

School Report 2007-2008

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 Tsuen, 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 is now preparing S.4 –S.7 students for the Hong Kong Advanced Level Examinations and the Hong Kong Certificate of Education Examinations, and S.1 – S.3 students for the new Secondary School Diploma in compliance with the NSS Structure.

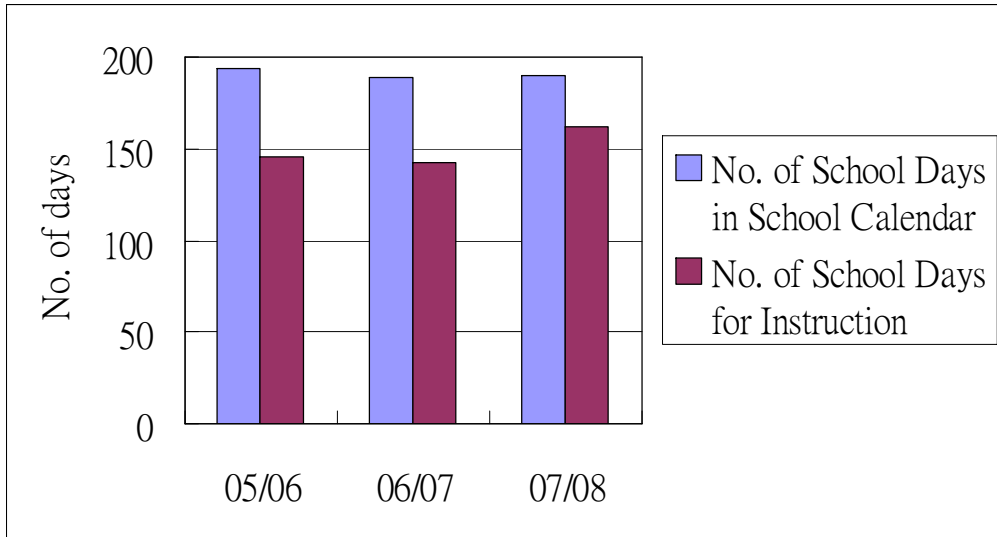
The External School Review Team visited our college and conducted the school review in December 2006 and commended the college highly for its effective pedagogical approaches, management and organization in alignment with the EDB policy on School Development and Accountability, and use of English as 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
05/06	5	1	1	1	1	3
06/07	4	1	1	1	1	2
07/08	4	1	1	1	1	2

1.3 Number of Active School Days



2 Our Students

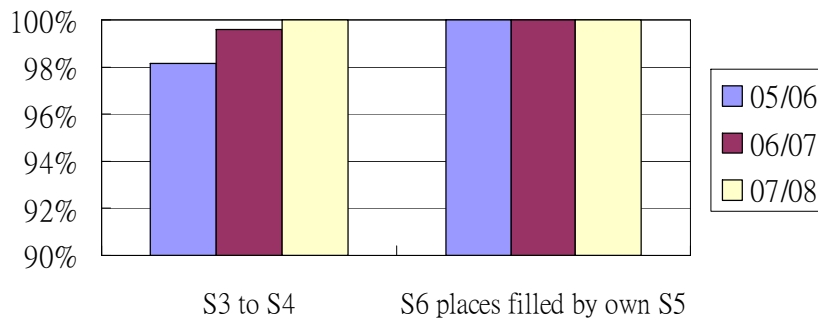
2.1 Class Organization

The following table shows the class structure and the number of students in each class in the school year 2007-08.

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29
Boys	83	82	83	94	75	23	21	461
Girls	117	143	140	131	134	40	40	745
Total Enrolment	200	225	223	225	209	63	61	1206

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.

