

School Report 2008-2009

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.

Bilingualism is an important objective of the college. Through enhancement of knowledge and basic skills in English and Chinese, students will become better able to face the cultural diversity and challenges of Hong Kong.

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.

For the academic year 2009-2010, the school is preparing S.5 –S.7 students for the Hong Kong Certificate of Education Examinations and Hong Kong Advanced Level Examinations; and S.1 to S. 4 students for the Hong Kong Diploma of Secondary Education (HKDSE) Examination, starting with its first cohort in 2012.

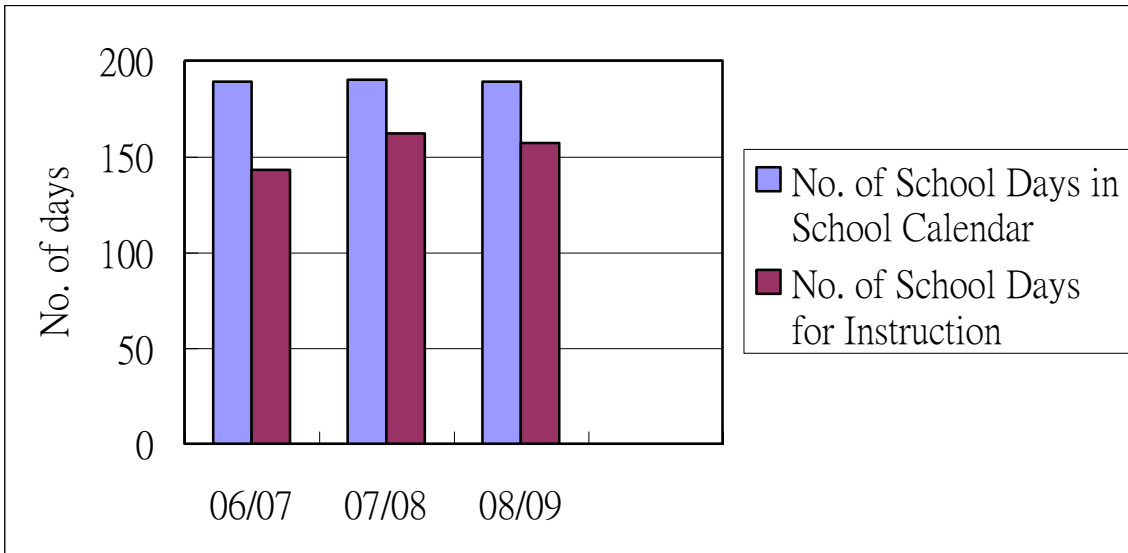
Shung Tak is a highly sought after school as it offers education in the medium of English which sets it far apart from its neighbours. The school's Catholic background strengthens the discipline and character of its students. The motto 'Ora at Labora' (Pray and Work) is part of the life of every Shungtakian, past and present.

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. The Board consists of not only representatives from the sponsoring body but has members that represent all stakeholders of the College.

Year of Membership	Sponsoring Body Representatives	Principal	Parent	Teacher	Alumni	Independent
06/07	4	1	1	1	1	2
07/08	4	1	1	1	1	2
08/09	3	1	1	1	1	2

1.3 Number of Active School Days



2 Our Students

2.1 Class Organization

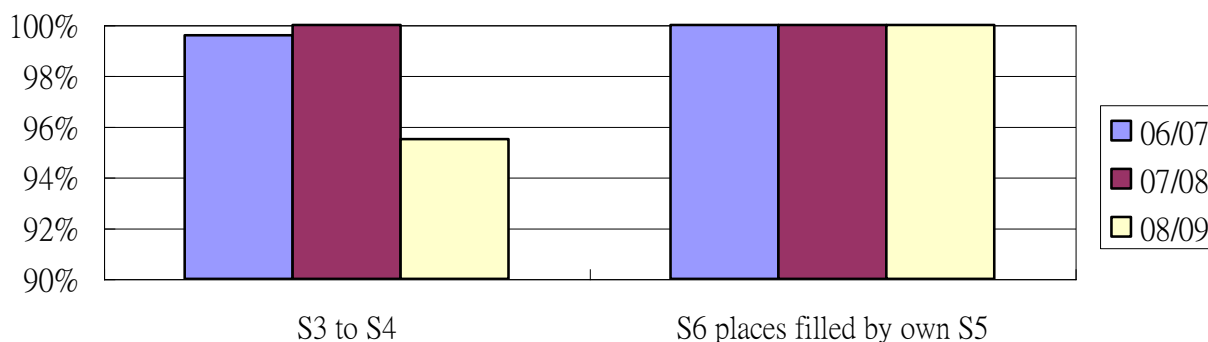
The following table shows the class structure and the number of students in each class in the school year 2008-09.

Each of the levels from Secondary One to Five were divided into 5 classes, namely J, L, M, P and S. These classes followed the teachings of the patron saints of Joan of Arc, Luke, Matthew, Priscilla and Silas.

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29
Boys	84	85	80	81	94	24	20	469
Girls	115	116	143	138	131	41	38	722
Total Enrolment	199	201	223	219	225	65	58	1191

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 students were retained for unsatisfactory academic performance.

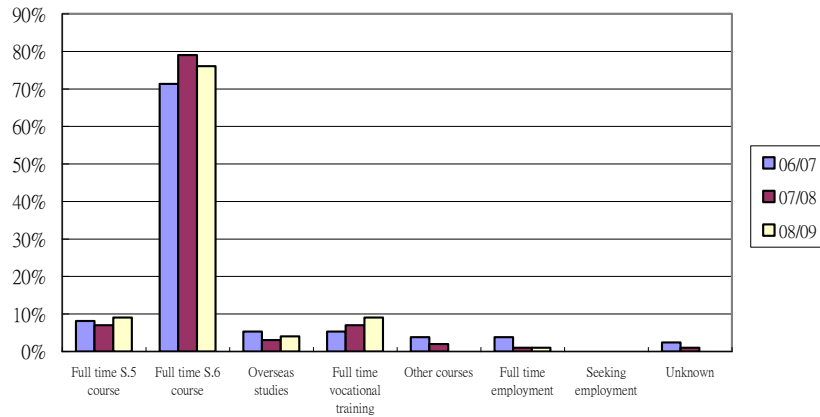


2.3 Unfilled Places

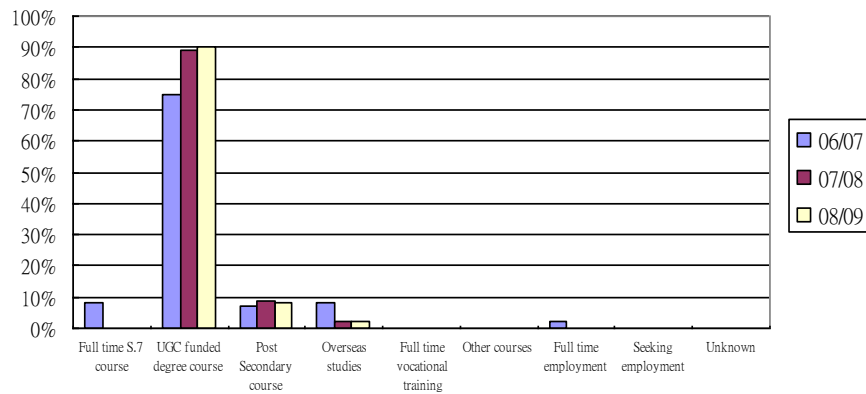
Our school is one of the most sought-after secondary schools in Yuen Long. There were on average over four hundred primary six students applying for S.1 discretionary places in our school in the past three years. There were no unfilled places in our school on record.

