



Shau Kei Wan Government Secondary School School Report 2011-12

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Our Vision

We provide students with opportunities to strive for excellence in all aspects of life.

Our Mission

We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto "VINCIT VERITAS" in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.

Table of Contents

	<i>Page</i>	
1	<i>Our School</i>	
1.1	<i>Type of School</i>	1
1.2	<i>Historical Background</i>	1
1.3	<i>School Facilities</i>	1
1.4	<i>School Management</i>	1
2	<i>Our Students</i>	
2.1	<i>Class Organization</i>	2
2.2	<i>Unfilled Places</i>	2
2.3	<i>Students' Attendance</i>	2
2.4	<i>Destination of S6 graduates</i>	3
2.5	<i>Destination of S7 graduates</i>	3
2.6	<i>Early Exit Students</i>	4
3	<i>Our Teachers</i>	
3.1	<i>Teachers' Qualifications</i>	5-7
3.2	<i>Teachers' Experience</i>	7
3.3	<i>Teachers' Professional Development</i>	8
4	<i>Our Learning and Teaching</i>	
4.1	<i>Number of Active School Days</i>	9
4.2	<i>Lesson Time for the 8 Key Learning Areas</i>	10
4.3	<i>Medium of Instruction</i>	10
4.4	<i>Students' Reading Habit</i>	11
5	<i>Major Concerns – Achievements and Reflections</i>	12-31
6	<i>Performance of Students</i>	
6.1	<i>HKAT (Pre-S1)</i>	32
6.2	<i>TSA (S3)</i>	32
6.3	<i>HKDSEE</i>	33
6.4	<i>HKALE</i>	34
6.5	<i>Inter-school Activities and Awards Won in 2011-2012</i>	35-46
6.6	<i>Students' Achievements in Extra-curricular Activities</i>	47
6.7	<i>Students' Physical Development</i>	48
7	<i>Financial Summary (ending 31 August 2012)</i>	49

1 Our School

1.1 Type of School

Shau Kei Wan Government Secondary School is a co-educational grammar school operated by the Hong Kong Special Administrative Region Government.

1.2 Historical Background

Shau Kei Wan Government Secondary School was founded in 1961. As the school was still under construction, it operated in the shared premises of Clementi Middle School at Fortress Hill Road. It moved to its present premises at 42 Chai Wan Road, Hong Kong in the autumn of 1964 and was officially opened on 19th November 1964.

1.3 School Facilities

The school has a total of 34 classrooms, plus a Computer-Assisted Learning Room, a Multi-media Learning Centre, an English Room, a Language and Liberal Studies Room, 4 laboratories (for Physics, Chemistry, Biology and Integrated Science) and 6 special rooms (for Visual Arts, Music, Design & Technology, Home Economics/Needlework, Geography and Computer Studies). The school has also got a Library, a School Hall, 2 Staffrooms, a Staff Common Room, a General Office, a Conference Room, a Student Activity Centre, a Careers Library, a Social Worker's Room, a Discipline Room, a Guidance Room and a Music Practice and Activities Room. In addition to rooms, there are a garden, a courtyard, a basketball court, two basketball half-courts, a volleyball court and a mini-football pitch.

1.4 School Management

School-based management was implemented in 1999.

Composition of the School Management Committee

Category Year	Sponsoring Body (EDB)	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
09/10	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
10/11	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
11/12	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

Committee members of 2011-12 were Ms. Chum Chui Chi, Hera (Chairlady), Mr. Chan Tsze Ying (Principal), Mr. Tung Kin Yee and Mr. Chiu Pit Leung (Parent Members), Ms. Cheung Pui Ling, Fanny and Mr. Chan King Sang, Edward (Alumni Members), Mr. Ko Tin Lung and Mr. Leung Sing Tat (Independent Members), Mrs. Cheung Chan So Kum and Mrs. Wong Cheng Yuk Wan (Teacher Members). Mrs. Kwan Lee Yuen Fun was Secretary.

2 Our Students

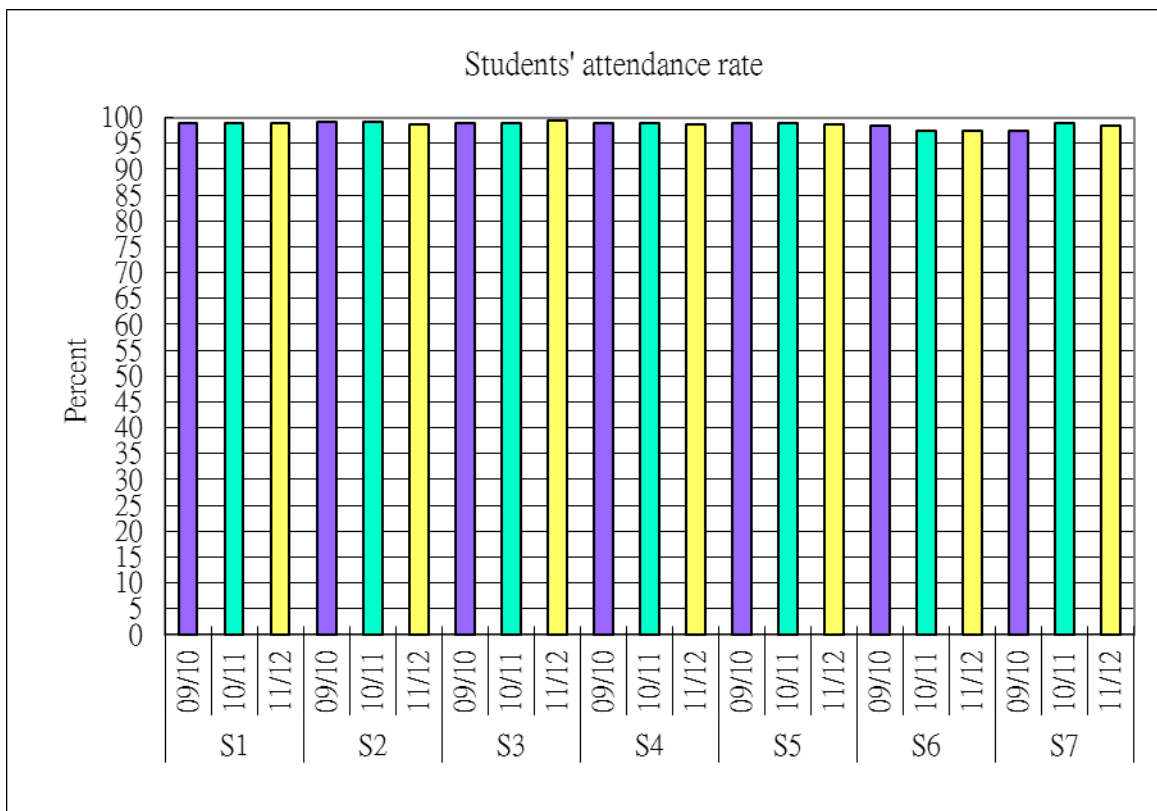
2.1 Class Organization

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	4	5	5	5	5	5	2	31
Boys	62	102	106	86	95	86	32	569
Girls	81	81	79	93	86	87	35	542
Total Enrolment	143	183	185	179	181	173	67	1111

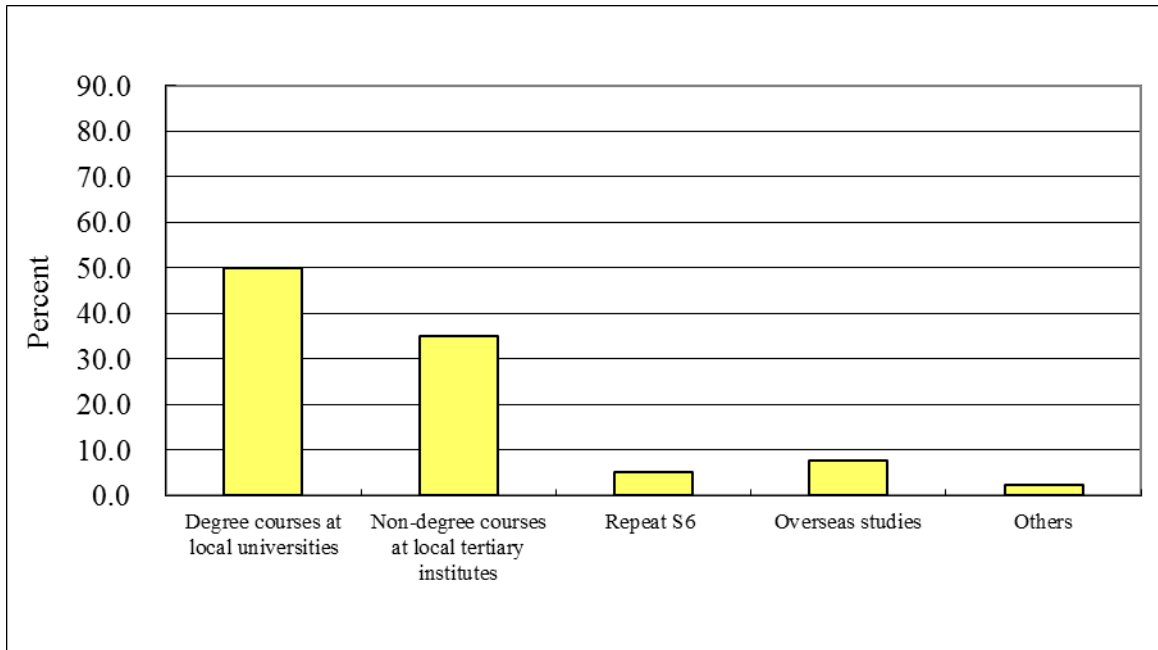
2.2 Unfilled Places

Every year all places are filled. There are no unfilled places.

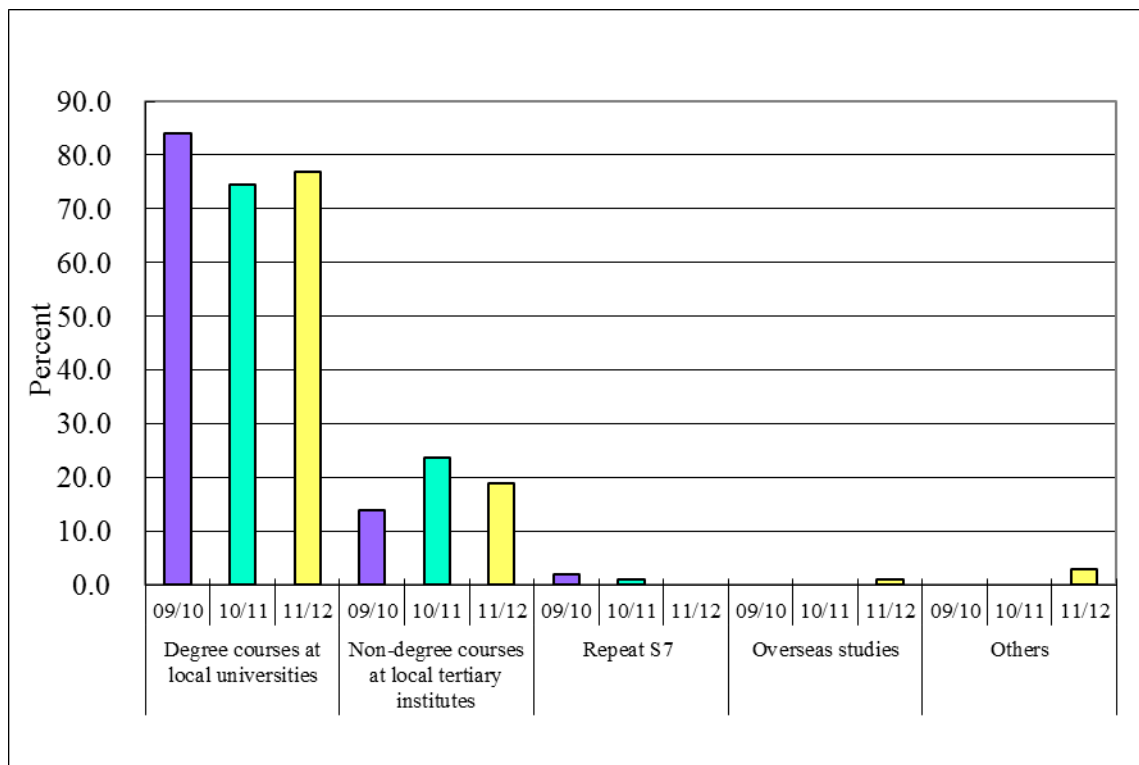
2.3 Students' Attendance



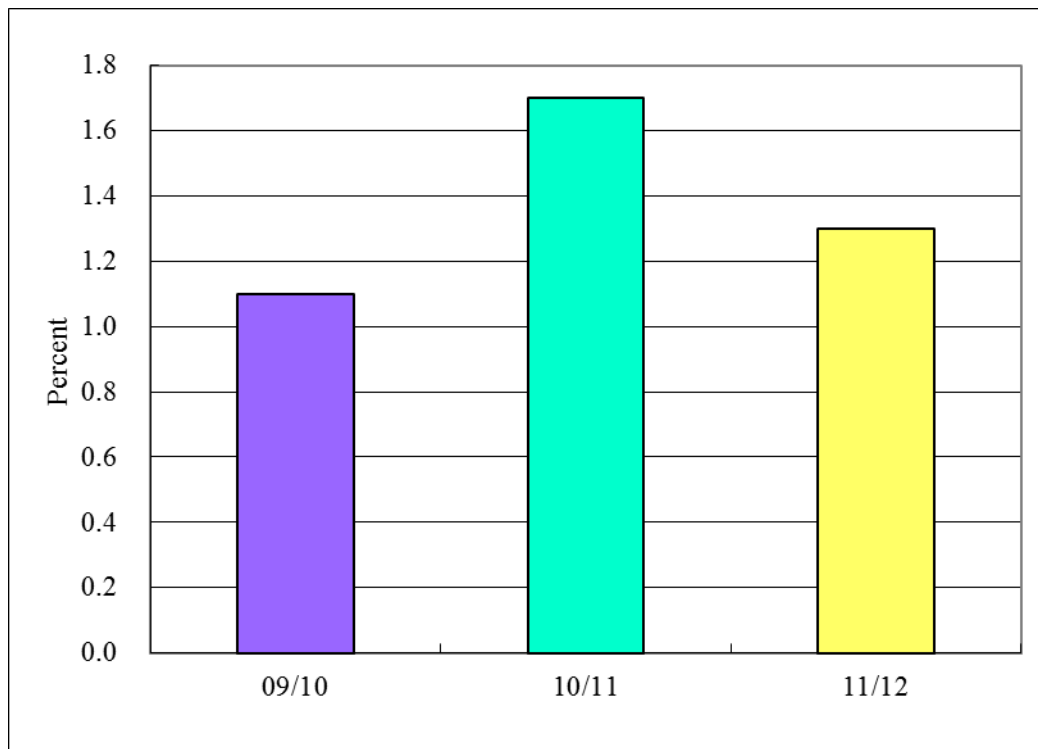
2.4 Destination of S6 graduates (2011 – 2012)



2.5 Destination of S7 graduates



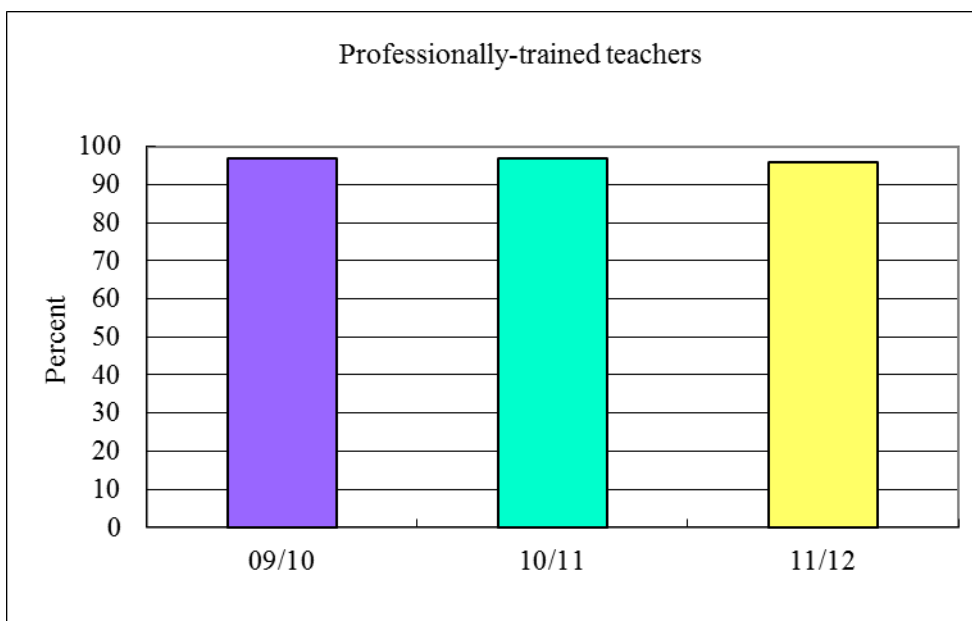
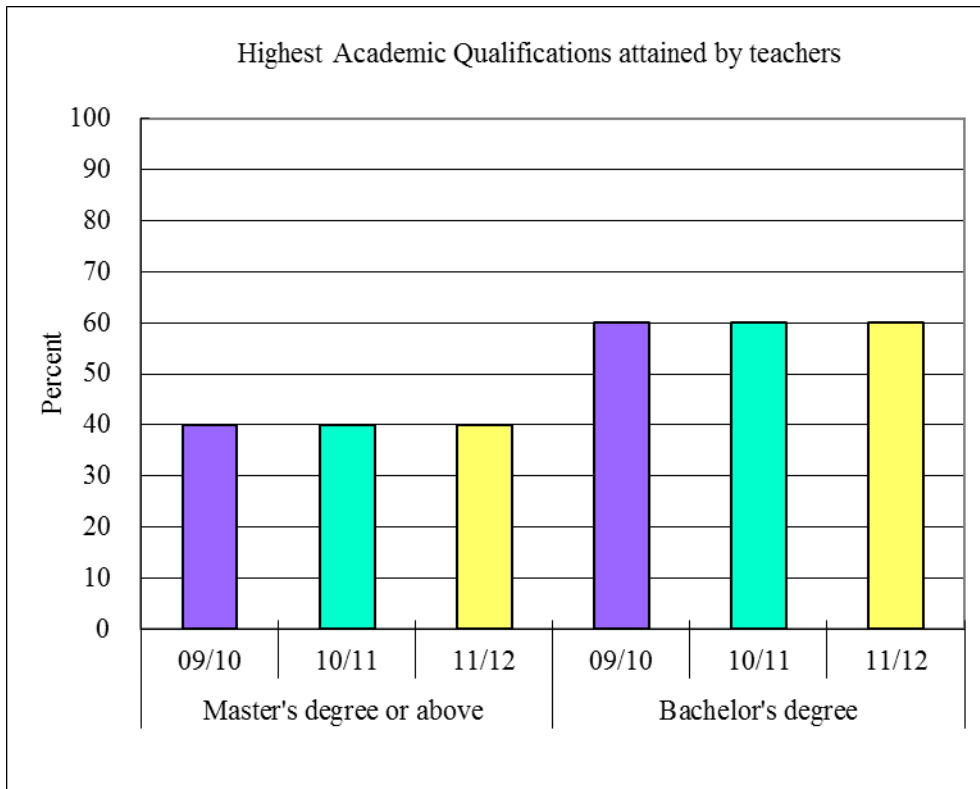
2.6 Early Exit Students

