

S.K.H. TSANG SHIU TIM SECONDARY SCHOOL

School Annual Report (2005-2006)

School Vision & Mission

Vision

Based on Christian principles, we strive to provide our students with a balanced education and school life that enhances their moral, intellectual, physical, interpersonal, aesthetic and spiritual development. We make every effort to provide a positive learning environment in which students are encouraged to fulfil our school motto — Wisdom, Perseverance, Health and Gregariousness — whereby they can develop into healthy, independent, civic-minded and responsible citizens and leaders of tomorrow.

Mission

Our mission is to:

1. Develop in students a love of learning and a realization that learning is a life-long activity.
2. Encourage and help students to think logically, independently and creatively; to make rational decisions; to solve problems; and to cope with stress and change.
3. Develop students' abilities to use language as a successful tool of thought and communication.
4. Help students to acquire mathematical, scientific knowledge and skills, and to learn knowledge about society and its history, religion and the natural world, in order to prepare them for their future career and life in the modern world.
5. Develop students' skills in finding, understanding and using information via various media accessible to them.
6. Help students to develop a sense of civic duty, responsibility to the family and service to the community; and to respect themselves as well as others disregarding their faith, class and colour.
7. Develop in students a sense of morality and assist them to acquire knowledge of Christian ethics to help them prepare for the physical, spiritual, emotional and mental transition to adulthood.
8. Promote students' mental and physical health by providing them with a balanced range of activities conducive to the healthy development of the body and the mind.
9. Develop cultural and recreational interests in the students and guide them in making good use of their leisure time.
10. Develop students' creativity and aesthetic aptitude, promote their appreciation of the natural and cultural heritage and enhance their respect for the environment.
11. Help students to have a better understanding of their mother country.

1. Our School

1.1 Brief Introduction

Sheng Kung Hui Tsang Shiu Tim Secondary School (SKHTST) was founded in September 1978 by Sheng Kung Hui (Anglican), Diocese of Hong Kong and Macao. It is a grammar school subsidized by the Government of the Hong Kong Special Administrative Region.

Since its establishment in 1849, Sheng Kung Hui has built many churches to proclaim the Gospel and spread the Christian message. It has also contributed a lot in the field of education over the decades. There are altogether 33 schools sponsored by Sheng Kung Hui in the territory and SKHTST is one of them.

The School Motto is Wisdom (智), Perseverance (毅), Health (健) and Gregariousness (群).

1.2 School Premises

The school campus, covering about 4,000 square metres in area, provides an excellent learning environment. Many highly functional facilities, on top of the standard provision, have been installed. They comprise a Self-Access Centre, two Computer Rooms, two Multi-Media Learning Centres, a Religious Activities Room, a Counselling Room, a Careers Room, etc. As a hub of knowledge, our School Library operates on a fully computerized system. All classrooms and special rooms have been equipped with LCD projectors and desktop computers networked and linked to the Internet, enabling teachers to capitalize on IT opportunities for learning.

Since the completion of the school improvement programme in July 2005, improvements in other teaching and ancillary facilities have been undertaken. Notably, two Band Rooms have been equipped, the Library overhauled and air-conditioners in the Old Wing replaced. With the generous donation from the Tsang Family, Sik Yu Lounge, formerly an under-used resources centre, has been renovated to be an education support room which doubles as the display area for our history.

1.3 School Climate

Over the years, we have developed a friendly atmosphere within our campus. This is evident from the number of students involved in various afterschool group activities. As reported in Stakeholders Surveys, students respect teachers, enjoy coming to school and are proud to be a member of this learning community.

Parents too show much support for our mission. The general openness of the school culture has encouraged parents to volunteer their services, have lunch with their children in the covered playground and use school facilities to conduct parent recreational activities. Over 90% of them are pleased that their children are studying in our school.

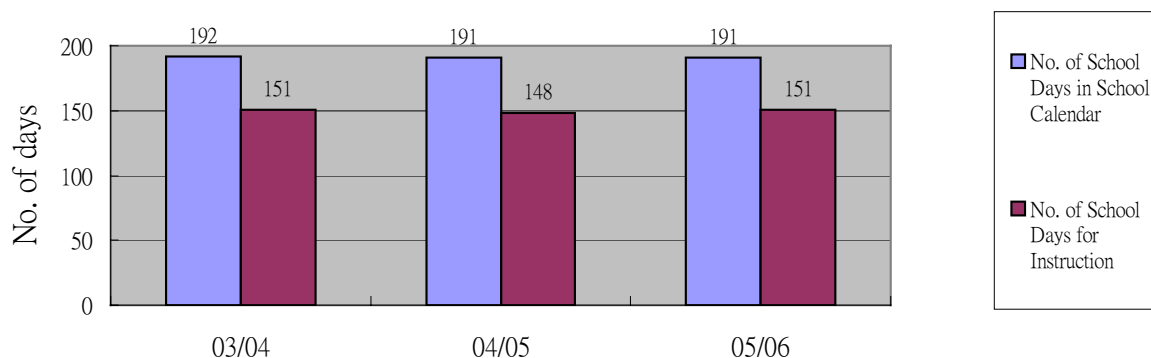
1.3 School Management

The School Council consists of

The Rt. Rev. Louis TSUI
 The Rev. TSANG Wing Cheong (Supervisor)
 The Rev. CHAN Hin Cheung
 The Rev. FUNG Chi Wood
 The Rev. LAM Chun Wai
 Mr. Moses CHENG
 Mr. David Wong
 Dr. KWONG Hoi Chau, Martin
 Mr. Tsang Kai Yuen
 Mr. TONG Kai Hong, Anthony (Principal)

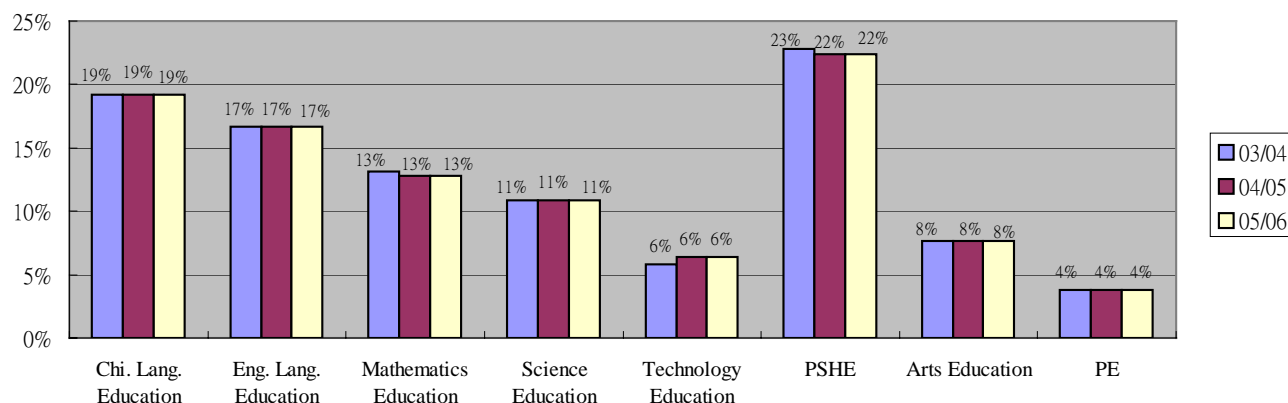
1.4 Number of Active School Days

The numbers of school days for S1-S4 (i) in the school calendar; and (ii) for instruction in the school in the past 3 years are shown below :



