

# Shung Tak Catholic English College

## School Report

2006-2007

### **Vision**

We hope all our graduates, in addition to achieving value-added academic performance, will develop a well-balanced character and value systems compatible with Catholicism.

### **School Mission Statement**

We follow our school motto 'Ora et Labora (Pray and Work)': we encourage our students to do their best in academic pursuits and glorify the Creator with their work.

We provide students with quality education which prepares them to become citizens with independent thinking and full social awareness in order to play a positive role in the ever-changing world.

# 1 Our School

## 1.1 Brief Introduction

Shung Tak Catholic English College is an aided secondary school in Yuen Long sponsored by the Catholic Diocese of Hong Kong. The old school campus was situated in Shui Pin Village, Yuen Long, and was relocated to the present premises in Hung Shui Kiu in 1992. Co-educational since its founding in 1958, the school is now operating 29 classes, from S.1 to S.7, with approximately 1200 pupils, aged 11-19. The school now prepares students for the Hong Kong Advanced Level Examinations, the Hong Kong Certificate of Education Examinations, and the new Secondary School Diploma.

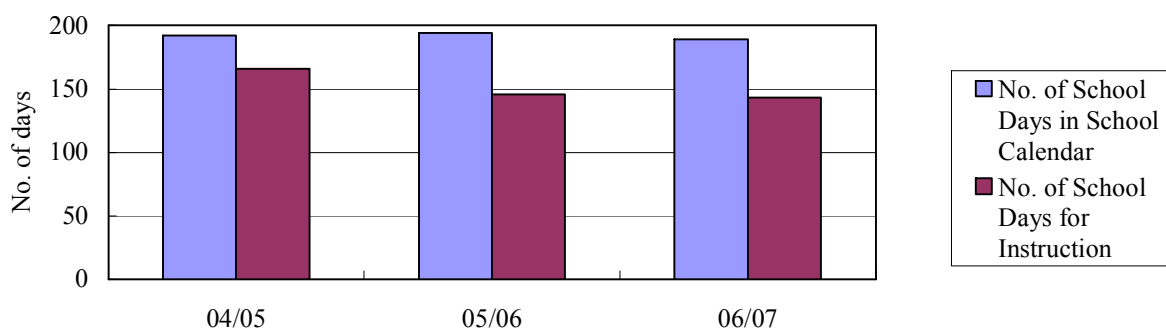
The External School Review Team visited Shung Tak and conducted the school review in December 2006 and commended the school highly for its effective pedagogical approaches, management and organization in alignment with the EDB policy on School Development and Accountability, and use of English as the medium of instruction.

## 1.2 School Management

Our school joined the School Management Initiative Scheme in 1996 to implement school-based management. The SMC then strongly believed that such a revamp of the school management would certainly enable the SMC to hear more positive voices on school improvement and empower the school administration to formulate initiatives to enhance students' learning outcomes.

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
04/05	4 (28.6%)	1 (7.1%)	1 (7.1%)	1 (7.1%)	1 (7.1%)	6 (42.9%)
05/06	3 (27.3%)	1 (9.1%)	1 (9.1%)	1 (9.1%)	4 (36.4%)	1 (9.1%)
06/07	4 (36.4%)	1 (9.1%)	1 (9.1%)	1 (9.1%)	3 (27.3%)	1 (9.1%)

### 1.3 Number of Active School Days



### 1.4 Facilities

The school is in a flexi-designed standard school building located at Hung Shui Kiu, Yuen Long. Lined with trees on all sides, its tranquil setting provides an ideal environment for teaching and learning. In addition to the pleasant environment, our school has good facilities including:

• 29 Standard Classrooms	• 5 Laboratories	• 4 Teaching Rooms
• 2 Basketball Courts	• 2 Covered Playgrounds	• Air-conditioned Hall
• Library	• Art Room	• Computer Room
• Music Room	• Home Economics Room	• Design & Technology Room
• Geography Room	• Medical Room	• Multi-Media Learning Centre
• English Self-Access Room	• Chinese Self-Access Room	• IT Learning Centre
• Activities Hall	• CAL Room	• Language Laboratory
• Small Chapel	• ARC Room	• Multi-Purpose Room
• Prefects Room	• Student Union Room	• Conference Room

To ensure that students can study in a comfortable environment, all rooms are air-conditioned. Our tuck shop provides a variety of food to cater for students' different choices. The school provides three large steel steam ovens for those who bring lunch boxes.

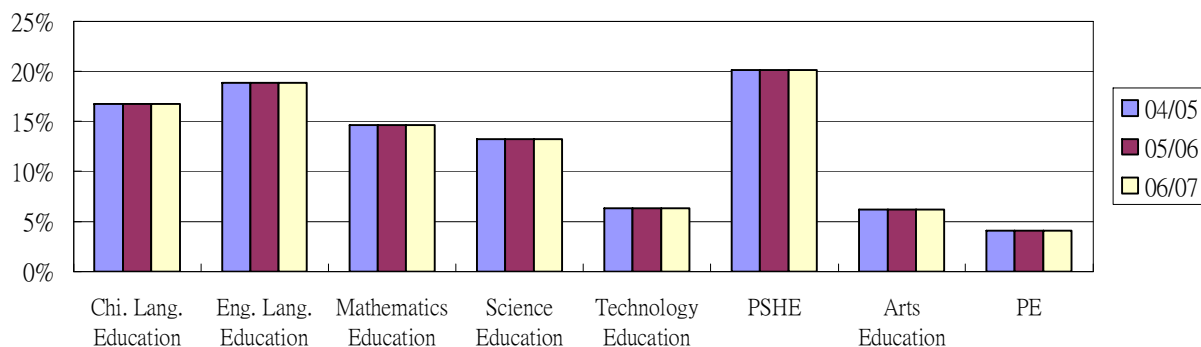
Upon the completion of the School Improvement Programme in October 2005, the school now has two new extensions, the lower annex and the Edward Wong Kwong Wing teaching block, which all together provide students with an additional floor area of almost 2000 square meters for learning and activities.