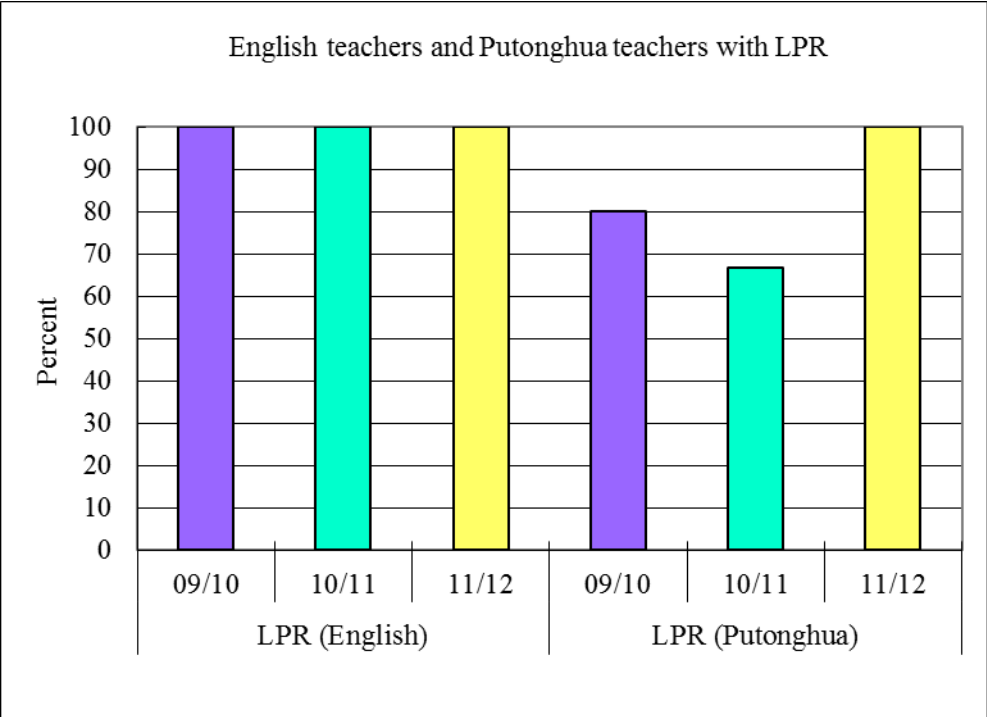
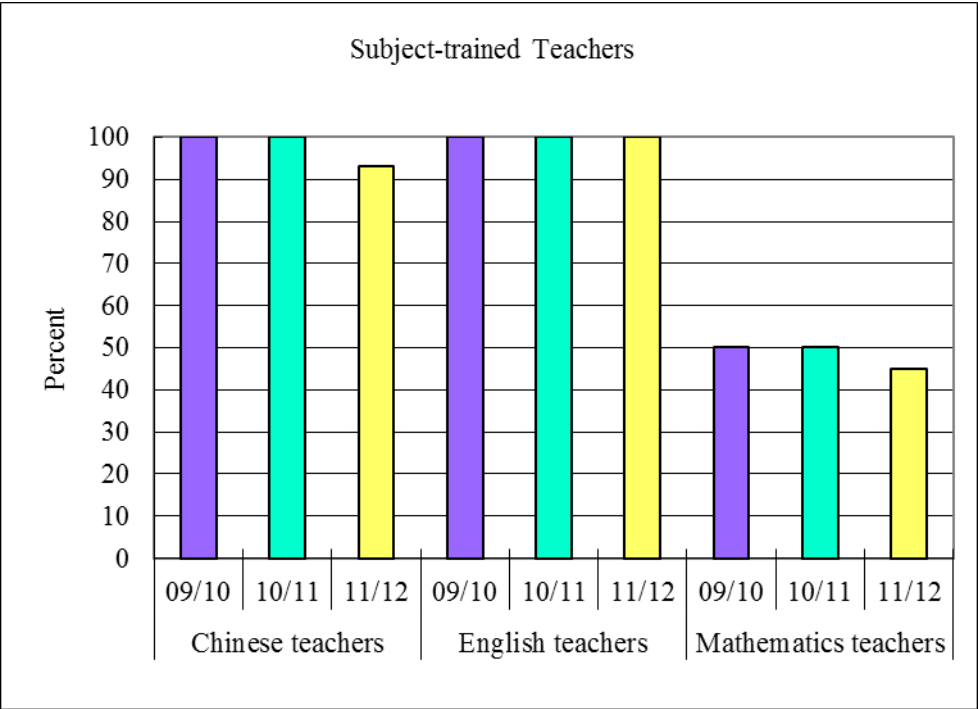


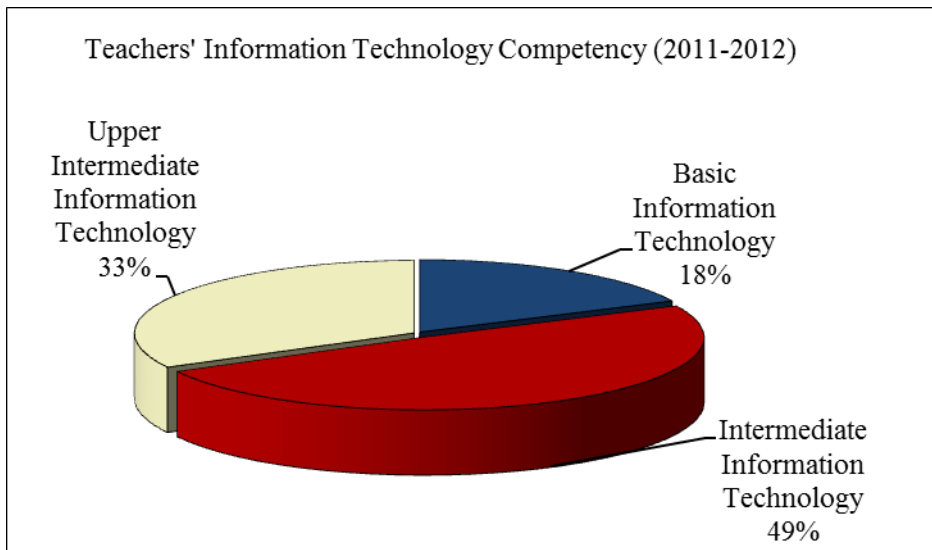
3 Our Teachers

3.1 Teachers' Qualifications

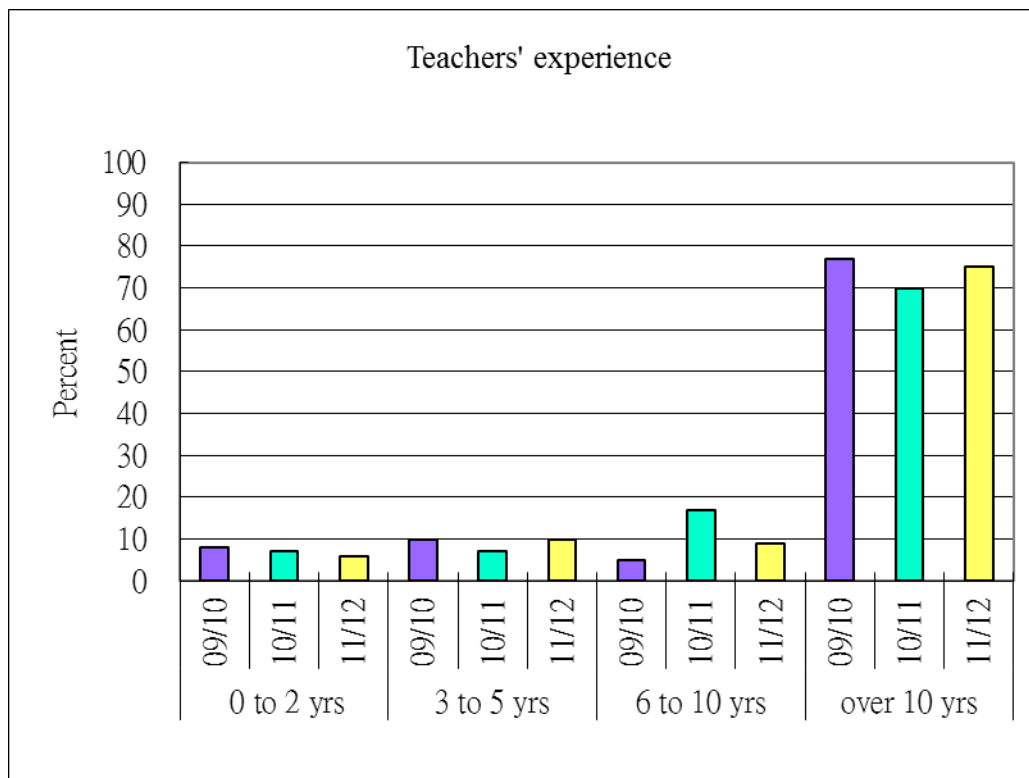
There were 97 staff members in our school: the Principal, 2 Assistant Principals, 66 teachers, 1 Teacher Librarian, 3 Teaching Assistants, 2 Clerical Officers, 1 Clerical Assistant, 1 Office Assistant, 1 Accounting Clerk, 3 General Clerks, 3 Laboratory Technicians, 1 Technical Support Services Officer, 1 Computer Technician, 3 Semi-skilled Workers, 5 Workmen II and 3 General Workers.







3.2 Teachers' Experience



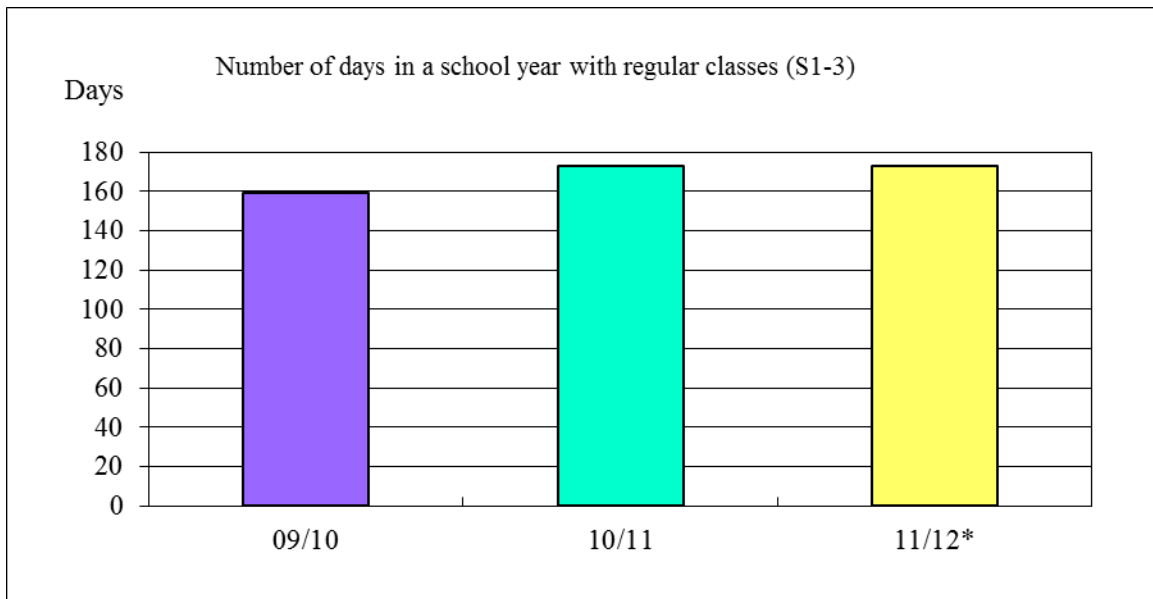
3.3 Teachers' Professional Development

In the year 2011-2012, teachers (including the Assistant Principals) undertook a total of 2,391 hours of training in the 6 Core Domains of Teacher Competencies Framework.

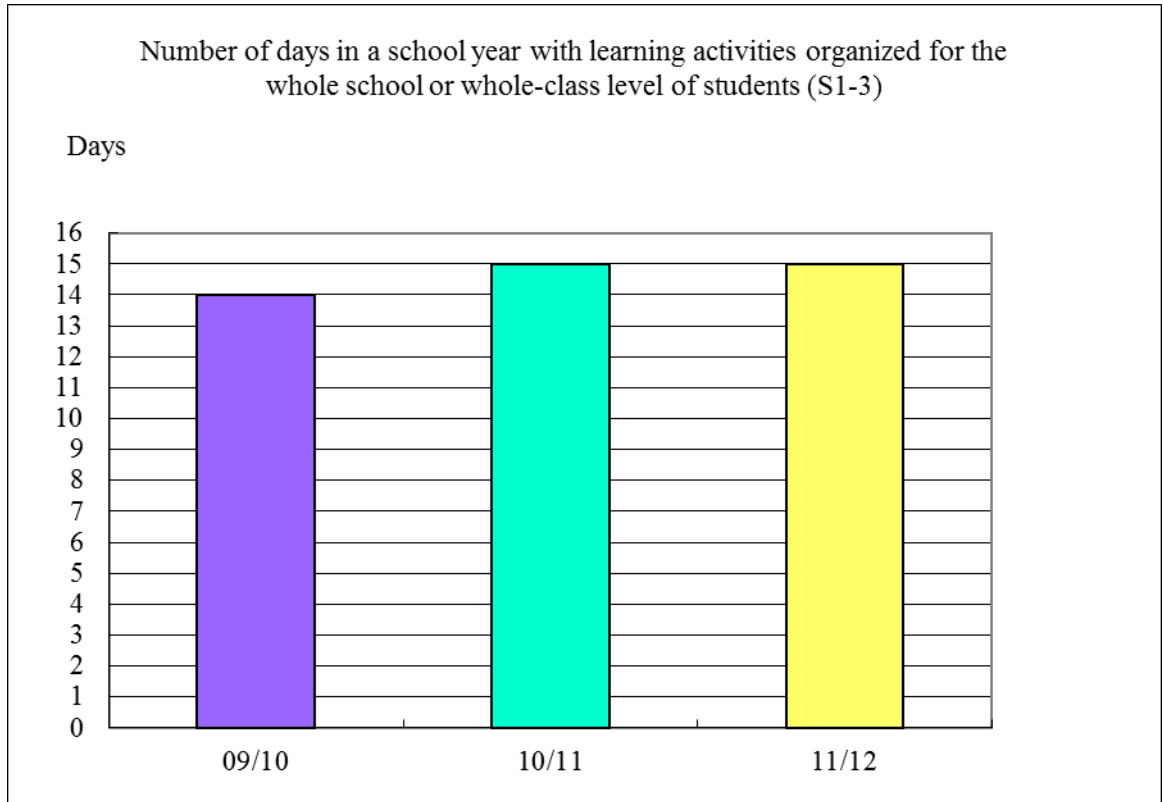
	Domain	No. of Hours
1.	Teaching and Learning	938
2.	Student Development	357
3.	School Development	220
4.	Professional Relationships and Services	443
5.	Personal Growth & Development	365
6.	Others	68
	Total	2,391

