



Shau Kei Wan Government Secondary School School Report 2006-07

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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>5-6</i>
3.2 <i>Teachers' Experience</i>	<i>7</i>
3.3 <i>Teachers' Professional Development</i>	<i>7</i>
4 Our Learning and Teaching	
4.1 <i>Number of Active School Days</i>	<i>8</i>
4.2 <i>Lesson Time for the 8 Key Learning Areas</i>	<i>9</i>
4.3 <i>Medium of Instruction</i>	<i>9</i>
4.4 <i>Students' Reading Habit</i>	<i>10-11</i>
5 Major Concerns – Achievements and Reflections	<i>12-17</i>
6 Performance of Students	
6.1 <i>HKAT (Pre-S1)</i>	<i>18</i>
6.2 <i>TSA (S3)</i>	<i>18</i>
6.3 <i>HKCEE</i>	<i>19</i>
6.4 <i>HKALE</i>	<i>20</i>
6.5 <i>Inter-school Activities and Awards Won in 2006-2007</i>	<i>21-22</i>
6.6 <i>Students' Participation in Extracurricular Activities</i>	<i>23</i>
6.7 <i>Students' Physical Development</i>	<i>24</i>
7 Financial Summary (ending 31 August 2007)	<i>25</i>
8 Use of Government Funds 2007/2008	<i>26-27</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

Year	Category	Sponsoring Body (EMB)	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
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%)
06/07		1 (11.1%)	1 (11.1%)	2 (22.2%)	2 (22.2%)	1 (11.1%)	2 (22.2%)

Committee members of 2006-07 were: Mr. Wong Wing Ming (Chairman) (Sept 2006 – Dec 2006), Mrs. Yu Law Siu Man (Chairlady) (Jan 2007 – Aug 2007), Mrs. Liliana Kung (Principal), Mr Wong Shing Kwong and Mr. Chiu Pit Leung (Parent Members), Ms. Cheung Pui Ling, Fanny (Alumni Member), Mr. Chan King Sang, Edward and Dr Chan Kwok Hei (Independent Members), Mr. Cheung Fu Cheung and Mr. Chan Lui Kwong (Teacher Members). Mrs. Cheung Chan So Kum was secretary.

2 Our Students

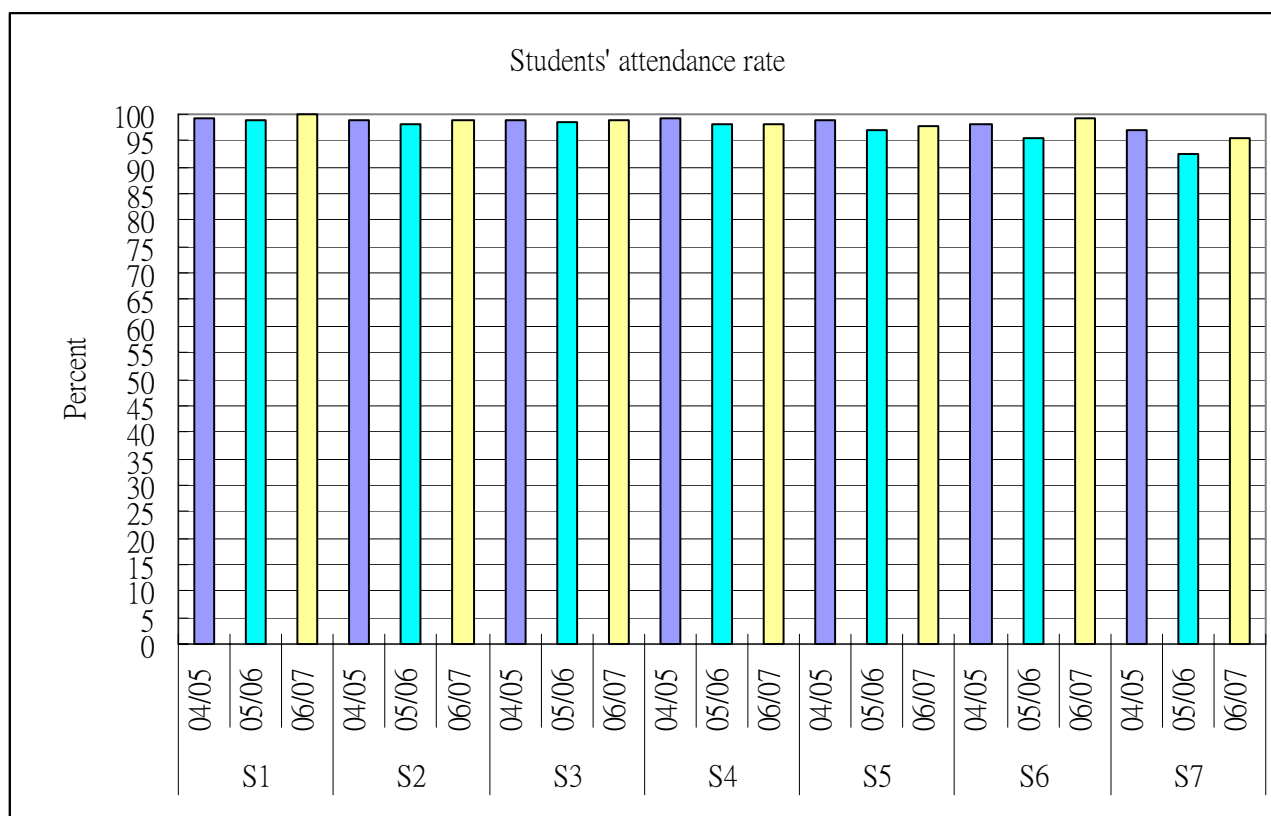
2.1 Class Organization

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	6	2	2	30
Boys	97	93	90	91	111	39	33	554
Girls	93	96	99	88	87	25	30	518
Total Enrolment	190	189	189	179	198	64	63	1072

