



Shau Kei Wan Government Secondary School School Report 2007-08

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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.

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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)
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%)
07/08	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

Committee members of 2007-08 were: Mrs. Yu Law Siu Man (Chairlady) (Sept 2007 – Dec 2007), Ms. Chum Chui Chi, Hera (Chairlady) (Jan 2008 – Aug 2008), Mrs. Liliana Kung (Principal), Mr Wong Shing Kwong and Mr. Chiu Pit Leung (Parent Members), Ms. Cheung Pui Ling, Fanny and Mr. Chan King Sang, Edward (Alumni Members), and Mr. Ko Tin Lung and Mr. Leung Sing Tat (Independent Members), Mr. Chan Lui Kwong and Ms. Kwong Mong Ha (Teacher Members). Mrs. Cheung Chan So Kum was secretary.

2 Our Students

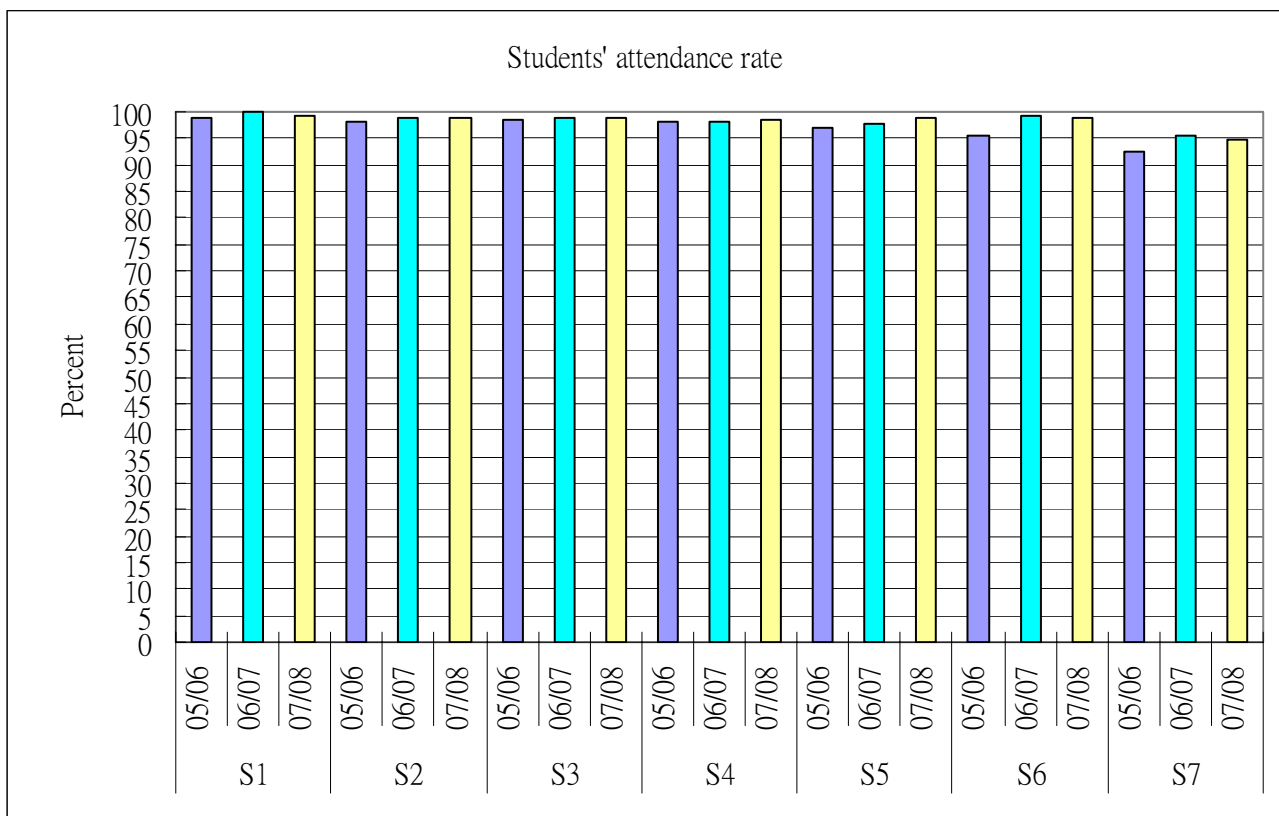
2.1 Class Organization

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	6	2	2	30
Boys	97	98	91	87	91	42	34	540
Girls	93	93	98	97	89	22	25	517
Total Enrolment	190	191	189	184	180	64	59	1057