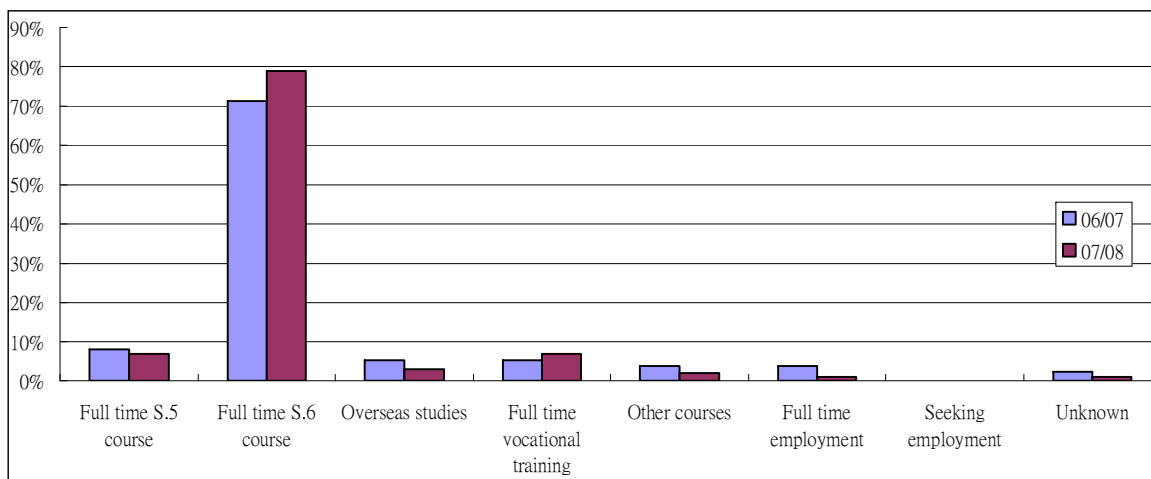


2.3 Unfilled Places

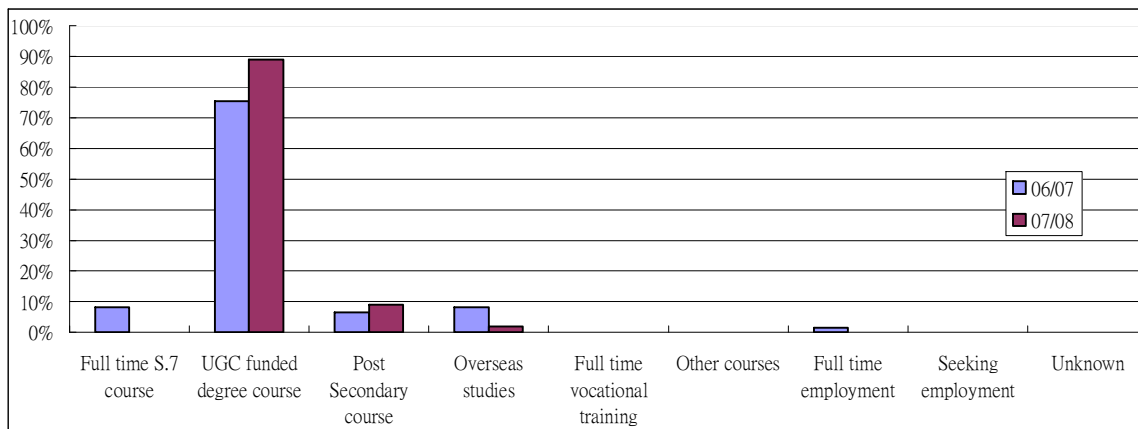
Our school is one of the most sought-after secondary schools in Yuen Long. There were on average over four hundred primary six students applying for S.1 discretionary places in our school in the past three years. There were no unfilled places in our school on record.

2.4 Destination of Exit Students, including early exits

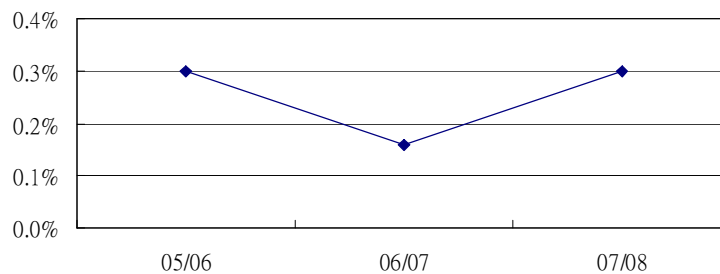
Pursuits of Secondary 5 Graduates



Pursuits of Secondary 7 Graduates

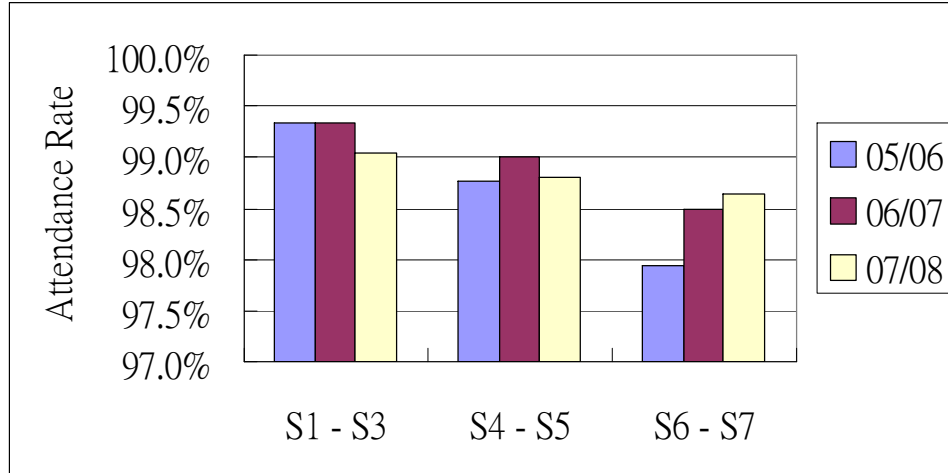


Percentages of student early exit in the past three years



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%.