## 1.5 Lesson Time for the 8 Key Learning Areas

Key learning area	Subjects offered in S1 to S5
Chinese Language Education	Chinese Language (S.1-S.5), Chinese Language & Culture (S.6 & S.7), Putonghua (S1-S3), Chinese Literature (S4-S7)
English Language Education	English Language (S.1-S.5), Use of English (S.6 & S.7), Literature in English (S.4 & S.5)
Mathematics Education	Mathematics (S.1-S.5), Additional Mathematics (S4-S5), Pure Mathematics (S.6 & S.7), Applied Mathematics (S.6 & S.7), Mathematics & Statistics (S.6 & S.7)
Science Education	Integrated Science (S1-S2) Physics, Chemistry, Biology (S3-S7)
Technology Education	Design & Technology (S1-S3), Home Economics (S1-S3), Computer Literacy (S1-S3), Computer and Information Technology (S4-S5)
Personal, Social, and Humanity Education	History, Chinese History, Geography, *Liberal Studies (JS1-JS2), Ethics and Religious Education (S1-S2), Religious Studies (S3-S5)
Arts Education	Visual Art (S1-S5), Music (S1-S3)
Physical Education	Physical Education

The percentages of lesson time allocated to the 8 Key Learning Areas as per school timetable for S1 to S3 in the past three years are shown in the bar chart below:

\*Liberal Studies was incorporated in JS.1 curriculum in 2006-07 school year and will be implemented in JS.2, JS.3, SS.1, SS.2 and SS.3.



## 2 Our Students

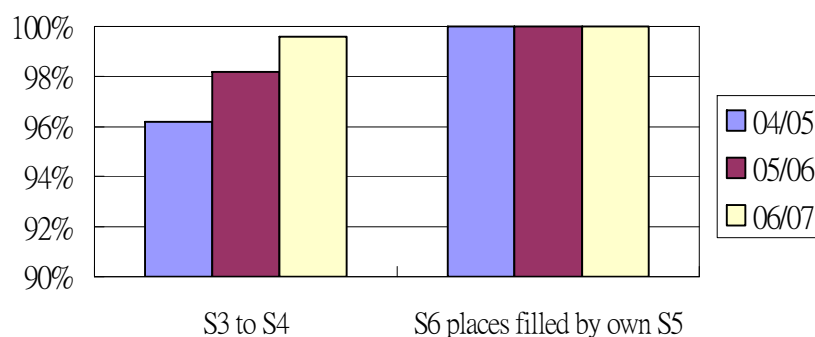
### 2.1 Class Organization

The following table shows the class structure and the number of students in each class in the school year 2006-07.

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29
Boys	82	84	90	80	93	32	31	492
Girls	143	141	133	135	116	32	30	730
Total Enrolment	225	225	223	215	209	64	61	1222

### 2.2 Students' Promotion

In the past three years, all S.6 and S.4 places were filled by our own S.5 graduates and S.3 students respectively. A very small number of S.3 and S.4 students were retained for unsatisfactory academic performance.

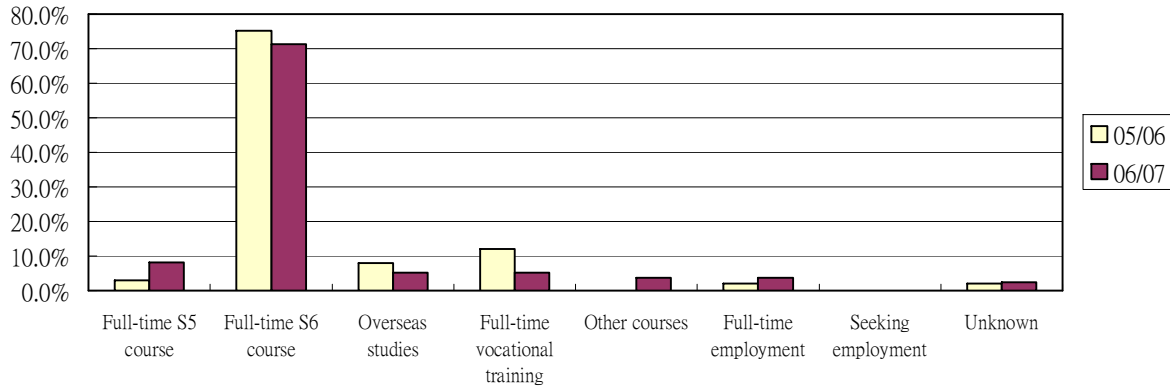


### 2.3 Unfilled Places

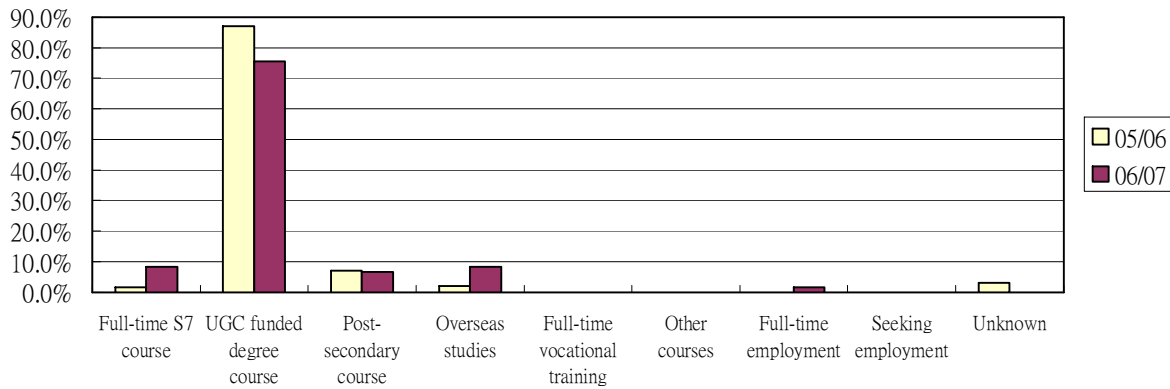
Our school is one of the most sought-after secondary schools in Yuen Long. There were on average over four hundred primary six students applying for S.1 discretionary places in our school in the past three years. There were no unfilled places in our school on record.