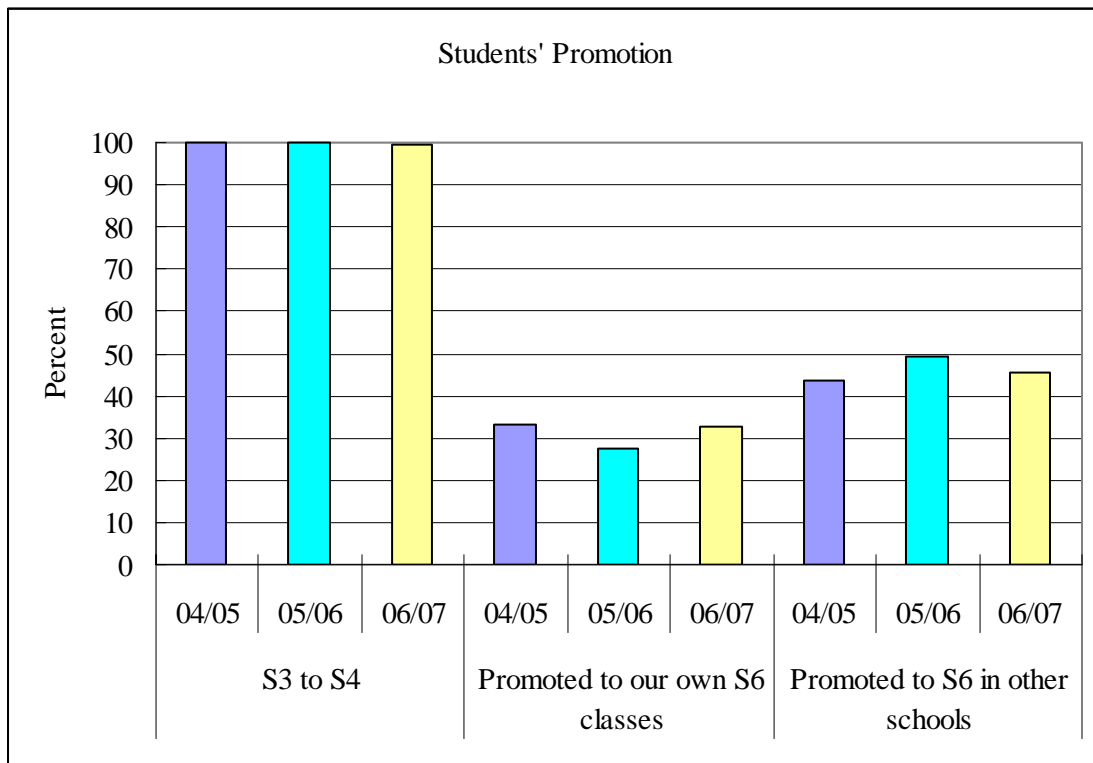
2.2 Unfilled Places

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

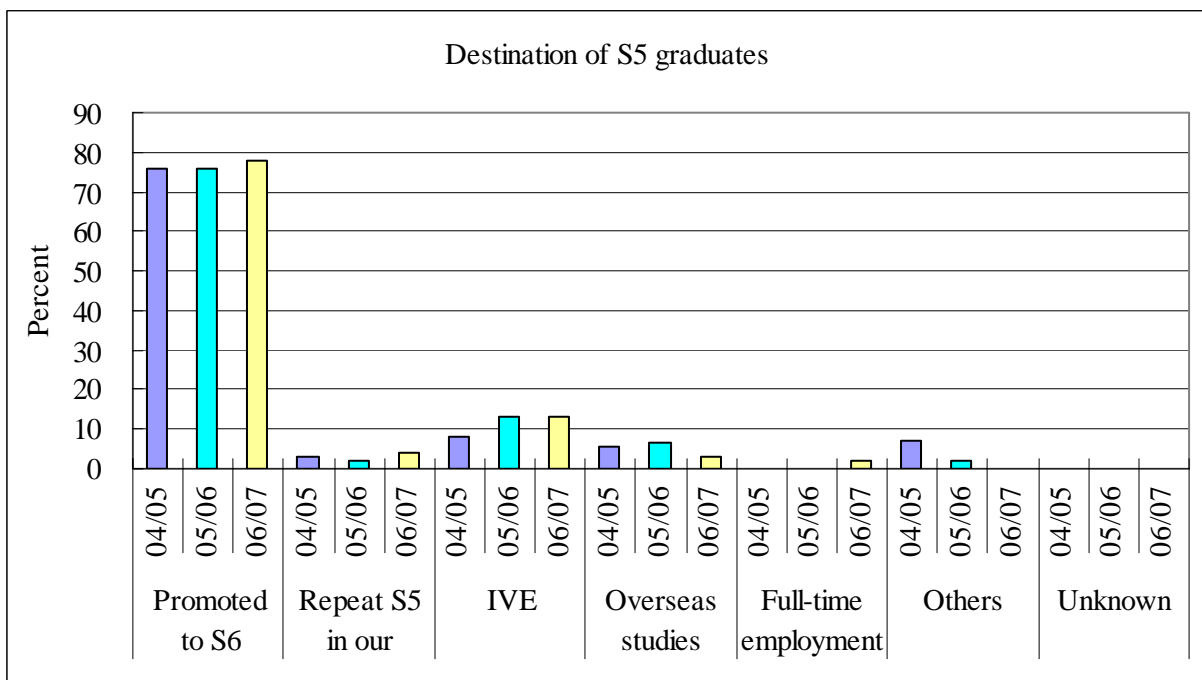
2.3 Students' Attendance

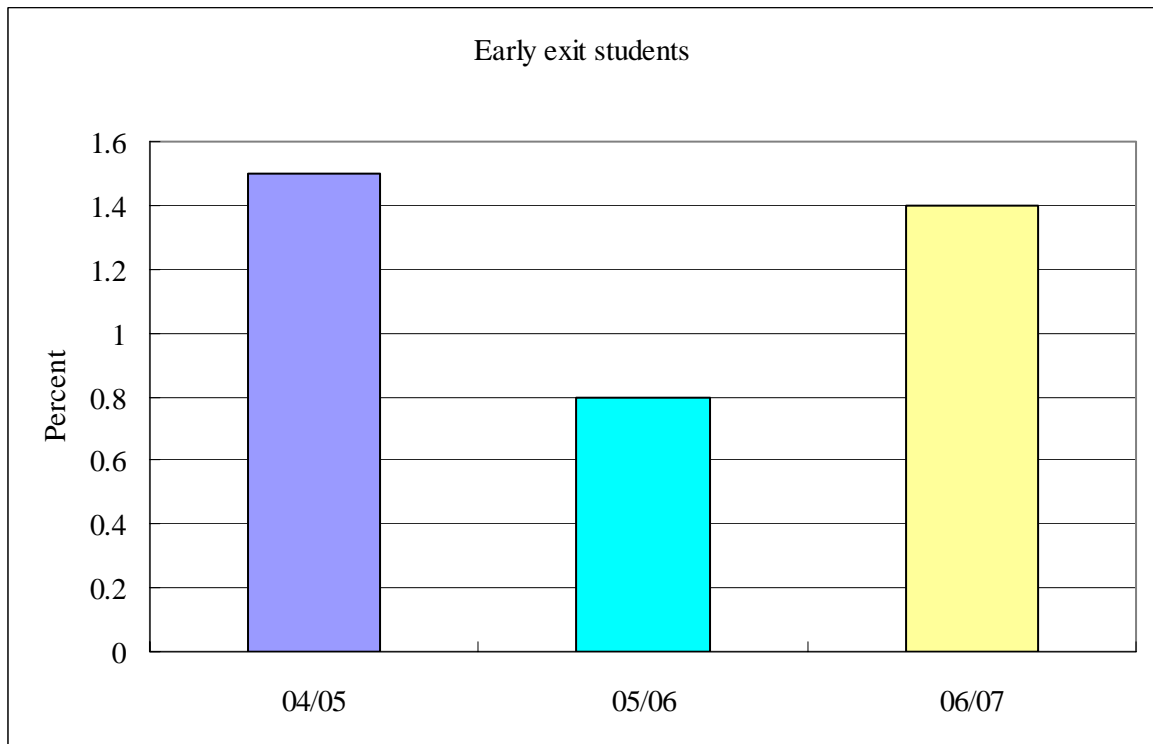
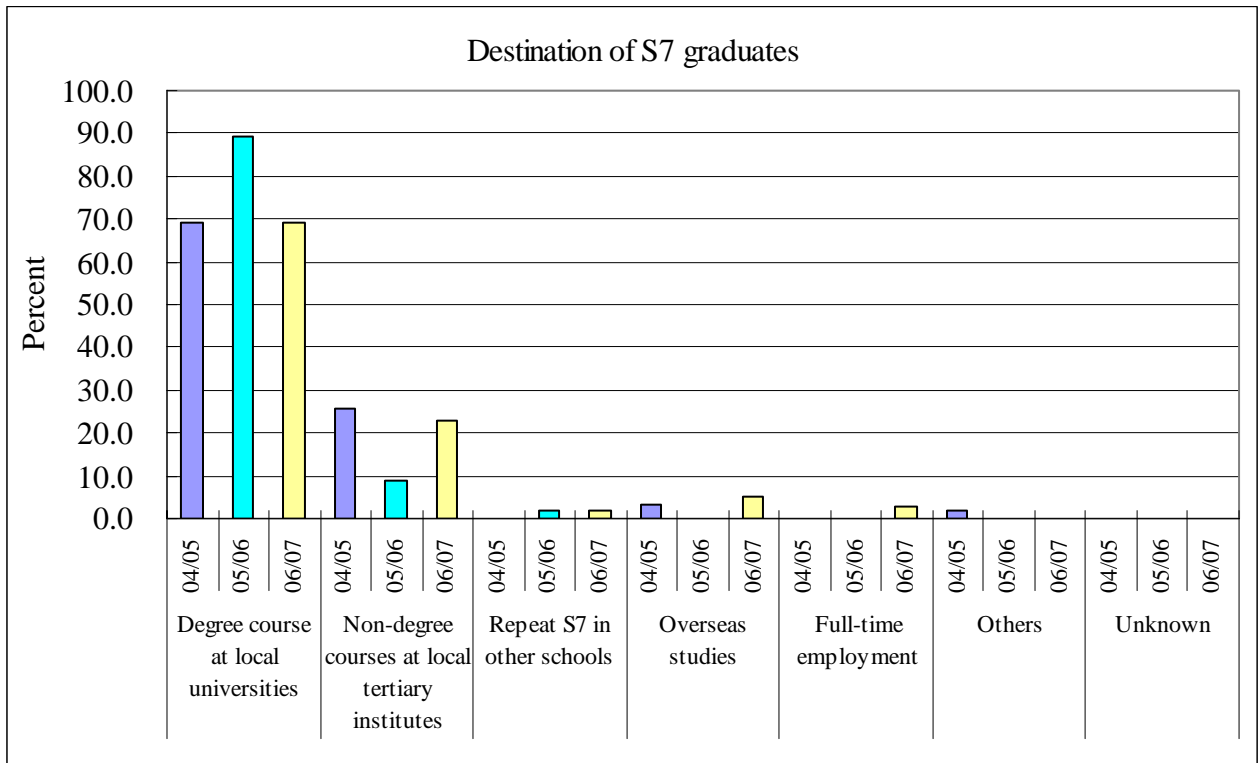


2.4 Students' Promotion



2.5 Destination of Exit Students

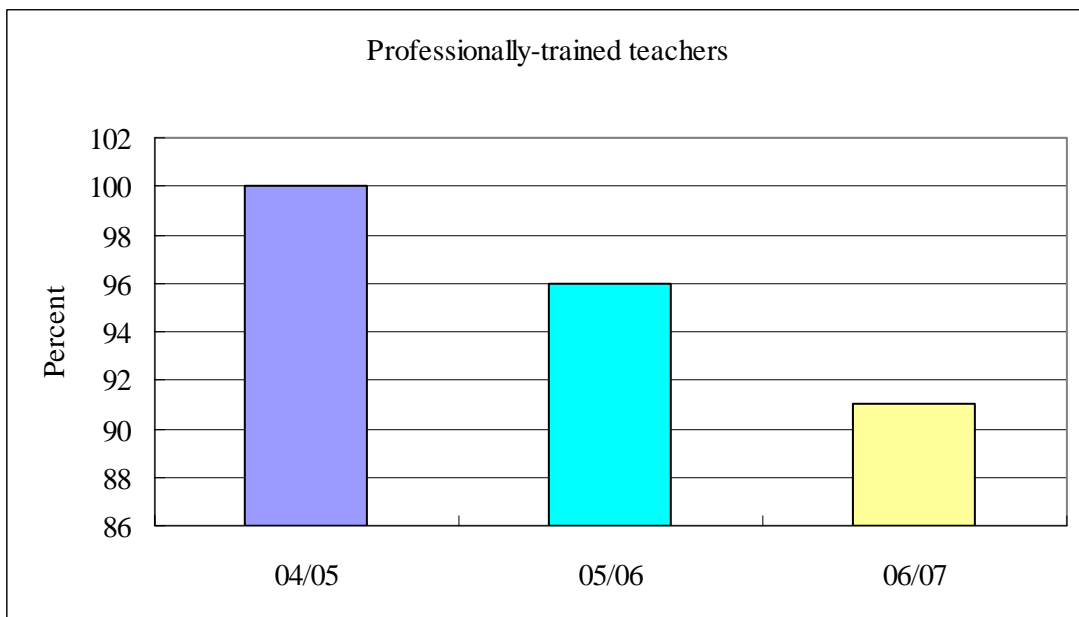
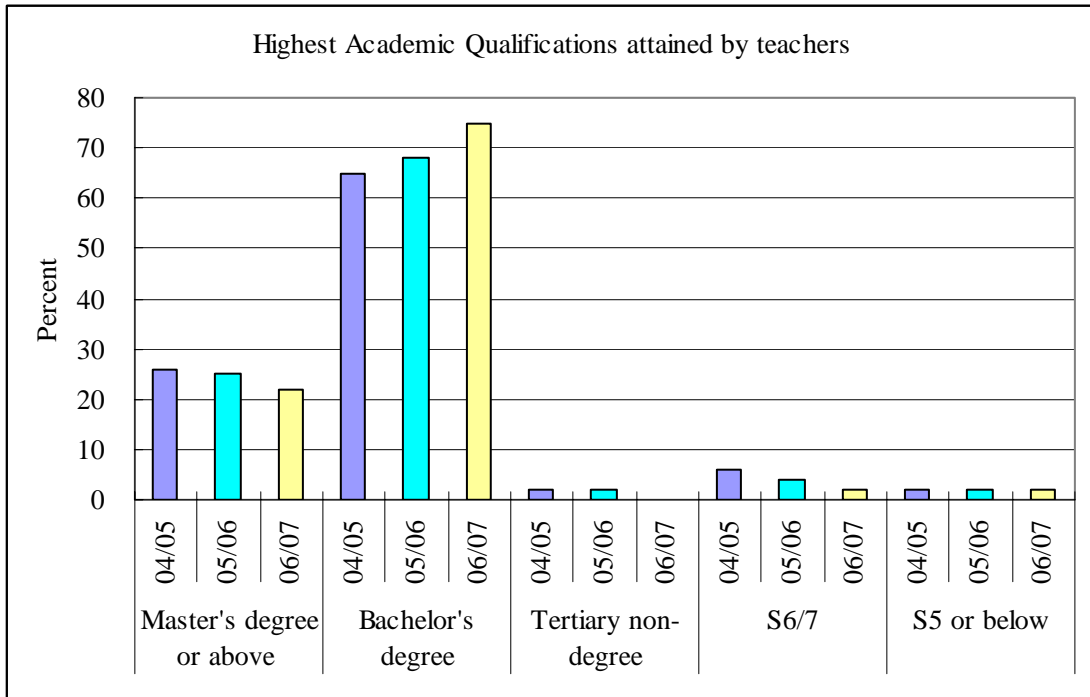


