



**Buddhist Sin Tak College**

佛教善德英文中學

**Annual School Report**

學校報告

2009 – 2010



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# Contents

Our School 我們的學校

Achievements and Reflection on Major Concerns  
關注事項的成就與反思

Our Learning and Teaching 我們的學與教

Support for Student Development  
我們對學生成長的支援

Student Performance 學生表現

Financial Summary 財務報告

Feedback on Future Planning 回饋與跟進

Appendix 附件

Capacity Enhancement Grant Report

School-based After-school learning and Support Programme  
Report

# Our School

## School Mission

Instil Buddhist values and create a caring and supportive community for learning.

To provide students with extensive development opportunities that help them excel and make them citizens of integrity and capable leaders of tomorrow.

## 辦學理念：

以佛化教育營造關愛及相互支持的學習團體。為學生提供足夠學習經驗，讓他們全面發展，追求卓越，成為具誠信、能力的未來領袖，並能承擔不同責任，回饋社會

## School Background

- Our school was founded in 1973 with the generous donation of Dr. Ho Sin-Hang and Madam Ho Sin-Hang.
- It is a government-subsidised secondary school sponsored by the Hong Kong Buddhist Association.
- We commit ourselves to instilling Buddhist values in youngsters.
- It is a subsidised secondary school in Hong Kong using English as the medium of instruction (EMI).

## S.1 Admission

Our students mainly come from Kwai Chung and Tsing Yi, and some are from Tsuen Wan, Sham Shui Po and Islands districts. The S.1 students in the year 2009-2010 come from 48 primary schools, of which 77% are from Kwai Chung and Tsing Yi districts, 10% from Tsuen Wan district, 9% from Islands district, 2% from Sham Shui Po district and 2% from other districts.

## Class Organisation

### Class Structure and Enrolment (09. 2009)

Level 班級	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys 男生數目	94	91	100	84	105	30	26	530
No. of Girls 女生數目	96	102	97	114	108	31	34	582
Total Enrolment 總學生人數	190	193	197	198	213	61	60	1112

## Qualifications of Teachers

There were 61 teachers in our school, including the principal. Their qualifications were shown below:

34.4% of them hold a Master's degree

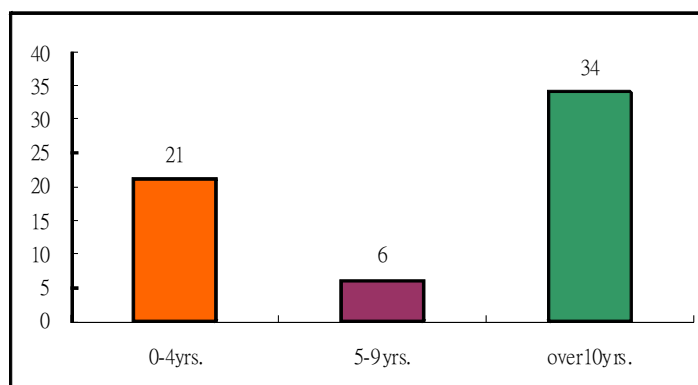
60.7% of them possess a Bachelor's degree

4.9% hold a Teacher Certificate

All teachers under the establishment had received professional training in teaching. All the 12 English teachers had already attained the English Proficiency Requirement for English teachers and our 2 Putonghua teachers had also passed the Putonghua Proficiency Test for Putonghua teachers.

## Experience of Teachers

Teaching experience of teachers



## **School Management and organisation**

Permanent Honorary Supervisor : Rev. Sik Kok Kwong

Supervisor : Rev. Sik Ku Tay

Members of the Incorporated School Management Committee :

Rev. Sik Ku Tay   Ms Ho Hing Lan   Mr. Lai Sze Nuen   Mr. Au Kit Ming   Rev. Sik Miu Kwong

Rev. Sik To Ping   Ms Wan Kor Wo   Ms Ho Mai Jong   Mr. Ho Moon Tim ( Principal )

Ms Lai Wai Chu (parent representative)   Mr. Luk Chi Kong (teacher representative)

Three School Management Committee meetings and six staff meetings were held.

One vice-principal took care of the studies and community relationship. Another vice-principal coordinated discipline, guidance and extra-curricular activities to enhance the all round development of students.

# Achievements and Reflection on Major Concerns

## **Major concern 1 :** *To enhance learning effectiveness through developing students' thinking skills*

### **Achievements :**

- ♦ The 21 core thinking skills (generally agreed by most educators as evidenced from documents) were introduced and explained. This helped to provide a common language for communication among teachers and assessment of the thinking skills of students.
- ♦ To familiarise teachers with the 21 core thinking skills and various thinking tools, 2 workshops were conducted in September, 2009. In February, 2010 another workshop was conducted by officers from the Education Bureau who shared their valuable experience on teaching of thinking skills and providing opportunities for students to develop thinking skills.
- ♦ Subject panels implemented their Teaching of Thinking Skills Plan and shared experience with other subjects in a workshop in March, 2010.
- ♦ Subject panels evaluated their Teaching of Thinking Skills Plan in the final panel meeting.
- ♦ Besides, articles on developing thinking skills were distributed for students to read during morning reading sessions (twice per term).

### **Reflection**

- ♦ Some teachers expressed difficulties in relating the 21 core thinking skills to student learning. Hence, subject panels had difficulty in planning the teaching of specific thinking skills during the planning of the learning tasks. Instead, usually they had to identify the thinking skills after the learning tasks had been decided.
- ♦ Only sharing within subject panel would be conducted next year.
- ♦ Reading materials on developing thinking skills will also be supplied for students to read during morning reading sessions as in the previous year. However, the articles would be more related to daily life of students. Besides, the articles and questions (with suggested answers) for discussion would be distributed to teachers well before the reading sessions.
- ♦ The major direction next year would be providing chance for students to develop their thinking skills.

