



Shau Kei Wan Government Secondary School School Report 2005-06

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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 Our School	
1.1 <i>Type of School</i>	<i>1</i>
1.2 <i>Historical Background</i>	<i>1</i>
1.3 <i>School Facilities</i>	<i>1</i>
1.4 <i>School Management</i>	<i>1</i>
2 Our Students	
2.1 <i>Class Organization</i>	<i>2</i>
2.2 <i>Unfilled Places</i>	<i>2</i>
2.3 <i>Students' Attendance</i>	<i>2</i>
2.4 <i>Students' Promotion</i>	<i>3</i>
2.5 <i>Destination of Exit Students</i>	<i>3-4</i>
3 Our Teachers	
3.1 <i>Teachers' Qualifications</i>	<i>5-7</i>
3.2 <i>Teachers' Experience</i>	<i>7</i>
3.3 <i>Teachers' Professional Development</i>	<i>8</i>
4 Our Learning and Teaching	
4.1 <i>Number of Active School Days</i>	<i>9</i>
4.2 <i>Lesson Time for the 8 Key Learning Areas</i>	<i>10</i>
4.3 <i>Medium of Instruction</i>	<i>10</i>
4.4 <i>Students' Reading Habit</i>	<i>11-12</i>
5 Major Concerns – Achievements and Reflections	<i>13-19</i>
6 Performance of Students	
6.1 <i>HKAT (Pre-S1)</i>	<i>20</i>
6.2 <i>TSA (S3)</i>	<i>20</i>
6.3 <i>HKCEE</i>	<i>21</i>
6.4 <i>HKALE</i>	<i>22</i>
6.5 <i>Inter-school Activities and Awards Won in 2005-2006</i>	<i>23-26</i>
6.6 <i>Students' Participation in Extracurricular Activities</i>	<i>26</i>
6.7 <i>Students' Physical Development</i>	<i>27</i>
7 Financial Summary (ending 31 August 2006)	<i>28</i>
8 Use of Government Funds 2006/2007	<i>29-30</i>

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 in 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 31 classrooms (5 in the new annex), 3 prefabricated rooms, a Multi-media Learning Centre, a Language and Liberal Studies Room, 4 laboratories (for Physics, Chemistry, Biology and Integrated Science) and 5 special rooms (for Art & Design, Design & Technology, Home Economics, Geography and Computer Studies). In addition, the school has a Library, a School Hall, 2 Staffrooms (1 in the new annex), a General Office, a garden, a courtyard, a basketball court and two basketball half-courts, a volleyball court and a mini-football pitch. In the new annex, there is a Conference Room, a Computer-Assisted Learning Room, a Music Room, a Student Activity Centre, an English Room, a Careers Library, a Social Worker's Room and a Music Practice and Activities Room.

1.4 School Management

School-based management was implemented in 1999.

Composition of the School Management Committee

Category Year	Sponsoring Body (EMB)	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
03/04	1 (11.1%)	1 (11.1%)	2 (22.2%)	2 (22.2%)	1 (11.1%)	2 (22.2%)
04/05	1 (11.1%)	1 (11.1%)	2 (22.2%)	2 (22.2%)	1 (11.1%)	2 (22.2%)
05/06	1 (11.1%)	1 (11.1%)	2 (22.2%)	2 (22.2%)	1 (11.1%)	2 (22.2%)

Committee members of 2005-06 were: Mrs. Michelle Wong (Chairlady), Mrs. Liliana Kung (Principal), Mr Wong Shing Kwong and Mrs. Cheung Tang Pui Ming (Parent Members), Mrs. Lee Chan Siu Chu, Silkie (Alumni Member), Mr. Chan King Sang, Edward and Dr Chan Kwok Hei (Independent Members), Mr. Tam Wing Hung and Mr. Chan Lui Kwong (Teacher Members). Mrs. Cheung Chan So Kum was secretary.

2 Our Students

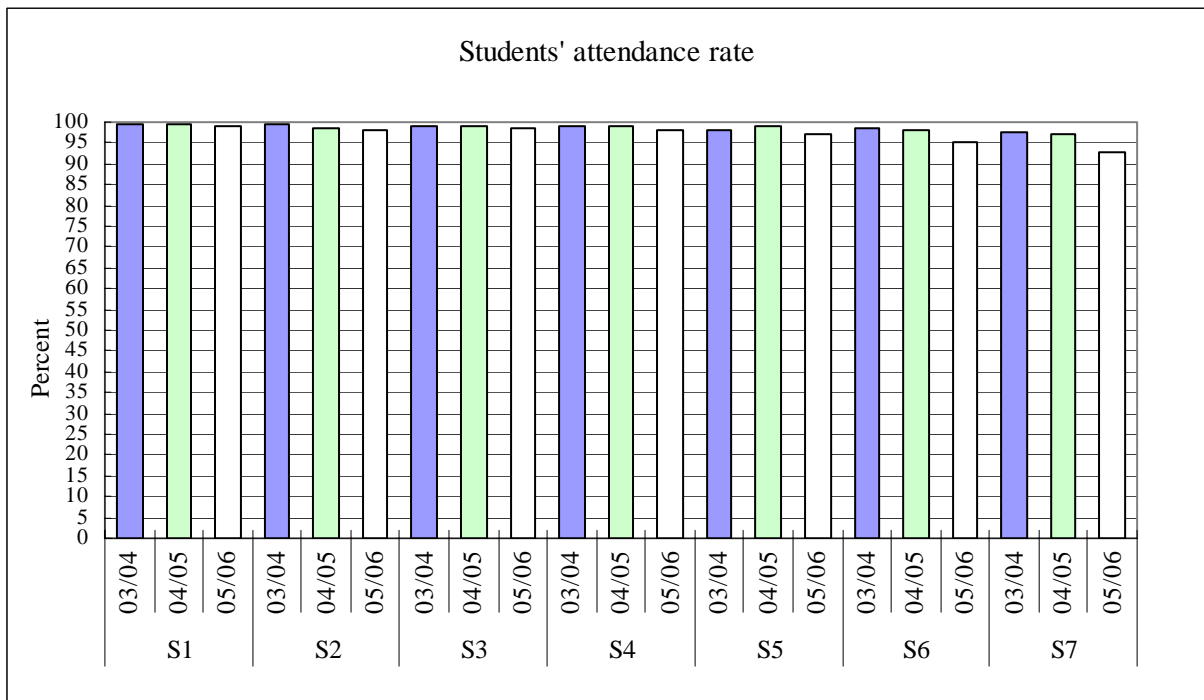
2.1 Class Organisation

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	6	2	2	30
Boys	94	90	92	109	136	34	28	583
Girls	96	98	88	88	98	30	28	526
Total Enrolment	190	188	180	197	234	64	56	1109