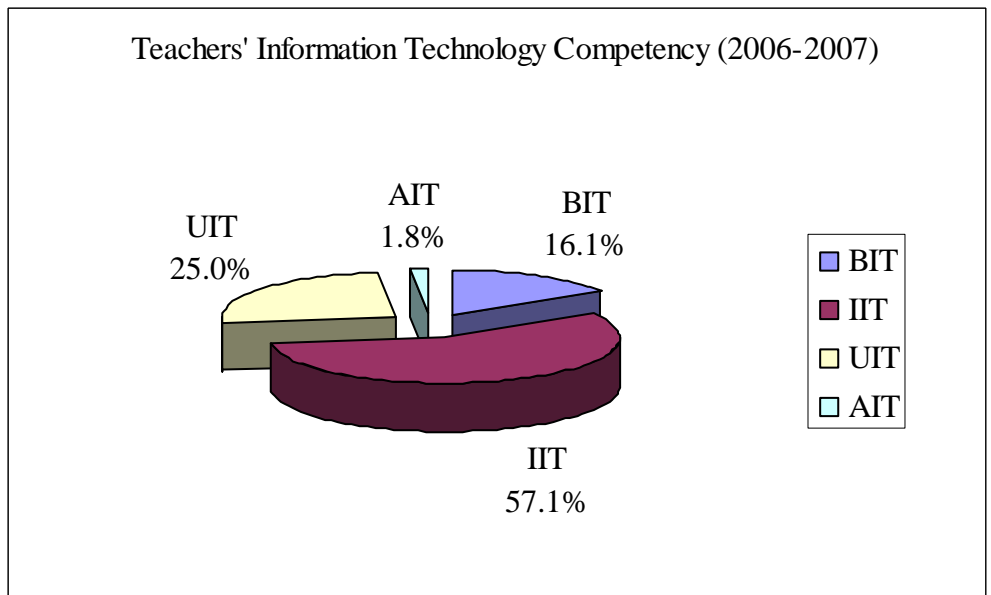
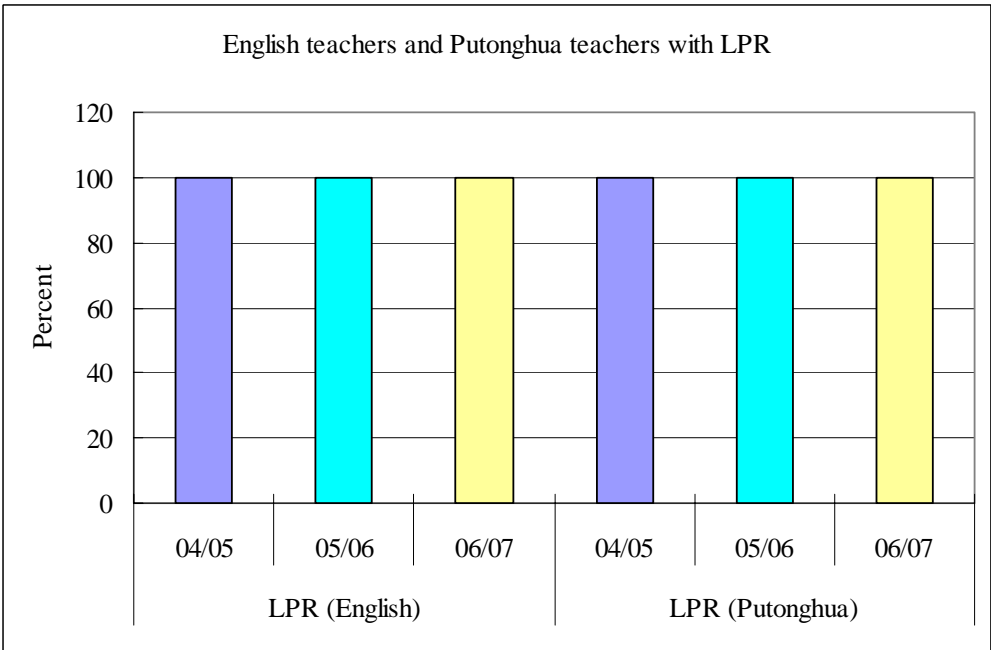
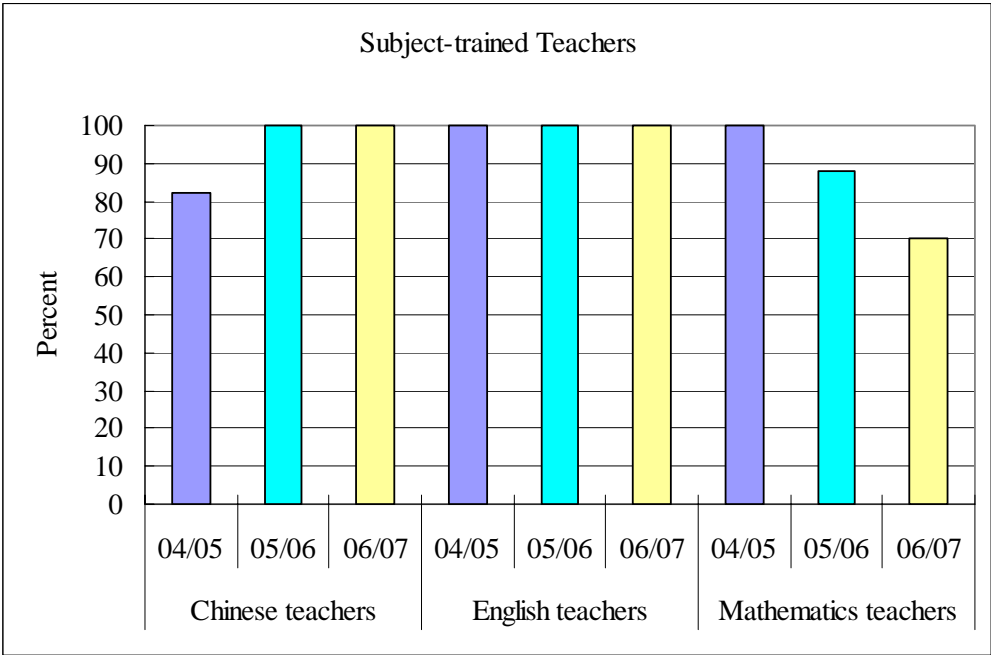


3 Our Teachers

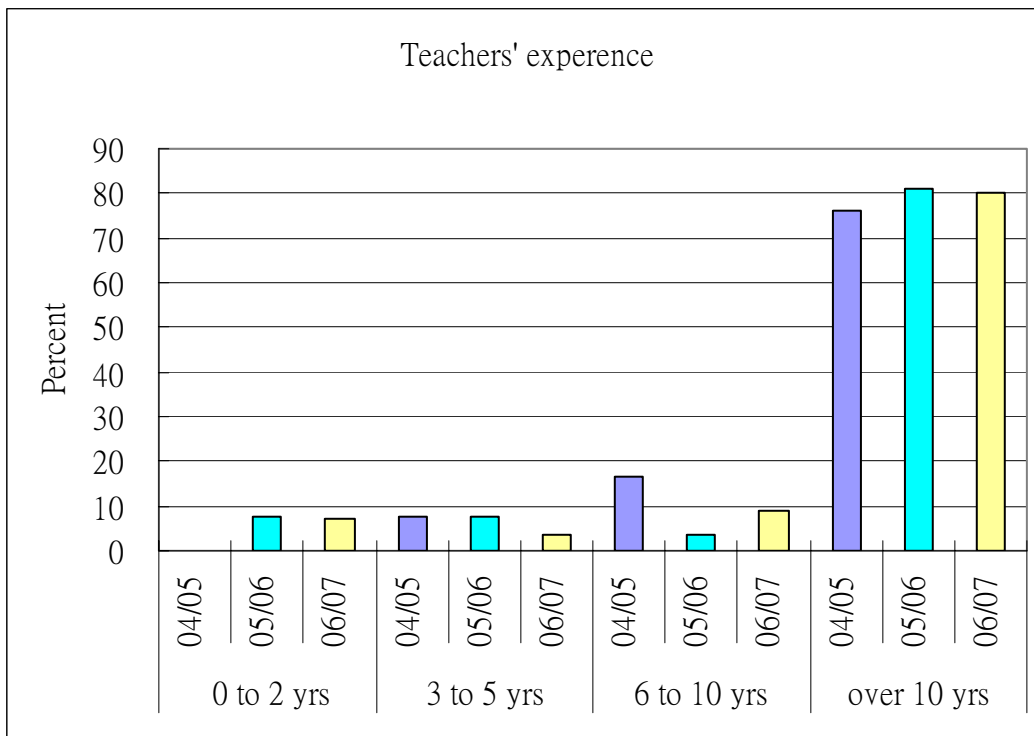
3.1 Teachers' Qualifications

There were 80 staff members in our school: the Principal, 2 Assistant Principals, 55 teachers, 1 Teacher Librarian, 3 Teaching Assistants, 3 Clerical Officers, 1 Office Assistant, 1 Administrative Assistant, 1 General Clerk, 3 Laboratory Technicians, 2 Technical Support Services Officer, 3 Semi-skilled Workers, 6 Workmen II and 2 General Workers.





3.2 Teachers' Experience



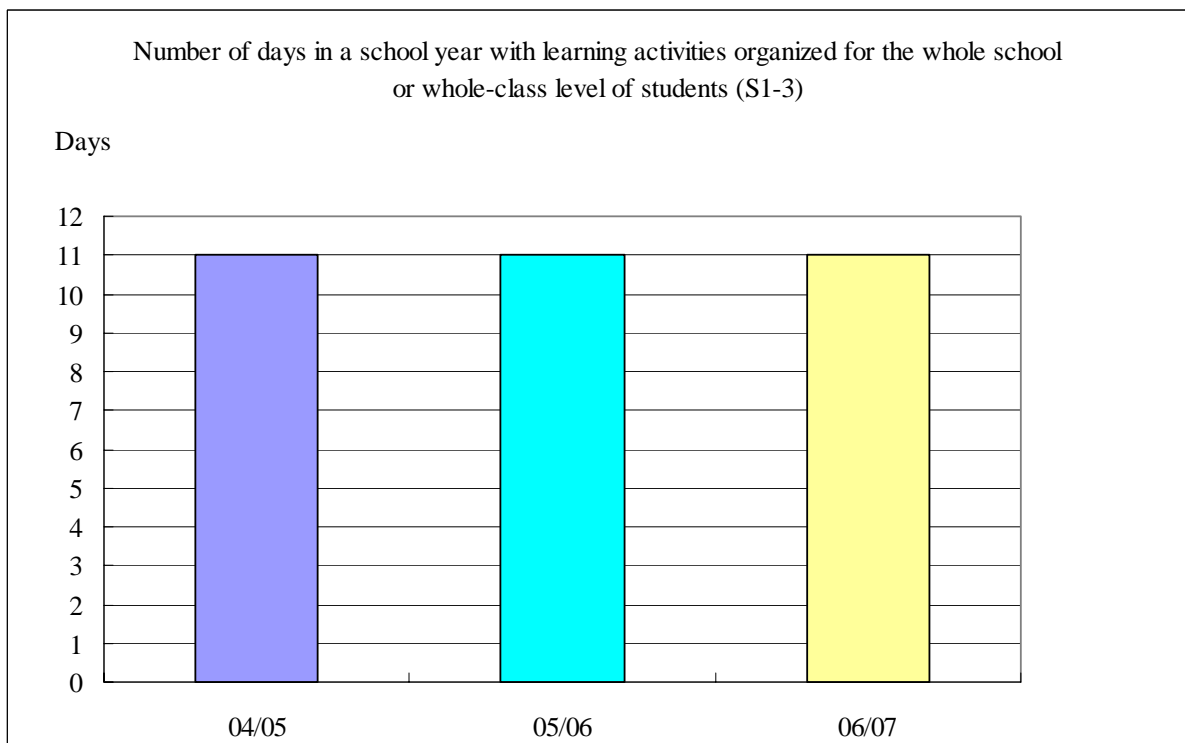
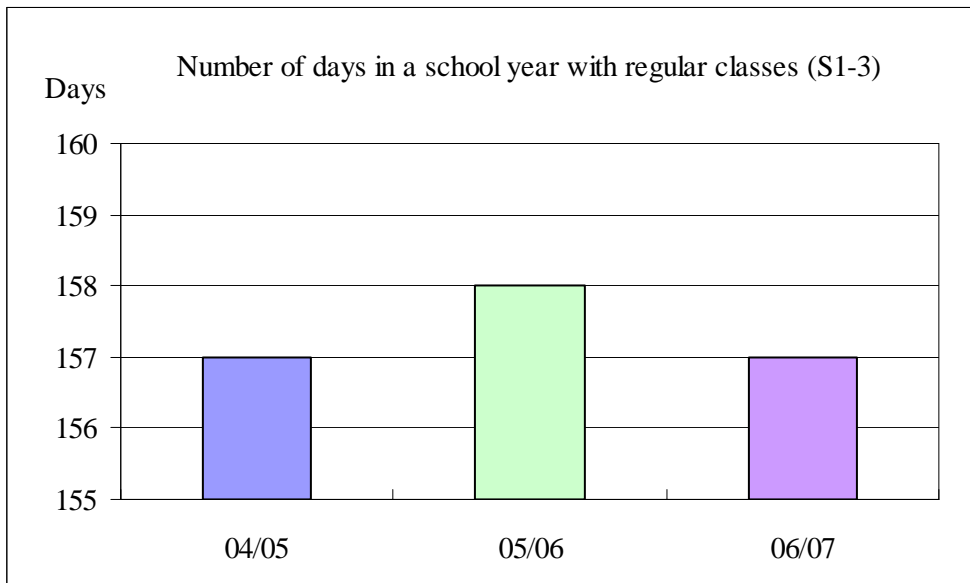
3.3 Teachers' Professional Development

In the year 2006-2007, the Principal undertook 30 hours of CPD. Teachers (including the Assistant Principals) undertook a total of 2,943 hours of training in the 5 Core Domains of Teacher Competencies Framework.