## Major concern 2 : To provide support for academically less able students

Measures taken	Achievements and reflection
<b>1</b>	<b>Support programme for junior form students</b>
<p><b>A. After school Homework Guidance for S.1 to S.3 students and Failure to Hand-in Homework Offset Scheme</b> (Students can apply to have one “Failure to hand in homework record” cancelled if they go to the After school Homework Guidance Class 3 times.</p>	<ul style="list-style-type: none"> <li>♦ Nine S.1 students and four S.2 students applied to waive their “Failure to hand in homework record” with a total of 25 applications.</li> <li>♦ To encourage more students who habitually fail to hand in homework to make use of the Offset scheme next year, <b>monthly class report</b> on students failing to hand in homework would be provided by the Discipline Board for Class- teachers’ reference. Class teachers may then remind students to make use of the Offset Scheme</li> </ul> <p>Besides, a statement (in Chinese) would be printed on the ‘Notification of Failure to Hand in Homework to parents’ to alert parents of the Offset Scheme.</p>
<p><b>B. Saturday Tutorial Class for S.1 to S.3</b></p> <ul style="list-style-type: none"> <li>♦ Two classes of 8 two-hour sessions per term for S.1 and one class each for S.2 and S.3,</li> <li>♦ Two recruitments (one each term)</li> </ul>	<ul style="list-style-type: none"> <li>♦ The majority of students who attended the first term Saturday Tutorial Class showed improvement and were not recommended by teachers for the second term programme.</li> <li>♦ Out of the 39 participants in the second term S.1 Saturday Tutorial Class, 28 ranked higher in the whole form in the second term than in the first term. The average rise was 3.7 with the highest jump being 53 (from position 178 to 125).</li> <li>♦ The average rise in ranking for S.2 students taking part in the second term was 5.9 compared with the first term with the highest jump from 114 to 83.</li> <li>♦ Difficulties were encountered when recruiting S.3 students for the Saturday Class. Most of our target students were either unwilling to join or were receiving private tuition already. Besides, a few students were absent from class from time to time. However, most of those who joined showed improvement. 6 out of 15 participants ranked from 20 – 40 positions higher in the form than in the 1<sup>st</sup> term.</li> <li>♦ Overall speaking, the Saturday Tutorial Class successfully helped students to improve academically and boosted their confidence.</li> </ul>
<p><b>C. Small Group Guidance for S.2</b></p> <ul style="list-style-type: none"> <li>♦ two groups each of 6 students</li> <li>♦ 3 after school meetings of around 1 hour per week for each group</li> </ul>	<ul style="list-style-type: none"> <li>♦ This programmed targeted at students with poor self-management. It did succeed in keeping target students on task throughout the term and boosting their motivation to achieve. The majority of students showed .improvement with the biggest rise in ranking from 155 to 116.</li> <li>♦ Next year, 4 groups will be formed instead of 2, one for each class from S.2 A to S.2D to avoid the problem of helping students to revise different things at one time.</li> </ul>

	<p>D. <b>Exam Booster</b> ( for bottom 10% students in S.1 to S.3)</p>	<ul style="list-style-type: none"> <li>◆ The programme received good response from S.1 and S.2 students but not S.3 students some of which even refused to turn up.</li> <li>◆ It is suggested to organise the programme earlier (October in the first term) when students still have the hope to improve in the coming examination. Besides, in addition to teachers of the Board of Studies interviewing the students, students will be assigned S.6 students as their academic peer mentor (朋輩輔導員) who would share with them their own experience and act as a role model to them.</li> <li>◆</li> </ul>
2.	<b>Support programme for NSS</b>	
	<p><b>Peer Tutor Scheme</b> (for elective subjects only)</p> <ul style="list-style-type: none"> <li>◆ several alumni studying in universities are employed to provide tuition to mediocre students in S.4</li> <li>◆ implemented for Chemistry (3 alumni as tutor), Chinese Literature (1 alumnus as tutor) and BAFS (S.6 students as tutors)</li> <li>◆</li> </ul>	<ul style="list-style-type: none"> <li>◆ Successful for BAFS and Chemistry with students showing marked improvements. No significant improvement was shown by the Chinese Literature students probably due to lack of information flow between the tutor and teacher. The tutor, not knowing what to do, did only what he thought would be beneficial to the students.</li> <li>◆ The programme would be extended to include both S.4 and S.5 next year. Similar procedures would be employed in inviting S.4 and S.5 teachers to join, recruiting students and S.6 students and alumni to work as Peer Tutors. However, it should be emphasised that the subject teacher would be the one responsible for supervising the Peer Mentor on tutoring and the role of the Board of Studies is only logistic arrangement, e.g. booking of rooms, fixing the dates of tutorial, confirming tutorial dates with tutors and students, arranging payment for tutors, etc.</li> <li>◆ Formal recognition such as in the form of a certificate should be given to S.6 Peer Tutors.</li> </ul>
3.	<b>Support programme for all levels</b>	
	<p>A. To raise the awareness of catering for LD among teachers, each teacher was required to have a <b>Personal Plan on catering for learner differences</b>. The target may be one student or a group of students.</p>	<ul style="list-style-type: none"> <li>◆ All teachers worked on one or more target students in the year and provided them with extra help to improve academically. They had to fill in a form - <b>Personal Plan on catering for LD</b> – to record the progress of the target students.</li> <li>◆ The form would be simplified next year to reduce the workload of teachers in filling in information.</li> </ul>
	<p>B. <b>Commendation Tea Gathering</b> on the Parents' Day to give recognition to academic high achievers</p>	<ul style="list-style-type: none"> <li>◆ The gathering proved to be very successful and was well received by parents.</li> <li>◆ Suggestions for improvement next year included quality of photos, setting of the school hall for refreshment and issuing certificate for students.</li> </ul>



## **Major concern 3: To heighten student morality through developing in our students a sense of responsibility**

### **Achievements**

- ♦ There was multi-department cooperation to address this school major concern this year which included the Board of Discipline, Guidance Committee, ECA Committee, Religious Committee and MCE Committee. S.6 Leadership Training Workshop was organized at the beginning of the school year to develop a sense of responsibility.
- ♦ Board of Discipline organized visits to S.1 classes by the Police Liaison Officer to convey the message of good studentship.
- ♦ There were talks by MCE Committee, Religious Committee and Board of Discipline during morning assemblies which conveyed the value of being a responsible student and citizen.
- ♦ The number of students being punished because of failing to hand in their homework on time showed a slight improvement. There was a new measure that students could apply to have one “Failure to hand in homework record” cancelled if they go to the After school Homework Guidance Class 3 times. Nine S.1 students and four S.2 students were successful in waiving their “Failure to hand in homework record” with a total of 25 applications.
- ♦ MCE lessons had been re-scheduled on Monday after school for all forms except S.4. S.4 had regular MCE lessons biweekly and the content was more structured.
- ♦ The hall assemblies could bring our students’ attention to the current sex crimes and hopefully they would establish a healthy value towards sex. Some of our students did not agree with “no sex before marriage” and thought that they should have the freedom to choose their own life style when they were mature enough. Of course, the most important concern is a responsible attitude.
- ♦ The inter-class competition on “punctuality, attendance, cleanliness and energy conservation” had been extended to both S.1 and S.2. It did raise the awareness of a greater proportion of students towards their responsibility and the figures on punctuality had been improved as compared with the last year.
- ♦ MCE Committee organized slogan design competition on “sense of responsibility” at the beginning of the school year. Many students did not treat the competition seriously and only a few good slogans had been found.
- ♦ Hall assemblies included a play on anti-corruption run by ICAC. Students could actively participate in the activity and be taught subconsciously the role of a responsible citizen.

### **Reflection :**

Recently student-focused changes moved away from exam-centered study toward whole-person development but education reform had not eliminated the examination culture in Hong Kong. So there was a keen competition for the lesson time for various subjects as well as moral education. Our school has done our best to strike for a balance between the academic study and well-rounded development of our students.