## 2.4 Destination of Exit Students, including early exits

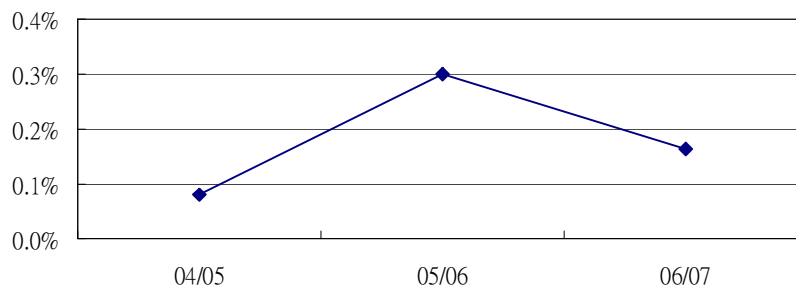
### Pursuits of Secondary 5 Graduates



### Pursuits of Secondary 7 Graduates

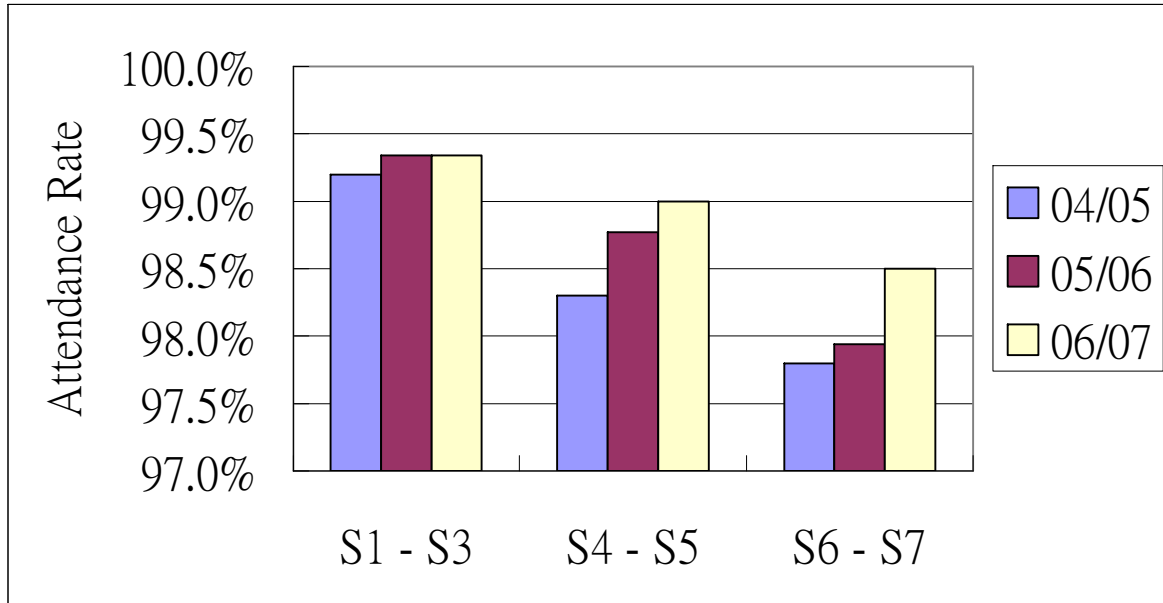


### Percentages of student early exit in the past three years



## 2.5 Students' Attendance

Our student attendance rate is always high. In the past 3 years, the rate of each level was over 97.5%.



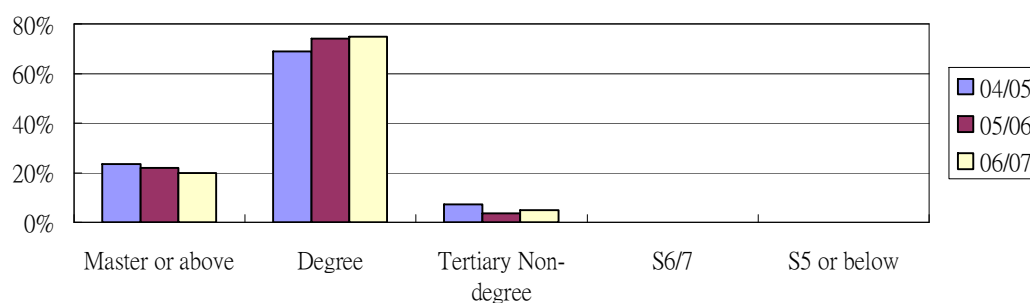
## 3 Our Teachers

### 3.1 Teachers' Qualifications

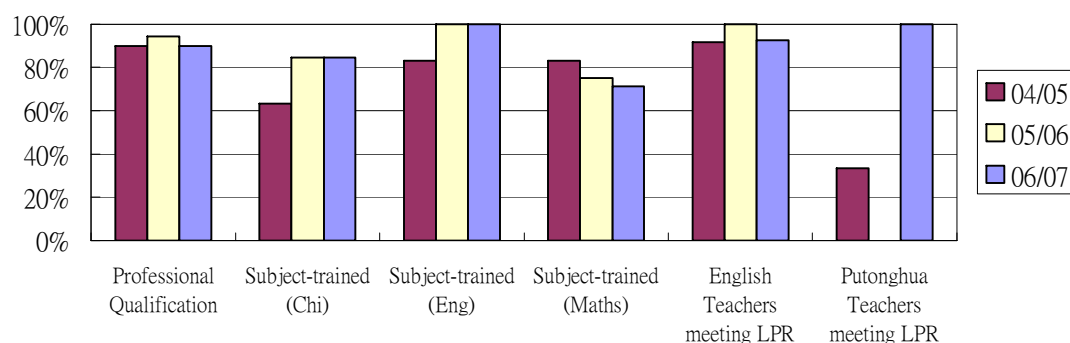
Number of teachers in our school in the past 3 years:

School Year	2004-05	2005-06	2006-07
Number of Teachers	55	55	59

Percentages of teachers' highest academic qualifications in the past 3 years



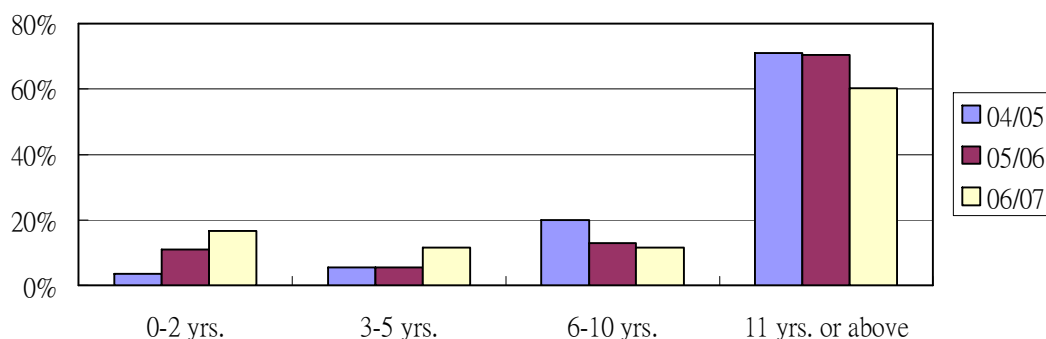
Professional status of teachers in our school:



Percentages of teachers' information technology competency (BIT / IIT / UIT / AIT):

IT Competency	BIT	IIT	UIT	AIT
Percentage of teachers meeting the requirements	100%	100%	23.7%	1.7%

### 3.2 Teachers' Experience



### 3.3 Teachers' Professional Development

A great majority of our teachers showed high aspirations for multi-faceted professional development and took part actively in various courses organized by the Education Bureau and other educational bodies. Most teachers and the principal met the required number of the CPD hours.