2.4 Destination of Exit Students, including early exits

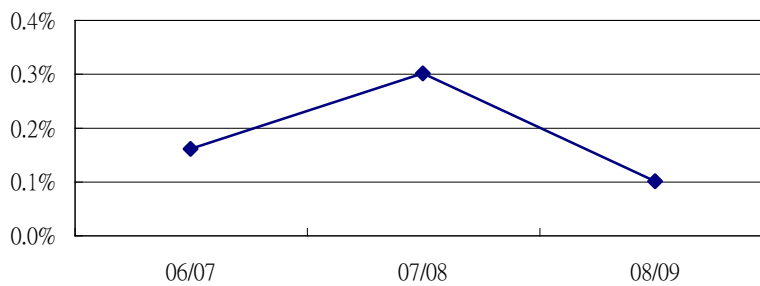
Pursuits of Secondary 5 Graduates



Pursuits of Secondary 7 Graduates

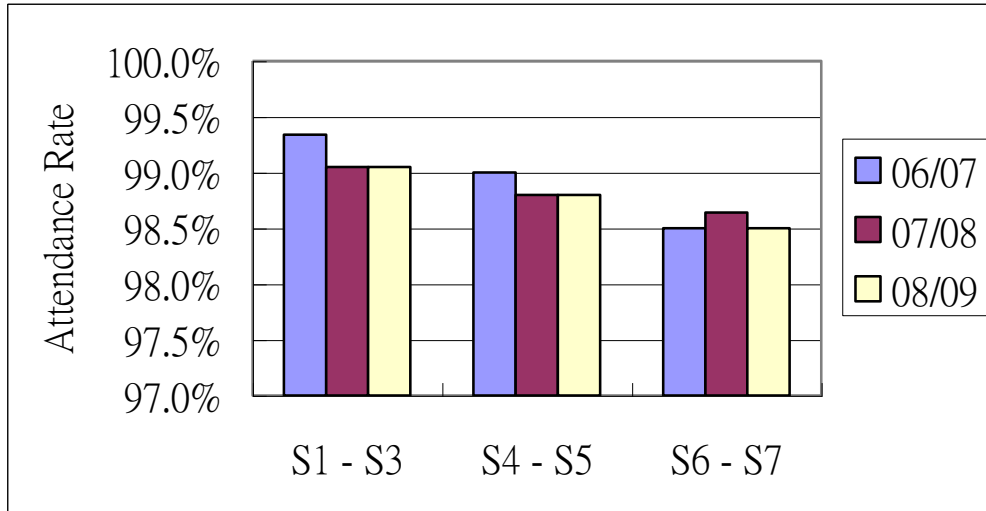


Percentages of student early exit in the past three years



2.5 Student Attendance

Our student attendance rate is always high. In the past 3 years, the rate of each level was over 98.5%.



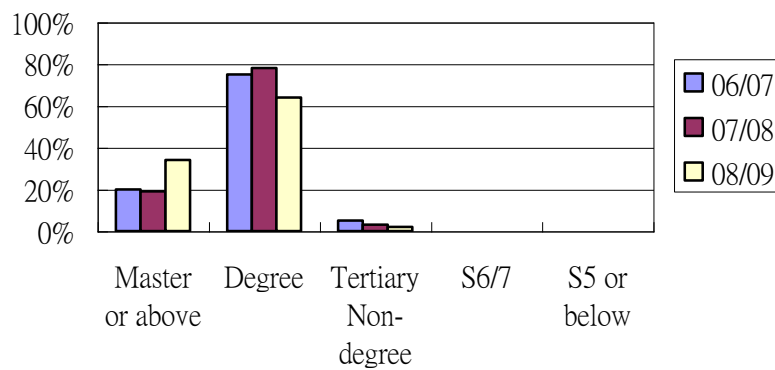
3 Our Teachers

3.1 Qualifications of Teachers

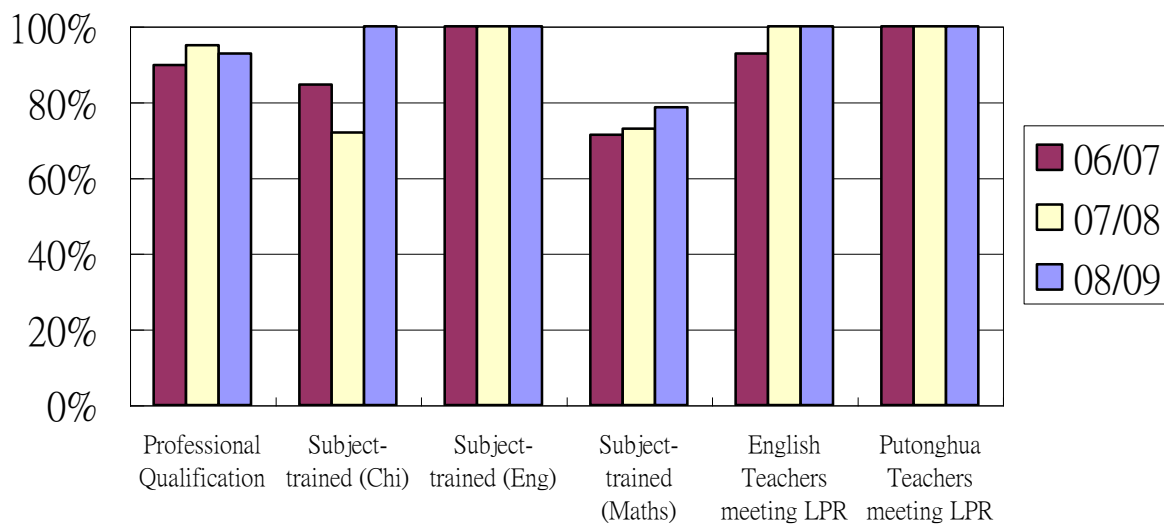
Number of teachers in our school in the past 3 years:

School Year	2006-07	2007-2008	2008-09
Number of Teachers	59	59	59

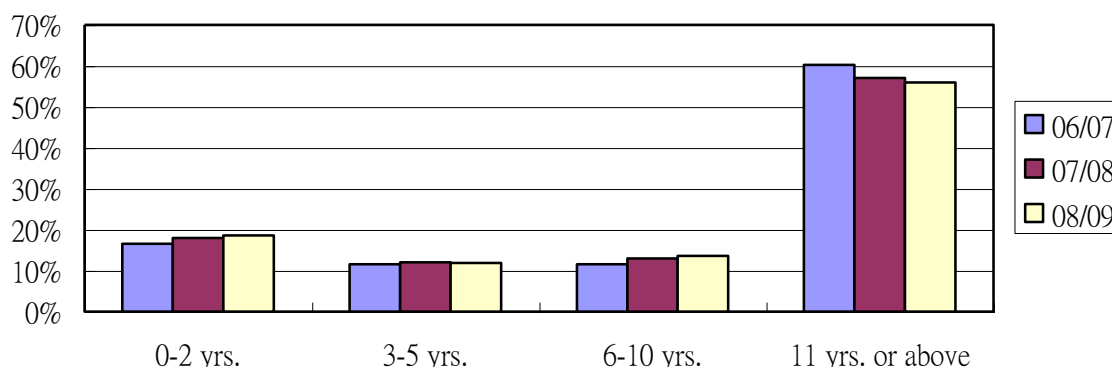
Percentages of teachers' highest academic qualifications in the past 3 years



Professional status of teachers in our school:



3.2 Teacher Experience



3.3 Teacher Professional Development

Our teachers showed high aspirations for multi-faceted professional development during the academic year of 2008-09.