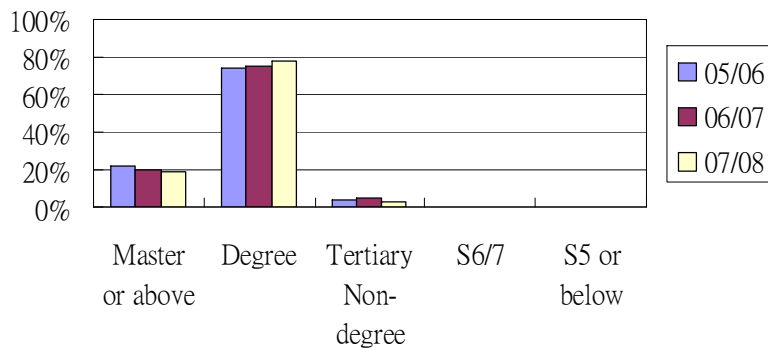
3 Our Teachers

3.1 Teachers' Qualifications

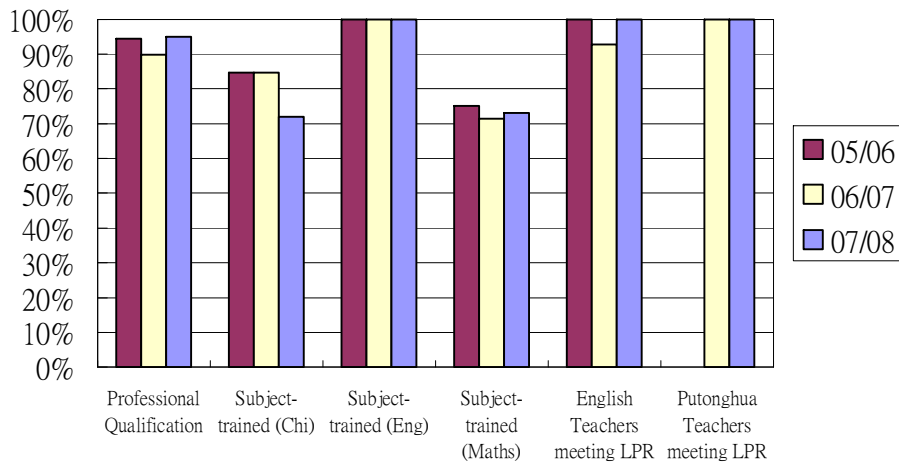
Number of teachers in our school in the past 3 years:

School Year	2005-06	2006-07	2007-2008
Number of Teachers	55	59	59

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



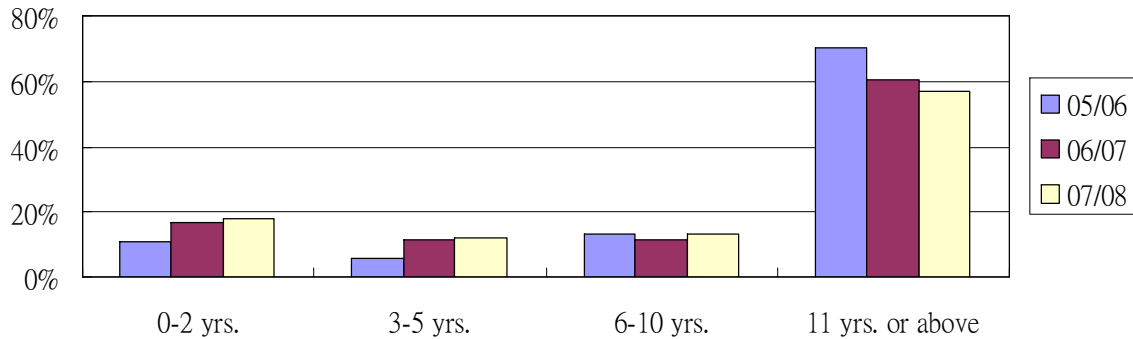
Professional status of teachers in our school:



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

Most of our teachers showed high aspirations for multi-faceted professional development during the academic year of 2007-08, and took part actively in the NSS seminars and workshops organized by the Education Bureau. Their CPD hours mounted to almost 2,000, not including those in-house staff development programmes, subject co-ordination meetings and communal lesson preparation sessions.

3.4 Staff's turnover

Staff appointed in 2007-08 : Mr. WH Chui, Mr. LL Ho, Ms. WP Ip,
Ms. WY Tang, Mr. KY Tung,
Ms. SY Wong, Ms. CK Wu

Staff's appointments ended in 2007-08: Ms. YC Lau, Ms. MY Li, Ms WY Tang,
Ms. Manchester Vanessa, Ms CK Wu,
Mr. YS Yeung

4. Major Concerns (Achievements and Reflection)

Major Concern 1: To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to '334'

Being fully aware that the major education reform in Hong Kong, the NSS Structure, is to be implemented in September 2009, all our administrative and teaching staff showed no hesitation in jumping on the bandwagon of the NSS curriculum and assessment reform.

Throughout the academic year, teachers took part actively in seminars and workshops related to NSS curriculum to deepen their understanding of the core parts and other modules of their respective subjects to ensure that they would be well-prepared for the change. The school rendered great support to the teachers by recruiting a number of contract teachers and teaching assistants to minimize disruption to the teaching progress of those who went for training courses. The total number of our staff's CPD hours on NSS courses, which is close to 2,000, can best illustrate their unswerving devotion to the teaching profession.