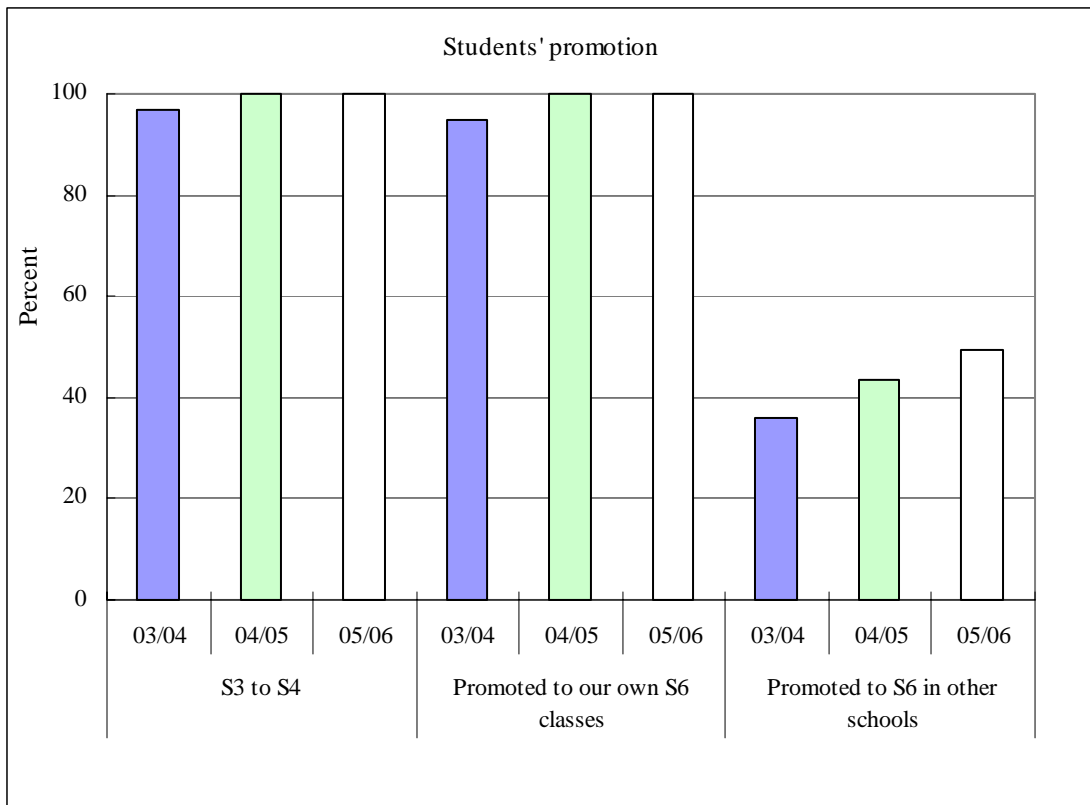
2.2 Unfilled Places

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

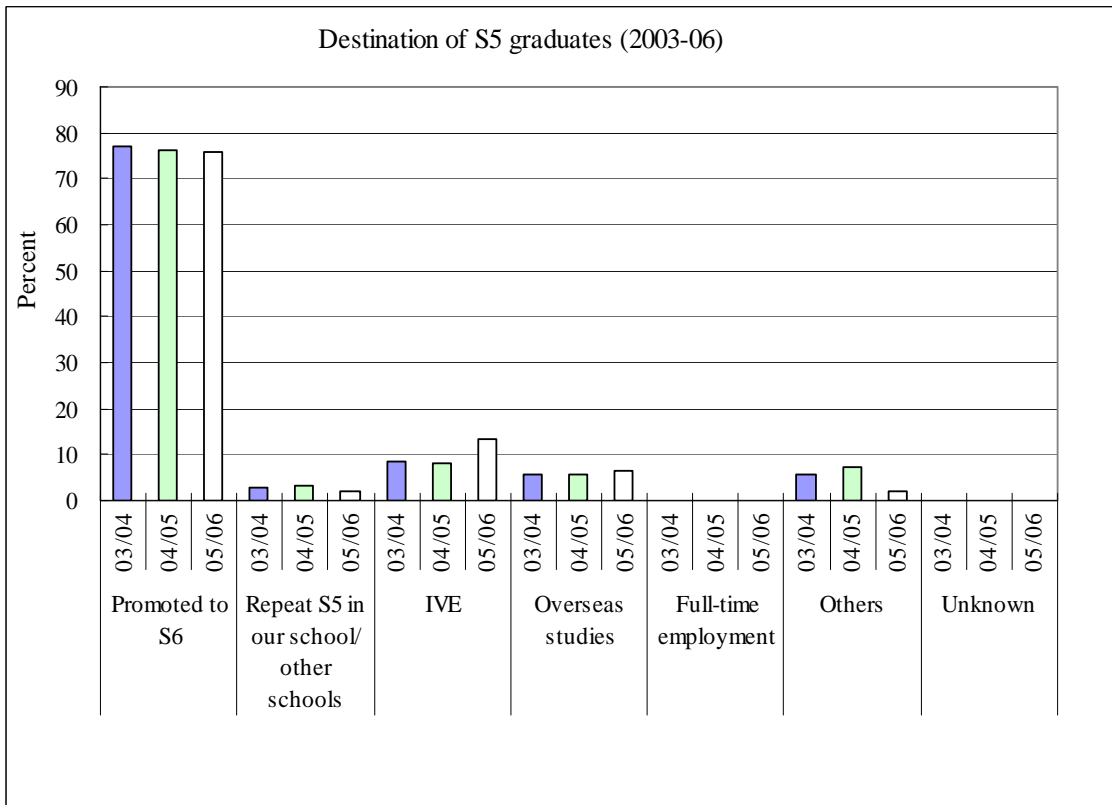
2.3 Students' Attendance

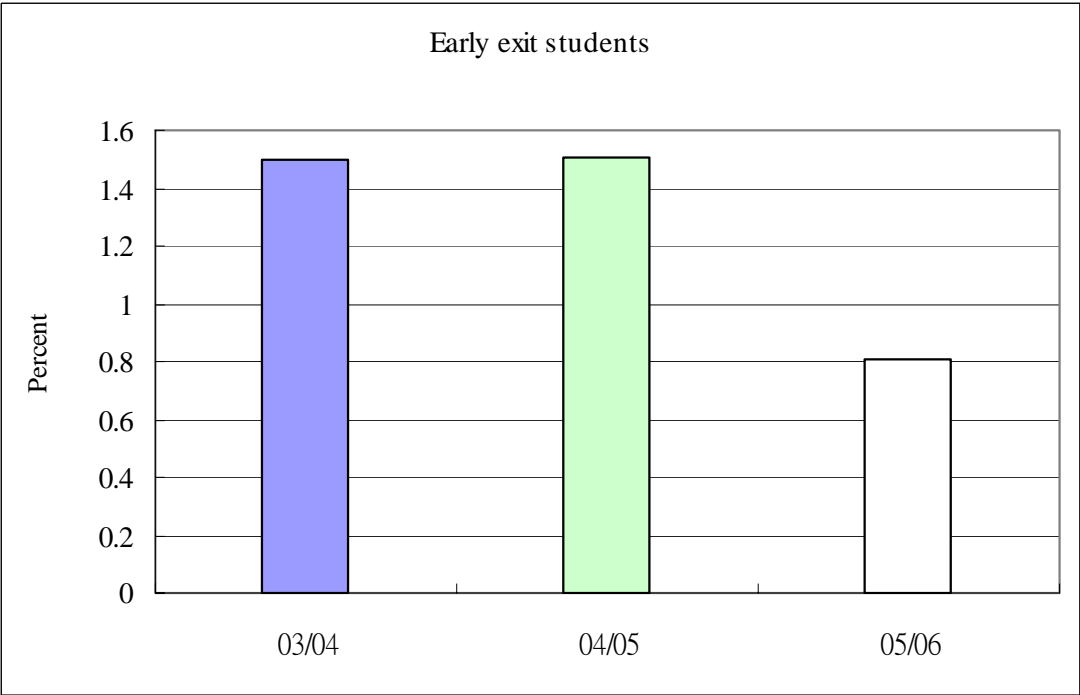
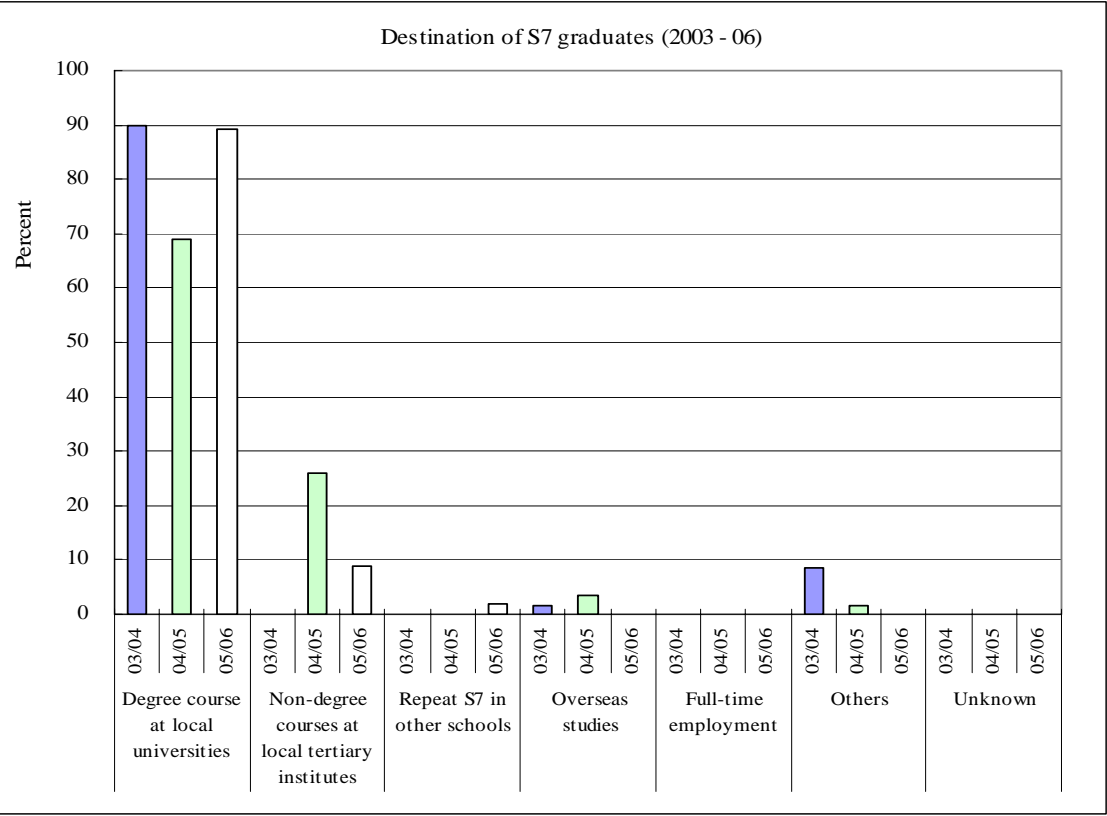


2.4 Students' Promotion



2.5 Destination of Exit Students

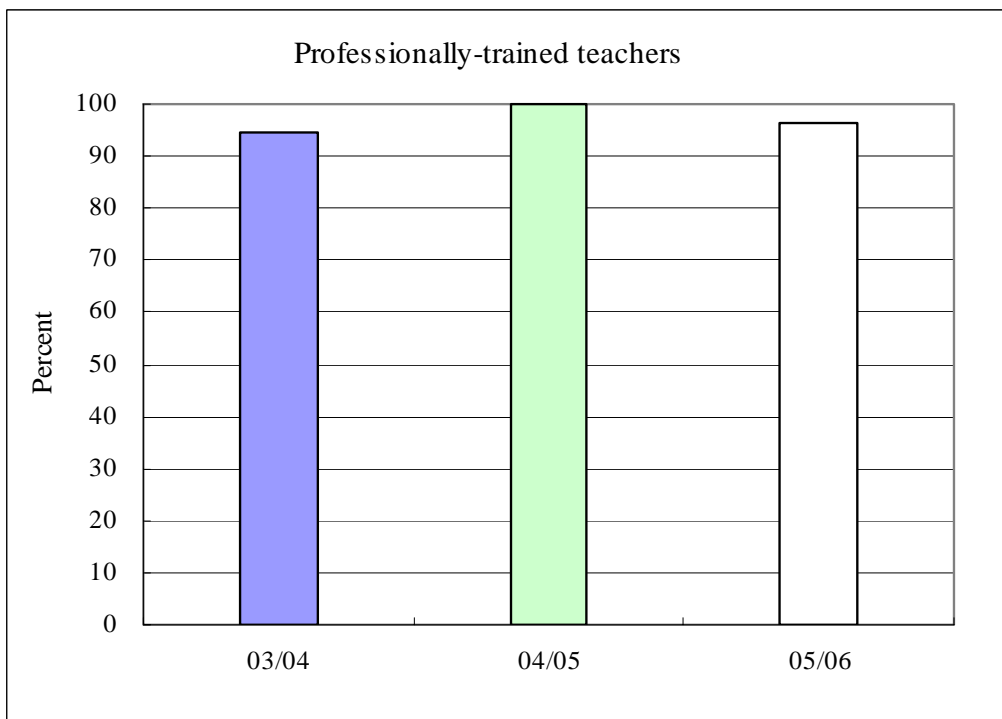
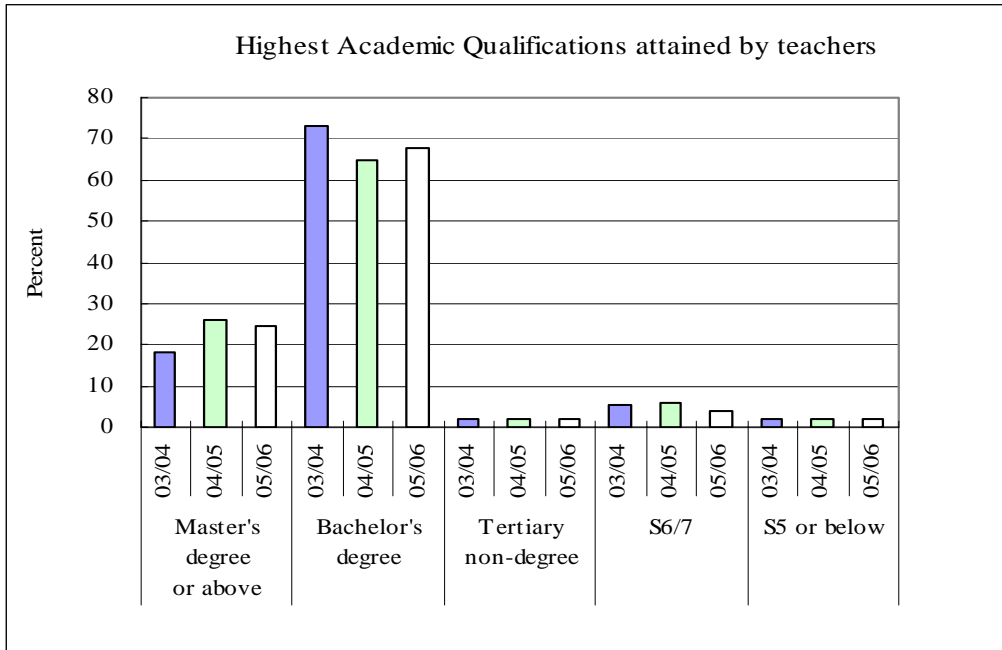