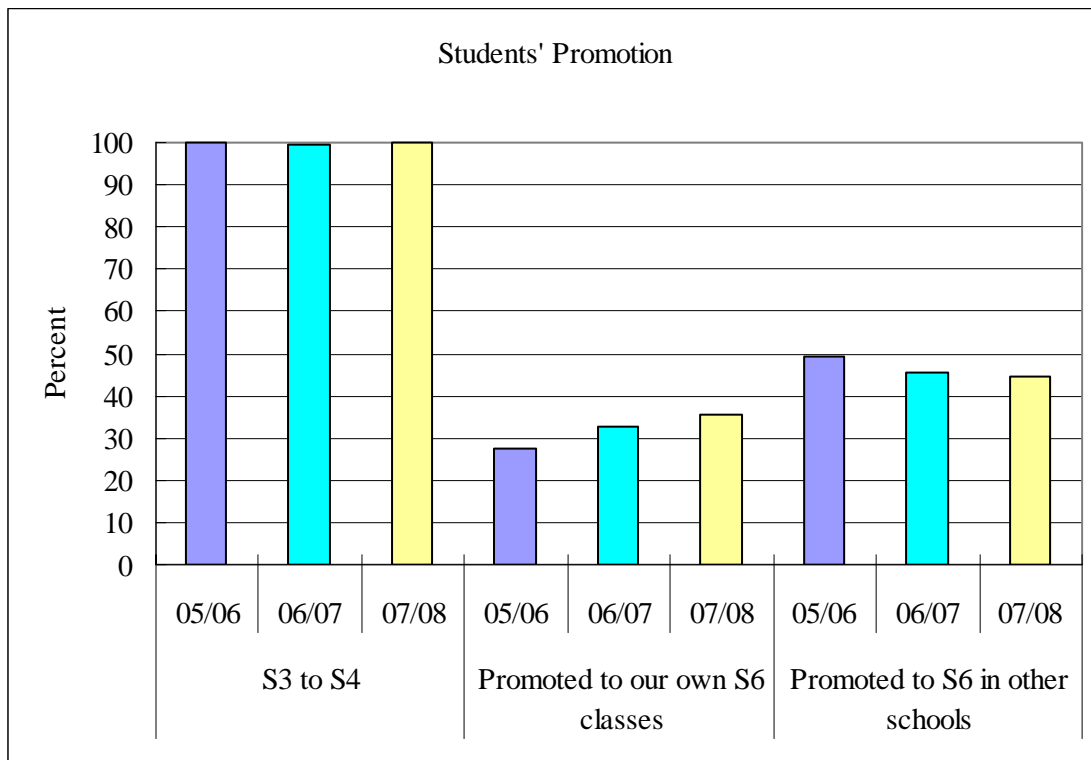
2.2 Unfilled Places

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

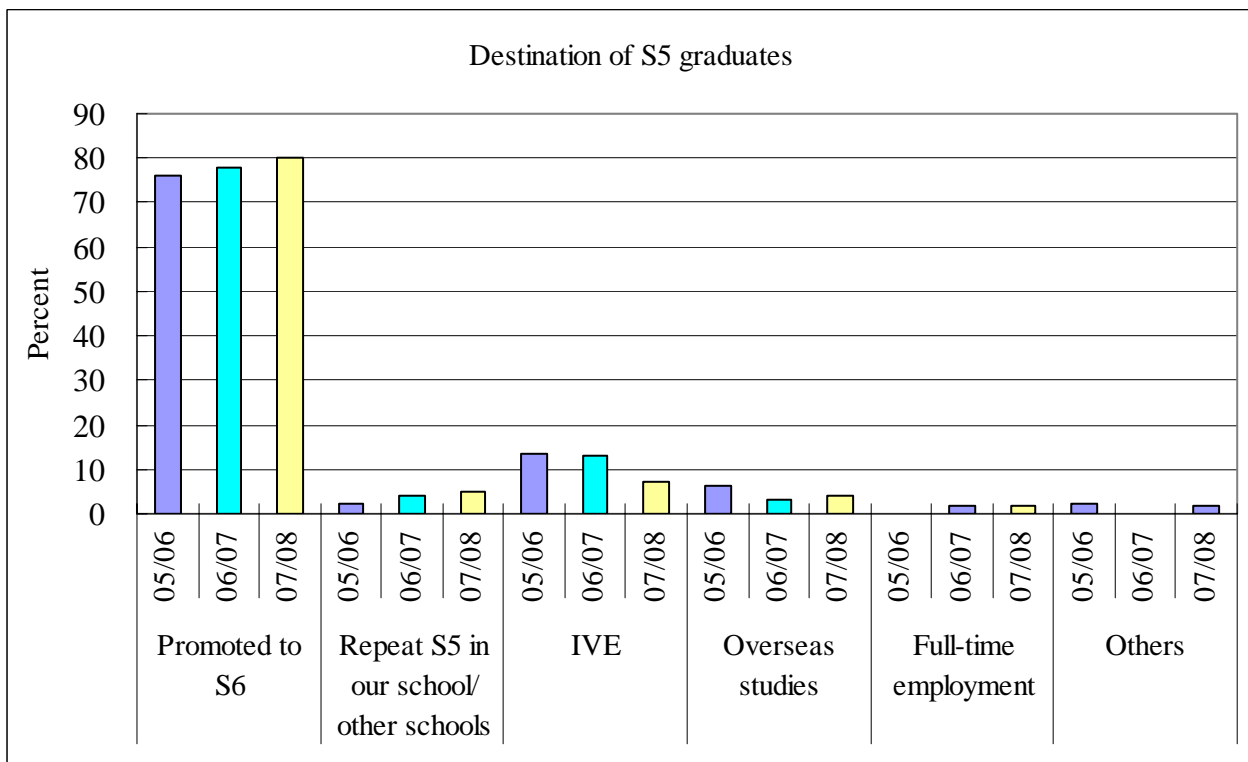
2.3 Students' Attendance

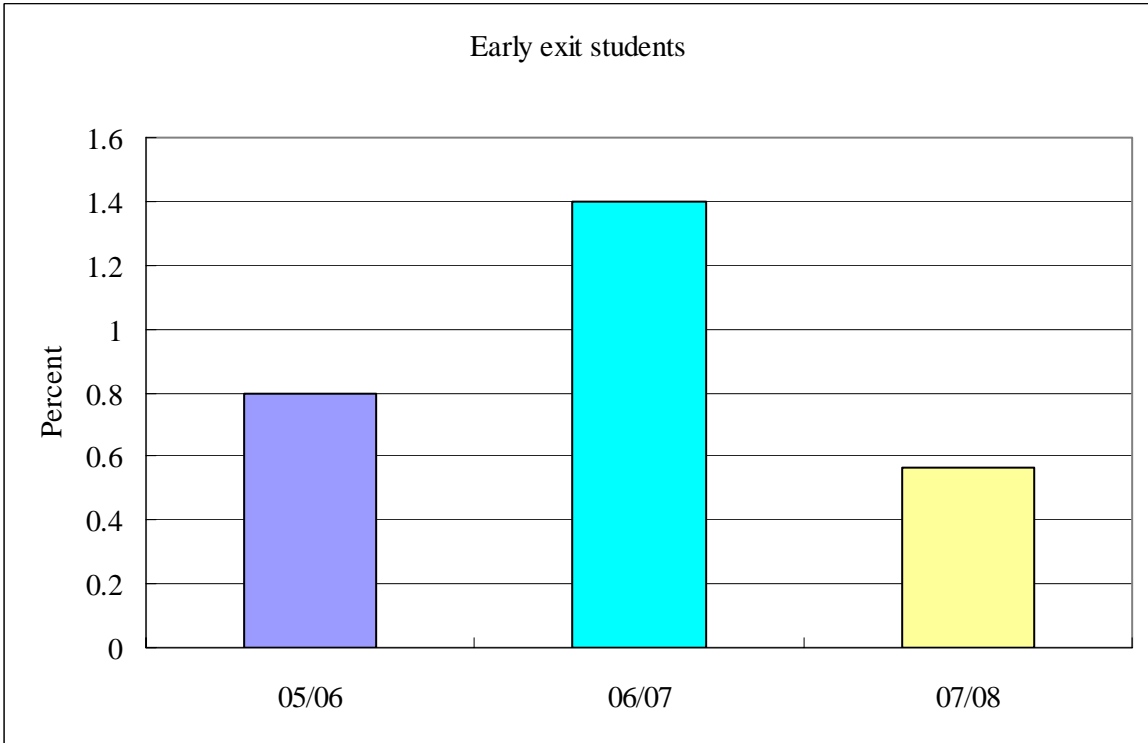
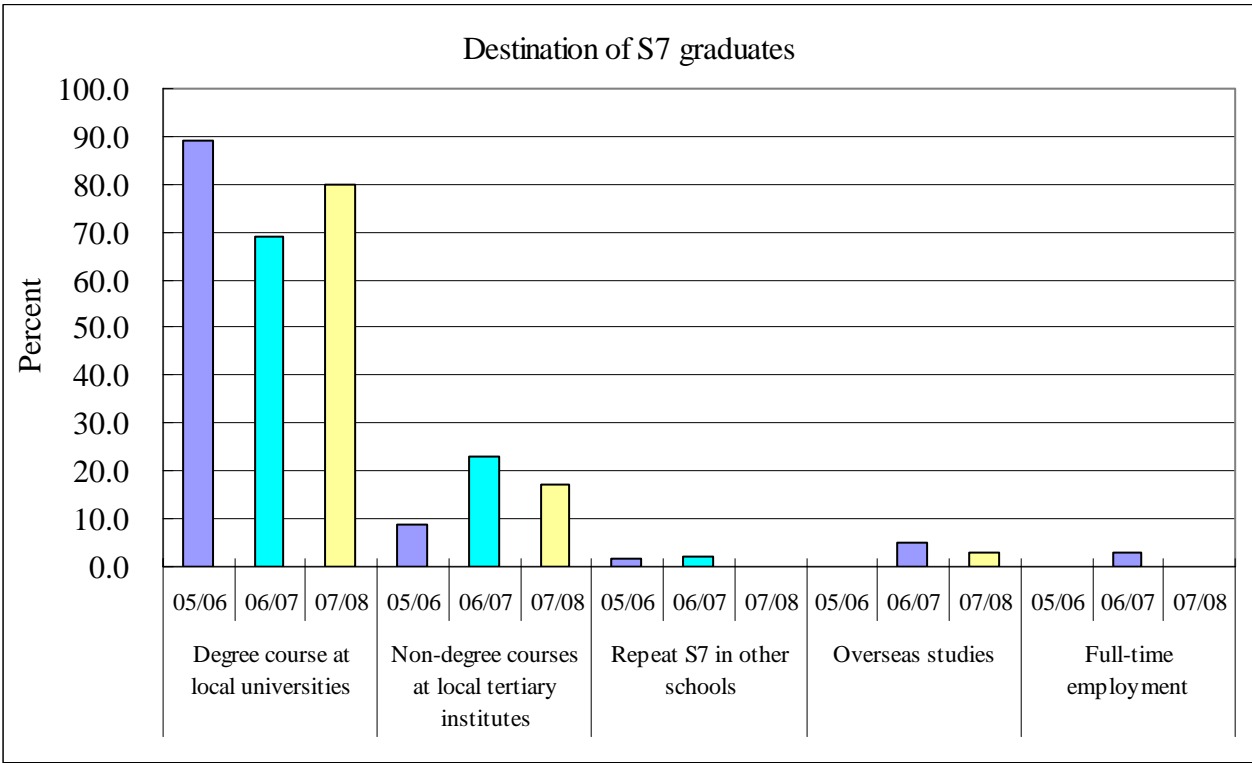


2.4 Students' Promotion



2.5 Destination of Exiting Students

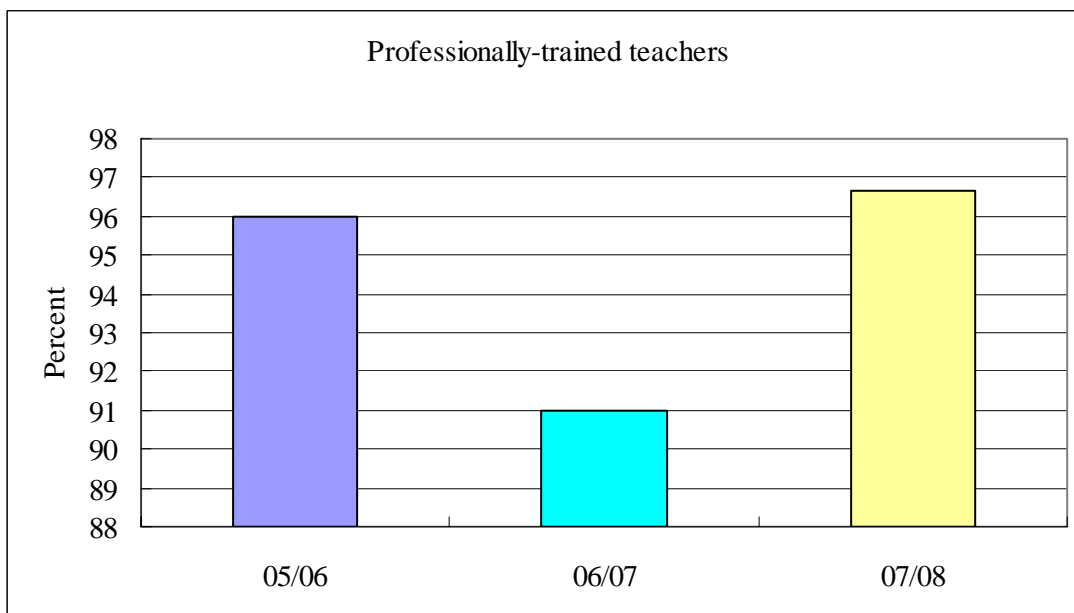
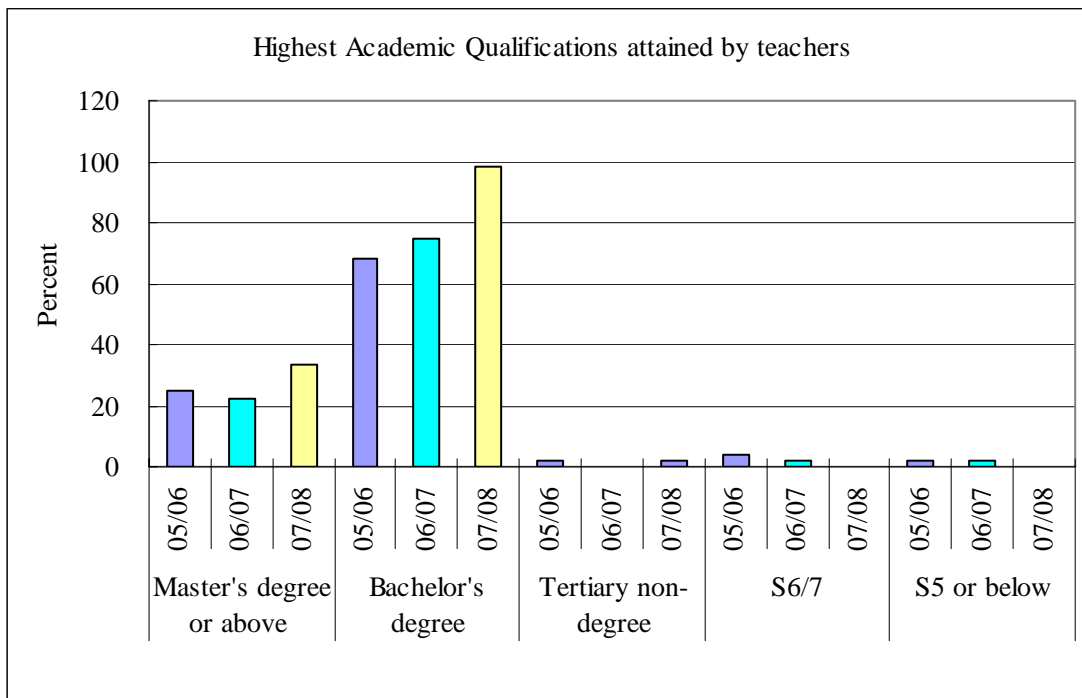


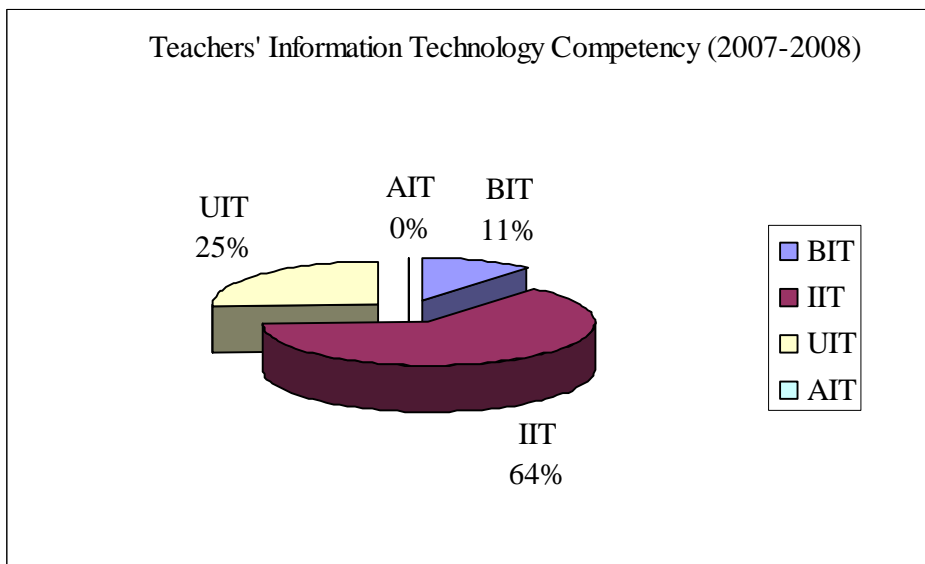
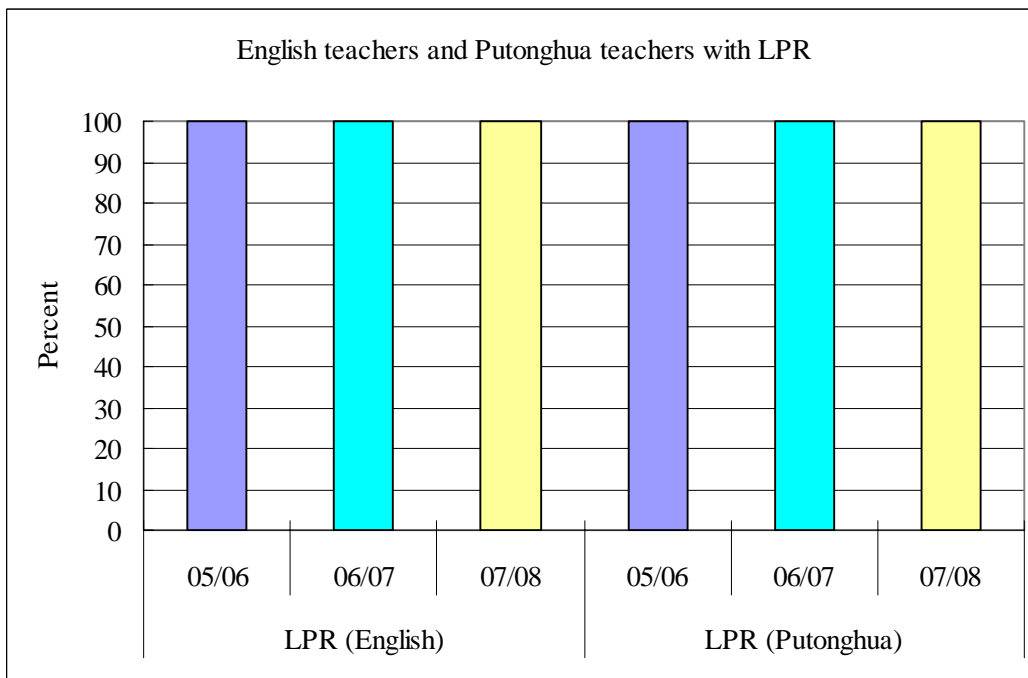
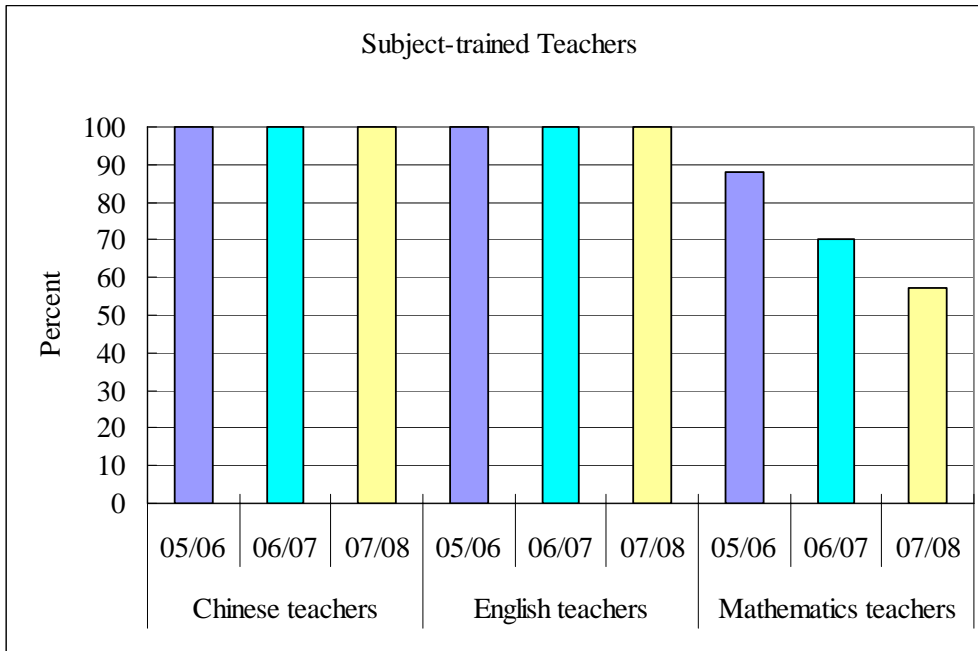