# Our Learning and Teaching

## Religious education

- ◆ Regarding our religious mission, we help our students understand the meaning and relevance of Buddhist teachings, acquire wisdom and live a fulfilling life.
- ◆ Besides having formal lessons on Buddhism, students participate in many Buddhist activities : incense offering ceremony, sharing in morning assemblies, blessing through lighting lamps, Buddha Bathing Ceremony, etc.
- ◆ Our Buddhist Spiritual Centre allowed the Buddhist Youth Club to run different types of activities promoting Buddhism for fellow schoolmates.
- ◆ All of our 210 S.5 students sat for the Buddhist Studies Examination in HKCEE. The credit and passing rates were 56.7% and 100% (15 As, 37 Bs and 67 Cs) respectively.

## Exposure to and experiences of using English

- ◆ Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.
- ◆ We encourage students to speak English out of class. They can chat with the NET and other teachers.
- ◆ The rigorous use of English in drama activities contributed much to the enhancement of students' oral ability and creativity, collaboration and other generic skills. As in the past years, students won many awards in the Hong Kong School Drama Festival.
- ◆ Twelve S.1 to S.3 students spent 19 days in Seattle, US from 5 July, 2010 to 24 July, 2010 for a summer English Immersion Tour organized by the Australia Education Association. Besides, one S.5 student participated in a one-year AFS exchange programme in Brazil. They all found that this once in a life time experience had important positive influence on their personal development.
- ◆ We host one exchange student from Austria this year. He took Use of English in S.6 Arts and studied Mathematics, History, Economics and Chemistry in S.4. Besides, he also participated actively in extra-curricular activities. Our overseas friend helped a lot to motivate our students to speak English in authentic situations.
- ◆ Student MCs learned to make announcements in English at morning assemblies and school functions.
- ◆ Students listened to and used English on many occasions such as morning assemblies, hall assemblies, Sports Days, Student Union elections, Graduation Days and other official activities.
- ◆ Students also benefited from out-of-school activities such as the Cultural Activity Day organized by the AFS Hong Kong and English drama appreciation.

## **Life Wide Learning**

### **Objectives for providing Life-Wide Learning experiences:**

- ♦ To provide personal experience, enrich their studies and broaden the students' horizon
- ♦ Through the participation of the activities, students benefit from enhancing their skills in data collection, analyzing and summarizing experiences, collaborating and appreciating
- ♦ Through the flexibility in tapping resources from the community and the nature, students are provided with authentic contexts to attain learning experiences outside the classroom
- ♦ To cater for the learning needs for the less able students, so that they may experience learning in the authentic situation, so as to consolidate their learning needs and respond to the major concern of our school : To cater for learners' diversity
- ♦ To cope with one of the objectives of the New Senior Secondary Curriculum: To enrich students' "Other Learning Experiences"

### **Implementation Details:**

- ♦ The Life Wide Learning experience must align with the curriculum objectives of the school, teachers from various subjects collaborated to provide extended learning tasks outside the classroom
- ♦ Physical Education and Civic Education : The PE Department organized the "Mini Olympic" to welcome the S1 students. Through participating in these sports activities, students experienced the values of the Olympic spirit, namely unity, friendship, progress, harmony, participation and dream. Besides, the Life Wild Learning Task Group and the PE Department organized visits to table tennis and volleyball competitions of the Hong Kong 2009 Asian Games in February 2009 and the World Volleyball Tournament in August 2010 to broaden the horizon of students in sports to beyond Hong Kong and let them experience the operation, rituals and atmosphere of world competitions.
- ♦ The Liberal Studies Department, Economics Department, Principles of Accounts Department and the Careers Team: Our school joined various activities organized by a voluntary organisation called the Junior Achievement Hong Kong. These activities include: "JA It is my business" programme, and " JA personal finance" programme. Through participating in these programmes, students enriched their knowledge in financial management and learned to be responsible in financial management.
- ♦ The Liberal Studies, Biology and Integrated Humanities Departments collaborated to join the "Marine Ecologist" programme. S6 Students went for a field trip to Hoi Ha Beach, so as to extend and consolidate their knowledge about the mangrove ecosystem they had learnt in lessons.
- ♦ Music, Liberal Studies and Chinese History : In October, 2009, students participated in the Music Appreciation Thematic Talk – Chinese War Music, organized by the Recreation and Culture Department.
- ♦ Dancing : In December, 2009, The Hong Kong Dance Company staged a performance in

our school hall on Chinese Dance. Students not had a chance to appreciate the art of Chinese dance but also learnt more about Chinese culture.

- ♦ The Liberal Studies and Moral & Civic Education Department joined to provide an exchange and cultural tour for the S6 students to Guang Zhou No. 1 High School. This exchange tour aimed to broaden students' horizon and let them experience the study life of students in Mainland China. Students also made use of the opportunity for cultural exchanges.

## **Reading**

- ♦ To nurture a reading culture, reading sessions of 15 minutes were arranged every Tuesday, Wednesday and Friday from 8:15 am to 8:30 am. Students were encouraged to read a wide variety of materials during the fifteen-minute reading sessions. Students also shared their reading thoughts in their book reviews and class presentations during the four reading sessions assigned for the purpose.
- ♦ Regular news work for subscribed newspapers and online English and Chinese schemes were other ways to sustain reading. Moreover, students were encouraged to participate in many reading competitions and won many awards.
- ♦ To go in line with the major concern of the year, four reading sessions were assigned to provide training on thinking skills during which students were required to read and reflect on articles related to thinking skills.
- ♦ The school library organized two talks by writers, two Chinese and one English book exhibitions.

## **Catering for Learner Difference**

To cater for the diversified academic needs of students, the following support measures were provided :

- ♦ S.1 English and Chinese teaching and learning were conducted in small groups, with five classes divided into seven and six groups respectively. Small group teaching in English and Mathematics was also provided in some S.4 classes.
- ♦ After school Mathematics tutorial classes helped S.1 to S.4 students in need to catch up.
- ♦ Saturday classes were organised for S.1, S.2 and S.3 students experiencing difficulties in using English to learn, so that they can be equipped with more efficient learning strategies to adapt to using English to learn effectively.
- ♦ Daily After-school Homework Guidance Sessions were arranged for S.1 to 3 students to do their homework under the guidance of a teacher. Students attended the sessions on a voluntary basis.

Students having a strong aptitude towards Mathematics received training in the Mathematics Olympiad Group and were also encouraged to participate in Mathematics competitions and

courses for elite students organised by universities and international schools. Students showing talents in science, humanities, mathematics and leadership qualities were also recommended to join the Hong Kong Academy for Gifted Education.