Teachers also prepared themselves for the challenge of the new academic system where all students will be expected to complete three years of junior secondary education followed by three years of senior secondary education by taking part actively in the NSS seminars and workshops organized by the Education Bureau. Teachers of the core subjects of English Language, Chinese Language, Math and Liberal Studies are well prepared for the challenges ahead as a large percentage of teachers on these panels have taken not only the compulsory seminars and workshops helping them deal with School Based Assessment, Understanding and Interpreting the Curriculum and Assessing Student Learning but have also taken the courses on the elective modules to be offered in their subject area. The CPD hours mounted to almost 1183.25 hours not including the hours of those who are studying part time, time spent on in-house staff development programmes, subject co-ordination meetings and communal lesson preparation sessions.

3.4 Staff Turnover

Staff appointed in 2008-09 :

Ms. KY Huen	Mr. WL Ng
Mr. KL Li	Ms. SL Suen
Ms. HW Lau	Mr. SL Lam
Mr. CL Wong	
Ms. LF Chung	

Staff appointments ending in 2008-09:

Ms. WP Ip	Mr. WH Chui
Mr. KY Tung	Ms. LF Chung
Mr. WL Ng	Ms. HW Lau
Mr. CM Wong	Mr. KL Li
Mr. MT Yuen	Mr. PK Chan
Ms. KY Huen	

4. Achievements and Evaluation

4.1 General Comments and Evaluation

The Capacity Enhancement Grant made possible support to the Chinese Language, English Language, Putonghua, Math and Religious Education Departments. Through the hiring of additional staff to support these departments, a number of benefits were gained.

For Putonghua, the major area of concern to enhance teaching effectiveness and professionalism in Putonghua teaching was accomplished. One 0.5 part-time Putonghua teacher was hired to teach 6 junior form classes and give tutorial lessons to F.5 students who take part in HKCEE exams. The benefits meant teachers were relieved of some of the workload in Putonghua teaching to concentrate more on their main subject speciality. Teaching effectiveness was also enhanced through communal lesson planning with native part-time teachers. In addition more Putonghua activities were organized.

The contract teacher for Math helped with remedial classes in S2, 3 and 4. Training was also provided for Math high achievers of the junior forms and for competition preparation like the Pui Ching Invitation Math Competition and the HKYMHA Selection Contest. This teacher also assisted the Math Club in organising activities for the panel and help prepared S3 students for TSA.

The Chinese Department used the funding for Catering for Learning Diversity. This contract teacher was employed to help relieve teachers by teaching a remedial class in S2, teaching 5 classes of Chinese Language and teaching 4 classes in Chinese History. The workload of other teachers in the Chinese department was thereby lightened and this gave more time to the department for planning for the NSS.

Ms. Cecilia Lee took up the post as the Pastoral Assistant of this College on October 2. Her major responsibility was to help organize functions to enhance the religious atmosphere of the College. She worked closely with the RS Department, the Catholic Society as well as the School Principal. Last year, she was instrumental in the setting up of the “Pioneers of Christ”, a new religious social service group for the junior classes. Some of the routine work handled by Ms Lee is to update the sacramental information of the students, organize and run the religious ceremonies in the College (Golden Jubilee Service, Christmas Service, Benediction before Public Exams for S5 and S7 students, School Closing Ceremony). She also takes students out for social service, and arranges Rosary gatherings/Stations of the Cross in October, Lent and May at the Marian Shrine, School Chapel and the Rosary Chapel in Hung Shui Kiu. She was also instrumental in arranging the S1, S2 students pilgrimage to Ss Peter & Paul Church in celebration of the Year of Paul.

The English Department used this grant to employ a clerical assistant to help with the running of the department. Her main duties included inputting data for statistical analysis to facilitate assessment for learning, making arrangements for the Hong Kong Schools Speech Festival, contacting students to inform them of extra classes details, follow up on circulars for the department and also preparing entries for other competitions like the think Great Awards and the Budding Poet Awards. Arrangements for the study tours abroad, KET and PET arrangements, input of marks for SBA for the Hong Kong and Examinations Authority, oral timetabling and running of oral examinations, also required the help of this Assistant. The help provided by this assistant is integral for the success of this department.

Shung Tak Catholic English College
A Summary Report of CEG (2008-09)

<u>Concerns</u>	<u>Items</u>	<u>Results</u>	<u>Expenses(\$)</u>
A. ● To stretch the potential of the more capable Chin students. ● To cater for the needs of students of different abilities. ● To enhance students' learning abilities.	To employ 1 Chinese Contract Teacher to teach 5 junior form classes Chinese Language and co-teaching some oral lessons.	Performance rated very favourably by both teachers and students alike	262,417.05
B. ● To enhance the teaching and learning of Math Low achievers and to stretch the potential of the more capable mathematics students	To employ 1 Mathematics Contract Teacher to teach Math remedial classes and to train able students for inter-school math competitions	Performance rated very favourably by both teachers and students alike	262,417.05
C. ● To enhance teaching effectiveness and professionalism in Putonghua teaching	To employ one 0.5 part-time Putonghua teacher to teach 6 junior form classes and give tutorial lessons to F.5 students who take part in HKCEE exams.	Performance rated very favourably by both teachers and students alike	50,412.66
D. ● To help enhance the religious atmosphere of the school so as to foster a stronger Catholic faith and self-esteem among students.	To employ one 0.5 Teaching Assistant (Pastoral Work) to evangelize the teachings of Christ and provide Other Learning Experiences for students through organizing religious activities, social services and leadership training.	Performance rated very favourably by both teachers and students alike	50,137.50
E. ● To input data for statistical analysis to facilitate assessment for learning. ● To assist in other IT and computer-related administrative duties.	To employ one 0.5 part-time English Teaching Assistant to assist English with the implementation of SBA, and other computer-related administrative duties (like preparation for Speech Festival, KET & PET examinations and exchange programmes) and provide substitution for teachers.	Performance rated very favourably by both teachers and students alike	54,132.49

Total: 679,516.75

4.2. 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 administrative and teaching staff have taken concrete steps in equipping themselves for the challenges ahead. Subject preparation, school premise preparation, timetabling, and other learning experiences to be offered all had to be discussed, evaluated and rewritten so that the school will be ready to start NSS in September 2009.

Five contract teachers were recruited for the preparation of NSS. Some were deployed to ease teachers' workload so that they could take part actively in seminars and workshops related to the NSS curriculum. The total number of our staff CPD hours on NSS courses, which is close to 1200 hours, can best illustrate the school's unswerving devotion to the teaching profession. This also allowed more flexibility to teachers as they were able to spare more time on reviewing and improving the junior form curriculum.

For better preparation of the curriculum of Liberal Studies, the new core subject in NSS was offered and extended to Secondary Three. Besides, the Quality School Improvement Team of the Chinese University of Hong Kong continues to provide assistance to our teachers to 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.

In order to pave the way for a smooth migration to NSS, assessment of the junior form curriculum was carried out and streamlining has taken place. As languages and technology play an important role in self learning for NSS students, we have decided to replace Home Economics and Design and Technology with Computer Technology, Putonghua and Life Education. Life Education is the new subject offered to enhance students' personal growth and self development, a module in the Liberal Studies curriculum.