As places for seminars and workshops were limited, those who were not successfully enrolled sought their own professional growth through participation in other relevant courses offered by universities at the expense of their own free time. A case in point, several teachers took Liberal Studies courses in universities at night and on Saturdays to enhance their professional capacity. This has hugely relieved the shortage of manpower for the on-going development of Liberal Studies, one of the four core subjects in the NSS curriculum. The school also solicited assistance from the Chinese University of Hong Kong, whose Quality School Improvement Team helped our teachers develop our school-based Liberal Studies curriculum. Under their guidance, our teachers are able to make changes in their teaching strategies to cater for students' diverse learning needs.

The number of teachers receiving formal training in the NSS assessment courses for various subjects was small. However, all panels ensured that sharing sessions after teachers' attendance would be held and materials from the seminars and workshops would be made accessible to all panel members.

As School-based Assessment is to be made an integral part of teaching and learning in senior secondary levels under the NSS structure, almost all subject departments were working on their own SBA in alignment with the SBA policy and practice of the school and the requirement of the NSS curriculum. For English and Chinese, the School-based Assessment was introduced to all junior levels. Teachers started to engage students in both formative and summative assessment. SBA portfolios were used from S.1 to S.5 as a tool for continuous assessment. For Visual Arts, students of all levels used Photo Impact to prepare and develop their good quality portfolios for continuous assessment.

"Communal lesson preparation" and peer observation have taken solid ground in each subject department and helped to develop a culture of sharing in the school.

Major Concern 2: To help students take initiative and responsibility for their own learning

The results of our HKALE and HKCEE in 2008 have not left much to be desired; our university admission rate is 92 and the total number of A to C grade in HKCEE is 726, an all-time high record. However, we strongly believe that there is still much room for us to further stretch our students' ability and enhance their academic performance.

Most teachers agree that our students are passive learners in the sense that they depend too much on teachers. Their knowledge acquisition is confined largely to classroom learning. The main problem is that they are parochial in their outlook and, like most school goes in Hong Kong, very much exam-oriented. They simply commit to memory what is given by teachers and regurgitate them in examinations. They target merely at university admission. Over the years, the school has made great effort to change their attitude towards learning and give them greater autonomy over their own learning.

It is believed that the teacher's monologue teaching kills students' motivation to learn and is fatal to independent learning. Effective learning and teaching takes place through a reciprocal or even tripartite process between the teacher and students or between student and student when good questioning techniques are employed. Good questions help develop thinking skills and information collection skills. They also encourage students to make judgment on different issues, express their own ideas on current events and apply critical thinking in small group discussions.

The English Department provided students opportunities to take initiative for their own learning through a series of activities like quizzes, Operation Santa Claus and English Fun Day for Primary Six students. These activities gave them the chance to truly show their ability to take initiative for their own learning as they worked with peers in preparing tasks and improving the quality of the activities they themselves provided.

The Computer and Information Technology department recommended S.4 and S.5 students to subscribe to a computer magazine weekly. The magazine helped students take initiative to acquire more computer related knowledge on the Internet. Furthermore, students had to finish an SBA project and they had to spend time looking for information from the Internet, which helped them build up responsibility for their own learning.

A group of students were chosen to participate in an inter-school Math project contest. They revised their Math knowledge and decided on topics to explore and investigate under their teachers' guidance and achieved good results with their own efforts.

The other subject departments left no stone unturned in search for ways to help students acquire independent learning skills. The scholarships generously sponsored by Wong & Poon Solicitors for the high achievers in the two public examinations in 2009 will definitely give a fresh impetus to that end.

Major Concern 3: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith

Ever since the inception of our college, we have all along endeavoured to help our students pursue a fulfilling life predicated upon knowledge acquisition, a healthy whole being with high self-esteem and the love for the Almighty. However, a phenomenon has prevailed among the youth in Hong Kong; they are becoming wayward, forgetting manners at all and getting lost without any self-esteem. In the year past, our staff strove to improve the situation by providing students a loving and caring school environment.

The Student Guidance Committee organized a number of activities to create a more caring and congenial school environment and bolster students' self-esteem. The "ELMS" programme (Enhancement of Students' Learning Motivation) for S.1 students gave the participants guidelines and positive concepts on how to do well and thus enhanced their self-confidence and problem-solving skills. The Big Brothers and Sisters Scheme helped S.1 students adjust smoothly to a new environment in a caring school atmosphere. The Accountant Ambassadors Programme held in conjunction with some accounting companies was an eye-opening experience to the participants and resulted in some senior form participants volunteering to do community services to care for the needy.

The English Department organized different activities, sometimes with other subject departments, to raise students' awareness of the needs of others in society. Operation Santa Claus, which was held in cooperation with the Music Department to raise funds for the organization "Against Child Abuse", turned our students into a more caring person and improved their self-esteem via organizing activities for OSC.