4 Our Learning and Teaching

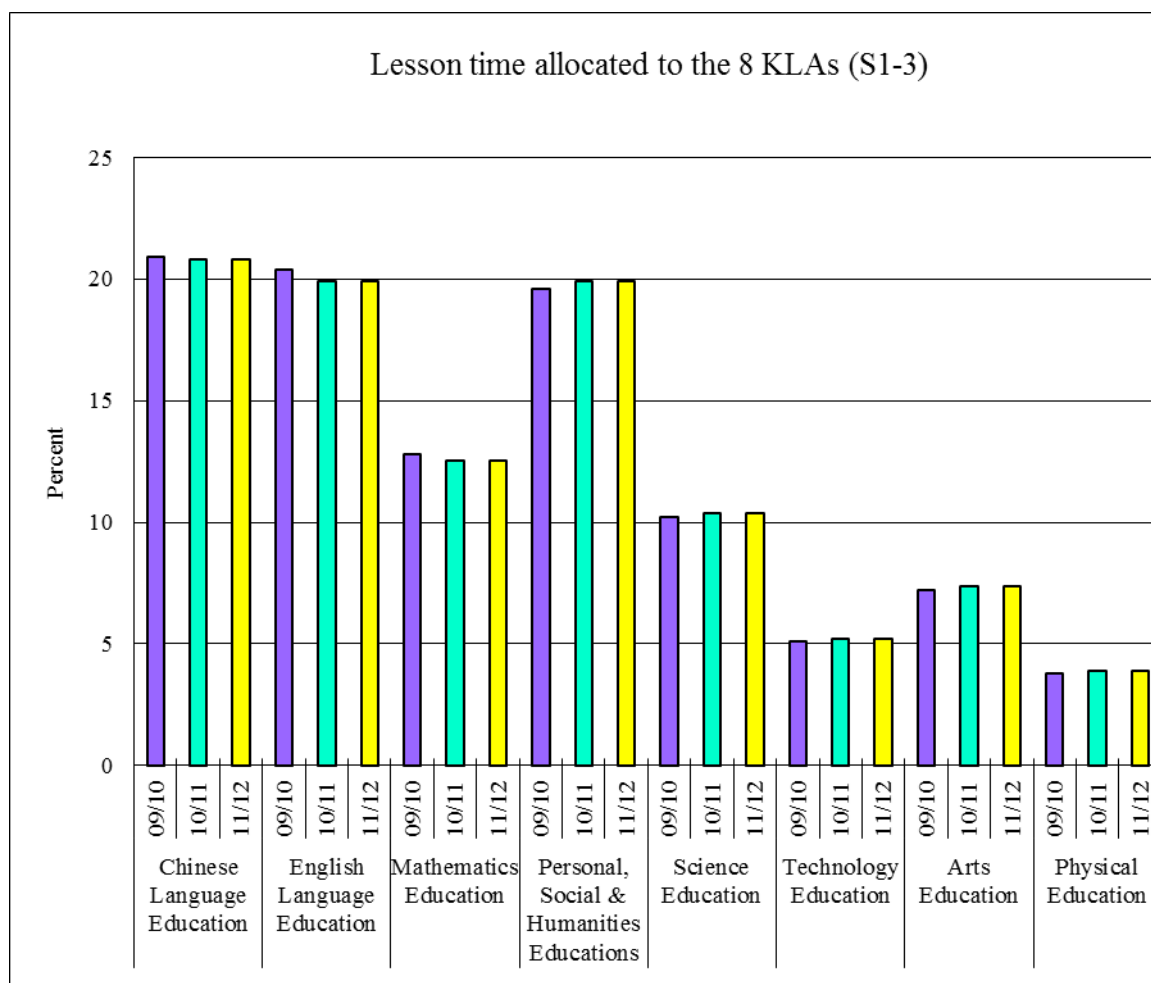
4.1 Number of Active School Days



** Total no. of school days - exam. days*



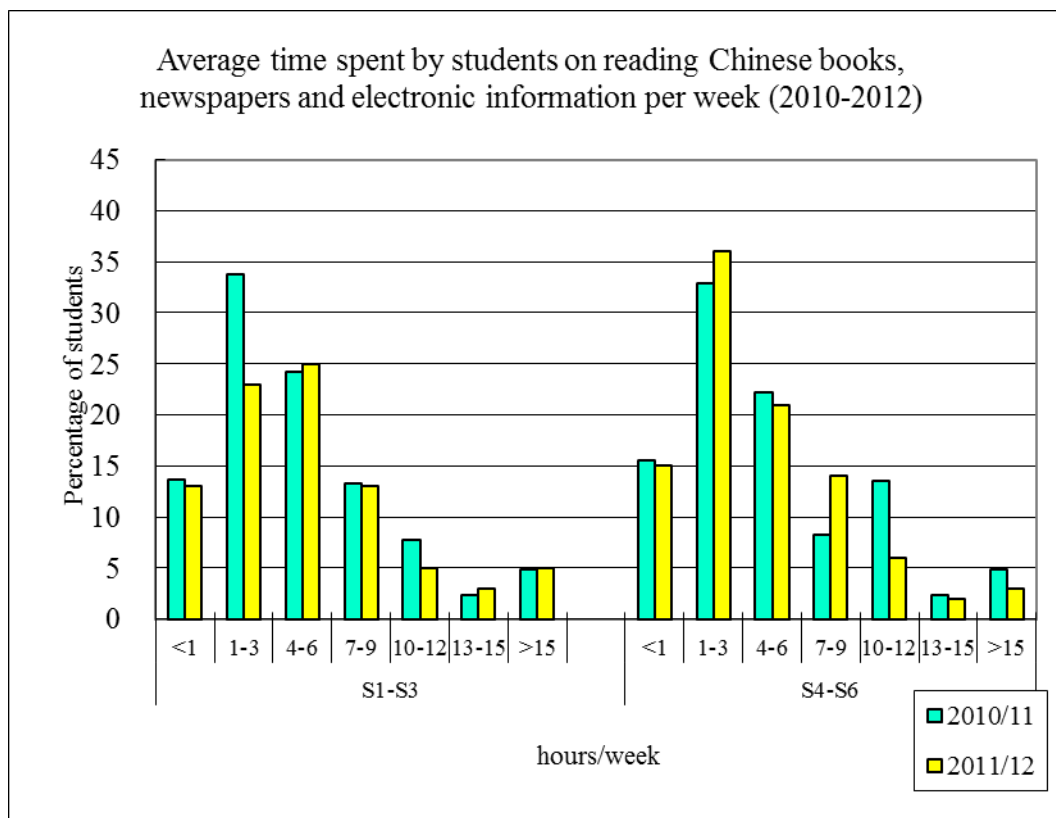
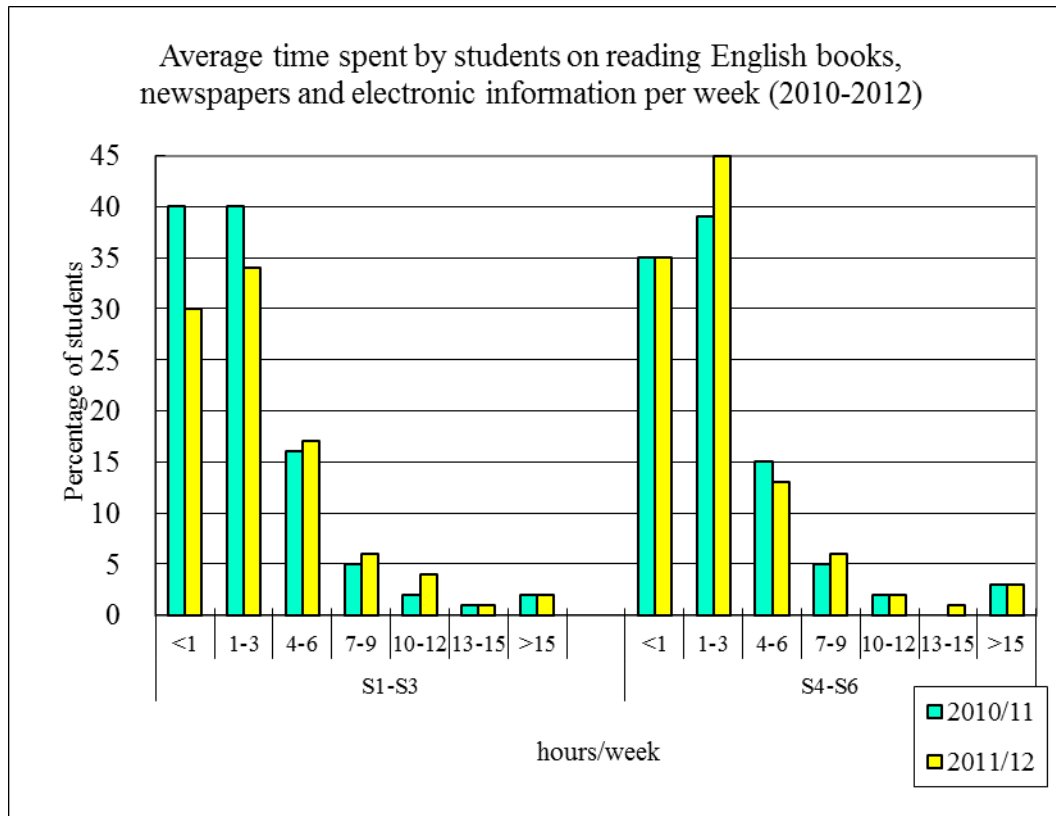
4.2 Lesson Time for the 8 Key Learning Areas (KLAs)



4.3 Medium of Instruction

In 1998 the Education Department approved the use of English as the medium of instruction in all subjects except for Chinese Language, Chinese Literature, Chinese History and Putonghua.

4.4 Students' Reading Habit



5 Major concerns (Achievements and Reflection)

Concern 1: Learning and Teaching

Focus Area A: To ensure that the New Secondary School Curriculum is effectively implemented

Strategies/Tasks	Achievements and Reflection																					
<p><i>Implementation of New Secondary School Curriculum:</i></p> <p>1. To provide a wide and flexible NSS curriculum by monitoring the NSS subject combination, implementation of Mathematics Extended Parts and arrangement of Applied Learning courses.</p>	<p>A wide and flexible NSS curriculum was provided.</p> <p>(a) <u>Subject combination</u></p> <ul style="list-style-type: none"> - 99.5% of the students were allocated at least two of their top three choices of elected subjects. 80% of the students were allocated all three subjects from their top three choices. The most popular combination was 2 science subjects plus 1 PSHE subject (2S1P). A very high satisfaction rate was attained. - A survey of students' choices for 2012-13 elective subjects was conducted. Briefing sessions on the NSS curriculum, subject selection and the streaming procedure were held for S3 students and parents. The subject combinations below were offered to cater for the needs of students. <table border="1" data-bbox="592 734 1453 853"> <tbody> <tr> <td>Block 1</td> <td>Geog</td> <td>BAFS</td> <td>Econ</td> <td>Chem</td> <td>Bio</td> <td></td> </tr> <tr> <td>Block 2</td> <td>C. Hist</td> <td>Hist</td> <td>Econ</td> <td>Phy</td> <td>Chem</td> <td>ICT</td> </tr> <tr> <td>Block 3</td> <td>C. Lit</td> <td>BAFS</td> <td>Econ</td> <td>Phy</td> <td>Bio</td> <td>VA</td> </tr> </tbody> </table> <p>(b) <u>Music as an elective subject</u></p> <ul style="list-style-type: none"> - 4 S6, 2 S5 and 2 S4 students joined the NSS Music course organized by Arts and Technology Education Centre (ATEC). They are taking music as the 4th elective and attending lessons after school time. - 100% of the S6 students attained Level 2 or above in the DSE Examination. One of them obtained Level 5*. - 1 student from S5 obtained an academic award from the ATEC for her outstanding overall performance. <p>(c) <u>Mathematics Extended Parts (Module 1: Calculus and Statistics; Module 2: Algebra and Calculus)</u></p> <ul style="list-style-type: none"> - 58 and 28 S6 students took Mathematics Extended Parts M1 and M2 respectively. They were satisfied with the lesson allocation. - 76 and 36 S5 students took Mathematics Extended Parts M1 and M2 respectively. They welcomed additional lessons every Monday after school until 4:30 p.m. - 106 S4 students applied to take an extension module in Mathematics in S5. 51 of them preferred M1 and 55 of them preferred M2. Same as before, two classes of M1 and one class of M2 with a max. class size of 38 will be arranged for 2012-2013. <p>(d) <u>Applied Learning (ApL) Courses</u></p> <ul style="list-style-type: none"> - 4 S6 students fulfilled the attendance requirements of the ApL courses they enrolled in. 3 of them attained the required standard in the HKDSE Examination. - 1 S5 student attended an Applied Learning Course offered by Lingnan Institute. She performed well in general. - Briefing sessions on the application for Applied Learning courses were conducted for S4 students in the second term. Four students applied and were given an offer. Three of them accepted the offer and will drop an elective subject in S5. <p>(e) <u>Subject Withdrawal</u></p> <ul style="list-style-type: none"> - 27 S6 students dropped an elective subject and 19 dropped the Mathematics Extended part (M1 or M2). 1 S6 student dropped both an elective subject and M2. Another 24 students had already dropped an elective subject in S5. 	Block 1	Geog	BAFS	Econ	Chem	Bio		Block 2	C. Hist	Hist	Econ	Phy	Chem	ICT	Block 3	C. Lit	BAFS	Econ	Phy	Bio	VA
Block 1	Geog	BAFS	Econ	Chem	Bio																	
Block 2	C. Hist	Hist	Econ	Phy	Chem	ICT																
Block 3	C. Lit	BAFS	Econ	Phy	Bio	VA																

	<p>- 10 S5 students dropped an elective subject and 7 dropped Mathematics Extended Part (M1 or M2) after the Half-yearly Examination. 21 S5 students dropped an elective subject and 14 dropped Mathematics Extended Part (M1 or M2) after the Yearly Examination.</p>
<p>2. To monitor the arrangements for subject-period allocation and time-tabling based on regular survey findings</p>	<p>Subject-period allocation and time-tabling was refined.</p> <p>(a) Three life-wide learning (LWL) periods per 10-day cycle were arranged in the school time-table and were smoothly run in 2011-2012.</p> <p>(b) It was reported that there were not enough lessons per cycle for the NSS electives as school offers 3 electives to students. Supplementary lessons in the long holidays and after school were required to consolidate students' learning.</p> <p>(c) It was difficult to make any changes to the existing arrangements for subject-period allocation and time-tabling in this double-cohort academic year.</p> <p>(d) Teachers teaching M1 and M2 will be arranged to teach the same class Mathematics to allow flexibility in formulating the teaching schedule of both the Compulsory and the Extended Parts in 2012-2013.</p>
<p>3. To develop a monitoring system for the implementation of School-based Assessment</p>	<p>School-based Assessment was monitored.</p> <p>(a) A school policy on SBA arrangements was developed. Students should submit their enquiry, if any, in writing within 4 days after they receive their SBA marks. A panel was set up to handle their enquiries. A school-based schedule of SBA was compiled and given to the students concerned.</p> <p>(b) The submission of the S6 SBA marks and students' work was completed by March 2012. The S5 SBA mark submission was in progress.</p> <p>(c) In light of the finalization of the streamlining arrangements of HKEAA in late February 2012, the HODs concerned have revised the SBA arrangements for students taking 2013 and 2014 HKDSE Examination.</p>
<p>4. To develop in students the habit of self-reflection and management of their Student Learning Profile (SLP)</p>	<p>Student Learning Profile was managed by students with teachers' guidance</p> <p>(a) Activities and Awards (A & A) records</p> <ul style="list-style-type: none"> - A new system using eClass-iPortfolio system was worked out in Term II to replace the existing 'A & A Record' for S1-S6. - S6 students completed the full records of both internal and external activities and awards in the eClass-iPortfolio system, which facilitated the completion of JUPAS OEA form in January 2012. <p>(b) Self-account / personal statement</p> <ul style="list-style-type: none"> - S6 students completed their personal statements for JUPAS and Student Learning Profile (SLP). However, it was observed that some students were not eager to manage their SLP. Through teachers' encouragement and constant reminder, they showed improvement in their attitude towards the preparation of their personal statements. - S5 students started their self-evaluation in the second term to prepare for the writing of personal statements. - A briefing on SLP production has been arranged in the post-exam period for S4 students.
<p>5. To review the elective subjects offered by the school and the number of subjects taken by students</p>	<p>Review of the elective subjects offered and the number of subjects taken by students began.</p> <p>(a) Opinions have been collected from S6 students, parents and teachers to review the elective subjects offered by the school and the number of subjects taken by students. School continues to offer 3X in the NSS curriculum for students starting the NSS curriculum in the academic years of 2011-2012 & 2012-2013. Students can apply to drop one elective subject after the first term in S5 at the earliest.</p>

	(b) Information obtained from students' DSE Exam results and the allocation of university places by the JUPAS system will also be considered for reviewing the policy for students taking the NSS curriculum in 2013.
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Focus Area B: To achieve academic excellence by promoting student-centred learning through 'enabling, extending and enriching' (3Es)

Strategies/Tasks	Achievements and Reflection
<p>1.1 To develop students To become self-directed and independent learners</p> <ul style="list-style-type: none"> ◆ to provide opportunities for students to develop their generic skills ◆ to strengthen "Reading to Learn" programmes ◆ to promote e-learning and maximise the use of e-class 	<p>(a) Apart from learning in lessons the specific skills required for different subjects, students were provided ample opportunities through which their generic skills were developed.</p> <p>(b) A large number of learning activities, projects and programmes were organised by subject departments / units throughout the school year. (Details are listed in the Annual Evaluation of this programme i.e. <i>Annual Evaluation of Major Concern I</i>)</p> <p>(c) Measures taken to promote "Reading to Learn" were as follows :</p> <ul style="list-style-type: none"> - implementing Chinese and English Extensive Reading Schemes at junior levels; - provision of reading materials by subject teachers on a variety of topics with the aim of enhancing students' global perspective, broadening their scope of knowledge and promoting their interest in reading; - assigning students to read news commentaries, editorials, project reports & articles for follow-up assignments, written & verbal reports, for School-based Assessment (SBA) / Independent Enquiry Study (IES) presentation and for discussion of current issues; - recommending online resources; encouraging students to do on-line listening, reading & writing, to write reflections and to enable peer learning; - recommending good books for students to read in the Tuesday reading period or in their leisure time; - recommending reference lists of printed publications & websites for each teaching module in the Liberal Studies curriculum and asking students to write reflections after reading the articles uploaded by teachers; - organizing post-reading activities e.g. 成語故事, Paper-cutting Competition and presentation in class; and - students doing reading assignments in the summer vacation. <p>(d) Promotion of e-Learning continued. Over 70% of the subject departments made use of their e-classes to facilitate learning and teaching, such as disseminating subject resources and collection of student assignments, etc.</p> <p>(e) The best of students' work was uploaded to the e-class for sharing.</p>
<p>1.2 To promote peer-learning among students</p> <ul style="list-style-type: none"> ◆ to continue to promote student-centred learning both in lessons and through project work ◆ to encourage shared knowledge and collaborative work through Life-Wide Learning 	
<p>1.3 To enhance, enrich and extend students' learning through a variety of Life-Wide Learning activities</p>	<p>Please refer to the Annual Evaluation of "Life-Wide Learning" in Major Concern III.</p>

