



Annual Report

2019-2020

Contents

Item	Page no.
School Vision & Mission	1
School Structure & Philosophy	2
School Curriculum	2-3
Learning Support to Students	3-5
School Stakeholder Lists	6-8
Staff	9
Number of Active School Days	10
Students & Class organization	11
Teachers	12-14
Performance of Students	14
Major Concern 1: Character building	15-18
Major Concern 2: To enhance the effectiveness of learning and teaching	18-20
JUPAS Offer results	21
Student Reading Habit	22
Major Learning Support Programmes	23
融合教育的政策及支援措施	24
CCA 跨學科學習活動計劃 (Cross Curricular Activities Programme)	25-26
「促進香港與內地姊妹學校交流試辦計劃」交流報告書	27-30
Students' Achievements in External Competitions	31-34

School Vision

We are committed to the development of independent, critical and compassionate students who are capable of realizing their full potential and rising to the challenges of the future.

我們的願景

南屯門官立中學致力培養學生成為處事獨立、具判斷力、能關顧別人的良好公民，並發展其潛能，迎接未來的挑戰。

Mission Statement

It is our mission to guide our students in their moral, academic, physical, social and aesthetic growth by providing an environment which is conducive to learning and supportive of their needs so that they can develop into confident, responsible and considerate citizens capable of maximizing their potential.

我們的使命

致力為學生提供良好的學習環境，並給予有需要的支援，以達致道德、學問、體格、社交、藝術各方面的發展。藉此讓學生發揮他們各自稟賦的潛能，從而成為一個有信心、有責任感及為人著想的良好公民。

2019-2020

School Structure and Philosophy

Background

Ever since its establishment in 1988, South Tuen Mun Government Secondary School has placed great faith by its stakeholders by providing all-rounded education and broadening students' perspectives, with a mission to develop students' moral, academic, physical, social and artistic abilities. We are also strongly committed to our vision of developing students' potential so that they can become independent, critical and compassionate members of society, and most of all, be opened to new ideas, adaptable and all-embracing.

Facilities

The school is spacious and well-equipped, with 27 classrooms, 3 small-class teaching rooms, 4 laboratories, 2 computer rooms, 2 interactive learning centres, a Visual Arts Room, a Geography Room, a Music Room and a Technology and Living Room. To cater for the needs of our students in the formal and informal curriculum, we have 2 student activity centres, 2 activity rooms, 2 multi-purpose rooms, a library, a lecture theatre, a video production room, a career and life planning room, a discipline room, a counselling room, a conference room, a self-access learning centre, a basketball court with a spectators' stand, a volleyball court, a table-tennis court, a gymnasium, a student association office, a school hall with updated lighting as well as sound equipment, and a covered playground. There is also a parents' resource room where parents can meet one another and browse the latest parental resources. All rooms and the School Hall are air-conditioned and are connected by a central broadcasting system.

School Curriculum

Subject	Level	S.1	S.2	S.3	S.4	S.5	S.6
English Language		●	●	●	●	●	●
Chinese Language		●	●	●	●	●	●
Mathematics (Core Part)		●	●	●	●	●	●
Maths. Extended Part (M2)					●	●	●
Liberal Studies			●	●	●	●	●
Chinese History		●	●	●	●	●	●
BAFS					●	●	●
Economics					●	●	●
Geography		●		●	●	●	●
Life & Society		●					
Cross Curricular Activity		●	●	●			
Biology					●	●	●
Chemistry					●	●	●
Physics					●	●	●
CIT / ICT		●	●	●	●	●	
Integrated Science		●	●	●			
Health Management & Social Care					▲	▲	▲
Music		●	●	●			▲
Technology & Living		●	●				
Putonghua		●	●				
Visual Arts		●	●	●	▲	▲	▲
Physical Education		●	●	●	●	● / ▲	● / ▲
Tourism and Hospitality					▲		
Japanese					▲		

Remarks:

- Subjects offered in 2019/2020
- MOI: English (except Chinese Language, Chinese History, Liberal Studies (SS) and Putonghua)
- ▲ Cluster programmes

2019-2020

Core Subjects and Electives of the Senior Secondary Curriculum for 2017-2020 Cohort

	Class A	Class B	Class C	Class D
	Core Subjects (Chinese Language, English Language, Mathematics and Liberal Studies)			
Elective 1	-	-	-	Chemistry
Elective 2	Management/ Chemistry/Biology/Economics/PE/VA/Health/Music			
Elective 3	Accounts/Physics/Biology/ Economics/ Geography/ Chinese History			

* Cluster Programmes

Selection Criteria:

- Students will be ranked according to their S.3 annual examination results.
- Priority will be given to students with better academic results and good conduct.
 - Classes D – students would take 3X.
 - Classes A, B, C– students would take 2X.

Learning Support to Students

A. Network Schools Programme for Senior Form Students

A general and well-balanced curriculum is provided for the junior form students while a broad and well-designed curriculum is offered to the senior formers. To broaden the choices of electives for students, our school has formed a Network Schools Programme since September 2009, allowing the senior secondary students of individual school to take specific electives offered by cluster schools.

The following table shows the number of students participating in various courses of the programme in 2019-2020:

Number of our students joining the Network Schools Programme (2019-2020)

Cluster School	No Ngai College			Christian Alliance S C Chan Memorial College	Total
	Physical Education	Visual Arts	Tourism		
S.4	1	2	3	4	10
S.5	1	5			6
S.6	0	3			3

Total: 19

2019-2020

Number of students of other schools taking *Health Management & Social Care* in our school
(2019-2020)

Cluster Schools	Ho Ngai College	Total
Subject	HMSC	
S.4	3	3
S.5	0	0
S.6	0	0
Total:		3

The student participants were able to take electives based on their own interest, while the participating schools were able to make best use of their resources. The participants realized that their horizons had been broadened as they were exposed to the culture and curriculum of other schools and they had made new friends.

*HMSC has been offered as an elective for Network Schools Programme since September 2015

B. For S.1 and S.2 Students

(1) Remedial Classes and Learning Support Programme

- (a) In order to improve the learning ability of lower achievers, we arranged after-school remedial classes in Chinese, English and Mathematics for selected S.1 and S.2 students. The purpose is to consolidate their understanding of basic concepts and have a good foundation for future learning. The effectiveness of the lessons was assessed by how students performed in the following examination. Student(s) with good performance would quit the course and the new low achievers (bottom 10%) would be selected. A series of learning support programmes were launched during school holidays to improve students' academic result and equip S.1 and S.4 with the skills in preparing for the next Exam. However, the programme was suspended owing to the outbreak of the coronavirus
- (b) To enhance the learning abilities of S.1 students, the 'After School Support Programme' was incorporated into the S.1 curriculum. They formed study groups among themselves and were engaged in cooperative learning activities which aimed at improving their learning skills. In the programme, foundation classes in Chinese Language and English Language, Careers & Life Planning activities, Workshops in study skill, time & stress management and team building were arranged. School-based Careers & Life Planning

2019-2020

worksheets were designed for students to set their goals for life planning.

(2) Cross Curricular Activities Programme

The objectives of the interdisciplinary CCA programme are to encourage students to think critically and creatively about shared matters of importance in life, and to think how to be an upright young member of society. The content and learning experiences are directly related to the core values in school. For S1, students focus on Basic Law and time management. For S2, students learn about the life and careers planning. For S3, students are infused the STEAM Education through setting goals for themselves, learning practical information about creating and designing a product of their choice and sharing profits after selling their products. Based on such values, students are trained to be confident, responsible and considerate citizens in society and family members. Students are also expected to demonstrate a positive attitude towards life and possess the necessary qualities as well as core competencies which are essential for their future education and life-planning.

2019-2020

School Stakeholder Lists

A. School Management Committee Members (2019-20)

Chairperson	:	Mr. CHENG Ming-keung, PEO(CD)2 Ms. HO Mo-ki Mandy, (PEO) (Special Duties)
Principal	:	Mr. CHIN Yiu-ming
Teacher Members	:	Mr. CHAN Tsz-cho Ms. LEE Yuk-fung
Parent Members	:	Ms. NG Hon-yea, Winnie Ms. CHAN Pui-ling
Alumni Member	:	Mr. MOK Wai-yin, Louis, PhD
Independent Members	:	Dr. CHU Kai-wah Ms. CHUNG Wing-man
Hon. Secretary	:	Mr. CHAN Hon-lung

2019-2020**B. Parent-Teacher Association Committee Members (2019-20)**

Chairperson	:	Mr. FUNG Kim-tung	
Vice-chairpersons	:	Ms. CHAN Pui-ling Mr. CHIN Yiu-ming	(Principal)
Secretaries	:	Ms. CHUI Sau-lai Ms. MA Sze-wai Ms. WU Ni-na Ms CHAN Ka-yu	(Teacher) (Teacher)
Treasurers	:	Ms. NG Hon-yee Mr. YUNG Hon-wai	(Teacher)
Liaison Officers	:	Ms. YIP Wai-sum Ms. LEE Mei-po	(Teacher)
Recreation	:	Ms. SIN Sai-mui Ms CAO Liu-xian	
Coordinators		Mr. HO Kin-fung	(Teacher)
Executive Committee	:	Mr. CHAN Tsz-cho	(Assistant Principal)
Members		Mr. NG Kit-yin	(Assistant Principal)

2019-2020

C. Alumni Association Committee Members (2019-20)

Chairperson	:	Mr. CHAN Hiu-chun
Vice-chairperson	:	Ms. YU Lok-yiu
Secretary	:	N/A
Treasurer	:	Ms. LI Pui-chi
Committee Members	:	Ms. CHU Wai-yan Ms. TAM King-ting Ms. TAM Yi-ting Ms. TSANG Sze-kei Ms. LI Hoi-yan Ms. YU Sheung-ching