## **S.1 Learning Support**

- ♦ The Secondary School Life Adaptation Course was organised from 12 July, 2010 (Monday) to 24 July, 2010 (Saturday) for S.1 students. All S.1 new students joined the course and performed in the closing ceremony held on 24 July, 2010. The programme included areas such as breaking the barrier of learning in English medium, study skills development, familiarization of the new environment and school life, self-management, communication, etc. The programme was delivered in the form of workshops, talks, peer-guidance and games. A Closing Ceremony was launched at the end of the course to allow students to show with their parents what they had learnt in the form of performances. Both the course and Closing Ceremony were well received by students and parents alike.
- ♦ Secondary One had smaller language classes to give each student more individual attention and to cater to the needs of mixed ability students.
- ♦ Saturday Classes were organized to help students adapt to learning in English medium.
- ♦ After-school homework guidance sessions provided timely help to needy students in catching up with school work.
- ♦ The Peer Mentor Scheme also helped S.1 students adapt to school life.

# Student Performance 學生表現

2010 HKCEE Grade C or above percentage 中學會考各科平均優良率 : 48.5%

2010 HKALE Grade C or above percentage 高級程度會考各科平均優良率 : 36%

2010 HKCEE Best Score 中學會考最佳成績 - 9A

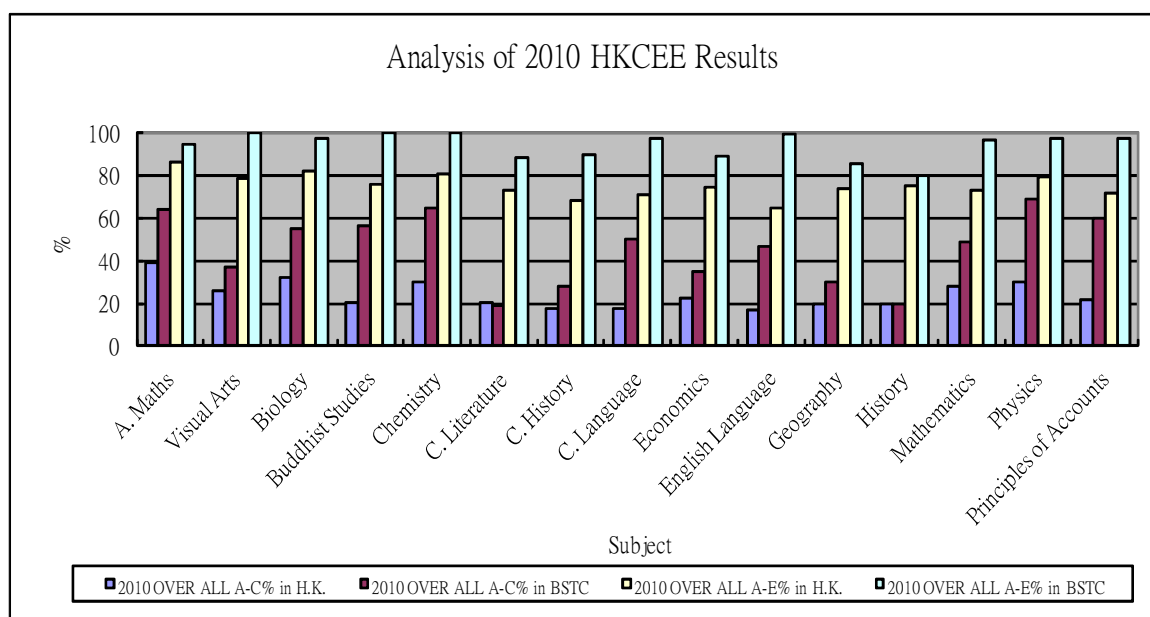
2010 HKALE Best Score 高級程度會考最佳成績 - 3A2B

70% of S.5 graduates enter S.6 in local schools

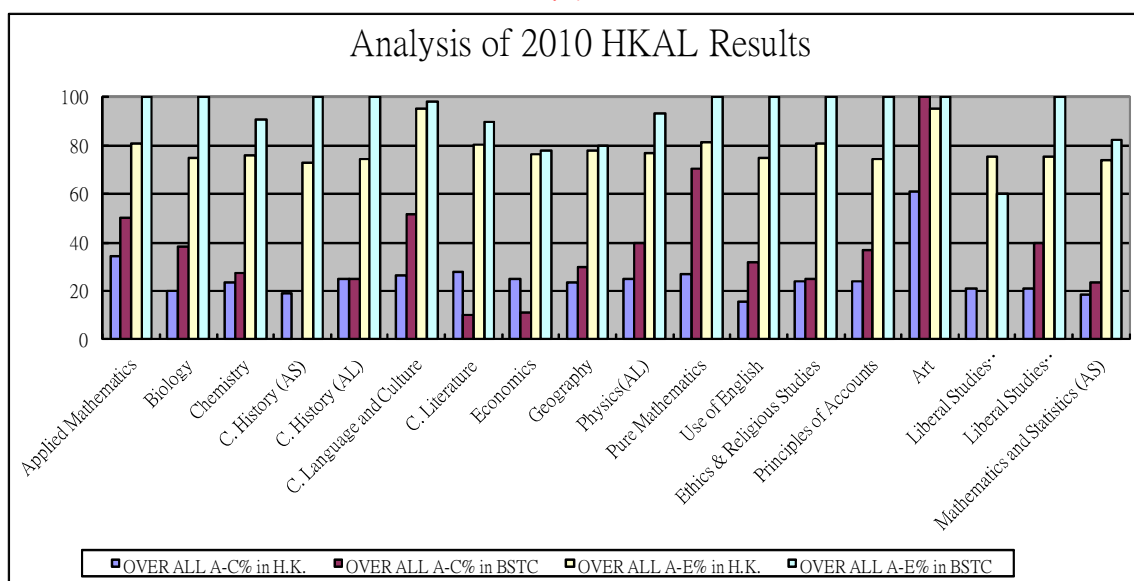
百分之七十的中五畢業同學升讀本地中六課程

83% of S.7 graduates enter university 百分之八十三中七畢業同學升讀本地大學

## HKCEE Results 中學會考成績



## HKALE Results 高級程度會考成績



## 2007 年全港性系統評估 (TSA)

科目 Subject	完成紙筆評估 的學生人數 Number of students completing written assessment (A)	已達基本水平 的學生人數 Number of students achieving Basic Competency (B)	學校已達基本水平 的學生 百分率 School percentage of students achieving Basic Competency (B/A x 100%)	全港已達基本水平 的學生百分率 Territory-wide percentage of students achieving Basic Competency
中國語文 Chinese Language	216	211	98	76
英國語文 English Language	215	215	100	69
數學 Mathematics	216	207	96	80