1.5 Lesson Time for the 8 Key Learning Areas

The percentages of lesson time allocated to the 8 Key Learning Areas as per school timetable for S1 to S3 in the past 3 years are shown below :



2. Our Students

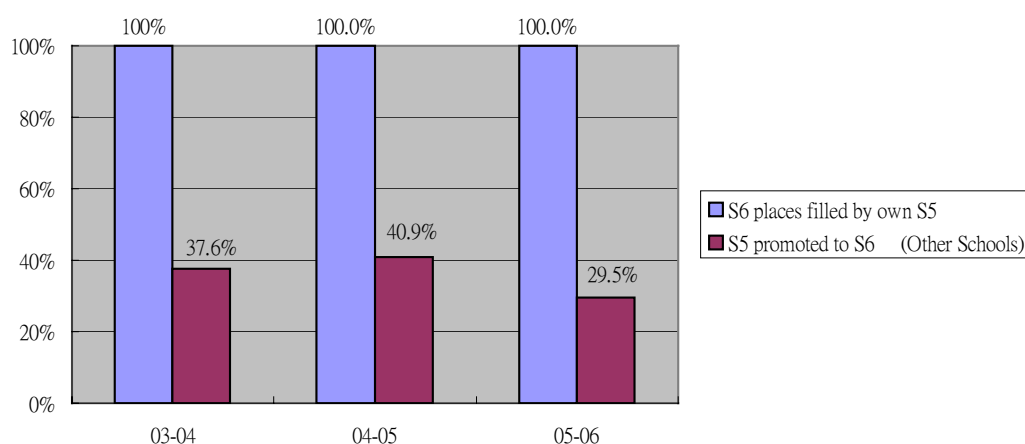
2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in the past year are shown in the following table:

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	3	3	31
Boys	94	101	96	93	98	49	42	573
Girls	111	106	111	113	95	42	45	623
Total Enrolment	205	207	207	206	193	91	87	1196

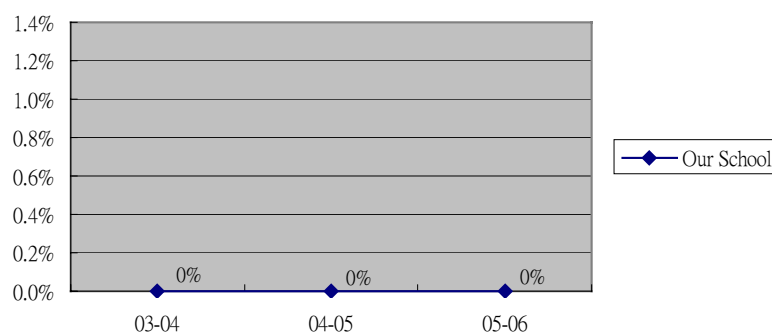
- (i) The percentage of S6 places filled by our own S5 graduates is 100%.
- (ii) The percentage of S5 graduates who had secured S6 places in other schools is 29.5%.

Below is a bar chart showing the percentages in the past 3 years.



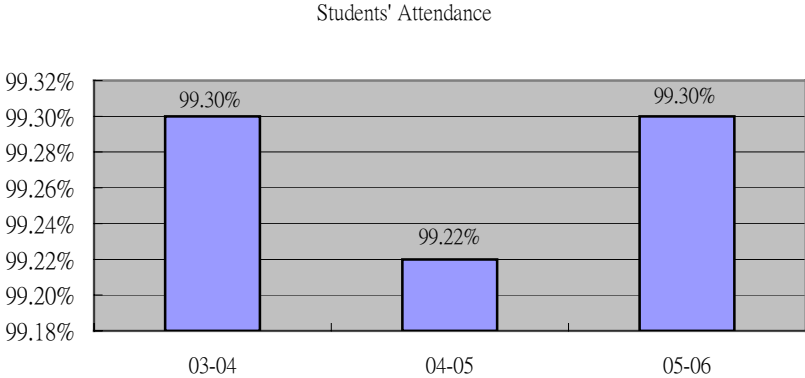
2.2 Unfilled Places

Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



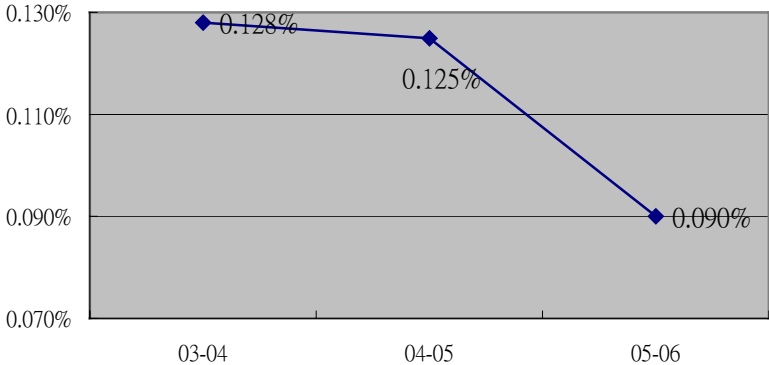
2.3 Students' Attendance

Below is a bar chart indicating student attendance rates in the past 3 years.



2.4 Students' Early Exit

Below is a line graph indicating the percentages of student early exit (excluding those students with attendance of less than one month) in the past 3 years.