2019-2020

Staff**1. Principal**

CHIN Yiu-ming

2. Assistant Principals

CHAN Tsz-cho NG Kit-yin

3. Teaching Staff

CHAN Hon-lung	CHAN Ka-lam	CHAN Ka-yu
CHAN Ying-yue	CHEUNG Pak-to	CHEUNG Tak-wai
CHOW Ka-po	CHU Lap-yin	CHU Wing-yin
CHUNG Sze-tik	CHUNG Yat-fat	FUNG Lai-yee
FUNG Wai-shan	Ho Ka-kit	HO Kin-fung
HO Pak-ki	HO Tat-kei	KONG Siu-wing
KWAN Chi-wai	LAM AU Yiu-fong	LAM Mei-shan
LAM Soo-chu	LAU Kwok-yiu	LEE Chi-yu
LEE Mei-po	LEE Siu-yuk	LEE Tak-wai
LEE Yuk-fung	LEUNG Ka-yi	LEUNG Suet-man
LEUNG Wai-ting	LI Kwok-wai	LIU Kam-kai
LO Mei-ling	LO Wai-man	MAK Lee-yin
POON Mei-ling	ROSS Tricia Kit-ying	TANG Tat-man
TSANG Chi-ho	TSANG Yu-hin	WAN Yuen-wah
WONG Chun-kit	WONG Sin-yan	WU Ni-na
YAN Tik-woon	YIP Li	YU Suk-ping
YUNG Hon-wai		

4. Laboratory Technician

CHEUNG Kwok-kuen TSAI Yung-chuen

5. School Social Worker

LEUNG Pui-man, Grace CHAN Kwan-yee

6. Clerical Staff

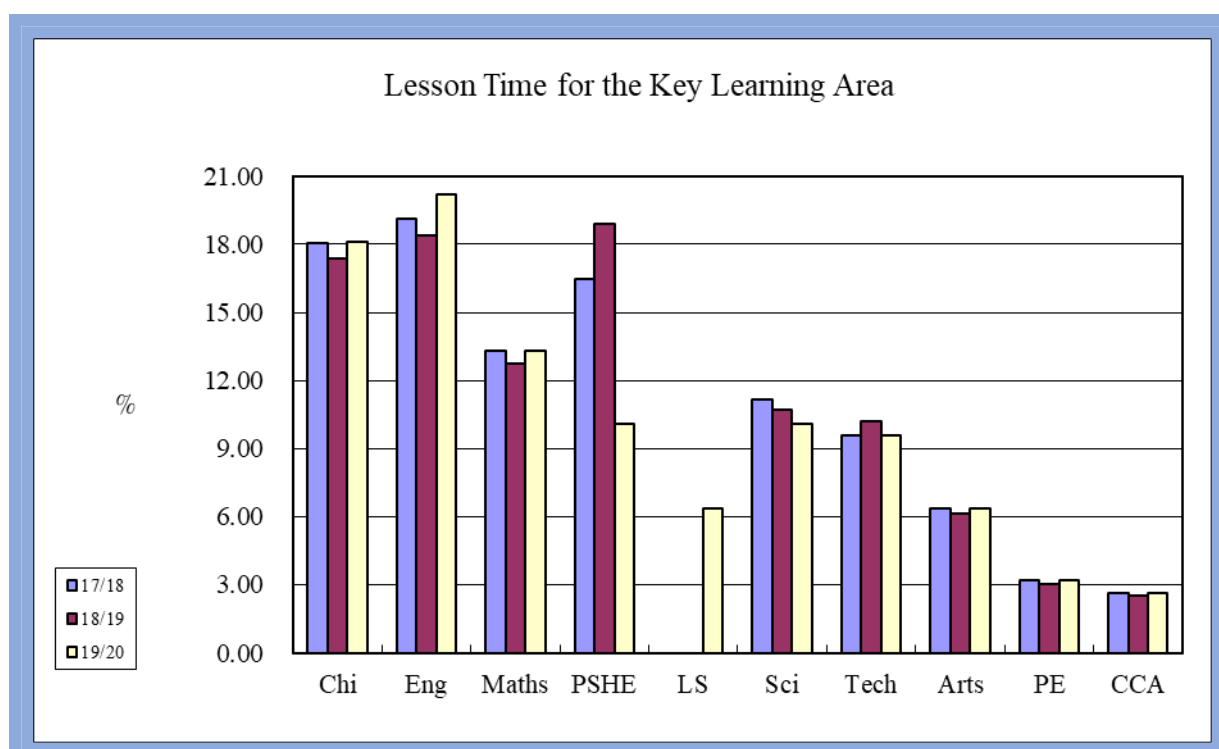
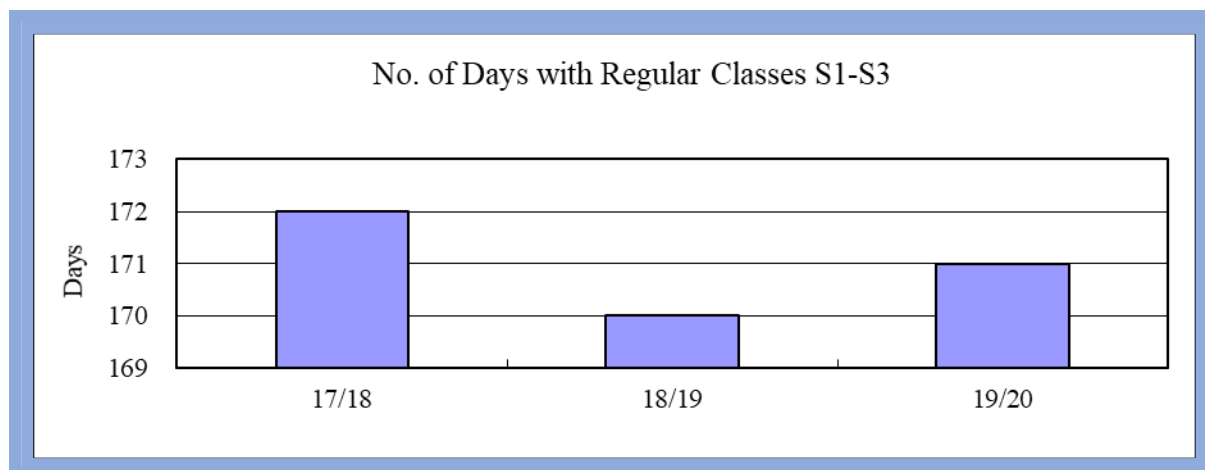
CHAN Ka-yan	HO pui-yiu	LUK Wai-ming
TO Yuen-ying	WONG Mei-chun	

7. Support Staff

TSUI Man-sze	NG Ka-wai	LING Heung-kin
CHEN Chin-mong	CHUI Ho-pang	LEE Ming-yan
TAM Hoi-ling	WONG Hiu-ting	YUNG Ho-yeung
CHAN Ngan-ling	CHOW Kwai-kwan	CHUNG Wai-ching
KWONG Yuk-king	LAU Yan-fung	LAU Yi-ming, Elaine
LEE Chi-wo	LEE Yuk-ping	TSANG Yau-leung
TSE Wan-ha	TSOI Lai-ming	TSUI Siu-kwai
WU Ya-lin		

2019-2020

Number of Active School Days



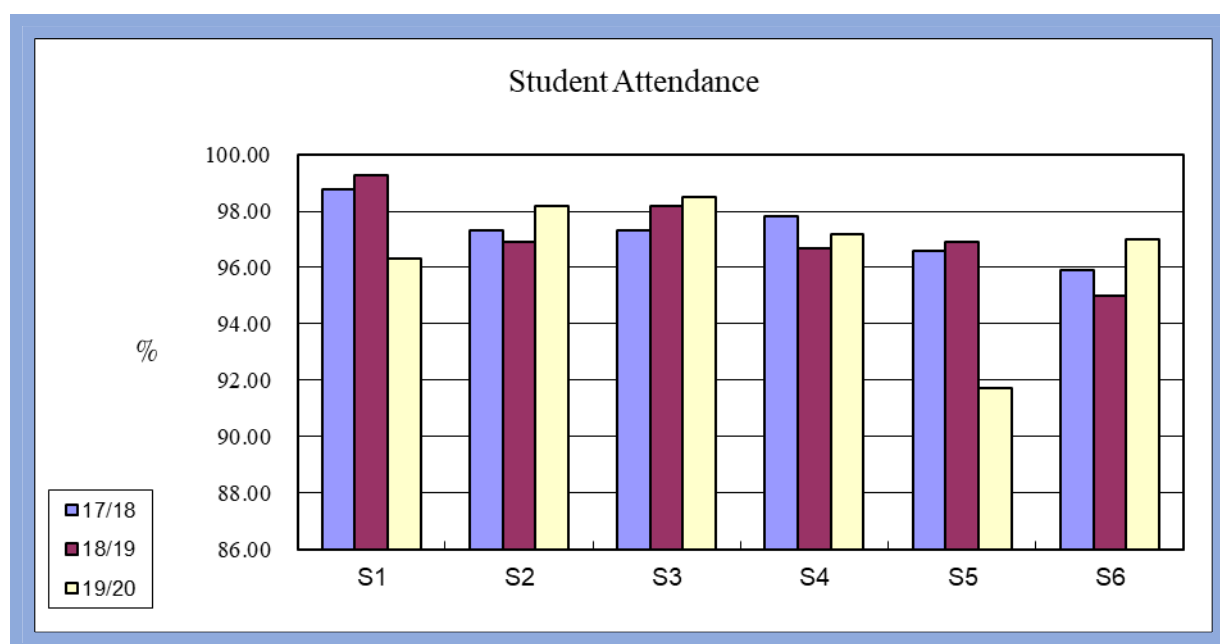
2019-2020

Our Students

Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	4	4	4	4	4	4	24
Boy	65	57	66	56	52	66	362
Girl	65	65	54	58	59	50	351
Total Enrolment	130	122	120	114	111	116	713

Student Attendance



Student Early Exit

Total number of early exit students (in the school year)