The number of teachers receiving formal training in the NSS assessment courses was impressive. For the core subjects, most of the teachers have taken the two key courses: Understanding and Interpreting the Curriculum and Assessing Student Learning. All members of the BAFS, Biology, Chinese History, Chemistry and Economics panels have been trained. For the core subjects of NSS, the percentage of staff trained are 66%, 69%, 90% and 53% for Chinese Language, English Language, Liberal Studies and Math respectively. Panels also held sharing sessions after teachers' attendance so that information and materials from the seminars and workshops would be made accessible to all panel members. In fact, panels like the English Department has prepared in-house books for students from S1 to S4 for the electives of English Language.

As School-based Assessment is to be made an integral part of teaching and learning in senior secondary levels under the NSS structure, all subject departments having SBA in 2012 have begun working on their own SBA in alignment with the SBA policy. For English and Chinese, the School-based Assessment was also introduced to all junior levels since its inception by the Education Bureau and the Hong Kong Examinations and Assessment Authority. The English panel has now also made the daring move of integrating all the modules into its curriculum from Secondary One. Teachers have also started to engage students in both formative and summative assessment as they are now more aware that the major function of internal assessment is to facilitate learning and teaching and help teachers understand the

learning progress and needs of their students. Internal assessment will be used as a reference for planning the curriculum, designing teaching methods and giving guidance to individual students to enhance the effectiveness of learning and teaching

The SBA portfolio continued to be used in the English Department from S.1 to S.5 as a tool for continuous assessment. The department has now further improved it by adding the new elements of the electives oral component. More writing genres have also been incorporated as it examines the role of the electives in the English syllabus. For Visual Arts, students of all levels used Photo Impact to prepare and develop their good quality portfolios for continuous assessment.

The pilot project of Student Learning Profile was found to be very successful. Students are now able to enter details of their activities, and achievements as well as complete evaluations.

Adaptability, creativity and skills for communication, self-learning and cooperation which are now the prerequisites for anyone to succeed have been emphasized in both curriculum and assessment in the last academic year.

4.3 Major Concern 2

To help students take initiative and responsibility for their own learning

The results of our HKALE and HKCEE in 2009 are good; our university admission rate is 89.7 percent and the total number of A to C grade in HKCEE is 844. However, we strongly believe that there is still much room for us to further stretch our students' ability and enhance their academic performance especially in terms of the best individual result.

Reference has been made to the External School Review report 2006 to solicit suggestions which can help students take initiative and responsibility for their own learning. Teachers were encouraged to increase interaction in lessons, ask open questions and focus more on peer assessment & learning. As a result, some students have developed a more responsible approach in learning as they were encouraged to contribute in classes.

Co-curricular activities like quizzes and competitions in different subjects for example History, Geography, Religious Education, Science, Math and Language competitions like the Think Great Competitions were arranged to help students take more initiative in learning.

The English Department provides students with 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 give them the chance to truly show their ability to take initiative for their own learning as they work with peers in preparing tasks and improving the quality of the activities they themselves provide. The Hong Kong School Speech Festival is another platform available to students to take responsibility for their own learning. Other opportunities that the department has given to students includes the Think Great Series Competition, the YODAC Lions Quest and Youth Outreach Awareness Debating Competition, the Standard Chartered Hong Kong Public Speaking Contest, the Hong Kong Budding Poets Competition and last but not least the stall games and room prepared for the 50th Anniversary Jubilee Celebrations. Awards received were certainly indicative of the ability of students to take charge of their own learning and the growing number of participants shows that students do indeed care and make the effort to take learning outside the classroom.

Computer Technology is also being used across all subjects. More teachers have begun using the school intranet and e-class as a platform for learning. Materials are being uploaded for students to do self-learning at home.

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.

Other subject departments also leave no stone unturned in the search for ways to help students acquire independent learning skills. Panels like the Liberal Studies one put a lot of emphasis on cooperative learning aiming at enhancing learning motivation and responsibility. Visits to Stanley and to other countries also show students that learning does not necessary just take place in the classroom and every opportunity they have can be made into a learning outcome.

Students are also given an endless number of opportunities through the clubs and houses to organize activities. Most of these activities are run by students although there is a teacher president who is overall in charge. Activities include those like the Club Orientation Day and even big fund raising events like Operation Santa Claus.

Committees like the Health and Civic Education Committee have also organized activities like Shung Tak Forum, the Most Responsible Student Election and Classroom Cleaning Competitions.

For the Guidance Committee, they have carried out a programme called "Enhancement of Students' Learning Motivation" (ELMS). This was launched for S1 students to enhance students' motivation in learning. A "Growth Group" was also organised for selected S1 and S2 students in the second term to enhance students' self-confidence and problem-solving skills further. These programmes certainly provided the foundation for better learning abilities.

The school has worked hard to ensure that students do not just follow a spoon-feeding system but through activities, different kinds of learning activities and even the development of portfolios for subjects like English and History, we see students being given that opportunity to take responsibility for their own learning.

4.4. Major Concern 3

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

In order to foster self-esteem among secondary one students, the S1 Bridging Course which included activities that help students build confidence in learning through the medium of English and learn about their new school with the help of the Secondary Six students was found very useful. After the course, many students became quite confident in learning through English as the medium of instruction and had new big brothers and sisters to turn to if they need help. Both groups in fact gained mutual benefits from this.

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.

Other meaningful activities carried out by this Committee included the programmes Respect Teachers' Day and Dress Special Day. Students' social awareness was strengthened and they learnt the importance of extending love and care to others. Workshops on parent-child relationships, sex education, parenting and communication skills and Family Fun Day aimed to enhance home-school cooperation and parent-child relationship.

Some students with special educational needs (SEN) were carefully taken care of with the help of the Guidance Committee, the Pastoral Assistant and all other members of the school. Arrangements were made to cater for the needs of different students with the \$120,000 granted to support the learning needs of this group of students.

The English Department organized different activities, often in conjunction with other subject departments, committees and even clubs to raise students' awareness of the needs of others in society. Operation Santa Claus, which was held in cooperation with the Music Department and the Students Union raised funds for the organization "Samaritans" and the Sichuan Reconstruction Fund. Project Homes for Hope was another campaign that the English Department was involved in. These projects were certainly chances for the school to show its care to those less fortunate than this community.

On the religious side, liturgical services, such as School Opening/Closing Ceremonies, Christmas Service & Benediction Mass for S5 students 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 respect Holy authority. 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."

The setting up of the Pioneers of Christ, a religious group which emphasizes prayer and community service also provided more opportunities for students to learn how to overcome difficulties, find support and care for people in need.