3 Our Teachers

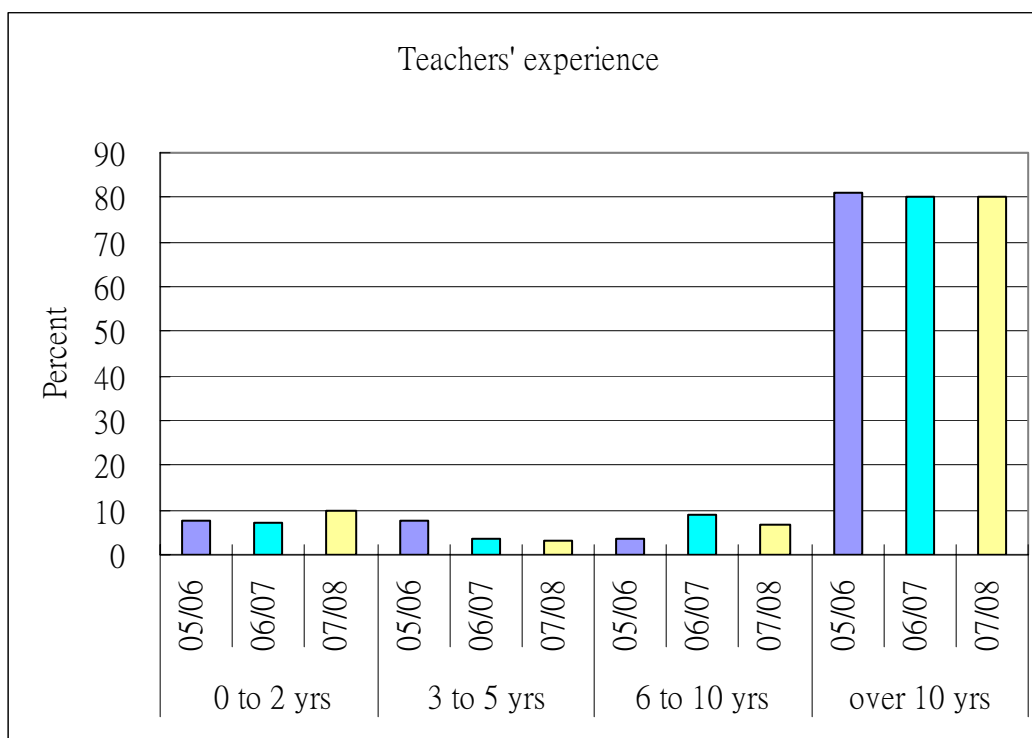
3.1 Teachers' Qualifications

There were 88 staff members in our school: the Principal, 2 Assistant Principals, 58 teachers, 1 Teacher Librarian, 3 Teaching Assistants, 3 Clerical Officers, 1 Office Assistant, 1 Account Clerk, 2 General Clerks, 3 Laboratory Technicians, 2 Technical Support Services Officers, 3 Semi-skilled Workers, 6 Workmen II and 2 General Workers.





3.2 Teachers' Experience



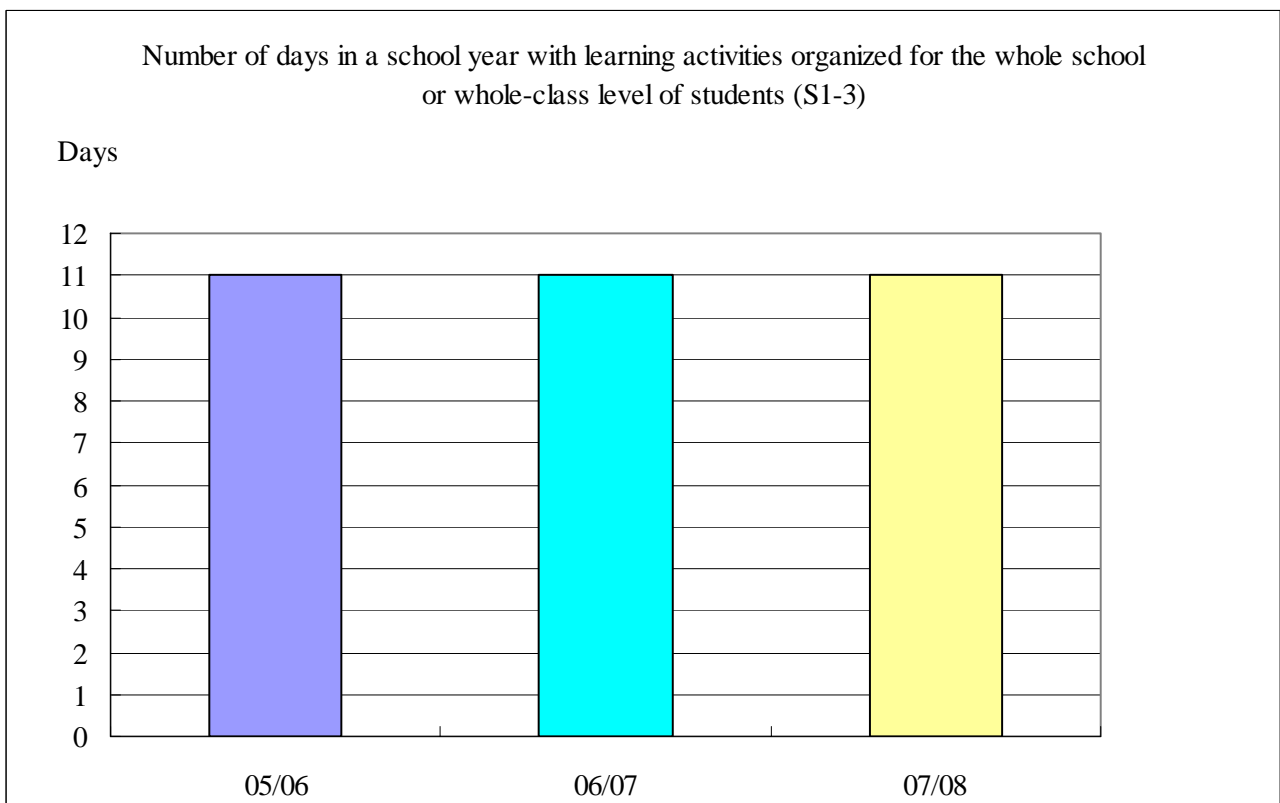
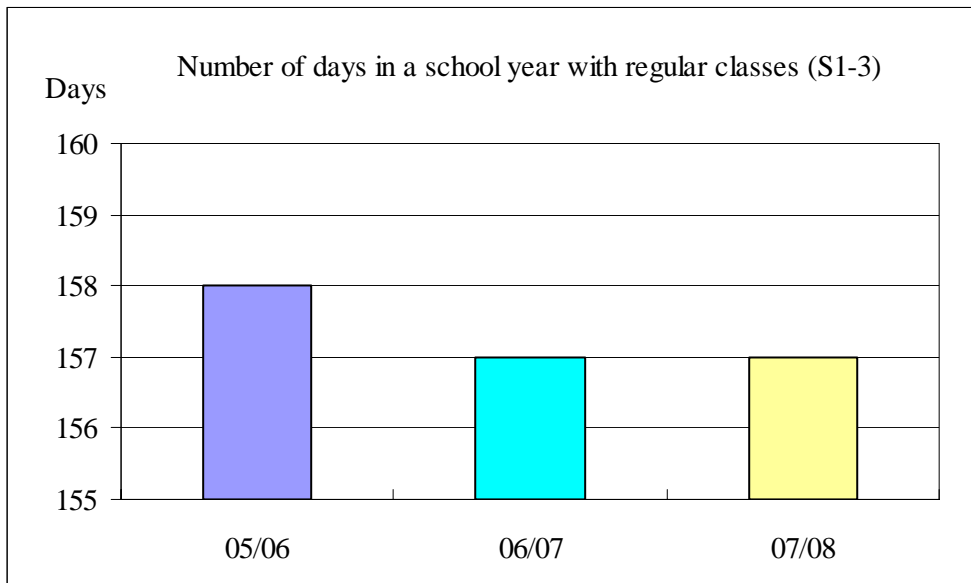
3.3 Teachers' Professional Development

In the year 2007-2008, teachers (including the Assistant Principals) undertook a total of 3,409 hours of training in the 6 Core Domains of Teacher Competencies Framework.

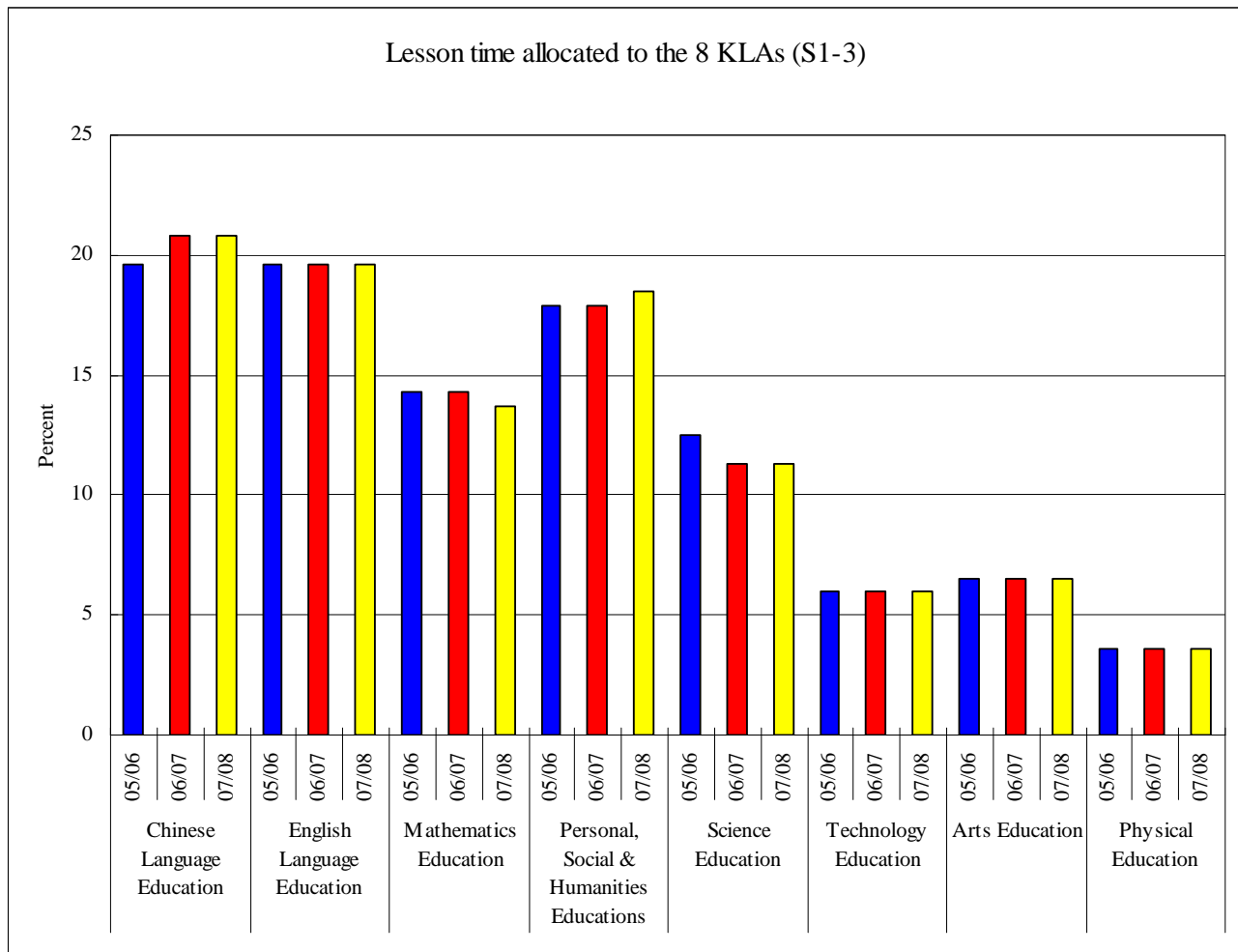
	Domain	No. of Hours
1.	Teaching and Learning	2,572
2.	Student Development	166
3.	School Development	160
4.	Professional Relationships and Services	172
5.	Personal Growth & Development	280
6.	Others	59
	Total	3,409