## 2008 年全港性系統評估 (TSA)

科目 Subject	完成紙筆評估 的學生人數 Number of students completing written assessment (A)	已達基本水平 的學生人數 Number of students achieving Basic Competency (B)	學校已達基本水平 的學生 百分率 School percentage of students achieving Basic Competency (B/A x 100%)	全港已達基本水平 的學生百分率 Territory-wide percentage of students achieving Basic Competency
中國語文 Chinese Language	209	203	97	77
英國語文 English Language	208	207	100	69
數學 Mathematics	208	204	98	80

## 2009 年全港性系統評估 (TSA)

科目 Subject	完成紙筆評估 的學生人數 Number of students completing written assessment (A)	已達基本水平 的學生人數 Number of students achieving Basic Competency (B)	學校已達基本水平 的學生 百分率 School percentage of students achieving Basic Competency (B/A x 100%)	全港已達基本水平 的學生百分率 Territory-wide percentage of students achieving Basic Competency
中國語文 Chinese Language	201	191	95	77
英國語文 English Language	199	198	100	69
數學 Mathematics	199	192	97	80

## Scholarships 獎學金

<i>Name of Awards</i>	<i>Number of Awardees</i>
<b>External 校外:</b>	
● Ven. Che Lam Scholarship 智林法師獎助學金佛學科獎學金	52
● Shum Heung Lam Foundation Scholarship 沈香林基金獎學金	23
● Shum Heung Lam Foundation Special Scholarship 沈香林基金特別獎學金	2
● Cheung Miu Yuen Scholarship 張妙願居士獎學金	6
● Tsuen Wan Rural Committee Scholarship 荃灣鄉事委員會獎學金	3
● The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung & Tsing Yi District Best Student Award 荃葵青中學校長會傑出學生獎	1
● Sir Edward Youde Memorial Prize 尤德爵士紀念基金獎	2
● Lion & Globe Educational Trust Best Improved Students Award 獅球最佳進步獎	17
● Hong Kong Buddhist Association Buddhist Studies Award 香港佛教聯合會佛學獎	2
● Hong Kong Buddhist Association Advanced Level Ethics & Religious Studies (Buddhism) Award 香港佛教聯合會高級程度會考宗教及倫理(佛學部份)獎學金	4
<b>Internal 校內 :</b>	
◆ Dr. Ho Sin Hang Foundation Academic Award 何善衡夫人獎學金	81
◆ Madam Ho Sin Hang Buddhist Studies Award 何善衡夫人佛學獎	5
◆ Conduct Award 操行獎	58
◆ Service Award 服務獎	58
◆ Madam Ho Sin Hang Special Academic Scholarship 何善衡夫人學業特優獎	2
◆ The Alcuin Li Wai Keung ECA Scholarship 利偉強課外活動獎學金	8
◆ The Silver Jubilee Memorial Scholarship 銀禧校慶紀念獎學金	2
◆ Mathematics Award 數學獎	15



# Support for Student Development

- ♦ The Board of Discipline and Guidance team will hold class meetings with class teachers and subject teachers before September and end of October every year to identify the students with problems, so that timely follow up will be offered to students in need. All class teachers have to make a welcome phone call to parents of every student before the end of October to understand more about the family background and daily routine habits of the student.
- ♦ The Religious Committee and Moral Education team often make use of the morning assembly to teach/inspire students good moral values.
- ♦ Board of Discipline organized visits to S.1 Classes by the Police Liaison Officer and promote a caring and safe learning community.
- ♦ There were regular MCE lessons in S.4 biweekly and through discussion of life events, students would gain more perspectives. Moral and Civic Education Committee also organized MCE talks in hall assembly, slogan competition on “responsibility”, beach cleaning activity and ICAC anti-corruption play to cultivate positive values in our students.
- ♦ The Guidance Team organized various activities such as Community Service activities, sending daily necessities to the lonely elderly, be peer mentors for junior form students who have difficulties in learning, join the peer mentor scheme, etc, so as to cultivate students’ helpful attitude.
- ♦ Guidance Mistress and School Social Worker have provided individual counseling to those students in need. Together with the educational psychologist, they had organized small group workshops and also provided necessary assistance to those students with special needs.
- ♦ Careers team has provided necessary information on their educational opportunities and careers guidance for S.5 and S.7 leavers. Careers team has provided aptitude test for S.3 students and also organized “Finding Colours of Life” activities in Class Teacher Period which allowed them to make use of their potentials in selecting suitable subjects. Careers team and Board of Studies have co-organized talk for S.3 parents and students on subject selection.
- ♦ Dual Class Teachers have been introduced in S.2 and S.4 to provide caring to our students’ needs in their development.
- ♦ Adventure Day Camps have been provided for S.3 students to raise their self-confidence, self-discipline and cooperativeness.

# Students' Participation in Extra-curricular Activities

- ♦ The 28 clubs/interest groups/uniform groups had a total membership of 2,920
- ♦ A total of 36 Chinese or Western musical instrument classes were offered to students and the total enrolment was over 280 for the year.
- ♦ A concert, the Summer Serenade, was held in the School Hal.
- ♦ Our school sports teams played in various matches during the year ranging from athletics, table tennis, badminton, volleyball, basketball, football, to swimming.
- ♦ Inter-house and inter-class competitions in basketball, table tennis, badminton, volleyball and other ball games were held during the year
- ♦ Over 800 athletes and student helpers participated in the Annual Sports Day making the event a great success.
- ♦ One Jazz Dance training course was offered in the year which was well received by participants.
- ♦ The Student's Union held various kinds of activities both inside and outside school such as Lunar New Year Celebration, Graffiti Workshop, Stationery Sales, Sin Tak Got Talent, Festival Food Workshop. Also, students actively participated in inter-school activities, like oral practice, singing contest, etc.
- ♦ The Girl Guide (45th N.T. Company) had been reestablished in this academic year. We now have three Uniform Groups, i.e. Boy Scout, Girl Guide and Red Cross Youth Unit. The total number of members exceeded 140.