School-based After-school Learning and Support Programmes 2008/09 s.y.
Programme Report

Name of School: Shung Tak Catholic English College

Project Coordinator: Cheung Pui Fun

Contact Telephone No.: 2476 4263

A. Information on Activities under the Programme

Name of activity	Actual no. of Target students # benefitted	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
<i>Critical Thinking Skill for S2 & S3</i>	86	96%	20/9,27/9,4/10, 11/10 2008	\$1,600	Service provider use questionnaires to collect students' feedback.	Edvenue Limited	100% of S3 participants and 68% of S2 participants think the course is useful
<i>Developing Thinking Skills for S1 Students</i>	48	95%	28/2,7/3,14/3, 21/3,28/3	\$1,200	Course Evaluation Form	Pui Ching Education Center	90% of students think that the course is useful to their study.
<i>Remedial Classes for S1 to S4</i>	March 2009 S1—24 S2—30 S3—33 S4—76 May 2009 S1—30 S2—38 S3—21 S4—58	90%	March 2009 May 2009	\$3,300	Students' performance in Interim Exam and Final Exam	S.7 Graduates	Some of them had better performance in the Exams
<i>Maths Competition (希望杯國際數學競賽)</i>	1	100%	4/7/2009	\$85	Students' performance in Competition	希望杯	一等獎

<i>New Leaf Programme for Conditional Promotion</i>	S2—16 S3—16 S4—53	100%	July 2009	\$4,200	Students' re-assessment test result.	S.7 Graduates	Most of the students passed the re-assessment test.
<i>Gifted Programme</i>	2	100%	Dec. 2008	\$1,400	Student finished the course.	The Chinese University of Hong Kong	
				Total Expenses	\$11,785		

Note:

Target students: students in receipt of CSSA/SFAS full grant and disadvantaged students identified by the school under the 10% discretionary quota.

Footnotes:

1. Money allocated for English Programmes: '*Learning English Through Games, S1-S4 Remedial Classes and the Summer Bridging Programme for New S1 Entrants*' remain unspent. Most of the programmes were not carried out because of problems occurring for arranging supplementary classes due to concerns of H1N1. Tutor were also difficult to find because of constraints of dates and duration.

B. Project Effectiveness

To the benefitted students, achievements of the activities conducted are rated as follows:

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement			✓			
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
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		✓				
Community Involvement						
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, SFAS 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 student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

D. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

I think that the participants were quite satisfied with the service.

5 Financial Summary

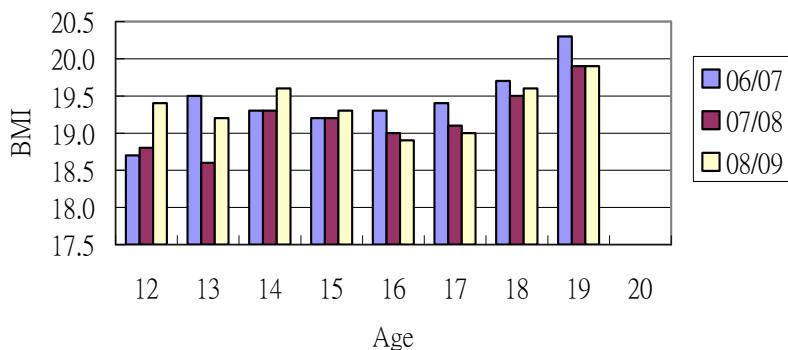
	<u>Income \$</u>	<u>Expenditure \$</u>
I. GOVERNMENT FUND		
(1) Operating Expenses Block Grant		
<i>(a) General domain</i>		
Admin. Grant (Salaries for non-teaching staff)	3,474,307	2,511,696
School & Class Grant (Daily running cost) *	652,706	610,535
Subject Grants (Expenses of subjects, functional groups and committees)	496,575	546,107
Supplementary Grant	163,939	119,280
Other Grants (including Enhancement Grant, Noise Abatement Grant, etc)	402,887	398,773
	sub-total: 5,190,414	4,186,392
<i>(b) Special domain</i>		
Grants related to student support (including Programme Fund, etc.)	7,101	12,235
Grants related to extensive reading	27,786	21,709
Capacity Enhancement Grant	491,900	557,945
Capacity Enhancement Grant (Additional)	0	121,572
	sub-total: 526,787	591,889
(2) Teacher Professional Preparation Grant	480,000	980,565
(3) Composite Furniture and Equipment Grant	426,706	613,515
(4) New Senior Secondary Curriculum Migration Grant	106,000	287,472
(5) Learning Support Grant	120,000	30,150
II. SCHOOL FUNDS (GENERAL FUNDS)		
Tong Fai	452,535	523,854
Sun Hung Kei	305,000	305,000
Scholarship	32,500	36,407
Collection of fees for electricity charges of air-conditioners in Classrooms	119,100	626,804
	sub-total: 909,135	1,492,065
III RAISED FUNDS		
Donation for Heritage Room	350,000	347,921
	sub-total: 350,000	347,921
Total Deficit for 2008/09 school year up to 31 August 2009		<u><u>-679,304</u></u>

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

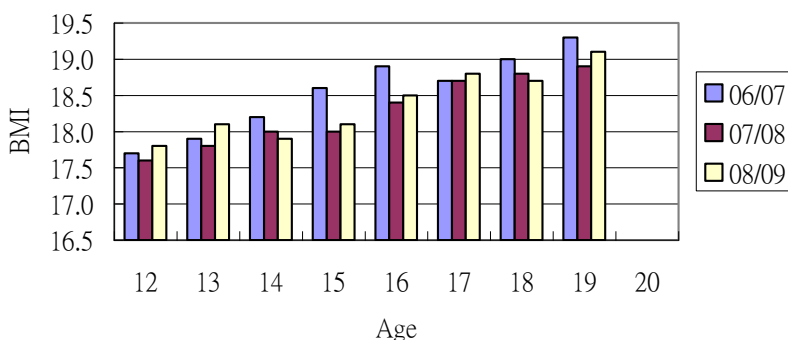
6 Performance of Students

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)



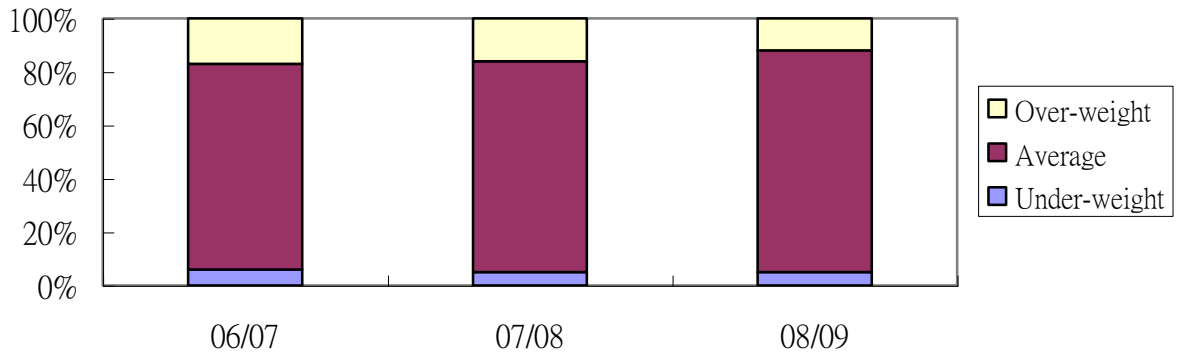
Physical Fitness Test

Items	Requirement	Percentage of students reaching the requirement in 2008-09
Skinfolds	10.3%-20.1%	75%
Sit-ups	36 per min	72%
Sit-and-reach	27 cm	81%
Push-ups	16 times	71%
9-minute run	1650 m	47%