Our school also paid due attention to school-based staff training and development programmes. The major ones were:

- Three staff development days were held in the 06-07 academic year. Many significant issues pertaining to effective teaching and learning such as “How to help our students take initiative and responsibility of their own learning?” and “To implement the Reading-to-Learn Initiative more effectively” were tabled for discussion and on each occasion the response was overwhelming.
- With the Additional Support Fund for EMI schools, one vice-principal and a native speaking teacher gave ten in-house workshops on the Development of Language Across the Curriculum for English Medium Education (DOLACEE) to the EMI content subject teachers after school in early 2007.
- Experienced teachers were assigned to new teachers as mentors to help them cope with the new teaching environment.

### 3.4 Staff's Turnover

Staff appointed in 2006-07 : Mr MT Yuen, Ms SM Cheung, Ms SF Li,  
Ms YC Li, Ms OY Li, Ms TW Wong  
Ms NL Chong, Mr KC Cheung, Mr Y. Tsoi

Staff's appointment ended in 2006-07 : Ms PC Wong, Ms SM Cheung, Mr LW Pong,  
Mr TK Yu, Mr Y Tsoi, Ms OY Li, Ms SF Li,  
Ms PS Leung

## 4 Major Concerns (Achievements and Reflection)

**Major Concern 1: To reinvent our institution to be in line with education reform through effective pedagogical changes and continuous professional development.**

There is usually a prolonged dry spell in the wake of a fine vintage season. However, the 2006-07 scholastic year in STC was not uneventful even after her bumper harvest in the 2006 HKCEE.

The External School Review Team visited Shung Tak in mid-December 2006 and conducted the school review on 13<sup>th</sup> to 15<sup>th</sup> and on 19<sup>th</sup> to evaluate its performance in school self-evaluation and various domains. We received an encouraging report in recognition of our effective pedagogical approaches, use of English as the medium of instruction, and school management and organization largely compatible with the current reform, thanks to the hard work of all the principals, now and then.

In the HKCEE 2007, our S.5 students took great pains to overcome the hazards caused by the new curriculum changes and scored very satisfactory results against all expectations. The S.7 graduates outshone their 2006 predecessors in the HKALE and nearly 90% of them continued to pursue university or other tertiary education locally or overseas. Credit must also be given to our committed and diligent teachers for their unflinching support and expert guidance to the students. Their CPD hours in the 2006-07 academic year can best illustrate their unswerving devotion to the teaching profession.

The School Improvement Team (SIT) comprising the two vice-principals and heads of key subject and functional departments led by the principal held a number of meetings for the New Senior Secondary curriculum (NSS) preparation. They overhauled the structure of the school with due regard given to its current human resources and curriculum. The NSS curriculum for STC was drafted and put forward for discussion in a general staff meeting. The draft will be under constant review before its finalization to ensure a smooth migration to NSS in 2009.

With regard to the Key Learning Areas (KLAs), the Chinese, English and Mathematics departments coordinated mixed ability small class teaching or remedial classes for S.2, 3 and 4 students to enhance their academic performance. To prepare both students and teachers for and familiarize them with the NSS curriculum, new modules and the School-based Assessment for Chinese and English were introduced to all junior levels.

Other subject and functional committees also adopted measures to complement the current education revamps. The Science and PSHE subject departments actively conducted peer observation, communal lesson preparations and continuous assessment to enhance teaching and learning effectiveness. Teachers incorporated relevant social issues in teaching and made teaching and learning more related to every-day life. Learning was no longer confined to the classroom; learning outside classrooms was a growing trend. Activities like field trips, cross-curricular visits to heritage sites, English oral groups for P.6 students, drama contests and visits to the elderly enable students to apply what they learn in the classroom to real life situations.

To tie up with the NSS curriculum, Liberal Studies was incorporated in JS.1 curriculum in 2006-07 and will be implemented in JS.2, JS.3. SS.1, SS.2 and SS.3. There were two consecutive lessons per cycle and they were all in the last two lessons in the afternoon on Monday to facilitate group activities inside and outside classrooms.

All teaching staff are ebullient to strengthen their professional development. They participated actively in seminars, refresher courses and workshops related to their subject areas to ensure that they would be well prepared for the NSS curriculum reform. There were three Staff Development Days on Saturday mornings to discuss and address students' learning and behavioral problems.

The development of language across the curriculum for English medium education is always our major concern. The school always keeps it an on-going initiative to improve the English proficiency of our EMI content subject teachers. The need is greater than ever in preparation for the new education reform. With the Additional Support Fund for EMI schools, one vice-principal and a native speaking teacher gave ten in-house workshops on the Development of Language Across the Curriculum for English Medium Education (DOLACEE) to the EMI content subject teachers after school in early 2007. Also sponsored by the Additional Support Fund, a group of EMI content subject teachers joined the Improving Language and Learning in Public-sector Schools courses (ILLIPS) - language courses for specific subjects areas so that they would benefit their panel members by sharing their knowledge and identifying weaknesses in teaching through regular panel meetings, communal lesson preparations, lesson observation and peer teaching.

At this time of abrupt changes and huge challenges, our team of teachers will not throw in the towel or rest on their laurels. Instead, to mark the school's 50<sup>th</sup> Anniversary, they will work together unswervingly to retain Shung Tak's reputation and cachet.

**Major Concern 2: To provide an ever caring and congenial school environment where self-esteem is enhanced, manners polished, authority respected, and the spirit of Christianity realized.**

The 2006-07 scholastic year began blithely, thanks to our outstanding results in the 2006 HKCEE. However, the harmonious relationship between the administration and some teachers did not stay long.

There is a lack of authentic congeniality among the staff. The relationship between the school authority and some teachers needs to be improved. To engender a more loving and caring working environment, new teachers should be given more professional advice and encouragement. On the whole, teachers often work in partnership to share experiences and resources on learning and teaching.