## Prizes won in Inter-school Competitions 校際比賽獎項 (2009-2010)

Organisation	Competition 比賽	Prizes 獎項
<b>SPORTS 體育</b>		
Hong Kong Schools Sports Federation (Kwai Tsing Secondary Schools Area Committee) 香港學界體育聯會(葵青區中學分會)	Inter-School Athletics Meet 校際田徑比賽	
	Boys Grade A High Jump 男子甲組跳高	2 <sup>nd</sup> Runner-up 季軍
	Boys Grade C Shot Put 男子丙組鉛球	Champion 冠軍
	Girls Grade B 4X 400M Relay 女子乙組 4x400 米接力	2 <sup>nd</sup> Runners-up 季軍
	Girls Grade B High Jump 女子乙組跳高	2 <sup>nd</sup> Runner-up 季軍
	Inter-School Swimming Competition 校際游泳比賽	
	Boys Grade A 男子甲組團體	Merits Award 優異獎
	Girls Grade B 50M Freestyle 女子乙組 50 米自由泳	Champion 冠軍
	Girls Grade B 100M Breast stroke 女子乙組 100 米胸泳	Champion 冠軍
	Girls Grade B 女子乙組團體	3 <sup>rd</sup> Runners-up 殿軍
	Inter-school Volleyball Competition 校際排球賽	
	Boys Grade A 男子甲組	2 <sup>nd</sup> Runners-up 季軍
	Inter-School Basketball Competition 校際籃球比賽	
	Boys Grade A (Division one) 男子甲一組	Champion 冠軍
	Boys Grade B (Division one) 男子乙一組	Merits 優異獎
	Boys Grade C (Division one) 男子丙一組	Merits 優異獎
	Inter-school Badminton Competition 校際羽毛球比賽	
	Girls Grade B 女子乙組團體	1st Runners-up 亞軍
Boys Grade C 男子丙組團體	2 <sup>nd</sup> Runners-up 季軍	
Hong Kong Schools Sports Federation 香港學界體育聯會	All Hong Kong Schools Jing Ying Basketball Tournament 2009-2010 (Boys) 2009-2010 年度全港學界精英籃球比賽(男子組)	The final eight teams 八強
The Hong Kong Buddhist Association Buddhist Youth Club 香港佛教聯合會佛教青少年團	Inter-school Table Tennis Competition Boys Team 校際乒乓球比賽男子組團體	2 <sup>nd</sup> Runners-up 季軍
	Inter-school Volleyball Competition (Boys) 校際排球比賽 (男子組)	2 <sup>nd</sup> Runners-up 季軍
文武全才青苗培訓計劃	第十一屆聯校跆拳道錦標賽 (中學組)	
	女子組單人套拳	冠軍
	男子組雙人套拳(A 組)	冠軍
	男子搏擊中學組 54-56 kg 級 初級組	冠軍 最佳運動員

A.S. Watson Group 屈臣氏集團	HK Student Sports Awards 2009-2010 屈臣氏集團香港學生運動員獎 e	One Awardee (5B Chung Wai Sze) 一位學生 (5B 鍾偉時)
<b>ART 藝術</b>		
The Hong Kong Buddhist Association 佛教聯合會主辦	card design competition 佛誕卡設計比賽	Champion (junior secondary) 初級組冠軍
Salvation Army Social Services 救世軍大窩口綜合服務大窩口青少年中心主辦	card folder design competition 八達通套設計比賽	Second runner-up (Youth) 季軍(青少年組) First runner-up (Children) 亞軍(兒童組)
Shing Yan Christian Social Service Centre 萬國宣道浸信會盛恩基督教社會服務中心主辦	painting competition 愛家敬老齊抗逆繪畫比賽	Second runner-up 亞軍 Merit 優異
ECC MTK Environmental Award for School 2009 2009 年度環境保護運動委員會港鐵公司學界環保獎勵計劃主辦	Creative Environmental four – box comic drawing competition Inter-School competition 創意環保四格漫畫比賽	Outstanding Award 傑出獎 Merit x 2 優異獎 x 2
中國青少年研究中心	第十屆「星星河」全國少年美術書法攝影大賽	壹等獎、貳等獎、叁等獎、優秀獎
石獅市東南文化藝術交流中心 菲律賓亞洲文化交流協會 日本 TSK 國際學院	The Ninth China-Philippines-Japan International Fine Art Competition 第九屆中國菲律賓日本國際書畫大賽	Second runner-up 三等獎
Hong Kong Open Printshop 香港版畫工作室主辦	printmaking competition 少年印象、2009 港深澳版畫圖像藝術交流展	Merit 優異
香港特別行政區政總部教育局 – 藝術教育組	中學生視覺藝術創作展(2009-2010)	優異獎
Hong Kong Schools Dance Association and Education Bureau 香港學界舞蹈協會及教育局	46 <sup>th</sup> Hong Kong Schools Dance Festival 2009-2010 Jazz Dance of Secondary Section 第四十六屆學校舞蹈節	Highly Commended Award and Commended Award 甲級獎及乙級獎
Hong Kong Art School 香港藝術學院	Hong Kong School Drama Festival 2009-10 香港學校話劇節	Award for Outstanding Script 傑出劇本獎 Award for Outstanding Director 傑出導演獎 Award for Outstanding Cooperation 傑出合作獎 Award for Commendable Overall Performance 傑出整體演出獎
<b>MUSIC 音樂</b>		
康樂及文化事務處	中學音樂匯演中樂比賽	金獎
香港學校音樂及朗誦協會 第六十二屆香港學校音樂節	女聲合唱高級組	亞軍
	二胡獨奏(中級組)	季軍 x 2
	二胡獨奏(初級組)	亞軍
	笛子獨奏(高級組)	季軍 x 2
	中阮獨奏(初級組)	季軍
	柳琴獨奏(高級組)	季軍
	琵琶獨奏(初級組)	季軍
	長笛獨奏(高級組)	季軍

	鋼琴獨奏(七級)	冠軍 x 2
The 61 <sup>st</sup> HK Schools Speech Festival 第六十一屆香港校際朗誦節	中一級粵語詩詞獨誦(女子組)	冠軍
	中一、二級普通話詩詞獨誦(女子組)	冠軍
	中一至三級粵語歌詞朗誦	冠軍
	中一、二級普通話散文獨誦(女子組)	冠軍
	中一、二級普通話散文獨誦(女子組)	亞軍
	中一級粵語散文獨誦(女子組)	亞軍
	中一級粵語散文獨誦(女子組)	季軍
<b>ACADEMICS &amp; OTHER 學術及其他</b>		
Hong Kong Red Cross 香港紅十字會	Best unit (WNTD) 傑出青年團(新界西總部) 08-09 年度	Champion 冠軍
	Hong Kong Red Cross Division (WNTD) First Aid Competition 新界西總部急救比賽	Second runner-up 季軍
	Hong Kong Red Cross Division (WNTD) Nursing Competition 新界西總部護理比賽	Champion 冠軍
	Hong Kong Red Cross Departmental Nursing Competition 部門護理比 賽	Second runner-up 季軍
	Hong Kong Red Cross Division (WNTD) international souvenir design Competition 國際交誼品設計比賽(新界西總部)	Champion 冠軍
	Hong Kong Red Cross Departmental international souvenir design Competition 部門國際交誼品設計比賽	Champion 冠軍
	HK : Red Cross Western New Territory Division Kwai Chung & Tsing Yi District Drill Competition 新界西總部葵青區步操比賽	First runner-up 亞軍
	香港中華基督教青年會	品格教育系列比賽---徵文比賽(初中組)
香港公共圖書館、康樂及文化事務署與 香港兒童文藝協會合辦	二零一零年學生中文故事創作比賽(初中組)	亞軍、優異獎
香港社會服務聯會	「好好故事」創作比賽	亞軍
妙法寺	妙法寺佛經講故事比賽 2010	亞軍
香港教師中心	「童言同心救地球」徵文比賽	優異獎、嘉許獎
國民教育中心	「喜迎世博，共襄盛舉」校際作文比賽	初中組二等獎 高中組一等獎及二等獎
香港中華文化促進中心	2009-2010 中國中學生作文大賽香港賽區比賽	優異獎
Home Affairs Bureau 民政事務局	2009-2010 Kwai Tsing District Youth Community Services Scheme 葵青區青少年社區服務計劃	Outstanding Award 優勝隊伍
香港佛教聯合會會屬中學主辦	第 17 屆聯校中文演講比賽	全場總冠軍 小組冠軍、亞軍
	第二十四屆香港佛教中學數學比賽	團體賽季軍
Po Leung Kuk and HK Association for Science and Mathematics Education 保良局及香港數理教育學會合辦	The 12 <sup>th</sup> Hong Kong High Achievers Selection 第十二屆香港青少年數學精英選拔賽	Second-class Honour & Third-class Honour 二等獎及三等獎
Pui Ching Education Centre 培正教育中心	Pui Ching Invitational Mathematics Competition 培正數學邀請賽 2010	Merit 優異獎
Hong Kong Award for Young People 香港青年獎勵計劃	銀章級 (Silver Award)	一名