	17/18	18/19	19/20
S1	3	0	3
S2	2	0	0
S3	5	1	1
S4	4	1	1
S5	1	1	0
S6	0	0	1

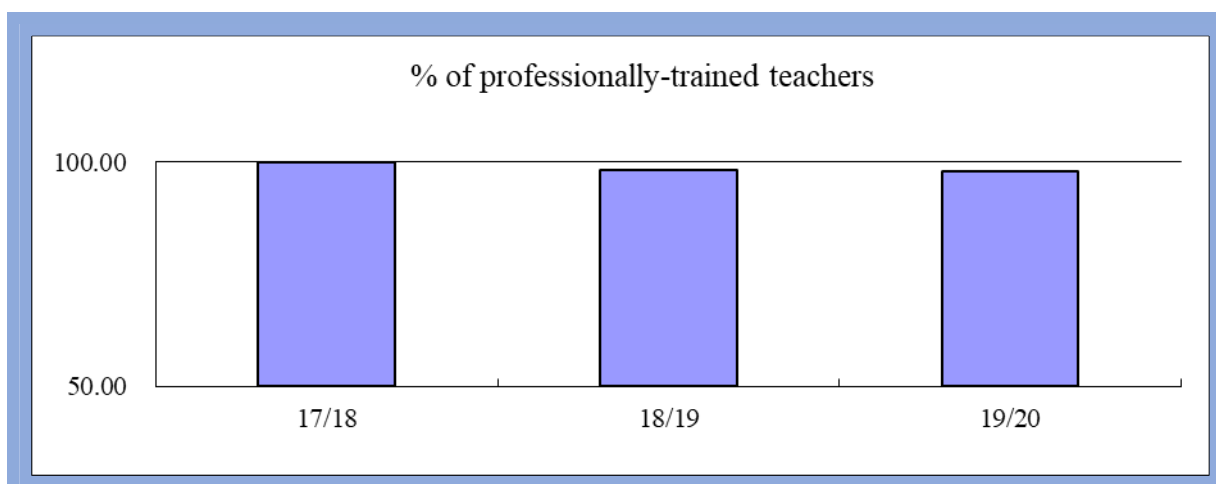
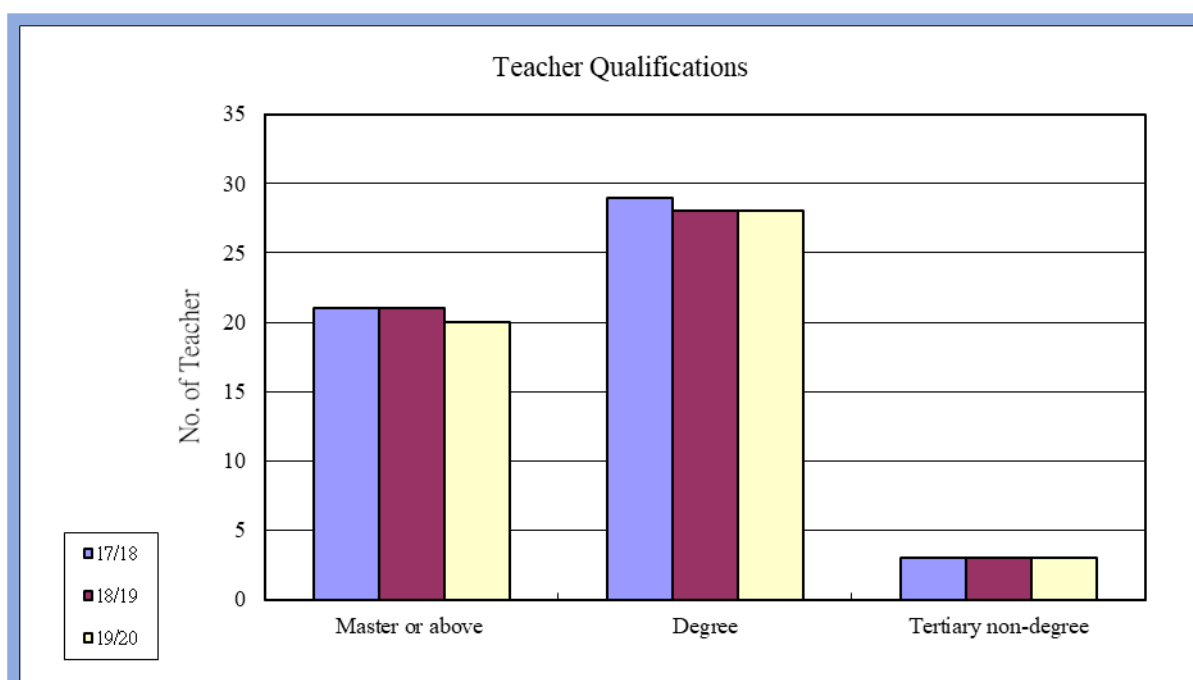
2019-2020

Our Teachers

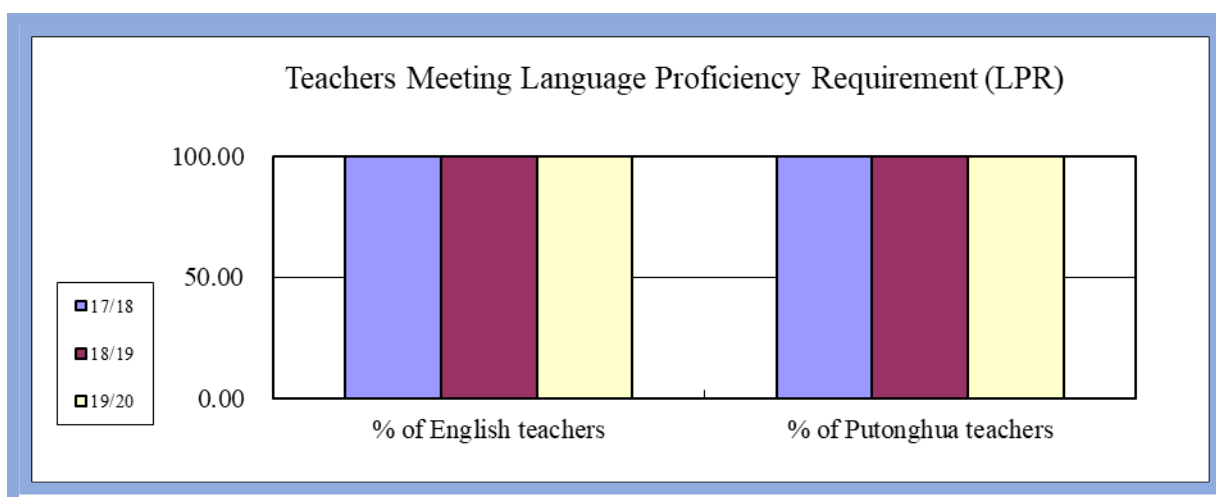
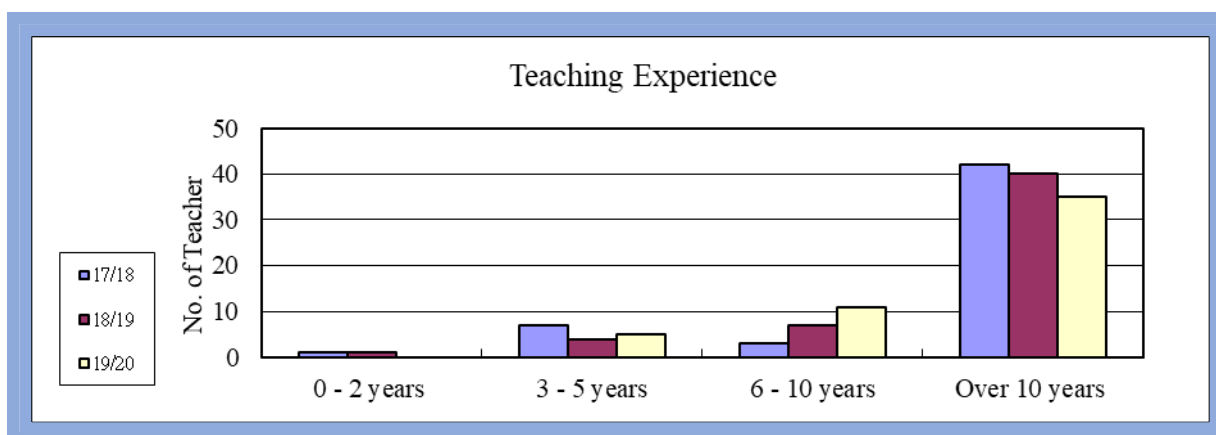
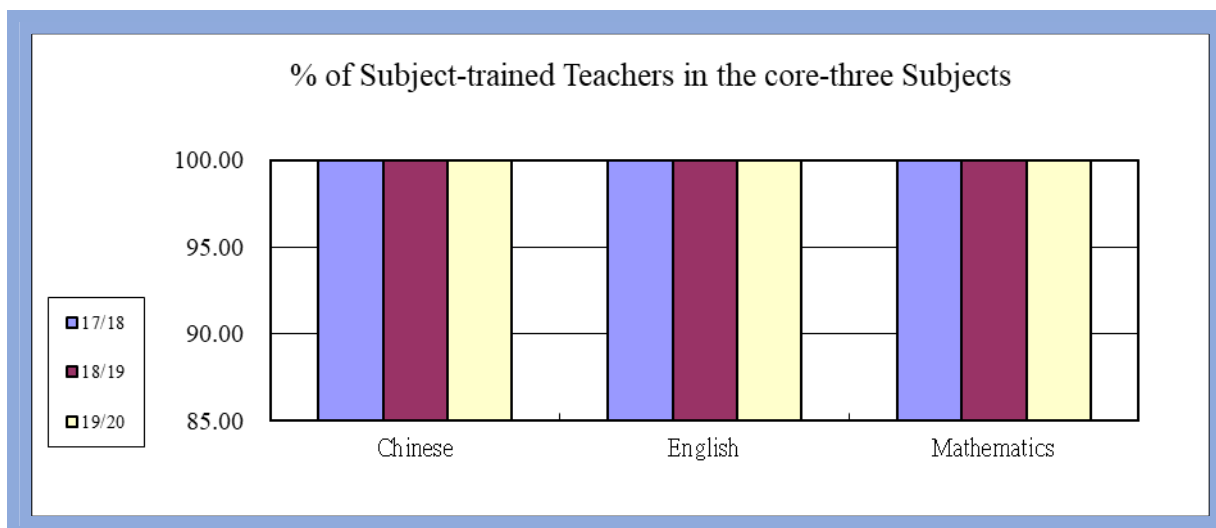
Number of Teachers