Students' Weight

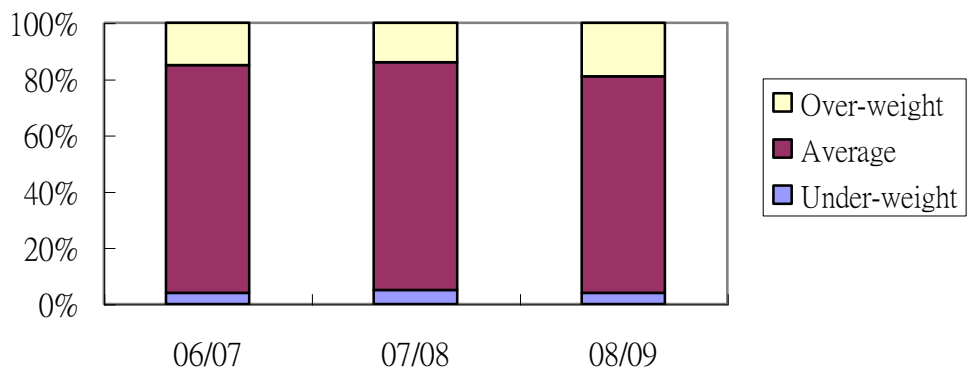
Students' Weight of Girls

Girls



Students' Weight of Boys

Boys



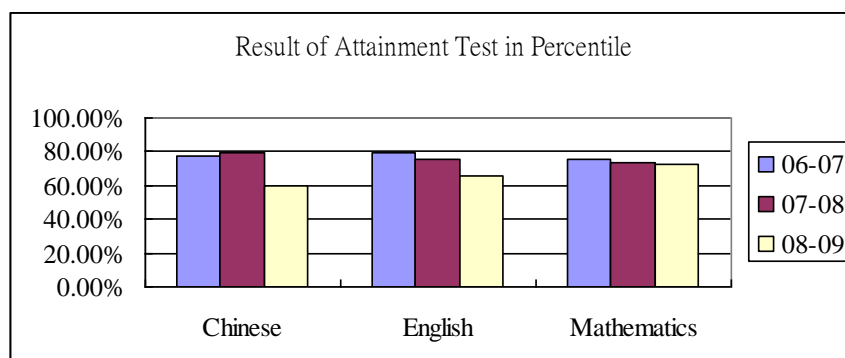
6.2 Students' Reading Habit

Number of books borrowed from the school library:

Level	Number of books borrowed		
	<i>2006-2007</i>	<i>2007-2008</i>	<i>2008-2009</i>
Secondary One	3369	2065	2564
Secondary Two	1338	1678	1357
Secondary Three	898	1063	1741
Secondary Four	1425	1684	1400
Secondary Five	882	1316	1714
Secondary Six	404	194	371
Secondary Seven	457	206	135

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 Hong Kong TSA

All students of Secondary Three are expected to complete the written assessments in the Chinese Language, English Language and Mathematics. The following is the information for the 2009 TSA examinations.

Subject	Number of students completing written assessments	Number of students achieving Basic Competency	School Percentage of students achieving Basic Competency	Territory Wide Percentage Of Students achieving Basic Competency
Chinese Language	221	213	96	77
English Language	221	221	100	69
Mathematics	221	218	99	80

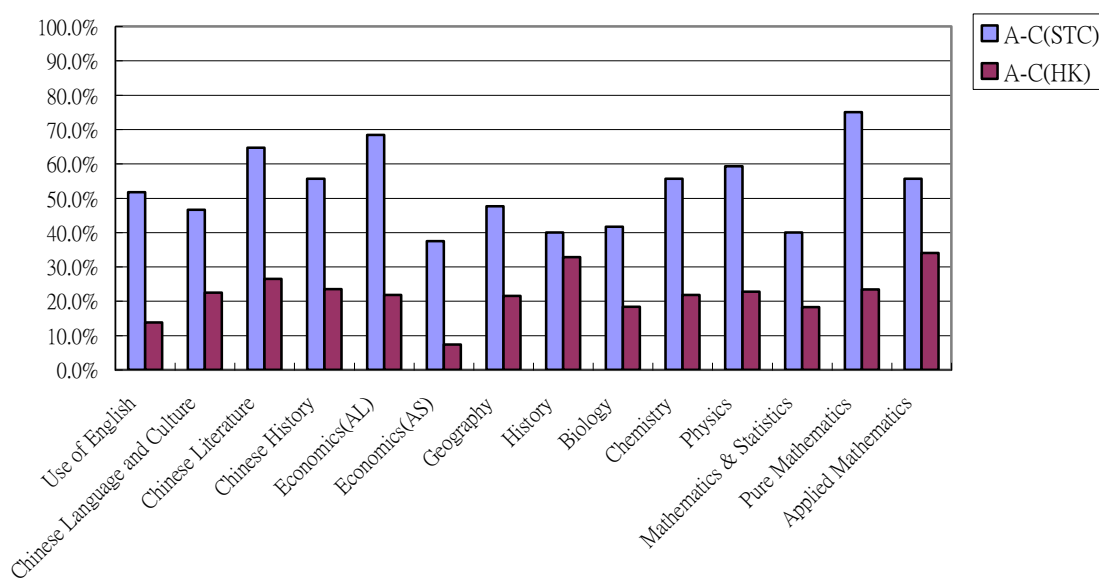
6.5 Public Examinations Results

The table below shows the overall performance in the public examinations of 2009:

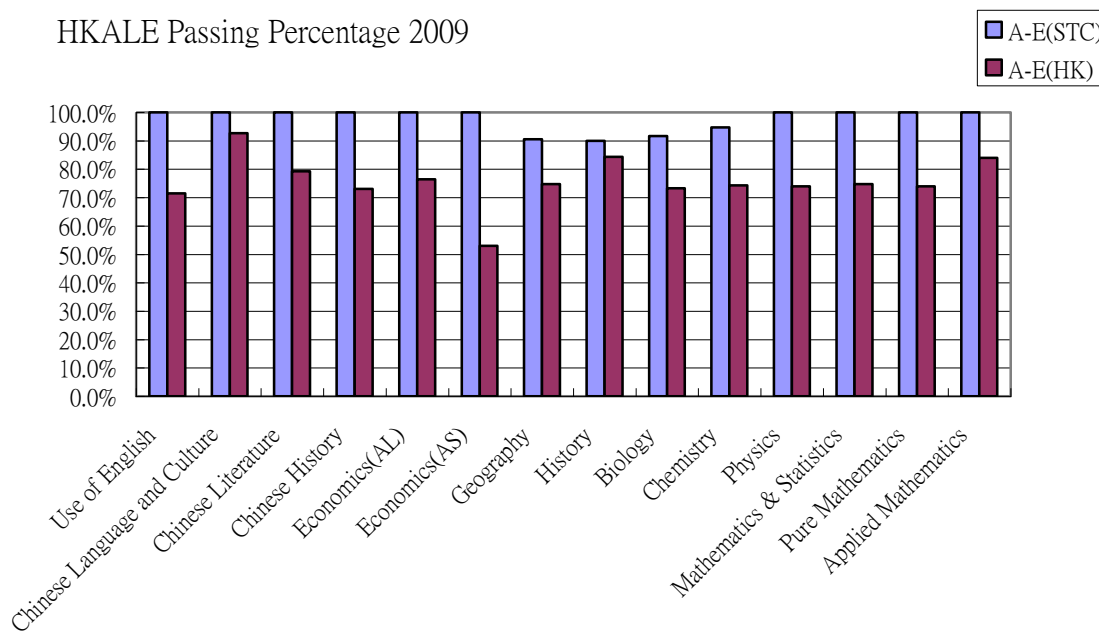
HKCEE		HKALE	
No of students sat	225	No of students sat	58
% of students awarded grade E or above in at least 5 subjects	91.8%	% of students awarded the minimum entrance requirements for local degree courses	89.7%
% of students awarded 14 points or more in the best 6 subjects	68%	No of distinctions (grade A)	29
No of distinctions (grade A)	121	No of credits (grades B & C)	124
No of credits (grades B & C)	723	Best individual result	3A2B
Best individual result	5A 1(5*)		