On the religious side, liturgical services, such as School Opening / Closing Ceremonies, Christmas Service & Benediction Mass for S5 students etc., were organized to enable our students to feel that God provides for us and cares about our well-being all the time. On those solemn occasions, students also learned to respect themselves as well as respecting authority high above. Prayer meetings were regularly organized in the School Chapel and in front of the Marian Shrine to imbue a rich sense of community in a spiritual milieu. Students enriched their knowledge, language and social awareness through the weekly readings of Kung Kao Pao. Through participating in the annual Caritas Bazaar and Lenten Charity Campaign, students were able to practise what our Lord Jesus has taught, "Love your neighbour as yourselves."

It is the strong belief of our sponsoring body and SMC that a good Catholic school should nurture students to become caring, considerate and compassionate children of the Creator. With the help and guidance of the Almighty, we hope to build our school into a place full of blessings for today and promises of tomorrow.

5 Financial Summary

Income \$ Expenditure \$

I. GOVERNMENT FUND

(1) Operating Expenses Block Grant		
(a) General domain		
Admin. Grant (Salaries for non-teaching staff)	3,274,587	2,510,393
School & Class Grant (Daily running cost) *	724,079	1,055,396
Subject Grants (Expenses of subjects, functional groups and committees)	141,210	128,601
Supplementary Grant	154,514	152,053
Other Grants (including Enhancement Grant, Noise Abatement Grant, etc)	<u>686,371</u>	<u>631,229</u>
	sub-total:	4,980,760
		4,477,672
(b) Special domain		
Grants related to student support (including Programme Fund, etc.)	6,693	6,459
Grants related to extensive reading	26,188	31,448
Capacity Enhancement Grant	436,476	330,718
Capacity Enhancement Grant (Additional)	<u>654,732</u>	<u>1,133,509</u>
	sub-total:	469,357
		368,626
(2) Teacher Professional Preparation Grant	480,000	222,503
(3) Composite Furniture and Equipment Grant	402,172	472,704

II. SCHOOL FUNDS (GENERAL FUNDS)

Tong Fai	795,500	573,371
Sun Hung Kei	568,630	610,799
Scholarship	56,828	67,556
Collection of fees for electricity charges of air-conditional	<u>120,500</u>	<u>120,500</u>
	sub-total:	1,541,458
		1,372,225

III. RAISED FUNDS (For SIP)

Donation for SIP **	<u>1,728,089</u>	<u>47,000</u>
	sub-total:	1,728,089
		47,000

Total surplus for 2007/08 school year up to 31 August 2008

938,543

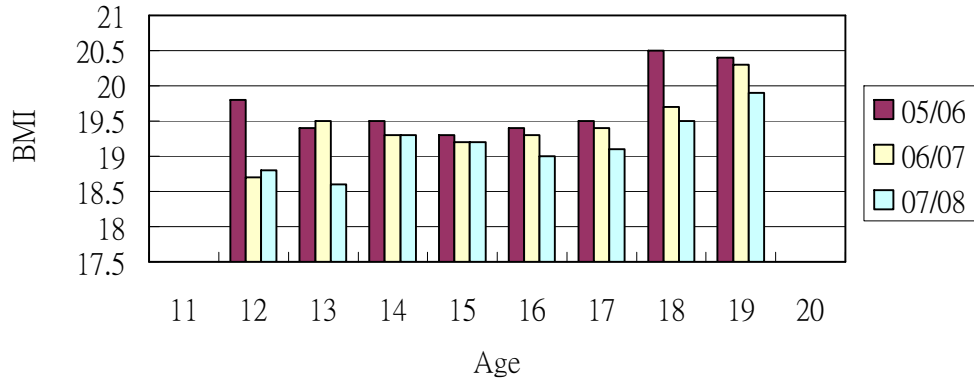
* Electricity charge was partly paid by the air-conditioning fees collected from students.

** Income included Donation for SIP Accumulated from 2006-07 is \$1,702,563.48.

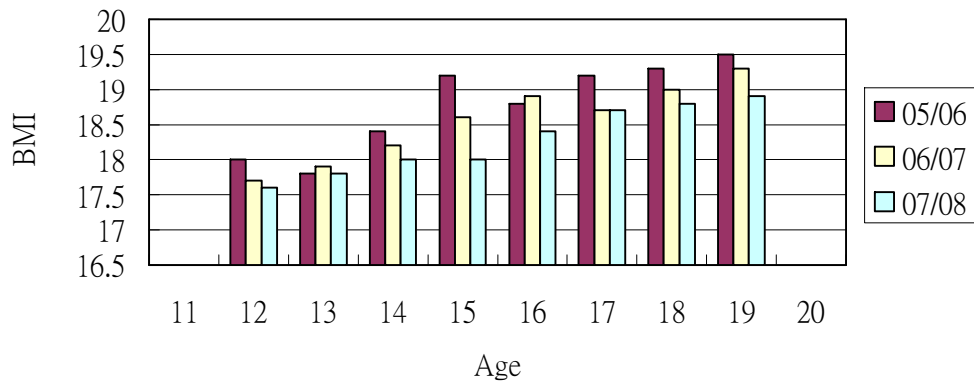
6 Performance of Students

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)