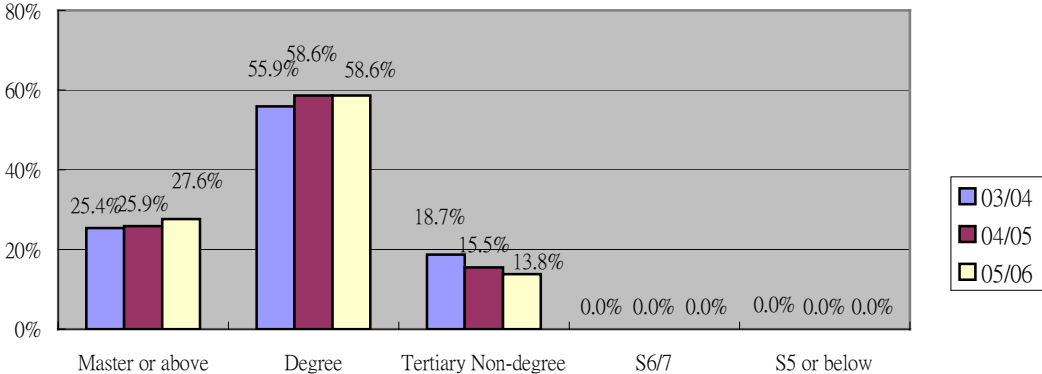


3. Our Teachers

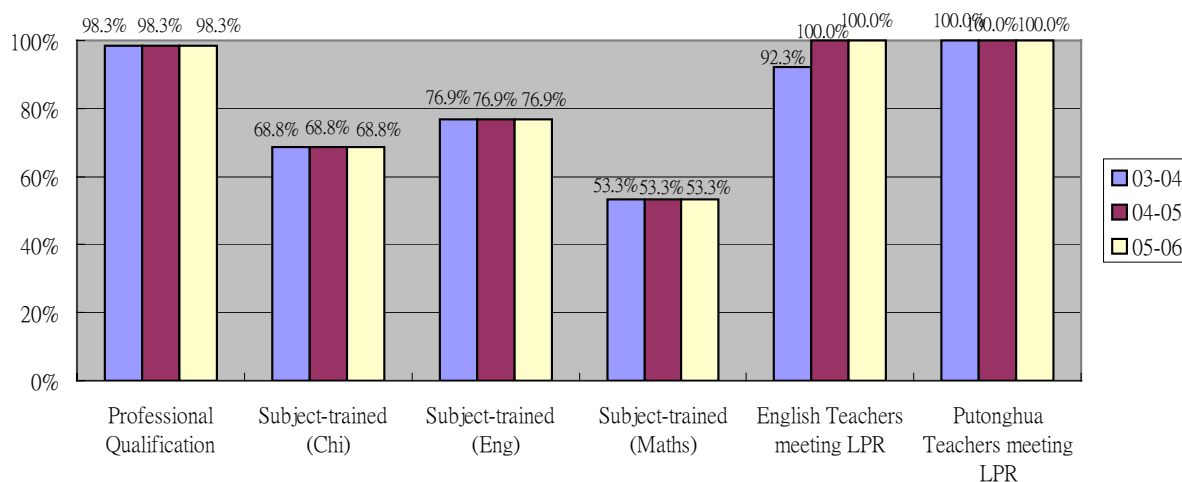
3.1 Teachers' qualification

There were 58 teachers in our school in the past 3 years.

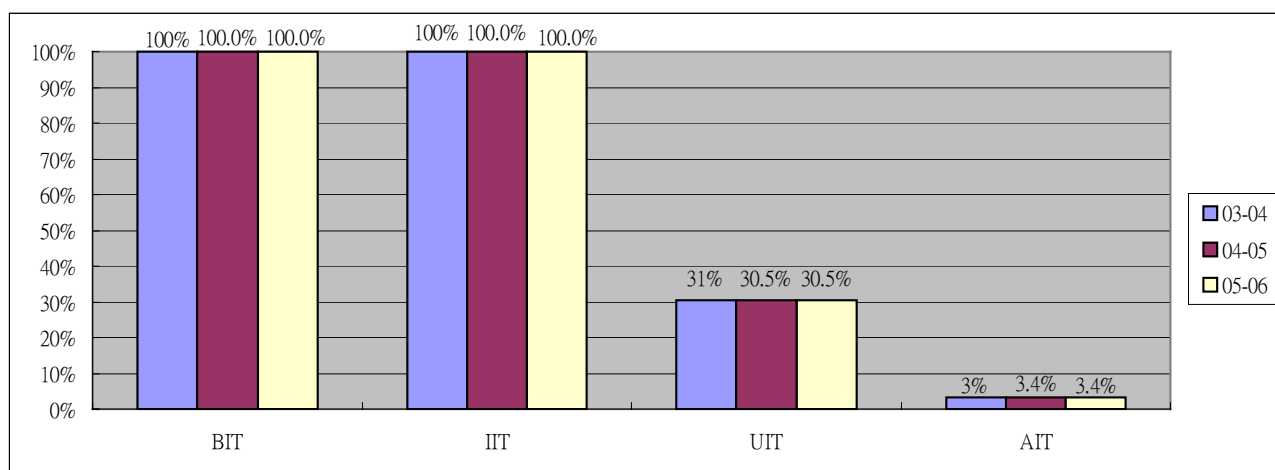
The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.

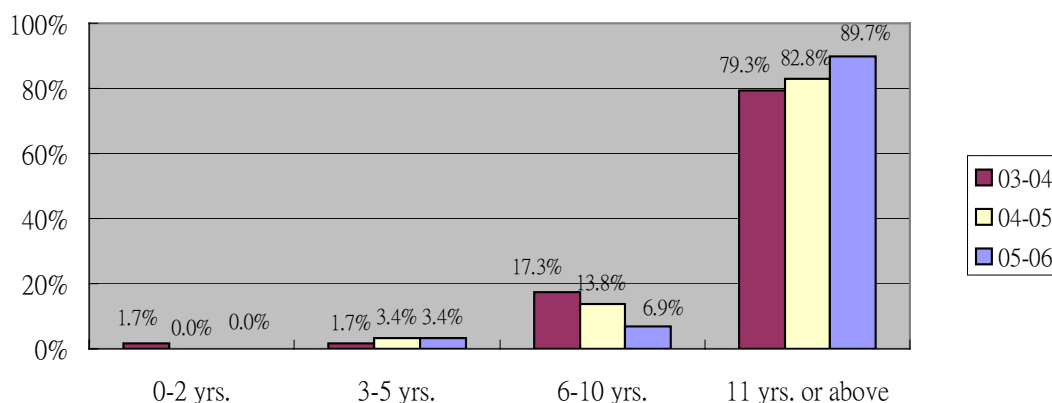


The percentages of teachers' information technology competency (BIT/IIT/UIT/AIT) are shown below.