School Year	17/18	18/19	19/20
Approved total teaching staff establishment	53	52	51
Number of Classes	25	24	24

Teacher Qualifications

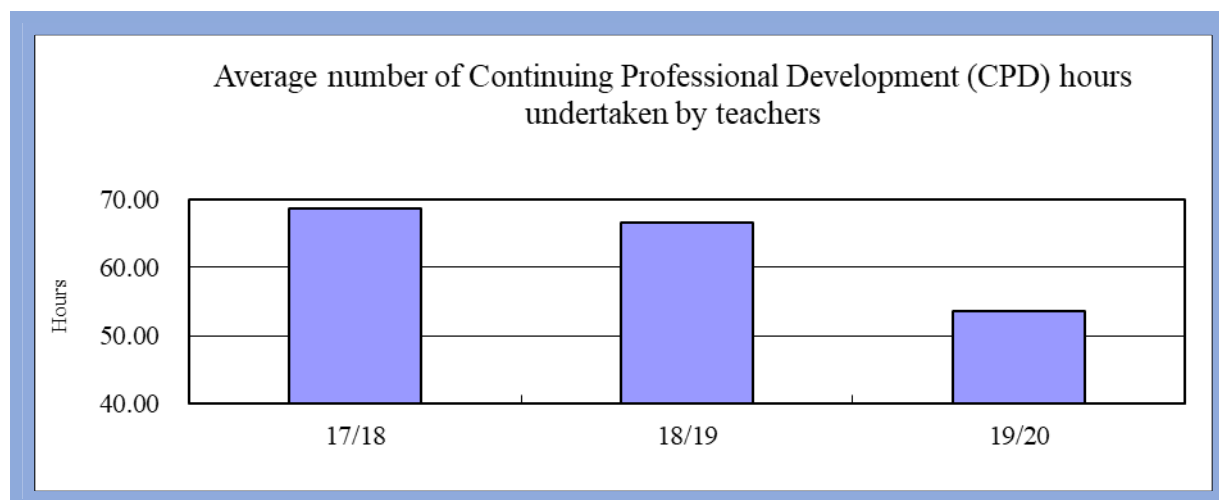


2019-2020

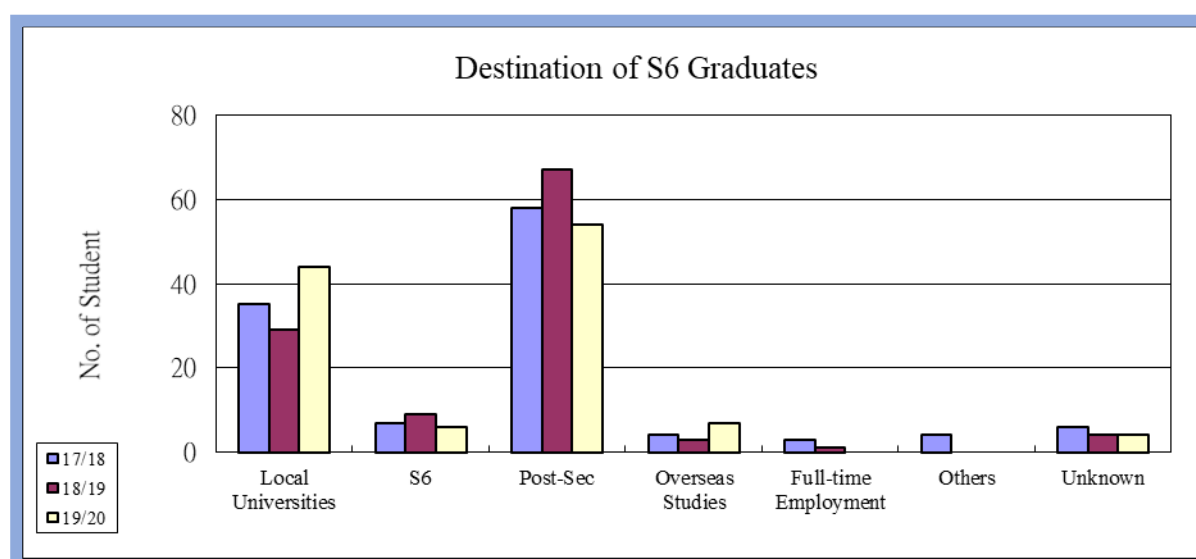


Teachers' Professional Development

2019-2020



Performance of Students Destination of Exit Students



2019-2020

Major Concern 1 : Character Building

Achievements

Objective 1 : To learn a series of strong moral values such as perseverance and caring to serve among students.

MVPA60 Program

- A booklet of the introduction of MVPA60 Program was drafted. Students can take reference of the suggested timetable and types of activities. They can complete their record in the booklet. The HOD of the PE Department introduced the program in the morning assembly on November 12. There was a 4-week trial run of the program from November 18 to December 13.

The Inter-class Display Board Design Competition

- The Inter-class Display Board Design Competition was completed in October 2019. There were three different themes on perseverance for S1&S2, S3&S4, and S5&S6.
 - S.1 & S.2 : Perseverance in Learning
 - S.3 & S.4 : Perseverance in Living Green
 - S.5 & S.6 : Importance of Perseverance

STMGSS Elder Academy

- 百家布製作班 was held on 4 & 5 December 2019. There were totally 21 senior participants and 15 student helpers in the activity.

Objective 2 : To nurture students to pursue their individual multiple pathways in health in which mind, body and spirit are integrated so as to unleash their potential in their southerners education experience.

To launch a series of experiential learning programme which is diverse enough to promote health, happiness and fulfillment across a large spectrum of southerners in all areas of life.

- S.3 CCA Trade Fair planned to be held in July 2020. Students have been designing products which proactively satisfying the needs of target customers and promoting STEM education in school since September 2019.
- Three CLP class periods with different themes were given to S.3 classes from September 2019.

To raise students' communication skills and learning to share their feelings with others.

- Various Life Education Teams arranged students to give speech about value education message in the morning assembly throughout the school year.

Healthy School Program

- A series of activities of promoting healthy lifestyle were scheduled with the cooperation of Friends of Scouting and Caritas HUGS Centre.
- The day camp for all S.1 students was held on 21 September 2019 in Wu Kai Sha Youth Village.
- Two briefing sessions of drug-testing were held for S.1 parents and students on October 18 and 21 respectively.

2019-2020

➤ A two-day camp was held for S.4B students on 26 and 27 November 2019.

Evaluation

Objective 1 : To learn a series of strong moral values such as perseverance and caring to serve among students.

- The achievement of the objective of learning perseverance was not ideal as part of the plan could not be implemented due to class suspension.
 - The 4-week trial of the MVPA60 Program was disturbed by the class suspension in November 2019 during its commencement stage. It is suggested we arrange another trial at the beginning of the Second Term. However, it was further disturbed by the class suspension from February 2020. During class suspension, PE teachers uploaded the booklet again and encouraged all students to take their exercising records by the booklet in zoom lessons. Students had further chances to train their perseverance through prolonged physical exercise. It is suggested MVPA60 be continued next year.
 - The Inter-class Display Board Design Competition was completed in the 1st term. Over 80% of classes successfully applied the moral value of perseverance in the theme of their display board.
- The achievement of the objective of caring to serve was fairly successful.
 - Students showed their thoughtful care to serve the seniors in the production process of the activity. Students also managed to learn cross-generational communication skills through the activity. For example, students showed their enthusiasm in the 百家布製作班 organized by STMGSS Elder Academy.
 - During class suspension, 15 student Health Ambassadors in the Healthy School Program designed and prepared anti-epidemic packs for all their fellow students and teachers. They learned to show their considerate care to serve the school in the Program. The packs were distributed to all students during class resumption and the caring atmosphere was promoted.
 - Similar strategies and programmes are recommended to implement next year to reinforce students' "care to serve"
 - Owing to the suspension of school in November 2019 and from February 2020, the low-carbon cooking workshop was canceled. It is suggested that strategies on whole school approach should reinforce students' "care for the environment" or even "care for the society".

Objective 2 : To nurture students to pursue their individual multiple pathways in health in which mind, body and spirit are integrated so as to unleash their potential in their southerners education experience.

- The achievement of nurturing students to pursue their individual multiple pathways was quite ideal.
 - Although the Start-up Ceremony of the Sunshine Project@STMGSS and the character-building workshop of Sunshine Ambassadors were postponed due to the class suspension, S.3 students were enlightened to pursue their individual multiple pathways

2019-2020

from the different themes of CLP class periods including subject selection, career selection, and financial management. In the period of class suspension, self-learning material on CLP was also uploaded to YouTube and students were encouraged to watch the reference materials according to their levels of study.