4 Our Learning and Teaching

4.1 Number of Active School Days



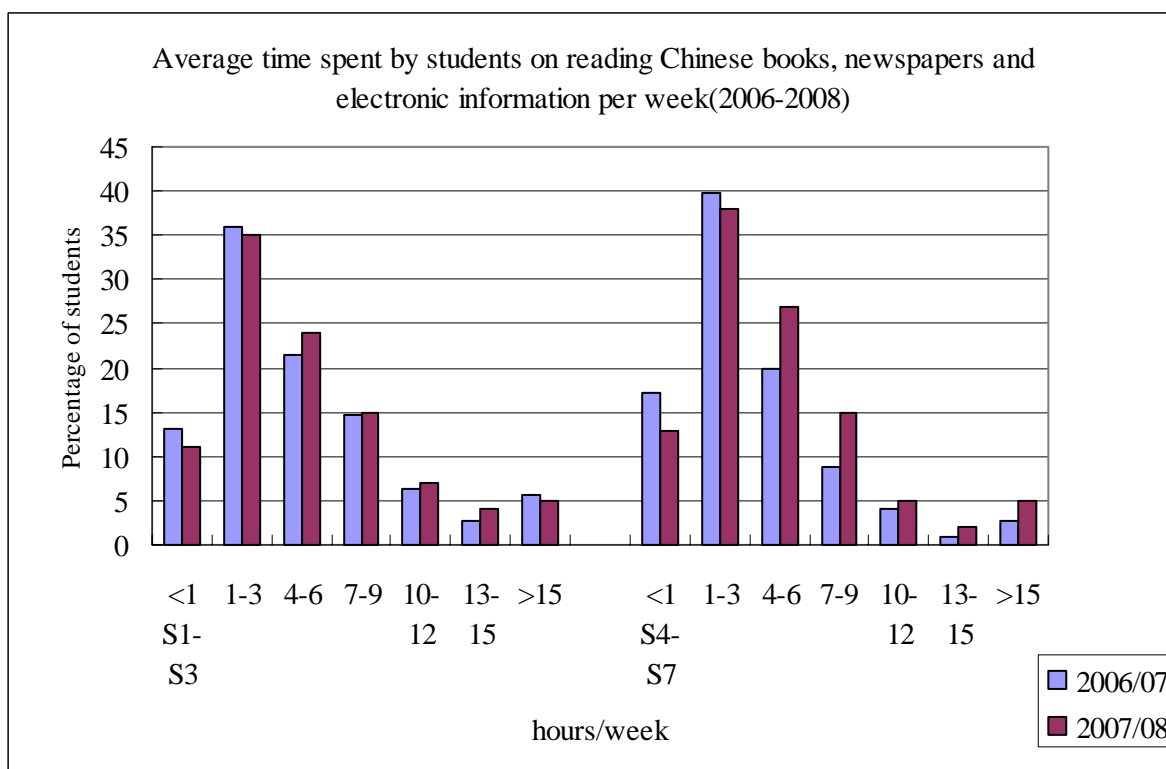
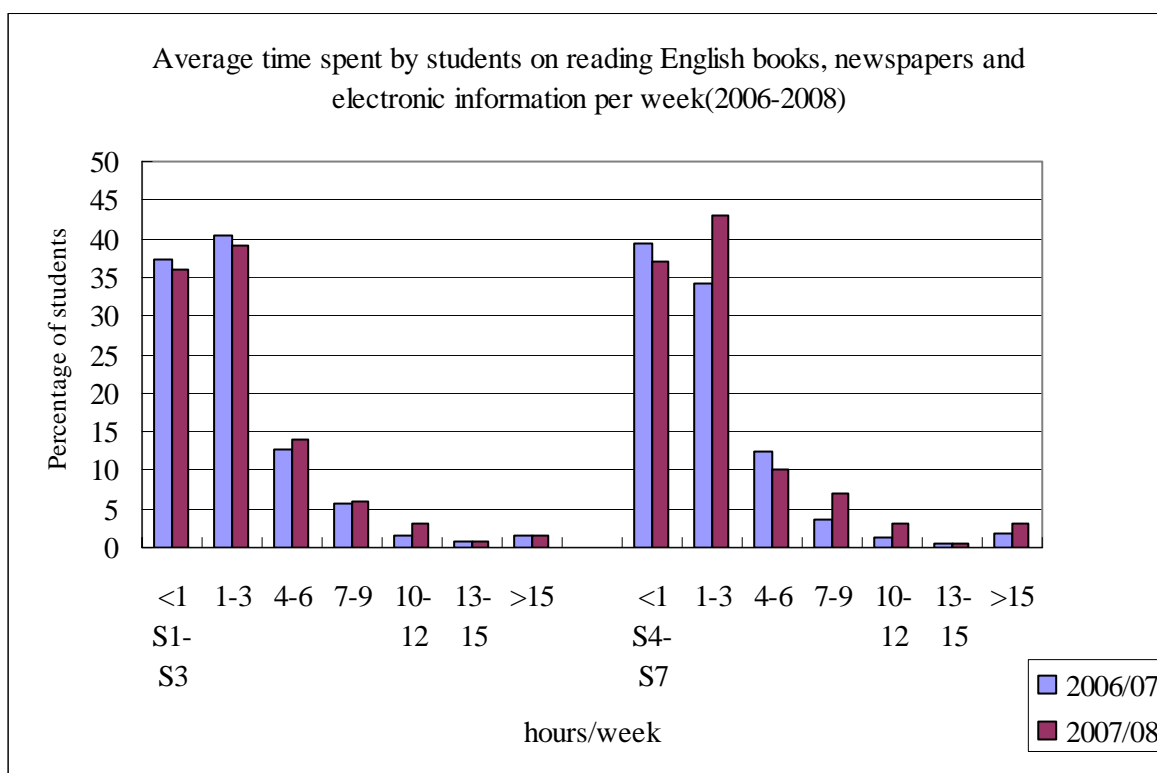
4.2 Lesson Time for the 8 Key Learning Areas (KLAs)

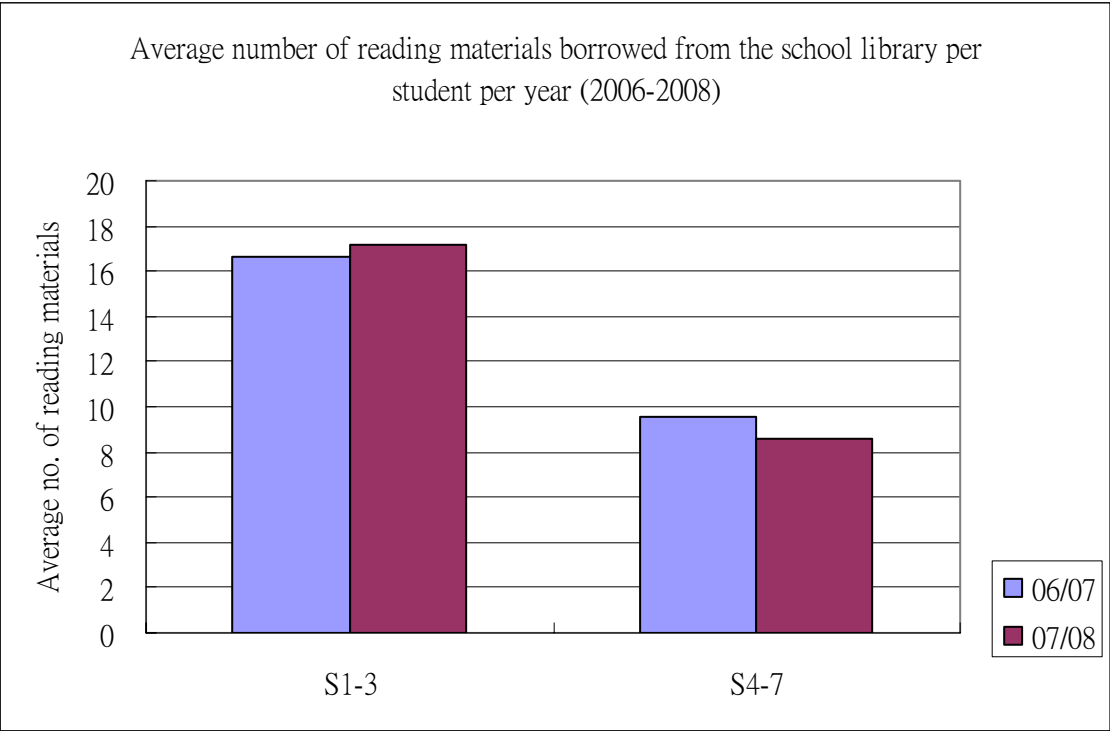
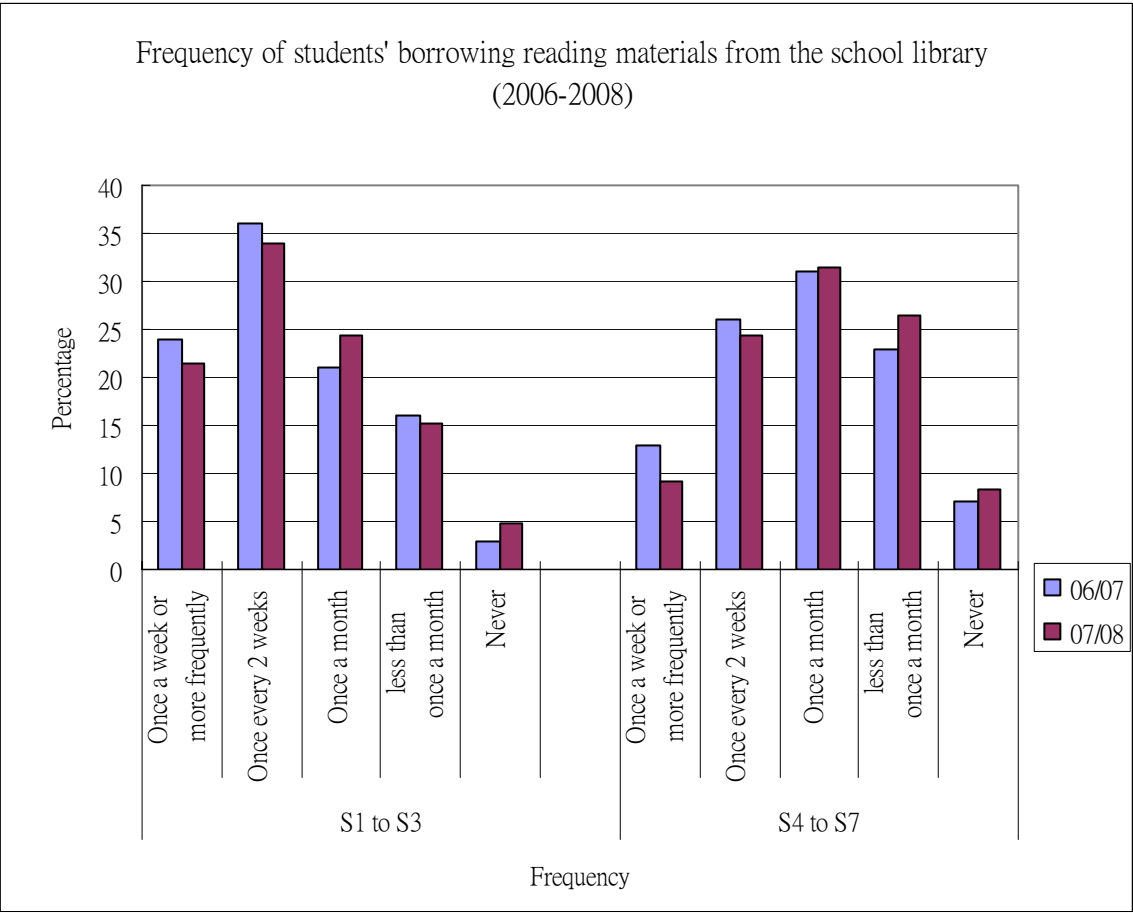