3.2 Teaching Experience

The percentages of teachers' experience in the past 3 years are shown below:

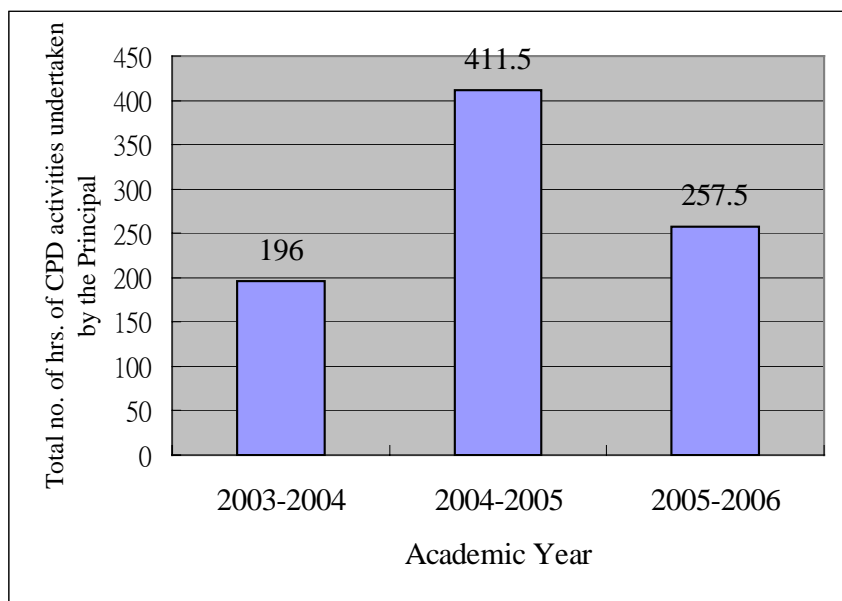


3.3 Teachers' Professional Development

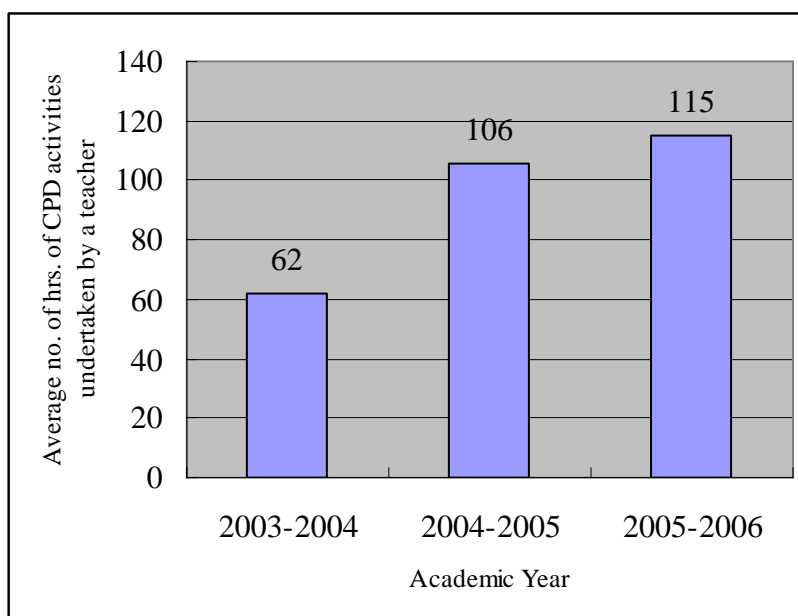
- (i) Report progress on the Principal's Continuing Professional Development (CPD)

The Principal undertook 257.5 hours in his CPD consisting of 20.5 hours of structured learning, 36 hours under action learning and 201 hours of service to education and the community.

- (ii) The total number of hours of CPD activities undertaken by the Principal.



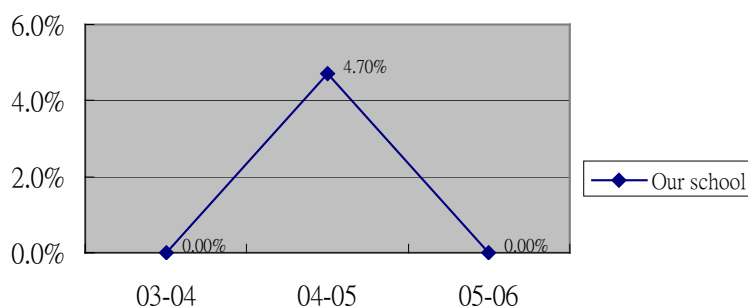
- (iii) The average number of training hours undertaken by a teacher.



When compared with the past two years, there was a significant growth in the number of teaching staff taking CPD activities, showing their enthusiasm and dedication to enhance their professionalism.

3.4 Staff Turnover Rate

The line graph below indicates the staff turnover rates in our school in the past 3 years.



4. Major Concerns (Achievements and Reflection)

4.1 Introduction

Cognizant of the need to prepare students for a fast-evolving knowledge-based global village, our school in consultation with teachers has chosen the following main pillars as priorities for development in the last three years:

- Help students develop the skills and attitude for life-long learning
- Enhance language skills
- Help students develop a sense of civic responsibility and a sense of morality
- Provide students with a variety of experience in furthering their all-round development

Notably, these major concerns accord with the thrust of the Education Reform promulgated by EMB and are realized in the Annual School Plan under identical headings below.

4.2 Major Concerns

[1]: Helping students develop the skills and attitudes for life-long learning

[1.1] Reading Time and Reading Schemes*

Achievements

The Morning Reading Scheme is a part of our regular school life with all levels of students being involved. 66% of junior form students are borrowing reading materials from the library once a fortnight and 42% of the senior form students likewise. These percentages are marked improvements, credit being due to teachers' efforts. The overall atmosphere during reading time has been improving and 80% of students find reading interesting and enjoyable.

All the other 14 reading activities have been enthusiastically supported. Notably, the Library Leaders are coming of age; the parents found the reading workshop tailoring to their needs; and the Reading Camp had a good review.

Reflections

The borrowing rate from our library in senior forms is still a bit disappointing. *More promotional activities should be carried out in the next Annual Plan.*

Students are much keener about Chinese materials. *In consultation with English teachers, reading of English materials will be stepped up.*

Fiction continued to be preferred by most junior form students and most senior form students.

A reading guide with increased reading scope will be designed for the junior forms.

Students will be given further guidance on the types of books beneficial to their education.

[1.2] Knowledge Forum***Achievements**

Students have developed skills in sharing information and constructing knowledge. From questionnaires, it was found that more students used the online discussion (24.4% vs 85.4%).

Reflections

Unfortunately, the KF Platform had been very unstable and the login problem not solved for several months. *Next year, we would set up a discussion forum in the School Intranet for F.4 and F.5 students to discuss ideas and misconceptions.*

[1.3] Little Scientists***Achievements**

Again, based on the t-test on the Roet's questions and group interview results, there was significant improvement in leadership skills and other targeted generic skills for F6 students. The inclusion of helpers from the lower form was highly successful judging from their responses. The P6 students from the two primary schools had shown great interest in science afterwards.

Reflections

Next year consideration should be given for or broadening the catchment of primary schools.