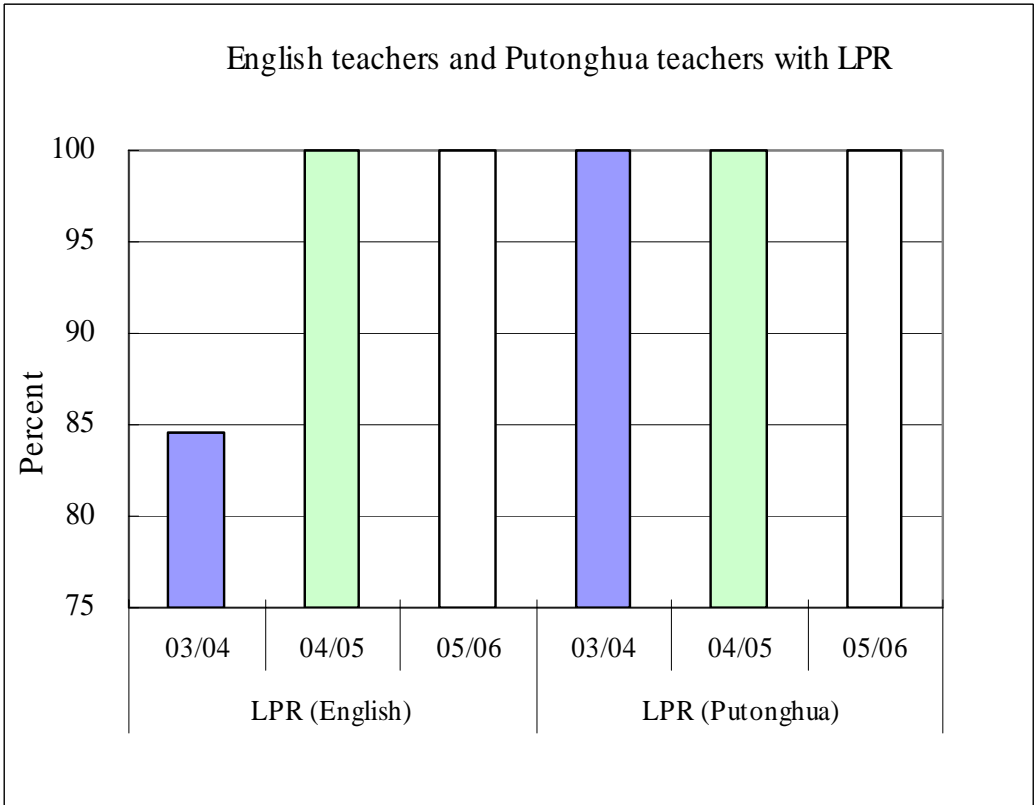
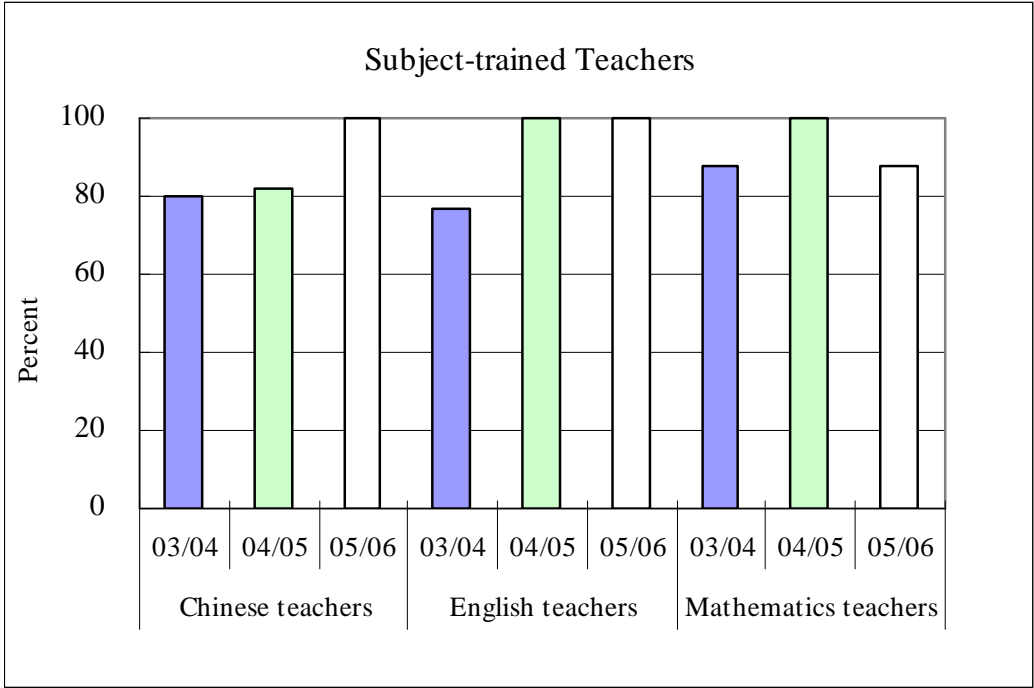


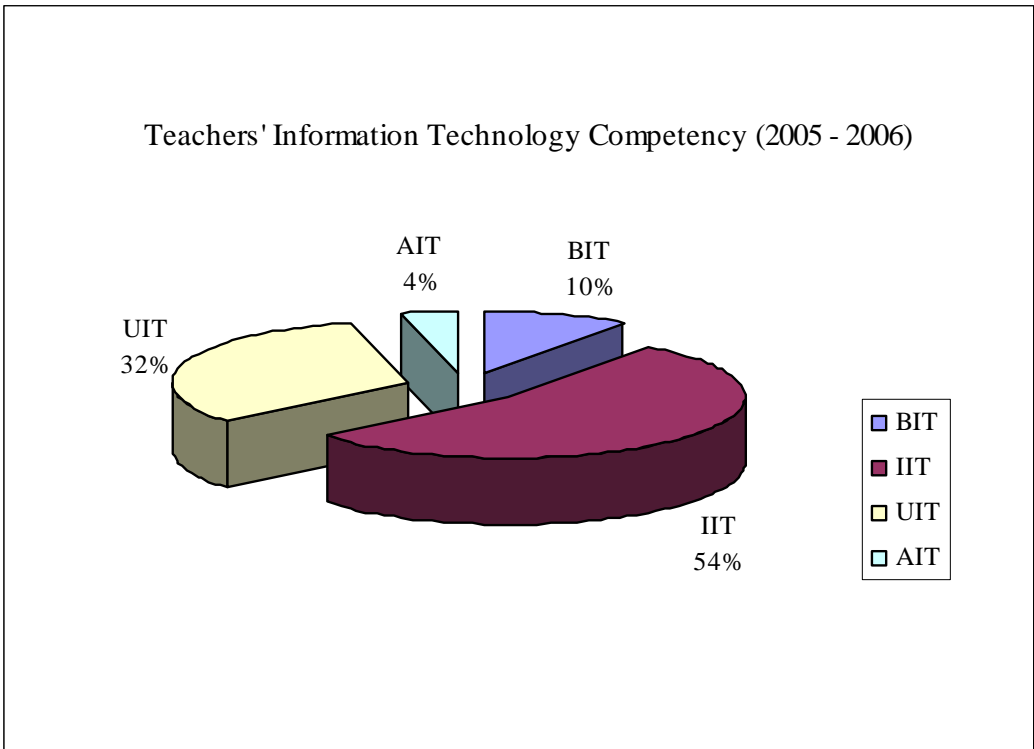
3 Our Teachers

3.1 Teachers' Qualifications

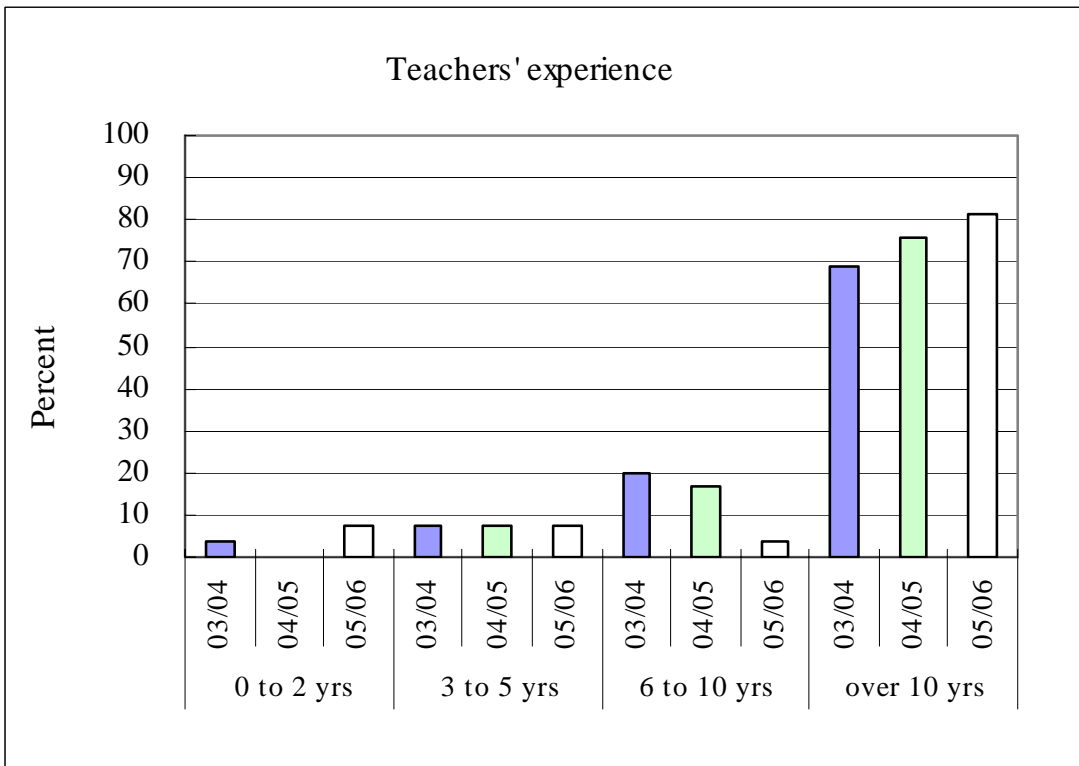
There were 80 staff members in our school: the Principal, 2 Assistant Principals, 53 teachers, 1 Teacher Librarian, 3 Teaching Assistants, 3 Clerical Officers, 1 Office Assistant, 1 Administrative Assistant, 1 General Clerk, 3 Laboratory Technicians, 1 Technical Support Services Officer, 1 Workshop Attendant, 3 Semi-skilled Workers, 6 Workmen II and 2 General Workers.







3.2 Teachers' Experience



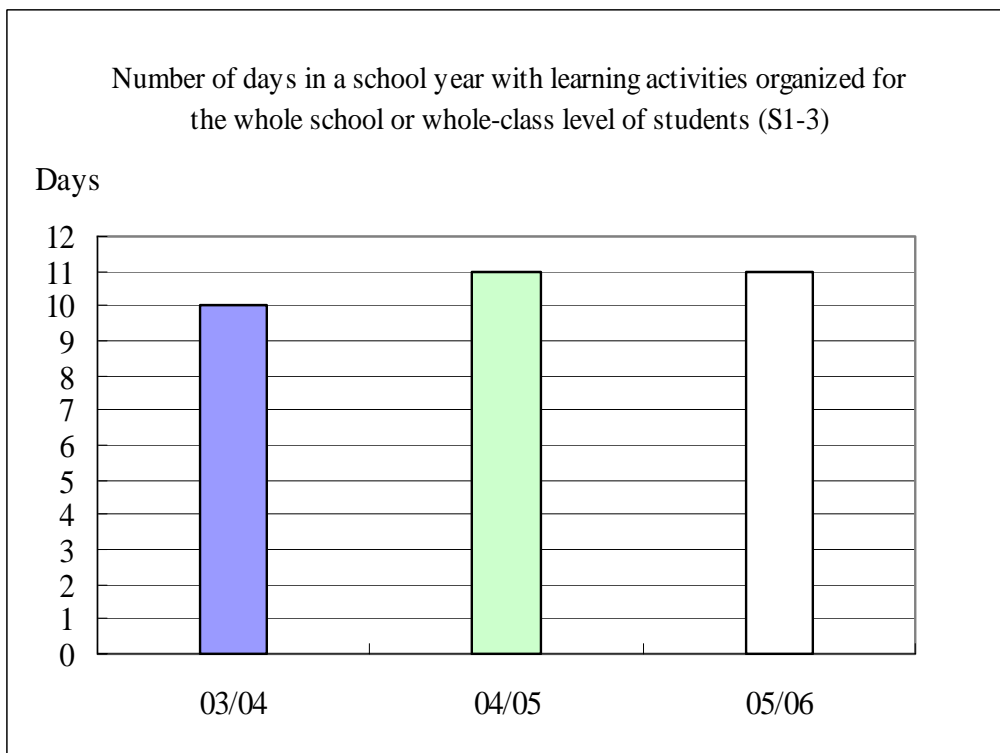
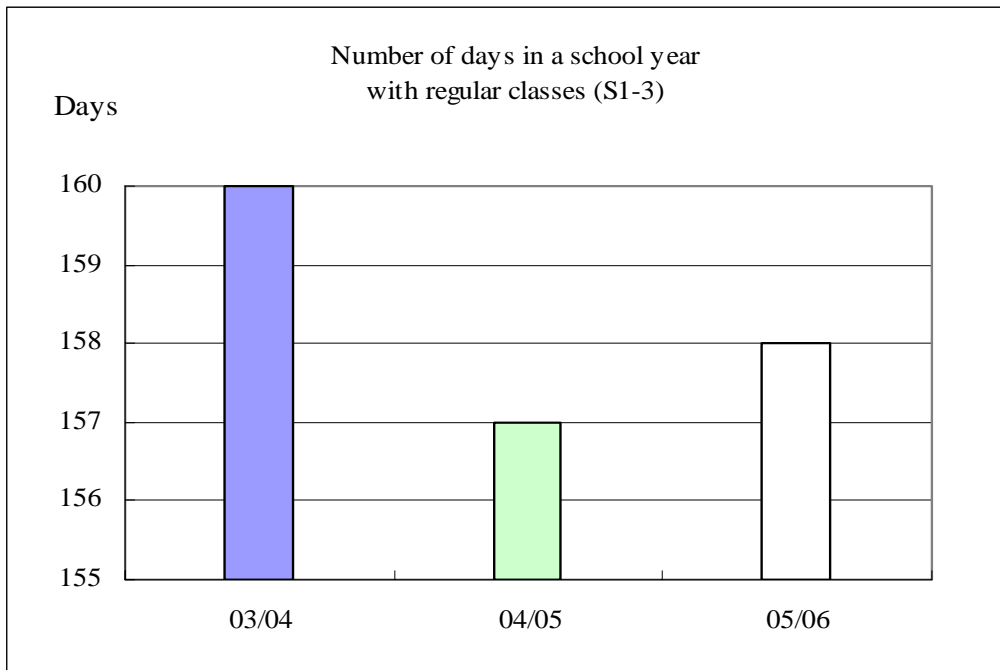
3.3 Teachers' Professional Development