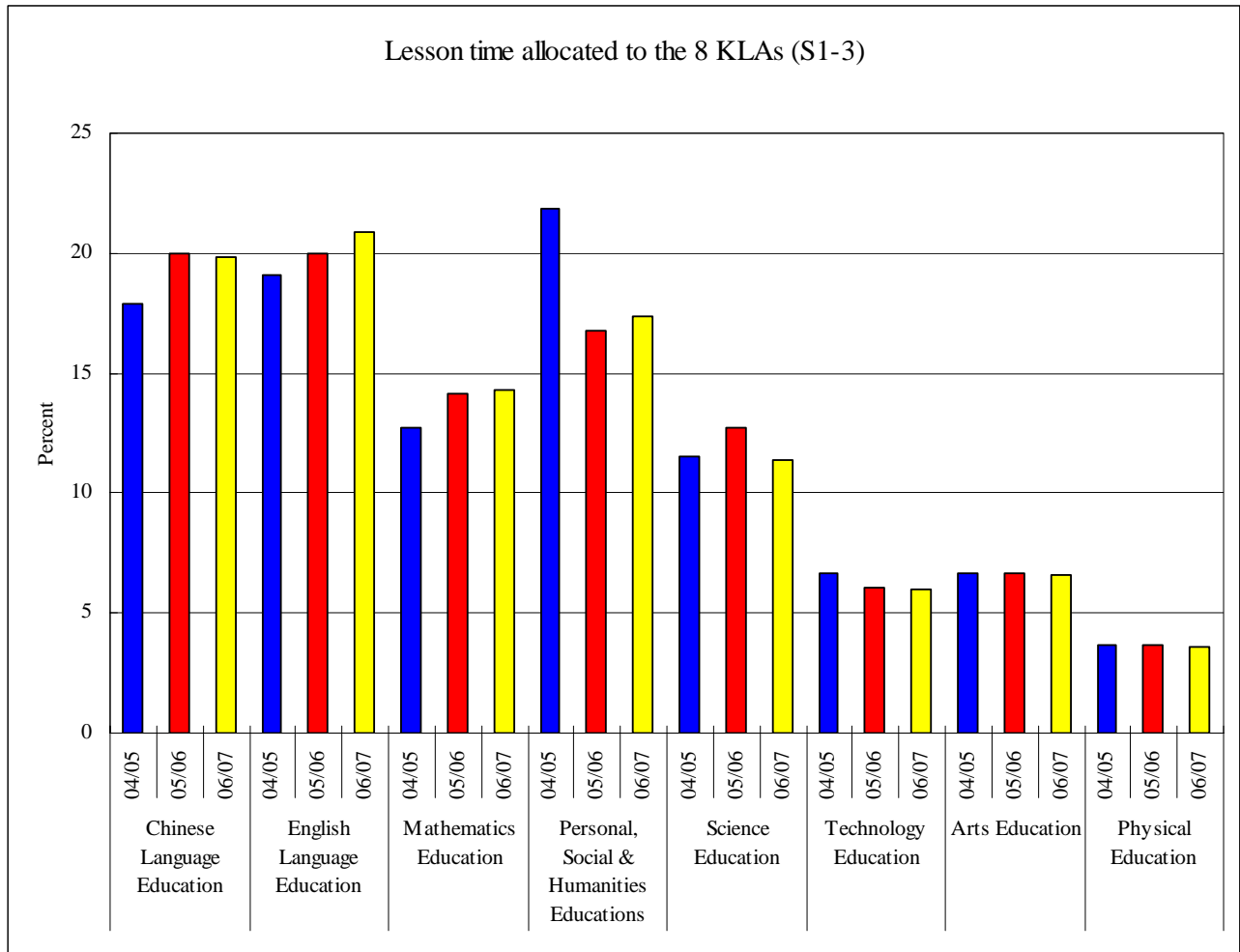
Domain	No. of Hours
Teaching and Learning	1,464
Student Development	164
School Development	605
Professional Relationships and Services	490
Personal Growth & Development	220
Total	2,943

4 Our Learning and Teaching

4.1 Number of Active School Days



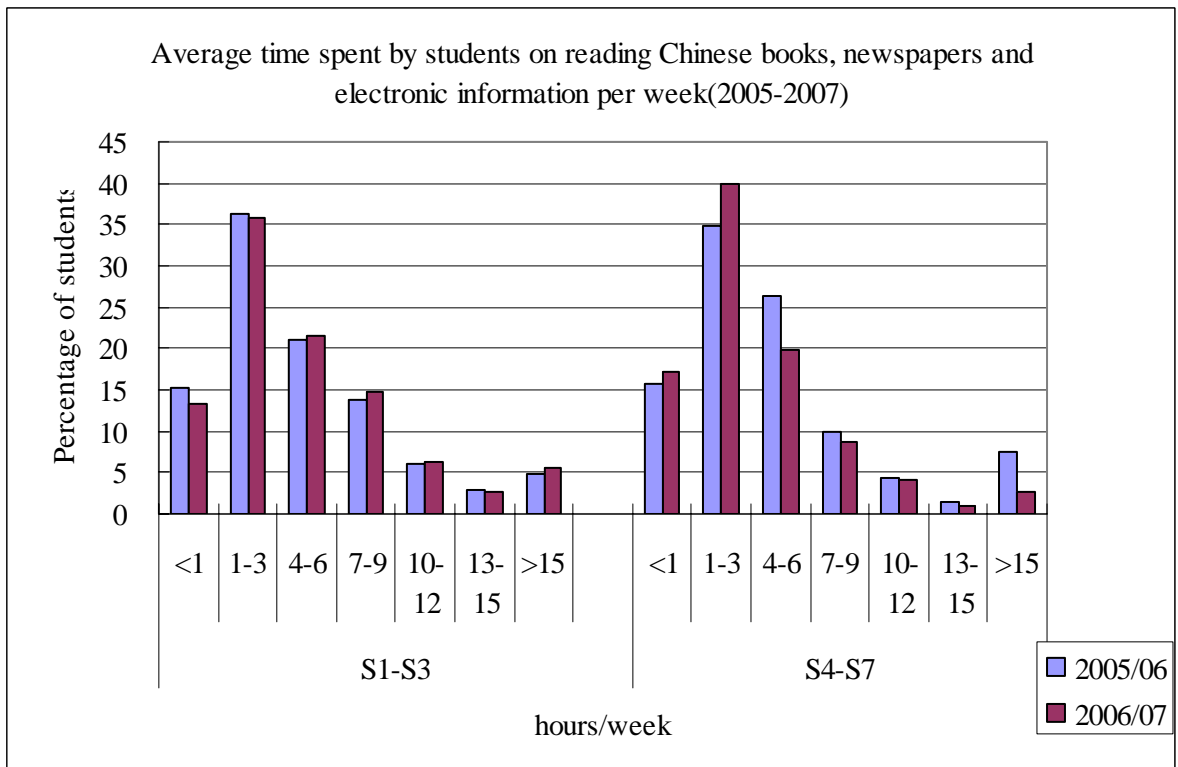
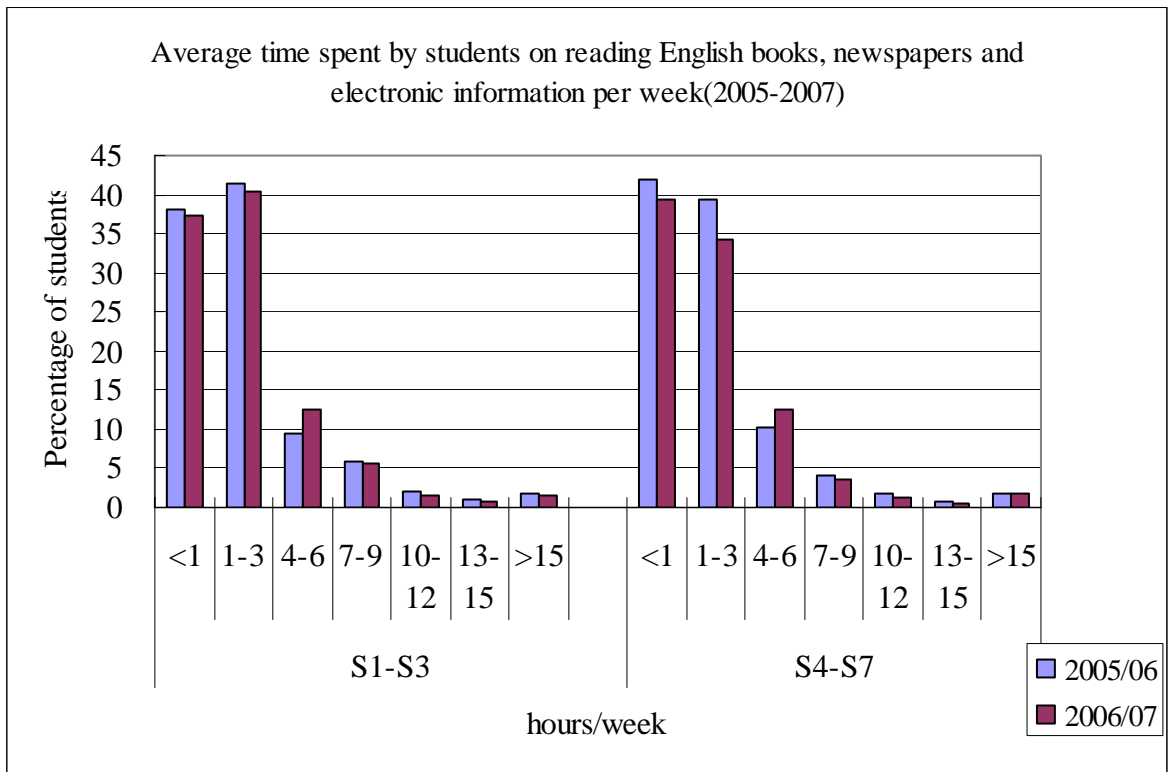
4.2 Lesson Time for the 8 Key Learning Areas (KLAs)