<p>1.4 To provide support for S1 new comers by introducing a refined S1 Language Curriculum under the Voluntary Optimization of Class Structure Scheme and the Refined English Enhancement Scheme</p> <p>S1 English Curriculum</p> <ul style="list-style-type: none"> ◆ To develop a school-based curriculum that caters for learner diversity and fosters closer cross-curricular collaboration. ◆ To arrange students into six groups, namely two strong groups, two average and two weak groups. ◆ To prepare teaching and learning materials for S1 and grade them according to the level of difficulty and quantity of assignments. ◆ To promote peer learning through project work and mass programmes. ◆ To introduce online reading materials and encourage self access learning. 	<p>A special S1 Curriculum was introduced :</p> <ol style="list-style-type: none"> (a) Students were streamed into six groups, namely two strong groups, two average and two weak groups. 18 Students with a good performance in the Half-yearly Exam. were promoted to stronger groups with teachers' recommendations for encouragement and to cater for their needs. (b) Graded teaching materials were prepared to cater for learner diversity and class activities were designed to engage students with different learning styles. Materials like poems, songs, fables and dramas were integrated into the curriculum to promote Language Arts. A module on phonics helped students to recognize the relationships between letters and their sounds and improve their spelling. (c) Students were required to do two group projects throughout the year. The projects on Famous People and Acting out a Fable were conducted to develop students' generic skills and promote peer-learning. (d) Mass programmes enabled students to learn from their peers and the senior form students. Language support was provided to facilitate students' learning in other subjects as well. <ul style="list-style-type: none"> - The S1 Book Report Competition, in collaboration with the S1 Mentorship Scheme, required students to share their reflection on the books they had read. Students prepared for their presentation under the guidance of the student mentors throughout October. They did their presentation in the form of a drama, PowerPoint presentation, puppet show, bookmark design, etc. The preliminary round of the competition was conducted in class and two teams from each class were selected to enter the final competition. Students enjoyed the programme and teachers were impressed by their good effort, engagement and creativity. Awards were given to the winners and outstanding mentors. - The S1 Spelling Bee Competition was a cross-curricular programme in collaboration with the History, Geography, Integrated Science and Liberal Studies Departments. Graded crossword puzzles were designed to motivate students to familiarise themselves with vocabulary from the different subjects and prepare them for the grand final. Students actively participated in the programme. - In the Reading to Speak Programme organised jointly with the LS Department, students had to read the selected news articles on current issues and world topics. They were required to give at least 10 one-minute presentations on their opinions about the issues or their reflection on the morning reading articles to senior form students or teachers. More than 90% of the students were able to meet the requirements. (e) Online reading materials were introduced to motivate students to read at their own pace and to explore knowledge of their own interest. (f) End of year evaluation reflected that the measures were effective in providing learning support to students with various learning needs. Similar measures on streaming will continue next year, course materials will be refined and modified with regard to changes to the new edition of the English course book in 2012-13
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<p>2.1 To enhance pedagogy by developing effective subject-based student-centred learning and teaching strategies</p> <ul style="list-style-type: none"> ◆ HoDs to formulate Department Teaching Enhancement Plans ◆ HoDs and teachers to identify useful teaching resources and models for sharing and practice ◆ HoDs and teachers to identify good work for students' reference 	<ul style="list-style-type: none"> (a) The 2011-12 subject departmental enhancement plans set special focuses on effective implementation of the NSS curriculum, proper execution of SBA, development of students' generic skills; promoting 'reading to learn', 'e-learning' and close collaboration among teachers. (b) Teachers formulated their own "Teaching Enhancement Plans" and conducted Self-evaluation on the implementation of these plans and "Students' Evaluation on Learning & Teaching" for self-refinement. (c) Teachers continued to have sharing on effective pedagogy in collaborative lesson preparation sessions & through peer lesson observations. (d) Good work by students were identified and shown to other students. Students were able to learn from others' good work. (e) The system for Exercise Books Inspection was refined and simplified to ease the burden on teachers in the student-assignment collection process. Feedback from teachers was very positive.
<p>2.2 To continue collaboration among teachers in lesson planning and sharing good teaching models on a regular basis through</p> <ul style="list-style-type: none"> ◆ collaborative lesson preparation (CLP) & peer-lesson observation ◆ presentation / sharing of good teaching models 	<ul style="list-style-type: none"> (a) Collaborative lesson preparation (CLP) sessions continued. Most subject departments conducted their CLP in the common free lesson time, lunchtime and after school. (b) Peer-lesson observation continued. (c) Good teaching models were shared among teachers of the same KLA. (d) An evaluation of the effectiveness of CLP sessions reflected that most teachers found that these meetings helped to promote student learning and enhance teachers' professional sharing. Also, most agreed that CLP period(s) should be scheduled as part of the regular time-table if feasible.
<p>2.3 To strengthen the existing measures in catering for learner diversity :</p> <ul style="list-style-type: none"> ◆ Continue the existing support programmes run by subject departments, Learning & Teaching Committee and Counselling Team ◆ Use the 'Diversity Learning Grant' (DLG) for Gifted Education Programmes to organise special programmes for stronger students in NSS1 to NSS3 ◆ Tailor make programmes for special target groups of different levels 	<ul style="list-style-type: none"> (a) Stronger students are given ample opportunities to stretch their potential in different areas. A large variety of enrichment measures were promoted, such as nominating students to participate in external competitions, gifted education programmes and training workshops. For junior forms there was the addition of extended parts, challenging questions in tests / assignments and awarding extra marks to those attempting challenging questions. Teachers arranged weekly meetings for high-flyers to enable them to learn more advanced concepts & skills. (b) Weaker students were given various means of support to enable them to learn better and to raise their learning motivation. These included giving individual attention, arranging workshops on developing generic skills, tuition classes, encouraging weaker students to observe their classmates' work and have sharing with others and assigning student mentors after the HKALE to help the weaker ones. (c) Tailor-made programmes for special target groups e.g. the "Wing-Youth Programme for S3", workshops for examination and presentation skills for senior form students were organised. Post-course evaluation was very positive, showing that students welcomed these programmes, which would continue next year. (d) Funding from the DLG and 'After-school Learning & Support Programmes' was used whenever feasible. Students also received a subsidy from the PTA donation fund.

Concern 2: *Enhancement of Language Proficiency*

- To develop in students a lifelong interest in reading to explore the world of knowledge, foster their appreciation of values attributing to a fulfilling life and strengthen their thinking skills
- To enable students to use their language skills in the pursuit of knowledge and skills in non-language subjects

Strategies / Tasks	Achievements and Reflection
<p>I. Develop students' proficiency in reading</p> <p>1.1 Enhance the Chinese and English Extensive Reading Schemes for junior forms.</p>	<p>(a) One/two lessons were assigned for ERS per 10-day cycle (bi-weekly).</p> <p>(b) Book report worksheets were prepared for students to write their book reports.</p> <p>(c) Students were encouraged to give sharing after reading a book in class.</p> <p>(d) Some students showed greater interest in reading.</p> <p>(e) Students whose interest in reading is low need encouragement.</p> <p>(f) 215 students received reading awards. (Diamond: 44, Gold: 25, Silver: 48 and Bronze: 98)</p> <p>(g) 本年度為學生添置新圖書。</p> <p>(h) 在中一及中二課室放置逾百本圖書。</p> <p>(i) 每循環節安排一節閱讀課，讓學生借還及閱讀圖書。</p> <p>(j) 中三級已養成定時閱讀的習慣，為了加強其自學精神，所以沒有為他們安排閱讀課，學生須自行到圖書館借閱圖書。</p> <p>(k) 同學須於本學年內完成最少九份閱讀工作紙及一份詳細閱書報告。</p> <p>(l) 老師安排同學在閱讀課分享閱讀心得。</p> <p>(m) 閱讀課運作順利，各班均利用閱讀課借閱圖書。</p> <p>(n) 本年度獲獎的人數較上年度大大提升，共有265人獲獎(鑽石獎：22人、金獎：13人、銀獎：59人、銅獎：173人)，學生初步養成良好的閱讀習慣。</p>
<p>1.2 Establish web-links, using the school e-platform, to internet reading resources to facilitate students' reading.</p>	<p>(a) Students were guided to visit some reading websites for a wider variety of reading materials.</p> <p>(b) 學期初，向學生推介出版商提供的網址。學生亦被邀請登入‘我愛香港閱讀’網進行每日一篇。學生登入閱讀網頁，惜未能依時進行閱讀，對網上閱讀未感興趣。</p>
<p>1.3 Encourage students to read the books recommended by celebrities, bookstores or reading clubs and write reviews.</p>	<p>A display board recommending good readers prepared by the student librarians was displayed in the Main Entrance Hall.</p>
<p>1.4 Invite authors or alumni to give talks on their reading experiences to promote reading.</p>	<p>Dr Jeff Au Yeung, an author, was invited to give a talk to share with students his writing and reading experiences in the school hall during Life Wide Learning lessons.</p>

<p>1.5 Enhance the reading culture in the school through a 'Reading to Learn' programme. Run morning reading sessions every week. (The reading materials prepared will extend to S2.) The higher levels will read newspapers and collect newspaper clippings featuring current issues. Encourage students to write news commentaries.</p>	<p>The S1 and S2 Morning Reading Sessions were held every Friday. Each S1 class was provided with a set of reading materials with different themes. Materials about five other themes, namely Animals, Famous People, Science and Technology, Interesting Facts and Short Stories were prepared for S2 classes.</p> <p>Class teachers commented that the programme ran smoothly and students could finish reading the articles within the reading period. Students were able to give feedback which showed their understanding and reflection about the articles. Students in one of the S2 classes almost finished reading all the articles. Some classes requested more record sheets for students' reflection.</p> <p>The morning reading sessions for all levels were held every Tuesday. Students were encouraged to read books of their own choice. They may bring their own readers or read the books from the class library.</p> <p>Students were required to subscribe to English newspapers in class sets. They were guided to focus on different parts of a newspaper to enrich their knowledge and obtain information that they required.</p> <p>Students were required to write news commentaries. News quizzes for S1 and S2 were jointly organised by the Reading to Learn Team and the LS Department.</p>
<p>1.6 Set up a class library in each class.</p>	<p>A class library was set up in each class with the books donated by students, parents, teachers and alumni. Each class set contains both Chinese and English books of the class level. Students could borrow the books and read them at their leisure time. Students were able to borrow and return the books properly, but most classes did not have a good record as students did not fill in the form.</p>
<p>1.7 Organise an Interest Reading Group for S1 students.</p>	<p>8 meetings of different activities were held. The I.R.G. activities included debate, news quiz and book sharing. Students who have great interest in reading were encouraged to recommend books that they like.</p>

<p>2. Develop students' proficiency in writing</p> <p>2.1 Encourage students to post responses or reflections on their participation in school activities or Other Learning Experiences and include them in their portfolios. Collect students' good works in an e-magazine.</p>	<p>Students were guided to do reflections or self-review on both academic work and extra-curricular activities.</p>
<p>2.2 Develop senior form students' skills in preparing their Student Learning Profile (SLP) and writing personal statements.</p>	<p>Briefing sessions were held for the senior forms on the nature and purposes of a Student Learning Profile and a personal statement. Examples were given for discussions. Class teachers and teachers of English provided support and further guidance.</p>
<p>2.3 Organise internal writing competitions for each level and display the winning entries.</p>	<p>Inter-class writing competitions were organized. The winning entries were published in school newsletters for peer appreciation.</p>
<p>2.4 Organise spelling bee competitions to improve students' spelling.</p>	<p>The Spelling Bee Competition was a cross-curricular programme in collaboration with the S1 Mentorship Scheme, the History Department, Geography Department, Integrated Science Department and Liberal Studies Department. Vocabulary from the different subjects were graded and compiled into a list. Student mentors helped their mentees to get familiar with the vocabulary. Graded crossword puzzles were designed to motivate students to study the words and prepare them for the grand final. Students took active participation in the programme.</p>
<p>2.5 Encourage students to take part in external writing competitions. Display winning entries and include them in school newsletters.</p>	<p>安排全校學生參加「文學之星」徵文比賽，六甲班麥曉彤獲香港區銅獎，作品題目為“世界等著你我去改變”，另五位同學獲優異獎。 Students were encouraged to submit entries for external writing competitions. Many produced very impressive pieces.</p>
<p>2.6 Arrange journalistic writing workshops for students on the editorial board of the school newspaper and the 50th Anniversary School Magazine. Students contribute to the two publications.</p>	<p>Students on the editorial board planned the content of each issue of the school newsletters, conducted interviews and wrote up the articles concerned. A writing workshop was provided by the publishing company for the school magazine editorial board. A creative writing workshop was also arranged for S3 – S4 students to enrich their writing experience.</p>

<p>3. Develop students' proficiency in listening and speaking English and Putonghua</p> <p>3.1 Establish web-links to guide students to useful listening resources on the Net. Encourage students to visit the websites to have more listening practice out of class. Provide opportunities for students to watch more English programmes and films for authentic listening input so that they are able to deal with language as it is naturally spoken.</p>	<p>Students were instructed to do listening practice on recommended websites so as to improve their listening skills and be exposed to more authentic texts. For example, they were to access HKEdCity's TVNews for online exercises on vocabulary, reading and listening.</p>
<p>3.2 Continue with drama or story-telling activities both in class and out of class for both junior and senior forms. Organize activities such as inter-class competitions.</p>	<p>(a) Drama was chosen as a means to present a book by some S1 students for the Book Report Competition. To fulfill the requirements of the Drama Elective, SS2 students worked in groups to write a script and produce a performance based on it. Peer assessment was conducted.</p> <p>(b) A workshop was held for S3 students in May to launch a Fashion Show. The activity was to enhance students' language and presentation skills and provide learning fun. Students enjoyed the preparation work and the group performances. The results were encouraging.</p> <p>(c) A day camp was held for S1 students after the Yearly Examination. Students were excited about the activities. The programme will continue next year.</p>
<p>3.3 Encourage students to join the Hong Kong Schools Speech Festival and other external speaking competitions so as to widen their exposure.</p>	<p>In the 63rd Hong Kong Schools Speech Festival (English), 55 students participated in Solo Verse Speaking and 24 students participated in Dramatic Duologue. S.2D students took part in Choral Speaking. Three students obtained 2nd position and 1 student obtained 3rd position in Solo Verse Speaking. Some senior form students were enthusiastic about doing Dramatic Duologue. Altogether 51 students were awarded Certificate of Merit and 20 students got Certificate of Proficiency.</p> <p>第六十三屆學校朗誦節： 本年度共有 49 名同學參加個人朗誦，24 名同學參加兩人朗誦，2A 班全班同學參加散文集誦。 獲得獎狀共有：冠軍：3 人 亞軍：3 人 季軍：5 人 優良獎狀：36 良好獎狀：12</p>

<p>3.4 Encourage students to take part in school forums to express their opinions about current issues.</p>	<p>Monthly forums were conducted where students expressed their views on current issues.</p>
<p>3.5 Arrange theme-based presentations in morning assemblies, including features like current issues, health tips, academic-related topics and personal development topics. Demonstrate good samples of public speaking at hall assemblies, so high-fliers can stretch their potential while their fellow students learn from good models.</p>	<p>Two assemblies per week (Wednesdays for junior forms and Fridays for senior forms) were hosted by students at the school hall. Theme-based presentations, including current issues, health tips, academic-related topics and personal development topics were conducted which provided speakers with opportunities to develop their public speaking skills and at the same time allowed audience to appreciate the performance and learn from good examples. The presentations were well-received by both teachers and students alike. Student MCs also expressed that their confidence and speaking skills were enhanced.</p>
<p>3.6 Continue to develop students' debating skills by organizing inter-class debates and encouraging them to take part in inter-school debates. Organise debating workshops for both junior and senior form students so as to reinforce a debating culture in the school.</p>	<p>(a) The Chinese Debating Club organized regular meetings for its members, during which, oral activities were conducted to hone participants' thinking and speaking skills. An S.1 Interclass Competition was held to promote debating atmosphere. Students also took part in inter-school debate competitions to acquire debating experience. 並在《第11屆基本法多面體 – 全港中學生辯論賽》，勇奪港島區域冠軍及全港總決賽季軍。於 Golden Jubilee Invitation Debate, 學生與校友組隊於全校學生面前獻技。</p> <p>(b) The English Debating Club joined the Hong Kong Bar Association Debating Competition this year and found it a very rewarding and uplifting experience. The students also joined the 3rd Inter-Government Secondary Schools English Debating Competition in the second term. An 8-session debating workshop conducted by Mr Greg Forse was held in the second term as an enhancement programme.</p>