Hong Kong Advanced Level Examination Results, 2009

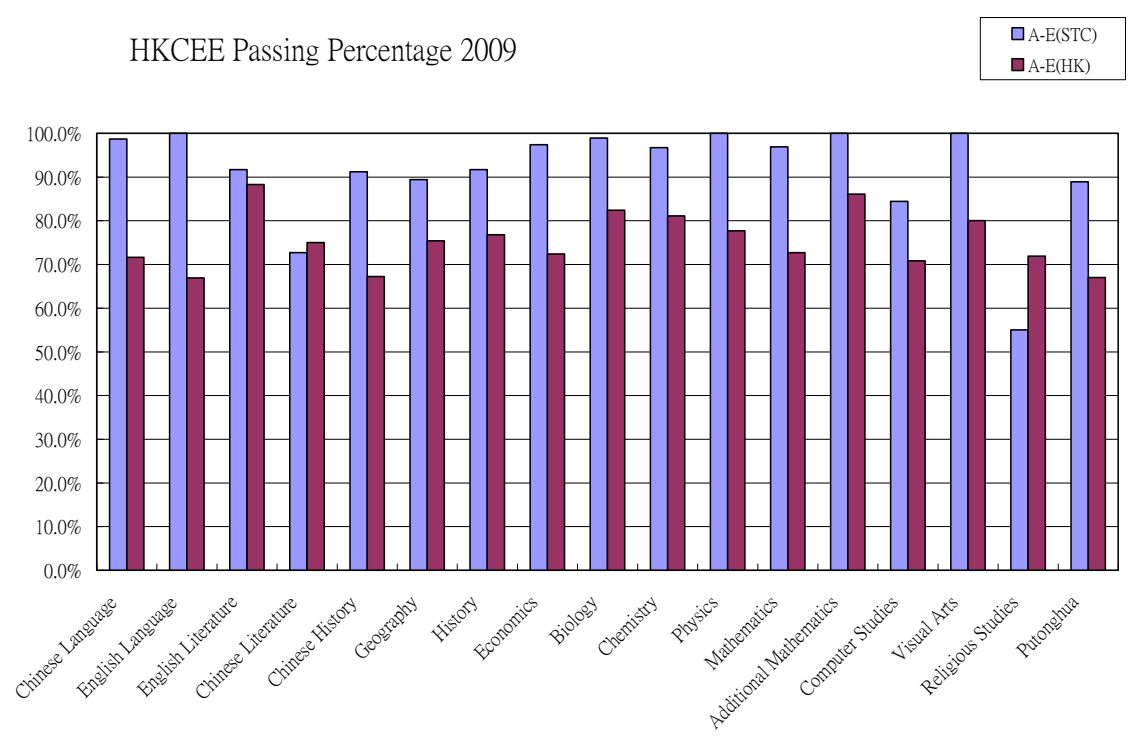
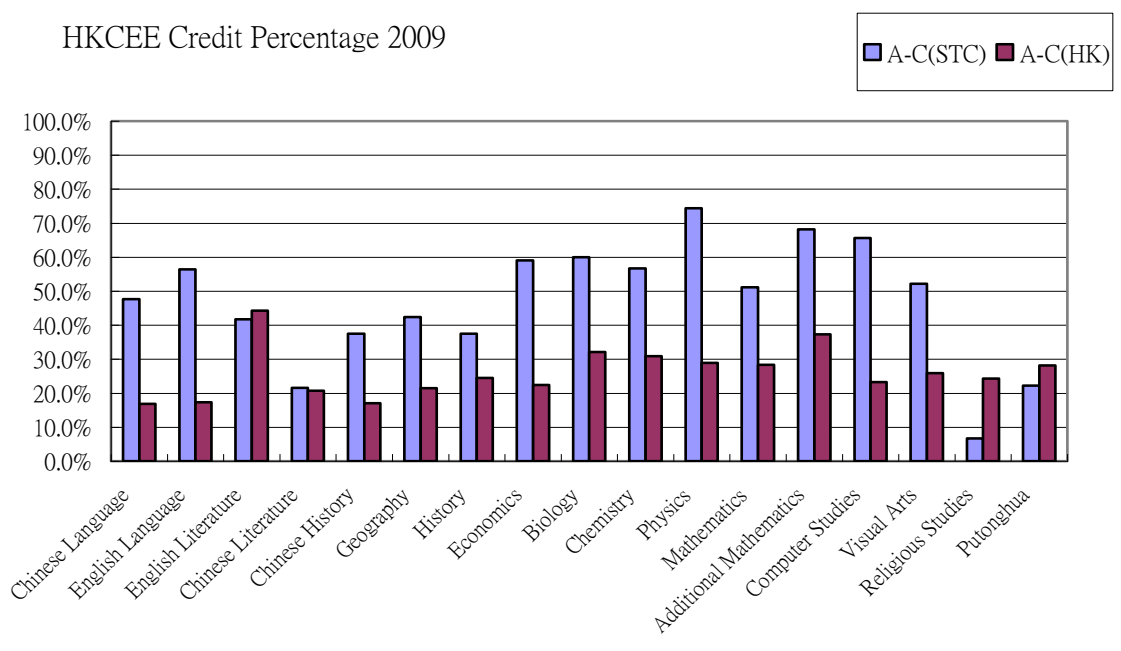
HKALE Credit Percentage 2009



HKALE Passing Percentage 2009



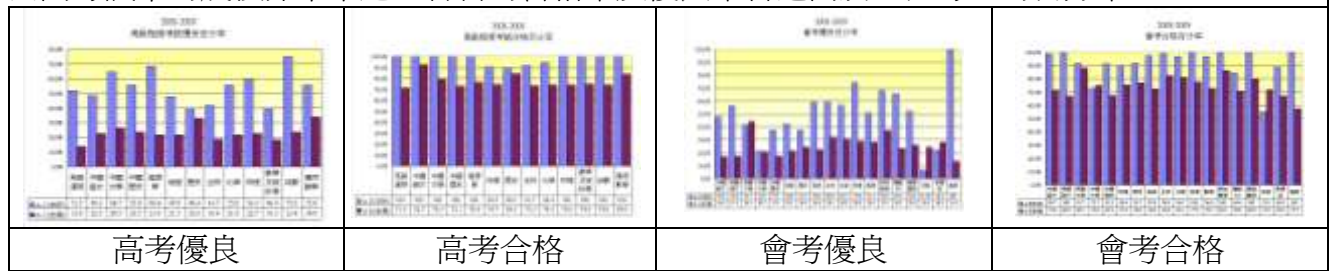
Hong Kong Certificate of Education Examination Results, 2009