[2]: Enhance Language skills**[2.1] Enrichment to English Language Environment****Achievements**

- (a) English Speaking Wednesday – More students took the initiative to use English. Nearly half of the students surveyed agreed the day increased their awareness of speaking English.
- (b) Weekly English Broadcast – About 25% had participated in the broadcast in some form. 60% of the students surveyed strongly agreed or agreed that they had enjoyed the broadcasts.
- (c) Inter-school English Oral Practice – the activity was oversubscribed with 50% being turned away.
- (d) English Week – Students and teachers surveyed enjoyed the singing contests and considered the activity worthy.

Reflections

- (a) Students were still reluctant to use English extensively on Wednesdays. *Efforts should be stepped up to encourage the use of the language on the campus.*
- (b) *With the improved facilities, the broadcast could embrace more lower form students.*
- (c) *Activities in the English Week should be redesigned to attract participation from more students.*

[2.2] Self-Access Learning English Projects**Achievements**

- (a) From surveys, students responded positively on the self-access learning projects.
 - Form 1 - My First Year in TST
 - Form 2 - Food
 - Form 4 - SBA project on 'Matilda'
 - Form 6 - Model United Nations (MUN)

- (b) ECA Promotion Day was thoroughly enjoyed by the senior form stall keepers and F.1 new students alike.

An overwhelming number of F.1 students surveyed said they had used English and improved in their speaking skills. Besides, the questions on their degree of integration into secondary school life were extremely encouraging.

Reflections

- (a) During the ECA Promotion Day, some F.1 students were losing interest in the activities. *Teachers responsible should remind students next year to design more interesting games where oral English use is well integrated.*

[2.3] Speak Putonghua through extra-curricular activities

Achievements

- (a) PTH leaders – the F3 leaders actively engaged F1 students in an immersion situation in preparing the latter for a PTH drama competition. The leaders found much satisfaction in their ability to lead using the language.
- (b) PTH Drama – the F1 students were very focused under the F3 leaders and gained considerably in many generic skills.
- (c) PTH practice through shopping – the visit to Yue Hua was very successful with students being spontaneous in engaging sales persons in PTH. The happy and relaxing atmosphere boosted confidence and proficiency.
- (d) PTH Ambassadors – Over 130 F3 students voluntarily joined as ambassadors. During lunch and recesses, they engaged a total of 66 F.1 students (based on signed worksheets), 120 F2 students and 201 F3 students.
- (e) F1 & F2 Interclass PTH Drama – The 10 classes showed ingenuity in writing the script and enthusiasm in performing on stage. There were obvious gains in generic skills such as teamwork besides authentic use of the language.

Reflections

Most activities being very successful should be repeated in the coming year.

[2.4] English Immersion Programmes

Achievements

The cultural exchange programmes working with AFS students (in-house, Cultural Fair, Visit to Shaoguan) have achieved their purposes.

The Immersion Programme to the U.K. has largely achieved its aims with 85% opined that they had good opportunities for practicing their English and over 90% had been able to communicate with their host families.

Reflections

Participants from other schools had much negative influence on our students in their learning attitudes and following instructions. *In future, immersion programmes should be conducted for our own students only.*

[3]: Develop Civic Responsibilities and Sense of Morality

[3.1] Personal & Social Education (PSE)

Achievements

Overall speaking, the curriculum was well received with students rating highly the learning activities, teaching effectiveness and participation level. Over 70% of the students reflected that they had benefited from the programme.

Reflections

Further improvements could be achieved if the themes, activities and resources could be more contemporary and diversified in meeting the needs of young people. The curriculum being so successful and according with our school goals will be extended to F.3 in 2007/08.

[3.2] National Identity**Achievements**

All students have become familiar with the National Flag Raising Ceremony and the students responsible for raising the flag did their duties well.

The cultural exchange visits to Shaoguan and services to Zhaoqing and Changsha were completed successfully. Students who took part gained a better understanding of the culture and customs in the Mainland.

Reflections

We should continue to arrange various activities and integrate values-input through class teaching.

[4]: Rich experiences for furthering all-round development**[4.1] Establish a small-scale orchestra****Achievements**

The orchestra has continued to grow and evolved into the Senior Orchestra and Junior Band. From the questionnaires reviewed, 85% of the orchestra members agreed that after joining the orchestra, they had more interest and understanding in music. About 80% of the members felt that they gained more confidence and perseverance after they had joined the orchestra. 81% of the members agreed the orchestra provided a variety of experience in furthering their all-round development. 87% of the members confirmed their own achievement in the orchestra and 89% of them enjoyed being part of the orchestra.

Reflections

Given students' rich school life, there were unavoidable schedule clashes. The lack in certain instrument parts hampered their repertoire. *Next year, more aggressive resourcing should be targeted so that instruments could be purchased to enrich the orchestra's repertory.*

[4.2] Alumni Members bringing vocational experience**Achievements**

The Career Day sessions were extremely successful. The statistical findings of surveys done before and after the Careers Series reflected a significant improvement in students' perception of their careers understanding and awareness. The number of students satisfied with their level of career understanding tripled, reaching 90%. The number of students who expected to enjoy the Day and who actually did nearly doubled, amounting to 80%. Parent and alumni speakers of different fields and ages provided a rich variety of realistic experience.

Reflections

Some students reflected that they would be interested in many other vocations than just one. *The alumni should be invited to assist in other aspects of school life so as to create space for teachers. Their valuable social and vocational experience should be capitalized upon to prepare students to face future challenges. Consideration*

should be given to revert the format to a one-day meeting where students could access information of many more career fields.

[4.3] One-Art-Each Scheme

Achievements

The scheme was a great success in its first year. Average attendance was a respectable 83% in the 17 activities. 97% of the students enjoyed participating, 92% experienced improvement in the area pursued, 91% had better appreciation of the art form, 98% thought the activity good for their mental and physical health, and 96% intended to keep on participating.

Reflections

The lack of venues and clashes with academic work were great impediments. *Consideration should be given to better coordination next year.*

[4.4] Exposure to Christianity through collaborating with parish church

Achievements

There was a steady increase in the number of students participating in the Christian Fellowship and Youth Fellowship of the Holy Spirit Church. The follow-up programmes by the pastoral youth worker (provided by the Church free) were well received. The Gospel Camp was found to benefit many who attended.

Reflections

We should continue to extend the breadth and depth of activities to ensure students grow spiritually and develop a positive value system.

[4.5] Hosting of AFS Students

Achievements

Through classroom observations, it was found that the AFS students were well received by students and spontaneous and natural interaction took place. Their active participation in extra-curricular activities provided ample opportunities for local students at all levels to mingle with them and understand their cultures.

Reflections

More support may be useful to make the AFS students' stay more meaningful.