Apart from sharing a mutual respect, most teachers and students get along very well and an atmosphere of open appreciation among students is cultivated. If the teachers could be more generous in giving praise and recognition to students for the efforts they make, the campus would definitely be much more congenial and balmy. A wide range of activities were held by various subject departments and functional departments to imbue our students with greater love and care for others. The Science Department collected 'young blood' on Blood Donation Day. The Counselling Committee organized a series of activities to foster in students the spirit of 'learning by serving', a case in point, the S.1 Remedial Class given by S.6 students. The Civic and Moral Education Department organized a programme called 'Caring Ambassador', through which 25 students from S.3, S.4 and S.6 did voluntary work and visited and served minority ethnic group in Yuen Long.

It is the consensus of all that no students should be left unattended for their limited academic potential or learning difficulties. All departments made a concerted effort to enhance students' self-esteem through different means. The English department provided students opportunities like 'Operation Santa Claus', 'Primary Interest Classes' and 'English Fun Day' to serve the community and to raise their self-esteem. The Counselling committee organized the 'S.1 Adventure-based Programme' to enhance students' self-confidence and problem-solving skills. The ECA helped students from various levels to identify themselves through the Leadership Training Programme. The STC Saint John Cadets and the STC Scouts participated in many territory-wide competitions last year and walked away with many major trophies. They all have been given recognition for their contributions to the community and the school and have had their own self-esteem identified and enhanced.

To foster the spirit of Christianity and to nurture students to become caring, considerate and compassionate children of the Creator, the Religious Studies Department provided each student with a free prayer book to say prayers at the morning assembly. Every Thursday morning, the music teachers and Catholic teachers sang hymns with the students. Junior secondary students were brought before the Marian Shrine to pray in October, the month devoted to Our Lady of the Rosary. Two extra masses were held, one at Christmas time to celebrate the birth of Christ and the other in April for S.5 students before they sat for the HKCEE. The English department participated in Operation Santa Claus and raised more than \$40,000 for Crossroad International, an organization that provide substantial help to the sick and the needy, including AIDS patients, refugees and orphans. Similar activities were organized by other subject and functional departments to help students understand the meaning of giving and forgiving.

It is not uncommon to see some students walk past the teachers by without greeting them. They simply do not know the importance of good manner. More moral talks on manners and suitable schemes such as the “Character Excellence Award’ should be in place to reinforce students’ good behaviour.

The school will not slacken in pursuit of excellence in education. Our strong team of teachers who have trust, respect and understanding abounding will continue their work unswervingly in the best interest of our students. This is the pledge Shung Tak will honour.

## 5 Financial Summary

Income \$    Expenditure \$

### I. GOVERNMENT FUND

<b>(1) Operating Expenses Block Grant</b>		
<i>(a) General domain</i>		
Admin. Grant (Salaries for non-teaching staff)	2,647,902	2,386,561
School & Class Grant (Daily running cost) *	746,967	1,018,973
Subject Grants (Expenses of subjects, functional groups and committees)	143,267	140,123
Supplementary Grant	152,531	135,576
Other Grants (including Enhancement Grant, Noise Abatement Grant, etc)	<u>661,667</u>	<u>291,221</u>
<b>sub-total:</b>	<b>4,352,334</b>	<b>3,972,453</b>
<i>(b) Special domain</i>		
Grants related to student support (including Programme Fund, etc.)	6,607	2,853
Grant for School Base Support Scheme of Newly Arrived Child	3,906	3,900
Grants related to extensive reading	25,852	20,185
Capacity Enhancement Grant	<u>1,077,204</u>	<u>1,119,364</u>
<b>sub-total:</b>	<b>1,113,569</b>	<b>1,146,302</b>
<b>(2) Teacher Professional Preparation Grant</b>	<b>480,000</b>	<b>269,460</b>
<b>(3) Composite Furniture and Equipment Grant</b>	<b>397,010</b>	<b>420,545</b>

### II. SCHOOL FUNDS (GENERAL FUNDS)

Tong Fai	783,076	478,021
Sun Hung Kei	586,430	586,738
Scholarship	153,600	171,700
Collection of fees for electricity charges of air-conditional	<u>122,400</u>	<u>122,400</u>
<b>sub-total:</b>	<b>1,645,506</b>	<b>1,358,859</b>

### III. RAISED FUNDS (For SIP)

Donation for SIP **	<u>2,176,876</u>	<u>460,138</u>
<b>sub-total:</b>	<b>2,176,876</b>	<b>460,138</b>

**Total surplus for 2006/07 school year up to 31 August 2007 \*\***

2,537,537

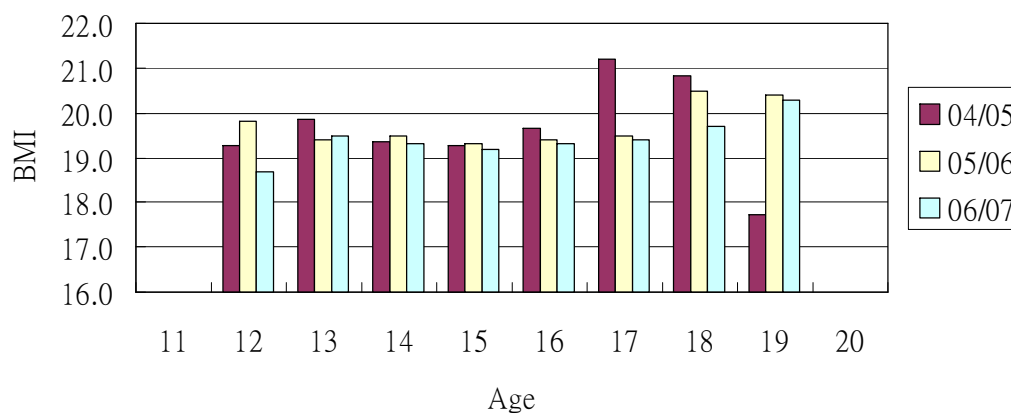
\* Electricity charge was partly paid by the air-conditioning fees collected from students.

\*\* Income included Donation for SIP Accumulated from 2005-06 is \$2,164,176.08.