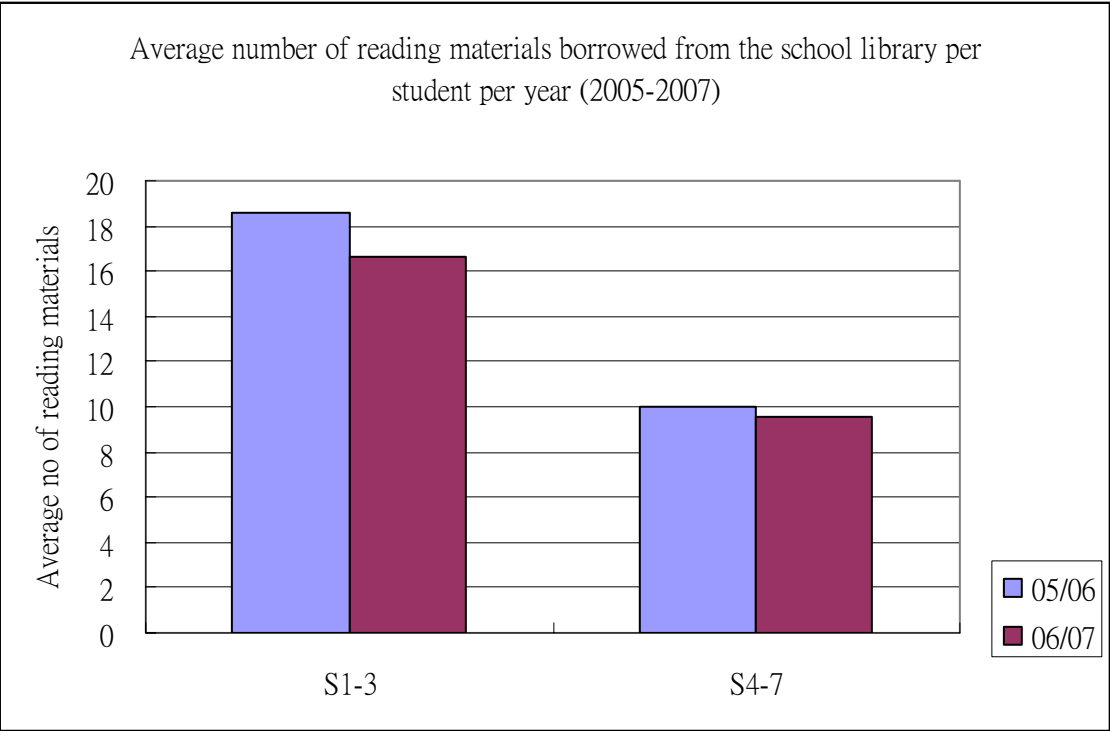
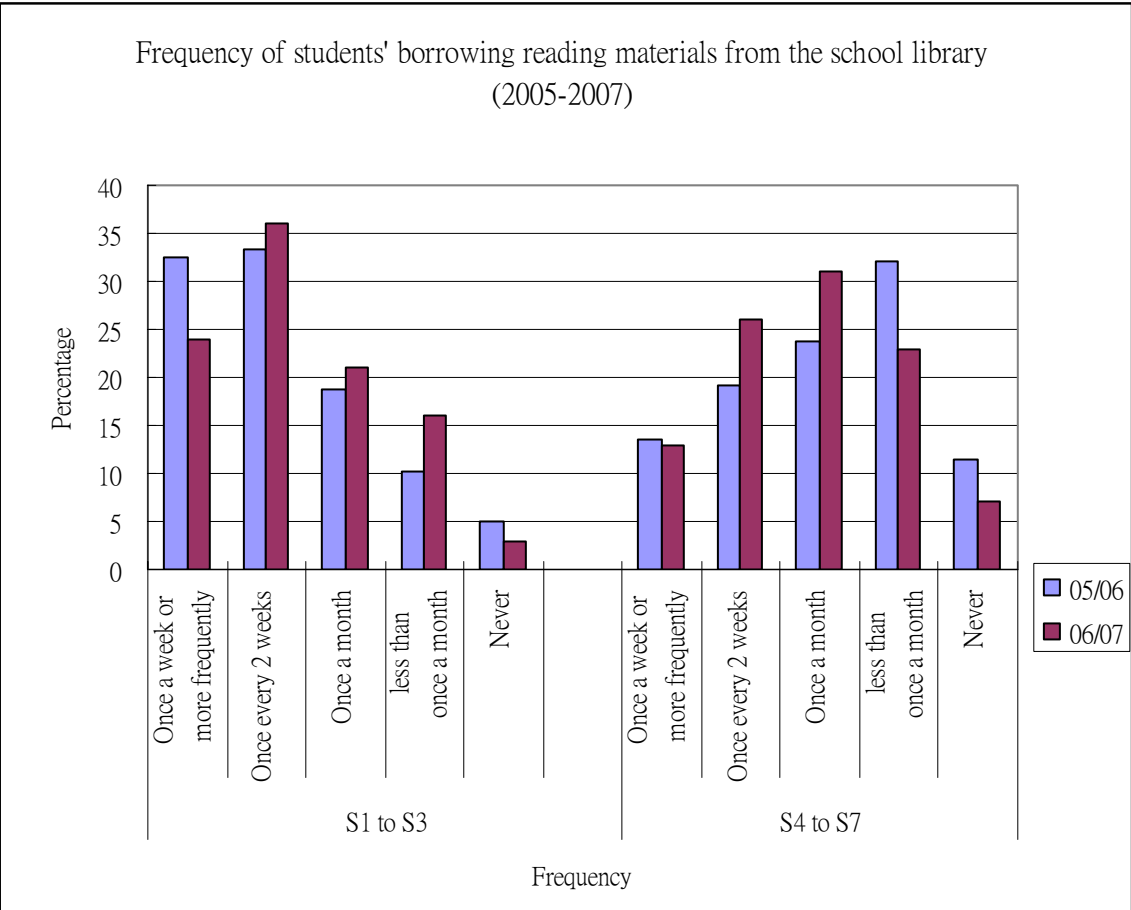


4.3 Medium of Instruction

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)

Programme 1: Planning & Preparation for Implementation of the New Senior Secondary Curriculum

Strategies / Tasks	Achievements and Reflection
<i>Curriculum development</i>	<ul style="list-style-type: none"> ◆ After examining the school's strengths & weaknesses, university entrance requirements, survey of teachers' qualifications and student choices, guiding principles for curriculum planning were decided. ◆ 'Confirmed NSS Curriculum and Assessment Guidelines' were distributed to all departments concerned and consultations were made. ◆ A proposed curriculum has been worked out and the corresponding information distributed to all S1 students and parents for consultation. A briefing was given to S1 parents on 31st May 2007. ◆ Liberal Studies is extended to S3 in 2007-08. ◆ The existing Other Learning Experiences (OLE) has been reorganised into five categories: personal development, community service, aesthetic development, physical development and career-related experiences to provide students with diversified learning experiences. The counting of "Other Learning Experiences" (OLE) started from the 2006-07 S1 students as they are the first batch of students under the 334 system. Areas of concern in the coming 3 years were identified. An OLE Committee would be set up in 2007-08 to implement the NSS OLE-related work. ◆ A total of 31 students attended 17 courses of the ApL pilot scheme on Saturdays. Their feedback was generally good. They agreed that the ApL courses were well organised and provided practical knowledge for career development in the future. Another 15 students have been admitted to the 2007-09 scheme.
<i>Enhancement of pedagogy</i>	<ul style="list-style-type: none"> ◆ Subject departments developed their own 'Teaching Enhancement Plans' with specific focus on promoting student-centred learning by adopting inquiry-based approach, teaching of learning skills in the classrooms, through workshops & mass programmes. Students' generic skills were developed through workshops and group work such as cross-curricular project-based learning. ◆ Teachers formulated their own personal 'Teaching Enhancement Plans' based on stakeholders' survey and evaluations received from students, AO/HODs, the Assistant Principals and the Principal. ◆ Teacher collaboration continued through collaborative lesson preparation, experience-sharing after attending courses on teaching strategies and cross-curricular collaboration among subject departments and units. ◆ The writing of <i>Learning Journals</i> for S1 – S3 students and the private study period for S4 – S7 students on Wednesdays continued. ◆ Measures to cater for learner differences continued. These included the various support and enrichment classes organized by subject departments, classes run by CECES (幼聯) for S1 – S3 students, 'After-school Homework Class' for S1 – S2 students, S4 tutorial groups conducted by S6 tutors and the 'Little Teacher Scheme' for S1-2 students. All received very positive feedback from participants. Apart from the above measures, 'Challenging Questions' (5-10%) were included in the test/exam papers of all subjects in the junior forms.

<p><i>Refining the existing assessment system</i></p>	<ul style="list-style-type: none"> ◆ For S1, an ‘i-Portfolio’ was developed for easy recording of students’ achievements both inside or outside the school. A Coursework Mark constituting 10% of the Half-yearly and Yearly Exam marks was introduced in all academic subjects. ◆ The following forms of assessment continued : <ul style="list-style-type: none"> - Coursework Grade system for S1 to S7, - Territorywide System Assessment (TSA) in English, Chinese & Mathematics, as required by the EDB, - School-based Assessment (SBA) and Teacher Assessment Scheme (TAS) for S4 to S7 students, as required by the HKCEE and HKALE. ◆ Parents were informed of the above arrangements.
<p><i>Streamlining the School Organisation</i></p>	<ul style="list-style-type: none"> ◆ The School Improvement Team (SIT) was set up in October 2006 to replace the previous School Development Committee. The SIT is composed of representatives elected from different ranks of teachers. ◆ The policies and job description of the Curriculum Planning Committee, the Learning and Teaching Committee, the KLAs and the TSA Team were formulated and filed in the School Procedure Manual. ◆ A new committee, the ‘Other Learning Experiences Committee (OLE Committee)’ will be set up to co-ordinate the NSS OLE-related work. It will consist of teachers in charge of the ECA, Moral & Civic Education, KLA-Arts, KLA-PE, Career Guidance and Service Group. ◆ The composition and work of the SIT should be further refined.
<p><i>Developing a more effective communication plan</i></p>	<ul style="list-style-type: none"> ◆ Stronger links were established with parents through Parents’ Day, PTA tea gatherings for each level and evening meetings with S1 parents after the Half-yearly Examination. Information about school policies, activities and special arrangements is disseminated through the recently revamped school website, letters to parents, Summary Statement and School Plans, as well as the parents’ network set up by the PTA. ◆ Links with the Alumni Association remained close and strong as ever.
<p><i>Planning for better human resources</i></p>	<ul style="list-style-type: none"> ◆ The Teachers’ Professional Development Team coordinated all teacher development, hiring of supply teachers and deployment of government funds, etc. ◆ Surveys were conducted on staff requirements to meet the needs in 2009. Teachers were encouraged to seek professional development to prepare themselves for NSS.
<p><i>Conducting School Conversion Works to prepare for the implementation of NSS</i></p>	<ul style="list-style-type: none"> ◆ Conversion / revamping works were completed to facilitate learning and teaching, as follows : <ul style="list-style-type: none"> - The original football pitch was converted into a multi-purpose sports ground with a volleyball court, a mini soccer pitch and 2 half courts for basketball training. - A dressing room was built on the stage to facilitate students’ participation in the performing arts of dance and drama. - Revamping works were carried out in the Art Room, the science laboratories, the MMLC, CAL Room, SAC and Needlework Room. - A new Language / Liberal Studies Room, a larger and better-equipped Campus Video Room and a Staff Common Room for teachers were completed.

Programme 2: Enhancement of Language Proficiency

Strategies / Tasks	Achievements and Reflection
<p><i>Develop students' proficiency in reading</i></p> <ul style="list-style-type: none"> ➤ Promote the Chinese and English Extensive Reading Schemes and a Reading Award Scheme ➤ Encourage online reading ➤ Introduce writings of different genres to enrich students' reading experience. ➤ Provide more reading activities inside and outside the classroom. ➤ Invite students to recommend books and vote for the books they enjoyed most. ➤ Teachers recommend books to students at morning assemblies. 	<ul style="list-style-type: none"> ✧ Most students were eager to borrow books in ERS lessons and recommend books they liked to their peers. ✧ 47 students attained a Diamond Award, which is the highest ERS award. 449 others received Ruby, Gold, Silver or Bronze awards. ✧ It was suggested S3 classes should also have a lesson per cycle for Chinese ERS. ✧ Students made good use of the websites recommended by teachers and those provided by publishers to improve their reading skills. ✧ A wide variety of text types were used to familiarize students with the requirements of TSA and the new senior secondary curriculum. ✧ Students were encouraged to read newspapers. A 'News Quiz' was organized in May for S1 and S2, receiving good response. ✧ A 'Reading Week' was held in May, during which, Ms Chow Shuk-ping, an author, was invited to talk to the students. ✧ 270 students made book recommendations. The masterpieces were displayed on bulletin boards. ✧ Books recommended by teachers were displayed during the Reading Week. Next year, the school library will stock books recommended.
<p><i>Develop students' proficiency in writing</i></p> <ul style="list-style-type: none"> ➤ Encourage students to respond regularly to teachers' FROM THE HEART stories. ➤ Display students' good writing on display boards. ➤ Encourage students to take part in internal and external writing competitions. ➤ Continue with Learning Journal Writing in S1- S3 to give students more chances to do writing. Teachers give feedback for encouragement. ➤ Help students to find foreign pen pals so they have more chances to practise writing and learn about foreign cultures. 	<ul style="list-style-type: none"> ✧ Many students responded to the stories. The best pieces were compiled into a book. This would be Book Three of the 'From the Heart' series. ✧ Students' good essays were displayed on bulletin boards. ✧ Many students joined external writing competitions and won awards. ✧ More internal competitions would be held next year to engage all students. ✧ S1 students did not take journal writing seriously. Stricter measures should be enforced to avoid cheating. ✧ About 60 students got a foreign pen pal through the scheme.
<p><i>Develop students' proficiency in listening and speaking English and Putonghua</i></p> <ul style="list-style-type: none"> ➤ Encourage students to do listening practice online and watch English and Putonghua programmes and films. ➤ Allow students to watch BBC or CCTV news at noon. ➤ Promote story-telling in class and out of class. ➤ Provide students with subject-related texts to stimulate discussions in class. ➤ Put emphasis on correct pronunciation and use of expressions. ➤ Encourage students to converse in 	<ul style="list-style-type: none"> ✧ Students took part in Hong Kong Education City's TV News Programme. An award scheme was set up to motivate students. The class with the highest quiz submission rates and the highest quiz scores was S1C. ✧ Students also watched educational television programmes and films to facilitate discussions in class. ✧ An inter-class English Story-telling Competition was staged for junior forms. ✧ Subject-based texts were given to students mainly for information. More discussion should