In the year 2005-2006, the Principal undertook 35 hours of CPD. Teachers (including the Assistant Principals) undertook a total of 2,460 hours of training in the 4 Core Domains of Teacher Competencies Framework.

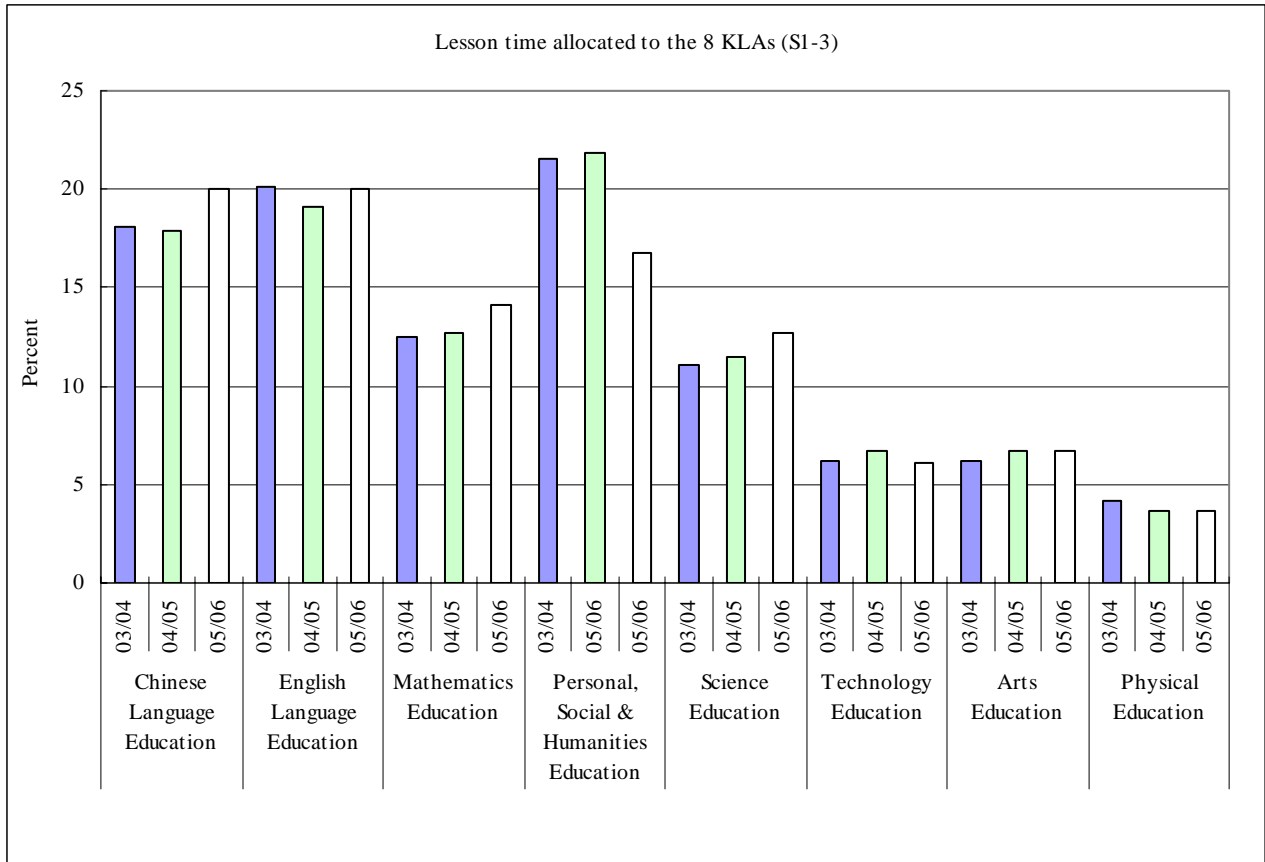
Domain	No. of Hours
Teaching and Learning	1,220
Student Development	137.5
School Development	605.5
Professional Relationships and Services	496.5
Total	2,460

4 Our Learning and Teaching

4.1 Number of Active School Days



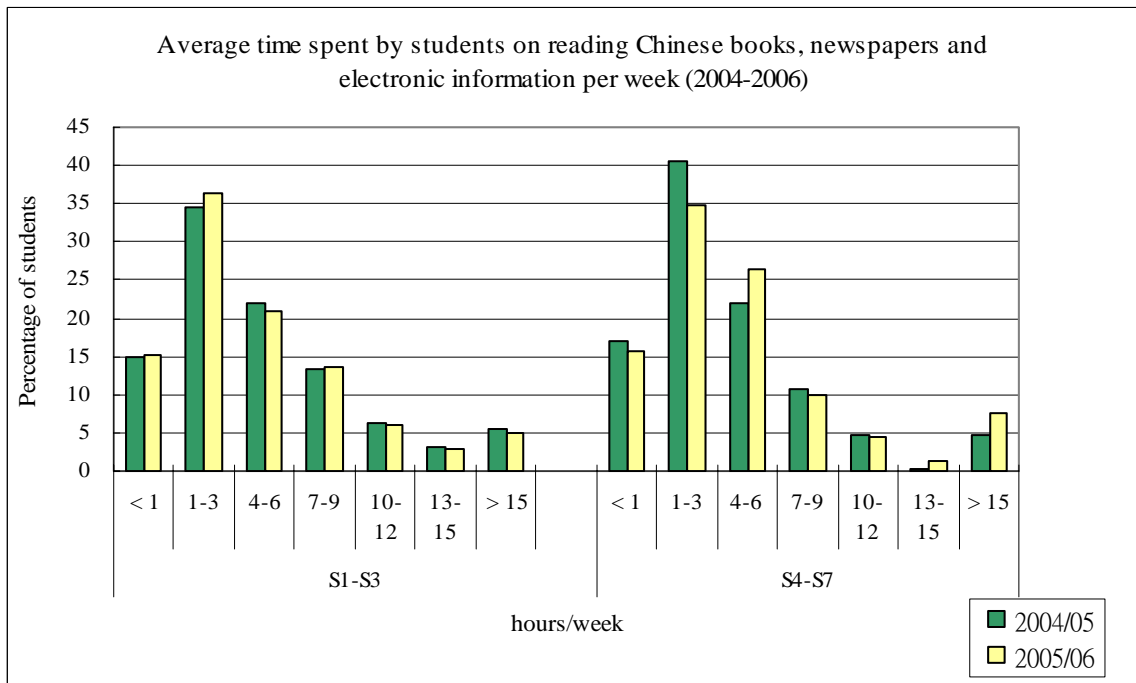
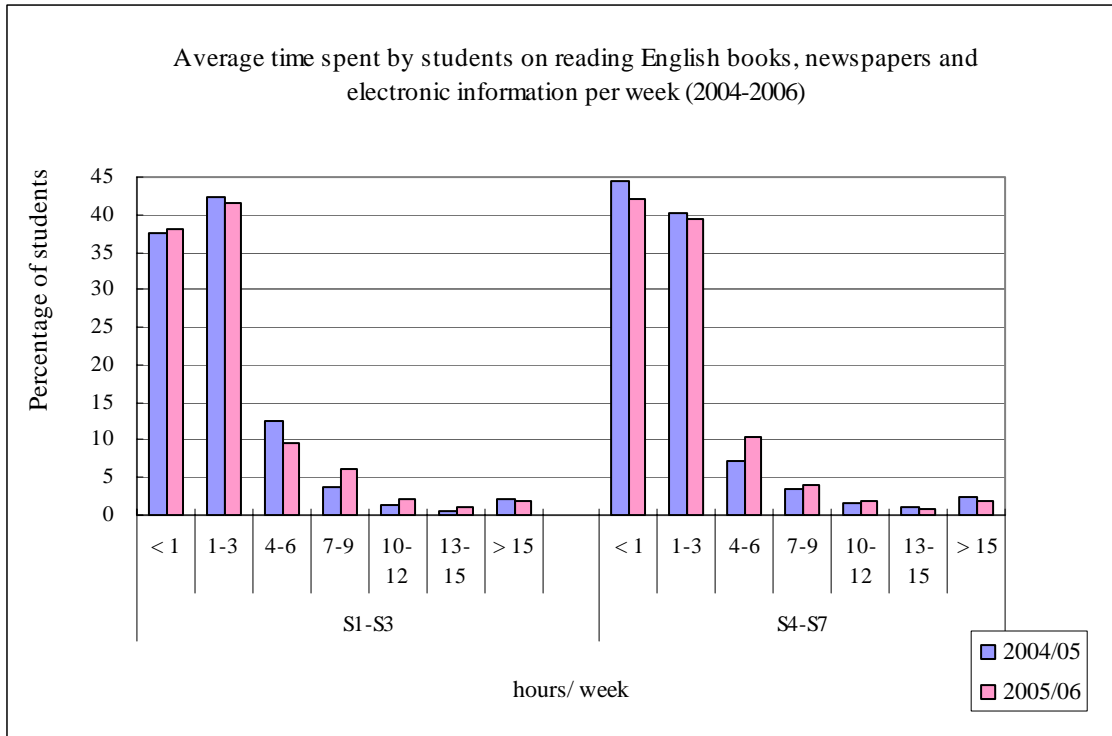
4.2 Lesson Time for the 8 Key Learning Areas (KLAs)