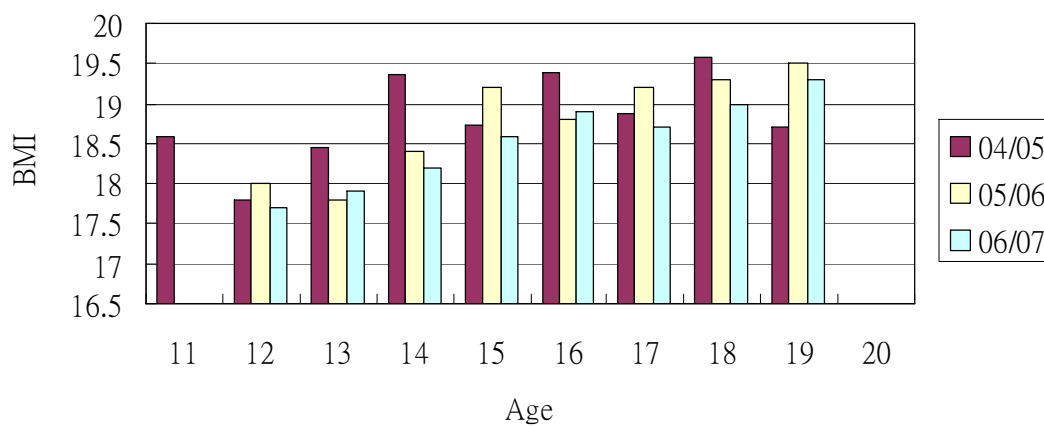
## 6 Performance of Students

### 6.1 Students' Physical Development

Body Mass Index of Boys (Normal range: 18.5 – 22.9)



Body Mass Index of Girls (Normal range: 18.5 – 22.9)

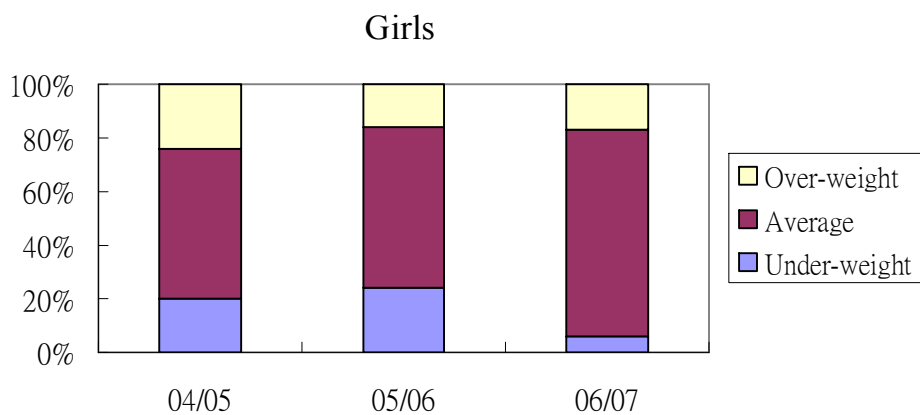


## Physical Fitness Test

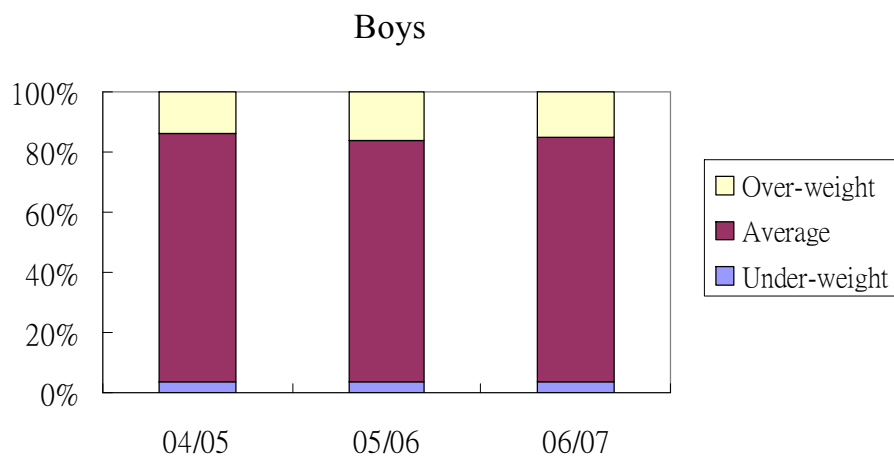
Items	Requirement	Percentage of students reaching the requirement in 2006-07
Skinfolds	10.3%-20.1%	74%
Sit-ups	36 per min	69%
Sit-and-reach	27 cm	78%
Push-ups	16 times	72%
9-minute run	1650 m	48%

## Students' Weight

### Students' Weight of Girls



### Students' Weight of Boys



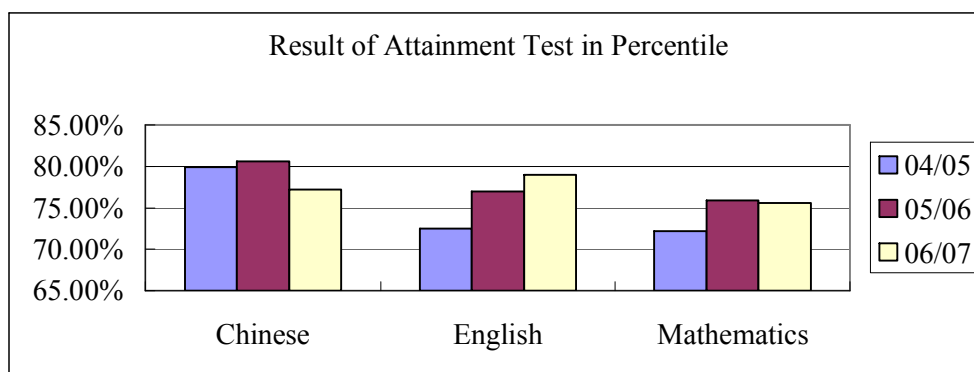
## 6.2 Students' Reading Habit

Number of books borrowed from the school library:

Level	Number of books borrowed		
	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>
Secondary One	3051	2369	3669
Secondary Two	1395	1189	1338
Secondary Three	905	939	898
Secondary Four	1076	1198	1425
Secondary Five	850	569	882
Secondary Six	488	683	404
Secondary Seven	160	285	457

## 6.3 Hong Kong Attainment Tests (Pre-S1)

All secondary one students sit for an attainment test provided by EDB after their registration. The test provides general information about their academic standards in the three core subjects before their studies in our school. The following table shows the percentiles of the test results in percentiles of the attainment tests in the past three years.