<p>Putonghua and join competitions conducted in Putonghua.</p> <ul style="list-style-type: none"> ➤ Introduce the 'Pronunciation Challenge' programme. ➤ Youth Leadership Programme by Toastmasters ➤ Drama activities ➤ Drama workshops ➤ Make Bilingual Days also Dress Casual Days to free students of their inhibitions and provide an added incentive. 	<p>be encouraged next year.</p> <ul style="list-style-type: none"> ✧ Students were active in joining Putonghua activities such as the Singing Contest and the Hong Kong Schools Speech Festival. ✧ The first Putonghua Day was very successful with the help of S6 students, a long recess and generous credit points. ✧ The 'Pronunciation Challenge' programme was conducted for over 20 weeks. Students learnt the correct pronunciation of over 200 words/ names from the programme. There were altogether 1889 attempts. ✧ The Youth Leadership Programme started in September 2006 and a total of 9 meetings were conducted. 22 senior form students took part. The attendance rate for each meeting was high. Participants showed significant improvement in mastering the oral presentation skills. ✧ 15 S1 students staged a play for the Drama Fest organized by The Association of English Medium Secondary Schools and won an Outstanding Performance Prize and an Outstanding Teamwork Prize. ✧ Two drama workshops by The Play House of the UK were organized for S1 and S2 students. ✧ Themes were set for Bilingual Days to provide topics for students to talk about in English or Putonghua.
<p><i>Develop teachers' language proficiency</i></p> <ul style="list-style-type: none"> ➤ Run workshops for teachers to perfect their pronunciation. ➤ Teachers give talks in assemblies to improve their public speaking skills. ➤ Prepare notices featuring the correct sounds of Chinese characters and language knowledge. ➤ Encourage teachers of Putonghua to deliver speeches in Putonghua. 	<ul style="list-style-type: none"> ✧ Pronunciation workshops were held for teachers. ✧ Most teachers spoke well, with good diction, intonation and pronunciation. ✧ Many teachers and workmen spoke Putonghua to each other.
<p><i>Develop 'language-across-the-curriculum'</i></p> <ul style="list-style-type: none"> ➤ NETs and English Department help subject teachers develop good models of writing for students' reference. 	<ul style="list-style-type: none"> ✧ Emphasis can be on the features of types of writing.
<p><i>Apply for 'Additional Support for EMI Schools' (\$500,000)</i></p> <ul style="list-style-type: none"> ➤ Conduct error analysis workshops. ➤ Enhance the English learning environment of the school. ➤ Make use of external resources to enhance students' interest and proficiency in English. 	<ul style="list-style-type: none"> ✧ NETs held workshops to draw teachers' attention to some common errors. ✧ Senior form students and student leaders took turns to deliver speeches in English or Putonghua in assemblies every Wednesday. Students welcomed the opportunity to hone their public speaking skills. ✧ A course in public speaking skills was arranged for S6 students in the second term. The participants were committed to the course. ✧ Application for the fund was deferred until next year.

Programme 3: Support to Students and Teachers

A. Academic Needs of Students (See “Programme 1”)

B. Emotional Needs of Students

Strategies / Tasks	Achievements & Reflection
1. To help students reduce stress arising from academic difficulties (especially for S.1 and S.2) and to provide peer support through the Young Tutor Scheme.	(i) Tutorial Classes were led by Young Tutors for 85 & 56 S.1 & S.2 students during the first and second term, respectively. Future class size can be reduced to 10 to enhance closer guidance. (ii) 2 Enhancement Classes were held to prepare students for the Mid-term Tests. (iii) Feedback from students was favourable.
2. To organize workshops or small support groups for those with other difficulties, e.g., difficulties with family, peers, etc.	(i) Games and group activities helped S.1 students to adapt to secondary life. (ii) Social Workers provided video show and follow-up discussion for S.4-5 students with behavioral problems. (iii) Joint effort of Guidance Team and Discipline Team made to address students' emotional and behavioral problems. (iv) Stress Management Talk held for S.5 students. (v) Social Skills Training organized for S.3 students. (vi) Anti-smoking workshop held for a small group of boys. (vii) S.2 Adventure Training held. (viii) S.1-2 School Campus Orienteering Programme held.

C. Personal Growth of Students

Strategies / Tasks	Achievements & Reflection
1. To organize and implement a series of activities and programmes for students (a) Adventure Training for S.1 and Life Skills Programme for S.3 co-organised with Health department (b) Talks on “life experience” focusing on “生命互燃” by outside professionals / organisations and our teachers. (c) Videos / discussions in class periods to promote a positive attitude towards life (d) Forum on Current Issues (e) Videos and exhibitions on China related issues (f) National Flag Raising Ceremony and Under-the-Flag Talks to promote National Education (g) Cultural Exchange Programmes in China (h) UK Study Tour	(a) (i) On completion of training, students put reflections on “Personal Development” in their Student Learning Portfolio. (ii) 6 Basic Life Skills Training Programmes for S.3 were held with positive feedback from students. (b) (i) A talk on Civic and National Education was held on “The Education System in China”. Students showed interest in experiences of outside professionals. (ii) A talk on Moral Education was held by “The Direction Association for the Handicapped”. Students reflected that they were more optimistic towards life and difficulties. (iii) A talk on Sex Education for S.4-7 was co-organised with the Family Planning Association on the issue “Media Education Concerning Sex”. Students found the programme informative and thought-provoking. (c) (i) S.5 and S.7 classes presented their ideas via drama and class-produced video at senior level class periods. (ii) Presentations found to be effective in peer teaching, collaboration, promotion of creativity and self-reflection. (d) Awareness about current issues, health and hygiene, values, morality and attitudes were promoted through students' preparation for discussion and sharing of ideas at the forums. (e) Exhibition on “National Anthem and National Flag” was held. (f) (i) Students attended training course at National Education Centre. (ii) A total of 6 ceremonies were held. Teachers were invited to deliver “Under-the-Flag Talks” to promote national identity. Parents and guests attended each ceremony. (iii) Mr. Tsang Yok Shing, the Legislative Councilor, was Guest of Honour for the last Flag Raising Ceremony in July, celebrating the 10 th Anniversary of the Establishment of the Hong Kong Special Administrative Region. (g) (i) Students and teachers from Dalian Secondary School visited the school and were received by our student representatives. (ii) S.4, S.5 and S.6 students were nominated to join study tours and Exchange Programmes at Beijing organised by EDB and the Hong Kong Association of Youth Development. (h) A group of 12 students (S.1-3) participated in a 2-week (English Immersion) Summer Study Camp at the UK.
2. To help students explore their job interests, promote their careers aspiration and provide them with exposure to the working world through career talks, workplace visits and / or job shadowing (a) Workplace Visits (b) Talks (c) Workshop / Shadowing (d) Project:	(a) S.6-7 students attended visits arranged by the School Business Partnership Programme and found the visits very useful and eye-opening. (b) Both junior and senior students gained insight into the career of engineering after attending the talk given by the Hong Kong Institution of Engineers. (c) S.5-7 students participated in the workshops co-organised by “The Junior Achievement Hong Kong” and the school. They participated in “Job-shadowing” at a leading company. Students learned teamwork, communication and skills in writing resume from business volunteers. (d) A team of S.5 students participated in a “Business Challenge” run by the “Management & Economics Simulation Exercise”. Students gained global exposure and much useful experience through the making of business decisions and the application of economic principles.

D. Parents Education

Strategies / Tasks	Achievements & Reflection
1. To conduct a survey to find out the most urgent needs of parents	The survey was conducted and the data and feedback were made use of in planning future activities for parents.
2. To help parents understand the psychological and emotional changes of their adolescent children through talks, sharing among parents, book recommendations, articles on parenting, etc.	(i) 3 sessions of sharing and tea gathering between teachers and parents were held for S.1. Parent participation was enthusiastic. 4 sessions were held for other levels. (ii) A workshop on “Eneagram – Personality Types Analysis” was held for parents. Parents found it useful to improve communication with their children and to develop better parenting style. (iv) The activity was well received and follow-up workshops or activities were anticipated for the coming year.
3. To set up the PTA Corner in the School Library	(i) Booklists relating to parenting, adolescents, counselling, family relationship and personal growth were compiled. (ii) Books were ready to be borrowed from the School Library and sharing after reading was conducted among parents.

4. To publicise the school website so that more parents access it for the latest school news and information	(i) The Homepage was updated with the help of parents who were IT professionals. (ii) Parents were pleased to find the Homepage more easily accessible and the content updated.
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E. Teacher-Student Relationship and Communication

Strategies / Tasks	Achievements & Reflection
1. To encourage teachers to be open with their students and try to resolve their differences with the help of the discipline / counseling teachers only when necessary	Teachers gained feedback for improvement after asking their classes to do year-end "Teacher Evaluation". Each teacher compiled an individual "Teaching Enhancement Plan".
2. Class teachers to ask students to hand in a monthly journal in which they can express their feelings so that the class teachers can help them	Class Teachers read the monthly journals and identified problems. Referrals were made to the Counselling Teachers and Social Workers.
3. Class teachers of S.1 and S.5 to meet their students in small groups to find out about their anxieties / concerns and give them help and support	All Class Teachers met their students in small groups. Help, guidance and support were provided as needed.
4. All teachers to read the S.1 to 3 Learning Journals in order to understand how students feel about their teaching and the lessons	Teachers gave feedback and credit points to students after reading their weekly Learning Journals. This served as one effective channel of communication between teachers and students.

F. Teacher-Parent Relationship and Communication

Strategies / Tasks	Achievements & Reflection
1. To conduct a survey and set up a Parents Network to improve communication between (a) parents & the school; (b) parents & parents and (c) parents & children	(i) The information of the parents willing to join the Parents Network had been compiled and the data were handed to the executive members of the PTA. Some parents from each S.1 class had been invited to serve as class coordinators to improve the communication among parents of students within the class. (ii) It is hoped that with the assistance of coordinators in each class the network will strengthen in a few years and that stronger ties may build up among parents.
2. To organize tea gatherings for parents to meet the teachers after school	(i) 3 sessions for S.1 and 4 sessions for other levels were held. (ii) Parent volunteers provided a lot of delicious snacks and a positive atmosphere. (iii) Parents were enthusiastic and feedbacks from both parents and teachers were favourable.
3. To hold Parents' Day twice a year after examinations to enhance communication between teachers and parents concerning the academic performance of the students and their general development	(i) 2 Parents' Days were held after the Half-Yearly and Yearly Examinations. More than 95% of the parents from all levels attended the first. (ii) There was a lot of communication between parents and teachers.
4. To recruit student helpers to revamp and update the PTA Homepage and publicise the Homepage	(i) An executive member of the PTA rendered much professional help to the updating of the PTA Homepage. (ii) New items such as sharing of ideas after reading the books and the provision of an up-dated booklist of the Parents Corner can be uploaded on the Homepage.