- The achievement of nurturing students to unleash their potential in their education experience was quite successful.
 - S.3 Students have been working hard with various products for the CCA Trade Fair. Students applied their knowledge in using laser-cutting, 3D printing and sewing skills. They have unleashed their potential in STEM-related skills as well as life-skills.
 - The Singapore tour on STEAM learning and solar eclipse was held from 23 to 27 December 2019. Twenty students from S.3 to S.5 participated in the tour. According to the survey, over 70% of student participants agreed that they could broaden their horizons and were inspired by the STEAM education activities. Students successfully unleashed their presentation potential on performance as well as imagination in these series of education experience. Those learning programmes are strongly recommended to be continued next year.
- The achievement of raising students' communication skills and learning to share their feelings with others is satisfactory.
 - Students in different levels performed very well as the master of ceremony in different school events, such as SA Election Forum, SA Committee Inauguration, PTA Annual General Meeting, Teachers' Day, S6 Graduation Ceremony, etc. They had chances to unleash their communication potential in their southerners education experience. Students have plenty of chances in various performances to express their feeling and idea.
- Healthy School Program
 - Over 80% of S.1 students agreed that the day camp on 21 September 2019 could effectively raise their ability in the following aspects: team-work cooperation, communication with others, and knowing their fellow students well.
 - Over 90% of S.4 participants agreed that their adventure camp in November 2019 could successfully raise their sense of success in facing and solving challenges. They also agreed that the camp could raise their team spirit and communication ability. Most of them enjoyed the union and cooperation atmosphere of the class during the camp. However, their self-confidence and ability to listen and share still have rooms for improvement. Those experiential learning activities are strongly recommended to be continued next year.
 - Around 300 students participated in the Drug Test Scheme. However, the drug testing sessions were canceled due to class suspension from February 2020.
 - During class suspension, 15 student Health Ambassadors in the Healthy School Program designed and prepared anti-epidemic packs for all their fellow students and teachers. Other activities were canceled due to COVID-19.
 - Two webinars were held during class suspension in March and April 2020 for parents and students. Students' physical and mental health was nurtured by the webinars conducted by

2019-2020

a counseling psychologist for junior form students. Over 90% of audiences agreed that the webinar was enriching.

- It is suggested those activities be continued next year especially on developing a healthy life style to deal with the outbreak of pandemic diseases.
- Anti-gambling activities
- Anti-gambling activities sponsored by Ping Wo Fund were canceled due to class suspension. However, it is strongly suggested they continue in next year, especially to tackle with the expected atmosphere in football gambling in next summer.

Major Concern 2

- (a) To review and fine-tune the curriculum to cater for students' diverse learning needs
- (b) To nurture the culture of cross-subject and cross-curricular collaboration
- (c) To cater for student diversity and develop the potentials of SEN by providing appropriate support according to their diverse needs

Achievements

1. Junior secondary curriculum of Liberal Studies (LS) was fine-tuned in line with the CDI requirements. The revised LS syllabus included Geography and Life & Society (History). S3 Integrated Science curriculum was also revised in line with the CDI requirements. CIT has already extended from S2 to S3 to strengthen the STEAM Education.
2. For Cross Curricular Activities Programme (CCA), different courses were offered in school. For S3, students were divided into 4 teams of product lines, including using 3D printer, Laser and engraving, sewing and embroidery machine and the use of environmental materials. Instilled into different skills, students designed their products which were ready to sell in the market. However, due to the outbreak of coronavirus, the activities could not be continued.
3. Two electives were added to cater for the needs of students, namely Japanese and Tourism & Hospitality.
4. During the class suspension period, all teachers from S1 to S6 uploaded their teaching resources in the form of PowerPoint slides, videos, online learning platform, etc. Online homework was given. Mock Exam was held online. Students handed in their scripts through email or Google Classroom. S6 teachers explained their marking scheme through real time teaching so that students received teachers' comments of their written work before the HKDSE.
5. The students borrowed books through the platform called SuperBookcity. Compared to last year, the frequency of logging on to SuperBookcity website had increased by more than 400%. The online reading had increased by more than 500%
6. E-read Accounts were activated. Students could access to the ebooks by using the login passwords. During the outbreak of coronavirus, the librarian made a video clip to teach the students to borrow books online. Teachers made use of the e-read to ask students to do book

2019-2020

reports. There were 10,882 books borrowed online until Mid-June, 15.2 books were borrowed by each student.

7. To nurture the culture of cross-subject and cross-curricular collaboration, the English Department was working with various Subject Departments, including PSHE, Science and Maths Department. An S3 English teacher conducted the lesson with tailor-made worksheets during weekly Language Arts lessons. Specific vocabulary and expression were taught. 80% of students got a pass in the 3 monthly quizzes about LAC. According to S3 student survey on LAC, 71% of students were confident in using some commonly used sentence patterns, such as Conditionals. Nearly 70% of students agreed that teachers could teach them vocabulary in Liberal Studies and Mathematics. Over 60% of students were confident in applying the vocabulary learnt to other subjects, in explaining their answers in passive voices and using appropriate connectives to present their ideas logically.
8. For S4, the lessons were conducted once a week by 2 teachers in different streams. One was collaborated with Science subjects (Physics, Chemistry and Biology). The other one was collaborated with PSHE subjects (Economics and Geography). English Teachers taught vocabulary and expressions. 70% of students got a pass in their Science stream quizzes while 80% in PSHE streams. Working with School Development Officer from EDB, English teachers produced suitable worksheets for the standard of students. However, the meeting stopped during the class suspension period and the programme ended in the second term. According to S4 Science stream student survey on LAC, nearly 70% of students were confident in understanding some commonly used sentence patterns and use connectives to present their ideas logically. More than a half of S4 PSHE Stream students were confident in understanding some commonly used sentence patterns and agreed that the self-directed learning materials were useful to revise what they had learnt.
9. The school joined the Programme "Read Life in Drama" mentored by teachers of TMGSS. Teachers chose a reader called 'ET' which was taught in S2 lessons. Teachers taught drama elements in lessons to help students understand, appreciate and develop the interests of drama. Teachers joined 2 lesson observations in TMGSS and SEKSS (WK). Lesson demonstration of an S2 class was conducted by a teacher on 12 December 2019. A sharing session was held after the lesson demonstration and useful comments were made by our Principal, APs and teachers of LCGSS and TMGSS. The Stage for you and me initiative was launched in school. A range of activities were put on stage which students could play a part and show their talents in drama activities, such as Halloween and maze, Teachers' Day, Christmas event and Chinese Culture week. Due to the outbreak of coronavirus, the programme ended after the Chinese New Year. According to the survey on Read Life in Drama done by an S2 class, the majority of students enjoyed the lessons (94%) because of the assigned reader E.T. (84%). Most students (84%) reflected that they could learn both vocabulary and English speaking skills as well as the importance of friendship in their life.
10. There are 29 SEN students in school. There were individual interviews at the beginning of the school term to provide guidance and find out their needs. On the whole, most students

2019-2020

had 2 to 4 individual interviews depending on the seriousness of the cases. Few interviews could be conducted after the half-yearly examination due to the class suspension. The Education Psychologist also helped provide individual consultation for students. Different courses and workshops were offered, including Concentration Training workshop, Social skills Training Workshop, Speech therapy and After school Language Support. Students showed interest in the courses. Some had shown improvements in specific aspects, such as social skills, attention, etc. The attendance rate of courses had achieved more than 80%. SEN students scored 77.8% pass rate in the test and 70.4% in Half-Yearly exam. Teachers reflected that they paid more attention to cater for SENs and 23% of our staff completed Basic Course on Catering for Diverse Learning Needs. Due to the outbreak of coronavirus, the programme ended in the second term.

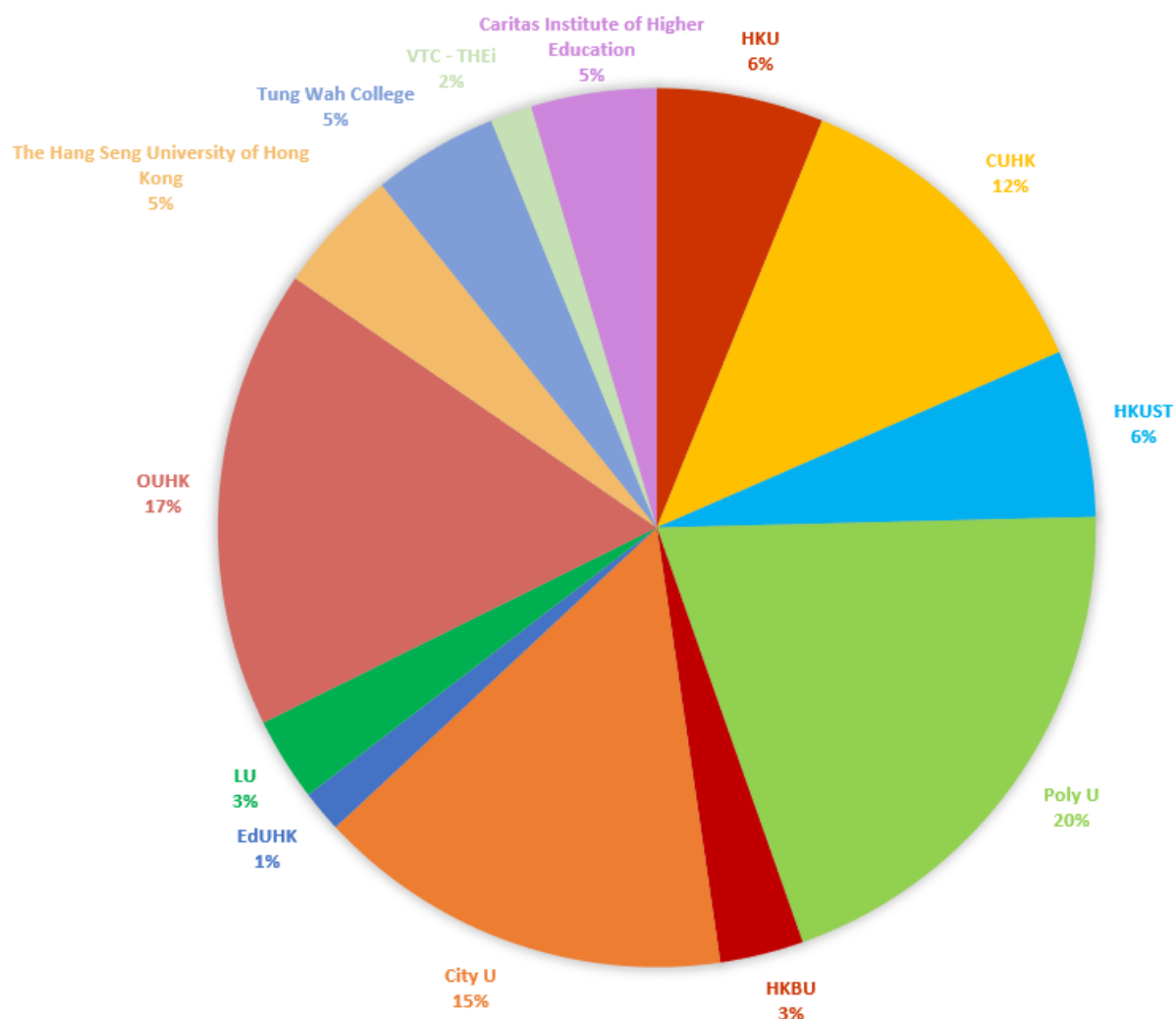
Reflections:

- i. For CCA, the product designed projects would continue next academic year.
- ii. More electives would be offered to cater for the needs of students.
- iii. The reading programmes will be enhanced. A structured Reading periods will be arranged next academic year.
- iv. There is still room for improvement in LAC programme. The Centre for Languages, Cultures and Communication will be set up next year to offer an English enrichment environment. More authentic teaching strategy should be deployed to enhance students' involvement in learning English.
- v. Drama education will be further enhanced from S1 to S3 next academic year. The English Department will work with the Department of Life and Society collaboratively throughout the next school year. English teachers will work with the Department of Life and Society by helping correct the grammar of the scripts based on the ideas of the students from the junior forms for their performance on stage in the Life in Drama Education Programme.
- vi. SEN programmes were able to cater for the students' need and will continue in the coming academic year.

2019-2020

of our best students obtained three 5* and three 5 in DSE, she was admitted to the programme of Bachelor of Arts and Bachelor of Laws (double degree) of the University of Hong Kong. Another student obtained two 5* and four 5 and was admitted to the Bachelor of Chinese Medicine programme of the Chinese University of Hong Kong.

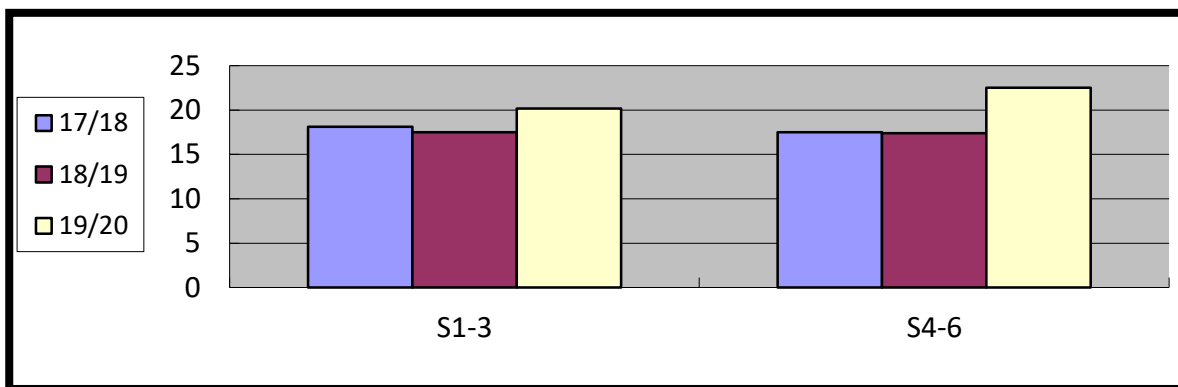
Graduates with degree or diploma courses offer were shown in the following pie chart.



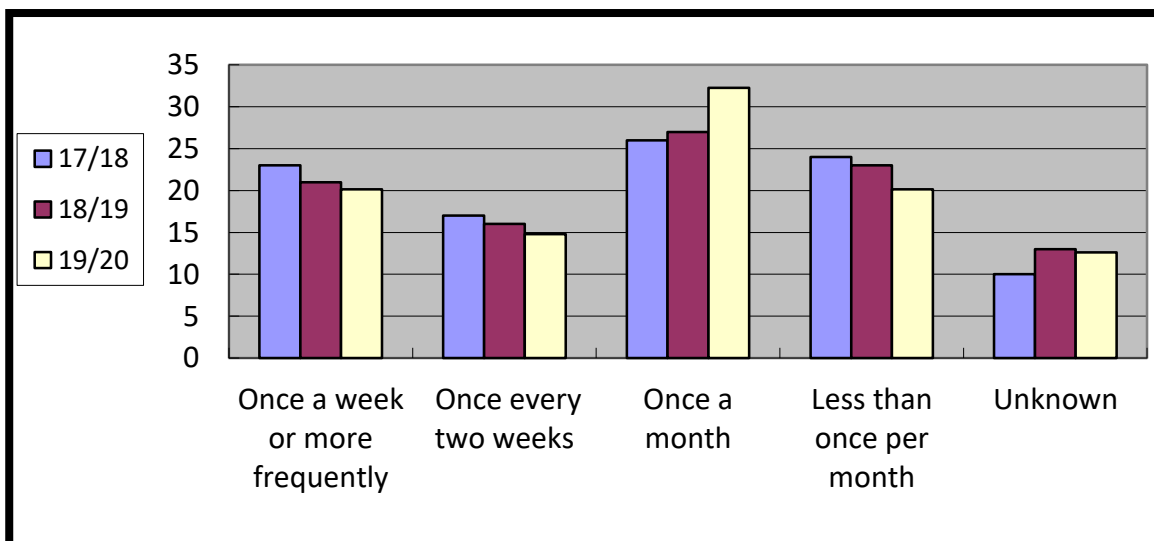
Student Reading Habit

Average number of reading materials borrowed from the school library per student per year

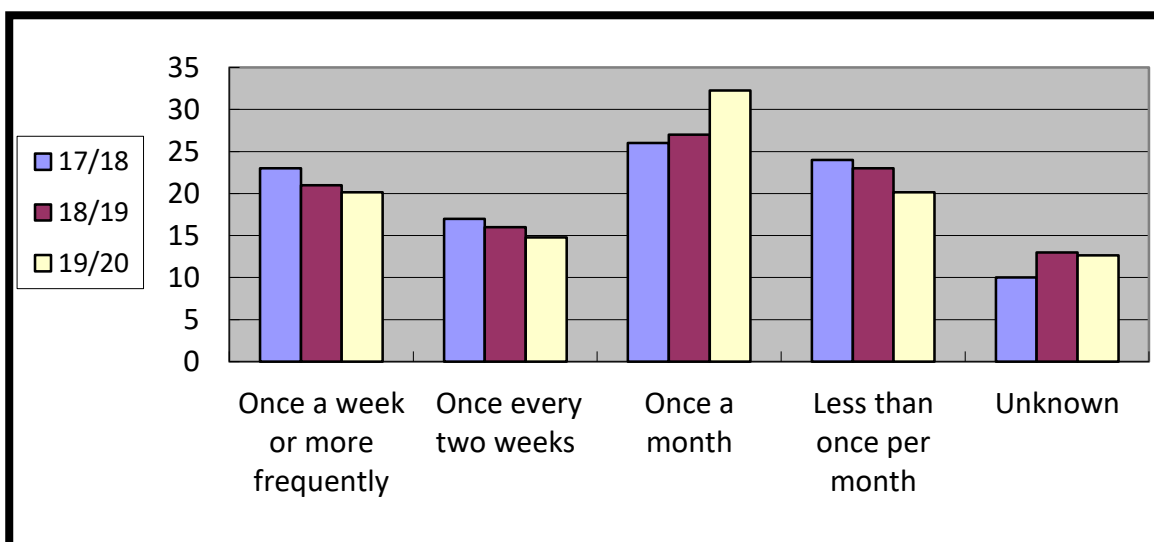
2019-2020



Secondary 1 to Secondary 3 Frequency of Borrowing



Secondary 4 to Secondary 6 Frequency of Borrowing



2019-2020

Major Learning Support Programmes

A. School-based After-school Learning and Support Programmes

Name / Type of activity	Actual number of eligible participating students			Average attendance rate	Period/Date activity held
	*A	*B	*C		
School Picnic	20	102	113	100%	1 day
Jazz Dancing Classes	1	4	0	90%	Full year*
Chinese Dancing Classes	0	2	3	90%	Full year
A 2-Day Leadership Training Camp	2	3	2	100%	2 days
Total number of participation counts	235				

*A - CSSA recipients, B - SFAS full-grant recipients and C - under school's discretionary quota

The School-based Grant has been allocated to subsidize the following activities:

1. School Picnic for travelling expenses (238 students)
2. Two Dancing classes throughout the academic year (10 students)
3. A Leadership Training Camp to train-up potential student-leaders for taking up key-positions in various school clubs and school teams. (7 students)

Students reflected that the above activities had broadened their horizons and knowledge as they were able to exchange ideas and share experience with the coaches, instructors. These activities have also enriched their school life.

B. Student Activities Support Grant

Name of activity	Use of expenditures (e.g. admission fee, transport fee, etc.)	Hosting Organization		Venue		Beneficiaries in the Activity concerned (Frequency, not Head Count)
		School	Other Organizations	HK	Outside HK	
A Five-Day Singapore STEM & Solar Eclipse Tour	Tour Fee	✓	✓		✓	10
Total						10

The Student Activities Support Grant has been allocated to subsidize the following activities:

1. A five-day STEM & Solar Eclipse Trip in Singapore (10 Students)

All stakeholders reflected that the activities had helped widen their horizon and arouse their interests in the study of science.