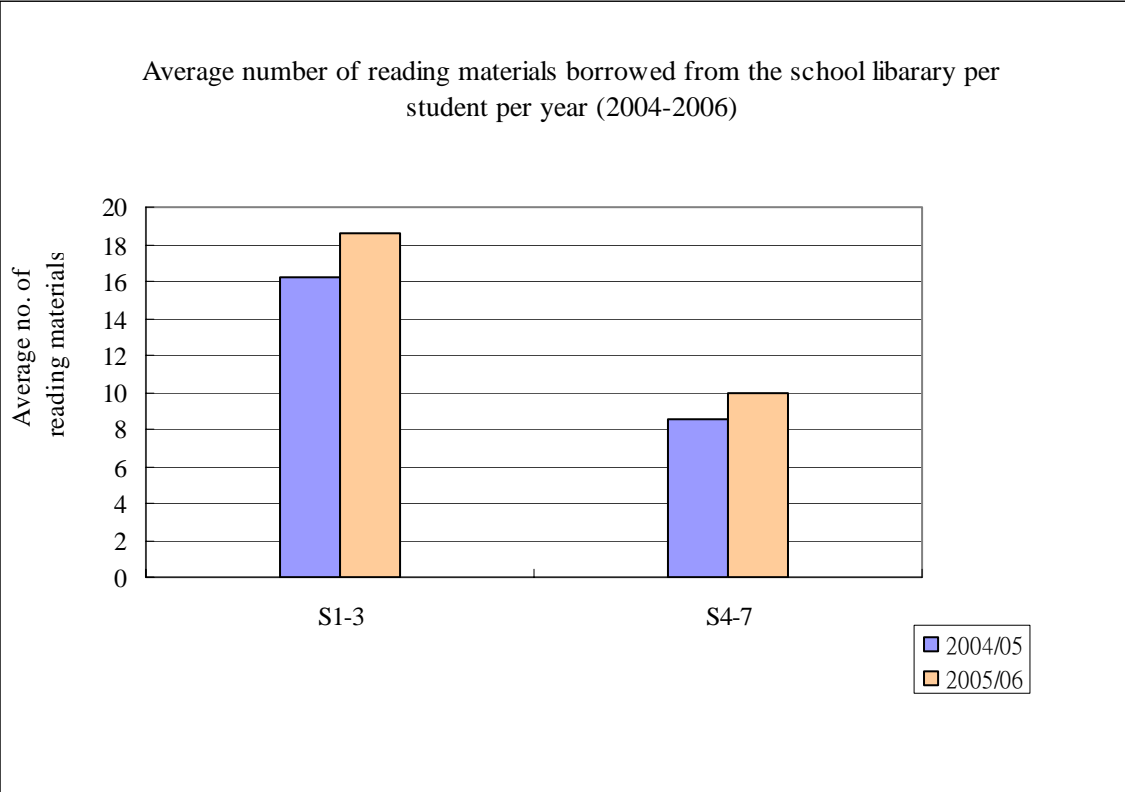
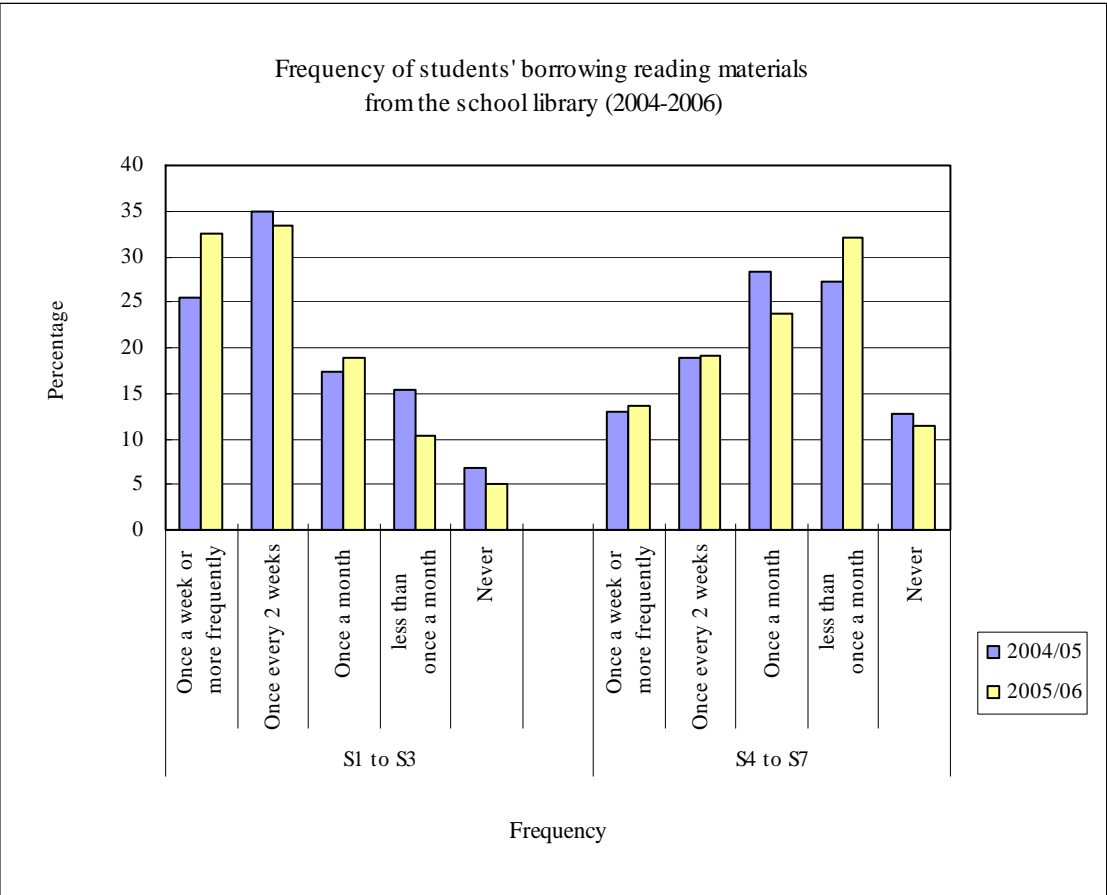


4.3 Medium of Instruction

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)

Priority 1: Learning and Teaching Enhancement

Aim (i) To help students become responsible and self-motivated learners

Strategies / Tasks

S1-3 students to write their 'Learning Journal' in the 9th period every Wednesday

Study Period for S4-7

Measures to cater for learner differences:

Achievements and Reflection

- ◆ This provided a chance for students to reflect on their learning and teachers to reflect on their teaching. The 4367 entries collected throughout the year were read by the principal, assistant principals and teachers.
- ◆ Survey results show that most students found the journal writing useful as it gave them a chance to improve their writing skills. Teachers, too, thought that the practice should continue.
- ◆ While the S1-3 students wrote their Learning Journal, the senior form students engaged in private study. Most of them made good use of the time to review their lessons or catch up with their work.
- ◆ The feedback from most students and teachers was positive and the practice will continue in 2006-07.
- ◆ The measures included :
 - Homework Class for S1 supervised by Teaching Assistants
 - Enrichment and support classes taught by teachers and TAs
 - Small group tuition with S6 students teaching S4 students after school
 - Little Teachers Scheme with S6 volunteers teaching S1 students at lunchtime
 - CECES classes with student teachers from CUHK teaching S1-3 classes after school and on Saturday mornings
- ◆ Students became aware of the school policy that 'Studies should come first'. We saw a general acceptance among students to enroll in these classes. As a Band One EMI school, we needed to set higher academic goals for our students.
- ◆ The CECES classes and the S6 to S4 tutorial groups were very effective as the workload of our teachers was not increased while students got the extra help they needed. Even the able students wished to enroll in the CECES classes.
- ◆ In early June, almost three weeks before the examination, most students had begun their revision. This is a good indicator that students want to achieve better results.

Aim (ii) To help teachers teach more effectively

Strategies / Tasks

Teachers to formulate personal 'Teaching Enhancement Plan' based on stakeholders' survey results and evaluation received from students, AO/HOD, AP & Principal

Achievements and Reflection

- ◆ The plans were submitted in September 2005 and reviewed by the principal. All teachers submitted an interim report at the end of January 2006 and discussed their progress with their Appraising Officers during the mid-year review in March/April 2006.
- ◆ Most teachers set appropriate and reasonable targets and were able to achieve their targets by the end of the first term. Their reflections were thoughtful and positive. Teachers became more aware of the need to cater for learner differences and for the needs of individual students.
- ◆ As part of their professional development, teachers formulated their plans for 2006-07 based on feedback from their students, peers and supervisors.
- ◆ An area that all teachers need to focus on in the new school year is to identify not only the academic, but also the emotional needs of the students. A whole-school approach, with all teachers as counselors, will be implemented, and training in counseling skills will be arranged for all teaching staff over the next three years.

- ◆ The stakeholders' survey results are very encouraging as more students now find the lessons interesting (up 11% from last year). They get help from their teachers when faced with learning difficulties (up 16%). There are more class activities such as discussion and group work (up 9%). Class discipline has also improved (up 4%) and students get more praise from their teachers (up 7%).
- ◆ The stakeholders' survey results show that teachers have gained much more confidence in their teaching. They are now more aware of the needs of the students and can help them succeed in their studies.

*Subject Department
formulate their
'Departmental Teaching
Enhancement Plan'*

- ◆ Subject departments formulated their Departmental Teaching Enhancement Plans for implementation throughout the school year.
- ◆ The four areas that departments focused on were:
 - Enhancement of teaching and learning
 - Collaborative lesson preparation
 - Development of students' learning skills
 - An increase in the number of reading and writing activities
- ◆ Mass programmes were conducted for S1-3 and S6 to further enhance their learning skills. Surveys reveal that students used the skills they had acquired most frequently in the PSHE subjects.
- ◆ To help students enhance their language proficiency and develop interest in the subject, reading materials were provided to the students by the subject departments. Most departments devised worksheets, turning the reading into a comprehension exercise. Others asked students to write comments. Some departments selected passages from the newspaper or magazines; others selected articles from the Internet. Few departments used the reading material to start a class discussion (except for Chinese, Putonghua, Visual Arts and S6 Physics), perhaps because of the extra time needed.

*Teachers to engage in
collaborative lesson
preparation followed by
peer lesson observation*

- ◆ In the survey conducted in June 2006, teachers stated that collaborative lesson preparation helped them most in (i) monitoring the progress of work set in the scheme of work; (ii) enhancing their subject knowledge and use of resources; (iii) sharpening their teaching skills and (iv) helping them set assignments for students.
- ◆ 90% of the teachers agreed that collaborative lesson preparation enhanced the effectiveness of their teaching. They found the sharing with colleagues useful in helping them prepare for lessons.
- ◆ Teachers found that the sharing of ideas and teaching materials helped to develop their professionalism. There were suggestions for improvement and these would be taken into account in the plan for 2006-07.
- ◆ In peer lesson observation and co-teaching, teachers were equally positive. 87% of the teachers agreed/strongly agreed that peer lesson observation and co-teaching were useful in helping them refine their teaching skills. 92% said they collaborated well in the preparation and post-lesson evaluation while 83% thought that peer lesson observation and co-teaching should be continued in the next school year.
- ◆ Some of the positive comments made by teachers include (i) lessons are more interesting and have more variety (ii) teachers can learn from each other in areas like classroom management and teaching strategies, and (iii) teachers can try out new teaching ideas and are encouraged to cooperate more in lesson preparation. All teachers submitted detailed reports on their peer lesson observation or co-teaching experiences.