G. Professional Needs of Teachers

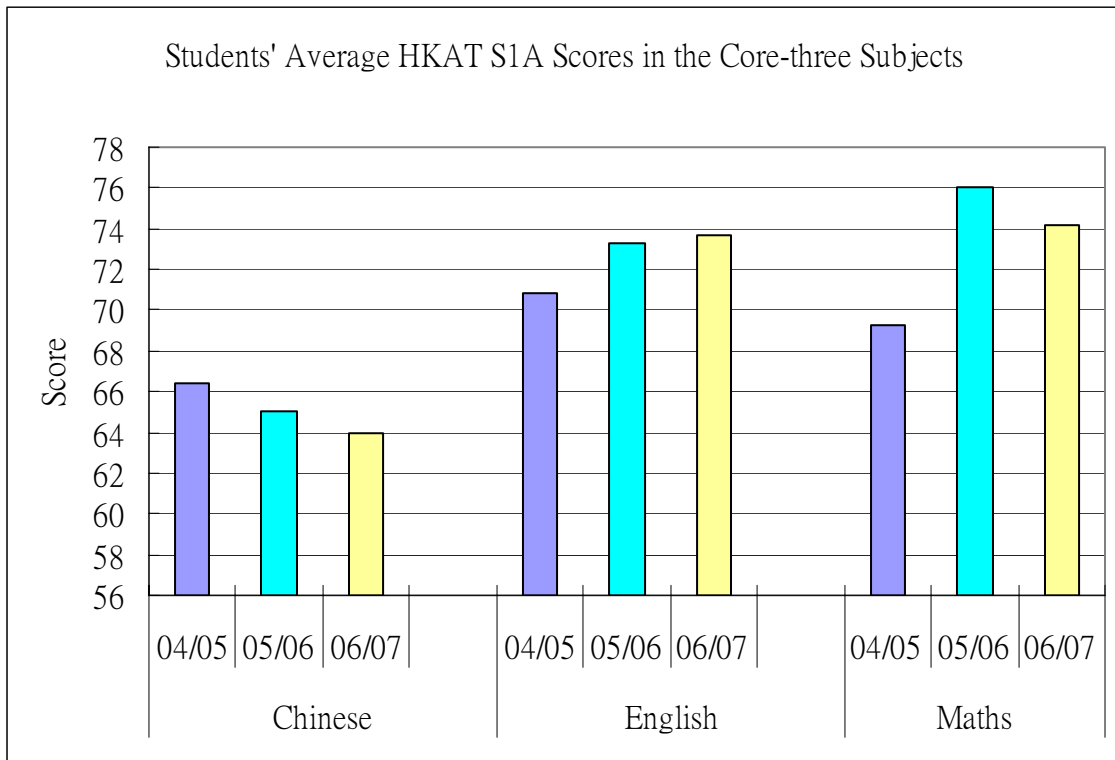
Strategies / Tasks	Achievements & Reflection
1. To conduct a survey to find out the needs of teachers and set up the Continuous Professional Development (CPD) Committee to help teachers fulfill their training needs	(i) Teacher Mentors were provided for new teachers, teachers new to the school and student teachers on teaching practice. (ii) Survey findings indicated teachers' professional needs for the coming 3 years and their immediate concern about getting timely training on NSS curriculum.
2. To support and encourage teachers to get training on NSS curriculum in preparation for the new education system	(i) Teachers were provided with up-to-date information on CPD training and were encouraged to take up training. (ii) Supply teachers were engaged as far as possible to relieve teachers on training courses and seminars.
3. To give teachers in-house training / sharing in basic counseling skills and encourage Guidance Teachers / any other teachers to take counseling courses	(i) Staff Development Days were held. A professional talk / workshop on "Student Counselling Techniques" was held to promote the practice of "All Teachers are Counsellors". (ii) Teachers attended outside training were invited to share findings and new ideas with the rest of the teachers.

H. Emotional and Physical Needs of Teachers

Strategies / Tasks	Achievements & Reflection
1. To keep communication channels open and regularly review the workload of individual teachers. Hire extra help if needed	The staff-elected School Improvement Team Members and the Staff Coordinators served as a bridge between staff and management by voicing staff views on issues such as workloads and working conditions at meetings with the management.
2. To provide teachers with a comfortable Common Room where they can take their lunch and relax	The newly furnished Staff Common Room provided a comfortable environment for teachers to relax during lunchtime and free periods. Teachers found the room useful when they needed a convenient place for small group meetings or meeting textbook suppliers. It is hoped that cable TV and other AVA equipment can be installed in the room so that teachers can watch TV and view DVDs for lesson preparation in comfort.
3. To organize recreational classes(e.g., yoga, dance) for the teachers and to encourage teachers to use the exercise machines in the SAC during their free time	10 teachers joined the yoga class in the first term. As the teachers were also busy in the second term, the yoga class was terminated. It was found that teachers preferred to do exercises and physical training outside school hours so it was not easy to organize further classes for teachers.

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 in 2007

Subjects	Percentage of Students Achieving Basic Competency	
	SGSS	Hong Kong
Chinese	99%	76%
English	99%	69%
Mathematics	98%	80%

6.3 HKCEE

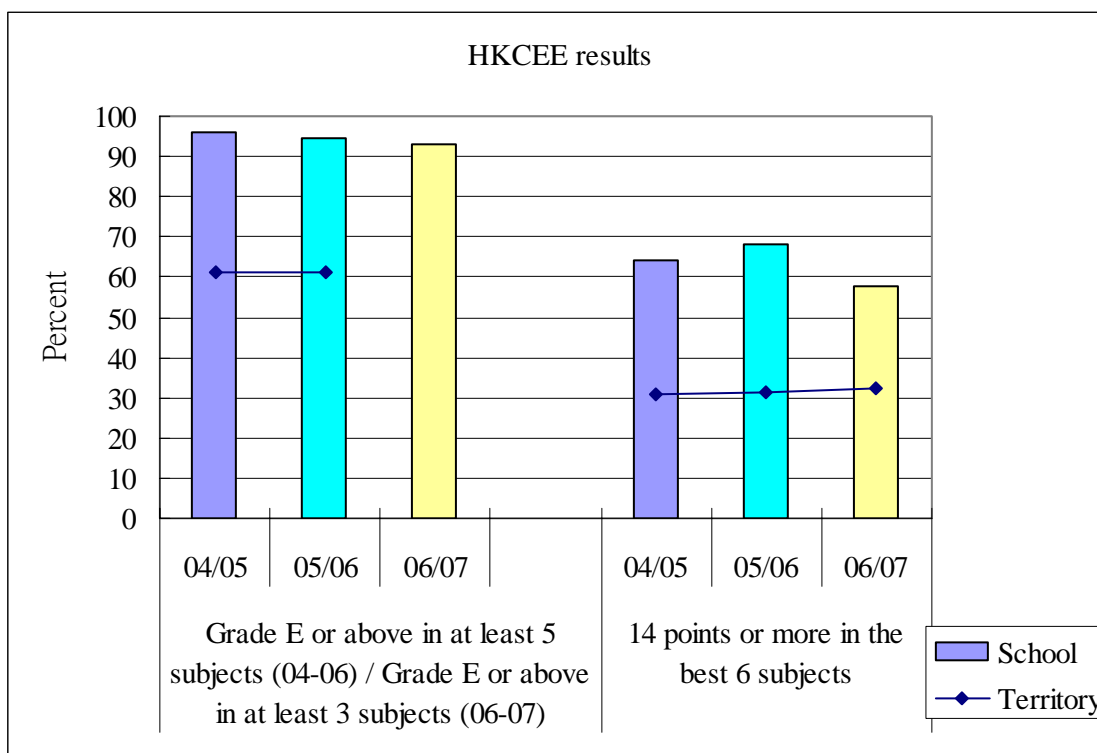
Hong Kong Certificate of Education Examination 2007 - Analysis of Results

Number of candidates sat : 197

Number of candidates with 3 'E' or above : 183

Number of subjects entered : 17

Number of candidates with best six subjects 14 points or above : 114



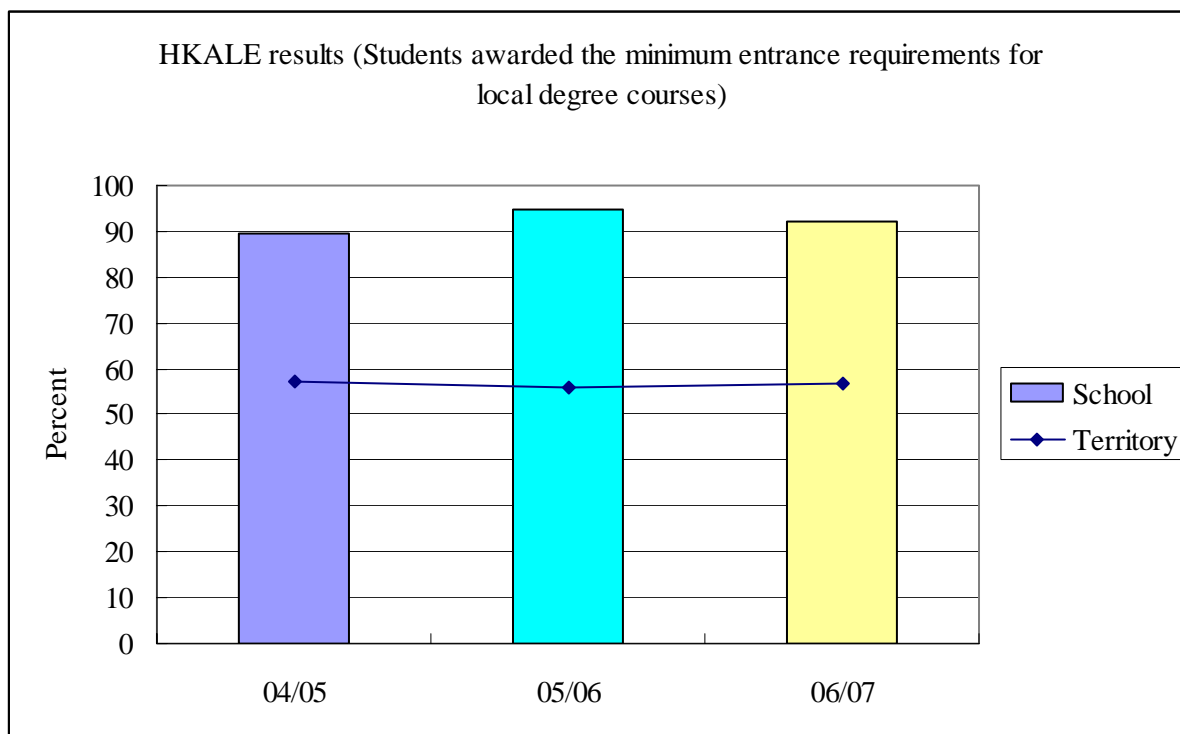
Subjects	No. sat	No. of distinctions	No. of Credits	Passing Percentage
English Language (Syl. B)	197	6	97	100
Chinese Language	197	16	58	95
Mathematics	197	23	90	95
Putonghua	6	0	4	100
Chinese Literature	30	1	7	90
Chinese History	75	4	13	93
Geography	116	4	21	81
History	72	2	12	82
Economics	134	9	42	90
Biology	115	9	38	82
Chemistry	115	10	36	86
Physics	117	13	38	89
Additional Mathematics	78	10	31	94
Computer & IT	54	3	13	85
Principles of Accounts	40	0	14	95
Visual Arts	19	9	9	100
Music	2	0	1	100
Total		97	369	

6.4 HKALE

Hong Kong Advanced Level Examination 2007 - Analysis of Results

No. of candidates sat : 62

No. of subjects listed : 12



Subjects	No. sat	No. of distinctions	No. of Credits	Passing Percentage
Use of English (AS)	62	1	21	100
Chi. Lang & Cul. (AS)	62	0	22	100
Chinese Literature	8	2	3	88
Economics	21	2	4	95
Geography	26	1	8	85
History (Syl. A) (AS)	9	0	2	89
Principles of Acct.	12	0	5	100
Biology	13	0	7	100
Chemistry	32	3	14	100
Physics	32	3	12	100
Maths. & Stat. (AS)	9	0	2	56
Pure Mathematics	19	1	7	95
Total:		13	107	