4.3 Medium of Instruction

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 attending sharing sessions on NSS timetabling and studying different models of timetabling arrangement, we found that a 10-day (bi-weekly) timetable would best meet the needs of the school. It allows more flexibility for the school to implement Other Learning Experiences (OLE), Applied Learning Courses (ApL) and other student-centred activities. ◆ HODs have acquired deeper understanding of the confirmed NSS curriculum and started to plan for actual implementation of their respective curriculums. ◆ Teachers actively attended the NSS training courses provided by the EDB. ◆ A webpage was set up to disseminate NSS planning to all stakeholders. ◆ Liberal Studies was extended to S3. As it was anticipated that there will be a shortage of LS teachers in 2009-2010, the school would take vigorous action to encourage more teachers to receive training in teaching LS and to apply for LS teachers from the EDB. ◆ An OLE Committee was set up in 2007-08 to implement the NSS OLE-related work. The team consists of members from Moral & Civic Education Committee, Careers Unit, Extra-curricular Activities Team & the Key Learning Areas of PE and Art Education. ◆ Focus areas identified for development related to students' OLE were 'Personal & Aesthetic Development' for S1 and 'Personal & Physical Development' for S2. Students set targets for these areas and were encouraged to plan what they would do to achieve them in the year. They received feedback from both teachers and peers in the i-Portfolio. ◆ Training programmes and activities related to the focus areas were organised. One of the students' projects was granted the '<i>Donation Nomination Right Award</i>'. The \$10,000 cash prize was donated to World Vision to help victims of the Sichuan earthquake. ◆ 31 students from S5 and 16 students from S4 were enrolled in ApL courses. Some received very good grades for their work. Students shared their learning experiences on the School Open Day with parents and visitors. Their display and demonstrations were much appreciated by visitors who agreed that the courses could broaden students' learning perspective. ◆ A total of 42 students from S3 applied for admission to the ApL pilot scheme 2008-2010. 36 were admitted and would attend the ApL courses in 2008-09.
<i>Enhancement of pedagogy</i>	<ul style="list-style-type: none"> ◆ Subject departments continued to develop their own 'Teaching Enhancement Plans' with specific focus on promoting student-centred learning through stronger sharing among teachers. Students' generic skills were developed through workshops, mass programmes 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 in teaching strategies and sharing of good teaching models. There were cross-subject and cross-curricular collaboration among subject departments and units. Peer lesson observation continued with more specific mutual evaluation among teachers. ◆ The writing of <i>Learning Journals</i> for S1 – S3 students and the private study period for S4 – S7 students on Wednesdays continued with more effective logistics in collecting students' journals. ◆ Measures to cater for learner differences continued. A total of 994 enrollments were recorded in the various support and enrichment classes organized by subject departments, 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. Another 38 junior formers and 62 sixth-formers participated in the <i>TopTeen Workshop</i> and the <i>A-Track Workshop on Leadership Competence Development</i> respectively. A teacher mentor system was introduced to S2 students in the second term. Post-course surveys revealed very

	<p>positive feedback from participants, particularly the CECES support classes for S3.</p> <ul style="list-style-type: none"> ◆ The practice of 5-10% of ‘Challenging Questions’ in the test/exam papers of all subjects for junior forms continued. ◆ A total of 27 disadvantaged students received a cash grant of \$9,300 from the ‘School-based After-school Learning and Support Program 2007-08’ to pay for their CECES fees and Top Teen Workshop course fees. Such assistance enabled the low-achieving students with financial difficulty to participate in more learning activities. The school will organise more activities to benefit the needy in 2008-09.
<i>Refining the existing assessment system</i>	<ul style="list-style-type: none"> ◆ The ‘i-Portfolio’ was extended to S2 to enable easy recording of students’ achievements both inside and outside the school. Workshops were given to familiarise them with the procedures in completing their i-Portfolio. Students were able to handle their own Portfolio well. They completed the part ‘Target Setting’ in their i-Portfolio. Feedback was given by teachers and peers. Some students set very high goals for themselves but some did not take the target-setting work seriously. Students wrote their reflection on events they joined in their i-Portfolio and the feedback was encouraging. An evaluation was conducted in July by the students to check whether their targets were reached. ◆ The Coursework Mark system was extended to S2 and will be extended to S3 in 2008-09. Other existing forms of assessment continued, which included the Coursework Grade system for S1 to S7, Territorywide System Assessment in English, Chinese & Mathematics, as required by the EDB, School-based Assessment and Teacher Assessment Scheme for S4 to S7 students, as required by the HKCEE and HKALE.
<i>Streamlining the School Organisation</i>	<ul style="list-style-type: none"> ◆ An ‘Other Learning Experiences Committee (OLE Committee)’ was set up to co-ordinate the NSS OLE-related work. Under the supervision of a Senior Mistress, the OLE Committee coordinated all NSS OLE-related work. (For details, please see Part A ‘Curriculum’ of this major concern.) ◆ The composition of the School Improvement Team (SIT) was refined to include the principal, two assistant principals, senior teachers, heads of the English, Chinese & Mathematics Departments, teachers-in-charge of Curriculum, OLE, Discipline, Guidance and 5 elected representatives (2 from the CM grade and 3 from the AEO grade), making a total of 15. ◆ The committee gives advice on the formulation of school policies, collects and reflects staff opinions and helps review school policies. A ‘Policy and Procedure Manual for the SIT’ has been developed for future reference.
<i>Developing a more effective communication plan</i>	<ul style="list-style-type: none"> ◆ Stronger links were maintained with parents through Parents’ Day, PTA tea gatherings for each level and evening meetings with S2 parents after the Half-yearly Examination. ◆ Information about school policies, activities and special arrangements was disseminated through the school website, letters to parents 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.
<i>Planning for better human resources</i>	<ul style="list-style-type: none"> ◆ The Teachers’ Professional Development Team coordinated all areas of 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.
<i>Conducting School Conversion Works to prepare for the implementation of NSS</i>	<ul style="list-style-type: none"> ◆ Conversion work was completed to facilitate learning and teaching, as follows : <ul style="list-style-type: none"> - More activity space for the LS lessons was created by converting the previous Needlework Room (70 sq m) into a new Liberal Studies & Language Room and the previous Liberal Studies & Language Room (46 sq m) into a new Needlework Room. - The facilities in the laboratories and Room 27 were upgraded. White display boards were installed in S6 and S7 classrooms and sliding white boards were installed in all classrooms in the main teaching block. - The floor in the courtyard garden was tiled, a pump was installed to the fish pond, flower-beds were cleared and new plants were placed. The L-shaped area near to the banyan tree now serves as an excellent site for tea-reception and barbecues. The corridor under the stage of the School Hall was converted into a display/store room for students’ art works. ◆ All the above provide students with a pleasant and safe learning environment that is conducive to effective learning.

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"> ➤ Get students more engaged in the Chinese and English Extensive Reading Schemes. They strive for higher achievement in the Reading Award Scheme. ➤ Encourage online reading. ➤ Replace the old books in the ERS boxes with new books. ➤ Encourage students to share their reading experiences through activities such as drama and class presentations. ➤ 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. ✧ 70 students attained the Diamond Award, which is the highest level of reading awards. 77 students got either the Ruby Award or the Gold Award while 294 others received the Silver or the Bronze Award. ✧ Students made good use of the websites recommended by teachers and those provided by the Hong Kong Education City and some publishers to improve their reading skills. ✧ 237 new books were bought to replace the old books. These included books recommended by students. ✧ Students were encouraged to read newspapers. A 'News Quiz' was organized in February. ✧ Book Sharing Competitions were held from October 2007 to May 2008. ✧ The school library stocked books recommended by teachers to encourage students to read them.
<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 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. ➤ Organise a Spelling Bee for junior forms. ➤ Prepare a booklet featuring students' common mistakes in English for their reference in writing. 	<ul style="list-style-type: none"> ✧ Many students responded to teachers' sharing on Tuesdays and Thursdays. Altogether 935 responses were received from students to the English sharing of teachers throughout the year. The best responses were compiled into a book. ✧ Students' good essays were displayed on bulletin boards. ✧ Students joined 7 external English and 10 Chinese writing competitions and had brilliant results. For example, an S7 student won the championship in a news commentary competition. ✧ Students are used to doing reflection on their learning and expressing their thoughts in writing. ✧ 45 students got a foreign pen pal through the scheme. ✧ Inter-class spelling competitions were organized for each of the junior forms. The response was encouraging. It was agreed that the spelling competitions would be held twice next year. ✧ Only a part of the booklet was completed due to the heavy workload of the teachers.
<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 	<ul style="list-style-type: none"> ✧ Students took part in Hong Kong Education City's TV News Programme for more listening practice. ✧ Students also watched educational television programmes and films to facilitate discussions in class. ✧ A Readers' Theatre was staged for junior forms. ✧ Subject-based texts were given to students to stimulate thinking and facilitate class discussion.

<p>stimulate discussions in class.</p> <ul style="list-style-type: none"> ➤ Encourage students to converse in Putonghua and join competitions conducted in Putonghua. ➤ Emphasize correct pronunciation and use of idiomatic expressions. ➤ Continue with the ‘Pronunciation Challenge’ programme. ➤ Continue with the Youth Leadership Programme by Toastmasters ➤ Drama activities ➤ Monthly Bilingual Days ➤ Continue to develop students’ debating skills by organizing inter-class debates and encouraging students to take part in inter-school debates. ➤ Classes take turns to deliver speeches in English or Putonghua at assemblies on Wednesday mornings. 	<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. ✧ A list of sentences containing target words was prepared each week for the Pronunciation Challenge programme. Many students were active participants. ✧ The Youth Leadership Programme started in March 2008 and a total of 9 meetings were conducted. The most enthusiastic participants were from S3. They demonstrated remarkable improvement in communication skills, performance in public speaking and organizing ability. ✧ Students staged a play for the Drama Fest organized by The Association of English Medium Secondary Schools, based on a script they wrote and won an Outstanding Creativity Award. ✧ Themes were set for Bilingual Days to provide topics for students to talk about in English or Putonghua. ✧ The debating team was the first runner-up in the 23rd Sing Tao Inter-school Debating Competition. Queenie Ng and Marco Ng (both from 6A) won the Best Debater Award and the Best Interrogative Speaker Award in the preliminary competitions. ✧ 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.
<p><i>Develop teachers’ language proficiency</i></p> <ul style="list-style-type: none"> ➤ Teachers give talks in assemblies to improve their public speaking skills. ➤ Encourage teachers of Putonghua to deliver speeches in Putonghua. 	<ul style="list-style-type: none"> ✧ Altogether 22 teachers gave their speeches in either Cantonese or Putonghua on Tuesday mornings and 27 teachers delivered speeches in English on Thursday mornings. ✧ 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"> ✧ Focus on variety of text types and their features.
<p><i>Apply for ‘Additional Support for EMI Schools’ (\$500,000)</i></p> <ul style="list-style-type: none"> ➤ Submit application. 	<p>A fund of HK\$494,000 was approved for carrying out the following in the year 2008-2009:</p> <ul style="list-style-type: none"> ✧ To hire a professional drama company to run a drama module for S1 to S3 students. Through observation, teachers can develop skills and ways to teach the NSS Elective: Learning English through Drama. ✧ To provide resources for effective learning and teaching. ✧ To hire a supply teacher to allow advance planning for the NSS curriculum.

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 provide peer support for students who suffer from stress resulting from study difficulties	(i) Tutorial Classes were led by Young Tutors for 108 & 115 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) Enhancement Classes were held to prepare students for the Mid-term Tests. (iii) Tutors from S.6 were well-prepared and they gave much encouragement to students they helped. (iv) Feedback from students was positive and 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) Joint effort of Guidance Team and Discipline Team made to address students’ emotional and behavioral problems. (iii) Talk on “Bullying” was held for S.1-3 students. (iv) A workshop on ‘Drug Abuse and a talk on “Personality Formation” were held for S.1-4 students, who found the information very useful. (v) A talk on “Sexual Harassment” was held for S.1 students. (vi) 38 students from S.2-3 were enrolled in the “Top Teen Programme” to learn social and study skills with the aim of restoring their low self esteem and weak academic performance. Most participants appreciated the learning experience provided by the school.