# Financial Summary 財務報告

學校周年財務狀況：

	Bal b/f	Income	Expenditure	Bal c/f
<b>I. Government Funds</b>				
<b><u>EOEBG Grant</u></b>				
Administration Grant	2,283,013.78	3,195,319.00	2,957,243.02	2,521,089.76
Noise Abatement Grant	0.00	395,968.00	395,968.00	0.00
Composite Information Technology Grant	66,846.21	335,307.00	305,350.40	96,802.81
Capacity Enhancement Grant	0.00	458,927.00	357,080.00	101,847.00
Expanded Operating Expenses Block Grant	1,139,756.51	474,857.93	0.00	1,614,614.44
School & Class Grant	0.00	652,706.00	982,978.36	-330,272.36
Integrated Science	0.00	17,516.00	7,646.40	9,869.60
Visual Art	0.00	31,092.00	25,503.50	5,588.50
Home Economics	0.00	16,800.00	16,792.50	7.50
Design & Technology	0.00	28,400.00	8,738.80	19,661.20
Computer Literacy	0.00	4,116.00	1,807.90	2,308.10
Putonghua	0.00	1,671.00	630.00	1,041.00
Chinese Language & Culture	0.00	2,672.00	487.40	2,184.60
Use of English	0.00	2,624.00	198.00	2,426.00
Biology	0.00	3,602.00	1,658.00	1,944.00
Teacher Assessment of Advanced Level Chemistry	0.00	5,456.00	5,167.40	288.60
SBM Supplementary	0.00	163,939.00	77,487.10	86,451.90
Electricity Chg. For Air Cond. Facilities in the Pre. Rm. of Lab.	0.00	7,820.00	7,820.00	0.00
Training & Development	0.00	6,774.00	2,746.50	4,027.50
SMI - Enhancement Grant	0.00	5,945.00	0.00	5,945.00
Moral and Civic Education Grant	0.00	12,905.00	10,402.50	2,502.50
Chinese Extensive Reading	0.00	18,000.00	16,824.60	1,175.40
English Extensive Reading	0.00	18,000.00	17,808.80	191.20
Guidance and Discipline Programme Funds	0.00	10,000.00	6,813.40	3,186.60
Sub Total (A)	3,489,616.50	5,870,416.93	5,207,152.58	4,152,880.85
<b><u>Outside EOEBG Grant</u></b>				
Teacher Relief Grant	0.00	164,630.25	108,984.00	55,646.25
Liberal Studies	239.32	0.00	239.32	0.00
Home-School Co-operation	18,516.50	6,825.00	5,370.00	19,971.50
Composite Furniture & Equipment Grant	378,636.10	426,706.00	368,768.00	436,574.10
Substitute Teacher Grant	179,258.89	6,065.00	31,939.50	153,384.39
SB After School Learning	88,635.50	0.00	35,077.20	53,558.30
Teacher Prof. Prep. Grant	656,530.19	0.00	0.00	656,530.19
New Senior Secondary Curriculum Migration Grant	318,000.00	297,495.00	371,035.00	244,460.00

Lift Maintenance Grant	0.00	74,076.00	53,250.00	20,826.00
Establishment of Incorporated Management Committee	259,324.83	131,125.48	174,150.16	216,300.15
Replacement/Upgrading of Computers	106,120.00	0.00	0.00	106,120.00
Provision of Wireless Technology	17,500.00	0.00	0.00	17,500.00
Upgrade Info. Tech. Faci.	132,784.00	0.00	88,770.00	44,014.00
Enhanced Senior Secondary Curriculum Support Grant	92,120.00	421,140.00	398,100.00	115,160.00
Grant Upgrade Websams	53,600.00	0.00	45,350.00	8,250.00
One-off Grant Prevention Human Swine Influenza	30.00	0.00	0.00	30.00
One-off Grant for S S to Sch for Prevention of Human Swine Influenza	3,000.00	0.00	2,632.00	368.00
Fractional Post Cash Grant	294,798.00	0.00	330,220.00	-35,422.00
Sub Total (B)	<u>2,599,093.33</u>	<u>1,528,062.73</u>	<u>2,013,885.18</u>	<u>2,113,270.88</u>

## II. School Funds (General Funds)

Tong Fai	0.00	127,890.00	0.00	127,890.00
Donations	0.00	0.00	0.00	0.00
Approved Collection for Specific Purposes Account	<u>572,542.49</u>	<u>137,834.75</u>	<u>48,874.84</u>	<u>661,502.40</u>
Total :	<u>572,542.49</u>	<u>265,724.75</u>	<u>48,874.84</u>	<u>789,392.40</u>

## **Feedback and reflection 回饋及反思**

As the new Senior Secondary curriculum has come to the second year, the continuous enlargement of the learners' diversity among the S4 & S5 students who are preparing for the new HKDSE curriculum causes great difficulties for classroom teaching and learning. The traditional A-Level examination only needs to cater for the students who did well in the HKCEE and these students already possessed solid foundation in the academic subjects. In order to cater for the NSS students' needs and help them grasp the learning skills to prepare well for the public exam, the school recommends that "To provide support for academically less able students" had been adopted as one of the major concerns in the coming academic year. Resources would be allocated to cater for the learners' differences so that this important task can be done better with greater effectiveness.

As the 334 NSS curriculum require students to develop generic skills and apply effective thinking skills in public assessments, which indirectly imposes drastic changes in learning and teaching in classrooms. It is recommended that the school management should continue to equip different subject panels and middle managers with strategies for teaching these thinking skills for more effective teaching and learning to occur under the new 334 system, so that our students will be able to overcome the challenges brought about by the new examination format for HKDSE in 2012, in turn they can continue to pursue excellence in different aspects.