Priority 2: Whole-school Reading and Writing Activities

Concern	Achievements and Reflection
	<ul style="list-style-type: none">➤ The stakeholders' survey showed that 61% of the students loved to read (up 7% from last year). More students were eager to borrow books from the library (up 9% from last year) and share their reading experiences with their peers (up 6% from last year).
1. <i>Recommended reading lists for all levels</i>	<ul style="list-style-type: none">➤ Recommended Reading Lists were given to students of all levels in the first term. Five reading quizzes were held. Altogether 600 answer sheets and 100 reports on books on the Reading Lists were received. 35 students gave oral book reports in the morning assembly as well.➤ More titles will be added to the existing Reading Lists in order to provide a greater selection for the students. More publicity and encouragement are still needed to motivate them to take part in reading activities.
2. <i>Reading materials from subject departments</i>	<ul style="list-style-type: none">➤ Each subject department provided at least one suitable piece of reading material per term per level, followed by an activity such as an open class discussion, group discussion, completion of a worksheet or a writing task to expand students' subject knowledge.
3. <i>Newspaper Reading Session</i>	<ul style="list-style-type: none">➤ Newspaper Reading Sessions were scheduled for S3 – 7, while S1 and S2 classes read the newspaper in the English and Chinese lessons. Most of our students have developed the habit of reading the newspaper every day.
4. <i>Class Libraries and new readers</i>	<ul style="list-style-type: none">➤ Students were asked to donate storybooks to build their own class library. More than 200 books were received. Students could feel free to take a book to read and return it at any time.➤ Comics, magazines, 150 Adventure Box books and Discovery Box books were purchased for students to read in their leisure time. The supply was sufficient for the whole school, with spare copies placed in the school library.➤ More magazines will be purchased for senior forms in the next school year.
5. <i>English and Chinese Extensive Reading Schemes</i>	<ul style="list-style-type: none">➤ There was a pleasing increase in the number of students receiving reading awards in the English and Chinese Extensive Reading Schemes. Especially pleasing is the great rise in the number of students receiving English reading awards, from 242 last year to 371 this year. The English ERS was also introduced to S4 with the aim of providing students with more resources to help them prepare for School Based Assessment (SBA) for English Language in the HKCEE. The number and variety of books for ERS will be increased in order to sustain the reading interest of the students.➤ Although figures in the stakeholders' survey do not show a significant improvement in the reading habits of the whole student population, it is evident that our junior form students show much more interest in reading and are slowly and steadily developing the life-long habit of reading. The school has yet to convince the higher form students that reading is an important part of their learning.
6. <i>Reading Ambassadors 2005</i>	<ul style="list-style-type: none">➤ 16 students from S3-4 were enrolled in 'Reading Ambassadors 2005' – a programme organized by HK EdCity. Two reading-sharing sessions were held in May. Through small group discussions, the Reading Ambassadors shared with their junior counterparts the joy of reading.
7. <i>BIA – Bring It Along (好書每天隨身帶)</i>	<ul style="list-style-type: none">➤ The competition 'Bring It Along' (好書每天隨身帶) aimed to encourage students to carry a good book to read at all times. One such competition was held last year, drawing an overwhelming response from students. This competition will be held again to help students develop the habit of carrying a good book to read at any time.

8. *'From the Heart' English Writing Programme*
- A total of 24 stories was told to the whole school during the morning assembly. 439 students' contributions were received and the second volume of *From the Heart* was published in the summer of 2006.
 - The contributions were mainly from students of lower forms. The number of contributions was a significant drop from last year's 1135. In the coming year, teachers could nominate a few students from each class to respond each time as some students need a little push.
9. *The Learning Journal*
- The Journal was distributed to all S1-3 students in September 2005. Students were required to make an entry each week to describe a lesson and state what they had learnt in that lesson. This year, students wrote their journals 25 times. In all, the principal, assistant principals and teachers read over 4367 entries. Survey results show that the majority of the students thought that the journal writing was useful as it gave them a chance to improve their writing skills (85%).
 - The school will allow students to write about learning experiences that take place outside the classroom in the following year. As students become more proficient writers, we expect them to learn to express their views more, rather than just describe what happens in the lesson.
10. *Participation in internal and external writing competitions*
- Students were encouraged to take part in the internal and external writing competitions. 21 students received prizes from external writing competitions. 4 English articles and 9 Chinese articles were chosen from the internal writing competitions for publication in the school newspaper.
 - More publicity is needed to encourage students to take part in both internal and external competitions.
11. *Foreign Pen Friends*
- More than 100 students applied for a foreign pen friend. This programme will continue next year to help students find foreign pen friends to develop their writing skills and learn to appreciate foreign cultures.
12. *Credit Point System*
- The Credit Point System was an award scheme to encourage students to participate actively in both internal and external reading and writing activities. The School Management Committee agreed to spend \$20,000 from the SBM fund to pay for the prizes. Students received credit points for taking part in the reading and writing activities and the credit points were used to redeem prizes.
 - The Credit Point System was a huge success. Out of the 577 S1-3 students, 380 received more than 100 credit points, the lowest requirement for redeeming individual prizes. Seven students received more than 500 credit points. Six of them used their credit points to redeem i-Pods, while one wanted an MP3.
 - Due to an oversight, the S5 and S7 classes lost their chance to redeem prizes as they had left the school before the end of the school year. Students of these two levels could only redeem cakes and pizzas, not individual prizes. This was noted by the Reading and Writing Team and improvement to the scheme will certainly be made.

Priority 3: Pastoral Care (Guidance, Civic and National Education, Moral Education, Sex Education and Basic Life Skills Training)

Introduction

The theme for Pastoral Care in 2005-2006 was “Responsibility”. The theme was disseminated to the students through the programmes organized by the Guidance Unit, Civic and National Education Committee, Moral Education Committee, Sex Education Committee and Department of Health (Basic Life Skills Training). All the activities stipulated in the plans were completed successfully.

Achievements

- The Guidance Unit, through various activities, successfully promoted a sense of belonging in the students. Students with different emotional needs and of different developmental stages were taken care of. The students with difficulties in studying were helped by their senior counterparts. The parents and students improved their communication skills through the talks organized by the social workers.
- The Civic and National Education Committee organized a series of activities to promote the national identity of the students and raise the awareness of the students with regard to their civic responsibilities. Outside resources were also sought to make the activities more diverse and interesting. A flag-raising ceremony was held every month and a variety of interflow activities and visits with different organizations in mainland China were held.
- The Moral Education Committee gathered a lot of resources, both inside and outside school, to introduce topics related to moral education to the students. The students enjoyed the TV programmes on selected topics and participated actively in follow-up discussions.
- The Sex Education Committee emphasized the cultivation of positive attitudes towards issues related to sex. Students enjoyed the programmes prepared during the class periods and participated actively in the follow-up discussions. Students were encouraged to read and share books concerning personal growth and issues related to sex.
- The Basic Life Skills Training programme was incorporated into the liberal studies lessons for S1 students. S2 students had BLST programmes for their class periods. Facilitators from the Department of Health effectively addressed the needs of the students at different stages of development through the programmes that they had prepared. Most of the students found the programmes useful to them.
- Senior Form Class Periods featured productions by the senior form students to discuss issues related to the theme of the year. This year “Responsibility” was the theme and a lot of lively and high-quality presentations were made by the students so as to facilitate discussion and reflection among their schoolmates. The production of class period presentation was one of the great events of the class each year and the students very much valued this opportunity of sharing.

Topics for the year 2005-2006

- ◆ 誰該對婚前性行為負責 (Premarital sex)
- ◆ 我是個有責任感的人 (I am a responsible person)
- ◆ 我應該承擔家庭責任 (Sharing responsibilities in the family)
- ◆ 誰該對分手負責 (Who should be held responsible for a broken relationship?)
- ◆ 誰該為建立良好友誼負責 (Building good friendships)
- ◆ 學生的責任 (The responsibilities of a student)
- ◆ 我要負責嗎 (Should I be responsible for?)
- ◆ 誰該為性騷擾負責 (Sexual harassment)
- ◆ 做個好公民 (Be a good citizen)
- ◆ 誰該為建立良好愛情關係負責? (Building a healthy dating relationship)
- ◆ 關心社會 (Care for society)

Reflection

- All activities of the Guidance Unit were implemented successfully. The shortage of manpower was one major hindrance to further promoting the work of the Guidance Unit. The help and support of teachers and parents were most important. Activities to improve mutual understanding among students and enhance self confidence were needed.
- The Civic and National Education Committee successfully introduced the concept of national identity and civic responsibilities to the students. It was hoped that with more resources, more activities outside school could be organized on top of the existing ones to enhance the learning of issues related to civic and national education.
- The students gave positive comments on the activities organized by the Moral Education Committee. Similar activities would be held in the coming year to inculcate other moral values in the students.
- The students reflected that they wanted to have some discussions on issues related to sex and personal growth. More resources outside school could be sought to enrich the programmes prepared for the students.
- Basic Life Skills Training programmes were well-received by the students. The BLST programmes would be incorporated into the liberal studies lessons for both S1 and S2.
- Senior Form Class Periods would continue next year. The students were serious in the production of the materials for presentation. Apart from giving the senior form students training in different areas, the students viewing the programmes could also benefit. Better hardware in the production room could be a great help for producing the programmes.

Priority 4: Discipline

Achievements

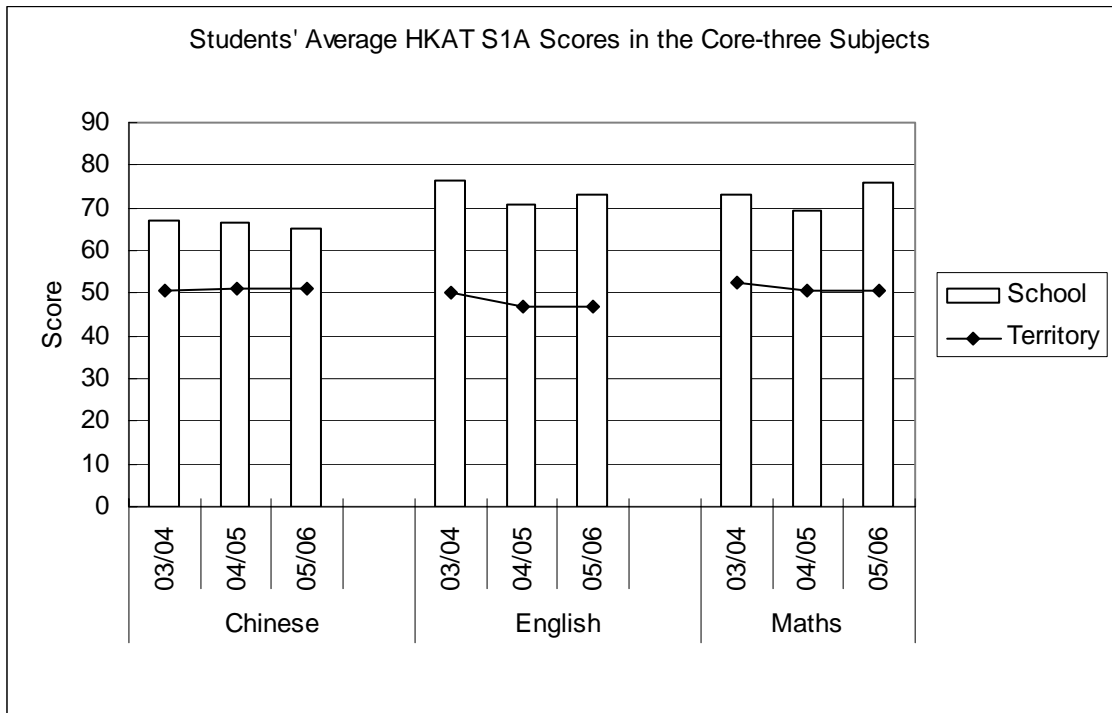
- The Discipline Team collaborated with the Guidance Team in dealing with students' behavioural problems this year. Apart from punishing the students, follow-up counseling and guidance were provided. Even though students might not immediately correct their wrongdoings or bad habits such as habitual lateness and smoking, they acknowledged their own problems and were willing to make changes.
- With careful selection and intensive training, a better organized Prefect Body was established to help maintain school discipline. All S.4 acting prefects, together with S.6 leaders, attended a prefect training camp from 17th to 19th February 2006. The communication between S.6 leaders and S.4 acting prefects greatly improved. A good team spirit was thus developed after the intensive training. Furthermore, the school prefects also set good examples to their schoolmates.
- Our prefects show their leadership abilities in assisting teachers to maintain good discipline on various occasions such as school assemblies, the swimming gala, athletics meets, speech day, parents' day and the flag-raising ceremony.
- A pilot scheme of S.3 class prefects was introduced in March 2006. Four students were selected through group interviews to be class prefects for each S.3 class. They were responsible for maintaining the class discipline. The scheme was quite successful because the class prefects offered immediate help whenever disciplinary problems arose.
- Two inter-class cleanliness competitions were held in December and May respectively. Many classes tried their best to tidy up their classrooms during the competitions.
- The majority of our parents are supportive and cooperative. They responded to the school's requests promptly and came to meet the discipline mistress/ deputy discipline masters or mistress whenever problems appeared.
- On the whole, most of the students are self-disciplined and abide by school regulations except for a small group of S.3 and S.4 students who keep violating school regulations and challenging the school's authority.