融合教育的政策及支援措施

(只提供中文版)

政策

本校致力建立共融文化，以「全校參與」模式支援有特殊教育需要的學生；透過資源調配，為學生提供適切和多元化的支援服務，以提升學生的學習效能及協助他們融入校園生活；本校重視家校合作，建立恆常溝通機制，透過不同的渠道，與家長一起商議有關支援學生的策略。

支援措施

本校為有特殊教育需要的學生提供下列的支援措施：

1. 成立融合教育專責組，由副校長作統籌，成員包括學生支援組主任、輔導主任、教師、定期駐校教育心理學家、駐校社工及融合教育助理。
2. 加強教育心理學家、教師、社工及家長之間的協作，商議有關支援學生的策略。
3. 增聘一名融合教育助理，與全校教師以「全校參與」模式照顧學生的個別學習差異。
4. 與外聘服務機構合作，安排導師按個別有學習需要的學生，每星期提供中文讀寫訓練、專注力及社交行為情緒技巧訓練。
5. 購買「言語治療服務」，由外聘服務機構委派導師，以課堂抽離的方式，為有言語障礙的學生提供每星期一次的個別言語治療訓練。
6. 按個別同學的需要，提供到校的職業治療服務。
7. 安排融合教育助理，以協作教學模式，在課堂上支援有特殊教育需要的學生。
8. 在教師的協助下，安排融合教育助理每星期兩天，為有需要的學生提供課後功課輔導。
9. 向有需要的學生提供學習、家課和測考調適，又透過課堂觀察，記錄學生的學習成果，並適時向家長報告。
10. 由駐校教育心理學家為有特殊教育需要的學生作個別輔導及評估。
11. 邀請專業人士，包括教育心理學家，為教師提供專業培訓，包括以「全校參與」模式支援有特殊教育需要的學生，和如何辨識及協助有行為問題的學生。

2019-2020

CCA 跨學科學習活動計劃(Cross Curricular Activities Programme)

(只提供中文版)

在二零一九至二零二零年度，本校推行及設計跨學科學習活動常規課程。課程設計旨在發展學生的共通能力，培養積極正面的價值觀，並就生活事例及時事議題作深入的探討，學習多角度思考。

課程內容

中一級

	單元	課程重點
1.	時間管理	鼓勵學生時間管理及認識基本法
2.	認識《基本法》的由來	
3.	認識《基本法》中香港法律、權利	
4.	認識《基本法》框架下中央和香港特區關係	
5.	認識《基本法》與日常生活	

中二級

	單元	課程重點
1.	認識自己	鼓勵學生積極學習、認識自己， 訂立人生目標。
2.	生命教育	
3.	時間管理	
4.	誠信	
5.	吸毒的禍害	
6.	防止罪惡	

中三級

	單元	課程重點
1.	我的簡歷	向學生推動 STEAM 教育，鼓勵他們用創意思維，訂定目標，設計、推廣及銷售所製作的產品，從而建立他們的信心。
2.	我的公司	
3.	訂立目標	
4.	組織架構	
5.	構思產品意念	
6.	構思產品設計	
7.	市場定位	
8.	選定公司名稱及分配公司責任	
9.	檢討及選擇產品或服務	
10.	生產計劃	
11.	生產過程	

2019-2020

計劃推行成效：

1. 課程設計切合學生需要

課程設計乃由學生個人成長，建立正確價值觀，推展到社會責任，因此有助學生建立正面價值觀及人生目標，引導他們日後走上正確的人生道路。

2. 教材靈活多變

各級課程運用生活化及時事作教材，又邀請校外機構蒞臨本校舉辦講座或工作坊。此外，學習模式也多變靈活，包括個人專題研習、小組討論，工作坊及講座等，對推動學生主動學習，效果顯著。

3. 習作表現理想

上下學期均設有小組專題探究習作，學生展現了不俗的資料搜集能力，亦勇於實踐在課堂學習到的資料搜集技巧：運用問卷調查、訪問等。部分學生展現了高水平的共通能力，如擅於運用圖表、影片等方式作匯報。

2019-2020

「促進香港與內地姊妹學校交流計劃」

交流報告書

(2019/20 學年)

學校名稱：南屯門官立中學
升學姊妹學校名稱：深圳市龍崗區東締結日期：二零一五年十二月十五日計劃締結的第二間姊妹學校名稱：肇慶地質中學

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	<p>學校管理層面：</p> <p>學校領導專業交流，促進持續發展及對外聯繫。</p> <ul style="list-style-type: none"> 以書信、電郵、微信、QQ、探訪及回訪保持專業交流。 <p>書信交流</p> <ul style="list-style-type: none"> 2019年9月25日，新任校長陳耀明先生親函東升學校王勁松校長，表達兩校情誼終始不渝，希望未來日子兩校繼續互訪，加強港深兩地文化交流的意願。 <p>學術及文化交流之旅：</p> <ul style="list-style-type: none"> (1) 計劃於2020年4月8日至10日與肇慶地質中學結為第二間姊妹學校以擴大大學校行政層面的專業交流。 (2) 計劃於2020年4月29日至30日探 	<p>學校領導可以在行政層面互相交流，討論學校發展的大方向，達致持續發展。</p>	<ul style="list-style-type: none"> 兩地校長透過拜訪和回訪的方式，商討及舉辦2019/20年度的交流學習活動，為日後持續發展奠下基礎。 以傳統書信打開交流之門，奠定日後共謀發展的基礎。 陳校長原定在不同日子親自帶領多位老師，34位同學到訪位於肇慶地質中學，以及帶領整個中二級120多位師生探訪東升姊妹學 	<ul style="list-style-type: none"> 兩地校長親自協商，促進全方位的學習管理，建立更優質的高層溝通平台，對未來發展具承先啟後的效果。 兩校負責老師繼續使用微信、QQ、電郵溝通聯繫，快捷有效。

2019-2020

	訪龍崗區東升姊妹學校以進行學校行政層面的專業交流。		校，以透過親身觀摩及交流，進一步擴大兩地交流的文化，但因為2019新冠疫情的影響而被迫取消。	
2.	<p>教學層面： 拜訪姊妹學校，內地師生回訪本校，讓兩校教師進行專業觀摩，就規劃大型交流活動、教學策略和課業評估技巧作交流。</p> <p>擬訂學術及文化交流之旅：</p> <ul style="list-style-type: none"> 4月8-10探訪肇慶地質中學 4月29-30日探訪龍崗區東升姊妹學校及參觀大芬油畫村 <p>文化交流</p> <ul style="list-style-type: none"> 編制兩校學生文集—《嚶鳴集》 	學校教師透過觀課評課互相交流協作、達致持續的教學專業發展	<ul style="list-style-type: none"> 透過拜訪和回訪，讓兩地老師互相協商，共同探討學習元素和教學方法。兩地師生直接討論交流，互相學習，持續發展。 因為2019新冠疫情的影響而被迫取消兩個探訪活動，兩地老師不能實地考察粵港兩地不同的教學模式和課程發展方向，實為可惜。 中英文老師透過分享學生作品，在文學創作和文章點評方面互相進行觀摩學習。 	<ul style="list-style-type: none"> 安排拜訪和回訪交流活動需要兩地校長和老師互相協商，活動的成功實有賴兩地的真誠聯絡和合作，為恆常化的交流奠下基礎。 姊妹學校的交流活動除核心負責的組別老師外，也與校內不同科組合作，兩地老師也能總結統籌及聯繫校內不同科組的經驗，促進跨科交流和課程改革。 兩地實地交流，由於中港地域不同，交流安排需要靈活調動，日後安排行程時需要注意交流日期的應變方案。
3.	<p>學生層面： 探訪姊妹學校，內地學校回訪本校，讓本校學生與姊妹學校學生一同上課，討論學問，加深認識、並作學術及文化科技交流。</p> <p>擬訂學術及文化交流之</p>	<ul style="list-style-type: none"> 踏出校園，擴闊視野，增廣見聞 提升應對能力和溝通技巧，增強自信 	<p>從學生的反思和觀察，學生在交流活動中獲益良多。</p> <ul style="list-style-type: none"> 透過參與內地課堂，同學能感受到內地課堂的熱烈討論和認真投入。同時，亦透過 	<ul style="list-style-type: none"> 兩校互訪可以訓練學生擔當導賞員、講解員等工作，提升學生的自信和溝通能力，使投放的資源得到有效的回報。 內地的課程設計與教學語言跟香港不同，同學到訪

2019-2020

	<p>旅</p> <ul style="list-style-type: none"> 4月8-10日探訪肇慶地質中學並考察肇慶天然地貌 4月29-30日探訪龍崗區東升姊妹學校及大芬油畫村 <p>文化交流：</p> <ul style="list-style-type: none"> 投稿兩校學生文—《嚶鳴集》 	<ul style="list-style-type: none"> 了解肇慶的歷史文化和天然資源 與姊妹學校學生互相學習，建立兩地的友誼與夥伴關係 發展藝術鑑賞能力 	<p>與內地同學交流，加深認識內地教育模式的最新發展，建立友誼和夥伴關係。</p> <ul style="list-style-type: none"> 參觀深圳大芬油畫村能提升學生對藝術發展的認識和鑑賞能力。 遺憾兩次活動被迫取消，期待下一年能如常實地交流。 兩校學生積極投稿，努力創作，互相分享佳作，從閱讀中吸取知識，認識兩地不同的創作文化，達致互相切磋，共同學習的目標。 	<p>東升學校能體驗兩地教育文化的差異，兩地語言的不同可以深化兩文三語的有效應用。</p>
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2019-2020

附件 2(續)

本學年參加文章交流活動的總人次如下:

學生：共 94 人次

老師：共 45 人次

校長和副校長：共 4 人次

第二部分：財政報告

項目編號	交流項目	支出項目	費用 (\$)	備註
				2019-2020 年度津貼： \$154950.00
1	整理及紀錄交流資料	1 位教學助理薪金(8 月份)	17955.00	
2.	出版姊妹學校交流文集供兩校師生教與學	印刷交流文集 1000 本	49000.00	
		總計	66955.00	
		津貼年度結餘	87995.00	