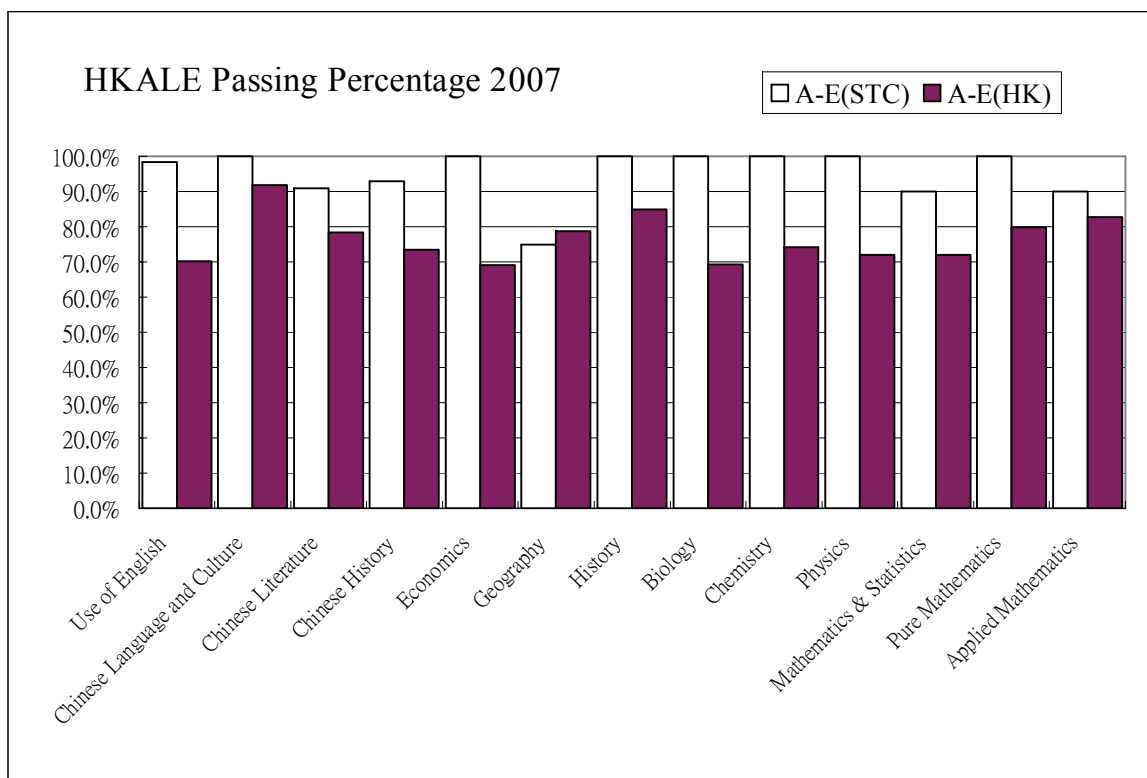
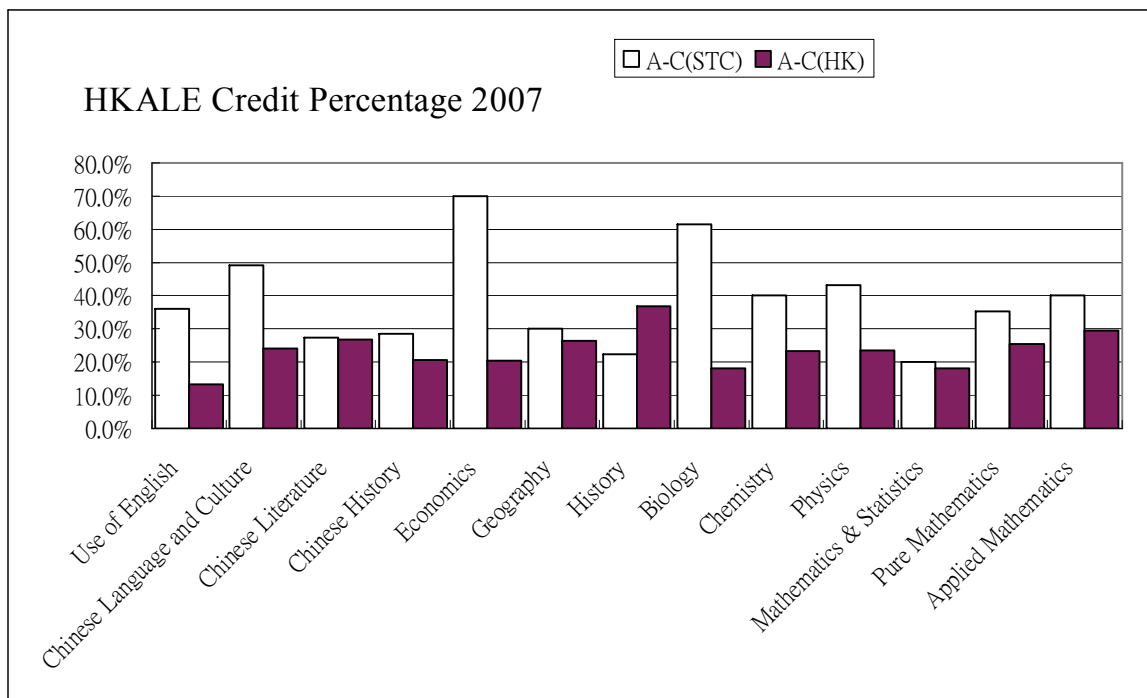


