用						
反思及	起跟進	<u> </u>							

編號	v	内容
01	Ø	有關交流活動的層面 [如適用,請註明]
		校長、副校長及學生
02	Ø	有關交流活動的形式/內容 [如適用,請註明]
		以預先錄製有關簽約活動再電郵有關影片的連結,參加廣州市教育局舉行的「穗港
		姊妹學校」簽約活動。
		另外亦預先錄製本校學生參加「香港校際朗誦節」的比賽片段,再以電郵通知內地
		姊妹學校有關錄製連結,讓兩校師生可以觀賞兩地學生的比賽表現。
О3	Ø	有關交流活動的時間安排 [如適用,請註明]
		文化交流(朗誦表演)11月
		簽約活動 12 月
O4	☑	有關交流活動的津貼安排 [如適用,請註明]
		詳見全年財政報告
O5		有關承辦機構的組織安排[如適用,請註明]
O6	П	其他(請註明):

交流參與人次:					
編號	Ø	層面	交流參與人次		
P3	Ø	本校學生參與交流的總人次	_30_總人次		
P5	Ø	本校學校管理人員參與交流的總人次			

備註:	