C. Personal Growth of Students

Strategies / Tasks	Achievements & Reflection
1. To organize and implement a series of activities and programmes for students	(a) (i) On completion of training, students put reflections on “Personal Development” in their Student Learning Portfolio. Students’ feedback was positive. (ii) More teacher helpers are needed to help and activities on “Discipline” should be included.
(a) Adventure Training for S.1 co-organised with Epworth Village Methodist Community Centre	(b) (i) A talk, an interactive drama and a case study workshop were conducted by the ICAC for S.4 & S.6 on Civic Education. Students learned positive messages and ideas on probity, integrity and ethics, which helped to arouse the sense of uprightness and anti-corruption in them. (ii) A talk on Moral Education was given by “Amity Mutual Support Society”. Speakers shared their experience of psychiatric treatment with students. Students reflected that they learned to respect others and reflected on their attitude to life. They were more optimistic about life and difficulties.
(b) Talks on school theme, focusing on “Self Discipline and Self-strengthening” “律己自強”	(iii) Local singers from the “Yes! School Tour Programme” encouraged students to make use of their leisure time and to develop their potential. Student response was eager and enthusiastic. (iv) A talk on Sex Education for S.4-7 was co-organised with the “Anti-sexual Violence Resource Centre” on the issue “Relationship and Love between Boys and Girls”. The aim was to train students to build normal and positive relationships with members of the opposite sex. Students responded positively and they found the programme informative.
(c) Videos / discussions in senior class periods to promote a positive attitude towards life	(c) (i) S.4 to S.7 classes presented their ideas on the school theme “Self Discipline & Self-strengthening” via drama and class-produced videos in senior level class periods. (ii) Presentations found to be effective for peer teaching, team building, collaboration, promotion of creativity and self-reflection.
(d) Forum on Current Issues	(d) (i) Awareness of current issues, health and hygiene, values, morality and positive attitudes were promoted through students’ preparation for discussion and sharing of ideas at the lunch-time forums. (ii) The sessions were well-prepared and well-received by students and teachers.
(e) Videos to promote National Education	(e) The Monday broadcast of the documentary “China in One Hundred Years” [百年中國] was well received as students learned more about China and its development.
(f) National Flag Raising Ceremony and Under-the-Flag Talks to promote National Education	(f) (i) 7 students from the Flag Raising Team attended training courses at the National Education Centre. (ii) A total of 8 Flag Raising Ceremonies were held. Students were attentive and well-behaved. (iii) Parents, guests and alumni were invited to attend the ceremonies. Their responses were good. (iv) Guest speakers, including a professor from Baptist University, a District Councillor, and members of the PTA, Alumni Association and SMC, were invited to deliver “Under-the-Flag Talks” to promote national identity.
(g) Cultural Exchange Programmes in China	(g) (i) 10 students attended EDB seminars on Exchange Programmes in China. (ii) 1 S.1 student attended a study tour in Beijing during Christmas while 3 S.6 students went on another study tour in Nanjing during summer. Both tours were organized by the EDB. (iii) 1 S.4 student attended an Exchange Programme in Beijing organised by the Hong Kong Association of Youth Development.
(h) HK-Singapore Student Exchange Programme	(h) A group of 6 S.2 students participated in a 2-week HK-Singapore Student Exchange Programme in July. The return visit of Singaporean students will take place in Nov. 2008
(i) Community Service Training	(i) (i) 17 S.2-4 students from the school and 15 P.4-6 students from Shau Kei Wan Govt. Primary School jointly organized the “Community Leaders of Tomorrow Service Programme”. (ii) They attended training sessions before serving a target group of elderly people. (iii) Students gave positive feedback and they achieved good results. The team received the

	“Donation Nomination Right Award” and a company was nominated by the 2 schools to donate \$10,000 to World Vision to help the victims of the Sichuan earthquake.
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) (i) 32 S.6 students attended a visit to Cathay Pacific arranged by the School Business Partnership Programme. (ii) They found the visit very useful and an eye-opening experience. (b) (i) 19 S.5-7 students participated in the Success Skills Workshop co-organised by “The Junior Achievement Hong Kong” and the school. (ii) Students found the workshop very useful. They learned teamwork, skills in effective communication and in writing resumes. They also had mock job interviews with instant feedback from business volunteers.

D. Parent Education

Strategies / Tasks	Achievements & Reflection
(a) 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.
(b) 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) A 2-session workshop on Eneagram was held with 14 parent participants. (ii) Participants found the advice and help given by the speaker, a family counselor, very helpful. (iii) A talk on “Parent-child Communication” was given. Parents’ feedback was positive. (iv) Students were interviewed and videotaped. Parents were invited to role-play and share their views with one another. The talk helped parents to understand their children better. (v) Parents learned their different parenting styles and learned ways to communicate with their children more effectively. (vi) A talk on “How parents can help their children in the study of Liberal Studies” was held. Parents learned to access resources such as online 明報通識網 and they gained greater confidence in helping their children study the subject.
(c) To set up the PTA Corner in the School Library and encourage parents to read with their children	(i) Booklists relating to parenting, adolescents, counselling, family relationships and personal growth were compiled while the books were placed in the PTA Corner of the School Library. (ii) Publicity of books and their contents was made via PTA newsletters. (iii) Books were ready for borrowing from the School Library and sharing after reading was conducted by parents.
(d) 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 with a more conveniently located PTA link and the content updated.
(e) To encourage parents to attend parents’ workshops	(i) Parents were informed of news on workshops through letters to parents and phone calls from parent volunteers of the S.1 and S.2 Parents Communication Network. (ii) Committee members were notified of workshops organized by outside bodies by e-mail.

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	(i) Conflicts between teachers and students were resolved by enhancing communication through case interviews and the mediation of Discipline and Counselling Teachers who offered advice and counsel to teachers. (ii) Discipline and Counselling Teachers also met with students to help resolve their misunderstandings and conflicts with teachers. (iii) Arrangements were made to encourage students to apologise to the teachers concerned.
2. Class teachers to ask students to hand in a monthly journal in which they express their feelings so that the class teachers can help them	(i) Class Teachers read students’ Monthly Journals and detected students’ problems. (ii) 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	(i) All Class Teachers were provided with guidelines to arrange meetings with their students in small groups. (ii) S.5 Class Teachers also met their students throughout the year to help them solve problems arising from their studies, work pressure and emotional problems. (iii) S.1 Class Teachers encouraged their students to seek help in small groups throughout the year. Students approached their Class Teachers for guidance and support in the study of Liberal Studies, a new subject, and for advice to adapt to the English learning environment.
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	(i) 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. (ii) Teachers were encouraged to address students’ problems by adjusting their teaching methods to help students learn more effectively. (iii) Teachers gained feedback for improvement also through students’ “Teacher Evaluation” and their subsequent “Teaching Enhancement Plans”.
5. To continue to provide a weekly 15-minute Class Teacher Period for all classes	(i) Class Teachers found the additional 15-minute Class Teacher Period very useful for handling class matters and providing students with timely advice on their studies and problems. (ii) The arrangement also encouraged more communication between Class Teachers and their students.

F. Teacher-Parent Relationship and Communication

Strategies / Tasks	Achievements & Reflection
1. To conduct a survey and set up a Parents Network to improve	(i) The use of the Parents Communication Network was minimal as most teachers could collect Parents’ Reply slips without difficulty.

communication between (a) parents & the school; (b) parents & parents and (c) parents & children	(ii) More than 80 parent volunteers helped in various major school functions, promoting a close relationship between parents and the school. (iii) Regular meetings of the PTA Executive Committee and parents' attendance of school functions, Parents' Days, parents' meetings and tea gatherings facilitated teacher-parent communication. (iv) Parents attended meetings with teachers to decide on the suppliers of exercise books and uniforms. They visited lunch caterers and selected the most suitable lunch-box provider. They made announcements to students to promote the re-cycling of school blazers, sweaters and PE uniforms.
2. To organize tea gatherings for parents to meet the teachers after school	(i) 4 tea gatherings with parents were held for all levels. (ii) Parent volunteers provided a lot of delicious snacks and a positive atmosphere. (iii) Parents were enthusiastic and feedback from both parents and teachers was 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. (ii) Most of the parents attended the first. (iii) There was considerable communication between parents and teachers. (iv) The Principal met the parents of the bottom 10 students of each S.1-3 levels to discuss strategies to achieve better performance. (v) Regular monitoring was carried out throughout the second term. Marked improvement was made by some students. Parents and students appreciated the extra assistance and attention from the school.
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 with the updating of the PTA Homepage. Access to the PTA webpage is now very easy. (ii) New items such as sharing of ideas after reading the books and the provision of an up-dated booklist for the Parents Corner can be uploaded to the Homepage.

G. Professional Needs of Teachers

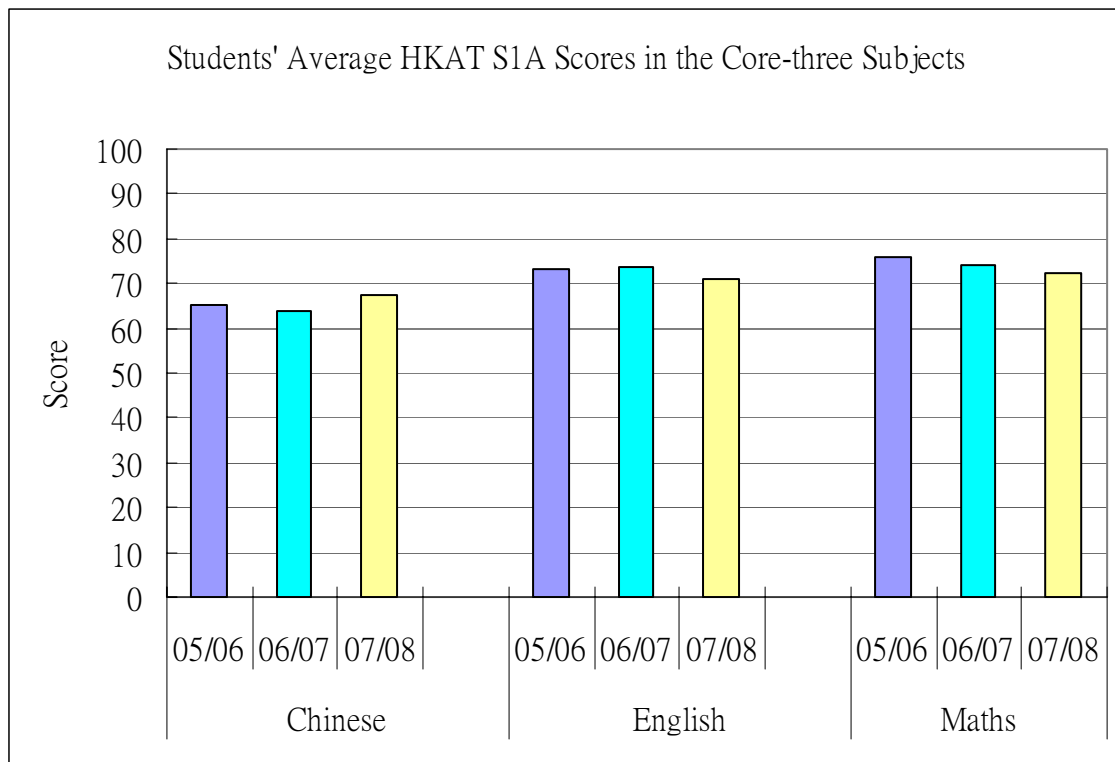
Strategies / Tasks	Achievements & Reflection
1. To conduct a survey to find out the needs of teachers and set up the Continuous Professional Development (CPD) Committee to help teachers fulfill their training needs	(i) The training needs of teachers were identified through a survey and staff development activities were planned accordingly. (ii) Supply teachers were recruited for 3 teachers during their 8-week study leave. (iii) Teacher Mentors were provided for new teachers, teachers new to the school and student teachers on teaching practice.
2. To support and encourage teachers to get training on NSS curriculum in preparation for the new education system	(i) Supply Teachers were engaged to relieve teachers for training courses and seminars. (ii) Supply Teachers were engaged to help teachers who attended NSS related workshops in Chinese Language and Liberal Studies. (iii) Many other teachers chose to take up NSS related workshops on Saturdays or non-school days.
3. To give teachers in-house training / sharing in basic counseling skills and encourage Guidance Teachers / any other teachers to take counseling courses	(i) 3 Staff Development Days were held. A professional talk / workshop on "School Crisis Management" had been held on the First Staff Development Day. (ii) Most teachers found the workshop useful and became more confident and mentally prepared to handle any crisis that might arise in the school. (iii) Teachers who attended outside training were invited to share findings and new ideas with the rest of the teachers.
4. To encourage teachers to make better use of online teaching resources	(i) The IT Coordinator, Mr. Eric Chan, regularly provided teachers with the latest developments in materials to be adopted for use in various subjects and the use of new features in the HKEdCity network and other websites, such as Teacher TV, Google Earth, YouTube, etc. (ii) Teachers found these materials very useful to enhance their teaching.