<p>3.7 Give students subject-related texts to read to increase their subject knowledge and expose them to different forms of writing. Ask them to discuss what they have read and not just answer comprehension questions.</p> <p>Put emphasis on correct pronunciation of words and the correct use of expressions often used in daily life.</p>	<p>The reading enabled students to venture beyond their textbooks and sample a wide variety of genres.</p> <p>The subject matter included authentic, interesting and current issues that affect the students' daily lives.</p> <p>Students held discussions based on their own understanding of what they had read and their opinions about the issues concerned.</p>
<p>3.8 Work with Dynamic Toastmasters Club to arrange toastmasters meetings at school to enhance students' speaking and thinking abilities and develop their generic skills.</p>	<p>This was the sixth year the school had arranged the toastmasters meetings. The programme gained momentum as the years went by. More than 20 students from S2 to S5 joined the programme this year, which commenced on 15th October and ended on 11th December with a speech and a table topics contest.</p> <p>The programme provided a mutually supportive and positive learning environment for the participants, through which they developed their communication and leadership skills. Their engagement in the meetings also fostered self-confidence and facilitated personal growth.</p> <p>However, some participants were either too busy or not committed enough that they failed to turn up at each meeting as promised.</p>
<p>3.9 Continue the 「談談天、說說話」 programme with S1 students to develop their confidence in conversing in English and Putonghua.</p>	<p>The programme was replaced by the S1 Book Report Competition jointly organised by the English Department and the S1 Mentorship Scheme in the first term. Students presented the books they had read in forms of puppet shows, drama, PowerPoint presentation and bookmark design in groups. Preliminary rounds were carried out in class and the final competition was held in the school hall.</p> <p>Students enjoyed the activity and gave very positive feedback about what they had learned. Awards were given to the winners and outstanding mentors.</p> <p>An English Speaking Programme <i>Reading to Speak</i> was organised jointly by the English Department and the LS Department and the Reading to Learn Team in the second term. Students had to read the selected news articles on current issues and world topics. They were required to give at least 10 one-minute presentation on their opinion about the issues or their reflection on the morning reading articles to senior form students or teachers. More than 90% of the students were able to meet the requirements.</p>

<p>4. Language Enhancement Measures under the Voluntary Optimisation of Class Structure Scheme</p> <p>4.1 In English, students of the four classes will be rearranged into six groups according to their English ability. The S1 English curriculum will be revised to cater for learner diversity.</p> <p>There will also be workshops for NSS science students to equip them for preparation of their non-practical assignments for HKDSE.</p> <p>There will also be cross-curricular activities between the English Department and other subject departments, for example, Geography, Liberal Studies and Home Economics.</p>	<p>(a) Students were streamed into six groups, namely two strong groups, two average and two weak groups. 18 Students with good performance in the Half-yearly examination were promoted to stronger groups with teachers' recommendations.</p> <p>Graded teaching materials were prepared to cater for learner diversity and class activities were designed to engage students with different learning styles. Materials like poems, songs, fables and dramas were integrated into the curriculum to promote Language Arts. A module on phonics helped students to recognize the relationships between letters and their sounds and improve their spelling.</p> <p>Students were required to do two group projects throughout the year. The projects on <i>Famous People</i> and <i>Acting out a Fable</i> were conducted to develop students' generic skills and promote peer learning.</p> <p>(b) Three cross-curricular mass programmes, namely S1 Book Report Competition, Spelling Bee Competition and Reading to Speak Programme, were organised to enable students to learn from their peers and the senior form students. Language support was also provided to facilitate students' learning in other subjects as well.</p> <p>(c) Online reading materials were introduced to motivate students to read at their own pace and to explore knowledge of their interest.</p> <p>(d) 個別小組加強寫作及語文基礎訓練，能有效提升學習興趣。</p>
<p>4.2 本校參與中一生優化計劃，中一級只開四班。通過分班測試，將中一生分六組進行教學，當中兩班人數較少。一班為精英組別，語文成績較佳，一班為基礎班，成績稍遜。各班均採用共同教材，唯精英班多安排額外語文訓練，如寫作訓練，並鼓勵同學多參與語文活動，如朗誦、徵文比賽、辯論比賽等。基礎班學生則多做補充練習，以鞏固其語文基礎知識。</p>	

Concern 3: *Support to Students*

Focus Area A: Sustainable Development of the Self and School

- (a) To enhance students' self-image so that they develop positive attitudes and values for growing into confident, respectful and responsible members of the community and
- (b) To foster a shared vision among teachers and students, helping the school develop into a cohesive community

Strategies / Tasks	Achievements & Reflection
<p>1. To foster greater peer support among students</p>	<p>The S1 Mentorship Scheme was newly introduced this year and different training programmes have been implemented.</p> <ul style="list-style-type: none"> (a) A total of 50 student mentors were recruited at the end of last school year. They received training before the school year began. Training and sharing continued throughout the whole year to support the mentors as they guided the S1 students along. All student mentors were provided with 6 workshops to enhance their leadership skills and improve their sense of responsibility. (b) The S1 students expressed their appreciation for having a mentor to guide them along. There were regular meetings between the mentors and S1 students and they went through preparation work for competitions and examination revision, learning skills workshops and activities that improved the mutual relationships between the mentors and S1 students. (c) The mentors differed in their abilities and enthusiasm about their role. About half of them expressed that they really enjoyed being mentors to S1 students. Despite the demanding task they had to cope with, they regarded the programme a valuable opportunity of personal growth. Most mentors were delighted to show up for meetings with S1 students and devotedly participated in training activities. They reflected that the role as a mentor was meaningful and that others had high expectations of them. As regards the less motivated mentors, follow-up work was done by teachers concerned to develop their sense of responsibility and advice was given to them to improve their time management. (d) An English enrichment activity on reading and presentation was held in the first term. The mentors helped the S1 students prepare for the competition by teaching them reading and presentation skills. The activity was completed successfully. (e) The S1 students liked playing with their mentors and had great fun dancing and playing ball games with them. However, most S1 students were too shy to have sharing in front of other people. (f) An inter-class spelling competition, and programmes on self-understanding and multiple intelligences were held in the second term. (g) The scheme received extra manpower from Mr. Louis To, a student social worker from HKU, and a part-time social worker.

<p>2. To encourage students to ponder their personal development with respect to self-image and mutual respect, fostering a greater sense of belonging and teamwork to their alma mater through the 50th anniversary celebration activities</p>	<p>(a) A series of Golden Jubilee Talks, first launched in September 2010, were held on a bi-monthly basis, aiming at establishing an interactive platform for all students to meet face-to-face with a distinguished alumnus / renowned community leader and to learn from their success stories and experience.</p> <ul style="list-style-type: none"> - Mr. Au Wai Kwong, J.P., Assistant Director of the Environmental Protection Department, was invited to share with schoolmates in September 2011. - The series finale featuring interviews with three alumni from different graduating years was held in November to respond to the theme of our Jubilee Anniversary “Building on Present Strengths Embracing Future Challenges” and they were as follows: <ul style="list-style-type: none"> a. Mrs. Margaret Cheng, Head of Human Resources, Towngas b. Mr. Siu Nai Chi, young entrepreneur c. Mr. Lee Lok, Pilot, Cathay Pacific Airways - Pre-talk interviews with the guest speakers were held and students on the Organising Committee found it a very fruitful experience to be able to visit the outstanding alumni and learn directly from speaking face-to-face with them. The information collected in the interviews was used during the talk. Selected students were asked to give a written response after the talk. - On the whole, the talks have proven to be a valuable learning experience to students as the guest speakers shared their values and keys to success with the audience. They also served as role models for students to learn from. Students responded fairly actively in the Question-and-Answer sessions. <p>(b) Two 3-hour leadership training workshops were given to the House and ECA club officials in October 2011. Over 60% of the participants believed that the workshops had increased their competence in club management and they expressed increased confidence in organising activities.</p>
<p>3. To create more learning opportunities in “Life-wide Learning” time to provide rich and meaningful life experiences so as to broaden students’ vision and equip them for future, paying attention to the guidelines of the OLE curriculum</p>	<p>(a) Opportunities were provided during and outside LWL time to students for their aesthetic development. Apart from extra-curricular activities of Art Club, Drama Club, Dance Club, Photography Club, Music Club and Instrumental Classes, students took part in various visits, competitions and concerts so as to enrich their experience in aesthetic areas.</p> <ul style="list-style-type: none"> - In Music, outstanding results have been achieved in various competitions. In 2011 Hong Kong Youth Music Interflows, the School Orchestra proudly won the Gold Award while the Chinese Orchestra attained the Bronze Award. In the 64th Hong Kong Schools Music Festival, the Chinese Orchestra won the 2nd Runner-up Award, and individual students won three Championships and two 2nd Runner-up Awards. Students were encouraged by the successful experiences and were willing to put in more effort during practice. - In Visual Arts, selected students participated in the production of a 10.4 square meter mosaic mural to commemorate the 50th Anniversary of the school. S6 Graduate Visual Arts Exhibition was organised to boost the art atmosphere in school and provide more chances for students to have art appreciation. 55 students visited the “International Hong Kong Art Fair 2012” which significantly widened their art horizons with local and international perspectives. - This year, 2 senior form students have been appointed Arts Ambassadors-in-School to promote different areas of arts. They have successfully organised the Student Concert as well as SGSS Art Festival. - A Variety Show was successfully held in July 2012 to provide opportunities for students to demonstrate their talents for dance, drama and music (including orchestral and choral performances).

- (b) New sports games were introduced to allow students more exposure to different kinds of sports and greater pleasure in playing sports and help them develop better physical health.
- An interclass Dodge Ball competition was held in an LWL session in March. Students showed great enthusiasm in participating in the competition. The atmosphere during the competition was good.
- (c) Senior form students were selected to attend several careers-related activities, and overwhelming responses were received. Activities held were as follows:
- JAHK Job Shadowing Day at ExxonMobil (November 2011)
 - Workplace Visit to an architecture practice, Aedas Limited (November 2011)
 - Career Expo 2011-12 (December 2011)
 - JAHK Accounting Success Skills Workshop (February 2012)
 - World of Work (WoW) I'm ready Workshop (February – March 2012)
 - Careers Education Training Workshop (April 2012)
 - Mr. Work Programme (May 2012)
 - Visit to Faculty of Science, HKU (May 2012)
 - Visit to Youth Employment Start (July 2012)
- An alumni experience sharing session was arranged in November 2011 for S6 students to enlighten them on the different fields of study and university life. They were also encouraged to visit different universities on Open Days from September to November 2011. These information days helped students explore different subject departments, future prospects and campus life. Another alumni experience sharing session was held for S5 students during the post-examination period in July 2012.
 - A Work Readiness Seminar was arranged by Junior Achievement Hong Kong for S5 students in April 2012. The guest speaker, Mr. Anthony Au Wai Hung, Managing Director of Future Success Consultants Limited, shared with the students his career development. He also discussed with students the future prospects of the IT profession and encouraged students to pursue their dreams.
 - S4 and S5 students were encouraged to participate in the summer programmes offered by local universities. These programmes allowed students to have a taste of university life and explore their chosen field of study.
- (d) Various opportunities were provided for students of different levels to conduct community service.
- S1 students worked in collaboration with S3 students in serving the elderly. The S1 students made beautifully decorated fragrant bags in their Home Economics lessons. The bags were then given out as gifts for the elderly when the S3 students paid their visit to them.
 - S2 students were formed into groups to provide services to people both inside and outside school. The social worker also offered help to some of the groups in organising the activities.
 - S2 students also participated in an activity co-organised by the Liberal Studies Department, Moral, Civic & National Education Committee and Community Service unit at the time when they studied the topic about poverty in Hong Kong during LS lessons. Through joining the "Hunger Banquet" organised by OXFAM Hong Kong, the S2 students tasted the life of the poor. De-briefing activities were held after the "Hunger Banquet".

	<ul style="list-style-type: none"> - S3 students received a training session on serving the elderly. They had prepared activities and presents for the elderly before their visits and their efforts were much appreciated by the elderly. - S4 students received two training sessions on serving the young children and they prepared interesting activities and performances for kindergarten pupils. In general, students showed improvement in getting along with other people as well as acquiring social and communication skills. - Members of the Community Youth Club, Junior Police Call and Social Service Group and S3 volunteers participated in flag-selling activities throughout the school year. <p>(e) The students and staff of SGSS participated in the Dress Casual Day organised by the Community Chest on the day of Christmas Assembly and the general response was good.</p> <p>(f) The S1 Adventure Training Camp was held in October 2011. This year, the camp date was moved from the second term to early October to facilitate the implementation of the S1 Enhancement Programme. However, due to unstable weather condition, students were unable to participate in the Green Dragon Trail Hiking which was ranked the most memorable experience by students in the last two years. The overall evaluation by students was good. They believed the camp had enhanced their understanding of each other and hence the team spirit. Teachers also noticed that the participants became more polite after the camp.</p>
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Focus Area B: Healthy Life

Strategies / Tasks	Achievements & Reflection
<p>1. To educate students about the harmful effects of excessive internet use and the consequences of drug abuse</p>	<p>(a) A magic show on Drug Abuse Prevention together with a sharing session on drug addiction by a film director and drug addicts was held during an LWL period to remind students of the harmful effects of drug abuse and to stay away from drugs.</p> <p>(b) A talk on Healthy Internet Use for Students by the Office for Film, Newspaper and Article Administration was held during a special morning assembly in May to encourage healthy and responsible online behaviour among young people and to guard them against objectionable Web-based materials and information.</p> <p>(c) Health tips on underlying reasons for addiction, signs, symptoms and consequences of internet addiction were introduced during morning assembly to raise students' awareness of the harmful effects of internet addiction. Self-help tips to build positive self-image, for effective time management and breaking internet addiction were uploaded onto the school website and posted on the health education bulletin board for students to follow.</p> <p>(d) Through a magic show and a sharing session of addiction stories, students were exposed to the world of addiction and learnt from the speakers' experiences. These real life stories would help them stay away from drugs. Students were interested in the show and talk and responded actively in the game session.</p>

<p>2. To involve the school in health promoting activities</p>	<p>(a) Health promoting activities with different themes were carried out each month except during examination periods (Jan. and June). Being supervised by teachers, conducted by committee members with the assistance of Student Health Ambassadors from different levels, these activities included participation in the Students Medical Scheme and SportACT Awards Scheme, training of student health ambassadors, anti-drug talk and board display on “Exercise and Health”, inter-class cleanliness and board decoration competitions, inter-class quiz on health issues, healthy eating week, talk on global climate change and health, healthy lunch box competition, fruits and vegetables day, health tips, survey on students’ health and the “Practise Healthy Lifestyle Scheme”.</p> <p>(b) In general, committee members and Student Health Ambassadors found the health promoting activities meaningful and able to cater for the needs of students as well as raising their health awareness. Through these activities, students had a deeper understanding of different health issues. The helpers also had chances to develop their generic skills.</p>
<p>3. To encourage students to practise a healthy lifestyle</p>	<p>(a) Updated information on healthy eating and guidelines on a healthy lifestyle were posted on the Health Education bulletin board. Related health tips were regularly uploaded onto the school website.</p> <p>(b) By integrating the knowledge of healthy diet and lifestyle into the inter-disciplinary curriculum (e.g., Biology, Home Economics and Physical Education) and extra-curricular activities (e.g., healthy eating week, healthy lunch box competition and healthy cooking competition, etc.), students became more aware of the benefits of a healthy lifestyle.</p> <p>(c) S1 students were urged to participate in the “Practise Healthy Lifestyle Scheme”. Students who successfully developed a good habit (eg: sleep early / do more exercises) in three months received a certificate of merit. 40 out of 144 students in S1 were awarded a certificate of merit in the scheme. A survey conducted at the end of the school year revealed that more than 50% of the S1 students found the scheme useful in helping them develop a good habit.</p>
<p>4. To provide assistance for students with Special Educational Needs (SEN)</p>	<p>(a) SEN students and their parents were interviewed to understand their needs. Tuition sessions were arranged for the SEN students and subject teachers were informed about the needs of these students. SEN students’ parents were informed about the special arrangements during tests and examinations.</p> <p>(b) Meetings with students, parents, social worker and SEN professional were held to discuss the progress of the SEN students. Counselling sessions were given to students who cannot control their temper and demonstrate violent behaviour.</p> <p>(c) Language teachers trained a hearing-impaired student to speak properly every Monday and Wednesday during lunch hour.</p> <p>(d) Hearing aids and magnifying glasses were purchased for the hearing and sight impaired students.</p>

	<p>(e) Assistance was provided for SEN students in extra-curricular activities such as outings and exchange programmes.</p> <p>(f) A contingency plan was prepared to help staff and students to handle violent situations caused by ADHD students.</p> <p>(g) A talk on Inclusive Education was held during a special morning assembly in May to explain the present situation of inclusive education in Hong Kong and the importance of an inclusive environment to all students.</p> <p>(h) Visible improvements were observed in the learning attitudes of some SEN students after counselling. The self-esteem and self-confidence of the hearing impaired student was raised after his visit to Singapore. A student with ADHD learnt how to get along with his classmates and was happier after the counselling.</p>
5. To involve students, parents and teachers in the Hong Kong Anti-drug Campaign	<p>(a) A magic show about drug abuse and a sharing session by drug addicts were held in November during LWL period. Anti-drug information provided by NGOs and Narcotics Division were distributed to students and parents from time to time. Students and parents were informed of the anti-drug talks, seminars and workshops organised by NGOs and government departments. Students were interested in the magic show and sharing session and they participated actively in the games.</p> <p>(b) Parents and students reflected that there was sufficient anti-drug information provided by the school/NGOs.</p>
6. To organise talks and courses for teachers / parents / students on health awareness, health promotion and disease prevention	<p>(a) A talk on the Prevention of Pulmonary Tuberculosis was held in February after a student caught the disease. The talk clarified the doubts of the students concerning the disease and raised their awareness of the disease.</p> <p>(b) Posters with lists of upcoming talks and various courses for health promotion and disease prevention were posted in conspicuous places in the school.</p>
7. Launching of the School Health Policy	<p>(a) The final version of the school health policy is ready for consultation among teachers before its endorsement by the School Management Committee. School staff and students will be required to make a pledge to adhere to the guidelines set forth in the School Health Policy.</p> <p>(b) It is hoped that the pledge and implementation of the School Health Policy can be carried out in the ensuing school year.</p>