Reflection

- The collaboration between the Discipline and Guidance Team got off to a good start this year, but closer cooperation and more interaction are expected in the future.
- School regulations should be reviewed and updated annually.
- The punitive system should be reviewed annually. It was agreed that written warnings could be added in order to alert parents about their children's behavioural problems at an early stage.
- The system of S.3 class prefects would be implemented and a badge would be designed for them.

6 Performance of Students

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



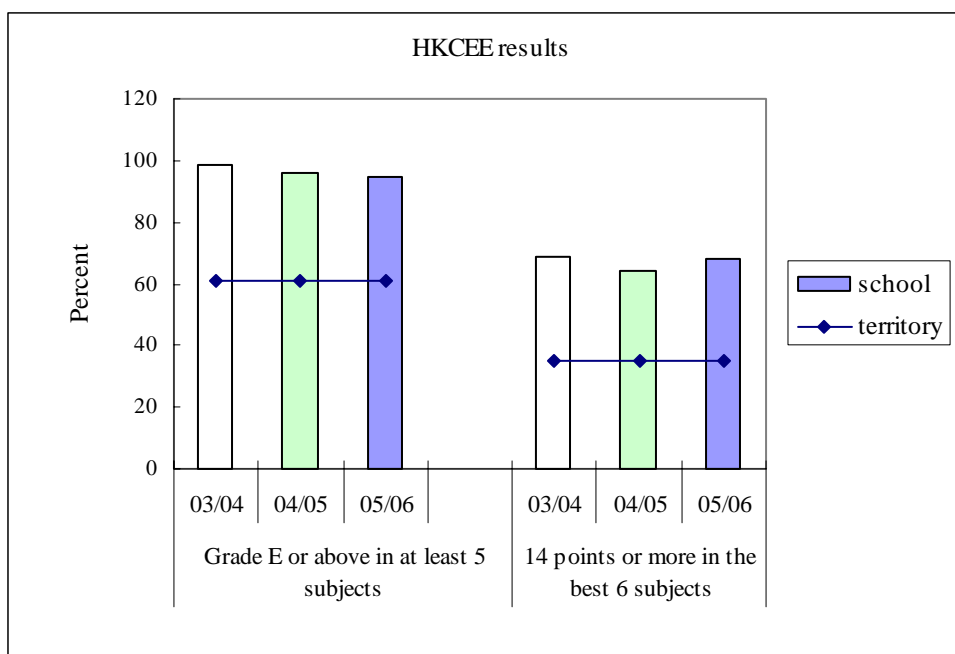
6.2 Territory-wide System Assessment (TSA) for S3 students

Subjects	Percentage of Students Achieving Basic Competency	
	SGSS	Hong Kong
Chinese	95%	76%
English	98%	69%
Mathematics	94%	78%

6.3 HKCEE

Hong Kong Certificate of Education Examination 2006 - Analysis of Results

Number of candidates sat	:	233
Number of candidates with 5 'E' or above	:	218
Number of subjects entered	:	17
Number of candidates with best six subjects 14 points or above	:	158



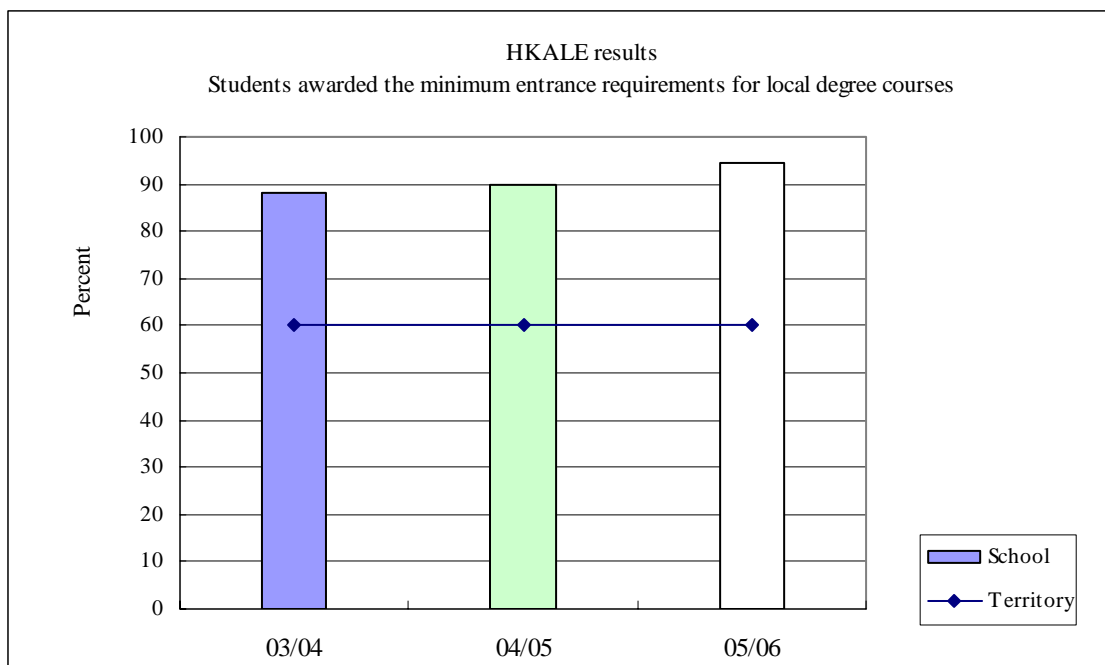
Subjects	No. sat	No. of distinctions	No. of Credits	Passing Percentage
English Language (Syl. B)	231	7	40	96.5
Chinese Language	230	15	73	96.5
Mathematics	231	23	106	96.5
Putonghua	2	1	1	100
Chinese Literature	58	3	18	91.4
Chinese History	110	2	31	79.1
Geography	147	3	34	87.1
History	68	7	21	94.1
Economics	182	4	70	84.1
Biology	120	15	65	99.2
Chemistry	120	24	78	99.2
Physics	119	17	71	99.2
Additional Mathematics	80	11	48	98.8
Computer & IT	77	3	29	85.7
Principles of Accounts	39	3	18	94.9
Visual Arts	18	9	8	100
Music	2	1	1	100
Total		148	712	

6.4 HKALE

Hong Kong Advanced Level Examination 2006 - Analysis of Results

No. of candidates sat : 56

No. of subjects listed : 13



Subjects	No. sat	No. of distinctions	No. of Credits	Passing Percentage
Use of English (AS)	56	1	24	100
Chi. Lang & Cul. (AS)	56	3	23	100
Chinese Literature	8	1	3	88
Economics	23	1	8	100
Geography	19	1	6	95
History (Syl. A) (AS)	9	2	4	100
Principles of Acct.	19	1	8	90
Biology	12	0	5	92
Chemistry	24	2	16	96
Physics	25	5	14	96
Maths. & Stat. (AS)	15	0	10	93
Pure Mathematics	13	4	8	100
Applied Mathematics	1	0	0	100
Total:		21	129	

6.5 Inter-school Activities and Awards Won in 2005-2006

	Competitions	Awards
Music & Speech	57th Hong Kong Schools Speech Festival (English Language)	Solo Verse Champion, 1st runner-up, 2nd runner-up
		Choral Speaking 2nd runner-up
		29 Certificates of Merit and 7 Certificates of Proficiency
	57th Hong Kong Schools Speech Festival (Chinese Language and Putongha)	Solo Verse 1st runner-up, 2nd runner-up
		Putonghua 2nd runner-up
		32 Certificates of Merit and 7 Certificates of Proficiency
	58th Hong Kong Schools Music Festival	Piano Duet (Intermediate) Champion
		Piano Solo, Grade 7 Champion
		Violin Solo, Grade 4 Champion
		Zheng Solo (Intermediate) Champion
	Sanxian Solo (Senior) Champion	
	Tuba Solo 1st runner-up	
	Violin Concerto 1st runner-up	
	Piano Solo, Grade 8 2nd runner-up	
	Piano Solo, Composer of the Year 2nd runner-up	
	Erhu Solo, Advance 2nd runner-up	
	Piano Solo, Grade 5 2nd runner-up	
	Viola Solo (Intermediate) 2nd runner-up	
	Mixed Voice, Junior Age 14 & under, Treble Voice 2nd runner-up	
	39 Certificates of Merit and 47 Certificates of Proficiency	
	Hong Kong Youth Music Interflow Symphony Orchestra Contest 2005	Bronze Award
	Hong Kong Youth Music Interflow Chinese Orchestra Contest 2005	Merit Award
Art	“Care For Your Ears” Poster Design Competition	Merit Award
	“Together we fight against Corruptions” Painting Competition	Third Prize (Bronze)
	WTO the HK Ministerial Conference Primary & Secondary School Students’ Welcome Card & Bookmark Design Competition	Merit Award
	Beautiful Nature Bookmark Design Competition 2005	Merit Award

	Competitions	Awards
	Eastern District Fire Safety Comic Drawing Competition for Primary & Secondary school	Third Prize, Merit Award
	Road Safety Comic Design Competition 2005-2006	Merit Award
	Exhibition of Primary & Secondary Schools Students' Creative Visual Arts Work 2005	Merit Award
	"Basic Law" 4-grid Comics Competition	Merit Award
	Standard Chartered HK Marathon 10 th Anniversary Mosaic Sculpture	Certificate of Appreciation
	The 4 th Children Calligraphy and Paintings Exhibition (Western Painting)	Merit Award
	Care to Child Mental Health Month – "Being Positive to Tomorrow" greeting card design competition	Merit Award
	The 7 th Canton, Macau and Hong Kong Youth & Children Arts & Calligraphy Contest (Stretch)	First Class
	Safer Living Reducing Natural Disasters Bookmark Design Competition	First Prize, Third Prize, Merit Award
	'Olympic Friends' Cordial Card Drawing Competition	Champion (Senior Section, Junior Section), 1 st runner-up, 2 nd runner-up, Merit Award
	HK Primary & Secondary School Student Creativity Work Competition	Silver Award, Bronze Award (2)
Sports	Hong Kong Schools Sports Federation Inter-school Competitions	
	● Athletics (Division III)	Boys 5 Gold, 6 Silver, 2 Bronze Overall – 1 st runner-up (2)
	● Swimming (Division III)	Boys 2 Gold, 3 Silver
	● Table-tennis (Division III)	Girls B Silver
	● Volleyball (Division II)	Boys A Silver Boys C - Champion Boys Overall - Champion
	● Football (Division III)	Boys Team – Sportsmanship Award
	Leisure and Cultural Service Department School Sports Programme – Athletics Competition	Boys 5 Gold, 1 Silver, 1 Bronze
	Leisure and Cultural Service Department – Eastern District Athletics Competition 2005	Boys 4 Gold, 3 Silver, 1 Bronze
	Leisure and Cultural Service Department – Southern District Athletics Competition 2005	Boys 1 Gold, 1 Silver
	Youth Outreach Cup <Volleyball Competition>	Champion
Mathematics, Physics & Science	5 th Annual International Remotely Operated Vehicles (ROV) Competition for High School & College Students	Best Poster Display, Judges' Choice, Rookie of the Year
	SEARCC International Schools Software Competition 2005	Certificate of Participation
	The Hong Kong Contest of the Canadian Computing Competition	Certificate of Merit
	The Hong Kong Olympiad in Informatics	Gold Medalist in Senior Group Bronze Medalist in Junior Group