6.5 Inter-school Activities and Awards Won in 2006-2007

	Competitions	Awards
Music & Speech	58th Hong Kong Schools Speech Festival (English Language)	Solo Verse 1st runner-up (2), 2nd runner-up (1) 42 Certificates of Merit and 20 Certificates of Proficiency
	58th Hong Kong Schools Speech Festival (Chinese Language and Putongha)	Solo Verse Champion (2) 1 st runner-up (5), 2 nd runner-up (1)
		Choral Speaking 1 st runner-up 41 Certificates of Merit and 9 Certificates of Proficiency
	59 th Hong Kong Schools Music Festival	Flute Solo (Senior) 1 st Runner-up Piano Solo, Grade Six 1 st Runner-up Piano Solo, Grade Three 2 nd Runner-up Piano Solo, Grade Five 1 st Runner-up Piano Solo, Grade Six 1 st Runner-up Zheng Solo (Senior) 1 st Runner-up Zheng Solo (Junior) 1 st Runner-up 29 Certificates of Merit and 40 Certificates of Proficiency
	Hong Kong Youth Music Interflow Symphony Orchestra Contest 2006	Bronze Prize
	Hong Kong Youth Music Interflow Chinese Orchestra Contest 2007	Bronze Prize
Art	Western Market Centenary Stamp Design Competition	Merit Award
	Secondary School Students' Visual Arts Work Exhibition 2006	7 Outstanding Awards
	10 th Anniversary Celebration of the Establishment of the Hong Kong Special Administrative Region "18 Districts Loveable Sights" (Eastern District) Drawing Competition	Champion, 2 Merit Awards
	The 5 th Children Painting of Hong Kong (Western Painting)	Merit Award
	Paper-cutting Art depicts Paper-cutting Competition	8 Outstanding Awards, 5 Encouragement Awards
	Star Cruises SuperStar Aquarius Drawing Competition	Champion, 4 Merit Awards
Mathematics & Physics	Hong Kong Mathematical High Achievers Selection Contest	2 Third Prizes
	Mathematics Project Competition for Secondary Schools	Good Performance Prize
	Hong Kong & Macao Mathematical Olympiad Open Contest	Silver Honour, Bronze Honour
	Hong Kong Physics Olympiad 2007	Second Honour Award

	Competitions	Awards
Sports	Hong Kong Schools Sports Federation Inter-school Competitions	
	● Athletics (Division III)	1 Gold, 2 Silver, 6 Iron
	● Swimming (Division III)	4 Gold, 2 Silver, 3 bronze, 2 Iron Boys A Overall – 3 rd runner-up
	● Table-tennis (Division III)	Girls A – 3 rd runner-up Girls C – 3 rd runner-up Girls Overall – 2 nd runner-up
	Swimming Open Competitions	12 Gold, 10 Silver, 11 Bronze
	Leisure and Cultural Service Department School Sports Programme – Athletics Competition	6 Silver, 2 Bronze
	Invitation Relay	1 Gold, 2 Silver, 1 Bronze
Uniform Teams	Hong Kong Scout Trail Walker 2007	4 th prize
	HK Red Cross Youth (The Volunteer Department — Hong Kong Island Division)	
	● Youth Nursing Competition 2006-2007	Champion
	● Selection of Red Cross Youth of the Year	Red Cross Youth of the Year
Video Production	攜手唱和《基本法》流行曲新詞MV演唱大賽	MV 組優異獎
	"Gift to Ocean's 10" Multimedia Creativity Competition	Digital Short Film Production (Secondary Group) Champion
	“Lives in Video” 短片拍攝比賽	冠軍 最佳創意 現場觀眾最喜愛短片

6.6 Students' Participation in Extra-curricular Activities

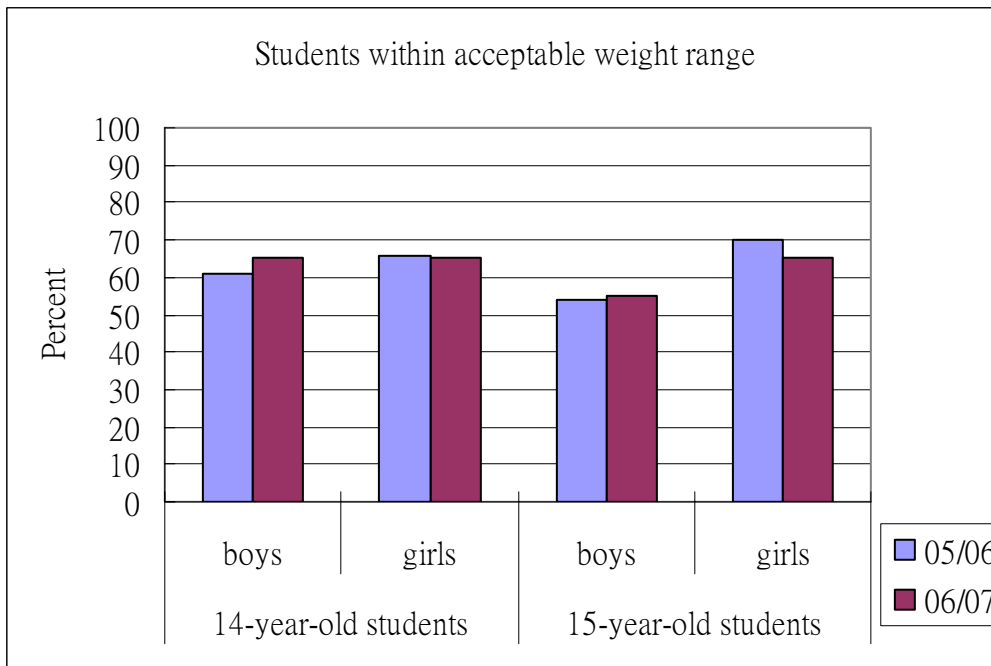
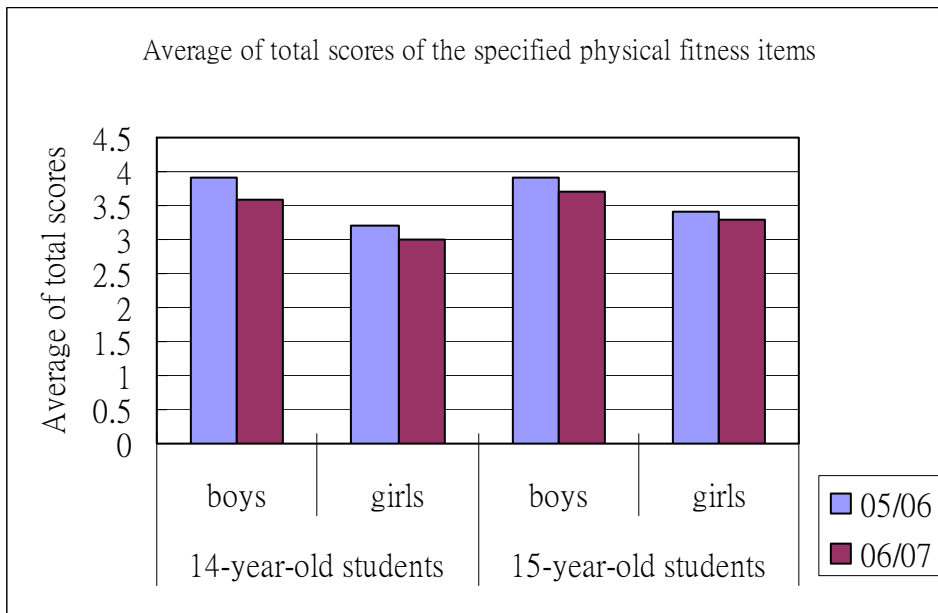
Participation in extra-curricular activities helps students cultivate sound minds and desirable habits. 41 clubs and societies of diverse nature run by students under the supervision of teachers offer ample opportunities for students to discover their talents and interests.

Apart from a good variety of activities organized by the academic and interest clubs, we encourage students to participate in inter-school activities and competitions to further increase their self-confidence, gain experience outside our school environment and strengthen their inter-personal skills. In the Hong Kong Schools Sports Federation inter-school competitions, in swimming (Division III), we placed third in Boys A Overall. In table-tennis (Division III) Girls Overall, we were the 1st runner-up. Our students also continued to take an active part in the 58th Hong Kong Schools Speech Festival and the 59th Hong Kong Music Festival in 2007. 1C Lui Kin To and 3 B Cheung Hoi Yin won the championship in the Chinese Language and Putonghua Solo Verse Speaking. In team competitions, our school won championships in the 2nd Inter-school Mind Mapping Competition organized by the Mind Mapping and Radiant Thinking Research Centre, the 3rd Joint School Economics Debating Competition organized by Hong Kong Joint School Economics Association & Joint School Chinese Debate Association, "Lives in Video" Short Movie-making Competition held by Hong Kong Inter-school Computer Organization, "Gift to Ocean's 10" Multimedia Creativity Competition held by the World Wide Fund for Nature, 10th Anniversary Celebration of the HKSAR or 18 District Lovable Sights Drawing Competition (Eastern District) organized by Home Affairs Department, Hong Kong Island Division Youth Nursing Competition organized by the Hong Kong Red Cross. Our school also received the Outstanding Performance Prize and Outstanding Teamwork Prize in the 2007 English Drama Fest organized by The Association of English Medium Secondary Schools.

Gearing towards the direction of curriculum reform, we try to extend students' learning experiences beyond the school context by organizing a number of indoor and outdoor programs with new insights to develop students' different abilities. An Adventure Training Camp was organized for all S1 students. Leadership Training Programs were given to all S6 students and club committee members. Our students also participated in the "Legal Ambassador Scheme" organized by the Law Society of HKU, "Kara O Babe Secondary School Visit Program" given by the Intellectual Property Department promoting the awareness of intellectual property rights, "World Aids School Tour" given by the Red Ribbon Centre promoting the prevention of Aids and "Creating World Record--Most Participants in Multi-Legged Walk" held by the Social Welfare Department raising funds for the ORBIS.

Our extra-curricular activities are designed to help students grow and develop academically, morally, aesthetically, physically, and socially. They provide leadership training, team-work experience and the development of communication skills, a sense of belonging, responsibility and organizing ability.

6.7 Students' Physical Development



8 Use of Government Funds 2007-08

I. CEG for schools with 24 classes or more: \$1,085,000

	Description	Expenditure	Balance
	Uncommitted funds since 2006-07 + provision up to March 2008		1,823,000
1.	Teaching Asst (English) 10,645 + 533/month x 12	134,136	1,688,864
2.	Teaching Asst (Chinese) 10,645 + 533/month x 12	134,136	1,554,728
3.	Teaching Asst (Liberal Studies) 10,645 + 533/month x 12	134,136	1,420,592
4.	Full-time Economics supply teacher: Pt. 17 21,830 + 1,000/month x 12	273,960	1,146,632
5.	Full-time Chinese supply teacher: Daily 1,153x200 days	230,600	916,032
6.	Full-time English supply teacher Pt. 17 21,830 + 1,000 x 12	273,960	642,072
7.	General Clerk (for OLE) 7,965+399/month x 12	100,368	541,704
8	Accounting Clerk 10,960 + 548 x 12	138,096	403,608
9	Visual Art 10,915 + 546 x 10 month	114,610	288,998
10	Physical Education 15,223 + 762x10 month	159,850	129,148

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

	Description	Expenditure	Balance
	Uncommitted funds since 2006-07 + provision up to March 2008		910,022
1.	Full-time Biology supply teacher: Pt. 17 21,830 + 1,000/month x 11	251,130	658,892
2.	Full-time Mathematics supply teacher: Pt. 17 21,830 + 1,000/month x 12	273,960	384,932
3.	Full-time Humanities supply teacher: Pt. 17 21,830 + 1,000/month x 12	273,960	110,972

III. CITG for schools with 25 to 30 classes: \$286,047

	Description	Expenditure	Balance
			286,047
1.	TSS	119,076	166,971
2.	M-Shield SG-300 Annual Hardware and Maintenance	4,700	162,271
3.	Hardware Maintenance – 4200 Laser Printer	248	162,023
4.	Hardware ON-SITE Remedial Maintenance	3,342	158,681
5.	Maintenance of SS3 Switch 4400	1,909	156,772
6.	Replacing of Battery of UPS	792	155,980
7.	Replacing of Fusing Unit	2,000	153,980

IV. NSS Curriculum Migration Grant : \$106,000

	Description	Expenditure	Balance
	Uncommitted funds since 2006-07 + provision up to March 2008		167,800
1.	PE Basketball Stand	37,490	130,310
2	Digital DVD recorder	2,089	128,221
3	Wireless Infrared Handheld Microphone	4,000	124,221
4	DV camera	6,380	117,841
5	Tripod	700	117,141
6	Notebook Computer for LS Dept	65,660	51,481

V. After-school learning (\$14,254)

	Description	Expenditure	Balance
			14,254
1	Support Programmes	4,500	9,754