Focus Area C: Environmental Protection and Conservation

Strategies / Tasks	Achievements & Reflection
1. To promote environmental protection ideas among students	<p>(a) S2 students participated in a bulletin board design competition on low carbon lifestyle. Students acquired more knowledge of a low carbon lifestyle and reflected on their habits through the activity; they were able to share their brilliant ideas and experience on low carbon living and energy saving.</p> <p>(b) A school talk on sustainable development was organised for S6 students in the first term. Delivered by St. James' Settlement, the talk was closely related to the LS curriculum, which helped students consolidate their knowledge.</p>

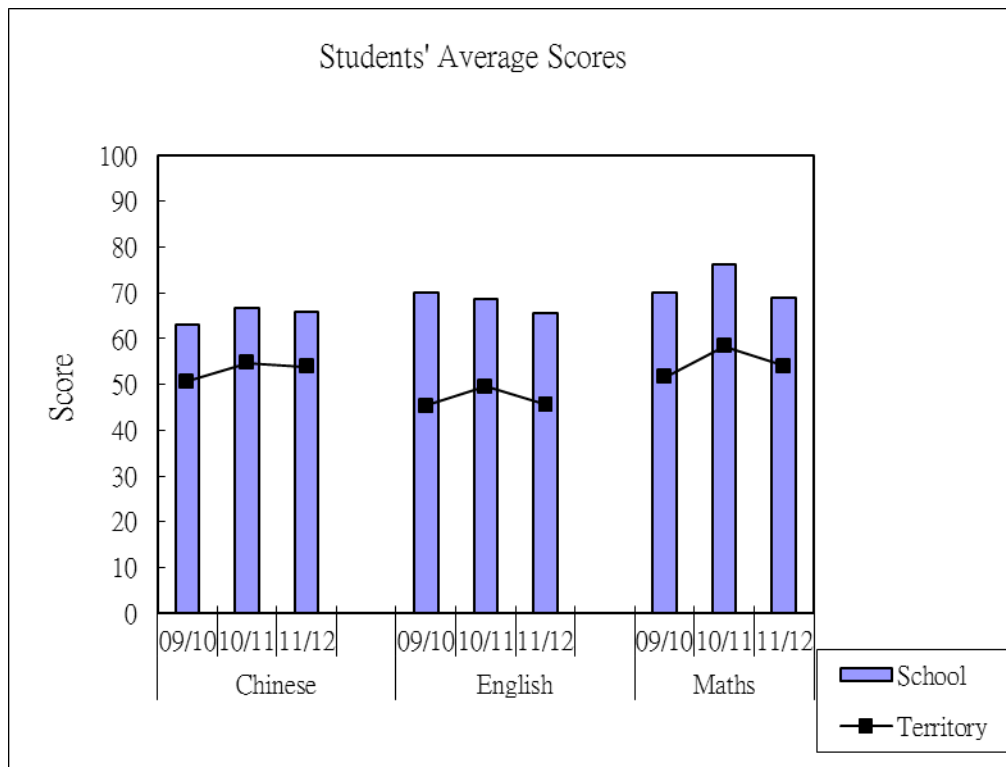
	<p>(c) A school talk was organised for S1 students in the second term on the topic of Energy Efficiency, Energy Conservation and Renewable Energy. Most students enjoyed the talk delivered by the Electrical and Mechanical Services Department as the issue was related to the science curriculum and could help them consolidate their knowledge. Students were also able to bring the messages home and form a good family habit in energy using.</p> <p>(d) Board display on different environmental issues was organised.</p>
2. To organise students to participate in Environmental Ambassador Scheme and inter-school projects and activities	<p>(a) 8 students participated in the seminar and training workshop under the Environmental Ambassador Scheme. 3 of them also visited the Eco Park and acquired a deeper understanding of waste management and the recycling industry in Hong Kong.</p> <p>(b) 3 students were nominated for the Gold, Silver and Bronze awards of the scheme while 3 others were nominated for the Merit award.</p>
3. To involve students in the dissemination of knowledge and information on environmental issues	<p>(a) The knowledge of environmental protection and conservation was integrated into the inter-disciplinary curriculum (Sustainable Development in Liberal Studies, Environmental Protection and Endangered Species in Integrated Science) and extra-curricular activities e.g. workshops and bazaar.</p> <p>(b) Workshops on making leaf vein bookmarks, soap, lipsticks and environmental scent blocks, and paper recycling were organised in November and December 2011. Students participated actively in the workshops and became more aware of the benefits of using chemical-free and recycled products.</p> <p>(c) 10 students participated in the low carbon bazaar in February 2012. Co-organized by HK Electric, the Education Bureau and the Hong Kong Institution of Engineers - Electrical Division, the activity aimed to promote energy efficiency and conservation among the public, especially the younger generation. Students set up a booth and sold products which were designed and produced by themselves (soaps, leaf vein bookmarks and green greeting cards). They gained valuable experience in marketing strategy and skills in disseminating environmental messages.</p> <p>(d) On a study tour to Seoul organised by the LS Department, 40 students from S4 and S5 were able to further explore the topics of sustainable development, energy and technology. The themes and venues chosen for the tour were all closely related to the LS curriculum and allowed students to effectively consolidate their subject knowledge.</p> <p>(e) Students participated in the 2010-2012 Silver Award programme organised by the Council for Sustainable Development, with subsidies obtained so that more students could participate in the visits and interest classes.</p>
4. To initiate campaigns or activities for the whole school	<p>(a) During the Inter-class Cleanliness Competition, students of all levels were eager to keep their classrooms clean. There was marked improvement in the cleanliness of the classrooms during the period of competition.</p> <p>(b) As regards the collection of aluminium cans, waste paper and plastic bottles, most students were aware of the importance of the separation of waste for recycling and were able to put their waste into proper recycling bins.</p>

Focus Area D: Parent Education

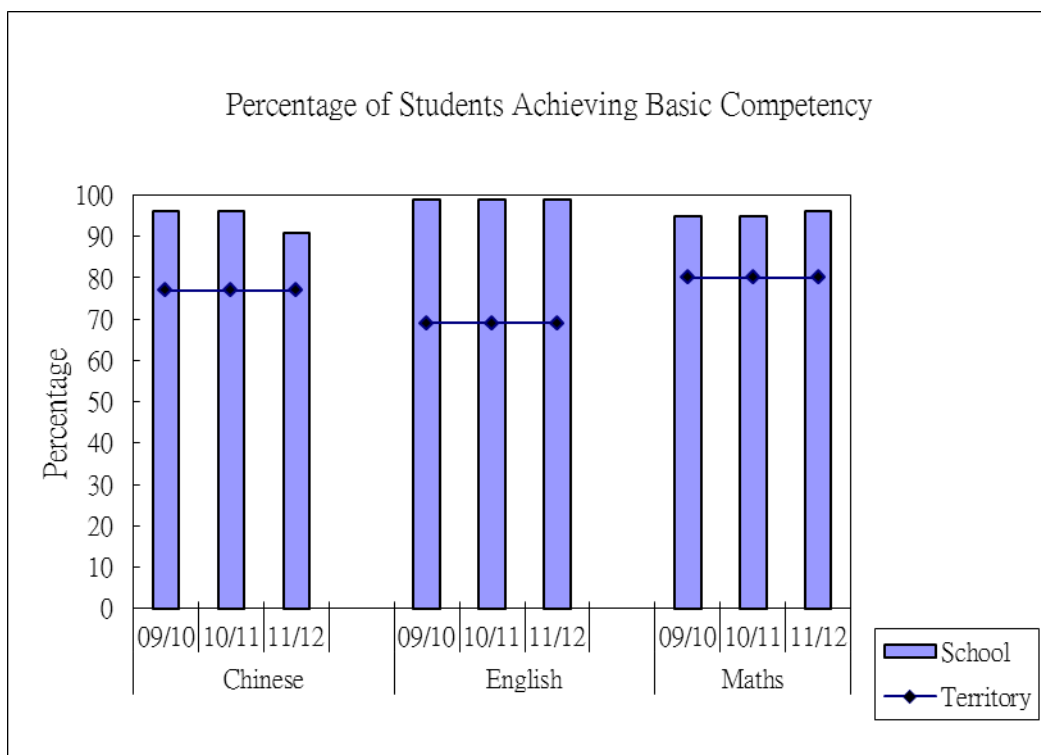
Strategies / Tasks	Achievements & Reflection
<p>1. To involve parents and to encourage parents to co-organize school activities</p>	<p>(a) Parent volunteers were involved in many school activities, such as Speech Day, Swimming Gala and 3 tea gatherings.</p> <p>(b) Together with the Alumni Association, the Parents-teachers' Association co-organised the 50th Anniversary Dinner which was held in December 2011.</p> <p>(c) Tea gatherings for each class level were held after the half-yearly examination to enable parents and the school to render better support to students.</p> <p>(d) Activities organised were successfully implemented and school functions were well supported by the parent volunteers.</p>
<p>2. To help parents understand and cope with the needs and problems of their children</p>	<p>(a) A questionnaire was issued at the beginning of the school year to collect information about parents' needs and understand their preferences for activities.</p> <p>(b) Talks presented by outside organisations, such as "How to avoid indecent materials on the Internet" delivered by the Office for Film, Newspaper and Article Administration, were organised for parents.</p> <p>(c) The parent participation rate at talks for parents and interflow meetings / tea gatherings was high. The activities enabled parents to better understand and cope with the needs and problems of their children.</p>

6 Performance of Students

6.1 Hong Kong Attainment Test (HKAT) for Pre-S1 students



6.2 Territory-wide System Assessment (TSA) for S3 students



6.3 HKDSEE

Hong Kong Diploma of Secondary Education Examination 2012 Analysis of Results

No. of candidates sat : 172

No. of subjects listed : 16

Subjects	No. sat	No. of Level 5* or above	No. of Level 4 or above	Percentage of Level 2 or above
English Language	172	15	117	100
Chinese Language	172	3	70	97.1
Mathematics (compulsory)	13	13	108	93.6
Extended Part (Module 1)	57	1	31	87.7
Extended Part (Module 2)	28	4	19	92.9
Liberal Studies	172	7	85	97.1
BAFS	60	12	44	96.7
Economics	99	9	62	97.0
Physics	55	5	36	98.2
Chemistry	64	9	37	98.4
Biology	55	2	28	98.2
Geography	34	5	22	97.1
History	33	3	12	97.0
Chinese History	29	0	12	93.1
Chinese Literature	10	0	1	90.0
ICT	13	2	6	69.2
Visual Arts	15	1	5	100
Music	4	1	1	100
^TOTAL:		89	647	

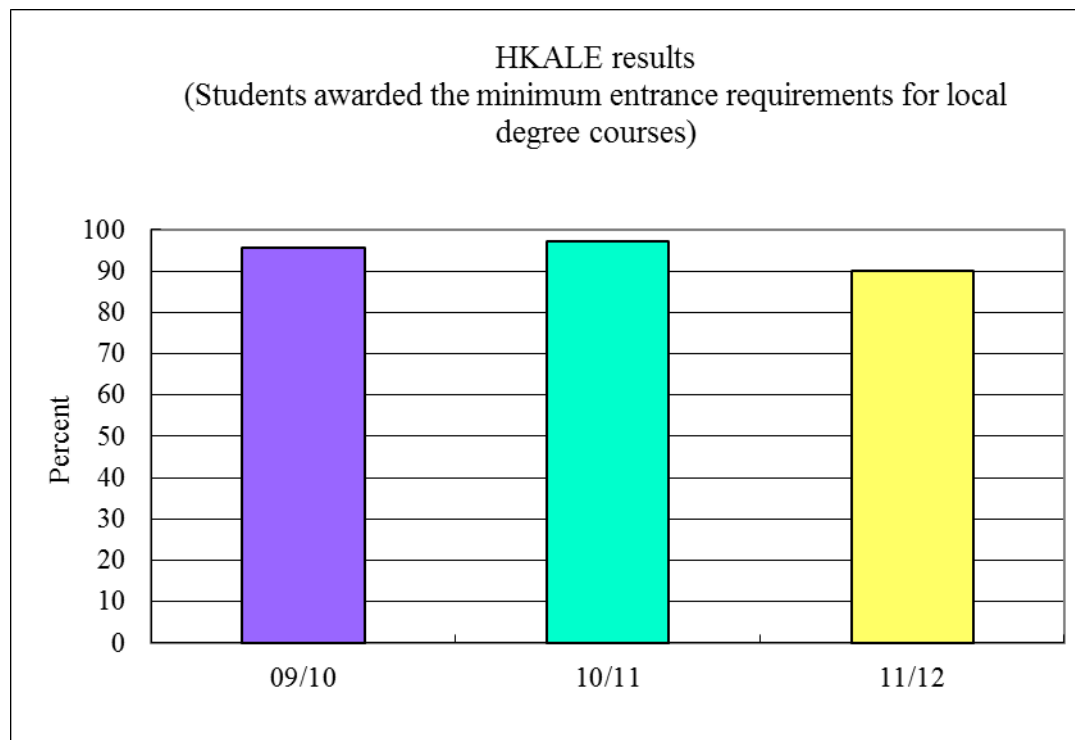
^ Results in Mathematics Compulsory Part and Mathematics Extended Part are counted as one subject. If candidates have results in both parts, the better of the two is selected when calculating the **TOTAL**.

6.4 HKALE

Hong Kong Advanced Level Examination 2012 Analysis of Results

No. of candidates sat : 67

No. of subjects listed : 13



Subjects	No. sat	No. of Distinctions	No. of Credits	Pass Percentage
Use of English (AS)	67	1	28	100
Chi. Lang & Cult. (AS)	67	3	29	100
Chinese Literature	3	1	1	100
Economics	24	0	8	70.8
History	8	1	2	100
History (AS)	13	0	1	76.9
Geography	26	5	7	92.3
Principles of Acct.	22	0	8	100
Biology	14	2	6	100
Chemistry	33	9	14	100
Physics	33	4	23	100
Math. & Stat. (AS)	5	0	3	100
Pure Mathematics	19	3	10	100
Total:		29	140	

6.5 Inter-school Activities and Awards Won in 2011-2012

Nature	Event	Award	Class	Student	
Language	63rd Hong Kong Schools Speech Festival				
	English Solo Verse Non-Open (Boys)	2nd Runner-up	1A	CHAN SAN WA	
		Merit Certificate	1B	SIU HO YIN	
			3B	CHAN PAK YIN	
			3B	SO KIN LUN	
			3E	LIU ZONG YI	
			4E	PUN KONG SHUN	
		Proficiency Certificate	3A	WONG HONG WA ELTON	
			3C	CHEUNG PAK HEI	
			3C	PUN KONG YIN	
			5B	CHENG HO YIN	
			5E	SIU YAN KIT	
		English Solo Verse Non-Open (Girls)	1st Runner-up	3A	WANG CHING WAI
				4E	LI YEE LAM
				5D	NG WING SUM
	Merit Certificate		1C	FOK HEI IN	
			1C	IKEDA KONOKA	
			1C	LAU CHI LING	
			1C	MAK CHING NAM	
			1D	CHAN YEE TING	
			1D	LO CHING HUEN	
			1D	YU YEE MEI	
			2A	CHAN KA YAN	
			2A	NG MEI TING	
			2B	MAK HIU KI	
			2D	YU TIN MEI	
			2E	CHAN MIU NING	
			3B	CHAN HO YEE	
			3B	LUK TSZ YAN	
			3C	CHU GLADYS KA WAI	
			3C	HUNG HIU LAM	
			3E	CHAN SO YEE	
			3E	YEUNG WING KI	
			4A	CHU WING HUEN	
			4A	LAI KA WAI	
			4A	LEE YUEN YAN	
			4B	CHEUNG YUEN TUNG	
			4B	HAR YUEN TING	
			4E	LAM YUNG YUNG ZOE	
			5A	CHAN WING YEE	
			5A	YICK CHING MAN	
			5B	CHUNG YUEN TO	
			5B	KWAN YEE MAN	
5D			CHONG KA NAM		
Proficiency Certificate			1B	YU CHUNG YI	
	1C	LAM ELIZABETH TIN HON			
	4A	WONG SZE CHUNG CHRISTY			
	4E	KONG KA PO			
	4E	LAM SIN YEE			
English Dramatic Duologue	Merit Certificate	5A	NG SZE WAN		
		2E	CHAN ON KEI		
		2E	CHENG KIT YING KIM		
		2E	NG HEI LAM YUKI		
		4A	LEUNG WAI LAM		