H. Emotional and Physical Needs of Teachers

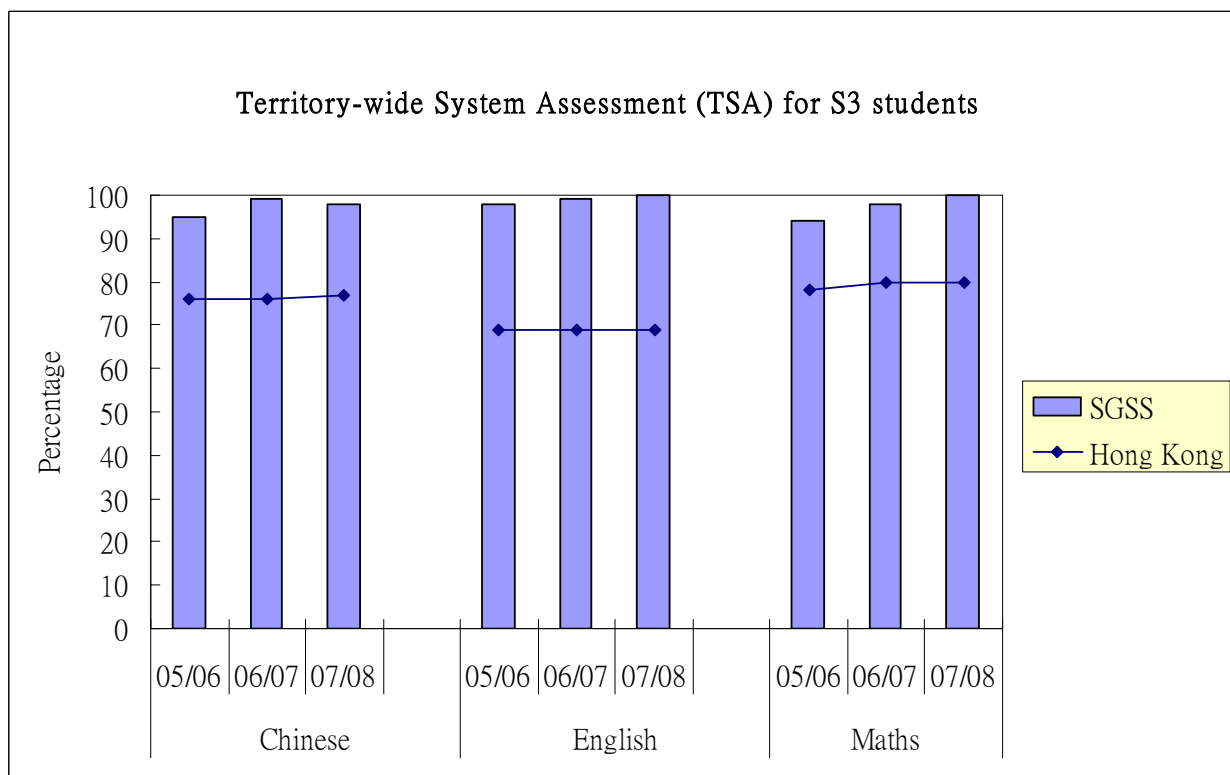
Strategies / Tasks	Achievements & Reflection
1. To keep communication channels open and regularly review the workload of individual teachers. Hire extra help if needed	(i) All ranks of teachers had representatives in the School Improvement Team. Teachers were also represented on the School Management Committee. Teachers felt that their voices were heard. (ii) The Staff Coordinators served as a bridge between staff and management by voicing staff views on issues such as workload and working conditions at meetings with the management. (iii) Teachers got together during the ninth period every Wednesday to prepare lessons and share ideas and experiences. They received emotional support from each other, especially during periods when the workload is heavier than usual. (iii) Two 0.5 Supply Teachers were recruited to relieve the PE and VA Department Heads to make room for the preparation of NSS curriculum in the two elective subjects. (iv) The Principal and Assistant Principals met with teachers who needed emotional support throughout the school year.
2. To provide teachers with a comfortable Common Room where they can take their lunch and relax. To furnish the Staff Common Room with newspapers and magazines, potted plants and AV equipment	(i) Teachers made good use of the Staff Common Room, which provided a comfortable environment for teachers to relax during lunchtime and free periods. The potted plants made the room cosy. (ii) Teachers found the room useful when they needed a convenient place for lesson preparation, marking, small group meetings or meeting textbook suppliers. (iii) Teachers used the AV equipment and facilities installed in the room so that they could 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 To improve air quality in Staff Room B by relocating photocopier near exhaust fan	(i) No teacher signed up for the yoga class. They might be too busy or felt that the school should provide free courses. (ii) It was found that teachers preferred to do exercise and physical training outside school hours so it was not easy to organize further classes for teachers. (iii) 3 demonstration sessions on the use of the fitness/exercising machines in the SAC were held by the Head of PE Department. (iv) The air quality in Staff Room B improved and the room became more spacious and tidy.

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 2008



6.3 HKCEE

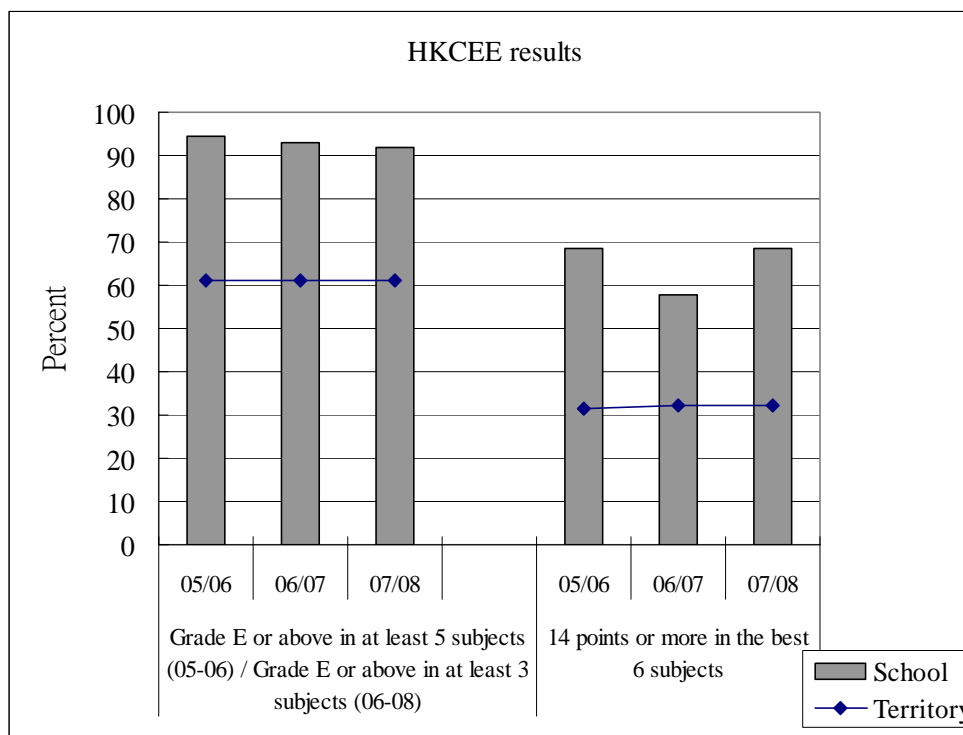
Hong Kong Certificate of Education Examination 2008 - Analysis of Results

Number of candidates sat : 174

Number of candidates with 3 'E' or above : 160

Number of subjects entered : 17

Number of candidates with 14 points or above in best six subjects : 119



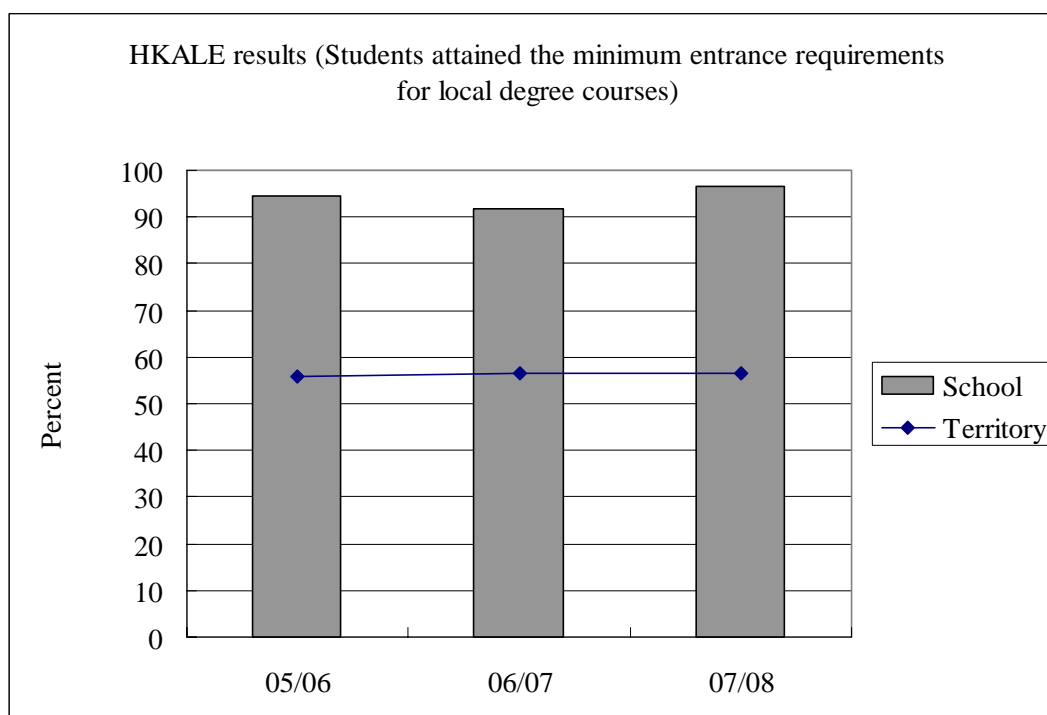
Subjects	No. sat	No. of Distinctions	No. of Credits	Pass Percentage
English Language (Syl. B)	179	8	96	98
Chinese Language	179	11	68	95
Mathematics	178	19	86	97
Putonghua	4	1	0	100
Chinese Literature	18	1	4	83
Chinese History	75	5	14	83
Geography	99	5	32	84
History	71	8	29	94
Economics	132	14	55	86
Biology	100	7	48	95
Chemistry	99	7	58	96
Physics	101	4	52	92
Additional Mathematics	76	2	37	93
Computer & IT	38	3	16	92
Principles of Accounts	40	3	16	88
Visual Arts	15	11	3	100
Music	4	1	2	100
Total :		110	616	

6.4 HKALE

Hong Kong Advanced Level Examination 2008 - Analysis of Results

No. of candidates sat : 59

No. of subjects listed : 14



Subjects	No. sat	No. of Distinctions	No. of Credits	Pass Percentage
Use of English (AS)	59	0	18	100
Chi. Lang & Cult. (AS)	59	1	20	100
Chinese Literature	8	1	4	100
Economics	24	3	15	96
Geography	23	3	14	100
History (Syl. A) (AS)	7	1	3	100
History	1	0	1	100
Principles of Acct.	15	2	8	100
Biology	13	1	5	100
Chemistry	26	3	7	85
Physics	28	2	9	96
Math. & Stat. (AS)	11	1	4	91
Pure Mathematics	15	3	3	87
Applied Math	1	1	0	100
Total:		22	111	

6.5 Inter-school Activities and Awards Won in 2007-2008

	Competitions	Awards
Music & Speech	59th Hong Kong Schools Speech Festival (English Language)	Solo Verse 2 nd runner-up (4),
		33 Certificates of Merit and 20 Certificates of Proficiency
		Choral Speaking Champion
	59th Hong Kong Schools Speech Festival (Chinese Language and Putongha)	Solo Verse Champion (5) 1 st runner-up (3), 2 nd runner-up (4)
		Choral Speaking Champion
		28 Certificates of Merit and 18 Certificates of Proficiency
	60 th Hong Kong Schools Music Festival	Zheng Solo (Senior) Champion
		Dizi Solo (Junior) 1 st Runner-up
		Erhu Solo (Intermediate) 1 st Runner-up
		Sheng Solo (Junior) 1 st Runner-up
Clarinet Solo (Intermediate) 2 nd Runner-up		
Dizi Solo (Junior) 2 nd Runner-up		
Oboe Solo (Junior) 2 nd Runner-up		
Piano Solo, Grade Eight 2 nd Runner-up		
Piano Duet (Intermediate) 2 nd Runner-up		
Trumpet Solo (Intermediate) 2 nd Runner-up		
	31 Certificates of Merit and 16 Certificates of Proficiency	
	2007 Hong Kong Youth Music Interflow Symphony Orchestra Contest	Bronze Prize
	2007 Hong Kong Youth Music Interflow Chinese Orchestra Contest	Merit
	2008 “New Tune Trophy” Chinese Instrumental Contest – Instrumental Ensemble	Third Prize
	The “SWAYDER” Hong Kong Youth & Children Piano Competition 2008 – Chopin Class	Third Prize
Visual Arts	Logo and Letterhead Design Competition for the Hong Kong Academy for Gifted Education	2 Merit Awards
	Logo Design of EMI Drama Festival	Champion
	Exhibition of Secondary School Students’ Creative Visual Arts Work 2007	3 Outstanding Awards
	The Second Moral Education Comic Drawing Competition	Second Prize