## 6.4 Public Examinations Results

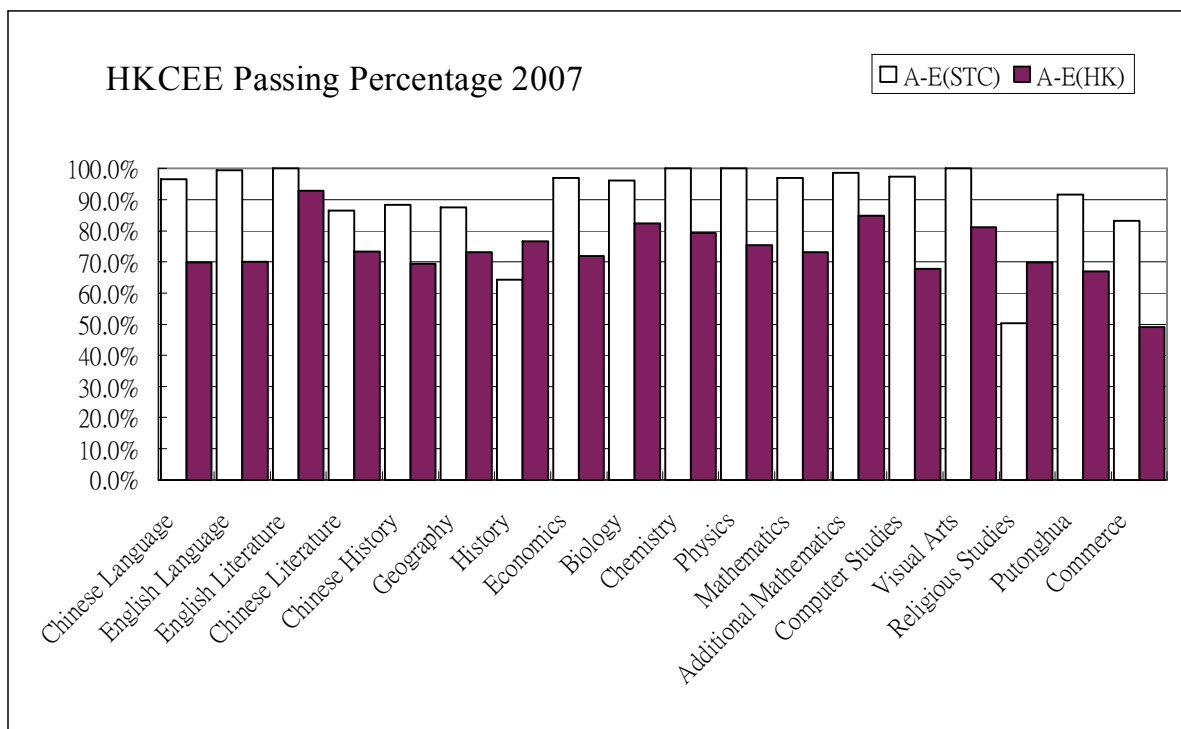
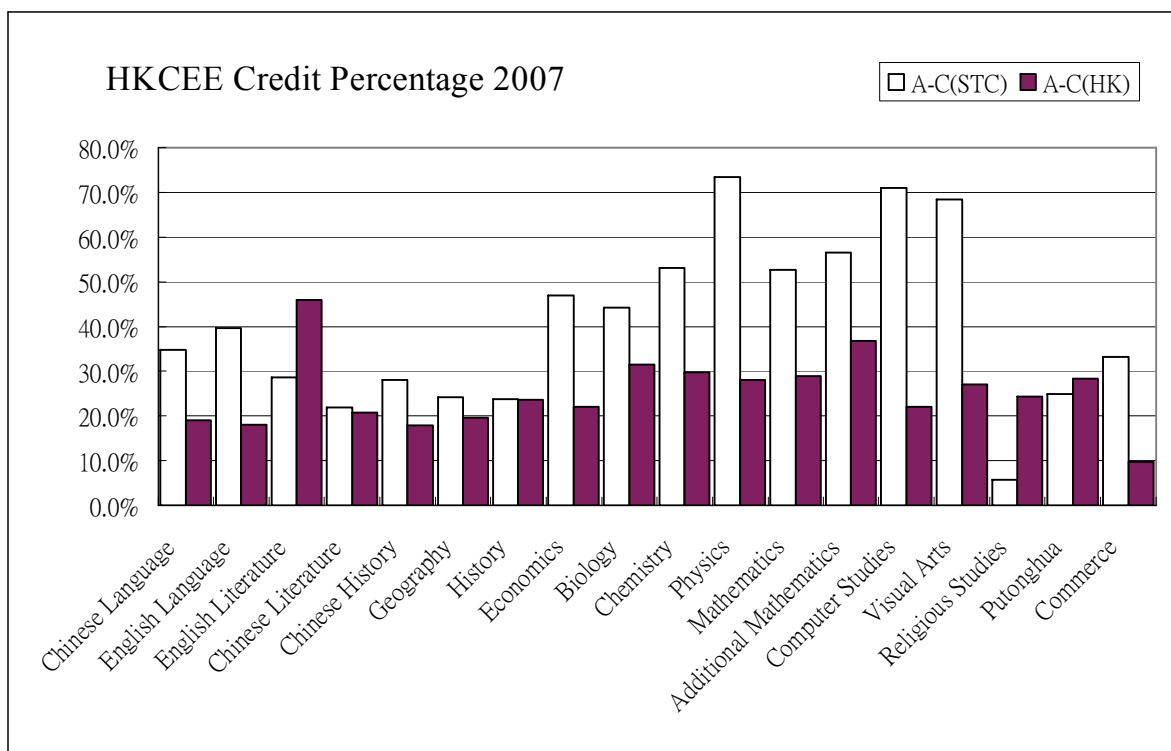
The table below shows the overall performance in the public examinations of 2007:

HKCEE		HKALE	
No of students sat	209	No of students sat	61
% of students awarded grade E or above in at least 5 subjects	90.5%	% of students awarded the minimum entrance requirements for local degree courses	83.6%
% of students awarded 14 points or more in the best 6 subjects	59.3%	No of distinctions (grade A)	23
No of distinctions (grade A)	79	No of credits (grades B & C)	99
No of credits (grades B & C)	565	Best individual result	3A2B
Best individual result	6A3B		

## Hong Kong Advanced Level Examination Results, 2007



## Hong Kong Certificate of Education Examination Results, 2007



## 6.5 Students' Participation in Extra curricular Activities

The ECA committee owns three invaluable assets: students, teachers and a system of operating extra-curricular activities.

For students, they show enthusiasm, commitment and capability in planning, organizing and running extra-curricular activities for all Shungtakians. Above all these, they feel a strong sense of belonging to the school. In fact, STC is characterized by its students' high level of autonomy in preparing, planning and running extra-curricular activities. In the last scholastic year, the Union Council contributed a great deal to reflecting students' voices in the meetings of the ECA committee so that high quality decisions were made.

As to teachers, they assume the crucial role as a guider, a facilitator and an adviser for students. It was under their constant supervision and strenuous effort that the ECA system ran smoothly and efficiently in the 2006-07 school year and the students' potential in organizing, managing and leading activities was recognized and developed.

Last but not least, the school has given enough room for both teachers and students to establish an efficient and stable system of extra-curricular activities. There is a clear and inter-related hierarchy of work.

If the above three areas could be given more room to grow, STC would be much stronger to face the challenge posed by the NSS curriculum and the rapid changes in the 21<sup>st</sup> century.

## 7 Key Issues for the new School Development Plan

1. To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334".
2. To help students take initiative and responsibility for their own learning.
3. To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.