Nature	Event	Award	Class	Student	
Language	English Dramatic Duologue	Merit Certificate	4B	TSANG NOK HEI NATALIE	
			5A	LO HEI YU STEPHANIE	
			5A	MAK TSZ YAN	
		Proficiency Certificate	4E	SZE KEI YIN	
			4E	WONG KIN YAN	
			4D	NG KA MAN	
			4D	NG SIN YEE	
			5A	CHENG TSZ NOK	
			5A	CHIANG HIU LAAM NATALIE	
			5A	NG KA KA	
			5D	CHAN CHEUK YEE	
			5D	KONG WA	
			5E	HA TSZ YUEN BACON	
		English Choral Speaking	Merit Certificate	2D	CHAN CHEUK HEI
				2D	CHAN CHUNG WAI
				2D	CHAN YU YIN
				2D	CHOI KA MAN
	2D			CHUNG HOI IN	
	2D			FUNG JESSIE	
	2D			FUNG YUET FAI	
	2D			LEUNG TSUN TONG THOMAS	
	2D			NG CHEUK NAM	
	2D			NG HOI KIT	
	2D			NG KA YEE	
	2D			NGAN WAI KWAN	
	2D			SIN MAN YING	
	2D			SIN WING YAN	
	2D			WONG TSZ WAI	
	2D			WU KAI HONG	
	2D			WU PAK CHEONG	
	2D			YEUNG KWAN NI	
	2D			YEUNG TSZ CHING	
	2D			YIK KAI HEI	
	2D			YU CHUN WAH	
	2D			HO LOK NAM	
	2D			KWOK FRIEDMAN OWEN	
	2D			KWOK HOI YAN	
	2D	LAM YAT LONG			
	2D	TAM CHUN YIN			
	2D	TAM IVAN CHIT WAI			
	2D	TING WING TING TERRY			
2D	WONG TING HEI				
2D	YU TIN MEI				
2D	YU WING KI				
2D	ZHANG YAO HUA				
第六十三屆學校朗誦節					
二人朗誦	冠軍	1B	CHIN KA CHUN		
		1D	CHAN TSZ WAI		
	亞軍	2D	SIN MAN YING		
		2D	TING WING TING TERRY		
	季軍	2D	WONG TSZ WAI		
		2D	YU WING KI		
		5C	TANG KA KI		
5E	TSANG MAN YUK TIFFANY				

Nature	Event	Award	Class	Student	
Language	二人朗誦	優良	3D	LO MING WAI	
			3D	TSOI WAI HUNG	
			4B	KOO HO YING	
			4D	WONG WAN YIU	
			4E	MA WING MAN	
			4E	WONG KIN YAN	
			5A	CHAN WING YEE	
			5A	LO HEI YU STEPHANIE	
			5B	KWAN YEE MAN	
			5B	SHEK LONG YIN	
			6B	CHIK SIN CHEUNG	
			6B	LEUNG MAN YIN	
			良好	4E	KONG KA PO
				4E	LI YEE LAM
	6A	CHAN LOK YUNG			
	6A	CHUANG HIU NAM			
	散文朗誦	冠軍	2D	SIN MAN YING	
		優良	1A	CHIEH YAN LAM YUKI	
			1B	LEE YUEN YEE	
			2D	NGAN WAI KWAN	
			2E	NG HEI LAM YUKI	
			3B	FUNG MING WAI	
			3B	HO MAN KWAN	
			3D	CHAN LAU YEE	
			3E	CHAN SO YEE	
			3E	LIU ZONG YI	
			4B	CHAU HOI YING	
			5E	TSANG MAN YUK TIFFANY	
			6D	CHEUNG WING KEI	
		良好	1C	CHUI NGA YIN	
			1D	KWAN HEI MAN	
			1D	SZE PO KI	
			6A	CHAN LOK YUNG	
			6A	PANG TING	
			6E	WONG TSZ YAN	
		散文朗誦普通話	季軍	2D	TING WING TING TERRY
	優良		1B	CHIN KA CHUN	
			1B	HUI SHING FUNG ANDY	
			2D	SIN MAN YING	
		2D	YU WING KI		
	詩詞朗誦	亞軍	1C	HO PO YIN	
		優良	1A	KWOK SZE TING	
1A			LEUNG HIU CHING		
1B			UY CHING LAAM		
3B			CHAN PAK YIN		
3B			WONG MAN WA		
3D			TSOI WAI HUNG		
4A			HUI PEK HONG		
4B			CHAN SHUN CHI		
4B			SHUM MEI KI		
5B			KWAN YEE MAN		
7A			CHAN HO YEE		
良好		6D	LUI KIN TO		

Nature	Event	Award	Class	Student	
Language	詩詞朗誦普通話	優良	1B	CHAN WAN NGAI	
			2E	HUANG ZISHAN	
		良好	1A	CHAN SAN WA	
			5E	YEUNG CHING MAN	
			2D	NG HOI KIT	
			2D	NGAN WAI KWAN	
	散文集誦	優良	CLASS 2A		
	Debating Competitions				
	HK Bar Association - English Debating Competition	Best Debater - 1st Round	5D	CHONG KA NAM	
	星島第二十七屆全港校際辯論比賽	最佳交互答問辯論員	5C	TANG KA KI	
		最佳辯論員	5C	TANG KA KI	
	第十一屆《基本法》多面體—全港中學生辯論賽(基本法盃) 全港總決賽粵語組	2nd Runner-up	3C	CHEUNG PAK HEI	
			3C	HUNG HIU LAM	
			4B	SHIH CHING YAU	
			4D	AU WAI YING	
			4D	LEUNG CHIN CHING MASON	
			4E	WONG WANG CHI	
			5B	LO WING HEI	
			5C	CHOU XIAN HONG	
			5C	HUI SAU MAN	
			5C	TANG KA KI	
			5D	NG WING SUM	
	5D	TSANG YUK WAN			
	第十一屆《基本法》多面體—全港中學生辯論賽(基本法盃) 港島區粵語組	Champion	3C	CHEUNG PAK HEI	
			3C	HUNG HIU LAM	
			4B	SHIH CHING YAU	
			4D	AU WAI YING	
4D			LEUNG CHIN CHING MASON		
4E			WONG WANG CHI		
5B			LO WING HEI		
5C			CHOU XIAN HONG		
5C			HUI SAU MAN		
5C			TANG KA KI		
5D			NG WING SUM		
5D		TSANG YUK WAN			
Best Debater	5C	CHOU XIAN HONG			
	5C	HUI SAU MAN			
Other Events					
Choices	Best Dressed Group	3D	NGAI LO KIN		
		4D	WAN CHO YU CHARLIE		
		4D	AU WAI YING		
		4D	LEUNG CHIN CHING MASON		
流行文化專題研習比賽	優異獎	4E	MA WING MAN		
		4E	WONG KIN YAN		
Mathematics KLA	Gold Award	2D	CHAN CHEUK HEI		
		2E	CHOI CHUN WA		
		3A	WO SIU TAT		
		3C	CHAN SHEUNG ON		
	Silver Award	2D	KWOK FRIEDMAN OWEN		
		3A	CHU KA LOK		
		3D	MAN HIN SING		

Nature	Event	Award	Class	Student
Mathematics KLA	Hong Kong and Macao Mathematical Olympiad Open Contest "HKMO Open"	Bronze Award	1A	CHAN TIN MEI TAMMY
			1A	SHE CHUN HING
			1B	SO CHING SUM VICTOR
			2A	YUE HIN CHUN
			2D	CHAN CHUNG WAI
			2D	TAM CHUN YIN
			4A	NGAI KA BO
			4D	LI SHING HIN
			4D	SHI YANG YANG
			4D	WU TSUN WAI JEFFREY
	2012 華夏盃 (香港決賽)	3rd Class Prize	2A	YUE HIN CHUN
	2012 華夏盃 (華南賽區)	2nd Class Prize	2E	CHOI CHUN WA
	Mathematics Book Report Competition for Secondary Schools (2011-2012)	2nd Class Prize	2D	FUNG JESSIE
	The 11th Pui Ching Invitational Mathematics Competition	Bronze Award	3A	WO SIU TAT
Merit Certificate		2D	CHAN CHEUK HEI	
The 14th Hong Kong Mathematical High Achievers Selection Contest	2nd Class Prize	5D	LAM KWAI HANG	
		3A	WO SIU TAT	
The 14th Hong Kong Mathematical High Achievers Selection Contest	3rd Class Prize	3C	CHAN SHEUNG ON	
		2D	CHAN CHEUK HEI	
The 4th Hong Kong Mathematics Creative Problem Solving Competition For Secondary School	Bronze Award (Heats)	1A	CHAN TIN MEI TAMMY	
		1B	LI CHEUK HUNG	
		2D	CHAN CHEUK HEI	
		2D	KWOK FRIEDMAN OWEN	
Science KLA	2012 Hong Kong Physics Olympiad	2nd Honour	4D	SHI YANG YANG
		Honourable Mention	4D	YEUNG HO SUM
	Hong Kong Odyssey of the Mind Programme	2nd Runner-up	5A	CHONG YIN FAI
			5D	LAI KWOK CHUN
			5D	LEE CHEUK YIN
			5D	LEE YEE TUNG
			5D	LEUNG MAN HIN
			5D	LIU YIN WAI RYAN
5D	TSANG CHEUK YIN			
P.S.H.E. KLA	International Geography Olympiad 2012	Bronze Medal	5A	HO LOK HEI
Technology KLA	Accounting and Business Knowledge Competition for Secondary School Students (Hong Kong District)	1st Runner-Up	6E	CHEUNG CHIN HEI
			6E	LO WING HEI
Music	2011 Hong Kong Youth Music Interflows Chinese Orchestra Contest			
	Secondary School Class 26-45 Members	Bronze Award	1A	CHEUNG SIU TING
			1A	LAI JUN NING
			1A	WONG TSZ WING
			1C	FOK HEI IN
			1C	MAK CHING NAM
			1D	CHAN YEE TING
			1D	CHEUNG YAN TING
			1D	CHIU CHEUK CHEE
			1D	YU YEE MEI
			2C	CHENG KAI YI
			3A	CHUI KING YU
			3A	WO SIU TAT
			3B	FUNG MEI YIN
3B	FUNG MING WAI			

Nature	Event	Award	Class	Student
Music	Secondary School Class 26-45 Members	Bronze Award	3B	HUI WAI KIN
			3B	LEE CHUN YIN
			3B	WONG MEI YIN GRACE
			3C	TSAI HUNG WAI
			3D	HO YIN MAN
			3D	ZHANG JIAYU
			3E	CHAN HEI MAN
			4A	CHU KOK YIN
			4B	NG TSZ KWAN
			4D	AU WAI YING
			4D	CHAN PAK LAM
			4D	CHONG CHAK MING
			4D	FUNG SZE CHUN
			4D	LAU YIN SEN PALLAS
			4E	LAM CHUN TUNG
			4E	WAN HOI TING HEIDI
			4E	WONG TSZ CHING
			5A	CHIU WING
			5A	HO LOK HEI
			5A	WONG HO YIN MICHAEL
			5B	LI KA CHUN
			5C	NG SZE WING
			5D	HO HEI KAN
			5E	LAU TUNG CHING
	Secondary School Class Group A	Gold Award	1A	CHAN KEI HIM
			1A	CHU YAM LEONG
			1B	LI CHEUK HUNG
			1B	NG HOI TSUN
			1C	LAM ELIZABETH TIN HON
			2A	CHAN KA YUE KENNETH
			2B	KWONG KA MAN
			2C	HUNG MAN KI
			2D	CHAN CHEUK HEI
			2D	CHAN CHUNG WAI
			3A	CHAN HOI TUNG
			3A	PANG KWOK HO
			3A	WONG HONG WA ELTON
			3B	YU CHI KIN
			3C	LAU WING YAN
			3C	PUN KONG YIN
			3D	YUEN WING LAM
			3E	CHENG LOK HIM ISAAC
3E			LEUNG TIM LOK TIMOTHY	
3E			LIU WING BOND	
4A	CHEUNG HO WUN			
4A	FUNG CHI HANG			
4A	LAU HOI YIN			
4D	CHAN PAK LAM			
4D	NG KA MAN			
4D	NG MAN TIK			
4D	SZE YIU WING OSCAR			
4D	WU TSUN WAI JEFFREY			
4D	YEUNG YU FUNG			
4D	YIM TSZ KWAN			

Nature	Event	Award	Class	Student	
Music	Secondary School Class Group A	Gold Award	4E	LAU YAT KIU JOSHUA	
			4E	PUN KONG SHUN	
			4E	CHUNG WAI YIN	
			4E	WAN HOI TING HEIDI	
			4E	WONG KIN YAN	
			4E	WONG WANG CHI	
			5A	CHEUNG MING LEE	
			5A	MAK TSZ YAN	
			5B	LAM KUI CHUN	
			5B	MA MING WAI	
			5C	LIU CHUN YAN	
			5C	TANG HOI CHING	
			5D	HO HEI KAN	
			5D	LEE NGO CHEUNG	
	5E	CHENG CHUN KONG JACK			
	5E	LAM WAI HANG			
	64th Hong Kong Schools Music Festival				
	Chinese Instrumental Group - Secondary School - Intermediate		2nd Runner-up	1A	CHEUNG SIU TING
				1A	WONG TSZ WING
				1C	FOK HEI IN
				1D	CHAN YEE TING
				1D	CHIU CHEUK CHEE
				1D	YU YEE MEI
				2C	CHENG KAI YI
				3A	CHUI KING YU
				3A	WO SIU TAT
				3B	FUNG MEI YIN
				3B	FUNG MING WAI
				3B	HUI WAI KIN
				3B	LEE CHUN YIN
				3B	WONG MEI YIN GRACE
				3C	TSAI HUNG WAI
				3D	HO YIN MAN
				3D	ZHANG JIAYU
				4A	CHU KOK YIN
				4B	NG TSZ KWAN
4D				AU WAI YING	
4D				CHAN PAK LAM	
4D				CHONG CHAK MING	
4D				FUNG SZE CHUN	
4D				LAU YIN SEN PALLAS	
4E				LAM CHUN TUNG	
4E				WAN HOI TING HEIDI	
4E				WONG TSZ CHING	
5A				CHIU WING	
5A				HO LOK HEI	
5A				WONG HO YIN MICHAEL	
5B				LI KA CHUN	
5C				NG SZE WING	
5D				HO HEI KAN	
5E				LAU TUNG CHING	
Trumpet Solo - Senior		Champion	5E	LAM WAI HANG	
Piano Duet - Intermediate			4B	LUI HONG TING	
			4E	LAM YUNG YUNG ZOE	

Nature	Event	Award	Class	Student
Music	Erhu Solo – Intermediate	2nd Runner-up	1A	LAI JUN NING
	Piano Duet - Senior	2nd Runner-up	2C	LAM YUK YI
	Double Bass Solo - Senior	Merit Certificate	5D	HO HEI KAN
	Erhu Solo - Senior	Merit Certificate	4D	CHONG CHAK MING
	Graded Piano Solo - Grade Five	Merit Certificate	1A	CHU CHEUK KAY
			1B	UY CHING LAAM
	Graded Piano Solo - Grade Six	Merit Certificate	4D	WU TAI DONG
	Graded Piano Solo - Grade Seven	Merit Certificate	2C	LAM YUK YI
			4B	POON HEUNG HIM
	Graded Piano Solo - Grade Eight	Merit Certificate	5E	TSANG CHUEN KAM
	Pipa Ensemble - Secondary School	Merit Certificate	3B	FUNG MEI YIN
			3B	FUNG MING WAI
			4E	WONG TSZ CHING
			5E	LAU TUNG CHING
	Pipa Solo - Intermediate	Merit Certificate	1C	MAK CHING NAM
	Sheng Solo - Advanced	Merit Certificate	5A	CHIU WING
	Trumpet Solo - Junior	Merit Certificate	2A	CHAN KA YUE KENNETH
	Violin Solo - Grade Six	Merit Certificate	5D	KONG WA
	Violin Solo - Grade Seven	Merit Certificate	3A	WONG HONG WA ELTON
	Violin Solo - Grade Eight	Merit Certificate	3D	NG KWAN YAT
	Vocal Solo - Foreign Language - Female Voice - Age 16 or under	Merit Certificate	5E	TSANG MAN YUK TIFFANY
	Yangqin Solo - Intermediate	Merit Certificate	1C	FOK HEI IN
			2C	CHENG KAI YI
			4E	MA CHEUK YAN SUBRINA
			5A	CHIANG HIU LAAM NATALIE
	Zhongruan Solo - Junior	Merit Certificate	1D	CHAN YEE TING
	Clarinet Solo - Junior	Proficiency Certificate	4A	LAU HOI YIN
	Dizi Solo - Intermediate	Proficiency Certificate	3D	ZHANG JIAYU
			5E	NG KAM HUEN
	Erhu Solo - Advanced	Proficiency Certificate	4D	FUNG SZE CHUN
	Erhu Solo - Intermediate	Proficiency Certificate	3C	TSAI HUNG WAI
	Erhu Solo - Senior	Proficiency Certificate	4A	CHU KOK YIN
	French Horn Solo - Junior	Proficiency Certificate	3D	YUEN WING LAM
	Graded Piano Solo - Grade Four	Proficiency Certificate	1A	TAM WING KA
			1C	WAN TSZ CHING
	Pipa Solo - Senior	Proficiency Certificate	3B	FUNG MEI YIN
			3B	FUNG MING WAI
			5E	LAU TUNG CHING
	Tom Lee Music Prize for Wind Concerto	Proficiency Certificate	5E	LAM WAI HANG
	Yangqin Solo - Intermediate	Proficiency Certificate	1D	CHIU CHEUK CHEE
Yangqin Solo - Junior	Proficiency Certificate	2D	NG HOI KIT	
Zhongruan Solo - Junior	Proficiency Certificate	1D	YU YEE MEI	