	Competitions	Awards
Chinese Language	Inter-school Debate Competition 2007	Champion
	The Youth Writing Competition	1 st runner-up
	The Travelling & Learning around Historic Buildings: Inquiry-based Learning on HK Historic Architecture	1 st runner-up
English Language	Students' Top Ten News Election News Commentary Competition (English Section)	Champion
	23 rd Sing Tao Inter-school English Debating Competition	1 st runner-up Best Debater Award Best Interrogative Speaker Award
	English Drama Festival 2008	Outstanding Creativity Award
Mathematics	Hong Kong Mathematical High Achievers Selection Contest	1 Second Class Award 2 Third Class Award
	Hong Kong Mathematical Olympiad	Second Class Certificate in Individual Event
	Statistical Project Competition for Secondary School Students	Certificate of Appreciation
Sports	Hong Kong Schools Sports Federation Inter-school Competitions	
	● Athletics (Division III)	1 Gold, 1 Silver, 4 Bronze, 2 Iron
	● Swimming (Division III)	3 Gold, 4 Silver Boys A Overall – Champion
	● Table-tennis (Division II)	Boys B – 1st runner-up
	● Table-tennis (Division III)	Girls C – Champion Girls Overall – 3rd runner-up
	● Basketball (Division II)	Boys A – 2 nd runner-up Boys B – 2 nd runner-up Boys Overall – 3 rd runner-up
	● Volleyball (Division I)	Boys Overall – 6 th
	● Swimming Open Competitions	5 Gold, 3 Silver
	Invitation Relay	2 Silver, 2 Bronze
Uniform Teams	2007-2008 ShauKeiWan District First Aid Competition	First-runner up
	City Orienteering 2007-2008	Second-runner up
	2007-2008 Hong Kong Island Division Nursing Competition	Champion
Video Production	香港醫學會主辦的推廣公筷公羹短片創作比賽	優異獎
	香港醫學會主辦的推廣公筷公羹口號創作比賽	優異獎
Design and Technology	The Marine Advanced Technology Education Centre	Champion
	2008 MATE International ROV Competition (HK Region)	
Home Economics	Swire Coca-cola HK Limited Healthy Cooking Competition	1 st runner-up

6.6 Student Participation in Extra-curricular Activities

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

Apart from a wide variety of activities organised by the academic and interest clubs, we encourage students to participate in inter-school activities and competitions to enhance 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 won the championship in Boys A Overall. In Basketball (Division II) Boys Overall and Table-tennis (Division III) Girls Overall, we were the 3rd runner-up.

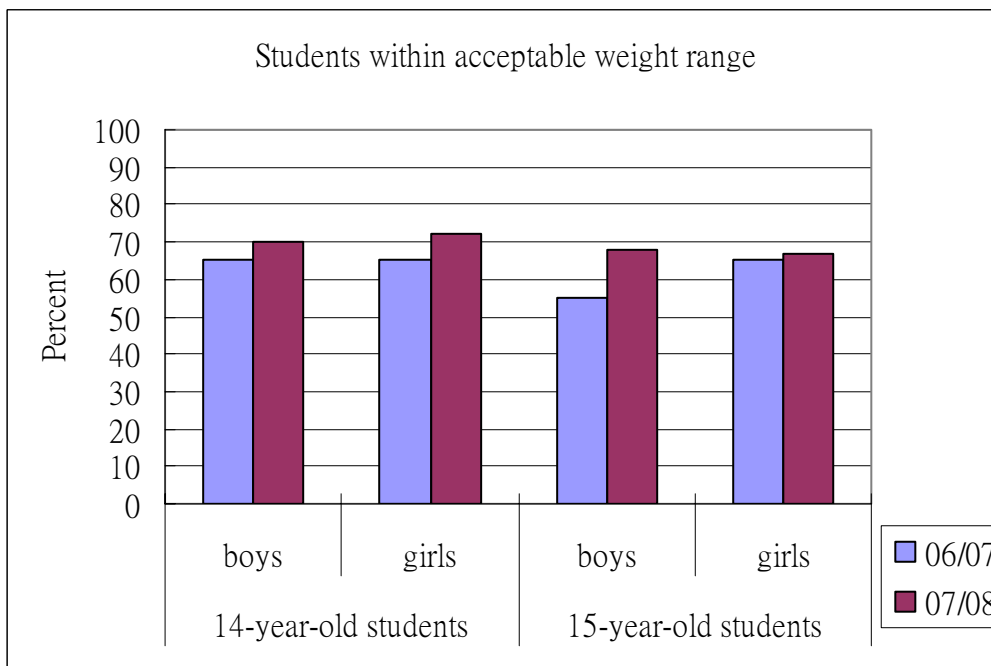
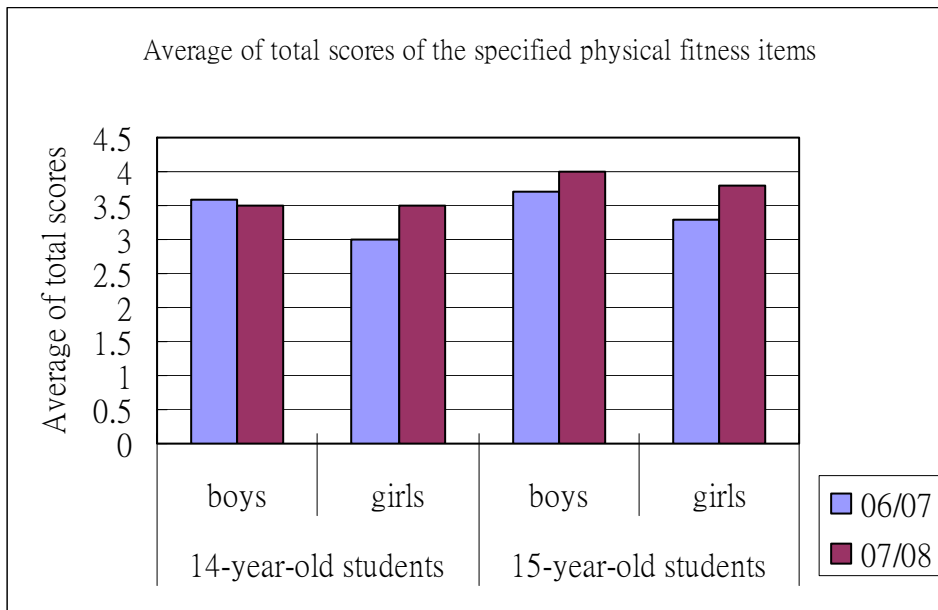
Our students also continued to take an active part in the 59th Hong Kong Schools Speech Festival and the 60th Hong Kong Music Festival. In the English Language section, Class 2A won the championship in Choral Speaking. In the Chinese Language and Putonghua section, 3D Tam Wing Lam and 5B Chan Chui Fung won the championship in Solo Verse Speaking; 2C Chuang Hiu Nam and 3D Tam Wing Lam won the championship in the Solo Prose Speaking; S4 students won the championship in Choral Speaking; 2A Chau Yuen Yee was the champion in the Putonghua group and 3B Chan Tin Chi won the championship in Zheng Solo (Senior).

In team competitions, our school won the championship in the 2008 MATE International ROV Competition (HK Region) organised by the Marine Advanced Technology Education Centre; the Inter-school Debate Competition 2007 organized by Debate Come; Students' Top Ten News Election News Commentary Competition (English Section), held by Hok Yau Club and Nursing Competition (Hong Kong Island Division) organised by the Hong Kong Red Cross. We were the 1st runner-up in the 23rd Sing Tao Inter-school English Debating Competition organised by Sing Tao Daily and the HK Standard; the Youth Writing Competition organised by Aberdeen Kai-fong Welfare Association Social Service Centre; the 2nd Moral Education Comics Design Competition (Secondary School Group) held by Windsor Education Foundation; Healthy Cooking Competition held by Swire Coca-cola HK Limited; and the Travelling & Learning around Historic Buildings: Inquiry-based Learning on HK Historic Architecture, organised by Department of Architecture CUHK. Our school also received the Outstanding Creativity Award in the English Drama Festival 2008 organised by the Association of EMI Secondary Schools.

Gearing towards curriculum reform, we try to extend students' learning experiences beyond the school context by organising a number of indoor and outdoor programmes with new insights to develop students' different abilities. An Adventure Training Camp was organised for all S1 students. Leadership Training Programs were given to S6 students and club committee members. Our students are also active in the district. In June 2008, some S5 students helped in organising the Games Day in Victoria Park held by the Eastern District Council promoting the Beijing Olympic Games.

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

6.7 Students' Physical Development



8 Proposed use of Government Funds 2008-09

I. CEG for schools with 24 classes or more : \$724,821 (User Code: BE9835211GQGQ)

	Description	Expenditure	Balance
	Allocation for 4/08 - 8/08 = 454,670 9/08 - 3/09 = 270,142		724,812
	Backpay: April-July 08	19,488	705,324
	Backpay: April-Aug 08	96,565	608,759
1	Full-time Economics supply teacher (25,320+1,000)x12	315,840	292,919
2	Full-time Mathematics supply teacher (22,985+1,000)x12	287,820	5,099
3	Full-time English supply teacher (24,120+1000) x1	25,120	-20,021

II. TPPG for schools with 29 classes or more : \$480,000 (User Code: EE9496501GQSQ)

	Description	Expenditure	Balance
	Allocation for 4/08 - 8/ 08 = \$200,000 9/08 - 3/ 09 = \$280,000		480,000
	Unspent provision in 2007-08 = \$341,204		821,204
1	Full-time English supply teacher (25,320+1,000)x12	315,840	505,364
2	Full-time Mathematics supply teacher (1,213+61)x190 days	242,060	263,304
3	Full-time Chinese supply teacher (1,213+61)x190 days	242,060	21,244

III. TRG**(User Code: BE9472116GQGQ)**

	Description	Expenditure	Balance
	Allocation for 4/08 - 8/ 08 = \$59,479 9/08 - 3/ 09 = \$88,865		148,344
	Unspent provision in 2007-08 = \$211,002		359,346

IV. NSSCMG with 29 classes or more \$106,000**(User Code: EE9496601GQSG)**

	Description	Expenditure	Balance
	Allocation for 4/08 – 8/ 08 = \$44,167 9/08 - 3/ 09 = \$61,833		106,000
	Unspent provision in 2007-08 = \$53,774		159,774
1	LCD projector	48,870	110,904
2	Installation fee	14,130	96,774
3	Replacement of LCD Projector Lamp	2,150	94,624
4	Alarm system for LCD Projector	2,250	92,374
5	Telescope for Physics Department	20,800	71,574
6	Light table with voltage converter power source (10 sets) for Chemistry Department	2,970	68,604
7	Microscale kit (10 sets) for Chemistry Department	10,850	57,754
8	Polar Heart Rate Minor (6 sets) for PE Department	10,380	47,374

V.SSCSG (\$390,000)**(User Code: BE9909214GQGQ)**

	Description	Expenditure	Balance
	Allocation for 9/08 - 3/09 = \$245,665		
	Fund for schools with 29 classes or more: \$390,000		390,000
1	Full-time Humanities supply teacher cum TA (25,320+1000) x12	315,840	74,160

VI. EES Grant (\$494,000)**(User Code: IE9L10050GQGQ1)**

	Description	Expenditure	Balance
	Allocation for 2008/09 – 2010/11= \$494,400		494,000
1	Full-time English supply teacher Pt. 18 (24,120+1000) x11	276,320	217,680
2	Hiring Professional services to provide drama lessons for S1-S3 students	190,000	27,680
3	Purchasing books and multi-media resources for English learning in the resource centre 2008/09	10,000	17,680
4	Purchasing books and multi-media resources for English learning in the resource centre 2009/10	10,000	7,680
5	Purchasing books and multi-media resources for English learning in the resource centre 2010/11	7,680	0

VII. OEP**(User Code: BE9835138GQGQ)**

	Description	Expenditure	Balance
	Unspent provision in 2007-08 = \$341,204		785,500
1	0.5 PE (\$16,028+802)x10	168,300	617,200
2	Computer Technician (\$10,145+508)x12	127,836	489,364

VIII. School-based After-school Learning & Support Programmes (SALSP)

(User Code: BE9909408GQGQ)

	Description	Expenditure	Balance
	Allocation for 9/08 – 3/09 = \$18,900		18,900
1	Subsidize needy students in attending: - CECES support classes - Group / individual tuition - Special Programmes	18,900	0

IX. CITG for schools with 25-30 classes \$338,352

(User Code: BE9835141GQGQ)

	Description	Expenditure	Balance
	Allocation for 4/08 - 3/09 = \$338,352		338,352
1	Employment of TSS	131,460	206,892
2	Internet Access Services	54,000	152,892
3	Antivirus & Security Services	20,000	132,892
4	IT Learning & Teaching Resources	20,000	112,892
5	E-Platforms maintenance	15,000	97,892
6	Hardware Maintenance & Consumables	95,000	2,892