Scholarships and Excellence in Public Examinations

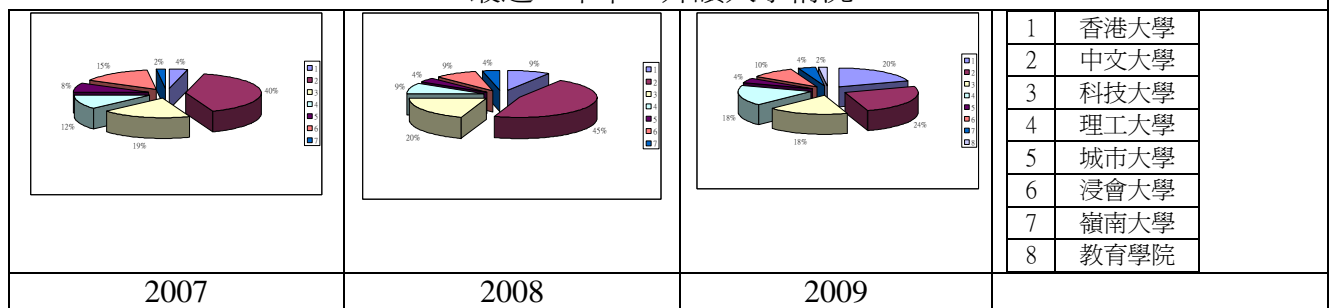
獎學金與公開考試成績優異

本校十分注重學生學業成績，致力為學生提供優良的學習環境和優質課程。歷年來，學生在公開考試中的成績非常卓越，各科的合格率及優良率皆遠高於全港考生的百分率。



2008/09 年度中學會考，本校英文合格率為 100%、中文及數學科合格率接近 100%。高級程度會考成績同樣驕人，成功升讀大學比率達九成以上。本校更是會考尖子的搖籃，在 2004 年的會考有兩位同學分別考獲九優與八優的成績，翌年更有兩位九優一良的學生；2006 年會考更有一位當上十優狀元。同學在學術方面的出色成就，可謂有目共睹。

最近三年中七升讀大學情況



為了鼓勵學生奮發向上，追求更卓越的成績，校方特別設立多項獎學金，以表揚在學術方面有進步或成績卓越的學生。學校的獎學金由不同的持分者資助，如家長教師會、校友會、前任校長，以及地區鄉紳等。各持份者熱心於教育，對崇德學生的支持更是不遺餘力。

此外本校更參與不同的課程培訓，藉以提升學生各方面的潛能，當中包括精英培訓班「中一級左右腦思維訓練課程」、「中二級批判思考資優課程」、「中三級批判思考進階課程」等等，亦配會新高中課程的發展，舉辦「通識教育科暑期寫作訓練」，著以加強同學的分析能力和答題技巧。除此以外，本校亦成功申請「新鴻基獎學金」，為成績稍遜的同學提供「保底課程」和「新頁計劃」，務求照顧全體學生的需要。

Excellence in Competition

比賽成績



本校學生每年均踴躍參與校際朗誦節比賽，本年度的參加人數更突破歷年紀錄，共有 641 隊，839 位學生參與各個比賽項目，成績卓越，並連續四年奪得「教育署長盃」，為新界區參與最多團體項目的學校。



本校 2J 班王瑾同學於早前由新界校長會及紫荊雜誌社主辦的「情繫祖國」慶祝中華人民共和國成立 60 周年學生徵文比賽中勇奪初級組冠軍，並有機會於聖誕隨大會到湖南作訪問交流。



由教育局、國家地理頻道及智慧門合辦 THINKSeries 的卓越學生領袖培訓課程中，本校中四同學 Kenneth Yiu 於數百個中學生中脫穎而出成為香港青年領袖代表，於 2009 年度暑假更與其他香港八位得獎者到新西蘭交流。

English					
賽事名稱	獲獎項目	成績	得獎者		
HKSSF	Solo Verse Speaking	1st	1L Marilyn Ma, 1S Joanne Ho, 4P Cherry Kwok		
	Prose Reading – Non Open	1st	4S Ronald Chow, 5M Stephanie Cheng	4S Hermia Lam, 6A Hedy Lau	4S Shirley Tam, 6S Sue Chu
	Public Speaking Team- Non Open	1st	3L Derek Lee, 4J Suki Wu, 6A Grace Tang,	3L Kenny To, 4M Karen Lui, 6A Jody Wan	3L Ben Wong, 4S Grace Wong, 6A Priscilla Yan
	Public Speaking Team- Open	1st	6A Billy Leung	6A Yvonne Sit	6A Connie Yip
	Choral Speaking	1st	5P		
中文科					
賽事名稱	獲獎項目	成績	得獎者		
第六十屆校際朗誦節	中二年級女子組 散文獨誦	冠軍	2S 賴煥琳		
數學科					
賽事名稱	獲獎項目	成績	得獎者		
培正數學邀請賽		銀獎	2L Yik Ho Yeung		
香港青少年數學精英選拔賽		首四十名	2L Yik Ho Yeung		
		第一等獎	2L Yik Ho Yeung		
		第二等獎	1J Chan Fung, 3L Li Yu Hin, 3L Lee Man Hei, 3L Wong Ka Nok		
華羅庚杯香港賽 區數學比賽	中一	團體優異獎	Top 30 schools		
港澳奧林匹克比賽數學比賽 2009		銀獎	3L Li Yu Hin		
		銅獎	3L Wong Ka Nok		
		優異	3J Lam Chak Yiu, 3J Cheung Fu Chung		
科學科					
賽事名稱	獲獎項目	成績	得獎者		
CUHK Science Enrichment Programme	S3-S4 students	Bronze Certificate	3L CHEONG KA HONG 3L LEE MAN HEI 3L WONG KA NOK		
Hong Kong Budding Scientists Award Honor		2nd Class	2J WONG KWONG YIU 2L CHAN CHUN HANG 2L TONG KA KIT 3L WONG KA NOK		
音樂科					
賽事名稱	獲獎項目	成績	得獎者		
香港學校音樂節 (08 - 09)	中級組古箏獨奏	全港亞軍	3J 黃海茵		
	高級組中阮	全港季軍	4J 張嘉樂		
	深造級柳琴	全港獨奏亞軍	4J 張嘉樂		
	14歲以下混聲合唱	優良獎(第三名)	合唱團		
香港步操樂隊節 全港步操樂隊邀請賽	敲擊樂組	銀獎	西洋敲擊樂團		
	通善壇盃	最佳銅管樂獎	步操管樂團		
		金獎			
	西區少年警訊盃	最佳步操花式			

	方志強盃 李應生會長盃	最佳音樂效果 全場總冠軍	
視覺藝術			
<u>賽事名稱</u>	<u>獲獎項目</u>	<u>成績</u>	<u>得獎者</u>
世界兒童眼中的埃及繪畫比賽 Egypt In the Eyes of the World Children Art Competition		優異	5P Dicky Chan
第九屆芳華杯少兒書畫大賽		金獎	2J Matthew Chan
二零零九香港花卉展覽 南洋商業銀行學童繪畫比賽		優異	6A 蔡安琪
中學生視覺藝術展(2008-2009)		優異	5J Janet Pang 3S Chrystal Yip 5L Helen Kwok
體育科			
<u>賽事名稱</u>	<u>獲獎項目</u>	<u>成績</u>	<u>得獎者</u>
元朗區校際排球比賽	女子甲組	冠軍	排球隊
元朗區校際越野賽	男子甲組	冠軍	5M Kenny Yu, 5S Jason Kai 5L Ken Wong 5P William Chan, 6S Francis Cho 5P Tommy Leung, 4M Elliot Kwan
其他			
<u>賽事名稱</u>	<u>獲獎項目</u>	<u>成績</u>	<u>得獎者</u>
香港童軍總會新界地域分列式步操比賽		季軍	元朗西第五童軍旅
元朗西區分列式步操比賽		亞軍	
香港學校戲劇節		整體演出合作獎 舞台效果獎	劇戲學會「貔貅世家」

~ End ~