# Appendix 附件

## Evaluation Report on the Use of Capacity Enhancement Grant, 2009/2010

Target Areas	Implementation	Benefits gained	Evaluation	Person i-c
(iii) Coping with students' diverse and special learning needs (i). Integration of IT in	Two <b>teacher assistants (TA)</b> were employed to relieve the non-teaching workload of teachers and assist teachers in using IT in teaching.	- Teachers were relieved from non-teaching tasks and therefore could spend more time on taking care of students. - Teachers used IT more efficiently in teaching.	<ul style="list-style-type: none"> <li>♦ The two TA took up a lot of non-teaching duties of teachers so that teachers could concentrate more on caring students, identifying special needs and taking measures to help them. For instance, they input student discipline records and prepared attendance lists for activities. They looked after Detention Class. They collected various survey forms and helped to analyse the results. They typed exercises, notes, minutes and other documents for teachers. They also served as IT help desk for teachers.</li> <li>♦ Besides, they also assisted teachers in looking after students in music and speech festivals, excursions and visits, acted as invigilators in tests and examinations.</li> </ul>	Ms PH Leung, 梁佩嫻副校長
(iii) Coping with students' diverse and special learning needs	<b>Saturday Tutorial Class for S.1 to S.3</b> <ul style="list-style-type: none"> <li>♦ Two classes of 8 two-hour sessions per term for S.1 and one class each for S.2 and S.3,</li> <li>♦ Two recruitments (one per term)</li> </ul>	Students improving academically, confidence of students boosted	<ul style="list-style-type: none"> <li>♦ The majority of students who attended the first term Saturday Tutorial Class showed improvement and were not recommended by teachers for the second term programme.</li> <li>♦ Out of the 39 participants in the second term S.1 Saturday Tutorial Class, 28 ranked higher in the whole form in the second term than in the first term. The average rise was 3.7 with the highest jump being 53 (from position 178 to 125).</li> <li>♦ The average rise in ranking for S.2 students taking part in the second term was 5.9 compared with the first term with the highest jump from 114 to 83.</li> <li>♦ Difficulties were encountered when recruiting S.3 students for the Saturday Class. Most of our target students were either unwilling to join or were receiving private tuition already. Besides, a few students were absent from class from time to time. However, most of those who joined showed improvement. 6 out of 15 participants ranked from 20 – 40 positions higher in the form than in the 1<sup>st</sup> term.</li> <li>♦ Overall speaking, the Saturday Tutorial Class successfully helped students to improve academically and boosted their confidence.</li> </ul>	Ms PH Leung 梁佩嫻副校長

(iii) Coping with students' special needs	School-based <b>Secondary School Life Adaptation Programme</b> for prospective S.1 students from 12 <sup>th</sup> July to 25 <sup>th</sup> July, 2010.	Students rapidly adapted to school life and learning in English medium	<ul style="list-style-type: none"> <li>♦ Parents were invited to attend the Closing Ceremony and Performance on the last day of the programme. Their feedbacks on the course (in the form of "Parents' words") at the end of the ceremony were very positive and encouraging.</li> <li>♦ The end-of-programme questionnaire surveys showed confidence of students enhanced.</li> </ul>	Ms PH Leung 梁佩嫻副校長
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# Report on School-based After-school learning and Support Programme 2009-10

## 2009/2010 學年課後學習支援計劃工作報告

	Name of the activity 活動名稱	Actual no. of grant beneficiaries served 支援計劃的受惠學生人數	Period/ Date activity held 活動舉行日期	Time 時間	Venue 地點	Actual expenses 實際支出	Average attendance rate 平均出席率	Methods of evaluation 評估方法	Name of partner 合作夥伴名稱
1.	Peer Mentor Scheme 同儕小導師計劃	34	Oct 2009 to May 2010 2009年10月至2010年5月	-----	RareCake Bakery, the school hall, Kowloon Park 餅店、學校禮堂及九龍公園	\$15007.5	85%	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Hong Kong Children Youth Services 香港青少年服務處麗城中心
2.	A Cappella Workshop 無伴奏合唱工作坊	12	Nov 09 to July 10 2009年10月至2010年7月	-----	The school 學校	\$2250	100%	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Hong Kong Children Youth Services 香港青少年服務處麗城中心
3.	Private tutoring 私人補習	1	Oct 09 to Feb 10 2009年10月至2010年2月	-----	The school 學校	\$2200	100%	Student's rank 學生全級排名	Mr. Lau Kin Hung 舊生劉健鴻先生
4.	Little reporter 小記者計劃	4	Dec 2009 2009年12月	-----	Yau Ma Tei 油麻地	\$400	100%	Students' report 學生報告	Hong Kong Children Youth Services 香港青少年服務處
5.	Squatter Experience 寮屋生活體驗	11	March 2010 2010年3月	---	Fanling 粉嶺	\$6624.7	60%	Students' verbal feedback 學生的口頭回饋	HK Lutheran Social Services Centre 香港路德會社會服務中心
6.	Trip to Shanghai Expo 上海世博之旅	2	June 2010 2010年6月	---	Shanghai 上海	\$1000	100%	Students' verbal feedback 學生的口頭回饋	HK Federation of Youth Groups 香港青年協會

7.	S.4 OLE Day 中四其他 學習歷日	20	Dec 2009 2009年12 月	---	Mega Box 九龍灣	\$4920	100%	Questionnaire 問卷調查	Flight Experience 飛行體驗
8.	English Kitchen 英語廚房	15	July 2010 2010年7 月	1:00 – 2:30 p.m.	Admiralty 金鐘	\$2675	100%	Students' and teachers' verbal feedback 教師及學生 的口頭回饋	Le Manege 木馬會
						<b>\$35077.2</b>			

## B. Project Effectiveness

Achievements of the activities conducted to the grant-beneficiaries are rated as follows:

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students' motivation for learning		✓				
b) Students' study skills		✓				
c) Students' academic achievement		✓				
d) Student's learning experience outside classroom		✓				
e) Your overall view on students' learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students' self-esteem		✓				
g) Students' self-management skills		✓				
h) Students' social skills	✓					
i) Students' interpersonal skills	✓					
j) Students' cooperativeness with others		✓				
k) Students' attitudes toward schooling		✓				
l) Students' outlook on life	✓					
m) Your overall view on students' personal and social development		✓				
<b>Community Involvement</b>						
n) Students' participation in extracurricular and voluntary activities	✓					
o) Students' sense of belonging	✓					
p) Students' understanding on the community		✓				
q) Your overall view on students' community involvements		✓				

## C. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the target students(i.e., students receiving CSSA, SFAA full grant);
- difficult to decide on the 10% discretionary quota;
- target students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and classroom management skills unsatisfactory;

- the amount of administrative work leads to apparent increase on teachers' workload;