[4.6] Campus TV

Achievements

The wide interest on campus and the authentic environment created had a great effect on students' motivation to learn English and Putonghua. 56% regularly watch the Morning News. 74% opined that the broadcast had provided a channel for them to watch news in the targeted languages. 83% opined that they were thus more aware of social issues.

Reflections

More opportunities should be given to the junior form students to take part in their own production.

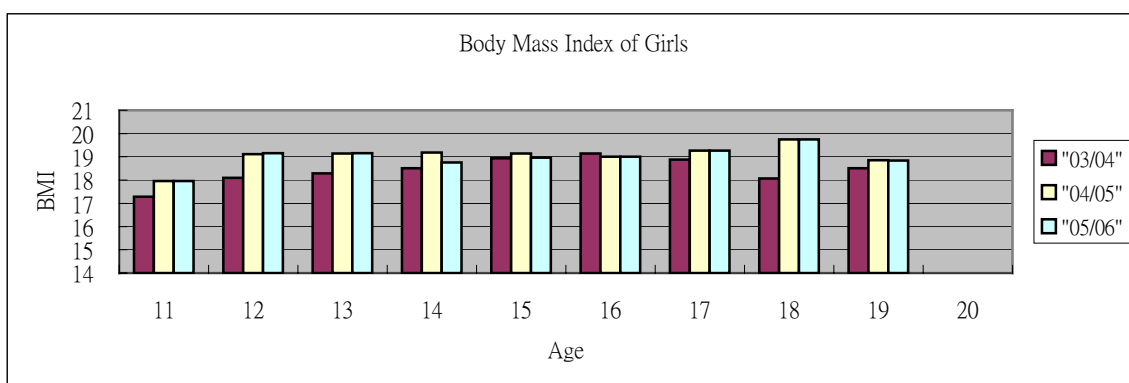
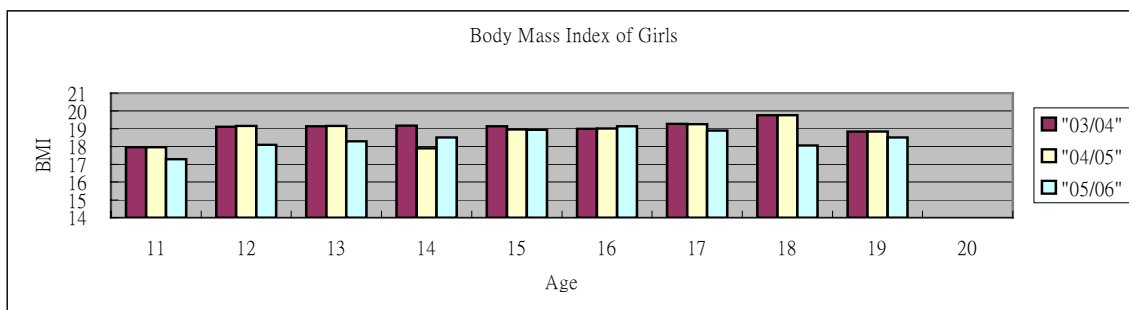
5. Financial summary

	Income \$	Expenditure \$	Surplus \$
BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)			<i>5,631,343.64</i>
I. Government Fund			
(1) OEGB Grant			
School and Class Grant	751,218.09	1,121,313.77	
Noise Abatement Grant	337,536.25	372,441.93	
Lift Maintenance Grant	24,679.96	5,017.94	
Air Cond. Grant for Prep Room of Lab.	7,118.00	3,093.26	
Administration Grant	3,130,428.14	2,755,057.90	
Integrated Science	16,172.00	16,154.10	
Visual Art	29,414.00	24,033.30	
Home Economics	23,712.00	12,116.20	
Design & Technology	39,990.00	30,844.00	
Computer Literacy	5,622.00	4,941.00	
Computer Studies/Information Technology	6,746.00	5,778.60	
Putonghua	1,522.00	337.80	
ASL Chinese lang. & Culture	3,654.00	4,100.40	
ASL Use of English	3,582.00	794.90	
AL Biology	3,278.00	3,201.50	
AL Chemistry (Teacher Assessment)	9,932.00	9,926.10	
Enhancement Grant	5,797.00	5,797.00	
Supplementary Grant	149,248.00	13,400.00	
Training and Development Grant	6,167.00	6,166.80	
Moral and Civic Education Grant	12,555.00		
Composite Information Technology Grant	261,389.00	248,432.50	
(a) General domain <i>Sub-total:</i>	<i>4,829,760.44</i>	<i>4,642,949.00</i>	
Prog Fund for Whole-Sch Ap to Guid & Dis	6,465.00	4,624.70	
English Extensive Reading Scheme	12,648.00	10,951.30	
Chinese Extensive Reading Scheme	12,648.00	9,208.20	
Capacity Enhancement Grant	1,054,009.00	295,908.38	
(b) Special domain <i>Sub-total:</i>	<i>1,085,770.00</i>	<i>320,692.58</i>	
(2) NON-OEGB Grant			
Other Recurrent Grant	260,854.50	260,924.50	
Committee on Home-Sch Co-op Proj Grant	7,568.00	7,568.00	
Mortgage Interest Subsidy Scheme	96,130.95	96,130.95	
Salaries Grant	32,237,835.00	32,203,298.00	
Employer's Cont to PF Scheme for NT A/C	381,179.95	382,211.30	
Try-out Scheme of Draft Secondary School Syllabus			
Fringe Benefits under Enhan. NET Scheme	180,803.00	180,803.00	
Non-Recurrent Grants for F & E	1,088,273.50	1,220,521.50	
Substitute Teacher Grant A/C	23,560.18		
Composite Furniture & Equip. Grant	543,979.00	660,820.58	
Enhancement of IT Facilities/Services in Schools	2,000.00	121,100.00	
Electronic Learning Credits Scheme		11,900.00	
School-based After-school Learning & Support Prog.	40,800.00		
Teacher Professional Preparation Grant	500,000.00		
<i>Sub-total :</i>	<i>35,362,984.08</i>	<i>35,145,277.83</i>	
(3) OTHERS			
Other Charges : Income & Expenditure A/C	13,921.60	33,521.50	
Jockey Club LW Learning Fund	26,400.00	24,569.50	
<i>Sub-total :</i>	<i>40,321.60</i>	<i>58,091.00</i>	
II SCHOOL FUNDS (GENERAL FUNDS)			
Approved Coll. For Specific Purposes	308,077.92	719,563.48	
Subscriptions	503,490.53	155,616.80	
New Annex	1,137,131.63	549,120.10	
Air-conditioners Fund			
Silver Jubilee Scholarship		13,650.00	
Donations from F.5,7 Graduated Students	4,000.00	10,232.00	
<i>Sub-total :</i>	<i>1,952,700.08</i>	<i>1,448,182.38</i>	
Total surplus for 05/06 school year			<i>1,115,543.41</i>
Accumulated Surplus as at the end of 05/06 school year			<i>6,746,887.05</i>

6. Performance of the Students

6.1 Students' Body Mass Index (BMI)

Two bar charts reported students' Body Mass Index (boys and girls) in the past 3 years.