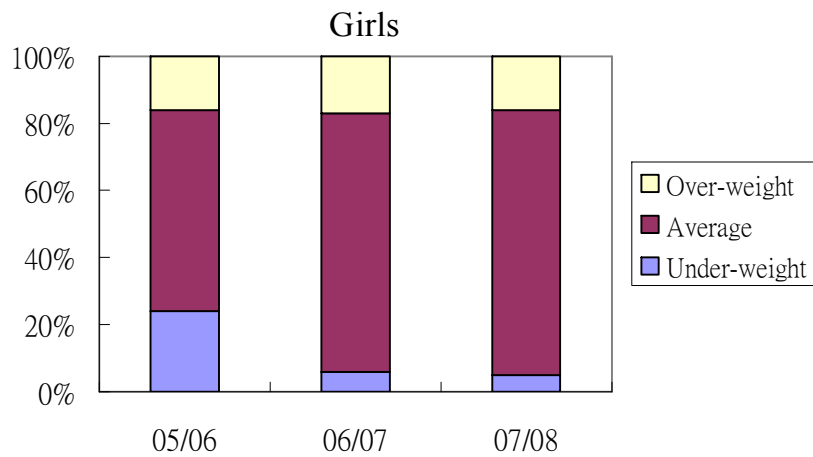


Physical Fitness Test

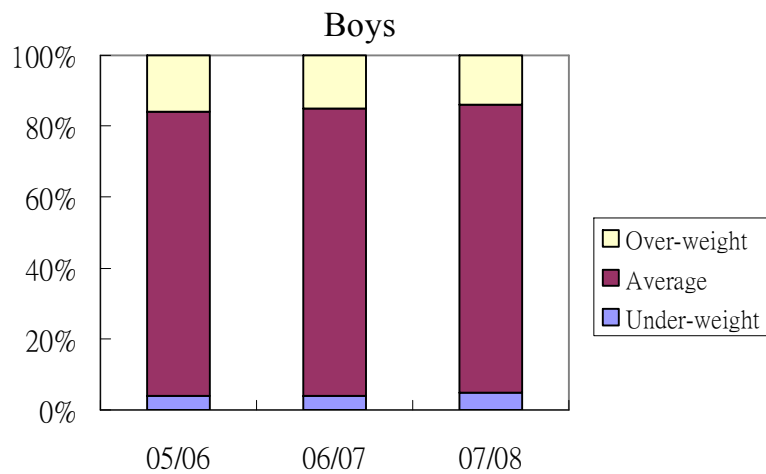
Items	Requirement	Percentage of students reaching the requirement in 2007-08
Skinfolds	10.3%-20.1%	73%
Sit-ups	36 per min	71%
Sit-and-reach	27 cm	80%
Push-ups	16 times	70%
9-minute run	1650 m	46%

Students' Weight

Students' Weight of Girls



Students' Weight of Boys



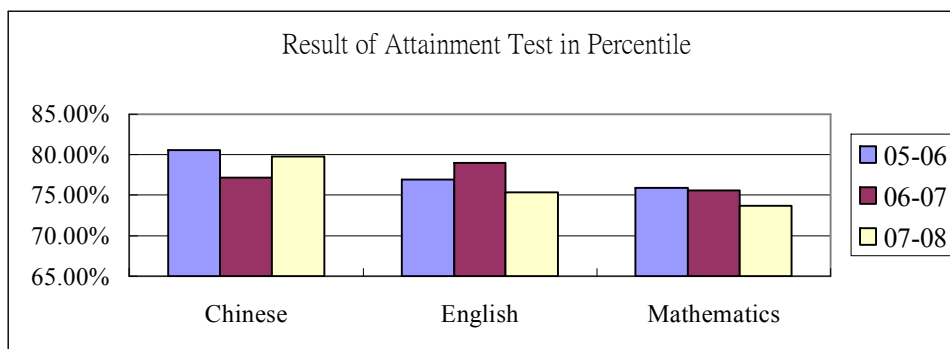
6.2 Students' Reading Habit

Number of books borrowed from the school library:

Level	Number of books borrowed		
	<i>2005-2006</i>	<i>2006-2007</i>	<i>2007-2008</i>
Secondary One	2369	3369	2065
Secondary Two	1189	1338	1678
Secondary Three	939	898	1063
Secondary Four	1198	1425	1684
Secondary Five	569	882	1316
Secondary Six	683	404	194
Secondary Seven	285	457	206

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.