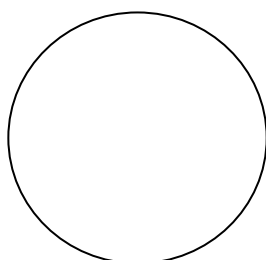
第三部分：資料修訂 (如適用)

	修訂內容	備註
1.	沒有修訂內容	

第四部分：聲明

茲證明—

1. 本報告書已獲本校學校管理委員會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；
3. 所有開支均符合運用「促進香港與內地姊妹學校交流計劃」津貼的準則和要求，以及教育局發出有關採購程序的通告及指引；
4. 本校會在每學年完結後的規定期限內，向教育局呈交經審核的周年帳目報告，報告內會分項列出使用津貼的收支；及
5. 以上提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明，作審核之用。



學校管理委員會主席簽署：

學校管理委員會主席姓名：何慕琪

日期：10-8-2020

2019-2020

Students' Achievements in External Competitions 2019-2020

學生參與校外活動獲取主要獎項紀錄 (2019-20)

獲獎/助學金學生：			
活動項目	主辦機構	學生姓名	獎項
2019 第五屆全港青少年進步獎	杜葉錫恩教育基金會	鄧荃文(5D)	進步嘉許狀
		蘇皓宏(6B)	進步嘉許狀
		林靜楠(6C)	進步嘉許狀
待人有禮好少年	屯門區公民教育委員會	馬天柔(2A) 曾家裕(5D)	獎狀
屈臣氏集團香港學生運動員獎	屈臣氏集團	楊禮和(6A)	學生運動員獎
2019 Future Star - -Upward Mobility Scholarship	The Hong Kong Council of Social Service	CHU KA KI (4D) CHAN KAI CHAK (5D) MOK HIU LAM (5D)	2019 Future Star -Upward Mobility Scholarship
2020 Future Star - -Upward Mobility Scholarship	The Hong Kong Council of Social Service	CHEUNG HOI LAAM (4C) KEUNG SUM WAI (4D)	2020 Future Star -Upward Mobility Scholarship
2019/20 Link First Generation University Student Scholarship	Link REIT	TSE WING TUNG (6D) (2018-19)	Link First Generation University Student Scholarship (2019/20)
Applied Learning Scholarship (2019/20 School Year)	Law's Charitable Foundation & Education Bureau		Applied Learning Scholarship (2019-20)
		WAI WING HO (6A) NG YEE SHUEN (6C)	ApL Course: Health Care Practice
		KHAWAJA NAZIR ORDONEZ (6B)	ApL Course: Chinese in Business Service
		LEE CHUN HEI RISSON (6B)	ApL Course: Film and Video
		TAM SIN YU (6A)	ApL Course: Interior Design
Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2019/20	Sir Edward Youde Memorial Fund Council	FUNG CHING YIU (6D) FUNG MAN KI (6D)	Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2019/20
The Youth Arch Student Improvement Award 2018-19	The Lion & Globe Educational Trust and co-organized by the Outstanding Young Persons' Association	CHAN YUEN CHING (2A) WONG YU CHING (2C) CHAN WING YING (2D) LI CHING SZE (2D) LAM WING HIN (3C) MUHAMMAD HASSAN KHALID (3C) SHUM YI MAN(3C) LAU KA WING (4A) TAM WING SZE (4A) XIE TIN LONG (4C) WONG PAK HEI (4D) LAM CHO I (5A) LEUNG HEI MAN (5B) WONG PRISCILLA (5C) WONG LOK KAN (5D) YIM KWUN HO (6A) CHEUNG CHEUK YIN (6B) NG YEE SHUEN (6C) FUNG MAN HON (6D)	The Youth Arch Student Improvement Award 2018-19

學術：

(1) 英文朗誦

2019-2020

活動項目	主辦機構	學生姓名	獎項
The 71 st Hong Kong Schools English Speech Festival (2019-2020)	Hong Kong Schools Music and Speech Association	TSANG KA YUE (5D)	Solo Verse Speaking 3rd Place
		KWOK KEI MAN (1A) LI DIONA (1B) SZETO WING LAM (1C) WU SHING YUI (1D) CHEUNG TSZ YIN (1D) CHEUNG YAN SUET (1D) LAM YAT HEI (2A) MA TIN YAU (2A) MAK WAI HUNG (2B) PHAM MOC AN (2B) POON HEI CHUN KATRINA (2B) WONG KA YI (2B) CHENG KA PO (2D) YEUNG LONG KIU (3B) NG CHEUK LAM (3C) AU SIN LAAM (3D) WONG TSZ CHING (3D)	Solo Verse Speaking Merit

學術：

(2) 中文朗誦

活動項目	主辦機構	學生姓名	獎項
第 71 屆香港學校朗誦節	香港學校音樂及朗誦協會	周健美(3C)	詩詞獨誦(粵語/女子組) 亞軍 優良證書
		唐心如(2D) 張楚燦(3D) 譚綺婷(3D)	良好證書
		梁嘉碧(1D)	詩詞獨誦(普通話/女子組) 優良證書
		張芷嫣(1D)	良好證書
		程 鐸(1D)	詩詞獨誦(普通話/男子組) 優良證書
		譚詠淋(2C)	散文獨誦(粵語/女子組) 優良證書
		周健美(3C)	散文獨誦(普通話/女子組) 優良證書
		鄭俊杰(1A)	散文獨誦(普通話/男子組) 優良證書
		黎沐恩(2B) 麥煒虹(2B)	二人朗誦(粵語) 優良證書
		周倬佟(1C) 梁曉琳(1C)	良好證書

2019-2020

學術：			
(3) 數、理及資訊科技			
活動項目	主辦機構	學生姓名	獎項
Chemists Online Self-study Award Scheme (2019-2020)	Hong Kong Virtual University and the Science Education Section of the Education Bureau	CHAN CHUN HEI (5C) CHENG WAI CHING (5C) IP HOI YING (5C) WONG CHUN KIT (5C) CHO LOK YIN (5D) TSE WING YU (5D)	Diamond
		TANG CHUEN MAN (5D)	Silver
		LEE CHUN KIT (5C) TSANG KA YUE (5D)	Bronze
		華夏杯	香港數學奧林匹克協會
		廖天朗(1C) 陳叙霖(1D) 程 鐸(1D) 廖亮誠(1D)	二等獎
		伍嘉明(1B) 符穎嵐(1C) 張熙洋(1D) 黃柏錡(1D) 陳旭平(2A) 周芷彤(3C)	三等獎

學術：			
(4) 通識			
活動項目	主辦機構	學生姓名	獎項
第 21 屆消費者文化報告獎 21 st Consumer Culture Study Award	消費者委員會及教育局 Consumer Council & EDB	鄭芷婷(4D) 陳艷冰(4D) 朱嘉琪(4D) 陸倩婷(4D)	高級組亞軍
		馮芊熒(3C) 周健美(3C) 林希蔚(3C) 林子欣(3C)	初級組 (1) 亞軍 (2) 最佳表達方式獎 (3) 優異選題獎
		甄曉藍(2D) 陳盈莉(2D) 陳星語(2D) 張源芳(2D)	初級組傑出作品獎
2019/20 年度通識徵文比賽	香港電台 RTHK 及 eTVonline	陳柏熙(4D) 陳艷冰(4D) 李芍瑤(4D) 黃柏熙(4D) 楊 謙(4D) 韓輔疇(4D)	踴躍參與金獎

學術：

2019-2020

(5) 其他			
活動項目	主辦機構	學生姓名	獎項
Joyful Reading Award Scheme	Education Bureau	NG CHOI YU (4D) LING TSZ LONG (4D) TANG SHING HEI (5B) KHAWAJA NAZIR ORDONEZ (6B)	Certificate of Commendation Joyful Reading Award for Students
第十五屆中國中學生作文大賽 (香港賽區)	香港中華文化促進中心	陳星語(2D)	銅獎(初中組)

音樂：			
活動項目	主辦機構	學生姓名	獎項
HKYPAF The 7th HK International Youth Performance Arts Festival 2019	HKYPAF	YAU CHEUK YIN NATALIE (4D)	Piano Solo (Grade 8) 3rd Prize
GMC Music Festival 2019	GMC Foundation	YAU CHEUK YIN NATALIE (4D)	Piano Solo (Senior) 3rd Prize

體育：			
活動項目	主辦機構	學生姓名	獎項
2019-2020 年度校際游泳比賽	香港學界體育聯會 屯門區中學分會	本校泳隊	男子甲組團體季軍 女子甲組團體第五名
		陳旨航(4C) 蔡國珩(4C) 楊禮和(6A) 蘇皓宏(6B)	男子甲組 4x50 米自由接力冠軍
		張漪雯(6B)	女子甲組 100 米背泳冠軍 女子甲組 200 米個人四式冠軍
		王嘉欣(6B)	女子甲組 100 米背泳亞軍 女子甲組 50 米背泳第四名
		梁曉霖(3A)	女子乙組 50 米蝶泳亞軍 女子乙組 200 米自由泳亞軍
		賴泯之(1B)	女子丙組 100 米自由泳亞軍 女子丙組 50 米胸泳季軍
		蘇皓宏(6B)	男子甲組 200 米背泳亞軍 男子甲組 50 米蝶泳第四名
		陳旨航(4C)	男子甲組 100 米自由泳第四名
		楊禮和(6A)	男子甲組 50 米自由泳第四名
		離島區分齡游泳比賽 2019	康文署
屯門區分齡田徑比賽 2019	康文署	顧慧翹(1B)	女子青少年組 100 米亞軍 女子青少年組 200 米季軍
2019-2020 年度校際田徑比賽	香港學界體育聯會 屯門區中學分會	顧慧翹(1B)	女子丙組 100 米第四名 女子丙組 200 米第四名