6.2 Students' Reading Habit

The following tables show the (i) percentage of students borrowing reading materials from school/public libraries; and (ii) average no. of hours spent on reading books, newspapers and electronic information per week in 05/06:

Percentages of students borrowing reading materials from school/public libraries

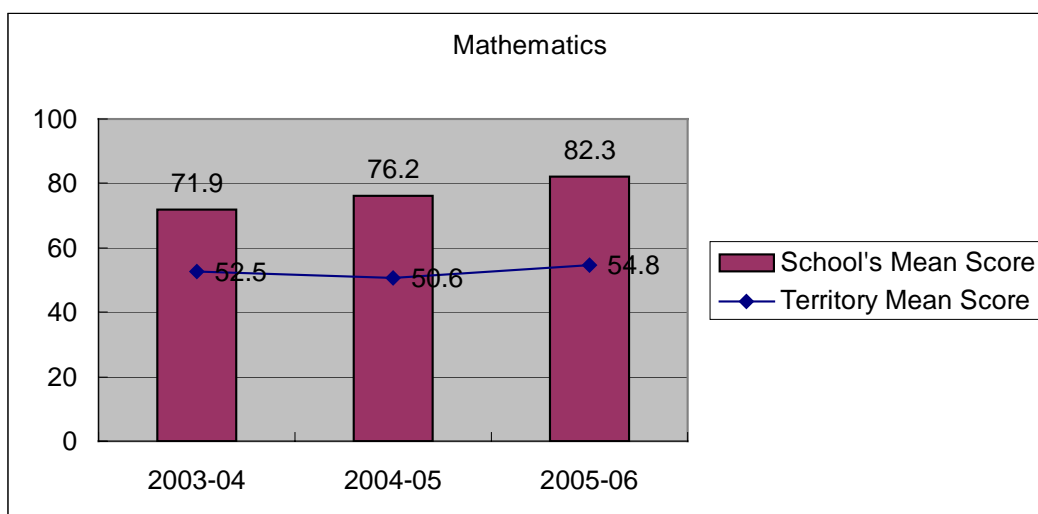
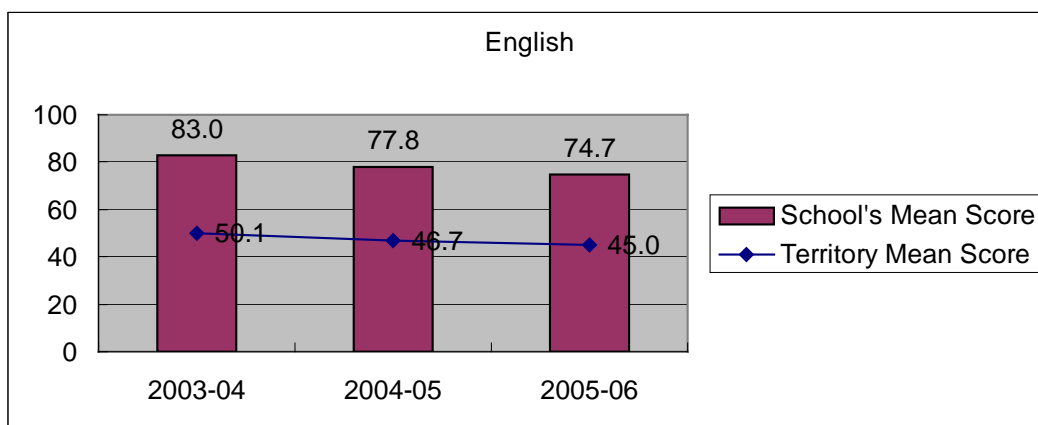
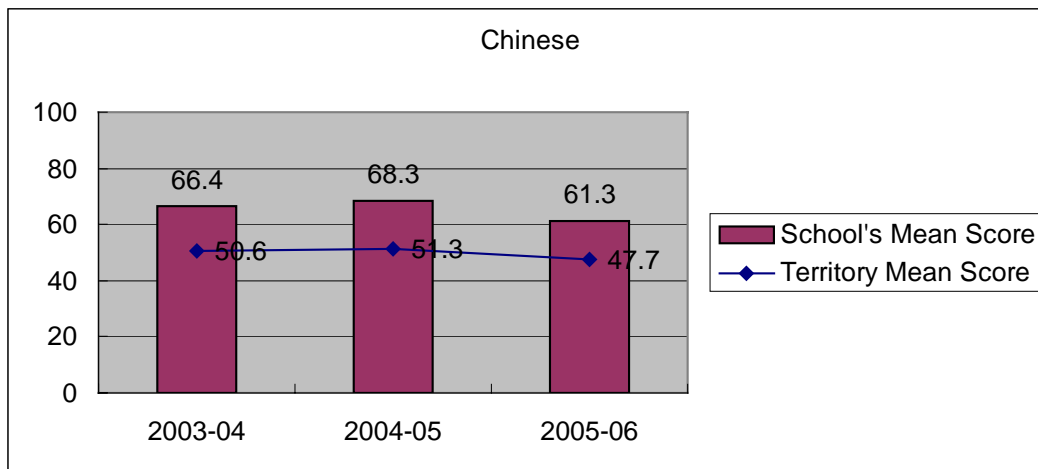
	05/06	
	S1-S3	S4-S5
Once a week or more	34%	23%
Once every two weeks	32%	19%
Once a month	18%	25%
Less than once per month	15%	28%
Never	1%	5%

Average no. of hours spent on reading books, newspapers and electronic information per week

	05/06	
	S1-S3	S4-S5
English reading materials	5.1 hrs	4.3 hrs
Chinese reading materials	7.5 hrs	6.4 hrs