	Competitions	Awards
	The Hong Kong Mathematics High Achiever Selection Competition	Third Class Honour
	The International Mathematical Olympiad Preliminary Selection Contest – Hong Kong 2006	Bronze Award
	The Hong Kong Mathematics Olympiad	Merit Award
	The Hong Kong Physics Olympiad 2005	Third Honour Prize
	Joint School Glider Flying Competition 2006	First Prize Certificate of appreciation
	World Robot Olympiad 2005	Third Prize
	Longman Chinese Language Teaching Website (IT) Usage Competition	Second Prize Certificate of Appreciation
Uniform Teams	Venture Scout Competition 2005-06	1 st prize in the Outdoor Challenge 2 nd prize in the Project -based Research 3 rd prize in the Scoutcraft Overall Champion
	Hong Kong Scout Trail Walker 2006	5 th prize
	Hong Kong Scout Island Region – Scout Regatta 2005 Standard Boat Mid-distance Racing	Champion
	Hong Kong Scout Island Region – Scout Regatta 2005 Canoe Short Distance	Third Prize
	HK Red Cross Youth & the Volunteer Department Island Division	
	<ul style="list-style-type: none"> ● Youth Nursing Competition 2005-2006 ● Youth Nursing Competition (Final) ● First Aid Competition (summer vacation 2005) ● First Aid Competition (2005-06) ● Youth Drill Competition 2005-06 (Open) 	Champion Second Prize Champion (1) Third Prize (1) Champion (1) Third Prize (1) Second Prize
Video Production	TWGHs Cyber World Multimedia Creativity Competition	Second Prize Outstanding Prize Certificate of Excellent
	“Teen” Sky Video Clip Competition	Third Prize (Open) Merit Award (Secondary School)
	“Action to Fight Crime” Video Competition	Third Prize
	“A Symphony of Lights” Photo Competition	Honorable Mention
	The Outstanding Leader of the Volunteer Training Scheme 2006	Merit Award in Leadership The Volunteer Merit Award
	27 th Hong Kong Students Photography Contest	Merit Award
	Island East Secondary School ‘Read-a-loud’ Competition	Merit Award
	The 30 th Hong Kong Youth Cultural & Arts Competitions Chinese Poetry Creative Contest & Old Chinese Poems Section, Student Gp	Merit Award
	The 4 th mini-novel writing competition	Certificate of Appreciation

	Competitions	Awards
	Intellectual couplet writing competition and 17 th Hong Kong Intellectual ‘Eight Lines’ poem writing competition	Merit Award
	“Basic Law” Chinese Essay Writing Competition	Winner
	“Qoo” 4-grid Comic Story Composition Contest	Most Creative Award School with the most participants
	12 th Joint-school History Quiz Competition	Third Prize

6.6 Students’ Participation in Extra-curricular Activities

We have 8 academic clubs, 20 interest groups, 8 service groups, 6 sports training teams, choirs, a symphony orchestra, a Chinese orchestra and more than 20 instrumental classes. Different interest classes have also helped nurture students’ creativity and enriched students’ lives.

Every S1 student is required to join one music, sports or art activity. S2 and S4 to S7 students are required to join at least one club/unit/group. S3 students have to join one service group, attend community service training and participate in at least one kind of social service activity. Every student has an equal chance and right to join the extra-curricular activities offered by the school.

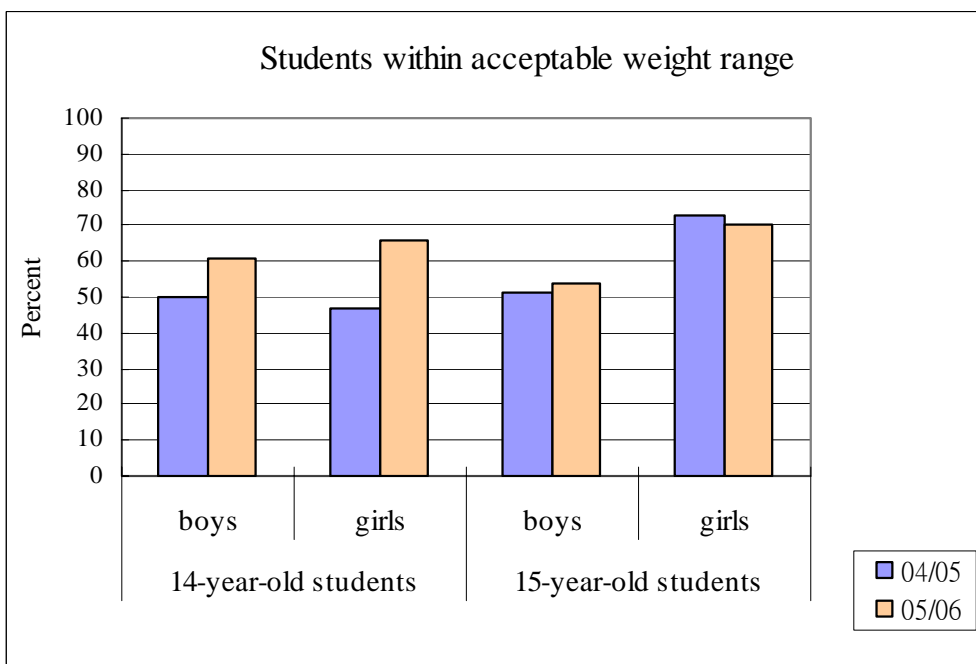
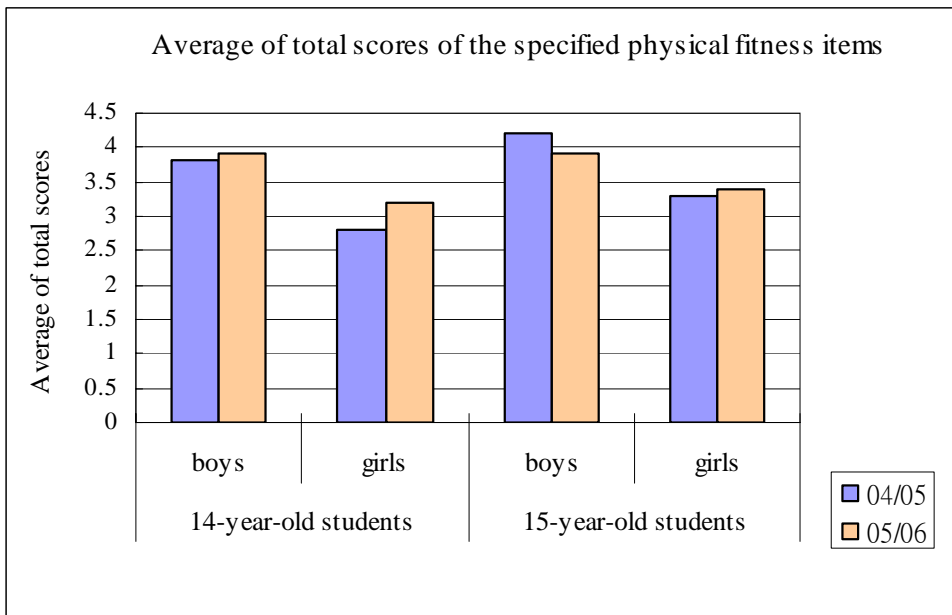
All S6 students and committee members of various clubs/units/groups received leadership training. Potential junior form students are recommended and subsidized to take the leadership programmes held by outside organizations.

S3 students contributed to a total of 912 hours in community service. 1075 student service activities have been recorded in our service groups. Participating in various services helped arouse students’ awareness and sympathy for the needy in society and a sense of civic duty to serve the community.

Students have actively taken part in all kinds of activities, both inside and outside school. They have outstanding achievements in the Hong Kong Schools Music and Speech Festivals, sports, computer and IT, Mathematics and Science, Putonghua and Arts. 511 entries were recorded in the Inter-school events such as Inter-school Sports event, the Hong Kong Schools Speech Festival and the Hong Kong Schools Music Festival in 2005-06. In April 2006, five S6 students won the first Underwater Robot Challenge held in HK and represented HK to participate in the 5th Annual International Remotely Operated Vehicles (ROV) Competition in the US. They were awarded four prizes.

Various kinds of activities and different types of academic, sports and aesthetic competitions suit the different needs of students and help them develop in all respects.

6.7 Students' Physical Development



7 Financial Summary (ending 31 August 2006)

	Income \$	Expenditure \$
I. SCBG Account		
(a) General domain		
● Subject Grants (including various subjects)	141,252	87,666
● SBM Supplementary Grant	157,047	157,010
● Library Grant	73,915	73,581
● Other Grants (including Moral and Civic Education Grant, Training and Development Grant and Enhancement Grant, etc.)	18,327	-
● Composite IT. Grant	237,708	237,085
Sub-total	628,249	555,342
Yearly surplus:	72,907	
(b) Special domain		
● Grant related to student support (Special Ed. Incidental CH. Grant & Funds for Whole-school Approach to Guidance and Discipline,)	6,465	2,500
● Grants related to Extensive Reading Scheme (Chinese & English)	25,296	24,376
● Capacity Enhancement Grant	1,054,009	341,976
Sub-total:	1,085,770	368,852
Yearly surplus:	716,918	
Total balance C/F for SCBG Account in 2005/2006 school year:	789,825	
II. Extra-curricular Activities Account		
● Extra-curricular Activities Funds	119,754	119,754
● Donations	163,431	163,431
● Collections for specific purposes (SBM Fees, etc.)	265,130	247,561
Sub-total:	548,315	530,746
Yearly surplus:	17,569	
Total balance C/F for ECA & SBM Account in 2005/2006 school year:	17,569	

8 Use of Government Funds 2006-07

I. CEG for schools with 24 classes or more: \$1,054,009

	Description	Expenditure	Balance
			1,054,009
1.	Administrative Assistant \$14,885 + \$745/month x 12 + 10% gratuity Gratuity: (\$14885x12x10%) – (\$745x12)	\$196,482	\$857,527
2.	General clerk for ECA and Careers \$7440 + \$372/month x 12	93,744	\$763,783
3.	Teaching Asst (English) \$10,240 + \$512/month x 11	118,272	645,511
4.	Teaching Asst (Chinese) \$10,240 + \$512/month x 11	118,272	527,239
5.	Full-time Mathematics supply teacher: ASH Pt 12 \$16,165 + \$809/month x 6 Pt 13 \$17,145 + \$858/month x 6	209,862	317,377
6.	Full-time Chinese supply teacher LW Pt 14 \$18,010 + \$901/month x 12	226,932	90,445
7.	0.5 Chinese supply teacher Pt 14 Half of \$18,010 + \$901/month x 8	75,644	14,801

II. TPPG for schools with 29 classes or more: \$480,000

	Description	Expenditure	Balance
			480,000
1.	Full-time Econ supply teacher MKY Pt 12 \$16,165 + \$809/month x 6 Pt 13 \$17,145 + \$858/month x 6	209,862	270,138
2.	Teaching Asst. (Liberal Studies) \$10,240 + \$512/month x 11	118,272	151,866
3.	Full-time Humanities teacher ** WKK Pt 12 \$16,165 + \$809/month x 12	(203,688)*	151,866

* Part-time secondment of Miss HUI Kwai-yin can pay off this amount.

III. CITG for schools with 25 to 30 classes: \$274,215.00

	Description	Expenditure	Balance
			274,215
1.	TSS	113,400	160,815
2.	Internet broadband	45,600	115,215
3.	Network Security & Antivirus Services	17,600	97,615
4.	Maintenance and repair	80,000	17,615
5.	Others (software etc)	17,615	0

IV. NSS Curriculum Migration Grant \$106,000

(First installment of \$61,833 for 1.9.06 – 31.3.07)

	Description	Expenditure	Balance
			61,833
1.	Purchase of 2 Basketball Stands for the new half-courts	37,490	24,343

V. EMI Grant (\$500,000)

	Description	Expenditure	Balance
			\$500,000

VI. After-school learning (\$39,200)

	Description	Expenditure	Balance
			39,200