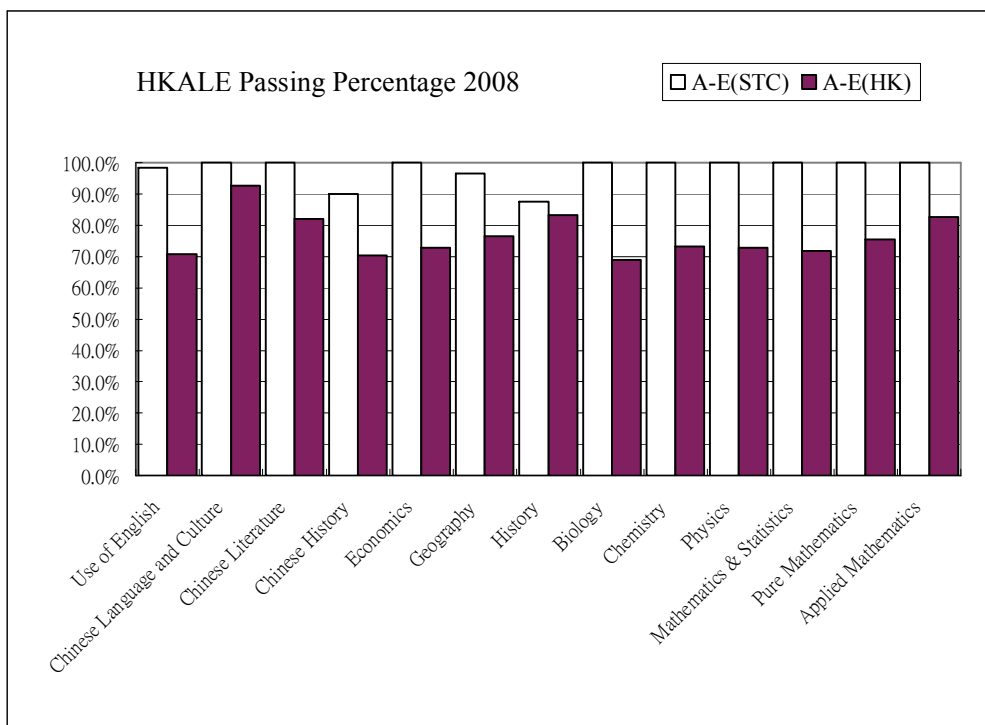
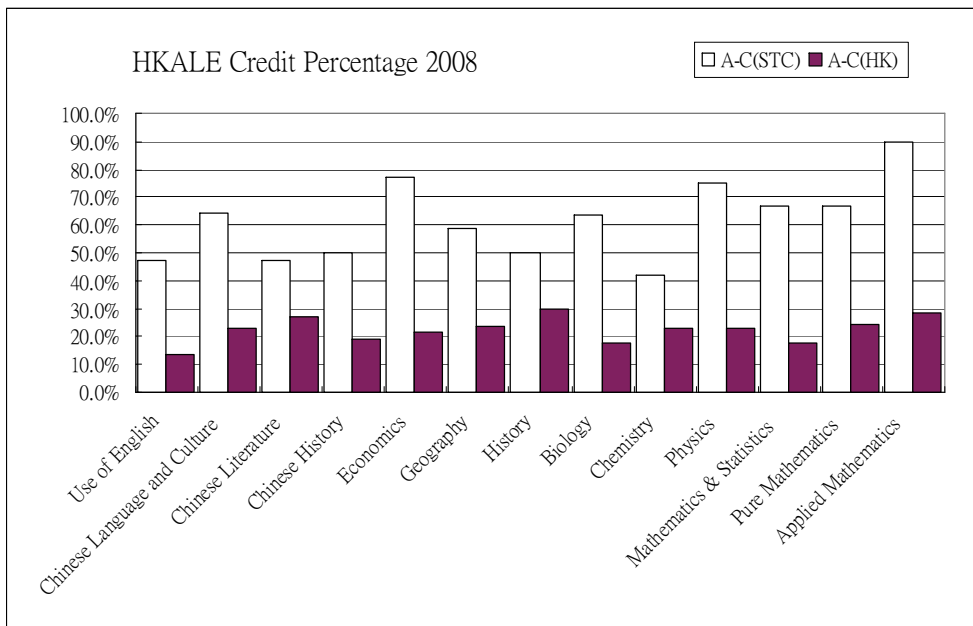
6.4 Public Examinations Results

The table below shows the overall performance in the public examinations of 2008:

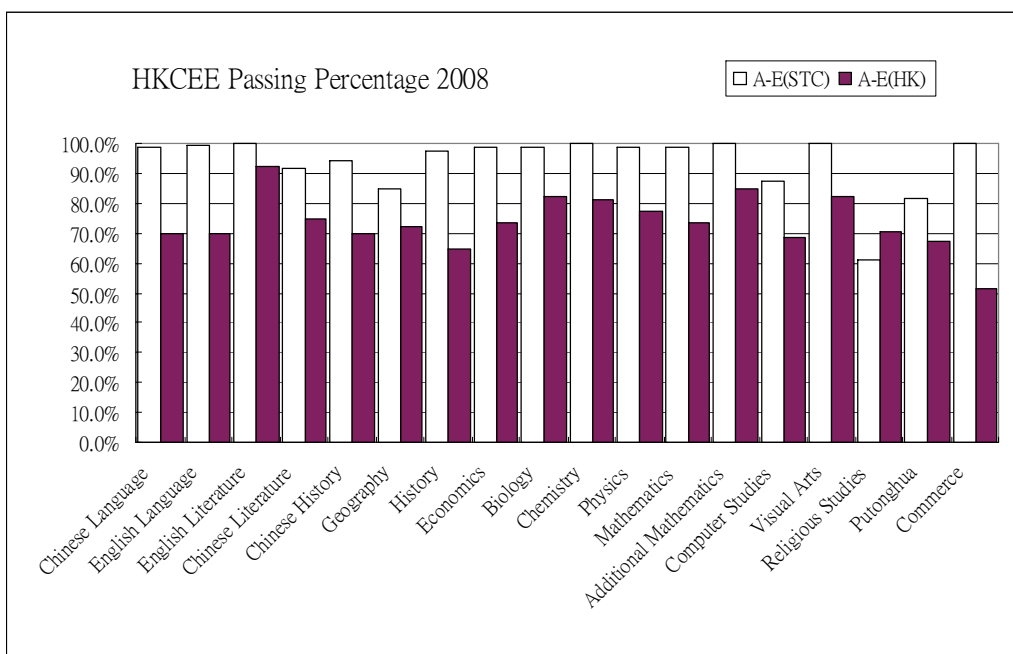
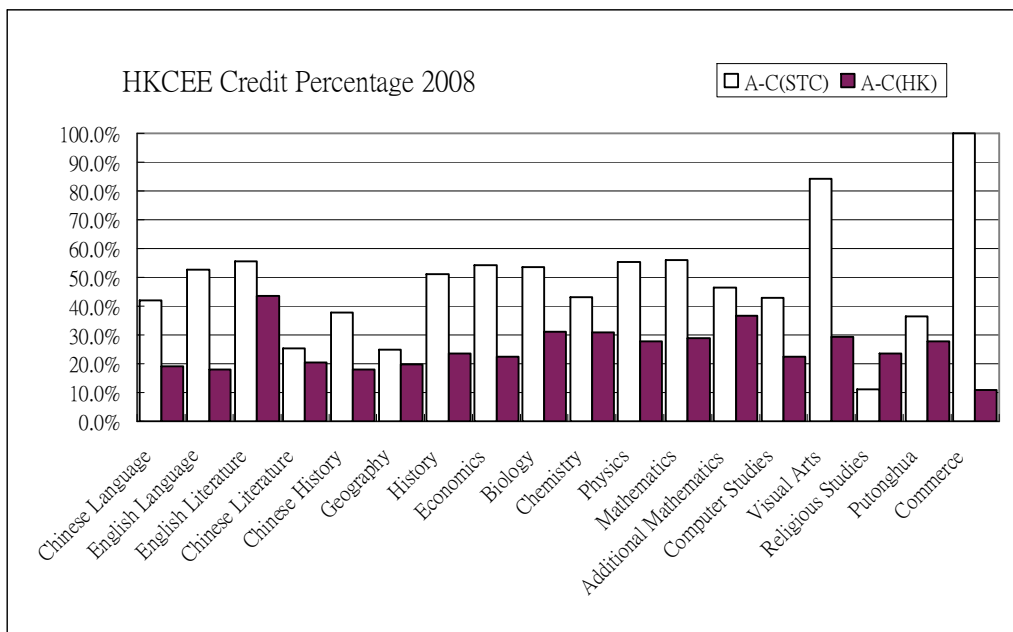
HKCEE	
No of students sat	209
% of students awarded grade E or above in at least 5 subjects	92.4%
% of students awarded 14 points or more in the best 6 subjects	63.15%
No of distinctions (grade A)	92
No of credits (grades B & C)	634
Best individual result	7A2B

HKALE	
No of students sat	61
% of students awarded the minimum entrance requirements for local degree courses	92%
No of distinctions (grade A)	25
No of credits (grades B & C)	151
Best individual result	3A1B1C

Hong Kong Advanced Level Examination Results, 2008



Hong Kong Certificate of Education Examination Results, 2008



6.5 Students' Participation in Extra-curricular Activities

The year of 2007-08 was a crucial year for the development of the extra-curricular activities. On the one hand, there emerged the elements of uncertainty, instability and discontinuity due to the change in leadership. On the other hand, the school needed to plan how it would respond to the challenges posed by the NSS curriculum and of the 21st century. It was a difficult year but we strove to overcome these difficulties and geared our development back to the right track.

The smooth running of the ECA activities has to be credited to the diligence, cooperation and effort contributed by students, teachers and the members on the ECA Committee. They worked hand in hand and each member focused on what he/she could contribute to the success of the Committee. All had the same goal – how to do the things right. The team spirit was high and their great effort was not wasted. It led to numerous achievements that we treasured in this school year.

Looking forwards, we will further strive to develop the potential of our human resources (including both students and teachers) through empowerment, engagement and offering opportunity to grow professionally. We will also improve our system so that higher quality activities can be planned and run smoothly and effectively. Last but not least, we will strive to lay a good foundation for the implementation of the NSS curriculum in school in 2009 and help develop good leaders and stewards for our society in the 21st century. People are our assets. They put us in an advantageous position to serve our students. We are not the best but we will try our best to do our best!