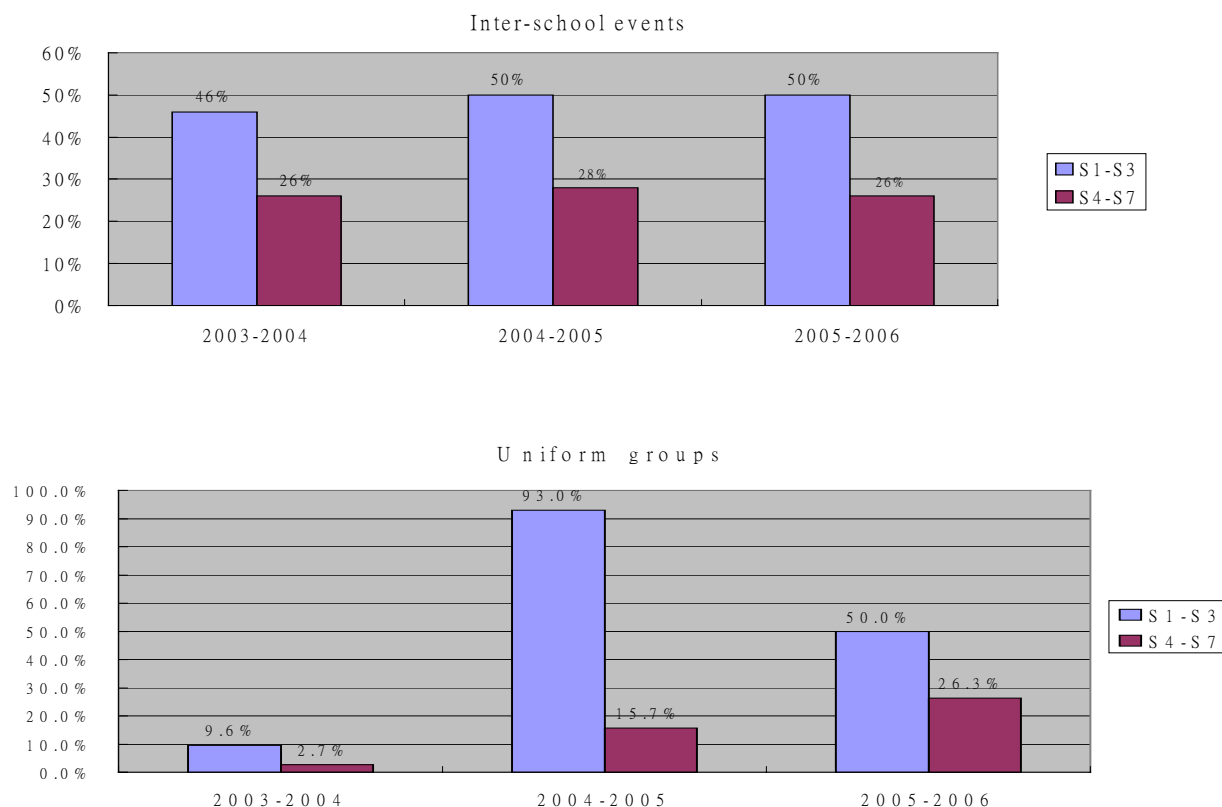
6.3 HKAT (Pre-S1)

The average HKAT (Pre-S1) scores of students in the core-three subjects in the past 3 years are shown below:



6.4 Student Participation in Inter-school Events and Uniform Groups

- (i) Two bar charts reported the participation rates (number of participating students divided by total number of students in the school) for S1-3 and S4-7 inter-school events and uniform groups in the past 3 years. Inter-school events include School Music, Speech and Dance Festivals and inter-school/inter-port sports events organized by the HK Schools Sports Federation. Uniform groups include Boy Scouts, Girl Guides and Air Cadets.



- (ii) Participation rates (in terms of student-times) of our students (all levels) in co-curricular activities and uniform groups in the past 3 years.

Activities	2003-2004	2004-2005	2005-2006
Inter-school sports events	404	326	254
Schools Dance Festival	15	18	97
Schools Music Festival	327	434	404
Schools Speech Festival	118	167	159
Scouts	100	130	200
Girl Guides	47	110	110
Air Cadets	-	1075	858

6.5 HKCEE

Our school attained the following results in the Hong Kong Certificate of Education Examination (HKCEE) in the past three years:

	03/04	04/05	05/06
	School	School	School
No. of students sat	202	203	193
% of students awarded grade E or above in at least 5 subjects	99%	99.5%	99%
% of students awarded 14 points or more in the best 6 subjects	76.7%	76.4%	67.4%

6.6 HKALE

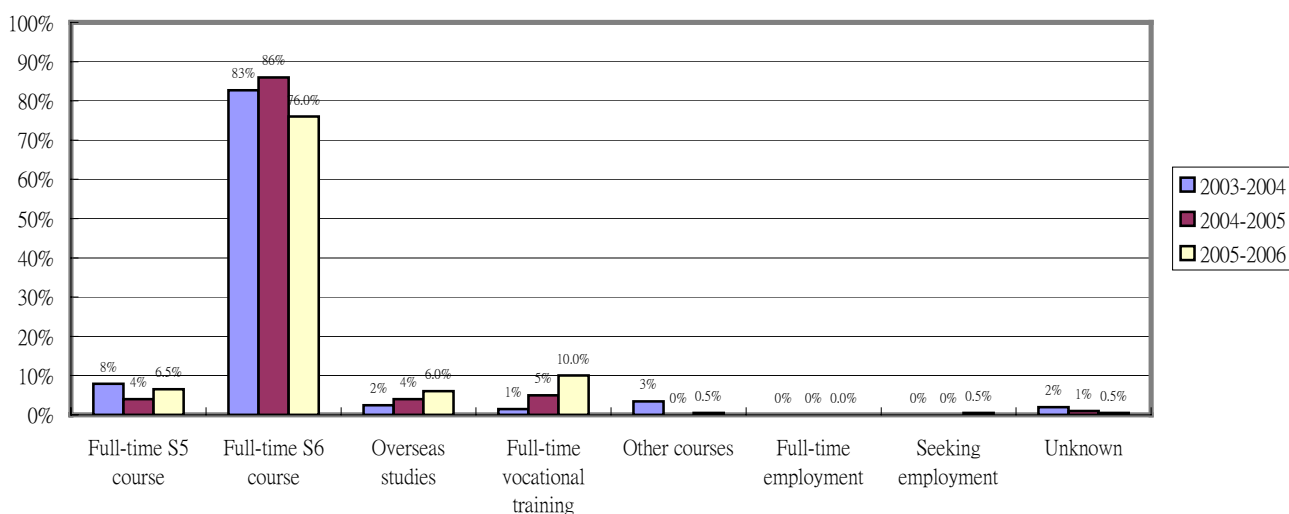
Our School attained the following results in the Hong Kong Advanced Level Examination (HKALE) in the past three years :

	03/04	04/05	05/06
	School	School	School
No. of students sat	80	81	87
% of students awarded the minimum entrance requirements for tertiary education	98.8%	95.1%	94.3%
% of students with JUPAS offers	92.3%	93.5%	95.7%

6.7 Destination of exit students

The following bar charts show the percentages of academic and other pursuits of our S5 and S7 graduates in the past 3 years.

Secondary 5 Graduates



Secondary 7 Graduates