Nature	Event	Award	Class	Student
Other Events				
Music	2012 "New Tune Trophy" Chinese Music Ensemble Competition (Instrumental Ensemble)	Third Prize	3B	FUNG MEI YIN
			3B	FUNG MING WAI
			4E	WONG TSZ CHING
			5E	LAU TUNG CHING
	The 4th Arts Ambassadors-in-Schools Scheme	School Arts Ambassador	5A	CHEUNG MING LEE
Visual Arts	The 4th Arts Ambassadors-in-Schools Scheme	School Arts Ambassador	4E	WAN HOI TING HEIDI
	Hong Kong Outstanding Visual Art Student Awards	Merit Certificate	6A	CHUNG YEE TUNG
			6C	YEUNG PIK KWAN
Drama	18 區全港中學魔術禁毒劇大賽	優異獎	2B	MAK HIU KI
			2D	SIN MAN YING
			2D	TING WING TING TERRY
			3C	CHEUNG PAK HEI
			5B	TSE WING YAN
	Hong Kong School Drama Festival	Outstanding Cooperation	1C	LAM ELIZABETH TIN HON
			2D	LEUNG KA MING
			2D	NG CHEUK NAM
			3A	CHAN YUN YEE
			3A	LEE HO TAT RONALD
			3B	FUNG MING WAI
			3C	AU YEUNG YUEN YING
			3C	CHEUNG PAK HEI
			3D	HO YIN MAN
			3D	LAU CHI ON
			3D	NGAI LO KIN
			3E	CHAN HEI MAN
			4A	LAU HOI YIN
			4B	CHOW CHAM HO
			4B	NG TSZ KWAN
			4E	CHAN KA YIU
			4E	LI YEE LAM
			4E	LUK MAN KWAN
			4E	SZE KEI YIN
			5A	LAI CHI WAI
			5A	YICK CHING MAN
			5B	TSE WING YAN
	5C	CHAN HIU CHING		
5E	CHAT TSZ CHING			
5E	PE CHUN HIN			
	Outstanding Director	5E	CHAT TSZ CHING	
	Outstanding Script	5E	CHAT TSZ CHING	
Service Groups	Hong Kong Air Cadets Corp - Albatross Award	1st Runner-Up	3B	TSOI SZE MAN
			4D	WAN CHO YU CHARLIE
			5E	CHAN PUI YI
	Hong Kong Red Cross Youth Shau Kei Wan District First Aid Competition 2011-2012	1st Runner-up	2A	NG KWAN YI
			3D	TAM WING KI
			4B	LAM YI YAU
			4E	MA WING MAN
		2nd Runner-up	2C	CHENG KAI YI
			2C	CHUA KEI CHAK DANIEL
			3A	WONG LOK KEE
			4B	WUN SUM IN

Nature	Event	Award	Class	Student	
Service Groups	Hong Kong Red Cross Youth Shau Kei Wan District Nursing Competition 2011-2012	Champion	3A	WONG LOK KEE	
			3D	TAM WING KI	
			4B	WUN SUM IN	
			4E	MA WING MAN	
	Student Environmental Protection Ambassador 2011-2012	Gold Award	5A	CHONG YIN FAI	
			Silver Award	5E	TSANG MAN YUK TIFFANY
			Bronze Award	5E	WO SUI FUNG
			Merit Certificate	4A	CHAN CHUI SHAN
	4D	YEUNG HO SUM			
	5E	PE CHUN HIN			
	港島童軍毅行	3rd Runner-Up	2D	HO LOK NAM	
			4A	CHEUNG HO WUN	
			4E	LAI HO LAP	
第十屆全港童軍射箭比賽暨童軍射箭錦標賽 2011 - 男女混合中級組	冠軍	5E	TUNG CHUN YAN		
	亞軍	3E	LEUNG TIM LOK TIMOTHY		
第十屆全港童軍射箭比賽暨童軍射箭錦標賽 2011 - 男女混合新秀組	冠軍	4D	NG KA MAN		
第十屆全港童軍射箭比賽暨童軍射箭錦標賽 2011 - 男子初級組	季軍	3C	LEE TSZ FUNG		
Hong Kong Schools Sports Federation Inter-School Competitions					
Sports	Basketball Competition (Division II) Boys C Grade School Basketball Team	1st Runner-up	1A	LAM WING HO	
			1B	LAU WAI CHAK STANLEY	
			1C	CHAN HO NAM	
			1C	CHAN TSZ FUNG	
			1C	PAU CHEUK LUN	
			1D	LEUNG YAU YAT	
			1D	YEUNG WING CHUN	
			2B	CHENG HON CHUN	
			2C	NG KA KI	
			2C	TAN YUK KUEN	
			2E	CHEN JIE RONG WAYNE	
	2E	CHIU CHUN HIM			
	Athletics Competition (Division III) (400m race)	3rd Runner-up	2A	SHIH WAI PAN	
	Athletics Competition (Division III) (Boys B Grade Javelin)	Champion	3C	CHOI HO KWONG	
		3rd Runner-up	4C	CHAN HIN WAI	
	Athletics Competition (Division III) (Boys C Grade 4x400m Relay)	Champion	2A	LEE TING CHUN	
			2A	SHIH WAI PAN	
2B			CHANG SHING HIN		
2E			CHEN JIE RONG WAYNE		
Athletics Competition (Division III) (Boys C Grade High Jump)	2nd Runner-up	2E	CHEN JIE RONG WAYNE		
Athletics Competition (Division III) (Boys C Grade Long Jump)	1st Runner-up	2A	SHIH WAI PAN		
Athletics Competition (Division III) (Girls A Grade Javelin)	3rd Runner-up	5A	YICK CHING MAN		
Athletics Competition (Division III) (Girls B Grade 4x100m Relay)	3rd Runner-up	2D	NG KA YEE		
		3D	FUNG CHI WAI		
		3E	LAM CHING HO		
		4B	CHEUNG CHUNG LING		

Nature	Event	Award	Class	Student	
Sports	Badminton Competition (Division II) Boys	1st Runner-up	1A	CHU YAM LEONG	
			3A	LI TSUN HEI	
			3C	CHOI HO KWONG	
			3C	YUNG HIU HONG	
			3E	LEUNG TIM LOK TIMOTHY	
			4C	FUNG WAI LOK	
	Archery Competition	3rd Runner-Up	3B	LAI KA HO	
			3E	LEUNG TIM LOK TIMOTHY	
	Gymnastics Competition (Division II) (Floor)	3rd Runner-up	1A	CHU CHEUK KAY	
	Gymnastics Competition (Division II) (Vaulting Box)	5th Runner-up	1A	CHU CHEUK KAY	
	Swimming Competition (Boys A Grade 50 m Free Style Relay)	1st Runner-Up	4A	CHEUNG HO WUN	
	Swimming Competition (Division III) Boys A Grade 4 x 50 m Relay	2nd Runner-Up	5E	CHU KAI HIN	
	Volleyball Competition (Division II) Girls A Grade	2nd Runner-Up	5A	PAI CHING YU	
			4A	HOU HOI NI	
	Volleyball Competition (HK Division I) Boys C Grade	1st Runner-up	2A	LEE TING CHUN	
			2A	LEUNG CHI HANG	
			2A	SHIH WAI PAN	
			2B	AU YEUNG PUI LAM	
			2B	CHAN HAY TO	
			2B	CHANG SHING HIN	
			2B	DING PATRICK CARL QIU	
			2B	LAI CHUN CHI	
			2B	YUNG TSUN KIU	
	2D	WONG TING HEI			
	Other Events				
	Hong Kong Windsurfing Circuit 2011 Techno Group (293 OD Minim Girls)	Champion	3D	HO YIN MAN	
	11th AKF Junior & Cadet Championship	2nd Runner-up	4B	CHOW CHAM HO	
Athletics Meet 2012 Cum Happy Family Day (4x 400 m Relay)	Champion	3D	FUNG CHI WAI		
Athletics Meet 2012 Cum Happy Family Day (4x100 m UG Relay)	Champion	3D	FUNG CHI WAI		
Athletics Meet 2012 Cum Happy Family Day (Girls A 100 m)	Champion	3D	FUNG CHI WAI		
Athletics Meet 2012 Cum Happy Family Day (Girls A 200 m)	Champion	3D	FUNG CHI WAI		
Athletics Meet 4x100 Invitation Relay	1st Runner-up	2D	NG KA YEE		
		3D	FUNG CHI WAI		
		3E	LAM CHING HO		
		4B	CHEUNG CHUNG LING		
Clementi Secondary School Athletics Meet Invitation Relay	Champion	4A	CHEUNG HO WUN		
Queen's College Invitation Relay - 1st Runner-up	1st Runner-up	6B	SHIH TAK CHI		
		6E	KWONG MAN CHEUNG DICKY		
Sport Act Award Scheme	Bronze	4A	HOU HOI NI		
The 2011-2012 Age Group Short Course Swimming Competition Division III (50m Backstroke)	2nd Runner-up	5E	CHU KAI HIN		
The Eastern District Age Group Badminton Competition 2011 (Boys age 14-17 doubles)	1st Runner-up	5E	CHAN YAT MING		

Nature	Event	Award	Class	Student
Sports	The Gathered Hearts Taekwondo Championship (Cut-down Kick)	Champion	4A	CHAN SUN TING
	The Gathered Hearts Taekwondo Championship (Sliding Turning Kick)	Champion	4A	CHAN SUN TING
	The Gathered Hearts Taekwondo Championship (Snap Kick)	Champion	4A	CHAN SUN TING
	The Hong Kong Artistic Gymnastic Open and Novice Competition (Vaulting and Balancing Beams)	1st Runner-up	1A	CHU CHEUK KAY
	The Hong Kong Open Windsurfing Championships 2011 (中港帆板精英賽女子乙組)	Champion	3D	HO YIN MAN
	Tsuen Kwai Archery Competition 2011 (30 meter competition)	Champion	5E	TUNG CHUN YAN
	Tsuen Kwai Archery Competition 2011 (Elementary Group)	1st Runner-up	3E	LEUNG TIM LOK TIMOTHY
	Tsuen Kwai Archery Competition 2011 (Intermediate)	2nd Runner-up	5E	TUNG CHUN YAN

6.6 Students' Achievements in Extra-curricular Activities

Our extra-curricular activities are designed to help students grow and develop academically, morally, aesthetically, physically, and socially. They provide training in leadership and team building, help students develop a sense of responsibility and a sense of belonging, as well as providing a chance for students to develop better communication and organization skills. Our students have received a number of prizes and awards in a wide array of external competitions. Details of their achievements are listed under Section 6.5 "Inter-school Activities and Awards won in 2011-2012" of this Report. The following paragraphs feature the most outstanding achievements.

In the 63rd Hong Kong Schools Speech Festival, our school won 2 Championships, 5 First Runner-up Awards and 4 Second Runner-up Awards in Solo Verse Speaking, Choral Speaking, Dramatic Duologue and Prose Reading. 117 Certificates of Merit were obtained. Our Chinese debating team was the Second Runner-up in the 11th Basic Law Debating Competition after several rounds. Adding to this triumph, team members CHOU Xian-hong and HUI Sau-man of 5C claimed the Best Debater Awards in the divisional group contests.

In the Hong Kong and Macao Mathematical Olympiad Open Contest, our students won all three awards, the Gold, the Silver and the Bronze Award. We also won the Second Honour Prize in the Hong Kong Physics Olympiad and were the Second Runner-up in the Hong Kong Odyssey of the Mind Programme. We attained a Bronze Medal in the International Geography Olympiad and were the First Runner-up for the Hong Kong District in the Accounting and Business Knowledge Competition.

In Music, the Symphony Orchestra won the only Gold Award amongst a highly competitive field of 16 secondary schools in the Symphony Orchestra Contest in the 2011 Hong Kong Youth Music Interflows. The Chinese Orchestra captured the Second Runner-up Award in the Chinese Orchestra Contest (Intermediate) in the 64th Hong Kong Schools Music Festival and won the Bronze Award in the Chinese Orchestra Contest in the 2011 Hong Kong Youth Music Interflows. Both Orchestras and the School Choir regularly performed at major school functions as well as the annual Variety Show. Individual students also achieved outstanding results winning 3 Championships and 2 Second Runner-up Awards in the 64th Hong Kong Schools Music Festival. In addition, CHEUNG Ming-lee of 5A was named the Arts Ambassador-in-School by the Hong Kong Arts Development Council, and she actively helped promote music as a performing art by leading the Symphony Orchestra to strive for excellence, organising the Student Concert at school as well as performing in a string quartet with musicians from other schools in the prize presentation ceremony of the Arts Ambassador-in-School Scheme. CHEUNG Ming-lee also received the Arts & Technology Education Centre 2011-12 Academic Award (Music) for her excellent performance in music.

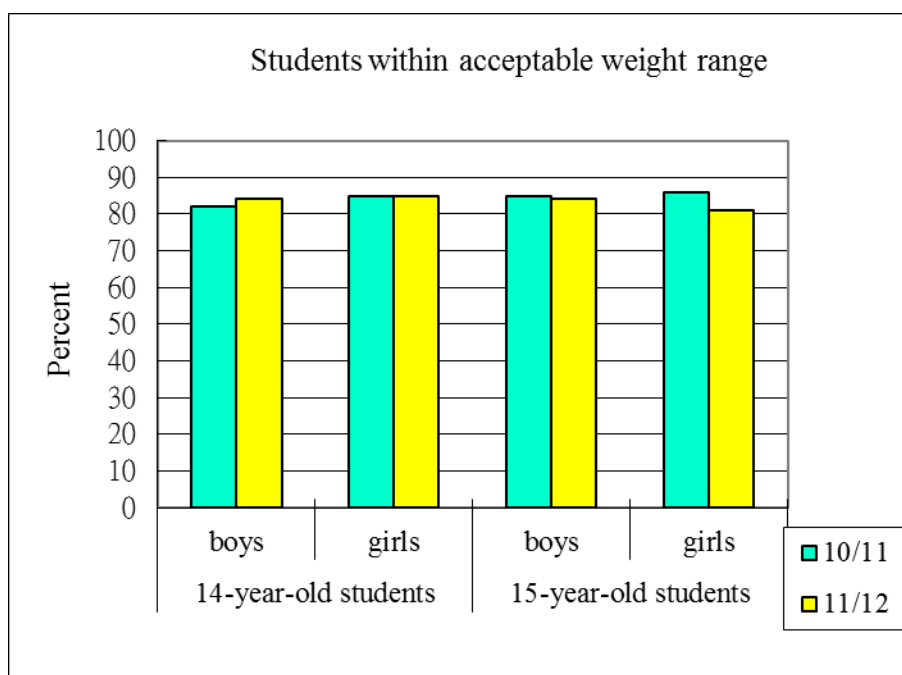
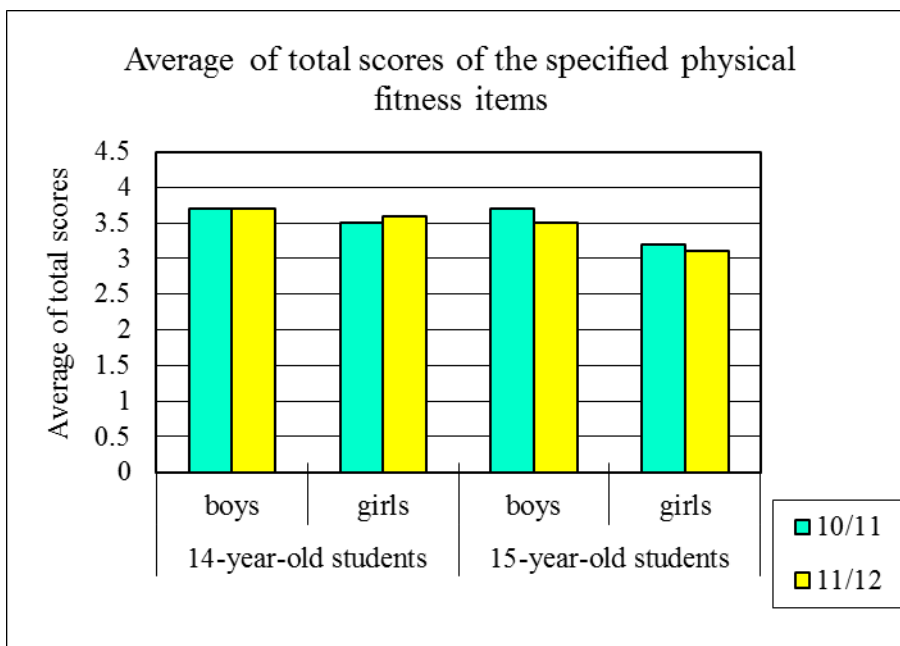
In the Hong Kong School Drama Festival, our school won the Award for Outstanding Cooperation. CHAT Tsz-ching of 5E won Awards for both Outstanding Director and Outstanding Script.

In the Student Environmental Protection Ambassador Scheme organized by the Environmental Protection Department and the Education Bureau, our students won all three awards, the Gold, the Silver and the Bronze Award. Our Red Cross Youth Unit was the Champion in the Shaukeiwan District Nursing Competition.

In the Hong Kong Schools Sports Federation Inter-School Competitions, we won Championships in Javelin (Division III Boys B Grade) and the 4 x 400m Relay (Division III Boys C Grade).

We are dedicated to extending students' learning experiences beyond the school context. An Adventure Training Camp was organized for Secondary One. A Community Service Programme was mandated for Secondary Three. Leadership Training was arranged for the officials of ECA Clubs. In the bi-weekly Life-wide Learning Periods, local as well as cross-border visits were arranged. Various external organizations were invited to give performances and talks to broaden students' horizons.

6.7 Students' Physical Development



7 Financial Summary (ending 31 August 2012)

	Income \$	Expenditure \$
I. SCBG Account		
(a) Non-school specific grant		
● Baseline reference provision	475,037	260,341
● Baseline adjustment	15,545	-
Sub-total:	490,582	260,341
Yearly surplus:	230,241	
(b) School specific grant		
● Composite IT Grant	397,585	368,587
● Capacity Enhancement Grant	498,185	445,600
Sub-total:	895,770	814,187
Yearly surplus:	81,583	
Total balance C/F for SCBG Account in 2011/2012 school year:		311,824
II. Extra-curricular Activities Account		
● Extra-curricular Activities Funds	133,632	133,632
● Donations	489,945	156,410
● Collections for specific purposes (SBM Fees, etc.)	277,057	240,923
Sub-total:	900,634	530,965
Yearly surplus:	369,669	
Total balance C/F for ECA & SBM Account in 2011/2012 school year:		369,669